



2024-2025  
Proposed Budget

Canandaigua City School District  
Board of Education

Mr. Jamie M. Farr  
Superintendent of Schools



# 3-Part Budget

	2023-24 Budget	2024-25 Budget	Increase/(Decrease)
Administration	\$6,870,999	\$7,083,750	\$212,751
Program	\$67,202,402	\$69,308,106	\$2,105,704
Capital	\$14,222,696	\$14,755,650	\$532,954
Total	\$88,296,097	\$91,147,506	\$2,851,409
	% of Total Budget	% of Total Budget	Increase/(Decrease)
Administration	7.78%	7.77%	(0.01)%
Program	76.11%	76.04%	(0.07)%
Capital	16.11%	16.19%	0.08%

**Canandaigua City School District**  
**3-Part Budget**

State Function	Description	2023-24 Budget	2024-25 Proposed Budget	Increase/ (Decrease)	% Change
<b>Administration</b>					
1010	Board Of Education	\$ 25,550	\$ 25,750	\$ 200	0.78%
1040	District Clerk	\$ 29,539	\$ 30,925	\$ 1,386	4.69%
1060	District Meeting	\$ 8,500	\$ 8,500	\$ -	0.00%
1240	Chief School Administrator	\$ 311,851	\$ 320,050	\$ 8,199	2.63%
1310	Business Administration	\$ 659,669	\$ 692,755	\$ 33,086	5.02%
1320	Auditing	\$ 72,500	\$ 77,750	\$ 5,250	7.24%
1325	Treasurer	\$ 74,475	\$ 75,750	\$ 1,275	1.71%
1330	Tax Collector	\$ 41,950	\$ 45,450	\$ 3,500	8.34%
1345	Purchasing	\$ 7,425	\$ 7,575	\$ 150	2.02%
1380	Fiscal Agent Fee	\$ 12,000	\$ 12,000	\$ -	0.00%
1420	Legal	\$ 34,600	\$ 34,600	\$ -	0.00%
1430	Personnel	\$ 294,725	\$ 298,956	\$ 4,231	1.44%
1480	Public Information and Services	\$ 29,350	\$ 32,350	\$ 3,000	10.22%
1622	Security	\$ 199,288	\$ 203,813	\$ 4,525	100.00%
1680	Central Data Processing	\$ 25,695	\$ 25,370	\$ (325)	-1.26%
1910	Insurance	\$ 180,000	\$ 200,000	\$ 20,000	11.11%
1920	School Association Dues	\$ 22,800	\$ 22,800	\$ -	0.00%
1981	BOCES Administrative Costs	\$ 630,712	\$ 637,926	\$ 7,214	1.14%
1989	Contractual	\$ -	\$ -	\$ -	0.00%
2010	Curriculum Devel and Supervision	\$ 272,634	\$ 291,614	\$ 18,980	6.96%
2020	Supervision-Regular School	\$ 2,204,686	\$ 2,351,916	\$ 147,230	6.68%
9000	Employee Benefits	\$ 1,733,050	\$ 1,687,900	\$ (45,150)	-2.61%
<b>Total Administration</b>		<b>\$ 6,870,999</b>	<b>\$ 7,083,750</b>	<b>\$ 212,751</b>	<b>3.10%</b>
<b>Program</b>					
1420	Legal	\$ 112,400	\$ 113,400	\$ 1,000	0.89%
2070	Inservice Training-Instruction	\$ 295,980	\$ 263,550	\$ (32,430)	-10.96%
2110	Teaching-Regular School	\$ 22,342,917	\$ 22,271,572	\$ (71,345)	-0.32%
2250	Prog For Sdnts w/Disabil-Med Elgble	\$ 12,155,918	\$ 13,357,008	\$ 1,201,090	9.88%
2280	Occupational Education	\$ 1,179,486	\$ 1,379,322	\$ 199,836	16.94%
2330	Teaching-Special Schools	\$ 333,379	\$ 349,300	\$ 15,921	4.78%
2610	School Library & AV	\$ 577,040	\$ 609,920	\$ 32,880	5.70%
2630	Computer Assisted Instruction	\$ 3,374,815	\$ 3,447,398	\$ 72,583	2.15%
2805	Attendance-Regular School	\$ 428,126	\$ 444,404	\$ 16,278	3.80%
2810	Guidance-Regular School	\$ 989,449	\$ 1,018,235	\$ 28,786	2.91%
2815	Health Srvc-Reg School	\$ 520,044	\$ 574,454	\$ 54,410	10.46%
2820	Psychological Srvc-Reg Schl	\$ 596,088	\$ 615,179	\$ 19,091	3.20%
2825	Social Work Srvc-Reg School	\$ -	\$ -	\$ -	0.00%
2850	Co-Curricular Activ-Reg Schl	\$ 164,550	\$ 177,850	\$ 13,300	8.08%
2855	Interscholastic Athletics-Reg Schl	\$ 1,180,578	\$ 1,180,300	\$ (278)	-0.02%
5510	District Transport Srvc-Med Elgble	\$ 3,098,002	\$ 3,187,742	\$ 89,740	2.90%
5530	Garage/Building	\$ 343,075	\$ 347,712	\$ 4,637	1.35%
8060	Civic Activities	\$ 3,000	\$ 3,000	\$ -	0.00%
8070	Census	\$ -	\$ -	\$ -	0.00%
9000	Employee Benefits	\$ 19,302,555	\$ 19,787,760	\$ 485,205	2.51%
9901	Transfer to Cafeteria Fund	\$ 25,000	\$ -	\$ (25,000)	-100.00%
9901	Transfer to Special Aid Fund	\$ 180,000	\$ 180,000	\$ -	0.00%
<b>Total Program</b>		<b>\$ 67,202,402</b>	<b>\$ 69,308,106</b>	<b>\$ 2,105,704</b>	<b>3.13%</b>
<b>Capital</b>					
1620	Operation of Plant	\$ 3,011,522	\$ 3,038,668	\$ 27,146	0.90%
1621	Maintenance of Plant	\$ 2,019,900	\$ 1,960,907	\$ (58,993)	-2.92%
1964	Refund on Real Property Taxes	\$ 100,000	\$ 100,000	\$ -	0.00%
1981	BOCES Administrative Costs	\$ -	\$ -	\$ -	0.00%
9000	Employee Benefits	\$ 1,717,960	\$ 1,817,440	\$ 99,480	5.79%
9711	Serial Bonds-School Construction	\$ 6,278,314	\$ 7,738,635	\$ 1,460,321	23.26%
9712	Serial Bonds-Bus Purchases	\$ -	\$ -	\$ -	0.00%
9731	BAN - School Construction	\$ 995,000	\$ -	\$ (995,000)	0.00%
9760	Tax Anticipation Notes	\$ -	\$ -	\$ -	0.00%
9785	Install Purch Debt-State Aided Hardware	\$ -	\$ -	\$ -	0.00%
9950	Transfer to Capital Fund	\$ 100,000	\$ 100,000	\$ -	0.00%
<b>Total Capital</b>		<b>\$ 14,222,696</b>	<b>\$ 14,755,650</b>	<b>\$ 532,954</b>	<b>3.75%</b>
<b>Total Budget</b>		<b>\$ 88,296,097</b>	<b>\$ 91,147,506</b>	<b>\$ 2,851,409</b>	<b>3.23%</b>



## 2024-25 Proposed Budget

Program Name	Program	Object	Description	2024-25 Budget
Board of Education	1010	160	Non-Instructional Salary	-
	1010	400	Contractual & Other	10,750
	1010	450	Materials & Supplies	3,000
	1010	490	Materials & Supplies	12,000
District Clerk	1040	160	Non-Instructional Salary	27,575
	1040	400	Contractual & Other	2,600
	1040	450	Materials & Supplies	750
District Meeting	1060	400	Contractual & Other	8,500
Chief School Administrator	1240	150	Instructional Salary	223,125
	1240	160	Non-Instructional Salary	82,725
	1240	200	Equipment	-
	1240	400	Contractual & Other	13,200
	1240	450	Materials & Supplies	1,000
Business Administration	1310	150	Instructional Salary	163,500
	1310	160	Non-Instructional Salary	304,095
	1310	200	Equipment	2,000
	1310	400	Contractual & Other	76,075
	1310	450	Materials & Supplies	6,000
	1310	490	BOCES	141,085
Auditing	1320	160	Non-Instructional Salary	30,250
	1320	400	Contractual & Other	47,500
Treasurer	1325	160	Non-Instructional Salary	75,750
Tax Collector	1330	160	Non-Instructional Salary	-
	1330	400	Contractual & Other	45,000
	1330	450	Materials & Supplies	450
Purchasing	1345	490	BOCES	7,575
Fiscal Agent Fees	1380	400	Contractual & Other	12,000
Legal	1420	400	Contractual & Other	120,000
	1420	490	BOCES	28,000
Personnel	1430	150	Instructional Salary	164,588
	1430	160	Non-Instructional Salary	95,168
	1430	200	Equipment	5,000
	1430	400	Contractual & Other	27,200
	1430	450	Materials & Supplies	1,000
	1430	490	BOCES	6,000
Public Information	1480	150	Instructional Salary	-
	1480	400	Contractual & Other	32,350
Operation of Plant	1620	160	Non-Instructional Salary	1,751,393
	1620	200	Equipment	28,000
	1620	400	Contractual & Other	1,042,525
	1620	450	Materials & Supplies	190,750
	1620	490	BOCES	26,000
Maintenance of Plan	1621	160	Non-Instructional Salary	929,407
	1621	200	Equipment	257,000
	1621	400	Contractual & Other	529,000
	1621	450	Materials & Supplies	245,500
Security of Plant	1622	160	Non-Instructional Salary	167,263
	1622	200	Equipment	10,000
	1622	400	Contractual & Other	25,550
	1622	450	Materials & Supplies	1,000
Central Data Processing	1680	200	Equipment	18,080
	1680	400	Contractual & Other	5,150
	1680	450	Materials & Supplies	2,140
Special Items	1910	400	Insurance	200,000
	1920	400	Association Dues	22,800
	1930	400	Judgement and Claims	-
	1964	400	Refund Prior Years Taxes	100,000
	1981	490	Boces - Admin Special Items	637,926

## 2024-25 Proposed Budget

	1989	400	Unclassified Contractual	-
Curriculum & Development Supervision	2010	150	Instructional Salary	58,464
	2010	400	Contractual & Other	15,000
	2010	450	Materials & Supplies	-
	2015	150	Instructional Salary	167,500
	2015	160	Non-Instructional Salary	50,650
Supervision Regular School	2020	150	Instructional Salary	1,763,708
	2020	160	Non-Instructional Salary	472,117
	2020	200	Equipment	26,000
	2020	400	Contractual & Other	37,205
	2020	450	Materials & Supplies	52,886
	2020	490	BOCES	-
Inservice Training - Instruction	2070	150	Instructional Salary	61,736
	2070	400	Contractual & Other	31,888
	2070	450	Materials & Supplies	4,696
	2070	490	BOCES	165,230
Instruction - Teaching	2110	150	Instructional Salary	18,830,350
	2110	160	Non-Instructional Salary	1,309,858
	2110	200	Equipment	84,218
	2110	400	Contractual & Other	226,128
	2110	450	Materials & Supplies	484,191
	2110	470	Tuition	20,000
	2110	480	Textbooks	205,712
	2110	490	BOCES	245,000
Instruction - Teaching Music	2111	200	Equipment	28,273
	2111	400	Contractual & Other	38,728
	2111	450	Materials & Supplies	33,189
Instruction - Teaching Gifted & Talented	2120	150	Instructional Salary	247,844
	2120	400	Contractual & Other	1,674
	2120	450	Materials & Supplies	2,048
Program for Students w/ Disabilities	2250	150	Instructional Salary	4,501,017
	2250	160	Non-Instructional Salary	1,785,188
	2250	200	Equipment	3,609
	2250	400	Contractual & Other	100,280
	2250	450	Materials & Supplies	48,553
	2250	470	Tuition	1,601,257
	2250	490	BOCES	4,812,767
Program for English Language Learners	2259	150	Instructional Salary	324,859
	2259	400	Contractual & Other	7,500
Program for Students w/ Disabilities - Supervision	2260	150	Instructional Salary	417,141
	2260	160	Non-Instructional Salary	48,261
	2260	200	Equipment	9,785
	2260	400	Contractual & Other	13,400
	2260	450	Materials & Supplies	15,750
Occupational Education	2280	490	BOCES	1,379,322
Teaching - Special Schools	2330	150	Instructional Salary	119,300
	2330	490	BOCES	230,000
School Library & Audiovisual	2610	150	Instructional Salary	297,931
	2610	160	Non-Instructional Salary	94,543
	2610	200	Equipment	24,138
	2610	450	Materials & Supplies	14,438
	2610	460	Library Books	53,870
	2610	490	BOCES	125,000
Computer Assisted Instruction	2630	160	Non-Instructional Salary	859,560
	2630	200	Equipment & Hardware	151,600
	2630	400	Contractual & Other	14,250
	2630	450	Materials & Supplies	61,100
	2630	460	Software	69,035

