



ELWOOD PUBLIC SCHOOLS

100 Kenneth Avenue
Greenlawn, NY 11740-2900

Budget Statement

2024-2025



Elwood Public Schools

100 Kenneth Avenue
Greenlawn, NY 11740-2900

www.elwood.k12.ny.us

Fax: (631) 368-2338

Kelly Fallon

Interim Superintendent of Schools
(631) 266-5406

Lorraine Dunkel

Assistant Superintendent for Business
(631) 266-5400, ext. 1404

The Budget Statement and required attachments must be made available to the public (upon request) at each school building in the district, the district office, any public or free association library located within the district and on the school district's internet website, if one exists, at least seven (7) days before the budget Hearing date and not less than 14 days before the Annual budget Vote.

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ELWOOD HIGHLIGHTS

A NEWSLETTER OF THE ELWOOD UNION FREE SCHOOL DISTRICT

Proposed Budget Maintains Excellence and Diversity of Offerings At Tax Levy Cap of 2.02%

On Tuesday, May 21, residents within the Elwood School District will vote on the proposed budget for the 2024-25 school year. The spending plan is at the district's allowable tax levy cap of 2.02% and preserves all programs and services currently offered to students, including those initiatives originally funded through COVID-19 grants. A list of these items can be found on Page 2.

"Our highest priority when formulating the budget was to maintain the excellence and diversity of offerings within our current program," said Board of Education President James Tomeo. "Additionally, we sought to enhance our programmatic offerings in a fiscally responsible manner and maintain our district's long-term financial health."

In addition to voting on the proposed spending plan for 2024-25, residents will also vote on a second proposition to expend money from the district's capital reserve fund. Details related to this proposition can be found on Page 2. There will be no additional tax impact if this proposition is approved.

For additional information on the proposed budget, visit the district's website, www.elwood.k12.ny.us.



El Presupuesto Propuesto Mantiene la Excelencia y la Diversidad de las Ofertas Con un Límite de Recaudación Fiscal del 2,02%

El martes 21 de mayo, los residentes del Distrito Escolar de Elwood votarán sobre la propuesta de presupuesto para el año escolar 2024-25. El plan de gastos se encuentra en el límite de recaudación impositiva permitido por el distrito del 2.02% y preserva todos los programas y servicios que actualmente se ofrecen a los estudiantes, incluidas aquellas iniciativas financiadas originalmente a través de subvenciones COVID-19. Puede encontrar una lista de estos elementos en la página 2.

"Nuestra máxima prioridad al formular el presupuesto fue mantener la excelencia y diversidad de ofertas dentro de nuestro programa actual", dijo el presidente de la Junta de Educación James Tomeo. "Además, buscamos mejorar nuestras ofertas programáticas de manera fiscalmente responsable y mantener la salud financiera de nuestro distrito a largo plazo."

Además de votar sobre el plan de gastos propuesto para 2024-25, los residentes también votarán sobre una segunda propuesta para gastar dinero del fondo de reserva de capital del distrito. Los detalles relacionados con esta propuesta se pueden encontrar en la página 2. No habrá ningún impacto fiscal adicional si esto se aprueba la propuesta. Para obtener información adicional sobre el presupuesto propuesto, visite el sitio web del distrito. sitio web, www.elwood.k12.ny.us.

This information is provided to you in the English language and Spanish language pursuant to Section 203 of the Voting Rights Act.

DON'T FORGET TO VOTE!

BUDGET HEARING
THURSDAY, MAY 9 @ 7:30 P.M.
ELWOOD MIDDLE SCHOOL

BUDGET VOTE
TUESDAY, MAY 21
POLLS OPEN 6 A.M.-9 P.M. AT
ELWOOD MIDDLE SCHOOL CAFETERIA

¡NO SE OLVIDE DE VOTAR!

AUDICIÓN DEL PRESUPUESTO
JUEVES, 9 DE MAYO A LAS 7:30 P.M.
COLEGIO INTERMEDIO DE ELWOOD

VOTO DEL PRESUPUESTO
MARTES, 21 DE MAYO
LOS CENTROS SE ABREN A LAS 6 A.M. HASTA LAS 9 P.M.
EN LA CAFETERÍA DEL COLEGIO INTERMEDIO DE ELWOOD

ENHANCEMENTS FOR 2024-25:

- Continuation and enhancement of K-12 Chromebook replacement cycle.
- Continued expansion of assistant coaches for varsity sports.
- Expansion of athletic program to include girls flag football, additional equipment, etc.
- Introduction of a new life literacy course at the high school to address financial, civic and news literacy, as well as computer science digital fluency standards.
- Includes transfer to capital to support ongoing capital improvements, including network fiber and cabling to enhance the district's technology infrastructure.

PROGRAMS AND STAFFING INCLUDED IN THE 2024-25 OPERATING BUDGET

(Originally Funded Through COVID-19 Grants)

- | | |
|--|-------------------------------------|
| • Technology upgrades | • Transitional support |
| • Director of MST | • Intensive intervention |
| • ENL teacher | • K-5 literature and homework clubs |
| • Art teacher | • Various clubs at EMS and JGHS |
| • Teaching assistants (four positions) | |
| • K-5 health program | |

WHAT IS PROPOSITION NO. 2?

If approved by voters, Proposition No. 2 would allow the district to use \$500,000 in capital reserve funds to provide additional security enhancements throughout the district, including improvements to the entryway and doorways at James H. Boyd Intermediate School. Funding would also allow the district to purchase districtwide maintenance and grounds vehicles.

It is important to note that since the money is being drawn from the capital reserve fund, there will be **no additional tax impact** for residents if the proposition is approved. Voter approval is required, however, for the district to expend monies from this fund.

CANDIDATES FOR THE BOARD

This year, voters will elect two members to the Board of Education for three-year terms commencing July 1, 2024. James Tomeo (incumbent) and Walter Edwards are running.

MEJORAS PARA 2024-25

- Continuación y mejora del ciclo de reemplazo de Chromebook K-12.
- Ampliación continua de entrenadores asistentes para deportes universitarios.
- Ampliación del programa atlético para incluir fútbol americano de banderas femenino, equipo adicional, etc.
- Introducción de un nuevo curso de alfabetización para la vida en la escuela secundaria para abordar la alfabetización financiera, cívica y periodística, así como los estándares de fluidez digital en ciencias de la computación.
- Incluye transferencia a la capital para respaldar las mejoras de capital en curso, incluida la red de fibra y cableado para mejorar la infraestructura tecnológica del distrito.

PROGRAMAS Y PERSONAL INCLUIDOS EN EL PRESUPUESTO OPERATIVO 2024-25

(Originalmente Financiado a Través de Subvenciones COVID-19)

- | | |
|---|-------------------------------------|
| • Actualizaciones tecnológicas | • Apoyo transitorio |
| • Director del MST | • Intervención intensiva |
| • Profesor de ENL | • Clubes de literatura y tareas K-5 |
| • Profesor de arte | • Varios clubes en EMS y JGHS |
| • Asistentes docentes (cuatro posiciones) | |
| • Programa de salud K-5 | |

¿QUÉ ES LA PROPUESTA NÚM. 2?

Si los votantes la aprueban, la Proposición No. 2 permitiría al distrito usar \$500,000 en fondos de reserva de capital para proporcionar mejoras de seguridad adicionales en todo el distrito, incluidas mejoras en la entrada y los portales de la Escuela Intermedia James H. Boyd. Los fondos también permitirían al distrito comprar vehículos de mantenimiento y terrenos para todo el distrito.

Es importante señalar que, dado que el dinero se retira del fondo de reserva de capital, **no habrá ningún impacto fiscal adicional** para los residentes si se aprueba la propuesta. Sin embargo, se requiere la aprobación de los votantes para que el distrito gaste dinero de este fondo.

CANDIDATOS A LA JUNTA

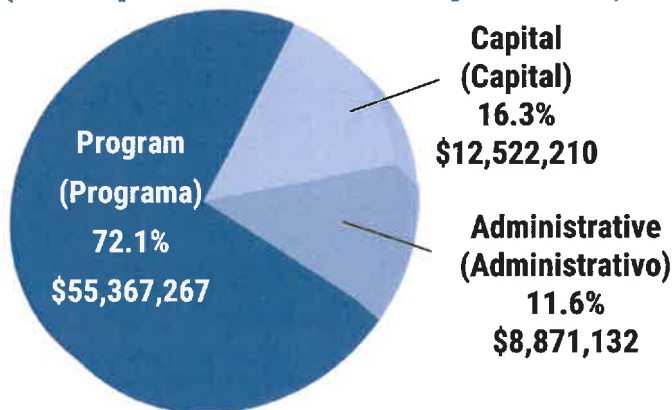
Este año, los votantes elegirán a dos miembros de la Junta de Educación por períodos de tres años a partir del 1 de julio de 2023. Se postulan James Tomeo (titular) y Walter Edwards.

2024-2025 Proposed Budget (Presupuesto propuesto para 2024-2025)

3

Description (Descripción)	2023-24 Approved Budget (Presupuesto Aprobado 2023-24)	2024-25 Proposed Budget (Presupuesto Propuesto para 2024-25)	\$ Change Increase (Decrease) \$ Cambio Aumento (Disminución)	% Change % Cambio
EXPENDITURES (GASTOS)				
General Support (Soporte general)	\$8,057,795	\$8,449,018	\$391,223	4.86%
Instruction (Instrucción)	\$36,561,042	\$38,279,336	\$1,718,294	4.70%
Transportation (Transporte)*	\$5,488,416	\$5,758,844	\$270,428	4.93%
Undistributed (No distribuido)	\$22,970,378	\$24,273,411	\$1,303,033	5.67%
Total Expenditures (Gastos totales)	\$73,077,631	\$76,760,609	\$3,682,978	5.04%
*This includes expenditures related to year four of a five-year transportation contract. (Esto incluye gastos relacionados con el cuarto año de un contrato de transporte de cinco años.)				
.....				
REVENUES (INGRESOS)				
State Aid (Ayuda Estatal)	\$17,060,447	\$17,866,597	\$806,150	4.73%
Other Revenue (Otros ingresos)	\$624,445	\$951,249	\$326,804	52.34%
Appropriated Fund Balance and Reserves (Saldo y Reservas de Fondos Asignados)	\$3,300,000	\$4,800,000	\$1,500,000	45.45%
Property Tax Levy (Impuesto a la Propiedad)	\$52,092,739	\$53,142,763	\$105,0024	2.02%
Total Estimated Revenues (Ingresos Estimados Totales)	\$73,077,631	\$76,760,609	\$3,682,978	5.04%
.....				
THREE-PART BUDGET (PRESUPUESTO EN TRES PARTES)				
Administrative Component (Componente Administrativo)	\$7,954,174	\$8,871,132	\$916,958	11.53%
Program Component (Componente del Programa)	\$52,869,510	\$55,367,267	\$2,497,757	4.72%
Capital Component (Componente de Capital)	\$12,253,947	\$12,522,210	\$268,263	2.19%
Total Budget (Presupuesto Total)	\$73,077,631	\$76,760,609	\$3,682,978	5.04%

Three-Part Component Budget (Presupuesto de tres componentes)



As demonstrated in the above chart, the majority of the proposed budget (72.1%) goes toward program costs.

(Como se demuestra en el cuadro anterior, la mayor parte del presupuesto propuesto (72.1%) se destina a los costos del programa.)



5 ELWOOD *Points of Pride*

- A high school senior was named a Semifinalist and three were named Commended Students in the 2024 National Merit Scholarship Program.
- Elwood-John H. Glenn High School recently earned Gold-level recognition on the 2023 AP School Honor Roll as well as the AP Access Award.
- A total of 31 current Elwood-John H. Glenn High School students were named AP Scholars by the College Board, including 12 AP Scholars, five AP Scholars with Honor and 14 AP Scholars with Distinction.
- Elwood was ranked No. 10 in Niche's 2023 Best School Districts in Suffolk County list.
- A total of 53 high-achieving high school seniors earned summa cum laude (weighted GPA between 96.50 and 100), magna cum laude (weighted GPA between 95 and 96.49) or cum laude (weighted GPA between 94 and 94.99) designation.
- Four seniors earned National Recognition by the College Board, including one who earned the National African American Recognition Award, two who earned the

National Hispanic Recognition Award and one who earned the National Indigenous Award.

- The high school's varsity boys basketball team captured their first league championship in 16 years.
- A senior was selected by the Suffolk County Football Association as the winner of the prestigious James LaBue Award for the top scholar-athlete in Suffolk County for football.
- A high school senior won the gold medal in saber at the Suffolk County Individual Championships.
- The high school's varsity wrestling team won their second consecutive title at the Suffolk County Division II Dual Meet Championship.
- A high school student-athlete was recognized as Suffolk County's girls varsity volleyball Rookie of the Year.
- Nine high school students were selected for All-County music honors by the New York State Council of Administrators of Music Education, and one was chosen for All-State music honors by the New York State School



Music Association.

- Eighteen Elwood students from all four schools were recognized in the 52nd annual PTA Reflections art program.
- Nine Elwood student musicians were selected for the annual Long Island String Festival Association's annual January ensemble festival.
- Twenty-four student musicians from Boyd, the middle school and the high school were selected for the Suffolk County Music Educators' Association (SCMEA) All-County Division I, II and III ensembles.
- Three Boyd music students were chosen to participate in the 15th annual SCMEA Parents, Educators and Kids Festival.

Puntos de Orgullo de ELWOOD

- Un estudiante de último año de secundaria fue nombrado semifinalista y tres fueron nombrados estudiantes recomendados en el Programa Nacional de Becas al Mérito de 2024.
- La Escuela Secundaria Elwood-John H. Glenn obtuvo recientemente el reconocimiento de nivel Oro en el Cuadro de Honor Escolar AP 2023, así como el Premio Acceso AP.
- Un total de 31 estudiantes actuales de la Escuela Secundaria Elwood-John H. Glenn fueron nombrados Académicos AP por el College Board, incluidos 12 Académicos AP, cinco Académicos AP con Honor y 14 Académicos AP con Distinción.
- Elwood ocupó el puesto número 10 en la lista de mejores distritos escolares de 2023 de Niche en el condado de Suffolk.
- Un total de 53 estudiantes de último año de secundaria de alto rendimiento obtuvieron la designación summa cum laude (GPA ponderado entre 96,50 y 100), magna cum laude (GPA ponderado entre 95 y 96,49) o cum laude (GPA ponderado entre 94 y 94,99).
- Cuatro estudiantes del último año obtuvieron el Reconocimiento

Nacional del College Board, incluido uno que obtuvo el Premio Nacional de Reconocimiento Afroamericano, dos que obtuvieron el Premio Nacional de Reconocimiento Hispano y uno que obtuvo el Premio Nacional Indígena.

