

Cheektowaga-Sloan UFSD
166 Halstead Ave
Sloan, NY 14212

Cheektowaga-Sloan Board of Education
Public Hearing Meeting

DATE: **May 14, 2024**

TIME: 7:00 p.m.

LOCATION: Theodore Roosevelt Elementary School,
Cafetorium

*If you have a special requirement, please contact the ADA Coordinator 48 hours prior to the meeting.
The ADA Coordinator is Mrs. Andrea L. Galenski, Superintendent of Schools. She may be contacted at
716-891-6402 during school hours.*

Cheektowaga-Sloan UFSD
Public Hearing for the Board of Education
Tuesday, May 14, 2024
Theodore Roosevelt Elementary School, Cafetorium
7:00 p.m.

1. Discuss Budget for Public Hearing
2. Possible Executive Session
3. Adjourn

PUBLIC HEARING FOR THE BOARD OF EDUCATION
Theodore Roosevelt Elementary School, Cafetorium
Tuesday, May 14, 2024
7:00 p.m.

Pledge of Allegiance

Board President will call meeting to order

Roll Call: Denise McCowan - President
Zachary Smith – Vice President
Stephanie Dombrowski
Claire Ferrucci
Gary Sieczkarek
James Stachewicz
Jeffery Stewart

1. Presentation

Mr. Drescher and Mrs. Galenski will present the 2024-2025 budget information and will answer any questions related to the proposed budget.

2. Possible Executive Session

Motion by _____ seconded by _____, to go into Executive Session at _____ p.m.
for _____.

Motion Carried __ Ayes __ Noes __ Absent __ Abstain

Motion by _____ seconded by _____, to adjourn from Executive Session and resume regular order of business at _____ p.m.

Motion Carried __ Ayes __ Noes __ Absent __ Abstain

3. Adjourn

Motion by _____ seconded by _____, to adjourn this meeting at _____ p.m.

Motion Carried __ Ayes __ Noes __ Absent __ Abstain

Sincerely,



Andrea L. Galenski,
Superintendent of Schools

Cheektowaga-Sloan Union Free School District

Board of Education
School District Budget
Fiscal Year 2024-2025



Public Hearing
May 14, 2024

School Budget Vote Location
John F. Kennedy Middle and High School
305 Cayuga Creek Road
Cheektowaga, New York
May 21, 2024
12:00 PM – 9:00 PM

Board of Education – May 14, 2024 Board Meeting

Cheektowaga-Sloan Union Free School District

Board of Education School Budget – Fiscal Year 2024-2025

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Appendices (from New York State Department of Education):

- District Report Card
- High School Graduation Rate
- High School Graduation Pathways Data

Cheektowaga-Sloan Union Free School District

2023-2024 Board of Education

Denise McCowan, President

Zachary Smith, Vice President

Stephanie Dombrowski

Claire M. Ferrucci

Gary H. Sieczkarek

James R. Stachewicz

Jeffery Stewart

Central Administration

Andrea L. Galenski, Superintendent of Schools

Janelle Finn, Assistant Superintendent

Jessica Emmerling, Director of Special Education & Student Services

Brian Zybala, Director of Data & Technology

Wayne W. Drescher, Business Manager

District Officers

Denise Knaebe, District Clerk

Jennifer Heiler, District Treasurer

Building Principals

Jeffrey S. Mochrie – Theodore Roosevelt Elementary School

Elizabeth L. Zaccarine – Woodrow Wilson Elementary School

Christopher Farrell - John F. Kennedy Middle School

Robert N. Julian – John F. Kennedy High School

**Cheektowaga-Sloan
Union Free School District
Mission Statement**

The mission of the Cheektowaga-Sloan Union Free School District is to provide a positive academic and social environment that encourages all students to strive for excellence. We are committed to preparing students to become responsible and productive citizens.

**Theodore Roosevelt Elementary School
Mission Statement**

Building a foundation for personal growth and learning.

**Woodrow Wilson Elementary School
Mission Statement**

The entire staff of Woodrow Wilson School is committed to providing a positive learning atmosphere while implementing a creative and adaptive curriculum. We believe all students can learn and become productive individuals. The goal of each student is to strive for academic excellence and optimum levels of social, emotional, physical and cultural maturity.

**John F. Kennedy Middle School
Mission Statement**

Recognizing the uniqueness of young adolescents, we, the faculty, staff, students, parents, and community members of John F. Kennedy Middle School, are committed to providing an environment that promotes and fosters academic success and the personal development of each individual.

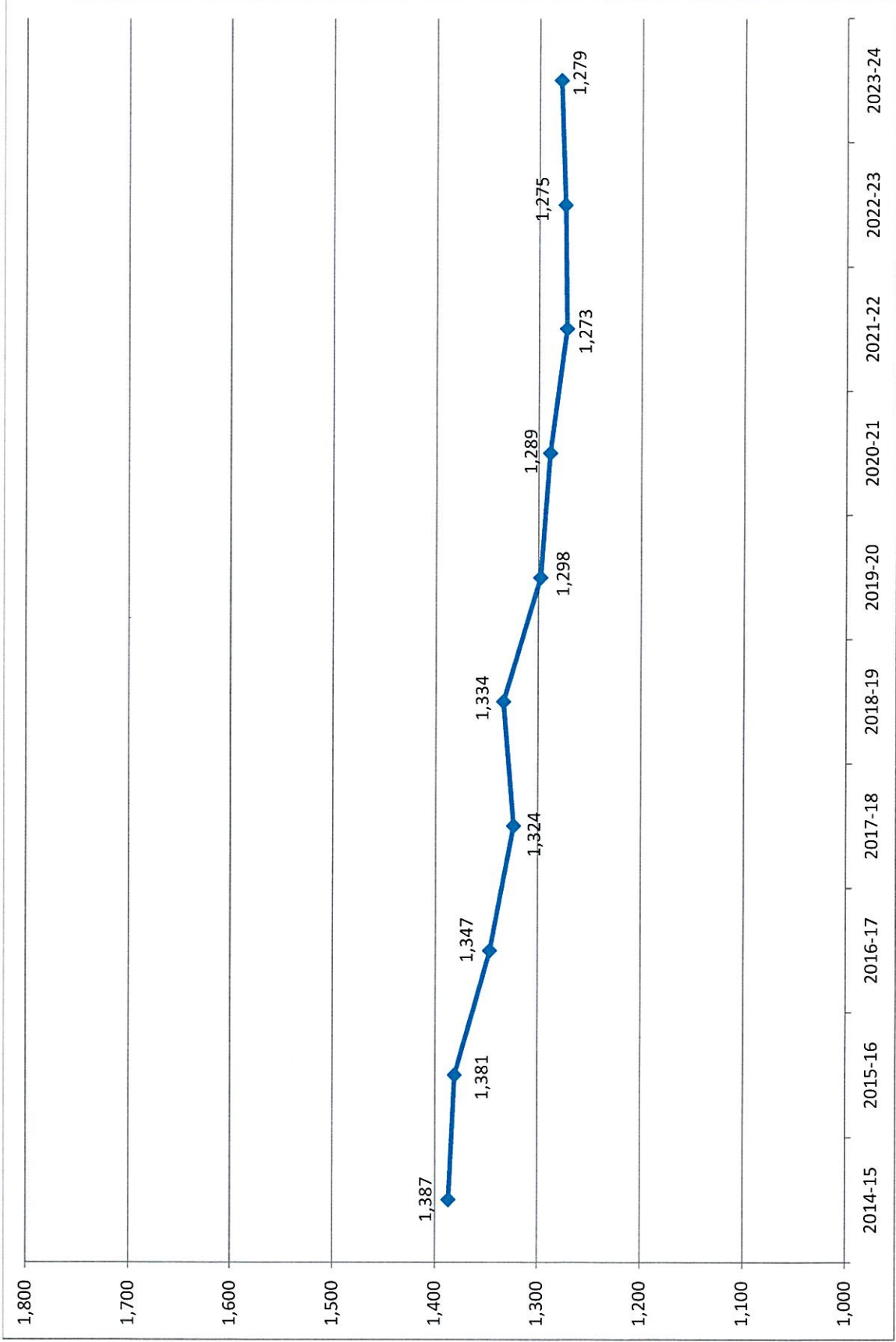
**John F. Kennedy High School
Mission Statement**

The mission of our school is to strengthen and utilize the partnership consisting of students, school personnel and community. Our goals are to impart knowledge, encourage initiative, offer support, promote the development of student's responsibility and maximize the opportunity for success in the pursuit of excellence.

Cheektowaga-Sloan Union Free School District

Ten Year Comparison of K-12 Regular Day Student Enrollment

As of B.E.D.S. Day - First Wednesday on or After October 1st



Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	SBM Code	Admin	Program	Capital	Total
Board of Education	1099.0	\$ 40,625	\$ -	\$ -	\$ 40,625
Central Administration	1299.0	296,680	-	-	296,680
Finance	1399.0	556,627	-	-	556,627
Staff	1499.0	228,830	-	-	228,830
Operation & Maintenance of Plant	1620.0	-	-	2,509,083	2,509,083
Central Printing & Mailing	1670.0	46,000	-	-	46,000
Central Data Processing	1680.0	756,175	-	-	756,175
Special Items	1999.0	342,985	-	33,531	376,516
Total General Support		<u>2,267,922</u>	-	<u>2,542,614</u>	<u>4,810,536</u>
Administration / Improvement	2099.0	1,714,156	144,000	-	1,858,156
Teaching - Regular School	2110.0	-	10,972,426	-	10,972,426
Students with Disabilities	2250.0	-	7,241,716	-	7,241,716
Occupational Education	2280.0	-	370,000	-	370,000
Special / Continuing Education	2330.0	-	95,800	-	95,800
Library / Audio Visual	2610.0	-	409,438	-	409,438
Computer Instruction	2630.0	-	539,000	-	539,000
Pupil Personnel Services	2899.0	-	1,530,298	-	1,530,298
Total Instruction		<u>1,714,156</u>	<u>21,302,678</u>	-	<u>23,016,834</u>
Pupil Transportation	5599.0	-	3,271,069	-	3,271,069
Total Pupil Transportation		-	<u>3,271,069</u>	-	<u>3,271,069</u>
Community Service	8070.0	-	17,050	-	17,050
Total Community Service		-	<u>17,050</u>	-	<u>17,050</u>
Employees Retirement System	9010.0	68,054	273,245	227,394	568,693
Teachers' Retirement System	9020.0	78,070	1,378,002	-	1,456,072
Social Security	9030.0	86,614	1,083,580	109,102	1,279,296
Workers Compensation	9040.0	17,603	220,223	22,174	260,000
Life Insurance	9045.0	2,370	29,645	2,985	35,000
Unemployment Insurance	9050.0	3,385	42,351	4,264	50,000
Hospital & Medical Insurance	9060.0	264,870	3,313,644	333,640	3,912,154
Total Employee Benefits		<u>520,966</u>	<u>6,340,690</u>	<u>699,559</u>	<u>7,561,215</u>
Debt Service	9898.0	-	-	2,264,575	2,264,575
Total Debt Service		-	-	<u>2,264,575</u>	<u>2,264,575</u>
Interfund Transfers	9901.0	-	110,000	100,000	210,000
Total Interfund Transfers		-	<u>110,000</u>	<u>100,000</u>	<u>210,000</u>
Total General Fund Appropriations		<u>\$ 4,503,044</u>	<u>\$ 31,041,487</u>	<u>\$ 5,606,748</u>	<u>\$ 41,151,279</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
BOARD OF EDUCATION				
A 1010.400-00	Contractual Expenses	\$ 7,200	\$ 7,200	\$ -
A 1010.450-00	Materials & Supplies	2,000	2,000	-
A 1010.490-00	BOCES Services	16,475	16,475	-
		<u>25,675</u>	<u>25,675</u>	<u>-</u>
DISTRICT CLERK				
A 1040.160-00	Non-Instructional Salaries	7,700	7,900	200
		<u>7,700</u>	<u>7,900</u>	<u>200</u>
DISTRICT MEETING				
A 1060.400-00	Contractual Expenses	5,600	5,600	-
A 1060.450-00	Materials & Supplies	1,450	1,450	-
		<u>7,050</u>	<u>7,050</u>	<u>-</u>
CHIEF SCHOOL ADMINISTRATOR				
A 1240.150-00	Instructional Salaries	205,000	211,000	6,000
A 1240.160-00	Non-Instructional Salaries	69,500	72,080	2,580
A 1240.200-00	Equipment	3,700	3,700	-
A 1240.400-00	Contractual Expenses	7,150	7,150	-
A 1240.450-00	Materials & Supplies	2,750	2,750	-
		<u>288,100</u>	<u>296,680</u>	<u>8,580</u>
BUSINESS ADMINISTRATION				
A 1310.160-00	Non-Instructional Salaries	234,351	234,351	-
A 1310.200-00	Equipment	34,750	33,750	(1,000)
A 1310.400-00	Contractual Expenses	22,500	25,000	2,500
A 1310.450-00	Materials & Supplies	12,250	12,250	-
A 1310.490-00	BOCES Services	94,500	96,500	2,000
		<u>398,351</u>	<u>401,851</u>	<u>3,500</u>
AUDITING				
A 1320.400-00	Contractual Expenses	28,000	28,000	-
		<u>28,000</u>	<u>28,000</u>	<u>-</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
TREASURER				
A 1325.160-00	Non-Instructional Salaries	96,408	99,301	2,893
A 1325.400-00	Contractual Expenses	<u>2,875</u>	<u>2,975</u>	<u>100</u>
		<u>99,283</u>	<u>102,276</u>	<u>2,993</u>
TAX COLLECTOR				
A 1330.400-00	Contractual Expenses	<u>22,000</u>	<u>22,000</u>	<u>-</u>
		<u>22,000</u>	<u>22,000</u>	<u>-</u>
PURCHASING				
A 1345.400-00	Contractual Expenses	1,250	1,250	-
A 1345.450-00	Materials & Supplies	<u>1,250</u>	<u>1,250</u>	<u>-</u>
		<u>2,500</u>	<u>2,500</u>	<u>-</u>
LEGAL				
A 1420.400-00	Contractual Expenses	130,000	140,000	10,000
A 1420.490-00	BOCES Services	<u>36,000</u>	<u>36,000</u>	<u>-</u>
		<u>166,000</u>	<u>176,000</u>	<u>10,000</u>
PERSONNEL				
A 1430.400-00	Contractual Expenses	15,000	15,000	-
A 1430.490-00	BOCES Services	<u>14,300</u>	<u>14,300</u>	<u>-</u>
		<u>29,300</u>	<u>29,300</u>	<u>-</u>
RECORDS MANAGEMENT OFFICER				
A 1460.200-00	Equipment	1,050	1,050	-
A 1460.400-00	Contractual Expenses	2,000	2,000	-
A 1460.450-00	Materials & Supplies	<u>1,200</u>	<u>1,200</u>	<u>-</u>
		<u>4,250</u>	<u>4,250</u>	<u>-</u>
PUBLIC INFORMATION & SERVICES				
A 1480.400-00	Contractual Expenses	9,650	9,650	-
A 1480.450-00	Materials & Supplies	1,130	1,130	-
A 1480.490-00	BOCES Services	<u>8,500</u>	<u>8,500</u>	<u>-</u>
		<u>19,280</u>	<u>19,280</u>	<u>-</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
OPERATION & MAINTENANCE OF PLANT				
A 1620.160-00	Non-Instructional Salaries	1,357,022	1,382,103	25,081
A 1620.200-00	Equipment	110,000	110,000	-
A 1620.400-00	Contractual Expenses	198,450	210,000	11,550
A 1620.424-00	Boiler Insurance	8,980	8,980	-
A 1620.443-00	Prof & Tech Services	20,000	20,000	-
A 1620.450-00	Materials & Supplies	145,000	145,000	-
A 1620.454-00	Natural Gas	280,000	280,000	-
A 1620.469-00	Elevator Maintenance	22,000	22,000	-
A 1620.477-00	Electricity	250,000	250,000	-
A 1620.478-00	Telephone	60,000	60,000	-
A 1620.479-00	Water	18,650	21,000	2,350
		<u>2,470,102</u>	<u>2,509,083</u>	<u>38,981</u>
CENTRAL PRINTING & MAILING				
A 1670.200-00	Equipment	6,000	6,000	-
A 1670.400-00	Contractual Expenses	7,500	7,500	-
A 1670.450-00	Materials & Supplies	3,000	3,000	-
A 1670.490-00	BOCES Services	29,500	29,500	-
		<u>46,000</u>	<u>46,000</u>	<u>-</u>
CENTRAL DATA PROCESSING				
A 1680.200-00	Equipment	6,475	6,475	-
A 1680.450-00	Material & Supplies	2,850	2,850	-
A 1680.490-00	BOCES Services	744,850	746,850	2,000
		<u>754,175</u>	<u>756,175</u>	<u>2,000</u>
UNALLOCATED INSURANCE				
A 1910.421-00	Fire Insurance	56,000	57,000	1,000
A 1910.422-00	Liability Insurance	56,000	57,000	1,000
A 1910.423-00	Other Insurance	40,800	40,800	-
		<u>152,800</u>	<u>154,800</u>	<u>2,000</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
SCHOOL ASSOCIATION DUES				
A 1920.400-00	Contractual Expenses	19,360	19,660	300
		<u>19,360</u>	<u>19,660</u>	<u>300</u>
JUDGMENTS & CLAIMS				
A 1930.400-00	Contractual Expense	1,000	1,000	-
		<u>1,000</u>	<u>1,000</u>	<u>-</u>
ASSESSMENTS ON SCHOOL PROPERTY				
A 1950.400-00	Contractual Expenses	23,275	23,275	-
		<u>23,275</u>	<u>23,275</u>	<u>-</u>
REFUND ON REAL PROPERTY TAXES				
A 1964.400-00	Contractual Expenses	25,000	25,000	-
		<u>25,000</u>	<u>25,000</u>	<u>-</u>
BOCES ADMINISTRATIVE COSTS				
A 1981.490-00	BOCES Contractual	141,250	143,250	2,000
		<u>141,250</u>	<u>143,250</u>	<u>2,000</u>
BOCES CAPITAL EXPENSES				
A 1983.490-00	BOCES Capital Expenses	8,531	8,531	-
		<u>8,531</u>	<u>8,531</u>	<u>-</u>
UNCLASSIFIED				
A 1989.400-00	Contractual Expenses	1,000	1,000	-
		<u>1,000</u>	<u>1,000</u>	<u>-</u>
CURRICULUM DEVELOPMENT & SUPERVISION				
A 2010.150-00	Instructional Salaries	449,706	472,594	22,888
A 2010.400-00	Contractual Expenses	28,000	28,000	-
A 2010.450-00	Material & Supplies	8,000	8,000	-
		<u>485,706</u>	<u>508,594</u>	<u>22,888</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
SUPERVISION - REGULAR SCHOOL				
A 2020.150-00	Instructional Salaries	640,400	664,396	23,996
A 2020.160-00	Non-Instructional Salaries	371,360	404,766	33,406
A 2020.200-01	Equipment - WW	1,000	1,000	-
A 2020.200-02	Equipment - TR	1,000	1,000	-
A 2020.200-03	Equipment - JFK (M)	1,000	1,000	-
A 2020.200-04	Equipment - JFK (H)	1,000	1,000	-
A 2020.400-01	Contractual Expenses - WW	2,000	2,000	-
A 2020.400-02	Contractual Expenses - TR	2,000	2,000	-
A 2020.400-03	Contractual Expenses - JFK (M)	2,000	2,000	-
A 2020.400-04	Contractual Expenses - JFK (H)	2,000	2,000	-
A 2020.450-01	Material & Supplies - WW	5,500	5,500	-
A 2020.450-02	Material & Supplies - TR	5,500	5,500	-
A 2020.450-03	Material & Supplies - JFK (M)	5,500	5,000	(500)
A 2020.450-04	Material & Supplies - JFK (H)	3,000	5,000	2,000
		<u>1,043,260</u>	<u>1,102,162</u>	<u>58,902</u>
SUPERVISION - SPECIAL SCHOOLS				
A 2040.400-00	Contractual Expenses	22,000	34,000	12,000
		<u>22,000</u>	<u>34,000</u>	<u>12,000</u>
RESEARCH, PLANNING & EVALUATION				
A 2060.450-00	Material & Supplies	2,000	2,400	400
A 2060.490-00	BOCES Services	67,000	67,000	-
		<u>69,000</u>	<u>69,400</u>	<u>400</u>
INSERVICE TRAINING - INSTRUCTION				
A 2070.490-00	BOCES Services	160,000	144,000	(16,000)
		<u>160,000</u>	<u>144,000</u>	<u>(16,000)</u>
TEACHING - REGULAR SCHOOL				
A 2110.120-00	Instructional Salaries K-6	3,267,915	3,297,505	29,590
A 2110.130-00	Instructional Salaries 7-12	4,750,513	4,797,829	47,316
A 2110.137-00	Reg Sch Tch 7-12 Supervision	10,000	10,000	-
A 2110.140-00	Instructional Substitutes	260,000	260,000	-
A 2110.160-00	Non-Instructional Salaries	275,135	284,342	9,207

