

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2022-2023

2023-2024 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

BOARD OF EDUCATION

Thomas A. Rotolo – President
Lisa A. Coscia – Vice President

Lynn Abramson
Carol C. Cheng
Susan Falkove
Brian J. Grieco
Anna Levitan
Jack Ostrick
Shany Park

SCHOOL DISTRICT ADMINISTRATION

Dr. Thomas L. Rogers
Superintendent of Schools

Dr. Theresa Curry
Deputy Superintendent of Schools

Dr. Patricia M. Rufo
Associate Superintendent for Business

Mr. Edward Escobar
Assistant Superintendent for Human Resources

Ms. Erin Goldthwaite
Assistant Superintendent for Pupil Personnel Service

Mr. Raymond Loverso
Assistant Superintendent for Curriculum, Instruction and Assessment

2022-2023

INDEX

SYOSSET CENTRAL SCHOOL DISTRICT PROPOSED BUDGET

SECTION 1 – SYOSSET CENTRAL SCHOOL DISTRICT

SECTION 2 – BAYLIS ELEMENTARY

SECTION 3 – BERRY HILL ELEMENTARY

SECTION 4 – ROBBINS LANE ELEMENTARY

SECTION 5 – SOUTH GROVE ELEMENTARY

SECTION 6 – VILLAGE ELEMENTARY

SECTION 7 – WALT WHITMAN ELEMENTARY

SECTION 8 – WILLITS ELEMENTARY

SECTION 9 – SOUTH WOODS MIDDLE SCHOOL

SECTION 10 – HARRY B. THOMPSON MIDDLE SCHOOL

SECTION 11 – SYOSSET HIGH SCHOOL

SECTION 12 – GLOSSARY AND BUSINESS RULES

PROPERTY TAX REPORT

SYOSSET PUBLIC LIBRARY BUDGET

LOCAL GOVERNMENT EXEMPTION IMPACT REPORT

NEW YORK STATE COMPENSATION REPORT

SYOSSET CENTRAL SCHOOL DISTRICT

**PROPOSED
BUDGET
2023-2024**

Draft Budget Working Document

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change
1010 Board Of Education		46,700	46,700	-	0.00%
1040 District Clerk		101,146	98,271	2,875	2.93%
1060 District Meeting		37,500	37,500	-	0.00%
1240 Chief School Administrator		370,950	386,204	-15,254	-3.95%
1310 Business Administration		595,439	581,805	13,634	2.34%
1320 Auditing		119,470	119,470	-	0.00%
1345 Purchasing		590,518	583,783	6,735	1.15%
1380 Fiscal Agent Fee		7,000	7,000	-	0.00%
1420 Legal		422,600	422,600	-	0.00%
1430 Personnel		756,998	725,174	31,824	4.39%
1480 Public Information and Services		198,500	179,670	18,830	10.48%
1620 Operation of Plant		11,623,982	11,231,031	392,951	3.50%
1621 Maintenance of Plant		6,191,347	6,583,176	-391,829	-5.95%
1631 Security		3,825,677	4,106,102	-280,425	-6.83%
1670 Central Printing & Mailing		570,136	570,312	-176	-0.03%
1680 Central Data Processing		2,416,671	2,826,700	-410,029	-14.51%
1910 Unallocated Insurance		1,463,556	1,266,645	196,911	15.55%
1981 BOCES Administrative Costs		881,000	811,845	69,155	8.52%
1983 BOCES Capital Expenses		231,827	215,809	16,018	7.42%
1989 Unclassified		50,000	50,000	-	0.00%
2010 Curriculum Devel and Suprvsn		3,111,059	3,130,249	-19,190	-0.61%
2020 Supervision-Regular School		6,907,685	6,636,132	271,553	4.09%
2070 Inservice Training-Instruction		283,000	503,000	-220,000	-43.74%
2110 Teaching-Regular School		85,399,588	82,740,555	2,659,033	3.21%
2250 Prg For Sdnts w/Disabil-Med Elgble		31,986,210	30,636,921	1,349,289	4.40%
2280 Occupational Education(Grades 9-12)		590,000	435,000	155,000	35.63%
2310 Continuing Education		118,752	118,752	-	0.00%
2320 Summer School		527,370	556,332	-28,962	-5.21%
2610 School Library & AV		2,899,633	2,796,407	103,226	3.69%
2630 Computer Assisted Instruction		4,736,647	3,932,243	804,404	20.46%
2805 Attendance-Regular School		283,054	325,404	-42,350	-13.01%
2810 Guidance-Regular School		3,480,562	3,305,232	175,330	5.30%
2815 Health Svcs-Regular School		2,159,027	1,981,295	177,732	8.97%
2820 Psychological Svcs-Reg Schl		2,700,786	2,613,342	87,444	3.35%
2825 Social Work Svcs-Regular School		567,488	338,312	229,176	67.74%
2850 Co-Curricular Activ-Reg Schl		2,124,289	1,710,634	413,655	24.18%
2855 Interscholastic Athletics-Reg Schl		3,124,748	2,781,557	343,191	12.34%
5510 District Transportation Services		322,320	256,179	66,141	25.82%
5540 Contract Transportation-Med Elgble		13,248,600	11,507,600	1,741,000	15.13%
7140 Recreation		297,127	297,127	-	0.00%
8070 Census		21,131	18,750	2,381	12.70%
9010 State Retirement		3,215,023	2,270,400	944,623	41.61%
9020 Teachers' Retirement		12,421,680	11,970,784	450,896	3.77%
9030 Social Security		11,230,134	10,134,830	1,095,304	10.81%
9040 Workers' Compensation		900,000	730,000	170,000	23.29%
9045 Life Insurance		230,000	230,000	-	0.00%
9050 Unemployment Insurance		50,000	50,000	-	0.00%
9055 Disability Insurance		160,000	127,075	32,925	25.91%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change
9060	Hospital, Medical, Dental Insurance	39,305,569	33,835,429	5,470,140	16.17%
9065	Dental	930,000	930,000	-	0.00%
9070	Union Welfare Benefits	225,000	225,000	-	0.00%
9089	Other	299,300	296,000	3,300	1.11%
9760	Tax Anticipation Notes	1,133,417	720,000	413,417	57.42%
9901	Transfer to Other Funds	4,747,444	5,750,932	-1,003,488	-17.45%
9950	Transfer to Capital Fund	4,325,000	3,090,000	1,235,000	39.97%
Total General Fund		274,562,660	257,831,270	16,731,390	6.49%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
1010 Board Of Education										
1010-400-00-0000	Contractual Services	3,300	3,300	-	0.00%	3,250	3,250	3,250	-	-
1010-450-00-0000	Conf, Wkshp & Travel-PD	14,000	14,000	-	0.00%	7,340	3,520	11,247	-	-
1010-484-00-0000	Memberships & Dues	25,500	25,500	-	0.00%	25,481	25,356	25,155	-	-
1010-500-00-0000	Supplies	3,600	3,600	-	0.00%	171	3,226	2,121	-	-
1010-506-00-0000	Subscriptions	300	300	-	0.00%	-	-	-	-	-
1010 Function Subtotal		46,700	46,700	-	0.00%	36,242	35,352	41,773	-	-
1040 District Clerk										
1040	Salaries	101,146	98,271	2,875	2.93%	96,346	97,913	94,587	1.0000	1.0000
1040 Function Subtotal		101,146	98,271	2,875	2.93%	96,346	97,913	94,587	1.0000	1.0000
1060 District Meeting										
1060	Salaries	12,650	12,650	-	0.00%	10,715	11,109	9,374	-	-
1060-400-00-0000	Contractual Svc	8,500	8,500	-	0.00%	5,855	8,379	12,822	-	-
1060-405-00-0000	Legal Notices & Ads	12,500	12,500	-	0.00%	10,279	12,390	4,998	-	-
1060-500-00-0000	Supplies	3,850	3,850	-	0.00%	2,745	1,198	1,178	-	-
1060 Function Subtotal		37,500	37,500	-	0.00%	29,594	33,076	28,372	-	-
1240 Chief School Administrator										
1240	Salaries	366,550	383,004	-16,454	-4.30%	401,979	424,671	371,610	1.7000	2.0000
1240-500-00-0000	Supplies	600	1,200	-600	-50.00%	296	213	738	-	-
1240-506-00-0000	Subscriptions	3,800	2,000	1,800	90.00%	2,621	3,214	1,476	-	-
1240 Function Subtotal		370,950	386,204	-15,254	-3.95%	404,896	428,098	373,824	1.7000	2.0000
1310 Business Administration										
1310	Salaries	579,539	565,905	13,634	2.41%	565,243	536,950	529,740	3.7000	3.7000
1310-400-00-0000	Contractual Services	1,000	1,000	-	0.00%	-	-	-	-	-
1310-405-00-0000	Legal Notices & Ads	1,400	1,400	-	0.00%	-	-	-	-	-
1310-490-00-0000	BOCES Svc	9,000	9,000	-	0.00%	8,897	8,897	8,671	-	-
1310-500-00-0000	Supplies	4,500	4,500	-	0.00%	5,754	2,398	3,585	-	-
1310 Function Subtotal		595,439	581,805	13,634	2.34%	579,894	548,245	541,996	3.7000	3.7000
1320 Auditing										
1320-435-00-6000	Audit Svc-Indepndt	45,500	45,500	-	0.00%	45,500	46,325	46,725	-	-
1320-435-00-6001	Audit Svc-Internal	29,200	29,200	-	0.00%	38,600	22,000	21,600	-	-
1320-435-00-6002	Audit Services-Claims	36,770	36,770	-	0.00%	35,525	35,525	35,525	-	-
1320-435-00-6003	Audit Svc-Special	8,000	8,000	-	0.00%	-	-	-	-	-
1320 Function Subtotal		119,470	119,470	-	0.00%	119,625	103,850	103,850	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
1345 Purchasing										
1345	Salaries	561,908	556,433	5,475	0.98%	516,300	489,537	477,365	7.0000	7.0000
1345-405-00-0000	Legal Notices & Ads	13,500	13,500	-	0.00%	5,748	10,588	12,228	-	-
1345-490-00-0000	BOCES Svc	12,110	11,850	260	2.19%	11,760	11,066	12,720	-	-
1345-500-00-0000	Supplies	3,000	2,000	1,000	50.00%	1,911	1,193	737	-	-
1345 Function Subtotal		590,518	583,783	6,735	1.15%	535,719	512,384	503,050	7.0000	7.0000
1380 Fiscal Agent Fee										
1380-400-00-0000	Contractual Svc	7,000	7,000	-	0.00%	5,700	55,300	-	-	-
1380 Function Subtotal		7,000	7,000	-	0.00%	5,700	55,300	-	-	-
1420 Legal										
1420-447-00-6005	Legal Svc-Retainer	91,800	90,000	1,800	2.00%	90,000	88,500	86,600	-	-
1420-447-00-6006	Legal Svc-NonRet	302,800	304,600	-1,800	-0.59%	121,707	250,859	144,907	-	-
1420-447-00-6007	Legal Svc-Other	13,000	13,000	-	0.00%	37,928	4,591	92,160	-	-
1420-447-00-6008	Legal Services-Bond	15,000	15,000	-	0.00%	11,295	37,105	39,435	-	-
1420 Function Subtotal		422,600	422,600	-	0.00%	260,930	381,055	363,102	-	-
1430 Personnel										
1430	Salaries	713,398	677,774	35,624	5.26%	657,656	626,776	590,805	7.0000	7.0000
1430-400-00-0000	Contractual Svc	1,400	4,000	-2,600	-65.00%	-	1,361	-	-	-
1430-405-00-0000	Legal Notices & Ads	4,000	6,200	-2,200	-35.48%	3,550	6,150	1,841	-	-
1430-490-00-0000	BOCES Svc	37,000	36,000	1,000	2.78%	35,555	35,036	32,297	-	-
1430-500-00-0000	Supplies	1,200	1,200	-	0.00%	649	1,156	1,162	-	-
1430 Function Subtotal		756,998	725,174	31,824	4.39%	697,410	670,479	626,105	7.0000	7.0000
1480 Public Information and Services										
1480	Salaries	104,000	101,170	2,830	2.80%	102,940	103,108	91,170	1.0000	1.0000
1480-400-00-0000	Contractual Svc	18,000	18,000	-	0.00%	14,955	10,860	5,812	-	-
1480-490-00-0000	BOCES Svc	76,000	60,000	16,000	26.67%	42,081	55,486	64,540	-	-
1480-500-00-0000	Supplies	500	500	-	0.00%	119	194	159	-	-
1480 Function Subtotal		198,500	179,670	18,830	10.48%	160,095	169,648	161,681	1.0000	1.0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
1620 Operation of Plant										
160 Noninstructional Salaries		6,255,082	6,140,128	114,954	1.87%	5,845,200	5,578,846	5,370,821	80,000	82,000
161 Noninstructional P/T Sal		135,000	135,000	-	0.00%	123,965	130,583	98,781	2,250	2,250
162 Noninstructional Overtime		717,000	717,000	-	0.00%	654,950	649,150	388,942	-	-
200 Equipment		63,000	71,000	-8,000	-11.27%	44,617	665,829	68,200	-	-
204 Equipment - Not Capitaliz		1,000	1,000	-	0.00%	501	-	-	-	-
400 Contractual Services		870,000	785,300	84,700	10.79%	431,517	873,432	489,636	-	-
420 Fuel Oil		60,000	100,000	-40,000	-40.00%	62,163	159,403	179,941	-	-
421 Electricity		2,000,500	1,584,500	416,000	26.25%	1,554,607	1,581,548	1,119,354	-	-
422 Water		50,800	169,500	-118,700	-70.03%	31,020	28,087	19,944	-	-
423 Natural Gas		570,000	598,003	-28,003	-4.68%	563,787	389,444	293,136	-	-
427 Telephone		60,000	78,000	-18,000	-23.08%	9,525	8,723	46,782	-	-
430 Repair		9,000	9,000	-	0.00%	14,335	6,109	2,998	-	-
450 Conf, Wkshps & Travel -PD		2,600	2,600	-	0.00%	530	185	1,614	-	-
490 BOCES Services		32,000	42,000	-10,000	-23.81%	22,048	21,181	25,820	-	-
500 Materials & Supplies		758,000	758,000	-	0.00%	341,074	1,917,139	483,304	-	-
502 Uniforms		40,000	40,000	-	0.00%	27,128	26,245	26,730	-	-
Subtotal of 1620 Operation of Plant		11,623,982	11,231,031	392,951	3.50%	9,726,985	12,035,904	8,616,003	82,2500	84,2500
1621 Maintenance of Plant										
160 Noninstructional Salaries		2,847,847	2,753,298	94,549	3.43%	2,423,428	2,339,840	2,220,339	33,0000	33,0000
161 Noninstructional P/T Sal		30,000	30,000	-	0.00%	7,801	6,711	33,288	-	-
162 Noninstructional Overtime		300,000	290,000	10,000	3.45%	253,279	257,828	169,976	-	-
200 Equipment		936,000	1,220,878	-284,878	-23.33%	552,865	734,028	1,577,985	-	-
400 Contractual Services		1,259,700	1,441,250	-181,550	-12.60%	1,120,093	839,759	1,091,644	-	-
424 Gasoline		110,800	80,750	30,050	37.21%	84,866	41,475	34,908	-	-
425 Haz Mat Disposal		30,000	30,000	-	0.00%	5,911	14,035	8,060	-	-
430 Repair		70,000	130,000	-60,000	-46.15%	26,012	24,375	21,733	-	-
500 Materials & Supplies		607,000	607,000	-	0.00%	441,552	559,962	450,336	-	-
Subtotal of 1621 Maintenance of Plant		6,191,347	6,583,176	-391,829	-5.95%	4,915,807	4,818,013	5,608,269	33,0000	33,0000
1631 Security										
160 Noninstructional Salaries		111,777	106,202	5,575	5.25%	162,044	207,327	201,960	1,4000	1,4000
161 Noninstructional P/T Sal		620,000	545,000	75,000	13.76%	524,151	463,228	271,949	15,0000	15,0000
162 Noninstructional Overtime		50,000	25,000	25,000	100.00%	26,938	1,979	7,408	-	-
200 Equipment		35,000	52,000	-17,000	-32.69%	13,201	6,563	67,198	-	-
428 Security Services		2,567,000	2,814,000	-247,000	-8.78%	2,097,473	1,963,810	1,924,461	-	-
490 BOCES Services		408,000	536,000	-128,000	-23.88%	387,362	1,121,074	567,428	-	-
500 Materials & Supplies		28,000	22,000	6,000	27.27%	28,262	18,375	37,612	-	-
502 Uniforms		5,900	5,900	-	0.00%	629	1,504	2,959	-	-
Subtotal of 1631 Security		3,825,677	4,106,102	-280,425	-6.83%	3,240,060	3,783,860	3,080,975	16,4000	16,4000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
1670 Central Printing & Mailing										
1670	Salaries	146,136	143,212	2,924	2.04%	135,646	132,706	131,543	1.6000	1.6000
1670-200-00-0000	Equipment	8,000	8,000	-	0.00%	1,902	706	11,985	-	-
1670-400-00-0000	Contractual Svc	20,000	23,100	-3,100	-13.42%	2,556	909	17,163	-	-
1670-430-00-0000	Repair	3,000	3,000	-	0.00%	2,192	1,561	2,737	-	-
1670-483-00-0000	Postage	55,000	55,000	-	0.00%	50,169	39,781	60,769	-	-
1670-490-00-0000	BOCES Svc	305,000	305,000	-	0.00%	256,768	273,936	262,495	-	-
1670-500-00-0000	Supplies	33,000	33,000	-	0.00%	22,609	25,819	18,367	-	-
	1670 Function Subtotal	570,136	570,312	-176	-0.03%	471,842	475,418	505,059	1.6000	1.6000
1680 Central Data Processing										
1680	Salaries	429,671	322,700	106,971	33.15%	269,140	306,669	295,524	5.2000	5.2000
1680-201-00-0000	Computer Equip-Non-Aid	75,000	87,000	-12,000	-13.79%	4,810	5,886	86,326	-	-
1680-400-00-0000	Contractual Svc	100,000	115,000	-15,000	-13.04%	72,505	33,994	87,507	-	-
1680-432-00-0000	DW Software	30,000	25,000	5,000	20.00%	22,815	78,991	63,565	-	-
1680-490-00-0000	BOCES Svc	1,680,000	2,175,000	-495,000	-22.76%	2,025,680	2,336,292	2,563,246	-	-
1680-500-00-0000	Supplies	102,000	102,000	-	0.00%	74,808	57,828	87,935	-	-
	1680 Function Subtotal	2,416,671	2,826,700	-410,029	-14.51%	2,469,758	2,819,660	3,184,103	5.2000	5.2000
1910 Unallocated Insurance										
1910-410-00-0000	Student Accident	62,406	54,266	8,140	15.00%	51,682	58,730	70,855	-	-
1910-411-00-0000	Risk Mgmt Ins Policies	1,401,150	1,212,379	188,771	15.57%	1,162,214	554,977	981,722	-	-
	1910 Function Subtotal	1,463,556	1,266,645	196,911	15.55%	1,213,896	613,707	1,052,577	-	-
1981 BOCES Administrative Costs										
1981-490-00-0000	BOCES Svc	881,000	811,845	69,155	8.52%	824,805	807,187	764,974	-	-
	1981 Function Subtotal	881,000	811,845	69,155	8.52%	824,805	807,187	764,974	-	-
1983 BOCES Capital Expenses										
1983-490-00-0000	BOCES Svc	231,827	215,809	16,018	7.42%	130,450	130,018	161,781	-	-
	1983 Function Subtotal	231,827	215,809	16,018	7.42%	130,450	130,018	161,781	-	-
1989 Unclassified										
1989	Salaries	50,000	50,000	-	0.00%	-	-	-	-	-
	1989 Function Subtotal	50,000	50,000	-	0.00%	-	-	-	-	-
2010 Curriculum Devel and Supprvsn										
2010	Salaries	3,107,559	3,122,549	-14,990	-0.48%	3,127,674	2,955,521	2,820,695	20.3000	22.0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
2010 Curriculum Devel and Suprvsn										
2010-500-00-0000	Supplies	3,500	7,700	-4,200	-54.55%	1,165	1,681	2,088	-	-
2010 Function Subtotal		3,111,059	3,130,249	-19,190	-0.61%	3,128,839	2,957,202	2,822,783	20.3000	22.0000
2020 Supervision-Regular School										
2020	Salaries	6,830,585	6,559,032	271,553	4.14%	6,317,080	6,107,487	6,452,590	84.0000	84.0000
2020-400-00-0000	Contractual Services	20,000	20,000	-	0.00%	13,467	5,664	8,043	-	-
2020-450-00-0000	Conf, Wkshps & Travel	35,000	35,000	-	0.00%	13,012	4,140	36,582	-	-
2020-453-00-0000	Mileage Reimbursement	10,100	10,100	-	0.00%	4,405	890	3,312	-	-
2020-484-00-0000	Memberships & Dues	10,000	10,000	-	0.00%	7,555	8,637	7,249	-	-
2020-506-00-0000	Subscriptions	2,000	2,000	-	0.00%	429	-	-	-	-
2020 Function Subtotal		6,907,685	6,636,132	271,553	4.09%	6,355,948	6,126,818	6,507,776	84.0000	84.0000
2070 Inservice Training-Instruction										
2070	Salaries	5,000	5,000	-	0.00%	14,609	-	-	-	-
2070-400-00-0000	Contractual Svc	6,000	6,000	-	0.00%	-	-	1,600	-	-
2070-450-00-0000	Conf, Wkshp & Travel-PD	6,000	6,000	-	0.00%	6,035	-	-	-	-
2070-490-00-0000	BOCES Svc	266,000	486,000	-220,000	-45.27%	403,442	368,620	532,514	-	-
2070-490-00-5895	BOCES Services	-	-	-	0.00%	17,802	14,394	-	-	-
2070-506-00-0000	Subscriptions	-	-	-	0.00%	118	-	-	-	-
2070 Function Subtotal		283,000	503,000	-220,000	-43.74%	442,006	383,014	534,114	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
2110 Teaching-Regular School										
110 Teacher Salaries, K-3		12,105,088	12,346,734	-241,646	-1.96%	12,033,020	10,580,418	10,849,469	91,000	95,000
120 Teacher Salaries, 4-6		9,165,910	9,546,431	-380,521	-3.99%	9,028,269	8,854,983	8,761,845	64,000	69,000
125 Tutors		1,893,148	1,365,100	528,048	38.68%	1,190,256	153,590	1,300,781	50,000	50,000
130 Teacher Salaries 7-12		42,224,072	40,432,353	1,791,719	4.43%	39,004,850	37,474,527	37,677,388	311,000	308,400
140 Substitutes		2,602,000	2,029,000	573,000	28.24%	2,440,930	5,119,995	1,327,320	56,000	56,000
141 Increments		200,000	185,000	15,000	8.11%	-	-	-	-	-
142 Contingency		260,000	240,000	20,000	8.33%	-	-	-	-	-
150 Instructional Salaries		250,000	250,000	-	0.00%	174,439	23,725	167,579	-	-
151 Elementary Salaries		11,431,765	11,104,842	326,923	2.94%	10,590,937	10,239,039	10,375,560	81,7434	81,6452
160 Noninstructional Salaries		550,641	561,281	-10,640	-1.90%	607,692	558,122	547,420	7,000	7,000
161 Noninstructional P/T Sal		-	15,000	-15,000	-100.00%	-	5,799	7,394	-	-
162 Noninstructional Overtime		20,000	20,000	-	0.00%	13,490	18,866	19,189	-	-
180 Monitors		1,427,200	1,277,200	150,000	11.74%	1,310,686	1,247,509	1,014,310	51,5500	51,5500
200 Equipment		184,000	312,250	-128,250	-41.07%	161,420	179,568	208,797	-	-
204 Equipment - Not Capitaliz		30,000	30,000	-	0.00%	21,450	-	50,312	-	-
400 Contractual Services		83,000	83,000	-	0.00%	59,413	45,817	18,808	-	-
430 Repair		41,728	41,728	-	0.00%	34,141	5,133	-	-	-
434 Rental Services		-	4,000	-4,000	-100.00%	-	-	-	-	-
450 Conf, Wkshps & Travel -PD		39,000	59,000	-20,000	-33.90%	10,840	7,469	41,892	-	-
451 Chaperone Travel		5,000	5,000	-	0.00%	-	-	739	-	-
452 Student Travel & Registra		33,000	21,000	12,000	57.14%	9,207	8,595	16,077	-	-
453 Mileage Reimbursement		14,500	14,500	-	0.00%	3,186	2,110	3,038	-	-
480 Textbooks & Journals		613,225	660,825	-47,600	-7.20%	391,608	418,222	341,360	-	-
481 Non Public Textbooks		50,000	50,000	-	0.00%	32,817	32,746	35,191	-	-
484 Memberships and Dues		29,190	29,190	-	0.00%	4,609	7,343	7,040	-	-
487 Commencement		35,000	57,000	-22,000	-38.60%	32,009	34,792	11,565	-	-
490 BOCES Services		612,000	500,000	112,000	22.40%	597,641	325,369	329,711	-	-
500 Materials & Supplies		1,306,521	1,306,521	-	0.00%	750,321	856,069	811,855	-	-
501 Petty Cash		1,000	1,000	-	0.00%	590	606	699	-	-
506 Subscriptions		3,800	3,800	-	0.00%	670	475	175	-	-
509 Sheet Music		30,000	30,000	-	0.00%	22,325	4,490	22,040	-	-
510 Testing Supplies		155,000	155,000	-	0.00%	52,572	40,947	87,963	-	-
560 CPR, Lifeguarding		3,800	3,800	-	0.00%	1,127	23	996	-	-
Subtotal of 2110 Teaching-Regular School		85,399,588	82,740,555	2,659,033	3.21%	78,580,515	76,246,347	74,036,513	712,2934	718,5952

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
2250 Prg For Sdnts w/Disabil-Med Eligble										
100 Administrator Salaries		194,702	191,807	2,895	1.51%	193,715	194,254	188,958	1,000	1,000
101 Principals		382,618	367,268	15,350	4.18%	374,330	396,661	381,330	2,000	2,000
125 Tutors		1,502,020	1,166,000	336,020	28.82%	1,103,530	1,000,714	1,610,193	42,000	42,000
126 Teaching Assistants		2,147,712	2,673,652	-525,940	-19.67%	2,631,354	3,061,068	3,922,909	39,000	39,000
130 Teacher Salaries 7-12		8,602,174	8,536,417	65,757	0.77%	8,161,633	7,635,111	7,907,246	62,750	62,750
150 Instructional Salaries		20,000	20,000	-	0.00%	14,006	2,319	33,316	-	-
151 Elementary Salaries		6,418,840	6,248,063	170,777	2.73%	5,771,010	5,821,042	4,993,802	49,000	49,000
165 Therapists		1,313,259	1,220,818	92,441	7.57%	1,157,045	1,102,842	1,090,139	11,600	11,600
175 200 Day Salaries		2,964,385	2,369,396	594,989	25.11%	2,143,094	1,829,875	1,709,933	66,000	66,000
180 Monitors		50,000	42,000	8,000	19.05%	72,907	24,785	30,611	2,000	2,000
200 Equipment		20,000	20,000	-	0.00%	-	1,791	11,183	-	-
400 Contractual Services		975,000	950,000	25,000	2.63%	863,670	644,413	576,516	-	-
406 DOL/DOR Services		160,000	160,000	-	0.00%	95,360	123,818	100,250	-	-
408 Nursing Services		270,000	270,000	-	0.00%	269,764	205,171	120,309	-	-
448 Evaluations		20,000	20,000	-	0.00%	13,823	7,860	8,086	-	-
449 Contingency		450,000	200,000	250,000	125.00%	-	-	-	-	-
470 Tuition		-	2,610,000	-2,610,000	-100.00%	2,324,717	2,010,286	1,879,060	-	-
471 Tuition-NYS Public Sch		160,000	-	160,000	****+%	-	-	-	-	-
472 Tuition-All Other		2,453,000	-	2,453,000	****+%	-	-	-	-	-
490 BOCES Services		3,802,500	3,506,500	296,000	8.44%	3,624,791	3,373,048	3,196,263	-	-
500 Materials & Supplies		80,000	65,000	15,000	23.08%	65,646	63,062	57,675	-	-
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Eligble		31,986,210	30,636,921	1,349,289	4.40%	28,880,395	27,498,120	27,817,779	275,350	275,350

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
2280 Occupational Education(Grades 9-12)										
490 BOCES Services		590,000	435,000	155,000	35.63%	435,857	423,543	414,113	-	-
Subtotal of 2280 Occupational Education(Grades 9-12)		590,000	435,000	155,000	35.63%	435,857	423,543	414,113	-	-
2310 Continuing Education										
100 Administrator Salaries		13,141	13,141	-	0.00%	6,702	13,174	13,076	-	-
150 Instructional Salaries		45,822	47,031	-1,209	-2.57%	31,012	8,352	31,057	-	-
160 Noninstructional Salaries		41,389	40,180	1,209	3.01%	44,872	36,513	35,935	1.0000	1.0000
161 Noninstructional P/T Sal		3,200	3,200	-	0.00%	7,037	-	2,624	-	-
162 Noninstructional Overtime		8,000	8,000	-	0.00%	5,387	-	3,061	-	-
400 Contractual Services		5,200	5,200	-	0.00%	4,974	4,554	4,536	-	-
500 Materials & Supplies		2,000	2,000	-	0.00%	854	-	336	-	-
Subtotal of 2310 Continuing Education		118,752	118,752	-	0.00%	100,838	62,593	90,625	1.0000	1.0000
2320 Summer School										
101 Principals		6,547	18,560	-12,013	-64.73%	18,176	7,908	7,829	-	-
110 Teacher Salaries, K-3		105,000	105,000	-	0.00%	102,913	61,179	-	-	-
111 Teacher Salaries, 4-6		105,000	105,000	-	0.00%	102,913	73,888	-	-	-
125 Tutors		44,550	44,550	-	0.00%	43,869	16,436	16,648	-	-
126 Teaching Assistants		38,650	38,650	-	0.00%	38,158	23,492	22,122	-	-
130 Teacher Salaries 7-12		106,773	130,200	-23,427	-17.99%	128,786	119,905	292,881	-	-
150 Instructional Salaries		-	-	-	0.00%	-	-	5,093	-	-
151 Elementary Salaries		55,850	55,850	-	0.00%	54,741	44,022	8,094	-	-
160 Noninstructional Salaries		45,000	38,522	6,478	16.82%	43,544	33,896	25,785	-	-
162 Noninstructional Overtime		-	-	-	0.00%	2,024	507	730	-	-
500 Materials & Supplies		20,000	20,000	-	0.00%	16,870	11,141	16,951	-	-
Subtotal of 2320 Summer School		527,370	556,332	-28,962	-5.21%	551,994	392,374	396,133	-	-
2610 School Library & AV										
121 Librarians		893,940	856,568	37,372	4.36%	823,376	755,305	754,616	7.0000	7.0000
131 Librarians Secondary		715,364	701,682	13,702	1.95%	707,282	646,542	639,900	5.0000	5.0000
160 Noninstructional Salaries		800,864	775,712	25,152	3.24%	711,869	697,680	765,683	13.0000	13.0000
162 Noninstructional Overtime		60,000	50,000	10,000	20.00%	52,242	27,769	29,701	-	-
175 200 Day Salaries		48,000	48,000	-	0.00%	37,324	36,323	27,319	1.0000	1.0000
490 BOCES Services		182,000	165,000	17,000	10.30%	156,101	139,566	136,335	-	-
500 Materials & Supplies		21,501	21,501	-	0.00%	23,602	12,937	10,515	-	-
504 Periodicals		13,283	13,283	-	0.00%	8,296	9,152	9,152	-	-
505 Library Books		65,807	65,807	-	0.00%	61,136	54,040	43,239	-	-
508 Classroom Libraries		78,350	78,350	-	0.00%	69,766	33,496	47,699	-	-
520 Audio Visual Supplies		20,504	20,504	-	0.00%	14,147	13,624	13,266	-	-
Subtotal of 2610 School Library & AV		2,899,633	2,796,407	103,226	3.69%	2,662,977	2,425,578	2,479,425	26.0000	26.0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
2630 Computer Assisted Instruction										
150 Instructional Salaries		286,247	278,343	7,904	2.84%	271,435	262,958	255,613	2.0000	2.0000
200 Equipment		40,000	40,000	-	0.00%	52,478	64,026	19,199	-	-
400 Contractual Services		10,000	10,000	-	0.00%	1,434	42,217	4,521	-	-
430 Repair		-	5,000	-5,000	-100.00%	-	653	-	-	-
460 Software		266,400	242,400	24,000	9.90%	222,978	204,035	55,910	-	-
490 BOCES Services		3,834,000	3,056,500	777,500	25.44%	2,039,141	3,316,139	2,536,033	-	-
500 Materials & Supplies		300,000	300,000	-	0.00%	190,437	407,723	188,980	-	-
Subtotal of 2630 Computer Assisted Instruction		4,736,647	3,932,243	804,404	20.46%	2,777,903	4,297,751	3,060,256	2.0000	2.0000
2805 Attendance-Regular School										
160 Noninstructional Salaries		252,054	319,404	-67,350	-21.09%	278,407	223,684	225,293	4.0000	4.0000
161 Noninstructional P/T Sal		25,000	-	25,000	**** **%	4,008	12,246	-	0.5000	0.5000
162 Noninstructional Overtime		4,000	4,000	-	0.00%	13,415	16,924	668	-	-
490 BOCES Services		2,000	2,000	-	0.00%	-	4,000	-	-	-
Subtotal of 2805 Attendance-Regular School		283,054	325,404	-42,350	-13.01%	295,830	256,854	225,961	4.5000	4.5000
2810 Guidance-Regular School										
130 Teacher Salaries 7-12		2,928,576	2,765,531	163,045	5.90%	2,617,715	2,661,312	2,607,991	20.0000	20.0000
160 Noninstructional Salaries		508,316	498,311	10,005	2.01%	389,574	352,034	432,247	8.0000	8.0000
162 Noninstructional Overtime		3,800	1,010	2,790	276.24%	2,379	1,649	656	-	-
400 Contractual Services		1,000	1,500	-500	-33.33%	-	-	900	-	-
490 BOCES Services		29,270	28,280	990	3.50%	26,962	21,007	18,940	-	-
500 Materials & Supplies		9,600	10,600	-1,000	-9.43%	10,180	4,082	3,177	-	-
Subtotal of 2810 Guidance-Regular School		3,480,562	3,305,232	175,330	5.30%	3,046,810	3,040,084	3,063,911	28.0000	28.0000
2815 Health Svcs-Regular School										
160 Noninstructional Salaries		1,463,587	1,293,100	170,487	13.18%	1,195,328	1,195,314	1,149,153	20.0000	20.0000
161 Noninstructional P/T Sal		1,000	1,000	-	0.00%	1,369	-	-	-	-
162 Noninstructional Overtime		27,290	30,000	-2,710	-9.03%	61,302	31,313	9,567	-	-
200 Equipment		3,500	3,500	-	0.00%	-	-	-	-	-
400 Contractual Services		300,000	300,000	-	0.00%	306,124	701,143	66,226	-	-
446 Fees Other Districts		100,000	100,000	-	0.00%	64,179	71,849	80,632	-	-
448 Evaluations		55,000	53,045	1,955	3.69%	53,045	51,502	51,498	-	-
490 BOCES Services		83,000	75,000	8,000	10.67%	76,785	72,000	68,193	-	-
500 Materials & Supplies		125,000	125,000	-	0.00%	64,286	85,266	84,492	-	-
501 Petty Cash		650	650	-	0.00%	229	154	183	-	-
Subtotal of 2815 Health Svcs-Regular School		2,159,027	1,981,295	177,732	8.97%	1,822,647	2,208,541	1,509,944	20.0000	20.0000
2820 Psychological Svcs-Reg Schi										

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
2820 Psychological Svcs-Reg Schl										
112 Teacher Salaries		-	158,375	-158,375	-100.00%	153,875	148,260	147,154	-	1,000
130 Teacher Salaries 7-12		950,594	771,640	178,954	23.19%	770,381	811,870	792,306	7,000	7,000
151 Elementary Salaries		1,102,396	1,073,095	29,301	2.73%	1,057,684	1,029,037	1,011,258	7,000	7,000
160 Noninstructional Salaries		500,096	461,032	39,064	8.47%	429,700	438,330	543,476	7,2143	7,2143
162 Noninstructional Overtime		6,200	6,200	-	0.00%	75	-	1,265	-	-
400 Contractual Services		140,000	140,000	-	0.00%	86,408	108,100	69,700	-	-
500 Materials & Supplies		1,500	3,000	-1,500	-50.00%	-	-102	572	-	-
Subtotal of 2820 Psychological Svcs-Reg Schl		2,700,786	2,613,342	87,444	3.35%	2,498,123	2,535,495	2,565,731	21,2143	22,2143
2825 Social Work Svcs-Regular School										
150 Instructional Salaries		567,488	338,312	229,176	67.74%	282,113	222,789	232,420	5,500	3,500
Subtotal of 2825 Social Work Svcs-Regular School		567,488	338,312	229,176	67.74%	282,113	222,789	232,420	5,500	3,500
2850 Co-Curricular Activ-Reg Schl										
130 Teacher Salaries 7-12		1,322,300	1,110,000	212,300	19.13%	1,145,898	895,413	940,122	-	-
150 Instructional Salaries		-	20,000	-20,000	-100.00%	-	5,033	6,808	-	-
151 Elementary Salaries		171,300	157,800	13,500	8.56%	66,723	31,682	95,641	-	-
160 Noninstructional Salaries		180,609	156,754	23,855	15.22%	125,098	100,933	101,727	1,000	1,000
451 Chaperone Travel		205,500	95,500	110,000	115.18%	44,160	-	37,170	-	-
452 Student Travel & Registra		161,500	101,500	60,000	59.11%	107,358	53,839	57,124	-	-
484 Memberships and Dues		42,000	29,000	13,000	44.83%	15,867	12,321	15,121	-	-
500 Materials & Supplies		37,830	36,830	1,000	2.72%	7,766	3,432	14,946	-	-
503 Student Newspaper		3,250	3,250	-	0.00%	725	650	1,990	-	-
Subtotal of 2850 Co-Curricular Activ-Reg Schl		2,124,289	1,710,634	413,655	24.18%	1,513,595	1,103,303	1,270,649	1,000	1,000
2855 Interscholastic Athletics-Reg Schl										
150 Instructional Salaries		1,792,000	1,660,000	132,000	7.95%	1,522,145	1,156,979	1,081,880	-	-
160 Noninstructional Salaries		488,898	411,842	77,056	18.71%	379,698	250,874	267,658	4,000	4,000
162 Noninstructional Overtime		6,000	6,000	-	0.00%	15,582	5,726	-	-	-
200 Equipment		66,300	25,000	41,300	165.20%	24,789	115,375	10,255	-	-
400 Contractual Services		125,000	125,000	-	0.00%	102,120	48,100	34,337	-	-
430 Repair		60,000	50,000	10,000	20.00%	26,757	8,285	18,514	-	-
450 Conf, Wkshps & Travel -PD		1,000	415	585	140.96%	220	398	-	-	-
451 Chaperone Travel		55,000	40,000	15,000	37.50%	17,465	-	30,219	-	-
452 Student Travel & Registra		75,000	60,000	15,000	25.00%	56,510	20,385	48,782	-	-
453 Mileage Reimbursement		350	300	50	16.67%	-	140	329	-	-
484 Memberships and Dues		40,000	60,000	-20,000	-33.33%	21,834	3,881	31,915	-	-
490 BOCES Services		135,200	123,000	12,200	9.92%	117,976	76,898	94,367	-	-
500 Materials & Supplies		280,000	220,000	60,000	27.27%	210,748	136,025	217,069	-	-
Subtotal of 2855 Interscholastic Athletics-Reg Schl		3,124,748	2,781,557	343,191	12.34%	2,495,844	1,823,066	1,835,315	4,000	4,000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change	2021-2022 Actual Expenditure	2020-21 Expense	2019-20 Expense	2023-2024 Proposed FTE	2022-2023 Current Year FTE
5510 District Transportation Services										
160 Noninstructional Salaries		320,070	203,407	116,663	57.35%	200,860	197,406	220,473	4.0000	4.0000
161 Noninstructional P/T Sal		-	50,522	-50,522	-100.00%	48,322	47,127	-	-	-
162 Noninstructional Overtime		1,400	1,400	-	0.00%	2,002	1,783	1,311	-	-
490 BOCES Services		-	-	-	0.00%	1,222	-	-	-	-
500 Materials & Supplies		850	850	-	0.00%	266	787	1,423	-	-
Subtotal of 5510 District Transportation Services		322,320	256,179	66,141	25.82%	252,672	247,103	223,207	4.0000	4.0000
5540 Contract Transportation-Med Eligible										
400 Contractual Services		11,535,600	10,130,600	1,405,000	13.87%	9,496,294	9,395,973	7,296,729	-	-
424 Gasoline		400,000	250,000	150,000	60.00%	346,500	163,721	148,763	-	-
454 Field Trips		300,000	280,000	20,000	7.14%	56,997	-	158,151	-	-
455 Athletic Trips		818,000	670,000	148,000	22.09%	434,679	318,438	490,318	-	-
458 Field Trips - Academic Com		120,000	105,000	15,000	14.29%	58,902	-	79,461	-	-
459 Field Trips - Music		55,000	52,000	3,000	5.77%	7,324	-	32,697	-	-
460 Software		20,000	20,000	-	0.00%	10,675	30,425	9,400	-	-
Subtotal of 5540 Contract Transportation-Med Eligible		13,248,600	11,507,600	1,741,000	15.13%	10,411,371	9,908,557	8,215,519	-	-
7140 Recreation										
100 Administrator Salaries		24,127	24,127	-	0.00%	-	-	24,127	-	-
150 Instructional Salaries		222,000	222,000	-	0.00%	134,817	61,252	181,430	1.0000	1.0000
160 Noninstructional Salaries		40,000	40,000	-	0.00%	65,439	673	11,704	-	-
500 Materials & Supplies		11,000	11,000	-	0.00%	-	-	10,970	-	-
Subtotal of 7140 Recreation		297,127	297,127	-	0.00%	200,256	61,925	228,231	1.0000	1.0000
8070 Census										
490 BOCES Services		21,131	18,750	2,381	12.70%	14,697	14,763	14,879	-	-
Subtotal of 8070 Census		21,131	18,750	2,381	12.70%	14,697	14,763	14,879	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2024

Fund: A General Fund

Budget Account	Description	2023-2024		2022-2023		Dollar Change	Percent Change	2021-2022		2020-21 Expense	2019-20 Expense
		Proposed Budget	Adopted Budget	Adopted Budget	Actual Expenditure						
9010 State Retirement		3,215,023	2,270,400	2,270,400	944,623	41.61%	3,170,744	3,079,971	2,866,399		
9020 Teachers' Retirement		12,421,680	11,970,784	11,970,784	450,896	3.77%	10,779,735	10,092,886	9,372,862		
9030 Social Security		11,230,134	10,134,830	10,134,830	1,095,304	10.81%	9,954,463	9,473,638	9,275,140		
9040 Workers' Compensation		900,000	730,000	730,000	170,000	23.29%	1,086,930	729,005	801,416		
9045 Life Insurance		230,000	230,000	230,000	-	0.00%	203,921	202,854	208,476		
9050 Unemployment Insurance		50,000	50,000	50,000	-	0.00%	14,904	3,300	50,000		
9055 Disability Insurance		160,000	127,075	127,075	32,925	25.91%	88,068	73,878	73,753		
9060 Hospital, Medical, Dental Insurance		39,305,569	33,835,429	33,835,429	5,470,140	16.17%	30,215,590	28,525,503	28,057,957		
9065 Dental		930,000	930,000	930,000	-	0.00%	775,054	809,772	653,274		
9070 Union Welfare Benefits		225,000	225,000	225,000	-	0.00%	225,000	225,000	225,000		
9089 Other		299,300	296,000	296,000	3,300	1.11%	208,508	252,723	318,715		
9760 Tax Anticipation Notes		1,133,417	720,000	720,000	413,417	57.42%	299,250	415,556	323,333		
9788 Leases		-	-	-	-	0.00%	1,033,814	-	-		
9901 Transfer to Other Funds		4,747,444	5,750,932	5,750,932	-1,003,488	-17.45%	7,216,878	5,275,257	4,196,528		
9950 Transfer to Capital Fund		4,325,000	3,090,000	3,090,000	1,235,000	39.97%	1,913,547	7,344,347	3,397,042		

Syosset Central School District
'State Category (3-Part Budget) Report'

Fiscal Year: 2024

State Function	Description	2023-2024 Proposed Budget	2022-2023 Adopted Budget	Dollar Change	Percent Change
Administration					
1010	Board Of Education	46,700.00	46,700.00	-	-
1040	District Clerk	101,146.00	98,271.00	2,875.00	2.93
1060	District Meeting	37,500.00	37,500.00	-	-
1240	Chief School Administrator	370,950.00	386,204.00	-15,254.00	-3.95
1310	Business Administration	595,439.00	581,804.00	13,635.00	2.34
1320	Auditing	119,470.00	119,470.00	-	-
1345	Purchasing	590,518.00	583,783.00	6,735.00	1.15
1380	Fiscal Agent Fee	7,000.00	7,000.00	-	-
1420	Legal	422,600.00	422,600.00	-	-
1430	Personnel	756,998.00	725,174.00	31,824.00	4.39
1480	Public Information and Services	198,500.00	179,670.00	18,830.00	10.48
1670	Central Printing & Mailing	570,136.00	570,312.00	-176.00	-0.03
1680	Central Data Processing	2,416,671.00	2,826,700.00	-410,029.00	-14.51
1910	Unallocated Insurance	1,463,556.00	1,266,645.00	196,911.00	15.55
1981	BOCES Administrative Costs	881,000.00	811,845.00	69,155.00	8.52
1983	BOCES Capital Expenses	231,827.00	215,809.00	16,018.00	7.42
1989	Unclassified	50,000.00	50,000.00	-	-
2010	Curriculum Devel and Suprvsn	3,111,059.00	3,130,249.00	-19,190.00	-0.61
2020	Supervision-Regular School	6,907,685.00	6,636,132.00	271,553.00	4.09
2070	Inservice Training-Instruction	283,000.00	503,000.00	-220,000.00	-43.74
9000	Employee Benefits	6,438,040.00	5,486,737.00	951,303.00	17.34
Total Administration		25,599,795.00	24,685,605.00	914,190.00	3.70%
Capital					
1620	Operation of Plant	15,449,659.00	15,337,133.00	112,526.00	0.73
1621	Maintenance of Plant	6,191,347.00	6,583,176.00	-391,829.00	-5.95
9000	Employee Benefits	6,121,281.00	5,066,053.00	1,055,228.00	20.83
9760	Tax Anticipation Notes	1,133,417.00	720,000.00	413,417.00	57.42
9901	Transfer to Debt Service Fund	4,417,444.00	5,420,932.00	-1,003,488.00	-18.51
9950	Transfer to Capital Fund	4,325,000.00	3,090,000.00	1,235,000.00	39.97
Total Capital		37,638,148.00	36,217,294.00	1,420,854.00	3.92%
Program					
2110	Teaching-Regular School	85,399,588.00	82,740,555.00	2,659,033.00	3.21
2250	Prg For Sdnts w/Disabil-Med Elgble	31,986,210.00	30,636,922.00	1,349,288.00	4.40
2280	Occupational Education(Grades 9-12)	590,000.00	435,000.00	155,000.00	35.63
2330	Teaching-Special Schools	646,122.00	675,084.00	(28,962.00)	-4.29
2610	School Library & AV	2,899,633.00	2,796,407.00	103,226.00	3.69
2630	Computer Assisted Instruction	4,736,647.00	3,932,243.00	804,404.00	20.46
2805	Attendance-Regular School	283,054.00	325,404.00	(42,350.00)	-13.01
2810	Guidance-Regular School	3,480,562.00	3,305,232.00	175,330.00	5.30
2815	Health Svcs-Regular School	2,159,027.00	1,981,295.00	177,732.00	8.97
2820	Psychological Svcs-Reg Schl	2,700,786.00	2,613,342.00	87,444.00	3.35
2825	Social Work Svcs-Regular School	567,488.00	338,312.00	229,176.00	67.74
2850	Co-Curricular Activ-Reg Schl	2,124,289.00	1,710,634.00	413,655.00	24.18
2855	Interscholastic Athletics-Reg Schl	3,124,748.00	2,781,557.00	343,191.00	12.34
5510	District Transport Svcs-Med Elgble	322,320.00	256,180.00	66,140.00	25.82
5540	Contract Transportation-Med Elgble	13,248,600.00	11,507,600.00	1,741,000.00	15.13
7140	Recreation	297,127.00	297,127.00	-	-
8070	Census	21,131.00	18,750.00	2,381.00	12.70
9000	Employee Benefits	56,407,385.00	50,246,727.00	6,160,658.00	12.26
9901	Transfer to Special Aid Fund	330,000.00	330,000.00	-	-
Total Program		211,324,717.00	196,928,371.00	14,396,346.00	7.31%
Report Totals		274,562,660.00	257,831,270.00	16,731,390.00	6.49%

2023-24 DRAFT REVENUE ESTIMATE

	BUDGET	PROPOSED BUDGET
<i>STATE AID</i>	<u>2022-23</u>	<u>2023-24</u>
FOUNDATION AID	15,091,812	23,031,482
EXCESS COST AID/PUBLIC	354,579	325,953
EXCESS COST AID/PRIVATE	442,092	436,778
BOCES AID	3,863,805	3,960,587
TRANSPORTATION AID	2,968,607	3,338,726
BUILDING AID	1,406,536	1,353,023
HARDWARE & TECHNOLOGY	54,123	57,165
TEXTBOOK/SOFTWARE/LIBRARY AIDS	564,332	574,802
HIGH TAX AID	697,595	697,595
<i>Adj. for Potential Additional Building Aid</i>	215,277	281,727
NET STATE AID	25,658,758	34,057,838
 <i>LOCAL REVENUE</i>		
Charges for Services		
ADULT ED TUITION	41,000	82,550
SUMMER SCHOOL TUITION	2,300	2,300
POOL & REC	179,637	183,000
DOL/DOR SERVICES	238,000	220,000
HEALTH SERVICES	425,000	425,000
 Use of Money & Property		
INTEREST ON INVESTMENTS	50,000	1,000,000
RENTAL OF BUILDINGS	2,000	2,000
 Unclassified Revenue	 1,098,622	 1,196,053
 Other Local Revenue	 2,036,559	 3,110,903
 PAYMENT IN LIEU OF TAXES (PILOTS)	 9,745,061	 9,711,431
 Revenue from Debt Service Fund	 940,000	 0
 Use of Reserve		
RESTRICTED RESERVES	4,550,400	5,885,023
APPROPRIATED FUND BALANCE	1,700,000	2,225,000
Total Use of Reserves and Approp. Fund Balance	6,250,400	8,110,023
 Total Local Revenue & Reserves	 18,972,020	 20,932,357
 GENERAL FUND TAX LEVY	 213,200,492	 219,572,465
 TOTAL REVENUE	 257,831,270	 274,562,660

DISTRITO ESCOLAR CENTRAL DE SYOSSET

PRESUPUESTO PROPUESTO 2023-2024

**Documento de trabajo sobre el
anteproyecto del presupuesto**

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	cualitativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual
1010 Junta de Educación		46,700	46,700	-	0.00%
1040 Secretaría del Distrito		101,146	98,271	2,875	2.93%
1060 Reunión del distrito		37,500	37,500	-	0.00%
1240 Administrador principal de la escuela		370,950	386,204	-15,254	-3.95%
1310 Administración comercial		595,439	581,805	13,634	2.34%
1320 Auditorías		119,470	119,470	-	0.00%
1345 Compras		590,518	583,783	6,735	1.15%
1380 Tarifa del agente fiscal		7,000	7,000	-	0.00%
1420 Asuntos jurídicos		422,600	422,600	-	0.00%
1430 Personal		756,998	725,174	31,824	4.39%
1480 Información y servicios públicos		198,500	179,670	18,830	10.48%
1620 Operación de la planta		11,623,982	11,231,031	392,951	3.50%
1621 Mantenimiento de la planta		6,191,347	6,583,176	-391,829	-5.95%
1631 Seguridad		3,825,677	4,106,102	-280,425	-6.83%
1670 Central de impresiones y correos		570,136	570,312	-176	-0.03%
1680 Central de procesamiento de datos		2,416,671	2,826,700	-410,029	-14.51%
1910 Seguro no asignado		1,463,556	1,266,645	196,911	15.55%
1981 Costos administrativos de BOCES		881,000	811,845	69,155	8.52%
1983 Gastos de capital de BOCES		231,827	215,809	16,018	7.42%
1989 No clasificado		50,000	50,000	-	0.00%
2010 Desarrollo y supervisión del plan de estudios		3,111,059	3,130,249	-19,190	-0.61%
2020 Supervisión de la escuela normal		6,907,685	6,636,132	271,553	4.09%
2070 Capacitación y enseñanza en servicio		283,000	503,000	-220,000	-43.74%
2110 Enseñanza de la escuela normal		85,399,588	82,740,555	2,659,033	3.21%
2250 Programa para estudiantes con discapacidades medicamento elegibles		31,986,210	30,636,921	1,349,289	4.40%
2280 Educación ocupacional (de 9.º a 12.º grado)		590,000	435,000	155,000	35.63%
2310 Educación continua		118,752	118,752	-	0.00%
2320 Escuela de verano		527,370	556,332	-28,962	-5.21%
2610 Biblioteca y sector audiovisual de la escuela		2,899,633	2,796,407	103,226	3.69%
2630 Enseñanza asistida por computadora		4,736,647	3,932,243	804,404	20.46%
2805 Asistencia de la escuela normal		283,054	325,404	-42,350	-13.01%
2810 Orientación de la escuela normal		3,480,562	3,305,232	175,330	5.30%
2815 Servicios de salud de la escuela normal		2,159,027	1,981,295	177,732	8.97%
2820 Servicios psicológicos de la escuela normal		2,700,786	2,613,342	87,444	3.35%
2825 Servicios de trabajo social de la escuela normal		567,488	338,312	229,176	67.74%
2850 Actividades curriculares complementarias de la escuela normal		2,124,289	1,710,634	413,655	24.18%
2855 Atletismo interescolar de la escuela normal		3,124,748	2,781,557	343,191	12.34%
5510 Servicios de transporte del distrito		322,320	256,179	66,141	25.82%
5540 Transporte contratado medicamento elegible		13,248,600	11,507,600	1,741,000	15.13%
7140 Recreación		297,127	297,127	-	0.00%
8070 Censo		21,131	18,750	2,381	12.70%
9010 Jubilación estatal		3,215,023	2,270,400	944,623	41.61%
9020 Tasas de aportes de los empleadores		12,421,680	11,970,784	450,896	3.77%
9030 Seguridad social		11,230,134	10,134,830	1,095,304	10.81%
9040 Indemnización de los trabajadores		900,000	730,000	170,000	23.29%
9045 Seguro de vida		230,000	230,000	-	0.00%
9050 Seguro de desempleo		50,000	50,000	-	0.00%

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	cualitativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual
9055 Seguro por discapacidad		160,000	127,075	32,925	25.91%
9060 Seguro hospitalario, médico y dental		39,305,569	33,835,429	5,470,140	16.17%
9065 Servicios dentales		930,000	930,000	-	0.00%
9070 Beneficios sociales del sindicato		225,000	225,000	-	0.00%
9089 Otros		299,300	296,000	3,300	1.11%
9760 Bonos de anticipación impositiva		1,133,417	720,000	413,417	57.42%
9901 Transferencia a otros fondos		4,747,444	5,750,932	-1,003,488	-17.45%
9950 Transferencias al fondo de capital		4,325,000	3,090,000	1,235,000	39.97%
Fondo general total		274,562,660	257,831,270	16,731,390	6.49%

Cuenta de presupuesto	calificativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
1010 Junta de Educación										
1010-400-00-0000	Servicios contractuales	3,300	3,300	-	0.00%	3,250	3,250	3,250	-	-
1010-450-00-0000	Conferencias, talleres y viajes para el crecimiento profesional	14,000	14,000	-	0.00%	7,340	3,520	11,247	-	-
1010-484-00-0000	Membresías y cuotas	25,500	25,500	-	0.00%	25,481	25,356	25,155	-	-
1010-500-00-0000	Suministros	3,600	3,600	-	0.00%	171	3,226	2,121	-	-
1010-506-00-0000	Suscripciones	300	300	-	0.00%	-	-	-	-	-
Subtotal de 1010 funciones		46,700	46,700	-	0.00%	36,242	35,352	41,773	-	-
1040 Secretaría del Distrito										
1040	Salarios	101,146	98,271	2,875	2.93%	96,346	97,913	94,587	1.0000	1.0000
Subtotal de 1040 funciones		101,146	98,271	2,875	2.93%	96,346	97,913	94,587	1.0000	1.0000
1060 Reunión del distrito										
1060	Salarios	12,650	12,650	-	0.00%	10,715	11,109	9,374	-	-
1060-400-00-0000	Servicios contractuales	8,500	8,500	-	0.00%	5,855	8,379	12,822	-	-
1060-405-00-0000	Avisos legales y publicidades	12,500	12,500	-	0.00%	10,279	12,390	4,998	-	-
1060-500-00-0000	Suministros	3,850	3,850	-	0.00%	2,745	1,198	1,178	-	-
Subtotal de 1060 funciones		37,500	37,500	-	0.00%	29,594	33,076	28,372	-	-
1240 Administrador principal de la escuela										
1240	Salarios	366,550	383,004	-16,454	-4.30%	401,979	424,671	371,610	1.7000	2.0000
1240-500-00-0000	Suministros	600	1,200	-600	-50.00%	296	213	738	-	-
1240-506-00-0000	Suscripciones	3,800	2,000	1,800	90.00%	2,621	3,214	1,476	-	-
Subtotal de 1240 funciones		370,950	386,204	-15,254	-3.95%	404,896	428,098	373,824	1.7000	2.0000
1310 Administración comercial										
1310	Salarios	579,539	565,905	13,634	2.41%	565,243	536,950	529,740	3.7000	3.7000
1310-400-00-0000	Servicios contractuales	1,000	1,000	-	0.00%	-	-	-	-	-
1310-405-00-0000	Avisos legales y publicidades	1,400	1,400	-	0.00%	-	-	-	-	-
1310-490-00-0000	Servicios de BOCES	9,000	9,000	-	0.00%	8,897	8,897	8,671	-	-
1310-500-00-0000	Suministros	4,500	4,500	-	0.00%	5,754	2,398	3,585	-	-
Subtotal de 1310 funciones		595,439	581,805	13,634	2.34%	579,894	548,245	541,996	3.7000	3.7000
1320 Auditorías										
1320-435-00-6000	Servicios de auditoría independiente	45,500	45,500	-	0.00%	45,500	46,325	46,725	-	-
1320-435-00-6001	Servicios de auditoría interna	29,200	29,200	-	0.00%	38,600	22,000	21,600	-	-
1320-435-00-6002	Servicios de auditoría de reclamos	36,770	36,770	-	0.00%	35,525	35,525	35,525	-	-
1320-435-00-6003	Servicios de auditoría especial	8,000	8,000	-	0.00%	-	-	-	-	-
Subtotal de 1320 funciones		119,470	119,470	-	0.00%	119,625	103,850	103,850	-	-

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	calificativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
1345 Compras										
1345	Salarios	561,908	556,433	5,475	0.98%	516,300	489,537	477,365	7.0000	7.0000
1345-405-00-0000	Avisos legales y publicidades	13,500	13,500	-	0.00%	5,748	10,588	12,228	-	-
1345-490-00-0000	Servicios de BOCES	12,110	11,850	260	2.19%	11,760	11,066	12,720	-	-
1345-500-00-0000	Suministros	3,000	2,000	1,000	50.00%	1,911	1,193	737	-	-
Subtotal de 1345 funciones		590,518	583,783	6,735	1.15%	535,719	512,384	503,050	7.0000	7.0000
1380 Tarifa del agente fiscal										
1380-400-00-0000	Servicios contractuales	7,000	7,000	-	0.00%	5,700	55,300	-	-	-
Subtotal de 1380 funciones		7,000	7,000	-	0.00%	5,700	55,300	-	-	-
1420 Asuntos jurídicos										
1420-447-00-6005	Servicios jurídicos: anticipo de honorarios	91,800	90,000	1,800	2.00%	90,000	88,500	86,600	-	-
1420-447-00-6006	Servicios jurídicos: sin anticipo de honorarios	302,800	304,600	-1,800	-0.59%	121,707	250,859	144,907	-	-
1420-447-00-6007	Servicios jurídicos: otros	13,000	13,000	-	0.00%	37,928	4,591	92,160	-	-
1420-447-00-6008	Servicios jurídicos: bono	15,000	15,000	-	0.00%	11,295	37,105	39,435	-	-
Subtotal de 1420 funciones		422,600	422,600	-	0.00%	260,930	381,055	363,102	-	-
1430 Personal										
1430	Salarios	713,398	677,774	35,624	5.26%	657,656	626,776	590,805	7.0000	7.0000
1430-400-00-0000	Servicios contractuales	1,400	4,000	-2,600	-65.00%	-	1,361	-	-	-
1430-405-00-0000	Avisos legales y publicidades	4,000	6,200	-2,200	-35.48%	3,550	6,150	1,841	-	-
1430-490-00-0000	Servicios de BOCES	37,000	36,000	1,000	2.78%	35,555	35,036	32,297	-	-
1430-500-00-0000	Suministros	1,200	1,200	-	0.00%	649	1,156	1,162	-	-
Subtotal de 1430 funciones		756,998	725,174	31,824	4.39%	697,410	670,479	626,105	7.0000	7.0000
1480 Información y servicios públicos										
1480	Salarios	104,000	101,170	2,830	2.80%	102,940	103,108	91,170	1.0000	1.0000
1480-400-00-0000	Servicios contractuales	18,000	18,000	-	0.00%	14,955	10,860	5,812	-	-
1480-490-00-0000	Servicios de BOCES	76,000	60,000	16,000	26.67%	42,081	55,486	64,540	-	-
1480-500-00-0000	Suministros	500	500	-	0.00%	119	194	159	-	-
Subtotal de 1480 funciones		198,500	179,670	18,830	10.48%	160,095	169,648	161,681	1.0000	1.0000

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	calificativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
1620 Operación de la planta										
160 Salarios no relacionados con la enseñanza		6,255,082	6,140,128	114,954	1.87%	5,845,200	5,578,846	5,370,821	80,000	82,000
161 Salarios no relacionados con la enseñanza P/T		135,000	135,000	-	0.00%	123,965	130,583	98,781	2,250	2,250
162 Horas adicionales no relacionadas con la enseñanza		717,000	717,000	-	0.00%	654,968	649,150	388,942	-	-
200 Equipos		63,000	71,000	-8,000	-11.27%	44,617	665,829	68,200	-	-
204 Equipos no capitalizados		1,000	1,000	-	0.00%	501	-	-	-	-
400 Servicios contractuales		870,000	785,300	84,700	10.79%	431,517	873,432	489,636	-	-
420 Aceite combustible		60,000	100,000	-40,000	-40.00%	62,163	159,403	179,941	-	-
421 Electricidad		2,000,500	1,584,500	416,000	26.25%	1,554,607	1,581,548	1,119,354	-	-
422 Agua		50,800	169,500	-118,700	-70.03%	31,020	28,087	19,944	-	-
423 Gas natural		570,000	598,003	-28,003	-4.68%	563,787	389,444	293,136	-	-
427 Teléfono		60,000	78,000	-18,000	-23.08%	9,525	8,723	46,782	-	-
430 Reparaciones		9,000	9,000	-	0.00%	14,335	6,109	2,998	-	-
450 Conferencias, talleres y viajes para el crecimiento profesional		2,600	2,600	-	0.00%	530	185	1,614	-	-
490 Servicios de BOCES		32,000	42,000	-10,000	-23.81%	22,048	21,181	25,820	-	-
500 Materiales y suministros		758,000	758,000	-	0.00%	341,074	1,917,139	483,304	-	-
502 Uniformes		40,000	40,000	-	0.00%	27,128	26,245	26,730	-	-
Subtotal de 1620 Operación de la planta		11,623,982	11,231,031	392,951	3.50%	9,726,985	12,035,904	8,616,003	82,250	84,250
1621 Mantenimiento de la planta										
160 Salarios no relacionados con la enseñanza		2,847,847	2,753,298	94,549	3.43%	2,423,428	2,339,840	2,220,339	33,000	33,000
161 Salarios no relacionados con la enseñanza P/T		30,000	30,000	-	0.00%	7,801	6,711	33,288	-	-
162 Horas adicionales no relacionadas con la enseñanza		300,000	290,000	10,000	3.45%	253,279	257,828	169,976	-	-
200 Equipos		936,000	1,220,878	-284,878	-23.33%	552,865	734,028	1,577,985	-	-
400 Servicios contractuales		1,259,700	1,441,250	-181,550	-12.60%	1,120,093	839,759	1,091,644	-	-
424 Gasolina		110,800	80,750	30,050	37.21%	84,866	41,475	34,908	-	-
425 Desecho de materiales peligrosos		30,000	30,000	-	0.00%	5,911	14,035	8,060	-	-
430 Reparaciones		70,000	130,000	-60,000	-46.15%	26,012	24,375	21,733	-	-
500 Materiales y suministros		607,000	607,000	-	0.00%	441,552	559,962	450,336	-	-
Subtotal de 1621 Mantenimiento de la planta		6,191,347	6,583,176	-391,829	-5.95%	4,915,807	4,818,013	5,608,269	33,000	33,000
1631 Seguridad										
160 Salarios no relacionados con la enseñanza		111,777	106,202	5,575	5.25%	162,044	207,327	201,960	1,400	1,400
161 Salarios no relacionados con la enseñanza P/T		620,000	545,000	75,000	13.76%	524,151	463,228	271,949	15,000	15,000
162 Horas adicionales no relacionadas con la enseñanza		50,000	25,000	25,000	100.00%	26,938	1,979	7,408	-	-
200 Equipos		35,000	52,000	-17,000	-32.69%	13,201	6,563	67,198	-	-
428 Servicios de seguridad		2,567,000	2,814,000	-247,000	-8.78%	2,097,473	1,963,810	1,924,461	-	-
490 Servicios de BOCES		408,000	536,000	-128,000	-23.88%	387,362	1,121,074	567,428	-	-
500 Materiales y suministros		28,000	22,000	6,000	27.27%	28,262	18,375	37,612	-	-
502 Uniformes		5,900	5,900	-	0.00%	629	1,504	2,959	-	-
Subtotal de 1631 Seguridad		3,825,677	4,106,102	-280,425	-6.83%	3,240,060	3,783,860	3,080,975	16,400	16,400

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	cuantitativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
1670 Central de impresiones y correos										
1670	Salarios	146,136	143,212	2,924	2.04%	135,646	132,706	131,543	1.6000	1.6000
1670-200-00-0000	Equipos	8,000	8,000	-	0.00%	1,902	706	11,985	-	-
1670-400-00-0000	Servicios contractuales	20,000	23,100	-3,100	-13.42%	2,556	909	17,163	-	-
1670-430-00-0000	Reparaciones	3,000	3,000	-	0.00%	2,192	1,561	2,737	-	-
1670-483-00-0000	Franqueo	55,000	55,000	-	0.00%	50,169	39,781	60,769	-	-
1670-490-00-0000	Servicios de BOCES	305,000	305,000	-	0.00%	256,768	273,936	262,495	-	-
1670-500-00-0000	Suministros	33,000	33,000	-	0.00%	22,609	25,819	18,367	-	-
Subtotal de 1670 funciones		570,136	570,312	-176	-0.03%	471,842	475,418	505,059	1.6000	1.6000
1680 Central de procesamiento de datos										
1680	Salarios	429,671	322,700	106,971	33.15%	269,140	306,669	295,524	5.2000	5.2000
1680-201-00-0000	Equipo informático sin ayuda	75,000	87,000	-12,000	-13.79%	4,810	5,886	86,326	-	-
1680-400-00-0000	Servicios contractuales	100,000	115,000	-15,000	-13.04%	72,505	33,994	87,507	-	-
1680-432-00-0000	Software DW	30,000	25,000	5,000	20.00%	22,815	78,991	63,565	-	-
1680-490-00-0000	Servicios de BOCES	1,680,000	2,175,000	-495,000	-22.76%	2,025,680	2,336,292	2,563,246	-	-
1680-500-00-0000	Suministros	102,000	102,000	-	0.00%	74,808	57,828	87,935	-	-
Subtotal de 1680 funciones		2,416,671	2,826,700	-410,029	-14.51%	2,469,758	2,819,660	3,184,103	5.2000	5.2000
1910 Seguro no asignado										
1910-410-00-0000	Accidente de estudiantes	62,406	54,266	8,140	15.00%	51,682	58,730	70,855	-	-
1910-411-00-0000	Pólizas de seguro para la gestión del riesgo	1,401,150	1,212,379	188,771	15.57%	1,162,214	554,977	981,722	-	-
Subtotal de 1910 funciones		1,463,556	1,266,645	196,911	15.55%	1,213,896	613,707	1,052,577	-	-
1981 Costos administrativos de BOCES										
1981-490-00-0000	Servicios de BOCES	881,000	811,845	69,155	8.52%	824,805	807,187	764,974	-	-
Subtotal de 1981 funciones		881,000	811,845	69,155	8.52%	824,805	807,187	764,974	-	-
1983 Gastos de capital de BOCES										
1983-490-00-0000	Servicios de BOCES	231,827	215,809	16,018	7.42%	130,450	130,018	161,781	-	-
Subtotal de 1983 funciones		231,827	215,809	16,018	7.42%	130,450	130,018	161,781	-	-
1989 No clasificado										
1989	Salarios	50,000	50,000	-	0.00%	-	-	-	-	-
Subtotal de 1989 funciones		50,000	50,000	-	0.00%	-	-	-	-	-
2010 Desarrollo y supervisión del plan de estudios										
2010	Salarios	3,107,559	3,122,549	-14,990	-0.48%	3,127,674	2,955,521	2,820,695	20.3000	22.0000

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	cuantitativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
2010 Desarrollo y supervisión del plan de estudios										
2010-500-00-0000	Suministros	3,500	7,700	-4,200	-54.55%	1,165	1,681	2,088	-	-
Subtotal de 2010 funciones		3,111,059	3,130,249	-19,190	-0.61%	3,128,839	2,957,202	2,822,783	20.3000	22.0000
2020 Supervisión de la escuela normal										
2020	Salarios	6,830,585	6,559,032	271,553	4.14%	6,317,080	6,107,487	6,452,590	84.0000	84.0000
2020-400-00-0000	Servicios contractuales	20,000	20,000	-	0.00%	13,467	5,664	8,043	-	-
2020-450-00-0000	Conferencias, talleres y viajes	35,000	35,000	-	0.00%	13,012	4,140	36,582	-	-
2020-453-00-0000	Reembolso de millas	10,100	10,100	-	0.00%	4,405	890	3,312	-	-
2020-484-00-0000	Membresías y cuotas	10,000	10,000	-	0.00%	7,555	8,637	7,249	-	-
2020-506-00-0000	Suscripciones	2,000	2,000	-	0.00%	429	-	-	-	-
Subtotal de 2020 funciones		6,907,685	6,636,132	271,553	4.09%	6,355,948	6,126,818	6,507,776	84.0000	84.0000
2070 Capacitación y enseñanza en servicio										
2070	Salarios	5,000	5,000	-	0.00%	14,609	-	-	-	-
2070-400-00-0000	Servicios contractuales	6,000	6,000	-	0.00%	-	-	1,600	-	-
2070-450-00-0000	Conferencias, talleres y viajes para el crecimiento profesional	6,000	6,000	-	0.00%	6,035	-	-	-	-
2070-490-00-0000	Servicios de BOCES	266,000	486,000	-220,000	-45.27%	403,442	368,620	532,514	-	-
2070-490-00-5895	Servicios de BOCES	-	-	-	0.00%	17,802	14,394	-	-	-
2070-506-00-0000	Suscripciones	-	-	-	0.00%	118	-	-	-	-
Subtotal de 2070 funciones		283,000	503,000	-220,000	-43.74%	442,006	383,014	534,114	-	-

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	Presupuesto 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
2110 Enseñanza de la escuela normal									
110 Salarios de los maestros desde jardín de infantes hasta 3.º grado	12,105,088	12,346,734	-241,646	-1.96%	12,033,020	10,580,418	10,849,469	91,0000	95,0000
120 Salarios de los maestros desde 4.º hasta 6.º grado	9,165,910	9,546,431	-380,521	-3.99%	9,028,269	8,854,983	8,761,845	64,0000	69,0000
125 Tutores	1,893,148	1,365,100	528,048	38.68%	1,190,256	153,590	1,300,781	50,0000	50,0000
130 Salarios de los maestros desde 7.º hasta 12.º grado	42,224,072	40,432,353	1,791,719	4.43%	39,004,850	37,474,527	37,677,388	311,0000	308,4000
140 Sustitutos	2,602,000	2,029,000	573,000	28.24%	2,440,930	5,119,995	1,327,320	56,0000	56,0000
141 Incrementos	200,000	185,000	15,000	8.11%	-	-	-	-	-
142 Reserva	260,000	240,000	20,000	8.33%	-	-	-	-	-
150 Salarios relacionados con la enseñanza	250,000	250,000	-	0.00%	174,439	23,725	167,579	-	-
151 Salarios de la escuela primaria	11,431,765	11,104,842	326,923	2.94%	10,590,937	10,239,039	10,375,560	81,7434	81,6452
160 Salarios no relacionados con la enseñanza	550,641	561,281	-10,640	-1.90%	607,692	558,122	547,420	7,0000	7,0000
161 Salarios no relacionados con la enseñanza P/T	-	15,000	-15,000	-100.00%	-	5,799	7,394	-	-
162 Horas adicionales no relacionadas con la enseñanza	20,000	20,000	-	0.00%	13,490	18,866	19,189	-	-
180 Monitores	1,427,200	1,277,200	150,000	11.74%	1,310,686	1,247,509	1,014,310	51,5500	51,5500
200 Equipos	184,000	312,250	-128,250	-41.07%	161,420	179,568	208,797	-	-
204 Equipos no capitalizados	30,000	30,000	-	0.00%	21,450	-	-	-	-
400 Servicios contractuales	83,000	83,000	-	0.00%	59,413	45,817	50,312	-	-
430 Reparaciones	41,728	41,728	-	0.00%	34,141	5,133	18,808	-	-
434 Servicios de alquiler	-	4,000	-4,000	-100.00%	-	-	-	-	-
450 Conferencias, talleres y viajes para el crecimiento profesional	39,000	59,000	-20,000	-33.90%	10,840	7,469	41,892	-	-
451 Viajes con acompañante	5,000	5,000	-	0.00%	-	-	739	-	-
452 Viajes y registros de los estudiantes	33,000	21,000	12,000	57.14%	9,207	8,595	16,077	-	-
453 Reembolso de millas	14,500	14,500	-	0.00%	3,186	2,110	3,038	-	-
480 Libros de texto y cuadernos	613,225	660,825	-47,600	-7.20%	391,608	418,222	341,360	-	-
481 Libros de texto no públicos	50,000	50,000	-	0.00%	32,817	32,746	35,191	-	-
484 Membresías y cuotas	29,190	29,190	-	0.00%	4,609	7,343	7,040	-	-
487 Apertura	35,000	57,000	-22,000	-38.60%	32,009	34,792	11,565	-	-
490 Servicios de BOCES	612,000	500,000	112,000	22.40%	597,641	325,369	329,711	-	-
500 Materiales y suministros	1,306,521	1,306,521	-	0.00%	750,321	856,069	811,855	-	-
501 Gastos menores	1,000	1,000	-	0.00%	590	606	699	-	-
506 Suscripciones	3,800	3,800	-	0.00%	670	475	175	-	-
509 Partitura	30,000	30,000	-	0.00%	22,325	4,490	22,040	-	-
510 Elementos para pruebas	155,000	155,000	-	0.00%	52,572	40,947	87,963	-	-
560 RCP y salvamento	3,800	3,800	-	0.00%	1,127	23	996	-	-
Subtotal de 2110 Enseñanza de la escuela normal	85,399,588	82,740,555	2,659,033	3.21%	78,580,515	76,246,347	74,036,513	712,2934	718,5952

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto		Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
cualitativa										
2250 Programa para estudiantes con discapacidades										
médicamente elegibles										
100	Salarios del administrador	194,702	191,807	2,895	1.51%	193,715	194,254	188,958	1,000	1,000
101	Directores	382,618	367,268	15,350	4.18%	374,330	396,661	381,330	2,000	2,000
125	Tutores	1,502,020	1,166,000	336,020	28.82%	1,103,530	1,000,714	1,610,193	42,000	42,000
126	Maestros auxiliares	2,147,712	2,673,652	-525,940	-19.67%	2,631,354	3,061,068	3,922,909	39,000	39,000
130	Salarios de los maestros desde 7.º hasta 12.º grado	8,602,174	8,536,417	65,757	0.77%	8,161,633	7,635,111	7,907,246	62,750	62,750
150	Salarios relacionados con la enseñanza	20,000	20,000	-	0.00%	14,006	2,319	33,316	-	-
151	Salarios de la escuela primaria	6,418,840	6,248,063	170,777	2.73%	5,771,010	5,821,042	4,993,802	49,000	49,000
165	Terapeutas	1,313,259	1,220,818	92,441	7.57%	1,157,045	1,102,842	1,090,139	11,600	11,600
175	200 Salarios diarios	2,964,385	2,369,396	594,989	25.11%	2,143,094	1,829,875	1,709,933	66,000	66,000
180	Monitores	50,000	42,000	8,000	19.05%	72,907	24,785	30,611	2,000	2,000
200	Equipos	20,000	20,000	-	0.00%	-	1,791	11,183	-	-
400	Servicios contractuales	975,000	950,000	25,000	2.63%	863,670	644,413	576,516	-	-
406	SERVICIOS DEL DOL/DOR	160,000	160,000	-	0.00%	95,360	123,818	100,250	-	-
408	Servicios de enfermería	270,000	270,000	-	0.00%	269,764	205,171	120,309	-	-
448	Evaluaciones	20,000	20,000	-	0.00%	13,823	7,860	8,086	-	-
449	Reserva	450,000	200,000	250,000	125.00%	-	-	-	-	-
470	Matrícula	-	2,610,000	-2,610,000	-100.00%	2,324,717	2,010,286	1,879,060	-	-
471	Matrícula de las escuelas públicas del estado de Nueva York	160,000	-	160,000	**** **%	-	-	-	-	-
472	Otras matrículas	2,453,000	-	2,453,000	**** **%	-	-	-	-	-
490	Servicios de BOCES	3,802,500	3,506,500	296,000	8.44%	3,624,791	3,373,048	3,196,263	-	-
500	Materiales y suministros	80,000	65,000	15,000	23.08%	65,646	63,062	57,675	-	-
Subtotal 2250 Programa para estudiantes con discapacidades médicamente elegibles		31,986,210	30,636,921	1,349,289	4.40%	28,880,395	27,498,120	27,817,779	275,350	275,350

