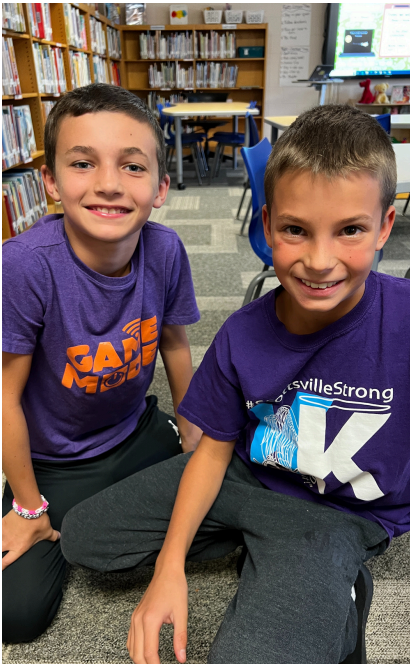




2024-25 PROPOSED BUDGET



**Wheatland-Chili Central School District
2024-2025 Proposed Budget**

Budget Statement

Tab	Item
1	Budget Statement: Three-Part Budget
2	Property Tax Report Card
3	School Academic Report Cards
4	District's Fiscal Accountability Summary
5	Salary Disclosure Notice
6	Exemption Reporting for Taxing Jurisdictions



**Wheatland-Chili Central School District
2024-2025 Proposed Budget**

Budget Statement

Tab	Item
1	Budget Statement: Three-Part Budget



2024-2025 Proposed Budget

ADMINISTRATIVE BUDGET		2023-24		2024-25		\$ Change		% Change
Board Of Education	\$	49,351	\$	50,707	\$	1,356		
Central Administration	\$	306,507	\$	320,462	\$	13,955		
Finance	\$	352,142	\$	386,901	\$	34,759		
Legal, Personnel, and Information	\$	200,858	\$	201,467	\$	609		
Central Data Processing	\$	205,547	\$	182,684	\$	(22,863)		
Insurance, BOCES Administrative/Capital	\$	320,147	\$	342,006	\$	21,859		
Instruction, Administrative	\$	443,488	\$	529,708	\$	86,220		
Curriculum	\$	201,859	\$	215,517	\$	13,658		
Employee Benefits	\$	706,050	\$	726,451	\$	20,401		
Total Administrative	\$	2,785,949	\$	2,955,903	\$	169,954		6.10%

The ADMINISTRATIVE component provides for overall general support and management of the operations of the District and includes:

- Board of Education costs;
- Central and school administration;
- Finance (including tax collection, purchasing, legal and auditing expenses);
- Curriculum development; and
- BOCES administrative expenses.

PROGRAM BUDGET		2023-24		2024-25		\$ Change		% Change
In-Service Training	\$	53,665	\$	58,221	\$	4,556		
Instruction, Other than Administrative	\$	8,243,371	\$	8,513,427	\$	270,056		
Library and Computer Instruction	\$	1,104,011	\$	1,104,391	\$	380		
Counseling, Support, and Health Services	\$	688,352	\$	784,395	\$	96,043		
Co-Curricular and Athletics	\$	457,026	\$	423,465	\$	(33,561)		
Pupil Transportation	\$	1,108,457	\$	1,145,590	\$	37,133		
Employee Benefits	\$	4,514,975	\$	4,185,765	\$	(329,210)		
Special Aid and Food Service Transfer	\$	112,400	\$	114,896	\$	2,496		
Total Program	\$	16,282,257	\$	16,330,150	\$	47,893		0.29%

The PROGRAM component is the largest portion of all planned expenditures for instruction and support services and includes:

- Instructional, co-curricular, and athletic programs;
- Counseling and health services; and
- Pupil transportation.

CAPITAL BUDGET		2023-24		2024-25		\$ Change		% Change
Central Services, Maintenance and Operations	\$	1,227,405	\$	1,306,508	\$	79,103		
Employee Benefits	\$	348,247	\$	339,692	\$	(8,555)		
Debt Service, Energy Performance Contract	\$	1,598,313	\$	1,855,488	\$	257,175		
Total Capital	\$	3,173,965	\$	3,501,688	\$	327,723		10.33%

The CAPITAL component includes costs associated with maintaining facilities and grounds:

- Building and equipment repairs;
- Custodial and maintenance supplies;
- Utilities; and
- Debt service.

TOTAL BUDGET	\$	22,242,171	\$	22,787,741	\$	545,570		2.45%
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Wheatland-Chili Central School District
2024-2025 Proposed Budget

Budget Statement

Tab	Item
2	Property Tax Report Card



2024-25 Property Tax Report Card

262001 - WHEATLAND-CHILI CSD

Contact Person: Lynda Quick

Telephone Number: 585-889-6246

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	22,242,171	22,787,741	2.45%
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve ¹	10,271,762	10,578,888	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	10,271,762	10,578,888	2.99%
F. Permissible Exclusions to the School Tax Levy Limit	130,258	197,132	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	10,141,504	10,460,181	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	10,141,504	10,381,756	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	78,425	
Public School Enrollment	680	684	0.59%
Consumer Price Index			2.80%

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

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

³ For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	3,641,223	3,978,645
Assigned Appropriated Fund Balance	311,492	250,000
Adjusted Unrestricted Fund Balance	889,687	911,510
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 2024-2025 School Year
Capital	Bus & Grounds Equipment Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 664,449	\$ 776,448	Use of \$240,000 to fund Bus purchase if approved by voters.
Capital	School Equipment Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 356,293	\$ 356,293	We do not intend to use in 2024-25
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 1,922,349	\$ 2,047,773	Use of \$961,745 to fund Capital Project 2024
Repair	Reserve for Repairs	To pay the cost of repairs to capital improvements or equipment.	\$ 1,364	\$ 1,364	We do not intend to use in 2024-25
Workers' Compensation	Worker's Compensation Reserve	To pay for Workers Compensation and benefits.	\$ 69,996	\$ 69,996	We do not intend to use in 2024-25
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 62,582	\$ 62,582	We do not intend to use in 2024-25
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability	Liability Reserve	To establish and maintain a program of reserves to cover liability claims incurred.	\$ -	\$ 300,000	We do not intend to use in 2024-25
Tax Certiorari	Reserve for Tax Certiorari	To establish a reserve fund for tax certiorari settlements.	\$ 35,189	\$ 35,189	We do not intend to use in 2024-25
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
Employee Benefit Accrued Liability	Miscellaneous Reserve - OPEB	For the payment of accrued employee benefits' due to employees upon termination of service.	\$ -	\$ -	
Retirement Contribution	Retirement Contribution Reserve - TRS	To fund employer retirement contributions to the Teachers' Retirement System	\$ 129,000	\$ 129,000	We do not intend to use in 2024-25
Retirement Contribution	Retirement Contribution Reserve - ERS	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 400,000	\$ 200,000	Appropriate \$100,000 to offset pension costs
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Other Reserve					

* Note: Reserves with blue boxes will be allowed to add rows for multiple entries. Use a different name for each in the Reserve Name column.