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
A 2110.200-01	Equipment - WW	20,000	22,000	2,000
A 2110.200-02	Equipment - TR	3,000	15,000	12,000
A 2110.200-03	Equipment - JFK (M)	15,000	15,000	-
A 2110.200-04	Equipment - JFK (H)	20,000	20,000	-
A 2110.400-01	Contractual Expenses - WW	3,000	3,000	-
A 2110.400-02	Contractual Expenses - TR	4,000	4,000	-
A 2110.400-03	Contractual Expenses - JFK (M)	5,000	5,000	-
A 2110.400-04	Contractual Expenses - JFK (H)	150,000	155,000	5,000
A 2110.450-01	Material & Supplies - WW	20,000	22,000	2,000
A 2110.450-02	Material & Supplies - TR	32,000	32,000	-
A 2110.450-03	Material & Supplies - JFK (M)	30,000	30,000	-
A 2110.450-04	Material & Supplies - JFK (H)	32,000	32,000	-
A 2110.470-00	Tuition	15,750	15,750	-
A 2110.473-00	Charter School Tuition	1,310,000	1,400,000	90,000
A 2110.480-01	Textbooks - WW	15,500	15,000	(500)
A 2110.480-02	Textbooks - TR	15,500	15,000	(500)
A 2110.480-03	Textbooks - JFK (M)	15,500	15,000	(500)
A 2110.480-04	Textbooks - JFK (H)	22,000	15,000	(7,000)
A 2110.490-00	BOCES Services	452,800	492,000	39,200
		<u>10,744,613</u>	<u>10,972,426</u>	<u>227,813</u>
 PROGRAMS - STUDENTS WITH DISABILITIES				
A 2250.150-00	Instructional Salaries	1,899,056	1,738,655	(160,401)
A 2250.160-00	Non-Instructional Salaries	563,474	593,029	29,555
A 2250.200-00	Equipment	8,000	8,000	-
A 2250.400-00	Contractual Expenses	32,000	32,000	-
A 2250.450-00	Material & Supplies	8,000	10,000	2,000
A 2250.470-00	Tuition	2,690,000	2,860,000	170,000
A 2250.474-00	Tuition/Other	6,500	6,500	-
A 2250.490-00	BOCES Services	1,650,500	1,780,000	129,500
		<u>6,857,530</u>	<u>7,028,184</u>	<u>170,654</u>
 ENGLISH LANGUAGE LEARNERS				
A 2259.150-00	Instructional Salaries	185,246	193,532	8,286
A 2259.490-00	BOCES Services	20,000	20,000	-
		<u>205,246</u>	<u>213,532</u>	<u>8,286</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
OCCUPATIONAL EDUCATION				
A 2280.490-00	BOCES Services	370,000	370,000	-
		<u>370,000</u>	<u>370,000</u>	<u>-</u>
TEACHING - SPECIAL SCHOOLS				
A 2330.150-00	Instructional Salaries	9,875	9,875	-
A 2330.151-00	Instructional Salaries - Summer	37,750	37,750	-
A 2330.152-00	Instructional Salaries - Curriculum	33,000	32,000	(1,000)
A 2330.160-00	Non-Instructional Salaries	14,675	14,675	-
A 2330.450-00	Material & Supplies	1,500	1,500	-
		<u>96,800</u>	<u>95,800</u>	<u>(1,000)</u>
SCHOOL LIBRARY & AUDIOVISUAL				
A 2610.150-00	Instructional Salaries	263,319	273,578	10,259
A 2610.160-00	Non-Instructional Salaries	57,860	57,860	-
A 2610.200-00	Equipment	3,000	3,000	-
A 2610.400-00	Contractual Expenses	4,800	3,000	(1,800)
A 2610.450-00	Material & Supplies	32,000	32,000	-
A 2610.490-00	BOCES Services	46,000	40,000	(6,000)
		<u>406,979</u>	<u>409,438</u>	<u>2,459</u>
COMPUTER ASSISTED INSTRUCTION				
A 2630.200-00	Equipment	90,000	39,000	(51,000)
A 2630.220-00	State Aided Equipment	30,000	42,000	12,000
A 2630.400-00	Contractual Expenses	36,000	32,000	(4,000)
A 2630.450-00	Material & Supplies	18,000	18,000	-
A 2630.460-00	Computer Software	30,000	38,000	8,000
A 2630.490-00	BOCES Services	358,400	370,000	11,600
		<u>562,400</u>	<u>539,000</u>	<u>(23,400)</u>
ATTENDANCE - REGULAR SCHOOL				
A 2805.400-00	Contractual Expenses	15,425	15,425	-
		<u>15,425</u>	<u>15,425</u>	<u>-</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
GUIDANCE - REGULAR SCHOOL				
A 2810.150-00	Instructional Salaries	203,814	201,673	(2,141)
A 2810.160-00	Non-Instructional Salaries	55,640	57,510	1,870
A 2810.200-00	Equipment	2,500	2,500	-
A 2810.400-00	Contractual Expenses	1,200	1,200	-
A 2810.450-00	Material & Supplies	5,200	5,200	-
		<u>268,354</u>	<u>268,083</u>	<u>(271)</u>
HEALTH SERVICES - REGULAR SCHOOL				
A 2815.160-00	Non-Instructional Salaries	174,970	189,700	14,730
A 2815.200-00	Equipment	4,000	4,000	-
A 2815.400-00	Contractual Expenses	48,000	48,000	-
A 2815.450-01	Material & Supplies - WW	3,200	3,200	-
		<u>230,170</u>	<u>244,900</u>	<u>14,730</u>
PSYCHOLOGICAL SERVICES				
A 2820.150-00	Instructional Salaries	113,108	118,029	4,921
A 2820.400-00	Contractual Expenses	24,000	20,000	(4,000)
A 2820.450-00	Material & Supplies	500	800	300
		<u>137,608</u>	<u>138,829</u>	<u>1,221</u>
SOCIAL WORK SERVICES				
A 2825.150-00	Instructional Salaries	226,354	283,881	57,527
A 2825.400-00	Contractual Expenses	500	400	(100)
A 2825.400-07	Social Wr Cont - Family Sup	20,000	10,000	(10,000)
A 2825.450-00	Material & Supplies	400	800	400
A 2825.490-00	BOCES Services	64,000	40,000	(24,000)
		<u>311,254</u>	<u>335,081</u>	<u>23,827</u>
CO-CURRICULAR ACTIVITIES				
A 2850.150-00	Instructional Salaries	136,436	137,000	564
A 2850.160-00	Non-Instructional Salaries	3,125	3,125	-
A 2850.450-00	Material & Supplies	750	750	-
		<u>140,311</u>	<u>140,875</u>	<u>564</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
INTERSCHOLASTIC ATHLETICS				
A 2855.150-00	Instructional Salaries	200,575	200,575	-
A 2855.157-00	Athletic Supervision	12,950	13,250	300
A 2855.160-00	Non Instructional Salaries	55,780	55,780	-
A 2855.200-00	Equipment	20,000	20,000	-
A 2855.400-00	Contractual Expense	52,000	52,000	-
A 2855.450-00	Material & Supplies	23,000	23,000	-
A 2855.490-00	BOCES Services	22,500	22,500	-
		<u>386,805</u>	<u>387,105</u>	<u>300</u>
TRANSPORTATION - REGULAR (see Note 1)				
A 5540.400-00	Contractual Expense	1,231,133	1,292,690	61,557
A 5540.450-00	Material & Supplies	50,000	50,000	-
		<u>1,281,133</u>	<u>1,342,690</u>	<u>61,557</u>
TRANSPORTATION - HANDICAPPED (see Note 1)				
A 5540.400-02	Contractual Expense	1,572,542	1,651,170	78,628
		<u>1,572,542</u>	<u>1,651,170</u>	<u>78,628</u>
TRANSPORTATION - ATHLETICS				
A 5540.400-03	Contractual Expense	68,544	68,544	-
		<u>68,544</u>	<u>68,544</u>	-
TRANSPORTATION - OTHER				
A 5540.400-04	Contractual Expense	82,000	82,000	-
		<u>82,000</u>	<u>82,000</u>	-
TRANSPORTATION - PUBLIC				
A 5550.400-00	Transportation-Public	1,500	1,500	-
		<u>1,500</u>	<u>1,500</u>	-
TRANSPORTATION - BOCES				
A 5581.490-00	Transportation-Boces	125,165	125,165	-
		<u>125,165</u>	<u>125,165</u>	-

Note 1 - The budget amounts listed for 2024-2025 are for the awarding of the first year of a three-year contract extension for transportation services. The total estimated cost of the three year contract extension is estimate to be \$10,401,998 (estimated with a 3% annual inflation factor; however such inflation may vary).