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	Presupuesto 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
Subtotal de 2280 Educación ocupacional (de 9.º a 12.º grado)	590,000	435,000	155,000	35.63%	435,857	423,543	414,113	-	-
490 Servicios de BOCES	590,000	435,000	155,000	35.63%	435,857	423,543	414,113	-	-
Subtotal de 2280 Educación ocupacional (de 9.º a 12.º grado)	590,000	435,000	155,000	35.63%	435,857	423,543	414,113	-	-
Subtotal de 2310 Educación continua	118,752	118,752	-	0.00%	100,838	62,593	90,625	1,000	1,000
2310 Educación continua									
100 Salarios del administrador	13,141	13,141	-	0.00%	6,702	13,174	13,076	-	-
150 Salarios relacionados con la enseñanza	45,822	47,031	-1,209	-2.57%	31,012	8,352	31,057	-	-
160 Salarios no relacionados con la enseñanza	41,389	40,180	1,209	3.01%	44,872	36,513	35,935	1,000	1,000
161 Salarios no relacionados con la enseñanza P/T	3,200	3,200	-	0.00%	7,037	-	2,624	-	-
162 Horas adicionales no relacionadas con la enseñanza	8,000	8,000	-	0.00%	5,387	-	3,061	-	-
400 Servicios contractuales	5,200	5,200	-	0.00%	4,974	4,554	4,536	-	-
500 Materiales y suministros	2,000	2,000	-	0.00%	854	-	336	-	-
Subtotal de 2310 Educación continua	118,752	118,752	-	0.00%	100,838	62,593	90,625	1,000	1,000
Subtotal de 2320 Escuela de verano	6,547	18,560	-12,013	-64.73%	18,176	7,908	7,829	-	-
2320 Escuela de verano									
101 Directores	105,000	105,000	-	0.00%	102,913	61,179	-	-	-
110 Salarios de los maestros desde jardín de infantes hasta 3.º grado	105,000	105,000	-	0.00%	102,913	73,888	-	-	-
111 Salarios de los maestros desde 4.º hasta 6.º grado	44,550	44,550	-	0.00%	43,869	16,436	16,648	-	-
125 Tutores	38,650	38,650	-	0.00%	38,158	23,492	22,122	-	-
126 Maestros auxiliares	106,773	130,200	-23,427	-17.99%	128,786	119,905	292,881	-	-
130 Salarios de los maestros desde 7.º hasta 12.º grado	-	-	-	0.00%	-	-	5,093	-	-
150 Salarios relacionados con la enseñanza	55,850	55,850	-	0.00%	54,741	44,022	8,094	-	-
151 Salarios de la escuela primaria	45,000	38,522	6,478	16.82%	43,544	33,896	25,785	-	-
160 Salarios no relacionados con la enseñanza	-	-	-	0.00%	2,024	507	730	-	-
162 Horas adicionales no relacionadas con la enseñanza	20,000	20,000	-	0.00%	16,870	11,141	16,951	-	-
500 Materiales y suministros	527,370	556,332	-28,962	-5.21%	551,994	392,374	396,133	-	-
Subtotal de 2320 Escuela de verano	527,370	556,332	-28,962	-5.21%	551,994	392,374	396,133	-	-
Subtotal de 2610 Biblioteca y sector audiovisual de la escuela	893,940	856,568	37,372	4.36%	823,376	755,305	754,616	7,000	7,000
2610 Biblioteca y sector audiovisual de la escuela									
121 Bibliotecarios	715,384	701,682	13,702	1.95%	707,282	646,542	639,900	5,000	5,000
131 Bibliotecarios de la escuela secundaria	800,864	775,712	25,152	3.24%	711,869	697,680	765,683	13,000	13,000
160 Salarios no relacionados con la enseñanza	60,000	50,000	10,000	20.00%	52,242	27,769	29,701	-	-
162 Horas adicionales no relacionadas con la enseñanza	48,000	48,000	-	0.00%	37,324	36,323	27,319	-	-
175 200 Salarios diarios	182,000	165,000	17,000	10.30%	156,101	139,566	138,335	1,000	1,000
490 Servicios de BOCES	21,501	21,501	-	0.00%	23,602	12,937	10,515	-	-
500 Materiales y suministros	13,283	13,283	-	0.00%	6,132	8,296	9,152	-	-
504 Revistas	65,807	65,807	-	0.00%	61,136	54,040	43,239	-	-
505 Libros de la biblioteca	78,350	78,350	-	0.00%	69,766	33,496	47,699	-	-
508 Bibliotecas del salón de clases	20,504	20,504	-	0.00%	14,147	13,624	13,266	-	-
520 Suministros audiovisuales	2,899,633	2,796,407	103,226	3.69%	2,662,977	2,425,578	2,479,425	26,000	26,000
Subtotal de 2610 Biblioteca y sector audiovisual de la escuela	2,899,633	2,796,407	103,226	3.69%	2,662,977	2,425,578	2,479,425	26,000	26,000

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
Cuenta de presupuesto cualitativa									
2630 Enseñanza asistida por computadora									
150 Salarios relacionados con la enseñanza	286,247	278,343	7,904	2.84%	271,435	262,958	255,613	2.0000	2.0000
200 Equipos	40,000	40,000	-	0.00%	52,478	64,026	19,199	-	-
400 Servicios contractuales	10,000	10,000	-	0.00%	1,434	42,217	4,521	-	-
430 Reparaciones	-	5,000	-5,000	-100.00%	-	653	-	-	-
460 Software	266,400	242,400	24,000	9.90%	222,978	204,035	55,910	-	-
490 Servicios de BOCES	3,834,000	3,056,500	777,500	25.44%	2,039,141	3,316,139	2,536,033	-	-
500 Materiales y suministros	300,000	300,000	-	0.00%	190,437	407,723	188,980	-	-
Subtotal de 2630 Enseñanza asistida computadoras	4,736,647	3,932,243	804,404	20.46%	2,777,903	4,297,751	3,060,256	2.0000	2.0000
2805 Asistencia de la escuela normal									
160 Salarios no relacionados con la enseñanza	252,054	319,404	-67,350	-21.09%	278,407	223,684	225,293	4.0000	4.0000
161 Salarios no relacionados con la enseñanza P/T	25,000	-	25,000	*** **%	4,008	12,246	-	0.5000	0.5000
162 Horas adicionales no relacionadas con la enseñanza	4,000	4,000	-	0.00%	13,415	16,924	668	-	-
490 Servicios de BOCES	2,000	2,000	-	0.00%	-	4,000	-	-	-
Subtotal de 2805 Asistencia de la escuela normal	283,054	325,404	-42,350	-13.01%	295,830	256,854	225,961	4.5000	4.5000
2810 Orientación de la escuela normal									
130 Salarios de los maestros desde 7.º hasta 12.º grado	2,928,576	2,765,531	163,045	5.90%	2,617,715	2,661,312	2,607,991	20.0000	20.0000
160 Salarios no relacionados con la enseñanza	508,316	498,311	10,005	2.01%	389,574	352,034	432,247	8.0000	8.0000
162 Horas adicionales no relacionadas con la enseñanza	3,800	1,010	2,790	276.24%	2,379	1,649	656	-	-
400 Servicios contractuales	1,000	1,500	-500	-33.33%	-	-	900	-	-
490 Servicios de BOCES	29,270	28,280	990	3.50%	26,962	21,007	18,940	-	-
500 Materiales y suministros	9,600	10,600	-1,000	-9.43%	10,180	4,082	3,177	-	-
Subtotal de 2810 Orientación de la escuela normal	3,480,562	3,305,232	175,330	5.30%	3,046,810	3,040,084	3,063,911	28.0000	28.0000
2815 Servicios de salud de la escuela normal									
160 Salarios no relacionados con la enseñanza	1,463,587	1,293,100	170,487	13.18%	1,195,328	1,195,314	1,149,153	20.0000	20.0000
161 Salarios no relacionados con la enseñanza P/T	1,000	1,000	-	0.00%	1,369	-	-	-	-
162 Horas adicionales no relacionadas con la enseñanza	27,290	30,000	-2,710	-9.03%	61,302	31,313	9,567	-	-
200 Equipos	3,500	3,500	-	0.00%	-	-	-	-	-
400 Servicios contractuales	300,000	300,000	-	0.00%	306,124	701,143	66,226	-	-
446 Tarifas de otros distritos	100,000	100,000	-	0.00%	64,179	71,849	80,632	-	-
448 Evaluaciones	55,000	53,045	1,955	3.69%	53,045	51,502	51,498	-	-
490 Servicios de BOCES	83,000	75,000	8,000	10.67%	76,785	72,000	68,193	-	-
500 Materiales y suministros	125,000	125,000	-	0.00%	64,286	85,266	84,492	-	-
501 Gastos menores	650	650	-	0.00%	229	154	183	-	-
Subtotal de 2815 Servicios de salud de la escuela normal	2,159,027	1,981,295	177,732	8.97%	1,822,647	2,208,541	1,509,944	20.0000	20.0000
2820 Servicios psicológicos de la escuela normal									

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	calificativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
2820 Servicios psicológicos de la escuela normal										
112 Salarios de los maestros	-	-	158,375	-158,375	-100.00%	153,875	148,260	147,154	-	1.0000
130 Salarios de los maestros desde 7.º hasta 12.º grado	950,594	950,594	771,640	178,954	23.19%	770,381	811,870	792,306	7.0000	7.0000
151 Salarios de la escuela primaria	1,102,396	1,102,396	1,073,095	29,301	2.73%	1,057,684	1,029,037	1,011,258	7.0000	7.0000
160 Salarios no relacionados con la enseñanza	500,096	500,096	461,032	39,064	8.47%	429,700	438,330	543,476	7.2143	7.2143
162 Horas adicionales no relacionadas con la enseñanza	6,200	6,200	6,200	-	0.00%	75	-	1,265	-	-
400 Servicios contractuales	140,000	140,000	140,000	-	0.00%	86,408	108,100	69,700	-	-
500 Materiales y suministros	1,500	1,500	3,000	-1,500	-50.00%	-	-102	572	-	-
Subtotal de 2820 Servicios psicológicos de la escuela normal	2,700,786	2,700,786	2,613,342	87,444	3.35%	2,498,123	2,535,495	2,565,731	21.2143	22.2143
2825 Servicios de trabajo social de la escuela normal										
150 Salarios relacionados con la enseñanza	567,488	567,488	338,312	229,176	67.74%	282,113	222,789	232,420	5.5000	3.5000
Subtotal de 2825 Servicios de trabajo social de la escuela normal	567,488	567,488	338,312	229,176	67.74%	282,113	222,789	232,420	5.5000	3.5000
2850 Actividades curriculares complementarias de la escuela normal										
130 Salarios de los maestros desde 7.º hasta 12.º grado	1,322,300	1,322,300	1,110,000	212,300	19.13%	1,145,898	895,413	940,122	-	-
150 Salarios relacionados con la enseñanza	-	-	20,000	-20,000	-100.00%	-	5,033	6,808	-	-
151 Salarios de la escuela primaria	171,300	171,300	157,800	13,500	8.56%	66,723	31,662	95,641	-	-
160 Salarios no relacionados con la enseñanza	180,609	180,609	156,754	23,855	15.22%	125,098	100,933	101,727	1.0000	1.0000
451 Viajes con acompañante	205,500	205,500	95,500	110,000	115.18%	44,160	-	37,170	-	-
452 Viajes y registros de los estudiantes	161,500	161,500	101,500	60,000	59.11%	107,358	53,839	57,124	-	-
484 Membresías y cuotas	42,000	42,000	29,000	13,000	44.83%	15,867	12,321	15,121	-	-
500 Materiales y suministros	37,830	37,830	36,830	1,000	2.72%	7,766	3,432	14,946	-	-
503 Período estudiantil	3,250	3,250	3,250	-	0.00%	725	650	1,990	-	-
Subtotal de 2850 Actividades curriculares complementarias de la escuela normal	2,124,289	2,124,289	1,710,634	413,655	24.18%	1,513,595	1,103,303	1,270,649	1.0000	1.0000
2855 Atletismo interescolar de la escuela normal										
150 Salarios relacionados con la enseñanza	1,792,000	1,792,000	1,660,000	132,000	7.95%	1,522,145	1,156,979	1,081,880	-	-
160 Salarios no relacionados con la enseñanza	488,898	488,898	411,842	77,056	18.71%	379,698	250,874	267,658	4.0000	4.0000
162 Horas adicionales no relacionadas con la enseñanza	6,000	6,000	6,000	-	0.00%	15,582	5,726	-	-	-
200 Equipos	66,300	66,300	25,000	41,300	165.20%	24,789	115,375	10,255	-	-
400 Servicios contractuales	125,000	125,000	125,000	-	0.00%	102,120	48,100	34,337	-	-
430 Reparaciones	60,000	60,000	50,000	10,000	20.00%	26,757	8,285	18,514	-	-
450 Conferencias, talleres y viajes para el crecimiento profesional	1,000	1,000	415	585	140.96%	220	398	-	-	-
451 Viajes con acompañante	55,000	55,000	40,000	15,000	37.50%	17,465	-	30,219	-	-
452 Viajes y registros de los estudiantes	75,000	75,000	60,000	15,000	25.00%	56,510	20,385	48,782	-	-
453 Reembolso de millas	350	350	300	50	16.67%	-	140	329	-	-
484 Membresías y cuotas	40,000	40,000	60,000	-20,000	-33.33%	21,834	3,881	31,915	-	-
490 Servicios de BOCES	135,200	135,200	123,000	12,200	9.92%	117,976	76,898	94,357	-	-
500 Materiales y suministros	280,000	280,000	220,000	60,000	27.27%	210,748	136,025	217,069	-	-
Subtotal de 2855 Atletismo interescolar de la escuela normal	3,124,748	3,124,748	2,781,557	343,191	12.34%	2,495,844	1,823,066	1,835,315	4.0000	4.0000

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	Presupuesto 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020	Tiempo completo propuesto para 2023-2024	Tiempo completo del año actual de 2022-2023
Cuenta de presupuesto cualitativa									
5510 Servicios de transporte del distrito									
160 Salarios no relacionados con la enseñanza	320,070	203,407	116,663	57.35%	200,860	197,406	220,473	4,0000	4,0000
161 Salarios no relacionados con la enseñanza P/T	-	50,522	-50,522	-100.00%	48,322	47,127	-	-	-
162 Horas adicionales no relacionadas con la enseñanza	1,400	1,400	-	0.00%	2,002	1,783	1,311	-	-
490 Servicios de BOCES	-	-	-	0.00%	1,222	-	-	-	-
500 Materiales y suministros	850	850	-	0.00%	266	787	1,423	-	-
Subtotal de 5510 Servicios de transporte del distrito	322,320	256,179	66,141	25.82%	252,672	247,103	223,207	4,0000	4,0000
5540 Transporte contratado médicamente elegible									
400 Servicios contractuales	11,535,600	10,130,600	1,405,000	13.87%	9,496,294	9,395,973	7,296,729	-	-
424 Gasolina	400,000	250,000	150,000	60.00%	346,500	163,721	148,763	-	-
454 Excursiones	300,000	280,000	20,000	7.14%	56,997	-	158,151	-	-
455 Excusiones deportivas	818,000	670,000	148,000	22.09%	434,679	318,438	490,318	-	-
458 Excusiones de la comunidad académica	120,000	105,000	15,000	14.29%	58,902	-	79,461	-	-
459 Excusiones relacionadas con la música	55,000	52,000	3,000	5.77%	7,324	-	32,697	-	-
460 Software	20,000	20,000	-	0.00%	10,675	30,425	9,400	-	-
Subtotal de 5540 Transporte contratado médicamente elegible	13,248,600	11,507,600	1,741,000	15.13%	10,411,371	9,908,557	8,215,519	-	-
7140 Recreación									
100 Salarios del administrador	24,127	24,127	-	0.00%	-	-	24,127	-	-
150 Salarios relacionados con la enseñanza	222,000	222,000	-	0.00%	134,817	61,252	181,430	1,0000	1,0000
160 Salarios no relacionados con la enseñanza	40,000	40,000	-	0.00%	65,439	673	11,704	-	-
500 Materiales y suministros	11,000	11,000	-	0.00%	-	-	10,970	-	-
Subtotal de 7140 Recreación	297,127	297,127	-	0.00%	200,256	61,925	228,231	1,0000	1,0000
8070 Censo									
490 Servicios de BOCES	21,131	18,750	2,381	12.70%	14,697	14,763	14,879	-	-
Subtotal de 8070 Censo	21,131	18,750	2,381	12.70%	14,697	14,763	14,879	-	-

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2024

Fondo: Un fondo general

Cuenta de presupuesto	cuantitativa	Presupuesto propuesto para 2023-2024	Presupuesto adoptado para 2022-2023	Variación en dólares	Variación porcentual	Gastos reales de 2021-2022	Gastos de 2020-2021	Gastos de 2019-2020
9010 Jubilación estatal		3,215,023	2,270,400	944,623	41.61%	3,170,744	3,079,971	2,866,399
9020 Tasas de aportes de los empleadores		12,421,680	11,970,784	450,896	3.77%	10,779,735	10,092,886	9,372,862
9030 Seguridad social		11,230,134	10,134,830	1,095,304	10.81%	9,954,463	9,473,638	9,275,140
9040 Indemnización de los trabajadores		900,000	730,000	170,000	23.29%	1,086,930	729,005	801,416
9045 Seguro de vida		230,000	230,000	-	0.00%	203,921	202,854	208,476
9050 Seguro de desempleo		50,000	50,000	-	0.00%	14,904	3,300	50,000
9055 Seguro por discapacidad		160,000	127,075	32,925	25.91%	88,068	73,878	73,753
9060 Seguro hospitalario, médico y dental		39,305,569	33,835,429	5,470,140	16.17%	30,215,590	28,525,503	28,057,957
9065 Servicios dentales		930,000	930,000	-	0.00%	775,054	809,772	653,274
9070 Beneficios sociales del sindicato		225,000	225,000	-	0.00%	225,000	225,000	225,000
9089 Otros		299,300	296,000	3,300	1.11%	208,508	252,723	318,715
9760 Bonos de anticipación impositiva		1,133,417	720,000	413,417	57.42%	299,250	415,556	323,333
9788 Alquileres		-	-	-	0.00%	1,033,814	-	-
9901 Transferencia a otros fondos		4,747,444	5,750,932	-1,003,488	-17.45%	7,216,878	5,275,257	4,196,528
9950 Transferencias al fondo de capital		4,325,000	3,090,000	1,235,000	39.97%	1,913,547	7,344,347	3,397,042

Distrito Escolar Central de Syosset
Informe de la categoría estatal (presupuesto de 3 partes) Año fiscal: 2024

Función del estado Descripción		Presupuesto propuesto 2023- 2024	Presupuesto propuesto 2022- 2023	Variación del dólar	Variación porcentual
Administración					
1010	Junta de Educación	46,700.00	46,700.00	-	-
1040	Secretaría del distrito	101,146.00	98,271.00	2,875.00	2.93
1060	Reunión del distrito	37,500.00	37,500.00	-	-
1240	Administrador principal de la escuela	370,950.00	386,204.00	-15,254.00	-3.95
1310	Administración comercial	595,439.00	581,804.00	13,635.00	2.34
1320	Auditorías	119,470.00	119,470.00	-	-
1345	Compras	590,518.00	583,783.00	6,735.00	1.15
1380	Tarifa del agente fiscal	7,000.00	7,000.00	-	-
1420	Asuntos jurídicos	422,600.00	422,600.00	-	-
1430	Personal	756,998.00	725,174.00	31,824.00	4.39
1480	Información y servicios públicos	198,500.00	179,670.00	18,830.00	10.48
1670	Central de impresiones y correos	570,136.00	570,312.00	-176.00	-0.03
1680	Central de procesamiento de datos	2,416,671.00	2,826,700.00	-410,029.00	-14.51
1910	Seguro no asignado	1,463,556.00	1,266,645.00	196,911.00	15.55
1981	Costos administrativos de BOCES	881,000.00	811,845.00	69,155.00	8.52
1983	Gastos de capital de BOCES	231,827.00	215,809.00	16,018.00	7.42
1989	No clasificado	50,000.00	50,000.00	-	-
2010	Desarrollo y supervisión del plan de estudios	3,111,059.00	3,130,249.00	-19,190.00	-0.61
2020	Supervisión de la escuela normal	6,907,685.00	6,636,132.00	271,553.00	4.09
2070	Capacitación y enseñanza en servicio	283,000.00	503,000.00	-220,000.00	-43.74
9000	Beneficios de los empleados	6,438,040.00	5,486,737.00	951,303.00	17.34
Total de administration		25,599,795.00	24,685,605.00	914,190.00	3.70%
Capital					
1620	Operación de la planta	15,449,659.00	15,337,133.00	112,526.00	0.73
1621	Mantenimiento de la planta	6,191,347.00	6,583,176.00	-391,829.00	-5.95
9000	Beneficios de los empleados	6,121,281.00	5,066,053.00	1,055,228.00	20.83
9760	Bonos de anticipación impositiva	1,133,417.00	720,000.00	413,417.00	57.42
9901	Transferencias al fondo de servicio de deudas	4,417,444.00	5,420,932.00	-1,003,488.00	-18.51
9950	Transferencias al fondo de capital	4,325,000.00	3,090,000.00	1,235,000.00	39.97
Total del capital		37,638,148.00	36,217,294.00	1,420,854.00	3.92%
Programa					
2110	Teaching-Regular School	85,399,588.00	82,740,555.00	2,659,033.00	3.21
2250	Prg For Sdnts w/Disabil-Med Elgble	31,986,210.00	30,636,922.00	1,349,288.00	4.40
2280	Occupational Education(Grades 9-12)	590,000.00	435,000.00	155,000.00	35.63
2330	Teaching-Special Schools	646,122.00	675,084.00	(28,962.00)	-4.29
2610	School Library & AV	2,899,633.00	2,796,407.00	103,226.00	3.69
2630	Computer Assisted Instruction	4,736,647.00	3,932,243.00	804,404.00	20.46
2805	Attendance-Regular School	283,054.00	325,404.00	(42,350.00)	-13.01
2810	Guidance-Regular School	3,480,562.00	3,305,232.00	175,330.00	5.30
2815	Health Svcs-Regular School	2,159,027.00	1,981,295.00	177,732.00	8.97
2820	Psychological Svcs-Reg Schl	2,700,786.00	2,613,342.00	87,444.00	3.35
2825	Social Work Svcs-Regular School	567,488.00	338,312.00	229,176.00	67.74
2850	Co-Curricular Activ-Reg Schl	2,124,289.00	1,710,634.00	413,655.00	24.18
2855	Interscholastic Athletics-Reg Schl	3,124,748.00	2,781,557.00	343,191.00	12.34
5510	District Transport Svcs-Med Elgble	322,320.00	256,180.00	66,140.00	25.82
5540	Contract Transportation-Med Elgble	13,248,600.00	11,507,600.00	1,741,000.00	15.13
7140	Recreation	297,127.00	297,127.00	-	-
8070	Census	21,131.00	18,750.00	2,381.00	12.70
9000	Employee Benefits	56,407,385.00	50,246,727.00	6,160,658.00	12.26
9901	Transfer to Special Aid Fund	330,000.00	330,000.00	-	-
Total Program		211,324,717.00	196,928,371.00	14,396,346.00	7.31%
Totales del informe		274,562,660.00	257,831,270.00	16,731,390.00	6.49%

ANTEPROYECTO DE LOS INGRESOS ESTIMADOS 2023-2024

	PRESUPUESTO	PRESUPUESTO PROPUESTO
<i>AYUDA ESTATAL</i>	<u>2022-23</u>	<u>2023-24</u>
AYUDA BASE	15,091,812	23,031,482
AYUDA DE SOBRECOSTE/PÚBLICO	354,579	325,953
AYUDA DE SOBRECOSTE/PRIVADA	442,092	436,778
AYUDA PARA BOCES	3,863,805	3,960,587
AYUDA PARA TRANSPORTE	2,968,607	3,338,726
AYUDA PARA CONSTRUCCIÓN	1,406,536	1,353,023
EQUIPOS Y TECNOLOGÍA	54,123	57,165
AYUDAS PARA LIBROS DE		
TEXTO/SOFTWARE/BIBLIOTECA	564,332	574,802
AYUDA FISCAL ELEVADA	697,595	697,595
<i>Ajuste para la ayuda para una posible construcción adicional</i>	215,277	281,727
AYUDA ESTATAL NETA	25,658,758	34,057,838
 <i>INGRESOS LOCALES</i>		
Cargos por servicios		
MATRÍCULA DE ED. PARA ADULTOS	41,000	82,550
MATRÍCULA DE LA ESCUELA DE VERANO	2,300	2,300
PISCINA Y REC.	179,637	183,000
SERVICIOS DEL DOL/DOR	238,000	220,000
SERVICIOS DE SALUD	425,000	425,000
 Uso de dinero y propiedades		
INTERÉS SOBRE LAS INVERSIONES	50,000	1,000,000
ALQUILER DE EDIFICIOS	2,000	2,000
<i>Ingresos no clasificados</i>	1,098,622	1,196,053
Otros ingresos locales	2,036,559	3,110,903
 PAGO FORMAL EN LUGAR DE LOS IMPUESTOS (PILOT)	 9,745,061	 9,711,431
Ingresos del fondo de servicio de deudas	940,000	0
 Uso de reservas		
RESERVAS RESTRINGIDAS	4,550,400	5,885,023
SALDO DEL FONDO ASIGNADO	1,700,000	2,225,000
Uso total de reservas y asignaciones del saldo del fondo	6,250,400	8,110,023
 Total de ingresos locales y reservas	 18,972,020	 20,932,357
 GRAVAMEN FISCAL AL FONDO GENERAL	 213,200,492	 219,572,465
 TOTAL DE INGRESOS	 257,831,270	 274,562,660

**Section 1: School Report Card
Syosset School District Report Card**

SYOSSET CSD

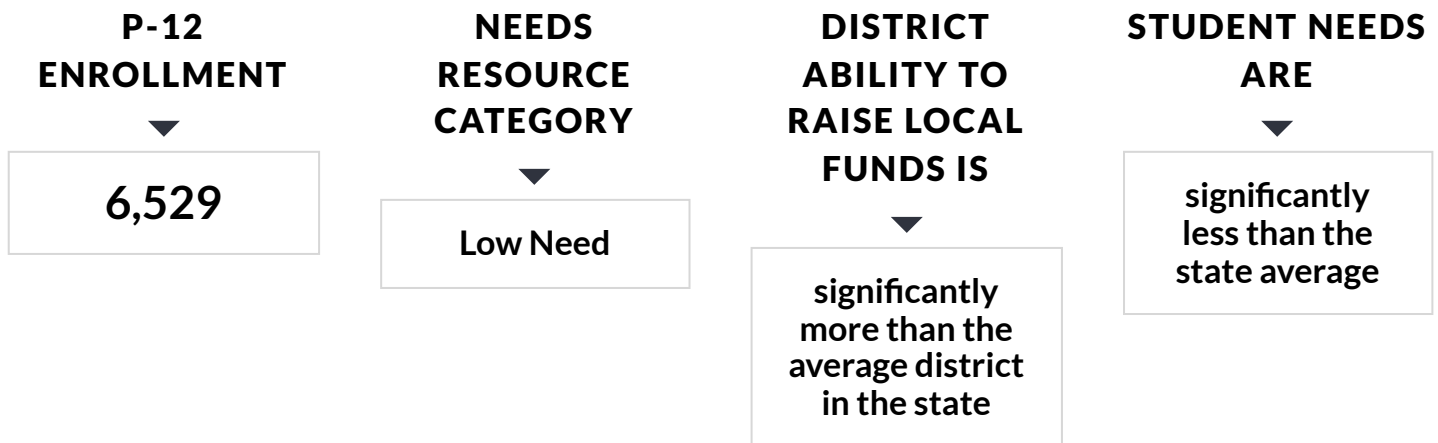
2020-21 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	SYOSSET CSD
All Students	6,529
Economically Disadvantaged	10%
Students with Disabilities	10%
English Language Learners	4%
» Race/Ethnicity	

Staffing Profile	SYOSSET CSD
Student-to-Teacher Ratio	10
Teachers with Fewer than 4 years of Experience %	14%
Teachers with 4-20 Years of Experience %	44%
Teachers with 21+ Years of Experience %	43%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$32,196.38	\$26,808.70	\$23,468.15

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

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

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

Report View One Per Pupil Expenditure Categories	SYOSSET CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$20,225.63
» B. Administration (B1 + B2 + B3)	\$1,373.25
» C. All Other Spending (C1 + C2 + C3)	\$2,128.56

Report View One Per Pupil Expenditure Categories	SYOSSET CSD
D. Total School Level (A + B + C)	\$23,727.44
» E. Central Instruction (E1 + E2 + E3 + E4)	\$653.32
» F. Central Administration (F1 + F2 + F3)	\$3,110.36
» G. All Other Central Spending (G1 + G2 + G3)	\$4,705.26
H. Total Central Costs	\$8,468.93
I. Total Spending (D + H)	\$32,196.38

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

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

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

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

Report View Two Per Pupil Expenditure Categories	SYOSSET CSD
J. Total School Level Local/State Spending	\$23,471.54
» K. Total School Level Federal Spending	\$255.91
L. Total Central Level Local/State Spending	\$8,468.93
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$32,196.38

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	SYOSSET CSD
1. Transportation	\$10,237,379.74
2. Charter School Tuition	\$0.00
3. Other Tuition	\$2,010,285.99
4. Debt Service	\$415,555.53
5. Other	\$35,877,008.36
Percent Excluded from Total	19%

Excluded Expenditures	SYOSSET CSD
Total Expenditures	\$258,750,383.03

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

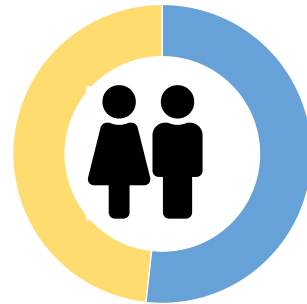
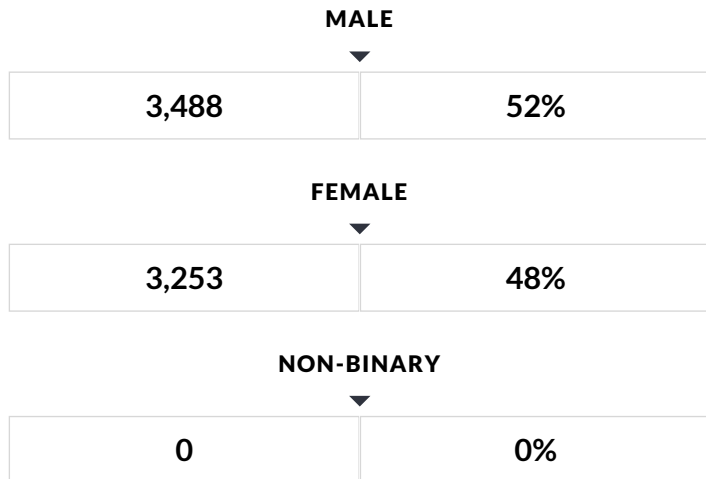
THIS DOCUMENT WAS CREATED ON: APRIL 27, 2023, 8:06 AM EST

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

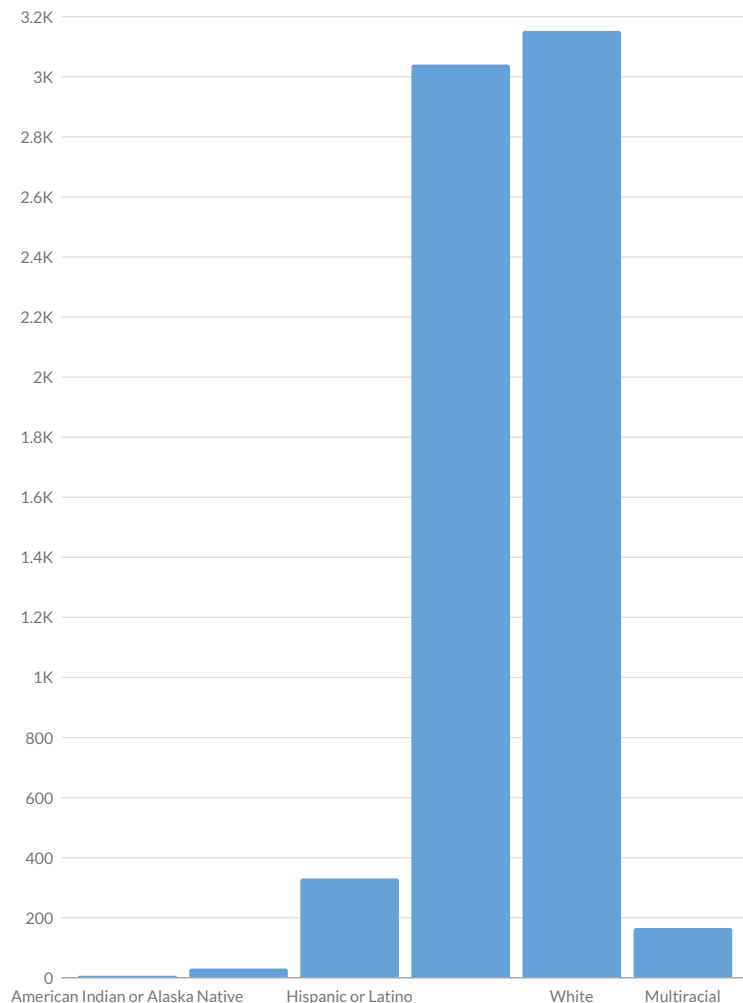
SYOSSET CSD ENROLLMENT (2021 - 22)

K-12 Enrollment: 6,741

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

9	0%
---	----

BLACK OR AFRICAN AMERICAN

33	0%
----	----

HISPANIC OR LATINO

333	5%
-----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

3,043	45%
-------	-----

WHITE

3,155	47%
-------	-----

MULTIRACIAL

168	2%
-----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

231	3%
-----	----

STUDENTS WITH DISABILITIES

619	9%
-----	----

ECONOMICALLY DISADVANTAGED

740	11%
-----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

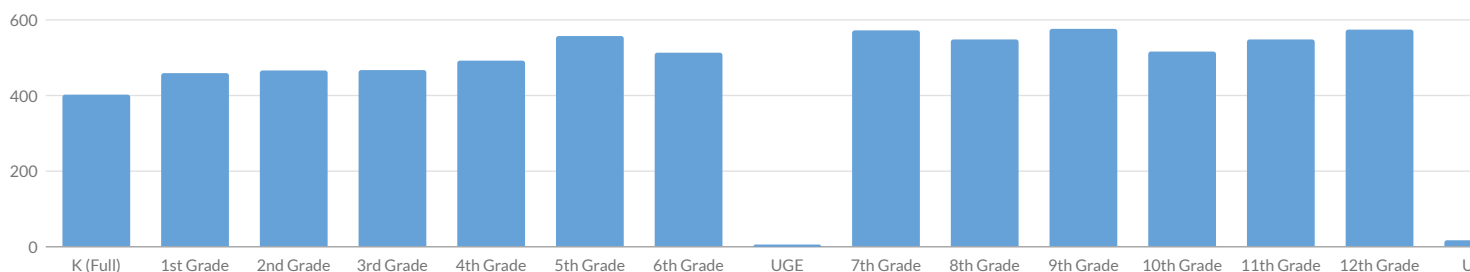
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

404	6%
-----	----

1ST GRADE

461	7%
-----	----

2ND GRADE

468	7%
-----	----

3RD GRADE

469	7%
-----	----

4TH GRADE

494	7%
-----	----

5TH GRADE

559	8%
-----	----

6TH GRADE

515	8%
-----	----

UNGRADED ELEMENTARY

6	0%
---	----

7TH GRADE

574	9%
-----	----

8TH GRADE

550	8%
-----	----

9TH GRADE

578	9%
-----	----

10TH GRADE

518	8%
-----	----

11TH GRADE

550	8%
-----	----

12TH GRADE

576	9%
-----	----

UNGRADED SECONDARY

19	0%
----	----

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:01 AM EST

SYOSSET CSD - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement District	NA
Hispanic or Latino	Local Support and Improvement District	NA
Multiracial	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
English Language Learner	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,524	192	4
	Math	2,682	211	
	Science	965	234	
	Combined	6,171	207	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Science	1	—	
	Combined	7	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,391	203	4
	Math	1,422	221	
	Science	465	240	
	Combined	3,278	216	
Black or African American	ELA	10	125	—
	Math	8	119	
	Science	2	—	
	Combined	20	—	
Hispanic or Latino	ELA	108	169	4
	Math	107	183	
	Science	35	223	
	Combined	250	183	
Multiracial	ELA	79	208	4
	Math	83	212	
	Science	27	239	
	Combined	189	214	
White	ELA	933	179	4
	Math	1,059	202	
	Science	435	230	
	Combined	2,427	198	
English Language Learner	ELA	69	94	4
	Math	72	154	
	Science	16	231	
	Combined	157	135	
Students with Disabilities	ELA	170	120	4
	Math	191	147	
	Science	71	189	
	Combined	432	143	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	273	170	4
	Math	283	192	
	Science	92	221	
	Combined	648	187	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	3,021	161	4
	Math	3,020	187	
	Science	996	227	
	Combined	7,037	182	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Science	1	—	
	Combined	7	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,403	201	4
	Math	1,422	221	
	Science	465	240	
	Combined	3,290	215	
Black or African American	ELA	10	125	—
	Math	11	86	
	Science	2	—	
	Combined	23	—	
Hispanic or Latino	ELA	143	128	4
	Math	142	138	
	Science	38	205	
	Combined	323	141	
Multiracial	ELA	88	186	4
	Math	88	200	
	Science	27	239	
	Combined	203	199	
White	ELA	1,374	121	4
	Math	1,374	155	
	Science	475	210	
	Combined	3,223	149	
English Language Learner	ELA	72	90	4
	Math	74	149	
	Science	16	231	
	Combined	162	131	
Students with Disabilities	ELA	302	67	4
	Math	302	93	
	Science	97	138	
	Combined	701	88	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	313	148	4
	Math	314	173	
	Science	99	205	
	Combined	726	167	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	152	45%	65%	1.4	4
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	132	45%	68%	1.5	4
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	0	—	—	—	—
White	9	—	—	—	—
English Language Learner	152	45%	65%	1.4	4
Students with Disabilities	23	—	—	—	—
Economically Disadvantaged	57	40%	58%	1.5	4

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	4,224	195	4.6%	4
American Indian or Alaska Native	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,999	53	2.7%	4
Black or African American	17	—	—	—
Hispanic or Latino	216	13	6%	4
Multiracial	128	6	4.7%	4
White	1,859	121	6.5%	4
English Language Learners	178	12	6.7%	4
Students with Disabilities	388	34	8.8%	4
Economically Disadvantaged	440	29	6.6%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	3,253	79.6%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	X	1,536	94.1%
Black or African American	—	11	—
Hispanic or Latino	X	155	72.3%
Multiracial	X	94	85.1%
White	X	1,454	64.6%
English Language Learner	X	92	92.4%
Students with Disabilities	X	308	53.2%
Economically Disadvantaged	X	340	83.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	3,252	84.5%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	✓	1,535	96.2%
Black or African American	—	12	—
Hispanic or Latino	X	154	72.1%
Multiracial	X	94	89.4%
White	X	1,454	73.3%
English Language Learner	X	91	93.4%
Students with Disabilities	X	308	60.1%
Economically Disadvantaged	X	340	86.2%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 6	—
Grade 7	—
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement District	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement District	NA
Hispanic or Latino	Local Support and Improvement District	NA
White	Local Support and Improvement District	NA
English Language Learner	Local Support and Improvement District	NA
Students with Disabilities	Local Support and Improvement District	NA
Economically Disadvantaged	Local Support and Improvement District	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	218	177	197	4
	Math	566	199		
	Science	571	237		
	Social Studies	323	167		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	96	177	202	4
	Math	219	213		
	Science	219	239		
	Social Studies	149	172		
Black or African American	ELA	1	—	—	—
	Math	4	—		
	Science	3	—		
	Social Studies	2	—		
Hispanic or Latino	ELA	8	181	184	3
	Math	22	148		
	Science	22	234		
	Social Studies	8	200		
Multiracial	ELA	1	—	—	—
	Math	6	192		
	Science	6	217		
	Social Studies	4	—		
White	ELA	111	180	195	4
	Math	314	193		
	Science	320	236		
	Social Studies	159	167		
English Language Learner	ELA	3	—	—	—
	Math	4	—		
	Science	5	180		
	Social Studies	—	—		
Students with Disabilities	ELA	6	125	147	4
	Math	68	135		
	Science	77	214		
	Social Studies	7	114		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	20	188	197	4
	Math	78	190		
	Science	76	236		
	Social Studies	38	168		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	583	66	149	4
	Math	579	194		
	Science	581	233		
	Social Studies	581	93		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	225	76	159	4
	Math	225	208		
	Science	224	234		
	Social Studies	224	115		
Black or African American	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
	Social Studies	3	—		
Hispanic or Latino	ELA	23	63	126	3
	Math	23	141		
	Science	23	224		
	Social Studies	23	70		
Multiracial	ELA	6	0	—	—
	Math	6	192		
	Science	6	217		
	Social Studies	6	0		
White	ELA	324	62	145	4
	Math	320	189		
	Science	324	233		
	Social Studies	324	82		
English Language Learner	ELA	24	10	87	4
	Math	5	130		
	Science	5	180		
	Social Studies	5	0		
Students with Disabilities	ELA	72	10	90	4
	Math	77	120		
	Science	81	204		
	Social Studies	71	11		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	81	46	136	4
	Math	81	183		
	Science	79	227		
	Social Studies	80	80		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	565	556	98.4%	98.2%	4
	5-year	534	531	99.4%		
	6-year	478	463	96.9%		
American Indian or Alaska Native	4-year	3	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	206	204	99%	98.6%	4
	5-year	184	183	99.5%		
	6-year	151	147	97.4%		
Black or African American	4-year	4	—	—	—	—
	5-year	5	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	18	—	—	100%	4
	5-year	32	32	100%		
	6-year	16	—	—		
Multiracial	4-year	6	—	—	—	—
	5-year	9	—	—		
	6-year	5	—	—		
White	4-year	328	323	98.5%	98.1%	4
	5-year	304	302	99.3%		
	6-year	305	294	96.4%		
English Language Learner	4-year	8	—	—	—	—
	5-year	3	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	79	72	91.1%	89.8%	4
	5-year	81	78	96.3%		
	6-year	67	55	82.1%		
Economically Disadvantaged	4-year	60	57	95%	95.6%	4
	5-year	56	55	98.2%		
	6-year	46	43	93.5%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	26	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	26	—	—	—	—
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,263	100	4.4%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	959	32	3.3%	4
Black or African American	16	—	—	—
Hispanic or Latino	115	10	8.7%	4
Multiracial	29	—	—	—
White	1,142	56	4.9%	4
English Language Learners	38	1	2.6%	4
Students with Disabilities	273	20	7.3%	4
Economically Disadvantaged	279	24	8.6%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	582	37.1%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	X	229	42.4%
Black or African American	—	4	—
Hispanic or Latino	—	23	—
Multiracial	—	6	—
White	X	319	34.2%
English Language Learner	—	5	—
Students with Disabilities	X	67	6%
Economically Disadvantaged	X	81	24.7%

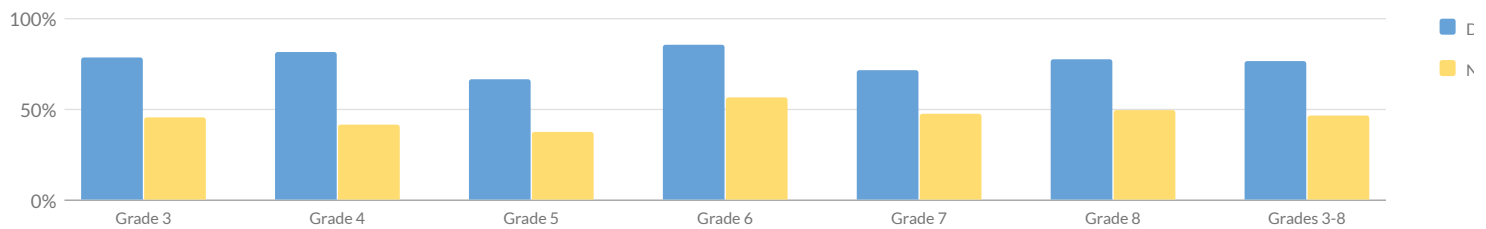
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	578	98.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	228	97.4%
Black or African American	—	4	—
Hispanic or Latino	—	23	—
Multiracial	—	6	—
White	✓	316	99.4%
English Language Learner	—	5	—
Students with Disabilities	✗	63	93.7%
Economically Disadvantaged	✓	82	97.6%

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

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

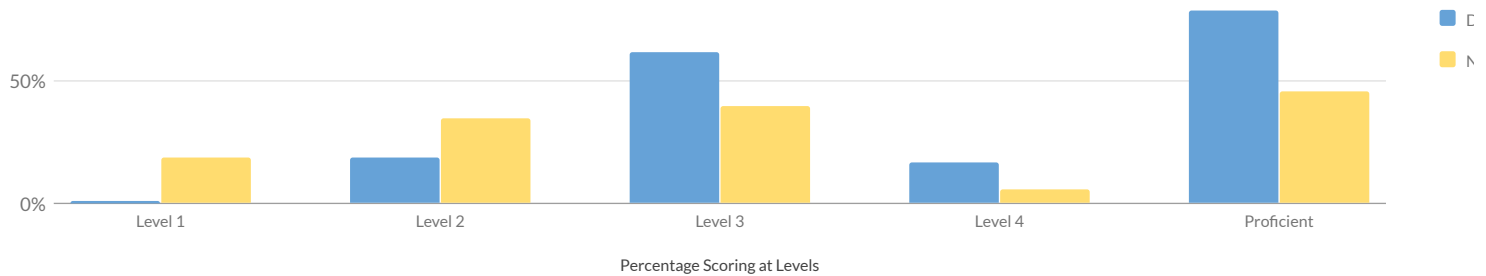
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	483	50	10%	433	90%	6	1%	84	19%	268	62%	75	17%	343	79%
Grade 4	511	91	18%	420	82%	14	3%	63	15%	149	35%	194	46%	343	82%
Grade 5	585	103	18%	482	82%	38	8%	123	26%	146	30%	175	36%	321	67%
Grade 6	523	124	24%	399	76%	19	5%	37	9%	85	21%	258	65%	343	86%
Grade 7	590	149	25%	441	75%	29	7%	94	21%	167	38%	151	34%	318	72%
Grade 8	568	186	33%	382	67%	12	3%	71	19%	124	32%	175	46%	299	78%
Grades 3-8	3,260	703	22%	2,557	78%	118	5%	472	18%	939	37%	1,028	40%	1,967	77%

GRADE 3 ELA RESULTS

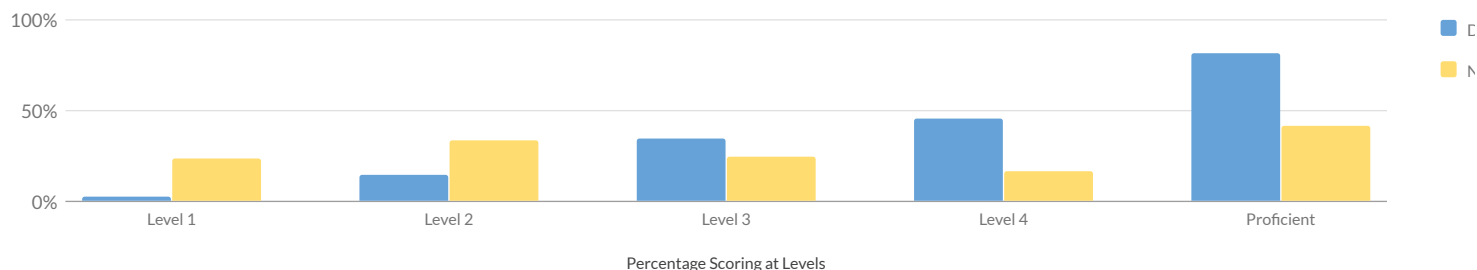
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	483	50	10%	433	90%	6	1%	84	19%	268	62%	75	17%	343	79%
Female	221	22	10%	199	90%	2	1%	35	18%	123	62%	39	20%	162	81%
Male	262	28	11%	234	89%	4	2%	49	21%	145	62%	36	15%	181	77%
General Education Students	435	32	7%	403	93%	3	1%	65	16%	260	65%	75	19%	335	83%
Students with Disabilities	48	18	38%	30	63%	3	10%	19	63%	8	27%	0	0%	8	27%
Asian or Native Hawaiian/Other Pacific Islander	236	7	3%	229	97%	4	2%	29	13%	147	64%	49	21%	196	86%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	5	19%	21	81%	0	0%	7	33%	12	57%	2	10%	14	67%
White	199	37	19%	162	81%	2	1%	46	28%	94	58%	20	12%	114	70%
Multiracial	20	1	5%	19	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total	22	1	5%	21	95%	0	0%	2	10%	15	71%	4	19%	19	90%
Economically Disadvantaged	52	4	8%	48	92%	0	0%	12	25%	31	65%	5	10%	36	75%
Not Economically Disadvantaged	431	46	11%	385	89%	6	2%	72	19%	237	62%	70	18%	307	80%
English Language Learner	30	4	13%	26	87%	3	12%	13	50%	9	35%	1	4%	10	38%
Non-English Language Learner	453	46	10%	407	90%	3	1%	71	17%	259	64%	74	18%	333	82%
Not in Foster Care	483	50	10%	433	90%	6	1%	84	19%	268	62%	75	17%	343	79%
Not Homeless	483	50	10%	433	90%	6	1%	84	19%	268	62%	75	17%	343	79%
Not Migrant	483	50	10%	433	90%	6	1%	84	19%	268	62%	75	17%	343	79%
Parent Not in Armed Forces	483	50	10%	433	90%	6	1%	84	19%	268	62%	75	17%	343	79%

GRADE 4 ELA RESULTS

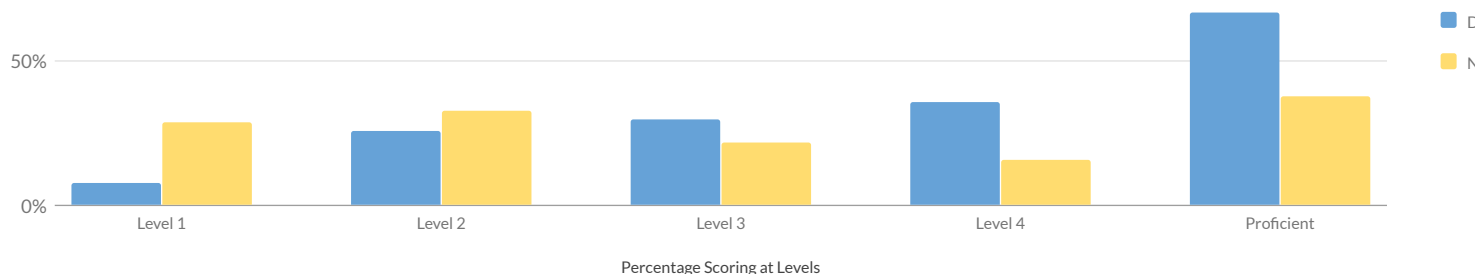
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	511	91	18%	420	82%	14	3%	63	15%	149	35%	194	46%	343	82%
Female	259	40	15%	219	85%	7	3%	28	13%	69	32%	115	53%	184	84%
Male	252	51	20%	201	80%	7	3%	35	17%	80	40%	79	39%	159	79%
General Education Students	464	66	14%	398	86%	10	3%	55	14%	145	36%	188	47%	333	84%
Students with Disabilities	47	25	53%	22	47%	4	18%	8	36%	4	18%	6	27%	10	45%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	245	20	8%	225	92%	2	1%	26	12%	75	33%	122	54%	197	88%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	5	28%	13	72%	0	0%	3	23%	5	38%	5	38%	10	77%
White	231	64	28%	167	72%	10	6%	34	20%	64	38%	59	35%	123	74%
Multiracial	14	2	14%	12	86%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	2	12%	15	88%	2	13%	0	0%	5	33%	8	53%	13	87%
Economically Disadvantaged	49	6	12%	43	88%	4	9%	12	28%	12	28%	15	35%	27	63%
Not Economically Disadvantaged	462	85	18%	377	82%	10	3%	51	14%	137	36%	179	47%	316	84%
English Language Learner	13	3	23%	10	77%	1	10%	7	70%	2	20%	0	0%	2	20%
Non-English Language Learner	498	88	18%	410	82%	13	3%	56	14%	147	36%	194	47%	341	83%
Not in Foster Care	511	91	18%	420	82%	14	3%	63	15%	149	35%	194	46%	343	82%
Not Homeless	511	91	18%	420	82%	14	3%	63	15%	149	35%	194	46%	343	82%
Not Migrant	511	91	18%	420	82%	14	3%	63	15%	149	35%	194	46%	343	82%
Parent Not in Armed Forces	511	91	18%	420	82%	14	3%	63	15%	149	35%	194	46%	343	82%

GRADE 5 ELA RESULTS

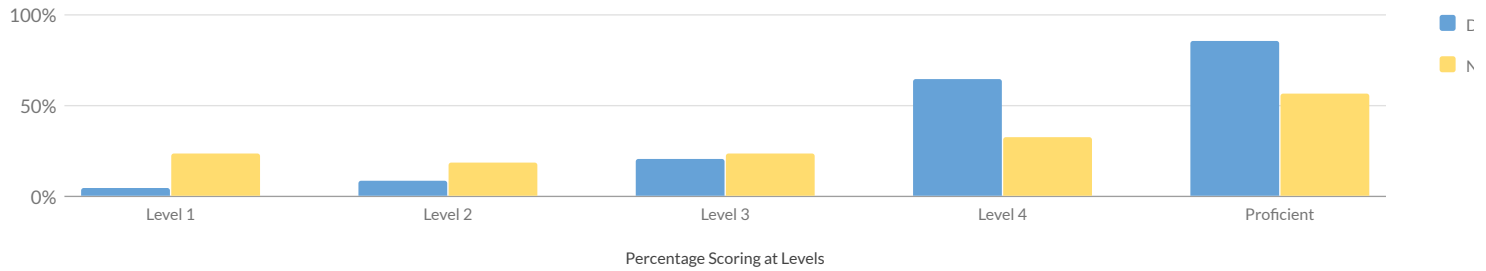
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	585	103	18%	482	82%	38	8%	123	26%	146	30%	175	36%	321	67%
Female	280	49	18%	231	83%	10	4%	55	24%	64	28%	102	44%	166	72%
Male	305	54	18%	251	82%	28	11%	68	27%	82	33%	73	29%	155	62%
General Education Students	524	74	14%	450	86%	23	5%	110	24%	143	32%	174	39%	317	70%
Students with Disabilities	61	29	48%	32	52%	15	47%	13	41%	3	9%	1	3%	4	13%
Asian or Native Hawaiian/Other Pacific Islander	283	18	6%	265	94%	18	7%	56	21%	77	29%	114	43%	191	72%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	29	7	24%	22	76%	5	23%	8	36%	3	14%	6	27%	9	41%
White	251	72	29%	179	71%	14	8%	57	32%	60	34%	48	27%	108	60%
Multiracial	20	4	20%	16	80%	1	6%	2	13%	6	38%	7	44%	13	81%
Economically Disadvantaged	68	6	9%	62	91%	10	16%	17	27%	18	29%	17	27%	35	56%
Not Economically Disadvantaged	517	97	19%	420	81%	28	7%	106	25%	128	30%	158	38%	286	68%
English Language Learner	16	3	19%	13	81%	7	54%	6	46%	0	0%	0	0%	0	0%
Non-English Language Learner	569	100	18%	469	82%	31	7%	117	25%	146	31%	175	37%	321	68%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	584	103	18%	481	82%	—	—	—	—	—	—	—	—	—	—
Not Homeless	585	103	18%	482	82%	38	8%	123	26%	146	30%	175	36%	321	67%
Not Migrant	585	103	18%	482	82%	38	8%	123	26%	146	30%	175	36%	321	67%
Parent Not in Armed Forces	585	103	18%	482	82%	38	8%	123	26%	146	30%	175	36%	321	67%

GRADE 6 ELA RESULTS

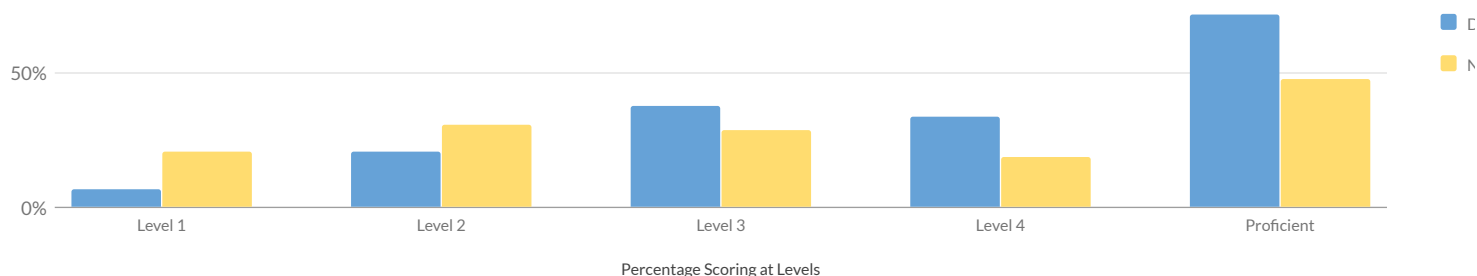
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	523	124	24%	399	76%	19	5%	37	9%	85	21%	258	65%	343	86%
Female	230	59	26%	171	74%	2	1%	13	8%	32	19%	124	73%	156	91%
Male	293	65	22%	228	78%	17	7%	24	11%	53	23%	134	59%	187	82%
General Education Students	475	98	21%	377	79%	11	3%	30	8%	80	21%	256	68%	336	89%
Students with Disabilities	48	26	54%	22	46%	8	36%	7	32%	5	23%	2	9%	7	32%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	253	12	5%	241	95%	8	3%	17	7%	52	22%	164	68%	216	90%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	17	89%	0	0%	5	29%	3	18%	9	53%	12	71%
White	236	108	46%	128	54%	11	9%	15	12%	28	22%	74	58%	102	80%
Multiracial	13	2	15%	11	85%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	2	13%	13	87%	0	0%	0	0%	2	15%	11	85%	13	100%
Economically Disadvantaged	51	6	12%	45	88%	2	4%	5	11%	10	22%	28	62%	38	84%
Not Economically Disadvantaged	472	118	25%	354	75%	17	5%	32	9%	75	21%	230	65%	305	86%
English Language Learner	9	3	33%	6	67%	2	33%	2	33%	1	17%	1	17%	2	33%
Non-English Language Learner	514	121	24%	393	76%	17	4%	35	9%	84	21%	257	65%	341	87%
Not in Foster Care	523	124	24%	399	76%	19	5%	37	9%	85	21%	258	65%	343	86%
Not Homeless	523	124	24%	399	76%	19	5%	37	9%	85	21%	258	65%	343	86%
Not Migrant	523	124	24%	399	76%	19	5%	37	9%	85	21%	258	65%	343	86%
Parent Not in Armed Forces	523	124	24%	399	76%	19	5%	37	9%	85	21%	258	65%	343	86%

GRADE 7 ELA RESULTS

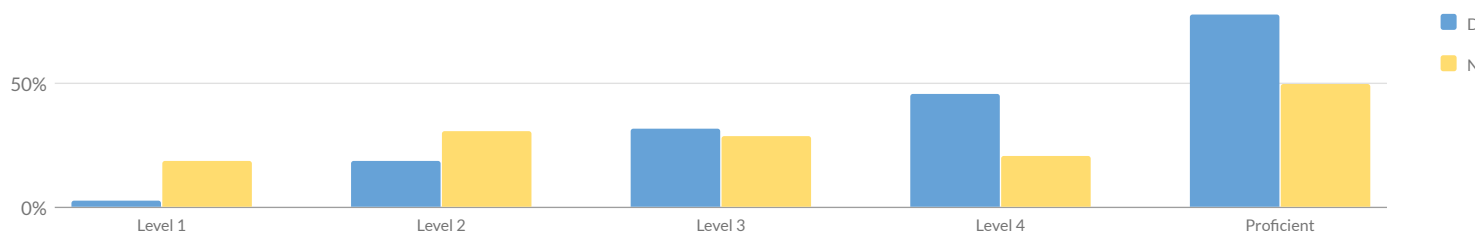
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	590	149	25%	441	75%	29	7%	94	21%	167	38%	151	34%	318	72%
Female	301	77	26%	224	74%	11	5%	34	15%	82	37%	97	43%	179	80%
Male	289	72	25%	217	75%	18	8%	60	28%	85	39%	54	25%	139	64%
General Education Students	539	119	22%	420	78%	22	5%	84	20%	165	39%	149	35%	314	75%
Students with Disabilities	51	30	59%	21	41%	7	33%	10	48%	2	10%	2	10%	4	19%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	270	20	7%	250	93%	10	4%	40	16%	96	38%	104	42%	200	80%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	19	49%	20	51%	2	10%	4	20%	9	45%	5	25%	14	70%
White	263	107	41%	156	59%	16	10%	45	29%	59	38%	36	23%	95	61%
Multiracial	13	3	23%	10	77%	0	0%	3	30%	1	10%	6	60%	7	70%
Small Group Total	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	62	21	34%	41	66%	7	17%	13	32%	13	32%	8	20%	21	51%
Not Economically Disadvantaged	528	128	24%	400	76%	22	6%	81	20%	154	39%	143	36%	297	74%
English Language Learner	13	3	23%	10	77%	5	50%	5	50%	0	0%	0	0%	0	0%
Non-English Language Learner	577	146	25%	431	75%	24	6%	89	21%	167	39%	151	35%	318	74%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	589	149	25%	440	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	590	149	25%	441	75%	29	7%	94	21%	167	38%	151	34%	318	72%
Not Migrant	590	149	25%	441	75%	29	7%	94	21%	167	38%	151	34%	318	72%
Parent Not in Armed Forces	590	149	25%	441	75%	29	7%	94	21%	167	38%	151	34%	318	72%

GRADE 8 ELA RESULTS

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



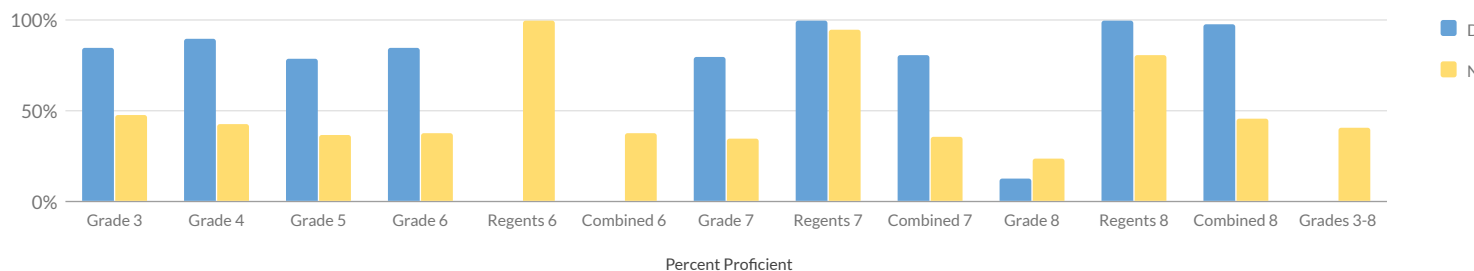
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	568	186	33%	382	67%	12	3%	71	19%	124	32%	175	46%	299	78%
Female	266	81	30%	185	70%	5	3%	26	14%	50	27%	104	56%	154	83%
Male	302	105	35%	197	65%	7	4%	45	23%	74	38%	71	36%	145	74%
General Education Students	513	145	28%	368	72%	9	2%	66	18%	121	33%	172	47%	293	80%
Students with Disabilities	55	41	75%	14	25%	3	21%	5	36%	3	21%	3	21%	6	43%
Asian or Native Hawaiian/Other Pacific Islander	251	37	15%	214	85%	5	2%	29	14%	72	34%	108	50%	180	84%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	8	32%	17	68%	2	12%	6	35%	3	18%	6	35%	9	53%
White	277	138	50%	139	50%	4	3%	35	25%	46	33%	54	39%	100	72%
Multiracial	14	3	21%	11	79%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	3	20%	12	80%	1	8%	1	8%	3	25%	7	58%	10	83%
Economically Disadvantaged	59	19	32%	40	68%	3	8%	14	35%	14	35%	9	23%	23	58%
Not Economically Disadvantaged	509	167	33%	342	67%	9	3%	57	17%	110	32%	166	49%	276	81%
English Language Learner	11	3	27%	8	73%	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learner	557	183	33%	374	67%	8	2%	67	18%	124	33%	175	47%	299	80%
Not in Foster Care	568	186	33%	382	67%	12	3%	71	19%	124	32%	175	46%	299	78%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	567	185	33%	382	67%	12	3%	71	19%	124	32%	175	46%	299	78%
Not Migrant	568	186	33%	382	67%	12	3%	71	19%	124	32%	175	46%	299	78%
Parent Not in Armed Forces	568	186	33%	382	67%	12	3%	71	19%	124	32%	175	46%	299	78%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	483	46	10%	437	90%	15	3%	51	12%	169	39%	202	46%	371	85%
Grade 4	511	79	15%	432	85%	4	1%	38	9%	105	24%	285	66%	390	90%
Grade 5	583	104	18%	479	82%	22	5%	78	16%	128	27%	251	52%	379	79%
Grade 6	523	121	23%	402	77%	11	3%	50	12%	106	26%	235	58%	341	85%
Regents 6	—	0	0%	1	0%	—	—	—	—	—	—	—	—	—	—
Combined 6	523	120	23%	403	77%	—	—	—	—	—	—	—	—	—	—
Grade 7	589	160	27%	429	73%	9	2%	76	18%	118	28%	226	53%	344	80%
Regents 7	—	0	0%	13	2%	0	0%	0	0%	0	0%	13	100%	13	100%
Combined 7	589	147	25%	442	75%	9	2%	76	17%	118	27%	239	54%	357	81%
Grade 8	568	560	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%
Regents 8	—	0	0%	525	92%	1	0%	0	0%	44	8%	480	91%	524	100%
Combined 8	568	35	6%	533	94%	6	1%	2	0%	44	8%	481	90%	525	98%
Grades 3-8	3,257	531	16%	2,726	84%	—	—	—	—	—	—	—	—	—	—

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

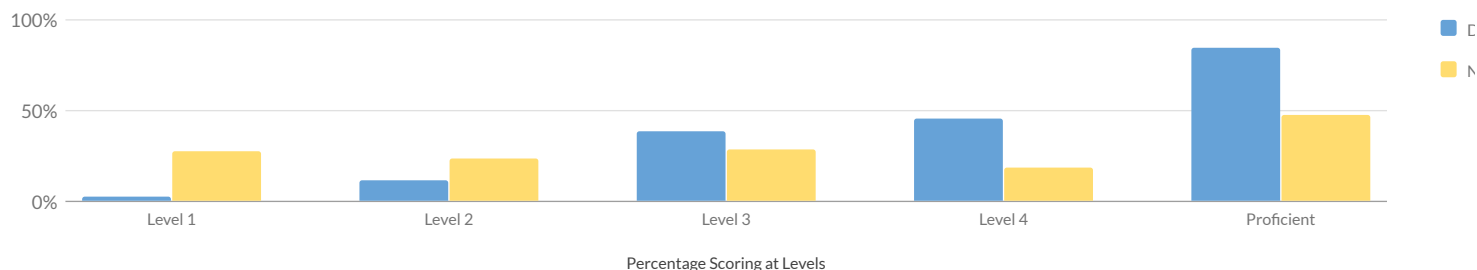
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 6	0	0	—	0	—
Regents 7	0	0	—	0	—
Regents 8	0	0	—	0	—

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

GRADE 3 MATH RESULTS

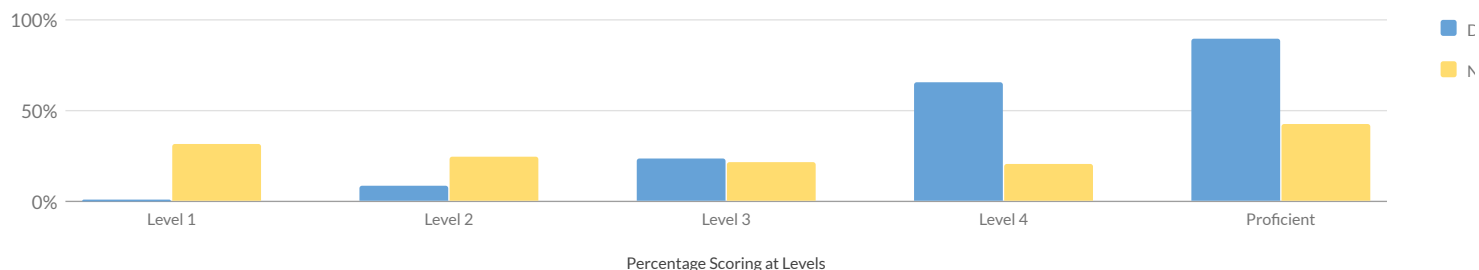
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	483	46	10%	437	90%	15	3%	51	12%	169	39%	202	46%	371	85%
Female	221	22	10%	199	90%	6	3%	22	11%	89	45%	82	41%	171	86%
Male	262	24	9%	238	91%	9	4%	29	12%	80	34%	120	50%	200	84%
General Education Students	435	30	7%	405	93%	8	2%	43	11%	158	39%	196	48%	354	87%
Students with Disabilities	48	16	33%	32	67%	7	22%	8	25%	11	34%	6	19%	17	53%
Asian or Native Hawaiian/Other Pacific Islander	236	3	1%	233	99%	6	3%	18	8%	81	35%	128	55%	209	90%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	5	19%	21	81%	2	10%	4	19%	11	52%	4	19%	15	71%
White	199	37	19%	162	81%	7	4%	27	17%	67	41%	61	38%	128	79%
Multiracial	20	1	5%	19	95%	—	—	—	—	—	—	—	—	—	—
Small Group Total	22	1	5%	21	95%	0	0%	2	10%	10	48%	9	43%	19	90%
Economically Disadvantaged	52	3	6%	49	94%	3	6%	6	12%	19	39%	21	43%	40	82%
Not Economically Disadvantaged	431	43	10%	388	90%	12	3%	45	12%	150	39%	181	47%	331	85%
English Language Learner	30	1	3%	29	97%	7	24%	7	24%	9	31%	6	21%	15	52%
Non-English Language Learner	453	45	10%	408	90%	8	2%	44	11%	160	39%	196	48%	356	87%
Not in Foster Care	483	46	10%	437	90%	15	3%	51	12%	169	39%	202	46%	371	85%
Not Homeless	483	46	10%	437	90%	15	3%	51	12%	169	39%	202	46%	371	85%
Not Migrant	483	46	10%	437	90%	15	3%	51	12%	169	39%	202	46%	371	85%
Parent Not in Armed Forces	483	46	10%	437	90%	15	3%	51	12%	169	39%	202	46%	371	85%

GRADE 4 MATH RESULTS

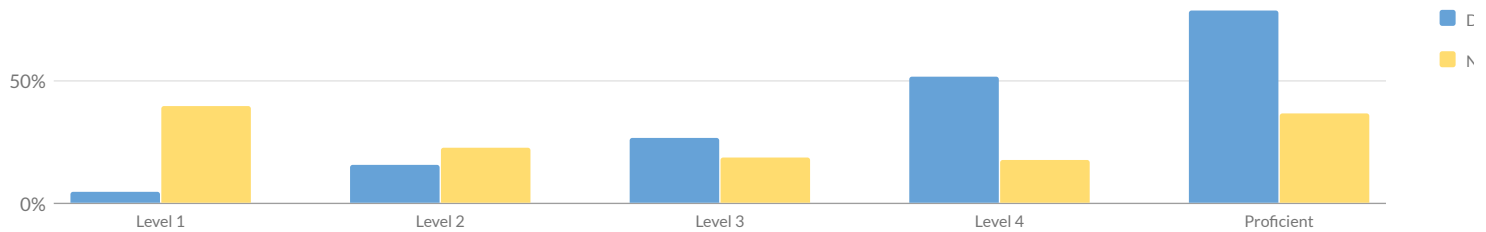
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	511	79	15%	432	85%	4	1%	38	9%	105	24%	285	66%	390	90%
Female	258	34	13%	224	87%	3	1%	26	12%	50	22%	145	65%	195	87%
Male	253	45	18%	208	82%	1	0%	12	6%	55	26%	140	67%	195	94%
General Education Students	464	56	12%	408	88%	2	0%	33	8%	94	23%	279	68%	373	91%
Students with Disabilities	47	23	49%	24	51%	2	8%	5	21%	11	46%	6	25%	17	71%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	246	13	5%	233	95%	1	0%	10	4%	46	20%	176	76%	222	95%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	3	18%	14	82%	0	0%	4	29%	3	21%	7	50%	10	71%
White	231	61	26%	170	74%	2	1%	22	13%	56	33%	90	53%	146	86%
Multiracial	14	2	14%	12	86%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	2	12%	15	88%	1	7%	2	13%	0	0%	12	80%	12	80%
Economically Disadvantaged	49	5	10%	44	90%	2	5%	10	23%	5	11%	27	61%	32	73%
Not Economically Disadvantaged	462	74	16%	388	84%	2	1%	28	7%	100	26%	258	66%	358	92%
English Language Learner	13	1	8%	12	92%	1	8%	3	25%	2	17%	6	50%	8	67%
Non-English Language Learner	498	78	16%	420	84%	3	1%	35	8%	103	25%	279	66%	382	91%
Not in Foster Care	511	79	15%	432	85%	4	1%	38	9%	105	24%	285	66%	390	90%
Not Homeless	511	79	15%	432	85%	4	1%	38	9%	105	24%	285	66%	390	90%
Not Migrant	511	79	15%	432	85%	4	1%	38	9%	105	24%	285	66%	390	90%
Parent Not in Armed Forces	511	79	15%	432	85%	4	1%	38	9%	105	24%	285	66%	390	90%

GRADE 5 MATH RESULTS

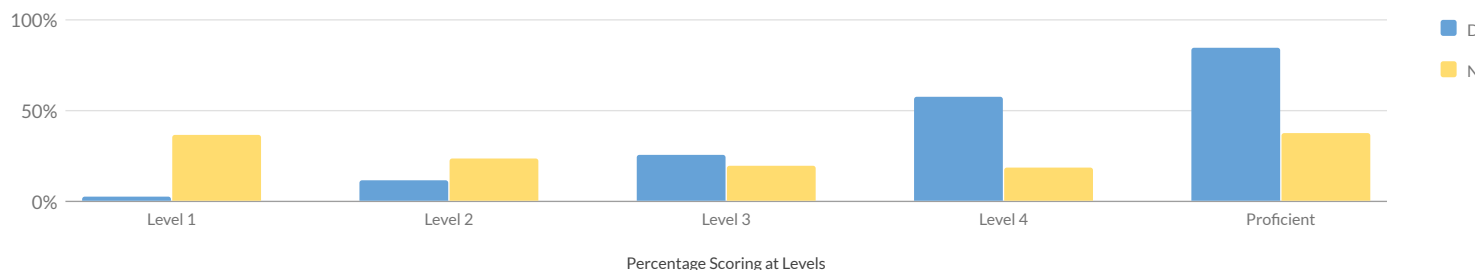
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	583	104	18%	479	82%	22	5%	78	16%	128	27%	251	52%	379	79%
Female	280	54	19%	226	81%	11	5%	44	19%	55	24%	116	51%	171	76%
Male	303	50	17%	253	83%	11	4%	34	13%	73	29%	135	53%	208	82%
General Education Students	523	75	14%	448	86%	14	3%	67	15%	118	26%	249	56%	367	82%
Students with Disabilities	60	29	48%	31	52%	8	26%	11	35%	10	32%	2	6%	12	39%
Asian or Native Hawaiian/Other Pacific Islander	282	19	7%	263	93%	4	2%	36	14%	60	23%	163	62%	223	85%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	28	8	29%	20	71%	4	20%	4	20%	6	30%	6	30%	12	60%
White	251	71	28%	180	72%	13	7%	36	20%	57	32%	74	41%	131	73%
Multiracial	20	4	20%	16	80%	1	6%	2	13%	5	31%	8	50%	13	81%
Economically Disadvantaged	67	5	7%	62	93%	9	15%	12	19%	13	21%	28	45%	41	66%
Not Economically Disadvantaged	516	99	19%	417	81%	13	3%	66	16%	115	28%	223	53%	338	81%
English Language Learner	17	3	18%	14	82%	3	21%	3	21%	8	57%	0	0%	8	57%
Non-English Language Learner	566	101	18%	465	82%	19	4%	75	16%	120	26%	251	54%	371	80%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	582	104	18%	478	82%	—	—	—	—	—	—	—	—	—	—
Not Homeless	583	104	18%	479	82%	22	5%	78	16%	128	27%	251	52%	379	79%
Not Migrant	583	104	18%	479	82%	22	5%	78	16%	128	27%	251	52%	379	79%
Parent Not in Armed Forces	583	104	18%	479	82%	22	5%	78	16%	128	27%	251	52%	379	79%