Wheatland-Chili Central School District
2024-2025 Proposed Budget

Budget Statement

Tab	Item
3	School Academic Report Cards



WHEATLAND-CHILI CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Black or African American	Local Support and Improvement: Potential Target District	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	2	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–
Black or African American	1	2	–	2
Hispanic or Latino	1	2	–	2
Multiracial	1	2	–	2
White	2	3	–	3
English Language Learner	–	–	–	–
Students with Disabilities	3	4	–	2
Economically Disadvantaged	2	2	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	294	109	2
	Math	295	108.6	
	Combined	589	108.8	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Combined	4	–	
Black or African American	ELA	41	79.3	1
	Math	42	63.1	
	Combined	83	71.1	
Hispanic or Latino	ELA	32	75	1
	Math	31	83.9	
	Combined	63	79.4	
Multiracial	ELA	22	88.6	1
	Math	23	60.9	
	Combined	45	74.4	
White	ELA	196	124.2	2
	Math	196	128.6	
	Combined	392	126.4	
English Language Learner	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Students with Disabilities	ELA	48	65.6	3
	Math	48	70.8	
	Combined	96	68.2	
Economically Disadvantaged	ELA	155	82.9	2
	Math	157	78	
	Combined	312	80.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	294	109	2
	Math	295	108.6	
	Combined	589	108.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	41	79.3	2
	Math	42	63.1	
	Combined	83	71.1	
Hispanic or Latino	ELA	32	75	2
	Math	32	81.3	
	Combined	64	78.1	
Multiracial	ELA	22	88.6	2
	Math	23	60.9	
	Combined	45	74.4	
White	ELA	196	124.2	3
	Math	196	128.6	
	Combined	392	126.4	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	48	65.6	4
	Math	48	70.8	
	Combined	96	68.2	
Economically Disadvantaged	ELA	155	82.9	2
	Math	157	78	
	Combined	312	80.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	1	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learner	3	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	439	107	24.4%	2
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–
Black or African American	67	24	35.8%	2
Hispanic or Latino	48	17	35.4%	2
Multiracial	33	10	30.3%	2
White	283	53	18.7%	3
English Language Learner	8	–	–	–
Students with Disabilities	75	29	38.7%	2
Economically Disadvantaged	248	84	33.9%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	315	97.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	✓	46	100%
Hispanic or Latino	—	36	—
Multiracial	—	25	—
White	✓	204	97.6%
English Language Learner	—	2	—
Students with Disabilities	✗	48	93.8%
Economically Disadvantaged	✓	171	97.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	321	96.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	✓	47	100%
Hispanic or Latino	—	36	—
Multiracial	—	27	—
White	✓	207	96.6%
English Language Learner	—	2	—
Students with Disabilities	✗	50	92%
Economically Disadvantaged	✓	176	97.2%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	44	181.8	151.8	3
	Math	29	106.9		
	Science	35	174.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		
Black or African American	ELA	7	157.1	–	–
	Math	4	–		
	Science	5	130		
Hispanic or Latino	ELA	6	175	–	–
	Math	4	–		
	Science	5	170		
Multiracial	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		
White	ELA	27	203.7	170.1	4
	Math	19	123.7		
	Science	23	189.1		
Students with Disabilities	ELA	6	83.3	–	–
	Math	3	–		
	Science	3	–		
Economically Disadvantaged	ELA	17	155.9	115.1	2
	Math	10	65		
	Science	12	129.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	45	177.8	131.2	4
	Math	38	81.6		
	Science	45	135.6		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Black or African American	ELA	7	157.1	—	—
	Math	4	—		
	Science	7	92.9		
Hispanic or Latino	ELA	6	175	—	—
	Math	5	80		
	Science	6	141.7		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	28	196.4	146.4	4
	Math	26	90.4		
	Science	28	155.4		
Students with Disabilities	ELA	7	71.4	—	—
	Math	5	60		
	Science	7	57.1		
Economically Disadvantaged	ELA	17	155.9	98.7	3
	Math	14	46.4		
	Science	17	91.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	45	42	93.3%	89.3%	2
	5-year	44	38	86.4%		
	6-year	59	52	88.1%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Black or African American	4-year	9	—	—	—	—
	5-year	10	—	—		
	6-year	12	—	—		
Hispanic or Latino	4-year	4	—	—	—	—
	5-year	2	—	—		
	6-year	4	—	—		
Multiracial	4-year	1	—	—	—	—
	5-year	3	—	—		
	6-year	3	—	—		
White	4-year	30	29	96.7%	93.2%	3
	5-year	28	—	—		
	6-year	39	35	89.7%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	5	—	—	—	—
	5-year	14	—	—		
	6-year	9	—	—		
Economically Disadvantaged	4-year	21	21	100%	90.3%	3
	5-year	21	18	85.7%		
	6-year	27	23	85.2%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	203	47	23.2%	3
American Indian or Alaska Native	2	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5	–	–	–
Black or African American	32	9	28.1%	2
Hispanic or Latino	24	–	–	–
Multiracial	15	–	–	–
White	125	21	16.8%	4
English Language Learner	1	–	–	–
Students with Disabilities	28	–	–	–
Economically Disadvantaged	109	38	34.9%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	45	93.3%
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–
Black or African American	–	7	–
Hispanic or Latino	–	6	–
Multiracial	–	3	–
White	–	25	–
English Language Learner	–	0	–
Students with Disabilities	–	6	–
Economically Disadvantaged	–	19	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	–	38	–
American Indian or Alaska Native	–	2	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	4	–
Hispanic or Latino	–	5	–
Multiracial	–	3	–
White	–	23	–
English Language Learner	–	0	–
Students with Disabilities	–	4	–
Economically Disadvantaged	–	16	–

