



Naté Turner-Hassell Assistant Superintendent for Educational Services

Cybil Howard Assistant Superintendent for Business

### 2024-2025 Proposed Budget Statement and Attachments



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Three Part Budget (NYSED Required)					
Description	Function Code	Administration	Program	Capital	Budget Total
Board of Education	1010-1099	\$141,060			\$141,060
Central Administration	1240, 2010	\$2,429,608			\$2,429,608
Finance	1310-1399	\$1,123,417			\$1,123,417
Legal Services	1420	\$275,000			\$275,000
Personnel	1430	\$339,329			\$339,329
Public Information	1480	\$409,227			\$409,227
Operation of Plant	1620			\$5,183,913	\$5,183,913
Maintenance Of Plant	1621			\$3,038,338	\$3,038,338
IT & Central Services	1660-1699	\$3,616,894			\$3,616,894
Judgments & Claims	1930			\$47,000	\$47,000
Refund of Real Property Taxes	1964			\$100,000	\$100,000
Insurance	1910, 1981	\$153,495			\$153,495
Curriculum Development & PD	2010		\$346,335		\$346,335
Supervision - Regular Schools	2020	\$7,308,470			\$7,308,470
Inservice Training - Instruction	2070		\$529,662		\$529,662
K-12 Instruction	2110		\$42,578,872		\$42,578,872
Special Education & Pupil Support Services	2250		\$14,307,580		\$14,307,580
Counseling, Psychology, Social Work Services	2810, 2820, 2825		\$4,075,983		\$4,075,983
Library and Instructional Technology	2610, 2630		\$3,268,444		\$3,268,444
Health Services	2815		\$1,865,171		\$1,865,171
Sports & Co-Curricular	2850, 2855		\$1,642,913		\$1,642,913
Summer School Programming	2330		\$326,500		\$326,500
Transportation	5510		\$6,182,957		\$6,182,957
Community Service	7140-8999		\$132,970		\$132,970
Employee Benefits	9010-9098	\$5,760,581	\$31,692,055	\$2,145,770	\$39,598,406
Debt Service	9700-9898			\$7,699,413	\$7,699,413
Interfund Transfers	9901		\$340,000		\$340,000
Interfund Transfers: Transfer to Capital	9950			\$5,705,580	\$5,705,580
Interfund Transfers: Bus Purchases	9950			\$1,325,877	\$1,325,877
<u></u>	Total 2024-2025	\$21,557,081	\$107,289,442	\$25,245,891	\$154,092,414
	Total Percent of Budget	13.99%	69.63%	16.38%	100.00%
	Total 2023-2024	\$20,238,042	\$107,460,487	\$19,288,341	\$146,986,870
	Total Percent of Budget	13.77%	73.11%	13.12%	100.00%

Total Budget to Budget Percent Difference

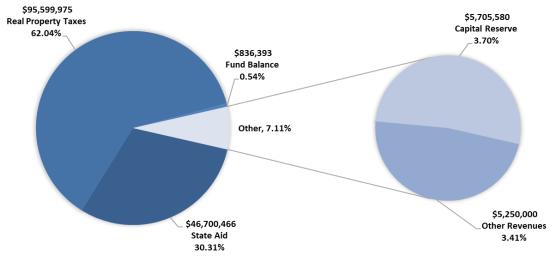
6.52%

-0.16%

30.89%

4.83%

## Where the money comes from... Total Proposed Revenues \$154,092,414





3.41%	2023-2024	2024-2025	Dollar	Percentage
	Budget	Proposed	Change	Change
Property Tax Levy	\$93,268,268	\$95,599,975	\$2,331,707	2.50%
Payments in Lieu of Taxes	\$367,034	\$615,201	\$248,167	67.61%
State Aid:				
Foundation Aid	\$29,670,356	\$31,579,308	\$1,908,952	6.43%
Building Aid	\$7,259,056	\$7,172,938	-\$86,118	-1.19%
Transportation Aid	\$4,023,066	\$4,379,889	\$356,823	8.87%
BOCES Aid	\$1,979,018	\$2,098,448	\$119,430	6.03%
High Cost Aid	\$754,855	\$852,080	\$97,225	12.88%
Materials Aid	\$609,874	\$617,272	\$7,398	1.21%
Other Aid	<u>\$270,000</u>	<u>\$531</u>	<u>-\$269,469</u>	<u>-99.80%</u>
Total State Aid	\$44,566,225	\$46,700,466	\$2,134,241	4.79%
Other Revenues	\$3,415,343	\$3,134,799	-\$280,544	-8.21%
Interest Earnings	\$685,000	\$1,500,000	\$815,000	118.98%
Fund Balance & Reserves:				
Appropriated Fund Balance	\$3,900,000	\$836,393	-\$3,063,607	
Capital Reserve	\$0	\$5,705,580	\$5,705,580	
TRS Reserve	\$450,000	\$0	-\$450,000	
ERS Reserve	\$250,000	\$0	-\$250,000	
Compensated Absence Reserve	\$50,000	\$0	-\$50,000	
Unemployment Reserve	<u>\$35,000</u>	<u>\$0</u>	<u>-\$35,000</u>	
Total Fund Balance & Reserves	\$4,685,000	\$6,541,973	\$1,856,973	
Total Proposed Revenue Budget	\$146,986,870	\$154,092,414	\$7,105,544	4.83%

		Adopted		Proposed	Dollar	Percentage
	В	udget 2023-24	В	udget 2024-25	Change	Change
Staff - Salaries	\$	81,020,491	\$	83,008,773	\$ 1,988,282	2.45%
Staff - Fringes	\$	39,003,407	\$	37,714,358	\$ (1,289,049)	-3.30%
Total Salaries & Fringe Benefits	\$	120,023,898	\$	120,723,131	\$ 699,233	0.58%
Textbooks/Workbooks/Library Books	\$	515,950	\$	862,151	\$ 346,201	67.10%
Contractual Services:						
Utilities	\$	1,551,000	\$	1,605,500	\$ 54,500	3.51%
BOCES Services	\$	4,305,542	\$	5,376,762	\$ 1,071,220	24.88%
Special Education	\$	1,209,500	\$	1,409,500	\$ 200,000	16.54%
Operations & Maintenance	\$	772,000	\$	784,500	\$ 12,500	1.62%
Diesel/Gasoline	\$	590,000	\$	590,000	\$ -	0.00%
Insurance	\$	410,970	\$	407,070	\$ (3,900)	-0.95%
Refund of Property Taxes	\$	100,000	\$	100,000	\$ -	0.00%
Health Services Other Districts	\$	289,000	\$	275,000	\$ (14,000)	-4.84%
Charter Schools Tuition	\$	455,000	\$	450,000	\$ (5,000)	-1.10%
All Other Departments	\$	3,475,741	\$	3,137,383	\$ (338,358)	-9.73%
Total Contractual Services	\$	13,158,753	\$	14,135,715	\$ 976,962	7.42%
Debt Service	\$	7,736,850	\$	7,699,413	\$ (37,437)	-0.48%
Interfund Transfers	\$	340,000	\$	7,371,457	\$ 7,031,457	2068.08%
Equipment	\$	2,141,488	\$	841,887	\$ (1,299,601)	-60.69%
Supplies	\$	3,069,931	\$	2,458,660	\$ (611,271)	-19.91%
Total Expenditure Budget	\$	146,986,870	\$	154,092,414	\$ 7,105,544	4.83%

05/01/2024 cch

### Administrative Salary & Benefits Disclosure per Sections 1608 and 1716 of the Education Law

Administrative Compensation Information for the 2024-2025 budget for administrative salaries paid to persons with the title of Superintendent of Schools, Assistant or Associate Superintendent, or any administrator who earns \$169,000 or more is as follows:

Title	Salary	<b>Employee Benefits</b>	Other Remuneration
Superintendent of Schools	\$209,000	\$50,955	\$0
Assistant Superintendent for Educational Services	\$175,000	\$41,590	\$0
Assistant Superintendent for Business	\$175,000	\$41,590	\$0

Employee Benefits: FICA, NYS mandated retirement contributions, workers' compensation, disability, health, prescription and dental insurance

Other Remuneration: Professional organization membership dues, 403(b) contribution

Please Note: All employees receive employee benefits and other remuneration in addition to their salary.

05/01/2024 cch

#### **North Colonie Central School District Budget Notice**

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$146,986,870	\$154,092,414	\$146,219,069
Increase/Decrease for the 2024-25 School Year		\$7,105,544	(\$767,802)
Percentage Increase/Decrease in Proposed Budget		4.83%	(0.52%)
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$93,268,268	\$95,599,975	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$93,268,268	\$95,599,975	\$93,268,268
F. Total Permissible Exclusions	\$1,152,448	\$1,459,221	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$93,740,803	\$95,179,235	
H. Total Proposed School Year Tax Levy, $\underline{\text{Excluding}}$ Levy to Support Library Debt and/or Permissible Exclusions (E $-$ B $-$ F $+$ D)	\$92,115,820	\$94,140,754	
Difference: G – H (Negative Value Requires 60.0% Voter Approval –     See Note Below Regarding Separate Propositions) **	\$1,624,983	\$1,038,481	
Administrative Component	\$20,238,042	\$21,557,081	\$21,459,881
Program Component	\$107,460,487	\$107,289,442	\$106,731,754
Capital Component	\$19,288,341	\$25,245,891	\$18,027,433

<sup>\*</sup> It is anticipated that a contingent budget would require \$7,873,345 in reductions including the elimination of equipment and capital purchases.

<sup>\*\*</sup> List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
Not applicable.	NA
11	

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$454.00

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the North Colonie Central School District, Albany County, New York, will be held at the Goodrich School (District Office) in said district on Tuesday, May 21, 2024 between the hours of 6:00 am and 9:00 pm, prevailing time in the Goodrich School (District Office), at which time the polls will be opened to vote by voting ballot or machine.

<sup>1.</sup> The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

#### 2024-25 Property Tax Report Card

010623 - NORTH COLONIE CENTRAL SCHOOL DISTRICT		
Contact Person: Cybil Howard, Assistant Superintendent for Business	Budgeted	Proposed Budget
Telephone Number: (518) 785-8591	2023-24	2024-25
	(A)	(B)
Total Budgeted Amount, not Including Separate Propositions	\$ 146,986,870	\$ 154,092,414
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	\$ 93,268,268	\$ 95,599,975
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 93,268,268	\$ 95,599,975
F. Permissible Exclusions to the School Tax Levy Limit	\$ 1,152,448	\$ 1,459,221
G. School Tax Levy Limit , Excluding Levy for Permissible Exclusions <sup>3</sup>	\$ 93,740,803	\$ 95,179,235
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	92.115,820	\$ 94,140,754
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	\$ 1,624,893	\$ 1,038,481
Public School Enrollment	6,065	6,189
Consumer Price Index		4.12%

<sup>&</sup>lt;sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>&</sup>lt;sup>3</sup> 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	Estimated
	2023-24	2024-25
	(D)	(E)
Adjusted Restricted Fund Balance	\$ 22,531,619	\$ 22,295,904
Assigned Appropriated Fund Balance	\$ 4,401,670	\$ 721,572
Adjusted Unrestricted Fund Balance	\$ 7,494,821	\$ 9,500,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	5.10%	6.17%

