

Administrative Component				
Description	2023-2024	2024-2025	\$ Change	% Change
Board of Education & District Clerk	\$ 37,625	\$ 46,325	\$ 8,700	23.1%
Superintendent, Curriculum Development, & Supervision	\$ 877,226	\$ 858,766	\$ (18,460)	-2.1%
Financial Services	\$ 448,156	\$ 409,087	\$ (39,069)	-8.7%
Legal Services	\$ 50,000	\$ 85,000	\$ 35,000	70.0%
Personnel Services	\$ 19,000	\$ 23,475	\$ 4,475	23.6%
Public Information & Central Printing/Processing	\$ 349,357	\$ 371,424	\$ 22,067	6.3%
Other Special Items	\$ 227,000	\$ 231,500	\$ 4,500	2.0%
Employee Benefits	\$ 558,256	\$ 449,527	\$ (108,729)	-19.5%
Administrative Component Total	\$ 2,566,620	\$ 2,475,104	\$ (91,516)	-3.6%

Program Component				
Description	2023-2024	2024-2025	\$ Change	% Change
Regular School Instruction	\$ 5,633,436	\$ 5,973,010	\$ 339,574	6.0%
Programs for Students with Disabilities	\$ 3,312,592	\$ 3,216,180	\$ (96,412)	-2.9%
Career & Technical Education (CTE)	\$ 260,000	\$ 351,420	\$ 91,420	35.2%
Special Schools (summer school, alternative education, PTECH)	\$ 134,350	\$ 91,500	\$ (42,850)	-31.9%
School Library/Computer Assisted Instruction	\$ 820,900	\$ 1,037,292	\$ 216,392	26.4%
Pupil Services & Athletics	\$ 1,015,053	\$ 1,010,294	\$ (4,759)	-0.5%
Transportation Services	\$ 1,435,026	\$ 1,464,290	\$ 29,264	2.0%
Employee Benefits	\$ 4,066,887	\$ 4,544,339	\$ 477,452	11.7%
Transfer to Special Aid (ESY program)	\$ 3,000	\$ 10,000	\$ 7,000	233.3%
Program Component Total	\$ 16,681,244	\$ 17,698,325	\$ 1,017,081	6.1%

Capital Component				
Description	2023-2024	2024-2025	\$ Change	% Change
Operation & Maintenance of Plant	\$ 1,703,282	\$ 1,825,200	\$ 121,918	7.2%
Judgments/Claims and Refund of Property Tax	\$ 4,000	\$ 3,000	\$ (1,000)	-25.0%
Employee Benefits	\$ 1,197,925	\$ 348,610	\$ (849,315)	-70.9%
Debt Service	\$ 2,628,342	\$ 2,487,025	\$ (141,317)	-5.4%
Transfer to Capital Funds	\$ 100,000	\$ 339,000	\$ 239,000	239.0%
Capital Component Total	\$ 5,633,549	\$ 5,002,835	\$ (630,714)	-11.2%

	2023-2024	2024-2025	\$ Change	% Change
Total Projected Budget	\$ 24,881,413	\$ 25,176,264	\$ 294,851	1.2%

Total Tax Levy Increase 3.8%

Component	% of Budget
Admin	9.8%
Program	70.3%
Capital	19.9%

****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 2024-25 Budget Notice to: emscmgt@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 29, 2024

Form Preparer Name:
Preparer's Telephone Number:

DANIELLE DEBIASE
315-754-2017

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	24,881,413	25,176,264	1.19 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	4,923,758	5,110,949	
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)	4,923,758	5,110,949	3.80 %
F. Permissible Exclusions to the School Tax Levy Limit	0	2,676	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	4,953,637	5,108,273	
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)	4,923,758	5,108,273	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	29,879	0	
Public School Enrollment	810	775	-4.32 %
Consumer Price Index			4.12 %

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 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	6,522,937	4,093,477
Assigned Appropriated Fund Balance	817,672	400,000
Adjusted Unrestricted Fund Balance	1,047,470	1,007,050
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.21 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	2,399,460	0	2023 capital project voter approved December 14, 2023, and expires May 2024
Capital	CAPITAL RESERVE BUS	For the cost of any object or purpose for which bonds may be issued.	1,122,193	1,042,193	Purchase of 1 full- size bus and 2 mini buses with voter approval through a separate proposition. Estimated contribution of 2023- 2024 surplus.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS' COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	318,247	318,247	No use
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	131,607	131,607	No use
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.	<input type="text"/>	<input type="text"/>	
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability + (add)	LIABILITY RESERVE	To cover incurred liability claims.	712,058	712,058	No use
Tax Certiorari		For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	486,566	486,566	No use
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	933,148	983,148	Use of \$350,000 as part of voter-approved budget. Planned contribution from 2023-2024 surplus.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	TRS RESERVE	To fund employer retirement contributions to the NYS Teachers' Retirement System (TRS)	419,658	419,658	No use

* **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 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save	Reset	Save & Ready
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Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2024-2025.

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

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

Report Estimated Salaries in the Budget for the 2024-2025 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	159,650	56,132	0

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 CURRICULUM &	114,885	47,595	0
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

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Salary: Administrative Compensation Information
651503 - RED CREEK CSD

2023-2024 Claim Year - Page 4
Official - as of 04/08/2024 07:23 AM

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RED CREEK CSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



818

NEEDS RESOURCE CATEGORY



High Need
Rural

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly
less than the
average district
in the state

DISTRICT STUDENT NEEDS ARE



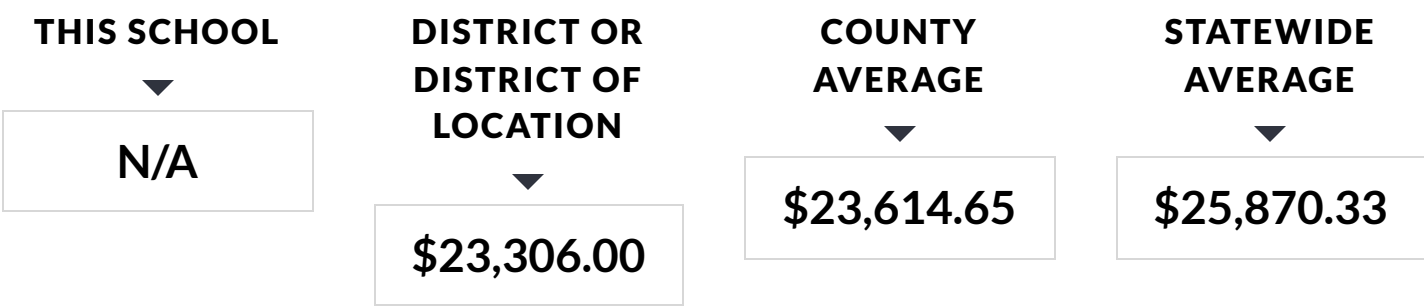
moderately less
than the state
average

Student Demographics

Enrollment	RED CREEK CSD
All Students	770
Economically Disadvantaged	51%
Students with Disabilities	18%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	RED CREEK CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	14%
Teachers with 4-20 Years of Experience %	47%
Teachers with 21+ Years of Experience %	39%

Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D)	Central Cost(E-H)	Combined Cost(I)
Report View One Per Pupil Expenditure Categories		RED CREEK CSD
» A. Instruction (A1 + A2 + A3 + A4)		\$11,502.49

Report View One Per Pupil Expenditure Categories	RED CREEK CSD
» B. Administration (B1 + B2 + B3)	\$717.54
» C. All Other Spending (C1 + C2 + C3)	\$4,239.91
D. Total School Level (A + B + C)	\$16,459.94
» E. Central Instruction (E1 + E2 + E3 + E4)	\$573.74
» F. Central Administration (F1 + F2 + F3)	\$1,627.04
» G. All Other Central Spending (G1 + G2 + G3)	\$4,645.53
H. Total Central Costs	\$6,846.31
I. Total Spending (D + H)	\$23,306.25

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	RED CREEK CSD
J. Total School Level Local/State Spending	\$13,775.64
» K. Total School Level Federal Spending	\$2,684.30
L. Total Central Level Local/State Spending	\$6,767.76
M. Total Central Level Federal Spending	\$78.55
N. Total Spending (J + K + L + M)	\$23,306.25

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T) Central Cost(U-Z)

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

Exclusions: What Other Spending is not Included in the Per Pupil Amounts Shown Above?

The final section represents total expenditures, with the following exclusions that were not included in the per pupil expenditure calculations above: transportation, tuition, debt service, and other.

“Other Exclusions” include expenditures such as tuition for students attending BOCES full-time, services provided to nonpublic or charter schools, prekindergarten payments to community-based organizations, and community services.

Central Cost(1-5 & Percent Excluded from Total) Combined Cost(Total Expenditures)

Excluded Expenditures	RED CREEK CSD
1. Transportation	\$1,423,509.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,574.00

Excluded Expenditures	RED CREEK CSD
4. Debt Service	\$2,669,904.00
5. Other	\$1,742,024.00
Percent Excluded from Total	23%
Total Expenditures	\$24,901,523.00

RED CREEK CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	331	94.6	2
	Math	321	132.9	
	Combined	652	113.4	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	3	—	—
	Math	2	—	
	Combined	5	—	
Hispanic or Latino	ELA	5	120	—
	Math	4	—	
	Combined	9	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	317	93.4	2
	Math	309	132.7	
	Combined	626	112.8	
Students with Disabilities	ELA	58	27.6	1
	Math	54	50.9	
	Combined	112	38.8	
Economically Disadvantaged	ELA	172	68.6	2
	Math	159	105.7	
	Combined	331	86.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	336	93.2	2
	Math	337	126.6	
	Combined	673	109.9	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	5	120	—
	Math	5	100	
	Combined	10	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	322	91.9	2
	Math	323	126.9	
	Combined	645	109.5	
Students with Disabilities	ELA	59	27.1	2
	Math	59	46.6	
	Combined	118	36.9	
Economically Disadvantaged	ELA	179	65.9	2
	Math	179	93.9	
	Combined	358	79.9	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	475	139	29.3%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	6	—	—	—
Multiracial	6	—	—	—
White	455	137	30.1%	2
English Language Learner	—	—	—	—
Students with Disabilities	92	34	37%	2
Economically Disadvantaged	267	99	37.1%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	362	93.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	4	—
Hispanic or Latino	—	6	—
Multiracial	—	2	—
White	X	346	93.6%
English Language Learner	—	0	—
Students with Disabilities	X	57	93%
Economically Disadvantaged	X	194	91.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	365	90.7%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	4	—
Hispanic or Latino	—	6	—
Multiracial	—	2	—
White	X	349	91.1%
English Language Learner	—	0	—
Students with Disabilities	X	59	86.4%
Economically Disadvantaged	X	196	85.2%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	45	116.7	108.3	2
	Math	15	70		
	Science	15	153.3		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
White	ELA	44	117	108.5	2
	Math	15	70		
	Science	15	153.3		
Students with Disabilities	ELA	8	37.5	—	—
	Math	2	—		
	Science	1	—		
Economically Disadvantaged	ELA	24	83.3	77.4	1
	Math	8	56.3		
	Science	7	100		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	46	114.1	83.2	2
	Math	24	43.8		
	Science	24	95.8		
Hispanic or Latino	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
White	ELA	45	114.4	83.3	2
	Math	24	43.8		
	Science	24	95.8		
Students with Disabilities	ELA	9	33.3	—	—
	Math	2	—		
	Science	1	—		
Economically Disadvantaged	ELA	25	80	61.2	2
	Math	11	40.9		
	Science	11	63.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	53	45	84.9%	85.2%	2
	5-year	69	57	82.6%		
	6-year	50	44	88%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	3	—	—		
	6-year	1	—	—		
Multiracial	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	53	45	84.9%	84.7%	2
	5-year	65	53	81.5%		
	6-year	49	43	87.8%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	6	—	—	—	—
	5-year	17	—	—		
	6-year	10	—	—		
Economically Disadvantaged	4-year	22	—	—	74.4%	1
	5-year	39	29	74.4%		
	6-year	27	—	—		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	244	40	16.4%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—
Black or African American	3	—	—	—
Hispanic or Latino	3	—	—	—
Multiracial	3	—	—	—
White	232	39	16.8%	4
English Language Learner	—	—	—	—
Students with Disabilities	44	8	18.2%	4
Economically Disadvantaged	127	27	21.3%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	48	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	✓	47	100%
English Language Learner	—	0	—
Students with Disabilities	—	10	—
Economically Disadvantaged	—	24	—

