



Jordan-Elbridge Central School District

2025-26

Proposed Budget #2 REVOTE

Revote - June 17, 2025

Prepared by R. Hartwell

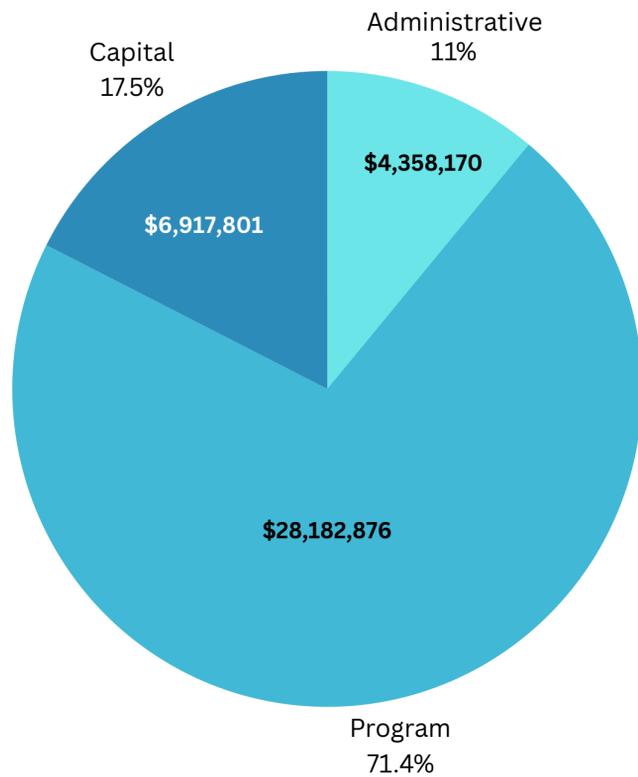
Assistant Superintendent for Business & Finance

Cultivating the BEST in personal growth and achievement

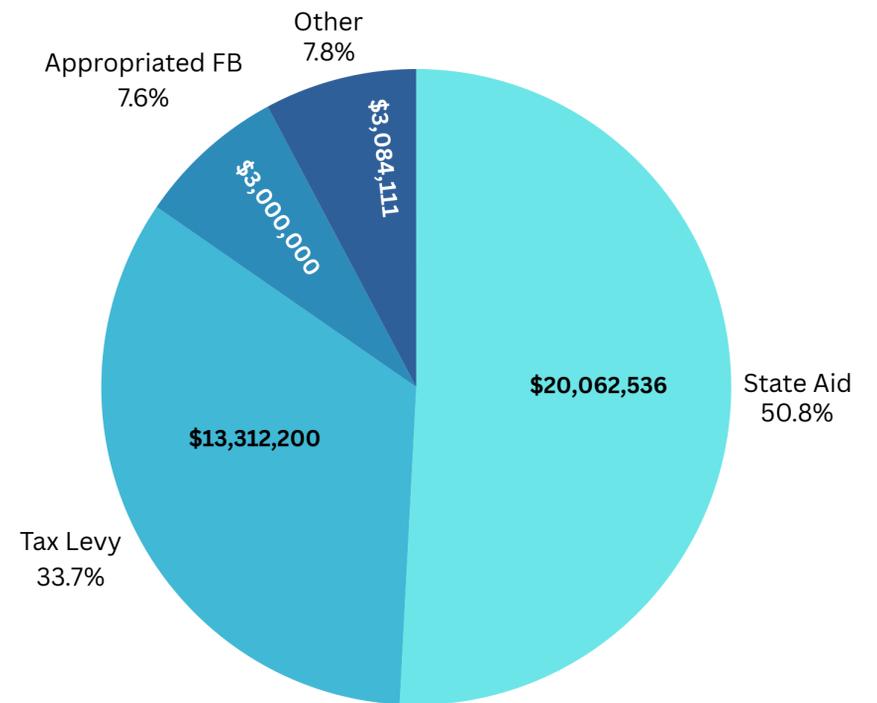
2025-26 Proposed Budget #2

Jordan-Elbridge CSD

Appropriation



Revenue



Proposed Budget #2: \$39,458,847

First failed budget from May 20, 2025: \$39,585,000 (1.5% tax increase)
Increase from 24-25: \$2,043,847 (+5.46%)
New Proposed Tax Levy: \$13,312,200 (+0.85% tax increase)

