



# **Jordan-Elbridge Central School District**

**2025-26**

## **Proposed Budget**

**Prepared by R. Hartwell**

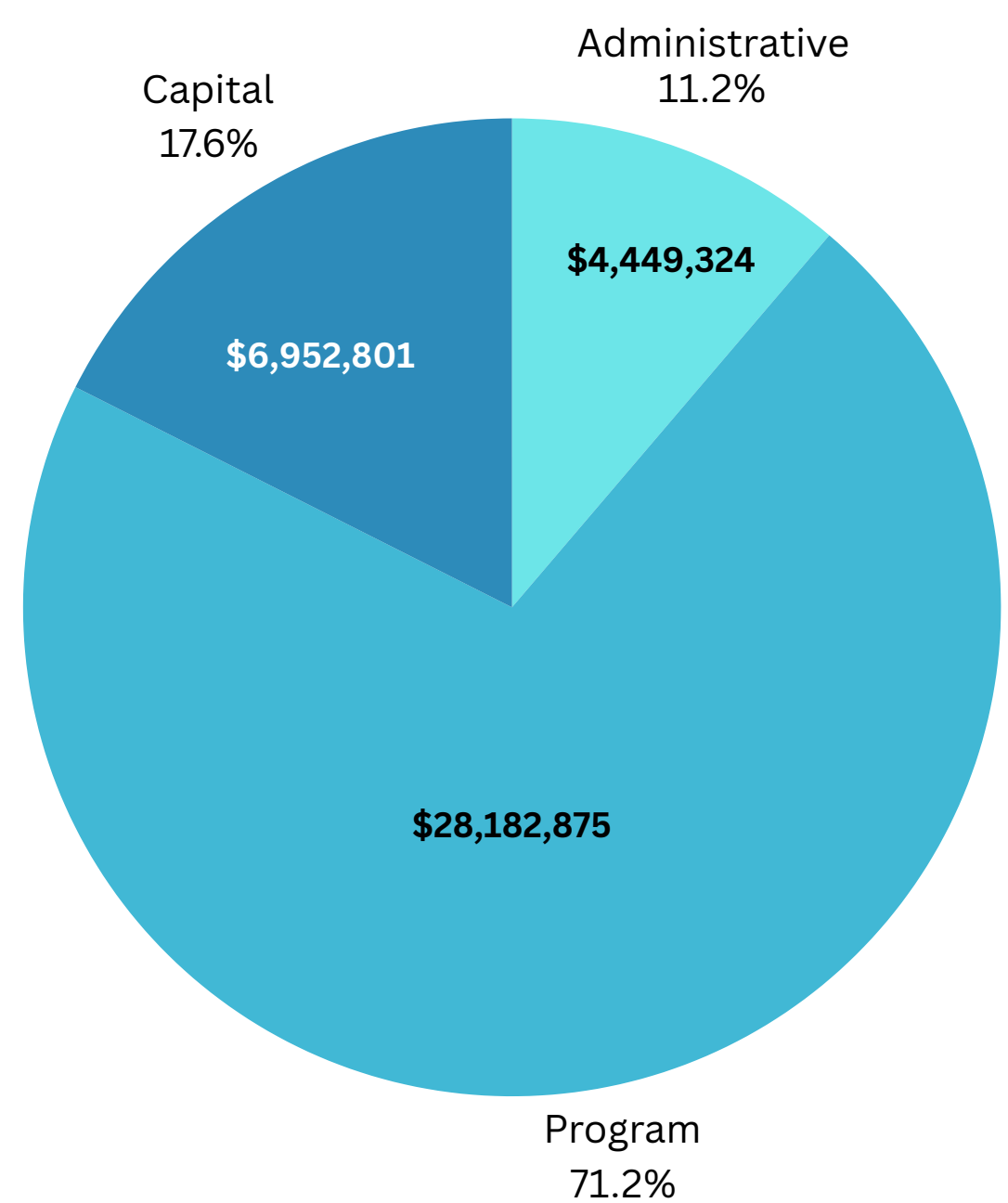
**Assistant Superintendent for Business & Finance**

**Cultivating the BEST in personal growth and achievement**

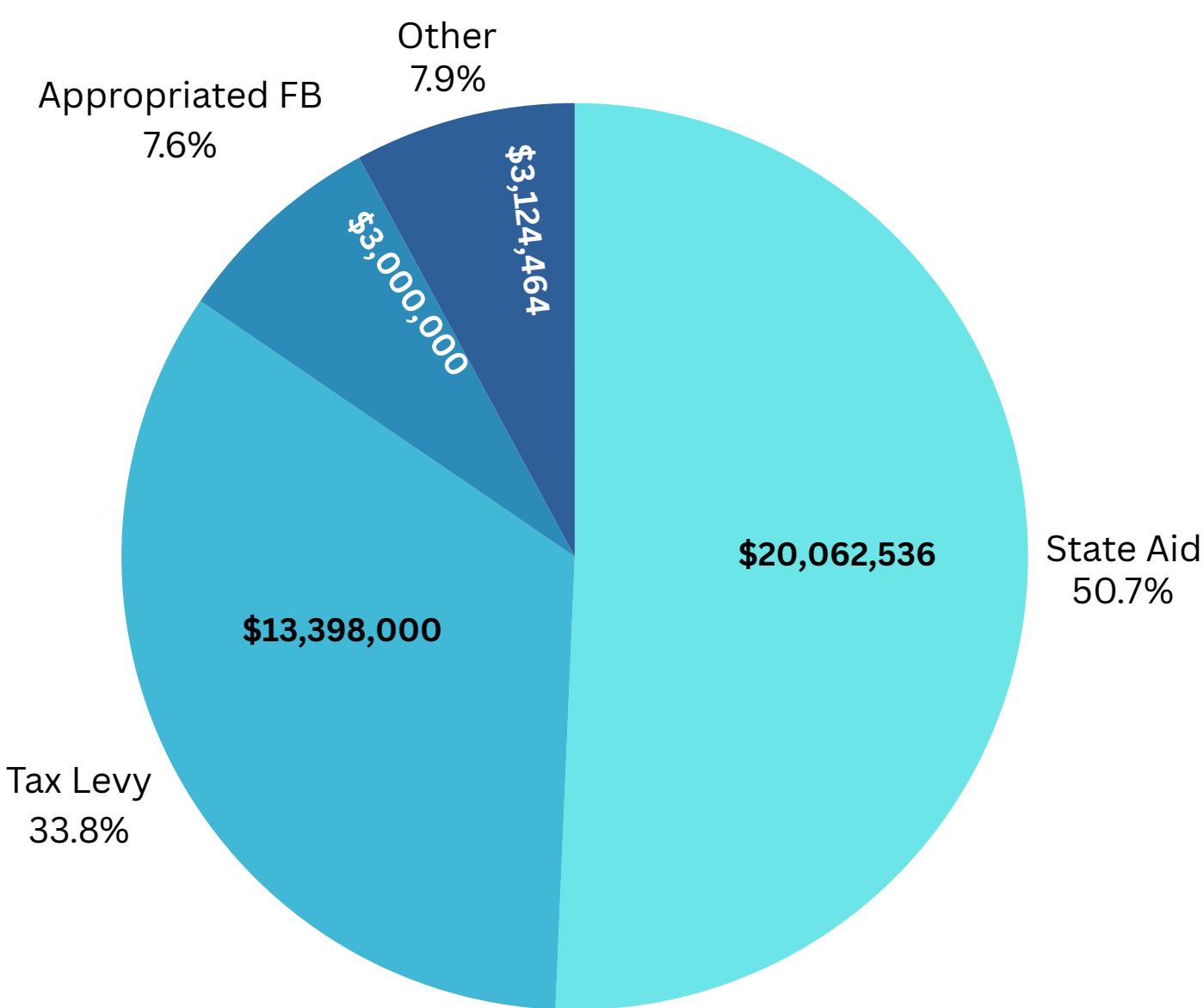
# 2025-26 Proposed Budget

## *Jordan-Elbridge CSD*

### Appropriation



### Revenue



**Proposed Budget: \$39,585,000**

**Increase from 24-25: \$2,170,000 (+5.5%)**  
**Proposed Tax Levy: \$13,398,000 (+1.5% tax increase)**

### Highlights:

- The proposed budget maintains all student programming and extracurricular activities.
- Separate propositions seek approval of \$10,000 funding increases each for the Elbridge and Jordan libraries.
- Voting Tuesday, May 20 from 7am-9pm at the JE High School Events Entrance.







# Jordan-Elbridge

Central School District

2025-2026 Proposed Budget

Cultivating the best in personal growth and achievement

# Our Mission

# Our Vision

Cultivating the best in personal growth and achievement

Providing the best in educational opportunities by:

- Sustaining a culture that supports the intellectual and developmental needs of all
- Being committed to excellence in education and exceeding expectations
- Building a safe, dynamic learning environment where all are valued and respected
- Expanding our home-school-community partnerships
- Operating in a fiscally responsible manner





# Our Values

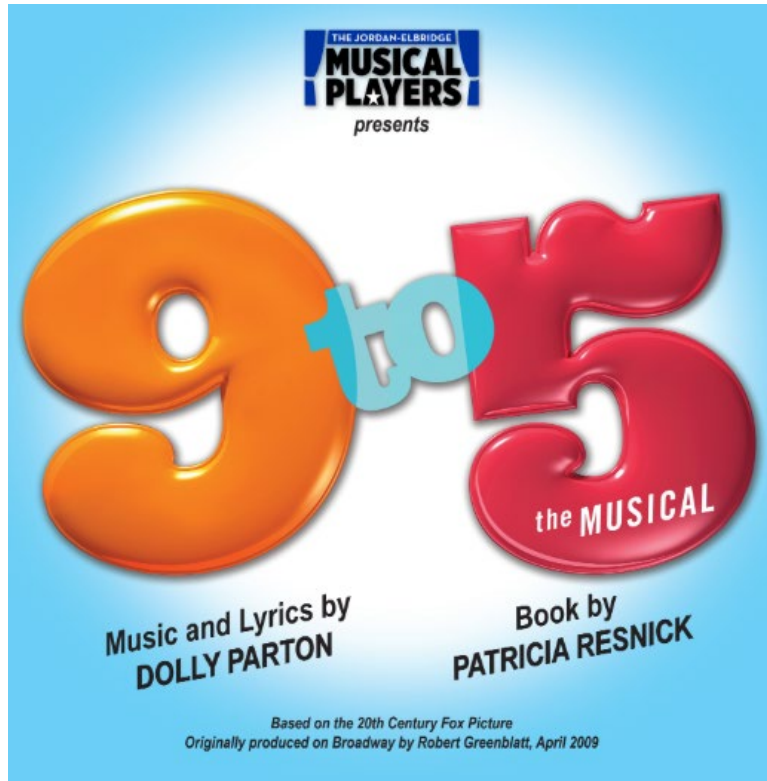


## JE Eagles are...

- Just and caring
- **E**xcellent in all that they do
- **E**thical in their behaviors
- **A**ccepting of all
- **G**lobal thinkers
- **L**earners first
- **E**xaminers of *why* and *how*
- **S**elfless



# Performing Arts



School musicals at JE foster creativity, teamwork, and real-world skills through immersive, hands-on learning.





# Academics



**Universal Pre-Kindergarten**



**International Baccalaureate**



**OCC Advantage**

JE offers Pre-K, IB, and college courses, ensuring a comprehensive, holistic learning journey.





# Achievements



Jordan-Elbridge Central School District

March 1 at 4:19 PM · 🌐



Congratulations to JEHS student Bridget Whiting for earning runner-up this morning at the 37th Annual Regional Shakespeare Competition of Central New York at the Storch Theatre! Bridget's talent and dedication to Shakespeare's works shined in this prestigious event hosted by the English-Speaking Union's National Shakespeare Competition. 🌟🎤

This competition challenges students nationwide to read, analyze, and perform Shakespeare, helping them develop communication skills and a deeper appreciation for the power of language. Way to go, Bridget! 🌟🎭



Competing in a Regional Shakespeare Competition showcases mastery of literature, public speaking, and critical thinking skills.





Jordan-Elbridge Central School District

Yesterday at 10:11 AM · 🌐



Yesterday morning, the JEMS Dialogue Club engaged in a powerful session with [@interfaithworkscny](#), diving into conversations about social identity, stereotypes, and belonging. Through "Uplifting All Students," our 6th-8th graders are learning to create a positive, inclusive learning environment—one where vulnerability is a strength and every voice matters. 💬💙



Engaging students in work on social identity, stereotypes, and belonging fosters empathy, critical thinking, and community awareness.



# Achievements



Jordan-Elbridge Central School District

March 11 at 11:55 AM · 🌐

Last Friday, JEDIS welcomed Seneca Falls CSD for an inside look at our outstanding literary program! 📖 ✨ It was a great opportunity to showcase our exemplary curriculum in action. 🧑🏫



Wit and Wisdom  
enhances critical  
thinking and reading  
skills, earning our  
school recognition for  
fostering literary  
excellence.