## 2024-25 Proposed Budget

	2630	490 BOCES	2,291,853
Family Facilitation	2805	150 Instructional Salary	444,404
Guidance	2810	150 Instructional Salary	920,698
	2810	160 Non-Instructional Salary	81,868
	2810	400 Contractual & Other	8,100
	2810	450 Materials & Supplies	7,569
Health Services	2815	150 Instructional Salary	510,900
	2815	200 Equipment	-
	2815	400 Contractual & Other	53,602
	2815	450 Materials & Supplies	9,952
Diagnostic Screening	2816	150 Instructional Salary	-
Psychological Services	2820	150 Instructional Salary	592,546
	2820	400 Contractual & Other	8,680
	2820	450 Materials & Supplies	13,953
Co-Curricular Activities	2850	150 Instructional Salary	174,550
	2850	450 Materials & Supplies	3,300
Interscholastic Athletics	2855	150 Instructional Salary	663,787
	2855	160 Non-Instructional Salary	102,493
	2855	200 Equipment	51,793
	2855	400 Contractual & Other	259,680
	2855	450 Materials & Supplies	102,547
Transportation Services	5510	160 Non-Instructional Salary	2,372,742
	5510	200 Equipment	6,000
	5510	400 Contractual & Other	193,100
	5510	450 Materials & Supplies	615,150
Transportation Services	5511	400 Contractual & Other	750
	5511	450 Materials & Supplies	-
Garage Building	5530	160 Non-Instructional Salary	206,512
	5530	200 Equipment	-
	5530	400 Contractual & Other	99,200
Transportation - Special Services	5540	400 Contractual & Other	22,000
Transportation- Shared Services	5581	490 BOCES	20,000
Community Services - SRO	7310	400 Contractual & Other	182,000
	8060	400 Contractual & Other	3,000
Census	8070	400 Contractual & Other	-
Employee Benefits	9010	800 Employee Retirement System	1,660,000
	9020	800 Teachers' Retirement System	3,106,100
	9030	800 FICA	3,272,000
	9040	800 Workers' Compensation	322,000
	9045	800 Life Insurance	150,000
	9046	800 Flex Account Administration	405,000
	9050	800 Unemployment Insurance	20,000
	9060	800 Health & Dental Insurance	13,080,000
	9089	800 Other Benefits	1,278,000
Debt Service	9711	600 Serial Bonds Principal	4,395,000
	9711	700 Serial Bonds Interest	3,343,635
	9712	600 Serial Bonds Bus Purchases Principal	-
	9712	700 Serial Bond Bus Purchases Interest	-
	9731	600 BAN Principal - School Constructin	-
	9731	700 BAN Interest - School Constructin	-
	9760	700 Tax Anticipated Note Interest	-
Interfund Transfer - Capital	9950	900 Interfund Transfer - Capital	100,000
Interfund Transfer - Other	9901	900 Interfund Transfer - Other	180,000
<b>Total Budget</b>			<b>91,147,506</b>
<b>Total Administrative</b>			<b>7,083,750</b>
<b>Total Program</b>			<b>69,308,106</b>
<b>Total Capital</b>			<b>14,755,650</b>



\*\*\*\*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: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 29, 2024

Form Preparer Name:  
Preparer's Telephone Number:

MATTHEW FITCH  
585-396-3732

<u>Shaded Fields Will Calculate</u>	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	88,296,097	91,147,506	3.23 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	51,098,000	52,580,000	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	51,098,000	52,580,000	2.90 %
F. Permissible Exclusions to the School Tax Levy Limit	1,535,051	1,544,738	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	49,987,974	51,180,920	
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)	49,562,949	51,035,262	
I. Difference: (G-H);(negative value requires 60.0% voter approval) <sup>2</sup>	425,025	145,658	
Public School Enrollment	3,200	3,164	-1.12 %
Consumer Price Index			4.12 %

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

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

<sup>3</sup> For 2024-25, 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	33,007,047	36,457,789
Assigned Appropriated Fund Balance	0	159,327
Adjusted Unrestricted Fund Balance	3,531,844	3,645,900
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

#### Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
Capital	2021 CAPITAL	For the cost of any object or purpose for which bonds may be issued.	7,473,958	10,211,632	No planned use for 2024-25 SY. For future capital projects.
Capital	2017 CAPITAL EQUIPMENT	For the cost of any object or purpose for which bonds may be issued.	5,224,681	5,224,681	No planned use for 2024-25 SY. For future capital projects.
Capital	BUS RESERVE	For the cost of any object or purpose for which bonds may be issued.	2,550,485	3,180,485	No planned use for 2024-25 SY. For future bus purchases.
Capital	2016 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	88,137	88,137	No planned use for 2024-25 SY. For future capital projects.
Capital	2016 TRANSPORTATION VEHICLE	For the cost of any object or purpose for which bonds may be issued.	3,316,097	2,476,097	\$840,000 for the purchase of buses.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMPENSATION	For self-insured Workers Compensation and benefits.	1,055,121	1,388,121	\$322,000 for Workers' Compensation Expenses.
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	378,987	376,213	\$20,000 for unemployment costs.
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	INSURANCE	For liability, casualty, and other types of uninsured losses.	373,686	373,686	No planned use for 2024-25 SY.
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	970,091	715,430	\$100,000 for tax certiorari settlements.
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	1,430,702	1,450,702	\$200,000 for expenses related to compensated absences.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	3,394,105	4,394,105	\$1,000,000 for ERS expenses.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	For employer retirement contributions to the Teachers' Retirement System.	2,682,000	2,932,000	No planned use for 2024-25 SY.

## CANANDAIGUA CITY SCHOOL DISTRICT - 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
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	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	3	3	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	2	—	4
Hispanic or Latino	2	2	—	3
Multiracial	2	2	—	3
White	3	3	—	4
English Language Learner	3	3	—	4
Students with Disabilities	2	2	—	4
Economically Disadvantaged	2	2	—	4

# ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,237	132.1	3
	Math	1,229	143.7	
	Combined	2,466	137.9	
American Indian or Alaska Native	ELA	5	110	—
	Math	4	—	
	Combined	9	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	165.4	—
	Math	12	200	
	Combined	25	—	
Black or African American	ELA	19	78.9	1
	Math	18	83.3	
	Combined	37	81.1	
Hispanic or Latino	ELA	79	108.2	2
	Math	75	104.7	
	Combined	154	106.5	
Multiracial	ELA	56	121.4	2
	Math	56	115.2	
	Combined	112	118.3	
White	ELA	1,065	135.1	3
	Math	1,064	148.5	
	Combined	2,129	141.8	
English Language Learner	ELA	8	62.5	3
	Math	13	111.5	
	Combined	21	92.9	
Students with Disabilities	ELA	242	52.1	2
	Math	237	61.8	
	Combined	479	56.9	
Economically Disadvantaged	ELA	508	96.3	2
	Math	495	108.9	
	Combined	1,003	102.5	

# ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,329	123	3
	Math	1,324	133.4	
	Combined	2,653	128.2	
American Indian or Alaska Native	ELA	5	110	—
	Math	5	90	
	Combined	10	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	165.4	—
	Math	13	184.6	
	Combined	26	—	
Black or African American	ELA	19	78.9	2
	Math	19	78.9	
	Combined	38	78.9	
Hispanic or Latino	ELA	87	98.3	2
	Math	86	91.3	
	Combined	173	94.8	
Multiracial	ELA	62	109.7	2
	Math	62	104	
	Combined	124	106.9	
White	ELA	1,143	125.9	3
	Math	1,139	138.7	
	Combined	2,282	132.3	
English Language Learner	ELA	17	94.1	3
	Math	16	90.6	
	Combined	33	92.4	
Students with Disabilities	ELA	276	45.7	2
	Math	275	53.3	
	Combined	551	49.5	
Economically Disadvantaged	ELA	575	85	2
	Math	571	94.4	
	Combined	1,146	89.7	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	16	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	14	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	7	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,938	207	10.7%	4
American Indian or Alaska Native	6	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—
Black or African American	34	5	14.7%	4
Hispanic or Latino	133	21	15.8%	3
Multiracial	91	19	20.9%	3
White	1,648	160	9.7%	4
English Language Learner	36	6	16.7%	4
Students with Disabilities	391	64	16.4%	4
Economically Disadvantaged	866	141	16.3%	4

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,430	88.2%
American Indian or Alaska Native	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	23	—
Hispanic or Latino	X	99	83.8%
Multiracial	X	67	86.6%
White	X	1,221	88.5%
English Language Learner	—	13	—
Students with Disabilities	X	287	82.2%
Economically Disadvantaged	X	624	83.5%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,430	88%
American Indian or Alaska Native	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	23	—
Hispanic or Latino	X	98	80.6%
Multiracial	X	67	86.6%
White	X	1,222	88.8%
English Language Learner	—	12	—
Students with Disabilities	X	287	80.8%
Economically Disadvantaged	X	623	82.2%

## NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	0

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	2	3	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	4	2	—	—	4
Multiracial	3	2	—	—	4
White	4	3	3	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	3	2	3	—	4
Economically Disadvantaged	3	2	3	—	4

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	217	175.6	165.8	4
	Math	129	168.2		
	Science	126	147.6		
American Indian or Alaska Native	ELA	3	—	—	—
	Math	—	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	4	—		
	Science	1	—		
Black or African American	ELA	4	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	14	125	169.1	4
	Math	4	—		
	Science	5	170		
Multiracial	ELA	12	129.2	147.6	3
	Math	7	164.3		
	Science	5	150		
White	ELA	179	182.4	168.3	4
	Math	113	168.6		
	Science	114	146.5		
English Language Learner	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		
Students with Disabilities	ELA	27	61.1	104.8	3
	Math	4	—		
	Science	7	121.4		
Economically Disadvantaged	ELA	78	141	138.7	3
	Math	31	141.9		
	Science	33	130.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	260	146.5	105.4	2
	Math	250	86.8		
	Science	259	71.8		
American Indian or Alaska Native	ELA	4	—	—	—
	Math	3	—		
	Science	4	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	5	90		
	Science	5	20		
Black or African American	ELA	5	120	—	—
	Math	5	40		
	Science	5	40		
Hispanic or Latino	ELA	14	125	86.6	2
	Math	13	65.4		
	Science	14	60.7		
Multiracial	ELA	15	103.3	82	2
	Math	14	82.1		
	Science	15	50		
White	ELA	217	150.5	109.8	3
	Math	210	90.7		
	Science	216	77.3		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Students with Disabilities	ELA	34	69.1	42.8	2
	Math	28	19.6		
	Science	34	38.2		
Economically Disadvantaged	ELA	89	123.6	77.6	2
	Math	87	50.6		
	Science	88	48.9		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	256	234	91.4%	93.4%	3
	5-year	280	265	94.6%		
	6-year	314	296	94.3%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	5	—	—		
	6-year	2	—	—		
Black or African American	4-year	3	—	—	—	—
	5-year	4	—	—		
	6-year	6	—	—		
Hispanic or Latino	4-year	12	—	—	—	—
	5-year	10	—	—		
	6-year	13	—	—		
Multiracial	4-year	13	—	—	—	—
	5-year	6	—	—		
	6-year	10	—	—		
White	4-year	225	206	91.6%	93.5%	3
	5-year	254	240	94.5%		
	6-year	282	266	94.3%		
English Language Learner	4-year	0	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Students with Disabilities	4-year	35	26	74.3%	80.1%	3
	5-year	38	31	81.6%		
	6-year	51	43	84.3%		
Economically Disadvantaged	4-year	83	69	83.1%	86.9%	3
	5-year	83	75	90.4%		
	6-year	101	88	87.1%		



## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	7	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,094	75	6.9%	4
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—
Black or African American	17	—	—	—
Hispanic or Latino	65	2	3.1%	4
Multiracial	42	5	11.9%	4
White	940	63	6.7%	4
English Language Learner	15	—	—	—
Students with Disabilities	192	17	8.9%	4
Economically Disadvantaged	423	42	9.9%	4

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	262	84%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	5	—
Hispanic or Latino	—	16	—
Multiracial	—	15	—
White	X	218	83%
English Language Learner	—	1	—
Students with Disabilities	—	30	—
Economically Disadvantaged	X	87	89.7%

## SECONDARY MATHEMATICS PARTICIPATION RATE

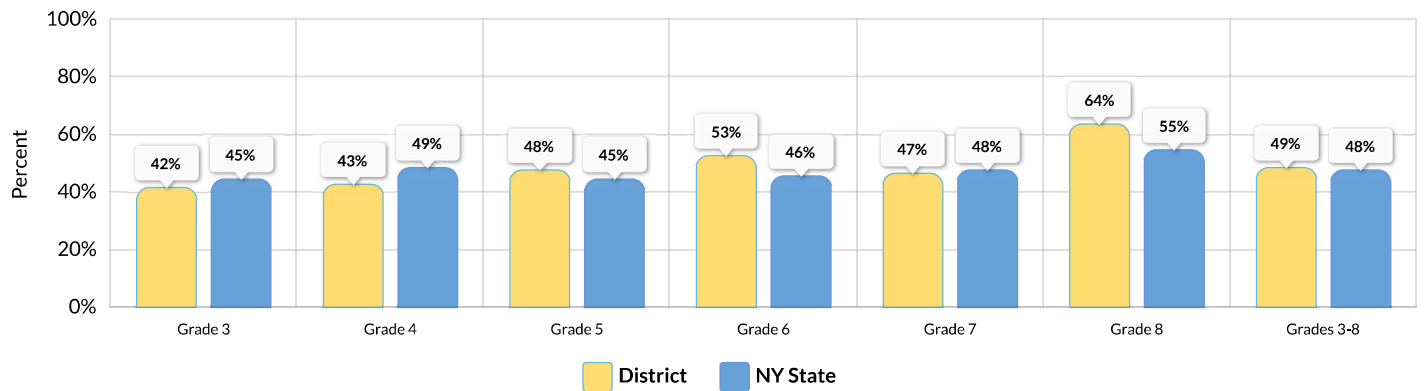
Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	251	52.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	5	—
Hispanic or Latino	—	15	—
Multiracial	—	14	—
White	X	210	54.8%
English Language Learner	—	1	—
Students with Disabilities	—	27	—
Economically Disadvantaged	X	85	35.3%

## 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.

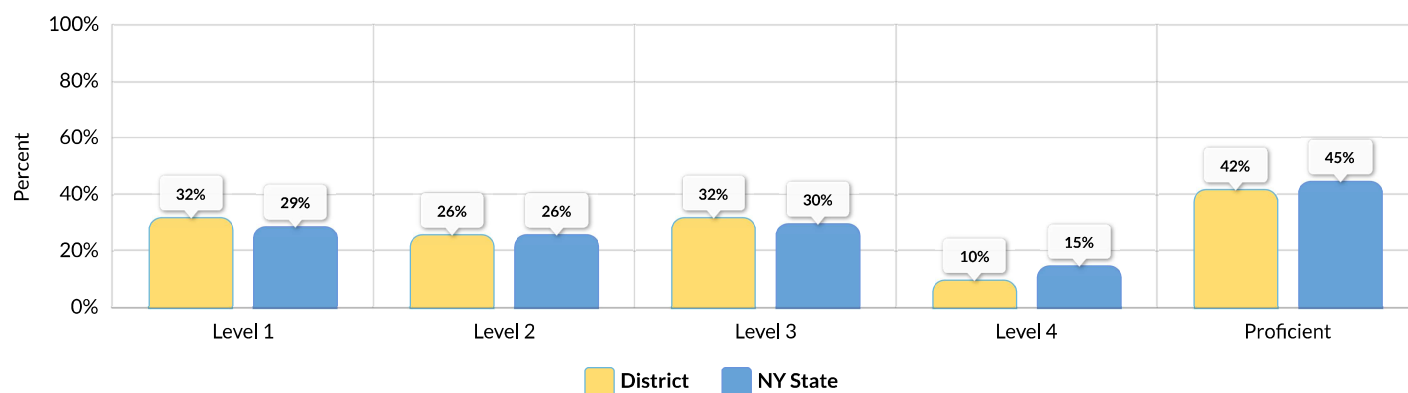
### SUMMARY RESULTS

Percent Scoring Proficient by Grade



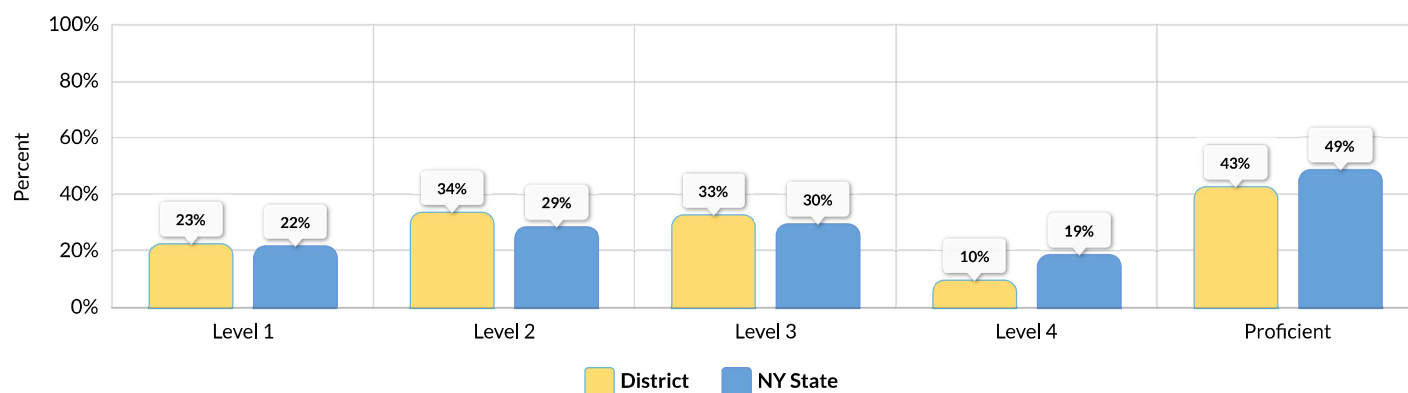
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	268	20	7%	248	93%	80	32%	64	26%	79	32%	25	10%	104	42%
Grade 4	224	21	9%	203	91%	46	23%	70	34%	66	33%	21	10%	87	43%
Grade 5	251	28	11%	223	89%	50	22%	67	30%	78	35%	28	13%	106	48%
Grade 6	228	17	7%	211	93%	57	27%	43	20%	65	31%	46	22%	111	53%
Grade 7	237	36	15%	201	85%	53	26%	53	26%	64	32%	31	15%	95	47%
Grade 8	228	65	29%	163	71%	26	16%	33	20%	64	39%	40	25%	104	64%
Grades 3-8	1,436	187	13%	1,249	87%	312	25%	330	26%	416	33%	191	15%	607	49%

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.

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## GRADE 4 ELA RESULTS

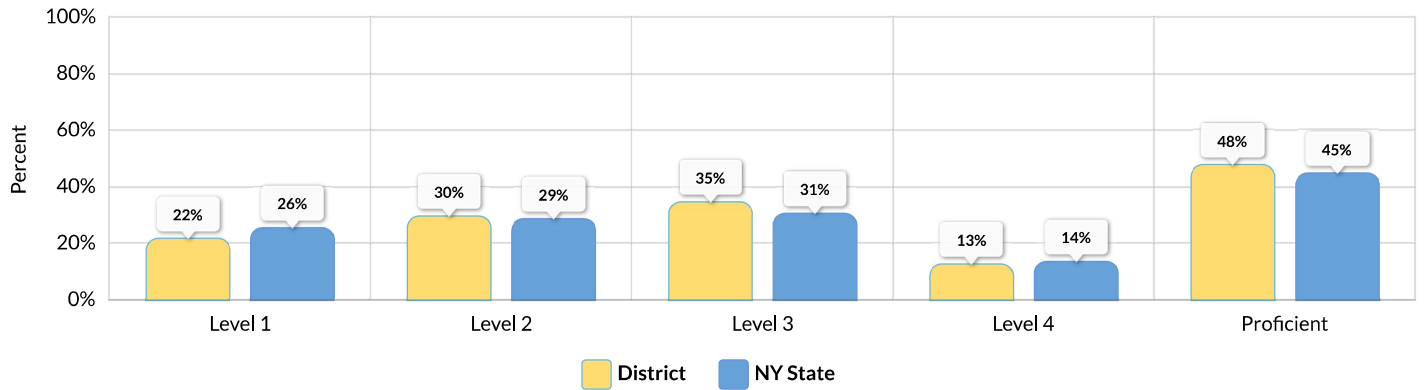
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.

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## GRADE 5 ELA RESULTS

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

Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	28	11%	223	89%	50	22%	67	30%	78	35%	28	13%	106	48%
Female	138	11	8%	127	92%	20	16%	36	28%	51	40%	20	16%	71	56%
Male	112	17	15%	95	85%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	113	17	15%	96	85%	30	31%	31	32%	27	28%	8	8%	35	36%
General Education Students	206	14	7%	192	93%	31	16%	59	31%	75	39%	27	14%	102	53%
Students with Disabilities	45	14	31%	31	69%	19	61%	8	26%	3	10%	1	3%	4	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	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	4	21%	15	79%	5	33%	4	27%	5	33%	1	7%	6	40%
White	213	23	11%	190	89%	38	20%	57	30%	71	37%	24	13%	95	50%
Multiracial	11	1	9%	10	91%	3	30%	5	50%	1	10%	1	10%	2	20%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	4	50%	1	13%	1	13%	2	25%	3	38%
Economically Disadvantaged	113	20	18%	93	82%	35	38%	31	33%	21	23%	6	6%	27	29%
Not Economically Disadvantaged	138	8	6%	130	94%	15	12%	36	28%	57	44%	22	17%	79	61%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	249	28	11%	221	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	251	28	11%	223	89%	50	22%	67	30%	78	35%	28	13%	106	48%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	28	11%	220	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	28	11%	223	89%	50	22%	67	30%	78	35%	28	13%	106	48%
Parent Not in Armed Forces	251	28	11%	223	89%	50	22%	67	30%	78	35%	28	13%	106	48%

## GRADE 6 ELA RESULTS

The results of the 2022-23 Grades 5-8 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.

