

PEEKSKILL CITY SCHOOL DISTRICT

EDUCATIONAL PLAN

AND

BUDGET

2023-2024

Submitted by:

Dr. David Mauricio
Superintendent of Schools

Ms. Cynthia Hawthorne
Assistant Superintendent for Business

Peekskill City School District

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Dr. Rebecca Aviles-Rodriguez

Assistant Superintendent for Elementary Education

Eudes Budhai

Interim Assistant Superintendent for Secondary Education

PRINCIPALS:

Peekskill High School:

Dr. Jenna Ferris

Peekskill Middle School:

Donald Peters (Interim Principal)

Hillcrest Elementary School:

Kerianne Harrison

Oakside Elementary School:

Crystal Hernandez

Woodside Elementary School:

Staci Woodley

Uriah Hill Elementary School:

Carmen Vargas

DISTRICT DIRECTORS:

Dr. Ahunna Akoma

Director of Grants, Data and Accountability

Carmine Crisci

Director of Facilities

Madeline Diamond

Director of Multilingual Programs & World Languages

Maria Olivier-Flores

Interim LEAP Director

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Director of Special Services

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Director of Physical Education, Health & Athletics

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Interim Director of Special Education for Instruction

David Santiago

Director of Security



Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Dr. David Mauricio
Superintendent of Schools

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Dear Peekskill Families,

As I approach the start of my sixth year as the proud Superintendent of Peekskill Schools, I would like to thank the Peekskill Board of Education and our school community for their continued support of our district. I am privileged to work alongside a team of educators and families who are dedicated to keeping “Peekskill's Promise.”

I am excited to announce that we have begun our district’s centennial celebrations, and will continue these festivities throughout the 2023-2024 school year as we recognize 100 years of Peekskill Pride! We are excited to share the rich history of our schools with our students and the Peekskill community.

In 2023-2024, our district begins to see the benefit of our years of advocacy work as the full funding of Foundation Aid helps to enhance high quality programs for our students. Thanks to this additional State funding, we have also been able to keep our tax levy at 2%, which is under this year's maximum allowable tax cap of 3.38%. While our budget-to-budget increase is 9.78% this year, a majority of this is driven from State Aid. Our homeowner’s average annual impact falls to \$89.72 in 2023-24, which is a \$65.65 decrease from 2022-2023. In this newsletter, you will learn more about what the 2023-2024 Educational Plan and Budget entails. Additional details and presentations can be found on our district website: www.peekskillcsd.org.

Looking back on our accomplishments this past school year, our district continues to progress as we enhance our student programming and improve our facilities. Additionally, we have added teaching staff and continue to provide educators with professional development opportunities to improve student outcomes. Our District graduation rate for 2022 rose to 87% (this includes all Peekskill students, including those in out-of-district schools). Our high school graduation rate rose to 88% (this includes only students who attend Peekskill High School on Elm Street).

At the elementary level, we recently added three new STEAM (Science, Technology, Engineering, Art and Mathematics) Labs across the district. New lab spaces at Uriah Hill, Woodside and Oakside now join existing STEAM spaces at Hillcrest, PKMS and PHS.

After-school programs thrived this year at all of our schools thanks to the use of grant funding. Moving forward, we will continue to hold the five tenets of Peekskill's Promise as our guide for all that we do for our children. Focusing on aligned, rigorous and culturally responsive education, while providing robust literacy and STEAM opportunities is paramount for the success of our scholars. Furthermore, we remain committed to nurturing the “whole child,” while offering enrichment experiences and establishing powerful partnerships with families and community organizations.

In closing, I encourage our school community to exercise your right to vote on the budget and in our School Board Election on Tuesday, May 16. Polls will be open from 7AM-9PM at Peekskill High School.

Sincerely,

A handwritten signature in dark ink, appearing to read "David Ma", followed by a horizontal line.

Dr. David Mauricio
Superintendent of Schools



Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

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Estimadas Familias de Peekskill,

Al acercarme al comienzo de mi sexto año como el orgulloso Superintendente de Escuelas Peekskill, me gustaría agradecer a la Junta de Educación de Peekskill y a nuestra comunidad escolar por su continuo apoyo a nuestro distrito. Tengo el privilegio de trabajar junto a un equipo de educadores y familias que se dedican a mantener “Peekskill Promise”.

¡Estoy emocionado de anunciar que hemos comenzado las celebraciones del centenario de nuestro distrito y continuaremos con estas festividades durante el año escolar 2023-2024 mientras reconocemos los 100 años de Peekskill Pride! Estamos emocionados de compartir la rica historia de nuestras escuelas con nuestros estudiantes y con la comunidad de Peekskill.

En 2023-2024, nuestro distrito comenzará a ver el beneficio de nuestros años de trabajo de abogacía, ya que el financiamiento completo de Foundation Aid ayuda a mejorar los programas de alta calidad para nuestros estudiantes. Gracias a esta financiación adicional, también hemos podido mantener nuestro gravamen fiscal en el 2%, que se encuentra por debajo del tope fiscal máximo permitido de 3.38% para este año. Si bien nuestro aumento de presupuesto a presupuesto es del 9.78% este año, la mayoría proviene de la ayuda estatal. El impacto anual promedio de nuestros propietarios cae a \$89.72 en 2023-24, lo que representa una disminución de \$65.65 con respecto a 2022-2023. En este boletín, aprenderá más sobre lo que implica el Plan y Presupuesto Educativo 2023-2024. Se pueden encontrar detalles adicionales y presentaciones en el sitio web de nuestro distrito: www.peakskillcsd.org.

Mirando hacia atrás en nuestros logros del año escolar pasado, nuestro distrito continúa progresando a medida que mejoramos nuestra programación estudiantil y nuestras instalaciones. Además, hemos agregado personal docente y continuamos brindando a los educadores oportunidades de desarrollo profesional para mejorar los resultados de los estudiantes. La tasa de graduación de nuestro distrito para 2022 aumenta al 87% (esto incluye a todos los estudiantes de Peekskill, incluidos los que asisten a escuelas fuera del distrito). Nuestra tasa de graduación de la escuela secundaria aumenta al 88% (esto incluye solamente los estudiantes que asisten a la escuela secundaria de Peekskill en Elm Street).

En el nivel de primaria, recientemente agregamos tres nuevos laboratorios STEAM (Ciencia, Tecnología, Ingeniería, Arte y Matemáticas) en todo el distrito. Los nuevos espacios de laboratorio en Uriah Hill, Woodside y Oakside ahora se unen a los espacios STEAM que existen en Hillcrest, PKMS y PHS. Los programas después de la escuela prosperaron este año en todas nuestras escuelas gracias al uso de fondos de subvenciones.

En el futuro, continuaremos manteniendo los cinco principios de la Promesa de Peekskill “Peekskill Promise” como nuestra guía para todo lo que hacemos por nuestros hijos. Enfocarse en una educación alienada, rigurosa y

culturalmente sensible, al mismo tiempo que proporciona una alfabetización sólida y oportunidades de STEAM es primordial para el éxito de nuestros académicos. Además, nosotros seguimos comprometidos con la crianza del "niño en su totalidad", al tiempo que ofrecemos experiencias de enriquecimiento y establecemos alianzas poderosas con las familias y las organizaciones comunitarias.

Para terminar, animo a nuestra comunidad escolar a ejercer su derecho a votar sobre el presupuesto y en nuestra Elección de la Junta Escolar el martes 16 de mayo. Las Encuestas de Votación estarán abiertas desde 7AM a 9PM en Peekskill High School.

Sinceramente,

A handwritten signature in dark ink, appearing to read "David Ma", followed by a horizontal line.

Dr. David Mauricio
Superintendente de Escuelas

PEEKSKILL CITY SCHOOL DISTRICT

Table of Contents

1. Mission, Goals.....	1
2. Vision Statement	2
3. Budget Highlights.....	3
4. Educational Planning	4
5. School District Budget: Glossary	7
6. Three Part Component Budget	10
• How Is Your Tax Dollar Spent - Charts	11
• Revenue Projection Chart	12
• Three-Part Component Budget Chart	13
7. Budget Detail	14
8. Appendices	38
• School District Budget Notice	39
• Property Tax Report Card	40
• Administrator Compensation Disclosure Statement	43
• Exemption Impact Report	44
• NYS School Enrollment 2021-22.....	46
• NYS School Report Card 2021-22	50
• NYS School Report Spanish Card 2021-22	109

PEEKSKILL CITY SCHOOL DISTRICT



Peekskill's Promise

Our Mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.



**Rigorous
PreK-12 Aligned
and Culturally
Responsive
Academics**



**Robust
Literacy
and STEAM
Opportunities**



**Whole-Child
Commitment**



**Enrichment
Experiences
For All**



**Powerful
Parent, Family
and Community
Partnerships**

PEEKSKILL CITY SCHOOL DISTRICT

Mission Statement & Core Beliefs

Our Mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

We Believe That:

- All people can learn, contribute and have value.
- Embracing and understanding cultural diversity is imperative to strengthening and enriching a school community.
- When a school community provides a respectful, safe, supportive, resource-rich environment, people thrive and meet their goals.
- A school district excels when strong partnerships exist among families, schools and community.
- Educating the whole child will develop life-long learners who are compassionate, confident, critical thinkers.
- A school district is responsible for aligning and carrying out the conditions for learning, leadership and commitment

PEEKSKILL CITY SCHOOL DISTRICT

VISION STATEMENT

The Peekskill City School District strives to be a model City School district in the county, state and nation where high expectations and aspirations for student learning is rooted in excellence and accountability. Among the schools in Westchester County, Peekskill is regarded as a proud and diverse school district of choice. People move to the Peekskill City School District because of the value and quality of an educational program that is rich in real world cultural diversity.

Community members, district staff, parents, guardians and students have great pride and respect for the Peekskill City Schools. They can articulate the impact that the total educational and extra-curricular program has on the entire community. Our schools are safe, secure, and provide productive learning environments for all students.

Our schools are focused on empowering students to be self-directed, life-long learners and critical thinkers. There is a culture of professional learning, collegiality, and mutual respect that values creativity. Students are thinkers and their ideas are valued. Students see education as the key to their future. Students express their individuality and their diversity is embraced by all.

Our classrooms foster a love of learning. Students can explain how they are invested and engaged in their own learning. Our administrators, teachers and staff believe that student learning is the core mission of their work with a focus on the whole child. They possess a genuine sense of pride and ownership and bring forth their best every day.

We support each other and celebrate achievements and successes. Students come first and their parents are actively engaged in their education. Our goals and practice are infused in our daily conversations and work. Through shared leadership, all members of the school-community take individual and collective responsibility for the success of our students and of the entire school district.

PEEKSKILL CITY SCHOOL DISTRICT

2023-2024 Educational Plan and Budget

Highlights

	Actual 2022-23	Proposed 2023-24	Inc/Dec \$	Inc/Dec %
Administrative Component	\$10,255,064	\$10,911,597	\$656,533	6.40%
Program Component	\$81,217,730	\$88,968,973	\$7,751,243	9.54%
Capital Component	\$13,922,317	\$15,822,692	\$1,900,375	13.65%
Total Budget	\$105,395,111	\$115,703,261	\$10,308,150	9.78%
State Aid	\$52,397,773	\$64,456,977	\$12,059,204	23.01%
Other Revenue	\$6,693,741	\$6,781,378	\$87,637	1.31%
Assigned Fund Balance	\$2,210,552	-	-	0.00%
Tax Levy	\$43,593,045	\$44,464,906	\$871,861	2.00%

EDUCATIONAL PLANNING

What does the 2023-2024 Educational Plan and Budget Support?

At the Elementary Level:

- ✚ The Elementary Enrichment program provides project-based learning experiences for all students in research, science, technology and the arts embedded in content area instruction. The STEAM enrichment program is offered in grades K thru 5 as an additional weekly course offering.
- ✚ The What I Need “WIN” period provides students grades K-5 with daily accelerated as well as intervention instruction specific to individual student needs. During our WIN period we provide a double dose of literacy support through a differentiated and tiered approach. In addition, our accelerated students receive a daily opportunity to work in collaborative groups at an accelerated and rigorous pace around project based learning. All STEAM and enrichment opportunities align with the Peekskill Promise in providing differentiated learning opportunities at all levels
- ✚ Literacy Coaches have been added to the elementary team to support instruction and the use of best practices. They will support teachers with growing their expertise in the science of reading, use of author’s craft and the execution of the writers workshop. The coaches will support higher level vocabulary, language acquisition and movement through complex text for our students.
- ✚ Dual Language is offered prekindergarten through grade 5. This budget will continue to support the implementation of a kindergarten to grade 5 dual language literacy program. Our commitment to bilingualism, biliteracy, and the goal of the NYS Seal of Biliteracy for our graduates begins with our youngest learners.
- ✚ We have increased the amount of English as a New Language (ENL) staffing in the elementary schools to support the growing population of our English Language Learners K-5.
- ✚ The Elementary Strings program introduces violins, bass, and cellos beginning at Grade 3. Students are added to the program each year as the third graders move to grade four and to grade five. The strings program will be in grade nine this school year. The goal of a middle school orchestra and a high school orchestra will be realized over time. The students perform annually in a recital or concert.

PEEKSKILL CITY SCHOOL DISTRICT

- ✚ Our portfolio of Social Emotional Learning (SEL) supports continues to grow. All elementary buildings have a dedicated clinical team that is well versed in providing overall emotional support to the “whole child” through school counseling and SEL support “check in’s”, so that students are available for learning.
- ✚ We continue to expand our commitment to the Community School Model, partnering with outside agencies to provide enrichment opportunities for our children.

At the Secondary Level:

- ✚ Proposal to shift PKMS to a nine period day to accommodate for the enrollment increase and enhance the opportunities for our students to engage in STEAM, academic enrichment and world language courses for the 2023-2024 school year.
 - Music: Additional students participating in music courses/ lessons
 - STEAM: Introduction to Computer Sciences, Robotics, Coding
 - World Languages: Every 6th grader taking world language and enhancing accelerated Spanish courses
- ✚ PMS will add five teaching positions and a security guard: ELA/ Social Studies/ENL, Mathematics/ Science, World Language, ENCORE, STEAM
- ✚ Adoption of a Mathematics Program aligned to the Next Generation Learning Standards
- ✚ PHS will expand the Engineering offerings: Principles of Engineering (Project Lead the Way program)
- ✚ PHS will expand our RISE Program
- ✚ PHS will expand our academic offerings for 2023-2024 School Year: Advanced Pre-Calculus, College Computer Information Systems, College Statistics, AP Biology, College Drawing, Digital Arts
- ✚ Continue to increase our capacity for global competency, competitive workforce through the process of obtaining the Seal of Biliteracy

PEEKSKILL CITY SCHOOL DISTRICT

- ✚ Design and Implement the process towards the Seal of Civic Readiness to:
 - show the student's understanding of a commitment to participatory government; civic responsibility and civic values;
 - demonstrate to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
 - recognize the value of civic engagement and scholarship.
- ✚ Expand our community partnerships to provide enhancing experiences through extended day programs

At the Operational Level:

- ✚ The District has budgeted \$500,000 to the inter-fund transfer to the capital fund for the cost related to the vestibule security upgrades at elementary schools and middle school.

PEEKSKILL CITY SCHOOL DISTRICT

2023-2024 Educational Plan and Budget

SCHOOL DISTRICT BUDGET: GLOSSARY

Below are a few definitions to help you understand the school budget process in New York State.

- **Bond:** Money borrowed to pay for school district expenditure. The money is often used for capital expenditures, such as the purchase of buses or the construction or renovation of a building. The goal in borrowing is to spread the cost out over a period of years, lessening the cost to taxpayers in any one year. By definition, a bond is a written promise to pay a specified sum of money, called the face value or principal amount, at a specified date in the future (the maturity date), together with periodic interest at a specified rate.
- **Budget:** A plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them.
- **Budget calendar:** The schedule of key dates that the board of education and administrators follow in the preparation, adoption and administration of the budget.
- **Capital outlay:** An expenditure that is generally more than \$20,000 and results in the ownership of assets intended for continued use over long periods of time. These can include new buildings or building renovations and additions; new school buses; as well as new equipment (e.g. desks, computers, etc.) and library books purchased for a new or expanded school building.
- **Consumer Price Index (CPI):** An index of prices used to measure the change in the cost of basic goods and services in comparison with a fixed base period. It is also called the cost-of-living index. However, the CPI does not take into account many of the items that cause school district budgets to rise, such as the increasing cost of health insurance, liability insurance and retirement contributions.
- **Employee benefits:** Amounts paid by the district on behalf of employees. These amounts are not included in the gross salary. They are fringe benefits, and while not paid directly to employees, are parts of the cost of operating the school district. Employee benefits include the district's cost for health insurance, dental insurance, life and disability insurance, unemployment insurance, workers' compensation, Medicare, retirement, Social Security and tuition reimbursement.
- **Expenditure:** Payment of cash or transfer of property or services for the purpose of acquiring an asset or service.

PEEKSKILL CITY SCHOOL DISTRICT

- **Fiscal Year:** A fiscal year is the accounting period on which a budget is based. The New York State fiscal year runs from April 1 through March 31. The fiscal year for all New York counties and towns and for most cities is the calendar year. School districts in the State operate on a July 1 through June 30th fiscal year.
- **Fund Balance:** A fund balance is created when the school district has money left over at the end of its fiscal year from either under spending the budget and/or taking in additional revenue. Part of the fund balance (called the assigned fund balance) may be applied as revenues to the district's following year budget. A portion (called the unassigned fund balance)—up to four percent of the total following year budget—may also be set aside to pay for emergencies or other unforeseen expenses.
- **Property Tax Cap:** The Property Tax Levy Cap was established under Chapter 97 of the Laws of 2011. New York's property tax cap law establishes a tax levy limit for each school district. The tax levy limit allows school districts to increase their property tax levy from one year to the next by 2 percent or the rate of inflation, whichever is less, based on a multi-step formula. School districts are then allowed to take certain exemptions that may boost their tax levy limits to more than 2 percent or the inflation rate. If a school district's proposed tax levy increase is within its limit, a simple majority of voters is needed for budget approval. If a school district's proposed tax levy increase exceeds the tax levy limit, a supermajority of voters – 60 percent or more – would be required for budget passage
- **Revenue:** Sources of income that finance the operation of the school district, including property taxes and State Aid, grants and other non-tax sources.
- **Salary:** The total amount paid to an individual, before deductions, for services rendered while on the payroll of the district.
- **Tax base:** Assessed value of local real estate that a school district may levy the property tax for yearly operational monies.
- **Tax levy:** Total amount to be raised by the school district after subtracting out all other revenues including State Aid. The tax levy is used to determine the tax rate for property owners in each of the cities, towns or villages that make up a school district.
- **Tax rate:** The amount of tax paid for each \$1,000 of assessed value of property. In districts that cover just one municipality, the tax rate is figured simply by dividing the total assessed property value by 1,000 and then dividing the result into the tax levy (the amount of money to be raised locally). In districts that include more than one municipality, the formula for

PEEKSKILL CITY SCHOOL DISTRICT

figuring the tax rate is more complicated. It involves assigning a share of the total tax levy to each municipality and applying equalization rates to take into account different assessment practices.

- **STAR:** The New York State School Tax Relief (STAR) program provides exemptions from school taxes for all owner-occupied, primary residents, regardless of income.
- **Supplies:** Consumable materials used in the operation of the school district including food, textbooks, paper, pencils, office supplies, custodial supplies, material used in maintenance activities and computer software.
- **Support services:** The personnel, activities, and programs that enhance instruction. These include attendance, guidance, and health programs; library personnel and services; special education support services; professional development programs; transportation; administration; buildings and grounds operations; and security.
- **Three-part budget:** School districts must, by law, divide their budgets into three components - administrative, capital and program - and each year they must show how much each portion has increased in relation to the whole budget. A further definition of the three components is as follows:

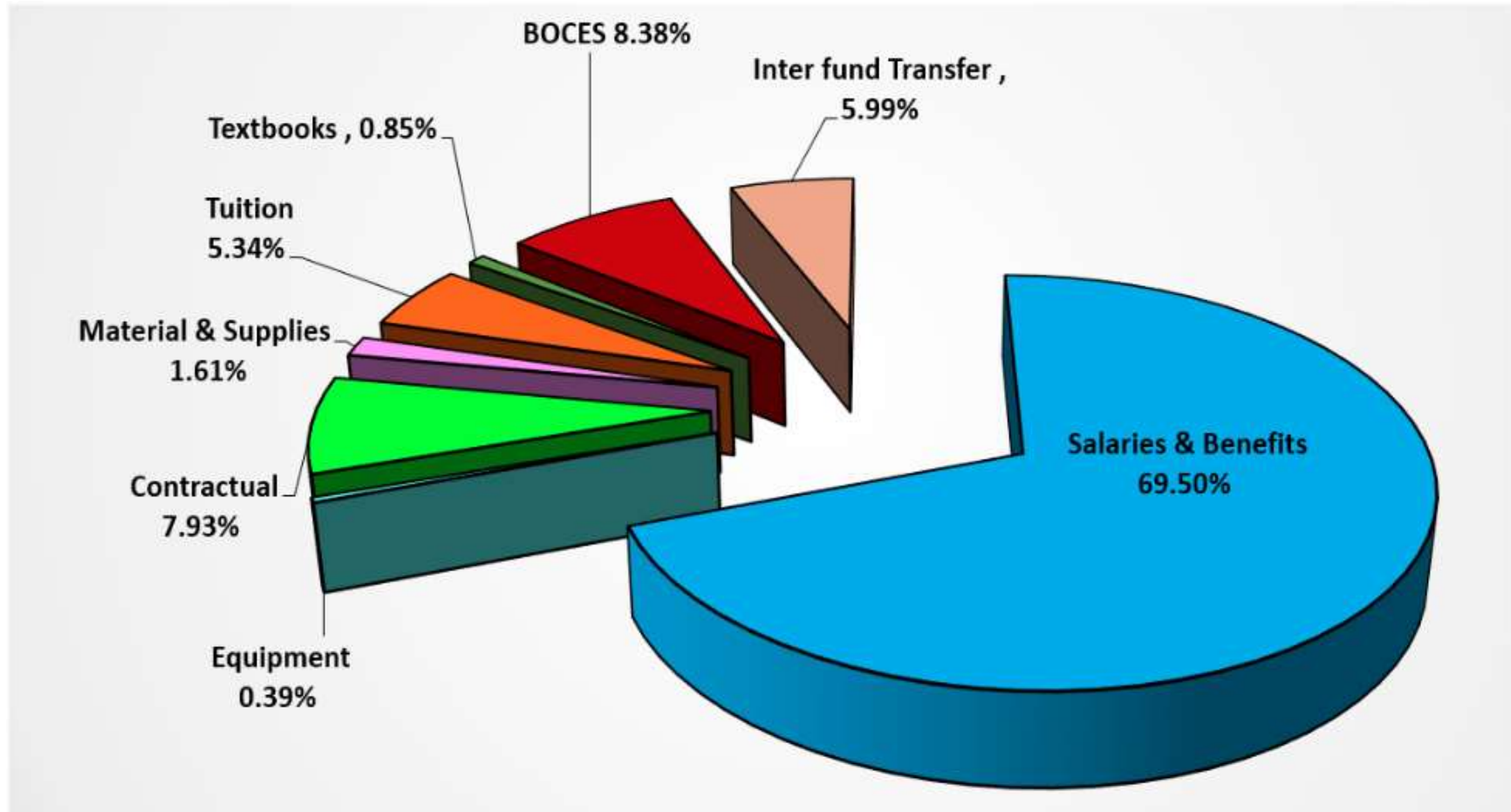
Administrative Budget Component: These expenditures include office and administrative costs; salaries and benefits for certified school administrators who spend 50 percent or more of their time performing supervisory duties; data processing; public information; legal fees; property insurance; and school board expenses.

Capital Budget Component: This covers all school bus purchases, debt service on buildings, and leasing expenditures; tax certiorari and court-ordered costs; and all facility costs, including salaries and benefits of the custodial staff; service contracts, maintenance supplies and equipment; and utilities.

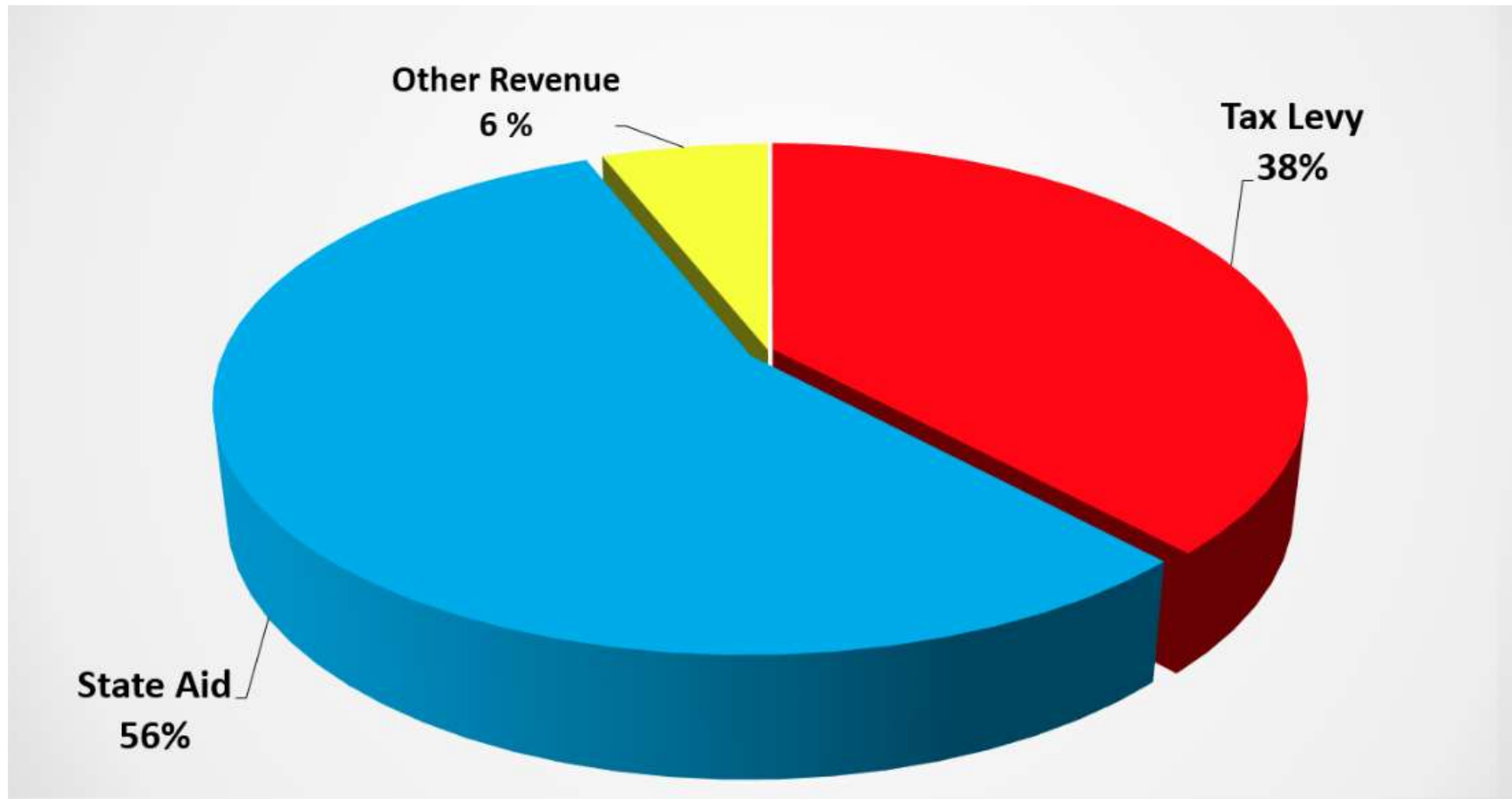
Program Budget Component: This portion includes salaries and benefits of teachers and supervisors who spend the majority of their time teaching; instructional costs such as supplies, equipment and textbooks; co-curricular activities and interscholastic athletics; staff development; and transportation operating costs.

PEEKSKILL CITY SCHOOL DISTRICT					
THREE PART BUDGET		2022-23	2023-24	\$DEC/INC	%INC
ADMINISTRATIVE COMPONENT					
1010	BOARD OF EDUCATION	18,950	20,900	1,950	10.29%
1040	DISTRICT CLERK	16,243	16,490	247	1.52%
1060	DISTRICT MEETING	20,775	23,405	2,630	12.66%
1240	OFFICE OF THE SUPERINTENDENCY	499,238	539,811	40,574	8.13%
1310	BUSINESS ADMINISTRATION	703,636	740,660	37,024	5.26%
1320	AUDITING	66,920	71,920	5,000	7.47%
1325	TREASURER	100,104	102,107	2,003	2.00%
1380	FISCAL AGENT FEE	20,000	41,000	21,000	105.00%
1420	LEGAL	394,900	394,900	0	0.00%
1430	PERSONNEL	493,640	541,551	47,911	9.71%
1480	PUBLIC INFORMATION & SERVICES	251,190	242,813	(8,377)	-3.33%
1680	CENTRAL DATA PROCESSING	72,690	111,624	38,934	53.56%
1910	UNALLOCATED INSURANCE	406,587	448,755	42,168	10.37%
1920	SCHOOL ASSOCIATION DUES	30,090	35,000	4,910	16.32%
1981	BOCES ADMINISTRATIVE COSTS	435,172	476,470	41,298	9.49%
1983	BOCES CAPITAL EXPENSE	51,779	60,016	8,237	15.91%
2010	CURRICULUM DEVEL & SUPERVISION	1,198,236	1,266,758	68,522	5.72%
2020	SUPERVISION-REGULAR SCHOOL	3,080,688	3,286,753	206,065	6.69%
9099	EMPLOYEE BENEFITS	2,394,227	2,490,664	96,437	4.03%
TOTAL ADMINISTRATIVE COMPONENT		10,255,064	10,911,597	656,533	6.40%
CAPITAL COMPONENT					
1620	OPERATION OF PLANT	3,710,849	4,112,880	402,031	10.83%
1621	MAINTENANCE OF PLANT	1,699,571	1,782,471	82,900	4.88%
1622	SECURITY	0	1,072,281	1,072,281	#DIV/0!
1950	ASSESSMENTS ON SCHOOL PROPERTY	55,000	60,000	5,000	9.09%
1964	REFUND ON REAL PROPERTY TAXES	50,000	50,000	0	0.00%
9909	EMPLOYEE BENEFITS	1,578,689	2,059,597	480,908	30.46%
9901	TRANSFER TO DEBT SERVICE	6,328,208	6,185,463	(142,745)	-2.26%
9950	INTERFUND TRANSFER CAPITAL	500,000	500,000	0	0.00%
TOTAL CAPITAL COMPONENT		13,922,317	15,822,692	1,900,375	13.65%
PROGRAM COMPONENT					
2070	INSERVICE TRAINING-INSTRUCTION	1,300	1,300	0	0.00%
2110	TEACHING-REGULAR SCHOOL	30,206,719	32,585,692	2,378,973	7.88%
2250	PROGRAMS-STUDENTS W/ DISABIL	16,503,335	18,531,160	2,027,825	12.29%
2280	OCCUPATIONAL EDUCATION	537,120	734,500	197,380	36.75%
2610	SCHOOL LIBRARY & AUDIOVISUAL	535,772	687,485	151,713	28.32%
2630	COMPUTER ASSISTED INSTRUCTION	2,902,645	3,149,575	246,930	8.51%
2805	ATTENDANCE-REGULAR SCHOOL	48,118	55,313	7,195	14.95%
2810	GUIDANCE-REGULAR SCHOOL	1,455,775	1,527,245	71,470	4.91%
2815	HEALTH SERVICES-REGULAR SCHOOL	889,587	1,010,494	120,907	13.59%
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	839,729	890,612	50,883	6.06%
2825	SOCIAL WORK SRVC-REG SCHOOL	414,694	515,431	100,737	24.29%
2830	AFTER SCHOOL ACTIVITIES PROG.	1,431	1,431	0	0.00%
2850	CO-CURRICULAR ACTIV-REG SCHL	220,843	226,843	6,000	2.72%
2855	INTERSCHOL ATHLETICS-REG SCHL	962,974	1,053,757	90,783	9.43%
5510	DISTRICT TRANSPORT	298,809	298,287	(522)	-0.17%
5540	CONTRACT TRANSPORT	4,827,337	5,427,038	599,701	12.42%
7310	YOUTH PROGRAM	90,000	90,000	0	0.00%
9099	EMPLOYEE BENEFITS	20,231,542	21,932,810	1,701,268	8.41%
9950	INTERFUND TRANSFER SPECIAL AID	250,000	250,000	0	0.00%
TOTAL PROGRAM COMPONENT		81,217,730	88,968,973	7,751,243	9.54%
GRAND TOTAL		105,395,111	115,703,261	10,308,150	9.78%

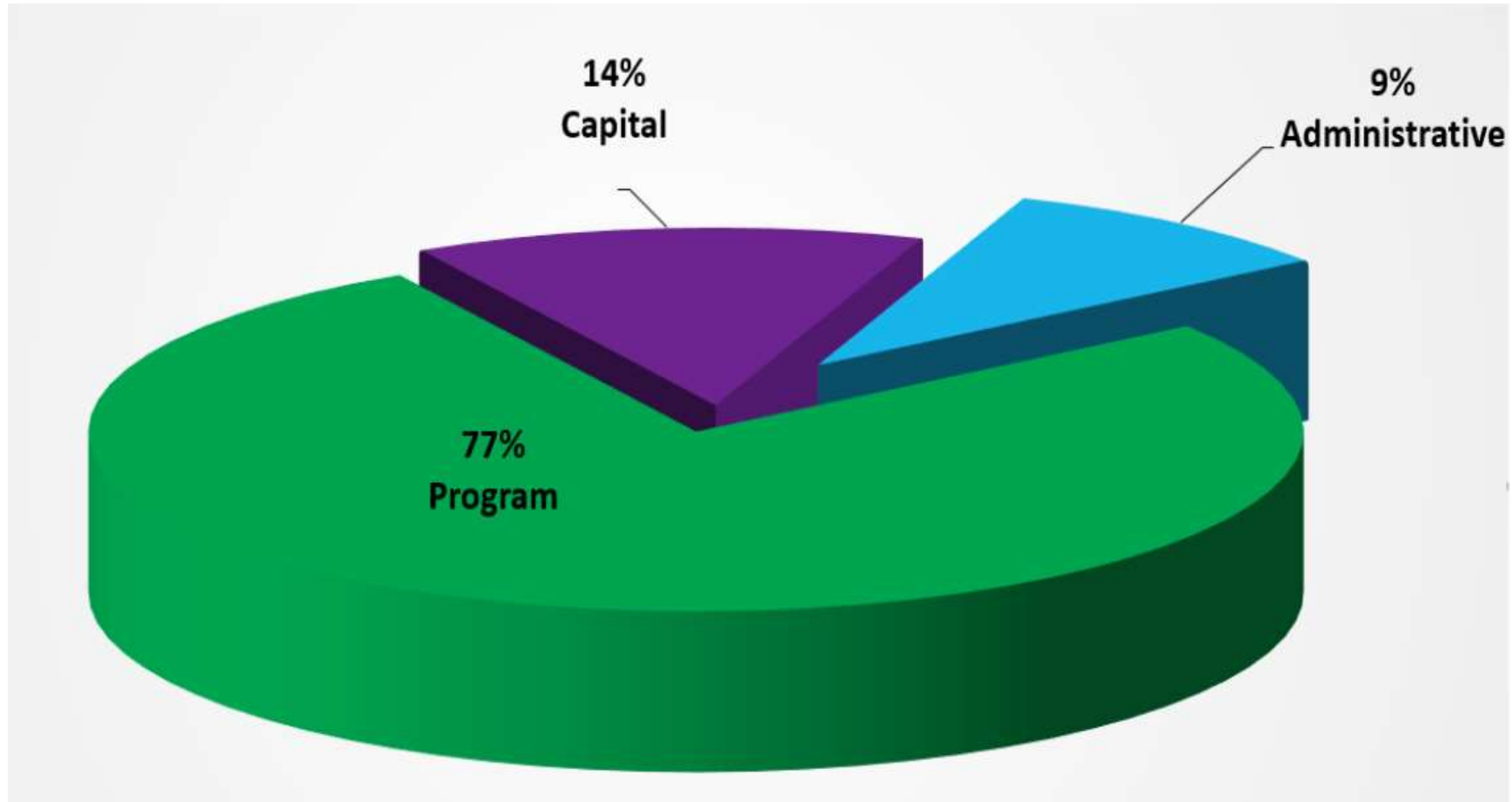
Budget by Object



Revenue Projection



Three Part Component Budget



PEEKSKILL CITY SCHOOL EDUCATIONAL PLAN AND BUDGET 2023-24

GENERAL SUPPORT

These categories detail the expenses for the Board of Education, Central Administration, Finance and all functions covering Operations, Maintenance and Strategic Planning. They are expenses that are exclusive of the classroom and inclusive of the actual operational costs of the District.

Board of Education

The seven member Board of Education is elected by the community. The Board is the policy making body of the School District and operates according to guidelines set forth by the New York State Education Department Laws and Regulations; of the State of New York; and by the Board of Regents. Expenses for the Board include materials and supplies for operating Board of Education meetings, office expenses, and the Annual District Meeting and election costs. Costs for legal advertisement, attendance and travel to conferences as well as the salary for the District Clerk and election workers' salaries are also accounted for here.

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 1010.476-01-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$13,150.00	\$13,150.00	\$0.00	0.00%
A 1010.490-01-0000	BOCES SERVICES	\$2,800.00	\$4,750.00	\$1,950.00	69.64%
A 1010.501-01-0000	GENERAL SUPPLIES	\$3,000.00	\$3,000.00	\$0.00	0.00%
1010....BOARD OF EDUCATION	*	\$18,950.00	\$20,900.00	\$1,950.00	10.29%
A 1040.160-15-0000	CLASSIFIED SALARY-ADM	\$12,343.00	\$12,590.00	\$247.00	2.00%
A 1040.449-01-0000	OTHER PROF & TECH SERV	\$3,500.00	\$3,500.00	\$0.00	0.00%
A 1040.501-01-0000	GENERAL SUPPLIES	\$400.00	\$400.00	\$0.00	0.00%
1040....DISTRICT CLERK	*	\$16,243.00	\$16,490.00	\$247.00	1.52%
A 1060.408-01-0000	PRINTED SUPPLIES	\$3,275.00	\$3,275.00	\$0.00	0.00%
A 1060.436-01-0000	VOTING MACHINES	\$2,750.00	\$2,750.00	\$0.00	0.00%
A 1060.449-01-0000	PERSONAL SERVICES	\$7,250.00	\$9,880.00	\$2,630.00	36.28%
A 1060.472-01-0000	LEGAL ADVERTISING	\$7,000.00	\$7,000.00	\$0.00	0.00%
A 1060.501-01-0000	GENERAL SUPPLIES	\$500.00	\$500.00	\$0.00	0.00%
1060....DISTRICT MEETING	*	\$20,775.00	\$23,405.00	\$2,630.00	12.66%

Central Office

Central Office expenses account for all anticipated salary, supply, contractual and other services for the Office of the Superintendent. The Superintendent of Schools serves as the Chief Executive Officer of the Board of Education and instructional leader responsible for carrying out the Board's goals and policies.

A 1240.150-02-0001	CAR & OTHER REIMBURSEMENT	\$37,743.00	\$43,557.00	\$5,814.00	15.40%
A 1240.150-15-0000	CERTIFIED SALARY-ADM	\$297,448.60	\$301,910.00	\$4,461.40	1.50%
A 1240.160-02-0050	CLASSIFIED SUB & O T	\$600.00	\$30,000.00	\$29,400.00	4900.00%
A 1240.160-15-0000	CLASSIFIED SALARIES-ADM	\$129,714.90	\$134,944.00	\$5,229.10	4.03%
A 1240.476-02-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$20,000.00	\$20,000.00	\$0.00	0.00%
A 1240.490-02-0000	BOCES SERVICES	\$6,731.00	\$2,400.00	(\$4,331.00)	-64.34%
A 1240.501-02-0000	GENERAL SUPPLIES	\$7,000.00	\$7,000.00	\$0.00	0.00%
1240....OFFICE OF THE SUPERINTENDENCY	*	\$499,237.50	\$539,811.00	\$40,573.50	8.13%

Finance and Operations

Expenses for the Assistant Superintendent for Business and support staff are reported here. Included here are expenses for District External Auditor, District Internal Auditor, Internal Claims Auditor, Bonding Insurances, Treasurer, Accounts Payable and Payroll.