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Appropriations
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
COMMUNITY CENSUS				
A 8070.160-00	Non-Instructional Salaries	2,250	2,250	-
A 8070.450-00	Material & Supplies	50	50	-
A 8070.490-00	BOCES Services	14,750	14,750	-
		<u>17,050</u>	<u>17,050</u>	<u>-</u>
EMPLOYEE BENEFITS				
A 9010.800-00	NYS Employee Retirement System	563,172	568,693	5,521
A 9020.800-00	NYS Teachers' Retirement System	1,430,220	1,456,072	25,852
A 9030.800-00	Social Security	1,261,330	1,279,296	17,966
A 9040.800-00	Workers Compensation	260,000	260,000	-
A 9045.800-00	Life Insurance	35,000	35,000	-
A 9050.800-00	Unemployment Insurance	50,000	50,000	-
A 9060.800-00	Health Insurance	3,782,280	3,820,154	37,874
A 9060.800-07	Health Insurance	92,000	92,000	-
		<u>7,474,002</u>	<u>7,561,215</u>	<u>87,213</u>
SERIAL BONDS				
A 9711.600-00	Principal	1,840,000	1,875,000	35,000
A 9711.700-00	Interest	438,382	379,575	(58,807)
		<u>2,278,382</u>	<u>2,254,575</u>	<u>(23,807)</u>
NOTES PAYABLE				
A 9770.700-00	Revenue Anticipation Note -Interest	10,000	10,000	-
		<u>10,000</u>	<u>10,000</u>	<u>-</u>
INTERFUND TRANSFER				
A 9901.940-00	Interfund Transfer - Capital	100,000	100,000	-
A 9901.950-00	Transfer to Special Aid Fund	110,000	110,000	-
		<u>210,000</u>	<u>210,000</u>	<u>-</u>
		<u>\$ 40,373,761</u>	<u>\$ 41,151,279</u>	<u>\$ 777,518</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Revenues
Budget Public Vote Date of May 21, 2024

Account Code	Description	Adopted Budget 2023 - 2024	Proposed Budget 2024 - 2025	Increase (Decrease)
A 1001	Real Property Taxes (includes STAR)	\$ 15,468,040	\$ 15,617,860	\$ 149,820
A 1081	Payment In Lieu of Tax	-	-	-
A 1090	Interest & Penalty Property Tax	2,000	2,000	-
A 1120	Erie County Sales Tax	1,750,000	1,800,000	50,000
A 1311	Tuition - Regular Day School	20,000	20,000	-
A 1315	Tuition - Continuing Education	2,000	2,000	-
A 2401	Interest and Earnings	100,000	100,000	-
A 2410	Rental Property After School	3,000	3,000	-
A 2701	Refund of Prior Year - BOCES	120,000	120,000	-
A 2770	Unclassified Revenues	30,000	30,000	-
A 3101	State Aid - Basic Form	16,341,493	16,641,493	300,000
A 3102	State Aid - Lottery	2,534,472	2,812,170	277,698
A 3103	State Aid - BOCES	1,327,585	1,327,585	-
A 3260	State Aid - Textbooks	62,151	62,151	-
A 3262	State Aid - Computer	45,133	45,133	-
A 3263	State Aid - Library	8,337	8,337	-
A3289	State Aid - Other	36,800	36,800	-
A 4601	Medicaid Assistance	22,750	22,750	-
A 913	Assigned Appropriated Debt Reserve	100,000	100,000	-
A 914	Assigned Appropriated Fund Balance	2,400,000	2,400,000	-
		<u>\$ 40,373,761</u>	<u>\$ 41,151,279</u>	<u>\$ 777,518</u>

Cheektowaga-Sloan Union Free School District
Fiscal Year 2024-2025 Budget - General Fund Reserves
Budget Public Vote Date of May 21, 2024

New York State		Balance	Projected
Uniform Code	Fund Balance Description	June 30, 2023	Balance
			June 30, 2024
	Restricted:		
A815	Unemployment Insurance	\$ 10,973	\$ 11,192
A827	Retirement Contributions - ERS	5,983,686	6,103,361
A828	Retirement Contributions - TRS	1,237,239	1,261,984
A863	Insurance	32,918	33,576
A864	Tax Certiorari	86,973	88,712
A867	Employee Benefits Accrued Liability	2,433,791	2,482,467
A878	Capital Improvements	10,370,638	9,778,050
A879	Capital Improvements #2	7,195,000	8,338,900
A884	Debt Reserve	463,691	372,966
A889	Workers' Compensation	312,110	318,352
A899	Other	17,178	15,000
	Assigned:		
A915	Encumbrances	746,519	920,000
A914	Subsequent Year's Budget	2,500,000	2,500,000
A917	Unassigned	<u>1,612,713</u>	<u>1,614,950</u>
		<u>\$ 33,003,429</u>	<u>\$ 33,839,510</u>

Cheektowaga-Sloan Union Free School District
Tax Levy Cap Worksheet (per Chapter 97 of the Laws of 2011)
Fiscal Year 2024-2025

A.	Total Real Property Tax Levy for Base Year	\$ 15,468,040
B.	Excess Levy in Reserve	<u>-</u>
C.	Tax Levy Subtotal (A - B)	15,468,040
D.	Tax Base Growth Factor (minimum of 1.0000)	<u>1.0000</u>
E.	Adjusted tax Levy Subtotal (C X D)	15,468,040
F.	Base Year Payments in Lieu of Tax ("PILOTS")	<u>-</u>
G.	Base Year Levy plus PILOTS (E + F)	15,468,040
H.	Base Year Torts and Judgments in Excess of 5%	-
I.	Capital Levy (net of aid) Base Year	<u>322,797</u>
J.	Total Base Year Torts and Capital (H + I)	322,797
K.	Levy less Base Year Torts and Capital (G - J)	15,145,243
L.	Allowable Levy Growth Factor (less of CPI of 2%)	<u>1.0200</u>
M.	Levy including Levy Growth Factor (K X L)	15,448,148
N.	Budget Year PILOTS to be Received	<u>-</u>
O.	Levy less Budget Year PILOTS (M - N)	15,448,148
P.	Eligible Carry Over from Base Year Budget	<u>-</u>
Q.	Tax Levy Limit before Exclusions (O + P)	15,448,148
Budget Year Exclusions:		
R.	Capital Levy (net of aid) New Year	304,885
S.	Pension Expenditures Exceeding 2% Tier Rate Increase	3,056
T.	Court Orders and Judgments in Excess of 5%	<u>-</u>
U.	Total Exclusions (R + S + T)	307,941
Total Tax Levy Cap Including Exclusions (Q - U)		<u><u>\$ 15,756,089</u></u>
Potential Increase In Taxes (Dollars)		<u><u>\$ 288,049</u></u>
Potential Increase In Taxes (Percentage)		<u><u>1.86%</u></u>

Cheektowaga-Sloan Union Free School District

Budget Fact Sheet Fiscal Year 2024-2025

The Board of Education of the Cheektowaga-Sloan Union Free School District on April 16, 2024 adopted the District's budget for the 2024-2025 fiscal year for presentation to qualified District voters. The proposed budget appropriations of \$41,151,279 represent an increase of \$777,518 over the current year's budget of \$40,373,761. The increase in total authorized spending is 1.93%.

The most significant increases in the budget appropriations were in charter schools, special educational service area and student transportation services. These increases are similar to those experienced by other public school districts and are reflective of services and related costs mandated by New York State.

The major components of the budget are:

- Salaries and benefits are by far the most significant costs in the proposed budget. They total \$23,973,109, which equates to 58.3% of the entire budget
- Contractual appropriations (which include utilities, student transportation, insurance, postage and various other expenditures) are the next largest component of the proposed budget. They total \$9,297,219, which equates to 22.6% of the budget.
- BOCES services (which include services in special education students, technical education, computer support and maintenance, administrative and various other support services) are the next largest component of the proposed budget. They total \$4,585,321, which equates to 11.1% of the budget.
- The remaining 8.0% of the proposed budget includes debt service payments (bonds for school improvement projects), materials and supplies and equipment.

The total tax levy (including taxes levied to property owners and STAR) for the District's 2024-2025 fiscal year is estimated to be \$15,617,860. As compared to the District's total tax levy in 2023-2024 of \$15,468,040, there is an increase of \$149,820 or 0.97%.

**Cheektowaga-Sloan
Union Free School District**

Board of Education
On the Ballot

Proposition # 1

Shall the Board of Education of the Cheektowaga-Sloan Union Free School District be authorized to expend the sums set forth in the proposed 2024-2025 Budget in the amount of \$41,151,279 and to levy the necessary tax? The budget includes the awarding of the first year of a three-year contract extension for transportation service, the total estimated cost of which is \$10,401,998 (total estimated cost of the three-year contract extension).

YES NO

Board of Education Elections

To elect two (2) members to the Board, one for a five (5) year term commencing July 1, 2024 and expiring on June 30, 2029, currently held by Jeffery Stewart, and one for a term beginning upon election and expiring on June 30, 2025, currently held by Claire Ferrucci. All seats are at large. The candidate receiving the most votes will receive the longest term available.

Vote for any two:

Candidate: Ava-Marie Shonitsky

Candidate: Jennifer L. Kregg

Write in Candidate: _____

Write in Candidate: _____

Cheektowaga-Sloan Union Free School District

166 Halstead Avenue
Sloan, New York 14212-2295
Administrative Compensation Disclosure for 2024-2025

Chapter 474 of the Laws of 1996 and Education Law section 1608 required that the State Education Department prepare a statewide compilation of the salaries and other personnel costs of certain school administrators and make it available to all interested parties. Listed in this "Administrative Compensation Disclosure" is data, provided by school districts, of the salaries, employee benefits and other forms of remuneration for superintendents of schools (Type 1), deputy, assistant or associate superintendents (Type 2) and the salaries of any other certified school administrators or supervisors (Type 3) who are budgeted to be paid at or above a certain level (\$169,000 for 2024-25). Below is the information reported by the Cheektowaga-Sloan Union Free School District based on these requirements:

Type 1 – Disclosure of the salary, employee benefits and any other form of remuneration for the superintendent of schools:

Superintendent of Schools	
Annual salary	\$ 220,000.00
Annual cost of benefits:	
Mandatory Teachers' Retirement System	
Contribution at 10.02% of salary	\$ 22,440.00
Health / Dental / Vision insurance	28,684.44
Mandatory Social Security at 7.65%	13,643.20
Life insurance	499.00
Total cost of benefits	\$ 65,266.64
Other remuneration / compensation	\$ 10,000.00

Type 2 - Disclosure of the salary, employee benefits and any other form of remuneration for all deputy, assistant or associate superintendents:

Assistant Superintendent	
Annual salary	\$ 149,453.00
Annual cost of benefits:	
Mandatory Teachers' Retirement System	
Contribution at 10.02% of salary	\$ 15,244.21
Health / Dental / Vision insurance	2,218.00
Mandatory Social Security at 7.65%	11,433.16
Life insurance	499.00
Total cost of benefits	\$ 29,394.37

Type 3 - Disclosure of the salary of any other certified school administrators or supervisors who are budgeted to be paid at or above a certain level (\$169,000, excluding other compensation and benefits):

No such positions are budgeted to be paid at or above the defined level at Cheektowaga-Sloan Union Free School District.

Cheektowaga-Sloan Union Free School District 2024-25 Property Tax Report Card

140709 - Cheektowaga-Sloan Union Free School District

Contact Person:	Wayne W. Drescher, Business Manager	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Telephone Number:	(716) 897-7800 Ext. 2405		
Total Budgeted Amount, not Including Separate Propositions			
A. Proposed Tax Levy to Support the Total Budgeted Amount		\$ 40,373,761	\$ 41,151,279
B. Tax Levy to Support Library Debt, if Applicable		\$ 15,468,040	\$ 15,617,860
C. Tax Levy for Non-Excludable Propositions, if Applicable		\$ -	\$ -
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)		\$ 15,468,040	\$ 15,617,860
F. Permissible Exclusions to the School Tax Levy Limit		\$ 322,797	\$ 307,941
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions		\$ 15,473,777	\$ 15,597,968
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)		\$ 15,145,243	\$ 15,309,919
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²		\$ 328,534	\$ 288,049
Public School Enrollment		1,384	1,388
Consumer Price Index		8.00%	4.12%

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	\$ 28,344,198	\$ 29,304,560
Assigned Appropriated Fund Balance	\$ 2,500,000	\$ 2,500,000
Adjusted Unrestricted Fund Balance	\$ 1,612,713	\$ 1,648,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.99%	4.00%

(Continued)

**2024-25 Property Tax Report Card (Continued)
Schedule of Reserve Funds**

Reserve Type	Reserve Name	Reserve Description	3/31/24 Actual Balance	6/30/24 Estimated Ending	Intended Use of the Reserve in the 2024-25 School Year
Capital	Capital Improvement Reserve & Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 17,010,638	\$ 18,116,950	No use in 2024-25 school year.
Repair		To pay the cost of repairs to capital improvements or equipment.	\$ -	\$ -	The District does not utilize this reserve.
Workers' Compensation	Workers' Compensation Reserve	To pay for Workers Compensation and benefits.	\$ 312,110	\$ 318,352	No use in 2024-25 school year.
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 10,973	\$ 11,192	No use in 2024-25 school year.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.	\$ -	\$ -	The District does not utilize this reserve.
Mandatory Reserve for Debt Service	Debt Mandatory Reserve	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of District capital assets or improvements.	\$ 463,691	\$ 372,966	\$100,000 to be used towards 2024-25 debt obligations
Insurance	Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	\$ 32,918	\$ 33,576	No use in 2024-25 school year.
Property Loss		To establish and maintain a program of reserves to cover property loss.	\$ -	\$ -	The District does not utilize this reserve.
Liability		To establish and maintain a program of reserves to cover liability claims incurred.	\$ -	\$ -	The District does not utilize this reserve.
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	\$ 86,973	\$ 88,712	No use in 2024-25 school year.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.	\$ -	\$ -	The District does not utilize this reserve.
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$ 2,433,791	\$ 2,482,467	No use in 2024-25 school year.
Retirement Contribution	Retirement Contribution Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 7,220,926	\$ 7,365,345	No use in 2024-25 school year.
Reserve for Uncollected Taxes		For unpaid taxes not reimbursed by their city/county until the following fiscal year.	\$ -	\$ -	The District does not utilize this reserve.
Other Reserve	Grant and Donation Reserve	Funds that have been provided to the District that are restricted in use by the terms of a grant or donation.	\$ 17,178	\$ 12,500	These funds are expected to be expended during the 2024-25 school year in compliance with grant or donor stipulations.

The annual Budget Vote for the fiscal year 2024-25 by the qualified voters of the Cheektowaga-Sloan Union Free School District, Erie County, New York will be held at the John F. Kennedy High School - Gymnasium on Tuesday, May 21, 2024 between the hours of 12:00 pm (Noon) and 9:00 pm at which time the poll will be open for voting.

Property Tax Report Card is presented in accordance with:
New York State Education Law Section 1716(7), Section 2601-a(3) and Chapter 97 of the Laws of 2017

Cheektowaga-Sloan Union Free School District

School District Report Card

High School Graduation Rate

As Prepared by the New York State Department of Education

CHEEKTOWAGA-SLOAN UFSD - 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.