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	48	0	0%	48	100%	25	52%	11	23%	9	19%	3	6%	12	25%
Grade 4	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%
Grade 5	62	6	10%	56	90%	16	29%	18	32%	18	32%	4	7%	22	39%
Grade 6	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%
Grade 7	51	2	4%	49	96%	19	39%	19	39%	9	18%	2	4%	11	22%
Grade 8	46	3	7%	43	93%	9	21%	22	51%	7	16%	5	12%	12	28%
Grades 3-8	322	18	6%	304	94%	97	32%	109	36%	68	22%	30	10%	98	32%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	48	100%	25	52%	11	23%	9	19%	3	6%	12	25%
Female	25	0	0%	25	100%	12	48%	2	8%	8	32%	3	12%	11	44%
Male	23	0	0%	23	100%	13	57%	9	39%	1	4%	0	0%	1	4%
General Education Students	44	0	0%	44	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	0	0%	9	100%	8	89%	0	0%	1	11%	0	0%	1	11%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	29	0	0%	29	100%	10	34%	9	31%	7	24%	3	10%	10	34%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	7	70%	2	20%	1	10%	0	0%	1	10%
Economically Disadvantaged	28	0	0%	28	100%	20	71%	4	14%	3	11%	1	4%	4	14%
Not Economically Disadvantaged	20	0	0%	20	100%	5	25%	7	35%	6	30%	2	10%	8	40%
Non-English Language Learner	48	0	0%	48	100%	25	52%	11	23%	9	19%	3	6%	12	25%
Not in Foster Care	48	0	0%	48	100%	25	52%	11	23%	9	19%	3	6%	12	25%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	47	0	0%	47	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	48	0	0%	48	100%	25	52%	11	23%	9	19%	3	6%	12	25%
Parent Not in Armed Forces	48	0	0%	48	100%	25	52%	11	23%	9	19%	3	6%	12	25%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%
Female	35	0	0%	35	100%	7	20%	11	31%	10	29%	7	20%	17	49%
Male	17	2	12%	15	88%	3	20%	6	40%	4	27%	2	13%	6	40%
General Education Students	47	2	4%	45	96%	8	18%	14	31%	14	31%	9	20%	23	51%
Students with Disabilities	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
Hispanic or Latino	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
White	33	1	3%	32	97%	5	16%	10	31%	9	28%	8	25%	17	53%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	3	33%	3	33%	2	22%	1	11%	3	33%
Economically Disadvantaged	27	2	7%	25	93%	7	28%	8	32%	9	36%	1	4%	10	40%
Not Economically Disadvantaged	25	0	0%	25	100%	3	12%	9	36%	5	20%	8	32%	13	52%
Non-English Language Learner	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%
Not in Foster Care	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%
Not Homeless	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%
Not Migrant	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%
Parent Not in Armed Forces	52	2	4%	50	96%	10	20%	17	34%	14	28%	9	18%	23	46%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	6	10%	56	90%	16	29%	18	32%	18	32%	4	7%	22	39%
Female	27	1	4%	26	96%	4	15%	9	35%	9	35%	4	15%	13	50%
Male	35	5	14%	30	86%	12	40%	9	30%	9	30%	0	0%	9	30%
General Education Students	50	0	0%	50	100%	11	22%	18	36%	17	34%	4	8%	21	42%
Students with Disabilities	12	6	50%	6	50%	5	83%	0	0%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	10	1	10%	9	90%	3	33%	3	33%	3	33%	0	0%	3	33%
White	36	3	8%	33	92%	9	27%	10	30%	11	33%	3	9%	14	42%
Multiracial	8	1	13%	7	88%	1	14%	3	43%	3	43%	0	0%	3	43%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	3	43%	2	29%	1	14%	1	14%	2	29%
Economically Disadvantaged	40	4	10%	36	90%	14	39%	10	28%	11	31%	1	3%	12	33%
Not Economically Disadvantaged	22	2	9%	20	91%	2	10%	8	40%	7	35%	3	15%	10	50%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	61	6	10%	55	90%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	61	6	10%	55	90%	–	–	–	–	–	–	–	–	–	–
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	61	5	8%	56	92%	16	29%	18	32%	18	32%	4	7%	22	39%
Not Migrant	62	6	10%	56	90%	16	29%	18	32%	18	32%	4	7%	22	39%
Parent Not in Armed Forces	62	6	10%	56	90%	16	29%	18	32%	18	32%	4	7%	22	39%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%
Female	33	4	12%	29	88%	7	24%	10	34%	7	24%	5	17%	12	41%
Male	30	1	3%	29	97%	11	38%	12	41%	4	14%	2	7%	6	21%
General Education Students	52	3	6%	49	94%	12	24%	20	41%	11	22%	6	12%	17	35%
Students with Disabilities	11	2	18%	9	82%	6	67%	2	22%	0	0%	1	11%	1	11%
Black or African American	9	1	11%	8	89%	4	50%	2	25%	2	25%	0	0%	2	25%
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	45	4	9%	41	91%	9	22%	16	39%	9	22%	7	17%	16	39%
Multiracial	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	5	56%	4	44%	0	0%	0	0%	0	0%
Economically Disadvantaged	33	3	9%	30	91%	13	43%	12	40%	4	13%	1	3%	5	17%
Not Economically Disadvantaged	30	2	7%	28	93%	5	18%	10	36%	7	25%	6	21%	13	46%
Non-English Language Learner	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%
Not in Foster Care	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%
Not Homeless	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%
Not Migrant	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%
Parent Not in Armed Forces	63	5	8%	58	92%	18	31%	22	38%	11	19%	7	12%	18	31%

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.



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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	3	7%	43	93%	9	21%	22	51%	7	16%	5	12%	12	28%
Female	24	2	8%	22	92%	1	5%	12	55%	5	23%	4	18%	9	41%
Male	22	1	5%	21	95%	8	38%	10	48%	2	10%	1	5%	3	14%
General Education Students	36	2	6%	34	94%	7	21%	16	47%	7	21%	4	12%	11	32%
Students with Disabilities	10	1	10%	9	90%	2	22%	6	67%	0	0%	1	11%	1	11%
Black or African American	8	0	0%	8	100%	2	25%	5	63%	1	13%	0	0%	1	13%
Hispanic or Latino	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
White	28	1	4%	27	96%	4	15%	13	48%	5	19%	5	19%	10	37%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	3	38%	4	50%	1	13%	0	0%	1	13%
Economically Disadvantaged	21	2	10%	19	90%	6	32%	10	53%	2	11%	1	5%	3	16%
Not Economically Disadvantaged	25	1	4%	24	96%	3	13%	12	50%	5	21%	4	17%	9	38%
Non-English Language Learner	46	3	7%	43	93%	9	21%	22	51%	7	16%	5	12%	12	28%
Not in Foster Care	46	3	7%	43	93%	9	21%	22	51%	7	16%	5	12%	12	28%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	45	3	7%	42	93%	–	–	–	–	–	–	–	–	–	–
Not Migrant	46	3	7%	43	93%	9	21%	22	51%	7	16%	5	12%	12	28%
Parent Not in Armed Forces	46	3	7%	43	93%	9	21%	22	51%	7	16%	5	12%	12	28%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	48	0	0%	48	100%	9	19%	24	50%	13	27%	2	4%	15	31%
Grade 4	53	2	4%	51	96%	9	18%	18	35%	21	41%	3	6%	24	47%
Grade 5	63	7	11%	56	89%	19	34%	14	25%	18	32%	5	9%	23	41%
Grade 6	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Combined 6	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Grade 7	51	2	4%	49	96%	18	37%	18	37%	9	18%	4	8%	13	27%
Combined 7	51	2	4%	49	96%	18	37%	18	37%	9	18%	4	8%	13	27%
Grade 8	46	18	39%	28	61%	16	57%	6	21%	6	21%	0	0%	6	21%
Regents 8	—	—	—	15	33%	0	0%	0	0%	4	27%	11	73%	15	100%
Combined 8	46	3	7%	43	93%	16	37%	6	14%	10	23%	11	26%	21	49%
Grades 3-8	325	18	6%	307	94%	102	33%	96	31%	84	27%	25	8%	109	36%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	48	100%	9	19%	24	50%	13	27%	2	4%	15	31%
Female	25	0	0%	25	100%	6	24%	9	36%	8	32%	2	8%	10	40%
Male	23	0	0%	23	100%	3	13%	15	65%	5	22%	0	0%	5	22%
General Education Students	44	0	0%	44	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	9	0	0%	9	100%	4	44%	4	44%	1	11%	0	0%	1	11%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	29	0	0%	29	100%	2	7%	14	48%	11	38%	2	7%	13	45%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	3	30%	6	60%	1	10%	0	0%	1	10%
Economically Disadvantaged	28	0	0%	28	100%	8	29%	16	57%	4	14%	0	0%	4	14%
Not Economically Disadvantaged	20	0	0%	20	100%	1	5%	8	40%	9	45%	2	10%	11	55%
Non-English Language Learner	48	0	0%	48	100%	9	19%	24	50%	13	27%	2	4%	15	31%
Not in Foster Care	48	0	0%	48	100%	9	19%	24	50%	13	27%	2	4%	15	31%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	47	0	0%	47	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	48	0	0%	48	100%	9	19%	24	50%	13	27%	2	4%	15	31%
Parent Not in Armed Forces	48	0	0%	48	100%	9	19%	24	50%	13	27%	2	4%	15	31%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	2	4%	51	96%	9	18%	18	35%	21	41%	3	6%	24	47%
Female	36	2	6%	34	94%	4	12%	15	44%	13	38%	2	6%	15	44%
Male	17	0	0%	17	100%	5	29%	3	18%	8	47%	1	6%	9	53%
General Education Students	48	2	4%	46	96%	6	13%	17	37%	20	43%	3	7%	23	50%
Students with Disabilities	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	9	0	0%	9	100%	1	11%	5	56%	3	33%	0	0%	3	33%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	33	0	0%	33	100%	5	15%	9	27%	16	48%	3	9%	19	58%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	3	33%	4	44%	2	22%	0	0%	2	22%
Economically Disadvantaged	28	2	7%	26	93%	6	23%	12	46%	8	31%	0	0%	8	31%
Not Economically Disadvantaged	25	0	0%	25	100%	3	12%	6	24%	13	52%	3	12%	16	64%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	52	1	2%	51	98%	9	18%	18	35%	21	41%	3	6%	24	47%
Not in Foster Care	53	2	4%	51	96%	9	18%	18	35%	21	41%	3	6%	24	47%
Not Homeless	53	2	4%	51	96%	9	18%	18	35%	21	41%	3	6%	24	47%
Not Migrant	53	2	4%	51	96%	9	18%	18	35%	21	41%	3	6%	24	47%
Parent Not in Armed Forces	53	2	4%	51	96%	9	18%	18	35%	21	41%	3	6%	24	47%