A 1310.150-15-0000	PERSONNEL SERVICES CERT-ADM	\$237,666.64	\$242,420.00	\$4,753.36	2.00%
A 1310.160-04-0050	CLASSIFIED - SUB & O T	\$500.00	\$500.00	\$0.00	0.00%
A 1310.160-15-0000	PERSONNEL SERVICES - CLASS-ADM	\$412,797.00	\$438,668.00	\$25,871.00	6.27%
A 1310.449-04-0000	OTHER PROF & TECH SERV	\$18,820.00	\$22,380.00	\$3,560.00	18.92%
A 1310.472-04-0000	ADVERTISING	\$400.00	\$400.00	\$0.00	0.00%
A 1310.473-04-0000	POSTAGE	\$500.00	\$700.00	\$200.00	40.00%
A 1310.476-04-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$3,500.00	\$4,000.00	\$500.00	14.29%
A 1310.490-04-0000	BOCES SERVICES	\$19,252.00	\$21,392.00	\$2,140.00	11.12%
A 1310.501-04-0000	GENERAL SUPPLIES	\$10,200.00	\$10,200.00	\$0.00	0.00%
1310....BUSINESS ADMINISTRATION	*	\$703,635.64	\$740,660.00	\$37,024.36	5.26%
A 1320.442-04-0000	AUDITORS	\$66,920.00	\$71,920.00	\$5,000.00	7.47%
1320....AUDITING	*	\$66,920.00	\$71,920.00	\$5,000.00	7.47%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 1325.160-15-0000	TREAS PERSONNEL SER CLASS-ADM	\$100,104.15	\$102,107.00	\$2,002.85	2.00%
1325....TREASURER	*	\$100,104.15	\$102,107.00	\$2,002.85	2.00%
A 1380.449-13-0000	FISCAL AGENT FEES	\$20,000.00	\$41,000.00	\$21,000.00	105.00%
1380....FISCAL AGENT FEE	*	\$20,000.00	\$41,000.00	\$21,000.00	105.00%
Human Resources, Personnel and Public Information					
The personnel and public information codes are operated by the Superintendent and Assistant Superintendent for Administrative Services. Allocations include expenses for clerical support, public relations, BOCES recruitment services, advertisements for job postings and office material and supplies. District legal counsel accounted for under 1420.					
A 1420.441-01-0000	ATTY - PERS SERV CLASS	\$49,000.00	\$49,000.00	\$0.00	0.00%
A 1420.441-01-0001	ATTY - PERS SERV LITIGATION	\$20,000.00	\$20,000.00	\$0.00	0.00%
A 1420.441-01-0002	LEGAL SERV. NEGOTIATIONS	\$25,900.00	\$25,900.00	\$0.00	0.00%
A 1420.441-01-0003	LEGAL SERVICES	\$300,000.00	\$300,000.00	\$0.00	0.00%
1420....LEGAL	*	\$394,900.00	\$394,900.00	\$0.00	0.00%
A 1430.150-15-0000	PERS.SVCS.-CERT.-ADM	\$194,034.20	\$211,834.00	\$17,799.80	9.17%
A 1430.160-15-0000	CLASSIFIED PERSONNEL SERVICES-ADM	\$163,996.90	\$167,277.00	\$3,280.10	2.00%
A 1430.160-15-0050	CLASSIFIED PERSONNEL SERVICES - OT-ADM	\$1,000.00	\$31,000.00	\$30,000.00	3000.00%
A 1430.200-06-0000	EQUIPMENT	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 1430.400-06-0000	EQUIP. REPAIR	\$300.00	\$300.00	\$0.00	0.00%
A 1430.449-06-0000	DRUG TESTING & OTHER PROFESSIONAL SRVCS	\$26,000.00	\$32,900.00	\$6,900.00	26.54%
A 1430.476-06-0000	FEES-CONF./MEETS./WKSHOP	\$16,120.00	\$5,000.00	(\$11,120.00)	-68.98%
A 1430.490-06-0000	BOCES SERVICES	\$71,189.00	\$77,240.00	\$6,051.00	8.50%
A 1430.501-06-0000	SUPPLIES-GENERAL	\$20,000.00	\$15,000.00	(\$5,000.00)	-25.00%
1430....PERSONNEL	*	\$493,640.10	\$541,551.00	\$47,910.90	9.71%
A 1480.160-15-0001	CLASSIFIED SALARIES-ADM	\$111,518.00	\$183,881.00	\$72,363.00	64.89%
A 1480.160-16-0000	CLASSIFIED SALARIES-PHS	\$68,799.76	\$0.00	(\$68,799.76)	-100.00%
A 1480.200-01-0001	EQUIPMENT-TV STUDIO	\$15,000.00	\$10,000.00	(\$5,000.00)	-33.33%
A 1480.408-01-0000	PRINTING SERVICES & FORMS	\$15,700.00	\$10,000.00	(\$5,700.00)	-36.31%
A 1480.449-01-0000	OTHER PROFESSIONAL SERVICES	\$16,240.00	\$10,000.00	(\$6,240.00)	-38.42%
A 1480.449-01-0001	OTHER PROF SERVICES - TV STUDIO	\$0.00	\$1,000.00	\$1,000.00	100.00%
A 1480.473-01-0000	POSTAGE	\$8,250.00	\$6,250.00	(\$2,000.00)	-24.24%
A 1480.476-01-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$2,000.00	\$2,000.00	\$0.00	0.00%
A 1480.476-01-0001	TRAVEL/ CONF/ MEMB/ TV STUDIO	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 1480.490-01-0000	BOCES SERVICES	\$8,304.00	\$8,304.00	\$0.00	0.00%
A 1480.501-01-0000	GENERAL SUPPLIES - PUB. REL.	\$3,378.00	\$5,378.00	\$2,000.00	59.21%
A 1480.501-01-0001	GENERAL SUPPLIES-TV STUDIO	\$1,000.00	\$5,000.00	\$4,000.00	400.00%
1480....PUBLIC INFORMATION & SERVICES	*	\$251,189.76	\$242,813.00	(\$8,376.76)	-3.33%
Central Services					
Expenses for Central Services are costs for maintenance and operations of District facilities and grounds. Salaries of the Director of School Facilities and the custodial and maintenance staff are reported here as well as expenses for telephones, electricity, fuel and maintenance supplies.					
A 1620.160-08-0000	CUSTODIANS-HILL	\$203,176.00	\$224,354.00	\$21,178.00	10.42%
A 1620.160-08-0050	CUSTODIAN OVERTIME-HILL	\$15,000.00	\$20,000.00	\$5,000.00	33.33%
A 1620.160-08-0051	CUSTODIAN SNOW O/T-HILL	\$2,000.00	\$2,000.00	\$0.00	0.00%
A 1620.160-10-0000	CUSTODIANS-OAK	\$195,232.00	\$218,358.00	\$23,126.00	11.85%
A 1620.160-10-0050	CUSTODIAN OVERTIME-OAK	\$18,000.00	\$18,000.00	\$0.00	0.00%
A 1620.160-10-0051	CUSTODIAN SNOW O/T-OAK	\$1,800.00	\$1,800.00	\$0.00	0.00%
A 1620.160-11-0000	CUSTODIANS-URIAH	\$142,545.00	\$155,630.00	\$13,085.00	9.18%
A 1620.160-11-0050	CUSTODIAN OVERTIME-URIAH	\$15,000.00	\$15,000.00	\$0.00	0.00%
A 1620.160-11-0051	CUSTODIAN SNOW O/T-URIAH	\$1,800.00	\$1,800.00	\$0.00	0.00%
A 1620.160-12-0000	CUSTODIANS-WOOD	\$205,176.00	\$218,658.00	\$13,482.00	6.57%
A 1620.160-12-0050	CUSTODIAN OVERTIME-WOOD	\$25,000.00	\$25,000.00	\$0.00	0.00%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 1620.160-12-0051	CUSTODIAN SNOW O/T-WOOD	\$2,000.00	\$2,000.00	\$0.00	0.00%
A 1620.160-14-0000	CUSTODIANS-PMS	\$405,211.00	\$448,477.00	\$43,266.00	10.68%
A 1620.160-14-0050	CUSTODIAN OVERTIME-PMS	\$36,000.00	\$40,000.00	\$4,000.00	11.11%
A 1620.160-14-0051	CUSTODIAN SNOW O/T-PMS	\$3,300.00	\$3,300.00	\$0.00	0.00%
A 1620.160-15-0000	CUSTODIANS-ADM	\$82,414.00	\$89,206.00	\$6,792.00	8.24%
A 1620.160-15-0050	CUSTODIAN OVERTIME-ADM	\$12,000.00	\$12,000.00	\$0.00	0.00%
A 1620.160-15-0051	CUSTODIAN SNOW O/T-ADM	\$800.00	\$1,000.00	\$200.00	25.00%
A 1620.160-16-0000	CUSTODIANS-PHS	\$438,710.00	\$493,028.00	\$54,318.00	12.38%
A 1620.160-16-0050	CUSTODIAN OVERTIME-PHS	\$36,000.00	\$36,000.00	\$0.00	0.00%
A 1620.160-16-0051	CUSTODIAN SNOW O/T-PHS	\$3,300.00	\$3,300.00	\$0.00	0.00%
A 1620.160-17-0050	CUSTODIAN OVERTIME	\$0.00	\$10,000.00	\$10,000.00	100.00%
A 1620.160-18-0000	CUSTODIANS - FIREHOUSE	\$15,000.00	\$15,000.00	\$0.00	0.00%
A 1620.200-17-0000	EQUIPMENT	\$62,000.00	\$107,000.00	\$45,000.00	72.58%
A 1620.400-04-0000	EQUIPMENT REPAIR	\$21,224.00	\$21,224.00	\$0.00	0.00%
A 1620.435-17-0000	RENTAL	\$18,000.00	\$18,000.00	\$0.00	0.00%
A 1620.449-13-0000	OTHER PROFESSIONAL SERVICES	\$24,162.00	\$24,162.00	\$0.00	0.00%
A 1620.454-08-0000	FUEL OIL	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 1620.454-10-0000	FUEL OIL	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 1620.454-11-0000	FUEL OIL	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 1620.454-12-0000	FUEL OIL	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 1620.454-14-0000	FUEL OIL	\$11,000.00	\$11,000.00	\$0.00	0.00%
A 1620.454-15-0000	FUEL OIL	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 1620.454-16-0000	FUEL OIL	\$10,000.00	\$10,000.00	\$0.00	0.00%
A 1620.454-17-0000	FUEL OIL	\$16,500.00	\$16,500.00	\$0.00	0.00%
A 1620.455-08-0000	NATURAL GAS	\$41,200.00	\$48,000.00	\$6,800.00	16.50%
A 1620.455-10-0000	NATURAL GAS	\$37,080.00	\$55,000.00	\$17,920.00	48.33%
A 1620.455-11-0000	NATURAL GAS	\$43,260.00	\$50,000.00	\$6,740.00	15.58%
A 1620.455-12-0000	NATURAL GAS	\$43,260.00	\$65,000.00	\$21,740.00	50.25%
A 1620.455-14-0000	NATURAL GAS	\$51,500.00	\$58,000.00	\$6,500.00	12.62%
A 1620.455-15-0000	NATURAL GAS	\$30,900.00	\$36,000.00	\$5,100.00	16.50%
A 1620.455-16-0000	NATURAL GAS	\$66,950.00	\$100,000.00	\$33,050.00	49.37%
A 1620.462-13-0000	EXTERMINATING SVC - DIST WIDE	\$12,000.00	\$12,000.00	\$0.00	0.00%
A 1620.469-17-0000	REFUSE DISPOSAL	\$10,600.00	\$10,600.00	\$0.00	0.00%
A 1620.470-08-0001	WATER SERVICE	\$6,283.00	\$6,785.00	\$502.00	7.99%
A 1620.470-10-0001	WATER SERVICE	\$5,150.00	\$5,562.00	\$412.00	8.00%
A 1620.470-11-0001	WATER SERVICE	\$3,914.00	\$4,230.00	\$316.00	8.07%
A 1620.470-12-0001	WATER SERVICE	\$8,446.00	\$9,122.00	\$676.00	8.00%
A 1620.470-14-0001	WATER SERVICE	\$19,485.00	\$21,044.00	\$1,559.00	8.00%
A 1620.470-15-0001	WATER SERVICE	\$4,326.00	\$4,672.00	\$346.00	8.00%
A 1620.470-16-0001	WATER SERVICE	\$9,785.00	\$10,568.00	\$783.00	8.00%
A 1620.470-17-0001	WATER SERVICE	\$3,605.00	\$3,894.00	\$289.00	8.02%
A 1620.473-13-0000	POSTAGE	\$42,448.00	\$42,448.00	\$0.00	0.00%
A 1620.475-13-0000	GARBAGE REMOVAL	\$98,000.00	\$98,000.00	\$0.00	0.00%
A 1620.475-13-0001	FIRE ALARMS	\$200.00	\$200.00	\$0.00	0.00%
A 1620.477-08-0000	ELECTRIC SERVICE	\$84,975.00	\$93,472.00	\$8,497.00	10.00%
A 1620.477-10-0000	ELECTRIC SERVICE	\$77,000.00	\$84,700.00	\$7,700.00	10.00%
A 1620.477-11-0000	ELECTRIC SERVICE	\$40,140.00	\$44,154.00	\$4,014.00	10.00%
A 1620.477-12-0000	ELECTRIC SERVICE	\$68,700.00	\$75,570.00	\$6,870.00	10.00%
A 1620.477-14-0000	ELECTRIC SERVICE	\$298,813.00	\$328,694.00	\$29,881.00	10.00%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 1620.477-15-0000	ELECTRIC SERVICE	\$27,874.00	\$30,660.00	\$2,786.00	9.99%
A 1620.477-16-0000	ELECTRIC SERVICE	\$156,000.00	\$171,000.00	\$15,000.00	9.62%
A 1620.477-17-0000	ELECTRIC SERVICE	\$19,485.00	\$21,434.00	\$1,949.00	10.00%
A 1620.478-17-0000	TELEPHONE	\$15,000.00	\$15,000.00	\$0.00	0.00%
A 1620.478-17-0002	TELEPHONE	\$8,000.00	\$8,000.00	\$0.00	0.00%
A 1620.490-17-0000	BOCES SERVICES	\$130,620.00	\$122,924.00	(\$7,696.00)	-5.89%
A 1620.501-17-0000	GENERAL SUPPLIES	\$160,000.00	\$163,000.00	\$3,000.00	1.88%
A 1620.501-17-0001	COVID SUPPLIES & TESTING	\$15,000.00	\$2,500.00	(\$12,500.00)	-83.33%
A 1620.545-14-0000	POOL SUPPLIES - MIDDLE SCHOOL	\$18,000.00	\$18,300.00	\$300.00	1.67%
A 1620.549-17-0000	SUPPLIES-SMALL TOOLS	\$1,000.00	\$1,050.00	\$50.00	5.00%
A 1620.560-17-0000	SUPPLIES-UNIFORMS	\$9,500.00	\$9,500.00	\$0.00	0.00%
1620....OPERATION OF PLANT	*	\$3,710,849.00	\$4,112,880.00	\$402,031.00	10.83%
A 1621.160-17-0000	MAINTENANCE	\$794,232.00	\$864,835.00	\$70,603.00	8.89%
A 1621.160-17-0050	MAINTENANCE - OT	\$75,000.00	\$90,000.00	\$15,000.00	20.00%
A 1621.160-17-0051	MAINTENANCE - SNOW REMOVAL	\$20,000.00	\$20,000.00	\$0.00	0.00%
A 1621.200-13-0000	EQUIPMENT	\$1,061.00	\$1,061.00	\$0.00	0.00%
A 1621.200-17-0001	SAVE/SAFETY EQUIPMENT	\$17,000.00	\$0.00	(\$17,000.00)	-100.00%
A 1621.200-17-0270	EQUIPMENT	\$35,000.00	\$40,000.00	\$5,000.00	14.29%
A 1621.400-17-0001	SAVE/SAFETY EQUIP REPAIR	\$4,080.00	\$0.00	(\$4,080.00)	-100.00%
A 1621.401-17-0000	HVAC REPAIRS	\$120,000.00	\$124,000.00	\$4,000.00	3.33%
A 1621.402-17-0270	BLDG & GRND EQUIP REPAIR	\$45,000.00	\$46,373.00	\$1,373.00	3.05%
A 1621.449-17-0000	OTHER PROFESSIONAL SERVICES	\$80,400.00	\$82,000.00	\$1,600.00	1.99%
A 1621.466-17-0000	BLDG REPS CONTR	\$210,000.00	\$214,000.00	\$4,000.00	1.90%
A 1621.467-17-0000	BLDG EQUIP REPAIR CONTRAC	\$102,000.00	\$104,000.00	\$2,000.00	1.96%
A 1621.476-17-0000	CERTIFICATION WORKSHOPS	\$5,000.00	\$5,000.00	\$0.00	0.00%
A 1621.490-17-0000	BOCES SERVICES	\$28,498.00	\$29,052.00	\$554.00	1.94%
A 1621.501-17-0001	SAVE/SAFETY SUPPLIES	\$13,000.00	\$0.00	(\$13,000.00)	-100.00%
A 1621.544-17-0000	ELECTRICAL SUPPLIES	\$20,000.00	\$20,400.00	\$400.00	2.00%
A 1621.545-17-0000	PLUMBING SUPPLIES	\$25,000.00	\$25,500.00	\$500.00	2.00%
A 1621.546-17-0000	HARDWARE SUPPLIES	\$30,000.00	\$31,000.00	\$1,000.00	3.33%
A 1621.547-17-0000	LUMBER SUPPLIES	\$13,000.00	\$14,000.00	\$1,000.00	7.69%
A 1621.549-17-0000	SMALL TOOLS	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 1621.550-17-0000	GLAZING SUPPLIES	\$6,000.00	\$6,000.00	\$0.00	0.00%
A 1621.551-17-0000	PAINTING SUPPLIES	\$12,500.00	\$13,000.00	\$500.00	4.00%
A 1621.553-17-0000	GRND DEV SPPLYS	\$14,000.00	\$14,300.00	\$300.00	2.14%
A 1621.560-17-0000	UNIFORMS	\$3,300.00	\$3,300.00	\$0.00	0.00%
A 1621.571-17-0000	GASOLINE	\$15,000.00	\$24,000.00	\$9,000.00	60.00%
A 1621.574-17-0000	MAINT SUPPLIES	\$6,500.00	\$6,650.00	\$150.00	2.31%
1621....MAINTENANCE OF PLANT	*	\$1,699,571.00	\$1,782,471.00	\$82,900.00	4.88%
A 1622.160-08-0050	SECURITY OVERTIME-HILL	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 1622.160-10-0050	SECURITY OVERTIME-OAK	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 1622.160-11-0050	SECURITY OVERTIME -URIAH HILL	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 1622.160-12-0050	SECURITY OVERTIME-WOOD	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 1622.160-14-0000	SECURITY-PMS	\$0.00	\$116,188.00	\$116,188.00	100.00%
A 1622.160-14-0050	SECURITY OVERTIME-PMS	\$0.00	\$8,000.00	\$8,000.00	100.00%
A 1622.160-15-0000	SECURITY-ADM	\$0.00	\$192,382.00	\$192,382.00	100.00%
A 1622.160-16-0000	SECURITY-PHS	\$0.00	\$456,897.00	\$456,897.00	100.00%
A 1622.160-16-0050	SECURITY OVERTIME-PHS	\$0.00	\$100,000.00	\$100,000.00	100.00%
A 1622.200-13-0000	EQUIPMENT	\$0.00	\$17,000.00	\$17,000.00	100.00%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 1622.400-17-0001	SECURITY SAFETY EQUIP REPAIR	\$0.00	\$4,080.00	\$4,080.00	100.00%
A 1622.449-13-0000	OTHER PROFESSIONAL SERVICES	\$0.00	\$10,000.00	\$10,000.00	100.00%
A 1622.490-13-0000	BOCES SVC	\$0.00	\$142,234.00	\$142,234.00	100.00%
A 1622.501-13-0000	SECURITY GEN SUPPLIES	\$0.00	\$10,000.00	\$10,000.00	100.00%
A 1622.501-13-0001	SECURITY UNIFORM SUPPLIES	\$0.00	\$5,500.00	\$5,500.00	100.00%
A 1622.501-13-0002	SECURITY ID SUPPLIES	\$0.00	\$2,000.00	\$2,000.00	100.00%
1622....SECURITY	*	\$0.00	\$1,072,281.00	\$1,072,281.00	100.00%
SPECIAL ITEMS - These categories detail the expenses for general liability insurance, property damage, student accident insurance and school board legal liability; memberships in Westchester County School Boards Association, NYSSBA, and the National School Boards Association; water and sewer assessments and the Refund of Real Property Taxes for the present current school year.					
A 1680.490-13-0000	BOCES SERVICES	\$72,690.00	\$111,624.00	\$38,934.00	53.56%
1680....CENTRAL DATA PROCESSING	*	\$72,690.00	\$111,624.00	\$38,934.00	53.56%
A 1910.422-18-0000	LIABILITY INSURANCE	\$287,506.00	\$329,106.00	\$41,600.00	14.47%
A 1910.423-18-0000	STUDENT ACCIDENT INSURANCE	\$30,000.00	\$30,000.00	\$0.00	0.00%
A 1910.424-18-0000	AUTOMOBILE INSURANCE	\$14,071.00	\$14,071.00	\$0.00	0.00%
A 1910.490-18-0449	BOCES SERVICES	\$75,010.00	\$75,578.00	\$568.00	0.76%
1910....UNALLOCATED INSURANCE	*	\$406,587.00	\$448,755.00	\$42,168.00	10.37%
A 1920.479-18-0000	ASSOCIATION DUES	\$30,090.00	\$35,000.00	\$4,910.00	16.32%
1920....SCHOOL ASSOCIATION DUES	*	\$30,090.00	\$35,000.00	\$4,910.00	16.32%
A 1950.403-18-0000	ASSESSMENTS SCHOOL PROPERTY	\$55,000.00	\$60,000.00	\$5,000.00	9.09%
1950....ASSESSMENTS ON SCHOOL PROPERTY	*	\$55,000.00	\$60,000.00	\$5,000.00	9.09%
A 1964.404-18-0000	REFUND ON REAL PROPERTY TAXES	\$50,000.00	\$50,000.00	\$0.00	0.00%
1964....REFUND ON REAL PROPERTY TAXES	*	\$50,000.00	\$50,000.00	\$0.00	0.00%
A 1981.490-18-0000	BOCES SERVICES	\$435,172.00	\$476,470.00	\$41,298.00	9.49%
1981....BOCES ADMINISTRATIVE COSTS	*	\$435,172.00	\$476,470.00	\$41,298.00	9.49%
A 1983.490-18-0000	BOCES SERVICES	\$51,779.00	\$60,016.00	\$8,237.00	15.91%
1983....BOCES CAPITAL EXPENSES	*	\$51,779.00	\$60,016.00	\$8,237.00	15.91%
INSTRUCTION					
The Total Costs for Curriculum, Technology, Building Administration and all Instructional Services (Regular, Special, Library, Guidance, Health and Athletic Services) are reported here. Salaries for administrators, teaching staff, all non-instructional staff, and stipend positions are based on respective contracts.					
Educational Services - Curriculum, Instruction and Assessment					
The position of Assistant Superintendent for Secondary and Elementary Instruction and support staff are included. The BOCES fee is for targeted staff development. Programs that are also under the supervision of the Curriculum/Instruction(2010) are supervision of regular schools (2020); in-service training and supervision (2070) and teaching regular school (2110).					
A 2010.150-15-0000	PERSONAL SERVICES - CERT-ADM	\$881,859.00	\$919,689.00	\$37,830.00	4.29%
A 2010.160-15-0000	PERSONAL SERVICES - CLASS-ADM	\$70,803.00	\$73,190.00	\$2,387.00	3.37%
A 2010.449-03-0000	CURRICULUM DEVELOPMENT	\$125,000.00	\$131,000.00	\$6,000.00	4.80%
A 2010.476-03-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$1,021.00	\$1,021.00	\$0.00	0.00%
A 2010.490-03-0000	BOCES SERVICES	\$114,351.00	\$136,656.00	\$22,305.00	19.51%
A 2010.501-03-0000	GENERAL SUPPLIES	\$5,202.00	\$5,202.00	\$0.00	0.00%
2010....CURRICULUM DEVEL & SUPERVISION	*	\$1,198,236.00	\$1,266,758.00	\$68,522.00	5.72%
A 2020.150-08-0000	PERSONAL SERVICES - CERT-HILL	\$310,392.00	\$466,323.00	\$155,931.00	50.24%
A 2020.150-10-0000	PERSONAL SERVICES - CERT-OAK	\$302,312.00	\$311,714.00	\$9,402.00	3.11%
A 2020.150-11-0000	PERSONAL SERVICES - CERT-URIAH	\$158,111.00	\$175,443.00	\$17,332.00	10.96%
A 2020.150-12-0000	PERSONAL SERVICES - CERT-WOOD	\$340,874.00	\$325,194.00	(\$15,680.00)	-4.60%
A 2020.150-14-0000	PERSONAL SERVICES - CERT-PMS	\$471,001.00	\$472,803.00	\$1,802.00	0.38%
A 2020.150-16-0000	PERSONAL SERVICES - CERT-PHS	\$641,445.00	\$668,000.00	\$26,555.00	4.14%
A 2020.160-08-0000	PERSONAL SERVICES - CLASS-HILL	\$172,556.00	\$109,229.00	(\$63,327.00)	-36.70%
A 2020.160-10-0000	PERSONAL SERVICES - CLASS-OAK	\$132,340.00	\$134,709.00	\$2,369.00	1.79%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2020.160-11-0000	PERSONAL SERVICES - CLASS-URIAH	\$47,918.00	\$62,050.00	\$14,132.00	29.49%
A 2020.160-12-0000	PERSONAL SERVICES - CLASS-WOOD	\$114,867.00	\$116,584.00	\$1,717.00	1.49%
A 2020.160-13-0050	CLASS SUBS & O T	\$0.00	\$50,000.00	\$50,000.00	100.00%
A 2020.160-14-0000	PERSONAL SERVICES - CLASS-PMS	\$129,029.00	\$134,877.00	\$5,848.00	4.53%
A 2020.160-16-0000	PERSONAL SERVICES - CLASS-PHS	\$201,558.00	\$198,913.00	(\$2,645.00)	-1.31%
A 2020.160-16-0050	CLASS SUBS & O T PHS	\$0.00	\$1,500.00	\$1,500.00	100.00%
A 2020.473-08-0000	POSTAGE	\$130.00	\$0.00	(\$130.00)	-100.00%
A 2020.476-08-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$0.00	\$500.00	\$500.00	100.00%
A 2020.476-11-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 2020.476-12-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$0.00	\$3,000.00	\$3,000.00	100.00%
A 2020.476-14-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$100.00	\$100.00	\$0.00	0.00%
A 2020.476-16-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$2,616.00	\$3,200.00	\$584.00	22.32%
A 2020.501-08-0000	GENERAL SUPPLIES	\$14,000.00	\$10,000.00	(\$4,000.00)	-28.57%
A 2020.501-10-0000	GENERAL SUPPLIES	\$12,000.00	\$12,000.00	\$0.00	0.00%
A 2020.501-11-0000	GENERAL SUPPLIES	\$3,672.00	\$3,300.00	(\$372.00)	-10.13%
A 2020.501-12-0000	GENERAL SUPPLIES	\$13,500.00	\$13,500.00	\$0.00	0.00%
A 2020.501-14-0000	GENERAL SUPPLIES	\$9,464.00	\$8,614.00	(\$850.00)	-8.98%
A 2020.501-16-0000	GENERAL SUPPLIES	\$2,803.00	\$3,200.00	\$397.00	14.16%
2020....SUPERVISION-REGULAR SCHOOL	*	\$3,080,688.00	\$3,286,753.00	\$206,065.00	6.69%
A 2070.400-03-0000	PROFESSIONAL DEVELOPMENT	\$500.00	\$500.00	\$0.00	0.00%
A 2070.476-14-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$800.00	\$800.00	\$0.00	0.00%
2070....INSERVICE TRAINING-INSTRUCTION	*	\$1,300.00	\$1,300.00	\$0.00	0.00%
Regular Instruction					
FTE and projected salaries for Teachers, Aides, Substitutes, and Support Staff in all buildings are coded here. BOCES expenses cover students attending the Cultural Arts and alternate school programs. Expenses for the Performing and Fine Arts are included here. Under contractual services are expenses for all building handbooks and guides for students and parents.					
A 2110.100-11-0000	TEACHER SALARIES - PRE K URIA	\$251,679.00	\$19,933.00	(\$231,746.00)	-92.08%
A 2110.120-08-0000	TEACHER SALARIES - 4-5 HILL	\$3,436,120.00	\$3,936,702.00	\$500,582.00	14.57%
A 2110.120-10-0000	TEACHER SALARIES - 2-3 OAK	\$3,899,959.00	\$4,036,488.00	\$136,529.00	3.50%
A 2110.120-12-0000	TEACHER SALARIES - K-1 WOOD	\$3,633,723.16	\$3,733,221.00	\$99,497.84	2.74%
A 2110.120-13-0000	TEACHER SALARIES - K-6	\$397,511.00	\$397,511.00	\$0.00	0.00%
A 2110.120-13-0001	TEACHER SALARIES - K-6 LOA	\$100,000.00	\$272,934.00	\$172,934.00	172.93%
A 2110.120-14-0000	TEACHER SALARIES - 6 PMS	\$1,465,950.00	\$2,137,397.00	\$671,447.00	45.80%
A 2110.121-08-0000	TEACHING ASSISTANTS 4-5 HILL	\$33,340.00	\$34,007.00	\$667.00	2.00%
A 2110.121-10-0000	TEACHING ASSISTANTS 2-3 OAK	\$0.00	\$34,007.00	\$34,007.00	100.00%
A 2110.121-12-0000	TEACHING ASSISTANTS WOOD	\$38,412.00	\$39,420.00	\$1,008.00	2.62%
A 2110.121-13-0000	TEACHING ASSISTANTS K-6	\$5,200.00	\$5,200.00	\$0.00	0.00%
A 2110.130-13-0000	TEACHER SALARIES - 7-12	\$345,368.00	\$345,368.00	\$0.00	0.00%
A 2110.130-13-0002	HOME INSTRUCTION	\$20,000.00	\$20,000.00	\$0.00	0.00%
A 2110.130-13-0050	TEACHER HOURLY	\$6,800.00	\$71,800.00	\$65,000.00	955.88%
A 2110.130-14-0000	TEACHER SALARIES - 7-8	\$4,065,800.00	\$4,192,700.00	\$126,900.00	3.12%
A 2110.130-14-0005	TEACHER SALARIES - 7-8 LOA	\$0.00	\$51,082.00	\$51,082.00	100.00%
A 2110.130-16-0000	TEACHER SALARIES - 9-12	\$7,834,284.08	\$8,777,685.00	\$943,400.92	12.04%
A 2110.131-14-0000	TEACHING ASSISTANTS 7-8	\$72,252.00	\$108,184.00	\$35,932.00	49.73%
A 2110.131-16-0000	TEACHING ASSISTANTS 9-12	\$161,164.00	\$148,354.00	(\$12,810.00)	-7.95%
A 2110.140-13-0000	SUB TEACHER SALARIES K-12	\$900,000.00	\$900,000.00	\$0.00	0.00%
A 2110.150-05-0000	STANDARDIZED TESTING	\$26,300.00	\$20,000.00	(\$6,300.00)	-23.95%
A 2110.160-08-0000	SCHOOL AIDE SALARIES-HILL	\$67,256.00	\$122,940.00	\$55,684.00	82.79%
A 2110.160-10-0000	SCHOOL AIDE SALARIES-OAK	\$67,256.00	\$88,256.00	\$21,000.00	31.22%
A 2110.160-11-0000	SCHOOL AIDE SALARIES-URIAH	\$101,035.20	\$191,976.00	\$90,940.80	90.01%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2110.160-12-0000	SCHOOL AIDE SALARIES-WOOD	\$314,350.00	\$377,516.00	\$63,166.00	20.09%
A 2110.160-13-0000	SCHOOL AIDE SALARIES	\$13,787.00	\$13,787.00	\$0.00	0.00%
A 2110.160-13-0002	SECURITY-OT	\$85,000.00	\$0.00	(\$85,000.00)	-100.00%
A 2110.160-13-0050	TEACHER AIDE SUBSTITUTES	\$145,000.00	\$145,000.00	\$0.00	0.00%
A 2110.160-13-9060	IN LIEU OF HEALTH INSURANCE	\$14,000.00	\$14,000.00	\$0.00	0.00%
A 2110.160-14-0000	SCHOOL AIDE SALARIES-PMS	\$19,216.00	\$19,216.00	\$0.00	0.00%
A 2110.160-14-0001	SECURITY - PMS	\$123,824.00	\$0.00	(\$123,824.00)	-100.00%
A 2110.160-15-0001	SECURITY - ADM	\$180,890.90	\$0.00	(\$180,890.90)	-100.00%
A 2110.160-16-0001	SECURITY - PHS	\$387,856.00	\$0.00	(\$387,856.00)	-100.00%
A 2110.200-08-0000	CLASSROOM EQUIPMENT	\$0.00	\$5,000.00	\$5,000.00	100.00%
A 2110.200-08-0022	EQUIPMENT - MUSIC	\$2,000.00	\$3,000.00	\$1,000.00	50.00%
A 2110.200-10-0000	CLASSROOM EQUIPMENT	\$7,000.00	\$5,000.00	(\$2,000.00)	-28.57%
A 2110.200-10-0022	EQUIPMENT - MUSIC	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 2110.200-11-0000	CLASSROOM EQUIPMENT	\$4,427.00	\$1,500.00	(\$2,927.00)	-66.12%
A 2110.200-12-0000	CLASSROOM EQUIPMENT	\$4,500.00	\$4,500.00	\$0.00	0.00%
A 2110.200-12-0022	EQUIPMENT - MUSIC	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 2110.200-13-0000	CLASSROOM EQUIPMENT	\$0.00	\$15,000.00	\$15,000.00	100.00%
A 2110.200-14-0000	CLASSROOM EQUIPMENT	\$11,000.00	\$11,000.00	\$0.00	0.00%
A 2110.200-14-0022	EQUIPMENT - MUSIC	\$5,000.00	\$6,000.00	\$1,000.00	20.00%
A 2110.200-16-0000	CLASSROOM EQUIPMENT	\$20,910.00	\$19,242.00	(\$1,668.00)	-7.98%
A 2110.200-16-0022	EQUIPMENT - MUSIC	\$5,500.00	\$6,000.00	\$500.00	9.09%
A 2110.400-13-0000	EQUIPMENT REPAIRS	\$20,350.00	\$20,350.00	\$0.00	0.00%
A 2110.400-13-0022	EQUIPMENT REPAIR - MUSIC	\$20,000.00	\$20,000.00	\$0.00	0.00%
A 2110.400-13-1600	COPIER SERVICE	\$5,000.00	\$5,000.00	\$0.00	0.00%
A 2110.400-16-0000	EQUIPMENT REPAIR	\$690.00	\$700.00	\$10.00	1.45%
A 2110.400-16-0022	EQUIPMENT REPAIR - MUSIC	\$5,000.00	\$2,000.00	(\$3,000.00)	-60.00%
A 2110.400-16-0023	EQUIPMENT REPAIR-SCIENCE	\$1,900.00	\$1,900.00	\$0.00	0.00%
A 2110.432-13-0022	MUSICAL INSTRUMENTS RENTAL	\$65,000.00	\$65,000.00	\$0.00	0.00%
A 2110.448-14-0000	COMMENCEMENT	\$0.00	\$3,500.00	\$3,500.00	100.00%
A 2110.448-16-0000	COMMENCEMENT	\$23,742.00	\$48,000.00	\$24,258.00	102.17%
A 2110.449-08-0000	OTHER PROFESSIONAL SERVICES	\$0.00	\$1,000.00	\$1,000.00	100.00%
A 2110.449-13-0001	Security Services	\$275,000.00	\$325,000.00	\$50,000.00	18.18%
A 2110.449-13-0002	OTHER PROFESSIONAL SERVICES	\$40,000.00	\$40,000.00	\$0.00	0.00%
A 2110.449-14-0000	OTHER PROFESSIONAL SERVICES		\$3,500.00	\$3,500.00	100.00%
A 2110.449-14-0001	OTHER PROFESSIONAL SERVICES-THEATER		\$5,000.00	\$5,000.00	100.00%
A 2110.449-16-0000	OTHER PROFESSIONAL SERVICES	\$99,648.80	\$122,000.00	\$22,351.20	22.43%
A 2110.449-16-0001	OTHER PROFESSIONAL SERVICES-THEATER		\$10,000.00	\$10,000.00	100.00%
A 2110.470-13-0000	REGULAR TUITION	\$25,000.00	\$25,000.00	\$0.00	0.00%
A 2110.476-08-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$200.00	\$2,100.00	\$1,900.00	950.00%
A 2110.476-10-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 2110.476-11-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$0.00	\$500.00	\$500.00	100.00%
A 2110.476-12-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$4,000.00	\$2,000.00	(\$2,000.00)	-50.00%
A 2110.476-13-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$2,000.00	\$2,000.00	\$0.00	0.00%
A 2110.476-14-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$1,200.00	\$5,200.00	\$4,000.00	333.33%
A 2110.476-16-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$53,182.00	\$59,643.00	\$6,461.00	12.15%
A 2110.480-08-0000	TEXTBOOKS	\$30,000.00	\$30,000.00	\$0.00	0.00%
A 2110.480-10-0000	TEXTBOOKS	\$30,000.00	\$30,000.00	\$0.00	0.00%
A 2110.480-12-0000	TEXTBOOKS	\$30,000.00	\$30,000.00	\$0.00	0.00%
A 2110.480-13-0000	TEXTBOOKS	\$30,000.00	\$30,000.00	\$0.00	0.00%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2110.480-14-0000	TEXTBOOKS	\$0.00	\$150,000.00	\$150,000.00	100.00%
A 2110.480-16-0000	TEXTBOOKS	\$75,000.00	\$75,000.00	\$0.00	0.00%
A 2110.485-03-0000	WORKBOOKS	\$101,457.00	\$101,457.00	\$0.00	0.00%
A 2110.490-13-0000	BOCES SERVICES	\$601,422.00	\$617,524.00	\$16,102.00	2.68%
A 2110.501-05-0000	Standardized Tsts	\$35,000.00	\$25,000.00	(\$10,000.00)	-28.57%
A 2110.501-08-0000	GENERAL SUPPLIES	\$14,329.00	\$18,143.00	\$3,814.00	26.62%
A 2110.501-08-0012	SUPPLIES - ART	\$1,300.00	\$1,000.00	(\$300.00)	-23.08%
A 2110.501-08-0022	SUPPLIES - MUSIC	\$7,500.00	\$7,500.00	\$0.00	0.00%
A 2110.501-10-0000	GENERAL SUPPLIES	\$30,769.00	\$27,350.00	(\$3,419.00)	-11.11%
A 2110.501-10-0012	SUPPLIES - ART	\$0.00	\$1,000.00	\$1,000.00	100.00%
A 2110.501-10-0022	SUPPLIES - MUSIC	\$3,000.00	\$3,000.00	\$0.00	0.00%
A 2110.501-11-0000	GENERAL SUPPLIES	\$6,400.00	\$6,427.00	\$27.00	0.42%
A 2110.501-12-0000	GENERAL SUPPLIES	\$32,000.00	\$31,000.00	(\$1,000.00)	-3.13%
A 2110.501-12-0012	SUPPLIES - ART	\$0.00	\$1,000.00	\$1,000.00	100.00%
A 2110.501-12-0022	SUPPLIES - MUSIC	\$1,400.00	\$1,400.00	\$0.00	0.00%
A 2110.501-13-0000	GENERAL SUPPLIES	\$41,000.00	\$41,000.00	\$0.00	0.00%
A 2110.501-13-0001	SECURITY-UNIFORMS	\$5,500.00	\$0.00	(\$5,500.00)	-100.00%
A 2110.501-13-0002	ID SUPPLIES	\$2,142.00	\$0.00	(\$2,142.00)	-100.00%
A 2110.501-14-0000	GEN SUP - CLASSROOM	\$46,211.00	\$47,127.00	\$916.00	1.98%
A 2110.501-14-0012	GEN SUP - ART	\$0.00	\$2,000.00	\$2,000.00	100.00%
A 2110.501-14-0022	GEN SUP - MUSIC	\$8,000.00	\$9,000.00	\$1,000.00	12.50%
A 2110.501-16-0000	GEN SUP - CLASSROOM	\$56,662.00	\$63,500.00	\$6,838.00	12.07%
A 2110.501-16-0001	GEN SUP - STANDARDIZED TESTING	\$0.00	\$10,000.00	\$10,000.00	100.00%
A 2110.501-16-0012	GEN SUP - ART	\$7,471.00	\$10,585.00	\$3,114.00	41.68%
A 2110.501-16-0015	GEN SUP - ENGLISH	\$4,980.50	\$5,393.00	\$412.50	8.28%
A 2110.501-16-0016	GEN SUP - FOREIGN LANG	\$6,732.00	\$7,096.00	\$364.00	5.41%
A 2110.501-16-0021	GEN SUP - MATH	\$7,810.00	\$9,140.00	\$1,330.00	17.03%
A 2110.501-16-0022	GEN SUP - MUSIC	\$7,800.00	\$8,500.00	\$700.00	8.97%
A 2110.501-16-0023	GEN SUP - SCIENCE	\$33,990.00	\$48,056.00	\$14,066.00	41.38%
A 2110.501-16-0024	GEN SUP - SOCIAL STUDIES	\$4,330.00	\$4,685.00	\$355.00	8.20%
A 2110.501-16-0041	GEN SUPPLIES - ESL	\$1,350.00	\$1,990.00	\$640.00	47.41%
A 2110.501-40-0000	GEN.SUPPLIES-PHYS.ED	\$25,000.00	\$25,000.00	\$0.00	0.00%
A 2110.511-16-0012	PHOTO SUPPLIES	\$580.00	\$1,500.00	\$920.00	158.62%
2110....TEACHING-REGULAR SCHOOL	*	\$30,206,718.64	\$32,585,692.00	\$2,378,973.36	7.88%
Special Education					
The expenses describe costs for the salaries of Director of Special Services, Special Education Teachers, mandated Teacher Aides, Secretaries and needed supplies, materials and equipment. Also included are expenses for projected private schools and BOCES services. Additional monies are included in the event that any high cost Special Education student enters the District. Contractual and BOCES allocations cover expenses for specialized services and specific BOCES programs.					
A 2250.150-08-0000	SALARIES - INSTR CERT-HILL	\$952,692.40	\$877,925.60	(\$74,766.80)	-7.85%
A 2250.150-10-0000	SALARIES - INSTR CERT-OAK	\$445,672.13	\$555,504.40	\$109,832.27	24.64%
A 2250.150-11-0000	SALARIES - INSTR CERT-URIAH HILL	\$0.00	\$105,000.00	\$105,000.00	100.00%
A 2250.150-12-0000	SALARIES - INSTR CERT-WOOD	\$1,292,096.41	\$1,155,720.00	(\$136,376.41)	-10.55%
A 2250.150-13-0050	O T - CSE	\$30,000.00	\$30,000.00	\$0.00	0.00%
A 2250.150-14-0000	SALARIES - INSTR CERT-PMS	\$1,414,197.60	\$1,566,104.00	\$151,906.40	10.74%
A 2250.150-15-0000	SALARIES - INSTR CERT-ADM	\$306,133.00	\$321,588.00	\$15,455.00	5.05%
A 2250.150-16-0000	SALARIES - INSTR CERT-PHS	\$1,510,033.93	\$1,877,557.00	\$367,523.07	24.34%
A 2250.151-08-0000	SALARIES - TEACHING ASSIST - HILL	\$155,092.00	\$180,861.00	\$25,769.00	16.62%
A 2250.151-10-0000	SALARIES - TEACHING ASSIST - OAK	\$72,252.00	\$74,177.00	\$1,925.00	2.66%
A 2250.151-12-0000	SALARIES - TEACHING ASSIST - WOOD	\$105,092.00	\$175,448.00	\$70,356.00	66.95%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2250.151-13-0000	SALARIES - TEACHING ASSISTANT	\$9,200.00	\$9,200.00	\$0.00	0.00%
A 2250.151-14-0000	SALARIES - TEACHING ASSIST - PMS	\$166,736.00	\$120,079.00	(\$46,657.00)	-27.98%
A 2250.151-16-0000	SALARIES - TEACHING ASSIST - PHS	\$380,402.64	\$340,976.00	(\$39,426.64)	-10.36%
A 2250.160-08-0000	SALARIES - CLASSIFIED-HILL	\$140,203.08	\$118,035.00	(\$22,168.08)	-15.81%
A 2250.160-10-0000	SALARIES - CLASSIFIED-OAK	\$127,650.00	\$110,987.00	(\$16,663.00)	-13.05%
A 2250.160-11-0000	SALARIES - CLASSIFIED-URIAH	\$0.00	\$44,000.00	\$44,000.00	100.00%
A 2250.160-12-0000	SALARIES - CLASSIFIED-WOOD	\$221,182.26	\$207,040.00	(\$14,142.26)	-6.39%
A 2250.160-13-0050	TEACHER AIDE SUBSTITUTES	\$1,000.00	\$2,000.00	\$1,000.00	100.00%
A 2250.160-14-0000	SALARIES - CLASSIFIED-PMS	\$236,885.56	\$141,163.00	(\$95,722.56)	-40.41%
A 2250.160-15-0000	SALARIES - CLASSIFIED ADM	\$181,128.00	\$237,290.00	\$56,162.00	31.01%
A 2250.160-16-0000	SALARIES - CLASSIFIED-PHS	\$172,794.00	\$207,924.00	\$35,130.00	20.33%
A 2250.200-13-0000	EQUIPMENT	\$2,000.00	\$22,000.00	\$20,000.00	1000.00%
A 2250.400-14-0000	EQUIPMENT REPAIR	\$400.00	\$0.00	(\$400.00)	-100.00%
A 2250.400-16-0000	EQUIPMENT REPAIR	\$300.00	\$0.00	(\$300.00)	-100.00%
A 2250.449-05-0000	OTHER PROF SERVICES	\$191,102.00	\$324,000.00	\$132,898.00	69.54%
A 2250.449-13-0000	MEDICAID REIMBURSEMENT COST	\$15,000.00	\$15,000.00	\$0.00	0.00%
A 2250.470-13-0000	TUITION - HC PLACEMENT	\$2,728,071.00	\$4,202,180.00	\$1,474,109.00	54.03%
A 2250.470-13-0010	TUITION - HC FOSTER	\$150,000.00	\$150,000.00	\$0.00	0.00%
A 2250.470-13-0020	TUITION-RESIDENTIAL	\$500,000.00	\$500,000.00	\$0.00	0.00%
A 2250.476-05-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 2250.490-13-0000	BOCES SERVICES	\$4,939,569.00	\$4,800,751.00	(\$138,818.00)	-2.81%
A 2250.501-05-0000	GENERAL SUPPLIES	\$13,500.00	\$15,500.00	\$2,000.00	14.81%
A 2250.501-08-0000	GENERAL SUPPLIES	\$6,500.00	\$6,500.00	\$0.00	0.00%
A 2250.501-10-0000	GENERAL SUPPLIES	\$1,200.00	\$1,400.00	\$200.00	16.67%
A 2250.501-11-0000	GENERAL SUPPLIES	\$250.00	\$250.00	\$0.00	0.00%
A 2250.501-12-0000	GENERAL SUPPLIES	\$6,500.00	\$6,500.00	\$0.00	0.00%
A 2250.501-14-0000	GENERAL SUPPLIES	\$8,500.00	\$8,500.00	\$0.00	0.00%
A 2250.501-15-0001	LIFE SKILLS	\$15,000.00	\$15,000.00	\$0.00	0.00%
A 2250.501-16-0000	GENERAL SUPPLIES	\$4,000.00	\$4,000.00	\$0.00	0.00%
2250....PROGRAMS-STUDENTS W/ DISABIL	*	\$16,503,335.01	\$18,531,160.00	\$2,027,824.99	12.29%
<u>Occupational Education</u>					
This category includes expenses for the District Occupational and Technology Education/Business program and for those students attending BOCES vocational program.					
A 2280.490-13-0000	BOCES SERVICES	\$537,120.00	\$734,500.00	\$197,380.00	36.75%
2280....OCCUPATIONAL EDUCATION	*	\$537,120.00	\$734,500.00	\$197,380.00	36.75%
<u>Instructional Media Program</u>					
Includes all projected expenses for staff and other expenses relative to the K-12 Library, Audiovisual, and Computer Assisted Instruction programs. Under 2630 computer software generates State Aid back to the District.					
A 2610.150-08-0000	SCHOOL LIBRARIANS-HILL	\$48,089.00	\$50,000.00	\$1,911.00	3.97%
A 2610.150-10-0000	SCHOOL LIBRARIANS-OAK	\$48,089.00	\$96,748.00	\$48,659.00	101.19%
A 2610.150-12-0000	SCHOOL LIBRARIANS-WOOD	\$108,663.00	\$140,354.00	\$31,691.00	29.16%
A 2610.150-14-0000	SCHOOL LIBRARIANS-PMS	\$96,178.00	\$123,022.00	\$26,844.00	27.91%
A 2610.150-16-0000	SCHOOL LIBRARIANS-PHS	\$100,873.00	\$107,644.00	\$6,771.00	6.71%
A 2610.460-08-0521	LIBRARY BOOKS	\$6,000.00	\$4,000.00	(\$2,000.00)	-33.33%
A 2610.460-08-0524	PERIODICALS	\$600.00	\$0.00	(\$600.00)	-100.00%
A 2610.460-10-0521	LIBRARY BOOKS	\$7,066.00	\$6,450.00	(\$616.00)	-8.72%
A 2610.460-11-0514	RECORDS & TAPES	\$300.00	\$0.00	(\$300.00)	-100.00%
A 2610.460-11-0521	LIBRARY BOOKS	\$600.00	\$600.00	\$0.00	0.00%
A 2610.460-12-0521	LIBRARY BOOKS	\$2,683.00	\$2,388.00	(\$295.00)	-11.00%
A 2610.460-12-0524	PERIODICALS	\$2,600.00	\$1,000.00	(\$1,600.00)	-61.54%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2610.460-14-0521	LIBRARY BOOKS	\$4,000.00	\$3,000.00	(\$1,000.00)	-25.00%
A 2610.460-14-0524	PERIODICALS	\$500.00	\$500.00	\$0.00	0.00%
A 2610.460-16-0521	LIBRARY BOOKS	\$6,000.00	\$6,000.00	\$0.00	0.00%
A 2610.490-13-0000	BOCES SERVICES	\$97,675.07	\$142,079.00	\$44,403.93	45.46%
A 2610.501-08-0000	GENERAL SUPPLIES	\$800.00	\$800.00	\$0.00	0.00%
A 2610.501-10-0000	GENERAL SUPPLIES	\$150.00	\$200.00	\$50.00	33.33%
A 2610.501-12-0000	GENERAL SUPPLIES	\$600.00	\$600.00	\$0.00	0.00%
A 2610.501-14-0000	GENERAL SUPPLIES	\$2,500.00	\$250.00	(\$2,250.00)	-90.00%
A 2610.501-16-0000	GENERAL SUPPLIES	\$1,500.00	\$1,500.00	\$0.00	0.00%
A 2610.524-16-0000	PERIODICALS	\$306.00	\$350.00	\$44.00	14.38%
2610....SCHOOL LIBRARY & AUDIOVISUAL	*	\$535,772.07	\$687,485.00	\$151,712.93	28.32%
A 2630.160-15-0000	NONINSTRUCTIONAL SALARIES - ADM	\$314,096.80	\$323,721.00	\$9,624.20	3.06%
A 2630.200-13-0000	EQUIPMENT	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 2630.220-13-0000	EQUIPMENT -COMPUTER HARDWARE AID	\$155,000.00	\$115,000.00	(\$40,000.00)	-25.81%
A 2630.400-13-0000	EQUIPMENT REPAIR	\$8,000.00	\$8,000.00	\$0.00	0.00%
A 2630.435-13-0000	LEASE - Technology	\$122,000.00	\$193,068.00	\$71,068.00	58.25%
A 2630.449-13-0000	OTHER PROFESSIONAL SERVICES	\$420,736.00	\$418,428.00	(\$2,308.00)	-0.55%
A 2630.460-13-0000	COMPUTER PROGRAMS	\$87,000.00	\$150,890.00	\$63,890.00	73.44%
A 2630.476-13-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$6,500.00	\$6,600.00	\$100.00	1.54%
A 2630.490-13-0000	BOCES SERVICES	\$1,673,312.33	\$1,781,368.00	\$108,055.67	6.46%
A 2630.501-13-0000	GENERAL SUPPLIES	\$115,000.00	\$151,500.00	\$36,500.00	31.74%
2630....COMPUTER ASSISTED INSTRUCTION	*	\$2,902,645.13	\$3,149,575.00	\$246,929.87	8.51%
<u>Attendance</u>					
This code reflects the tracking and reporting of student attendance.					
A 2805.160-15-0000	PERSONAL SERVICES CLASS - ADM	\$47,918.00	\$55,113.00	\$7,195.00	15.02%
A 2805.508-13-0000	PRINTED SUPPLIES	\$200.00	\$200.00	\$0.00	0.00%
2805....ATTENDANCE-REGULAR SCHOOL	*	\$48,118.00	\$55,313.00	\$7,195.00	14.95%
<u>Guidance Services</u>					
The guidance portion of the budget includes guidance counselors and materials to support their work with students.					
A 2810.150-08-0000	GUIDANCE - CERTIFIED -HILL	\$67,841.00	\$75,513.00	\$7,672.00	11.31%
A 2810.150-10-0000	GUIDANCE - CERTIFIED -OAK	\$42,926.00	\$75,513.00	\$32,587.00	75.91%
A 2810.150-12-0000	GUIDANCE - CERTIFIED -WOOD	\$28,617.00	\$0.00	(\$28,617.00)	-100.00%
A 2810.150-13-0000	GUIDANCE - CERTIFIED	\$60,000.00	\$60,000.00	\$0.00	0.00%
A 2810.150-14-0000	GUIDANCE - CERTIFIED -PMS	\$396,068.00	\$412,950.00	\$16,882.00	4.26%
A 2810.150-16-0000	GUIDANCE - CERTIFIED -PHS	\$617,974.00	\$598,105.00	(\$19,869.00)	-3.22%
A 2810.160-14-0000	PERSONAL SERVICES CLASS-PMS	\$47,918.00	\$61,136.00	\$13,218.00	27.58%
A 2810.160-16-0000	PERSONAL SERVICES CLASS-PHS	\$68,583.00	\$69,806.00	\$1,223.00	1.78%
A 2810.490-13-0000	BOCES SERVICES	\$122,792.00	\$165,872.00	\$43,080.00	35.08%
A 2810.501-08-0000	GENERAL SUPPLIES	\$0.00	\$150.00	\$150.00	100.00%
A 2810.501-10-0000	GENERAL SUPPLIES	\$0.00	\$200.00	\$200.00	100.00%
A 2810.501-16-0000	GENERAL SUPPLIES	\$3,056.00	\$8,000.00	\$4,944.00	161.78%
2810....GUIDANCE-REGULAR SCHOOL	*	\$1,455,775.00	\$1,527,245.00	\$71,470.00	4.91%
A 2815.160-08-0000	NURSING SALARIES-HILL	\$72,056.00	\$73,497.00	\$1,441.00	2.00%
A 2815.160-10-0000	NURSING SALARIES-OAK	\$62,206.00	\$65,436.00	\$3,230.00	5.19%
A 2815.160-11-0000	NURSING SALARIES-URIAH	\$67,895.00	\$71,435.00	\$3,540.00	5.21%
A 2815.160-12-0000	NURSING SALARIES-WOOD	\$66,026.00	\$69,253.00	\$3,227.00	4.89%
A 2815.160-13-0050	NURSING - SUBSTITUTES	\$15,000.00	\$25,000.00	\$10,000.00	66.67%
A 2815.160-13-9060	IN LIEU OF HEALTH INSURANCE	\$2,040.00	\$2,040.00	\$0.00	0.00%
A 2815.160-14-0000	NURSING SALARIES-PMS	\$62,206.00	\$65,436.00	\$3,230.00	5.19%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2815.160-16-0000	NURSING SALARIES-PHS	\$64,153.00	\$67,347.00	\$3,194.00	4.98%
A 2815.449-13-0000	HEALTH & WELFARE SERVICES	\$410,000.00	\$410,000.00	\$0.00	0.00%
A 2815.449-13-0001	OTHER PROFESSIONAL NURSING SVC	\$62,205.00	\$96,200.00	\$33,995.00	54.65%
A 2815.490-13-0000	BOCES SERVICES	\$0.00	\$60,000.00	\$60,000.00	100.00%
A 2815.501-08-0000	GENERAL SUPPLIES	\$1,450.00	\$500.00	(\$950.00)	-65.52%
A 2815.501-10-0000	GENERAL SUPPLIES	\$500.00	\$500.00	\$0.00	0.00%
A 2815.501-11-0000	GENERAL SUPPLIES	\$350.00	\$350.00	\$0.00	0.00%
A 2815.501-12-0000	GENERAL SUPPLIES	\$500.00	\$500.00	\$0.00	0.00%
A 2815.501-14-0000	GENERAL SUPPLIES	\$1,000.00	\$1,000.00	\$0.00	0.00%
A 2815.501-16-0000	GENERAL SUPPLIES	\$2,000.00	\$2,000.00	\$0.00	0.00%
2815.....HEALTH SERVICES-REGULAR SCHOOL	*	\$889,587.00	\$1,010,494.00	\$120,907.00	13.59%
<u>Psychological Services</u>					
This code reflects the portion of psychological services provided to students who are not classified by the Committee on Special Education, as well as to students with disabilities.					
A 2820.150-08-0000	PSYCHOLOGISTS SALARIES-HILL	\$115,688.00	\$123,022.00	\$7,334.00	6.34%
A 2820.150-10-0000	PSYCHOLOGISTS SALARIES-OAK	\$121,909.00	\$132,915.00	\$11,006.00	9.03%
A 2820.150-12-0000	PSYCHOLOGISTS SALARIES-WOOD	\$170,240.00	\$177,480.00	\$7,240.00	4.25%
A 2820.150-13-0000	PSYCHOLOGISTS SALARIES	\$1,250.00	\$1,250.00	\$0.00	0.00%
A 2820.150-14-0000	PSYCHOLOGISTS SALARIES-PMS	\$228,675.00	\$243,579.00	\$14,904.00	6.52%
A 2820.150-16-0000	PSYCHOLOGISTS SALARIES-PHS	\$198,267.00	\$211,091.00	\$12,824.00	6.47%
A 2820.501-08-0000	GENERAL SUPPLIES	\$2,500.00	\$175.00	(\$2,325.00)	-93.00%
A 2820.501-10-0000	GENERAL SUPPLIES	\$200.00	\$200.00	\$0.00	0.00%
A 2820.501-11-0000	GENERAL SUPPLIES	\$100.00	\$100.00	\$0.00	0.00%
A 2820.501-12-0000	GENERAL SUPPLIES	\$500.00	\$500.00	\$0.00	0.00%
A 2820.501-14-0000	GENERAL SUPPLIES	\$400.00	\$300.00	(\$100.00)	-25.00%
2820.....PSYCHOLOGICAL SRVC-REG SCHOOL	*	\$839,729.00	\$890,612.00	\$50,883.00	6.06%
<u>SOCIAL WORKER SERVICES</u>					
This code reflects services to students provided by school social workers.					
A 2825.150-08-0000	SOCIAL WORKERS SALARIES-HILL	\$83,559.00	\$89,065.00	\$5,506.00	6.59%
A 2825.150-10-0000	SOCIAL WORKERS SALARIES-OAK	\$98,976.00	\$91,943.00	(\$7,033.00)	-7.11%
A 2825.150-12-0000	SOCIAL WORKERS SALARIES-WOOD	\$0.00	\$92,227.00	\$92,227.00	100.00%
A 2825.150-14-0000	SOCIAL WORKERS SALARIES-PMS	\$140,859.00	\$145,578.00	\$4,719.00	3.35%
A 2825.150-16-0000	SOCIAL WORKERS SALARIES-PHS	\$90,100.00	\$95,343.00	\$5,243.00	5.82%
A 2825.501-08-0000	GENERAL SUPPLIES	\$200.00	\$175.00	(\$25.00)	-12.50%
A 2825.501-10-0000	GENERAL SUPPLIES	\$200.00	\$200.00	\$0.00	0.00%
A 2825.501-11-0000	GENERAL SUPPLIES	\$100.00	\$200.00	\$100.00	100.00%
A 2825.501-12-0000	GENERAL SUPPLIES	\$500.00	\$500.00	\$0.00	0.00%
A 2825.501-14-0000	GENERAL SUPPLIES	\$200.00	\$200.00	\$0.00	0.00%
2825.....SOCIAL WORK SRVC-REG SCHOOL	*	\$414,694.00	\$515,431.00	\$100,737.00	24.29%
A 2830.200-07-0000	EQUIPMENT	\$370.00	\$370.00	\$0.00	0.00%
A 2830.501-07-0000	GENERAL SUPPLIES	\$1,061.00	\$1,061.00	\$0.00	0.00%
2830.....AFTER SCHOOL ACTIVITIES PROG.	*	\$1,431.00	\$1,431.00	\$0.00	0.00%
<u>CO-CURRICULAR</u>					
Included in this section are the funds to operate all after school clubs and activities. These activities take place after regular school hours and serve a large number of students on the middle and high school level.					
A 2850.150-13-0000	COCURRICULAR SALARIES	\$149,313.00	\$155,313.00	\$6,000.00	4.02%
A 2850.160-13-0000	COCURRICULAR CLASSIFIED	\$10,000.00	\$10,000.00	\$0.00	0.00%
A 2850.449-13-0000	OTHER PROFESSIONAL SERVICES	\$15,000.00	\$15,000.00	\$0.00	0.00%
A 2850.479-13-0000	HS/MS NEWSPAPER - MERCURY	\$1,530.00	\$1,530.00	\$0.00	0.00%
A 2850.479-13-0001	H S YEARBOOK	\$10,000.00	\$10,000.00	\$0.00	0.00%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 2850.501-13-0000	GENERAL SUPPLIES	\$35,000.00	\$35,000.00	\$0.00	0.00%
2850....CO-CURRICULAR ACTIV-REG SCHL	*	\$220,843.00	\$226,843.00	\$6,000.00	2.72%
<u>INTERSCHOLASTIC ATHLETICS</u>					
Included here are coaching salaries are stipends paid for the coaching of both boys and girls sports activities such as baseball, basketball, bowling, crew, cross country, field hockey, football, golf, lacrosse, soccer, softball, swimming, tennis, track, wrestling and volleyball. EQUIPMENT, CONTRACTUAL SERVICES AND SUPPLIES all are allocations to support our Interscholastic Athletics program.					
A 2855.150-08-0000	COACHING SALARIES-HILL	\$44,000.00	\$44,000.00	\$0.00	0.00%
A 2855.150-13-0000	COACHING SALARIES	\$25,000.00	\$50,000.00	\$25,000.00	100.00%
A 2855.150-15-0000	COACHING SALARIES-ADM	\$160,465.00	\$163,674.00	\$3,209.00	2.00%
A 2855.150-16-0000	COACHING SALARIES-PHS	\$300,000.00	\$325,000.00	\$25,000.00	8.33%
A 2855.160-13-0000	INTERSCHOLASTIC CLASS.	\$47,750.00	\$47,750.00	\$0.00	0.00%
A 2855.160-15-0000	INTERSCHOLASTIC CLASS.-ADM	\$55,492.00	\$57,179.00	\$1,687.00	3.04%
A 2855.160-16-0000	INTERSCHOLASTIC CLASS.-PHS	\$55,758.00	\$56,873.00	\$1,115.00	2.00%
A 2855.200-13-0000	EQUIPMENT	\$40,500.00	\$58,000.00	\$17,500.00	43.21%
A 2855.400-13-0000	EQUIPMENT REPAIRS	\$5,000.00	\$5,000.00	\$0.00	0.00%
A 2855.431-13-0000	RENTAL - GOLF/HOCKEY	\$3,000.00	\$0.00	(\$3,000.00)	-100.00%
A 2855.449-13-0001	COACH SALARIES	\$2,000.00	\$0.00	(\$2,000.00)	-100.00%
A 2855.449-13-0018	CONTROL & FACILITIES/PROFESSIONAL SVC	\$13,288.00	\$16,000.00	\$2,712.00	20.41%
A 2855.463-13-0000	RECONDITIONING & DRYCLEAN	\$15,463.00	\$16,000.00	\$537.00	3.47%
A 2855.473-13-0000	POSTAGE	\$252.00	\$252.00	\$0.00	0.00%
A 2855.475-13-0000	TRAVEL-CONFERENCE & MEETS	\$5,200.00	\$5,200.00	\$0.00	0.00%
A 2855.476-13-0000	FEES & MEETS	\$5,700.00	\$6,000.00	\$300.00	5.26%
A 2855.479-13-0001	MEMBERSHIP DUES	\$5,000.00	\$4,900.00	(\$100.00)	-2.00%
A 2855.490-13-0000	BOCES SERVICES	\$89,829.00	\$105,829.00	\$16,000.00	17.81%
A 2855.501-13-0000	GENERAL SUPPLIES	\$59,177.00	\$60,000.00	\$823.00	1.39%
A 2855.501-13-0001	MEDICAL SUPPLIES	\$4,000.00	\$4,000.00	\$0.00	0.00%
A 2855.508-13-0000	SUPPLIES - PRINTED	\$600.00	\$600.00	\$0.00	0.00%
A 2855.511-13-0000	PHOTO SUPPLIES	\$2,000.00	\$2,000.00	\$0.00	0.00%
A 2855.560-13-0000	UNIFORMS	\$23,500.00	\$25,500.00	\$2,000.00	8.51%
2855....INTERSCHOL ATHLETICS-REG SCHL	*	\$962,974.00	\$1,053,757.00	\$90,783.00	9.43%
<u>Pupil Transportation</u>					
Includes salaries for the part time dispatcher and clerical support. In addition, expenses for equipment, conference travel, fire & liability insurance, postage, professional/technical services, supplies, auto parts, gasoline, oil, and tires are included here.					
A 5510.160-15-0000	PERS. SERVICES CLASS.-ADM	\$143,999.00	\$141,477.00	(\$2,522.00)	-1.75%
A 5510.160-17-0050	PERS.SVCS. CLASSIFIED - OT	\$1,500.00	\$1,500.00	\$0.00	0.00%
A 5510.449-17-0000	OTHER PROFESSIONAL SERVICE	\$16,500.00	\$18,500.00	\$2,000.00	12.12%
A 5510.476-17-0000	WRKSH/ CONF/ TRVL/ MEMBSP	\$1,800.00	\$1,800.00	\$0.00	0.00%
A 5510.501-17-0000	GENERAL SUPPLIES - TRANS	\$4,500.00	\$4,500.00	\$0.00	0.00%
A 5510.571-04-0000	FUEL	\$130,000.00	\$130,000.00	\$0.00	0.00%
A 5510.574-17-0000	REPAIRS/MAINT	\$510.00	\$510.00	\$0.00	0.00%
5510....DISTRICT TRANSPORT	*	\$298,809.00	\$298,287.00	(\$522.00)	-0.17%
A 5540.400-08-0000	TRANSPORTATION - FIELD TRIP	\$16,900.00	\$18,000.00	\$1,100.00	6.51%
A 5540.400-10-0000	TRANSPORTATION - FIELD TRIP	\$8,000.00	\$10,000.00	\$2,000.00	25.00%
A 5540.400-11-0000	TRANSPORTATION - FIELD TRIP	\$4,000.00	\$4,972.00	\$972.00	24.30%
A 5540.400-12-0000	TRANSPORTATION - FIELD TRIP	\$4,500.00	\$5,500.00	\$1,000.00	22.22%
A 5540.400-13-0000	TRANSPORTATION - FIELD TRIP	\$10,000.00	\$25,000.00	\$15,000.00	150.00%
A 5540.400-14-0000	TRANSPORTATION - FIELD TRIP	\$9,430.00	\$11,000.00	\$1,570.00	16.65%
A 5540.400-16-0000	TRANSPORTATION - FIELD TRIP	\$74,244.00	\$84,850.00	\$10,606.00	14.29%
A 5540.400-19-0000	REGULAR TRANSPORTATION	\$1,849,014.00	\$2,119,190.00	\$270,176.00	14.61%
A 5540.400-19-0001	SPECIAL EDUCATION TRANSPORTATION	\$2,716,709.00	\$2,988,986.00	\$272,277.00	10.02%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 5540.400-19-0018	ATHLETIC TRANSPORTATION	\$125,000.00	\$150,000.00	\$25,000.00	20.00%
A 5540.490-13-0000	BOCES	\$9,540.00	\$9,540.00	\$0.00	0.00%
5540....CONTRACT TRANSPORT	*	\$4,827,337.00	\$5,427,038.00	\$599,701.00	12.42%
A 7310.150-13-0000	COMMUNITY SVC-YOUTH CERTIFIED	\$50,000.00	\$50,000.00	\$0.00	0.00%
A 7310.160-13-0000	COMMUNITY SVC-YOUTH CLASSIFIED	\$10,000.00	\$10,000.00	\$0.00	0.00%
A 7310.449-13-0000	COMMUNITY SVC OTHER PROFESSIONAL SVC	\$20,000.00	\$20,000.00	\$0.00	0.00%
A 7310.501-13-0000	COMMUNITY SVC GENERAL SUPPLIES	\$10,000.00	\$10,000.00	\$0.00	0.00%
7310....YOUTH PROGRAM	*	\$90,000.00	\$90,000.00	\$0.00	0.00%
<u>Employee Benefits</u>					
Employee benefits include all required contributions to the New York Retirement plans for certified and classified staff, social security, worker's compensation, health and dental benefits. Expense projections are asked on anticipated increases as reportedly our insurance carriers and State retirement systems. The District will continue to fully accrue these expenses for both retirement systems. Health insurance and Retirement System costs are based on anticipated increased cost and budget adjustments.					
A 9010.811-99-0000	EMPLOYEE RETIREMENT	\$803,859.00	\$1,124,107.00	\$320,248.00	39.84%
9010....STATE RETIREMENT	*	\$803,859.00	\$1,124,107.00	\$320,248.00	39.84%
A 9020.811-99-0000	TEACHERS RETIREMENT ADMIN	\$430,768.00	\$498,130.00	\$67,362.00	15.64%
A 9020.811-99-0000	TEACHERS RETIREMENT PROGRAM	\$4,129,552.00	\$4,201,182.00	\$71,630.00	1.73%
9020....TEACHERS' RETIREMENT	*	\$4,560,320.00	\$4,699,312.00	\$138,992.00	3.05%
A 9030.811-99-0000	SOCIAL SECURITY Admin	\$418,558.00	\$426,586.00	\$8,028.00	1.92%
A 9030.811-99-0000	SOCIAL SECURITY Capital	\$200,308.00	\$177,317.00	(\$22,991.00)	-11.48%
A 9030.811-99-0000	SOCIAL SECURITY Program	\$2,983,800.00	\$3,207,121.00	\$223,321.00	7.48%
A 9030.811-99-0001	SOCIAL SECURITY-MEDI Admin	\$103,040.00	\$102,255.00	(\$785.00)	-0.76%
A 9030.811-99-0001	SOCIAL SECURITY-MEDI Capital	\$49,312.00	\$42,504.00	(\$6,808.00)	-13.81%
A 9030.811-99-0001	SOCIAL SECURITY-MEDI Program	\$734,551.00	\$794,792.00	\$60,241.00	8.20%
9030....SOCIAL SECURITY	*	\$4,489,569.00	\$4,750,575.00	\$261,006.00	5.81%
A 9040.811-99-0000	WORKMENS COMP Admin	\$37,367.00	\$44,142.06	\$6,775.06	18.13%
A 9040.811-99-0000	WORKMENS COMP Capital	\$52,314.00	\$18,347.74	(\$33,966.26)	-64.93%
A 9040.811-99-0000	WORKMENS COMP Program	\$283,991.00	\$341,354.20	\$57,363.20	20.20%
9040....WORKERS' COMPENSATION	*	\$373,672.00	\$403,844.00	\$30,172.00	8.07%
A 9045.811-99-0000	LIFE INSURANCE/LONG Admin	\$15,000.00	\$22,000.00	\$7,000.00	46.67%
9045....LIFE INSURANCE	*	\$15,000.00	\$22,000.00	\$7,000.00	46.67%
A 9050.811-99-0000	UNEMPLOYMENT INS. Admin	\$8,500.00	\$8,500.00	\$0.00	0.00%
A 9050.811-99-0000	UNEMPLOYMENT INS. Capital	\$15,129.00	\$15,129.00	\$0.00	0.00%
A 9050.811-99-0000	UNEMPLOYMENT INS. Program	\$111,811.00	\$111,811.00	\$0.00	0.00%
9050....UNEMPLOYMENT INSURANCE	*	\$135,440.00	\$135,440.00	\$0.00	0.00%
A 9060.490-99-0002	EMPLOYEE ASSIST. PROG.	\$14,032.00	\$14,032.00	\$0.00	0.00%
A 9060.811-99-0000	HOSPITAL - MEDICAL Admin	\$1,528,065.00	\$1,120,724.00	(\$407,341.00)	-26.66%
A 9060.811-99-0000	HOSPITAL - MEDICAL Program	\$10,893,218.00	\$12,125,622.00	\$1,232,404.00	11.31%
A 9060.811-99-0000	HOSPITAL - MEDICAL Capital	\$731,283.00	\$1,392,414.00	\$661,131.00	90.41%
9060....HOSPITAL, MEDICAL & DENTAL INS	*	\$13,166,598.00	\$14,652,792.00	\$1,486,194.00	11.29%
A 9070.811-99-0000	UNION WELFARE FUND Admin	\$68,809.00	\$65,311.00	(\$3,498.00)	-5.08%
A 9070.811-99-0000	UNION WELFARE FUND Capital	\$46,340.00	\$66,700.00	\$20,360.00	43.94%
A 9070.811-99-0000	UNION WELFARE FUND Program	\$544,851.00	\$562,989.00	\$18,138.00	3.33%
9070....UNION WELFARE BENEFITS	*	\$660,000.00	\$695,000.00	\$35,000.00	5.30%
<u>Debt Service</u> - is similar to a District "mortgages." School District mortgages are typically issued in the form of Bonds or Notes to erect or repair district facilities by way of voter approval.					
A 9901.960-00-0000	INTERFUND TRANS. DEBT SVCE.	\$6,328,208.00	\$6,185,463.00	(\$142,745.00)	-2.26%
9901....TRANSFER TO SPECIAL AID	*	\$6,328,208.00	\$6,185,463.00	(\$142,745.00)	-2.26%
<u>Interfund Transfers</u> - This area of the budget represent transfers to other funds for purposes such as Capital Projects and Special Ed costs for mandated summer programs.					
A 9950.900-99-0000	INTERFUND TRANSFER-CAPITAL	\$500,000.00	\$500,000.00	\$0.00	0.00%