[illegible]

## 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.



[illegible]



## 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.

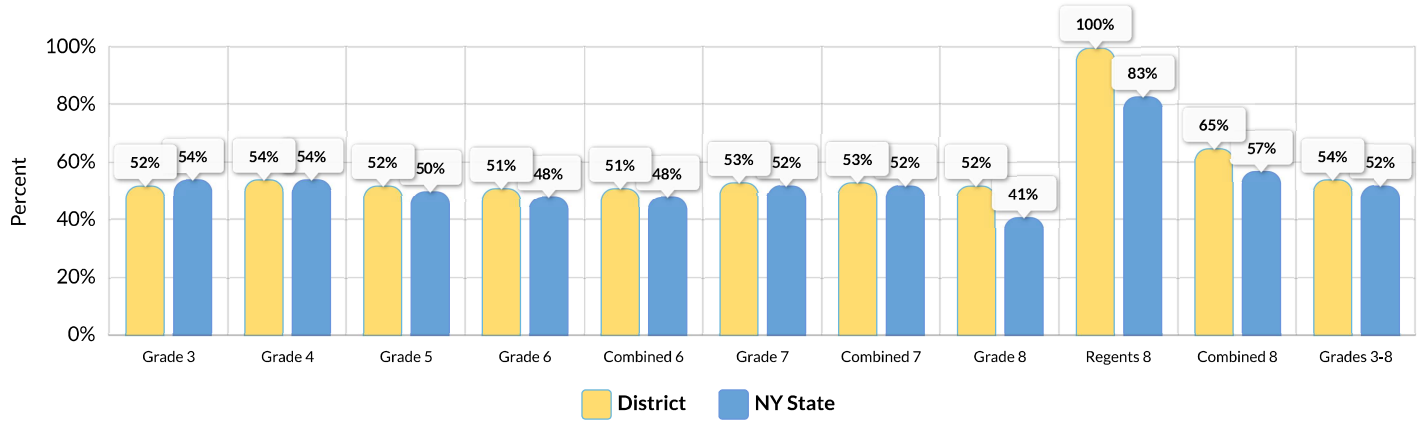
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## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

Percent Scoring Proficient by Grade

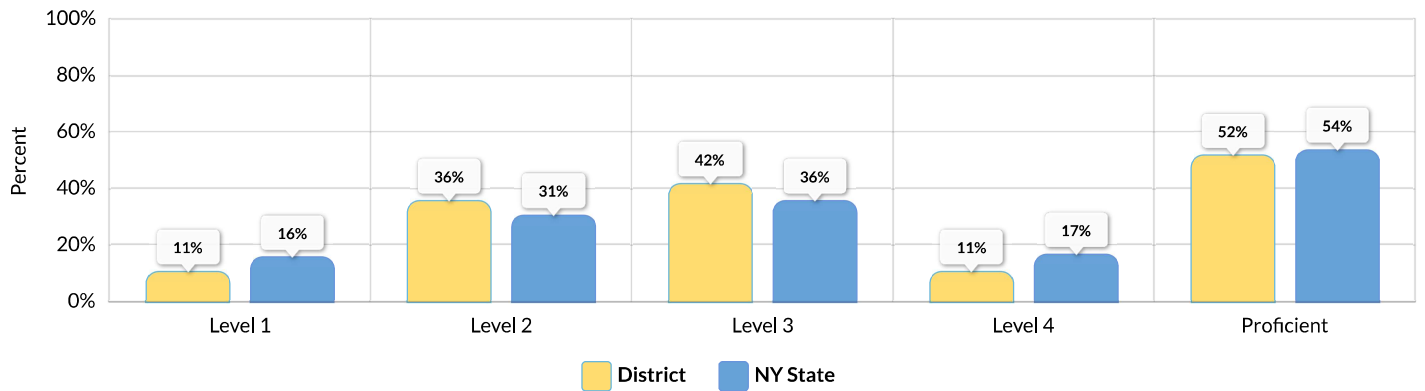


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	267	19	7%	248	93%	28	11%	90	36%	103	42%	27	11%	130	52%
Grade 4	225	21	9%	204	91%	41	20%	53	26%	84	41%	26	13%	110	54%
Grade 5	251	24	10%	227	90%	54	24%	54	24%	87	38%	32	14%	119	52%
Grade 6	229	24	10%	205	90%	44	21%	56	27%	80	39%	25	12%	105	51%
Combined 6	229	24	10%	205	90%	44	21%	56	27%	80	39%	25	12%	105	51%
Grade 7	237	42	18%	195	82%	38	19%	54	28%	70	36%	33	17%	103	53%
Combined 7	237	42	18%	195	82%	38	19%	54	28%	70	36%	33	17%	103	53%
Grade 8	229	106	46%	123	54%	31	25%	28	23%	61	50%	3	2%	64	52%
Regents 8	—	—	—	44	19%	0	0%	0	0%	0	0%	44	100%	44	100%
Combined 8	229	62	27%	167	73%	31	19%	28	17%	61	37%	47	28%	108	65%
Grades 3-8	1,438	192	13%	1,246	87%	236	19%	335	27%	485	39%	190	15%	675	54%

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.

[illegible]

## 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.

[illegible]

## GRADE 5 MATH RESULTS

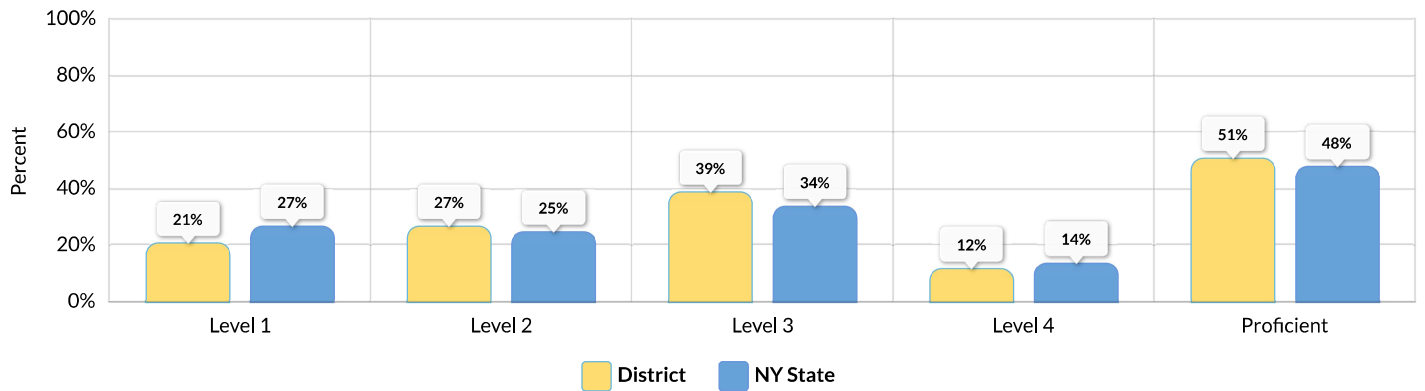
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	251	24	10%	227	90%	54	24%	54	24%	87	38%	32	14%	119	52%
Female	138	14	10%	124	90%	29	23%	29	23%	46	37%	20	16%	66	53%
Male	112	10	9%	102	91%	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	113	10	9%	103	91%	25	24%	25	24%	41	40%	12	12%	53	51%
General Education Students	206	12	6%	194	94%	31	16%	49	25%	82	42%	32	16%	114	59%
Students with Disabilities	45	12	27%	33	73%	23	70%	5	15%	5	15%	0	0%	5	15%
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	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	4	21%	15	79%	5	33%	4	27%	6	40%	0	0%	6	40%
White	213	20	9%	193	91%	44	23%	44	23%	75	39%	30	16%	105	54%
Multiracial	11	0	0%	11	100%	2	18%	4	36%	5	45%	0	0%	5	45%
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	3	38%	2	25%	1	13%	2	25%	3	38%
Economically Disadvantaged	113	16	14%	97	86%	37	38%	28	29%	26	27%	6	6%	32	33%
Not Economically Disadvantaged	138	8	6%	130	94%	17	13%	26	20%	61	47%	26	20%	87	67%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	249	24	10%	225	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	251	24	10%	227	90%	54	24%	54	24%	87	38%	32	14%	119	52%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	24	10%	224	90%	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	24	10%	227	90%	54	24%	54	24%	87	38%	32	14%	119	52%
Parent Not in Armed Forces	251	24	10%	227	90%	54	24%	54	24%	87	38%	32	14%	119	52%

## 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.

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## 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.



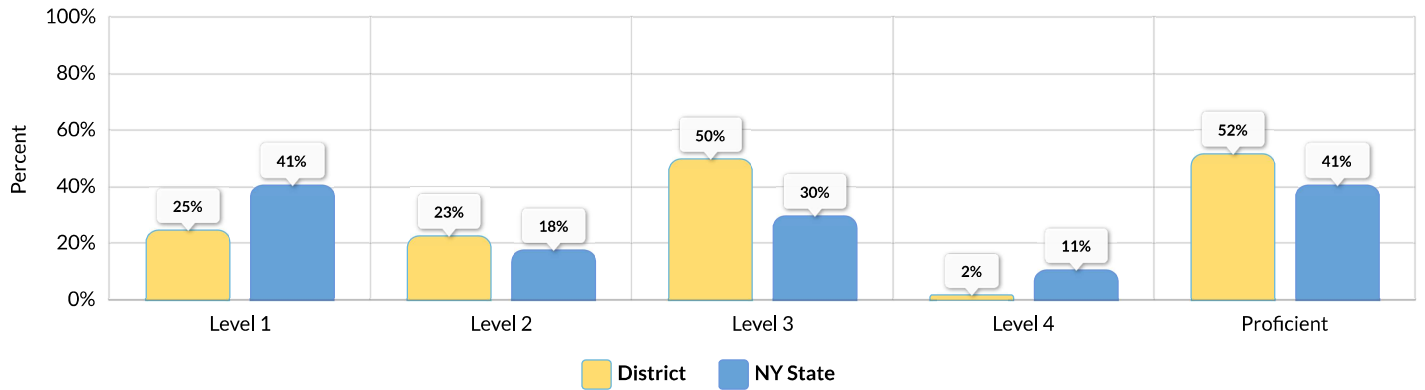
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## GRADE 8 MATH RESULTS

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	229	106	46%	123	54%	31	25%	28	23%	61	50%	3	2%	64	52%
Female	114	54	47%	60	53%	15	25%	14	23%	28	47%	3	5%	31	52%
Male	115	52	45%	63	55%	16	25%	14	22%	33	52%	0	0%	33	52%
General Education Students	180	89	49%	91	51%	7	8%	23	25%	58	64%	3	3%	61	67%
Students with Disabilities	49	17	35%	32	65%	24	75%	5	16%	3	9%	0	0%	3	9%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	12	63%	7	37%	2	29%	1	14%	3	43%	1	14%	4	57%
White	193	91	47%	102	53%	25	25%	20	20%	55	54%	2	2%	57	56%
Multiracial	10	1	10%	9	90%	3	33%	5	56%	1	11%	0	0%	1	11%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	98	43	44%	55	56%	20	36%	15	27%	20	36%	0	0%	20	36%
Not Economically Disadvantaged	131	63	48%	68	52%	11	16%	13	19%	41	60%	3	4%	44	65%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	226	103	46%	123	54%	31	25%	28	23%	61	50%	3	2%	64	52%
Not in Foster Care	229	106	46%	123	54%	31	25%	28	23%	61	50%	3	2%	64	52%
Homeless	7	5	71%	2	29%	—	—	—	—	—	—	—	—	—	—
Not Homeless	222	101	45%	121	55%	—	—	—	—	—	—	—	—	—	—
Not Migrant	229	106	46%	123	54%	31	25%	28	23%	61	50%	3	2%	64	52%
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	228	105	46%	123	54%	31	25%	28	23%	61	50%	3	2%	64	52%

**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	229	75	33%	154	67%	9	6%	24	16%	65	42%	56	36%	121	79%
Regents 8	—	—	—	51	22%	0	0%	0	0%	8	16%	43	84%	51	100%
Combined 8	229	24	10%	205	90%	9	4%	24	12%	73	36%	99	48%	172	84%

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

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## **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).