*Challenge: Gov. Hochul continues to aid rural schools like JE at a minimum 2% increase, which is less than the current level of inflation.*



## 2025-26 EXECUTIVE BUDGET PROPOSAL

### 2024-25 AND 2025-26 AIDS PAYABLE UNDER SECTION 3609 PLUS OTHER AIDS

#### Current Year

2024-25 BASE YEAR AIDS:	
FOUNDATION AID	11,710,733
FULL DAY K CONVERSION	0
UNIVERSAL PRE-KINDERGARTEN	962,549
BOCES	2,176,103
SPECIAL SERVICES	0
HIGH COST EXCESS COST	319,463
PRIVATE EXCESS COST	0
HARDWARE & TECHNOLOGY	7,403
SOFTWARE, LIBRARY, TEXTBOOK	85,294
TRANSPORTATION INCL SUMMER	3,059,776
BUILDING + BLDG REORG INCENT	2,515,987
OPERATING REORG INCENTIVE	0
CHARTER SCHOOL TRANSITIONAL	0
ACADEMIC ENHANCEMENT	0
HIGH TAX AID	0
SUPPLEMENTAL PUB EXCESS COST	0
TOTAL	20,837,308

#### Next Year

2025-26 ESTIMATED AIDS:	
FOUNDATION AID	11,944,947
FULL DAY K CONVERSION	0
UNIVERSAL PRE-KINDERGARTEN	1,171,884
BOCES	<del>1,922,427</del> \$2,242,089
SPECIAL SERVICES	0
HIGH COST EXCESS COST	297,478
PRIVATE EXCESS COST	0
HARDWARE & TECHNOLOGY	19,296
SOFTWARE, LIBRARY, TEXTBOOK	87,057
TRANSPORTATION INCL SUMMER	3,032,554
BUILDING + BLDG REORG INCENT	2,502,423
OPERATING REORG INCENTIVE	0
CHARTER SCHOOL TRANSITIONAL	0
ACADEMIC ENHANCEMENT	0
HIGH TAX AID	0
SUPPLEMENTAL PUB EXCESS COST	0
TOTAL	<del>20,978,066</del> +\$319,662 \$21,297,728



1

**The district is benefiting from high interest earnings on community reserve funds.**

2021-22 Interest Revenue

\$11,550

2022-23 Interest Revenue

\$221,923

2023-24 Interest Revenue

\$ 657,944

2024-25 Interest Revenue (est. as of 3/31/25)

\$ 438,780

2

**Interest earned in 2024-25 will help keep the 25-26 tax levy increase at a minimum.**







## 2025-26 Budget Proposal



## Proposed Budget by Function – GENERAL SUPPORT

Function	2024-25 Budget	2025-26 Proposed	% Increase/ (Decrease)
Board of Education	\$19,730	\$19,730	0%
District Clerk	10,000	10,000	0%
District Meeting	3,150	3,150	0%
Chief School Administrator	285,645	375,908	24.0%
Business Administration	368,813	382,190	3.5%
Auditing	31,500	34,650	9.1%
Tax Collection	13,750	17,250	20.3%
Purchasing	4,535	4,665	2.8%
Legal Services-Other	73,800	83,800	11.9%
Legal Services-Financial Advisor	6,500	6,500	0%
Legal-BOCES Services	26,230	27,017	2.9%
Personnel	120,075	120,930	0.7%
Records Management	2,500	2,500	0%
Public Information & Services	83,340	85,790	2.9%
Operation of Plant	1,912,400	1,972,750	3.1%
Maintenance of Plant	693,180	718,250	3.5%
Central Printing & Mailing	61,000	77,400	21.2%
Central Data Processing	552,105	576,602	4.2%
Insurance & BOCES Admin Srvcs.	469,060	478,700	2.0%
<b>TOTAL GENERAL SUPPORT</b>	<b>\$4,737,313</b>	<b>\$4,997,782</b>	<b>5.2%</b>

Contractual retirement obligations

Stipend increase

Cost re-coding to proper budget line

# Proposed Budget by Function – INSTRUCTIONAL SUPPORT

Function	2024-25 Budget	2025-26 Proposed	% Increase/ (Decrease)	
Curriculum Development	\$142,039	\$146,675	3.2%	
Supervision-Regular School	1,080,726	1,040,795	(3.8%)	Reduction of 1 clerical position at Elbridge Elementary
Research, Planning & Evaluation	146,625	151,000	2.9%	
In-service Training	92,250	93,000	0.8%	
Teaching-Regular School	8,089,978	8,494,385	4.8%	
Programs-Students w/Disabilities	4,316,470	4,851,130	11.0%	Increased student services
English Language Learners	32,500	33,638	3.4%	
Occupational Education	793,884	975,000	18.6%	Additional student participation
Teaching-Special Schools	60,000	61,800	2.9%	
School Library & AV	311,263	324,029	3.9%	
Computer Assisted Instruction	833,610	879,814	5.3%	
Guidance	555,170	619,712	10.4%	Addition of Engagement Specialist
Health Services	189,408	201,750	6.1%	
Psychological Services	169,256	150,125	(12.7)%	Reduction of county social worker partnership & new school psychologist
Social Work Services	126,700	96,376	(31.5)%	
Co-Curricular Activities	260,624	293,710	11.3%	
Interscholastic Activities	640,155	676,495	5.4%	Marching band & athletic supplies
<b>TOTAL INSTRUCTION</b>	<b>\$17,840,658</b>	<b>\$19,089,434</b>	<b>6.5%</b>	



# Proposed Budget by Function – Transportation, Benefits, Debt Service, Interfund Transfers

Function	2024-25 Budget	2025-26 Proposed	% Increase/ (Decrease)	
District Transportation	\$3,234,750	\$3,343,932	3.3%	Includes purchase of: 3 large, 1 small buses
Garage Building	160,125	328,175	51.2%	
Transportation from BOCES	20,600	21,116	2.4%	Bus mechanical lift needs replacement
<b>TOTAL PUPIL TRANSPORTATION</b>	<b>3,415,475</b>	<b>3,693,223</b>	<b>7.5%</b>	
Community Service	33,400	36,000	7.2%	
<b>TOTAL COMMUNITY SERVICE</b>	<b>33,400</b>	<b>36,000</b>	<b>7.2%</b>	
Employees' Retirement	560,595	569,000	1.5%	
Teachers' Retirement	1,334,000	1,344,500	0.8%	
Social Security	1,401,625	1,415,800	1.0%	
Workers' Compensation	190,000	190,000	0%	
Unemployment Insurance	35,000	35,000	0%	
Health (Medical)	4,276,340	4,703,450	10%	Rising health care costs
Vision & Dental	164,500	164,500	0%	
Employee Tuition	7,500	10,000	25%	
<b>TOTAL EMPLOYEE BENEFITS</b>	<b>7,975,559</b>	<b>8,438,750</b>	<b>5.5%</b>	Continued planned payment on long- term district debt
<b>DEBT SERVICE-Construction Principal &amp; Interest</b>	<b>2,588,132</b>	<b>2,561,813</b>	<b>(1.0%)</b>	
<b>DEBT SERVICE-BOCES Principal &amp; Interest</b>	<b>304,463</b>	<b>308,000</b>	<b>1.1%</b>	
Transfer to Special Aid Funds	420,000	360,000	(16.7%)	HS Video Scoreboard enhancement
Transfer to Capital Fund	100,000	100,000	0%	
<b>TOTAL INTERFUND TRANSFERS</b>	<b>520,000</b>	<b>460,000</b>	<b>(13.0%)</b>	
<b>GRAND TOTAL</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>	

## Proposed Budget at a Glance





Function	2024-25 Adopted Budget	2025-26 Proposed Budget	% Increase/ (Decrease)
General Support	\$4,737,313	\$4,997,782	5.2%
Instruction	17,840,658	19,089,434	6.5%
Pupil Transportation	3,415,475	3,693,223	7.5%
Community Service	33,400	36,000	7.2%
Employee Benefits	7,975,559	8,438,750	5.5%
Debt Service	2,892,595	2,869,813	(0.8%)
Interfund Transfers	520,000	460,000	(13.0%)
<b>TOTAL</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>

# Proposed Budget

## 3-Part Budget Format

Component	2024-25 Adopted Budget	2025-26 Proposed Budget	% Increase/ (Decrease)
Administrative	\$4,264,922	\$4,449,324	4.1%
Program	26,344,620	28,182,875	6.5%
Capital	6,805,458	6,952,801	2.1%
<b>TOTAL</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>

# Anticipated Operating Revenues

Revenue Source	2024-25 Revised Revenues	2025-26 Estimated Revenue	% Increase/ (Decrease)	
Tax Levy (including STAR)	13,200,000	13,398,000	<b>1.5%</b>	 School property tax increase
Other Tax Items	596,552	597,749	0.2%	
Non-property Taxes	20,000	20,000	0%	
Charges for Services	35,000	35,000	0%	
Use of Property	82,000	82,000	0%	 Rental of classrooms to BOCES
Miscellaneous & Interest	545,000	864,715	37.0%	
State Aid	19,192,648	20,062,536	4.3%	 Uncertain changes in state aid
Federal Medicaid Revenue	25,000	25,000	0%	
Interfund Transfer-EBALR	0	100,000	100%	
Interfund Transfer-TRS	0	150,000	100%	
Interfund Transfer-ERS	0	400,000	100%	
Interfund Transfer-Workers Comp	0	100,000	100%	
Interfund Transfer-Bus Reserve	600,000	650,000	7.7%	
Interfund Transfer-Unemployment	118,800	100,000	(18.8%)	
Appropriated Fund Balance	3,000,000	3,000,000	0%	 Maintains Fund Balance below the comptroller's 4% threshold
<b>TOTAL</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>	



# District Reserves

Reserve	Balance 6/30/24	Appropriated Reserves for 2024-25 Budget	Interest & other recommended changes 2024-25		Projected Balance 6/30/25	Proposed Reserves appropriated for 2025-26
Workers Compensation	\$417,289		\$12,519		\$429,808	(\$100,000)
Unemployment Insurance	846,908	(118,800)	25,407		754,315	(100,000)
Liability	309,261		9,278		318,539	
Insurance	161,876		4,856		166,732	
Tax Certiorari Reserve	139,186		4,176		143,362	
Employee Benefit Accrued Liability	220,622		6,619		227,241	(100,000)
ERS Reserve	989,970		29,699		1,019,669	(400,000)
TRS Reserve	636,715		19,101		655,816	(150,000)
Capital Reserves:						
- Bus 2017	311,178	(311,178)	0		0	
- Bus 2022	942,582	(288,822)	19,613		673,373	(650,000)
- Bus 2024	643,175		19,295		662,470	
- Building 2016	6,122		184		6,306	
- Building 2019	3,076,813		92,304		3,169,117	
- Building 2024	1,000,000		30,000		1,030,000	
<b>TOTAL</b>	<b>\$9,701,697</b>	<b>(\$718,800)</b>	<b>\$273,051</b>		<b>\$9,256,748</b>	<b>(\$1,500,000)</b>



# Budget Highlights

- **This budget supports all JE academic and co-curricular activities.**
- Continues our practice of purchasing buses with cash.
  - Estimated aid on previous bus purchases in 24-25: \$345,000
  - No expense on debt (interest) by paying with cash
- Strategic planned use of reserve funds will minimize the tax increase
  - EBALR: \$100,000
  - TRS: \$150,000
  - ERS: \$400,000
  - Workers Comp: \$100,000
  - Bus Reserve: \$650,000
  - Unemployment: \$100,000



# Budget Highlights

- Retirement and enrollment-driven decreases to instructional staffing in 25-26 will reduce district spending by an estimated \$260,000.
- A **1.50% levy increase**, along with planned reserve use, will continue to support student programming and demonstrates fiscal responsibility to the community.



# Tax Rate History of School Levy

School Budget Year	Tax Rate Change	Special Notes
2016-17	0.00%	
2017-18	0.00%	
2018-19	1.90%	Addition of 2 School Resource Officers
2019-20	0.00%	Levy showed 0.20% increase; actual tax impact 0% due to PILOT adjustments
2020-21	0.00%	COVID-era reliance on federal funding
2021-22	0.00%	
2022-23	2.80%	Adjusting to the realized impacts of inflation
2023-24	2.75%	
2024-25	0.00%	
2025-26	1.50%	Increase needed to offset minimum state aid increases



# Important Information



- Budget hearing/meet the candidates (in person) – May 7<sup>th</sup> @ 6:00 p.m.