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	63	7	11%	56	89%	19	34%	14	25%	18	32%	5	9%	23	41%
Female	27	2	7%	25	93%	7	28%	7	28%	7	28%	4	16%	11	44%
Male	36	5	14%	31	86%	12	39%	7	23%	11	35%	1	3%	12	39%
General Education Students	51	2	4%	49	96%	13	27%	13	27%	18	37%	5	10%	23	47%
Students with Disabilities	12	5	42%	7	58%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	2	18%	9	82%	3	33%	4	44%	2	22%	0	0%	2	22%
White	36	4	11%	32	89%	8	25%	6	19%	14	44%	4	13%	18	56%
Multiracial	8	0	0%	8	100%	4	50%	4	50%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	8	1	13%	7	88%	4	57%	0	0%	2	29%	1	14%	3	43%
Economically Disadvantaged	40	4	10%	36	90%	15	42%	11	31%	9	25%	1	3%	10	28%
Not Economically Disadvantaged	23	3	13%	20	87%	4	20%	3	15%	9	45%	4	20%	13	65%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	61	6	10%	55	90%	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	62	7	11%	55	89%	–	–	–	–	–	–	–	–	–	–
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	62	6	10%	56	90%	19	34%	14	25%	18	32%	5	9%	23	41%
Not Migrant	63	7	11%	56	89%	19	34%	14	25%	18	32%	5	9%	23	41%
Parent Not in Armed Forces	63	7	11%	56	89%	19	34%	14	25%	18	32%	5	9%	23	41%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Female	33	2	6%	31	94%	17	55%	7	23%	7	23%	0	0%	7	23%
Male	31	2	6%	29	94%	14	48%	9	31%	6	21%	0	0%	6	21%
General Education Students	53	2	4%	51	96%	25	49%	14	27%	12	24%	0	0%	12	24%
Students with Disabilities	11	2	18%	9	82%	6	67%	2	22%	1	11%	0	0%	1	11%
Black or African American	9	0	0%	9	100%	7	78%	2	22%	0	0%	0	0%	0	0%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	45	3	7%	42	93%	18	43%	12	29%	12	29%	0	0%	12	29%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	6	67%	2	22%	1	11%	0	0%	1	11%
Economically Disadvantaged	34	2	6%	32	94%	22	69%	9	28%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	30	2	7%	28	93%	9	32%	7	25%	12	43%	0	0%	12	43%
Non-English Language Learner	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Not in Foster Care	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Not Homeless	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Not Migrant	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%
Parent Not in Armed Forces	64	4	6%	60	94%	31	52%	16	27%	13	22%	0	0%	13	22%

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.



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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	18	39%	28	61%	16	57%	6	21%	6	21%	0	0%	6	21%
Female	24	12	50%	12	50%	5	42%	4	33%	3	25%	0	0%	3	25%
Male	22	6	27%	16	73%	11	69%	2	13%	3	19%	0	0%	3	19%
General Education Students	36	15	42%	21	58%	10	48%	5	24%	6	29%	0	0%	6	29%
Students with Disabilities	10	3	30%	7	70%	6	86%	1	14%	0	0%	0	0%	0	0%
Black or African American	8	1	13%	7	88%	6	86%	1	14%	0	0%	0	0%	0	0%
Hispanic or Latino	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
White	28	14	50%	14	50%	6	43%	3	21%	5	36%	0	0%	5	36%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	4	57%	2	29%	1	14%	0	0%	1	14%
Economically Disadvantaged	21	4	19%	17	81%	12	71%	2	12%	3	18%	0	0%	3	18%
Not Economically Disadvantaged	25	14	56%	11	44%	4	36%	4	36%	3	27%	0	0%	3	27%
Non-English Language Learner	46	18	39%	28	61%	16	57%	6	21%	6	21%	0	0%	6	21%
Not in Foster Care	46	18	39%	28	61%	16	57%	6	21%	6	21%	0	0%	6	21%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	45	18	40%	27	60%	–	–	–	–	–	–	–	–	–	–
Not Migrant	46	18	39%	28	61%	16	57%	6	21%	6	21%	0	0%	6	21%
Parent Not in Armed Forces	46	18	39%	28	61%	16	57%	6	21%	6	21%	0	0%	6	21%