#### Schedule of Reserve Funds

				Intended Use of the Reserve in the 2024-25 School
Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Year
Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 10,635,296	\$ 10,365,296	Planned use of \$5,705,580 for Transfer to Capital Project
	To pay the cost of repairs to capital improvements or equipment.			
Workers Compensation Reserve	To pay for Workers Compensation and benefits.	\$ 1,023,509	\$ 1,026,459	
Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 43,381	\$ 43,506	
	For the gradual use of the proceeds of the sale of school district real property.			
Debt Reserve	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
	To pay liability, casualty, and other types of uninsured losses.			
	To establish and maintain a program of reserves to cover property loss.			
	To establish and maintain a program of reserves to cover liability claims incurred.			
	To establish a reserve fund for tax certiorari settlements	\$ 2,354,109	\$ 2,360,894	
	To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
Compensated Absences Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$ 2,114,936	\$ 2,121,031	
ERS & TRS Reserves	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 6,360,388	\$ 6,378,718	
4-2025	Nonspendable - Prepaid Expenditures			3/26/2024
	Capital Reserve  Workers Compensation Reserve  Unemployment Reserve  Debt Reserve  Compensated Absences Reserve  ERS & TRS Reserves	Capital Reserve  To pay the cost of any object or purpose for which bonds may be issued.  To pay the cost of repairs to capital improvements or equipment.  Workers Compensation Reserve  To pay for Workers Compensation and benefits.  To pay the cost of reimbursement to the State Unemployment Reserve  To pay the cost of reimbursement to the State Unemployment Insurance Fund.  For the gradual use of the proceeds of the sale of school district real property.  To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.  To pay liability, casualty, and other types of uninsured losses.  To establish and maintain a program of reserves to cover property loss.  To establish and maintain a program of reserves to cover liability claims incurred.  To establish a reserve fund for tax certiorari settlements  To account for unexpended proceeds of insurance recoveries at the fiscal year end.  Compensated Absences Reserve  For the payment of accrued 'employee benefits' due to employees upon termination of service.  To fund employer retirement contributions to the State and Local Employees' Retirement System	Capital Reserve To pay the cost of any object or purpose for which bonds may be issued.  To pay the cost of repairs to capital improvements or equipment.  Workers Compensation Reserve To pay for Workers Compensation and benefits.  \$ 1,023,509  Unemployment Reserve To pay the cost of reimbursement to the State Unemployment Insurance Fund.  For the gradual use of the proceeds of the sale of school district real property.  To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.  To pay liability, casualty, and other types of uninsured losses.  To pay liability, casualty, and other types of uninsured losses.  To establish and maintain a program of reserves to cover liability claims incurred.  To establish and maintain a program of reserves to cover liability claims incurred.  To establish and reserve fund for tax certiorari settlements  \$ 2,354,109  Compensated Absences Reserve For the payment of accrued 'employee benefits' due to employees upon termination of service.  To fund employer retirement contributions to the State and Local Employees Retirement System	Capital Reserve To pay the cost of any object or purpose for which bonds may be issued.  To pay the cost of repairs to capital improvements or equipment.  Workers Compensation Reserve To pay for Workers Compensation and benefits. \$ 1,023,509 \$ 1,026,459  Unemployment Reserve To pay the cost of reinimbursement to the State Unemployment Insurance Fund. \$ 43,381 \$ 43,360  Enter the gradual use of the proceeds of the sale of school distort real property.  To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.  To pay liability, casualty, and other types of uninsured losses.  To establish and maintain a program of reserves to cover liability claims incurred.  To establish and maintain a program of reserves to cover liability claims incurred.  To establish a reserve fund for tax certiorari settlements \$ 2,354,109 \$ 2,360,894  To account for unexpended proceeds of insurance recoveries at the fiscal year end.  Compensated Absences Reserve For the payment of accrued 'employee benefits' due to employees upon termination of service.  For the payment of accrued 'employee benefits' due to employees' Retirement System  To rund employer retirement contributions to the State and Local Employees' Retirement System

<sup>&</sup>lt;sup>2</sup> 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.

#### Assessor's Report - 2023 - Current Year File S495 Exemption Impact Report **School District Summary**

RPS221/V04/L001 Date/Time - 6/23/2023 09:02:21 **Total Assessed Value** 4,052,552,235

Equalized Total Assessed Value 111,454,261

#### School District - 012605 North Colonie

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)			
13100	CO - GENERALLY	RPTL 406(1)	21	80,838,236	72.53
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	20	6,072,941	5.45
13500	TOWN - GENERALLY	RPTL 406(1)	2	7,270,000	6.52
13650	VG - GENERALLY	RPTL 406(1)	212	160,567,206	144.07
13800	SCHOOL DISTRICT	RPTL 408	1	109,804	0.10
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	14	139,788,432	125.42
14100	USA - GENERALLY	RPTL 400(1)	90	65,541,572	58.81
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	2	2,785,686	2.50
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	87,588,234	78.59
25110	NONPROF CORP - RELIG(CONST PRO		6	9,386,862	8.42
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a RPTL 420-a	34	153,131,746	137.39
25130	NONPROF CORP - CHAR (CONST PRO		9	286,869,118	257.39
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	4	14,390,392	12.91
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-a	3	4,554,903	4.09
25900	Land Banks	RPTL 420-b	5	7,767,941	6.97
26400	INC VOLUNTEER FIRE CO OR DEPT	NPCL S1608	2	2,156	0.00
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 464(2)	6	21,547,646	19.33
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 446	9	62,258,431	55.86
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	2	11,764,706	10.56
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 422	11	6,275,096	5.63
11120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 438	1	620,212	0.56
11124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	591	3,876,369	3.48
11130		RPTL 458-a	32	209,888	
11134	ALT VET EX-WAR PERIOD-COMBAT ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	348	3,795,508	0.19
11140		RPTL 458-a	32	349,792	3.41
11144	ALT VET EX WAR PERIOD-DISABILI	RPTL 458-a	153	3,109,055	0.31
11300	ALT VET EX-WAR PERIOD-DISABILI PARAPLEGIC VETS	RPTL 458-a	28	543,038	2.79
11400	CLERGY	RPTL 458(3)	2	1,398,823	0.49
11700		RPTL 460	5	14,705	1.26
11730	AGRICULTURAL BUILDING	RPTL 483	1	546,275	0.01
11800	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	15	11,068,235	0.49
11804	PERSONS AGE 65 OR OVER	RPTL 467	265	25,053,643	9.93
. 1007	PERSONS AGE 65 OR OVER	RPTL 467	2	66,584	22.48

NYS - Real Property System County of Albany

#### Assessor's Report - 2023 - Current Year File S495 Exemption Impact Report School District Summary

RPS221/V04/L001 Date/Time - 6/23/2023 09:02:21 Total Assessed Value 4,052,552,235

Equalized Total Assessed Value 111,454,261

School District - 012605 North Colonie

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834 41854 41930 47100 47200 48660 48670 49530	ENHANCED STAR  BASIC STAR 1999-2000  DISABILITIES AND LIMITED INCOM  Mass Telecomm Ceiling  RAILROAD - PARTIALLY EXEMPT  HOUSING DEVELOPMENT FUND CO  REDEVELOPMENT HOUSING CO  INDUSTRIAL WASTE TREATMENT FAC	RPTL 425 RPTL 425 RPTL 459-c RPTL S499-qqqq RPTL 489-dⅆ P H FI L 577,654-a P H FI L 125 & 127 RPTL 477	1,526 4,224 20 22 2 3 1	134,953,795 138,555,802 1,421,913 5,196,677 688,429 19,441,176 5,624,510 968,235	121.08 124.32 1.28 4.66 0.62 17.44 5.05 0.87
Total Exempti System Exem Total System Totals:			7,731 0	1,486,013,772 0	1333.29 0.00
•			7,731	1,486,013,772	1333.29

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

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

\$ 13,596,151

### NORTH COLONIE CSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

# **Economic and Student Characteristics**

**DISTRICT P-12 NEEDS** DISTRICT DISTRICT **RESOURCE ENROLLMENT ABILITY TO STUDENT CATEGORY** RAISE LOCAL **NEEDS ARE FUNDS IS** 6,006 Low Need significantly less than the significantly state average more than the average district in the state

## **Student Demographics**

Enrollment	NORTH COLONIE CSD	
All Students	6,006	
Economically Disadvantaged	28%	
Students with Disabilities	15%	
English Language Learners	6%	
>> Race/Ethnicity		

Staffing Profile	NORTH COLONIE CSD	
Student-to-Teacher Ratio	13	
Teachers with Fewer than 4 years of Experience %	15%	
Teachers with 4-20 Years of Experience %	54%	
Teachers with 21+ Years of Experience %	31%	

# Comparison: How do per pupil expenditures compare?



# 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	NORTH COLONIE CSD
≫ A. Instruction (A1 + A2 + A3 + A4)	\$10,803.13

Report View One Per Pupil Expenditure Categories	NORTH COLONIE CSD
≫ B. Administration (B1 + B2 + B3)	\$1,077.79
>> C. All Other Spending (C1 + C2 + C3)	\$1,438.46
D. Total School Level (A + B + C)	\$13,319.38
>> E. Central Instruction (E1 + E2 + E3 + E4)	\$520.06
>> F. Central Administration (F1 + F2 + F3)	\$2,153.61
≫ G. All Other Central Spending (G1 + G2 + G3)	\$1,854.81
H. Total Central Costs	\$4,528.47
I. Total Spending (D + H)	\$17,847.85

# 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.

 $School \ Cost(Pre-J-K) \qquad \quad Central \ Cost(Pre-L-M) \qquad \quad Combined \ Cost(N)$ 

Report View Two Per Pupil Expenditure Categories	NORTH COLONIE CSD
J. Total School Level Local/State Spending	\$12,355.77
>> K. Total School Level Federal Spending	\$963.61
L. Total Central Level Local/State Spending	\$4,199.07
M. Total Central Level Federal Spending	\$329.41
N. Total Spending (J + K + L + M)	\$17,847.85

# 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	NORTH COLONIE CSD			
1. Transportation	\$6,465,959.00			
2. Charter School Tuition	\$412,498.00			
3. Other Tuition	\$1,081,476.00			

Excluded Expenditures	NORTH COLONIE CSD		
4. Debt Service	\$6,331,644.00		
5. Other	\$16,469,441.00		
Percent Excluded from Total	22%		
Total Expenditures	\$137,955,220.00		

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#### NORTH COLONIE CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

#### LOCAL SUPPORT AND IMPROVEMENT

#### **MADE PROGRESS**

NA

#### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

#### ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
	ELA	2,507	157.9	
All Students	Math	2,509	178.8	4
	Combined	5,016	168.3	
	ELA	8	150	
American Indian or Alaska Native	Math	8	150	_
	Combined	16	_	
	ELA	578	177.3	
Asian or Native Hawaiian/Other Pacific Islander	Math	588	200.9	4
	Combined	1,166	189.2	
	ELA	161	120.2	
Black or African American	Math	157	121	2
	Combined	318	120.6	
	ELA	163	143.9	
Hispanic or Latino	Math	162	147.8	3
	Combined	325	145.8	
	ELA	154	167.5	
Multiracial	Math	150	177.7	4
	Combined	304	172.5	
	ELA	1,443	154.9	
White	Math	1,444	179.8	4
	Combined	2,887	167.3	
	ELA	133	69.9	
English Language Learner	Math	147	107.1	3
	Combined	280	89.5	
Students with Disabilities	ELA	339	88.9	
	Math	330	111.4	4
	Combined	669	100	1
Economically Disadvantaged	ELA	610	119.5	
	Math	609	138.9	4
	Combined	1,219	129.2	

#### ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
	ELA	2,583	153.2	
All Students	Math	2,587	173.4	4
	Combined	5,170	163.3	
	ELA	10	120	
American Indian or Alaska Native	Math	10	120	_
	Combined	20	_	
	ELA	578	177.3	
Asian or Native Hawaiian/Other Pacific Islander	Math	588	200.9	4
	Combined	1,166	189.2	
	ELA	167	115.9	
Black or African American	Math	166	114.5	3
	Combined	333	115.2	
	ELA	164	143	
Hispanic or Latino	Math	164	146	4
	Combined	328	144.5	İ
	ELA	161	160.2	
Multiracial	Math	161	165.5	4
	Combined	322	162.9	
	ELA	1,515	147.5	
White	Math	1,513	171.6	4
	Combined	3,028	159.5	
	ELA	136	68.4	
English Language Learner	Math	147	107.1	3
	Combined	283	88.5	
Students with Disabilities	ELA	395	76.3	
	Math	393	93.5	4
	Combined	788	84.9	1
Economically Disadvantaged	ELA	656	111.1	
	Math	661	128	4
	Combined	1,317	119.6	

#### **ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	240	45%	58%	1.3	4
American Indian or Alaska Native	1	_	_	_	-
Asian or Native Hawaiian/Other Pacific Islander	159	47%	63%	1.3	4
Black or African American	14	_	_	-	-
Hispanic or Latino	25	_	_	_	_
Multiracial	2	_	_	-	-
White	39	39%	49%	1.3	4
English Language Learner	240	45%	58%	1.3	4
Students with Disabilities	45	39%	40%	1.0	3
Economically Disadvantaged	140	42%	57%	1.4	4

#### **ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	3,746	584	15.6%	3
American Indian or Alaska Native	12	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	851	180	21.2%	3
Black or African American	260	34	13.1%	4
Hispanic or Latino	256	58	22.7%	2
Multiracial	236	46	19.5%	3
White	2,131	262	12.3%	4
English Language Learner	493	107	21.7%	3
Students with Disabilities	603	126	20.9%	3
Economically Disadvantaged	1,026	280	27.3%	3

#### **ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	2,808	92.2%
American Indian or Alaska Native	_	10	_
Asian or Native Hawaiian/Other Pacific Islander	✓	639	97.2%
Black or African American	х	192	90.1%
Hispanic or Latino	X	179	94.4%
Multiracial	х	169	91.1%
White	X	1,619	90.5%
English Language Learner	х	180	94.4%
Students with Disabilities	х	394	80.2%
Economically Disadvantaged	X	745	88.9%

#### **ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	х	2,798	92.1%
American Indian or Alaska Native	_	10	_
Asian or Native Hawaiian/Other Pacific Islander	✓	638	97.3%
Black or African American	х	189	88.9%
Hispanic or Latino	X	179	93.3%
Multiracial	X	169	88.8%
White	х	1,613	90.6%
English Language Learner	✓	179	95.5%
Students with Disabilities	х	392	78.3%
Economically Disadvantaged	X	742	87.6%

#### NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	9
Grade 4	
Grade 5	
Grade 6	
Grade 7	7
Grade 8	

#### 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
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
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	2	3
American Indian or Alaska Native	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	_	3
Black or African American	3	3	2	_	3
Hispanic or Latino	3	3	2	_	2
Multiracial	4	3	3	_	2
White	4	4	3	_	3
English Language Learner	_	_	_	2	3
Students with Disabilities	4	4	2	_	2
Economically Disadvantaged	4	3	3	2	2

#### SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
	ELA	500	199.8		
All Students	Math	273	141	176.6	4
	Science	330	195.2		
	ELA	1	_		
American Indian or Alaska Native	Math	_	_	_	-
	Science	1	_		
	ELA	113	216.4		
Asian or Native Hawaiian/Other Pacific Islander	Math	81	143.2	187.3	4
	Science	89	209.6		
	ELA	53	163.2		
Black or African American	Math	27	107.4	145.2	3
	Science	26	175	146 3	
	ELA	27	168.5		
Hispanic or Latino	Math	11	113.6	146	3
	Science	14	160.7		
Authin die I	ELA	29	186.2		
Multiracial	Math	13	180.8	189.3	4
	Science	15	206.7		
	ELA	277	204.5		
White	Math	141	144.7	179.1	4
	Science	185	192.7		
	ELA	6	16.7		
English Language Learner	Math	3	_	_	_
	Science	1	_		
	ELA	62	114.5		
Students with Disabilities	Math	23	113	122	4
	Science	16	146.9		
	ELA	134	152.2		
Economically Disadvantaged	Math	61	115.6	144.5	4
	Science	63	176.2		

#### SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
	ELA	505	197.8		
All Students	Math	476	80.9	137.2	4
	Science	492	130.9		
	ELA	1	_		
American Indian or Alaska Native	Math	1	_	_	_
	Science	1	_		
	ELA	114	214.5		
Asian or Native Hawaiian/Other Pacific Islander	Math	113	102.7	161	4
	Science	111	168		
	ELA	53	163.2		
Black or African American	Math	48	60.4	106.2	3
	Science	51	89.2		
	ELA	27	168.5		
Hispanic or Latino	Math	24	52.1	104.4	3
	Science	26	86.5		
	ELA	32	168.8		
Multiracial	Math	30	78.3	118.5	3
	Science	30	103.3		
	ELA	278	203.8		
White	Math	260	78.5	138.5	4
	Science	273	130.6		
	ELA	6	16.7		
English Language Learner	Math	6	0	_	_
	Science	5	20		
	ELA	65	109.2		
Students with Disabilities	Math	61	42.6	67.1	4
	Science	63	40.5		
	ELA	137	148.9		
Economically Disadvantaged	Math	125	56.4	98.5	3
	Science	129	86		

#### **SECONDARY GRADUATION RATE**

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
	4-year	499	469	94%		
All Students	5-year	518	496	95.8%	94.7%	4
	6-year	515	486	94.4%		
	4-year	2	_	_		
American Indian or Alaska Native	5-year	0	_	_	_	_
	6-year	2	_	_		
	4-year	71	69	97.2%		
Asian or Native Hawaiian/Other Pacific Islander	5-year	92	88	95.7%	97.2%	4
	6-year	84	83	98.8%		
	4-year	40	34	85%		
Black or African American	5-year	45	42	93.3%	89.8%	2
	6-year	45	41	91.1%	86.7%	
	4-year	29	_	_	7%	
Hispanic or Latino	5-year	27	_	_		2
	6-year	30	26	86.7%		
	4-year	16	16	100%		
Multiracial	5-year	15	14	93.3%	97.2%  89.8%  86.7%  91.9%	3
	6-year	17	14	82.4%		
	4-year	341	324	95%		
White	5-year	339	325	95.9%	97.2%  89.8%  86.7%  91.9%  73.4%	3
	6-year	337	321	95.3%		
	4-year	15	_	_		
English Language Learner	5-year	8	-	_	_	_
	6-year	7	-	_		
	4-year	65	45	69.2%		
Students with Disabilities	5-year	76	59	77.6%	73.4%	2
	6-year	68	50	73.5%		
	4-year	153	131	85.6%		
Economically Disadvantaged	5-year	143	130	90.9%	87%	3
	6-year	130	110	84.6%		

#### **SECONDARY ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	40	39%	30%	0.8	2
American Indian or Alaska Native	0	_	_	_	-
Asian or Native Hawaiian/Other Pacific Islander	18	_	_	_	_
Black or African American	5	_	_	_	-
Hispanic or Latino	7	_	_	_	_
Multiracial	0	_	_	_	-
White	10	_	_	_	_
English Language Learner	40	39%	30%	0.8	2
Students with Disabilities	8	_	_	_	-
Economically Disadvantaged	32	39%	31%	0.8	2

#### SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,066	441	21.3%	3
American Indian or Alaska Native	9	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	461	86	18.7%	3
Black or African American	196	45	23%	3
Hispanic or Latino	140	41	29.3%	2
Multiracial	121	36	29.8%	2
White	1,139	230	20.2%	3
English Language Learner	58	20	34.5%	3
Students with Disabilities	293	102	34.8%	2
Economically Disadvantaged	580	209	36%	2

#### SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	520	97.3%
American Indian or Alaska Native	_	1	_
Asian or Native Hawaiian/Other Pacific Islander	✓	116	99.1%
Black or African American	<b>✓</b>	63	95.2%
Hispanic or Latino	_	32	-
Multiracial	_	29	_
White	✓	279	97.9%
English Language Learner	_	8	_
Students with Disabilities	X	66	90.9%
Economically Disadvantaged	✓	142	96.5%

#### SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	484	57.9%
American Indian or Alaska Native	_	1	-
Asian or Native Hawaiian/Other Pacific Islander	x	115	73%
Black or African American	x	55	56.4%
Hispanic or Latino	-	29	_
Multiracial	_	27	_
White	х	257	54.1%
English Language Learner	_	7	-
Students with Disabilities	X	59	35.6%
Economically Disadvantaged	х	127	50.4%

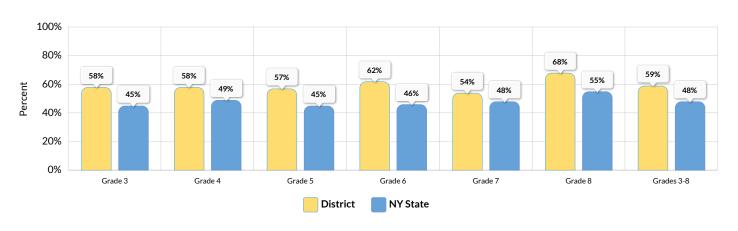
#### **GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)**

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		Lev	vel 4	Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	442	25	6%	417	94%	72	17%	104	25%	161	39%	80	19%	241	58%
Grade 4	443	42	9%	401	91%	51	13%	119	30%	161	40%	70	17%	231	58%
Grade 5	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%
Grade 6	454	41	9%	413	91%	54	13%	103	25%	149	36%	107	26%	256	62%
Grade 7	483	59	12%	424	88%	72	17%	125	29%	139	33%	88	21%	227	54%
Grade 8	501	72	14%	429	86%	45	10%	92	21%	144	34%	148	34%	292	68%
Grades 3-8	2,808	276	10%	2,532	90%	351	14%	677	27%	935	37%	569	22%	1,504	59%

#### **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.



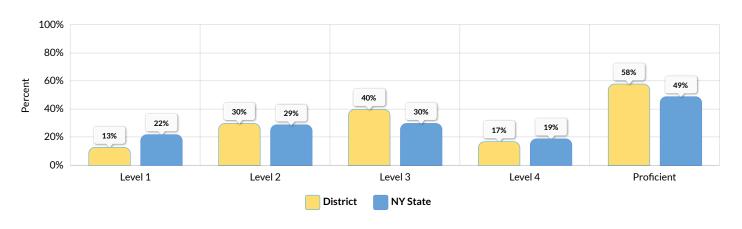
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		(Leve	ncient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	442	25	6%	417	94%	72	17%	104	25%	161	39%	80	19%	241	58%
Female	192	12	6%	180	94%	26	14%	43	24%	65	36%	46	26%	111	62%
Male	250	13	5%	237	95%	46	19%	61	26%	96	41%	34	14%	130	55%
General Education Students	369	9	2%	360	98%	43	12%	92	26%	146	41%	79	22%	225	63%
Students with Disabilities	73	16	22%	57	78%	29	51%	12	21%	15	26%	1	2%	16	28%
American Indian or Alaska Native	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	97	10	10%	87	90%	15	17%	16	18%	39	45%	17	20%	56	64%
Black or African American	29	3	10%	26	90%	4	15%	13	50%	7	27%	2	8%	9	35%
Hispanic or Latino	27	3	11%	24	89%	4	17%	5	21%	11	46%	4	17%	15	63%
White	262	7	3%	255	97%	45	18%	66	26%	94	37%	50	20%	144	56%
Multiracial	26	2	8%	24	92%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	27	2	7%	25	93%	4	16%	4	16%	10	40%	7	28%	17	68%
Economically Disadvantaged	112	19	17%	93	83%	30	32%	26	28%	27	29%	10	11%	37	40%
Not Economically Disadvantaged	330	6	2%	324	98%	42	13%	78	24%	134	41%	70	22%	204	63%
English Language Learner	46	12	26%	34	74%	18	53%	8	24%	6	18%	2	6%	8	24%
Non-English Language Learner	396	13	3%	383	97%	54	14%	96	25%	155	40%	78	20%	233	61%
Not in Foster Care	442	25	6%	417	94%	72	17%	104	25%	161	39%	80	19%	241	58%
Homeless	4	2	50%	2	50%	_	_	_	_	_	_	_	_	_	_
Not Homeless	438	23	5%	415	95%	_	1	_	_	_	_	-	_	_	_
Not Migrant	442	25	6%	417	94%	72	17%	104	25%	161	39%	80	19%	241	58%
Parent in Armed Forces	3	0	0%	3	100%	_	-	_	_	_	_	-	_	_	_
Parent Not in Armed Forces	439	25	6%	414	94%	_	-	_	_	_	_	_	_	_	_

#### **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.



#### Percent Scoring at Levels for All Students



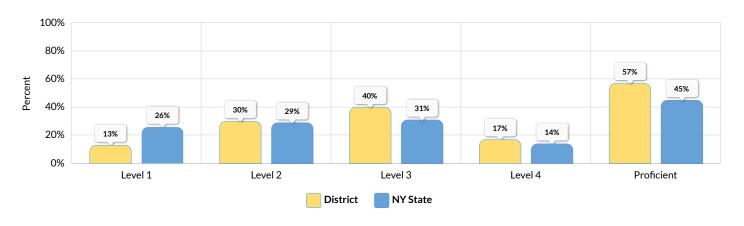
Subgroup	Total		Not sted	Te	Tested		Level 1		Level 2		vel 3	Le	vel 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	443	42	9%	401	91%	51	13%	119	30%	161	40%	70	17%	231	58%
Female	205	18	9%	187	91%	17	9%	47	25%	82	44%	41	22%	123	66%
Male	238	24	10%	214	90%	34	16%	72	34%	79	37%	29	14%	108	50%
General Education Students	349	14	4%	335	96%	27	8%	89	27%	149	44%	70	21%	219	65%
Students with Disabilities	94	28	30%	66	70%	24	36%	30	45%	12	18%	0	0%	12	18%
American Indian or Alaska Native	2	1	50%	1	50%	_	-	_	_	-	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	100	6	6%	94	94%	9	10%	18	19%	43	46%	24	26%	67	71%
Black or African American	22	3	14%	19	86%	_	-	_	_	-	_	_	_	_	_
Hispanic or Latino	27	0	0%	27	100%	2	7%	10	37%	9	33%	6	22%	15	56%
White	265	29	11%	236	89%	28	12%	78	33%	97	41%	33	14%	130	55%
Multiracial	27	3	11%	24	89%	5	21%	5	21%	7	29%	7	29%	14	58%
Small Group Total: Race & Ethnicity	24	4	17%	20	83%	7	35%	8	40%	5	25%	0	0%	5	25%
Economically Disadvantaged	109	17	16%	92	84%	29	32%	29	32%	27	29%	7	8%	34	37%
Not Economically Disadvantaged	334	25	7%	309	93%	22	7%	90	29%	134	43%	63	20%	197	64%
English Language Learner	34	5	15%	29	85%	12	41%	11	38%	6	21%	0	0%	6	21%
Non-English Language Learner	409	37	9%	372	91%	39	10%	108	29%	155	42%	70	19%	225	60%
In Foster Care	1	0	0%	1	100%	_	-	_	_	_	_	_	_	_	_
Not in Foster Care	442	42	10%	400	90%	_	-	_	_	_	_	_	_	_	_
Homeless	7	1	14%	6	86%	2	33%	0	0%	4	67%	0	0%	4	67%
Not Homeless	436	41	9%	395	91%	49	12%	119	30%	157	40%	70	18%	227	57%
Not Migrant	443	42	9%	401	91%	51	13%	119	30%	161	40%	70	17%	231	58%
Parent in Armed Forces	1	0	0%	1	100%	_	_	_	_	_	-	_	_	_	_
Parent Not in Armed Forces	442	42	10%	400	90%	_	_	_	_	_	_	_	_	_	_