**Budget Vote/Board Elections – Tuesday, May 20<sup>th</sup>, 2025**  
**High School Events Entry Lobby - 7:00 am – 9:00 pm**

- In-person voting
- A voter can request an absentee or early mail ballot by contacting the district clerk:

*Bernadette Fall, JECSD*  
*9 North Chappell Street*  
*Jordan, NY 13080*  
*(315) 689-8500 x 5002*  
*[bfall@jecsd.org](mailto:bfall@jecsd.org)*



**JE**  
EAGLES  
are...  
LEARNERS  
**FIRST**

Caitlyn Ryan  
"Black and white Charcoal Drawing"

# 2025-26 Property Tax Report Card

## 420501-06-000 - Jordan-Elbridge CSD

Contact Person: Mr. R. J. Hartwell, Assistant Superintendent for Business & Finance

Telephone Number: 315-689-8500

	Budgeted 2024-25 (A)	Proposed Budget 2025-26 (B)
Total Budgeted Amount, not Including Separate Propositions	37,415,000	39,585,000
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	13,200,000	13,398,000
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)	13,200,000	13,398,000
F. Permissible Exclusions to the School Tax Levy Limit	103,895	83,899
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	13,317,594	13,519,865
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	13,096,105	13,314,101
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	221,489	205,764
Public School Enrollment	1,165	1,146
Consumer Price Index		2.95%

<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 2022-23, include any carryover from 2021-22 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2024-25 (D)	Estimated 2025-26 (E)
Adjusted Restricted Fund Balance	9,701,697	9,256,748
Assigned Appropriated Fund Balance	3,000,000	3,000,000
Adjusted Unrestricted Fund Balance	1,496,600	1,583,400
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 *	6/30/2024 Actual Balance	6/30/25 Estimated Ending Balance	Intended Use of the Reserve in the 2025-26 School Year
Capital	2016 Capital	To pay the cost of any object or purpose for which bonds may be issued.	6,122	6,306	Fund construction & improvements
Capital	2019 Capital	To pay the cost of any object or purpose for which bonds may be issued.	3,076,813	3,169,117	Fund contruction, reconstruction, & improvements
Capital	2024 Capital	To pay the cost of any object or purpose for which bonds may be issued.	1,000,000	1,030,000	Fund contruction, reconstruction, & improvements (voter approved 5/21/24)
Capital	2017 Bus	To pay the cost of any object or purpose for which bonds may be issued.	311,178	0	Fund purchase of new buses (voter approved on 5/16/17)
Capital	2022 Bus	To pay the cost of any object or purpose for which bonds may be issued.	942,582	673,373	Fund purchase of new buses (voter approved on 5/17/22)
Capital	2024 Bus	To pay the cost of any object or purpose for which bonds may be issued.	643,175	662,470	Fund purchase of new buses (voter approved on 5/21/24)
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers Comp	To pay for Workers Compensation and benefits.	417,289	429,808	Fund workers compensation expenses and related medical costs
Unemployment Insurance	Unemployment	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	846,908	754,315	Pay unemployment expenses due to potential layoffs
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Insurance	To pay liability, casualty, and other types of uninsured losses.	161,876	166,732	To pay liability and casualty losses due to unexpected events
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability	Liability Reserve	To establish and maintain a program of reserves to cover liability claims incurred.	309,261	318,539	To pay for liability claims
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	139,186	143,362	To pay judgements & claims in tax cert matters
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability	EBALR Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	220,622	227,241	To pay accrued benefits due employees upon retirement/other
Retirement Contribution	ERS Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	989,970	1,019,669	Fund employer retirement contributions to ERS
Other Reserve	TRS Reserve	TRS Contribution Reserve	636,715	655,816	Fund employer retirement contributions to TRS

Equalized Total Assessed Value 818,774,851

School District - 312801 Jordan Elbridge

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	26	8,012,136	0.98
13100	CO - GENERALLY	RPTL 406(1)	25	1,037,455	0.13
13500	TOWN - GENERALLY	RPTL 406(1)	12	2,631,365	0.32
13650	VG - GENERALLY	RPTL 406(1)	36	7,798,070	0.95
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	1,295,000	0.16
13800	SCHOOL DISTRICT	RPTL 408	6	21,687,740	2.65
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	14	35,400,768	4.32
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	185,000	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	8,621,654	1.05
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	11	230,015	0.03
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	2	554,400	0.07
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	330,000	0.04
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	125,500	0.02
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	35,640	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	1,035,425	0.13
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	448,550	0.05
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	73,718	0.01
41300	PARAPLEGIC VETS	RPTL 458(3)	2	513,255	0.06
41695	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	15	473,958	0.06
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	258	16,467,175	2.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	47	2,352,533	0.29
41800	PERSONS AGE 65 OR OVER	RPTL 467	44	3,445,281	0.42
41804	PERSONS AGE 65 OR OVER	RPTL 467	77	4,548,994	0.56
41805	PERSONS AGE 65 OR OVER	RPTL 467	32	2,623,365	0.32
41834	ENHANCED STAR	RPTL 425	569	52,142,329	6.37
41854	BASIC STAR 1999-2000	RPTL 425	832	28,350,556	3.46
41900	PHYSICALLY DISABLED	RPTL 459	3	100,750	0.01
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	258,836	0.03
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	181,058	0.02
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	306,900	0.04
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	106,293	0.01
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	24	224,166	0.03

Equalized Total Assessed Value 818,774,851

School District - 312801 Jordan Elbridge

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	2,500	0.00
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	2	95,000	0.01
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	11	11,218	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	120,800	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	6	406,650	0.05
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	16	239,150	0.03
49504	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	31,250	0.00
49505	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	35,200	0.00
49510	RESIDENT ENERGY CONSERV IMPRO	RPTL 487-a	1	18,750	0.00
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	48,950	0.01
Total Exemptions Exclusive of System Exemptions:					24.74
Total System Exemptions:				202,561,403	0.01
Totals:				48,950	24.75
				202,610,353	

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:

*n \$563,192 estimated 4/7/25 RLL*



Equalized Total Assessed Value 73,738,077

School District - 312801 Jordan Elbridge

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	62,923	0.09
13500	TOWN - GENERALLY	RPTL 406(1)	2	26,770	0.04
13510	TOWN - CEMETERY LAND	RPTL 446	1	8,462	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	877,714	1.19
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	37	1,507,408	2.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	11	825,065	1.12
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	20,134	0.03
41805	PERSONS AGE 65 OR OVER	RPTL 467	2	129,343	0.18
41834	ENHANCED STAR	RPTL 425	46	3,905,213	5.30
41854	BASIC STAR 1999-2000	RPTL 425	90	2,857,748	3.88
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	82,406	0.11
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	5,714	0.01
Total Exemptions Exclusive of System Exemptions:			195	10,308,900	13.98
Total System Exemptions:			0	0	0.00
Totals:			195	10,308,900	13.98

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

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

Equalized Total Assessed Value 41,350,580

School District - 312801 Jordan Elbridge

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	62,923	0.15
13500	TOWN - GENERALLY	RPTL 406(1)	2	26,770	0.06
13510	TOWN - CEMETERY LAND	RPTL 446	1	8,462	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	14	683,026	1.65
41800	PERSONS AGE 65 OR OVER	RPTL 467	11	825,065	2.00
41834	ENHANCED STAR	RPTL 425	23	1,918,084	4.64
41854	BASIC STAR 1999-2000	RPTL 425	45	1,469,183	3.55
Total Exemptions Exclusive of System Exemptions:			97	4,993,513	12.08
Total System Exemptions:			0	0	0.00
Totals:			97	4,993,513	12.08

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

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

Equalized Total Assessed Value 32,387,497

School District - 312801 Jordan Elbridge

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	877,714	2.71
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	23	824,382	2.55
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	20,134	0.06
41805	PERSONS AGE 65 OR OVER	RPTL 467	2	129,343	0.40
41834	ENHANCED STAR	RPTL 425	23	1,987,129	6.14
41854	BASIC STAR 1999-2000	RPTL 425	45	1,388,565	4.29
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	82,406	0.25
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	5,714	0.02
Total Exemptions Exclusive of System Exemptions:			98	5,315,387	16.41
Total System Exemptions:			0	0	0.00
Totals:			98	5,315,387	16.41

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: \_\_\_\_\_

# JORDAN-ELBRIDGE CSD

2022-23 School Year Financial Transparency Report

## JORDAN-ELBRIDGE HIGH SCHOOL

Type: Senior High

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

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

| Business Rules

## Economic and Student Characteristics

DISTRICT P-12  
ENROLLMENT

▼

1,198

NEEDS RESOURCE  
CATEGORY

▼

Average Need

DISTRICT ABILITY  
TO RAISE LOCAL  
FUNDS IS

▼

moderately less  
than the average  
district in the state

DISTRICT  
STUDENT NEEDS  
ARE

▼

moderately less  
than the state  
average

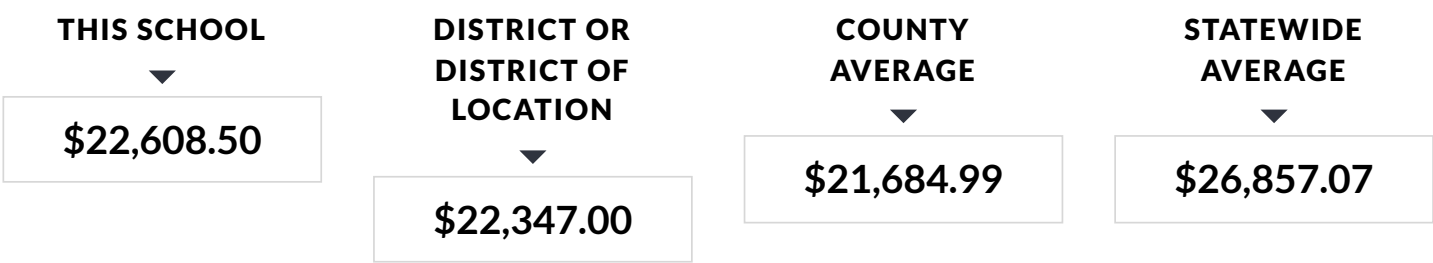
## Student Demographics

Enrollment	JORDAN-ELBRIDGE CSD	JORDAN-ELBRIDGE HIGH SCHOOL
All Students	1,073	342
Economically Disadvantaged	46%	40%
Students with Disabilities	18%	15%
English Language Learners	1%	1%
» Race/Ethnicity		



Staffing Profile	JORDAN-ELBRIDGE CSD	JORDAN-ELBRIDGE HIGH SCHOOL
Student-to-Teacher Ratio	12	11
Teachers with Fewer than 4 years of Experience %	8%	3%
Teachers with 4-20 Years of Experience %	47%	52%
Teachers with 21+ Years of Experience %	45%	45%

# Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D)	Central Cost(E-H)	Combined Cost(I)
Report View One Per Pupil Expenditure Categories		
» A. Instruction (A1 + A2 + A3 + A4)	\$13,180.65	\$12,881.69
» B. Administration (B1 + B2 + B3)	\$1,102.10	\$1,584.77
» C. All Other Spending (C1 + C2 + C3)	\$2,079.40	\$2,156.82
D. Total School Level (A + B + C)	\$16,362.15	\$16,623.28
» E. Central Instruction (E1 + E2 + E3 + E4)	\$469.17	
» F. Central Administration (F1 + F2 + F3)	\$2,414.44	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,101.61	

Report View One Per Pupil Expenditure Categories	JORDAN-ELBRIDGE CSD	JORDAN-ELBRIDGE HIGH SCHOOL
H. Total Central Costs	\$5,985.22	
I. Total Spending (D + H)	\$22,347.36	\$22,608.50

## 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	JORDAN-ELBRIDGE CSD	JORDAN-ELBRIDGE HIGH SCHOOL
J. Total School Level Local/State Spending	\$15,271.76	\$15,306.69
» K. Total School Level Federal Spending	\$1,090.39	\$1,316.59
L. Total Central Level Local/State Spending	\$3,086.51	
M. Total Central Level Federal Spending	\$2,898.71	
N. Total Spending (J + K + L + M)	\$22,347.36	\$22,608.50

## 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)

\*The district or charter school did not report any enrollment in this category and a per pupil value cannot be calculated. Instead, this item reflects the total reported expenditures, not a per pupil value as is shown elsewhere on the report.

## 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	JORDAN-ELBRIDGE CSD
1. Transportation	\$3,534,643.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$18,250.00
4. Debt Service	\$3,233,875.00
5. Other	\$3,103,466.00
Percent Excluded from Total	27%
Total Expenditures	\$36,662,377.00

# JORDAN-ELBRIDGE CSD DATA

2023-24 2022-23 Archive

## STUDENT DATA

Enrollment Data

English Language Learners Data

Digital Resources

## SCHOOL DATA

School Report Card

High School Graduation Rate

High School Graduation Pathways Data

Student and Educator Report

## JORDAN-ELBRIDGE CSD AT A GLANCE 2023-24

[FAQ](#)

TOTAL K-12 PUBLIC SCHOOL STUDENTS



1,041

[More Enrollment Details](#)

AVERAGE CLASS SIZE



SCHOOL CLIMATE



ACCOUNTABILITY SUPPORT MODELS



LOCAL SUPPORT AND IMPROVEMENT

[More Information](#)

ASSESSMENT RESULTS



[More Information](#)

4-YEAR GRADUATION RATE



89%

[More Information](#)

**SUPERINTENDENT: JAMES FROIO**

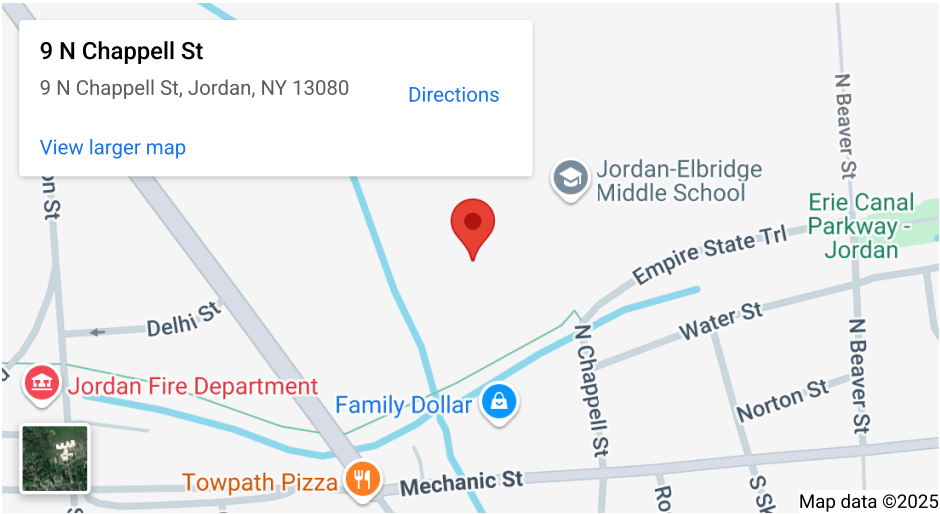
LEGAL NAME: JORDAN-ELBRIDGE  
CENTRAL SCHOOL DISTRICT

BEDS CODE: 420501060000

INSTITUTION ID: 800000041062

PHONE: (315) 689-8500

WEBSITE: WWW.JECSD.ORG



# SCHOOLS IN JORDAN-ELBRIDGE CSD

ELBRIDGE ELEMENTARY SCHOOL	JORDAN-ELBRIDGE HIGH SCHOOL	JORDAN-ELBRIDGE MIDDLE SCHOOL
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# CLOSED SCHOOLS

RAMSDELL ELEMENTARY SCHOOL
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JORDAN-ELBRIDGE CSD - NEW YORK STATE REPORT CARD [2023 - 24]

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

2024-25 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2023-24 DATA

For information about how 2024-25 accountability statuses and support models were determined, see Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024-25 Accountability Statuses Based on 2023-24 Results.

