

Bedford Central School District

Proposed Budget

2024-2025

Budget Hearing

Wednesday, May 8, 2024

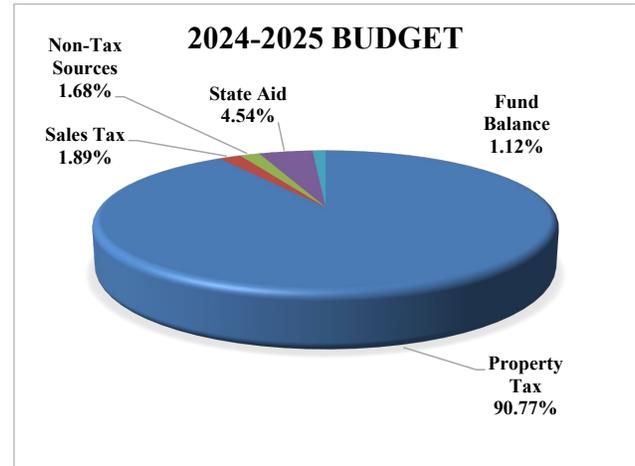
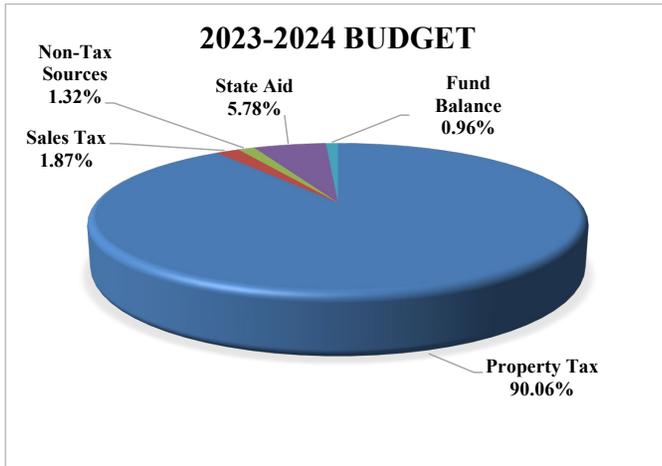
Budget Vote

Tuesday, May 21, 2024

7:00am - 9:00pm

**Bedford Hills, Bedford Village, Mt. Kisco,
Pound Ridge & West Patent Elementary Schools**

Revenues by Major Sources



	2022-2023 <u>Actual</u>	2023-2024 <u>Budget</u>	2024-2025 <u>Budget</u>	Increase/ <u>(Decrease)</u>
Property Tax	\$134,393,962	\$137,383,087	\$141,436,467	\$4,053,380
Sales Tax	\$2,950,341	\$2,850,000	\$2,950,000	\$100,000
Non-Tax Sources	\$5,361,484	\$2,014,010	\$2,611,050	\$597,040
State Aid	\$8,660,768	\$8,823,903	\$7,080,818	(\$1,743,085)
Fund Balance	<u>\$0</u>	<u>\$1,467,000</u>	<u>\$1,746,665</u>	<u>\$279,665</u>
TOTAL REVENUE	<u>\$151,366,555</u>	<u>\$152,538,000</u>	<u>\$155,825,000</u>	<u>\$3,287,000</u>

Revenue for the 2024-2025 school budget is derived from the following major categories:

REAL PROPERTY TAX (Tax Levy) is the portion of the budget not covered by other revenue.

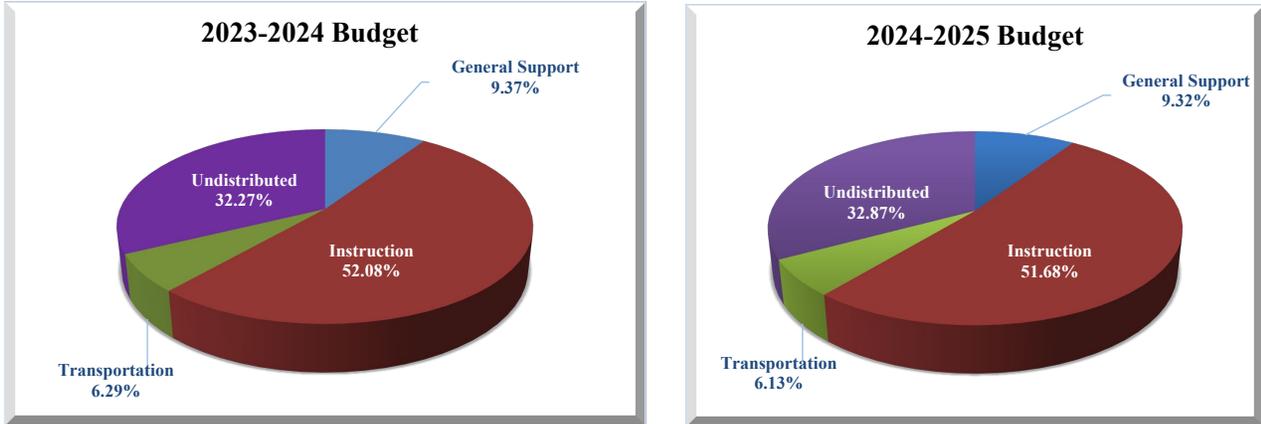
SALES TAX is an estimate of the school district's share of sales tax collected by Westchester County.

NON-TAX SOURCES Include interest earned on investments, rental of school facilities, charge for health services for students attending non-public schools within the Bedford district but residing in other districts, reimbursement for insurance claims and other miscellaneous revenue.

STATE AID is determined by the New York State Legislature as a result of their annual budget legislation.

FUND BALANCE is the amount of unreserved fund balance (cash reserves) that is appropriated to support the subsequent year's budget.

Expenditures by Major Area



	2022-2023 <u>Actual</u>	2023-2024 <u>Budget</u>	2024-2025 <u>Budget</u>	Increase/ <u>(Decrease)</u>
General Support	\$15,018,457	\$14,295,960	\$14,517,135	\$221,175
Instruction	\$78,441,744	\$79,435,050	\$80,530,930	\$1,095,880
Transportation	\$8,908,824	\$9,587,505	\$9,552,150	(\$35,355)
Undistributed	<u>\$48,824,672</u>	<u>\$49,219,485</u>	<u>\$51,224,785</u>	<u>\$2,005,300</u>
TOTAL EXPENDITURES	<u>\$151,193,697</u>	<u>\$152,538,000</u>	<u>\$155,825,000</u>	<u>\$3,287,000</u>

The proposed 2024-2025 budget of \$ 155,825,000 reflects a budget to budget increase of (+) 2.1%.

GENERAL SUPPORT includes expenditures associated with the funding of the Board of Education, District Clerk, District Meeting, Central Administration, Finance, Legal, Personnel, Operations and Maintenance of Plant, Central Printing, Data Processing and the cost of special items such as Tax Certiorari claims and Risk Management costs.

INSTRUCTION includes expenditures for all instruction programs including Curriculum Development, Supervision, Teaching Regular School, Special Education, Library, Computer Assisted Instruction, Guidance, ESL, Health Services, Psychological Services, Social Work Services, Pupil Services, Co-Curricular activities & Interscholastic Athletics.

TRANSPORTATION provides funds for all home to school student transportation, including mandated transportation of students to private schools within a 15 mile radius of their residence.

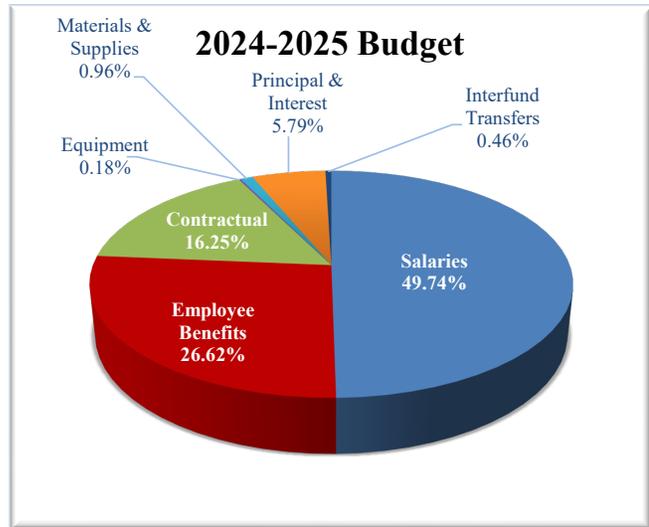
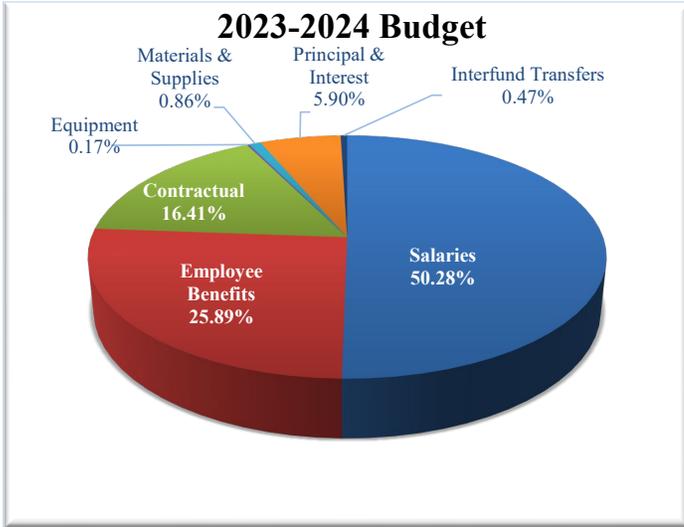
UNDISTRIBUTED includes Employee Benefits, Debt Service & Transfers to Other Funds.

**Bedford Central School District
Proposed Budget
Estimated Tax rates
2024-2025**

Proposed Budget 2024-2025	\$155,825,000
Estimated Revenue Other Than Taxes	(\$12,641,868)
Appropriated Fund Balance	(\$1,746,665)
Amount To Be Raised By Taxes	\$141,436,467

	Town of Bedford	Town of Mt. Kisco	Town of Pound Ridge	Town of New Castle	Town of North Castle	Total
Assessed Value	\$419,304,203	\$291,040,200	\$361,552,218	\$70,076,492	\$4,100,615	\$1,146,073,728
Exemption	\$0	\$0	\$0	\$0	\$0	N/A
Net Valuation	\$419,304,203	\$291,040,200	\$361,552,218	\$70,076,492	\$4,100,615	N/A
Equalization Rate	8.49%	13.72%	14.30%	14.80%	1.65%	N/A
Full Value	\$4,938,800,978	\$2,121,284,257	\$2,528,337,189	\$473,489,811	\$248,522,121	\$10,310,434,355
Percentage of Tax	47.900998%	20.574150%	24.522121%	4.592336%	2.410394%	100.000000%
Tax Levy	\$67,749,480	\$29,099,351	\$34,683,222	\$6,495,238	\$3,409,177	\$141,436,467
Plus Tax to be Collected	\$0	\$0	\$0	\$0	\$0	\$0
Less Tax Previously Collected	\$0	\$0	\$0	\$0	\$0	\$0
Net Tax Levy	\$67,749,479.55	\$29,099,351.24	\$34,683,221.58	\$6,495,238.10	\$3,409,176.53	\$141,436,467
Estimated Tax Rate 2024-2025 <i>(per \$1,000 of assessed value)</i>	\$161.575961	\$99.983958	\$95.928665	\$92.687832	\$831.381763	N/A
Final Tax Rate 2023-2024 <i>(per \$1,000 of assessed value)</i>	\$158.846694	\$98.004179	\$92.096182	\$88.317925	\$762.538788	N/A
Dollar Change	\$2.729267	\$1.979779	\$3.832483	\$4.369907	\$68.842975	N/A
Percentage Change	1.72%	2.02%	4.16%	4.95%	9.03%	N/A

Expenditures by Category



	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Salaries	\$75,698,225	\$76,696,795	\$77,500,075	\$803,280
Employee Benefits	\$38,570,657	\$39,499,150	\$41,480,985	\$1,981,835
Contractual	\$25,141,900	\$25,037,270	\$25,321,665	\$284,395
Equipment	\$101,317	\$265,175	\$275,770	\$10,595
Materials & Supplies	\$1,427,583	\$1,319,275	\$1,502,705	\$183,430
Principal & Interest	\$9,485,126	\$9,000,335	\$9,023,800	\$23,465
Interfund Transfers	\$768,889	\$720,000	\$720,000	\$0
TOTAL EXPENDITURES	<u>\$151,193,697</u>	<u>\$152,538,000</u>	<u>\$155,825,000</u>	<u>\$3,287,000</u>

SALARIES of teachers, administrators, aides, clericals, custodians, tradesmen, nurses and other district personnel.

EMPLOYEE BENEFITS include social security, health insurance, workers' compensation, life insurance, union welfare and Teachers' Retirement System and Employees' Retirement System Pension costs.

CONTRACTUAL represents all purchase services including the transportation contract, BOCES services, insurance, tuition, utilities, professional and technical services and the upkeep of buildings and grounds. Included in this category are the lease of copiers district-wide and textbook and software purchases.

EQUIPMENT includes monies budgeted for the purchase of new and replacement instructional and non-instructional equipment.

MATERIALS & SUPPLIES include all instructional materials as well as office supplies and supplies related to buildings and grounds.

PRINCIPAL & INTEREST include the payment of debt service on existing bonds.

INTERFUND TRANSFERS include funds to be transferred to government funds other than the General Fund. This includes the payment of monies to the Special Aid Fund for the Special Education Extended Year Program and the transfer to Capital Fund for repairs to the district facilities.

Expenses by Function

GENERAL SUPPORT

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Board of Education	\$169,374	\$71,115	\$74,990	\$3,875
Central Administration	\$391,176	\$398,405	\$400,300	\$1,895
Finance	\$984,102	\$1,125,020	\$1,208,190	\$83,170
Human Resources	\$1,213,268	\$1,180,475	\$1,185,230	\$4,755
Operations & Maintenance	\$9,214,985	\$8,944,180	\$8,970,955	\$26,775
Central Services	\$941,146	\$832,095	\$861,160	\$29,065
Special Items	<u>\$2,104,406</u>	<u>\$1,744,670</u>	<u>\$1,816,310</u>	<u>\$71,640</u>
TOTAL	\$15,018,457	\$14,295,960	\$14,517,135	\$221,175

The GENERAL SUPPORT section of the budget encompasses the system-wide administration of the District, the financial and personnel functions, operations and maintenance of buildings and grounds and other central services.

INSTRUCTION

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Curriculum & Development	\$5,057,988	\$5,294,520	\$5,375,360	\$80,840
Teaching Regular School	\$42,314,805	\$42,163,925	\$42,481,195	\$317,270
Special Appropriationment	\$17,943,670	\$18,589,680	\$18,837,190	\$247,510
ESL Programs	\$3,067,790	\$3,292,765	\$3,288,005	(\$4,760)
Instructional Media	\$3,046,488	\$3,374,580	\$3,616,515	\$241,935
Guidance	\$2,033,159	\$2,019,105	\$1,855,045	(\$164,060)
Health Services/PPS	\$1,491,683	\$1,214,310	\$1,406,445	\$192,135
Pupil Services (Psych/Soc. Work.)	\$2,255,512	\$2,342,875	\$2,424,050	\$81,175
Co-Curricular/Athletics	<u>\$1,230,649</u>	<u>\$1,143,290</u>	<u>\$1,247,125</u>	<u>\$103,835</u>
TOTAL	\$78,441,744	\$79,435,050	\$80,530,930	\$1,095,880

The INSTRUCTION section of the budget covers costs associated with the instruction and academic programs provided to the students. Included in this area are curriculum and staff development, building administration, teachers, special education, library, guidance, school nurses, psychologists and social workers.

