



**Pearl River School District**  
**2024-2025 Budget Statement**

**Budget Vote May 21, 2024**



# **Pearl River School District 2024-2025 Budget Statement**

## **Board of Education**

Jackie Dubil Craig, President  
Denise Caunitz, Vice President  
Terrence Cortelli  
Thomas DePrisco  
Kathleen Kelley

## **Administration**

Marco Pochintesta, Superintendent of Schools  
Suzanne Pariot, Assistant Superintendent for Curriculum & Instruction  
John Piscitella, Assistant Superintendent for Human Resources &  
Community Services  
Tawnya Muhlrاد, Assistant Superintendent for Business

## **Budget Vote**

Tuesday, May 21, 2024



# **Pearl River School District 2024-2025 Budget Statement Index**

- 1. Budget Notice**
- 2. Property Tax Report Card**
- 3. Budget**
- 4. School Academic Report Card**
- 5. District's Financial Transparency Report**
- 6. Salary Disclosure Form**
- 7. Exemption Report for Taxing Jurisdictions**

# Budget Notice

## School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 85,038,794	\$87,319,529	\$85,223,443
Increase/Decrease for the 2024-25 School Year		\$2,280,735	\$184,649
Percentage Increase/Decrease in Proposed Budget		2.68 %	.22%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$62,987,630	\$65,083,716	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$62,987,630	\$65,083,716	\$62,987,630
F. Total Permissible Exclusions	\$2,148,257	\$2,685,487	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$60,839,373	\$62,398,229	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$60,839,373	\$62,398,229	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$0	\$0	
Administrative Component	\$6,823,395	\$6,738,620	\$6,554,837
Program Component	\$65,234,973	\$68,328,710	\$66,697,509
Capital Component	\$12,980,426	\$12,252,198	\$11,971,097
<p>The contingency budget requires that the 2024-25 tax levy be no greater than the previous year's levy. Therefore, budget cuts totaling \$2,280,735 would be required, resulting in significant impact to program offerings. In addition, the following budget items would be non-allowable: equipment purchases, certain school supplies. Non-school groups using the District Facilities would be required to pay the full cost of operations.</p>			
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>	Description		Amount
			\$
			\$
			\$
			\$

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$983

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Pearl River school district, Rockland County, New York, will be held at the High school in said district on Tuesday, May 21, 2024 between the hours of 7:00am and 9:00pm, prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

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

# **Property Tax Report Card**

2024-25 Property Tax Report Card

000000 - DISTRICT NAME		
Contact Person:	Budgeted 2023-24	Proposed Budget 2024-25
Telephone Number:	(A)	(B)
Total Budgeted Amount, not Including Separate Propositions	85,038,794	87,319,529
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	62,987,630	65,083,716
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	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)	62,987,630	65,083,716
F. Permissible Exclusions to the School Tax Levy Limit	2,148,257	2,685,487
G. School Tax Levy Limit , <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	60,839,373	62,398,229
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	60,839,373	62,398,229
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	
Public School Enrollment	2,253	2,196
Consumer Price Index		4.12%

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements. <sup>3</sup> For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	6,160,656	6,360,650
Assigned Appropriated Fund Balance	0	400,000
Adjusted Unrestricted Fund Balance	3,401,552	3,492,781
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital		To pay the cost of any object or purpose for which bonds may be issued.			
Repair		To pay the cost of repairs to capital improvements or equipment.			
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		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.	2,076,365	2,076,365	Tax Certs
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari		To establish a reserve fund for tax certiorari settlements			
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability		For the payment of accrued "employee benefits" due to employees upon termination of service.	703,276	703,276	Seperation Payments
Retirement Contribution		To fund employer retirement contributions to the State and Local Employees' Retirement System	1,557,324	1,157,324	TRS/ERS
Other Reserve					

# Budget

## Budget Presentation Report

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
1010 Board of Education		49,000	58,800	-9,800	-16.67%
1040 District Clerk		9,285	8,843	442	5.00%
1060 District Meeting		11,500	11,500		0.00%
1240 Chief School Administrator		422,236	415,720	6,516	1.57%
1310 Business Administration		643,157	673,218	-30,061	-4.47%
1320 Auditing		65,000	85,000	-20,000	-23.53%
1325 Treasurer		11,593	11,040	553	5.01%
1380 Fiscal Agent Fee		10,000	24,000	-14,000	-58.33%
1420 Legal		125,000	100,000	25,000	25.00%
1430 Personnel		437,239	565,124	-127,885	-22.63%
1460 Records Management Officer		15,000		15,000	****. **%
1480 Public Information and Services		202,000	202,000		0.00%
1620 Operation of Plant		3,383,696	3,275,721	107,975	3.30%
1621 Maintenance of Plant		2,532,576	2,520,095	12,481	0.50%
1680 Central Data Processing		59,500	59,500		0.00%
1910 Unallocated Insurance		325,000	290,000	35,000	12.07%
1930 Judgements and Claims		80,000	95,855	-15,855	-16.54%
1950 Assessments on School Property		80,000	80,000		0.00%
1964 Refund on Real Property Taxes		50,000	40,000	10,000	25.00%
1981 BOCES Administrative Costs		473,220	473,220		0.00%
2010 Curriculum Devel and Suprvsn		369,744	383,891	-14,147	-3.69%
2020 Supervision Regular School		2,097,168	2,071,597	25,571	1.23%
2070 Inservice Training-Instruction		55,000	55,000		0.00%
2110 Teaching Regular School		25,394,180	25,207,290	186,890	0.74%
2250 Prg For Sdnts w/Disabil-Med Elgble		13,232,490	12,452,096	780,394	6.27%
2259 Prg for English Language Learners		1,047,928	834,317	213,611	25.60%
2280 Occupational Education (Grades 9-12)		785,000	785,000		0.00%
2330 Teaching-Special Schools		31,100	31,100		0.00%
2610 School Library & AV		472,130	451,080	21,050	4.67%
2630 Computer Assisted Instruction		1,618,024	1,616,062	1,962	0.12%
2805 Attendance-Regular School		42,450	41,884	566	1.35%
2810 Guidance-Regular School		1,003,779	889,490	114,289	12.85%
2815 Health Svcs-Regular School		610,352	619,732	-9,380	-1.51%
2820 Psychological Svcs- Reg Schl		717,190	609,263	107,927	17.71%
2825 Social Work Svcs-Regular School		450,711	192,209	258,502	134.49%
2855 Interscholastic Athletics-Reg Schl		1,420,521	1,408,008	12,513	0.89%
5510 District Transportation Srv		117,680	115,980	1,700	1.47%
5540 Contract Transportation Med Elgble		4,200,000	4,326,240	-126,240	-2.92%
9010 State Retirement		1,060,000	1,060,000		0.00%
9020 Teachers' Retirement		3,450,000	3,450,000		0.00%
9030 Social Security		3,512,000	3,287,000	225,000	6.85%
9040 Workers' Compensation		200,000	215,000	-15,000	-6.98%
9045 Life Insurance		7,000	7,000		0.00%
9050 Unemployment Insurance		10,000	5,000	5,000	100.00%
9055 Disability Insurance		3,500	3,300	200	6.06%
9060 Hospital, Medical, Dental Insurance		11,818,535	10,360,000	1,458,535	14.08%
9065 Hospital, Medical, Dental Insurance		325,000	298,000	27,000	9.06%
9070 Union Welfare Benefits		59,000	57,000	2,000	3.51%

Budget Presentation Report

Fiscal Year: 2025

Fund: A GENERAL FUND

Budget Account	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
9089 Other Benefits		17,500	7,000	10,500	150.00%
9710 Serial Bonds-Other		231,226	232,976	-1,750	-0.75%
9711 Serial Bonds-School Construction		3,273,669	3,339,885	-66,216	-1.98%
9731 Bond Antic Notes-School Constructio			935,108	-935,108	-100.00%
9740 Capital Notes-Other (specify)		581,650	581,650		0.00%
9901 Transfer to Other Funds		120,000	120,000		0.00%
Total GENERAL FUND		87,319,529	85,038,794	2,280,735	2.68%

Selection Criteria

Criteria Name: Last Run  
Fund: A  
Budget type: Regular  
Suppress Budget Accounts with Zero Amounts  
Report Title: Budget Presentation Report  
Summary Only  
Column 1 Value: Proposed Amount  
Column 2 Value: Current Year Initial  
Column 3 Value: None  
Column 4 Value: Dollar  
Column 5 Value: Percent  
Column 6 Value: None  
Column 7 Value: None  
Column 8 Value: None  
Column 9 Value: None  
Column 10 Value: None  
Column 11 Value: None  
Column 12 Value: None  
Column 13 Value: None  
From Column Value: Current Year Initial  
To Column Value: Proposed Amount  
Sort by: Fund/Function  
Subtotal Breaks: Function  
Show break headers: Function  
Printed by Tawnya Muhlrاد

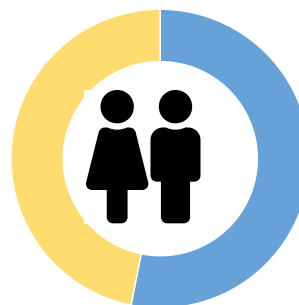
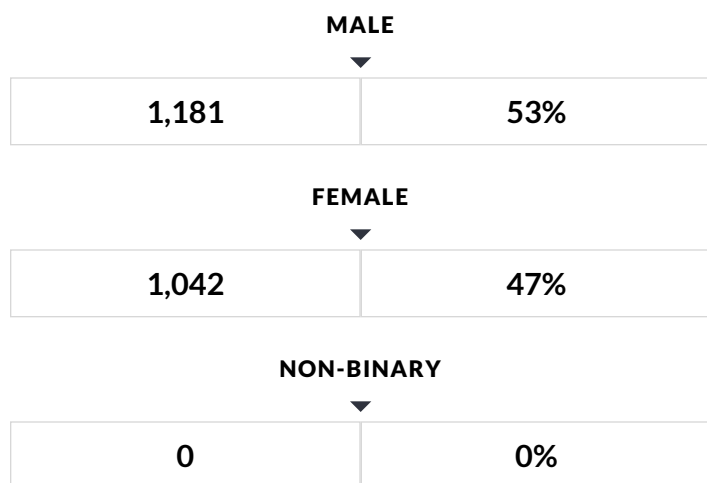
# **School Academic Report Card**