- The proposed budget #2 maintains all student programming and extracurricular activities.
- **Changes from first failed budget (-\$126,153):**
 - **Removed Superintendent’s budgeted contractual entitlements (-\$35,000 retention & -\$51,153 vacation buyout)**
 - **Decreased school bus purchase spending (-\$35,000)**
 - **Eliminated Tax Collector stipend (-\$5,000)**
 - **Proposed tax levy increase lowered from 1.5% to 0.85%**
- REVOTE Tuesday, June 17th from 7am-9pm at the JE High School Events Entrance.
- Failure to pass this second vote will result in the adoption of the contingency budget by the Board of Education. A contingency budget means:
 - **No community use of school buildings** when school is not in session
 - **No new equipment purchases**, including school buses
 - **Field trips and non-essential supply purchases are limited**
 - **Athletics and extracurricular activities are impacted**



Cultivating the best in personal growth & achievement

Prepared by Mr. R. J. Hartwell, Assistant Superintendent for Business & Finance



Jordan-Elbridge

Central School District

2025-2026 Proposed Budget #2
REVOTE

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
- Excellent in all that they do
- Ethical in their behaviors
- Accepting of all
- Global thinkers
- Learners first
- Examiners of *why* and *how*
- Selfless



Budget Proposal



**2025-26
Budget Proposal #2**

REVOTE Edition



Proposed Budget #2 by Function – GENERAL SUPPORT

Function	2024-25 Budget	2025-26 Proposed #2	% 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	289,754	1.4%	Contractual retirement obligations removed
Business Administration	368,813	382,189	3.6%	
Auditing	31,500	34,650	10%	
Tax Collection	13,750	12,250	(10.9%)	Stipend removed; task assigned to new employee
Purchasing	4,535	4,665	2.9%	
Legal Services-Other	73,800	83,800	13.6%	
Legal Services-Financial Advisor	6,500	6,500	0%	
Legal-BOCES Services	26,230	27,017	3%	
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	3.2%	
Maintenance of Plant	693,180	718,250	3.6%	
Central Printing & Mailing	61,000	77,400	26.9%	Cost re-coding to proper budget line
Central Data Processing	552,105	576,602	4.4%	
Insurance & BOCES Admin Svcs.	469,060	478,700	2.1%	
TOTAL GENERAL SUPPORT	\$4,737,313	\$4,906,627	3.6%	

Proposed Budget #2 by Function – INSTRUCTIONAL SUPPORT

Function	2024-25 Budget	2025-26 Proposed #2	% Increase/ (Decrease)	
Curriculum Development	\$142,039	\$146,675	3.3%	
Supervision-Regular School	1,080,726	1,040,795	(3.7%)	Reduction of 1 clerical position at Elbridge Elementary
Research, Planning & Evaluation	146,625	151,000	3%	
In-service Training	92,250	93,000	0.8%	
Teaching-Regular School	8,089,978	8,494,385	5%	
Programs-Students w/Disabilities	4,316,470	4,851,130	12.4%	Increased student services
English Language Learners	32,500	33,638	3.5%	
Occupational Education	793,884	975,000	22.8%	Additional student participation
Teaching-Special Schools	60,000	61,800	3%	
School Library & AV	311,263	324,029	4.1%	
Computer Assisted Instruction	833,610	879,814	5.5%	
Guidance	555,170	619,712	11.6%	Addition of Engagement Specialist
Health Services	189,408	201,750	6.5%	
Psychological Services	169,256	150,125	(11.3)%	Reduction of county social worker partnership & hiring new school psychologist
Social Work Services	126,700	96,376	(23.9)%	
Co-Curricular Activities	260,624	293,710	12.7%	Marching band & athletic supplies
Interscholastic Activities	640,155	676,495	5.7%	
TOTAL INSTRUCTION	\$17,840,658	\$19,089,434	7.0%	

Proposed Budget #2 by Function – Transportation, Benefits, Debt Service, Interfund Transfers

Function	2024-25 Budget	2025-26 Proposed #2	% Increase/ (Decrease)
District Transportation	\$3,234,750	\$3,308,932	2.3%
Garage Building	160,125	328,175	104.9%
Transportation from BOCES	20,600	21,116	2.5%
TOTAL PUPIL TRANSPORTATION	3,415,475	3,658,223	7.1%
Community Service	33,400	36,000	7.8%
TOTAL COMMUNITY SERVICE	33,400	36,000	7.8%
Employees' Retirement	560,595	569,000	1.5%
Teachers' Retirement	1,334,000	1,344,500	0.8%
Social Security	1,401,624	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, 403b, Flex	170,500	171,000	0.3%
Employee Tuition	7,500	10,000	33%
TOTAL EMPLOYEE BENEFITS	7,975,559	8,438,750	5.8%
DEBT SERVICE-Construction Principal & Interest	2,588,132	2,561,813	(1.0%)
DEBT SERVICE-BOCES Principal & Interest	304,463	308,000	1.2%
Transfer to Special Aid Funds	420,000	360,000	(14.3%)
Transfer to Capital Fund	100,000	100,000	0%
TOTAL INTERFUND TRANSFERS	520,000	460,000	(11.5%)
GRAND TOTAL	\$37,415,000	\$39,458,847	5.46%