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	44	7	16%	5	11%	24	55%	8	18%	32	73%
Female	12	2	17%	3	25%	5	42%	2	17%	7	58%
Male	32	5	16%	2	6%	19	59%	6	19%	25	78%
General Education Students	42	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	40	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	44	7	16%	5	11%	24	55%	8	18%	32	73%
Economically Disadvantaged	9	3	33%	2	22%	3	33%	1	11%	4	44%
Not Economically Disadvantaged	35	4	11%	3	9%	21	60%	7	20%	28	80%
Non-English Language Learner	44	7	16%	5	11%	24	55%	8	18%	32	73%
Not in Foster Care	44	7	16%	5	11%	24	55%	8	18%	32	73%
Not Homeless	44	7	16%	5	11%	24	55%	8	18%	32	73%
Not Migrant	44	7	16%	5	11%	24	55%	8	18%	32	73%
Parent Not in Armed Forces	44	7	16%	5	11%	24	55%	8	18%	32	73%

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## **TOTAL COHORT REGENTS EXAMINATION RESULTS**

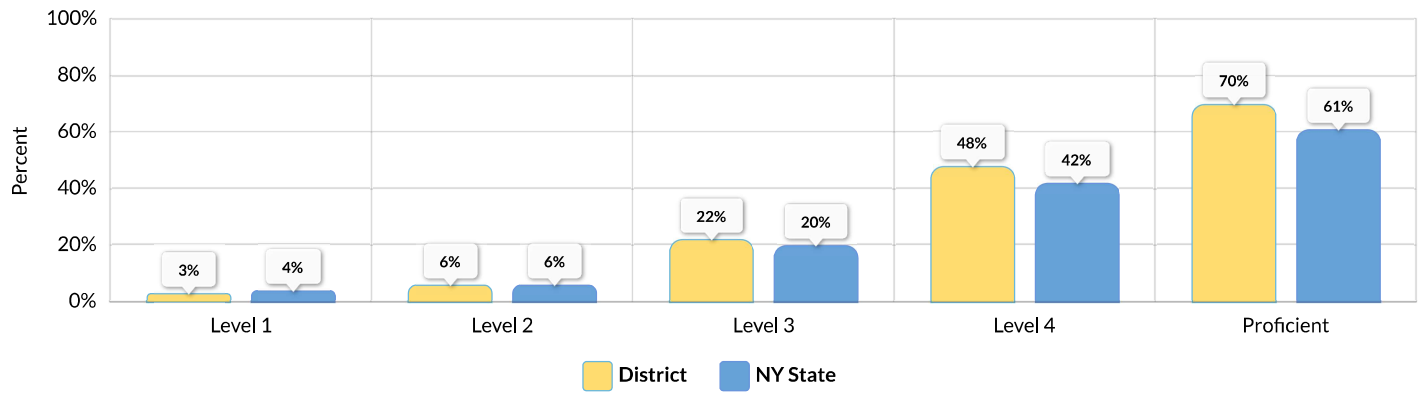
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

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	278	59	21%	219	79%	8	3%	16	6%	61	22%	134	48%	195	70%
Female	132	34	—	98	—	—	—	—	—	—	—	—	—	—	—
Male	144	25	17%	119	83%	6	4%	9	6%	32	22%	72	50%	104	72%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	134	34	25%	100	75%	2	1%	7	5%	29	22%	62	46%	91	68%
General Education Students	242	49	20%	193	80%	3	1%	7	3%	51	21%	132	55%	183	76%
Students with Disabilities	36	10	28%	26	72%	5	14%	9	25%	10	28%	2	6%	12	33%
American Indian or Alaska Native	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
Hispanic or Latino	14	0	0%	14	100%	1	7%	4	29%	3	21%	6	43%	9	64%
White	234	53	23%	181	77%	7	3%	10	4%	47	20%	117	50%	164	70%
Multiracial	16	4	25%	12	75%	0	0%	2	13%	6	38%	4	25%	10	63%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	0	0%	2	22%	6	67%	8	89%
Economically Disadvantaged	103	23	22%	80	78%	5	5%	11	11%	28	27%	36	35%	64	62%
Not Economically Disadvantaged	175	36	21%	139	79%	3	2%	5	3%	33	19%	98	56%	131	75%
English Language Learner	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	59	—	218	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	275	59	—	216	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	274	58	—	216	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	278	59	21%	219	79%	8	3%	16	6%	61	22%	134	48%	195	70%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	59	—	218	—	—	—	—	—	—	—	—	—	—	—

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

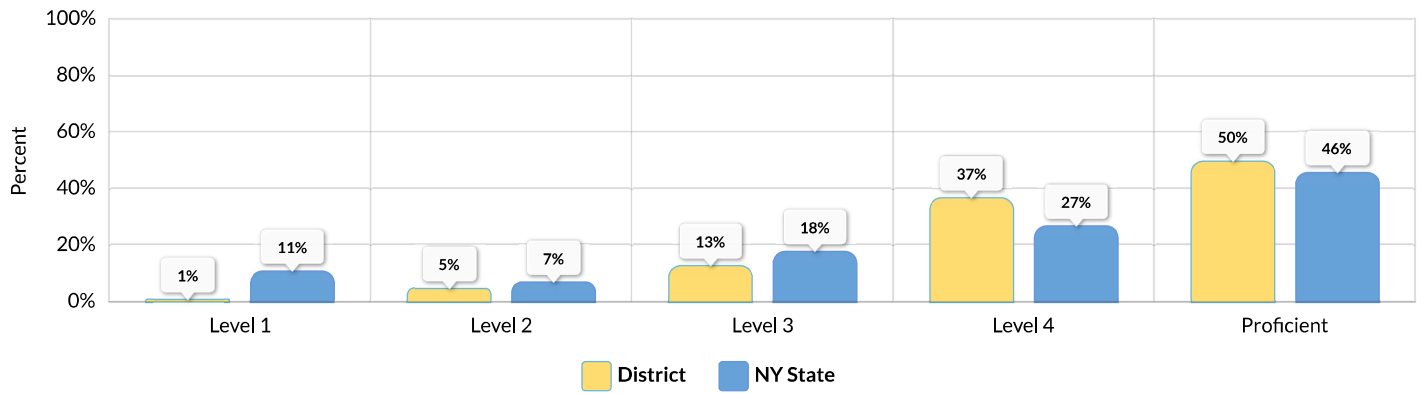
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	109	42	39	67	61
Female	70	27	39	43	61
Male	38	15	39	23	61
Non-Binary	1	0	0	1	100
General Education Students	108	42	39	66	61
Students with Disabilities	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	1	0	0	1	100
White	99	38	38	61	62
Multiracial	5	3	60	2	40
Economically Disadvantaged	21	9	43	12	57
Not Economically Disadvantaged	88	33	38	55	63
Non-English Language Learner	109	42	39	67	61
Not in Foster Care	109	42	39	67	61
Homeless	1	1	100	0	0
Not Homeless	108	41	38	67	62
Not Migrant	109	42	39	67	61
Parent Not in Armed Forces	109	42	39	67	61

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	278	125	45%	153	55%	2	1%	13	5%	36	13%	102	37%	138	50%
Female	132	57	—	75	—	—	—	—	—	—	—	—	—	—	—
Male	144	68	47%	76	53%	1	1%	4	3%	18	13%	53	37%	71	49%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	134	57	43%	77	57%	1	1%	9	7%	18	13%	49	37%	67	50%
General Education Students	242	92	38%	150	62%	1	0%	13	5%	35	14%	101	42%	136	56%
Students with Disabilities	36	33	92%	3	8%	1	3%	0	0%	1	3%	1	3%	2	6%
American Indian or Alaska Native	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	60%	2	40%	0	0%	0	0%	0	0%	2	40%	2	40%
Hispanic or Latino	14	10	71%	4	29%	0	0%	0	0%	0	0%	4	29%	4	29%
White	234	99	42%	135	58%	1	0%	12	5%	32	14%	90	38%	122	52%
Multiracial	16	8	50%	8	50%	1	6%	0	0%	2	13%	5	31%	7	44%
Small Group Total: Race & Ethnicity	9	5	56%	4	44%	0	0%	1	11%	2	22%	1	11%	3	33%
Economically Disadvantaged	103	69	67%	34	33%	0	0%	7	7%	9	9%	18	17%	27	26%
Not Economically Disadvantaged	175	56	32%	119	68%	2	1%	6	3%	27	15%	84	48%	111	63%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	124	—	153	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	275	124	—	151	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	274	122	—	152	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	278	125	45%	153	55%	2	1%	13	5%	36	13%	102	37%	138	50%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	124	—	153	—	—	—	—	—	—	—	—	—	—	—

### 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	270	120	44	150	56
Female	129	55	43	74	57
Male	139	65	47	74	53
Non-Binary	2	0	0	2	100
General Education Students	239	91	38	148	62
Students with Disabilities	31	29	94	2	6
American Indian or Alaska Native	4	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	1	20	4	80
Black or African American	5	3	60	2	40
Hispanic or Latino	14	10	71	4	29
White	228	95	42	133	58
Multiracial	14	7	50	7	50
Economically Disadvantaged	97	64	66	33	34
Not Economically Disadvantaged	173	56	32	117	68
English Language Learner	1	1	100	0	0
Non-English Language Learner	269	119	44	150	56
In Foster Care	3	1	33	2	67
Not in Foster Care	267	119	45	148	55
Homeless	3	3	100	0	0
Not Homeless	267	117	44	150	56
Not Migrant	270	120	44	150	56
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	269	119	44	150	56

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

## 2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	278	100	36%	178	64%	21	8%	23	8%	51	18%	83	30%	134	48%
Female	132	42	—	90	—	—	—	—	—	—	—	—	—	—	—
Male	144	57	40%	87	60%	5	3%	13	9%	25	17%	44	31%	69	48%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	134	43	32%	91	68%	16	12%	10	7%	26	19%	39	29%	65	49%
General Education Students	242	72	30%	170	70%	18	7%	22	9%	48	20%	82	34%	130	54%
Students with Disabilities	36	28	78%	8	22%	3	8%	1	3%	3	8%	1	3%	4	11%
American Indian or Alaska Native	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	60%	2	40%	0	0%	0	0%	1	20%	1	20%	2	40%
Hispanic or Latino	14	8	57%	6	43%	1	7%	0	0%	2	14%	3	21%	5	36%
White	234	73	31%	161	69%	19	8%	21	9%	47	20%	74	32%	121	52%
Multiracial	16	10	63%	6	38%	1	6%	1	6%	1	6%	3	19%	4	25%
Small Group Total: Race & Ethnicity	9	6	67%	3	33%	0	0%	1	11%	0	0%	2	22%	2	22%
Economically Disadvantaged	103	60	58%	43	42%	7	7%	13	13%	9	9%	14	14%	23	22%
Not Economically Disadvantaged	175	40	23%	135	77%	14	8%	10	6%	42	24%	69	39%	111	63%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	99	—	178	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	275	98	—	177	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	274	97	—	177	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	278	100	36%	178	64%	21	8%	23	8%	51	18%	83	30%	134	48%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	100	—	177	—	—	—	—	—	—	—	—	—	—	—