TARGET DISTRICT

MADE PROGRESS

NO

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 Grant⁴
- 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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Additional Targeted 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	2	2	–	2
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	4	–	2
Black or African American	2	2	–	2
Hispanic or Latino	2	2	–	2
Multiracial	2	2	–	1
White	2	2	–	2
English Language Learner	4	4	–	2
Students with Disabilities	2	3	–	2
Economically Disadvantaged	2	3	–	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	492	109	2
	Math	467	121.4	
	Combined	959	115.1	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	40	140	3
	Math	39	148.7	
	Combined	79	144.3	
Black or African American	ELA	51	91.2	2
	Math	49	87.8	
	Combined	100	89.5	
Hispanic or Latino	ELA	37	108.1	2
	Math	34	111.8	
	Combined	71	109.9	
Multiracial	ELA	40	112.5	2
	Math	39	100	
	Combined	79	106.3	
White	ELA	323	108	2
	Math	305	127.5	
	Combined	628	117.5	
English Language Learner	ELA	17	97.1	4
	Math	17	123.5	
	Combined	34	110.3	
Students with Disabilities	ELA	111	59	2
	Math	100	72.5	
	Combined	211	65.4	
Economically Disadvantaged	ELA	271	100.9	2
	Math	253	110.1	
	Combined	524	105.3	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	531	101	2
	Math	531	106.8	
	Combined	1,062	103.9	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	40	140	4
	Math	39	148.7	
	Combined	79	144.3	
Black or African American	ELA	54	86.1	2
	Math	54	79.6	
	Combined	108	82.9	
Hispanic or Latino	ELA	45	88.9	2
	Math	45	84.4	
	Combined	90	86.7	
Multiracial	ELA	45	100	2
	Math	45	86.7	
	Combined	90	93.3	
White	ELA	348	100.3	2
	Math	348	111.8	
	Combined	696	106	
English Language Learner	ELA	17	97.1	4
	Math	17	123.5	
	Combined	34	110.3	
Students with Disabilities	ELA	125	52.4	3
	Math	125	58	
	Combined	250	55.2	
Economically Disadvantaged	ELA	295	92.7	3
	Math	295	94.4	
	Combined	590	93.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	19	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	19	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	12	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	781	238	30.5%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	66	17	25.8%	2
Black or African American	90	34	37.8%	2
Hispanic or Latino	66	20	30.3%	2
Multiracial	73	33	45.2%	1
White	485	134	27.6%	2
English Language Learner	35	11	31.4%	2
Students with Disabilities	157	48	30.6%	2
Economically Disadvantaged	442	158	35.7%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	581	88.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	44	97.7%
Black or African American	X	63	90.5%
Hispanic or Latino	X	51	80.4%
Multiracial	X	47	85.1%
White	X	375	88.5%
English Language Learner	—	18	—
Students with Disabilities	X	130	83.9%
Economically Disadvantaged	X	313	87.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	581	84%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	44	95.5%
Black or African American	X	63	87.3%
Hispanic or Latino	X	51	74.5%
Multiracial	X	47	83%
White	X	375	83.5%
English Language Learner	—	18	—
Students with Disabilities	X	130	75.4%
Economically Disadvantaged	X	313	81.8%

SECONDARY 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
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	2	2	2	—	1
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	1	2	—	—	2
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	2	2	2	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	1	1	2	—	2
Economically Disadvantaged	2	2	2	—	1

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	93	155.9	108.6	2
	Math	39	46.2		
	Science	56	131.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	--	--	--
	Math	3	--		
	Science	2	--		
Black or African American	ELA	10	120	77.6	1
	Math	4	--		
	Science	7	92.9		
Hispanic or Latino	ELA	5	130	--	--
	Math	2	--		
	Science	3	--		
Multiracial	ELA	5	160	--	--
	Math	3	--		
	Science	2	--		
White	ELA	71	164.1	110.5	2
	Math	27	37		
	Science	42	140.5		
English Language Learner	ELA	3	--	--	--
	Math	1	--		
	Science	1	--		
Students with Disabilities	ELA	17	52.9	46.9	1
	Math	4	--		
	Science	6	33.3		
Economically Disadvantaged	ELA	44	145.5	98.9	2
	Math	20	35		
	Science	24	125		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	95	152.6	83.9	2
	Math	95	18.9		
	Science	94	78.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Black or African American	ELA	10	120	65	2
	Math	10	10		
	Science	10	65		
Hispanic or Latino	ELA	5	130	—	—
	Math	5	40		
	Science	5	80		
Multiracial	ELA	5	160	—	—
	Math	5	20		
	Science	5	0		
White	ELA	71	164.1	87.9	2
	Math	71	14.1		
	Science	70	84.3		
English Language Learner	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Students with Disabilities	ELA	18	50	25.9	1
	Math	18	11.1		
	Science	17	11.8		
Economically Disadvantaged	ELA	45	142.2	76.2	2
	Math	45	15.6		
	Science	44	68.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	108	91	84.3%	85.9%	2
	5-year	109	92	84.4%		
	6-year	110	98	89.1%		
American Indian or Alaska Native	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	5	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Black or African American	4-year	12	—	—	—	—
	5-year	8	—	—		
	6-year	8	—	—		
Hispanic or Latino	4-year	12	—	—	—	—
	5-year	5	—	—		
	6-year	8	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	4	—	—		
White	4-year	74	63	85.1%	86.8%	2
	5-year	91	79	86.8%		
	6-year	87	77	88.5%		
English Language Learner	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	16	9	56.3%	62.6%	2
	5-year	19	12	63.2%		
	6-year	19	13	68.4%		
Economically Disadvantaged	4-year	55	41	74.5%	81.5%	2
	5-year	55	45	81.8%		
	6-year	51	45	88.2%		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	391	181	46.3%	1
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–
Black or African American	37	16	43.2%	2
Hispanic or Latino	29	–	–	–
Multiracial	21	–	–	–
White	285	131	46%	2
English Language Learner	14	–	–	–
Students with Disabilities	64	30	46.9%	2
Economically Disadvantaged	216	116	53.7%	1

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	95	99%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	3	–
Black or African American	–	9	–
Hispanic or Latino	–	6	–
Multiracial	–	5	–
White	✓	72	100%
English Language Learner	–	1	–
Students with Disabilities	–	16	–
Economically Disadvantaged	✓	48	97.9%

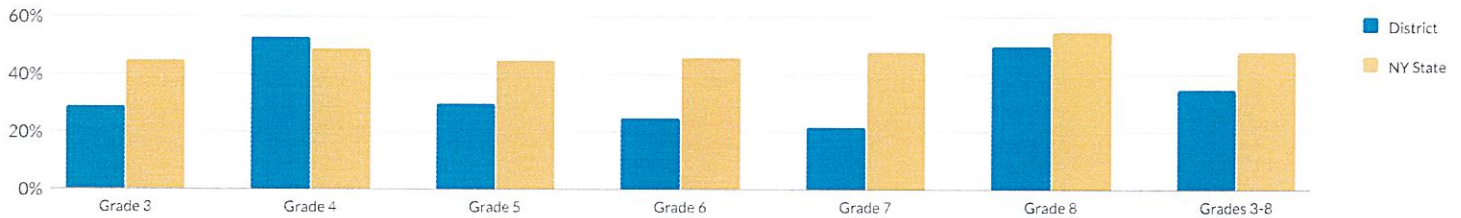
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	95	43.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	9	—
Hispanic or Latino	—	6	—
Multiracial	—	5	—
White	X	72	38.9%
English Language Learner	—	1	—
Students with Disabilities	—	16	—
Economically Disadvantaged	X	48	47.9%

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

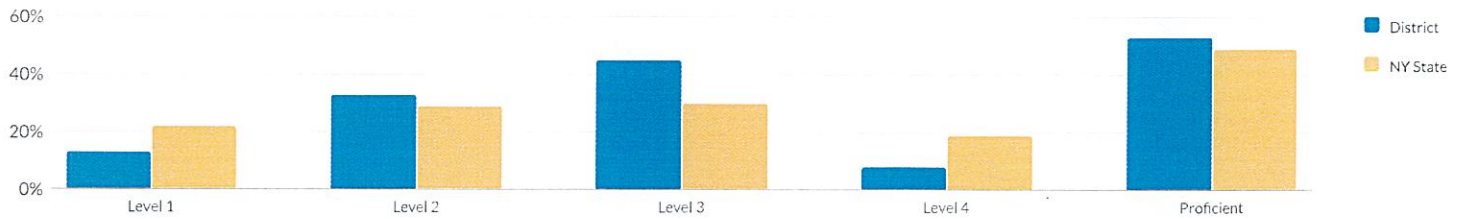


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94	5	5%	89	95%	27	30%	36	40%	19	21%	7	8%	26	29%
Grade 4	90	15	17%	75	83%	10	13%	25	33%	34	45%	6	8%	40	53%
Grade 5	112	16	14%	96	86%	35	36%	32	33%	18	19%	11	11%	29	30%
Grade 6	102	17	17%	85	83%	46	54%	18	21%	14	16%	7	8%	21	25%
Grade 7	83	11	13%	72	87%	32	44%	24	33%	12	17%	4	6%	16	22%
Grade 8	104	20	19%	84	81%	14	17%	28	33%	31	37%	11	13%	42	50%
Grades 3-8	585	84	14%	501	86%	164	33%	163	33%	128	26%	46	9%	174	35%

GRADE 4 ELA RESULTS

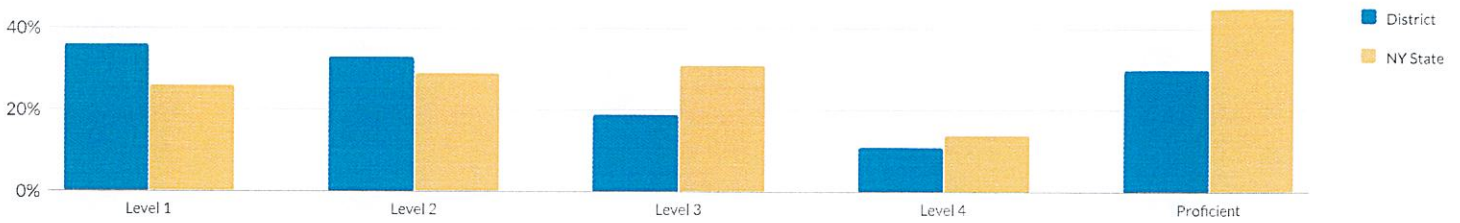
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	15	17%	75	83%	10	13%	25	33%	34	45%	6	8%	40	53%
Female	39	9	23%	30	77%	3	10%	8	27%	15	50%	4	13%	19	63%
Male	51	6	12%	45	88%	7	16%	17	38%	19	42%	2	4%	21	47%
General Education Students	69	11	16%	58	84%	3	5%	19	33%	30	52%	6	10%	36	62%
Students with Disabilities	21	4	19%	17	81%	7	41%	6	35%	4	24%	0	0%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	7	2	29%	5	71%	0	0%	2	40%	3	60%	0	0%	3	60%
Hispanic or Latino	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	59	8	14%	51	86%	7	14%	17	33%	23	45%	4	8%	27	53%
Multiracial	13	2	15%	11	85%	1	9%	3	27%	5	45%	2	18%	7	64%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	2	25%	3	38%	3	38%	0	0%	3	38%
Economically Disadvantaged	49	7	14%	42	86%	5	12%	17	40%	18	43%	2	5%	20	48%
Not Economically Disadvantaged	41	8	20%	33	80%	5	15%	8	24%	16	48%	4	12%	20	61%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	86	15	17%	71	83%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	15	17%	75	83%	10	13%	25	33%	34	45%	6	8%	40	53%
Not Homeless	90	15	17%	75	83%	10	13%	25	33%	34	45%	6	8%	40	53%
Not Migrant	90	15	17%	75	83%	10	13%	25	33%	34	45%	6	8%	40	53%
Parent Not in Armed Forces	90	15	17%	75	83%	10	13%	25	33%	34	45%	6	8%	40	53%

GRADE 5 ELA RESULTS

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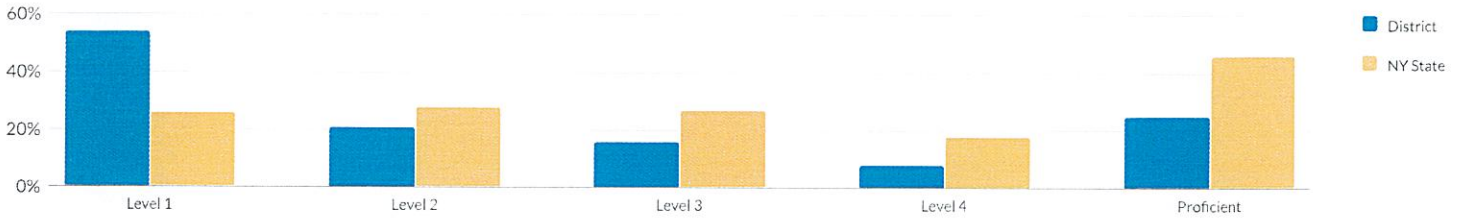


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	16	14%	96	86%	35	36%	32	33%	18	19%	11	11%	29	30%
Female	53	8	15%	45	85%	12	27%	19	42%	9	20%	5	11%	14	31%
Male	59	8	14%	51	86%	23	45%	13	25%	9	18%	6	12%	15	29%
General Education Students	84	9	11%	75	89%	19	25%	27	36%	18	24%	11	15%	29	39%
Students with Disabilities	28	7	25%	21	75%	16	76%	5	24%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	1	14%	3	43%	3	43%	0	0%	3	43%
Black or African American	10	0	0%	10	100%	4	40%	3	30%	1	10%	2	20%	3	30%
Hispanic or Latino	15	2	13%	13	87%	6	46%	3	23%	3	23%	1	8%	4	31%
White	70	12	17%	58	83%	23	40%	19	33%	8	14%	8	14%	16	28%
Multiracial	9	1	11%	8	89%	1	13%	4	50%	3	38%	0	0%	3	38%
Economically Disadvantaged	61	5	8%	56	92%	20	36%	16	29%	13	23%	7	13%	20	36%
Not Economically Disadvantaged	51	11	22%	40	78%	15	38%	16	40%	5	13%	4	10%	9	23%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	16	15%	92	85%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	112	16	14%	96	86%	35	36%	32	33%	18	19%	11	11%	29	30%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	111	16	14%	95	86%	—	—	—	—	—	—	—	—	—	—
Not Migrant	112	16	14%	96	86%	35	36%	32	33%	18	19%	11	11%	29	30%
Parent Not in Armed Forces	112	16	14%	96	86%	35	36%	32	33%	18	19%	11	11%	29	30%

GRADE 6 ELA RESULTS

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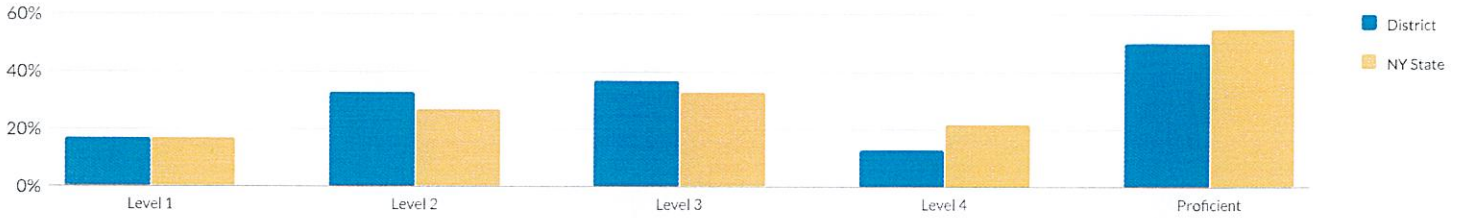