LOCAL SUPPORT AND IMPROVEMENT

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2023-24)

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

Section 1003 School Improvement Funds Data (74.01 kilobytes)

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

- 2023-24 Title I School Improvement Grant 1003 (Basic)
- 2023-24 Title I School Improvement Grant 1003 Coaching for Excellence Grant
- 2023-24 Title I School Improvement Grant 1003 High School Redesign (HSR) Continuation Grant
- 2023-24 Title I School Improvement Grant 1003 Targeted Support for Long-term Identified Schools Grant
- 2024 Title I School Improvement Grant 1003 (Planning)
- 2024 Title I School Improvement Grant 1003 Supplemental Support
- 2024 Title I School Improvement Grant 1003 Resource Allocation Review (RAR) Pilot
- 2020-24 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	—	2
White	2	2	—	2
Students with Disabilities	3	2	—	2
Economically Disadvantaged	2	2	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	430	117.1	2
	Math	425	128	
	Combined	855	122.5	
American Indian or Alaska Native	ELA	2	—	—
	Math	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	7	92.9	—
	Math	8	112.5	
	Combined	15	—	
Hispanic or Latino	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Multiracial	ELA	3	—	—
	Math	4	—	
	Combined	7	—	
White	ELA	415	117.2	2
	Math	409	129.3	
	Combined	824	123.2	
English Language Learner	ELA	3	—	—
	Math	4	—	
	Combined	7	—	
Students with Disabilities	ELA	74	65.5	3
	Math	75	72	
	Combined	149	68.8	
Economically Disadvantaged	ELA	182	93.4	2
	Math	181	105.2	
	Combined	363	99.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	460	109.5	2
	Math	460	118.3	
	Combined	920	113.9	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	9	72.2	—
	Math	9	100	
	Combined	18	—	
Hispanic or Latino	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Multiracial	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
White	ELA	442	110.1	2
	Math	442	119.7	
	Combined	884	114.9	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	94	51.6	2
	Math	94	57.4	
	Combined	188	54.5	
Economically Disadvantaged	ELA	204	83.3	2
	Math	204	93.4	
	Combined	408	88.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
White	6	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	651	178	27.3%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	12	—	—	—
Hispanic or Latino	2	—	—	—
Multiracial	4	—	—	—
White	628	172	27.4%	2
English Language Learner	12	—	—	—
Students with Disabilities	148	50	33.8%	2
Economically Disadvantaged	303	108	35.6%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	492	89%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	9	—
Hispanic or Latino	—	2	—
Multiracial	—	4	—
White	X	472	89.4%
English Language Learner	—	4	—
Students with Disabilities	X	92	72.8%
Economically Disadvantaged	X	222	85.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	492	88%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	9	—
Hispanic or Latino	—	2	—
Multiracial	—	4	—
White	X	472	88.1%
English Language Learner	—	4	—
Students with Disabilities	X	92	73.9%
Economically Disadvantaged	X	222	84.7%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	2	—	2
White	3	3	2	—	3
Students with Disabilities	2	2	3	—	2
Economically Disadvantaged	2	2	2	—	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	72	177.1	154.1	3
	Math	66	112.9		
	Science	72	181.3		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	71	179.6	155	3
	Math	65	113.1		
	Science	71	181		
Students with Disabilities	ELA	9	66.7	84.8	2
	Math	6	66.7		
	Science	9	138.9		
Economically Disadvantaged	ELA	24	145.8	129.1	2
	Math	20	90		
	Science	24	162.5		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	74	172.3	146.5	3
	Math	74	100.7		
	Science	74	176.4		
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	73	174.7	147.3	3
	Math	73	100.7		
	Science	73	176		
Students with Disabilities	ELA	10	60	68.8	2
	Math	10	40		
	Science	10	125		
Economically Disadvantaged	ELA	26	134.6	113.9	2
	Math	26	69.2		
	Science	26	150		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	92	81	88%	89.6%	2
	5-year	104	91	87.5%		
	6-year	106	99	93.4%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	4	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
White	4-year	87	77	88.5%	90.1%	2
	5-year	98	87	88.8%		
	6-year	101	94	93.1%		
English Language Learner	4-year	1	—	—	—	—
	5-year	2	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	11	—	—	83.4%	3
	5-year	18	14	77.8%		
	6-year	18	16	88.9%		
Economically Disadvantaged	4-year	41	31	75.6%	78.7%	2
	5-year	35	26	74.3%		
	6-year	36	31	86.1%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	337	86	25.5%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	7	—	—	—
Multiracial	2	—	—	—
White	321	80	24.9%	3
English Language Learner	3	—	—	—
Students with Disabilities	65	22	33.8%	2
Economically Disadvantaged	133	50	37.6%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	75	98.7%
Hispanic or Latino	—	1	—
White	✓	74	98.7%
Students with Disabilities	—	7	—
Economically Disadvantaged	—	25	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	75	89.3%
Hispanic or Latino	—	1	—
White	✗	74	89.2%
Students with Disabilities	—	7	—
Economically Disadvantaged	—	25	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Grade 4	92	5	5%	87	95%	22	25%	36	41%	21	24%	8	9%	29	33%
Grade 5	86	7	8%	79	92%	22	28%	21	27%	25	32%	11	14%	36	46%
Grade 6	59	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Grade 7	90	16	18%	74	82%	20	27%	30	41%	19	26%	5	7%	24	32%
Grade 8	85	20	24%	65	76%	13	20%	26	40%	15	23%	11	17%	26	40%
Grades 3-8	497	62	12%	435	88%	110	25%	168	39%	111	26%	46	11%	157	36%

GRADE 3 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Female	46	5	11%	41	89%	10	24%	16	39%	11	27%	4	10%	15	37%
Male	39	2	5%	37	95%	11	30%	16	43%	7	19%	3	8%	10	27%
General Education Students	64	0	0%	64	100%	17	27%	24	38%	17	27%	6	9%	23	36%
Students with Disabilities	21	7	33%	14	67%	4	29%	8	57%	1	7%	1	7%	2	14%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	82	6	7%	76	93%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Economically Disadvantaged	38	5	13%	33	87%	13	39%	14	42%	5	15%	1	3%	6	18%
Not Economically Disadvantaged	47	2	4%	45	96%	8	18%	18	40%	13	29%	6	13%	19	42%
Non-English Language Learner	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Not in Foster Care	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Not Homeless	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Not Migrant	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%
Parent Not in Armed Forces	85	7	8%	78	92%	21	27%	32	41%	18	23%	7	9%	25	32%



GRADE 4 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	5	5%	87	95%	22	25%	36	41%	21	24%	8	9%	29	33%
Female	44	2	5%	42	95%	15	36%	14	33%	9	21%	4	10%	13	31%
Male	48	3	6%	45	94%	7	16%	22	49%	12	27%	4	9%	16	36%
General Education Students	74	1	1%	73	99%	13	18%	31	42%	21	29%	8	11%	29	40%
Students with Disabilities	18	4	22%	14	78%	9	64%	5	36%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	0	0%	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%
White	86	4	5%	82	95%	19	23%	34	41%	21	26%	8	10%	29	35%
Economically Disadvantaged	46	3	7%	43	93%	19	44%	13	30%	9	21%	2	5%	11	26%
Not Economically Disadvantaged	46	2	4%	44	96%	3	7%	23	52%	12	27%	6	14%	18	41%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	5	5%	86	95%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	4	4%	86	96%	—	—	—	—	—	—	—	—	—	—
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	90	4	4%	86	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	5	5%	87	95%	22	25%	36	41%	21	24%	8	9%	29	33%
Parent Not in Armed Forces	92	5	5%	87	95%	22	25%	36	41%	21	24%	8	9%	29	33%

GRADE 5 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	7	8%	79	92%	22	28%	21	27%	25	32%	11	14%	36	46%
Female	39	3	8%	36	92%	8	22%	9	25%	13	36%	6	17%	19	53%
Male	47	4	9%	43	91%	14	33%	12	28%	12	28%	5	12%	17	40%
General Education Students	72	1	1%	71	99%	16	23%	19	27%	25	35%	11	15%	36	51%
Students with Disabilities	14	6	43%	8	57%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	84	7	8%	77	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	86	7	8%	79	92%	22	28%	21	27%	25	32%	11	14%	36	46%
Economically Disadvantaged	37	4	11%	33	89%	11	33%	9	27%	10	30%	3	9%	13	39%
Not Economically Disadvantaged	49	3	6%	46	94%	11	24%	12	26%	15	33%	8	17%	23	50%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	7	8%	78	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	86	7	8%	79	92%	22	28%	21	27%	25	32%	11	14%	36	46%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	85	7	8%	78	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	86	7	8%	79	92%	22	28%	21	27%	25	32%	11	14%	36	46%
Parent Not in Armed Forces	86	7	8%	79	92%	22	28%	21	27%	25	32%	11	14%	36	46%

GRADE 6 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Female	23	2	9%	21	91%	2	10%	11	52%	7	33%	1	5%	8	38%
Male	36	5	14%	31	86%	10	32%	12	39%	6	19%	3	10%	9	29%
General Education Students	44	2	5%	42	95%	8	19%	18	43%	12	29%	4	10%	16	38%
Students with Disabilities	15	5	33%	10	67%	4	40%	5	50%	1	10%	0	0%	1	10%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	58	7	12%	51	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	59	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Economically Disadvantaged	33	6	18%	27	82%	7	26%	12	44%	6	22%	2	7%	8	30%
Not Economically Disadvantaged	26	1	4%	25	96%	5	20%	11	44%	7	28%	2	8%	9	36%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	58	6	10%	52	90%	12	23%	23	44%	13	25%	4	8%	17	33%
Not in Foster Care	59	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	58	7	12%	51	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Parent Not in Armed Forces	59	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%

GRADE 7 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	16	18%	74	82%	20	27%	30	41%	19	26%	5	7%	24	32%
Female	45	9	20%	36	80%	9	25%	13	36%	10	28%	4	11%	14	39%
Male	45	7	16%	38	84%	11	29%	17	45%	9	24%	1	3%	10	26%
General Education Students	73	12	16%	61	84%	10	16%	27	44%	19	31%	5	8%	24	39%
Students with Disabilities	17	4	24%	13	76%	10	77%	3	23%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	84	14	17%	70	83%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	89	15	17%	74	83%	20	27%	30	41%	19	26%	5	7%	24	32%
Economically Disadvantaged	34	10	29%	24	71%	11	46%	10	42%	2	8%	1	4%	3	13%
Not Economically Disadvantaged	56	6	11%	50	89%	9	18%	20	40%	17	34%	4	8%	21	42%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	16	18%	73	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	16	18%	74	82%	20	27%	30	41%	19	26%	5	7%	24	32%
Homeless	6	0	0%	6	100%	5	83%	1	17%	0	0%	0	0%	0	0%
Not Homeless	84	16	19%	68	81%	15	22%	29	43%	19	28%	5	7%	24	35%
Not Migrant	90	16	18%	74	82%	20	27%	30	41%	19	26%	5	7%	24	32%
Parent Not in Armed Forces	90	16	18%	74	82%	20	27%	30	41%	19	26%	5	7%	24	32%

GRADE 8 ELA RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	20	24%	65	76%	13	20%	26	40%	15	23%	11	17%	26	40%
Female	42	12	29%	30	71%	—	—	—	—	—	—	—	—	—	—
Male	42	8	19%	34	81%	9	26%	17	50%	6	18%	2	6%	8	24%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	43	12	28%	31	72%	4	13%	9	29%	9	29%	9	29%	18	58%
General Education Students	73	13	18%	60	82%	11	18%	26	43%	13	22%	10	17%	23	38%
Students with Disabilities	12	7	58%	5	42%	2	40%	0	0%	2	40%	1	20%	3	60%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	82	19	23%	63	77%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	84	19	23%	65	77%	13	20%	26	40%	15	23%	11	17%	26	40%
Economically Disadvantaged	37	10	27%	27	73%	9	33%	9	33%	5	19%	4	15%	9	33%
Not Economically Disadvantaged	48	10	21%	38	79%	4	11%	17	45%	10	26%	7	18%	17	45%
Non-English Language Learner	85	20	24%	65	76%	13	20%	26	40%	15	23%	11	17%	26	40%
Not in Foster Care	85	20	24%	65	76%	13	20%	26	40%	15	23%	11	17%	26	40%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	20	24%	63	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	85	20	24%	65	76%	13	20%	26	40%	15	23%	11	17%	26	40%
Parent Not in Armed Forces	85	20	24%	65	76%	13	20%	26	40%	15	23%	11	17%	26	40%

GRADES 3-8 MATHEMATICS RESULTS (2023-24)

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Grade 4	92	5	5%	87	95%	13	15%	24	28%	37	43%	13	15%	50	57%
Grade 5	86	7	8%	79	92%	16	20%	16	20%	40	51%	7	9%	47	59%
Grade 6	59	9	15%	50	85%	12	24%	22	44%	15	30%	1	2%	16	32%
Combined 6	59	9	15%	50	85%	12	24%	22	44%	15	30%	1	2%	16	32%
Grade 7	90	21	23%	69	77%	21	30%	22	32%	15	22%	11	16%	26	38%
Combined 7	90	21	23%	69	77%	21	30%	22	32%	15	22%	11	16%	26	38%
Grade 8	85	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Regents 8	—	—	—	17	20%	0	0%	0	0%	2	12%	15	88%	17	100%
Combined 8	85	20	24%	65	76%	32	49%	12	18%	6	9%	15	23%	21	32%
Grades 3-8	497	67	13%	430	87%	101	23%	133	31%	144	33%	52	12%	196	46%