- El equipo universitario de baloncesto masculino de la escuela secundaria capturó su primer campeonato de liga en 16 años.
- La Asociación de Fútbol del Condado de Suffolk seleccionó a un estudiante de último año como ganador del prestigioso Premio James LaBue al mejor atleta académico de fútbol del Condado de Suffolk.
- Un estudiante de último año de secundaria ganó la medalla de oro en sable en el Campeonato Individual del Condado de Suffolk.
- El equipo universitario de lucha de la escuela secundaria ganó su segundo título consecutivo en el Campeonato Dual Meet de la División II del Condado de Suffolk.
- Una estudiante-atleta de secundaria fue reconocida como Novata del Año en voleibol universitario femenino del condado de Suffolk.

- Nueve estudiantes de secundaria fueron seleccionados para los honores musicales de todo el condado por el Consejo de Administradores de Educación Musical del Estado de Nueva York, y uno fue elegido para los honores musicales de todo el estado por la Asociación de Música Escolar del Estado de Nueva York.
- Dieciocho estudiantes de Elwood de las cuatro escuelas fueron reconocidos en el 52º programa anual de arte Reflections de la PTA.
- Nueve estudiantes de música de Elwood fueron seleccionados para el festival anual de conjuntos de enero de la Asociación del Festival de Cuerdas de Long Island.
- Veinticuatro estudiantes de música de Boyd, la escuela intermedia y la escuela secundaria fueron seleccionados para la Asociación de Educadores de Música del Condado de Suffolk (SCMEA) All-
- Conjuntos de División I, II y III del condado.
- Tres estudiantes de música de Boyd fueron elegidos para participar en el 15º Festival anual de padres, educadores y niños de SCMEA.

Questions and Answers

4



Q: What percentage of voters needs to approve the budget for it to pass?

A: Elwood's proposed budget represents a tax levy increase of 2.02%, which is at the district's allowable tax levy cap for 2024-25. A simple majority of voters is needed to approve the plan.

Q: Since the proposed budget represents a tax levy increase of 2.02%, does that mean my taxes will only increase by this amount if the plan is approved by voters?

A: No. If the budget is approved, the amount that the Elwood School District can collect in property taxes to operate for the 2024-25 school year is capped at 2.02% (this is referred to as the tax levy). Individual tax bills may differ, based on a variety of factors, including the taxable value of each individual property as determined by the Town of Huntington.

Q: What if the budget is defeated?

A: If the proposed budget for 2024-25 is defeated at the polls on May 21, state law allows the school board two options: the Board can either present the same budget or a revised budget to voters for a second vote in mid-June, or it can vote to adopt a contingency budget. If the budget is defeated a second time, the district must adopt a contingency budget, per New York State law.

Q: Where can I find more information on the proposed budget?

A: All budget presentations and supporting documents can be found on the district's website, www.elwood.k12.ny.us. All residents are also invited to attend the budget hearing scheduled for Thursday, May 9, at 7:30 p.m. at Elwood Middle School.



Preguntas y respuestas



P: ¿Qué porcentaje de votantes necesita aprobar el presupuesto para que se apruebe?

R: El presupuesto propuesto por Elwood representa un aumento de la recaudación impositiva del 2.02%, que se encuentra en el límite de recaudación impositiva permitido por el distrito para 2024-25. Se necesita una mayoría simple de votantes para aprobar el plan.

P: Dado que el presupuesto propuesto representa un aumento de la recaudación de impuestos del xx%, ¿significa eso que mis impuestos solo aumentarán en esta cantidad si el plan es aprobado por los votantes?

R: No. Si se aprueba el presupuesto, la cantidad que el Distrito Escolar de Elwood puede recaudar en impuestos a la propiedad para operar durante el año escolar 2024-25 tiene un tope de 2.02% (esto se conoce como el gravamen de impuestos). Las facturas de impuestos individuales pueden diferir, en función de una variedad de factores, incluido el valor imponible de cada propiedad individual según lo determine el Pueblo de Huntington.

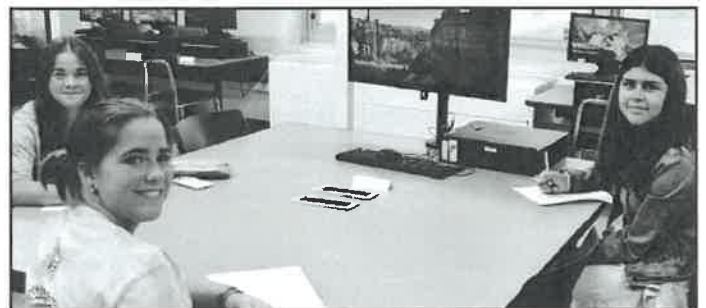
P: ¿Qué pasa si se derrota el presupuesto?

R: Si el presupuesto propuesto para 2024-25 es rechazado en las urnas el 21 de Mayo, la ley estatal permite a la junta escolar dos opciones: la junta puede presentar el mismo presupuesto o un presupuesto revisado a los votantes para una segunda

votación a mediados de junio. , o puede votar para adoptar un presupuesto de contingencia. Si el presupuesto es rechazado por segunda vez, el distrito debe adoptar un presupuesto de contingencia, según la ley del estado de Nueva York.

P: ¿Dónde puedo encontrar más información sobre el presupuesto propuesto?

R: Todas las presentaciones presupuestarias y los documentos de respaldo se pueden encontrar en el sitio web del distrito, www.elwood.k12.ny.us. Todos los residentes también están invitados a asistir a la audiencia presupuestaria programada para el jueves 9 de mayo a las 7:30 p.m. en la Escuela Intermedia Elwood.



VOTING INFORMATION

Registration

Only registered voters can participate in the election on Tuesday, May 21. If you have voted in school or general elections during the past four years, you are already registered and eligible to vote this May. Residents may register to vote in the District Clerk's office, located in the Elwood Middle School at 100 Kenneth Ave., Greenlawn, between the hours of 9 a.m. and 3 p.m. any day school is in session, up to five days before the annual election.

Voter Qualifications

Under New York State Education Law, you are eligible to vote in school elections if you are a United States citizen, you are 18 years of age or older, you are a resident of the district for a period of 30 days before the date of the vote, and:

- You are registered with the Suffolk County Board of Elections with an address located within the geographical boundaries of the Elwood School District, or
- You are registered with the school district and have voted in a district election within the past four years, or
- You register through May 16 with the school district in the manner set forth above.

Voter registration forms can be obtained from the Suffolk County Board of Elections, post office, public library or the District Clerk's office. Forms can also be downloaded from the New York State Board of Elections website at www.elections.ny.gov.

Absentee and Early Voting Ballots

Absentee and early voting ballot applications must be received by the District Clerk not more than thirty (30) and at least seven (7) days prior to the election and vote, if the ballot is to be mailed to the voter, or the day before the election and vote if the ballot is to be personally picked up by the voter or the voter's designated agent set forth on the application. Absentee and early voting ballots must be received by the District Clerk no later than 5 p.m. on the day of the election and vote, May 21, 2024.

If you need an absentee or early voting ballot, you can pick up an application in the District Office located within Elwood Middle School, or call the District Clerk, Mary Lou Marx, at (631) 266-5400, Ext. 1402.

INFORMACIÓN DE VOTACIÓN

Registración

Solamente votantes registrados pueden participar en la elección el día martes, 21 de mayo. Si usted ha votado en el colegio o en la elección general durante los últimos cuatro años, usted ya está registrado y es elegible para votar este mayo. Residentes pueden registrarse para votar en la oficina del Secretario/a del Distrito, localizada en el Colegio Intermedio de Elwood en 100 Kenneth Avenue, Greenlawn, entre las horas de las 9 a.m. y las 3 p.m. cualquier día que el colegio esta en sesión, hasta cinco días antes de la elección anual.

Cualificaciones de los Votantes

Bajo la Ley del Estado de Nueva York, usted es elegible a votar en las elecciones escolares si usted es un ciudadano de los Estados Unidos, tiene 18 años a mas de edad, es residente del distrito por un periodo de 30 días antes de la fecha de votación, y:

- Esta actualmente registrado con la Junta de Elecciones del Condado de Suffolk con una dirección localizada entre los límites geográficos del Distrito Escolar de Elwood, o
- Esta registrado con el distrito escolar y ha votado en la elección del distrito dentro de los últimos cuatro años, o
- Esta registrado mediante el distrito escolar para el 16 de mayo de la manera descrita arriba.

Las formas para la registración a votar se pueden obtener en la Junta de Elecciones del Condado de Suffolk, correo postal, biblioteca pública o en la oficina del Secretario/a del Distrito. Las formas también se pueden bajar de la página web de la Junta de Elecciones del Estado de Nueva York en www.elections.ny.gov.

Boletas de votación en ausencia y anticipada

Las solicitudes de boleta para votación en ausencia y anticipada deben ser recibidas por el Secretario del Distrito no más de treinta (30) y al menos siete (7) días antes de la elección y la votación, si la boleta se enviará por correo al votante, o el día anterior. la elección y votar si la boleta será recogida personalmente por el votante o el agente designado del votante establecido en la solicitud. Las boletas de votación en ausencia y anticipada deben ser recibidas por el Secretario del Distrito a más tardar a las 5 p.m. el día de la elección y votación, 21 de mayo de 2024.

Si necesita una boleta de votación en ausencia o anticipada, puede recoger una solicitud en la oficina del distrito ubicada dentro de la escuela secundaria Elwood, o llamar a la secretaria del distrito, Mary Lou Marx, al (631) 266-5400, ext. 1402.

Board of Education

James Tomeo, President Heather Mammolito, Vice President Thomas Scarola
Dr. Sara Siddiqui Deborah Weiss
Kelly Fallon, Interim Superintendent of Schools
www.elwood.k12.ny.us



Account	Description		2024 - 25 Proposed Budget
Administrative Components			
1010	BOARD OF EDUCATION	*	16,075.00
1040	DISTRICT CLERK	*	26,010.00
1060	DISTRICT MEETING	*	20,750.00
10	Board of Education	**	62,835.00
1240	CHIEF SCHOOL ADMIN	*	323,428.00
12	CENTRAL ADMINISTRATION	**	323,428.00
1310	BUSINESS ADMINISTRATION	*	654,758.00
1320	AUDITING	*	83,195.00
1325	TREASURER	*	168,008.00
13		**	905,961.00
1420	LEGAL	*	180,000.00
1430	HR / PERSONNEL	*	250,872.00
1480	PUBLIC INFO & SERVICES	*	78,153.00
14	STAFF	**	509,025.00
1670	CENTRAL PRINTING & MAILING	*	115,900.00
1680	CENTRAL DATA PROCESSING	*	248,820.00
16	CENTRAL SERVICES	**	364,720.00
1910	UNALLOCATED INSURANCE	*	477,182.00
1920	SCHOOL ASSOC DUES	*	23,351.00
1981	ADMIN CHARGES - BOCES	*	219,442.00
19	SPECIAL ITEMS	**	719,975.00
1		***	2,885,944.00
2010	CURR DEVEL & SUPERVISION	*	627,678.00
2015	PUPIL PERSONNEL	*	513,770.00
2020	SUPERVISION REG SCHOOL	*	1,879,174.00
2070	INSERVICE TRAINING	*	83,600.00

Account	Description		2024 - 25 Proposed Budget
20	INSTRUCTION - ADMIN & IMPRVMT	**	3,104,222.00
2250	PROGRAMS FOR STUDENTS WITH DISABILITIES	*	109,050.00
22	SPECIAL PROGRAMS	**	109,050.00
2855	INTERSCHOLASTIC ATHLETICS	*	111,993.00
28	INSTRUCTION - PUPIL SERVICES	**	111,993.00
2		***	3,325,265.00
9010	STATE RETIREMENT	*	241,320.00
9020	TEACHER RETIREMENT	*	280,915.01
9030	SOCIAL SECURITY	*	338,720.00
9045	LIFE INSURANCE	*	13,380.00
9055	DISABILITY INSURANCE	*	5,954.66
9056	EXCESS MAJOR MEDICAL	*	6,667.00
9060	MEDICAL INSURANCE	*	1,651,326.00
9061	DENTAL INSURANCE	*	121,653.00
90	EMPLOYEE BENEFITS	**	2,659,935.67
9	UNDISTRIBUTED EXPENDITURES	***	2,659,935.67
Totals For Administrative Components:			8,871,144.67
Capital Components			
1620	OPERATION OF PLANT	*	3,129,275.00
1621	MAINTENANCE OF PLANT	*	1,004,556.00
1622	SECURITY	*	1,429,256.00
16	CENTRAL SERVICES	**	5,563,087.00
1		***	5,563,087.00
9010	STATE RETIREMENT	*	411,559.00
9030	SOCIAL SECURITY	*	194,609.00
9045	LIFE INSURANCE	*	2,441.00
9055	DISABILITY INSURANCE	*	2,187.54



Account	Description		2024 - 25 Proposed Budget
9056	EXCESS MAJOR MEDICAL	*	2,139.00
9060	MEDICAL INSURANCE	*	786,808.00
9061	DENTAL INSURANCE	*	8,368.00
90	EMPLOYEE BENEFITS	**	1,408,111.54
9711	DEBT SERVICES	*	4,080,819.00
9760	DEBT SERVICE	*	225,000.00
9789	Other Debt (Specify)	*	671,193.00
97	DEBT SERVICE	**	4,977,012.00
9950	INTERFUND TRANSFERS	*	574,000.00
99	INTERFUND TRANSFERS	**	574,000.00
9	UNDISTRIBUTED EXPENDITURES	***	6,959,123.54
Totals For Capital Components:			12,522,210.54
Program Components			
2110	REGULAR SCHOOL	*	8,447,088.00
2112	ART	*	536,096.00
2113	BUSINESS	*	54,569.00
2115	ENGLISH	*	1,004,047.00
2116	FOREIGN LANGUAGE	*	910,091.00
2118	PHYSICAL ED	*	989,947.00
2119	HOME ECONOMICS	*	220,618.00
2120	INDUSTRIAL ART	*	395,959.00
2121	MATH	*	1,398,784.00
2122	MUSIC	*	981,770.00
2123	SCIENCE	*	1,722,286.00
2125	SOCIAL STUDIES	*	1,251,874.00
2133	READING	*	1,000.00
2134	HEALTH INSTRUCTION	*	229,909.00
2160	ACADEMIC INTERVENTION SERVICES	*	1,753,425.00