GRADE 6 MATH RESULTS

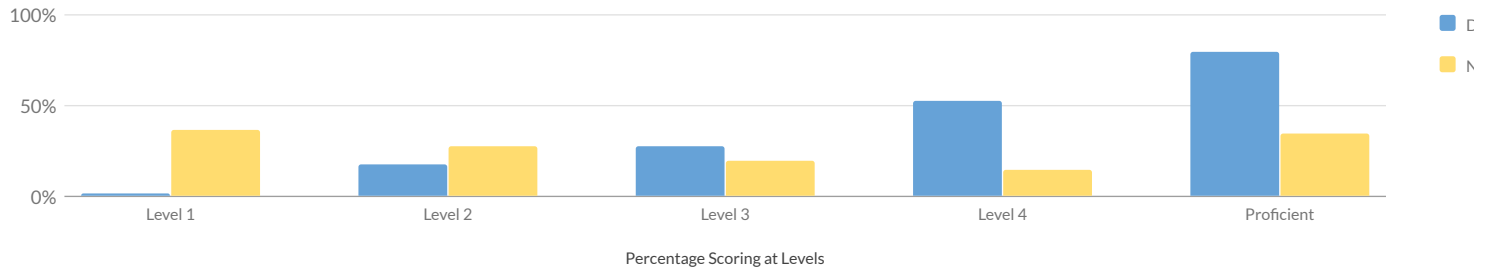
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	523	121	23%	402	77%	11	3%	50	12%	106	26%	235	58%	341	85%
Female	230	55	24%	175	76%	4	2%	24	14%	53	30%	94	54%	147	84%
Male	293	66	23%	227	77%	7	3%	26	11%	53	23%	141	62%	194	85%
General Education Students	475	94	20%	381	80%	5	1%	42	11%	103	27%	231	61%	334	88%
Students with Disabilities	48	27	56%	21	44%	6	29%	8	38%	3	14%	4	19%	7	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	253	10	4%	243	96%	5	2%	24	10%	61	25%	153	63%	214	88%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	4	21%	15	79%	0	0%	4	27%	7	47%	4	27%	11	73%
White	236	105	44%	131	56%	6	5%	20	15%	37	28%	68	52%	105	80%
Multiracial	13	2	15%	11	85%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	2	13%	13	87%	0	0%	2	15%	1	8%	10	77%	11	85%
Economically Disadvantaged	51	8	16%	43	84%	1	2%	5	12%	14	33%	23	53%	37	86%
Not Economically Disadvantaged	472	113	24%	359	76%	10	3%	45	13%	92	26%	212	59%	304	85%
English Language Learner	9	1	11%	8	89%	1	13%	4	50%	0	0%	3	38%	3	38%
Non-English Language Learner	514	120	23%	394	77%	10	3%	46	12%	106	27%	232	59%	338	86%
Not in Foster Care	523	121	23%	402	77%	11	3%	50	12%	106	26%	235	58%	341	85%
Not Homeless	523	121	23%	402	77%	11	3%	50	12%	106	26%	235	58%	341	85%
Not Migrant	523	121	23%	402	77%	11	3%	50	12%	106	26%	235	58%	341	85%
Parent Not in Armed Forces	523	121	23%	402	77%	11	3%	50	12%	106	26%	235	58%	341	85%

GRADE 7 MATH RESULTS

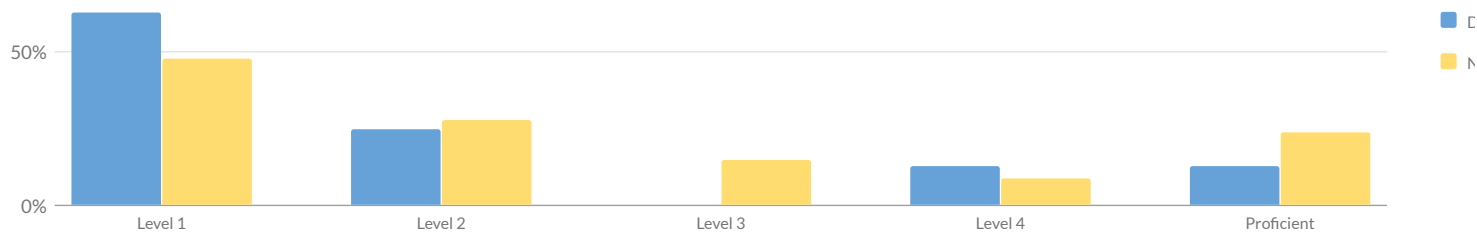
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	589	160	27%	429	73%	9	2%	76	18%	118	28%	226	53%	344	80%
Female	301	92	31%	209	69%	3	1%	43	21%	50	24%	113	54%	163	78%
Male	288	68	24%	220	76%	6	3%	33	15%	68	31%	113	51%	181	82%
General Education Students	538	130	24%	408	76%	6	1%	70	17%	107	26%	225	55%	332	81%
Students with Disabilities	51	30	59%	21	41%	3	14%	6	29%	11	52%	1	5%	12	57%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	269	28	10%	241	90%	4	2%	33	14%	58	24%	146	61%	204	85%
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	21	54%	18	46%	1	6%	4	22%	6	33%	7	39%	13	72%
White	263	107	41%	156	59%	2	1%	36	23%	53	34%	65	42%	118	76%
Multiracial	13	2	15%	11	85%	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	4	22%	14	78%	2	14%	3	21%	1	7%	8	57%	9	64%
Economically Disadvantaged	62	19	31%	43	69%	2	5%	11	26%	17	40%	13	30%	30	70%
Not Economically Disadvantaged	527	141	27%	386	73%	7	2%	65	17%	101	26%	213	55%	314	81%
English Language Learner	13	2	15%	11	85%	1	9%	4	36%	4	36%	2	18%	6	55%
Non-English Language Learner	576	158	27%	418	73%	8	2%	72	17%	114	27%	224	54%	338	81%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	588	159	27%	429	73%	9	2%	76	18%	118	28%	226	53%	344	80%
Not Homeless	589	160	27%	429	73%	9	2%	76	18%	118	28%	226	53%	344	80%
Not Migrant	589	160	27%	429	73%	9	2%	76	18%	118	28%	226	53%	344	80%
Parent Not in Armed Forces	589	160	27%	429	73%	9	2%	76	18%	118	28%	226	53%	344	80%

GRADE 8 MATH RESULTS

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

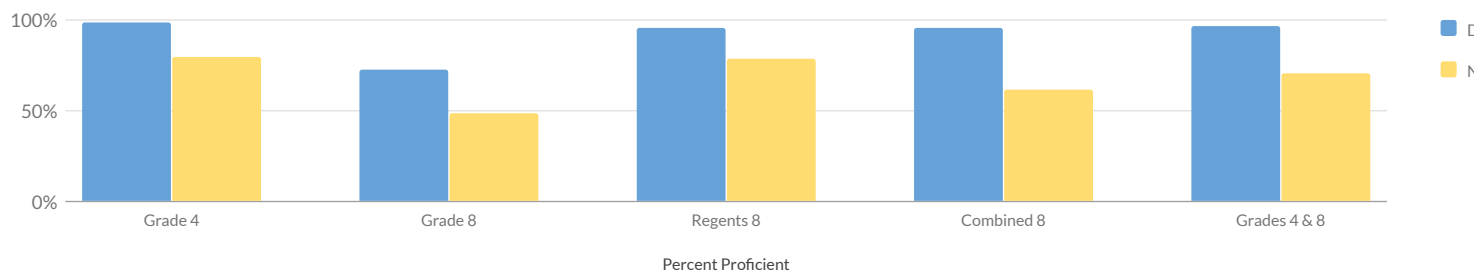


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	568	560	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%
Female	266	259	97%	7	3%	—	—	—	—	—	—	—	—	—	—
Male	302	301	100%	1	0%	—	—	—	—	—	—	—	—	—	—
General Education Students	513	508	99%	5	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	55	52	95%	3	5%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	251	248	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	24	96%	1	4%	—	—	—	—	—	—	—	—	—	—
White	277	274	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	554	546	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%
Economically Disadvantaged	59	57	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	509	503	99%	6	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	557	551	99%	6	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	568	560	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	567	559	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%
Not Migrant	568	560	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%
Parent Not in Armed Forces	568	560	99%	8	1%	5	63%	2	25%	0	0%	1	13%	1	13%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	513	65	13%	448	87%	0	0%	5	1%	88	20%	355	79%	443	99%
Grade 8	568	553	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%
Regents 8	—	0	0%	512	90%	3	1%	15	3%	111	22%	383	75%	494	96%
Combined 8	568	41	7%	527	93%	3	1%	19	4%	119	23%	386	73%	505	96%
Grades 4 & 8	1,081	106	10%	975	90%	3	0%	24	2%	207	21%	741	76%	948	97%

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

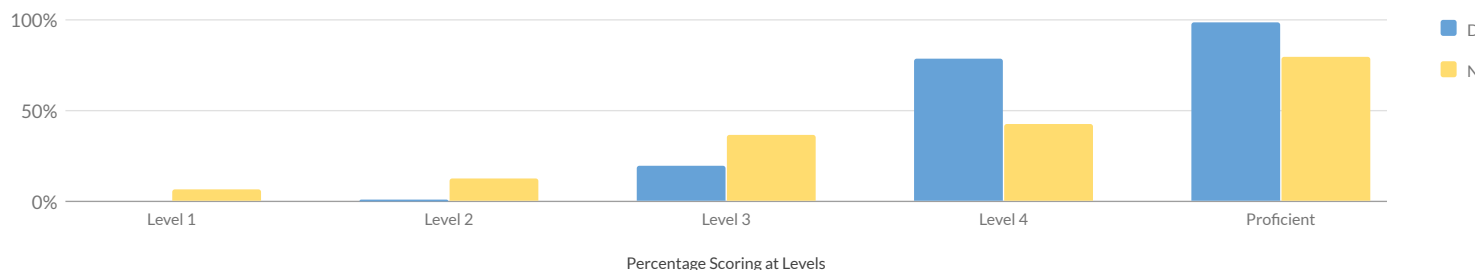
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 4 SCIENCE RESULTS

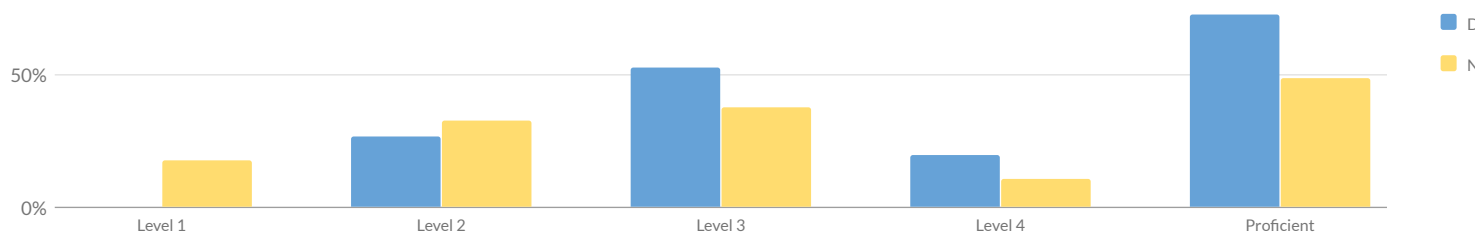
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	513	65	13%	448	87%	0	0%	5	1%	88	20%	355	79%	443	99%
Female	258	24	9%	234	91%	0	0%	3	1%	48	21%	183	78%	231	99%
Male	255	41	16%	214	84%	0	0%	2	1%	40	19%	172	80%	212	99%
General Education Students	466	46	10%	420	90%	0	0%	2	0%	75	18%	343	82%	418	100%
Students with Disabilities	47	19	40%	28	60%	0	0%	3	11%	13	46%	12	43%	25	89%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	248	12	5%	236	95%	0	0%	1	0%	33	14%	202	86%	235	100%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	3	18%	14	82%	0	0%	0	0%	4	29%	10	71%	14	100%
White	231	49	21%	182	79%	0	0%	2	1%	50	27%	130	71%	180	99%
Multiracial	14	1	7%	13	93%	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	1	6%	16	94%	0	0%	2	13%	1	6%	13	81%	14	88%
Economically Disadvantaged	49	3	6%	46	94%	0	0%	2	4%	10	22%	34	74%	44	96%
Not Economically Disadvantaged	464	62	13%	402	87%	0	0%	3	1%	78	19%	321	80%	399	99%
English Language Learner	14	0	0%	14	100%	0	0%	0	0%	4	29%	10	71%	14	100%
Non-English Language Learner	499	65	13%	434	87%	0	0%	5	1%	84	19%	345	79%	429	99%
Not in Foster Care	513	65	13%	448	87%	0	0%	5	1%	88	20%	355	79%	443	99%
Not Homeless	513	65	13%	448	87%	0	0%	5	1%	88	20%	355	79%	443	99%
Not Migrant	513	65	13%	448	87%	0	0%	5	1%	88	20%	355	79%	443	99%
Parent Not in Armed Forces	513	65	13%	448	87%	0	0%	5	1%	88	20%	355	79%	443	99%

GRADE 8 SCIENCE RESULTS

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

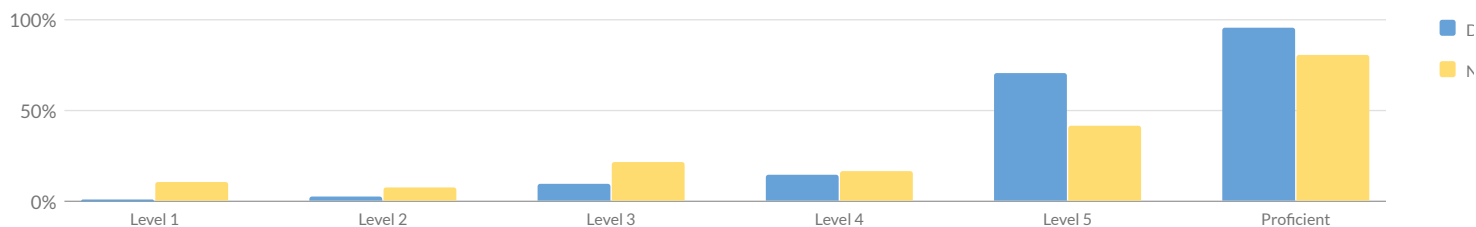


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	568	553	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%
Female	266	257	97%	9	3%	0	0%	3	33%	5	56%	1	11%	6	67%
Male	302	296	98%	6	2%	0	0%	1	17%	3	50%	2	33%	5	83%
General Education Students	513	501	98%	12	2%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	55	52	95%	3	5%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	251	240	96%	11	4%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	26	25	96%	1	4%	—	—	—	—	—	—	—	—	—	—
White	276	273	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	553	538	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%
Economically Disadvantaged	59	56	95%	3	5%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	509	497	98%	12	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	12	6	50%	6	50%	0	0%	1	17%	3	50%	2	33%	5	83%
Non-English Language Learner	556	547	98%	9	2%	0	0%	3	33%	5	56%	1	11%	6	67%
Not in Foster Care	568	553	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	567	552	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%
Not Migrant	568	553	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%
Parent Not in Armed Forces	568	553	97%	15	3%	0	0%	4	27%	8	53%	3	20%	11	73%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

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

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Percentage Scoring at Levels

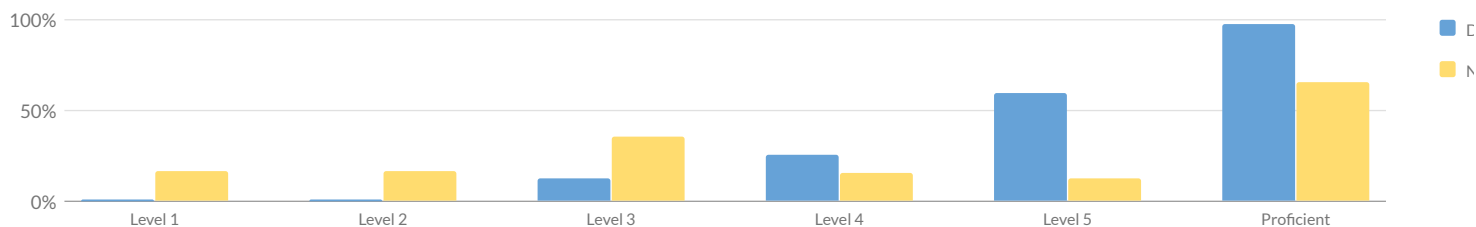
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	545	5	1%	17	3%	56	10%	81	15%	386	71%	523	96%
Female	260	1	0%	6	2%	19	7%	35	13%	199	77%	253	97%
Male	285	4	1%	11	4%	37	13%	46	16%	187	66%	270	95%
General Education Students	477	1	0%	10	2%	35	7%	62	13%	369	77%	466	98%
Students with Disabilities	68	4	6%	7	10%	21	31%	19	28%	17	25%	57	84%
Asian or Native Hawaiian/Other Pacific Islander	212	1	0%	8	4%	16	8%	22	10%	165	78%	203	96%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	1	3%	1	3%	6	19%	5	16%	18	58%	29	94%
White	288	3	1%	7	2%	32	11%	52	18%	194	67%	278	97%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	1	7%	2	14%	2	14%	9	64%	13	93%
Economically Disadvantaged	57	1	2%	2	4%	12	21%	9	16%	33	58%	54	95%
Not Economically Disadvantaged	488	4	1%	15	3%	44	9%	72	15%	353	72%	469	96%
English Language Learner	11	0	0%	5	45%	2	18%	2	18%	2	18%	6	55%
Non-English Language Learner	534	5	1%	12	2%	54	10%	79	15%	384	72%	517	97%
Not in Foster Care	545	5	1%	17	3%	56	10%	81	15%	386	71%	523	96%
Not Homeless	545	5	1%	17	3%	56	10%	81	15%	386	71%	523	96%
Not Migrant	545	5	1%	17	3%	56	10%	81	15%	386	71%	523	96%
Parent Not in Armed Forces	545	5	1%	17	3%	56	10%	81	15%	386	71%	523	96%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Female	2	2	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

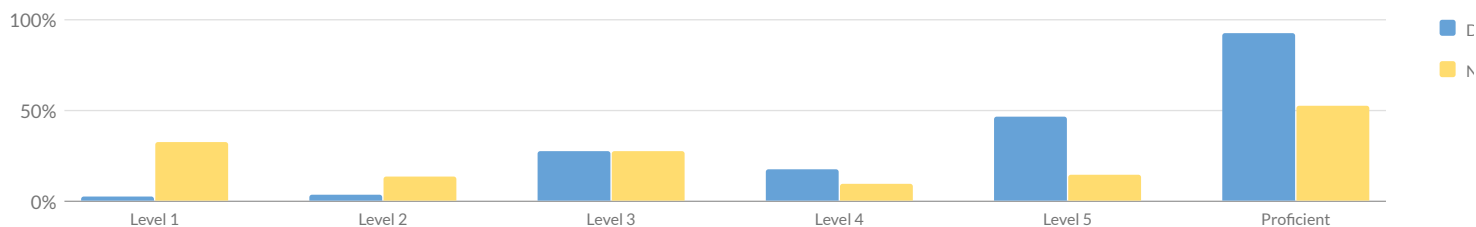
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	584	3	1%	8	1%	75	13%	149	26%	349	60%	573	98%
Female	281	1	0%	5	2%	30	11%	73	26%	172	61%	275	98%
Male	303	2	1%	3	1%	45	15%	76	25%	177	58%	298	98%
General Education Students	534	0	0%	5	1%	46	9%	136	25%	347	65%	529	99%
Students with Disabilities	50	3	6%	3	6%	29	58%	13	26%	2	4%	44	88%
Asian or Native Hawaiian/Other Pacific Islander	264	1	0%	3	1%	22	8%	46	17%	192	73%	260	98%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	0	0%	1	4%	6	23%	12	46%	7	27%	25	96%
White	277	2	1%	3	1%	44	16%	86	31%	142	51%	272	98%
Multiracial	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Economically Disadvantaged	58	0	0%	3	5%	10	17%	26	45%	19	33%	55	95%
Not Economically Disadvantaged	526	3	1%	5	1%	65	12%	123	23%	330	63%	518	98%
English Language Learner	14	0	0%	2	14%	1	7%	4	29%	7	50%	12	86%
Non-English Language Learner	570	3	1%	6	1%	74	13%	145	25%	342	60%	561	98%
Not in Foster Care	584	3	1%	8	1%	75	13%	149	26%	349	60%	573	98%
Not Homeless	584	3	1%	8	1%	75	13%	149	26%	349	60%	573	98%
Not Migrant	584	3	1%	8	1%	75	13%	149	26%	349	60%	573	98%
Parent Not in Armed Forces	584	3	1%	8	1%	75	13%	149	26%	349	60%	573	98%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



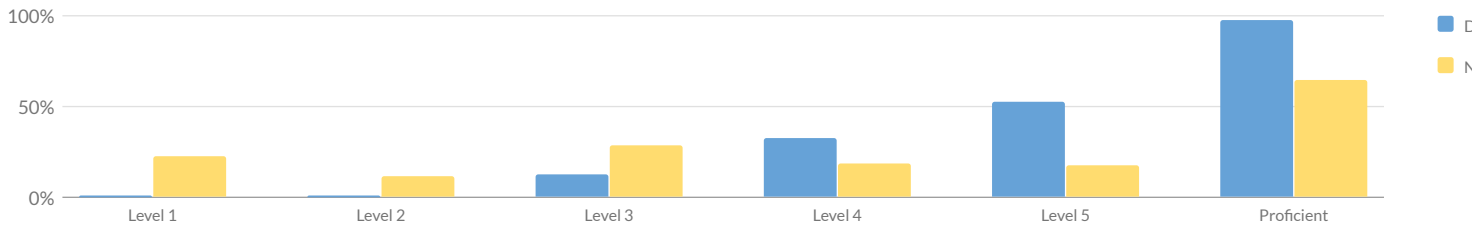
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	18	3%	22	4%	158	28%	101	18%	266	47%	525	93%
Female	273	7	3%	13	5%	80	29%	48	18%	125	46%	253	93%
Male	292	11	4%	9	3%	78	27%	53	18%	141	48%	272	93%
General Education Students	526	4	1%	18	3%	145	28%	97	18%	262	50%	504	96%
Students with Disabilities	39	14	36%	4	10%	13	33%	4	10%	4	10%	21	54%
Asian or Native Hawaiian/Other Pacific Islander	282	1	0%	7	2%	62	22%	44	16%	168	60%	274	97%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	6	23%	4	15%	10	38%	2	8%	4	15%	16	62%
White	248	10	4%	11	4%	82	33%	55	22%	90	36%	227	92%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	0	0%	4	44%	0	0%	4	44%	8	89%
Economically Disadvantaged	73	1	1%	5	7%	22	30%	13	18%	32	44%	67	92%
Not Economically Disadvantaged	492	17	3%	17	3%	136	28%	88	18%	234	48%	458	93%
English Language Learner	11	0	0%	2	18%	2	18%	1	9%	6	55%	9	82%
Non-English Language Learner	554	18	3%	20	4%	156	28%	100	18%	260	47%	516	93%
Not in Foster Care	565	18	3%	22	4%	158	28%	101	18%	266	47%	525	93%
Not Homeless	565	18	3%	22	4%	158	28%	101	18%	266	47%	525	93%
Not Migrant	565	18	3%	22	4%	158	28%	101	18%	266	47%	525	93%
Parent Not in Armed Forces	565	18	3%	22	4%	158	28%	101	18%	266	47%	525	93%

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	5	100	0	0
Female	3	3	100	0	0
Male	2	2	100	0	0
General Education Students	3	3	100	0	0
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Hispanic or Latino	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	3	3	100	0	0
Non-English Language Learner	5	5	100	0	0
Not in Foster Care	5	5	100	0	0
Not Homeless	5	5	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



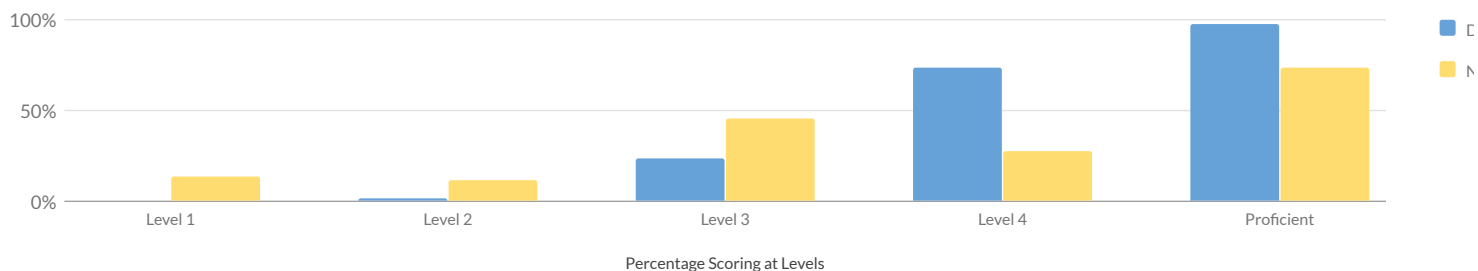
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	478	3	1%	5	1%	60	13%	156	33%	254	53%	470	98%
Female	232	0	0%	0	0%	35	15%	76	33%	121	52%	232	100%
Male	246	3	1%	5	2%	25	10%	80	33%	133	54%	238	97%
General Education Students	440	1	0%	1	0%	47	11%	149	34%	242	55%	438	100%
Students with Disabilities	38	2	5%	4	11%	13	34%	7	18%	12	32%	32	84%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	215	0	0%	0	0%	23	11%	51	24%	141	66%	215	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	0	0%	1	5%	3	14%	12	55%	6	27%	21	95%
White	232	3	1%	4	2%	33	14%	90	39%	102	44%	225	97%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	1	11%	3	33%	5	56%	9	100%
Economically Disadvantaged	47	0	0%	0	0%	10	21%	15	32%	22	47%	47	100%
Not Economically Disadvantaged	431	3	1%	5	1%	50	12%	141	33%	232	54%	423	98%
English Language Learner	5	0	0%	0	0%	0	0%	4	80%	1	20%	5	100%
Non-English Language Learner	473	3	1%	5	1%	60	13%	152	32%	253	53%	465	98%
Not in Foster Care	478	3	1%	5	1%	60	13%	156	33%	254	53%	470	98%
Not Homeless	478	3	1%	5	1%	60	13%	156	33%	254	53%	470	98%
Not Migrant	478	3	1%	5	1%	60	13%	156	33%	254	53%	470	98%
Parent Not in Armed Forces	478	3	1%	5	1%	60	13%	156	33%	254	53%	470	98%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



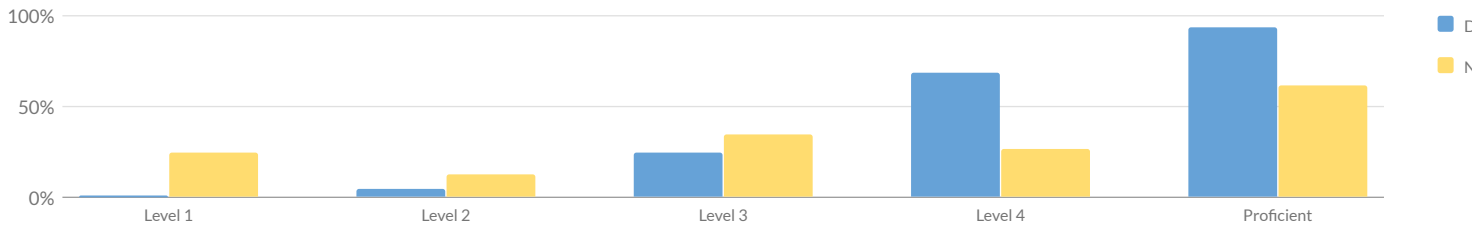
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	549	2	0%	9	2%	131	24%	407	74%	538	98%
Female	258	0	0%	6	2%	66	26%	186	72%	252	98%
Male	291	2	1%	3	1%	65	22%	221	76%	286	98%
General Education Students	509	0	0%	2	0%	108	21%	399	78%	507	100%
Students with Disabilities	40	2	5%	7	18%	23	58%	8	20%	31	78%
Asian or Native Hawaiian/Other Pacific Islander	265	0	0%	3	1%	41	15%	221	83%	262	99%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	0	0%	1	5%	10	45%	11	50%	21	95%
White	254	2	1%	4	2%	76	30%	172	68%	248	98%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	69	0	0%	1	1%	23	33%	45	65%	68	99%
Not Economically Disadvantaged	480	2	0%	8	2%	108	23%	362	75%	470	98%
English Language Learner	8	1	13%	3	38%	2	25%	2	25%	4	50%
Non-English Language Learner	541	1	0%	6	1%	129	24%	405	75%	534	99%
Not in Foster Care	549	2	0%	9	2%	131	24%	407	74%	538	98%
Not Homeless	549	2	0%	9	2%	131	24%	407	74%	538	98%
Not Migrant	549	2	0%	9	2%	131	24%	407	74%	538	98%
Parent Not in Armed Forces	549	2	0%	9	2%	131	24%	407	74%	538	98%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

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

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

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



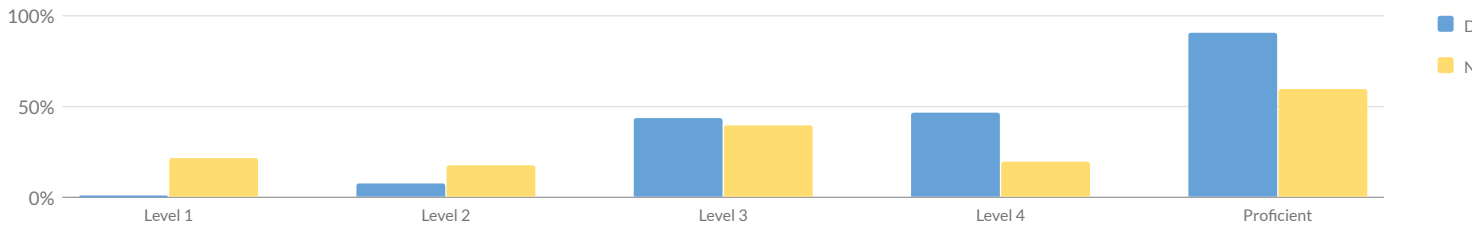
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	577	8	1%	26	5%	143	25%	400	69%	543	94%
Female	277	4	1%	16	6%	64	23%	193	70%	257	93%
Male	300	4	1%	10	3%	79	26%	207	69%	286	95%
General Education Students	524	2	0%	14	3%	123	23%	385	73%	508	97%
Students with Disabilities	53	6	11%	12	23%	20	38%	15	28%	35	66%
Asian or Native Hawaiian/Other Pacific Islander	254	1	0%	10	4%	38	15%	205	81%	243	96%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	0	0%	3	11%	15	56%	9	33%	24	89%
White	278	6	2%	12	4%	86	31%	174	63%	260	94%
Multiracial	16	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	1	6%	1	6%	4	22%	12	67%	16	89%
Economically Disadvantaged	61	4	7%	5	8%	23	38%	29	48%	52	85%
Not Economically Disadvantaged	516	4	1%	21	4%	120	23%	371	72%	491	95%
English Language Learner	9	0	0%	1	11%	1	11%	7	78%	8	89%
Non-English Language Learner	568	8	1%	25	4%	142	25%	393	69%	535	94%
Not in Foster Care	577	8	1%	26	5%	143	25%	400	69%	543	94%
Not Homeless	577	8	1%	26	5%	143	25%	400	69%	543	94%
Not Migrant	577	8	1%	26	5%	143	25%	400	69%	543	94%
Parent Not in Armed Forces	577	8	1%	26	5%	143	25%	400	69%	543	94%

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

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

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

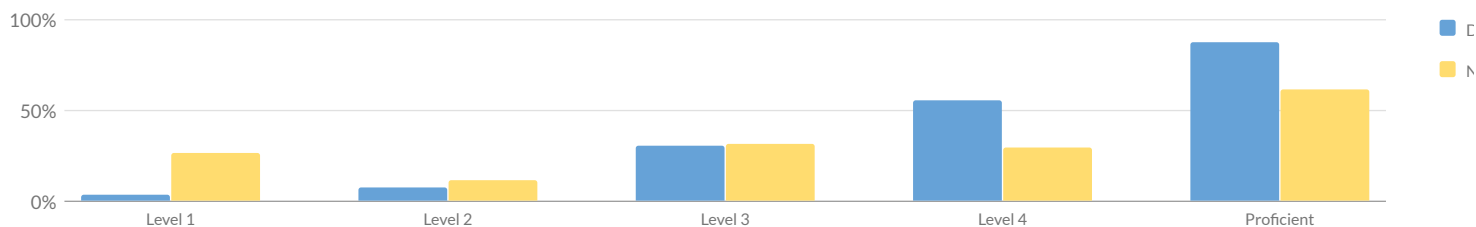
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	431	3	1%	34	8%	191	44%	203	47%	394	91%
Female	211	0	0%	19	9%	95	45%	97	46%	192	91%
Male	220	3	1%	15	7%	96	44%	106	48%	202	92%
General Education Students	414	3	1%	32	8%	180	43%	199	48%	379	92%
Students with Disabilities	17	0	0%	2	12%	11	65%	4	24%	15	88%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	192	3	2%	9	5%	78	41%	102	53%	180	94%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	3	15%	10	50%	7	35%	17	85%
White	211	0	0%	21	10%	98	46%	92	44%	190	90%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	5	63%	2	25%	7	88%
Economically Disadvantaged	39	0	0%	4	10%	18	46%	17	44%	35	90%
Not Economically Disadvantaged	392	3	1%	30	8%	173	44%	186	47%	359	92%
English Language Learner	5	0	0%	0	0%	3	60%	2	40%	5	100%
Non-English Language Learner	426	3	1%	34	8%	188	44%	201	47%	389	91%
Not in Foster Care	431	3	1%	34	8%	191	44%	203	47%	394	91%
Not Homeless	431	3	1%	34	8%	191	44%	203	47%	394	91%
Not Migrant	431	3	1%	34	8%	191	44%	203	47%	394	91%
Parent Not in Armed Forces	431	3	1%	34	8%	191	44%	203	47%	394	91%

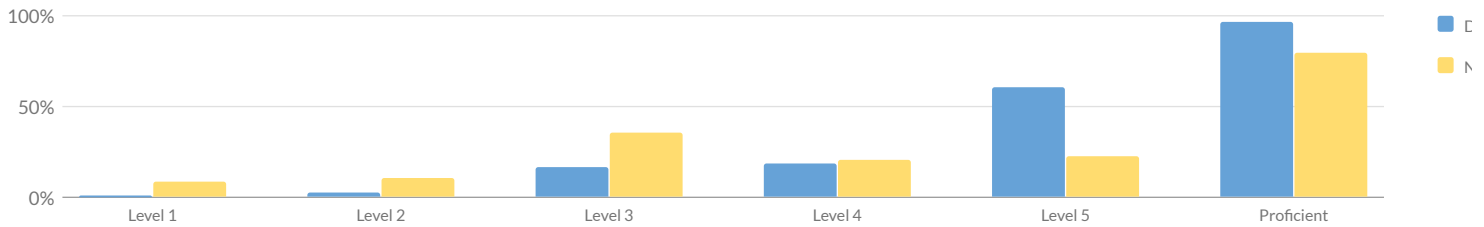
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	395	15	4%	33	8%	124	31%	223	56%	347	88%
Female	193	12	6%	16	8%	63	33%	102	53%	165	85%
Male	202	3	1%	17	8%	61	30%	121	60%	182	90%
General Education Students	383	14	4%	33	9%	118	31%	218	57%	336	88%
Students with Disabilities	12	1	8%	0	0%	6	50%	5	42%	11	92%
Asian or Native Hawaiian/Other Pacific Islander	178	9	5%	10	6%	55	31%	104	58%	159	89%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	2	11%	6	32%	9	47%	15	79%
White	190	4	2%	21	11%	62	33%	103	54%	165	87%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	1	13%	7	88%	8	100%
Economically Disadvantaged	40	5	13%	5	13%	11	28%	19	48%	30	75%
Not Economically Disadvantaged	355	10	3%	28	8%	113	32%	204	57%	317	89%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	391	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	395	15	4%	33	8%	124	31%	223	56%	347	88%
Not Homeless	395	15	4%	33	8%	124	31%	223	56%	347	88%
Not Migrant	395	15	4%	33	8%	124	31%	223	56%	347	88%
Parent Not in Armed Forces	395	15	4%	33	8%	124	31%	223	56%	347	88%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	520	3	1%	14	3%	90	17%	98	19%	315	61%	503	97%
Female	246	2	1%	5	2%	44	18%	50	20%	145	59%	239	97%
Male	274	1	0%	9	3%	46	17%	48	18%	170	62%	264	96%
General Education Students	462	0	0%	7	2%	62	13%	91	20%	302	65%	455	98%
Students with Disabilities	58	3	5%	7	12%	28	48%	7	12%	13	22%	48	83%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	215	0	0%	3	1%	16	7%	30	14%	166	77%	212	99%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	33	2	6%	1	3%	10	30%	3	9%	17	52%	30	91%
White	261	1	0%	9	3%	60	23%	63	24%	128	49%	251	96%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	1	9%	4	36%	2	18%	4	36%	10	91%
Economically Disadvantaged	52	2	4%	4	8%	6	12%	13	25%	27	52%	46	88%
Not Economically Disadvantaged	468	1	0%	10	2%	84	18%	85	18%	288	62%	457	98%
English Language Learner	9	0	0%	2	22%	4	44%	0	0%	3	33%	7	78%
Non-English Language Learner	511	3	1%	12	2%	86	17%	98	19%	312	61%	496	97%
Not in Foster Care	520	3	1%	14	3%	90	17%	98	19%	315	61%	503	97%
Not Homeless	520	3	1%	14	3%	90	17%	98	19%	315	61%	503	97%
Not Migrant	520	3	1%	14	3%	90	17%	98	19%	315	61%	503	97%
Parent Not in Armed Forces	520	3	1%	14	3%	90	17%	98	19%	315	61%	503	97%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Female	2	2	100	0	0
Male	1	1	100	0	0
General Education Students	3	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	3	3	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

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

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

Subgroup	Exempt, Not Tested
All Students	551
Female	263
Male	288
General Education Students	484
Students with Disabilities	67
Asian or Native Hawaiian/Other Pacific Islander	221
Black or African American	4
Hispanic or Latino	31
White	285
Multiracial	10
Economically Disadvantaged	61
Not Economically Disadvantaged	490
English Language Learner	12
Non-English Language Learner	539
Not in Foster Care	551
Not Homeless	551
Not Migrant	551
Parent Not in Armed Forces	551

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

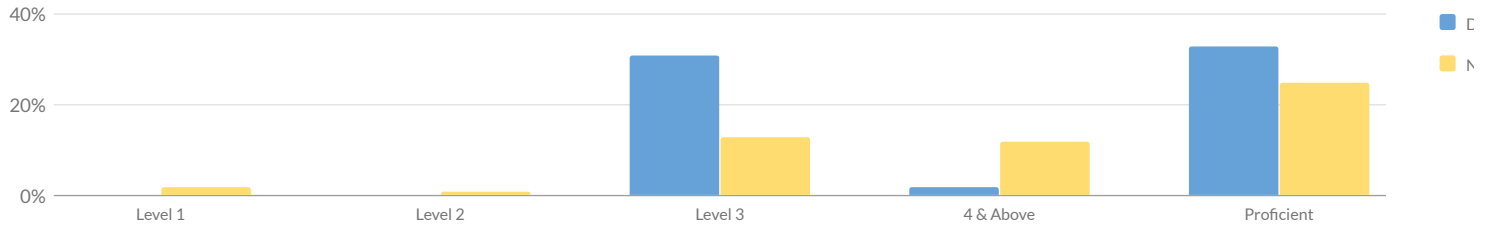
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2018 TOTAL COHORT REGENTS IN ELA

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	393	67%	195	33%	0	0%	2	0%	184	31%	9	2%	193	33%
Female	293	172	59%	121	41%	0	0%	1	0%	115	39%	5	2%	120	41%
Male	295	221	75%	74	25%	0	0%	1	0%	69	23%	4	1%	73	25%
General Education Students	517	325	63%	192	37%	0	0%	2	0%	182	35%	8	2%	190	37%
Students with Disabilities	71	68	96%	3	4%	0	0%	0	0%	2	3%	1	1%	3	4%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	141	62%	88	38%	0	0%	2	1%	82	36%	4	2%	86	38%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	17	68%	8	32%	0	0%	0	0%	7	28%	1	4%	8	32%
White	323	225	70%	98	30%	0	0%	0	0%	94	29%	4	1%	98	30%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	81	62	77%	19	23%	0	0%	0	0%	18	22%	1	1%	19	23%
Not Economically Disadvantaged	507	331	65%	176	35%	0	0%	2	0%	166	33%	8	2%	174	34%
English Language Learner	6	4	67%	2	33%	0	0%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	582	389	67%	193	33%	0	0%	0	0%	184	32%	9	2%	193	33%
Not in Foster Care	588	393	67%	195	33%	0	0%	2	0%	184	31%	9	2%	193	33%
Not Homeless	588	393	67%	195	33%	0	0%	2	0%	184	31%	9	2%	193	33%
Not Migrant	588	393	67%	195	33%	0	0%	2	0%	184	31%	9	2%	193	33%
Parent Not in Armed Forces	588	393	67%	195	33%	0	0%	2	0%	184	31%	9	2%	193	33%

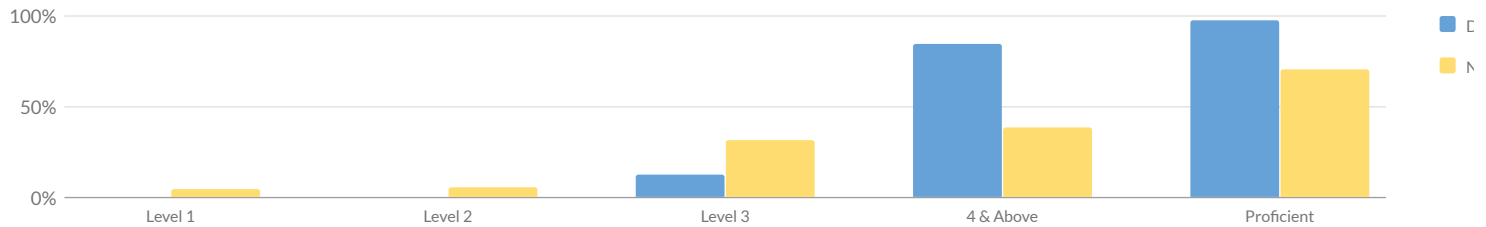
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	569	380	67	189	33
Female	284	166	58	118	42
Male	285	214	75	71	25
General Education Students	507	320	63	187	37
Students with Disabilities	62	60	97	2	3
Asian or Native Hawaiian/Other Pacific Islander	220	135	61	85	39
Hispanic or Latino	24	17	71	7	29
White	315	219	70	96	30
Multiracial	6	6	100	0	0
Economically Disadvantaged	77	59	77	18	23
Not Economically Disadvantaged	492	321	65	171	35
English Language Learner	2	2	100	0	0
Non-English Language Learner	567	378	67	189	33
Not in Foster Care	569	380	67	189	33
Not Homeless	569	380	67	189	33
Not Migrant	569	380	67	189	33
Parent Not in Armed Forces	569	380	67	189	33

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

2018 TOTAL COHORT REGENTS IN MATH

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



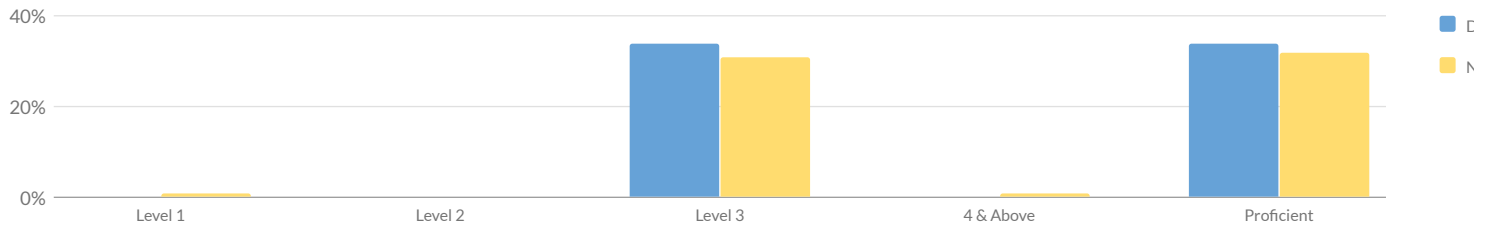
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	9	2%	579	98%	2	0%	0	0%	76	13%	501	85%	577	98%
Female	293	6	2%	287	98%	1	0%	0	0%	31	11%	255	87%	286	98%
Male	295	3	1%	292	99%	1	0%	0	0%	45	15%	246	83%	291	99%
General Education Students	517	4	1%	513	99%	0	0%	0	0%	46	9%	467	90%	513	99%
Students with Disabilities	71	5	7%	66	93%	2	3%	0	0%	30	42%	34	48%	64	90%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	5	2%	224	98%	0	0%	0	0%	22	10%	202	88%	224	98%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	0	0%	25	100%	0	0%	0	0%	12	48%	13	52%	25	100%
White	323	4	1%	319	99%	2	1%	0	0%	41	13%	276	85%	317	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	81	2	2%	79	98%	0	0%	0	0%	13	16%	66	81%	79	98%
Not Economically Disadvantaged	507	7	1%	500	99%	2	0%	0	0%	63	12%	435	86%	498	98%
English Language Learner	6	2	33%	4	67%	0	0%	0	0%	0	0%	4	67%	4	67%
Non-English Language Learner	582	7	1%	575	99%	2	0%	0	0%	76	13%	497	85%	573	98%
Not in Foster Care	588	9	2%	579	98%	2	0%	0	0%	76	13%	501	85%	577	98%
Not Homeless	588	9	2%	579	98%	2	0%	0	0%	76	13%	501	85%	577	98%
Not Migrant	588	9	2%	579	98%	2	0%	0	0%	76	13%	501	85%	577	98%
Parent Not in Armed Forces	588	9	2%	579	98%	2	0%	0	0%	76	13%	501	85%	577	98%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	550	5	1	545	99
Female	284	4	1	280	99
Male	266	1	0	265	100
General Education Students	501	4	1	497	99
Students with Disabilities	49	1	2	48	98
Asian or Native Hawaiian/Other Pacific Islander	222	4	2	218	98
Hispanic or Latino	23	0	0	23	100
White	295	1	0	294	100
Multiracial	6	0	0	6	100
Economically Disadvantaged	77	1	1	76	99
Not Economically Disadvantaged	473	4	1	469	99
English Language Learner	6	2	33	4	67
Non-English Language Learner	544	3	1	541	99
Not in Foster Care	550	5	1	545	99
Not Homeless	550	5	1	545	99
Not Migrant	550	5	1	545	99
Parent Not in Armed Forces	550	5	1	545	99

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

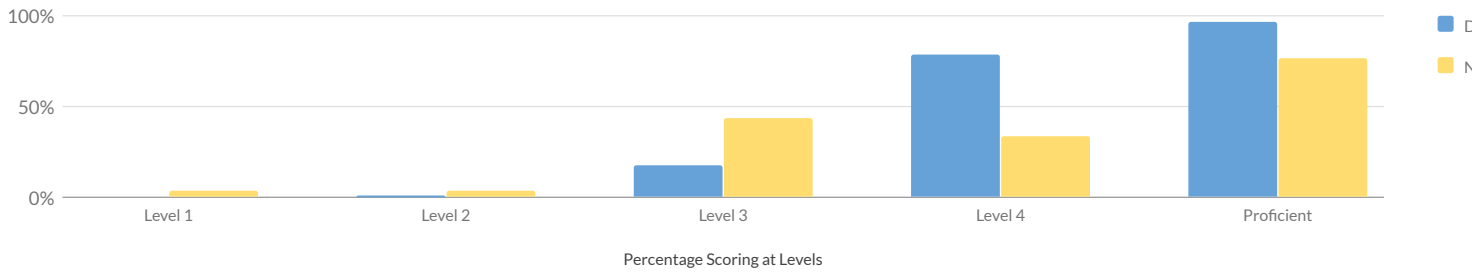
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	389	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Female	293	196	67%	97	33%	0	0%	0	0%	97	33%	0	0%	97	33%
Male	295	193	65%	102	35%	0	0%	0	0%	102	35%	0	0%	102	35%
General Education Students	517	321	62%	196	38%	0	0%	0	0%	196	38%	0	0%	196	38%
Students with Disabilities	71	68	96%	3	4%	0	0%	0	0%	3	4%	0	0%	3	4%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	124	54%	105	46%	0	0%	0	0%	105	46%	0	0%	105	46%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	18	72%	7	28%	0	0%	0	0%	7	28%	0	0%	7	28%
White	323	237	73%	86	27%	0	0%	0	0%	86	27%	0	0%	86	27%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	81	58	72%	23	28%	0	0%	0	0%	23	28%	0	0%	23	28%
Not Economically Disadvantaged	507	331	65%	176	35%	0	0%	0	0%	176	35%	0	0%	176	35%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	582	383	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Not in Foster Care	588	389	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Not Homeless	588	389	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Not Migrant	588	389	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Parent Not in Armed Forces	588	389	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	576	377	65	199	35
Female	287	190	66	97	34
Male	289	187	65	102	35
General Education Students	513	317	62	196	38
Students with Disabilities	63	60	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	225	120	53	105	47
Hispanic or Latino	25	18	72	7	28
White	315	229	73	86	27
Multiracial	6	6	100	0	0
Economically Disadvantaged	79	56	71	23	29
Not Economically Disadvantaged	497	321	65	176	35
English Language Learner	5	5	100	0	0
Non-English Language Learner	571	372	65	199	35
Not in Foster Care	576	377	65	199	35
Not Homeless	576	377	65	199	35
Not Migrant	576	377	65	199	35
Parent Not in Armed Forces	576	377	65	199	35

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

2018 TOTAL COHORT REGENTS IN SCIENCE



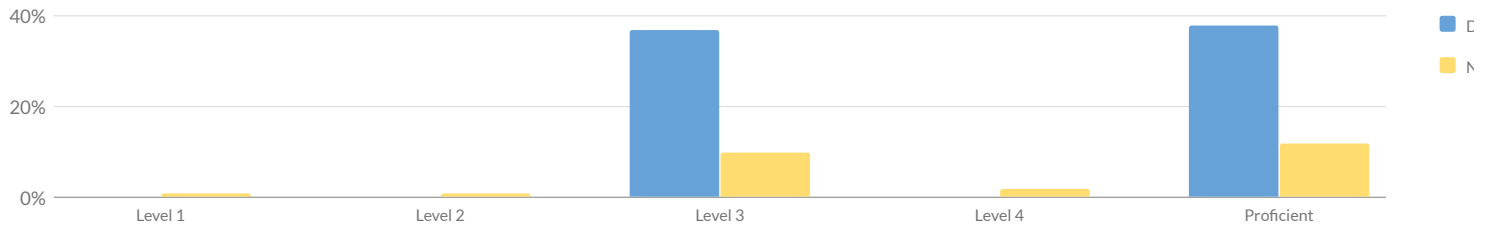
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	10	2%	578	98%	2	0%	3	1%	106	18%	467	79%	573	97%
Female	293	6	2%	287	98%	0	0%	1	0%	49	17%	237	81%	286	98%
Male	295	4	1%	291	99%	2	1%	2	1%	57	19%	230	78%	287	97%
General Education Students	517	7	1%	510	99%	0	0%	2	0%	71	14%	437	85%	508	98%
Students with Disabilities	71	3	4%	68	96%	2	3%	1	1%	35	49%	30	42%	65	92%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	7	3%	222	97%	0	0%	1	0%	40	17%	181	79%	221	97%
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	0	0%	25	100%	0	0%	0	0%	7	28%	18	72%	25	100%
White	323	2	1%	321	99%	2	1%	2	1%	57	18%	260	80%	317	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	81	4	5%	77	95%	0	0%	0	0%	19	23%	58	72%	77	95%
Not Economically Disadvantaged	507	6	1%	501	99%	2	0%	3	1%	87	17%	409	81%	496	98%
English Language Learner	6	1	17%	5	83%	0	0%	1	17%	4	67%	0	0%	4	67%
Non-English Language Learner	582	9	2%	573	98%	2	0%	2	0%	102	18%	467	80%	569	98%
Not in Foster Care	588	10	2%	578	98%	2	0%	3	1%	106	18%	467	79%	573	97%
Not Homeless	588	10	2%	578	98%	2	0%	3	1%	106	18%	467	79%	573	97%
Not Migrant	588	10	2%	578	98%	2	0%	3	1%	106	18%	467	79%	573	97%
Parent Not in Armed Forces	588	10	2%	578	98%	2	0%	3	1%	106	18%	467	79%	573	97%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	522	7	1	515	99
Female	266	4	2	262	98
Male	256	3	1	253	99
General Education Students	473	7	1	466	99
Students with Disabilities	49	0	0	49	100
Asian or Native Hawaiian/Other Pacific Islander	213	6	3	207	97
Hispanic or Latino	21	0	0	21	100
White	277	0	0	277	100
Multiracial	6	0	0	6	100
Economically Disadvantaged	73	3	4	70	96
Not Economically Disadvantaged	449	4	1	445	99
English Language Learner	3	1	33	2	67
Non-English Language Learner	519	6	1	513	99
Not in Foster Care	522	7	1	515	99
Not Homeless	522	7	1	515	99
Not Migrant	522	7	1	515	99
Parent Not in Armed Forces	522	7	1	515	99

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	367	62%	221	38%	0	0%	0	0%	220	37%	1	0%	221	38%
Female	293	185	63%	108	37%	0	0%	0	0%	107	37%	1	0%	108	37%
Male	295	182	62%	113	38%	0	0%	0	0%	113	38%	0	0%	113	38%
General Education Students	517	299	58%	218	42%	0	0%	0	0%	217	42%	1	0%	218	42%
Students with Disabilities	71	68	96%	3	4%	0	0%	0	0%	3	4%	0	0%	3	4%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	132	58%	97	42%	0	0%	0	0%	96	42%	1	0%	97	42%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	19	76%	6	24%	0	0%	0	0%	6	24%	0	0%	6	24%
White	323	206	64%	117	36%	0	0%	0	0%	117	36%	0	0%	117	36%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	81	56	69%	25	31%	0	0%	0	0%	25	31%	0	0%	25	31%
Not Economically Disadvantaged	507	311	61%	196	39%	0	0%	0	0%	195	38%	1	0%	196	39%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	582	361	62%	221	38%	0	0%	0	0%	220	38%	1	0%	221	38%
Not in Foster Care	588	367	62%	221	38%	0	0%	0	0%	220	37%	1	0%	221	38%
Not Homeless	588	367	62%	221	38%	0	0%	0	0%	220	37%	1	0%	221	38%
Not Migrant	588	367	62%	221	38%	0	0%	0	0%	220	37%	1	0%	221	38%
Parent Not in Armed Forces	588	367	62%	221	38%	0	0%	0	0%	220	37%	1	0%	221	38%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	577	356	62	221	38
Female	289	181	63	108	37
Male	288	175	61	113	39
General Education Students	515	297	58	218	42
Students with Disabilities	62	59	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	226	129	57	97	43
Hispanic or Latino	25	19	76	6	24
White	316	199	63	117	37
Multiracial	6	6	100	0	0
Economically Disadvantaged	79	54	68	25	32
Not Economically Disadvantaged	498	302	61	196	39
English Language Learner	5	5	100	0	0
Non-English Language Learner	572	351	61	221	39
Not in Foster Care	577	356	62	221	38
Not Homeless	577	356	62	221	38
Not Migrant	577	356	62	221	38
Parent Not in Armed Forces	577	356	62	221	38

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

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	57	0	0%	57	100%	1	2%	5	9%	7	12%	24	42%	20	35%
Grade 1	33	1	3%	32	97%	0	0%	1	3%	6	19%	13	41%	12	38%
Grade 2	44	4	9%	40	91%	0	0%	2	5%	3	8%	14	35%	21	53%
Grade 3	30	2	7%	28	93%	1	4%	0	0%	4	14%	15	54%	8	29%
Grade 4	13	1	8%	12	92%	0	0%	0	0%	0	0%	4	33%	8	67%
Grade 5	18	3	17%	15	83%	1	7%	1	7%	3	20%	6	40%	4	27%
Grade 6	9	1	11%	8	89%	1	13%	0	0%	1	13%	4	50%	2	25%
Grade 7	13	1	8%	12	92%	0	0%	1	8%	1	8%	4	33%	6	50%
Grade 8	11	0	0%	11	100%	0	0%	1	9%	1	9%	7	64%	2	18%
Grade 9	9	0	0%	9	100%	0	0%	0	0%	1	11%	5	56%	3	33%
Grade 10	11	0	0%	11	100%	2	18%	0	0%	0	0%	5	45%	4	36%
Grade 11	11	0	0%	11	100%	0	0%	0	0%	1	9%	5	45%	5	45%
Grade 12	6	1	17%	5	83%	0	0%	0	0%	0	0%	3	60%	2	40%

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 4 Math	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 4 Science	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 5 ELA	6	0	0%	6	100%	1	17%	1	17%	3	50%	1	17%	4	67%
Grade 5 Math	6	0	0%	6	100%	2	33%	1	17%	2	33%	1	17%	3	50%
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	6	1	17%	5	83%	1	20%	1	20%	3	60%	0	0%	3	60%
Grade 8 Math	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Grade 8 Science	6	1	17%	5	83%	0	0%	2	40%	3	60%	0	0%	3	60%
Secondary-Level ELA	27	24	89%	3	11%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	27	24	89%	3	11%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	27	24	89%	3	11%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Female	293	290	99%	270	92%	20	7%	0	0%	0	0%	3	1%	0	0%	0	0%
Male	295	290	98%	253	86%	36	12%	1	0%	0	0%	4	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	517	515	100%	492	95%	23	4%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	71	65	92%	31	44%	33	46%	1	1%	0	0%	6	8%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	227	99%	213	93%	14	6%	0	0%	0	0%	1	0%	0	0%	1	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	24	96%	19	76%	5	20%	0	0%	0	0%	1	4%	0	0%	0	0%
White	323	319	99%	282	87%	36	11%	1	0%	0	0%	4	1%	0	0%	0	0%
Multiracial	6	5	83%	5	83%	0	0%	0	0%	0	0%	1	17%	0	0%	0	0%
Economically Disadvantaged	81	79	98%	70	86%	9	11%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	507	501	99%	453	89%	47	9%	1	0%	0	0%	5	1%	0	0%	1	0%
English Language Learner	6	5	83%	3	50%	2	33%	0	0%	0	0%	0	0%	0	0%	1	17%
Non-English Language Learner	582	575	99%	520	89%	54	9%	1	0%	0	0%	7	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%

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

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

[CRDC Data \(22.42 megabytes\)](#)

[CRDC Glossary and Guide](#)

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 3:42 PM EST

SYOSSET CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2021 - 22)

K-12 ELL Enrollment: 231
K-12 Former ELL Enrollment:
281

ELL ENROLLMENT

MALE

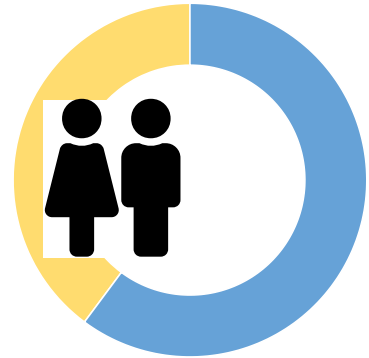
139

60%

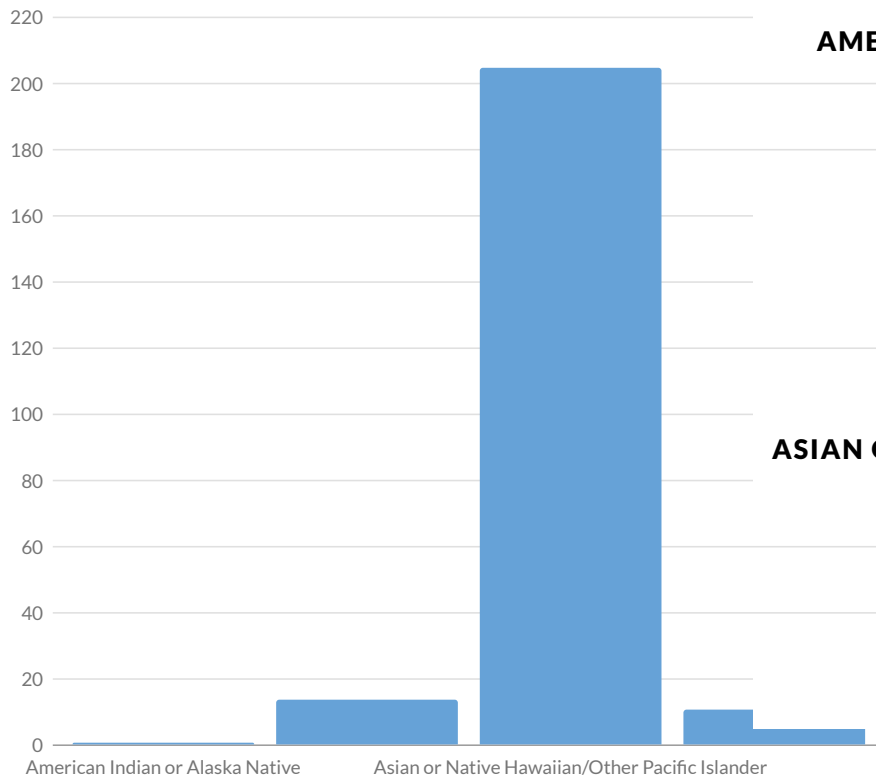
FEMALE

92

40%



ELL ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1

0%

HISPANIC OR LATINO

14

6%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

205

89%

WHITE

11

5%

OTHER GROUPS

STUDENTS WITH DISABILITIES

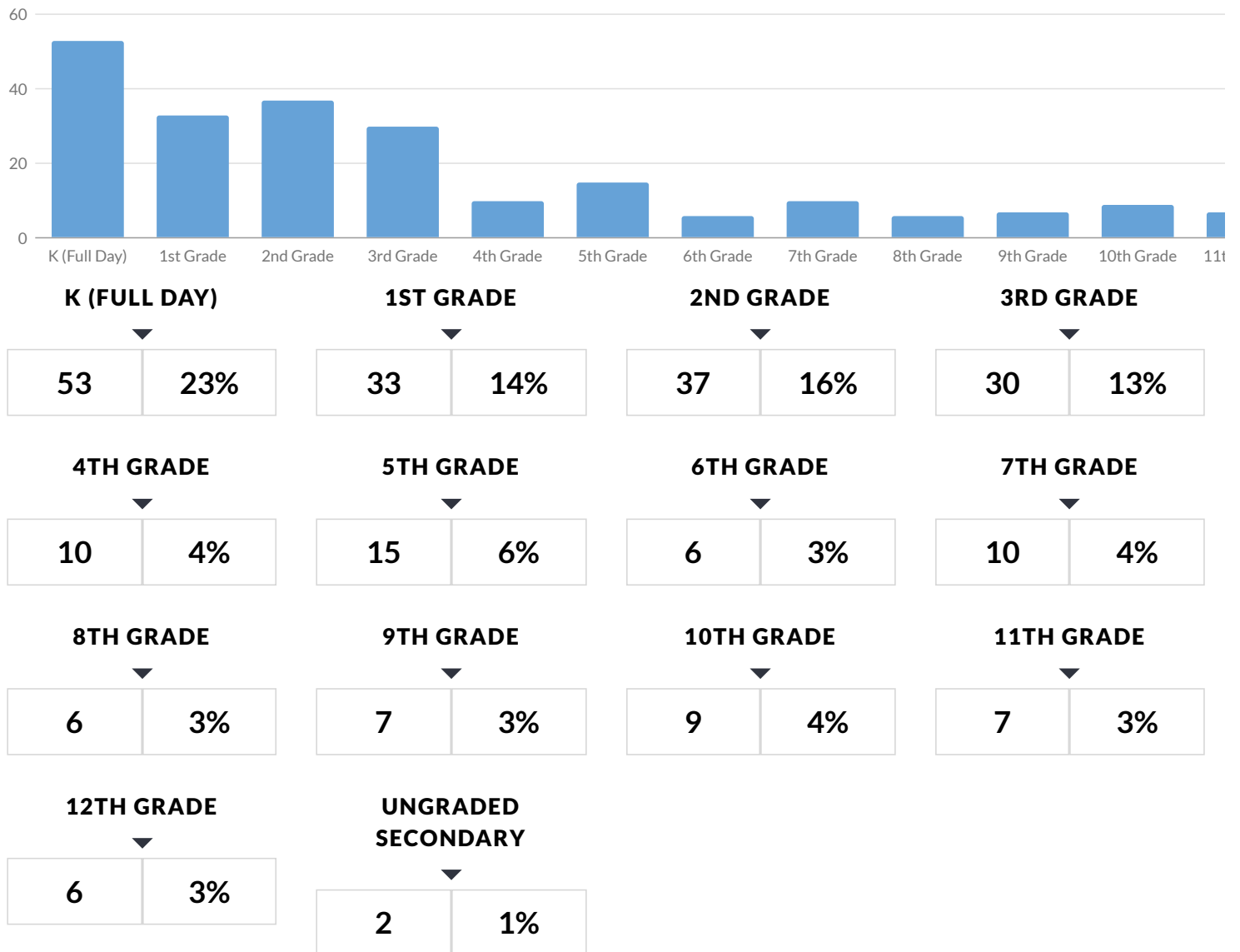
31

13%

ECONOMICALLY DISADVANTAGED

82

35%

ELL ENROLLMENT BY GRADE

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

HOME LANGUAGES

- 1 Chinese
- 2 Spanish
- 3 Korean
- 4 Japanese

5 Urdu

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
196	68	17	0

ENGLISH LANGUAGE LEARNERS PROGRAMS

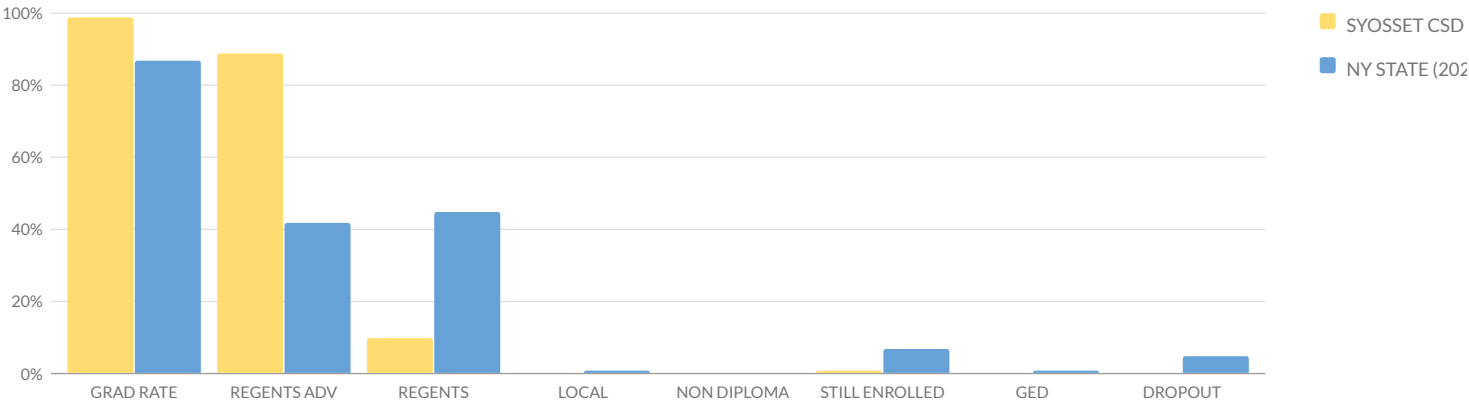
ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
281	0	0

**SYOSSET CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2022**

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	GRAD RATE			REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Female	293	290	99%	270	92%	20	7%	0	0%	0	0%	3	1%	0	0%	0	0%
Male	295	290	98%	253	86%	36	12%	1	0%	0	0%	4	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	517	515	100%	492	95%	23	4%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	71	65	92%	31	44%	33	46%	1	1%	0	0%	6	8%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	229	227	99%	213	93%	14	6%	0	0%	0	0%	1	0%	0	0%	1	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	24	96%	19	76%	5	20%	0	0%	0	0%	1	4%	0	0%	0	0%
White	323	319	99%	282	87%	36	11%	1	0%	0	0%	4	1%	0	0%	0	0%
Multiracial	6	5	83%	5	83%	0	0%	0	0%	0	0%	1	17%	0	0%	0	0%
Economically Disadvantaged	81	79	98%	70	86%	9	11%	0	0%	0	0%	2	2%	0	0%	0	0%
Not Economically Disadvantaged	507	501	99%	453	89%	47	9%	1	0%	0	0%	5	1%	0	0%	1	0%
English Language Learner	6	5	83%	3	50%	2	33%	0	0%	0	0%	0	0%	0	0%	1	17%
Non-English Language Learner	582	575	99%	520	89%	54	9%	1	0%	0	0%	7	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	588	580	99%	523	89%	56	10%	1	0%	0	0%	7	1%	0	0%	1	0%

SYOSSET CSD GRADUATION PATHWAYS DATA 2022

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	477	82%	4	1%	39	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Female	290	252	87%	1	0%	28	10%	2	1%	0	0%	7	2%	0	0%	0	0%
Male	290	225	78%	3	1%	11	4%	5	2%	2	1%	44	15%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	515	421	82%	4	1%	38	7%	2	0%	2	0%	48	9%	0	0%	0	0%
Students with Disabilities	65	56	86%	0	0%	1	2%	5	8%	0	0%	3	5%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	227	174	77%	1	0%	16	7%	1	0%	1	0%	34	15%	0	0%	0	0%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	24	21	88%	0	0%	1	4%	0	0%	0	0%	2	8%	0	0%	0	0%
White	319	272	85%	3	1%	22	7%	6	2%	1	0%	15	5%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	79	61	77%	0	0%	8	10%	1	1%	1	1%	8	10%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	501	416	83%	4	1%	31	6%	6	1%	1	0%	43	9%	0	0%	0	0%
English Language Learner	5	4	80%	0	0%	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	575	473	82%	4	1%	38	7%	7	1%	2	0%	51	9%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	580	477	82%	4	1%	39	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	580	477	82%	4	1%	39	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	580	477	82%	4	1%	39	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	580	477	82%	4	1%	39	7%	7	1%	2	0%	51	9%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: FEBRUARY 16, 2023, 10:40 AM EST

Section 2: School Report Card
J. Irving Baylis Elementary School

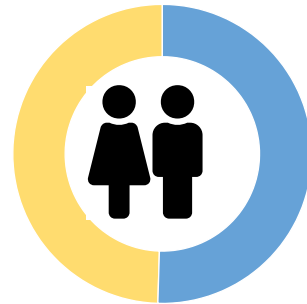
This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

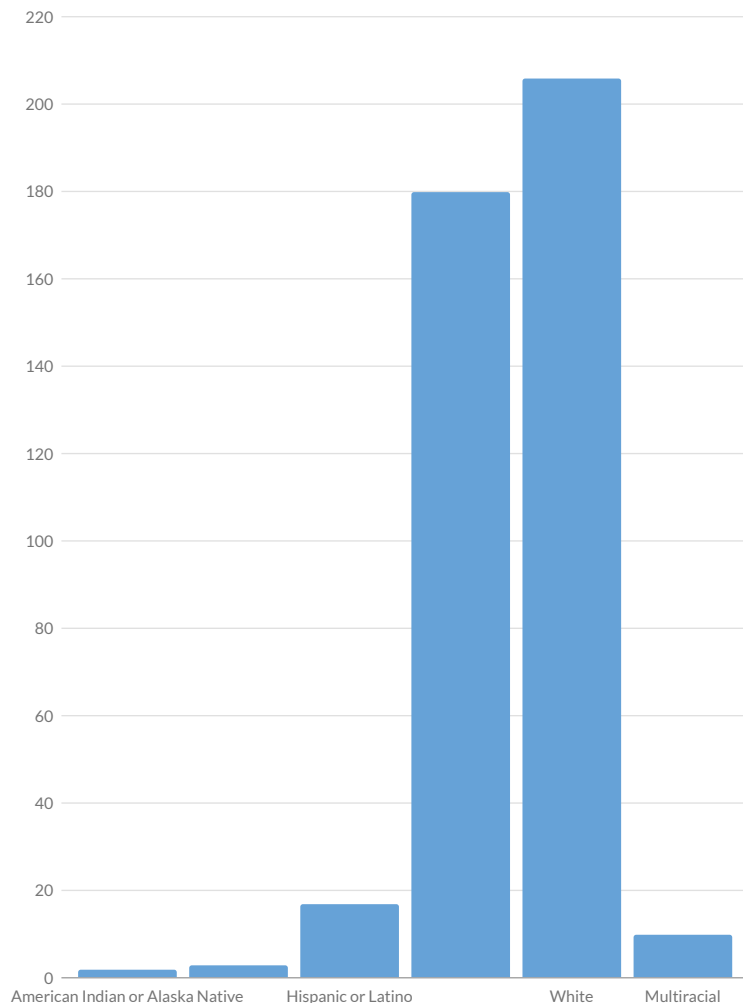
K-12 Enrollment: 418

ENROLLMENT BY GENDER

MALE	
211	50%
FEMALE	
207	50%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

2	0%
---	----

BLACK OR AFRICAN AMERICAN

3	1%
---	----

HISPANIC OR LATINO

17	4%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

180	43%
-----	-----

WHITE

206	49%
-----	-----

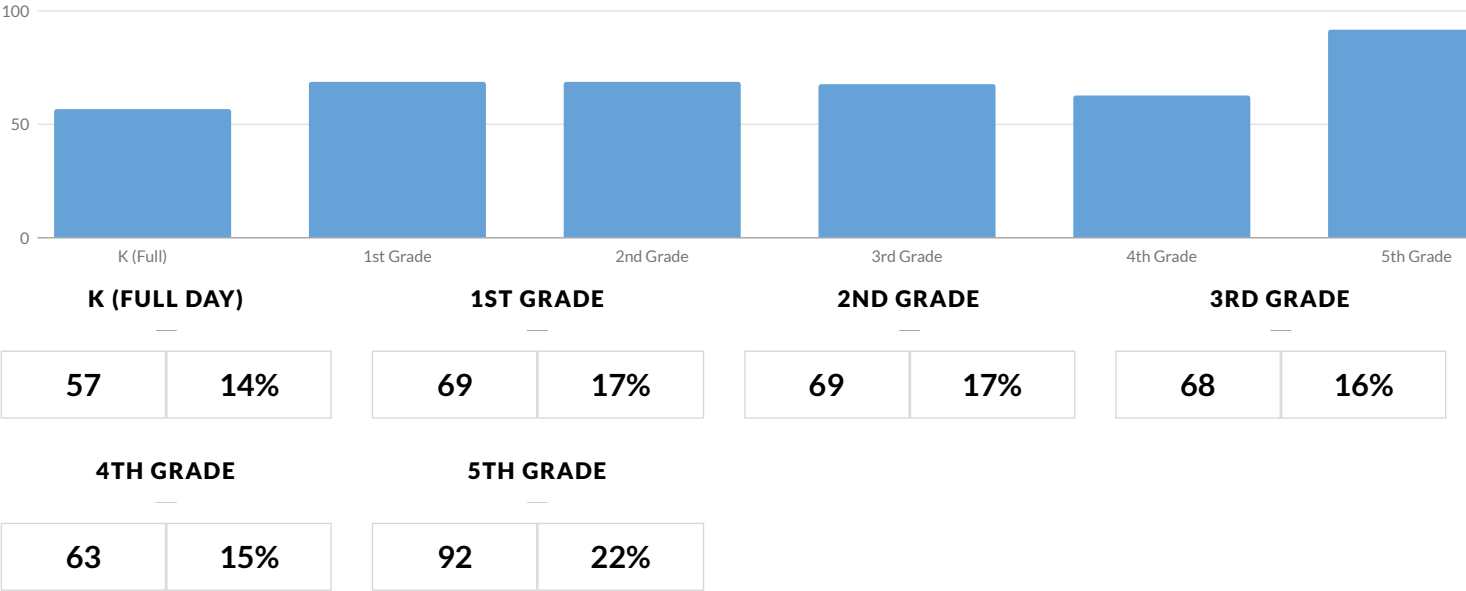
MULTIRACIAL

10	2%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
40	10%	40	10%	50	12%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



BAYLIS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	195	186	4
	Math	198	213	
	Science	54	233	
	Combined	447	204	
Asian or Native Hawaiian/Other Pacific Islander	ELA	90	203	4
	Math	92	219	
	Science	20	243	
	Combined	202	214	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Hispanic or Latino	ELA	8	188	—
	Math	7	207	
	Science	—	—	
	Combined	15	—	
Multiracial	ELA	4	—	—
	Math	4	—	
	Science	1	—	
	Combined	9	—	
White	ELA	91	171	4
	Math	93	208	
	Science	32	231	
	Combined	216	196	
English Language Learner	ELA	9	78	—
	Math	10	125	
	Science	2	—	
	Combined	21	—	
Students with Disabilities	ELA	15	117	4
	Math	14	161	
	Science	3	—	
	Combined	32	142	
Economically Disadvantaged	ELA	27	180	4
	Math	28	207	
	Science	7	221	
	Combined	62	197	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	211	172	4
	Math	212	199	
	Science	58	217	
	Combined	481	189	
Asian or Native Hawaiian/Other Pacific Islander	ELA	90	203	4
	Math	92	219	
	Science	20	243	
	Combined	202	214	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Hispanic or Latino	ELA	8	188	—
	Math	8	181	
	Science	—	—	
	Combined	16	—	
Multiracial	ELA	5	170	—
	Math	5	170	
	Science	1	—	
	Combined	11	—	
White	ELA	109	143	4
	Math	109	178	
	Science	37	200	
	Combined	255	166	
English Language Learner	ELA	9	78	—
	Math	10	125	
	Science	2	—	
	Combined	21	—	
Students with Disabilities	ELA	22	80	4
	Math	22	102	
	Science	4	—	
	Combined	48	95	
Economically Disadvantaged	ELA	27	180	4
	Math	28	207	
	Science	7	221	
	Combined	62	197	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	29	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	29	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	371	12	3.2%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	162	1	.6%	4
Black or African American	3	—	—	—
Hispanic or Latino	15	—	—	—
Multiracial	9	—	—	—
White	181	8	4.4%	4
English Language Learners	31	2	6.5%	4
Students with Disabilities	37	2	5.4%	4
Economically Disadvantaged	45	1	2.2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	228	87.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	97	96.9%
Black or African American	—	2	—
Hispanic or Latino	—	8	—
Multiracial	—	5	—
White	X	116	79.3%
English Language Learner	—	10	—
Students with Disabilities	—	23	—
Economically Disadvantaged	—	29	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	228	88.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	97	97.9%
Black or African American	—	2	—
Hispanic or Latino	—	8	—
Multiracial	—	5	—
White	X	116	81%
English Language Learner	—	10	—
Students with Disabilities	—	23	—
Economically Disadvantaged	—	29	—