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

GRADE 3 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Female	46	4	9%	42	91%	7	17%	15	36%	17	40%	3	7%	20	48%
Male	39	1	3%	38	97%	0	0%	22	58%	14	37%	2	5%	16	42%
General Education Students	64	0	0%	64	100%	2	3%	26	41%	31	48%	5	8%	36	56%
Students with Disabilities	21	5	24%	16	76%	5	31%	11	69%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	82	5	6%	77	94%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Economically Disadvantaged	38	4	11%	34	89%	5	15%	19	56%	9	26%	1	3%	10	29%
Not Economically Disadvantaged	47	1	2%	46	98%	2	4%	18	39%	22	48%	4	9%	26	57%
Non-English Language Learner	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Not in Foster Care	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Not Homeless	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Not Migrant	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%
Parent Not in Armed Forces	85	5	6%	80	94%	7	9%	37	46%	31	39%	5	6%	36	45%

GRADE 4 MATH RESULTS





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	5	5%	87	95%	13	15%	24	28%	37	43%	13	15%	50	57%
Female	44	2	5%	42	95%	9	21%	13	31%	17	40%	3	7%	20	48%
Male	48	3	6%	45	94%	4	9%	11	24%	20	44%	10	22%	30	67%
General Education Students	74	1	1%	73	99%	6	8%	20	27%	35	48%	12	16%	47	64%
Students with Disabilities	18	4	22%	14	78%	7	50%	4	29%	2	14%	1	7%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	0	0%	5	100%	0	0%	3	60%	2	40%	0	0%	2	40%
White	86	4	5%	82	95%	13	16%	21	26%	35	43%	13	16%	48	59%
Economically Disadvantaged	46	3	7%	43	93%	10	23%	13	30%	18	42%	2	5%	20	47%
Not Economically Disadvantaged	46	2	4%	44	96%	3	7%	11	25%	19	43%	11	25%	30	68%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	5	5%	86	95%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	4	4%	86	96%	—	—	—	—	—	—	—	—	—	—
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	90	4	4%	86	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	5	5%	87	95%	13	15%	24	28%	37	43%	13	15%	50	57%
Parent Not in Armed Forces	92	5	5%	87	95%	13	15%	24	28%	37	43%	13	15%	50	57%

GRADE 5 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	7	8%	79	92%	16	20%	16	20%	40	51%	7	9%	47	59%
Female	39	3	8%	36	92%	9	25%	5	14%	19	53%	3	8%	22	61%
Male	47	4	9%	43	91%	7	16%	11	26%	21	49%	4	9%	25	58%
General Education Students	72	2	3%	70	97%	9	13%	15	21%	39	56%	7	10%	46	66%
Students with Disabilities	14	5	36%	9	64%	7	78%	1	11%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	84	7	8%	77	92%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	86	7	8%	79	92%	16	20%	16	20%	40	51%	7	9%	47	59%
Economically Disadvantaged	37	4	11%	33	89%	8	24%	10	30%	13	39%	2	6%	15	45%
Not Economically Disadvantaged	49	3	6%	46	94%	8	17%	6	13%	27	59%	5	11%	32	70%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	7	8%	78	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	86	7	8%	79	92%	16	20%	16	20%	40	51%	7	9%	47	59%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	85	7	8%	78	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	86	7	8%	79	92%	16	20%	16	20%	40	51%	7	9%	47	59%
Parent Not in Armed Forces	86	7	8%	79	92%	16	20%	16	20%	40	51%	7	9%	47	59%

GRADE 6 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	9	15%	50	85%	12	24%	22	44%	15	30%	1	2%	16	32%
Female	23	3	13%	20	87%	6	30%	9	45%	5	25%	0	0%	5	25%
Male	36	6	17%	30	83%	6	20%	13	43%	10	33%	1	3%	11	37%
General Education Students	44	4	9%	40	91%	8	20%	17	43%	14	35%	1	3%	15	38%
Students with Disabilities	15	5	33%	10	67%	4	40%	5	50%	1	10%	0	0%	1	10%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	58	8	14%	50	86%	12	24%	22	44%	15	30%	1	2%	16	32%
Economically Disadvantaged	33	6	18%	27	82%	7	26%	14	52%	6	22%	0	0%	6	22%
Not Economically Disadvantaged	26	3	12%	23	88%	5	22%	8	35%	9	39%	1	4%	10	43%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	58	9	16%	49	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	9	15%	50	85%	12	24%	22	44%	15	30%	1	2%	16	32%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	58	9	16%	49	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	9	15%	50	85%	12	24%	22	44%	15	30%	1	2%	16	32%
Parent Not in Armed Forces	59	9	15%	50	85%	12	24%	22	44%	15	30%	1	2%	16	32%

GRADE 7 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	21	23%	69	77%	21	30%	22	32%	15	22%	11	16%	26	38%
Female	45	12	27%	33	73%	8	24%	11	33%	7	21%	7	21%	14	42%
Male	45	9	20%	36	80%	13	36%	11	31%	8	22%	4	11%	12	33%
General Education Students	73	16	22%	57	78%	14	25%	18	32%	15	26%	10	18%	25	44%
Students with Disabilities	17	5	29%	12	71%	7	58%	4	33%	0	0%	1	8%	1	8%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	84	20	24%	64	76%	18	28%	22	34%	13	20%	11	17%	24	38%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	34	11	32%	23	68%	12	52%	9	39%	1	4%	1	4%	2	9%
Not Economically Disadvantaged	56	10	18%	46	82%	9	20%	13	28%	14	30%	10	22%	24	52%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	21	24%	68	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	21	23%	69	77%	21	30%	22	32%	15	22%	11	16%	26	38%
Homeless	6	1	17%	5	83%	3	60%	2	40%	0	0%	0	0%	0	0%
Not Homeless	84	20	24%	64	76%	18	28%	20	31%	15	23%	11	17%	26	41%
Not Migrant	90	21	23%	69	77%	21	30%	22	32%	15	22%	11	16%	26	38%
Parent Not in Armed Forces	90	21	23%	69	77%	21	30%	22	32%	15	22%	11	16%	26	38%

GRADE 8 MATH RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Female	42	21	50%	21	50%	—	—	—	—	—	—	—	—	—	—
Male	42	16	38%	26	62%	21	81%	5	19%	0	0%	0	0%	0	0%
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	43	21	49%	22	51%	11	50%	7	32%	4	18%	0	0%	4	18%
General Education Students	73	29	40%	44	60%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	82	36	44%	46	56%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	84	36	43%	48	57%	32	67%	12	25%	4	8%	0	0%	4	8%
Economically Disadvantaged	37	15	41%	22	59%	15	68%	4	18%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	48	22	46%	26	54%	17	65%	8	31%	1	4%	0	0%	1	4%
Non-English Language Learner	85	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Not in Foster Care	85	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	36	43%	47	57%	—	—	—	—	—	—	—	—	—	—
Not Migrant	85	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Parent Not in Armed Forces	85	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%

GRADES 5 & 8 SCIENCE RESULTS (2023-24)

The results of the 2023-24 Grades 5 and 8 Science tests represent student achievement on the new NYS P-12 Science Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	86	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%
Grade 8	85	33	39%	52	61%	17	33%	23	44%	10	19%	2	4%	12	23%
Regents 8	—	—	—	19	22%	0	0%	0	0%	14	74%	5	26%	19	100%
Combined 8	85	14	16%	71	84%	17	24%	23	32%	24	34%	7	10%	31	44%
Grades 5 & 8	171	22	13%	149	87%	30	20%	63	42%	48	32%	8	5%	56	38%

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%
Female	39	3	8%	36	92%	4	11%	18	50%	14	39%	0	0%	14	39%
Male	47	5	11%	42	89%	9	21%	22	52%	10	24%	1	2%	11	26%
General Education Students	72	3	4%	69	96%	8	12%	36	52%	24	35%	1	1%	25	36%
Students with Disabilities	14	5	36%	9	64%	5	56%	4	44%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	84	8	10%	76	90%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	86	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%
Economically Disadvantaged	37	5	14%	32	86%	6	19%	18	56%	8	25%	0	0%	8	25%
Not Economically Disadvantaged	49	3	6%	46	94%	7	15%	22	48%	16	35%	1	2%	17	37%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	8	9%	77	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	86	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	85	8	9%	77	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	86	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%
Parent Not in Armed Forces	86	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	33	39%	52	61%	17	33%	23	44%	10	19%	2	4%	12	23%
Female	42	17	40%	25	60%	6	24%	10	40%	7	28%	2	8%	9	36%
Male	42	15	36%	27	64%	11	41%	13	48%	3	11%	0	0%	3	11%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	73	26	36%	47	64%	15	32%	21	45%	9	19%	2	4%	11	23%
Students with Disabilities	12	7	58%	5	42%	2	40%	2	40%	1	20%	0	0%	1	20%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	82	32	39%	50	61%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	84	32	38%	52	62%	17	33%	23	44%	10	19%	2	4%	12	23%
Economically Disadvantaged	37	14	38%	23	62%	10	43%	9	39%	2	9%	2	9%	4	17%
Not Economically Disadvantaged	48	19	40%	29	60%	7	24%	14	48%	8	28%	0	0%	8	28%
Non-English Language Learner	85	33	39%	52	61%	17	33%	23	44%	10	19%	2	4%	12	23%
Not in Foster Care	85	33	39%	52	61%	17	33%	23	44%	10	19%	2	4%	12	23%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	33	40%	50	60%	—	—	—	—	—	—	—	—	—	—
Not Migrant	85	33	39%	52	61%	17	33%	23	44%	10	19%	2	4%	12	23%
Parent Not in Armed Forces	85	33	39%	52	61%	17	33%	23	44%	10	19%	2	4%	12	23%



ANNUAL REGENTS EXAMINATIONS (2023 - 24)