ACCOUNT	DESCRIPTION	2022-23 BUDGET	2023-24 PROPOSED BUDGET	DOLLAR CHANGE	PERCENT CHANGE
A 9950.900-99-0003	INTERFUND TRANS.-SPECIAL AID	\$250,000.00	\$250,000.00	\$0.00	0.00%
9950....INTERFUND TRANSFERS	*	\$750,000.00	\$750,000.00	\$0.00	0.00%
GRAND TOTALS	****	\$105,395,111.00	\$115,703,261.00	\$10,308,150.00	9.78%



Planning & Staffing Rationale

Elementary & Secondary Program

<u>POSITION</u>	<u>RATIONALE</u>
Assistant Principal	As a district we have experienced a high turnover in this position and would greatly benefit from having an admin position that is at the ready to support buildings and champion restorative justice practices.

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Hillcrest Elementary	This administrative position will be housed at HES and will be supervised by the Assistant Superintendent for Elementary Education	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimate Cost</u>
There is a need for additional support that is focused on restorative practices on district level across schools in order to ameliorate suspension rates and uplift parent and community engagement in the understanding of restorative practices.	Hillcrest has been impacted by inconsistent administrative leadership in the past several years. The residual impacts of this in tandem with the SEL impacts of the pandemic have yielded a need to intervene more proactively to support students during this developmental stage. The goal of the Peekskill Promise is to support the readiness needed for students to be available for learning in order to ensure that the school continues to move towards good standing.	\$160,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
At present while we have discussed the need for a focus on restorative justice practices we have not engaged in creating a body of evidence based practices and models for graduated alignment across schools that are in line with the Peekskill Promise. A restorative approach in a school shifts the emphasis from managing behavior to focusing on the building, nurturing and repairing of relationships. (Hopkins, 2003, p. 3)	Providing students and families with access to alternative restorative practices will promote a higher level of scholar readiness, a more positive building culture and stronger parent and community relationships that will yield better academic outcomes.	The position impact will be monitored through Behavioral and RTI referral data. Our Qualitative and Quantitative metrics will also be used in tandem to gauge the overall percentage of grade level readiness evidenced by subgroups.

<u>POSITION</u>	<u>RATIONALE</u>
1 Special Education Teacher 2 Aides	LRE mandate per NYSED Cost Savings Best interest Determination for Students

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Elementary School Special Education Dept.	Self-Contained 8:1:2 Class	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
There are 8 students projected to need an OOD placement - creating this cohort/class section will be able to maintain 4 students within PCSD; only 4 would need to be go OOD. There are limited OOD placements and long wait lists.	Historically, we have had a steady trend of 3-4 students requiring OOD placements transition from CPSE to K. This year there is an increase and enough students to reallocate funding to maintain 4 students within the district by creating a section/cohort.	Teacher \$140,000 2 Aides \$70,000 Contracted Related Services \$60,000 Curriculum \$1,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
None. This cohort does not currently exist.	Students and families will build and maintain relationships with PCSD staff and support systems. Students are not traveling 30-60 minutes outside of Peekskill.	Students will meet IEP goals and make annual progress.

<u>POSITION</u>	<u>RATIONALE</u>
STEAM Teacher	

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill Middle School	To support a 9-period day	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
To meet the demands of a 9-period day.	Based on the current enrollment and incoming 5 th grade, the class size will be over capacity. The capacity of the Middle School will require additional courses to meet the demands of a 9-period day and to enhance the opportunities for innovative courses.	\$140,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
	To address large class size due to enrollment increase. To provide equitable opportunities for all students to receive services and participate in innovative courses.	Administration, staff and students, and families will inform the success of the new 9-period day and provide input for continuous improvement.

<u>POSITION</u>	<u>RATIONALE</u>
World Language Teacher	

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill Middle School	To support a 9-period day	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
To meet the demands of a 9-period day.	Based on the current enrollment and incoming 5 th grade, the class size will be over capacity. The capacity of the Middle School will require additional courses to meet the demands of a 9-period day and to enhance the opportunities for innovative courses.	\$140,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
	To address large class size due to enrollment increase. To provide equitable opportunities for all students to receive services and participate in innovative courses.	Administration, staff and students, and families will inform the success of the new 9-period day and provide input for continuous improvement.

<u>POSITION</u>	<u>RATIONALE</u>
English as a New Language Teacher	

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill Middle School	To support a 9-period day	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
To meet the demands of a 9-period day.	Based on the current enrollment and incoming 5 th grade, the class size will be over capacity. The capacity of the Middle School will require additional courses to meet the demands of a 9-period day and to enhance the opportunities for innovative courses.	\$140,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
	To address large class size due to enrollment increase. To provide equitable opportunities for all students to receive services and participate in innovative courses.	Administration, staff and students, and families will inform the success of the new 9-period day and provide input for continuous improvement.

<u>POSITION</u>	<u>RATIONALE</u>
Math/Science Teacher	

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill Middle School	To support a 9-period day	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
To meet the demands of a 9-period day.	Based on the current enrollment and incoming 5 th grade, the class size will be over capacity. The capacity of the Middle School will require additional courses to meet the demands of a 9-period day and to enhance the opportunities for innovative courses.	\$140,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
	To address large class size due to enrollment increase. To provide equitable opportunities for all students to receive services and participate in innovative courses.	Administration, staff and students, and families will inform the success of the new 9-period day and provide input for continuous improvement.

<u>POSITION</u>	<u>RATIONALE</u>
ENCORE Teacher	

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill Middle School	To support a 9-period day	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
To meet the demands of a 9-period day.	Based on the current enrollment and incoming 5 th grade, the class size will be over capacity. The capacity of the Middle School will require additional courses to meet the demands of a 9-period day and to enhance the opportunities for innovative courses.	\$140,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
	To address large class size due to enrollment increase. To provide equitable opportunities for all students to receive services and participate in innovative courses.	Administration, staff and students, and families will inform the success of the new 9-period day and provide input for continuous improvement.

<u>POSITION</u>	<u>RATIONALE</u>
Security Guards	

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill Middle School	To support a 9-period day	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
	Based on the current enrollment and incoming 5 th grade, the class size will be over capacity. The capacity of the Middle School will require additional courses to meet the demands of a 9-period day and to enhance the opportunities for innovative courses.	\$70,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
	To maintain the health and safety of students and staff and meet the demands of an increase in enrollment.	Administration, staff and students, and families will inform the success of the new 9-period day and provide input for continuous improvement.

<u>POSITION</u>	<u>RATIONALE</u>
1 Special Education Teacher 1 Aide	LRE mandate per NYSED, Cost Savings, Best interest Determination for Students

<u>School/Department</u>	<u>Program</u>	<u>School Year</u>
Peekskill High School Special Education Dept.	Life Skills Ages 17-21	2023-2024
<u>Recommendation</u>	<u>Background and Rationale</u>	<u>Estimated Cost</u>
There are 7 students in need of a program / cohort ages 17-21.	Historically life skills students have selected to leave school /exit at age 18; more families are choosing to remain in the program through 21 per NYS and we now have enough students to open a section.	Teacher \$140,000 Aides \$35,000
<u>Current Program Staffing</u>	<u>Associated Impacts</u>	<u>How will it be monitored?</u>
None. Current PACE/RISE psychologist and speech provider will support this program.	Students and families will build and maintain relationships with PCSD staff and support systems. Students are not traveling 30-60 minutes outside of Peekskill.	Students will meet IEP goals and transition within the PCSD community.

APPENDICES

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 105,395,111	\$115,703,261	\$114,831,400
Increase/Decrease for the 2023-24 School Year		\$10,305,150	\$9,436,289
Percentage Increase/Decrease in Proposed Budget		9.78 %	8.95%
Change in the Consumer Price Index		8.0%	
A. Proposed Levy to Support the Total Budgeted Amount	\$43,593,045	\$44,464,906	
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)	\$43,593,045	\$44,464,906	\$43,593,045
F. Total Permissible Exclusions	\$2,062,027	\$2,575,936	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$41,565,604	\$42,489,290	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$41,531,018	\$41,888,970	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$34,586	\$600,320	
Administrative Component	\$10,255,064	\$10,911,597	\$10,885,496
Program Component	\$81,217,730	\$88,968,973	\$88,799,361
Capital Component	\$13,922,317	\$15,822,691	\$15,146,543
In projecting a contingency budget for the 2023-24 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law - All equipment, which includes classroom, music and maintenance areas of the budget would be removed. - The inter-fund transfers to capital fund in the amount of \$500,000 for the security vestibules at the elementary and middle schools would be removed. - To comply with the administrative cap \$36,200 would be remove from the budget.			

***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 2023-24 School Year

Estimated Basic STAR Exemption Savings¹

\$1,725

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Peekskill City School District, Westchester County, New York, will be held at Peekskill High School in said district on Tuesday, May 16, 2023 at 7:00 am prevailing time OR between the hours of 7:00am and 9:00pm, prevailing time in the Peekskill City School District, at which time the polls will be opened to vote by voting ballot or machine.

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

Property Tax Report Card
661500 - PEEKSKILL CITY SD

2022-2023 - Page 1
Official - as of 04/05/2023 11:26 AM

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2023-24 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."

Form Due - April 24, 2023

Form Preparer Name:
 Preparer's Telephone Number:

CYNTHIA HAWTHORNE
 914-737-3300

Shaded Fields Will Calculate	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	105,395,111	115,703,261	9.78 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	43,593,045	44,464,906	
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)	43,593,045	44,464,906	2.00 %
F. Permissible Exclusions to the School Tax Levy Limit	2,062,027	2,575,936	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	41,565,604	42,489,290	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	41,531,018	41,888,970	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	34,586	600,320	
Public School Enrollment	3,514	3,665	4.30 %
Consumer Price Index			8.0 %

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 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	23,226,104	24,274,754
Assigned Appropriated Fund Balance	2,710,552	0
Adjusted Unrestricted Fund Balance	4,215,805	4,628,131
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year (Limit 200 Characters)**
--------------	--------------	--------------------------	---------------------------	-------------------------------------	--

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital		For the cost of any object or purpose for which bonds may be issued.			
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	100,000	550,000	0
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	56,897	75,000	0
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			

Liability		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	15,414,172	15,600,163	SETTLEMENT OF CLAIMS
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBLAR RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	461,071	521,080	RETIREE BENEFITS DUE
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	5,977,300	5,990,300	0
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	For employer retirement contributions to the New York State Teachers' Retirement System	648,216	1,538,211	0

*** NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2023-24. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

Salary: Administrative Compensation Information
661500 - PEEKSKILL CITY SD

2022-2023 - Page 1
Official - as of 04/05/2023 11:46 AM

Form Due May 8, 2023

2023-2024 Salary Threshold =
\$162,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2023-2024.

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

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

Report Estimated Salaries in the Budget for the 2023-2024 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	290,728	47,911	35,557

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

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

2.	ASSISTANT SUPERINTENDENT FOR BUSINESS	230,000	40,281	
3.	ASSISTANT SUPERINTENDENT FOR SECONDARY C	195,000	36,172	
4.	ASSISTANT SUPERINTENDENT FOR ELEMENTARY C	195,000	36,172	
5.	ASSISTANT SUPERINTENDENT FOR ADMINISTRATI	195,000	36,172	
6.	HIGH SCHOOL PRINCIPAL	193,248	34,455	
7.	MIDDLE SCHOOL PRINCIPAL	183,621	32,820	
8.	ELEMENTARY PRINCIPAL	175,511	31,867	
9.	ELEMENTARY PRINCIPAL	170,639	31,295	
10.	ELEMENTARY PRINCIPAL	164,015	31,023	
11.	ELEMENTARY PRINCIPAL	175,511	31,867	
12.	DIRECTOR OF FACILITIES	175,796	31,901	
13.	DIRECTOR OF INITIATIVES, DATA, ACCOUNTABILITY	163,193	30,421	
14.	DRIECTOR OF PE, HEALTH & ATHLETICS	163,193	30,421	
15.	DIRECTOR OF STEM	163,193	30,421	
16.	DIRECTOR OF SPECIAL SERVICES	163,883	30,519	
17.	DIRECTOR OF PE, HEALTH & ATHLETICS	163,193	30,421	
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
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31.				
32.				
33.				
34.				
35.				

Equalized Total Assessed Value 3,905,535,814

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	3	1,321,705	0.03
13100	CO - GENERALLY	RPTL 406(1)	7	1,135,802,325	29.08
13350	CITY - GENERALLY	RPTL 406(1)	73	44,215,889	1.13
13800	SCHOOL DISTRICT	RPTL 408	11	107,530,311	2.75
14110	USA - SPECIFIED USES	STATE L 54	1	19,372,093	0.50
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	7	88,236,435	2.26
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	6	50,232,558	1.29
19950	MUNICIPAL RAILROAD	RPTL 456	1	22,093,023	0.57
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	3,053,100	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	34	69,379,922	1.78
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	775,194	0.02
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	651,163	0.02
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	13	8,069,574	0.21
25600	NONPROFIT HEALTH MAINTENANCE C	RPTL 486-a	18	16,615,810	0.43
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	16,806,202	0.43
28550	NOT-FOR-PROFIT HOUS CO-SR CITS	RPTL 422	3	24,253,875	0.62
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	143	1,718,288	0.04
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	8	190,002	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	117	2,340,000	0.06
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	3	192,287	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	57	2,002,792	0.05
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	3	122,946	0.00
41164	COLD WAR VETERANS (15%)	RPTL 458-b	29	348,464	0.01
41174	COLD WAR VETERANS (DISABLED)	RPTL 458-b	6	223,256	0.01
41400	CLERGY	RPTL 460	6	344,731	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	105	13,003,642	0.33
41834	ENHANCED STAR	RPTL 425	552	121,762,183	3.12
41854	BASIC STAR 1999-2000	RPTL 425	1,661	181,173,632	4.64

Equalized Total Assessed Value 3,905,535,814

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
48660	HOUSING DEVELOPMENT FUND CO	P H FI L 577,654-a	2	26,551,241	0.68
Total Exemptions Exclusive of System Exemptions:			2,879	1,958,382,643	50.14
Total System Exemptions:			0	0	0.00
Totals:			2,879	1,958,382,643	50.14

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: _____

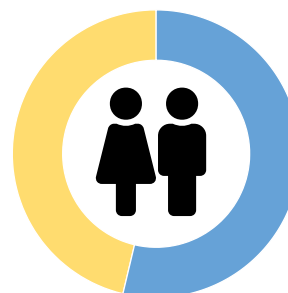
This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

PEEKSKILL CITY SCHOOL DISTRICT ENROLLMENT (2021 - 22)

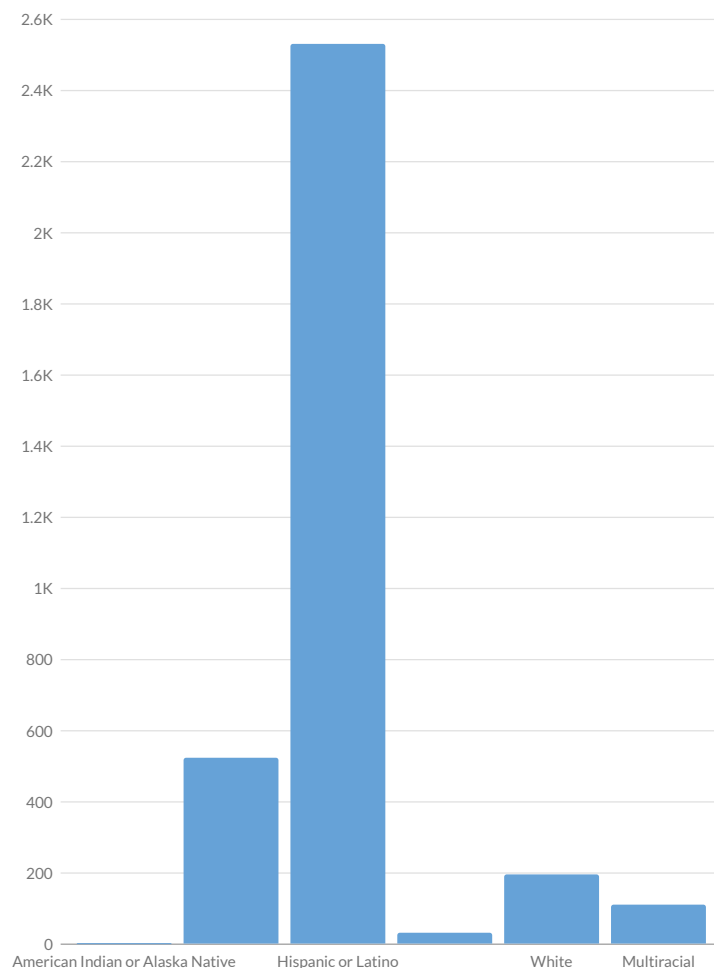
K-12 Enrollment: 3,407

ENROLLMENT I

MALE	
1,830	54%
FEMALE	
1,577	46%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE	
3	0%
BLACK OR AFRICAN AMERICAN	
526	15%
HISPANIC OR LATINO	
2,533	74%
ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	
34	1%
WHITE	
198	6%
MULTIRACIAL	
113	3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

963	28%
-----	-----

STUDENTS WITH DISABILITIES

511	15%
-----	-----

ECONOMICALLY DISADVANTAGED

2,359	69%
-------	-----

MIGRANT

—	—
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HOMELESS

43	1%
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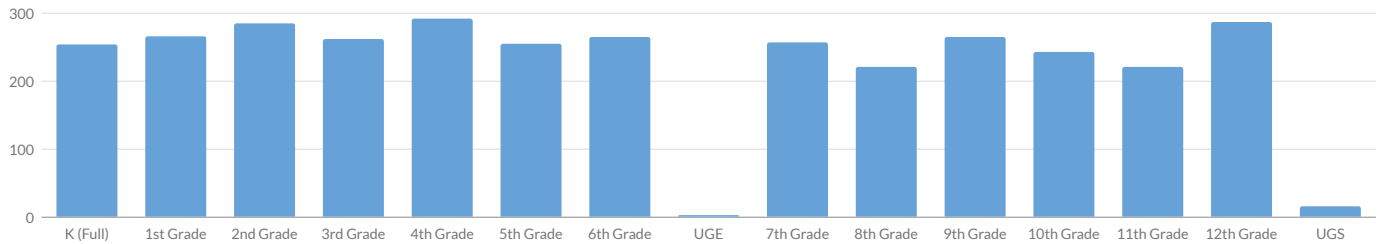
FOSTER CARE

—	—
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PARENT IN ARMED FORCES

—	—
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ENROLLMENT BY GRADE



K (FULL DAY)

255	7%
-----	----

1ST GRADE

267	7%
-----	----

2ND GRADE

286	8%
-----	----

3RD GRADE

263	7%
-----	----

4TH GRADE

293	8%
-----	----

5TH GRADE

256	7%
-----	----

6TH GRADE

266	7%
-----	----

UNGRADED ELEMENTARY

4	0%
---	----

7TH GRADE

258	7%
-----	----

8TH GRADE

222	6%
-----	----

9TH GRADE

266	7%
-----	----

10TH GRADE

244	7%
-----	----

11TH GRADE

222	6%
-----	----

12TH GRADE

288	8%
-----	----

UNGRADED SECONDARY

17	0%
----	----

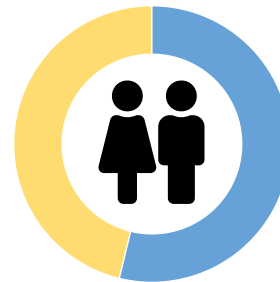
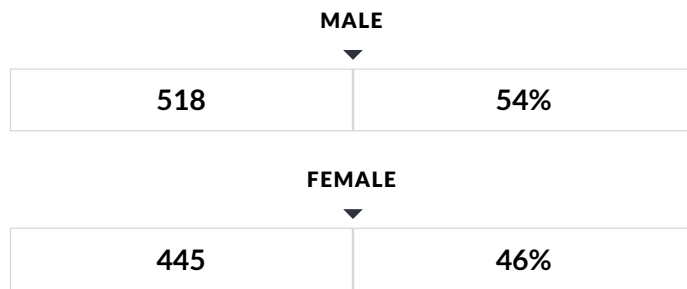
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THIS DOCUMENT WAS CREATED ON: APRIL 5, 2023, 10:15 AM EST

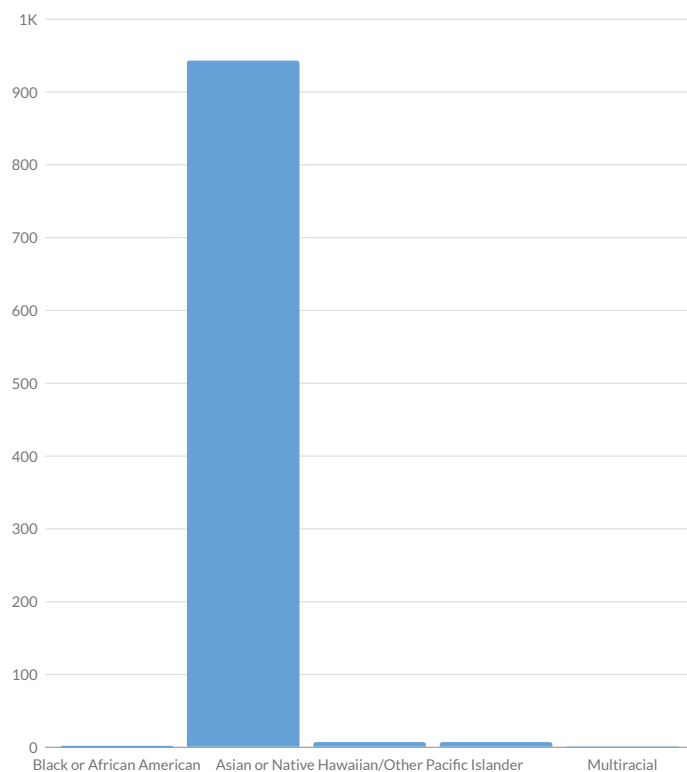
PEEKSKILL CITY SCHOOL DISTRICT ENGLISH LANGUAGE LEARNERS ENROLLMENT (2021 - 22)

K-12 ELL Enrollment: 963
K-12 Former ELL Enrollment: 195

ELL ENROLLMENT



ELL ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



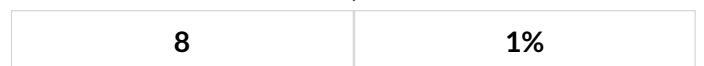
HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS

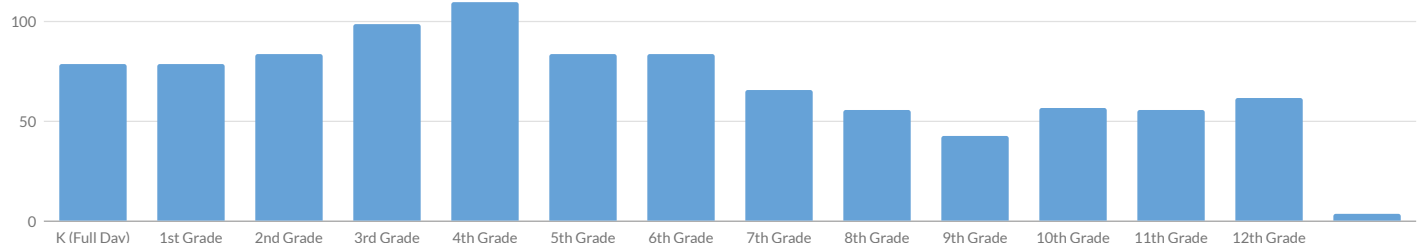
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ELL ENROLLMENT BY GRADE