SECONDARY MATHEMATICS PARTICIPATION RATE

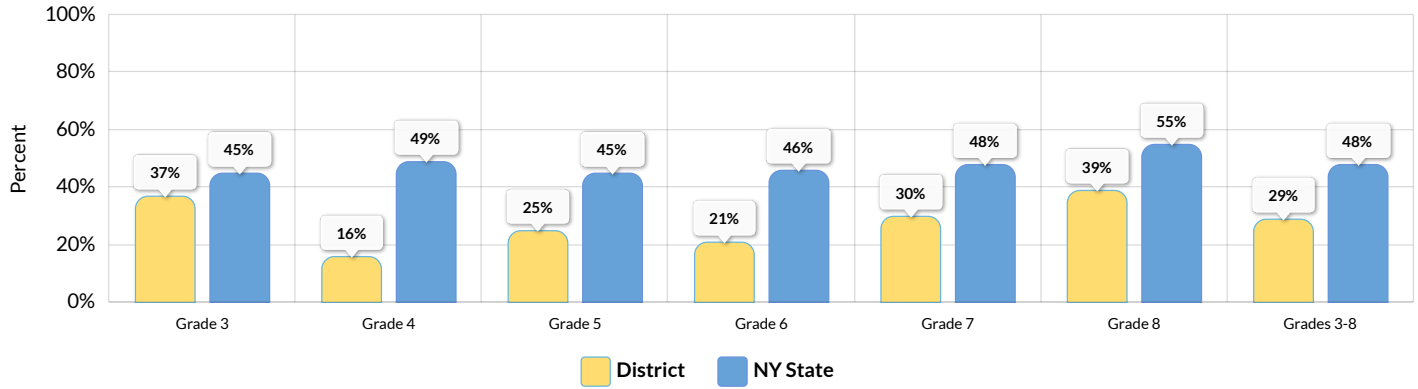
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	29	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	—	29	—
English Language Learner	—	0	—
Students with Disabilities	—	4	—
Economically Disadvantaged	—	12	—

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

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

SUMMARY RESULTS

Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Grade 4	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Grade 5	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Grade 6	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%
Grade 7	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Grade 8	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%
Grades 3-8	368	29	8%	339	92%	127	37%	115	34%	77	23%	20	6%	97	29%

GRADE 3 ELA RESULTS

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

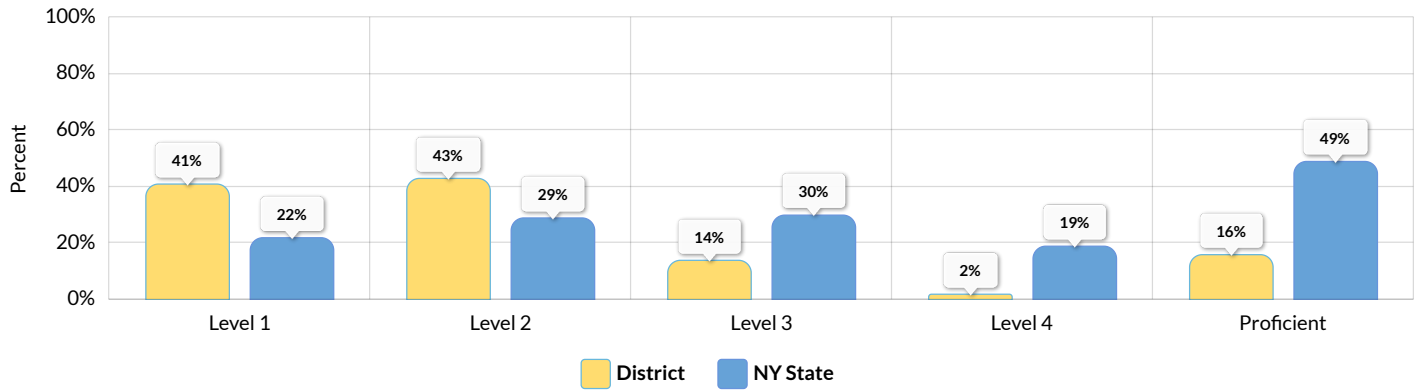


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Female	32	2	6%	30	94%	11	37%	8	27%	8	27%	3	10%	11	37%
Male	22	1	5%	21	95%	4	19%	9	43%	8	38%	0	0%	8	38%
General Education Students	45	2	4%	43	96%	10	23%	16	37%	14	33%	3	7%	17	40%
Students with Disabilities	9	1	11%	8	89%	5	63%	1	13%	2	25%	0	0%	2	25%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	52	3	6%	49	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Economically Disadvantaged	25	1	4%	24	96%	11	46%	8	33%	5	21%	0	0%	5	21%
Not Economically Disadvantaged	29	2	7%	27	93%	4	15%	9	33%	11	41%	3	11%	14	52%
Non-English Language Learner	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Not in Foster Care	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Not Homeless	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Not Migrant	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%
Parent Not in Armed Forces	54	3	6%	51	94%	15	29%	17	33%	16	31%	3	6%	19	37%

GRADE 4 ELA RESULTS

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

Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Female	29	0	0%	29	100%	10	34%	13	45%	6	21%	0	0%	6	21%
Male	31	2	6%	29	94%	14	48%	12	41%	2	7%	1	3%	3	10%
General Education Students	53	2	4%	51	96%	18	35%	24	47%	8	16%	1	2%	9	18%
Students with Disabilities	7	0	0%	7	100%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	56	2	4%	54	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Economically Disadvantaged	37	2	5%	35	95%	17	49%	14	40%	4	11%	0	0%	4	11%
Not Economically Disadvantaged	23	0	0%	23	100%	7	30%	11	48%	4	17%	1	4%	5	22%
Non-English Language Learner	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Not in Foster Care	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Not Homeless	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Not Migrant	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%
Parent Not in Armed Forces	60	2	3%	58	97%	24	41%	25	43%	8	14%	1	2%	9	16%

GRADE 5 ELA RESULTS

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

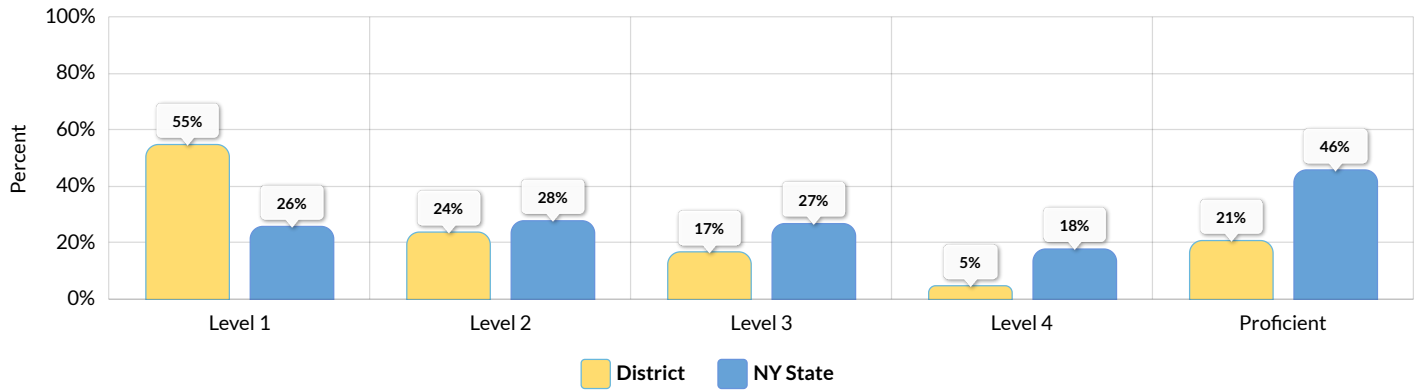


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Female	38	2	5%	36	95%	16	44%	10	28%	8	22%	2	6%	10	28%
Male	27	0	0%	27	100%	15	56%	6	22%	6	22%	0	0%	6	22%
General Education Students	58	1	2%	57	98%	27	47%	15	26%	13	23%	2	4%	15	26%
Students with Disabilities	7	1	14%	6	86%	4	67%	1	17%	1	17%	0	0%	1	17%
White	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Economically Disadvantaged	30	2	7%	28	93%	18	64%	8	29%	2	7%	0	0%	2	7%
Not Economically Disadvantaged	35	0	0%	35	100%	13	37%	8	23%	12	34%	2	6%	14	40%
Non-English Language Learner	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Not in Foster Care	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Not Homeless	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Not Migrant	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%
Parent Not in Armed Forces	65	2	3%	63	97%	31	49%	16	25%	14	22%	2	3%	16	25%

GRADE 6 ELA RESULTS

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

Percent Scoring at Levels for All Students

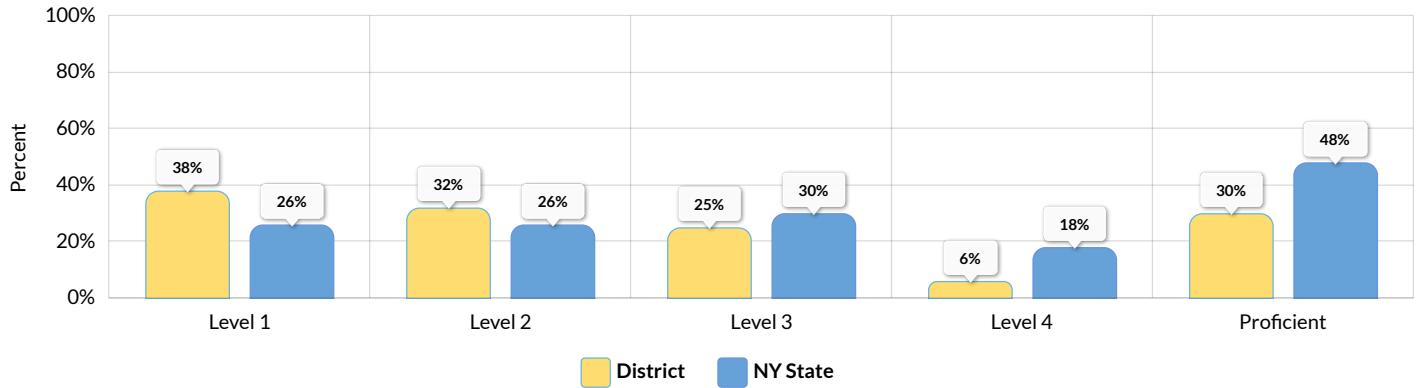


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%
Female	20	2	10%	18	90%	6	33%	6	33%	5	28%	1	6%	6	33%
Male	25	1	4%	24	96%	17	71%	4	17%	2	8%	1	4%	3	13%
General Education Students	32	1	3%	31	97%	15	48%	7	23%	7	23%	2	6%	9	29%
Students with Disabilities	13	2	15%	11	85%	8	73%	3	27%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	2	5%	42	95%	23	55%	10	24%	7	17%	2	5%	9	21%
Economically Disadvantaged	26	3	12%	23	88%	15	65%	7	30%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	19	0	0%	19	100%	8	42%	3	16%	6	32%	2	11%	8	42%
Non-English Language Learner	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%
Not in Foster Care	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%
Not Homeless	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%
Not Migrant	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%
Parent Not in Armed Forces	45	3	7%	42	93%	23	55%	10	24%	7	17%	2	5%	9	21%