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

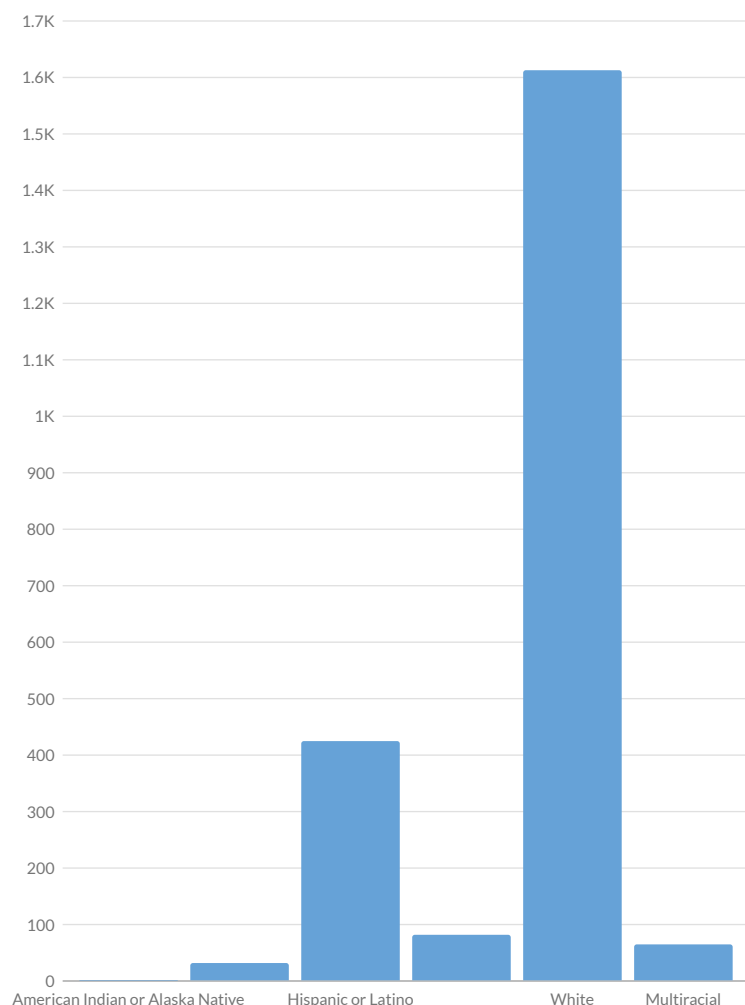
## PEARL RIVER UFSD ENROLLMENT (2022 - 23)

**K-12 Enrollment: 2,223**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### AMERICAN INDIAN OR ALASKA NATIVE

1	0%
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#### BLACK OR AFRICAN AMERICAN

33	1%
----	----

#### HISPANIC OR LATINO

426	19%
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#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

83	4%
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#### WHITE

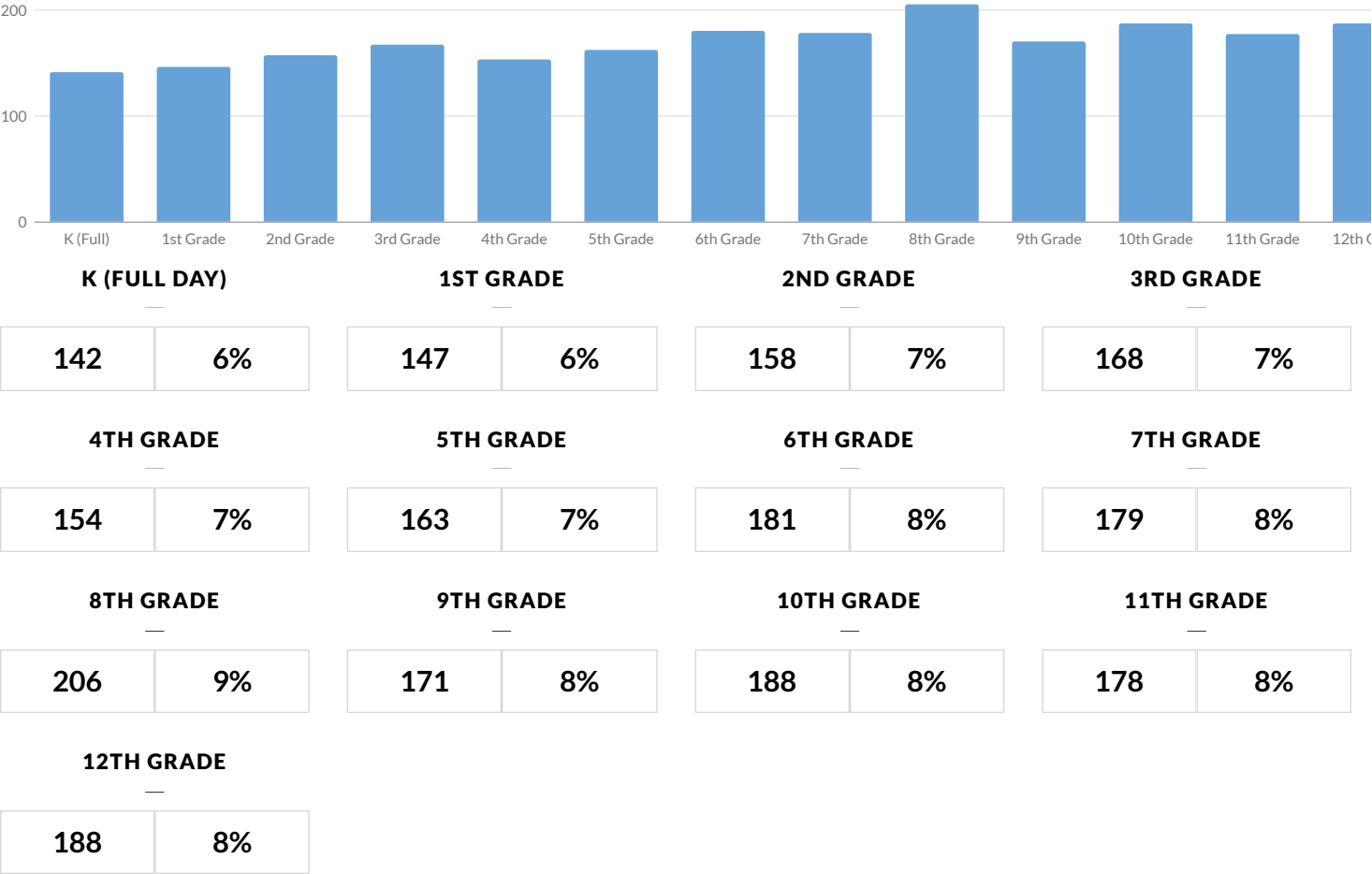
1,614	73%
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#### MULTIRACIAL

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
85	4%	315	14%	411	18%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	23	1%	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



## PEARL RIVER UFSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

**K-12 ELL Enrollment: 85**  
**K-12 Former ELL Enrollment: 50**

### ELL ENROLLMENT

#### MALE

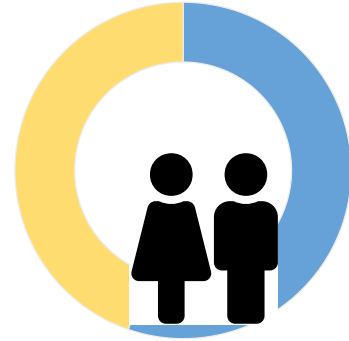
47

55%

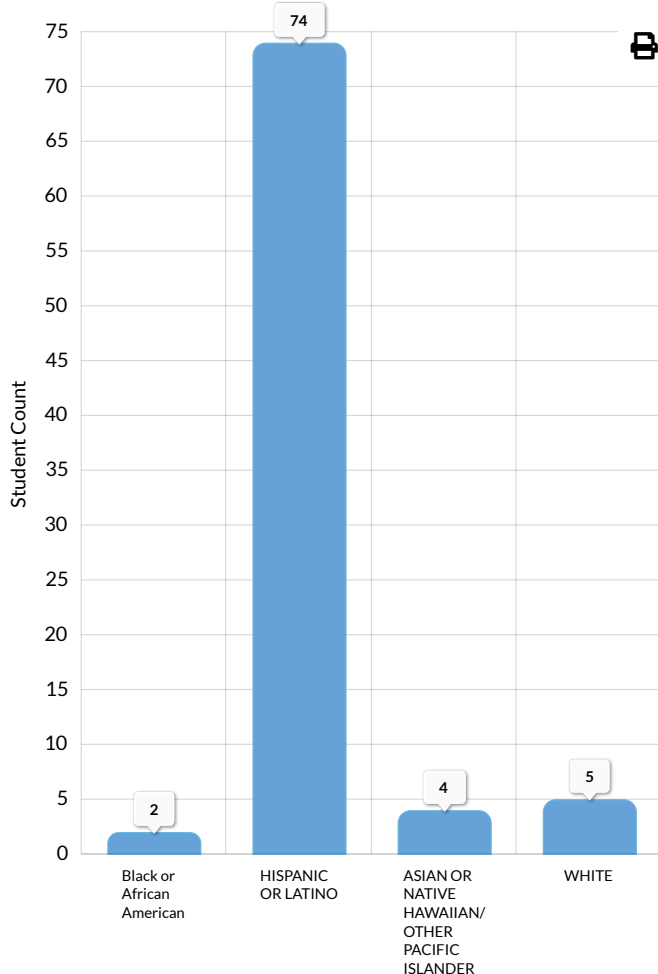
#### FEMALE

38

45%



### ELL ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

2

2%

#### HISPANIC OR LATINO

74

87%

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

4

5%

#### WHITE

5

6%

**OTHER GROUPS****STUDENTS WITH DISABILITIES****ECONOMICALLY DISADVANTAGED**

▼		▼	
21	25%	73	86%

**ELL ENROLLMENT BY GRADE****K (FULL DAY)****1ST GRADE****2ND GRADE****3RD GRADE**

▼		▼		▼		▼	
16	19%	13	15%	9	11%	4	5%

**4TH GRADE****5TH GRADE****6TH GRADE****7TH GRADE**

▼		▼		▼		▼	
9	11%	4	5%	6	7%	4	5%

**8TH GRADE****9TH GRADE****10TH GRADE****11TH GRADE**

▼		▼		▼		▼	
2	2%	6	7%	6	7%	4	5%

**12TH GRADE**

**2****2%**

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

### HOME LANGUAGES

**1****Spanish****2****English****3****Albanian****4****Chinese (simplified)****5****Russian**

### ENGLISH LANGUAGE LEARNERS BREAKDOWN

**NEWCOMERS****69****DEVELOPING****21****LONG TERM****10****SIFE****1**

### ENGLISH LANGUAGE LEARNERS PROGRAMS

**ENGLISH AS A NEW  
LANGUAGE****100****ONE WAY/ TWO WAY  
DUAL LANGUAGE  
PROGRAM****0****TRANSITIONAL  
BILINGUAL EDUCATION  
PROGRAM****0**