Expenses by Function

TRANSPORTATION

	2022-2023	2023-2024	2024-2025	Increase/ <u>(Decrease)</u>
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Transportation	\$8,908,824	\$9,587,505	\$9,552,150	(\$35,355)

TRANSPORTATION is provided for all students in the Bedford Central School District on a contractual basis through Towne Bus Company. Under New York State Education Law, school districts must provide transportation for all children in grades Kindergarten through 8 who live beyond 2 miles and for pupils in grades 9 through 12 who live beyond 3 miles from their respective schools. Transportation must also be provided for private and parochial schools up to a limit of 15 miles, and for all handicapped students attending special schools or special programs up to 50 miles. This budget provides for the transportation of all students under 2 and 3 miles from their respective schools. In addition to transporting students to the Bedford Schools, the district currently transports students to more than forty-three parochial, private and special schools.

UNDISTRIBUTED (Employee Benefits, Debt Service, Interfund Transfers)

	2022-2023	2023-2024	2024-2025	Increase/ <u>(Decrease)</u>
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Employee Benefits	\$38,570,657	\$39,499,150	\$41,480,985	\$1,981,835
Debt Service	\$9,485,126	\$9,000,335	\$9,023,800	\$23,465
Interfund Transfers	<u>\$768,889</u>	<u>\$720,000</u>	<u>\$720,000</u>	<u>\$0</u>
TOTAL	\$48,824,672	\$49,219,485	\$51,224,785	\$2,005,300

The UNDISTRIBUTED section is divided into community services, employee benefits, debt service and transfers to other funds. The latter category includes the local expense of extended school year programs for special education children and funds transferred for the repairs to the facilities. The amount attributable to each category is shown above.

Function Detail

GENERAL SUPPORT

	<u>2022-2023</u> <u>Actual</u>	<u>2023-2024</u> <u>Budget</u>	<u>2024-2025</u> <u>Budget</u>	<u>Increase/</u> <u>(Decrease)</u>
Board of Education				
Salaries	\$16,761	\$18,490	\$19,765	\$1,275
Equipment	\$0	\$0	\$0	\$0
Contractual	\$150,977	\$50,425	\$53,025	\$2,600
Materials and Supplies	<u>\$1,636</u>	<u>\$2,200</u>	<u>\$2,200</u>	<u>\$0</u>
Total Board of Education	\$169,374	\$71,115	\$74,990	\$3,875

DESCRIPTION: Board of Education, District Clerk & District Meeting.
SALARIES: Board Secretary and/or District Clerk.
EQUIPMENT: n/a
CONTRACTUAL: Association dues, postage and contractual expenses attributable to District voting and District newsletter.
MATERIALS & SUPPLIES: General supplies for Board of Education operation.
INCREASE/(DECREASE): Salaries increase estimated for District Clerk services.

	<u>2022-2023</u> <u>Actual</u>	<u>2023-2024</u> <u>Budget</u>	<u>2024-2025</u> <u>Budget</u>	<u>Increase/</u> <u>(Decrease)</u>
Central Administration				
Salaries	\$387,632	\$394,005	\$395,900	\$1,895
Equipment	\$0	\$0	\$0	\$0
Contractual	\$3,414	\$4,100	\$4,100	\$0
Materials and Supplies	<u>\$130</u>	<u>\$300</u>	<u>\$300</u>	<u>\$0</u>
Total Central Administration	\$391,176	\$398,405	\$400,300	\$1,895

DESCRIPTION: Office of the Superintendent.
SALARIES: Superintendent & Administrative Assistant to the Superintendent.
CONTRACTUAL: Postage, travel/conference & equipment service.
MATERIALS & SUPPLIES: Office Supplies.
INCREASE/(DECREASE): Salaries increase for 2.0 fte employees.

	<u>2022-2023</u> <u>Actual</u>	<u>2023-2024</u> <u>Budget</u>	<u>2024-2025</u> <u>Budget</u>	<u>Increase/</u> <u>(Decrease)</u>
Finance				
Salaries	\$854,502	\$935,340	\$1,018,510	\$83,170
Equipment	\$0	\$0	\$0	\$0
Contractual	\$129,404	\$183,680	\$183,680	\$0
Materials and Supplies	<u>\$196</u>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$0</u>
Total Finance	\$984,102	\$1,125,020	\$1,208,190	\$83,170

DESCRIPTION: Business Office, Internal/External Auditor, District Treasurer and Purchasing.
SALARIES: Business Administrator, Support Staff, Internal Claims Auditor, District Treasurer, all non-represented employee salary increases and some union bargaining unit increases.
EQUIPMENT: N/A
CONTRACTUAL: Postage, consultant services, printing, external auditor, BOCES Bid & state aid planning services, state aid consultants and financial advisors.
MATERIALS & SUPPLIES: Office supplies.
INCREASE/(DECREASE): Salaries increase reflects 8.0 fte increases.

GENERAL SUPPORT

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Human Resources				
Salaries	\$579,445	\$445,445	\$450,200	\$4,755
Equipment	\$0	\$0	\$0	\$0
Contractual	\$633,192	\$734,030	\$734,030	\$0
Materials and Supplies	<u>\$631</u>	<u>\$1,000</u>	<u>\$1,000</u>	<u>\$0</u>
Total Human Resources	\$1,213,268	\$1,180,475	\$1,185,230	\$4,755

DESCRIPTION: Human Resources Office and Legal Counsel and Public Information Services.
SALARIES: Salaries of the Assistant Superintendent of Human Resources & Support positions.
EQUIPMENT: N/A
CONTRACTUAL: General counsel, counsel for negotiations, BOCES recruitment, negotiations clearing house employee counseling services and BOCES public relations services.
MATERIALS & SUPPLIES: Office supplies.
***INCREASE/(DECREASE):** Salaries increase for 3.0 fte employees.*

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Operations & Maintenance				
Salaries	\$3,804,844	\$4,143,160	\$4,201,925	\$58,765
Equipment	\$43,917	\$116,700	\$85,000	(\$31,700)
Contractual	\$4,983,066	\$4,352,520	\$4,333,030	(\$19,490)
Materials and Supplies	<u>\$383,158</u>	<u>\$331,800</u>	<u>\$351,000</u>	<u>\$19,200</u>
Total Operations & Maintenance	\$9,214,985	\$8,944,180	\$8,970,955	\$26,775

DESCRIPTION: Operations and Maintenance of approximately 745,000 sq. ft of buildings & surrounding acreage at 7 locations.
SALARIES: Director, custodians, cleaners, tradesmen & secretary to the director.
EQUIPMENT: Vehicle replacement, floor cleaners, burnishers, vacuum, pressure washers & general maintenance equipment.
CONTRACTUAL: Electricity, fuel, refuse removal, safety compliance, telephone, upkeep of building & grounds, architect and engineering services, maintenance projects.
MATERIALS & SUPPLIES: Buildings and grounds supplies, uniforms, oil gasoline and lubricants for district vehicles.
***INCREASE/(DECREASE):** Salaries reflective of collective bargaining obligations. Equipment and contractuals costs decline based on anticipated needs. Materials and supplies increase primarily due to cost inflation.*

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Central Services				
Salaries	\$317,842	\$329,660	\$335,850	\$6,190
Equipment	\$0	\$0	\$0	\$0
Contractual	\$617,812	\$496,435	\$519,310	\$22,875
Materials and Supplies	<u>\$5,492</u>	<u>\$6,000</u>	<u>\$6,000</u>	<u>\$0</u>
Total Central Services	\$941,146	\$832,095	\$861,160	\$29,065

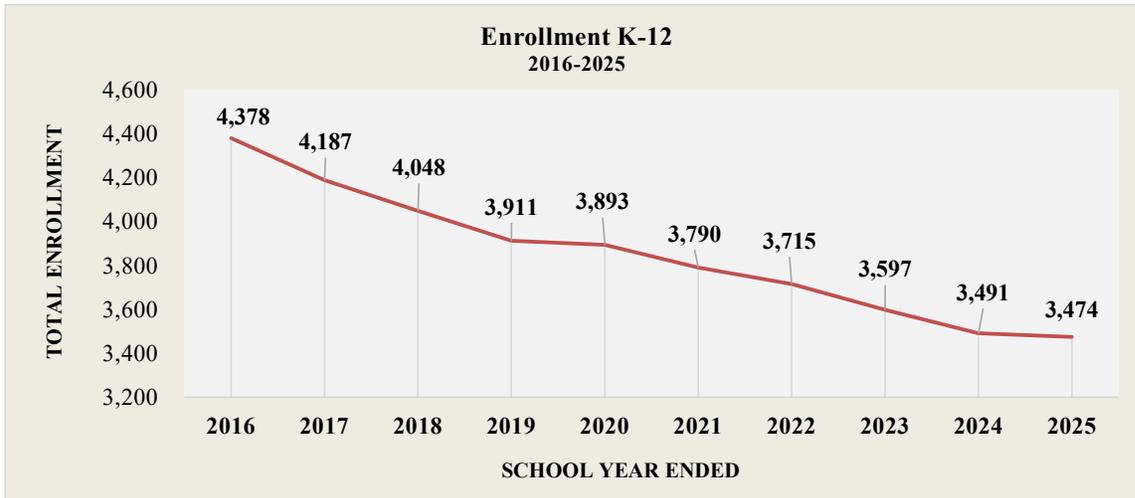
DESCRIPTION: Central Services includes Storeroom Supplies, Printing and Mailing and Data Processing.
SALARIES: Database Manager, Database Specialist, Research Assistant.
EQUIPMENT: N/A
CONTRACTUAL: Includes, but is not limited to: student information services, document archiving, IEP services, test scoring, NYS Data collection, NVision accounting system, data warehousing, data security and privacy services.
MATERIALS & SUPPLIES: General supplies for printing, mailing and purchasing efforts.
***INCREASE/(DECREASE):** Contractual costs rise based on anticipated use of BOCES services.*

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Special Items				
Salaries	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Contractual	\$2,104,406	\$1,744,670	\$1,816,310	\$71,640
Materials and Supplies	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total Special Items	\$2,104,406	\$1,744,670	\$1,816,310	\$71,640

DESCRIPTION: Insurance, school association dues, risk management, BOCES administrative services, judgements & claims.
***INCREASE/(DECREASE):** Contractual costs reflect the net result of liability insurance premium increases.*

TOTAL GENERAL SUPPORT	\$15,018,457	\$14,295,960	\$14,517,135	\$221,175
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INSTRUCTION



	<u>2022-2023 Actual</u>	<u>2023-2024 Budget</u>	<u>2024-2025 Budget</u>	<u>Increase/ (Decrease)</u>
Curr. Development & Supervision				
Salaries	\$4,806,331	\$4,777,255	\$4,857,070	\$79,815
Equipment	\$0	\$0	\$0	\$0
Contractual	\$239,890	\$487,475	\$489,725	\$2,250
Materials and Supplies	<u>\$11,767</u>	<u>\$29,790</u>	<u>\$28,565</u>	(\$1,225)
Total Curr. Development & Supv.	\$5,057,988	\$5,294,520	\$5,375,360	\$80,840

DESCRIPTION: Building administration, curriculum & staff development.
SALARIES: Assistant Superintendent, Building Administrators, Security Monitors and Clerical support.
EQUIPMENT: Equipment district-wide.
CONTRACTUAL: Postage, equipment repair, association dues, test scoring services, professional improvement plan, printing and BOCES services.
MATERIALS & SUPPLIES: Building wide supplies and office supplies..
INCREASE/(DECREASE): Salaries include increases based on collective bargaining agreement, the reduction of 1.0 fte Assistant Principal at FLHS and the addition of 1.0 fte Assistant Athletic Director.

	<u>2022-2023 Actual</u>	<u>2023-2024 Budget</u>	<u>2024-2025 Budget</u>	<u>Increase/ (Decrease)</u>
Teaching Regular School				
Salaries	\$39,884,870	\$39,647,215	\$39,684,625	\$37,410
Equipment	\$39,661	\$91,975	\$52,370	(\$39,605)
Contractual	\$1,701,032	\$1,768,420	\$2,048,280	\$279,860
Materials & Supplies	<u>\$689,242</u>	<u>\$656,315</u>	<u>\$695,920</u>	\$39,605
Total Teaching Regular School	\$42,314,805	\$42,163,925	\$42,481,195	\$317,270

DESCRIPTION: General instructional programs for K through 12 and BOCES Occupational Education programs.
SALARIES: Teachers, Instructional Assistants, Teaching Assistants and Home Tutors.
EQUIPMENT: Instructional equipment for all schools district-wide.
CONTRACTUAL: BOCES services, equipment repairs, conferences, textbooks and student insurance.
MATERIALS & SUPPLIES: Classroom supplies.
INCREASE/(DECREASE): Salaries are net of collective bargaining increases, retirements and positions reduced and added as part of the rightsizing effort (see Curriculum Budget presentation for line by line details). Contractual cost increase reflects the cost of BOCES provided Occupational Education programs for high school students.

INSTRUCTION

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Special Education				
Salaries	\$13,561,129	\$14,549,300	\$14,899,775	\$350,475
Equipment	\$0	\$0	\$0	\$0
Contractual	\$4,332,387	\$4,008,380	\$3,905,415	(\$102,965)
Materials and Supplies	<u>\$50,154</u>	<u>\$32,000</u>	<u>\$32,000</u>	<u>\$0</u>
Total Special Education	\$17,943,670	\$18,589,680	\$18,837,190	\$247,510

DESCRIPTION: Special Education programs for in-district, BOCES and out-of-district placements.
SALARIES: Special Education Teachers, Speech Therapists, Occupational and Physical Therapists, Instructional Assistants, Hospital and Home tutors.
EQUIPMENT: Assistive technology equipment for Special Education.
CONTRACTUAL: Tuition to BOCES or special schools and related services.
MATERIALS & SUPPLIES: Supplies used directly for Special Education.
INCREASE/(DECREASE): Salaries increase based on collective bargaining agreement, mandated clinical support personnel and required instructional assistants. Contractual costs reflect out of district placements and BOCES related services.

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
ESL Programs				
Salaries	\$3,020,384	\$3,216,240	\$3,211,480	(\$4,760)
Equipment	\$0	\$0	\$0	\$0
Contractual	\$42,789	\$68,525	\$68,525	\$0
Materials and Supplies	<u>\$4,617</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$0</u>
Total ESL Programs	\$3,067,790	\$3,292,765	\$3,288,005	(\$4,760)

DESCRIPTION: ESL programs for students district-wide.
SALARIES: ESL Teachers, Instructional Assistants and Clerical personnel.
EQUIPMENT: N/A.
CONTRACTUAL: Translation services, conferences, textbooks and instructional materials.
MATERIALS & SUPPLIES: Supplies in support of the ESL program.
INCREASE/(DECREASE): Salaries reflect the net result of an additional ESOL teacher (previously funded through COVID grants), collective bargaining agreement increases and the elimination of Leave Replacement costs.