#### **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.

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#### Percent Scoring at Levels for All Students



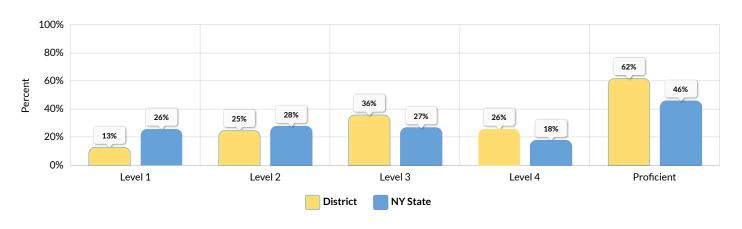
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%
Female	253	12	5%	241	95%	21	9%	67	28%	102	42%	51	21%	153	63%
Male	232	25	11%	207	89%	36	17%	67	32%	79	38%	25	12%	104	50%
General Education Students	424	20	5%	404	95%	38	9%	118	29%	173	43%	75	19%	248	61%
Students with Disabilities	61	17	28%	44	72%	19	43%	16	36%	8	18%	1	2%	9	20%
American Indian or Alaska Native	3	0	0%	3	100%	_	-	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	125	5	4%	120	96%	14	12%	22	18%	51	43%	33	28%	84	70%
Black or African American	28	1	4%	27	96%	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	40	0	0%	40	100%	9	23%	17	43%	12	30%	2	5%	14	35%
White	258	29	11%	229	89%	29	13%	74	32%	96	42%	30	13%	126	55%
Multiracial	31	2	6%	29	94%	2	7%	8	28%	10	34%	9	31%	19	66%
Small Group Total: Race & Ethnicity	31	1	3%	30	97%	3	10%	13	43%	12	40%	2	7%	14	47%
Economically Disadvantaged	125	15	12%	110	88%	28	25%	50	45%	25	23%	7	6%	32	29%
Not Economically Disadvantaged	360	22	6%	338	94%	29	9%	84	25%	156	46%	69	20%	225	67%
English Language Learner	38	4	11%	34	89%	14	41%	18	53%	2	6%	0	0%	2	6%
Non-English Language Learner	447	33	7%	414	93%	43	10%	116	28%	179	43%	76	18%	255	62%
Not in Foster Care	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%
Homeless	3	0	0%	3	100%	_	_	_	_	_	_	_	_	_	_
Not Homeless	482	37	8%	445	92%	_	_	_	_	_	_	_	_	_	_
Migrant	1	0	0%	1	100%	-	_	_	_	_	_	_	_	_	_
Not Migrant	484	37	8%	447	92%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%

#### **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

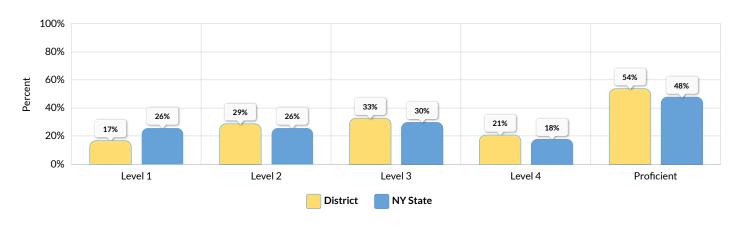


Subgroup	Total	Not Tested		Те	Tested		Level 1		Level 2		vel 3	Level 4		(Leve	icient els 3 & 1)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	454	41	9%	413	91%	54	13%	103	25%	149	36%	107	26%	256	62%
Female	236	18	8%	218	92%	25	11%	49	22%	79	36%	65	30%	144	66%
Male	218	23	11%	195	89%	29	15%	54	28%	70	36%	42	22%	112	57%
General Education Students	401	26	6%	375	94%	35	9%	90	24%	145	39%	105	28%	250	67%
Students with Disabilities	53	15	28%	38	72%	19	50%	13	34%	4	11%	2	5%	6	16%
Asian or Native Hawaiian/Other Pacific Islander	107	5	5%	102	95%	5	5%	24	24%	40	39%	33	32%	73	72%
Black or African American	39	6	15%	33	85%	10	30%	10	30%	11	33%	2	6%	13	39%
Hispanic or Latino	28	2	7%	26	93%	5	19%	8	31%	8	31%	5	19%	13	50%
White	254	26	10%	228	90%	31	14%	57	25%	80	35%	60	26%	140	61%
Multiracial	26	2	8%	24	92%	3	13%	4	17%	10	42%	7	29%	17	71%
Economically Disadvantaged	127	23	18%	104	82%	30	29%	29	28%	32	31%	13	13%	45	43%
Not Economically Disadvantaged	327	18	6%	309	94%	24	8%	74	24%	117	38%	94	30%	211	68%
English Language Learner	22	5	23%	17	77%	7	41%	8	47%	2	12%	0	0%	2	12%
Non-English Language Learner	432	36	8%	396	92%	47	12%	95	24%	147	37%	107	27%	254	64%
Not in Foster Care	454	41	9%	413	91%	54	13%	103	25%	149	36%	107	26%	256	62%
Homeless	7	0	0%	7	100%	2	29%	1	14%	4	57%	0	0%	4	57%
Not Homeless	447	41	9%	406	91%	52	13%	102	25%	145	36%	107	26%	252	62%
Not Migrant	454	41	9%	413	91%	54	13%	103	25%	149	36%	107	26%	256	62%
Parent in Armed Forces	2	0	0%	2	100%	-	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	452	41	9%	411	91%	-	_	_	_	_	_	_	_	_	_

## **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.



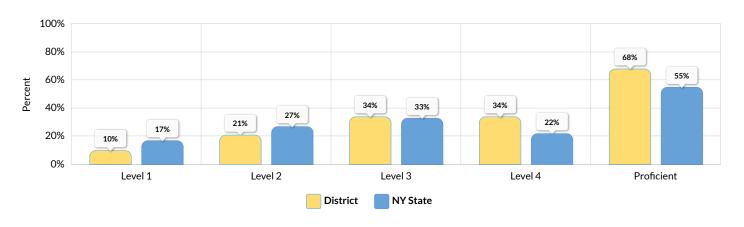


Subgroup	Total		lot sted	Те	sted	Le	vel 1	Lev	vel 2	Lev	⁄el 3	Le	vel 4	(Leve	ncient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	483	59	12%	424	88%	72	17%	125	29%	139	33%	88	21%	227	54%
Female	242	36	15%	206	85%	_	-	_	_	_	_	_	_	_	_
Male	239	23	10%	216	90%	51	24%	64	30%	67	31%	34	16%	101	47%
Non-Binary	2	0	0%	2	100%	_	-	_	_	_	_	_	_	_	_
Small Group Total: Gender	244	36	15%	208	85%	21	10%	61	29%	72	35%	54	26%	126	61%
General Education Students	439	50	11%	389	89%	48	12%	118	30%	136	35%	87	22%	223	57%
Students with Disabilities	44	9	20%	35	80%	24	69%	7	20%	3	9%	1	3%	4	11%
American Indian or Alaska Native	1	0	0%	1	100%	_	_	_	_	_	_	_	-	-	_
Asian or Native Hawaiian/Other Pacific Islander	102	6	6%	96	94%	8	8%	26	27%	34	35%	28	29%	62	65%
Black or African American	37	4	11%	33	89%	14	42%	9	27%	9	27%	1	3%	10	30%
Hispanic or Latino	25	2	8%	23	92%	_	_	_	_	_	_	_	_	_	_
White	287	42	15%	245	85%	43	18%	77	31%	82	33%	43	18%	125	51%
Multiracial	31	5	16%	26	84%	4	15%	7	27%	8	31%	7	27%	15	58%
Small Group Total: Race & Ethnicity	26	2	8%	24	92%	3	13%	6	25%	6	25%	9	38%	15	63%
Economically Disadvantaged	130	24	18%	106	82%	31	29%	38	36%	23	22%	14	13%	37	35%
Not Economically Disadvantaged	353	35	10%	318	90%	41	13%	87	27%	116	36%	74	23%	190	60%
English Language Learner	19	7	37%	12	63%	10	83%	1	8%	1	8%	0	0%	1	8%
Non-English Language Learner	464	52	11%	412	89%	62	15%	124	30%	138	33%	88	21%	226	55%
Not in Foster Care	483	59	12%	424	88%	72	17%	125	29%	139	33%	88	21%	227	54%
Homeless	8	3	38%	5	63%	3	60%	1	20%	0	0%	1	20%	1	20%
Not Homeless	475	56	12%	419	88%	69	16%	124	30%	139	33%	87	21%	226	54%
Not Migrant	483	59	12%	424	88%	72	17%	125	29%	139	33%	88	21%	227	54%
Parent in Armed Forces	2	0	0%	2	100%	-	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	481	59	12%	422	88%	_	_	_	_	_	_	_	_	_	_

## **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.



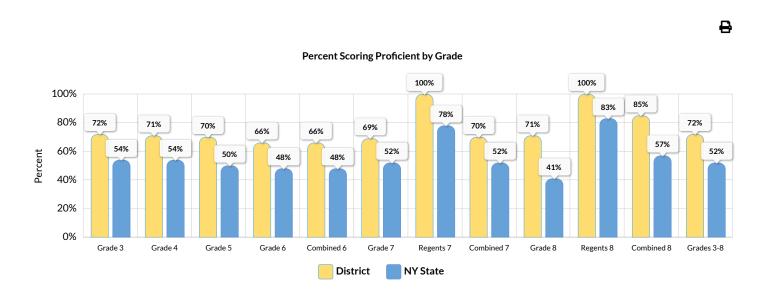


Subgroup	Total		lot sted	Те	sted	Le	vel 1	Le	vel 2	Lev	vel 3	Lev	el 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	501	72	14%	429	86%	45	10%	92	21%	144	34%	148	34%	292	68%
Female	263	29	11%	234	89%	20	9%	50	21%	75	32%	89	38%	164	70%
Male	236	42	18%	194	82%	_	_	_	_	_	_	-	-	_	-
Non-Binary	2	1	50%	1	50%	_	-	_	_	_	_	-	_	_	_
Small Group Total: Gender	238	43	18%	195	82%	25	13%	42	22%	69	35%	59	30%	128	66%
General Education Students	429	45	10%	384	90%	23	6%	72	19%	142	37%	147	38%	289	75%
Students with Disabilities	72	27	38%	45	63%	22	49%	20	44%	2	4%	1	2%	3	7%
American Indian or Alaska Native	3	1	33%	2	67%	_	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	109	8	7%	101	93%	6	6%	18	18%	30	30%	47	47%	77	76%
Black or African American	36	5	14%	31	86%	5	16%	8	26%	9	29%	9	29%	18	58%
Hispanic or Latino	30	3	10%	27	90%	5	19%	6	22%	13	48%	3	11%	16	59%
White	295	51	17%	244	83%	26	11%	55	23%	86	35%	77	32%	163	67%
Multiracial	28	4	14%	24	86%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	31	5	16%	26	84%	3	12%	5	19%	6	23%	12	46%	18	69%
Economically Disadvantaged	143	34	24%	109	76%	29	27%	29	27%	33	30%	18	17%	51	47%
Not Economically Disadvantaged	358	38	11%	320	89%	16	5%	63	20%	111	35%	130	41%	241	75%
English Language Learner	18	1	6%	17	94%	10	59%	5	29%	2	12%	0	0%	2	12%
Non-English Language Learner	483	71	15%	412	85%	35	8%	87	21%	142	34%	148	36%	290	70%
Not in Foster Care	501	72	14%	429	86%	45	10%	92	21%	144	34%	148	34%	292	68%
Homeless	11	2	18%	9	82%	5	56%	2	22%	2	22%	0	0%	2	22%
Not Homeless	490	70	14%	420	86%	40	10%	90	21%	142	34%	148	35%	290	69%
Not Migrant	501	72	14%	429	86%	45	10%	92	21%	144	34%	148	34%	292	68%
Parent in Armed Forces	3	0	0%	3	100%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	498	72	14%	426	86%	_	_	_	_	_	_	_	_	_	_

## **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**



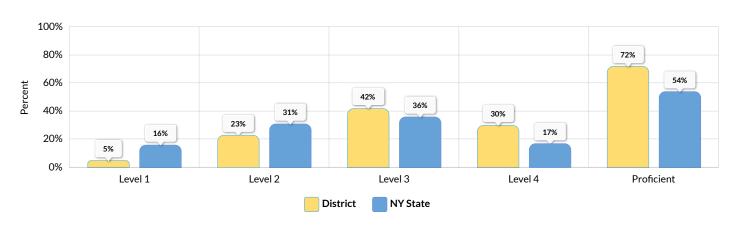
Grade	Total	Not 7	ested	Test	:ed	Lev	el 1	Lev	vel 2	Leve	el 3	Level 4	& Above		cient & Above)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	443	19	4%	424	96%	20	5%	98	23%	180	42%	126	30%	306	72%
Grade 4	443	35	8%	408	92%	46	11%	71	17%	193	47%	98	24%	291	71%
Grade 5	486	40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%
Grade 6	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Combined 6	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Grade 7	483	66	14%	417	86%	43	10%	86	21%	139	33%	149	36%	288	69%
Regents 7	_	_	_	6	1%	0	0%	0	0%	0	0%	6	100%	6	100%
Combined 7	483	60	12%	423	88%	43	10%	86	20%	139	33%	155	37%	294	70%
Grade 8	501	276	55%	225	45%	39	17%	26	12%	133	59%	27	12%	160	71%
Regents 8	_	_	_	202	40%	0	0%	0	0%	2	1%	200	99%	202	100%
Combined 8	501	74	15%	427	85%	39	9%	26	6%	135	32%	227	53%	362	85%
Grades 3-8	2,811	265	9%	2,546	91%	261	10%	445	17%	1,011	40%	829	33%	1,840	72%

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.