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

ANNUAL REGENTS EXAMINATION IN ELA (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	108	9	8%	6	6%	38	35%	23	21%	32	30%	93	86%
Female	47	—	—	—	—	—	—	—	—	—	—	—	—
Male	60	5	8%	4	7%	21	35%	15	25%	15	25%	51	85%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	48	4	8%	2	4%	17	35%	8	17%	17	35%	42	88%
General Education Students	81	0	0%	1	1%	29	36%	21	26%	30	37%	80	99%
Students with Disabilities	27	9	33%	5	19%	9	33%	2	7%	2	7%	13	48%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	104	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	108	9	8%	6	6%	38	35%	23	21%	32	30%	93	86%
Economically Disadvantaged	40	7	18%	3	8%	14	35%	7	18%	9	23%	30	75%
Not Economically Disadvantaged	68	2	3%	3	4%	24	35%	16	24%	23	34%	63	93%
Non-English Language Learner	108	9	8%	6	6%	38	35%	23	21%	32	30%	93	86%
Not in Foster Care	108	9	8%	6	6%	38	35%	23	21%	32	30%	93	86%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	104	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	108	9	8%	6	6%	38	35%	23	21%	32	30%	93	86%
Parent Not in Armed Forces	108	9	8%	6	6%	38	35%	23	21%	32	30%	93	86%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (AUGUST 2023 & JANUARY 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%
Female	6	2	33%	3	50%	1	17%	0	0%	0	0%	1	17%
Male	7	2	29%	3	43%	2	29%	0	0%	0	0%	2	29%
General Education Students	8	2	25%	3	38%	3	38%	0	0%	0	0%	3	38%
Students with Disabilities	5	2	40%	3	60%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	11	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%
Economically Disadvantaged	10	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%
Not in Foster Care	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%
Not Homeless	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%
Not Migrant	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%
Parent Not in Armed Forces	13	4	31%	6	46%	3	23%	0	0%	0	0%	3	23%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (JUNE 2024)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	10	11%	17	19%	28	32%	23	26%	10	11%	61	69%
Female	42	3	7%	8	19%	12	29%	12	29%	7	17%	31	74%
Male	46	7	15%	9	20%	16	35%	11	24%	3	7%	30	65%
General Education Students	73	2	3%	14	19%	25	34%	22	30%	10	14%	57	78%
Students with Disabilities	15	8	53%	3	20%	3	20%	1	7%	0	0%	4	27%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	83	8	10%	16	19%	26	31%	23	28%	10	12%	59	71%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%
Economically Disadvantaged	38	5	13%	8	21%	13	34%	8	21%	4	11%	25	66%
Not Economically Disadvantaged	50	5	10%	9	18%	15	30%	15	30%	6	12%	36	72%
Non-English Language Learner	88	10	11%	17	19%	28	32%	23	26%	10	11%	61	69%
Not in Foster Care	88	10	11%	17	19%	28	32%	23	26%	10	11%	61	69%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	87	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	88	10	11%	17	19%	28	32%	23	26%	10	11%	61	69%
Parent Not in Armed Forces	88	10	11%	17	19%	28	32%	23	26%	10	11%	61	69%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%
Female	20	2	10%	0	0%	8	40%	3	15%	7	35%	18	90%
Male	20	2	10%	2	10%	7	35%	4	20%	5	25%	16	80%
General Education Students	37	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	37	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%
Economically Disadvantaged	12	1	8%	0	0%	6	50%	3	25%	2	17%	11	92%
Not Economically Disadvantaged	28	3	11%	2	7%	9	32%	4	14%	10	36%	23	82%
Non-English Language Learner	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%
Not in Foster Care	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%
Not Homeless	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%
Not Migrant	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%
Parent Not in Armed Forces	40	4	10%	2	5%	15	38%	7	18%	12	30%	34	85%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%
Female	22	2	9%	3	14%	9	41%	5	23%	3	14%	17	77%
Male	24	0	0%	3	13%	13	54%	7	29%	1	4%	21	88%
General Education Students	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
White	44	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%
Economically Disadvantaged	11	1	9%	2	18%	6	55%	1	9%	1	9%	8	73%
Not Economically Disadvantaged	35	1	3%	4	11%	16	46%	11	31%	3	9%	30	86%
Non-English Language Learner	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%
Not in Foster Care	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%
Parent Not in Armed Forces	46	2	4%	6	13%	22	48%	12	26%	4	9%	38	83%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	84	12	14%	10	12%	50	60%	12	14%	62	74%
Female	38	7	18%	4	11%	21	55%	6	16%	27	71%
Male	46	5	11%	6	13%	29	63%	6	13%	35	76%
General Education Students	68	5	7%	6	9%	46	68%	11	16%	57	84%
Students with Disabilities	16	7	44%	4	25%	4	25%	1	6%	5	31%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	81	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	84	12	14%	10	12%	50	60%	12	14%	62	74%
Economically Disadvantaged	37	8	22%	4	11%	18	49%	7	19%	25	68%
Not Economically Disadvantaged	47	4	9%	6	13%	32	68%	5	11%	37	79%
Non-English Language Learner	84	12	14%	10	12%	50	60%	12	14%	62	74%
Not in Foster Care	84	12	14%	10	12%	50	60%	12	14%	62	74%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	—	—	—	—	—	—	—	—	—	—
Not Migrant	84	12	14%	10	12%	50	60%	12	14%	62	74%
Parent Not in Armed Forces	84	12	14%	10	12%	50	60%	12	14%	62	74%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	77	12	16%	6	8%	35	45%	24	31%	59	77%
Female	41	7	17%	4	10%	18	44%	12	29%	30	73%
Male	36	5	14%	2	6%	17	47%	12	33%	29	81%
General Education Students	66	5	8%	5	8%	32	48%	24	36%	56	85%
Students with Disabilities	11	7	64%	1	9%	3	27%	0	0%	3	27%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	70	10	14%	5	7%	33	47%	22	31%	55	79%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	1	14%	2	29%	2	29%	4	57%
Economically Disadvantaged	26	6	23%	3	12%	10	38%	7	27%	17	65%
Not Economically Disadvantaged	51	6	12%	3	6%	25	49%	17	33%	42	82%
Non-English Language Learner	77	12	16%	6	8%	35	45%	24	31%	59	77%
Not in Foster Care	77	12	16%	6	8%	35	45%	24	31%	59	77%
Not Homeless	77	12	16%	6	8%	35	45%	24	31%	59	77%
Not Migrant	77	12	16%	6	8%	35	45%	24	31%	59	77%
Parent Not in Armed Forces	77	12	16%	6	8%	35	45%	24	31%	59	77%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	34	2	6%	11	32%	21	62%	0	0%	21	62%
Female	12	0	0%	3	25%	9	75%	0	0%	9	75%
Male	22	2	9%	8	36%	12	55%	0	0%	12	55%
General Education Students	34	2	6%	11	32%	21	62%	0	0%	21	62%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
White	32	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	2	6%	11	32%	21	62%	0	0%	21	62%
Economically Disadvantaged	5	0	0%	4	80%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	29	2	7%	7	24%	20	69%	0	0%	20	69%
Non-English Language Learner	34	2	6%	11	32%	21	62%	0	0%	21	62%
Not in Foster Care	34	2	6%	11	32%	21	62%	0	0%	21	62%
Not Homeless	34	2	6%	11	32%	21	62%	0	0%	21	62%
Not Migrant	34	2	6%	11	32%	21	62%	0	0%	21	62%
Parent Not in Armed Forces	34	2	6%	11	32%	21	62%	0	0%	21	62%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	1	7%	4	29%	6	43%	3	21%	9	64%
Female	2	—	—	—	—	—	—	—	—	—	—
Male	11	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	14	1	7%	4	29%	6	43%	3	21%	9	64%
General Education Students	14	1	7%	4	29%	6	43%	3	21%	9	64%
White	14	1	7%	4	29%	6	43%	3	21%	9	64%
Economically Disadvantaged	6	0	0%	1	17%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	8	1	13%	3	38%	3	38%	1	13%	4	50%
Non-English Language Learner	14	1	7%	4	29%	6	43%	3	21%	9	64%
Not in Foster Care	14	1	7%	4	29%	6	43%	3	21%	9	64%
Not Homeless	14	1	7%	4	29%	6	43%	3	21%	9	64%
Not Migrant	14	1	7%	4	29%	6	43%	3	21%	9	64%
Parent Not in Armed Forces	14	1	7%	4	29%	6	43%	3	21%	9	64%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%
Female	32	1	3%	1	3%	14	44%	5	16%	11	34%	30	94%
Male	48	1	2%	4	8%	15	31%	6	13%	22	46%	43	90%
General Education Students	65	0	0%	2	3%	21	32%	9	14%	33	51%	63	97%
Students with Disabilities	15	2	13%	3	20%	8	53%	2	13%	0	0%	10	67%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	76	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%
Economically Disadvantaged	24	1	4%	2	8%	12	50%	5	21%	4	17%	21	88%
Not Economically Disadvantaged	56	1	2%	3	5%	17	30%	6	11%	29	52%	52	93%
Non-English Language Learner	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%
Not in Foster Care	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%
Not Homeless	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%
Not Migrant	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%
Parent Not in Armed Forces	80	2	3%	5	6%	29	36%	11	14%	33	41%	73	91%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2023-24)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1	1%	3	3%	18	20%	31	34%	37	41%	86	96%
Female	41	—	—	—	—	—	—	—	—	—	—	—	—
Male	48	1	2%	3	6%	9	19%	21	44%	14	29%	44	92%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	42	0	0%	0	0%	9	21%	10	24%	23	55%	42	100%
General Education Students	66	0	0%	1	2%	6	9%	23	35%	36	55%	65	98%
Students with Disabilities	24	1	4%	2	8%	12	50%	8	33%	1	4%	21	88%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	86	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	90	1	1%	3	3%	18	20%	31	34%	37	41%	86	96%
Economically Disadvantaged	37	0	0%	1	3%	9	24%	14	38%	13	35%	36	97%
Not Economically Disadvantaged	53	1	2%	2	4%	9	17%	17	32%	24	45%	50	94%
Non-English Language Learner	90	1	1%	3	3%	18	20%	31	34%	37	41%	86	96%
Not in Foster Care	90	1	1%	3	3%	18	20%	31	34%	37	41%	86	96%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	1	1%	3	3%	18	20%	31	34%	37	41%	86	96%
Parent Not in Armed Forces	90	1	1%	3	3%	18	20%	31	34%	37	41%	86	96%

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.

2020 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	82	9	11%	73	89%	2	2%	5	6%	18	22%	48	59%	66	80%
Female	44	2	5%	42	95%	2	5%	2	5%	13	30%	25	57%	38	86%
Male	38	7	18%	31	82%	0	0%	3	8%	5	13%	23	61%	28	74%
General Education Students	71	6	8%	65	92%	0	0%	2	3%	17	24%	46	65%	63	89%
Students with Disabilities	11	3	27%	8	73%	2	18%	3	27%	1	9%	2	18%	3	27%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	79	7	—	72	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	82	9	11%	73	89%	2	2%	5	6%	18	22%	48	59%	66	80%
Economically Disadvantaged	30	5	17%	25	83%	1	3%	4	13%	7	23%	13	43%	20	67%
Not Economically Disadvantaged	52	4	8%	48	92%	1	2%	1	2%	11	21%	35	67%	46	88%
Non-English Language Learner	82	9	11%	73	89%	2	2%	5	6%	18	22%	48	59%	66	80%
Not in Foster Care	82	9	11%	73	89%	2	2%	5	6%	18	22%	48	59%	66	80%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	8	—	73	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	9	11%	73	89%	2	2%	5	6%	18	22%	48	59%	66	80%
Parent Not in Armed Forces	82	9	11%	73	89%	2	2%	5	6%	18	22%	48	59%	66	80%

2020 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	82	12	15%	70	85%	5	6%	10	12%	39	48%	16	20%	55	67%
Female	44	5	11%	39	89%	2	5%	5	11%	22	50%	10	23%	32	73%
Male	38	7	18%	31	82%	3	8%	5	13%	17	45%	6	16%	23	61%
General Education Students	71	6	8%	65	92%	5	7%	7	10%	37	52%	16	23%	53	75%
Students with Disabilities	11	6	55%	5	45%	0	0%	3	27%	2	18%	0	0%	2	18%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	79	10	—	69	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	82	12	15%	70	85%	5	6%	10	12%	39	48%	16	20%	55	67%
Economically Disadvantaged	30	7	23%	23	77%	1	3%	4	13%	16	53%	2	7%	18	60%
Not Economically Disadvantaged	52	5	10%	47	90%	4	8%	6	12%	23	44%	14	27%	37	71%
Non-English Language Learner	82	12	15%	70	85%	5	6%	10	12%	39	48%	16	20%	55	67%
Not in Foster Care	82	12	15%	70	85%	5	6%	10	12%	39	48%	16	20%	55	67%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	11	—	70	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	12	15%	70	85%	5	6%	10	12%	39	48%	16	20%	55	67%
Parent Not in Armed Forces	82	12	15%	70	85%	5	6%	10	12%	39	48%	16	20%	55	67%

2020 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	25	0	0	25	100
Female	14	0	0	14	100
Male	11	0	0	11	100
General Education Students	25	0	0	25	100
White	25	0	0	25	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	24	0	0	24	100
Non-English Language Learner	25	0	0	25	100
Not in Foster Care	25	0	0	25	100
Not Homeless	25	0	0	25	100
Not Migrant	25	0	0	25	100
Parent Not in Armed Forces	25	0	0	25	100

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

2020 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	9	11%	73	89%	7	9%	10	12%	39	48%	17	21%	56	68%
Female	44	3	7%	41	93%	4	9%	8	18%	23	52%	6	14%	29	66%
Male	38	6	16%	32	84%	3	8%	2	5%	16	42%	11	29%	27	71%
General Education Students	71	6	8%	65	92%	4	6%	10	14%	35	49%	16	23%	51	72%
Students with Disabilities	11	3	27%	8	73%	3	27%	0	0%	4	36%	1	9%	5	45%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	79	7	—	72	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	82	9	11%	73	89%	7	9%	10	12%	39	48%	17	21%	56	68%
Economically Disadvantaged	30	5	17%	25	83%	3	10%	5	17%	13	43%	4	13%	17	57%
Not Economically Disadvantaged	52	4	8%	48	92%	4	8%	5	10%	26	50%	13	25%	39	75%
Non-English Language Learner	82	9	11%	73	89%	7	9%	10	12%	39	48%	17	21%	56	68%
Not in Foster Care	82	9	11%	73	89%	7	9%	10	12%	39	48%	17	21%	56	68%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	8	—	73	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	9	11%	73	89%	7	9%	10	12%	39	48%	17	21%	56	68%
Parent Not in Armed Forces	82	9	11%	73	89%	7	9%	10	12%	39	48%	17	21%	56	68%

2020 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	26	6	23	20	77
Female	13	3	23	10	77
Male	13	3	23	10	77
General Education Students	24	5	21	19	79
Students with Disabilities	2	1	50	1	50
Hispanic or Latino	1	1	100	0	0
White	25	5	20	20	80
Economically Disadvantaged	8	3	38	5	63
Not Economically Disadvantaged	18	3	17	15	83
Non-English Language Learner	26	6	23	20	77
Not in Foster Care	26	6	23	20	77
Homeless	1	1	100	0	0
Not Homeless	25	5	20	20	80
Not Migrant	26	6	23	20	77
Parent Not in Armed Forces	26	6	23	20	77

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

2020 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	82	7	9%	75	91%	2	2%	5	6%	35	43%	33	40%	68	83%
Female	44	2	5%	42	95%	2	5%	3	7%	23	52%	14	32%	37	84%
Male	38	5	13%	33	87%	0	0%	2	5%	12	32%	19	50%	31	82%
General Education Students	71	4	6%	67	94%	0	0%	3	4%	32	45%	32	45%	64	90%
Students with Disabilities	11	3	27%	8	73%	2	18%	2	18%	3	27%	1	9%	4	36%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	79	5	—	74	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	82	7	9%	75	91%	2	2%	5	6%	35	43%	33	40%	68	83%
Economically Disadvantaged	30	4	13%	26	87%	1	3%	2	7%	10	33%	13	43%	23	77%
Not Economically Disadvantaged	52	3	6%	49	94%	1	2%	3	6%	25	48%	20	38%	45	87%
Non-English Language Learner	82	7	9%	75	91%	2	2%	5	6%	35	43%	33	40%	68	83%
Not in Foster Care	82	7	9%	75	91%	2	2%	5	6%	35	43%	33	40%	68	83%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	6	—	75	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	7	9%	75	91%	2	2%	5	6%	35	43%	33	40%	68	83%
Parent Not in Armed Forces	82	7	9%	75	91%	2	2%	5	6%	35	43%	33	40%	68	83%

2020 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	82	9	11%	73	89%	0	0%	2	2%	8	10%	63	77%	71	87%
Female	44	3	7%	41	93%	0	0%	1	2%	6	14%	34	77%	40	91%
Male	38	6	16%	32	84%	0	0%	1	3%	2	5%	29	76%	31	82%
General Education Students	71	5	7%	66	93%	0	0%	0	0%	7	10%	59	83%	66	93%
Students with Disabilities	11	4	36%	7	64%	0	0%	2	18%	1	9%	4	36%	5	45%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	79	7	—	72	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	82	9	11%	73	89%	0	0%	2	2%	8	10%	63	77%	71	87%
Economically Disadvantaged	30	4	13%	26	87%	0	0%	1	3%	4	13%	21	70%	25	83%
Not Economically Disadvantaged	52	5	10%	47	90%	0	0%	1	2%	4	8%	42	81%	46	88%
Non-English Language Learner	82	9	11%	73	89%	0	0%	2	2%	8	10%	63	77%	71	87%
Not in Foster Care	82	9	11%	73	89%	0	0%	2	2%	8	10%	63	77%	71	87%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	8	—	73	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	82	9	11%	73	89%	0	0%	2	2%	8	10%	63	77%	71	87%
Parent Not in Armed Forces	82	9	11%	73	89%	0	0%	2	2%	8	10%	63	77%	71	87%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2023-24)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2023-24)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

\*Reporting standards not met.