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Instructional Media				
Salaries	\$1,994,256	\$2,057,345	\$2,096,590	\$39,245
Equipment	\$17,739	\$44,500	\$121,400	\$76,900
Contractual	\$903,450	\$1,089,335	\$1,129,275	\$39,940
Materials & Supplies	<u>\$131,043</u>	<u>\$183,400</u>	<u>\$269,250</u>	<u>\$85,850</u>
Total Instructional Media	\$3,046,488	\$3,374,580	\$3,616,515	\$241,935

DESCRIPTION: Library, educational television and technology.
SALARIES: Includes librarians, Technology Director, Technology Support personnel and stipends related to the operation of the tv studio.
EQUIPMENT: Instructional technology equipment. Continued implementation of district-wide technology infrastructure upgrades.
CONTRACTUAL: Repair of equipment, BOCES services and state aided purchase of software and library materials.
INCREASE/(DECREASE): Salaries increase based on collective bargaining agreements. Contractual costs increase reflects increased student Chrome Book maintenance and additional resources to secure the District's technology platforms. Materials and Supplies increase based on Chrome Book, instructional technology and network switches purchases.

INSTRUCTION

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Guidance				
Salaries	\$1,978,749	\$1,971,855	\$1,807,795	(\$164,060)
Equipment	\$0	\$0	\$0	\$0
Contractual	\$36,592	\$45,000	\$45,000	\$0
Materials and Supplies	<u>\$17,818</u>	<u>\$2,250</u>	<u>\$2,250</u>	<u>\$0</u>
Total Guidance	\$2,033,159	\$2,019,105	\$1,855,045	(\$164,060)

DESCRIPTION: School Counselor services for High School & Middle School.
SALARIES: School Counselors and clerical staff.
CONTRACTUAL: Test scoring and student assistance programs.
MATERIALS & SUPPLIES: Testing materials and office supplies
***INCREASE/(DECREASE):** Salaries decline due to decrease of 1.0 FLHS Counselors through attrition.*

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
PPS/Health Services/Attendance				
Salaries	\$1,272,429	\$999,910	\$1,192,045	\$192,135
Equipment	\$0	\$0	\$0	\$0
Contractual	\$210,091	\$206,400	\$206,400	\$0
Materials and Supplies	<u>\$9,163</u>	<u>\$8,000</u>	<u>\$8,000</u>	<u>\$0</u>
Total PPS/Health Services/Att.	\$1,491,683	\$1,214,310	\$1,406,445	\$192,135

DESCRIPTION: Full time nurse in each of the five school buildings and nursing services in non-public schools.
SALARIES: Nurses, Assistant Superintendent for PPS, Registrar and Clerical support.
EQUIPMENT: Purchase and replacement of NYS mandated automatic external defibrillators and health services equipment.
CONTRACTUAL: Cost of health services provided to students attending school outside of the district.
MATERIALS & SUPPLIES: Medical supplies.
***INCREASE/(DECREASE):** Salaries include the addition of 1.0 fte nurse, change from Director to Assistant Superintendent and the add back of a position previously projected to be eliminated in the prior year.*

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Psychologists and Social Workers				
Salaries	\$2,137,942	\$2,176,710	\$2,257,885	\$81,175
Equipment	\$0	\$0	\$0	\$0
Contractual	\$117,570	\$166,165	\$166,165	\$0
Materials and Supplies	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total Pupil Services	\$2,255,512	\$2,342,875	\$2,424,050	\$81,175

DESCRIPTION: District-wide pupil services.
SALARIES: Psychologists and Social Workers.
CONTRACTUAL: Professional services.
MATERIALS & SUPPLIES: Supplies related to Clinical Support.
***INCREASE/(DECREASE):** Salaries increase due to collective bargaining agreement.*

INSTRUCTION

	2022-2023 <u>Actual</u>	2023-2024 <u>Budget</u>	2024-2025 <u>Budget</u>	Increase/ <u>(Decrease)</u>
Co-Curricular & Athletics				
Salaries	\$886,487	\$833,165	\$864,500	\$31,335
Equipment	\$0	\$12,000	\$17,000	\$5,000
Contractual	\$221,805	\$248,125	\$275,625	\$27,500
Materials and Supplies	<u>\$122,357</u>	<u>\$50,000</u>	<u>\$90,000</u>	<u>\$40,000</u>
Total Co-Curricular & Athletics	\$1,230,649	\$1,143,290	\$1,247,125	\$103,835

DESCRIPTION: Provides for teams and clubs in district buildings.
SALARIES: Athletic Director, Coaches, Club Advisors in all buildings.
EQUIPMENT: Purchases to support the performing arts & athletics.
CONTRACTUAL: Officials and referees at athletic competitions. BOCES services, streaming services.
MATERIALS & SUPPLIES: Medical supplies for athletic trainer's office.
INCREASE/(DECREASE): Salaries reflect collective bargaining unit increases and the impact of newly added teams. Contractual costs reflect the increased cost of venue rentals, uniform cleaning and fireproofing and reconditioning. Materials increase to sustainable levels of support for all teams and the impact of inflationary pressure.

TOTAL INSTRUCTION	\$78,441,744	\$79,435,050	\$80,530,930	\$1,095,880
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TRANSPORTATION

	2022-2023 <u>Actual</u>	2023-2024 <u>Budget</u>	2024-2025 <u>Budget</u>	Increase/ <u>(Decrease)</u>
Transportation				
Salaries	\$194,622	\$201,700	\$206,160	\$4,460
Equipment	\$0	\$0	\$0	\$0
Contractual	\$8,714,023	\$9,383,585	\$9,343,770	(\$39,815)
Materials and Supplies	<u>\$179</u>	<u>\$2,220</u>	<u>\$2,220</u>	<u>\$0</u>
Total Transportation	\$8,908,824	\$9,587,505	\$9,552,150	(\$35,355)

DESCRIPTION: Provides for all student transportation.
SALARIES: Director of Transportation and Clerical Support.
EQUIPMENT: N/A
CONTRACTUAL: Transportation contract and insurance.
MATERIALS & SUPPLIES: Fuel for vehicles and office supplies..
INCREASE/(DECREASE): Contractual costs reflect the modest decrease in fuel prices.

TOTAL TRANSPORTATION	\$8,908,824	\$9,587,505	\$9,552,150	(\$35,355)
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UNDISTRIBUTED

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Employee Benefits				
State Employee Retirement	\$2,261,862	\$1,821,565	\$2,789,125	\$967,560
Teacher Retirement	\$6,098,536	\$5,015,175	\$6,398,000	\$1,382,825
Social Security	\$5,732,061	\$6,083,265	\$6,094,000	\$10,735
Workers Comp System	\$262,950	\$257,000	\$257,000	\$0
Life Insurance	\$108,050	\$113,000	\$113,000	\$0
Unemployment Insurance	\$5,703	\$40,000	\$40,000	\$0
Disability Insurance	\$27,240	\$42,000	\$42,000	\$0
Health Insurance	\$20,999,769	\$23,039,900	\$22,660,615	(\$379,285)
Co-resource Rewards Prog	(\$650)	\$5,000	\$5,000	\$0
Medicare Reimb	\$1,578,997	\$1,630,500	\$1,630,500	\$0
Other Medical - (Health Advocate)	\$163,742	\$165,000	\$165,000	\$0
Dental	\$647,369	\$610,000	\$610,000	\$0
Csea Dental Plan	\$520,484	\$520,345	\$520,345	\$0
Vision Plan	\$95,116	\$95,000	\$95,000	\$0
Other Benefits	<u>\$69,428</u>	<u>\$61,400</u>	<u>\$61,400</u>	<u>\$0</u>
Total Employee Benefits	\$38,570,657	\$39,499,150	\$41,480,985	\$1,981,835

DESCRIPTION: Employee health, Social Security & retirement contributions are included here.
INCREASE/(DECREASE): Retirement system costs increase as the application of \$1.5m from the cash reserves to reduce the budget in the prior year, is eliminated. Health insurance costs reflect the reduced utilization of the district's self-funded program by participants.

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Debt Service				
Principal	\$8,043,544	\$7,385,100	\$7,461,490	\$76,390
Interest	<u>\$1,441,582</u>	<u>\$1,615,235</u>	<u>\$1,562,310</u>	(\$52,925)
Total Debt Service	\$9,485,126	\$9,000,335	\$9,023,800	\$23,465

DESCRIPTION: Principal and interest payable on debt incurred by the school district.
PRINCIPAL: Payment to reduce amount of outstanding debt.
INTEREST: Amount of interest due on balance of debt outstanding.
INCREASE/(DECREASE): Total debt service declines based on the phasing of debt to support the newly approved bond project.

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Transfer to Other Funds				
Special Aid Fund	\$268,889	\$220,000	\$220,000	\$0
To Capital Fund	<u>\$500,000</u>	<u>\$500,000</u>	<u>\$500,000</u>	<u>\$0</u>
Total Transfer to Other Funds	\$768,889	\$720,000	\$720,000	\$0

DESCRIPTION: The transfer of funds to pay for Capital Projects and Special Education Extended Year Program, including transportation.

Capital projects to be undertaken include boiler replacements, security camera installation district-wide fire system repairs and installation, paving and sidewalk repair, repair of the high school track, installation of driveway security gates and access and general additions and alterations to district facilities.

TOTAL UNDISTRIBUTED	\$48,824,672	\$49,219,485	\$51,224,785	\$2,005,300
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TOTAL BUDGET	\$151,193,697	\$152,538,000	\$155,825,000	\$3,287,000
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REVENUE DETAIL

	2022-2023	2023-2024	2024-2025	Increase/ (Decrease)
	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>	
Real Property Tax (Tax Levy)	\$134,393,962	\$137,383,087	\$141,436,467	\$4,053,380
Sales Tax	\$2,950,341	\$2,850,000	\$2,950,000	\$100,000
Charges for Services	\$1,318,368	\$1,164,425	\$1,252,150	\$87,725
Use of Money & Property	\$818,768	\$200,000	\$800,000	\$600,000
Rental of Property	\$316,054	\$349,585	\$258,900	(\$90,685)
Miscellaneous	\$2,908,294	\$300,000	\$300,000	\$0
State Aid	\$8,660,768	\$8,823,903	\$7,080,818	(\$1,743,085)
Interfund Transfer	\$0	\$0	\$0	\$0
Appropriated Fund Balance	<u>\$0</u>	<u>\$1,467,000</u>	<u>\$1,746,665</u>	<u>\$279,665</u>
Total Revenue	\$151,366,555	\$152,538,000	\$155,825,000	\$3,287,000

REAL PROPERTY TAX: Reflects increase in total tax levy

SALES TAX: Is expected to increase based on experience in current year.

CHARGES FOR SERVICES: Rent increases for transportation provider use of district facilities.

USE OF MONEY & PROPERTY: Interest revenue increases based on rising deposit rates.

RENTAL OF PROPERTY & COMPENSATION FOR LOSS: Rental of transmission tower to communication companies remains essentially unchanged.

MISCELLANEOUS: Federal Medicare subsidy eliminated as a result of migration to Medicare Advantage program.

STATE AID: State Aid reflects the Governor's/Legislature's proposed budget for school districts.

INTERFUND TRANSFERS: N/A

APPROPRIATED FUND BALANCE: Appropriation of \$1,746,665 used as supplemental revenue.

Bedford Central School District
Administrative, Program, Capital Budget (APC)
2024-2025

Budget Section	Proposed Budget	Administrative	Program	Capital
Board of Education	\$28,425	\$28,425		
District Clerk	\$17,465	\$17,465		
District Meeting	\$29,100	\$29,100		
Chief School Admin.Office	\$400,300	\$400,300		
Business Administration	\$971,020	\$971,020		
Auditing	\$77,570	\$77,570		
Treasurer	\$142,800	\$142,800		
Purchasing	\$16,800	\$16,800		
Legal	\$513,000	\$112,860	\$348,840	\$51,300
Human Resources	\$516,610	\$516,610		
Public Information Services	\$155,620	\$155,620		
Operation of Plant	\$7,160,525	\$268,663		\$6,891,862
Maintenance of Plant	\$1,810,430			\$1,810,430
Central Storeroom	\$6,000	\$6,000		
Central Printing & Mailing	\$5,500	\$5,500		
Central Data Processing	\$849,660	\$849,660		
Unallocated Insurance	\$644,870	\$644,870		
School Association Dues	\$29,380	\$29,380		
Refunds on Real Property Taxes	\$0	\$0		
Boces Administrative Services	\$1,142,060	\$1,142,060		
Total General Support	\$14,517,135	\$5,414,703	\$348,840	\$8,753,592
Curriculum Development & Supervision	\$541,705	\$541,705		
School Supervision	\$4,338,075	\$4,338,075		
Inservice Training	\$495,580		\$495,580	
Teaching in Regular School	\$41,247,250		\$41,247,250	
Special Education	\$18,837,190	\$384,636	\$18,452,554	
ESL Program	\$3,288,005	\$192,289	\$3,095,716	
Occupational Education	\$1,233,945		\$1,233,945	
Scool Library	\$832,175		\$832,175	
Educational Television	\$24,385		\$24,385	
Computer Assisted Instruction	\$2,759,955	\$191,333	\$2,568,622	
Attendance	\$441,860		\$441,860	
Guidance	\$1,855,045		\$1,855,045	
Health Services	\$964,585		\$964,585	
Psychological Services	\$1,585,070		\$1,585,070	
Social Work Services	\$838,980		\$838,980	
Co-Curricular Activities	\$200,000		\$200,000	
Interscholastic Activities	\$1,047,125		\$1,047,125	
Total Instruction	\$80,530,930	\$5,648,038	\$74,882,892	\$0
District Transportation	\$220,585		\$220,585	
Contract Transportation	\$9,327,065		\$9,327,065	
Transportaion from BOCES	\$4,500		\$4,500	
Total Transportation	\$9,552,150	\$0	\$9,552,150	\$0
Employee Benefits	\$41,480,985	\$3,733,289	\$35,673,647	\$2,074,049
Debt Service	\$9,023,800			\$9,023,800
Transfers	\$720,000		\$220,000	\$500,000
Total Undistributed	\$51,224,785	\$3,733,289	\$35,893,647	\$11,597,849
Total Budget	\$155,825,000	\$14,796,030	\$120,677,529	\$20,351,441
% of Total Budget by APC Area	100%	9.50%	77.44%	13.06%
Administrative Costs as % of Admin (+) Program		10.92%		

2023-24 Property Tax Report Card

660102 - Bedford Central School District		
Contact Person: Thomas Cole	Budgeted	Proposed Budget
Telephone Number: (914) 241-6018	2022-23	2023-24
	(A)	(B)
Total Budgeted Amount, not Including Separate Propositions	152,538,000	155,825,000
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	137,383,087	141,436,467
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)	137,383,087	141,436,467
F. Permissible Exclusions to the School Tax Levy Limit	8,623,056	8,699,928
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	128,760,031	132,736,539
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	128,760,031	132,736,539
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0
Public School Enrollment	3,534	3,501
Consumer Price Index		4.10%

	Actual	Estimated
	2022-23	2023-24
	(D)	(E)
Adjusted Restricted Fund Balance	15,160,503	15,400,000
Assigned Appropriated Fund Balance	5,629,141	5,746,665
Adjusted Unrestricted Fund Balance	4,164,980	5,000,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	2.73%	3.21%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	100,000	100,000	No planned use.
Repair	Repair Reserve	To pay the cost of repairs to capital improvements or equipment.	100,000	100,000	No planned use.
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	65,000	65,000	No planned use.
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	4,586,291	5,000,000	To be used as tax claims are settled.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	Employee Benefit Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	555,000	610,000	To pay contractually obligated accrued benefits upon retirement.
Retirement Contribution	Retirement Benefits Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	2,930,000	2,930,000	To fund mandated employer contributions to NYSLERS fund.
Retirement Contribution	Retirement Benefits Reserve	To fund employer retirement contributions to the State Teachers' Retirement System	1,570,000	1,570,000	To fund mandated employer contributions to NYSTRS fund.
Health Insurance	Health Insurance Reserve	To establish a reserve to offset Employer Health Insurance costs.	5,000,000	5,000,000	To be used as needed for unexpected health insurance costs.

