

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2021-2022

2022-2023 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

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2021-2022

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SYOSSET CENTRAL SCHOOL DISTRICT PROPOSED BUDGET

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SYOSSET CENTRAL SCHOOL DISTRICT

**PROPOSED
BUDGET
2022-2023**

Draft Budget Working Document

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change
1010 Board Of Education		46,700	46,700	-	0.00%
1040 District Clerk		98,271	98,271	-	0.00%
1060 District Meeting		37,500	30,500	7,000	22.95%
1240 Chief School Administrator		386,204	386,204	-	0.00%
1310 Business Administration		581,804	581,804	-	0.00%
1320 Auditing		119,470	125,870	-6,400	-5.08%
1345 Purchasing		583,783	566,762	17,021	3.00%
1380 Fiscal Agent Fee		7,000	-	7,000	****. ***%
1420 Legal		422,600	429,600	-7,000	-1.63%
1430 Personnel		725,174	710,090	15,084	2.12%
1480 Public Information and Services		179,670	179,670	-	0.00%
1620 Operation of Plant		11,231,031	10,773,075	457,956	4.25%
1621 Maintenance of Plant		6,583,176	5,738,350	844,826	14.72%
1631 Security		4,106,102	3,344,650	761,452	22.77%
1670 Central Printing & Mailing		570,312	545,541	24,771	4.54%
1680 Central Data Processing		2,826,700	2,816,285	10,415	0.37%
1910 Unallocated Insurance		1,266,645	1,175,372	91,273	7.77%
1981 BOCES Administrative Costs		811,845	824,806	-12,961	-1.57%
1983 BOCES Capital Expenses		215,809	130,451	85,358	65.43%
1989 Unclassified		50,000	50,000	-	0.00%
2010 Curriculum Devel and Suprvsn		3,130,249	2,895,524	234,725	8.11%
2020 Supervision-Regular School		6,636,132	6,394,401	241,731	3.78%
2070 Inservice Training-Instruction		503,000	503,000	-	0.00%
2110 Teaching-Regular School		82,740,555	79,390,850	3,349,705	4.22%
2250 Prg For Sdnts w/Disabil-Med Elgble		30,636,922	30,212,630	424,292	1.40%
2280 Occupational Education(Grades 9-12)		435,000	420,000	15,000	3.57%
2310 Continuing Education		118,752	118,752	-	0.00%
2320 Summer School		556,332	397,258	159,074	40.04%
2610 School Library & AV		2,796,407	2,708,327	88,080	3.25%
2630 Computer Assisted Instruction		3,932,243	3,636,105	296,138	8.14%
2805 Attendance-Regular School		325,404	256,229	69,175	27.00%
2810 Guidance-Regular School		3,305,232	3,271,577	33,655	1.03%
2815 Health Svcs-Regular School		1,981,295	1,762,219	219,076	12.43%
2820 Psychological Svcs-Reg Schl		2,613,342	2,670,577	-57,235	-2.14%
2825 Social Work Svcs-Regular School		338,312	331,317	6,995	2.11%
2850 Co-Curricular Activ-Reg Schl		1,710,634	1,673,694	36,940	2.21%
2855 Interscholastic Athletics-Reg Schl		2,781,557	2,408,589	372,968	15.48%
5510 District Transportation Services		256,179	247,722	8,457	3.41%
5540 Contract Transportation-Med Elgble		11,507,600	11,507,600	-	0.00%
7140 Recreation		297,127	297,127	-	0.00%
8070 Census		18,750	18,750	-	0.00%
9010 State Retirement		2,270,400	3,445,000	-1,174,600	-34.10%
9020 Teachers' Retirement		11,970,784	11,120,515	850,269	7.65%
9030 Social Security		10,134,830	9,840,000	294,830	3.00%
9040 Workers' Compensation		730,000	730,000	-	0.00%
9045 Life Insurance		230,000	230,000	-	0.00%
9050 Unemployment Insurance		50,000	50,000	-	0.00%
9055 Disability Insurance		127,075	105,000	22,075	21.02%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change
9060 Hospital, Medical		33,835,429	30,700,233	3,135,196	10.21%
9065 Dental		930,000	905,000	25,000	2.76%
9070 Union Welfare Benefits		225,000	225,000	-	0.00%
9089 Other		296,000	299,200	-3,200	-1.07%
9760 Tax Anticipation Notes		720,000	720,000	-	0.00%
9901 Transfer to Other Funds		5,750,932	7,200,281	-1,449,349	-20.13%
9950 Transfer to Capital Fund		3,090,000	1,913,547	1,176,453	61.48%
Total General Fund		257,831,270	247,160,025	10,671,245	4.32%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
1010 Board Of Education										
1010-400-00-0000	Contractual Services	3,300	3,300	-	0.00%	3,250	3,250	3,200	-	-
1010-450-00-0000	Conf, Wkshp & Travel-PD	14,000	14,000	-	0.00%	3,520	11,247	12,600	-	-
1010-484-00-0000	Memberships & Dues	25,500	25,500	-	0.00%	25,356	25,155	24,868	-	-
1010-500-00-0000	Supplies	3,600	3,600	-	0.00%	3,226	2,121	3,558	-	-
1010-506-00-0000	Subscriptions	300	300	-	0.00%	-	-	-	-	-
1010 Function Subtotal		46,700	46,700	-	0.00%	35,352	41,773	44,226	-	-
1040 District Clerk										
1040	Salaries	98,271	98,271	-	0.00%	97,913	94,587	53,243	1.0000	1.0000
1040 Function Subtotal		98,271	98,271	-	0.00%	97,913	94,587	53,243	1.0000	1.0000
1060 District Meeting										
1060	Salaries	12,650	12,650	-	0.00%	11,109	9,374	11,737	-	-
1060-400-00-0000	Contractual Svc	8,500	7,000	1,500	21.43%	8,379	12,822	5,451	-	-
1060-405-00-0000	Legal Notices & Ads	12,500	7,000	5,500	78.57%	12,390	4,998	6,790	-	-
1060-500-00-0000	Supplies	3,850	3,850	-	0.00%	1,198	1,178	3,827	-	-
1060 Function Subtotal		37,500	30,500	7,000	22.95%	33,076	28,372	27,805	-	-
1240 Chief School Administrator										
1240	Salaries	383,004	383,004	-	0.00%	424,671	371,610	415,687	2.0000	2.0000
1240-500-00-0000	Supplies	1,200	1,200	-	0.00%	213	738	1,108	-	-
1240-506-00-0000	Subscriptions	2,000	2,000	-	0.00%	3,214	1,476	3,747	-	-
1240 Function Subtotal		386,204	386,204	-	0.00%	428,098	373,824	420,542	2.0000	2.0000
1310 Business Administration										
1310	Salaries	565,904	565,904	-	0.00%	536,950	529,740	520,661	3.7000	3.7000
1310-400-00-0000	Contractual Services	1,000	1,000	-	0.00%	-	-	995	-	-
1310-405-00-0000	Legal Notices & Ads	1,400	1,400	-	0.00%	-	-	35	-	-
1310-490-00-0000	BOCES Svc	9,000	9,000	-	0.00%	8,897	8,671	8,514	-	-
1310-500-00-0000	Supplies	4,500	4,500	-	0.00%	2,398	3,585	4,026	-	-
1310 Function Subtotal		581,804	581,804	-	0.00%	548,245	541,996	534,231	3.7000	3.7000
1320 Auditing										
1320-435-00-6000	Audit Svc-Indepndt	45,500	45,500	-	0.00%	46,325	46,725	45,125	-	-
1320-435-00-6001	Audit Svc-Internal	29,200	36,600	-7,400	-20.22%	22,000	21,600	21,200	-	-
1320-435-00-6002	Audit Services-Claims	36,770	36,770	-	0.00%	35,525	35,525	35,000	-	-
1320-435-00-6003	Audit Svc-Special	8,000	7,000	1,000	14.29%	-	-	-	-	-
1320 Function Subtotal		119,470	125,870	-6,400	-5.08%	103,850	103,850	101,325	-	-

Syosset Central School District

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1345 Purchasing										
1345	Salaries	556,433	534,412	22,021	4.12%	489,537	477,365	449,214	7.0000	7.0000
1345-405-00-0000	Legal Notices & Ads	13,500	18,500	-5,000	-27.03%	10,588	12,228	18,348	-	-
1345-490-00-0000	BOCES Svc	11,850	11,850	-	0.00%	11,066	12,720	11,610	-	-
1345-500-00-0000	Supplies	2,000	2,000	-	0.00%	1,193	737	1,863	-	-
1345 Function Subtotal		583,783	566,762	17,021	3.00%	512,384	503,050	481,035	7.0000	7.0000
1380 Fiscal Agent Fee										
1380-400-00-0000	Contractual Svc	7,000	-	7,000	****.***%	55,300	-	-	-	-
1380 Function Subtotal		7,000	-	7,000	****.***%	55,300	-	-	-	-
1420 Legal										
1420-447-00-6005	Legal Svc-Retainer	90,000	86,600	3,400	3.93%	88,500	86,600	86,600	-	-
1420-447-00-6006	Legal Svc-NonRet	304,600	315,000	-10,400	-3.30%	250,859	144,907	283,782	-	-
1420-447-00-6007	Legal Svc-Other	13,000	13,000	-	0.00%	4,591	92,160	44,390	-	-
1420-447-00-6008	Legal Services-Bond	15,000	15,000	-	0.00%	37,105	39,435	8,985	-	-
1420 Function Subtotal		422,600	429,600	-7,000	-1.63%	381,055	363,102	423,757	-	-
1430 Personnel										
1430	Salaries	677,774	672,628	5,146	0.77%	626,776	590,805	610,611	6.0000	6.0000
1430-400-00-0000	Contractual Svc	4,000	4,000	-	0.00%	1,361	-	-	-	-
1430-405-00-0000	Legal Notices & Ads	6,200	2,500	3,700	148.00%	6,150	1,841	1,117	-	-
1430-490-00-0000	BOCES Svc	36,000	29,762	6,238	20.96%	35,036	32,297	28,062	-	-
1430-500-00-0000	Supplies	1,200	1,200	-	0.00%	1,156	1,162	1,192	-	-
1430 Function Subtotal		725,174	710,090	15,084	2.12%	670,479	626,105	640,982	6.0000	6.0000
1480 Public Information and Services										
1480	Salaries	101,170	101,170	-	0.00%	103,108	91,170	90,000	1.0000	1.0000
1480-400-00-0000	Contractual Svc	18,000	8,000	10,000	125.00%	10,860	5,812	8,065	-	-
1480-490-00-0000	BOCES Svc	60,000	70,000	-10,000	-14.29%	55,486	64,540	41,300	-	-
1480-500-00-0000	Supplies	500	500	-	0.00%	194	159	75	-	-
1480 Function Subtotal		179,670	179,670	-	0.00%	169,648	161,681	139,440	1.0000	1.0000

Syosset Central School District

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Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
1620 Operation of Plant										
160 Noninstructional Salaries		6,140,128	5,970,614	169,514	2.84%	5,578,846	5,370,821	5,292,195	79.0000	79.0000
161 Noninstructional P/T Sal		135,000	135,000	-	0.00%	130,583	98,781	165,895	2.2500	2.2500
162 Noninstructional Overtime		717,000	717,000	-	0.00%	649,150	388,942	196,157	-	-
200 Equipment		71,000	71,000	-	0.00%	665,829	68,200	54,344	-	-
204 Equipment - Not Capitaliz		1,000	1,000	-	0.00%	-	-	756	-	-
400 Contractual Services		785,300	609,801	175,499	28.78%	873,432	489,636	830,721	-	-
420 Fuel Oil		100,000	368,957	-268,957	-72.90%	159,403	179,941	220,168	-	-
421 Electricity		1,584,500	1,400,600	183,900	13.13%	1,581,548	1,119,354	1,399,680	-	-
422 Water		169,500	169,500	-	0.00%	28,087	19,944	24,583	-	-
423 Natural Gas		598,003	400,003	198,000	49.50%	389,444	293,136	333,947	-	-
427 Telephone		78,000	78,000	-	0.00%	8,723	46,782	78,784	-	-
430 Repair		9,000	9,000	-	0.00%	6,109	2,998	1,577	-	-
450 Conf, Wkshps & Travel -PD		2,600	2,600	-	0.00%	185	1,614	2,267	-	-
490 BOCES Services		42,000	42,000	-	0.00%	21,181	25,820	17,830	-	-
500 Materials & Supplies		758,000	758,000	-	0.00%	1,917,139	483,304	457,127	-	-
502 Uniforms		40,000	40,000	-	0.00%	26,245	26,730	26,299	-	-
Subtotal of 1620 Operation of Plant		11,231,031	10,773,075	457,956	4.25%	12,035,904	8,616,003	9,102,330	81.2500	81.2500
1621 Maintenance of Plant										
160 Noninstructional Salaries		2,753,298	2,751,599	1,699	0.06%	2,339,840	2,220,339	2,112,402	33.0000	33.0000
161 Noninstructional P/T Sal		30,000	30,000	-	0.00%	6,711	33,288	29,626	0.5000	0.5000
162 Noninstructional Overtime		290,000	200,000	90,000	45.00%	257,828	169,976	210,414	-	-
200 Equipment		1,220,878	677,300	543,578	80.26%	734,028	1,577,985	301,720	-	-
400 Contractual Services		1,441,250	1,266,701	174,549	13.78%	839,759	1,091,644	943,871	-	-
424 Gasoline		80,750	57,750	23,000	39.83%	41,475	34,908	49,900	-	-
425 Haz Mat Disposal		30,000	20,000	10,000	50.00%	14,035	8,060	14,700	-	-
430 Repair		130,000	130,000	-	0.00%	24,375	21,733	38,105	-	-
500 Materials & Supplies		607,000	605,000	2,000	0.33%	559,962	450,336	566,708	-	-
Subtotal of 1621 Maintenance of Plant		6,583,176	5,738,350	844,826	14.72%	4,818,013	5,608,269	4,267,446	33.5000	33.5000
1631 Security										
160 Noninstructional Salaries		106,202	208,750	-102,548	-49.12%	207,327	201,960	175,768	1.4000	2.4000
161 Noninstructional P/T Sal		545,000	390,000	155,000	39.74%	463,228	271,949	20,548	13.5000	13.5000
162 Noninstructional Overtime		25,000	55,000	-30,000	-54.55%	1,979	7,408	20,173	-	-
200 Equipment		52,000	25,000	27,000	108.00%	6,563	67,198	88,993	-	-
428 Security Services		2,814,000	2,258,000	556,000	24.62%	1,963,810	1,924,461	1,860,099	-	-
490 BOCES Services		536,000	380,000	156,000	41.05%	1,121,074	567,428	828,351	-	-
500 Materials & Supplies		22,000	22,000	-	0.00%	18,375	37,612	-	-	-
502 Uniforms		5,900	5,900	-	0.00%	1,504	2,959	4,117	-	-
Subtotal of 1631 Security		4,106,102	3,344,650	761,452	22.77%	3,783,860	3,080,975	2,998,049	14.9000	15.9000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

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Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
1670 Central Printing & Mailing										
1670	Salaries	143,212	138,441	4,771	3.45%	132,706	131,543	123,741	1.6000	1.6000
1670-200-00-0000	Equipment	8,000	8,000	-	0.00%	706	11,985	-	-	-
1670-400-00-0000	Contractual Svc	23,100	23,100	-	0.00%	909	17,163	11,489	-	-
1670-430-00-0000	Repair	3,000	3,000	-	0.00%	1,561	2,737	1,384	-	-
1670-483-00-0000	Postage	55,000	55,000	-	0.00%	39,781	60,769	77,445	-	-
1670-490-00-0000	BOCES Svc	305,000	285,000	20,000	7.02%	273,936	262,495	166,009	-	-
1670-500-00-0000	Supplies	33,000	33,000	-	0.00%	25,819	18,367	31,741	-	-
1670 Function Subtotal		570,312	545,541	24,771	4.54%	475,418	505,059	411,809	1.6000	1.6000
1680 Central Data Processing										
1680	Salaries	322,700	312,285	10,415	3.34%	306,669	295,524	286,889	4.0000	4.0000
1680-201-00-0000	Computer Equip-Non-Aid	87,000	87,000	-	0.00%	5,886	86,326	16,127	-	-
1680-400-00-0000	Contractual Svc	115,000	115,000	-	0.00%	33,994	87,507	114,547	-	-
1680-432-00-0000	DW Software	25,000	25,000	-	0.00%	78,991	63,565	4,047	-	-
1680-490-00-0000	BOCES Svc	2,175,000	2,175,000	-	0.00%	2,336,292	2,563,246	1,950,156	-	-
1680-500-00-0000	Supplies	102,000	102,000	-	0.00%	57,828	87,935	101,129	-	-
1680 Function Subtotal		2,826,700	2,816,285	10,415	0.37%	2,819,660	3,184,103	2,472,895	4.0000	4.0000
1910 Unallocated Insurance										
1910-400-00-0000	Contractual Services	-	-	-	0.00%	-	-	10,911	-	-
1910-410-00-0000	Student Accident	54,266	85,000	-30,734	-36.16%	58,730	70,855	74,714	-	-
1910-411-00-0000	Risk Mgmt Ins Policies	1,212,379	1,090,372	122,007	11.19%	554,977	981,722	1,188,281	-	-
1910 Function Subtotal		1,266,645	1,175,372	91,273	7.77%	613,707	1,052,577	1,273,906	-	-
1981 BOCES Administrative Costs										
1981-490-00-0000	BOCES Svc	811,845	824,806	-12,961	-1.57%	807,187	764,974	736,910	-	-
1981 Function Subtotal		811,845	824,806	-12,961	-1.57%	807,187	764,974	736,910	-	-
1983 BOCES Capital Expenses										
1983-490-00-0000	BOCES Svc	215,809	130,451	85,358	65.43%	130,018	161,781	159,075	-	-
1983 Function Subtotal		215,809	130,451	85,358	65.43%	130,018	161,781	159,075	-	-
1989 Unclassified										
1989	Salaries	50,000	50,000	-	0.00%	-	-	-	-	-
1989 Function Subtotal		50,000	50,000	-	0.00%	-	-	-	-	-

2010 Curriculum Devel and Suprvsn

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2010 Curriculum Devel and Suprvsn										
2010	Salaries	3,122,549	2,887,824	234,725	8.13%	2,955,521	2,820,695	2,976,632	22.5000	22.5000
2010-500-00-0000	Supplies	7,700	7,700	-	0.00%	1,681	2,088	1,493	-	-
	2010 Function Subtotal	3,130,249	2,895,524	234,725	8.11%	2,957,202	2,822,783	2,978,125	22.5000	22.5000
2020 Supervision-Regular School										
2020	Salaries	6,559,032	6,297,058	261,974	4.16%	6,107,487	6,452,590	6,249,233	83.9000	83.9000
2020-400-00-0000	Contractual Services	20,000	40,000	-20,000	-50.00%	5,664	8,043	-	-	-
2020-450-00-0000	Conf, Wkshps & Travel	35,000	35,000	-	0.00%	4,140	36,582	32,147	-	-
2020-453-00-0000	Mileage Reimbursement	10,100	10,100	-	0.00%	890	3,312	10,061	-	-
2020-484-00-0000	Memberships & Dues	10,000	9,243	757	8.19%	8,637	7,249	7,207	-	-
2020-506-00-0000	Subscriptions	2,000	3,000	-1,000	-33.33%	-	-	-	-	-
	2020 Function Subtotal	6,636,132	6,394,401	241,731	3.78%	6,126,818	6,507,776	6,298,648	83.9000	83.9000
2070 Inservice Training-Instruction										
2070	Salaries	5,000	5,000	-	0.00%	-	-	2,573	-	-
2070-400-00-0000	Contractual Svc	6,000	6,000	-	0.00%	-	1,600	5,848	-	-
2070-450-00-0000	Conf, Wkshp & Travel-PD	6,000	6,000	-	0.00%	-	-	292	-	-
2070-490-00-0000	BOCES Svc	486,000	486,000	-	0.00%	368,620	532,514	359,381	-	-
2070-490-00-5895	BOCES Services	-	-	-	0.00%	14,394	-	-	-	-
	2070 Function Subtotal	503,000	503,000	-	0.00%	383,014	534,114	368,094	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2110 Teaching-Regular School										
110 Teacher Salaries, K-3		12,346,734	11,027,293	1,319,441	11.97%	10,580,418	10,849,469	10,384,729	96.0000	96.0000
120 Teacher Salaries, 4-6		9,546,431	9,309,678	236,753	2.54%	8,854,983	8,761,845	9,000,147	71.0000	71.0000
125 Tutors		1,365,100	1,365,000	100	0.01%	153,590	1,300,781	1,304,159	27.2500	27.2500
130 Teacher Salaries 7-12		40,432,353	39,141,964	1,290,389	3.30%	37,474,527	37,677,388	37,670,831	305.5000	301.1000
140 Substitutes		2,029,000	2,012,500	16,500	0.82%	5,119,995	1,327,320	1,342,365	47.0000	47.0000
141 Increments		185,000	185,000	-	0.00%	-	-	-	-	-
142 Contingency		240,000	240,000	-	0.00%	-	-	-	-	-
150 Instructional Salaries		250,000	250,000	-	0.00%	23,725	167,579	236,146	-	-
151 Elementary Salaries		11,104,842	10,759,222	345,620	3.21%	10,239,039	10,375,560	10,152,978	80.6972	80.6972
160 Noninstructional Salaries		561,281	565,184	-3,903	-0.69%	558,122	547,420	450,657	6.4900	6.4900
161 Noninstructional P/T Sal		15,000	15,000	-	0.00%	5,799	7,394	7,915	-	-
162 Noninstructional Overtime		20,000	20,000	-	0.00%	18,866	19,189	4,671	-	-
180 Monitors		1,277,200	1,239,500	37,700	3.04%	1,247,509	1,014,310	914,937	50.9600	50.9600
200 Equipment		312,250	277,250	35,000	12.62%	179,568	208,797	672,845	-	-
204 Equipment - Not Capitaliz		30,000	30,000	-	0.00%	-	-	-	-	-
400 Contractual Services		83,000	83,000	-	0.00%	45,817	50,312	15,858	-	-
430 Repair		41,728	41,728	-	0.00%	5,133	18,808	19,490	-	-
434 Rental Services		4,000	4,000	-	0.00%	-	-	-	-	-
436 Temp Emp Agency Services		-	-	-	0.00%	-	-	63,915	-	-
450 Conf, Wkshps & Travel -PD		59,000	59,000	-	0.00%	7,469	41,892	35,026	-	-
451 Chaperone Travel		5,000	5,000	-	0.00%	-	739	564	-	-
452 Student Travel & Registra		21,000	21,000	-	0.00%	8,595	16,077	27,261	-	-
453 Mileage Reimbursement		14,500	14,500	-	0.00%	2,110	3,038	5,687	-	-
480 Textbooks & Journals		660,825	660,825	-	0.00%	418,222	341,360	442,191	-	-
481 Non Public Textbooks		50,000	50,000	-	0.00%	32,746	35,191	39,132	-	-
484 Memberships and Dues		29,190	29,190	-	0.00%	7,343	7,040	11,296	-	-
487 Commencement		57,000	52,000	5,000	9.62%	34,792	11,565	46,771	-	-
490 BOCES Services		500,000	550,000	-50,000	-9.09%	325,369	329,711	375,541	-	-
500 Materials & Supplies		1,306,521	1,183,221	123,300	10.42%	856,069	811,855	968,552	-	-
501 Petty Cash		1,000	2,195	-1,195	-54.44%	606	699	1,234	-	-
506 Subscriptions		3,800	3,800	-	0.00%	475	175	222	-	-
509 Sheet Music		30,000	30,000	-	0.00%	4,490	22,040	20,565	-	-
510 Testing Supplies		155,000	160,000	-5,000	-3.13%	40,947	87,963	86,944	-	-
560 CPR, Lifeguarding		3,800	3,800	-	0.00%	23	996	-87	-	-
Subtotal of 2110 Teaching-Regular School		82,740,555	79,390,850	3,349,705	4.22%	76,246,347	74,036,513	74,302,542	684.8972	680.4972

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Prior Year Initial	2020-2021 Actual Expenditure	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2250 Prg For Sdnts w/Disabil-Med Elgble									
100 Administrator Salaries		191,807	186,192	5,615	3.02%	184,349	194,254	1.0000	1.0000
101 Principals		367,268	370,198	-2,930	-0.79%	376,518	396,661	2.0000	2.0000
125 Tutors		1,166,000	1,080,000	86,000	7.96%	2,168,185	1,000,714	20.5000	20.5000
126 Teaching Assistants		2,673,652	3,819,609	-1,145,957	-30.00%	3,787,455	3,061,068	47.0000	47.0000
130 Teacher Salaries 7-12		8,536,417	8,423,875	112,542	1.34%	8,286,210	7,635,111	62.9000	61.4000
150 Instructional Salaries		20,000	30,000	-10,000	-33.33%	30,000	2,319	-	-
151 Elementary Salaries		6,248,064	6,198,617	49,447	0.80%	5,182,254	5,821,042	49.0000	49.0000
165 Therapists		1,220,818	1,144,753	76,065	6.64%	1,131,433	1,102,842	11.0000	11.0000
175 200 Day Salaries		2,369,396	2,027,386	342,010	16.87%	1,912,643	1,829,875	51.0000	51.0000
180 Monitors		42,000	42,000	-	0.00%	52,000	24,785	2.0000	2.0000
200 Equipment		20,000	20,000	-	0.00%	20,000	1,791	-	-
400 Contractual Services		950,000	1,000,000	-50,000	-5.00%	1,100,000	644,413	-	-
406 DOL/DOR Services		160,000	225,000	-65,000	-28.89%	225,000	123,818	-	-
408 Nursing Services		270,000	220,000	50,000	22.73%	220,000	205,171	-	-
448 Evaluations		20,000	20,000	-	0.00%	20,000	7,860	-	-
449 Contingency		200,000	200,000	-	0.00%	200,000	-	-	-
470 Tuition		2,610,000	1,940,000	670,000	34.54%	2,040,000	2,010,286	-	-
490 BOCES Services		3,506,500	3,200,000	306,500	9.58%	2,955,000	3,373,048	-	-
500 Materials & Supplies		65,000	65,000	-	0.00%	65,000	63,062	-	-
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		30,636,922	30,212,630	424,292	1.40%	29,956,047	27,498,120	246.4000	244.9000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2280 Occupational Education(Grades 9-12)										
490 BOCES Services		435,000	420,000	15,000	3.57%	423,543	414,113	408,774	-	-
Subtotal of 2280 Occupational Education(Grades 9-12)		435,000	420,000	15,000	3.57%	423,543	414,113	408,774	-	-
2310 Continuing Education										
100 Administrator Salaries		13,141	13,141	-	0.00%	13,174	13,076	13,011	-	-
150 Instructional Salaries		47,031	50,000	-2,969	-5.94%	8,352	31,057	40,884	-	-
160 Noninstructional Salaries		40,180	37,211	2,969	7.98%	36,513	35,935	34,889	1.0000	1.0000
161 Noninstructional P/T Sal		3,200	3,200	-	0.00%	-	2,624	1,859	-	-
162 Noninstructional Overtime		8,000	8,000	-	0.00%	-	3,061	4,380	-	-
400 Contractual Services		5,200	5,200	-	0.00%	4,554	4,536	-	-	-
500 Materials & Supplies		2,000	2,000	-	0.00%	-	336	1,357	-	-
Subtotal of 2310 Continuing Education		118,752	118,752	-	0.00%	62,593	90,625	96,380	1.0000	1.0000
2320 Summer School										
101 Principals		18,560	7,830	10,730	137.04%	7,908	7,829	5,772	-	-
110 Teacher Salaries, K-3		105,000	-	105,000	**** **%	61,179	-	-	-	-
111 Teacher Salaries, 4-6		105,000	-	105,000	**** **%	73,888	-	-	-	-
125 Tutors		44,550	16,648	27,902	167.60%	16,436	16,648	-	-	-
126 Teaching Assistants		38,650	22,200	16,450	74.10%	23,492	22,122	-	-	-
130 Teacher Salaries 7-12		130,200	293,000	-162,800	-55.56%	119,905	292,881	226,625	-	-
150 Instructional Salaries		-	5,080	-5,080	-100.00%	-	5,093	5,068	-	-
151 Elementary Salaries		55,850	8,500	47,350	557.06%	44,022	8,094	77,287	-	-
160 Noninstructional Salaries		38,522	27,000	11,522	42.67%	33,896	25,785	18,928	-	-
162 Noninstructional Overtime		-	-	-	0.00%	507	730	-	-	-
500 Materials & Supplies		20,000	17,000	3,000	17.65%	11,141	16,951	11,585	-	-
Subtotal of 2320 Summer School		556,332	397,258	159,074	40.04%	392,374	396,133	345,265	-	-
2610 School Library & AV										
121 Librarians		856,568	842,663	13,905	1.65%	755,305	754,616	739,262	7.0000	7.0000
131 Librarians Secondary		701,682	669,985	31,697	4.73%	646,542	639,900	617,656	5.0000	5.0000
160 Noninstructional Salaries		775,712	761,629	14,083	1.85%	697,680	765,683	813,833	13.0000	13.0000
162 Noninstructional Overtime		50,000	20,000	30,000	150.00%	27,769	29,701	63,967	-	-
175 200 Day Salaries		48,000	50,000	-2,000	-4.00%	36,323	27,319	17,987	1.0000	1.0000
490 BOCES Services		165,000	165,000	-	0.00%	139,566	138,335	164,863	-	-
500 Materials & Supplies		21,501	19,910	1,591	7.99%	12,937	10,515	11,985	-	-
504 Periodicals		13,283	15,295	-2,012	-13.15%	8,296	9,152	8,651	-	-
505 Library Books		65,807	64,991	816	1.26%	54,040	43,239	43,704	-	-
508 Classroom Libraries		78,350	78,350	-	0.00%	33,496	47,699	33,993	-	-
520 Audio Visual Supplies		20,504	20,504	-	0.00%	13,624	13,266	12,888	-	-
Subtotal of 2610 School Library & AV		2,796,407	2,708,327	88,080	3.25%	2,425,578	2,479,425	2,528,789	26.0000	26.0000

Syosset Central School District

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Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2630 Computer Assisted Instruction										
150 Instructional Salaries		278,343	266,205	12,138	4.56%	262,958	255,613	-	2.0000	2.0000
200 Equipment		40,000	40,000	-	0.00%	64,026	19,199	12,539	-	-
400 Contractual Services		10,000	10,000	-	0.00%	62,141	4,521	1,677	-	-
430 Repair		5,000	5,000	-	0.00%	653	-	2,783	-	-
460 Software		242,400	78,400	164,000	209.18%	204,035	55,910	109,581	-	-
490 BOCES Services		3,056,500	2,961,500	95,000	3.21%	3,316,139	2,536,033	2,651,823	-	-
500 Materials & Supplies		300,000	275,000	25,000	9.09%	407,723	188,980	271,515	-	-
Subtotal of 2630 Computer Assisted Instruction		3,932,243	3,636,105	296,138	8.14%	4,317,675	3,060,256	3,049,918	2.0000	2.0000
2805 Attendance-Regular School										
160 Noninstructional Salaries		319,404	231,229	88,175	38.13%	223,684	225,293	221,641	5.0000	5.0000
161 Noninstructional P/T Sal		-	20,000	-20,000	-100.00%	12,246	-	-	-	-
162 Noninstructional Overtime		4,000	5,000	-1,000	-20.00%	16,924	668	1,326	-	-
400 Contractual Services		-	-	-	0.00%	-	-	3,959	-	-
490 BOCES Services		2,000	-	2,000	**** %	4,000	-	-	-	-
Subtotal of 2805 Attendance-Regular School		325,404	256,229	69,175	27.00%	256,854	225,961	226,926	5.0000	5.0000
2810 Guidance-Regular School										
130 Teacher Salaries 7-12		2,765,531	2,747,576	17,955	0.65%	2,661,312	2,607,991	2,511,144	19.0000	19.0000
160 Noninstructional Salaries		498,311	491,891	6,420	1.31%	352,034	432,247	497,646	7.0000	7.0000
162 Noninstructional Overtime		1,010	1,010	-	0.00%	1,649	656	963	-	-
400 Contractual Services		1,500	1,500	-	0.00%	-	900	-	-	-
490 BOCES Services		28,280	19,000	9,280	48.84%	21,007	18,940	18,313	-	-
500 Materials & Supplies		10,600	10,600	-	0.00%	4,082	3,177	8,863	-	-
Subtotal of 2810 Guidance-Regular School		3,305,232	3,271,577	33,655	1.03%	3,040,084	3,063,911	3,036,929	26.0000	26.0000
2815 Health Svcs-Regular School										
160 Noninstructional Salaries		1,293,100	1,235,024	58,076	4.70%	1,195,314	1,149,153	1,015,092	19.0000	19.0000
161 Noninstructional P/T Sal		1,000	1,000	-	0.00%	-	-	813	-	-
162 Noninstructional Overtime		30,000	30,000	-	0.00%	31,313	9,567	1,169	-	-
200 Equipment		3,500	3,500	-	0.00%	-	-	-	-	-
400 Contractual Services		300,000	175,000	125,000	71.43%	701,143	66,226	114,291	-	-
430 Repair		-	5,000	-5,000	-100.00%	-	-	-	-	-
446 Fees Other Districts		100,000	100,000	-	0.00%	71,849	80,632	89,524	-	-
448 Evaluations		53,045	53,045	-	0.00%	51,502	51,498	51,500	-	-
490 BOCES Services		75,000	69,000	6,000	8.70%	72,000	68,193	56,968	-	-
500 Materials & Supplies		125,000	90,000	35,000	38.89%	85,266	84,492	68,078	-	-
501 Petty Cash		650	650	-	0.00%	154	183	315	-	-
Subtotal of 2815 Health Svcs-Regular School		1,981,295	1,762,219	219,076	12.43%	2,208,541	1,509,944	1,397,750	19.0000	19.0000

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2820 Psychological Svcs-Reg Schl										
112 Teacher Salaries		158,375	188,629	-30,254	-16.04%	148,260	147,154	161,164	1.0000	1.0000
130 Teacher Salaries 7-12		771,640	831,207	-59,567	-7.17%	811,870	792,306	833,304	6.1000	6.1000
151 Elementary Salaries		1,073,095	1,035,652	37,443	3.62%	1,029,037	1,011,258	1,002,508	7.0000	7.0000
160 Noninstructional Salaries		461,032	532,889	-71,857	-13.48%	438,330	543,476	519,339	6.5000	6.5000
162 Noninstructional Overtime		6,200	6,200	-	0.00%	-	1,265	5,719	-	-
400 Contractual Services		140,000	70,000	70,000	100.00%	108,100	69,700	67,386	-	-
446 Fees Other Districts		-	3,000	-3,000	-100.00%	-	-	-	-	-
500 Materials & Supplies		3,000	3,000	-	0.00%	-102	572	1,308	-	-
Subtotal of 2820 Psychological Svcs-Reg Schl		2,613,342	2,670,577	-57,235	-2.14%	2,535,495	2,565,731	2,590,728	20.6000	20.6000
2825 Social Work Svcs-Regular School										
150 Instructional Salaries		338,312	331,317	6,995	2.11%	222,789	232,420	104,012	3.0000	3.0000
Subtotal of 2825 Social Work Svcs-Regular School		338,312	331,317	6,995	2.11%	222,789	232,420	104,012	3.0000	3.0000
2850 Co-Curricular Activ-Reg Schl										
130 Teacher Salaries 7-12		1,110,000	1,090,000	20,000	1.83%	895,413	940,122	1,045,575	-	-
150 Instructional Salaries		20,000	18,800	1,200	6.38%	5,033	6,808	18,800	-	-
151 Elementary Salaries		157,800	157,800	-	0.00%	31,682	95,641	121,268	-	-
160 Noninstructional Salaries		117,889	117,149	740	0.63%	100,933	101,727	110,783	1.0000	1.0000
161 Noninstructional P/T Sal		38,865	38,865	-	0.00%	-	-	-	-	-
451 Chaperone Travel		95,500	80,500	15,000	18.63%	-	37,170	71,855	-	-
452 Student Travel & Registra		101,500	101,500	-	0.00%	53,839	57,124	98,832	-	-
484 Memberships and Dues		29,000	29,000	-	0.00%	12,321	15,121	16,463	-	-
500 Materials & Supplies		36,830	36,830	-	0.00%	3,432	14,946	20,866	-	-
503 Student Newspaper		3,250	3,250	-	0.00%	650	1,990	2,084	-	-
Subtotal of 2850 Co-Curricular Activ-Reg Schl		1,710,634	1,673,694	36,940	2.21%	1,103,303	1,270,649	1,506,526	1.0000	1.0000
2855 Interscholastic Athletics-Reg Schl										
150 Instructional Salaries		1,660,000	1,455,000	205,000	14.09%	1,156,979	1,081,880	1,304,110	-	-
160 Noninstructional Salaries		411,842	289,289	122,553	42.36%	250,874	267,658	305,503	2.0000	2.0000
162 Noninstructional Overtime		6,000	6,000	-	0.00%	5,726	-	-	-	-
200 Equipment		25,000	25,000	-	0.00%	115,375	10,255	89,561	-	-
400 Contractual Services		125,000	85,000	40,000	47.06%	48,100	34,337	23,263	-	-
430 Repair		50,000	50,000	-	0.00%	8,285	18,514	47,062	-	-
450 Conf, Wkshps & Travel -PD		415	-	415	****. **%	398	-	315	-	-
451 Chaperone Travel		40,000	40,000	-	0.00%	-	30,219	35,614	-	-
452 Student Travel & Registra		60,000	60,000	-	0.00%	20,385	48,782	55,934	-	-
453 Mileage Reimbursement		300	300	-	0.00%	140	329	-	-	-
484 Memberships and Dues		60,000	60,000	-	0.00%	3,881	31,915	33,604	-	-

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Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
2855 Interscholastic Athletics-Reg Schl										
490 BOCES Services		123,000	123,000	-	0.00%	76,898	94,357	121,611	-	-
500 Materials & Supplies		220,000	215,000	5,000	2.33%	136,025	217,069	213,526	-	-
Subtotal of 2855 Interscholastic Athletics-Reg Schl		2,781,557	2,408,589	372,968	15.48%	1,823,066	1,835,315	2,230,103	2.0000	2.0000
5510 District Transportation Services										
160 Noninstructional Salaries		203,407	198,068	5,339	2.70%	197,406	220,473	192,318	2.0000	2.0000
161 Noninstructional P/T Sal		50,522	47,404	3,118	6.58%	47,127	-	-	1.4286	1.4286
162 Noninstructional Overtime		1,400	1,400	-	0.00%	1,783	1,311	-	-	-
400 Contractual Services		-	-	-	0.00%	-	-	26,000	-	-
500 Materials & Supplies		850	850	-	0.00%	787	1,423	1,122	-	-
Subtotal of 5510 District Transportation Services		256,179	247,722	8,457	3.41%	247,103	223,207	219,440	3.4286	3.4286
5540 Contract Transportation-Med Elgble										
400 Contractual Services		10,130,600	10,130,600	-	0.00%	9,395,973	7,296,729	8,504,676	-	-
424 Gasoline		250,000	250,000	-	0.00%	163,721	148,763	205,271	-	-
454 Field Trips		280,000	280,000	-	0.00%	-	158,151	255,294	-	-
455 Athletic Trips		670,000	670,000	-	0.00%	318,438	490,318	649,303	-	-
458 Field Trips - Acadmic Com		105,000	105,000	-	0.00%	-	79,461	103,308	-	-
459 Field Trips - Music		52,000	52,000	-	0.00%	-	32,697	44,932	-	-
460 Software		20,000	20,000	-	0.00%	30,425	9,400	4,150	-	-
Subtotal of 5540 Contract Transportation-Med Elgble		11,507,600	11,507,600	-	0.00%	9,908,557	8,215,519	9,766,934	-	-
5581 Transportation from Boces										
490 BOCES Services		-	-	-	0.00%	-	-	6,395	-	-
Subtotal of 5581 Transportation from Boces		-	-	-	0.00%	-	-	6,395	-	-
7140 Recreation										
100 Administrator Salaries		24,127	24,127	-	0.00%	-	24,127	18,261	-	-
150 Instructional Salaries		222,000	222,000	-	0.00%	61,252	181,430	226,046	1.0000	1.0000
160 Noninstructional Salaries		40,000	40,000	-	0.00%	673	11,704	20,489	-	-
500 Materials & Supplies		11,000	11,000	-	0.00%	-	10,970	9,904	-	-
Subtotal of 7140 Recreation		297,127	297,127	-	0.00%	61,925	228,231	274,700	1.0000	1.0000
8070 Census										
490 BOCES Services		18,750	18,750	-	0.00%	14,763	14,879	14,873	-	-
Subtotal of 8070 Census		18,750	18,750	-	0.00%	14,763	14,879	14,873	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2023

Fund: A General Fund

Budget Account	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change	2020-2021 Actual Expenditure	2019-20 Expense	2018-19 Expense	2022-2023 Proposed FTE	2021-2022 Current Year FTE
9010 State Retirement		2,270,400	3,445,000	-1,174,600	-34.10%	3,079,971	2,866,399	2,814,500	-	-
9020 Teachers' Retirement		11,970,784	11,120,515	850,269	7.65%	10,092,886	9,372,862	11,183,043	-	-
9030 Social Security		10,134,830	9,840,000	294,830	3.00%	9,473,638	9,275,140	9,104,258	-	-
9040 Workers' Compensation		730,000	730,000	-	0.00%	729,005	801,416	626,925	-	-
9045 Life Insurance		230,000	230,000	-	0.00%	202,854	208,476	217,722	-	-
9050 Unemployment Insurance		50,000	50,000	-	0.00%	3,300	50,000	22,069	-	-
9055 Disability Insurance		127,075	105,000	22,075	21.02%	73,878	73,753	67,279	-	-
9060 Hospital, Medical.		33,835,429	30,700,233	3,135,196	10.21%	28,525,503	28,057,957	28,073,359	-	-
9065 Dental		930,000	905,000	25,000	2.76%	809,772	653,274	884,211	-	-
9070 Union Welfare Benefits		225,000	225,000	-	0.00%	225,000	225,000	225,000	-	-
9089 Other		296,000	299,200	-3,200	-1.07%	252,723	318,715	244,153	-	-
9760 Tax Anticipation Notes		720,000	720,000	-	0.00%	415,556	323,333	603,017	-	-
9901 Transfer to Other Funds		5,750,932	7,200,281	-1,449,349	-20.13%	5,275,257	4,196,528	3,237,867	-	-
9950 Transfer to Capital Fund		3,090,000	1,913,547	1,176,453	61.48%	7,344,347	3,397,042	5,538,599	-	-

Syosset Central School District

'State Category (3-Part Budget) Report'

Fiscal Year: 2023

State Function	Description	2022-2023 Proposed Budget	2021-2022 Adopted Budget	Dollar Change	Percent Change
Administration					
1010	Board Of Education	46,700.00	46,700.00	-	-
1040	District Clerk	98,271.00	98,271.00	-	-
1060	District Meeting	37,500.00	30,500.00	7,000.00	22.95
1240	Chief School Administrator	386,204.00	386,204.00	-	-
1310	Business Administration	581,804.00	581,804.00	-	-
1320	Auditing	119,470.00	125,870.00	-6,400.00	-5.08
1345	Purchasing	583,783.00	566,762.00	17,021.00	3.00
1380	Fiscal Agent Fee	7,000.00	-	7,000.00	-
1420	Legal	422,600.00	429,600.00	-7,000.00	-1.63
1430	Personnel	725,174.00	710,090.00	15,084.00	2.12
1480	Public Information and Services	179,670.00	179,670.00	-	-
1670	Central Printing & Mailing	570,312.00	545,541.00	24,771.00	4.54
1680	Central Data Processing	2,826,700.00	2,816,285.00	10,415.00	0.37
1910	Unallocated Insurance	1,266,645.00	1,175,372.00	91,273.00	7.77
1981	BOCES Administrative Costs	811,845.00	824,806.00	-12,961.00	-1.57
1983	BOCES Capital Expenses	215,809.00	130,451.00	85,358.00	65.43
1989	Unclassified	50,000.00	50,000.00	-	-
2010	Curriculum Devel and Suprvsn	3,130,249.00	2,895,524.00	234,725.00	8.11
2020	Supervision-Regular School	6,636,132.00	6,394,400.00	241,732.00	3.78
2070	Inservice Training-Instruction	503,000.00	503,000.00	-	-
9000	Employee Benefits	5,486,737.00	5,183,136.00	303,601.00	5.86
Total Administration		24,685,605.00	23,673,986.00	1,011,619.00	4.27%
Capital					
1620	Operation of Plant	15,337,133.00	14,117,725.00	1,219,408.00	8.64
1621	Maintenance of Plant	6,583,176.00	5,738,350.00	844,826.00	14.72
9000	Employee Benefits	5,066,053.00	4,976,848.00	89,205.00	1.79
9760	Tax Anticipation Notes	720,000.00	720,000.00	-	-
9901	Transfer to Debt Service Fund	5,420,932.00	6,870,281.00	-1,449,349.00	-21.10
9950	Transfer to Capital Fund	3,090,000.00	1,913,547.00	1,176,453.00	61.48
Total Capital		36,217,294.00	34,336,751.00	1,880,543.00	5.48%
Program					
2110	Teaching-Regular School	82,740,555.00	79,390,852.00	3,349,703.00	4.22
2250	Prg For Sdnts w/Disabil-Med Elgble	30,636,922.00	30,212,632.00	424,290.00	1.40
2280	Occupational Education(Grades 9-12)	435,000.00	420,000.00	15,000.00	3.57
2330	Teaching-Special Schools	675,084.00	516,010.00	159,074.00	30.83
2610	School Library & AV	2,796,407.00	2,708,327.00	88,080.00	3.25
2630	Computer Assisted Instruction	3,932,243.00	3,636,106.00	296,137.00	8.14
2805	Attendance-Regular School	325,404.00	256,229.00	69,175.00	27.00
2810	Guidance-Regular School	3,305,232.00	3,271,577.00	33,655.00	1.03
2815	Health Svcs-Regular School	1,981,295.00	1,762,219.00	219,076.00	12.43
2820	Psychological Svcs-Reg Schl	2,613,342.00	2,670,577.00	-57,235.00	-2.14
2825	Social Work Svcs-Regular School	338,312.00	331,317.00	6,995.00	2.11
2850	Co-Curricular Activ-Reg Schl	1,710,634.00	1,673,694.00	36,940.00	2.21
2855	Interscholastic Athletics-Reg Schl	2,781,557.00	2,408,589.00	372,968.00	15.48
5510	District Transport Svcs-Med Elgble	256,180.00	247,722.00	8,458.00	3.41
5540	Contract Transportation-Med Elgble	11,507,600.00	11,507,600.00	-	-
7140	Recreation	297,127.00	297,127.00	-	-
8070	Census	18,750.00	18,750.00	-	-
9000	Employee Benefits	50,246,727.00	47,489,960.00	2,756,767.00	5.80
9901	Transfer to Special Aid Fund	330,000.00	330,000.00	-	-
Total Program		196,928,371.00	189,149,288.00	7,779,083.00	4.11%
Report Totals		257,831,270.00	247,160,025.00	10,671,245.00	4.32%

2022-23 DRAFT REVENUE ESTIMATE

	BUDGET	PROPOSED
	<u>2021-22</u>	<u>2021-22</u>
<i>STATE AID</i>		
FOUNDATION AID	10,591,118	15,091,812
EXCESS COST AID/PRIVATE	388,697	354,579
EXCESS COST AID/PUBLIC HI COST	458,192	442,092
BOCES AID	3,364,255	3,863,805
TRANSPORTATION AID	2,140,549	2,968,607
BUILDING AID	1,251,167	1,406,536
HARDWARE & TECHNOLOGY	38,461	54,123
TEXTBOOK/SOFTWARE/LIBRARY AIDS	551,698	564,332
HIGH TAX AID	697,595	697,595
<i>Adj. for Potential Additional Building Aid</i>	249,298	215,277
NET STATE AID	19,731,030	25,658,758
 <i>LOCAL REVENUE</i>		
Charges for Services		
ADULT ED TUITION	41,000	41,000
SUMMER SCHOOL TUITION	2,406	2,300
POOL & REC	105,912	179,637
DOL/DOR SERVICES	154,000	238,000
HEALTH SERVICES	490,995	425,000
 Use of Money & Property		
INTEREST ON INVESTMENTS	120,000	50,000
RENTAL OF BUILDINGS	6,000	2,000
 Other		
PAYMENT IN LIEU OF TAXES (PILOTS)		
PILOT - County and Town	4,433,497	5,129,542
PILOT - LIPA	5,155,427	4,615,519
Total Pilots	9,588,924	9,745,061
 <i>Unclassified Revenue</i>	962,336	1,098,622
 Other Local Revenue	11,471,573	11,781,620
 Revenue from Debt Service Fund	0	940,000
 Use of Reserve		
RESTRICTED RESERVES	4,854,579	4,550,400
APPROPRIATED FUND BALANCE	2,813,547	1,700,000
Total Use of Reserves and Approp. Fund Balance	7,668,126	6,250,400
 Total Local Revenue & Reserves	19,139,699	18,972,020
 GENERAL FUND TAX LEVY	208,289,296	213,200,492
 TOTAL REVENUE	247,160,025	257,831,270

DISTRITO ESCOLAR CENTRAL DE SYOSSET

**PRESUPUESTO
PROPUESTO
2022-2023**

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

12:46:54 p. m.

Informe de presentación del presupuesto

Año fiscal: 2023

Fondo: Un fondo general

Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual
1010	Junta de Educación	46,700	46,700	-	0.00%
1040	Secretaría del distrito	98,271	98,271	-	0.00%
1060	Reunión del distrito	37,500	30,500	7,000	22.95%
1240	Administrador principal de la escuela	386,204	386,204	-	0.00%
1310	Administración comercial	581,804	581,804	-	0.00%
1320	Auditorías	119,470	125,870	-6,400	-5.08%
1345	Compras	583,783	566,762	17,021	3.00%
1380	Tarifa del agente fiscal	7,000	-	7,000	****. **0%
1420	Asuntos jurídicos	422,600	429,600	-7,000	-1.63%
1430	Personal	725,174	710,090	15,084	2.12%
1480	Información y servicios públicos	179,670	179,670	-	0.00%
1620	Operación de la planta	11,231,031	10,773,075	457,956	4.25%
1621	Mantenimiento de la planta	6,583,176	5,738,350	844,826	14.72%
1631	Seguridad	4,106,102	3,344,650	761,452	22.77%
1670	Central de impresiones y correos	570,312	545,541	24,771	4.54%
1680	Central de procesamiento de datos	2,826,700	2,816,285	10,415	0.37%
1910	Seguro no asignado	1,266,645	1,175,372	91,273	7.77%
1981	Costos administrativos de BOCES	811,845	824,806	-12,961	-1.57%
1983	Gastos de capital de BOCES	215,809	130,451	85,358	65.43%
1989	Sin clasificación	50,000	50,000	-	0.00%
2010	Desarrollo y supervisión del plan de estudios	3,130,249	2,895,524	234,725	8.11%
2020	Supervisión de la escuela normal	6,636,132	6,394,401	241,731	3.78%
2070	Capacitación y enseñanza en servicio	503,000	503,000	-	0.00%
2110	Enseñanza de la escuela normal	82,740,555	79,390,850	3,349,705	4.22%
2250	Programa para estudiantes con discapacidades médicamente elegibles	30,636,922	30,212,630	424,292	1.40%
2280	Educación ocupacional (de 9.º a 12.º grado)	435,000	420,000	15,000	3.57%
2310	Educación continua	118,752	118,752	-	0.00%
2320	Escuela de verano	556,332	397,258	159,074	40.04%
2610	Biblioteca y sector audiovisual de la escuela	2,796,407	2,708,327	88,080	3.25%
2630	Enseñanza asistida por computadoras	3,932,243	3,636,105	296,138	8.14%
2805	Asistencia de la escuela normal	325,404	256,229	69,175	27.00%
2810	Orientación de la escuela normal	3,305,232	3,271,577	33,655	1.03%
2815	Servicios de salud de la escuela normal	1,981,295	1,762,219	219,076	12.43%
2820	Servicios psicológicos de la escuela normal	2,613,342	2,670,577	-57,235	-2.14%
2825	Servicios de trabajo social de la escuela normal	338,312	331,317	6,995	2.11%
2850	Actividades curriculares complementarias de la escuela normal	1,710,634	1,673,694	36,940	2.21%
2855	Atletismo interescolar de la escuela normal	2,781,557	2,408,589	372,968	15.48%
5510	Servicios de transporte del distrito	256,179	247,722	8,457	3.41%
5540	Transporte contratado médicamente elegible	11,507,600	11,507,600	-	0.00%
7140	Recreación	297,127	297,127	-	0.00%
8070	Censo	18,750	18,750	-	0.00%
9010	Jubilación estatal	2,270,400	3,445,000	-1,174,600	-34.10%
9020	Jubilación de los maestros	11,970,784	11,120,515	850,269	7.65%
9030	Seguro Social	10,134,830	9,840,000	294,830	3.00%
9040	Indemnización por accidentes y enfermedades laborales	730,000	730,000	-	0.00%
9045	Seguro de vida	230,000	230,000	-	0.00%
9050	Seguro de desempleo	50,000	50,000	-	0.00%
9055	Seguro por discapacidad	127,075	105,000	22,075	21.02%

12:46:54 p. m.

Informe de presentación del presupuesto

Año fiscal: 2023

Fondo: Un fondo general

Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual
9060	Seguro hospitalario, médico	33,835,429	30,700,233	3,135,196	10.21%
9065	Servicios dentales	930,000	905,000	25,000	2.76%
9070	Beneficios sociales del sindicato	225,000	225,000	-	0.00%
9089	Otros	296,000	299,200	-3,200	-1.07%
9760	Notas de anticipación fiscal	720,000	720,000	-	0.00%
9901	Transferencia a otros fondos	5,750,932	7,200,281	-1,449,349	-20.13%
9950	Transferencia al fondo de capital	3,090,000	1,913,547	1,176,453	61.48%
Fondo de libre disposición total		257,831,270	247,160,025	10,671,245	4.32%

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2023

Fondo: Un fondo general

Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual	Gastos reales 2020-2021	Gastos 2019-2020	Gastos 2018-2019	Tiempo completo propuesto 2022-2023	Tiempo completo del año actual de 2021-2022
1010 Junta de Educación										
1010-400-00-0000	Servicios contractuales	3,300	3,300		0.00%	3,250	3,250	3,200	-	-
1010-450-00-0000	Conferencias, talleres y viajes	14,000	14,000	-	0.00%	3,520	11,247	-	-	-
1010-484-00-0000	Membresías y cuotas	25,500	25,500	-	0.00%	25,356	25,155	-	-	-
1010-500-00-0000	Suministros	3,600	3,600	-	0.00%	3,226	2,121	-	-	-
1010-506-00-0000	Suscripciones	300	300	-	0.00%	-	-	-	-	-
	1010 Subtotal de funciones	46,700	46,700	-	0.00%	35,352	41,773	44,226	-	-
1040 Secretaría del distrito										
1040	Salarios	98,271	98,271	-	0.00%	97,913	94,587	53,243	1.0000	1.0000
	1040 Subtotal de funciones	98,271	98,271	-	0.00%	97,913	94,587	53,243	1.0000	1.0000
1060 Reunión del distrito										
1060	Salarios	12,650	12,650	-	0.00%	11,109	9,374	11,737	-	-
1060-400-00-0000	Servicios contractuales	8,500	7,000	1,500	21.43%	8,379	12,822	5,451	-	-
1060-405-00-0000	Avisos legales y publicidades	12,500	7,000	5,500	78.57%	12,390	4,998	6,790	-	-
1060-500-00-0000	Suministros	3,850	3,850	-	0.00%	1,198	1,178	3,827	-	-
	1060 Subtotal de funciones	37,500	30,500	7,000	22.95%	33,076	28,372	27,805	-	-
1240 Administrador principal de la escuela										
1240	Salarios	383,004	383,004	-	0.00%	424,671	371,610	415,687	2.0000	2.0000
1240-500-00-0000	Suministros	1,200	1,200	-	0.00%	213	738	1,108	-	-
1240-506-00-0000	Suscripciones	2,000	2,000	-	0.00%	3,214	1,476	3,747	-	-
	1240 Subtotal de funciones	386,204	386,204	-	0.00%	428,098	373,824	420,542	2.0000	2.0000
1310 Administración comercial										
1310	Salarios	565,904	565,904	-	0.00%	536,950	529,740	520,661	3.7000	3.7000
1310-400-00-0000	Servicios contractuales	1,000	1,000	-	0.00%	-	-	995	-	-
1310-405-00-0000	Avisos legales y publicidades	1,400	1,400	-	0.00%	-	-	35	-	-
1310-490-00-0000	Servicios de BOCES	9,000	9,000	-	0.00%	8,897	8,671	8,514	-	-
1310-500-00-0000	Suministros	4,500	4,500	-	0.00%	2,398	3,585	4,026	-	-
	1310 Subtotal de funciones	581,804	581,804	-	0.00%	548,245	541,996	534,231	3.7000	3.7000
1320 Auditorías										
1320-435-00-6000	Servicios de auditoría	45,500	45,500	-	0.00%	46,325	46,725	45,125	-	-
1320-435-00-6001	Servicios de auditoría interna	29,200	36,600	-7,400	-20.22%	22,000	21,600	21,200	-	-
1320-435-00-6002	Servicios de auditoría de	36,770	36,770	-	0.00%	35,525	35,525	35,000	-	-
1320-435-00-6003	Servicios de auditoría especial	8,000	7,000	1,000	14.29%	-	-	-	-	-
	1320 Subtotal de funciones	119,470	125,870	-6,400	-5.08%	103,850	103,850	101,325	-	-

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2023

Fondo: Un fondo general

Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual	Gastos reales 2020-2021	Gastos 2019-2020	Gastos 2018-2019	Tiempo completo propuesto 2022-2023	Tiempo completo del año actual de 2021-2022
1345 Compras										
1345	Salarios	556,433	534,412	22,021	4.12%	489,537	477,365	449,214	7.0000	7.0000
1345-405-00-0000	Avisos legales y publicidades	13,500	18,500	-5,000	-27.03%	10,588	12,228	18,348	-	-
1345-490-00-0000	Servicios de BOCES	11,850	11,850	-	0.00%	11,066	12,720	11,610	-	-
1345-500-00-0000	Suministros	2,000	2,000	-	0.00%	1,193	737	1,863	-	-
	1345 Subtotal de funciones	583,783	566,762	17,021	3.00%	512,384	503,050	481,035	7.0000	7.0000
1380 Tarifa del agente fiscal										
1380-400-00-0000	Servicios contractuales	7,000	-	7,000	****. **%	55,300	-	-	-	-
	1380 Subtotal de funciones	7,000	-	7,000	****. **%	55,300	-	-	-	-
1420 Asuntos jurídicos										
1420-447-00-6005	Servicios jurídicos: anticipo de	90,000	86,600	3,400	3.93%	88,500	86,600	86,600	-	-
1420-447-00-6006	Servicios jurídicos: sin anticipo	304,600	315,000	-10,400	-3.30%	250,859	144,907	283,782	-	-
1420-447-00-6007	Servicios jurídicos: otros	13,000	13,000	-	0.00%	4,591	92,160	44,390	-	-
1420-447-00-6008	Servicios jurídicos: bono	15,000	15,000	-	0.00%	37,105	39,435	8,985	-	-
	1420 Subtotal de funciones	422,600	429,600	-7,000	-1.63%	381,055	363,102	423,757	-	-
1430 Personal										
1430	Salarios	677,774	672,628	5,146	0.77%	626,776	590,805	610,611	6.0000	6.0000
1430-400-00-0000	Servicios contractuales	4,000	4,000	-	0.00%	1,361	-	-	-	-
1430-405-00-0000	Avisos legales y publicidades	6,200	2,500	3,700	148.00%	6,150	1,841	1,117	-	-
1430-490-00-0000	Servicios de BOCES	36,000	29,762	6,238	20.96%	35,036	32,297	28,062	-	-
1430-500-00-0000	Suministros	1,200	1,200	-	0.00%	1,156	1,162	1,192	-	-
	1430 Subtotal de funciones	725,174	710,090	15,084	2.12%	670,479	626,105	640,982	6.0000	6.0000
1480 Información y servicios públicos										
1480	Salarios	101,170	101,170	-	0.00%	103,108	91,170	90,000	1.0000	1.0000
1480-400-00-0000	Servicios contractuales	18,000	8,000	10,000	125.00%	10,860	5,812	8,065	-	-
1480-490-00-0000	Servicios de BOCES	60,000	70,000	-10,000	-14.29%	55,486	64,540	41,300	-	-
1480-500-00-0000	Suministros	500	500	-	0.00%	194	159	75	-	-
	1480 Subtotal de funciones	179,670	179,670	-	0.00%	169,648	161,681	139,440	1.0000	1.0000

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1620 Operación de la planta										
160	Salarios no relacionados con la enseñanza	6,140,128	5,970,614	169,514	2.84%	5,578,846	5,370,821	5,292,195	79.0000	79.0000
161	Salarios no relacionados con la enseñanza P/T	135,000	135,000	-	0.00%	130,583	98,781	165,895	2.2500	2.2500
162	Horas adicionales no relacionadas con la	717,000	717,000	-	0.00%	649,150	388,942	196,157	-	-
200	Equipos	71,000	71,000	-	0.00%	665,829	68,200	54,344	-	-
204	Equipos no capitalizados	1,000	1,000	-	0.00%	-	-	756	-	-
400	Servicios contractuales	785,300	609,801	175,499	28.78%	873,432	489,636	830,721	-	-
420	Aceite combustible	100,000	368,957	-268,957	-72.90%	159,403	179,941	220,168	-	-
421	Electricidad	1,584,500	1,400,600	183,900	13.13%	1,581,548	1,119,354	1,399,680	-	-
422	Agua	169,500	169,500	-	0.00%	28,087	19,944	24,583	-	-
423	Gas natural	598,003	400,003	198,000	49.50%	389,444	293,136	333,947	-	-
427	Teléfono	78,000	78,000	-	0.00%	8,723	46,782	78,784	-	-
430	Reparaciones	9,000	9,000	-	0.00%	6,109	2,998	1,577	-	-
450	Conferencias, talleres y viajes para el	2,600	2,600	-	0.00%	185	1,614	2,267	-	-
490	Servicios de BOCES	42,000	42,000	-	0.00%	21,181	25,820	17,830	-	-
500	Materiales y suministros	758,000	758,000	-	0.00%	1,917,139	483,304	457,127	-	-
502	Uniformes	40,000	40,000	-	0.00%	26,245	26,730	26,299	-	-
Subtotal de 1620 Operación de la planta		11,231,031	10,773,075	457,956	4.25%	12,035,904	8,616,003	9,102,330	81.2500	81.2500
1621 Mantenimiento de la planta										
160	Salarios no relacionados con la enseñanza	2,753,298	2,751,599	1,699	0.06%	2,339,840	2,220,339	2,112,402	33.0000	33.0000
161	Salarios no relacionados con la enseñanza P/T	30,000	30,000	-	0.00%	6,711	33,288	29,626	0.5000	0.5000
162	Horas adicionales no relacionadas con la	290,000	200,000	90,000	45.00%	257,828	169,976	210,414	-	-
200	Equipos	1,220,878	677,300	543,578	80.26%	734,028	1,577,985	301,720	-	-
400	Servicios contractuales	1,441,250	1,266,701	174,549	13.78%	839,759	1,091,644	943,871	-	-
424	Gasolina	80,750	57,750	23,000	39.83%	41,475	34,908	49,900	-	-
425	Desecho de materiales peligrosos	30,000	20,000	10,000	50.00%	14,035	8,060	14,700	-	-
430	Reparaciones	130,000	130,000	-	0.00%	24,375	21,733	38,105	-	-
500	Materiales y suministros	607,000	605,000	2,000	0.33%	559,962	450,336	566,708	-	-
Subtotal de 1621 Mantenimiento de la planta		6,583,176	5,738,350	844,826	14.72%	4,818,013	5,608,269	4,267,446	33.5000	33.5000
1631 Seguridad										
160	Salarios no relacionados con la enseñanza	106,202	208,750	-102,548	-49.12%	207,327	201,960	175,768	1.4000	2.4000
161	Salarios no relacionados con la enseñanza P/T	545,000	390,000	155,000	39.74%	463,228	271,949	20,548	13.5000	13.5000
162	Horas adicionales no relacionadas con la	25,000	55,000	-30,000	-54.55%	1,979	7,408	20,173	-	-
200	Equipos	52,000	25,000	27,000	108.00%	6,563	67,198	88,993	-	-
428	Servicios de seguridad	2,814,000	2,258,000	556,000	24.62%	1,963,810	1,924,461	1,860,099	-	-
490	Servicios de BOCES	536,000	380,000	156,000	41.05%	1,121,074	567,428	828,351	-	-
500	Materiales y suministros	22,000	22,000	-	0.00%	18,375	37,612	-	-	-
502	Uniformes	5,900	5,900	-	0.00%	1,504	2,959	4,117	-	-
Subtotal de 1631 Seguridad		4,106,102	3,344,650	761,452	22.77%	3,783,860	3,080,975	2,998,049	14.9000	15.9000

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1670 Central de impresiones y correos										
1670	Salarios	143,212	138,441	4,771	3.45 %	132,706	131,543	123,741	1.6000	1.6000
1670-200-00-0000	Equipos	8,000	8,000	-	0.00 %	706	11,985	*	-	-
1670-400-00-0000	Servicios contractuales	23,100	23,100	-	0.00 %	909	17,163	11,489	-	-
1670-430-00-0000	Reparaciones	3,000	3,000	-	0.00 %	1,561	2,737	1,384	-	-
1670-483-00-0000	Franqueo	55,000	55,000	-	0.00 %	39,781	60,769	77,445	-	-
1670-490-00-0000	Servicios de BOCES	305,000	285,000	20,000	7.02 %	273,936	262,495	166,009	-	-
1670-500-00-0000	Suministros	33,000	33,000	-	0.00 %	25,819	18,367	31,741	-	-
1670 Subtotal de funciones		570,312	545,541	24,771	4.54 %	475,418	505,059	411,809	1.6000	1.6000
1680 Central de procesamiento de datos										
1680	Salarios	322,700	312,285	10,415	3.34 %	306,669	295,524	286,889	4.0000	4.0000
1680-201-00-0000	Equipo informático sin ayuda	87,000	87,000	-	0.00 %	5,886	86,326	16,127	-	-
1680-400-00-0000	Servicios contractuales	115,000	115,000	-	0.00 %	33,994	87,507	114,547	-	-
1680-432-00-0000	Software DW	25,000	25,000	-	0.00 %	78,991	63,565	4,047	-	-
1680-490-00-0000	Servicios de BOCES	2,175,000	2,175,000	-	0.00 %	2,336,292	2,563,246	1,950,156	-	-
1680-500-00-0000	Suministros	102,000	102,000	-	0.00 %	57,828	87,935	101,129	-	-
1680 Subtotal de funciones		2,826,700	2,816,285	10,415	0.37 %	2,819,660	3,184,103	2,472,895	4.0000	4.0000
1910 Seguro no asignado										
1910-400-00-0000	Servicios contractuales	-	-	-	0.00 %	-	-	10,911	-	-
1910-410-00-0000	Accidente de estudiantes	54,266	85,000	-30,734	-36.16 %	58,730	70,855	74,714	-	-
1910-411-00-0000	Pólizas de seguro para la gestión del	1,212,379	1,090,372	122,007	11.19 %	554,977	981,722	1,188,281	-	-
1910 Subtotal de funciones		1,266,645	1,175,372	91,273	7.77 %	613,707	1,052,577	1,273,906	-	-
1981 Costos administrativos de BOCES										
1981-490-00-0000	Servicios de BOCES	811,845	824,806	-12,961	-1.57 %	807,187	764,974	736,910	-	-
1981 Subtotal de funciones		811,845	824,806	-12,961	-1.57 %	807,187	764,974	736,910	-	-
1983 Gastos de capital de BOCES										
1983-490-00-0000	Servicios de BOCES	215,809	130,451	85,358	65.43 %	130,018	161,781	159,075	-	-
1983 Subtotal de funciones		215,809	130,451	85,358	65.43 %	130,018	161,781	159,075	-	-
1989 Sin clasificación										
1989	Salarios	50,000	50,000	-	0.00 %	-	-	-	-	-
1989 Subtotal de funciones		50,000	50,000	-	0.00 %	-	-	-	-	-
2010 Desarrollo y supervisión del plan de estudios										

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2010 Desarrollo y supervisión del plan de estudios										
2010	Salarios	3,122,549	2,887,824	234,725	8.13%	2,955,521	2,820,695	2,976,632	22.5000	22.5000
2010-500-00-0000	Suministros	7,700	7,700	-	0.00%	1,681	2,088	1,493	-	-
	2010 Subtotal de funciones	3,130,249	2,895,524	234,725	8.11%	2,957,202	2,822,783	2,978,125	22.5000	22.5000
2020 Supervisión de la escuela normal										
2020	Salarios	6,559,032	6,297,058	261,974	4.16%	6,107,487	6,452,590	6,249,233	83.9000	83.9000
2020-400-00-0000	Servicios contractuales	20,000	40,000	-20,000	-50.00%	5,664	8,043	-	-	-
2020-450-00-0000	Conferencias, talleres y viajes	35,000	35,000	-	0.00%	4,140	36,582	32,147	-	-
2020-453-00-0000	Reembolso de millas	10,100	10,100	-	0.00%	890	3,312	10,061	-	-
2020-484-00-0000	Membresías y cuotas	10,000	9,243	757	8.19%	8,637	7,249	7,207	-	-
2020-506-00-0000	Suscripciones	2,000	3,000	-1,000	-33.33%	-	-	-	-	-
	2020 Subtotal de funciones	6,636,132	6,394,401	241,731	3.78%	6,126,818	6,507,776	6,298,648	83.9000	83.9000
2070 Capacitación y enseñanza en servicio										
2070	Salarios	5,000	5,000	-	0.00%	-	-	2,573	-	-
2070-400-00-0000	Servicios contractuales	6,000	6,000	-	0.00%	-	1,600	5,848	-	-
2070-450-00-0000	Conferencias, talleres y viajes	6,000	6,000	-	0.00%	-	-	292	-	-
2070-490-00-0000	Servicios de BOCES	486,000	486,000	-	0.00%	368,620	532,514	359,381	-	-
2070-490-00-5895	Servicios de BOCES	-	-	-	0.00%	14,394	-	-	-	-
	2070 Subtotal de funciones	503,000	503,000	-	-	383,014	534,114	368,094	-	-