Account	Description		2024 - 25 Proposed Budget
2165	ENGLISH AS SECOND LANGUAGE	*	592,958.00
21	INSTRUCTION - TEACHING	**	20,490,421.00
2250	PROGRAMS FOR STUDENTS WITH DISABILITIES	*	7,831,781.00
2280	OCCUPATIONAL EDUCATION	*	581,220.00
22	SPECIAL PROGRAMS	**	8,413,001.00
2330	TEACHING - SPECIAL SCHOOLS	*	1,584.00
23		**	1,584.00
2610	SCHOOL LIBRARY/AUDIO VISUAL	*	526,127.00
2630	COMPUTER ASSTD INSTR	*	1,696,622.00
26	INSTRUCTION - INSTRUCTIONAL MEDIA & TECHNOLOGY	**	2,222,748.00
2810	GUIDANCE	*	887,260.00
2815	HEALTH SERVICES	*	598,590.00
2820	PSYCHOLOGICAL SERVICES	*	517,254.00
2825	SOCIAL WORK SRVC- REG SCHOOL	*	398,716.00
2850	CO-CURR ACTIVITIES	*	349,303.00
2855	INTERSCHOLASTIC ATHLETICS	*	1,077,149.00
28	INSTRUCTION - PUPIL SERVICES	**	3,828,272.00
2		***	34,956,027.00
5510	DISTRICT TRANSPORTATION	*	78,377.00
5540	CONTRACT TRANSPORTATION	*	5,680,467.00
55	PUPIL TRANSPORTATION	**	5,758,844.00
5		***	5,758,844.00
9010	STATE RETIREMENT	*	320,998.00
9020	TEACHER RETIREMENT	*	2,657,920.99
9030	SOCIAL SECURITY	*	2,164,696.00



Account	Description		2024 - 25 Proposed Budget
9040	WORKER COMPENSATION	*	247,537.00
9045	LIFE INSURANCE	*	32,812.00
9050	UNEMPLOYMENT INSURANCE	*	40,000.00
9055	DISABILITY INSURANCE	*	28,910.80
9056	EXCESS MAJOR MEDICAL	*	22,764.00
9060	MEDICAL INSURANCE	*	8,673,225.00
9061	DENTAL INSURANCE	*	222,019.00
9088	OTHER EMPLOYEE COMP	*	6,000.00
9089	RETIREMENT	*	75,500.00
90	EMPLOYEE BENEFITS	**	14,492,382.79
9901	TRANS TO FED AID FUND	*	160,000.00
99	INTERFUND TRANSFERS	**	160,000.00
9	UNDISTRIBUTED EXPENDITURES	***	14,652,382.79
Totals For Program Components:			55,367,253.79
Grand Totals:			76,760,609.00
Component Percentage Analysis			
Administrative			11.557%
Capital			16.313%
Program			72.130%
Totals:			100.000%

2024-25 Property Tax Report Card

580401 - Elwood UFSD

Contact Person: Lorraine Dunkel

Telephone Number: 631-266-5400

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not Including Separate Propositions	73,077,631	76,760,609
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	52,092,739	53,142,763
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0
E. Total Proposed School Year Tax Levy(A + B + C - D)	52,092,739	53,142,763
F. Permissible Exclusions to the School Tax Levy Limit	4,129,242	4,093,828
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	48,148,969	49,048,935
H. Total Proposed School Year Tax Levy <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	47,983,497	49,048,935
I. Difference: (G - H); (negative value requires 60.0% voter approval) ³	185,472	0
Public School Enrollment	1,999	2,010
Consumer Price Index		4.12%

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 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	7,611,259	5,699,261
Assigned Appropriated Fund Balance	2,000,000	3,000,000
Adjusted Unrestricted Fund Balance	2,923,105	2,794,804
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	3.64%

Schedule of Reserve Funds

Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	To pay the cost of any object or purpose for which bonds may be issued.	1,047,667	574,012	\$500,000 intended to be used for equipment upgrades and security enhancements.
Repair	To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	To pay for Workers Compensation and benefits.			
Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	321,443	326,915	
Reserve for Tax Reduction	For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	16,707	16,992	
Insurance	To pay liability, casualty, and other types of uninsured losses.	4,462	8,718	
Property Loss	To establish and maintain a program of reserves to cover property loss.			
Liability	To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	To establish a reserve fund for tax certiorari settlements.			
Reserve for Insurance Recoveries	To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	1,783,803	1,514,168	
Retirement Contribution (ERS)	To fund employer retirement contributions to the State and Local Employees' Retirement System	3,086,991	2,639,540	\$800,000 is intended to be used to offset retirement system expenditures.
Retirement Contribution (TRS)	To fund employer retirement contributions to the New York State Teachers' Retirement System	1,100,188	1,018,916	\$1,000,000 is intended to be used to offset retirement system expenditures.

2024-25 Informe de Impuestos de Propiedad

580401 -Elwoof UFSD

Persona de Contacto: Lorraine Dunkel

Numero de Teléfono: 631-266-5400

	Presupuestado	Propuesto Presupuesto
	2023-24 (A)	2024-25 (B)
Monto Total Presupuestado, Sin Incluir Proposiciones Separadas	73,077,631	76,760,609
A. Impuesto Fiscal Propuesto Para Respaldar El Monto Total Presupuestado ¹	52,092,739	53,142,763
B. Impuesto Fiscal Para Respaldar la Deuda de la Biblioteca, Si Corresponde	0	0
C. Recaudación de Impuestos Por Proposiciones No Excluibles, Si Corresponde ²	0	0
D. Cantidad Total de La Reserva de Límite Fiscal Utilizada Para Reducir el Gravamen Del Año Corriente, Si Corresponde	0	0
E. Propuesto Total de Impuesto Fiscal Para el Año Escolar (A + B + C - D)	52,092,739	53,142,763
F. Exclusiones permitidas al Límite de Recaudación de Impuestos de la Escuela	4,129,242	4,093,828
G. Límite del Impuesto a la Escuela, <u>Excluyendo</u> el Impuesto Por las Exclusiones Permitidas ³	48,148,969	49,048,935
H. Propuesto Total de Impuesto Fiscal Para el Año Escolar, <u>Excluyendo</u> el Impuesto Para Pagar la Deuda de la Biblioteca y/o Exclusiones Permisibles (E - B - F + D)	47,963,497	49,048,935
I. Diferencia: (G - H); (el valor negativo requiere 60.0% de aprobación de los votantes) ²	185,472	0
Matriculación En Escuelas Públicas	1,999	2,010
Índice de Precios al Consumidor		4.12%

¹ Incluya cualquier reserva del año anterior por exceso de impuestos, incluidos los intereses.

² La recaudación de impuestos asociada con las propuestas de servicios educativos o de transporte no es elegible para la exclusión según el Límite de Impuestos de la Escuela y puede afectar los requisitos de aprobación de los votantes.

³ Para 2024-25, incluye cualquier remanente de 2023-24 y excluye cualquier recaudación de impuestos para la deuda de la biblioteca o la reserva del año anterior para la recaudación de impuestos en exceso, incluidos los intereses

	Actual	Estimado
	2023-24 (D)	2024-25 (E)
Saldo Ajustado del Fondo Restringido	7,611,259	5,699,261
Saldo Asignado del Fondo Asignado	2,000,000	3,000,000
Saldo de Fondos No Restringido Ajustado	2,923,105	2,794,804
Saldo Ajustado del Fondo No Restringido Como Porcentaje del Presupuesto Total	4.00%	3.64%

Horario de Fondos de Reserva

Nombre de Reserva	Descripción de la reserva *	Saldo Real 3/31/24	Saldo Final Estimado 6/30/24	Uso Previsto de la Reserva en el Año Escolar 2024-25
Capital	Para pagar el costo de cualquier objeto o propósito por el cual se pueden emitir bonos.	1,047,667	574,012	\$500,000 destinados a ser utilizados para mejoras de seguridad.
Reparar	Para pagar el costo de las reparaciones a las mejoras de capital o equipo.			
Compensación de Trabajadores	Para pagar la Compensación de Trabajadores y beneficios.			
Seguro de Desempleo	Para pagar el costo del reembolso al Fondo Estatal de Seguro de Desempleo.	321,443	326,915	
Reserva para la Reducción de Impuestos	Para el uso gradual de los ingresos de la venta de bienes inmuebles del distrito escolar.			
Reserva Obligatoria para el Servicio de Deuda	Para cubrir los pagos del servicio de la deuda por obligaciones pendientes (bonos, BANS) después de la venta de los bienes de capital del distrito o mejoras.	16,707	16,992	
Seguro	Para pagar responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.	4,462	8,718	
Pérdida de Propiedad	Para establecer y mantener un programa de reservas para cubrir la pérdida de propiedad.			
Responsabilidad	Para establecer y mantener un programa de reservas para cubrir reclamaciones de responsabilidad civil incurridas.			
Impuesto Certiorari	Para establecer un fondo de reserva para liquidaciones fiscales certiorari.			
Reserva para Recuperaciones de Seguros	Para tener en cuenta los ingresos no utilizados de las recuperaciones de seguros al final del año fiscal.			
EBALR – Responsabilidad Acumulada de Beneficios para Empleados	Para el pago de los "beneficios para empleados" acumulados debidos a los empleados al momento de la terminación del servicio.	1,783,803	1,514,168	
Contribucion a la Jubilación (ERS)	Para financiar las contribuciones de jubilación del empleador al Sistema de Jubilación de Empleados Estatales y Locales	3,086,991	2,639,540	\$ 800,000 están destinados a compensar los gastos de jubilación de empleados.
Contribucion a la Jubilación (TRS)		1,100,188	1,018,916	\$ 1,000,000 están destinados a compensar los gastos de jubilación de empleados.

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

	Title	Salary	Employee Benefits	Other Remuneration
1.	Superintendent of Schools	240,000	63,982	0

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents
(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

2.	ASSISTANT SUPERINTENDENT FOR CURRICULUM	199,595	59,412	0
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	198,585	78,177	0
4.	ASSISTANT SUPERINTENDENT FOR SPECIAL ED &	183,449	42,496	0
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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	HIGH SCHOOL PRINCIPAL	181,886
72.	MIDDLE SCHOOL PRINCIPAL	200,361
73.	ELEMENTARY PRINCIPAL	194,046
74.	ELEMENTARY PRINCIPAL	190,046
75.	DIRECTOR OF HUMANITIES	191,447
76.	DIRECTOR OF MST	187,537
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Elwood School District No. 1
Exemption Impact Report
2024/25 Tentative Assessment Roll

Exemption Description	Statutory Authority	Total Assessed Value
Senior Citizens Limited Income	NYS and Local law	120,240
Clergy	NYS Law	6,000
Home Improvements	NYS and Local law	7,330
Disabled Person with Limited Income	NYS and Local law	5,940
Commercial	NYS Law	0
Taxable State Lands	NYS and Local Law	0
Veterans	NYS and Local Law	36,600
Wholly Exempted (Non-Profit, Government, Schools, Parks, Churches, Fire Districts)	NYS Laws	838,575
Special (Agricultural Assessments and IDA exemptions)	NYS Law	48,747
Volunteer Firefighters and EMT's	NYS and Local law	18,310
	Total:	1,081,742

HARLEY AVENUE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	115	142.6	3
	Math	117	168.4	
	Combined	232	155.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	175	—
	Math	8	168.8	
	Combined	16	—	
Black or African American	ELA	12	125	—
	Math	12	150	
	Combined	24	—	
Hispanic or Latino	ELA	28	130.4	3
	Math	28	146.4	
	Combined	56	138.4	
Multiracial	ELA	6	133.3	—
	Math	6	150	
	Combined	12	—	
White	ELA	61	148.4	3
	Math	63	183.3	
	Combined	124	166.1	
English Language Learner	ELA	10	110	—
	Math	10	155	
	Combined	20	—	
Students with Disabilities	ELA	9	77.8	3
	Math	11	104.5	
	Combined	20	92.5	
Economically Disadvantaged	ELA	21	119	3
	Math	21	142.9	
	Combined	42	131	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	141	116.3	3
	Math	141	139.7	
	Combined	282	128	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	175	—
	Math	8	168.8	
	Combined	16	—	
Black or African American	ELA	12	125	—
	Math	12	150	
	Combined	24	—	
Hispanic or Latino	ELA	32	114.1	3
	Math	32	128.1	
	Combined	64	121.1	
Multiracial	ELA	8	100	—
	Math	8	112.5	
	Combined	16	—	
White	ELA	81	111.7	3
	Math	81	142.6	
	Combined	162	127.2	
English Language Learner	ELA	10	110	—
	Math	10	155	
	Combined	20	—	
Students with Disabilities	ELA	19	36.8	2
	Math	19	60.5	
	Combined	38	48.7	
Economically Disadvantaged	ELA	29	86.2	2
	Math	29	103.4	
	Combined	58	94.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	23	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	20	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	23	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	18	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	259	43	16.6%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	—	—	—
Black or African American	11	—	—	—
Hispanic or Latino	62	17	27.4%	2
Multiracial	13	—	—	—
White	144	16	11.1%	4
English Language Learner	27	—	—	—
Students with Disabilities	28	—	—	—
Economically Disadvantaged	66	19	28.8%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	148	77.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	13	—
Hispanic or Latino	—	34	—
Multiracial	—	8	—
White	X	85	71.8%
English Language Learner	—	8	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	30	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	148	79.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	—	13	—
Hispanic or Latino	—	34	—
Multiracial	—	8	—
White	X	85	74.1%
English Language Learner	—	8	—
Students with Disabilities	—	20	—
Economically Disadvantaged	—	30	—