### 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.

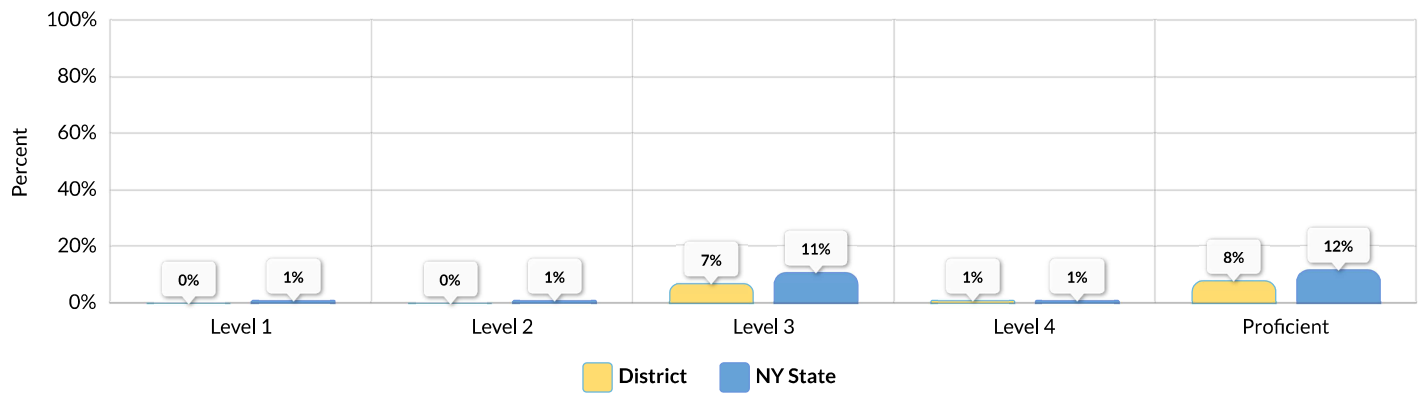


Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	269	95	35	174	65
Female	126	38	30	88	70
Male	141	56	40	85	60
Non-Binary	2	1	50	1	50
General Education Students	238	69	29	169	71
Students with Disabilities	31	26	84	5	16
American Indian or Alaska Native	4	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	2	40	3	60
Black or African American	5	3	60	2	40
Hispanic or Latino	14	8	57	6	43
White	227	70	31	157	69
Multiracial	14	8	57	6	43
Economically Disadvantaged	98	56	57	42	43
Not Economically Disadvantaged	171	39	23	132	77
English Language Learner	1	1	100	0	0
Non-English Language Learner	268	94	35	174	65
In Foster Care	3	2	67	1	33
Not in Foster Care	266	93	35	173	65
Homeless	4	3	75	1	25
Not Homeless	265	92	35	173	65
Not Migrant	269	95	35	174	65
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	268	95	35	173	65

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	278	256	92%	22	8%	0	0%	0	0%	20	7%	2	1%	22	8%
Female	132	118	—	14	—	—	—	—	—	—	—	—	—	—	—
Male	144	137	95%	7	5%	0	0%	0	0%	6	4%	1	1%	7	5%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	134	119	89%	15	11%	0	0%	0	0%	14	10%	1	1%	15	11%
General Education Students	242	222	92%	20	8%	0	0%	0	0%	19	8%	1	0%	20	8%
Students with Disabilities	36	34	94%	2	6%	0	0%	0	0%	1	3%	1	3%	2	6%
American Indian or Alaska Native	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	14	13	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
White	234	216	92%	18	8%	0	0%	0	0%	16	7%	2	1%	18	8%
Multiracial	16	13	81%	3	19%	0	0%	0	0%	3	19%	0	0%	3	19%
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	103	99	96%	4	4%	0	0%	0	0%	4	4%	0	0%	4	4%
Not Economically Disadvantaged	175	157	90%	18	10%	0	0%	0	0%	16	9%	2	1%	18	10%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	255	—	22	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	275	253	—	22	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	274	252	—	22	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	278	256	92%	22	8%	0	0%	0	0%	20	7%	2	1%	22	8%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	255	—	22	—	—	—	—	—	—	—	—	—	—	—

### 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

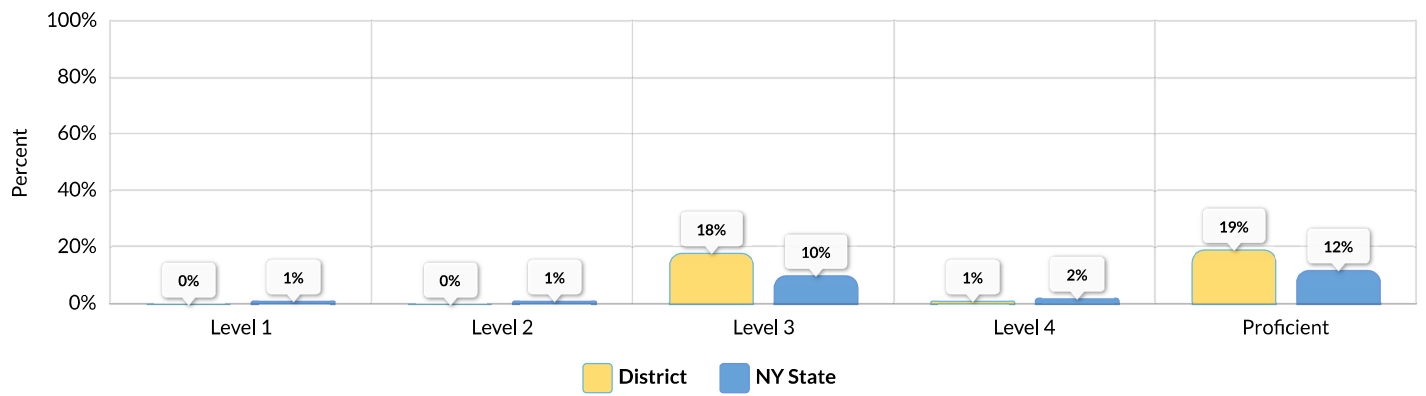
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	263	243	92	20	8
Female	126	112	89	14	11
Male	135	130	96	5	4
Non-Binary	2	1	50	1	50
General Education Students	234	214	91	20	9
Students with Disabilities	29	29	100	0	0
American Indian or Alaska Native	4	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	5	5	100	0	0
Black or African American	5	5	100	0	0
Hispanic or Latino	14	13	93	1	7
White	222	206	93	16	7
Multiracial	13	10	77	3	23
Economically Disadvantaged	94	91	97	3	3
Not Economically Disadvantaged	169	152	90	17	10
English Language Learner	1	1	100	0	0
Non-English Language Learner	262	242	92	20	8
In Foster Care	2	2	100	0	0
Not in Foster Care	261	241	92	20	8
Homeless	4	4	100	0	0
Not Homeless	259	239	92	20	8
Not Migrant	263	243	92	20	8
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	262	242	92	20	8

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	278	226	81%	52	19%	0	0%	0	0%	49	18%	3	1%	52	19%
Female	132	114	—	18	—	—	—	—	—	—	—	—	—	—	—
Male	144	112	78%	32	22%	0	0%	0	0%	31	22%	1	1%	32	22%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	134	114	85%	20	15%	0	0%	0	0%	18	13%	2	1%	20	15%
General Education Students	242	191	79%	51	21%	0	0%	0	0%	48	20%	3	1%	51	21%
Students with Disabilities	36	35	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
American Indian or Alaska Native	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Hispanic or Latino	14	12	86%	2	14%	0	0%	0	0%	1	7%	1	7%	2	14%
White	234	188	80%	46	20%	0	0%	0	0%	44	19%	2	1%	46	20%
Multiracial	16	14	88%	2	13%	0	0%	0	0%	2	13%	0	0%	2	13%
Small Group Total: Race & Ethnicity	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
Economically Disadvantaged	103	97	94%	6	6%	0	0%	0	0%	5	5%	1	1%	6	6%
Not Economically Disadvantaged	175	129	74%	46	26%	0	0%	0	0%	44	25%	2	1%	46	26%
English Language Learner	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	225	—	52	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	275	223	—	52	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	274	222	—	52	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	278	226	81%	52	19%	0	0%	0	0%	49	18%	3	1%	52	19%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	225	—	52	—	—	—	—	—	—	—	—	—	—	—

### 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.



## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	16	15	94%	1	6%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	16	15	94%	1	6%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	16	15	94%	1	6%	—	—	—	—	—	—	—	—	—	—

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



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

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

### NEW YORK STATE NAEP GRADE 4

	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	327	45	14%	4	1	25%
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	291	1	0%
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.

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# **CANANDAIGUA PRIMARY-ELEMENTARY - 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**

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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
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	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	3	3	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	2	—	4
Multiracial	2	2	—	4
White	3	3	—	4
English Language Learner	—	—	—	—
Students with Disabilities	2	3	—	4
Economically Disadvantaged	2	2	—	4



## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	656	124.3	3
	Math	660	142.6	
	Combined	1,316	133.5	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	183.3	—
	Math	6	200	
	Combined	12	—	
Black or African American	ELA	7	57.1	—
	Math	7	85.7	
	Combined	14	—	
Hispanic or Latino	ELA	44	87.5	2
	Math	44	90.9	
	Combined	88	89.2	
Multiracial	ELA	32	115.6	2
	Math	33	118.2	
	Combined	65	116.9	
White	ELA	565	127.9	3
	Math	568	148	
	Combined	1,133	138	
English Language Learner	ELA	7	121.4	—
	Math	7	92.9	
	Combined	14	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	109	58.3	2
	Math	108	75.9	
	Combined	217	67.1	
Economically Disadvantaged	ELA	280	88	2
	Math	280	108.4	
	Combined	560	98.2	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	677	120.5	3
	Math	676	139.2	
	Combined	1,353	129.8	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	183.3	—
	Math	6	200	
	Combined	12	—	
Black or African American	ELA	8	50	—
	Math	8	75	
	Combined	16	—	
Hispanic or Latino	ELA	48	80.2	2
	Math	48	83.3	
	Combined	96	81.8	
Multiracial	ELA	33	112.1	2
	Math	33	118.2	
	Combined	66	115.2	
White	ELA	580	124.6	3
	Math	580	144.9	
	Combined	1,160	134.7	
English Language Learner	ELA	8	106.3	—
	Math	7	92.9	
	Combined	15	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	128	49.6	3
	Math	128	64.1	
	Combined	256	56.8	
Economically Disadvantaged	ELA	300	82.2	2
	Math	299	101.5	
	Combined	599	91.8	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	9	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	10	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	9	—	—	—	—

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,243	114	9.2%	4
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—
Black or African American	17	—	—	—
Hispanic or Latino	92	9	9.8%	4
Multiracial	60	7	11.7%	4
White	1,054	98	9.3%	4
English Language Learner	24	—	—	—
Students with Disabilities	248	36	14.5%	4
Economically Disadvantaged	556	71	12.8%	4

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	729	91.9%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	8	—
Hispanic or Latino	X	55	85.5%
Multiracial	—	36	—
White	X	621	92.4%
English Language Learner	—	7	—
Students with Disabilities	X	130	80%
Economically Disadvantaged	X	326	88.3%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	729	92.7%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	8	—
Hispanic or Latino	X	54	87%
Multiracial	—	36	—
White	X	622	93.1%
English Language Learner	—	6	—
Students with Disabilities	X	130	79.2%
Economically Disadvantaged	X	326	89%

## NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	0

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# **CANANDAIGUA MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]**

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

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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:

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- 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
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	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	3	3	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	3	3	—	2
Multiracial	2	2	—	2
White	3	3	—	4
English Language Learner	—	—	—	—
Students with Disabilities	2	2	—	4
Economically Disadvantaged	2	2	—	4