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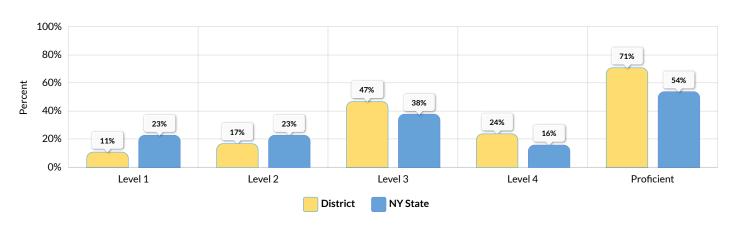


Subgroup	Total		Not sted	Те	sted	Le	vel 1	Le	vel 2	Lev	∕el 3	Lev	∕el 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	443	19	4%	424	96%	20	5%	98	23%	180	42%	126	30%	306	72%
Female	193	6	3%	187	97%	9	5%	50	27%	77	41%	51	27%	128	68%
Male	250	13	5%	237	95%	11	5%	48	20%	103	43%	75	32%	178	75%
General Education Students	370	4	1%	366	99%	4	1%	75	20%	164	45%	123	34%	287	78%
Students with Disabilities	73	15	21%	58	79%	16	28%	23	40%	16	28%	3	5%	19	33%
American Indian or Alaska Native	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	97	5	5%	92	95%	3	3%	19	21%	37	40%	33	36%	70	76%
Black or African American	30	3	10%	27	90%	4	15%	12	44%	8	30%	3	11%	11	41%
Hispanic or Latino	27	2	7%	25	93%	2	8%	8	32%	9	36%	6	24%	15	60%
White	262	6	2%	256	98%	9	4%	53	21%	116	45%	78	30%	194	76%
Multiracial	26	3	12%	23	88%	-	-	-	_	-	_	-	_	_	_
Small Group Total: Race & Ethnicity	27	3	11%	24	89%	2	8%	6	25%	10	42%	6	25%	16	67%
Economically Disadvantaged	112	10	9%	102	91%	12	12%	42	41%	39	38%	9	9%	48	47%
Not Economically Disadvantaged	331	9	3%	322	97%	8	2%	56	17%	141	44%	117	36%	258	80%
English Language Learner	47	2	4%	45	96%	7	16%	17	38%	15	33%	6	13%	21	47%
Non-English Language Learner	396	17	4%	379	96%	13	3%	81	21%	165	44%	120	32%	285	75%
Not in Foster Care	443	19	4%	424	96%	20	5%	98	23%	180	42%	126	30%	306	72%
Homeless	4	1	25%	3	75%	-	-	-	_	-	_	_	_	_	_
Not Homeless	439	18	4%	421	96%	_	_	_	_	_	_	_	_	_	_
Not Migrant	443	19	4%	424	96%	20	5%	98	23%	180	42%	126	30%	306	72%
Parent in Armed Forces	3	0	0%	3	100%	_	_	_	_	-	_	-	_	_	_
Parent Not in Armed Forces	440	19	4%	421	96%	_	_	_	_	-	_	_	_	_	_

## **GRADE 4 MATH RESULTS**

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



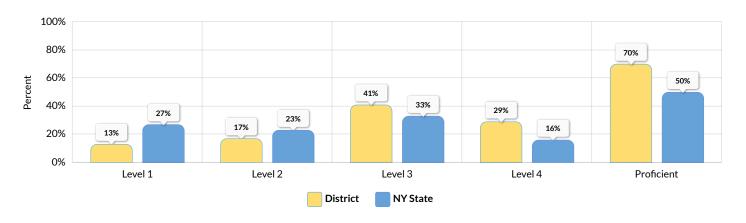


Subgroup	Total		Not sted	Te	sted	Le	vel 1	Le	vel 2	Lev	vel 3	Le	vel 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	443	35	8%	408	92%	46	11%	71	17%	193	47%	98	24%	291	71%
Female	205	16	8%	189	92%	20	11%	35	19%	99	52%	35	19%	134	71%
Male	238	19	8%	219	92%	26	12%	36	16%	94	43%	63	29%	157	72%
General Education Students	349	8	2%	341	98%	18	5%	55	16%	173	51%	95	28%	268	79%
Students with Disabilities	94	27	29%	67	71%	28	42%	16	24%	20	30%	3	4%	23	34%
American Indian or Alaska Native	2	1	50%	1	50%	_	-	_	-	-	-	_	-	-	_
Asian or Native Hawaiian/Other Pacific Islander	100	5	5%	95	95%	5	5%	11	12%	44	46%	35	37%	79	83%
Black or African American	22	3	14%	19	86%	_	-	-	-	-	_	_	-	-	_
Hispanic or Latino	27	0	0%	27	100%	6	22%	8	30%	6	22%	7	26%	13	48%
White	265	24	9%	241	91%	24	10%	44	18%	125	52%	48	20%	173	72%
Multiracial	27	2	7%	25	93%	3	12%	4	16%	11	44%	7	28%	18	72%
Small Group Total: Race & Ethnicity	24	4	17%	20	83%	8	40%	4	20%	7	35%	1	5%	8	40%
Economically Disadvantaged	109	16	15%	93	85%	26	28%	23	25%	34	37%	10	11%	44	47%
Not Economically Disadvantaged	334	19	6%	315	94%	20	6%	48	15%	159	50%	88	28%	247	78%
English Language Learner	34	0	0%	34	100%	11	32%	10	29%	11	32%	2	6%	13	38%
Non-English Language Learner	409	35	9%	374	91%	35	9%	61	16%	182	49%	96	26%	278	74%
In Foster Care	1	0	0%	1	100%	-	-	-	-	_	_	_	-	-	_
Not in Foster Care	442	35	8%	407	92%	-	-	-	-	_	_	_	-	-	_
Homeless	7	0	0%	7	100%	2	29%	2	29%	3	43%	0	0%	3	43%
Not Homeless	436	35	8%	401	92%	44	11%	69	17%	190	47%	98	24%	288	72%
Not Migrant	443	35	8%	408	92%	46	11%	71	17%	193	47%	98	24%	291	71%
Parent in Armed Forces	1	0	0%	1	100%	-	-	_	-	_	_	-	-	-	_
Parent Not in Armed Forces	442	35	8%	407	92%	_	_	_	_	_	_	_	_	_	_

## **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.

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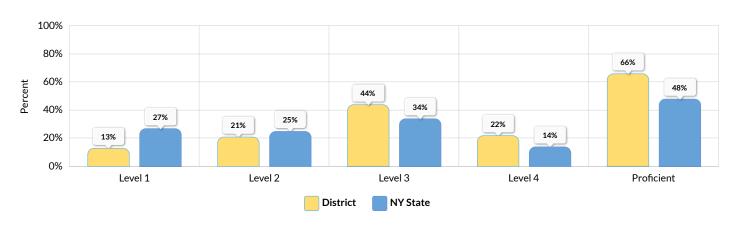


Subgroup	Total		Not ested	Te	sted	Le	vel 1	Le	vel 2	Lev	∕el 3	Lev	∕el 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	486	40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%
Female	253	14	6%	239	94%	32	13%	52	22%	94	39%	61	26%	155	65%
Male	233	26	11%	207	89%	26	13%	25	12%	88	43%	68	33%	156	75%
General Education Students	425	21	5%	404	95%	38	9%	70	17%	172	43%	124	31%	296	73%
Students with Disabilities	61	19	31%	42	69%	20	48%	7	17%	10	24%	5	12%	15	36%
American Indian or Alaska Native	3	0	0%	3	100%	_	-	_	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	125	6	5%	119	95%	11	9%	9	8%	37	31%	62	52%	99	83%
Black or African American	28	1	4%	27	96%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	40	1	3%	39	98%	9	23%	11	28%	18	46%	1	3%	19	49%
White	259	30	12%	229	88%	25	11%	45	20%	106	46%	53	23%	159	69%
Multiracial	31	2	6%	29	94%	3	10%	3	10%	14	48%	9	31%	23	79%
Small Group Total: Race & Ethnicity	31	1	3%	30	97%	10	33%	9	30%	7	23%	4	13%	11	37%
Economically Disadvantaged	126	18	14%	108	86%	32	30%	25	23%	41	38%	10	9%	51	47%
Not Economically Disadvantaged	360	22	6%	338	94%	26	8%	52	15%	141	42%	119	35%	260	77%
English Language Learner	38	2	5%	36	95%	18	50%	8	22%	7	19%	3	8%	10	28%
Non-English Language Learner	448	38	8%	410	92%	40	10%	69	17%	175	43%	126	31%	301	73%
Not in Foster Care	486	40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%
Homeless	3	0	0%	3	100%	_	_	_	_	-	_	_	_	-	_
Not Homeless	483	40	8%	443	92%	_	_	_	_	_	_	_	_	-	_
Migrant	1	0	0%	1	100%	_	_	_	_	_	_	_	_	_	_
Not Migrant	485	40	8%	445	92%	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	486	40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%

## **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 ested	Te	ested	Le	vel 1	Le	vel 2	Lev	/el 3	Le	vel 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Female	236	20	8%	216	92%	34	16%	53	25%	81	38%	48	22%	129	60%
Male	219	17	8%	202	92%	21	10%	34	17%	101	50%	46	23%	147	73%
General Education Students	402	22	5%	380	95%	32	8%	80	21%	175	46%	93	24%	268	71%
Students with Disabilities	53	15	28%	38	72%	23	61%	7	18%	7	18%	1	3%	8	21%
Asian or Native Hawaiian/Other Pacific Islander	107	3	3%	104	97%	7	7%	17	16%	39	38%	41	39%	80	77%
Black or African American	39	6	15%	33	85%	9	27%	9	27%	13	39%	2	6%	15	45%
Hispanic or Latino	29	2	7%	27	93%	7	26%	8	30%	9	33%	3	11%	12	44%
White	254	25	10%	229	90%	25	11%	49	21%	113	49%	42	18%	155	68%
Multiracial	26	1	4%	25	96%	7	28%	4	16%	8	32%	6	24%	14	56%
Economically Disadvantaged	128	21	16%	107	84%	24	22%	29	27%	43	40%	11	10%	54	50%
Not Economically Disadvantaged	327	16	5%	311	95%	31	10%	58	19%	139	45%	83	27%	222	71%
English Language Learner	23	3	13%	20	87%	12	60%	4	20%	4	20%	0	0%	4	20%
Non-English Language Learner	432	34	8%	398	92%	43	11%	83	21%	178	45%	94	24%	272	68%
Not in Foster Care	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Homeless	8	0	0%	8	100%	2	25%	1	13%	5	63%	0	0%	5	63%
Not Homeless	447	37	8%	410	92%	53	13%	86	21%	177	43%	94	23%	271	66%
Not Migrant	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Parent in Armed Forces	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	453	37	8%	416	92%	_	_	_	_	_	_	_	_	_	_