Includes purchase of:
4 half-buses

Bus mechanical lift
needs replacement

Rising health care costs

Continued planned
payment on long-
term district debt

Proposed Budget #2 at a Glance

Function	2024-25 Adopted Budget	2025-26 Proposed Budget #2	% Increase/ (Decrease)
General Support	\$4,737,313	\$4,906,627	3.6%
Instruction	17,840,658	19,089,434	7.0%
Pupil Transportation	3,415,475	3,658,223	7.1%
Community Service	33,400	36,000	7.8%
Employee Benefits	7,975,559	8,438,750	5.8%
Debt Service	2,892,595	2,869,813	(0.8%)
Interfund Transfers	520,000	460,000	(11.5%)
TOTAL	\$37,415,000	\$39,458,847 (\$126,153 less than defeated budget)	5.46%

Proposed Budget #2 3-Part Budget Format

Component	2024-25 Adopted Budget	2025-26 Proposed Budget #2	% Increase/ (Decrease)
Administrative	\$4,264,922	\$4,358,170	2.2%
Program	26,344,620	28,182,876	7.0%
Capital	6,805,458	6,917,801	1.7%
TOTAL	\$37,415,000	\$39,458,847	5.46%

Anticipated Operating Revenues

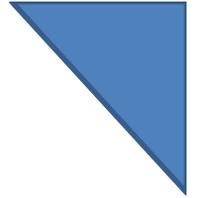
Revenue Source	2024-25 Revised Revenues	2025-26 Estimated Revenue	% Increase/ (Decrease)	
Tax Levy (including STAR)	13,200,000	13,312,200	0.85%	<i>School property tax increase (decreased to 0.85% increase from defeated budget increase of 1.5%)</i>
Other Tax Items	596,552	597,749	0.2%	
Non-property Taxes	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	58.7%	
State Aid	19,192,648	20,062,536	4.5%	Minimum Foundation Aid increase of 2%
Federal Medicaid Revenue	25,000	25,000	0%	
Interfund Transfer-EBALR	0	0	N/A	Removed planned use of EBALR
Interfund Transfer-Tax Certiori	0	94,647	N/A	Required to decrease Tax Certiori Reserve if no active property tax claims
Interfund Transfer-TRS	0	150,000	N/A	
Interfund Transfer-ERS	0	400,000	N/A	
Interfund Transfer-Workers Comp	0	100,000	N/A	
Interfund Transfer-Bus Reserve	600,000	615,000	2.5%	
Interfund Transfer-Unemployment	118,800	100,000	(15.8%)	
Appropriated Fund Balance	3,000,000	3,000,000	0%	Maintains Fund Balance below the comptroller's 4% threshold
TOTAL	\$37,415,000	\$39,458,847	5.46%	

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 #2 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	(94,647)
Employee Benefit Accrued Liability	220,622		6,619	227,241	0
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	(615,000)
- Bus 2022	942,582	(288,822)	19,613	673,373	
- 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	
TOTAL	\$9,701,697	(\$718,800)	\$273,051	\$9,256,748	(\$1,459,647)



Budget #2 Highlights



- **This newly proposed budget #2 continues to support 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.
 - Tax Certiori: \$94,647
 - TRS: \$150,000
 - ERS: \$400,000
 - Workers Comp: \$100,000
 - Bus Reserve: \$615,000
 - Unemployment: \$100,000



Budget #2 Highlights

- Retirement and enrollment-driven decreases to instructional staffing in 25-26 will reduce district spending by an estimated \$464,000.
- A ~~1.50% levy increase~~ **0.85% levy increase**, along with planned reserve use, will continue to support student programming and demonstrates fiscal responsibility to the community.
- **Reductions in Proposed Budget #2:**
 - Removed Superintendent's budgeted contractual entitlements (-\$35,000 retention, and -\$51,153 vacation buyout)
 - Decreased school bus purchase spending (-\$35,000)
 - Eliminated Tax Collector stipend (-\$5,000)



Contingency Budget

The community did not approve the first proposed budget on May 20th, 2025 by a simple majority (50% + 1 vote). What happens next?