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	17	17%	85	83%	46	54%	18	21%	14	16%	7	8%	21	25%
Female	53	9	17%	44	83%	20	45%	11	25%	6	14%	7	16%	13	30%
Male	49	8	16%	41	84%	26	63%	7	17%	8	20%	0	0%	8	20%
General Education Students	76	10	13%	66	87%	31	47%	14	21%	14	21%	7	11%	21	32%
Students with Disabilities	26	7	27%	19	73%	15	79%	4	21%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	13	2	15%	11	85%	8	73%	1	9%	1	9%	1	9%	2	18%
Hispanic or Latino	11	3	27%	8	73%	3	38%	1	13%	2	25%	2	25%	4	50%
White	67	10	15%	57	85%	32	56%	13	23%	9	16%	3	5%	12	21%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	2	18%	9	82%	3	33%	3	33%	2	22%	1	11%	3	33%
Economically Disadvantaged	61	10	16%	51	84%	31	61%	11	22%	6	12%	3	6%	9	18%
Not Economically Disadvantaged	41	7	17%	34	83%	15	44%	7	21%	8	24%	4	12%	12	35%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	17	17%	84	83%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	102	17	17%	85	83%	46	54%	18	21%	14	16%	7	8%	21	25%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	101	17	17%	84	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	102	17	17%	85	83%	46	54%	18	21%	14	16%	7	8%	21	25%
Parent Not in Armed Forces	102	17	17%	85	83%	46	54%	18	21%	14	16%	7	8%	21	25%

GRADE 8 ELA RESULTS

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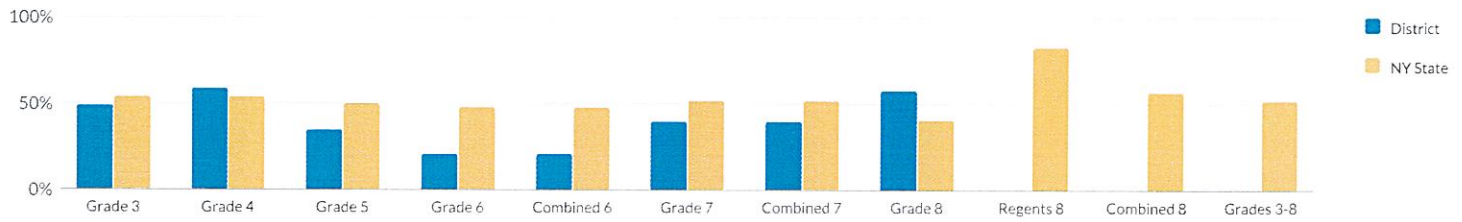
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	20	19%	84	81%	14	17%	28	33%	31	37%	11	13%	42	50%
Female	44	7	16%	37	84%	6	16%	9	24%	18	49%	4	11%	22	59%
Male	60	13	22%	47	78%	8	17%	19	40%	13	28%	7	15%	20	43%
General Education Students	82	9	11%	73	89%	9	12%	24	33%	31	42%	9	12%	40	55%
Students with Disabilities	22	11	50%	11	50%	5	45%	4	36%	0	0%	2	18%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	2	17%	4	33%	2	17%	4	33%	6	50%
Black or African American	10	2	20%	8	80%	4	50%	1	13%	3	38%	0	0%	3	38%
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	71	14	20%	57	80%	8	14%	20	35%	23	40%	6	11%	29	51%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	0	0%	3	43%	3	43%	1	14%	4	57%
Economically Disadvantaged	52	10	19%	42	81%	5	12%	17	40%	15	36%	5	12%	20	48%
Not Economically Disadvantaged	52	10	19%	42	81%	9	21%	11	26%	16	38%	6	14%	22	52%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	20	20%	81	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	104	20	19%	84	81%	14	17%	28	33%	31	37%	11	13%	42	50%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	100	20	20%	80	80%	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	20	19%	84	81%	14	17%	28	33%	31	37%	11	13%	42	50%
Parent Not in Armed Forces	104	20	19%	84	81%	14	17%	28	33%	31	37%	11	13%	42	50%

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



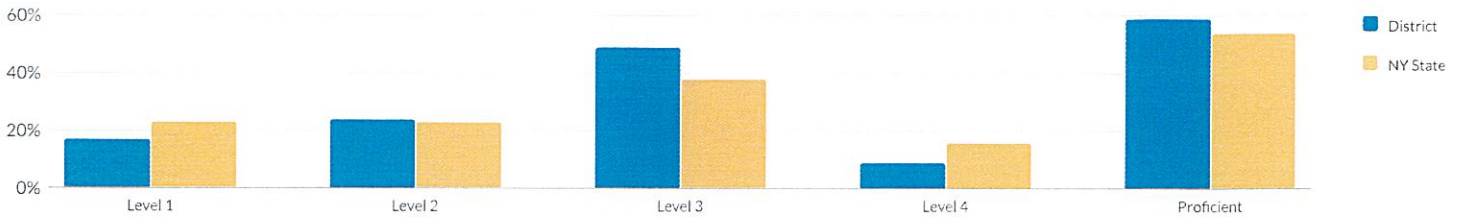
Percent Proficient

Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	94		9	10%	85	90%	6	7%	37	44%	36	42%	6	7%	42	49%
Grade 4	89		14	16%	75	84%	13	17%	18	24%	37	49%	7	9%	44	59%
Grade 5	112		19	17%	93	83%	32	34%	28	30%	26	28%	7	8%	33	35%
Grade 6	103		23	22%	80	78%	45	56%	18	23%	15	19%	2	3%	17	21%
Combined 6	103		23	22%	80	78%	45	56%	18	23%	15	19%	2	3%	17	21%
Grade 7	83		15	18%	68	82%	17	25%	24	35%	20	29%	7	10%	27	40%
Combined 7	83		15	18%	68	82%	17	25%	24	35%	20	29%	7	10%	27	40%
Grade 8	104		33	32%	71	68%	22	31%	8	11%	29	41%	12	17%	41	58%
Regents 8	-		-	-	3	3%	-	-	-	-	-	-	-	-	-	-
Combined 8	104		30	29%	74	71%	-	-	-	-	-	-	-	-	-	-
Grades 3-8	585		110	19%	475	81%	-	-	-	-	-	-	-	-	-	-

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

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.

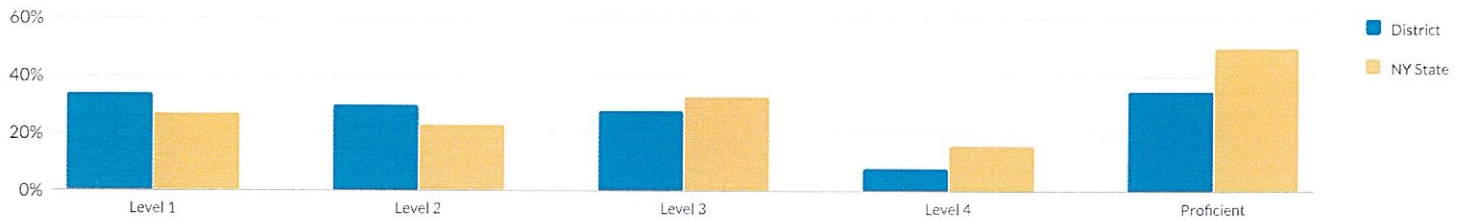


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	14	16%	75	84%	13	17%	18	24%	37	49%	7	9%	44	59%
Female	38	7	18%	31	82%	5	16%	8	26%	13	42%	5	16%	18	58%
Male	51	7	14%	44	86%	8	18%	10	23%	24	55%	2	5%	26	59%
General Education Students	68	9	13%	59	87%	5	8%	15	25%	32	54%	7	12%	39	66%
Students with Disabilities	21	5	24%	16	76%	8	50%	3	19%	5	31%	0	0%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	6	1	17%	5	83%	0	0%	3	60%	2	40%	0	0%	2	40%
Hispanic or Latino	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	59	9	15%	50	85%	7	14%	13	26%	24	48%	6	12%	30	60%
Multiracial	13	1	8%	12	92%	3	25%	2	17%	7	58%	0	0%	7	58%
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	3	38%	0	0%	4	50%	1	13%	5	63%
Economically Disadvantaged	48	7	15%	41	85%	8	20%	11	27%	19	46%	3	7%	22	54%
Not Economically Disadvantaged	41	7	17%	34	83%	5	15%	7	21%	18	53%	4	12%	22	65%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	85	14	16%	71	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	14	16%	75	84%	13	17%	18	24%	37	49%	7	9%	44	59%
Not Homeless	89	14	16%	75	84%	13	17%	18	24%	37	49%	7	9%	44	59%
Not Migrant	89	14	16%	75	84%	13	17%	18	24%	37	49%	7	9%	44	59%
Parent Not in Armed Forces	89	14	16%	75	84%	13	17%	18	24%	37	49%	7	9%	44	59%

GRADE 5 MATH RESULTS

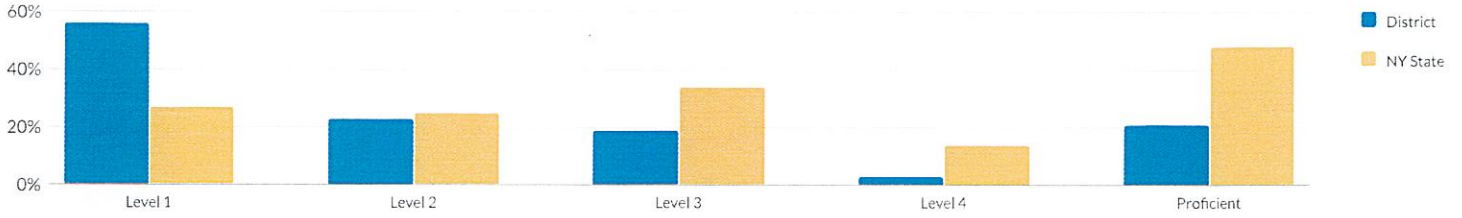
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	19	17%	93	83%	32	34%	28	30%	26	28%	7	8%	33	35%
Female	53	9	17%	44	83%	19	43%	13	30%	10	23%	2	5%	12	27%
Male	59	10	17%	49	83%	13	27%	15	31%	16	33%	5	10%	21	43%
General Education Students	84	10	12%	74	88%	18	24%	24	32%	25	34%	7	9%	32	43%
Students with Disabilities	28	9	32%	19	68%	14	74%	4	21%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	6	75%	2	33%	2	33%	2	33%	0	0%	2	33%
Black or African American	10	1	10%	9	90%	3	33%	4	44%	1	11%	1	11%	2	22%
Hispanic or Latino	15	4	27%	11	73%	5	45%	3	27%	2	18%	1	9%	3	27%
White	70	11	16%	59	84%	20	34%	14	24%	20	34%	5	8%	25	42%
Multiracial	9	1	11%	8	89%	2	25%	5	63%	1	13%	0	0%	1	13%
Economically Disadvantaged	61	8	13%	53	87%	20	38%	17	32%	11	21%	5	9%	16	30%
Not Economically Disadvantaged	51	11	22%	40	78%	12	30%	11	28%	15	38%	2	5%	17	43%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	108	19	18%	89	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	112	19	17%	93	83%	32	34%	28	30%	26	28%	7	8%	33	35%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	111	19	17%	92	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	112	19	17%	93	83%	32	34%	28	30%	26	28%	7	8%	33	35%
Parent Not in Armed Forces	112	19	17%	93	83%	32	34%	28	30%	26	28%	7	8%	33	35%

GRADE 6 MATH RESULTS

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

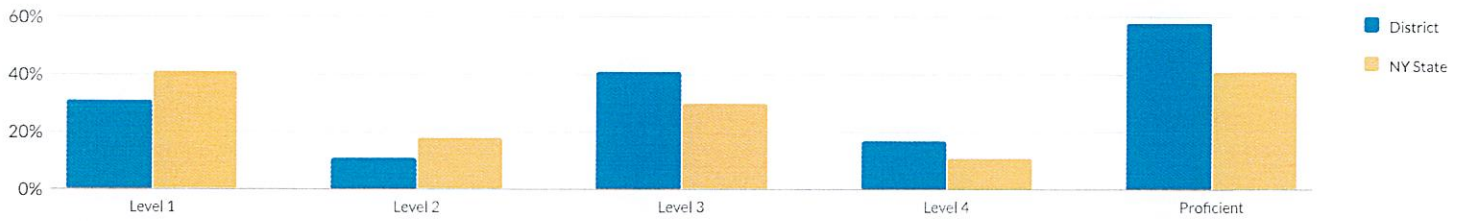


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	23	22%	80	78%	45	56%	18	23%	15	19%	2	3%	17	21%
Female	53	12	23%	41	77%	20	49%	12	29%	9	22%	0	0%	9	22%
Male	50	11	22%	39	78%	25	64%	6	15%	6	15%	2	5%	8	21%
General Education Students	76	10	13%	66	87%	33	50%	16	24%	15	23%	2	3%	17	26%
Students with Disabilities	27	13	48%	14	52%	12	86%	2	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	13	2	15%	11	85%	10	91%	1	9%	0	0%	0	0%	0	0%
Hispanic or Latino	11	3	27%	8	73%	4	50%	1	13%	3	38%	0	0%	3	38%
White	67	15	22%	52	78%	28	54%	12	23%	11	21%	1	2%	12	23%
Multiracial	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	3	33%	4	44%	1	11%	1	11%	2	22%
Economically Disadvantaged	61	15	25%	46	75%	28	61%	10	22%	6	13%	2	4%	8	17%
Not Economically Disadvantaged	42	8	19%	34	81%	17	50%	8	24%	9	26%	0	0%	9	26%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	102	23	23%	79	77%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	103	23	22%	80	78%	45	56%	18	23%	15	19%	2	3%	17	21%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	102	23	23%	79	77%	–	–	–	–	–	–	–	–	–	–
Not Migrant	103	23	22%	80	78%	45	56%	18	23%	15	19%	2	3%	17	21%
Parent Not in Armed Forces	103	23	22%	80	78%	45	56%	18	23%	15	19%	2	3%	17	21%

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.