K (FULL DAY) ▼ 79 8%	1ST GRADE ▼ 79 8%	2ND GRADE ▼ 84 9%	3RD GRADE ▼ 99 10%
4TH GRADE ▼ 110 11%	5TH GRADE ▼ 84 9%	6TH GRADE ▼ 84 9%	7TH GRADE ▼ 66 7%
8TH GRADE ▼ 56 6%	9TH GRADE ▼ 43 4%	10TH GRADE ▼ 57 6%	11TH GRADE ▼ 56 6%
12TH GRADE ▼ 62 6%	UNGRADED SECONDARY ▼ 4 0%		

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

HOME LANGUAGES

- 1 Spanish
- 2 English
- 3 Arabic
- 4 Chinese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS ▼ 615	DEVELOPING ▼ 284	LONG TERM ▼ 194	SIFE ▼ 0
------------------------------	-------------------------------	------------------------------	-----------------------

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE ▼ 639	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM ▼ 454	TRANSITIONAL BILINGUAL EDUCATION PROGRAM ▼ 0
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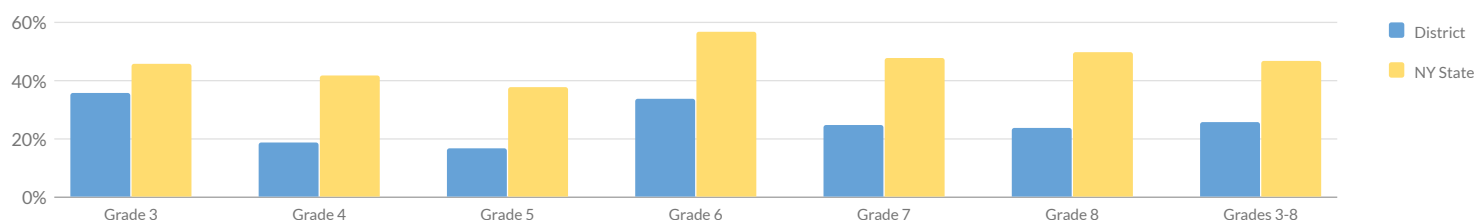
PEEKSKILL CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State's ESSA plan is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

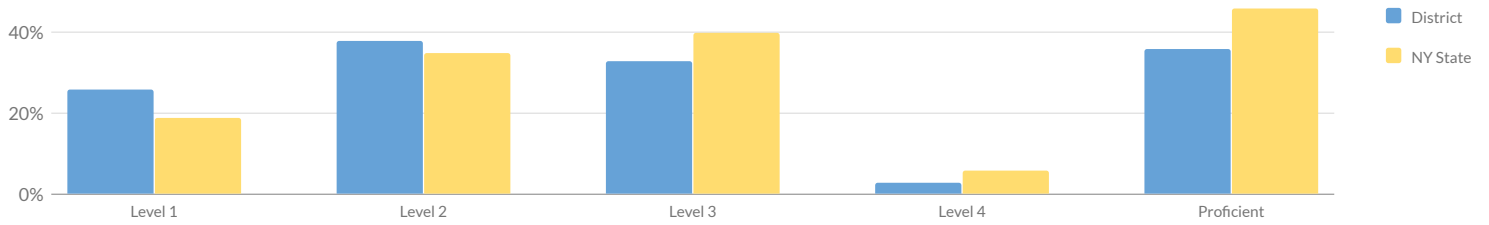


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%
Grade 4	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Grade 5	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%
Grade 6	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Grade 7	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Grade 8	234	48	21%	186	79%	74	40%	68	37%	30	16%	14	8%	44	24%
Grades 3-8	1,610	293	18%	1,317	82%	509	39%	465	35%	272	21%	71	5%	343	26%

GRADE 3 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

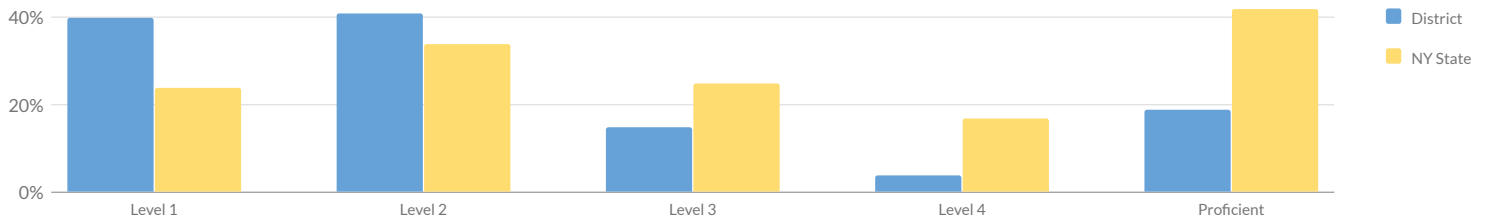


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%
Female	131	19	15%	112	85%	23	21%	45	40%	39	35%	5	4%	44	39%
Male	135	17	13%	118	87%	36	31%	43	36%	36	31%	3	3%	39	33%
General Education Students	233	30	13%	203	87%	46	23%	78	38%	71	35%	8	4%	79	39%
Students with Disabilities	33	6	18%	27	82%	13	48%	10	37%	4	15%	0	0%	4	15%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	35	4	11%	31	89%	7	23%	16	52%	8	26%	0	0%	8	26%
Hispanic or Latino	207	31	15%	176	85%	48	27%	68	39%	57	32%	3	2%	60	34%
White	17	1	6%	16	94%	2	13%	3	19%	7	44%	4	25%	11	69%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	2	29%	1	14%	3	43%	1	14%	4	57%
Economically Disadvantaged	176	10	6%	166	94%	44	27%	66	40%	53	32%	3	2%	56	34%
Not Economically Disadvantaged	90	26	29%	64	71%	15	23%	22	34%	22	34%	5	8%	27	42%
English Language Learner	101	26	26%	75	74%	29	39%	25	33%	21	28%	0	0%	21	28%
Non-English Language Learner	165	10	6%	155	94%	30	19%	63	41%	54	35%	8	5%	62	40%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	265	36	14%	229	86%	—	—	—	—	—	—	—	—	—	—
Homeless	8	3	38%	5	63%	3	60%	1	20%	1	20%	0	0%	1	20%
Not Homeless	258	33	13%	225	87%	56	25%	87	39%	74	33%	8	4%	82	36%
Not Migrant	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%
Parent Not in Armed Forces	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%

GRADE 4 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

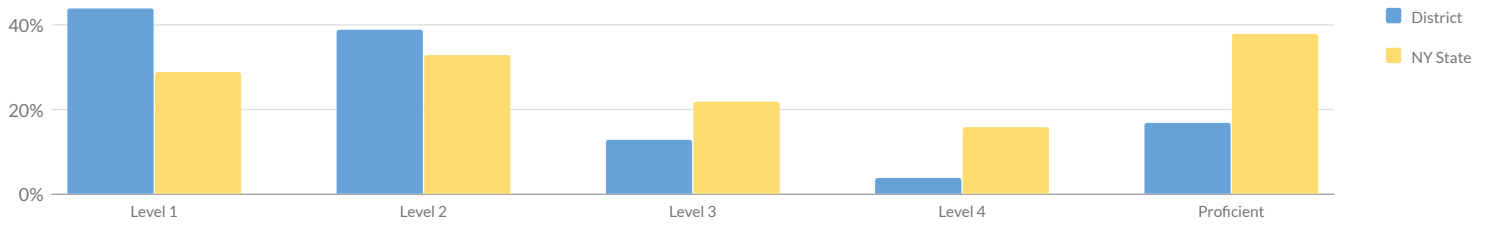


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Female	154	30	19%	124	81%	43	35%	51	41%	24	19%	6	5%	30	24%
Male	151	34	23%	117	77%	54	46%	47	40%	13	11%	3	3%	16	14%
General Education Students	256	47	18%	209	82%	77	37%	88	42%	35	17%	9	4%	44	21%
Students with Disabilities	49	17	35%	32	65%	20	63%	10	31%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	10	26%	29	74%	14	48%	8	28%	7	24%	0	0%	7	24%
Hispanic or Latino	221	47	21%	174	79%	74	43%	73	42%	23	13%	4	2%	27	16%
White	28	3	11%	25	89%	4	16%	11	44%	7	28%	3	12%	10	40%
Multiracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	4	24%	13	76%	5	38%	6	46%	0	0%	2	15%	2	15%
Economically Disadvantaged	204	33	16%	171	84%	74	43%	70	41%	22	13%	5	3%	27	16%
Not Economically Disadvantaged	101	31	31%	70	69%	23	33%	28	40%	15	21%	4	6%	19	27%
English Language Learner	109	36	33%	73	67%	40	55%	28	38%	5	7%	0	0%	5	7%
Non-English Language Learner	196	28	14%	168	86%	57	34%	70	42%	32	19%	9	5%	41	24%
Not in Foster Care	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Homeless	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	301	60	20%	241	80%	97	40%	98	41%	37	15%	9	4%	46	19%
Not Migrant	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Parent Not in Armed Forces	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%

GRADE 5 ELA RESULTS

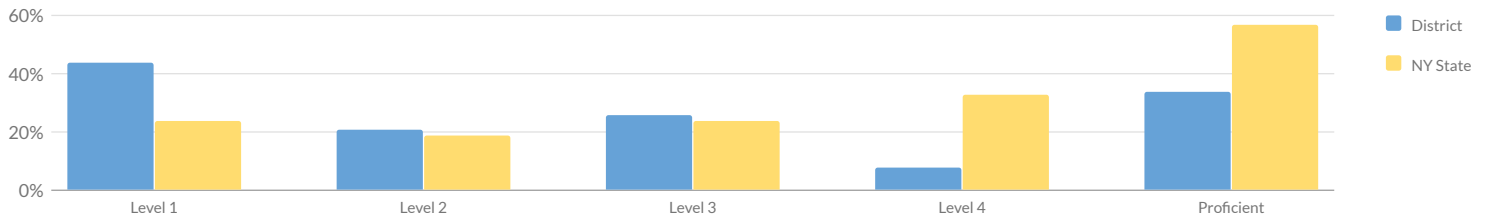
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Percentage Scoring at Levels																
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)		
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%	
Female	114	31	27%	83	73%	30	36%	36	43%	14	17%	3	4%	17	20%	
Male	148	32	22%	116	78%	57	49%	42	36%	12	10%	5	4%	17	15%	
General Education Students	218	51	23%	167	77%	70	42%	63	38%	26	16%	8	5%	34	20%	
Students with Disabilities	44	12	27%	32	73%	17	53%	15	47%	0	0%	0	0%	0	0%	
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—	
Black or African American	45	6	13%	39	87%	18	46%	12	31%	5	13%	4	10%	9	23%	
Hispanic or Latino	194	49	25%	145	75%	62	43%	62	43%	17	12%	4	3%	21	14%	
White	9	3	33%	6	67%	—	—	—	—	—	—	—	—	—	—	
Multiracial	12	5	42%	7	58%	5	71%	1	14%	1	14%	0	0%	1	14%	
Small Group Total	11	3	27%	8	73%	2	25%	3	38%	3	38%	0	0%	3	38%	
Economically Disadvantaged	189	32	17%	157	83%	70	45%	62	39%	20	13%	5	3%	25	16%	
Not Economically Disadvantaged	73	31	42%	42	58%	17	40%	16	38%	6	14%	3	7%	9	21%	
English Language Learner	85	32	38%	53	62%	31	58%	21	40%	0	0%	1	2%	1	2%	
Non-English Language Learner	177	31	18%	146	82%	56	38%	57	39%	26	18%	7	5%	33	23%	
Not in Foster Care	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%	
Homeless	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—	
Not Homeless	255	59	23%	196	77%	—	—	—	—	—	—	—	—	—	—	
Not Migrant	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%	
Parent Not in Armed Forces	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%	

GRADE 6 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

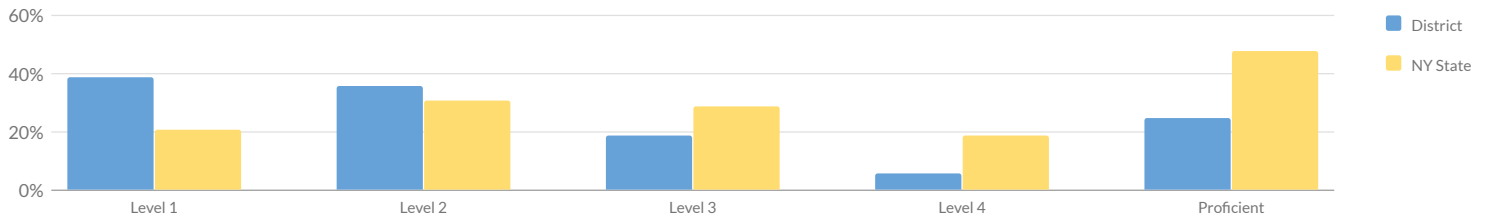


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Female	122	19	16%	103	84%	37	36%	26	25%	31	30%	9	9%	40	39%
Male	151	30	20%	121	80%	62	51%	22	18%	28	23%	9	7%	37	31%
General Education Students	232	36	16%	196	84%	82	42%	42	21%	55	28%	17	9%	72	37%
Students with Disabilities	41	13	32%	28	68%	17	61%	6	21%	4	14%	1	4%	5	18%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	37	10	27%	27	73%	16	59%	4	15%	5	19%	2	7%	7	26%
Hispanic or Latino	203	37	18%	166	82%	75	45%	39	23%	41	25%	11	7%	52	31%
White	21	2	10%	19	90%	4	21%	3	16%	9	47%	3	16%	12	63%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	12	100%	4	33%	2	17%	4	33%	2	17%	6	50%
Economically Disadvantaged	175	21	12%	154	88%	76	49%	35	23%	35	23%	8	5%	43	28%
Not Economically Disadvantaged	98	28	29%	70	71%	23	33%	13	19%	24	34%	10	14%	34	49%
English Language Learner	85	25	29%	60	71%	46	77%	10	17%	4	7%	0	0%	4	7%
Non-English Language Learner	188	24	13%	164	87%	53	32%	38	23%	55	34%	18	11%	73	45%
Not in Foster Care	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Homeless	7	1	14%	6	86%	4	67%	0	0%	1	17%	1	17%	2	33%
Not Homeless	266	48	18%	218	82%	95	44%	48	22%	58	27%	17	8%	75	34%
Not Migrant	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Parent Not in Armed Forces	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%

GRADE 7 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

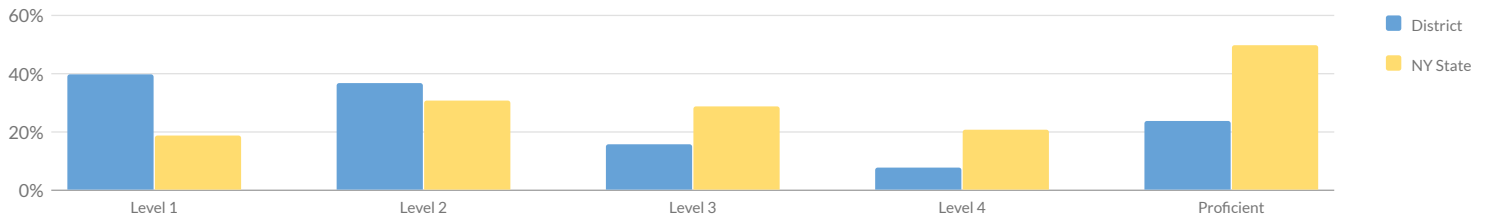


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Female	118	12	10%	106	90%	35	33%	43	41%	22	21%	6	6%	28	26%
Male	152	21	14%	131	86%	58	44%	42	32%	23	18%	8	6%	31	24%
General Education Students	222	19	9%	203	91%	71	35%	74	36%	44	22%	14	7%	58	29%
Students with Disabilities	48	14	29%	34	71%	22	65%	11	32%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	40	6	15%	34	85%	13	38%	16	47%	5	15%	0	0%	5	15%
Hispanic or Latino	198	24	12%	174	88%	73	42%	58	33%	32	18%	11	6%	43	25%
White	21	3	14%	18	86%	3	17%	5	28%	7	39%	3	17%	10	56%
Multiracial	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	4	36%	6	55%	1	9%	0	0%	1	9%
Economically Disadvantaged	196	18	9%	178	91%	79	44%	62	35%	29	16%	8	4%	37	21%
Not Economically Disadvantaged	74	15	20%	59	80%	14	24%	23	39%	16	27%	6	10%	22	37%
English Language Learner	66	15	23%	51	77%	41	80%	10	20%	0	0%	0	0%	0	0%
Non-English Language Learner	204	18	9%	186	91%	52	28%	75	40%	45	24%	14	8%	59	32%
Not in Foster Care	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Homeless	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Homeless	265	32	12%	233	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Parent Not in Armed Forces	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%

GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

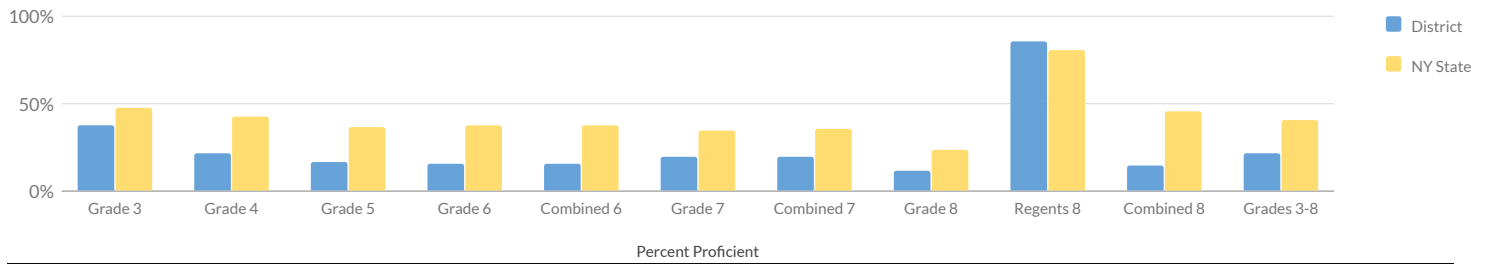


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	48	21%	186	79%	74	40%	68	37%	30	16%	14	8%	44	24%
Female	102	19	19%	83	81%	27	33%	33	40%	14	17%	9	11%	23	28%
Male	132	29	22%	103	78%	47	46%	35	34%	16	16%	5	5%	21	20%
General Education Students	197	40	20%	157	80%	52	33%	62	39%	29	18%	14	9%	43	27%
Students with Disabilities	37	8	22%	29	78%	22	76%	6	21%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	6	15%	33	85%	18	55%	9	27%	5	15%	1	3%	6	18%
Hispanic or Latino	165	29	18%	136	82%	54	40%	51	38%	22	16%	9	7%	31	23%
White	17	8	47%	9	53%	0	0%	5	56%	3	33%	1	11%	4	44%
Multiracial	10	5	50%	5	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	5	38%	8	62%	2	25%	3	38%	0	0%	3	38%	3	38%
Economically Disadvantaged	162	23	14%	139	86%	59	42%	54	39%	17	12%	9	6%	26	19%
Not Economically Disadvantaged	72	25	35%	47	65%	15	32%	14	30%	13	28%	5	11%	18	38%
English Language Learner	64	20	31%	44	69%	28	64%	15	34%	1	2%	0	0%	1	2%
Non-English Language Learner	170	28	16%	142	84%	46	32%	53	37%	29	20%	14	10%	43	30%
Not in Foster Care	234	48	21%	186	79%	74	40%	68	37%	30	16%	14	8%	44	24%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	230	48	21%	182	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	48	21%	186	79%	74	40%	68	37%	30	16%	14	8%	44	24%
Parent Not in Armed Forces	234	48	21%	186	79%	74	40%	68	37%	30	16%	14	8%	44	24%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	266	16	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%
Grade 4	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Grade 5	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Grade 6	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	16%
Combined 6	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	16%
Grade 7	270	48	18%	222	82%	131	59%	46	21%	29	13%	16	7%	45	20%
Combined 7	270	48	18%	222	82%	131	59%	46	21%	29	13%	16	7%	45	20%
Grade 8	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Regents 8	—	0	0%	7	3%	0	0%	1	14%	3	43%	3	43%	6	86%
Combined 8	234	46	20%	188	80%	112	60%	48	26%	22	12%	6	3%	28	15%
Grades 3-8	1,610	237	15%	1,373	85%	728	53%	344	25%	212	15%	89	6%	301	22%

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

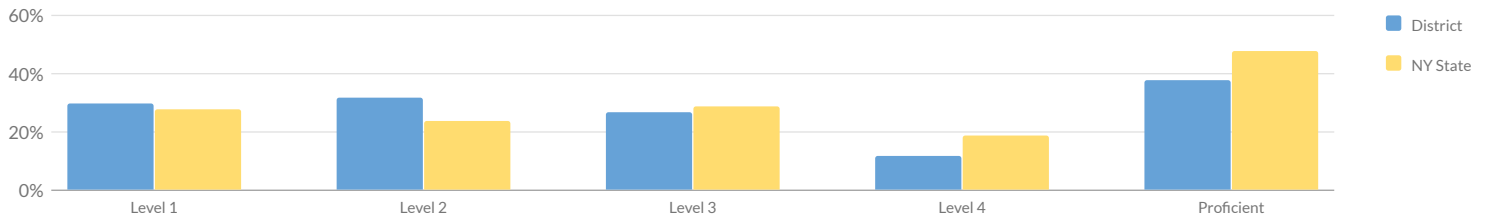
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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

GRADE 3 MATH RESULTS

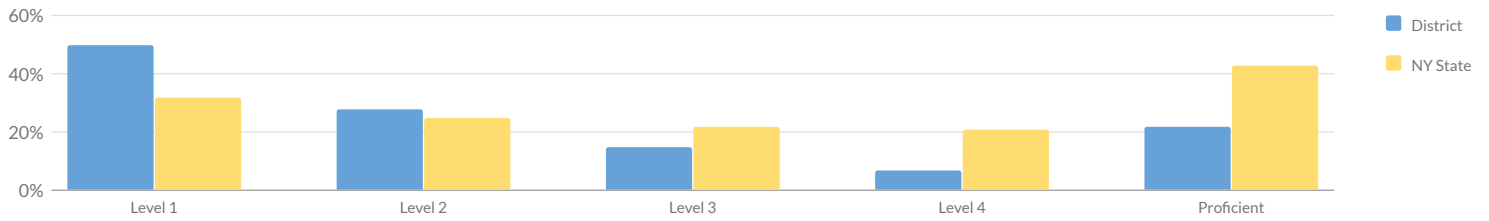
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	266	16	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%
Female	130	6	5%	124	95%	34	27%	46	37%	31	25%	13	10%	44	35%
Male	136	10	7%	126	93%	41	33%	33	26%	36	29%	16	13%	52	41%
General Education Students	233	10	4%	223	96%	61	27%	70	31%	63	28%	29	13%	92	41%
Students with Disabilities	33	6	18%	27	82%	14	52%	9	33%	4	15%	0	0%	4	15%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	35	5	14%	30	86%	16	53%	5	17%	6	20%	3	10%	9	30%
Hispanic or Latino	207	10	5%	197	95%	54	27%	70	36%	53	27%	20	10%	73	37%
White	17	1	6%	16	94%	4	25%	2	13%	5	31%	5	31%	10	63%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
Economically Disadvantaged	175	11	6%	164	94%	50	30%	50	30%	48	29%	16	10%	64	39%
Not Economically Disadvantaged	91	5	5%	86	95%	25	29%	29	34%	19	22%	13	15%	32	37%
English Language Learner	102	4	4%	98	96%	28	29%	37	38%	26	27%	7	7%	33	34%
Non-English Language Learner	164	12	7%	152	93%	47	31%	42	28%	41	27%	22	14%	63	41%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	265	16	6%	249	94%	—	—	—	—	—	—	—	—	—	—
Homeless	8	3	38%	5	63%	2	40%	2	40%	1	20%	0	0%	1	20%
Not Homeless	258	13	5%	245	95%	73	30%	77	31%	66	27%	29	12%	95	39%
Not Migrant	266	16	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%
Parent Not in Armed Forces	266	16	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%

GRADE 4 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

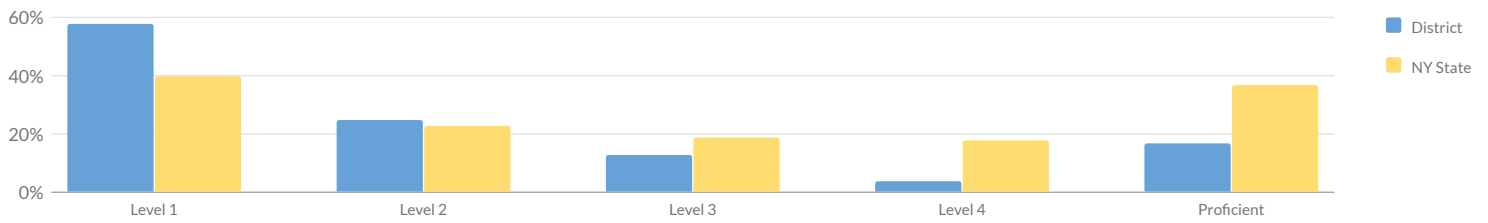


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Female	154	17	11%	137	89%	75	55%	33	24%	20	15%	9	7%	29	21%
Male	150	20	13%	130	87%	58	45%	43	33%	20	15%	9	7%	29	22%
General Education Students	255	20	8%	235	92%	111	47%	68	29%	38	16%	18	8%	56	24%
Students with Disabilities	49	17	35%	32	65%	22	69%	8	25%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	13	33%	26	67%	14	54%	8	31%	3	12%	1	4%	4	15%
Hispanic or Latino	220	18	8%	202	92%	109	54%	62	31%	20	10%	11	5%	31	15%
White	28	3	11%	25	89%	5	20%	3	12%	12	48%	5	20%	17	68%
Multiracial	13	3	23%	10	77%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	3	18%	14	82%	5	36%	3	21%	5	36%	1	7%	6	43%
Economically Disadvantaged	203	22	11%	181	89%	96	53%	53	29%	23	13%	9	5%	32	18%
Not Economically Disadvantaged	101	15	15%	86	85%	37	43%	23	27%	17	20%	9	10%	26	30%
English Language Learner	109	8	7%	101	93%	66	65%	28	28%	6	6%	1	1%	7	7%
Non-English Language Learner	195	29	15%	166	85%	67	40%	48	29%	34	20%	17	10%	51	31%
Not in Foster Care	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	300	36	12%	264	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Parent Not in Armed Forces	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%

GRADE 5 MATH RESULTS

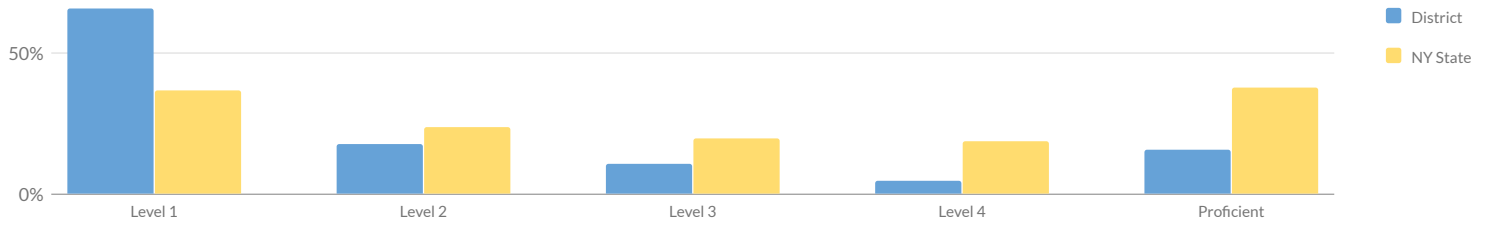
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Female	114	24	21%	90	79%	59	66%	19	21%	10	11%	2	2%	12	13%
Male	149	27	18%	122	82%	63	52%	34	28%	18	15%	7	6%	25	20%
General Education Students	219	37	17%	182	83%	99	54%	47	26%	27	15%	9	5%	36	20%
Students with Disabilities	44	14	32%	30	68%	23	77%	6	20%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	45	11	24%	34	76%	16	47%	10	29%	6	18%	2	6%	8	24%
Hispanic or Latino	195	34	17%	161	83%	98	61%	39	24%	19	12%	5	3%	24	15%
White	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
Multiracial	12	4	33%	8	67%	5	63%	2	25%	1	13%	0	0%	1	13%
Small Group Total	11	2	18%	9	82%	3	33%	2	22%	2	22%	2	22%	4	44%
Economically Disadvantaged	189	38	20%	151	80%	84	56%	41	27%	19	13%	7	5%	26	17%
Not Economically Disadvantaged	74	13	18%	61	82%	38	62%	12	20%	9	15%	2	3%	11	18%
English Language Learner	85	11	13%	74	87%	58	78%	12	16%	4	5%	0	0%	4	5%
Non-English Language Learner	178	40	22%	138	78%	64	46%	41	30%	24	17%	9	7%	33	24%
Not in Foster Care	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Homeless	7	2	29%	5	71%	4	80%	1	20%	0	0%	0	0%	0	0%
Not Homeless	256	49	19%	207	81%	118	57%	52	25%	28	14%	9	4%	37	18%
Not Migrant	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Parent Not in Armed Forces	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%

GRADE 6 MATH RESULTS

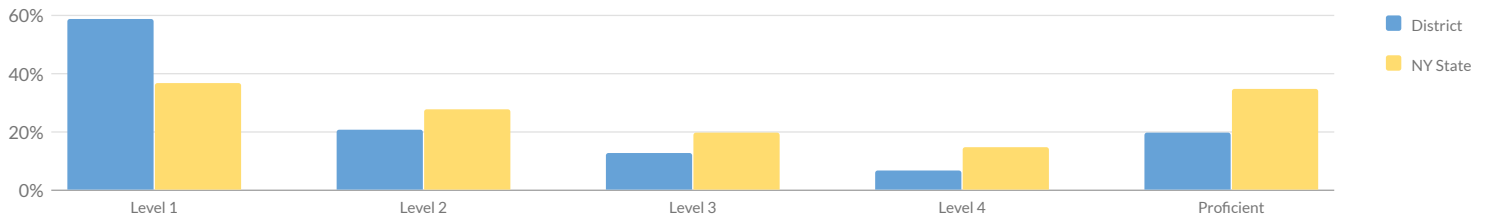
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	16%
Female	122	12	10%	110	90%	86	78%	14	13%	8	7%	2	2%	10	9%
Male	151	27	18%	124	82%	69	56%	28	23%	18	15%	9	7%	27	22%
General Education Students	232	20	9%	212	91%	139	66%	39	18%	24	11%	10	5%	34	16%
Students with Disabilities	41	19	46%	22	54%	16	73%	3	14%	2	9%	1	5%	3	14%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	37	18	49%	19	51%	14	74%	4	21%	1	5%	0	0%	1	5%
Hispanic or Latino	203	16	8%	187	92%	131	70%	35	19%	16	9%	5	3%	21	11%
White	21	3	14%	18	86%	6	33%	1	6%	6	33%	5	28%	11	61%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	2	17%	10	83%	4	40%	2	20%	3	30%	1	10%	4	40%
Economically Disadvantaged	175	31	18%	144	82%	100	69%	24	17%	17	12%	3	2%	20	14%
Not Economically Disadvantaged	98	8	8%	90	92%	55	61%	18	20%	9	10%	8	9%	17	19%
English Language Learner	85	0	0%	85	100%	73	86%	10	12%	2	2%	0	0%	2	2%
Non-English Language Learner	188	39	21%	149	79%	82	55%	32	21%	24	16%	11	7%	35	23%
Not in Foster Care	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	16%
Homeless	7	1	14%	6	86%	4	67%	1	17%	1	17%	0	0%	1	17%
Not Homeless	266	38	14%	228	86%	151	66%	41	18%	25	11%	11	5%	36	16%
Not Migrant	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	16%
Parent Not in Armed Forces	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	16%

GRADE 7 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

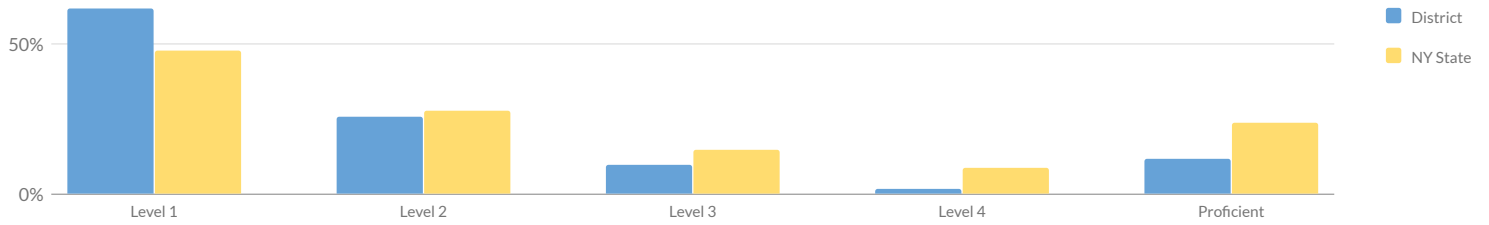


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	48	18%	222	82%	131	59%	46	21%	29	13%	16	7%	45	20%
Female	119	24	20%	95	80%	54	57%	21	22%	12	13%	8	8%	20	21%
Male	151	24	16%	127	84%	77	61%	25	20%	17	13%	8	6%	25	20%
General Education Students	222	28	13%	194	87%	106	55%	43	22%	29	15%	16	8%	45	23%
Students with Disabilities	48	20	42%	28	58%	25	89%	3	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	40	7	18%	33	83%	25	76%	6	18%	1	3%	1	3%	2	6%
Hispanic or Latino	198	33	17%	165	83%	96	58%	34	21%	21	13%	14	8%	35	21%
White	21	5	24%	16	76%	5	31%	5	31%	5	31%	1	6%	6	38%
Multiracial	9	3	33%	6	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	3	27%	8	73%	5	63%	1	13%	2	25%	0	0%	2	25%
Economically Disadvantaged	195	35	18%	160	82%	97	61%	33	21%	20	13%	10	6%	30	19%
Not Economically Disadvantaged	75	13	17%	62	83%	34	55%	13	21%	9	15%	6	10%	15	24%
English Language Learner	66	12	18%	54	82%	49	91%	5	9%	0	0%	0	0%	0	0%
Non-English Language Learner	204	36	18%	168	82%	82	49%	41	24%	29	17%	16	10%	45	27%
Not in Foster Care	270	48	18%	222	82%	131	59%	46	21%	29	13%	16	7%	45	20%
Homeless	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Not Homeless	265	48	18%	217	82%	127	59%	45	21%	29	13%	16	7%	45	21%
Not Migrant	270	48	18%	222	82%	131	59%	46	21%	29	13%	16	7%	45	20%
Parent Not in Armed Forces	270	48	18%	222	82%	131	59%	46	21%	29	13%	16	7%	45	20%

GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



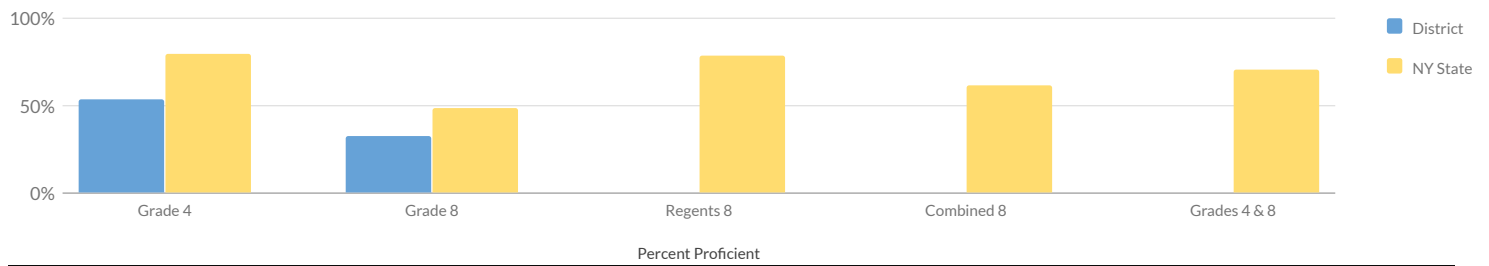
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Female	102	27	26%	75	74%	45	60%	20	27%	9	12%	1	1%	10	13%
Male	132	26	20%	106	80%	67	63%	27	25%	10	9%	2	2%	12	11%
General Education Students	197	40	20%	157	80%	94	60%	42	27%	18	11%	3	2%	21	13%
Students with Disabilities	37	13	35%	24	65%	18	75%	5	21%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	15	38%	24	62%	16	67%	6	25%	2	8%	0	0%	2	8%
Hispanic or Latino	165	24	15%	141	85%	90	64%	36	26%	13	9%	2	1%	15	11%
White	17	8	47%	9	53%	4	44%	4	44%	1	11%	0	0%	1	11%
Multiracial	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	6	46%	7	54%	2	29%	1	14%	3	43%	1	14%	4	57%
Economically Disadvantaged	162	39	24%	123	76%	76	62%	32	26%	14	11%	1	1%	15	12%
Not Economically Disadvantaged	72	14	19%	58	81%	36	62%	15	26%	5	9%	2	3%	7	12%
English Language Learner	64	7	11%	57	89%	45	79%	9	16%	3	5%	0	0%	3	5%
Non-English Language Learner	170	46	27%	124	73%	67	54%	38	31%	16	13%	3	2%	19	15%
Not in Foster Care	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	230	53	23%	177	77%	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Parent Not in Armed Forces	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	303	30	10%	273	90%	44	16%	82	30%	103	38%	44	16%	147	54%
Grade 8	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Regents 8	—	0	0%	1	0%	—	—	—	—	—	—	—	—	—	—
Combined 8	234	40	17%	194	83%	—	—	—	—	—	—	—	—	—	—
Grades 4 & 8	537	70	13%	467	87%	—	—	—	—	—	—	—	—	—	—

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

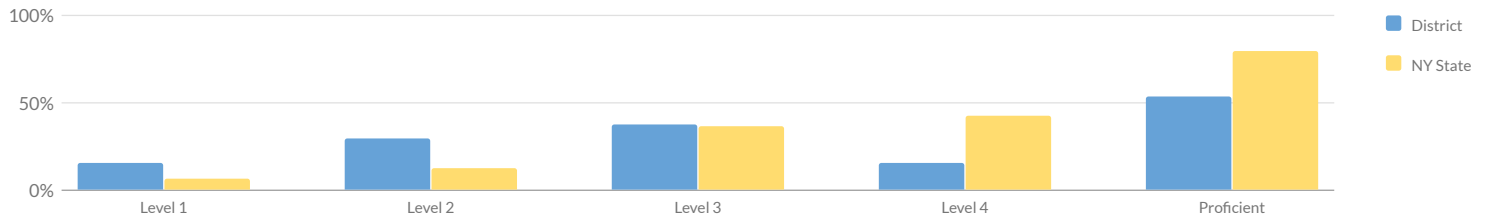
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	0	0	—	0	—

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

GRADE 4 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

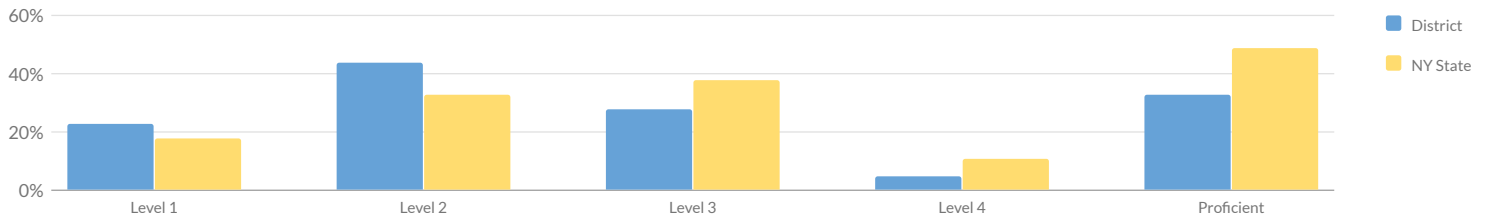


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	303	30	10%	273	90%	44	16%	82	30%	103	38%	44	16%	147	54%
Female	153	12	8%	141	92%	29	21%	35	25%	56	40%	21	15%	77	55%
Male	150	18	12%	132	88%	15	11%	47	36%	47	36%	23	17%	70	53%
General Education Students	254	15	6%	239	94%	36	15%	69	29%	92	38%	42	18%	134	56%
Students with Disabilities	49	15	31%	34	69%	8	24%	13	38%	11	32%	2	6%	13	38%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	38	10	26%	28	74%	5	18%	8	29%	8	29%	7	25%	15	54%
Hispanic or Latino	220	14	6%	206	94%	36	17%	70	34%	77	37%	23	11%	100	49%
White	28	2	7%	26	93%	0	0%	3	12%	12	46%	11	42%	23	88%
Multiracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	4	24%	13	76%	3	23%	1	8%	6	46%	3	23%	9	69%
Economically Disadvantaged	202	20	10%	182	90%	30	16%	60	33%	67	37%	25	14%	92	51%
Not Economically Disadvantaged	101	10	10%	91	90%	14	15%	22	24%	36	40%	19	21%	55	60%
English Language Learner	109	7	6%	102	94%	25	25%	42	41%	33	32%	2	2%	35	34%
Non-English Language Learner	194	23	12%	171	88%	19	11%	40	23%	70	41%	42	25%	112	65%
Not in Foster Care	303	30	10%	273	90%	44	16%	82	30%	103	38%	44	16%	147	54%
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	299	28	9%	271	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	303	30	10%	273	90%	44	16%	82	30%	103	38%	44	16%	147	54%
Parent Not in Armed Forces	303	30	10%	273	90%	44	16%	82	30%	103	38%	44	16%	147	54%

GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



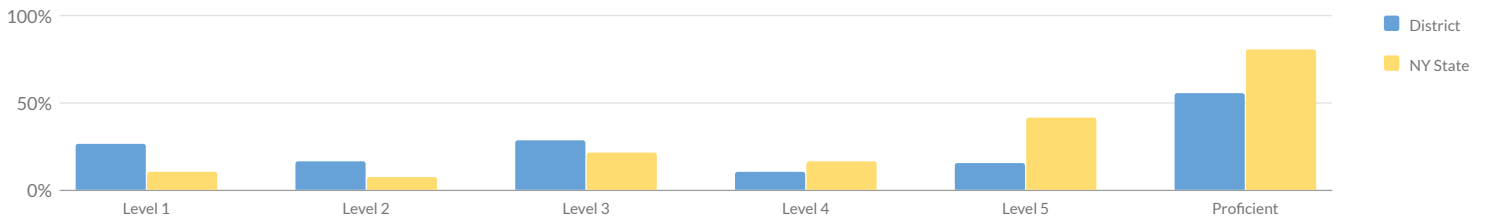
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Female	102	15	15%	87	85%	20	23%	43	49%	20	23%	4	5%	24	28%
Male	132	26	20%	106	80%	24	23%	42	40%	34	32%	6	6%	40	38%
General Education Students	197	26	13%	171	87%	40	23%	73	43%	48	28%	10	6%	58	34%
Students with Disabilities	37	15	41%	22	59%	4	18%	12	55%	6	27%	0	0%	6	27%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	8	21%	31	79%	10	32%	14	45%	7	23%	0	0%	7	23%
Hispanic or Latino	165	22	13%	143	87%	31	22%	66	46%	39	27%	7	5%	46	32%
White	17	7	41%	10	59%	1	10%	3	30%	5	50%	1	10%	6	60%
Multiracial	10	3	30%	7	70%	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	4	31%	9	69%	2	22%	2	22%	3	33%	2	22%	5	56%
Economically Disadvantaged	162	32	20%	130	80%	31	24%	61	47%	35	27%	3	2%	38	29%
Not Economically Disadvantaged	72	9	13%	63	88%	13	21%	24	38%	19	30%	7	11%	26	41%
English Language Learner	64	7	11%	57	89%	16	28%	35	61%	6	11%	0	0%	6	11%
Non-English Language Learner	170	34	20%	136	80%	28	21%	50	37%	48	35%	10	7%	58	43%
Not in Foster Care	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	230	40	17%	190	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Parent Not in Armed Forces	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



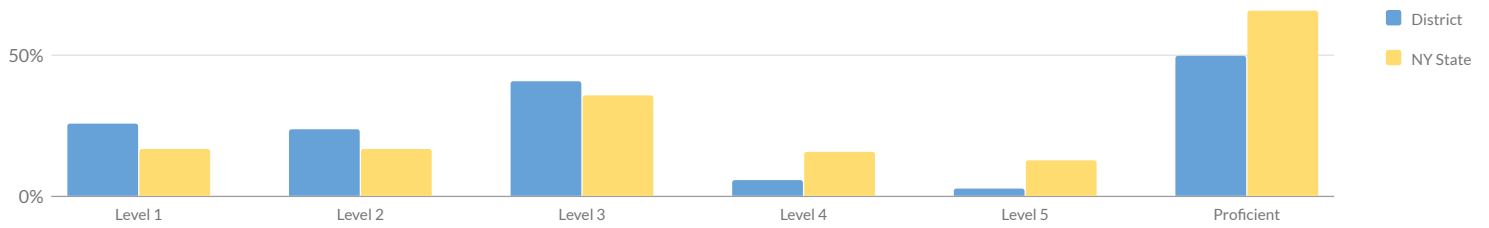
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	212	57	27%	37	17%	62	29%	23	11%	33	16%	118	56%
Female	108	24	22%	17	16%	31	29%	13	12%	23	21%	67	62%
Male	104	33	32%	20	19%	31	30%	10	10%	10	10%	51	49%
General Education Students	186	46	25%	33	18%	54	29%	20	11%	33	18%	107	58%
Students with Disabilities	26	11	42%	4	15%	8	31%	3	12%	0	0%	11	42%
Black or African American	30	5	17%	3	10%	10	33%	6	20%	6	20%	22	73%
Hispanic or Latino	165	47	28%	31	19%	47	28%	15	9%	25	15%	87	53%
White	13	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	5	29%	3	18%	5	29%	2	12%	2	12%	9	53%
Economically Disadvantaged	149	33	22%	27	18%	48	32%	20	13%	21	14%	89	60%
Not Economically Disadvantaged	63	24	38%	10	16%	14	22%	3	5%	12	19%	29	46%
English Language Learner	52	37	71%	7	13%	8	15%	0	0%	0	0%	8	15%
Non-English Language Learner	160	20	13%	30	19%	54	34%	23	14%	33	21%	110	69%
Not in Foster Care	212	57	27%	37	17%	62	29%	23	11%	33	16%	118	56%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	210	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	212	57	27%	37	17%	62	29%	23	11%	33	16%	118	56%
Parent Not in Armed Forces	212	57	27%	37	17%	62	29%	23	11%	33	16%	118	56%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	41	40	98	1	2
Female	17	17	100	0	0
Male	24	23	96	1	4
General Education Students	40	39	98	1	3
Students with Disabilities	1	1	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	35	34	97	1	3
Multiracial	1	1	100	0	0
Economically Disadvantaged	21	21	100	0	0
Not Economically Disadvantaged	20	19	95	1	5
English Language Learner	22	21	95	1	5
Non-English Language Learner	19	19	100	0	0
Not in Foster Care	41	40	98	1	2
Homeless	1	1	100	0	0
Not Homeless	40	39	98	1	3
Not Migrant	41	40	98	1	2
Parent Not in Armed Forces	41	40	98	1	2