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2110 Enseñanza de la escuela normal										
110	Salarios de los maestros desde kindergarten hasta	12,346,734	11,027,293	1,319,441	11.97%	10,580,418	10,849,469	10,384,729	96.0000	96.0000
120	Salarios de los maestros desde 4.º hasta 6.º grado	9,546,431	9,309,678	236,753	2.54%	8,854,983	8,761,845	9,000,147	71.0000	71.0000
125	Tutores	1,365,100	1,365,000	100	0.01%	153,590	1,300,781	1,304,159	27.2500	27.2500
130	Salarios de los maestros desde 7.º hasta 12.º	40,432,353	39,141,964	1,290,389	3.30%	37,474,527	37,677,388	37,670,831	305.5000	301.1000
140	Sustitutos	2,029,000	2,012,500	16,500	0.82%	5,119,995	1,327,320	1,342,365	47.0000	47.0000
141	Incrementos	185,000	185,000	-	0.00%	-	-	-	-	-
142	Reserva	240,000	240,000	-	0.00%	-	-	-	-	-
150	Salarios relacionados con la enseñanza	250,000	250,000	-	0.00%	23,725	167,579	236,146	-	-
151	Salarios de la escuela primaria	11,104,842	10,759,222	345,620	3.21%	10,239,039	10,375,560	10,152,978	80.6972	80.6972
160	Salarios no relacionados con la enseñanza	561,281	565,184	-3,903	-0.69%	558,122	547,420	450,657	6.4900	6.4900
161	Salarios no relacionados con la enseñanza P/T	15,000	15,000	-	0.00%	5,799	7,394	7,915	-	-
162	Horas adicionales no relacionadas con la	20,000	20,000	-	0.00%	18,866	19,189	4,671	-	-
180	Monitores	1,277,200	1,239,500	37,700	3.04%	1,247,509	1,014,310	914,937	50.9600	50.9600
200	Equipos	312,250	277,250	35,000	12.62%	179,568	208,797	672,845	-	-
204	Equipos no capitalizados	30,000	30,000	-	0.00%	-	-	-	-	-
400	Servicios contractuales	83,000	83,000	-	0.00%	45,817	50,312	15,858	-	-
430	Reparaciones	41,728	41,728	-	0.00%	5,133	18,808	19,490	-	-
434	Servicios de alquiler	4,000	4,000	-	0.00%	-	-	-	-	-
436	Servicios de empleo temporal de la agencia	-	-	-	0.00%	-	-	63,915	-	-
450	Conferencias, talleres y viajes para el crecimiento	59,000	59,000	-	0.00%	7,469	41,892	35,026	-	-
451	Viajes con acompañante	5,000	5,000	-	0.00%	-	739	564	-	-
452	Viajes y registros de los estudiantes	21,000	21,000	-	0.00%	8,595	16,077	27,261	-	-
453	Reembolso de millas	14,500	14,500	-	0.00%	2,110	3,038	5,687	-	-
480	Libros de texto y cuadernos	660,825	660,825	-	0.00%	418,222	341,360	442,191	-	-
481	Libros de texto no públicos	50,000	50,000	-	0.00%	32,746	35,191	39,132	-	-
484	Membresías y cuotas	29,190	29,190	-	0.00%	7,343	7,040	11,296	-	-
487	Apertura	57,000	52,000	5,000	9.62%	34,792	11,565	46,771	-	-
490	Servicios de BOCES	500,000	550,000	-50,000	-9.09%	325,369	329,711	375,541	-	-
500	Materiales y suministros	1,306,521	1,183,221	123,300	10.42%	856,069	811,855	968,552	-	-
501	Gastos menores	1,000	2,195	-1,195	-54.44%	606	699	1,234	-	-
506	Suscripciones	3,800	3,800	-	0.00%	475	175	222	-	-
509	Partitura	30,000	30,000	-	0.00%	4,490	22,040	20,565	-	-
510	Elementos para pruebas	155,000	160,000	-5,000	-3.13%	40,947	87,963	86,944	-	-
560	RCP y salvamento	3,800	3,800	-	0.00%	23	996	-87	-	-
Subtotal de 2110 Enseñanza de la escuela normal		82,740,555	79,390,850	3,349,705	4.22%	76,246,347	74,036,513	74,302,542	684.8972	680.4972

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2250 Programa para estudiantes con discapacidades médicamente elegibles									
100	Salarios del administrador	191,807	186,192	5,615	3.02%	184,349	194,254	1.0000	1.0000
101	Directores	367,268	370,198	-2,930	-0.79%	376,518	396,661	2.0000	2.0000
125	Tutores	1,166,000	1,080,000	86,000	7.96%	2,168,185	1,000,714	20.5000	20.5000
126	Maestros auxiliares	2,673,652	3,819,609	-1,145,957	-30.00%	3,787,455	3,061,068	47.0000	47.0000
130	Salarios de los maestros desde 7.º hasta 12.º grado	8,536,417	8,423,875	112,542	1.34%	8,286,210	7,635,111	62.9000	61.4000
150	Salarios relacionados con la enseñanza	20,000	30,000	-10,000	-33.33%	30,000	2,319	-	-
151	Salarios de la escuela primaria	6,248,064	6,198,617	49,447	0.80%	5,182,254	5,821,042	49.0000	49.0000
165	Terapeutas	1,220,818	1,144,753	76,065	6.64%	1,131,433	1,102,842	11.0000	11.0000
175	200 Salarios diarios	2,369,396	2,027,386	342,010	16.87%	1,912,643	1,829,875	51.0000	51.0000
180	Monitores	42,000	42,000	-	0.00%	52,000	24,785	2.0000	2.0000
200	Equipos	20,000	20,000	-	0.00%	20,000	1,791	-	-
400	Servicios contractuales	950,000	1,000,000	-50,000	-5.00%	1,100,000	644,413	-	-
406	Servicios del DOL/DOR	160,000	225,000	-65,000	-28.89%	225,000	123,818	-	-
408	Servicios de enfermería	270,000	220,000	50,000	22.73%	220,000	205,171	-	-
448	Evaluaciones	20,000	20,000	-	0.00%	20,000	7,860	-	-
449	Reserva	200,000	200,000	-	0.00%	200,000	-	-	-
470	Matrícula	2,610,000	1,940,000	670,000	34.54%	2,040,000	2,010,286	-	-
490	Servicios de BOCES	3,506,500	3,200,000	306,500	9.58%	2,955,000	3,373,048	-	-
500	Materiales y suministros	65,000	65,000	-	0.00%	65,000	63,062	-	-
Subtotal 2250 Programa para estudiantes con discapacidades médicamente		30,636,922	30,212,630	424,292	1.40%	29,956,047	27,498,120	246.4000	244.9000

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2023

Fondo: Un fondo general

Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual	Gastos reales 2020-2021	Gastos 2019-2020	Gastos 2018-2019	Tiempo completo propuesto 2022-2023	Tiempo completo del año actual de 2021-2022
2280 Educación ocupacional (de 9.º a 12.º grado)										
	490 Servicios de BOCES	435,000	420,000	15,000	3.57%	423,543	414,113	408,774	-	-
	Subtotal de 2280 Educación ocupacional (de 9.º a 12.º grado)	435,000	420,000	15,000	3.57%	423,543	414,113	408,774	-	-
2310 Educación continua										
	100 Salarios del administrador	13,141	13,141	-	0.00%	13,174	13,076	13,011	-	-
	150 Salarios relacionados con la enseñanza	47,031	50,000	-2,969	-5.94%	8,352	31,057	40,884	-	-
	160 Salarios no relacionados con la enseñanza	40,180	37,211	2,969	7.98%	36,513	35,935	34,889	1.0000	1.0000
	161 Salarios no relacionados con la enseñanza P/T	3,200	3,200	-	0.00%	-	2,624	1,859	-	-
	162 Horas adicionales no relacionadas con la enseñanza	8,000	8,000	-	0.00%	-	3,061	4,380	-	-
	400 Servicios contractuales	5,200	5,200	-	0.00%	4,554	4,536	-	-	-
	500 Materiales y suministros	2,000	2,000	-	0.00%	-	336	1,357	-	-
	Subtotal de 2310 Educación continua	118,752	118,752	-	0.00%	62,593	90,625	96,380	1.0000	1.0000
2320 Escuela de verano										
	101 Directores	18,560	7,830	10,730	137.04%	7,908	7,829	5,772	-	-
	110 Salarios de los maestros desde kindergarten hasta 3.º	105,000	-	105,000	**** **%	61,179	-	-	-	-
	111 Salarios de los maestros desde 4.º hasta 6.º grado	105,000	-	105,000	**** **%	73,888	-	-	-	-
	125 Tutores	44,550	16,648	27,902	167.60%	16,436	16,648	-	-	-
	126 Maestros auxiliares	38,650	22,200	16,450	74.10%	23,492	22,122	-	-	-
	130 Salarios de los maestros desde 7.º hasta 12.º grado	130,200	293,000	-162,800	-55.56%	119,905	292,881	226,625	-	-
	150 Salarios relacionados con la enseñanza	...	5,080	-5,080	-100.00%	-	5,093	5,068	-	-
	151 Salarios de la escuela primaria	55,850	8,500	47,350	557.06%	44,022	8,094	77,287	-	-
	160 Salarios no relacionados con la enseñanza	38,522	27,000	11,522	42.67%	33,896	25,785	18,928	-	-
	162 Horas adicionales no relacionadas con la enseñanza	-	*	-	0.00%	507	730	-	-	-
	500 Materiales y suministros	20,000	17,000	3,000	17.65%	11,141	16,951	11,585	-	-
	Subtotal de 2320 Escuela de verano	556,332	397,258	159,074	40.04%	392,374	396,133	345,265	-	-
2610 Biblioteca y sector audiovisual de la escuela										
	121 Bibliotecarios	856,568	842,663	13,905	1.65%	755,305	754,616	739,262	7.0000	7.0000
	131 Bibliotecarios de la escuela secundaria	701,682	669,985	31,697	4.73%	646,542	639,900	617,656	5.0000	5.0000
	160 Salarios no relacionados con la enseñanza	775,712	761,629	14,083	1.85%	697,680	765,683	813,833	13.0000	13.0000
	162 Horas adicionales no relacionadas con la enseñanza	50,000	20,000	30,000	150.00%	27,769	29,701	63,967	-	-
	175 200 Salarios diarios	48,000	50,000	-2,000	-4.00%	36,323	27,319	17,987	1.0000	1.0000
	490 Servicios de BOCES	165,000	165,000	-	0.00%	139,566	138,335	164,863	-	-
	500 Materiales y suministros	21,501	19,910	1,591	7.99%	12,937	10,515	11,985	-	-
	504 Revistas	13,283	15,295	-2,012	-13.15%	8,296	9,152	8,651	-	-
	505 Libros de la biblioteca	65,807	64,991	816	1.26%	54,040	43,239	43,704	-	-
	508 Bibliotecas del salón de clases	78,350	78,350	-	0.00%	33,496	47,699	33,993	-	-
	520 Suministros audiovisuales	20,504	20,504	-	0.00%	13,624	13,266	12,888	-	-
	Subtotal de 2610 Biblioteca y sector audiovisual de la escuela	2,796,407	2,708,327	88,080	3.25%	2,425,578	2,479,425	2,528,789	26.0000	26.0000

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Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual	Gastos reales 2020-2021	Gastos 2019-2020	Gastos 2018-2019	Tiempo completo propuesto 2022-2023	Tiempo completo del año actual de 2021-2022
2630 Enseñanza asistida por computadoras										
150	Salarios relacionados con la enseñanza	278,343	266,205	12,138	4.56%	262,958	255,613	-	2.0000	2.0000
200	Equipos	40,000	40,000	-	0.00%	64,026	19,199	12,539	-	-
400	Servicios contractuales	10,000	10,000	-	0.00%	62,141	4,521	1,677	-	-
430	Reparaciones	5,000	5,000	-	0.00%	653	-	2,783	-	-
460	Software	242,400	78,400	164,000	209.18%	204,035	55,910	109,581	-	-
490	Servicios de BOCES	3,056,500	2,961,500	95,000	3.21%	3,316,139	2,536,033	2,651,823	-	-
500	Materiales y suministros	300,000	275,000	25,000	9.09%	407,723	188,980	271,515	-	-
Subtotal de 2630 Enseñanza asistida computadoras		3,932,243	3,636,105	296,138	8.14%	4,317,675	3,060,256	3,049,918	2.0000	2.0000
2805 Asistencia de la escuela normal										
160	Salarios no relacionados con la enseñanza	319,404	231,229	88,175	38.13%	223,684	225,293	221,641	5.0000	5.0000
161	Salarios no relacionados con la enseñanza P/T	-	20,000	-20,000	-100.00%	12,246	*	*	-	-
162	Horas adicionales no relacionadas con la enseñanza	4,000	5,000	-1,000	-20.00%	16,924	668	1,326	-	-
400	Servicios contractuales	-	-	-	0.00%	-	-	3,959	-	-
490	Servicios de BOCES	2,000	-	2,000	**** **<Y ₀	4,000	-	*	-	-
Subtotal de 2805 Asistencia de la escuela normal		325,404	256,229	69,175	27.00%	256,854	225,961	226,926	5.0000	5.0000
2810 Orientación de la escuela normal										
130	Salarios de los maestros desde 7.º hasta 12.º grado	2,765,531	2,747,576	17,955	0.65%	2,661,312	2,607,991	2,511,144	19.0000	19.0000
160	Salarios no relacionados con la enseñanza	498,311	491,891	6,420	1.31%	352,034	432,247	497,646	7.0000	7.0000
162	Horas adicionales no relacionadas con la enseñanza	1,010	1,010	-	0.00%	1,649	656	963	-	-
400	Servicios contractuales	1,500	1,500	-	0.00%	-	900	*	-	-
490	Servicios de BOCES	28,280	19,000	9,280	48.84%	21,007	18,940	18,313	-	-
500	Materiales y suministros	10,600	10,600	-	0.00%	4,082	3,177	8,863	-	-
Subtotal de 2810 Orientación de la escuela normal		3,305,232	3,271,577	33,655	1.03%	3,040,084	3,063,911	3,036,929	26.0000	26.0000
2815 Servicios de salud de la escuela normal										
160	Salarios no relacionados con la enseñanza	1,293,100	1,235,024	58,076	4.70%	1,195,314	1,149,153	1,015,092	19.0000	19.0000
161	Salarios no relacionados con la enseñanza P/T	1,000	1,000	-	0.00%	-	-	813	-	-
162	Horas adicionales no relacionadas con la enseñanza	30,000	30,000	-	0.00%	31,313	9,567	1,169	-	-
200	Equipos	3,500	3,500	-	0.00%	-	*	-	-	-
400	Servicios contractuales	300,000	175,000	125,000	71.43%	701,143	66,226	114,291	-	-
430	Reparaciones	-	5,000	-5,000	-100.00%	-	-	-	-	-
446	Tarifas de otros distritos	100,000	100,000	-	0.00%	71,849	80,632	89,524	-	-
448	Evaluaciones	53,045	53,045	-	0.00%	51,502	51,498	51,500	-	-
490	Servicios de BOCES	75,000	69,000	6,000	8.70%	72,000	68,193	56,968	-	-
500	Materiales y suministros	125,000	90,000	35,000	38.89%	85,266	84,492	68,078	-	-
501	Gastos menores	650	650	-	0.00%	154	183	315	-	-
Subtotal de 2815 Servicios de salud de la escuela normal		1,981,295	1,762,219	219,076	12.43%	2,208,541	1,509,944	1,397,750	19.0000	19.0000

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Cuenta de presupuesto	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual	Gastos reales 2020-2021	Gastos 2019-2020	Gastos 2018-2019	Tiempo completo propuesto 2022-2023	Tiempo completo del año actual de 2021-2022
2820 Servicios psicológicos de la escuela normal										
112	Salarios de los maestros	158,375	188,629	-30,254	-16.04%	148,260	147,154	161,164	1.0000	1.0000
130	Salarios de los maestros desde 7.º hasta 12.º grado	771,640	831,207	-59,567	-7.17%	811,870	792,306	833,304	6.1000	6.1000
151	Salarios de la escuela primaria	1,073,095	1,035,652	37,443	3.62%	1,029,037	1,011,258	1,002,508	7.0000	7.0000
160	Salarios no relacionados con la enseñanza	461,032	532,889	-71,857	-13.48%	438,330	543,476	519,339	6.5000	6.5000
162	Horas adicionales no relacionadas con la enseñanza	6,200	6,200	-	0.00%	-	1,265	5,719	-	-
400	Servicios contractuales	140,000	70,000	70,000	100.00%	108,100	69,700	67,386	-	-
446	Tarifas de otros distritos	-	3,000	-3,000	-100.00%	-	-	-	-	-
500	Materiales y suministros	3,000	3,000	-	0.00%	-102	572	1,308	-	-
Subtotal de 2820 Servicios psicológicos de la escuela normal		2,613,342	2,670,577	-57,235	-2.14%	2,535,495	2,565,731	2,590,728	20.6000	20.6000
2825 Servicios de trabajo social de la escuela normal										
150	Salarios relacionados con la enseñanza	338,312	331,317	6,995	2.11%	222,789	232,420	104,012	3.0000	3.0000
Subtotal de 2825 Servicios de trabajo social de la escuela normal		338,312	331,317	6,995	2.11%	222,789	232,420	104,012	3.0000	3.0000
2850 Actividades curriculares complementarias de la escuela normal										
130	Salarios de los maestros desde 7.º hasta 12.º grado	1,110,000	1,090,000	20,000	1.83%	895,413	940,122	1,045,575	-	-
150	Salarios relacionados con la enseñanza	20,000	18,800	1,200	6.38%	5,033	6,808	18,800	-	-
151	Salarios de la escuela primaria	157,800	157,800	-	0.00%	31,682	95,641	121,268	-	-
160	Salarios no relacionados con la enseñanza	117,889	117,149	740	0.63%	100,933	101,727	110,783	1.0000	1.0000
161	Salarios no relacionados con la enseñanza P/T	38,865	38,865	-	0.00%	-	-	-	-	-
451	Viajes con acompañante	95,500	80,500	15,000	18.63%	-	37,170	71,855	-	-
452	Viajes y registros de los estudiantes	101,500	101,500	-	0.00%	53,839	57,124	98,832	-	-
484	Membresías y cuotas	29,000	29,000	-	0.00%	12,321	15,121	16,463	-	-
500	Materiales y suministros	36,830	36,830	-	0.00%	3,432	14,946	20,866	-	-
503	Periódico estudiantil	3,250	3,250	-	0.00%	650	1,990	2,084	-	-
Subtotal de 2850 Actividades curriculares complementarias de la escuela normal		1,710,634	1,673,694	36,940	2.21%	1,103,303	1,270,649	1,506,526	1.0000	1.0000
2855 Atletismo interescolar de la escuela normal										
150	Salarios relacionados con la enseñanza	1,660,000	1,455,000	205,000	14.09%	1,156,979	1,081,880	1,304,110	-	-
160	Salarios no relacionados con la enseñanza	411,842	289,289	122,553	42.36%	250,874	267,658	305,503	2.0000	2.0000
162	Horas adicionales no relacionadas con la enseñanza	6,000	6,000	-	0.00%	5,726	-	-	-	-
200	Equipos	25,000	25,000	-	0.00%	115,375	10,255	89,561	-	-
400	Servicios contractuales	125,000	85,000	40,000	47.06%	48,100	34,337	23,263	-	-
430	Reparaciones	50,000	50,000	-	0.00%	8,285	18,514	47,062	-	-
450	Conferencias, talleres y viajes para el crecimiento	415	-	415	***% ***%	398	-	315	-	-
451	Viajes con acompañante	40,000	40,000	-	0.00%	-	30,219	35,614	-	-
452	Viajes y registros de los estudiantes	60,000	60,000	-	0.00%	20,385	48,782	55,934	-	-
453	Reembolso de millas	300	300	-	0.00%	140	329	-	-	-
484	Membresías y cuotas	60,000	60,000	-	0.00%	3,881	31,915	33,604	-	-

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2855 Atletismo interescolar de la escuela normal										
490	Servicios de BOCES	123,000	123,000	-	0.00%	76,898	94,357	121,611	-	-
500	Materiales y suministros	220,000	215,000	5,000	2.33%	136,025	217,069	213,526	-	-
Subtotal de 2855 Atletismo interescolar de la escuela normal		2,781,557	2,408,589	372,968	15.48%	1,823,066	1,835,315	2,230,103	2.0000	2.0000
5510 Servicios de transporte del distrito										
160	Salarios no relacionados con la enseñanza	203,407	198,068	5,339	2.70%	197,406	220,473	192,318	2.0000	2.0000
161	Salarios no relacionados con la enseñanza P/T	50,522	47,404	3,118	6.58%	47,127	-	-	1.4286	1.4286
162	Horas adicionales no relacionadas con la enseñanza	1,400	1,400	-	0.00%	1,783	1,311	-	-	-
400	Servicios contractuales	-	-	-	0.00%	-	-	26,000	-	-
500	Materiales y suministros	850	850	-	0.00%	787	1,423	1,122	-	-
Subtotal de 5510 Servicios de transporte del distrito		256,179	247,722	8,457	3.41%	247,103	223,207	219,440	3.4286	3.4286
5540 Transporte contratado médicamente elegible										
400	Servicios contractuales	10,130,600	10,130,600	-	0.00%	9,395,973	7,296,729	8,504,676	-	-
424	Gasolina	250,000	250,000	-	0.00%	163,721	148,763	205,271	-	-
454	Excusiones	280,000	280,000	-	0.00%	-	158,151	255,294	-	-
455	Excusiones deportivas	670,000	670,000	-	0.00%	318,438	490,318	649,303	-	-
458	Excursiones de la comunidad académica	105,000	105,000	-	0.00%	-	79,461	103,308	-	-
459	Excursiones relacionadas con la música	52,000	52,000	-	0.00%	-	32,697	44,932	-	-
460	Software	20,000	20,000	-	0.00%	30,425	9,400	4,150	-	-
Subtotal de 5540 Transporte contratado médicamente elegible		11,507,600	11,507,600	-	0.00%	9,908,557	8,215,519	9,766,934	-	-
5581 Transporte desde BOCES										
490	Servicios de BOCES	-	-	-	0.00%	-	-	6,395	-	-
Subtotal de 5581 Transporte desde BOCES		-	-	-	0.00%	-	-	6,395	-	-
7140 Recreación										
100	Salarios del administrador	24,127	24,127	-	0.00%	-	24,127	18,261	-	-
150	Salarios relacionados con la enseñanza	222,000	222,000	-	0.00%	61,252	181,430	226,046	1.0000	1.0000
160	Salarios no relacionados con la enseñanza	40,000	40,000	-	0.00%	673	11,704	20,489	-	-
500	Materiales y suministros	11,000	11,000	-	0.00%	-	10,970	9,904	-	-
Subtotal de 7140 Recreación		297,127	297,127	-	0.00%	61,925	228,231	274,700	1.0000	1.0000
8070 Censo										
490	Servicios de BOCES	18,750	18,750	-	0.00%	14,763	14,879	14,873	-	-
Subtotal de 8070 Censo		18,750	18,750	-	0.00%	14,763	14,879	14,873	-	-

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9010	Jubilación estatal	2,270,400	3,445,000	-1,174,600	-34.10%	3,079,971	2,666,399	2,814,500	-	-
9020	Jubilación de los maestros	11,970,784	11,120,515	850,269	7.65%	10,092,886	9,372,862	11,183,043	-	-
9030	Seguro Social	10,134,830	9,840,000	294,830	3.00%	9,473,638	9,275,140	9,104,258	-	-
9040	Indemnización por accidentes y enfermedades	730,000	730,000	-	0.00%	729,005	801,416	626,925	-	-
9045	Seguro de vida	230,000	230,000	-	0.00%	202,854	208,476	217,722	-	-
9050	Seguro de desempleo	50,000	50,000	-	0.00%	3,300	50,000	22,069	-	-
9055	Seguro por discapacidad	127,075	105,000	22,075	21.02%	73,878	73,753	67,279	-	-
9060	Seguro hospitalario, médico	33,835,429	30,700,233	3,135,196	10.21%	28,525,503	28,057,957	28,073,359	-	-
9065	Servicios dentales	930,000	905,000	25,000	2.76%	809,772	653,274	884,211	-	-
9070	Beneficios sociales del sindicato	225,000	225,000	-	0.00%	225,000	225,000	225,000	-	-
9089	Otros	296,000	299,200	-3,200	-1.07%	252,723	318,715	244,153	-	-
9760	Notas de anticipación fiscal	720,000	720,000	-	0.00%	415,556	323,333	603,017	-	-
9901	Transferencia a otros fondos	5,750,932	7,200,281	-1,449,349	-20.13%	5,275,257	4,196,528	3,237,867	-	-
9950	Transferencia al fondo de capital	3,090,000	1,913,547	1,176,453	61.48%	7,344,347	3,397,042	5,538,599	-	-

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Informe de la categoría estatal (presupuesto de 3 partes)
Año fiscal: 2023

Función del estado	Descripción	Presupuesto propuesto 2022-2023	Presupuesto aprobado 2021-2022	Variación del dólar	Variación porcentual
Administración					
1010	Junta de Educación	46,700.00	46,700.00	-	-
1040	Secretaría del distrito	98,271.00	98,271.00	-	-
1060	Reunión del distrito	37,500.00	30,500.00	7,000.00	22.95
1240	Administrador principal de la escuela	386,204.00	386,204.00	-	-
1310	Administración comercial	581,804.00	581,804.00	-	-
1320	Auditorías	119,470.00	125,870.00	-6,400.00	-5.08
1345	Compras	583,783.00	566,762.00	17,021.00	3.00
1380	Tarifa del agente fiscal	7,000.00	-	7,000.00	-
1420	Asuntos jurídicos	422,600.00	429,600.00	-7,000.00	-1.63
1430	Personal	725,174.00	710,090.00	15,084.00	2.12
1480	Información y servicios públicos	179,670.00	179,670.00	-	-
1670	Central de impresiones y correos	570,312.00	545,541.00	24,771.00	4.54
1680	Central de procesamiento de datos	2,826,700.00	2,816,285.00	10,415.00	0.37
1910	Seguro no asignado	1,266,645.00	1,175,372.00	91,273.00	7.77
1981	Costos administrativos de BOCES	811,845.00	824,806.00	-12,961.00	-1.57
1983	Gastos de capital de BOCES	215,809.00	130,451.00	85,358.00	65.43
1989	No clasificado	50,000.00	50,000.00	-	-
2010	Desarrollo y supervisión del plan de estudios	3,130,249.00	2,895,524.00	234,725.00	8.11
2020	Supervisión de la escuela normal	6,636,132.00	6,394,400.00	241,732.00	3.78
2070	Capacitación y enseñanza en servicio	503,000.00	503,000.00	-	-
9000	Beneficios de los empleados	5,486,737.00	5,183,136.00	303,601.00	5.86
Total de administración		24,685,605.00	23,673,986.00	1,011,619.00	4.27%
Capital					
1620	Operación de la planta	15,337,133.00	14,117,725.00	1,219,408.00	8.64
1621	Mantenimiento de la planta	6,583,176.00	5,738,350.00	844,826.00	14.72
9000	Beneficios de los empleados	5,066,053.00	4,976,848.00	89,205.00	1.79
9760	Bonos de anticipación impositiva	720,000.00	720,000.00	-	-
9901	Transferencias al fondo de servicio de deudas	5,420,932.00	6,870,281.00	1,449,349.00	-21.10
9950	Transferencias al fondo de capital	3,090,000.00	1,913,547.00	1,176,453.00	61.48
Total del capital		36,217,294.00	34,336,751.00	1,880,543.00	5.48%
Programa					
2110	Enseñanza de la escuela normal	82,740,555.00	79,390,852.00	3,349,703.00	4.22
	Programa para estudiantes con discapacidades				1.40
2250	médicamente elegibles	30,636,922.00	30,212,632.00	424,290.00	
2280	Educación ocupacional (de 9.º a 12.º grado)	435,000.00	420,000.00	15,000.00	3.57
2330	Enseñanza de escuelas especiales	675,084.00	516,010.00	159,074.00	30.83
2610	Biblioteca y sector audiovisual de la escuela	2,796,407.00	2,708,327.00	88,080.00	3.25
2630	Enseñanza asistida por computadora	3,932,243.00	3,636,106.00	296,137.00	8.14
2805	Asistencia de la escuela normal	325,404.00	256,229.00	69,175.00	27.00
2810	Orientación de la escuela normal	3,305,232.00	3,271,577.00	33,655.00	1.03
2815	Servicios de salud de la escuela normal	1,981,295.00	1,762,219.00	219,076.00	12.43
2820	Servicios psicológicos de la escuela normal	2,613,342.00	2,670,577.00	-57,235.00	-2.14
2825	Servicios de trabajo social de la escuela normal	338,312.00	331,317.00	6,995.00	2.11
	Actividades curriculares complementarias de la				2.21
2850	escuela normal	1,710,634.00	1,673,694.00	36,940.00	
2855	Atletismo interescolar de la escuela normal	2,781,557.00	2,408,589.00	372,968.00	15.48
	Servicios de transporte del distrito				3.41
5510	médicamente elegibles	256,180.00	247,722.00	8,458.00	
5540	Transporte contratado médicamente elegible	11,507,600.00	11,507,600.00	-	-
7140	Recreación	297,127.00	297,127.00	-	-
8070	Censo	18,750.00	18,750.00	-	-
9000	Beneficios de los empleados	50,246,727.00	47,489,960.00	2,756,767.00	5.80
9901	Transferencia al fondo de ayuda especial	330,000.00	330,000.00	-	-
Total del programa		196,928,371.00	189,149,288.00	7,779,083.00	4.11%
Totales del informe		257,831,270.00	247,160,025.00	10,671,245.00	4.32%

ANTEPROYECTO DE LOS INGRESOS ESTIMADOS 2022-2023

	PRESUPUESTO	PRESUPUESTO PROPUESTO
	<u>2021-22</u>	<u>2021-22</u>
<i>AYUDA ESTATAL</i>		
AYUDA BASE	10,591,118	15,091,812
AYUDA DE SOBRECOSTE/PRIVADA	388,697	354,579
AYUDA DE SOBRECOSTE/COSTO PÚBLICO HI	458,192	442,092
AYUDA PARA BOCES	3,364,255	3,863,805
AYUDA PARA TRANSPORTE	2,140,549	2,968,607
AYUDA PARA CONSTRUCCIÓN	1,251,167	1,406,536
EQUIPOS Y TECNOLOGÍA	38,461	54,123
AYUDAS PARA LIBROS DE TEXTO/SOFTWARE/BIBLIOTECA	551,698	564,332
AYUDA FISCAL ELEVADA	697,595	697,595
<i>Ajuste para la ayuda para una posible construcción adicional</i>	249,298	215,277
AYUDA ESTATAL NETA	19,731,030	25,658,758
 <i>INGRESOS LOCALES</i>		
Cargos por servicios		
MATRÍCULA DE ED. PARA ADULTOS	41,000	41,000
MATRÍCULA DE LA ESCUELA DE VERANO	2,406	2,300
PISCINA Y REC.	105,912	179,637
SERVICIOS DEL DOL/DOR	154,000	238,000
SERVICIOS DE SALUD	490,995	425,000
 Uso de dinero y propiedades		
INTERÉS SOBRE LAS INVERSIONES	120,000	50,000
ALQUILER DE EDIFICIOS	6,000	2,000
 Otros casos		
PAGO FORMAL EN LUGAR DE LOS IMPUESTOS (PILOT)		
PILOT: condado y ciudad	4,433,497	5,129,542
PILOT: LIPA	5,155,427	4,615,519
Total de PILOT	9,588,924	9,745,061
 <i>Ingresos no clasificados</i>	962,336	1,098,622
Otros ingresos locales	11,471,573	11,781,620
 Ingresos del fondo de servicio de deudas	0	940,000
 Uso de reservas		
RESERVAS RESTRINGIDAS	4,854,579	4,550,400
SALDO DEL FONDO ASIGNADO	2,813,547	1,700,000
Uso total de reservas y asignaciones del saldo del fondo	7,668,126	6,250,400
 Total de ingresos locales y reservas	19,139,699	18,972,020
 GRAVAMEN FISCAL AL FONDO GENERAL	208,289,296	213,200,492
 TOTAL DE INGRESOS	247,160,025	257,831,270

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	\$23,470.91

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%
Total Expenditures	\$258,750,383.03

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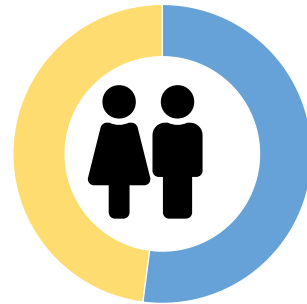
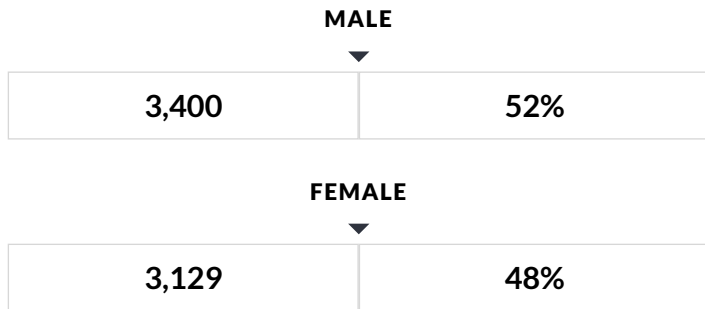
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

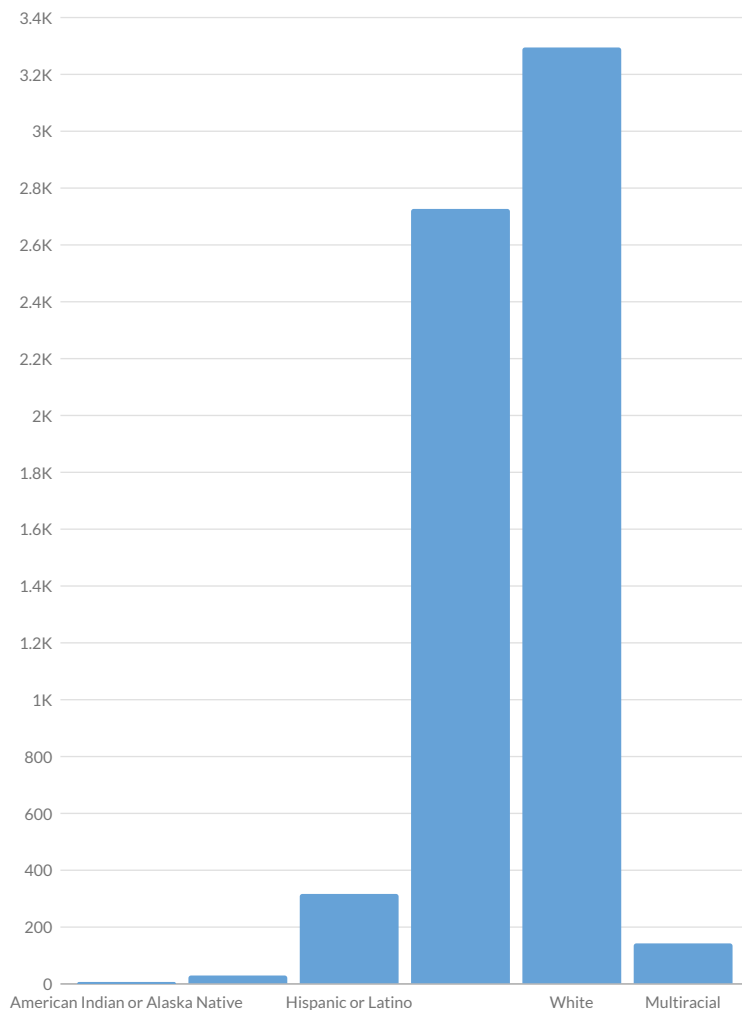
SYOSSET CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 6,529

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

7	0%
---	----

BLACK OR AFRICAN AMERICAN

32	0%
----	----

HISPANIC OR LATINO

319	5%
-----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

2,729	42%
-------	-----

WHITE

3,297	50%
-------	-----

MULTIRACIAL

145	2%
-----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

252	4%
-----	----

STUDENTS WITH DISABILITIES

625	10%
-----	-----

ECONOMICALLY DISADVANTAGED

645	10%
-----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

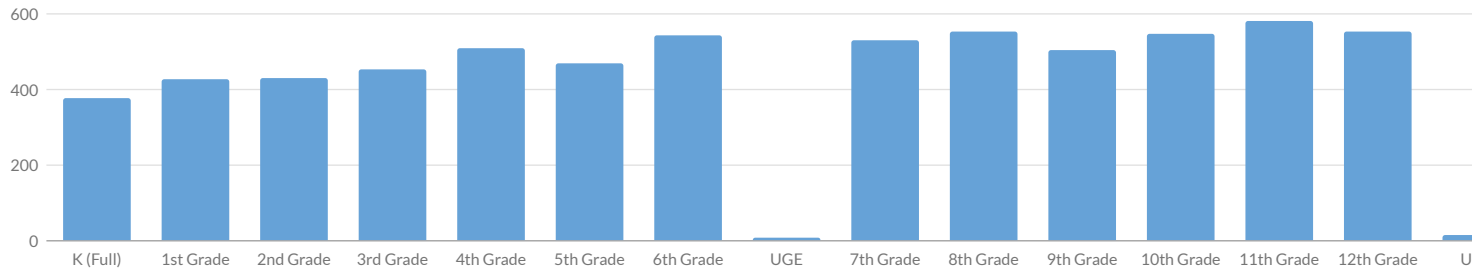
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

379	6%
-----	----

1ST GRADE

429	7%
-----	----

2ND GRADE

432	7%
-----	----

3RD GRADE

455	7%
-----	----

4TH GRADE

511	8%
-----	----

5TH GRADE

471	7%
-----	----

6TH GRADE

545	8%
-----	----

UNGRADED ELEMENTARY

10	0%
----	----

7TH GRADE

532	8%
-----	----

8TH GRADE

555	9%
-----	----

9TH GRADE

506	8%
-----	----

10TH GRADE

549	8%
-----	----

11TH GRADE

583	9%
-----	----

12TH GRADE

555	9%
-----	----

UNGRADED SECONDARY

17	0%
----	----

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SYOSSET CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	4,066	99	2.4%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,805	17	.9%
Black or African American	19	—	—
Hispanic or Latino	191	14	7.3%
Multiracial	111	5	4.5%
White	1,938	62	3.2%
English Language Learners	366	12	3.3%
Students with Disabilities	387	18	4.7%
Economically Disadvantaged	396	25	6.3%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	535	530	99.1%
	5-Year	478	462	96.7%
	6-Year	573	564	98.4%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	184	182	98.9%
	5-Year	151	147	97.4%
	6-Year	166	164	98.8%
Black or African American	4-Year	6	—	—
	5-Year	6	—	—
	6-Year	8	—	—
Hispanic or Latino	4-Year	33	32	97%
	5-Year	34*	33	97.1%
	6-Year	26	—	—
Multiracial	4-Year	14	—	—
	5-Year	14	—	—
	6-Year	10	—	—
White	4-Year	304	302	99.3%
	5-Year	305	293	96.1%
	6-Year	374	369	98.7%
English Language Learners	4-Year	12	—	—
	5-Year	10	—	—
	6-Year	6	—	—
Students with Disabilities	4-Year	81	78	96.3%
	5-Year	67	54	80.6%
	6-Year	69	61	88.4%
Economically Disadvantaged	4-Year	55	54	98.2%
	5-Year	47	42	89.4%
	6-Year	64	63	98.4%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

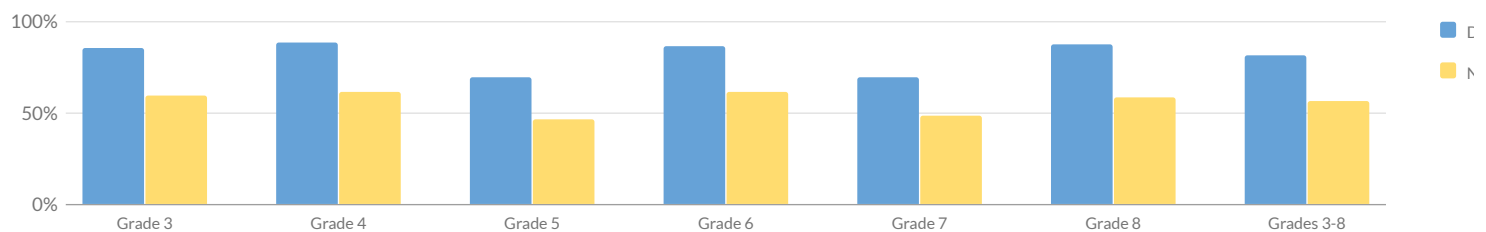
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	2,221	13	.6%
American Indian or Alaska Native	5	—	—
Asian or Native Hawaiian/Other Pacific Islander	856	2	.2%
Black or African American	13	—	—
Hispanic or Latino	107	2	1.9%
Multiracial	29	—	—
White	1,211	9	.7%
English Language Learners	50	0	0%
Students with Disabilities	292	7	2.4%
Economically Disadvantaged	240	4	1.7%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

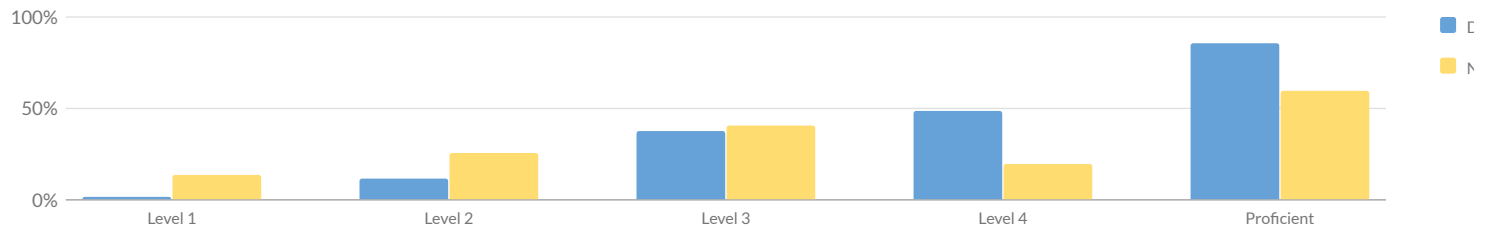
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	471	175	37%	296	63%	6	2%	35	12%	111	38%	144	49%	255	86%
Grade 4	527	201	38%	326	62%	10	3%	27	8%	64	20%	225	69%	289	89%
Grade 5	484	178	37%	306	63%	19	6%	72	24%	81	26%	134	44%	215	70%
Grade 6	554	209	38%	345	62%	10	3%	36	10%	108	31%	191	55%	299	87%
Grade 7	550	224	41%	326	59%	23	7%	76	23%	119	37%	108	33%	227	70%
Grade 8	561	293	52%	268	48%	3	1%	28	10%	73	27%	164	61%	237	88%
Grades 3-8	3,147	1,280	41%	1,867	59%	71	4%	274	15%	556	30%	966	52%	1,522	82%

GRADE 3 ELA RESULTS

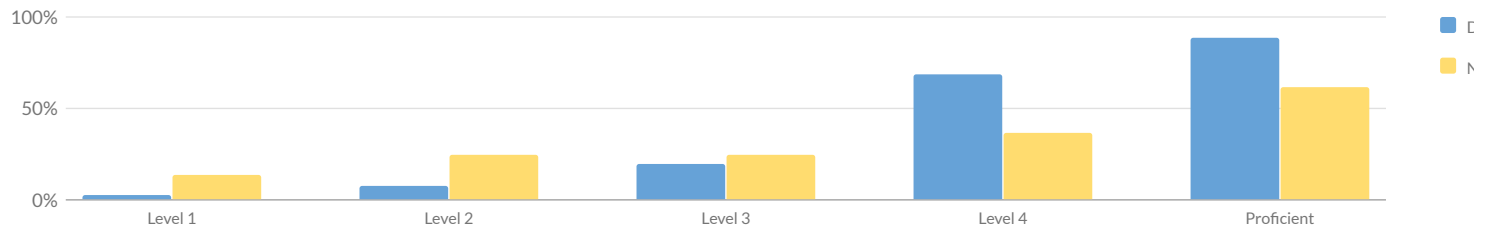
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	471	175	37%	296	63%	6	2%	35	12%	111	38%	144	49%	255	86%
General Education	431	152	35%	279	65%	4	1%	27	10%	109	39%	139	50%	248	89%
Students with Disabilities	40	23	58%	17	43%	2	12%	8	47%	2	12%	5	29%	7	41%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	215	93	43%	122	57%	0	0%	12	10%	44	36%	66	54%	110	90%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	6	38%	10	63%	2	20%	0	0%	3	30%	5	50%	8	80%
White	224	69	31%	155	69%	4	3%	21	14%	63	41%	67	43%	130	84%
Multiracial	13	5	38%	8	62%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	6	40%	9	60%	0	0%	2	22%	1	11%	6	67%	7	78%
Female	235	85	36%	150	64%	4	3%	13	9%	63	42%	70	47%	133	89%
Male	236	90	38%	146	62%	2	1%	22	15%	48	33%	74	51%	122	84%
English Language Learners	25	10	40%	15	60%	0	0%	3	20%	4	27%	8	53%	12	80%
Non-English Language Learners	446	165	37%	281	63%	6	2%	32	11%	107	38%	136	48%	243	86%
Economically Disadvantaged	44	17	39%	27	61%	1	4%	3	11%	10	37%	13	48%	23	85%
Not Economically Disadvantaged	427	158	37%	269	63%	5	2%	32	12%	101	38%	131	49%	232	86%
Not Migrant	471	175	37%	296	63%	6	2%	35	12%	111	38%	144	49%	255	86%
Not Homeless	471	175	37%	296	63%	6	2%	35	12%	111	38%	144	49%	255	86%
Not in Foster Care	471	175	37%	296	63%	6	2%	35	12%	111	38%	144	49%	255	86%
Parent Not in Armed Forces	471	175	37%	296	63%	6	2%	35	12%	111	38%	144	49%	255	86%

GRADE 4 ELA RESULTS

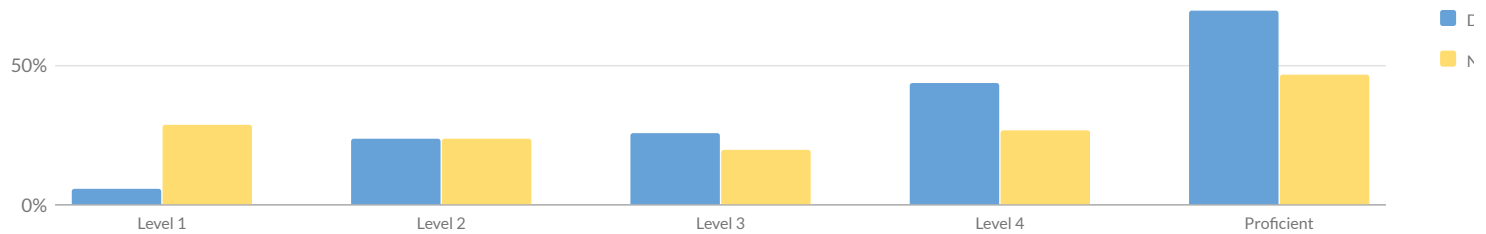
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	527	201	38%	326	62%	10	3%	27	8%	64	20%	225	69%	289	89%
General Education	469	165	35%	304	65%	6	2%	21	7%	60	20%	217	71%	277	91%
Students with Disabilities	58	36	62%	22	38%	4	18%	6	27%	4	18%	8	36%	12	55%
Asian or Native Hawaiian/Other Pacific Islander	238	99	42%	139	58%	2	1%	10	7%	23	17%	104	75%	127	91%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	8	35%	15	65%	1	7%	2	13%	4	27%	8	53%	12	80%
White	247	88	36%	159	64%	7	4%	14	9%	36	23%	102	64%	138	87%
Multiracial	17	5	29%	12	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	6	32%	13	68%	0	0%	1	8%	1	8%	11	85%	12	92%
Female	253	94	37%	159	63%	4	3%	13	8%	27	17%	115	72%	142	89%
Male	274	107	39%	167	61%	6	4%	14	8%	37	22%	110	66%	147	88%
English Language Learners	26	15	58%	11	42%	1	9%	6	55%	2	18%	2	18%	4	36%
Non-English Language Learners	501	186	37%	315	63%	9	3%	21	7%	62	20%	223	71%	285	90%
Economically Disadvantaged	53	30	57%	23	43%	2	9%	4	17%	5	22%	12	52%	17	74%
Not Economically Disadvantaged	474	171	36%	303	64%	8	3%	23	8%	59	19%	213	70%	272	90%
Not Migrant	527	201	38%	326	62%	10	3%	27	8%	64	20%	225	69%	289	89%
Not Homeless	527	201	38%	326	62%	10	3%	27	8%	64	20%	225	69%	289	89%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	526	201	38%	325	62%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	527	201	38%	326	62%	10	3%	27	8%	64	20%	225	69%	289	89%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

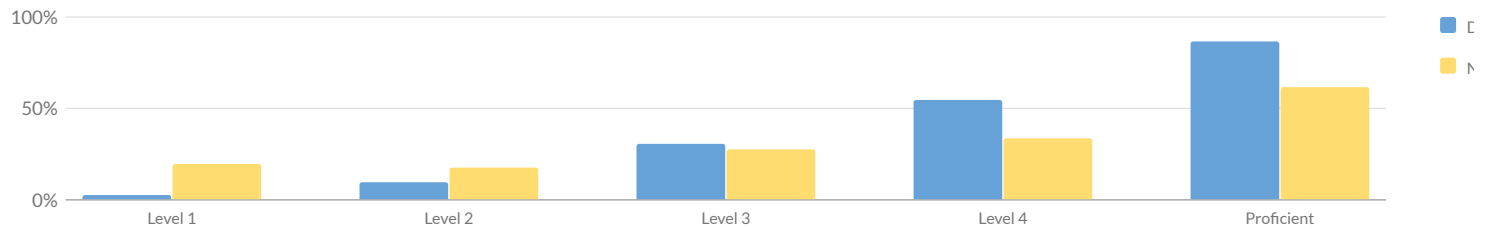


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	484	178	37%	306	63%	19	6%	72	24%	81	26%	134	44%	215	70%
General Education	436	150	34%	286	66%	14	5%	65	23%	76	27%	131	46%	207	72%
Students with Disabilities	48	28	58%	20	42%	5	25%	7	35%	5	25%	3	15%	8	40%
Asian or Native Hawaiian/Other Pacific Islander	217	83	38%	134	62%	4	3%	24	18%	35	26%	71	53%	106	79%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	19	2	11%	17	89%	2	12%	6	35%	5	29%	4	24%	9	53%
White	236	88	37%	148	63%	13	9%	40	27%	41	28%	54	36%	95	64%
Multiracial	11	4	36%	7	64%	0	0%	2	29%	0	0%	5	71%	5	71%
Female	215	79	37%	136	63%	3	2%	26	19%	45	33%	62	46%	107	79%
Male	269	99	37%	170	63%	16	9%	46	27%	36	21%	72	42%	108	64%
English Language Learners	19	7	37%	12	63%	4	33%	5	42%	2	17%	1	8%	3	25%
Non-English Language Learners	465	171	37%	294	63%	15	5%	67	23%	79	27%	133	45%	212	72%
Economically Disadvantaged	39	14	36%	25	64%	5	20%	6	24%	6	24%	8	32%	14	56%
Not Economically Disadvantaged	445	164	37%	281	63%	14	5%	66	23%	75	27%	126	45%	201	72%
Not Migrant	484	178	37%	306	63%	19	6%	72	24%	81	26%	134	44%	215	70%
Not Homeless	484	178	37%	306	63%	19	6%	72	24%	81	26%	134	44%	215	70%
Not in Foster Care	484	178	37%	306	63%	19	6%	72	24%	81	26%	134	44%	215	70%
Parent Not in Armed Forces	484	178	37%	306	63%	19	6%	72	24%	81	26%	134	44%	215	70%

GRADE 6 ELA RESULTS

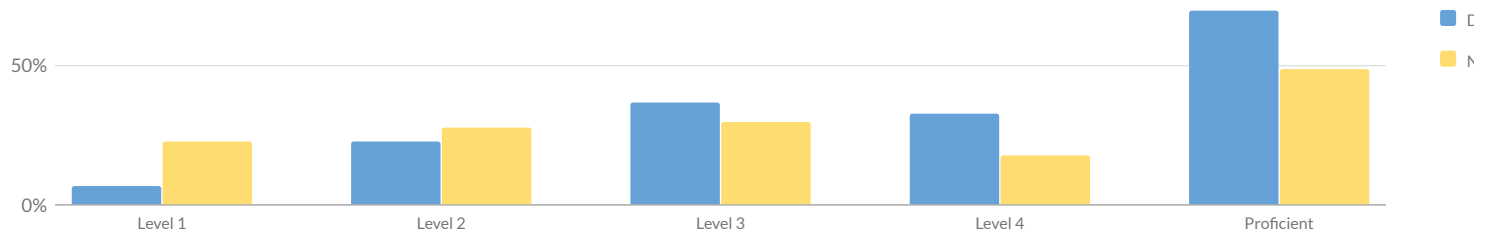
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	554	209	38%	345	62%	10	3%	36	10%	108	31%	191	55%	299	87%
General Education	506	179	35%	327	65%	4	1%	32	10%	103	31%	188	57%	291	89%
Students with Disabilities	48	30	63%	18	38%	6	33%	4	22%	5	28%	3	17%	8	44%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	238	87	37%	151	63%	4	3%	12	8%	37	25%	98	65%	135	89%
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	17	47%	19	53%	1	5%	4	21%	6	32%	8	42%	14	74%
White	261	100	38%	161	62%	4	2%	19	12%	61	38%	77	48%	138	86%
Multiracial	14	3	21%	11	79%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	5	26%	14	74%	1	7%	1	7%	4	29%	8	57%	12	86%
Female	290	113	39%	177	61%	6	3%	11	6%	42	24%	118	67%	160	90%
Male	264	96	36%	168	64%	4	2%	25	15%	66	39%	73	43%	139	83%
English Language Learners	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	540	199	37%	341	63%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	48	26	54%	22	46%	2	9%	5	23%	7	32%	8	36%	15	68%
Not Economically Disadvantaged	506	183	36%	323	64%	8	2%	31	10%	101	31%	183	57%	284	88%
Not Migrant	554	209	38%	345	62%	10	3%	36	10%	108	31%	191	55%	299	87%
Not Homeless	554	209	38%	345	62%	10	3%	36	10%	108	31%	191	55%	299	87%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	553	208	38%	345	62%	10	3%	36	10%	108	31%	191	55%	299	87%
Parent Not in Armed Forces	554	209	38%	345	62%	10	3%	36	10%	108	31%	191	55%	299	87%

GRADE 7 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

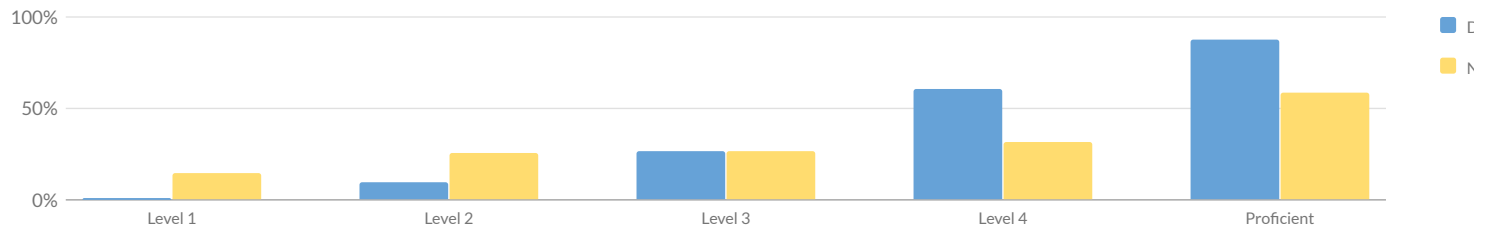


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	550	224	41%	326	59%	23	7%	76	23%	119	37%	108	33%	227	70%
General Education	496	185	37%	311	63%	17	5%	71	23%	117	38%	106	34%	223	72%
Students with Disabilities	54	39	72%	15	28%	6	40%	5	33%	2	13%	2	13%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	236	97	41%	139	59%	6	4%	28	20%	42	30%	63	45%	105	76%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	8	32%	17	68%	5	29%	7	41%	3	18%	2	12%	5	29%
White	274	115	42%	159	58%	9	6%	39	25%	72	45%	39	25%	111	70%
Multiracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	11	73%	3	27%	2	18%	2	18%	4	36%	6	55%
Female	251	98	39%	153	61%	10	7%	35	23%	50	33%	58	38%	108	71%
Male	299	126	42%	173	58%	13	8%	41	24%	69	40%	50	29%	119	69%
English Language Learners	11	5	45%	6	55%	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learners	539	219	41%	320	59%	19	6%	75	23%	118	37%	108	34%	226	71%
Economically Disadvantaged	53	24	45%	29	55%	9	31%	5	17%	9	31%	6	21%	15	52%
Not Economically Disadvantaged	497	200	40%	297	60%	14	5%	71	24%	110	37%	102	34%	212	71%
Not Migrant	550	224	41%	326	59%	23	7%	76	23%	119	37%	108	33%	227	70%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	548	223	41%	325	59%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	550	224	41%	326	59%	23	7%	76	23%	119	37%	108	33%	227	70%
Parent Not in Armed Forces	550	224	41%	326	59%	23	7%	76	23%	119	37%	108	33%	227	70%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

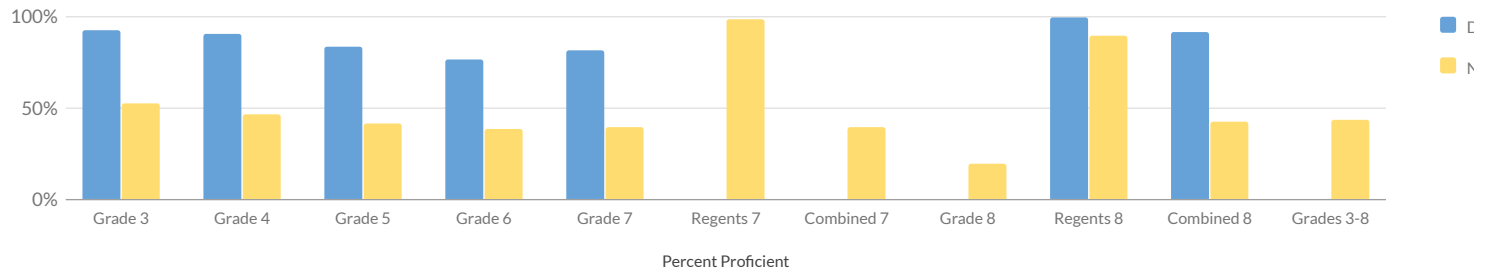


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	293	52%	268	48%	3	1%	28	10%	73	27%	164	61%	237	88%
General Education	514	252	49%	262	51%	3	1%	25	10%	72	27%	162	62%	234	89%
Students with Disabilities	47	41	87%	6	13%	0	0%	3	50%	1	17%	2	33%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	261	110	42%	151	58%	2	1%	7	5%	36	24%	106	70%	142	94%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	22	12	55%	10	45%	—	—	—	—	—	—	—	—	—	—
White	269	166	62%	103	38%	1	1%	19	18%	34	33%	49	48%	83	81%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	13	48%	14	52%	0	0%	2	14%	3	21%	9	64%	12	86%
Female	273	154	56%	119	44%	2	2%	13	11%	28	24%	76	64%	104	87%
Male	288	139	48%	149	52%	1	1%	15	10%	45	30%	88	59%	133	89%
English Language Learners	10	5	50%	5	50%	1	20%	0	0%	2	40%	2	40%	4	80%
Non-English Language Learners	551	288	52%	263	48%	2	1%	28	11%	71	27%	162	62%	233	89%
Economically Disadvantaged	59	34	58%	25	42%	1	4%	1	4%	10	40%	13	52%	23	92%
Not Economically Disadvantaged	502	259	52%	243	48%	2	1%	27	11%	63	26%	151	62%	214	88%
Not Migrant	561	293	52%	268	48%	3	1%	28	10%	73	27%	164	61%	237	88%
Not Homeless	561	293	52%	268	48%	3	1%	28	10%	73	27%	164	61%	237	88%
Not in Foster Care	561	293	52%	268	48%	3	1%	28	10%	73	27%	164	61%	237	88%
Parent Not in Armed Forces	561	293	52%	268	48%	3	1%	28	10%	73	27%	164	61%	237	88%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	471	170	36%	301	64%	5	2%	15	5%	76	25%	205	68%	281	93%
Grade 4	526	195	37%	331	63%	8	2%	22	7%	57	17%	244	74%	301	91%
Grade 5	485	177	36%	308	64%	12	4%	37	12%	79	26%	180	58%	259	84%
Grade 6	554	215	39%	339	61%	21	6%	56	17%	110	32%	152	45%	262	77%
Grade 7	550	219	40%	331	60%	17	5%	44	13%	103	31%	167	50%	270	82%
Regents 7	—	6	1%	4	1%	—	—	—	—	—	—	—	—	—	—
Combined 7	550	215	39%	335	61%	—	—	—	—	—	—	—	—	—	—
Grade 8	561	552	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
Regents 8	—	412	73%	109	19%	0	0%	0	0%	13	12%	96	88%	109	100%
Combined 8	561	443	79%	118	21%	4	3%	5	4%	13	11%	96	81%	109	92%
Grades 3-8	3,147	1,415	45%	1,732	55%	—	—	—	—	—	—	—	—	—	—

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

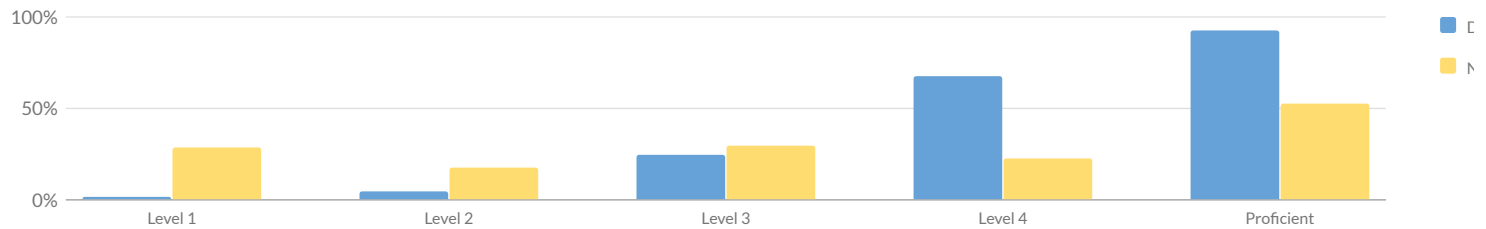
REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 7	10	6	60	4	40
Regents 8	521	412	79	109	21

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

GRADE 3 MATH RESULTS

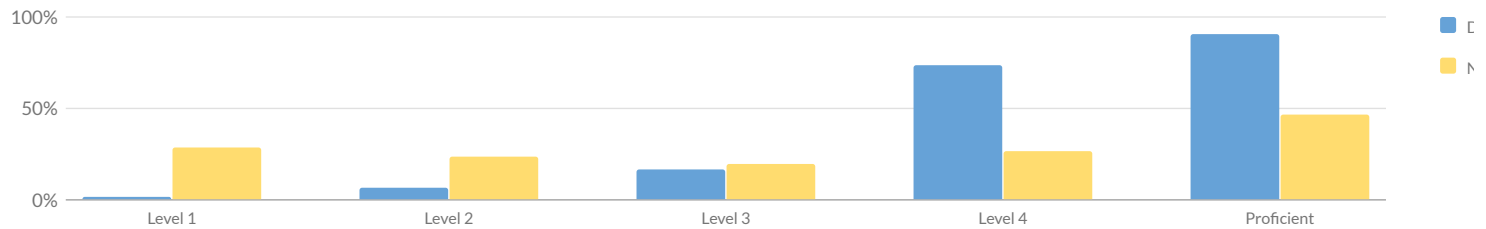
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	471	170	36%	301	64%	5	2%	15	5%	76	25%	205	68%	281	93%
General Education	431	149	35%	282	65%	3	1%	13	5%	69	24%	197	70%	266	94%
Students with Disabilities	40	21	53%	19	48%	2	11%	2	11%	7	37%	8	42%	15	79%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	215	91	42%	124	58%	0	0%	3	2%	28	23%	93	75%	121	98%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	6	38%	10	63%	0	0%	2	20%	3	30%	5	50%	8	80%
White	224	67	30%	157	70%	4	3%	8	5%	44	28%	101	64%	145	92%
Multiracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	5	33%	10	67%	1	10%	2	20%	1	10%	6	60%	7	70%
Female	235	81	34%	154	66%	3	2%	9	6%	39	25%	103	67%	142	92%
Male	236	89	38%	147	62%	2	1%	6	4%	37	25%	102	69%	139	95%
English Language Learners	25	8	32%	17	68%	0	0%	3	18%	3	18%	11	65%	14	82%
Non-English Language Learners	446	162	36%	284	64%	5	2%	12	4%	73	26%	194	68%	267	94%
Economically Disadvantaged	44	14	32%	30	68%	1	3%	5	17%	11	37%	13	43%	24	80%
Not Economically Disadvantaged	427	156	37%	271	63%	4	1%	10	4%	65	24%	192	71%	257	95%
Not Migrant	471	170	36%	301	64%	5	2%	15	5%	76	25%	205	68%	281	93%
Not Homeless	471	170	36%	301	64%	5	2%	15	5%	76	25%	205	68%	281	93%
Not in Foster Care	471	170	36%	301	64%	5	2%	15	5%	76	25%	205	68%	281	93%
Parent Not in Armed Forces	471	170	36%	301	64%	5	2%	15	5%	76	25%	205	68%	281	93%

GRADE 4 MATH RESULTS

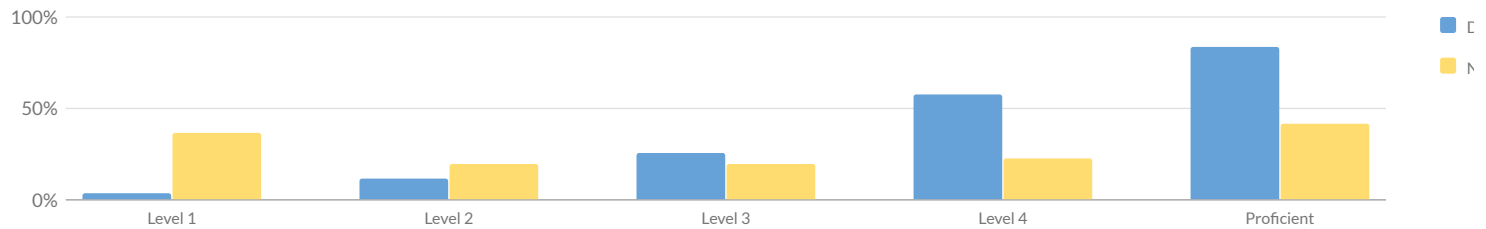
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	526	195	37%	331	63%	8	2%	22	7%	57	17%	244	74%	301	91%
General Education	468	161	34%	307	66%	4	1%	17	6%	48	16%	238	78%	286	93%
Students with Disabilities	58	34	59%	24	41%	4	17%	5	21%	9	38%	6	25%	15	63%
Asian or Native Hawaiian/Other Pacific Islander	237	96	41%	141	59%	1	1%	5	4%	25	18%	110	78%	135	96%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	23	8	35%	15	65%	0	0%	2	13%	4	27%	9	60%	13	87%
White	247	84	34%	163	66%	7	4%	14	9%	27	17%	115	71%	142	87%
Multiracial	17	5	29%	12	71%	0	0%	1	8%	1	8%	10	83%	11	92%
Female	252	93	37%	159	63%	2	1%	12	8%	32	20%	113	71%	145	91%
Male	274	102	37%	172	63%	6	3%	10	6%	25	15%	131	76%	156	91%
English Language Learners	26	13	50%	13	50%	1	8%	4	31%	4	31%	4	31%	8	62%
Non-English Language Learners	500	182	36%	318	64%	7	2%	18	6%	53	17%	240	75%	293	92%
Economically Disadvantaged	53	28	53%	25	47%	1	4%	4	16%	4	16%	16	64%	20	80%
Not Economically Disadvantaged	473	167	35%	306	65%	7	2%	18	6%	53	17%	228	75%	281	92%
Not Migrant	526	195	37%	331	63%	8	2%	22	7%	57	17%	244	74%	301	91%
Not Homeless	526	195	37%	331	63%	8	2%	22	7%	57	17%	244	74%	301	91%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	525	195	37%	330	63%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	526	195	37%	331	63%	8	2%	22	7%	57	17%	244	74%	301	91%