Salary: Administrative Compensation Information
660102 - BEDFORD CSD

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Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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 2024-2025.

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 2024-2025 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	290,000	82,877	

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 SUP'T FOR BUSINESS & ADMIN. SERVICE	260,000	31,150	
3. ASSISTANT SUP'T FOR CURRICULUM	240,964	83,643	
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Salary: Administrative Compensation Information
660102 - BEDFORD CSD

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Title	Salary	Employee Benefits	Other Remuneration
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Equalized Total Assessed Value 5,555,520,071

School District - 552002 Bedford Central#2

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	91,889,281	1.65
13100	CO - GENERALLY	RPTL 406(1)	2	8,706,655	0.16
13500	TOWN - GENERALLY	RPTL 406(1)	122	62,803,306	1.13
13800	SCHOOL DISTRICT	RPTL 408	8	219,269,728	3.95
19950	MUNICIPAL RAILROAD	RPTL 456	7	5,405,183	0.10
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	883,392	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	62,694,877	1.13
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	7	47,607,127	0.86
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	6	3,382,685	0.06
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	3,211,955	0.06
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	47	40,939,160	0.74
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	15,201,413	0.27
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	19	2,143,698	0.04
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	14,254,417	0.26
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	73	2,616,116	0.05
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	34	2,030,648	0.04
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	12	1,133,723	0.02
41400	CLERGY	RPTL 460	1	17,668	0.00
41636	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	7	1,235,631	0.02
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	65	4,789,565	0.09
41646	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	4	355,030	0.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	26	17,589,753	0.32
41800	PERSONS AGE 65 OR OVER	RPTL 467	18	5,114,593	0.09
41804	PERSONS AGE 65 OR OVER	RPTL 467	7	1,081,920	0.02
41834	ENHANCED STAR	RPTL 425	194	47,764,422	0.86
41854	BASIC STAR 1999-2000	RPTL 425	512	48,868,123	0.88
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	55,359	0.00

Equalized Total Assessed Value 5,555,520,071

School District - 552002 Bedford Central#2

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	1	2,567,727	0.05
Total Exemptions Exclusive of System Exemptions:			1,209	713,613,155	12.85
Total System Exemptions:			0	0	0.00
Totals:			1,209	713,613,155	12.85

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: _____

Equalized Total Assessed Value 2,547,987,369

School District - 552002 Bedford 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)	12	2,131,198	
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	5,193,149	0.08
13100	CO - GENERALLY	RPTL 406(1)	7	22,375,365	0.20
13500	TOWN - GENERALLY	RPTL 406(1)	11	3,138,848	0.88
13520	TOWN - NOT EX BY RPTL 406(1)	GEN MUNY L 411	1	3,097,668	0.12
13650	VG - GENERALLY	RPTL 406(1)	61	24,853,504	0.12
13800	SCHOOL DISTRICT	RPTL 408	2	8,860,059	0.98
14110	USA - SPECIFIED USES	STATE L 54	2	9,005,831	0.35
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	2	12,591,108	0.35
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	1,561,225	0.49
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	50,559,037	0.06
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	210,079,446	1.98
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	8,673,469	8.24
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	19,699,707	0.34
25400	FRATERNAL ORGANIZATION	RPTL 428	2	3,349,854	0.77
26250	HISTORICAL SOCIETY	RPTL 444	2	1,251,822	0.13
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	1,523,323	0.05
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	11,104,956	0.06
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	6	4,994,169	0.44
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	58	2,066,554	0.20
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	173,244	0.08
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	49	2,871,759	0.01
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	304,111	0.11
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	9	526,618	0.01
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	9,810	0.02
41145	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	226,050	0.00
41400	CLERGY	RPTL 460	1	10,933	0.01
41640	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	66	3,308,092	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	53	9,813,009	0.13
41806	PERSONS AGE 65 OR OVER	RPTL 467	28	2,927,187	0.39
41834	ENHANCED STAR	RPTL 425	263	67,248,076	0.11
41854	BASIC STAR 1999-2000	RPTL 425	649	73,545,595	2.64
					2.89

Equalized Total Assessed Value 2,547,987,369

School District - 552002 Bedford Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	404,825	0.02
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,342	567,479,601	22.27
Totals:			0	0	0.00
			1,342	567,479,601	22.27

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: _____

STATE OF NEW YORK
 COUNTY: Westchester
 TOWN OF NORTH CASTLE
 SWIS: 55

2024 ROLL TOTALS
 MUNICIPALITY TOTALS

PAGE: 2
 DATE: 1/25/2024
 TIME: 11:00:55 AM

*** SCHOOL SUMMARY ***

SCHL CODE	DESCRIPTION	TOTAL PARCELS	LAND VALUE	ASSESSED VALUE	TAXABLE VALUE	RELEVY COUNT	RELEVY AMOUNT	TAXABLE VAL AFTER STAR
				NUM BASIC	BASIC AMOUNT	NUM ENH	ENH AMOUNT	
852002	CENTRAL SCH DIST #	213	1,061,825	4,392,530 14	4,100,615 22,400	2	0.00 8,680	4,069,535
852801	HARRISON CENTRAL	9	43,700	45,317 0	45,317	0	0.00	45,317
853401	MT. PLEASANT CENTR	15	1,424,762	2,461,304 0	1,408,242	0	0.00	1,408,242
853405	VALHALLA CENTRAL	877	3,505,078	15,424,735 181	13,985,029 289,600	00	0.00 801,448	13,593,981
853801	HYRAM HILLS CENTRA	3781	19,154,224	120,224,458 465	101,883,134 743,200	122	0.00 523,242	100,616,692
TOTAL		4835	25,189,539	142,548,344 660	121,422,337 1,055,200	194	0.00 833,370	119,533,767

STATE OF NEW YORK
 COUNTY: Westchester
 TOWN OF NEW CASTLE
 SWIS: 55
 Eq Rate: 14.80%

2023 ROLL TOTALS
 MUNICIPALITY TOTALS

PAGE: 2
 DATE: 5/3/2024
 TIME: 9:06 AM

RAR: 14.80%

Uniform %: 14.80%

*** SCHOOL SUMMARY ***

SCHL CODE	DESCRIPTION	TOTAL PARCELS	LAND VALUE	ASSESSED VALUE	TAXABLE VALUE	RELEVY COUNT	RELEVY AMOUNT	TAXABLE VAL AFTER STAR
				NUM BASIC	BASIC AMOUNT	NUM ENH	ENH AMOUNT	
552002	BEDFORD CENTRAL SC	393	28,135,170	71,772,086 60	70,081,657 830,400	16	0.00 600,960	68,650,297
553409	PLEASANTVILLE UFS	6	100,000	476,167 0	476,167	0	0.00	476,167
553604	CHAPPAQUA CENTRAL	5628	298,931,280	965,761,297 653	917,804,320 9,037,520	158	0.00 5,822,129	902,944,671
553801	BYRAM HILLS CENTRA	44	2,339,404	5,624,057 1	5,403,257 13,840	0	0.00	5,389,417
554201	OSSINING UNION FRE	625	35,158,693	79,417,171 108	70,263,199 1,494,720	27	0.00 1,014,120	67,754,359
555402	YORKTOWN CENTRAL	111	6,232,701	15,650,385 16	11,335,949 221,440	3	0.00 112,680	11,001,829
TOTAL		6807	370,897,248	1,138,701,163 838	1,075,364,549 11,597,920	204	0.00 7,549,889	1,056,216,740

School District

Town Schl Dist

Town within School District

NYS - Real Property System
County of Westchester
Town of Pound Ridge
SWIS Code - 554600

File Totals - 2023 - Current Year File
School District Summary
School District within Municipality

RP5960/V04/L002

School Code	Name	Parcels	Land Assessed Value	Total Assessed Value	School Taxable	# of Reliefs	School Reliev
552001	Katonah-Lewisboro	146	6,708,300	19,680,503	19,228,635	0	0.00
552002	Bedford Central	2,338	124,845,025	388,739,988	361,565,948	0	0.00

BEDFORD CSD

2021-22 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

Economic and Student Characteristics

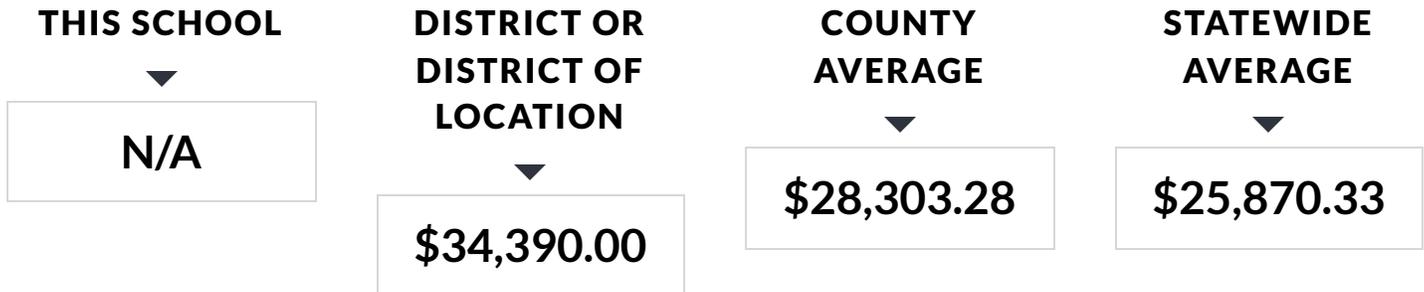


Student Demographics

Enrollment	BEDFORD CSD
All Students	3,714
Economically Disadvantaged	37%
Students with Disabilities	16%
English Language Learners	18%
» Race/Ethnicity	

Staffing Profile	BEDFORD CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	7%
Teachers with 4-20 Years of Experience %	55%
Teachers with 21+ Years of Experience %	39%

Comparison: How do per pupil expenditures compare?



Report View One: How Much is Being Spent on Instruction and Administration?

For traditional school districts, school level data (entries A through D) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the particular charter school only. Entries E through H reflect central expenditures.

Total spending (entry I) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(A-D) Central Cost(E-H) Combined Cost(I)

Report View One Per Pupil Expenditure Categories	BEDFORD CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$20,583.80

Report View One Per Pupil Expenditure Categories	BEDFORD CSD
» B. Administration (B1 + B2 + B3)	\$1,581.08
» C. All Other Spending (C1 + C2 + C3)	\$4,451.06
D. Total School Level (A + B + C)	\$26,615.94
» E. Central Instruction (E1 + E2 + E3 + E4)	\$774.99
» F. Central Administration (F1 + F2 + F3)	\$2,749.04
» G. All Other Central Spending (G1 + G2 + G3)	\$4,250.37
H. Total Central Costs	\$7,774.41
I. Total Spending (D + H)	\$34,390.35

Report View Two: How are the Local/State and Federal Funds Spent?

Report View Two presents the same expenditures reported in View One, but disaggregates that spending by local/state/federal/other revenue source.

For traditional school districts, school level data (entries J and K) represent the average per pupil school level expenditures for all schools in the district. For charter schools, these entries reflect school level expenditures for the charter school. Entries L and M reflect central expenditures.

Total spending (entry N) represents all non-excluded per pupil expenditures. For traditional school districts, this represents the average per pupil expenditures of all schools in the district. For charter schools, this represents per pupil school level expenditures.

School Cost(Pre-J–K)

Central Cost(Pre-L–M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	BEDFORD CSD
J. Total School Level Local/State Spending	\$25,558.99
» K. Total School Level Federal Spending	\$1,056.96
L. Total Central Level Local/State Spending	\$7,496.04
M. Total Central Level Federal Spending	\$278.36
N. Total Spending (J + K + L + M)	\$34,390.35

Detailed Spending: How Much is Spent Per Pupil in Selected Program Areas?

Program Area Details in entries O through Z represent subsets of spending in Report View One and Report View Two. Five program areas are broken out. To calculate per pupil expenditures P-12 enrollment is used for pupil services, community schools programs, and BOCES services. Enrollments for the program areas are used for special education, ELL services, and prekindergarten.

Entries O through T represent school level expenditures. For charter schools, data represents per pupil expenditures in each of category in the selected school. For traditional school districts, data under the district column represent the district average of all schools in each of these categories.

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

»	Program Detail Areas
	Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)

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: transportation, 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(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	BEDFORD CSD
1. Transportation	\$8,539,398.26
2. Charter School Tuition	\$0.00
3. Other Tuition	\$2,167,913.23

Excluded Expenditures	BEDFORD CSD
4. Debt Service	\$8,999,698.08
5. Other	\$4,886,461.48
Percent Excluded from Total	16%
Total Expenditures	\$152,319,237.00

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BEDFORD CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

2023-24 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2022-23 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2023-24 accountability statuses and support models were determined using a modified methodology. For more information, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-24 Accountability Statuses Based on 2022-23 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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 (72.97 kilobytes)

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

- 2022-23 Title I SIG 1003 (Basic)
- 2022-23 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2022-23 Title I School Improvement Grant 1003 High School Redesign Grant
- 2020-23 NYSIP-PLC Phase III
- 2022-23 Title 1 School Improvement Grant 1003 – Targeted Support for Long-term Identified Schools Grant
- 2023 Title 1 School Improvement Grant 1003 (Planning)

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	4	2	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	—	4
Black or African American	3	3	—	4
Hispanic or Latino	2	2	2	3
Multiracial	4	4	—	4
White	4	4	—	4
English Language Learner	2	2	2	3
Students with Disabilities	4	4	2	4
Economically Disadvantaged	2	3	2	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,405	146.2	3
	Math	1,391	157	
	Combined	2,796	151.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	46	167.4	4
	Math	45	190	
	Combined	91	178.6	
Black or African American	ELA	40	147.5	3
	Math	39	135.9	
	Combined	79	141.8	
Hispanic or Latino	ELA	560	99.6	2
	Math	559	115.7	
	Combined	1,119	107.7	
Multiracial	ELA	45	187.8	4
	Math	46	188	
	Combined	91	187.9	
White	ELA	714	178.6	4
	Math	702	186.9	
	Combined	1,416	182.7	
English Language Learner	ELA	315	63.8	2
	Math	320	85.3	
	Combined	635	74.6	
Students with Disabilities	ELA	221	88.7	4
	Math	219	105.7	
	Combined	440	97.2	
Economically Disadvantaged	ELA	522	91.9	2
	Math	515	109.5	
	Combined	1,037	100.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,454	141.2	4
	Math	1,458	149.8	
	Combined	2,912	145.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	46	167.4	4
	Math	46	185.9	
	Combined	92	176.6	
Black or African American	ELA	45	131.1	3
	Math	45	117.8	
	Combined	90	124.4	
Hispanic or Latino	ELA	588	94.9	2
	Math	592	109.3	
	Combined	1,180	102.1	
Multiracial	ELA	45	187.8	4
	Math	46	188	
	Combined	91	187.9	
White	ELA	732	174.2	4
	Math	732	179.2	
	Combined	1,464	176.7	
English Language Learner	ELA	337	59.6	2
	Math	341	80.1	
	Combined	678	69.9	
Students with Disabilities	ELA	262	74.8	4
	Math	261	88.7	
	Combined	523	81.7	
Economically Disadvantaged	ELA	556	86.2	3
	Math	559	100.9	
	Combined	1,115	93.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	362	43%	41%	1.0	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	349	43%	40%	0.9	2
Multiracial	0	–	–	–	–
White	8	–	–	–	–
English Language Learner	362	43%	41%	1.0	2
Students with Disabilities	101	40%	27%	0.7	2
Economically Disadvantaged	341	42%	39%	0.9	2