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	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%
Combined 8	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%
Female	24	1	4%	23	96%	2	9%	6	26%	10	43%	5	22%	15	65%
Male	22	3	14%	19	86%	4	21%	5	26%	9	47%	1	5%	10	53%
General Education Students	36	2	6%	34	94%	3	9%	8	24%	18	53%	5	15%	23	68%
Students with Disabilities	10	2	20%	8	80%	3	38%	3	38%	1	13%	1	13%	2	25%
Black or African American	8	0	0%	8	100%	3	38%	4	50%	1	13%	0	0%	1	13%
Hispanic or Latino	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
White	28	2	7%	26	93%	2	8%	4	15%	14	54%	6	23%	20	77%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	3	38%	4	50%	0	0%	4	50%
Economically Disadvantaged	21	2	10%	19	90%	6	32%	6	32%	6	32%	1	5%	7	37%
Not Economically Disadvantaged	25	2	8%	23	92%	0	0%	5	22%	13	57%	5	22%	18	78%
Non-English Language Learner	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%
Not in Foster Care	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	45	4	9%	41	91%	—	—	—	—	—	—	—	—	—	—
Not Migrant	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%
Parent Not in Armed Forces	46	4	9%	42	91%	6	14%	11	26%	19	45%	6	14%	25	60%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	36	1	3%	3	8%	16	44%	9	25%	7	19%	32	89%
Female	21	1	5%	3	14%	9	43%	5	24%	3	14%	17	81%
Male	15	0	0%	0	0%	7	47%	4	27%	4	27%	15	100%
General Education Students	36	1	3%	3	8%	16	44%	9	25%	7	19%	32	89%
Black or African American	5	1	20%	0	0%	3	60%	1	20%	0	0%	4	80%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	26	0	0%	1	4%	10	38%	8	31%	7	27%	25	96%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	2	40%	3	60%	0	0%	0	0%	3	60%
Economically Disadvantaged	15	1	7%	2	13%	8	53%	3	20%	1	7%	12	80%
Not Economically Disadvantaged	21	0	0%	1	5%	8	38%	6	29%	6	29%	20	95%
Non-English Language Learner	36	1	3%	3	8%	16	44%	9	25%	7	19%	32	89%
Not in Foster Care	36	1	3%	3	8%	16	44%	9	25%	7	19%	32	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	34	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	36	1	3%	3	8%	16	44%	9	25%	7	19%	32	89%
Parent Not in Armed Forces	36	1	3%	3	8%	16	44%	9	25%	7	19%	32	89%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	28	8	29%	9	32%	9	32%	2	7%	11	39%
Female	16	5	31%	7	44%	4	25%	0	0%	4	25%
Male	12	3	25%	2	17%	5	42%	2	17%	7	58%
General Education Students	28	8	29%	9	32%	9	32%	2	7%	11	39%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
White	26	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	28	8	29%	9	32%	9	32%	2	7%	11	39%
Economically Disadvantaged	7	2	29%	2	29%	2	29%	1	14%	3	43%
Not Economically Disadvantaged	21	6	29%	7	33%	7	33%	1	5%	8	38%
Non-English Language Learner	28	8	29%	9	32%	9	32%	2	7%	11	39%
Not in Foster Care	28	8	29%	9	32%	9	32%	2	7%	11	39%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	27	–	–	–	–	–	–	–	–	–	–
Not Migrant	28	8	29%	9	32%	9	32%	2	7%	11	39%
Parent Not in Armed Forces	28	8	29%	9	32%	9	32%	2	7%	11	39%

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	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	4	–	–	–	–	–	–	–	–	–	–
Male	1	–	–	–	–	–	–	–	–	–	–
Non-Binary	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Gender	6	1	17%	1	17%	2	33%	2	33%	4	67%
General Education Students	6	1	17%	1	17%	2	33%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	4	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	5	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	6	1	17%	1	17%	2	33%	2	33%	4	67%
Not in Foster Care	6	1	17%	1	17%	2	33%	2	33%	4	67%
Not Homeless	6	1	17%	1	17%	2	33%	2	33%	4	67%
Not Migrant	6	1	17%	1	17%	2	33%	2	33%	4	67%
Parent Not in Armed Forces	6	1	17%	1	17%	2	33%	2	33%	4	67%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	6	10%	5	8%	31	49%	10	16%	11	17%	52	83%
Female	29	2	7%	3	10%	15	52%	3	10%	6	21%	24	83%
Male	34	4	12%	2	6%	16	47%	7	21%	5	15%	28	82%
General Education Students	58	5	9%	5	9%	27	47%	10	17%	11	19%	48	83%
Students with Disabilities	5	1	20%	0	0%	4	80%	0	0%	0	0%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	8	1	13%	2	25%	4	50%	1	13%	0	0%	5	63%
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	47	5	11%	1	2%	25	53%	6	13%	10	21%	41	87%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	2	25%	3	38%	1	13%	6	75%
Economically Disadvantaged	37	5	14%	4	11%	19	51%	6	16%	3	8%	28	76%
Not Economically Disadvantaged	26	1	4%	1	4%	12	46%	4	15%	8	31%	24	92%
Non-English Language Learner	63	6	10%	5	8%	31	49%	10	16%	11	17%	52	83%
Not in Foster Care	63	6	10%	5	8%	31	49%	10	16%	11	17%	52	83%
Not Homeless	63	6	10%	5	8%	31	49%	10	16%	11	17%	52	83%
Not Migrant	63	6	10%	5	8%	31	49%	10	16%	11	17%	52	83%
Parent Not in Armed Forces	63	6	10%	5	8%	31	49%	10	16%	11	17%	52	83%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	3	7%	4	9%	18	39%	15	33%	6	13%	39	85%
Female	20	1	5%	0	0%	9	45%	8	40%	2	10%	19	95%
Male	26	2	8%	4	15%	9	35%	7	27%	4	15%	20	77%
General Education Students	38	1	3%	3	8%	14	37%	14	37%	6	16%	34	89%
Students with Disabilities	8	2	25%	1	13%	4	50%	1	13%	0	0%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	7	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	1	13%	1	13%	5	63%	1	13%	0	0%	6	75%
White	29	1	3%	2	7%	10	34%	11	38%	5	17%	26	90%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	1	11%	3	33%	3	33%	1	11%	7	78%
Economically Disadvantaged	22	2	9%	2	9%	11	50%	5	23%	2	9%	18	82%
Not Economically Disadvantaged	24	1	4%	2	8%	7	29%	10	42%	4	17%	21	88%
Non-English Language Learner	46	3	7%	4	9%	18	39%	15	33%	6	13%	39	85%
Not in Foster Care	46	3	7%	4	9%	18	39%	15	33%	6	13%	39	85%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	44	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	46	3	7%	4	9%	18	39%	15	33%	6	13%	39	85%
Parent Not in Armed Forces	46	3	7%	4	9%	18	39%	15	33%	6	13%	39	85%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	3	7%	43	93%	2	4%	2	4%	9	20%	30	65%	39	85%
Female	26	1	4%	25	96%	2	8%	2	8%	2	8%	19	73%	21	81%
Male	18	2	—	16	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	20	2	10%	18	90%	0	0%	0	0%	7	35%	11	55%	18	90%
General Education Students	40	1	3%	39	98%	0	0%	2	5%	8	20%	29	73%	37	93%
Students with Disabilities	6	2	33%	4	67%	2	33%	0	0%	1	17%	1	17%	2	33%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
Hispanic or Latino	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	5	83%
White	28	2	7%	26	93%	0	0%	0	0%	5	18%	21	75%	26	93%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	2	40%	0	0%	1	20%	1	20%	2	40%
Economically Disadvantaged	18	1	6%	17	94%	1	6%	2	11%	4	22%	10	56%	14	78%
Not Economically Disadvantaged	28	2	7%	26	93%	1	4%	0	0%	5	18%	20	71%	25	89%
Non-English Language Learner	46	3	7%	43	93%	2	4%	2	4%	9	20%	30	65%	39	85%
Not in Foster Care	46	3	7%	43	93%	2	4%	2	4%	9	20%	30	65%	39	85%
Not Homeless	46	3	7%	43	93%	2	4%	2	4%	9	20%	30	65%	39	85%
Not Migrant	46	3	7%	43	93%	2	4%	2	4%	9	20%	30	65%	39	85%
Parent Not in Armed Forces	46	3	7%	43	93%	2	4%	2	4%	9	20%	30	65%	39	85%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	13	28%	33	72%	3	7%	3	7%	14	30%	13	28%	27	59%
Female	26	4	15%	22	85%	2	8%	3	12%	10	38%	7	27%	17	65%
Male	18	8	—	10	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	20	9	45%	11	55%	1	5%	0	0%	4	20%	6	30%	10	50%
General Education Students	40	8	20%	32	80%	3	8%	3	8%	13	33%	13	33%	26	65%
Students with Disabilities	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	43%	4	57%	2	29%	1	14%	1	14%	0	0%	1	14%
Hispanic or Latino	6	1	17%	5	83%	0	0%	1	17%	2	33%	2	33%	4	67%
White	28	7	25%	21	75%	1	4%	1	4%	10	36%	9	32%	19	68%
Multiracial	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	2	40%	3	60%	0	0%	0	0%	1	20%	2	40%	3	60%
Economically Disadvantaged	18	5	28%	13	72%	2	11%	2	11%	6	33%	3	17%	9	50%
Not Economically Disadvantaged	28	8	29%	20	71%	1	4%	1	4%	8	29%	10	36%	18	64%
Non-English Language Learner	46	13	28%	33	72%	3	7%	3	7%	14	30%	13	28%	27	59%
Not in Foster Care	46	13	28%	33	72%	3	7%	3	7%	14	30%	13	28%	27	59%
Not Homeless	46	13	28%	33	72%	3	7%	3	7%	14	30%	13	28%	27	59%
Not Migrant	46	13	28%	33	72%	3	7%	3	7%	14	30%	13	28%	27	59%
Parent Not in Armed Forces	46	13	28%	33	72%	3	7%	3	7%	14	30%	13	28%	27	59%