GRADE 5 MATH RESULTS

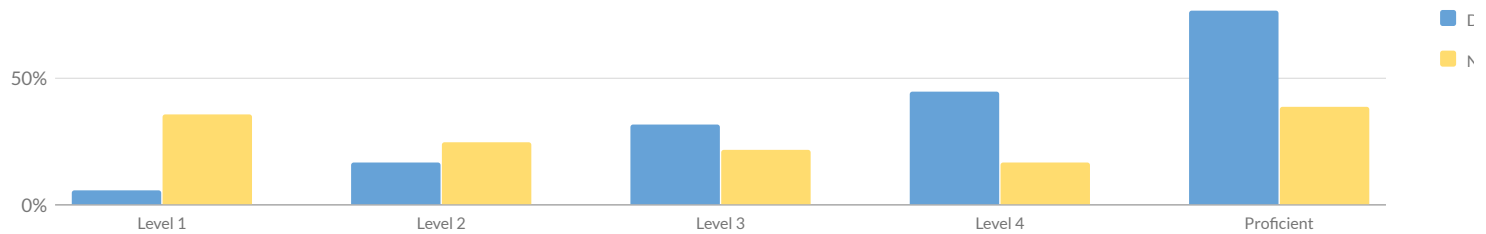
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	485	177	36%	308	64%	12	4%	37	12%	79	26%	180	58%	259	84%
General Education	437	150	34%	287	66%	9	3%	32	11%	72	25%	174	61%	246	86%
Students with Disabilities	48	27	56%	21	44%	3	14%	5	24%	7	33%	6	29%	13	62%
Asian or Native Hawaiian/Other Pacific Islander	218	84	39%	134	61%	1	1%	11	8%	27	20%	95	71%	122	91%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	19	3	16%	16	84%	0	0%	6	38%	2	13%	8	50%	10	63%
White	236	85	36%	151	64%	11	7%	20	13%	50	33%	70	46%	120	79%
Multiracial	11	4	36%	7	64%	0	0%	0	0%	0	0%	7	100%	7	100%
Female	215	78	36%	137	64%	7	5%	15	11%	33	24%	82	60%	115	84%
Male	270	99	37%	171	63%	5	3%	22	13%	46	27%	98	57%	144	84%
English Language Learners	19	7	37%	12	63%	0	0%	4	33%	3	25%	5	42%	8	67%
Non-English Language Learners	466	170	36%	296	64%	12	4%	33	11%	76	26%	175	59%	251	85%
Economically Disadvantaged	39	15	38%	24	62%	0	0%	5	21%	7	29%	12	50%	19	79%
Not Economically Disadvantaged	446	162	36%	284	64%	12	4%	32	11%	72	25%	168	59%	240	85%
Not Migrant	485	177	36%	308	64%	12	4%	37	12%	79	26%	180	58%	259	84%
Not Homeless	485	177	36%	308	64%	12	4%	37	12%	79	26%	180	58%	259	84%
Not in Foster Care	485	177	36%	308	64%	12	4%	37	12%	79	26%	180	58%	259	84%
Parent Not in Armed Forces	485	177	36%	308	64%	12	4%	37	12%	79	26%	180	58%	259	84%

GRADE 6 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

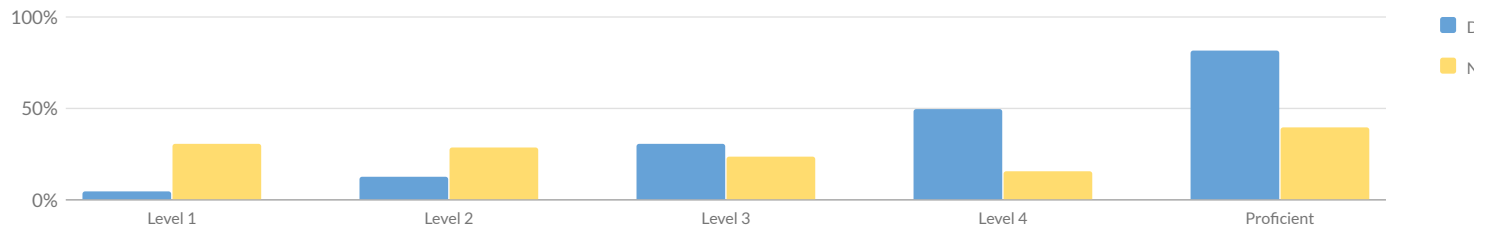


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	554	215	39%	339	61%	21	6%	56	17%	110	32%	152	45%	262	77%
General Education	506	184	36%	322	64%	14	4%	52	16%	105	33%	151	47%	256	80%
Students with Disabilities	48	31	65%	17	35%	7	41%	4	24%	5	29%	1	6%	6	35%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	238	89	37%	149	63%	6	4%	14	9%	42	28%	87	58%	129	87%
Black or African American	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	17	47%	19	53%	4	21%	3	16%	6	32%	6	32%	12	63%
White	261	103	39%	158	61%	10	6%	36	23%	60	38%	52	33%	112	71%
Multiracial	14	4	29%	10	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	6	32%	13	68%	1	8%	3	23%	2	15%	7	54%	9	69%
Female	290	117	40%	173	60%	13	8%	33	19%	48	28%	79	46%	127	73%
Male	264	98	37%	166	63%	8	5%	23	14%	62	37%	73	44%	135	81%
English Language Learners	14	9	64%	5	36%	3	60%	0	0%	0	0%	2	40%	2	40%
Non-English Language Learners	540	206	38%	334	62%	18	5%	56	17%	110	33%	150	45%	260	78%
Economically Disadvantaged	48	25	52%	23	48%	4	17%	4	17%	9	39%	6	26%	15	65%
Not Economically Disadvantaged	506	190	38%	316	62%	17	5%	52	16%	101	32%	146	46%	247	78%
Not Migrant	554	215	39%	339	61%	21	6%	56	17%	110	32%	152	45%	262	77%
Not Homeless	554	215	39%	339	61%	21	6%	56	17%	110	32%	152	45%	262	77%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	553	214	39%	339	61%	21	6%	56	17%	110	32%	152	45%	262	77%
Parent Not in Armed Forces	554	215	39%	339	61%	21	6%	56	17%	110	32%	152	45%	262	77%

GRADE 7 MATH RESULTS

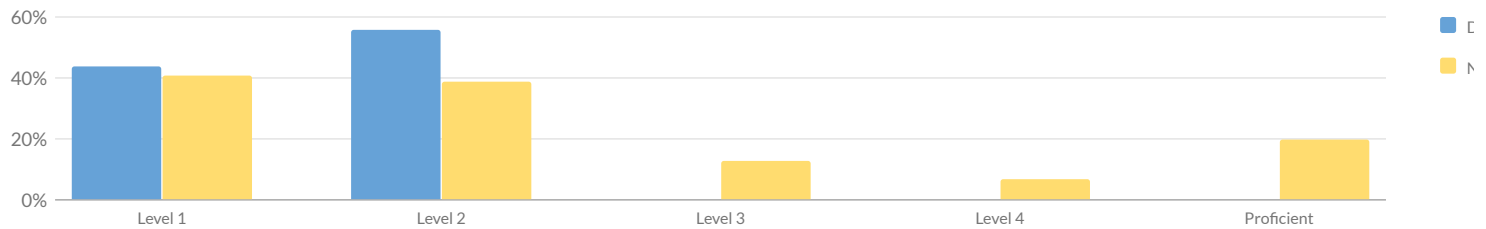
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	550	219	40%	331	60%	17	5%	44	13%	103	31%	167	50%	270	82%
General Education	496	179	36%	317	64%	13	4%	37	12%	102	32%	165	52%	267	84%
Students with Disabilities	54	40	74%	14	26%	4	29%	7	50%	1	7%	2	14%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	236	96	41%	140	59%	6	4%	11	8%	34	24%	89	64%	123	88%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	25	9	36%	16	64%	3	19%	5	31%	6	38%	2	13%	8	50%
White	274	110	40%	164	60%	6	4%	28	17%	59	36%	71	43%	130	79%
Multiracial	13	4	31%	9	69%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	11	73%	2	18%	0	0%	4	36%	5	45%	9	82%
Female	251	96	38%	155	62%	11	7%	22	14%	50	32%	72	46%	122	79%
Male	299	123	41%	176	59%	6	3%	22	13%	53	30%	95	54%	148	84%
English Language Learners	11	3	27%	8	73%	2	25%	2	25%	2	25%	2	25%	4	50%
Non-English Language Learners	539	216	40%	323	60%	15	5%	42	13%	101	31%	165	51%	266	82%
Economically Disadvantaged	53	25	47%	28	53%	6	21%	5	18%	7	25%	10	36%	17	61%
Not Economically Disadvantaged	497	194	39%	303	61%	11	4%	39	13%	96	32%	157	52%	253	83%
Not Migrant	550	219	40%	331	60%	17	5%	44	13%	103	31%	167	50%	270	82%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	548	218	40%	330	60%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	550	219	40%	331	60%	17	5%	44	13%	103	31%	167	50%	270	82%
Parent Not in Armed Forces	550	219	40%	331	60%	17	5%	44	13%	103	31%	167	50%	270	82%

GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

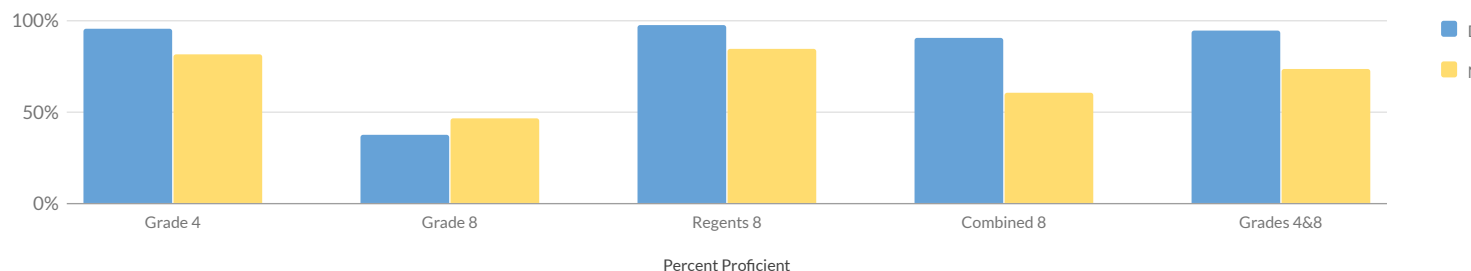


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	552	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
General Education	514	507	99%	7	1%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	47	45	96%	2	4%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	261	257	98%	4	2%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	269	265	99%	4	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Small Group Total	535	526	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
Female	273	269	99%	4	1%	—	—	—	—	—	—	—	—	—	—
Male	288	283	98%	5	2%	—	—	—	—	—	—	—	—	—	—
English Language Learners	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	551	542	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
Economically Disadvantaged	59	58	98%	1	2%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	502	494	98%	8	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	552	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
Not Homeless	561	552	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
Not in Foster Care	561	552	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	561	552	98%	9	2%	4	44%	5	56%	0	0%	0	0%	0	0%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	526	197	37%	329	63%	3	1%	9	3%	69	21%	248	75%	317	96%
Grade 8	561	548	98%	13	2%	1	8%	7	54%	5	38%	0	0%	5	38%
Regents 8	—	414	74%	96	17%	1	1%	1	1%	24	25%	70	73%	94	98%
Combined 8	561	452	81%	109	19%	2	2%	8	7%	29	27%	70	64%	99	91%
Grades 4&8	1,087	649	60%	438	40%	5	1%	17	4%	98	22%	318	73%	416	95%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

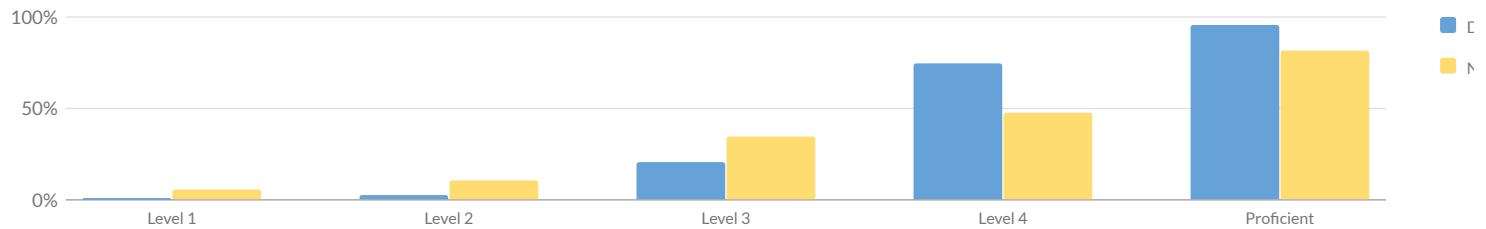
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	510	414	81	96	19

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

GRADE 4 SCIENCE RESULTS

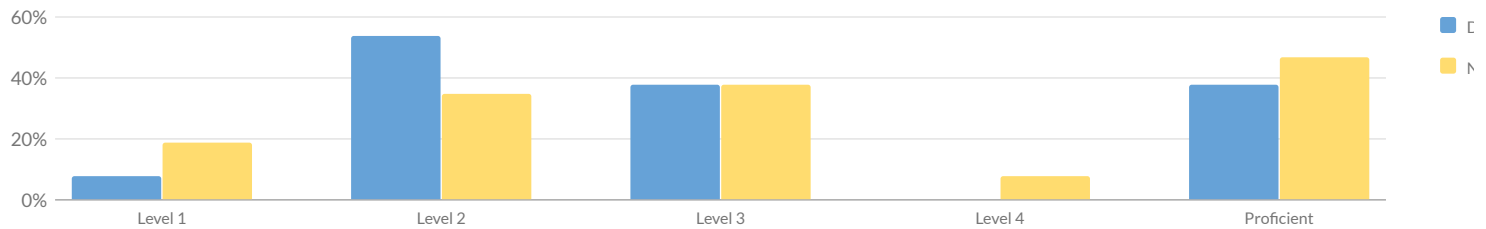
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	526	197	37%	329	63%	3	1%	9	3%	69	21%	248	75%	317	96%
General Education	468	159	34%	309	66%	0	0%	5	2%	61	20%	243	79%	304	98%
Students with Disabilities	58	38	66%	20	34%	3	15%	4	20%	8	40%	5	25%	13	65%
Asian or Native Hawaiian/Other Pacific Islander	237	97	41%	140	59%	0	0%	2	1%	25	18%	113	81%	138	99%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	9	39%	14	61%	1	7%	2	14%	1	7%	10	71%	11	79%
White	247	85	34%	162	66%	2	1%	5	3%	41	25%	114	70%	155	96%
Multiracial	17	5	29%	12	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	6	32%	13	68%	0	0%	0	0%	2	15%	11	85%	13	100%
Female	252	92	37%	160	63%	1	1%	3	2%	43	27%	113	71%	156	98%
Male	274	105	38%	169	62%	2	1%	6	4%	26	15%	135	80%	161	95%
English Language Learners	26	13	50%	13	50%	1	8%	3	23%	6	46%	3	23%	9	69%
Non-English Language Learners	500	184	37%	316	63%	2	1%	6	2%	63	20%	245	78%	308	97%
Economically Disadvantaged	53	28	53%	25	47%	1	4%	2	8%	7	28%	15	60%	22	88%
Not Economically Disadvantaged	473	169	36%	304	64%	2	1%	7	2%	62	20%	233	77%	295	97%
Not Migrant	526	197	37%	329	63%	3	1%	9	3%	69	21%	248	75%	317	96%
Not Homeless	526	197	37%	329	63%	3	1%	9	3%	69	21%	248	75%	317	96%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	525	197	38%	328	62%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	526	197	37%	329	63%	3	1%	9	3%	69	21%	248	75%	317	96%

GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

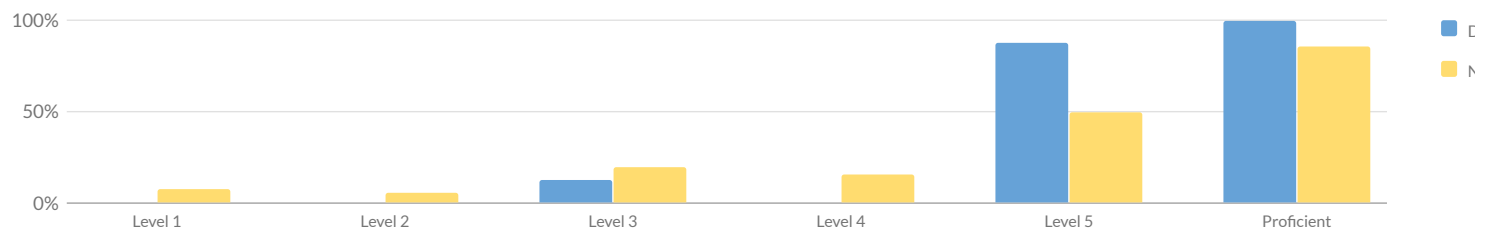


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	561	548	98%	13	2%	1	8%	7	54%	5	38%	0	0%	5	38%
General Education	514	504	98%	10	2%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	47	44	94%	3	6%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	261	254	97%	7	3%	0	0%	4	57%	3	43%	0	0%	3	43%
Black or African American	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	269	263	98%	6	2%	1	17%	3	50%	2	33%	0	0%	2	33%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	273	267	98%	6	2%	0	0%	5	83%	1	17%	0	0%	1	17%
Male	288	281	98%	7	2%	1	14%	2	29%	4	57%	0	0%	4	57%
English Language Learners	10	9	90%	1	10%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	551	539	98%	12	2%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	59	58	98%	1	2%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	502	490	98%	12	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	561	548	98%	13	2%	1	8%	7	54%	5	38%	0	0%	5	38%
Not Homeless	561	548	98%	13	2%	1	8%	7	54%	5	38%	0	0%	5	38%
Not in Foster Care	561	548	98%	13	2%	1	8%	7	54%	5	38%	0	0%	5	38%
Parent Not in Armed Forces	561	548	98%	13	2%	1	8%	7	54%	5	38%	0	0%	5	38%

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



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%	1	13%	0	0%	7	88%	8	100%
General Education	6	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	3	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Female	5	—	—	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	7	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Not Migrant	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Not Homeless	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Not in Foster Care	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	1	13%	0	0%	7	88%	8	100%

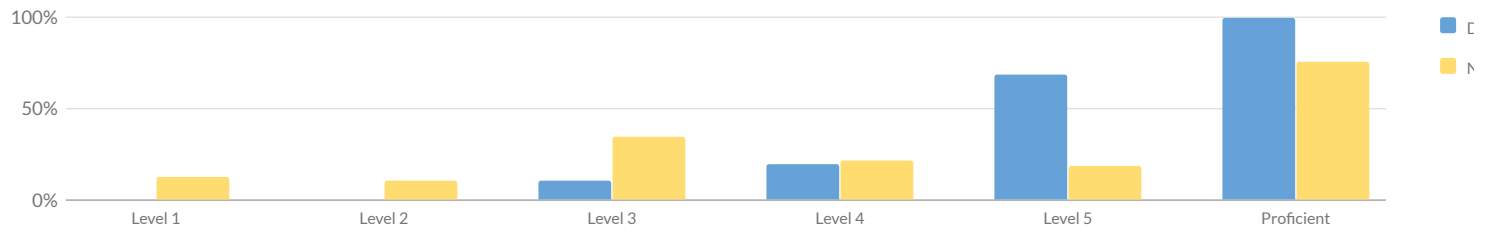
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	572	565	99	7	1
General Education	505	499	99	6	1
Students with Disabilities	67	66	99	1	1
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	220	215	98	5	2
Black or African American	4	4	100	0	0
Hispanic or Latino	24	24	100	0	0
White	316	314	99	2	1
Multiracial	7	7	100	0	0
Female	283	278	98	5	2
Male	289	287	99	2	1
English Language Learners	9	8	89	1	11
Non-English Language Learners	563	557	99	6	1
Economically Disadvantaged	66	66	100	0	0
Not Economically Disadvantaged	506	499	99	7	1
Not Migrant	572	565	99	7	1
Not Homeless	572	565	99	7	1
Not in Foster Care	572	565	99	7	1
Parent Not in Armed Forces	572	565	99	7	1

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	0	0%	0	0%	13	11%	23	20%	79	69%	115	100%
General Education	114	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	84	0	0%	0	0%	7	8%	17	20%	60	71%	84	100%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	27	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	31	0	0%	0	0%	6	19%	6	19%	19	61%	31	100%
Female	40	0	0%	0	0%	4	10%	10	25%	26	65%	40	100%
Male	75	0	0%	0	0%	9	12%	13	17%	53	71%	75	100%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	113	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	0	0%	0	0%	1	20%	1	20%	3	60%	5	100%
Not Economically Disadvantaged	110	0	0%	0	0%	12	11%	22	20%	76	69%	110	100%
Not Migrant	115	0	0%	0	0%	13	11%	23	20%	79	69%	115	100%
Not Homeless	115	0	0%	0	0%	13	11%	23	20%	79	69%	115	100%
Not in Foster Care	115	0	0%	0	0%	13	11%	23	20%	79	69%	115	100%
Parent Not in Armed Forces	115	0	0%	0	0%	13	11%	23	20%	79	69%	115	100%

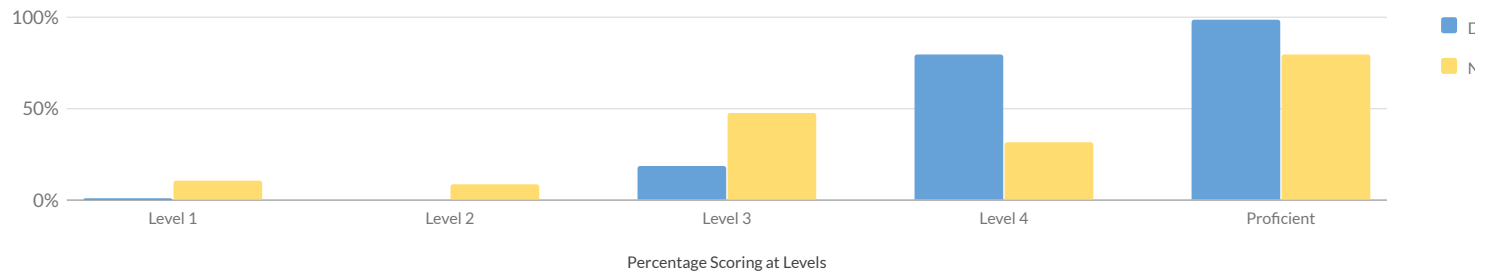
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	567	452	80	115	20
General Education	526	412	78	114	22
Students with Disabilities	41	40	98	1	2
Asian or Native Hawaiian/Other Pacific Islander	267	183	69	84	31
Black or African American	5	5	100	0	0
Hispanic or Latino	24	22	92	2	8
White	267	240	90	27	10
Multiracial	4	2	50	2	50
Female	274	234	85	40	15
Male	293	218	74	75	26
English Language Learners	13	11	85	2	15
Non-English Language Learners	554	441	80	113	20
Economically Disadvantaged	60	55	92	5	8
Not Economically Disadvantaged	507	397	78	110	22
Not Migrant	567	452	80	115	20
Not Homeless	567	452	80	115	20
Not in Foster Care	567	452	80	115	20
Parent Not in Armed Forces	567	452	80	115	20

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	1	1%	0	0%	25	19%	104	80%	129	99%
General Education	130	1	1%	0	0%	25	19%	104	80%	129	99%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	73	1	1%	0	0%	13	18%	59	81%	72	99%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	49	0	0%	0	0%	7	14%	42	86%	49	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	5	63%	3	38%	8	100%
Female	66	0	0%	0	0%	14	21%	52	79%	66	100%
Male	64	1	2%	0	0%	11	17%	52	81%	63	98%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	127	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	0	0%	0	0%	1	20%	4	80%	5	100%
Not Economically Disadvantaged	125	1	1%	0	0%	24	19%	100	80%	124	99%
Not Migrant	130	1	1%	0	0%	25	19%	104	80%	129	99%
Not Homeless	130	1	1%	0	0%	25	19%	104	80%	129	99%
Not in Foster Care	130	1	1%	0	0%	25	19%	104	80%	129	99%
Parent Not in Armed Forces	130	1	1%	0	0%	25	19%	104	80%	129	99%

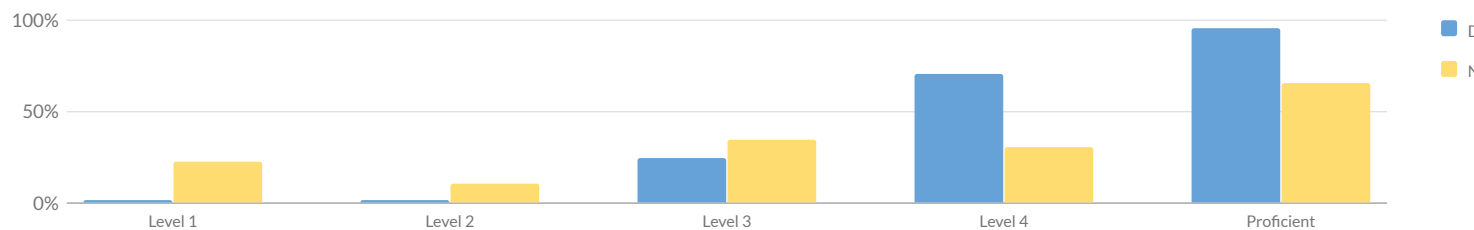
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	483	354	73	129	27
General Education	457	328	72	129	28
Students with Disabilities	26	26	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	206	134	65	72	35
Black or African American	1	1	100	0	0
Hispanic or Latino	25	20	80	5	20
White	243	194	80	49	20
Multiracial	7	4	57	3	43
Female	241	175	73	66	27
Male	242	179	74	63	26
English Language Learners	15	12	80	3	20
Non-English Language Learners	468	342	73	126	27
Economically Disadvantaged	40	35	88	5	13
Not Economically Disadvantaged	443	319	72	124	28
Not Migrant	483	354	73	129	27
Not Homeless	483	354	73	129	27
Not in Foster Care	483	354	73	129	27
Parent Not in Armed Forces	483	354	73	129	27

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	99	2	2%	2	2%	25	25%	70	71%	95	96%
General Education	98	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	71	1	1%	2	3%	15	21%	53	75%	68	96%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	25	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	28	1	4%	0	0%	10	36%	17	61%	27	96%
Female	31	0	0%	1	3%	9	29%	21	68%	30	97%
Male	68	2	3%	1	1%	16	24%	49	72%	65	96%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	98	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	96	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	2	2%	2	2%	25	25%	70	71%	95	96%
Not Homeless	99	2	2%	2	2%	25	25%	70	71%	95	96%
Not in Foster Care	99	2	2%	2	2%	25	25%	70	71%	95	96%
Parent Not in Armed Forces	99	2	2%	2	2%	25	25%	70	71%	95	96%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	555	457	82	98	18
General Education	514	416	81	98	19
Students with Disabilities	41	41	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	255	184	72	71	28
Black or African American	5	5	100	0	0
Hispanic or Latino	25	23	92	2	8
White	267	243	91	24	9
Multiracial	3	2	67	1	33
Female	262	231	88	31	12
Male	293	226	77	67	23
English Language Learners	6	5	83	1	17
Non-English Language Learners	549	452	82	97	18
Economically Disadvantaged	59	56	95	3	5
Not Economically Disadvantaged	496	401	81	95	19
Not Migrant	555	457	82	98	18
Not Homeless	555	457	82	98	18
Not in Foster Care	555	457	82	98	18
Parent Not in Armed Forces	555	457	82	98	18

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

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	500
General Education	452
Students with Disabilities	48
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	203
Black or African American	1
Hispanic or Latino	27
White	261
Multiracial	7
Female	245
Male	255
English Language Learners	9
Non-English Language Learners	491
Economically Disadvantaged	42
Not Economically Disadvantaged	458
Not Migrant	500
Not Homeless	500
Not in Foster Care	500
Parent Not in Armed Forces	500

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

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	512
General Education	473
Students with Disabilities	39
Asian or Native Hawaiian/Other Pacific Islander	216
Black or African American	2
Hispanic or Latino	27
White	258
Multiracial	9
Female	251
Male	261
English Language Learners	19
Non-English Language Learners	493
Economically Disadvantaged	58
Not Economically Disadvantaged	454
Not Migrant	512
Not Homeless	512
Not in Foster Care	512
Parent Not in Armed Forces	512

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

ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	544
General Education	476
Students with Disabilities	68
Asian or Native Hawaiian/Other Pacific Islander	212
Black or African American	4
Hispanic or Latino	30
White	289
Multiracial	9
Female	254
Male	290
English Language Learners	17
Non-English Language Learners	527
Economically Disadvantaged	57
Not Economically Disadvantaged	487
Not Migrant	544
Not Homeless	544
Not in Foster Care	544
Parent Not in Armed Forces	544

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

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	580
General Education	511
Students with Disabilities	69
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	225
Black or African American	3
Hispanic or Latino	25
White	319
Multiracial	7
Female	289
Male	291
English Language Learners	14
Non-English Language Learners	566
Economically Disadvantaged	70
Not Economically Disadvantaged	510
Not Migrant	580
Not Homeless	580
Not in Foster Care	580
Parent Not in Armed Forces	580

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	477
General Education	451
Students with Disabilities	26
Asian or Native Hawaiian/Other Pacific Islander	209
Black or African American	2
Hispanic or Latino	22
White	236
Multiracial	8
Female	241
Male	236
English Language Learners	17
Non-English Language Learners	460
Economically Disadvantaged	50
Not Economically Disadvantaged	427
Not Migrant	477
Not Homeless	477
Not in Foster Care	477
Parent Not in Armed Forces	477

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/PHYSICS

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	408
General Education	387
Students with Disabilities	21
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	172
Black or African American	3
Hispanic or Latino	13
White	214
Multiracial	5
Female	198
Male	210
English Language Learners	2
Non-English Language Learners	406
Economically Disadvantaged	44
Not Economically Disadvantaged	364
Not Migrant	408
Not Homeless	408
Not in Foster Care	408
Parent Not in Armed Forces	408

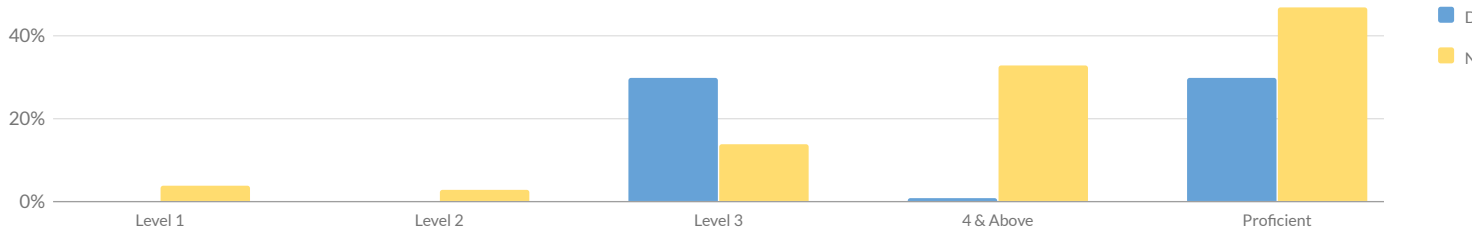
See report card Glossary and Guide for criteria used to include students in this table.

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, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

2017 TOTAL COHORT REGENTS IN ELA



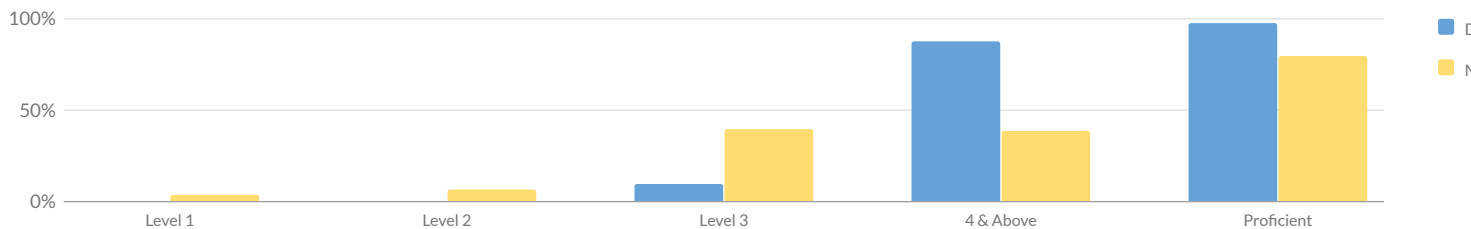
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	395	70%	170	30%	0	0%	0	0%	167	30%	3	1%	170	30%
General Education	498	331	66%	167	34%	0	0%	0	0%	166	33%	1	0%	167	34%
Students with Disabilities	67	64	96%	3	4%	0	0%	0	0%	1	1%	2	3%	3	4%
American Indian or Alaska Native	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	118	57%	88	43%	0	0%	0	0%	87	42%	1	0%	88	43%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	16	89%	2	11%	0	0%	0	0%	2	11%	0	0%	2	11%
White	328	250	76%	78	24%	0	0%	0	0%	76	23%	2	1%	78	24%
Multiracial	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Small Group Total	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Female	267	168	63%	99	37%	0	0%	0	0%	99	37%	0	0%	99	37%
Male	298	227	76%	71	24%	0	0%	0	0%	68	23%	3	1%	71	24%
English Language Learners	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	557	387	69%	170	31%	0	0%	0	0%	167	30%	3	1%	170	31%
Economically Disadvantaged	60	51	85%	9	15%	0	0%	0	0%	9	15%	0	0%	9	15%
Not Economically Disadvantaged	505	344	68%	161	32%	0	0%	0	0%	158	31%	3	1%	161	32%
Not Migrant	565	395	70%	170	30%	0	0%	0	0%	167	30%	3	1%	170	30%
Not Homeless	565	395	70%	170	30%	0	0%	0	0%	167	30%	3	1%	170	30%
Not in Foster Care	565	395	70%	170	30%	0	0%	0	0%	167	30%	3	1%	170	30%
Parent Not in Armed Forces	565	395	70%	170	30%	0	0%	0	0%	167	30%	3	1%	170	30%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	548	381	70	167	30
General Education	490	324	66	166	34
Students with Disabilities	58	57	98	1	2
Asian or Native Hawaiian/Other Pacific Islander	199	112	56	87	44
Hispanic or Latino	16	14	88	2	13
White	320	244	76	76	24
Multiracial	6	5	83	1	17
Female	263	164	62	99	38
Male	285	217	76	68	24
English Language Learners	2	2	100	0	0
Non-English Language Learners	546	379	69	167	31
Economically Disadvantaged	54	45	83	9	17
Not Economically Disadvantaged	494	336	68	158	32
Not Migrant	548	381	70	167	30
Not Homeless	548	381	70	167	30
Not in Foster Care	548	381	70	167	30
Parent Not in Armed Forces	548	381	70	167	30

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

2017 TOTAL COHORT REGENTS IN MATH



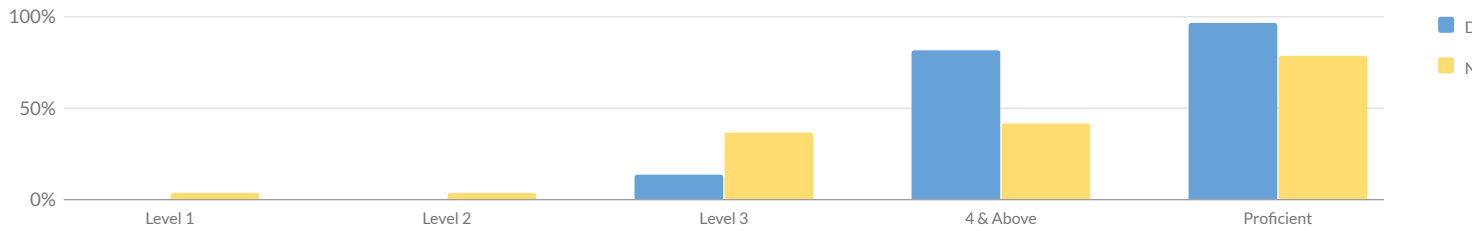
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	12	2%	553	98%	0	0%	1	0%	57	10%	495	88%	552	98%
General Education	498	5	1%	493	99%	0	0%	0	0%	28	6%	465	93%	493	99%
Students with Disabilities	67	7	10%	60	90%	0	0%	1	1%	29	43%	30	45%	59	88%
American Indian or Alaska Native	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	3	1%	203	99%	0	0%	0	0%	10	5%	193	94%	203	99%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	16	89%	0	0%	0	0%	6	33%	10	56%	16	89%
White	328	7	2%	321	98%	0	0%	1	0%	38	12%	282	86%	320	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Female	267	4	1%	263	99%	0	0%	0	0%	25	9%	238	89%	263	99%
Male	298	8	3%	290	97%	0	0%	1	0%	32	11%	257	86%	289	97%
English Language Learners	8	2	25%	6	75%	0	0%	0	0%	3	38%	3	38%	6	75%
Non-English Language Learners	557	10	2%	547	98%	0	0%	1	0%	54	10%	492	88%	546	98%
Economically Disadvantaged	60	4	7%	56	93%	0	0%	1	2%	9	15%	46	77%	55	92%
Not Economically Disadvantaged	505	8	2%	497	98%	0	0%	0	0%	48	10%	449	89%	497	98%
Not Migrant	565	12	2%	553	98%	0	0%	1	0%	57	10%	495	88%	552	98%
Not Homeless	565	12	2%	553	98%	0	0%	1	0%	57	10%	495	88%	552	98%
Not in Foster Care	565	12	2%	553	98%	0	0%	1	0%	57	10%	495	88%	552	98%
Parent Not in Armed Forces	565	12	2%	553	98%	0	0%	1	0%	57	10%	495	88%	552	98%

2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	70	2	3	68	97
General Education	50	2	4	48	96
Students with Disabilities	20	0	0	20	100
Asian or Native Hawaiian/Other Pacific Islander	19	2	11	17	89
Hispanic or Latino	4	0	0	4	100
White	44	0	0	44	100
Multiracial	1	0	0	1	100
Female	25	1	4	24	96
Male	45	1	2	44	98
English Language Learners	5	1	20	4	80
Non-English Language Learners	65	1	2	64	98
Economically Disadvantaged	15	1	7	14	93
Not Economically Disadvantaged	55	1	2	54	98
Not Migrant	70	2	3	68	97
Not Homeless	70	2	3	68	97
Not in Foster Care	70	2	3	68	97
Parent Not in Armed Forces	70	2	3	68	97

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

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



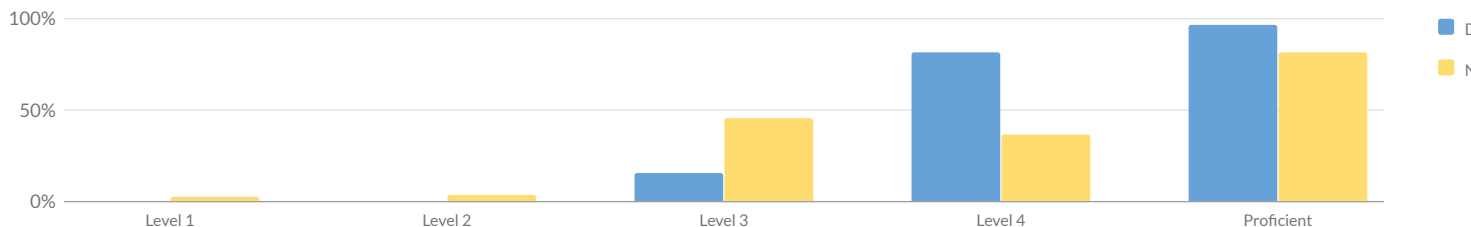
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	16	3%	549	97%	2	0%	0	0%	81	14%	466	82%	547	97%
General Education	498	10	2%	488	98%	0	0%	0	0%	56	11%	432	87%	488	98%
Students with Disabilities	67	6	9%	61	91%	2	3%	0	0%	25	37%	34	51%	59	88%
American Indian or Alaska Native	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	7	3%	199	97%	1	0%	0	0%	15	7%	183	89%	198	96%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	3	17%	15	83%	0	0%	0	0%	4	22%	11	61%	15	83%
White	328	6	2%	322	98%	1	0%	0	0%	59	18%	262	80%	321	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	1	14%	6	86%	7	100%
Female	267	6	2%	261	98%	0	0%	0	0%	39	15%	222	83%	261	98%
Male	298	10	3%	288	97%	2	1%	0	0%	42	14%	244	82%	286	96%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	3	38%	2	25%	5	63%
Non-English Language Learners	557	13	2%	544	98%	2	0%	0	0%	78	14%	464	83%	542	97%
Economically Disadvantaged	60	4	7%	56	93%	1	2%	0	0%	13	22%	42	70%	55	92%
Not Economically Disadvantaged	505	12	2%	493	98%	1	0%	0	0%	68	13%	424	84%	492	97%
Not Migrant	565	16	3%	549	97%	2	0%	0	0%	81	14%	466	82%	547	97%
Not Homeless	565	16	3%	549	97%	2	0%	0	0%	81	14%	466	82%	547	97%
Not in Foster Care	565	16	3%	549	97%	2	0%	0	0%	81	14%	466	82%	547	97%
Parent Not in Armed Forces	565	16	3%	549	97%	2	0%	0	0%	81	14%	466	82%	547	97%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	2	50	2	50
General Education	3	2	67	1	33
Students with Disabilities	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Hispanic or Latino	1	0	0	1	100
White	1	0	0	1	100
Female	2	1	50	1	50
Male	2	1	50	1	50
English Language Learners	2	2	100	0	0
Non-English Language Learners	2	0	0	2	100
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	2	1	50	1	50
Not Migrant	4	2	50	2	50
Not Homeless	4	2	50	2	50
Not in Foster Care	4	2	50	2	50
Parent Not in Armed Forces	4	2	50	2	50

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

2017 TOTAL COHORT REGENTS IN SCIENCE



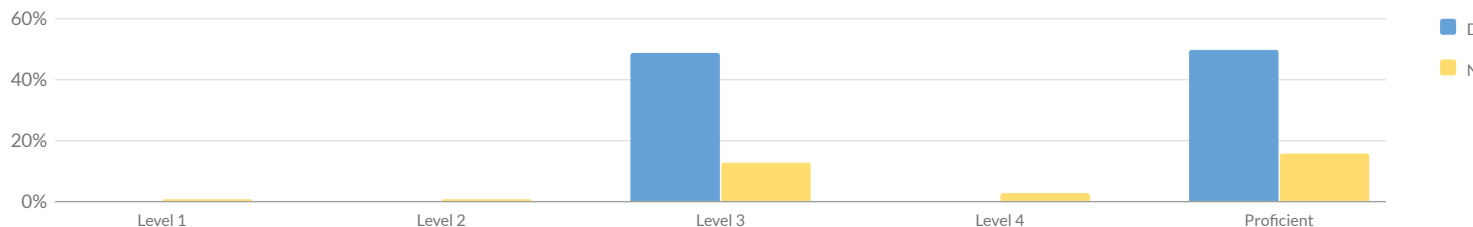
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	15	3%	550	97%	0	0%	0	0%	88	16%	462	82%	550	97%
General Education	498	7	1%	491	99%	0	0%	0	0%	56	11%	435	87%	491	99%
Students with Disabilities	67	8	12%	59	88%	0	0%	0	0%	32	48%	27	40%	59	88%
American Indian or Alaska Native	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	4	2%	202	98%	0	0%	0	0%	13	6%	189	92%	202	98%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	3	17%	15	83%	0	0%	0	0%	5	28%	10	56%	15	83%
White	328	8	2%	320	98%	0	0%	0	0%	66	20%	254	77%	320	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Female	267	5	2%	262	98%	0	0%	0	0%	36	13%	226	85%	262	98%
Male	298	10	3%	288	97%	0	0%	0	0%	52	17%	236	79%	288	97%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	2	25%	3	38%	5	63%
Non-English Language Learners	557	12	2%	545	98%	0	0%	0	0%	86	15%	459	82%	545	98%
Economically Disadvantaged	60	6	10%	54	90%	0	0%	0	0%	11	18%	43	72%	54	90%
Not Economically Disadvantaged	505	9	2%	496	98%	0	0%	0	0%	77	15%	419	83%	496	98%
Not Migrant	565	15	3%	550	97%	0	0%	0	0%	88	16%	462	82%	550	97%
Not Homeless	565	15	3%	550	97%	0	0%	0	0%	88	16%	462	82%	550	97%
Not in Foster Care	565	15	3%	550	97%	0	0%	0	0%	88	16%	462	82%	550	97%
Parent Not in Armed Forces	565	15	3%	550	97%	0	0%	0	0%	88	16%	462	82%	550	97%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	447	5	1	442	99
General Education	433	4	1	429	99
Students with Disabilities	14	1	7	13	93
Asian or Native Hawaiian/Other Pacific Islander	187	3	2	184	98
Hispanic or Latino	10	1	10	9	90
White	243	1	0	242	100
Multiracial	3	0	0	3	100
Female	224	2	1	222	99
Male	223	3	1	220	99
English Language Learners	5	2	40	3	60
Non-English Language Learners	442	3	1	439	99
Economically Disadvantaged	40	3	8	37	93
Not Economically Disadvantaged	407	2	0	405	100
Not Migrant	447	5	1	442	99
Not Homeless	447	5	1	442	99
Not in Foster Care	447	5	1	442	99
Parent Not in Armed Forces	447	5	1	442	99

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

2017 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	565	285	50%	280	50%	0	0%	0	0%	278	49%	2	0%	280	50%
General Education	498	219	44%	279	56%	0	0%	0	0%	277	56%	2	0%	279	56%
Students with Disabilities	67	66	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
American Indian or Alaska Native	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	70	34%	136	66%	0	0%	0	0%	134	65%	2	1%	136	66%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	14	78%	4	22%	0	0%	0	0%	4	22%	0	0%	4	22%
White	328	191	58%	137	42%	0	0%	0	0%	137	42%	0	0%	137	42%
Multiracial	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Small Group Total	7	5	71%	2	29%	0	0%	0	0%	2	29%	0	0%	2	29%
Female	267	130	49%	137	51%	0	0%	0	0%	136	51%	1	0%	137	51%
Male	298	155	52%	143	48%	0	0%	0	0%	142	48%	1	0%	143	48%
English Language Learners	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	557	277	50%	280	50%	0	0%	0	0%	278	50%	2	0%	280	50%
Economically Disadvantaged	60	40	67%	20	33%	0	0%	0	0%	18	30%	2	3%	20	33%
Not Economically Disadvantaged	505	245	49%	260	51%	0	0%	0	0%	260	51%	0	0%	260	51%
Not Migrant	565	285	50%	280	50%	0	0%	0	0%	278	49%	2	0%	280	50%
Not Homeless	565	285	50%	280	50%	0	0%	0	0%	278	49%	2	0%	280	50%
Not in Foster Care	565	285	50%	280	50%	0	0%	0	0%	278	49%	2	0%	280	50%
Parent Not in Armed Forces	565	285	50%	280	50%	0	0%	0	0%	278	49%	2	0%	280	50%

2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	553	273	49	280	51
General Education	495	216	44	279	56
Students with Disabilities	58	57	98	1	2
Asian or Native Hawaiian/Other Pacific Islander	204	68	33	136	67
Hispanic or Latino	16	12	75	4	25
White	320	183	57	137	43
Multiracial	6	5	83	1	17
Female	264	127	48	137	52
Male	289	146	51	143	49
English Language Learners	7	7	100	0	0
Non-English Language Learners	546	266	49	280	51
Economically Disadvantaged	57	37	65	20	35
Not Economically Disadvantaged	496	236	48	260	52
Not Migrant	553	273	49	280	51
Not Homeless	553	273	49	280	51
Not in Foster Care	553	273	49	280	51
Parent Not in Armed Forces	553	273	49	280	51

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 (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	34	1	3%	33	97%	1	3%	2	6%	2	6%	17	52%	11	33%
Grade 1	52	3	6%	49	94%	0	0%	3	6%	14	29%	12	24%	20	41%
Grade 2	38	1	3%	37	97%	0	0%	2	5%	4	11%	20	54%	11	30%
Grade 3	25	4	16%	21	84%	0	0%	0	0%	0	0%	5	24%	16	76%
Grade 4	26	0	0%	26	100%	0	0%	0	0%	2	8%	10	38%	14	54%
Grade 5	19	0	0%	19	100%	0	0%	0	0%	1	5%	6	32%	12	63%
Grade 6	14	1	7%	13	93%	0	0%	1	8%	3	23%	5	38%	4	31%
Grade 7	11	2	18%	9	82%	0	0%	0	0%	3	33%	3	33%	3	33%
Grade 8	10	1	10%	9	90%	0	0%	0	0%	1	11%	2	22%	6	67%
Grade 9	9	0	0%	9	100%	0	0%	0	0%	2	22%	6	67%	1	11%
Grade 10	17	0	0%	17	100%	0	0%	0	0%	0	0%	7	41%	10	59%
Grade 11	13	2	15%	11	85%	0	0%	0	0%	1	9%	2	18%	8	73%
Grade 12	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	4	1	25%	—	—	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	4	1	25%	—	—	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	6	0	0%	—	—	6	100%	0	0%	2	33%	4	67%	0	0%	4	67%
Grade 4 Math	6	0	0%	—	—	6	100%	3	50%	0	0%	1	17%	2	33%	3	50%
Grade 4 Science	6	1	17%	—	—	5	83%	1	20%	2	40%	2	40%	0	0%	2	40%
Grade 5 ELA	2	0	0%	—	—	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	—	—	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	2	40%	—	—	3	60%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	5	2	40%	—	—	3	60%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	6	3	50%	—	—	3	50%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	6	3	50%	—	—	3	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	28	26	93%	0	0%	2	7%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	28	26	93%	0	0%	2	7%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	28	26	93%	0	0%	2	7%	—	—	—	—	—	—	—	—	—	—

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	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%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	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	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*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	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	6,529	\$1,670,818	\$256	\$208,539,336	\$31,940	\$210,210,154	\$32,196
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

STAFF QUALIFICATIONS (2020-21)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

TOTAL COHORT GRADUATION RATE (2020-21)

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		DRO
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0
Female	267	264	99%	240	90%	23	9%	1	0%	0	0%	2	1%	1	0%	0
Male	298	292	98%	256	86%	36	12%	0	0%	0	0%	6	2%	0	0%	0
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	204	99%	193	94%	11	5%	0	0%	0	0%	2	1%	0	0%	0
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	16	89%	9	50%	6	33%	1	6%	0	0%	1	6%	1	6%	0
White	328	323	98%	285	87%	38	12%	0	0%	0	0%	5	2%	0	0%	0
Multiracial	6	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	0
General Education Students	498	496	100%	468	94%	28	6%	0	0%	0	0%	1	0%	1	0%	0
Students with Disabilities	67	60	90%	28	42%	31	46%	1	1%	0	0%	7	10%	0	0%	0
English Language Learner	8	7	88%	5	63%	2	25%	0	0%	0	0%	0	0%	1	13%	0
Non-English Language Learner	557	549	99%	491	88%	57	10%	1	0%	0	0%	8	1%	0	0%	0
Economically Disadvantaged	60	57	95%	49	82%	8	13%	0	0%	0	0%	2	3%	1	2%	0
Not Economically Disadvantaged	505	499	99%	447	89%	51	10%	1	0%	0	0%	6	1%	0	0%	0
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Migrant	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Parent Not in Armed Forces	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Homeless	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not in Foster Care	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	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](#)

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SYOSSET CSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	471	100%	296	63%	175	37%
Female	235	50%	150	64%	85	36%
Male	236	50%	146	62%	90	38%
General Education Students	431	92%	279	65%	152	35%
Students with Disabilities	40	8%	17	43%	23	58%
American Indian or Alaska Native	1	0%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	215	46%	122	57%	93	43%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Black or African American	2	0%	1	50%	1	50%
Hispanic or Latino	16	3%	10	63%	6	38%
White	224	48%	155	69%	69	31%
Multiracial	13	3%	8	62%	5	38%
Economically Disadvantaged	44	9%	27	61%	17	39%
Not Economically Disadvantaged	427	91%	269	63%	158	37%
English Language Learner	25	5%	15	60%	10	40%
Non-English Language Learner	446	95%	281	63%	165	37%
Not in Foster Care	471	100%	296	63%	175	37%
Not Homeless	471	100%	296	63%	175	37%
Not Migrant	471	100%	296	63%	175	37%
Parent Not in Armed Forces	471	100%	296	63%	175	37%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	527	100%	326	62%	201	38%
Female	253	48%	159	63%	94	37%
Male	274	52%	167	61%	107	39%
General Education Students	469	89%	304	65%	165	35%
Students with Disabilities	58	11%	22	38%	36	62%
Asian or Native Hawaiian/Other Pacific Islander	238	45%	139	58%	99	42%
Black or African American	2	0%	1	50%	1	50%
Hispanic or Latino	23	4%	15	65%	8	35%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	247	47%	159	64%	88	36%
Multiracial	17	3%	12	71%	5	29%
Economically Disadvantaged	53	10%	23	43%	30	57%
Not Economically Disadvantaged	474	90%	303	64%	171	36%
English Language Learner	26	5%	11	42%	15	58%
Non-English Language Learner	501	95%	315	63%	186	37%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	526	100%	325	62%	201	38%
Not Homeless	527	100%	326	62%	201	38%
Not Migrant	527	100%	326	62%	201	38%
Parent Not in Armed Forces	527	100%	326	62%	201	38%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	484	100%	306	63%	178	37%
Female	215	44%	136	63%	79	37%
Male	269	56%	170	63%	99	37%
General Education Students	436	90%	286	66%	150	34%
Students with Disabilities	48	10%	20	42%	28	58%
Asian or Native Hawaiian/Other Pacific Islander	217	45%	134	62%	83	38%
Black or African American	1	0%	0	0%	1	100%
Hispanic or Latino	19	4%	17	89%	2	11%
White	236	49%	148	63%	88	37%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	11	2%	7	64%	4	36%
Economically Disadvantaged	39	8%	25	64%	14	36%
Not Economically Disadvantaged	445	92%	281	63%	164	37%
English Language Learner	19	4%	12	63%	7	37%
Non-English Language Learner	465	96%	294	63%	171	37%
Not in Foster Care	484	100%	306	63%	178	37%
Not Homeless	484	100%	306	63%	178	37%
Not Migrant	484	100%	306	63%	178	37%
Parent Not in Armed Forces	484	100%	306	63%	178	37%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	554	100%	341	62%	213	38%
Female	290	52%	175	60%	115	40%
Male	264	48%	166	63%	98	37%
General Education Students	506	91%	323	64%	183	36%
Students with Disabilities	48	9%	18	38%	30	63%
American Indian or Alaska Native	1	0%	1	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	238	43%	148	62%	90	38%
Black or African American	4	1%	2	50%	2	50%
Hispanic or Latino	36	6%	19	53%	17	47%
White	261	47%	161	62%	100	38%
Multiracial	14	3%	10	71%	4	29%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	48	9%	21	44%	27	56%
Not Economically Disadvantaged	506	91%	320	63%	186	37%
English Language Learner	13	2%	4	31%	9	69%
Non-English Language Learner	541	98%	337	62%	204	38%
In Foster Care	1	0%	0	0%	1	100%
Not in Foster Care	553	100%	341	62%	212	38%
Not Homeless	554	100%	341	62%	213	38%
Not Migrant	554	100%	341	62%	213	38%
Parent Not in Armed Forces	554	100%	341	62%	213	38%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	550	100%	326	59%	224	41%
Female	251	46%	153	61%	98	39%
Male	299	54%	173	58%	126	42%
General Education Students	496	90%	311	63%	185	37%
Students with Disabilities	54	10%	15	28%	39	72%
Asian or Native Hawaiian/Other Pacific Islander	236	43%	139	59%	97	41%
Black or African American	2	0%	2	100%	0	0%
Hispanic or Latino	25	5%	17	68%	8	32%
White	274	50%	159	58%	115	42%
Multiracial	13	2%	9	69%	4	31%
Economically Disadvantaged	53	10%	29	55%	24	45%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	497	90%	297	60%	200	40%
English Language Learner	11	2%	6	55%	5	45%
Non-English Language Learner	539	98%	320	59%	219	41%
Not in Foster Care	550	100%	326	59%	224	41%
Homeless	2	0%	1	50%	1	50%
Not Homeless	548	100%	325	59%	223	41%
Not Migrant	550	100%	326	59%	224	41%
Parent Not in Armed Forces	550	100%	326	59%	224	41%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	561	100%	268	48%	293	52%
Female	273	49%	119	44%	154	56%
Male	288	51%	149	52%	139	48%
General Education Students	514	92%	262	51%	252	49%
Students with Disabilities	47	8%	6	13%	41	87%
Asian or Native Hawaiian/Other Pacific Islander	261	47%	151	58%	110	42%
Black or African American	4	1%	0	0%	4	100%
Hispanic or Latino	22	4%	10	45%	12	55%
White	269	48%	103	38%	166	62%
Multiracial	5	1%	4	80%	1	20%
Economically Disadvantaged	59	11%	25	42%	34	58%
Not Economically Disadvantaged	502	89%	243	48%	259	52%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	10	2%	5	50%	5	50%
Non-English Language Learner	551	98%	263	48%	288	52%
Not in Foster Care	561	100%	268	48%	293	52%
Not Homeless	561	100%	268	48%	293	52%
Not Migrant	561	100%	268	48%	293	52%
Parent Not in Armed Forces	561	100%	268	48%	293	52%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	296	6	2%	35	12%	111	38%	144	49%	255	86%
Female	150	4	3%	13	9%	63	42%	70	47%	133	89%
Male	146	2	1%	22	15%	48	33%	74	51%	122	84%
General Education Students	279	4	1%	27	10%	109	39%	139	50%	248	89%
Students with Disabilities	17	2	12%	8	47%	2	12%	5	29%	7	41%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	122	0	0%	12	10%	44	36%	66	54%	110	90%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	2	20%	0	0%	3	30%	5	50%	8	80%
White	155	4	3%	21	14%	63	41%	67	43%	130	84%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	8	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	1	4%	3	11%	10	37%	13	48%	23	85%
Not Economically Disadvantaged	269	5	2%	32	12%	101	38%	131	49%	232	86%
English Language Learner	15	0	0%	3	20%	4	27%	8	53%	12	80%
Non-English Language Learner	281	6	2%	32	11%	107	38%	136	48%	243	86%
Not in Foster Care	296	6	2%	35	12%	111	38%	144	49%	255	86%
Not Homeless	296	6	2%	35	12%	111	38%	144	49%	255	86%
Not Migrant	296	6	2%	35	12%	111	38%	144	49%	255	86%
Parent Not in Armed Forces	296	6	2%	35	12%	111	38%	144	49%	255	86%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	326	10	3%	27	8%	64	20%	225	69%	289	89%
Female	159	4	3%	13	8%	27	17%	115	72%	142	89%
Male	167	6	4%	14	8%	37	22%	110	66%	147	88%
General Education Students	304	6	2%	21	7%	60	20%	217	71%	277	91%
Students with Disabilities	22	4	18%	6	27%	4	18%	8	36%	12	55%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	139	2	1%	10	7%	23	17%	104	75%	127	91%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	1	7%	2	13%	4	27%	8	53%	12	80%
White	159	7	4%	14	9%	36	23%	102	64%	138	87%
Multiracial	12	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	2	9%	4	17%	5	22%	12	52%	17	74%
Not Economically Disadvantaged	303	8	3%	23	8%	59	19%	213	70%	272	90%
English Language Learner	11	1	9%	6	55%	2	18%	2	18%	4	36%
Non-English Language Learner	315	9	3%	21	7%	62	20%	223	71%	285	90%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	325	—	—	—	—	—	—	—	—	—	—
Not Homeless	326	10	3%	27	8%	64	20%	225	69%	289	89%
Not Migrant	326	10	3%	27	8%	64	20%	225	69%	289	89%
Parent Not in Armed Forces	326	10	3%	27	8%	64	20%	225	69%	289	89%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	306	19	6%	72	24%	81	26%	134	44%	215	70%
Female	136	3	2%	26	19%	45	33%	62	46%	107	79%
Male	170	16	9%	46	27%	36	21%	72	42%	108	64%
General Education Students	286	14	5%	65	23%	76	27%	131	46%	207	72%
Students with Disabilities	20	5	25%	7	35%	5	25%	3	15%	8	40%
Asian or Native Hawaiian/Other Pacific Islander	134	4	3%	24	18%	35	26%	71	53%	106	79%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	17	2	12%	6	35%	5	29%	4	24%	9	53%
White	148	13	9%	40	27%	41	28%	54	36%	95	64%
Multiracial	7	0	0%	2	29%	0	0%	5	71%	5	71%
Economically Disadvantaged	25	5	20%	6	24%	6	24%	8	32%	14	56%
Not Economically Disadvantaged	281	14	5%	66	23%	75	27%	126	45%	201	72%
English Language Learner	12	4	33%	5	42%	2	17%	1	8%	3	25%
Non-English Language Learner	294	15	5%	67	23%	79	27%	133	45%	212	72%
Not in Foster Care	306	19	6%	72	24%	81	26%	134	44%	215	70%
Not Homeless	306	19	6%	72	24%	81	26%	134	44%	215	70%
Not Migrant	306	19	6%	72	24%	81	26%	134	44%	215	70%
Parent Not in Armed Forces	306	19	6%	72	24%	81	26%	134	44%	215	70%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	341	10	3%	35	10%	107	31%	189	55%	296	87%
Female	175	6	3%	11	6%	41	23%	117	67%	158	90%
Male	166	4	2%	24	14%	66	40%	72	43%	138	83%
General Education Students	323	4	1%	31	10%	102	32%	186	58%	288	89%
Students with Disabilities	18	6	33%	4	22%	5	28%	3	17%	8	44%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	148	4	3%	12	8%	36	24%	96	65%	132	89%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	1	5%	4	21%	6	32%	8	42%	14	74%
White	161	4	2%	19	12%	61	38%	77	48%	138	86%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	2	10%	5	24%	6	29%	8	38%	14	67%
Not Economically Disadvantaged	320	8	3%	30	9%	101	32%	181	57%	282	88%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	337	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not in Foster Care	341	10	3%	35	10%	107	31%	189	55%	296	87%
Not Homeless	341	10	3%	35	10%	107	31%	189	55%	296	87%
Not Migrant	341	10	3%	35	10%	107	31%	189	55%	296	87%
Parent Not in Armed Forces	341	10	3%	35	10%	107	31%	189	55%	296	87%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	326	23	7%	76	23%	119	37%	108	33%	227	70%
Female	153	10	7%	35	23%	50	33%	58	38%	108	71%
Male	173	13	8%	41	24%	69	40%	50	29%	119	69%
General Education Students	311	17	5%	71	23%	117	38%	106	34%	223	72%
Students with Disabilities	15	6	40%	5	33%	2	13%	2	13%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	139	6	4%	28	20%	42	30%	63	45%	105	76%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	5	29%	7	41%	3	18%	2	12%	5	29%
White	159	9	6%	39	25%	72	45%	39	25%	111	70%
Multiracial	9	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	29	9	31%	5	17%	9	31%	6	21%	15	52%
Not Economically Disadvantaged	297	14	5%	71	24%	110	37%	102	34%	212	71%
English Language Learner	6	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	320	19	6%	75	23%	118	37%	108	34%	226	71%
Not in Foster Care	326	23	7%	76	23%	119	37%	108	33%	227	70%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	325	—	—	—	—	—	—	—	—	—	—
Not Migrant	326	23	7%	76	23%	119	37%	108	33%	227	70%
Parent Not in Armed Forces	326	23	7%	76	23%	119	37%	108	33%	227	70%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	268	3	1%	28	10%	73	27%	164	61%	237	88%
Female	119	2	2%	13	11%	28	24%	76	64%	104	87%
Male	149	1	1%	15	10%	45	30%	88	59%	133	89%
General Education Students	262	3	1%	25	10%	72	27%	162	62%	234	89%
Students with Disabilities	6	0	0%	3	50%	1	17%	2	33%	3	50%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	151	2	1%	7	5%	36	24%	106	70%	142	94%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	10	—	—	—	—	—	—	—	—	—	—
White	103	1	1%	19	18%	34	33%	49	48%	83	81%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	1	4%	1	4%	10	40%	13	52%	23	92%
Not Economically Disadvantaged	243	2	1%	27	11%	63	26%	151	62%	214	88%
English Language Learner	5	1	20%	0	0%	2	40%	2	40%	4	80%
Non-English Language Learner	263	2	1%	28	11%	71	27%	162	62%	233	89%
Not in Foster Care	268	3	1%	28	10%	73	27%	164	61%	237	88%
Not Homeless	268	3	1%	28	10%	73	27%	164	61%	237	88%
Not Migrant	268	3	1%	28	10%	73	27%	164	61%	237	88%
Parent Not in Armed Forces	268	3	1%	28	10%	73	27%	164	61%	237	88%

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SYOSSET CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	471	100%	301	64%	170	36%
Female	235	50%	154	66%	81	34%
Male	236	50%	147	62%	89	38%
General Education Students	431	92%	282	65%	149	35%
Students with Disabilities	40	8%	19	48%	21	53%
American Indian or Alaska Native	1	0%	0	0%	1	100%
Asian or Native Hawaiian/Other Pacific Islander	215	46%	124	58%	91	42%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Black or African American	2	0%	1	50%	1	50%
Hispanic or Latino	16	3%	10	63%	6	38%
White	224	48%	157	70%	67	30%
Multiracial	13	3%	9	69%	4	31%
Economically Disadvantaged	44	9%	30	68%	14	32%
Not Economically Disadvantaged	427	91%	271	63%	156	37%
English Language Learner	25	5%	17	68%	8	32%
Non-English Language Learner	446	95%	284	64%	162	36%
Not in Foster Care	471	100%	301	64%	170	36%
Not Homeless	471	100%	301	64%	170	36%
Not Migrant	471	100%	301	64%	170	36%
Parent Not in Armed Forces	471	100%	301	64%	170	36%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	526	100%	330	63%	196	37%
Female	252	48%	158	63%	94	37%
Male	274	52%	172	63%	102	37%
General Education Students	468	89%	306	65%	162	35%
Students with Disabilities	58	11%	24	41%	34	59%
Asian or Native Hawaiian/Other Pacific Islander	237	45%	140	59%	97	41%
Black or African American	2	0%	0	0%	2	100%
Hispanic or Latino	23	4%	15	65%	8	35%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
White	247	47%	163	66%	84	34%
Multiracial	17	3%	12	71%	5	29%
Economically Disadvantaged	53	10%	25	47%	28	53%
Not Economically Disadvantaged	473	90%	305	64%	168	36%
English Language Learner	26	5%	12	46%	14	54%
Non-English Language Learner	500	95%	318	64%	182	36%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	525	100%	329	63%	196	37%
Not Homeless	526	100%	330	63%	196	37%
Not Migrant	526	100%	330	63%	196	37%
Parent Not in Armed Forces	526	100%	330	63%	196	37%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	485	100%	308	64%	177	36%
Female	215	44%	137	64%	78	36%
Male	270	56%	171	63%	99	37%
General Education Students	437	90%	287	66%	150	34%
Students with Disabilities	48	10%	21	44%	27	56%
Asian or Native Hawaiian/Other Pacific Islander	218	45%	134	61%	84	39%
Black or African American	1	0%	0	0%	1	100%
Hispanic or Latino	19	4%	16	84%	3	16%
White	236	49%	151	64%	85	36%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Multiracial	11	2%	7	64%	4	36%
Economically Disadvantaged	39	8%	24	62%	15	38%
Not Economically Disadvantaged	446	92%	284	64%	162	36%
English Language Learner	19	4%	12	63%	7	37%
Non-English Language Learner	466	96%	296	64%	170	36%
Not in Foster Care	485	100%	308	64%	177	36%
Not Homeless	485	100%	308	64%	177	36%
Not Migrant	485	100%	308	64%	177	36%
Parent Not in Armed Forces	485	100%	308	64%	177	36%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	554	100%	339	61%	215	39%
Female	290	52%	173	60%	117	40%
Male	264	48%	166	63%	98	37%
General Education Students	506	91%	322	64%	184	36%
Students with Disabilities	48	9%	17	35%	31	65%
American Indian or Alaska Native	1	0%	1	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	238	43%	149	63%	89	37%
Black or African American	4	1%	2	50%	2	50%
Hispanic or Latino	36	6%	19	53%	17	47%
White	261	47%	158	61%	103	39%
Multiracial	14	3%	10	71%	4	29%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Economically Disadvantaged	48	9%	23	48%	25	52%
Not Economically Disadvantaged	506	91%	316	62%	190	38%
English Language Learner	13	2%	5	38%	8	62%
Non-English Language Learner	541	98%	334	62%	207	38%
In Foster Care	1	0%	0	0%	1	100%
Not in Foster Care	553	100%	339	61%	214	39%
Not Homeless	554	100%	339	61%	215	39%
Not Migrant	554	100%	339	61%	215	39%
Parent Not in Armed Forces	554	100%	339	61%	215	39%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	550	100%	330	60%	220	40%
Female	251	46%	154	61%	97	39%
Male	299	54%	176	59%	123	41%
General Education Students	496	90%	316	64%	180	36%
Students with Disabilities	54	10%	14	26%	40	74%
Asian or Native Hawaiian/Other Pacific Islander	236	43%	139	59%	97	41%
Black or African American	2	0%	2	100%	0	0%
Hispanic or Latino	25	5%	16	64%	9	36%
White	274	50%	164	60%	110	40%
Multiracial	13	2%	9	69%	4	31%
Economically Disadvantaged	53	10%	27	51%	26	49%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	497	90%	303	61%	194	39%
English Language Learner	11	2%	8	73%	3	27%
Non-English Language Learner	539	98%	322	60%	217	40%
Not in Foster Care	550	100%	330	60%	220	40%
Homeless	2	0%	1	50%	1	50%
Not Homeless	548	100%	329	60%	219	40%
Not Migrant	550	100%	330	60%	220	40%
Parent Not in Armed Forces	550	100%	330	60%	220	40%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	561	100%	9	2%	552	98%
Female	273	49%	4	1%	269	99%
Male	288	51%	5	2%	283	98%
General Education Students	514	92%	7	1%	507	99%
Students with Disabilities	47	8%	2	4%	45	96%
Asian or Native Hawaiian/Other Pacific Islander	261	47%	4	2%	257	98%
Black or African American	4	1%	0	0%	4	100%
Hispanic or Latino	22	4%	0	0%	22	100%
White	269	48%	4	1%	265	99%
Multiracial	5	1%	1	20%	4	80%
Economically Disadvantaged	59	11%	1	2%	58	98%
Not Economically Disadvantaged	502	89%	8	2%	494	98%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
English Language Learner	10	2%	0	0%	10	100%
Non-English Language Learner	551	98%	9	2%	542	98%
Not in Foster Care	561	100%	9	2%	552	98%
Not Homeless	561	100%	9	2%	552	98%
Not Migrant	561	100%	9	2%	552	98%
Parent Not in Armed Forces	561	100%	9	2%	552	98%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	301	5	2%	15	5%	76	25%	205	68%	281	93%
Female	154	3	2%	9	6%	39	25%	103	67%	142	92%
Male	147	2	1%	6	4%	37	25%	102	69%	139	95%
General Education Students	282	3	1%	13	5%	69	24%	197	70%	266	94%
Students with Disabilities	19	2	11%	2	11%	7	37%	8	42%	15	79%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	124	0	0%	3	2%	28	23%	93	75%	121	98%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	2	20%	3	30%	5	50%	8	80%
White	157	4	3%	8	5%	44	28%	101	64%	145	92%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	1	3%	5	17%	11	37%	13	43%	24	80%
Not Economically Disadvantaged	271	4	1%	10	4%	65	24%	192	71%	257	95%
English Language Learner	17	0	0%	3	18%	3	18%	11	65%	14	82%
Non-English Language Learner	284	5	2%	12	4%	73	26%	194	68%	267	94%
Not in Foster Care	301	5	2%	15	5%	76	25%	205	68%	281	93%
Not Homeless	301	5	2%	15	5%	76	25%	205	68%	281	93%
Not Migrant	301	5	2%	15	5%	76	25%	205	68%	281	93%
Parent Not in Armed Forces	301	5	2%	15	5%	76	25%	205	68%	281	93%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	330	8	2%	22	7%	56	17%	244	74%	300	91%
Female	158	2	1%	12	8%	31	20%	113	72%	144	91%
Male	172	6	3%	10	6%	25	15%	131	76%	156	91%
General Education Students	306	4	1%	17	6%	47	15%	238	78%	285	93%
Students with Disabilities	24	4	17%	5	21%	9	38%	6	25%	15	63%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	140	1	1%	5	4%	24	17%	110	79%	134	96%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	0	0%	2	13%	4	27%	9	60%	13	87%
White	163	7	4%	14	9%	27	17%	115	71%	142	87%
Multiracial	12	0	0%	1	8%	1	8%	10	83%	11	92%
Economically Disadvantaged	25	1	4%	4	16%	4	16%	16	64%	20	80%
Not Economically Disadvantaged	305	7	2%	18	6%	52	17%	228	75%	280	92%
English Language Learner	12	1	8%	4	33%	3	25%	4	33%	7	58%
Non-English Language Learner	318	7	2%	18	6%	53	17%	240	75%	293	92%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	329	—	—	—	—	—	—	—	—	—	—
Not Homeless	330	8	2%	22	7%	56	17%	244	74%	300	91%
Not Migrant	330	8	2%	22	7%	56	17%	244	74%	300	91%
Parent Not in Armed Forces	330	8	2%	22	7%	56	17%	244	74%	300	91%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	308	12	4%	37	12%	79	26%	180	58%	259	84%
Female	137	7	5%	15	11%	33	24%	82	60%	115	84%
Male	171	5	3%	22	13%	46	27%	98	57%	144	84%
General Education Students	287	9	3%	32	11%	72	25%	174	61%	246	86%
Students with Disabilities	21	3	14%	5	24%	7	33%	6	29%	13	62%
Asian or Native Hawaiian/Other Pacific Islander	134	1	1%	11	8%	27	20%	95	71%	122	91%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	16	—	—	—	—	—	—	—	—	—	—
White	151	11	7%	20	13%	50	33%	70	46%	120	79%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	24	0	0%	5	21%	7	29%	12	50%	19	79%
Not Economically Disadvantaged	284	12	4%	32	11%	72	25%	168	59%	240	85%
English Language Learner	12	0	0%	4	33%	3	25%	5	42%	8	67%
Non-English Language Learner	296	12	4%	33	11%	76	26%	175	59%	251	85%
Not in Foster Care	308	12	4%	37	12%	79	26%	180	58%	259	84%
Not Homeless	308	12	4%	37	12%	79	26%	180	58%	259	84%
Not Migrant	308	12	4%	37	12%	79	26%	180	58%	259	84%
Parent Not in Armed Forces	308	12	4%	37	12%	79	26%	180	58%	259	84%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	339	21	6%	56	17%	110	32%	152	45%	262	77%
Female	173	13	8%	33	19%	48	28%	79	46%	127	73%
Male	166	8	5%	23	14%	62	37%	73	44%	135	81%
General Education Students	322	14	4%	52	16%	105	33%	151	47%	256	80%
Students with Disabilities	17	7	41%	4	24%	5	29%	1	6%	6	35%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	149	6	4%	14	9%	42	28%	87	58%	129	87%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	4	21%	3	16%	6	32%	6	32%	12	63%
White	158	10	6%	36	23%	60	38%	52	33%	112	71%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	4	17%	4	17%	9	39%	6	26%	15	65%
Not Economically Disadvantaged	316	17	5%	52	16%	101	32%	146	46%	247	78%
English Language Learner	5	3	60%	0	0%	0	0%	2	40%	2	40%
Non-English Language Learner	334	18	5%	56	17%	110	33%	150	45%	260	78%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not in Foster Care	339	21	6%	56	17%	110	32%	152	45%	262	77%
Not Homeless	339	21	6%	56	17%	110	32%	152	45%	262	77%
Not Migrant	339	21	6%	56	17%	110	32%	152	45%	262	77%
Parent Not in Armed Forces	339	21	6%	56	17%	110	32%	152	45%	262	77%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	330	17	5%	43	13%	103	31%	167	51%	270	82%
Female	154	11	7%	21	14%	50	32%	72	47%	122	79%
Male	176	6	3%	22	13%	53	30%	95	54%	148	84%
General Education Students	316	13	4%	36	11%	102	32%	165	52%	267	84%
Students with Disabilities	14	4	29%	7	50%	1	7%	2	14%	3	21%
Asian or Native Hawaiian/Other Pacific Islander	139	6	4%	10	7%	34	24%	89	64%	123	88%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	3	19%	5	31%	6	38%	2	13%	8	50%
White	164	6	4%	28	17%	59	36%	71	43%	130	79%
Multiracial	9	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	27	6	22%	4	15%	7	26%	10	37%	17	63%
Not Economically Disadvantaged	303	11	4%	39	13%	96	32%	157	52%	253	83%
English Language Learner	8	2	25%	2	25%	2	25%	2	25%	4	50%
Non-English Language Learner	322	15	5%	41	13%	101	31%	165	51%	266	83%
Not in Foster Care	330	17	5%	43	13%	103	31%	167	51%	270	82%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	329	—	—	—	—	—	—	—	—	—	—
Not Migrant	330	17	5%	43	13%	103	31%	167	51%	270	82%
Parent Not in Armed Forces	330	17	5%	43	13%	103	31%	167	51%	270	82%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	9	4	44%	5	56%	0	0%	0	0%	0	0%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—
General Education Students	7	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	4	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	8	—	—	—	—	—	—	—	—	—	—
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	9	4	44%	5	56%	0	0%	0	0%	0	0%
Not in Foster Care	9	4	44%	5	56%	0	0%	0	0%	0	0%
Not Homeless	9	4	44%	5	56%	0	0%	0	0%	0	0%
Not Migrant	9	4	44%	5	56%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	9	4	44%	5	56%	0	0%	0	0%	0	0%

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SYOSSET CSD

2020-21 AP/IB REPORT

This report provides information to the public of Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. This data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. The data are used as part of the calculation of an institution's College, Career, and Civic Readiness. The data are aggregated by grade level and can be filtered by student subgroups.