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	13	0	0%	13	100%	1	8%	0	0%	6	46%	6	46%	0	0%
Grade 1	15	0	0%	15	100%	1	7%	6	40%	6	40%	1	7%	1	7%
Grade 2	10	0	0%	10	100%	1	10%	0	0%	3	30%	5	50%	1	10%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	403	\$104,886	\$260	\$7,125,486	\$17,681	\$7,230,372	\$17,941
This District	1,979	\$2,990,961	\$1,511	\$55,238,637	\$27,912	\$58,229,598	\$29,424
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	37	4	11%	1	0	0%
THIS DISTRICT	181	19	10%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	35	0	0%
THIS DISTRICT	176	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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JAMES H BOYD ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	309	165	4
	Math	313	177.6	
	Combined	622	171.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	35	187.1	4
	Math	35	182.9	
	Combined	70	185	
Black or African American	ELA	20	137.5	3
	Math	21	140.5	
	Combined	41	139	
Hispanic or Latino	ELA	61	145.1	3
	Math	59	148.3	
	Combined	120	146.7	
Multiracial	ELA	13	157.7	3
	Math	14	175	
	Combined	27	166.7	
White	ELA	180	171.1	4
	Math	184	190.5	
	Combined	364	180.9	
English Language Learner	ELA	12	58.3	—
	Math	12	100	
	Combined	24	—	
Students with Disabilities	ELA	22	125	4
	Math	23	132.6	
	Combined	45	128.9	
Economically Disadvantaged	ELA	55	131.8	4
	Math	55	150.9	
	Combined	110	141.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	409	124.7	3
	Math	409	135.9	
	Combined	818	130.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	167.9	4
	Math	39	164.1	
	Combined	78	166	
Black or African American	ELA	27	101.9	2
	Math	27	109.3	
	Combined	54	105.6	
Hispanic or Latino	ELA	83	106.6	2
	Math	84	104.2	
	Combined	167	105.4	
Multiracial	ELA	16	128.1	3
	Math	16	153.1	
	Combined	32	140.6	
White	ELA	244	126.2	3
	Math	244	143.6	
	Combined	488	134.9	
English Language Learner	ELA	31	74.2	3
	Math	32	106.3	
	Combined	63	90.5	
Students with Disabilities	ELA	59	54.2	3
	Math	59	64.4	
	Combined	118	59.3	
Economically Disadvantaged	ELA	83	87.3	2
	Math	84	98.8	
	Combined	167	93.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	19	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	16	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	19	—	—	—	—
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	443	46	10.4%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	5	11.6%	4
Black or African American	30	2	6.7%	4
Hispanic or Latino	93	18	19.4%	3
Multiracial	17	—	—	—
White	260	21	8.1%	4
English Language Learner	38	6	15.8%	4
Students with Disabilities	64	10	15.6%	4
Economically Disadvantaged	93	16	17.2%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	440	72.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	43	83.7%
Black or African American	—	30	—
Hispanic or Latino	X	91	70.3%
Multiracial	—	17	—
White	X	259	70.3%
English Language Learner	—	23	—
Students with Disabilities	X	60	38.3%
Economically Disadvantaged	X	91	62.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	440	72.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	43	83.7%
Black or African American	—	30	—
Hispanic or Latino	X	91	65.9%
Multiracial	—	17	—
White	X	259	71.8%
English Language Learner	—	23	—
Students with Disabilities	X	60	40%
Economically Disadvantaged	X	91	61.5%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 5	—

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	154	38	25%	116	75%	22	19%	29	25%	50	43%	15	13%	65	56%
Grade 4	143	44	31%	99	69%	9	9%	19	19%	44	44%	27	27%	71	72%
Grade 5	143	48	34%	95	66%	8	8%	22	23%	37	39%	28	29%	65	68%
Grades 3-8	440	130	30%	310	70%	39	13%	70	23%	131	42%	70	23%	201	65%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	154	38	25%	116	75%	22	19%	29	25%	50	43%	15	13%	65	56%
Female	77	18	23%	59	77%	6	10%	15	25%	27	46%	11	19%	38	64%
Male	77	20	26%	57	74%	16	28%	14	25%	23	40%	4	7%	27	47%
General Education Students	131	23	18%	108	82%	18	17%	26	24%	49	45%	15	14%	64	59%
Students with Disabilities	23	15	65%	8	35%	4	50%	3	38%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	3	33%	4	44%	2	22%	6	67%
Black or African American	13	1	8%	12	92%	2	17%	5	42%	5	42%	0	0%	5	42%
Hispanic or Latino	38	9	24%	29	76%	7	24%	8	28%	13	45%	1	3%	14	48%
White	86	26	30%	60	70%	12	20%	11	18%	25	42%	12	20%	37	62%
Multiracial	8	2	25%	6	75%	1	17%	2	33%	3	50%	0	0%	3	50%
Economically Disadvantaged	33	12	36%	21	64%	6	29%	6	29%	7	33%	2	10%	9	43%
Not Economically Disadvantaged	121	26	21%	95	79%	16	17%	23	24%	43	45%	13	14%	56	59%
English Language Learner	11	3	27%	8	73%	4	50%	2	25%	2	25%	0	0%	2	25%
Non-English Language Learner	143	35	24%	108	76%	18	17%	27	25%	48	44%	15	14%	63	58%
Not in Foster Care	154	38	25%	116	75%	22	19%	29	25%	50	43%	15	13%	65	56%
Not Homeless	154	38	25%	116	75%	22	19%	29	25%	50	43%	15	13%	65	56%
Not Migrant	154	38	25%	116	75%	22	19%	29	25%	50	43%	15	13%	65	56%
Parent Not in Armed Forces	154	38	25%	116	75%	22	19%	29	25%	50	43%	15	13%	65	56%

GRADE 4 ELA RESULTS

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



GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	48	34%	95	66%	8	8%	22	23%	37	39%	28	29%	65	68%
Female	74	20	27%	54	73%	4	7%	12	22%	21	39%	17	31%	38	70%
Male	69	28	41%	41	59%	4	10%	10	24%	16	39%	11	27%	27	66%
General Education Students	120	30	25%	90	75%	7	8%	19	21%	36	40%	28	31%	64	71%
Students with Disabilities	23	18	78%	5	22%	1	20%	3	60%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	13	2	15%	11	85%	1	9%	1	9%	3	27%	6	55%	9	82%
Black or African American	10	4	40%	6	60%	1	17%	0	0%	4	67%	1	17%	5	83%
Hispanic or Latino	26	11	42%	15	58%	2	13%	4	27%	6	40%	3	20%	9	60%
White	88	30	34%	58	66%	3	5%	16	28%	23	40%	16	28%	39	67%
Multiracial	6	1	17%	5	83%	1	20%	1	20%	1	20%	2	40%	3	60%
Economically Disadvantaged	25	11	44%	14	56%	4	29%	3	21%	3	21%	4	29%	7	50%
Not Economically Disadvantaged	118	37	31%	81	69%	4	5%	19	23%	34	42%	24	30%	58	72%
English Language Learner	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	137	45	33%	92	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	48	34%	95	66%	8	8%	22	23%	37	39%	28	29%	65	68%
Not Homeless	143	48	34%	95	66%	8	8%	22	23%	37	39%	28	29%	65	68%
Not Migrant	143	48	34%	95	66%	8	8%	22	23%	37	39%	28	29%	65	68%
Parent Not in Armed Forces	143	48	34%	95	66%	8	8%	22	23%	37	39%	28	29%	65	68%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	154	36	23%	118	77%	6	5%	34	29%	61	52%	17	14%	78	66%
Grade 4	143	44	31%	99	69%	3	3%	19	19%	52	53%	25	25%	77	78%
Grade 5	143	46	32%	97	68%	9	9%	22	23%	36	37%	30	31%	66	68%
Grades 3-8	440	126	29%	314	71%	18	6%	75	24%	149	47%	72	23%	221	70%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	154	36	23%	118	77%	6	5%	34	29%	61	52%	17	14%	78	66%
Female	77	19	25%	58	75%	4	7%	18	31%	27	47%	9	16%	36	62%
Male	77	17	22%	60	78%	2	3%	16	27%	34	57%	8	13%	42	70%
General Education Students	131	23	18%	108	82%	3	3%	29	27%	60	56%	16	15%	76	70%
Students with Disabilities	23	13	57%	10	43%	3	30%	5	50%	1	10%	1	10%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	4	44%	4	44%	1	11%	5	56%
Black or African American	13	1	8%	12	92%	0	0%	6	50%	6	50%	0	0%	6	50%
Hispanic or Latino	38	9	24%	29	76%	4	14%	9	31%	14	48%	2	7%	16	55%
White	86	24	28%	62	72%	2	3%	12	19%	34	55%	14	23%	48	77%
Multiracial	8	2	25%	6	75%	0	0%	3	50%	3	50%	0	0%	3	50%
Economically Disadvantaged	33	12	36%	21	64%	3	14%	6	29%	12	57%	0	0%	12	57%
Not Economically Disadvantaged	121	24	20%	97	80%	3	3%	28	29%	49	51%	17	18%	66	68%
English Language Learner	11	3	27%	8	73%	2	25%	2	25%	4	50%	0	0%	4	50%
Non-English Language Learner	143	33	23%	110	77%	4	4%	32	29%	57	52%	17	15%	74	67%
Not in Foster Care	154	36	23%	118	77%	6	5%	34	29%	61	52%	17	14%	78	66%
Not Homeless	154	36	23%	118	77%	6	5%	34	29%	61	52%	17	14%	78	66%
Not Migrant	154	36	23%	118	77%	6	5%	34	29%	61	52%	17	14%	78	66%
Parent Not in Armed Forces	154	36	23%	118	77%	6	5%	34	29%	61	52%	17	14%	78	66%

GRADE 4 MATH RESULTS

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



GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	143	46	32%	97	68%	9	9%	22	23%	36	37%	30	31%	66	68%
Female	74	21	28%	53	72%	2	4%	15	28%	20	38%	16	30%	36	68%
Male	69	25	36%	44	64%	7	16%	7	16%	16	36%	14	32%	30	68%
General Education Students	120	28	23%	92	77%	8	9%	19	21%	35	38%	30	33%	65	71%
Students with Disabilities	23	18	78%	5	22%	1	20%	3	60%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	13	2	15%	11	85%	1	9%	1	9%	3	27%	6	55%	9	82%
Black or African American	10	3	30%	7	70%	2	29%	2	29%	2	29%	1	14%	3	43%
Hispanic or Latino	26	11	42%	15	58%	4	27%	4	27%	5	33%	2	13%	7	47%
White	88	29	33%	59	67%	2	3%	13	22%	26	44%	18	31%	44	75%
Multiracial	6	1	17%	5	83%	0	0%	2	40%	0	0%	3	60%	3	60%
Economically Disadvantaged	25	11	44%	14	56%	3	21%	3	21%	5	36%	3	21%	8	57%
Not Economically Disadvantaged	118	35	30%	83	70%	6	7%	19	23%	31	37%	27	33%	58	70%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	137	44	32%	93	68%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	46	32%	97	68%	9	9%	22	23%	36	37%	30	31%	66	68%
Not Homeless	143	46	32%	97	68%	9	9%	22	23%	36	37%	30	31%	66	68%
Not Migrant	143	46	32%	97	68%	9	9%	22	23%	36	37%	30	31%	66	68%
Parent Not in Armed Forces	143	46	32%	97	68%	9	9%	22	23%	36	37%	30	31%	66	68%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	11	0	0%	11	100%	0	0%	0	0%	3	27%	4	36%	4	36%
Grade 4	6	0	0%	6	100%	0	0%	1	17%	2	33%	3	50%	0	0%
Grade 5	6	0	0%	6	100%	0	0%	0	0%	2	33%	3	50%	1	17%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
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.

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	434	\$225,709	\$520	\$7,917,252	\$18,243	\$8,142,961	\$18,763
This District	1,979	\$2,990,961	\$1,511	\$55,238,637	\$27,912	\$58,229,598	\$29,424
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	44	6	14%	1	0	0%
THIS DISTRICT	181	19	10%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	42	0	0%
THIS DISTRICT	176	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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ELWOOD MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	2	—	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	3	—	4
Black or African American	3	2	—	4
Hispanic or Latino	3	2	—	4
Multiracial	—	—	—	—
White	4	2	—	4
English Language Learner	1	1	—	—
Students with Disabilities	4	2	—	4
Economically Disadvantaged	3	2	—	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	258	159.3	4
	Math	284	168	
	Combined	542	163.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	45	171.1	4
	Math	49	166.3	
	Combined	94	168.6	
Black or African American	ELA	17	167.6	3
	Math	22	154.5	
	Combined	39	160.3	
Hispanic or Latino	ELA	68	139.7	3
	Math	67	137.3	
	Combined	135	138.5	
Multiracial	ELA	7	135.7	—
	Math	6	125	
	Combined	13	—	
White	ELA	121	166.1	4
	Math	140	187.1	
	Combined	261	177.4	
English Language Learner	ELA	12	25	1
	Math	10	55	
	Combined	22	38.6	
Students with Disabilities	ELA	18	86.1	4
	Math	20	112.5	
	Combined	38	100	
Economically Disadvantaged	ELA	68	133.8	3
	Math	67	119.4	
	Combined	135	126.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	430	95.6	2
	Math	430	110.9	
	Combined	860	103.3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	53	145.3	3
	Math	53	153.8	
	Combined	106	149.5	
Black or African American	ELA	27	105.6	2
	Math	27	125.9	
	Combined	54	115.7	
Hispanic or Latino	ELA	114	83.3	2
	Math	114	80.7	
	Combined	228	82	
Multiracial	ELA	10	95	—
	Math	10	75	
	Combined	20	—	
White	ELA	226	88.9	2
	Math	226	115.9	
	Combined	452	102.4	
English Language Learner	ELA	15	20	1
	Math	15	36.7	
	Combined	30	28.3	
Students with Disabilities	ELA	51	34.3	2
	Math	51	48	
	Combined	102	41.2	
Economically Disadvantaged	ELA	111	82	2
	Math	111	72.1	
	Combined	222	77	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	16	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	13	—	—	—	—
Multiracial	2	—	—	—	—
White	0	—	—	—	—
English Language Learner	16	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	16	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	467	41	8.8%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	59	4	6.8%	4
Black or African American	30	3	10%	4
Hispanic or Latino	124	13	10.5%	4
Multiracial	11	—	—	—
White	243	20	8.2%	4
English Language Learner	18	—	—	—
Students with Disabilities	54	7	13%	4
Economically Disadvantaged	122	13	10.7%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	458	57.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	58	81%
Black or African American	—	28	—
Hispanic or Latino	X	121	57%
Multiracial	—	11	—
White	X	240	50.8%
English Language Learner	—	17	—
Students with Disabilities	X	51	35.3%
Economically Disadvantaged	X	119	58.8%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	458	62.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	58	87.9%
Black or African American	—	28	—
Hispanic or Latino	X	121	55.4%
Multiracial	—	11	—
White	X	240	58.8%
English Language Learner	—	17	—
Students with Disabilities	X	51	39.2%
Economically Disadvantaged	X	119	57.1%