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,121	263	12.4%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	68	7	10.3%	4
Black or African American	65	9	13.8%	4
Hispanic or Latino	870	145	16.7%	3
Multiracial	68	7	10.3%	4
White	1,050	95	9%	4
English Language Learner	520	93	17.9%	3
Students with Disabilities	398	56	14.1%	4
Economically Disadvantaged	795	137	17.2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,559	91.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	48	95.8%
Black or African American	X	49	85.7%
Hispanic or Latino	X	640	90.8%
Multiracial	✓	47	95.7%
White	X	775	92.8%
English Language Learner	X	284	88.7%
Students with Disabilities	X	255	78.8%
Economically Disadvantaged	X	592	89.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,560	90.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	48	93.8%
Black or African American	X	49	83.7%
Hispanic or Latino	X	641	90%
Multiracial	✓	47	97.9%
White	X	775	91.2%
English Language Learner	X	284	91.2%
Students with Disabilities	X	254	78.4%
Economically Disadvantaged	X	592	87.7%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 6	9
Grade 7	—
Grade 8	5

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	2	2	4
American Indian or Alaska Native	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	3	4	–	4
Black or African American	2	2	2	–	4
Hispanic or Latino	2	2	1	2	4
Multiracial	2	3	3	–	4
White	3	3	4	–	4
English Language Learner	3	2	1	2	4
Students with Disabilities	2	2	3	–	4
Economically Disadvantaged	1	1	2	2	4

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	279	190	126	2
	Math	36	50		
	Science	160	144.1		
Asian or Native Hawaiian/Other Pacific Islander	ELA	14	221.4	171.9	4
	Math	1	–		
	Science	9	205.6		
Black or African American	ELA	11	154.5	101.7	2
	Math	1	–		
	Science	6	175		
Hispanic or Latino	ELA	100	138.5	94.9	2
	Math	24	37.5		
	Science	54	115.7		
Multiracial	ELA	14	235.7	118.4	2
	Math	1	–		
	Science	10	120		
White	ELA	140	221.8	155.7	3
	Math	9	88.9		
	Science	81	156.8		
English Language Learner	ELA	21	64.3	68.7	3
	Math	21	38.1		
	Science	19	121.1		
Students with Disabilities	ELA	41	95.1	55.5	2
	Math	12	25		
	Science	6	41.7		
Economically Disadvantaged	ELA	89	125.3	83.9	1
	Math	22	27.3		
	Science	45	106.7		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	298	177.9	89.5	2
	Math	251	7.2		
	Science	287	80.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	14	221.4	119.2	3
	Math	12	8.3		
	Science	14	132.1		
Black or African American	ELA	12	141.7	79.4	2
	Math	11	0		
	Science	10	105		
Hispanic or Latino	ELA	114	121.5	63.7	2
	Math	85	10.6		
	Science	110	56.8		
Multiracial	ELA	14	235.7	111.5	3
	Math	14	0		
	Science	13	92.3		
White	ELA	144	215.6	105.9	3
	Math	129	6.2		
	Science	140	90.7		
English Language Learner	ELA	35	38.6	39.7	2
	Math	34	23.5		
	Science	35	65.7		
Students with Disabilities	ELA	48	81.3	34.5	2
	Math	45	6.7		
	Science	42	6		
Economically Disadvantaged	ELA	105	106.2	54.8	1
	Math	80	7.5		
	Science	99	48.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	376	332	88.3%	90.3%	2
	5-year	298	275	92.3%		
	6-year	367	331	90.2%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	7	—	—	100%	4
	5-year	17	17	100%		
	6-year	17	17	100%		
Black or African American	4-year	11	—	—	88.2%	2
	5-year	12	—	—		
	6-year	17	15	88.2%		
Hispanic or Latino	4-year	141	103	73%	76.3%	1
	5-year	90	73	81.1%		
	6-year	127	95	74.8%		
Multiracial	4-year	16	15	93.8%	93.8%	3
	5-year	8	—	—		
	6-year	11	—	—		
White	4-year	201	197	98%	98.4%	4
	5-year	171	168	98.2%		
	6-year	195	193	99%		
English Language Learner	4-year	66	32	48.5%	49.3%	1
	5-year	26	—	—		
	6-year	58	29	50%		
Students with Disabilities	4-year	59	45	76.3%	78.2%	3
	5-year	29	—	—		
	6-year	40	32	80%		
Economically Disadvantaged	4-year	151	113	74.8%	78.4%	2
	5-year	100	82	82%		
	6-year	125	98	78.4%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	109	40%	29%	0.7	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	106	41%	28%	0.7	2
Multiracial	0	–	–	–	–
White	2	–	–	–	–
English Language Learner	109	40%	29%	0.7	2
Students with Disabilities	18	–	–	–	–
Economically Disadvantaged	75	38%	27%	0.7	2

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,275	101	7.9%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	44	1	2.3%	4
Black or African American	40	3	7.5%	4
Hispanic or Latino	530	76	14.3%	4
Multiracial	49	1	2%	4
White	612	20	3.3%	4
English Language Learner	254	50	19.7%	4
Students with Disabilities	194	17	8.8%	4
Economically Disadvantaged	452	56	12.4%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	286	99.7%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	14	–
Black or African American	–	11	–
Hispanic or Latino	✓	106	100%
Multiracial	–	14	–
White	✓	141	99.3%
English Language Learner	–	18	–
Students with Disabilities	✓	42	100%
Economically Disadvantaged	✓	93	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	238	13%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	11	–
Black or African American	–	10	–
Hispanic or Latino	✗	77	24.7%
Multiracial	–	14	–
White	✗	126	8.7%
English Language Learner	–	18	–
Students with Disabilities	–	39	–
Economically Disadvantaged	✗	68	23.5%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	275	13	5%	262	95%	66	25%	67	26%	84	32%	45	17%	129	49%
Grade 4	235	12	5%	223	95%	45	20%	57	26%	66	30%	55	25%	121	54%
Grade 5	285	17	6%	268	94%	48	18%	65	24%	100	37%	55	21%	155	58%
Grade 6	250	30	12%	220	88%	45	20%	57	26%	76	35%	42	19%	118	54%
Grade 7	251	40	16%	211	84%	47	22%	44	21%	91	43%	29	14%	120	57%
Grade 8	270	51	19%	219	81%	23	11%	67	31%	72	33%	57	26%	129	59%
Grades 3-8	1,566	163	10%	1,403	90%	274	20%	357	25%	489	35%	283	20%	772	55%

GRADE 3 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	275	13	5%	262	95%	66	25%	67	26%	84	32%	45	17%	129	49%
Female	132	2	2%	130	98%	23	18%	29	22%	49	38%	29	22%	78	60%
Male	143	11	8%	132	92%	43	33%	38	29%	35	27%	16	12%	51	39%
General Education Students	232	3	1%	229	99%	52	23%	59	26%	76	33%	42	18%	118	52%
Students with Disabilities	43	10	23%	33	77%	14	42%	8	24%	8	24%	3	9%	11	33%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	3	43%	2	29%	2	29%	4	57%
Black or African American	9	1	11%	8	89%	0	0%	1	13%	5	63%	2	25%	7	88%
Hispanic or Latino	110	8	7%	102	93%	52	51%	26	25%	20	20%	4	4%	24	24%
White	141	4	3%	137	97%	14	10%	35	26%	54	39%	34	25%	88	64%
Multiracial	8	0	0%	8	100%	0	0%	2	25%	3	38%	3	38%	6	75%
Economically Disadvantaged	97	7	7%	90	93%	47	52%	26	29%	16	18%	1	1%	17	19%
Not Economically Disadvantaged	178	6	3%	172	97%	19	11%	41	24%	68	40%	44	26%	112	65%
English Language Learner	66	5	8%	61	92%	42	69%	13	21%	6	10%	0	0%	6	10%
Non-English Language Learner	209	8	4%	201	96%	24	12%	54	27%	78	39%	45	22%	123	61%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	13	5%	261	95%	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	274	13	5%	261	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	275	13	5%	262	95%	66	25%	67	26%	84	32%	45	17%	129	49%
Parent Not in Armed Forces	275	13	5%	262	95%	66	25%	67	26%	84	32%	45	17%	129	49%

GRADE 4 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	235	12	5%	223	95%	45	20%	57	26%	66	30%	55	25%	121	54%
Female	117	3	3%	114	97%	23	20%	19	17%	37	32%	35	31%	72	63%
Male	118	9	8%	109	92%	22	20%	38	35%	29	27%	20	18%	49	45%
General Education Students	198	5	3%	193	97%	36	19%	40	21%	63	33%	54	28%	117	61%
Students with Disabilities	37	7	19%	30	81%	9	30%	17	57%	3	10%	1	3%	4	13%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	3	50%	2	33%	1	17%	3	50%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	106	8	8%	98	92%	43	44%	28	29%	17	17%	10	10%	27	28%
White	115	4	3%	111	97%	2	2%	25	23%	44	40%	40	36%	84	76%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	3	38%	4	50%	7	88%
Economically Disadvantaged	90	6	7%	84	93%	41	49%	26	31%	16	19%	1	1%	17	20%
Not Economically Disadvantaged	145	6	4%	139	96%	4	3%	31	22%	50	36%	54	39%	104	75%
English Language Learner	58	7	12%	51	88%	33	65%	14	27%	3	6%	1	2%	4	8%
Non-English Language Learner	177	5	3%	172	97%	12	7%	43	25%	63	37%	54	31%	117	68%
Not in Foster Care	235	12	5%	223	95%	45	20%	57	26%	66	30%	55	25%	121	54%
Not Homeless	235	12	5%	223	95%	45	20%	57	26%	66	30%	55	25%	121	54%
Not Migrant	235	12	5%	223	95%	45	20%	57	26%	66	30%	55	25%	121	54%
Parent Not in Armed Forces	235	12	5%	223	95%	45	20%	57	26%	66	30%	55	25%	121	54%

GRADE 5 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	17	6%	268	94%	48	18%	65	24%	100	37%	55	21%	155	58%
Female	136	6	4%	130	96%	17	13%	34	26%	51	39%	28	22%	79	61%
Male	149	11	7%	138	93%	31	22%	31	22%	49	36%	27	20%	76	55%
General Education Students	238	9	4%	229	96%	30	13%	52	23%	95	41%	52	23%	147	64%
Students with Disabilities	47	8	17%	39	83%	18	46%	13	33%	5	13%	3	8%	8	21%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	5	71%	2	29%	7	100%
Black or African American	11	1	9%	10	91%	2	20%	5	50%	3	30%	0	0%	3	30%
Hispanic or Latino	111	7	6%	104	94%	36	35%	34	33%	22	21%	12	12%	34	33%
White	141	8	6%	133	94%	10	8%	23	17%	61	46%	39	29%	100	75%
Multiracial	14	0	0%	14	100%	0	0%	3	21%	9	64%	2	14%	11	79%
Economically Disadvantaged	111	9	8%	102	92%	36	35%	36	35%	23	23%	7	7%	30	29%
Not Economically Disadvantaged	174	8	5%	166	95%	12	7%	29	17%	77	46%	48	29%	125	75%
English Language Learner	52	6	12%	46	88%	25	54%	16	35%	5	11%	0	0%	5	11%
Non-English Language Learner	233	11	5%	222	95%	23	10%	49	22%	95	43%	55	25%	150	68%
Not in Foster Care	285	17	6%	268	94%	48	18%	65	24%	100	37%	55	21%	155	58%
Not Homeless	285	17	6%	268	94%	48	18%	65	24%	100	37%	55	21%	155	58%
Not Migrant	285	17	6%	268	94%	48	18%	65	24%	100	37%	55	21%	155	58%
Parent Not in Armed Forces	285	17	6%	268	94%	48	18%	65	24%	100	37%	55	21%	155	58%

GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	250	30	12%	220	88%	45	20%	57	26%	76	35%	42	19%	118	54%
Female	122	13	11%	109	89%	18	17%	30	28%	37	34%	24	22%	61	56%
Male	128	17	13%	111	87%	27	24%	27	24%	39	35%	18	16%	57	51%
General Education Students	213	20	9%	193	91%	28	15%	49	25%	74	38%	42	22%	116	60%
Students with Disabilities	37	10	27%	27	73%	17	63%	8	30%	2	7%	0	0%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	1	17%	2	33%	2	33%	1	17%	3	50%
Black or African American	10	3	30%	7	70%	2	29%	1	14%	4	57%	0	0%	4	57%
Hispanic or Latino	97	14	14%	83	86%	31	37%	25	30%	22	27%	5	6%	27	33%
White	130	11	8%	119	92%	11	9%	28	24%	45	38%	35	29%	80	67%
Multiracial	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	90	11	12%	79	88%	34	43%	22	28%	19	24%	4	5%	23	29%
Not Economically Disadvantaged	160	19	12%	141	88%	11	8%	35	25%	57	40%	38	27%	95	67%
English Language Learner	40	11	28%	29	73%	23	79%	5	17%	1	3%	0	0%	1	3%
Non-English Language Learner	210	19	9%	191	91%	22	12%	52	27%	75	39%	42	22%	117	61%
Not in Foster Care	250	30	12%	220	88%	45	20%	57	26%	76	35%	42	19%	118	54%
Not Homeless	250	30	12%	220	88%	45	20%	57	26%	76	35%	42	19%	118	54%
Not Migrant	250	30	12%	220	88%	45	20%	57	26%	76	35%	42	19%	118	54%
Parent Not in Armed Forces	250	30	12%	220	88%	45	20%	57	26%	76	35%	42	19%	118	54%

GRADE 7 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	40	16%	211	84%	47	22%	44	21%	91	43%	29	14%	120	57%
Female	142	18	13%	124	87%	21	17%	23	19%	57	46%	23	19%	80	65%
Male	109	22	20%	87	80%	26	30%	21	24%	34	39%	6	7%	40	46%
General Education Students	215	27	13%	188	87%	31	16%	39	21%	90	48%	28	15%	118	63%
Students with Disabilities	36	13	36%	23	64%	16	70%	5	22%	1	4%	1	4%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Black or African American	13	3	23%	10	77%	1	10%	3	30%	6	60%	0	0%	6	60%
Hispanic or Latino	108	21	19%	87	81%	35	40%	22	25%	24	28%	6	7%	30	34%
White	116	15	13%	101	87%	9	9%	17	17%	54	53%	21	21%	75	74%
Multiracial	9	1	11%	8	89%	1	13%	1	13%	4	50%	2	25%	6	75%
Economically Disadvantaged	101	19	19%	82	81%	34	41%	25	30%	19	23%	4	5%	23	28%
Not Economically Disadvantaged	150	21	14%	129	86%	13	10%	19	15%	72	56%	25	19%	97	75%
English Language Learner	40	11	28%	29	73%	25	86%	4	14%	0	0%	0	0%	0	0%
Non-English Language Learner	211	29	14%	182	86%	22	12%	40	22%	91	50%	29	16%	120	66%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	250	39	16%	211	84%	47	22%	44	21%	91	43%	29	14%	120	57%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	250	40	16%	210	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	40	16%	211	84%	47	22%	44	21%	91	43%	29	14%	120	57%
Parent Not in Armed Forces	251	40	16%	211	84%	47	22%	44	21%	91	43%	29	14%	120	57%