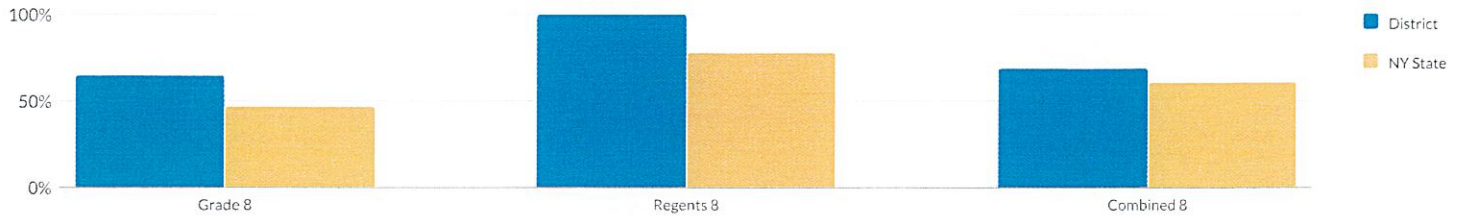


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	33	32%	71	68%	22	31%	8	11%	29	41%	12	17%	41	58%
Female	44	14	32%	30	68%	8	27%	2	7%	16	53%	4	13%	20	67%
Male	60	19	32%	41	68%	14	34%	6	15%	13	32%	8	20%	21	51%
General Education Students	82	22	27%	60	73%	16	27%	7	12%	26	43%	11	18%	37	62%
Students with Disabilities	22	11	50%	11	50%	6	55%	1	9%	3	27%	1	9%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	13	1	8%	12	92%	4	33%	1	8%	3	25%	4	33%	7	58%
Black or African American	10	2	20%	8	80%	5	63%	0	0%	3	38%	0	0%	3	38%
Hispanic or Latino	4	2	50%	2	50%	-	-	-	-	-	-	-	-	-	-
White	71	25	35%	46	65%	11	24%	5	11%	22	48%	8	17%	30	65%
Multiracial	6	3	50%	3	50%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	10	5	50%	5	50%	2	40%	2	40%	1	20%	0	0%	1	20%
Economically Disadvantaged	52	15	29%	37	71%	12	32%	5	14%	16	43%	4	11%	20	54%
Not Economically Disadvantaged	52	18	35%	34	65%	10	29%	3	9%	13	38%	8	24%	21	62%
English Language Learner	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	101	33	33%	68	67%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	104	33	32%	71	68%	22	31%	8	11%	29	41%	12	17%	41	58%
Homeless	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Not Homeless	100	32	32%	68	68%	-	-	-	-	-	-	-	-	-	-
Not Migrant	104	33	32%	71	68%	22	31%	8	11%	29	41%	12	17%	41	58%
Parent Not in Armed Forces	104	33	32%	71	68%	22	31%	8	11%	29	41%	12	17%	41	58%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS

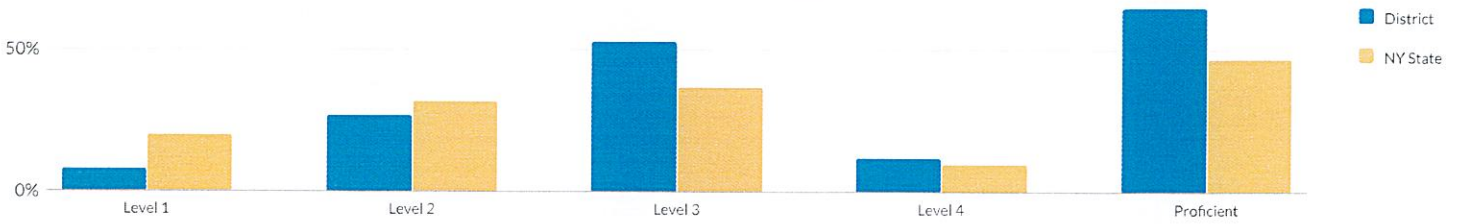


Percent Proficient

Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	105		31	30%	74	70%	6	8%	20	27%	39	53%	9	12%	48	65%
Regents 8	—		—	—	11	10%	0	0%	0	0%	6	55%	5	45%	11	100%
Combined 8	105		20	19%	85	81%	6	7%	20	24%	45	53%	14	16%	59	69%

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

GRADE 8 SCIENCE RESULTS



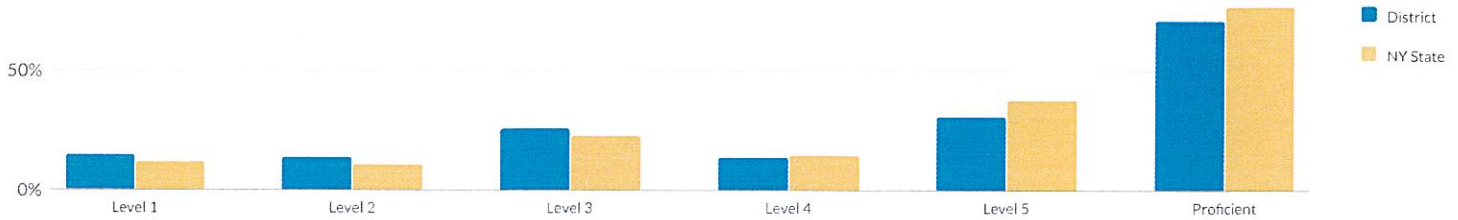
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	31	30%	74	70%	6	8%	20	27%	39	53%	9	12%	48	65%
Female	45	15	33%	30	67%	3	10%	7	23%	17	57%	3	10%	20	67%
Male	60	16	27%	44	73%	3	7%	13	30%	22	50%	6	14%	28	64%
General Education Students	82	21	26%	61	74%	4	7%	14	23%	36	59%	7	11%	43	70%
Students with Disabilities	23	10	43%	13	57%	2	15%	6	46%	3	23%	2	15%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	13	3	23%	10	77%	3	30%	2	20%	3	30%	2	20%	5	50%
Black or African American	10	2	20%	8	80%	2	25%	3	38%	3	38%	0	0%	3	38%
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	72	21	29%	51	71%	1	2%	13	25%	31	61%	6	12%	37	73%
Multiracial	6	3	50%	3	50%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	5	50%	5	50%	0	0%	2	40%	2	40%	1	20%	3	60%
Economically Disadvantaged	52	11	21%	41	79%	2	5%	12	29%	21	51%	6	15%	27	66%
Not Economically Disadvantaged	53	20	38%	33	62%	4	12%	8	24%	18	55%	3	9%	21	64%
English Language Learner	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	102	31	30%	71	70%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	105	31	30%	74	70%	6	8%	20	27%	39	53%	9	12%	48	65%
Homeless	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Not Homeless	101	30	30%	71	70%	–	–	–	–	–	–	–	–	–	–
Not Migrant	105	31	30%	74	70%	6	8%	20	27%	39	53%	9	12%	48	65%
Parent Not in Armed Forces	105	31	30%	74	70%	6	8%	20	27%	39	53%	9	12%	48	65%

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).

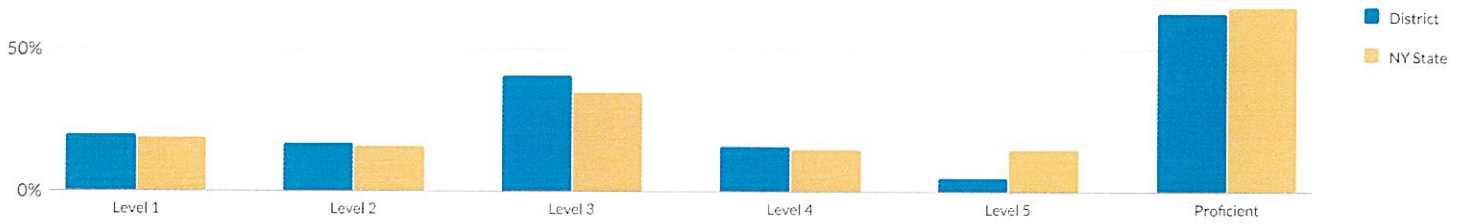
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	93	14	15%	13	14%	24	26%	13	14%	29	31%
Female	43	7	16%	4	9%	9	21%	6	14%	17	40%	32	74%
Male	50	7	14%	9	18%	15	30%	7	14%	12	24%	34	68%
General Education Students	75	6	8%	8	11%	20	27%	12	16%	29	39%	61	81%
Students with Disabilities	18	8	44%	5	28%	4	22%	1	6%	0	0%	5	28%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	2	25%	0	0%	2	25%	4	50%	6	75%
Black or African American	11	2	18%	5	45%	2	18%	2	18%	0	0%	4	36%
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	66	11	17%	5	8%	20	30%	8	12%	22	33%	50	76%
Multiracial	5	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	2	25%	1	13%	3	38%	6	75%
Economically Disadvantaged	52	6	12%	10	19%	16	31%	5	10%	15	29%	36	69%
Not Economically Disadvantaged	41	8	20%	3	7%	8	20%	8	20%	14	34%	30	73%
Non-English Language Learner	93	14	15%	13	14%	24	26%	13	14%	29	31%	66	71%
Not in Foster Care	93	14	15%	13	14%	24	26%	13	14%	29	31%	66	71%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	89	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	93	14	15%	13	14%	24	26%	13	14%	29	31%	66	71%
Parent Not in Armed Forces	93	14	15%	13	14%	24	26%	13	14%	29	31%	66	71%

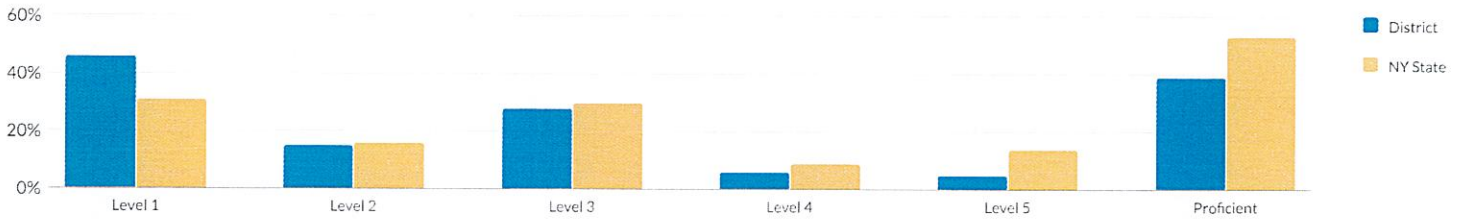
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	128	26	20%	22	17%	52	41%	21	16%	7	5%
Female	57	—	—	—	—	—	—	—	—	—	—	—	—
Male	70	16	23%	13	19%	27	39%	10	14%	4	6%	41	59%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	58	10	17%	9	16%	25	43%	11	19%	3	5%	39	67%
General Education Students	109	18	17%	18	17%	46	42%	20	18%	7	6%	73	67%
Students with Disabilities	19	8	42%	4	21%	6	32%	1	5%	0	0%	7	37%
Asian or Native Hawaiian/Other Pacific Islander	10	3	30%	0	0%	3	30%	2	20%	2	20%	7	70%
Black or African American	11	2	18%	4	36%	4	36%	1	9%	0	0%	5	45%
Hispanic or Latino	5	1	20%	0	0%	3	60%	1	20%	0	0%	4	80%
White	86	16	19%	14	16%	34	40%	17	20%	5	6%	56	65%
Multiracial	16	4	25%	4	25%	8	50%	0	0%	0	0%	8	50%
Economically Disadvantaged	70	13	19%	13	19%	32	46%	9	13%	3	4%	44	63%
Not Economically Disadvantaged	58	13	22%	9	16%	20	34%	12	21%	4	7%	36	62%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	126	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	128	26	20%	22	17%	52	41%	21	16%	7	5%	80	63%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	128	26	20%	22	17%	52	41%	21	16%	7	5%	80	63%
Parent Not in Armed Forces	128	26	20%	22	17%	52	41%	21	16%	7	5%	80	63%

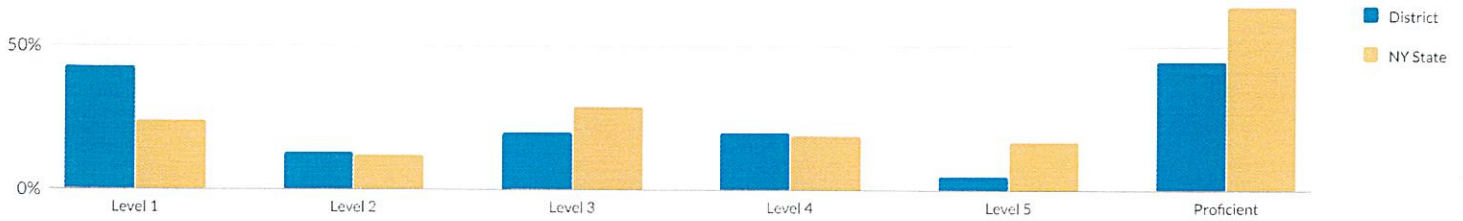
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	39	46%	13	15%	24	28%	5	6%	4	5%	33	39%
Female	45	22	49%	6	13%	14	31%	2	4%	1	2%	17	38%
Male	40	17	43%	7	18%	10	25%	3	8%	3	8%	16	40%
General Education Students	76	32	42%	13	17%	23	30%	4	5%	4	5%	31	41%
Students with Disabilities	9	7	78%	0	0%	1	11%	1	11%	0	0%	2	22%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	9	6	67%	0	0%	1	11%	2	22%	0	0%	3	33%
Hispanic or Latino	6	2	33%	0	0%	1	17%	1	17%	2	33%	4	67%
White	63	27	43%	11	17%	22	35%	1	2%	2	3%	25	40%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	4	57%	2	29%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	41	23	56%	5	12%	10	24%	1	2%	2	5%	13	32%
Not Economically Disadvantaged	44	16	36%	8	18%	14	32%	4	9%	2	5%	20	45%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	83	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	84	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	81	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	85	39	46%	13	15%	24	28%	5	6%	4	5%	33	39%
Parent Not in Armed Forces	85	39	46%	13	15%	24	28%	5	6%	4	5%	33	39%

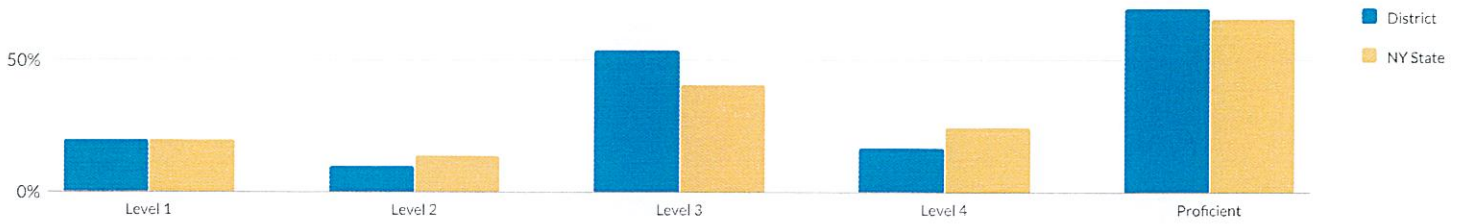
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	40	17	43%	5	13%	8	20%	8	20%	2	5%	18	45%
Female	24	9	38%	2	8%	5	21%	6	25%	2	8%	13	54%
Male	16	8	50%	3	19%	3	19%	2	13%	0	0%	5	31%
General Education Students	38	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	2	29%	2	29%	1	14%	2	29%	0	0%	3	43%
White	26	10	38%	3	12%	6	23%	5	19%	2	8%	13	50%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	0	0%	1	14%	1	14%	0	0%	2	29%
Economically Disadvantaged	19	9	47%	3	16%	2	11%	4	21%	1	5%	7	37%
Not Economically Disadvantaged	21	8	38%	2	10%	6	29%	4	19%	1	5%	11	52%
Non-English Language Learner	40	17	43%	5	13%	8	20%	8	20%	2	5%	18	45%
Not in Foster Care	40	17	43%	5	13%	8	20%	8	20%	2	5%	18	45%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	39	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	40	17	43%	5	13%	8	20%	8	20%	2	5%	18	45%
Parent Not in Armed Forces	40	17	43%	5	13%	8	20%	8	20%	2	5%	18	45%