SECONDARY INDICATOR LEVELS

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	1	—	—	—
Multiracial	—	—	—	—
White	1	—	—	—
English Language Learner	—	—	—	—
Students with Disabilities	2	—	—	—
Economically Disadvantaged	2	—	—	—

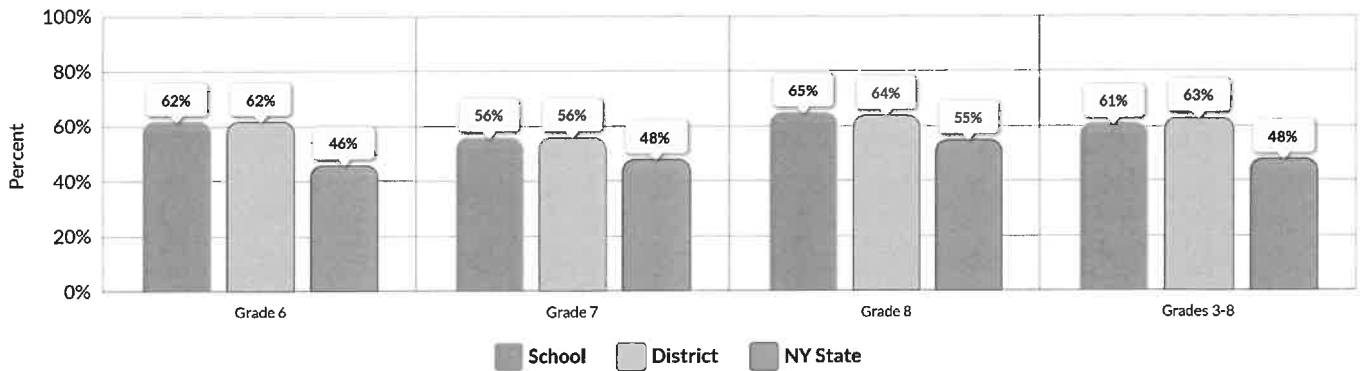
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



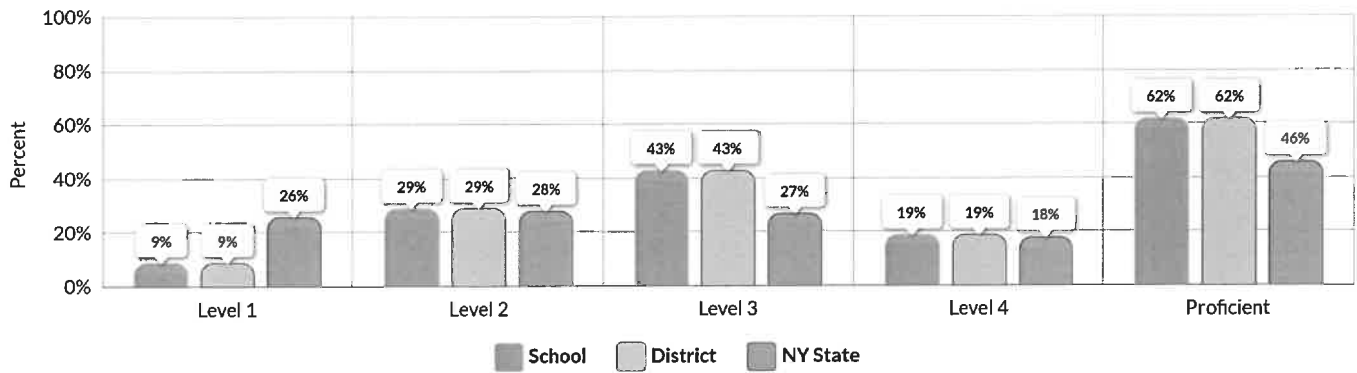
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	140	50	36%	90	64%	8	9%	26	29%	39	43%	17	19%	56	62%
Grade 7	157	64	41%	93	59%	16	17%	25	27%	37	40%	15	16%	52	56%
Grade 8	162	85	52%	77	48%	9	12%	18	23%	28	36%	22	29%	50	65%
Grades 3-8	459	199	43%	260	57%	33	13%	69	27%	104	40%	54	21%	158	61%

GRADE 6 ELA RESULTS

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



Percent Scoring at Levels for All Students



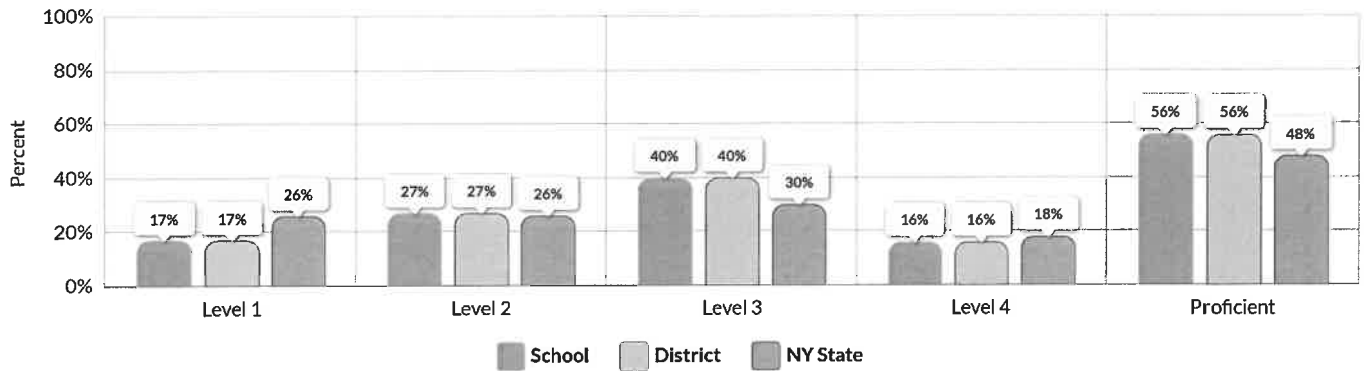
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	50	36%	90	64%	8	9%	26	29%	39	43%	17	19%	56	62%
Female	69	18	26%	51	74%	3	6%	17	33%	23	45%	8	16%	31	61%
Male	71	32	45%	39	55%	5	13%	9	23%	16	41%	9	23%	25	64%
General Education Students	129	42	33%	87	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	11	8	73%	3	27%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	1	4%	22	96%	3	14%	3	14%	11	50%	5	23%	16	73%
Black or African American	11	4	36%	7	64%	0	0%	2	29%	4	57%	1	14%	5	71%
Hispanic or Latino	40	11	28%	29	73%	4	14%	8	28%	12	41%	5	17%	17	59%
White	64	32	50%	32	50%	1	3%	13	41%	12	38%	6	19%	18	56%
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	43	14	33%	29	67%	5	17%	5	17%	13	45%	6	21%	19	66%
Not Economically Disadvantaged	97	36	37%	61	63%	3	5%	21	34%	26	43%	11	18%	37	61%
English Language Learner	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	135	48	36%	87	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	140	50	36%	90	64%	8	9%	26	29%	39	43%	17	19%	56	62%
Not Homeless	140	50	36%	90	64%	8	9%	26	29%	39	43%	17	19%	56	62%
Not Migrant	140	50	36%	90	64%	8	9%	26	29%	39	43%	17	19%	56	62%
Parent Not in Armed Forces	140	50	36%	90	64%	8	9%	26	29%	39	43%	17	19%	56	62%

GRADE 7 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	157	64	41%	93	59%	16	17%	25	27%	37	40%	15	16%	52	56%
Female	72	27	38%	45	63%	4	9%	10	22%	22	49%	9	20%	31	69%
Male	85	37	44%	48	56%	12	25%	15	31%	15	31%	6	13%	21	44%
General Education Students	139	52	37%	87	63%	14	16%	22	25%	37	43%	14	16%	51	59%
Students with Disabilities	18	12	67%	6	33%	2	33%	3	50%	0	0%	1	17%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	19	6	32%	13	68%	0	0%	4	31%	7	54%	2	15%	9	69%
Black or African American	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40	16	40%	24	60%	6	25%	9	38%	7	29%	2	8%	9	38%
White	85	35	41%	50	59%	9	18%	10	20%	20	40%	11	22%	31	62%
Multiracial	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	7	54%	6	46%	1	17%	2	33%	3	50%	0	0%	3	50%
Economically Disadvantaged	35	16	46%	19	54%	5	26%	6	32%	7	37%	1	5%	8	42%
Not Economically Disadvantaged	122	48	39%	74	61%	11	15%	19	26%	30	41%	14	19%	44	59%
English Language Learner	7	2	29%	5	71%	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learner	150	62	41%	88	59%	13	15%	23	26%	37	42%	15	17%	52	59%
Not in Foster Care	157	64	41%	93	59%	16	17%	25	27%	37	40%	15	16%	52	56%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	156	63	40%	93	60%	16	17%	25	27%	37	40%	15	16%	52	56%
Not Migrant	157	64	41%	93	59%	16	17%	25	27%	37	40%	15	16%	52	56%
Parent Not in Armed Forces	157	64	41%	93	59%	16	17%	25	27%	37	40%	15	16%	52	56%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	85	52%	77	48%	9	12%	18	23%	28	36%	22	29%	50	65%
Female	88	46	52%	42	48%	4	10%	8	19%	16	38%	14	33%	30	71%
Male	74	39	53%	35	47%	5	14%	10	29%	12	34%	8	23%	20	57%
General Education Students	140	70	50%	70	50%	5	7%	16	23%	27	39%	22	31%	49	70%
Students with Disabilities	22	15	68%	7	32%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	16	4	25%	12	75%	2	17%	2	17%	5	42%	3	25%	8	67%
Black or African American	10	4	40%	6	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	26	63%	15	37%	3	20%	4	27%	7	47%	1	7%	8	53%
White	91	51	56%	40	44%	2	5%	10	25%	13	33%	15	38%	28	70%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	10	71%	2	20%	2	20%	3	30%	3	30%	6	60%
Economically Disadvantaged	42	22	52%	20	48%	7	35%	7	35%	5	25%	1	5%	6	30%
Not Economically Disadvantaged	120	63	53%	57	48%	2	4%	11	19%	23	40%	21	37%	44	77%
English Language Learner	6	1	17%	5	83%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	156	84	54%	72	46%	5	7%	17	24%	28	39%	22	31%	50	69%
Not in Foster Care	162	85	52%	77	48%	9	12%	18	23%	28	36%	22	29%	50	65%
Not Homeless	162	85	52%	77	48%	9	12%	18	23%	28	36%	22	29%	50	65%
Not Migrant	162	85	52%	77	48%	9	12%	18	23%	28	36%	22	29%	50	65%
Parent Not in Armed Forces	162	85	52%	77	48%	9	12%	18	23%	28	36%	22	29%	50	65%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%
Combined 6	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%
Grade 7	157	66	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%
Combined 7	157	66	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%
Grade 8	162	129	80%	33	20%	14	42%	15	45%	4	12%	0	0%	4	12%
Regents 8	—	—	—	75	46%	0	0%	0	0%	2	3%	73	97%	75	100%
Combined 8	162	54	33%	108	67%	14	13%	15	14%	6	6%	73	68%	79	73%
Grades 3-8	459	174	38%	285	62%	32	11%	65	23%	85	30%	103	36%	188	66%

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

GRADE 6 MATH RESULTS

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



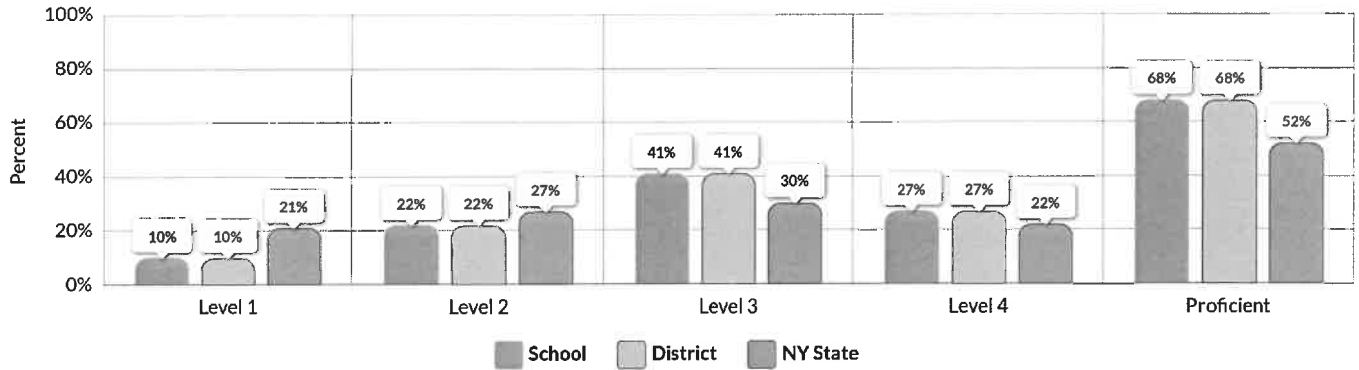
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%
Female	69	22	32%	47	68%	6	13%	17	36%	22	47%	2	4%	24	51%
Male	71	32	45%	39	55%	3	8%	13	33%	20	51%	3	8%	23	59%
General Education Students	129	47	36%	82	64%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	1	4%	22	96%	2	9%	7	32%	10	45%	3	14%	13	59%
Black or African American	11	2	18%	9	82%	1	11%	5	56%	3	33%	0	0%	3	33%
Hispanic or Latino	40	18	45%	22	55%	4	18%	8	36%	10	45%	0	0%	10	45%
White	64	31	48%	33	52%	2	6%	10	30%	19	58%	2	6%	21	64%
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	43	20	47%	23	53%	4	17%	10	43%	8	35%	1	4%	9	39%
Not Economically Disadvantaged	97	34	35%	63	65%	5	8%	20	32%	34	54%	4	6%	38	60%
English Language Learner	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	135	50	37%	85	63%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%
Not Homeless	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%
Not Migrant	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%
Parent Not in Armed Forces	140	54	39%	86	61%	9	10%	30	35%	42	49%	5	6%	47	55%