GRADE 7 ELA RESULTS

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

Percent Scoring at Levels for All Students

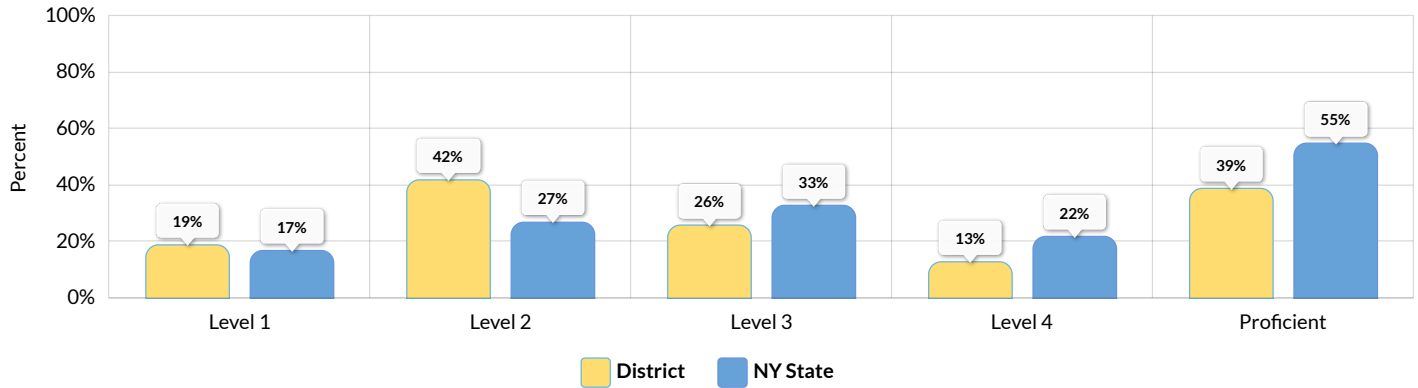


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Female	31	5	16%	26	84%	9	35%	7	27%	8	31%	2	8%	10	38%
Male	30	3	10%	27	90%	11	41%	10	37%	5	19%	1	4%	6	22%
General Education Students	48	6	13%	42	88%	9	21%	17	40%	13	31%	3	7%	16	38%
Students with Disabilities	13	2	15%	11	85%	11	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	60	8	13%	52	87%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Economically Disadvantaged	32	5	16%	27	84%	13	48%	9	33%	4	15%	1	4%	5	19%
Not Economically Disadvantaged	29	3	10%	26	90%	7	27%	8	31%	9	35%	2	8%	11	42%
Non-English Language Learner	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Not in Foster Care	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Not Homeless	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Not Migrant	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%
Parent Not in Armed Forces	61	8	13%	53	87%	20	38%	17	32%	13	25%	3	6%	16	30%

GRADE 8 ELA RESULTS

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

Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%
Female	36	7	19%	29	81%	—	—	—	—	—	—	—	—	—	—
Male	45	4	9%	41	91%	9	22%	21	51%	7	17%	4	10%	11	27%
Non-Binary	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	38	7	18%	31	82%	5	16%	9	29%	12	39%	5	16%	17	55%
General Education Students	71	9	13%	62	87%	5	8%	29	47%	19	31%	9	15%	28	45%
Students with Disabilities	12	2	17%	10	83%	9	90%	1	10%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	75	11	15%	64	85%	12	19%	28	44%	16	25%	8	13%	24	38%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	2	25%	3	38%	1	13%	4	50%
Economically Disadvantaged	48	7	15%	41	85%	11	27%	20	49%	7	17%	3	7%	10	24%
Not Economically Disadvantaged	35	4	11%	31	89%	3	10%	10	32%	12	39%	6	19%	18	58%
Non-English Language Learner	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%
Not in Foster Care	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%
Not Homeless	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%
Not Migrant	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%
Parent Not in Armed Forces	83	11	13%	72	87%	14	19%	30	42%	19	26%	9	13%	28	39%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



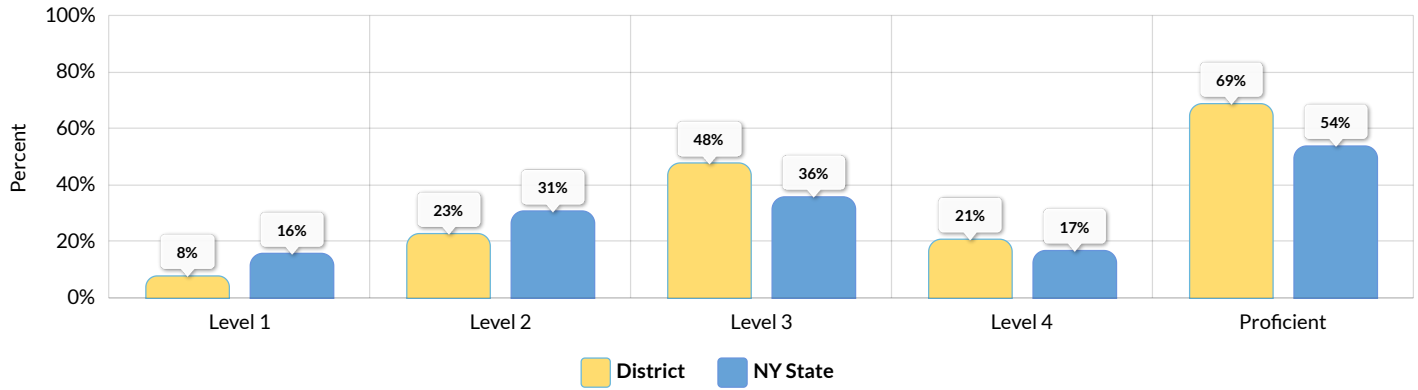
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Grade 4	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Grade 5	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Grade 6	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Combined 6	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Grade 7	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Combined 7	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Grade 8	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%
Regents 8	—	—	—	2	2%	—	—	—	—	—	—	—	—	—	—
Combined 8	82	16	20%	66	80%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	367	36	10%	331	90%	—	—	—	—	—	—	—	—	—	—

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

GRADE 3 MATH RESULTS

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

Percent Scoring at Levels for All Students

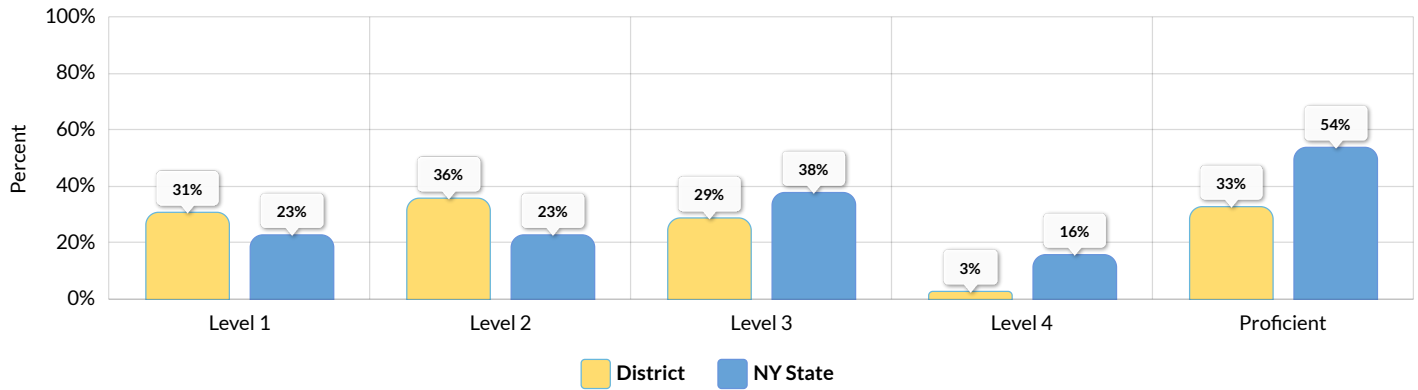


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Female	32	2	6%	30	94%	3	10%	8	27%	14	47%	5	17%	19	63%
Male	22	0	0%	22	100%	1	5%	4	18%	11	50%	6	27%	17	77%
General Education Students	45	2	4%	43	96%	1	2%	9	21%	23	53%	10	23%	33	77%
Students with Disabilities	9	0	0%	9	100%	3	33%	3	33%	2	22%	1	11%	3	33%
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	52	2	4%	50	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Economically Disadvantaged	25	1	4%	24	96%	2	8%	9	38%	10	42%	3	13%	13	54%
Not Economically Disadvantaged	29	1	3%	28	97%	2	7%	3	11%	15	54%	8	29%	23	82%
Non-English Language Learner	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Not in Foster Care	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Not Homeless	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Not Migrant	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%
Parent Not in Armed Forces	54	2	4%	52	96%	4	8%	12	23%	25	48%	11	21%	36	69%

GRADE 4 MATH RESULTS

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

Percent Scoring at Levels for All Students

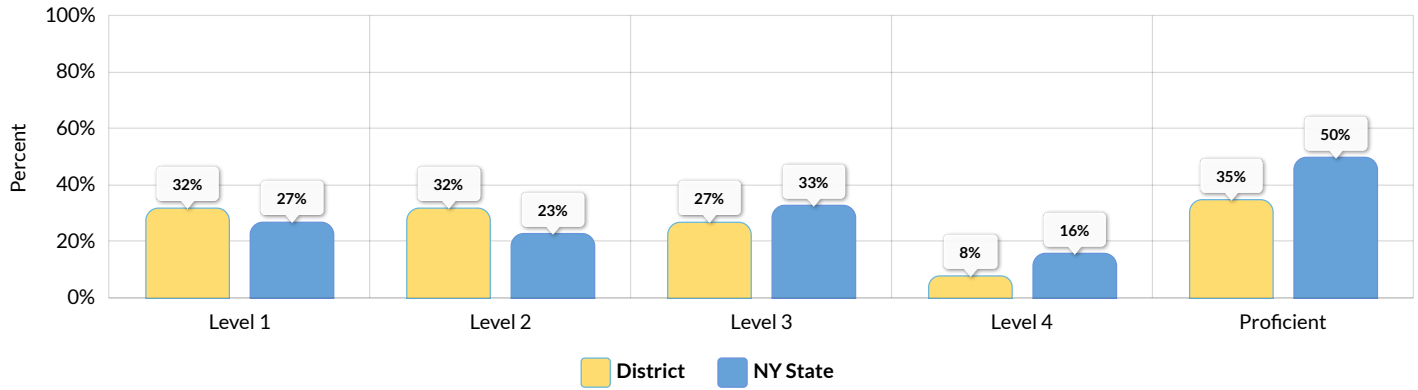


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Female	29	0	0%	29	100%	12	41%	8	28%	8	28%	1	3%	9	31%
Male	31	2	6%	29	94%	6	21%	13	45%	9	31%	1	3%	10	34%
General Education Students	53	2	4%	51	96%	12	24%	20	39%	17	33%	2	4%	19	37%
Students with Disabilities	7	0	0%	7	100%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	56	2	4%	54	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Economically Disadvantaged	37	2	5%	35	95%	13	37%	13	37%	8	23%	1	3%	9	26%
Not Economically Disadvantaged	23	0	0%	23	100%	5	22%	8	35%	9	39%	1	4%	10	43%
Non-English Language Learner	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Not in Foster Care	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Not Homeless	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Not Migrant	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%
Parent Not in Armed Forces	60	2	3%	58	97%	18	31%	21	36%	17	29%	2	3%	19	33%

GRADE 5 MATH RESULTS

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

Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Female	38	2	5%	36	95%	12	33%	10	28%	11	31%	3	8%	14	39%
Male	27	1	4%	26	96%	8	31%	10	38%	6	23%	2	8%	8	31%
General Education Students	58	1	2%	57	98%	16	28%	19	33%	17	30%	5	9%	22	39%
Students with Disabilities	7	2	29%	5	71%	4	80%	1	20%	0	0%	0	0%	0	0%
White	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Economically Disadvantaged	30	3	10%	27	90%	15	56%	8	30%	4	15%	0	0%	4	15%
Not Economically Disadvantaged	35	0	0%	35	100%	5	14%	12	34%	13	37%	5	14%	18	51%
Non-English Language Learner	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Not in Foster Care	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Not Homeless	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Not Migrant	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%
Parent Not in Armed Forces	65	3	5%	62	95%	20	32%	20	32%	17	27%	5	8%	22	35%