Data is reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages the data to be reviewed by the district for accuracy as the underlying data used to create this report are included in other L2RPTs that are required to be certified. For the most updated information, please contact the school district.

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Computer Science A	Computer Sciences	22	3%	27	4%	3	0%	0		0	
AP Computer Science Principles	Computer Sciences	13	2%	14	2%	3	0%	0		0	
AP English Language and Composition	ELA	4	0%	216	37%	1	0%	0		0	
AP English Literature and Composition	ELA	132	23%	2	0%	0		0		0	
AP Art-History of Art	Fine and Performing Arts	12	2%	7	1%	1	0%	0		0	
AP Music Theory	Fine and Performing Arts	3	0%	4	0%	1	0%	0		0	
AP Studio Art-Drawing Portfolio	Fine and Performing Arts	12	2%	22	3%	0		0		0	
AP Studio Art-Two-Dimensional	Fine and Performing Arts	9	1%	3	0%	0		0		0	
AP Calculus AB	Mathematics	272	49%	6	1%	0		0		0	
AP Calculus BC	Mathematics	39	7%	6	1%	1	0%	0		0	
AP Statistics	Mathematics	43	7%	28	4%	3	0%	3	0%	0	
AP Biology	Science	123	22%	26	4%	0		0		0	
AP Chemistry	Science	52	9%	8	1%	2	0%	0		0	
AP Environmental Science	Science	99	17%	28	4%	0		0		0	
AP Physics 1	Science	8	1%	139	23%	1	0%	0		0	
AP Physics C	Science	50	9%	1	0%	1	0%	0		0	
AP French Language and Culture	Second Languages	23	4%	2	0%	0		0		0	
AP Italian Language and Culture	Second Languages	16	2%	0		0		0		0	

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Spanish Language and Culture	Second Languages	45	8%	3	0%	0		0		0	
AP Comparative Government and Politics	Social Studies	30	5%	0		0		0		0	
AP European History	Social Studies	0		1	0%	44	8%	0		0	
AP Human Geography	Social Studies	1	0%	1	0%	129	23%	1	0%	0	
AP Macroeconomics	Social Studies	79	14%	4	0%	0		0		0	
AP Microeconomics	Social Studies	198	35%	41	7%	0		0		0	
AP Psychology	Social Studies	21	3%	34	5%	115	20%	0		0	
AP U.S. Government and Politics	Social Studies	193	34%	1	0%	0		0		0	
AP U.S. History	Social Studies	0		322	55%	0		0		0	
AP World History	Social Studies	0		0		199	36%	283	55%	0	

AP Assessments Proficient (3 & Higher)

Assessment	Subject Area	Students Exempt	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
			Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Tested a Score of 3 or Higher
AP Computer Science A	Computer Sciences	0	17	82%	27	96%	3	—	0		0	
AP Computer Science Principles	Computer Sciences	0	10	80%	13	84%	3	—	0		0	
AP Language and Comp	ELA	0	3	—	201	85%	1	—	0		0	
AP Literature and Comp	ELA	0	89	69%	3	—	0		0		0	
AP Art History	Fine and Performing Arts	0	8	50%	5	60%	0		0		0	
AP Music Theory	Fine and Performing Arts	0	2	—	4	—	1	—	0		0	
AP Studio Art 2d Design	Fine and Performing Arts	0	9	100%	3	—	0		0		0	
AP Studio Art Drawing	Fine and Performing Arts	0	11	81%	21	100%	0		0		0	
AP World History	Global Studies	0	0		0		192	86%	15	100%	0	

Assessment	Subject Area	Students Exempt	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
			Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Tested with a Score of 3 or Higher
AP Calculus AB	Mathematics	0	206	71%	5	80%	0		0		0	
AP Calculus BC	Mathematics	0	32	100%	6	100%	1	—	0		0	
AP Statistics	Mathematics	0	22	90%	27	96%	3	—	3	—	0	
AP Biology	Science	0	87	83%	23	100%	0		0		0	
AP Chemistry	Science	0	32	78%	7	100%	2	—	0		0	
AP Environmental Science	Science	0	71	69%	27	62%	0		0		0	
AP Human Geography	Science	0	0		1	—	123	68%	0		0	
AP Physics 1	Science	0	6	16%	117	67%	1	—	0		0	
AP Physics C: Electricity and Magnetism	Science	0	30	90%	1	—	1	—	0		0	
AP Physics C: Mechanics	Science	0	41	82%	1	—	1	—	0		0	
AP Chinese Language and Culture	Second Languages	0	0		1	—	2	—	0		0	
AP French Language and Culture	Second Languages	0	16	87%	2	—	0		0		0	
AP Italian Language and Culture	Second Languages	0	10	90%	0		0		0		0	
AP Spanish Language and Culture	Second Languages	0	44	100%	3	—	0		0		0	
AP Comparative Government and Politics	Social Studies	0	11	90%	0		0		0		0	
AP European History	Social Studies	0	0		1	—	42	85%	0		0	
AP Macroeconomics	Social Studies	0	44	68%	3	—	0		0		0	
AP Microeconomics	Social Studies	0	127	54%	34	79%	0		0		0	
AP Psychology	Social Studies	0	17	35%	31	51%	112	70%	0		0	
AP U.S. Government and Politics	Social Studies	0	128	68%	1	—	0		0		0	
AP US History	Social Studies	0	0		300	74%	0		0		0	

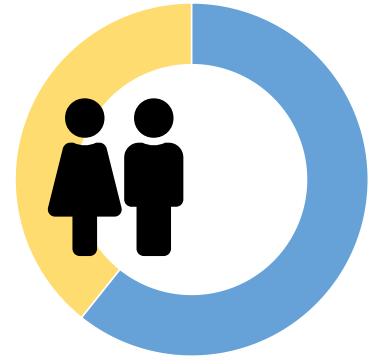
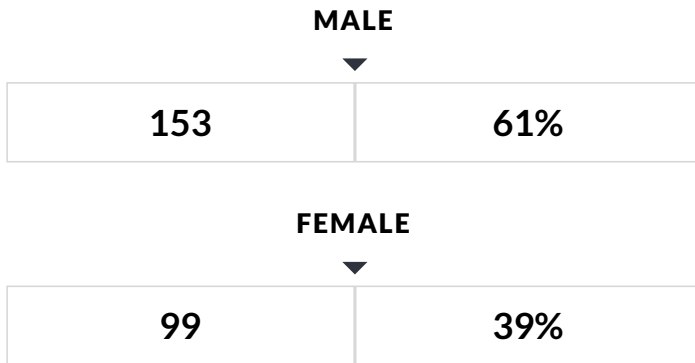
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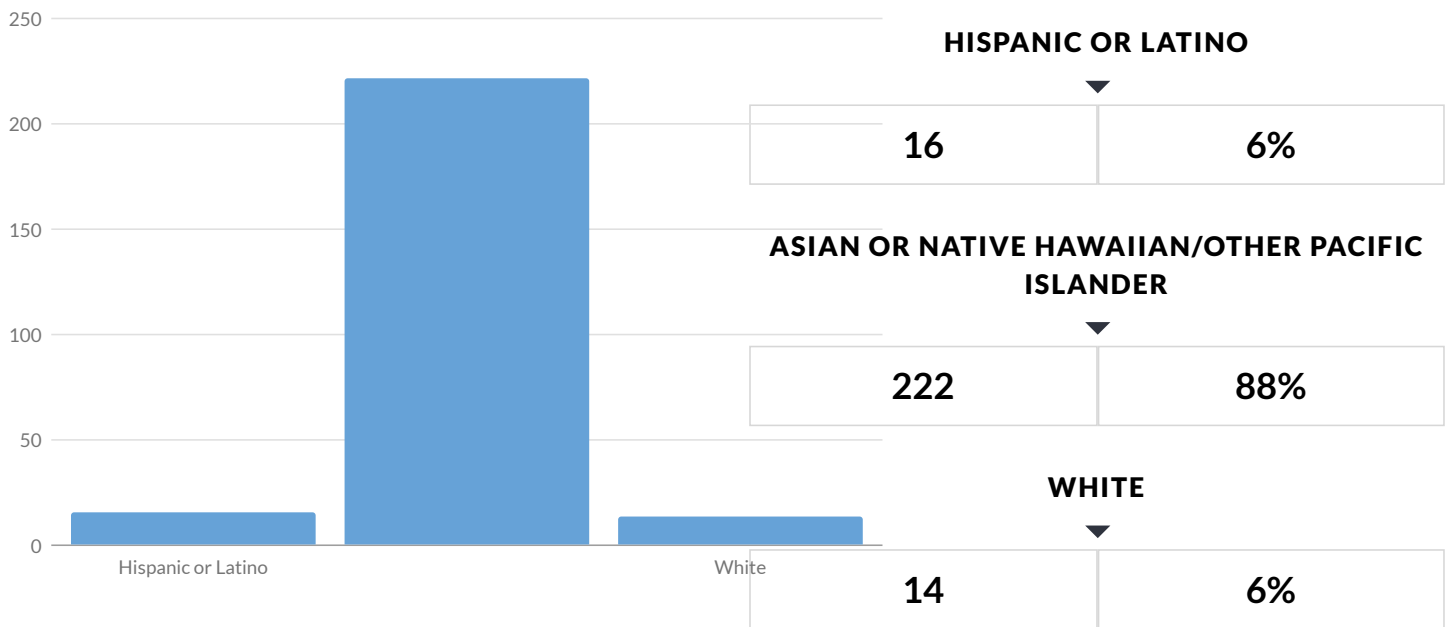
SYOSSET CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 252
K-12 Former ELL Enrollment: 205

ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

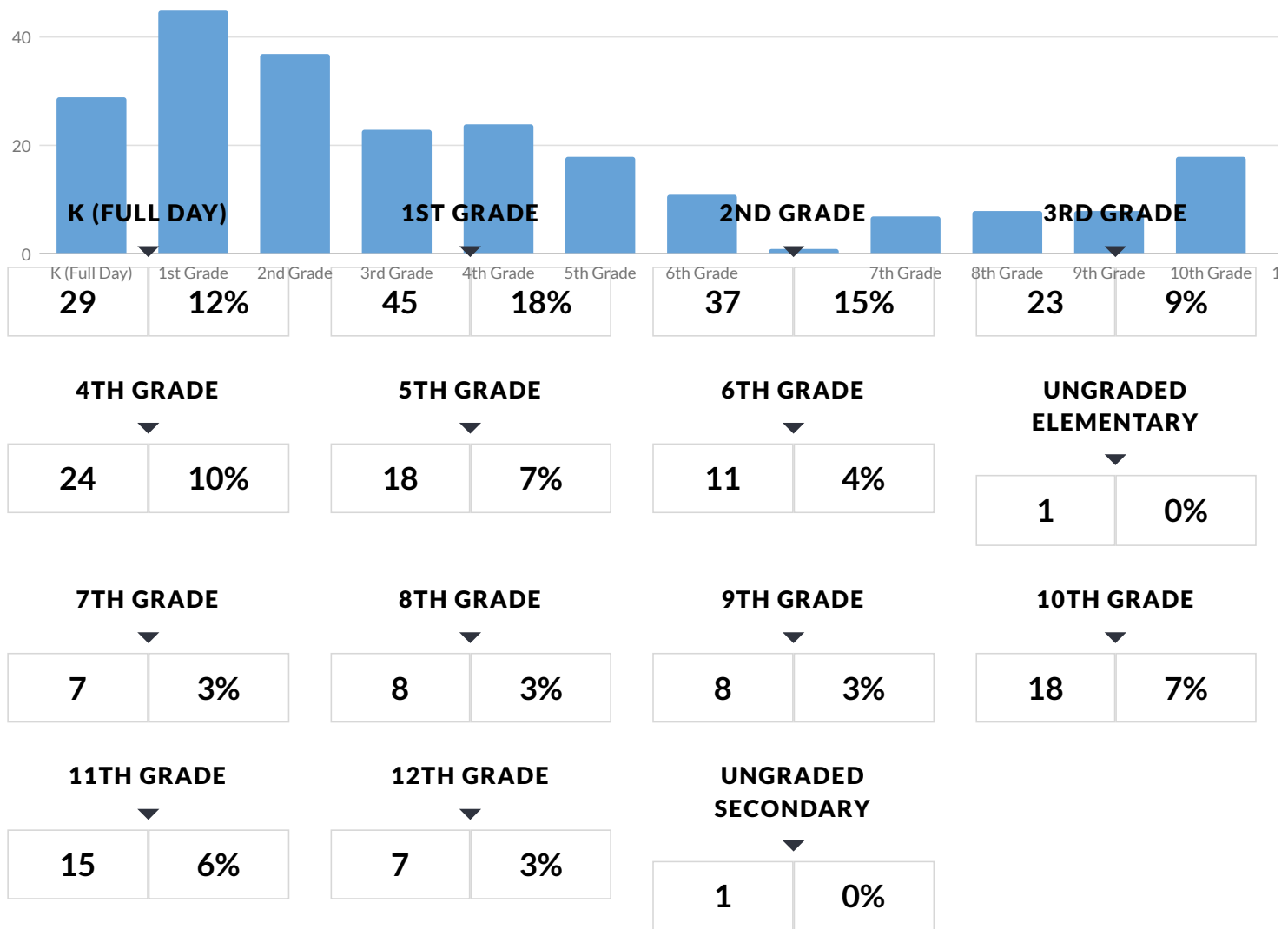
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



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 Korean
- 3 Japanese
- 4 Spanish
- 5 Arabic

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
207	67	16	2

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
290	0	0

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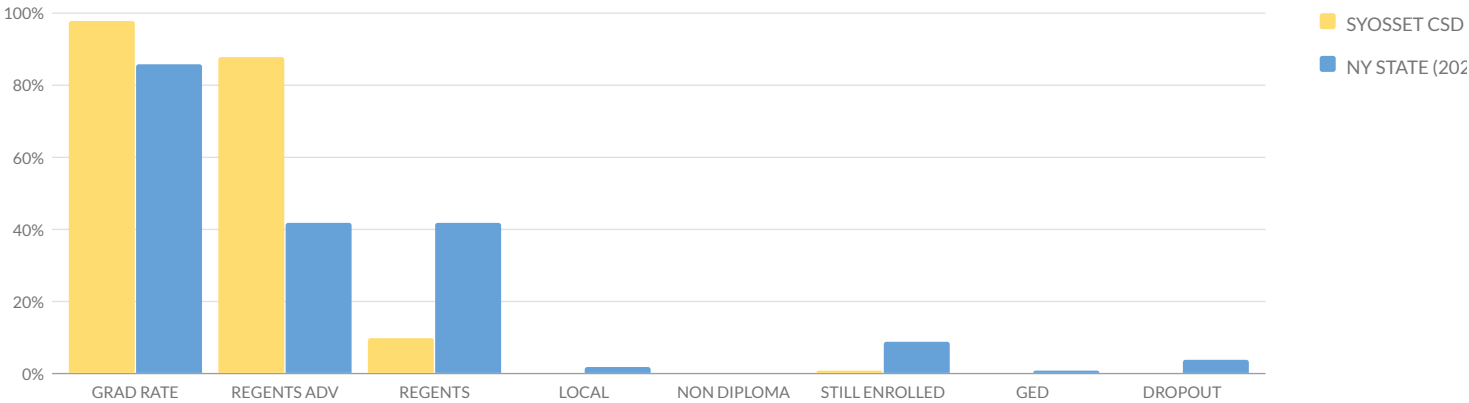
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**SYOSSET CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2021**

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	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0	0%
Female	267	264	99%	240	90%	23	9%	1	0%	0	0%	2	1%	1	0%	0	0%
Male	298	292	98%	256	86%	36	12%	0	0%	0	0%	6	2%	0	0%	0	0%
General Education Students	498	496	100%	468	94%	28	6%	0	0%	0	0%	1	0%	1	0%	0	0%
Students with Disabilities	67	60	90%	28	42%	31	46%	1	1%	0	0%	7	10%	0	0%	0	0%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	206	204	99%	193	94%	11	5%	0	0%	0	0%	2	1%	0	0%	0	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	16	89%	9	50%	6	33%	1	6%	0	0%	1	6%	1	6%	0	0%
White	328	323	98%	285	87%	38	12%	0	0%	0	0%	5	2%	0	0%	0	0%
Multiracial	6	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	60	57	95%	49	82%	8	13%	0	0%	0	0%	2	3%	1	2%	0	0%
Not Economically Disadvantaged	505	499	99%	447	89%	51	10%	1	0%	0	0%	6	1%	0	0%	0	0%
English Language Learner	8	7	88%	5	63%	2	25%	0	0%	0	0%	0	0%	1	13%	0	0%
Non-English Language Learner	557	549	99%	491	88%	57	10%	1	0%	0	0%	8	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	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	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	565	556	98%	496	88%	59	10%	1	0%	0	0%	8	1%	1	0%	0	0%

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SYOSSET CSD GRADUATION PATHWAYS DATA 2021

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved 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); 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	556	553	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%
Female	264	263	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	292	290	99%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%
General Education Students	496	495	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	60	58	97%	0	0%	0	0%	0	0%	0	0%	0	0%	2	3%	0	0%
American Indian or Alaska Native	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	204	203	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	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	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	323	321	99%	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	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	499	496	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%
English Language Learner	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	549	546	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	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	556	553	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	556	553	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	556	553	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	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	556	553	99%	1	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%

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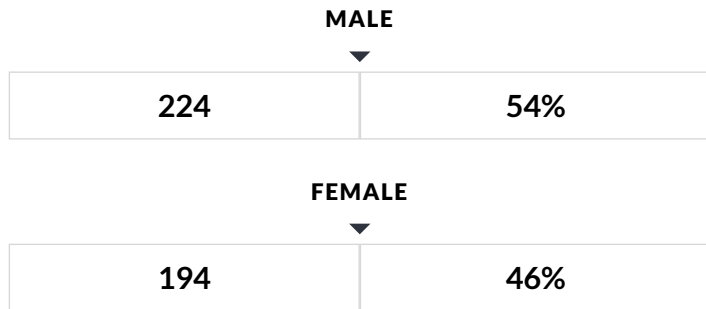
Section 2: School Report Card
J. Irving Baylis Elementary School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

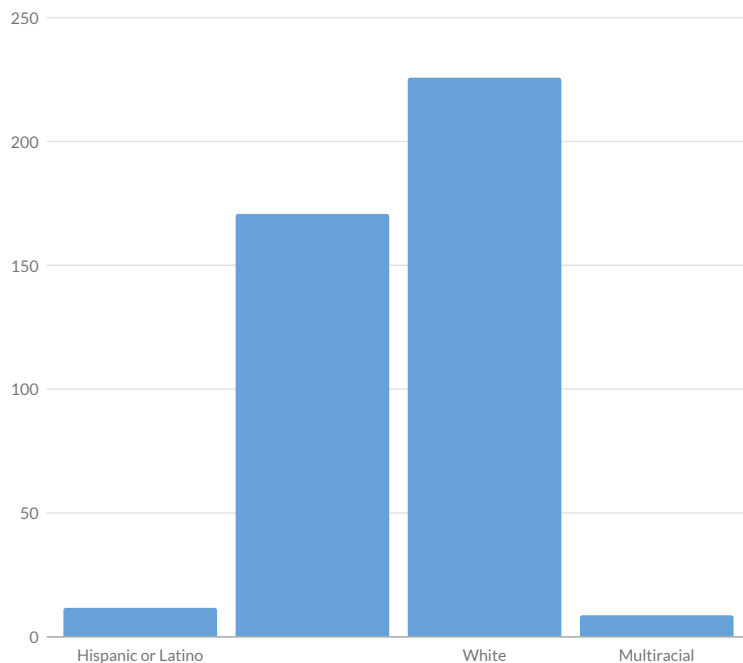
BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 418

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



HISPANIC OR LATINO

12	3%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

171	41%
-----	-----

WHITE

226	54%
-----	-----

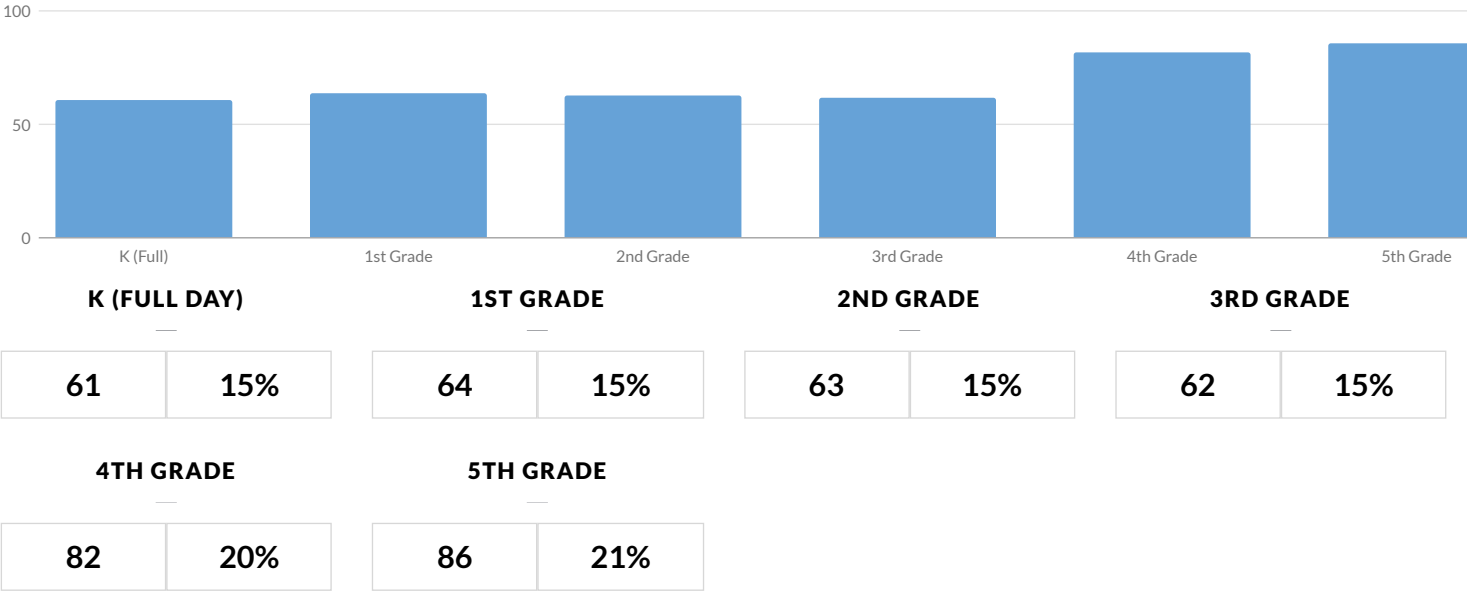
MULTIRACIAL

9	2%
---	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
43	10%	42	10%	40	10%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



BAYLIS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

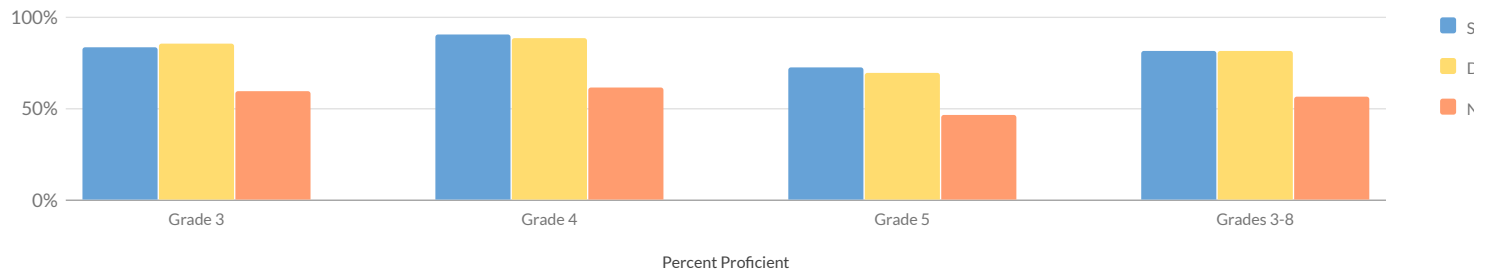
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	373	4	1.1%
Asian or Native Hawaiian/Other Pacific Islander	150	1	.7%
Black or African American	3	—	—
Hispanic or Latino	10	—	—
Multiracial	7	—	—
White	203	1	.5%
English Language Learners	56	0	0%
Students with Disabilities	42	0	0%
Economically Disadvantaged	38	2	5.3%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

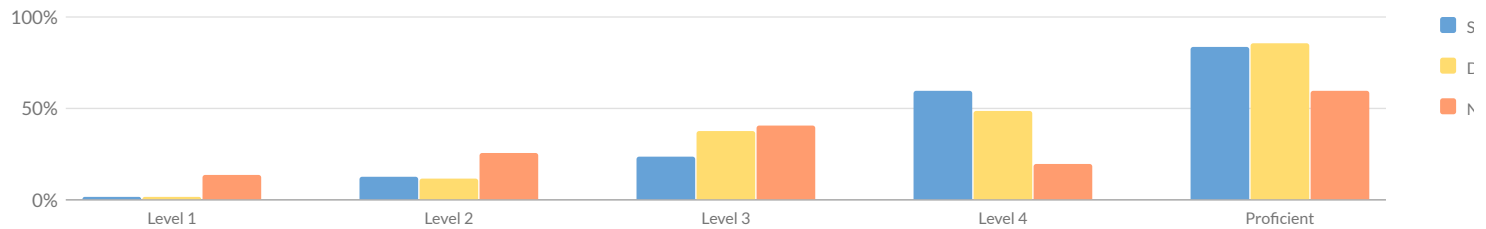
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	64	19	30%	45	70%	1	2%	6	13%	11	24%	27	60%	38	84%
Grade 4	85	31	36%	54	64%	1	2%	4	7%	12	22%	37	69%	49	91%
Grade 5	86	31	36%	55	64%	2	4%	13	24%	14	25%	26	47%	40	73%
Grades 3-8	235	81	34%	154	66%	4	3%	23	15%	37	24%	90	58%	127	82%

GRADE 3 ELA RESULTS

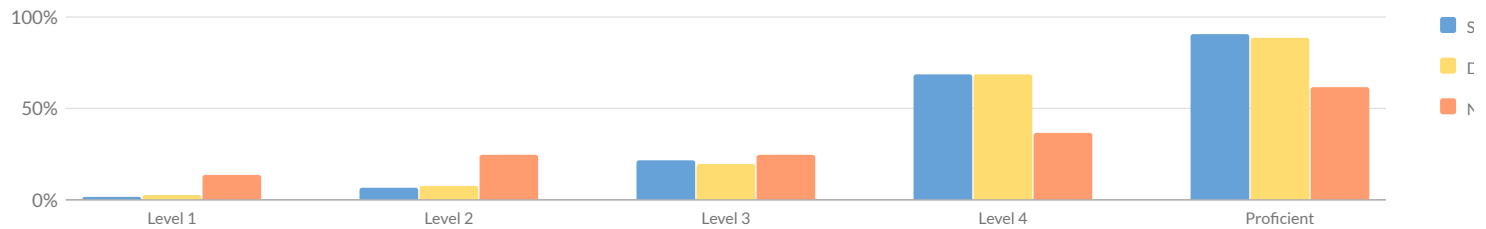
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	19	30%	45	70%	1	2%	6	13%	11	24%	27	60%	38	84%
General Education	61	17	28%	44	72%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	8	40%	12	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	41	9	22%	32	78%	1	3%	3	9%	8	25%	20	63%	28	88%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	21	8	38%	13	62%	0	0%	3	23%	3	23%	7	54%	10	77%
Female	30	10	33%	20	67%	1	5%	2	10%	5	25%	12	60%	17	85%
Male	34	9	26%	25	74%	0	0%	4	16%	6	24%	15	60%	21	84%
English Language Learners	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	61	17	28%	44	72%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	57	16	28%	41	72%	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	19	30%	45	70%	1	2%	6	13%	11	24%	27	60%	38	84%
Not Homeless	64	19	30%	45	70%	1	2%	6	13%	11	24%	27	60%	38	84%
Not in Foster Care	64	19	30%	45	70%	1	2%	6	13%	11	24%	27	60%	38	84%
Parent Not in Armed Forces	64	19	30%	45	70%	1	2%	6	13%	11	24%	27	60%	38	84%

GRADE 4 ELA RESULTS

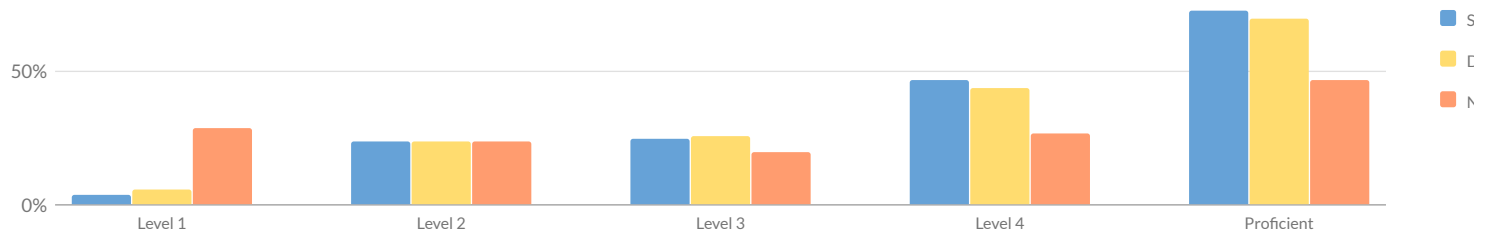
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	31	36%	54	64%	1	2%	4	7%	12	22%	37	69%	49	91%
General Education	72	26	36%	46	64%	0	0%	1	2%	11	24%	34	74%	45	98%
Students with Disabilities	13	5	38%	8	62%	1	13%	3	38%	1	13%	3	38%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	37	16	43%	21	57%	0	0%	2	10%	5	24%	14	67%	19	90%
Hispanic or Latino	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
White	42	14	33%	28	67%	1	4%	1	4%	6	21%	20	71%	26	93%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	37	7	19%	30	81%	1	3%	0	0%	9	30%	20	67%	29	97%
Male	48	24	50%	24	50%	0	0%	4	17%	3	13%	17	71%	20	83%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	80	29	36%	51	64%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	2	29%	5	71%	0	0%	1	20%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	78	29	37%	49	63%	1	2%	3	6%	10	20%	35	71%	45	92%
Not Migrant	85	31	36%	54	64%	1	2%	4	7%	12	22%	37	69%	49	91%
Not Homeless	85	31	36%	54	64%	1	2%	4	7%	12	22%	37	69%	49	91%
Not in Foster Care	85	31	36%	54	64%	1	2%	4	7%	12	22%	37	69%	49	91%
Parent Not in Armed Forces	85	31	36%	54	64%	1	2%	4	7%	12	22%	37	69%	49	91%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

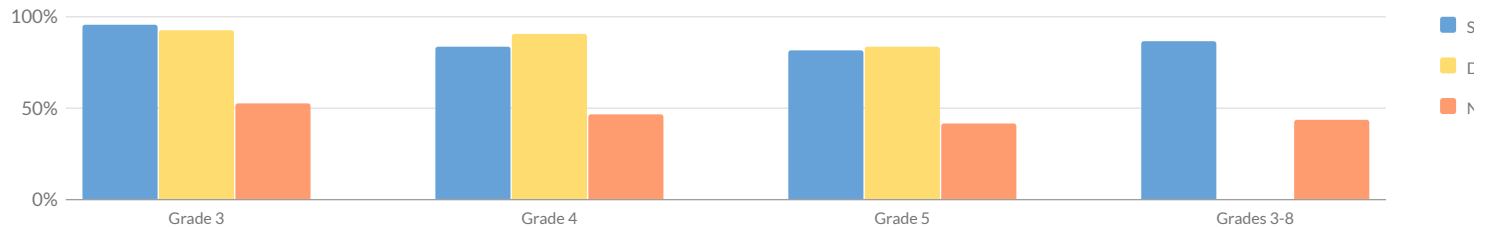


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	31	36%	55	64%	2	4%	13	24%	14	25%	26	47%	40	73%
General Education	76	24	32%	52	68%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	16	37%	27	63%	0	0%	5	19%	6	22%	16	59%	22	81%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	40	15	38%	25	63%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	43	15	35%	28	65%	2	7%	8	29%	8	29%	10	36%	18	64%
Female	33	13	39%	20	61%	0	0%	4	20%	5	25%	11	55%	16	80%
Male	53	18	34%	35	66%	2	6%	9	26%	9	26%	15	43%	24	69%
English Language Learners	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	79	28	35%	51	65%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	4	40%	6	60%	1	17%	1	17%	1	17%	3	50%	4	67%
Not Economically Disadvantaged	76	27	36%	49	64%	1	2%	12	24%	13	27%	23	47%	36	73%
Not Migrant	86	31	36%	55	64%	2	4%	13	24%	14	25%	26	47%	40	73%
Not Homeless	86	31	36%	55	64%	2	4%	13	24%	14	25%	26	47%	40	73%
Not in Foster Care	86	31	36%	55	64%	2	4%	13	24%	14	25%	26	47%	40	73%
Parent Not in Armed Forces	86	31	36%	55	64%	2	4%	13	24%	14	25%	26	47%	40	73%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

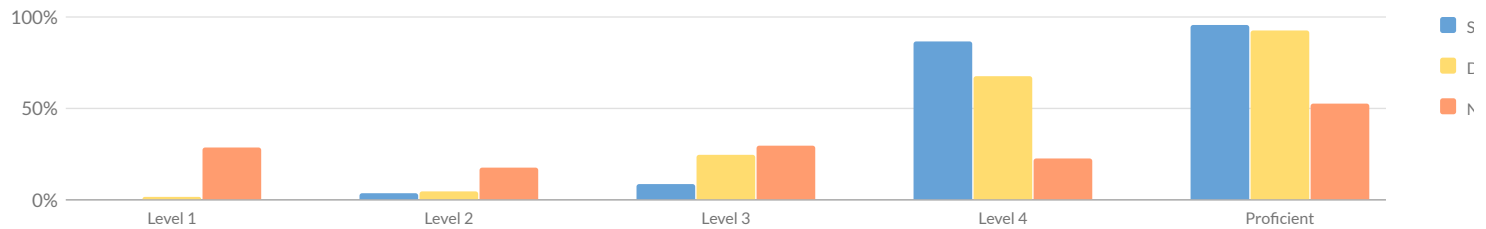
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	64	18	28%	46	72%	0	0%	2	4%	4	9%	40	87%	44	96%
Grade 4	85	30	35%	55	65%	3	5%	6	11%	20	36%	26	47%	46	84%
Grade 5	86	30	35%	56	65%	2	4%	8	14%	10	18%	36	64%	46	82%
Grades 3-8	235	78	33%	157	67%	5	3%	16	10%	34	22%	102	65%	136	87%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

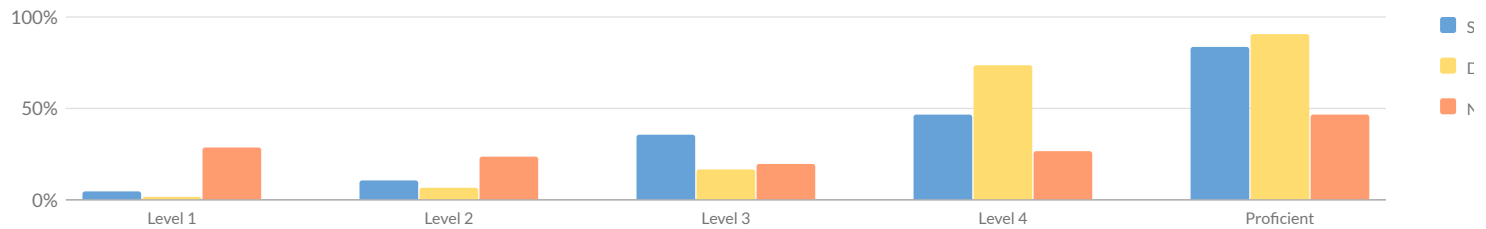
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	18	28%	46	72%	0	0%	2	4%	4	9%	40	87%	44	96%
General Education	61	16	26%	45	74%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	8	40%	12	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	41	8	20%	33	80%	0	0%	0	0%	3	9%	30	91%	33	100%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	21	8	38%	13	62%	0	0%	2	15%	1	8%	10	77%	11	85%
Female	30	9	30%	21	70%	0	0%	0	0%	3	14%	18	86%	21	100%
Male	34	9	26%	25	74%	0	0%	2	8%	1	4%	22	88%	23	92%
English Language Learners	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	61	16	26%	45	74%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	57	15	26%	42	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	18	28%	46	72%	0	0%	2	4%	4	9%	40	87%	44	96%
Not Homeless	64	18	28%	46	72%	0	0%	2	4%	4	9%	40	87%	44	96%
Not in Foster Care	64	18	28%	46	72%	0	0%	2	4%	4	9%	40	87%	44	96%
Parent Not in Armed Forces	64	18	28%	46	72%	0	0%	2	4%	4	9%	40	87%	44	96%

GRADE 4 MATH RESULTS

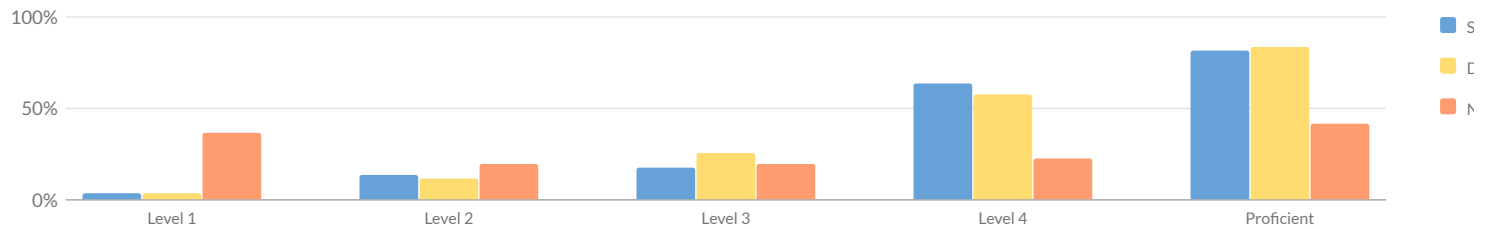
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	30	35%	55	65%	3	5%	6	11%	20	36%	26	47%	46	84%
General Education	72	25	35%	47	65%	1	2%	5	11%	16	34%	25	53%	41	87%
Students with Disabilities	13	5	38%	8	62%	2	25%	1	13%	4	50%	1	13%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	37	16	43%	21	57%	1	5%	1	5%	8	38%	11	52%	19	90%
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
White	42	13	31%	29	69%	2	7%	5	17%	9	31%	13	45%	22	76%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	37	6	16%	31	84%	1	3%	4	13%	13	42%	13	42%	26	84%
Male	48	24	50%	24	50%	2	8%	2	8%	7	29%	13	54%	20	83%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	80	28	35%	52	65%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	2	29%	5	71%	1	20%	1	20%	0	0%	3	60%	3	60%
Not Economically Disadvantaged	78	28	36%	50	64%	2	4%	5	10%	20	40%	23	46%	43	86%
Not Migrant	85	30	35%	55	65%	3	5%	6	11%	20	36%	26	47%	46	84%
Not Homeless	85	30	35%	55	65%	3	5%	6	11%	20	36%	26	47%	46	84%
Not in Foster Care	85	30	35%	55	65%	3	5%	6	11%	20	36%	26	47%	46	84%
Parent Not in Armed Forces	85	30	35%	55	65%	3	5%	6	11%	20	36%	26	47%	46	84%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

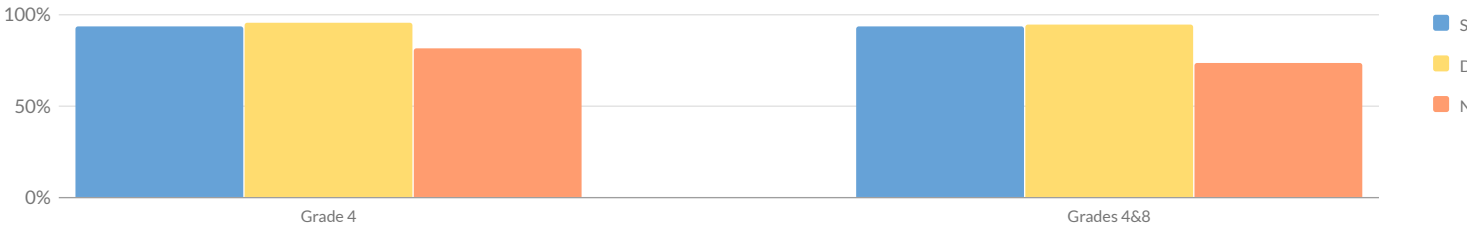


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	30	35%	56	65%	2	4%	8	14%	10	18%	36	64%	46	82%
General Education	76	23	30%	53	70%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	16	37%	27	63%	1	4%	4	15%	3	11%	19	70%	22	81%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	40	14	35%	26	65%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	43	14	33%	29	67%	1	3%	4	14%	7	24%	17	59%	24	83%
Female	33	12	36%	21	64%	1	5%	0	0%	5	24%	15	71%	20	95%
Male	53	18	34%	35	66%	1	3%	8	23%	5	14%	21	60%	26	74%
English Language Learners	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	79	27	34%	52	66%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	5	50%	5	50%	0	0%	1	20%	0	0%	4	80%	4	80%
Not Economically Disadvantaged	76	25	33%	51	67%	2	4%	7	14%	10	20%	32	63%	42	82%
Not Migrant	86	30	35%	56	65%	2	4%	8	14%	10	18%	36	64%	46	82%
Not Homeless	86	30	35%	56	65%	2	4%	8	14%	10	18%	36	64%	46	82%
Not in Foster Care	86	30	35%	56	65%	2	4%	8	14%	10	18%	36	64%	46	82%
Parent Not in Armed Forces	86	30	35%	56	65%	2	4%	8	14%	10	18%	36	64%	46	82%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior year’s results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

SUMMARY RESULTS



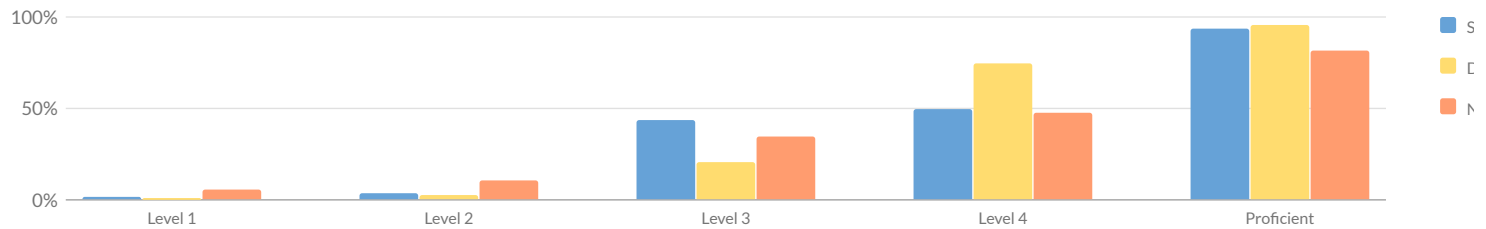
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%
Grades 4&8	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%
General Education	72	25	35%	47	65%	0	0%	1	2%	20	43%	26	55%	46	98%
Students with Disabilities	12	5	42%	7	58%	1	14%	1	14%	4	57%	1	14%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	37	16	43%	21	57%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	41	12	29%	29	71%	1	3%	0	0%	13	45%	15	52%	28	97%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	42	17	40%	25	60%	0	0%	2	8%	11	44%	12	48%	23	92%
Female	37	7	19%	30	81%	0	0%	1	3%	16	53%	13	43%	29	97%
Male	47	23	49%	24	51%	1	4%	1	4%	8	33%	14	58%	22	92%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	79	28	35%	51	65%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	2	29%	5	71%	0	0%	1	20%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	77	28	36%	49	64%	1	2%	1	2%	22	45%	25	51%	47	96%
Not Migrant	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%
Not Homeless	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%
Not in Foster Care	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%
Parent Not in Armed Forces	84	30	36%	54	64%	1	2%	2	4%	24	44%	27	50%	51	94%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	12	1	8%	11	92%	1	9%	1	9%	0	0%	5	45%	4	36%
Grade 1	11	0	0%	11	100%	0	0%	0	0%	4	36%	3	27%	4	36%
Grade 2	8	0	0%	8	100%	0	0%	0	0%	1	13%	1	13%	6	75%
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	5	0	0%	5	100%	0	0%	0	0%	1	20%	3	60%	1	20%
Grade 5	7	0	0%	7	100%	0	0%	0	0%	0	0%	1	14%	6	86%

STAFF QUALIFICATIONS (2020-21)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	55	9	16%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	50	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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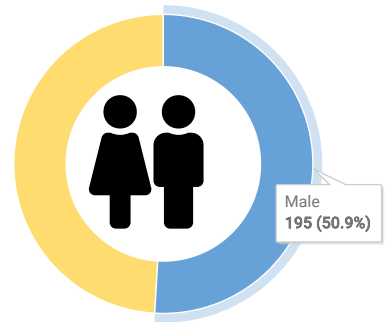
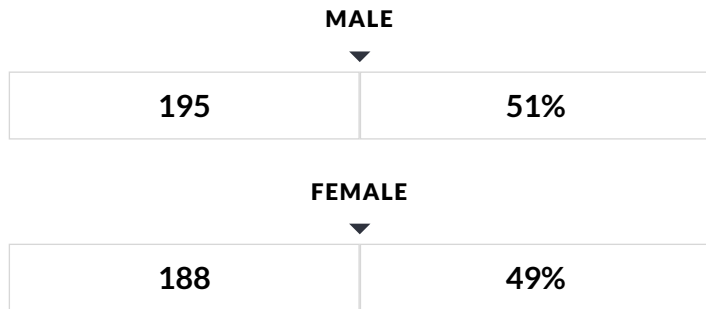
Section 3: School Report Card
Berry Hill Elementary School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

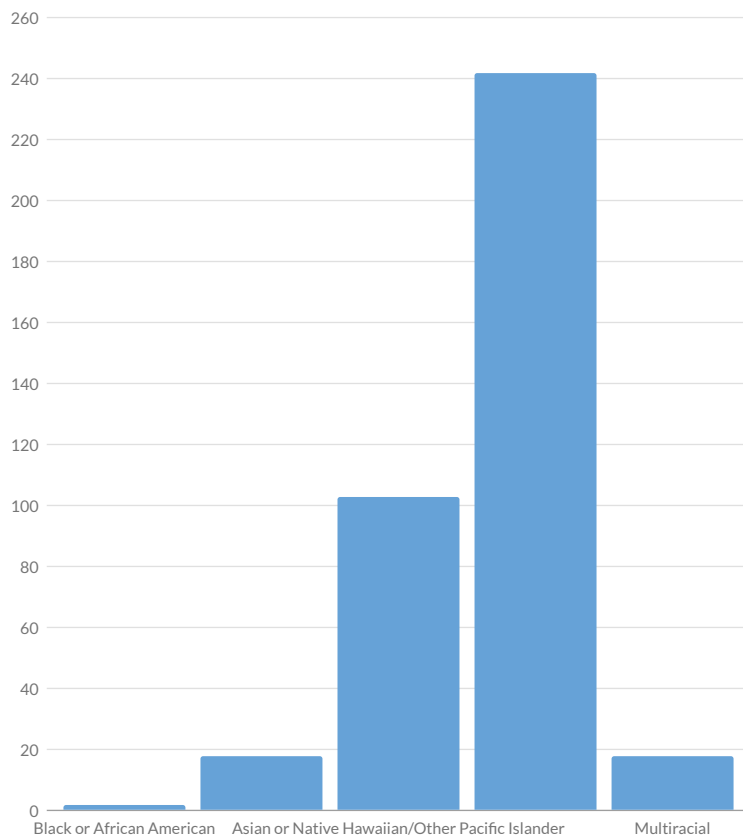
BERRY HILL ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 383

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

2	1%
---	----

HISPANIC OR LATINO

18	5%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

103	27%
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WHITE

242	63%
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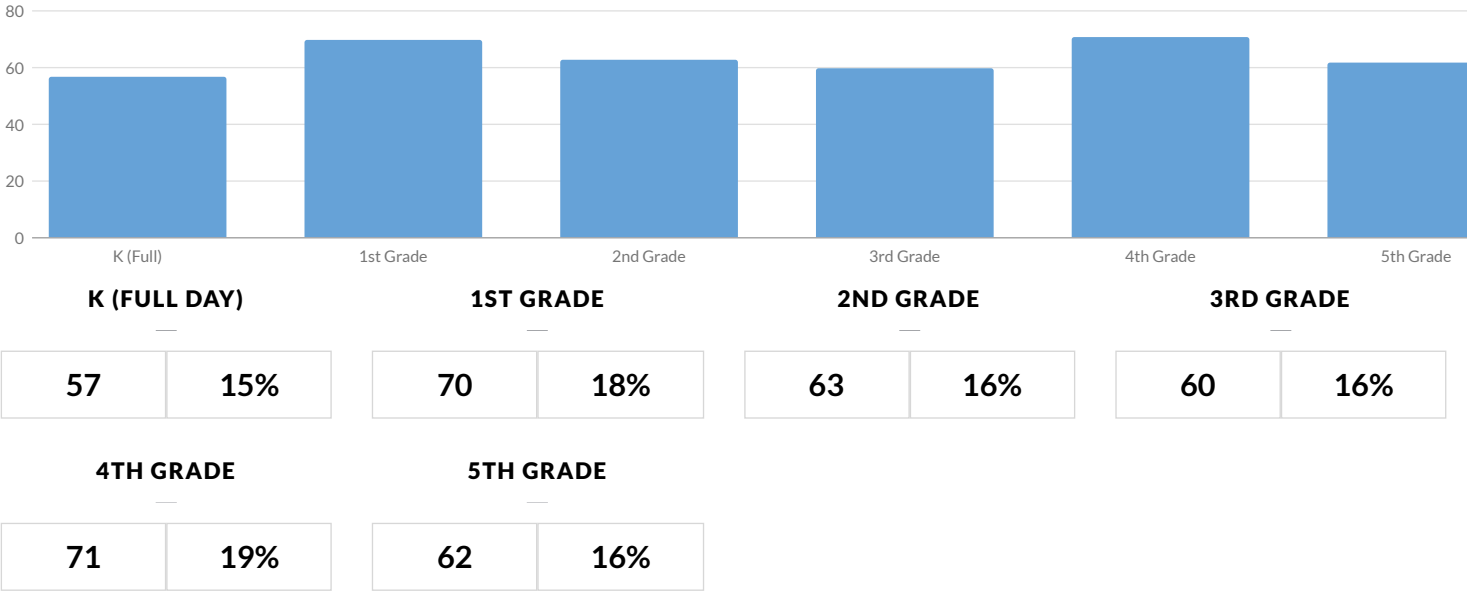
MULTIRACIAL

18	5%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
▼		▼		▼	
12	3%	27	7%	17	4%
MIGRANT		HOMELESS		FOSTER CARE	
▼		▼		▼	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
▼					
—	—				

ENROLLMENT BY GRADE



BERRY HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

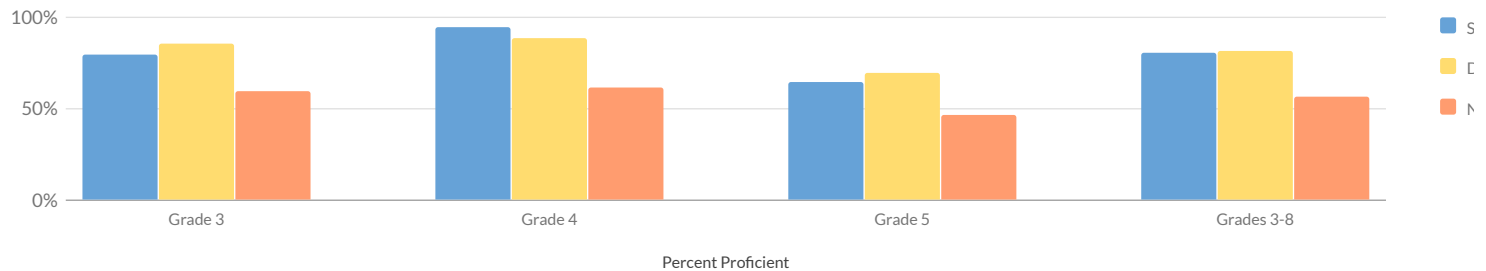
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	341	14	4.1%
Asian or Native Hawaiian/Other Pacific Islander	94	1	1.1%
Black or African American	2	—	—
Hispanic or Latino	14	—	—
Multiracial	18	—	—
White	213	12	5.6%
English Language Learners	20	—	—
Students with Disabilities	31	2	6.5%
Economically Disadvantaged	17	—	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

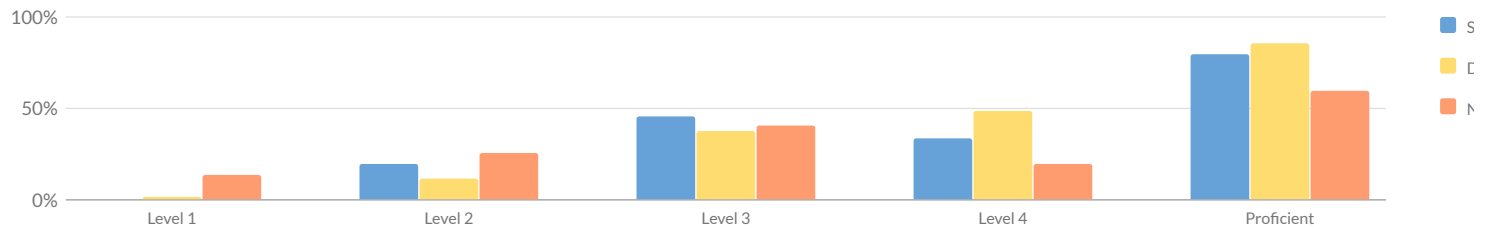
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	62	21	34%	41	66%	0	0%	8	20%	19	46%	14	34%	33	80%
Grade 4	72	16	22%	56	78%	2	4%	1	2%	15	27%	38	68%	53	95%
Grade 5	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%
Grades 3-8	198	58	29%	140	71%	7	5%	19	14%	43	31%	71	51%	114	81%

GRADE 3 ELA RESULTS

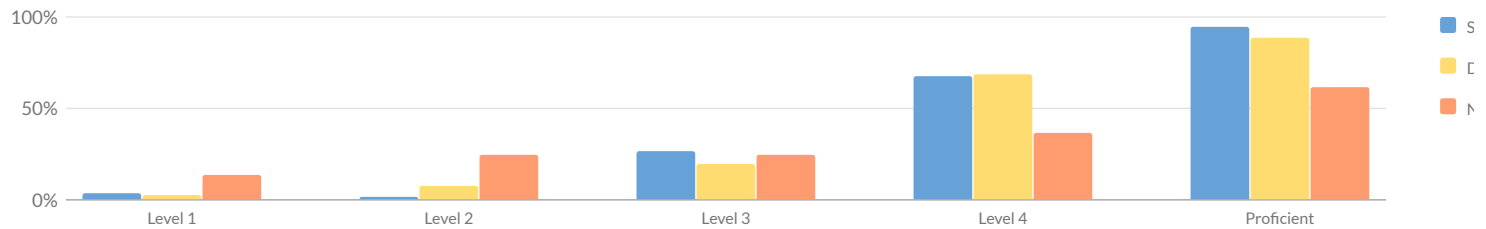
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	21	34%	41	66%	0	0%	8	20%	19	46%	14	34%	33	80%
General Education	57	18	32%	39	68%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	5	38%	8	62%	—	—	—	—	—	—	—	—	—	—
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	41	12	29%	29	71%	0	0%	3	10%	19	66%	7	24%	26	90%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	8	40%	12	60%	0	0%	5	42%	0	0%	7	58%	7	58%
Female	33	11	33%	22	67%	0	0%	3	14%	11	50%	8	36%	19	86%
Male	29	10	34%	19	66%	0	0%	5	26%	8	42%	6	32%	14	74%
English Language Learners	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	60	21	35%	39	65%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	60	21	35%	39	65%	—	—	—	—	—	—	—	—	—	—
Not Migrant	62	21	34%	41	66%	0	0%	8	20%	19	46%	14	34%	33	80%
Not Homeless	62	21	34%	41	66%	0	0%	8	20%	19	46%	14	34%	33	80%
Not in Foster Care	62	21	34%	41	66%	0	0%	8	20%	19	46%	14	34%	33	80%
Parent Not in Armed Forces	62	21	34%	41	66%	0	0%	8	20%	19	46%	14	34%	33	80%

GRADE 4 ELA RESULTS

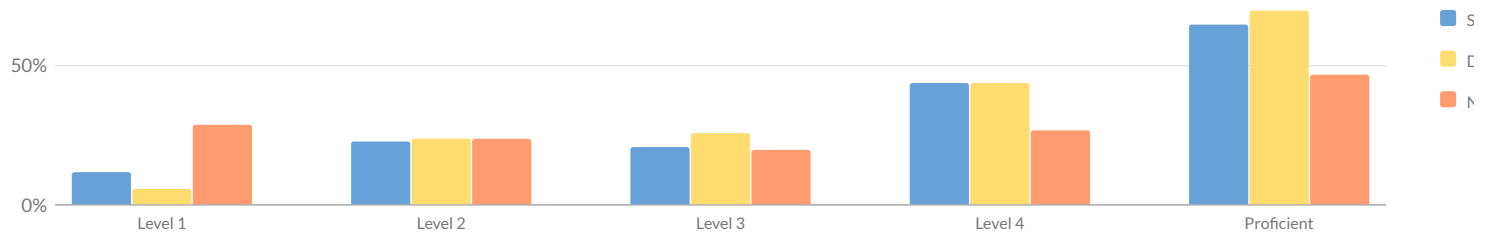
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	16	22%	56	78%	2	4%	1	2%	15	27%	38	68%	53	95%
General Education	69	16	23%	53	77%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	6	27%	16	73%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	45	9	20%	36	80%	2	6%	0	0%	11	31%	23	64%	34	94%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	7	26%	20	74%	0	0%	1	5%	4	20%	15	75%	19	95%
Female	36	11	31%	25	69%	1	4%	0	0%	5	20%	19	76%	24	96%
Male	36	5	14%	31	86%	1	3%	1	3%	10	32%	19	61%	29	94%
English Language Learners	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	71	15	21%	56	79%	2	4%	1	2%	15	27%	38	68%	53	95%
Economically Disadvantaged	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	13	20%	53	80%	—	—	—	—	—	—	—	—	—	—
Not Migrant	72	16	22%	56	78%	2	4%	1	2%	15	27%	38	68%	53	95%
Not Homeless	72	16	22%	56	78%	2	4%	1	2%	15	27%	38	68%	53	95%
Not in Foster Care	72	16	22%	56	78%	2	4%	1	2%	15	27%	38	68%	53	95%
Parent Not in Armed Forces	72	16	22%	56	78%	2	4%	1	2%	15	27%	38	68%	53	95%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

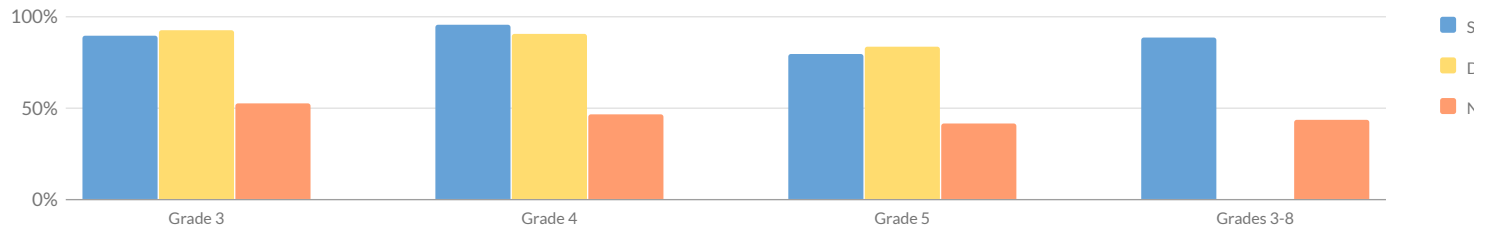


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%
General Education	60	20	33%	40	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	8	50%	8	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	11	25%	33	75%	4	12%	8	24%	7	21%	14	42%	21	64%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	9	47%	10	53%	1	10%	2	20%	2	20%	5	50%	7	70%
Female	29	14	48%	15	52%	1	7%	1	7%	5	33%	8	53%	13	87%
Male	35	7	20%	28	80%	4	14%	9	32%	4	14%	11	39%	15	54%
Non-English Language Learners	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	63	21	33%	42	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%
Not Homeless	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%
Not in Foster Care	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%
Parent Not in Armed Forces	64	21	33%	43	67%	5	12%	10	23%	9	21%	19	44%	28	65%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

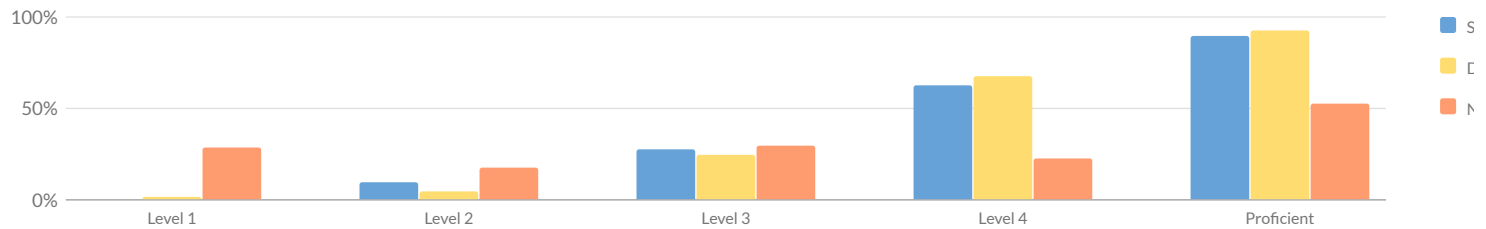
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	62	22	35%	40	65%	0	0%	4	10%	11	28%	25	63%	36	90%
Grade 4	72	15	21%	57	79%	1	2%	1	2%	8	14%	47	82%	55	96%
Grade 5	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%
Grades 3-8	198	57	29%	141	71%	5	4%	10	7%	36	26%	90	64%	126	89%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

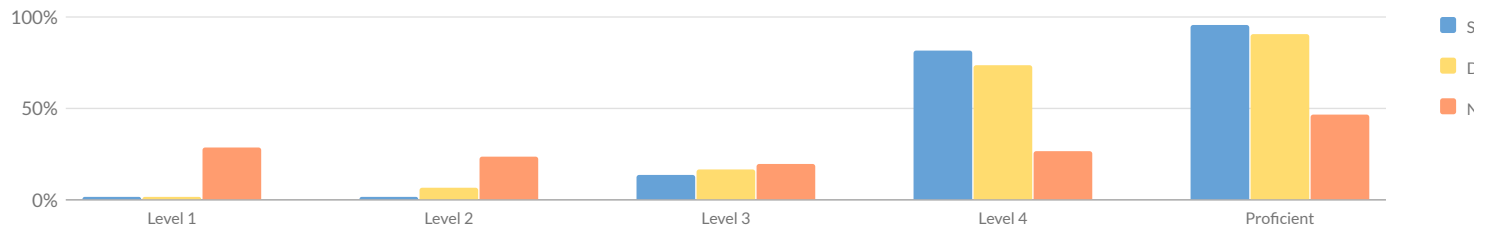
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	22	35%	40	65%	0	0%	4	10%	11	28%	25	63%	36	90%
General Education	57	19	33%	38	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	5	38%	8	62%	—	—	—	—	—	—	—	—	—	—
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	41	13	32%	28	68%	0	0%	2	7%	11	39%	15	54%	26	93%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	8	40%	12	60%	0	0%	2	17%	0	0%	10	83%	10	83%
Female	33	11	33%	22	67%	0	0%	3	14%	6	27%	13	59%	19	86%
Male	29	11	38%	18	62%	0	0%	1	6%	5	28%	12	67%	17	94%
English Language Learners	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	60	22	37%	38	63%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	60	22	37%	38	63%	—	—	—	—	—	—	—	—	—	—
Not Migrant	62	22	35%	40	65%	0	0%	4	10%	11	28%	25	63%	36	90%
Not Homeless	62	22	35%	40	65%	0	0%	4	10%	11	28%	25	63%	36	90%
Not in Foster Care	62	22	35%	40	65%	0	0%	4	10%	11	28%	25	63%	36	90%
Parent Not in Armed Forces	62	22	35%	40	65%	0	0%	4	10%	11	28%	25	63%	36	90%