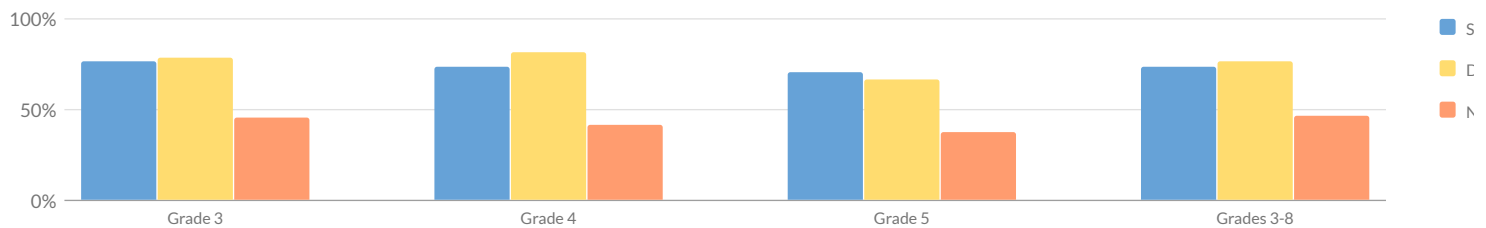
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—

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

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

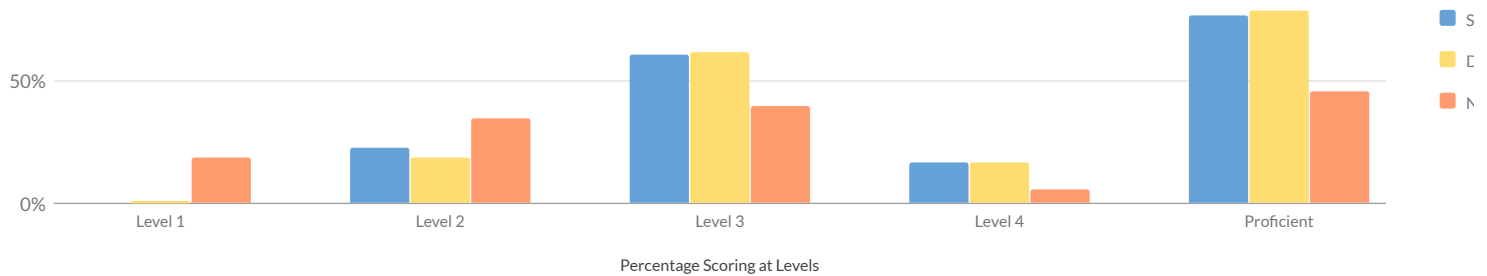
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	70	4	6%	66	94%	0	0%	15	23%	40	61%	11	17%	51	77%
Grade 4	64	10	16%	54	84%	5	9%	9	17%	19	35%	21	39%	40	74%
Grade 5	94	15	16%	79	84%	3	4%	20	25%	22	28%	34	43%	56	71%
Grades 3-8	228	29	13%	199	87%	8	4%	44	22%	81	41%	66	33%	147	74%

GRADE 3 ELA RESULTS

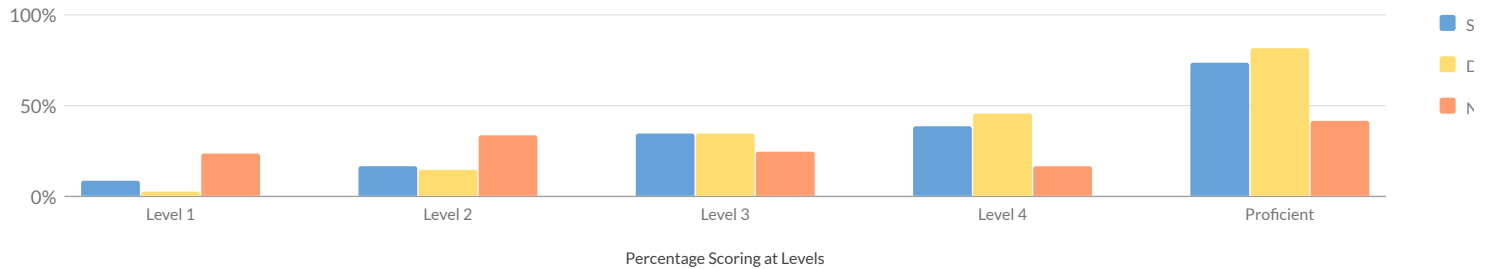
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	4	6%	66	94%	0	0%	15	23%	40	61%	11	17%	51	77%
Female	43	1	2%	42	98%	0	0%	8	19%	26	62%	8	19%	34	81%
Male	27	3	11%	24	89%	0	0%	7	29%	14	58%	3	13%	17	71%
General Education Students	61	3	5%	58	95%	0	0%	11	19%	36	62%	11	19%	47	81%
Students with Disabilities	9	1	11%	8	89%	0	0%	4	50%	4	50%	0	0%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	0	0%	2	7%	21	72%	6	21%	27	93%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	35	4	11%	31	89%	0	0%	11	35%	16	52%	4	13%	20	65%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	2	33%	3	50%	1	17%	4	67%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	2	20%	6	60%	2	20%	8	80%
Not Economically Disadvantaged	60	4	7%	56	93%	0	0%	13	23%	34	61%	9	16%	43	77%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	67	4	6%	63	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	4	6%	66	94%	0	0%	15	23%	40	61%	11	17%	51	77%
Not Homeless	70	4	6%	66	94%	0	0%	15	23%	40	61%	11	17%	51	77%
Not Migrant	70	4	6%	66	94%	0	0%	15	23%	40	61%	11	17%	51	77%
Parent Not in Armed Forces	70	4	6%	66	94%	0	0%	15	23%	40	61%	11	17%	51	77%

GRADE 4 ELA RESULTS

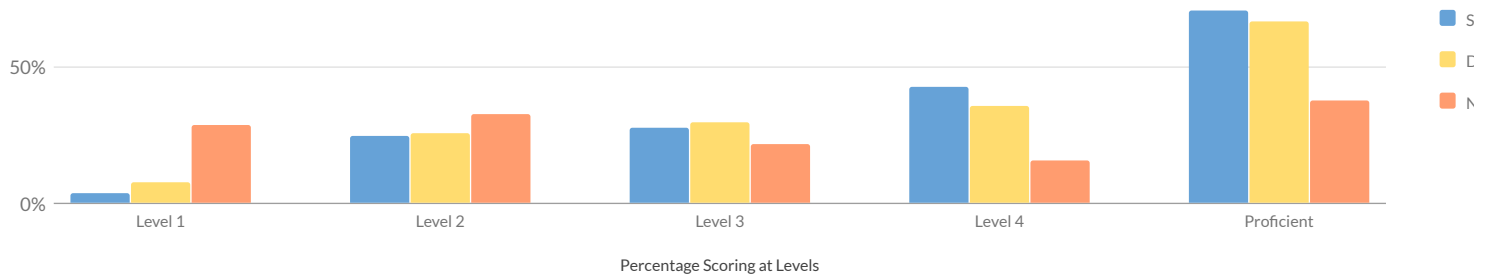
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	10	16%	54	84%	5	9%	9	17%	19	35%	21	39%	40	74%
Female	31	5	16%	26	84%	2	8%	3	12%	7	27%	14	54%	21	81%
Male	33	5	15%	28	85%	3	11%	6	21%	12	43%	7	25%	19	68%
General Education Students	60	8	13%	52	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	1	5%	20	95%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	41	8	20%	33	80%	3	9%	7	21%	12	36%	11	33%	23	70%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	22	1	5%	21	95%	2	10%	2	10%	7	33%	10	48%	17	81%
Economically Disadvantaged	8	1	13%	7	88%	2	29%	0	0%	3	43%	2	29%	5	71%
Not Economically Disadvantaged	56	9	16%	47	84%	3	6%	9	19%	16	34%	19	40%	35	74%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	9	15%	53	85%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	64	10	16%	54	84%	5	9%	9	17%	19	35%	21	39%	40	74%
Not Homeless	64	10	16%	54	84%	5	9%	9	17%	19	35%	21	39%	40	74%
Not Migrant	64	10	16%	54	84%	5	9%	9	17%	19	35%	21	39%	40	74%
Parent Not in Armed Forces	64	10	16%	54	84%	5	9%	9	17%	19	35%	21	39%	40	74%

GRADE 5 ELA RESULTS

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

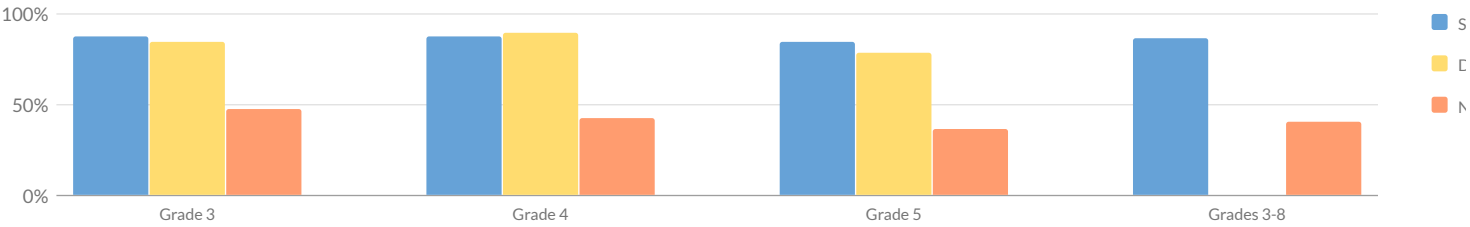


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	15	16%	79	84%	3	4%	20	25%	22	28%	34	43%	56	71%
Female	42	2	5%	40	95%	1	3%	12	30%	10	25%	17	43%	27	68%
Male	52	13	25%	39	75%	2	5%	8	21%	12	31%	17	44%	29	74%
General Education Students	84	10	12%	74	88%	1	1%	17	23%	22	30%	34	46%	56	76%
Students with Disabilities	10	5	50%	5	50%	2	40%	3	60%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	47	3	6%	44	94%	2	5%	6	14%	14	32%	22	50%	36	82%
Hispanic or Latino	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
White	40	12	30%	28	70%	1	4%	12	43%	7	25%	8	29%	15	54%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	2	29%	1	14%	4	57%	5	71%
Economically Disadvantaged	11	0	0%	11	100%	1	9%	2	18%	3	27%	5	45%	8	73%
Not Economically Disadvantaged	83	15	18%	68	82%	2	3%	18	26%	19	28%	29	43%	48	71%
English Language Learner	5	0	0%	5	100%	2	40%	3	60%	0	0%	0	0%	0	0%
Non-English Language Learner	89	15	17%	74	83%	1	1%	17	23%	22	30%	34	46%	56	76%
Not in Foster Care	94	15	16%	79	84%	3	4%	20	25%	22	28%	34	43%	56	71%
Not Homeless	94	15	16%	79	84%	3	4%	20	25%	22	28%	34	43%	56	71%
Not Migrant	94	15	16%	79	84%	3	4%	20	25%	22	28%	34	43%	56	71%
Parent Not in Armed Forces	94	15	16%	79	84%	3	4%	20	25%	22	28%	34	43%	56	71%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

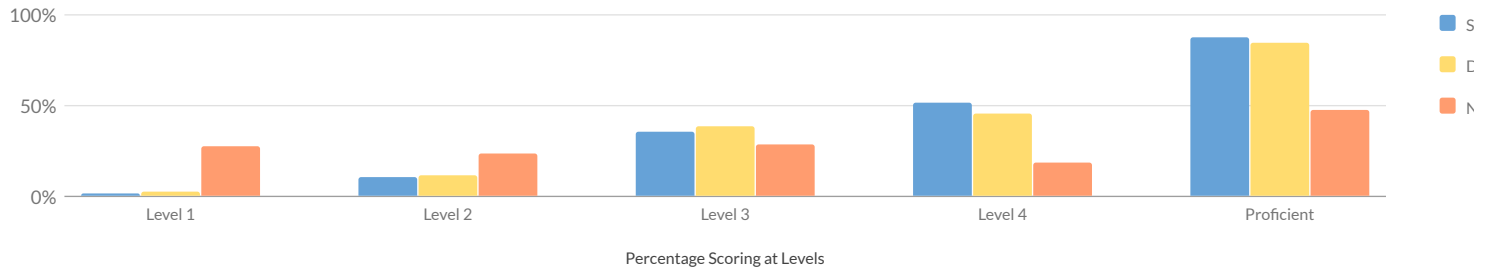


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	70	4	6%	66	94%	1	2%	7	11%	24	36%	34	52%	58	88%
Grade 4	64	8	13%	56	88%	1	2%	6	11%	16	29%	33	59%	49	88%
Grade 5	94	14	15%	80	85%	2	3%	10	13%	20	25%	48	60%	68	85%
Grades 3-8	228	26	11%	202	89%	4	2%	23	11%	60	30%	115	57%	175	87%

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

GRADE 3 MATH RESULTS

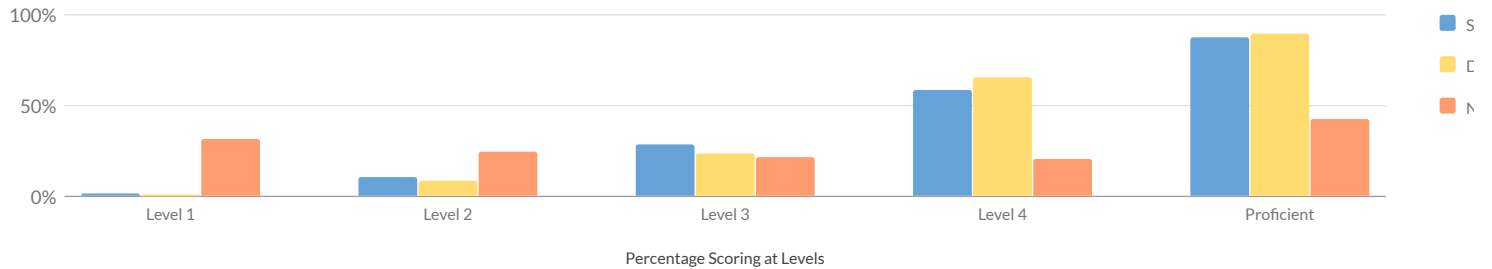
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	4	6%	66	94%	1	2%	7	11%	24	36%	34	52%	58	88%
Female	43	1	2%	42	98%	1	2%	3	7%	18	43%	20	48%	38	90%
Male	27	3	11%	24	89%	0	0%	4	17%	6	25%	14	58%	20	83%
General Education Students	61	2	3%	59	97%	1	2%	5	8%	21	36%	32	54%	53	90%
Students with Disabilities	9	2	22%	7	78%	0	0%	2	29%	3	43%	2	29%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	29	0	0%	29	100%	0	0%	3	10%	9	31%	17	59%	26	90%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	35	4	11%	31	89%	0	0%	3	10%	14	45%	14	45%	28	90%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	1	17%	1	17%	1	17%	3	50%	4	67%
Economically Disadvantaged	10	0	0%	10	100%	0	0%	1	10%	4	40%	5	50%	9	90%
Not Economically Disadvantaged	60	4	7%	56	93%	1	2%	6	11%	20	36%	29	52%	49	88%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	67	4	6%	63	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	4	6%	66	94%	1	2%	7	11%	24	36%	34	52%	58	88%
Not Homeless	70	4	6%	66	94%	1	2%	7	11%	24	36%	34	52%	58	88%
Not Migrant	70	4	6%	66	94%	1	2%	7	11%	24	36%	34	52%	58	88%
Parent Not in Armed Forces	70	4	6%	66	94%	1	2%	7	11%	24	36%	34	52%	58	88%

GRADE 4 MATH RESULTS

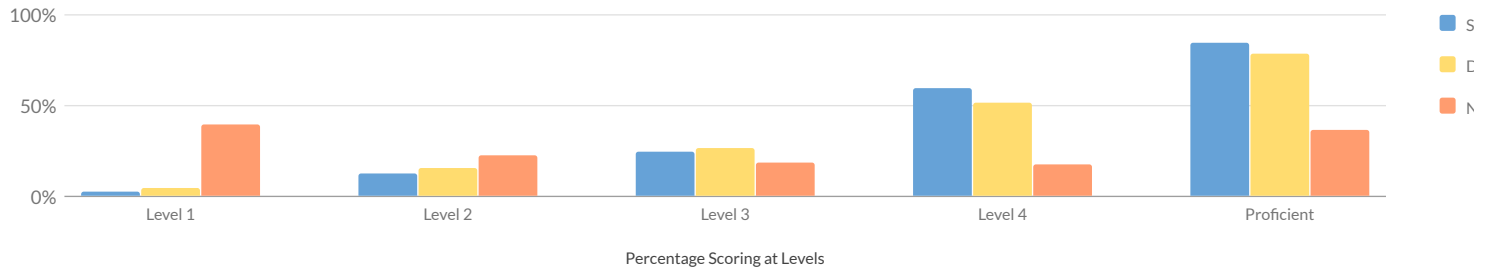
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	8	13%	56	88%	1	2%	6	11%	16	29%	33	59%	49	88%
Female	31	7	23%	24	77%	0	0%	3	13%	8	33%	13	54%	21	88%
Male	33	1	3%	32	97%	1	3%	3	9%	8	25%	20	63%	28	88%
General Education Students	60	7	12%	53	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	41	7	17%	34	83%	0	0%	4	12%	11	32%	19	56%	30	88%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	22	0	0%	22	100%	1	5%	2	9%	5	23%	14	64%	19	86%
Economically Disadvantaged	8	0	0%	8	100%	1	13%	1	13%	1	13%	5	63%	6	75%
Not Economically Disadvantaged	56	8	14%	48	86%	0	0%	5	10%	15	31%	28	58%	43	90%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	8	13%	54	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	64	8	13%	56	88%	1	2%	6	11%	16	29%	33	59%	49	88%
Not Homeless	64	8	13%	56	88%	1	2%	6	11%	16	29%	33	59%	49	88%
Not Migrant	64	8	13%	56	88%	1	2%	6	11%	16	29%	33	59%	49	88%
Parent Not in Armed Forces	64	8	13%	56	88%	1	2%	6	11%	16	29%	33	59%	49	88%

GRADE 5 MATH RESULTS

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

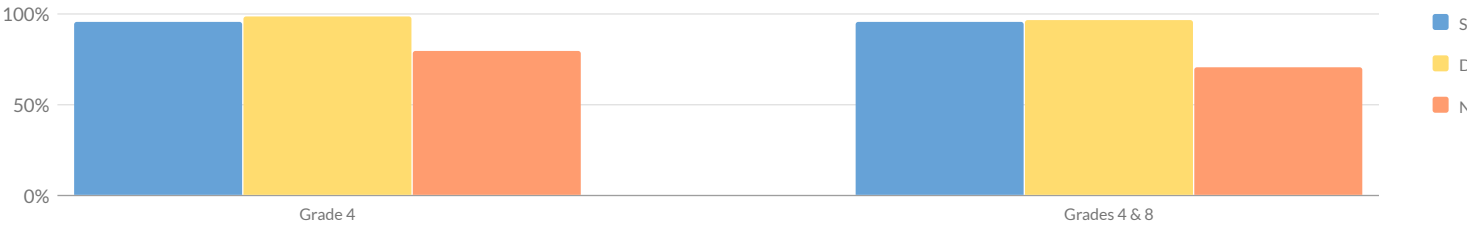


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	14	15%	80	85%	2	3%	10	13%	20	25%	48	60%	68	85%
Female	42	2	5%	40	95%	1	3%	8	20%	8	20%	23	58%	31	78%
Male	52	12	23%	40	77%	1	3%	2	5%	12	30%	25	63%	37	93%
General Education Students	84	8	10%	76	90%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	2	4%	45	96%	1	2%	4	9%	10	22%	30	67%	40	89%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	40	11	28%	29	73%	1	3%	6	21%	9	31%	13	45%	22	76%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	11	0	0%	11	100%	1	9%	1	9%	1	9%	8	73%	9	82%
Not Economically Disadvantaged	83	14	17%	69	83%	1	1%	9	13%	19	28%	40	58%	59	86%
English Language Learner	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Non-English Language Learner	89	14	16%	75	84%	1	1%	9	12%	17	23%	48	64%	65	87%
Not in Foster Care	94	14	15%	80	85%	2	3%	10	13%	20	25%	48	60%	68	85%
Not Homeless	94	14	15%	80	85%	2	3%	10	13%	20	25%	48	60%	68	85%
Not Migrant	94	14	15%	80	85%	2	3%	10	13%	20	25%	48	60%	68	85%
Parent Not in Armed Forces	94	14	15%	80	85%	2	3%	10	13%	20	25%	48	60%	68	85%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

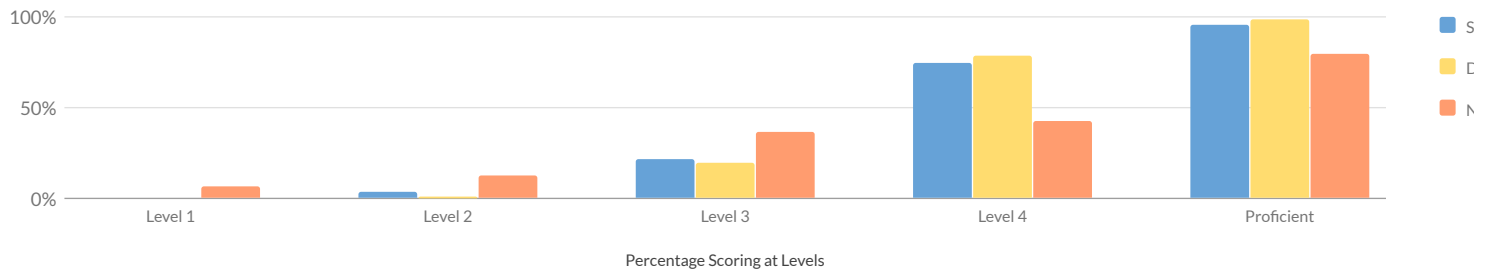


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%
Grades 4 & 8	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%
Female	31	5	16%	26	84%	0	0%	1	4%	7	27%	18	69%	25	96%
Male	33	4	12%	29	88%	0	0%	1	3%	5	17%	23	79%	28	97%
General Education Students	60	8	13%	52	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	0	0%	21	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	41	9	22%	32	78%	0	0%	1	3%	9	28%	22	69%	31	97%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	0	0%	23	100%	0	0%	1	4%	3	13%	19	83%	22	96%
Economically Disadvantaged	8	0	0%	8	100%	0	0%	1	13%	1	13%	6	75%	7	88%
Not Economically Disadvantaged	56	9	16%	47	84%	0	0%	1	2%	11	23%	35	74%	46	98%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	9	15%	53	85%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%
Not Homeless	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%
Not Migrant	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%
Parent Not in Armed Forces	64	9	14%	55	86%	0	0%	2	4%	12	22%	41	75%	53	96%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	11	0	0%	11	100%	0	0%	0	0%	0	0%	7	64%	4	36%
Grade 1	10	1	10%	9	90%	0	0%	1	11%	3	33%	4	44%	1	11%
Grade 2	10	1	10%	9	90%	0	0%	0	0%	0	0%	3	33%	6	67%
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	418	\$232,152	\$555	\$9,431,895	\$22,564	\$9,664,047	\$23,120
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	42	6	14%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	38	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 3:45 PM EST

Section 3: School Report Card
Berry Hill Elementary School

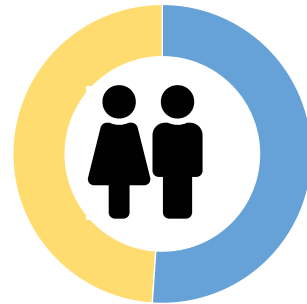
This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

BERRY HILL ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

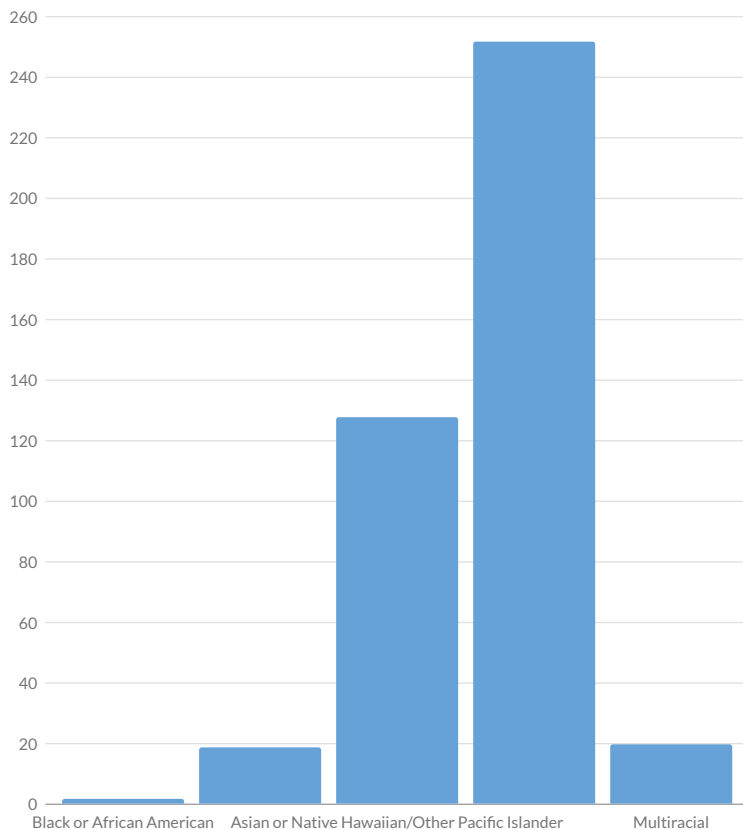
K-12 Enrollment: 421

ENROLLMENT BY GENDER

MALE	
215	51%
FEMALE	
206	49%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

2	0%
---	----

HISPANIC OR LATINO

19	5%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

128	30%
-----	-----

WHITE

252	60%
-----	-----

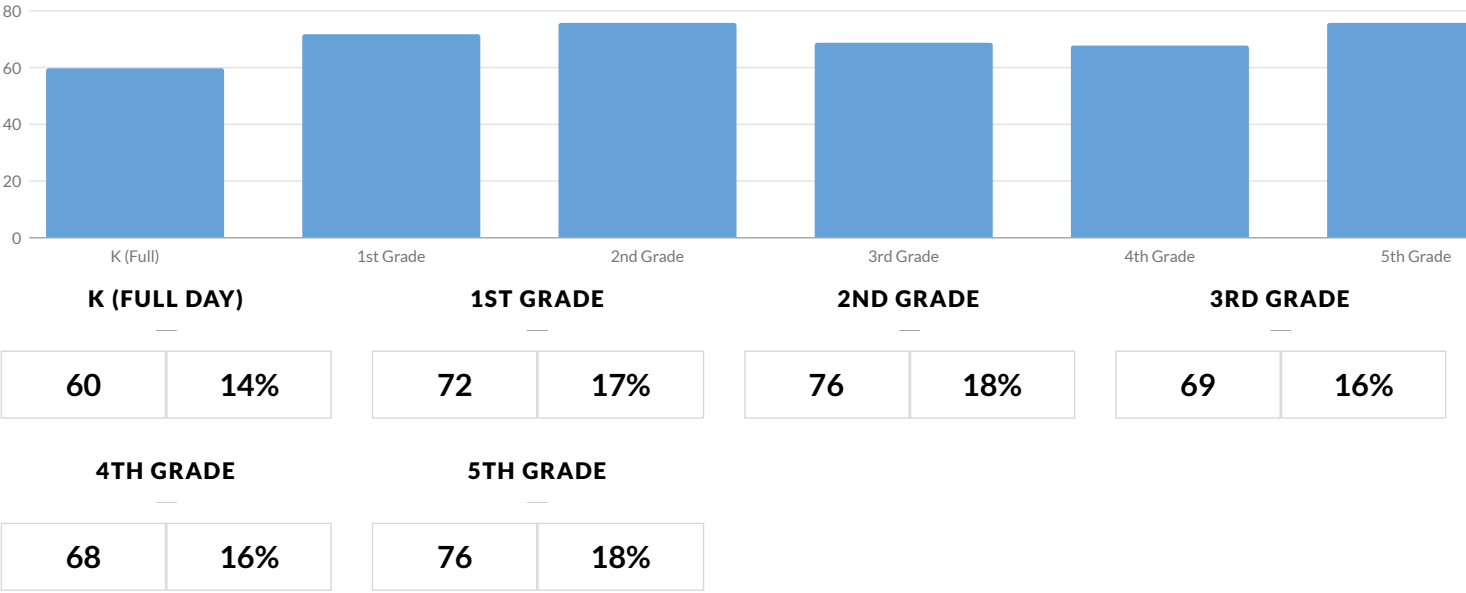
MULTIRACIAL

20	5%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
12	3%	28	7%	27	6%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



BERRY HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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
White	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	185	184	4
	Math	188	211	
	Science	55	246	
	Combined	428	204	
Asian or Native Hawaiian/Other Pacific Islander	ELA	63	198	4
	Math	64	225	
	Science	17	250	
	Combined	144	216	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Hispanic or Latino	ELA	7	150	—
	Math	7	186	
	Science	2	—	
	Combined	16	—	
Multiracial	ELA	10	210	—
	Math	10	240	
	Science	3	—	
	Combined	23	—	
White	ELA	104	175	4
	Math	106	201	
	Science	32	244	
	Combined	242	196	
English Language Learner	ELA	2	—	—
	Math	3	—	
	Science	1	—	
	Combined	6	—	
Students with Disabilities	ELA	7	114	—
	Math	7	129	
	Science	2	—	
	Combined	16	—	
Economically Disadvantaged	ELA	11	168	—
	Math	11	200	
	Science	1	—	
	Combined	23	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	200	171	4
	Math	201	197	
	Science	65	208	
	Combined	466	187	
Asian or Native Hawaiian/Other Pacific Islander	ELA	63	198	4
	Math	64	225	
	Science	17	250	
	Combined	144	216	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Hispanic or Latino	ELA	8	131	—
	Math	8	163	
	Science	2	—	
	Combined	18	—	
Multiracial	ELA	11	191	—
	Math	11	218	
	Science	4	—	
	Combined	26	—	
White	ELA	120	152	4
	Math	121	176	
	Science	41	190	
	Combined	282	168	
English Language Learner	ELA	2	—	—
	Math	3	—	
	Science	1	—	
	Combined	6	—	
Students with Disabilities	ELA	10	80	—
	Math	10	90	
	Science	6	75	
	Combined	26	—	
Economically Disadvantaged	ELA	12	154	—
	Math	12	183	
	Science	2	—	
	Combined	26	—	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	377	17	4.5%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	1	.9%	4
Black or African American	2	—	—	—
Hispanic or Latino	21	—	—	—
Multiracial	18	—	—	—
White	219	15	6.8%	4
English Language Learners	22	—	—	—
Students with Disabilities	28	—	—	—
Economically Disadvantaged	26	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	216	88%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	68	100%
Black or African American	—	1	—
Hispanic or Latino	—	9	—
Multiracial	—	12	—
White	X	126	82.5%
English Language Learner	—	3	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	14	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

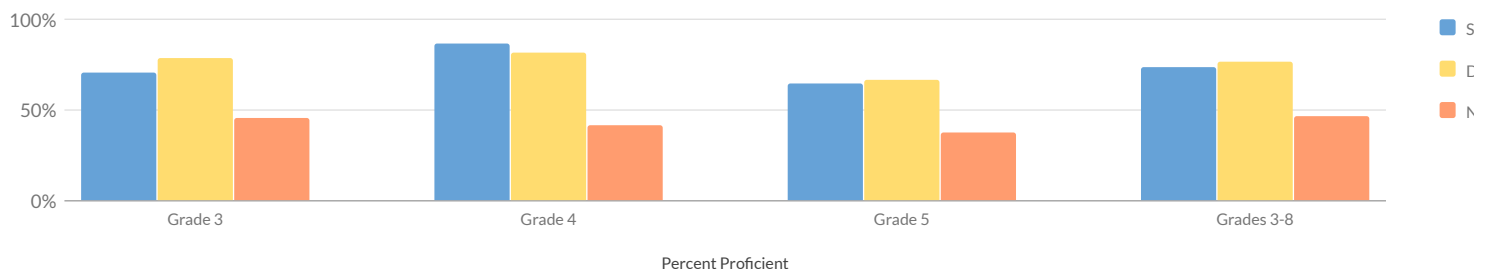
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	217	88.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	68	100%
Black or African American	—	1	—
Hispanic or Latino	—	9	—
Multiracial	—	12	—
White	X	127	83.5%
English Language Learner	—	3	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	14	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 5	0

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

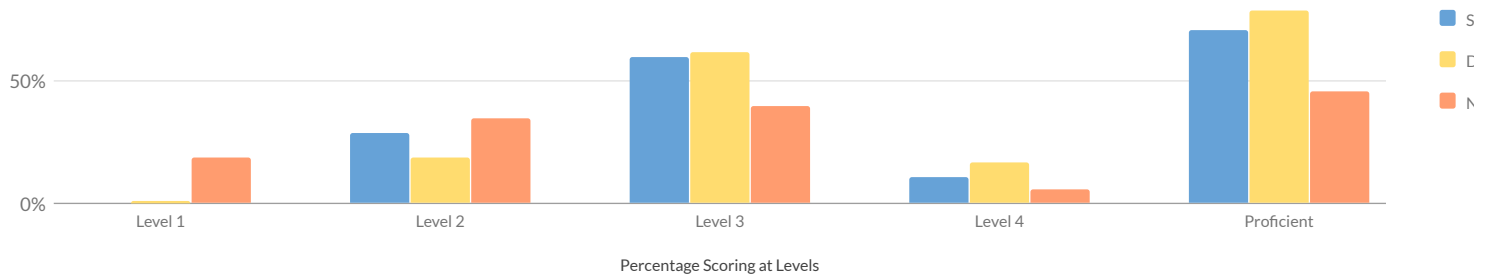
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	70	5	7%	65	93%	0	0%	19	29%	39	60%	7	11%	46	71%
Grade 4	69	14	20%	55	80%	0	0%	7	13%	24	44%	24	44%	48	87%
Grade 5	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%
Grades 3-8	217	28	13%	189	87%	4	2%	46	24%	92	49%	47	25%	139	74%

GRADE 3 ELA RESULTS

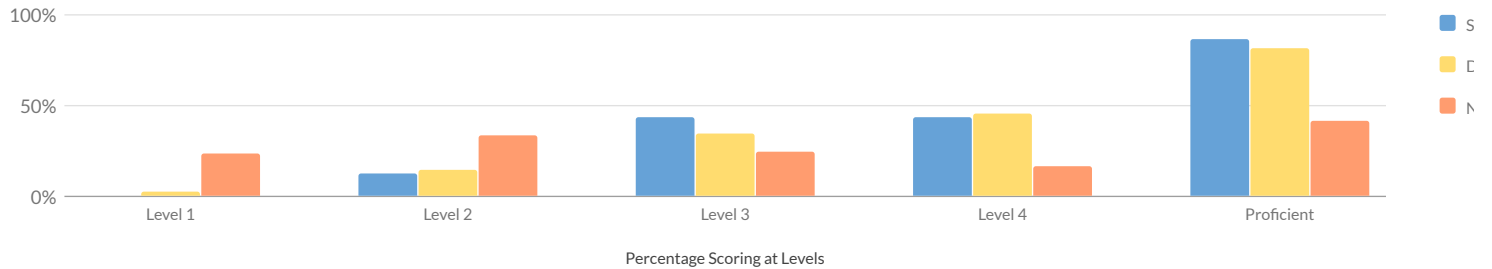
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	5	7%	65	93%	0	0%	19	29%	39	60%	7	11%	46	71%
Female	29	3	10%	26	90%	0	0%	6	23%	16	62%	4	15%	20	77%
Male	41	2	5%	39	95%	0	0%	13	33%	23	59%	3	8%	26	67%
General Education Students	67	5	7%	62	93%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	22	100%	0	0%	2	9%	15	68%	5	23%	20	91%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	39	4	10%	35	90%	0	0%	13	37%	21	60%	1	3%	22	63%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	8	89%	0	0%	4	50%	3	38%	1	13%	4	50%
Economically Disadvantaged	6	1	17%	5	83%	0	0%	2	40%	3	60%	0	0%	3	60%
Not Economically Disadvantaged	64	4	6%	60	94%	0	0%	17	28%	36	60%	7	12%	43	72%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	5	7%	63	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	5	7%	65	93%	0	0%	19	29%	39	60%	7	11%	46	71%
Not Homeless	70	5	7%	65	93%	0	0%	19	29%	39	60%	7	11%	46	71%
Not Migrant	70	5	7%	65	93%	0	0%	19	29%	39	60%	7	11%	46	71%
Parent Not in Armed Forces	70	5	7%	65	93%	0	0%	19	29%	39	60%	7	11%	46	71%

GRADE 4 ELA RESULTS

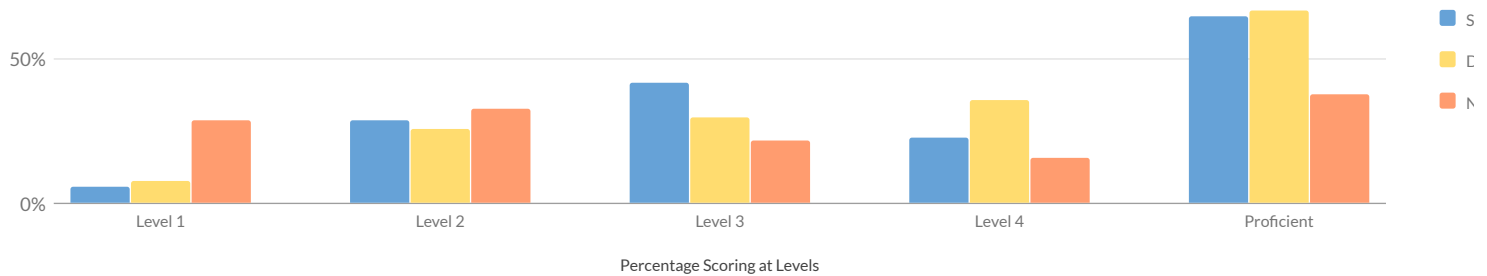
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	14	20%	55	80%	0	0%	7	13%	24	44%	24	44%	48	87%
Female	38	6	16%	32	84%	0	0%	4	13%	11	34%	17	53%	28	88%
Male	31	8	26%	23	74%	0	0%	3	13%	13	57%	7	30%	20	87%
General Education Students	63	10	16%	53	84%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	1	5%	18	95%	0	0%	2	11%	4	22%	12	67%	16	89%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	43	12	28%	31	72%	0	0%	5	16%	17	55%	9	29%	26	84%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	13	20%	53	80%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	68	13	19%	55	81%	0	0%	7	13%	24	44%	24	44%	48	87%
Not in Foster Care	69	14	20%	55	80%	0	0%	7	13%	24	44%	24	44%	48	87%
Not Homeless	69	14	20%	55	80%	0	0%	7	13%	24	44%	24	44%	48	87%
Not Migrant	69	14	20%	55	80%	0	0%	7	13%	24	44%	24	44%	48	87%
Parent Not in Armed Forces	69	14	20%	55	80%	0	0%	7	13%	24	44%	24	44%	48	87%

GRADE 5 ELA RESULTS

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

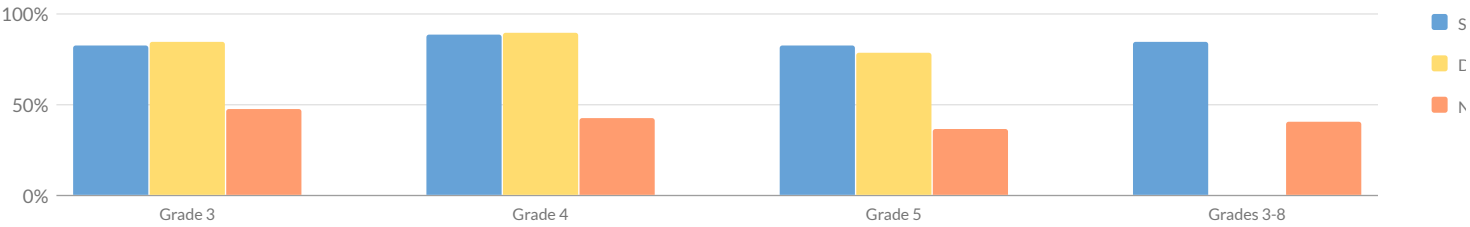


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%
Female	38	2	5%	36	95%	1	3%	10	28%	17	47%	8	22%	25	69%
Male	40	7	18%	33	83%	3	9%	10	30%	12	36%	8	24%	20	61%
General Education Students	75	9	12%	66	88%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	27	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	45	7	16%	38	84%	3	8%	10	26%	19	50%	6	16%	25	66%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	2	6%	31	94%	1	3%	10	32%	10	32%	10	32%	20	65%
Economically Disadvantaged	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Not Economically Disadvantaged	73	9	12%	64	88%	4	6%	19	30%	26	41%	15	23%	41	64%
Non-English Language Learner	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%
Not in Foster Care	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%
Not Homeless	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%
Not Migrant	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%
Parent Not in Armed Forces	78	9	12%	69	88%	4	6%	20	29%	29	42%	16	23%	45	65%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

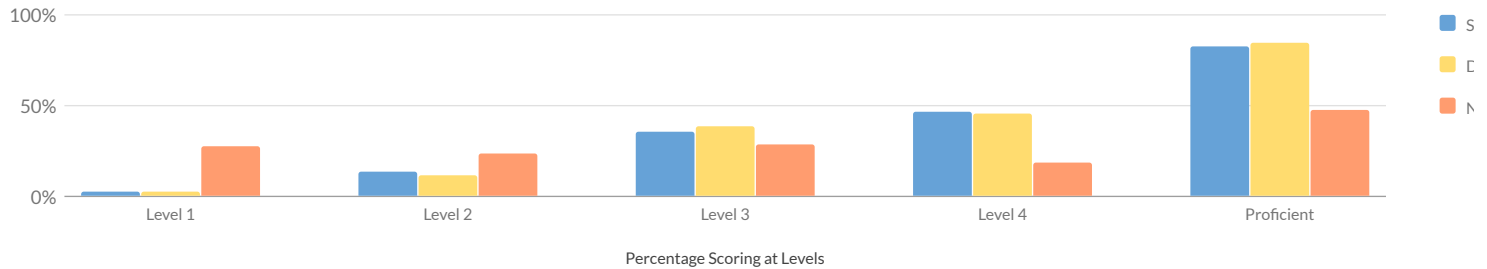


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	70	6	9%	64	91%	2	3%	9	14%	23	36%	30	47%	53	83%
Grade 4	69	12	17%	57	83%	1	2%	5	9%	12	21%	39	68%	51	89%
Grade 5	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%
Grades 3-8	217	25	12%	192	88%	3	2%	26	14%	58	30%	105	55%	163	85%

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

GRADE 3 MATH RESULTS

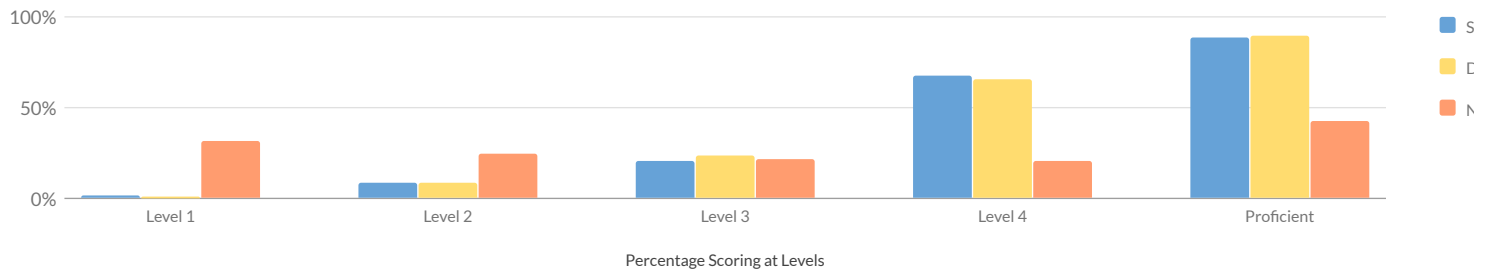
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	6	9%	64	91%	2	3%	9	14%	23	36%	30	47%	53	83%
Female	29	3	10%	26	90%	0	0%	3	12%	13	50%	10	38%	23	88%
Male	41	3	7%	38	93%	2	5%	6	16%	10	26%	20	53%	30	79%
General Education Students	67	6	9%	61	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	22	100%	0	0%	1	5%	5	23%	16	73%	21	95%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	39	5	13%	34	87%	2	6%	7	21%	14	41%	11	32%	25	74%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	8	89%	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	64	5	8%	59	92%	1	2%	8	14%	21	36%	29	49%	50	85%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	6	9%	62	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	6	9%	64	91%	2	3%	9	14%	23	36%	30	47%	53	83%
Not Homeless	70	6	9%	64	91%	2	3%	9	14%	23	36%	30	47%	53	83%
Not Migrant	70	6	9%	64	91%	2	3%	9	14%	23	36%	30	47%	53	83%
Parent Not in Armed Forces	70	6	9%	64	91%	2	3%	9	14%	23	36%	30	47%	53	83%

GRADE 4 MATH RESULTS

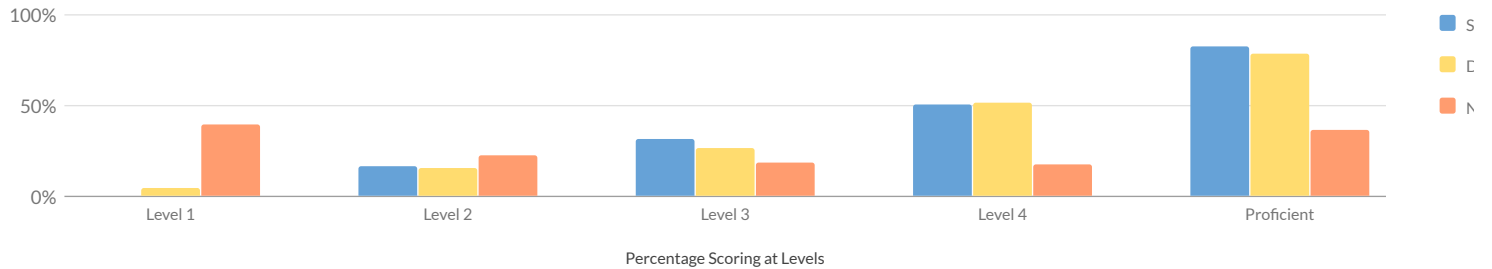
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	12	17%	57	83%	1	2%	5	9%	12	21%	39	68%	51	89%
Female	38	6	16%	32	84%	1	3%	3	9%	7	22%	21	66%	28	88%
Male	31	6	19%	25	81%	0	0%	2	8%	5	20%	18	72%	23	92%
General Education Students	63	8	13%	55	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	0	0%	19	100%	0	0%	1	5%	4	21%	14	74%	18	95%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	43	11	26%	32	74%	1	3%	3	9%	8	25%	20	63%	28	88%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	1	17%	0	0%	5	83%	5	83%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	11	17%	55	83%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	12	18%	56	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	69	12	17%	57	83%	1	2%	5	9%	12	21%	39	68%	51	89%
Not Homeless	69	12	17%	57	83%	1	2%	5	9%	12	21%	39	68%	51	89%
Not Migrant	69	12	17%	57	83%	1	2%	5	9%	12	21%	39	68%	51	89%
Parent Not in Armed Forces	69	12	17%	57	83%	1	2%	5	9%	12	21%	39	68%	51	89%

GRADE 5 MATH RESULTS

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

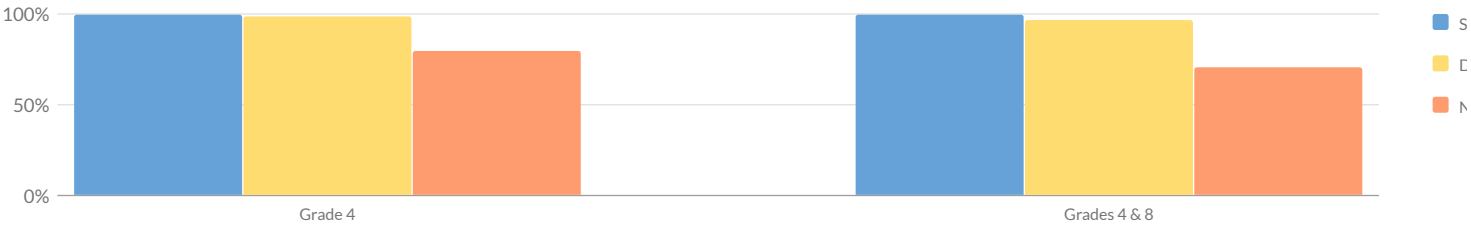


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%
Female	38	1	3%	37	97%	0	0%	7	19%	12	32%	18	49%	30	81%
Male	40	6	15%	34	85%	0	0%	5	15%	11	32%	18	53%	29	85%
General Education Students	75	7	9%	68	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	27	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
White	45	5	11%	40	89%	0	0%	8	20%	13	33%	19	48%	32	80%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	2	6%	31	94%	0	0%	4	13%	10	32%	17	55%	27	87%
Economically Disadvantaged	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Economically Disadvantaged	73	7	10%	66	90%	0	0%	12	18%	22	33%	32	48%	54	82%
Non-English Language Learner	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%
Not in Foster Care	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%
Not Homeless	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%
Not Migrant	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%
Parent Not in Armed Forces	78	7	9%	71	91%	0	0%	12	17%	23	32%	36	51%	59	83%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

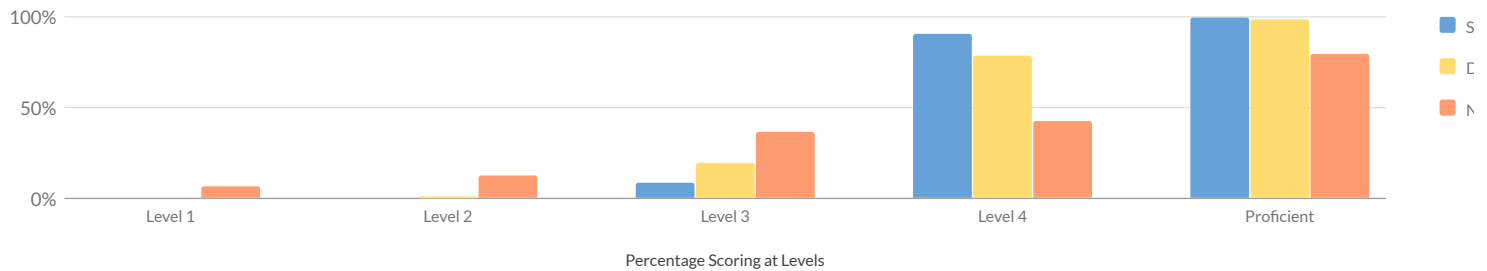


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%
Grades 4 & 8	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%
Female	38	6	16%	32	84%	0	0%	0	0%	3	9%	29	91%	32	100%
Male	32	7	22%	25	78%	0	0%	0	0%	2	8%	23	92%	25	100%
General Education Students	64	9	14%	55	86%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	1	5%	19	95%	0	0%	0	0%	0	0%	19	100%	19	100%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	43	11	26%	32	74%	0	0%	0	0%	4	13%	28	88%	32	100%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	67	12	18%	55	82%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	68	13	19%	55	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%
Not Homeless	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%
Not Migrant	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%
Parent Not in Armed Forces	70	13	19%	57	81%	0	0%	0	0%	5	9%	52	91%	57	100%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	7	1	14%	6	86%	0	0%	0	0%	1	17%	1	17%	4	67%
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	421	\$178,265	\$423	\$9,168,836	\$21,779	\$9,347,101	\$22,202
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	37	2	5%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	36	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

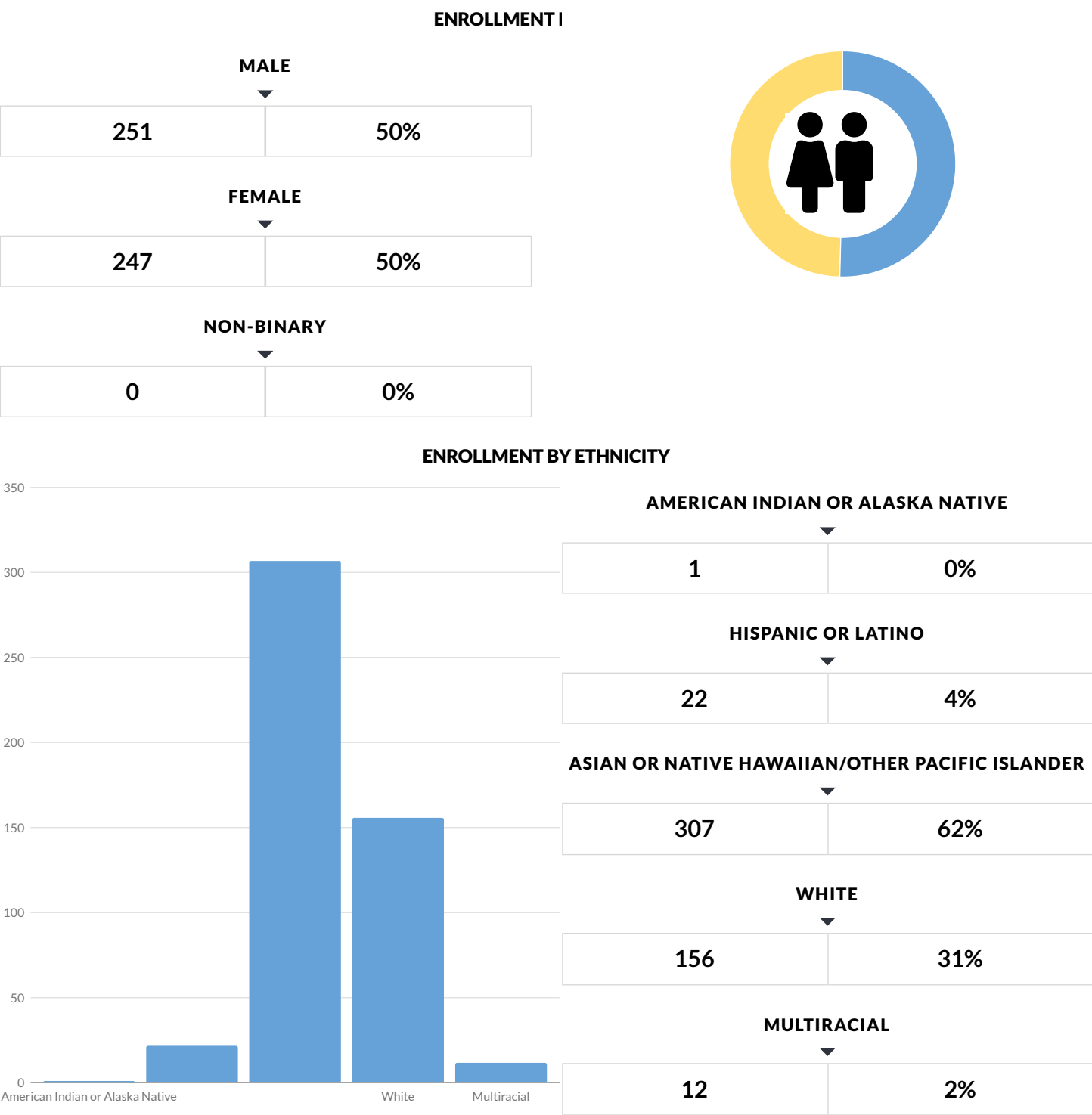
THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 3:46 PM EST

Section 4: School Report Card
Robbins Lane Elementary School

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

ROBBINS LANE ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

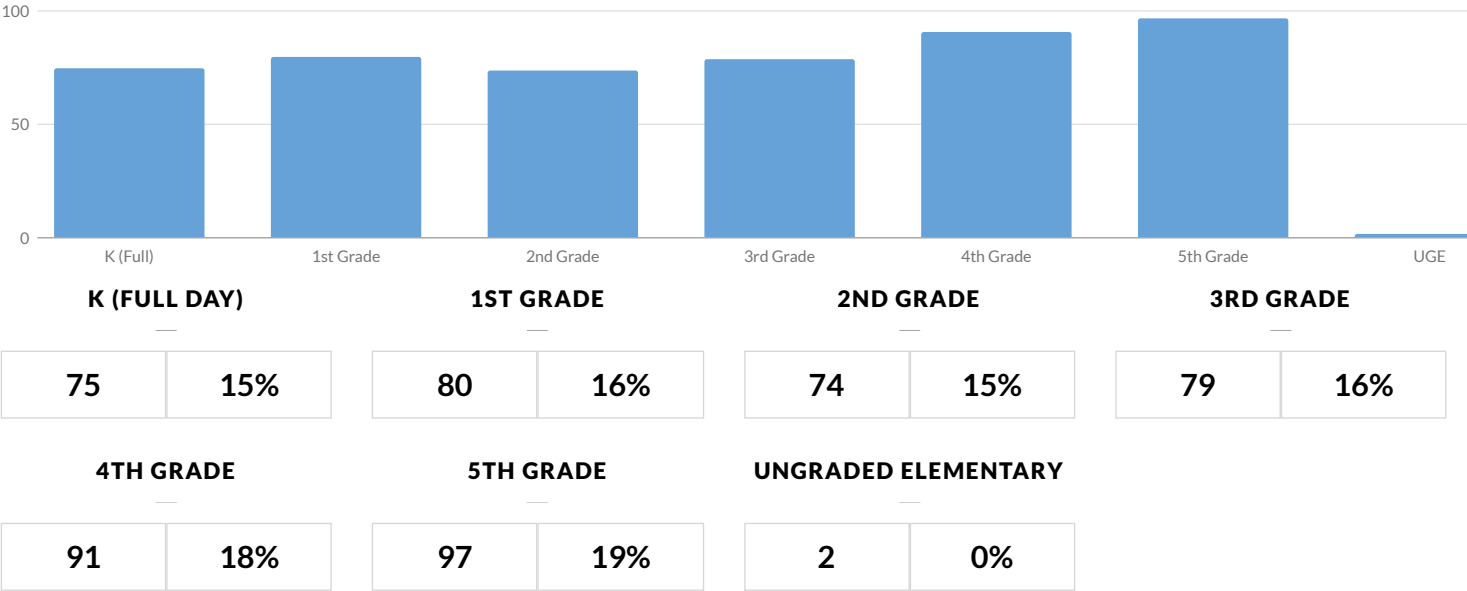
K-12 Enrollment: 498



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
35	7%	30	6%	75	15%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



ROBBINS LANE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	238	185	4
	Math	239	209	
	Science	87	235	
	Combined	564	203	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	158	194	4
	Math	159	219	
	Science	57	239	
	Combined	374	211	
Hispanic or Latino	ELA	7	150	—
	Math	8	150	
	Science	4	—	
	Combined	19	—	
Multiracial	ELA	4	—	—
	Math	4	—	
	Science	—	—	
	Combined	8	—	
White	ELA	68	168	4
	Math	67	196	
	Science	25	228	
	Combined	160	189	
English Language Learner	ELA	14	125	4
	Math	14	168	
	Science	3	—	
	Combined	31	157	
Students with Disabilities	ELA	13	104	4
	Math	12	138	
	Science	—	—	
	Combined	25	120	
Economically Disadvantaged	ELA	31	177	4
	Math	34	203	
	Science	13	227	
	Combined	78	197	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	254	173	4
	Math	254	197	
	Science	87	235	
	Combined	595	192	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	158	194	4
	Math	159	219	
	Science	57	239	
	Combined	374	211	
Hispanic or Latino	ELA	9	117	—
	Math	9	133	
	Science	5	180	
	Combined	23	—	
Multiracial	ELA	5	160	—
	Math	5	130	
	Science	—	—	
	Combined	10	—	
White	ELA	84	136	4
	Math	84	156	
	Science	27	211	
	Combined	195	155	
English Language Learner	ELA	15	117	4
	Math	15	157	
	Science	3	—	
	Combined	33	147	
Students with Disabilities	ELA	21	64	3
	Math	21	79	
	Science	3	—	
	Combined	45	67	
Economically Disadvantaged	ELA	35	157	4
	Math	35	197	
	Science	13	227	
	Combined	83	185	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	24	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	24	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	440	26	5.9%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	275	14	5.1%	4
Black or African American	—	—	—	—
Hispanic or Latino	20	—	—	—
Multiracial	12	—	—	—
White	132	8	6.1%	4
English Language Learners	55	2	3.6%	4
Students with Disabilities	33	2	6.1%	4
Economically Disadvantaged	65	5	7.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	280	89.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	173	96%
Black or African American	—	0	—
Hispanic or Latino	—	11	—
Multiracial	—	6	—
White	X	89	77.5%
English Language Learner	—	18	—
Students with Disabilities	—	24	—
Economically Disadvantaged	X	40	85%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	281	89.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	174	96%
Black or African American	—	0	—
Hispanic or Latino	—	11	—
Multiracial	—	6	—
White	X	89	76.4%
English Language Learner	—	18	—
Students with Disabilities	—	24	—
Economically Disadvantaged	X	40	92.5%

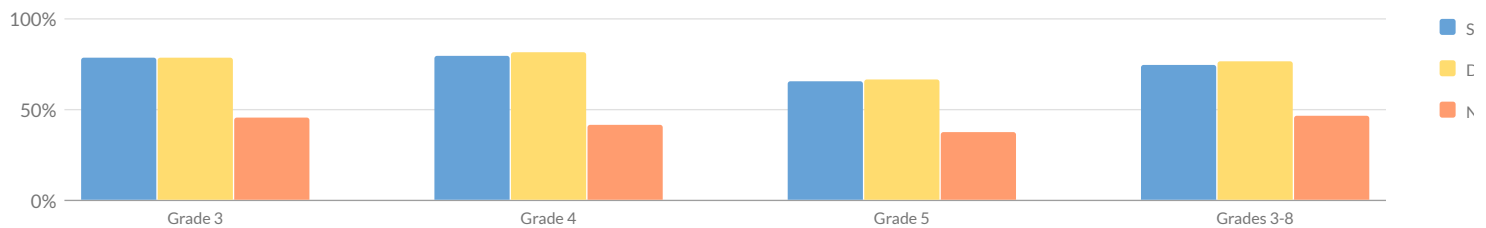
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	—

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

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

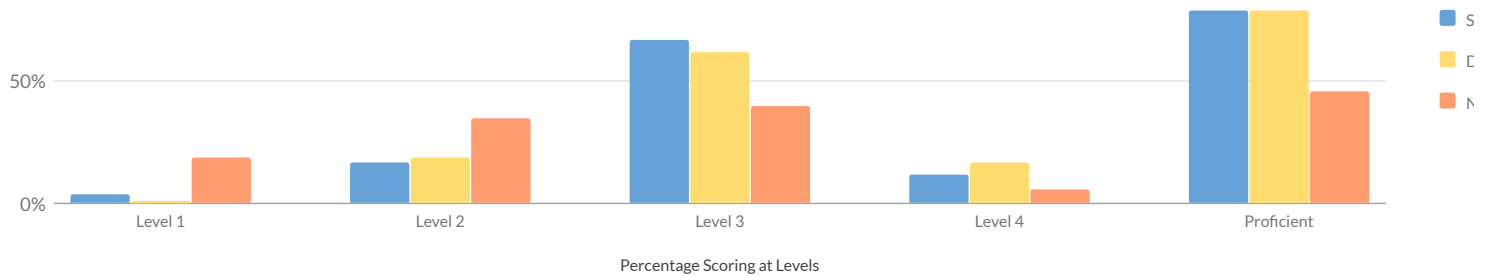
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	82	6	7%	76	93%	3	4%	13	17%	51	67%	9	12%	60	79%
Grade 4	95	9	9%	86	91%	3	3%	14	16%	33	38%	36	42%	69	80%
Grade 5	104	19	18%	85	82%	7	8%	22	26%	24	28%	32	38%	56	66%
Grades 3-8	281	34	12%	247	88%	13	5%	49	20%	108	44%	77	31%	185	75%

GRADE 3 ELA RESULTS

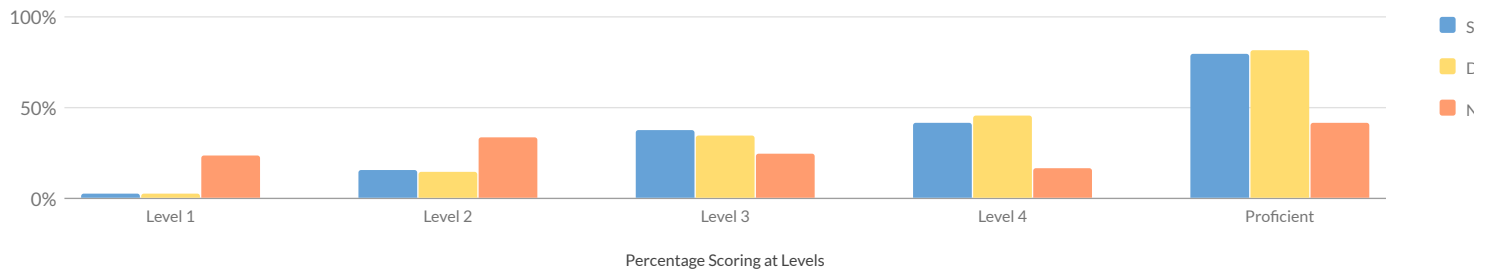
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	6	7%	76	93%	3	4%	13	17%	51	67%	9	12%	60	79%
Female	39	3	8%	36	92%	1	3%	8	22%	22	61%	5	14%	27	75%
Male	43	3	7%	40	93%	2	5%	5	13%	29	73%	4	10%	33	83%
General Education Students	72	3	4%	69	96%	1	1%	10	14%	49	71%	9	13%	58	84%
Students with Disabilities	10	3	30%	7	70%	2	29%	3	43%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	54	3	6%	51	94%	3	6%	8	16%	33	65%	7	14%	40	78%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	23	3	13%	20	87%	0	0%	4	20%	15	75%	1	5%	16	80%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	10	2	20%	8	80%	0	0%	1	13%	5	63%	2	25%	7	88%
Not Economically Disadvantaged	72	4	6%	68	94%	3	4%	12	18%	46	68%	7	10%	53	78%
English Language Learner	11	2	18%	9	82%	2	22%	1	11%	5	56%	1	11%	6	67%
Non-English Language Learner	71	4	6%	67	94%	1	1%	12	18%	46	69%	8	12%	54	81%
Not in Foster Care	82	6	7%	76	93%	3	4%	13	17%	51	67%	9	12%	60	79%
Not Homeless	82	6	7%	76	93%	3	4%	13	17%	51	67%	9	12%	60	79%
Not Migrant	82	6	7%	76	93%	3	4%	13	17%	51	67%	9	12%	60	79%
Parent Not in Armed Forces	82	6	7%	76	93%	3	4%	13	17%	51	67%	9	12%	60	79%

GRADE 4 ELA RESULTS

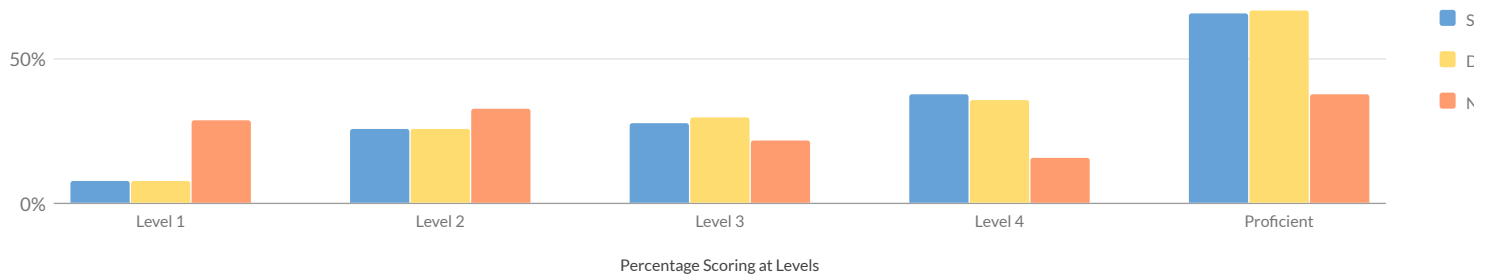
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	9	9%	86	91%	3	3%	14	16%	33	38%	36	42%	69	80%
Female	52	7	13%	45	87%	1	2%	5	11%	20	44%	19	42%	39	87%
Male	43	2	5%	41	95%	2	5%	9	22%	13	32%	17	41%	30	73%
General Education Students	92	6	7%	86	93%	3	3%	14	16%	33	38%	36	42%	69	80%
Students with Disabilities	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	59	98%	0	0%	5	8%	23	39%	31	53%	54	92%
Hispanic or Latino	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
White	28	6	21%	22	79%	3	14%	8	36%	7	32%	4	18%	11	50%
Small Group Total	7	2	29%	5	71%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	14	1	7%	13	93%	0	0%	5	38%	3	23%	5	38%	8	62%
Not Economically Disadvantaged	81	8	10%	73	90%	3	4%	9	12%	30	41%	31	42%	61	84%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	9	10%	82	90%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	95	9	9%	86	91%	3	3%	14	16%	33	38%	36	42%	69	80%
Not Homeless	95	9	9%	86	91%	3	3%	14	16%	33	38%	36	42%	69	80%
Not Migrant	95	9	9%	86	91%	3	3%	14	16%	33	38%	36	42%	69	80%
Parent Not in Armed Forces	95	9	9%	86	91%	3	3%	14	16%	33	38%	36	42%	69	80%

GRADE 5 ELA RESULTS

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

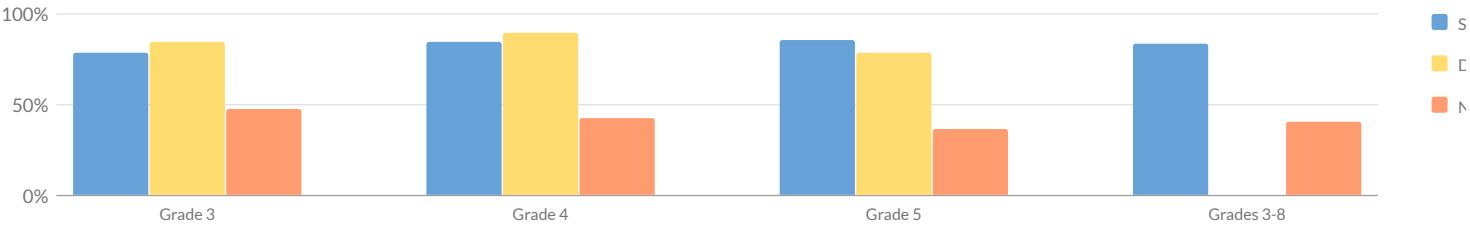


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	19	18%	85	82%	7	8%	22	26%	24	28%	32	38%	56	66%
Female	51	8	16%	43	84%	1	2%	9	21%	13	30%	20	47%	33	77%
Male	53	11	21%	42	79%	6	14%	13	31%	11	26%	12	29%	23	55%
General Education Students	93	14	15%	79	85%	5	6%	18	23%	24	30%	32	41%	56	71%
Students with Disabilities	11	5	45%	6	55%	2	33%	4	67%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	60	6	10%	54	90%	5	9%	13	24%	14	26%	22	41%	36	67%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	38	12	32%	26	68%	1	4%	8	31%	10	38%	7	27%	17	65%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	16	4	25%	12	75%	2	17%	3	25%	5	42%	2	17%	7	58%
Not Economically Disadvantaged	88	15	17%	73	83%	5	7%	19	26%	19	26%	30	41%	49	67%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	18	18%	83	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	104	19	18%	85	82%	7	8%	22	26%	24	28%	32	38%	56	66%
Not Homeless	104	19	18%	85	82%	7	8%	22	26%	24	28%	32	38%	56	66%
Not Migrant	104	19	18%	85	82%	7	8%	22	26%	24	28%	32	38%	56	66%
Parent Not in Armed Forces	104	19	18%	85	82%	7	8%	22	26%	24	28%	32	38%	56	66%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

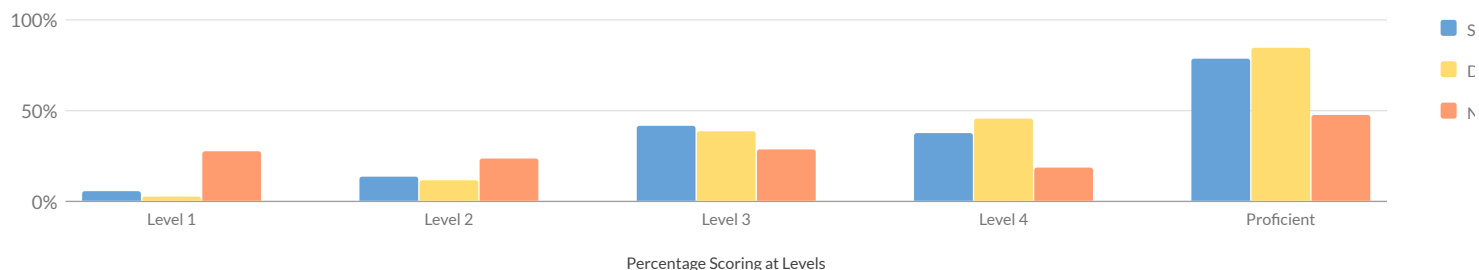


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	82	5	6%	77	94%	5	6%	11	14%	32	42%	29	38%	61	79%
Grade 4	95	7	7%	88	93%	1	1%	12	14%	20	23%	55	63%	75	85%
Grade 5	104	20	19%	84	81%	1	1%	11	13%	20	24%	52	62%	72	86%
Grades 3-8	281	32	11%	249	89%	7	3%	34	14%	72	29%	136	55%	208	84%

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

GRADE 3 MATH RESULTS

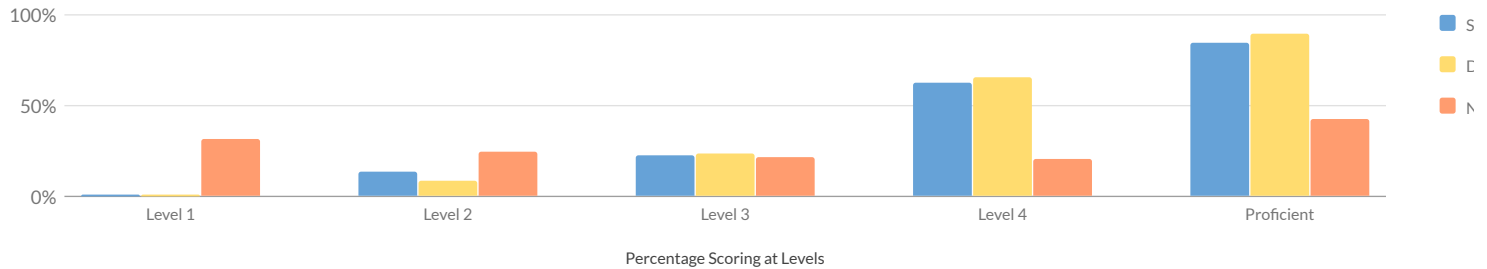
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	82	5	6%	77	94%	5	6%	11	14%	32	42%	29	38%	61	79%
Female	39	3	8%	36	92%	3	8%	6	17%	14	39%	13	36%	27	75%
Male	43	2	5%	41	95%	2	5%	5	12%	18	44%	16	39%	34	83%
General Education Students	72	1	1%	71	99%	2	3%	11	15%	31	44%	27	38%	58	82%
Students with Disabilities	10	4	40%	6	60%	3	50%	0	0%	1	17%	2	33%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	54	1	2%	53	98%	5	9%	4	8%	23	43%	21	40%	44	83%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	23	4	17%	19	83%	0	0%	5	26%	8	42%	6	32%	14	74%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	3	60%
Economically Disadvantaged	10	1	10%	9	90%	1	11%	0	0%	4	44%	4	44%	8	89%
Not Economically Disadvantaged	72	4	6%	68	94%	4	6%	11	16%	28	41%	25	37%	53	78%
English Language Learner	11	1	9%	10	91%	3	30%	1	10%	4	40%	2	20%	6	60%
Non-English Language Learner	71	4	6%	67	94%	2	3%	10	15%	28	42%	27	40%	55	82%
Not in Foster Care	82	5	6%	77	94%	5	6%	11	14%	32	42%	29	38%	61	79%
Not Homeless	82	5	6%	77	94%	5	6%	11	14%	32	42%	29	38%	61	79%
Not Migrant	82	5	6%	77	94%	5	6%	11	14%	32	42%	29	38%	61	79%
Parent Not in Armed Forces	82	5	6%	77	94%	5	6%	11	14%	32	42%	29	38%	61	79%