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	558	144.4	3
	Math	548	148.4	
	Combined	1,106	146.4	
American Indian or Alaska Native	ELA	3	—	—
	Math	2	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	150	—
	Math	6	200	
	Combined	13	—	
Black or African American	ELA	11	100	—
	Math	11	81.8	
	Combined	22	—	
Hispanic or Latino	ELA	31	145.2	3
	Math	27	135.2	
	Combined	58	140.5	
Multiracial	ELA	23	134.8	2
	Math	22	115.9	
	Combined	45	125.6	
White	ELA	483	146.1	3
	Math	480	151.9	
	Combined	963	149	
English Language Learner	ELA	4	—	—
	Math	3	—	
	Combined	7	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	110	45	2
	Math	108	48.1	
	Combined	218	46.6	
Economically Disadvantaged	ELA	227	106.8	2
	Math	214	109.6	
	Combined	441	108.2	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	626	128.8	3
	Math	622	130.7	
	Combined	1,248	129.7	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	131.3	—
	Math	8	150	
	Combined	16	—	
Black or African American	ELA	11	100	—
	Math	11	81.8	
	Combined	22	—	
Hispanic or Latino	ELA	34	132.4	3
	Math	34	107.4	
	Combined	68	119.9	
Multiracial	ELA	28	110.7	2
	Math	28	91.1	
	Combined	56	100.9	
White	ELA	543	129.9	3
	Math	540	135	
	Combined	1,083	132.5	
English Language Learner	ELA	5	20	—
	Math	5	50	
	Combined	10	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	122	40.6	2
	Math	121	43	
	Combined	243	41.8	
Economically Disadvantaged	ELA	273	88.8	2
	Math	270	86.9	
	Combined	543	87.8	

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	695	93	13.4%	4
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—
Black or African American	17	—	—	—
Hispanic or Latino	41	12	29.3%	2
Multiracial	31	12	38.7%	2
White	594	62	10.4%	4
English Language Learner	6	—	—	—
Students with Disabilities	143	28	19.6%	4
Economically Disadvantaged	310	70	22.6%	4

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	673	84.4%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	14	—
Hispanic or Latino	X	40	82.5%
Multiracial	—	30	—
White	X	578	84.4%
English Language Learner	—	6	—
Students with Disabilities	X	129	84.5%
Economically Disadvantaged	X	295	78.3%



## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	673	83.5%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	14	—
Hispanic or Latino	X	40	72.5%
Multiracial	—	30	—
White	X	578	84.6%
English Language Learner	—	6	—
Students with Disabilities	X	129	83.7%
Economically Disadvantaged	X	294	74.8%

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# **CANANDAIGUA ACADEMY - 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**

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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)

## SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

## SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	3	3	—	4
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	4	2	—	—	4
Multiracial	3	2	—	—	4
White	4	3	3	—	4
English Language Learner	—	—	—	—	—
Students with Disabilities	4	2	3	—	4
Economically Disadvantaged	4	2	2	—	4

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	214	176.2	166.7	4
	Math	126	169.8		
	Science	124	147.6		
American Indian or Alaska Native	ELA	3	—	—	—
	Math	—	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	4	—		
	Science	1	—		
Black or African American	ELA	4	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	14	125	169.1	4
	Math	4	—		
	Science	5	170		
Multiracial	ELA	11	131.8	158.8	3
	Math	6	191.7		
	Science	5	150		
White	ELA	177	182.8	168.5	4
	Math	111	168.9		
	Science	112	146.4		
English Language Learner	ELA	1	—	—	—
	Math	—	—		
	Science	—	—		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	24	52.1	140.8	4
	Math	1	—		
	Science	5	110		
Economically Disadvantaged	ELA	78	141	138.7	4
	Math	31	141.9		
	Science	33	130.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	257	146.7	105.4	3
	Math	247	86.6		
	Science	256	71.5		
American Indian or Alaska Native	ELA	4	—	—	—
	Math	3	—		
	Science	4	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	5	90		
	Science	5	20		
Black or African American	ELA	5	120	—	—
	Math	5	40		
	Science	5	40		
Hispanic or Latino	ELA	14	125	86.6	2
	Math	13	65.4		
	Science	14	60.7		
Multiracial	ELA	14	103.6	85.4	2
	Math	13	88.5		
	Science	14	53.6		
White	ELA	215	150.5	109.4	3
	Math	208	90.1		
	Science	214	76.6		
English Language Learner	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	27	46.3	26.2	2
	Math	25	10		
	Science	27	20.4		
Economically Disadvantaged	ELA	89	123.6	77.6	2
	Math	87	50.6		
	Science	88	48.9		



## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	249	229	92%	94%	3
	5-year	276	263	95.3%		
	6-year	307	291	94.8%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	2	—	—	—	—
	5-year	5	—	—		
	6-year	2	—	—		
Black or African American	4-year	3	—	—	—	—
	5-year	4	—	—		
	6-year	6	—	—		
Hispanic or Latino	4-year	11	—	—	—	—
	5-year	10	—	—		
	6-year	12	—	—		
Multiracial	4-year	13	—	—	—	—
	5-year	6	—	—		
	6-year	9	—	—		
White	4-year	219	202	92.2%	94%	3
	5-year	250	238	95.2%		
	6-year	277	262	94.6%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
English Language Learner	4-year	0	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Students with Disabilities	4-year	25	—	—	84.9%	3
	5-year	34	29	85.3%		
	6-year	45	38	84.4%		
Economically Disadvantaged	4-year	78	65	83.3%	86.8%	2
	5-year	82	74	90.2%		
	6-year	99	86	86.9%		

## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	7	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,094	75	6.9%	4
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—
Black or African American	17	—	—	—
Hispanic or Latino	65	2	3.1%	4
Multiracial	42	5	11.9%	4
White	940	63	6.7%	4
English Language Learner	15	—	—	—
Students with Disabilities	192	17	8.9%	4
Economically Disadvantaged	423	42	9.9%	4

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	256	84%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	5	—
Hispanic or Latino	—	14	—
Multiracial	—	14	—
White	X	215	83.3%
English Language Learner	—	1	—
Students with Disabilities	—	24	—
Economically Disadvantaged	X	87	89.7%

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	247	52.2%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	5	—
Hispanic or Latino	—	14	—
Multiracial	—	13	—
White	X	208	54.3%
English Language Learner	—	1	—
Students with Disabilities	—	23	—
Economically Disadvantaged	X	85	35.3%

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# CANANDAIGUA CITY SD

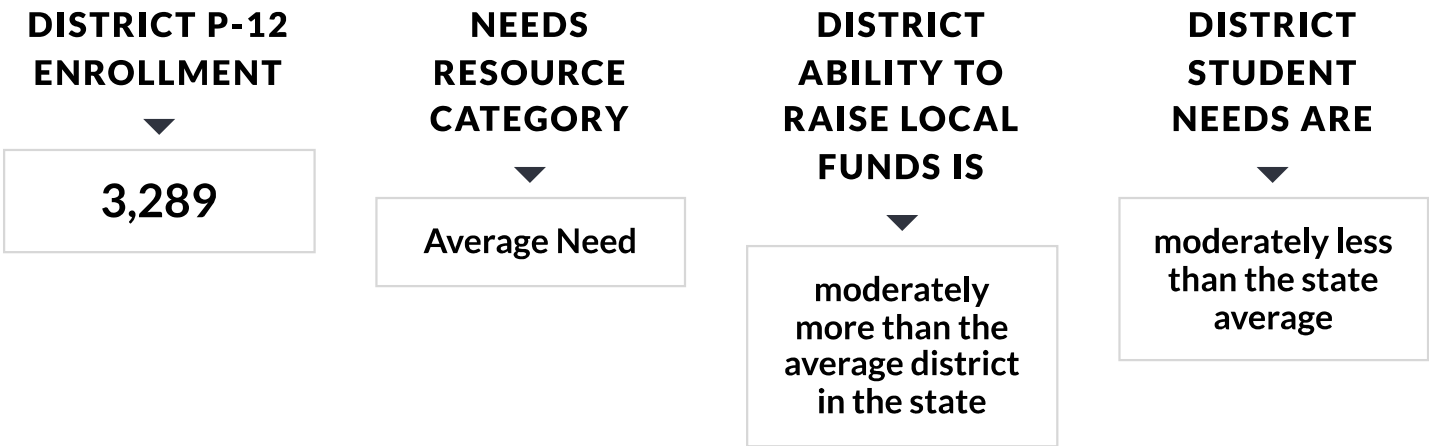
## 2021-22 School Year Financial Transparency Report

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

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

| Business Rules

## Economic and Student Characteristics



## Student Demographics

Enrollment	CANANDAIGUA CITY SD
All Students	3,204
Economically Disadvantaged	39%
Students with Disabilities	17%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	CANANDAIGUA CITY SD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	17%
Teachers with 4-20 Years of Experience %	50%
Teachers with 21+ Years of Experience %	32%

# 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	CANANDAIGUA CITY SD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,827.47

Report View One Per Pupil Expenditure Categories	CANANDAIGUA CITY SD
» B. Administration (B1 + B2 + B3)	\$875.70
» C. All Other Spending (C1 + C2 + C3)	\$2,059.17
D. Total School Level (A + B + C)	\$14,762.33
» E. Central Instruction (E1 + E2 + E3 + E4)	\$569.57
» F. Central Administration (F1 + F2 + F3)	\$1,807.59
» G. All Other Central Spending (G1 + G2 + G3)	\$2,469.42
H. Total Central Costs	\$4,846.58
I. Total Spending (D + H)	\$19,608.91

## 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	CANANDAIGUA CITY SD
J. Total School Level Local/State Spending	\$13,507.07
» K. Total School Level Federal Spending	\$1,255.26
L. Total Central Level Local/State Spending	\$4,679.26
M. Total Central Level Federal Spending	\$167.32
N. Total Spending (J + K + L + M)	\$19,608.91



# 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	CANANDAIGUA CITY SD
1. Transportation	\$4,174,032.22
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,282,733.68

Excluded Expenditures	CANANDAIGUA CITY SD
4. Debt Service	\$4,542,268.48
5. Other	\$26,165,160.18
Percent Excluded from Total	36%
<b>Total Expenditures</b>	<b>\$100,657,898.00</b>

# CANANDAIGUA CITY SD

2021-22 School Year Financial Transparency Report

## CANANDAIGUA PRIMARY-ELEMENTARY

Type: Elementary

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**



3,289

**NEEDS  
RESOURCE  
CATEGORY**



Average Need

**DISTRICT  
ABILITY TO  
RAISE LOCAL  
FUNDS IS**



moderately  
more than the  
average district  
in the state

**DISTRICT  
STUDENT  
NEEDS ARE**



moderately less  
than the state  
average

## Student Demographics

Enrollment	CANANDAIGUA CITY SD	CANANDAIGUA PRIMARY-ELEMENTARY
All Students	3,204	1,410
Economically Disadvantaged	39%	40%
Students with Disabilities	17%	17%
English Language Learners	1%	1%
» Race/Ethnicity		

Staffing Profile	CANANDAIGUA CITY SD	CANANDAIGUA PRIMARY-ELEMENTARY
Student-to-Teacher Ratio	11	11
Teachers with Fewer than 4 years of Experience %	17%	25%
Teachers with 4-20 Years of Experience %	50%	53%
Teachers with 21+ Years of Experience %	32%	22%

# Comparison: How do per pupil expenditures compare?

THIS SCHOOL	DISTRICT OR DISTRICT OF LOCATION	COUNTY AVERAGE	STATEWIDE AVERAGE
▼	▼	▼	▼
\$18,247.73	\$19,609.00	\$20,034.82	\$25,870.33

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

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

expenditures.