GRADE 6 MATH RESULTS

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

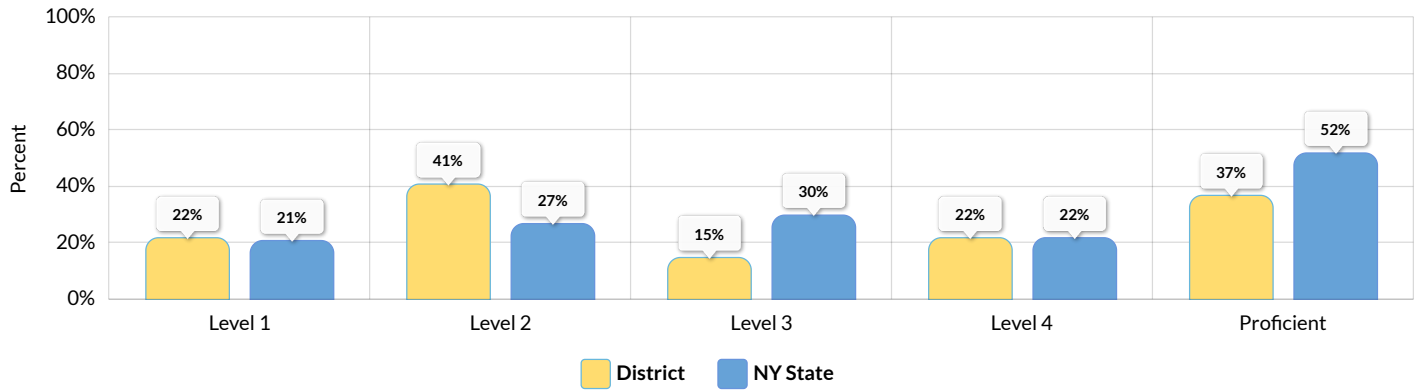


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Female	20	4	20%	16	80%	3	19%	9	56%	4	25%	0	0%	4	25%
Male	25	2	8%	23	92%	10	43%	8	35%	5	22%	0	0%	5	22%
General Education Students	32	3	9%	29	91%	6	21%	15	52%	8	28%	0	0%	8	28%
Students with Disabilities	13	3	23%	10	77%	7	70%	2	20%	1	10%	0	0%	1	10%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	5	11%	39	89%	13	33%	17	44%	9	23%	0	0%	9	23%
Economically Disadvantaged	26	6	23%	20	77%	9	45%	11	55%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	19	0	0%	19	100%	4	21%	6	32%	9	47%	0	0%	9	47%
Non-English Language Learner	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Not in Foster Care	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Not Homeless	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Not Migrant	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%
Parent Not in Armed Forces	45	6	13%	39	87%	13	33%	17	44%	9	23%	0	0%	9	23%

GRADE 7 MATH RESULTS

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

Percent Scoring at Levels for All Students

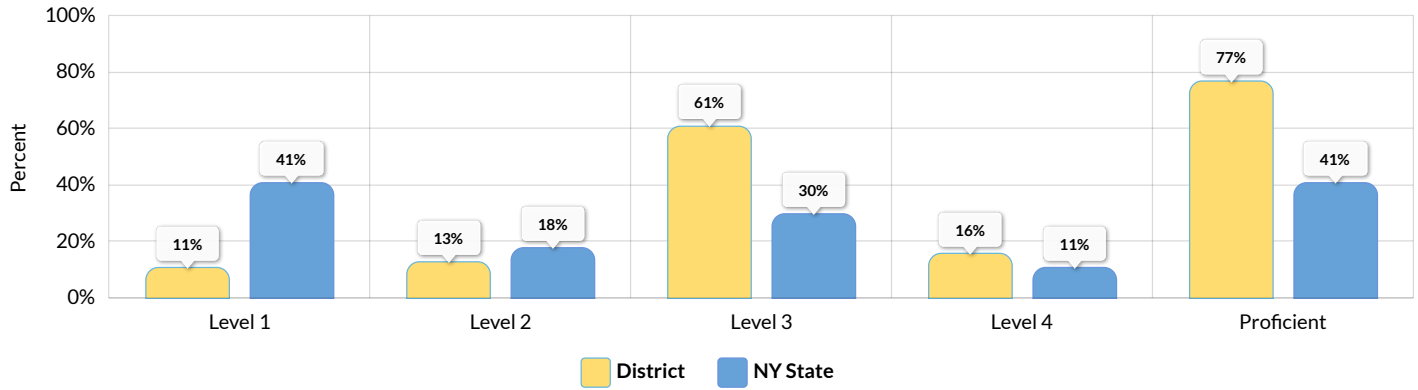


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Female	31	5	16%	26	84%	6	23%	10	38%	5	19%	5	19%	10	38%
Male	30	2	7%	28	93%	6	21%	12	43%	3	11%	7	25%	10	36%
General Education Students	48	6	13%	42	88%	5	12%	17	40%	8	19%	12	29%	20	48%
Students with Disabilities	13	1	8%	12	92%	7	58%	5	42%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	60	7	12%	53	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Economically Disadvantaged	32	4	13%	28	88%	8	29%	13	46%	3	11%	4	14%	7	25%
Not Economically Disadvantaged	29	3	10%	26	90%	4	15%	9	35%	5	19%	8	31%	13	50%
Non-English Language Learner	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Not in Foster Care	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Not Homeless	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Not Migrant	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%
Parent Not in Armed Forces	61	7	11%	54	89%	12	22%	22	41%	8	15%	12	22%	20	37%

GRADE 8 MATH RESULTS

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

Percent Scoring at Levels for All Students

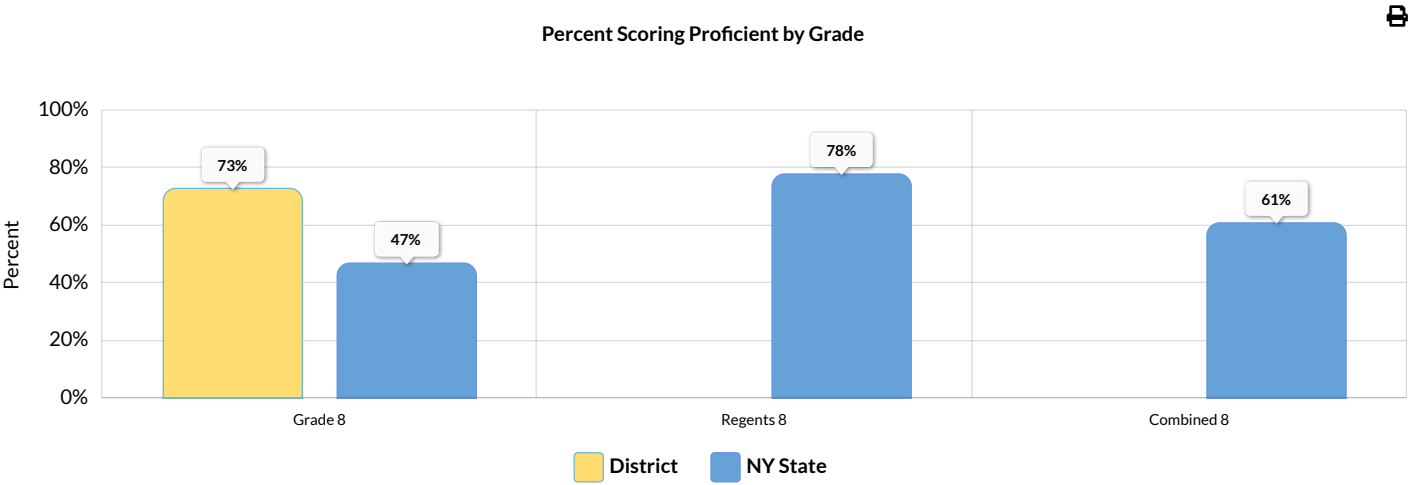


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%
Female	36	10	28%	26	72%	—	—	—	—	—	—	—	—	—	—
Male	44	8	18%	36	82%	6	17%	6	17%	20	56%	4	11%	24	67%
Non-Binary	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	38	10	26%	28	74%	1	4%	2	7%	19	68%	6	21%	25	89%
General Education Students	70	14	20%	56	80%	2	4%	6	11%	38	68%	10	18%	48	86%
Students with Disabilities	12	4	33%	8	67%	5	63%	2	25%	1	13%	0	0%	1	13%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	74	16	22%	58	78%	7	12%	7	12%	35	60%	9	16%	44	76%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	47	14	30%	33	70%	6	18%	6	18%	18	55%	3	9%	21	64%
Not Economically Disadvantaged	35	4	11%	31	89%	1	3%	2	6%	21	68%	7	23%	28	90%
Non-English Language Learner	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%
Not in Foster Care	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%
Not Homeless	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%
Not Migrant	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%
Parent Not in Armed Forces	82	18	22%	64	78%	7	11%	8	13%	39	61%	10	16%	49	77%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%
Regents 8	—	—	—	4	5%	—	—	—	—	—	—	—	—	—	—
Combined 8	82	5	6%	77	94%	—	—	—	—	—	—	—	—	—	—

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

GRADE 8 SCIENCE RESULTS



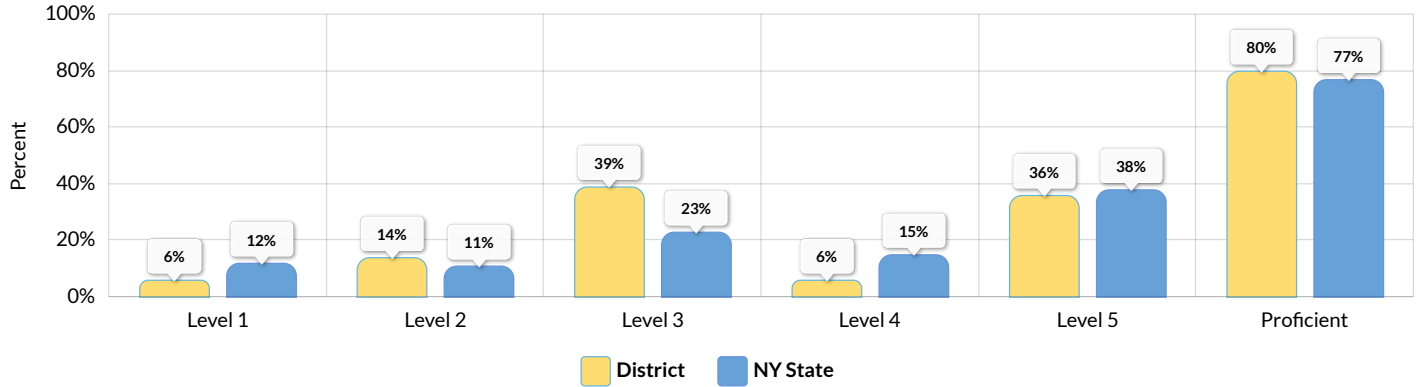
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%
Female	36	4	11%	32	89%	—	—	—	—	—	—	—	—	—	—
Male	44	5	11%	39	89%	6	15%	8	21%	20	51%	5	13%	25	64%
Non-Binary	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	38	4	11%	34	89%	0	0%	6	18%	21	62%	7	21%	28	82%
General Education Students	70	6	9%	64	91%	0	0%	12	19%	40	63%	12	19%	52	81%
Students with Disabilities	12	3	25%	9	75%	6	67%	2	22%	1	11%	0	0%	1	11%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	74	9	12%	65	88%	5	8%	13	20%	36	55%	11	17%	47	72%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	1	13%	5	63%	1	13%	6	75%
Economically Disadvantaged	47	6	13%	41	87%	6	15%	6	15%	24	59%	5	12%	29	71%
Not Economically Disadvantaged	35	3	9%	32	91%	0	0%	8	25%	17	53%	7	22%	24	75%
Non-English Language Learner	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%
Not in Foster Care	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%
Not Homeless	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%
Not Migrant	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%
Parent Not in Armed Forces	82	9	11%	73	89%	6	8%	14	19%	41	56%	12	16%	53	73%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)