There are now two possible outcomes:

- 1) A new budget is proposed for a revote. A majority of voters + 1 vote is required to pass the new budget.
- 2) A contingency budget must be adopted if the second proposed budget is defeated by voters.



Contingency Budget



What if this new proposed budget #2 also fails on June 17th?

A contingency budget must be adopted by the Board of Education. *NYS Education Law § 2023*

How does a contingency budget impact us?

Only ordinary contingent expenses can be spent in a contingency budget. These are costs deemed to be necessary to operate and maintain school, such as those **essential to maintain the educational program, preserve property, and assure health and safety of all students and staff.**



Contingency Budget

Can the community use the school district facilities when school is not in session on a contingency budget? No.

What equipment can be purchased?

None, including school buses. There is limited spending and only on ordinary contingent expenses.

What are the negative impacts of a contingency budget?

Limited field trips, supply purchases, and no new equipment spending. Spending is only permitted on items that preserve the educational setting, property, and safety of students and staff.



Contingency Budget



How does the tax levy change in a contingency budget?

The tax levy remains the same as the last approved school budget. In 2024-25, the total tax levy was \$13,200,000.

Does this mean my taxes will stay the same as last year?

Not necessarily. Depending on town property valuations, community growth or decline, and other factors, an individual's school property tax may still go up, down, or remain the same. What does not change in a contingency budget is the total tax levy (\$13,200,000).



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	0.85%	Helps offset minimum state aid increases

Important Information



- Budget hearing – Wednesday, June 4th @ 6:00 p.m. MS Library



Budget Revote – Tuesday, June 17th, 2025 *NYS Education Law § 2007*
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*



Important Task/Item	Date	Description/Action
Completed budget (new) BOE meeting to adopt new proposed budget	Wednesday, May 28	Conduct a board meeting to adopt new proposed budget. Approve a proposed budget.
Early mail ballot requests	Beginning Thursday, May 29, 2025	An individual may request an early mail ballot by requesting in writing to the district clerk starting 5/29/25. Early mail ballots are due back to the district clerk by Tues., June 17 at 5:00 pm.
Absentee mail ballot requests	Beginning Thurs., May 29th through Tuesday, June 10 (mail) Beginning Thurs., May 29th through Monday, June 16 (in person)	Anyone wishing to vote by absentee must submit their request to the district clerk at least 7 days (6/10/25) if requested by mail or 1 day (6/16/25) if in person prior to the date of the vote (6/17/25)
Budget hearing	Wednesday, June 4	Middle School Library, 6pm
Budget Notice mailing	June 5, 2025	One page budget notice
Early Mail Ballots & Absentee Ballots due	Due by Tuesday, June 17th at 5:00 pm	All absentee and early mail ballots must be received by the district clerk by this date/time.
Re-Vote	Tuesday, June 17	High school events entry, 7am-9pm

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	39,458,847
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	13,200,000	13,312,200
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy (A + B + C - D)	13,200,000	13,312,200
F. Permissible Exclusions to the School Tax Levy Limit	103,895	48,899
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	13,317,594	13,402,271
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	13,263,301
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	221,489	138,970
Public School Enrollment	1,165	1,146
Consumer Price Index		2.95%

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 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 construction, 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 construction, 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:				202,561,403	24.74
Total System Exemptions:				48,950	0.01
Totals:				202,610,353	24.75