## PEARL RIVER UFSD - 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.

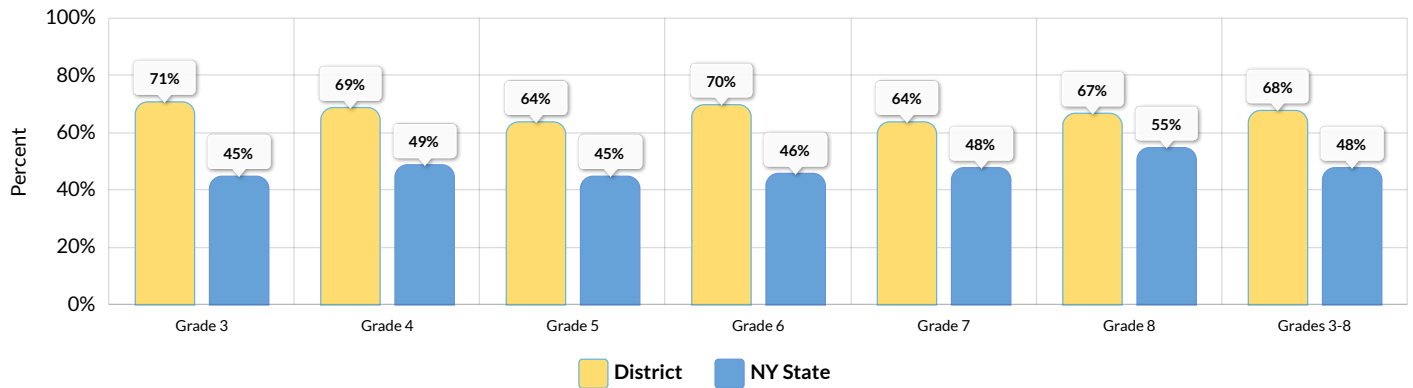
### GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



Percent Scoring Proficient by Grade



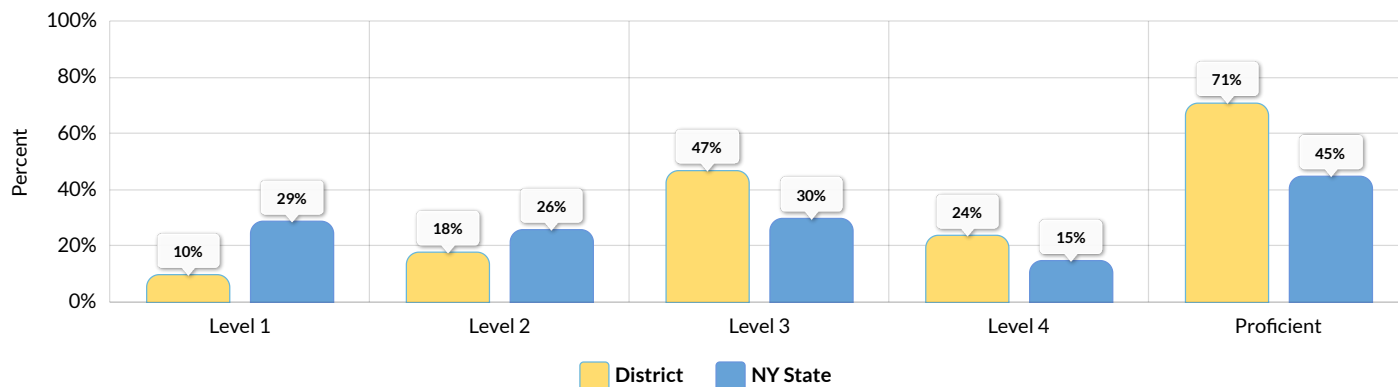
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	174	17	10%	157	90%	16	10%	29	18%	74	47%	38	24%	112	71%
Grade 4	160	11	7%	149	93%	9	6%	37	25%	63	42%	40	27%	103	69%
Grade 5	169	20	12%	149	88%	21	14%	33	22%	65	44%	30	20%	95	64%
Grade 6	186	22	12%	164	88%	18	11%	32	20%	67	41%	47	29%	114	70%
Grade 7	183	41	22%	142	78%	22	15%	29	20%	57	40%	34	24%	91	64%
Grade 8	214	46	21%	168	79%	18	11%	37	22%	67	40%	46	27%	113	67%
Grades 3-8	1,086	157	14%	929	86%	104	11%	197	21%	393	42%	235	25%	628	68%

## 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.



Percent Scoring at Levels for All Students



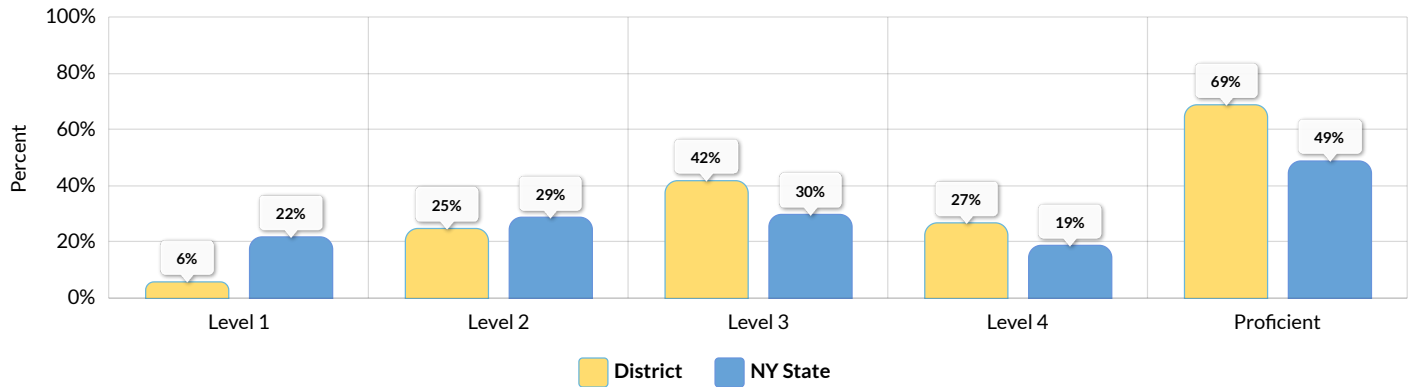
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	17	10%	157	90%	16	10%	29	18%	74	47%	38	24%	112	71%
Female	87	5	6%	82	94%	7	9%	10	12%	39	48%	26	32%	65	79%
Male	87	12	14%	75	86%	9	12%	19	25%	35	47%	12	16%	47	63%
General Education Students	148	9	6%	139	94%	11	8%	24	17%	66	47%	38	27%	104	75%
Students with Disabilities	26	8	31%	18	69%	5	28%	5	28%	8	44%	0	0%	8	44%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	1	4%	24	96%	6	25%	6	25%	10	42%	2	8%	12	50%
White	132	15	11%	117	89%	8	7%	20	17%	56	48%	33	28%	89	76%
Multiracial	9	1	11%	8	89%	0	0%	1	13%	4	50%	3	38%	7	88%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	2	25%	4	50%	0	0%	4	50%
Economically Disadvantaged	24	3	13%	21	88%	7	33%	6	29%	7	33%	1	5%	8	38%
Not Economically Disadvantaged	150	14	9%	136	91%	9	7%	23	17%	67	49%	37	27%	104	76%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	170	16	9%	154	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	174	17	10%	157	90%	16	10%	29	18%	74	47%	38	24%	112	71%
Not Homeless	174	17	10%	157	90%	16	10%	29	18%	74	47%	38	24%	112	71%
Not Migrant	174	17	10%	157	90%	16	10%	29	18%	74	47%	38	24%	112	71%
Parent Not in Armed Forces	174	17	10%	157	90%	16	10%	29	18%	74	47%	38	24%	112	71%

## 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.



Percent Scoring at Levels for All Students



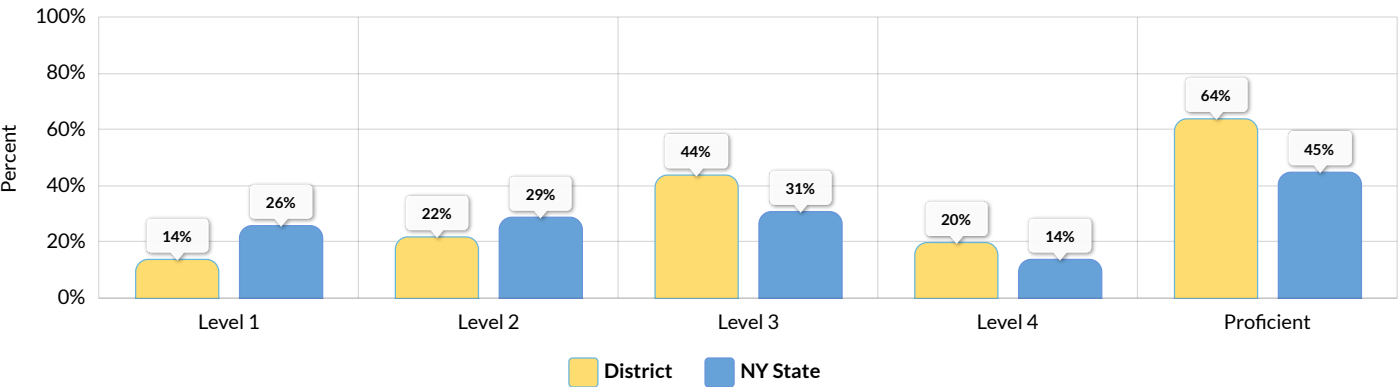
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	160	11	7%	149	93%	9	6%	37	25%	63	42%	40	27%	103	69%
Female	79	3	4%	76	96%	5	7%	20	26%	19	25%	32	42%	51	67%
Male	81	8	10%	73	90%	4	5%	17	23%	44	60%	8	11%	52	71%
General Education Students	131	6	5%	125	95%	3	2%	25	20%	57	46%	40	32%	97	78%
Students with Disabilities	29	5	17%	24	83%	6	25%	12	50%	6	25%	0	0%	6	25%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	2	33%	3	50%	1	17%	4	67%
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	3	9%	29	91%	6	21%	11	38%	9	31%	3	10%	12	41%
White	112	6	5%	106	95%	1	1%	22	21%	51	48%	32	30%	83	78%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	2	25%	2	25%	0	0%	4	50%	4	50%
Economically Disadvantaged	34	4	12%	30	88%	5	17%	12	40%	7	23%	6	20%	13	43%
Not Economically Disadvantaged	126	7	6%	119	94%	4	3%	25	21%	56	47%	34	29%	90	76%
English Language Learner	10	2	20%	8	80%	3	38%	4	50%	1	13%	0	0%	1	13%
Non-English Language Learner	150	9	6%	141	94%	6	4%	33	23%	62	44%	40	28%	102	72%
Not in Foster Care	160	11	7%	149	93%	9	6%	37	25%	63	42%	40	27%	103	69%
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	9	6%	147	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	160	11	7%	149	93%	9	6%	37	25%	63	42%	40	27%	103	69%
Parent Not in Armed Forces	160	11	7%	149	93%	9	6%	37	25%	63	42%	40	27%	103	69%

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.