GRADE 7 MATH RESULTS

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



Percent Scoring at Levels for All Students



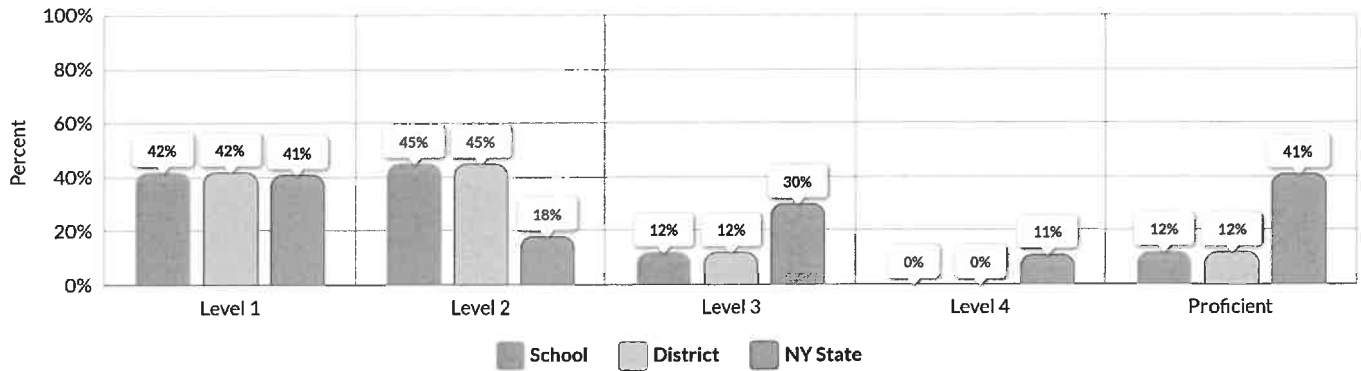
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	157	66	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%
Female	72	29	40%	43	60%	5	12%	9	21%	19	44%	10	23%	29	67%
Male	85	37	44%	48	56%	4	8%	11	23%	18	38%	15	31%	33	69%
General Education Students	139	55	40%	84	60%	7	8%	18	21%	36	43%	23	27%	59	70%
Students with Disabilities	18	11	61%	7	39%	2	29%	2	29%	1	14%	2	29%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	19	4	21%	15	79%	1	7%	3	20%	5	33%	6	40%	11	73%
Black or African American	8	4	50%	4	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40	18	45%	22	55%	5	23%	4	18%	9	41%	4	18%	13	59%
White	85	36	42%	49	58%	2	4%	10	20%	23	47%	14	29%	37	76%
Multiracial	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	8	62%	5	38%	1	20%	3	60%	0	0%	1	20%	1	20%
Economically Disadvantaged	35	18	51%	17	49%	3	18%	6	35%	5	29%	3	18%	8	47%
Not Economically Disadvantaged	122	48	39%	74	61%	6	8%	14	19%	32	43%	22	30%	54	73%
English Language Learner	7	2	29%	5	71%	2	40%	2	40%	0	0%	1	20%	1	20%
Non-English Language Learner	150	64	43%	86	57%	7	8%	18	21%	37	43%	24	28%	61	71%
Not in Foster Care	157	66	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	156	65	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%
Not Migrant	157	66	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%
Parent Not in Armed Forces	157	66	42%	91	58%	9	10%	20	22%	37	41%	25	27%	62	68%

GRADE 8 MATH RESULTS

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



Percent Scoring at Levels for All Students

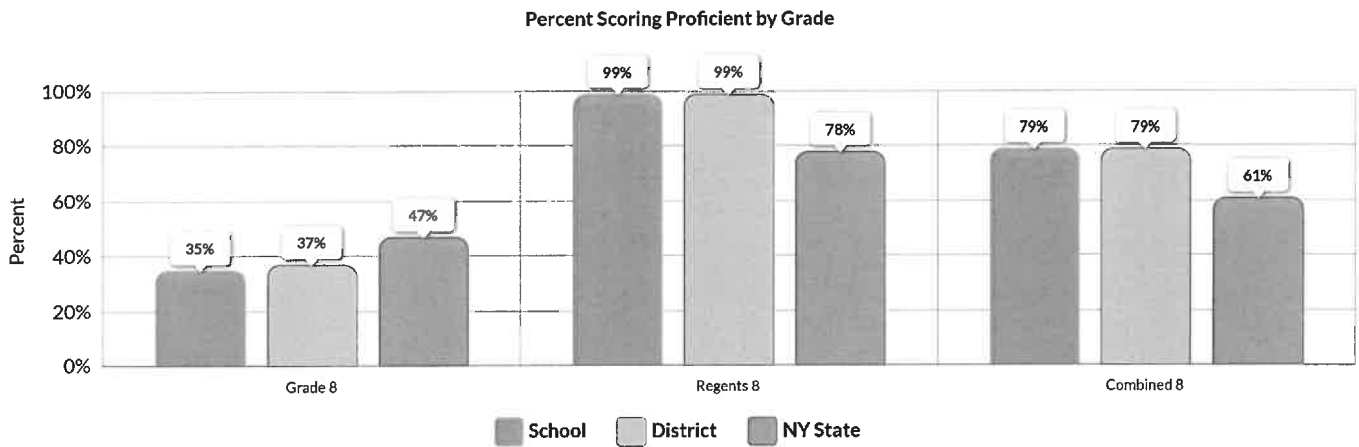


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	129	80%	33	20%	14	42%	15	45%	4	12%	0	0%	4	12%
Female	88	68	77%	20	23%	8	40%	10	50%	2	10%	0	0%	2	10%
Male	74	61	82%	13	18%	6	46%	5	38%	2	15%	0	0%	2	15%
General Education Students	140	113	81%	27	19%	9	33%	14	52%	4	15%	0	0%	4	15%
Students with Disabilities	22	16	73%	6	27%	5	83%	1	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	16	10	63%	6	38%	2	33%	4	67%	0	0%	0	0%	0	0%
Black or African American	10	8	80%	2	20%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	31	76%	10	24%	8	80%	1	10%	1	10%	0	0%	1	10%
White	91	79	87%	12	13%	3	25%	7	58%	2	17%	0	0%	2	17%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	9	64%	5	36%	1	20%	3	60%	1	20%	0	0%	1	20%
Economically Disadvantaged	42	26	62%	16	38%	11	69%	5	31%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	120	103	86%	17	14%	3	18%	10	59%	4	24%	0	0%	4	24%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	156	127	81%	29	19%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	162	129	80%	33	20%	14	42%	15	45%	4	12%	0	0%	4	12%
Not Homeless	162	129	80%	33	20%	14	42%	15	45%	4	12%	0	0%	4	12%
Not Migrant	162	129	80%	33	20%	14	42%	15	45%	4	12%	0	0%	4	12%
Parent Not in Armed Forces	162	129	80%	33	20%	14	42%	15	45%	4	12%	0	0%	4	12%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	162	128	79%	34	21%	8	24%	14	41%	11	32%	1	3%	12	35%
Regents 8	—	—	—	76	47%	0	0%	1	1%	29	38%	46	61%	75	99%
Combined 8	162	52	32%	110	68%	8	7%	15	14%	40	36%	47	43%	87	79%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	128	79%	34	21%	8	24%	14	41%	11	32%	1	3%	12	35%
Female	88	67	76%	21	24%	6	29%	9	43%	6	29%	0	0%	6	29%
Male	74	61	82%	13	18%	2	15%	5	38%	5	38%	1	8%	6	46%
General Education Students	140	110	79%	30	21%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	22	18	82%	4	18%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	8	50%	8	50%	1	13%	2	25%	5	63%	0	0%	5	63%
Black or African American	10	8	80%	2	20%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	41	29	71%	12	29%	4	33%	7	58%	1	8%	0	0%	1	8%
White	91	82	90%	9	10%	2	22%	4	44%	3	33%	0	0%	3	33%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	9	64%	5	36%	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	42	24	57%	18	43%	6	33%	8	44%	4	22%	0	0%	4	22%
Not Economically Disadvantaged	120	104	87%	16	13%	2	13%	6	38%	7	44%	1	6%	8	50%
English Language Learner	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	156	125	80%	31	20%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	162	128	79%	34	21%	8	24%	14	41%	11	32%	1	3%	12	35%
Not Homeless	162	128	79%	34	21%	8	24%	14	41%	11	32%	1	3%	12	35%
Not Migrant	162	128	79%	34	21%	8	24%	14	41%	11	32%	1	3%	12	35%
Parent Not in Armed Forces	162	128	79%	34	21%	8	24%	14	41%	11	32%	1	3%	12	35%

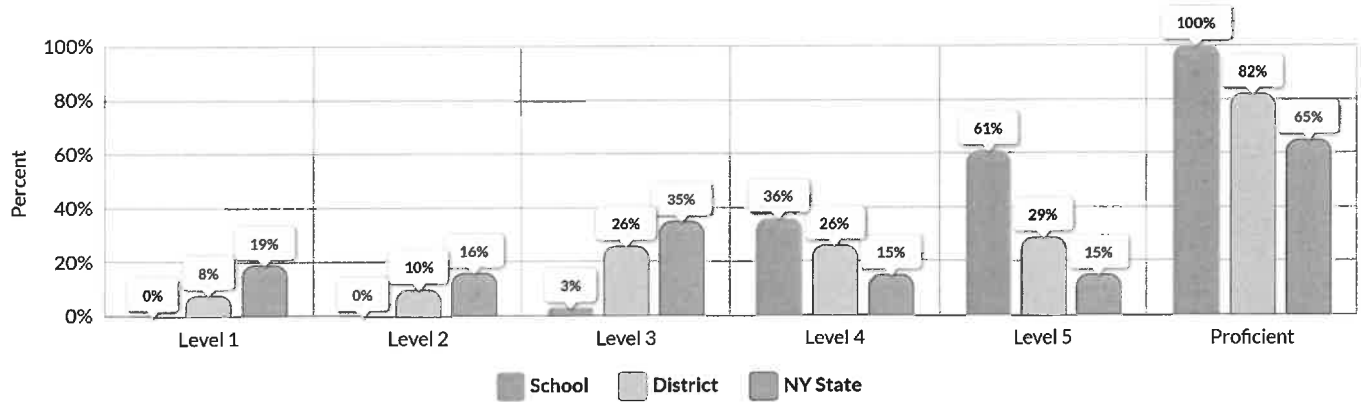
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