NEW YORK STATE NAEP PARTICIPATION RATES

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

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

\*Reporting standards not met.

NATIONAL NAEP PARTICIPATION RATES

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

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

STAFF QUALIFICATIONS (2023-24)  
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	105	6	6%	3	1	33%
STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	102	8	8%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%



TOTAL COHORT GRADUATION RATE (2023-24)

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	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
Female	44	41	93%	25	57%	15	34%	1	2%	1	2%	1	2%	1	2%	0	0%
Male	38	32	84%	17	45%	15	39%	0	0%	0	0%	2	5%	1	3%	3	8%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	71	66	93%	41	58%	25	35%	0	0%	0	0%	2	3%	2	3%	1	1%
Students with Disabilities	11	7	64%	1	9%	5	45%	1	9%	1	9%	1	9%	0	0%	2	18%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	79	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	30	25	83%	9	30%	16	53%	0	0%	1	3%	1	3%	2	7%	1	3%
Not Economically Disadvantaged	52	48	92%	33	63%	14	27%	1	2%	0	0%	2	4%	0	0%	2	4%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
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	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2021-22)

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

**JORDAN-ELBRIDGE CSD GRADUATION RATE DATA  
4 YEAR OUTCOME AS OF AUGUST 2024**

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

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

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

GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
Female	44	41	93%	25	57%	15	34%	1	2%	1	2%	1	2%	1	2%	0	0%
Male	38	32	84%	17	45%	15	39%	0	0%	0	0%	2	5%	1	3%	3	8%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	71	66	93%	41	58%	25	35%	0	0%	0	0%	2	3%	2	3%	1	1%
Students with Disabilities	11	7	64%	1	9%	5	45%	1	9%	1	9%	1	9%	0	0%	2	18%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	79	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	30	25	83%	9	30%	16	53%	0	0%	1	3%	1	3%	2	7%	1	3%
Not Economically Disadvantaged	52	48	92%	33	63%	14	27%	1	2%	0	0%	2	4%	0	0%	2	4%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	81	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

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	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%
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	82	73	89%	42	51%	30	37%	1	1%	1	1%	3	4%	2	2%	3	4%

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# JORDAN-ELBRIDGE

## Central School District

### BUDGET EDITION 2025

## 2025-2026 SCHOOL BUDGET *Key Dates*

### **PUBLIC HEARING & MEET THE BOARD OF EDUCATION CANDIDATES**

Wednesday, May 7<sup>th</sup>, 2025

6:00 p.m.

JEMS Library

### **BUDGET VOTE**

Tuesday, May 20<sup>th</sup>, 2025

7:00 a.m. - 9:00 p.m.

JEHS Events Entrance

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On Tuesday, May 20, 2025, residents will vote on the proposed \$39,585,000 budget for the 2025-26 school year, reflecting a 5.5% spending increase and a 1.5% tax levy increase. This proposal ensures the district's continued commitment to academic excellence while addressing financial realities such as rising operational costs and evolving state mandates.

The state budget, as proposed by Governor Kathy Hochul, allocates only a 2% increase in Foundation Aid for JECSD, equating to approximately \$234,000—well below the annual rate of inflation. While discussions to update New York's outdated school funding formulas are ongoing, no immediate changes are expected to benefit rural districts like Jordan-Elbridge in the upcoming year. Additionally, factors such as rising healthcare costs, inflation, and the required transition to electric school buses by 2027 necessitate careful fiscal planning.

"This budget represents a thoughtful balance," said Superintendent James Froio. "We are committed to providing exceptional educational opportunities for our students by maintaining all student programming and co-curricular activities, keeping class sizes small, and ensuring robust student support services, all while keeping the tax impact manageable for our community."

"The Jordan-Elbridge Central School District remains dedicated to serving students, families, and the community," said Assistant Superintendent R.J. Hartwell. "Through prudent financial management, strategic planning, and an unwavering focus on our mission, vision, and values, the district will continue to thrive in the 2025-26 school year and beyond."

As we approach this important vote, the district encourages community members to stay informed and participate in the process.

Polls will be open on May 20, 2025, from 7 a.m. to 9 p.m. at Jordan-Elbridge High School. Voters may access the building via the events entrance. Absentee or early mail ballot requests can be made by contacting the district clerk.

# PROPOSED 2025–2026 BUDGET SUMMARY

## ESTIMATED REVENUES

REVENUE SOURCES	2024-2025 Revised Revenues	2025-2026 Estimated Revenues	% Change
Tax Levy (Including STAR)	\$13,200,000	\$13,398,000	1.5%
Other Tax Items	596,552	597,749	0.2%
Non-property Taxes	20,000	20,000	0%
Charges for Services	35,000	35,000	0%
Use of Property	82,000	82,000	0%
Miscellaneous & Interest	545,000	864,715	37.0%
State Aid	19,192,648	20,062,536	4.3%
Federal Medicaid Revenue	25,000	25,000	0%
Interfund Transfer-EBALR	0	100,000	100%
Interfund Transfer-TRS	0	150,000	100%
Interfund Transfer-ERS	0	400,000	100%
Interfund Transfer-Workers Comp	0	100,000	100%
Interfund Transfer-Bus Reserve	600,000	650,000	7.7%
Interfund Transfer-Unemployment	118,800	100,000	(18.8%)
Appropriated Fund Balance	3,000,000	3,000,000	0%
<b>Total:</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>

## PROPOSED EXPENDITURES

FUNCTION	2024-2025 Adopted Budget	2025-2026 Proposed Budget	% Change
General Support	\$4,737,313	\$4,997,782	5.2%
Instruction	17,840,658	19,089,434	6.5%
Pupil Transportation	3,415,475	3,693,223	7.5%
Community Service	33,400	36,000	7.2%
Employee Benefits	7,975,559	8,438,750	5.5%
Debt Service	2,892,595	2,869,813	(0.8%)
Interfund Transfers	520,000	460,000	(13.0%)
<b>Total:</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>

## WHAT THE BUDGET PAYS FOR\*

### PROGRAM

- » Salary and benefits (teachers, counselors, librarians, coaches, teaching assistants, bus monitors, bus drivers)
- » Teacher supplies, materials and equipment, conferences
- » Textbooks and software
- » Sports and co-curricular activities
- » Transportation
- » Library Services

### ADMINISTRATIVE

- » Board of Education expenses
- » District clerk and district meeting expenses
- » Salary and benefits for: superintendent, assistant superintendent, principals/supervisors, and central office and main office staff
- » Staff development
- » School resource officers

### CAPITAL

- » Salary and benefits (custodial, grounds keepers, and maintenance)
- » Supplies and materials
- » Equipment
- » Water, sewage and utilities
- » Bond principal and interest payments
- » Capital Outlay
- » Bus purchases

\*Summary and not an item-by-item list

## THREE-COMPONENT BREAK DOWN

**Administrative Component:** Salaries and benefits, as well as all other costs to operate the central district services and each school's main office and cover Board of Education expenses.

**Instructional Component:** Funding for all K-12 educational programs, including teacher and support staff salaries and benefits, BOCES special education and instructional services, interscholastic athletics and transportation.

**Capital Component:** Cleaning and maintaining district facilities, including salaries, benefits, service contracts, utilities, materials and supplies, capital outlay projects and debt service.

## HOW YOUR TAX DOLLARS ARE SPENT

**PROPOSED BUDGET: \$39,585,000**

Administrative  
**11.2%**



Capital  
**17.6%**



Program  
**71.2%**



# PROPOSED 2025-2026 BUDGET

## A LINE-BY-LINE LOOK

### GENERAL SUPPORT

FUNCTION	2024-2025 Budget	2025-2026 Proposed	% Change
Board of Education	\$19,730	\$19,730	0%
District Clerk	10,000	10,000	0%
District Meeting	3,150	3,150	0%
Chief School Administrator	285,645	375,908	24.0%
Business Administration	368,813	382,190	3.5%
Auditing	31,500	34,650	9.1%
Tax Collection	13,750	17,250	20.3%
Purchasing	4,535	4,665	2.8%
Legal Services-Other	73,800	83,800	11.9%
Legal Services-Financial Advisor	6,500	6,500	0%
Legal-BOCES Services	26,230	27,017	2.9%
Personnel	120,075	120,930	0.7%
Records Management	2,500	2,500	0%
Public Information & Services	83,340	85,790	2.9%
Operation of Plant	1,912,400	1,972,750	3.1%
Maintenance of Plant	693,180	718,250	3.5%
Central Printing & Mailing	61,000	77,400	21.2%
Central Data Processing	552,105	576,602	4.2%
Insurance & BOCES Admin. Services	469,060	478,700	2.0%
<b>Total General Support:</b>	<b>\$4,737,313</b>	<b>\$4,997,782</b>	<b>5.2%</b>

### INSTRUCTION

FUNCTION	2024-2025 Budget	2025-2026 Proposed	% Change
Curriculum Development	\$142,039	\$146,657	3.2%
Supervision-Regular School	1,080,726	1,040,795	(3.8%)
Research, Planning & Evaluation	146,625	151,000	2.9%
In-Service Training	92,250	93,000	0.8%
Teaching-Regular School	8,089,978	8,494,385	4.8%
Programs-Students w/Disabilities	4,316,470	4,851,130	11.0%
English Language Learners	32,500	33,638	3.4%
Occupational Education	793,884	975,000	18.6%
Teaching-Special Schools	60,000	61,800	2.9%
School Library & AV	311,263	324,029	3.9%
Computer Assisted Instruction	833,610	879,814	5.3%
Guidance	555,170	619,712	10.4%
Health Services	189,408	201,750	6.1%
Psychological Services	169,256	150,125	(12.7%)
Social Work Services	126,700	96,376	(31.5%)
Co-Curricular Activities	260,624	293,710	11.3%
Interscholastic Activities	640,155	676,495	5.4%
<b>Total Instruction:</b>	<b>\$17,840,658</b>	<b>\$19,089,434</b>	<b>6.5%</b>

### TRANSPORTATION; BENEFITS; DEBT SERVICE; INTERFUND TRANSFERS

	2024-2025 Budget	2025-2026 Proposed	% Change
<b>PUPIL TRANSPORTATION</b>			
District Transportation	\$3,234,750	\$3,343,932	3.3%
Garage Building	160,125	328,175	51.2%
Transportation From BOCES	20,600	21,116	2.4%
<b>Total Pupil Transportation:</b>	<b>\$3,415,475</b>	<b>\$3,693,223</b>	<b>7.5%</b>
<b>COMMUNITY SERVICE</b>			
<b>Total Community Service:</b>	<b>\$33,400</b>	<b>\$36,000</b>	<b>7.2%</b>
<b>DEBT SERVICE (PRINCIPAL &amp; INTEREST)</b>			
<b>Total Debt Service-Construction:</b>	<b>\$2,588,132</b>	<b>\$2,561,813</b>	<b>(1.0%)</b>
<b>Total Debt Service-BOCES:</b>	<b>\$304,463</b>	<b>\$308,000</b>	<b>1.1%</b>

	2024-2025 Budget	2025-2026 Proposed	% Change
<b>EMPLOYEE BENEFITS</b>			
Employees' Retirement	\$560,595	\$569,000	1.5%
Teachers' Retirement	1,334,000	1,344,500	0.8%
Social Security	1,401,625	1,415,800	1.0%
Workers' Compensation	190,000	190,000	0%
Unemployment Insurance	35,000	35,000	0%
Health (Medical)	4,276,340	4,703,450	10%
Vision & Dental	164,500	164,500	0%
Employee Tuition	7,500	10,000	25%
<b>Total Employee Benefits:</b>	<b>\$7,975,559</b>	<b>\$8,438,750</b>	<b>5.5%</b>
<b>INTERFUND TRANSFERS</b>			
Transfer to Special Aid Funds	\$420,000	\$360,000	(16.7%)
Transfer to Capital Fund	100,000	100,000	0%
<b>Total Interfund Transfers:</b>	<b>\$520,000</b>	<b>\$460,000</b>	<b>(13.0%)</b>

	2024-2025 Budget	2025-2026 Proposed	% Change
<b>GRAND TOTAL:</b>	<b>\$37,415,000</b>	<b>\$39,585,000</b>	<b>5.5%</b>



# JEHS ANNOUNCES CLASS OF 2025 VALEDICTORIAN AND SALUTATORIAN

Jordan-Elbridge High School is proud to announce the Valedictorian and Salutatorian for the Class of 2025: Nicolas Loperfido and Brooke Chiaramonte. These two outstanding students have demonstrated exceptional dedication, leadership, and perseverance throughout their high school careers.