Percent Scoring at Levels for All Students



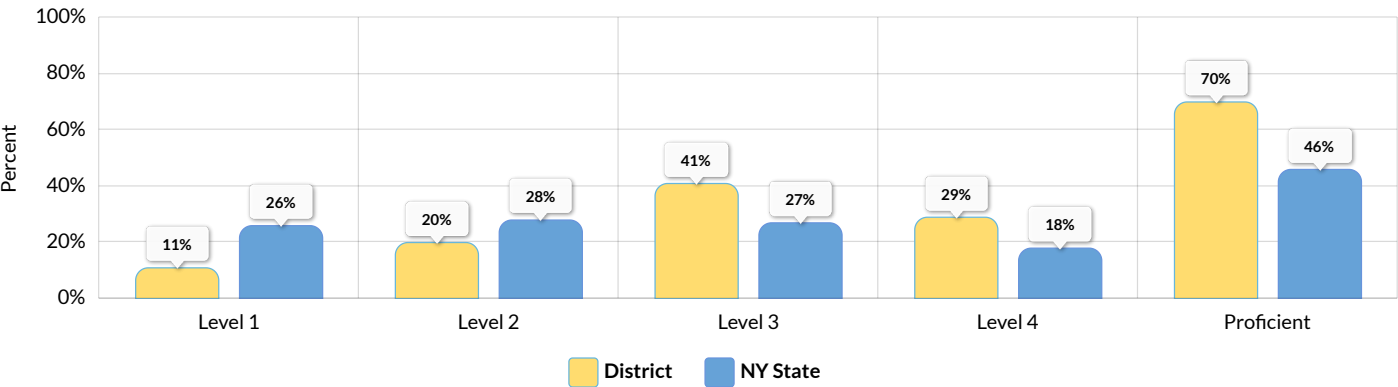
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	169	20	12%	149	88%	21	14%	33	22%	65	44%	30	20%	95	64%
Female	76	5	7%	71	93%	5	7%	20	28%	32	45%	14	20%	46	65%
Male	93	15	16%	78	84%	16	21%	13	17%	33	42%	16	21%	49	63%
General Education Students	147	16	11%	131	89%	10	8%	27	21%	64	49%	30	23%	94	72%
Students with Disabilities	22	4	18%	18	82%	11	61%	6	33%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	1	14%	1	14%	5	71%	0	0%	5	71%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	5	23%	4	18%	8	36%	5	23%	13	59%
White	127	16	13%	111	87%	15	14%	24	22%	51	46%	21	19%	72	65%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	0	0%	4	44%	1	11%	4	44%	5	56%
Economically Disadvantaged	25	3	12%	22	88%	3	14%	6	27%	10	45%	3	14%	13	59%
Not Economically Disadvantaged	144	17	12%	127	88%	18	14%	27	21%	55	43%	27	21%	82	65%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	165	20	12%	145	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	169	20	12%	149	88%	21	14%	33	22%	65	44%	30	20%	95	64%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	168	19	11%	149	89%	21	14%	33	22%	65	44%	30	20%	95	64%
Not Migrant	169	20	12%	149	88%	21	14%	33	22%	65	44%	30	20%	95	64%
Parent Not in Armed Forces	169	20	12%	149	88%	21	14%	33	22%	65	44%	30	20%	95	64%

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.



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	186	22	12%	164	88%	18	11%	32	20%	67	41%	47	29%	114	70%
Female	88	12	14%	76	86%	4	5%	12	16%	34	45%	26	34%	60	79%
Male	98	10	10%	88	90%	14	16%	20	23%	33	38%	21	24%	54	61%
General Education Students	157	12	8%	145	92%	8	6%	28	19%	64	44%	45	31%	109	75%
Students with Disabilities	29	10	34%	19	66%	10	53%	4	21%	3	16%	2	11%	5	26%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	2	6%	34	94%	7	21%	11	32%	7	21%	9	26%	16	47%
White	132	18	14%	114	86%	9	8%	18	16%	52	46%	35	31%	87	76%
Multiracial	10	1	10%	9	90%	0	0%	1	11%	6	67%	2	22%	8	89%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	2	29%	2	29%	2	29%	1	14%	3	43%
Economically Disadvantaged	34	5	15%	29	85%	8	28%	8	28%	10	34%	3	10%	13	45%
Not Economically Disadvantaged	152	17	11%	135	89%	10	7%	24	18%	57	42%	44	33%	101	75%
English Language Learner	7	1	14%	6	86%	2	33%	3	50%	0	0%	1	17%	1	17%
Non-English Language Learner	179	21	12%	158	88%	16	10%	29	18%	67	42%	46	29%	113	72%
Not in Foster Care	186	22	12%	164	88%	18	11%	32	20%	67	41%	47	29%	114	70%
Not Homeless	186	22	12%	164	88%	18	11%	32	20%	67	41%	47	29%	114	70%
Not Migrant	186	22	12%	164	88%	18	11%	32	20%	67	41%	47	29%	114	70%
Parent Not in Armed Forces	186	22	12%	164	88%	18	11%	32	20%	67	41%	47	29%	114	70%

## 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	183	41	22%	142	78%	22	15%	29	20%	57	40%	34	24%	91	64%
Female	93	15	16%	78	84%	5	6%	13	17%	36	46%	24	31%	60	77%
Male	90	26	29%	64	71%	17	27%	16	25%	21	33%	10	16%	31	48%
General Education Students	157	33	21%	124	79%	14	11%	24	19%	53	43%	33	27%	86	69%
Students with Disabilities	26	8	31%	18	69%	8	44%	5	28%	4	22%	1	6%	5	28%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	13	34%	25	66%	7	28%	7	28%	5	20%	6	24%	11	44%
White	132	25	19%	107	81%	14	13%	21	20%	49	46%	23	21%	72	67%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	1	10%	1	10%	3	30%	5	50%	8	80%
Economically Disadvantaged	35	12	34%	23	66%	7	30%	6	26%	4	17%	6	26%	10	43%
Not Economically Disadvantaged	148	29	20%	119	80%	15	13%	23	19%	53	45%	28	24%	81	68%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	179	40	22%	139	78%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	183	41	22%	142	78%	22	15%	29	20%	57	40%	34	24%	91	64%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	181	40	22%	141	78%	—	—	—	—	—	—	—	—	—	—
Not Migrant	183	41	22%	142	78%	22	15%	29	20%	57	40%	34	24%	91	64%
Parent Not in Armed Forces	183	41	22%	142	78%	22	15%	29	20%	57	40%	34	24%	91	64%

## 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	214	46	21%	168	79%	18	11%	37	22%	67	40%	46	27%	113	67%
Female	98	25	26%	73	74%	4	5%	15	21%	31	42%	23	32%	54	74%
Male	116	21	18%	95	82%	14	15%	22	23%	36	38%	23	24%	59	62%
General Education Students	162	28	17%	134	83%	7	5%	21	16%	60	45%	46	34%	106	79%
Students with Disabilities	52	18	35%	34	65%	11	32%	16	47%	7	21%	0	0%	7	21%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	0	0%	0	0%	2	29%	5	71%	7	100%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	34	7	21%	27	79%	7	26%	5	19%	12	44%	3	11%	15	56%
White	165	36	22%	129	78%	11	9%	31	24%	50	39%	37	29%	87	67%
Multiracial	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	51	13	25%	38	75%	7	18%	15	39%	9	24%	7	18%	16	42%
Not Economically Disadvantaged	163	33	20%	130	80%	11	8%	22	17%	58	45%	39	30%	97	75%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	212	45	21%	167	79%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	214	46	21%	168	79%	18	11%	37	22%	67	40%	46	27%	113	67%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	212	45	21%	167	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	214	46	21%	168	79%	18	11%	37	22%	67	40%	46	27%	113	67%
Parent Not in Armed Forces	214	46	21%	168	79%	18	11%	37	22%	67	40%	46	27%	113	67%

## 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	174	23	13%	151	87%	9	6%	26	17%	67	44%	49	32%	116	77%
Grade 4	160	13	8%	147	92%	9	6%	21	14%	78	53%	39	27%	117	80%
Grade 5	169	19	11%	150	89%	4	3%	44	29%	73	49%	29	19%	102	68%
Grade 6	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%
Combined 6	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%
Grade 7	183	43	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%
Combined 7	183	43	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%
Grade 8	214	129	60%	85	40%	28	33%	21	25%	34	40%	2	2%	36	42%
Regents 8	—	—	—	84	39%	0	0%	0	0%	6	7%	78	93%	84	100%
Combined 8	214	45	21%	169	79%	28	17%	21	12%	40	24%	80	47%	120	71%
Grades 3-8	1,086	169	16%	917	84%	64	7%	164	18%	405	44%	284	31%	689	75%

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	174	23	13%	151	87%	9	6%	26	17%	67	44%	49	32%	116	77%
Female	87	9	10%	78	90%	4	5%	11	14%	41	53%	22	28%	63	81%
Male	87	14	16%	73	84%	5	7%	15	21%	26	36%	27	37%	53	73%
General Education Students	148	14	9%	134	91%	4	3%	22	16%	60	45%	48	36%	108	81%
Students with Disabilities	26	9	35%	17	65%	5	29%	4	24%	7	41%	1	6%	8	47%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	2	8%	23	92%	5	22%	4	17%	8	35%	6	26%	14	61%
White	132	20	15%	112	85%	4	4%	20	18%	55	49%	33	29%	88	79%
Multiracial	9	1	11%	8	89%	0	0%	0	0%	2	25%	6	75%	8	100%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	2	25%	2	25%	4	50%	6	75%
Economically Disadvantaged	24	5	21%	19	79%	5	26%	7	37%	5	26%	2	11%	7	37%
Not Economically Disadvantaged	150	18	12%	132	88%	4	3%	19	14%	62	47%	47	36%	109	83%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	170	22	13%	148	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	174	23	13%	151	87%	9	6%	26	17%	67	44%	49	32%	116	77%
Not Homeless	174	23	13%	151	87%	9	6%	26	17%	67	44%	49	32%	116	77%
Not Migrant	174	23	13%	151	87%	9	6%	26	17%	67	44%	49	32%	116	77%
Parent Not in Armed Forces	174	23	13%	151	87%	9	6%	26	17%	67	44%	49	32%	116	77%

## 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	160	13	8%	147	92%	9	6%	21	14%	78	53%	39	27%	117	80%
Female	79	2	3%	77	97%	7	9%	17	22%	31	40%	22	29%	53	69%
Male	81	11	14%	70	86%	2	3%	4	6%	47	67%	17	24%	64	91%
General Education Students	131	6	5%	125	95%	3	2%	14	11%	72	58%	36	29%	108	86%
Students with Disabilities	29	7	24%	22	76%	6	27%	7	32%	6	27%	3	14%	9	41%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	6	86%	0	0%	1	17%	4	67%	1	17%	5	83%
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	3	9%	29	91%	3	10%	10	34%	13	45%	3	10%	16	55%
White	112	8	7%	104	93%	3	3%	8	8%	61	59%	32	31%	93	89%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	3	38%	2	25%	0	0%	3	38%	3	38%
Economically Disadvantaged	34	3	9%	31	91%	4	13%	10	32%	13	42%	4	13%	17	55%
Not Economically Disadvantaged	126	10	8%	116	92%	5	4%	11	9%	65	56%	35	30%	100	86%
English Language Learner	10	1	10%	9	90%	4	44%	3	33%	2	22%	0	0%	2	22%
Non-English Language Learner	150	12	8%	138	92%	5	4%	18	13%	76	55%	39	28%	115	83%
Not in Foster Care	160	13	8%	147	92%	9	6%	21	14%	78	53%	39	27%	117	80%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	12	8%	144	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	160	13	8%	147	92%	9	6%	21	14%	78	53%	39	27%	117	80%
Parent Not in Armed Forces	160	13	8%	147	92%	9	6%	21	14%	78	53%	39	27%	117	80%