## **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.

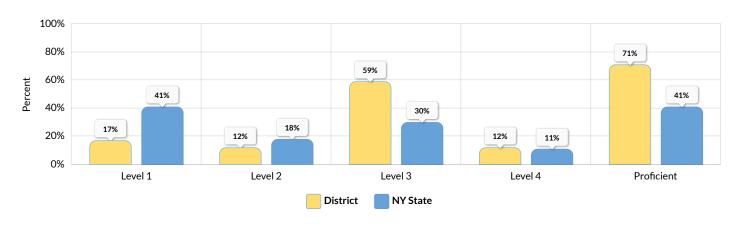


Subgroup	Total		Not sted	Te	ested	Le	vel 1	Le	vel 2	Lev	/el 3	Lev	⁄el 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	483	66	14%	417	86%	43	10%	86	21%	139	33%	149	36%	288	69%
Female	242	40	17%	202	83%	_	_	_	-	_	_	_	_	-	_
Male	239	26	11%	213	89%	25	12%	45	21%	62	29%	81	38%	143	67%
Non-Binary	2	0	0%	2	100%	_	_	_	-	_	_	_	_	-	_
Small Group Total: Gender	244	40	16%	204	84%	18	9%	41	20%	77	38%	68	33%	145	71%
General Education Students	439	54	12%	385	88%	30	8%	77	20%	135	35%	143	37%	278	72%
Students with Disabilities	44	12	27%	32	73%	13	41%	9	28%	4	13%	6	19%	10	31%
American Indian or Alaska Native	1	0	0%	1	100%	_	_	_	-	_	-	_	-	-	_
Asian or Native Hawaiian/Other Pacific Islander	102	5	5%	97	95%	8	8%	15	15%	23	24%	51	53%	74	76%
Black or African American	37	6	16%	31	84%	10	32%	14	45%	5	16%	2	6%	7	23%
Hispanic or Latino	26	4	15%	22	85%	2	9%	2	9%	11	50%	7	32%	18	82%
White	286	42	15%	244	85%	20	8%	53	22%	94	39%	77	32%	171	70%
Multiracial	31	9	29%	22	71%	_	_	_	-	_	-	_	_	-	_
Small Group Total: Race & Ethnicity	32	9	28%	23	72%	3	13%	2	9%	6	26%	12	52%	18	78%
Economically Disadvantaged	131	24	18%	107	82%	30	28%	30	28%	24	22%	23	21%	47	44%
Not Economically Disadvantaged	352	42	12%	310	88%	13	4%	56	18%	115	37%	126	41%	241	78%
English Language Learner	20	1	5%	19	95%	11	58%	5	26%	2	11%	1	5%	3	16%
Non-English Language Learner	463	65	14%	398	86%	32	8%	81	20%	137	34%	148	37%	285	72%
Not in Foster Care	483	66	14%	417	86%	43	10%	86	21%	139	33%	149	36%	288	69%
Homeless	9	1	11%	8	89%	3	38%	1	13%	3	38%	1	13%	4	50%
Not Homeless	474	65	14%	409	86%	40	10%	85	21%	136	33%	148	36%	284	69%
Not Migrant	483	66	14%	417	86%	43	10%	86	21%	139	33%	149	36%	288	69%
Parent in Armed Forces	2	0	0%	2	100%	_	_	_	-	_	-	_	_	-	_
Parent Not in Armed Forces	481	66	14%	415	86%	_	_	_	_	_	_	_	_	_	_

## **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.

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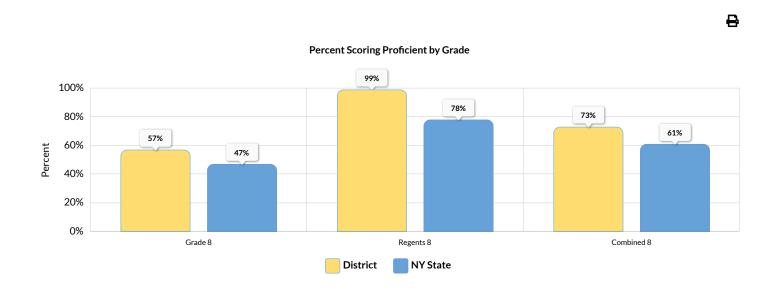


Subgroup	Total	Not 1	「ested	Tes	sted	Le	vel 1	Le	vel 2	Lev	el 3	Le	vel 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	501	276	55%	225	45%	39	17%	26	12%	133	59%	27	12%	160	71%
Female	263	143	54%	120	46%	15	13%	14	12%	79	66%	12	10%	91	76%
Male	236	132	56%	104	44%	-	_	_	_	_	_	_	_	_	_
Non-Binary	2	1	50%	1	50%	_	_	_	_	_	_	_	_	_	_
Small Group Total: Gender	238	133	56%	105	44%	24	23%	12	11%	54	51%	15	14%	69	66%
General Education Students	429	243	57%	186	43%	20	11%	19	10%	121	65%	26	14%	147	79%
Students with Disabilities	72	33	46%	39	54%	19	49%	7	18%	12	31%	1	3%	13	33%
American Indian or Alaska Native	3	1	33%	2	67%	-	_	-	_	-	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	109	73	67%	36	33%	4	11%	3	8%	26	72%	3	8%	29	81%
Black or African American	36	12	33%	24	67%	7	29%	4	17%	10	42%	3	13%	13	54%
Hispanic or Latino	30	11	37%	19	63%	5	26%	6	32%	8	42%	0	0%	8	42%
White	295	163	55%	132	45%	21	16%	13	10%	81	61%	17	13%	98	74%
Multiracial	28	16	57%	12	43%	-	_	-	_	_	_	_	_	_	_
Small Group Total: Race & Ethnicity	31	17	55%	14	45%	2	14%	0	0%	8	57%	4	29%	12	86%
Economically Disadvantaged	143	59	41%	84	59%	20	24%	16	19%	41	49%	7	8%	48	57%
Not Economically Disadvantaged	358	217	61%	141	39%	19	13%	10	7%	92	65%	20	14%	112	79%
English Language Learner	18	5	28%	13	72%	6	46%	2	15%	5	38%	0	0%	5	38%
Non-English Language Learner	483	271	56%	212	44%	33	16%	24	11%	128	60%	27	13%	155	73%
Not in Foster Care	501	276	55%	225	45%	39	17%	26	12%	133	59%	27	12%	160	71%
Homeless	11	2	18%	9	82%	6	67%	2	22%	1	11%	0	0%	1	11%
Not Homeless	490	274	56%	216	44%	33	15%	24	11%	132	61%	27	13%	159	74%
Not Migrant	501	276	55%	225	45%	39	17%	26	12%	133	59%	27	12%	160	71%
Parent in Armed Forces	3	2	67%	1	33%	-	_	-	_	-	_	_	_	_	_
Parent Not in Armed Forces	498	274	55%	224	45%	_	_	_	_	_	_	_	_	_	_

## **GRADE 8 SCIENCE RESULTS (2022-23)**

Grade 4 Science was not administered in 2022-23.

### **SUMMARY RESULTS**

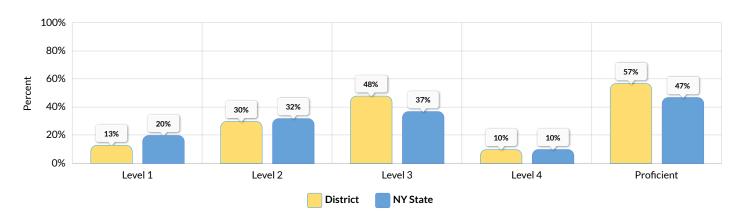


Grade	Total	Not	Tested	Те	sted	Le	evel 1	Le	evel 2	Le	vel 3	Le	vel 4		ficient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	501	228	46%	273	54%	36	13%	81	30%	130	48%	26	10%	156	57%
Regents 8	_	_	_	167	33%	0	0%	1	1%	20	12%	146	87%	166	99%
Combined 8	501	61	12%	440	88%	36	8%	82	19%	150	34%	172	39%	322	73%

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

## **GRADE 8 SCIENCE RESULTS**

### Percent Scoring at Levels for All Students



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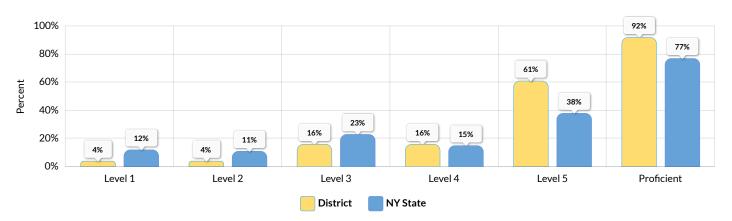
Subgroup	Total	Not 1	Гested	Te	sted	Le	vel 1	Le	vel 2	Lev	∕el 3	Le	vel 4	(Leve	icient els 3 & 4)
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	501	228	46%	273	54%	36	13%	81	30%	130	48%	26	10%	156	57%
Female	263	122	46%	141	54%	16	11%	56	40%	61	43%	8	6%	69	49%
Male	236	105	44%	131	56%	_	_	-	_	-	-	_	-	-	_
Non-Binary	2	1	50%	1	50%	_	_	_	_	-	-	_	-	-	_
Small Group Total: Gender	238	106	45%	132	55%	20	15%	25	19%	69	52%	18	14%	87	66%
General Education Students	429	200	47%	229	53%	21	9%	63	28%	119	52%	26	11%	145	63%
Students with Disabilities	72	28	39%	44	61%	15	34%	18	41%	11	25%	0	0%	11	25%
American Indian or Alaska Native	3	1	33%	2	67%	_	_	_	_	_	-	_	-	-	_
Asian or Native Hawaiian/Other Pacific Islander	109	61	56%	48	44%	2	4%	18	38%	24	50%	4	8%	28	58%
Black or African American	36	6	17%	30	83%	11	37%	7	23%	11	37%	1	3%	12	40%
Hispanic or Latino	30	10	33%	20	67%	5	25%	8	40%	6	30%	1	5%	7	35%
White	295	136	46%	159	54%	14	9%	46	29%	82	52%	17	11%	99	62%
Multiracial	28	14	50%	14	50%	_	_	-	_	_	-	_	-	-	_
Small Group Total: Race & Ethnicity	31	15	48%	16	52%	4	25%	2	13%	7	44%	3	19%	10	63%
Economically Disadvantaged	143	49	34%	94	66%	17	18%	39	41%	34	36%	4	4%	38	40%
Not Economically Disadvantaged	358	179	50%	179	50%	19	11%	42	23%	96	54%	22	12%	118	66%
English Language Learner	18	0	0%	18	100%	5	28%	9	50%	3	17%	1	6%	4	22%
Non-English Language Learner	483	228	47%	255	53%	31	12%	72	28%	127	50%	25	10%	152	60%
Not in Foster Care	501	228	46%	273	54%	36	13%	81	30%	130	48%	26	10%	156	57%
Homeless	11	5	45%	6	55%	3	50%	2	33%	1	17%	0	0%	1	17%
Not Homeless	490	223	46%	267	54%	33	12%	79	30%	129	48%	26	10%	155	58%
Not Migrant	501	228	46%	273	54%	36	13%	81	30%	130	48%	26	10%	156	57%
Parent in Armed Forces	3	1	33%	2	67%	_	_	_	_	_	-	_	-	_	_
Parent Not in Armed Forces	498	227	46%	271	54%	_	_	_	_	_	_	_	_	_	_

# 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)

### Percent Scoring at Levels for All Students

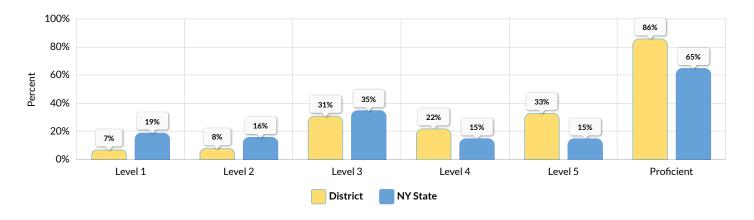


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Subgroup	Tested	Le	vel 1	Le	vel 2	Le	vel 3	Le	vel 4	Lev	/el 5	(Lev	oficient vels 3 & bove)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	500	18	4%	20	4%	81	16%	78	16%	303	61%	462	92%
Female	229	11	5%	7	3%	29	13%	34	15%	148	65%	211	92%
Male	271	7	3%	13	5%	52	19%	44	16%	155	57%	251	93%
General Education Students	434	15	3%	11	3%	55	13%	66	15%	287	66%	408	94%
Students with Disabilities	66	3	5%	9	14%	26	39%	12	18%	16	24%	54	82%
Asian or Native Hawaiian/Other Pacific Islander	113	4	4%	4	4%	9	8%	17	15%	79	70%	105	93%
Black or African American	40	2	5%	2	5%	14	35%	6	15%	16	40%	36	90%
Hispanic or Latino	42	3	7%	2	5%	17	40%	5	12%	15	36%	37	88%
White	274	9	3%	12	4%	36	13%	45	16%	172	63%	253	92%
Multiracial	31	0	0%	0	0%	5	16%	5	16%	21	68%	31	100%
Economically Disadvantaged	145	12	8%	12	8%	41	28%	26	18%	54	37%	121	83%
Not Economically Disadvantaged	355	6	2%	8	2%	40	11%	52	15%	249	70%	341	96%
English Language Learner	20	12	60%	6	30%	2	10%	0	0%	0	0%	2	10%
Non-English Language Learner	480	6	1%	14	3%	79	16%	78	16%	303	63%	460	96%
Not in Foster Care	500	18	4%	20	4%	81	16%	78	16%	303	61%	462	92%
Homeless	12	4	33%	2	17%	3	25%	1	8%	2	17%	6	50%
Not Homeless	488	14	3%	18	4%	78	16%	77	16%	301	62%	456	93%
Migrant	1	-	-	-	-	-	-	-	_	-	-	_	_
Not Migrant	499	-	-	-	-	-	-	-	_	-	-	_	_
Parent Not in Armed Forces	500	18	4%	20	4%	81	16%	78	16%	303	61%	462	92%

# ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)

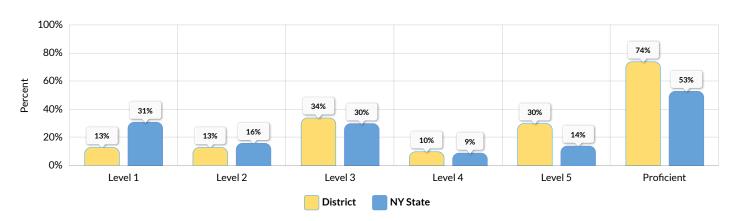




Subgroup	Tested	Le	Level 1		Level 2		Level 3		Level 4		Level 5		ficient els 3 & pove)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	570	38	7%	44	8%	174	31%	127	22%	187	33%	488	86%
Female	274	_	_	_	_	_	-	_	-	-	_	_	_
Male	294	23	8%	28	10%	92	31%	68	23%	83	28%	243	83%
Non-Binary	2	_	_	_	_	_	_	_	-	-	_	_	_
Small Group Total: Gender	276	15	5%	16	6%	82	30%	59	21%	104	38%	245	89%
General Education Students	504	23	5%	32	6%	142	28%	123	24%	184	37%	449	89%
Students with Disabilities	66	15	23%	12	18%	32	48%	4	6%	3	5%	39	59%
American Indian or Alaska Native	2	_	_	_	_	_	_	_	-	-	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	121	4	3%	5	4%	23	19%	24	20%	65	54%	112	93%
Black or African American	52	10	19%	8	15%	24	46%	5	10%	5	10%	34	65%
Hispanic or Latino	37	8	22%	5	14%	10	27%	9	24%	5	14%	24	65%
White	322	15	5%	20	6%	106	33%	80	25%	101	31%	287	89%
Multiracial	36	_	_	_	_	_	_	_	-	-	_	_	_
Small Group Total: Race & Ethnicity	38	1	3%	6	16%	11	29%	9	24%	11	29%	31	82%
Economically Disadvantaged	140	18	13%	23	16%	57	41%	15	11%	27	19%	99	71%
Not Economically Disadvantaged	430	20	5%	21	5%	117	27%	112	26%	160	37%	389	90%
English Language Learner	28	12	43%	6	21%	5	18%	2	7%	3	11%	10	36%
Non-English Language Learner	542	26	5%	38	7%	169	31%	125	23%	184	34%	478	88%
Not in Foster Care	570	38	7%	44	8%	174	31%	127	22%	187	33%	488	86%
Homeless	10	3	30%	1	10%	5	50%	0	0%	1	10%	6	60%
Not Homeless	560	35	6%	43	8%	169	30%	127	23%	186	33%	482	86%
Migrant	2	_	_	_	_	_	_	_	-	-	_	_	_
Not Migrant	568	_	_	_	_	_	-	_	-	-	_	_	_
Parent in Armed Forces	2	_	_	_	_	_	-	_	-	-	_	_	_
Parent Not in Armed Forces	568	_	_	-	_	_	-	_	-	-	_	_	_

# ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)

### Percent Scoring at Levels for All Students

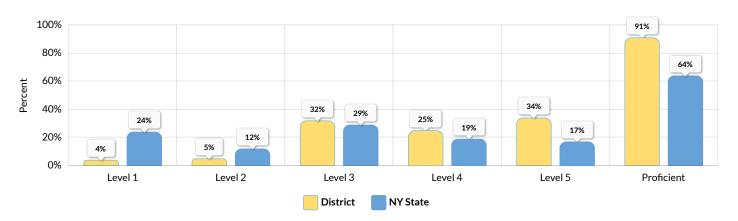


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Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	390	52	13%	51	13%	131	34%	38	10%	118	30%	287	74%
Female	194	_	-	_	_	-	_	_	_	_	_	_	_
Male	195	26	13%	28	14%	68	35%	19	10%	54	28%	141	72%
Non-Binary	1	_	_	_	_	_	_	_	_	-	_	_	_
Small Group Total: Gender	195	26	13%	23	12%	63	32%	19	10%	64	33%	146	75%
General Education Students	376	49	13%	48	13%	125	33%	37	10%	117	31%	279	74%
Students with Disabilities	14	3	21%	3	21%	6	43%	1	7%	1	7%	8	57%
American Indian or Alaska Native	1	-	-	_	_	-	-	-	-	-	-	_	_
Asian or Native Hawaiian/Other Pacific Islander	97	7	7%	6	6%	22	23%	6	6%	56	58%	84	87%
Black or African American	27	8	30%	6	22%	6	22%	6	22%	1	4%	13	48%
Hispanic or Latino	21	5	24%	2	10%	6	29%	2	10%	6	29%	14	67%
White	225	29	13%	32	14%	95	42%	21	9%	48	21%	164	73%
Multiracial	19	_	_	_	_	_	_	_	_	-	_	_	_
Small Group Total: Race & Ethnicity	20	3	15%	5	25%	2	10%	3	15%	7	35%	12	60%
Economically Disadvantaged	66	15	23%	11	17%	24	36%	5	8%	11	17%	40	61%
Not Economically Disadvantaged	324	37	11%	40	12%	107	33%	33	10%	107	33%	247	76%
English Language Learner	4	_	_	_	_	_	_	_	_	_	_	_	_
Non-English Language Learner	386	_	_	_	_	_	_	_	_	_	_	_	_
Not in Foster Care	390	52	13%	51	13%	131	34%	38	10%	118	30%	287	74%
Homeless	2	_	_	_	_	_	_	_	_	_	_	_	_
Not Homeless	388	_	_	_	_	_	_	_	_	_	_	_	_
Not Migrant	390	52	13%	51	13%	131	34%	38	10%	118	30%	287	74%
Parent in Armed Forces	1	_	_	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	389	_	_	_	_	_	_	_	_	_	_	_	_

# ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)





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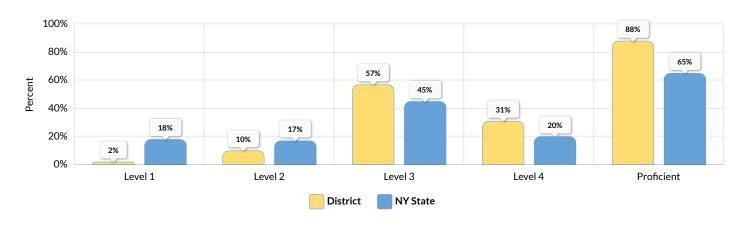
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Female	158	10	6%	8	5%	55	35%	34	22%	51	32%	140	89%
Male	164	3	2%	7	4%	49	30%	46	28%	59	36%	154	94%
General Education Students	315	12	4%	14	4%	101	32%	78	25%	110	35%	289	92%
Students with Disabilities	7	1	14%	1	14%	3	43%	2	29%	0	0%	5	71%
American Indian or Alaska Native	3	_	-	_	-	_	_	_	_	-	-	_	_
Asian or Native Hawaiian/Other Pacific Islander	89	1	1%	4	4%	18	20%	17	19%	49	55%	84	94%
Black or African American	18	3	17%	3	17%	10	56%	2	11%	0	0%	12	67%
Hispanic or Latino	13	_	-	_	-	-	_	_	_	-	-	_	_
White	177	7	4%	7	4%	63	36%	55	31%	45	25%	163	92%
Multiracial	22	0	0%	0	0%	8	36%	5	23%	9	41%	22	100%
Small Group Total: Race & Ethnicity	16	2	13%	1	6%	5	31%	1	6%	7	44%	13	81%
Economically Disadvantaged	55	5	9%	5	9%	25	45%	11	20%	9	16%	45	82%
Not Economically Disadvantaged	267	8	3%	10	4%	79	30%	69	26%	101	38%	249	93%
Non-English Language Learner	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Not in Foster Care	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Not Homeless	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Not Migrant	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Parent Not in Armed Forces	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4	
Substitute	resteu	#	%	#	%	#	%	#	%	#	%
All Students	533	51	10%	54	10%	228	43%	200	38%	428	80%
Female	274	28	10%	24	9%	117	43%	105	38%	222	81%
Male	258	_	_	_	_	_	_	_	_	_	_
Non-Binary	1	_	_	_	_	-	_	_	_	_	_
Small Group Total: Gender	259	23	9%	30	12%	111	43%	95	37%	206	80%
General Education Students	473	37	8%	44	9%	197	42%	195	41%	392	83%
Students with Disabilities	60	14	23%	10	17%	31	52%	5	8%	36	60%
American Indian or Alaska Native	3	-	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	118	9	8%	5	4%	30	25%	74	63%	104	88%
Black or African American	50	11	22%	11	22%	20	40%	8	16%	28	56%
Hispanic or Latino	37	12	32%	6	16%	9	24%	10	27%	19	51%
White	290	13	4%	27	9%	156	54%	94	32%	250	86%
Multiracial	35	_	_	_	_	-	_	_	_	_	_
Small Group Total: Race & Ethnicity	38	6	16%	5	13%	13	34%	14	37%	27	71%
Economically Disadvantaged	138	32	23%	18	13%	64	46%	24	17%	88	64%
Not Economically Disadvantaged	395	19	5%	36	9%	164	42%	176	45%	340	86%
English Language Learner	24	12	50%	7	29%	5	21%	0	0%	5	21%
Non-English Language Learner	509	39	8%	47	9%	223	44%	200	39%	423	83%
Not in Foster Care	533	51	10%	54	10%	228	43%	200	38%	428	80%
Homeless	10	3	30%	0	0%	4	40%	3	30%	7	70%
Not Homeless	523	48	9%	54	10%	224	43%	197	38%	421	80%
Migrant	1	-	_	_	_	_	_	_	_	_	_
Not Migrant	532	_	_	_	_	_	_	_	_	_	_
Parent in Armed Forces	1	_	_	_	_	-	_	_	_	_	_
Parent Not in Armed Forces	532	_	_	_	_	_	_	_	_	_	_

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4	
Cassicap	resteu	#	%	#	%	#	%	#	%	#	%
All Students	420	16	4%	24	6%	143	34%	237	56%	380	90%
Female	209	8	4%	11	5%	78	37%	112	54%	190	91%
Male	209	_	_	_	_	_	_	_	_	_	_
Non-Binary	2	_	_	_	_	_	_	_	_	_	_
Small Group Total: Gender	211	8	4%	13	6%	65	31%	125	59%	190	90%
General Education Students	393	14	4%	20	5%	130	33%	229	58%	359	91%
Students with Disabilities	27	2	7%	4	15%	13	48%	8	30%	21	78%
American Indian or Alaska Native	1	_	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	97	2	2%	0	0%	32	33%	63	65%	95	98%
Black or African American	24	_	_	_	_	_	_	_	_	_	_
Hispanic or Latino	24	2	8%	5	21%	7	29%	10	42%	17	71%
White	249	4	2%	15	6%	89	36%	141	57%	230	92%
Multiracial	25	3	12%	2	8%	7	28%	13	52%	20	80%
Small Group Total: Race & Ethnicity	25	5	20%	2	8%	8	32%	10	40%	18	72%
Economically Disadvantaged	84	9	11%	7	8%	33	39%	35	42%	68	81%
Not Economically Disadvantaged	336	7	2%	17	5%	110	33%	202	60%	312	93%
English Language Learner	2	_	_	_	_	_	_	_	_	_	_
Non-English Language Learner	418	_	_	_	_	_	_	_	_	_	_
Not in Foster Care	420	16	4%	24	6%	143	34%	237	56%	380	90%
Homeless	4	_	_	_	_	_	_	_	_	_	_
Not Homeless	416	_	_	_	_	_	_	_	_	_	_
Migrant	1	_	_	_	_	_	_	_	_	_	_
Not Migrant	419	_	_	_	_	_	_	_	_	_	_
Parent in Armed Forces	2	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	418	_	_	_	_	_	_	_	_	_	_