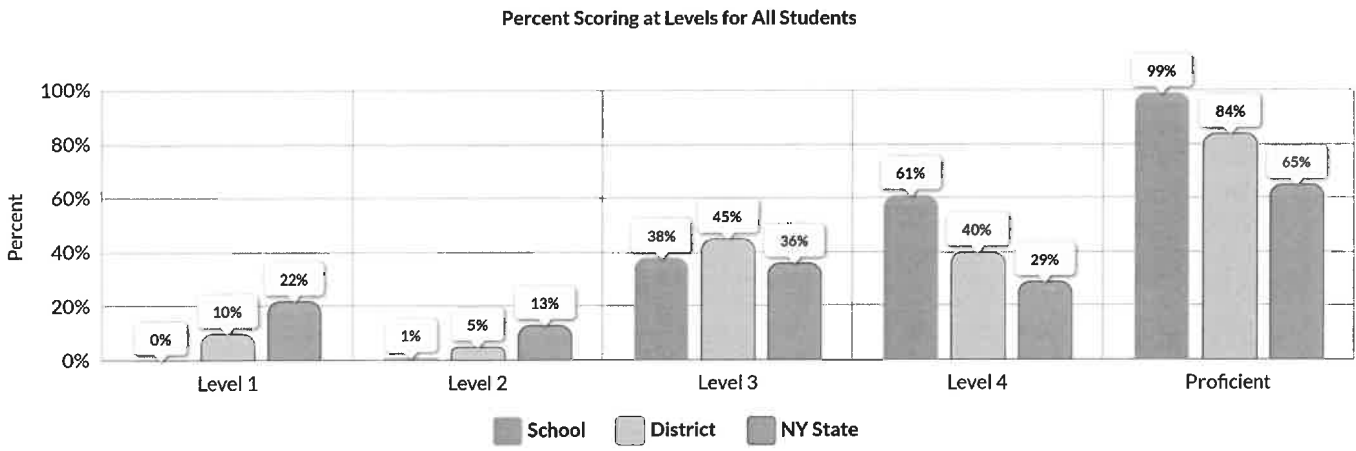


Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	0	0%	0	0%	2	3%	27	36%	46	61%	75	100%
Female	45	0	0%	0	0%	1	2%	18	40%	26	58%	45	100%
Male	30	0	0%	0	0%	1	3%	9	30%	20	67%	30	100%
General Education Students	74	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	1	13%	1	13%	6	75%	8	100%
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	0	0%	0	0%	0	0%	7	58%	5	42%	12	100%
White	47	0	0%	0	0%	0	0%	17	36%	30	64%	47	100%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	1	13%	2	25%	5	63%	8	100%
Economically Disadvantaged	10	0	0%	0	0%	2	20%	4	40%	4	40%	10	100%
Not Economically Disadvantaged	65	0	0%	0	0%	0	0%	23	35%	42	65%	65	100%
Non-English Language Learner	75	0	0%	0	0%	2	3%	27	36%	46	61%	75	100%
Not in Foster Care	75	0	0%	0	0%	2	3%	27	36%	46	61%	75	100%
Not Homeless	75	0	0%	0	0%	2	3%	27	36%	46	61%	75	100%
Not Migrant	75	0	0%	0	0%	2	3%	27	36%	46	61%	75	100%
Parent Not in Armed Forces	75	0	0%	0	0%	2	3%	27	36%	46	61%	75	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	76	0	0%	1	1%	29	38%	46	61%	75	99%
Female	47	0	0%	1	2%	21	45%	25	53%	46	98%
Male	29	0	0%	0	0%	8	28%	21	72%	29	100%
General Education Students	75	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—
Black or African American	6	0	0%	0	0%	2	33%	4	67%	6	100%
Hispanic or Latino	12	0	0%	0	0%	5	42%	7	58%	12	100%
White	51	0	0%	1	2%	19	37%	31	61%	50	98%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	7	0	0%	0	0%	2	29%	5	71%	7	100%
Not Economically Disadvantaged	69	0	0%	1	1%	27	39%	41	59%	68	99%
Non-English Language Learner	76	0	0%	1	1%	29	38%	46	61%	75	99%
Not in Foster Care	76	0	0%	1	1%	29	38%	46	61%	75	99%
Not Homeless	76	0	0%	1	1%	29	38%	46	61%	75	99%
Not Migrant	76	0	0%	1	1%	29	38%	46	61%	75	99%
Parent Not in Armed Forces	76	0	0%	1	1%	29	38%	46	61%	75	99%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	5	0	0%	5	100%	0	0%	0	0%	0	0%	2	40%	3	60%
Grade 7	7	0	0%	7	100%	0	0%	0	0%	0	0%	3	43%	4	57%
Grade 8	6	0	0%	6	100%	0	0%	0	0%	0	0%	4	67%	2	33%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	461	\$176,076	\$382	\$10,240,364	\$22,213	\$10,416,440	\$22,595
This District	1,979	\$2,990,961	\$1,511	\$55,238,637	\$27,912	\$58,229,598	\$29,424
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	52	7	13%	1	0	0%
THIS DISTRICT	181	19	10%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	49	0	0%
THIS DISTRICT	176	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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ELWOOD/JOHN GLENN HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	176	205.4	181.3	4
	Math	108	151.4		
	Science	139	189.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	200	183.4	4
	Math	9	155.6		
	Science	10	200		
Black or African American	ELA	9	205.6	—	—
	Math	6	66.7		
	Science	7	142.9		
Hispanic or Latino	ELA	37	160.8	141.6	3
	Math	25	102		
	Science	25	172		
Multiracial	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
White	ELA	114	219.3	196.8	4
	Math	66	175		
	Science	94	195.7		
English Language Learner	ELA	5	60	—	—
	Math	3	—		
	Science	3	—		
Students with Disabilities	ELA	24	154.2	175.5	4
	Math	9	188.9		
	Science	12	187.5		
Economically Disadvantaged	ELA	41	170.7	149.9	4
	Math	26	119.2		
	Science	27	164.8		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	176	205.4	150.8	4
	Math	170	96.2		
	Science	175	150.9		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	200	157.2	4
	Math	12	116.7		
	Science	13	153.8		
Black or African American	ELA	9	205.6	—	—
	Math	9	44.4		
	Science	9	111.1		
Hispanic or Latino	ELA	37	160.8	117.5	3
	Math	34	75		
	Science	37	116.2		
Multiracial	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
White	ELA	114	219.3	161.6	4
	Math	112	103.1		
	Science	113	162.8		
English Language Learner	ELA	5	60	—	—
	Math	3	—		
	Science	5	80		
Students with Disabilities	ELA	24	154.2	109	4
	Math	23	73.9		
	Science	24	93.8		
Economically Disadvantaged	ELA	41	170.7	121.7	4
	Math	38	81.6		
	Science	41	108.5		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	180	175	97.2%	97.7%	4
	5-year	172	168	97.7%		
	6-year	171	168	98.2%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	14	—	—	—	—
	5-year	12	—	—		
	6-year	10	—	—		
Black or African American	4-year	10	—	—	—	—
	5-year	9	—	—		
	6-year	14	—	—		
Hispanic or Latino	4-year	29	—	—	90%	2
	5-year	27	—	—		
	6-year	30	27	90%		
Multiracial	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
White	4-year	124	124	100%	99.4%	4
	5-year	121	119	98.3%		
	6-year	115	115	100%		
English Language Learner	4-year	8	—	—	—	—
	5-year	6	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	17	15	88.2%	91.2%	4
	5-year	25	23	92%		
	6-year	15	14	93.3%		
Economically Disadvantaged	4-year	32	31	96.9%	93.8%	3
	5-year	40	37	92.5%		
	6-year	38	35	92.1%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	14	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	12	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	14	—	—	—	—
Students with Disabilities	7	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	695	83	11.9%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	73	5	6.8%	4
Black or African American	46	8	17.4%	4
Hispanic or Latino	148	29	19.6%	4
Multiracial	19	—	—	—
White	409	41	10%	4
English Language Learner	30	11	36.7%	3
Students with Disabilities	100	16	16%	4
Economically Disadvantaged	165	26	15.8%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	173	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	9	—
Hispanic or Latino	—	37	—
Multiracial	—	3	—
White	✓	111	100%
English Language Learner	—	5	—
Students with Disabilities	—	18	—
Economically Disadvantaged	—	36	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	167	63.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	9	—
Hispanic or Latino	—	34	—
Multiracial	—	3	—
White	X	109	58.7%
English Language Learner	—	5	—
Students with Disabilities	—	17	—
Economically Disadvantaged	—	33	—

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	182	8	4%	9	5%	33	18%	23	13%	109	60%	165	91%
Female	89	3	3%	5	6%	13	15%	7	8%	61	69%	81	91%
Male	93	5	5%	4	4%	20	22%	16	17%	48	52%	84	90%
General Education Students	157	3	2%	5	3%	21	13%	20	13%	108	69%	149	95%
Students with Disabilities	25	5	20%	4	16%	12	48%	3	12%	1	4%	16	64%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	1	7%	6	40%	8	53%	15	100%
Black or African American	13	2	15%	1	8%	4	31%	1	8%	5	38%	10	77%
Hispanic or Latino	36	3	8%	6	17%	13	36%	2	6%	12	33%	27	75%
White	111	3	3%	2	2%	13	12%	14	13%	79	71%	106	95%
Multiracial	7	0	0%	0	0%	2	29%	0	0%	5	71%	7	100%
Economically Disadvantaged	45	5	11%	5	11%	14	31%	4	9%	17	38%	35	78%
Not Economically Disadvantaged	137	3	2%	4	3%	19	14%	19	14%	92	67%	130	95%
English Language Learner	10	3	30%	5	50%	2	20%	0	0%	0	0%	2	20%
Non-English Language Learner	172	5	3%	4	2%	31	18%	23	13%	109	63%	163	95%
Not in Foster Care	182	8	4%	9	5%	33	18%	23	13%	109	60%	165	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	181	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	182	8	4%	9	5%	33	18%	23	13%	109	60%	165	91%
Parent Not in Armed Forces	182	8	4%	9	5%	33	18%	23	13%	109	60%	165	91%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	114	15	13%	19	17%	48	42%	23	20%	9	8%	80	70%
Female	51	7	14%	7	14%	22	43%	13	25%	2	4%	37	73%
Male	63	8	13%	12	19%	26	41%	10	16%	7	11%	43	68%
General Education Students	86	5	6%	13	15%	39	45%	20	23%	9	10%	68	79%
Students with Disabilities	28	10	36%	6	21%	9	32%	3	11%	0	0%	12	43%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	9	2	22%	2	22%	4	44%	0	0%	1	11%	5	56%
Hispanic or Latino	36	8	22%	10	28%	12	33%	3	8%	3	8%	18	50%
White	56	3	5%	6	11%	26	46%	17	30%	4	7%	47	84%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	2	15%	1	8%	6	46%	3	23%	1	8%	10	77%
Economically Disadvantaged	43	10	23%	12	28%	15	35%	4	9%	2	5%	21	49%
Not Economically Disadvantaged	71	5	7%	7	10%	33	46%	19	27%	7	10%	59	83%
English Language Learner	9	4	44%	4	44%	1	11%	0	0%	0	0%	1	11%
Non-English Language Learner	105	11	10%	15	14%	47	45%	23	22%	9	9%	79	75%
Not in Foster Care	114	15	13%	19	17%	48	42%	23	20%	9	8%	80	70%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	112	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	15	13%	19	17%	48	42%	23	20%	9	8%	80	70%
Parent Not in Armed Forces	114	15	13%	19	17%	48	42%	23	20%	9	8%	80	70%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	26	16%	30	18%	44	26%	20	12%	47	28%	111	66%
Female	72	10	14%	15	21%	14	19%	1	1%	32	44%	47	65%
Male	95	16	17%	15	16%	30	32%	19	20%	15	16%	64	67%
General Education Students	156	21	13%	24	15%	44	28%	20	13%	47	30%	111	71%
Students with Disabilities	11	5	45%	6	55%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	25	1	4%	2	8%	6	24%	3	12%	13	52%	22	88%
Black or African American	10	1	10%	3	30%	5	50%	0	0%	1	10%	6	60%
Hispanic or Latino	39	12	31%	6	15%	11	28%	3	8%	7	18%	21	54%
White	87	10	11%	18	21%	21	24%	13	15%	25	29%	59	68%
Multiracial	6	2	33%	1	17%	1	17%	1	17%	1	17%	3	50%
Economically Disadvantaged	33	6	18%	6	18%	13	39%	2	6%	6	18%	21	64%
Not Economically Disadvantaged	134	20	15%	24	18%	31	23%	18	13%	41	31%	90	67%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	166	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	26	16%	30	18%	44	26%	20	12%	47	28%	111	66%
Not Homeless	167	26	16%	30	18%	44	26%	20	12%	47	28%	111	66%
Not Migrant	167	26	16%	30	18%	44	26%	20	12%	47	28%	111	66%
Parent Not in Armed Forces	167	26	16%	30	18%	44	26%	20	12%	47	28%	111	66%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



[illegible]

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	159	7	4%	14	9%	63	40%	75	47%	138	87%
Female	72	3	4%	5	7%	29	40%	35	49%	64	89%
Male	87	4	5%	9	10%	34	39%	40	46%	74	85%
General Education Students	140	3	2%	7	5%	55	39%	75	54%	130	93%
Students with Disabilities	19	4	21%	7	37%	8	42%	0	0%	8	42%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	1	4%	3	13%	19	83%	22	96%
Black or African American	12	2	17%	2	17%	4	33%	4	33%	8	67%
Hispanic or Latino	36	3	8%	8	22%	15	42%	10	28%	25	69%
White	82	1	1%	2	2%	39	48%	40	49%	79	96%
Multiracial	6	1	17%	1	17%	2	33%	2	33%	4	67%
Economically Disadvantaged	38	5	13%	10	26%	13	34%	10	26%	23	61%
Not Economically Disadvantaged	121	2	2%	4	3%	50	41%	65	54%	115	95%
English Language Learner	8	3	38%	5	63%	0	0%	0	0%	0	0%
Non-English Language Learner	151	4	3%	9	6%	63	42%	75	50%	138	91%
Not in Foster Care	159	7	4%	14	9%	63	40%	75	47%	138	87%
Not Homeless	159	7	4%	14	9%	63	40%	75	47%	138	87%
Not Migrant	159	7	4%	14	9%	63	40%	75	47%	138	87%
Parent Not in Armed Forces	159	7	4%	14	9%	63	40%	75	47%	138	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	97	18	19%	8	8%	48	49%	23	24%	71	73%
Female	43	6	14%	5	12%	24	56%	8	19%	32	74%
Male	54	12	22%	3	6%	24	44%	15	28%	39	72%
General Education Students	68	2	3%	3	4%	42	62%	21	31%	63	93%
Students with Disabilities	29	16	55%	5	17%	6	21%	2	7%	8	28%
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	0	0%	7	58%	4	33%	11	92%
Black or African American	8	4	50%	0	0%	4	50%	0	0%	4	50%
Hispanic or Latino	31	6	19%	4	13%	13	42%	8	26%	21	68%
White	41	5	12%	3	7%	23	56%	10	24%	33	80%
Multiracial	5	2	40%	1	20%	1	20%	1	20%	2	40%
Economically Disadvantaged	37	10	27%	4	11%	17	46%	6	16%	23	62%
Not Economically Disadvantaged	60	8	13%	4	7%	31	52%	17	28%	48	80%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	95	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	97	18	19%	8	8%	48	49%	23	24%	71	73%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	96	—	—	—	—	—	—	—	—	—	—
Not Migrant	97	18	19%	8	8%	48	49%	23	24%	71	73%
Parent Not in Armed Forces	97	18	19%	8	8%	48	49%	23	24%	71	73%

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



[illegible]