GRADE 4 MATH RESULTS

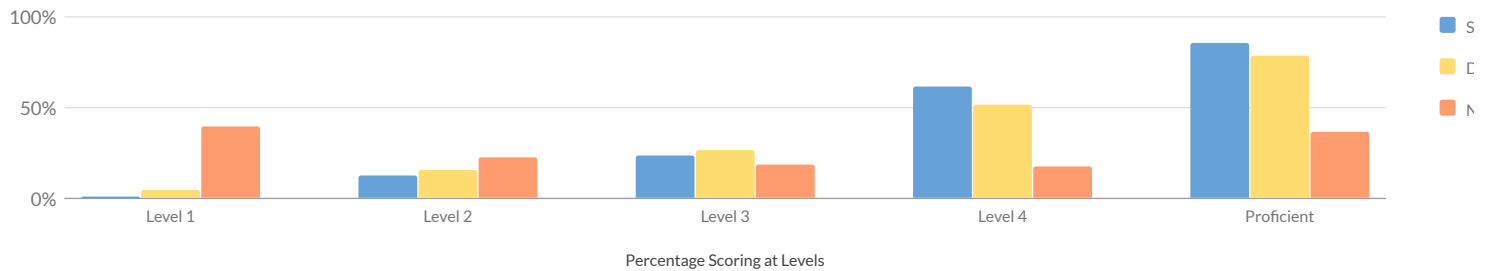
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	7	7%	88	93%	1	1%	12	14%	20	23%	55	63%	75	85%
Female	52	5	10%	47	90%	1	2%	8	17%	8	17%	30	64%	38	81%
Male	43	2	5%	41	95%	0	0%	4	10%	12	29%	25	61%	37	90%
General Education Students	92	4	4%	88	96%	1	1%	12	14%	20	23%	55	63%	75	85%
Students with Disabilities	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	59	98%	0	0%	4	7%	10	17%	45	76%	55	93%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	28	5	18%	23	82%	1	4%	5	22%	8	35%	9	39%	17	74%
Small Group Total	7	1	14%	6	86%	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	5	36%	1	7%	8	57%	9	64%
Not Economically Disadvantaged	81	7	9%	74	91%	1	1%	7	9%	19	26%	47	64%	66	89%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	7	8%	84	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	95	7	7%	88	93%	1	1%	12	14%	20	23%	55	63%	75	85%
Not Homeless	95	7	7%	88	93%	1	1%	12	14%	20	23%	55	63%	75	85%
Not Migrant	95	7	7%	88	93%	1	1%	12	14%	20	23%	55	63%	75	85%
Parent Not in Armed Forces	95	7	7%	88	93%	1	1%	12	14%	20	23%	55	63%	75	85%

GRADE 5 MATH RESULTS

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

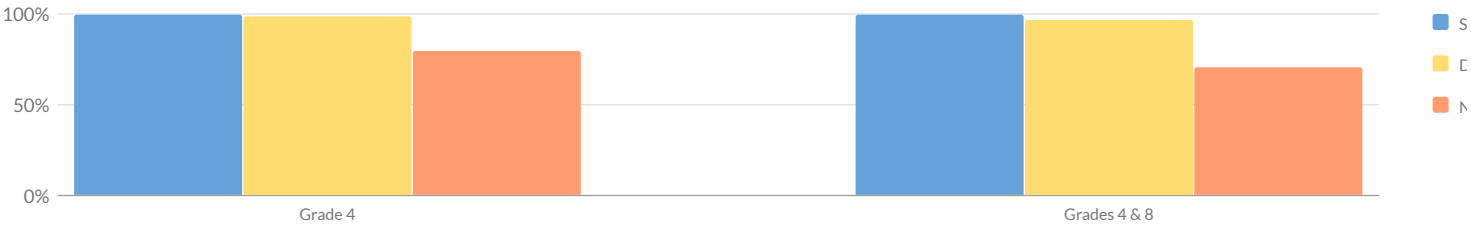


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	20	19%	84	81%	1	1%	11	13%	20	24%	52	62%	72	86%
Female	51	10	20%	41	80%	0	0%	6	15%	10	24%	25	61%	35	85%
Male	53	10	19%	43	81%	1	2%	5	12%	10	23%	27	63%	37	86%
General Education Students	93	15	16%	78	84%	0	0%	8	10%	18	23%	52	67%	70	90%
Students with Disabilities	11	5	45%	6	55%	1	17%	3	50%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	60	6	10%	54	90%	0	0%	5	9%	12	22%	37	69%	49	91%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	38	13	34%	25	66%	0	0%	5	20%	7	28%	13	52%	20	80%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	16	3	19%	13	81%	1	8%	2	15%	4	31%	6	46%	10	77%
Not Economically Disadvantaged	88	17	19%	71	81%	0	0%	9	13%	16	23%	46	65%	62	87%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	101	19	19%	82	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	104	20	19%	84	81%	1	1%	11	13%	20	24%	52	62%	72	86%
Not Homeless	104	20	19%	84	81%	1	1%	11	13%	20	24%	52	62%	72	86%
Not Migrant	104	20	19%	84	81%	1	1%	11	13%	20	24%	52	62%	72	86%
Parent Not in Armed Forces	104	20	19%	84	81%	1	1%	11	13%	20	24%	52	62%	72	86%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

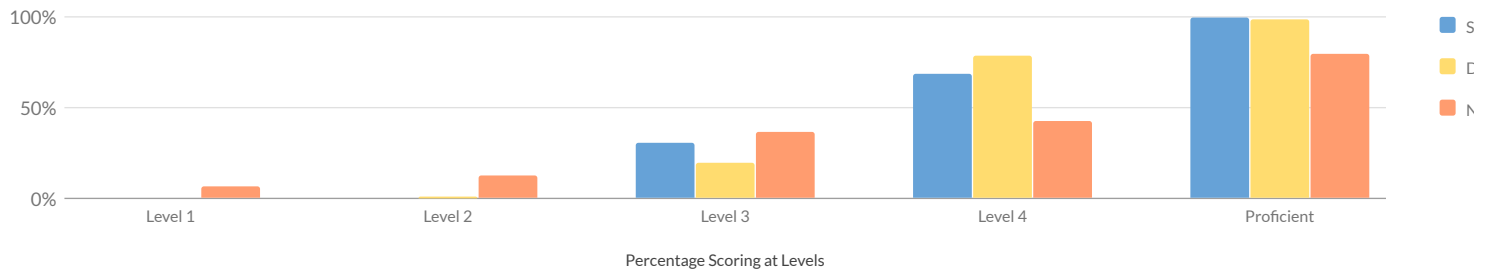


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%
Grades 4 & 8	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%
Female	52	4	8%	48	92%	0	0%	0	0%	16	33%	32	67%	48	100%
Male	43	1	2%	42	98%	0	0%	0	0%	12	29%	30	71%	42	100%
General Education Students	92	2	2%	90	98%	0	0%	0	0%	28	31%	62	69%	90	100%
Students with Disabilities	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	60	1	2%	59	98%	0	0%	0	0%	14	24%	45	76%	59	100%
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	28	3	11%	25	89%	0	0%	0	0%	11	44%	14	56%	25	100%
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	0	0%	7	50%	7	50%	14	100%
Not Economically Disadvantaged	81	5	6%	76	94%	0	0%	0	0%	21	28%	55	72%	76	100%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	91	5	5%	86	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%
Not Homeless	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%
Not Migrant	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%
Parent Not in Armed Forces	95	5	5%	90	95%	0	0%	0	0%	28	31%	62	69%	90	100%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	7	0	0%	7	100%	0	0%	0	0%	2	29%	4	57%	1	14%
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	0	0%
Grade 3	11	2	18%	9	82%	1	11%	0	0%	2	22%	2	22%	4	44%
Grade 4	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	498	\$260,711	\$524	\$9,828,507	\$19,736	\$10,089,218	\$20,259
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	43	5	12%	1	1	100%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	42	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 3:47 PM EST

**Section 5: School Report Card
South Grove Elementary School**

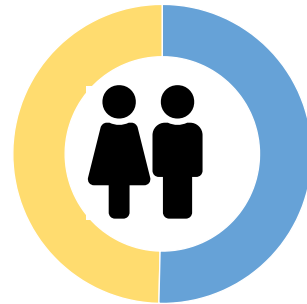
This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

SOUTH GROVE ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

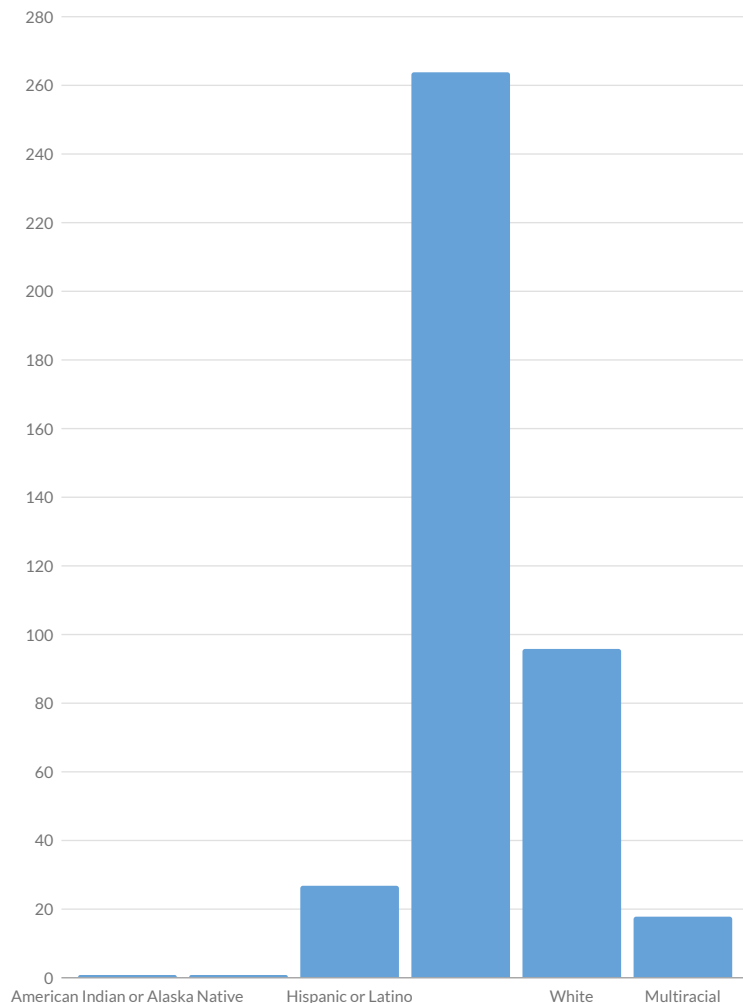
K-12 Enrollment: 407

ENROLLMENT BY GENDER

MALE	
205	50%
FEMALE	
202	50%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%
---	----

BLACK OR AFRICAN AMERICAN

1	0%
---	----

HISPANIC OR LATINO

27	7%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

264	65%
-----	-----

WHITE

96	24%
----	-----

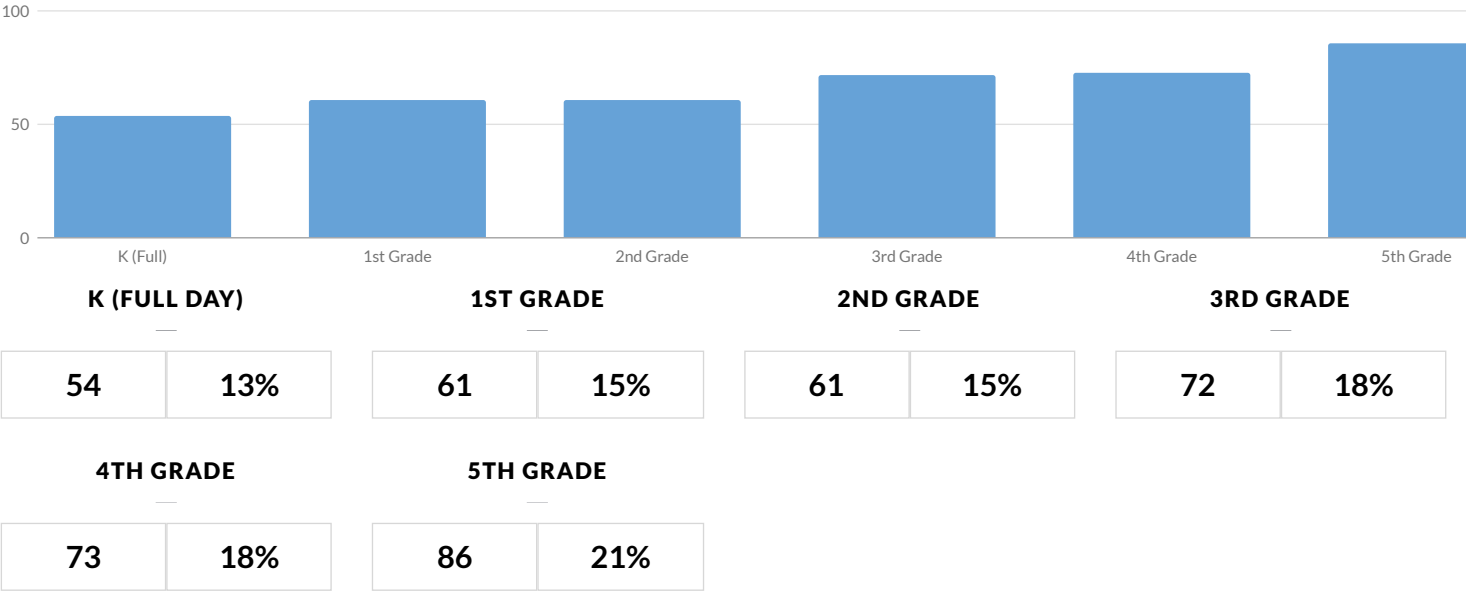
MULTIRACIAL

18	4%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
29	7%	29	7%	43	11%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
54	61	61	72
13%	15%	15%	18%
4TH GRADE	5TH GRADE		
73	86		
18%	21%		

SOUTH GROVE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	204	191	4
	Math	205	215	
	Science	65	249	
	Combined	474	209	
Asian or Native Hawaiian/Other Pacific Islander	ELA	144	197	4
	Math	142	224	
	Science	49	250	
	Combined	335	216	
Hispanic or Latino	ELA	11	155	4
	Math	11	159	
	Science	3	—	
	Combined	25	168	
Multiracial	ELA	10	195	—
	Math	10	205	
	Science	3	—	
	Combined	23	—	
White	ELA	39	181	4
	Math	42	202	
	Science	10	240	
	Combined	91	197	
English Language Learner	ELA	10	90	—
	Math	10	125	
	Science	1	—	
	Combined	21	—	
Students with Disabilities	ELA	7	121	—
	Math	8	188	
	Science	3	—	
	Combined	18	—	
Economically Disadvantaged	ELA	26	158	4
	Math	26	185	
	Science	4	—	
	Combined	56	177	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	219	178	4
	Math	219	201	
	Science	69	234	
	Combined	507	196	
Asian or Native Hawaiian/Other Pacific Islander	ELA	144	197	4
	Math	142	224	
	Science	49	250	
	Combined	335	216	
Hispanic or Latino	ELA	14	121	3
	Math	14	125	
	Science	3	—	
	Combined	31	136	
Multiracial	ELA	10	195	—
	Math	10	205	
	Science	3	—	
	Combined	23	—	
White	ELA	54	131	3
	Math	54	157	
	Science	15	160	
	Combined	123	146	
English Language Learner	ELA	10	90	—
	Math	10	125	
	Science	1	—	
	Combined	21	—	
Students with Disabilities	ELA	12	71	—
	Math	12	125	
	Science	3	—	
	Combined	27	—	
Economically Disadvantaged	ELA	27	152	4
	Math	27	178	
	Science	4	—	
	Combined	58	171	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	20	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	20	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	364	14	3.8%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	234	9	3.8%	4
Black or African American	1	—	—	—
Hispanic or Latino	26	—	—	—
Multiracial	14	—	—	—
White	88	1	1.1%	4
English Language Learners	21	—	—	—
Students with Disabilities	19	—	—	—
Economically Disadvantaged	39	3	7.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	233	88.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	150	96.7%
Black or African American	—	0	—
Hispanic or Latino	—	15	—
Multiracial	—	10	—
White	X	58	69%
English Language Learner	—	10	—
Students with Disabilities	—	13	—
Economically Disadvantaged	—	28	—

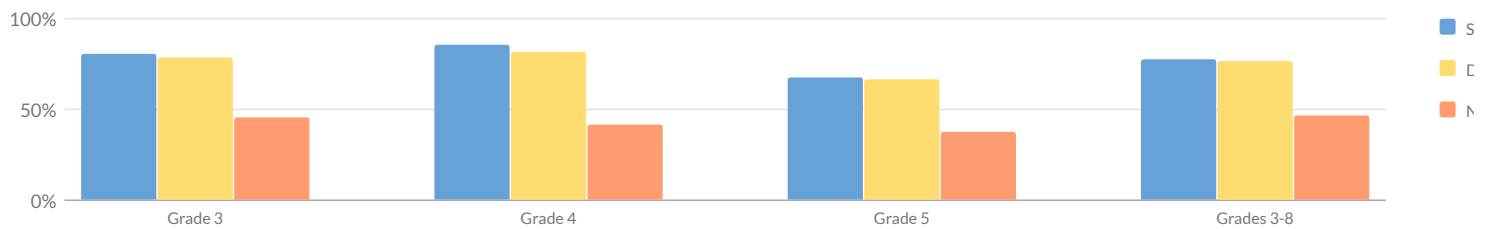
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	232	89.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	149	96%
Black or African American	—	0	—
Hispanic or Latino	—	15	—
Multiracial	—	10	—
White	✗	58	74.1%
English Language Learner	—	10	—
Students with Disabilities	—	13	—
Economically Disadvantaged	—	28	—

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

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

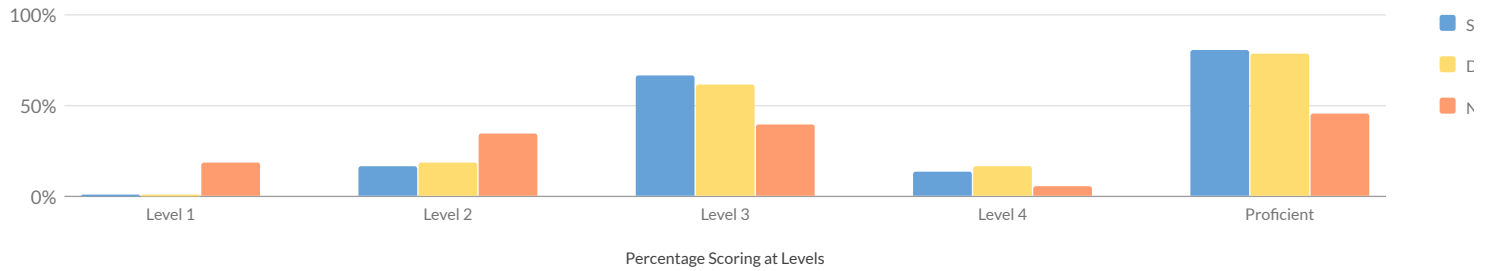
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	3	4%	70	96%	1	1%	12	17%	47	67%	10	14%	57	81%
Grade 4	75	10	13%	65	87%	0	0%	9	14%	24	37%	32	49%	56	86%
Grade 5	86	15	17%	71	83%	6	8%	17	24%	21	30%	27	38%	48	68%
Grades 3-8	234	28	12%	206	88%	7	3%	38	18%	92	45%	69	33%	161	78%

GRADE 3 ELA RESULTS

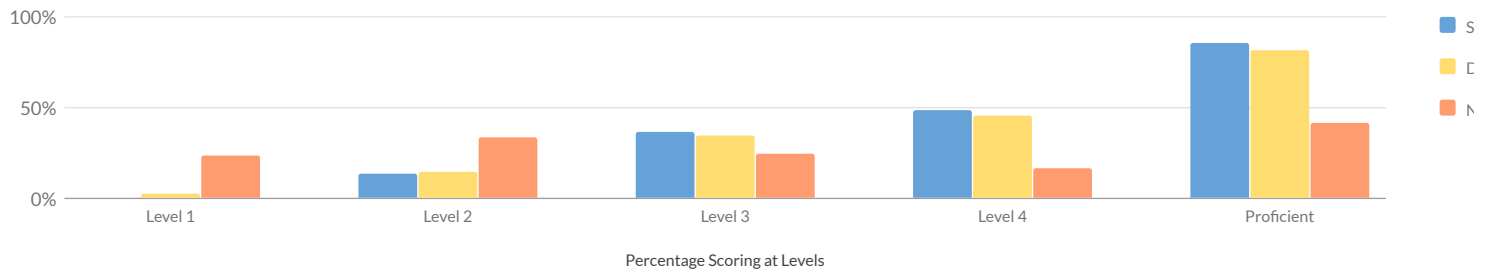
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	3	4%	70	96%	1	1%	12	17%	47	67%	10	14%	57	81%
Female	32	0	0%	32	100%	0	0%	5	16%	21	66%	6	19%	27	84%
Male	41	3	7%	38	93%	1	3%	7	18%	26	68%	4	11%	30	79%
General Education Students	69	0	0%	69	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	46	0	0%	46	100%	0	0%	8	17%	30	65%	8	17%	38	83%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	17	2	12%	15	88%	1	7%	3	20%	9	60%	2	13%	11	73%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	1	11%	8	89%	0	0%	8	89%
Economically Disadvantaged	11	1	9%	10	91%	0	0%	3	30%	6	60%	1	10%	7	70%
Not Economically Disadvantaged	62	2	3%	60	97%	1	2%	9	15%	41	68%	9	15%	50	83%
English Language Learner	7	0	0%	7	100%	1	14%	4	57%	2	29%	0	0%	2	29%
Non-English Language Learner	66	3	5%	63	95%	0	0%	8	13%	45	71%	10	16%	55	87%
Not in Foster Care	73	3	4%	70	96%	1	1%	12	17%	47	67%	10	14%	57	81%
Not Homeless	73	3	4%	70	96%	1	1%	12	17%	47	67%	10	14%	57	81%
Not Migrant	73	3	4%	70	96%	1	1%	12	17%	47	67%	10	14%	57	81%
Parent Not in Armed Forces	73	3	4%	70	96%	1	1%	12	17%	47	67%	10	14%	57	81%

GRADE 4 ELA RESULTS

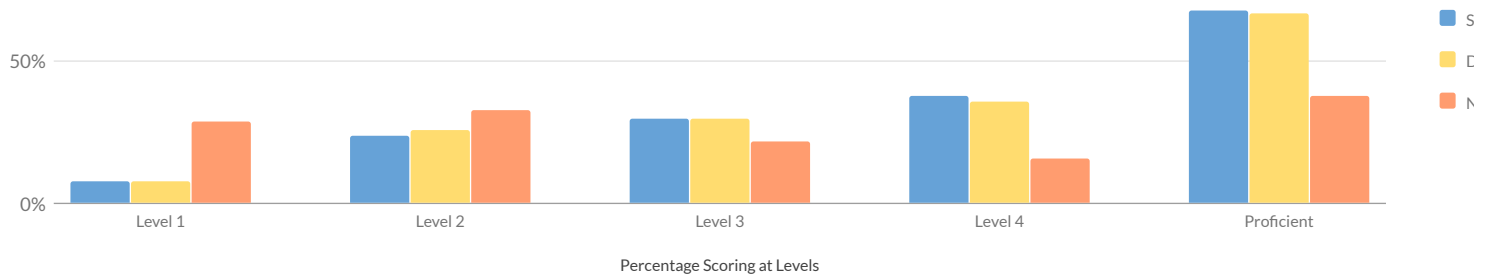
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	10	13%	65	87%	0	0%	9	14%	24	37%	32	49%	56	86%
Female	37	5	14%	32	86%	0	0%	3	9%	10	31%	19	59%	29	91%
Male	38	5	13%	33	87%	0	0%	6	18%	14	42%	13	39%	27	82%
General Education Students	72	10	14%	62	86%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	4	8%	48	92%	0	0%	6	13%	20	42%	22	46%	42	88%
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	16	5	31%	11	69%	0	0%	3	27%	1	9%	7	64%	8	73%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	71	10	14%	61	86%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	73	9	12%	64	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	75	10	13%	65	87%	0	0%	9	14%	24	37%	32	49%	56	86%
Not Homeless	75	10	13%	65	87%	0	0%	9	14%	24	37%	32	49%	56	86%
Not Migrant	75	10	13%	65	87%	0	0%	9	14%	24	37%	32	49%	56	86%
Parent Not in Armed Forces	75	10	13%	65	87%	0	0%	9	14%	24	37%	32	49%	56	86%

GRADE 5 ELA RESULTS

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

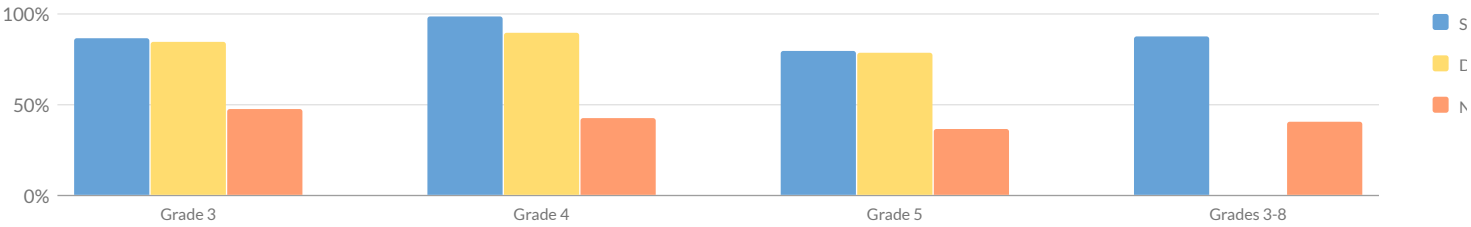


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	15	17%	71	83%	6	8%	17	24%	21	30%	27	38%	48	68%
Female	50	10	20%	40	80%	2	5%	10	25%	7	18%	21	53%	28	70%
Male	36	5	14%	31	86%	4	13%	7	23%	14	45%	6	19%	20	65%
General Education Students	80	12	15%	68	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	4	8%	9	18%	15	29%	23	45%	38	75%
Hispanic or Latino	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	25	11	44%	14	56%	1	7%	4	29%	5	36%	4	29%	9	64%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	6	67%	1	17%	4	67%	1	17%	0	0%	1	17%
Economically Disadvantaged	13	1	8%	12	92%	3	25%	3	25%	3	25%	3	25%	6	50%
Not Economically Disadvantaged	73	14	19%	59	81%	3	5%	14	24%	18	31%	24	41%	42	71%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	84	15	18%	69	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	86	15	17%	71	83%	6	8%	17	24%	21	30%	27	38%	48	68%
Not Homeless	86	15	17%	71	83%	6	8%	17	24%	21	30%	27	38%	48	68%
Not Migrant	86	15	17%	71	83%	6	8%	17	24%	21	30%	27	38%	48	68%
Parent Not in Armed Forces	86	15	17%	71	83%	6	8%	17	24%	21	30%	27	38%	48	68%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

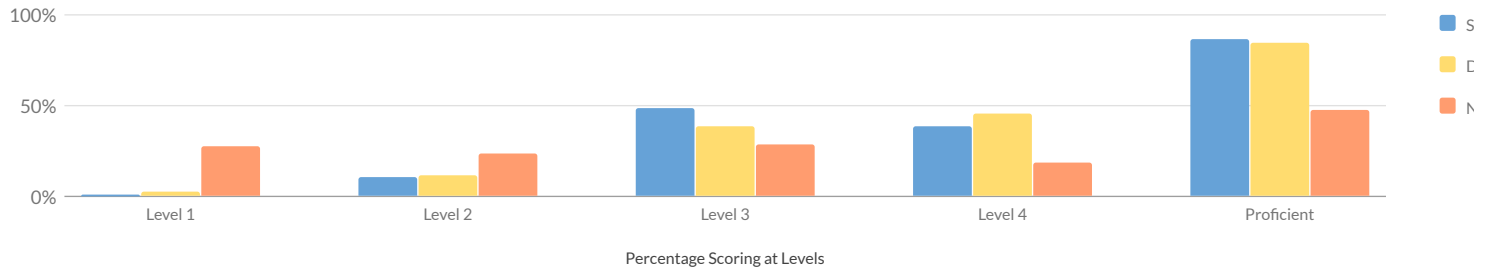


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	73	3	4%	70	96%	1	1%	8	11%	34	49%	27	39%	61	87%
Grade 4	74	6	8%	68	92%	0	0%	1	1%	10	15%	57	84%	67	99%
Grade 5	85	16	19%	69	81%	3	4%	11	16%	20	29%	35	51%	55	80%
Grades 3-8	232	25	11%	207	89%	4	2%	20	10%	64	31%	119	57%	183	88%

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

GRADE 3 MATH RESULTS

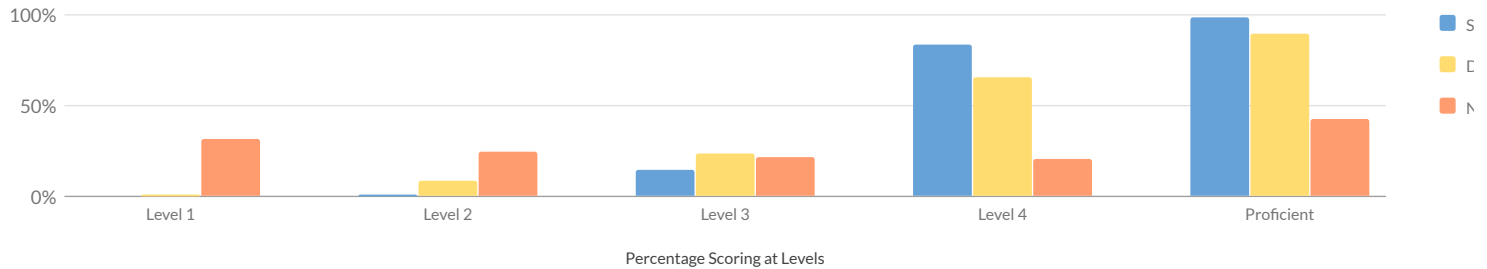
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	3	4%	70	96%	1	1%	8	11%	34	49%	27	39%	61	87%
Female	32	0	0%	32	100%	0	0%	3	9%	18	56%	11	34%	29	91%
Male	41	3	7%	38	93%	1	3%	5	13%	16	42%	16	42%	32	84%
General Education Students	69	1	1%	68	99%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	46	1	2%	45	98%	0	0%	4	9%	21	47%	20	44%	41	91%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	17	1	6%	16	94%	0	0%	3	19%	8	50%	5	31%	13	81%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	1	11%	1	11%	5	56%	2	22%	7	78%
Economically Disadvantaged	11	1	9%	10	91%	1	10%	1	10%	3	30%	5	50%	8	80%
Not Economically Disadvantaged	62	2	3%	60	97%	0	0%	7	12%	31	52%	22	37%	53	88%
English Language Learner	7	0	0%	7	100%	1	14%	2	29%	3	43%	1	14%	4	57%
Non-English Language Learner	66	3	5%	63	95%	0	0%	6	10%	31	49%	26	41%	57	90%
Not in Foster Care	73	3	4%	70	96%	1	1%	8	11%	34	49%	27	39%	61	87%
Not Homeless	73	3	4%	70	96%	1	1%	8	11%	34	49%	27	39%	61	87%
Not Migrant	73	3	4%	70	96%	1	1%	8	11%	34	49%	27	39%	61	87%
Parent Not in Armed Forces	73	3	4%	70	96%	1	1%	8	11%	34	49%	27	39%	61	87%

GRADE 4 MATH RESULTS

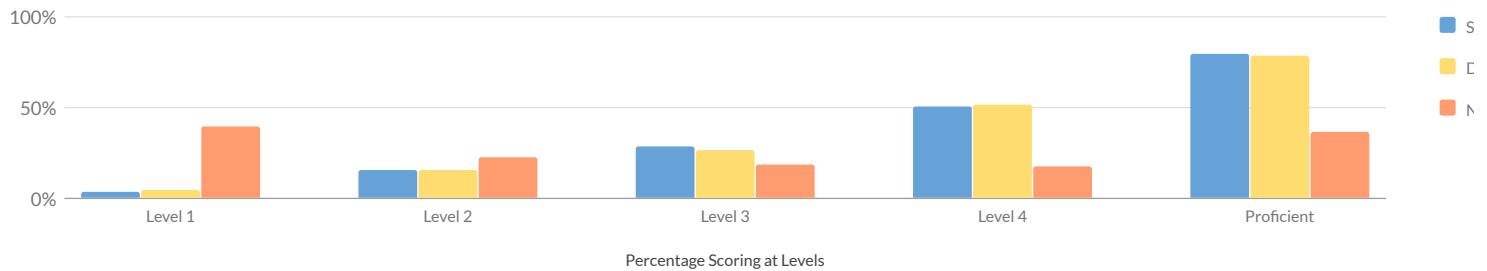
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	6	8%	68	92%	0	0%	1	1%	10	15%	57	84%	67	99%
Female	36	1	3%	35	97%	0	0%	0	0%	4	11%	31	89%	35	100%
Male	38	5	13%	33	87%	0	0%	1	3%	6	18%	26	79%	32	97%
General Education Students	71	6	8%	65	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	2	4%	50	96%	0	0%	0	0%	6	12%	44	88%	50	100%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	16	4	25%	12	75%	0	0%	1	8%	4	33%	7	58%	11	92%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	70	6	9%	64	91%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	73	6	8%	67	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	74	6	8%	68	92%	0	0%	1	1%	10	15%	57	84%	67	99%
Not Homeless	74	6	8%	68	92%	0	0%	1	1%	10	15%	57	84%	67	99%
Not Migrant	74	6	8%	68	92%	0	0%	1	1%	10	15%	57	84%	67	99%
Parent Not in Armed Forces	74	6	8%	68	92%	0	0%	1	1%	10	15%	57	84%	67	99%

GRADE 5 MATH RESULTS

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

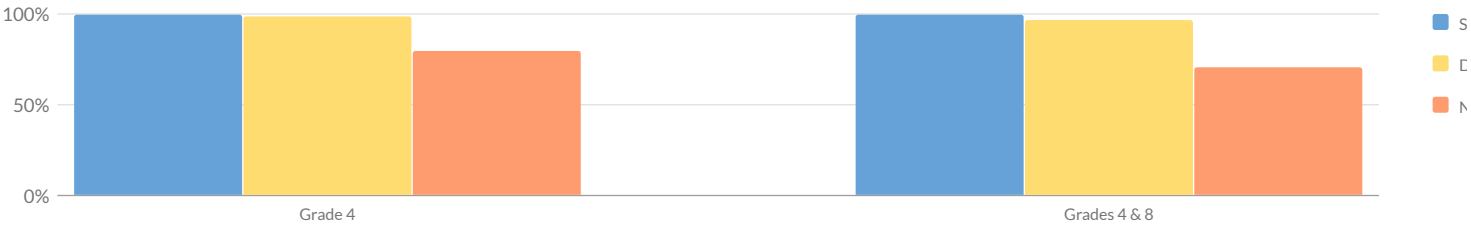


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	16	19%	69	81%	3	4%	11	16%	20	29%	35	51%	55	80%
Female	50	10	20%	40	80%	2	5%	5	13%	10	25%	23	58%	33	83%
Male	35	6	17%	29	83%	1	3%	6	21%	10	34%	12	41%	22	76%
General Education Students	79	13	16%	66	84%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	51	3	6%	48	94%	0	0%	8	17%	11	23%	29	60%	40	83%
Hispanic or Latino	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
White	25	10	40%	15	60%	1	7%	2	13%	6	40%	6	40%	12	80%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	6	67%	2	33%	1	17%	3	50%	0	0%	3	50%
Economically Disadvantaged	13	1	8%	12	92%	1	8%	4	33%	3	25%	4	33%	7	58%
Not Economically Disadvantaged	72	15	21%	57	79%	2	4%	7	12%	17	30%	31	54%	48	84%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	83	16	19%	67	81%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	85	16	19%	69	81%	3	4%	11	16%	20	29%	35	51%	55	80%
Not Homeless	85	16	19%	69	81%	3	4%	11	16%	20	29%	35	51%	55	80%
Not Migrant	85	16	19%	69	81%	3	4%	11	16%	20	29%	35	51%	55	80%
Parent Not in Armed Forces	85	16	19%	69	81%	3	4%	11	16%	20	29%	35	51%	55	80%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

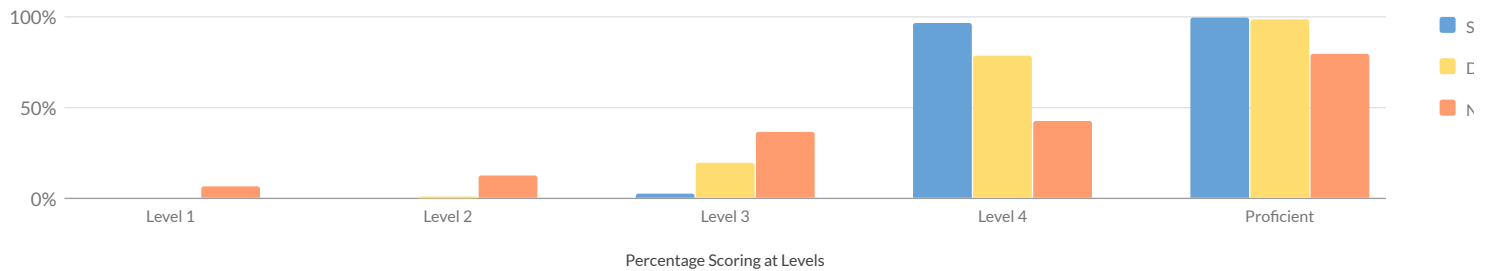


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%
Grades 4 & 8	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%
Female	36	2	6%	34	94%	0	0%	0	0%	1	3%	33	97%	34	100%
Male	38	6	16%	32	84%	0	0%	0	0%	1	3%	31	97%	32	100%
General Education Students	71	8	11%	63	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	2	4%	50	96%	0	0%	0	0%	0	0%	50	100%	50	100%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	16	6	38%	10	63%	0	0%	0	0%	2	20%	8	80%	10	100%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Economically Disadvantaged	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	70	8	11%	62	89%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	73	8	11%	65	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%
Not Homeless	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%
Not Migrant	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%
Parent Not in Armed Forces	74	8	11%	66	89%	0	0%	0	0%	2	3%	64	97%	66	100%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	13	0	0%	13	100%	1	8%	1	8%	2	15%	4	31%	5	38%
Grade 1	6	0	0%	6	100%	0	0%	0	0%	1	17%	2	33%	3	50%
Grade 2	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 3	7	0	0%	7	100%	0	0%	0	0%	1	14%	4	57%	2	29%
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	407	\$331,390	\$814	\$9,365,930	\$23,012	\$9,697,320	\$23,826
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	39	2	5%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	38	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 3:59 PM EST

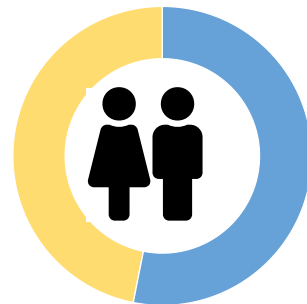
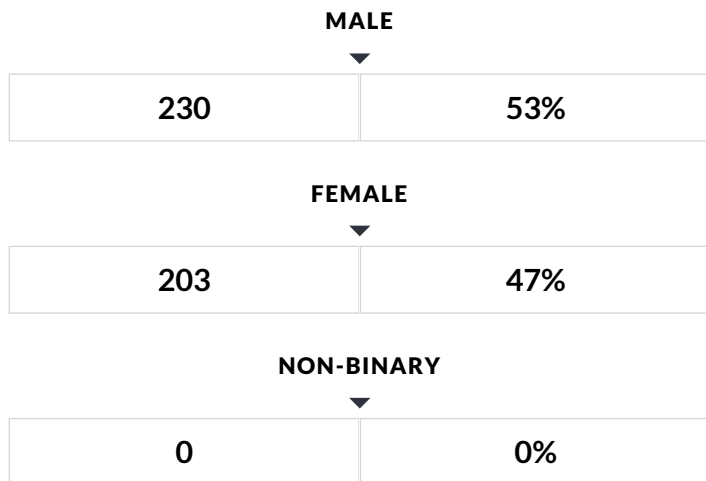
Section 6: School Report Card
Village Elementary School

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

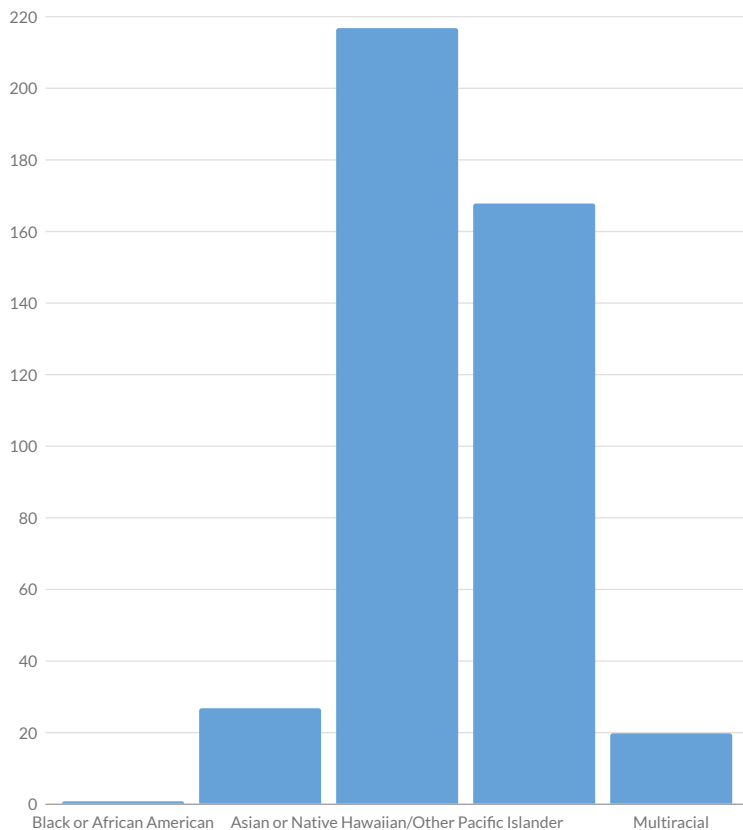
VILLAGE ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 433

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

1	0%
---	----

HISPANIC OR LATINO

27	6%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

217	50%
-----	-----

WHITE

168	39%
-----	-----

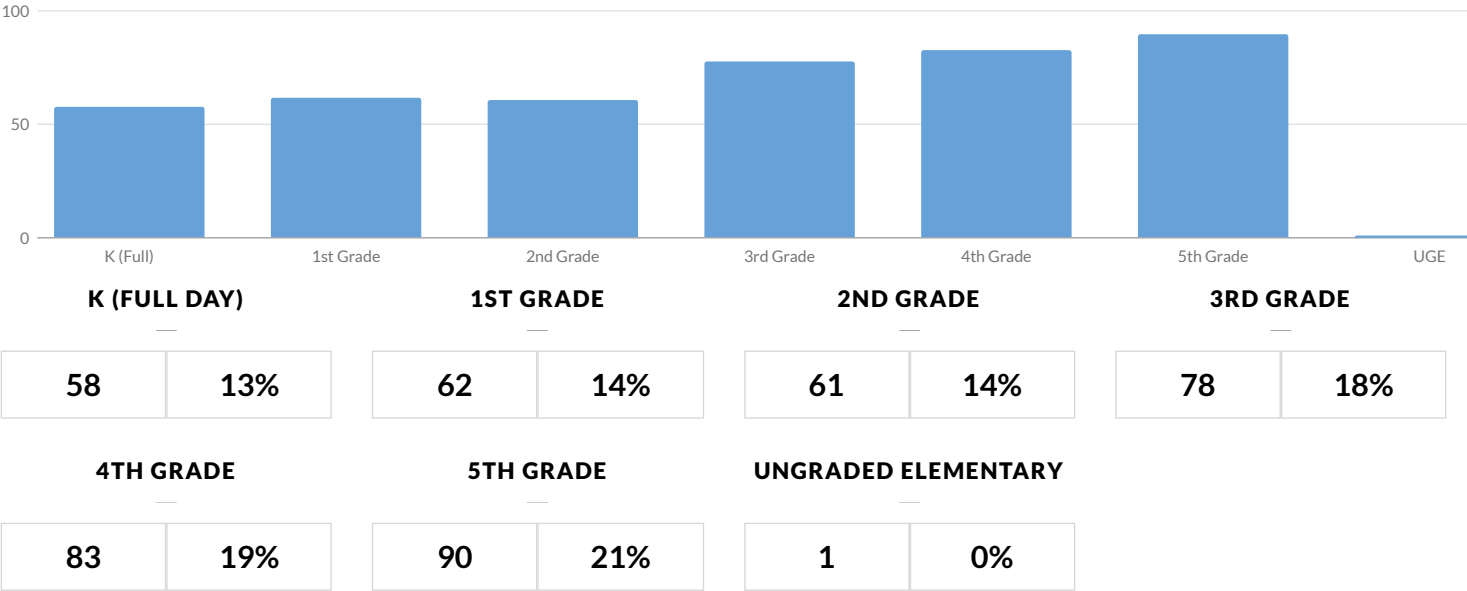
MULTIRACIAL

20	5%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
36	8%	37	9%	46	11%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



VILLAGE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	217	202	4
	Math	217	210	
	Science	78	242	
	Combined	512	212	
Asian or Native Hawaiian/Other Pacific Islander	ELA	123	212	4
	Math	124	228	
	Science	44	244	
	Combined	291	224	
Hispanic or Latino	ELA	13	158	—
	Math	12	158	
	Science	2	—	
	Combined	27	—	
Multiracial	ELA	11	205	—
	Math	11	214	
	Science	3	—	
	Combined	25	—	
White	ELA	70	193	4
	Math	70	187	
	Science	29	243	
	Combined	169	199	
English Language Learner	ELA	8	100	—
	Math	10	120	
	Science	3	—	
	Combined	21	—	
Students with Disabilities	ELA	17	118	4
	Math	20	133	
	Science	5	200	
	Combined	42	135	
Economically Disadvantaged	ELA	27	150	4
	Math	27	165	
	Science	12	233	
	Combined	66	171	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	238	185	4
	Math	238	192	
	Science	79	239	
	Combined	555	195	
Asian or Native Hawaiian/Other Pacific Islander	ELA	123	212	4
	Math	124	228	
	Science	44	244	
	Combined	291	224	
Hispanic or Latino	ELA	13	158	—
	Math	12	158	
	Science	2	—	
	Combined	27	—	
Multiracial	ELA	11	205	—
	Math	11	214	
	Science	3	—	
	Combined	25	—	
White	ELA	93	145	4
	Math	93	141	
	Science	31	227	
	Combined	217	155	
English Language Learner	ELA	10	80	—
	Math	10	120	
	Science	3	—	
	Combined	23	—	
Students with Disabilities	ELA	27	74	4
	Math	27	98	
	Science	6	167	
	Combined	60	94	
Economically Disadvantaged	ELA	27	150	4
	Math	27	165	
	Science	12	233	
	Combined	66	171	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	27	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learner	27	—	—	—	—
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	391	12	3.1%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	198	3	1.5%	4
Black or African American	1	—	—	—
Hispanic or Latino	24	—	—	—
Multiracial	18	—	—	—
White	150	8	5.3%	4
English Language Learners	29	—	—	—
Students with Disabilities	37	3	8.1%	4
Economically Disadvantaged	41	2	4.9%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	258	86.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	135	94.8%
Black or African American	—	0	—
Hispanic or Latino	—	13	—
Multiracial	—	11	—
White	X	99	71.7%
English Language Learner	—	12	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	28	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

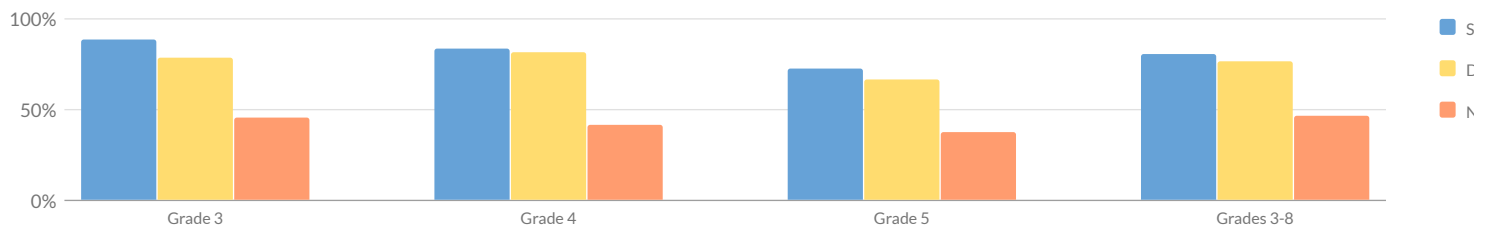
Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	257	87.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	134	97%
Black or African American	—	0	—
Hispanic or Latino	—	13	—
Multiracial	—	11	—
White	X	99	71.7%
English Language Learner	—	12	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	28	—

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—

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

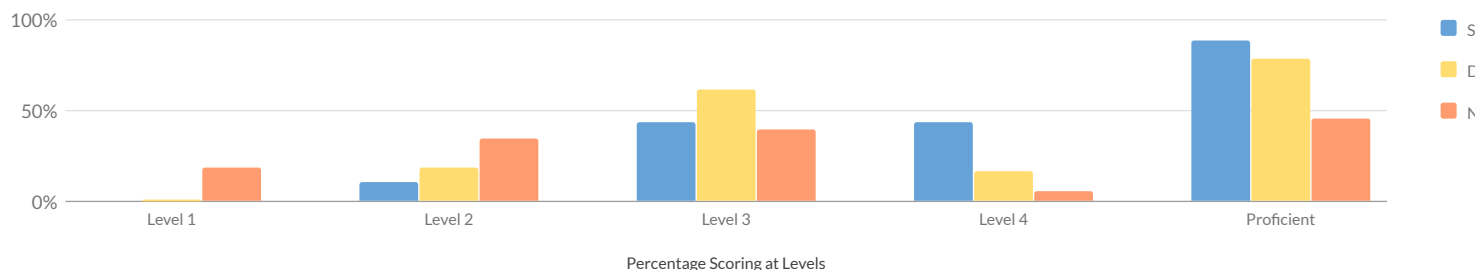
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	81	18	22%	63	78%	0	0%	7	11%	28	44%	28	44%	56	89%
Grade 4	85	11	13%	74	87%	1	1%	11	15%	20	27%	42	57%	62	84%
Grade 5	92	8	9%	84	91%	7	8%	16	19%	21	25%	40	48%	61	73%
Grades 3-8	258	37	14%	221	86%	8	4%	34	15%	69	31%	110	50%	179	81%

GRADE 3 ELA RESULTS

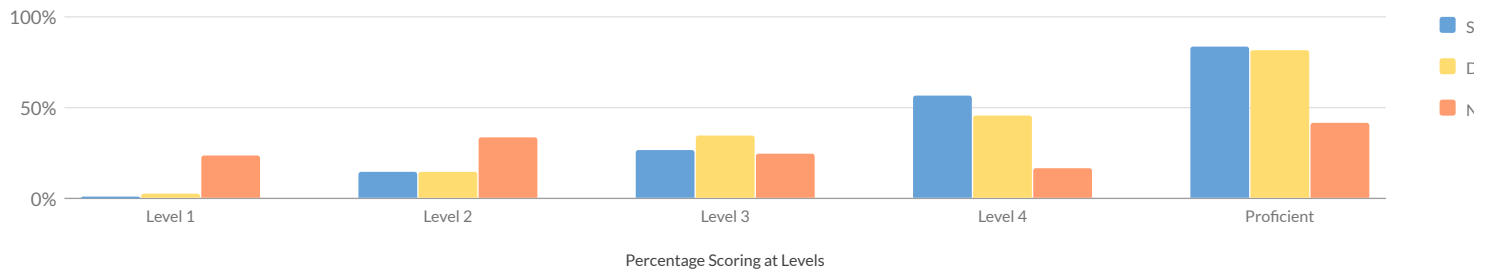
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	18	22%	63	78%	0	0%	7	11%	28	44%	28	44%	56	89%
Female	35	8	23%	27	77%	0	0%	2	7%	15	56%	10	37%	25	93%
Male	46	10	22%	36	78%	0	0%	5	14%	13	36%	18	50%	31	86%
General Education Students	69	9	13%	60	87%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	9	75%	3	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	41	4	10%	37	90%	0	0%	2	5%	18	49%	17	46%	35	95%
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	32	14	44%	18	56%	0	0%	5	28%	5	28%	8	44%	13	72%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	5	63%	3	38%	8	100%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	78	18	23%	60	77%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	76	16	21%	60	79%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	81	18	22%	63	78%	0	0%	7	11%	28	44%	28	44%	56	89%
Not Homeless	81	18	22%	63	78%	0	0%	7	11%	28	44%	28	44%	56	89%
Not Migrant	81	18	22%	63	78%	0	0%	7	11%	28	44%	28	44%	56	89%
Parent Not in Armed Forces	81	18	22%	63	78%	0	0%	7	11%	28	44%	28	44%	56	89%

GRADE 4 ELA RESULTS

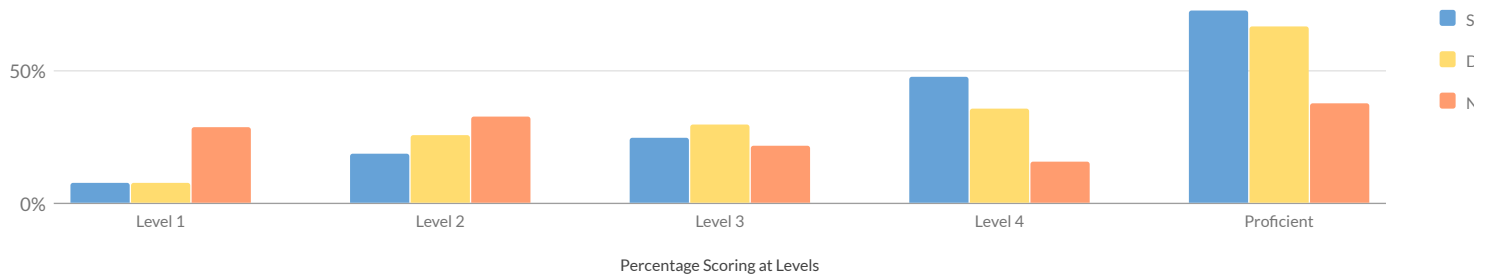
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	11	13%	74	87%	1	1%	11	15%	20	27%	42	57%	62	84%
Female	47	6	13%	41	87%	1	2%	8	20%	9	22%	23	56%	32	78%
Male	38	5	13%	33	87%	0	0%	3	9%	11	33%	19	58%	30	91%
General Education Students	79	10	13%	69	87%	0	0%	9	13%	19	28%	41	59%	60	87%
Students with Disabilities	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	47	3	6%	44	94%	0	0%	7	16%	9	20%	28	64%	37	84%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	33	8	24%	25	76%	0	0%	3	12%	11	44%	11	44%	22	88%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	12	1	8%	11	92%	1	9%	4	36%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	73	10	14%	63	86%	0	0%	7	11%	16	25%	40	63%	56	89%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	11	14%	70	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	85	11	13%	74	87%	1	1%	11	15%	20	27%	42	57%	62	84%
Not Homeless	85	11	13%	74	87%	1	1%	11	15%	20	27%	42	57%	62	84%
Not Migrant	85	11	13%	74	87%	1	1%	11	15%	20	27%	42	57%	62	84%
Parent Not in Armed Forces	85	11	13%	74	87%	1	1%	11	15%	20	27%	42	57%	62	84%

GRADE 5 ELA RESULTS

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

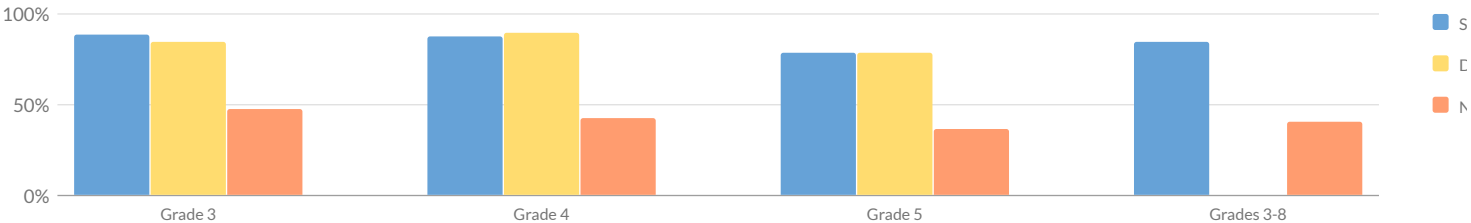


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	8	9%	84	91%	7	8%	16	19%	21	25%	40	48%	61	73%
Female	40	3	8%	37	93%	3	8%	6	16%	7	19%	21	57%	28	76%
Male	52	5	10%	47	90%	4	9%	10	21%	14	30%	19	40%	33	70%
General Education Students	82	6	7%	76	93%	4	5%	14	18%	19	25%	39	51%	58	76%
Students with Disabilities	10	2	20%	8	80%	3	38%	2	25%	2	25%	1	13%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	47	1	2%	46	98%	3	7%	7	15%	8	17%	28	61%	36	78%
Hispanic or Latino	6	0	0%	6	100%	2	33%	2	33%	1	17%	1	17%	2	33%
White	34	7	21%	27	79%	2	7%	7	26%	8	30%	10	37%	18	67%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Economically Disadvantaged	13	0	0%	13	100%	3	23%	4	31%	1	8%	5	38%	6	46%
Not Economically Disadvantaged	79	8	10%	71	90%	4	6%	12	17%	20	28%	35	49%	55	77%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	89	7	8%	82	92%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	91	8	9%	83	91%	—	—	—	—	—	—	—	—	—	—
Not Homeless	92	8	9%	84	91%	7	8%	16	19%	21	25%	40	48%	61	73%
Not Migrant	92	8	9%	84	91%	7	8%	16	19%	21	25%	40	48%	61	73%
Parent Not in Armed Forces	92	8	9%	84	91%	7	8%	16	19%	21	25%	40	48%	61	73%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

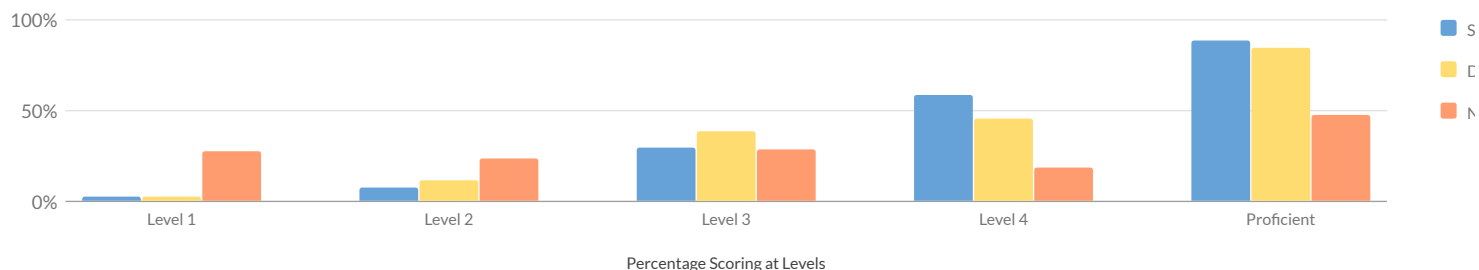


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	81	15	19%	66	81%	2	3%	5	8%	20	30%	39	59%	59	89%
Grade 4	86	10	12%	76	88%	1	1%	8	11%	18	24%	49	64%	67	88%
Grade 5	91	10	11%	81	89%	6	7%	11	14%	23	28%	41	51%	64	79%
Grades 3-8	258	35	14%	223	86%	9	4%	24	11%	61	27%	129	58%	190	85%

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

GRADE 3 MATH RESULTS

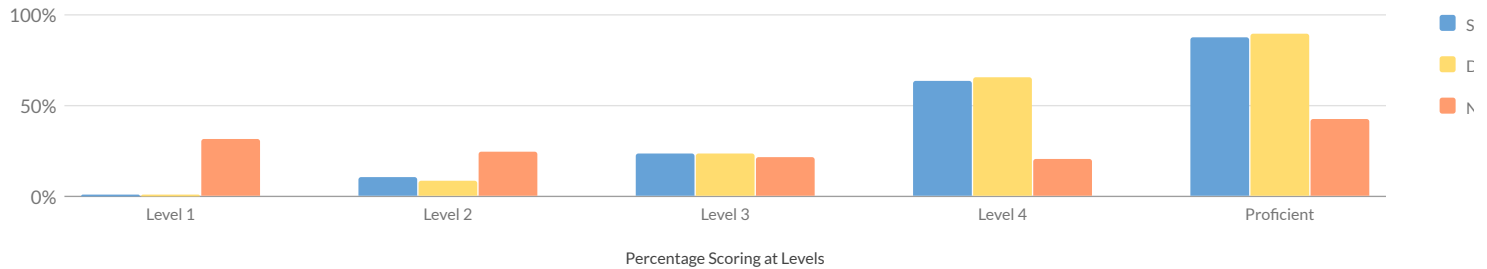
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	81	15	19%	66	81%	2	3%	5	8%	20	30%	39	59%	59	89%
Female	35	8	23%	27	77%	0	0%	2	7%	9	33%	16	59%	25	93%
Male	46	7	15%	39	85%	2	5%	3	8%	11	28%	23	59%	34	87%
General Education Students	69	9	13%	60	87%	1	2%	3	5%	18	30%	38	63%	56	93%
Students with Disabilities	12	6	50%	6	50%	1	17%	2	33%	2	33%	1	17%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	41	1	2%	40	98%	1	3%	2	5%	9	23%	28	70%	37	93%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	32	13	41%	19	59%	1	5%	3	16%	6	32%	9	47%	15	79%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	7	88%	0	0%	0	0%	5	71%	2	29%	7	100%
Economically Disadvantaged	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	78	15	19%	63	81%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	0	0%	5	100%	1	20%	3	60%	0	0%	1	20%	1	20%
Non-English Language Learner	76	15	20%	61	80%	1	2%	2	3%	20	33%	38	62%	58	95%
Not in Foster Care	81	15	19%	66	81%	2	3%	5	8%	20	30%	39	59%	59	89%
Not Homeless	81	15	19%	66	81%	2	3%	5	8%	20	30%	39	59%	59	89%
Not Migrant	81	15	19%	66	81%	2	3%	5	8%	20	30%	39	59%	59	89%
Parent Not in Armed Forces	81	15	19%	66	81%	2	3%	5	8%	20	30%	39	59%	59	89%

GRADE 4 MATH RESULTS

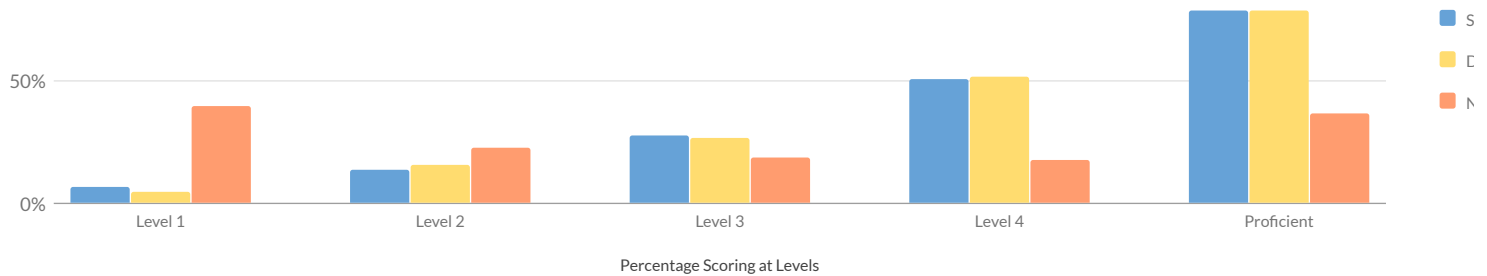
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	10	12%	76	88%	1	1%	8	11%	18	24%	49	64%	67	88%
Female	47	4	9%	43	91%	1	2%	7	16%	9	21%	26	60%	35	81%
Male	39	6	15%	33	85%	0	0%	1	3%	9	27%	23	70%	32	97%
General Education Students	80	9	11%	71	89%	0	0%	7	10%	16	23%	48	68%	64	90%
Students with Disabilities	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	48	2	4%	46	96%	0	0%	2	4%	9	20%	35	76%	44	96%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	33	8	24%	25	76%	0	0%	5	20%	9	36%	11	44%	20	80%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	1	20%	1	20%	0	0%	3	60%	3	60%
Economically Disadvantaged	12	1	8%	11	92%	1	9%	2	18%	3	27%	5	45%	8	73%
Not Economically Disadvantaged	74	9	12%	65	88%	0	0%	6	9%	15	23%	44	68%	59	91%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	81	9	11%	72	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	86	10	12%	76	88%	1	1%	8	11%	18	24%	49	64%	67	88%
Not Homeless	86	10	12%	76	88%	1	1%	8	11%	18	24%	49	64%	67	88%
Not Migrant	86	10	12%	76	88%	1	1%	8	11%	18	24%	49	64%	67	88%
Parent Not in Armed Forces	86	10	12%	76	88%	1	1%	8	11%	18	24%	49	64%	67	88%

GRADE 5 MATH RESULTS

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

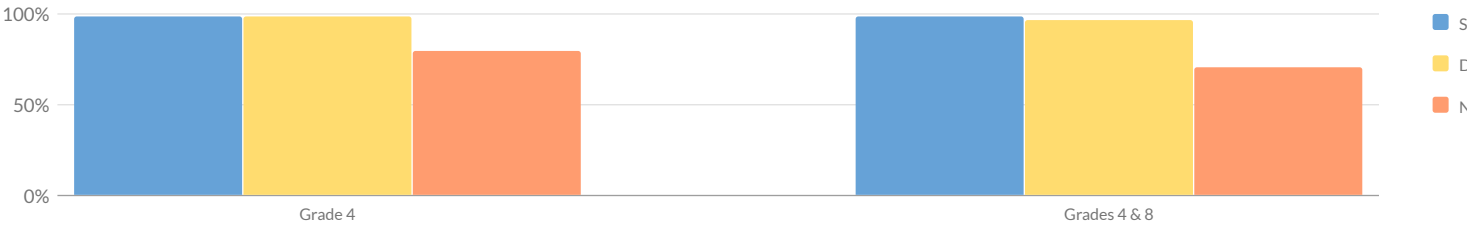


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	10	11%	81	89%	6	7%	11	14%	23	28%	41	51%	64	79%
Female	40	5	13%	35	88%	4	11%	5	14%	9	26%	17	49%	26	74%
Male	51	5	10%	46	90%	2	4%	6	13%	14	30%	24	52%	38	83%
General Education Students	81	8	10%	73	90%	3	4%	9	12%	21	29%	40	55%	61	84%
Students with Disabilities	10	2	20%	8	80%	3	38%	2	25%	2	25%	1	13%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	46	2	4%	44	96%	1	2%	3	7%	11	25%	29	66%	40	91%
Hispanic or Latino	6	0	0%	6	100%	2	33%	1	17%	2	33%	1	17%	3	50%
White	34	8	24%	26	76%	3	12%	7	27%	8	31%	8	31%	16	62%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	13	0	0%	13	100%	3	23%	3	23%	4	31%	3	23%	7	54%
Not Economically Disadvantaged	78	10	13%	68	87%	3	4%	8	12%	19	28%	38	56%	57	84%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	88	10	11%	78	89%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	90	10	11%	80	89%	—	—	—	—	—	—	—	—	—	—
Not Homeless	91	10	11%	81	89%	6	7%	11	14%	23	28%	41	51%	64	79%
Not Migrant	91	10	11%	81	89%	6	7%	11	14%	23	28%	41	51%	64	79%
Parent Not in Armed Forces	91	10	11%	81	89%	6	7%	11	14%	23	28%	41	51%	64	79%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

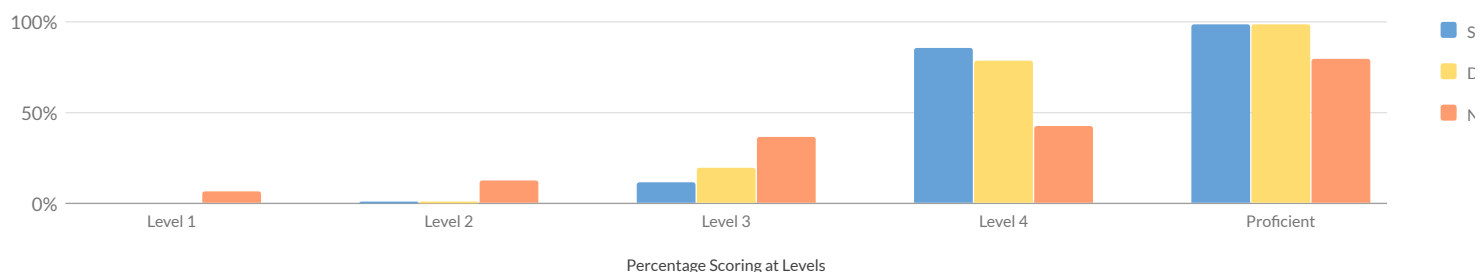


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%
Grades 4 & 8	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%
Female	47	2	4%	45	96%	0	0%	1	2%	8	18%	36	80%	44	98%
Male	39	3	8%	36	92%	0	0%	0	0%	2	6%	34	94%	36	100%
General Education Students	80	4	5%	76	95%	0	0%	0	0%	8	11%	68	89%	76	100%
Students with Disabilities	6	1	17%	5	83%	0	0%	1	20%	2	40%	2	40%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	48	1	2%	47	98%	0	0%	0	0%	6	13%	41	87%	47	100%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	33	4	12%	29	88%	0	0%	0	0%	4	14%	25	86%	29	100%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	5	100%	0	0%	1	20%	0	0%	4	80%	4	80%
Economically Disadvantaged	12	0	0%	12	100%	0	0%	1	8%	1	8%	10	83%	11	92%
Not Economically Disadvantaged	74	5	7%	69	93%	0	0%	0	0%	9	13%	60	87%	69	100%
English Language Learner	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Non-English Language Learner	81	5	6%	76	94%	0	0%	1	1%	8	11%	67	88%	75	99%
Not in Foster Care	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%
Not Homeless	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%
Not Migrant	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%
Parent Not in Armed Forces	86	5	6%	81	94%	0	0%	1	1%	10	12%	70	86%	80	99%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	13	0	0%	13	100%	0	0%	3	23%	1	8%	4	31%	5	38%
Grade 1	8	0	0%	8	100%	0	0%	0	0%	1	13%	2	25%	5	63%
Grade 2	7	0	0%	7	100%	0	0%	1	14%	0	0%	1	14%	5	71%
Grade 3	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 4	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

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

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

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	433	\$237,683	\$549	\$9,723,681	\$22,457	\$9,961,364	\$23,005
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	41	2	5%	1	1	100%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	39	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 4:02 PM EST

Section 7: School Report Card
Walt Whitman Elementary School

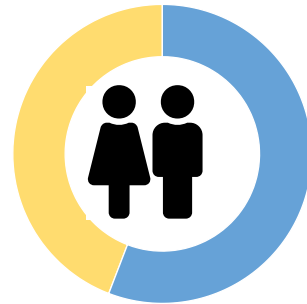
This report provides enrollment counts for schools and districts by various demographic groups for the 2021 - 22 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in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

WALT WHITMAN ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

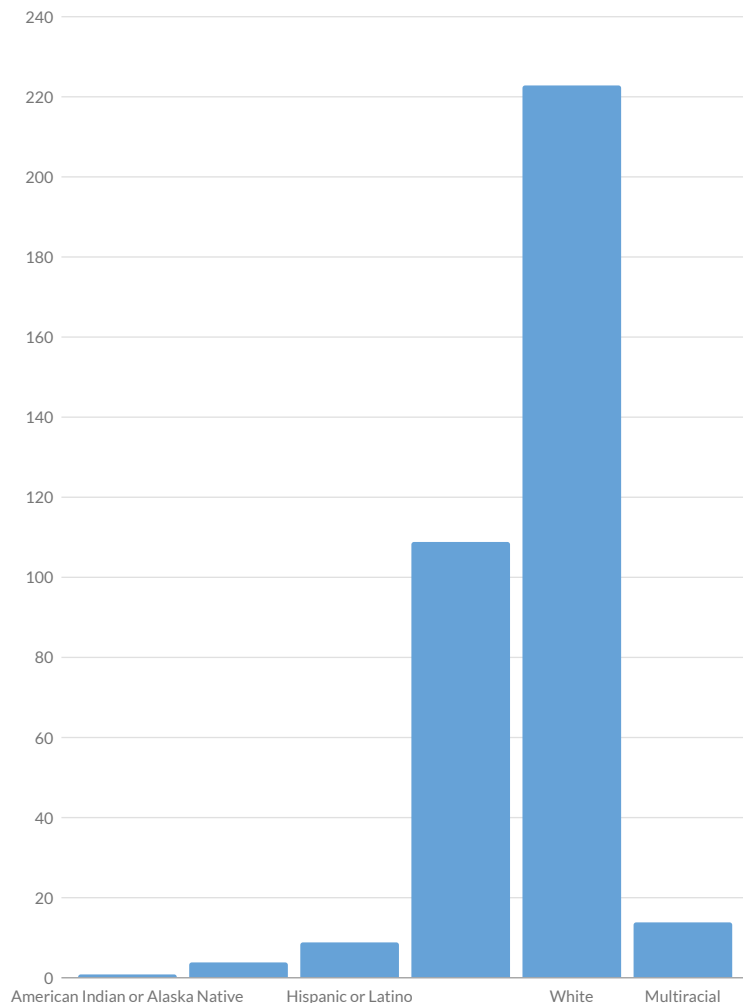
K-12 Enrollment: 360

ENROLLMENT BY GENDER

MALE	
201	56%
FEMALE	
159	44%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%
---	----

BLACK OR AFRICAN AMERICAN

4	1%
---	----

HISPANIC OR LATINO

9	3%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

109	30%
-----	-----

WHITE

223	62%
-----	-----

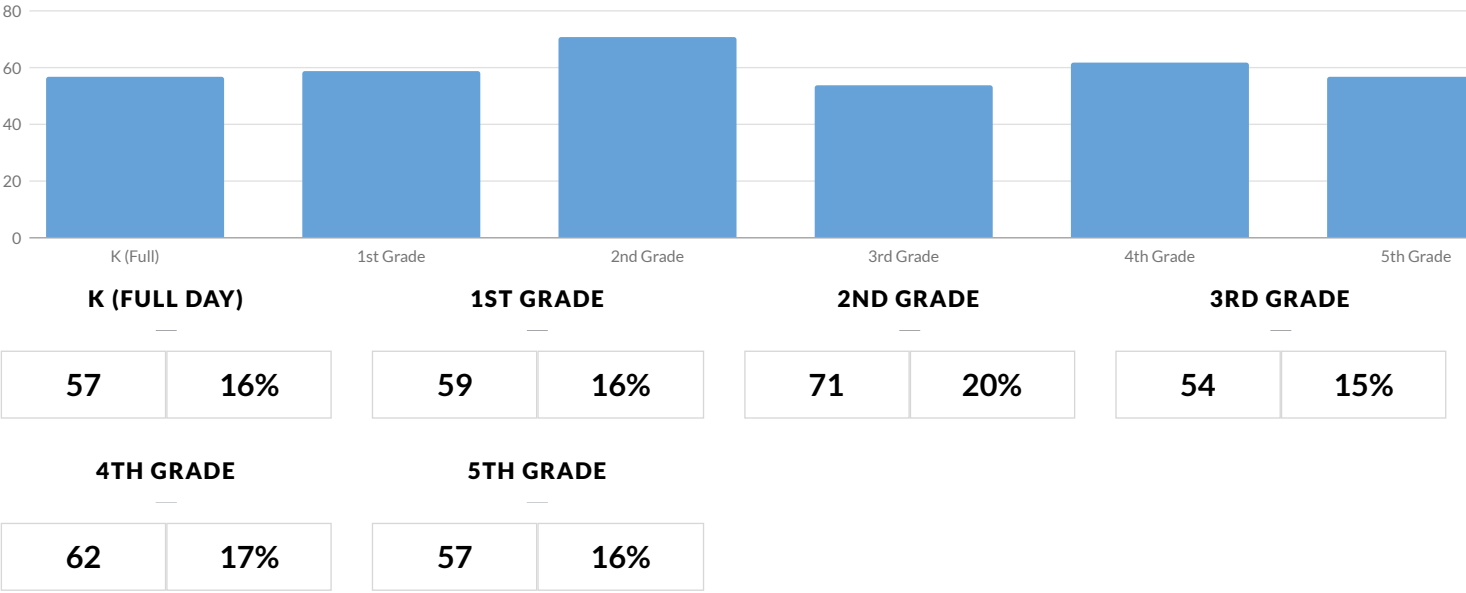
MULTIRACIAL

14	4%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
10	3%	28	8%	26	7%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
57	59	71	54
16%	16%	20%	15%
4TH GRADE	5TH GRADE		
62	57		
17%	16%		

WALT WHITMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	131	182	4
	Math	127	212	
	Science	51	229	
	Combined	309	202	
Asian or Native Hawaiian/Other Pacific Islander	ELA	43	181	4
	Math	45	213	
	Science	19	226	
	Combined	107	203	
Black or African American	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Hispanic or Latino	ELA	3	—	—
	Math	2	—	
	Science	—	—	
	Combined	5	—	
Multiracial	ELA	5	190	—
	Math	5	200	
	Science	2	—	
	Combined	12	—	
White	ELA	79	185	4
	Math	74	213	
	Science	30	230	
	Combined	183	204	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Students with Disabilities	ELA	9	122	4
	Math	7	143	
	Science	4	—	
	Combined	20	145	
Economically Disadvantaged	ELA	10	140	—
	Math	8	181	
	Science	2	—	
	Combined	20	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	164	145	4
	Math	163	165	
	Science	59	198	
	Combined	386	162	
Asian or Native Hawaiian/Other Pacific Islander	ELA	48	163	4
	Math	48	200	
	Science	20	215	
	Combined	116	187	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Hispanic or Latino	ELA	5	60	—
	Math	4	—	
	Science	1	—	
	Combined	10	—	
Multiracial	ELA	7	136	—
	Math	7	143	
	Science	2	—	
	Combined	16	—	
White	ELA	103	142	4
	Math	103	153	
	Science	36	192	
	Combined	242	154	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Students with Disabilities	ELA	14	79	4
	Math	13	77	
	Science	5	160	
	Combined	32	91	
Economically Disadvantaged	ELA	10	140	—
	Math	10	145	
	Science	3	—	
	Combined	23	—	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	311	24	7.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	97	2	2.1%	4
Black or African American	4	—	—	—
Hispanic or Latino	9	—	—	—
Multiracial	13	—	—	—
White	188	21	11.2%	4
English Language Learners	8	—	—	—
Students with Disabilities	26	—	—	—
Economically Disadvantaged	23	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	176	76.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	52	84.6%
Black or African American	—	2	—
Hispanic or Latino	—	5	—
Multiracial	—	7	—
White	X	110	73.6%
English Language Learner	—	2	—
Students with Disabilities	—	15	—
Economically Disadvantaged	—	11	—