GRADE 4 MATH RESULTS

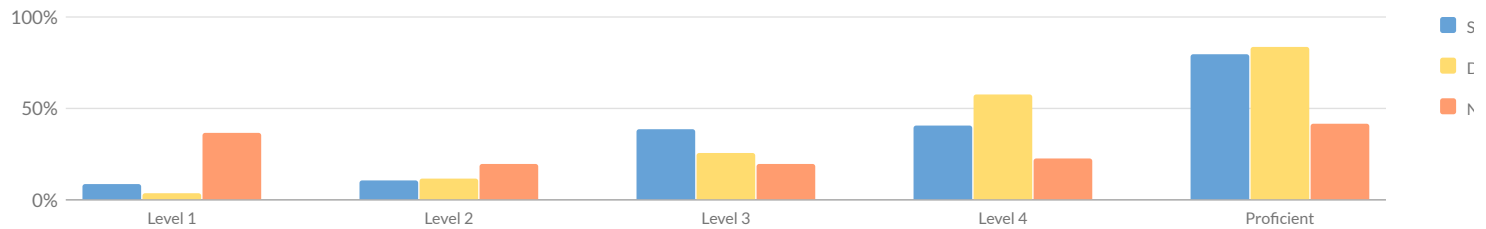
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	15	21%	57	79%	1	2%	1	2%	8	14%	47	82%	55	96%
General Education	69	15	22%	54	78%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	6	27%	16	73%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	45	8	18%	37	82%	1	3%	1	3%	6	16%	29	78%	35	95%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	7	26%	20	74%	0	0%	0	0%	2	10%	18	90%	20	100%
Female	36	10	28%	26	72%	0	0%	0	0%	4	15%	22	85%	26	100%
Male	36	5	14%	31	86%	1	3%	1	3%	4	13%	25	81%	29	94%
English Language Learners	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	71	14	20%	57	80%	1	2%	1	2%	8	14%	47	82%	55	96%
Economically Disadvantaged	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	12	18%	54	82%	—	—	—	—	—	—	—	—	—	—
Not Migrant	72	15	21%	57	79%	1	2%	1	2%	8	14%	47	82%	55	96%
Not Homeless	72	15	21%	57	79%	1	2%	1	2%	8	14%	47	82%	55	96%
Not in Foster Care	72	15	21%	57	79%	1	2%	1	2%	8	14%	47	82%	55	96%
Parent Not in Armed Forces	72	15	21%	57	79%	1	2%	1	2%	8	14%	47	82%	55	96%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

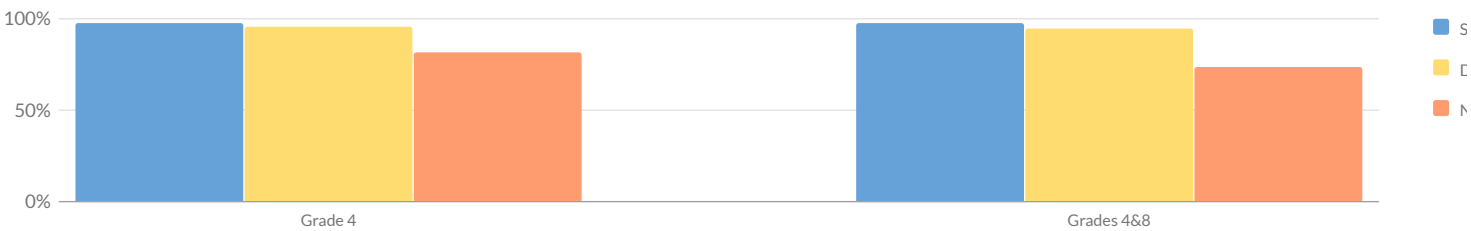


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%
General Education	60	19	32%	41	68%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	7	44%	9	56%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	44	11	25%	33	75%	4	12%	5	15%	15	45%	9	27%	24	73%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	8	42%	11	58%	0	0%	0	0%	2	18%	9	82%	11	100%
Female	29	14	48%	15	52%	3	20%	2	13%	5	33%	5	33%	10	67%
Male	35	6	17%	29	83%	1	3%	3	10%	12	41%	13	45%	25	86%
Non-English Language Learners	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%
Economically Disadvantaged	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	63	20	32%	43	68%	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%
Not Homeless	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%
Not in Foster Care	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%
Parent Not in Armed Forces	64	20	31%	44	69%	4	9%	5	11%	17	39%	18	41%	35	80%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior year’s results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

SUMMARY RESULTS



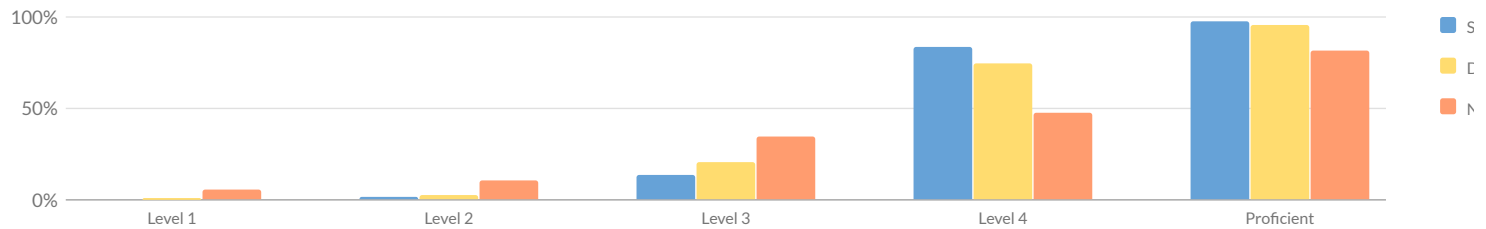
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%
Grades 4&8	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%
General Education	69	15	22%	54	78%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22	6	27%	16	73%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	45	8	18%	37	82%	0	0%	0	0%	5	14%	32	86%	37	100%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	7	26%	20	74%	0	0%	1	5%	3	15%	16	80%	19	95%
Female	36	10	28%	26	72%	0	0%	0	0%	4	15%	22	85%	26	100%
Male	36	5	14%	31	86%	0	0%	1	3%	4	13%	26	84%	30	97%
English Language Learners	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	71	14	20%	57	80%	0	0%	1	2%	8	14%	48	84%	56	98%
Economically Disadvantaged	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	66	12	18%	54	82%	—	—	—	—	—	—	—	—	—	—
Not Migrant	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%
Not Homeless	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%
Not in Foster Care	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%
Parent Not in Armed Forces	72	15	21%	57	79%	0	0%	1	2%	8	14%	48	84%	56	98%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 1	8	1	13%	7	88%	0	0%	0	0%	1	14%	3	43%	3	43%
Grade 2	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	57	14	25%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	47	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

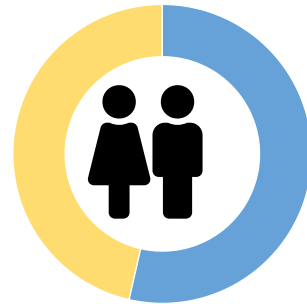
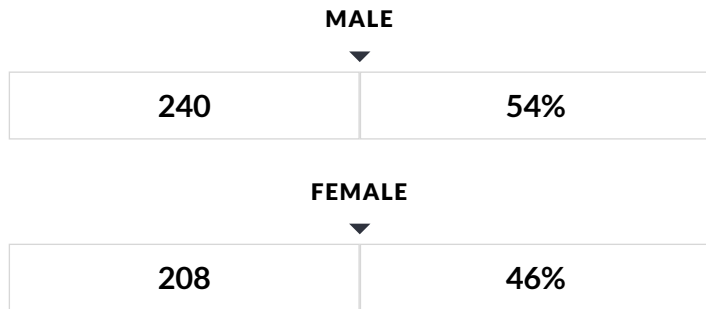
Section 4: School Report Card
Robbins Lane Elementary School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

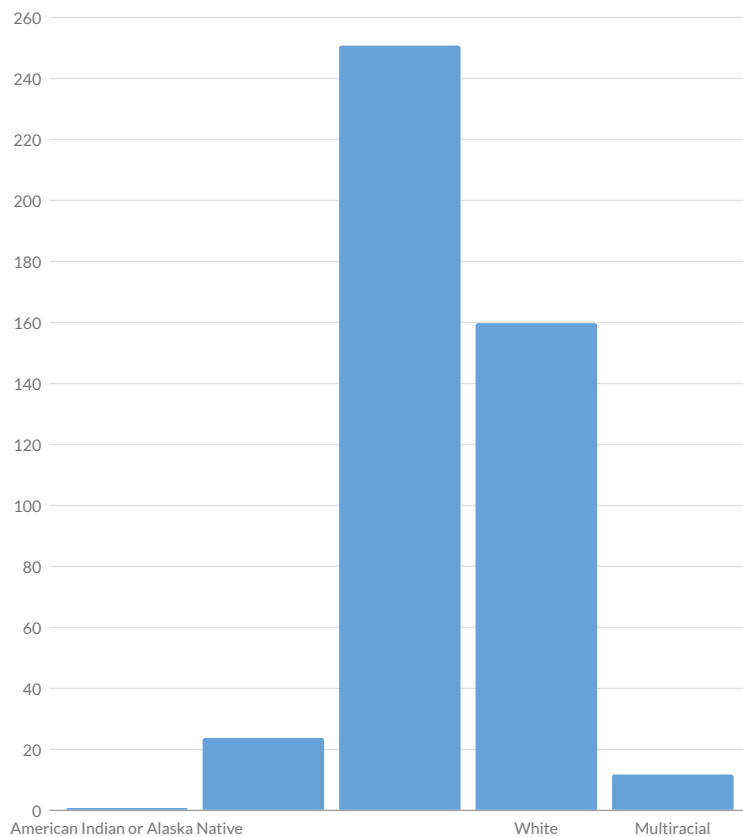
ROBBINS LANE ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 448

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%
---	----

HISPANIC OR LATINO

24	5%
----	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

251	56%
-----	-----

WHITE

160	36%
-----	-----

MULTIRACIAL

12	3%
----	----

OTHER GROUPS**ENGLISH LANGUAGE LEARNERS**

32	7%
----	----

STUDENTS WITH DISABILITIES

33	7%
----	----

ECONOMICALLY DISADVANTAGED

52	12%
----	-----

MIGRANT

—	—
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HOMELESS

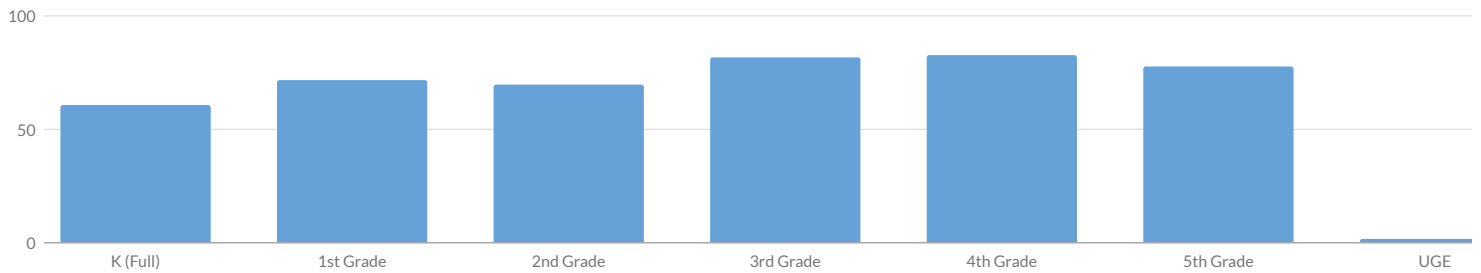
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FOSTER CARE

—	—
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PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE**K (FULL DAY)**

61	14%
----	-----

1ST GRADE

72	16%
----	-----

2ND GRADE

70	16%
----	-----

3RD GRADE

82	18%
----	-----

4TH GRADE

83	19%
----	-----

5TH GRADE

78	17%
----	-----

UNGRADED ELEMENTARY

2	0%
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ROBBINS LANE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

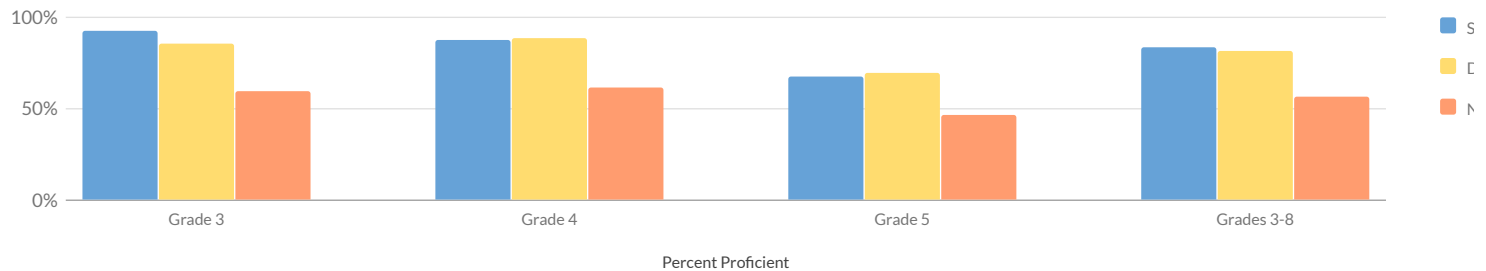
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	408	7	1.7%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	237	5	2.1%
Hispanic or Latino	16	—	—
Multiracial	11	—	—
White	143	1	.7%
English Language Learners	51	2	3.9%
Students with Disabilities	32	0	0%
Economically Disadvantaged	52	5	9.6%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

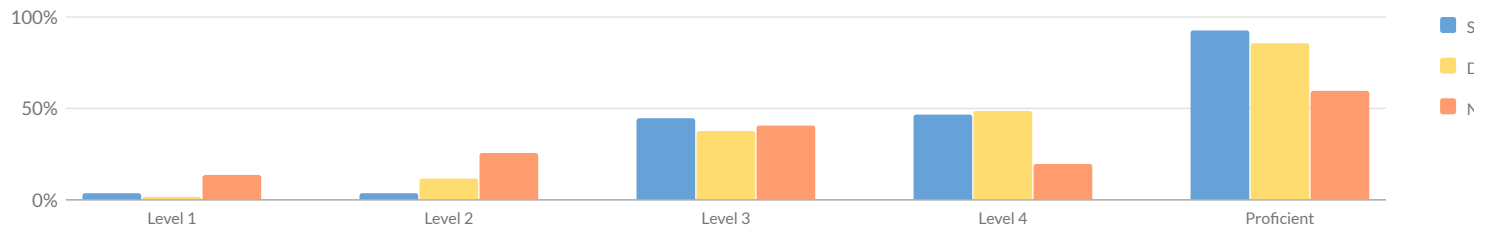
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	86	31	36%	55	64%	2	4%	2	4%	25	45%	26	47%	51	93%
Grade 4	87	38	44%	49	56%	2	4%	4	8%	8	16%	35	71%	43	88%
Grade 5	78	34	44%	44	56%	4	9%	10	23%	14	32%	16	36%	30	68%
Grades 3-8	251	103	41%	148	59%	8	5%	16	11%	47	32%	77	52%	124	84%

GRADE 3 ELA RESULTS

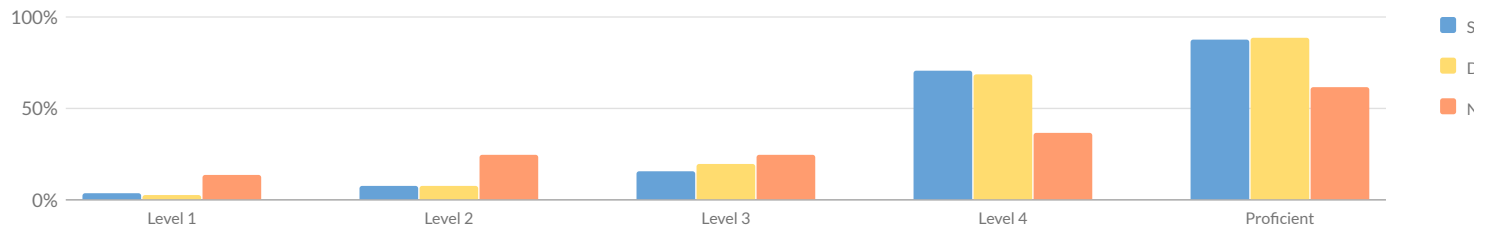
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	31	36%	55	64%	2	4%	2	4%	25	45%	26	47%	51	93%
General Education	84	29	35%	55	65%	2	4%	2	4%	25	45%	26	47%	51	93%
Students with Disabilities	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	52	20	38%	32	62%	0	0%	0	0%	13	41%	19	59%	32	100%
Hispanic or Latino	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
White	27	8	30%	19	70%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	10	30%	23	70%	2	9%	2	9%	12	52%	7	30%	19	83%
Female	46	23	50%	23	50%	2	9%	0	0%	11	48%	10	43%	21	91%
Male	40	8	20%	32	80%	0	0%	2	6%	14	44%	16	50%	30	94%
English Language Learners	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	78	27	35%	51	65%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	4	31%	9	69%	1	11%	0	0%	6	67%	2	22%	8	89%
Not Economically Disadvantaged	73	27	37%	46	63%	1	2%	2	4%	19	41%	24	52%	43	93%
Not Migrant	86	31	36%	55	64%	2	4%	2	4%	25	45%	26	47%	51	93%
Not Homeless	86	31	36%	55	64%	2	4%	2	4%	25	45%	26	47%	51	93%
Not in Foster Care	86	31	36%	55	64%	2	4%	2	4%	25	45%	26	47%	51	93%
Parent Not in Armed Forces	86	31	36%	55	64%	2	4%	2	4%	25	45%	26	47%	51	93%

GRADE 4 ELA RESULTS

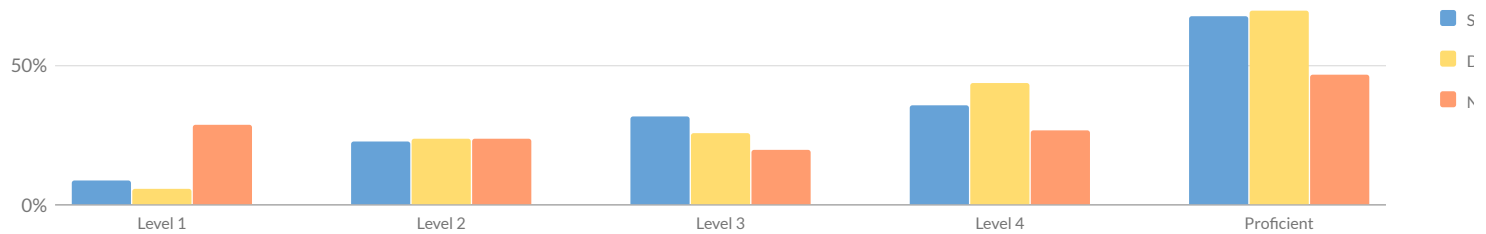
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	38	44%	49	56%	2	4%	4	8%	8	16%	35	71%	43	88%
General Education	79	32	41%	47	59%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	48	23	48%	25	52%	0	0%	2	8%	3	12%	20	80%	23	92%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	35	13	37%	22	63%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	14	37%	24	63%	2	8%	2	8%	5	21%	15	63%	20	83%
Female	42	17	40%	25	60%	1	4%	4	16%	3	12%	17	68%	20	80%
Male	45	21	47%	24	53%	1	4%	0	0%	5	21%	18	75%	23	96%
English Language Learners	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	82	34	41%	48	59%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	77	31	40%	46	60%	—	—	—	—	—	—	—	—	—	—
Not Migrant	87	38	44%	49	56%	2	4%	4	8%	8	16%	35	71%	43	88%
Not Homeless	87	38	44%	49	56%	2	4%	4	8%	8	16%	35	71%	43	88%
Not in Foster Care	87	38	44%	49	56%	2	4%	4	8%	8	16%	35	71%	43	88%
Parent Not in Armed Forces	87	38	44%	49	56%	2	4%	4	8%	8	16%	35	71%	43	88%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

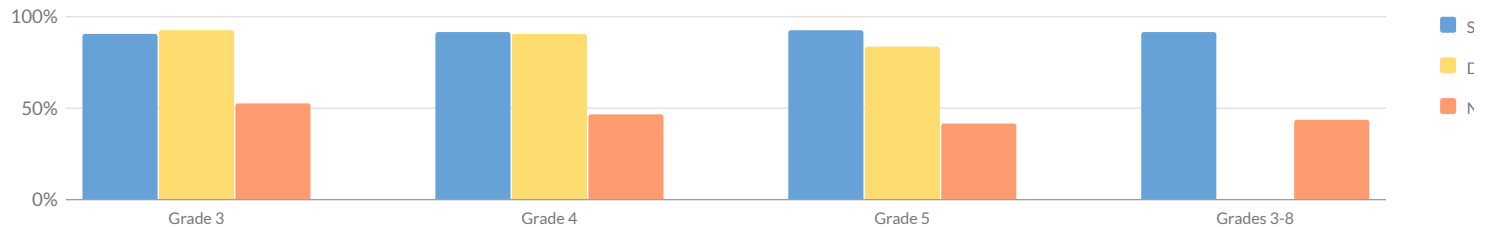


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	34	44%	44	56%	4	9%	10	23%	14	32%	16	36%	30	68%
General Education	69	29	42%	40	58%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	41	19	46%	22	54%	1	5%	7	32%	7	32%	7	32%	14	64%
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	31	15	48%	16	52%	3	19%	2	13%	4	25%	7	44%	11	69%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Female	36	13	36%	23	64%	1	4%	6	26%	9	39%	7	30%	16	70%
Male	42	21	50%	21	50%	3	14%	4	19%	5	24%	9	43%	14	67%
English Language Learners	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	74	32	43%	42	57%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	2	29%	5	71%	1	20%	0	0%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	71	32	45%	39	55%	3	8%	10	26%	12	31%	14	36%	26	67%
Not Migrant	78	34	44%	44	56%	4	9%	10	23%	14	32%	16	36%	30	68%
Not Homeless	78	34	44%	44	56%	4	9%	10	23%	14	32%	16	36%	30	68%
Not in Foster Care	78	34	44%	44	56%	4	9%	10	23%	14	32%	16	36%	30	68%
Parent Not in Armed Forces	78	34	44%	44	56%	4	9%	10	23%	14	32%	16	36%	30	68%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

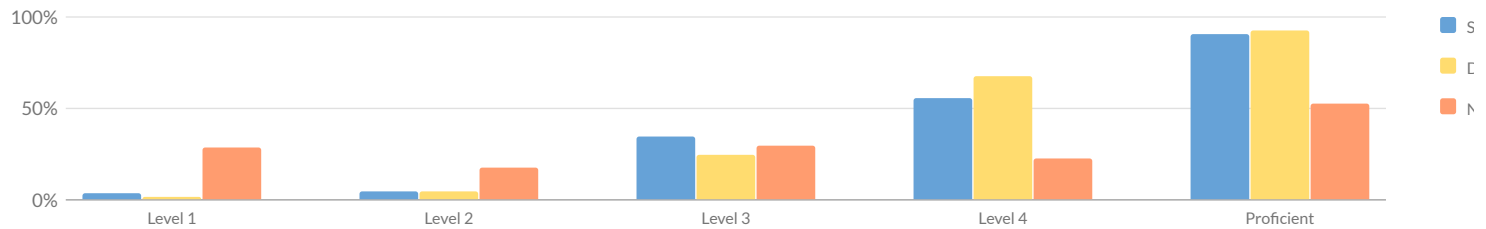
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	86	29	34%	57	66%	2	4%	3	5%	20	35%	32	56%	52	91%
Grade 4	87	37	43%	50	57%	0	0%	4	8%	6	12%	40	80%	46	92%
Grade 5	79	33	42%	46	58%	1	2%	2	4%	11	24%	32	70%	43	93%
Grades 3-8	252	99	39%	153	61%	3	2%	9	6%	37	24%	104	68%	141	92%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

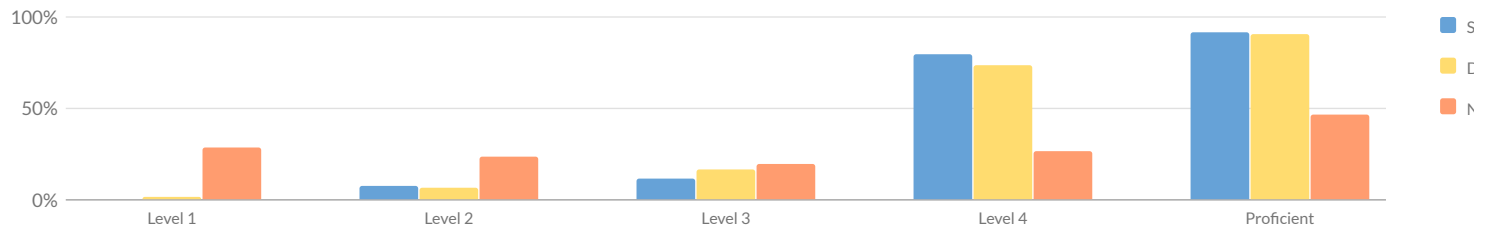
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	29	34%	57	66%	2	4%	3	5%	20	35%	32	56%	52	91%
General Education	84	27	32%	57	68%	2	4%	3	5%	20	35%	32	56%	52	91%
Students with Disabilities	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	52	18	35%	34	65%	0	0%	0	0%	11	32%	23	68%	34	100%
Hispanic or Latino	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
White	27	8	30%	19	70%	—	—	—	—	—	—	—	—	—	—
Small Group Total	33	10	30%	23	70%	2	9%	3	13%	9	39%	9	39%	18	78%
Female	46	21	46%	25	54%	1	4%	3	12%	8	32%	13	52%	21	84%
Male	40	8	20%	32	80%	1	3%	0	0%	12	38%	19	59%	31	97%
English Language Learners	8	2	25%	6	75%	0	0%	0	0%	3	50%	3	50%	6	100%
Non-English Language Learners	78	27	35%	51	65%	2	4%	3	6%	17	33%	29	57%	46	90%
Economically Disadvantaged	13	2	15%	11	85%	0	0%	2	18%	6	55%	3	27%	9	82%
Not Economically Disadvantaged	73	27	37%	46	63%	2	4%	1	2%	14	30%	29	63%	43	93%
Not Migrant	86	29	34%	57	66%	2	4%	3	5%	20	35%	32	56%	52	91%
Not Homeless	86	29	34%	57	66%	2	4%	3	5%	20	35%	32	56%	52	91%
Not in Foster Care	86	29	34%	57	66%	2	4%	3	5%	20	35%	32	56%	52	91%
Parent Not in Armed Forces	86	29	34%	57	66%	2	4%	3	5%	20	35%	32	56%	52	91%

GRADE 4 MATH RESULTS

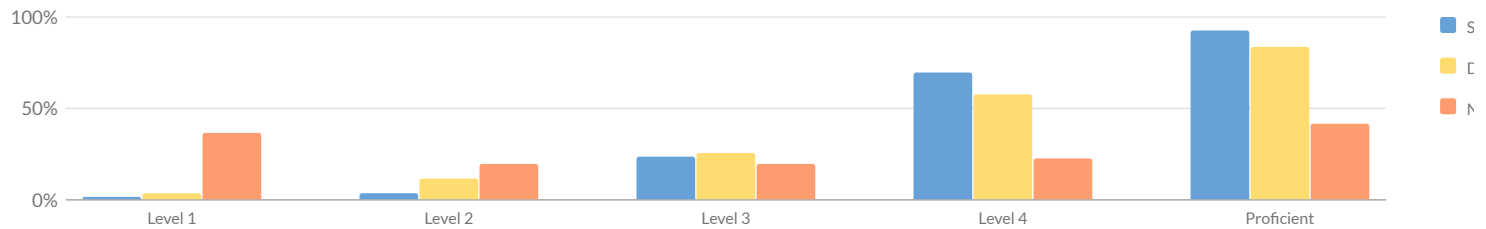
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	37	43%	50	57%	0	0%	4	8%	6	12%	40	80%	46	92%
General Education	79	31	39%	48	61%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	48	23	48%	25	52%	0	0%	2	8%	1	4%	22	88%	23	92%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	35	12	34%	23	66%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	13	34%	25	66%	0	0%	2	8%	5	20%	18	72%	23	92%
Female	42	17	40%	25	60%	0	0%	2	8%	5	20%	18	72%	23	92%
Male	45	20	44%	25	56%	0	0%	2	8%	1	4%	22	88%	23	92%
English Language Learners	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	82	33	40%	49	60%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	77	31	40%	46	60%	—	—	—	—	—	—	—	—	—	—
Not Migrant	87	37	43%	50	57%	0	0%	4	8%	6	12%	40	80%	46	92%
Not Homeless	87	37	43%	50	57%	0	0%	4	8%	6	12%	40	80%	46	92%
Not in Foster Care	87	37	43%	50	57%	0	0%	4	8%	6	12%	40	80%	46	92%
Parent Not in Armed Forces	87	37	43%	50	57%	0	0%	4	8%	6	12%	40	80%	46	92%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

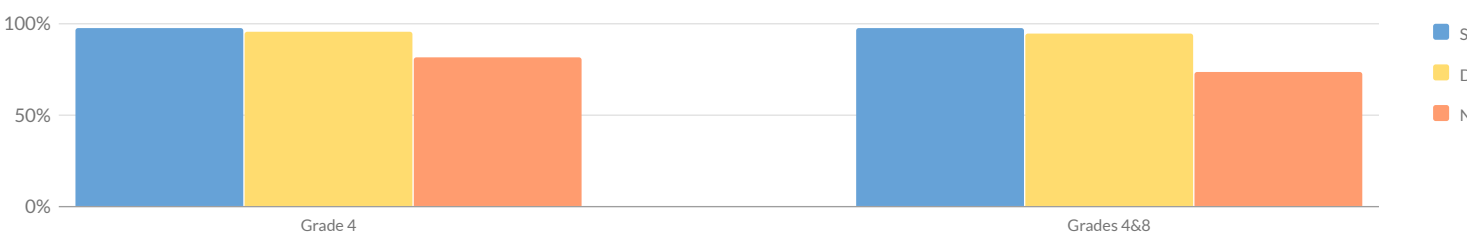


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	33	42%	46	58%	1	2%	2	4%	11	24%	32	70%	43	93%
General Education	70	29	41%	41	59%	1	2%	1	2%	9	22%	30	73%	39	95%
Students with Disabilities	9	4	44%	5	56%	0	0%	1	20%	2	40%	2	40%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	42	20	48%	22	52%	0	0%	1	5%	5	23%	16	73%	21	95%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	31	12	39%	19	61%	1	5%	1	5%	6	32%	11	58%	17	89%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	36	12	33%	24	67%	1	4%	1	4%	5	21%	17	71%	22	92%
Male	43	21	49%	22	51%	0	0%	1	5%	6	27%	15	68%	21	95%
English Language Learners	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	75	31	41%	44	59%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	2	29%	5	71%	0	0%	0	0%	2	40%	3	60%	5	100%
Not Economically Disadvantaged	72	31	43%	41	57%	1	2%	2	5%	9	22%	29	71%	38	93%
Not Migrant	79	33	42%	46	58%	1	2%	2	4%	11	24%	32	70%	43	93%
Not Homeless	79	33	42%	46	58%	1	2%	2	4%	11	24%	32	70%	43	93%
Not in Foster Care	79	33	42%	46	58%	1	2%	2	4%	11	24%	32	70%	43	93%
Parent Not in Armed Forces	79	33	42%	46	58%	1	2%	2	4%	11	24%	32	70%	43	93%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

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SUMMARY RESULTS



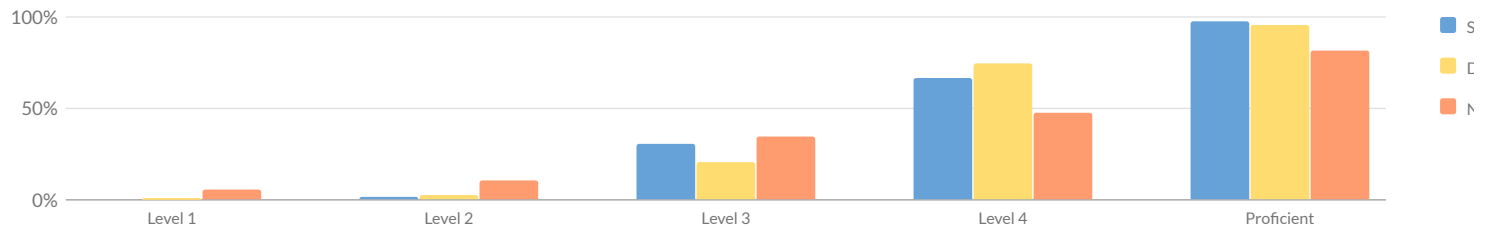
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%
Grades 4&8	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%
General Education	79	30	38%	49	62%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	6	75%	2	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	48	23	48%	25	52%	0	0%	0	0%	4	16%	21	84%	25	100%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	35	11	31%	24	69%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	12	32%	26	68%	0	0%	1	4%	12	46%	13	50%	25	96%
Female	42	16	38%	26	62%	0	0%	1	4%	10	38%	15	58%	25	96%
Male	45	20	44%	25	56%	0	0%	0	0%	6	24%	19	76%	25	100%
English Language Learners	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	82	32	39%	50	61%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	77	30	39%	47	61%	—	—	—	—	—	—	—	—	—	—
Not Migrant	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%
Not Homeless	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%
Not in Foster Care	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%
Parent Not in Armed Forces	87	36	41%	51	59%	0	0%	1	2%	16	31%	34	67%	50	98%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	9	0	0%	9	100%	0	0%	2	22%	3	33%	1	11%	3	33%
Grade 2	9	1	11%	8	89%	0	0%	2	25%	1	13%	5	63%	0	0%
Grade 3	8	1	13%	7	88%	0	0%	0	0%	0	0%	3	43%	4	57%
Grade 4	5	0	0%	5	100%	0	0%	0	0%	0	0%	3	60%	2	40%
Grade 5	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

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

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

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	41	10	24%	2	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	39	1	3%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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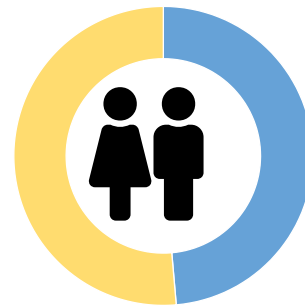
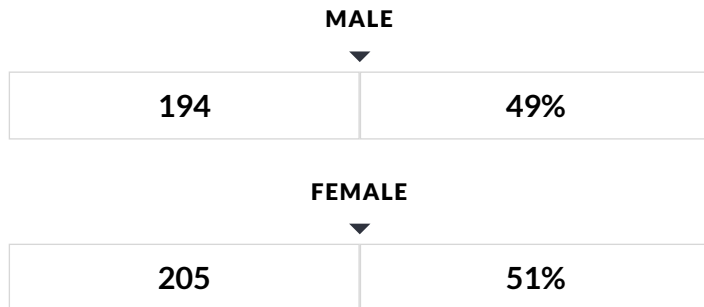
**Section 5: School Report Card
South Grove Elementary School**

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

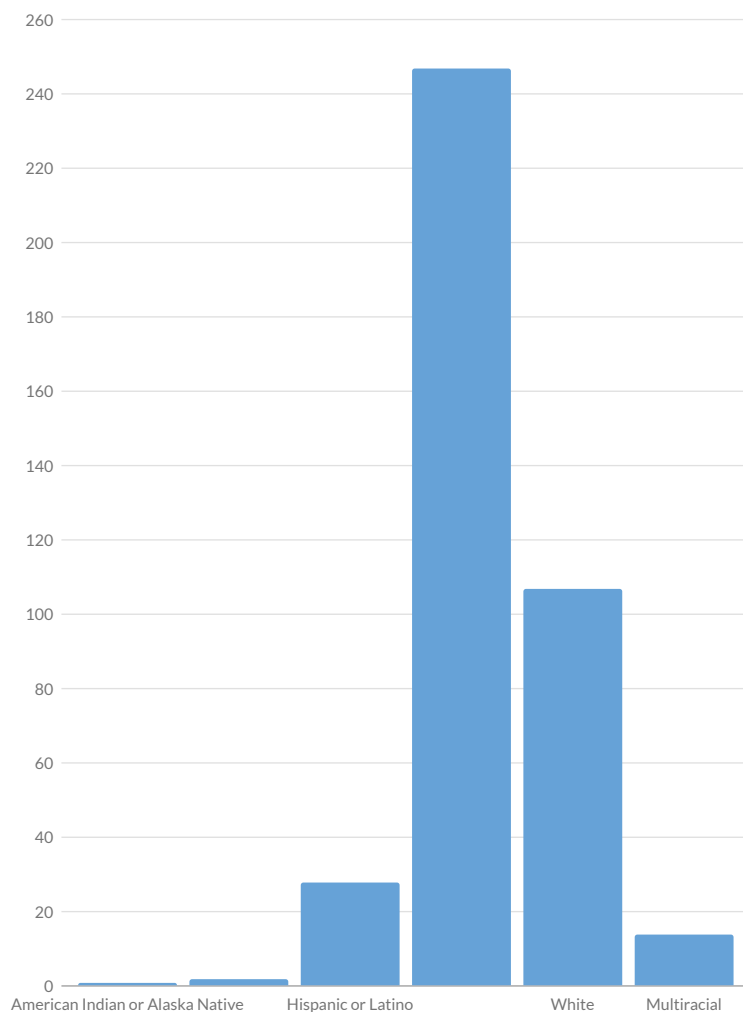
SOUTH GROVE ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 399

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%
---	----

BLACK OR AFRICAN AMERICAN

2	1%
---	----

HISPANIC OR LATINO

28	7%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

247	62%
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WHITE

107	27%
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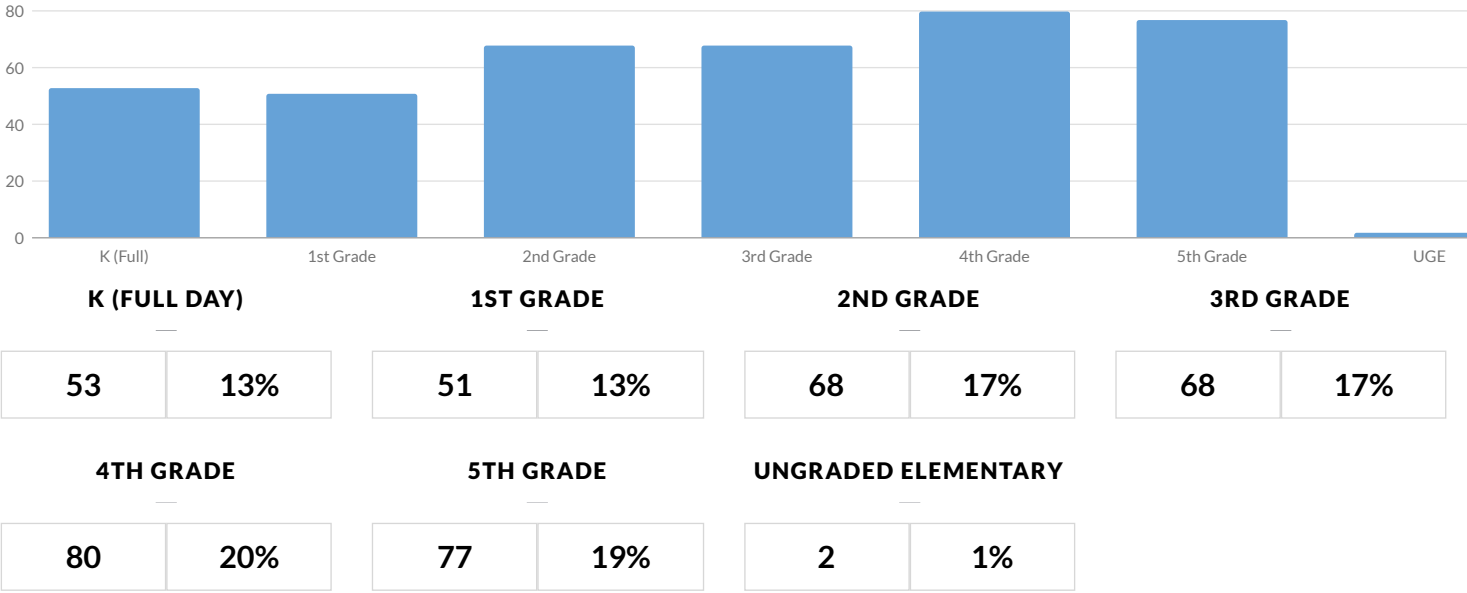
MULTIRACIAL

14	4%
----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
25	6%	23	6%	48	12%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



SOUTH GROVE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

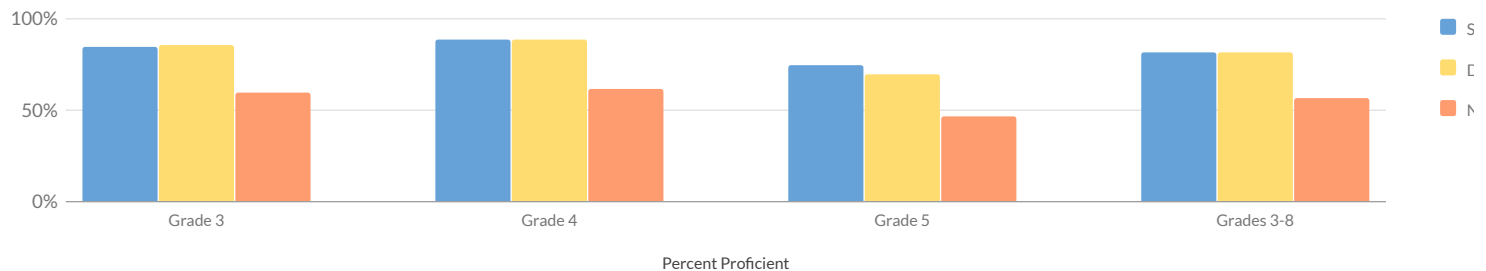
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	370	5	1.4%
Asian or Native Hawaiian/Other Pacific Islander	236	0	0%
Black or African American	2	—	—
Hispanic or Latino	26	—	—
Multiracial	13	—	—
White	93	3	3.2%
English Language Learners	47	0	0%
Students with Disabilities	26	—	—
Economically Disadvantaged	45	1	2.2%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

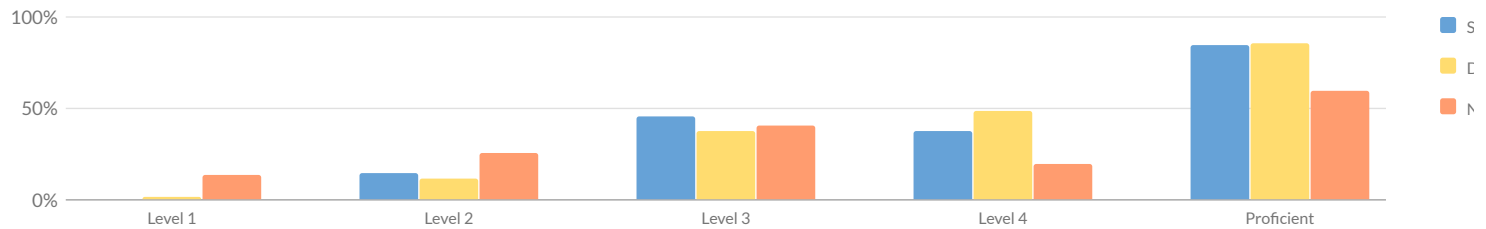
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	71	32	45%	39	55%	0	0%	6	15%	18	46%	15	38%	33	85%
Grade 4	79	35	44%	44	56%	2	5%	3	7%	7	16%	32	73%	39	89%
Grade 5	84	25	30%	59	70%	3	5%	12	20%	14	24%	30	51%	44	75%
Grades 3-8	234	92	39%	142	61%	5	4%	21	15%	39	27%	77	54%	116	82%

GRADE 3 ELA RESULTS

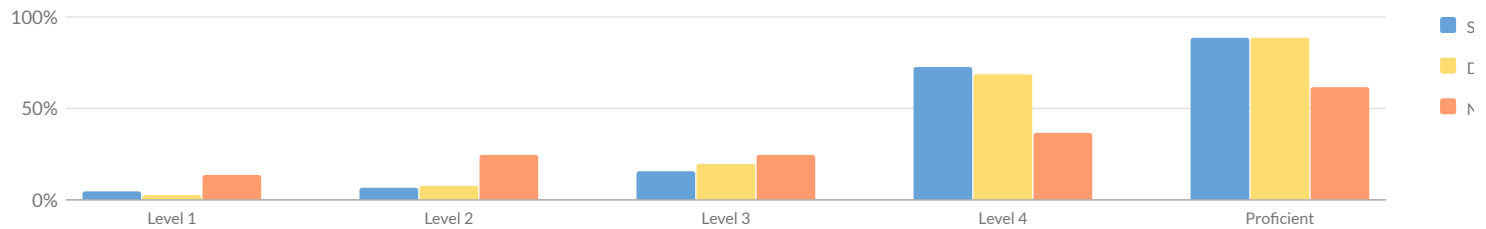
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	32	45%	39	55%	0	0%	6	15%	18	46%	15	38%	33	85%
General Education	68	32	47%	36	53%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	49	24	49%	25	51%	0	0%	3	12%	13	52%	9	36%	22	88%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	17	7	41%	10	59%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	22	8	36%	14	64%	0	0%	3	21%	5	36%	6	43%	11	79%
Female	35	13	37%	22	63%	0	0%	2	9%	10	45%	10	45%	20	91%
Male	36	19	53%	17	47%	0	0%	4	24%	8	47%	5	29%	13	76%
English Language Learners	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	66	31	47%	35	53%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	31	46%	37	54%	—	—	—	—	—	—	—	—	—	—
Not Migrant	71	32	45%	39	55%	0	0%	6	15%	18	46%	15	38%	33	85%
Not Homeless	71	32	45%	39	55%	0	0%	6	15%	18	46%	15	38%	33	85%
Not in Foster Care	71	32	45%	39	55%	0	0%	6	15%	18	46%	15	38%	33	85%
Parent Not in Armed Forces	71	32	45%	39	55%	0	0%	6	15%	18	46%	15	38%	33	85%

GRADE 4 ELA RESULTS

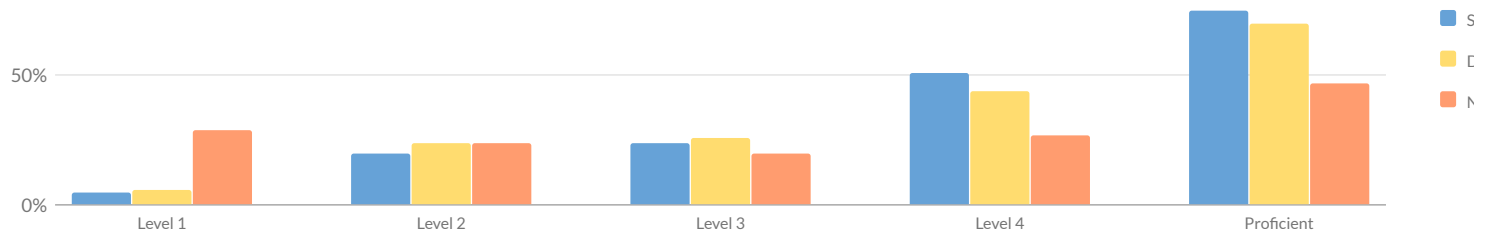
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	79	35	44%	44	56%	2	5%	3	7%	7	16%	32	73%	39	89%
General Education	73	30	41%	43	59%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	47	19	40%	28	60%	1	4%	2	7%	5	18%	20	71%	25	89%
Hispanic or Latino	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
White	25	14	56%	11	44%	0	0%	1	9%	0	0%	10	91%	10	91%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	1	20%	0	0%	2	40%	2	40%	4	80%
Female	48	20	42%	28	58%	1	4%	2	7%	3	11%	22	79%	25	89%
Male	31	15	48%	16	52%	1	6%	1	6%	4	25%	10	63%	14	88%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	76	34	45%	42	55%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	5	45%	6	55%	2	33%	1	17%	0	0%	3	50%	3	50%
Not Economically Disadvantaged	68	30	44%	38	56%	0	0%	2	5%	7	18%	29	76%	36	95%
Not Migrant	79	35	44%	44	56%	2	5%	3	7%	7	16%	32	73%	39	89%
Not Homeless	79	35	44%	44	56%	2	5%	3	7%	7	16%	32	73%	39	89%
Not in Foster Care	79	35	44%	44	56%	2	5%	3	7%	7	16%	32	73%	39	89%
Parent Not in Armed Forces	79	35	44%	44	56%	2	5%	3	7%	7	16%	32	73%	39	89%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

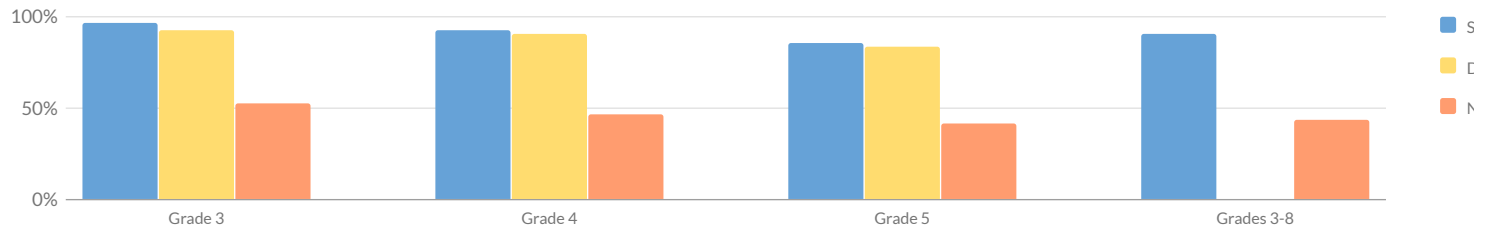


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	25	30%	59	70%	3	5%	12	20%	14	24%	30	51%	44	75%
General Education	76	21	28%	55	72%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	61	16	26%	45	74%	1	2%	6	13%	11	24%	27	60%	38	84%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	16	7	44%	9	56%	1	11%	3	33%	3	33%	2	22%	5	56%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	1	20%	3	60%	0	0%	1	20%	1	20%
Female	46	12	26%	34	74%	1	3%	6	18%	10	29%	17	50%	27	79%
Male	38	13	34%	25	66%	2	8%	6	24%	4	16%	13	52%	17	68%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	83	25	30%	58	70%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	4	44%	5	56%	1	20%	2	40%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	75	21	28%	54	72%	2	4%	10	19%	13	24%	29	54%	42	78%
Not Migrant	84	25	30%	59	70%	3	5%	12	20%	14	24%	30	51%	44	75%
Not Homeless	84	25	30%	59	70%	3	5%	12	20%	14	24%	30	51%	44	75%
Not in Foster Care	84	25	30%	59	70%	3	5%	12	20%	14	24%	30	51%	44	75%
Parent Not in Armed Forces	84	25	30%	59	70%	3	5%	12	20%	14	24%	30	51%	44	75%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

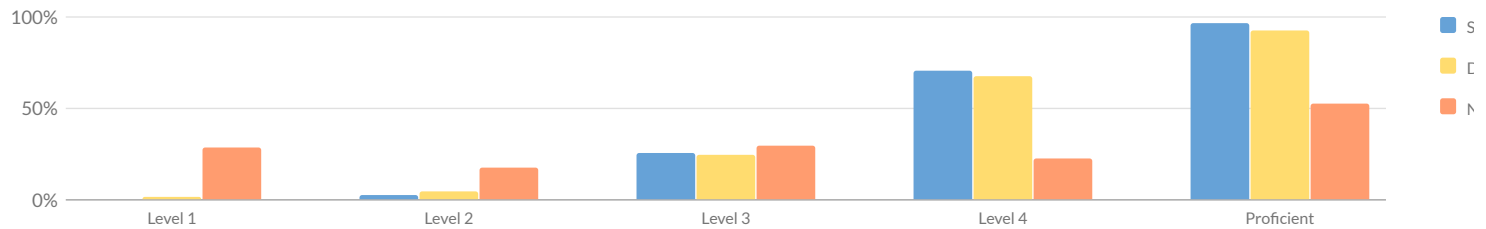
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	71	33	46%	38	54%	0	0%	1	3%	10	26%	27	71%	37	97%
Grade 4	80	34	43%	46	58%	0	0%	3	7%	4	9%	39	85%	43	93%
Grade 5	84	27	32%	57	68%	0	0%	8	14%	10	18%	39	68%	49	86%
Grades 3-8	235	94	40%	141	60%	0	0%	12	9%	24	17%	105	74%	129	91%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

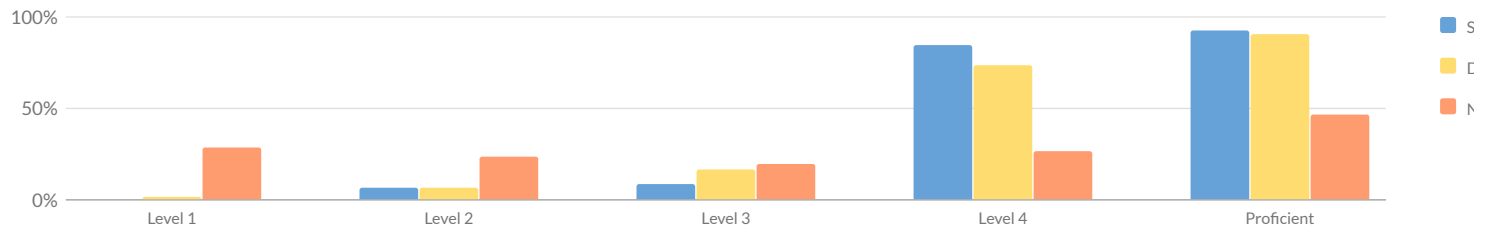


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	33	46%	38	54%	0	0%	1	3%	10	26%	27	71%	37	97%
General Education	68	33	49%	35	51%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	49	24	49%	25	51%	0	0%	0	0%	6	24%	19	76%	25	100%
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	17	8	47%	9	53%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	22	9	41%	13	59%	0	0%	1	8%	4	31%	8	62%	12	92%
Female	35	13	37%	22	63%	0	0%	0	0%	7	32%	15	68%	22	100%
Male	36	20	56%	16	44%	0	0%	1	6%	3	19%	12	75%	15	94%
English Language Learners	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	66	32	48%	34	52%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	32	47%	36	53%	—	—	—	—	—	—	—	—	—	—
Not Migrant	71	33	46%	38	54%	0	0%	1	3%	10	26%	27	71%	37	97%
Not Homeless	71	33	46%	38	54%	0	0%	1	3%	10	26%	27	71%	37	97%
Not in Foster Care	71	33	46%	38	54%	0	0%	1	3%	10	26%	27	71%	37	97%
Parent Not in Armed Forces	71	33	46%	38	54%	0	0%	1	3%	10	26%	27	71%	37	97%

GRADE 4 MATH RESULTS

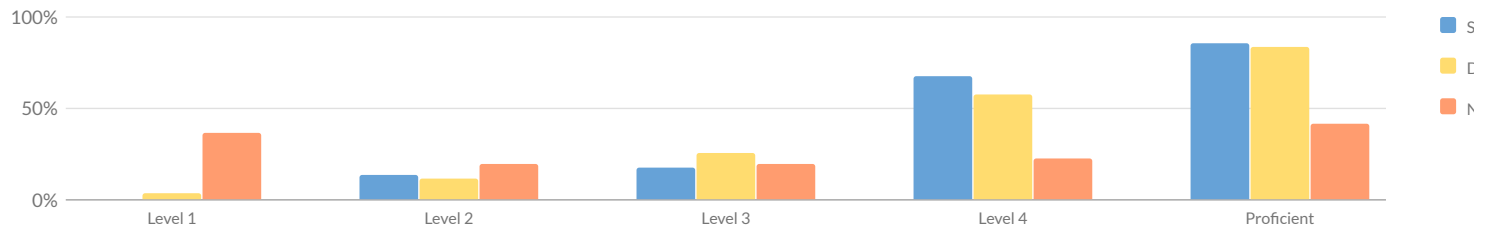
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	34	43%	46	58%	0	0%	3	7%	4	9%	39	85%	43	93%
General Education	74	30	41%	44	59%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	48	18	38%	30	63%	0	0%	2	7%	4	13%	24	80%	28	93%
Hispanic or Latino	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
White	25	14	56%	11	44%	0	0%	0	0%	0	0%	11	100%	11	100%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	0	0%	1	20%	0	0%	4	80%	4	80%
Female	48	20	42%	28	58%	0	0%	1	4%	1	4%	26	93%	27	96%
Male	32	14	44%	18	56%	0	0%	2	11%	3	17%	13	72%	16	89%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	77	33	43%	44	57%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	5	45%	6	55%	0	0%	2	33%	1	17%	3	50%	4	67%
Not Economically Disadvantaged	69	29	42%	40	58%	0	0%	1	3%	3	8%	36	90%	39	98%
Not Migrant	80	34	43%	46	58%	0	0%	3	7%	4	9%	39	85%	43	93%
Not Homeless	80	34	43%	46	58%	0	0%	3	7%	4	9%	39	85%	43	93%
Not in Foster Care	80	34	43%	46	58%	0	0%	3	7%	4	9%	39	85%	43	93%
Parent Not in Armed Forces	80	34	43%	46	58%	0	0%	3	7%	4	9%	39	85%	43	93%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

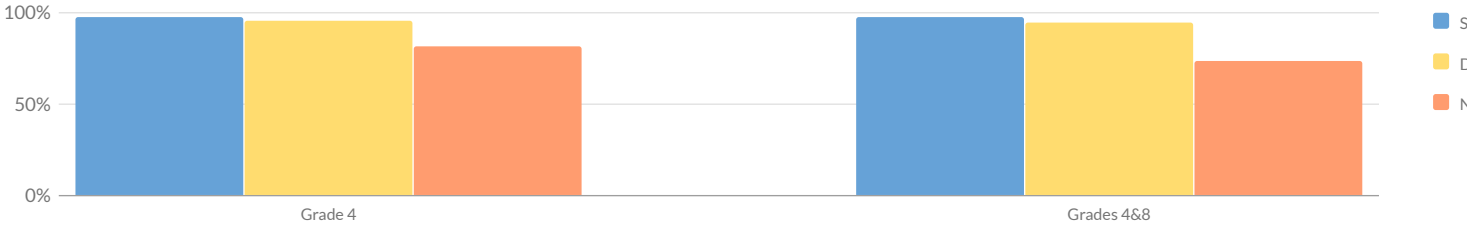


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	84	27	32%	57	68%	0	0%	8	14%	10	18%	39	68%	49	86%
General Education	76	23	30%	53	70%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	61	17	28%	44	72%	0	0%	4	9%	9	20%	31	70%	40	91%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	16	8	50%	8	50%	0	0%	1	13%	1	13%	6	75%	7	88%
Multiracial	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	0	0%	3	60%	0	0%	2	40%	2	40%
Female	46	13	28%	33	72%	0	0%	6	18%	6	18%	21	64%	27	82%
Male	38	14	37%	24	63%	0	0%	2	8%	4	17%	18	75%	22	92%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	83	27	33%	56	67%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	4	44%	5	56%	0	0%	1	20%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	75	23	31%	52	69%	0	0%	7	13%	8	15%	37	71%	45	87%
Not Migrant	84	27	32%	57	68%	0	0%	8	14%	10	18%	39	68%	49	86%
Not Homeless	84	27	32%	57	68%	0	0%	8	14%	10	18%	39	68%	49	86%
Not in Foster Care	84	27	32%	57	68%	0	0%	8	14%	10	18%	39	68%	49	86%
Parent Not in Armed Forces	84	27	32%	57	68%	0	0%	8	14%	10	18%	39	68%	49	86%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior year’s results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

SUMMARY RESULTS



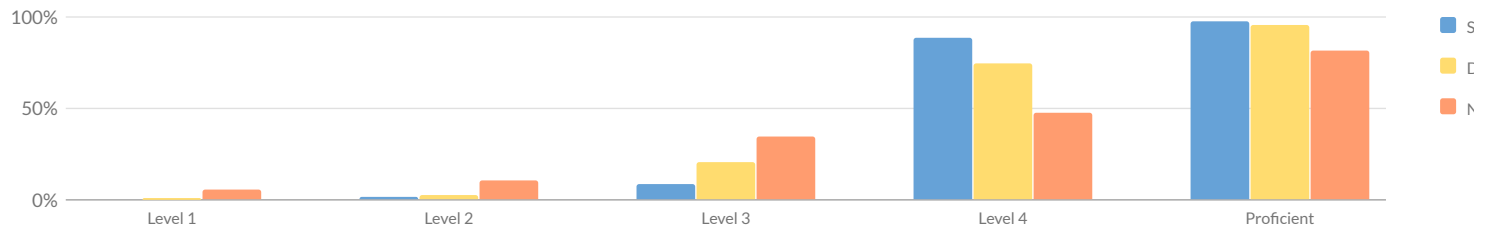
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%
Grades 4&8	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%
General Education	74	30	41%	44	59%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	5	83%	1	17%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	48	19	40%	29	60%	0	0%	0	0%	3	10%	26	90%	29	100%
Hispanic or Latino	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
White	25	14	56%	11	44%	0	0%	0	0%	1	9%	10	91%	11	100%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	0	0%	1	20%	0	0%	4	80%	4	80%
Female	48	20	42%	28	58%	0	0%	0	0%	3	11%	25	89%	28	100%
Male	32	15	47%	17	53%	0	0%	1	6%	1	6%	15	88%	16	94%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	77	34	44%	43	56%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	5	45%	6	55%	0	0%	1	17%	2	33%	3	50%	5	83%
Not Economically Disadvantaged	69	30	43%	39	57%	0	0%	0	0%	2	5%	37	95%	39	100%
Not Migrant	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%
Not Homeless	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%
Not in Foster Care	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%
Parent Not in Armed Forces	80	35	44%	45	56%	0	0%	1	2%	4	9%	40	89%	44	98%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	5	0	0%	5	100%	0	0%	0	0%	0	0%	4	80%	1	20%
Grade 1	7	0	0%	7	100%	0	0%	1	14%	1	14%	0	0%	5	71%
Grade 2	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	0	0%
Grade 3	5	0	0%	5	100%	0	0%	0	0%	0	0%	1	20%	4	80%
Grade 4	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		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.