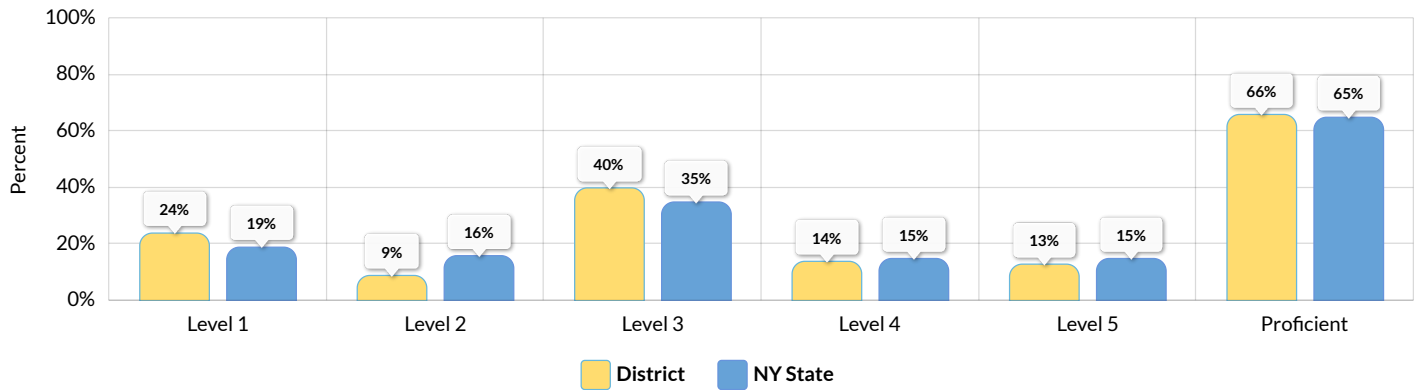
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%
Female	25	1	4%	1	4%	11	44%	2	8%	10	40%	23	92%
Male	45	3	7%	9	20%	16	36%	2	4%	15	33%	33	73%
General Education Students	59	2	3%	7	12%	22	37%	4	7%	24	41%	50	85%
Students with Disabilities	11	2	18%	3	27%	5	45%	0	0%	1	9%	6	55%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%
Economically Disadvantaged	35	4	11%	4	11%	17	49%	3	9%	7	20%	27	77%
Not Economically Disadvantaged	35	0	0%	6	17%	10	29%	1	3%	18	51%	29	83%
Non-English Language Learner	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%
Not in Foster Care	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%
Not Homeless	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%
Not Migrant	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%
Parent Not in Armed Forces	70	4	6%	10	14%	27	39%	4	6%	25	36%	56	80%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%
Female	47	11	23%	4	9%	19	40%	6	13%	7	15%	32	68%
Male	38	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	39	10	26%	4	10%	15	38%	6	15%	4	10%	25	64%
General Education Students	70	13	19%	6	9%	30	43%	10	14%	11	16%	51	73%
Students with Disabilities	16	8	50%	2	13%	4	25%	2	13%	0	0%	6	38%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	83	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%
Economically Disadvantaged	47	18	38%	4	9%	20	43%	3	6%	2	4%	25	53%
Not Economically Disadvantaged	39	3	8%	4	10%	14	36%	9	23%	9	23%	32	82%
Non-English Language Learner	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%
Not in Foster Care	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%
Not Homeless	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%
Not Migrant	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%
Parent Not in Armed Forces	86	21	24%	8	9%	34	40%	12	14%	11	13%	57	66%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	30	48%	7	11%	17	27%	4	6%	4	6%	25	40%
Female	29	15	52%	5	17%	6	21%	2	7%	1	3%	9	31%
Male	33	15	45%	2	6%	11	33%	2	6%	3	9%	16	48%
General Education Students	60	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	54	27	50%	6	11%	15	28%	3	6%	3	6%	21	39%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	3	38%	1	13%	2	25%	1	13%	1	13%	4	50%
Economically Disadvantaged	30	19	63%	3	10%	7	23%	0	0%	1	3%	8	27%
Not Economically Disadvantaged	32	11	34%	4	13%	10	31%	4	13%	3	9%	17	53%
Non-English Language Learner	62	30	48%	7	11%	17	27%	4	6%	4	6%	25	40%
Not in Foster Care	62	30	48%	7	11%	17	27%	4	6%	4	6%	25	40%
Not Homeless	62	30	48%	7	11%	17	27%	4	6%	4	6%	25	40%
Not Migrant	62	30	48%	7	11%	17	27%	4	6%	4	6%	25	40%
Parent Not in Armed Forces	62	30	48%	7	11%	17	27%	4	6%	4	6%	25	40%

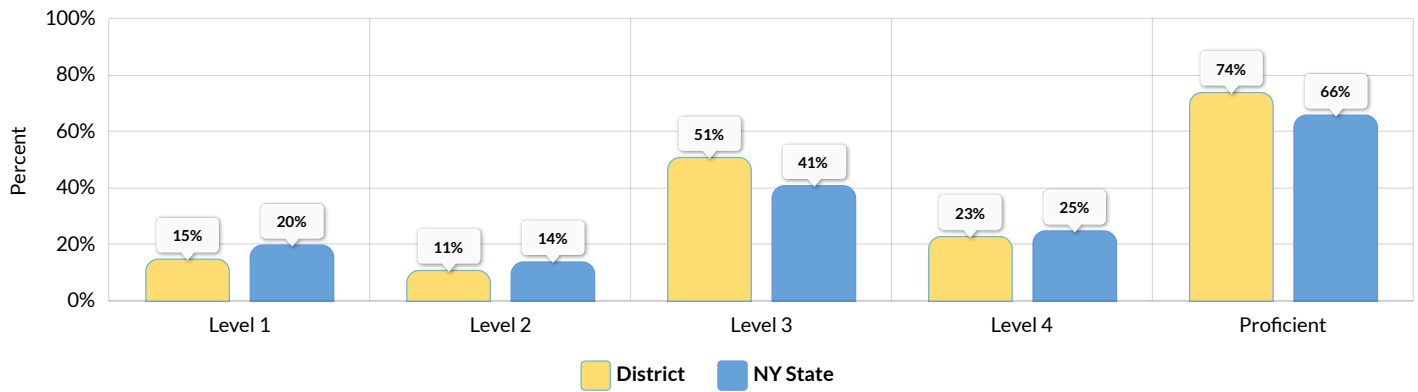
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Female	6	0	0%	2	33%	2	33%	2	33%	0	0%	4	67%
Male	12	3	25%	1	8%	5	42%	3	25%	0	0%	8	67%
General Education Students	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	17	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	14	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Not in Foster Care	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Not Homeless	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Not Migrant	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%
Parent Not in Armed Forces	18	3	17%	3	17%	7	39%	5	28%	0	0%	12	67%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

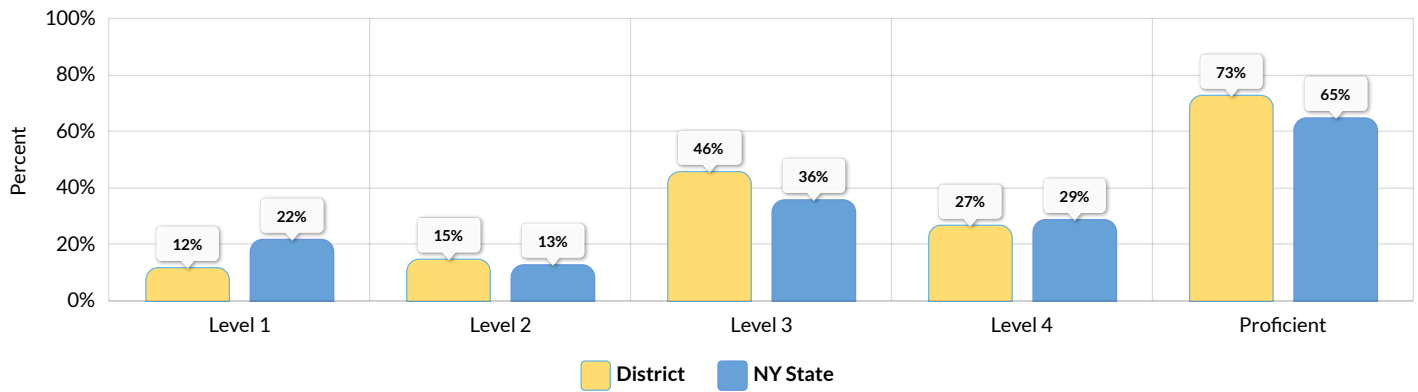
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	81	12	15%	9	11%	41	51%	19	23%	60	74%
Female	45	6	13%	6	13%	23	51%	10	22%	33	73%
Male	35	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	36	6	17%	3	8%	18	50%	9	25%	27	75%
General Education Students	69	4	6%	9	13%	38	55%	18	26%	56	81%
Students with Disabilities	12	8	67%	0	0%	3	25%	1	8%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	78	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	81	12	15%	9	11%	41	51%	19	23%	60	74%
Economically Disadvantaged	42	11	26%	9	21%	17	40%	5	12%	22	52%
Not Economically Disadvantaged	39	1	3%	0	0%	24	62%	14	36%	38	97%
Non-English Language Learner	81	12	15%	9	11%	41	51%	19	23%	60	74%
Not in Foster Care	81	12	15%	9	11%	41	51%	19	23%	60	74%
Not Homeless	81	12	15%	9	11%	41	51%	19	23%	60	74%
Not Migrant	81	12	15%	9	11%	41	51%	19	23%	60	74%
Parent Not in Armed Forces	81	12	15%	9	11%	41	51%	19	23%	60	74%

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

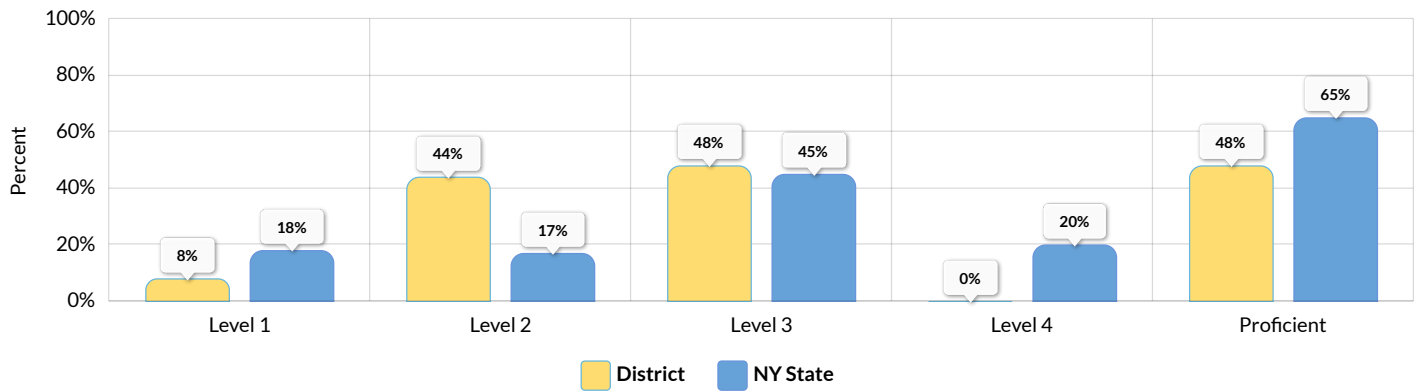
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	52	6	12%	8	15%	24	46%	14	27%	38	73%
Female	23	3	13%	3	13%	13	57%	4	17%	17	74%
Male	29	3	10%	5	17%	11	38%	10	34%	21	72%
General Education Students	48	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	46	4	9%	7	15%	22	48%	13	28%	35	76%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	2	33%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	25	4	16%	8	32%	9	36%	4	16%	13	52%
Not Economically Disadvantaged	27	2	7%	0	0%	15	56%	10	37%	25	93%
Non-English Language Learner	52	6	12%	8	15%	24	46%	14	27%	38	73%
Not in Foster Care	52	6	12%	8	15%	24	46%	14	27%	38	73%
Not Homeless	52	6	12%	8	15%	24	46%	14	27%	38	73%
Not Migrant	52	6	12%	8	15%	24	46%	14	27%	38	73%
Parent Not in Armed Forces	52	6	12%	8	15%	24	46%	14	27%	38	73%