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

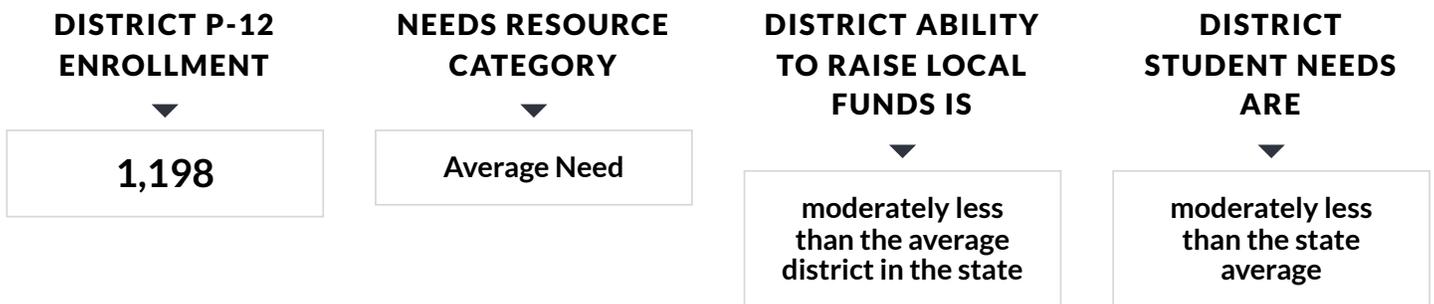
Type: Senior High

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

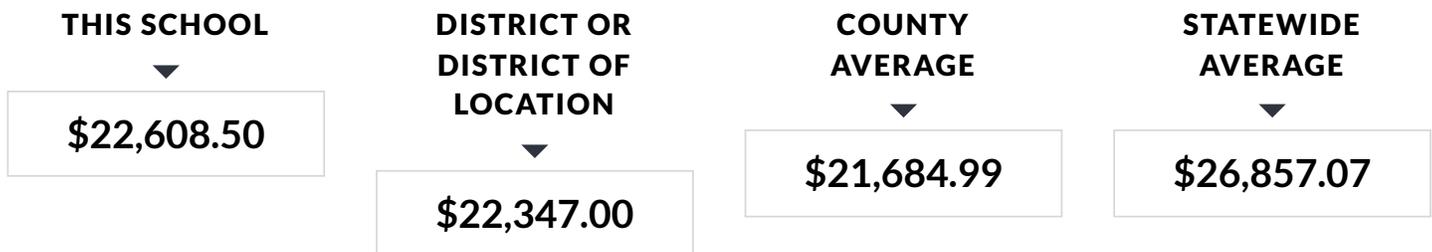


Student Demographics

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	JORDAN-ELBRIDGE CSD	JORDAN-ELBRIDGE HIGH SCHOOL
» 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

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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

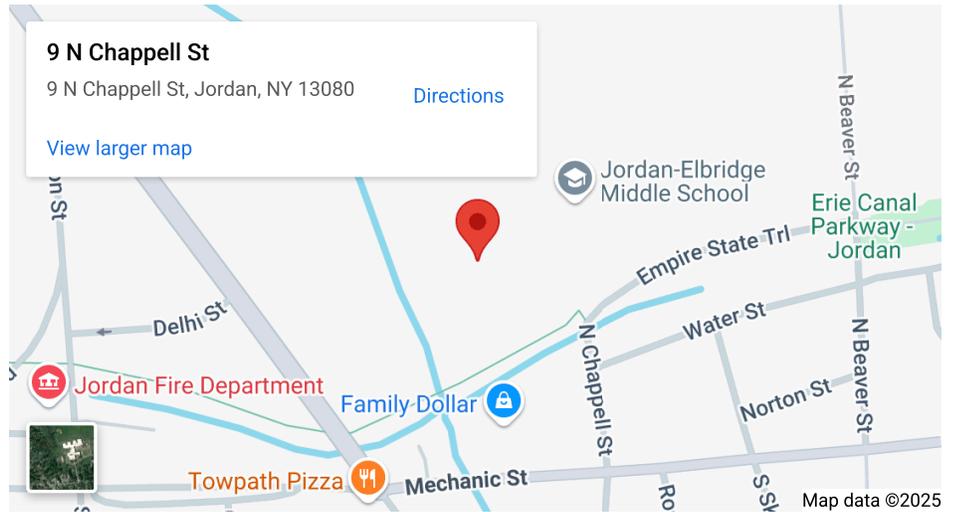
LEGAL NAME: JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT

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

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	X	75	89.3%
Hispanic or Latino	–	1	–
White	X	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	12%	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Female	23	9%	2	9%	21	91%	2	10%	11	52%	7	33%	1	5%	8	38%
Male	36	14%	5	14%	31	86%	10	32%	12	39%	6	19%	3	10%	9	29%
General Education Students	44	5%	2	5%	42	95%	8	19%	18	43%	12	29%	4	10%	16	38%
Students with Disabilities	15	33%	5	33%	10	67%	4	40%	5	50%	1	10%	0	0%	1	10%
American Indian or Alaska Native	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	58	12%	7	12%	51	88%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	59	12%	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Economically Disadvantaged	33	18%	6	18%	27	82%	7	26%	12	44%	6	22%	2	7%	8	30%
Not Economically Disadvantaged	26	4%	1	4%	25	96%	5	20%	11	44%	7	28%	2	8%	9	36%
English Language Learner	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	58	10%	6	10%	52	90%	12	23%	23	44%	13	25%	4	8%	17	33%
Not in Foster Care	59	12%	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Homeless	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	58	12%	7	12%	51	88%	-	-	-	-	-	-	-	-	-	-
Not Migrant	59	12%	7	12%	52	88%	12	23%	23	44%	13	25%	4	8%	17	33%
Parent Not in Armed Forces	59	12%	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	6%	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	44%	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Female	42	50%	21	50%	21	50%	—	—	—	—	—	—	—	—	—	—
Male	42	38%	16	38%	26	62%	21	81%	5	19%	0	0%	0	0%	0	0%
Non-Binary	1	0%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	43	49%	21	49%	22	51%	11	50%	7	32%	4	18%	0	0%	4	18%
General Education Students	73	40%	29	40%	44	60%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	67%	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0%	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	82	44%	36	44%	46	56%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	84	43%	36	43%	48	57%	32	67%	12	25%	4	8%	0	0%	4	8%
Economically Disadvantaged	37	41%	15	41%	22	59%	15	68%	4	18%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	48	46%	22	46%	26	54%	17	65%	8	31%	1	4%	0	0%	1	4%
Non-English Language Learner	85	44%	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Not in Foster Care	85	44%	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Homeless	2	50%	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	83	43%	36	43%	47	57%	—	—	—	—	—	—	—	—	—	—
Not Migrant	85	44%	37	44%	48	56%	32	67%	12	25%	4	8%	0	0%	4	8%
Parent Not in Armed Forces	85	44%	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 5 SCIENCE RESULTS