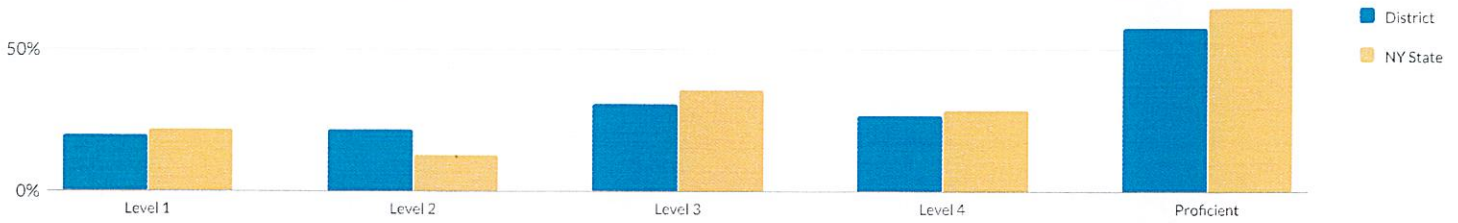
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	121	24	20%	12	10%	65	54%	20	17%	85	70%
Female	63	11	17%	4	6%	36	57%	12	19%	48	76%
Male	57	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	58	13	22%	8	14%	29	50%	8	14%	37	64%
General Education Students	102	14	14%	8	8%	60	59%	20	20%	80	78%
Students with Disabilities	19	10	53%	4	21%	5	26%	0	0%	5	26%
Asian or Native Hawaiian/Other Pacific Islander	5	3	60%	0	0%	2	40%	0	0%	2	40%
Black or African American	11	5	45%	0	0%	4	36%	2	18%	6	55%
Hispanic or Latino	9	1	11%	2	22%	5	56%	1	11%	6	67%
White	89	14	16%	8	9%	51	57%	16	18%	67	75%
Multiracial	7	1	14%	2	29%	3	43%	1	14%	4	57%
Economically Disadvantaged	64	10	16%	11	17%	33	52%	10	16%	43	67%
Not Economically Disadvantaged	57	14	25%	1	2%	32	56%	10	18%	42	74%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	117	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	24	20%	12	10%	65	54%	20	17%	85	70%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	119	—	—	—	—	—	—	—	—	—	—
Not Migrant	121	24	20%	12	10%	65	54%	20	17%	85	70%
Parent Not in Armed Forces	121	24	20%	12	10%	65	54%	20	17%	85	70%

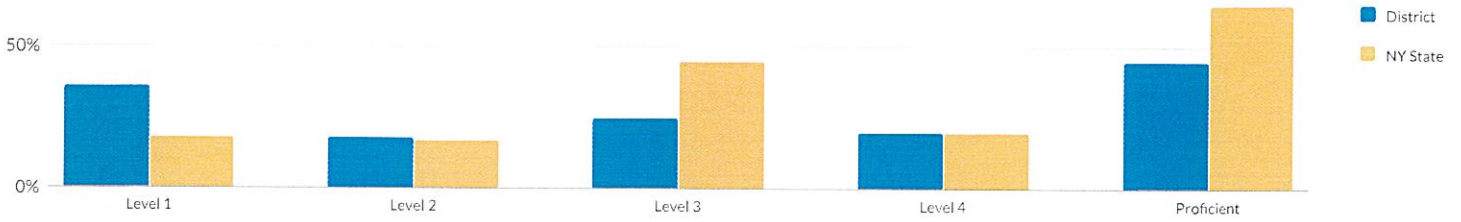
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	95	19	20%	21	22%	29	31%	26	27%	55	58%
Female	41	5	12%	9	22%	19	46%	8	20%	27	66%
Male	54	14	26%	12	22%	10	19%	18	33%	28	52%
General Education Students	76	11	14%	13	17%	27	36%	25	33%	52	68%
Students with Disabilities	19	8	42%	8	42%	2	11%	1	5%	3	16%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6	1	17%	1	17%	0	0%	4	67%	4	67%
Black or African American	11	5	45%	4	36%	0	0%	2	18%	2	18%
Hispanic or Latino	6	0	0%	2	33%	2	33%	2	33%	4	67%
White	65	11	17%	13	20%	25	38%	16	25%	41	63%
Multiracial	6	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	2	29%	1	14%	2	29%	2	29%	4	57%
Economically Disadvantaged	48	13	27%	11	23%	12	25%	12	25%	24	50%
Not Economically Disadvantaged	47	6	13%	10	21%	17	36%	14	30%	31	66%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	92	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	94	–	–	–	–	–	–	–	–	–	–
Homeless	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	92	–	–	–	–	–	–	–	–	–	–
Not Migrant	95	19	20%	21	22%	29	31%	26	27%	55	58%
Parent Not in Armed Forces	95	19	20%	21	22%	29	31%	26	27%	55	58%

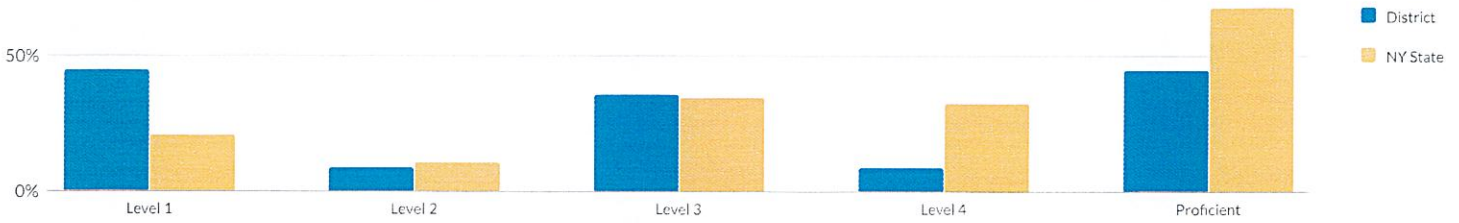
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	44	16	36%	8	18%	11	25%	9	20%
Female	30	10	33%	8	27%	5	17%	7	23%	12	40%
Male	14	6	43%	0	0%	6	43%	2	14%	8	57%
General Education Students	44	16	36%	8	18%	11	25%	9	20%	20	45%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–
Black or African American	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	1	17%	2	33%	2	33%	4	67%
White	29	13	45%	3	10%	8	28%	5	17%	13	45%
Small Group Total: Race & Ethnicity	9	2	22%	4	44%	1	11%	2	22%	3	33%
Economically Disadvantaged	21	7	33%	7	33%	3	14%	4	19%	7	33%
Not Economically Disadvantaged	23	9	39%	1	4%	8	35%	5	22%	13	57%
Non-English Language Learner	44	16	36%	8	18%	11	25%	9	20%	20	45%
Not in Foster Care	44	16	36%	8	18%	11	25%	9	20%	20	45%
Not Homeless	44	16	36%	8	18%	11	25%	9	20%	20	45%
Not Migrant	44	16	36%	8	18%	11	25%	9	20%	20	45%
Parent Not in Armed Forces	44	16	36%	8	18%	11	25%	9	20%	20	45%

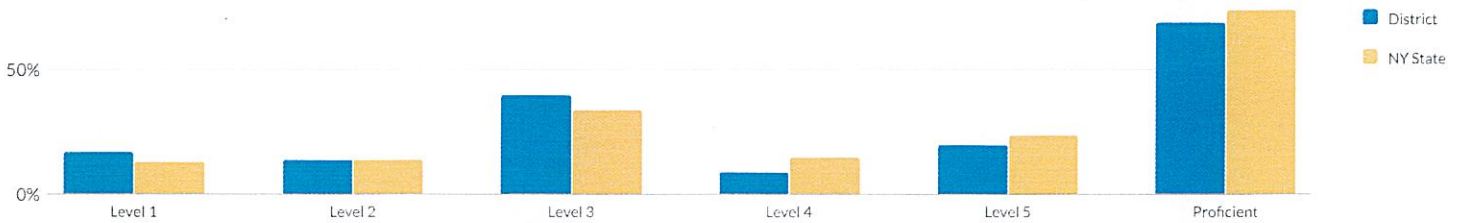
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	11	5	45%	1	9%	4	36%	1	9%	5	45%
Female	7	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	11	5	45%	1	9%	4	36%	1	9%	5	45%
General Education Students	11	5	45%	1	9%	4	36%	1	9%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	9	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	5	45%	1	9%	4	36%	1	9%	5	45%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	11	5	45%	1	9%	4	36%	1	9%	5	45%
Not in Foster Care	11	5	45%	1	9%	4	36%	1	9%	5	45%
Not Homeless	11	5	45%	1	9%	4	36%	1	9%	5	45%
Not Migrant	11	5	45%	1	9%	4	36%	1	9%	5	45%
Parent Not in Armed Forces	11	5	45%	1	9%	4	36%	1	9%	5	45%

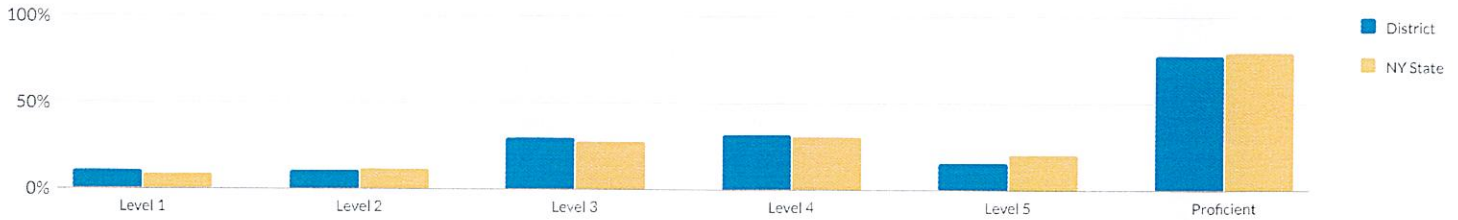
ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	15	17%	13	14%	36	40%	8	9%	18	20%	62	69%
Female	44	5	11%	6	14%	20	45%	4	9%	9	20%	33	75%
Male	46	10	22%	7	15%	16	35%	4	9%	9	20%	29	63%
General Education Students	68	7	10%	6	9%	31	46%	7	10%	17	25%	55	81%
Students with Disabilities	22	8	36%	7	32%	5	23%	1	5%	1	5%	7	32%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	9	1	11%	2	22%	3	33%	0	0%	3	33%	6	67%
Hispanic or Latino	6	0	0%	0	0%	3	50%	0	0%	3	50%	6	100%
White	66	10	15%	11	17%	27	41%	8	12%	10	15%	45	68%
Multiracial	6	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	0	0%	3	33%	0	0%	2	22%	5	56%
Economically Disadvantaged	41	5	12%	9	22%	16	39%	4	10%	7	17%	27	66%
Not Economically Disadvantaged	49	10	20%	4	8%	20	41%	4	8%	11	22%	35	71%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	87	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	89	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	88	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	90	15	17%	13	14%	36	40%	8	9%	18	20%	62	69%
Parent Not in Armed Forces	90	15	17%	13	14%	36	40%	8	9%	18	20%	62	69%

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



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	8	11%	8	11%	22	30%	24	32%	12	16%	58	78%
Female	33	3	9%	3	9%	11	33%	9	27%	7	21%	27	82%
Male	41	5	12%	5	12%	11	27%	15	37%	5	12%	31	76%
General Education Students	62	5	8%	5	8%	18	29%	23	37%	11	18%	52	84%
Students with Disabilities	12	3	25%	3	25%	4	33%	1	8%	1	8%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	7	1	14%	0	0%	3	43%	1	14%	2	29%	6	86%
Black or African American	7	3	43%	2	29%	1	14%	1	14%	0	0%	2	29%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	54	3	6%	6	11%	15	28%	21	39%	9	17%	45	83%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	3	50%	1	17%	1	17%	5	83%
Economically Disadvantaged	37	4	11%	5	14%	15	41%	7	19%	6	16%	28	76%
Not Economically Disadvantaged	37	4	11%	3	8%	7	19%	17	46%	6	16%	30	81%
Non-English Language Learner	74	8	11%	8	11%	22	30%	24	32%	12	16%	58	78%
Not in Foster Care	74	8	11%	8	11%	22	30%	24	32%	12	16%	58	78%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	73	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	74	8	11%	8	11%	22	30%	24	32%	12	16%	58	78%
Parent Not in Armed Forces	74	8	11%	8	11%	22	30%	24	32%	12	16%	58	78%

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

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	11	11	100	0	0
Female	4	4	100	0	0
Male	7	7	100	0	0
General Education Students	8	8	100	0	0
Students with Disabilities	3	3	100	0	0
White	10	10	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	9	9	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	11	11	100	0	0
Homeless	1	1	100	0	0
Not Homeless	10	10	100	0	0
Not Migrant	11	11	100	0	0
Parent Not in Armed Forces	11	11	100	0	0

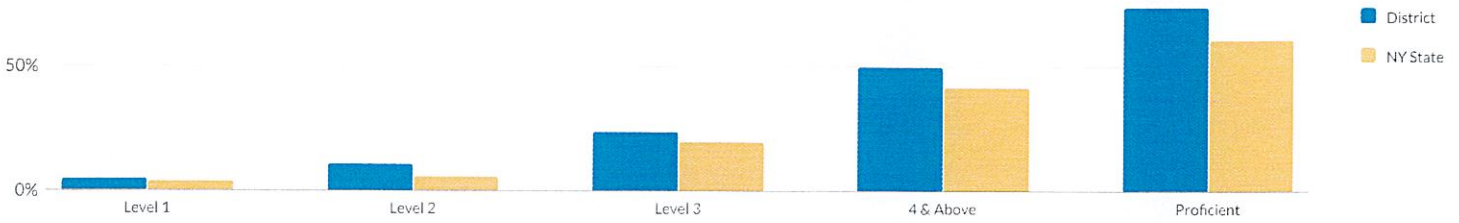
See report card Glossary and Guide for criteria used to include students in this table.

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	10	10%	95	90%	5	5%	12	11%	25	24%	53	50%	78	74%
Female	45	3	7%	42	93%	3	7%	3	7%	13	29%	23	51%	36	80%
Male	60	7	12%	53	88%	2	3%	9	15%	12	20%	30	50%	42	70%
General Education Students	82	4	5%	78	95%	1	1%	5	6%	22	27%	50	61%	72	88%
Students with Disabilities	23	6	26%	17	74%	4	17%	7	30%	3	13%	3	13%	6	26%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	10	0	0%	10	100%	1	10%	2	20%	3	30%	4	40%	7	70%
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	79	7	9%	72	91%	3	4%	8	10%	18	23%	43	54%	61	77%
Multiracial	7	2	29%	5	71%	1	14%	0	0%	1	14%	3	43%	4	57%
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	0	0%	2	22%	3	33%	3	33%	6	67%
Economically Disadvantaged	54	8	15%	46	85%	2	4%	9	17%	12	22%	23	43%	35	65%
Not Economically Disadvantaged	51	2	4%	49	96%	3	6%	3	6%	13	25%	30	59%	43	84%
English Language Learner	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	10	—	93	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	10	10%	95	90%	5	5%	12	11%	25	24%	53	50%	78	74%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	101	9	—	92	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	10	10%	95	90%	5	5%	12	11%	25	24%	53	50%	78	74%
Parent Not in Armed Forces	105	10	10%	95	90%	5	5%	12	11%	25	24%	53	50%	78	74%

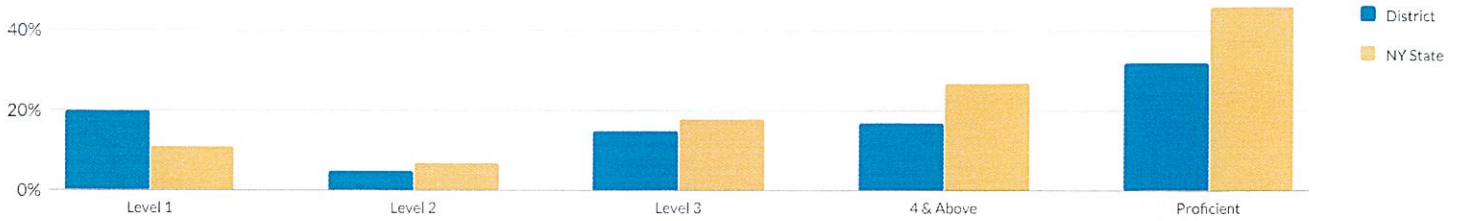
2019 TOTAL COHORT EXEMPTIONS IN ELA

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	
		#	%	#	%
Small Group Total: Race & Ethnicity	?	?	?	?	?