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	CANANDAIGUA CITY SD	CANANDAIGUA PRIMARY-ELEMENTARY
» A. Instruction (A1 + A2 + A3 + A4)	\$11,827.47	\$11,027.01
» B. Administration (B1 + B2 + B3)	\$875.70	\$693.85
» C. All Other Spending (C1 + C2 + C3)	\$2,059.17	\$1,680.29
D. Total School Level (A + B + C)	\$14,762.33	\$13,401.15
» E. Central Instruction (E1 + E2 + E3 + E4)	\$569.57	
» F. Central Administration (F1 + F2 + F3)	\$1,807.59	
» G. All Other Central Spending (G1 + G2 + G3)	\$2,469.42	
H. Total Central Costs	\$4,846.58	
I. Total Spending (D + H)	\$19,608.91	\$18,247.73

## 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	CANANDAIGUA CITY SD	CANANDAIGUA PRIMARY-ELEMENTARY
J. Total School Level Local/State Spending	\$13,507.07	\$11,570.87
» K. Total School Level Federal Spending	\$1,255.26	\$1,830.28
L. Total Central Level Local/State Spending	\$4,679.26	
M. Total Central Level Federal Spending	\$167.32	
N. Total Spending (J + K + L + M)	\$19,608.91	\$18,247.73

## 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	CANANDAIGUA CITY SD
1. Transportation	\$4,174,032.22
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,282,733.68
4. Debt Service	\$4,542,268.48
5. Other	\$26,165,160.18
Percent Excluded from Total	36%
Total Expenditures	\$100,657,898.00

# CANANDAIGUA CITY SD

2021-22 School Year Financial Transparency Report

## CANANDAIGUA MIDDLE SCHOOL

Type: Middle

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**



3,289

**NEEDS  
RESOURCE  
CATEGORY**



Average Need

**DISTRICT  
ABILITY TO  
RAISE LOCAL  
FUNDS IS**



moderately  
more than the  
average district  
in the state

**DISTRICT  
STUDENT  
NEEDS ARE**



moderately less  
than the state  
average

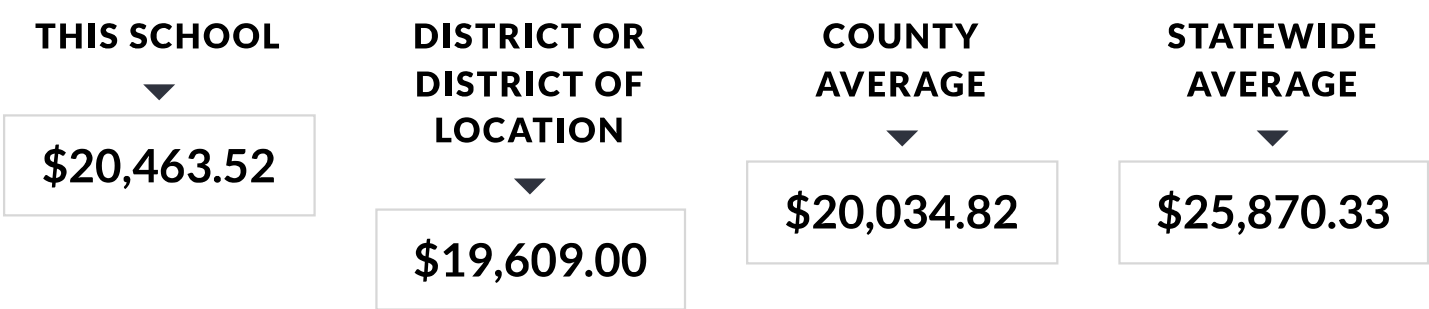
## Student Demographics



Enrollment	CANANDAIGUA CITY SD	CANANDAIGUA MIDDLE SCHOOL
All Students	3,204	725
Economically Disadvantaged	39%	42%
Students with Disabilities	17%	20%
English Language Learners	1%	1%
» Race/Ethnicity		

Staffing Profile	CANANDAIGUA CITY SD	CANANDAIGUA MIDDLE SCHOOL
Student-to-Teacher Ratio	11	9
Teachers with Fewer than 4 years of Experience %	17%	13%
Teachers with 4-20 Years of Experience %	50%	53%
Teachers with 21+ Years of Experience %	32%	34%

# 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	CANANDAIGUA CITY SD	CANANDAIGUA MIDDLE SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$11,827.47	\$12,799.54
» B. Administration (B1 + B2 + B3)	\$875.70	\$1,176.95
» C. All Other Spending (C1 + C2 + C3)	\$2,059.17	\$1,640.46
D. Total School Level (A + B + C)	\$14,762.33	\$15,616.94
» E. Central Instruction (E1 + E2 + E3 + E4)	\$569.57	
» F. Central Administration (F1 + F2 + F3)	\$1,807.59	
» G. All Other Central Spending (G1 + G2 + G3)	\$2,469.42	
H. Total Central Costs	\$4,846.58	
I. Total Spending (D + H)	\$19,608.91	\$20,463.52

## 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	CANANDAIGUA CITY SD	CANANDAIGUA MIDDLE SCHOOL
J. Total School Level Local/State Spending	\$13,507.07	\$14,710.70
» K. Total School Level Federal Spending	\$1,255.26	\$906.25
L. Total Central Level Local/State Spending	\$4,679.26	
M. Total Central Level Federal Spending	\$167.32	
N. Total Spending (J + K + L + M)	\$19,608.91	\$20,463.52

## 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	CANANDAIGUA CITY SD
1. Transportation	\$4,174,032.22
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,282,733.68
4. Debt Service	\$4,542,268.48
5. Other	\$26,165,160.18
Percent Excluded from Total	36%
Total Expenditures	\$100,657,898.00

# CANANDAIGUA CITY SD

2021-22 School Year Financial Transparency Report

## CANANDAIGUA ACADEMY

Type: Senior High

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

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

| Business Rules

## Economic and Student Characteristics

**DISTRICT P-12  
ENROLLMENT**



3,289

**NEEDS  
RESOURCE  
CATEGORY**



Average Need

**DISTRICT  
ABILITY TO  
RAISE LOCAL  
FUNDS IS**



moderately  
more than the  
average district  
in the state

**DISTRICT  
STUDENT  
NEEDS ARE**



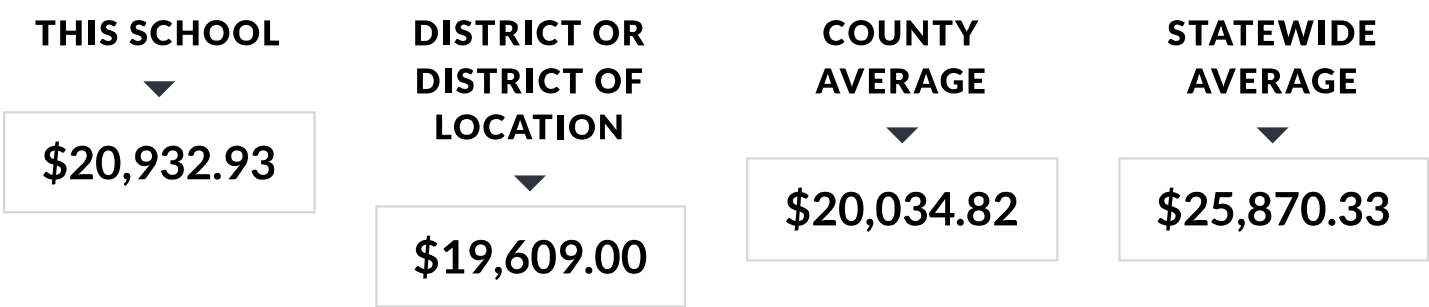
moderately less  
than the state  
average

## Student Demographics

Enrollment	CANANDAIGUA CITY SD	CANANDAIGUA ACADEMY
All Students	3,204	1,069
Economically Disadvantaged	39%	35%
Students with Disabilities	17%	16%
English Language Learners	1%	1%
» Race/Ethnicity		

Staffing Profile	CANANDAIGUA CITY SD	CANANDAIGUA ACADEMY
Student-to-Teacher Ratio	11	11
Teachers with Fewer than 4 years of Experience %	17%	11%
Teachers with 4-20 Years of Experience %	50%	45%
Teachers with 21+ Years of Experience %	32%	44%

# 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	CANANDAIGUA CITY SD	CANANDAIGUA ACADEMY
» A. Instruction (A1 + A2 + A3 + A4)	\$11,827.47	\$12,287.64
» B. Administration (B1 + B2 + B3)	\$875.70	\$925.70
» C. All Other Spending (C1 + C2 + C3)	\$2,059.17	\$2,873.00
D. Total School Level (A + B + C)	\$14,762.33	\$16,086.35
» E. Central Instruction (E1 + E2 + E3 + E4)	\$569.57	
» F. Central Administration (F1 + F2 + F3)	\$1,807.59	
» G. All Other Central Spending (G1 + G2 + G3)	\$2,469.42	
H. Total Central Costs	\$4,846.58	
I. Total Spending (D + H)	\$19,608.91	\$20,932.93

## 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	CANANDAIGUA CITY SD	CANANDAIGUA ACADEMY
J. Total School Level Local/State Spending	\$13,507.07	\$15,398.56
» K. Total School Level Federal Spending	\$1,255.26	\$687.79
L. Total Central Level Local/State Spending	\$4,679.26	
M. Total Central Level Federal Spending	\$167.32	
N. Total Spending (J + K + L + M)	\$19,608.91	\$20,932.93

## 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	CANANDAIGUA CITY SD
1. Transportation	\$4,174,032.22
2. Charter School Tuition	\$0.00
3. Other Tuition	\$1,282,733.68
4. Debt Service	\$4,542,268.48
5. Other	\$26,165,160.18
Percent Excluded from Total	36%
<b>Total Expenditures</b>	<b>\$100,657,898.00</b>

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THIS DOCUMENT WAS CREATED ON: APRIL 15, 2024, 3:24 PM EST

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

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

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

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

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

Title		Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	212,400	58,864	
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 PERSONNEL	180,664	78,444	
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	163,477	50,512	
4.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	167,500	67,665	
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Equalized Total Assessed Value 4,387,319,238

School District - 320200 Cdga City Sch Dist

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	14	29,316,282	0.67
13100	CO - GENERALLY	RPTL 406(1)	26	181,973,885	4.15
13350	CITY - GENERALLY	RPTL 406(1)	36	58,717,615	1.34
13370	CITY - CEMETERY LAND	RPTL 446	3	460,523	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	38	28,273,652	0.64
13800	SCHOOL DISTRICT	RPTL 408	10	87,195,113	1.99
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	23	4,185,483	0.10
14100	USA - GENERALLY	RPTL 400(1)	2	1,329,636	0.03
14110	USA - SPECIFIED USES	STATE L 54	3	113,384,100	2.58
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	28	186,681,119	4.26
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	32	35,866,633	0.82
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	20	52,552,593	1.20
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	9	16,851,773	0.38
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	106,827,386	2.43
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	7	5,308,820	0.12
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	9	6,281,059	0.14
26050	AGRICULTURAL SOCIETY	RPTL 450	2	533,746	0.01
26100	VETERANS ORGANIZATION	RPTL 452	2	857,386	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	4,496,266	0.10
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	15	4,431,094	0.10
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	8,406,818	0.19
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	6,152,841	0.14
28220	URBAN REN:OWNER-COMM DEV COR	P H F I L 260	1	78,409	0.00
41300	PARAPLEGIC VETS	RPTL 458(3)	1	572,159	0.01
41400	CLERGY	RPTL 460	13	21,140	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	25	1,185,595	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	348	40,097,482	0.91
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	24	2,119,323	0.05
41800	PERSONS AGE 65 OR OVER	RPTL 467	25	1,507,359	0.03
41804	PERSONS AGE 65 OR OVER	RPTL 467	113	5,733,526	0.13
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	101,600	0.00
41806	PERSONS AGE 65 OR OVER	RPTL 467	47	4,457,766	0.10
41834	ENHANCED STAR	RPTL 425	1,248	112,931,143	2.57

Equalized Total Assessed Value 4,387,319,238

School District - 320200 Cdga City Sch Dist

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41854	BASIC STAR 1999-2000	RPTL 425	2,398	82,251,650	1.87
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	425,659	0.01
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	7	485,031	0.01
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	215,890	0.00
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	148,000	0.00
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	7,600	0.00
42120	TEMPORARY GREENHOUSES	RPTL 483-c	3	77,550	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	12	952,876	0.02
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	2	4,222,500	0.10
Total Exemptions Exclusive of System Exemptions:			4,567	1,197,676,081	27.30
Total System Exemptions:			0	0	0.00
Totals:			4,567	1,197,676,081	27.30

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: \_\_\_\_\_