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	86	86%	8	9%	78	91%	13	17%	40	51%	24	31%	1	1%	25	32%
Grade 8	85	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	85%	14	16%	71	84%	17	24%	23	32%	24	34%	7	10%	31	44%
Grades 5 & 8	171	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%
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%
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%	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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%
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

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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 #2 EDITION 2025

2025-2026 SCHOOL BUDGET REVOTE

Key Dates

BUDGET HEARING

Wednesday, June 4th, 2025

6:00 p.m.

JEMS Library

BUDGET REVOTE

Tuesday, June 17th, 2025

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

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 June 17, 2025.**

Jordan-Elbridge's newly proposed Budget #2 totals \$39,458,847—\$126,153 less than the previously defeated budget—and includes a reduced 0.85% tax levy increase (down from 1.50%). The budget continues to fully support all academic and co-curricular programs while maintaining the district's fiscally responsible practice of purchasing buses with cash to avoid interest expenses. Strategic use of reserve funds will help minimize the tax impact, and anticipated staffing reductions in 2025-26 due to retirements and enrollment shifts are projected to save \$464,000. **Key reductions in this proposal include the removal of the Superintendent's budgeted contractual entitlements (-\$86,154), decreased bus spending (-\$35,000), and elimination of the Tax Collector stipend (-\$5,000).**

Highlighted boxes indicate proposed changes from 2025-26 Proposed Budget #1 to 2025-26 Proposed Budget #2

TAX RATE HISTORY OF SCHOOL LEVY

SCHOOL BUDGET YEAR	Tax Rate Change	Special Notes
2016-2017	0.00%	
2017-2018	0.00%	
2018-2019	1.90%	Addition of School Resource Officers
2019-2020	0.00%	Levy showed 0.20% increase; actual tax impact 0% due to PILOT adjustments
2020-2021	0.00%	COVID-era reliance on federal funding
2021-2022	0.00%	
2022-2023	2.80%	Adjusting to the realized impacts of inflation
2023-2024	2.75%	
2024-2025	0.00%	
2025-2026	0.85%	Helps offset minimum state aid increases

PROPOSED 2025-2026 BUDGET SUMMARY

ANTICIPATED OPERATING REVENUES

REVENUE SOURCES	2024-2025 Revised Revenues	2025-2026 Estimated Revenues	% Change
Tax Levy (Including STAR)	\$13,200,000	\$13,312,200	0.85%
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	58.7%
State Aid	19,192,648	20,062,536	4.5%
Federal Medicaid Revenue	25,000	25,000	0%
Interfund Transfer-EBALR	0	0	N/A
Interfund Transfer-Tax Certiori	0	94,647	N/A
Interfund Transfer-TRS	0	150,000	N/A
Interfund Transfer-ERS	0	400,000	N/A
Interfund Transfer-Workers Comp	0	100,000	N/A
Interfund Transfer-Bus Reserve	600,000	615,000	2.5%
Interfund Transfer-Unemployment	118,800	100,000	(15.8%)
Appropriated Fund Balance	3,000,000	3,000,000	0%
Total:	\$37,415,000	\$39,458,847	5.46%

School property tax increase (decreased from defeated budget increase of 1.5%)