GRADE 8 ELA RESULTS

The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	51	19%	219	81%	23	11%	67	31%	72	33%	57	26%	129	59%
Female	138	31	22%	107	78%	9	8%	29	27%	38	36%	31	29%	69	64%
Male	132	20	15%	112	85%	14	13%	38	34%	34	30%	26	23%	60	54%
General Education Students	212	32	15%	180	85%	10	6%	51	28%	63	35%	56	31%	119	66%
Students with Disabilities	58	19	33%	39	67%	13	33%	16	41%	9	23%	1	3%	10	26%
Asian or Native Hawaiian/Other Pacific Islander	15	1	7%	14	93%	2	14%	3	21%	5	36%	4	29%	9	64%
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	111	26	23%	85	77%	16	19%	28	33%	30	35%	11	13%	41	48%
White	135	23	17%	112	83%	5	4%	32	29%	34	30%	41	37%	75	67%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	4	50%	3	38%	1	13%	4	50%
Economically Disadvantaged	105	26	25%	79	75%	14	18%	30	38%	25	32%	10	13%	35	44%
Not Economically Disadvantaged	165	25	15%	140	85%	9	6%	37	26%	47	34%	47	34%	94	67%
English Language Learner	29	13	45%	16	55%	11	69%	5	31%	0	0%	0	0%	0	0%
Non-English Language Learner	241	38	16%	203	84%	12	6%	62	31%	72	35%	57	28%	129	64%
Not in Foster Care	270	51	19%	219	81%	23	11%	67	31%	72	33%	57	26%	129	59%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	50	19%	218	81%	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	51	19%	219	81%	23	11%	67	31%	72	33%	57	26%	129	59%
Parent Not in Armed Forces	270	51	19%	219	81%	23	11%	67	31%	72	33%	57	26%	129	59%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	275	12	4%	263	96%	24	9%	79	30%	120	46%	40	15%	160	61%
Grade 4	236	10	4%	226	96%	31	14%	43	19%	106	47%	46	20%	152	67%
Grade 5	285	13	5%	272	95%	44	16%	57	21%	120	44%	51	19%	171	63%
Grade 6	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%
Combined 6	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%
Grade 7	251	41	16%	210	84%	28	13%	71	34%	74	35%	37	18%	111	53%
Combined 7	251	41	16%	210	84%	28	13%	71	34%	74	35%	37	18%	111	53%
Grade 8	270	132	49%	138	51%	47	34%	34	25%	57	41%	0	0%	57	41%
Regents 8	—	—	—	78	29%	0	0%	0	0%	2	3%	76	97%	78	100%
Combined 8	270	54	20%	216	80%	47	22%	34	16%	59	27%	76	35%	135	63%
Grades 3-8	1,567	161	10%	1,406	90%	213	15%	343	24%	569	40%	281	20%	850	60%

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

GRADE 3 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	275	12	4%	263	96%	24	9%	79	30%	120	46%	40	15%	160	61%
Female	132	2	2%	130	98%	15	12%	35	27%	62	48%	18	14%	80	62%
Male	143	10	7%	133	93%	9	7%	44	33%	58	44%	22	17%	80	60%
General Education Students	232	3	1%	229	99%	19	8%	64	28%	108	47%	38	17%	146	64%
Students with Disabilities	43	9	21%	34	79%	5	15%	15	44%	12	35%	2	6%	14	41%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	0	0%	5	71%	2	29%	7	100%
Black or African American	9	1	11%	8	89%	1	13%	0	0%	4	50%	3	38%	7	88%
Hispanic or Latino	110	6	5%	104	95%	18	17%	48	46%	32	31%	6	6%	38	37%
White	141	5	4%	136	96%	5	4%	30	22%	74	54%	27	20%	101	74%
Multiracial	8	0	0%	8	100%	0	0%	1	13%	5	63%	2	25%	7	88%
Economically Disadvantaged	97	6	6%	91	94%	18	20%	39	43%	30	33%	4	4%	34	37%
Not Economically Disadvantaged	178	6	3%	172	97%	6	3%	40	23%	90	52%	36	21%	126	73%
English Language Learner	66	3	5%	63	95%	16	25%	34	54%	12	19%	1	2%	13	21%
Non-English Language Learner	209	9	4%	200	96%	8	4%	45	23%	108	54%	39	20%	147	74%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	274	12	4%	262	96%	–	–	–	–	–	–	–	–	–	–
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	274	12	4%	262	96%	–	–	–	–	–	–	–	–	–	–
Not Migrant	275	12	4%	263	96%	24	9%	79	30%	120	46%	40	15%	160	61%
Parent Not in Armed Forces	275	12	4%	263	96%	24	9%	79	30%	120	46%	40	15%	160	61%

GRADE 4 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	236	10	4%	226	96%	31	14%	43	19%	106	47%	46	20%	152	67%
Female	118	5	4%	113	96%	18	16%	22	19%	51	45%	22	19%	73	65%
Male	118	5	4%	113	96%	13	12%	21	19%	55	49%	24	21%	79	70%
General Education Students	199	3	2%	196	98%	23	12%	33	17%	96	49%	44	22%	140	71%
Students with Disabilities	37	7	19%	30	81%	8	27%	10	33%	10	33%	2	7%	12	40%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
Black or African American	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	107	5	5%	102	95%	28	27%	28	27%	37	36%	9	9%	46	45%
White	115	5	4%	110	96%	3	3%	12	11%	62	56%	33	30%	95	86%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	3	38%	4	50%	7	88%
Economically Disadvantaged	90	3	3%	87	97%	26	30%	27	31%	30	34%	4	5%	34	39%
Not Economically Disadvantaged	146	7	5%	139	95%	5	4%	16	12%	76	55%	42	30%	118	85%
English Language Learner	59	4	7%	55	93%	22	40%	21	38%	12	22%	0	0%	12	22%
Non-English Language Learner	177	6	3%	171	97%	9	5%	22	13%	94	55%	46	27%	140	82%
Not in Foster Care	236	10	4%	226	96%	31	14%	43	19%	106	47%	46	20%	152	67%
Not Homeless	236	10	4%	226	96%	31	14%	43	19%	106	47%	46	20%	152	67%
Not Migrant	236	10	4%	226	96%	31	14%	43	19%	106	47%	46	20%	152	67%
Parent Not in Armed Forces	236	10	4%	226	96%	31	14%	43	19%	106	47%	46	20%	152	67%

GRADE 5 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	13	5%	272	95%	44	16%	57	21%	120	44%	51	19%	171	63%
Female	136	6	4%	130	96%	23	18%	26	20%	60	46%	21	16%	81	62%
Male	149	7	5%	142	95%	21	15%	31	22%	60	42%	30	21%	90	63%
General Education Students	238	6	3%	232	97%	28	12%	45	19%	108	47%	51	22%	159	69%
Students with Disabilities	47	7	15%	40	85%	16	40%	12	30%	12	30%	0	0%	12	30%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	4	57%	3	43%	7	100%
Black or African American	11	1	9%	10	91%	2	20%	4	40%	4	40%	0	0%	4	40%
Hispanic or Latino	111	3	3%	108	97%	36	33%	32	30%	30	28%	10	9%	40	37%
White	141	8	6%	133	94%	6	5%	18	14%	72	54%	37	28%	109	82%
Multiracial	14	0	0%	14	100%	0	0%	3	21%	10	71%	1	7%	11	79%
Economically Disadvantaged	111	8	7%	103	93%	35	34%	36	35%	25	24%	7	7%	32	31%
Not Economically Disadvantaged	174	5	3%	169	97%	9	5%	21	12%	95	56%	44	26%	139	82%
English Language Learner	52	3	6%	49	94%	28	57%	16	33%	5	10%	0	0%	5	10%
Non-English Language Learner	233	10	4%	223	96%	16	7%	41	18%	115	52%	51	23%	166	74%
Not in Foster Care	285	13	5%	272	95%	44	16%	57	21%	120	44%	51	19%	171	63%
Not Homeless	285	13	5%	272	95%	44	16%	57	21%	120	44%	51	19%	171	63%
Not Migrant	285	13	5%	272	95%	44	16%	57	21%	120	44%	51	19%	171	63%
Parent Not in Armed Forces	285	13	5%	272	95%	44	16%	57	21%	120	44%	51	19%	171	63%

GRADE 6 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%
Female	122	14	11%	108	89%	15	14%	34	31%	45	42%	14	13%	59	55%
Male	128	17	13%	111	87%	24	22%	25	23%	45	41%	17	15%	62	56%
General Education Students	213	18	8%	195	92%	25	13%	52	27%	87	45%	31	16%	118	61%
Students with Disabilities	37	13	35%	24	65%	14	58%	7	29%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	1	17%	0	0%	4	67%	1	17%	5	83%
Black or African American	10	2	20%	8	80%	3	38%	2	25%	3	38%	0	0%	3	38%
Hispanic or Latino	97	9	9%	88	91%	28	32%	30	34%	25	28%	5	6%	30	34%
White	130	18	14%	112	86%	6	5%	25	22%	57	51%	24	21%	81	72%
Multiracial	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Economically Disadvantaged	90	12	13%	78	87%	25	32%	27	35%	24	31%	2	3%	26	33%
Not Economically Disadvantaged	160	19	12%	141	88%	14	10%	32	23%	66	47%	29	21%	95	67%
English Language Learner	40	4	10%	36	90%	24	67%	10	28%	2	6%	0	0%	2	6%
Non-English Language Learner	210	27	13%	183	87%	15	8%	49	27%	88	48%	31	17%	119	65%
Not in Foster Care	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%
Not Homeless	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%
Not Migrant	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%
Parent Not in Armed Forces	250	31	12%	219	88%	39	18%	59	27%	90	41%	31	14%	121	55%

GRADE 7 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	41	16%	210	84%	28	13%	71	34%	74	35%	37	18%	111	53%
Female	142	21	15%	121	85%	15	12%	46	38%	41	34%	19	16%	60	50%
Male	109	20	18%	89	82%	13	15%	25	28%	33	37%	18	20%	51	57%
General Education Students	215	27	13%	188	87%	17	9%	62	33%	72	38%	37	20%	109	58%
Students with Disabilities	36	14	39%	22	61%	11	50%	9	41%	2	9%	0	0%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Black or African American	13	4	31%	9	69%	1	11%	4	44%	4	44%	0	0%	4	44%
Hispanic or Latino	108	19	18%	89	82%	23	26%	39	44%	21	24%	6	7%	27	30%
White	116	17	15%	99	85%	3	3%	26	26%	45	45%	25	25%	70	71%
Multiracial	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	1	8%	2	15%	4	31%	6	46%	10	77%
Economically Disadvantaged	101	21	21%	80	79%	21	26%	39	49%	18	23%	2	3%	20	25%
Not Economically Disadvantaged	150	20	13%	130	87%	7	5%	32	25%	56	43%	35	27%	91	70%
English Language Learner	40	6	15%	34	85%	21	62%	13	38%	0	0%	0	0%	0	0%
Non-English Language Learner	211	35	17%	176	83%	7	4%	58	33%	74	42%	37	21%	111	63%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	250	40	16%	210	84%	28	13%	71	34%	74	35%	37	18%	111	53%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	250	41	16%	209	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	41	16%	210	84%	28	13%	71	34%	74	35%	37	18%	111	53%
Parent Not in Armed Forces	251	41	16%	210	84%	28	13%	71	34%	74	35%	37	18%	111	53%

GRADE 8 MATH RESULTS

The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	132	49%	138	51%	47	34%	34	25%	57	41%	0	0%	57	41%
Female	138	73	53%	65	47%	19	29%	13	20%	33	51%	0	0%	33	51%
Male	132	59	45%	73	55%	28	38%	21	29%	24	33%	0	0%	24	33%
General Education Students	212	111	52%	101	48%	26	26%	29	29%	46	46%	0	0%	46	46%
Students with Disabilities	58	21	36%	37	64%	21	57%	5	14%	11	30%	0	0%	11	30%
Asian or Native Hawaiian/Other Pacific Islander	15	9	60%	6	40%	3	50%	0	0%	3	50%	0	0%	3	50%
Black or African American	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	111	38	34%	73	66%	30	41%	21	29%	22	30%	0	0%	22	30%
White	135	82	61%	53	39%	12	23%	11	21%	30	57%	0	0%	30	57%
Multiracial	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	105	42	40%	63	60%	26	41%	12	19%	25	40%	0	0%	25	40%
Not Economically Disadvantaged	165	90	55%	75	45%	21	28%	22	29%	32	43%	0	0%	32	43%
English Language Learner	29	8	28%	21	72%	16	76%	3	14%	2	10%	0	0%	2	10%
Non-English Language Learner	241	124	51%	117	49%	31	26%	31	26%	55	47%	0	0%	55	47%
Not in Foster Care	270	132	49%	138	51%	47	34%	34	25%	57	41%	0	0%	57	41%
Homeless	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Not Homeless	268	131	49%	137	51%	–	–	–	–	–	–	–	–	–	–
Not Migrant	270	132	49%	138	51%	47	34%	34	25%	57	41%	0	0%	57	41%
Parent Not in Armed Forces	270	132	49%	138	51%	47	34%	34	25%	57	41%	0	0%	57	41%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	270	259	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%
Regents 8	—	—	—	245	91%	41	17%	35	14%	88	36%	81	33%	169	69%
Combined 8	270	14	5%	256	95%	49	19%	38	15%	88	34%	81	32%	169	66%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	259	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%
Female	138	132	96%	6	4%	6	100%	0	0%	0	0%	0	0%	0	0%
Male	132	127	96%	5	4%	2	40%	3	60%	0	0%	0	0%	0	0%
General Education Students	212	202	95%	10	5%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	58	57	98%	1	2%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	111	101	91%	10	9%	–	–	–	–	–	–	–	–	–	–
White	135	134	99%	1	1%	–	–	–	–	–	–	–	–	–	–
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	246	235	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%
Economically Disadvantaged	105	100	95%	5	5%	4	80%	1	20%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	165	159	96%	6	4%	4	67%	2	33%	0	0%	0	0%	0	0%
English Language Learner	29	19	66%	10	34%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	241	240	100%	1	0%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	270	259	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	268	257	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%
Not Migrant	270	259	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	270	259	96%	11	4%	8	73%	3	27%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All Regents examinations were administered in 2022-23, except the August 2022 and January 2023 Regents examination in U.S. History and Government (Framework).