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	42	11	26	31	74
Female	24	3	13	21	88
Male	16	7	44	9	56
Non-Binary	2	1	50	1	50
General Education Students	38	8	21	30	79
Students with Disabilities	4	3	75	1	25
Asian or Native Hawaiian/Other Pacific Islander	2	1	50	1	50
Black or African American	7	3	43	4	57
Hispanic or Latino	6	1	17	5	83
White	25	5	20	20	80
Multiracial	2	1	50	1	50
Economically Disadvantaged	17	5	29	12	71
Not Economically Disadvantaged	25	6	24	19	76
Non-English Language Learner	42	11	26	31	74
Not in Foster Care	42	11	26	31	74
Not Homeless	42	11	26	31	74
Not Migrant	42	11	26	31	74
Parent Not in Armed Forces	42	11	26	31	74

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	46	10	22%	36	78%	3	7%	7	15%	14	30%	12	26%	26	57%
Female	26	6	23%	20	77%	2	8%	4	15%	6	23%	8	31%	14	54%
Male	18	4	—	14	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	20	4	20%	16	80%	1	5%	3	15%	8	40%	4	20%	12	60%
General Education Students	40	5	13%	35	88%	3	8%	6	15%	14	35%	12	30%	26	65%
Students with Disabilities	6	5	83%	1	17%	0	0%	1	17%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	5	71%	1	14%	2	29%	1	14%	1	14%	2	29%
Hispanic or Latino	6	1	17%	5	83%	0	0%	2	33%	2	33%	1	17%	3	50%
White	28	5	18%	23	82%	1	4%	3	11%	10	36%	9	32%	19	68%
Multiracial	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	2	40%	3	60%	1	20%	0	0%	1	20%	1	20%	2	40%
Economically Disadvantaged	18	4	22%	14	78%	3	17%	4	22%	3	17%	4	22%	7	39%
Not Economically Disadvantaged	28	6	21%	22	79%	0	0%	3	11%	11	39%	8	29%	19	68%
Non-English Language Learner	46	10	22%	36	78%	3	7%	7	15%	14	30%	12	26%	26	57%
Not in Foster Care	46	10	22%	36	78%	3	7%	7	15%	14	30%	12	26%	26	57%
Not Homeless	46	10	22%	36	78%	3	7%	7	15%	14	30%	12	26%	26	57%
Not Migrant	46	10	22%	36	78%	3	7%	7	15%	14	30%	12	26%	26	57%
Parent Not in Armed Forces	46	10	22%	36	78%	3	7%	7	15%	14	30%	12	26%	26	57%

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	43	8	19	35	81
Female	24	5	21	19	79
Male	17	3	18	14	82
Non-Binary	2	0	0	2	100
General Education Students	39	5	13	34	87
Students with Disabilities	4	3	75	1	25
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	7	2	29	5	71
Hispanic or Latino	6	1	17	5	83
White	25	3	12	22	88
Multiracial	2	1	50	1	50
Economically Disadvantaged	18	4	22	14	78
Not Economically Disadvantaged	25	4	16	21	84
Non-English Language Learner	43	8	19	35	81
Not in Foster Care	43	8	19	35	81
Not Homeless	43	8	19	35	81
Not Migrant	43	8	19	35	81
Parent Not in Armed Forces	43	8	19	35	81

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Female	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	18	17	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
General Education Students	40	39	98%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Students with Disabilities	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	28	27	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Non-English Language Learner	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not in Foster Care	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Homeless	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not Migrant	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Parent Not in Armed Forces	46	45	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%

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	39	38	97	1	3
Female	23	23	100	0	0
Male	15	14	93	1	7
Non-Binary	1	1	100	0	0
General Education Students	35	34	97	1	3
Students with Disabilities	4	4	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	7	7	100	0	0
Hispanic or Latino	5	5	100	0	0
White	24	23	96	1	4
Multiracial	1	1	100	0	0
Economically Disadvantaged	15	15	100	0	0
Not Economically Disadvantaged	24	23	96	1	4
Non-English Language Learner	39	38	97	1	3
Not in Foster Care	39	38	97	1	3
Not Homeless	39	38	97	1	3
Not Migrant	39	38	97	1	3
Parent Not in Armed Forces	39	38	97	1	3