STAFF QUALIFICATIONS (2020-21)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	43	5	12%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	41	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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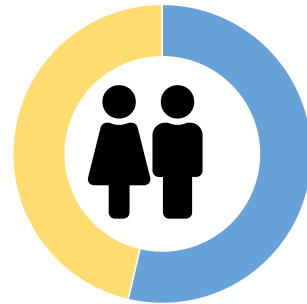
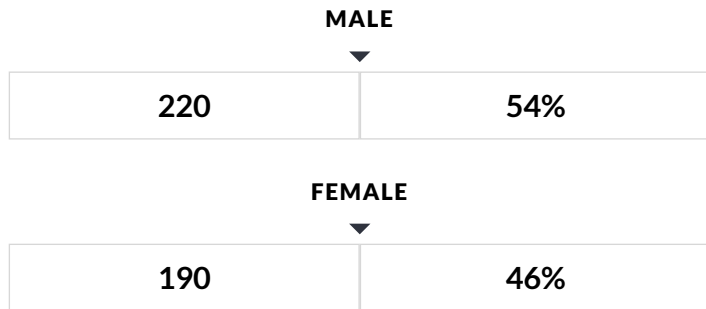
Section 6: School Report Card
Village Elementary School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

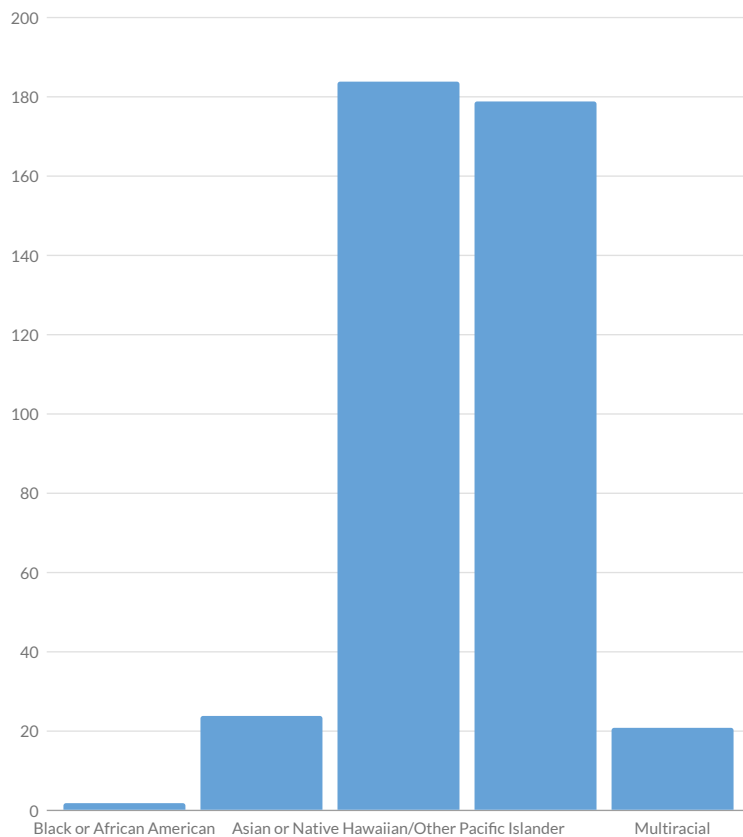
VILLAGE ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 410

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



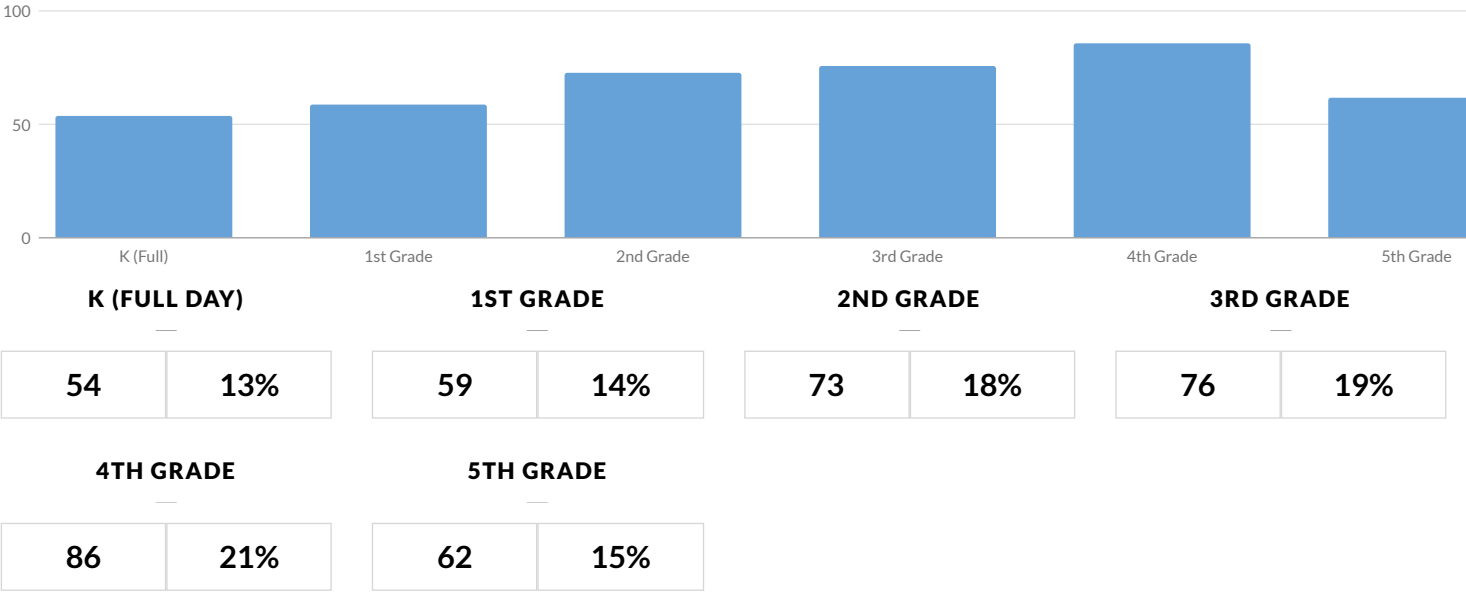
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
33	8%	37	9%	44	11%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



VILLAGE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

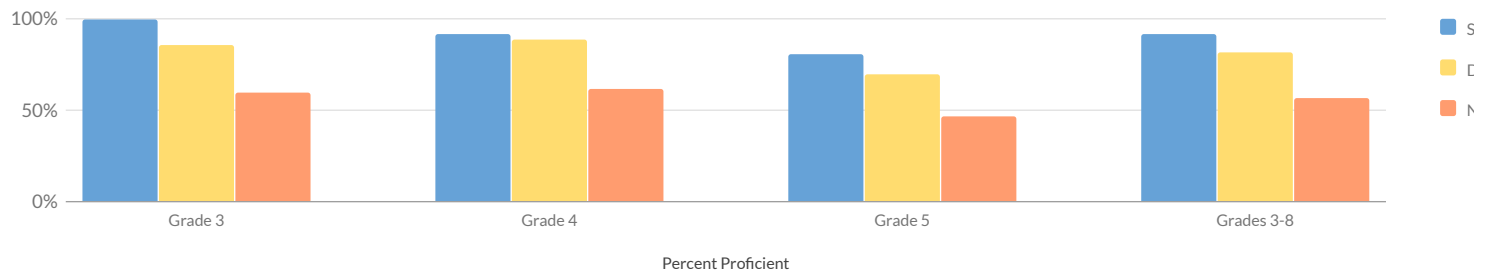
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	367	4	1.1%
Asian or Native Hawaiian/Other Pacific Islander	175	1	.6%
Black or African American	1	—	—
Hispanic or Latino	18	—	—
Multiracial	19	—	—
White	154	1	.6%
English Language Learners	47	3	6.4%
Students with Disabilities	43	2	4.7%
Economically Disadvantaged	39	3	7.7%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

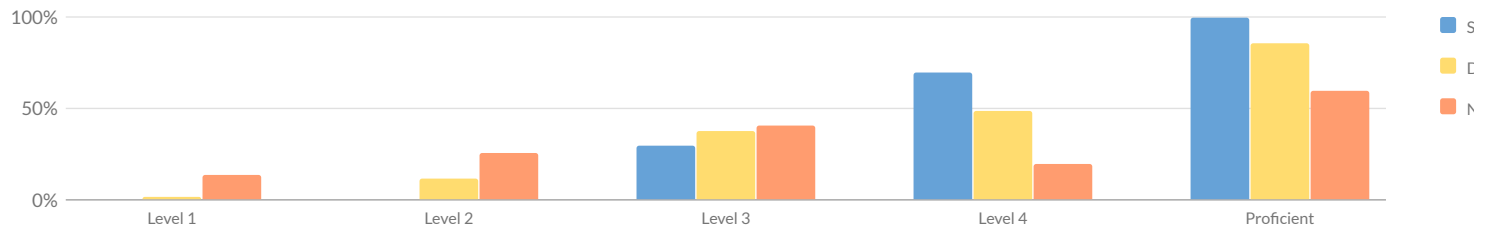
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	74	31	42%	43	58%	0	0%	0	0%	13	30%	30	70%	43	100%
Grade 4	88	37	42%	51	58%	1	2%	3	6%	4	8%	43	84%	47	92%
Grade 5	61	25	41%	36	59%	1	3%	6	17%	14	39%	15	42%	29	81%
Grades 3-8	223	93	42%	130	58%	2	2%	9	7%	31	24%	88	68%	119	92%

GRADE 3 ELA RESULTS

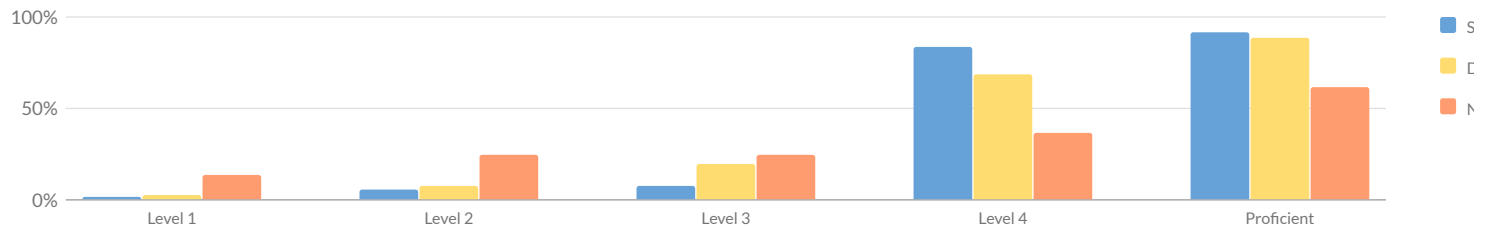
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	31	42%	43	58%	0	0%	0	0%	13	30%	30	70%	43	100%
General Education	70	28	40%	42	60%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	20	54%	17	46%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	9	28%	23	72%	0	0%	0	0%	6	26%	17	74%	23	100%
Multiracial	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Small Group Total	42	22	52%	20	48%	0	0%	0	0%	7	35%	13	65%	20	100%
Female	41	15	37%	26	63%	0	0%	0	0%	10	38%	16	62%	26	100%
Male	33	16	48%	17	52%	0	0%	0	0%	3	18%	14	82%	17	100%
English Language Learners	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	71	28	39%	43	61%	0	0%	0	0%	13	30%	30	70%	43	100%
Economically Disadvantaged	12	5	42%	7	58%	0	0%	0	0%	2	29%	5	71%	7	100%
Not Economically Disadvantaged	62	26	42%	36	58%	0	0%	0	0%	11	31%	25	69%	36	100%
Not Migrant	74	31	42%	43	58%	0	0%	0	0%	13	30%	30	70%	43	100%
Not Homeless	74	31	42%	43	58%	0	0%	0	0%	13	30%	30	70%	43	100%
Not in Foster Care	74	31	42%	43	58%	0	0%	0	0%	13	30%	30	70%	43	100%
Parent Not in Armed Forces	74	31	42%	43	58%	0	0%	0	0%	13	30%	30	70%	43	100%

GRADE 4 ELA RESULTS

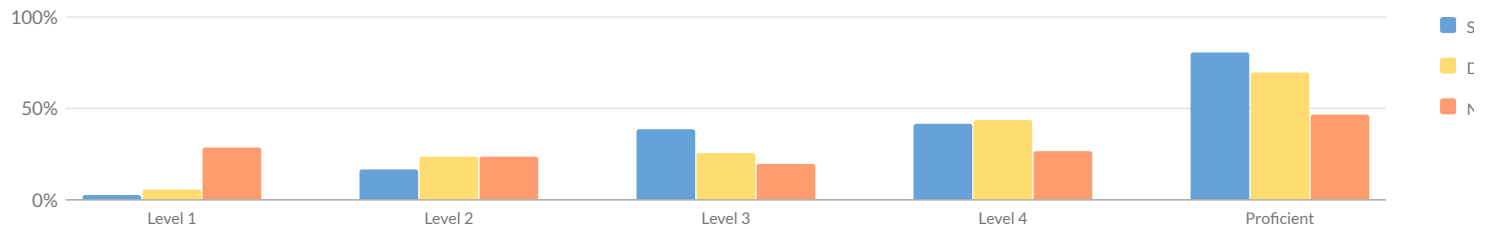
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	37	42%	51	58%	1	2%	3	6%	4	8%	43	84%	47	92%
General Education	78	31	40%	47	60%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	44	20	45%	24	55%	1	4%	0	0%	2	8%	21	88%	23	96%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	35	15	43%	20	57%	0	0%	2	10%	2	10%	16	80%	18	90%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	1	14%	0	0%	6	86%	6	86%
Female	39	16	41%	23	59%	0	0%	2	9%	2	9%	19	83%	21	91%
Male	49	21	43%	28	57%	1	4%	1	4%	2	7%	24	86%	26	93%
English Language Learners	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	83	33	40%	50	60%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	76	29	38%	47	62%	—	—	—	—	—	—	—	—	—	—
Not Migrant	88	37	42%	51	58%	1	2%	3	6%	4	8%	43	84%	47	92%
Not Homeless	88	37	42%	51	58%	1	2%	3	6%	4	8%	43	84%	47	92%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	87	37	43%	50	57%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	88	37	42%	51	58%	1	2%	3	6%	4	8%	43	84%	47	92%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

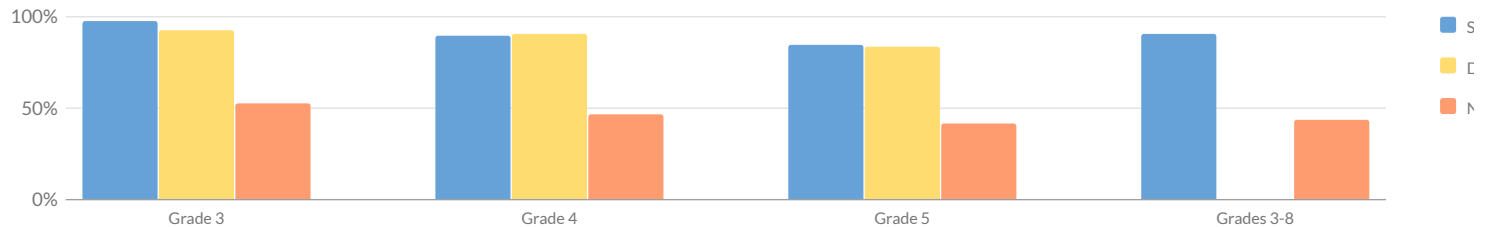


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	25	41%	36	59%	1	3%	6	17%	14	39%	15	42%	29	81%
General Education	58	25	43%	33	57%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	14	56%	11	44%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	29	8	28%	21	72%	1	5%	4	19%	8	38%	8	38%	16	76%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	32	17	53%	15	47%	0	0%	2	13%	6	40%	7	47%	13	87%
Female	26	13	50%	13	50%	0	0%	2	15%	6	46%	5	38%	11	85%
Male	35	12	34%	23	66%	1	4%	4	17%	8	35%	10	43%	18	78%
English Language Learners	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	58	25	43%	33	57%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Not Economically Disadvantaged	56	25	45%	31	55%	0	0%	5	16%	13	42%	13	42%	26	84%
Not Migrant	61	25	41%	36	59%	1	3%	6	17%	14	39%	15	42%	29	81%
Not Homeless	61	25	41%	36	59%	1	3%	6	17%	14	39%	15	42%	29	81%
Not in Foster Care	61	25	41%	36	59%	1	3%	6	17%	14	39%	15	42%	29	81%
Parent Not in Armed Forces	61	25	41%	36	59%	1	3%	6	17%	14	39%	15	42%	29	81%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

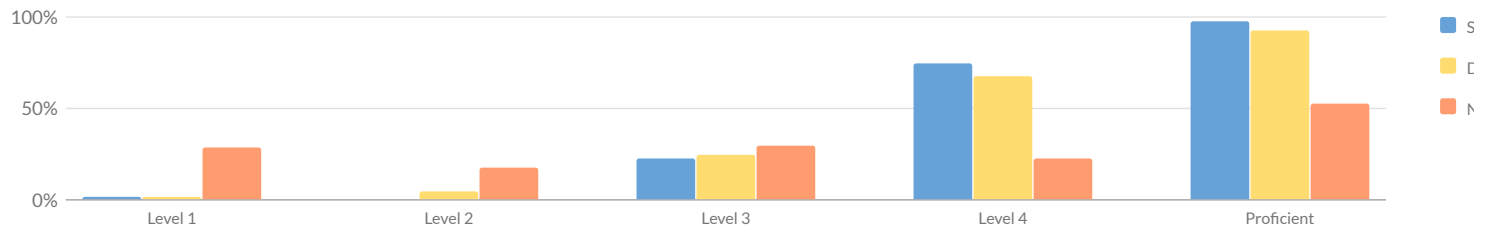
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	74	30	41%	44	59%	1	2%	0	0%	10	23%	33	75%	43	98%
Grade 4	86	37	43%	49	57%	2	4%	3	6%	8	16%	36	73%	44	90%
Grade 5	61	27	44%	34	56%	2	6%	3	9%	10	29%	19	56%	29	85%
Grades 3-8	221	94	43%	127	57%	5	4%	6	5%	28	22%	88	69%	116	91%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

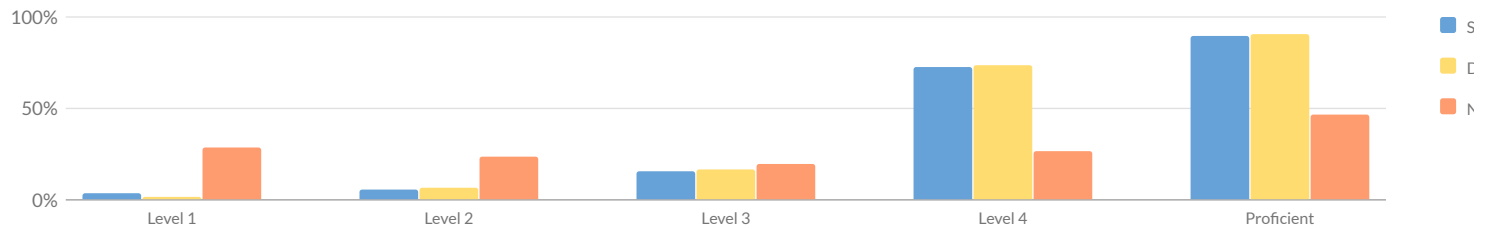
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	74	30	41%	44	59%	1	2%	0	0%	10	23%	33	75%	43	98%
General Education	70	28	40%	42	60%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	37	20	54%	17	46%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	9	28%	23	72%	0	0%	0	0%	6	26%	17	74%	23	100%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	42	21	50%	21	50%	1	5%	0	0%	4	19%	16	76%	20	95%
Female	41	14	34%	27	66%	1	4%	0	0%	7	26%	19	70%	26	96%
Male	33	16	48%	17	52%	0	0%	0	0%	3	18%	14	82%	17	100%
English Language Learners	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	71	27	38%	44	62%	1	2%	0	0%	10	23%	33	75%	43	98%
Economically Disadvantaged	12	4	33%	8	67%	1	13%	0	0%	3	38%	4	50%	7	88%
Not Economically Disadvantaged	62	26	42%	36	58%	0	0%	0	0%	7	19%	29	81%	36	100%
Not Migrant	74	30	41%	44	59%	1	2%	0	0%	10	23%	33	75%	43	98%
Not Homeless	74	30	41%	44	59%	1	2%	0	0%	10	23%	33	75%	43	98%
Not in Foster Care	74	30	41%	44	59%	1	2%	0	0%	10	23%	33	75%	43	98%
Parent Not in Armed Forces	74	30	41%	44	59%	1	2%	0	0%	10	23%	33	75%	43	98%

GRADE 4 MATH RESULTS

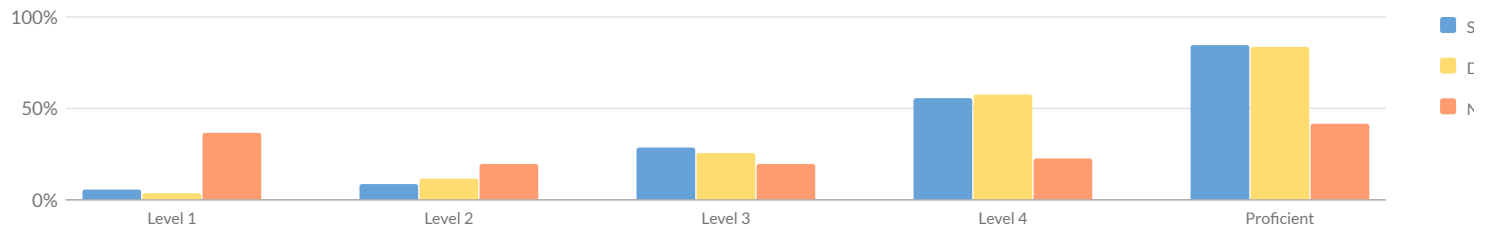
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	37	43%	49	57%	2	4%	3	6%	8	16%	36	73%	44	90%
General Education	76	31	41%	45	59%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	42	19	45%	23	55%	0	0%	0	0%	4	17%	19	83%	23	100%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	35	16	46%	19	54%	2	11%	2	11%	2	11%	13	68%	15	79%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	1	14%	2	29%	4	57%	6	86%
Female	38	17	45%	21	55%	1	5%	3	14%	3	14%	14	67%	17	81%
Male	48	20	42%	28	58%	1	4%	0	0%	5	18%	22	79%	27	96%
English Language Learners	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	81	34	42%	47	58%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	74	29	39%	45	61%	—	—	—	—	—	—	—	—	—	—
Not Migrant	86	37	43%	49	57%	2	4%	3	6%	8	16%	36	73%	44	90%
Not Homeless	86	37	43%	49	57%	2	4%	3	6%	8	16%	36	73%	44	90%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	85	37	44%	48	56%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	86	37	43%	49	57%	2	4%	3	6%	8	16%	36	73%	44	90%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

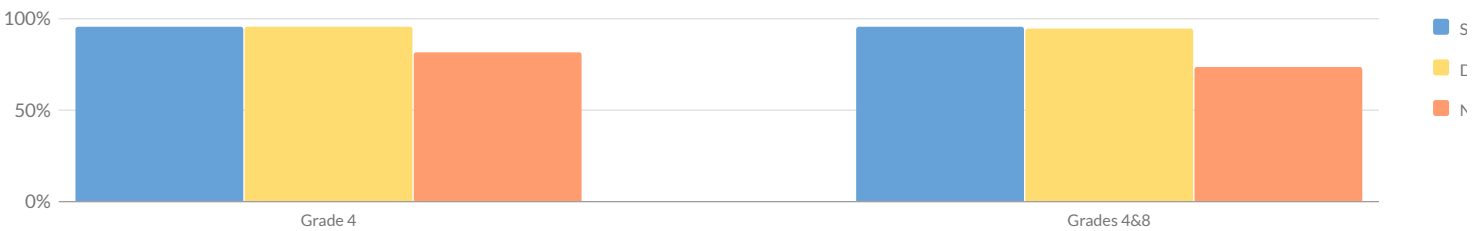


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	27	44%	34	56%	2	6%	3	9%	10	29%	19	56%	29	85%
General Education	58	27	47%	31	53%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	25	14	56%	11	44%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
White	29	10	34%	19	66%	2	11%	3	16%	7	37%	7	37%	14	74%
Multiracial	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	32	17	53%	15	47%	0	0%	0	0%	3	20%	12	80%	15	100%
Female	26	15	58%	11	42%	1	9%	1	9%	3	27%	6	55%	9	82%
Male	35	12	34%	23	66%	1	4%	2	9%	7	30%	13	57%	20	87%
English Language Learners	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	58	27	47%	31	53%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	0	0%	5	100%	0	0%	2	40%	0	0%	3	60%	3	60%
Not Economically Disadvantaged	56	27	48%	29	52%	2	7%	1	3%	10	34%	16	55%	26	90%
Not Migrant	61	27	44%	34	56%	2	6%	3	9%	10	29%	19	56%	29	85%
Not Homeless	61	27	44%	34	56%	2	6%	3	9%	10	29%	19	56%	29	85%
Not in Foster Care	61	27	44%	34	56%	2	6%	3	9%	10	29%	19	56%	29	85%
Parent Not in Armed Forces	61	27	44%	34	56%	2	6%	3	9%	10	29%	19	56%	29	85%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior year’s results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

SUMMARY RESULTS



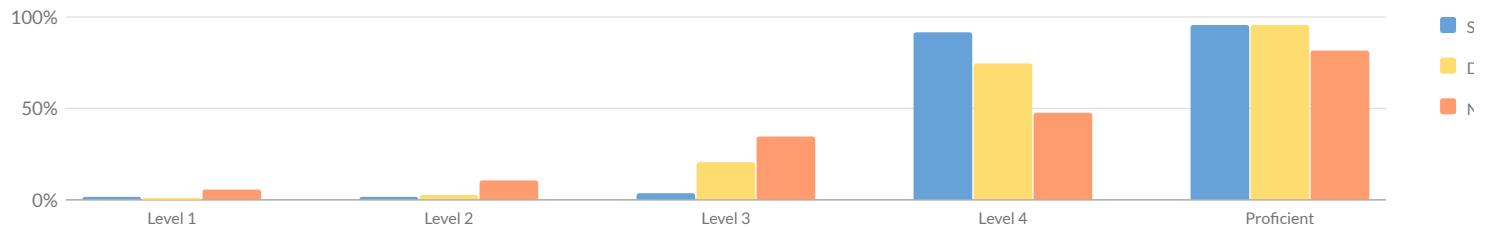
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	86	37	43%	49	57%	1	2%	1	2%	2	4%	45	92%	47	96%
Grades 4&8	86	37	43%	49	57%	1	2%	1	2%	2	4%	45	92%	47	96%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	37	43%	49	57%	1	2%	1	2%	2	4%	45	92%	47	96%
General Education	76	31	41%	45	59%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	42	19	45%	23	55%	0	0%	0	0%	1	4%	22	96%	23	100%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	35	16	46%	19	54%	0	0%	1	5%	1	5%	17	89%	18	95%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	1	14%	0	0%	0	0%	6	86%	6	86%
Female	38	17	45%	21	55%	1	5%	0	0%	1	5%	19	90%	20	95%
Male	48	20	42%	28	58%	0	0%	1	4%	1	4%	26	93%	27	96%
English Language Learners	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	81	34	42%	47	58%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	8	67%	4	33%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	74	29	39%	45	61%	—	—	—	—	—	—	—	—	—	—
Not Migrant	86	37	43%	49	57%	1	2%	1	2%	2	4%	45	92%	47	96%
Not Homeless	86	37	43%	49	57%	1	2%	1	2%	2	4%	45	92%	47	96%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	85	37	44%	48	56%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	86	37	43%	49	57%	1	2%	1	2%	2	4%	45	92%	47	96%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	8	0	0%	8	100%	0	0%	1	13%	0	0%	4	50%	3	38%
Grade 1	9	2	22%	7	78%	0	0%	0	0%	1	14%	2	29%	4	57%
Grade 2	7	0	0%	7	100%	0	0%	0	0%	1	14%	4	57%	2	29%
Grade 3	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4	5	0	0%	5	100%	0	0%	0	0%	0	0%	2	40%	3	60%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	44	6	14%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	40	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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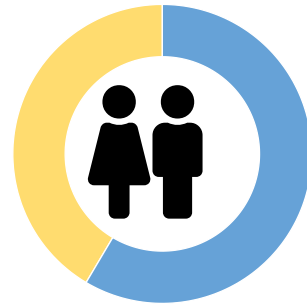
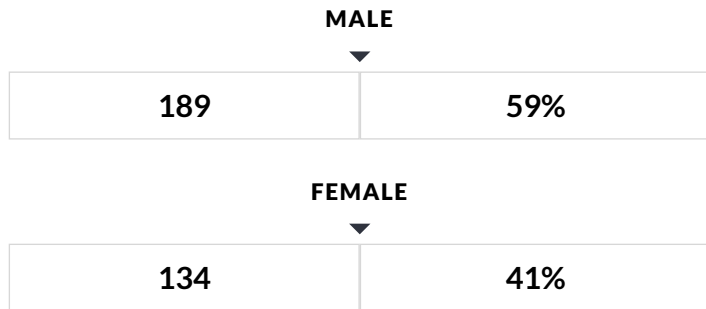
Section 7: School Report Card
Walt Whitman Elementary School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

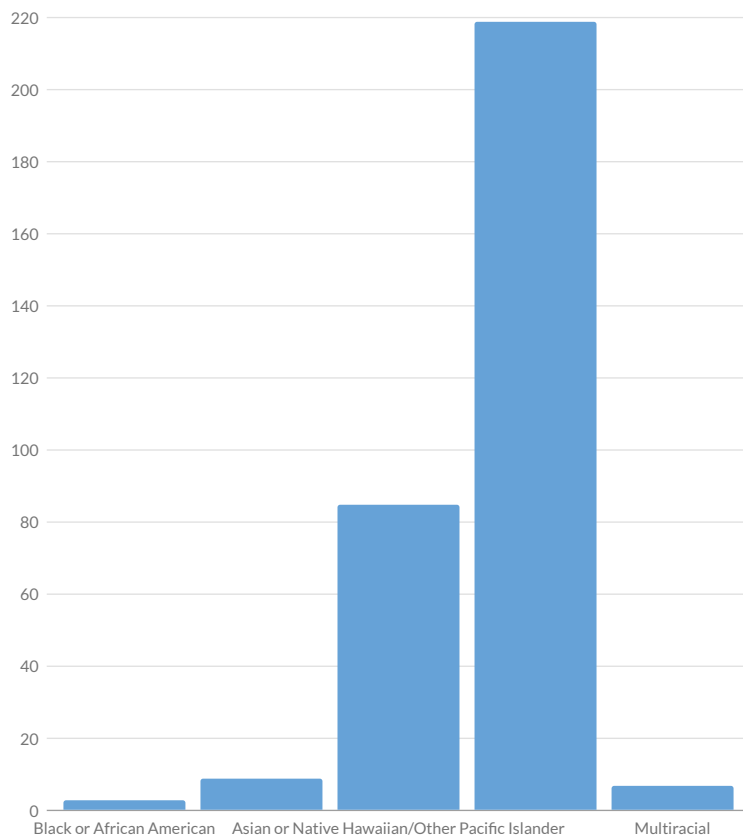
WALT WHITMAN ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 323

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

3	1%
---	----

HISPANIC OR LATINO

9	3%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

85	26%
----	-----

WHITE

219	68%
-----	-----

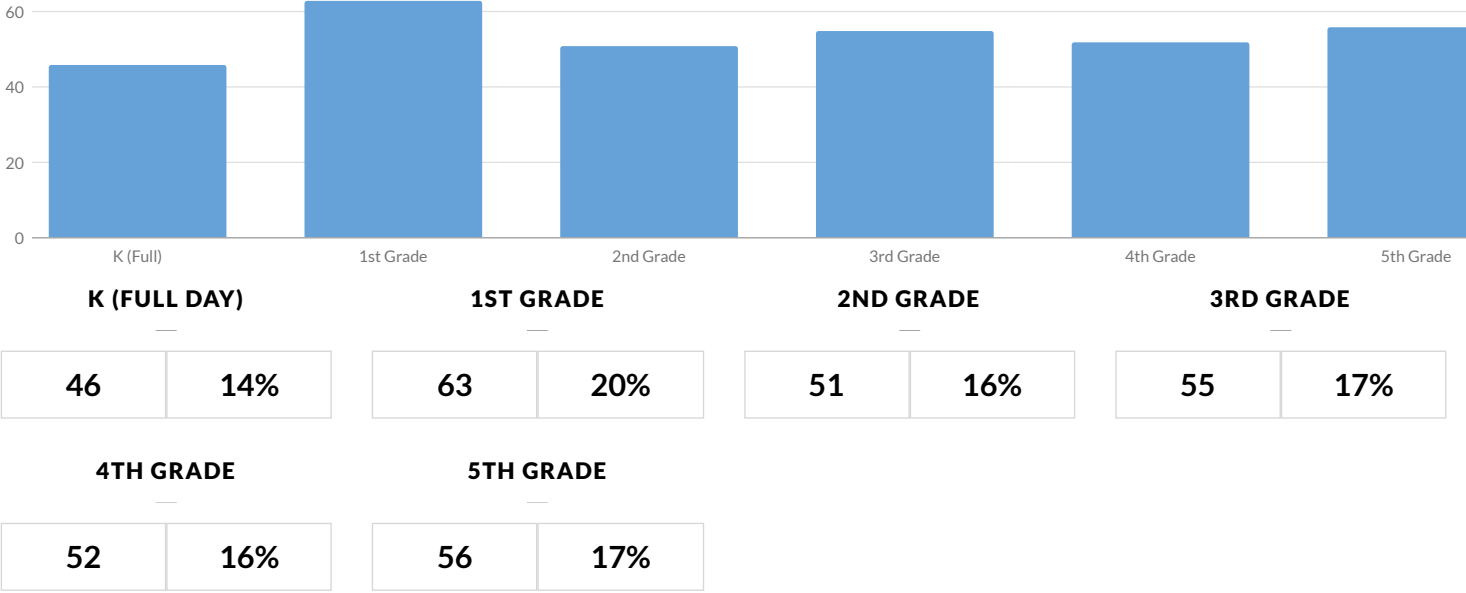
MULTIRACIAL

7	2%
---	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
9	3%	26	8%	20	6%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



WALT WHITMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
White	Good Standing
Students with Disabilities	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

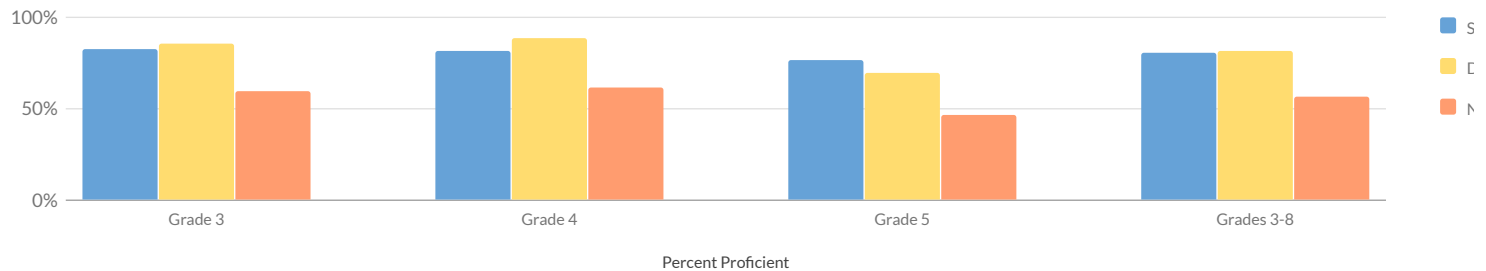
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	283	4	1.4%
Asian or Native Hawaiian/Other Pacific Islander	74	0	0%
Black or African American	2	—	—
Hispanic or Latino	8	—	—
Multiracial	8	—	—
White	191	4	2.1%
English Language Learners	11	—	—
Students with Disabilities	36	0	0%
Economically Disadvantaged	17	—	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

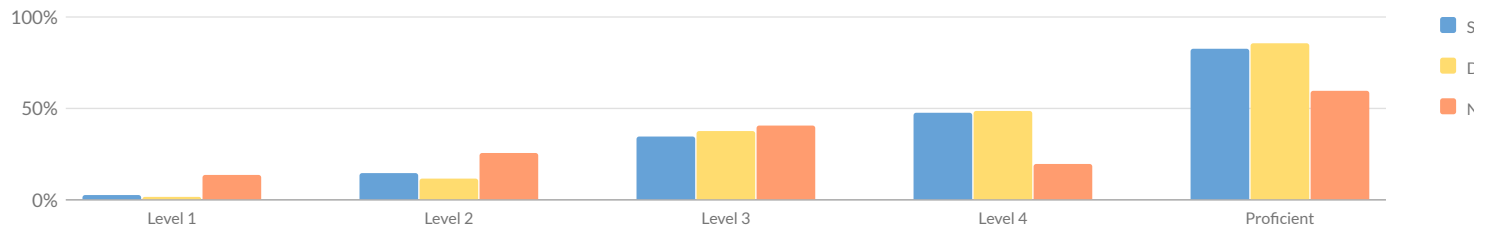
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	57	17	30%	40	70%	1	3%	6	15%	14	35%	19	48%	33	83%
Grade 4	53	20	38%	33	62%	0	0%	6	18%	9	27%	18	55%	27	82%
Grade 5	56	25	45%	31	55%	1	3%	6	19%	9	29%	15	48%	24	77%
Grades 3-8	166	62	37%	104	63%	2	2%	18	17%	32	31%	52	50%	84	81%

GRADE 3 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

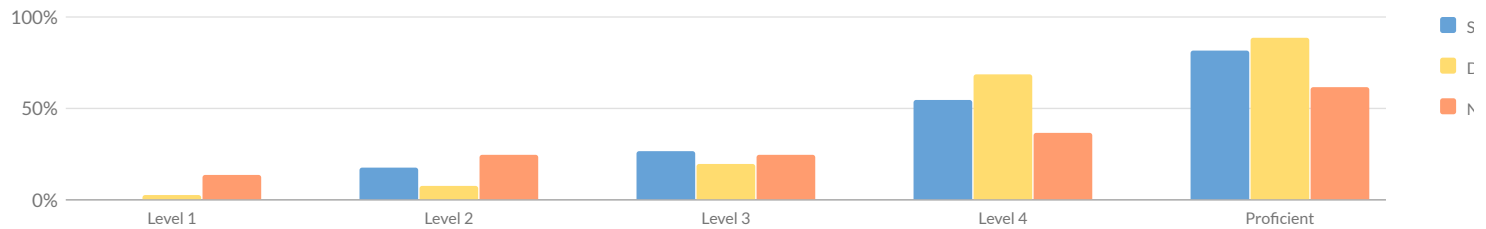


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	17	30%	40	70%	1	3%	6	15%	14	35%	19	48%	33	83%
General Education	51	16	31%	35	69%	0	0%	4	11%	13	37%	18	51%	31	89%
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	19	6	32%	13	68%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	36	10	28%	26	72%	1	4%	4	15%	8	31%	13	50%	21	81%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	6	30%	14	70%	0	0%	2	14%	6	43%	6	43%	12	86%
Female	22	5	23%	17	77%	0	0%	2	12%	7	41%	8	47%	15	88%
Male	35	12	34%	23	66%	1	4%	4	17%	7	30%	11	48%	18	78%
English Language Learners	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	54	17	31%	37	69%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	54	16	30%	38	70%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	17	30%	40	70%	1	3%	6	15%	14	35%	19	48%	33	83%
Not Homeless	57	17	30%	40	70%	1	3%	6	15%	14	35%	19	48%	33	83%
Not in Foster Care	57	17	30%	40	70%	1	3%	6	15%	14	35%	19	48%	33	83%
Parent Not in Armed Forces	57	17	30%	40	70%	1	3%	6	15%	14	35%	19	48%	33	83%

GRADE 4 ELA RESULTS

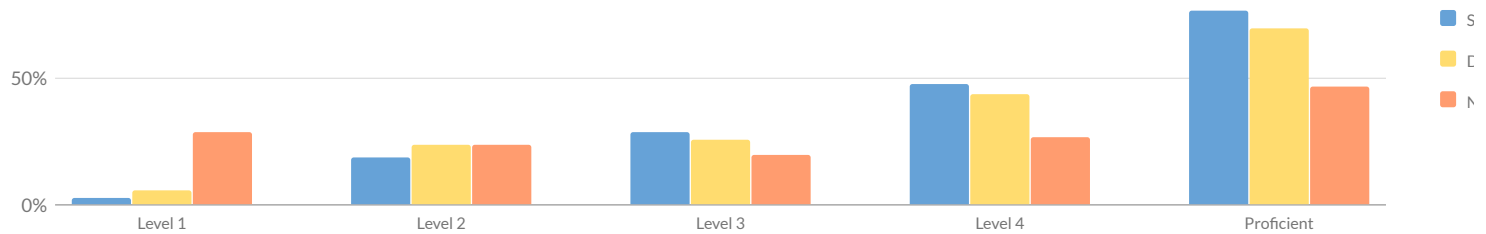
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	20	38%	33	62%	0	0%	6	18%	9	27%	18	55%	27	82%
General Education	50	18	36%	32	64%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	35	12	34%	23	66%	0	0%	4	17%	6	26%	13	57%	19	83%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	6	38%	10	63%	0	0%	2	20%	3	30%	5	50%	8	80%
Female	22	14	64%	8	36%	0	0%	1	13%	2	25%	5	63%	7	88%
Male	31	6	19%	25	81%	0	0%	5	20%	7	28%	13	52%	20	80%
English Language Learners	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	51	19	37%	32	63%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	51	18	35%	33	65%	0	0%	6	18%	9	27%	18	55%	27	82%
Not Migrant	53	20	38%	33	62%	0	0%	6	18%	9	27%	18	55%	27	82%
Not Homeless	53	20	38%	33	62%	0	0%	6	18%	9	27%	18	55%	27	82%
Not in Foster Care	53	20	38%	33	62%	0	0%	6	18%	9	27%	18	55%	27	82%
Parent Not in Armed Forces	53	20	38%	33	62%	0	0%	6	18%	9	27%	18	55%	27	82%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

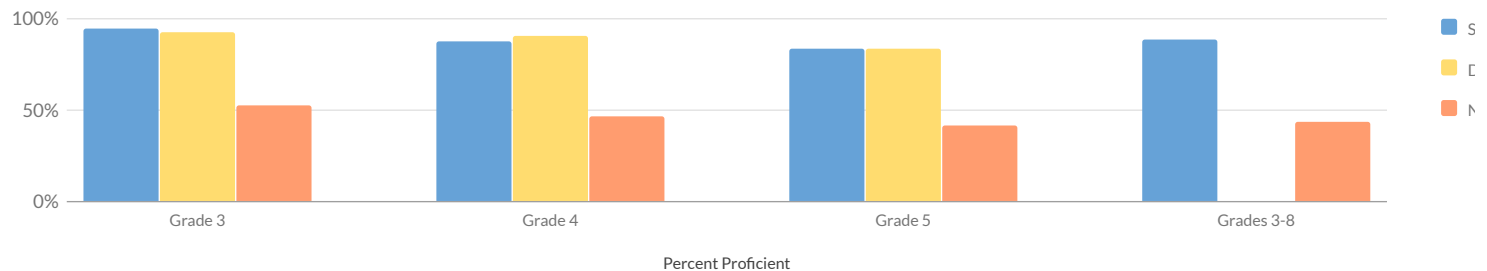


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	25	45%	31	55%	1	3%	6	19%	9	29%	15	48%	24	77%
General Education	50	19	38%	31	62%	1	3%	6	19%	9	29%	15	48%	24	77%
Students with Disabilities	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	46	23	50%	23	50%	0	0%	6	26%	7	30%	10	43%	17	74%
Small Group Total	10	2	20%	8	80%	1	13%	0	0%	2	25%	5	63%	7	88%
Female	22	7	32%	15	68%	0	0%	4	27%	6	40%	5	33%	11	73%
Male	34	18	53%	16	47%	1	6%	2	13%	3	19%	10	63%	13	81%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	55	25	45%	30	55%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	53	24	45%	29	55%	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	25	45%	31	55%	1	3%	6	19%	9	29%	15	48%	24	77%
Not Homeless	56	25	45%	31	55%	1	3%	6	19%	9	29%	15	48%	24	77%
Not in Foster Care	56	25	45%	31	55%	1	3%	6	19%	9	29%	15	48%	24	77%
Parent Not in Armed Forces	56	25	45%	31	55%	1	3%	6	19%	9	29%	15	48%	24	77%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



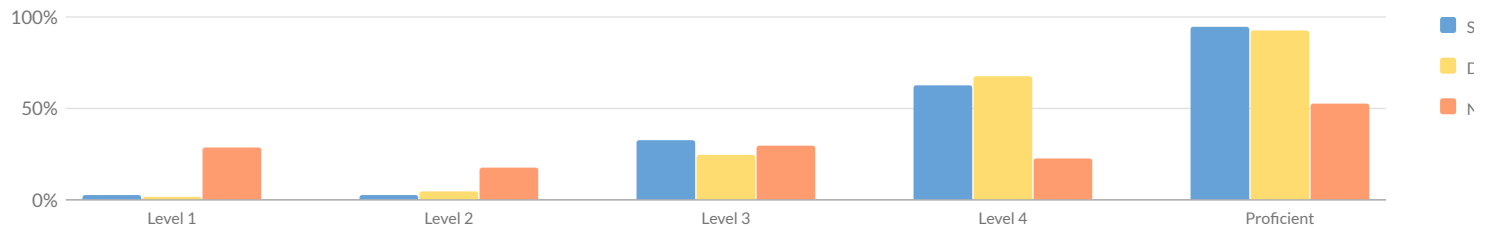
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	57	17	30%	40	70%	1	3%	1	3%	13	33%	25	63%	38	95%
Grade 4	53	21	40%	32	60%	0	0%	4	13%	5	16%	23	72%	28	88%
Grade 5	56	24	43%	32	57%	0	0%	5	16%	7	22%	20	63%	27	84%
Grades 3-8	166	62	37%	104	63%	1	1%	10	10%	25	24%	68	65%	93	89%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

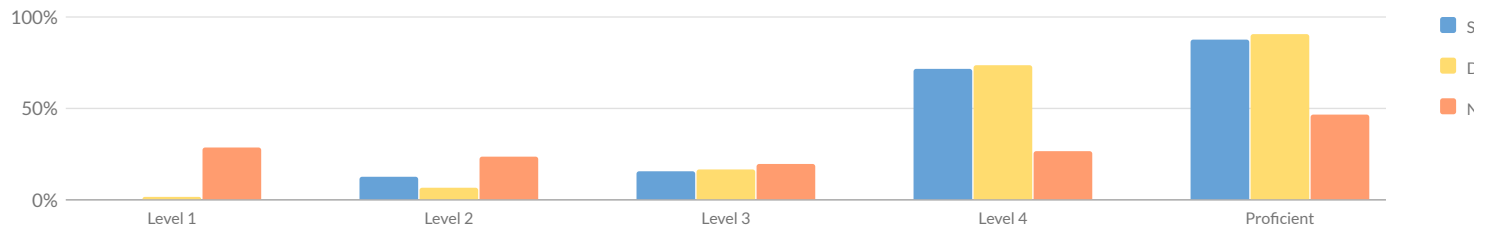
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	17	30%	40	70%	1	3%	1	3%	13	33%	25	63%	38	95%
General Education	51	16	31%	35	69%	0	0%	1	3%	12	34%	22	63%	34	97%
Students with Disabilities	6	1	17%	5	83%	1	20%	0	0%	1	20%	3	60%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	19	6	32%	13	68%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	36	10	28%	26	72%	1	4%	0	0%	8	31%	17	65%	25	96%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	20	6	30%	14	70%	0	0%	1	7%	5	36%	8	57%	13	93%
Female	22	5	23%	17	77%	0	0%	1	6%	4	24%	12	71%	16	94%
Male	35	12	34%	23	66%	1	4%	0	0%	9	39%	13	57%	22	96%
English Language Learners	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	54	17	31%	37	69%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	54	16	30%	38	70%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	17	30%	40	70%	1	3%	1	3%	13	33%	25	63%	38	95%
Not Homeless	57	17	30%	40	70%	1	3%	1	3%	13	33%	25	63%	38	95%
Not in Foster Care	57	17	30%	40	70%	1	3%	1	3%	13	33%	25	63%	38	95%
Parent Not in Armed Forces	57	17	30%	40	70%	1	3%	1	3%	13	33%	25	63%	38	95%

GRADE 4 MATH RESULTS

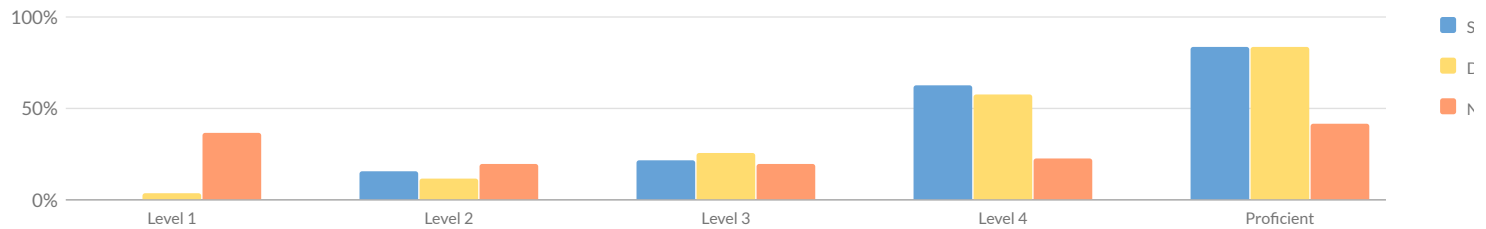
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	21	40%	32	60%	0	0%	4	13%	5	16%	23	72%	28	88%
General Education	50	19	38%	31	62%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	35	12	34%	23	66%	0	0%	3	13%	2	9%	18	78%	20	87%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	6	40%	9	60%	0	0%	1	11%	3	33%	5	56%	8	89%
Female	22	15	68%	7	32%	0	0%	1	14%	3	43%	3	43%	6	86%
Male	31	6	19%	25	81%	0	0%	3	12%	2	8%	20	80%	22	88%
English Language Learners	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	51	20	39%	31	61%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	51	19	37%	32	63%	0	0%	4	13%	5	16%	23	72%	28	88%
Not Migrant	53	21	40%	32	60%	0	0%	4	13%	5	16%	23	72%	28	88%
Not Homeless	53	21	40%	32	60%	0	0%	4	13%	5	16%	23	72%	28	88%
Not in Foster Care	53	21	40%	32	60%	0	0%	4	13%	5	16%	23	72%	28	88%
Parent Not in Armed Forces	53	21	40%	32	60%	0	0%	4	13%	5	16%	23	72%	28	88%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

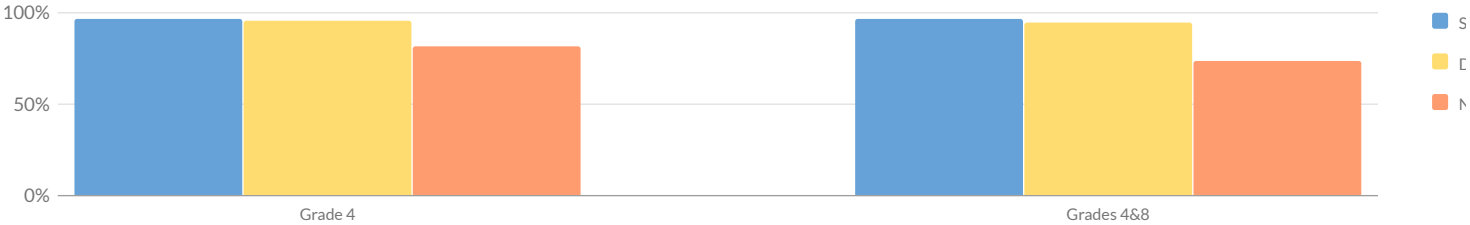


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	24	43%	32	57%	0	0%	5	16%	7	22%	20	63%	27	84%
General Education	50	18	36%	32	64%	0	0%	5	16%	7	22%	20	63%	27	84%
Students with Disabilities	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	46	22	48%	24	52%	0	0%	4	17%	5	21%	15	63%	20	83%
Small Group Total	10	2	20%	8	80%	0	0%	1	13%	2	25%	5	63%	7	88%
Female	22	6	27%	16	73%	0	0%	3	19%	2	13%	11	69%	13	81%
Male	34	18	53%	16	47%	0	0%	2	13%	5	31%	9	56%	14	88%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	55	24	44%	31	56%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	53	23	43%	30	57%	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	24	43%	32	57%	0	0%	5	16%	7	22%	20	63%	27	84%
Not Homeless	56	24	43%	32	57%	0	0%	5	16%	7	22%	20	63%	27	84%
Not in Foster Care	56	24	43%	32	57%	0	0%	5	16%	7	22%	20	63%	27	84%
Parent Not in Armed Forces	56	24	43%	32	57%	0	0%	5	16%	7	22%	20	63%	27	84%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior year’s results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

SUMMARY RESULTS



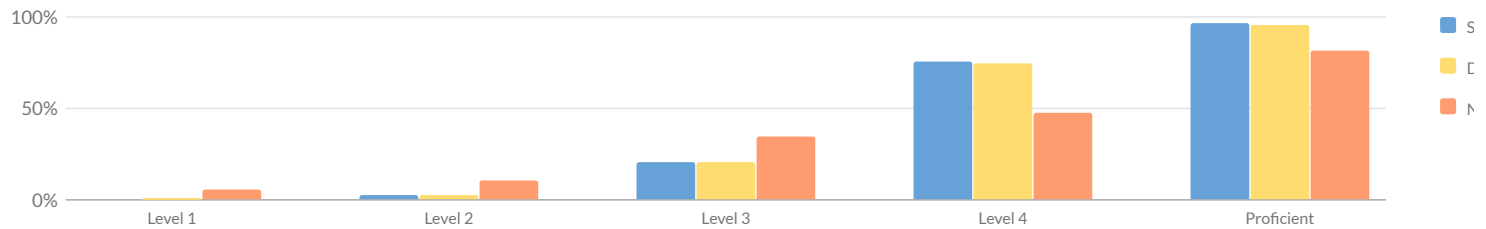
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%
Grades 4&8	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%
General Education	50	18	36%	32	64%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	35	12	34%	23	66%	0	0%	1	4%	3	13%	19	83%	22	96%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	6	38%	10	63%	0	0%	0	0%	4	40%	6	60%	10	100%
Female	22	14	64%	8	36%	0	0%	0	0%	2	25%	6	75%	8	100%
Male	31	6	19%	25	81%	0	0%	1	4%	5	20%	19	76%	24	96%
English Language Learners	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	51	19	37%	32	63%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	51	18	35%	33	65%	0	0%	1	3%	7	21%	25	76%	32	97%
Not Migrant	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%
Not Homeless	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%
Not in Foster Care	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%
Parent Not in Armed Forces	53	20	38%	33	62%	0	0%	1	3%	7	21%	25	76%	32	97%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

STAFF QUALIFICATIONS (2020-21)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	41	13	32%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

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	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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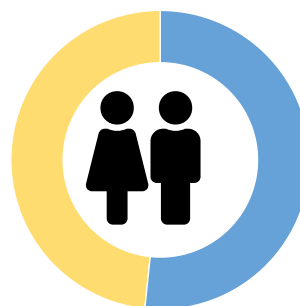
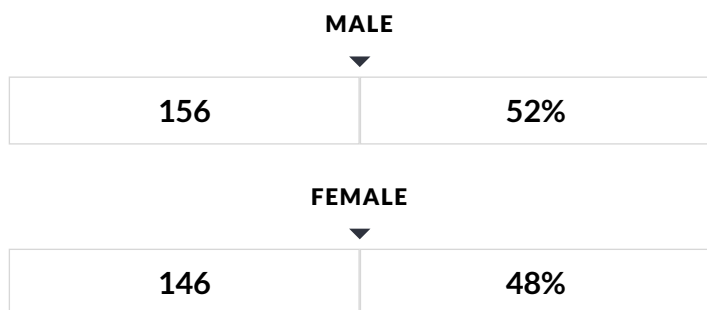
**Section 8: School Report Card
A. P. Willits Elementary School**

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

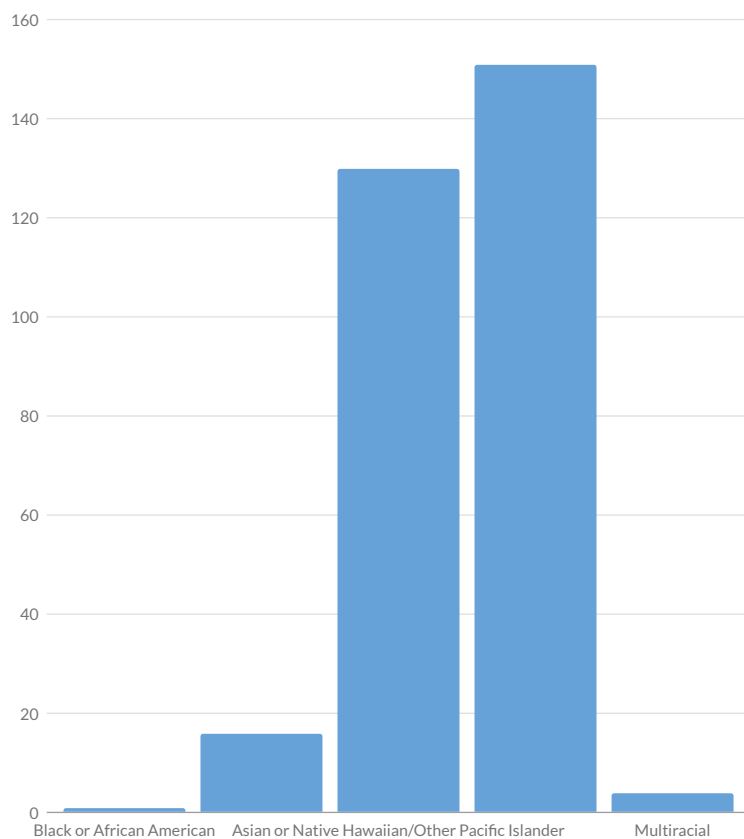
WILLITS ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 302

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



MULTIRACIAL



OTHER GROUPS**ENGLISH LANGUAGE LEARNERS**

22	7%
----	----

STUDENTS WITH DISABILITIES

35	12%
----	-----

ECONOMICALLY DISADVANTAGED

26	9%
----	----

MIGRANT

—	—
---	---

HOMELESS

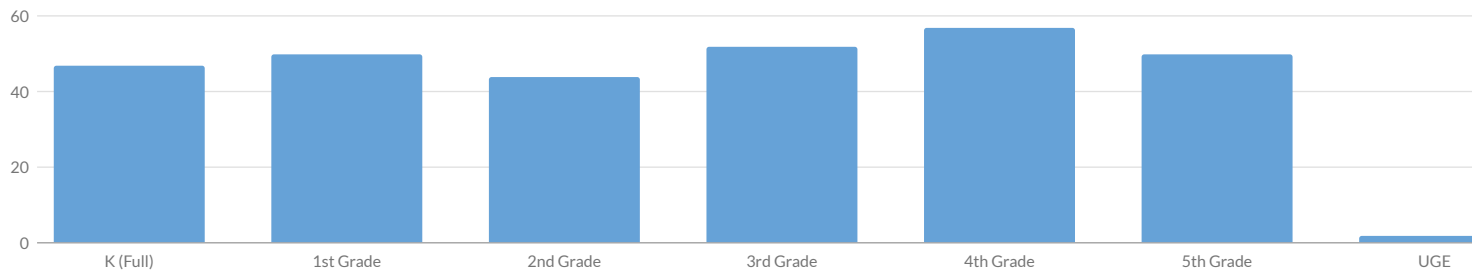
—	—
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FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE**K (FULL DAY)**

47	16%
----	-----

1ST GRADE

50	17%
----	-----

2ND GRADE

44	15%
----	-----

3RD GRADE

52	17%
----	-----

4TH GRADE

57	19%
----	-----

5TH GRADE

50	17%
----	-----

UNGRADED ELEMENTARY

2	1%
---	----

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WILLITS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

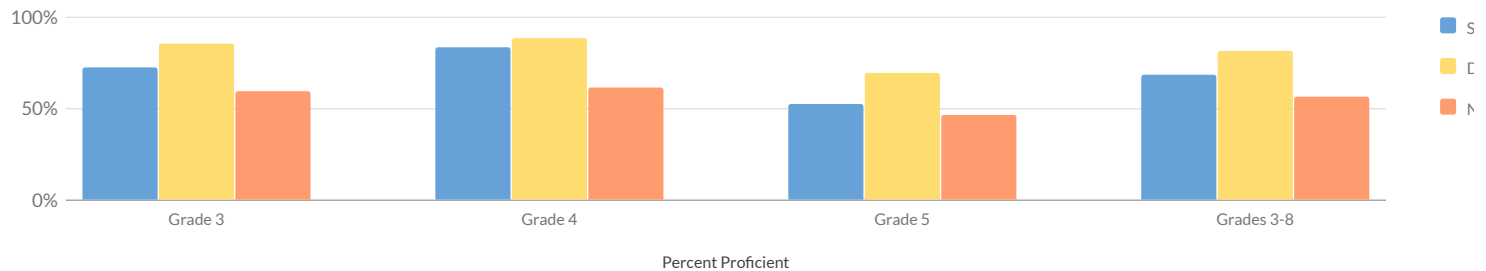
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	265	6	2.3%
Asian or Native Hawaiian/Other Pacific Islander	115	2	1.7%
Black or African American	2	—	—
Hispanic or Latino	13	—	—
Multiracial	3	—	—
White	132	3	2.3%
English Language Learners	34	0	0%
Students with Disabilities	37	3	8.1%
Economically Disadvantaged	25	—	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

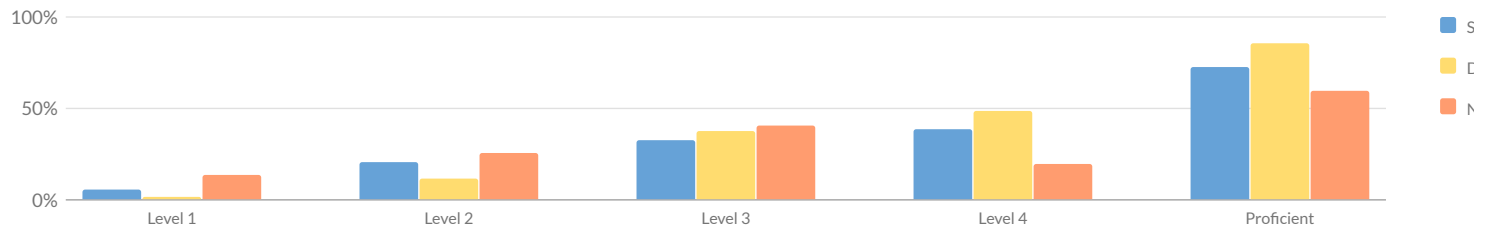
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	53	20	38%	33	62%	2	6%	7	21%	11	33%	13	39%	24	73%
Grade 4	57	20	35%	37	65%	0	0%	6	16%	9	24%	22	59%	31	84%
Grade 5	54	16	30%	38	70%	3	8%	15	39%	7	18%	13	34%	20	53%
Grades 3-8	164	56	34%	108	66%	5	5%	28	26%	27	25%	48	44%	75	69%

GRADE 3 ELA RESULTS

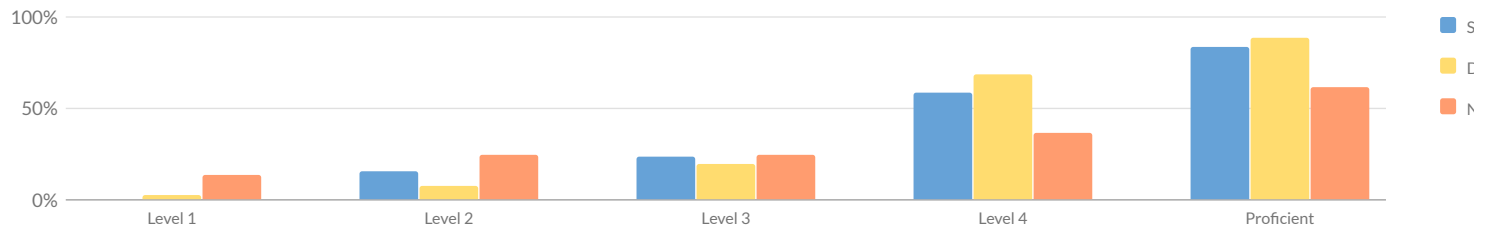
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	20	38%	33	62%	2	6%	7	21%	11	33%	13	39%	24	73%
General Education	40	12	30%	28	70%	1	4%	4	14%	11	39%	12	43%	23	82%
Students with Disabilities	13	8	62%	5	38%	1	20%	3	60%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	23	8	35%	15	65%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	28	12	43%	16	57%	1	6%	6	38%	6	38%	3	19%	9	56%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	25	8	32%	17	68%	1	6%	1	6%	5	29%	10	59%	15	88%
Female	28	8	29%	20	71%	1	5%	4	20%	9	45%	6	30%	15	75%
Male	25	12	48%	13	52%	1	8%	3	23%	2	15%	7	54%	9	69%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	52	20	38%	32	62%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	49	17	35%	32	65%	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	20	38%	33	62%	2	6%	7	21%	11	33%	13	39%	24	73%
Not Homeless	53	20	38%	33	62%	2	6%	7	21%	11	33%	13	39%	24	73%
Not in Foster Care	53	20	38%	33	62%	2	6%	7	21%	11	33%	13	39%	24	73%
Parent Not in Armed Forces	53	20	38%	33	62%	2	6%	7	21%	11	33%	13	39%	24	73%

GRADE 4 ELA RESULTS

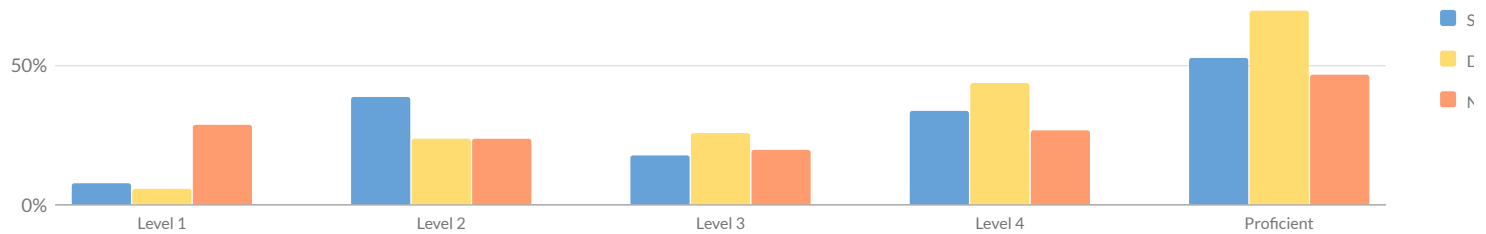
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	20	35%	37	65%	0	0%	6	16%	9	24%	22	59%	31	84%
General Education	48	12	25%	36	75%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	8	89%	1	11%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	8	31%	18	69%	0	0%	2	11%	2	11%	14	78%	16	89%
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	10	37%	17	63%	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	11	37%	19	63%	0	0%	4	21%	7	37%	8	42%	15	79%
Female	28	8	29%	20	71%	0	0%	4	20%	3	15%	13	65%	16	80%
Male	29	12	41%	17	59%	0	0%	2	12%	6	35%	9	53%	15	88%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	52	18	35%	34	65%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	52	17	33%	35	67%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	20	35%	37	65%	0	0%	6	16%	9	24%	22	59%	31	84%
Not Homeless	57	20	35%	37	65%	0	0%	6	16%	9	24%	22	59%	31	84%
Not in Foster Care	57	20	35%	37	65%	0	0%	6	16%	9	24%	22	59%	31	84%
Parent Not in Armed Forces	57	20	35%	37	65%	0	0%	6	16%	9	24%	22	59%	31	84%

GRADE 5 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

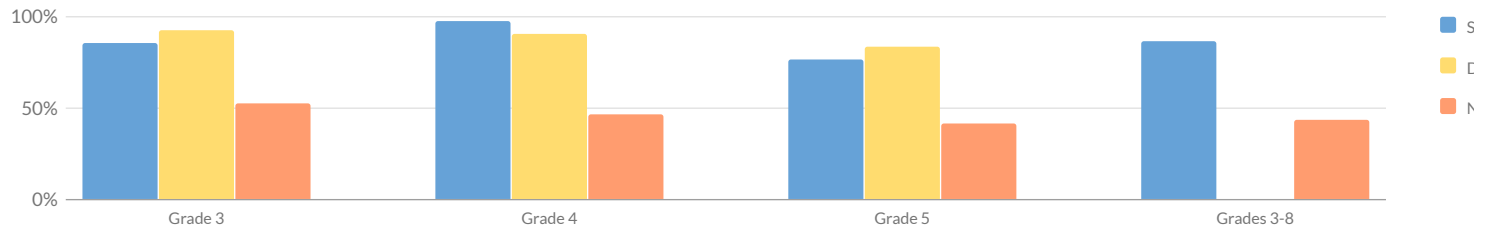


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	16	30%	38	70%	3	8%	15	39%	7	18%	13	34%	20	53%
General Education	47	12	26%	35	74%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	8	35%	15	65%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	29	8	28%	21	72%	2	10%	10	48%	5	24%	4	19%	9	43%
Small Group Total	25	8	32%	17	68%	1	6%	5	29%	2	12%	9	53%	11	65%
Female	23	7	30%	16	70%	0	0%	3	19%	4	25%	9	56%	13	81%
Male	31	9	29%	22	71%	3	14%	12	55%	3	14%	4	18%	7	32%
English Language Learners	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	51	14	27%	37	73%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	50	13	26%	37	74%	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	16	30%	38	70%	3	8%	15	39%	7	18%	13	34%	20	53%
Not Homeless	54	16	30%	38	70%	3	8%	15	39%	7	18%	13	34%	20	53%
Not in Foster Care	54	16	30%	38	70%	3	8%	15	39%	7	18%	13	34%	20	53%
Parent Not in Armed Forces	54	16	30%	38	70%	3	8%	15	39%	7	18%	13	34%	20	53%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

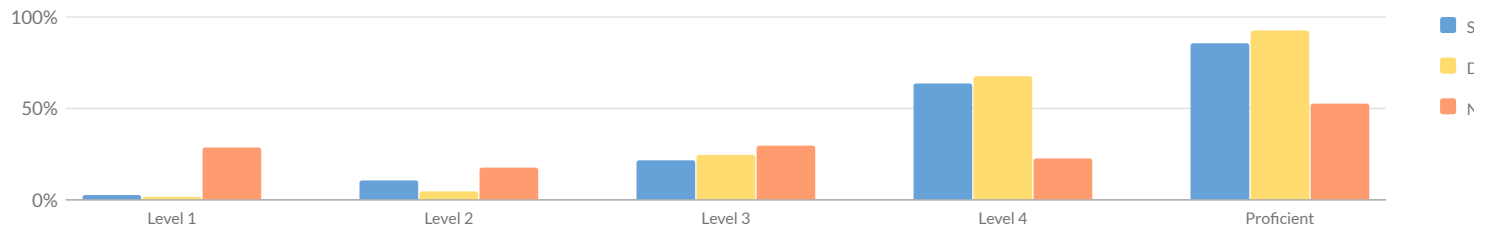
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	53	17	32%	36	68%	1	3%	4	11%	8	22%	23	64%	31	86%
Grade 4	57	17	30%	40	70%	0	0%	1	3%	6	15%	33	83%	39	98%
Grade 5	54	15	28%	39	72%	3	8%	6	15%	14	36%	16	41%	30	77%
Grades 3-8	164	49	30%	115	70%	4	3%	11	10%	28	24%	72	63%	100	87%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

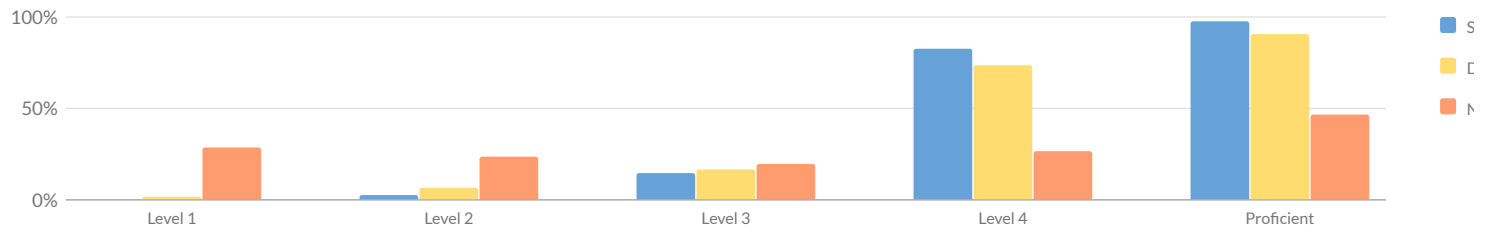
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	17	32%	36	68%	1	3%	4	11%	8	22%	23	64%	31	86%
General Education	40	10	25%	30	75%	1	3%	4	13%	4	13%	21	70%	25	83%
Students with Disabilities	13	7	54%	6	46%	0	0%	0	0%	4	67%	2	33%	6	100%
Asian or Native Hawaiian/Other Pacific Islander	23	8	35%	15	65%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	28	9	32%	19	68%	1	5%	4	21%	6	32%	8	42%	14	74%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	25	8	32%	17	68%	0	0%	0	0%	2	12%	15	88%	17	100%
Female	28	8	29%	20	71%	1	5%	2	10%	4	20%	13	65%	17	85%
Male	25	9	36%	16	64%	0	0%	2	13%	4	25%	10	63%	14	88%
English Language Learners	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	52	17	33%	35	67%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	49	14	29%	35	71%	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	17	32%	36	68%	1	3%	4	11%	8	22%	23	64%	31	86%
Not Homeless	53	17	32%	36	68%	1	3%	4	11%	8	22%	23	64%	31	86%
Not in Foster Care	53	17	32%	36	68%	1	3%	4	11%	8	22%	23	64%	31	86%
Parent Not in Armed Forces	53	17	32%	36	68%	1	3%	4	11%	8	22%	23	64%	31	86%

GRADE 4 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

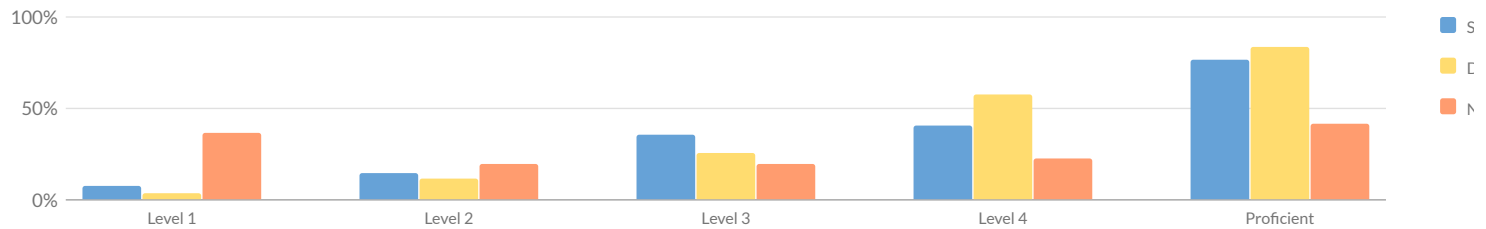


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	17	30%	40	70%	0	0%	1	3%	6	15%	33	83%	39	98%
General Education	48	10	21%	38	79%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	7	27%	19	73%	—	—	—	—	—	—	—	—	—	—
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%	0	0%	1	5%	3	16%	15	79%	18	95%
Small Group Total	29	8	28%	21	72%	0	0%	0	0%	3	14%	18	86%	21	100%
Female	28	7	25%	21	75%	0	0%	1	5%	3	14%	17	81%	20	95%
Male	29	10	34%	19	66%	0	0%	0	0%	3	16%	16	84%	19	100%
English Language Learners	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	52	16	31%	36	69%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	52	15	29%	37	71%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	17	30%	40	70%	0	0%	1	3%	6	15%	33	83%	39	98%
Not Homeless	57	17	30%	40	70%	0	0%	1	3%	6	15%	33	83%	39	98%
Not in Foster Care	57	17	30%	40	70%	0	0%	1	3%	6	15%	33	83%	39	98%
Parent Not in Armed Forces	57	17	30%	40	70%	0	0%	1	3%	6	15%	33	83%	39	98%

GRADE 5 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

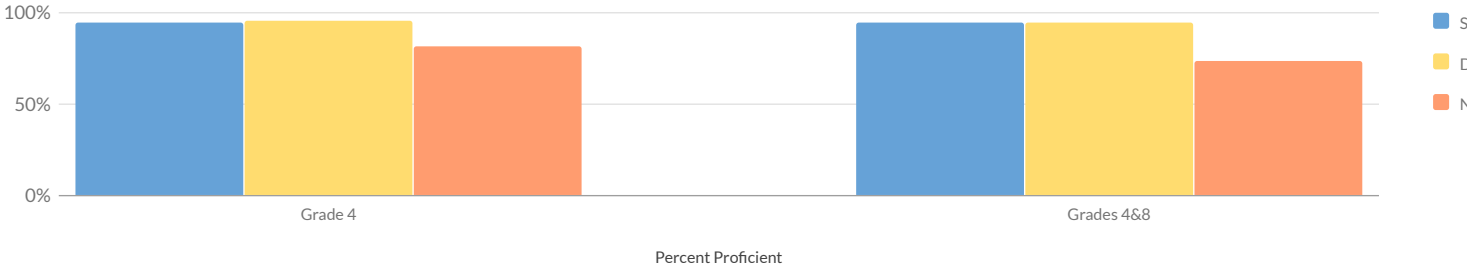


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	15	28%	39	72%	3	8%	6	15%	14	36%	16	41%	30	77%
General Education	47	11	23%	36	77%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	8	35%	15	65%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	29	7	24%	22	76%	3	14%	3	14%	10	45%	6	27%	16	73%
Small Group Total	25	8	32%	17	68%	0	0%	3	18%	4	24%	10	59%	14	82%
Female	23	6	26%	17	74%	1	6%	2	12%	7	41%	7	41%	14	82%
Male	31	9	29%	22	71%	2	9%	4	18%	7	32%	9	41%	16	73%
English Language Learners	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	51	13	25%	38	75%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	50	12	24%	38	76%	—	—	—	—	—	—	—	—	—	—
Not Migrant	54	15	28%	39	72%	3	8%	6	15%	14	36%	16	41%	30	77%
Not Homeless	54	15	28%	39	72%	3	8%	6	15%	14	36%	16	41%	30	77%
Not in Foster Care	54	15	28%	39	72%	3	8%	6	15%	14	36%	16	41%	30	77%
Parent Not in Armed Forces	54	15	28%	39	72%	3	8%	6	15%	14	36%	16	41%	30	77%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students’ results are available, state assessments **are not representative** of the state’s student population and the results **should not be compared** statewide or by statewide subgroup or with prior year’s results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district’s results **may not be representative** of that school or district’s student population.