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



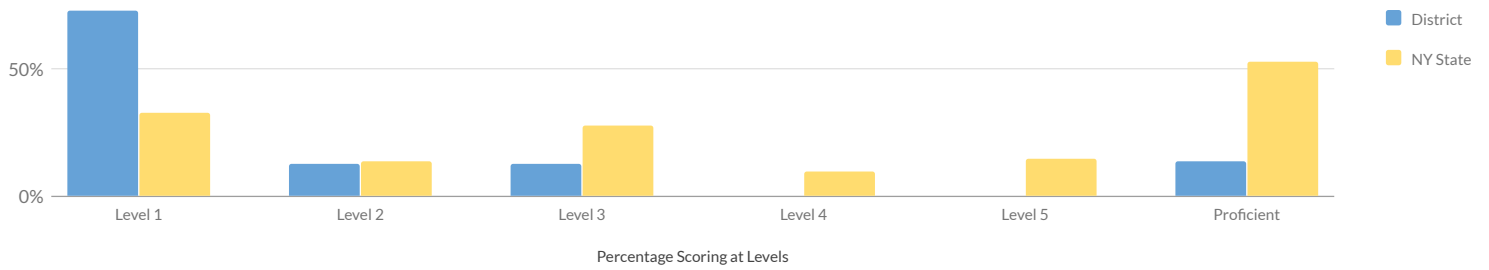
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	301	77	26%	72	24%	123	41%	19	6%	10	3%	152	50%
Female	137	30	22%	26	19%	65	47%	11	8%	5	4%	81	59%
Male	164	47	29%	46	28%	58	35%	8	5%	5	3%	71	43%
General Education Students	255	52	20%	62	24%	113	44%	19	7%	9	4%	141	55%
Students with Disabilities	46	25	54%	10	22%	10	22%	0	0%	1	2%	11	24%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	47	15	32%	12	26%	18	38%	2	4%	0	0%	20	43%
Hispanic or Latino	224	55	25%	53	24%	95	42%	14	6%	7	3%	116	52%
White	14	2	14%	3	21%	7	50%	1	7%	1	7%	9	64%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	5	31%	4	25%	3	19%	2	13%	2	13%	7	44%
Economically Disadvantaged	191	56	29%	44	23%	75	39%	9	5%	7	4%	91	48%
Not Economically Disadvantaged	110	21	19%	28	25%	48	44%	10	9%	3	3%	61	55%
English Language Learner	80	30	38%	25	31%	23	29%	2	3%	0	0%	25	31%
Non-English Language Learner	221	47	21%	47	21%	100	45%	17	8%	10	5%	127	57%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	300	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	298	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	301	77	26%	72	24%	123	41%	19	6%	10	3%	152	50%
Parent Not in Armed Forces	301	77	26%	72	24%	123	41%	19	6%	10	3%	152	50%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	29	29	100	0	0
Female	11	11	100	0	0
Male	18	18	100	0	0
General Education Students	28	28	100	0	0
Students with Disabilities	1	1	100	0	0
Black or African American	4	4	100	0	0
Hispanic or Latino	25	25	100	0	0
Economically Disadvantaged	10	10	100	0	0
Not Economically Disadvantaged	19	19	100	0	0
English Language Learner	20	20	100	0	0
Non-English Language Learner	9	9	100	0	0
Not in Foster Care	29	29	100	0	0
Homeless	1	1	100	0	0
Not Homeless	28	28	100	0	0
Not Migrant	29	29	100	0	0
Parent Not in Armed Forces	29	29	100	0	0

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



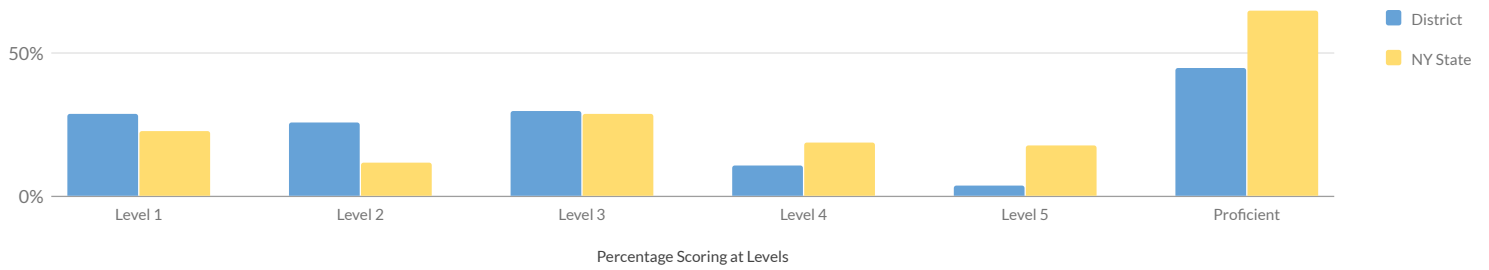
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%
Female	103	81	79%	11	11%	10	10%	0	0%	1	1%	11	11%
Male	117	79	68%	18	15%	19	16%	1	1%	0	0%	20	17%
General Education Students	188	131	70%	27	14%	28	15%	1	1%	1	1%	30	16%
Students with Disabilities	32	29	91%	2	6%	1	3%	0	0%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	38	35	92%	0	0%	3	8%	0	0%	0	0%	3	8%
Hispanic or Latino	158	110	70%	26	16%	20	13%	1	1%	1	1%	22	14%
White	13	8	62%	1	8%	4	31%	0	0%	0	0%	4	31%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	7	64%	2	18%	2	18%	0	0%	0	0%	2	18%
Economically Disadvantaged	165	118	72%	23	14%	22	13%	1	1%	1	1%	24	15%
Not Economically Disadvantaged	55	42	76%	6	11%	7	13%	0	0%	0	0%	7	13%
English Language Learner	34	28	82%	5	15%	1	3%	0	0%	0	0%	1	3%
Non-English Language Learner	186	132	71%	24	13%	28	15%	1	1%	1	1%	30	16%
Not in Foster Care	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%
Not Homeless	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%
Not Migrant	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%
Parent Not in Armed Forces	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

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

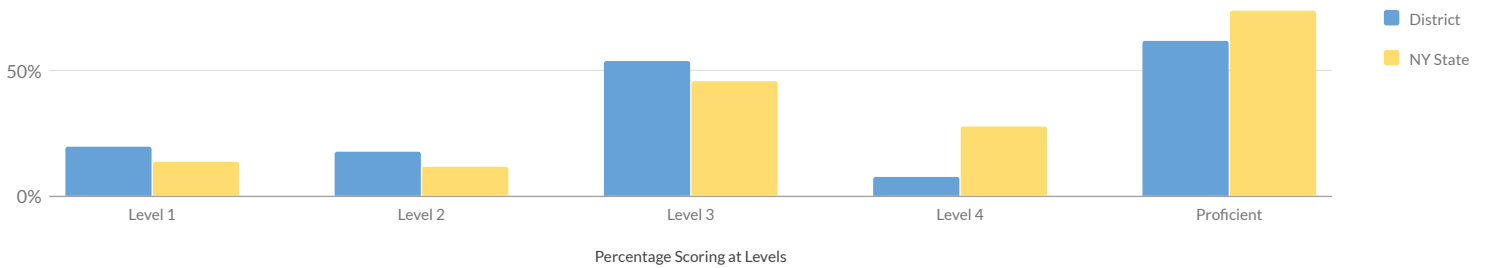
See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Female	47	11	23%	13	28%	16	34%	6	13%	1	2%	23	49%
Male	26	10	38%	6	23%	6	23%	2	8%	2	8%	10	38%
General Education Students	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Black or African American	9	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	60	19	32%	16	27%	15	25%	7	12%	3	5%	25	42%
White	3	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	2	15%	3	23%	7	54%	1	8%	0	0%	8	62%
Economically Disadvantaged	58	17	29%	17	29%	15	26%	6	10%	3	5%	24	41%
Not Economically Disadvantaged	15	4	27%	2	13%	7	47%	2	13%	0	0%	9	60%
English Language Learner	5	0	0%	3	60%	2	40%	0	0%	0	0%	2	40%
Non-English Language Learner	68	21	31%	16	24%	20	29%	8	12%	3	4%	31	46%
Not in Foster Care	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Parent Not in Armed Forces	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



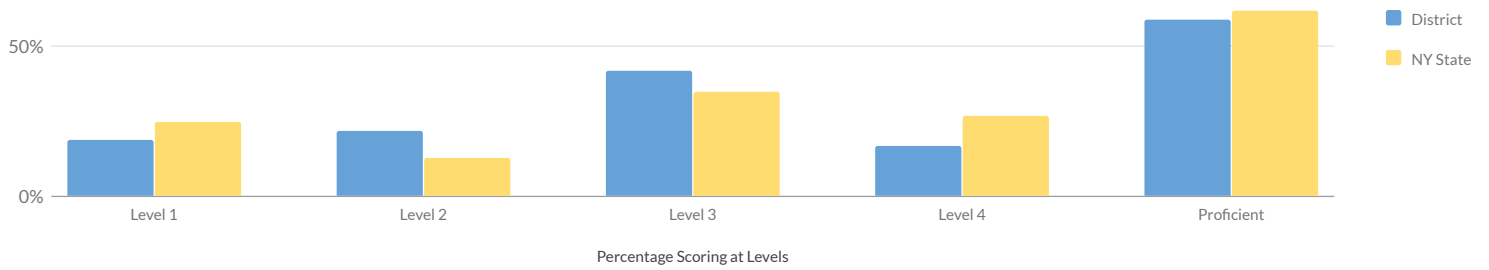
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	239	48	20%	44	18%	128	54%	19	8%	147	62%
Female	114	23	20%	21	18%	61	54%	9	8%	70	61%
Male	125	25	20%	23	18%	67	54%	10	8%	77	62%
General Education Students	197	26	13%	39	20%	113	57%	19	10%	132	67%
Students with Disabilities	42	22	52%	5	12%	15	36%	0	0%	15	36%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	43	14	33%	7	16%	22	51%	0	0%	22	51%
Hispanic or Latino	171	28	16%	33	19%	96	56%	14	8%	110	64%
White	14	3	21%	2	14%	5	36%	4	29%	9	64%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	3	27%	2	18%	5	45%	1	9%	6	55%
Economically Disadvantaged	173	37	21%	39	23%	87	50%	10	6%	97	56%
Not Economically Disadvantaged	66	11	17%	5	8%	41	62%	9	14%	50	76%
English Language Learner	33	12	36%	6	18%	14	42%	1	3%	15	45%
Non-English Language Learner	206	36	17%	38	18%	114	55%	18	9%	132	64%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	238	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	238	—	—	—	—	—	—	—	—	—	—
Not Migrant	239	48	20%	44	18%	128	54%	19	8%	147	62%
Parent Not in Armed Forces	239	48	20%	44	18%	128	54%	19	8%	147	62%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	14	14	100	0	0
Female	6	6	100	0	0
Male	8	8	100	0	0
General Education Students	12	12	100	0	0
Students with Disabilities	2	2	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	9	9	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	12	12	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	6	6	100	0	0
Non-English Language Learner	8	8	100	0	0
Not in Foster Care	14	14	100	0	0
Not Homeless	14	14	100	0	0
Not Migrant	14	14	100	0	0
Parent Not in Armed Forces	14	14	100	0	0

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



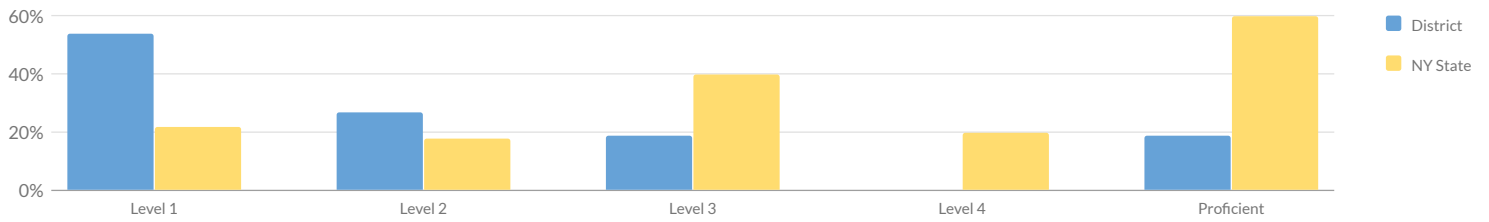
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	124	24	19%	27	22%	52	42%	21	17%	73	59%
Female	62	16	26%	15	24%	19	31%	12	19%	31	50%
Male	62	8	13%	12	19%	33	53%	9	15%	42	68%
General Education Students	116	23	20%	26	22%	47	41%	20	17%	67	58%
Students with Disabilities	8	1	13%	1	13%	5	63%	1	13%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	16	3	19%	4	25%	9	56%	0	0%	9	56%
Hispanic or Latino	92	17	18%	20	22%	40	43%	15	16%	55	60%
White	9	4	44%	1	11%	2	22%	2	22%	4	44%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	2	29%	1	14%	4	57%	5	71%
Economically Disadvantaged	88	17	19%	21	24%	39	44%	11	13%	50	57%
Not Economically Disadvantaged	36	7	19%	6	17%	13	36%	10	28%	23	64%
English Language Learner	18	8	44%	4	22%	6	33%	0	0%	6	33%
Non-English Language Learner	106	16	15%	23	22%	46	43%	21	20%	67	63%
Not in Foster Care	124	24	19%	27	22%	52	42%	21	17%	73	59%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	122	—	—	—	—	—	—	—	—	—	—
Not Migrant	124	24	19%	27	22%	52	42%	21	17%	73	59%
Parent Not in Armed Forces	124	24	19%	27	22%	52	42%	21	17%	73	59%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	5	100	0	0
Female	2	2	100	0	0
Male	3	3	100	0	0
General Education Students	5	5	100	0	0
Hispanic or Latino	5	5	100	0	0
Economically Disadvantaged	4	4	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	5	5	100	0	0
Not in Foster Care	5	5	100	0	0
Not Homeless	5	5	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

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

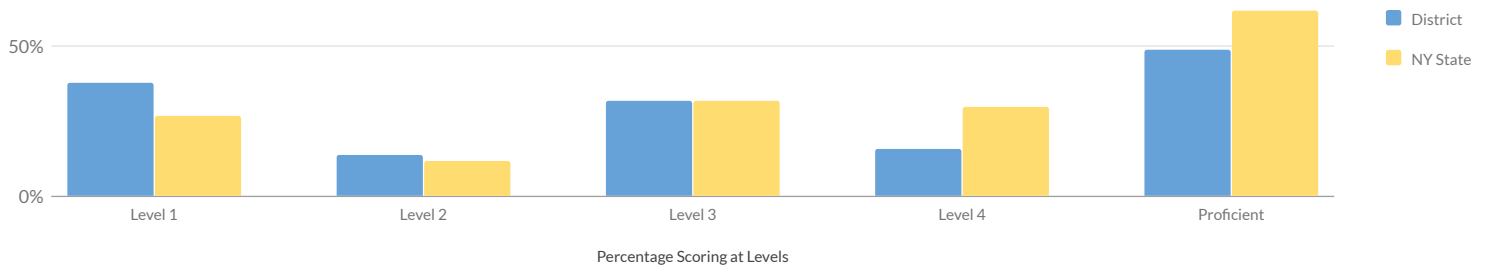
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Percentage Scoring at Levels

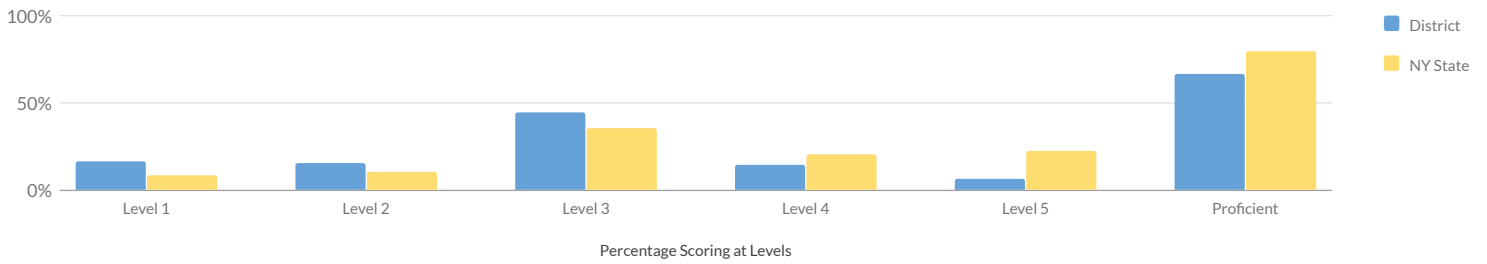
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	89	48	54%	24	27%	17	19%	0	0%	17	19%
Female	49	25	51%	14	29%	10	20%	0	0%	10	20%
Male	40	23	58%	10	25%	7	18%	0	0%	7	18%
General Education Students	88	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Black or African American	16	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	70	36	51%	21	30%	13	19%	0	0%	13	19%
White	1	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	12	63%	3	16%	4	21%	0	0%	4	21%
Economically Disadvantaged	67	36	54%	18	27%	13	19%	0	0%	13	19%
Not Economically Disadvantaged	22	12	55%	6	27%	4	18%	0	0%	4	18%
English Language Learner	6	5	83%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learner	83	43	52%	24	29%	16	19%	0	0%	16	19%
Not in Foster Care	89	48	54%	24	27%	17	19%	0	0%	17	19%
Not Homeless	89	48	54%	24	27%	17	19%	0	0%	17	19%
Not Migrant	89	48	54%	24	27%	17	19%	0	0%	17	19%
Parent Not in Armed Forces	89	48	54%	24	27%	17	19%	0	0%	17	19%

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	37	14	38%	5	14%	12	32%	6	16%	18	49%
Female	28	11	39%	4	14%	9	32%	4	14%	13	46%
Male	9	3	33%	1	11%	3	33%	2	22%	5	56%
General Education Students	37	14	38%	5	14%	12	32%	6	16%	18	49%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	0	0%	3	60%	0	0%	3	60%
Hispanic or Latino	23	10	43%	3	13%	6	26%	4	17%	10	43%
White	5	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	2	22%	3	33%	2	22%	5	56%
Economically Disadvantaged	22	9	41%	3	14%	6	27%	4	18%	10	45%
Not Economically Disadvantaged	15	5	33%	2	13%	6	40%	2	13%	8	53%
Non-English Language Learner	37	14	38%	5	14%	12	32%	6	16%	18	49%
Not in Foster Care	37	14	38%	5	14%	12	32%	6	16%	18	49%
Not Homeless	37	14	38%	5	14%	12	32%	6	16%	18	49%
Not Migrant	37	14	38%	5	14%	12	32%	6	16%	18	49%
Parent Not in Armed Forces	37	14	38%	5	14%	12	32%	6	16%	18	49%

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	235	40	17%	37	16%	106	45%	36	15%	16	7%	158	67%
Female	104	16	15%	17	16%	49	47%	16	15%	6	6%	71	68%
Male	131	24	18%	20	15%	57	44%	20	15%	10	8%	87	66%
General Education Students	199	25	13%	29	15%	96	48%	34	17%	15	8%	145	73%
Students with Disabilities	36	15	42%	8	22%	10	28%	2	6%	1	3%	13	36%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	45	12	27%	8	18%	15	33%	7	16%	3	7%	25	56%
Hispanic or Latino	171	25	15%	25	15%	80	47%	29	17%	12	7%	121	71%
White	9	1	11%	1	11%	6	67%	0	0%	1	11%	7	78%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	2	20%	3	30%	5	50%	0	0%	0	0%	5	50%
Economically Disadvantaged	167	27	16%	32	19%	71	43%	24	14%	13	8%	108	65%
Not Economically Disadvantaged	68	13	19%	5	7%	35	51%	12	18%	3	4%	50	74%
English Language Learner	59	19	32%	10	17%	27	46%	2	3%	1	2%	30	51%
Non-English Language Learner	176	21	12%	27	15%	79	45%	34	19%	15	9%	128	73%
Not in Foster Care	235	40	17%	37	16%	106	45%	36	15%	16	7%	158	67%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	233	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	235	40	17%	37	16%	106	45%	36	15%	16	7%	158	67%
Parent Not in Armed Forces	235	40	17%	37	16%	106	45%	36	15%	16	7%	158	67%

ANNUAL REGENTS EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	11	100	0	0
Female	7	7	100	0	0
Male	4	4	100	0	0
General Education Students	10	10	100	0	0
Students with Disabilities	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	9	9	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	10	10	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
English Language Learner	3	3	100	0	0
Non-English Language Learner	8	8	100	0	0
Not in Foster Care	11	11	100	0	0
Not Homeless	11	11	100	0	0
Not Migrant	11	11	100	0	0
Parent Not in Armed Forces	11	11	100	0	0

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	226
Female	119
Male	107
General Education Students	198
Students with Disabilities	28
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	31
Hispanic or Latino	175
White	12
Multiracial	4
Economically Disadvantaged	142
Not Economically Disadvantaged	84
English Language Learner	63
Non-English Language Learner	163
Not in Foster Care	226
Homeless	2
Not Homeless	224
Not Migrant	226
Parent Not in Armed Forces	226

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

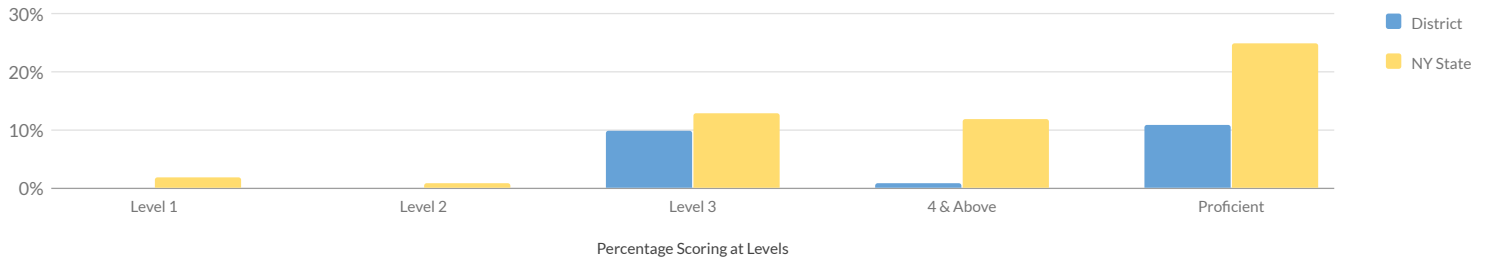
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

**** Please note:** The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%
Female	141	117	83%	24	17%	0	0%	1	1%	23	16%	0	0%	23	16%
Male	142	133	94%	9	6%	1	1%	0	0%	6	4%	2	1%	8	6%
General Education Students	240	208	87%	32	13%	1	0%	1	0%	28	12%	2	1%	30	13%
Students with Disabilities	43	42	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	45	82%	10	18%	0	0%	0	0%	10	18%	0	0%	10	18%
Hispanic or Latino	211	191	91%	20	9%	1	0%	1	0%	16	8%	2	1%	18	9%
White	12	9	75%	3	25%	0	0%	0	0%	3	25%	0	0%	3	25%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	199	178	89%	21	11%	1	1%	1	1%	18	9%	1	1%	19	10%
Not Economically Disadvantaged	84	72	86%	12	14%	0	0%	0	0%	11	13%	1	1%	12	14%
English Language Learner	50	49	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	233	201	86%	32	14%	0	0%	1	0%	29	12%	2	1%	31	13%
Not in Foster Care	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	246	—	33	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%
Parent Not in Armed Forces	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%

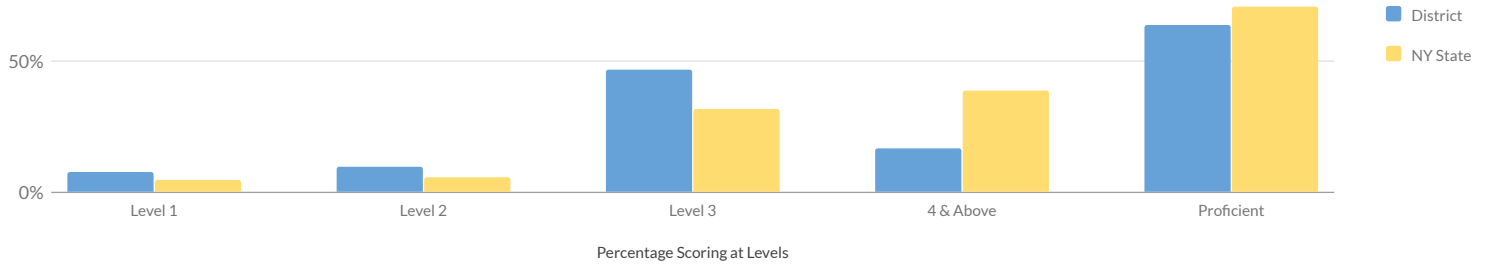
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	261	228	87	33	13
Female	133	109	82	24	18
Male	128	119	93	9	7
General Education Students	224	192	86	32	14
Students with Disabilities	37	36	97	1	3
Black or African American	52	42	81	10	19
Hispanic or Latino	193	173	90	20	10
White	11	8	73	3	27
Economically Disadvantaged	189	168	89	21	11
Not Economically Disadvantaged	72	60	83	12	17
English Language Learner	46	45	98	1	2
Non-English Language Learner	215	183	85	32	15
Not in Foster Care	261	228	87	33	13
Not Migrant	261	228	87	33	13
Parent Not in Armed Forces	261	228	87	33	13

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

2018 TOTAL COHORT REGENTS IN MATH

**** Please note:** The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



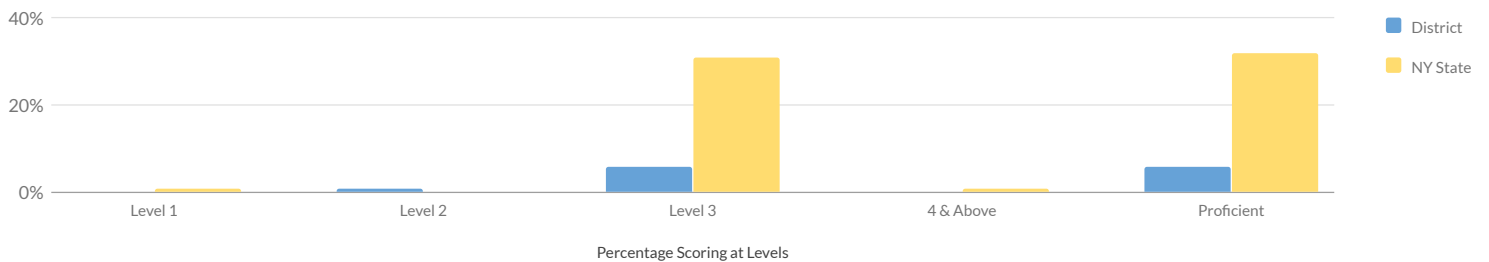
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#		#		#		#		#		#		#	
		%	%	%	%	%	%	%	%	%	%	%	%	%	%
All Students	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%
Female	141	24	17%	117	83%	11	8%	15	11%	56	40%	35	25%	91	65%
Male	142	29	20%	113	80%	11	8%	12	8%	76	54%	14	10%	90	63%
General Education Students	240	46	19%	194	81%	8	3%	20	8%	117	49%	49	20%	166	69%
Students with Disabilities	43	7	16%	36	84%	14	33%	7	16%	15	35%	0	0%	15	35%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	3	5%	52	95%	6	11%	4	7%	27	49%	15	27%	42	76%
Hispanic or Latino	211	47	22%	164	78%	16	8%	21	10%	95	45%	32	15%	127	60%
White	12	2	17%	10	83%	0	0%	1	8%	7	58%	2	17%	9	75%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	4	80%	0	0%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	199	28	14%	171	86%	20	10%	23	12%	99	50%	29	15%	128	64%
Not Economically Disadvantaged	84	25	30%	59	70%	2	2%	4	5%	33	39%	20	24%	53	63%
English Language Learner	50	29	58%	21	42%	8	16%	4	8%	9	18%	0	0%	9	18%
Non-English Language Learner	233	24	10%	209	90%	14	6%	23	10%	123	53%	49	21%	172	74%
Not in Foster Care	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	50	—	229	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%
Parent Not in Armed Forces	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	227	39	17	188	83
Female	123	19	15	104	85
Male	104	20	19	84	81
General Education Students	195	37	19	158	81
Students with Disabilities	32	2	6	30	94
Black or African American	47	2	4	45	96
Hispanic or Latino	167	34	20	133	80
White	8	2	25	6	75
Economically Disadvantaged	164	23	14	141	86
Not Economically Disadvantaged	63	16	25	47	75
English Language Learner	46	28	61	18	39
Non-English Language Learner	181	11	6	170	94
Not in Foster Care	227	39	17	188	83
Not Migrant	227	39	17	188	83
Parent Not in Armed Forces	227	39	17	188	83

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



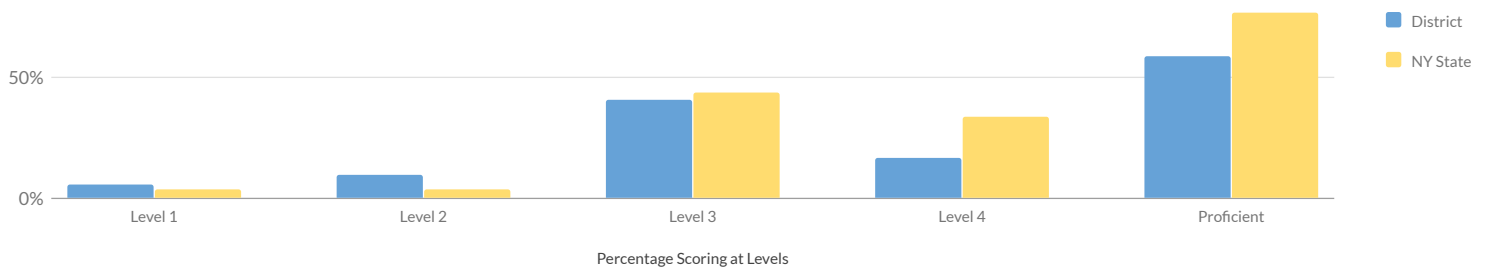
Subgroup	Cohort	Percentage Scoring at Levels												Proficient (Levels 3 & Above)	
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	265	94%	18	6%	0	0%	2	1%	16	6%	0	0%	16	6%
Female	141	132	94%	9	6%	0	0%	0	0%	9	6%	0	0%	9	6%
Male	142	133	94%	9	6%	0	0%	2	1%	7	5%	0	0%	7	5%
General Education Students	240	223	93%	17	7%	0	0%	1	0%	16	7%	0	0%	16	7%
Students with Disabilities	43	42	98%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	48	87%	7	13%	0	0%	1	2%	6	11%	0	0%	6	11%
Hispanic or Latino	211	202	96%	9	4%	0	0%	1	0%	8	4%	0	0%	8	4%
White	12	10	83%	2	17%	0	0%	0	0%	2	17%	0	0%	2	17%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	199	187	94%	12	6%	0	0%	2	1%	10	5%	0	0%	10	5%
Not Economically Disadvantaged	84	78	93%	6	7%	0	0%	0	0%	6	7%	0	0%	6	7%
English Language Learner	50	48	96%	2	4%	0	0%	1	2%	1	2%	0	0%	1	2%
Non-English Language Learner	233	217	93%	16	7%	0	0%	1	0%	15	6%	0	0%	15	6%
Not in Foster Care	283	265	94%	18	6%	0	0%	2	1%	16	6%	0	0%	16	6%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	261	—	18	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	283	265	94%	18	6%	0	0%	2	1%	16	6%	0	0%	16	6%
Parent Not in Armed Forces	283	265	94%	18	6%	0	0%	2	1%	16	6%	0	0%	16	6%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	251	236	94	15	6
Female	130	121	93	9	7
Male	121	115	95	6	5
General Education Students	215	200	93	15	7
Students with Disabilities	36	36	100	0	0
Black or African American	51	45	88	6	12
Hispanic or Latino	184	177	96	7	4
White	12	10	83	2	17
Economically Disadvantaged	185	176	95	9	5
Not Economically Disadvantaged	66	60	91	6	9
English Language Learner	38	38	100	0	0
Non-English Language Learner	213	198	93	15	7
Not in Foster Care	251	236	94	15	6
Not Migrant	251	236	94	15	6
Parent Not in Armed Forces	251	236	94	15	6

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

2018 TOTAL COHORT REGENTS IN SCIENCE



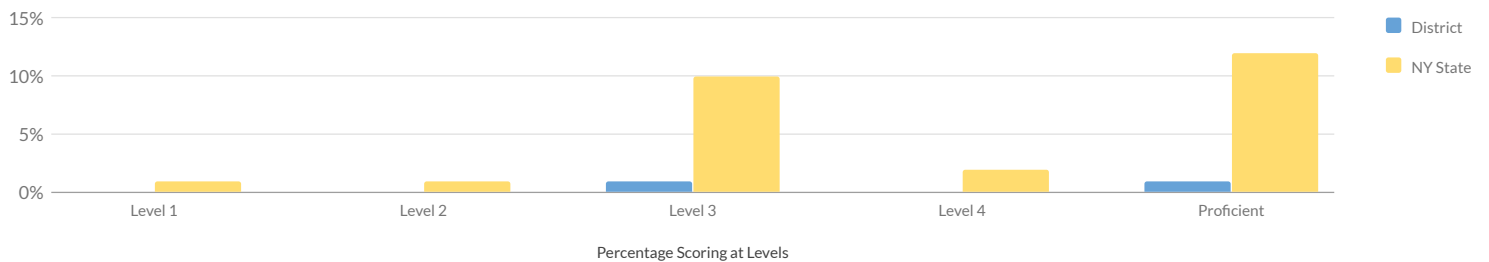
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%
Female	141	32	23%	109	77%	9	6%	19	13%	52	37%	29	21%	81	57%
Male	142	40	28%	102	72%	9	6%	8	6%	65	46%	20	14%	85	60%
General Education Students	240	48	20%	192	80%	15	6%	26	11%	102	43%	49	20%	151	63%
Students with Disabilities	43	24	56%	19	44%	3	7%	1	2%	15	35%	0	0%	15	35%
Asian or Native Hawaiian/Other Pacific Islander	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	11	20%	44	80%	1	2%	2	4%	26	47%	15	27%	41	75%
Hispanic or Latino	211	57	27%	154	73%	15	7%	25	12%	82	39%	32	15%	114	54%
White	12	2	17%	10	83%	1	8%	0	0%	7	58%	2	17%	9	75%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	2	40%	3	60%	1	20%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	199	44	22%	155	78%	18	9%	23	12%	87	44%	27	14%	114	57%
Not Economically Disadvantaged	84	28	33%	56	67%	0	0%	4	5%	30	36%	22	26%	52	62%
English Language Learner	50	30	60%	20	40%	8	16%	5	10%	6	12%	1	2%	7	14%
Non-English Language Learner	233	42	18%	191	82%	10	4%	22	9%	111	48%	48	21%	159	68%
Not in Foster Care	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	69	—	210	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%
Parent Not in Armed Forces	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	247	47	19	200	81
Female	127	22	17	105	83
Male	120	25	21	95	79
General Education Students	213	29	14	184	86
Students with Disabilities	34	18	53	16	47
Black or African American	50	9	18	41	82
Hispanic or Latino	181	35	19	146	81
White	12	2	17	10	83
Economically Disadvantaged	183	35	19	148	81
Not Economically Disadvantaged	64	12	19	52	81
English Language Learner	42	22	52	20	48
Non-English Language Learner	205	25	12	180	88
Not in Foster Care	247	47	19	200	81
Not Migrant	247	47	19	200	81
Parent Not in Armed Forces	247	47	19	200	81

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

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%
Female	141	138	98%	3	2%	0	0%	1	1%	2	1%	0	0%	2	1%
Male	142	140	99%	2	1%	0	0%	0	0%	2	1%	0	0%	2	1%
General Education Students	240	235	98%	5	2%	0	0%	1	0%	4	2%	0	0%	4	2%
Students with Disabilities	43	43	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	54	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Hispanic or Latino	211	208	99%	3	1%	0	0%	1	0%	2	1%	0	0%	2	1%
White	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	199	196	98%	3	2%	0	0%	1	1%	2	1%	0	0%	2	1%
Not Economically Disadvantaged	84	82	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
English Language Learner	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	233	228	98%	5	2%	0	0%	1	0%	4	2%	0	0%	4	2%
Not in Foster Care	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	274	—	5	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%
Parent Not in Armed Forces	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	260	256	98	4	2
Female	134	131	98	3	2
Male	126	125	99	1	1
General Education Students	223	219	98	4	2
Students with Disabilities	37	37	100	0	0
Black or African American	53	52	98	1	2
Hispanic or Latino	192	190	99	2	1
White	11	10	91	1	9
Economically Disadvantaged	188	186	99	2	1
Not Economically Disadvantaged	72	70	97	2	3
English Language Learner	44	44	100	0	0
Non-English Language Learner	216	212	98	4	2
Not in Foster Care	260	256	98	4	2
Not Migrant	260	256	98	4	2
Parent Not in Armed Forces	260	256	98	4	2

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2021-22)

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.

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	81	0	0%	81	100%	23	28%	29	36%	14	17%	15	19%	0	0%
Grade 1	81	1	1%	80	99%	21	26%	34	43%	22	28%	3	4%	0	0%
Grade 2	85	1	1%	84	99%	28	33%	20	24%	19	23%	14	17%	3	4%
Grade 3	102	2	2%	100	98%	14	14%	22	22%	25	25%	34	34%	5	5%
Grade 4	109	1	1%	108	99%	6	6%	24	22%	21	19%	52	48%	5	5%
Grade 5	85	0	0%	85	100%	3	4%	25	29%	11	13%	38	45%	8	9%
Grade 6	85	2	2%	83	98%	8	10%	18	22%	10	12%	40	48%	7	8%
Grade 7	67	3	4%	64	96%	8	13%	12	19%	8	13%	29	45%	7	11%
Grade 8	64	4	6%	60	94%	3	5%	6	10%	11	18%	29	48%	11	18%
Grade 9	48	3	6%	45	94%	5	11%	16	36%	7	16%	16	36%	1	2%
Grade 10	63	5	8%	58	92%	9	16%	6	10%	12	21%	29	50%	2	3%
Grade 11	61	6	10%	55	90%	9	16%	14	25%	6	11%	22	40%	4	7%
Grade 12	62	14	23%	48	77%	6	13%	12	25%	13	27%	10	21%	7	15%

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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.

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	6	0	0%	6	100%	0	0%	0	0%	6	100%	0	0%	6	100%
Grade 4 Math	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Grade 4 Science	6	0	0%	6	100%	0	0%	0	0%	6	100%	0	0%	6	100%
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	8	0	0%	8	100%	0	0%	3	38%	5	63%	0	0%	5	63%
Grade 7 Math	8	0	0%	8	100%	3	38%	2	25%	3	38%	0	0%	3	38%
Secondary-Level ELA	32	30	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	32	30	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	32	30	94%	2	6%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	319	53	17%	7	4	57%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	289	0	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

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	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Female	141	128	91%	56	40%	72	51%	0	0%	0	0%	9	6%	0	0%	4	3%
Male	142	118	83%	27	19%	91	64%	0	0%	0	0%	13	9%	0	0%	11	8%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	240	211	88%	83	35%	128	53%	0	0%	0	0%	16	7%	0	0%	13	5%
Students with Disabilities	43	35	81%	0	0%	35	81%	0	0%	0	0%	6	14%	0	0%	2	5%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	52	95%	26	47%	26	47%	0	0%	0	0%	2	4%	0	0%	1	2%
Hispanic or Latino	211	179	85%	55	26%	124	59%	0	0%	0	0%	20	9%	0	0%	12	6%
White	12	10	83%	2	17%	8	67%	0	0%	0	0%	0	0%	0	0%	2	17%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	199	179	90%	54	27%	125	63%	0	0%	0	0%	12	6%	0	0%	8	4%
Not Economically Disadvantaged	84	67	80%	29	35%	38	45%	0	0%	0	0%	10	12%	0	0%	7	8%
English Language Learner	50	33	66%	2	4%	31	62%	0	0%	0	0%	10	20%	0	0%	7	14%
Non-English Language Learner	233	213	91%	81	35%	132	57%	0	0%	0	0%	12	5%	0	0%	8	3%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
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	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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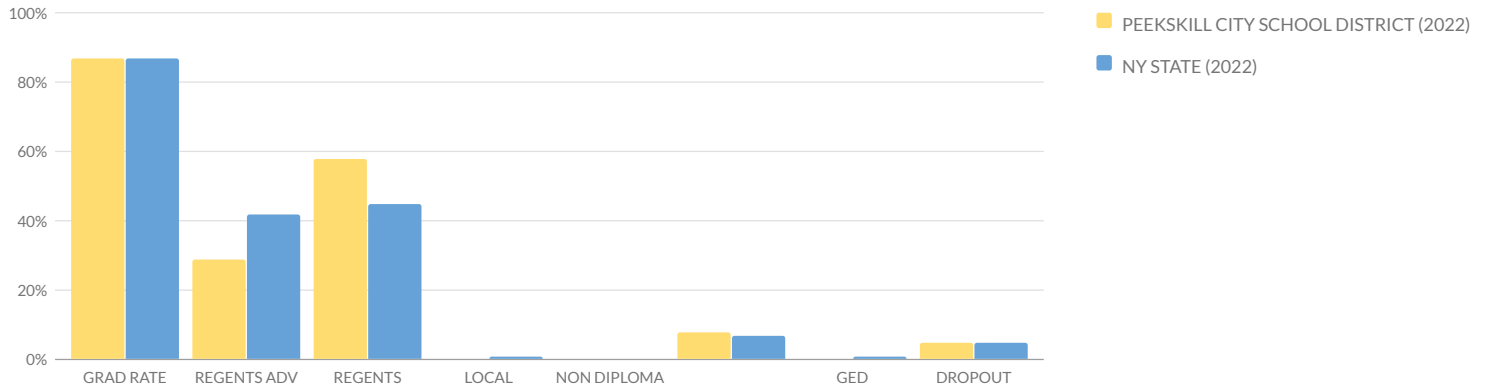
THIS DOCUMENT WAS CREATED ON: APRIL 5, 2023, 10:05 AM EST

PEEKSKILL CITY SCHOOL DISTRICT GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2022

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	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Female	141	128	91%	56	40%	72	51%	0	0%	0	0%	9	6%	0	0%	4	3%
Male	142	118	83%	27	19%	91	64%	0	0%	0	0%	13	9%	0	0%	11	8%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	240	211	88%	83	35%	128	53%	0	0%	0	0%	16	7%	0	0%	13	5%
Students with Disabilities	43	35	81%	0	0%	35	81%	0	0%	0	0%	6	14%	0	0%	2	5%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	52	95%	26	47%	26	47%	0	0%	0	0%	2	4%	0	0%	1	2%
Hispanic or Latino	211	179	85%	55	26%	124	59%	0	0%	0	0%	20	9%	0	0%	12	6%
White	12	10	83%	2	17%	8	67%	0	0%	0	0%	0	0%	0	0%	2	17%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	199	179	90%	54	27%	125	63%	0	0%	0	0%	12	6%	0	0%	8	4%
Not Economically Disadvantaged	84	67	80%	29	35%	38	45%	0	0%	0	0%	10	12%	0	0%	7	8%
English Language Learner	50	33	66%	2	4%	31	62%	0	0%	0	0%	10	20%	0	0%	7	14%
Non-English Language Learner	233	213	91%	81	35%	132	57%	0	0%	0	0%	12	5%	0	0%	8	3%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	279	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
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	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%

PEEKSKILL CITY SCHOOL DISTRICT GRADUATION PATHWAYS DATA 2022

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	118	118	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	211	211	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	35	35	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	52	52	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	67	67	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	213	213	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	244	244	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Este informe proporciona recuentos de inscripción para escuelas y distritos por varios grupos demográficos para el año escolar 2021-22. Estos datos de inscripción se recopilan como parte del Sistema de depósito de información estudiantil (SIRS) del NYSED. Estos recuentos son a partir del "Día de las camas", que suele ser el primer miércoles de octubre. Para obtener información sobre la inscripción en escuelas no públicas, consulte la información sobre el personal y la inscripción en escuelas no públicas en nuestra página web de Servicios de Información y Reportes.