## 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	169	19	11%	150	89%	4	3%	44	29%	73	49%	29	19%	102	68%
Female	76	5	7%	71	93%	3	4%	21	30%	38	54%	9	13%	47	66%
Male	93	14	15%	79	85%	1	1%	23	29%	35	44%	20	25%	55	70%
General Education Students	147	15	10%	132	90%	1	1%	30	23%	72	55%	29	22%	101	77%
Students with Disabilities	22	4	18%	18	82%	3	17%	14	78%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	7	100%	0	0%	1	14%	4	57%	2	29%	6	86%
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	2	8%	22	92%	1	5%	11	50%	9	41%	1	5%	10	45%
White	127	14	11%	113	89%	2	2%	30	27%	57	50%	24	21%	81	72%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	1	13%	2	25%	3	38%	2	25%	5	63%
Economically Disadvantaged	25	4	16%	21	84%	2	10%	8	38%	11	52%	0	0%	11	52%
Not Economically Disadvantaged	144	15	10%	129	90%	2	2%	36	28%	62	48%	29	22%	91	71%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	165	19	12%	146	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	169	19	11%	150	89%	4	3%	44	29%	73	49%	29	19%	102	68%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	168	18	11%	150	89%	4	3%	44	29%	73	49%	29	19%	102	68%
Not Migrant	169	19	11%	150	89%	4	3%	44	29%	73	49%	29	19%	102	68%
Parent Not in Armed Forces	169	19	11%	150	89%	4	3%	44	29%	73	49%	29	19%	102	68%

## 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	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%
Female	88	16	18%	72	82%	2	3%	16	22%	39	54%	15	21%	54	75%
Male	98	10	10%	88	90%	6	7%	14	16%	49	56%	19	22%	68	77%
General Education Students	157	16	10%	141	90%	2	1%	23	16%	83	59%	33	23%	116	82%
Students with Disabilities	29	10	34%	19	66%	6	32%	7	37%	5	26%	1	5%	6	32%
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	5	14%	31	86%	4	13%	10	32%	15	48%	2	6%	17	55%
White	132	19	14%	113	86%	4	4%	17	15%	63	56%	29	26%	92	81%
Multiracial	10	1	10%	9	90%	0	0%	1	11%	7	78%	1	11%	8	89%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	0	0%	2	29%	3	43%	2	29%	5	71%
Economically Disadvantaged	34	8	24%	26	76%	1	4%	12	46%	13	50%	0	0%	13	50%
Not Economically Disadvantaged	152	18	12%	134	88%	7	5%	18	13%	75	56%	34	25%	109	81%
English Language Learner	7	2	29%	5	71%	0	0%	4	80%	1	20%	0	0%	1	20%
Non-English Language Learner	179	24	13%	155	87%	8	5%	26	17%	87	56%	34	22%	121	78%
Not in Foster Care	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%
Not Homeless	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%
Not Migrant	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%
Parent Not in Armed Forces	186	26	14%	160	86%	8	5%	30	19%	88	55%	34	21%	122	76%

## 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	183	43	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%
Female	93	17	18%	76	82%	4	5%	6	8%	35	46%	31	41%	66	87%
Male	90	26	29%	64	71%	2	3%	16	25%	24	38%	22	34%	46	72%
General Education Students	157	34	22%	123	78%	2	2%	15	12%	55	45%	51	41%	106	86%
Students with Disabilities	26	9	35%	17	65%	4	24%	7	41%	4	24%	2	12%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	38	13	34%	25	66%	3	12%	9	36%	7	28%	6	24%	13	52%
White	132	26	20%	106	80%	2	2%	13	12%	49	46%	42	40%	91	86%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	1	11%	0	0%	3	33%	5	56%	8	89%
Economically Disadvantaged	35	13	37%	22	63%	3	14%	9	41%	4	18%	6	27%	10	45%
Not Economically Disadvantaged	148	30	20%	118	80%	3	3%	13	11%	55	47%	47	40%	102	86%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	179	42	23%	137	77%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	183	43	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	181	41	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%
Not Migrant	183	43	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%
Parent Not in Armed Forces	183	43	23%	140	77%	6	4%	22	16%	59	42%	53	38%	112	80%

## 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	214	129	60%	85	40%	28	33%	21	25%	34	40%	2	2%	36	42%
Female	98	63	64%	35	36%	9	26%	7	20%	17	49%	2	6%	19	54%
Male	116	66	57%	50	43%	19	38%	14	28%	17	34%	0	0%	17	34%
General Education Students	162	105	65%	57	35%	12	21%	11	19%	32	56%	2	4%	34	60%
Students with Disabilities	52	24	46%	28	54%	16	57%	10	36%	2	7%	0	0%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	34	16	47%	18	53%	—	—	—	—	—	—	—	—	—	—
White	165	101	61%	64	39%	19	30%	18	28%	25	39%	2	3%	27	42%
Multiracial	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	40	19	48%	21	53%	9	43%	3	14%	9	43%	0	0%	9	43%
Economically Disadvantaged	51	28	55%	23	45%	9	39%	6	26%	8	35%	0	0%	8	35%
Not Economically Disadvantaged	163	101	62%	62	38%	19	31%	15	24%	26	42%	2	3%	28	45%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	212	127	60%	85	40%	28	33%	21	25%	34	40%	2	2%	36	42%
Not in Foster Care	214	129	60%	85	40%	28	33%	21	25%	34	40%	2	2%	36	42%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	212	128	60%	84	40%	—	—	—	—	—	—	—	—	—	—
Not Migrant	214	129	60%	85	40%	28	33%	21	25%	34	40%	2	2%	36	42%
Parent Not in Armed Forces	214	129	60%	85	40%	28	33%	21	25%	34	40%	2	2%	36	42%

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	214	130	61%	84	39%	10	12%	31	37%	39	46%	4	5%	43	51%
Regents 8	—	—	—	82	38%	0	0%	0	0%	6	7%	76	93%	82	100%
Combined 8	214	48	22%	166	78%	10	6%	31	19%	45	27%	80	48%	125	75%

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	214	130	61%	84	39%	10	12%	31	37%	39	46%	4	5%	43	51%
Female	98	63	64%	35	36%	3	9%	12	34%	19	54%	1	3%	20	57%
Male	116	67	58%	49	42%	7	14%	19	39%	20	41%	3	6%	23	47%
General Education Students	162	102	63%	60	37%	4	7%	19	32%	33	55%	4	7%	37	62%
Students with Disabilities	52	28	54%	24	46%	6	25%	12	50%	6	25%	0	0%	6	25%
Asian or Native Hawaiian/Other Pacific Islander	8	7	88%	1	13%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	34	14	41%	20	59%	—	—	—	—	—	—	—	—	—	—
White	165	105	64%	60	36%	7	12%	20	33%	30	50%	3	5%	33	55%
Multiracial	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	48	24	50%	24	50%	3	13%	11	46%	9	38%	1	4%	10	42%
Economically Disadvantaged	51	25	49%	26	51%	5	19%	13	50%	7	27%	1	4%	8	31%
Not Economically Disadvantaged	163	105	64%	58	36%	5	9%	18	31%	32	55%	3	5%	35	60%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	212	130	61%	82	39%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	214	130	61%	84	39%	10	12%	31	37%	39	46%	4	5%	43	51%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	212	130	61%	82	39%	—	—	—	—	—	—	—	—	—	—
Not Migrant	214	130	61%	84	39%	10	12%	31	37%	39	46%	4	5%	43	51%
Parent Not in Armed Forces	214	130	61%	84	39%	10	12%	31	37%	39	46%	4	5%	43	51%

## 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	183	4	2%	13	7%	24	13%	32	17%	110	60%	166	91%
Female	89	1	1%	2	2%	7	8%	15	17%	64	72%	86	97%
Male	94	3	3%	11	12%	17	18%	17	18%	46	49%	80	85%
General Education Students	155	3	2%	1	1%	15	10%	29	19%	107	69%	151	97%
Students with Disabilities	28	1	4%	12	43%	9	32%	3	11%	3	11%	15	54%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	4	12%	4	12%	5	15%	6	18%	15	44%	26	76%
White	140	0	0%	6	4%	19	14%	26	19%	89	64%	134	96%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	3	33%	0	0%	0	0%	6	67%	6	67%
Economically Disadvantaged	27	3	11%	5	19%	7	26%	4	15%	8	30%	19	70%
Not Economically Disadvantaged	156	1	1%	8	5%	17	11%	28	18%	102	65%	147	94%
English Language Learner	5	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	178	1	1%	11	6%	24	13%	32	18%	110	62%	166	93%
Not in Foster Care	183	4	2%	13	7%	24	13%	32	17%	110	60%	166	91%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	181	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	183	4	2%	13	7%	24	13%	32	17%	110	60%	166	91%
Parent Not in Armed Forces	183	4	2%	13	7%	24	13%	32	17%	110	60%	166	91%

## 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	203	8	4%	9	4%	85	42%	39	19%	62	31%	186	92%
Female	91	1	1%	2	2%	39	43%	15	16%	34	37%	88	97%
Male	112	7	6%	7	6%	46	41%	24	21%	28	25%	98	88%
General Education Students	174	4	2%	2	1%	68	39%	38	22%	62	36%	168	97%
Students with Disabilities	29	4	14%	7	24%	17	59%	1	3%	0	0%	18	62%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	1	14%	1	14%	5	71%	7	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	42	4	10%	2	5%	25	60%	9	21%	2	5%	36	86%
White	148	3	2%	6	4%	57	39%	28	19%	54	36%	139	94%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	2	33%	1	17%	1	17%	4	67%
Economically Disadvantaged	42	3	7%	3	7%	22	52%	7	17%	7	17%	36	86%
Not Economically Disadvantaged	161	5	3%	6	4%	63	39%	32	20%	55	34%	150	93%
English Language Learner	7	1	14%	1	14%	4	57%	1	14%	0	0%	5	71%
Non-English Language Learner	196	7	4%	8	4%	81	41%	38	19%	62	32%	181	92%
Not in Foster Care	203	8	4%	9	4%	85	42%	39	19%	62	31%	186	92%
Homeless	8	2	25%	0	0%	5	63%	1	13%	0	0%	6	75%
Not Homeless	195	6	3%	9	5%	80	41%	38	19%	62	32%	180	92%
Not Migrant	203	8	4%	9	4%	85	42%	39	19%	62	31%	186	92%
Parent Not in Armed Forces	203	8	4%	9	4%	85	42%	39	19%	62	31%	186	92%