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	175	1	1%	15	9%	36	21%	52	30%	71	41%	159	91%
Female	85	1	1%	8	9%	17	20%	23	27%	36	42%	76	89%
Male	90	0	0%	7	8%	19	21%	29	32%	35	39%	83	92%
General Education Students	153	1	1%	8	5%	28	18%	47	31%	69	45%	144	94%
Students with Disabilities	22	0	0%	7	32%	8	36%	5	23%	2	9%	15	68%
Asian or Native Hawaiian/Other Pacific Islander	15	0	0%	0	0%	5	33%	3	20%	7	47%	15	100%
Black or African American	11	0	0%	3	27%	3	27%	2	18%	3	27%	8	73%
Hispanic or Latino	33	1	3%	8	24%	6	18%	15	45%	3	9%	24	73%
White	109	0	0%	4	4%	21	19%	30	28%	54	50%	105	96%
Multiracial	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Economically Disadvantaged	42	1	2%	9	21%	12	29%	10	24%	10	24%	32	76%
Not Economically Disadvantaged	133	0	0%	6	5%	24	18%	42	32%	61	46%	127	95%
English Language Learner	8	1	13%	3	38%	3	38%	1	13%	0	0%	4	50%
Non-English Language Learner	167	0	0%	12	7%	33	20%	51	31%	71	43%	155	93%
Not in Foster Care	175	1	1%	15	9%	36	21%	52	30%	71	41%	159	91%
Not Homeless	175	1	1%	15	9%	36	21%	52	30%	71	41%	159	91%
Not Migrant	175	1	1%	15	9%	36	21%	52	30%	71	41%	159	91%
Parent Not in Armed Forces	175	1	1%	15	9%	36	21%	52	30%	71	41%	159	91%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	4	2%	175	98%	4	2%	6	3%	28	16%	137	77%	165	92%
Female	92	1	1%	91	99%	1	1%	5	5%	15	16%	70	76%	85	92%
Male	87	3	3%	84	97%	3	3%	1	1%	13	15%	67	77%	80	92%
General Education Students	156	2	1%	154	99%	2	1%	5	3%	20	13%	127	81%	147	94%
Students with Disabilities	23	2	9%	21	91%	2	9%	1	4%	8	35%	10	43%	18	78%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	14	100%	0	0%	1	7%	1	7%	12	86%	13	93%
Black or African American	9	0	—	9	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	2	5%	37	95%	3	8%	4	10%	10	26%	20	51%	30	77%
White	114	2	2%	112	98%	1	1%	1	1%	15	13%	95	83%	110	96%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	12	100%	0	0%	0	0%	2	17%	10	83%	12	100%
Economically Disadvantaged	43	4	9%	39	91%	4	9%	3	7%	8	19%	24	56%	32	74%
Not Economically Disadvantaged	136	0	0%	136	100%	0	0%	3	2%	20	15%	113	83%	133	98%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	175	3	—	172	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	4	2%	175	98%	4	2%	6	3%	28	16%	137	77%	165	92%
Not Homeless	179	4	2%	175	98%	4	2%	6	3%	28	16%	137	77%	165	92%
Not Migrant	179	4	2%	175	98%	4	2%	6	3%	28	16%	137	77%	165	92%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	178	4	—	174	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

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

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	31	17%	148	83%	6	3%	11	6%	32	18%	99	55%	131	73%
Female	92	10	11%	82	89%	5	5%	5	5%	19	21%	53	58%	72	78%
Male	87	21	24%	66	76%	1	1%	6	7%	13	15%	46	53%	59	68%
General Education Students	156	14	9%	142	91%	5	3%	11	7%	30	19%	96	62%	126	81%
Students with Disabilities	23	17	74%	6	26%	1	4%	0	0%	2	9%	3	13%	5	22%
Asian or Native Hawaiian/Other Pacific Islander	14	3	21%	11	79%	1	7%	1	7%	3	21%	6	43%	9	64%
Black or African American	9	1	—	8	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	10	26%	29	74%	3	8%	4	10%	8	21%	14	36%	22	56%
White	114	17	15%	97	85%	1	1%	4	4%	18	16%	74	65%	92	81%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	1	8%	2	17%	3	25%	5	42%	8	67%
Economically Disadvantaged	43	15	35%	28	65%	4	9%	4	9%	9	21%	11	26%	20	47%
Not Economically Disadvantaged	136	16	12%	120	88%	2	1%	7	5%	23	17%	88	65%	111	82%
English Language Learner	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	175	30	—	145	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	31	17%	148	83%	6	3%	11	6%	32	18%	99	55%	131	73%
Not Homeless	179	31	17%	148	83%	6	3%	11	6%	32	18%	99	55%	131	73%
Not Migrant	179	31	17%	148	83%	6	3%	11	6%	32	18%	99	55%	131	73%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	178	31	—	147	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	174	29	17	145	83
Female	90	10	11	80	89
Male	84	19	23	65	77
General Education Students	154	14	9	140	91
Students with Disabilities	20	15	75	5	25
Asian or Native Hawaiian/Other Pacific Islander	14	3	21	11	79
Black or African American	9	1	11	8	89
Hispanic or Latino	37	10	27	27	73
White	111	15	14	96	86
Multiracial	3	0	0	3	100
Economically Disadvantaged	38	13	34	25	66
Not Economically Disadvantaged	136	16	12	120	88
English Language Learner	2	1	50	1	50
Non-English Language Learner	172	28	16	144	84
Not in Foster Care	174	29	17	145	83
Not Homeless	174	29	17	145	83
Not Migrant	174	29	17	145	83
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	173	29	17	144	83

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	32	18%	147	82%	4	2%	11	6%	57	32%	75	42%	132	74%
Female	92	12	13%	80	87%	3	3%	7	8%	36	39%	34	37%	70	76%
Male	87	20	23%	67	77%	1	1%	4	5%	21	24%	41	47%	62	71%
General Education Students	156	18	12%	138	88%	4	3%	10	6%	51	33%	73	47%	124	79%
Students with Disabilities	23	14	61%	9	39%	0	0%	1	4%	6	26%	2	9%	8	35%
Asian or Native Hawaiian/Other Pacific Islander	14	4	29%	10	71%	0	0%	1	7%	4	29%	5	36%	9	64%
Black or African American	9	2	—	7	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	12	31%	27	69%	1	3%	5	13%	12	31%	9	23%	21	54%
White	114	14	12%	100	88%	3	3%	4	4%	34	30%	59	52%	93	82%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	0	0%	1	8%	7	58%	2	17%	9	75%
Economically Disadvantaged	43	16	37%	27	63%	0	0%	5	12%	15	35%	7	16%	22	51%
Not Economically Disadvantaged	136	16	12%	120	88%	4	3%	6	4%	42	31%	68	50%	110	81%
English Language Learner	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	175	30	—	145	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	32	18%	147	82%	4	2%	11	6%	57	32%	75	42%	132	74%
Not Homeless	179	32	18%	147	82%	4	2%	11	6%	57	32%	75	42%	132	74%
Not Migrant	179	32	18%	147	82%	4	2%	11	6%	57	32%	75	42%	132	74%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	178	32	—	146	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	171	28	16	143	84
Female	89	11	12	78	88
Male	82	17	21	65	79
General Education Students	151	16	11	135	89
Students with Disabilities	20	12	60	8	40
Asian or Native Hawaiian/Other Pacific Islander	14	4	29	10	71
Black or African American	9	2	22	7	78
Hispanic or Latino	34	10	29	24	71
White	111	12	11	99	89
Multiracial	3	0	0	3	100
Economically Disadvantaged	35	12	34	23	66
Not Economically Disadvantaged	136	16	12	120	88
English Language Learner	1	1	100	0	0
Non-English Language Learner	170	27	16	143	84
Not in Foster Care	171	28	16	143	84
Not Homeless	171	28	16	143	84
Not Migrant	171	28	16	143	84
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	170	28	16	142	84

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	143	80%	36	20%	0	0%	0	0%	36	20%	0	0%	36	20%
Female	92	76	83%	16	17%	0	0%	0	0%	16	17%	0	0%	16	17%
Male	87	67	77%	20	23%	0	0%	0	0%	20	23%	0	0%	20	23%
General Education Students	156	121	78%	35	22%	0	0%	0	0%	35	22%	0	0%	35	22%
Students with Disabilities	23	22	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	14	10	71%	4	29%	0	0%	0	0%	4	29%	0	0%	4	29%
Black or African American	9	9	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	35	90%	4	10%	0	0%	0	0%	4	10%	0	0%	4	10%
White	114	87	76%	27	24%	0	0%	0	0%	27	24%	0	0%	27	24%
Multiracial	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Economically Disadvantaged	43	41	95%	2	5%	0	0%	0	0%	2	5%	0	0%	2	5%
Not Economically Disadvantaged	136	102	75%	34	25%	0	0%	0	0%	34	25%	0	0%	34	25%
English Language Learner	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	175	139	—	36	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	143	80%	36	20%	0	0%	0	0%	36	20%	0	0%	36	20%
Not Homeless	179	143	80%	36	20%	0	0%	0	0%	36	20%	0	0%	36	20%
Not Migrant	179	143	80%	36	20%	0	0%	0	0%	36	20%	0	0%	36	20%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	178	142	—	36	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	120	119	99	1	1
Female	63	63	100	0	0
Male	57	56	98	1	2
General Education Students	101	100	99	1	1
Students with Disabilities	19	19	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	9	90	1	10
Black or African American	9	9	100	0	0
Hispanic or Latino	28	28	100	0	0
White	71	71	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	33	33	100	0	0
Not Economically Disadvantaged	87	86	99	1	1
English Language Learner	1	1	100	0	0
Non-English Language Learner	119	118	99	1	1
Not in Foster Care	120	119	99	1	1
Not Homeless	120	119	99	1	1
Not Migrant	120	119	99	1	1
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	119	118	99	1	1

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	148	83%	31	17%	1	1%	1	1%	29	16%	0	0%	29	16%
Female	92	75	82%	17	18%	1	1%	0	0%	16	17%	0	0%	16	17%
Male	87	73	84%	14	16%	0	0%	1	1%	13	15%	0	0%	13	15%
General Education Students	156	125	80%	31	20%	1	1%	1	1%	29	19%	0	0%	29	19%
Students with Disabilities	23	23	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	11	79%	3	21%	0	0%	0	0%	3	21%	0	0%	3	21%
Black or African American	9	9	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	32	82%	7	18%	1	3%	1	3%	5	13%	0	0%	5	13%
White	114	94	82%	20	18%	0	0%	0	0%	20	18%	0	0%	20	18%
Multiracial	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	11	92%	1	8%	0	0%	0	0%	1	8%	0	0%	1	8%
Economically Disadvantaged	43	37	86%	6	14%	1	2%	0	0%	5	12%	0	0%	5	12%
Not Economically Disadvantaged	136	111	82%	25	18%	0	0%	1	1%	24	18%	0	0%	24	18%
English Language Learner	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	175	146	—	29	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	148	83%	31	17%	1	1%	1	1%	29	16%	0	0%	29	16%
Not Homeless	179	148	83%	31	17%	1	1%	1	1%	29	16%	0	0%	29	16%
Not Migrant	179	148	83%	31	17%	1	1%	1	1%	29	16%	0	0%	29	16%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	178	147	—	31	—	—	—	—	—	—	—	—	—	—	—

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	5	5	100	0	0
Female	2	2	100	0	0
Male	3	3	100	0	0
General Education Students	3	3	100	0	0
Students with Disabilities	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	2	2	100	0	0
Economically Disadvantaged	4	4	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
English Language Learner	2	2	100	0	0
Non-English Language Learner	3	3	100	0	0
Not in Foster Care	5	5	100	0	0
Not Homeless	5	5	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	7	0	0%	7	100%	0	0%	1	14%	0	0%	5	71%	1	14%
Grade 11	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	0	0%

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	9	7	78%	2	22%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	681	\$196,504	\$289	\$15,003,019	\$22,031	\$15,199,523	\$22,319
This District	1,979	\$2,990,961	\$1,511	\$55,238,637	\$27,912	\$58,229,598	\$29,424
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	65	6	9%	1	1	100%
THIS DISTRICT	181	19	10%	4	1	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	64	0	0%
THIS DISTRICT	176	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	179	172	96%	134	75%	37	21%	1	1%	0	0%	4	2%	0	0%	3	2%
Female	92	90	98%	74	80%	16	17%	0	0%	0	0%	1	1%	0	0%	1	1%
Male	87	82	94%	60	69%	21	24%	1	1%	0	0%	3	3%	0	0%	2	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	156	152	97%	130	83%	22	14%	0	0%	0	0%	2	1%	0	0%	2	1%
Students with Disabilities	23	20	87%	4	17%	15	65%	1	4%	0	0%	2	9%	0	0%	1	4%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	14	100%	9	64%	5	36%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	35	90%	22	56%	13	33%	0	0%	0	0%	2	5%	0	0%	2	5%
White	114	111	97%	93	82%	17	15%	1	1%	0	0%	2	2%	0	0%	1	1%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	43	37	86%	21	49%	15	35%	1	2%	0	0%	4	9%	0	0%	2	5%
Not Economically Disadvantaged	136	135	99%	113	83%	22	16%	0	0%	0	0%	0	0%	0	0%	1	1%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	175	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	179	172	96%	134	75%	37	21%	1	1%	0	0%	4	2%	0	0%	3	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	179	172	96%	134	75%	37	21%	1	1%	0	0%	4	2%	0	0%	3	2%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	179	172	96%	134	75%	37	21%	1	1%	0	0%	4	2%	0	0%	3	2%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	178	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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ELWOOD UFSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



1,974

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly
more than the
average district
in the state

DISTRICT STUDENT NEEDS ARE



significantly
less than the
state average

Student Demographics

Enrollment	ELWOOD UFSD
All Students	1,974
Economically Disadvantaged	22%
Students with Disabilities	13%
English Language Learners	4%
» Race/Ethnicity	

Staffing Profile	ELWOOD UFSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	6%
Teachers with 4-20 Years of Experience %	46%
Teachers with 21+ Years of Experience %	48%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$28,037.00	\$26,898.56	\$25,870.33

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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	ELWOOD UFSD
» A. Instruction (A1 + A2 + A3 + A4)	\$15,791.27

Report View One Per Pupil Expenditure Categories	ELWOOD UFSD
» B. Administration (B1 + B2 + B3)	\$1,176.44
» C. All Other Spending (C1 + C2 + C3)	\$3,109.30
D. Total School Level (A + B + C)	\$20,077.01
» E. Central Instruction (E1 + E2 + E3 + E4)	\$820.00
» F. Central Administration (F1 + F2 + F3)	\$2,766.02
» G. All Other Central Spending (G1 + G2 + G3)	\$4,373.53
H. Total Central Costs	\$7,959.55
I. Total Spending (D + H)	\$28,036.55

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	ELWOOD UFSD
J. Total School Level Local/State Spending	\$19,810.93
» K. Total School Level Federal Spending	\$266.07
L. Total Central Level Local/State Spending	\$7,486.64
M. Total Central Level Federal Spending	\$472.91
N. Total Spending (J + K + L + M)	\$28,036.55

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)	Central Cost(U-Z)
» Program Detail Areas	
Program areas are included within the above School Level Expenditures (Row D) and Central Costs (Row H)	

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

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

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

Central Cost(1-5 & Percent Excluded from Total)	Combined Cost(Total Expenditures)
Excluded Expenditures	ELWOOD UFSD
1. Transportation	\$4,000,427.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$931,931.00

Excluded Expenditures	ELWOOD UFSD
4. Debt Service	\$4,221,745.00
5. Other	\$9,649,150.00
Percent Excluded from Total	25%
Total Expenditures	\$74,147,409.00

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