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

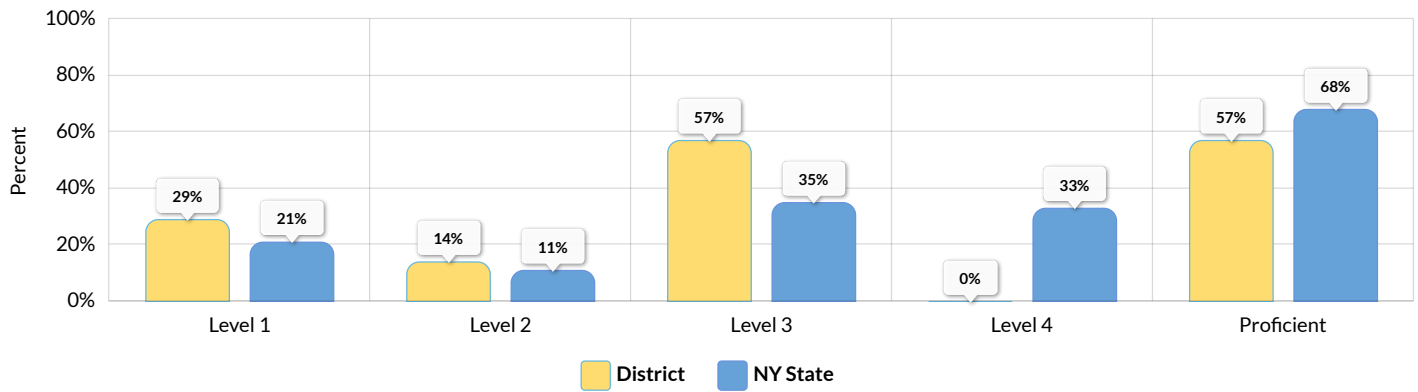
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	25	2	8%	11	44%	12	48%	0	0%	12	48%
Female	8	0	0%	4	50%	4	50%	0	0%	4	50%
Male	17	2	12%	7	41%	8	47%	0	0%	8	47%
General Education Students	25	2	8%	11	44%	12	48%	0	0%	12	48%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	22	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	25	2	8%	11	44%	12	48%	0	0%	12	48%
Economically Disadvantaged	8	2	25%	6	75%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	17	0	0%	5	29%	12	71%	0	0%	12	71%
Non-English Language Learner	25	2	8%	11	44%	12	48%	0	0%	12	48%
Not in Foster Care	25	2	8%	11	44%	12	48%	0	0%	12	48%
Not Homeless	25	2	8%	11	44%	12	48%	0	0%	12	48%
Not Migrant	25	2	8%	11	44%	12	48%	0	0%	12	48%
Parent Not in Armed Forces	25	2	8%	11	44%	12	48%	0	0%	12	48%

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

Percent Scoring at Levels for All Students

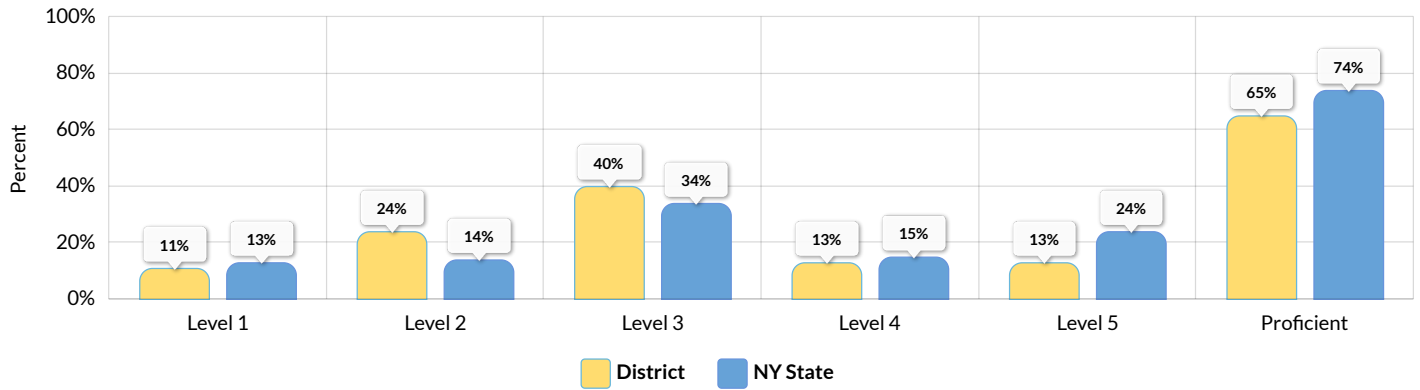


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	7	2	29%	1	14%	4	57%	0	0%	4	57%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	7	2	29%	1	14%	4	57%	0	0%	4	57%
General Education Students	7	2	29%	1	14%	4	57%	0	0%	4	57%
White	7	2	29%	1	14%	4	57%	0	0%	4	57%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	7	2	29%	1	14%	4	57%	0	0%	4	57%
Not in Foster Care	7	2	29%	1	14%	4	57%	0	0%	4	57%
Not Homeless	7	2	29%	1	14%	4	57%	0	0%	4	57%
Not Migrant	7	2	29%	1	14%	4	57%	0	0%	4	57%
Parent Not in Armed Forces	7	2	29%	1	14%	4	57%	0	0%	4	57%

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



Percent Scoring at Levels for All Students

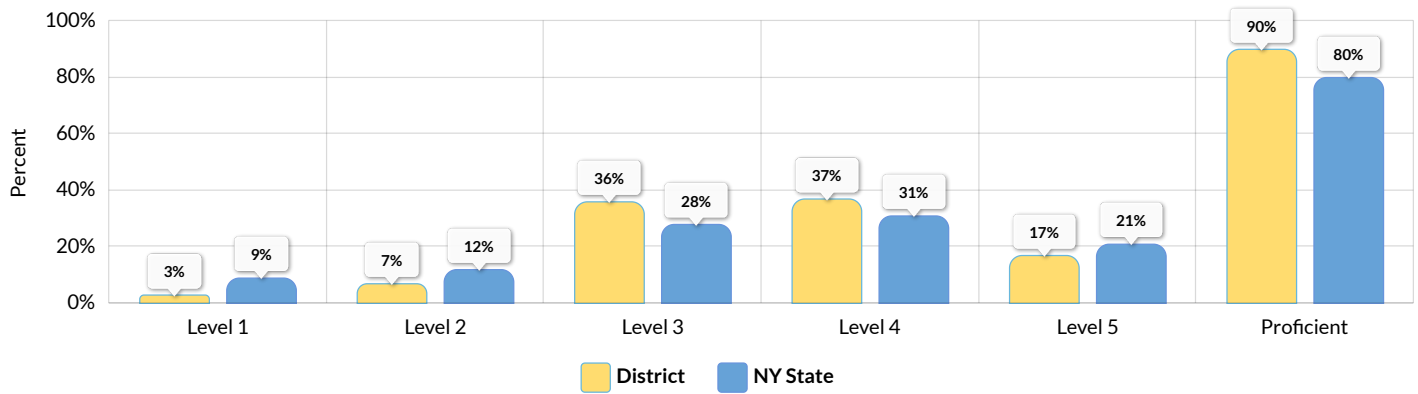


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%
Female	32	5	16%	7	22%	16	50%	3	9%	1	3%	20	63%
Male	40	3	8%	10	25%	13	33%	6	15%	8	20%	27	68%
General Education Students	62	6	10%	14	23%	24	39%	9	15%	9	15%	42	68%
Students with Disabilities	10	2	20%	3	30%	5	50%	0	0%	0	0%	5	50%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%
Economically Disadvantaged	34	6	18%	12	35%	13	38%	2	6%	1	3%	16	47%
Not Economically Disadvantaged	38	2	5%	5	13%	16	42%	7	18%	8	21%	31	82%
Non-English Language Learner	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%
Not in Foster Care	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%
Not Homeless	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%
Not Migrant	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%
Parent Not in Armed Forces	72	8	11%	17	24%	29	40%	9	13%	9	13%	47	65%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%
Female	21	1	5%	2	10%	10	48%	4	19%	4	19%	18	86%
Male	38	1	3%	2	5%	11	29%	18	47%	6	16%	35	92%
General Education Students	53	1	2%	3	6%	19	36%	20	38%	10	19%	49	92%
Students with Disabilities	6	1	17%	1	17%	2	33%	2	33%	0	0%	4	67%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	56	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%
Economically Disadvantaged	27	2	7%	4	15%	9	33%	11	41%	1	4%	21	78%
Not Economically Disadvantaged	32	0	0%	0	0%	12	38%	11	34%	9	28%	32	100%
Non-English Language Learner	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%
Not in Foster Care	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%
Not Homeless	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%
Not Migrant	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%
Parent Not in Armed Forces	59	2	3%	4	7%	21	36%	22	37%	10	17%	53	90%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations in June 2020 through January 2022 were canceled, with the exception of the June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science. The U.S. History & Government examination from June 2022 through January 2023 was also canceled.

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	10	18%	46	82%	2	4%	11	20%	16	29%	17	30%	33	59%
Female	23	4	17%	19	83%	0	0%	3	13%	8	35%	8	35%	16	70%
Male	33	6	18%	27	82%	2	6%	8	24%	8	24%	9	27%	17	52%
General Education Students	44	7	16%	37	84%	2	5%	5	11%	14	32%	16	36%	30	68%
Students with Disabilities	12	3	25%	9	75%	0	0%	6	50%	2	17%	1	8%	3	25%
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	55	10	—	45	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	10	18%	46	82%	2	4%	11	20%	16	29%	17	30%	33	59%
Economically Disadvantaged	31	7	23%	24	77%	2	6%	9	29%	7	23%	6	19%	13	42%
Not Economically Disadvantaged	25	3	12%	22	88%	0	0%	2	8%	9	36%	11	44%	20	80%
Non-English Language Learner	56	10	18%	46	82%	2	4%	11	20%	16	29%	17	30%	33	59%
Not in Foster Care	56	10	18%	46	82%	2	4%	11	20%	16	29%	17	30%	33	59%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	9	—	46	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	10	18%	46	82%	2	4%	11	20%	16	29%	17	30%	33	59%
Parent Not in Armed Forces	56	10	18%	46	82%	2	4%	11	20%	16	29%	17	30%	33	59%

2019 TOTAL COHORT EXEMPTIONS IN ELA

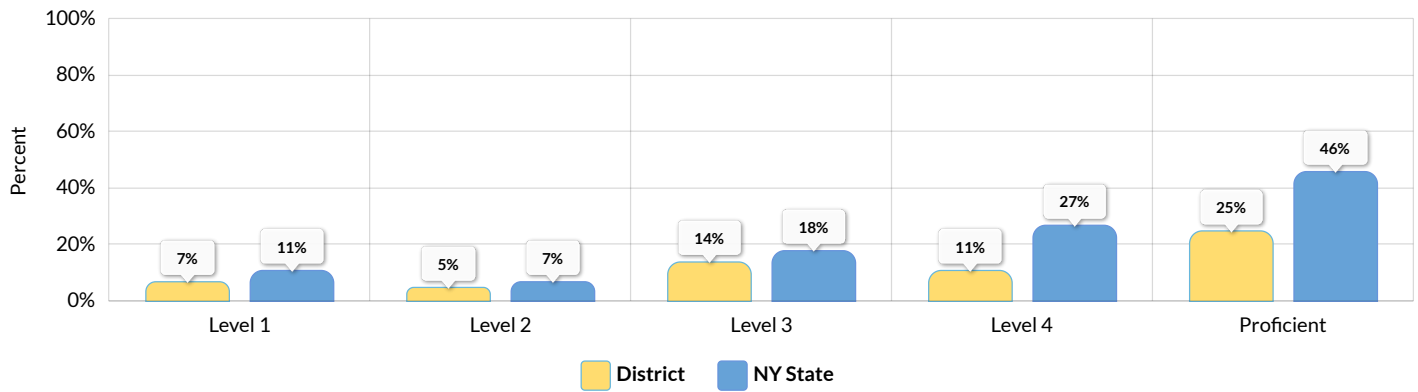
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