## 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	163	15	9%	12	7%	83	51%	30	18%	23	14%	136	83%
Female	69	5	7%	4	6%	38	55%	14	20%	8	12%	60	87%
Male	94	10	11%	8	9%	45	48%	16	17%	15	16%	76	81%
General Education Students	148	6	4%	10	7%	79	53%	30	20%	23	16%	132	89%
Students with Disabilities	15	9	60%	2	13%	4	27%	0	0%	0	0%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	5	83%	0	0%	1	17%	6	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	2	10%	2	10%	14	67%	3	14%	0	0%	17	81%
White	131	13	10%	10	8%	62	47%	25	19%	21	16%	108	82%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Economically Disadvantaged	26	4	15%	1	4%	18	69%	2	8%	1	4%	21	81%
Not Economically Disadvantaged	137	11	8%	11	8%	65	47%	28	20%	22	16%	115	84%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	160	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	163	15	9%	12	7%	83	51%	30	18%	23	14%	136	83%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	162	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	163	15	9%	12	7%	83	51%	30	18%	23	14%	136	83%
Parent Not in Armed Forces	163	15	9%	12	7%	83	51%	30	18%	23	14%	136	83%

## ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	6	4%	16	11%	51	36%	21	15%	47	33%	119	84%
Female	73	4	5%	11	15%	24	33%	11	15%	23	32%	58	79%
Male	68	2	3%	5	7%	27	40%	10	15%	24	35%	61	90%
General Education Students	132	6	5%	13	10%	47	36%	19	14%	47	36%	113	86%
Students with Disabilities	9	0	0%	3	33%	4	44%	2	22%	0	0%	6	67%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	1	17%	1	17%	1	17%	3	50%	5	83%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	3	13%	12	52%	2	9%	6	26%	20	87%
White	107	6	6%	12	11%	37	35%	16	15%	36	34%	89	83%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Economically Disadvantaged	20	2	10%	4	20%	8	40%	2	10%	4	20%	14	70%
Not Economically Disadvantaged	121	4	3%	12	10%	43	36%	19	16%	43	36%	105	87%
Non-English Language Learner	141	6	4%	16	11%	51	36%	21	15%	47	33%	119	84%
Not in Foster Care	141	6	4%	16	11%	51	36%	21	15%	47	33%	119	84%
Not Homeless	141	6	4%	16	11%	51	36%	21	15%	47	33%	119	84%
Not Migrant	141	6	4%	16	11%	51	36%	21	15%	47	33%	119	84%
Parent Not in Armed Forces	141	6	4%	16	11%	51	36%	21	15%	47	33%	119	84%

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	181	3	2%	7	4%	77	43%	94	52%	171	94%
Female	80	1	1%	2	3%	34	43%	43	54%	77	96%
Male	101	2	2%	5	5%	43	43%	51	50%	94	93%
General Education Students	156	0	0%	1	1%	62	40%	93	60%	155	99%
Students with Disabilities	25	3	12%	6	24%	15	60%	1	4%	16	64%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	1	17%	5	83%	6	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	0	0%	2	6%	19	56%	13	38%	32	94%
White	134	2	1%	4	3%	54	40%	74	55%	128	96%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	3	43%	2	29%	5	71%
Economically Disadvantaged	31	0	0%	2	6%	19	61%	10	32%	29	94%
Not Economically Disadvantaged	150	3	2%	5	3%	58	39%	84	56%	142	95%
English Language Learner	6	0	0%	2	33%	4	67%	0	0%	4	67%
Non-English Language Learner	175	3	2%	5	3%	73	42%	94	54%	167	95%
Not in Foster Care	181	3	2%	7	4%	77	43%	94	52%	171	94%
Homeless	5	0	0%	1	20%	3	60%	1	20%	4	80%
Not Homeless	176	3	2%	6	3%	74	42%	93	53%	167	95%
Not Migrant	181	3	2%	7	4%	77	43%	94	52%	171	94%
Parent Not in Armed Forces	181	3	2%	7	4%	77	43%	94	52%	171	94%

## 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	197	13	7%	17	9%	65	33%	102	52%	167	85%
Female	86	3	3%	7	8%	24	28%	52	60%	76	88%
Male	111	10	9%	10	9%	41	37%	50	45%	91	82%
General Education Students	160	2	1%	6	4%	54	34%	98	61%	152	95%
Students with Disabilities	37	11	30%	11	30%	11	30%	4	11%	15	41%
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	38	5	13%	9	24%	18	47%	6	16%	24	63%
White	148	8	5%	8	5%	45	30%	87	59%	132	89%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	0	0%	2	18%	9	82%	11	100%
Economically Disadvantaged	41	5	12%	8	20%	15	37%	13	32%	28	68%
Not Economically Disadvantaged	156	8	5%	9	6%	50	32%	89	57%	139	89%
English Language Learner	6	1	17%	2	33%	3	50%	0	0%	3	50%
Non-English Language Learner	191	12	6%	15	8%	62	32%	102	53%	164	86%
Not in Foster Care	197	13	7%	17	9%	65	33%	102	52%	167	85%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	193	—	—	—	—	—	—	—	—	—	—
Not Migrant	197	13	7%	17	9%	65	33%	102	52%	167	85%
Parent Not in Armed Forces	197	13	7%	17	9%	65	33%	102	52%	167	85%

## 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	149	4	3%	25	17%	76	51%	44	30%	120	81%
Female	81	4	5%	13	16%	42	52%	22	27%	64	79%
Male	68	0	0%	12	18%	34	50%	22	32%	56	82%
General Education Students	141	4	3%	22	16%	71	50%	44	31%	115	82%
Students with Disabilities	8	0	0%	3	38%	5	63%	0	0%	5	63%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	1	5%	3	14%	13	59%	5	23%	18	82%
White	119	3	3%	22	18%	61	51%	33	28%	94	79%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	24	1	4%	5	21%	13	54%	5	21%	18	75%
Not Economically Disadvantaged	125	3	2%	20	16%	63	50%	39	31%	102	82%
Non-English Language Learner	149	4	3%	25	17%	76	51%	44	30%	120	81%
Not in Foster Care	149	4	3%	25	17%	76	51%	44	30%	120	81%
Not Homeless	149	4	3%	25	17%	76	51%	44	30%	120	81%
Not Migrant	149	4	3%	25	17%	76	51%	44	30%	120	81%
Parent Not in Armed Forces	149	4	3%	25	17%	76	51%	44	30%	120	81%

## 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	193	1	1%	13	7%	41	21%	38	20%	100	52%	179	93%
Female	87	1	1%	5	6%	19	22%	19	22%	43	49%	81	93%
Male	106	0	0%	8	8%	22	21%	19	18%	57	54%	98	92%
General Education Students	165	0	0%	4	2%	28	17%	36	22%	97	59%	161	98%
Students with Disabilities	28	1	4%	9	32%	13	46%	2	7%	3	11%	18	64%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	2	25%	0	0%	6	75%	8	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	43	0	0%	5	12%	13	30%	9	21%	16	37%	38	88%
White	135	1	1%	7	5%	24	18%	29	21%	74	55%	127	94%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	2	29%	0	0%	4	57%	6	86%
Economically Disadvantaged	42	0	0%	4	10%	16	38%	6	14%	16	38%	38	90%
Not Economically Disadvantaged	151	1	1%	9	6%	25	17%	32	21%	84	56%	141	93%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	189	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	193	1	1%	13	7%	41	21%	38	20%	100	52%	179	93%
Homeless	5	0	0%	2	40%	2	40%	1	20%	0	0%	3	60%
Not Homeless	188	1	1%	11	6%	39	21%	37	20%	100	53%	176	94%
Not Migrant	193	1	1%	13	7%	41	21%	38	20%	100	52%	179	93%
Parent Not in Armed Forces	193	1	1%	13	7%	41	21%	38	20%	100	52%	179	93%

## 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	178	0	0%	6	3%	29	16%	72	40%	71	40%	172	97%
Female	88	0	0%	2	2%	13	15%	31	35%	42	48%	86	98%
Male	90	0	0%	4	4%	16	18%	41	46%	29	32%	86	96%
General Education Students	152	0	0%	1	1%	18	12%	62	41%	71	47%	151	99%
Students with Disabilities	26	0	0%	5	19%	11	42%	10	38%	0	0%	21	81%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	0	0%	2	6%	13	42%	10	32%	6	19%	29	94%
White	139	0	0%	2	1%	16	12%	62	45%	59	42%	137	99%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	0	0%	0	0%	6	75%	6	75%
Economically Disadvantaged	26	0	0%	3	12%	9	35%	10	38%	4	15%	23	88%
Not Economically Disadvantaged	152	0	0%	3	2%	20	13%	62	41%	67	44%	149	98%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	174	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	178	0	0%	6	3%	29	16%	72	40%	71	40%	172	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	177	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	178	0	0%	6	3%	29	16%	72	40%	71	40%	172	97%
Parent Not in Armed Forces	178	0	0%	6	3%	29	16%	72	40%	71	40%	172	97%

## 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	206	19	9%	187	91%	4	2%	7	3%	26	13%	150	73%	176	85%
Female	93	7	8%	86	92%	3	3%	4	4%	4	4%	75	81%	79	85%
Male	113	12	11%	101	89%	1	1%	3	3%	22	19%	75	66%	97	86%
General Education Students	170	9	5%	161	95%	2	1%	1	1%	19	11%	139	82%	158	93%
Students with Disabilities	36	10	28%	26	72%	2	6%	6	17%	7	19%	11	31%	18	50%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	0	0%	0	0%	10	91%	10	91%
Black or African American	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	4	11%	33	89%	1	3%	2	5%	8	22%	22	59%	30	81%
White	152	13	9%	139	91%	2	1%	4	3%	18	12%	115	76%	133	88%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	17%	1	17%	0	0%	3	50%	3	50%
Economically Disadvantaged	36	4	11%	32	89%	3	8%	2	6%	7	19%	20	56%	27	75%
Not Economically Disadvantaged	170	15	9%	155	91%	1	1%	5	3%	19	11%	130	76%	149	88%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	18	—	186	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	19	9%	187	91%	4	2%	7	3%	26	13%	150	73%	176	85%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	17	—	185	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	206	19	9%	187	91%	4	2%	7	3%	26	13%	150	73%	176	85%
Parent Not in Armed Forces	206	19	9%	187	91%	4	2%	7	3%	26	13%	150	73%	176	85%

### 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	3	3	100	0	0
Female	3	3	100	0	0
General Education Students	3	3	100	0	0
Hispanic or Latino	2	2	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Homeless	1	1	100	0	0
Not Homeless	2	2	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.