INSCRIPCIONES EN EL DISTRITO ESCOLAR DE LA CIUDAD DE PEEKSKILL (2021 - 22)

Inscripción K-12: 3,407

MATRÍCULA PC

MASCULINO

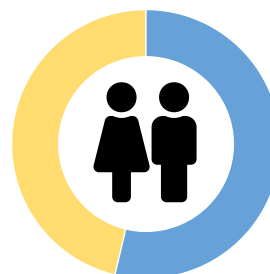
1,830	54%
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FEMENINO

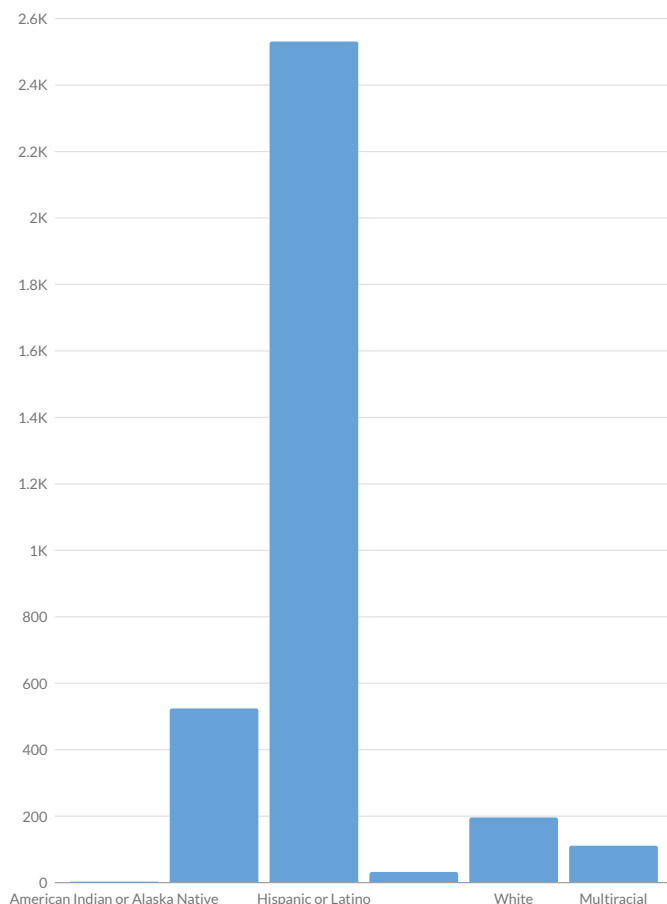
1,577	46%
-------	-----

NO BINARIO

0	0%
---	----



INSCRIPCIÓN POR ETNIA



INDIO AMERICANO O NATIVO DE ALASKA

3	0%
---	----

NEGRO O AFROAMERICANO

526	15%
-----	-----

HISPANO O LATINO

2,533	74%
-------	-----

ASIÁTICO O NATIVO HAWAIIANO/OTRA ISLA DEL PACÍFICO

34	1%
----	----

BLANCO

198	6%
-----	----

MULTIRRACIAL

113	3%
-----	----

OTROS GRUPOS

LOS ESTUDIANTES DEL IDIOMA INGLÉS

963	28%
-----	-----

INMIGRANTE

—	—
---	---

ESTUDIANTES CON DISCAPACIDAD

511	15%
-----	-----

SIN HOGAR

43	1%
----	----

ORFANATO

—	—
---	---

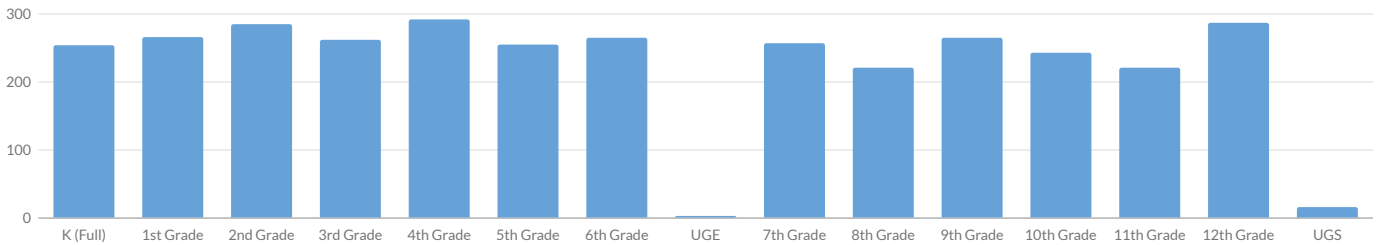
ECONÓMICAMENTE EN DESVENTAJA

2,359	69%
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PADRE EN FUERZAS ARMADAS

—	—
---	---

MATRÍCULA POR GRADO



K (DÍA COMPLETO)

255	7%
-----	----

1ER GRADO

267	7%
-----	----

2DO. GRADO

286	8%
-----	----

3ER GRADO

263	7%
-----	----

CUARTO GRADO

293	8%
-----	----

5TO GRADO

256	7%
-----	----

6TO GRADO

266	7%
-----	----

PRIMARIA SIN CALIFICAR

4	0%
---	----

SÉPTIMO GRADO

258	7%
-----	----

OCTAVO GRADO

222	6%
-----	----

NOVENO GRADO

266	7%
-----	----

10 ° GRADO

244	7%
-----	----

GRADO 11

222	6%
-----	----

12 ° GRADO

288	8%
-----	----

SECUNDARIA SIN CALIFICAR

17	0%
----	----

INSCRIPCIÓN DE ESTUDIANTES DEL IDIOMA INGLÉS DEL DISTRITO ESCOLAR DE LA CIUDAD DE PEEKSKILL (2021 - 22)

Inscripción ELL K-12: 963
Inscripción anterior ELL K-12: 195

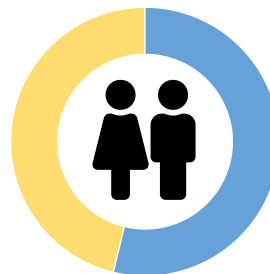
MATRÍCULA DE EL

MASCULINO

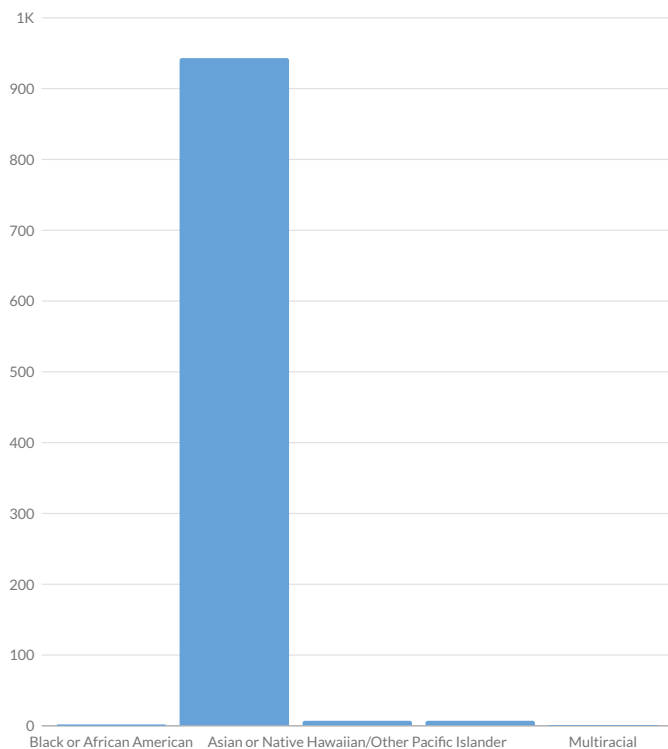
518	54%
-----	-----

FEMENINO

445	46%
-----	-----



MATRÍCULA DE ELL POR GRUPO ÉTNICO



NEGRO O AFROAMERICANO

2	0%
---	----

HISPANO O LATINO

944	98%
-----	-----

ASIÁTICO O NATIVO HAWAIIANO/OTRA ISLA DEL PACÍFICO

8	1%
---	----

BLANCO

8	1%
---	----

MULTIRRACIAL

1	0%
---	----

OTROS GRUPOS

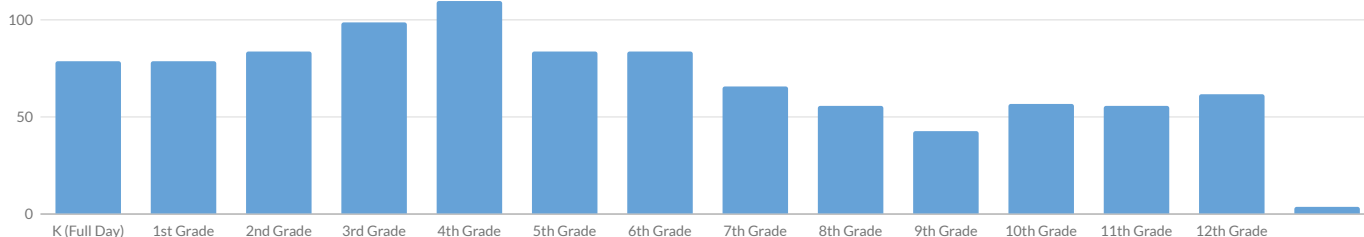
ESTUDIANTES CON DISCAPACIDAD

88	9%
----	----

ECONÓMICAMENTE EN DESVENTAJA

594	62%
-----	-----

INSCRIPCIÓN ELL POR GRADO



K (DÍA COMPLETO) ▼ 79 8%	1ER GRADO ▼ 79 8%	2DO. GRADO ▼ 84 9%	3ER GRADO ▼ 99 10%
CUARTO GRADO ▼ 110 11%	5TO GRADO ▼ 84 9%	6TO GRADO ▼ 84 9%	SÉPTIMO GRADO ▼ 66 7%
OCTAVO GRADO ▼ 56 6%	NOVENO GRADO ▼ 43 4%	10 ° GRADO ▼ 57 6%	GRADO 11 ▼ 56 6%
12 ° GRADO ▼ 62 6%	SECUNDARIA SIN CALIFICAR ▼ 4 0%		

Los datos utilizados para generar las tablas Idiomas del hogar, Desglose de estudiantes del idioma inglés y Programas de estudiantes del idioma inglés difieren del resto del informe. Los estudiantes incluidos en los programas de idiomas del hogar, desglose de estudiantes del idioma inglés y de estudiantes del idioma inglés fueron aquellos estudiantes que fueron identificados como ELL durante el año escolar. El resto del informe incluye a los estudiantes que eran ELL el día de BEDS.

IDIOMAS DEL HOGAR

- 1 Español
- 2 Inglés
- 3 Árábica
- 4 Chino

DESGLOSE DE ESTUDIANTES DEL IDIOMA INGLÉS

RECIÉN LLEGADOS ▼ 615	DESARROLLANDO ▼ 284	A LARGO PLAZO ▼ 194	SIFE ▼ 0
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PROGRAMAS PARA APRENDICES DEL IDIOMA INGLÉS

INGLÉS COMO NUEVO IDIOMA ▼ 639	PROGRAMA DE IDIOMA DUAL DE UNA VÍA/ DOS VÍAS ▼ 454	PROGRAMA DE EDUCACIÓN BILINGÜE DE TRANSICIÓN ▼ 0
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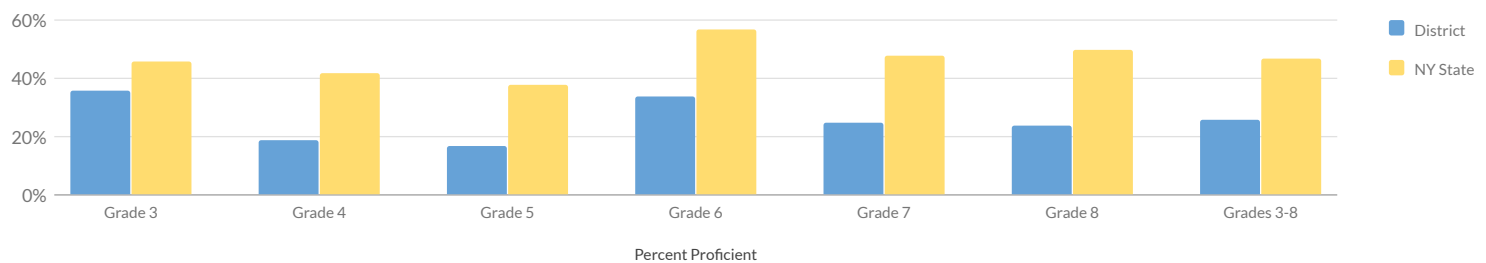
DISTRITO ESCOLAR DE LA CIUDAD DE PEEKSKILL - BOLETÍN DE CALIFICACIONES DEL ESTADO DE NUEVA YORK [2021 - 22]

El Boletín de Calificaciones del Estado de Nueva York es una parte importante del esfuerzo de la Junta de Regentes para crear equidad educativa y mejorar los resultados de aprendizaje para todos los estudiantes. El conocimiento obtenido de la boleta de calificaciones sobre una escuela o distrito se puede utilizar para mejorar la instrucción e informar los servicios a los estudiantes. La boleta de calificaciones brinda información al público sobre el personal de la escuela/distrito, los estudiantes y las medidas de rendimiento de la escuela y el distrito según lo exige la Ley Every Student Succeeds (ESSA). Fundamentalmente, el plan ESSA del estado de Nueva York se trata de crear un conjunto de estrategias entrelazadas para promover la equidad educativa al brindar apoyo a los distritos y escuelas mientras trabajan para garantizar que todos los estudiantes tengan éxito. El estado de Nueva York se compromete a garantizar que todos los estudiantes tengan éxito y prosperen en la escuela sin importar quiénes sean, dónde vivan, a qué escuela vayan,

RESULTADOS DE ARTES DEL LENGUAJE EN INGLÉS DE LOS GRADOS 3-8 (2021-22)

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

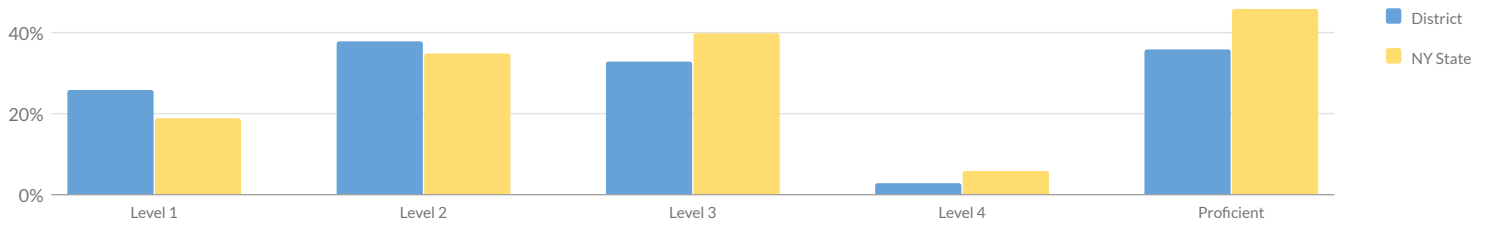
RESULTADOS RESUMEN



Calificación	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grado 3	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%
Grado 4	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Grado 5	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%
Grado 6	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Grado 7	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Grado 8	234	48	21%	186	79%	74	40%	68	37%	30	dieciséis%	14	8%	44	24%
Grados 3-8	1,610	293	18%	1,317	82%	509	39%	465	35%	272	21%	71	5%	343	26%

RESULTADOS DE ELA DE 3ER GRADO

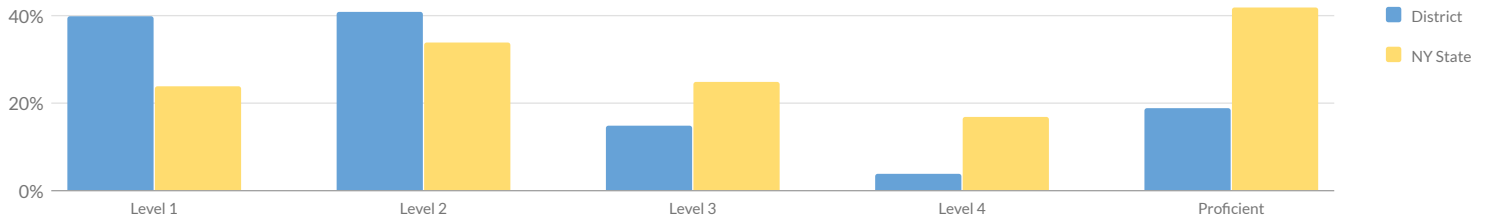
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%
Femenino	131	19	15%	112	85%	23	21%	45	40%	39	35%	5	4%	44	39%
Masculino	135	17	13%	118	87%	36	31%	43	36%	36	31%	3	3%	39	33%
Estudiantes de educación general	233	30	13%	203	87%	46	23%	78	38%	71	35%	8	4%	79	39%
Estudiantes con Discapacidades	33	6	18%	27	82%	13	48%	10	37%	4	15%	0	0%	4	15%
Indio americano o nativo de Alaska	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asiático o nativo de Hawái/otro isleño del Pacífico	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	35	4	11%	31	89%	7	23%	dieciséis	52%	8	26%	0	0%	8	26%
hispano o latino	207	31	15%	176	85%	48	27%	68	39%	57	32%	3	2%	60	34%
Blanco	17	1	6%	dieciséis	94%	2	13%	3	19%	7	44%	4	25%	11	69%
Multirracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	7	0	0%	7	100%	2	29%	1	14%	3	43%	1	14%	4	57%
económicamente en desventaja	176	10	6%	166	94%	44	27%	66	40%	53	32%	3	2%	56	34%
Sin desventaja económica	90	26	29%	64	71%	15	23%	22	34%	22	34%	5	8%	27	42%
Aprendiz del idioma inglés	101	26	26%	75	74%	29	39%	25	33%	21	28%	0	0%	21	28%
Aprendiz del idioma no inglés	165	10	6%	155	94%	30	19%	63	41%	54	35%	8	5%	62	40%
en cuidado de crianza	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
No en cuidado de crianza	265	36	14%	229	86%	—	—	—	—	—	—	—	—	—	—
Sin hogar	8	3	38%	5	63%	3	60%	1	20%	1	20%	0	0%	1	20%
no sin hogar	258	33	13%	225	87%	56	25%	87	39%	74	33%	8	4%	82	36%
no migrante	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%
Padre que no está en las fuerzas armadas	266	36	14%	230	86%	59	26%	88	38%	75	33%	8	3%	83	36%

RESULTADOS DE ELA DE CUARTO GRADO

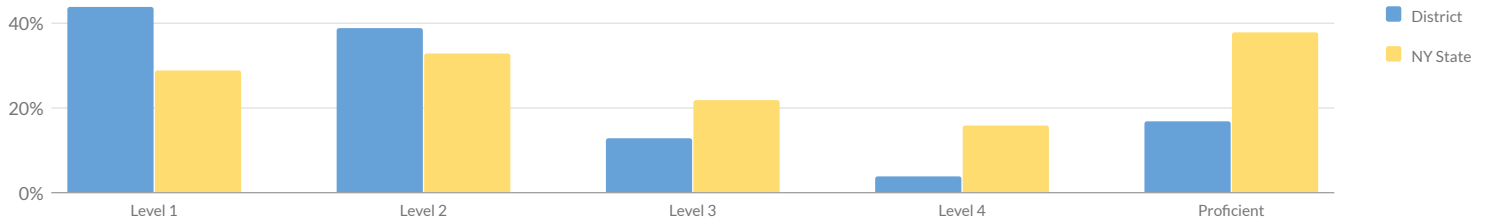
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Femenino	154	30	19%	124	81%	43	35%	51	41%	24	19%	6	5%	30	24%
Masculino	151	34	23%	117	77%	54	46%	47	40%	13	11%	3	3%	dieciséis	14%
Estudiantes de educación general	256	47	18%	209	82%	77	37%	88	42%	35	17%	9	4%	44	21%
Estudiantes con Discapacidades	49	17	35%	32	sesenta y cinco%	20	63%	10	31%	2	6%	0	0%	2	6%
Asiático o nativo de Hawái/otro isleño del Pacífico	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	39	10	26%	29	74%	14	48%	8	28%	7	24%	0	0%	7	24%
hispano o latino	221	47	21%	174	79%	74	43%	73	42%	23	13%	4	2%	27	dieciséis%
Blanco	28	3	11%	25	89%	4	dieciséis%	11	44%	7	28%	3	12%	10	40%
Multirracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	17	4	24%	13	76%	5	38%	6	46%	0	0%	2	15%	2	15%
económicamente en desventaja	204	33	dieciséis%	171	84%	74	43%	70	41%	22	13%	5	3%	27	dieciséis%
Sin desventaja económica	101	31	31%	70	69%	23	33%	28	40%	15	21%	4	6%	19	27%
Aprendiz del idioma inglés	109	36	33%	73	67%	40	55%	28	38%	5	7%	0	0%	5	7%
Aprendiz del idioma no inglés	196	28	14%	168	86%	57	34%	70	42%	32	19%	9	5%	41	24%
No en cuidado de crianza	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Sin hogar	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no sin hogar	301	60	20%	241	80%	97	40%	98	41%	37	15%	9	4%	46	19%
no migrante	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%
Padre que no está en las fuerzas armadas	305	64	21%	241	79%	97	40%	98	41%	37	15%	9	4%	46	19%

RESULTADOS DE ELA DE QUINTO GRADO

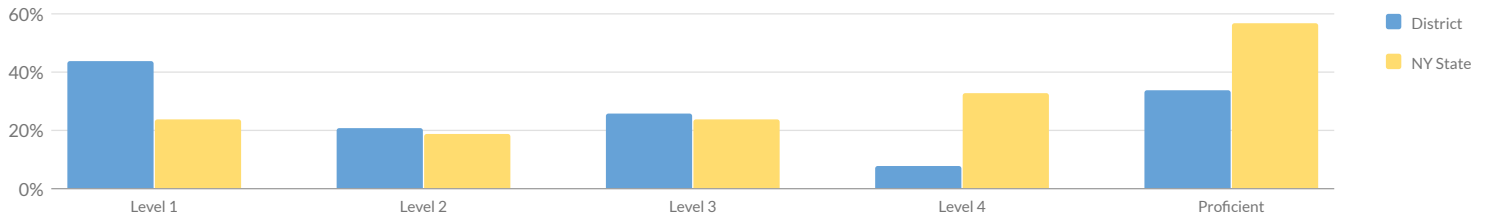
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%
Femenino	114	31	27%	83	73%	30	36%	36	43%	14	17%	3	4%	17	20%
Masculino	148	32	22%	116	78%	57	49%	42	36%	12	10%	5	4%	17	15%
Estudiantes de educación general	218	51	23%	167	77%	70	42%	63	38%	26	dieciséis%	8	5%	34	20%
Estudiantes con Discapacidades	44	12	27%	32	73%	17	53%	15	47%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	45	6	13%	39	87%	18	46%	12	31%	5	13%	4	10%	9	23%
hispano o latino	194	49	25%	145	75%	62	43%	62	43%	17	12%	4	3%	21	14%
Blanco	9	3	33%	6	67%	—	—	—	—	—	—	—	—	—	—
Multirracial	12	5	42%	7	58%	5	71%	1	14%	1	14%	0	0%	1	14%
Grupo pequeño Total	11	3	27%	8	73%	2	25%	3	38%	3	38%	0	0%	3	38%
económicamente en desventaja	189	32	17%	157	83%	70	45%	62	39%	20	13%	5	3%	25	dieciséis%
Sin desventaja económica	73	31	42%	42	58%	17	40%	dieciséis	38%	6	14%	3	7%	9	21%
Aprendiz del idioma inglés	85	32	38%	53	62%	31	58%	21	40%	0	0%	1	2%	1	2%
Aprendiz del idioma no inglés	177	31	18%	146	82%	56	38%	57	39%	26	18%	7	5%	33	23%
No en cuidado de crianza	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%
Sin hogar	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
no sin hogar	255	59	23%	196	77%	—	—	—	—	—	—	—	—	—	—
no migrante	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%
Padre que no está en las fuerzas armadas	262	63	24%	199	76%	87	44%	78	39%	26	13%	8	4%	34	17%

RESULTADOS DE ELA DE 6.º GRADO

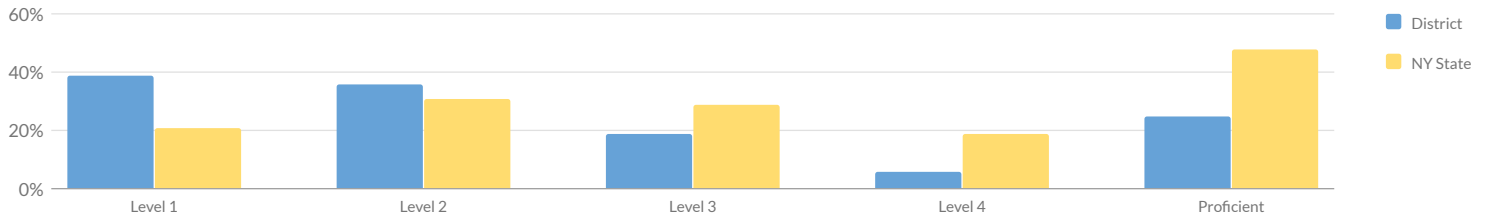
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Femenino	122	19	dieciséis%	103	84%	37	36%	26	25%	31	30%	9	9%	40	39%
Masculino	151	30	20%	121	80%	62	51%	22	18%	28	23%	9	7%	37	31%
Estudiantes de educación general	232	36	dieciséis%	196	84%	82	42%	42	21%	55	28%	17	9%	72	37%
Estudiantes con Discapacidades	41	13	32%	28	68%	17	61%	6	21%	4	14%	1	4%	5	18%
Asiático o nativo de Hawái/otro isleño del Pacífico	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	37	10	27%	27	73%	dieciséis	59%	4	15%	5	19%	2	7%	7	26%
hispano o latino	203	37	18%	166	82%	75	45%	39	23%	41	25%	11	7%	52	31%
Blanco	21	2	10%	19	90%	4	21%	3	dieciséis%	9	47%	3	dieciséis%	12	63%
Multirracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	12	0	0%	12	100%	4	33%	2	17%	4	33%	2	17%	6	50%
económicamente en desventaja	175	21	12%	154	88%	76	49%	35	23%	35	23%	8	5%	43	28%
Sin desventaja económica	98	28	29%	70	71%	23	33%	13	19%	24	34%	10	14%	34	49%
Aprendiz del idioma inglés	85	25	29%	60	71%	46	77%	10	17%	4	7%	0	0%	4	7%
Aprendiz del idioma no inglés	188	24	13%	164	87%	53	32%	38	23%	55	34%	18	11%	73	45%
No en cuidado de crianza	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Sin hogar	7	1	14%	6	86%	4	67%	0	0%	1	17%	1	17%	2	33%
no sin hogar	266	48	18%	218	82%	95	44%	48	22%	58	27%	17	8%	75	34%
no migrante	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%
Padre que no está en las fuerzas armadas	273	49	18%	224	82%	99	44%	48	21%	59	26%	18	8%	77	34%

RESULTADOS DE ELA DE 7.º GRADO

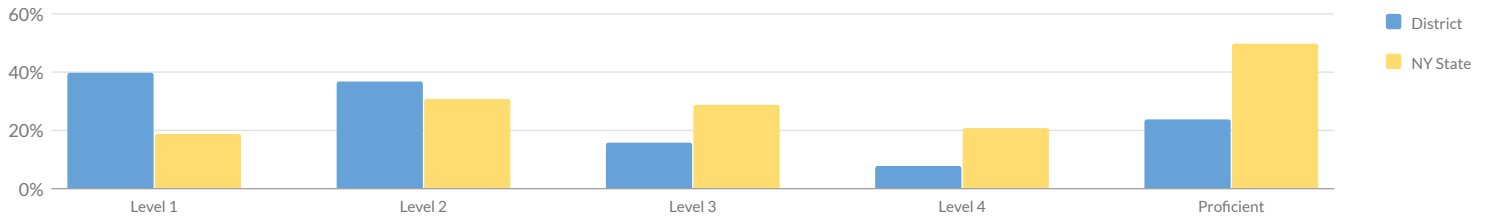
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Femenino	118	12	10%	106	90%	35	33%	43	41%	22	21%	6	6%	28	26%
Masculino	152	21	14%	131	86%	58	44%	42	32%	23	18%	8	6%	31	24%
Estudiantes de educación general	222	19	9%	203	91%	71	35%	74	36%	44	22%	14	7%	58	29%
Estudiantes con Discapacidades	48	14	29%	34	71%	22	sesenta y cinco%	11	32%	1	3%	0	0%	1	3%
Asiático o nativo de Hawái/otro isleño del Pacífico	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	40	6	15%	34	85%	13	38%	dieciséis	47%	5	15%	0	0%	5	15%
hispano o latino	198	24	12%	174	88%	73	42%	58	33%	32	18%	11	6%	43	25%
Blanco	21	3	14%	18	86%	3	17%	5	28%	7	39%	3	17%	10	56%
Multirracial	9	0	0%	9	100%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	11	0	0%	11	100%	4	36%	6	55%	1	9%	0	0%	1	9%
económicamente en desventaja	196	18	9%	178	91%	79	44%	62	35%	29	dieciséis%	8	4%	37	21%
Sin desventaja económica	74	15	20%	59	80%	14	24%	23	39%	dieciséis	27%	6	10%	22	37%
Aprendiz del idioma inglés	66	15	23%	51	77%	41	80%	10	20%	0	0%	0	0%	0	0%
Aprendiz del idioma no inglés	204	18	9%	186	91%	52	28%	75	40%	45	24%	14	8%	59	32%
No en cuidado de crianza	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Sin hogar	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
no sin hogar	265	32	12%	233	88%	—	—	—	—	—	—	—	—	—	—
no migrante	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%
Padre que no está en las fuerzas armadas	270	33	12%	237	88%	93	39%	85	36%	45	19%	14	6%	59	25%

RESULTADOS DE ELA DE 8.º GRADO

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

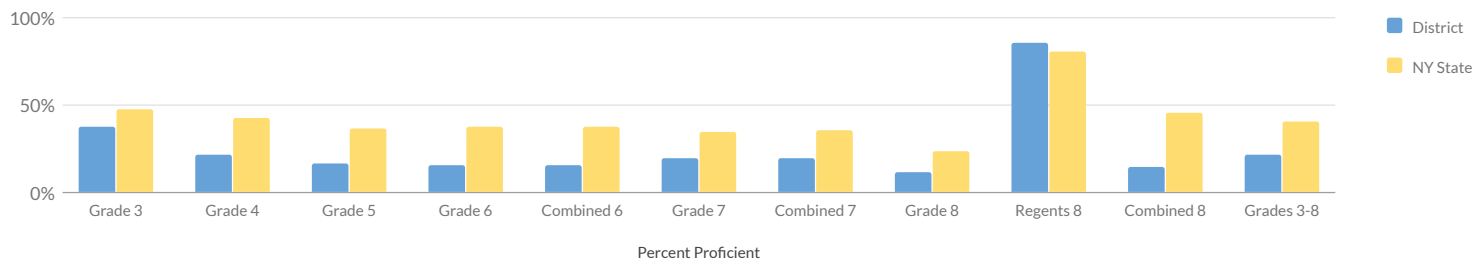


Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	234	48	21%	186	79%	74	40%	68	37%	30	dieciséis%	14	8%	44	24%
Femenino	102	19	19%	83	81%	27	33%	33	40%	14	17%	9	11%	23	28%
Masculino	132	29	22%	103	78%	47	46%	35	34%	dieciséis	dieciséis%	5	5%	21	20%
Estudiantes de educación general	197	40	20%	157	80%	52	33%	62	39%	29	18%	14	9%	43	27%
Estudiantes con Discapacidades	37	8	22%	29	78%	22	76%	6	21%	1	3%	0	0%	1	3%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	39	6	15%	33	85%	18	55%	9	27%	5	15%	1	3%	6	18%
hispano o latino	165	29	18%	136	82%	54	40%	51	38%	22	dieciséis%	9	7%	31	23%
Blanco	17	8	47%	9	53%	0	0%	5	56%	3	33%	1	11%	4	44%
Multirracial	10	5	50%	5	50%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	13	5	38%	8	62%	2	25%	3	38%	0	0%	3	38%	3	38%
económicamente en desventaja	162	23	14%	139	86%	59	42%	54	39%	17	12%	9	6%	26	19%
Sin desventaja económica	72	25	35%	47	sesenta y cinco%	15	32%	14	30%	13	28%	5	11%	18	38%
Aprendiz del idioma inglés	64	20	31%	44	69%	28	64%	15	34%	1	2%	0	0%	1	2%
Aprendiz del idioma no inglés	170	28	dieciséis%	142	84%	46	32%	53	37%	29	20%	14	10%	43	30%
No en cuidado de crianza	234	48	21%	186	79%	74	40%	68	37%	30	dieciséis%	14	8%	44	24%
Sin hogar	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
no sin hogar	230	48	21%	182	79%	—	—	—	—	—	—	—	—	—	—
no migrante	234	48	21%	186	79%	74	40%	68	37%	30	dieciséis%	14	8%	44	24%
Padre que no está en las fuerzas armadas	234	48	21%	186	79%	74	40%	68	37%	30	dieciséis%	14	8%	44	24%

RESULTADOS DE MATEMÁTICAS DE LOS GRADOS 3-8 (2021-22)

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

RESULTADOS RESUMEN



Calificación	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4 y superior		Competente (Niveles 3 y superiores)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grado 3	266	dieciséis	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%
Grado 4	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Grado 5	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Grado 6	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	dieciséis%
6 combinados	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	dieciséis%
Grado 7	270	48	18%	222	82%	131	59%	46	21%	29	13%	dieciséis	7%	45	20%
7 combinados	270	48	18%	222	82%	131	59%	46	21%	29	13%	dieciséis	7%	45	20%
Grado 8	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Regentes 8	—	0	0%	7	3%	0	0%	1	14%	3	43%	3	43%	6	86%
8 combinados	234	46	20%	188	80%	112	60%	48	26%	22	12%	6	3%	28	15%
Grados 3-8	1,610	237	15%	1,373	85%	728	53%	344	25%	212	15%	89	6%	301	22%

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

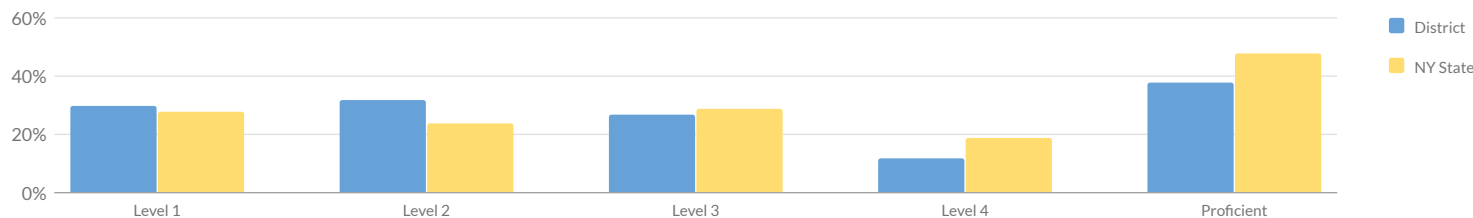
EXENCIONES DE MATEMÁTICAS DE REGENTS, ESTUDIANTES DE 6° A 8° GRADO

Calificación	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Regentes 8	0	0	—	0	—

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

RESULTADOS DE MATEMÁTICAS DE TERCER GRADO

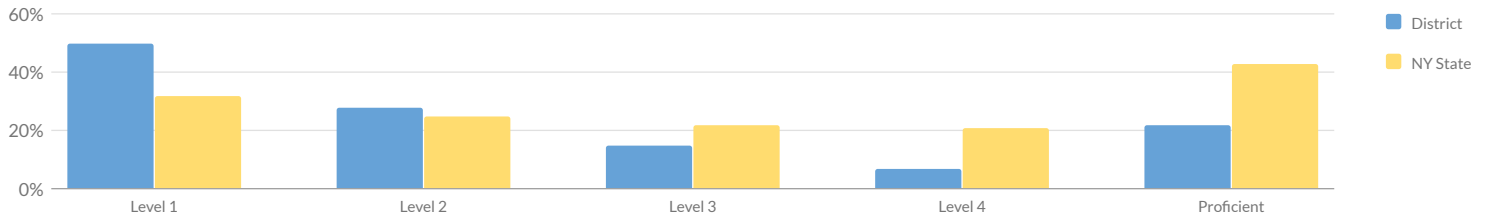
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	266	dieciséis	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%
Femenino	130	6	5%	124	95%	34	27%	46	37%	31	25%	13	10%	44	35%
Masculino	136	10	7%	126	93%	41	33%	33	26%	36	29%	dieciséis	13%	52	41%
General Education Students	233	10	4%	223	96%	61	27%	70	31%	63	28%	29	13%	92	41%
Students with Disabilities	33	6	18%	27	82%	14	52%	9	33%	4	15%	0	0%	4	15%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	35	5	14%	30	86%	16	53%	5	17%	6	20%	3	10%	9	30%
Hispanic or Latino	207	10	5%	197	95%	54	27%	70	36%	53	27%	20	10%	73	37%
White	17	1	6%	16	94%	4	25%	2	13%	5	31%	5	31%	10	63%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
Economically Disadvantaged	175	11	6%	164	94%	50	30%	50	30%	48	29%	16	10%	64	39%
Not Economically Disadvantaged	91	5	5%	86	95%	25	29%	29	34%	19	22%	13	15%	32	37%
English Language Learner	102	4	4%	98	96%	28	29%	37	38%	26	27%	7	7%	33	34%
Non-English Language Learner	164	12	7%	152	93%	47	31%	42	28%	41	27%	22	14%	63	41%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	265	16	6%	249	94%	—	—	—	—	—	—	—	—	—	—
Homeless	8	3	38%	5	63%	2	40%	2	40%	1	20%	0	0%	1	20%
Not Homeless	258	13	5%	245	95%	73	30%	77	31%	66	27%	29	12%	95	39%
Not Migrant	266	16	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%
Parent Not in Armed Forces	266	16	6%	250	94%	75	30%	79	32%	67	27%	29	12%	96	38%

GRADE 4 MATH RESULTS

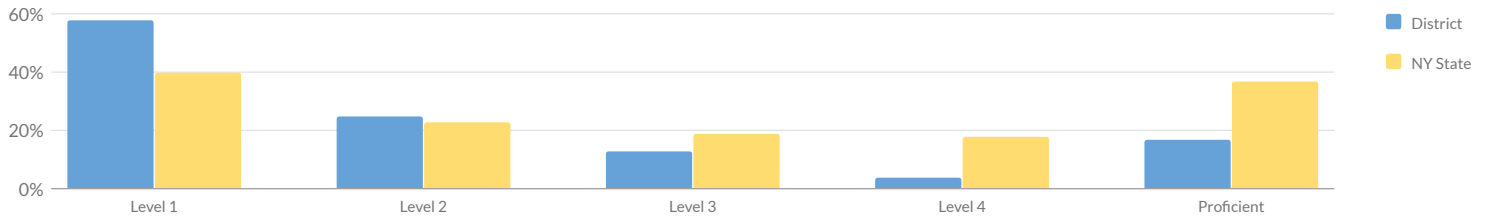
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Femenino	154	17	11%	137	89%	75	55%	33	24%	20	15%	9	7%	29	21%
Masculino	150	20	13%	130	87%	58	45%	43	33%	20	15%	9	7%	29	22%
Estudiantes de educación general	255	20	8%	235	92%	111	47%	68	29%	38	dieciséis%	18	8%	56	24%
Estudiantes con Discapacidades	49	17	35%	32	sesenta y cinco%	22	69%	8	25%	2	6%	0	0%	2	6%
Asiático o nativo de Hawái/otro isleño del Pacífico	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	39	13	33%	26	67%	14	54%	8	31%	3	12%	1	4%	4	15%
hispano o latino	220	18	8%	202	92%	109	54%	62	31%	20	10%	11	5%	31	15%
Blanco	28	3	11%	25	89%	5	20%	3	12%	12	48%	5	20%	17	68%
Multirracial	13	3	23%	10	77%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	17	3	18%	14	82%	5	36%	3	21%	5	36%	1	7%	6	43%
económicamente en desventaja	203	22	11%	181	89%	96	53%	53	29%	23	13%	9	5%	32	18%
Sin desventaja económica	101	15	15%	86	85%	37	43%	23	27%	17	20%	9	10%	26	30%
Aprendiz del idioma inglés	109	8	7%	101	93%	66	sesenta y cinco%	28	28%	6	6%	1	1%	7	7%
Aprendiz del idioma no inglés	195	29	15%	166	85%	67	40%	48	29%	34	20%	17	10%	51	31%
No en cuidado de crianza	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Sin hogar	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
no sin hogar	300	36	12%	264	88%	—	—	—	—	—	—	—	—	—	—
no migrante	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%
Padre que no está en las fuerzas armadas	304	37	12%	267	88%	133	50%	76	28%	40	15%	18	7%	58	22%

RESULTADOS DE MATEMÁTICAS DE QUINTO GRADO

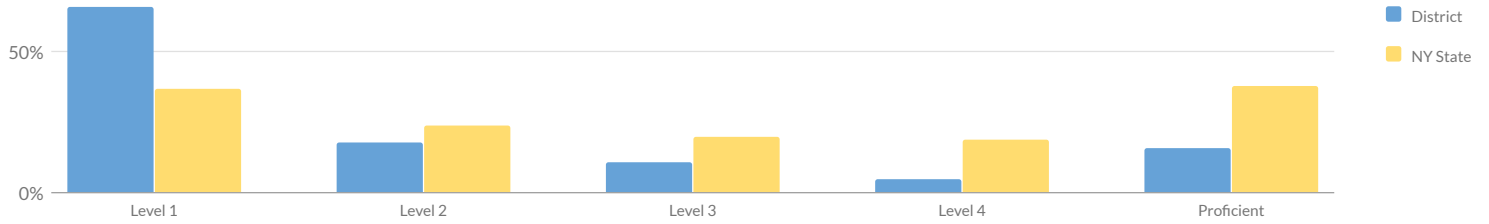
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Femenino	114	24	21%	90	79%	59	66%	19	21%	10	11%	2	2%	12	13%
Masculino	149	27	18%	122	82%	63	52%	34	28%	18	15%	7	6%	25	20%
Estudiantes de educación general	219	37	17%	182	83%	99	54%	47	26%	27	15%	9	5%	36	20%
Estudiantes con Discapacidades	44	14	32%	30	68%	23	77%	6	20%	1	3%	0	0%	1	3%
Asiático o nativo de Hawái/otro isleño del Pacífico	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	45	11	24%	34	76%	dieciséis	47%	10	29%	6	18%	2	6%	8	24%
hispano o latino	195	34	17%	161	83%	98	61%	39	24%	19	12%	5	3%	24	15%
Blanco	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
Multirracial	12	4	33%	8	67%	5	63%	2	25%	1	13%	0	0%	1	13%
Grupo pequeño Total	11	2	18%	9	82%	3	33%	2	22%	2	22%	2	22%	4	44%
económicamente en desventaja	189	38	20%	151	80%	84	56%	41	27%	19	13%	7	5%	26	17%
Sin desventaja económica	74	13	18%	61	82%	38	62%	12	20%	9	15%	2	3%	11	18%
Aprendiz del idioma inglés	85	11	13%	74	87%	58	78%	12	dieciséis%	4	5%	0	0%	4	5%
Aprendiz del idioma no inglés	178	40	22%	138	78%	64	46%	41	30%	24	17%	9	7%	33	24%
No en cuidado de crianza	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Sin hogar	7	2	29%	5	71%	4	80%	1	20%	0	0%	0	0%	0	0%
no sin hogar	256	49	19%	207	81%	118	57%	52	25%	28	14%	9	4%	37	18%
no migrante	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%
Padre que no está en las fuerzas armadas	263	51	19%	212	81%	122	58%	53	25%	28	13%	9	4%	37	17%

RESULTADOS DE MATEMÁTICAS DE SEXTO GRADO

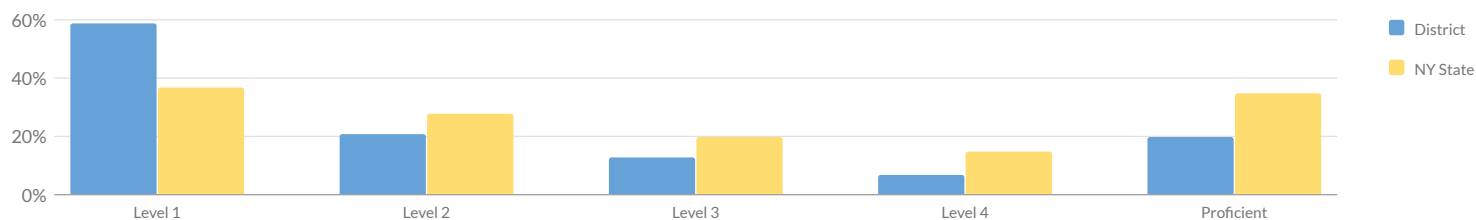
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	dieciséis%
Femenino	122	12	10%	110	90%	86	78%	14	13%	8	7%	2	2%	10	9%
Masculino	151	27	18%	124	82%	69	56%	28	23%	18	15%	9	7%	27	22%
Estudiantes de educación general	232	20	9%	212	91%	139	66%	39	18%	24	11%	10	5%	34	dieciséis%
Estudiantes con Discapacidades	41	19	46%	22	54%	dieciséis	73%	3	14%	2	9%	1	5%	3	14%
Asiático o nativo de Hawái/otro isleño del Pacífico	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	37	18	49%	19	51%	14	74%	4	21%	1	5%	0	0%	1	5%
hispano o latino	203	dieciséis	8%	187	92%	131	70%	35	19%	dieciséis	9%	5	3%	21	11%
Blanco	21	3	14%	18	86%	6	33%	1	6%	6	33%	5	28%	11	61%
Multirracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	12	2	17%	10	83%	4	40%	2	20%	3	30%	1	10%	4	40%
económicamente en desventaja	175	31	18%	144	82%	100	69%	24	17%	17	12%	3	2%	20	14%
Sin desventaja económica	98	8	8%	90	92%	55	61%	18	20%	9	10%	8	9%	17	19%
Aprendiz del idioma inglés	85	0	0%	85	100%	73	86%	10	12%	2	2%	0	0%	2	2%
Aprendiz del idioma no inglés	188	39	21%	149	79%	82	55%	32	21%	24	dieciséis%	11	7%	35	23%
No en cuidado de crianza	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	dieciséis%
Sin hogar	7	1	14%	6	86%	4	67%	1	17%	1	17%	0	0%	1	17%
no sin hogar	266	38	14%	228	86%	151	66%	41	18%	25	11%	11	5%	36	dieciséis%
no migrante	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	dieciséis%
Padre que no está en las fuerzas armadas	273	39	14%	234	86%	155	66%	42	18%	26	11%	11	5%	37	dieciséis%