Reduction of 1 clerical position at Elbridge Elementary

Rental of classroom to BOCES

Increased student services

Minimum Foundation Aid increase of 2%

Additional student participation

Removed planned use of EBALR

Addition of Engagement Specialist

Required to decrease Tax Certiori Reserve if no active property tax claims

Reduction of county social worker partnership & hiring new school psychologist

Maintains Fund Balance below the comptroller's 4% threshold

Marching band & athletic supplies

PROPOSED BUDGET #2 AT A GLANCE

FUNCTION	2024-2025 Adopted Budget	2025-2026 Proposed Budget #2	% Change
General Support	\$4,737,313	\$4,906,627	3.6%
Instruction	17,840,658	19,089,434	7.0%
Pupil Transportation	3,415,475	3,658,223	7.1%
Community Service	33,400	36,000	7.8%
Employee Benefits	7,975,559	8,438,750	5.8%
Debt Service	2,892,595	2,869,813	(0.8%)
Interfund Transfers	520,000	460,000	(11.5%)
Total:	\$37,415,000	\$39,458,847	5.46%

(\$126,153 less than defeated budget)

PROPOSED BUDGET #2, 3-PART FORMAT

COMPONENT	2024-2025 Adopted Budget	2025-2026 Proposed Budget #2	% Change
Administrative	\$4,264,922	\$4,358,170	2.2%
Program	26,344,620	28,182,876	7.0%
Capital	6,805,458	6,917,801	1.7%
Total:	\$37,415,000	\$39,458,847	5.46%

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 #2 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	139,186		4,176	143,362	(94,647)
Employee Benefit Accrued Liability	220,622		6,619	277,241	0
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	(615,000)
- 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	
Total:	\$9,701,697	(\$718,800)	\$273,051	\$9,256,748	(\$1,459,647)

Includes purchase of: 4 half-buses

Bus mechanical lift needs replacement

Continued planned payment on long-term district debt

PROPOSED 2025-2026 BUDGET

A LINE-BY-LINE LOOK

INSTRUCTION

FUNCTION	2024-2025 Budget	2025-2026 Proposed Budget #2	% Change
Curriculum Development	\$142,039	\$146,657	3.3%
Supervision-Regular School	1,080,726	1,040,795	(3.7%)
Research, Planning & Evaluation	146,625	151,000	3%
In-Service Training	92,250	93,000	0.8%
Teaching-Regular School	8,089,978	8,494,385	5%
Programs-Students w/Disabilities	4,316,470	4,851,130	12.4%
English Language Learners	32,500	33,638	3.5%
Occupational Education	793,884	975,000	22.8%
Teaching-Special Schools	60,000	61,800	3%
School Library & AV	311,263	324,029	4.1%
Computer Assisted Instruction	833,610	879,814	5.5%
Guidance	555,170	619,712	11.6%
Health Services	189,408	201,750	6.5%
Psychological Services	169,256	150,125	(11.3%)
Social Work Services	126,700	96,376	(23.9%)
Co-Curricular Activities	260,624	293,710	12.7%
Interscholastic Activities	640,155	676,495	5.7%
Total Instruction:	\$17,840,658	\$19,089,434	7.0%

GENERAL SUPPORT

FUNCTION	2024-2025 Budget	2025-2026 Proposed Budget #2	% Change	
Board of Education	\$19,730	\$19,730	0%	Budgeted contractual retirement obligations removed
District Clerk	10,000	10,000	0%	
District Meeting	3,150	3,150	0%	
Chief School Administrator	285,645	289,754	1.4%	
Business Administration	368,813	382,189	3.6%	
Auditing	31,500	34,650	10%	
Tax Collection	13,750	12,250	(10.9%)	
Purchasing	4,535	4,665	2.9%	Stipend removed; task assigned to new employee
Legal Services-Other	73,800	83,800	13.6%	
Legal Services-Financial Advisor	6,500	6,500	0%	
Legal-BOCES Services	26,230	27,017	3%	
Personnel	120,075	120,930	0.7%	
Records Management	2,500	2,500	0%	
Public Information & Services	83,340	85,790	2.9%	Cost re-coding to proper budget line
Operation of Plant	1,912,400	1,972,750	3.2%	
Maintenance of Plant	693,180	718,250	3.6%	
Central Printing & Mailing	61,000	77,400	26.9%	
Central Data Processing	552,105	576,602	4.4%	
Insurance & BOCES Admin. Services	469,060	478,700	2.1%	
Total General Support:	\$4,737,313	\$4,906,627	3.6%	