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	40	87%	6	13%	0	0%	0	0%	6	13%	0	0%	6	13%
Female	26	21	81%	5	19%	0	0%	0	0%	5	19%	0	0%	5	19%
Male	18	18	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
General Education Students	40	34	85%	6	15%	0	0%	0	0%	6	15%	0	0%	6	15%
Students with Disabilities	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	28	22	79%	6	21%	0	0%	0	0%	6	21%	0	0%	6	21%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	28	22	79%	6	21%	0	0%	0	0%	6	21%	0	0%	6	21%
Non-English Language Learner	46	40	87%	6	13%	0	0%	0	0%	6	13%	0	0%	6	13%
Not in Foster Care	46	40	87%	6	13%	0	0%	0	0%	6	13%	0	0%	6	13%
Not Homeless	46	40	87%	6	13%	0	0%	0	0%	6	13%	0	0%	6	13%
Not Migrant	46	40	87%	6	13%	0	0%	0	0%	6	13%	0	0%	6	13%
Parent Not in Armed Forces	46	40	87%	6	13%	0	0%	0	0%	6	13%	0	0%	6	13%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	42	36	86	6	14
Female	25	20	80	5	20
Male	16	16	100	0	0
Non-Binary	1	0	0	1	100
General Education Students	38	32	84	6	16
Students with Disabilities	4	4	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	7	7	100	0	0
Hispanic or Latino	6	6	100	0	0
White	25	19	76	6	24
Multiracial	1	1	100	0	0
Economically Disadvantaged	17	17	100	0	0
Not Economically Disadvantaged	25	19	76	6	24
Non-English Language Learner	42	36	86	6	14
Not in Foster Care	42	36	86	6	14
Not Homeless	42	36	86	6	14
Not Migrant	42	36	86	6	14
Parent Not in Armed Forces	42	36	86	6	14

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 2	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 7	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 9	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (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 5 ELA	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	8	7	88%	1	13%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	8	7	88%	1	13%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	8	7	88%	1	13%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	679	\$1,457,267	\$2,146	\$15,507,905	\$22,839	\$16,965,172	\$24,986
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	72	13	18%	2	1	50%
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	69	3	4%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	46	43	93%	28	61%	14	30%	1	2%	1	2%	2	4%	0	0%	0	0%
Female	26	24	92%	19	73%	4	15%	1	4%	1	4%	1	4%	0	0%	0	0%
Male	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-binary	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	40	40	100%	28	70%	12	30%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	6	3	50%	0	0%	2	33%	1	17%	1	17%	2	33%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	7	7	100%	3	43%	4	57%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	6	100%	5	83%	1	17%	0	0%	0	0%	0	0%	0	0%	0	0%
White	28	26	93%	19	68%	7	25%	0	0%	1	4%	1	4%	0	0%	0	0%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	18	17	94%	11	61%	6	33%	0	0%	0	0%	1	6%	0	0%	0	0%
Not Economically Disadvantaged	28	26	93%	17	61%	8	29%	1	4%	1	4%	1	4%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	46	43	93%	28	61%	14	30%	1	2%	1	2%	2	4%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	46	43	93%	28	61%	14	30%	1	2%	1	2%	2	4%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	46	43	93%	28	61%	14	30%	1	2%	1	2%	2	4%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	46	43	93%	28	61%	14	30%	1	2%	1	2%	2	4%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	46	43	93%	28	61%	14	30%	1	2%	1	2%	2	4%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2020-21)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the Civil Rights Data Collection, Office for Civil Rights.

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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**Wheatland-Chili Central School District
2024-2025 Proposed Budget**

Budget Statement

Tab	Item
4	District's Fiscal Accountability Summary



WHEATLAND-CHILI CSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

**DISTRICT P-12
ENROLLMENT**



670

**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	WHEATLAND-CHILI CSD
All Students	639
Economically Disadvantaged	48%
Students with Disabilities	13%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	WHEATLAND-CHILI CSD
Student-to-Teacher Ratio	9
Teachers with Fewer than 4 years of Experience %	9%
Teachers with 4-20 Years of Experience %	49%
Teachers with 21+ Years of Experience %	41%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$23,986.00	\$20,731.36	\$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	WHEATLAND-CHILI CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$12,178.99

Report View One Per Pupil Expenditure Categories	WHEATLAND-CHILI CSD
» B. Administration (B1 + B2 + B3)	\$1,122.47
» C. All Other Spending (C1 + C2 + C3)	\$3,004.72
D. Total School Level (A + B + C)	\$16,306.17
» E. Central Instruction (E1 + E2 + E3 + E4)	\$718.14
» F. Central Administration (F1 + F2 + F3)	\$2,470.59
» G. All Other Central Spending (G1 + G2 + G3)	\$4,491.32
H. Total Central Costs	\$7,680.06
I. Total Spending (D + H)	\$23,986.24

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	WHEATLAND-CHILI CSD
J. Total School Level Local/State Spending	\$14,900.58
» K. Total School Level Federal Spending	\$1,405.60
L. Total Central Level Local/State Spending	\$7,001.74
M. Total Central Level Federal Spending	\$678.32
N. Total Spending (J + K + L + M)	\$23,986.24

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	WHEATLAND-CHILI CSD
1. Transportation	\$1,566,762.47
2. Charter School Tuition	\$81,780.00
3. Other Tuition	\$569,407.87

Excluded Expenditures	WHEATLAND-CHILI CSD
4. Debt Service	\$1,978,948.00
5. Other	\$1,796,517.48
Percent Excluded from Total	27%
Total Expenditures	\$22,064,194.84

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Wheatland-Chili Central School District
2024-2025 Proposed Budget

Budget Statement

Tab	Item
5	Salary Disclosure Notice



Salary: Administrative Compensation Information
262001 - WHEATLAND-CHILI CSD

2023-2024 - Page 1
Official - as of 04/30/2024 10:50 AM

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	211,770	44,035	

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.)

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Salary: Administrative Compensation Information
262001 - WHEATLAND-CHILI CSD

2023-2024 - Page 2
Official - as of 04/30/2024 10:50 AM

	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
262001 - WHEATLAND-CHILI CSD

2023-2024 Claim Year - Page 3
Official - as of 04/30/2024 10:50 AM

Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

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**Salary: Administrative Compensation Information
262001 - WHEATLAND-CHILI CSD**

2023-2024 Claim Year - Page 4
Official - as of 04/30/2024 10:50 AM

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Salary: Administrative Compensation Information 2023-2024 - Page 5

262001 - WHEATLAND-CHILI CSD

Official - as of 04/30/2024 10:50 AM

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Wheatland-Chili Central School District
2024-2025 Proposed Budget

Budget Statement

Tab	Item
6	Exemption Reporting for Taxing Jurisdictions





NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 4/30/2024
Taxing Jurisdiction: Wheatland-Chili CSD
Fiscal Year Beginning: 7/1/2024
Total equalized value in taxing jurisdiction: \$ 880,679,154

Table with 6 columns: Exemption Code (Column A), Exemption Description (Column B), Statutory Authority (Column C), Number of Exemptions (Column D), Total Equalized Value (Column E), and Percentage of Value Exempted (Column F). Rows include categories like NY STATE OWNED PROPERTY, COUNTY OWNED, TOWN OWNED, SCHOOL DISTRICT PROPERTY, etc., ending with a Totals row showing 601 exemptions valued at \$146,913,350 (16.68%).