SUMMARY RESULTS



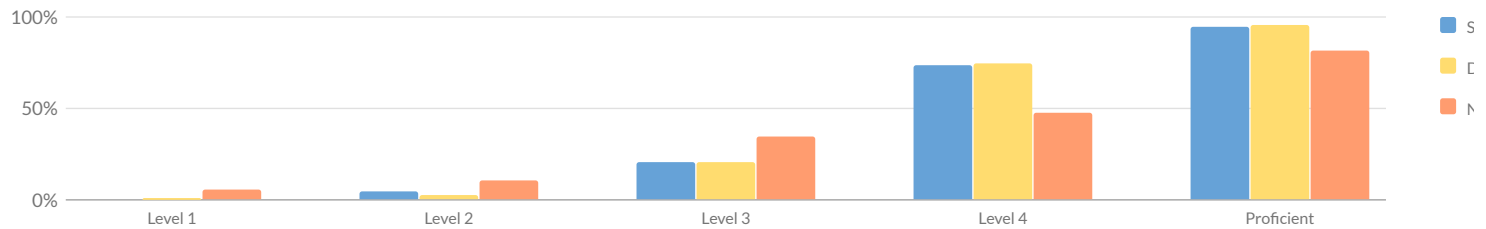
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%
Grades 4&8	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%
General Education	48	10	21%	38	79%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	9	8	89%	1	11%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	7	27%	19	73%	0	0%	0	0%	2	11%	17	89%	19	100%
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	9	33%	18	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	10	33%	20	67%	0	0%	2	10%	6	30%	12	60%	18	90%
Female	28	7	25%	21	75%	0	0%	1	5%	7	33%	13	62%	20	95%
Male	29	11	38%	18	62%	0	0%	1	6%	1	6%	16	89%	17	94%
English Language Learners	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	52	17	33%	35	67%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	52	16	31%	36	69%	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%
Not Homeless	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%
Not in Foster Care	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%
Parent Not in Armed Forces	57	18	32%	39	68%	0	0%	2	5%	8	21%	29	74%	37	95%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	7	0	0%	7	100%	0	0%	0	0%	4	57%	2	29%	1	14%
Grade 2	5	0	0%	5	100%	0	0%	0	0%	0	0%	2	40%	3	60%
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	5	0	0%	5	100%	0	0%	0	0%	0	0%	0	0%	5	100%
Grade 5	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

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

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

STAFF QUALIFICATIONS (2020-21)**INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	45	16	36%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	35	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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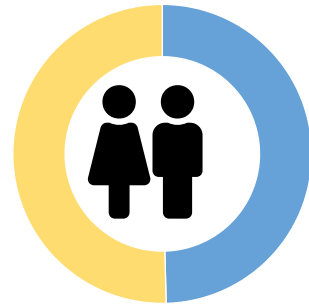
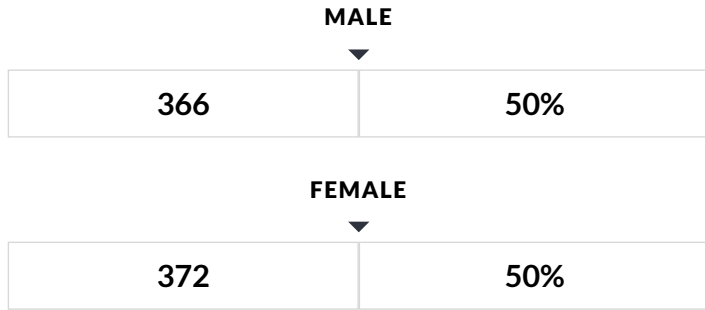
Section 9: School Report Card
South Woods Middle School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

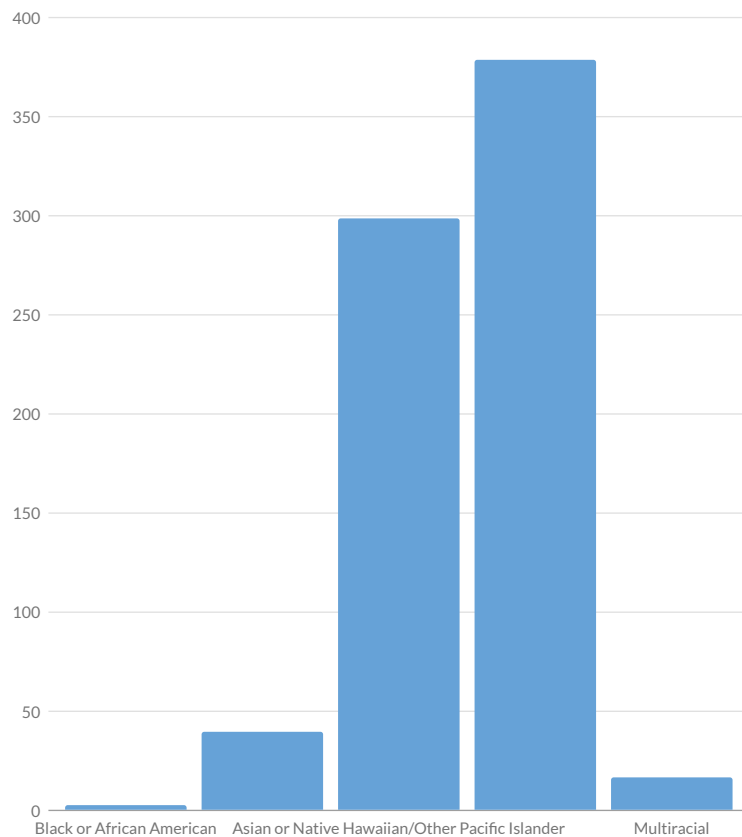
SOUTH WOODS MIDDLE SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 738

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN

3	0%
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HISPANIC OR LATINO

40	5%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

299	41%
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WHITE

379	51%
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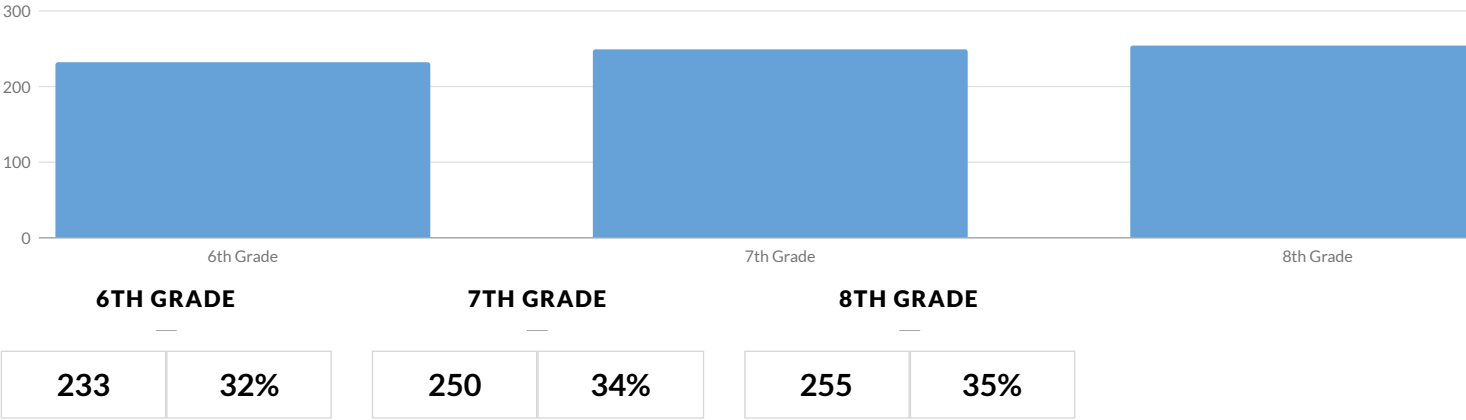
MULTIRACIAL

17	2%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
9	1%	53	7%	65	9%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



SOUTH WOODS MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

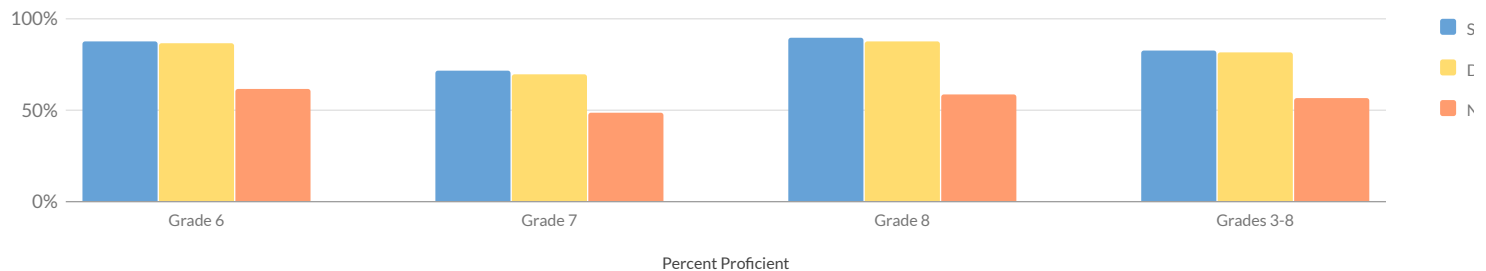
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	758	26	3.4%
Asian or Native Hawaiian/Other Pacific Islander	316	2	.6%
Black or African American	3	—	—
Hispanic or Latino	41	3	7.3%
Multiracial	17	—	—
White	381	20	5.2%
English Language Learners	14	—	—
Students with Disabilities	56	4	7.1%
Economically Disadvantaged	70	8	11.4%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

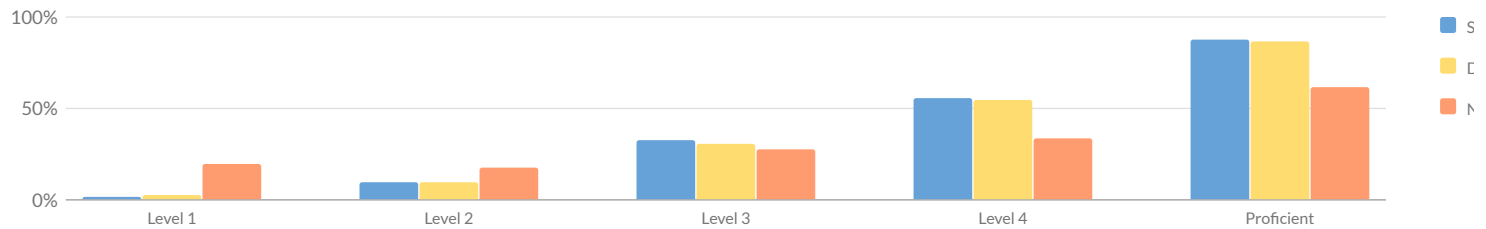
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	232	69	30%	163	70%	3	2%	16	10%	53	33%	91	56%	144	88%
Grade 7	258	95	37%	163	63%	11	7%	35	21%	62	38%	55	34%	117	72%
Grade 8	260	123	47%	137	53%	1	1%	13	9%	40	29%	83	61%	123	90%
Grades 3-8	750	287	38%	463	62%	15	3%	64	14%	155	33%	229	49%	384	83%

GRADE 6 ELA RESULTS

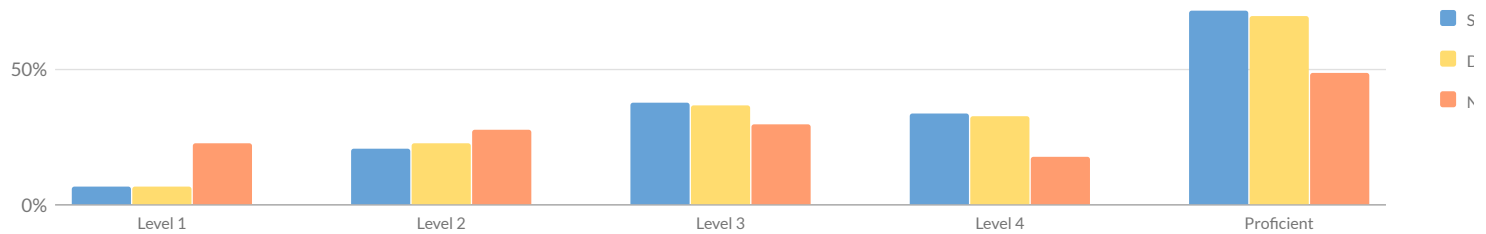
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	69	30%	163	70%	3	2%	16	10%	53	33%	91	56%	144	88%
General Education	218	59	27%	159	73%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	14	10	71%	4	29%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	93	28	30%	65	70%	0	0%	3	5%	18	28%	44	68%	62	95%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	3	27%	8	73%	1	13%	2	25%	2	25%	3	38%	5	63%
White	120	37	31%	83	69%	1	1%	10	12%	33	40%	39	47%	72	87%
Multiracial	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	7	88%	1	14%	1	14%	0	0%	5	71%	5	71%
Female	127	44	35%	83	65%	2	2%	5	6%	24	29%	52	63%	76	92%
Male	105	25	24%	80	76%	1	1%	11	14%	29	36%	39	49%	68	85%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	229	68	30%	161	70%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	7	33%	14	67%	1	7%	3	21%	5	36%	5	36%	10	71%
Not Economically Disadvantaged	211	62	29%	149	71%	2	1%	13	9%	48	32%	86	58%	134	90%
Not Migrant	232	69	30%	163	70%	3	2%	16	10%	53	33%	91	56%	144	88%
Not Homeless	232	69	30%	163	70%	3	2%	16	10%	53	33%	91	56%	144	88%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	231	68	29%	163	71%	3	2%	16	10%	53	33%	91	56%	144	88%
Parent Not in Armed Forces	232	69	30%	163	70%	3	2%	16	10%	53	33%	91	56%	144	88%

GRADE 7 ELA RESULTS

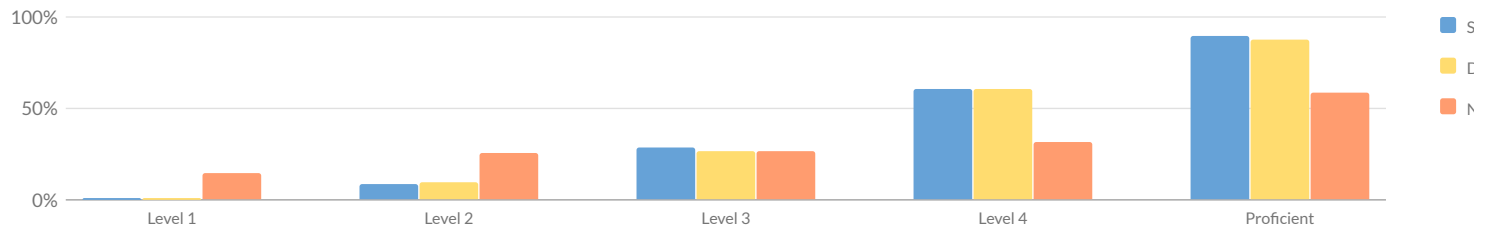
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	258	95	37%	163	63%	11	7%	35	21%	62	38%	55	34%	117	72%
General Education	238	85	36%	153	64%	8	5%	32	21%	60	39%	53	35%	113	74%
Students with Disabilities	20	10	50%	10	50%	3	30%	3	30%	2	20%	2	20%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	107	46	43%	61	57%	2	3%	13	21%	16	26%	30	49%	46	75%
Hispanic or Latino	16	5	31%	11	69%	4	36%	5	45%	2	18%	0	0%	2	18%
White	129	43	33%	86	67%	5	6%	16	19%	43	50%	22	26%	65	76%
Multiracial	6	1	17%	5	83%	0	0%	1	20%	1	20%	3	60%	4	80%
Female	119	45	38%	74	62%	5	7%	16	22%	27	36%	26	35%	53	72%
Male	139	50	36%	89	64%	6	7%	19	21%	35	39%	29	33%	64	72%
English Language Learners	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	253	94	37%	159	63%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	22	11	50%	11	50%	4	36%	2	18%	4	36%	1	9%	5	45%
Not Economically Disadvantaged	236	84	36%	152	64%	7	5%	33	22%	58	38%	54	36%	112	74%
Not Migrant	258	95	37%	163	63%	11	7%	35	21%	62	38%	55	34%	117	72%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	257	94	37%	163	63%	11	7%	35	21%	62	38%	55	34%	117	72%
Not in Foster Care	258	95	37%	163	63%	11	7%	35	21%	62	38%	55	34%	117	72%
Parent Not in Armed Forces	258	95	37%	163	63%	11	7%	35	21%	62	38%	55	34%	117	72%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

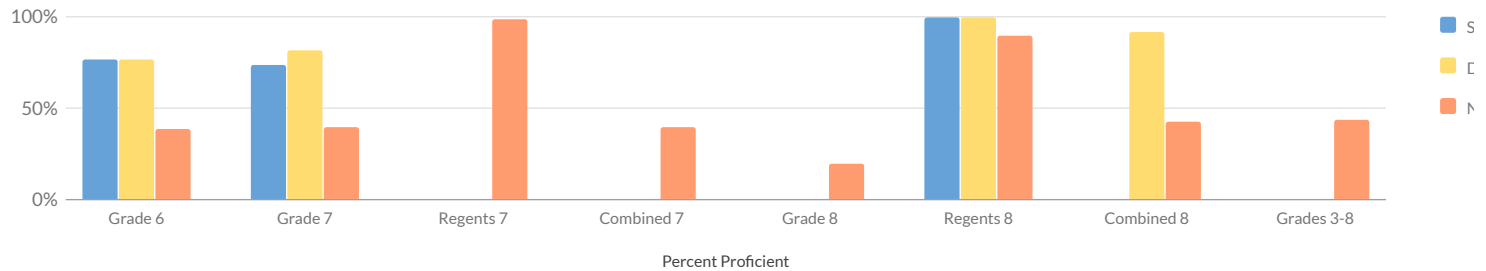


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	123	47%	137	53%	1	1%	13	9%	40	29%	83	61%	123	90%
General Education	241	107	44%	134	56%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	19	16	84%	3	16%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	113	40	35%	73	65%	0	0%	3	4%	21	29%	49	67%	70	96%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	6	46%	7	54%	—	—	—	—	—	—	—	—	—	—
White	128	75	59%	53	41%	1	2%	8	15%	16	30%	28	53%	44	83%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	7	39%	11	61%	0	0%	2	18%	3	27%	6	55%	9	82%
Female	132	67	51%	65	49%	0	0%	8	12%	20	31%	37	57%	57	88%
Male	128	56	44%	72	56%	1	1%	5	7%	20	28%	46	64%	66	92%
English Language Learners	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	255	121	47%	134	53%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	12	52%	11	48%	0	0%	1	9%	4	36%	6	55%	10	91%
Not Economically Disadvantaged	237	111	47%	126	53%	1	1%	12	10%	36	29%	77	61%	113	90%
Not Migrant	260	123	47%	137	53%	1	1%	13	9%	40	29%	83	61%	123	90%
Not Homeless	260	123	47%	137	53%	1	1%	13	9%	40	29%	83	61%	123	90%
Not in Foster Care	260	123	47%	137	53%	1	1%	13	9%	40	29%	83	61%	123	90%
Parent Not in Armed Forces	260	123	47%	137	53%	1	1%	13	9%	40	29%	83	61%	123	90%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	232	73	31%	159	69%	9	6%	28	18%	57	36%	65	41%	122	77%
Grade 7	258	99	38%	159	62%	12	8%	29	18%	51	32%	67	42%	118	74%
Regents 7	—	3	1%	4	2%	—	—	—	—	—	—	—	—	—	—
Combined 7	258	95	37%	163	63%	—	—	—	—	—	—	—	—	—	—
Grade 8	260	258	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	198	76%	47	18%	0	0%	0	0%	10	21%	37	79%	47	100%
Combined 8	260	211	81%	49	19%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	750	379	51%	371	49%	—	—	—	—	—	—	—	—	—	—

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

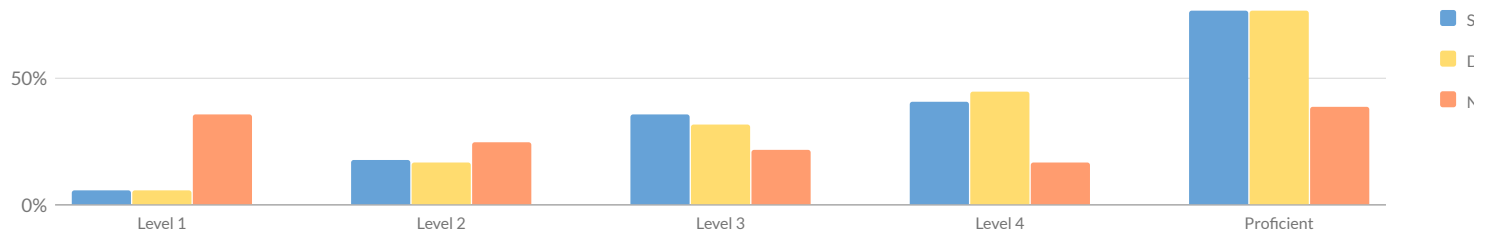
REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 7	7	3	43	4	57
Regents 8	245	198	81	47	19

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

GRADE 6 MATH RESULTS

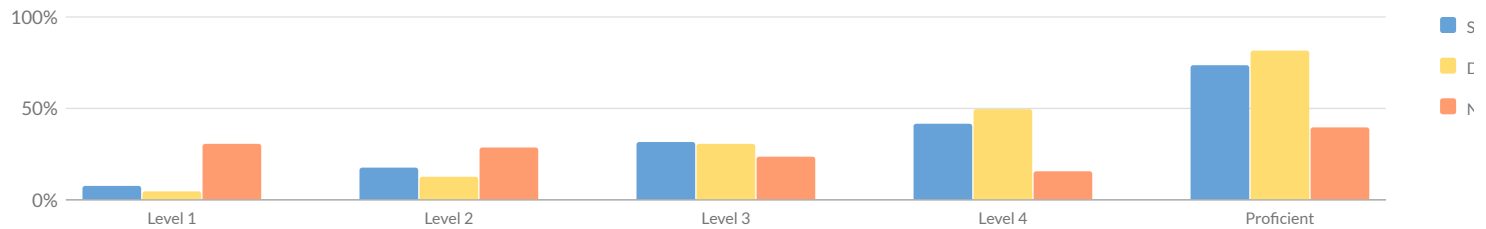
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	232	73	31%	159	69%	9	6%	28	18%	57	36%	65	41%	122	77%
General Education	218	64	29%	154	71%	8	5%	26	17%	55	36%	65	42%	120	78%
Students with Disabilities	14	9	64%	5	36%	1	20%	2	40%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	93	28	30%	65	70%	2	3%	4	6%	23	35%	36	55%	59	91%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	3	27%	8	73%	2	25%	2	25%	2	25%	2	25%	4	50%
White	120	40	33%	80	67%	4	5%	21	26%	30	38%	25	31%	55	69%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
Female	127	47	37%	80	63%	6	8%	17	21%	28	35%	29	36%	57	71%
Male	105	26	25%	79	75%	3	4%	11	14%	29	37%	36	46%	65	82%
English Language Learners	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	229	72	31%	157	69%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	6	29%	15	71%	3	20%	4	27%	4	27%	4	27%	8	53%
Not Economically Disadvantaged	211	67	32%	144	68%	6	4%	24	17%	53	37%	61	42%	114	79%
Not Migrant	232	73	31%	159	69%	9	6%	28	18%	57	36%	65	41%	122	77%
Not Homeless	232	73	31%	159	69%	9	6%	28	18%	57	36%	65	41%	122	77%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	231	72	31%	159	69%	9	6%	28	18%	57	36%	65	41%	122	77%
Parent Not in Armed Forces	232	73	31%	159	69%	9	6%	28	18%	57	36%	65	41%	122	77%

GRADE 7 MATH RESULTS

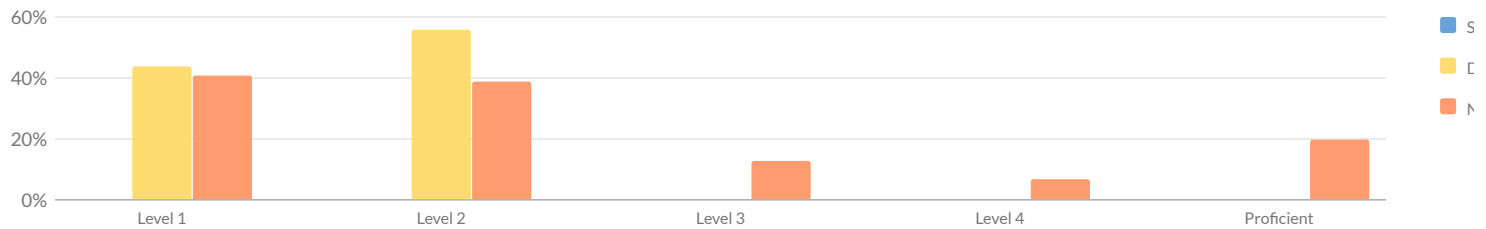
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	258	99	38%	159	62%	12	8%	29	18%	51	32%	67	42%	118	74%
General Education	238	87	37%	151	63%	9	6%	25	17%	51	34%	66	44%	117	77%
Students with Disabilities	20	12	60%	8	40%	3	38%	4	50%	0	0%	1	13%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	107	46	43%	61	57%	4	7%	6	10%	17	28%	34	56%	51	84%
Hispanic or Latino	16	6	38%	10	63%	—	—	—	—	—	—	—	—	—	—
White	129	45	35%	84	65%	5	6%	19	23%	30	36%	30	36%	60	71%
Multiracial	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	22	8	36%	14	64%	3	21%	4	29%	4	29%	3	21%	7	50%
Female	119	48	40%	71	60%	9	13%	14	20%	20	28%	28	39%	48	68%
Male	139	51	37%	88	63%	3	3%	15	17%	31	35%	39	44%	70	80%
English Language Learners	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learners	253	99	39%	154	61%	10	6%	27	18%	50	32%	67	44%	117	76%
Economically Disadvantaged	22	11	50%	11	50%	4	36%	3	27%	2	18%	2	18%	4	36%
Not Economically Disadvantaged	236	88	37%	148	63%	8	5%	26	18%	49	33%	65	44%	114	77%
Not Migrant	258	99	38%	159	62%	12	8%	29	18%	51	32%	67	42%	118	74%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	257	98	38%	159	62%	12	8%	29	18%	51	32%	67	42%	118	74%
Not in Foster Care	258	99	38%	159	62%	12	8%	29	18%	51	32%	67	42%	118	74%
Parent Not in Armed Forces	258	99	38%	159	62%	12	8%	29	18%	51	32%	67	42%	118	74%

GRADE 8 MATH RESULTS

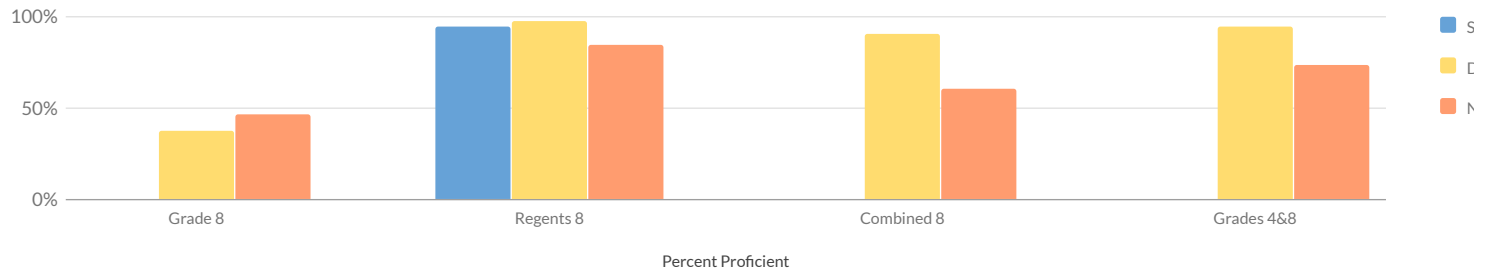
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	258	99%	2	1%	—	—	—	—	—	—	—	—	—	—
General Education	241	240	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	19	18	95%	1	5%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	113	113	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	128	127	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Small Group Total	133	131	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Female	132	130	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Male	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	255	253	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	237	235	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	258	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Not Homeless	260	258	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	260	258	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	260	258	99%	2	1%	—	—	—	—	—	—	—	—	—	—

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	260	259	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	205	79%	43	17%	1	2%	1	2%	13	30%	28	65%	41	95%
Combined 8	260	216	83%	44	17%	—	—	—	—	—	—	—	—	—	—
Grades 4&8	260	216	83%	44	17%	—	—	—	—	—	—	—	—	—	—

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

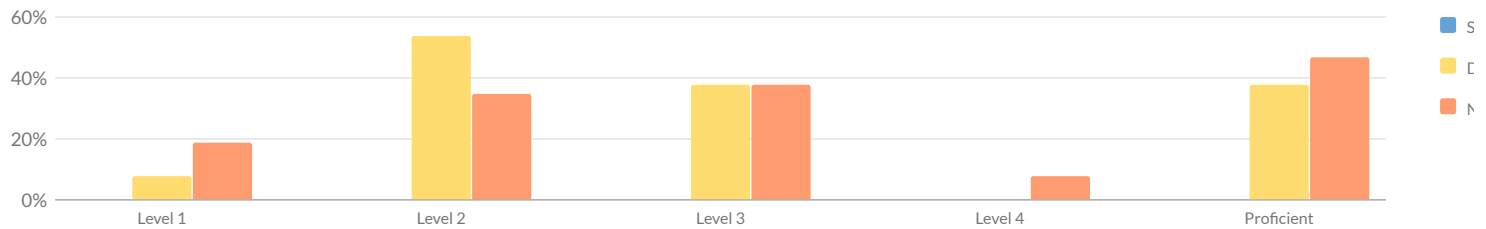
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	248	205	83	43	17

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

GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



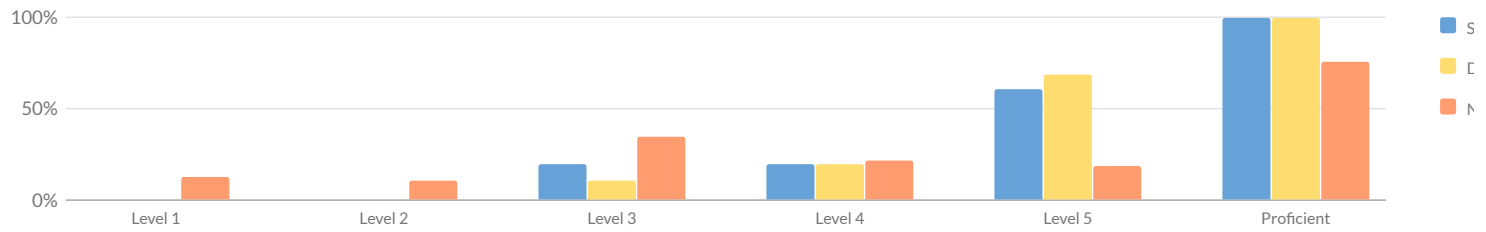
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	260	259	100%	1	0%	—	—	—	—	—	—	—	—	—	—
General Education	241	241	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	19	18	95%	1	5%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	113	113	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	128	127	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	128	127	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Female	132	131	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Male	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	255	254	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	237	236	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Not Migrant	260	259	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Not Homeless	260	259	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	260	259	100%	1	0%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	260	259	100%	1	0%	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Percentage Scoring at Levels														
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	51	0	0%	0	0%	10	20%	10	20%	31	61%	51	100%	
General Education	50	—	—	—	—	—	—	—	—	—	—	—	—	
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	0	0%	7	18%	7	18%	25	64%	39	100%	
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
White	10	—	—	—	—	—	—	—	—	—	—	—	—	
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	
Small Group Total	12	0	0%	0	0%	3	25%	3	25%	6	50%	12	100%	
Female	17	0	0%	0	0%	3	18%	6	35%	8	47%	17	100%	
Male	34	0	0%	0	0%	7	21%	4	12%	23	68%	34	100%	
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—	
Non-English Language Learners	50	—	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—	
Not Economically Disadvantaged	50	—	—	—	—	—	—	—	—	—	—	—	—	
Not Migrant	51	0	0%	0	0%	10	20%	10	20%	31	61%	51	100%	
Not Homeless	51	0	0%	0	0%	10	20%	10	20%	31	61%	51	100%	
Not in Foster Care	51	0	0%	0	0%	10	20%	10	20%	31	61%	51	100%	
Parent Not in Armed Forces	51	0	0%	0	0%	10	20%	10	20%	31	61%	51	100%	

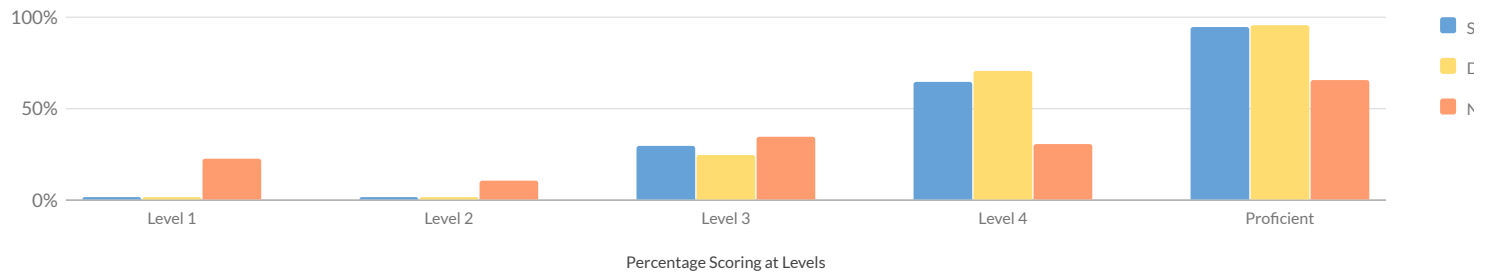
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	252	201	80	51	20
General Education	238	188	79	50	21
Students with Disabilities	14	13	93	1	7
Asian or Native Hawaiian/Other Pacific Islander	114	75	66	39	34
Black or African American	1	1	100	0	0
Hispanic or Latino	10	10	100	0	0
White	123	113	92	10	8
Multiracial	4	2	50	2	50
Female	126	109	87	17	13
Male	126	92	73	34	27
English Language Learners	4	3	75	1	25
Non-English Language Learners	248	198	80	50	20
Economically Disadvantaged	21	20	95	1	5
Not Economically Disadvantaged	231	181	78	50	22
Not Migrant	252	201	80	51	20
Not Homeless	252	201	80	51	20
Not in Foster Care	252	201	80	51	20
Parent Not in Armed Forces	252	201	80	51	20

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	43	1	2%	1	2%	13	30%	28	65%	41	95%
General Education	43	1	2%	1	2%	13	30%	28	65%	41	95%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	31	1	3%	1	3%	8	26%	21	68%	29	94%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	11	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	5	42%	7	58%	12	100%
Female	13	0	0%	1	8%	5	38%	7	54%	12	92%
Male	30	1	3%	0	0%	8	27%	21	70%	29	97%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	42	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	42	—	—	—	—	—	—	—	—	—	—
Not Migrant	43	1	2%	1	2%	13	30%	28	65%	41	95%
Not Homeless	43	1	2%	1	2%	13	30%	28	65%	41	95%
Not in Foster Care	43	1	2%	1	2%	13	30%	28	65%	41	95%
Parent Not in Armed Forces	43	1	2%	1	2%	13	30%	28	65%	41	95%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	248	205	83	43	17
General Education	237	194	82	43	18
Students with Disabilities	11	11	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	112	81	72	31	28
Black or African American	1	1	100	0	0
Hispanic or Latino	10	10	100	0	0
White	122	111	91	11	9
Multiracial	3	2	67	1	33
Female	124	111	90	13	10
Male	124	94	76	30	24
English Language Learners	4	3	75	1	25
Non-English Language Learners	244	202	83	42	17
Economically Disadvantaged	21	20	95	1	5
Not Economically Disadvantaged	227	185	81	42	19
Not Migrant	248	205	83	43	17
Not Homeless	248	205	83	43	17
Not in Foster Care	248	205	83	43	17
Parent Not in Armed Forces	248	205	83	43	17

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 (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	5	0	0%	5	100%	0	0%	0	0%	2	40%	1	20%	2	40%
Grade 8	5	0	0%	5	100%	0	0%	0	0%	0	0%	0	0%	5	100%

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	96	13	14%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	81	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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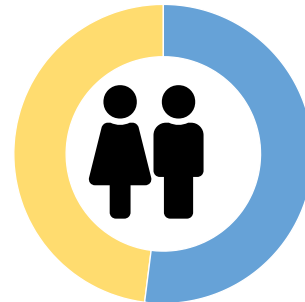
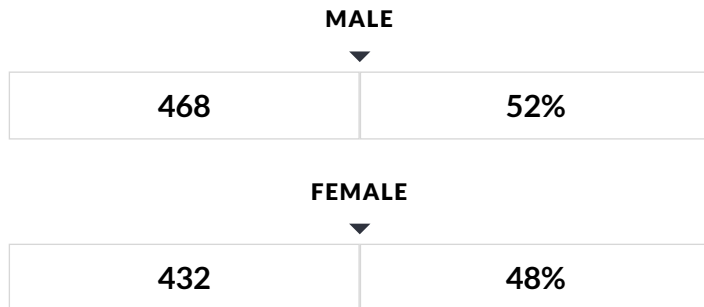
Section 10: School Report Card
H.B. Thompson Middle School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

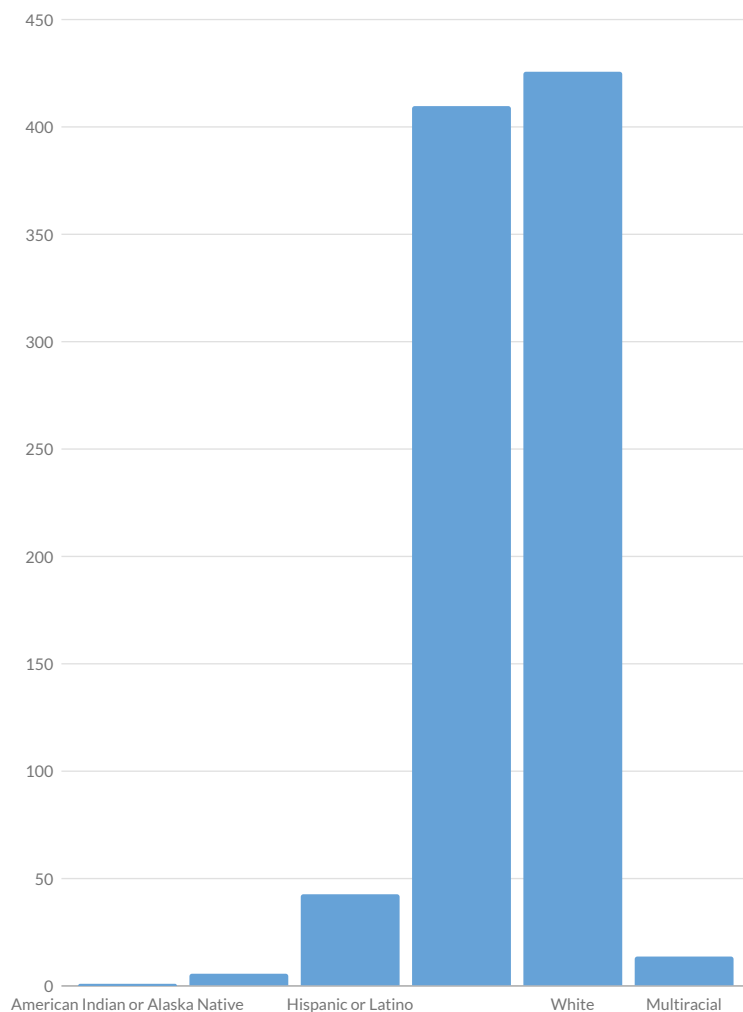
H B THOMPSON MIDDLE SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 900

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1	0%
---	----

BLACK OR AFRICAN AMERICAN

6	1%
---	----

HISPANIC OR LATINO

43	5%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

410	46%
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WHITE

426	47%
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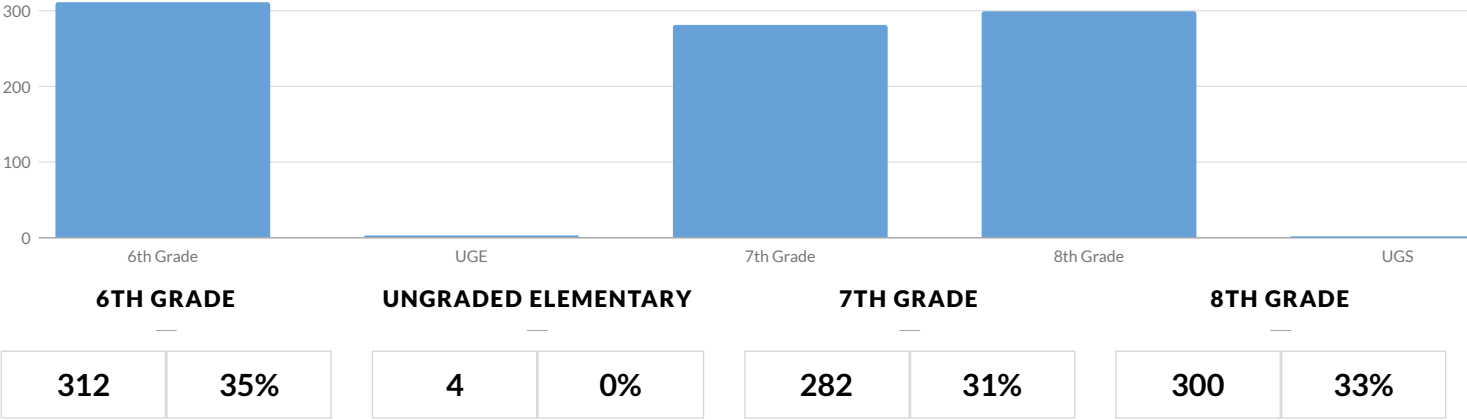
MULTIRACIAL

14	2%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
19	2%	86	10%	94	10%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



UNGRADED SECONDARY

2	0%
---	----

H B THOMPSON MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

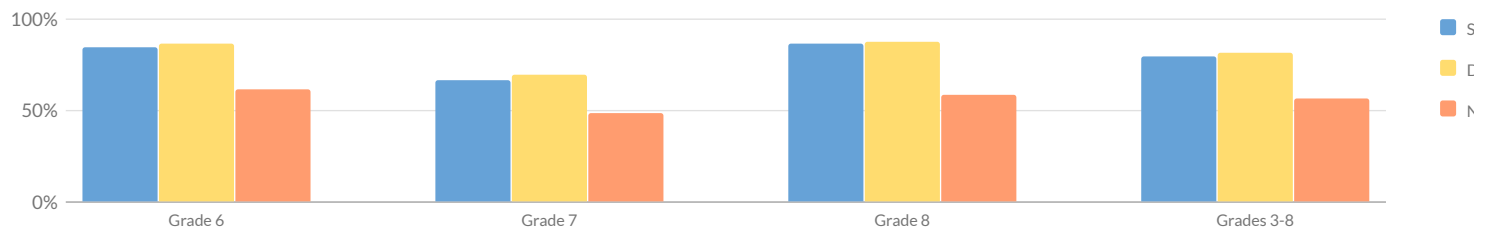
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	918	31	3.4%
American Indian or Alaska Native	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	419	5	1.2%
Black or African American	6	—	—
Hispanic or Latino	45	7	15.6%
Multiracial	16	—	—
White	431	17	3.9%
English Language Learners	22	—	—
Students with Disabilities	88	7	8%
Economically Disadvantaged	94	4	4.3%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

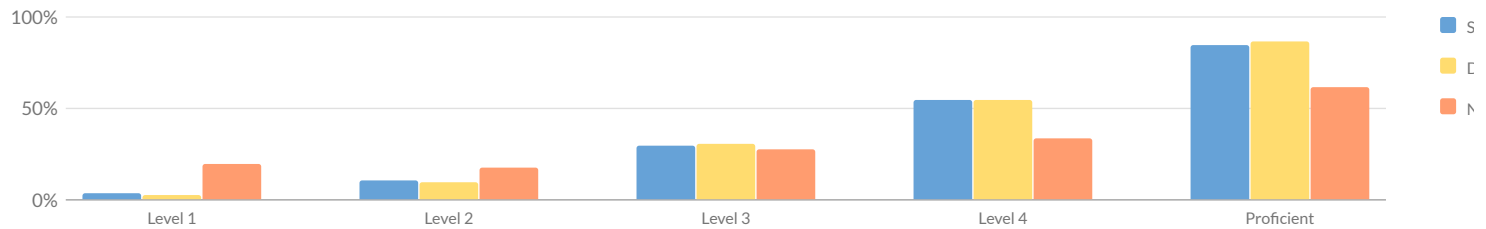
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	319	137	43%	182	57%	7	4%	20	11%	55	30%	100	55%	155	85%
Grade 7	286	123	43%	163	57%	12	7%	41	25%	57	35%	53	33%	110	67%
Grade 8	300	169	56%	131	44%	2	2%	15	11%	33	25%	81	62%	114	87%
Grades 3-8	905	429	47%	476	53%	21	4%	76	16%	145	30%	234	49%	379	80%

GRADE 6 ELA RESULTS

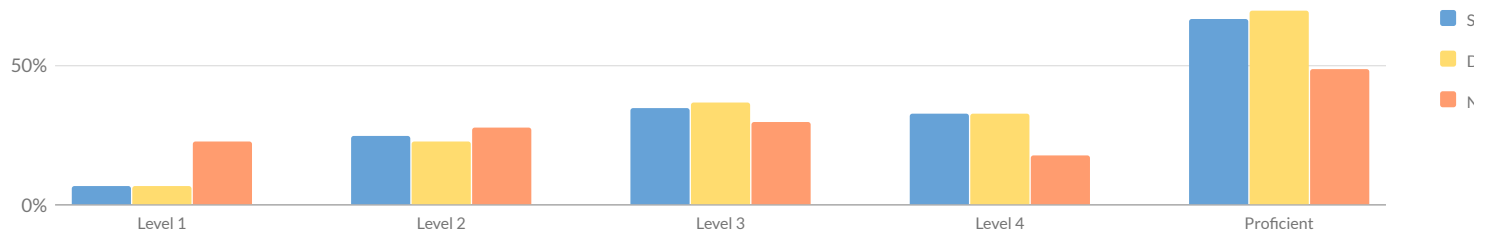
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	319	137	43%	182	57%	7	4%	20	11%	55	30%	100	55%	155	85%
General Education	288	120	42%	168	58%	2	1%	17	10%	51	30%	98	58%	149	89%
Students with Disabilities	31	17	55%	14	45%	5	36%	3	21%	4	29%	2	14%	6	43%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	144	58	40%	86	60%	4	5%	9	10%	19	22%	54	63%	73	85%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	14	56%	11	44%	0	0%	2	18%	4	36%	5	45%	9	82%
White	140	62	44%	78	56%	3	4%	9	12%	28	36%	38	49%	66	85%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	0	0%	4	57%	3	43%	7	100%
Female	163	69	42%	94	58%	4	4%	6	6%	18	19%	66	70%	84	89%
Male	156	68	44%	88	56%	3	3%	14	16%	37	42%	34	39%	71	81%
English Language Learners	11	9	82%	2	18%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	308	128	42%	180	58%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	19	70%	8	30%	1	13%	2	25%	2	25%	3	38%	5	63%
Not Economically Disadvantaged	292	118	40%	174	60%	6	3%	18	10%	53	30%	97	56%	150	86%
Not Migrant	319	137	43%	182	57%	7	4%	20	11%	55	30%	100	55%	155	85%
Not Homeless	319	137	43%	182	57%	7	4%	20	11%	55	30%	100	55%	155	85%
Not in Foster Care	319	137	43%	182	57%	7	4%	20	11%	55	30%	100	55%	155	85%
Parent Not in Armed Forces	319	137	43%	182	57%	7	4%	20	11%	55	30%	100	55%	155	85%

GRADE 7 ELA RESULTS

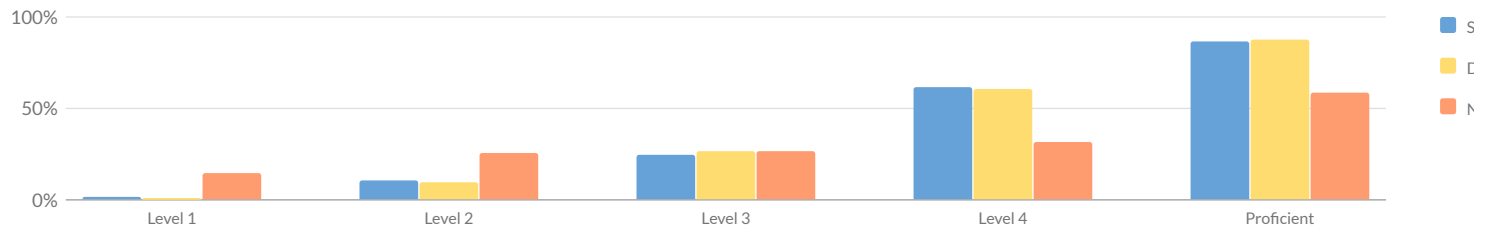
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	286	123	43%	163	57%	12	7%	41	25%	57	35%	53	33%	110	67%
General Education	258	100	39%	158	61%	9	6%	39	25%	57	36%	53	34%	110	70%
Students with Disabilities	28	23	82%	5	18%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	127	49	39%	78	61%	4	5%	15	19%	26	33%	33	42%	59	76%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	6	67%	1	17%	2	33%	1	17%	2	33%	3	50%
White	141	68	48%	73	52%	4	5%	23	32%	29	40%	17	23%	46	63%
Multiracial	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	6	67%	3	50%	1	17%	1	17%	1	17%	2	33%
Female	131	52	40%	79	60%	5	6%	19	24%	23	29%	32	41%	55	70%
Male	155	71	46%	84	54%	7	8%	22	26%	34	40%	21	25%	55	65%
English Language Learners	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	280	119	43%	161	58%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	13	42%	18	58%	5	28%	3	17%	5	28%	5	28%	10	56%
Not Economically Disadvantaged	255	110	43%	145	57%	7	5%	38	26%	52	36%	48	33%	100	69%
Not Migrant	286	123	43%	163	57%	12	7%	41	25%	57	35%	53	33%	110	67%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	285	123	43%	162	57%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	286	123	43%	163	57%	12	7%	41	25%	57	35%	53	33%	110	67%
Parent Not in Armed Forces	286	123	43%	163	57%	12	7%	41	25%	57	35%	53	33%	110	67%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

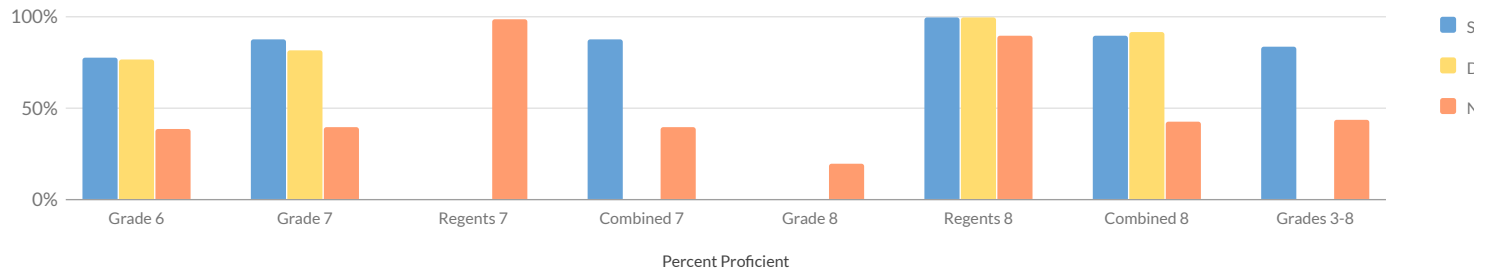


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	169	56%	131	44%	2	2%	15	11%	33	25%	81	62%	114	87%
General Education	273	145	53%	128	47%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	27	24	89%	3	11%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	147	69	47%	78	53%	2	3%	4	5%	15	19%	57	73%	72	92%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	9	6	67%	3	33%	—	—	—	—	—	—	—	—	—	—
White	141	91	65%	50	35%	—	—	—	—	—	—	—	—	—	—
Small Group Total	150	97	65%	53	35%	0	0%	11	21%	18	34%	24	45%	42	79%
Female	141	87	62%	54	38%	2	4%	5	9%	8	15%	39	72%	47	87%
Male	159	82	52%	77	48%	0	0%	10	13%	25	32%	42	55%	67	87%
English Language Learners	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	295	166	56%	129	44%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	36	22	61%	14	39%	1	7%	0	0%	6	43%	7	50%	13	93%
Not Economically Disadvantaged	264	147	56%	117	44%	1	1%	15	13%	27	23%	74	63%	101	86%
Not Migrant	300	169	56%	131	44%	2	2%	15	11%	33	25%	81	62%	114	87%
Not Homeless	300	169	56%	131	44%	2	2%	15	11%	33	25%	81	62%	114	87%
Not in Foster Care	300	169	56%	131	44%	2	2%	15	11%	33	25%	81	62%	114	87%
Parent Not in Armed Forces	300	169	56%	131	44%	2	2%	15	11%	33	25%	81	62%	114	87%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	319	139	44%	180	56%	12	7%	28	16%	53	29%	87	48%	140	78%
Grade 7	286	114	40%	172	60%	5	3%	15	9%	52	30%	100	58%	152	88%
Regents 7	—	3	1%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 7	286	114	40%	172	60%	5	3%	15	9%	52	30%	100	58%	152	88%
Grade 8	300	293	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
Regents 8	—	214	71%	62	21%	0	0%	0	0%	3	5%	59	95%	62	100%
Combined 8	300	231	77%	69	23%	4	6%	3	4%	3	4%	59	86%	62	90%
Grades 3-8	905	484	53%	421	47%	21	5%	46	11%	108	26%	246	58%	354	84%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

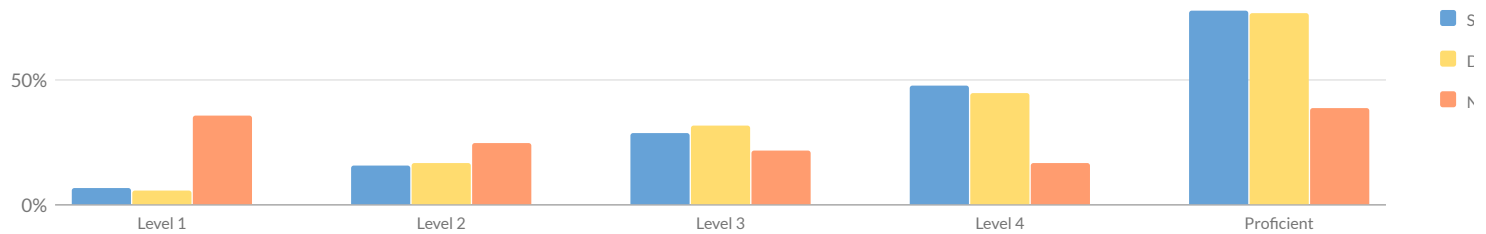
REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 7	3	3	100	0	0
Regents 8	276	214	78	62	22

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

GRADE 6 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

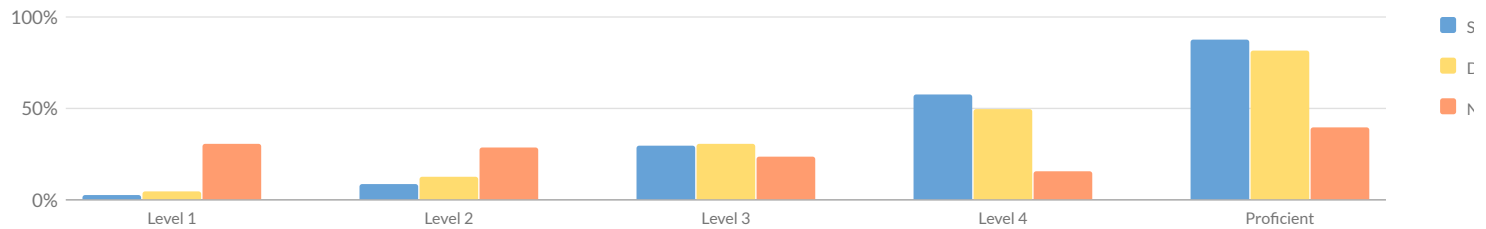


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	319	139	44%	180	56%	12	7%	28	16%	53	29%	87	48%	140	78%
General Education	288	120	42%	168	58%	6	4%	26	15%	50	30%	86	51%	136	81%
Students with Disabilities	31	19	61%	12	39%	6	50%	2	17%	3	25%	1	8%	4	33%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	144	60	42%	84	58%	4	5%	10	12%	19	23%	51	61%	70	83%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	25	14	56%	11	44%	2	18%	1	9%	4	36%	4	36%	8	73%
White	140	62	44%	78	56%	6	8%	15	19%	30	38%	27	35%	57	73%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	2	29%	0	0%	5	71%	5	71%
Female	163	70	43%	93	57%	7	8%	16	17%	20	22%	50	54%	70	75%
Male	156	69	44%	87	56%	5	6%	12	14%	33	38%	37	43%	70	80%
English Language Learners	11	8	73%	3	27%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	308	131	43%	177	57%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	19	70%	8	30%	1	13%	0	0%	5	63%	2	25%	7	88%
Not Economically Disadvantaged	292	120	41%	172	59%	11	6%	28	16%	48	28%	85	49%	133	77%
Not Migrant	319	139	44%	180	56%	12	7%	28	16%	53	29%	87	48%	140	78%
Not Homeless	319	139	44%	180	56%	12	7%	28	16%	53	29%	87	48%	140	78%
Not in Foster Care	319	139	44%	180	56%	12	7%	28	16%	53	29%	87	48%	140	78%
Parent Not in Armed Forces	319	139	44%	180	56%	12	7%	28	16%	53	29%	87	48%	140	78%

GRADE 7 MATH RESULTS

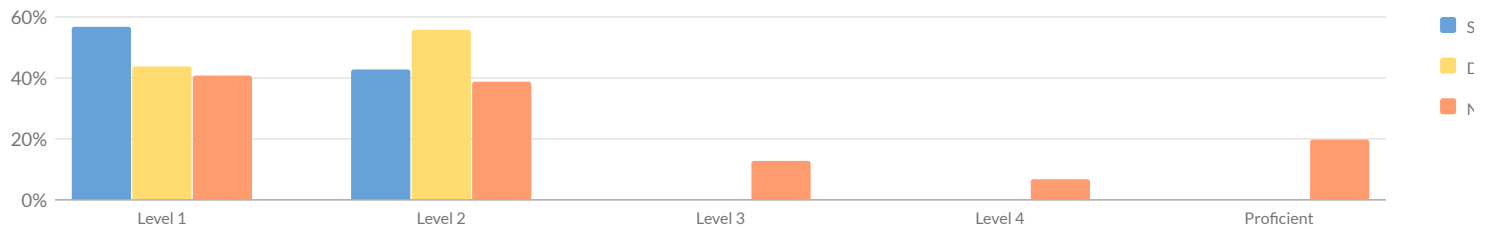
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	286	114	40%	172	60%	5	3%	15	9%	52	30%	100	58%	152	88%
General Education	258	92	36%	166	64%	4	2%	12	7%	51	31%	99	60%	150	90%
Students with Disabilities	28	22	79%	6	21%	1	17%	3	50%	1	17%	1	17%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	127	48	38%	79	62%	2	3%	5	6%	17	22%	55	70%	72	91%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	3	33%	6	67%	0	0%	1	17%	4	67%	1	17%	5	83%
White	141	61	43%	80	57%	1	1%	9	11%	29	36%	41	51%	70	88%
Multiracial	7	2	29%	5	71%	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	2	29%	0	0%	2	29%	3	43%	5	71%
Female	131	47	36%	84	64%	2	2%	8	10%	30	36%	44	52%	74	88%
Male	155	67	43%	88	57%	3	3%	7	8%	22	25%	56	64%	78	89%
English Language Learners	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	280	111	40%	169	60%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	14	45%	17	55%	2	12%	2	12%	5	29%	8	47%	13	76%
Not Economically Disadvantaged	255	100	39%	155	61%	3	2%	13	8%	47	30%	92	59%	139	90%
Not Migrant	286	114	40%	172	60%	5	3%	15	9%	52	30%	100	58%	152	88%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	285	114	40%	171	60%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	286	114	40%	172	60%	5	3%	15	9%	52	30%	100	58%	152	88%
Parent Not in Armed Forces	286	114	40%	172	60%	5	3%	15	9%	52	30%	100	58%	152	88%

GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



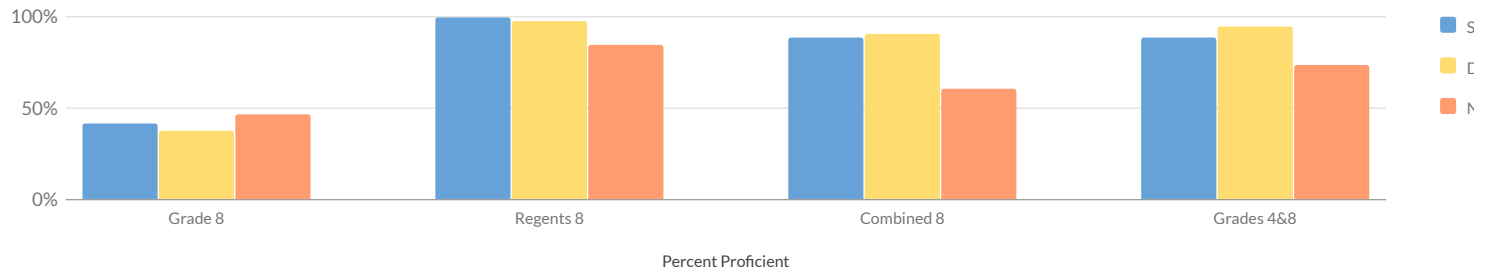
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	293	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
General Education	273	267	98%	6	2%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	27	26	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	147	143	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	141	138	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total	288	281	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
Female	141	139	99%	2	1%	—	—	—	—	—	—	—	—	—	—
Male	159	154	97%	5	3%	—	—	—	—	—	—	—	—	—	—
English Language Learners	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	295	288	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
Economically Disadvantaged	36	35	97%	1	3%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	264	258	98%	6	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	300	293	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
Not Homeless	300	293	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
Not in Foster Care	300	293	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	300	293	98%	7	2%	4	57%	3	43%	0	0%	0	0%	0	0%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	300	288	96%	12	4%	1	8%	6	50%	5	42%	0	0%	5	42%
Regents 8	—	209	70%	53	18%	0	0%	0	0%	11	21%	42	79%	53	100%
Combined 8	300	235	78%	65	22%	1	2%	6	9%	16	25%	42	65%	58	89%
Grades 4&8	300	235	78%	65	22%	1	2%	6	9%	16	25%	42	65%	58	89%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

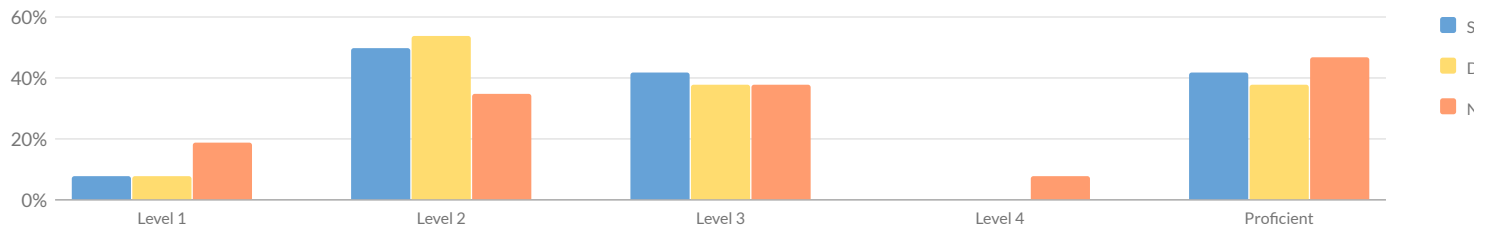
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	262	209	80	53	20

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

GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

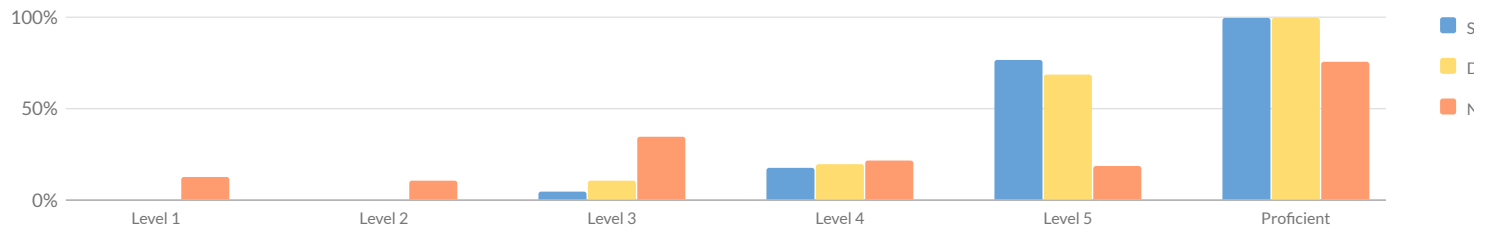


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	288	96%	12	4%	1	8%	6	50%	5	42%	0	0%	5	42%
General Education	273	263	96%	10	4%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	27	25	93%	2	7%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	147	140	95%	7	5%	0	0%	4	57%	3	43%	0	0%	3	43%
Black or African American	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	141	136	96%	5	4%	1	20%	2	40%	2	40%	0	0%	2	40%
Female	141	136	96%	5	4%	0	0%	4	80%	1	20%	0	0%	1	20%
Male	159	152	96%	7	4%	1	14%	2	29%	4	57%	0	0%	4	57%
English Language Learners	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	295	284	96%	11	4%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	36	35	97%	1	3%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	264	253	96%	11	4%	—	—	—	—	—	—	—	—	—	—
Not Migrant	300	288	96%	12	4%	1	8%	6	50%	5	42%	0	0%	5	42%
Not Homeless	300	288	96%	12	4%	1	8%	6	50%	5	42%	0	0%	5	42%
Not in Foster Care	300	288	96%	12	4%	1	8%	6	50%	5	42%	0	0%	5	42%
Parent Not in Armed Forces	300	288	96%	12	4%	1	8%	6	50%	5	42%	0	0%	5	42%

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Percentage Scoring at Levels														
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	
General Education	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Asian or Native Hawaiian/Other Pacific Islander	43	0	0%	0	0%	0	0%	8	19%	35	81%	43	100%	
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	
White	17	—	—	—	—	—	—	—	—	—	—	—	—	
Small Group Total	19	0	0%	0	0%	3	16%	3	16%	13	68%	19	100%	
Female	22	0	0%	0	0%	1	5%	3	14%	18	82%	22	100%	
Male	40	0	0%	0	0%	2	5%	8	20%	30	75%	40	100%	
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Non-English Language Learners	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—	
Not Economically Disadvantaged	58	—	—	—	—	—	—	—	—	—	—	—	—	
Not Migrant	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	
Not Homeless	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	
Not in Foster Care	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	
Parent Not in Armed Forces	62	0	0%	0	0%	3	5%	11	18%	48	77%	62	100%	

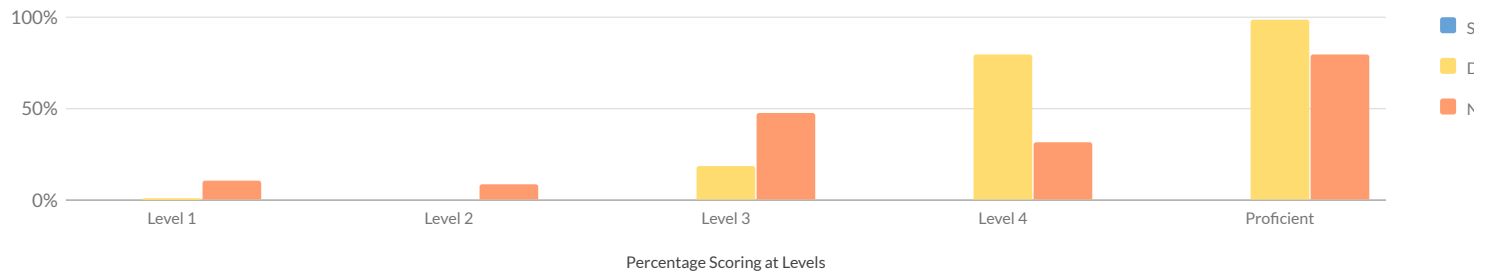
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	278	216	78	62	22
General Education	265	203	77	62	23
Students with Disabilities	13	13	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	142	99	70	43	30
Black or African American	2	2	100	0	0
Hispanic or Latino	8	6	75	2	25
White	126	109	87	17	13
Female	132	110	83	22	17
Male	146	106	73	40	27
English Language Learners	4	4	100	0	0
Non-English Language Learners	274	212	77	62	23
Economically Disadvantaged	32	28	88	4	13
Not Economically Disadvantaged	246	188	76	58	24
Not Migrant	278	216	78	62	22
Not Homeless	278	216	78	62	22
Not in Foster Care	278	216	78	62	22
Parent Not in Armed Forces	278	216	78	62	22