## 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	206	40	19%	166	81%	10	5%	13	6%	38	18%	105	51%	143	69%
Female	93	12	13%	81	87%	3	3%	6	6%	19	20%	53	57%	72	77%
Male	113	28	25%	85	75%	7	6%	7	6%	19	17%	52	46%	71	63%
General Education Students	170	17	10%	153	90%	5	3%	10	6%	34	20%	104	61%	138	81%
Students with Disabilities	36	23	64%	13	36%	5	14%	3	8%	4	11%	1	3%	5	14%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	0	0%	1	9%	9	82%	10	91%
Black or African American	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	10	27%	27	73%	3	8%	5	14%	10	27%	9	24%	19	51%
White	152	26	17%	126	83%	5	3%	8	5%	27	18%	86	57%	113	74%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	3	50%	3	50%	2	33%	0	0%	0	0%	1	17%	1	17%
Economically Disadvantaged	36	10	28%	26	72%	4	11%	3	8%	9	25%	10	28%	19	53%
Not Economically Disadvantaged	170	30	18%	140	82%	6	4%	10	6%	29	17%	95	56%	124	73%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	39	—	165	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	40	19%	166	81%	10	5%	13	6%	38	18%	105	51%	143	69%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	38	—	164	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	206	40	19%	166	81%	10	5%	13	6%	38	18%	105	51%	143	69%
Parent Not in Armed Forces	206	40	19%	166	81%	10	5%	13	6%	38	18%	105	51%	143	69%

### 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	189	28	15	161	85
Female	89	10	11	79	89
Male	100	18	18	82	82
General Education Students	165	15	9	150	91
Students with Disabilities	24	13	54	11	46
Asian or Native Hawaiian/Other Pacific Islander	10	0	0	10	100
Black or African American	4	2	50	2	50
Hispanic or Latino	33	8	24	25	76
White	141	17	12	124	88
Multiracial	1	1	100	0	0
Economically Disadvantaged	33	9	27	24	73
Not Economically Disadvantaged	156	19	12	137	88
Non-English Language Learner	189	28	15	161	85
Not in Foster Care	189	28	15	161	85
Homeless	2	1	50	1	50
Not Homeless	187	27	14	160	86
Not Migrant	189	28	15	161	85
Parent Not in Armed Forces	189	28	15	161	85

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	206	43	21%	163	79%	9	4%	21	10%	59	29%	74	36%	133	65%
Female	93	12	13%	81	87%	4	4%	10	11%	28	30%	39	42%	67	72%
Male	113	31	27%	82	73%	5	4%	11	10%	31	27%	35	31%	66	58%
General Education Students	170	17	10%	153	90%	5	3%	17	10%	58	34%	73	43%	131	77%
Students with Disabilities	36	26	72%	10	28%	4	11%	4	11%	1	3%	1	3%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	11	1	9%	10	91%	0	0%	0	0%	3	27%	7	64%	10	91%
Black or African American	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	11	30%	26	70%	3	8%	4	11%	13	35%	6	16%	19	51%
White	152	30	20%	122	80%	4	3%	15	10%	42	28%	61	40%	103	68%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	2	33%	2	33%	1	17%	0	0%	1	17%
Economically Disadvantaged	36	11	31%	25	69%	6	17%	4	11%	9	25%	6	17%	15	42%
Not Economically Disadvantaged	170	32	19%	138	81%	3	2%	17	10%	50	29%	68	40%	118	69%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	42	—	162	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	43	21%	163	79%	9	4%	21	10%	59	29%	74	36%	133	65%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	42	—	160	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	206	43	21%	163	79%	9	4%	21	10%	59	29%	74	36%	133	65%
Parent Not in Armed Forces	206	43	21%	163	79%	9	4%	21	10%	59	29%	74	36%	133	65%

### 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	191	32	17	159	83
Female	91	12	13	79	87
Male	100	20	20	80	80
General Education Students	166	15	9	151	91
Students with Disabilities	25	17	68	8	32
Asian or Native Hawaiian/Other Pacific Islander	10	0	0	10	100
Black or African American	4	1	25	3	75
Hispanic or Latino	33	8	24	25	76
White	143	23	16	120	84
Multiracial	1	0	0	1	100
Economically Disadvantaged	33	9	27	24	73
Not Economically Disadvantaged	158	23	15	135	85
Non-English Language Learner	191	32	17	159	83
Not in Foster Care	191	32	17	159	83
Homeless	2	0	0	2	100
Not Homeless	189	32	17	157	83
Not Migrant	191	32	17	159	83
Parent Not in Armed Forces	191	32	17	159	83

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	206	188	91%	18	9%	0	0%	0	0%	16	8%	2	1%	18	9%
Female	93	79	85%	14	15%	0	0%	0	0%	12	13%	2	2%	14	15%
Male	113	109	96%	4	4%	0	0%	0	0%	4	4%	0	0%	4	4%
General Education Students	170	152	89%	18	11%	0	0%	0	0%	16	9%	2	1%	18	11%
Students with Disabilities	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	36	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
White	152	135	89%	17	11%	0	0%	0	0%	15	10%	2	1%	17	11%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	170	152	89%	18	11%	0	0%	0	0%	16	9%	2	1%	18	11%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	186	—	18	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	188	91%	18	9%	0	0%	0	0%	16	8%	2	1%	18	9%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	184	—	18	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	206	188	91%	18	9%	0	0%	0	0%	16	8%	2	1%	18	9%
Parent Not in Armed Forces	206	188	91%	18	9%	0	0%	0	0%	16	8%	2	1%	18	9%

## 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	187	171	91	16	9
Female	88	76	86	12	14
Male	99	95	96	4	4
General Education Students	161	145	90	16	10
Students with Disabilities	26	26	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	10	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	33	32	97	1	3
White	139	124	89	15	11
Multiracial	1	1	100	0	0
Economically Disadvantaged	33	33	100	0	0
Not Economically Disadvantaged	154	138	90	16	10
Non-English Language Learner	187	171	91	16	9
Not in Foster Care	187	171	91	16	9
Homeless	2	2	100	0	0
Not Homeless	185	169	91	16	9
Not Migrant	187	171	91	16	9
Parent Not in Armed Forces	187	171	91	16	9

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	206	159	77%	47	23%	0	0%	1	0%	46	22%	0	0%	46	22%
Female	93	67	72%	26	28%	0	0%	0	0%	26	28%	0	0%	26	28%
Male	113	92	81%	21	19%	0	0%	1	1%	20	18%	0	0%	20	18%
General Education Students	170	124	73%	46	27%	0	0%	0	0%	46	27%	0	0%	46	27%
Students with Disabilities	36	35	97%	1	3%	0	0%	1	3%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	10	91%	1	9%	0	0%	0	0%	1	9%	0	0%	1	9%
Black or African American	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	33	89%	4	11%	0	0%	1	3%	3	8%	0	0%	3	8%
White	152	110	72%	42	28%	0	0%	0	0%	42	28%	0	0%	42	28%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	36	32	89%	4	11%	0	0%	1	3%	3	8%	0	0%	3	8%
Not Economically Disadvantaged	170	127	75%	43	25%	0	0%	0	0%	43	25%	0	0%	43	25%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	158	—	46	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	159	77%	47	23%	0	0%	1	0%	46	22%	0	0%	46	22%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	156	—	46	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	206	159	77%	47	23%	0	0%	1	0%	46	22%	0	0%	46	22%
Parent Not in Armed Forces	206	159	77%	47	23%	0	0%	1	0%	46	22%	0	0%	46	22%

## 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	186	142	76	44	24
Female	87	63	72	24	28
Male	99	79	80	20	20
General Education Students	163	119	73	44	27
Students with Disabilities	23	23	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	9	90	1	10
Black or African American	4	4	100	0	0
Hispanic or Latino	31	30	97	1	3
White	140	98	70	42	30
Multiracial	1	1	100	0	0
Economically Disadvantaged	32	30	94	2	6
Not Economically Disadvantaged	154	112	73	42	27
Non-English Language Learner	186	142	76	44	24
Not in Foster Care	186	142	76	44	24
Homeless	2	2	100	0	0
Not Homeless	184	140	76	44	24
Not Migrant	186	142	76	44	24
Parent Not in Armed Forces	186	142	76	44	24

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	15	0	0%	15	100%	0	0%	1	7%	1	7%	8	53%	5	33%
Grade 1	16	0	0%	16	100%	1	6%	0	0%	6	38%	7	44%	2	13%
Grade 2	9	0	0%	9	100%	0	0%	0	0%	2	22%	4	44%	3	33%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	10	0	0%	10	100%	1	10%	0	0%	3	30%	2	20%	4	40%
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	7	1	14%	6	86%	1	17%	0	0%	0	0%	3	50%	2	33%
Grade 7	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	7	1	14%	6	86%	0	0%	0	0%	1	17%	3	50%	2	33%
Grade 10	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—

## 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	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
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	28	23	82%	5	18%	0	0%	3	60%	1	20%	1	20%	2	40%
Secondary-Level Math	28	23	82%	5	18%	1	20%	1	20%	2	40%	1	20%	3	60%
Secondary-Level Science	28	23	82%	5	18%	0	0%	3	60%	1	20%	1	20%	2	40%

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

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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**

	READING				MATH			
SUBGROUP	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%

**EXPENDITURES PER PUPIL (2022-23)**

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	2,223	\$3,923,064	\$1,765	\$62,118,430	\$27,944	\$66,041,494	\$29,708
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	196	18	9%	5	3	60%
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	195	1	1%
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	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%
Female	93	89	96%	71	76%	17	18%	1	1%	0	0%	4	4%	0	0%	0	0%
Male	113	101	89%	70	62%	31	27%	0	0%	1	1%	9	8%	0	0%	2	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	170	165	97%	136	80%	28	16%	1	1%	0	0%	3	2%	0	0%	2	1%
Students with Disabilities	36	25	69%	5	14%	20	56%	0	0%	1	3%	10	28%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	10	91%	10	91%	0	0%	0	0%	0	0%	1	9%	0	0%	0	0%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	33	89%	17	46%	16	43%	0	0%	1	3%	2	5%	0	0%	1	3%
White	152	141	93%	112	74%	28	18%	1	1%	0	0%	10	7%	0	0%	1	1%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	36	32	89%	16	44%	16	44%	0	0%	0	0%	2	6%	0	0%	2	6%
Not Economically Disadvantaged	170	158	93%	125	74%	32	19%	1	1%	1	1%	11	6%	0	0%	0	0%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%
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	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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### PEARL RIVER UFSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