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	284	14	5%	24	8%	49	17%	47	17%	150	53%	246	87%
Female	131	3	2%	12	9%	21	16%	20	15%	75	57%	116	89%
Male	153	11	7%	12	8%	28	18%	27	18%	75	49%	130	85%
General Education Students	239	6	3%	12	5%	36	15%	43	18%	142	59%	221	92%
Students with Disabilities	45	8	18%	12	27%	13	29%	4	9%	8	18%	25	56%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	1	11%	0	0%	2	22%	5	56%	7	78%
Black or African American	9	1	11%	1	11%	3	33%	0	0%	4	44%	7	78%
Hispanic or Latino	112	9	8%	21	19%	33	29%	24	21%	25	22%	82	73%
White	144	3	2%	1	1%	13	9%	21	15%	106	74%	140	97%
Multiracial	10	0	0%	0	0%	0	0%	0	0%	10	100%	10	100%
Economically Disadvantaged	106	10	9%	22	21%	27	25%	22	21%	25	24%	74	70%
Not Economically Disadvantaged	178	4	2%	2	1%	22	12%	25	14%	125	70%	172	97%
English Language Learner	28	8	29%	13	46%	7	25%	0	0%	0	0%	7	25%
Non-English Language Learner	256	6	2%	11	4%	42	16%	47	18%	150	59%	239	93%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	283	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	284	14	5%	24	8%	49	17%	47	17%	150	53%	246	87%
Not Migrant	284	14	5%	24	8%	49	17%	47	17%	150	53%	246	87%
Parent Not in Armed Forces	284	14	5%	24	8%	49	17%	47	17%	150	53%	246	87%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	284	25	9%	22	8%	101	36%	69	24%	67	24%	237	83%
Female	121	12	10%	9	7%	37	31%	32	26%	31	26%	100	83%
Male	163	13	8%	13	8%	64	39%	37	23%	36	22%	137	84%
General Education Students	225	12	5%	14	6%	77	34%	58	26%	64	28%	199	88%
Students with Disabilities	59	13	22%	8	14%	24	41%	11	19%	3	5%	38	64%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	3	23%	2	15%	8	62%	13	100%
Black or African American	8	2	25%	1	13%	4	50%	1	13%	0	0%	5	63%
Hispanic or Latino	113	17	15%	16	14%	49	43%	24	21%	7	6%	80	71%
White	141	6	4%	5	4%	40	28%	41	29%	49	35%	130	92%
Multiracial	9	0	0%	0	0%	5	56%	1	11%	3	33%	9	100%
Economically Disadvantaged	108	18	17%	16	15%	44	41%	19	18%	11	10%	74	69%
Not Economically Disadvantaged	176	7	4%	6	3%	57	32%	50	28%	56	32%	163	93%
English Language Learner	38	10	26%	7	18%	19	50%	2	5%	0	0%	21	55%
Non-English Language Learner	246	15	6%	15	6%	82	33%	67	27%	67	27%	216	88%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	283	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	284	25	9%	22	8%	101	36%	69	24%	67	24%	237	83%
Not Migrant	284	25	9%	22	8%	101	36%	69	24%	67	24%	237	83%
Parent Not in Armed Forces	284	25	9%	22	8%	101	36%	69	24%	67	24%	237	83%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	228	31	14%	31	14%	98	43%	25	11%	43	19%	166	73%
Female	110	13	12%	15	14%	43	39%	16	15%	23	21%	82	75%
Male	118	18	15%	16	14%	55	47%	9	8%	20	17%	84	71%
General Education Students	217	29	13%	26	12%	95	44%	25	12%	42	19%	162	75%
Students with Disabilities	11	2	18%	5	45%	3	27%	0	0%	1	9%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	2	18%	3	27%	2	18%	4	36%	9	82%
Black or African American	6	0	0%	2	33%	4	67%	0	0%	0	0%	4	67%
Hispanic or Latino	62	17	27%	13	21%	26	42%	4	6%	2	3%	32	52%
White	137	14	10%	14	10%	60	44%	16	12%	33	24%	109	80%
Multiracial	12	0	0%	0	0%	5	42%	3	25%	4	33%	12	100%
Economically Disadvantaged	59	16	27%	13	22%	26	44%	2	3%	2	3%	30	51%
Not Economically Disadvantaged	169	15	9%	18	11%	72	43%	23	14%	41	24%	136	80%
Non-English Language Learner	228	31	14%	31	14%	98	43%	25	11%	43	19%	166	73%
Not in Foster Care	228	31	14%	31	14%	98	43%	25	11%	43	19%	166	73%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	227	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	228	31	14%	31	14%	98	43%	25	11%	43	19%	166	73%
Parent Not in Armed Forces	228	31	14%	31	14%	98	43%	25	11%	43	19%	166	73%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	336	24	7%	31	9%	126	38%	155	46%	281	84%
Female	155	15	10%	10	6%	60	39%	70	45%	130	84%
Male	181	9	5%	21	12%	66	36%	85	47%	151	83%
General Education Students	278	9	3%	20	7%	102	37%	147	53%	249	90%
Students with Disabilities	58	15	26%	11	19%	24	41%	8	14%	32	55%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	4	33%	8	67%	12	100%
Black or African American	10	0	0%	3	30%	5	50%	2	20%	7	70%
Hispanic or Latino	133	20	15%	22	17%	67	50%	24	18%	91	68%
White	164	4	2%	6	4%	46	28%	108	66%	154	94%
Multiracial	17	0	0%	0	0%	4	24%	13	76%	17	100%
Economically Disadvantaged	114	17	15%	21	18%	55	48%	21	18%	76	67%
Not Economically Disadvantaged	222	7	3%	10	5%	71	32%	134	60%	205	92%
English Language Learner	50	14	28%	13	26%	21	42%	2	4%	23	46%
Non-English Language Learner	286	10	3%	18	6%	105	37%	153	53%	258	90%
In Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	332	—	—	—	—	—	—	—	—	—	—
Not Homeless	336	24	7%	31	9%	126	38%	155	46%	281	84%
Not Migrant	336	24	7%	31	9%	126	38%	155	46%	281	84%
Parent Not in Armed Forces	336	24	7%	31	9%	126	38%	155	46%	281	84%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	343	54	16%	52	15%	139	41%	98	29%	237	69%
Female	164	20	12%	28	17%	66	40%	50	30%	116	71%
Male	179	34	19%	24	13%	73	41%	48	27%	121	68%
General Education Students	264	29	11%	31	12%	115	44%	89	34%	204	77%
Students with Disabilities	79	25	32%	21	27%	24	30%	9	11%	33	42%
Asian or Native Hawaiian/Other Pacific Islander	18	3	17%	0	0%	5	28%	10	56%	15	83%
Black or African American	7	2	29%	3	43%	1	14%	1	14%	2	29%
Hispanic or Latino	140	36	26%	29	21%	59	42%	16	11%	75	54%
White	171	13	8%	19	11%	71	42%	68	40%	139	81%
Multiracial	7	0	0%	1	14%	3	43%	3	43%	6	86%
Economically Disadvantaged	140	39	28%	23	16%	57	41%	21	15%	78	56%
Not Economically Disadvantaged	203	15	7%	29	14%	82	40%	77	38%	159	78%
English Language Learner	25	19	76%	3	12%	3	12%	0	0%	3	12%
Non-English Language Learner	318	35	11%	49	15%	136	43%	98	31%	234	74%
Not in Foster Care	343	54	16%	52	15%	139	41%	98	29%	237	69%
Homeless	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	340	–	–	–	–	–	–	–	–	–	–
Not Migrant	343	54	16%	52	15%	139	41%	98	29%	237	69%
Parent Not in Armed Forces	343	54	16%	52	15%	139	41%	98	29%	237	69%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	188	3	2%	33	18%	114	61%	38	20%	152	81%
Female	86	2	2%	17	20%	48	56%	19	22%	67	78%
Male	102	1	1%	16	16%	66	65%	19	19%	85	83%
General Education Students	177	3	2%	29	16%	108	61%	37	21%	145	82%
Students with Disabilities	11	0	0%	4	36%	6	55%	1	9%	7	64%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	0	0%	5	71%	1	14%	6	86%
Black or African American	5	0	0%	1	20%	4	80%	0	0%	4	80%
Hispanic or Latino	50	1	2%	15	30%	26	52%	8	16%	34	68%
White	119	1	1%	17	14%	77	65%	24	20%	101	85%
Multiracial	7	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	52	2	4%	13	25%	31	60%	6	12%	37	71%
Not Economically Disadvantaged	136	1	1%	20	15%	83	61%	32	24%	115	85%
Non-English Language Learner	188	3	2%	33	18%	114	61%	38	20%	152	81%
Not in Foster Care	188	3	2%	33	18%	114	61%	38	20%	152	81%
Not Homeless	188	3	2%	33	18%	114	61%	38	20%	152	81%
Not Migrant	188	3	2%	33	18%	114	61%	38	20%	152	81%
Parent Not in Armed Forces	188	3	2%	33	18%	114	61%	38	20%	152	81%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	60	15	25%	11	18%	28	47%	6	10%	34	57%
Female	31	9	29%	6	19%	14	45%	2	6%	16	52%
Male	29	6	21%	5	17%	14	48%	4	14%	18	62%
General Education Students	58	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	—	—	—	—	—	—	—	—	—	—
White	41	8	20%	6	15%	21	51%	6	15%	27	66%
Small Group Total: Race & Ethnicity	19	7	37%	5	26%	7	37%	0	0%	7	37%
Economically Disadvantaged	13	4	31%	4	31%	5	38%	0	0%	5	38%
Not Economically Disadvantaged	47	11	23%	7	15%	23	49%	6	13%	29	62%
Non-English Language Learner	60	15	25%	11	18%	28	47%	6	10%	34	57%
Not in Foster Care	60	15	25%	11	18%	28	47%	6	10%	34	57%
Not Homeless	60	15	25%	11	18%	28	47%	6	10%	34	57%
Not Migrant	60	15	25%	11	18%	28	47%	6	10%	34	57%
Parent Not in Armed Forces	60	15	25%	11	18%	28	47%	6	10%	34	57%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	305	16	5%	25	8%	87	29%	57	19%	120	39%	264	87%
Female	137	6	4%	10	7%	45	33%	27	20%	49	36%	121	88%
Male	168	10	6%	15	9%	42	25%	30	18%	71	42%	143	85%
General Education Students	255	7	3%	14	5%	69	27%	51	20%	114	45%	234	92%
Students with Disabilities	50	9	18%	11	22%	18	36%	6	12%	6	12%	30	60%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	0	0%	1	11%	1	11%	7	78%	9	100%
Black or African American	9	1	11%	0	0%	4	44%	2	22%	2	22%	8	89%
Hispanic or Latino	118	12	10%	19	16%	37	31%	19	16%	31	26%	87	74%
White	161	3	2%	6	4%	44	27%	34	21%	74	46%	152	94%
Multiracial	8	0	0%	0	0%	1	13%	1	13%	6	75%	8	100%
Economically Disadvantaged	115	13	11%	15	13%	36	31%	20	17%	31	27%	87	76%
Not Economically Disadvantaged	190	3	2%	10	5%	51	27%	37	19%	89	47%	177	93%
English Language Learner	24	8	33%	10	42%	6	25%	0	0%	0	0%	6	25%
Non-English Language Learner	281	8	3%	15	5%	81	29%	57	20%	120	43%	258	92%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	304	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	304	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	305	16	5%	25	8%	87	29%	57	19%	120	39%	264	87%
Parent Not in Armed Forces	305	16	5%	25	8%	87	29%	57	19%	120	39%	264	87%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	12	5%	17	6%	41	16%	89	34%	104	40%	234	89%
Female	127	—	—	—	—	—	—	—	—	—	—	—	—
Male	135	6	4%	9	7%	17	13%	51	38%	52	39%	120	89%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	128	6	5%	8	6%	24	19%	38	30%	52	41%	114	89%
General Education Students	231	7	3%	8	3%	33	14%	82	35%	101	44%	216	94%
Students with Disabilities	32	5	16%	9	28%	8	25%	7	22%	3	9%	18	56%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	1	14%	0	0%	2	29%	3	43%	5	71%
Black or African American	8	0	0%	1	13%	0	0%	4	50%	3	38%	7	88%
Hispanic or Latino	102	8	8%	14	14%	28	27%	35	34%	17	17%	80	78%
White	137	3	2%	1	1%	13	9%	46	34%	74	54%	133	97%
Multiracial	9	0	0%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	97	9	9%	15	15%	23	24%	37	38%	13	13%	73	75%
Not Economically Disadvantaged	166	3	2%	2	1%	18	11%	52	31%	91	55%	161	97%
English Language Learner	23	5	22%	9	39%	6	26%	3	13%	0	0%	9	39%
Non-English Language Learner	240	7	3%	8	3%	35	15%	86	36%	104	43%	225	94%
Not in Foster Care	263	12	5%	17	6%	41	16%	89	34%	104	40%	234	89%
Not Homeless	263	12	5%	17	6%	41	16%	89	34%	104	40%	234	89%
Not Migrant	263	12	5%	17	6%	41	16%	89	34%	104	40%	234	89%
Parent Not in Armed Forces	263	12	5%	17	6%	41	16%	89	34%	104	40%	234	89%

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2022-23)

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. 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.

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	327	46	14%	281	86%	13	4%	16	5%	53	16%	199	61%	252	77%
Female	143	10	—	133	—	—	—	—	—	—	—	—	—	—	—
Male	182	36	20%	146	80%	7	4%	9	5%	33	18%	97	53%	130	71%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	145	10	7%	135	93%	6	4%	7	5%	20	14%	102	70%	122	84%
General Education Students	283	41	14%	242	86%	5	2%	8	3%	40	14%	189	67%	229	81%
Students with Disabilities	44	5	11%	39	89%	8	18%	8	18%	13	30%	10	23%	23	52%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	0	0%	2	14%	12	86%	14	100%
Black or African American	11	0	0%	11	100%	2	18%	0	0%	3	27%	6	55%	9	82%
Hispanic or Latino	145	43	30%	102	70%	9	6%	12	8%	36	25%	45	31%	81	56%
White	143	3	2%	140	98%	2	1%	4	3%	11	8%	123	86%	134	94%
Multiracial	14	0	0%	14	100%	0	0%	0	0%	1	7%	13	93%	14	100%
Economically Disadvantaged	122	33	27%	89	73%	9	7%	13	11%	32	26%	35	29%	67	55%
Not Economically Disadvantaged	205	13	6%	192	94%	4	2%	3	1%	21	10%	164	80%	185	90%
English Language Learner	57	42	74%	15	26%	5	9%	6	11%	4	7%	0	0%	4	7%
Non-English Language Learner	270	4	1%	266	99%	8	3%	10	4%	49	18%	199	74%	248	92%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	46	—	280	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	327	46	14%	281	86%	13	4%	16	5%	53	16%	199	61%	252	77%
Not Migrant	327	46	14%	281	86%	13	4%	16	5%	53	16%	199	61%	252	77%
Parent Not in Armed Forces	327	46	14%	281	86%	13	4%	16	5%	53	16%	199	61%	252	77%

2019 TOTAL COHORT EXEMPTIONS IN ELA

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	327	195	60%	132	40%	7	2%	17	5%	12	4%	96	29%	108	33%
Female	143	81	—	62	—	—	—	—	—	—	—	—	—	—	—
Male	182	113	62%	69	38%	4	2%	13	7%	7	4%	45	25%	52	29%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	145	82	57%	63	43%	3	2%	4	3%	5	3%	51	35%	56	39%
General Education Students	283	163	58%	120	42%	4	1%	10	4%	11	4%	95	34%	106	37%
Students with Disabilities	44	32	73%	12	27%	3	7%	7	16%	1	2%	1	2%	2	5%
Asian or Native Hawaiian/Other Pacific Islander	14	5	36%	9	64%	0	0%	0	0%	1	7%	8	57%	9	64%
Black or African American	11	6	55%	5	45%	1	9%	0	0%	0	0%	4	36%	4	36%
Hispanic or Latino	145	111	77%	34	23%	4	3%	13	9%	10	7%	7	5%	17	12%
White	143	66	46%	77	54%	2	1%	3	2%	1	1%	71	50%	72	50%
Multiracial	14	7	50%	7	50%	0	0%	1	7%	0	0%	6	43%	6	43%
Economically Disadvantaged	122	94	77%	28	23%	4	3%	13	11%	7	6%	4	3%	11	9%
Not Economically Disadvantaged	205	101	49%	104	51%	3	1%	4	2%	5	2%	92	45%	97	47%
English Language Learner	57	35	61%	22	39%	3	5%	11	19%	8	14%	0	0%	8	14%
Non-English Language Learner	270	160	59%	110	41%	4	1%	6	2%	4	1%	96	36%	100	37%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	194	—	132	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	327	195	60%	132	40%	7	2%	17	5%	12	4%	96	29%	108	33%
Not Migrant	327	195	60%	132	40%	7	2%	17	5%	12	4%	96	29%	108	33%
Parent Not in Armed Forces	327	195	60%	132	40%	7	2%	17	5%	12	4%	96	29%	108	33%