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

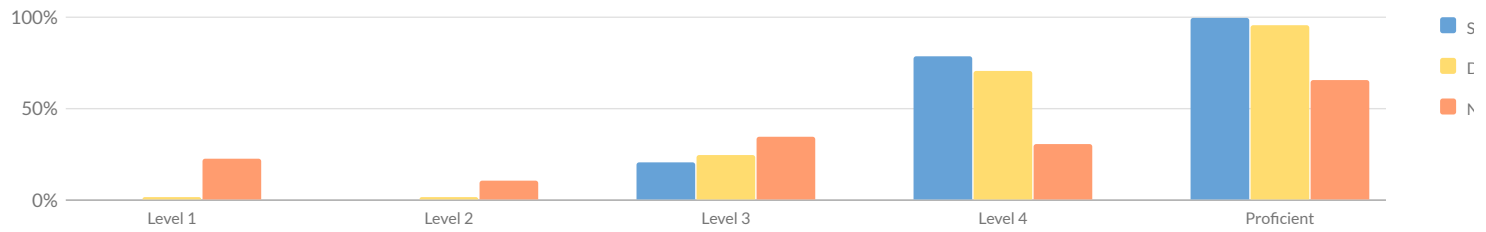
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
General Education	1	1	100	0	0
White	1	1	100	0	0
Female	1	1	100	0	0
Non-English Language Learners	1	1	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Not Migrant	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Parent Not in Armed Forces	1	1	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 (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	53	0	0%	0	0%	11	21%	42	79%	53	100%
General Education	53	0	0%	0	0%	11	21%	42	79%	53	100%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	38	0	0%	0	0%	6	16%	32	84%	38	100%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	13	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	0	0%	0	0%	5	33%	10	67%	15	100%
Female	18	0	0%	0	0%	4	22%	14	78%	18	100%
Male	35	0	0%	0	0%	7	20%	28	80%	35	100%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	53	0	0%	0	0%	11	21%	42	79%	53	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	52	—	—	—	—	—	—	—	—	—	—
Not Migrant	53	0	0%	0	0%	11	21%	42	79%	53	100%
Not Homeless	53	0	0%	0	0%	11	21%	42	79%	53	100%
Not in Foster Care	53	0	0%	0	0%	11	21%	42	79%	53	100%
Parent Not in Armed Forces	53	0	0%	0	0%	11	21%	42	79%	53	100%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	261	208	80	53	20
General Education	252	199	79	53	21
Students with Disabilities	9	9	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	133	95	71	38	29
Black or African American	2	2	100	0	0
Hispanic or Latino	7	5	71	2	29
White	119	106	89	13	11
Female	122	104	85	18	15
Male	139	104	75	35	25
English Language Learners	1	1	100	0	0
Non-English Language Learners	260	207	80	53	20
Economically Disadvantaged	30	29	97	1	3
Not Economically Disadvantaged	231	179	77	52	23
Not Migrant	261	208	80	53	20
Not Homeless	261	208	80	53	20
Not in Foster Care	261	208	80	53	20
Parent Not in Armed Forces	261	208	80	53	20

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

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	1
General Education	1
Asian or Native Hawaiian/Other Pacific Islander	1
Female	1
Non-English Language Learners	1
Not Economically Disadvantaged	1
Not Migrant	1
Not Homeless	1
Not in Foster Care	1
Parent Not in Armed Forces	1

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 (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	11	1	9%	10	91%	0	0%	1	10%	2	20%	4	40%	3	30%
Grade 7	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Grade 8	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	2	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 7 Math	2	2	100%	—	—	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	101	7	7%	1	1	100%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	96	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

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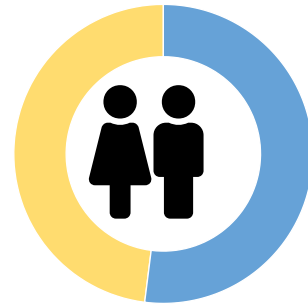
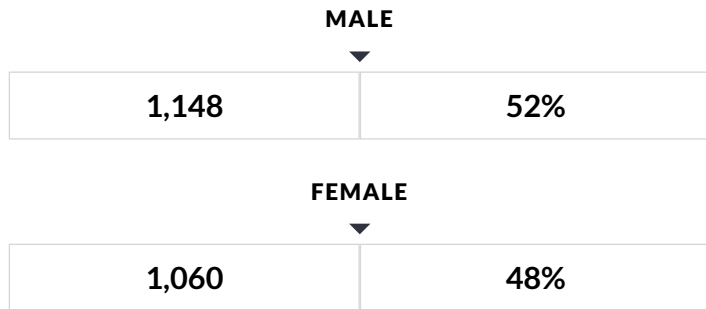
Section 11: School Report Card
Syosset High School

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. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

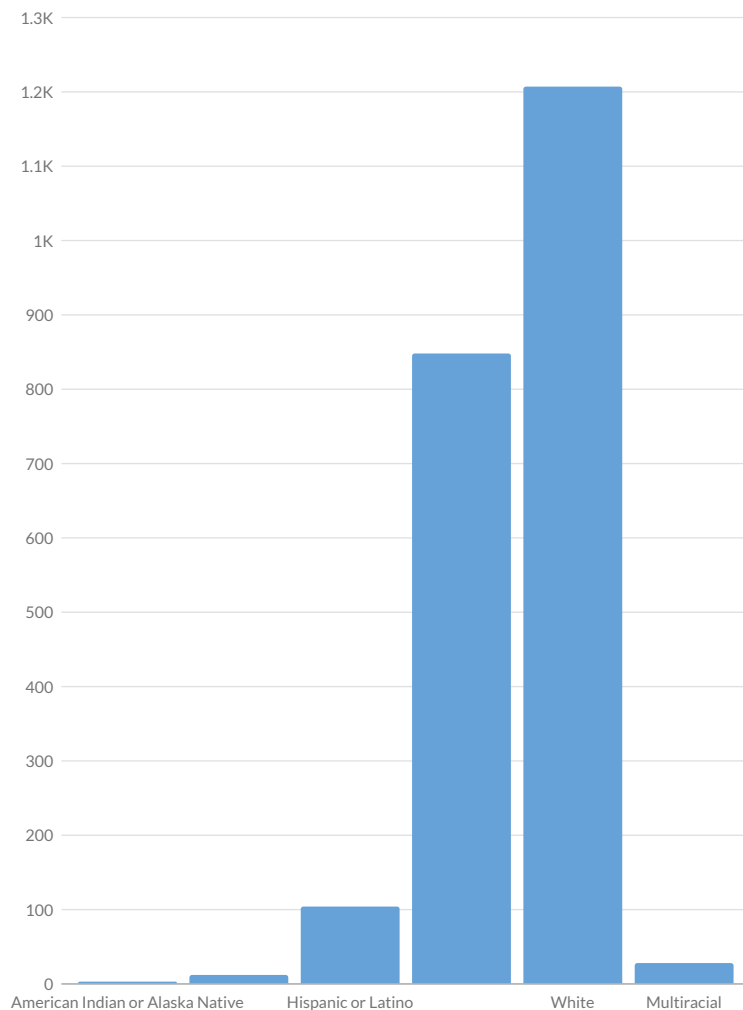
SYOSSET SENIOR HIGH SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 2,208

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

4	0%
---	----

BLACK OR AFRICAN AMERICAN

13	1%
----	----

HISPANIC OR LATINO

105	5%
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ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

849	38%
-----	-----

WHITE

1,208	55%
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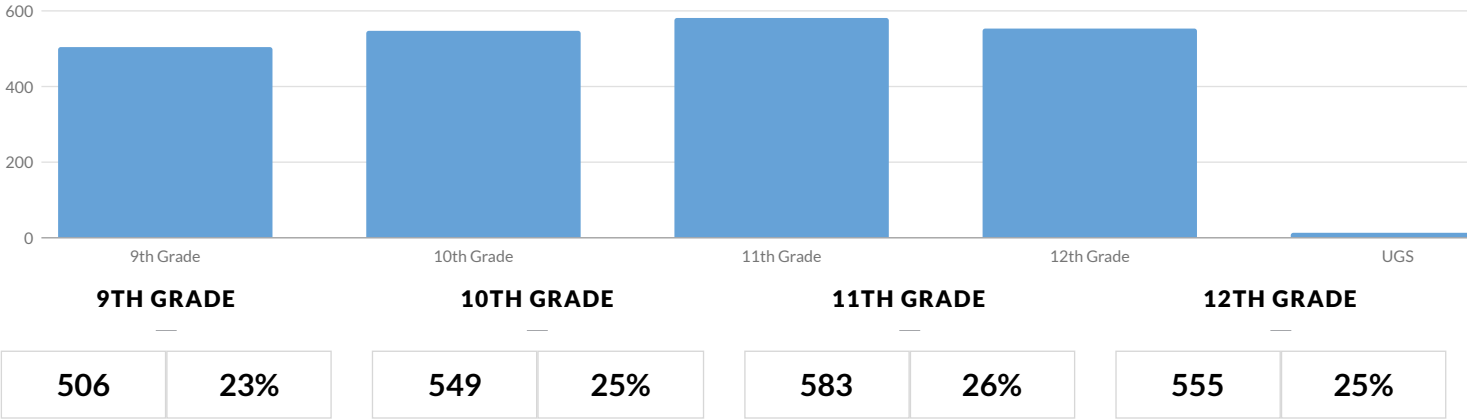
MULTIRACIAL

29	1%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
48	2%	263	12%	239	11%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



UNGRADED SECONDARY

15	1%
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SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	531	528	99.4%
	5-Year	469	460	98.1%
	6-Year	565	563	99.6%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	183	182	99.5%
	5-Year	150	147	98%
	6-Year	163	163	100%
Black or African American	4-Year	6	—	—
	5-Year	6	—	—
	6-Year	8	—	—
Hispanic or Latino	4-Year	32	32	100%
	5-Year	33*	33	100%
	6-Year	25	—	—
Multiracial	4-Year	14	—	—
	5-Year	13	—	—
	6-Year	9	—	—
White	4-Year	302	300	99.3%
	5-Year	297	291	98%
	6-Year	371	369	99.5%
English Language Learners	4-Year	11	—	—
	5-Year	9	—	—
	6-Year	5	—	—
Students with Disabilities	4-Year	78	76	97.4%
	5-Year	58	52	89.7%
	6-Year	62	60	96.8%
Economically Disadvantaged	4-Year	54	54	100%
	5-Year	46	42	91.3%
	6-Year	64	63	98.4%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

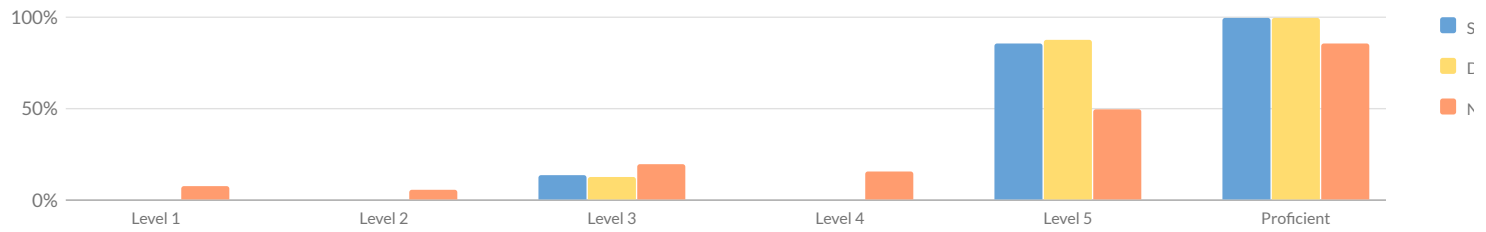
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	2,219	13	.6%
American Indian or Alaska Native	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	856	2	.2%
Black or African American	13	—	—
Hispanic or Latino	107	2	1.9%
Multiracial	29	—	—
White	1,210	9	.7%
English Language Learners	50	0	0%
Students with Disabilities	290	7	2.4%
Economically Disadvantaged	239	4	1.7%

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
General Education	6	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	2	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Female	5	—	—	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	6	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Not Migrant	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Not Homeless	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Not in Foster Care	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%
Parent Not in Armed Forces	7	0	0%	0	0%	1	14%	0	0%	6	86%	7	100%

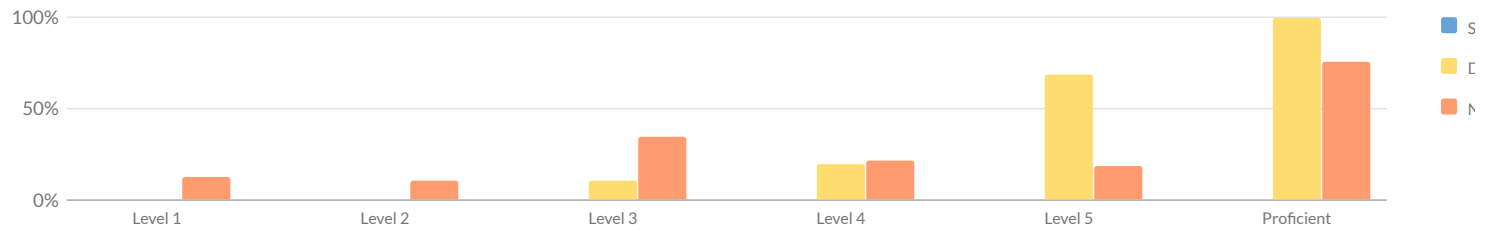
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	570	563	99	7	1
General Education	504	498	99	6	1
Students with Disabilities	66	65	98	1	2
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	220	215	98	5	2
Black or African American	4	4	100	0	0
Hispanic or Latino	23	23	100	0	0
White	315	313	99	2	1
Multiracial	7	7	100	0	0
Female	283	278	98	5	2
Male	287	285	99	2	1
English Language Learners	9	8	89	1	11
Non-English Language Learners	561	555	99	6	1
Economically Disadvantaged	66	66	100	0	0
Not Economically Disadvantaged	504	497	99	7	1
Not Migrant	570	563	99	7	1
Not Homeless	570	563	99	7	1
Not in Foster Care	570	563	99	7	1
Parent Not in Armed Forces	570	563	99	7	1

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Percentage Scoring at Levels														
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)		
		#	%	#	%	#	%	#	%	#	%	#	%	
All Students	2	—	—	—	—	—	—	—	—	—	—	—	—	
General Education	2	—	—	—	—	—	—	—	—	—	—	—	—	
Students with Disabilities	0	—	—	—	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Small Group Total	2	—	—	—	—	—	—	—	—	—	—	—	—	
Female	1	—	—	—	—	—	—	—	—	—	—	—	—	
Male	1	—	—	—	—	—	—	—	—	—	—	—	—	
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—	
Non-English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	0	—	—	—	—	—	—	—	—	—	—	—	—	
Not Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—	
Not Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—	
Not Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	
Not in Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—	
Parent Not in Armed Forces	2	—	—	—	—	—	—	—	—	—	—	—	—	

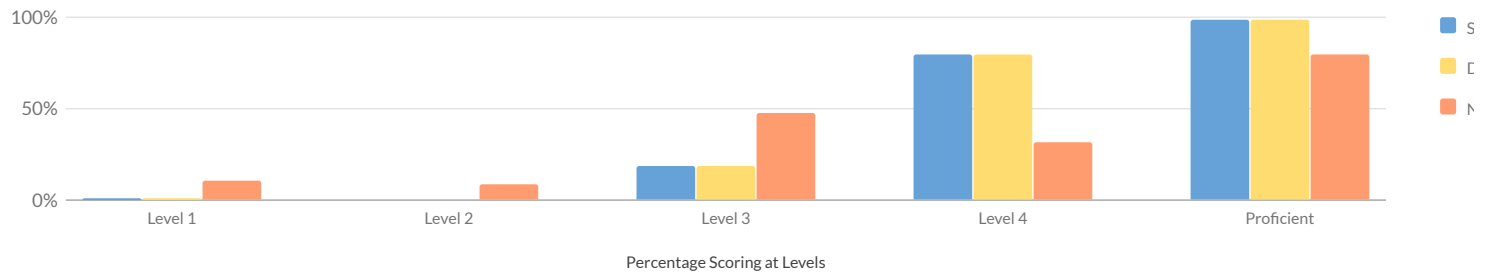
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	37	35	95	2	5
General Education	23	21	91	2	9
Students with Disabilities	14	14	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	11	9	82	2	18
Black or African American	2	2	100	0	0
Hispanic or Latino	6	6	100	0	0
White	18	18	100	0	0
Female	16	15	94	1	6
Male	21	20	95	1	5
English Language Learners	5	4	80	1	20
Non-English Language Learners	32	31	97	1	3
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	30	28	93	2	7
Not Migrant	37	35	95	2	5
Not Homeless	37	35	95	2	5
Not in Foster Care	37	35	95	2	5
Parent Not in Armed Forces	37	35	95	2	5

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	1	1%	0	0%	25	19%	104	80%	129	99%
General Education	130	1	1%	0	0%	25	19%	104	80%	129	99%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	73	1	1%	0	0%	13	18%	59	81%	72	99%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	49	0	0%	0	0%	7	14%	42	86%	49	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	5	63%	3	38%	8	100%
Female	66	0	0%	0	0%	14	21%	52	79%	66	100%
Male	64	1	2%	0	0%	11	17%	52	81%	63	98%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	127	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	0	0%	0	0%	1	20%	4	80%	5	100%
Not Economically Disadvantaged	125	1	1%	0	0%	24	19%	100	80%	124	99%
Not Migrant	130	1	1%	0	0%	25	19%	104	80%	129	99%
Not Homeless	130	1	1%	0	0%	25	19%	104	80%	129	99%
Not in Foster Care	130	1	1%	0	0%	25	19%	104	80%	129	99%
Parent Not in Armed Forces	130	1	1%	0	0%	25	19%	104	80%	129	99%

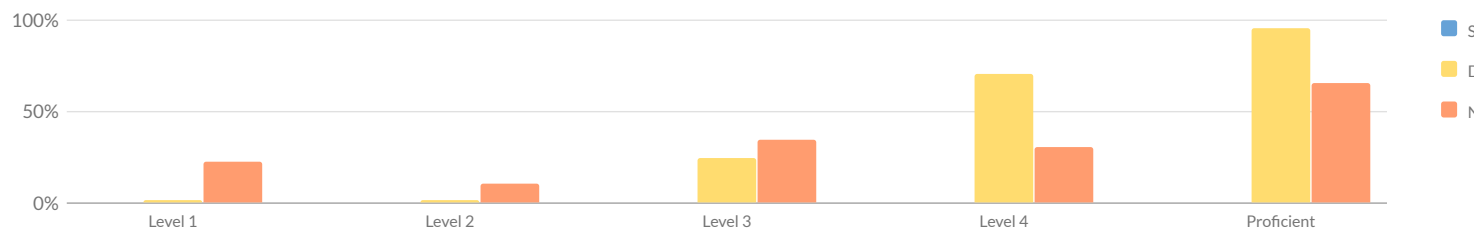
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	482	353	73	129	27
General Education	456	327	72	129	28
Students with Disabilities	26	26	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	206	134	65	72	35
Black or African American	1	1	100	0	0
Hispanic or Latino	25	20	80	5	20
White	242	193	80	49	20
Multiracial	7	4	57	3	43
Female	240	174	73	66	28
Male	242	179	74	63	26
English Language Learners	15	12	80	3	20
Non-English Language Learners	467	341	73	126	27
Economically Disadvantaged	40	35	88	5	13
Not Economically Disadvantaged	442	318	72	124	28
Not Migrant	482	353	73	129	27
Not Homeless	482	353	73	129	27
Not in Foster Care	482	353	73	129	27
Parent Not in Armed Forces	482	353	73	129	27

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	2	—	—	—	—	—	—	—	—	—	—
General Education	2	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	0	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	2	—	—	—	—	—	—	—	—	—	—
Female	0	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
English Language Learners	0	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	2	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	2	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	46	44	96	2	4
General Education	25	23	92	2	8
Students with Disabilities	21	21	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	8	80	2	20
Black or African American	2	2	100	0	0
Hispanic or Latino	8	8	100	0	0
White	26	26	100	0	0
Female	16	16	100	0	0
Male	30	28	93	2	7
English Language Learners	1	1	100	0	0
Non-English Language Learners	45	43	96	2	4
Economically Disadvantaged	8	7	88	1	13
Not Economically Disadvantaged	38	37	97	1	3
Not Migrant	46	44	96	2	4
Not Homeless	46	44	96	2	4
Not in Foster Care	46	44	96	2	4
Parent Not in Armed Forces	46	44	96	2	4

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

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	499
General Education	451
Students with Disabilities	48
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	202
Black or African American	1
Hispanic or Latino	27
White	261
Multiracial	7
Female	244
Male	255
English Language Learners	9
Non-English Language Learners	490
Economically Disadvantaged	42
Not Economically Disadvantaged	457
Not Migrant	499
Not Homeless	499
Not in Foster Care	499
Parent Not in Armed Forces	499

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

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	511
General Education	472
Students with Disabilities	39
Asian or Native Hawaiian/Other Pacific Islander	216
Black or African American	2
Hispanic or Latino	26
White	258
Multiracial	9
Female	251
Male	260
English Language Learners	19
Non-English Language Learners	492
Economically Disadvantaged	58
Not Economically Disadvantaged	453
Not Migrant	511
Not Homeless	511
Not in Foster Care	511
Parent Not in Armed Forces	511

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

ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	543
General Education	476
Students with Disabilities	67
Asian or Native Hawaiian/Other Pacific Islander	212
Black or African American	4
Hispanic or Latino	30
White	288
Multiracial	9
Female	254
Male	289
English Language Learners	17
Non-English Language Learners	526
Economically Disadvantaged	56
Not Economically Disadvantaged	487
Not Migrant	543
Not Homeless	543
Not in Foster Care	543
Parent Not in Armed Forces	543

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

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

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	578
General Education	510
Students with Disabilities	68
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	225
Black or African American	3
Hispanic or Latino	24
White	318
Multiracial	7
Female	289
Male	289
English Language Learners	14
Non-English Language Learners	564
Economically Disadvantaged	70
Not Economically Disadvantaged	508
Not Migrant	578
Not Homeless	578
Not in Foster Care	578
Parent Not in Armed Forces	578

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	477
General Education	451
Students with Disabilities	26
Asian or Native Hawaiian/Other Pacific Islander	209
Black or African American	2
Hispanic or Latino	22
White	236
Multiracial	8
Female	241
Male	236
English Language Learners	17
Non-English Language Learners	460
Economically Disadvantaged	50
Not Economically Disadvantaged	427
Not Migrant	477
Not Homeless	477
Not in Foster Care	477
Parent Not in Armed Forces	477

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/PHYSICS

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were 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	408
General Education	387
Students with Disabilities	21
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	172
Black or African American	3
Hispanic or Latino	13
White	214
Multiracial	5
Female	198
Male	210
English Language Learners	2
Non-English Language Learners	406
Economically Disadvantaged	44
Not Economically Disadvantaged	364
Not Migrant	408
Not Homeless	408
Not in Foster Care	408
Parent Not in Armed Forces	408

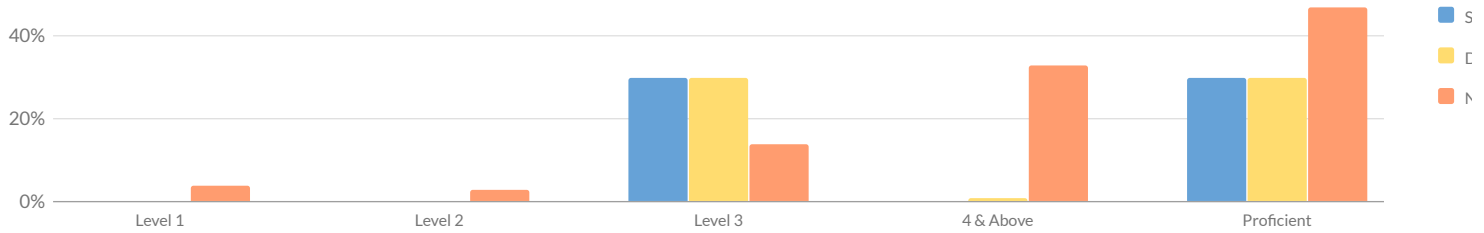
See report card Glossary and Guide for criteria used to include students in this table.

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, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

2017 TOTAL COHORT REGENTS IN ELA



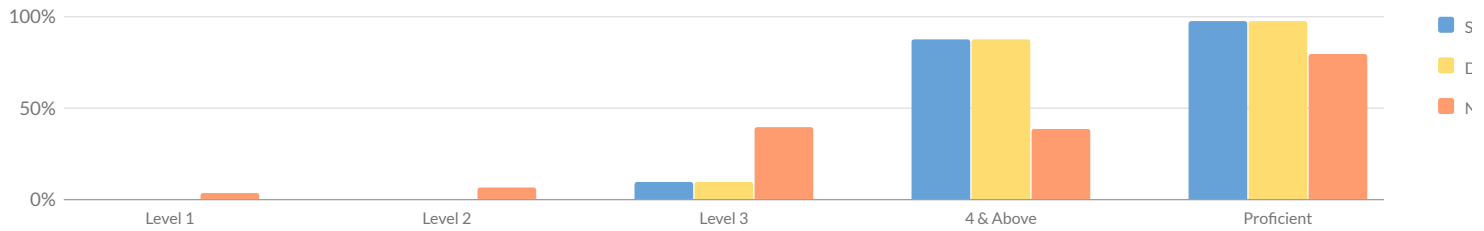
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	560	392	70%	168	30%	0	0%	0	0%	167	30%	1	0%	168	30%
General Education	498	331	66%	167	34%	0	0%	0	0%	166	33%	1	0%	167	34%
Students with Disabilities	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	117	57%	87	43%	0	0%	0	0%	87	43%	0	0%	87	43%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	16	89%	2	11%	0	0%	0	0%	2	11%	0	0%	2	11%
White	326	249	76%	77	24%	0	0%	0	0%	76	23%	1	0%	77	24%
Multiracial	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Small Group Total	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Female	266	167	63%	99	37%	0	0%	0	0%	99	37%	0	0%	99	37%
Male	294	225	77%	69	23%	0	0%	0	0%	68	23%	1	0%	69	23%
English Language Learners	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	552	384	70%	168	30%	0	0%	0	0%	167	30%	1	0%	168	30%
Economically Disadvantaged	60	51	85%	9	15%	0	0%	0	0%	9	15%	0	0%	9	15%
Not Economically Disadvantaged	500	341	68%	159	32%	0	0%	0	0%	158	32%	1	0%	159	32%
Not Migrant	560	392	70%	168	30%	0	0%	0	0%	167	30%	1	0%	168	30%
Not Homeless	560	392	70%	168	30%	0	0%	0	0%	167	30%	1	0%	168	30%
Not in Foster Care	560	392	70%	168	30%	0	0%	0	0%	167	30%	1	0%	168	30%
Parent Not in Armed Forces	560	392	70%	168	30%	0	0%	0	0%	167	30%	1	0%	168	30%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	547	380	69	167	31
General Education	490	324	66	166	34
Students with Disabilities	57	56	98	1	2
Asian or Native Hawaiian/Other Pacific Islander	199	112	56	87	44
Hispanic or Latino	16	14	88	2	13
White	320	244	76	76	24
Multiracial	6	5	83	1	17
Female	262	163	62	99	38
Male	285	217	76	68	24
English Language Learners	2	2	100	0	0
Non-English Language Learners	545	378	69	167	31
Economically Disadvantaged	54	45	83	9	17
Not Economically Disadvantaged	493	335	68	158	32
Not Migrant	547	380	69	167	31
Not Homeless	547	380	69	167	31
Not in Foster Care	547	380	69	167	31
Parent Not in Armed Forces	547	380	69	167	31

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

2017 TOTAL COHORT REGENTS IN MATH



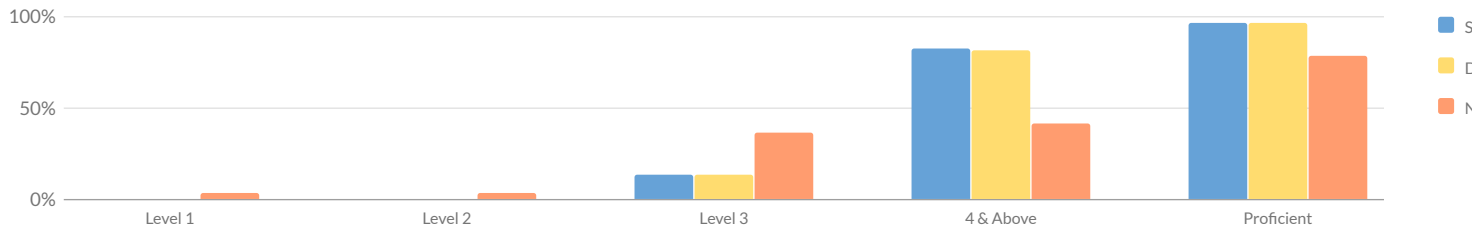
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	560	10	2%	550	98%	0	0%	1	0%	55	10%	494	88%	549	98%
General Education	498	5	1%	493	99%	0	0%	0	0%	28	6%	465	93%	493	99%
Students with Disabilities	62	5	8%	57	92%	0	0%	1	2%	27	44%	29	47%	56	90%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	2	1%	202	99%	0	0%	0	0%	9	4%	193	95%	202	99%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	2	11%	16	89%	0	0%	0	0%	6	33%	10	56%	16	89%
White	326	6	2%	320	98%	0	0%	1	0%	38	12%	281	86%	319	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	266	4	2%	262	98%	0	0%	0	0%	24	9%	238	89%	262	98%
Male	294	6	2%	288	98%	0	0%	1	0%	31	11%	256	87%	287	98%
English Language Learners	8	2	25%	6	75%	0	0%	0	0%	3	38%	3	38%	6	75%
Non-English Language Learners	552	8	1%	544	99%	0	0%	1	0%	52	9%	491	89%	543	98%
Economically Disadvantaged	60	4	7%	56	93%	0	0%	1	2%	9	15%	46	77%	55	92%
Not Economically Disadvantaged	500	6	1%	494	99%	0	0%	0	0%	46	9%	448	90%	494	99%
Not Migrant	560	10	2%	550	98%	0	0%	1	0%	55	10%	494	88%	549	98%
Not Homeless	560	10	2%	550	98%	0	0%	1	0%	55	10%	494	88%	549	98%
Not in Foster Care	560	10	2%	550	98%	0	0%	1	0%	55	10%	494	88%	549	98%
Parent Not in Armed Forces	560	10	2%	550	98%	0	0%	1	0%	55	10%	494	88%	549	98%

2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	70	2	3	68	97
General Education	50	2	4	48	96
Students with Disabilities	20	0	0	20	100
Asian or Native Hawaiian/Other Pacific Islander	19	2	11	17	89
Hispanic or Latino	4	0	0	4	100
White	44	0	0	44	100
Multiracial	1	0	0	1	100
Female	25	1	4	24	96
Male	45	1	2	44	98
English Language Learners	5	1	20	4	80
Non-English Language Learners	65	1	2	64	98
Economically Disadvantaged	15	1	7	14	93
Not Economically Disadvantaged	55	1	2	54	98
Not Migrant	70	2	3	68	97
Not Homeless	70	2	3	68	97
Not in Foster Care	70	2	3	68	97
Parent Not in Armed Forces	70	2	3	68	97

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

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



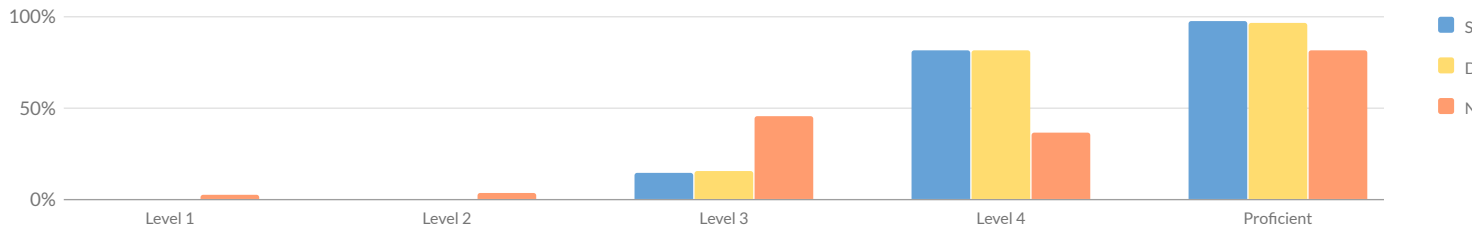
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	560	14	3%	546	98%	1	0%	0	0%	80	14%	465	83%	545	97%
General Education	498	10	2%	488	98%	0	0%	0	0%	56	11%	432	87%	488	98%
Students with Disabilities	62	4	6%	58	94%	1	2%	0	0%	24	39%	33	53%	57	92%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	6	3%	198	97%	0	0%	0	0%	15	7%	183	90%	198	97%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	3	17%	15	83%	0	0%	0	0%	4	22%	11	61%	15	83%
White	326	5	2%	321	98%	1	0%	0	0%	58	18%	262	80%	320	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Female	266	6	2%	260	98%	0	0%	0	0%	39	15%	221	83%	260	98%
Male	294	8	3%	286	97%	1	0%	0	0%	41	14%	244	83%	285	97%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	3	38%	2	25%	5	63%
Non-English Language Learners	552	11	2%	541	98%	1	0%	0	0%	77	14%	463	84%	540	98%
Economically Disadvantaged	60	4	7%	56	93%	1	2%	0	0%	13	22%	42	70%	55	92%
Not Economically Disadvantaged	500	10	2%	490	98%	0	0%	0	0%	67	13%	423	85%	490	98%
Not Migrant	560	14	3%	546	98%	1	0%	0	0%	80	14%	465	83%	545	97%
Not Homeless	560	14	3%	546	98%	1	0%	0	0%	80	14%	465	83%	545	97%
Not in Foster Care	560	14	3%	546	98%	1	0%	0	0%	80	14%	465	83%	545	97%
Parent Not in Armed Forces	560	14	3%	546	98%	1	0%	0	0%	80	14%	465	83%	545	97%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	2	50	2	50
General Education	3	2	67	1	33
Students with Disabilities	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Hispanic or Latino	1	0	0	1	100
White	1	0	0	1	100
Female	2	1	50	1	50
Male	2	1	50	1	50
English Language Learners	2	2	100	0	0
Non-English Language Learners	2	0	0	2	100
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	2	1	50	1	50
Not Migrant	4	2	50	2	50
Not Homeless	4	2	50	2	50
Not in Foster Care	4	2	50	2	50
Parent Not in Armed Forces	4	2	50	2	50

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

2017 TOTAL COHORT REGENTS IN SCIENCE



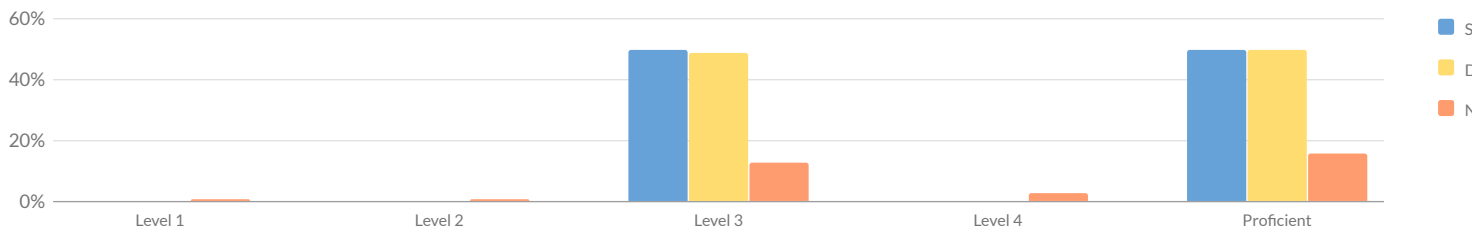
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	560	13	2%	547	98%	0	0%	0	0%	86	15%	461	82%	547	98%
General Education	498	7	1%	491	99%	0	0%	0	0%	56	11%	435	87%	491	99%
Students with Disabilities	62	6	10%	56	90%	0	0%	0	0%	30	48%	26	42%	56	90%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	3	1%	201	99%	0	0%	0	0%	12	6%	189	93%	201	99%
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	3	17%	15	83%	0	0%	0	0%	5	28%	10	56%	15	83%
White	326	7	2%	319	98%	0	0%	0	0%	66	20%	253	78%	319	98%
Multiracial	6	0	0%	6	100%	0	0%	0	0%	1	17%	5	83%	6	100%
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	266	5	2%	261	98%	0	0%	0	0%	35	13%	226	85%	261	98%
Male	294	8	3%	286	97%	0	0%	0	0%	51	17%	235	80%	286	97%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	2	25%	3	38%	5	63%
Non-English Language Learners	552	10	2%	542	98%	0	0%	0	0%	84	15%	458	83%	542	98%
Economically Disadvantaged	60	6	10%	54	90%	0	0%	0	0%	11	18%	43	72%	54	90%
Not Economically Disadvantaged	500	7	1%	493	99%	0	0%	0	0%	75	15%	418	84%	493	99%
Not Migrant	560	13	2%	547	98%	0	0%	0	0%	86	15%	461	82%	547	98%
Not Homeless	560	13	2%	547	98%	0	0%	0	0%	86	15%	461	82%	547	98%
Not in Foster Care	560	13	2%	547	98%	0	0%	0	0%	86	15%	461	82%	547	98%
Parent Not in Armed Forces	560	13	2%	547	98%	0	0%	0	0%	86	15%	461	82%	547	98%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	447	5	1	442	99
General Education	433	4	1	429	99
Students with Disabilities	14	1	7	13	93
Asian or Native Hawaiian/Other Pacific Islander	187	3	2	184	98
Hispanic or Latino	10	1	10	9	90
White	243	1	0	242	100
Multiracial	3	0	0	3	100
Female	224	2	1	222	99
Male	223	3	1	220	99
English Language Learners	5	2	40	3	60
Non-English Language Learners	442	3	1	439	99
Economically Disadvantaged	40	3	8	37	93
Not Economically Disadvantaged	407	2	0	405	100
Not Migrant	447	5	1	442	99
Not Homeless	447	5	1	442	99
Not in Foster Care	447	5	1	442	99
Parent Not in Armed Forces	447	5	1	442	99

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

2017 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	560	280	50%	280	50%	0	0%	0	0%	278	50%	2	0%	280	50%
General Education	498	219	44%	279	56%	0	0%	0	0%	277	56%	2	0%	279	56%
Students with Disabilities	62	61	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
American Indian or Alaska Native	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	68	33%	136	67%	0	0%	0	0%	134	66%	2	1%	136	67%
Black or African American	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	14	78%	4	22%	0	0%	0	0%	4	22%	0	0%	4	22%
White	326	189	58%	137	42%	0	0%	0	0%	137	42%	0	0%	137	42%
Multiracial	6	5	83%	1	17%	0	0%	0	0%	1	17%	0	0%	1	17%
Small Group Total	6	4	67%	2	33%	0	0%	0	0%	2	33%	0	0%	2	33%
Female	266	129	48%	137	52%	0	0%	0	0%	136	51%	1	0%	137	52%
Male	294	151	51%	143	49%	0	0%	0	0%	142	48%	1	0%	143	49%
English Language Learners	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	552	272	49%	280	51%	0	0%	0	0%	278	50%	2	0%	280	51%
Economically Disadvantaged	60	40	67%	20	33%	0	0%	0	0%	18	30%	2	3%	20	33%
Not Economically Disadvantaged	500	240	48%	260	52%	0	0%	0	0%	260	52%	0	0%	260	52%
Not Migrant	560	280	50%	280	50%	0	0%	0	0%	278	50%	2	0%	280	50%
Not Homeless	560	280	50%	280	50%	0	0%	0	0%	278	50%	2	0%	280	50%
Not in Foster Care	560	280	50%	280	50%	0	0%	0	0%	278	50%	2	0%	280	50%
Parent Not in Armed Forces	560	280	50%	280	50%	0	0%	0	0%	278	50%	2	0%	280	50%

2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	552	272	49	280	51
General Education	495	216	44	279	56
Students with Disabilities	57	56	98	1	2
Asian or Native Hawaiian/Other Pacific Islander	204	68	33	136	67
Hispanic or Latino	16	12	75	4	25
White	320	183	57	137	43
Multiracial	6	5	83	1	17
Female	263	126	48	137	52
Male	289	146	51	143	49
English Language Learners	7	7	100	0	0
Non-English Language Learners	545	265	49	280	51
Economically Disadvantaged	57	37	65	20	35
Not Economically Disadvantaged	495	235	47	260	53
Not Migrant	552	272	49	280	51
Not Homeless	552	272	49	280	51
Not in Foster Care	552	272	49	280	51
Parent Not in Armed Forces	552	272	49	280	51

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 (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	9	0	0%	9	100%	0	0%	0	0%	2	22%	6	67%	1	11%
Grade 10	17	0	0%	17	100%	0	0%	0	0%	0	0%	7	41%	10	59%
Grade 11	13	2	15%	11	85%	0	0%	0	0%	1	9%	2	18%	8	73%
Grade 12	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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 COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	14	12	86%	0	0%	2	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	14	12	86%	0	0%	2	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	14	12	86%	0	0%	2	14%	—	—	—	—	—	—	—	—	—	—

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

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	212	16	8%	1	0	0%
THIS DISTRICT	680	93	14%	11	1	9%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	205	0	0%
THIS DISTRICT	633	1	0%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

TOTAL COHORT GRADUATION RATE (2020-21)

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	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%
Female	266	263	99%	240	90%	22	8%	1	0%	0	0%	2	1%	1	0%	0	0%
Male	294	290	99%	256	87%	34	12%	0	0%	0	0%	4	1%	0	0%	0	0%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	203	100%	193	95%	10	5%	0	0%	0	0%	1	0%	0	0%	0	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	16	89%	9	50%	6	33%	1	6%	0	0%	1	6%	1	6%	0	0%
White	326	322	99%	285	87%	37	11%	0	0%	0	0%	4	1%	0	0%	0	0%
Multiracial	6	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	498	496	100%	468	94%	28	6%	0	0%	0	0%	1	0%	1	0%	0	0%
Students with Disabilities	62	57	92%	28	45%	28	45%	1	2%	0	0%	5	8%	0	0%	0	0%
English Language Learner	8	7	88%	5	63%	2	25%	0	0%	0	0%	0	0%	1	13%	0	0%
Non-English Language Learner	552	546	99%	491	89%	54	10%	1	0%	0	0%	6	1%	0	0%	0	0%
Economically Disadvantaged	60	57	95%	49	82%	8	13%	0	0%	0	0%	2	3%	1	2%	0	0%
Not Economically Disadvantaged	500	496	99%	447	89%	48	10%	1	0%	0	0%	4	1%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	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	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	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	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%

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SYOSSET SENIOR HIGH SCHOOL

2020-21 AP/IB REPORT

This report provides information to the public of Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. This data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. The data are used as part of the calculation of an institution's College, Career, and Civic Readiness. The data are aggregated by grade level and can be filtered by student subgroups.

Data is reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages the data to be reviewed by the district for accuracy as the underlying data used to create this report are included in other L2RPTs that are required to be certified. For the most updated information, please contact the school district.

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Computer Science A	Computer Sciences	22	3%	27	4%	3	0%	0		0	
AP Computer Science Principles	Computer Sciences	13	2%	14	2%	3	0%	0		0	
AP English Language and Composition	ELA	4	0%	216	37%	1	0%	0		0	
AP English Literature and Composition	ELA	132	23%	2	0%	0		0		0	
AP Art-History of Art	Fine and Performing Arts	12	2%	7	1%	1	0%	0		0	
AP Music Theory	Fine and Performing Arts	3	0%	4	0%	1	0%	0		0	
AP Studio Art-Drawing Portfolio	Fine and Performing Arts	12	2%	22	3%	0		0		0	
AP Studio Art-Two-Dimensional	Fine and Performing Arts	9	1%	3	0%	0		0		0	
AP Calculus AB	Mathematics	272	49%	6	1%	0		0		0	
AP Calculus BC	Mathematics	39	7%	6	1%	1	0%	0		0	
AP Statistics	Mathematics	43	7%	28	4%	3	0%	3	0%	0	

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Biology	Science	123	22%	26	4%	0		0		0	
AP Chemistry	Science	52	9%	8	1%	2	0%	0		0	
AP Environmental Science	Science	99	17%	28	4%	0		0		0	
AP Physics 1	Science	8	1%	139	23%	1	0%	0		0	
AP Physics C	Science	50	9%	1	0%	1	0%	0		0	
AP French Language and Culture	Second Languages	23	4%	2	0%	0		0		0	
AP Italian Language and Culture	Second Languages	16	2%	0		0		0		0	
AP Spanish Language and Culture	Second Languages	45	8%	3	0%	0		0		0	
AP Comparative Government and Politics	Social Studies	30	5%	0		0		0		0	
AP European History	Social Studies	0		1	0%	44	8%	0		0	
AP Human Geography	Social Studies	1	0%	1	0%	129	23%	1	0%	0	
AP Macroeconomics	Social Studies	79	14%	4	0%	0		0		0	
AP Microeconomics	Social Studies	198	35%	41	7%	0		0		0	
AP Psychology	Social Studies	21	3%	34	5%	115	20%	0		0	
AP U.S. Government and Politics	Social Studies	193	34%	1	0%	0		0		0	
AP U.S. History	Social Studies	0		322	55%	0		0		0	
AP World History	Social Studies	0		0		199	36%	283	55%	0	

AP Assessments Proficient (3 & Higher)

Assessment	Subject Area	Students Exempt	12th Grade	11th Grade	10th Grade	9th Grade	Not HS #

Assessment	Subject Area	Students Exempt	12th Grade	% Total	11th Grade	% Total	10th Grade	% Total	9th Grade	% Total	Not Tested	HS #%
			Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher
			Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher	Total # Tested	Tested with a Score of 3 or Higher
AP Computer Science A	Computer Sciences	0	17	82%	27	96%	3	—	0		0	
AP Computer Science Principles	Computer Sciences	0	10	80%	13	84%	3	—	0		0	
AP Language and Comp	ELA	0	3	—	201	85%	1	—	0		0	
AP Literature and Comp	ELA	0	89	69%	3	—	0		0		0	
AP Art History	Fine and Performing Arts	0	8	50%	5	60%	0		0		0	
AP Music Theory	Fine and Performing Arts	0	2	—	4	—	1	—	0		0	
AP Studio Art 2d Design	Fine and Performing Arts	0	9	100%	3	—	0		0		0	
AP Studio Art Drawing	Fine and Performing Arts	0	11	81%	21	100%	0		0		0	
AP World History	Global Studies	0	0		0		192	86%	15	100%	0	
AP Calculus AB	Mathematics	0	206	71%	5	80%	0		0		0	
AP Calculus BC	Mathematics	0	32	100%	6	100%	1	—	0		0	
AP Statistics	Mathematics	0	22	90%	27	96%	3	—	3	—	0	
AP Biology	Science	0	87	83%	23	100%	0		0		0	
AP Chemistry	Science	0	32	78%	7	100%	2	—	0		0	
AP Environmental Science	Science	0	71	69%	27	62%	0		0		0	
AP Human Geography	Science	0	0		1	—	123	68%	0		0	
AP Physics 1	Science	0	6	16%	117	67%	1	—	0		0	
AP Physics C: Electricity and Magnetism	Science	0	30	90%	1	—	1	—	0		0	

Assessment	Subject Area	Students Exempt	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
			Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher
AP Physics C: Mechanics	Science	0	41	82%	1	—	1	—	0		0	
AP Chinese Language and Culture	Second Languages	0	0		1	—	2	—	0		0	
AP French Language and Culture	Second Languages	0	16	87%	2	—	0		0		0	
AP Italian Language and Culture	Second Languages	0	10	90%	0		0		0		0	
AP Spanish Language and Culture	Second Languages	0	44	100%	3	—	0		0		0	
AP Comparative Government and Politics	Social Studies	0	11	90%	0		0		0		0	
AP European History	Social Studies	0	0		1	—	42	85%	0		0	
AP Macroeconomics	Social Studies	0	44	68%	3	—	0		0		0	
AP Microeconomics	Social Studies	0	127	54%	34	79%	0		0		0	
AP Psychology	Social Studies	0	17	35%	31	51%	112	70%	0		0	
AP U.S. Government and Politics	Social Studies	0	128	68%	1	—	0		0		0	
AP US History	Social Studies	0	0		300	74%	0		0		0	

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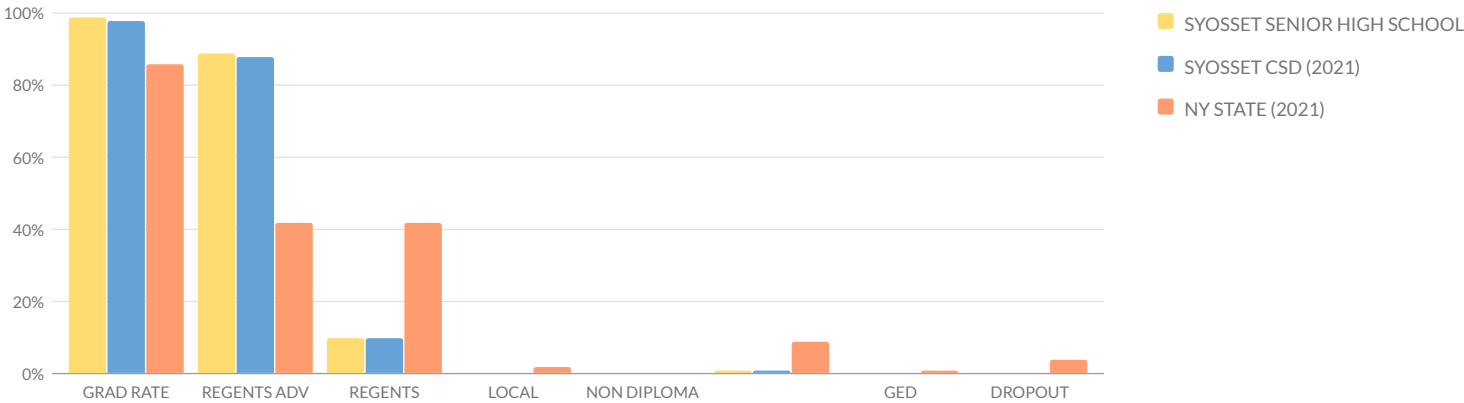
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**SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2021**

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	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%
Female	266	263	99%	240	90%	22	8%	1	0%	0	0%	2	1%	1	0%	0	0%
Male	294	290	99%	256	87%	34	12%	0	0%	0	0%	4	1%	0	0%	0	0%
General Education Students	498	496	100%	468	94%	28	6%	0	0%	0	0%	1	0%	1	0%	0	0%
Students with Disabilities	62	57	92%	28	45%	28	45%	1	2%	0	0%	5	8%	0	0%	0	0%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	204	203	100%	193	95%	10	5%	0	0%	0	0%	1	0%	0	0%	0	0%
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	16	89%	9	50%	6	33%	1	6%	0	0%	1	6%	1	6%	0	0%
White	326	322	99%	285	87%	37	11%	0	0%	0	0%	4	1%	0	0%	0	0%
Multiracial	6	6	100%	4	67%	2	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	60	57	95%	49	82%	8	13%	0	0%	0	0%	2	3%	1	2%	0	0%
Not Economically Disadvantaged	500	496	99%	447	89%	48	10%	1	0%	0	0%	4	1%	0	0%	0	0%
English Language Learner	8	7	88%	5	63%	2	25%	0	0%	0	0%	0	0%	1	13%	0	0%
Non-English Language Learner	552	546	99%	491	89%	54	10%	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	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	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	560	553	99%	496	89%	56	10%	1	0%	0	0%	6	1%	1	0%	0	0%

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SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA 2021

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved 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); 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	553	552	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	263	262	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	290	290	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	496	495	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	203	203	100%	0	0%	0	0%	0	0%	0	0%	0	0%	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	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	322	321	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	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	495	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	546	545	100%	1	0%	0	0%	0	0%	0	0%	0	0%	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	553	552	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	553	552	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	553	552	100%	1	0%	0	0%	0	0%	0	0%	0	0%	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	553	552	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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**Section 12: School Report Card
Glossary and Business Rules**

NEW YORK STATE
2020-21 REPORT CARD GLOSSARY & GUIDE

Last updated: December 2021



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Accountability Data

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. For more information, please see the [NYSESED Waiver Memorandum](#) and [NYS Board of Regents Announcement](#).

Accountability Statuses

2021-22 district and school accountability statuses 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. For more information, contact the Office of Accountability at ACCOUNTINFO@nysed.gov.

For detailed information about accountability, district/school/subgroup statuses, and criteria for determinations, please consult the following documents at [ESSA Accountability Designations](#):

- [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2021-22 Accountability Statuses”](#) and
- [“Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2019-20 Accountability Statuses Based on 2018-19 Results \(July 2020\)”](#)

Rules for exiting certain statuses as well as more detailed descriptions of the accountability system and interventions for schools and districts based on their identifications are available at [HERE](#).

Updates in response to the COVID-19 pandemic are available [HERE](#).

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.

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 (EM) Chronic Absenteeism

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

EM Chronic Absenteeism is the percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days.

Students Enrolled – Number of students enrolled for at least ten instructional days and in attendance for at least one of those days

Students Chronically Absent – Number of “Students Enrolled” who were absent for at least 10% of enrolled instructional days

Chronic Absenteeism Rate – $(\text{Students Chronically Absent} \div \text{Students Enrolled}) \times 100$

For 2020-21 Report Cards, Chronic Absenteeism is calculated using only 2020-21 data and only when “Students Enrolled” counts are at least 30.

If a school or district did not report attendance in 2020-21, then a statement will reflect such within the report card. If only partial data are available for a district or New York State due to non-reporting schools, then available data will be displayed with a footnote indicating that data were not reported for one or more schools and caution should be used when interpreting results.

Secondary Level (HS) Graduation Rate

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Number in Cohort – Number of students in the 4-, 5-, and 6-year graduation rate cohorts as of June 30th of the prior reporting year

Number Graduated – Number of students in the cohort who graduated by August 31st of the prior reporting year

Grad Rate – The 4-, 5-, and 6-year graduation rates ($\text{Number Graduated} \div \text{Number in Cohort} \times 100$)

For 2020-21 Report Cards, if the current year’s “Number in Cohort” is less than 30, then it is combined with the previous reporting year’s data to attempt to achieve a minimum count of 30. If data were combined for a cohort, the “Number in Cohort” value will be followed by an asterisk (*) referring to a footnote indicating two years of data were combined.

Secondary Chronic Absenteeism

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Secondary Chronic Absenteeism is the percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days.

Students Enrolled – Number of students enrolled for a minimum of ten instructional days and in attendance for at least one of those days

Students Chronically Absent – Number of “Students Enrolled” who were absent for at least 10% of enrolled instructional days

Chronic Absenteeism Rate – ($\text{Students Chronically Absent} \div \text{Students Enrolled} \times 100$)

For 2020-21 Report Cards, Chronic Absenteeism is calculated using only 2020-21 data and only when “Students Enrolled” counts are at least 30.

If a school or district did not report attendance in 2020-21, then a statement will reflect such within the report card. If only partial data are available for a district or New York State due to non-reporting schools, then available data will be displayed with a footnote indicating that data were not reported for one or more schools and caution should be used when interpreting results.

Assessment Data

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 administered every other year to a representative sample of students across the country. The last administration of NAEP was during the 2018-19 school year. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students. The next administration of NAEP is scheduled for 2022 – postponed from 2021 due to the COVID-19 pandemic.

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, American Indian or Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, Black or African American, Economically Disadvantaged, Hispanic or Latino, English Language Learners, Multiracial, Students with Disabilities, and White.

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.

Civil Rights Data Collection (CRDC) Data (2017-18) updated for 2020-21 Report Card

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 to the U.S. Department of Education using the Civil Rights Data Collection Survey. For a fuller understanding of the New York-specific data included in the 2020-21 Report Card, see the 2020-21 CRDC Glossary & Guide at <https://data.nysed.gov/files/essa/20-21/crdc.pdf>. For more information on CRDC, see <https://ocrdata.ed.gov/>.

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 Learners: 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 an 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 and needs Special Education. 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 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.

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.

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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 (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.

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; 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.

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.

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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.

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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.

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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.

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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.

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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.

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Graduation Pathways Business Rules

SIRS Reporting Deadlines

- The deadline for reporting June graduates and their pathways 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 June
- 2017 Total Cohort, 4-Year August
- 2016 Total Cohort, June and August
- 2015 Total Cohort, June and August

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2017 total cohort Graduation Pathways 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.

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, 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.

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.

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.

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 or 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.

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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.**

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 (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.

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).

Also available is 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.

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.

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.

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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>.

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****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/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 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 25, 2022

Form Preparer Name:	PATRICIA RUFO
Preparer's Telephone Number:	516 305-9595

Shaded Fields Will Calculate	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	247,160,025	257,831,270	4.32 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	208,289,296	213,200,492	
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)	208,289,296	213,200,492	2.36 %
F. Permissible Exclusions to the School Tax Levy Limit	5,799,187	6,109,119	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	203,164,810	207,616,583	
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)	202,490,109	207,091,373	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	674,701	525,210	
Public School Enrollment	6,800	6,800	0.00 %
Consumer Price Index			4.7 %

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 2022-23, includes any carryover from 2021-22 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	30,553,086	28,762,491
Assigned Appropriated Fund Balance	2,813,547	1,700,000
Adjusted Unrestricted Fund Balance	9,886,401	10,313,251
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 *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	2020 CAPITAL	For the cost of any object or purpose for which bonds may be issued.	2,632,774	3,296,758	Not currently planned for use in 2022-23 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 planned for use in 2022-23 school year
Capital	2014 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	11,797	11,797	Not planned for use in 2022-23 school year
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	171,456	171,456	Not planned for use in 2022-23 school year
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers	3,275,338	3,045,338	Anticipate appropriating an estimated amount of

		Compensation and benefits.			\$730,000 to support the 2022-23 budget.
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	735,664	685,664	Anticipate appropriating an estimated amount of \$50,000 to support the 2022-23 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.	314,474	314,474	Not planned for use in 2022-23 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.	3,374,308	3,274,308	Anticipate appropriating an estimated amount of \$100,000 to support the 2022-23 budget.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	14,194,991	11,849,991	Anticipate appropriating an estimated amount of \$2,270,400 to support the 2022-23 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	For employer retirement contributions to the State Teachers Retirement System.	5,817,238	6,087,659	Anticipate appropriating an estimated amount of \$1,400,000 to support the 2022-23 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 2022-23. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

Save

Reset

Save & Ready

****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. 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/mqtsterv/propertytax/taxcap/>.

También le pedimos que envíe una versión electrónica (PDF o Word) del Aviso sobre el presupuesto 2022-2023 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: 25 de abril de 2022

Nombre del preparador del formulario:	PATRICIA RUFO		
Número de teléfono del preparador:	516 305-9595		
Los campos sombreados calculan	Presupuestado 2021-2022 (A)	Presupuesto propuesto 2022-2023 (B)	Variación porcentual (C)
Importe total presupuestado, sin incluir proposiciones por separado	247,160,025	257,831,270	4.32 %
A. Gravamen fiscal propuesto para respaldar el monto total presupuestado ¹	208,289,296	213,200,492	
B. Gravamen fiscal para respaldar la deuda de la biblioteca, si corresponde			
C. Gravamen fiscal para propuestas no excluibles, si corresponde ²			
D. Total del monto de la reserva del tope impositivo usado para reducir el gravamen anual actual, si corresponde			
E. Gravamen fiscal total propuesto para el año escolar (A+B+C-D)	208,289,296	213,200,492	2.36 %
F. Exclusiones permitidas al límite del gravamen fiscal escolar	5,799,187	6,109,119	
G. Límite del gravamen fiscal de la escuela, sin incluir el gravamen para las exclusiones permitidas ³	203,164,810	207,616,583	
H. Gravamen fiscal total propuesto para fines escolares, sin incluir 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)	202,490,109	207,091,373	
I. Diferencia: (G-H); (el valor negativo requiere la aprobación del 60.0 % de los votantes) ²	674,701	525,210	
Inscripción en las escuelas públicas	6,800	6,800	0.00 %
Índice de precios al consumidor			4.7 %

¹ Incluir cualquier reserva del año anterior para el gravamen fiscal excedente, incluidos los intereses.

² El gravamen fiscal relacionado con proposiciones de servicios educativos o de transporte no es elegible para la exclusión bajo el límite de gravamen fiscal de la escuela y puede afectar los requisitos de aprobación de los votantes.

³ Para el período 2022-2023, incluye todo saldo transferido del período 2021-2022 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 2021-2022 (D)	Estimado 2022-2023 (E)
Saldo del fondo restringido ajustado	30,553,086	28,762,491
Saldo del fondo asignado	2,813,547	1,700,000
Saldo del fondo no restringido ajustado	9,886,401	10,313,251
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 3/31/22	Saldo estimado final al 6/30/22	Uso previsto de la reserva en el año escolar 2022-2023 (Límite de 200 caracteres)**
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Nota: Asegúrese de hacer clic en el botón Guardar luego de cada reserva que agregue bajo Capital, Pérdida de bienes, Responsabilidad civil u Otras reservas.

Capital	Capital 2020	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos.	2,632,774	3,296,758	No planificado para usar en el año escolar 2022-2023.
Capital	2018 RESERVA DE CAPITALS DE SEGURIDAD	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos.	25,046	25,046	No planificado para usar en el año escolar 2022-2023.
Capital	2014 RESERVA DE CAPITALS	Para el costo de cualquier objeto o propósito para los cuales se puedan emitir bonos.	11,797	11,797	No planificado para usar en el año escolar 2022-2023.
Reparación	RESERVA PARA REPARACIONES	Para el costo de reparaciones del equipamiento o mejoras de capital.	171,456	171,456	No planificado para usar en el año escolar 2022-2023.

Indemnización de los trabajadores	RESERVA PARA LA INDEMNIZACIÓN DE LOS TRABAJADORES	Para beneficios e indemnización de los trabajadores con seguro propio.	3,275,338	3,045,338	Anticipar el cobro de un monto estimado de \$730,000 para respaldar el presupuesto 2022-2023.
Seguro de desempleo	RESERVA PARA SEGURO DE DESEMPLEO	Para reembolsos al fondo de seguro de desempleo del estado.	735,664	685,664	Anticipar el cobro de un monto estimado de \$50,000 para respaldar el presupuesto 2022-2023.
Reserva para la reducción de impuestos		Para el uso gradual del producto de la venta de bienes inmuebles del distrito escolar.			1
Reserva obligatoria para servicio de deuda		Para el producto de la venta de bienes o mejoras de capital del distrito, restringido al servicio de deuda.			1
Seguro	RESERVA PARA SEGURO	Para pérdidas por responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.	314,474	314,474	No planificado para usar en el año escolar 2022-2023.
Pérdida de bienes + (agregar)		Para cubrir pérdida de bienes.			1
Responsabilidad civil		Para cubrir reclamos de responsabilidad civil que se hayan efectuado.			1
Certiorari de impuestos		Para liquidaciones de certiorari de impuestos.			1
Reserva para recuperaciones de seguros		Para los fondos no utilizados de las recuperaciones de seguros al final del año fiscal.			1
Responsabilidad acumulada 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.	3,374,308	3,274,308	Anticipar el cobro de un monto estimado de \$100,000 para respaldar el presupuesto 2022-2023.
Aportes para la jubilación	RESERVA PARA ERS	Para los aportes para la jubilación hechos por el empleador al Sistema de Jubilación de Empleados estatal y local.	14,194,991	11,849,991	Anticipar el cobro de un monto estimado de \$2,270,400 para respaldar el presupuesto 2022-2023.
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.			1
Otra reserva única	TRS	Para los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros estatal y local.	5,817,238	6,087,659	Anticipar el cobro de un monto estimado de \$1,400,000 para respaldar el presupuesto 2022-2023.

* **Lineamientos de la reserva del NYSED:**
http://www.p12.nysed.gov/mgtserv/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 2022-2023.**
Mencione cualquier gasto de capital que deba ser votado en la próxima votación de presupuesto.

Guardar

Reiniciar

Guardar y terminar

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	208,737	64,096	5,218
COORDINATOR/COORDINADOR	185,550	61,321	4,639
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	205,000	67,211	5,000
PRINCIPAL/DIRECTOR	210,345	64,289	5,259
DIRECTOR/DIRECTOR	195,175	62,473	4,879
ASST. PRINCIPAL/DIRECTOR AUXILIAR	187,965	61,610	4,699
ASST. PRINCIPAL/DIRECTOR AUXILIAR	197,387	48,808	4,935
PRINCIPAL/DIRECTOR	199,799	63,026	4,995
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	208,271	67,602	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	175,823	60,156	4,396
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	212,507	68,162	5,000
ASST. SUPERINTENDENT/SUPERINTENDENTE AUXILIAR	227,316	77,390	5,000
ASST. PRINCIPAL/DIRECTOR AUXILIAR	197,387	62,738	4,935
EXEC DIRECTOR/DIRECTOR EJEC.	177,119	44,510	4,428
PRINCIPAL/DIRECTOR	245,690	68,519	6,142
PRINCIPAL/DIRECTOR	216,740	65,054	5,419
COORDINATOR/COORDINADOR	185,695	58,036	4,642
COORDINATOR/COORDINADOR	195,175	59,171	4,879
ASST. PRINCIPAL/DIRECTOR AUXILIAR	195,817	62,550	4,895
PRINCIPAL/DIRECTOR	213,554	64,673	5,339
DEPUTY SUPERINTENDENT/SUPERINTENDENTE ADJUNTO	255,000	73,505	5,000
PRINCIPAL/DIRECTOR	211,953	64,481	5,299
COORDINATOR/COORDINADOR	196,171	62,592	4,904
COORDINATOR/COORDINADOR	189,889	45,207	4,747
PRINCIPAL/DIRECTOR	221,416	65,614	5,535
PRINCIPAL/DIRECTOR	199,799	63,026	4,995
SUPERINTENDENT/SUPERINTENDENTE	293,212	79,685	15,000
ADMINISTRATIVE ASST	162,669	58,582	4,067
DIRECTOR/DIRECTOR	191,825	45,891	4,796
PRINCIPAL/DIRECTOR	216,302	65,002	5,408
ASST. PRINCIPAL/DIRECTOR AUXILIAR	185,725	61,342	4,643
COORDINATOR/COORDINADOR	188,686	61,696	4,717
ASST. PRINCIPAL/DIRECTOR AUXILIAR	195,342	62,493	4,884
ASST. PRINCIPAL/DIRECTOR AUXILIAR	182,343	60,937	4,559
BUSINESS ADMIN./ADMIN. DE NEGOCIOS	145,863	56,570	3,647
ASST. PRINCIPAL/DIRECTOR AUXILIAR	159,178	40,896	3,979
ASST. PRINCIPAL/DIRECTOR AUXILIAR	182,343	60,937	4,559
COORDINATOR/COORDINADOR	189,073	60,277	4,727

* 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).

SYOSSET PUBLIC LIBRARY
2022 - 2023 PROPOSED BUDGET

		BUDGET 2021 - 2022	PROPOSED 2022 - 2023
Library Collection & Programs	Books and Cataloging	165,000	165,000
	Ebooks, Downloadable Audiobooks	80,000	95,000
	DVDs	18,000	15,000
	Streaming Services	25,000	25,000
	CDs - Music & Books on CD	10,500	3,500
	Magazines, Newspapers	30,000	30,000
	Online Databases	67,000	65,000
	Community Information, Programs & Special Events	136,000	142,500
		531,500	541,000
Technology	Computers, Servers, Peripherals	55,000	50,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support	139,000	145,000
		244,000	245,000
Library Operational Expenses	Library Supplies	25,000	25,000
	Contracts with Other Libraries, Postage & Freight	59,000	60,000
	Insurance	60,000	61,000
	Office Equipment Contracts	7,500	8,000
	Library Furniture & Equipment	25,000	25,000
		176,500	179,000
Building Maintenance	Utilities	199,000	199,000
	Building Maintenance Contracts	75,000	75,000
	Telephone	22,000	24,000
	Building & Plant Repairs	60,000	60,000
	Custodial Supplies	25,000	25,000
		381,000	383,000
Salaries & Administration	Professional, Clerical, Custodial, Pages	3,654,000	3,774,000
	Pension, Social Security, Health, etc.	1,698,531	1,729,711
	Professional Fees - Legal, Security, Acct., etc.	160,000	161,000
		5,512,531	5,664,711
OPERATING BUDGET		6,845,531	7,012,711
Income Sources	Fines, Fees, PILOTs, etc.	145,000	150,000
	Transfer from Fund Balance	80,000	90,000
	New York State Aid	8,000	8,000
Anticipated Income		233,000	248,000
Bond Debt Service Approved by Voters - June 2003*		928,500	930,000
AMOUNT TO BE RAISED BY TAXES		7,541,031	7,694,711

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: 02/09/2022

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2022

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 11,360,850,900

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	57,328,400	0.50%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	102,270,500	0.90%
13100	CO - GENERALLY	RPTL 406(1)	113	94,162,900	0.83%
13500	TOWN - GENERALLY	RPTL 406(1)	53	174,430,000	1.54%
13650	VG - GENERALLY	RPTL 406(1)	7	1,627,800	0.01%
13800	SCHOOL DISTRICT	RPTL 408	27	295,553,500	2.60%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	34,322,500	0.30%
14110	USA - SPECIFIED USES	STATE L 54	2	3,160,500	0.03%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	17	148,837,300	1.31%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	8,358,400	0.07%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.03%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	11	7,727,000	0.07%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	38,856,100	0.34%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	37,675,300	0.33%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	3,101,000	0.03%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	48,595,900	0.43%
26100	VETERANS ORGANIZATION	RPTL 452	3	2,096,400	0.02%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	36	277,629,000	2.44%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	10	11,292,000	0.10%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	650,600	0.01%
40120	Class one reassessment-Nassau	RPTL 485-B	10412	2,580,048,000	22.71%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	346	10,410,000	0.09%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	189	9,500,000	0.08%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	56	4,425,000	0.04%
41164	COLD WAR VETERAN - SCHOOL		52	1,196,000	0.01%
41174	COLD WAR VET DISABILITY SCHOOL		1	34,000	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	631,000	0.01%
41400	CLERGY	RPTL 460	11	7,282,000	0.06%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	52	3,728,000	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	93	19,465,000	0.17%
41834	ENHANCED STAR	RPTL 425	760	95,170,038	0.84%
41854	BASIC STAR	RPTL 425	3567	240,811,503	2.12%
41900	PHYSICALLY DISABLED	RPTL 459	11	1,515,000	0.01%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	1,598,000	0.01%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	671	89,807,000	0.79%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	26	65,410,000	0.58%
Totals:			16654	4,481,790,941	39.45%