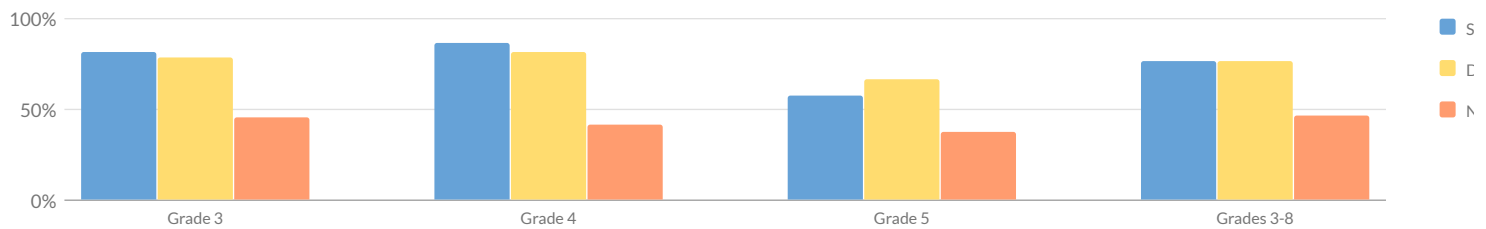
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	175	74.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	52	88.5%
Black or African American	—	2	—
Hispanic or Latino	—	4	—
Multiracial	—	7	—
White	X	110	69.1%
English Language Learner	—	2	—
Students with Disabilities	—	14	—
Economically Disadvantaged	—	10	—

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

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

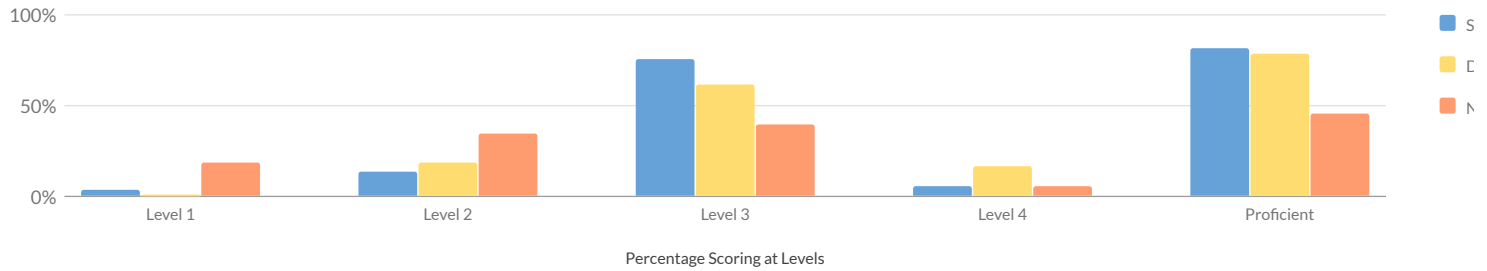
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	4	7%	51	93%	2	4%	7	14%	39	76%	3	6%	42	82%
Grade 4	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%
Grade 5	59	21	36%	38	64%	5	13%	11	29%	15	39%	7	18%	22	58%
Grades 3-8	176	42	24%	134	76%	8	6%	23	17%	71	53%	32	24%	103	77%

GRADE 3 ELA RESULTS

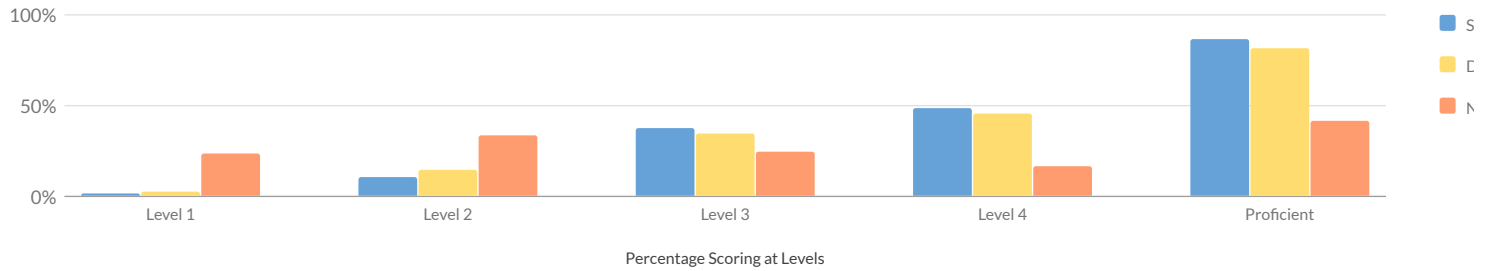
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	4	7%	51	93%	2	4%	7	14%	39	76%	3	6%	42	82%
Female	21	1	5%	20	95%	1	5%	4	20%	13	65%	2	10%	15	75%
Male	34	3	9%	31	91%	1	3%	3	10%	26	84%	1	3%	27	87%
General Education Students	50	3	6%	47	94%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	34	4	12%	30	88%	1	3%	4	13%	23	77%	2	7%	25	83%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	0	0%	21	100%	1	5%	3	14%	16	76%	1	5%	17	81%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	49	4	8%	45	92%	2	4%	5	11%	35	78%	3	7%	38	84%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	4	7%	50	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	4	7%	51	93%	2	4%	7	14%	39	76%	3	6%	42	82%
Not Homeless	55	4	7%	51	93%	2	4%	7	14%	39	76%	3	6%	42	82%
Not Migrant	55	4	7%	51	93%	2	4%	7	14%	39	76%	3	6%	42	82%
Parent Not in Armed Forces	55	4	7%	51	93%	2	4%	7	14%	39	76%	3	6%	42	82%

GRADE 4 ELA RESULTS

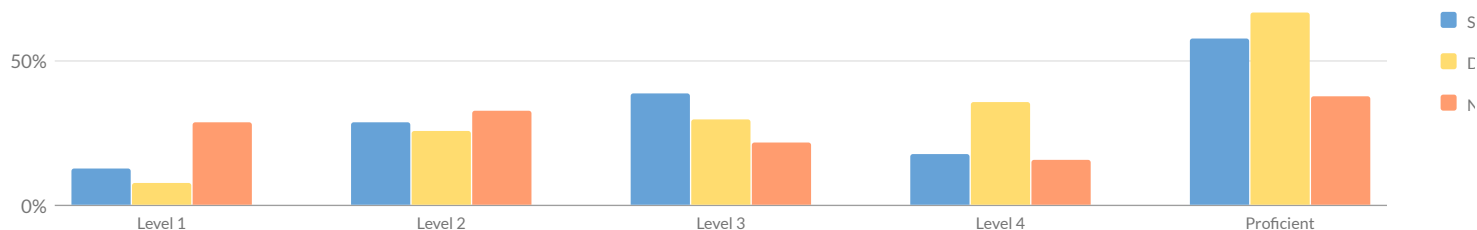
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%
Female	24	6	25%	18	75%	0	0%	1	6%	5	28%	12	67%	17	94%
Male	38	11	29%	27	71%	1	4%	4	15%	12	44%	10	37%	22	81%
General Education Students	57	15	26%	42	74%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	4	19%	17	81%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	38	12	32%	26	68%	0	0%	3	12%	8	31%	15	58%	23	88%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	4	17%	19	83%	1	5%	2	11%	9	47%	7	37%	16	84%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	59	16	27%	43	73%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%
Not in Foster Care	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%
Not Homeless	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%
Not Migrant	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%
Parent Not in Armed Forces	62	17	27%	45	73%	1	2%	5	11%	17	38%	22	49%	39	87%

GRADE 5 ELA RESULTS

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



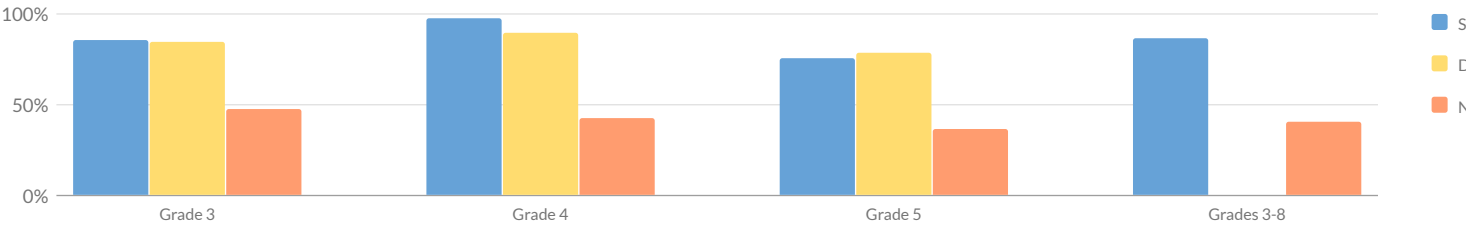
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	21	36%	38	64%	5	13%	11	29%	15	39%	7	18%	22	58%
Female	27	17	63%	10	37%	0	0%	1	10%	5	50%	4	40%	9	90%
Male	32	4	13%	28	88%	5	18%	10	36%	10	36%	3	11%	13	46%
General Education Students	54	18	33%	36	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	4	29%	10	71%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	38	13	34%	25	66%	3	12%	8	32%	8	32%	6	24%	14	56%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	7	35%	13	65%	2	15%	3	23%	7	54%	1	8%	8	62%
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	57	21	37%	36	63%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	58	21	36%	37	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	21	36%	38	64%	5	13%	11	29%	15	39%	7	18%	22	58%
Not Homeless	59	21	36%	38	64%	5	13%	11	29%	15	39%	7	18%	22	58%
Not Migrant	59	21	36%	38	64%	5	13%	11	29%	15	39%	7	18%	22	58%
Parent Not in Armed Forces	59	21	36%	38	64%	5	13%	11	29%	15	39%	7	18%	22	58%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

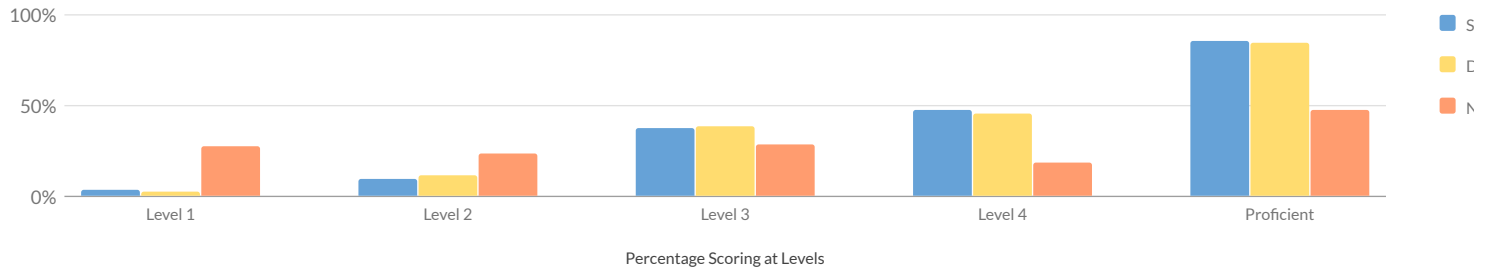


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	55	5	9%	50	91%	2	4%	5	10%	19	38%	24	48%	43	86%
Grade 4	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%
Grade 5	58	21	36%	37	64%	0	0%	9	24%	15	41%	13	35%	28	76%
Grades 3-8	175	45	26%	130	74%	2	2%	15	12%	47	36%	66	51%	113	87%

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

GRADE 3 MATH RESULTS

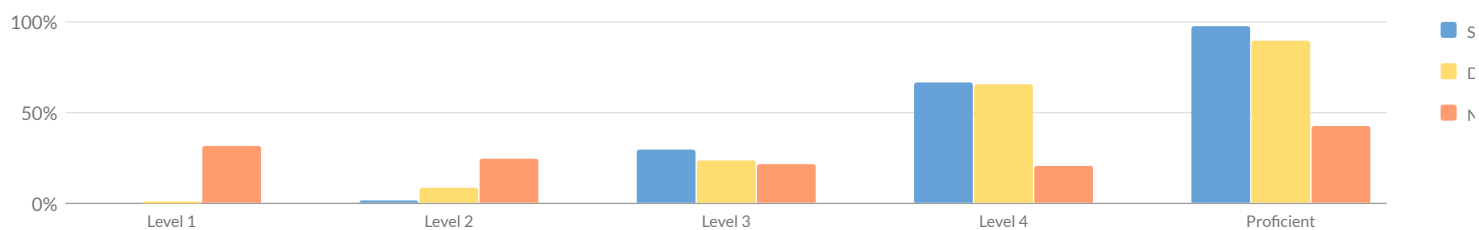
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	5	9%	50	91%	2	4%	5	10%	19	38%	24	48%	43	86%
Female	21	2	10%	19	90%	1	5%	3	16%	9	47%	6	32%	15	79%
Male	34	3	9%	31	91%	1	3%	2	6%	10	32%	18	58%	28	90%
General Education Students	50	4	8%	46	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	34	5	15%	29	85%	2	7%	2	7%	13	45%	12	41%	25	86%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	0	0%	21	100%	0	0%	3	14%	6	29%	12	57%	18	86%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	5	83%
Not Economically Disadvantaged	49	5	10%	44	90%	2	5%	4	9%	17	39%	21	48%	38	86%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	54	5	9%	49	91%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	5	9%	50	91%	2	4%	5	10%	19	38%	24	48%	43	86%
Not Homeless	55	5	9%	50	91%	2	4%	5	10%	19	38%	24	48%	43	86%
Not Migrant	55	5	9%	50	91%	2	4%	5	10%	19	38%	24	48%	43	86%
Parent Not in Armed Forces	55	5	9%	50	91%	2	4%	5	10%	19	38%	24	48%	43	86%

GRADE 4 MATH RESULTS

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

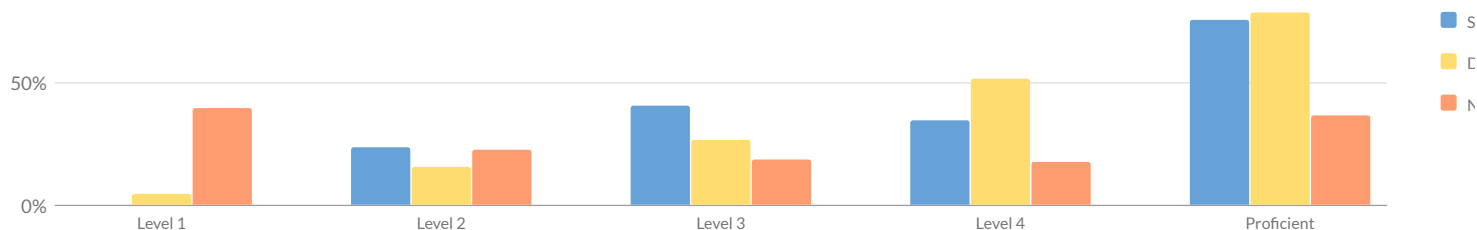


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%
Female	24	7	29%	17	71%	0	0%	0	0%	6	35%	11	65%	17	100%
Male	38	12	32%	26	68%	0	0%	1	4%	7	27%	18	69%	25	96%
General Education Students	57	16	28%	41	72%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	4	19%	17	81%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	38	14	37%	24	63%	0	0%	0	0%	6	25%	18	75%	24	100%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	4	17%	19	83%	0	0%	1	5%	7	37%	11	58%	18	95%
Economically Disadvantaged	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	59	17	29%	42	71%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%
Not in Foster Care	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%
Not Homeless	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%
Not Migrant	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%
Parent Not in Armed Forces	62	19	31%	43	69%	0	0%	1	2%	13	30%	29	67%	42	98%

GRADE 5 MATH RESULTS

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



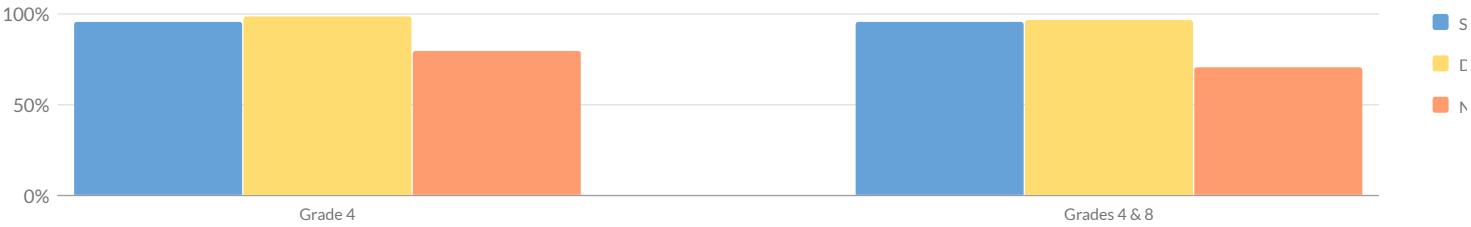
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	21	36%	37	64%	0	0%	9	24%	15	41%	13	35%	28	76%
Female	27	19	70%	8	30%	0	0%	4	50%	2	25%	2	25%	4	50%
Male	31	2	6%	29	94%	0	0%	5	17%	13	45%	11	38%	24	83%
General Education Students	54	18	33%	36	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	2	14%	12	86%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	38	15	39%	23	61%	0	0%	4	17%	12	52%	7	30%	19	83%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	4	22%	14	78%	0	0%	5	36%	3	21%	6	43%	9	64%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	57	21	37%	36	63%	—	—	—	—	—	—	—	—	—	—
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	57	21	37%	36	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	58	21	36%	37	64%	0	0%	9	24%	15	41%	13	35%	28	76%
Not Homeless	58	21	36%	37	64%	0	0%	9	24%	15	41%	13	35%	28	76%
Not Migrant	58	21	36%	37	64%	0	0%	9	24%	15	41%	13	35%	28	76%
Parent Not in Armed Forces	58	21	36%	37	64%	0	0%	9	24%	15	41%	13	35%	28	76%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

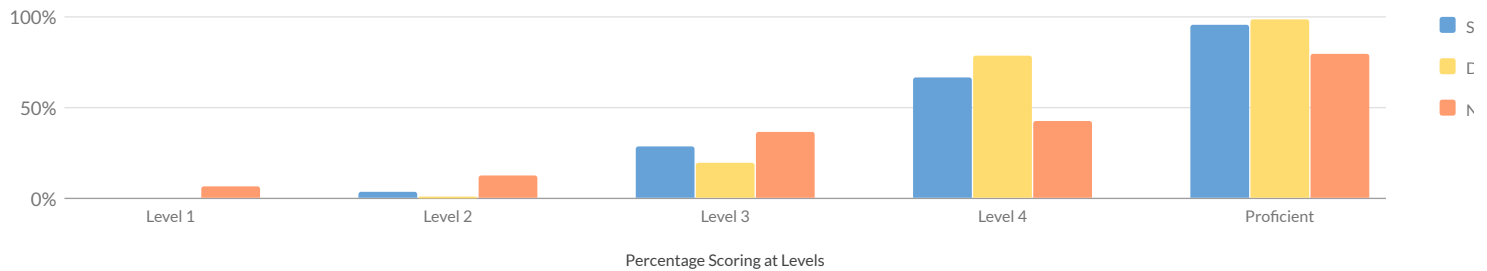


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%
Grades 4 & 8	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%
Female	24	2	8%	22	92%	0	0%	1	5%	6	27%	15	68%	21	95%
Male	38	9	24%	29	76%	0	0%	1	3%	9	31%	19	66%	28	97%
General Education Students	57	10	18%	47	82%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	2	10%	19	90%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	38	8	21%	30	79%	0	0%	1	3%	9	30%	20	67%	29	97%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	2	9%	21	91%	0	0%	1	5%	6	29%	14	67%	20	95%
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	59	10	17%	49	83%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%
Not in Foster Care	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%
Not Homeless	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%
Not Migrant	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%
Parent Not in Armed Forces	62	11	18%	51	82%	0	0%	2	4%	15	29%	34	67%	49	96%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	360	\$156,780	\$436	\$8,181,224	\$22,726	\$8,338,004	\$23,161
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	32	0	0%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	31	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 4:03 PM EST

Section 8: School Report Card
A. P. Willits Elementary School

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

WILLITS ELEMENTARY SCHOOL ENROLLMENT (2021 - 22)

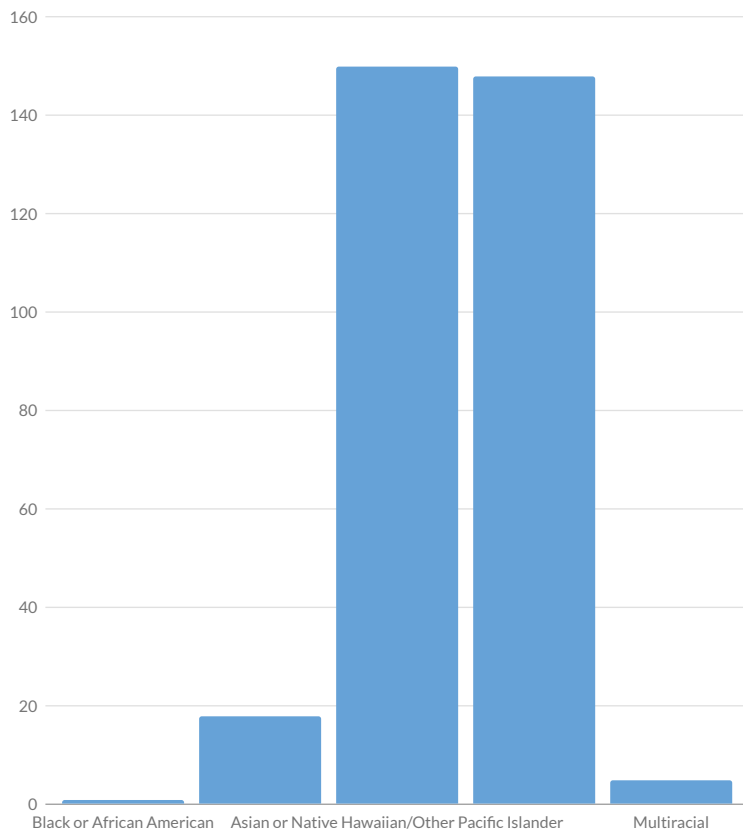
K-12 Enrollment: 322

ENROLLMENT BY GENDER

MALE	
162	50%
FEMALE	
160	50%
NON-BINARY	
0	0%



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

1	0%
---	----

HISPANIC OR LATINO

18	6%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

150	47%
-----	-----

WHITE

148	46%
-----	-----

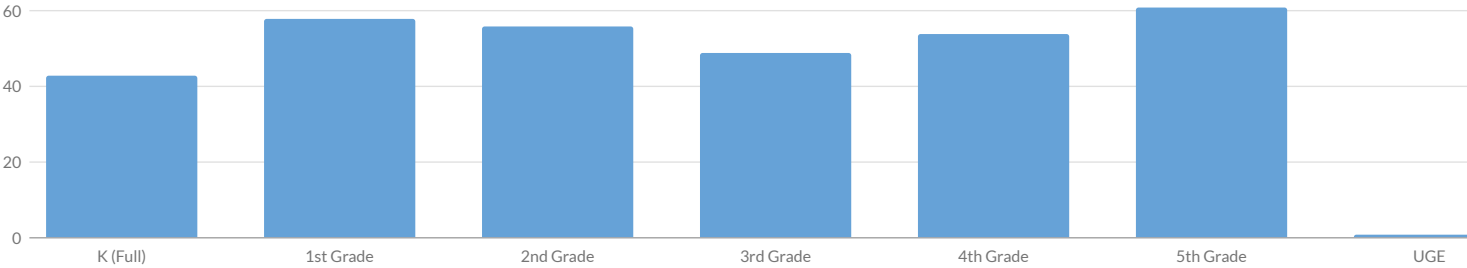
MULTIRACIAL

5	2%
---	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
16	5%	35	11%	30	9%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



K (FULL DAY)		1ST GRADE		2ND GRADE		3RD GRADE	
43	13%	58	18%	56	17%	49	15%
4TH GRADE		5TH GRADE		UNGRADED ELEMENTARY			
54	17%	61	19%	1	0%		

WILLITS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	132	177	4
	Math	136	193	
	Science	48	233	
	Combined	316	192	
Asian or Native Hawaiian/Other Pacific Islander	ELA	74	191	4
	Math	75	211	
	Science	21	241	
	Combined	170	206	
Black or African American	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Hispanic or Latino	ELA	5	190	—
	Math	6	175	
	Science	2	—	
	Combined	13	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
White	ELA	51	154	4
	Math	53	168	
	Science	24	227	
	Combined	128	173	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Students with Disabilities	ELA	15	97	4
	Math	17	165	
	Science	12	213	
	Combined	44	155	
Economically Disadvantaged	ELA	15	177	4
	Math	15	170	
	Science	4	—	
	Combined	34	182	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	156	150	4
	Math	157	167	
	Science	52	215	
	Combined	365	166	
Asian or Native Hawaiian/Other Pacific Islander	ELA	74	191	4
	Math	75	211	
	Science	21	241	
	Combined	170	206	
Black or African American	ELA	—	—	—
	Math	1	—	
	Science	—	—	
	Combined	1	—	
Hispanic or Latino	ELA	10	95	—
	Math	10	105	
	Science	3	—	
	Combined	23	—	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
White	ELA	71	111	3
	Math	71	125	
	Science	28	195	
	Combined	170	131	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Students with Disabilities	ELA	26	56	4
	Math	27	104	
	Science	14	182	
	Combined	67	102	
Economically Disadvantaged	ELA	15	177	4
	Math	16	159	
	Science	5	200	
	Combined	36	172	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	291	18	6.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	143	9	6.3%	4
Black or African American	1	—	—	—
Hispanic or Latino	15	—	—	—
Multiracial	4	—	—	—
White	128	8	6.3%	4
English Language Learners	14	—	—	—
Students with Disabilities	36	4	11.1%	4
Economically Disadvantaged	30	3	10%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	171	81.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	83	97.6%
Black or African American	—	0	—
Hispanic or Latino	—	11	—
Multiracial	—	2	—
White	X	75	68%
English Language Learner	—	3	—
Students with Disabilities	—	27	—
Economically Disadvantaged	—	18	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✗	172	83.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	83	98.8%
Black or African American	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	2	—
White	✗	75	70.7%
English Language Learner	—	2	—
Students with Disabilities	—	28	—
Economically Disadvantaged	—	19	—

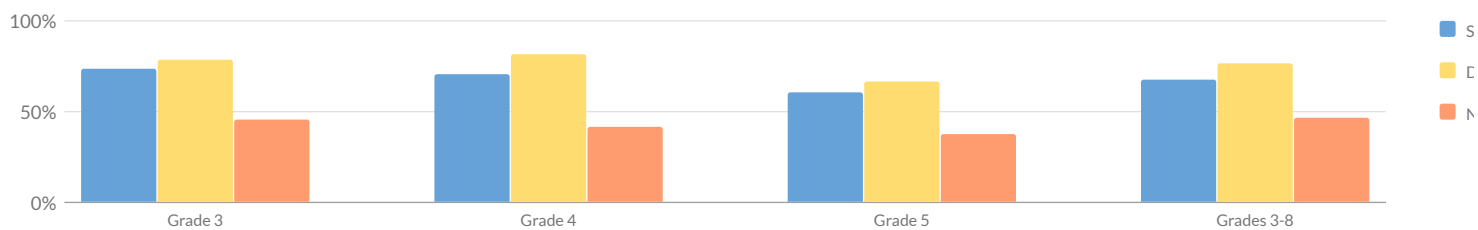
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 5	—

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

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

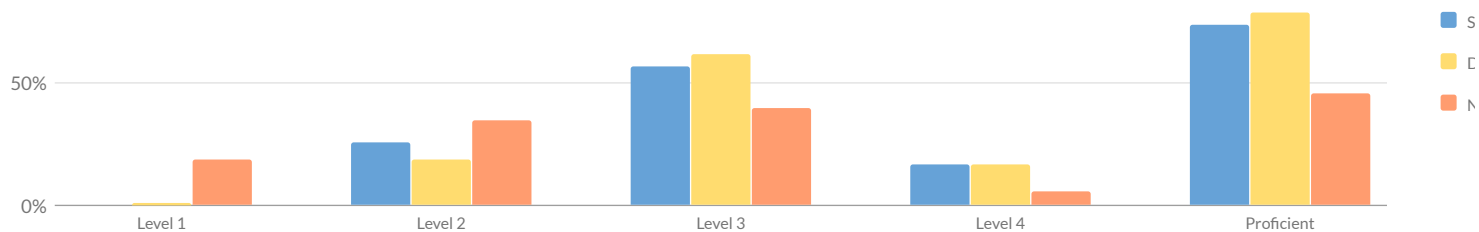
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	10	19%	42	81%	0	0%	11	26%	24	57%	7	17%	31	74%
Grade 4	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%
Grade 5	64	10	16%	54	84%	4	7%	17	31%	14	26%	19	35%	33	61%
Grades 3-8	172	35	20%	137	80%	8	6%	36	26%	50	36%	43	31%	93	68%

GRADE 3 ELA RESULTS

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

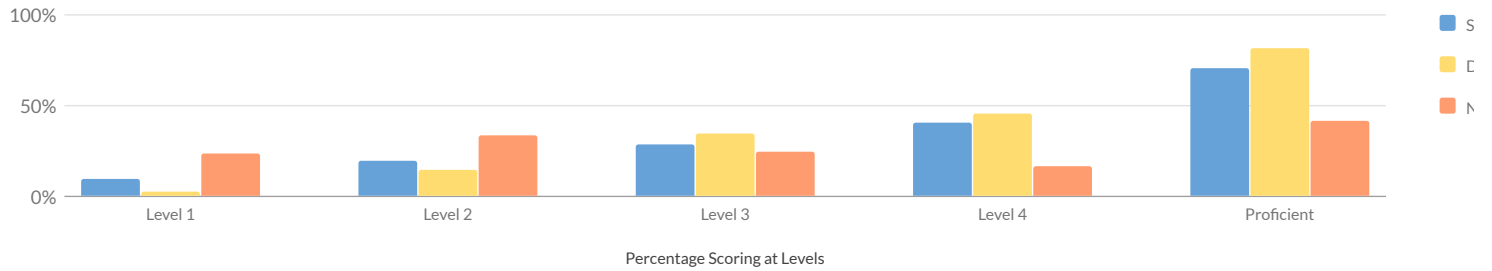


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	10	19%	42	81%	0	0%	11	26%	24	57%	7	17%	31	74%
Female	22	6	27%	16	73%	0	0%	2	13%	10	63%	4	25%	14	88%
Male	30	4	13%	26	87%	0	0%	9	35%	14	54%	3	12%	17	65%
General Education Students	47	9	19%	38	81%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	27	100%	0	0%	5	19%	17	63%	5	19%	22	81%
Hispanic or Latino	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
White	19	6	32%	13	68%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	25	10	40%	15	60%	0	0%	6	40%	7	47%	2	13%	9	60%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	1	17%	5	83%	0	0%	5	83%
Not Economically Disadvantaged	46	10	22%	36	78%	0	0%	10	28%	19	53%	7	19%	26	72%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	51	10	20%	41	80%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	52	10	19%	42	81%	0	0%	11	26%	24	57%	7	17%	31	74%
Not Homeless	52	10	19%	42	81%	0	0%	11	26%	24	57%	7	17%	31	74%
Not Migrant	52	10	19%	42	81%	0	0%	11	26%	24	57%	7	17%	31	74%
Parent Not in Armed Forces	52	10	19%	42	81%	0	0%	11	26%	24	57%	7	17%	31	74%

GRADE 4 ELA RESULTS

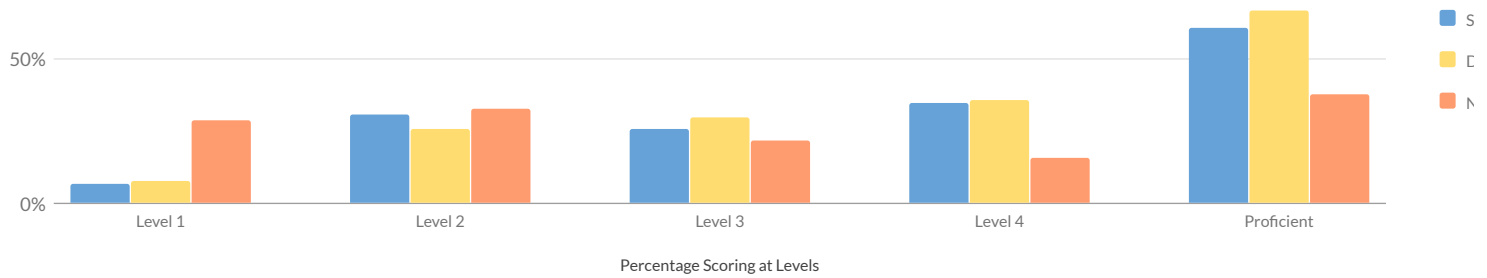
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%
Female	30	5	17%	25	83%	3	12%	4	16%	7	28%	11	44%	18	72%
Male	26	10	38%	16	62%	1	6%	4	25%	5	31%	6	38%	11	69%
General Education Students	41	7	17%	34	83%	2	6%	4	12%	12	35%	16	47%	28	82%
Students with Disabilities	15	8	53%	7	47%	2	29%	4	57%	0	0%	1	14%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	23	4	17%	19	83%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	29	10	34%	19	66%	4	21%	5	26%	8	42%	2	11%	10	53%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	5	19%	22	81%	0	0%	3	14%	4	18%	15	68%	19	86%
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	51	14	27%	37	73%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%
Not in Foster Care	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%
Not Homeless	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%
Not Migrant	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%
Parent Not in Armed Forces	56	15	27%	41	73%	4	10%	8	20%	12	29%	17	41%	29	71%

GRADE 5 ELA RESULTS

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

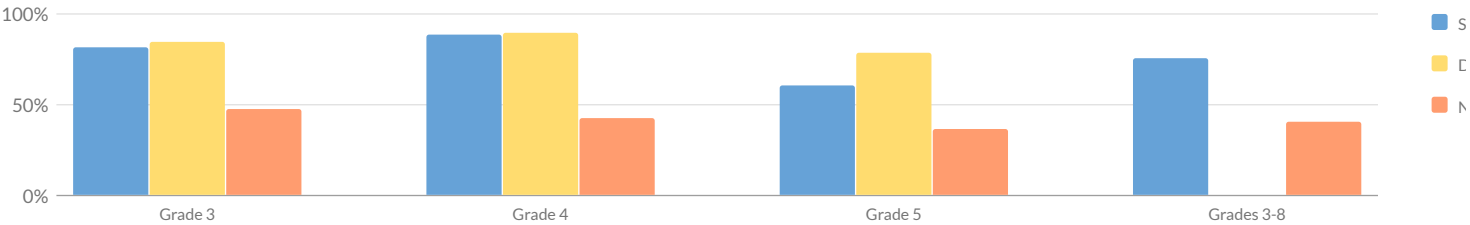


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	10	16%	54	84%	4	7%	17	31%	14	26%	19	35%	33	61%
Female	31	6	19%	25	81%	2	8%	7	28%	5	20%	11	44%	16	64%
Male	33	4	12%	29	88%	2	7%	10	34%	9	31%	8	28%	17	59%
General Education Students	56	5	9%	51	91%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	5	63%	3	38%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	33	100%	3	9%	9	27%	10	30%	11	33%	21	64%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	27	8	30%	19	70%	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	9	30%	21	70%	1	5%	8	38%	4	19%	8	38%	12	57%
Economically Disadvantaged	8	1	13%	7	88%	0	0%	4	57%	2	29%	1	14%	3	43%
Not Economically Disadvantaged	56	9	16%	47	84%	4	9%	13	28%	12	26%	18	38%	30	64%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	63	10	16%	53	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	64	10	16%	54	84%	4	7%	17	31%	14	26%	19	35%	33	61%
Not Homeless	64	10	16%	54	84%	4	7%	17	31%	14	26%	19	35%	33	61%
Not Migrant	64	10	16%	54	84%	4	7%	17	31%	14	26%	19	35%	33	61%
Parent Not in Armed Forces	64	10	16%	54	84%	4	7%	17	31%	14	26%	19	35%	33	61%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS

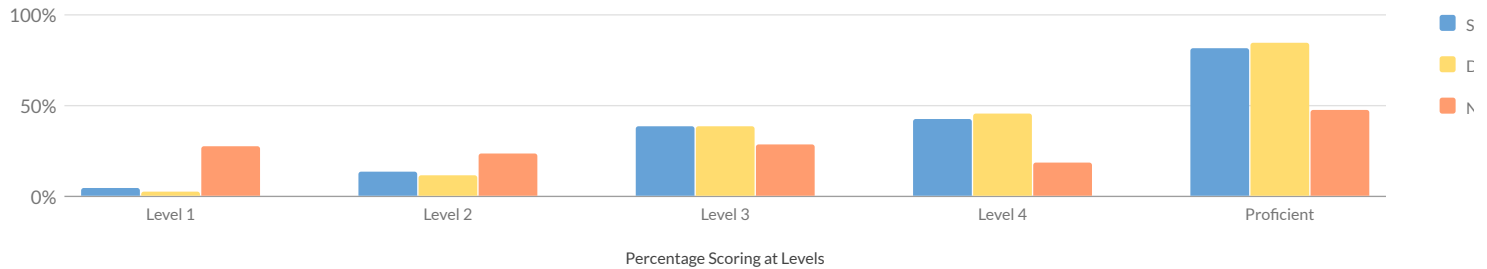


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	8	15%	44	85%	2	5%	6	14%	17	39%	19	43%	36	82%
Grade 4	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%
Grade 5	65	11	17%	54	83%	7	13%	14	26%	7	13%	26	48%	33	61%
Grades 3-8	173	31	18%	142	82%	9	6%	25	18%	40	28%	68	48%	108	76%

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

GRADE 3 MATH RESULTS

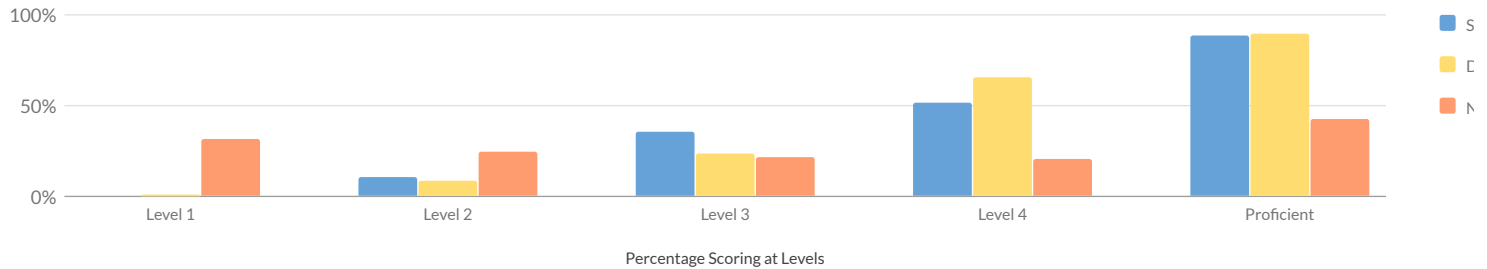
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	8	15%	44	85%	2	5%	6	14%	17	39%	19	43%	36	82%
Female	22	5	23%	17	77%	1	6%	2	12%	8	47%	6	35%	14	82%
Male	30	3	10%	27	90%	1	4%	4	15%	9	33%	13	48%	22	81%
General Education Students	47	7	15%	40	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	27	100%	0	0%	2	7%	10	37%	15	56%	25	93%
Hispanic or Latino	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
White	19	5	26%	14	74%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	25	8	32%	17	68%	2	12%	4	24%	7	41%	4	24%	11	65%
Economically Disadvantaged	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Not Economically Disadvantaged	46	8	17%	38	83%	2	5%	5	13%	14	37%	17	45%	31	82%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	51	8	16%	43	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	52	8	15%	44	85%	2	5%	6	14%	17	39%	19	43%	36	82%
Not Homeless	52	8	15%	44	85%	2	5%	6	14%	17	39%	19	43%	36	82%
Not Migrant	52	8	15%	44	85%	2	5%	6	14%	17	39%	19	43%	36	82%
Parent Not in Armed Forces	52	8	15%	44	85%	2	5%	6	14%	17	39%	19	43%	36	82%

GRADE 4 MATH RESULTS

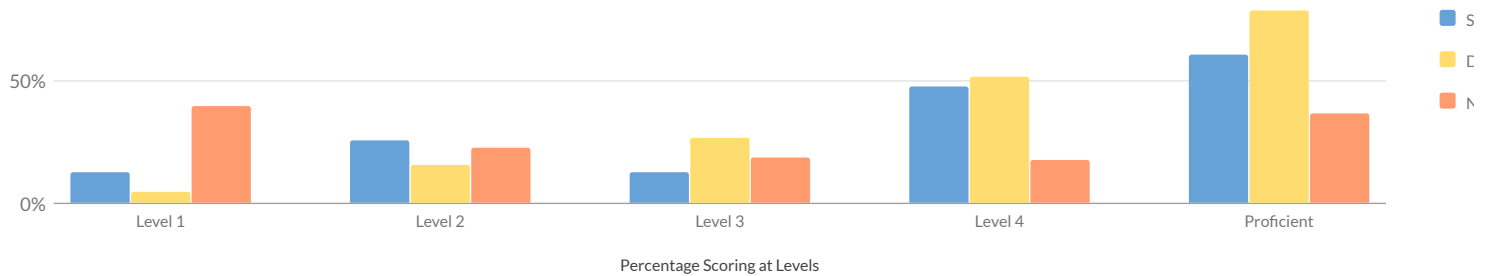
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%
Female	30	4	13%	26	87%	0	0%	5	19%	8	31%	13	50%	21	81%
Male	26	8	31%	18	69%	0	0%	0	0%	8	44%	10	56%	18	100%
General Education Students	41	6	15%	35	85%	0	0%	3	9%	9	26%	23	66%	32	91%
Students with Disabilities	15	6	40%	9	60%	0	0%	2	22%	7	78%	0	0%	7	78%
Asian or Native Hawaiian/Other Pacific Islander	23	2	9%	21	91%	0	0%	1	5%	5	24%	15	71%	20	95%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	29	9	31%	20	69%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	10	30%	23	70%	0	0%	4	17%	11	48%	8	35%	19	83%
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	51	11	22%	40	78%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%
Not in Foster Care	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%
Not Homeless	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%
Not Migrant	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%
Parent Not in Armed Forces	56	12	21%	44	79%	0	0%	5	11%	16	36%	23	52%	39	89%

GRADE 5 MATH RESULTS

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

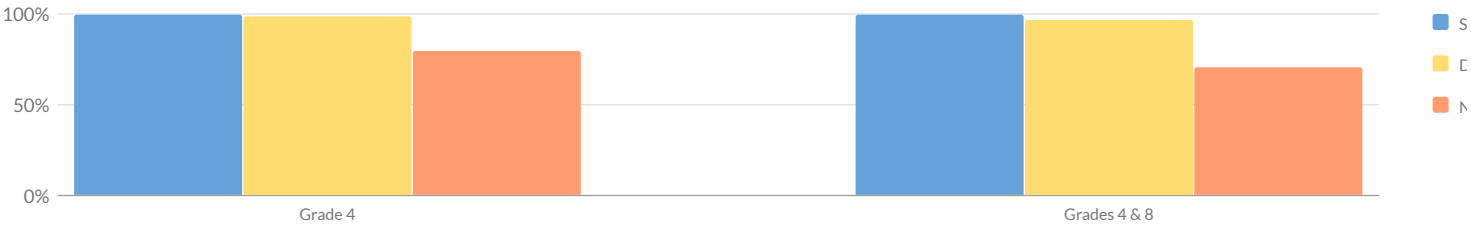


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	11	17%	54	83%	7	13%	14	26%	7	13%	26	48%	33	61%
Female	31	6	19%	25	81%	4	16%	9	36%	4	16%	8	32%	12	48%
Male	34	5	15%	29	85%	3	10%	5	17%	3	10%	18	62%	21	72%
General Education Students	57	6	11%	51	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	5	63%	3	38%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	34	1	3%	33	97%	2	6%	8	24%	5	15%	18	55%	23	70%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	27	8	30%	19	70%	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	9	30%	21	70%	5	24%	6	29%	2	10%	8	38%	10	48%
Economically Disadvantaged	8	1	13%	7	88%	3	43%	1	14%	0	0%	3	43%	3	43%
Not Economically Disadvantaged	57	10	18%	47	82%	4	9%	13	28%	7	15%	23	49%	30	64%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	63	10	16%	53	84%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	11	17%	54	83%	7	13%	14	26%	7	13%	26	48%	33	61%
Not Homeless	65	11	17%	54	83%	7	13%	14	26%	7	13%	26	48%	33	61%
Not Migrant	65	11	17%	54	83%	7	13%	14	26%	7	13%	26	48%	33	61%
Parent Not in Armed Forces	65	11	17%	54	83%	7	13%	14	26%	7	13%	26	48%	33	61%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

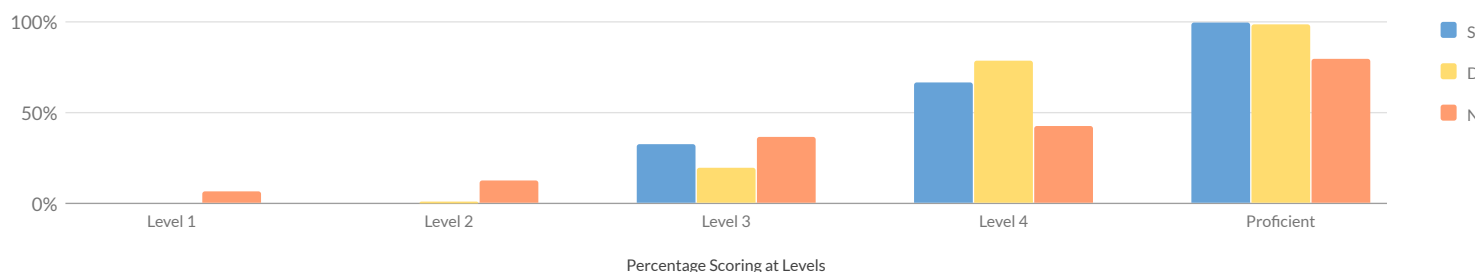


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%
Grades 4 & 8	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%

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

GRADE 4 SCIENCE RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%
Female	30	3	10%	27	90%	0	0%	0	0%	7	26%	20	74%	27	100%
Male	27	6	22%	21	78%	0	0%	0	0%	9	43%	12	57%	21	100%
General Education Students	42	5	12%	37	88%	0	0%	0	0%	8	22%	29	78%	37	100%
Students with Disabilities	15	4	27%	11	73%	0	0%	0	0%	8	73%	3	27%	11	100%
Asian or Native Hawaiian/Other Pacific Islander	24	3	13%	21	88%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	29	5	17%	24	83%	0	0%	0	0%	11	46%	13	54%	24	100%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	28	4	14%	24	86%	0	0%	0	0%	5	21%	19	79%	24	100%
Economically Disadvantaged	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	52	8	15%	44	85%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%
Not in Foster Care	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%
Not Homeless	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%
Not Migrant	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%
Parent Not in Armed Forces	57	9	16%	48	84%	0	0%	0	0%	16	33%	32	67%	48	100%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	6	0	0%	6	100%	0	0%	1	17%	2	33%	2	33%	1	17%
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	7	1	14%	6	86%	0	0%	0	0%	0	0%	3	50%	3	50%
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

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

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

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	322	\$196,764	\$611	\$8,273,315	\$25,694	\$8,470,079	\$26,305
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	34	8	24%	2	1	50%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	33	1	3%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 4:04 PM EST

Section 9: School Report Card
South Woods Middle School

SOUTH WOODS MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	541	197	4
	Math	597	212	
	Science	247	231	
	Combined	1,385	210	
Asian or Native Hawaiian/Other Pacific Islander	ELA	288	212	4
	Math	301	223	
	Science	109	239	
	Combined	698	221	
Black or African American	ELA	2	—	—
	Math	1	—	
	Science	—	—	
	Combined	3	—	
Hispanic or Latino	ELA	26	152	4
	Math	25	174	
	Science	13	215	
	Combined	64	173	
Multiracial	ELA	19	213	4
	Math	19	211	
	Science	7	243	
	Combined	45	217	
White	ELA	206	181	4
	Math	251	204	
	Science	118	225	
	Combined	575	200	
English Language Learner	ELA	7	57	—
	Math	6	158	
	Science	2	—	
	Combined	15	—	
Students with Disabilities	ELA	22	123	4
	Math	27	143	
	Science	14	146	
	Combined	63	137	
Economically Disadvantaged	ELA	54	167	4
	Math	57	183	
	Science	23	200	
	Combined	134	180	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	686	155	4
	Math	685	185	
	Science	247	231	
	Combined	1,618	180	
Asian or Native Hawaiian/Other Pacific Islander	ELA	298	205	4
	Math	301	223	
	Science	109	239	
	Combined	708	218	
Black or African American	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Hispanic or Latino	ELA	35	113	3
	Math	35	124	
	Science	14	200	
	Combined	84	132	
Multiracial	ELA	19	213	4
	Math	19	211	
	Science	7	243	
	Combined	45	217	
White	ELA	332	112	3
	Math	332	154	
	Science	119	224	
	Combined	783	147	
English Language Learner	ELA	7	57	—
	Math	7	136	
	Science	3	—	
	Combined	17	—	
Students with Disabilities	ELA	48	56	3
	Math	48	80	
	Science	18	114	
	Combined	114	75	
Economically Disadvantaged	ELA	67	134	4
	Math	67	156	
	Science	26	177	
	Combined	160	150	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	745	44	5.9%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	329	11	3.3%	4
Black or African American	2	—	—	—
Hispanic or Latino	40	1	2.5%	4
Multiracial	20	—	—	—
White	354	32	9%	4
English Language Learners	12	—	—	—
Students with Disabilities	56	7	12.5%	4
Economically Disadvantaged	75	10	13.3%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	738	75.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	326	91.7%
Black or African American	—	2	—
Hispanic or Latino	—	39	—
Multiracial	—	20	—
White	X	351	59%
English Language Learner	—	12	—
Students with Disabilities	X	51	45.1%
Economically Disadvantaged	X	74	77%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	738	82.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	326	96%
Black or African American	—	2	—
Hispanic or Latino	—	39	—
Multiracial	—	20	—
White	X	351	71.8%
English Language Learner	—	12	—
Students with Disabilities	X	51	54.9%
Economically Disadvantaged	X	74	81.1%

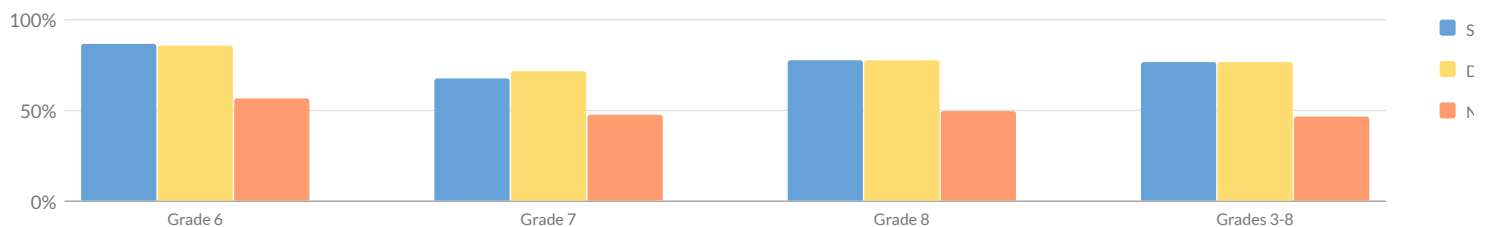
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 6	—
Grade 7	—
Grade 8	—

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

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

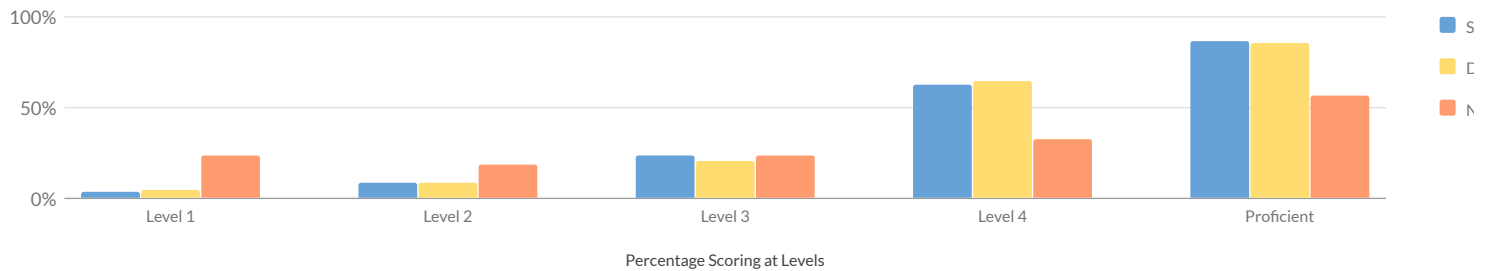
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	225	57	25%	168	75%	7	4%	15	9%	41	24%	105	63%	146	87%
Grade 7	248	49	20%	199	80%	17	9%	46	23%	66	33%	70	35%	136	68%
Grade 8	267	83	31%	184	69%	6	3%	34	18%	55	30%	89	48%	144	78%
Grades 3-8	740	189	26%	551	74%	30	5%	95	17%	162	29%	264	48%	426	77%

GRADE 6 ELA RESULTS

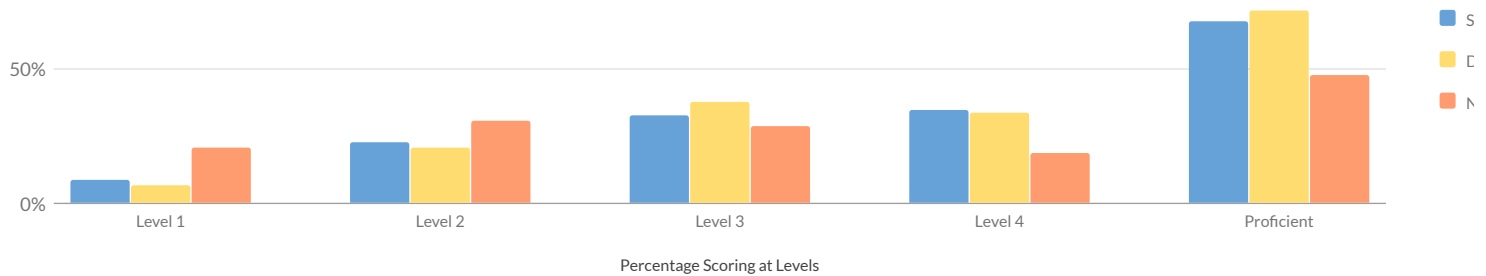
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	57	25%	168	75%	7	4%	15	9%	41	24%	105	63%	146	87%
Female	103	29	28%	74	72%	1	1%	6	8%	15	20%	52	70%	67	91%
Male	122	28	23%	94	77%	6	6%	9	10%	26	28%	53	56%	79	84%
General Education Students	211	51	24%	160	76%	5	3%	12	8%	39	24%	104	65%	143	89%
Students with Disabilities	14	6	43%	8	57%	2	25%	3	38%	2	25%	1	13%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	106	8	8%	98	92%	4	4%	5	5%	25	26%	64	65%	89	91%
Hispanic or Latino	8	1	13%	7	88%	0	0%	4	57%	2	29%	1	14%	3	43%
White	103	47	46%	56	54%	3	5%	6	11%	13	23%	34	61%	47	84%
Multiracial	8	1	13%	7	88%	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	20	3	15%	17	85%	0	0%	4	24%	5	29%	8	47%	13	76%
Not Economically Disadvantaged	205	54	26%	151	74%	7	5%	11	7%	36	24%	97	64%	133	88%
English Language Learner	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	222	55	25%	167	75%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	225	57	25%	168	75%	7	4%	15	9%	41	24%	105	63%	146	87%
Not Homeless	225	57	25%	168	75%	7	4%	15	9%	41	24%	105	63%	146	87%
Not Migrant	225	57	25%	168	75%	7	4%	15	9%	41	24%	105	63%	146	87%
Parent Not in Armed Forces	225	57	25%	168	75%	7	4%	15	9%	41	24%	105	63%	146	87%

GRADE 7 ELA RESULTS

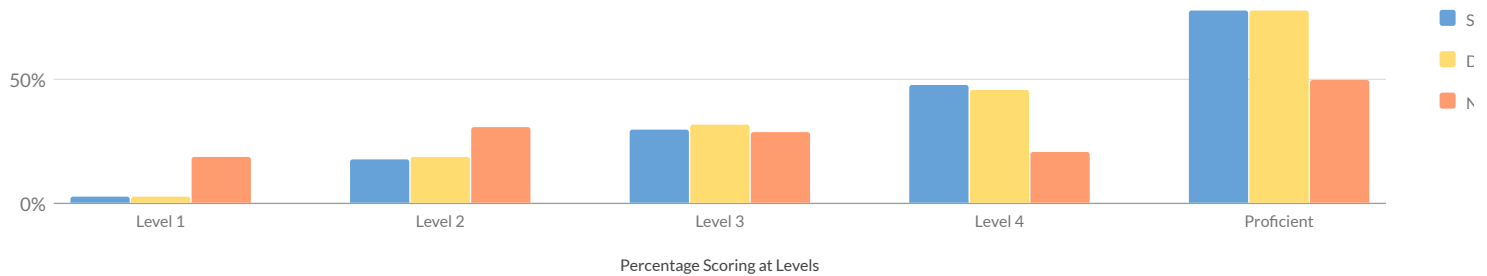
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	49	20%	199	80%	17	9%	46	23%	66	33%	70	35%	136	68%
Female	131	26	20%	105	80%	8	8%	15	14%	38	36%	44	42%	82	78%
Male	117	23	20%	94	80%	9	10%	31	33%	28	30%	26	28%	54	57%
General Education Students	231	40	17%	191	83%	15	8%	42	22%	65	34%	69	36%	134	70%
Students with Disabilities	17	9	53%	8	47%	2	25%	4	50%	1	13%	1	13%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	105	4	4%	101	96%	1	1%	17	17%	37	37%	46	46%	83	82%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	5	33%	10	67%	2	20%	3	30%	2	20%	3	30%	5	50%
White	121	40	33%	81	67%	13	16%	24	30%	26	32%	18	22%	44	54%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	1	14%	2	29%	1	14%	3	43%	4	57%
Economically Disadvantaged	26	6	23%	20	77%	3	15%	6	30%	6	30%	5	25%	11	55%
Not Economically Disadvantaged	222	43	19%	179	81%	14	8%	40	22%	60	34%	65	36%	125	70%
English Language Learner	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	48	20%	196	80%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	247	49	20%	198	80%	—	—	—	—	—	—	—	—	—	—
Not Homeless	248	49	20%	199	80%	17	9%	46	23%	66	33%	70	35%	136	68%
Not Migrant	248	49	20%	199	80%	17	9%	46	23%	66	33%	70	35%	136	68%
Parent Not in Armed Forces	248	49	20%	199	80%	17	9%	46	23%	66	33%	70	35%	136	68%

GRADE 8 ELA RESULTS

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

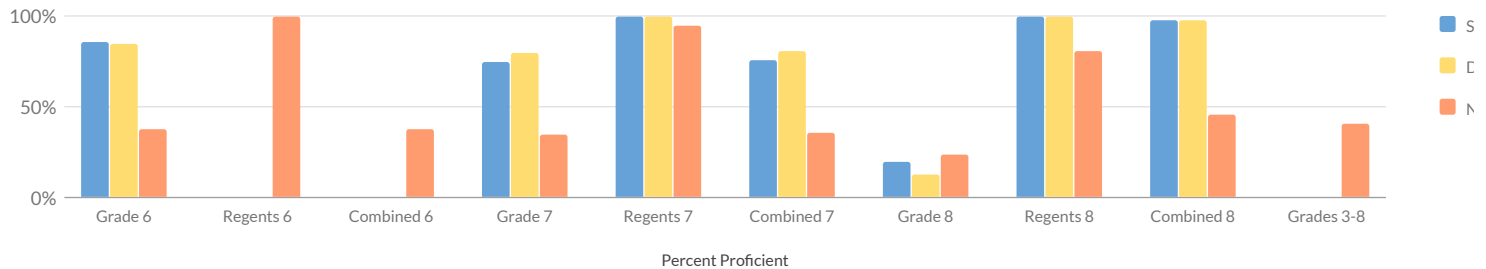


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	267	83	31%	184	69%	6	3%	34	18%	55	30%	89	48%	144	78%
Female	127	32	25%	95	75%	4	4%	13	14%	22	23%	56	59%	78	82%
Male	140	51	36%	89	64%	2	2%	21	24%	33	37%	33	37%	66	74%
General Education Students	247	70	28%	177	72%	4	2%	32	18%	54	31%	87	49%	141	80%
Students with Disabilities	20	13	65%	7	35%	2	29%	2	29%	1	14%	2	29%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	116	19	16%	97	84%	1	1%	15	15%	29	30%	52	54%	81	84%
Hispanic or Latino	16	6	38%	10	63%	2	20%	3	30%	2	20%	3	30%	5	50%
White	128	58	45%	70	55%	2	3%	16	23%	22	31%	30	43%	52	74%
Multiracial	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Economically Disadvantaged	28	9	32%	19	68%	2	11%	7	37%	7	37%	3	16%	10	53%
Not Economically Disadvantaged	239	74	31%	165	69%	4	2%	27	16%	48	29%	86	52%	134	81%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	262	82	31%	180	69%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	267	83	31%	184	69%	6	3%	34	18%	55	30%	89	48%	144	78%
Not Homeless	267	83	31%	184	69%	6	3%	34	18%	55	30%	89	48%	144	78%
Not Migrant	267	83	31%	184	69%	6	3%	34	18%	55	30%	89	48%	144	78%
Parent Not in Armed Forces	267	83	31%	184	69%	6	3%	34	18%	55	30%	89	48%	144	78%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	225	60	27%	165	73%	3	2%	20	12%	45	27%	97	59%	142	86%
Regents 6	—	0	0%	1	0%	—	—	—	—	—	—	—	—	—	—
Combined 6	225	59	26%	166	74%	—	—	—	—	—	—	—	—	—	—
Grade 7	247	62	25%	185	75%	5	3%	42	23%	50	27%	88	48%	138	75%
Regents 7	—	0	0%	8	3%	0	0%	0	0%	0	0%	8	100%	8	100%
Combined 7	247	54	22%	193	78%	5	3%	42	22%	50	26%	96	50%	146	76%
Grade 8	267	262	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%
Regents 8	—	0	0%	248	93%	1	0%	0	0%	18	7%	229	92%	247	100%
Combined 8	267	14	5%	253	95%	3	1%	2	1%	18	7%	230	91%	248	98%
Grades 3-8	739	127	17%	612	83%	—	—	—	—	—	—	—	—	—	—

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

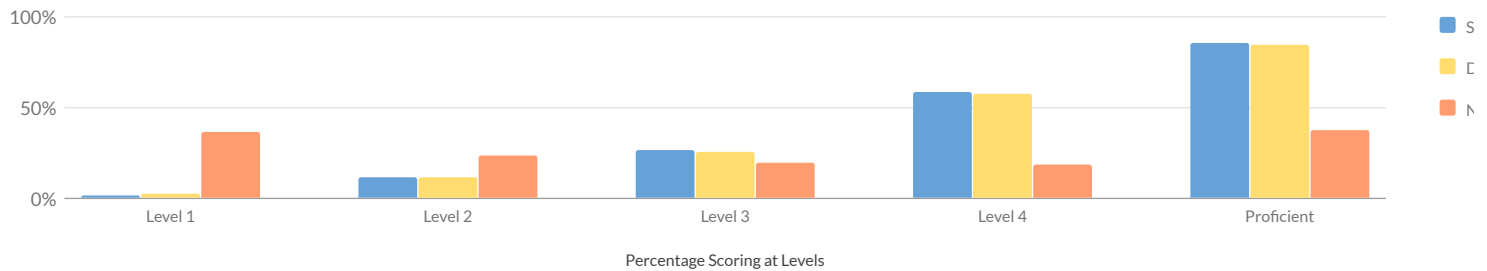
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 6	0	0	—	0	—
Regents 7	0	0	—	0	—
Regents 8	0	0	—	0	—

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

GRADE 6 MATH RESULTS

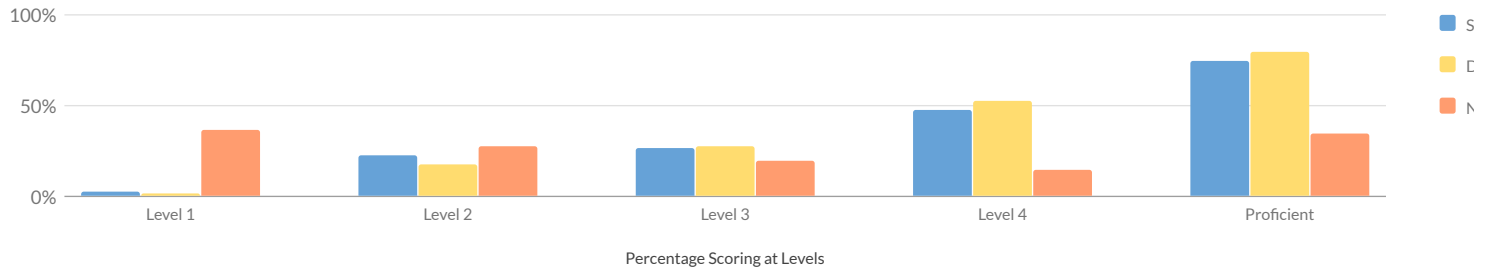
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	225	60	27%	165	73%	3	2%	20	12%	45	27%	97	59%	142	86%
Female	103	30	29%	73	71%	1	1%	10	14%	23	32%	39	53%	62	85%
Male	122	30	25%	92	75%	2	2%	10	11%	22	24%	58	63%	80	87%
General Education Students	211	54	26%	157	74%	1	1%	18	11%	43	27%	95	61%	138	88%
Students with Disabilities	14	6	43%	8	57%	2	25%	2	25%	2	25%	2	25%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	106	5	5%	101	95%	1	1%	10	10%	27	27%	63	62%	90	89%
Hispanic or Latino	8	2	25%	6	75%	0	0%	3	50%	3	50%	0	0%	3	50%
White	103	52	50%	51	50%	2	4%	6	12%	14	27%	29	57%	43	84%
Multiracial	8	1	13%	7	88%	0	0%	1	14%	1	14%	5	71%	6	86%
Economically Disadvantaged	20	3	15%	17	85%	0	0%	3	18%	6	35%	8	47%	14	82%
Not Economically Disadvantaged	205	57	28%	148	72%	3	2%	17	11%	39	26%	89	60%	128	86%
English Language Learner	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	222	60	27%	162	73%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	225	60	27%	165	73%	3	2%	20	12%	45	27%	97	59%	142	86%
Not Homeless	225	60	27%	165	73%	3	2%	20	12%	45	27%	97	59%	142	86%
Not Migrant	225	60	27%	165	73%	3	2%	20	12%	45	27%	97	59%	142	86%
Parent Not in Armed Forces	225	60	27%	165	73%	3	2%	20	12%	45	27%	97	59%	142	86%

GRADE 7 MATH RESULTS

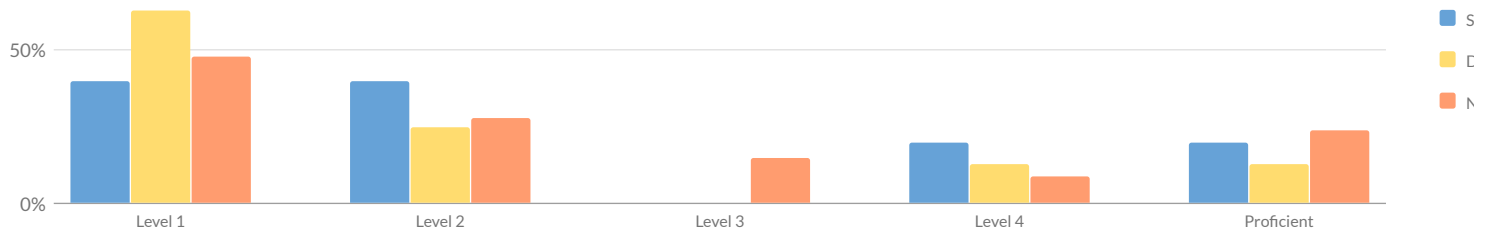
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	62	25%	185	75%	5	3%	42	23%	50	27%	88	48%	138	75%
Female	131	35	27%	96	73%	2	2%	25	26%	26	27%	43	45%	69	72%
Male	116	27	23%	89	77%	3	3%	17	19%	24	27%	45	51%	69	78%
General Education Students	230	52	23%	178	77%	4	2%	41	23%	46	26%	87	49%	133	75%
Students with Disabilities	17	10	59%	7	41%	1	14%	1	14%	4	57%	1	14%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	104	13	13%	91	88%	1	1%	13	14%	23	25%	54	59%	77	85%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	7	47%	8	53%	1	13%	3	38%	2	25%	2	25%	4	50%
White	121	41	34%	80	66%	2	3%	24	30%	24	30%	30	38%	54	68%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	26	6	23%	20	77%	1	5%	7	35%	7	35%	5	25%	12	60%
Not Economically Disadvantaged	221	56	25%	165	75%	4	2%	35	21%	43	26%	83	50%	126	76%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	243	62	26%	181	74%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	246	61	25%	185	75%	5	3%	42	23%	50	27%	88	48%	138	75%
Not Homeless	247	62	25%	185	75%	5	3%	42	23%	50	27%	88	48%	138	75%
Not Migrant	247	62	25%	185	75%	5	3%	42	23%	50	27%	88	48%	138	75%
Parent Not in Armed Forces	247	62	25%	185	75%	5	3%	42	23%	50	27%	88	48%	138	75%

GRADE 8 MATH RESULTS

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

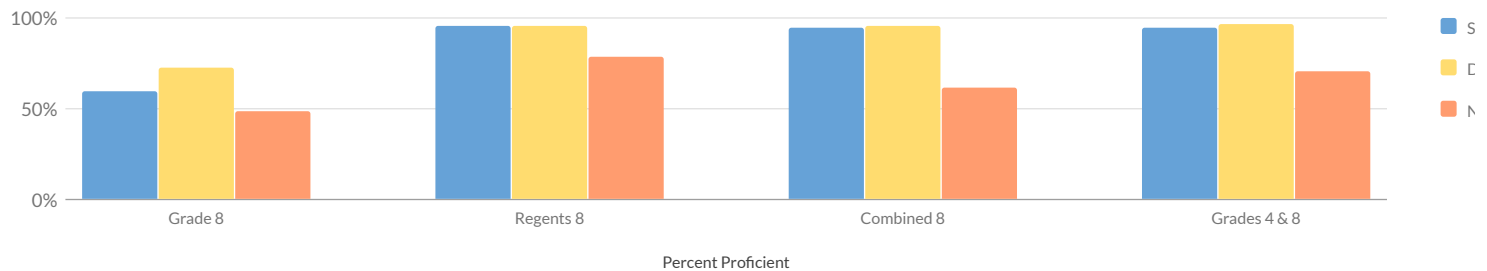


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	267	262	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%
Female	127	122	96%	5	4%	2	40%	2	40%	0	0%	1	20%	1	20%
Male	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	247	244	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	116	115	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	15	94%	1	6%	—	—	—	—	—	—	—	—	—	—
White	128	125	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	260	255	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%
Economically Disadvantaged	28	27	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	239	235	98%	4	2%	—	—	—	—	—	—	—	—	—	—
English Language Learner	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	262	259	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	267	262	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%
Not Homeless	267	262	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%
Not Migrant	267	262	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%
Parent Not in Armed Forces	267	262	98%	5	2%	2	40%	2	40%	0	0%	1	20%	1	20%

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	267	262	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
Regents 8	—	0	0%	248	93%	3	1%	8	3%	48	19%	189	76%	237	96%
Combined 8	267	14	5%	253	95%	3	1%	10	4%	50	20%	190	75%	240	95%
Grades 4 & 8	267	14	5%	253	95%	3	1%	10	4%	50	20%	190	75%	240	95%

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

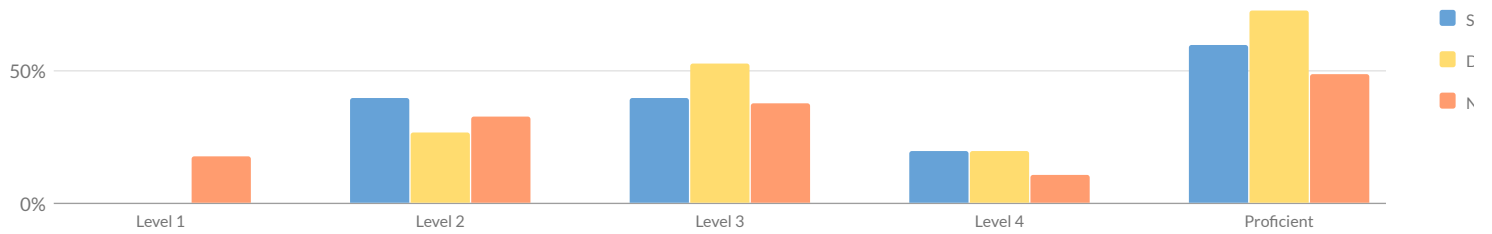
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 8 SCIENCE RESULTS

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



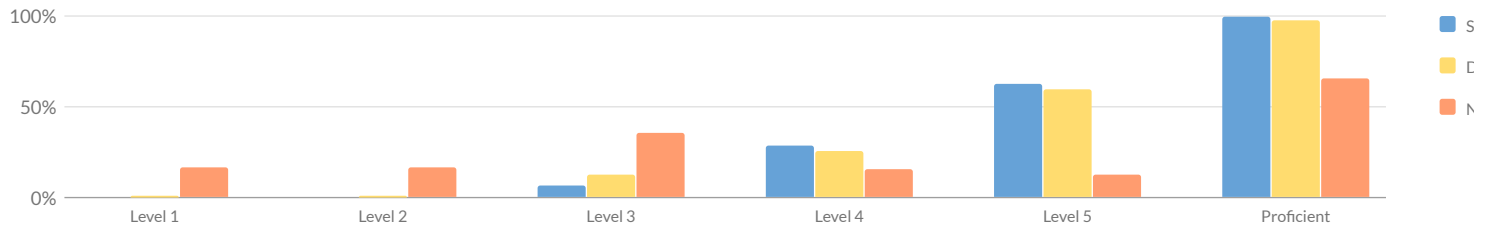
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	267	262	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
Female	127	122	96%	5	4%	0	0%	2	40%	2	40%	1	20%	3	60%
Male	140	140	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	247	244	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	20	18	90%	2	10%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	116	114	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	15	94%	1	6%	—	—	—	—	—	—	—	—	—	—
White	128	126	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	260	255	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
Economically Disadvantaged	28	28	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	239	234	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	262	260	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	267	262	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
Not Homeless	267	262	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
Not Migrant	267	262	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%
Parent Not in Armed Forces	267	262	98%	5	2%	0	0%	2	40%	2	40%	1	20%	3	60%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

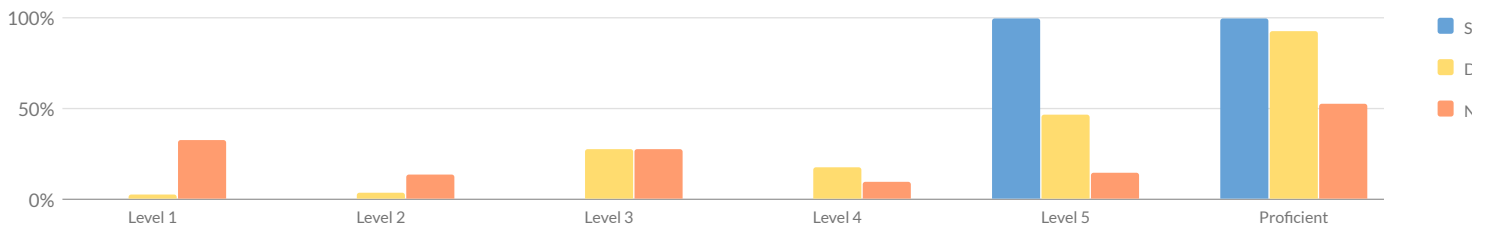
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	1	0%	0	0%	18	7%	72	29%	158	63%	248	100%
Female	118	0	0%	0	0%	8	7%	34	29%	76	64%	118	100%
Male	131	1	1%	0	0%	10	8%	38	29%	82	63%	130	99%
General Education Students	239	0	0%	0	0%	12	5%	70	29%	157	66%	239	100%
Students with Disabilities	10	1	10%	0	0%	6	60%	2	20%	1	10%	9	90%
Asian or Native Hawaiian/Other Pacific Islander	114	0	0%	0	0%	7	6%	21	18%	86	75%	114	100%
Hispanic or Latino	12	0	0%	0	0%	1	8%	8	67%	3	25%	12	100%
White	117	1	1%	0	0%	10	9%	41	35%	65	56%	116	99%
Multiracial	6	0	0%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	22	0	0%	0	0%	4	18%	14	64%	4	18%	22	100%
Not Economically Disadvantaged	227	1	0%	0	0%	14	6%	58	26%	154	68%	226	100%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	247	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	249	1	0%	0	0%	18	7%	72	29%	158	63%	248	100%
Not Homeless	249	1	0%	0	0%	18	7%	72	29%	158	63%	248	100%
Not Migrant	249	1	0%	0	0%	18	7%	72	29%	158	63%	248	100%
Parent Not in Armed Forces	249	1	0%	0	0%	18	7%	72	29%	158	63%	248	100%