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

2019 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	45	43%	60	57%	21	20%	5	5%	16	15%	18	17%	34	32%
Female	45	16	36%	29	64%	14	31%	3	7%	5	11%	7	16%	12	27%
Male	60	29	48%	31	52%	7	12%	2	3%	11	18%	11	18%	22	37%
General Education Students	82	27	33%	55	67%	17	21%	5	6%	15	18%	18	22%	33	40%
Students with Disabilities	23	18	78%	5	22%	4	17%	0	0%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	10	5	50%	5	50%	2	20%	1	10%	1	10%	1	10%	2	20%
Hispanic or Latino	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
White	79	36	46%	43	54%	14	18%	3	4%	12	15%	14	18%	26	33%
Multiracial	7	2	29%	5	71%	3	43%	0	0%	1	14%	1	14%	2	29%
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	2	22%	1	11%	2	22%	2	22%	4	44%
Economically Disadvantaged	54	23	43%	31	57%	14	26%	3	6%	5	9%	9	17%	14	26%
Not Economically Disadvantaged	51	22	43%	29	57%	7	14%	2	4%	11	22%	9	18%	20	39%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	44	—	59	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	45	43%	60	57%	21	20%	5	5%	16	15%	18	17%	34	32%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	101	44	—	57	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	45	43%	60	57%	21	20%	5	5%	16	15%	18	17%	34	32%
Parent Not in Armed Forces	105	45	43%	60	57%	21	20%	5	5%	16	15%	18	17%	34	32%

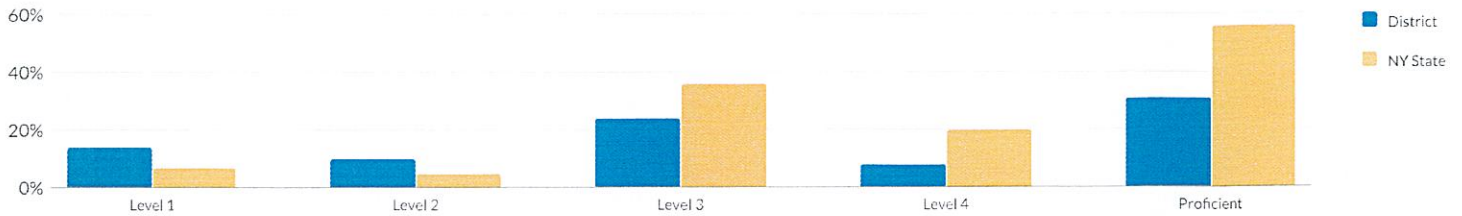
2019 TOTAL COHORT EXEMPTIONS IN MATH

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	94	38	40	56	60
Female	40	13	33	27	68
Male	54	25	46	29	54
General Education Students	80	26	33	54	68
Students with Disabilities	14	12	86	2	14
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	10	5	50	5	50
Hispanic or Latino	6	2	33	4	67
White	71	29	41	42	59
Multiracial	4	2	50	2	50
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	48	19	40	29	60
Not Economically Disadvantaged	46	19	41	27	59
English Language Learner	2	1	50	1	50
Non-English Language Learner	92	37	40	55	60
Not in Foster Care	94	38	40	56	60
Homeless	3	0	0	3	100
Not Homeless	91	38	42	53	58
Not Migrant	94	38	40	56	60
Parent Not in Armed Forces	94	38	40	56	60

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	46	44%	59	56%	15	14%	11	10%	25	24%	8	8%	33	31%
Female	45	16	36%	29	64%	7	16%	7	16%	10	22%	5	11%	15	33%
Male	60	30	50%	30	50%	8	13%	4	7%	15	25%	3	5%	18	30%
General Education Students	82	31	38%	51	62%	9	11%	11	13%	23	28%	8	10%	31	38%
Students with Disabilities	23	15	65%	8	35%	6	26%	0	0%	2	9%	0	0%	2	9%
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	10	3	30%	7	70%	3	30%	2	20%	1	10%	1	10%	2	20%
Hispanic or Latino	6	4	—	2	—	—	—	—	—	—	—	—	—	—	—
White	79	34	43%	45	57%	9	11%	9	11%	21	27%	6	8%	27	34%
Multiracial	7	4	57%	3	43%	2	29%	0	0%	0	0%	1	14%	1	14%
Small Group Total: Race & Ethnicity	9	5	56%	4	44%	1	11%	0	0%	3	33%	0	0%	3	33%
Economically Disadvantaged	54	27	50%	27	50%	6	11%	7	13%	9	17%	5	9%	14	26%
Not Economically Disadvantaged	51	19	37%	32	63%	9	18%	4	8%	16	31%	3	6%	19	37%
English Language Learner	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	45	—	58	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	46	44%	59	56%	15	14%	11	10%	25	24%	8	8%	33	31%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	101	44	—	57	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	46	44%	59	56%	15	14%	11	10%	25	24%	8	8%	33	31%
Parent Not in Armed Forces	105	46	44%	59	56%	15	14%	11	10%	25	24%	8	8%	33	31%

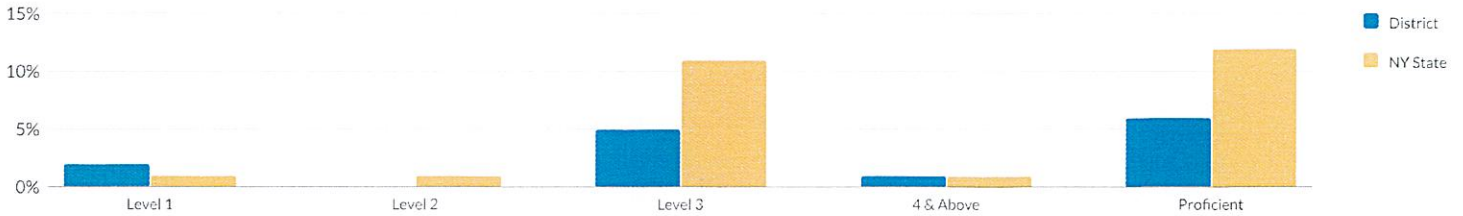
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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	94	40	43	54	57
Female	41	14	34	27	66
Male	53	26	49	27	51
General Education Students	80	30	38	50	63
Students with Disabilities	14	10	71	4	29
Asian or Native Hawaiian/Other Pacific Islander	3	1	33	2	67
Black or African American	9	3	33	6	67
Hispanic or Latino	6	4	67	2	33
White	72	29	40	43	60
Multiracial	4	3	75	1	25
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	49	23	47	26	53
Not Economically Disadvantaged	45	17	38	28	62
English Language Learner	1	1	100	0	0
Non-English Language Learner	93	39	42	54	58
Not in Foster Care	94	40	43	54	57
Homeless	3	1	33	2	67
Not Homeless	91	39	43	52	57
Not Migrant	94	40	43	54	57
Parent Not in Armed Forces	94	40	43	54	57

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	97	92%	8	8%	2	2%	0	0%	5	5%	1	1%	6	6%
Female	45	38	84%	7	16%	2	4%	0	0%	5	11%	0	0%	5	11%
Male	60	59	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
General Education Students	82	77	94%	5	6%	0	0%	0	0%	5	6%	0	0%	5	6%
Students with Disabilities	23	20	87%	3	13%	2	9%	0	0%	0	0%	1	4%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	10	8	80%	2	20%	1	10%	0	0%	1	10%	0	0%	1	10%
Hispanic or Latino	6	5	—	1	—	—	—	—	—	—	—	—	—	—	—
White	79	75	95%	4	5%	0	0%	0	0%	3	4%	1	1%	4	5%
Multiracial	7	6	86%	1	14%	1	14%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	9	8	89%	1	11%	0	0%	0	0%	1	11%	0	0%	1	11%
Economically Disadvantaged	54	51	94%	3	6%	0	0%	0	0%	3	6%	0	0%	3	6%
Not Economically Disadvantaged	51	46	90%	5	10%	2	4%	0	0%	2	4%	1	2%	3	6%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	95	—	8	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	97	92%	8	8%	2	2%	0	0%	5	5%	1	1%	6	6%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	101	94	—	7	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	97	92%	8	8%	2	2%	0	0%	5	5%	1	1%	6	6%
Parent Not in Armed Forces	105	97	92%	8	8%	2	2%	0	0%	5	5%	1	1%	6	6%

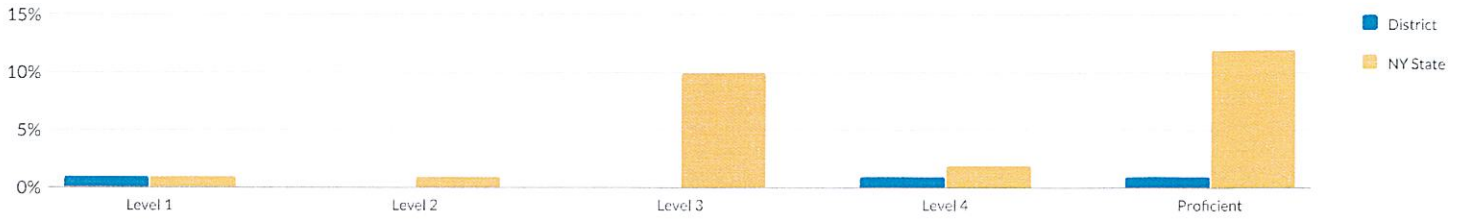
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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	72	72	100	0	0
Female	25	25	100	0	0
Male	47	47	100	0	0
General Education Students	59	59	100	0	0
Students with Disabilities	13	13	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	6	6	100	0	0
Hispanic or Latino	5	5	100	0	0
White	55	55	100	0	0
Multiracial	3	3	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	38	38	100	0	0
Not Economically Disadvantaged	34	34	100	0	0
English Language Learner	2	2	100	0	0
Non-English Language Learner	70	70	100	0	0
Not in Foster Care	72	72	100	0	0
Homeless	2	2	100	0	0
Not Homeless	70	70	100	0	0
Not Migrant	72	72	100	0	0
Parent Not in Armed Forces	72	72	100	0	0

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

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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	103	98%	2	2%	1	1%	0	0%	0	0%	1	1%	1	1%
Female	45	44	98%	1	2%	1	2%	0	0%	0	0%	0	0%	0	0%
Male	60	59	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
General Education Students	82	82	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	23	21	91%	2	9%	1	4%	0	0%	0	0%	1	4%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	6	6	—	0	—	—	—	—	—	—	—	—	—	—	—
White	79	78	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Multiracial	7	6	86%	1	14%	1	14%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	54	54	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	51	49	96%	2	4%	1	2%	0	0%	0	0%	1	2%	1	2%
English Language Learner	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	101	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	103	98%	2	2%	1	1%	0	0%	0	0%	1	1%	1	1%
Homeless	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	101	99	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	105	103	98%	2	2%	1	1%	0	0%	0	0%	1	1%	1	1%
Parent Not in Armed Forces	105	103	98%	2	2%	1	1%	0	0%	0	0%	1	1%	1	1%

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	91	91	100	0	0
Female	39	39	100	0	0
Male	52	52	100	0	0
General Education Students	78	78	100	0	0
Students with Disabilities	13	13	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	8	8	100	0	0
Hispanic or Latino	6	6	100	0	0
White	70	70	100	0	0
Multiracial	4	4	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	47	47	100	0	0
Not Economically Disadvantaged	44	44	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	90	90	100	0	0
Not in Foster Care	91	91	100	0	0
Homeless	3	3	100	0	0
Not Homeless	88	88	100	0	0
Not Migrant	91	91	100	0	0
Parent Not in Armed Forces	91	91	100	0	0

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	7	0%	0	0%	7	100%	0	0%	1	14%	0	0%	6	86%	0	0%
Grade 1	6	17%	1	17%	5	83%	0	0%	3	60%	0	0%	1	20%	1	20%
Grade 2	4	0%	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	4	0%	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 4	4	0%	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 5	4	0%	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8	3	0%	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 9	6	33%	2	33%	4	67%	–	–	–	–	–	–	–	–	–	–
Grade 10	3	33%	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Grade 12	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	5	40%	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	5	40%	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	5	20%	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	5	20%	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	5	20%	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	19	74%	14	74%	5	26%	0	0%	0	0%	2	40%	3	60%	5	100%
Secondary-Level Math	19	79%	15	79%	4	21%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	19	84%	16	84%	3	16%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	116	12	10%	4	2	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	109	1	1%
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	105	94	90%	36	34%	55	52%	3	3%	2	2%	3	3%	0	0%	6	6%
Female	45	42	93%	17	38%	22	49%	3	7%	1	2%	0	0%	0	0%	2	4%
Male	60	52	87%	19	32%	33	55%	0	0%	1	2%	3	5%	0	0%	4	7%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	82	78	95%	36	44%	42	51%	0	0%	0	0%	0	0%	0	0%	4	5%
Students with Disabilities	23	16	70%	0	0%	13	57%	3	13%	2	9%	3	13%	0	0%	2	9%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	10	9	90%	2	20%	6	60%	1	10%	0	0%	0	0%	0	0%	1	10%
Hispanic or Latino	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	79	71	90%	30	38%	40	51%	1	1%	1	1%	3	4%	0	0%	4	5%
Multiracial	7	5	71%	1	14%	3	43%	1	14%	1	14%	0	0%	0	0%	1	14%
Economically Disadvantaged	54	47	87%	14	26%	33	61%	0	0%	2	4%	1	2%	0	0%	4	7%
Not Economically Disadvantaged	51	47	92%	22	43%	22	43%	3	6%	0	0%	2	4%	0	0%	2	4%
English Language Learner	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	103	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	105	94	90%	36	34%	55	52%	3	3%	2	2%	3	3%	0	0%	6	6%
Homeless	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	101	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	105	94	90%	36	34%	55	52%	3	3%	2	2%	3	3%	0	0%	6	6%
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	105	94	90%	36	34%	55	52%	3	3%	2	2%	3	3%	0	0%	6	6%