2019 TOTAL COHORT EXEMPTIONS IN MATH

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	264	164	62	100	38
Female	125	73	58	52	42
Male	137	90	66	47	34
Non-Binary	2	1	50	1	50
General Education Students	230	133	58	97	42
Students with Disabilities	34	31	91	3	9
Asian or Native Hawaiian/Other Pacific Islander	13	5	38	8	62
Black or African American	10	6	60	4	40
Hispanic or Latino	91	82	90	9	10
White	137	64	47	73	53
Multiracial	13	7	54	6	46
Economically Disadvantaged	79	75	95	4	5
Not Economically Disadvantaged	185	89	48	96	52
English Language Learner	7	6	86	1	14
Non-English Language Learner	257	158	61	99	39
In Foster Care	1	1	100	0	0
Not in Foster Care	263	163	62	100	38
Not Homeless	264	164	62	100	38
Not Migrant	264	164	62	100	38
Parent Not in Armed Forces	264	164	62	100	38

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	327	163	50%	164	50%	39	12%	30	9%	80	24%	15	5%	95	29%
Female	143	71	—	72	—	—	—	—	—	—	—	—	—	—	—
Male	182	91	50%	91	50%	21	12%	15	8%	45	25%	10	5%	55	30%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	145	72	50%	73	50%	18	12%	15	10%	35	24%	5	3%	40	28%
General Education Students	283	125	44%	158	56%	34	12%	30	11%	80	28%	14	5%	94	33%
Students with Disabilities	44	38	86%	6	14%	5	11%	0	0%	0	0%	1	2%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	14	5	36%	9	64%	0	0%	1	7%	7	50%	1	7%	8	57%
Black or African American	11	5	45%	6	55%	1	9%	0	0%	4	36%	1	9%	5	45%
Hispanic or Latino	145	87	60%	58	40%	16	11%	19	13%	22	15%	1	1%	23	16%
White	143	62	43%	81	57%	18	13%	9	6%	42	29%	12	8%	54	38%
Multiracial	14	4	29%	10	71%	4	29%	1	7%	5	36%	0	0%	5	36%
Economically Disadvantaged	122	74	61%	48	39%	17	14%	13	11%	15	12%	3	2%	18	15%
Not Economically Disadvantaged	205	89	43%	116	57%	22	11%	17	8%	65	32%	12	6%	77	38%
English Language Learner	57	38	67%	19	33%	6	11%	7	12%	6	11%	0	0%	6	11%
Non-English Language Learner	270	125	46%	145	54%	33	12%	23	9%	74	27%	15	6%	89	33%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	163	—	163	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	327	163	50%	164	50%	39	12%	30	9%	80	24%	15	5%	95	29%
Not Migrant	327	163	50%	164	50%	39	12%	30	9%	80	24%	15	5%	95	29%
Parent Not in Armed Forces	327	163	50%	164	50%	39	12%	30	9%	80	24%	15	5%	95	29%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	271	127	47	144	53
Female	127	63	50	64	50
Male	142	63	44	79	56
Non-Binary	2	1	50	1	50
General Education Students	230	92	40	138	60
Students with Disabilities	41	35	85	6	15
Asian or Native Hawaiian/Other Pacific Islander	13	4	31	9	69
Black or African American	11	5	45	6	55
Hispanic or Latino	93	54	58	39	42
White	140	60	43	80	57
Multiracial	14	4	29	10	71
Economically Disadvantaged	83	51	61	32	39
Not Economically Disadvantaged	188	76	40	112	60
English Language Learner	9	6	67	3	33
Non-English Language Learner	262	121	46	141	54
In Foster Care	1	0	0	1	100
Not in Foster Care	270	127	47	143	53
Not Homeless	271	127	47	144	53
Not Migrant	271	127	47	144	53
Parent Not in Armed Forces	271	127	47	144	53

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	327	250	76%	77	24%	3	1%	3	1%	69	21%	2	1%	71	22%
Female	143	109	—	34	—	—	—	—	—	—	—	—	—	—	—
Male	182	139	76%	43	24%	2	1%	2	1%	37	20%	2	1%	39	21%
Non-Binary	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	145	111	77%	34	23%	1	1%	1	1%	32	22%	0	0%	32	22%
General Education Students	283	208	73%	75	27%	2	1%	2	1%	69	24%	2	1%	71	25%
Students with Disabilities	44	42	95%	2	5%	1	2%	1	2%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	10	71%	4	29%	0	0%	0	0%	3	21%	1	7%	4	29%
Black or African American	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Hispanic or Latino	145	127	88%	18	12%	2	1%	2	1%	14	10%	0	0%	14	10%
White	143	94	66%	49	34%	1	1%	1	1%	46	32%	1	1%	47	33%
Multiracial	14	9	64%	5	36%	0	0%	0	0%	5	36%	0	0%	5	36%
Economically Disadvantaged	122	112	92%	10	8%	3	2%	0	0%	7	6%	0	0%	7	6%
Not Economically Disadvantaged	205	138	67%	67	33%	0	0%	3	1%	62	30%	2	1%	64	31%
English Language Learner	57	49	86%	8	14%	2	4%	1	2%	5	9%	0	0%	5	9%
Non-English Language Learner	270	201	74%	69	26%	1	0%	2	1%	64	24%	2	1%	66	24%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	249	—	77	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	327	250	76%	77	24%	3	1%	3	1%	69	21%	2	1%	71	22%
Not Migrant	327	250	76%	77	24%	3	1%	3	1%	69	21%	2	1%	71	22%
Parent Not in Armed Forces	327	250	76%	77	24%	3	1%	3	1%	69	21%	2	1%	71	22%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	266	205	77	61	23
Female	125	97	78	28	22
Male	139	106	76	33	24
Non-Binary	2	2	100	0	0
General Education Students	227	166	73	61	27
Students with Disabilities	39	39	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	13	10	77	3	23
Black or African American	11	10	91	1	9
Hispanic or Latino	92	85	92	7	8
White	136	91	67	45	33
Multiracial	14	9	64	5	36
Economically Disadvantaged	81	80	99	1	1
Not Economically Disadvantaged	185	125	68	60	32
English Language Learner	8	8	100	0	0
Non-English Language Learner	258	197	76	61	24
In Foster Care	1	1	100	0	0
Not in Foster Care	265	204	77	61	23
Not Homeless	266	205	77	61	23
Not Migrant	266	205	77	61	23
Parent Not in Armed Forces	266	205	77	61	23

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

2019 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	327	235	72%	92	28%	1	0%	2	1%	82	25%	7	2%	89	27%
Female	143	95	—	48	—	—	—	—	—	—	—	—	—	—	—
Male	182	139	76%	43	24%	0	0%	0	0%	39	21%	4	2%	43	24%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	145	96	66%	49	34%	1	1%	2	1%	43	30%	3	2%	46	32%
General Education Students	283	192	68%	91	32%	1	0%	2	1%	81	29%	7	2%	88	31%
Students with Disabilities	44	43	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	14	10	71%	4	29%	0	0%	0	0%	4	29%	0	0%	4	29%
Black or African American	11	9	82%	2	18%	0	0%	0	0%	2	18%	0	0%	2	18%
Hispanic or Latino	145	125	86%	20	14%	1	1%	2	1%	11	8%	6	4%	17	12%
White	143	82	57%	61	43%	0	0%	0	0%	60	42%	1	1%	61	43%
Multiracial	14	9	64%	5	36%	0	0%	0	0%	5	36%	0	0%	5	36%
Economically Disadvantaged	122	108	89%	14	11%	1	1%	1	1%	7	6%	5	4%	12	10%
Not Economically Disadvantaged	205	127	62%	78	38%	0	0%	1	0%	75	37%	2	1%	77	38%
English Language Learner	57	50	88%	7	12%	1	2%	1	2%	2	4%	3	5%	5	9%
Non-English Language Learner	270	185	69%	85	31%	0	0%	1	0%	80	30%	4	1%	84	31%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	234	—	92	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	327	235	72%	92	28%	1	0%	2	1%	82	25%	7	2%	89	27%
Not Migrant	327	235	72%	92	28%	1	0%	2	1%	82	25%	7	2%	89	27%
Parent Not in Armed Forces	327	235	72%	92	28%	1	0%	2	1%	82	25%	7	2%	89	27%

2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	260	182	70	78	30
Female	123	82	67	41	33
Male	136	99	73	37	27
Non-Binary	1	1	100	0	0
General Education Students	224	147	66	77	34
Students with Disabilities	36	35	97	1	3
Asian or Native Hawaiian/Other Pacific Islander	13	9	69	4	31
Black or African American	10	8	80	2	20
Hispanic or Latino	89	81	91	8	9
White	134	75	56	59	44
Multiracial	14	9	64	5	36
Economically Disadvantaged	78	73	94	5	6
Not Economically Disadvantaged	182	109	60	73	40
English Language Learner	8	8	100	0	0
Non-English Language Learner	252	174	69	78	31
In Foster Care	1	1	100	0	0
Not in Foster Care	259	181	70	78	30
Not Homeless	260	182	70	78	30
Not Migrant	260	182	70	78	30
Parent Not in Armed Forces	260	182	70	78	30

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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	75	2	3%	73	97%	11	15%	31	42%	13	18%	15	21%	3	4%
Grade 1	74	6	8%	68	92%	3	4%	30	44%	29	43%	6	9%	0	0%
Grade 2	53	8	15%	45	85%	1	2%	9	20%	14	31%	14	31%	7	16%
Grade 3	66	1	2%	65	98%	2	3%	9	14%	22	34%	27	42%	5	8%
Grade 4	59	2	3%	57	97%	0	0%	7	12%	12	21%	27	47%	11	19%
Grade 5	52	4	8%	48	92%	0	0%	5	10%	10	21%	29	60%	4	8%
Grade 6	40	1	3%	39	98%	3	8%	4	10%	9	23%	13	33%	10	26%
Grade 7	40	0	0%	40	100%	0	0%	2	5%	3	8%	25	63%	10	25%
Grade 8	29	0	0%	29	100%	1	3%	5	17%	2	7%	18	62%	3	10%
Grade 9	60	7	12%	53	88%	12	23%	14	26%	10	19%	15	28%	2	4%
Grade 10	58	7	12%	51	88%	1	2%	10	20%	23	45%	15	29%	2	4%
Grade 11	28	9	32%	19	68%	0	0%	0	0%	5	26%	10	53%	4	21%
Grade 12	19	8	42%	11	58%	0	0%	0	0%	3	27%	5	45%	3	27%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	21	20	95%	1	5%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	21	20	95%	1	5%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	21	20	95%	1	5%	–	–	–	–	–	–	–	–	–	–

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2022)

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

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	42%	29%	21%	8%	34%	38%	23%	5%
Students with Disabilities	75%	19%	6%	1%	66%	24%	9%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	25%	28%	28%	20%	11%	35%	39%	16%
Black	59%	26%	13%	2%	50%	36%	13%	1%
Hispanic	51%	29%	17%	4%	47%	38%	13%	2%
White	32%	30%	26%	11%	23%	39%	32%	7%
Two or more races	*	*	*	*	41%	35%	20%	3%
English Language Learners	69%	22%	8%	1%	63%	29%	7%	1%
Economically Disadvantaged	53%	27%	16%	4%	44%	38%	15%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	5%	40%	32%	19%	9%
Students with Disabilities	61%	28%	9%	1%	71%	21%	7%	1%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Asian/Pacific Islander	16%	34%	41%	8%	18%	23%	35%	24%
Black	44%	40%	15%	1%	64%	26%	8%	1%
Hispanic	42%	39%	17%	2%	53%	33%	12%	3%
White	19%	37%	36%	8%	27%	36%	25%	12%
Two or more races	*	*	*	*	*	*	*	*
English Language Learners	83%	17%	0%	0%	85%	13%	1%	0%
Economically Disadvantaged	40%	39%	19%	2%	52%	30%	13%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	87%	86%	82%	81%
Students with Disabilities	92%	96%	91%	93%
English Language Learners	92%	95%	92%	94%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	39%	29%	24%	8%	26%	39%	28%	7%
Students with Disabilities	71%	19%	9%	2%	54%	31%	13%	2%
American Indian/Alaska Native	57%	25%	15%	3%	42%	40%	16%	3%
Asian/Pacific Islander	20%	25%	33%	23%	11%	28%	38%	24%
Black	57%	27%	14%	2%	46%	39%	13%	1%
Hispanic	51%	28%	17%	4%	37%	42%	19%	2%
White	28%	31%	30%	11%	15%	38%	37%	10%
Two or more races	33%	31%	27%	9%	23%	39%	29%	9%
English Language Learners	67%	23%	9%	1%	48%	38%	12%	1%
Economically Disadvantaged	52%	28%	16%	3%	38%	41%	18%	2%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	32%	39%	26%	3%	40%	35%	19%	7%
Students with Disabilities	65%	26%	8%	1%	73%	20%	6%	1%
American Indian/Alaska Native	45%	37%	17%	1%	56%	33%	10%	1%
Asian/Pacific Islander	15%	30%	43%	12%	16%	28%	30%	26%
Black	48%	37%	14%	1%	62%	29%	8%	1%
Hispanic	40%	40%	19%	1%	52%	34%	12%	2%
White	23%	40%	32%	4%	28%	38%	26%	9%
Two or more races	29%	38%	28%	5%	37%	36%	21%	6%
English Language Learners	69%	26%	5%	0%	76%	20%	4%	0%
Economically Disadvantaged	42%	39%	17%	1%	54%	33%	11%	2%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

STAFF QUALIFICATIONS (2022-23)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	335	29	9%	8	2	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	331	9	3%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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	327	273	83%	0	0%	270	83%	3	1%	1	0%	19	6%	7	2%	27	8%
Female	143	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	182	143	79%	0	0%	140	77%	3	2%	1	1%	12	7%	4	2%	22	12%
Non-binary	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	283	238	84%	0	0%	238	84%	0	0%	0	0%	13	5%	7	2%	25	9%
Students with Disabilities	44	35	80%	0	0%	32	73%	3	7%	1	2%	6	14%	0	0%	2	5%
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	14	13	93%	0	0%	13	93%	0	0%	0	0%	1	7%	0	0%	0	0%
Black or African American	11	10	91%	0	0%	10	91%	0	0%	0	0%	1	9%	0	0%	0	0%
Hispanic or Latino	145	99	68%	0	0%	97	67%	2	1%	0	0%	13	9%	7	5%	26	18%
White	143	137	96%	0	0%	136	95%	1	1%	1	1%	4	3%	0	0%	1	1%
Multiracial	14	14	100%	0	0%	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	122	85	70%	0	0%	82	67%	3	2%	0	0%	15	12%	7	6%	15	12%
Not Economically Disadvantaged	205	188	92%	0	0%	188	92%	0	0%	1	0%	4	2%	0	0%	12	6%
English Language Learner	57	14	25%	0	0%	13	23%	1	2%	0	0%	11	19%	7	12%	25	44%
Non-English Language Learner	270	259	96%	0	0%	257	95%	2	1%	1	0%	8	3%	0	0%	2	1%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	326	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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	327	273	83%	0	0%	270	83%	3	1%	1	0%	19	6%	7	2%	27	8%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	327	273	83%	0	0%	270	83%	3	1%	1	0%	19	6%	7	2%	27	8%
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	327	273	83%	0	0%	270	83%	3	1%	1	0%	19	6%	7	2%	27	8%

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