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ 25,000.00
(details contained on RP-495-PILOT)

Equalized Total Assessed Value 31,679,454

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	52	4,969,562	15.69
13500	TOWN - GENERALLY	RPTL 406(1)	7	652,570	2.06
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	1,218,700	3.85
41800	PERSONS AGE 65 OR OVER	RPTL 467	11	931,572	2.94
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	13,571	0.04
41834	ENHANCED STAR	RPTL 425	31	2,573,266	8.12
41854	BASIC STAR 1999-2000	RPTL 425	31	1,052,233	3.32
Total Exemptions Exclusive of System Exemptions:			135	11,411,474	36.02
Total System Exemptions:			0	0	0.00
Totals:			135	11,411,474	36.02

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

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

Equalized Total Assessed Value 411,816,236

School District - 265601 Wheatland Chili 1

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	1,091,600	0.27
13100	CO - GENERALLY	RPTL 406(1)	29	19,688,600	4.78
13500	TOWN - GENERALLY	RPTL 406(1)	9	1,057,400	0.26
13510	TOWN - CEMETERY LAND	RPTL 446	1	7,900	0.00
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	6	8,027,900	1.95
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	8,172,639	1.98
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	2	49,300	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	3,608,500	0.88
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	908,900	0.22
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	12	508,400	0.12
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	6,915,000	1.68
26100	VETERANS ORGANIZATION	RPTL 452	1	238,300	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	251,500	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	278,600	0.07
41400	CLERGY	RPTL 460	1	1,500	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	64	8,632,753	2.10
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	18	1,680,328	0.41
41800	PERSONS AGE 65 OR OVER	RPTL 467	44	4,361,062	1.06
41806	PERSONS AGE 65 OR OVER	RPTL 467	27	1,265,835	0.31
41834	ENHANCED STAR	RPTL 425	174	14,399,050	3.50
41854	BASIC STAR 1999-2000	RPTL 425	212	6,360,000	1.54
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	568,150	0.14
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	29,475	0.01
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,200	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	7,010	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	941,720	0.23

Equalized Total Assessed Value 411,816,236

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	190,300	0.05
Total Exemptions Exclusive of System Exemptions:			637	89,059,622	21.63
Total System Exemptions:			2	190,300	0.05
Totals:			639	89,249,922	21.67

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

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

Equalized Total Assessed Value 164,096,284

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	3	529,620	0.32
13100	CO - GENERALLY	RPTL 406(1)	1	6,329	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	3	2,523,923	1.54
13650	VG - GENERALLY	RPTL 406(1)	10	877,468	0.53
13800	SCHOOL DISTRICT	RPTL 408	4	8,660,047	5.28
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	3,797,468	2.31
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	25,316	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	3	1,814,051	1.11
26100	VETERANS ORGANIZATION	RPTL 452	1	202,278	0.12
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	209,747	0.13
41400	CLERGY	RPTL 460	3	5,697	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	10,669	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	23	1,856,329	1.13
41806	PERSONS AGE 65 OR OVER	RPTL 467	23	872,746	0.53
41834	ENHANCED STAR	RPTL 425	138	11,662,145	7.11
41854	BASIC STAR 1999-2000	RPTL 425	293	9,338,789	5.69
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	77,848	0.05
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	159,924	0.10
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	15,678	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	2,892,405	1.76
Total Exemptions Exclusive of System Exemptions:			517	42,646,072	25.99
Total System Exemptions:			1	2,892,405	1.76
Totals:			518	45,538,477	27.75

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

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

Equalized Total Assessed Value 263,201,125

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	133,544	0.05
13100	CO - GENERALLY	RPTL 406(1)	3	1,041,518	0.40
13500	TOWN - GENERALLY	RPTL 406(1)	12	819,241	0.31
13510	TOWN - CEMETERY LAND	RPTL 446	2	59,114	0.02
13650	VG - GENERALLY	RPTL 406(1)	6	575,822	0.22
13800	SCHOOL DISTRICT	RPTL 408	1	6,433,165	2.44
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	2	2,139,747	0.81
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	113,924	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	256,203	0.10
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	248,987	0.09
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	108,987	0.04
41700	AGRICULTURAL BUILDING	RPTL 483	3	132,911	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	100	19,749,266	7.50
41800	PERSONS AGE 65 OR OVER	RPTL 467	21	1,847,642	0.70
41806	PERSONS AGE 65 OR OVER	RPTL 467	10	474,507	0.18
41834	ENHANCED STAR	RPTL 425	111	9,310,173	3.54
41854	BASIC STAR 1999-2000	RPTL 425	174	5,545,902	2.11
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	5,618	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	306,954	0.12
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	17,722	0.01
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	7,854,163	2.98
Total Exemptions Exclusive of System Exemptions:			458	57,175,110	21.72
Total System Exemptions:			0	0	0.00
Totals:			458	57,175,110	21.72

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

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

Equalized Total Assessed Value 870,793,099

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	1,754,764	0.20
13100	CO - GENERALLY	RPTL 406(1)	85	25,706,009	2.95
13500	TOWN - GENERALLY	RPTL 406(1)	31	5,053,134	0.58
13510	TOWN - CEMETERY LAND	RPTL 446	3	67,014	0.01
13650	VG - GENERALLY	RPTL 406(1)	16	1,453,290	0.17
13800	SCHOOL DISTRICT	RPTL 408	5	15,093,212	1.73
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	6	8,027,900	0.92
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	8,172,639	0.94
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	4	2,189,047	0.25
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	3,797,468	0.44
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	139,240	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	5,678,754	0.65
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	2,127,600	0.24
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	12	508,400	0.06
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	6,915,000	0.79
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	248,987	0.03
26100	VETERANS ORGANIZATION	RPTL 452	2	440,578	0.05
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	251,500	0.03
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	597,334	0.07
41400	CLERGY	RPTL 460	4	7,197	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	132,911	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	166	28,392,688	3.26
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	18	1,680,328	0.19
41800	PERSONS AGE 65 OR OVER	RPTL 467	99	8,996,605	1.03
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	13,571	0.00
41806	PERSONS AGE 65 OR OVER	RPTL 467	60	2,613,088	0.30
41834	ENHANCED STAR	RPTL 425	454	37,944,634	4.36
41854	BASIC STAR 1999-2000	RPTL 425	710	22,296,924	2.56
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	7	645,998	0.07
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	189,399	0.02
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,200	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	12,628	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	322,632	0.04

Equalized Total Assessed Value 870,793,099

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	959,442	0.11
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	7,854,163	0.90
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	3,082,705	0.35
Total Exemptions Exclusive of System Exemptions:			1,747	200,292,278	23.00
Total System Exemptions:			3	3,082,705	0.35
Totals:			1,750	203,374,983	23.36

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

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

Equalized Total Assessed Value 9,886,055

School District - 255601 Wheatland-Chili

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	2,929	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,520,568	15.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	5,758	0.06
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	11	2,169,396	21.94
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	81,274	0.82
41834	ENHANCED STAR	RPTL 425	2	164,444	1.66
41854	BASIC STAR 1999-2000	RPTL 425	3	96,636	0.98
Total Exemptions Exclusive of System Exemptions:				4,041,005	40.88
Total System Exemptions:				0	0.00
Totals:				4,041,005	40.88

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: _____