RESULTADOS DE MATEMÁTICAS DE 7MO GRADO

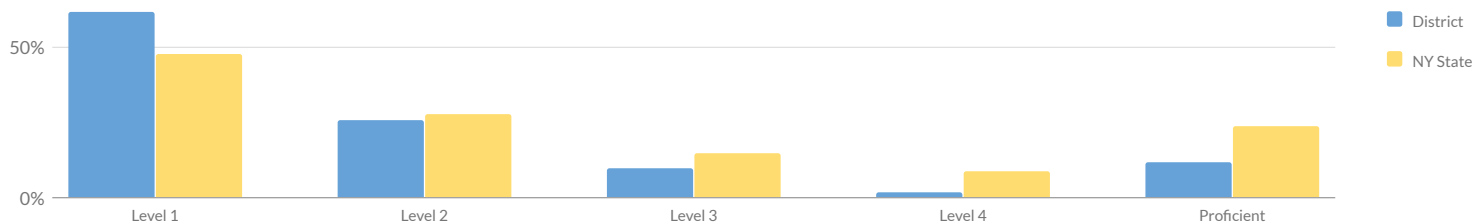
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	270	48	18%	222	82%	131	59%	46	21%	29	13%	dieciséis	7%	45	20%
Femenino	119	24	20%	95	80%	54	57%	21	22%	12	13%	8	8%	20	21%
Masculino	151	24	dieciséis%	127	84%	77	61%	25	20%	17	13%	8	6%	25	20%
Estudiantes de educación general	222	28	13%	194	87%	106	55%	43	22%	29	15%	dieciséis	8%	45	23%
Estudiantes con Discapacidades	48	20	42%	28	58%	25	89%	3	11%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	40	7	18%	33	83%	25	76%	6	18%	1	3%	1	3%	2	6%
hispano o latino	198	33	17%	165	83%	96	58%	34	21%	21	13%	14	8%	35	21%
Blanco	21	5	24%	dieciséis	76%	5	31%	5	31%	5	31%	1	6%	6	38%
Multirracial	9	3	33%	6	67%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	11	3	27%	8	73%	5	63%	1	13%	2	25%	0	0%	2	25%
económicamente en desventaja	195	35	18%	160	82%	97	61%	33	21%	20	13%	10	6%	30	19%
Sin desventaja económica	75	13	17%	62	83%	34	55%	13	21%	9	15%	6	10%	15	24%
Aprendiz del idioma inglés	66	12	18%	54	82%	49	91%	5	9%	0	0%	0	0%	0	0%
Aprendiz del idioma no inglés	204	36	18%	168	82%	82	49%	41	24%	29	17%	dieciséis	10%	45	27%
No en cuidado de crianza	270	48	18%	222	82%	131	59%	46	21%	29	13%	dieciséis	7%	45	20%
Sin hogar	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
no sin hogar	265	48	18%	217	82%	127	59%	45	21%	29	13%	dieciséis	7%	45	21%
no migrante	270	48	18%	222	82%	131	59%	46	21%	29	13%	dieciséis	7%	45	20%
Padre que no está en las fuerzas armadas	270	48	18%	222	82%	131	59%	46	21%	29	13%	dieciséis	7%	45	20%

RESULTADOS DE MATEMÁTICAS DE 8.º GRADO

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



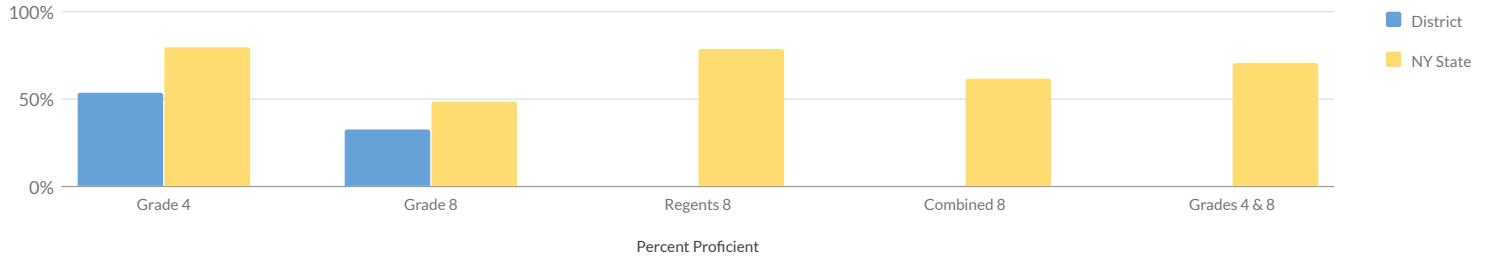
Percentage Scoring at Levels

Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Femenino	102	27	26%	75	74%	45	60%	20	27%	9	12%	1	1%	10	13%
Masculino	132	26	20%	106	80%	67	63%	27	25%	10	9%	2	2%	12	11%
Estudiantes de educación general	197	40	20%	157	80%	94	60%	42	27%	18	11%	3	2%	21	13%
Estudiantes con Discapacidades	37	13	35%	24	sesenta y cinco%	18	75%	5	21%	1	4%	0	0%	1	4%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	39	15	38%	24	62%	dieciséis	67%	6	25%	2	8%	0	0%	2	8%
hispano o latino	165	24	15%	141	85%	90	64%	36	26%	13	9%	2	1%	15	11%
Blanco	17	8	47%	9	53%	4	44%	4	44%	1	11%	0	0%	1	11%
Multirracial	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	13	6	46%	7	54%	2	29%	1	14%	3	43%	1	14%	4	57%
económicamente en desventaja	162	39	24%	123	76%	76	62%	32	26%	14	11%	1	1%	15	12%
Sin desventaja económica	72	14	19%	58	81%	36	62%	15	26%	5	9%	2	3%	7	12%
Aprendiz del idioma inglés	64	7	11%	57	89%	45	79%	9	dieciséis%	3	5%	0	0%	3	5%
Aprendiz del idioma no inglés	170	46	27%	124	73%	67	54%	38	31%	dieciséis	13%	3	2%	19	15%
No en cuidado de crianza	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Sin hogar	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
no sin hogar	230	53	23%	177	77%	—	—	—	—	—	—	—	—	—	—
no migrante	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%
Padre que no está en las fuerzas armadas	234	53	23%	181	77%	112	62%	47	26%	19	10%	3	2%	22	12%

RESULTADOS DE CIENCIAS DE LOS GRADOS 4 Y 8 (2021-22)

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

RESULTADOS RESUMEN



Calificación	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grado 4	303	30	10%	273	90%	44	dieciséis%	82	30%	103	38%	44	dieciséis%	147	54%
Grado 8	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Regentes 8	—	0	0%	1	0%	—	—	—	—	—	—	—	—	—	—
8 combinados	234	40	17%	194	83%	—	—	—	—	—	—	—	—	—	—
Grados 4 y 8	537	70	13%	467	87%	—	—	—	—	—	—	—	—	—	—

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

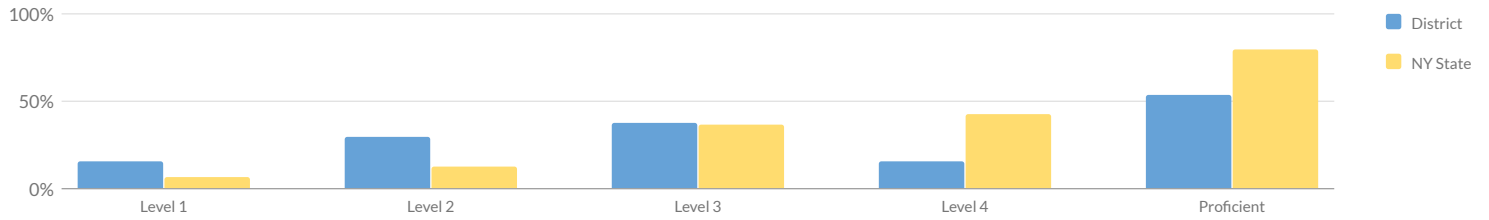
EXENCIONES DE CIENCIAS DE LOS REGENTES, ESTUDIANTES DE 8° GRADO

Calificación	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Regentes 8	0	0	—	0	—

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

RESULTADOS DE CIENCIAS DE CUARTO GRADO

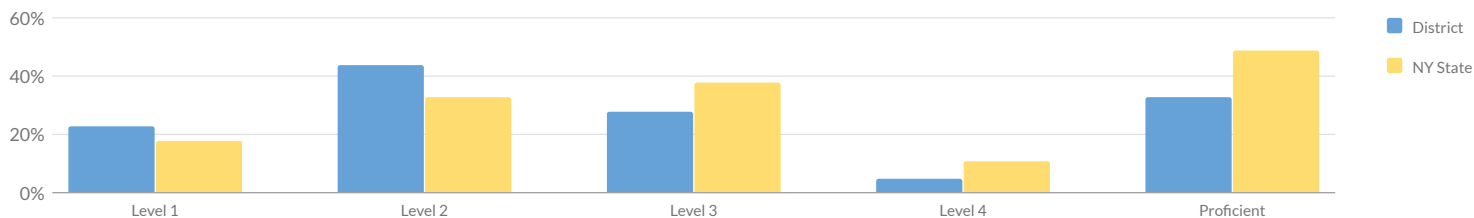
Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.



Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	303	30	10%	273	90%	44	dieciséis%	82	30%	103	38%	44	dieciséis%	147	54%
Femenino	153	12	8%	141	92%	29	21%	35	25%	56	40%	21	15%	77	55%
Masculino	150	18	12%	132	88%	15	11%	47	36%	47	36%	23	17%	70	53%
Estudiantes de educación general	254	15	6%	239	94%	36	15%	69	29%	92	38%	42	18%	134	56%
Estudiantes con Discapacidades	49	15	31%	34	69%	8	24%	13	38%	11	32%	2	6%	13	38%
Asiático o nativo de Hawái/otro isleño del Pacífico	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	38	10	26%	28	74%	5	18%	8	29%	8	29%	7	25%	15	54%
hispano o latino	220	14	6%	206	94%	36	17%	70	34%	77	37%	23	11%	100	49%
Blanco	28	2	7%	26	93%	0	0%	3	12%	12	46%	11	42%	23	88%
Multirracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	17	4	24%	13	76%	3	23%	1	8%	6	46%	3	23%	9	69%
económicamente en desventaja	202	20	10%	182	90%	30	dieciséis%	60	33%	67	37%	25	14%	92	51%
Sin desventaja económica	101	10	10%	91	90%	14	15%	22	24%	36	40%	19	21%	55	60%
Aprendiz del idioma inglés	109	7	6%	102	94%	25	25%	42	41%	33	32%	2	2%	35	34%
Aprendiz del idioma no inglés	194	23	12%	171	88%	19	11%	40	23%	70	41%	42	25%	112	sesenta y cinco%
No en cuidado de crianza	303	30	10%	273	90%	44	dieciséis%	82	30%	103	38%	44	dieciséis%	147	54%
Sin hogar	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
no sin hogar	299	28	9%	271	91%	—	—	—	—	—	—	—	—	—	—
no migrante	303	30	10%	273	90%	44	dieciséis%	82	30%	103	38%	44	dieciséis%	147	54%
Padre que no está en las fuerzas armadas	303	30	10%	273	90%	44	dieciséis%	82	30%	103	38%	44	dieciséis%	147	54%

RESULTADOS DE CIENCIAS DEL GRADO 8

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

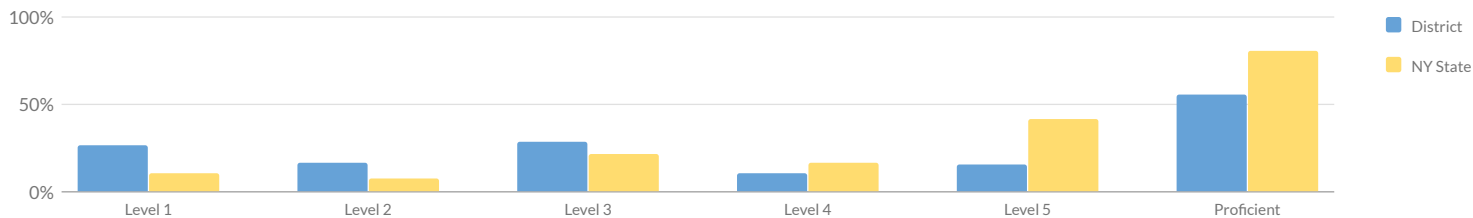


Subgrupo	Total	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Femenino	102	15	15%	87	85%	20	23%	43	49%	20	23%	4	5%	24	28%
Masculino	132	26	20%	106	80%	24	23%	42	40%	34	32%	6	6%	40	38%
Estudiantes de educación general	197	26	13%	171	87%	40	23%	73	43%	48	28%	10	6%	58	34%
Estudiantes con Discapacidades	37	15	41%	22	59%	4	18%	12	55%	6	27%	0	0%	6	27%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	39	8	21%	31	79%	10	32%	14	45%	7	23%	0	0%	7	23%
hispano o latino	165	22	13%	143	87%	31	22%	66	46%	39	27%	7	5%	46	32%
Blanco	17	7	41%	10	59%	1	10%	3	30%	5	50%	1	10%	6	60%
Multirracial	10	3	30%	7	70%	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	13	4	31%	9	69%	2	22%	2	22%	3	33%	2	22%	5	56%
económicamente en desventaja	162	32	20%	130	80%	31	24%	61	47%	35	27%	3	2%	38	29%
Sin desventaja económica	72	9	13%	63	88%	13	21%	24	38%	19	30%	7	11%	26	41%
Aprendiz del idioma inglés	64	7	11%	57	89%	dieciséis	28%	35	61%	6	11%	0	0%	6	11%
Aprendiz del idioma no inglés	170	34	20%	136	80%	28	21%	50	37%	48	35%	10	7%	58	43%
No en cuidado de crianza	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Sin hogar	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
no sin hogar	230	40	17%	190	83%	—	—	—	—	—	—	—	—	—	—
no migrante	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%
Padre que no está en las fuerzas armadas	234	41	18%	193	82%	44	23%	85	44%	54	28%	10	5%	64	33%

EXÁMENES ANUALES DE REGENTES (2021 - 22)

Los resultados del examen anual Regents son los que se administran en agosto, enero y junio del año del informe. Se cancelaron todas las administraciones de los exámenes Regents en agosto de 2021 y enero de 2022, así como la administración de junio de 2022 del examen Regents US History and Government (Marco). Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

EXAMEN ANUAL DE REGENTES EN ELA (2021-22)



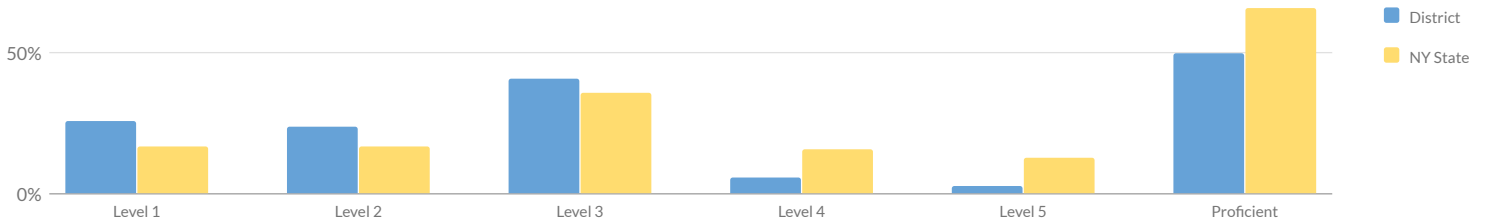
Subgrupo	Probado	Percentage Scoring at Levels											
		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Nivel 5		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	212	57	27%	37	17%	62	29%	23	11%	33	dieciséis%	118	56%
Femenino	108	24	22%	17	dieciséis%	31	29%	13	12%	23	21%	67	62%
Masculino	104	33	32%	20	19%	31	30%	10	10%	10	10%	51	49%
Estudiantes de educación general	186	46	25%	33	18%	54	29%	20	11%	33	18%	107	58%
Estudiantes con Discapacidades	26	11	42%	4	15%	8	31%	3	12%	0	0%	11	42%
negro o afroamericano	30	5	17%	3	10%	10	33%	6	20%	6	20%	22	73%
hispano o latino	165	47	28%	31	19%	47	28%	15	9%	25	15%	87	53%
Blanco	13	—	—	—	—	—	—	—	—	—	—	—	—
Multirracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	17	5	29%	3	18%	5	29%	2	12%	2	12%	9	53%
económicamente en desventaja	149	33	22%	27	18%	48	32%	20	13%	21	14%	89	60%
Sin desventaja económica	63	24	38%	10	dieciséis%	14	22%	3	5%	12	19%	29	46%
Aprendiz del idioma inglés	52	37	71%	7	13%	8	15%	0	0%	0	0%	8	15%
Aprendiz del idioma no inglés	160	20	13%	30	19%	54	34%	23	14%	33	21%	110	69%
No en cuidado de crianza	212	57	27%	37	17%	62	29%	23	11%	33	dieciséis%	118	56%
Sin hogar	2	—	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	210	—	—	—	—	—	—	—	—	—	—	—	—
no migrante	212	57	27%	37	17%	62	29%	23	11%	33	dieciséis%	118	56%
Padre que no está en las fuerzas armadas	212	57	27%	37	17%	62	29%	23	11%	33	dieciséis%	118	56%

EXENCIONES ANUALES DE REGENTES EN ELA (2021-22)

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	41	40	98	1	2
Femenino	17	17	100	0	0
Masculino	24	23	96	1	4
Estudiantes de educación general	40	39	98	1	3
Estudiantes con Discapacidades	1	1	100	0	0
negro o afroamericano	5	5	100	0	0
hispano o latino	35	34	97	1	3
Multirracial	1	1	100	0	0
económicamente en desventaja	21	21	100	0	0
Sin desventaja económica	20	19	95	1	5
Aprendiz del idioma inglés	22	21	95	1	5
Aprendiz del idioma no inglés	19	19	100	0	0
No en cuidado de crianza	41	40	98	1	2
Sin hogar	1	1	100	0	0
no sin hogar	40	39	98	1	3
no migrante	41	40	98	1	2
Padre que no está en las fuerzas armadas	41	40	98	1	2

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

EXAMEN ANUAL DE REGENTES EN ÁLGEBRA I (2021-22)



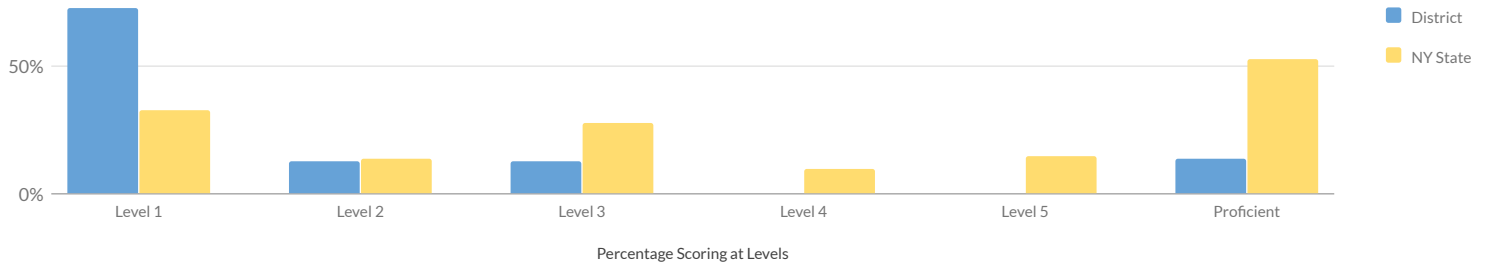
Subgrupo	Probado	Percentage Scoring at Levels											
		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Nivel 5		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	301	77	26%	72	24%	123	41%	19	6%	10	3%	152	50%
Femenino	137	30	22%	26	19%	sesenta y cinco	47%	11	8%	5	4%	81	59%
Masculino	164	47	29%	46	28%	58	35%	8	5%	5	3%	71	43%
Estudiantes de educación general	255	52	20%	62	24%	113	44%	19	7%	9	4%	141	55%
Estudiantes con Discapacidades	46	25	54%	10	22%	10	22%	0	0%	1	2%	11	24%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	47	15	32%	12	26%	18	38%	2	4%	0	0%	20	43%
hispano o latino	224	55	25%	53	24%	95	42%	14	6%	7	3%	116	52%
Blanco	14	2	14%	3	21%	7	50%	1	7%	1	7%	9	64%
Multirracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	dieciséis	5	31%	4	25%	3	19%	2	13%	2	13%	7	44%
económicamente en desventaja	191	56	29%	44	23%	75	39%	9	5%	7	4%	91	48%
Sin desventaja económica	110	21	19%	28	25%	48	44%	10	9%	3	3%	61	55%
Aprendiz del idioma inglés	80	30	38%	25	31%	23	29%	2	3%	0	0%	25	31%
Aprendiz del idioma no inglés	221	47	21%	47	21%	100	45%	17	8%	10	5%	127	57%
en cuidado de crianza	1	—	—	—	—	—	—	—	—	—	—	—	—
No en cuidado de crianza	300	—	—	—	—	—	—	—	—	—	—	—	—
Sin hogar	3	—	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	298	—	—	—	—	—	—	—	—	—	—	—	—
no migrante	301	77	26%	72	24%	123	41%	19	6%	10	3%	152	50%
Padre que no está en las fuerzas armadas	301	77	26%	72	24%	123	41%	19	6%	10	3%	152	50%

EXENCIONES ANUALES DE LOS REGENTES EN ÁLGEBRA I (2021-22)

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	29	29	100	0	0
Femenino	11	11	100	0	0
Masculino	18	18	100	0	0
Estudiantes de educación general	28	28	100	0	0
Estudiantes con Discapacidades	1	1	100	0	0
negro o afroamericano	4	4	100	0	0
hispano o latino	25	25	100	0	0
económicamente en desventaja	10	10	100	0	0
Sin desventaja económica	19	19	100	0	0
Aprendiz del idioma inglés	20	20	100	0	0
Aprendiz del idioma no inglés	9	9	100	0	0
No en cuidado de crianza	29	29	100	0	0
Sin hogar	1	1	100	0	0
no sin hogar	28	28	100	0	0
no migrante	29	29	100	0	0
Padre que no está en las fuerzas armadas	29	29	100	0	0

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

EXAMEN ANUAL DE GEOMETRÍA REGENTES (2021-22)



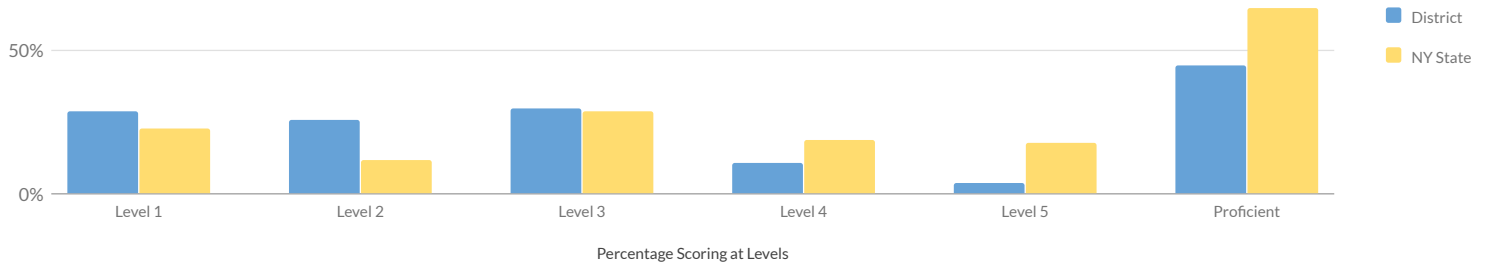
Subgrupo	Probado	Competente (Niveles 3 y superiores)													
		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Nivel 5		Competente (Niveles 3 y superiores)			
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%		
Femenino	103	81	79%	11	11%	10	10%	0	0%	1	1%	11	11%		
Masculino	117	79	68%	18	15%	19	dieciséis%	1	1%	0	0%	20	17%		
Estudiantes de educación general	188	131	70%	27	14%	28	15%	1	1%	1	1%	30	dieciséis%		
Estudiantes con Discapacidades	32	29	91%	2	6%	1	3%	0	0%	0	0%	1	3%		
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—	—	—		
negro o afroamericano	38	35	92%	0	0%	3	8%	0	0%	0	0%	3	8%		
hispano o latino	158	110	70%	26	dieciséis%	20	13%	1	1%	1	1%	22	14%		
Blanco	13	8	62%	1	8%	4	31%	0	0%	0	0%	4	31%		
Multirracial	8	—	—	—	—	—	—	—	—	—	—	—	—		
Grupo pequeño Total	11	7	64%	2	18%	2	18%	0	0%	0	0%	2	18%		
económicamente en desventaja	165	118	72%	23	14%	22	13%	1	1%	1	1%	24	15%		
Sin desventaja económica	55	42	76%	6	11%	7	13%	0	0%	0	0%	7	13%		
Aprendiz del idioma inglés	34	28	82%	5	15%	1	3%	0	0%	0	0%	1	3%		
Aprendiz del idioma no inglés	186	132	71%	24	13%	28	15%	1	1%	1	1%	30	dieciséis%		
No en cuidado de crianza	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%		
no sin hogar	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%		
no migrante	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%		
Padre que no está en las fuerzas armadas	220	160	73%	29	13%	29	13%	1	0%	1	0%	31	14%		

EXENCIONES ANUALES DE REGENTES EN GEOMETRÍA (2021-22)

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	3	3	100	0	0
Femenino	1	1	100	0	0
Masculino	2	2	100	0	0
Estudiantes de educación general	3	3	100	0	0
negro o afroamericano	1	1	100	0	0
hispano o latino	2	2	100	0	0
económicamente en desventaja	3	3	100	0	0
Aprendiz del idioma no inglés	3	3	100	0	0
No en cuidado de crianza	3	3	100	0	0
no sin hogar	3	3	100	0	0
no migrante	3	3	100	0	0
Padre que no está en las fuerzas armadas	3	3	100	0	0

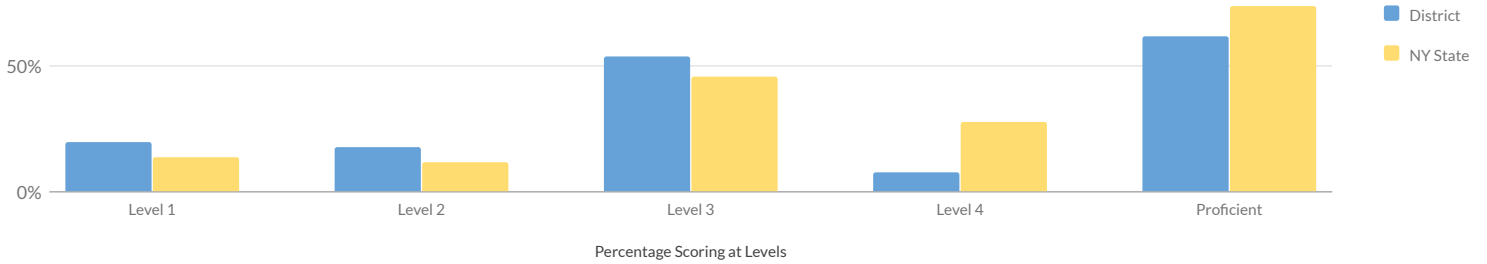
Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

EXAMEN ANUAL DE REGENTES EN ÁLGEBRA II (2021-22)



Subgrupo	Probado	Nivel 1		Nivel 2		Nivel 3		Nivel 4		Nivel 5		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Femenino	47	11	23%	13	28%	dieciséis	34%	6	13%	1	2%	23	49%
Masculino	26	10	38%	6	23%	6	23%	2	8%	2	8%	10	38%
Estudiantes de educación general	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
negro o afroamericano	9	—	—	—	—	—	—	—	—	—	—	—	—
hispano o latino	60	19	32%	dieciséis	27%	15	25%	7	12%	3	5%	25	42%
Blanco	3	—	—	—	—	—	—	—	—	—	—	—	—
Multirracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	13	2	15%	3	23%	7	54%	1	8%	0	0%	8	62%
económicamente en desventaja	58	17	29%	17	29%	15	26%	6	10%	3	5%	24	41%
Sin desventaja económica	15	4	27%	2	13%	7	47%	2	13%	0	0%	9	60%
Aprendiz del idioma inglés	5	0	0%	3	60%	2	40%	0	0%	0	0%	2	40%
Aprendiz del idioma no inglés	68	21	31%	dieciséis	24%	20	29%	8	12%	3	4%	31	46%
No en cuidado de crianza	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Sin hogar	1	—	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	72	—	—	—	—	—	—	—	—	—	—	—	—
no migrante	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%
Padre que no está en las fuerzas armadas	73	21	29%	19	26%	22	30%	8	11%	3	4%	33	45%

EXAMEN ANUAL DE REGENTES EN EL ENTORNO DE VIDA (2021-22)



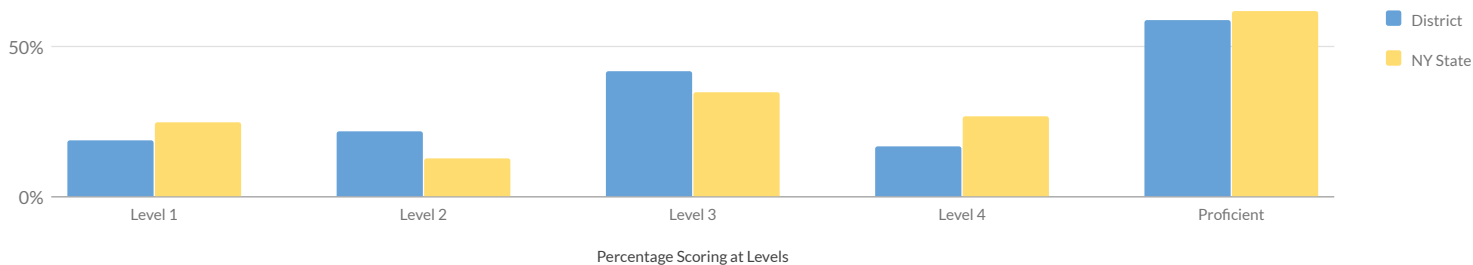
Subgrupo	Probado	Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
		#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	239	48	20%	44	18%	128	54%	19	8%	147	62%
Femenino	114	23	20%	21	18%	61	54%	9	8%	70	61%
Masculino	125	25	20%	23	18%	67	54%	10	8%	77	62%
Estudiantes de educación general	197	26	13%	39	20%	113	57%	19	10%	132	67%
Estudiantes con Discapacidades	42	22	52%	5	12%	15	36%	0	0%	15	36%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	43	14	33%	7	dieciséis%	22	51%	0	0%	22	51%
hispano o latino	171	28	dieciséis%	33	19%	96	56%	14	8%	110	64%
Blanco	14	3	21%	2	14%	5	36%	4	29%	9	64%
Multirracial	8	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	11	3	27%	2	18%	5	45%	1	9%	6	55%
económicamente en desventaja	173	37	21%	39	23%	87	50%	10	6%	97	56%
Sin desventaja económica	66	11	17%	5	8%	41	62%	9	14%	50	76%
Aprendiz del idioma inglés	33	12	36%	6	18%	14	42%	1	3%	15	45%
Aprendiz del idioma no inglés	206	36	17%	38	18%	114	55%	18	9%	132	64%
en cuidado de crianza	1	—	—	—	—	—	—	—	—	—	—
No en cuidado de crianza	238	—	—	—	—	—	—	—	—	—	—
Sin hogar	1	—	—	—	—	—	—	—	—	—	—
no sin hogar	238	—	—	—	—	—	—	—	—	—	—
no migrante	239	48	20%	44	18%	128	54%	19	8%	147	62%
Padre que no está en las fuerzas armadas	239	48	20%	44	18%	128	54%	19	8%	147	62%

EXENCIONES ANUALES DE LOS REGENTES EN EL ENTORNO DE VIDA (2021-22)

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	14	14	100	0	0
Femenino	6	6	100	0	0
Masculino	8	8	100	0	0
Estudiantes de educación general	12	12	100	0	0
Estudiantes con Discapacidades	2	2	100	0	0
negro o afroamericano	3	3	100	0	0
hispano o latino	9	9	100	0	0
Multirracial	2	2	100	0	0
económicamente en desventaja	12	12	100	0	0
Sin desventaja económica	2	2	100	0	0
Aprendiz del idioma inglés	6	6	100	0	0
Aprendiz del idioma no inglés	8	8	100	0	0
No en cuidado de crianza	14	14	100	0	0
no sin hogar	14	14	100	0	0
no migrante	14	14	100	0	0
Padre que no está en las fuerzas armadas	14	14	100	0	0

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

EXAMEN ANUAL DE REGENTES EN ENTORNO FÍSICO/CIENCIAS TERRESTRES (2021-22)



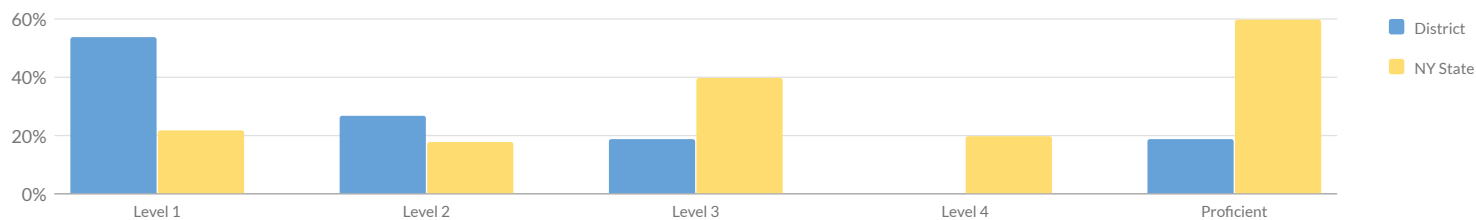
Subgrupo	Probado	Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
		#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	124	24	19%	27	22%	52	42%	21	17%	73	59%
Femenino	62	dieciséis	26%	15	24%	19	31%	12	19%	31	50%
Masculino	62	8	13%	12	19%	33	53%	9	15%	42	68%
Estudiantes de educación general	116	23	20%	26	22%	47	41%	20	17%	67	58%
Estudiantes con Discapacidades	8	1	13%	1	13%	5	63%	1	13%	6	75%
Asiático o nativo de Hawái/otro isleño del Pacífico	2	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	dieciséis	3	19%	4	25%	9	56%	0	0%	9	56%
hispano o latino	92	17	18%	20	22%	40	43%	15	dieciséis%	55	60%
Blanco	9	4	44%	1	11%	2	22%	2	22%	4	44%
Multirracial	5	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	7	0	0%	2	29%	1	14%	4	57%	5	71%
económicamente en desventaja	88	17	19%	21	24%	39	44%	11	13%	50	57%
Sin desventaja económica	36	7	19%	6	17%	13	36%	10	28%	23	64%
Aprendiz del idioma inglés	18	8	44%	4	22%	6	33%	0	0%	6	33%
Aprendiz del idioma no inglés	106	dieciséis	15%	23	22%	46	43%	21	20%	67	63%
No en cuidado de crianza	124	24	19%	27	22%	52	42%	21	17%	73	59%
Sin hogar	2	—	—	—	—	—	—	—	—	—	—
no sin hogar	122	—	—	—	—	—	—	—	—	—	—
no migrante	124	24	19%	27	22%	52	42%	21	17%	73	59%
Padre que no está en las fuerzas armadas	124	24	19%	27	22%	52	42%	21	17%	73	59%

EXENCIONES ANUALES DE LOS REGENTES EN ENTORNO FÍSICO/CIENCIAS TERRESTRES (2021-22)

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	5	5	100	0	0
Femenino	2	2	100	0	0
Masculino	3	3	100	0	0
Estudiantes de educación general	5	5	100	0	0
hispano o latino	5	5	100	0	0
económicamente en desventaja	4	4	100	0	0
Sin desventaja económica	1	1	100	0	0
Aprendiz del idioma no inglés	5	5	100	0	0
No en cuidado de crianza	5	5	100	0	0
no sin hogar	5	5	100	0	0
no migrante	5	5	100	0	0
Padre que no está en las fuerzas armadas	5	5	100	0	0

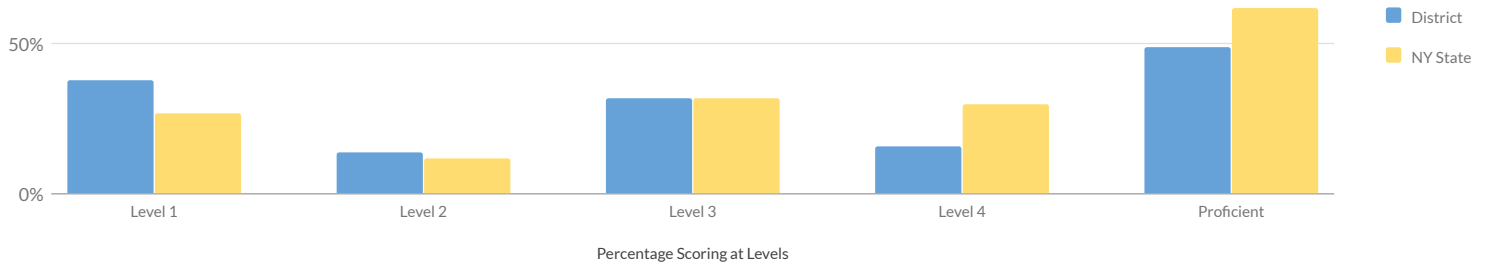
Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

EXAMEN ANUAL DE REGENTES EN CONFIGURACIÓN FÍSICA/QUÍMICA (2021-22)



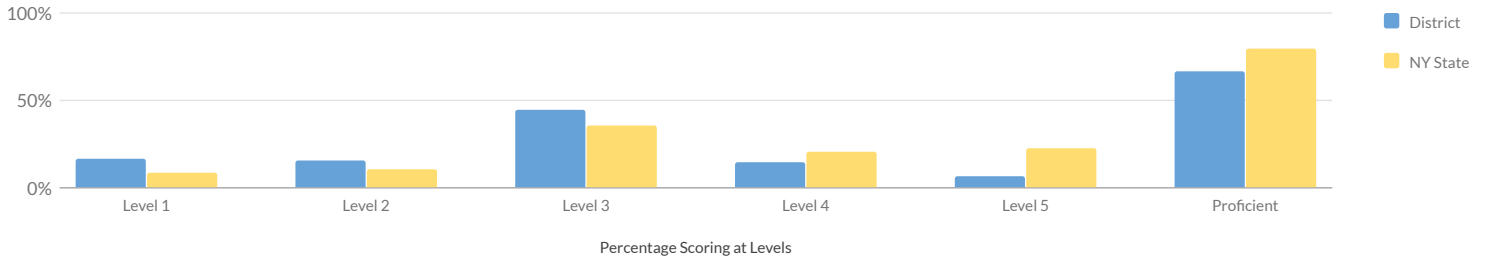
Subgrupo	Probado	Nivel 1				Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
		#		#		#		#		#		#	
Todos los estudiantes	89	48	54%	24	27%	17	19%	0	0%	17	19%		
Femenino	49	25	51%	14	29%	10	20%	0	0%	10	20%		
Masculino	40	23	58%	10	25%	7	18%	0	0%	7	18%		
Estudiantes de educación general	88	—	—	—	—	—	—	—	—	—	—		
Estudiantes con Discapacidades	1	—	—	—	—	—	—	—	—	—	—		
negro o afroamericano	dieciséis	—	—	—	—	—	—	—	—	—	—		
hispano o latino	70	36	51%	21	30%	13	19%	0	0%	13	19%		
Blanco	1	—	—	—	—	—	—	—	—	—	—		
Multirracial	2	—	—	—	—	—	—	—	—	—	—		
Grupo pequeño Total	19	12	63%	3	dieciséis%	4	21%	0	0%	4	21%		
económicamente en desventaja	67	36	54%	18	27%	13	19%	0	0%	13	19%		
Sin desventaja económica	22	12	55%	6	27%	4	18%	0	0%	4	18%		
Aprendiz del idioma inglés	6	5	83%	0	0%	1	17%	0	0%	1	17%		
Aprendiz del idioma no inglés	83	43	52%	24	29%	dieciséis	19%	0	0%	dieciséis	19%		
No en cuidado de crianza	89	48	54%	24	27%	17	19%	0	0%	17	19%		
no sin hogar	89	48	54%	24	27%	17	19%	0	0%	17	19%		
no migrante	89	48	54%	24	27%	17	19%	0	0%	17	19%		
Padre que no está en las fuerzas armadas	89	48	54%	24	27%	17	19%	0	0%	17	19%		

EXAMEN ANUAL DE REGENTES EN AMBIENTE FÍSICO/FÍSICA (2021-22)



Subgrupo	Probado	Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
		#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%
Femenino	28	11	39%	4	14%	9	32%	4	14%	13	46%
Masculino	9	3	33%	1	11%	3	33%	2	22%	5	56%
Estudiantes de educación general	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	5	2	40%	0	0%	3	60%	0	0%	3	60%
hispano o latino	23	10	43%	3	13%	6	26%	4	17%	10	43%
Blanco	5	—	—	—	—	—	—	—	—	—	—
Multirracial	1	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	9	2	22%	2	22%	3	33%	2	22%	5	56%
económicamente en desventaja	22	9	41%	3	14%	6	27%	4	18%	10	45%
Sin desventaja económica	15	5	33%	2	13%	6	40%	2	13%	8	53%
Aprendiz del idioma no inglés	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%
No en cuidado de crianza	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%
no sin hogar	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%
no migrante	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%
Padre que no está en las fuerzas armadas	37	14	38%	5	14%	12	32%	6	dieciséis%	18	49%

EXAMEN ANUAL DE REGENTES EN HISTORIA GLOBAL Y GEOGRAFÍA II (2021-22)



Subgrupo	Probado	Nivel 1		Nivel 2		Nivel 3		Nivel 4		Nivel 5		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	235	40	17%	37	dieciséis%	106	45%	36	15%	dieciséis	7%	158	67%
Femenino	104	dieciséis	15%	17	dieciséis%	49	47%	dieciséis	15%	6	6%	71	68%
Masculino	131	24	18%	20	15%	57	44%	20	15%	10	8%	87	66%
Estudiantes de educación general	199	25	13%	29	15%	96	48%	34	17%	15	8%	145	73%
Estudiantes con Discapacidades	36	15	42%	8	22%	10	28%	2	6%	1	3%	13	36%
Asiático o nativo de Hawái/otro isleño del Pacífico	1	—	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	45	12	27%	8	18%	15	33%	7	dieciséis%	3	7%	25	56%
hispano o latino	171	25	15%	25	15%	80	47%	29	17%	12	7%	121	71%
Blanco	9	1	11%	1	11%	6	67%	0	0%	1	11%	7	78%
Multirracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	10	2	20%	3	30%	5	50%	0	0%	0	0%	5	50%
económicamente en desventaja	167	27	dieciséis%	32	19%	71	43%	24	14%	13	8%	108	sesenta y cinco%
Sin desventaja económica	68	13	19%	5	7%	35	51%	12	18%	3	4%	50	74%
Aprendiz del idioma inglés	59	19	32%	10	17%	27	46%	2	3%	1	2%	30	51%
Aprendiz del idioma no inglés	176	21	12%	27	15%	79	45%	34	19%	15	9%	128	73%
No en cuidado de crianza	235	40	17%	37	dieciséis%	106	45%	36	15%	dieciséis	7%	158	67%
Sin hogar	2	—	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	233	—	—	—	—	—	—	—	—	—	—	—	—
no migrante	235	40	17%	37	dieciséis%	106	45%	36	15%	dieciséis	7%	158	67%
Padre que no está en las fuerzas armadas	235	40	17%	37	dieciséis%	106	45%	36	15%	dieciséis	7%	158	67%

EXENCIONES ANUALES DE REGENTES EN HISTORIA GLOBAL Y GEOGRAFÍA II (2021-22)

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	11	11	100	0	0
Femenino	7	7	100	0	0
Masculino	4	4	100	0	0
Estudiantes de educación general	10	10	100	0	0
Estudiantes con Discapacidades	1	1	100	0	0
negro o afroamericano	1	1	100	0	0
hispano o latino	9	9	100	0	0
Blanco	1	1	100	0	0
económicamente en desventaja	10	10	100	0	0
Sin desventaja económica	1	1	100	0	0
Aprendiz del idioma inglés	3	3	100	0	0
Aprendiz del idioma no inglés	8	8	100	0	0
No en cuidado de crianza	11	11	100	0	0
no sin hogar	11	11	100	0	0
no migrante	11	11	100	0	0
Padre que no está en las fuerzas armadas	11	11	100	0	0

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

EXENCIONES ANUALES DE LOS REGENTES EN LA HISTORIA Y EL GOBIERNO DE LOS ESTADOS UNIDOS (MARCO) (2021-22)

El examen Regents no se administró en esta materia. Los estudiantes estaban exentos de tomar el examen Regents para cumplir con los requisitos de graduación si aprobaban el curso previo al examen.

Subgrupo	Exento, no probado
Todos los estudiantes	226
Femenino	119
Masculino	107
Estudiantes de educación general	198
Estudiantes con Discapacidades	28
Asiático o nativo de Hawái/otro isleño del Pacífico	4
negro o afroamericano	31
hispano o latino	175
Blanco	12
Multirracial	4
económicamente en desventaja	142
Sin desventaja económica	84
Aprendiz del idioma inglés	63
Aprendiz del idioma no inglés	163
No en cuidado de crianza	226
Sin hogar	2
no sin hogar	224
no migrante	226
Padre que no está en las fuerzas armadas	226

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

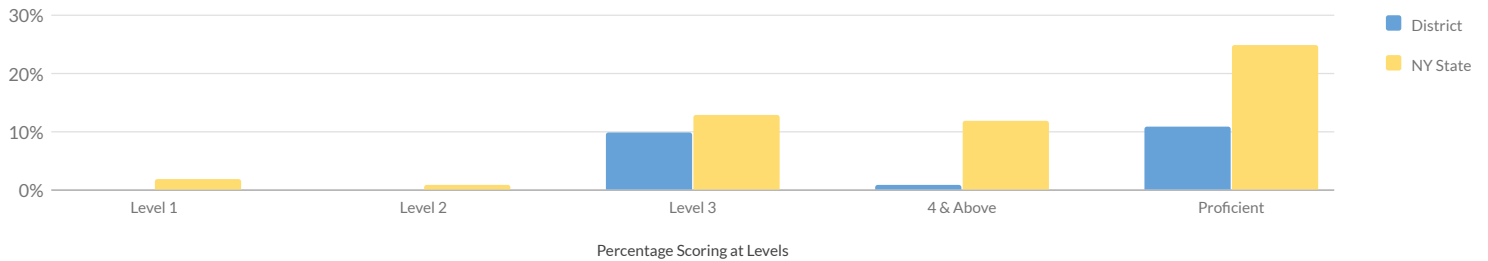
RESULTADOS DEL EXAMEN DE LOS REGENTES DE LA COHORTE TOTAL

Una cohorte de escuela secundaria consta de todos los estudiantes que ingresan por primera vez al grado 9 en cualquier lugar o, en el caso de estudiantes con discapacidades sin calificación, cumplen 17 años en un año escolar en particular (del 1 de julio al 30 de junio). El "año" utilizado para identificar la cohorte es el año en el que caen las fechas del 1 de julio al 31 de diciembre. Los resultados se informan cuatro años después de que estos estudiantes ingresan por primera vez al noveno grado.