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

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

2019 TOTAL COHORT REGENTS IN MATH

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	35	63%	21	38%	4	7%	3	5%	8	14%	6	11%	14	25%
Female	23	15	65%	8	35%	1	4%	1	4%	3	13%	3	13%	6	26%
Male	33	20	61%	13	39%	3	9%	2	6%	5	15%	3	9%	8	24%
General Education Students	44	26	59%	18	41%	3	7%	3	7%	6	14%	6	14%	12	27%
Students with Disabilities	12	9	75%	3	25%	1	8%	0	0%	2	17%	0	0%	2	17%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	55	34	—	21	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	35	63%	21	38%	4	7%	3	5%	8	14%	6	11%	14	25%
Economically Disadvantaged	31	22	71%	9	29%	3	10%	2	6%	2	6%	2	6%	4	13%
Not Economically Disadvantaged	25	13	52%	12	48%	1	4%	1	4%	6	24%	4	16%	10	40%
Non-English Language Learner	56	35	63%	21	38%	4	7%	3	5%	8	14%	6	11%	14	25%
Not in Foster Care	56	35	63%	21	38%	4	7%	3	5%	8	14%	6	11%	14	25%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	34	—	21	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	35	63%	21	38%	4	7%	3	5%	8	14%	6	11%	14	25%
Parent Not in Armed Forces	56	35	63%	21	38%	4	7%	3	5%	8	14%	6	11%	14	25%

2019 TOTAL COHORT EXEMPTIONS IN MATH

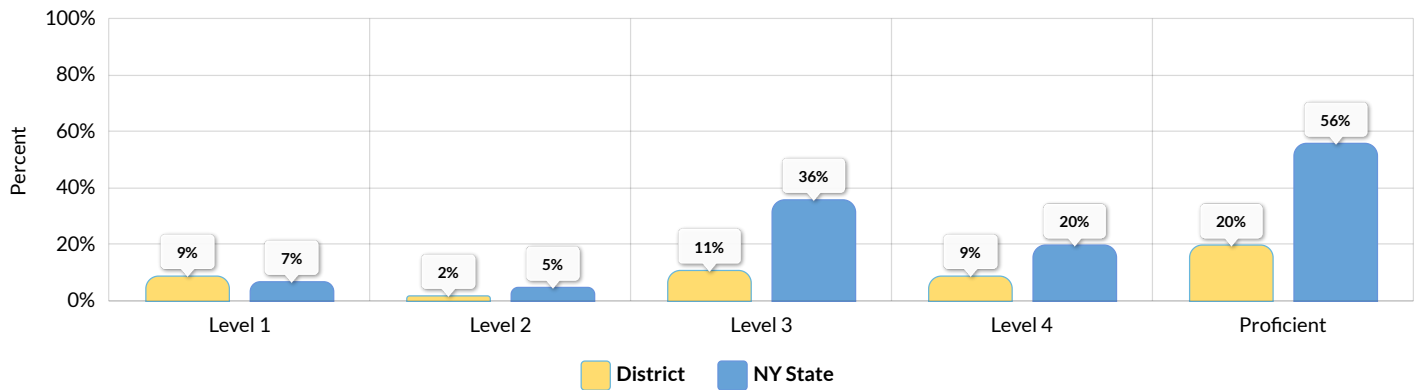
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	55	35	64	20	36
Female	23	15	65	8	35
Male	32	20	63	12	38
General Education Students	44	26	59	18	41
Students with Disabilities	11	9	82	2	18
Hispanic or Latino	1	1	100	0	0
White	54	34	63	20	37
Economically Disadvantaged	31	22	71	9	29
Not Economically Disadvantaged	24	13	54	11	46
Non-English Language Learner	55	35	64	20	36
Not in Foster Care	55	35	64	20	36
Homeless	1	1	100	0	0
Not Homeless	54	34	63	20	37
Not Migrant	55	35	64	20	36
Parent Not in Armed Forces	55	35	64	20	36

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

2019 TOTAL COHORT REGENTS IN SCIENCE

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	39	70%	17	30%	5	9%	1	2%	6	11%	5	9%	11	20%
Female	23	17	74%	6	26%	1	4%	0	0%	2	9%	3	13%	5	22%
Male	33	22	67%	11	33%	4	12%	1	3%	4	12%	2	6%	6	18%
General Education Students	44	28	64%	16	36%	5	11%	1	2%	6	14%	4	9%	10	23%
Students with Disabilities	12	11	92%	1	8%	0	0%	0	0%	0	0%	1	8%	1	8%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	55	38	—	17	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	39	70%	17	30%	5	9%	1	2%	6	11%	5	9%	11	20%
Economically Disadvantaged	31	22	71%	9	29%	5	16%	1	3%	2	6%	1	3%	3	10%
Not Economically Disadvantaged	25	17	68%	8	32%	0	0%	0	0%	4	16%	4	16%	8	32%
Non-English Language Learner	56	39	70%	17	30%	5	9%	1	2%	6	11%	5	9%	11	20%
Not in Foster Care	56	39	70%	17	30%	5	9%	1	2%	6	11%	5	9%	11	20%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	38	—	17	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	39	70%	17	30%	5	9%	1	2%	6	11%	5	9%	11	20%
Parent Not in Armed Forces	56	39	70%	17	30%	5	9%	1	2%	6	11%	5	9%	11	20%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

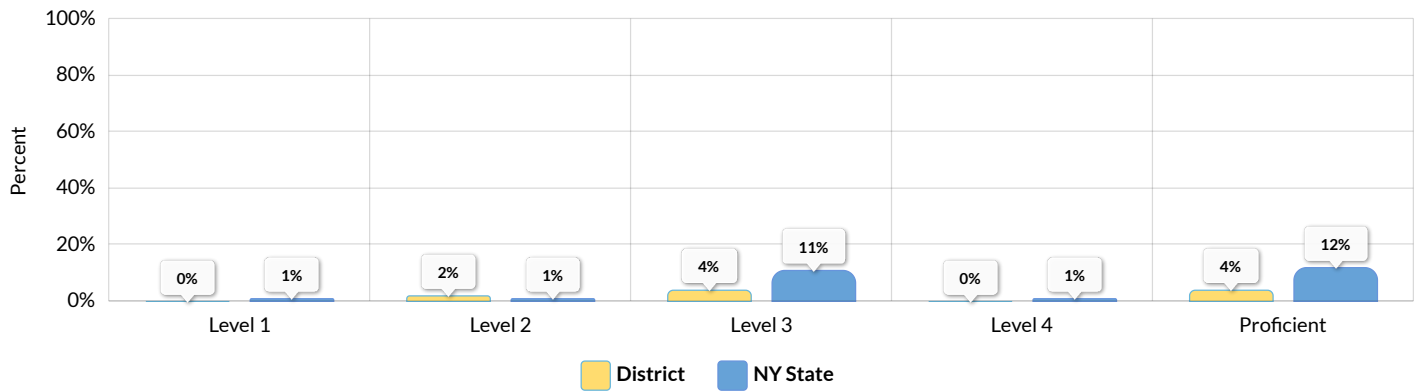
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	54	38	70	16	30
Female	23	17	74	6	26
Male	31	21	68	10	32
General Education Students	43	28	65	15	35
Students with Disabilities	11	10	91	1	9
Hispanic or Latino	1	1	100	0	0
White	53	37	70	16	30
Economically Disadvantaged	30	22	73	8	27
Not Economically Disadvantaged	24	16	67	8	33
Non-English Language Learner	54	38	70	16	30
Not in Foster Care	54	38	70	16	30
Homeless	1	1	100	0	0
Not Homeless	53	37	70	16	30
Not Migrant	54	38	70	16	30
Parent Not in Armed Forces	54	38	70	16	30

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	53	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Female	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	33	30	91%	3	9%	0	0%	1	3%	2	6%	0	0%	2	6%
General Education Students	44	42	95%	2	5%	0	0%	0	0%	2	5%	0	0%	2	5%
Students with Disabilities	12	11	92%	1	8%	0	0%	1	8%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	55	52	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	53	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Economically Disadvantaged	31	30	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	25	23	92%	2	8%	0	0%	1	4%	1	4%	0	0%	1	4%
Non-English Language Learner	56	53	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Not in Foster Care	56	53	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	52	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	53	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Parent Not in Armed Forces	56	53	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

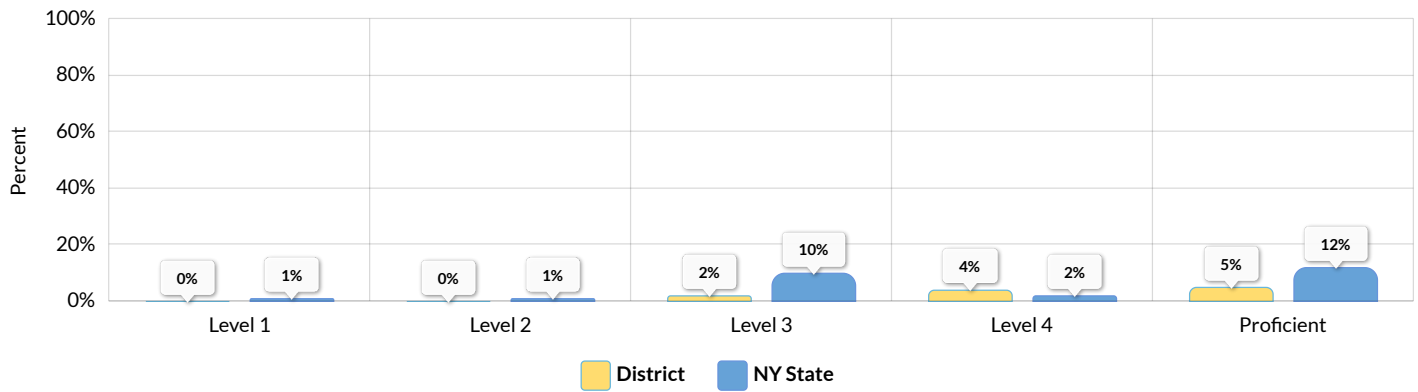
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	45	45	100	0	0
Female	21	21	100	0	0
Male	24	24	100	0	0
General Education Students	36	36	100	0	0
Students with Disabilities	9	9	100	0	0
Hispanic or Latino	1	1	100	0	0
White	44	44	100	0	0
Economically Disadvantaged	24	24	100	0	0
Not Economically Disadvantaged	21	21	100	0	0
Non-English Language Learner	45	45	100	0	0
Not in Foster Care	45	45	100	0	0
Not Homeless	45	45	100	0	0
Not Migrant	45	45	100	0	0
Parent Not in Armed Forces	45	45	100	0	0

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

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

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	53	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%
Female	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	33	30	91%	3	9%	0	0%	0	0%	1	3%	2	6%	3	9%
General Education Students	44	42	95%	2	5%	0	0%	0	0%	1	2%	1	2%	2	5%
Students with Disabilities	12	11	92%	1	8%	0	0%	0	0%	0	0%	1	8%	1	8%
Hispanic or Latino	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	55	52	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	56	53	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%
Economically Disadvantaged	31	29	94%	2	6%	0	0%	0	0%	1	3%	1	3%	2	6%
Not Economically Disadvantaged	25	24	96%	1	4%	0	0%	0	0%	0	0%	1	4%	1	4%
Non-English Language Learner	56	53	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%
Not in Foster Care	56	53	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	52	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	53	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%
Parent Not in Armed Forces	56	53	95%	3	5%	0	0%	0	0%	1	2%	2	4%	3	5%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	44	44	100	0	0
Female	21	21	100	0	0
Male	23	23	100	0	0
General Education Students	35	35	100	0	0
Students with Disabilities	9	9	100	0	0
Hispanic or Latino	1	1	100	0	0
White	43	43	100	0	0
Economically Disadvantaged	25	25	100	0	0
Not Economically Disadvantaged	19	19	100	0	0
Non-English Language Learner	44	44	100	0	0
Not in Foster Care	44	44	100	0	0
Not Homeless	44	44	100	0	0
Not Migrant	44	44	100	0	0
Parent Not in Armed Forces	44	44	100	0	0

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

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	91	14	15%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	87	4	5%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender, ethnicity, and other student subgroups or by 5- and 6-year graduation rates.