## NICOLAS LOPERFIDO - VALEDICTORIAN

For Nicolas Loperfido, earning the title of valedictorian is both an honor and a testament to his hard work—though he jokingly admits it also makes him “a nerd.” Reflecting on his journey, Nick acknowledges the long nights spent studying and writing essays, especially for Mrs. Hourigan’s class, and while he believes he could have put more effort into the little things, he is proud of the work that got him here.

Throughout high school, Nick was a well-rounded student-athlete, participating in football, basketball, and baseball while also being a dedicated member of the National Honor Society and Student Council. As graduation approaches, he is still deciding on his next steps but is considering a future in the medical or engineering fields. While the uncertainty of committing to a career path is daunting, Nick is excited for what’s to come.

Before he walks across the stage, however, he’s looking forward to making the most of his final months at JEHS. From the senior ball and class trip to the lighthearted moments of the pre-test de-stress event, Nick is eager to soak in every last experience before closing this chapter of his life.

## BROOKE CHIARAMONTE - SALUTATORIAN

For Brooke Chiaramonte, earning the title of salutatorian is a reflection of both hard work and perseverance. Once she realized she had a chance at being in the top two, she committed herself fully to the challenge, drawing on her natural competitive spirit as an athlete to keep pushing forward. While the journey wasn’t always easy, she knows the effort was worth it.

Brooke has been deeply involved in school activities, participating in volleyball, basketball, softball, the musical program, and serving as both Class President and Student Council President. More than anything, she will miss the unwavering support of the JEHS community. Whether it was on the court, on stage, or even while creating school videos, she always felt surrounded by encouragement. One of her favorite aspects of high school was being recognized as the “TikTok girl”—a nod to her fun and creative presence in school media.

After graduation, Brooke will be attending Genesee Community College to study Communications while playing for the school’s volleyball team. But before she embarks on her next journey, she is looking forward to the senior celebrations and creating lasting memories with her classmates—many of whom she has shared the past 12+ years with.

## A LEGACY OF EXCELLENCE

As Nicolas and Brooke prepare to turn the page to the next chapter of their lives, they leave behind a legacy of academic achievement, leadership, and school spirit. They are currently working on their speeches for high school graduation, which will take place on Friday, June 27, at 7:30 p.m. at the JEHS Stadium.

## JORDAN-ELBRIDGE HIGH SCHOOL CLASS OF 2025 *Valedictorian*

Nicolas  
Loperfido



## JORDAN-ELBRIDGE HIGH SCHOOL CLASS OF 2025 *Salutatorian*

Brooke  
Chiaramonte







# ON THE MAY 20 BALLOT



## **PROPOSITION 1:**

### ***The 2025-26 budget***

Shall the proposed 2025-2026 budget for the Jordan-Elbridge Central School District, including the use of up to \$100,000 from the Worker's Compensation Reserve, \$100,000 from the Unemployment Insurance Reserve, \$100,000 from the Employee Benefit Accrued Liability Reserve, \$400,000 from the ERS Reserve, \$150,000 from the TRS Reserve, and \$650,000 from the 2022 School Bus Capital Reserve, in the amount of \$39,585,000, as approved by the Board of Education on April 9, 2025, be adopted?

## **PROPOSITION 2:**

### ***Elbridge Free Library***

Shall the annual appropriation for the Elbridge Free Library be increased by the sum of \$10,000.00, to be raised by the levy of a tax upon the taxable property within the Jordan-Elbridge Central School District, in accordance with Section 259 of the Education Law?

## **PROPOSITION 3:**

### ***Jordan Bramley Library***

Shall the annual appropriation for the Jordan Bramley Library be increased by the sum of \$10,000.00, to be raised by the levy of a tax upon the taxable property within the Jordan-Elbridge Central School District, in accordance with Section 259 of the Education Law?

## **BOARD OF EDUCATION ELECTION:**

**(Four Seats)** See page 6 for biographical information of the Board of Education candidates.

### ***What if the 2025-2026 budget is not approved?***

If voters reject the initial budget proposal on May 20th, the Board of Education has the option of putting the same or a revised budget up for a revote in June. If a proposed budget is defeated twice by voters, the district must adopt a contingent budget.

## *A Message From* **JORDAN-ELBRIDGE DOLLARS FOR SCHOLARS**

Did you know that *Jordan-Elbridge Dollars for Scholars* has awarded over **ONE MILLION DOLLARS** in scholarships to JE High School graduates since 1985? As part of the nationwide *Scholarship America* network, our mission is to support students pursuing education at two and four-year colleges, trade schools, technical institutes, and apprenticeships.

We are incredibly grateful for the generous support of our community! Thanks to your contributions and the efforts of the dedicated students who helped prepare donation envelopes during our January fundraiser, we raised money that will go directly toward scholarships for this year's graduating class.

Those scholarships will be awarded at our May 18th ceremony.

***Want to learn more or make a donation?*** Visit [www.jordan-elbridge.dollarsforscholars.org](http://www.jordan-elbridge.dollarsforscholars.org)



**JordanElbridgeCSD**



**Jordan\_Elbridge\_CSD**



**JEEagles**

# BOARD OF EDUCATION CANDIDATES

*Four seats are available on the Jordan-Elbridge Board of Education.  
Whoever gets the least amount of votes would get the 1 year term to fill  
Annette Gustafson's seat.*

## JODI MAY

**Spouse:** David May

**Children:** Tyler - JE Class of 2013 & Christina - JE Class of 2017

**Years lived in district:** 63 years

**Employment:** Retired from teaching at JE as an elementary teacher for 34 years

**High school & college:** JESCD Class of 1978, Cortland State (BS Degree in Education) Class of 1982, Cortland State (Masters Degree in Reading) Class of 1985



JODI  
MAY

## MATTHEW GARDINER

**Spouse:** Tracy Gardiner

**Children:** Seren - Senior & Everett - 8th Grade

**Years lived in district:** 13 years

**Employment:** U.S. History and Psychology Teacher at Cicero North Syracuse High School

**High school & college:** Cato-Meridian High School, SUNY Oswego (B.A. Secondary Education and Theatre and Masters in Education)



MATTHEW  
GARDINER

## TABITHA DELCOSTELLO

**Spouse:** Steven DelCostello

**Children:** Madison - JE Class of 2024 & Adam - 10th Grade

**Years lived in district:** 26 years

**Employment:** Accounts Receivable Manager at The QMC Group

**High school & college:** Baker High School in Baldwinsville, Cazenovia College (A.A.)



TABITHA  
DELCOSTELLO

## SARA AASERUD

**Spouse:** Eric Aaserud

**Children:** Grace - 5th Grade & Isla - 4YP

**Years lived in district:** 6 years

**Employment:** Contractor for NYSERDA

**High school & college:** Union Springs High School, Cornell University (B.S. Mechanical Engineering)



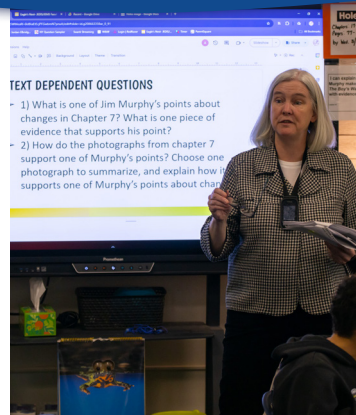
SARA  
AASERUD

# JEDIS Showcases Exemplary Literacy Program to Seneca Falls CSD

Recently, Jordan-Elbridge Dynamic Intermediate School (JEDIS) had the honor of welcoming educators from Seneca Falls Central School District for an in-depth look at the school's renowned literacy program. The visit provided an opportunity for educators to observe JEDIS' fourth and fifth-grade curriculum in action, highlighting innovative teaching strategies and student engagement in literacy.

JEDIS has built a reputation for excellence in literacy instruction, implementing a well-rounded approach that combines foundational skills with critical thinking and creativity. Students actively participate in reading workshops, guided discussions, and hands-on activities that deepen comprehension and foster a love for literature. The school's curriculum aligns with best practices in literacy education, ensuring students develop strong reading and writing skills that prepare them for lifelong success.

"Our literacy program is designed to not only teach reading and writing but to inspire students to become thoughtful, confident learners," said JEDIS and JEMS Principal Alexis Ridlon. "We focus on meeting each student where they are and providing them with the tools they need to grow. It was a pleasure to share our strategies with the educators from Seneca Falls and exchange ideas on how to continue strengthening literacy education."



## Celebrating the Top Ten Students of JEHS Class of 2025

Jordan-Elbridge High School is proud to announce the Top Ten students of the Class of 2025! These remarkable individuals have shown exceptional dedication to their academics, leadership, and overall commitment to excellence. We are excited to recognize the following students for their hard work and achievement:

- |                      |                    |
|----------------------|--------------------|
| 1. Nicolas Loperfido | 6. Roanan Ross     |
| 2. Brooke Chiamonte  | 7. Kennedy Sims    |
| 3. Amy Lin           | 8. Emily Chiamonte |
| 4. Ayden Campion     | 9. Isabella Sauro  |
| 5. Madison Clochessy | 10. Claire Brown   |

Each of these students has demonstrated an outstanding work ethic, a passion for learning, and a commitment to their communities. As they continue their journey through high school, they are sure to inspire their peers and make lasting contributions to the school and beyond. Congratulations to the Top Ten of the Class of 2025—your achievements are a testament to your hard work and determination!







## **JORDAN-ELBRIDGE**

*Central School District*

**District Office:** 9 North Chappell St.

Jordan, NY 13080

**Mailing Address:** PO Box 902

Jordan, NY 13080

Non-Profit  
Organization

**PAID**

Jordan, NY

13080

Permit #5

### **BOARD OF EDUCATION**

Karen Guerrette, *President*

Tabitha DelCostello, *Vice President*

Molly Godfrey

Kurt Handley

Jodi May

Jeffrey Poor

### **SUPERINTENDENT OF SCHOOLS**

James R. Froio

### **ASSISTANT SUPERINTENDENT**

R.J. Hartwell

## **POSTAL PATRON**

# *Please Vote!*

**Tuesday May 20<sup>th</sup>, 2025**

### **JEHS Events Entrance**

Voting will take place in-person. Absentee ballots will be available by request. If you'd like one, please contact the District Clerk at 315-689-8500 ext. 5002. All ballots have to be returned to the District Clerk by **5 p.m. on May 20, 2025.**

## **WHO CAN VOTE?**

### **Voter Qualifications:**

- » U.S. citizen
- » 18 years of age or older
- » District residency for at least 30 days prior to the vote
- » No voter registration is required



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 **JordanElbridgeCSD**

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 **JEEagles**

# Jordan-Elbridge Central School District 2025-26 Budget Notice

Overall Budget Proposal	Budget Adopted for the 2024-25 School Year	Budget Proposed for the 2025-26 School Year	Contingency Budget for the 2025-26 School Year *	
Total Budgeted Amount, Not Including Separate Propositions	\$ 37,415,000	\$ 39,585,000	\$ 38,739,000	
Increase/Decrease for the 2024-25 School Year		\$ 2,170,000	\$ 1,324,000	
Percentage Increase/Decrease in Proposed Budget		5.5%	3.54%	
Change in the Consumer Price Index		2.95%		
A. Proposed Levy to Support the Total Budgeted Amount	\$ 13,200,000	\$ 13,398,000		
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)	\$ 13,200,000	\$ 13,398,000		\$ 13,200,000
F. Total Permissible Exclusions	\$ 103,895	\$ 83,899		
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 13,317,594	\$ 13,519,865		
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 13,096,105	\$ 13,314,101		
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 221,489	\$ 205,764		
Administrative Component	\$ 4,264,922	\$ 4,449,324	\$ 4,415,751	
Program Component	\$ 26,344,620	\$ 28,182,875	\$ 27,277,069	
Capital Component	\$ 6,805,458	\$ 6,952,801	\$ 7,046,180	
* Should the proposed 2025-26 school year budget be defeated, pursuant to Section 2023 of the Education Law, it is anticipated that a contingent budget would require reductions in equipment purchases, except those deemed necessary for the health and safety reasons.				
** 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)	Description		Amount	
	Elbridge Free Library increase		\$ 10,000	
	Jordan Bramley Library increase		\$ 10,000	

\*NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS: Please submit an electronic version (Word or PDF) of this completed form to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov)

Under the Budget Proposed  
for the 2025-26 School Year

Estimated Basic STAR Exemption Savings<sup>1</sup>

\$611

The annual budget vote for the fiscal year 2025-26 by the qualified voters of the Jordan-Elbridge Central School District, Onondaga & Cayuga Counties, New York, will be held at the Jordan-Elbridge High School in said district on Tuesday, May 20, 2025 between the hours of 7:00 am and 9:00 pm, prevailing time in the Jordan-Elbridge High School, at which time the polls will be opened to vote by voting ballot or machine. Absentee ballots must be received by 5:00 pm prevailing time on Tuesday, May 20, 2025.

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

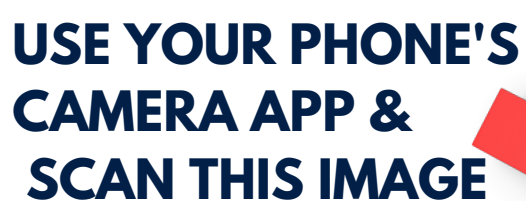




**3 & 4 YEAR OLD  
PRE-K  
KINDERGARTEN  
GRADES 1-12**



**REGISTER ONLINE**  
**WWW.JECSD.ORG**



## COMPLETE THE REGISTRATION ON YOUR DEVICE!