Debido a la COVID-19 y a los cambios en los requisitos de evaluación del estado de Nueva York, se cancelaron los exámenes Regents de junio de 2020 a enero de 2022, con la excepción de los exámenes Regents de junio de 2021 en ELA, Álgebra I, Entorno de vida y Entorno físico/Ciencias de la Tierra. El examen de Historia y Gobierno de EE. UU. (Marco) de junio de 2022 también se canceló. Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de los exámenes Regents de la cohorte total de 2018 con los resultados de años anteriores.

TOTAL DE REGENTES DE LA COHORTE DE 2018 EN ELA

** Tenga en cuenta: Los RESULTADOS DEL EXAMEN DE REGENTS DE LA COHORTE TOTAL DE 2018 no reflejan la lista actualizada recientemente de alternativas de examen de Regents aprobadas por el NYSED aceptables para cumplir con los requisitos para un diploma local o de Regents . Como resultado, las Agencias educativas locales (LEA) y las escuelas individuales en las que los estudiantes participaron en cualquiera de los exámenes agregados recientemente a la lista de alternativas aprobadas pueden tener índices de participación y/o competencia que están en proceso de actualización por parte de los equipos del Departamento. Para obtener más información, comuníquese con Datasupport o haga clic en el ícono azul de Ayuda en la esquina inferior izquierda de la pantalla desde la página de informes del sitio de datos públicos o cualquier página web de la Oficina de Información y Reportes.



Subgrupo	Grupo	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4 y superior		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%
Femenino	141	117	83%	24	17%	0	0%	1	1%	23	dieciséis%	0	0%	23	dieciséis%
Masculino	142	133	94%	9	6%	1	1%	0	0%	6	4%	2	1%	8	6%
Estudiantes de educación general	240	208	87%	32	13%	1	0%	1	0%	28	12%	2	1%	30	13%
Estudiantes con Discapacidades	43	42	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	45	82%	10	18%	0	0%	0	0%	10	18%	0	0%	10	18%
hispano o latino	211	191	91%	20	9%	1	0%	1	0%	dieciséis	8%	2	1%	18	9%
Blanco	12	9	75%	3	25%	0	0%	0	0%	3	25%	0	0%	3	25%
Multirracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
económicamente en desventaja	199	178	89%	21	11%	1	1%	1	1%	18	9%	1	1%	19	10%
Sin desventaja económica	84	72	86%	12	14%	0	0%	0	0%	11	13%	1	1%	12	14%
Aprendiz del idioma inglés	50	49	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Aprendiz del idioma no inglés	233	201	86%	32	14%	0	0%	1	0%	29	12%	2	1%	31	13%
No en cuidado de crianza	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%
Sin hogar	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	246	—	33	—	—	—	—	—	—	—	—	—	—	—
no migrante	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%
Padre que no está en las fuerzas armadas	283	250	88%	33	12%	1	0%	1	0%	29	10%	2	1%	31	11%

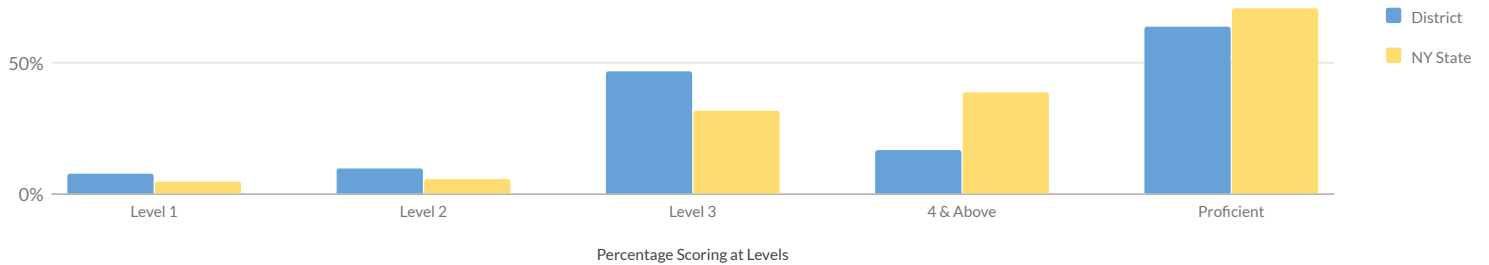
EXENCIONES TOTALES DE LA COHORTE DE 2018 EN ELA

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	261	228	87	33	13
Femenino	133	109	82	24	18
Masculino	128	119	93	9	7
Estudiantes de educación general	224	192	86	32	14
Estudiantes con Discapacidades	37	36	97	1	3
negro o afroamericano	52	42	81	10	19
hispano o latino	193	173	90	20	10
Blanco	11	8	73	3	27
económicamente en desventaja	189	168	89	21	11
Sin desventaja económica	72	60	83	12	17
Aprendiz del idioma inglés	46	45	98	1	2
Aprendiz del idioma no inglés	215	183	85	32	15
No en cuidado de crianza	261	228	87	33	13
no migrante	261	228	87	33	13
Padre que no está en las fuerzas armadas	261	228	87	33	13

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

TOTAL DE REGENTES DE LA COHORTE DE 2018 EN MATEMÁTICAS

** Tenga en cuenta: Los RESULTADOS DEL EXAMEN DE REGENTS DE LA COHORTE TOTAL DE 2018 no reflejan la lista actualizada recientemente de alternativas de examen de Regents aprobadas por el NYSED aceptables para cumplir con los requisitos para un diploma local o de Regents . Como resultado, las Agencias educativas locales (LEA) y las escuelas individuales en las que los estudiantes participaron en cualquiera de los exámenes agregados recientemente a la lista de alternativas aprobadas pueden tener índices de participación y/o competencia que están en proceso de actualización por parte de los equipos del Departamento. Para obtener más información, comuníquese con Datasupport o haga clic en el ícono azul de Ayuda en la esquina inferior izquierda de la pantalla desde la página de informes del sitio de datos públicos o cualquier página web de la Oficina de Información y Reportes.



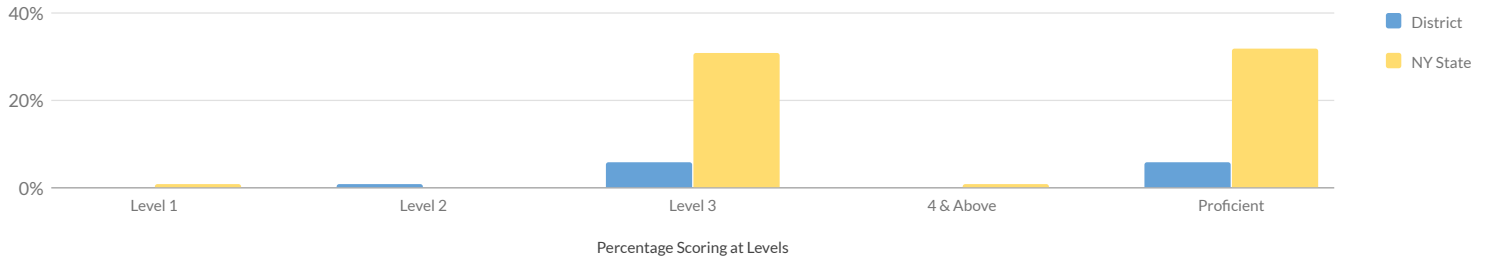
Subgrupo	Grupo	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4 y superior		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%
Femenino	141	24	17%	117	83%	11	8%	15	11%	56	40%	35	25%	91	sesenta y cinco%
Masculino	142	29	20%	113	80%	11	8%	12	8%	76	54%	14	10%	90	63%
Estudiantes de educación general	240	46	19%	194	81%	8	3%	20	8%	117	49%	49	20%	166	69%
Estudiantes con Discapacidades	43	7	dieciséis%	36	84%	14	33%	7	dieciséis%	15	35%	0	0%	15	35%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	3	5%	52	95%	6	11%	4	7%	27	49%	15	27%	42	76%
hispano o latino	211	47	22%	164	78%	dieciséis	8%	21	10%	95	45%	32	15%	127	60%
Blanco	12	2	17%	10	83%	0	0%	1	8%	7	58%	2	17%	9	75%
Multirracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	5	1	20%	4	80%	0	0%	1	20%	3	60%	0	0%	3	60%
económicamente en desventaja	199	28	14%	171	86%	20	10%	23	12%	99	50%	29	15%	128	64%
Sin desventaja económica	84	25	30%	59	70%	2	2%	4	5%	33	39%	20	24%	53	63%
Aprendiz del idioma inglés	50	29	58%	21	42%	8	dieciséis%	4	8%	9	18%	0	0%	9	18%
Aprendiz del idioma no inglés	233	24	10%	209	90%	14	6%	23	10%	123	53%	49	21%	172	74%
No en cuidado de crianza	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%
Sin hogar	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	50	—	229	—	—	—	—	—	—	—	—	—	—	—
no migrante	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%
Padre que no está en las fuerzas armadas	283	53	19%	230	81%	22	8%	27	10%	132	47%	49	17%	181	64%

EXENCIONES TOTALES DE LA COHORTE DE 2018 EN MATEMÁTICAS

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	227	39	17	188	83
Femenino	123	19	15	104	85
Masculino	104	20	19	84	81
Estudiantes de educación general	195	37	19	158	81
Estudiantes con Discapacidades	32	2	6	30	94
negro o afroamericano	47	2	4	45	96
hispano o latino	167	34	20	133	80
Blanco	8	2	25	6	75
económicamente en desventaja	164	23	14	141	86
Sin desventaja económica	63	dieciséis	25	47	75
Aprendiz del idioma inglés	46	28	61	18	39
Aprendiz del idioma no inglés	181	11	6	170	94
No en cuidado de crianza	227	39	17	188	83
no migrante	227	39	17	188	83
Padre que no está en las fuerzas armadas	227	39	17	188	83

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

TOTAL DE REGENTES DE LA COHORTE DE 2018 EN HISTORIA Y GEOGRAFÍA GLOBALES



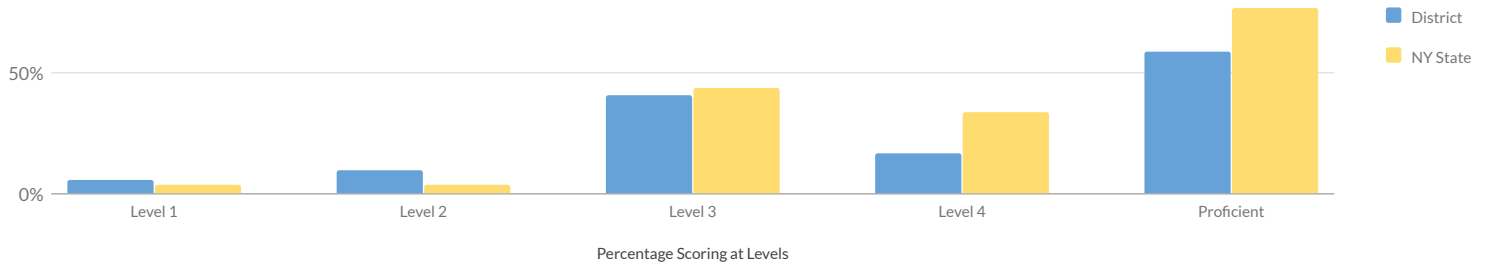
Subgrupo	Grupo	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4 y superior		Competente (Niveles 3 y superiores)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	265	94%	18	6%	0	0%	2	1%	dieciséis	6%	0	0%	dieciséis	6%
Femenino	141	132	94%	9	6%	0	0%	0	0%	9	6%	0	0%	9	6%
Masculino	142	133	94%	9	6%	0	0%	2	1%	7	5%	0	0%	7	5%
Estudiantes de educación general	240	223	93%	17	7%	0	0%	1	0%	dieciséis	7%	0	0%	dieciséis	7%
Estudiantes con Discapacidades	43	42	98%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	48	87%	7	13%	0	0%	1	2%	6	11%	0	0%	6	11%
hispano o latino	211	202	96%	9	4%	0	0%	1	0%	8	4%	0	0%	8	4%
Blanco	12	10	83%	2	17%	0	0%	0	0%	2	17%	0	0%	2	17%
Multirracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
económicamente en desventaja	199	187	94%	12	6%	0	0%	2	1%	10	5%	0	0%	10	5%
Sin desventaja económica	84	78	93%	6	7%	0	0%	0	0%	6	7%	0	0%	6	7%
Aprendiz del idioma inglés	50	48	96%	2	4%	0	0%	1	2%	1	2%	0	0%	1	2%
Aprendiz del idioma no inglés	233	217	93%	dieciséis	7%	0	0%	1	0%	15	6%	0	0%	15	6%
No en cuidado de crianza	283	265	94%	18	6%	0	0%	2	1%	dieciséis	6%	0	0%	dieciséis	6%
Sin hogar	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	261	—	18	—	—	—	—	—	—	—	—	—	—	—
no migrante	283	265	94%	18	6%	0	0%	2	1%	dieciséis	6%	0	0%	dieciséis	6%
Padre que no está en las fuerzas armadas	283	265	94%	18	6%	0	0%	2	1%	dieciséis	6%	0	0%	dieciséis	6%

EXENCIONES TOTALES DE LA COHORTE DE 2018 EN HISTORIA Y GEOGRAFÍA GLOBALES

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	251	236	94	15	6
Femenino	130	121	93	9	7
Masculino	121	115	95	6	5
Estudiantes de educación general	215	200	93	15	7
Estudiantes con Discapacidades	36	36	100	0	0
negro o afroamericano	51	45	88	6	12
hispano o latino	184	177	96	7	4
Blanco	12	10	83	2	17
económicamente en desventaja	185	176	95	9	5
Sin desventaja económica	66	60	91	6	9
Aprendiz del idioma inglés	38	38	100	0	0
Aprendiz del idioma no inglés	213	198	93	15	7
No en cuidado de crianza	251	236	94	15	6
no migrante	251	236	94	15	6
Padre que no está en las fuerzas armadas	251	236	94	15	6

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

REGENTES TOTALES DE LA COHORTE DE 2018 EN CIENCIAS



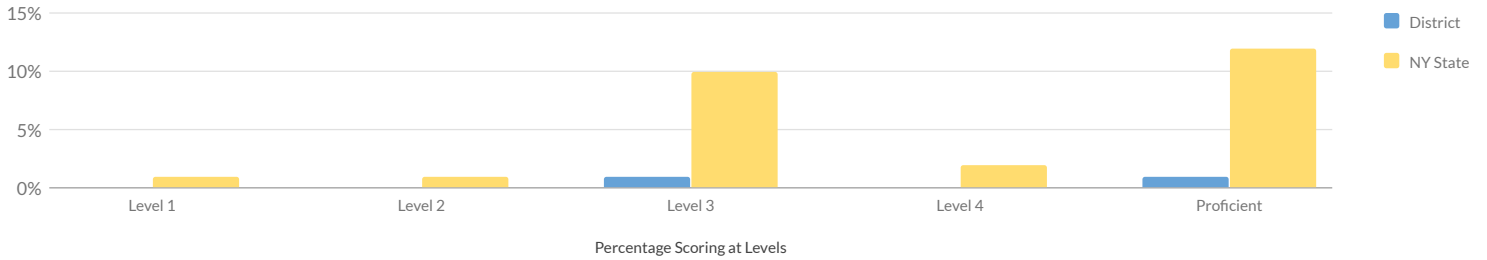
Subgrupo	Grupo	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%
Femenino	141	32	23%	109	77%	9	6%	19	13%	52	37%	29	21%	81	57%
Masculino	142	40	28%	102	72%	9	6%	8	6%	sesenta y cinco	46%	20	14%	85	60%
Estudiantes de educación general	240	48	20%	192	80%	15	6%	26	11%	102	43%	49	20%	151	63%
Estudiantes con Discapacidades	43	24	56%	19	44%	3	7%	1	2%	15	35%	0	0%	15	35%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	11	20%	44	80%	1	2%	2	4%	26	47%	15	27%	41	75%
hispano o latino	211	57	27%	154	73%	15	7%	25	12%	82	39%	32	15%	114	54%
Blanco	12	2	17%	10	83%	1	8%	0	0%	7	58%	2	17%	9	75%
Multirracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	5	2	40%	3	60%	1	20%	0	0%	2	40%	0	0%	2	40%
económicamente en desventaja	199	44	22%	155	78%	18	9%	23	12%	87	44%	27	14%	114	57%
Sin desventaja económica	84	28	33%	56	67%	0	0%	4	5%	30	36%	22	26%	52	62%
Aprendiz del idioma inglés	50	30	60%	20	40%	8	dieciséis%	5	10%	6	12%	1	2%	7	14%
Aprendiz del idioma no inglés	233	42	18%	191	82%	10	4%	22	9%	111	48%	48	21%	159	68%
No en cuidado de crianza	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%
Sin hogar	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	69	—	210	—	—	—	—	—	—	—	—	—	—	—
no migrante	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%
Padre que no está en las fuerzas armadas	283	72	25%	211	75%	18	6%	27	10%	117	41%	49	17%	166	59%

EXENCIONES TOTALES DE LA COHORTE DE 2018 EN CIENCIAS

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	247	47	19	200	81
Femenino	127	22	17	105	83
Masculino	120	25	21	95	79
Estudiantes de educación general	213	29	14	184	86
Estudiantes con Discapacidades	34	18	53	dieciséis	47
negro o afroamericano	50	9	18	41	82
hispano o latino	181	35	19	146	81
Blanco	12	2	17	10	83
económicamente en desventaja	183	35	19	148	81
Sin desventaja económica	64	12	19	52	81
Aprendiz del idioma inglés	42	22	52	20	48
Aprendiz del idioma no inglés	205	25	12	180	88
No en cuidado de crianza	247	47	19	200	81
no migrante	247	47	19	200	81
Padre que no está en las fuerzas armadas	247	47	19	200	81

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

TOTAL DE REGENTES DE LA COHORTE DE 2018 EN HISTORIA Y GOBIERNO DE EE. UU.



Subgrupo	Grupo	No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%
Femenino	141	138	98%	3	2%	0	0%	1	1%	2	1%	0	0%	2	1%
Masculino	142	140	99%	2	1%	0	0%	0	0%	2	1%	0	0%	2	1%
Estudiantes de educación general	240	235	98%	5	2%	0	0%	1	0%	4	2%	0	0%	4	2%
Estudiantes con Discapacidades	43	43	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	54	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
hispano o latino	211	208	99%	3	1%	0	0%	1	0%	2	1%	0	0%	2	1%
Blanco	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Multirracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Grupo pequeño Total	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
económicamente en desventaja	199	196	98%	3	2%	0	0%	1	1%	2	1%	0	0%	2	1%
Sin desventaja económica	84	82	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Aprendiz del idioma inglés	50	50	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Aprendiz del idioma no inglés	233	228	98%	5	2%	0	0%	1	0%	4	2%	0	0%	4	2%
No en cuidado de crianza	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%
Sin hogar	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	274	—	5	—	—	—	—	—	—	—	—	—	—	—
no migrante	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%
Padre que no está en las fuerzas armadas	283	278	98%	5	2%	0	0%	1	0%	4	1%	0	0%	4	1%

EXENCIONES TOTALES DE LA COHORTE DE 2018 EN LA HISTORIA Y EL GOBIERNO DE EE. UU.

Subgrupo	Totalmente exento	Exento, no probado		Exento, Probado	
		#	%	#	%
Todos los estudiantes	260	256	98	4	2
Femenino	134	131	98	3	2
Masculino	126	125	99	1	1
Estudiantes de educación general	223	219	98	4	2
Estudiantes con Discapacidades	37	37	100	0	0
negro o afroamericano	53	52	98	1	2
hispano o latino	192	190	99	2	1
Blanco	11	10	91	1	9
económicamente en desventaja	188	186	99	2	1
Sin desventaja económica	72	70	97	2	3
Aprendiz del idioma inglés	44	44	100	0	0
Aprendiz del idioma no inglés	216	212	98	4	2
No en cuidado de crianza	260	256	98	4	2
no migrante	260	256	98	4	2
Padre que no está en las fuerzas armadas	260	256	98	4	2

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

PRUEBA DE RENDIMIENTO DE INGLÉS COMO SEGUNDO IDIOMA DEL ESTADO DE NUEVA YORK (2021-22)

Las Pruebas de rendimiento en inglés como segundo idioma (NYSESLAT) del estado de Nueva York se administran en los grados K a 12 a todos los estudiantes del idioma inglés (ELL). Los ELL son estudiantes que, por nacimiento o ascendencia en el extranjero, hablan o entienden un idioma que no es inglés y hablan o entienden poco o nada de inglés, y requieren apoyo para dominar el inglés y están identificados de conformidad con la Sección 154.3 de las Regulaciones del Comisionado.

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

Calificación	Total	No probado		Probado		Entrando		emergentes		Transición		En expansión		Al mando (competente)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Jardín de infancia	81	0	0%	81	100%	23	28%	29	36%	14	17%	15	19%	0	0%
Grado 1	81	1	1%	80	99%	21	26%	34	43%	22	28%	3	4%	0	0%
Grado 2	85	1	1%	84	99%	28	33%	20	24%	19	23%	14	17%	3	4%
Grado 3	102	2	2%	100	98%	14	14%	22	22%	25	25%	34	34%	5	5%
Grado 4	109	1	1%	108	99%	6	6%	24	22%	21	19%	52	48%	5	5%
Grado 5	85	0	0%	85	100%	3	4%	25	29%	11	13%	38	45%	8	9%
Grado 6	85	2	2%	83	98%	8	10%	18	22%	10	12%	40	48%	7	8%
Grado 7	67	3	4%	64	96%	8	13%	12	19%	8	13%	29	45%	7	11%
Grado 8	64	4	6%	60	94%	3	5%	6	10%	11	18%	29	48%	11	18%
Grado 9	48	3	6%	45	94%	5	11%	dieciséis	36%	7	dieciséis%	dieciséis	36%	1	2%
Grado 10	63	5	8%	58	92%	9	dieciséis%	6	10%	12	21%	29	50%	2	3%
Grado 11	61	6	10%	55	90%	9	dieciséis%	14	25%	6	11%	22	40%	4	7%
Grado 12	62	14	23%	48	77%	6	13%	12	25%	13	27%	10	21%	7	15%

EVALUACIÓN ALTERNATIVA DEL ESTADO DE NUEVA YORK (2021-22)

Las evaluaciones alternativas del estado de Nueva York (NYSAA, por sus siglas en inglés) se administran a estudiantes sin calificación con discapacidades cognitivas graves cuyas edades son equivalentes a estudiantes calificados en los grados 3 a 8 y nivel de escuela secundaria.

Debido a los impactos continuos de COVID-19, puede que no sea apropiado comparar los resultados de la evaluación estandarizada del estado de Nueva York de 2021-22 con los resultados de años anteriores.

Grado/Materia	Total		No probado		Probado		Nivel 1		Nivel 2		Nivel 3		Nivel 4		Competente (Niveles 3 y 4)	
	#		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Inglés de cuarto grado	6		0	0%	6	100%	0	0%	0	0%	6	100%	0	0%	6	100%
Matemáticas de cuarto grado	6		0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Ciencias de cuarto grado	6		0	0%	6	100%	0	0%	0	0%	6	100%	0	0%	6	100%
Inglés de quinto grado	2		0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Matemáticas de quinto grado	2		0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Inglés de sexto grado	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Matemáticas de sexto grado	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
ELA de 7.º grado	8		0	0%	8	100%	0	0%	3	38%	5	63%	0	0%	5	63%
Matemáticas de grado 7	8		0	0%	8	100%	3	38%	2	25%	3	38%	0	0%	3	38%
ELA de nivel secundario	32		30	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Matemáticas de nivel secundario	32		30	94%	2	6%	—	—	—	—	—	—	—	—	—	—
Ciencias de nivel secundario	32		30	94%	2	6%	—	—	—	—	—	—	—	—	—	—

Consulte el Glosario y la Guía de la boleta de calificaciones para conocer los criterios utilizados para incluir a los estudiantes en esta tabla.

RESULTADOS DE LA EVALUACIÓN NACIONAL DEL PROGRESO EDUCATIVO (NAEP) (2022)

La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés) se informa solo para los resultados *estatales* (estado de Nueva York) y *nacionales*. Los resultados a nivel de distrito y escuela *no* se informan para NAEP.

ESTADO DE NUEVA YORK NAEP GRADO 4

SUBGRUPO	POR DEBAJO DEL BÁSICO	LECTURA			POR DEBAJO DEL BÁSICO	MATEMÁTICAS		
		BÁSICO	COMPETENTE	AVANZADO		BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	42%	29%	21%	8%	34%	38%	23%	5%
Estudiantes con Discapacidades	75%	19%	6%	1%	66%	24%	9%	1%
Indio americano/nativo de Alaska	*	*	*	*	*	*	*	*
Asiático/Isleño del Pacífico	25%	28%	28%	20%	11%	35%	39%	dieciséis%
Negro	59%	26%	13%	2%	50%	36%	13%	1%
Hispano	51%	29%	17%	4%	47%	38%	13%	2%
Blanco	32%	30%	26%	11%	23%	39%	32%	7%
Dos o mas carreras	*	*	*	*	41%	35%	20%	3%
Los estudiantes del idioma inglés	69%	22%	8%	1%	63%	29%	7%	1%
económicamente en desventaja	53%	27%	dieciséis%	4%	44%	38%	15%	3%

ESTADO DE NUEVA YORK NAEP GRADO 8

SUBGRUPO	POR DEBAJO DEL BÁSICO	LECTURA			POR DEBAJO DEL BÁSICO	MATEMÁTICAS		
		BÁSICO	COMPETENTE	AVANZADO		BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	30%	38%	28%	5%	40%	32%	19%	9%
Estudiantes con Discapacidades	61%	28%	9%	1%	71%	21%	7%	1%
Indio americano/nativo de Alaska	*	*	*	*	*	*	*	*
Asiático/Isleño del Pacífico	dieciséis%	34%	41%	8%	18%	23%	35%	24%
Negro	44%	40%	15%	1%	64%	26%	8%	1%
Hispano	42%	39%	17%	2%	53%	33%	12%	3%
Blanco	19%	37%	36%	8%	27%	36%	25%	12%
Dos o mas carreras	*	*	*	*	*	*	*	*
Los estudiantes del idioma inglés	83%	17%	0%	0%	85%	13%	1%	0%
económicamente en desventaja	40%	39%	19%	2%	52%	30%	13%	5%

*No hay datos suficientes para este subgrupo.

TASAS DE PARTICIPACIÓN EN LA NAEP DEL ESTADO DE NUEVA YORK

	Tasa de participación del grado 4		Tasa de participación del grado 8	
	LECTURA	MATEMÁTICAS	LECTURA	MATEMÁTICAS
Todos los estudiantes	87%	86%	82%	81%
Estudiantes con Discapacidades	92%	96%	91%	93%
Los estudiantes del idioma inglés	92%	95%	92%	94%

NAEP NAEP GRADO 4

SUBGRUPO	POR DEBAJO DEL BÁSICO	LECTURA			POR DEBAJO DEL BÁSICO	MATEMÁTICAS		
		BÁSICO	COMPETENTE	AVANZADO		BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	39%	29%	24%	8%	26%	39%	28%	7%
Estudiantes con Discapacidades	71%	19%	9%	2%	54%	31%	13%	2%
Indio americano/nativo de Alaska	57%	25%	15%	3%	42%	40%	dieciséis%	3%
Asiático/Isleño del Pacífico	20%	25%	33%	23%	11%	28%	38%	24%
Negro	57%	27%	14%	2%	46%	39%	13%	1%
Hispano	51%	28%	17%	4%	37%	42%	19%	2%
Blanco	28%	31%	30%	11%	15%	38%	37%	10%
Dos o mas carreras	33%	31%	27%	9%	23%	39%	29%	9%
Los estudiantes del idioma inglés	67%	23%	9%	1%	48%	38%	12%	1%
económicamente en desventaja	52%	28%	dieciséis%	3%	38%	41%	18%	2%

NAEP NAEP GRADO 8

SUBGRUPO	POR DEBAJO DEL BÁSICO	LECTURA			POR DEBAJO DEL BÁSICO	MATEMÁTICAS		
		BÁSICO	COMPETENTE	AVANZADO		BÁSICO	COMPETENTE	AVANZADO
Todos los estudiantes	32%	39%	26%	3%	40%	35%	19%	7%
Estudiantes con Discapacidades	sesenta y cinco%	26%	8%	1%	73%	20%	6%	1%
Indio americano/nativo de Alaska	45%	37%	17%	1%	56%	33%	10%	1%
Asiático/Isleño del Pacífico	15%	30%	43%	12%	dieciséis%	28%	30%	26%
Negro	48%	37%	14%	1%	62%	29%	8%	1%
Hispano	40%	40%	19%	1%	52%	34%	12%	2%
Blanco	23%	40%	32%	4%	28%	38%	26%	9%
Dos o mas carreras	29%	38%	28%	5%	37%	36%	21%	6%
Los estudiantes del idioma inglés	69%	26%	5%	0%	76%	20%	4%	0%
económicamente en desventaja	42%	39%	17%	1%	54%	33%	11%	2%

*No hay datos suficientes para este subgrupo.

TASAS NACIONALES DE PARTICIPACIÓN NAEP

	Tasa de participación del grado 4		Tasa de participación del grado 8	
	LECTURA	MATEMÁTICAS	LECTURA	MATEMÁTICAS
Todos los estudiantes	92%	92%	89%	89%
Estudiantes con Discapacidades	91%	91%	91%	92%
Los estudiantes del idioma inglés	95%	95%	93%	94%

CUALIFICACIONES DEL PERSONAL (2021-22)

DOCENTES Y DIRECTORES SIN EXPERIENCIA

	Total	PROFESORES		Total	DIRECTORES	
		# sin experiencia	% sin experiencia		# sin experiencia	% sin experiencia
ESTE DISTRITO	319	53	17%	7	4	57%
EN TODO EL ESTADO	213,853	46,628	22%	4,643	1,064	23%
ESCUELAS DE ALTA POBREZA EN TODO EL ESTADO	47,206	16,965	36%	1,071	191	18%
ESCUELAS DE BAJA POBREZA EN TODO EL ESTADO	62,026	7,792	13%	1,192	267	22%

PROFESORES QUE ENSEÑAN FUERA DE SU ASIGNATURA O CAMPO DE CERTIFICACIÓN

	Total	PROFESORES ENSEÑANDO FUERA DE SU ASIGNATURA/CAMPO DE CERTIFICACIÓN	
		#	%
ESTE DISTRITO	289	0	0%
EN TODO EL ESTADO	203,528	15,289	8%
ESCUELAS DE ALTA POBREZA EN TODO EL ESTADO	43,110	6,412	15%
ESCUELAS DE BAJA POBREZA EN TODO EL ESTADO	59,797	1,101	2%

TASA TOTAL DE GRADUACIÓN DE LA COHORTE (2021-22)

Los datos de la tasa de graduación son para estudiantes que ingresaron por primera vez al grado 9, cuatro años antes de este año de informe. Los graduados son a partir de agosto siguiente al cierre del año del informe. Haga clic en el informe de datos de la tasa de graduación de la escuela secundaria para ver las comparaciones del distrito y el estado y para filtrar por género, etnia y otros subgrupos de estudiantes o por tasas de graduación de 5 y 6 años.

Subgrupo	Total	TASA DE GRADUACIÓN		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTE		DIPLOMA LOCAL		CREDITO SIN DIPLOMA		TODAVÍA INSCRITO		TRANSFERENCIA GED		ABANDONA	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Femenino	141	128	91%	56	40%	72	51%	0	0%	0	0%	9	6%	0	0%	4	3%
Masculino	142	118	83%	27	19%	91	64%	0	0%	0	0%	13	9%	0	0%	11	8%
no binario	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Estudiantes de educación general	240	211	88%	83	35%	128	53%	0	0%	0	0%	dieciséis	7%	0	0%	13	5%
Estudiantes con Discapacidades	43	35	81%	0	0%	35	81%	0	0%	0	0%	6	14%	0	0%	2	5%
Indio americano o nativo de Alaska	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	52	95%	26	47%	26	47%	0	0%	0	0%	2	4%	0	0%	1	2%
hispano o latino	211	179	85%	55	26%	124	59%	0	0%	0	0%	20	9%	0	0%	12	6%
Blanco	12	10	83%	2	17%	8	67%	0	0%	0	0%	0	0%	0	0%	2	17%
Multirracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
económicamente en desventaja	199	179	90%	54	27%	125	63%	0	0%	0	0%	12	6%	0	0%	8	4%
Sin desventaja económica	84	67	80%	29	35%	38	45%	0	0%	0	0%	10	12%	0	0%	7	8%
Aprendiz del idioma inglés	50	33	66%	2	4%	31	62%	0	0%	0	0%	10	20%	0	0%	7	14%
Aprendiz del idioma no inglés	233	213	91%	81	35%	132	57%	0	0%	0	0%	12	5%	0	0%	8	3%
en cuidado de crianza	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No en cuidado de crianza	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Sin hogar	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no migrante	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Padre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Padre que no está en las fuerzas armadas	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%

RECOPILACIÓN DE DATOS DE DERECHOS CIVILES (CRDC) (2017-18)

Los distritos informan los datos de la Recopilación de datos de derechos civiles (CRDC) al Departamento de Educación de los Estados Unidos e incluyen datos sobre medidas de calidad escolar, ambiente y seguridad, así como la inscripción en programas preescolares y cursos acelerados para obtener créditos postsecundarios. Para obtener más información, visite la página de inicio de CRDC .

[Datos CRDC \(22,42 megabytes\)](#)

[Glosario y guía CRDC](#)

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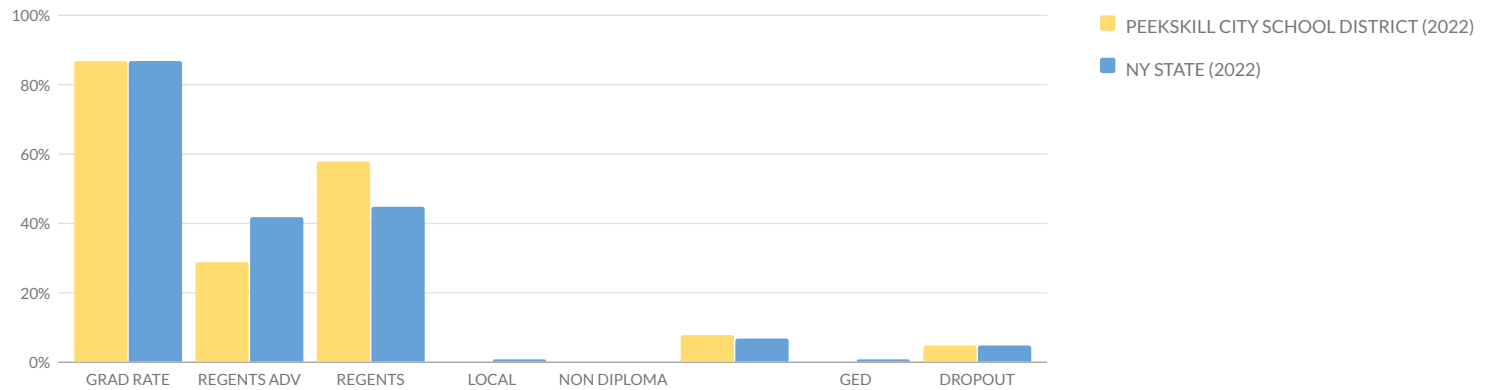
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DATOS DE LA TASA DE GRADUACIÓN DEL DISTRITO ESCOLAR DE LA CIUDAD DE PEEKSKILL RESULTADO DE 4 AÑOS HASTA AGOSTO DE 2022

Los datos de la tasa de graduación se informan para una cohorte de 9.º grado, a partir del 4.º año de la escuela secundaria: agosto. La función "Filtrar estos datos", a continuación, brinda la capacidad de mostrar los datos de la tasa de graduación de la escuela secundaria a partir del 4to año - junio, el 5to año - junio y agosto, y el 6to año - junio y agosto. Para los años escolares anteriores a 2018-19, el 5.º año - agosto y el 6.º año - agosto no están disponibles.

Las instituciones educativas informan los datos al Departamento de Educación del Estado durante todo el año escolar y están disponibles para su verificación por parte de los distritos hasta el cierre del almacén de datos del estado en agosto. Los superintendentes de distrito certifican que los datos son precisos en septiembre. Para obtener la información más actualizada, comuníquese con el distrito escolar.

Para obtener información completa sobre los tipos de credenciales de diploma que se pueden obtener y los criterios para cada una, consulte: [Requisitos para el diploma](#).



TASA DE GRADUACIÓN

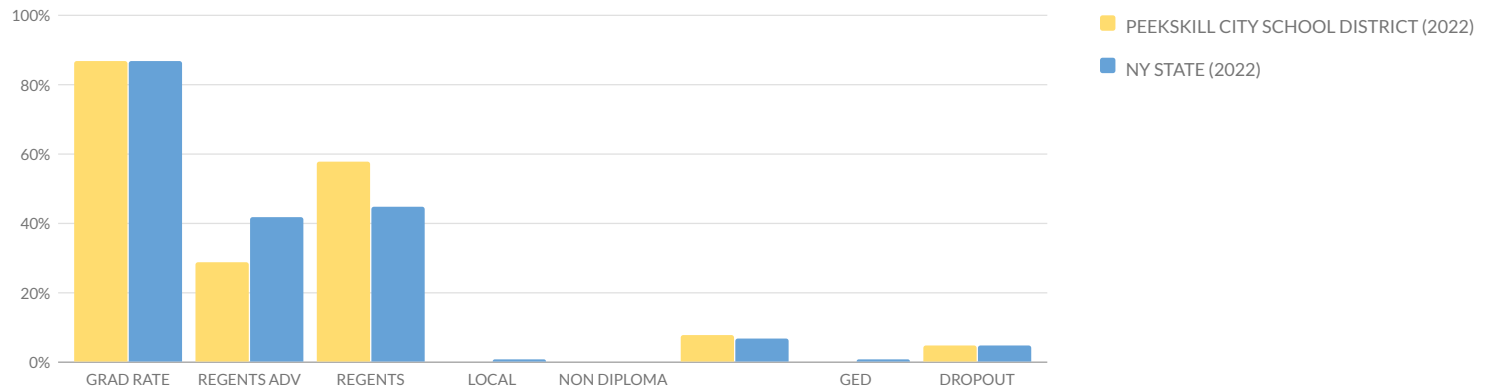
Subgrupo	Total	TASA DE GRADUACIÓN		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTES		DIPLOMA LOCAL		CREDITO SIN DIPLOMA		TODAVÍA INSCRITO		TRANSFERENCIA GED		ABANDONAR	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Femenino	141	128	91%	56	40%	72	51%	0	0%	0	0%	9	6%	0	0%	4	3%
Masculino	142	118	83%	27	19%	91	64%	0	0%	0	0%	13	9%	0	0%	11	8%
no binario	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Estudiantes de educación general	240	211	88%	83	35%	128	53%	0	0%	0	0%	dieciséis	7%	0	0%	13	5%
Estudiantes con Discapacidades	43	35	81%	0	0%	35	81%	0	0%	0	0%	6	14%	0	0%	2	5%
Indio americano o nativo de Alaska	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
negro o afroamericano	55	52	95%	26	47%	26	47%	0	0%	0	0%	2	4%	0	0%	1	2%
hispano o latino	211	179	85%	55	26%	124	59%	0	0%	0	0%	20	9%	0	0%	12	6%
Blanco	12	10	83%	2	17%	8	67%	0	0%	0	0%	0	0%	0	0%	2	17%
Multirracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
económicamente en desventaja	199	179	90%	54	27%	125	63%	0	0%	0	0%	12	6%	0	0%	8	4%
Sin desventaja económica	84	67	80%	29	35%	38	45%	0	0%	0	0%	10	12%	0	0%	7	8%
Aprendiz del idioma inglés	50	33	66%	2	4%	31	62%	0	0%	0	0%	10	20%	0	0%	7	14%
Aprendiz del idioma no inglés	233	213	91%	81	35%	132	57%	0	0%	0	0%	12	5%	0	0%	8	3%
en cuidado de crianza	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No en cuidado de crianza	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Sin hogar	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
no sin hogar	279	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no migrante	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%
Padre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Padre que no está en las fuerzas armadas	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%

DATOS DE LA TASA DE GRADUACIÓN DEL DISTRITO ESCOLAR DE LA CIUDAD DE PEEKSKILL RESULTADO DE 4 AÑOS HASTA AGOSTO DE 2022

Los datos de la tasa de graduación se informan para una cohorte de 9.º grado, a partir del 4.º año de la escuela secundaria: agosto. La función "Filtrar estos datos", a continuación, brinda la capacidad de mostrar los datos de la tasa de graduación de la escuela secundaria a partir del 4to año - junio, el 5to año - junio y agosto, y el 6to año - junio y agosto. Para los años escolares anteriores a 2018-19, el 5.º año - agosto y el 6.º año - agosto no están disponibles.

Las instituciones educativas informan los datos al Departamento de Educación del Estado durante todo el año escolar y están disponibles para su verificación por parte de los distritos hasta el cierre del almacén de datos del estado en agosto. Los superintendentes de distrito certifican que los datos son precisos en septiembre. Para obtener la información más actualizada, comuníquese con el distrito escolar.

Para obtener información completa sobre los tipos de credenciales de diploma que se pueden obtener y los criterios para cada una, consulte: [Requisitos para el diploma](#).



TASA DE GRADUACIÓN

Subgrupo	Total		TASA DE GRADUACIÓN		REGENTES CON DESIGNACIÓN AVANZADA		DIPLOMA DE REGENTES		DIPLOMA LOCAL		CREDITO SIN DIPLOMA		TODAVÍA INSCRITO		TRANSFERENCIA GED		ABANDONAR	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%	
Femenino	141	128	91%	56	40%	72	51%	0	0%	0	0%	9	6%	0	0%	4	3%	
Masculino	142	118	83%	27	19%	91	64%	0	0%	0	0%	13	9%	0	0%	11	8%	
no binario	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Estudiantes de educación general	240	211	88%	83	35%	128	53%	0	0%	0	0%	dieciséis	7%	0	0%	13	5%	
Estudiantes con Discapacidades	43	35	81%	0	0%	35	81%	0	0%	0	0%	6	14%	0	0%	2	5%	
Indio americano o nativo de Alaska	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Asiático o nativo de Hawái/otro isleño del Pacífico	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
negro o afroamericano	55	52	95%	26	47%	26	47%	0	0%	0	0%	2	4%	0	0%	1	2%	
hispano o latino	211	179	85%	55	26%	124	59%	0	0%	0	0%	20	9%	0	0%	12	6%	
Blanco	12	10	83%	2	17%	8	67%	0	0%	0	0%	0	0%	0	0%	2	17%	
Multirracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
económicamente en desventaja	199	179	90%	54	27%	125	63%	0	0%	0	0%	12	6%	0	0%	8	4%	
Sin desventaja económica	84	67	80%	29	35%	38	45%	0	0%	0	0%	10	12%	0	0%	7	8%	
Aprendiz del idioma inglés	50	33	66%	2	4%	31	62%	0	0%	0	0%	10	20%	0	0%	7	14%	
Aprendiz del idioma no inglés	233	213	91%	81	35%	132	57%	0	0%	0	0%	12	5%	0	0%	8	3%	
en cuidado de crianza	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
No en cuidado de crianza	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%	
Sin hogar	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
no sin hogar	279	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
no migrante	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%	
Padre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Padre que no está en las fuerzas armadas	283	246	87%	83	29%	163	58%	0	0%	0	0%	22	8%	0	0%	15	5%	

DATOS DE LAS VÍAS DE GRADUACIÓN DEL DISTRITO ESCOLAR DE LA CIUDAD DE PEEKSKILL 2022

La Junta de Regentes aprobó reglamentos que establecen múltiples vías de evaluación comparativamente rigurosas para la graduación para todos los estudiantes. Estos reglamentos reconocen la importancia de involucrar los intereses de los estudiantes en programas académicos rigurosos y relevantes en las Artes; Idiomas que no sean inglés (LOTE)/Bialfabetización; Educación Profesional y Técnica (CTE); Humanidades; Ciencia, Tecnología, Ingeniería y Matemáticas (STEM); Preparación cívica (CIVIC) y Estudios ocupacionales de desarrollo profesional (CDOS). La regulación revisada permite a los estudiantes usar un puntaje de aprobación en una evaluación de vía aprobada o completar con éxito los requisitos del programa para la credencial CDOS para cumplir con los requisitos de evaluación para la graduación.

Información completa sobre los tipos de credenciales de diploma que se pueden obtener y los criterios para cada uno .

Se puede encontrar información adicional sobre Graduation Pathways en el sitio de Currículo e Instrucción .

Subgrupo	Total	Humanidades		Alternativa de Humanidades		Letras		Educación técnica y profesional		Matemáticas		Ciencia		Desarrollo de carrera y estudios ocupacionales		Idiomas distintos del inglés	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Todos los estudiantes	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Femenino	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Masculino	118	118	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no binario	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Estudiantes de educación general	211	211	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Estudiantes con Discapacidades	35	35	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Indio americano o nativo de Alaska	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asiático o nativo de Hawái/otro isleño del Pacífico	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
negro o afroamericano	52	52	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
hispano o latino	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Blanco	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multirracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
económicamente en desventaja	179	179	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sin desventaja económica	67	67	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Aprendiz del idioma inglés	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Aprendiz del idioma no inglés	213	213	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
en cuidado de crianza	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
No en cuidado de crianza	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Sin hogar	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no sin hogar	244	244	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Inmigrante	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
no migrante	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Padre en las Fuerzas Armadas	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Armadas																			
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Subgrupo	Total	Humanidades		Alternativa de Humanidades		Letras		Educación técnica y profesional		Matemáticas		Ciencia		Desarrollo de carrera y estudios ocupacionales		Idiomas distintos del inglés	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Padre que no está en las fuerzas armadas	246	246	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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