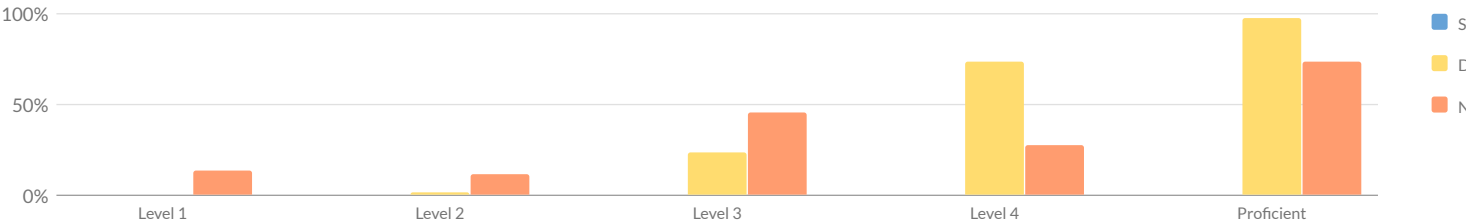
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	7	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Economically Disadvantaged	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Non-English Language Learner	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not in Foster Care	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Homeless	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Not Migrant	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	0	0%	0	0%	8	100%	8	100%

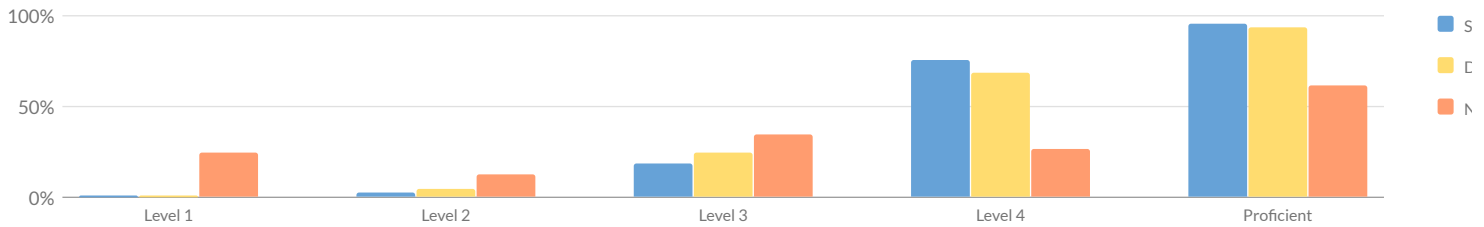
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—
General Education Students	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	—	—	—	—	—	—	—	—	—	—

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	248	3	1%	8	3%	48	19%	189	76%	237	96%
Female	118	2	2%	5	4%	21	18%	90	76%	111	94%
Male	130	1	1%	3	2%	27	21%	99	76%	126	97%
General Education Students	236	1	0%	4	2%	45	19%	186	79%	231	98%
Students with Disabilities	12	2	17%	4	33%	3	25%	3	25%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	111	0	0%	4	4%	11	10%	96	86%	107	96%
Hispanic or Latino	13	0	0%	0	0%	9	69%	4	31%	13	100%
White	117	3	3%	4	3%	27	23%	83	71%	110	94%
Multiracial	7	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	24	2	8%	1	4%	10	42%	11	46%	21	88%
Not Economically Disadvantaged	224	1	0%	7	3%	38	17%	178	79%	216	96%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	247	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	248	3	1%	8	3%	48	19%	189	76%	237	96%
Not Homeless	248	3	1%	8	3%	48	19%	189	76%	237	96%
Not Migrant	248	3	1%	8	3%	48	19%	189	76%	237	96%
Parent Not in Armed Forces	248	3	1%	8	3%	48	19%	189	76%	237	96%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 8	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	0	0%

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	727	\$449,442	\$618	\$19,076,221	\$26,240	\$19,525,663	\$26,858
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	88	6	7%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	79	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 4:00 PM EST

Section 10: School Report Card
H.B. Thompson Middle School

H B THOMPSON MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	666	199	4
	Math	759	215	
	Science	273	232	
	Combined	1,698	212	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	401	206	4
	Math	413	220	
	Science	125	238	
	Combined	939	216	
Black or African American	ELA	3	—	—
	Math	2	—	
	Science	—	—	
	Combined	5	—	
Hispanic or Latino	ELA	28	205	4
	Math	29	214	
	Science	9	217	
	Combined	66	211	
Multiracial	ELA	13	231	4
	Math	17	227	
	Science	7	236	
	Combined	37	230	
White	ELA	219	185	4
	Math	296	208	
	Science	132	228	
	Combined	647	204	
English Language Learner	ELA	15	83	4
	Math	15	180	
	Science	4	—	
	Combined	34	141	
Students with Disabilities	ELA	41	117	4
	Math	54	148	
	Science	19	192	
	Combined	114	144	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	72	180	4
	Math	77	205	
	Science	26	219	
	Combined	175	197	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	871	152	4
	Math	869	188	
	Science	273	232	
	Combined	2,013	178	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	409	202	4
	Math	413	220	
	Science	125	238	
	Combined	947	215	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Hispanic or Latino	ELA	42	137	3
	Math	42	148	
	Science	9	217	
	Combined	93	150	
Multiracial	ELA	19	158	4
	Math	19	203	
	Science	7	236	
	Combined	45	189	
White	ELA	396	102	3
	Math	394	156	
	Science	135	223	
	Combined	925	143	
English Language Learner	ELA	16	78	4
	Math	16	169	
	Science	4	—	
	Combined	36	133	
Students with Disabilities	ELA	91	53	4
	Math	90	89	
	Science	26	140	
	Combined	207	80	

Subgroup	Subject	Cohort	Index	Level
Economically Disadvantaged	ELA	92	141	4
	Math	92	172	
	Science	29	197	
	Combined	213	162	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	16	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	935	29	3.1%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	445	4	.9%	4
Black or African American	3	—	—	—
Hispanic or Latino	46	3	6.5%	4
Multiracial	20	—	—	—
White	419	20	4.8%	4
English Language Learners	22	—	—	—
Students with Disabilities	97	9	9.3%	4
Economically Disadvantaged	98	4	4.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	930	72.9%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	X	444	93%
Black or African American	—	3	—
Hispanic or Latino	X	44	63.6%
Multiracial	—	20	—
White	X	417	52.5%
English Language Learner	—	21	—
Students with Disabilities	X	92	43.5%
Economically Disadvantaged	X	97	74.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	928	83.2%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	✓	444	95.9%
Black or African American	—	3	—
Hispanic or Latino	X	44	65.9%
Multiracial	—	20	—
White	X	415	71.3%
English Language Learner	—	21	—
Students with Disabilities	X	91	58.2%
Economically Disadvantaged	X	97	79.4%

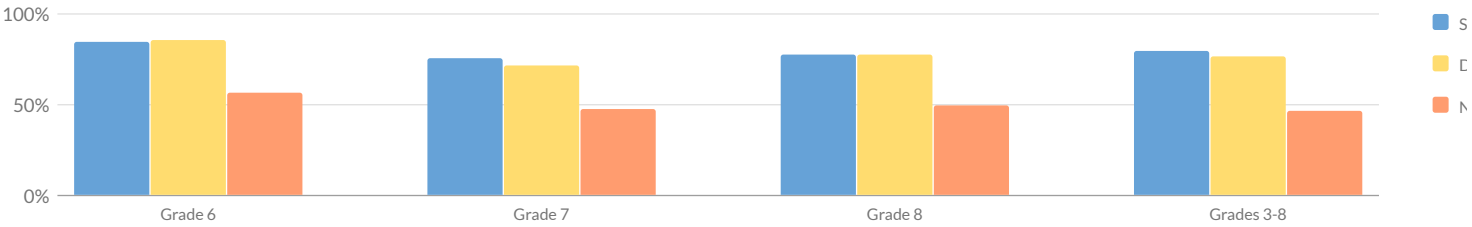
NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 8	—

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

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

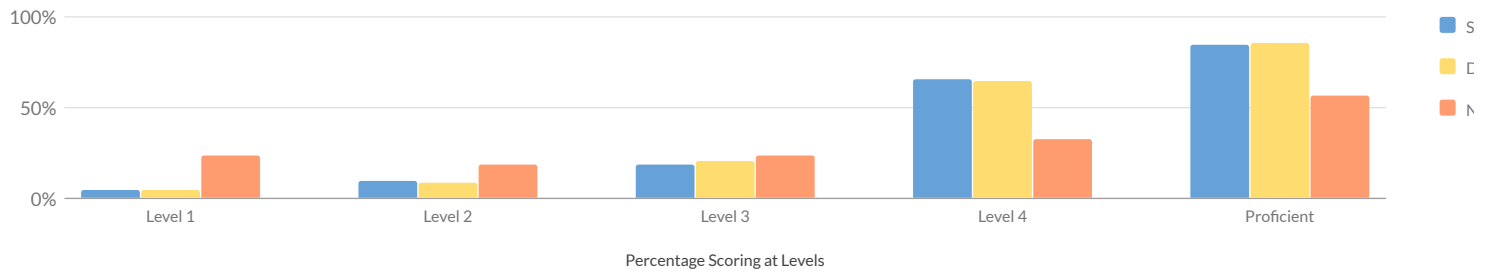
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	297	66	22%	231	78%	12	5%	22	10%	44	19%	153	66%	197	85%
Grade 7	339	98	29%	241	71%	12	5%	47	20%	101	42%	81	34%	182	76%
Grade 8	294	96	33%	198	67%	6	3%	37	19%	69	35%	86	43%	155	78%
Grades 3-8	930	260	28%	670	72%	30	4%	106	16%	214	32%	320	48%	534	80%

GRADE 6 ELA RESULTS

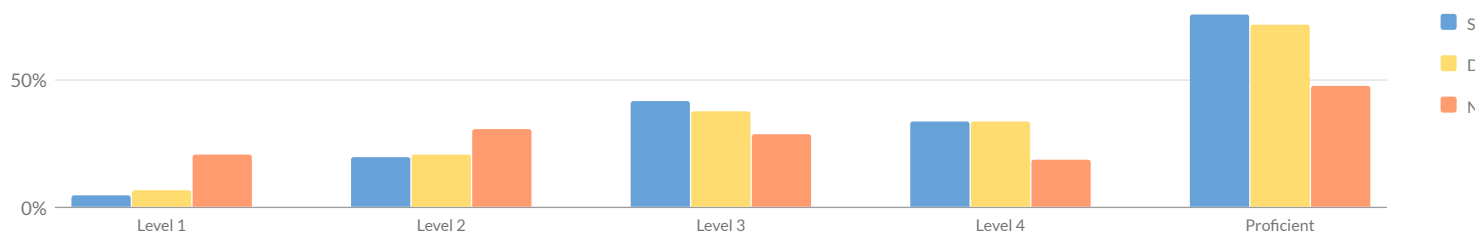
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	297	66	22%	231	78%	12	5%	22	10%	44	19%	153	66%	197	85%
Female	127	30	24%	97	76%	1	1%	7	7%	17	18%	72	74%	89	92%
Male	170	36	21%	134	79%	11	8%	15	11%	27	20%	81	60%	108	81%
General Education Students	264	47	18%	217	82%	6	3%	18	8%	41	19%	152	70%	193	89%
Students with Disabilities	33	19	58%	14	42%	6	43%	4	29%	3	21%	1	7%	4	29%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	147	4	3%	143	97%	4	3%	12	8%	27	19%	100	70%	127	89%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	10	91%	0	0%	1	10%	1	10%	8	80%	9	90%
White	132	60	45%	72	55%	8	11%	9	13%	15	21%	40	56%	55	76%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	1	17%	5	83%	6	100%
Economically Disadvantaged	31	3	10%	28	90%	2	7%	1	4%	5	18%	20	71%	25	89%
Not Economically Disadvantaged	266	63	24%	203	76%	10	5%	21	10%	39	19%	133	66%	172	85%
English Language Learner	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Non-English Language Learner	291	65	22%	226	78%	11	5%	20	9%	43	19%	152	67%	195	86%
Not in Foster Care	297	66	22%	231	78%	12	5%	22	10%	44	19%	153	66%	197	85%
Not Homeless	297	66	22%	231	78%	12	5%	22	10%	44	19%	153	66%	197	85%
Not Migrant	297	66	22%	231	78%	12	5%	22	10%	44	19%	153	66%	197	85%
Parent Not in Armed Forces	297	66	22%	231	78%	12	5%	22	10%	44	19%	153	66%	197	85%

GRADE 7 ELA RESULTS

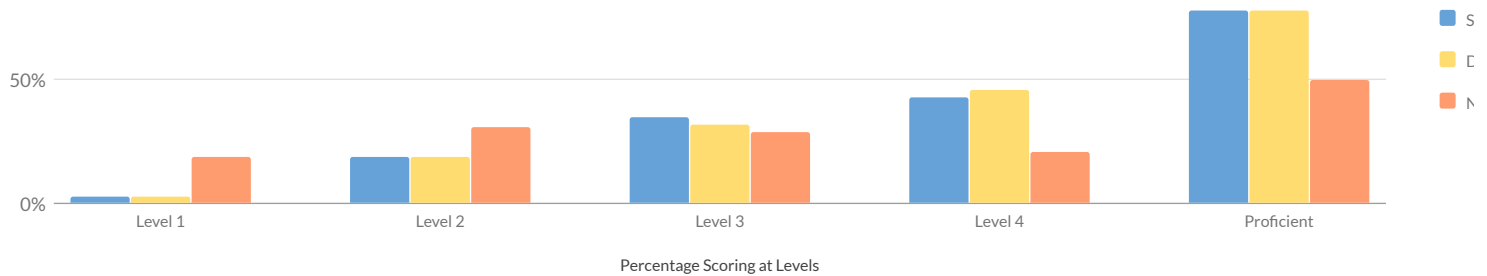
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	339	98	29%	241	71%	12	5%	47	20%	101	42%	81	34%	182	76%
Female	170	51	30%	119	70%	3	3%	19	16%	44	37%	53	45%	97	82%
Male	169	47	28%	122	72%	9	7%	28	23%	57	47%	28	23%	85	70%
General Education Students	308	79	26%	229	74%	7	3%	42	18%	100	44%	80	35%	180	79%
Students with Disabilities	31	19	61%	12	39%	5	42%	5	42%	1	8%	1	8%	2	17%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	164	15	9%	149	91%	9	6%	23	15%	59	40%	58	39%	117	79%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	14	58%	10	42%	0	0%	1	10%	7	70%	2	20%	9	90%
White	141	66	47%	75	53%	3	4%	21	28%	33	44%	18	24%	51	68%
Multiracial	8	3	38%	5	63%	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	3	30%	7	70%	0	0%	2	29%	2	29%	3	43%	5	71%
Economically Disadvantaged	36	15	42%	21	58%	4	19%	7	33%	7	33%	3	14%	10	48%
Not Economically Disadvantaged	303	83	27%	220	73%	8	4%	40	18%	94	43%	78	35%	172	78%
English Language Learner	9	2	22%	7	78%	5	71%	2	29%	0	0%	0	0%	0	0%
Non-English Language Learner	330	96	29%	234	71%	7	3%	45	19%	101	43%	81	35%	182	78%
Not in Foster Care	339	98	29%	241	71%	12	5%	47	20%	101	42%	81	34%	182	76%
Not Homeless	339	98	29%	241	71%	12	5%	47	20%	101	42%	81	34%	182	76%
Not Migrant	339	98	29%	241	71%	12	5%	47	20%	101	42%	81	34%	182	76%
Parent Not in Armed Forces	339	98	29%	241	71%	12	5%	47	20%	101	42%	81	34%	182	76%

GRADE 8 ELA RESULTS

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

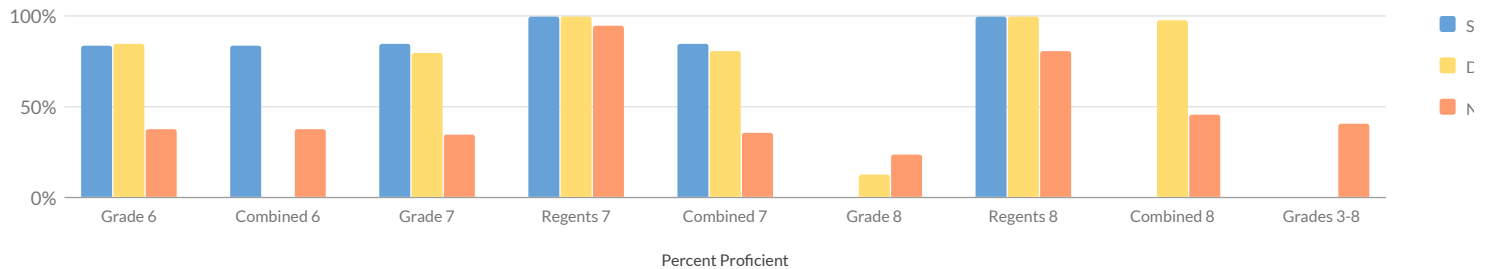


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	294	96	33%	198	67%	6	3%	37	19%	69	35%	86	43%	155	78%
Female	137	47	34%	90	66%	1	1%	13	14%	28	31%	48	53%	76	84%
Male	157	49	31%	108	69%	5	5%	24	22%	41	38%	38	35%	79	73%
General Education Students	266	75	28%	191	72%	5	3%	34	18%	67	35%	85	45%	152	80%
Students with Disabilities	28	21	75%	7	25%	1	14%	3	43%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	133	16	12%	117	88%	4	3%	14	12%	43	37%	56	48%	99	85%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	2	22%	7	78%	0	0%	3	43%	1	14%	3	43%	4	57%
White	144	75	52%	69	48%	2	3%	19	28%	24	35%	24	35%	48	70%
Multiracial	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	3	38%	5	63%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	30	9	30%	21	70%	1	5%	7	33%	7	33%	6	29%	13	62%
Not Economically Disadvantaged	264	87	33%	177	67%	5	3%	30	17%	62	35%	80	45%	142	80%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	288	94	33%	194	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	294	96	33%	198	67%	6	3%	37	19%	69	35%	86	43%	155	78%
Not Homeless	294	96	33%	198	67%	6	3%	37	19%	69	35%	86	43%	155	78%
Not Migrant	294	96	33%	198	67%	6	3%	37	19%	69	35%	86	43%	155	78%
Parent Not in Armed Forces	294	96	33%	198	67%	6	3%	37	19%	69	35%	86	43%	155	78%

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%
Combined 6	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%
Grade 7	339	96	28%	243	72%	3	1%	34	14%	68	28%	138	57%	206	85%
Regents 7	—	0	0%	5	1%	0	0%	0	0%	0	0%	5	100%	5	100%
Combined 7	339	91	27%	248	73%	3	1%	34	14%	68	27%	143	58%	211	85%
Grade 8	294	291	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	0	0%	277	94%	0	0%	0	0%	26	9%	251	91%	277	100%
Combined 8	294	14	5%	280	95%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	930	165	18%	765	82%	—	—	—	—	—	—	—	—	—	—

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

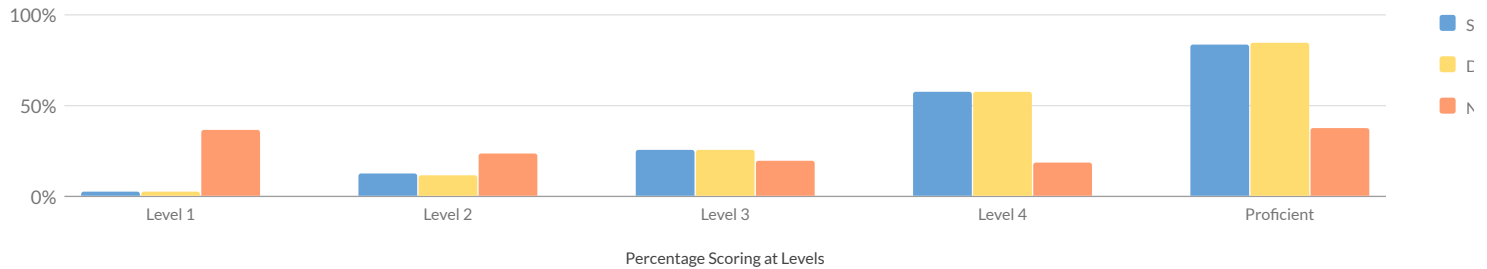
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 7	0	0	—	0	—
Regents 8	0	0	—	0	—

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

GRADE 6 MATH RESULTS

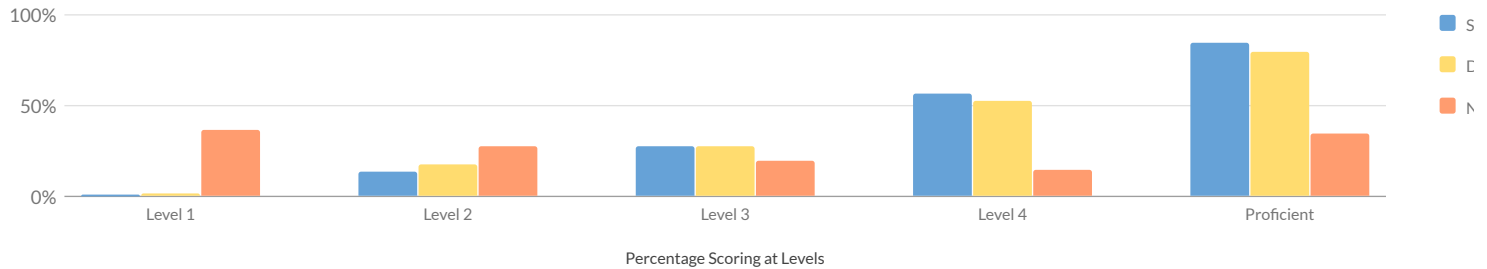
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%
Female	127	25	20%	102	80%	3	3%	14	14%	30	29%	55	54%	85	83%
Male	170	35	21%	135	79%	5	4%	16	12%	31	23%	83	61%	114	84%
General Education Students	264	40	15%	224	85%	4	2%	24	11%	60	27%	136	61%	196	88%
Students with Disabilities	33	20	61%	13	39%	4	31%	6	46%	1	8%	2	15%	3	23%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	147	5	3%	142	97%	4	3%	14	10%	34	24%	90	63%	124	87%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	2	18%	9	82%	0	0%	1	11%	4	44%	4	44%	8	89%
White	132	52	39%	80	61%	4	5%	14	18%	23	29%	39	49%	62	78%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	1	17%	0	0%	5	83%	5	83%
Economically Disadvantaged	31	5	16%	26	84%	1	4%	2	8%	8	31%	15	58%	23	88%
Not Economically Disadvantaged	266	55	21%	211	79%	7	3%	28	13%	53	25%	123	58%	176	83%
English Language Learner	6	1	17%	5	83%	0	0%	3	60%	0	0%	2	40%	2	40%
Non-English Language Learner	291	59	20%	232	80%	8	3%	27	12%	61	26%	136	59%	197	85%
Not in Foster Care	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%
Not Homeless	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%
Not Migrant	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%
Parent Not in Armed Forces	297	60	20%	237	80%	8	3%	30	13%	61	26%	138	58%	199	84%

GRADE 7 MATH RESULTS

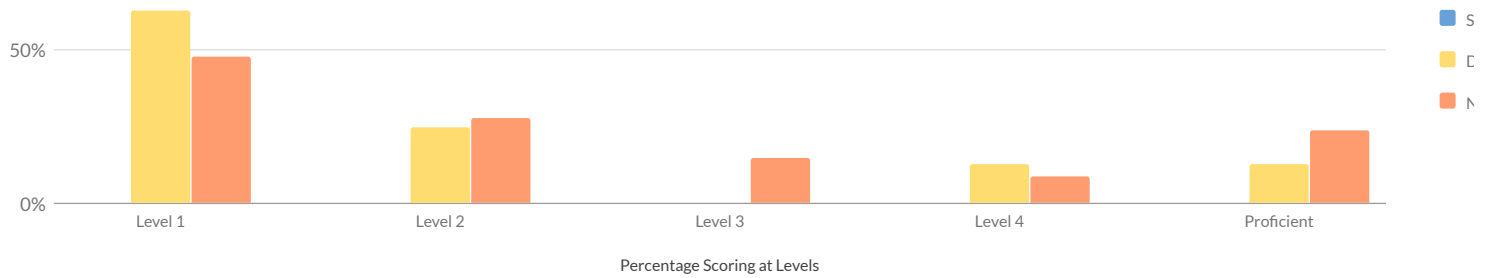
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	339	96	28%	243	72%	3	1%	34	14%	68	28%	138	57%	206	85%
Female	170	57	34%	113	66%	1	1%	18	16%	24	21%	70	62%	94	83%
Male	169	39	23%	130	77%	2	2%	16	12%	44	34%	68	52%	112	86%
General Education Students	308	78	25%	230	75%	2	1%	29	13%	61	27%	138	60%	199	87%
Students with Disabilities	31	18	58%	13	42%	1	8%	5	38%	7	54%	0	0%	7	54%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	164	14	9%	150	91%	3	2%	20	13%	35	23%	92	61%	127	85%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	24	14	58%	10	42%	0	0%	1	10%	4	40%	5	50%	9	90%
White	141	65	46%	76	54%	0	0%	12	16%	29	38%	35	46%	64	84%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	1	14%	0	0%	6	86%	6	86%
Economically Disadvantaged	36	13	36%	23	64%	1	4%	4	17%	10	43%	8	35%	18	78%
Not Economically Disadvantaged	303	83	27%	220	73%	2	1%	30	14%	58	26%	130	59%	188	85%
English Language Learner	9	2	22%	7	78%	0	0%	4	57%	1	14%	2	29%	3	43%
Non-English Language Learner	330	94	28%	236	72%	3	1%	30	13%	67	28%	136	58%	203	86%
Not in Foster Care	339	96	28%	243	72%	3	1%	34	14%	68	28%	138	57%	206	85%
Not Homeless	339	96	28%	243	72%	3	1%	34	14%	68	28%	138	57%	206	85%
Not Migrant	339	96	28%	243	72%	3	1%	34	14%	68	28%	138	57%	206	85%
Parent Not in Armed Forces	339	96	28%	243	72%	3	1%	34	14%	68	28%	138	57%	206	85%

GRADE 8 MATH RESULTS

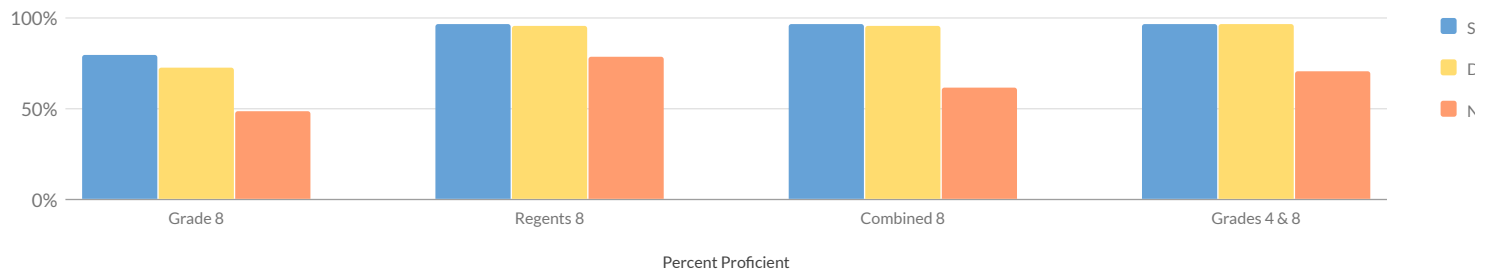
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	294	291	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Female	137	135	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Male	157	156	99%	1	1%	—	—	—	—	—	—	—	—	—	—
General Education Students	266	264	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	28	27	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	133	131	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	144	144	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	134	131	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	29	97%	1	3%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	264	262	99%	2	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	288	285	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	294	291	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Not Homeless	294	291	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Not Migrant	294	291	99%	3	1%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	294	291	99%	3	1%	—	—	—	—	—	—	—	—	—	—

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

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

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	293	283	97%	10	3%	0	0%	2	20%	6	60%	2	20%	8	80%
Regents 8	—	0	0%	264	90%	0	0%	7	3%	63	24%	194	73%	257	97%
Combined 8	293	19	6%	274	94%	0	0%	9	3%	69	25%	196	72%	265	97%
Grades 4 & 8	293	19	6%	274	94%	0	0%	9	3%	69	25%	196	72%	265	97%

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

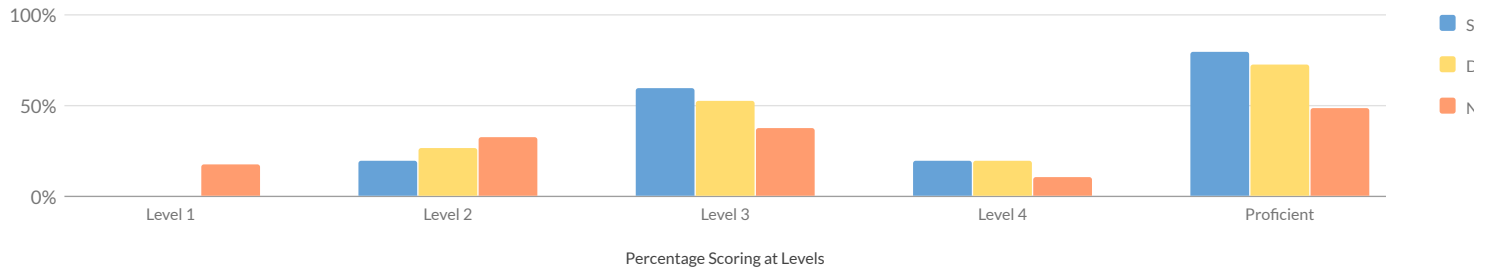
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

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

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

GRADE 8 SCIENCE RESULTS

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

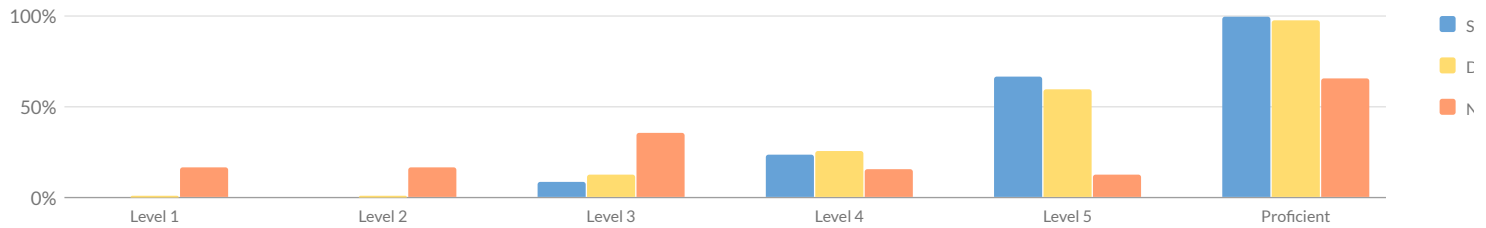


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	293	283	97%	10	3%	0	0%	2	20%	6	60%	2	20%	8	80%
Female	136	132	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Male	157	151	96%	6	4%	—	—	—	—	—	—	—	—	—	—
General Education Students	266	257	97%	9	3%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	27	26	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	133	124	93%	9	7%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	142	141	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	275	265	96%	10	4%	0	0%	2	20%	6	60%	2	20%	8	80%
Economically Disadvantaged	30	27	90%	3	10%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	263	256	97%	7	3%	—	—	—	—	—	—	—	—	—	—
English Language Learner	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	286	279	98%	7	2%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	293	283	97%	10	3%	0	0%	2	20%	6	60%	2	20%	8	80%
Not Homeless	293	283	97%	10	3%	0	0%	2	20%	6	60%	2	20%	8	80%
Not Migrant	293	283	97%	10	3%	0	0%	2	20%	6	60%	2	20%	8	80%
Parent Not in Armed Forces	293	283	97%	10	3%	0	0%	2	20%	6	60%	2	20%	8	80%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

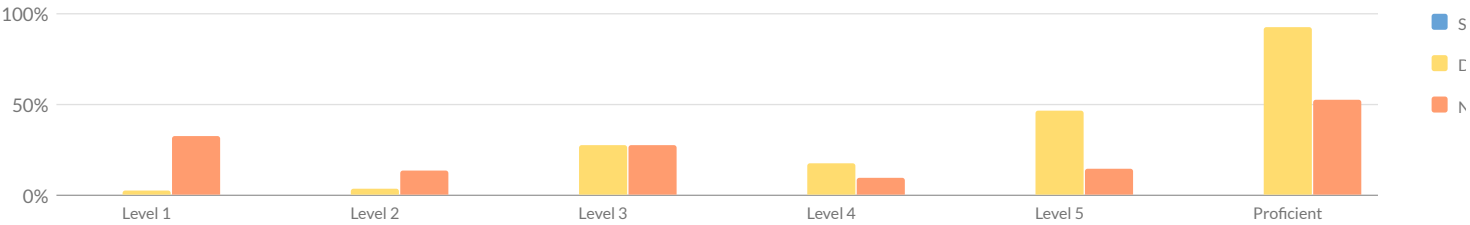
Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	279	0	0%	0	0%	26	9%	67	24%	186	67%	279	100%
Female	135	0	0%	0	0%	8	6%	34	25%	93	69%	135	100%
Male	144	0	0%	0	0%	18	13%	33	23%	93	65%	144	100%
General Education Students	260	0	0%	0	0%	18	7%	57	22%	185	71%	260	100%
Students with Disabilities	19	0	0%	0	0%	8	42%	10	53%	1	5%	19	100%
Asian or Native Hawaiian/Other Pacific Islander	126	0	0%	0	0%	6	5%	18	14%	102	81%	126	100%
Hispanic or Latino	9	0	0%	0	0%	1	11%	4	44%	4	44%	9	100%
White	137	0	0%	0	0%	18	13%	43	31%	76	55%	137	100%
Multiracial	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Economically Disadvantaged	25	0	0%	0	0%	3	12%	8	32%	14	56%	25	100%
Not Economically Disadvantaged	254	0	0%	0	0%	23	9%	59	23%	172	68%	254	100%
English Language Learner	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Non-English Language Learner	274	0	0%	0	0%	26	9%	66	24%	182	66%	274	100%
Not in Foster Care	279	0	0%	0	0%	26	9%	67	24%	186	67%	279	100%
Not Homeless	279	0	0%	0	0%	26	9%	67	24%	186	67%	279	100%
Not Migrant	279	0	0%	0	0%	26	9%	67	24%	186	67%	279	100%
Parent Not in Armed Forces	279	0	0%	0	0%	26	9%	67	24%	186	67%	279	100%

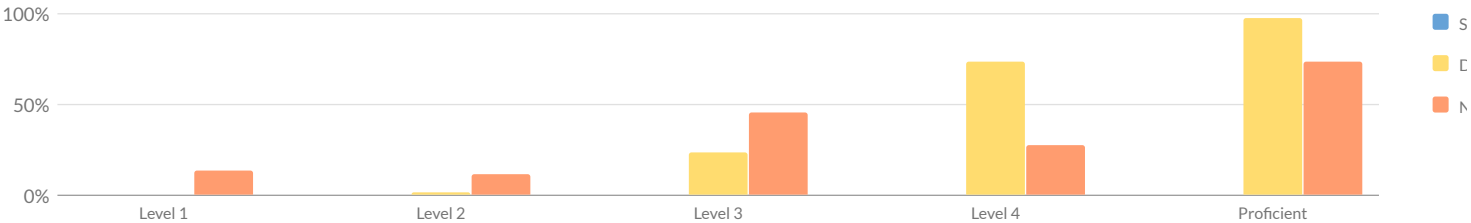
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	3	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	3	—	—	—	—	—	—	—	—	—	—	—	—

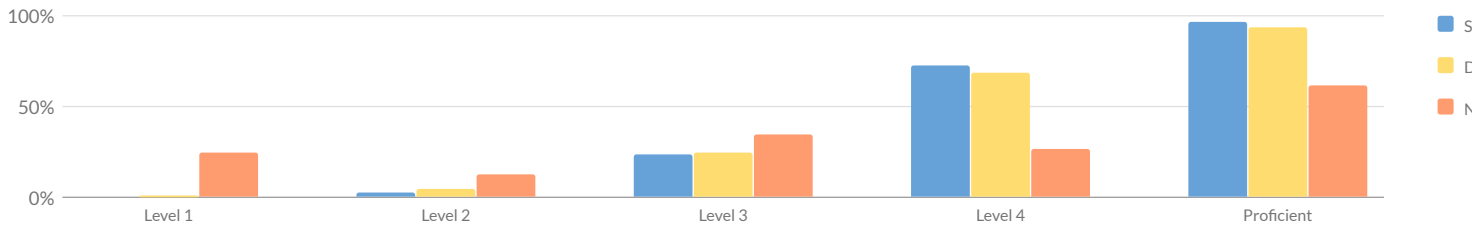
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—
General Education Students	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	—	—	—	—	—	—	—	—	—	—

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	263	0	0%	7	3%	63	24%	193	73%	256	97%
Female	125	0	0%	4	3%	27	22%	94	75%	121	97%
Male	138	0	0%	3	2%	36	26%	99	72%	135	98%
General Education Students	247	0	0%	4	2%	55	22%	188	76%	243	98%
Students with Disabilities	16	0	0%	3	19%	8	50%	5	31%	13	81%
Asian or Native Hawaiian/Other Pacific Islander	116	0	0%	1	1%	16	14%	99	85%	115	99%
Hispanic or Latino	9	0	0%	1	11%	3	33%	5	56%	8	89%
White	131	0	0%	5	4%	42	32%	84	64%	126	96%
Multiracial	7	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	23	0	0%	0	0%	9	39%	14	61%	23	100%
Not Economically Disadvantaged	240	0	0%	7	3%	54	23%	179	75%	233	97%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	262	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	263	0	0%	7	3%	63	24%	193	73%	256	97%
Not Homeless	263	0	0%	7	3%	63	24%	193	73%	256	97%
Not Migrant	263	0	0%	7	3%	63	24%	193	73%	256	97%
Parent Not in Armed Forces	263	0	0%	7	3%	63	24%	193	73%	256	97%

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	6	1	17%	5	83%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 7	9	0	0%	9	100%	0	0%	1	11%	1	11%	2	22%	5	56%
Grade 8	6	0	0%	6	100%	0	0%	1	17%	0	0%	3	50%	2	33%

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	920	\$516,959	\$562	\$22,728,872	\$24,705	\$23,245,832	\$25,267
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	96	4	4%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	95	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.
THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 4:05 PM EST

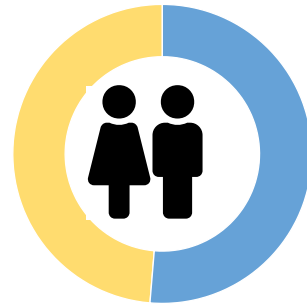
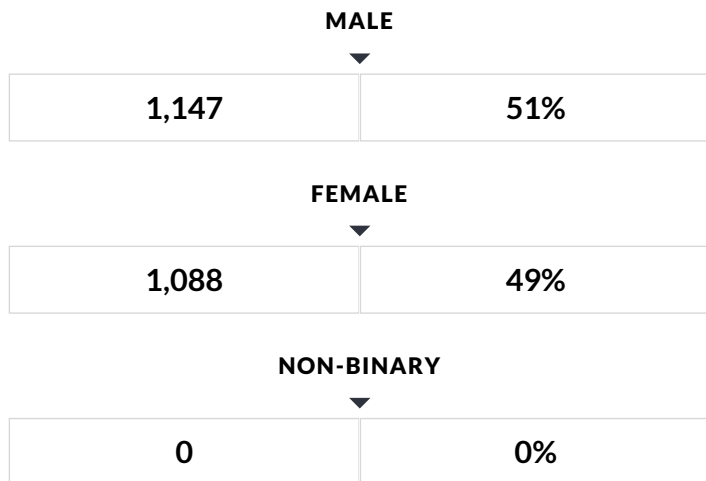
Section 11: School Report Card
Syosset High School

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

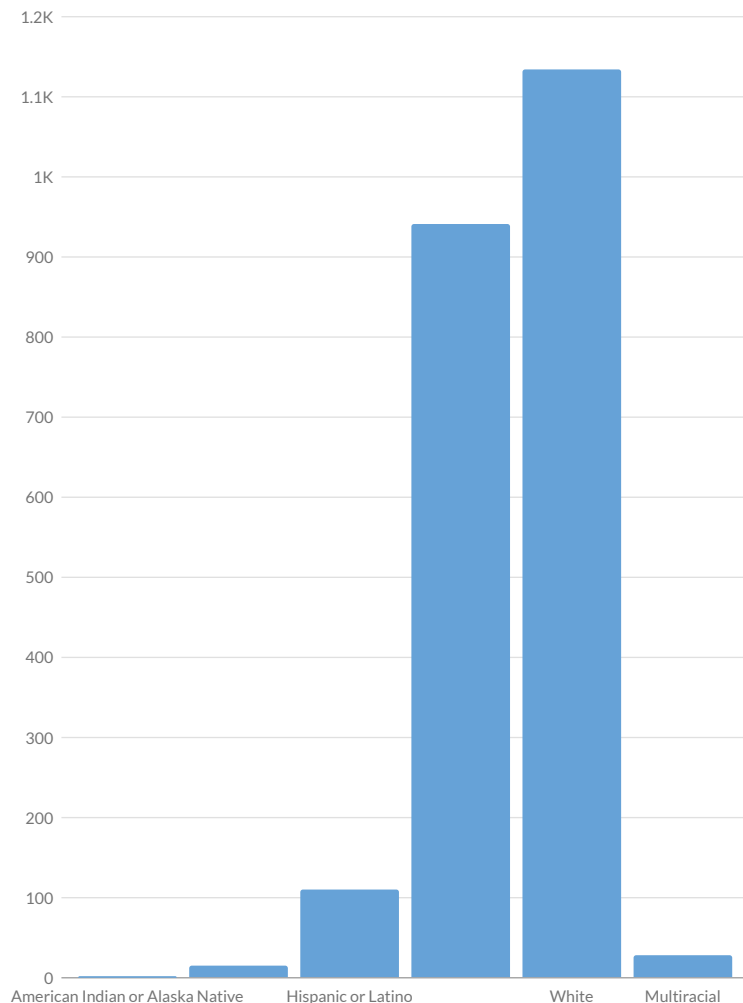
SYOSSET SENIOR HIGH SCHOOL ENROLLMENT (2021 - 22)

K-12 Enrollment: 2,235

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

2	0%
---	----

BLACK OR AFRICAN AMERICAN

16	1%
----	----

HISPANIC OR LATINO

111	5%
-----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

942	42%
-----	-----

WHITE

1,135	51%
-------	-----

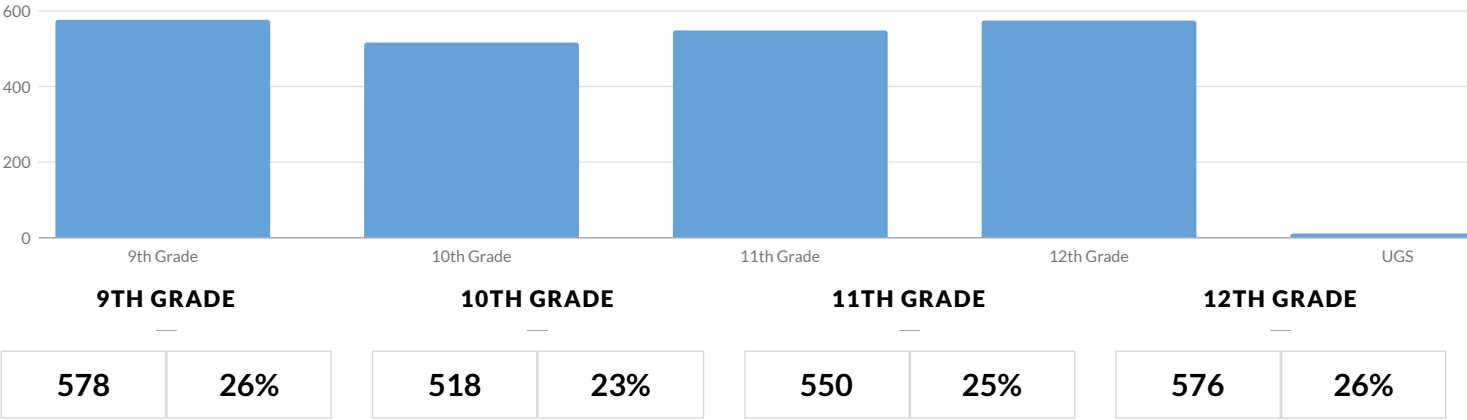
MULTIRACIAL

29	1%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
29	1%	248	11%	274	12%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



UNGRADED SECONDARY

13	1%
----	----

SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

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

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

SECONDARY 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
Hispanic or Latino	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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	216	178	197	4
	Math	561	200		
	Science	565	237		
	Social Studies	323	167		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	96	177	203	4
	Math	218	214		
	Science	218	239		
	Social Studies	149	172		
Black or African American	ELA	1	—	—	—
	Math	4	—		
	Science	3	—		
	Social Studies	2	—		
Hispanic or Latino	ELA	8	181	185	4
	Math	21	150		
	Science	21	233		
	Social Studies	8	200		
Multiracial	ELA	1	—	—	—
	Math	6	192		
	Science	6	217		
	Social Studies	4	—		
White	ELA	109	181	196	4
	Math	311	194		
	Science	316	237		
	Social Studies	159	167		
English Language Learner	ELA	3	—	—	—
	Math	4	—		
	Science	5	180		
	Social Studies	—	—		
Students with Disabilities	ELA	4	—	148	4
	Math	64	138		
	Science	72	217		
	Social Studies	7	114		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	20	188	197	4
	Math	77	191		
	Science	75	235		
	Social Studies	38	168		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	575	67	150	4
	Math	571	196		
	Science	573	234		
	Social Studies	574	94		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	224	76	159	4
	Math	224	208		
	Science	223	234		
	Social Studies	224	115		
Black or African American	ELA	4	—	—	—
	Math	4	—		
	Science	3	—		
	Social Studies	3	—		
Hispanic or Latino	ELA	22	66	127	3
	Math	22	143		
	Science	22	223		
	Social Studies	22	73		
Multiracial	ELA	6	0	—	—
	Math	6	192		
	Science	6	217		
	Social Studies	6	0		
White	ELA	318	62	146	4
	Math	314	192		
	Science	318	235		
	Social Studies	318	84		
English Language Learner	ELA	23	11	87	4
	Math	5	130		
	Science	5	180		
	Social Studies	5	0		
Students with Disabilities	ELA	65	8	93	4
	Math	70	126		
	Science	74	211		
	Social Studies	65	12		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	80	47	136	4
	Math	80	184		
	Science	78	226		
	Social Studies	79	81		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	560	553	98.8%	98.9%	4
	5-year	531	529	99.6%		
	6-year	469	461	98.3%		
American Indian or Alaska Native	4-year	2	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	204	203	99.5%	99.2%	4
	5-year	183	183	100%		
	6-year	150	147	98%		
Black or African American	4-year	4	—	—	—	—
	5-year	5	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	18	—	—	100%	4
	5-year	32	32	100%		
	6-year	16	—	—		
Multiracial	4-year	6	—	—	—	—
	5-year	9	—	—		
	6-year	5	—	—		
White	4-year	326	322	98.8%	98.8%	4
	5-year	302	300	99.3%		
	6-year	297	292	98.3%		
English Language Learner	4-year	8	—	—	—	—
	5-year	3	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	74	69	93.2%	94%	4
	5-year	78	76	97.4%		
	6-year	58	53	91.4%		
Economically Disadvantaged	4-year	60	57	95%	95.6%	4
	5-year	56	55	98.2%		
	6-year	46	43	93.5%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	25	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	25	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,260	100	4.4%	4
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	958	32	3.3%	4
Black or African American	16	—	—	—
Hispanic or Latino	114	9	7.9%	4
Multiracial	29	—	—	—
White	1,141	57	5%	4
English Language Learners	38	1	2.6%	4
Students with Disabilities	271	21	7.7%	4
Economically Disadvantaged	277	23	8.3%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	575	37.2%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	X	227	42.3%
Black or African American	—	4	—
Hispanic or Latino	—	21	—
Multiracial	—	6	—
White	X	316	34.2%
English Language Learner	—	5	—
Students with Disabilities	X	63	4.8%
Economically Disadvantaged	X	79	24.1%

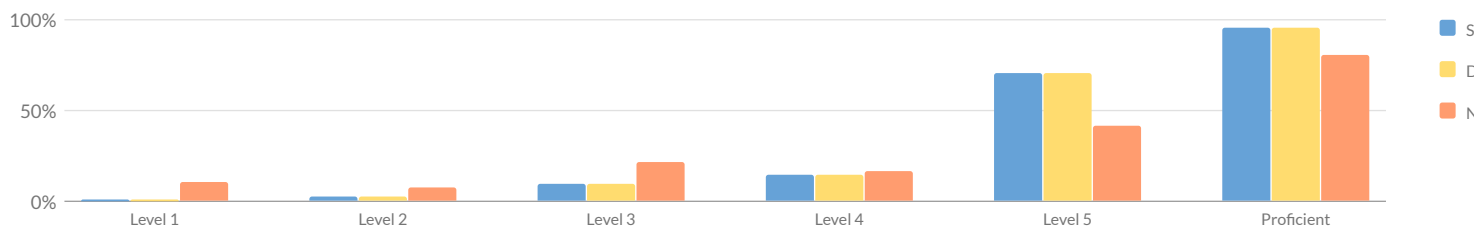
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	571	98.8%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	226	97.3%
Black or African American	—	4	—
Hispanic or Latino	—	21	—
Multiracial	—	6	—
White	✓	313	99.7%
English Language Learner	—	5	—
Students with Disabilities	✓	59	94.9%
Economically Disadvantaged	✓	80	97.5%

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

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

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



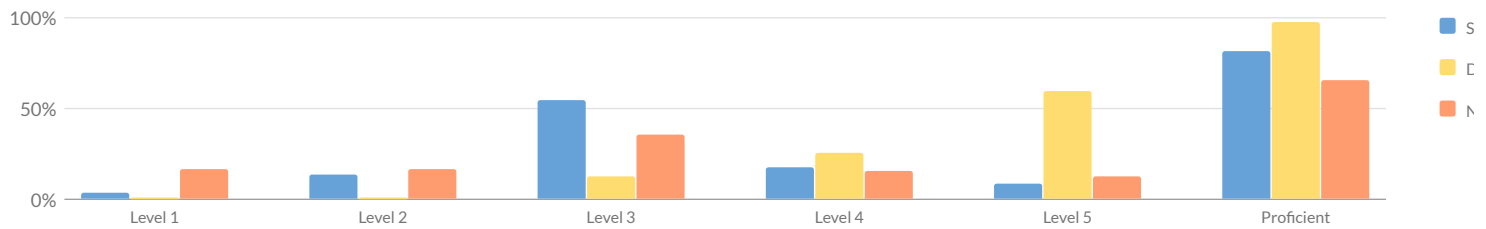
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	542	5	1%	17	3%	54	10%	80	15%	386	71%	520	96%
Female	260	1	0%	6	2%	19	7%	35	13%	199	77%	253	97%
Male	282	4	1%	11	4%	35	12%	45	16%	187	66%	267	95%
General Education Students	477	1	0%	10	2%	35	7%	62	13%	369	77%	466	98%
Students with Disabilities	65	4	6%	7	11%	19	29%	18	28%	17	26%	54	83%
Asian or Native Hawaiian/Other Pacific Islander	212	1	0%	8	4%	16	8%	22	10%	165	78%	203	96%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	31	1	3%	1	3%	6	19%	5	16%	18	58%	29	94%
White	285	3	1%	7	2%	30	11%	51	18%	194	68%	275	96%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	1	7%	2	14%	2	14%	9	64%	13	93%
Economically Disadvantaged	57	1	2%	2	4%	12	21%	9	16%	33	58%	54	95%
Not Economically Disadvantaged	485	4	1%	15	3%	42	9%	71	15%	353	73%	466	96%
English Language Learner	11	0	0%	5	45%	2	18%	2	18%	2	18%	6	55%
Non-English Language Learner	531	5	1%	12	2%	52	10%	78	15%	384	72%	514	97%
Not in Foster Care	542	5	1%	17	3%	54	10%	80	15%	386	71%	520	96%
Not Homeless	542	5	1%	17	3%	54	10%	80	15%	386	71%	520	96%
Not Migrant	542	5	1%	17	3%	54	10%	80	15%	386	71%	520	96%
Parent Not in Armed Forces	542	5	1%	17	3%	54	10%	80	15%	386	71%	520	96%

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Female	2	2	100	0	0
Male	1	1	100	0	0
General Education Students	2	2	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

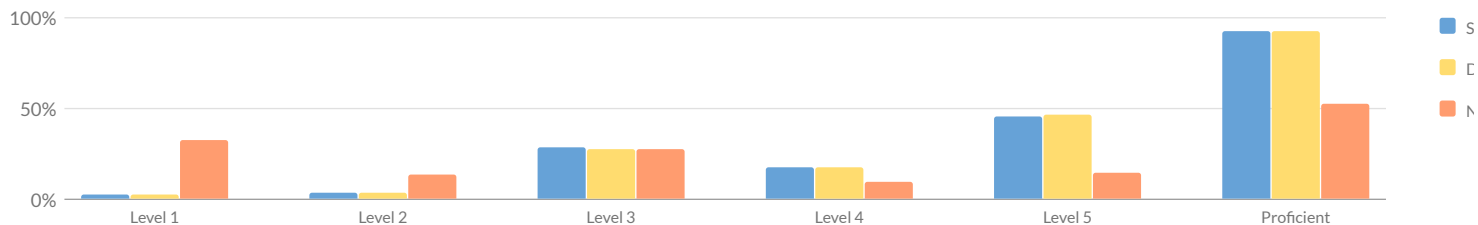
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	2	4%	8	14%	31	55%	10	18%	5	9%	46	82%
Female	28	1	4%	5	18%	14	50%	5	18%	3	11%	22	79%
Male	28	1	4%	3	11%	17	61%	5	18%	2	7%	24	86%
General Education Students	35	0	0%	5	14%	16	46%	9	26%	5	14%	30	86%
Students with Disabilities	21	2	10%	3	14%	15	71%	1	5%	0	0%	16	76%
Asian or Native Hawaiian/Other Pacific Islander	24	1	4%	3	13%	9	38%	7	29%	4	17%	20	83%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	23	1	4%	3	13%	16	70%	2	9%	1	4%	19	83%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	2	22%	6	67%	1	11%	0	0%	7	78%
Economically Disadvantaged	11	0	0%	3	27%	3	27%	4	36%	1	9%	8	73%
Not Economically Disadvantaged	45	2	4%	5	11%	28	62%	6	13%	4	9%	38	84%
English Language Learner	7	0	0%	2	29%	1	14%	2	29%	2	29%	5	71%
Non-English Language Learner	49	2	4%	6	12%	30	61%	8	16%	3	6%	41	84%
Not in Foster Care	56	2	4%	8	14%	31	55%	10	18%	5	9%	46	82%
Not Homeless	56	2	4%	8	14%	31	55%	10	18%	5	9%	46	82%
Not Migrant	56	2	4%	8	14%	31	55%	10	18%	5	9%	46	82%
Parent Not in Armed Forces	56	2	4%	8	14%	31	55%	10	18%	5	9%	46	82%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



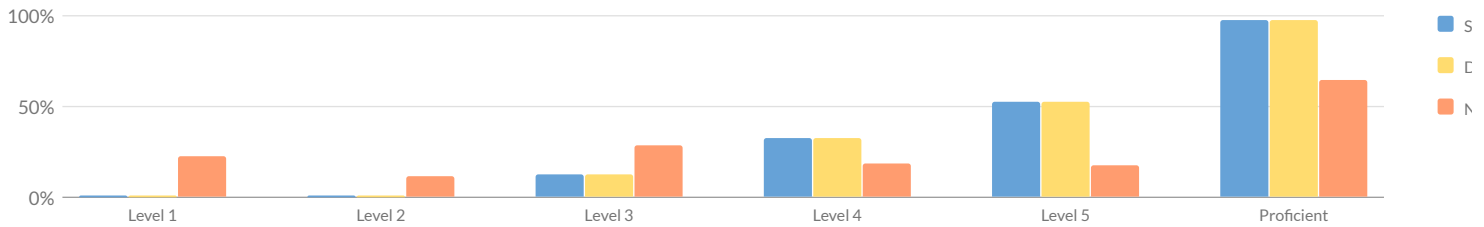
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	554	18	3%	22	4%	158	29%	101	18%	255	46%	514	93%
Female	269	7	3%	13	5%	80	30%	48	18%	121	45%	249	93%
Male	285	11	4%	9	3%	78	27%	53	19%	134	47%	265	93%
General Education Students	516	4	1%	18	3%	145	28%	97	19%	252	49%	494	96%
Students with Disabilities	38	14	37%	4	11%	13	34%	4	11%	3	8%	20	53%
Asian or Native Hawaiian/Other Pacific Islander	273	1	0%	7	3%	62	23%	44	16%	159	58%	265	97%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26	6	23%	4	15%	10	38%	2	8%	4	15%	16	62%
White	247	10	4%	11	4%	82	33%	55	22%	89	36%	226	91%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	0	0%	4	50%	0	0%	3	38%	7	88%
Economically Disadvantaged	73	1	1%	5	7%	22	30%	13	18%	32	44%	67	92%
Not Economically Disadvantaged	481	17	4%	17	4%	136	28%	88	18%	223	46%	447	93%
English Language Learner	11	0	0%	2	18%	2	18%	1	9%	6	55%	9	82%
Non-English Language Learner	543	18	3%	20	4%	156	29%	100	18%	249	46%	505	93%
Not in Foster Care	554	18	3%	22	4%	158	29%	101	18%	255	46%	514	93%
Not Homeless	554	18	3%	22	4%	158	29%	101	18%	255	46%	514	93%
Not Migrant	554	18	3%	22	4%	158	29%	101	18%	255	46%	514	93%
Parent Not in Armed Forces	554	18	3%	22	4%	158	29%	101	18%	255	46%	514	93%

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	5	100	0	0
Female	3	3	100	0	0
Male	2	2	100	0	0
General Education Students	3	3	100	0	0
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Hispanic or Latino	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	2	2	100	0	0
Not Economically Disadvantaged	3	3	100	0	0
Non-English Language Learner	5	5	100	0	0
Not in Foster Care	5	5	100	0	0
Not Homeless	5	5	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



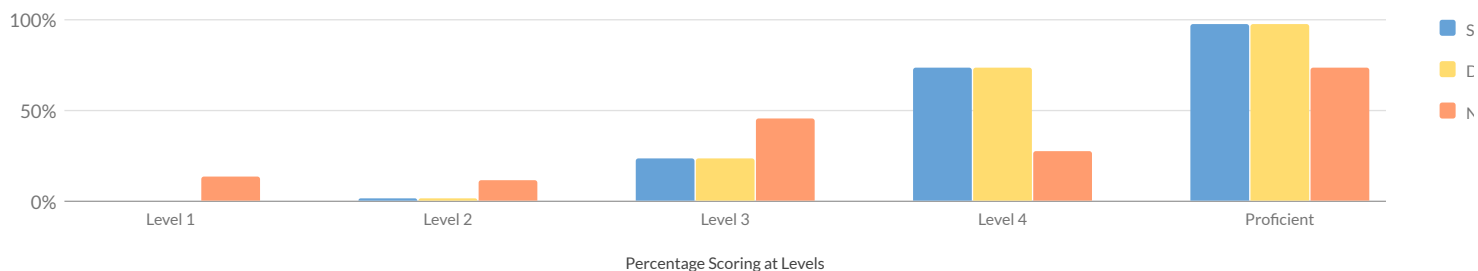
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	477	3	1%	5	1%	60	13%	156	33%	253	53%	469	98%
Female	231	0	0%	0	0%	35	15%	76	33%	120	52%	231	100%
Male	246	3	1%	5	2%	25	10%	80	33%	133	54%	238	97%
General Education Students	440	1	0%	1	0%	47	11%	149	34%	242	55%	438	100%
Students with Disabilities	37	2	5%	4	11%	13	35%	7	19%	11	30%	31	84%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	215	0	0%	0	0%	23	11%	51	24%	141	66%	215	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	0	0%	1	5%	3	14%	12	55%	6	27%	21	95%
White	231	3	1%	4	2%	33	14%	90	39%	101	44%	224	97%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	1	11%	3	33%	5	56%	9	100%
Economically Disadvantaged	47	0	0%	0	0%	10	21%	15	32%	22	47%	47	100%
Not Economically Disadvantaged	430	3	1%	5	1%	50	12%	141	33%	231	54%	422	98%
English Language Learner	5	0	0%	0	0%	0	0%	4	80%	1	20%	5	100%
Non-English Language Learner	472	3	1%	5	1%	60	13%	152	32%	252	53%	464	98%
Not in Foster Care	477	3	1%	5	1%	60	13%	156	33%	253	53%	469	98%
Not Homeless	477	3	1%	5	1%	60	13%	156	33%	253	53%	469	98%
Not Migrant	477	3	1%	5	1%	60	13%	156	33%	253	53%	469	98%
Parent Not in Armed Forces	477	3	1%	5	1%	60	13%	156	33%	253	53%	469	98%

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II (2021-22)

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

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



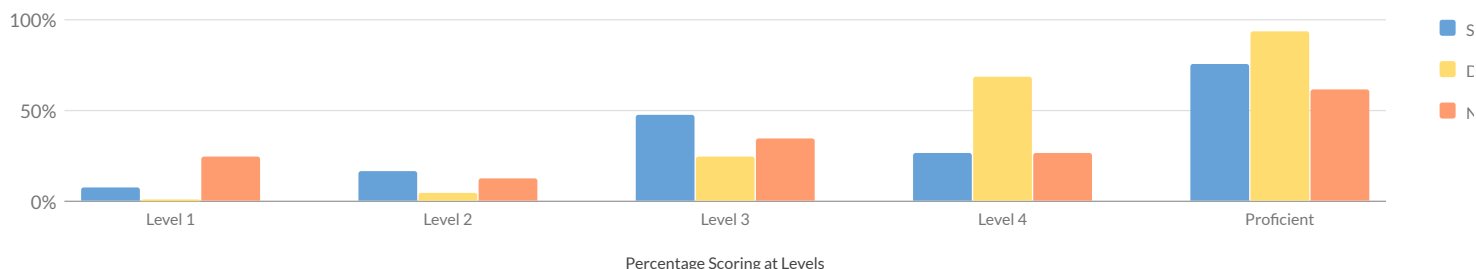
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	546	2	0%	9	2%	130	24%	405	74%	535	98%
Female	257	0	0%	6	2%	66	26%	185	72%	251	98%
Male	289	2	1%	3	1%	64	22%	220	76%	284	98%
General Education Students	507	0	0%	2	0%	108	21%	397	78%	505	100%
Students with Disabilities	39	2	5%	7	18%	22	56%	8	21%	30	77%
Asian or Native Hawaiian/Other Pacific Islander	263	0	0%	3	1%	41	16%	219	83%	260	99%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	22	0	0%	1	5%	10	45%	11	50%	21	95%
White	253	2	1%	4	2%	75	30%	172	68%	247	98%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	4	50%	3	38%	7	88%
Economically Disadvantaged	69	0	0%	1	1%	23	33%	45	65%	68	99%
Not Economically Disadvantaged	477	2	0%	8	2%	107	22%	360	75%	467	98%
English Language Learner	8	1	13%	3	38%	2	25%	2	25%	4	50%
Non-English Language Learner	538	1	0%	6	1%	128	24%	403	75%	531	99%
Not in Foster Care	546	2	0%	9	2%	130	24%	405	74%	535	98%
Not Homeless	546	2	0%	9	2%	130	24%	405	74%	535	98%
Not Migrant	546	2	0%	9	2%	130	24%	405	74%	535	98%
Parent Not in Armed Forces	546	2	0%	9	2%	130	24%	405	74%	535	98%

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

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

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

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



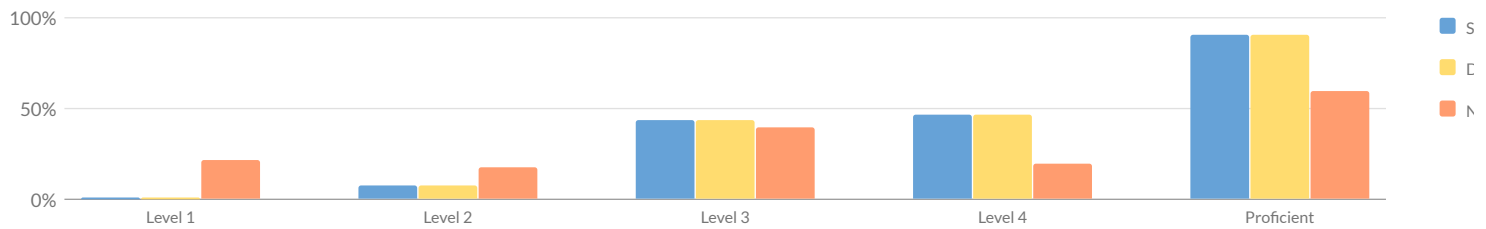
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	66	5	8%	11	17%	32	48%	18	27%	50	76%
Female	34	2	6%	7	21%	16	47%	9	26%	25	74%
Male	32	3	9%	4	13%	16	50%	9	28%	25	78%
General Education Students	41	1	2%	6	15%	23	56%	11	27%	34	83%
Students with Disabilities	25	4	16%	5	20%	9	36%	7	28%	16	64%
Asian or Native Hawaiian/Other Pacific Islander	27	1	4%	5	19%	11	41%	10	37%	21	78%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	30	3	10%	3	10%	17	57%	7	23%	24	80%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	3	33%	4	44%	1	11%	5	56%
Economically Disadvantaged	14	2	14%	4	29%	4	29%	4	29%	8	57%
Not Economically Disadvantaged	52	3	6%	7	13%	28	54%	14	27%	42	81%
English Language Learner	7	0	0%	1	14%	1	14%	5	71%	6	86%
Non-English Language Learner	59	5	8%	10	17%	31	53%	13	22%	44	75%
Not in Foster Care	66	5	8%	11	17%	32	48%	18	27%	50	76%
Not Homeless	66	5	8%	11	17%	32	48%	18	27%	50	76%
Not Migrant	66	5	8%	11	17%	32	48%	18	27%	50	76%
Parent Not in Armed Forces	66	5	8%	11	17%	32	48%	18	27%	50	76%

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

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

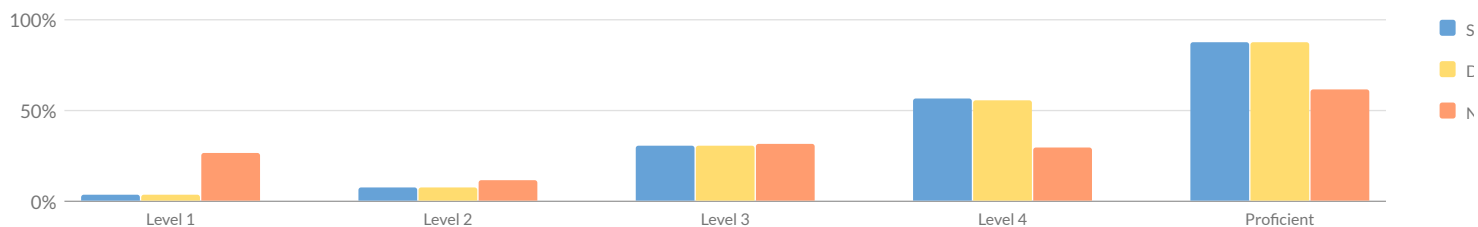
See report card Glossary and Guide for criteria used to include students in this table.