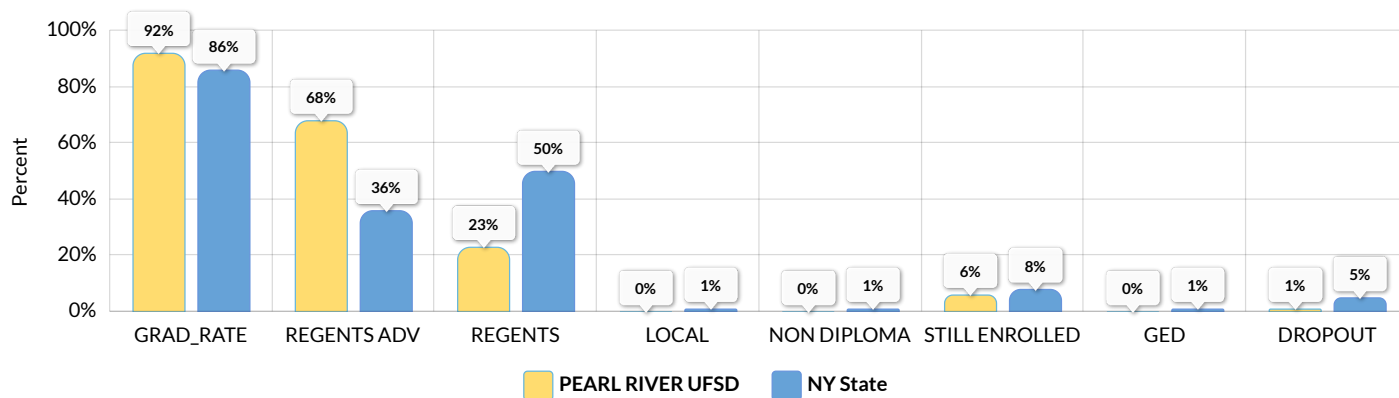
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August.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

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

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



Outcomes for All Students



## GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%
Female	93	89	96%	71	76%	17	18%	1	1%	0	0%	4	4%	0	0%	0	0%
Male	113	101	89%	70	62%	31	27%	0	0%	1	1%	9	8%	0	0%	2	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	170	165	97%	136	80%	28	16%	1	1%	0	0%	3	2%	0	0%	2	1%
Students with Disabilities	36	25	69%	5	14%	20	56%	0	0%	1	3%	10	28%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	10	91%	10	91%	0	0%	0	0%	0	0%	1	9%	0	0%	0	0%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	37	33	89%	17	46%	16	43%	0	0%	1	3%	2	5%	0	0%	1	3%
White	152	141	93%	112	74%	28	18%	1	1%	0	0%	10	7%	0	0%	1	1%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	36	32	89%	16	44%	16	44%	0	0%	0	0%	2	6%	0	0%	2	6%
Not Economically Disadvantaged	170	158	93%	125	74%	32	19%	1	1%	1	1%	11	6%	0	0%	0	0%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	204	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%
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	206	190	92%	141	68%	48	23%	1	0%	1	0%	13	6%	0	0%	2	1%

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## PEARL RIVER UFSD GRADUATION PATHWAYS DATA 2023

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	190	176	93%	0	0%	1	1%	0	0%	0	0%	13	7%	0	0%	0	0%	0	0%
Female	89	80	90%	0	0%	1	1%	0	0%	0	0%	8	9%	0	0%	0	0%	0	0%
Male	101	96	95%	0	0%	0	0%	0	0%	0	0%	5	5%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	165	152	92%	0	0%	1	1%	0	0%	0	0%	12	7%	0	0%	0	0%	0	0%
Students with Disabilities	25	24	96%	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	33	32	97%	0	0%	0	0%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%
White	141	128	91%	0	0%	1	1%	0	0%	0	0%	12	9%	0	0%	0	0%	0	0%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	32	30	94%	0	0%	0	0%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	158	146	92%	0	0%	1	1%	0	0%	0	0%	11	7%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	190	176	93%	0	0%	1	1%	0	0%	0	0%	13	7%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	190	176	93%	0	0%	1	1%	0	0%	0	0%	13	7%	0	0%	0	0%	0	0%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	188	174	93%	0	0%	1	1%	0	0%	0	0%	13	7%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	190	176	93%	0	0%	1	1%	0	0%	0	0%	13	7%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	190	176	93%	0	0%	1	1%	0	0%	0	0%	13	7%	0	0%	0	0%	0	0%

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# **District's Financial Transparency Report**

# PEARL RIVER UFSD

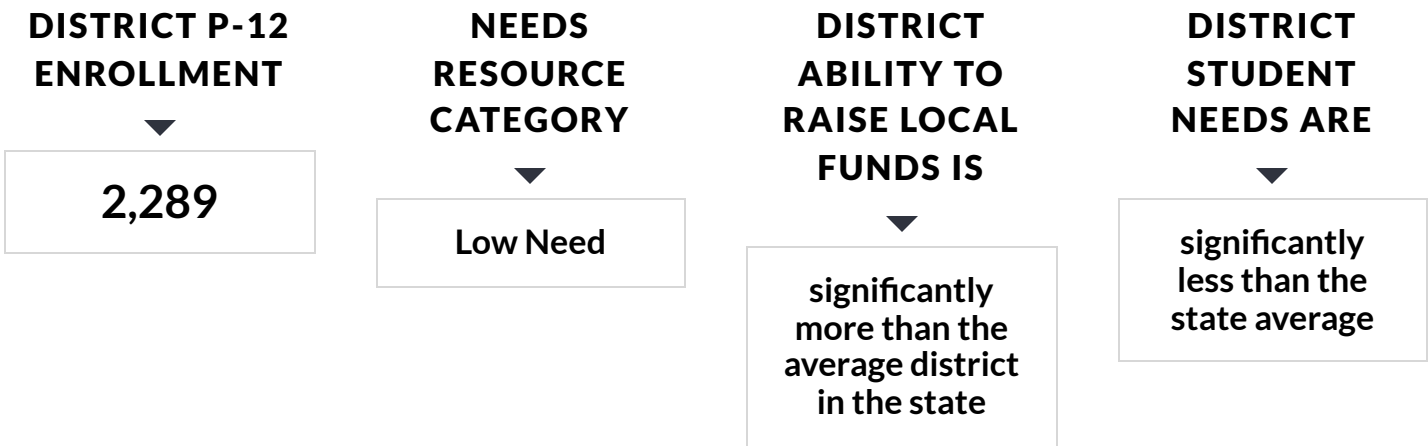
## 2021-22 School Year Financial Transparency Report

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	PEARL RIVER UFSD
All Students	2,289
Economically Disadvantaged	15%
Students with Disabilities	13%
English Language Learners	3%
» Race/Ethnicity	

Staffing Profile	PEARL RIVER UFSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	10%
Teachers with 4-20 Years of Experience %	43%
Teachers with 21+ Years of Experience %	47%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$27,623.00	\$26,357.00	\$25,870.33

## 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	PEARL RIVER UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$17,293.87

Report View One Per Pupil Expenditure Categories	PEARL RIVER UFSD
» B. Administration (B1 + B2 + B3)	\$1,298.05
» C. All Other Spending (C1 + C2 + C3)	\$2,569.40
D. Total School Level (A + B + C)	\$21,161.32
» E. Central Instruction (E1 + E2 + E3 + E4)	\$191.90
» F. Central Administration (F1 + F2 + F3)	\$2,825.44
» G. All Other Central Spending (G1 + G2 + G3)	\$3,443.91
H. Total Central Costs	\$6,461.25
I. Total Spending (D + H)	\$27,622.57

## 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	PEARL RIVER UFSD
J. Total School Level Local/State Spending	\$20,045.20
» K. Total School Level Federal Spending	\$1,116.11
L. Total Central Level Local/State Spending	\$6,358.64
M. Total Central Level Federal Spending	\$102.60
N. Total Spending (J + K + L + M)	\$27,622.57

## 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	PEARL RIVER UFSD
1. Transportation	\$3,773,252.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$7,501,500.00

Excluded Expenditures	PEARL RIVER UFSD
4. Debt Service	\$3,212,425.00
5. Other	\$7,962,345.00
Percent Excluded from Total	26%
<b>Total Expenditures</b>	<b>\$85,677,579.00</b>

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# **Salary Disclosure Form**

Entity Name

BEDS Code

Claim Year

PEARL RIVER UFSD

500308

2023-2024

SET VALUES

SAMS

NEW YORK STATE EDUCATION DEPARTMENT

STATE AID MANAGEMENT SYSTEM



Welcome Tawnya Muhlrاد (School Entity User)

CORE

04/30/2024 03:17 PM

Home | Issue Reporting | Help | Logout

Entity Info

Forms

Claim Verifications

Activity Log

Reports

You Have Selected the 'Official' Data Area.

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: PEARL RIVER UFSD

Contact Person: TAWNIA MUHLRAD

District Code: 500308

Telephone: (845) 620-3903

Tel Extension:

School Administrator Salary Disclosure Form

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](mailto: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	295,064	52,423	4,500
Please list the district or districts with which you will be sharing a superintendent (if applicable):			
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. ASSISTANT SUPERINTENDENT	180,250	67,300	
3. ASSISTANT SUPERINTENDENT	180,250	67,300	
4. ASSISTANT SUPERINTENDENT	195,700	69,069	
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## Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	PRINCIPAL	194,952
72.	PRINCIPAL	191,012
73.	PRINCIPAL	172,766
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76.	DIRECTOR	199,300
77.	DIRECTOR	193,980
78.	DIRECTOR	174,226
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Save & Ready

# **Exemption Report for Taxing Jurisdictions**

Equalized Total Assessed Value 3,716,197,078

School District - 392408 Pearl River Union

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	6	625,034	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	44	58,910,331	1.59
13800	SCHOOL DISTRICT	RPTL 408	9	85,397,137	2.30
14110	USA - SPECIFIED USES	STATE L 54	1	985,967	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	303,677	0.01
19950	MUNICIPAL RAILROAD	RPTL 456	1	886,893	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	3,063,991	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	22	44,451,922	1.20
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	15	52,227,896	1.41
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	476,284	0.01
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	1,051,080	0.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	5,839,461	0.16
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	36,421,834	0.98
26100	VETERANS ORGANIZATION	RPTL 452	3	2,881,841	0.08
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	4,655,908	0.13
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	1,936,570	0.05
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	239,125	0.01
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	801,291	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	20	240,020	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	215	2,580,215	0.07
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	23	460,000	0.01
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	164	3,280,000	0.09
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	25	916,167	0.02
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	44	1,718,083	0.05
41630	VOL/FIRE/AMB	RPTL 466-a	30	1,576,409	0.04
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	389,826	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	148	31,033,752	0.84
41834	ENHANCED STAR	RPTL 425	599	99,033,273	2.66
41854	BASIC STAR 1999-2000	RPTL 425	1,678	104,410,194	2.81
41900	PHYSICALLY DISABLED	RPTL 459	1	102,722	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	720,320	0.02
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	264,987	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	2,698,106	0.07

Equalized Total Assessed Value 3,716,197,078

School District - 392408 Pearl River Union

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47614	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	37,844,232	1.02
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	4	3,605,319	0.10
Total Exemptions Exclusive of System Exemptions:			3,086	588,424,548	15.83
Total System Exemptions:			4	3,605,319	0.10
Totals:			3,090	592,029,867	15.93

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: \_\_\_\_\_