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROP
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	56	47	84%	11	20%	36	64%	0	0%	0	0%	0	0%	0	0%	9
Female	23	21	91%	6	26%	15	65%	0	0%	0	0%	0	0%	0	0%	2
Male	33	26	79%	5	15%	21	64%	0	0%	0	0%	0	0%	0	0%	7
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
General Education Students	44	37	84%	11	25%	26	59%	0	0%	0	0%	0	0%	0	0%	7
Students with Disabilities	12	10	83%	0	0%	10	83%	0	0%	0	0%	0	0%	0	0%	2
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	55	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Economically Disadvantaged	31	25	81%	3	10%	22	71%	0	0%	0	0%	0	0%	0	0%	6
Not Economically Disadvantaged	25	22	88%	8	32%	14	56%	0	0%	0	0%	0	0%	0	0%	3
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Non-English Language Learner	56	47	84%	11	20%	36	64%	0	0%	0	0%	0	0%	0	0%	9
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not in Foster Care	56	47	84%	11	20%	36	64%	0	0%	0	0%	0	0%	0	0%	9
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Migrant	56	47	84%	11	20%	36	64%	0	0%	0	0%	0	0%	0	0%	9
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Not in Armed Forces	56	47	84%	11	20%	36	64%	0	0%	0	0%	0	0%	0	0%	9



TO: School Business Administrators

FROM: Graham Weeks, Wayne County RPTS

SUBJECT: RPTL §495 – Exemption Impact Reports

DATE: March 7, 2024

Attached is the S495 Exemption Impact Report for your school district, based on the 2023 Final Assessment Roll. These are tentative numbers. When 2024 Final Roll is complete you should contact the assessor to get the current taxable. Exemption Impact information for the PILOTs in your school district are provided by Economic Development and will be mailed separately. If there are questions with the S495 report, please feel free to contact Real Property at 946-5916. If there are questions regarding the PILOT exemption impact numbers, please contact Brian Pincelli in Economic Development at 946-5931.

If you have any questions, please don't hesitate to contact me.

NYS - Real Property System
County of Wayne

Assessor's Report - 2024 - Current Year File
S495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 3/6/2024 15:02:41
Total Assessed Value 169,992,628

Equalized Total Assessed Value 184,032,808

School District - 544803 Red Creek Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	12	5,925,936	3.22
13100	CO - GENERALLY	RPTL 406(1)	1	350,213	0.19
13510	TOWN - CEMETERY LAND	RPTL 446	1	11,170	0.01
13650	VG - GENERALLY	RPTL 406(1)	18	559,673	0.30
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	326	0.00
13800	SCHOOL DISTRICT	RPTL 408	7	18,054,240	9.81
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	3	1,077,174	0.59
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	2,391,304	1.30
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	184,348	0.10
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	554,131	0.30
25120	NONPROF CORP - EDUC(L(CONST PRC	RPTL 420-a	2	975,095	0.53
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	43,478	0.02
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	19,674	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	209,955	0.11
41700	AGRICULTURAL BUILDING	RPTL 483	4	139,574	0.08
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	48	5,435,533	2.95
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	25,986	0.01
41834	ENHANCED STAR	RPTL 425	32	2,605,698	1.42
41854	BASIC STAR 1999-2000	RPTL 425	219	7,285,921	3.96
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	95,499	0.05
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	42,553	0.02
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	2	0.00

NYS - Real Property System
County of Wayne

Assessor's Report - 2024 - Current Year File
S495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 3/6/2024 15:02:41
Total Assessed Value 169,992,628

Equalized Total Assessed Value 184,032,808

School District - 544803 Red Creek Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	3,478	0.00
Total Exemptions Exclusive of System Exemptions:			374	45,987,483	24.99
Total System Exemptions:			1	3,478	0.00
Totals:			375	45,990,961	24.99

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

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

Equalized Total Assessed Value 441,279

School District - 544803 Red Creek

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	54,600	12.37
41834	ENHANCED STAR	RPTL 425	1	95,650	21.68
Total Exemptions Exclusive of System Exemptions:			2	150,250	34.05
Total System Exemptions:			0	0	0.00
Totals:			2	150,250	34.05

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: _____

School District - 544803 Red Creek

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	16,183,752	8.35
13100	CO - GENERALLY	RPTL 406(1)	3	62,657	0.03
13650	VG - GENERALLY	RPTL 406(1)	10	3,271,720	1.69
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	1,625,470	0.84
26100	VETERANS ORGANIZATION	RPTL 452	1	195,625	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	1,414,376	0.73
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	1,986,094	1.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	44	0.00
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	146,961	0.08
41834	ENHANCED STAR	RPTL 425	73	7,241,461	3.74
41854	BASIC STAR 1999-2000	RPTL 425	86	3,265,334	1.69
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	7,195	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	7	69,066	0.04
Total Exemptions Exclusive of System Exemptions:			203	35,469,755	18.30
Total System Exemptions:			0	0	0.00
Totals:			203	35,469,755	18.30

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

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

Equalized Total Assessed Value 143,268,791

School District - 544803 Red Creek

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	13,606,720	9.50
13100	CO - GENERALLY	RPTL 406(1)	4	434,220	0.30
13500	TOWN - GENERALLY	RPTL 406(1)	6	2,757,500	1.92
14100	USA - GENERALLY	RPTL 400(1)	1	204,375	0.14
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	508,281	0.35
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	225,000	0.16
41700	AGRICULTURAL BUILDING	RPTL 483	3	55,000	0.04
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	47	1,783,251	1.24
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	22,310	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	98,669	0.07
41804	PERSONS AGE 65 OR OVER	RPTL 467	7	229,329	0.16
41834	ENHANCED STAR	RPTL 425	115	11,039,881	7.71
41844	En STAR (land belongs to other	RPTL 425	2	115,000	0.08
41854	BASIC STAR 1999-2000	RPTL 425	159	6,023,476	4.20
41864	Basic STAR (land belongs to ot	RPTL 425	1	23,438	0.02
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	15,156	0.01
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	8	62,504	0.04
Total Exemptions Exclusive of System Exemptions:			372	37,204,110	25.97
Total System Exemptions:			0	0	0.00
Totals:			372	37,204,110	25.97

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

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

Equalized Total Assessed Value 87,720,779

School District - 544803 Red Creek

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	10	431,601	0.49
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	953,466	1.09
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	197,600	0.23
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	24,801	0.03
41700	AGRICULTURAL BUILDING	RPTL 483	4	285,333	0.33
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	79	8,603,172	9.81
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	71,533	0.08
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	114,133	0.13
41834	ENHANCED STAR	RPTL 425	82	7,667,911	8.74
41854	BASIC STAR 1999-2000	RPTL 425	151	5,554,800	6.33
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	45,733	0.05
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	5	28,668	0.03
Total Exemptions Exclusive of System Exemptions:			344	23,978,751	27.34
Total System Exemptions:			0	0	0.00
Totals:			344	23,978,751	27.34

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

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

Equalized Total Assessed Value 425,210,196

School District - 544803 Red Creek

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	12	29,790,472	7.01
13100	CO - GENERALLY	RPTL 406(1)	7	496,877	0.12
13500	TOWN - GENERALLY	RPTL 406(1)	16	3,189,101	0.75
13650	VG - GENERALLY	RPTL 406(1)	10	3,271,720	0.77
14100	USA - GENERALLY	RPTL 400(1)	1	204,375	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	3,087,217	0.73
26100	VETERANS ORGANIZATION	RPTL 452	1	195,625	0.05
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	1,611,976	0.38
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	249,801	0.06
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	1,986,094	0.47
41700	AGRICULTURAL BUILDING	RPTL 483	7	340,333	0.08
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	128	10,441,067	2.46
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	22,310	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	170,202	0.04
41804	PERSONS AGE 65 OR OVER	RPTL 467	13	490,423	0.12
41834	ENHANCED STAR	RPTL 425	271	26,044,903	6.13
41844	En STAR (land belongs to other	RPTL 425	2	115,000	0.03
41854	BASIC STAR 1999-2000	RPTL 425	396	14,843,610	3.49
41864	Basic STAR (land belongs to ot	RPTL 425	1	23,438	0.01
42120	TEMPORARY GREENHOUSES	RPTL 483-c	2	60,889	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	7,195	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	20	160,238	0.04
Total Exemptions Exclusive of System Exemptions:			921	96,802,866	22.77
Total System Exemptions:			0	0	0.00
Totals:			921	96,802,866	22.77

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: _____

Maximum 2024–2025 STAR exemption savings by school district: Wayne County

Wayne County

School district name	Municipal name	Class*	Basic	Enhanced
Clyde-Savannah	Town of Butler	-	\$497	\$1,297
Clyde-Savannah	Town of Galen	-	\$529	\$1,320
Clyde-Savannah	Town of Junius	-	\$554	\$1,404
Clyde-Savannah	Town of Lyons	-	\$532	\$1,300
Clyde-Savannah	Town of Rose	-	\$525	\$1,297
Clyde-Savannah	Town of Savannah	-	\$540	\$1,326
Clyde-Savannah	Town of Tyre	-	\$569	\$1,382
Gananda	Town of Macedon	-	\$762	\$1,928
Gananda	Town of Walworth	-	\$821	\$1,992
Lyons	Town of Arcadia	-	\$454	\$1,224
Lyons	Town of Galen	-	\$473	\$1,169
Lyons	Town of Junius	-	\$501	\$1,255
Lyons	Town of Lyons	-	\$476	\$1,251
Lyons	Town of Phelps	-	\$505	\$1,350
Lyons	Town of Rose	-	\$470	\$1,169
Lyons	Town of Sodus	-	\$482	\$1,220
Marion	Town of Arcadia	-	\$571	\$1,511
Marion	Town of Marion	-	\$570	\$1,469
Marion	Town of Ontario	-	\$581	\$1,425
Marion	Town of Palmyra	-	\$551	\$1,442

Marion	Town of Sodus	-	\$607	\$1,510
Marion	Town of Walworth	-	\$571	\$1,425
Marion	Town of Williamson	-	\$572	\$1,496
Newark	Town of Arcadia	-	\$479	\$1,292
Newark	Town of Lyons	-	\$503	\$1,333
Newark	Town of Manchester	-	\$513	\$1,358
Newark	Town of Marion	-	\$479	\$1,234
Newark	Town of Palmyra	-	\$463	\$1,211
Newark	Town of Phelps	-	\$526	\$1,416
Newark	Town of Sodus	-	\$509	\$1,336
North Rose-Wolcott	Town of Butler	-	\$374	\$971
North Rose-Wolcott	Town of Huron	-	\$389	\$982
North Rose-Wolcott	Town of Lyons	-	\$400	\$971
North Rose-Wolcott	Town of Rose	-	\$394	\$1,002
North Rose-Wolcott	Town of Savannah	-	\$404	\$971
North Rose-Wolcott	Town of Sodus	-	\$405	\$982
North Rose-Wolcott	Town of Wolcott	-	\$395	\$971
Palmyra-Macedon	Town of Farmington	-	\$698	\$1,719
Palmyra-Macedon	Town of Macedon	-	\$624	\$1,557
Palmyra-Macedon	Town of Manchester	-	\$680	\$1,634
Palmyra-Macedon	Town of Palmyra	-	\$629	\$1,646
Palmyra-Macedon	Town of Walworth	-	\$664	\$1,657
Red Creek	Town of Butler	-	\$279	\$758
Red Creek	Town of Conquest	-	\$351	\$944
Red Creek	Town of Sterling	-	\$378	\$926

Red Creek	Town of Victory	-	\$366	\$901
Red Creek	Town of Wolcott	-	\$295	\$774
Sodus	Town of Arcadia	-	\$475	\$1,280
Sodus	Town of Sodus	-	\$504	\$1,354
Wayne	Town of Macedon	-	\$525	\$1,348
Wayne	Town of Ontario	-	\$552	\$1,377
Wayne	Town of Penfield	-	\$472	\$1,224
Wayne	Town of Walworth	-	\$565	\$1,377
Wayne	Town of Webster	-	\$491	\$1,230
Wayne	Town of Williamson	-	\$536	\$1,377
Williamson	Town of Marion	-	\$623	\$1,591
Williamson	Town of Ontario	-	\$643	\$1,591
Williamson	Town of Sodus	-	\$663	\$1,591
Williamson	Town of Williamson	-	\$625	\$1,591

* Class refers only to school districts that exercise the homestead/non-homestead tax option, or that are based within special assessing units (Nassau County or NYC).