TRANSPORTATION; BENEFITS; DEBT SERVICE; INTERFUND TRANSFERS

	2024-2025 Budget	2025-2026 Proposed Budget #2	% Change
PUPIL TRANSPORTATION			
District Transportation	\$3,234,750	\$3,308,932	2.3%
Garage Building	160,125	328,175	104.9%
Transportation From BOCES	20,600	21,116	2.5%
Total Pupil Transportation:	\$3,415,475	\$3,658,223	7.1%
COMMUNITY SERVICE			
Total Community Service:	\$33,400	\$36,000	7.8%
DEBT SERVICE (PRINCIPAL & INTEREST)			
Total Debt Service-Construction:	\$2,588,132	\$2,561,813	(1.0%)
Total Debt Service-BOCES:	\$304,463	\$308,000	1.2%

	2024-2025 Budget	2025-2026 Proposed Budget #2	% Change
EMPLOYEE BENEFITS			
Employees' Retirement	\$560,595	\$569,000	1.5%
Teachers' Retirement	1,334,000	1,344,500	0.8%
Social Security	1,401,624	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, 403b, Flex	170,000	171,000	0.3%
Employee Tuition	7,500	10,000	33%
Total Employee Benefits:	\$7,975,559	\$8,438,750	5.8%
INTERFUND TRANSFERS			
Transfer to Special Aid Funds	\$420,000	\$360,000	(14.3%)
Transfer to Capital Fund	100,000	100,000	0%
Total Interfund Transfers:	\$520,000	\$460,000	(11.5%)

	2024-2025 Budget	2025-2026 Proposed Budget #2	% Change
GRAND TOTAL:	\$37,415,000	\$39,458,847	5.46%



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*

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Kurt Handley

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POSTAL PATRON

WHAT HAPPENS IF BUDGET #2 FAILS?

On May 20, 2025, the Jordan-Elbridge community voted on the district's first proposed budget for the 2025-26 school year. That budget did not pass by a simple majority. Now, a revised budget—Budget #2—will go to a community vote on **Tuesday, June 17, 2025**.

There are two possible outcomes for that vote:

- Budget #2 is approved** by a simple majority (50% of the vote +1). The district will move forward with its programs and plans as outlined in the revised proposal.
- Budget #2 is defeated.** In this case, the Board of Education is required by New York State law to adopt a **contingency budget**.

UNDERSTANDING THE CONTINGENCY BUDGET

A contingency budget limits district spending to *only essential and ordinary expenses*—those necessary to keep schools operating safely and maintain current educational programs and facilities. If Budget #2 is defeated and the Board must adopt a contingency budget, the following restrictions will apply:

- **No community use of school buildings** when school is not in session.
- **No purchases of new equipment**, including school buses.
- **No new field trips or non-essential supply purchases.**

Only expenses that preserve educational services, property, and student/staff safety will be allowed.

WHAT HAPPENS TO THE TAX LEVY?

Under a contingency budget, **the total tax levy is frozen at the 2024-25 level: \$13.2 million**. However, this does *not* guarantee that individual property tax bills will remain unchanged. Property taxes may still increase or decrease depending on factors such as assessments and property value shifts within the town.

WHY IT MATTERS

A contingency budget significantly reduces the district's ability to invest in its schools. It limits opportunities for students, halts the purchase of needed equipment, and eliminates community access to school buildings outside of regular hours. These impacts affect not just students and staff, but the wider Jordan-Elbridge community.

All eligible voters are encouraged to make their voices heard on **June 17, 2025**.

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JordanElbridgeCSD



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JEEagles

Jordan-Elbridge Central School District 2025-26 Budget Notice – Revote June 17, 2025

Overall Budget Proposal	Budget Adopted for the 2024-25 School Year	Budget #2 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	\$ 39,458,847	\$ 38,739,000
Increase/Decrease for the 2024-25 School Year		\$ 2,043,847	\$ 1,324,000
Percentage Increase/Decrease in Proposed Budget		5.46%	3.54%
Change in the Consumer Price Index		2.95%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 13,200,000	\$ 13,312,200	
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	\$ 13,312,200	\$ 13,200,000
F. Total Permissible Exclusions	\$ 103,895	\$ 48,899	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 13,317,594	\$ 13,402,271	
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	\$ 13,263,301	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 221,489	\$ 138,970	
Administrative Component	\$ 4,264,922	\$ 4,358,170	\$ 4,315,751
Program Component	\$ 26,344,620	\$ 28,182,876	\$ 27,577,069
Capital Component	\$ 6,805,458	\$ 6,917,801	\$ 6,846,180

* 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 and Jordan Bramley Library Propositions	
Passed on Budget Vote Date May 20, 2025	

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

Under the Budget Proposed
for the 2025-26 School Year

Estimated Basic STAR Exemption Savings¹

\$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, June 17, 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, June 17, 2025.

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