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



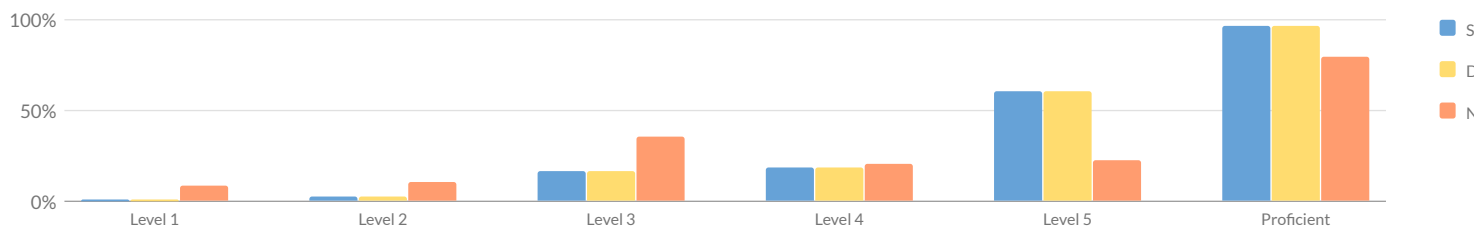
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	431	3	1%	34	8%	191	44%	203	47%	394	91%
Female	211	0	0%	19	9%	95	45%	97	46%	192	91%
Male	220	3	1%	15	7%	96	44%	106	48%	202	92%
General Education Students	414	3	1%	32	8%	180	43%	199	48%	379	92%
Students with Disabilities	17	0	0%	2	12%	11	65%	4	24%	15	88%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	192	3	2%	9	5%	78	41%	102	53%	180	94%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	0	0%	3	15%	10	50%	7	35%	17	85%
White	211	0	0%	21	10%	98	46%	92	44%	190	90%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	5	63%	2	25%	7	88%
Economically Disadvantaged	39	0	0%	4	10%	18	46%	17	44%	35	90%
Not Economically Disadvantaged	392	3	1%	30	8%	173	44%	186	47%	359	92%
English Language Learner	5	0	0%	0	0%	3	60%	2	40%	5	100%
Non-English Language Learner	426	3	1%	34	8%	188	44%	201	47%	389	91%
Not in Foster Care	431	3	1%	34	8%	191	44%	203	47%	394	91%
Not Homeless	431	3	1%	34	8%	191	44%	203	47%	394	91%
Not Migrant	431	3	1%	34	8%	191	44%	203	47%	394	91%
Parent Not in Armed Forces	431	3	1%	34	8%	191	44%	203	47%	394	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	394	15	4%	33	8%	123	31%	223	57%	346	88%
Female	193	12	6%	16	8%	63	33%	102	53%	165	85%
Male	201	3	1%	17	8%	60	30%	121	60%	181	90%
General Education Students	383	14	4%	33	9%	118	31%	218	57%	336	88%
Students with Disabilities	11	1	9%	0	0%	5	45%	5	45%	10	91%
Asian or Native Hawaiian/Other Pacific Islander	178	9	5%	10	6%	55	31%	104	58%	159	89%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	2	11%	2	11%	6	32%	9	47%	15	79%
White	189	4	2%	21	11%	61	32%	103	54%	164	87%
Multiracial	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	1	13%	7	88%	8	100%
Economically Disadvantaged	40	5	13%	5	13%	11	28%	19	48%	30	75%
Not Economically Disadvantaged	354	10	3%	28	8%	112	32%	204	58%	316	89%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	390	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	394	15	4%	33	8%	123	31%	223	57%	346	88%
Not Homeless	394	15	4%	33	8%	123	31%	223	57%	346	88%
Not Migrant	394	15	4%	33	8%	123	31%	223	57%	346	88%
Parent Not in Armed Forces	394	15	4%	33	8%	123	31%	223	57%	346	88%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	519	3	1%	14	3%	90	17%	98	19%	314	61%	502	97%
Female	245	2	1%	5	2%	44	18%	50	20%	144	59%	238	97%
Male	274	1	0%	9	3%	46	17%	48	18%	170	62%	264	96%
General Education Students	462	0	0%	7	2%	62	13%	91	20%	302	65%	455	98%
Students with Disabilities	57	3	5%	7	12%	28	49%	7	12%	12	21%	47	82%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	215	0	0%	3	1%	16	7%	30	14%	166	77%	212	99%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	33	2	6%	1	3%	10	30%	3	9%	17	52%	30	91%
White	260	1	0%	9	3%	60	23%	63	24%	127	49%	250	96%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	1	9%	4	36%	2	18%	4	36%	10	91%
Economically Disadvantaged	52	2	4%	4	8%	6	12%	13	25%	27	52%	46	88%
Not Economically Disadvantaged	467	1	0%	10	2%	84	18%	85	18%	287	61%	456	98%
English Language Learner	9	0	0%	2	22%	4	44%	0	0%	3	33%	7	78%
Non-English Language Learner	510	3	1%	12	2%	86	17%	98	19%	311	61%	495	97%
Not in Foster Care	519	3	1%	14	3%	90	17%	98	19%	314	61%	502	97%
Not Homeless	519	3	1%	14	3%	90	17%	98	19%	314	61%	502	97%
Not Migrant	519	3	1%	14	3%	90	17%	98	19%	314	61%	502	97%
Parent Not in Armed Forces	519	3	1%	14	3%	90	17%	98	19%	314	61%	502	97%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	3	3	100	0	0
Female	2	2	100	0	0
Male	1	1	100	0	0
General Education Students	3	3	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
White	1	1	100	0	0
Not Economically Disadvantaged	3	3	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	3	3	100	0	0
Not Homeless	3	3	100	0	0
Not Migrant	3	3	100	0	0
Parent Not in Armed Forces	3	3	100	0	0

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

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

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

Subgroup	Exempt, Not Tested
All Students	549
Female	263
Male	286
General Education Students	484
Students with Disabilities	65
Asian or Native Hawaiian/Other Pacific Islander	221
Black or African American	4
Hispanic or Latino	31
White	283
Multiracial	10
Economically Disadvantaged	60
Not Economically Disadvantaged	489
English Language Learner	12
Non-English Language Learner	537
Not in Foster Care	549
Not Homeless	549
Not Migrant	549
Parent Not in Armed Forces	549

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

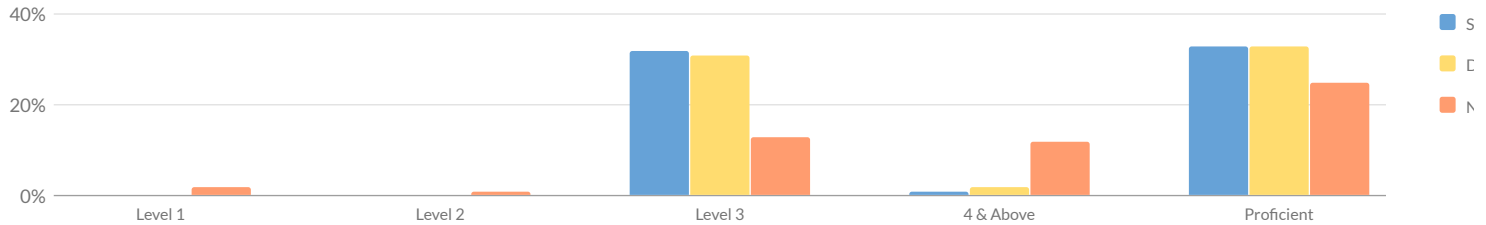
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2018 TOTAL COHORT REGENTS IN ELA

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	387	67%	193	33%	0	0%	2	0%	183	32%	8	1%	191	33%
Female	290	170	59%	120	41%	0	0%	1	0%	114	39%	5	2%	119	41%
Male	290	217	75%	73	25%	0	0%	1	0%	69	24%	3	1%	72	25%
General Education Students	514	323	63%	191	37%	0	0%	2	0%	181	35%	8	2%	189	37%
Students with Disabilities	66	64	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	139	62%	87	38%	0	0%	2	1%	81	36%	4	2%	85	38%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	15	65%	8	35%	0	0%	0	0%	7	30%	1	4%	8	35%
White	320	223	70%	97	30%	0	0%	0	0%	94	29%	3	1%	97	30%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	79	61	77%	18	23%	0	0%	0	0%	17	22%	1	1%	18	23%
Not Economically Disadvantaged	501	326	65%	175	35%	0	0%	2	0%	166	33%	7	1%	173	35%
English Language Learner	6	4	67%	2	33%	0	0%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learner	574	383	67%	191	33%	0	0%	0	0%	183	32%	8	1%	191	33%
Not in Foster Care	580	387	67%	193	33%	0	0%	2	0%	183	32%	8	1%	191	33%
Not Homeless	580	387	67%	193	33%	0	0%	2	0%	183	32%	8	1%	191	33%
Not Migrant	580	387	67%	193	33%	0	0%	2	0%	183	32%	8	1%	191	33%
Parent Not in Armed Forces	580	387	67%	193	33%	0	0%	2	0%	183	32%	8	1%	191	33%

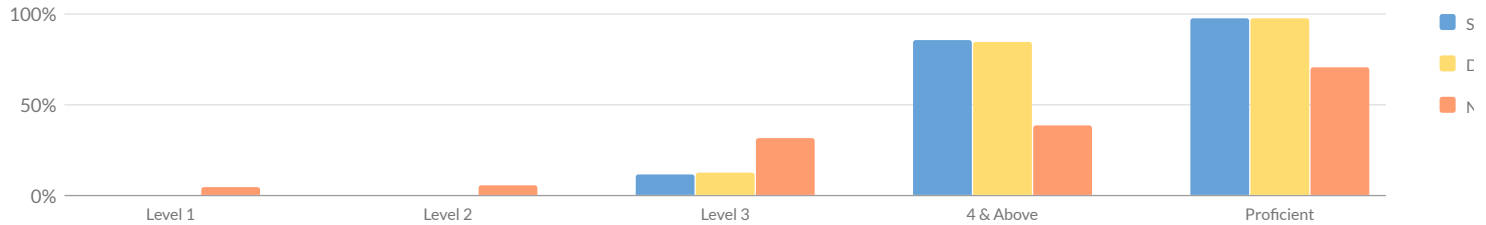
2018 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	566	378	67	188	33
Female	283	166	59	117	41
Male	283	212	75	71	25
General Education Students	504	318	63	186	37
Students with Disabilities	62	60	97	2	3
Asian or Native Hawaiian/Other Pacific Islander	219	135	62	84	38
Hispanic or Latino	22	15	68	7	32
White	315	219	70	96	30
Multiracial	6	6	100	0	0
Economically Disadvantaged	75	58	77	17	23
Not Economically Disadvantaged	491	320	65	171	35
English Language Learner	2	2	100	0	0
Non-English Language Learner	564	376	67	188	33
Not in Foster Care	566	378	67	188	33
Not Homeless	566	378	67	188	33
Not Migrant	566	378	67	188	33
Parent Not in Armed Forces	566	378	67	188	33

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

2018 TOTAL COHORT REGENTS IN MATH

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



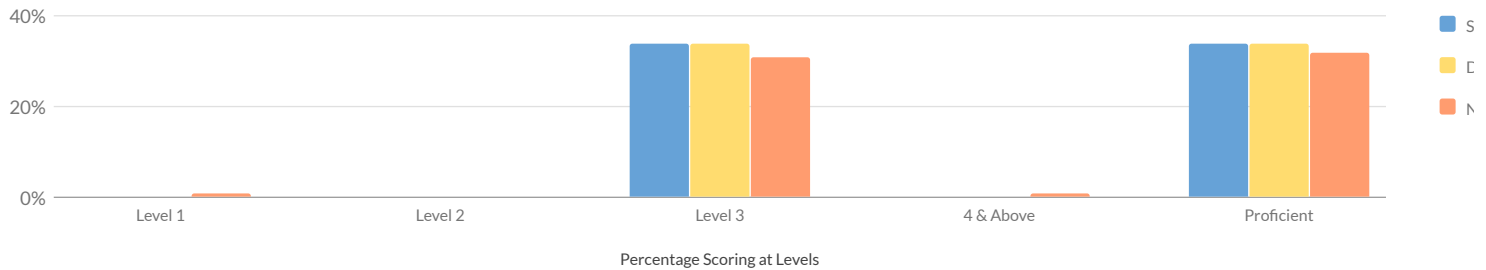
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	8	1%	572	99%	2	0%	0	0%	71	12%	499	86%	570	98%
Female	290	5	2%	285	98%	1	0%	0	0%	30	10%	254	88%	284	98%
Male	290	3	1%	287	99%	1	0%	0	0%	41	14%	245	84%	286	99%
General Education Students	514	4	1%	510	99%	0	0%	0	0%	44	9%	466	91%	510	99%
Students with Disabilities	66	4	6%	62	94%	2	3%	0	0%	27	41%	33	50%	60	91%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	4	2%	222	98%	0	0%	0	0%	21	9%	201	89%	222	98%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	0	0%	0	0%	10	43%	13	57%	23	100%
White	320	4	1%	316	99%	2	1%	0	0%	39	12%	275	86%	314	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Economically Disadvantaged	79	2	3%	77	97%	0	0%	0	0%	12	15%	65	82%	77	97%
Not Economically Disadvantaged	501	6	1%	495	99%	2	0%	0	0%	59	12%	434	87%	493	98%
English Language Learner	6	2	33%	4	67%	0	0%	0	0%	0	0%	4	67%	4	67%
Non-English Language Learner	574	6	1%	568	99%	2	0%	0	0%	71	12%	495	86%	566	99%
Not in Foster Care	580	8	1%	572	99%	2	0%	0	0%	71	12%	499	86%	570	98%
Not Homeless	580	8	1%	572	99%	2	0%	0	0%	71	12%	499	86%	570	98%
Not Migrant	580	8	1%	572	99%	2	0%	0	0%	71	12%	499	86%	570	98%
Parent Not in Armed Forces	580	8	1%	572	99%	2	0%	0	0%	71	12%	499	86%	570	98%

2018 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	546	5	1	541	99
Female	282	4	1	278	99
Male	264	1	0	263	100
General Education Students	498	4	1	494	99
Students with Disabilities	48	1	2	47	98
Asian or Native Hawaiian/Other Pacific Islander	220	4	2	216	98
Hispanic or Latino	21	0	0	21	100
White	295	1	0	294	100
Multiracial	6	0	0	6	100
Economically Disadvantaged	75	1	1	74	99
Not Economically Disadvantaged	471	4	1	467	99
English Language Learner	6	2	33	4	67
Non-English Language Learner	540	3	1	537	99
Not in Foster Care	546	5	1	541	99
Not Homeless	546	5	1	541	99
Not Migrant	546	5	1	541	99
Parent Not in Armed Forces	546	5	1	541	99

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



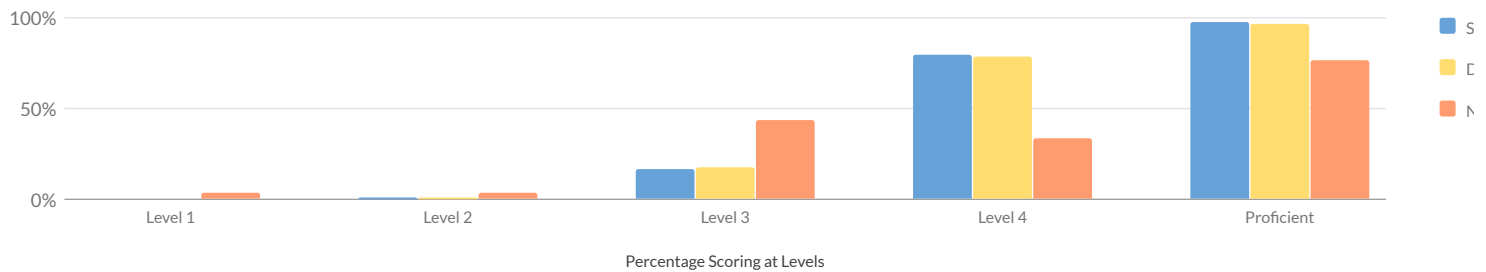
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	381	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Female	290	193	67%	97	33%	0	0%	0	0%	97	33%	0	0%	97	33%
Male	290	188	65%	102	35%	0	0%	0	0%	102	35%	0	0%	102	35%
General Education Students	514	318	62%	196	38%	0	0%	0	0%	196	38%	0	0%	196	38%
Students with Disabilities	66	63	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	121	54%	105	46%	0	0%	0	0%	105	46%	0	0%	105	46%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	16	70%	7	30%	0	0%	0	0%	7	30%	0	0%	7	30%
White	320	234	73%	86	27%	0	0%	0	0%	86	27%	0	0%	86	27%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	79	56	71%	23	29%	0	0%	0	0%	23	29%	0	0%	23	29%
Not Economically Disadvantaged	501	325	65%	176	35%	0	0%	0	0%	176	35%	0	0%	176	35%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	574	375	65%	199	35%	0	0%	0	0%	199	35%	0	0%	199	35%
Not in Foster Care	580	381	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Not Homeless	580	381	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Not Migrant	580	381	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%
Parent Not in Armed Forces	580	381	66%	199	34%	0	0%	0	0%	199	34%	0	0%	199	34%

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	572	373	65	199	35
Female	285	188	66	97	34
Male	287	185	64	102	36
General Education Students	510	314	62	196	38
Students with Disabilities	62	59	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	223	118	53	105	47
Hispanic or Latino	23	16	70	7	30
White	315	229	73	86	27
Multiracial	6	6	100	0	0
Economically Disadvantaged	77	54	70	23	30
Not Economically Disadvantaged	495	319	64	176	36
English Language Learner	5	5	100	0	0
Non-English Language Learner	567	368	65	199	35
Not in Foster Care	572	373	65	199	35
Not Homeless	572	373	65	199	35
Not Migrant	572	373	65	199	35
Parent Not in Armed Forces	572	373	65	199	35

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

2018 TOTAL COHORT REGENTS IN SCIENCE



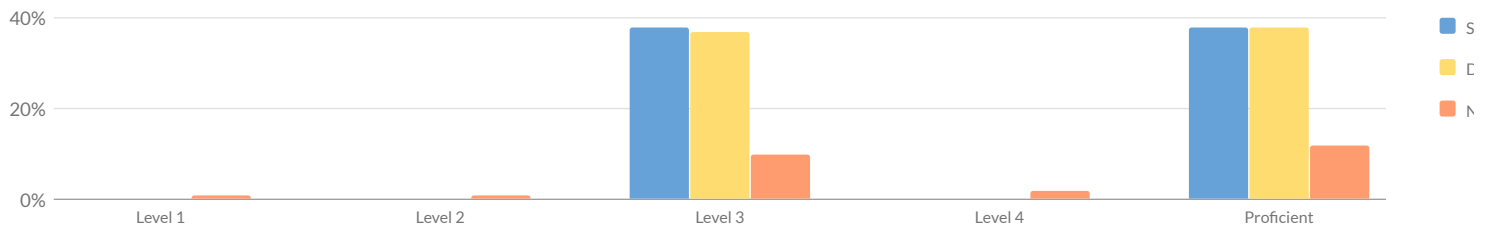
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	9	2%	571	98%	2	0%	3	1%	101	17%	465	80%	566	98%
Female	290	5	2%	285	98%	0	0%	1	0%	48	17%	236	81%	284	98%
Male	290	4	1%	286	99%	2	1%	2	1%	53	18%	229	79%	282	97%
General Education Students	514	7	1%	507	99%	0	0%	2	0%	70	14%	435	85%	505	98%
Students with Disabilities	66	2	3%	64	97%	2	3%	1	2%	31	47%	30	45%	61	92%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	6	3%	220	97%	0	0%	1	0%	39	17%	180	80%	219	97%
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	0	0%	23	100%	0	0%	0	0%	6	26%	17	74%	23	100%
White	320	2	1%	318	99%	2	1%	2	1%	54	17%	260	81%	314	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	79	4	5%	75	95%	0	0%	0	0%	19	24%	56	71%	75	95%
Not Economically Disadvantaged	501	5	1%	496	99%	2	0%	3	1%	82	16%	409	82%	491	98%
English Language Learner	6	1	17%	5	83%	0	0%	1	17%	4	67%	0	0%	4	67%
Non-English Language Learner	574	8	1%	566	99%	2	0%	2	0%	97	17%	465	81%	562	98%
Not in Foster Care	580	9	2%	571	98%	2	0%	3	1%	101	17%	465	80%	566	98%
Not Homeless	580	9	2%	571	98%	2	0%	3	1%	101	17%	465	80%	566	98%
Not Migrant	580	9	2%	571	98%	2	0%	3	1%	101	17%	465	80%	566	98%
Parent Not in Armed Forces	580	9	2%	571	98%	2	0%	3	1%	101	17%	465	80%	566	98%

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	519	7	1	512	99
Female	264	4	2	260	98
Male	255	3	1	252	99
General Education Students	471	7	1	464	99
Students with Disabilities	48	0	0	48	100
Asian or Native Hawaiian/Other Pacific Islander	211	6	3	205	97
Hispanic or Latino	20	0	0	20	100
White	277	0	0	277	100
Multiracial	6	0	0	6	100
Economically Disadvantaged	71	3	4	68	96
Not Economically Disadvantaged	448	4	1	444	99
English Language Learner	3	1	33	2	67
Non-English Language Learner	516	6	1	510	99
Not in Foster Care	519	7	1	512	99
Not Homeless	519	7	1	512	99
Not Migrant	519	7	1	512	99
Parent Not in Armed Forces	519	7	1	512	99

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	360	62%	220	38%	0	0%	0	0%	219	38%	1	0%	220	38%
Female	290	183	63%	107	37%	0	0%	0	0%	106	37%	1	0%	107	37%
Male	290	177	61%	113	39%	0	0%	0	0%	113	39%	0	0%	113	39%
General Education Students	514	297	58%	217	42%	0	0%	0	0%	216	42%	1	0%	217	42%
Students with Disabilities	66	63	95%	3	5%	0	0%	0	0%	3	5%	0	0%	3	5%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	130	58%	96	42%	0	0%	0	0%	95	42%	1	0%	96	42%
Black or African American	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	17	74%	6	26%	0	0%	0	0%	6	26%	0	0%	6	26%
White	320	203	63%	117	37%	0	0%	0	0%	117	37%	0	0%	117	37%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	79	55	70%	24	30%	0	0%	0	0%	24	30%	0	0%	24	30%
Not Economically Disadvantaged	501	305	61%	196	39%	0	0%	0	0%	195	39%	1	0%	196	39%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	574	354	62%	220	38%	0	0%	0	0%	219	38%	1	0%	220	38%
Not in Foster Care	580	360	62%	220	38%	0	0%	0	0%	219	38%	1	0%	220	38%
Not Homeless	580	360	62%	220	38%	0	0%	0	0%	219	38%	1	0%	220	38%
Not Migrant	580	360	62%	220	38%	0	0%	0	0%	219	38%	1	0%	220	38%
Parent Not in Armed Forces	580	360	62%	220	38%	0	0%	0	0%	219	38%	1	0%	220	38%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	574	354	62	220	38
Female	288	181	63	107	37
Male	286	173	60	113	40
General Education Students	512	295	58	217	42
Students with Disabilities	62	59	95	3	5
Asian or Native Hawaiian/Other Pacific Islander	225	129	57	96	43
Hispanic or Latino	23	17	74	6	26
White	316	199	63	117	37
Multiracial	6	6	100	0	0
Economically Disadvantaged	77	53	69	24	31
Not Economically Disadvantaged	497	301	61	196	39
English Language Learner	5	5	100	0	0
Non-English Language Learner	569	349	61	220	39
Not in Foster Care	574	354	62	220	38
Not Homeless	574	354	62	220	38
Not Migrant	574	354	62	220	38
Parent Not in Armed Forces	574	354	62	220	38

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

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	8	0	0%	8	100%	0	0%	0	0%	0	0%	5	63%	3	38%
Grade 10	11	0	0%	11	100%	2	18%	0	0%	0	0%	5	45%	4	36%
Grade 11	11	0	0%	11	100%	0	0%	0	0%	1	9%	5	45%	5	45%
Grade 12	6	1	17%	5	83%	0	0%	0	0%	0	0%	3	60%	2	40%

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—

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

EXPENDITURES PER PUPIL (2021-22)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	2,235	\$1,165,497	\$521	\$52,207,367	\$23,359	\$53,372,864	\$23,880
This District	6,741	\$3,725,642	\$553	\$212,417,311	\$31,511	\$216,142,953	\$32,064
Statewide	2,502,890	\$7,164,487,299	\$2,862	\$57,586,108,928	\$23,008	\$64,750,596,227	\$25,870

STAFF QUALIFICATIONS (2021-22)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	220	23	10%	1	0	0%
THIS DISTRICT	651	53	8%	11	3	27%
STATEWIDE	213,853	46,628	22%	4,643	1,064	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,206	16,965	36%	1,071	191	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,026	7,792	13%	1,192	267	22%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	211	0	0%
THIS DISTRICT	628	1	0%
STATEWIDE	203,528	15,289	8%
STATEWIDE HIGH-POVERTY SCHOOLS	43,110	6,412	15%
STATEWIDE LOW-POVERTY SCHOOLS	59,797	1,101	2%

TOTAL COHORT GRADUATION RATE (2021-22)

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

Subgroup	Total	GRAD RATE			REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	573	99%		521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Female	290	288	99%		269	93%	19	7%	0	0%	0	0%	2	1%	0	0%	0	0%
Male	290	285	98%		252	87%	32	11%	1	0%	0	0%	4	1%	0	0%	1	0%
Non-binary	0	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	514	512	100%		491	96%	21	4%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	66	61	92%		30	45%	30	45%	1	2%	0	0%	5	8%	0	0%	0	0%
American Indian or Alaska Native	1	—	—		—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	225	100%		212	94%	13	6%	0	0%	0	0%	0	0%	0	0%	1	0%
Black or African American	4	—	—		—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	22	96%		19	83%	3	13%	0	0%	0	0%	1	4%	0	0%	0	0%
White	320	316	99%		281	88%	34	11%	1	0%	0	0%	4	1%	0	0%	0	0%
Multiracial	6	5	83%		5	83%	0	0%	0	0%	0	0%	1	17%	0	0%	0	0%
Economically Disadvantaged	79	77	97%		69	87%	8	10%	0	0%	0	0%	2	3%	0	0%	0	0%
Not Economically Disadvantaged	501	496	99%		452	90%	43	9%	1	0%	0	0%	4	1%	0	0%	1	0%
English Language Learner	6	5	83%		3	50%	2	33%	0	0%	0	0%	0	0%	0	0%	1	17%
Non-English Language Learner	574	568	99%		518	90%	49	9%	1	0%	0	0%	6	1%	0	0%	0	0%
In Foster Care	0	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	580	573	99%		521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Homeless	0	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	580	573	99%		521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Migrant	0	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	580	573	99%		521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	580	573	99%		521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%

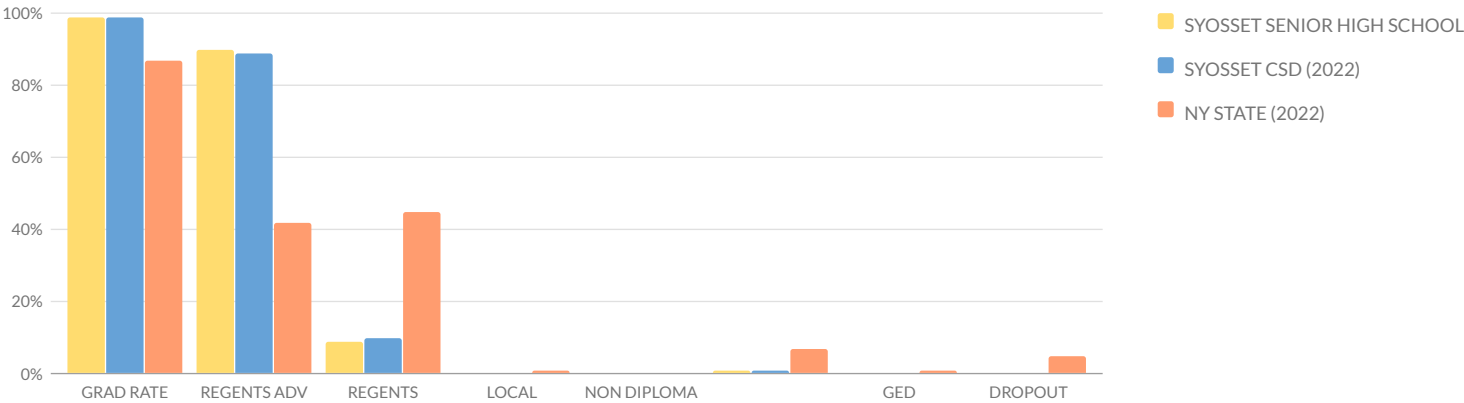
© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.
THIS DOCUMENT WAS CREATED ON: APRIL 26, 2023, 4:01 PM EST

**SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2022**

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	GRAD RATE			REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	580	573	99%	521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Female	290	288	99%	269	93%	19	7%	0	0%	0	0%	2	1%	0	0%	0	0%
Male	290	285	98%	252	87%	32	11%	1	0%	0	0%	4	1%	0	0%	1	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	514	512	100%	491	96%	21	4%	0	0%	0	0%	1	0%	0	0%	1	0%
Students with Disabilities	66	61	92%	30	45%	30	45%	1	2%	0	0%	5	8%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	226	225	100%	212	94%	13	6%	0	0%	0	0%	0	0%	0	0%	1	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	22	96%	19	83%	3	13%	0	0%	0	0%	1	4%	0	0%	0	0%
White	320	316	99%	281	88%	34	11%	1	0%	0	0%	4	1%	0	0%	0	0%
Multiracial	6	5	83%	5	83%	0	0%	0	0%	0	0%	1	17%	0	0%	0	0%
Economically Disadvantaged	79	77	97%	69	87%	8	10%	0	0%	0	0%	2	3%	0	0%	0	0%
Not Economically Disadvantaged	501	496	99%	452	90%	43	9%	1	0%	0	0%	4	1%	0	0%	1	0%
English Language Learner	6	5	83%	3	50%	2	33%	0	0%	0	0%	0	0%	0	0%	1	17%
Non-English Language Learner	574	568	99%	518	90%	49	9%	1	0%	0	0%	6	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	580	573	99%	521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	580	573	99%	521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	580	573	99%	521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	580	573	99%	521	90%	51	9%	1	0%	0	0%	6	1%	0	0%	1	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:30 AM EST

SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA 2022

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	573	471	82%	4	1%	38	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Female	288	251	87%	1	0%	27	9%	2	1%	0	0%	7	2%	0	0%	0	0%
Male	285	220	77%	3	1%	11	4%	5	2%	2	1%	44	15%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	512	419	82%	4	1%	37	7%	2	0%	2	0%	48	9%	0	0%	0	0%
Students with Disabilities	61	52	85%	0	0%	1	2%	5	8%	0	0%	3	5%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	225	173	77%	1	0%	15	7%	1	0%	1	0%	34	15%	0	0%	0	0%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	22	19	86%	0	0%	1	5%	0	0%	0	0%	2	9%	0	0%	0	0%
White	316	269	85%	3	1%	22	7%	6	2%	1	0%	15	5%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	77	60	78%	0	0%	7	9%	1	1%	1	1%	8	10%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	496	411	83%	4	1%	31	6%	6	1%	1	0%	43	9%	0	0%	0	0%
English Language Learner	5	4	80%	0	0%	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	568	467	82%	4	1%	37	7%	7	1%	2	0%	51	9%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	573	471	82%	4	1%	38	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	573	471	82%	4	1%	38	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	573	471	82%	4	1%	38	7%	7	1%	2	0%	51	9%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	573	471	82%	4	1%	38	7%	7	1%	2	0%	51	9%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:31 AM EST

**Section 12: School Report Card
Glossary and Business Rules**

NEW YORK STATE
2021-22 REPORT CARD GLOSSARY & GUIDE

Last updated: April 2023



Contents

Accountability Data	1
2022-23 Accountability Statuses Using 2021-22 Data	1
District Statuses	1
School Statuses	1
Elementary/Middle School Level	2
Secondary School Level	2
Made Progress	2
NYS District and School Accountability Statuses	2
Section 1003 School Improvement Funds	2
Elementary/Middle-Level (EM) Accountability Indicators	3
EM Core Subject Performance	3
EM Weighted Average Performance	3
EM English Language Proficiency (ELP)	4
EM Chronic Absenteeism	4
EM Participation Rates	4
NYSESLAT Used for Participation	5
Secondary-Level (HS) Accountability Indicators	5
HS Core Subject Performance	5
HS Weighted Average Performance	6
HS Graduation Rate	6
HS English Language Proficiency (ELP)	7
HS Chronic Absenteeism	7
HS Participation Rates	7
Assessment Data	9
Elementary- and Intermediate-Level State Assessments: English Language Arts, Mathematics, Science	9
Grades 3-8 English Language Arts (ELA) Results	9
Grades 3-8 Mathematics Results	9
Grades 4 & 8 Science Results	10
Annual Regents Examinations	10
Total Cohort Regents Examination Results	11
New York State English as a Second Language Achievement Test (NYSESLAT)	12
New York State Alternate Assessment (NYSAA)	12
National Assessment of Academic Progress (NAEP)	12

School, Staff, and Graduation Rate Data	13
Expenditures Per Pupil	13
Staff Qualifications	13
Inexperienced Teachers and Principals	14
Teachers Teaching Out of Their Subject or Field of Certification	14
Total Cohort Graduation Rate	14
Civil Rights Data Collection (CRDC) Data (2017-18)	14
Reference: Accountability Data Suppression Rules	15
Reference: Accountability Subgroups Defined	15
Reference: Assessment Data Suppression Rules	16
Reference: Annual Assessment Subgroups Defined	16

Accountability Data

For more information about the accountability data and statuses, see “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2022-2023 Accountability Statuses Based on 2021-22 Results” at <http://www.nysed.gov/accountability/essa-accountability-designations>.

2022-23 Accountability Statuses Using 2021-22 Data

District Statuses

Local Support and Improvement District (formerly Good Standing District): Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI), and have not been identified for the low performance of an accountability group.

Target District: Districts that have at least one school identified for CSI, TSI, or ATSI or have been identified for the low performance of one or more accountability groups.

Districts will also receive statuses at the subgroup level (e.g., English Language Learner, Black or African American) to indicate performance and level of support expected. Subgroup statuses include Local Support and Improvement District, Local Support and Improvement: Potential Target District, Targeted Support and Improvement, Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

School Statuses

Local Support and Improvement (formerly Good Standing): Schools that have not been identified for the low performance of an accountability group.

Targeted Support and Improvement (TSI): Schools with indicator Levels for one or more subgroups (excluding the All Students group) that met the Scenario 1 criteria listed in the tables below. Scenarios 2-6 for Elementary/Middle schools and scenarios 2-7 for Secondary Schools were not used for the 2021-22 school year.

Additional Targeted Support and Improvement (ATSI): As per ESSA requirement, subgroups and schools that were identified for TSI based on 2017-2018 school year results were also dually identified for ATSI in the initial round of identifications. Additionally, schools identified for TSI in the 2019-2020 school year were newly identified for ATSI if the subgroup met the same scenario used to identify schools for CSI (i.e., Scenario 1).

Comprehensive Support and Improvement (CSI): Schools with indicator Levels for the All Students group that met the Scenario 1 criteria in the tables below. Secondary schools were also identified for CSI if their 4-year graduation rate was below 67 percent and their 5-year or 6-year graduation rates were not at or above 67 percent.

Schools will also receive statuses at the subgroup level (e.g., English Language Learner, Black or African American) to indicate performance and level of support expected. Subgroup statuses include Local Support and Improvement, Local Support and Improvement: Potential Targeted Support and Improvement, Targeted Support and Improvement, Additional Targeted Support and Improvement, and Comprehensive Support and Improvement.

Elementary/Middle School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None*, 1-4)	
2	Level 2	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Both NOT Level 3 or 4**	
5	Level 3	Level 1	Both NOT Level 3 or 4**	
6	Level 1	Level 3	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

**The Weighted and Core conditions in scenarios 2-6 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Secondary School Level

Use indicator levels and the table below to determine CSI and TSI schools:

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None*, 1-4)	
2	Level 2	Level 1	Level 1	Both NOT Level 3 or 4**	
3	Level 1	None*	Level 1	Both NOT Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both NOT Level 3 or 4**	
5	Level 1	Level 1	Level 2	Both NOT Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both NOT Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both NOT Level 3 or 4**	

*"None" means the school does not have students (30 results) to assign an accountability level for the indicator.

**The Weighted and Core conditions in scenarios 2-7 would have to be met AND both ELP and CA cannot be Level 3 or 4.

Made Progress

Made Progress determinations for the 2021-22 Report Card were "NA" (not applicable) or "No." "NA" indicates the district is not identified as a Target District or the school is not identified for CSI, ATSI, or TSI. "No" indicates the district was previously identified as a Target District or the school was previously identified for CSI, ATSI, or TSI, but progress did not occur.

NYS District and School Accountability Statuses

This link on the NYS Report Card provides access to an Excel Workbook that includes a count and list of all NYS public school districts, public schools, and charter schools by status, as well as subgroup statuses for these entities. Statuses for the 2021-22 school year are the same as those assigned for the 2020-21 school year, except in the case of school openings, closings, mergers, or reconfigurations of grade levels within a school. This Excel Workbook is accessible via the New York State statewide report card and not through individual district or school report cards.

Section 1003 School Improvement Funds

The Section 1003 School Improvement Funds Data link on district, school, and the statewide report cards provides access to an Excel Workbook that includes a full list of **schools** and **districts** that received section 1003

improvement funds, including the amount of funds and the type of strategies implemented. Additional resource links are provided for informational purposes.

Elementary/Middle-Level (EM) Accountability Indicators

EM Core Subject Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year.

The **Cohort** is the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort}]$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

EM Weighted Average Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year.

The **Cohort** used to calculate outcomes for this indicator is the greater of 1) the number of students enrolled on BEDS day (typically the first Wednesday in October) and during the test administration period (continuously enrolled) and who had a valid test score on an approved assessment or 2) 95% of continuously enrolled students with or without a valid test score.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort}]$

A weighted average is calculated using subject results to derive the **Combined Index**. Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index. Levels** are assigned using the same methodology as that used for schools.

EM English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."

An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

EM Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

EM Participation Rates

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Current Year Enrollment is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents examination in mathematics).

Current Year Participation Rate is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate is less than 95.

To be considered tested, students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents examination in mathematics exam taken in the 7th or 8th grade if taken in lieu of the NYSTP.

NYSESLAT Used for Participation

Number Taking NYSESLAT is the number of students reported as English Language Learners, having been in U.S. schools for less than 12 months, having a valid score on the NYSESLAT associated with their grade level, and having NO valid score on a NYSTP in ELA in their grade level. These students are counted as tested when participation rates for EM ELA are determined.

Secondary-Level (HS) Accountability Indicators

HS Core Subject Performance

The performance of students on approved secondary-level examinations in ELA, mathematics, science, and social studies in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2018-19 school year or, if ungraded, turned 17 in the 2018-19 school year with a valid score on an approved secondary-level examination (e.g., Regents, approved Regents alternative, NYSAA).

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort}]$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI}) + (\text{Social Studies PI})] \div 9$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Weighted Average Performance

The performance of students in the HS accountability cohort on approved secondary-level examinations in ELA, mathematics, science, and social studies in the current reporting year.

The **Cohort** is the number of students who first entered grade 9 in the 2018-19 school year or, if ungraded, turned 17, in the 2018-19 school year, excluding students for whom the only assessment record for that subject was an exemption for a June 2020 Regents or 2019-20 approved Regents alternative or NYSAA.

An **Index** is calculated for each subject using the following formula:

$100 * [((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of tested students in the Cohort}]$

A weighted average is calculated using subject results to derive the **Combined Index**.

$$[3(\text{ELA PI}) + 3(\text{Math PI}) + 2(\text{Science PI}) + (\text{Social Studies PI})] \div 9$$

Schools are then ranked from lowest to highest **Index**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Index**. **Levels** are assigned using the same methodology as that used for schools.

HS Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year.

The number of students in the current reporting year's 4-, 5-, and 6-year graduation rate cohorts are the **Number in Cohort**.

The number of students in the cohort with a local or Regents diploma are the **Number Graduated**.

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the **Grad Rates**.

Graduation Rates for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (**Average Grad Rate**). Schools are then ranked from lowest to highest **Average Grad Rate**, and indicator **Levels** are assigned based on their rank range placement:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately from lowest to highest **Average Grad Rate**. **Levels** are assigned using the same methodology as that used for schools.

HS English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT are summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a **Benchmark** from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a **Progress Rate**.

The Progress Rate is divided by the Benchmark to determine a **Success Ratio**.

An ELP **Level** is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

HS Chronic Absenteeism

Percentage (**Chronic Absenteeism Rate**) of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days (**Students Enrolled**) who were absent (excused or unexcused) for at least 10% of enrolled instructional days (**Students Chronically Absent**).

Schools are sorted from highest to lowest **Chronic Absenteeism Rate** and assigned a rank. A **Level** is assigned using the rank place at which a school falls compared to other schools in the state:

Rank	Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

Districts are ranked separately after they are sorted from highest to lowest **Chronic Absenteeism Rate**. Levels are assigned using the same methodology as that used for schools.

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Current Year 12th Grade Enrollment is the number of students enrolled in 12th grade during the current year, excluding grade 12 students whose only assessment in the subject was an exemption on a June 2020 Regents exam or a 2019-20 approved Regents alternative or NYSAA.

Current Year Participation Rate is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

Tested 95% in Current Year shows a green ✓ if the Current Year Participation Rate is greater than or equal to 95%. A red ✗ is shown if the Current Year Participation Rate is less than 95%.

To be considered tested, students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics.

Assessment Data

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

Elementary- and Intermediate-Level State Assessments: English Language Arts, Mathematics, Science

Grades 3-8 English Language Arts (ELA) Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. **Tested #** is used as the denominator for performance **Level %** calculations.

Grade-Specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 3-8 Mathematics Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: Total (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the New York State Testing Program (NYSTP) assessment in mathematics by **Grade** and **Grades 3-8** combined and on the Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 6 (**Regents 6**), Grade 7 (**Regents 7**), and Grade 8 (**Regents 8**). NYSTP and Regents results for Grade 6 students are combined in the **Combined 6** row. NYSTP and Regents results for Grade 7 students are combined in the **Combined 7** row. NYSTP and Regents results for Grade 8 students are combined in the **Combined 8** row. The **Grades 3-8** row is the aggregate of **Grade 3, Grade 4, Grade 5, Combined 6, Combined 7, and Combined 8**. **Tested #** is used as the denominator for performance **Level %** calculations.

In 2022, **Regents 6, Regents 7, and Regents 8, Not Tested** are students reported as "exempt" from taking a Regents examination in mathematics who had no valid score on a grade-level NYSTP and no valid score on a Regents examination in mathematics during the reporting year. **Grade 6 Total #, Grade 7 Total #, and Grade 8 Total #** are used as the denominators for **Not Tested %** calculations for **Regents 6, Regents 7, and Regents 8**, respectively.

Regents Mathematics Exemptions, Grades 6-8 Students: Total Exempt are students with no valid score on a grade-level NYSTP but reported as "exempt" from taking a Regents examination in mathematics during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on a Regents examination in mathematics. **Exempt, Tested** are Total Exempt students with a valid score on a Regents examination in mathematics.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

Grade-specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Grades 4 & 8 Science Results

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Summary Results: **Total** (#) students, count (#) and percent (%) not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Grades 4 & 8 Science Tests by **Grade** and **Grades 4 & 8** combined and on the Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**). NYSTP and Regents results for Grade 8 students are combined in the **Combined 8** row. The **Grades 4 & 8** row is the aggregate of **Grade 4** and **Combined 8**. **Tested #** is used as the denominator for performance **Level %** calculations.

Note: For 2021-22 through 2024-2025, USDE granted NYSED a [waiver](#) to permit students enrolled in grade 7 or 8 who take high school level Regents science courses to take the corresponding high school level Regents examination in science in lieu of the Intermediate-Level Science test. Since the School Report Card reports assessments taken during the reporting year (e.g., 2021-22), only students in Grade 8 who took a corresponding high school level Regents examination in science in lieu of the Intermediate-Level Science test in Grade 8 are included. Results of Grade 8 students who took a Regents examination in Grade 7 in lieu of the Intermediate-Level Science test in Grade 8 are not included in the Summary. However, these students are included in Annual Regents examination results.

In 2021, **Regents 8, Not Tested** are students reported as “exempt” from taking a Regents examination in science who had no valid score on a grade-level science assessment and no valid score on a Regents examination in science during the reporting year. **Grade 8 Total #** is used as the denominator for **Regents 8, Not Tested %** calculations.

Regents Science Exemptions, Grade 8 Students: **Total Exempt** are students with no valid score on a grade-level science assessment but reported as “exempt” from taking a Regents examination in science during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on a Regents examination in science. **Exempt, Tested** are Total Exempt students with a valid score on a Regents examination in science.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see [NYS Board of Regents Announcement](#).

Grade-specific Results: Data in the grade tables are the same as those in the summary table but disaggregated by demographic **Subgroups**.

Annual Regents Examinations

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

If multiple administrations are taken by same student at school or within district, highest score earned is used for calculating school/district performance. Regents scores are converted to performance levels. For more information, see <https://www.p12.nysed.gov/irs/sirs/regents-score-ranges-for-annual-and-accountability-reporting.pdf>

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Results for Regents examinations include students in the reporting year, regardless of grade, tested (**Tested**) on a specific Regents examination, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**, if applicable), and scoring **Proficient (Level 3 & Above)** disaggregated by demographic **Subgroup**. **Tested #** is used as the denominator for performance **Level %** calculations.

Annual Regents Exemptions Tables:

For examinations with at least one administration

Total Exempt are students reported as "exempt" from taking a specific Regents examination during the reporting year. **Exempt, Not Tested** are Total Exempt students with no valid score on the Regents examination. **Exempt, Tested** are Total Exempt students with a valid score on the Regents examination.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

For examinations with no administrations

Exempt, Not Tested are students reported as "exempt" from taking a specific Regents examination during the reporting year and had no valid score on the Regents examination.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

Total Cohort Regents Examination Results

Due to COVID-19 and changes to New York State testing requirements, June 2020, August 2020, January 2021, August 2021, and January 2022 Regents examinations were canceled. Only Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered in June 2021. Regents Examinations in U.S. History & Government were canceled in June 2022. Caution should be used when comparing 2018 cohort results on Regents examinations with those of cohorts from prior years.

School data are compared to the school's district and statewide results in the bar chart, while district and charter school data are compared to statewide data in the bar chart. District data include all public schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Results for students in the 4-year cohort as of June 30th of the reporting year (**Cohort**), count (#) and percent (%) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations within subjects, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4 & Above**), and scoring **Proficient (Level 3 & Above or Levels 3 & 4**, depending on the subject) disaggregated by demographic **Subgroup**. **Cohort #** is used as the denominator for performance **Level %** calculations. If a student has more than one valid score within a Regents subject, the examination on which the student earned with the highest performance level is used.

Total Cohort Exemptions Table: **Total Exempt** are students reported as "exempt" from taking any Regents examination in a subject during the 4-year period. **Exempt, Not Tested** are Total Exempt students with no valid score on any Regents examination in a subject. **Exempt, Tested** are Total Exempt students with a valid score on any Regents examination in a subject.

Regents Exam Exemption Eligibility: Students who met the standards for the related course of study, as locally determined, could qualify for an exemption to the examination requirements. For more information and specific criteria, see NYS Board of Regents Announcement.

New York State English as a Second Language Achievement Test (NYSESLAT)

Total (#) students reported as English Language Learners, count (#) and percent (%) of students not tested (**Not Tested**) and tested (**Tested**), and performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding [Proficient]**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**. **Total #** is used as the denominator for performance level % calculations.

New York State Alternate Assessment (NYSAA)

Total (#) students reported as NYSAA eligible, as ungraded, and as having a disability, count (#) and percent (%) of students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities by **Grade/Subject**.

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is typically administered every other year to a representative sample of students across the country. Most recently NAEP was administered in 2022; NAEP was administered in 2019 prior to that. State and national results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location); data for individual schools or districts are not reported in the School Report Card, nor are the data available to NYSED.

New York State and national student results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic," "Basic," "Proficient," and "Advanced." NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx. Data in the tables are disaggregated by subgroups: All Students, Students with Disabilities, American Indian/Alaska Native, Asian/Pacific Islander, Black, Hispanic, White, Two or more races, Economically Disadvantaged, and English Language Learners.

NAEP national and state participation rates are also reported in the NYS Report Card for all students and for subgroups of English Language Learners and Students with Disabilities in Grades 4 and 8 Reading and Mathematics.

School, Staff, and Graduation Rate Data

Expenditures Per Pupil

Expenditures per Pupil data reported in the School Report Card are a subset of those collected by the State Aid Office and reported in the annual Financial Transparency Report and its respective database. Districts and charter schools identify expenditures by type (e.g., salaries) and by source (federal, state, local). Expenditures that cannot be identified by type and/or source are submitted within specific categories and reported as “Exclusions,” which are not included in per pupil expenditure calculations. For additional information, see <http://www.nysed.gov/essa/financial-transparency> or send an email to ESSAFinTrans@nysed.gov. If a school or district did not report expenditures, then a statement will reflect such within the report card.

Pupil Count: Enrollment data used to calculate expenditures per pupil in the School Report Card are collected in the Student Information Repository System (SIRS). 2018-19 pupil counts were directly sourced from IRS Enrollment Reports and, thus, included pre-K enrollments at community-based organizations (CBOs), expenses for which were not captured in the federal or state/local values. Since then, pupil counts do not include pre-kindergarten enrollments at CBOs. For the NYC Chancellor’s Office, however, district-sponsored pre-kindergarten enrollments are included (n=5,705) since 2020-21. For all years, the statewide pupil count is the sum of district counts and charter school counts. Due to changes in count methodology, caution should be used when comparing results between years.

Federal Expenditures: Local educational agency and district overall expenditures (personnel and nonpersonnel) and per pupil expenditures using federal funds for the preceding school year. Beginning in 2020-21, Federal Expenditures include expenses supported by federal revenues provided to NYS schools under the “Coronavirus Aid, Relief, and Economic Security” (CARES) Act, “Coronavirus Response and Relief Supplemental Appropriations” (CRRSA) Act, and/or the “American Rescue Plan” (ARP) Act. For more information, please see <https://www.osc.state.ny.us/files/local-government/publications/pdf/american-rescue-plan-and-crrsa-guidance.pdf> and <https://www.osc.state.ny.us/files/local-government/publications/pdf/cares-act-information-guidance.pdf>.

State and Local Expenditures: Local educational agency and district overall expenditures (personnel and non-personnel) and per pupil expenditures using State and local funds for the preceding school year. For the 2018-19 Report Card, only Total Expenditures and Federal Expenditures data were available for Charter Schools. Thus, “State and Local Funds” for Charter Schools were estimated as the difference between Total Expenditures and Federal Expenditures. Beginning 2019-20, Charter Schools reported “State and Local Funds,” which include “Other Charter School” and “Other Central Charter” revenue spending (categories unique to charters only). Caution should be used when making comparisons between 2018-19 and later results for charter schools and between charter school and non-charter public school “State and Local Funds.” Beginning in 2021-22, New York State implemented a 3-year phase-in schedule for Foundation Aid. This schedule provided for large increases in state funds for the 2021-22, 2022-23, and 2023-24 school years.

Total Expenditures: The total is the sum of Federal and State/Local expenditure values.

Statewide: District and Charter School values were summed to derive statewide values.

Staff Qualifications

If a school or district did not report complete data, a statement will reflect such within the report card.

High-Poverty Schools: New York State schools active during the 2021-22 reporting year in the 4th quartile of schools sorted by the percent of students receiving Free and Reduced Priced Lunch (FRPL) as reported in SIRS.

Low-Poverty Schools: New York State schools active during the 2021-22 reporting year in the 1st quartile of schools sorted by the percent of students receiving Free and Reduced Priced Lunch (FRPL) as reported in SIRS.

Inexperienced Teachers and Principals

Total Teachers and Principals: Counts are as reported by schools and districts in the Student Information Repository System (SIRS). To be counted as a Teacher, the person must be reported in SIRS as the teacher of at least one course. To be counted as a Principal, the person must be reported in SIRS as a Principal.

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal.

Teachers Teaching Out of Their Subject or Field of Certification

Total Teachers: Beginning in 2020-21, counts are as reported in SIRS. For prior years, counts were as reported in the Teacher Access and Authorization (TAA) system. Caution should be used when comparing results across years.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications.

Total Cohort Graduation Rate

Graduation, diploma, non-diploma credential, still enrolled, transfer to high school equivalency (HSE) program, and dropout rates 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. For more information on district/state comparisons, 5- and 6-year rates, and to filter on gender and ethnicity student subgroups, click on the link embedded within the report card or search by school or district in the High School Graduation Rate report at data.nysed.gov. Also see the [Graduation Rate - Glossary of Terms](#) or [Grad Rate - Business Rules](#) on the Graduation Rate Data site.

Civil Rights Data Collection (CRDC) Data (2017-18)

Accessible via a downloadable Excel Workbook on the NYS statewide report card and all district and school report cards are measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools for the 2017-18 school year to the U.S. Department of Education using the Civil Rights Data Collection Survey. For more information on CRDC, see <https://ocrdata.ed.gov/>.

Reference: Accountability Data Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more student results. The only exceptions are:

- 1) A Core Subject Performance outcome will be determined when a Weighted Average Performance Level has been assigned to a subgroup, there are at least 15 student results in the denominator for calculating the Core Subject Performance outcome, and the number of students in the denominator used to determine the Core Subject Performance Index is at least 50% of the number of student results used to determine the Weighted Average Performance Index.
- 2) A graduation rate will be computed for a cohort subgroup when a HS Core Subject Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

Reference: Accountability Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year, but was ELL in one or more of the previous FOUR reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years, the student will be considered a former SWD and will be included in the SWD group.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Reference: Assessment Data Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, counts and percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.

Reference: Annual Assessment Subgroups Defined

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

Female: Student reported to the Department as female, as identified by the student.

Male: Student reported to the Department as male, as identified by the student.

Notes about Gender: In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian. In 2021-22, a new valid gender category was introduced, “nonbinary.” Since processes for data collection were still in development during the 2021-22 reporting year, district access to the code was significantly limited and, thus, the 2021-22 School Report Card does not disaggregate data by nonbinary.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Language Learner: Students not identified as English Language Learners.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term

includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:28 AM EST

GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disability; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:28 AM EST

Assessment Data Business Rules

Rules for including students

- All students who were tested on the assessment and received a valid score. Rules for determining eligibility for receiving a valid score can be found in the Student Information Repository System (SIRS) Manual.
- Students must have a regular enrollment record as defined as:
 - Code 0011 - Enrollment in building or grade
 - Code 0022 - Foreign exchange student enrollment in building or grade
 - Code 5544 - Transferred in under the NCLB Title I "School in Improvement Status" transfer
 - Code 7000 - Transferred in under the NCLB "Persistently Dangerous School" transfer option
 - Code 7011 - Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option
- Students are enrolled anytime between April 1, 2014 and April 8, 2014 for ELA, or April 30, 2014 and May 7, 2014 for Mathematics.

Cross-Sectional vs. Cohort-Group View

Cross-Sectional - Assessment results for students in a particular grade compared to students in that same grade the prior year (ex. 4th grade results in 2012-13 compared to 4th grade results in 2013-14). These data are unmatched.

Cohort-Group - Assessment results for students in a particular grade compared to students in a prior grade for the prior year (ex. 3rd grade results in 2012-13 compared to 4th grade results in 2013-14). These data are unmatched.

Data are populated with the performance level that is returned from the contractor after scoring.

- Level 1 - sum of students who received a standard achieved code of "21"
- Level 2 - sum of students who received a standard achieved code of "22"
- Level 3 - sum of students who received a standard achieved code of "23"
- Level 4 - sum of students who received a standard achieved code of "24"
- Total Tested - Sum of students receiving a valid score on the assessment listed and received a performance level of Level 1, Level 2, Level 3, or Level 4.
- Mean Score - average of scale score based on students who received a valid scale score. Mean Scores can only be seen when you filter on a specific grade level. It will not show for all 3-8

assessments combined.

Suppression

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. When fewer than five students in a group (e.g., Hispanic) were tested, counts and percentages of tested students scoring at various levels are suppressed for that group and the next smallest group.

For schools, districts, and charters when there is suppression of the performance levels the total tested count will also be suppressed. This applies when a subgroup total equals the all students total, a subgroup total is fewer than five, or all members of a subgroup are in the same performance level.

County, district and other aggregations may vary from other data sources due to various business and suppression rules.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 12, 2022, 3:42 PM EST

GLOSSARY OF TERMS - ASSESSMENT DATA

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Unmatched Data

Data based on all students who participated in a particular year. When multiple years are displayed, the results reflect all students who participated for each of the years and does not match a student from one year to the next.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 12, 2022, 3:42 PM EST

English Language Learners Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- ELL students who attend BOCES programs are not included in school and district enrollment unless they attend a BOCES program on a part-time basis. Enrollment at the statewide level includes public school districts, charter schools, and NYSED-operated programs.
- Prekindergarten students are not included in ELL enrollment counts by gender, ethnicity, disability status, economically disadvantaged status, Former English Language Learner, and grade.
- When the total ELL students count equals the count in the Students with Disabilities, Economically Disadvantaged Students and/or Former English Language Learners category, the data are suppressed. Additionally, when the count of English Language Learner students in either the Students with Disabilities, Economically Disadvantaged Students and/or Former English Language Learners category, is less than 5, the data are suppressed.
- Counts of ELL students included in the Home Languages, the English Language Learners Breakdown, and English Language Learners Programs categories represent those students who were identified as ELL during the school year. Counts in the other categories of the report represent those students who were ELL as of BEDS day (first Wednesday in October).
- A frequency table was used to determine the top 5 Home Languages for each district. In the case of a tie between two or more Home Languages for a district in position 5, the tie was broken by selecting the language based on the state level home language ranking.
- The number of years an ELL student has received ELL Services through an ELL program was used to determine English Language Learners Breakdown by Category. Newcomers have received services for less than or equal to 3 years. Developing ELL students have received services for 4 to 6 years. Long Term ELL students have received services for greater than or equal to 7 years.
- The SIFE category includes ELL students identified as having Inconsistent/Interrupted Formal Education.
- English Language Learners Program counts are based on ELL students who were receiving services in the programs at any time during the school year.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 12, 2022, 3:43 PM EST

GLOSSARY OF TERMS - ENGLISH LANGUAGE LEARNERS DATA

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

- **Newcomers** - ELL students receiving ELL services through an ELL program for a duration of less than or equal to 3 years
- **Developing** - ELL students receiving ELL services through an ELL program for a duration of 4 to 6 years
- **Long Term** - ELL students receiving ELL services through an ELL program for a duration greater than or equal to 7 years
- **SIFE** - Students identified as having Inconsistent/Interrupted Formal Education.
 - English Language Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and
 - upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
 - are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

English Language Learners Programs

- **English as a New Language** - program where ELL students learn to speak, understand, read and write English with a teacher who is specially trained in English as a New Language theories and strategies. The student's primary or home language is used as a vehicle to help learn English.
- **One Way/ Two Way Dual Language** - programs offer ELL students the opportunity to become bilingual and bicultural while improving their academic ability. In the One Way Dual Language program model, students who come from the same primary or home language and/or background are provided instruction in both English and the home language simultaneously. The Two Way Dual Language program includes both native and English speakers; teachers provide instruction in both languages.
- **Transitional Bilingual Education Program** - programs offer ELL students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English. Instruction begins with a minimum of 60% instruction in the student's primary or home language and 40% in English; over time, instruction in English increases until the student has acquired the mandated level of English proficiency.

Former English Language Learners

Students who are not identified as English Language Learner (ELL) in the current school year but who were identified in at least one of the previous four school years are considered "Former ELL."

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet

school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Home Languages

Language routinely spoken in the student's home. This language or dialect may or may not be the student's native language.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 12, 2022, 3:43 PM EST

Graduation Rate Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2020-21, that was August 20, 2021.
- The deadline for August graduates was October 29, 2021.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2017 Total Cohort Graduation Rate data includes:

- 2017 Total Cohort, 4-Year August
- 2017 Total Cohort, 4-Year June
- 2016 Total Cohort, 5-Year June and August
- 2015 Total Cohort, 6-Year June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2017 total cohort consists of all students, based on last enrollment record as of June 30, 2021, with a First Date of Entry into Grade 9 during the 2017-18 school year (July 1, 2017 – June 30, 2018), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.

- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish outcome data for groups with non-zero counts fewer than five (5) students or data that would allow readers to easily determine the performance of a group with enrollment from one to five students.

- When the enrollment in Non-Additive subgroups (e.g., gender, ELL status, SWD status) is not zero and fewer than five (5), the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic subgroup (e.g., Hispanic) is not zero and fewer than five (5) students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still fewer than five (5), the subgroup(s) with the next highest enrollment count will be suppressed until the total of all suppressed enrollment counts is equal to or greater than five (5).

Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
 - IEP Diploma (085) (prior to July 1, 2013 only)
 - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
 - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) or a High School Equivalency Program (HSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP/HSEP, but no enrollment record for that program is reported prior to the end of the same school year.

Economically Disadvantaged

Students are designated as Economically Disadvantaged if they were reported with a 0198 (Poverty – from low income family) program service code in SIRS at any point during the reporting year.

English Language Learners (ELL)

Students are designated ELLs if they were reported with a 0231 (ELL Eligible) program service code in SIRS at any point during the reporting school year.

Homeless

Students are designated Homeless if they were reported with an 8262 (Homeless Student Status) program service code in SIRS at any point during the reporting school year.

In Foster Care

Students are designated In Foster Care if they were reported with an 8300 (Child in Foster Care) program service code in SIRS at any point during the reporting school year.

Migrant

Students are designated Migrant if they were reported with a 0330 (Title I - Part C: Education of Migratory Children) program service code in SIRS at any point during the reporting school year.

Parent in Armed Forces

Students are designated as Parent in Armed Forces if they were reported with an 8292 (Student with a Parent on Active Duty in the Armed Forces) program service code in SIRS at any point during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported with any of Type of Disability program service code in SIRS at any point during the reporting school year.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 12, 2022, 3:56 PM EST

GLOSSARY OF TERMS - GRADUATION RATE DATA

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Dropouts

Students whose last enrollment record indicated they dropped out of school.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.

- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 12, 2022, 3:45 PM EST

Graduation Pathways Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates is the date the Level 2 container closes; for SY 2021-22, that was August 19, 2022.
- The deadline for August graduates was October 28, 2022.

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2018 Total Cohort Graduation Rate data includes:

- 2018 Total Cohort, 4-Year June
- 2018 Total Cohort, 4-Year August
- 2017 Total Cohort, June and August
- 2016 Total Cohort, June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2018 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2022, with a First Date of Entry into Grade 9 during the 2018-19 school year (July 1, 2018 – June 30, 2019), regardless of their current grade level.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.

- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, N/RC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 069, 070, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

HSE are not considered graduates and are therefore not included in Pathways reporting.

Economically Disadvantaged

Students are designated as Economically Disadvantaged if they were reported with a 0198 (Poverty – from low income family) program service code in SIRS at any point during the reporting year.

English Language Learners (ELL)

Students are designated ELLs if they were reported with a 0231 (ELL Eligible) program service code in SIRS at any point during the reporting school year.

Gender

Gender of the student being reported, as identified by the student. Beginning in SY 2021-22, nonbinary students are included in cohort outcomes.

Homeless

Students are designated Homeless if they were reported with an 8262 (Homeless Student Status) program service code in SIRS at any point during the reporting school year.

In Foster Care

Students are designated In Foster Care if they were reported with an 8300 (Child in Foster Care) program service code in SIRS at any point during the reporting school year.

Migrant

Students are designated Migrant if they were reported with a 0330 (Title I - Part C: Education of Migratory Children) program service code in SIRS at any point during the reporting school year.

Parent in Armed Forces

Students are designated as Parent in Armed Forces if they were reported with an 8292 (Student with a Parent on Active Duty in the Armed Forces) program service code in SIRS at any point during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported with any of Type of Disability program service code in SIRS at any point during the reporting school year.

Pathways

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE_OF_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

The current Graduation Pathways are:

Arts (ARTS) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

Career Development and Occupational Studies (CDOS) - These are students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are reported with a code of "NONE" (see below).

Career Technical Education (CTE) - These are students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Civic Readiness (CIVIC)- These are students who satisfied the requirements for a Regents or local diploma by earning a New York State Seal of Civic Readiness as their +1.

Humanities (HUM) - These are students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma. Even if the student passed one or more other exams (e.g., in math or science), HUM should be used because that student did not need to take advantage of the flexibility the multiple pathways provide.

Humanities Alternative (HUMALT) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Languages other than English (LOTE) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved pathway assessment in LOTE as their +1.

STEM with a Concentration in Math (STEMMATH) – These are students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1.

STEM with a Concentration in Science (STEMSCIENCE) - These are students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the

subject) as their +1.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:20 AM EST

GLOSSARY OF TERMS - PATHWAYS DATA

Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

CIVIC Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully earning a New York State Seal of Civic Readiness as their +1. More about the Seal can be found here:
<http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

Gender

Gender of the student being reported, as identified by the student. In the case of very young students not yet able to advocate for themselves, gender may be identified by the parent or guardian. A student's gender category can change from year to year if they change how they identify. Beginning in SY 2021-22, nonbinary students can be reported with gender "X."

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Humanities Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Language Other Than English (LOTE) Pathway

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or

seasonal employment in agricultural or fishing work has moved from one school district to another.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate.

The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

There are two options that don't require a fifth assessment:

- The CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in Section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.
- The CIVIC pathway option, where a student earns a New York State Seal of Civic Readiness as their +1.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

STEM Pathway with a Concentration in Mathematics

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

THIS DOCUMENT WAS CREATED ON: MARCH 22, 2023, 11:19 AM EST

GLOSSARY OF TERMS - ESSA FINANCIAL TRANSPARENCY DATA

District Ability to Raise Local Funds

A school district's ability to raise local funds is classified as significantly more, slightly more, slightly less, or significantly less than the statewide average.

District Student Needs

Student needs in a school district are classified as significantly higher, slightly higher, slightly lower, or significantly lower than the statewide average.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

- **Newcomers** - ELL students receiving ELL services through an ELL program for a duration of less than or equal to 3 years
- **Developing** - ELL students receiving ELL services through an ELL program for a duration of 4 to 6 years
- **Long Term** - ELL students receiving ELL services through an ELL program for a duration greater than or equal to 7 years
- **SIFE** - Students identified as having Inconsistent/Interrupted Formal Education.

- English Language Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and
- upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
- are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

Needs Resource Capacity Categories

The need/resource capacity index, a measure of a district's ability to meet the needs of its students with local resources.

Race and Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Spending Per Pupil: New York State

The average spending per pupil for all districts and charter schools across the state.

Spending Per Pupil: This County

The average spending per pupil for all districts and charter schools in the county.

Spending Per Pupil: This District

The average spending per pupil for all students in the school district. For charter schools, the value for the district of location is displayed.

Spending Per Pupil: This School

The average spending per pupil in the school , including a proportional share of central expenditures.

Student Needs

Student needs in a school district or charter school are classified as significantly higher, slightly higher, slightly lower, or significantly lower than the statewide average.

Student-to-Teacher Ratio

The ratio of enrollment to the number of classroom teachers in the school or district.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Teachers with 21+ Years of Experience %

The proportion of classroom teachers with 21 or more years of experience.

Teachers with 4-20 Years of Experience %

The proportion of classroom teachers with between 4 and 20 years of experience.

Teachers with Fewer than 4 years of Experience %

The proportion of classroom teachers with fewer than four years of experience.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 27, 2022, 10:40 AM EST

ESSA Financial Transparency Data Business Rules

P-12 Enrollment -Enrollment data, including prekindergarten students, are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Beginning with 2019-20 school year reporting, these counts do not include prekindergarten students enrolled in community-based organizations.

Needs Resource Capacity Categories -The need/resource capacity index, a measure of a district's ability to meet the needs of its students with local resources, is the ratio of the estimated poverty percentage (expressed in standard score form) to the Combined Wealth Ratio (expressed in standard score form). A district with both estimated poverty and Combined Wealth Ratio equal to the State average would have a need/resource capacity index of 1.0. For further information, please see <http://www.p12.nysed.gov/irs/accountability/2011-12/NeedResourceCapacityIndex.pdf>

District Ability to Raise Local Funds -This classification is calculated by dividing adjusted gross personal income of all taxpayers in the district (as reported on New York State income tax returns and including results of the statewide computerized income verification process) by total population within the district (as reported in U.S. Census Bureau Small Area Income and Poverty Estimates). This figure is divided by the state average and separated into quartiles.

Student Needs -Student need is a weighted average of economically disadvantaged students (weighted at 1.3), students with disabilities (weighted at 1.41), and English language learners (weighted at 0.5). Weights parallel those utilized in Foundation Aid, as established in Education Law §3602. This student needs score is divided by the statewide average and separated into quartiles, which are labeled as significantly higher, slightly higher, slightly lower, or significantly lower than the statewide average.

Student-to-Teacher Ratio -ratio of K-12 enrollment to the number of classroom teachers in the school or district. Please note that K-12 enrollment are preliminary enrollment and as such may vary slightly from the final enrollment displayed on this report. Teacher information is collected annually from New York State Public Schools, BOCES, and Charter Schools.

Teachers with Fewer than 4 years of Experience % -The number of classroom teachers with fewer than 4 years of experience in the school or district, divided by the total number of classroom teachers in the school or district.

Teachers with 4-20 Years of Experience % -The number of classroom teachers with 4-20 years of experience, divided by the total number of classroom teachers in the school or district.

Teachers with 21+ Years Experience % -The number of classroom teachers with 21 or more years of experience, divided by the total number of classroom teachers in the school.

Spending Per Pupil: This School -The total non-excluded expenditures in the school divided by school enrollment, plus central expenditures divided by district or charter school enrollment.

Spending Per Pupil: This District -The sum of all non-excluded expenditures in all traditional public schools in the district, divided by district enrollment. For charter schools, the district of location value is displayed. These values do not include charter expenditures or enrollment.

Spending Per Pupil: This County -The sum of all non-excluded expenditures in all districts and charter schools in each county, divided by total county enrollment.

Spending Per Pupil: New York State -The sum of all non-excluded expenditures in all districts and charter schools across the state, divided by total enrollment for the state.

Excluded Expenditures -Expenditures which may not support students counted in the enrollment used to calculate the per pupil amount. These fall into five categories:

1. Transportation expenditures are excluded because districts are required to provide transportation services for nonpublic students. Since those students are not included in enrollment counts, districts are not expected to disaggregate transportation expenses by traditional public, nonpublic, and charter student. Accordingly, all transportation services are excluded.
2. Charter school enrollment is not included in the district enrollment figures, and these expenditures are excluded.
3. Tuition for students attending other school districts, specialized schools for students with disabilities, or BOCES full-time instructional programs are excluded, again because the enrollment is not included in district totals.
4. Debt service payments for bonds and other borrowing instruments that have been undertaken for capital projects and other purposes are excluded.
5. Other expenditures include certain funds such as the school food service fund and public library fund, plus services provided to nonpublic or charters schools and payments to community-based organizations for prekindergarten.

More Information

For more information on the accounting behind ESSA Financial Transparency, please see <http://www.nysed.gov/essa/financial-transparency>.

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 27, 2022, 10:43 AM EST

Property Tax Report Card

280502 - SYOSSET CSD

2022-2023 - Page 1
Official - as of 04/12/2023 08:56 PM

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

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

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

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

Form Due - April 24, 2023

Form Preparer Name:

PATRICIA RUFO

Preparer's Telephone Number:

516 364-5651

Shaded Fields Will Calculate	Budgeted 2022-23 (A)	Proposed Budget 2023-24 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	257,831,270	274,562,660	6.49 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	213,200,492	219,572,465	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
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)	213,200,492	219,572,465	2.99 %
F. Permissible Exclusions to the School Tax Levy Limit	6,109,119	7,290,685	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	207,616,583	212,462,069	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	207,091,373	212,281,780	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	525,210	180,289	
Public School Enrollment	6,956	6,805	-2.17 %
Consumer Price Index			8.0 %

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

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

³ For 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for

excess tax levy, including interest.

	Actual 2022-23 (D)	Estimated 2023-24 (E)
Adjusted Restricted Fund Balance	33,410,243	30,859,843
Assigned Appropriated Fund Balance	1,700,000	2,225,000
Adjusted Unrestricted Fund Balance	10,313,251	10,982,506
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/23 Actual Balance	6/30/23 Estimated Ending Balance	Intended Use of the Reserve in the 2023-24 School Year (Limit 200 Characters)**
Capital	2014 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	11,797	11,979	Not currently planned for use in the 2023-24 school year.
Capital	2018 SECURITY CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	25,046	25,046	Not currently planned for use in the 2023-24 school year.
Capital	2020 CAPITAL	For the cost of any object or purpose for which bonds may be issued.	6,299,508	6,299,508	Not currently planned for use in the 2023-24 school year.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	171,546	171,546	Not currently planned for use in the 2023-24 school year.
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	3,548,817	2,818,817	Anticipate appropriating an estimated amount of \$900,000 to support the 2023-24 budget.
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	721,540	671,540	Anticipate appropriating an estimated amount of \$50,000 to support the 2023-24 budget.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement,			

		restricted to debt service.			
Insurance	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	155,308	155,308	Not currently planned for use in the 2023-24 school year.
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBAL RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	3,277,892	3,177,892	Anticipate appropriating an estimated amount of \$150,000 to support the 2023-24 budget.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	11,790,346	10,519,946	Anticipate appropriating an estimated amount of \$3,215,023 to support the 2023-24 budget.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS RESERVE	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	7,408,443	7,008,443	Anticipate appropriating an estimated amount of \$1,570,000 to support the 2023-24 budget.

* **NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf
OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

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

Save

Reset

Save & Ready

Informe de impuestos sobre la propiedad

2022-2023 - Página 1

280502 - SYOSSET CSD

Oficial: a partir del 04/12/2023 08:56 p. m.

****Use los buscadores Chrome o Firefox al ingresar al portal de negocios para completar el informe de impuestos sobre la propiedad (PTRC). NO se recomienda el uso de Internet Explorer.****

Nota: Algunos elementos de datos del informe de impuestos sobre la propiedad han sido modificados o renombrados para seguir más de cerca los cálculos de los distritos del límite impositivo sobre la propiedad completados en el sitio web de la Oficina del Contralor del Estado (OSC). Vea el texto de Ayuda anterior para consultar definiciones. Se encuentran disponibles lineamientos adicionales sobre el límite de gravamen fiscal sobre la propiedad en el sitio web de la Oficina de Servicios de Gestión Educativa:

<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

También le pedimos que envíe una versión electrónica (PDF o Word) del Aviso sobre el presupuesto 2023-2024 de su distrito escolar a emscmgts@nysed.gov. Esto nos permitirá corregir cualquier discrepancia en el ingreso de fórmulas o datos rápidamente.

Aviso: El presupuesto promulgado les permite a los distritos escolares establecer un fondo de reserva para los aportes al sistema de jubilación de maestros del estado de Nueva York, con vigencia inmediata. Si corresponde, esta reserva se debe registrar en el Cronograma de Reservas, bajo el título de "Otra reserva" y con la siguiente descripción: "Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros (TRS) del estado de Nueva York".

Fecha límite del formulario: 24 de abril de 2023

Nombre del preparador del formulario:

PATRICIA RUFO

Número de teléfono del preparador:

(516) 364-5651

<u>Los campos sombreados calculan</u>	Presupuestado 2022-2023 (A)	Presupuesto propuesto 2023-2024 (B)	Variación porcentual (C)
Importe total presupuestado, sin incluir propuestas por separado	257,831,270	274,562,660	6.49 %
A. Gravamen fiscal propuesto para respaldar el monto total presupuestado ¹	213,200,492	219,572,465	
B. Gravamen fiscal para respaldar la deuda de la biblioteca, si corresponde			
C. Gravamen fiscal para propuestas no excluibles, si corresponde ²			
D. Monto total de la reserva del límite impositivo usado para reducir el gravamen anual actual, si corresponde			
E. Gravamen fiscal total propuesto para el año escolar (A+B+C-D)	213,200,492	219,572,465	2.99 %
F. Exclusiones permitidas al límite del gravamen fiscal escolar	6,109,119	7,290,685	
G. Límite de gravamen fiscal de la escuela, <u>sin incluir</u> el gravamen para las exclusiones permitidas ³	207,616,583	212,462,069	
H. Gravamen fiscal total propuesto para fines escolares, <u>sin incluir</u> las exclusiones permitidas ni el gravamen para la deuda de la biblioteca, más la reserva del límite impositivo del año anterior (E-B-F+D)	207,091,373	212,281,780	
I. Diferencia: (G-H); (el valor negativo requiere la aprobación del 60.0 % de los votantes) ²	525,210	180,289	
Inscripción en las escuelas públicas	6,956	6,805	-2.17 %
Índice de precios al consumidor			8.0 %

¹ Incluya cualquier reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

² El gravamen fiscal relacionado con propuestas de servicios educativos o de transporte no son elegibles para la exclusión de conformidad con el límite de gravamen fiscal escolar y puede afectar los requisitos de aprobación de los votantes.

³ Para el período 2023-2024, incluye todo saldo transferido del período 2022-2023 y excluye cualquier gravamen fiscal para la deuda de la biblioteca o la reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

	Real 2022-2023 (D)	Estimado 2023-2024 (E)
Saldo del fondo restringido ajustado	33,410,243	30,859,843
Saldo del fondo asignado	1,700,000	2,225,000
Saldo del fondo no restringido ajustado	10,313,251	10,982,506
Saldo del fondo no restringido ajustado como porcentaje del presupuesto total	4.00 %	4.00 %

Cronograma de fondos de reserva

Tipo de reserva	Nombre de la reserva	Descripción de la reserva *	Saldo real al 03/31/2023	Saldo estimado final al 06/30/2023	Uso previsto de la reserva en el año escolar 2023-2024 (límite de 200 caracteres)**
Capital	RESERVA DE CAPITALES 2014	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos	11,797	11,979	No hay planes para su uso durante el año escolar 2023-2024.
Capital	RESERVA DE CAPITALES DE SEGURIDAD 2018	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos	25,046	25,046	No hay planes para su uso durante el año escolar 2023-2024.
Capital	CAPITAL 2020	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos	6,299,508	16,299,508	No hay planes para su uso durante el año escolar 2023-2024.
Reparación	RESERVA DE REPARACIÓN	Para el costo de reparaciones del equipamiento o mejoras de capital.	171,546	171,546	No hay planes para su uso durante el año escolar 2023-2024.
Indemnización de los trabajadores	RESERVA PARA LA INDEMNIZACIÓN DE LOS TRABAJADORES	Para los beneficios y la indemnización de los trabajadores autoasegurados.	3,548,817	2,818,817	Anticipar el cobro de un monto estimado de \$900,000 para respaldar el presupuesto 2023-2024.
Seguro de desempleo	RESERVA PARA SEGURO DE DESEMPLEO	Para reembolsos al fondo de seguro por desempleo del estado	721,540	671,540	Anticipar el cobro de un monto estimado de \$50,000 para respaldar el presupuesto 2023-2024.
Reserva para reducción fiscal		Para el uso gradual de las ganancias de la venta de bienes inmuebles del distrito escolar.			

Reserva obligatoria para el servicio de deudas		Para el producto de la venta de bienes o mejoras de capital del distrito, restringido al servicio de deuda.			
Seguro	RESERVA PARA SEGURO	Para pérdidas por responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.	155,308	155,308	No hay planes para su uso durante el año escolar 2023-2024.
Pérdida de bienes + (agregar)		Para cubrir pérdida de bienes			
Responsabilidad civil		Para cubrir reclamos de responsabilidad civil que se hayan efectuado			
Certiorari de impuestos		Para liquidaciones de certiorari de impuestos			
Reserva para recuperaciones de seguros		Para los fondos no utilizados de las recuperaciones de seguros al final del año fiscal.			
Responsabilidad civil adeudada por beneficios de los empleados	RESERVA PARA EBAL	Para los "beneficios de los empleados" acumulados que se les adeudan a los empleados al cese de su servicio	3,277,892	3,177,892	Anticipar el cobro de un monto estimado de \$150,000 para respaldar el presupuesto 2023-2024.
Aportes para la jubilación	RESERVA PARA ERS	Para los aportes para la jubilación hechos por el empleador al sistema de jubilación para empleados estatal y local.	11,790,346	10,519,946	Anticipar el cobro de un monto estimado de \$3,215,023 para respaldar el presupuesto 2023-2024.
Reserva para impuestos no recaudados		Para impuestos impagos debido a que ciertos distritos escolares de la ciudad no reciben reembolsos de su ciudad/condado hasta el siguiente año fiscal.			
Otra reserva única	RESERVA PARA TRS	Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros (TRS) del estado de Nueva York.	7,408,443	7,008,443	Anticipar el cobro de un monto estimado de \$1,570,000 para respaldar el presupuesto 2023-2024.

* **Lineamientos de la reserva del NYSED:**

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

Lineamientos de la reserva de la OSC: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

**** Proporcione una declaración breve pero específica del uso y la asignación previstos para la reserva en el año escolar 2023-2024.**

Mencione cualquier gasto de capital que se deba votar en la próxima votación de presupuesto.

SYOSSET PUBLIC LIBRARY 2023 - 2024
PROPOSED BUDGET

		BUDGET 2022 - 2023	PROPOSED 2023 - 2024
Library Collection & Programs	Books and Cataloging	165,000	165,000
	Ebooks, Downloadable Audiobooks	95,000	100,000
	DVDs	15,000	13,000
	Streaming Services		
	CDs - Music & Books on CD	25,000	25,000
	Magazines, Newspapers	3,500	2,000
	Online Databases	30,000	30,000
	Community Information, Programs & Special Events	65,000	65,000
		142,500	147,500
		541,000	547,500
Technology	Computers, Servers, Peripherals	50,000	45,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support		
		145,000	160,000
		245,000	255,000
Library Operational Expenses	Library Supplies	25,000	27,000
	Contracts with Other Libraries, Postage & Freight Insurance Office	60,000	63,000
	Equipment Contracts	61,000	63,000
	Library Furniture & Equipment		
		8,000	6,000
		25,000	25,000
	Utilities		
	Building Maintenance Contracts	179,000	184,000
	Telephone		
Building Maintenance	Building & Plant Repairs	199,000	196,000
	Custodial Supplies	75,000	77,000
		24,000	20,000
	Professional, Clerical, Custodial, Pages Pension, Social Security, Health, etc. Professional Fees - Legal, Security, Acct., etc.	60,000	60,000
		25,000	28,000
		383,000	381,000
Salaries & Administration		3,774,000	3,874,000
		1,729,711	1,884,361
		161,000	168,000
		5,664,711	5,926,361
OPERATING BUDGET		7,012,711	7,293,861
Income Sources	Fines, Fees, PILOTs, etc. Transfer from	150,000	150,000
	Fund Balance New York State Aid	90,000	160,000
		8,000	8,000
Anticipated Income		248,000	318,000
Bond Debt Service Approved by Voters - June 2003*		930,000	934,875
AMOUNT TO BE RAISED BY TAXES		7,694,711	7,910,736
Total includes Operating Budget, less Anticipated Income, plus Bond Debt Service			



**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 02/03/2023

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2023

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 11,359,900,500

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	33	58,786,100	0.52%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	105,535,100	0.93%
13100	CO - GENERALLY	RPTL 406(1)	113	95,236,400	0.84%
13500	TOWN - GENERALLY	RPTL 406(1)	53	177,948,800	1.57%
13650	VG - GENERALLY	RPTL 406(1)	7	1,635,100	0.01%
13800	SCHOOL DISTRICT	RPTL 408	27	300,910,100	2.65%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	35,742,700	0.31%
14110	USA - SPECIFIED USES	STATE L 54	2	3,204,100	0.03%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	21	174,537,900	1.54%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	8,933,900	0.08%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.03%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	12	12,227,700	0.11%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	39,578,100	0.35%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	39,546,300	0.35%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	3,182,000	0.03%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	49,242,200	0.43%
26100	VETERANS ORGANIZATION	RPTL 452	3	2,206,400	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	35	277,439,700	2.44%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	10	11,650,800	0.10%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	659,000	0.01%
40120	Class one reassessment-Nassau	RPTL 485-B	10405	1,718,654,000	15.13%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	341	10,260,000	0.09%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	172	8,650,000	0.08%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	55	4,360,000	0.04%
41164	COLD WAR VETERAN - SCHOOL		21	483,000	0.00%
41174	COLD WAR VET DISABILITY SCHOOL		1	34,000	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	668,000	0.01%
41400	CLERGY	RPTL 460	10	6,292,000	0.06%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	52	3,663,000	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	90	21,677,000	0.19%
41834	ENHANCED STAR	RPTL 425	737	100,084,552	0.88%
41854	BASIC STAR	RPTL 425	3140	211,675,359	1.86%
41900	PHYSICALLY DISABLED	RPTL 459	10	1,327,000	0.01%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	1,558,000	0.01%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	847	118,043,000	1.04%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	26	70,096,300	0.62%
Totals:			16317	3,678,812,911	32.38%

NEW YORK STATE COMPENSATION REPORT/INFORME DE COMPENSACION DEL ESTADO DE NUEVA YORK

TITLE/CARGO	SALARY/ SALARIO	BENEFITS*/ BENEFICIOS*	OTHER REMUNERATION/OTRA REMUNERACION
PRINCIPAL/DIRECTOR	215,132	69,205	5,378
COORDINATOR/COORDINADOR	193,721	66,750	4,843
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	201,000	51,415	5,000
PRINCIPAL/DIRECTOR	213,500	69,018	5,338
DIRECTOR/DIRECTOR	205,096	68,055	5,127
ASST. PRINCIPAL/DIRECTOR AUXILIAR	190,784	66,414	4,770
ASST. PRINCIPAL/DIRECTOR AUXILIAR	200,348	51,275	5,009
PRINCIPAL/DIRECTOR	209,539	68,564	5,238
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	201,000	71,199	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	184,346	65,676	4,609
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	220,695	73,626	5,000
ASSOC. SUPERINTENDENT/SUPERINTENDENTE ASOCIADA	250,000	85,922	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	200,348	67,510	5,009
EXEC DIRECTOR/DIRECTOR EJEC.	197,119	48,422	4,928
PRINCIPAL/DIRECTOR	249,375	73,131	6,234
PRINCIPAL/DIRECTOR	219,991	69,762	5,500
COORDINATOR/COORDINADOR	188,480	66,150	4,712
COORDINATOR/COORDINADOR	199,114	67,369	4,978
ASST. PRINCIPAL/DIRECTOR AUXILIAR	198,754	67,327	4,969
PRINCIPAL/DIRECTOR	219,547	69,711	5,489
DEPUTY SUPERINTENDENT/SUPERINTENDENTE ADJUNTO	255,000	78,245	5,000
PRINCIPAL/DIRECTOR	215,132	69,205	5,378
COORDINATOR/COORDINADOR	202,550	67,763	5,064
COORDINATOR/COORDINADOR	188,480	66,150	4,712
PRINCIPAL/DIRECTOR	224,737	70,306	5,618
PRINCIPAL/DIRECTOR	207,911	68,377	5,198
SUPERINTENDENT/SUPERINTENDENTE	297,610	84,054	15,000
ADMINISTRATIVE ASST/ASIST. ADMINISTRATIVO	167,586	63,754	4,190
DIRECTOR/DIRECTOR	194,702	47,313	4,868
PRINCIPAL/DIRECTOR	182,213	65,431	4,555
ASST. PRINCIPAL/DIRECTOR AUXILIAR	191,444	66,489	4,786
COORDINATOR/COORDINADOR	196,913	67,116	4,923
ASST. PRINCIPAL/DIRECTOR AUXILIAR	198,272	67,272	4,957
ASST. PRINCIPAL/DIRECTOR AUXILIAR	190,966	66,435	4,774
BUSINESS ADMIN./ADMIN. DE NEGOCIOS	160,863	62,983	4,022
ASST. PRINCIPAL/DIRECTOR AUXILIAR	167,195	43,525	4,180
ASST. PRINCIPAL/DIRECTOR AUXILIAR	194,384	66,826	4,860
DIRECTOR/DIRECTOR	186,134	65,881	4,653

* Includes District costs for legally required payments including Social Security, Medicare, and TRS./Incluye los costos del distrito por los pagos exigidos a nivel legal, incluidos la Seguridad Social, Medicare y el Sistema de Jubilacion de los Maestros (TRS).