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





Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	315	7	2%	31	10%	179	57%	98	31%	277	88%
Female	146	2	1%	13	9%	89	61%	42	29%	131	90%
Male	169	5	3%	18	11%	90	53%	56	33%	146	86%
General Education Students	311	_	_	_	_	_	_	_	_	_	_
Students with Disabilities	4	_	_	_	_	_	_	_	_	_	_
American Indian or Alaska Native	3	_	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	97	1	1%	8	8%	41	42%	47	48%	88	91%
Black or African American	15	1	7%	8	53%	6	40%	0	0%	6	40%
Hispanic or Latino	12	_	_	_	_	_	_	_	_	_	_
White	172	4	2%	12	7%	117	68%	39	23%	156	91%
Multiracial	16	0	0%	2	13%	6	38%	8	50%	14	88%
Small Group Total: Race & Ethnicity	15	1	7%	1	7%	9	60%	4	27%	13	87%
Economically Disadvantaged	56	2	4%	10	18%	34	61%	10	18%	44	79%
Not Economically Disadvantaged	259	5	2%	21	8%	145	56%	88	34%	233	90%
Non-English Language Learner	315	7	2%	31	10%	179	57%	98	31%	277	88%
Not in Foster Care	315	7	2%	31	10%	179	57%	98	31%	277	88%
Homeless	2	_	_	_	_	_	_	_	_	_	_
Not Homeless	313	_	_	_	_	_	_	_	_	_	_
Not Migrant	315	7	2%	31	10%	179	57%	98	31%	277	88%
Parent Not in Armed Forces	315	7	2%	31	10%	179	57%	98	31%	277	88%

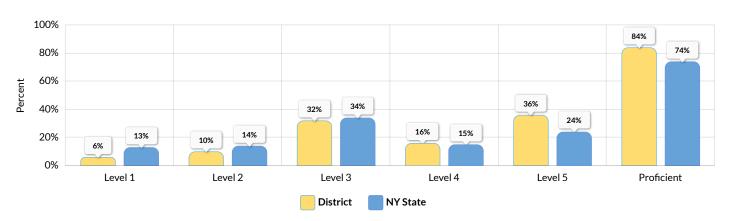
# ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)

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Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	148	2	1%	10	7%	41	28%	95	64%	136	92%
Female	70	1	1%	4	6%	21	30%	44	63%	65	93%
Male	78	1	1%	6	8%	20	26%	51	65%	71	91%
General Education Students	148	2	1%	10	7%	41	28%	95	64%	136	92%
Asian or Native Hawaiian/Other Pacific Islander	57	1	2%	2	4%	11	19%	43	75%	54	95%
Black or African American	8	0	0%	1	13%	4	50%	3	38%	7	88%
Hispanic or Latino	7	0	0%	2	29%	1	14%	4	57%	5	71%
White	66	1	2%	5	8%	21	32%	39	59%	60	91%
Multiracial	10	0	0%	0	0%	4	40%	6	60%	10	100%
Economically Disadvantaged	23	1	4%	3	13%	8	35%	11	48%	19	83%
Not Economically Disadvantaged	125	1	1%	7	6%	33	26%	84	67%	117	94%
Non-English Language Learner	148	2	1%	10	7%	41	28%	95	64%	136	92%
Not in Foster Care	148	2	1%	10	7%	41	28%	95	64%	136	92%
Not Homeless	148	2	1%	10	7%	41	28%	95	64%	136	92%
Not Migrant	148	2	1%	10	7%	41	28%	95	64%	136	92%
Parent Not in Armed Forces	148	2	1%	10	7%	41	28%	95	64%	136	92%

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





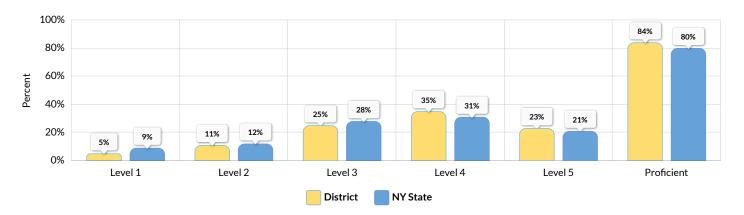
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Subgroup	Tested	Le	vel 1	Le	vel 2	Lev	⁄el 3	Le	vel 4	Lev	⁄el 5	(Lev	ficient els 3 & oove)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	502	30	6%	49	10%	163	32%	81	16%	179	36%	423	84%
Female	231	_	-	_	_	-	_	_	_	-	_	_	_
Male	269	14	5%	32	12%	81	30%	42	16%	100	37%	223	83%
Non-Binary	2	_	_	_	_	-	_	_	_	-	_	_	_
Small Group Total: Gender	233	16	7%	17	7%	82	35%	39	17%	79	34%	200	86%
General Education Students	434	16	4%	33	8%	140	32%	72	17%	173	40%	385	89%
Students with Disabilities	68	14	21%	16	24%	23	34%	9	13%	6	9%	38	56%
American Indian or Alaska Native	3	_	-	_	_	-	-	-	-	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	110	4	4%	8	7%	25	23%	11	10%	62	56%	98	89%
Black or African American	36	5	14%	5	14%	18	50%	5	14%	3	8%	26	72%
Hispanic or Latino	35	5	14%	7	20%	10	29%	4	11%	9	26%	23	66%
White	288	12	4%	26	9%	103	36%	56	19%	91	32%	250	87%
Multiracial	30	_	-	_	-	-	-	-	-	-	-	_	_
Small Group Total: Race & Ethnicity	33	4	12%	3	9%	7	21%	5	15%	14	42%	26	79%
Economically Disadvantaged	127	15	12%	24	19%	49	39%	18	14%	21	17%	88	69%
Not Economically Disadvantaged	375	15	4%	25	7%	114	30%	63	17%	158	42%	335	89%
English Language Learner	19	9	47%	7	37%	3	16%	0	0%	0	0%	3	16%
Non-English Language Learner	483	21	4%	42	9%	160	33%	81	17%	179	37%	420	87%
Not in Foster Care	502	30	6%	49	10%	163	32%	81	16%	179	36%	423	84%
Homeless	6	2	33%	0	0%	3	50%	1	17%	0	0%	4	67%
Not Homeless	496	28	6%	49	10%	160	32%	80	16%	179	36%	419	84%
Migrant	1	_	-	_	-	-	-	-	-	-	-	_	_
Not Migrant	501	_	_	_	_	_	_	_	_	_	_	_	_
Parent in Armed Forces	1	_	_	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	501	_	-	_	_	_	-	_	-	_	_	_	_

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







Subgroup	Tested	Le	vel 1	Le	vel 2	Lev	/el 3	Lev	el 4	Lev	/el 5	(Lev	ficient els 3 & oove)
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%
Female	214	11	5%	25	12%	65	30%	61	29%	52	24%	178	83%
Male	252	11	4%	28	11%	53	21%	104	41%	56	22%	213	85%
General Education Students	408	18	4%	34	8%	98	24%	152	37%	106	26%	356	87%
Students with Disabilities	58	4	7%	19	33%	20	34%	13	22%	2	3%	35	60%
Asian or Native Hawaiian/Other Pacific Islander	110	7	6%	5	5%	19	17%	36	33%	43	39%	98	89%
Black or African American	35	5	14%	6	17%	13	37%	5	14%	6	17%	24	69%
Hispanic or Latino	34	3	9%	7	21%	15	44%	4	12%	5	15%	24	71%
White	259	7	3%	33	13%	65	25%	110	42%	44	17%	219	85%
Multiracial	28	0	0%	2	7%	6	21%	10	36%	10	36%	26	93%
Economically Disadvantaged	122	15	12%	20	16%	37	30%	34	28%	16	13%	87	71%
Not Economically Disadvantaged	344	7	2%	33	10%	81	24%	131	38%	92	27%	304	88%
English Language Learner	17	7	41%	6	35%	3	18%	1	6%	0	0%	4	24%
Non-English Language Learner	449	15	3%	47	10%	115	26%	164	37%	108	24%	387	86%
Not in Foster Care	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%
Homeless	7	2	29%	1	14%	2	29%	1	14%	1	14%	4	57%
Not Homeless	459	20	4%	52	11%	116	25%	164	36%	107	23%	387	84%
Not Migrant	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%
Parent Not in Armed Forces	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%

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

	T. 15	Exem	pt, Not Tested	Exempt, Tested		
Subgroup	Total Exempt	#	%	#	%	
All Students	5	5	100	0	0	
Female	1	1	100	0	0	
Male	4	4	100	0	0	
General Education Students	4	4	100	0	0	
Students with Disabilities	1	1	100	0	0	
Black or African American	1	1	100	0	0	
White	3	3	100	0	0	
Multiracial	1	1	100	0	0	
Economically Disadvantaged	3	3	100	0	0	
Not Economically Disadvantaged	2	2	100	0	0	
Non-English Language Learner	5	5	100	0	0	
Not in Foster Care	5	5	100	0	0	
Homeless	1	1	100	0	0	
Not Homeless	4	4	100	0	0	
Not Migrant	5	5	100	0	0	
Parent Not in Armed Forces	5	5	100	0	0	

#### TOTAL COHORT REGENTS EXAMINATION RESULTS

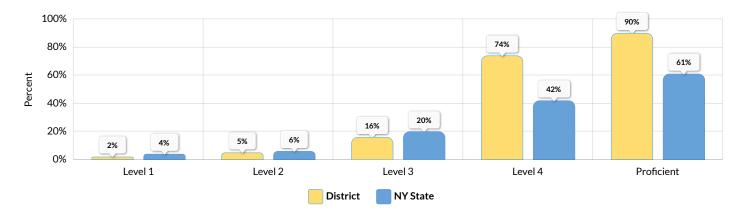
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



#### Percent Scoring at Levels for All Students



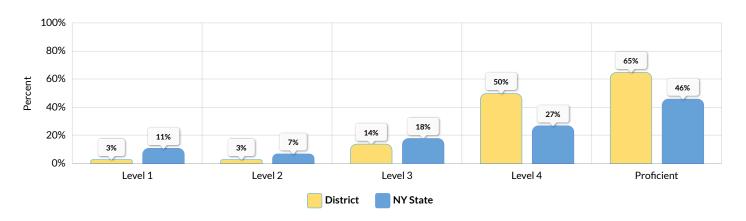
Subgroup	Cohort		Not sted	Te	ested	Le	vel 1	Le	vel 2	Le	vel 3		el 4 & pove	(Lev	ficient els 3 & ove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	18	3%	504	97%	11	2%	24	5%	83	16%	386	74%	469	90%
Female	257	6	2%	251	98%	5	2%	15	6%	37	14%	194	75%	231	90%
Male	265	12	5%	253	95%	6	2%	9	3%	46	17%	192	72%	238	90%
General Education Students	451	5	1%	446	99%	6	1%	12	3%	61	14%	367	81%	428	95%
Students with Disabilities	71	13	18%	58	82%	5	7%	12	17%	22	31%	19	27%	41	58%
American Indian or Alaska Native	1	0	-	1	_	_	-	_	_	_	-	-	-	-	_
Asian or Native Hawaiian/Other Pacific Islander	117	2	2%	115	98%	3	3%	3	3%	13	11%	96	82%	109	93%
Black or African American	57	3	5%	54	95%	1	2%	7	12%	14	25%	32	56%	46	81%
Hispanic or Latino	30	2	_	28	_	_	_	_	_	_	_	_	_	_	_
White	283	6	2%	277	98%	7	2%	8	3%	41	14%	221	78%	262	93%
Multiracial	34	5	15%	29	85%	0	0%	2	6%	8	24%	19	56%	27	79%
Small Group Total: Race & Ethnicity	31	2	6%	29	94%	0	0%	4	13%	7	23%	18	58%	25	81%
Economically Disadvantaged	146	10	7%	136	93%	8	5%	15	10%	42	29%	71	49%	113	77%
Not Economically Disadvantaged	376	8	2%	368	98%	3	1%	9	2%	41	11%	315	84%	356	95%
English Language Learner	10	3	30%	7	70%	5	50%	1	10%	1	10%	0	0%	1	10%
Non-English Language Learner	512	15	3%	497	97%	6	1%	23	4%	82	16%	386	75%	468	91%
Not in Foster Care	522	18	3%	504	97%	11	2%	24	5%	83	16%	386	74%	469	90%
Homeless	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Not Homeless	517	18	3%	499	97%	10	2%	23	4%	82	16%	384	74%	466	90%
Not Migrant	522	18	3%	504	97%	11	2%	24	5%	83	16%	386	74%	469	90%
Parent in Armed Forces	1	0	_	1	_	_	_	_	_	_	_	_	_	_	_
Parent Not in Armed Forces	521	18	_	503	_	_	_	_	_	_	_	_	_	_	_

## 2019 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Takal Francisk	Exen	npt, Not Tested	Exe	empt, Tested
Subgroup	Total Exempt	#	%	#	%
All Students	4	3	75	1	25
Female	1	1	100	0	0
Male	3	2	67	1	33
General Education Students	4	3	75	1	25
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	1	100	0	0
White	1	1	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	3	2	67	1	33
Not in Foster Care	4	3	75	1	25
Not Homeless	4	3	75	1	25
Not Migrant	4	3	75	1	25
Parent Not in Armed Forces	4	3	75	1	25

## 2019 TOTAL COHORT REGENTS IN MATH

#### Percent Scoring at Levels for All Students



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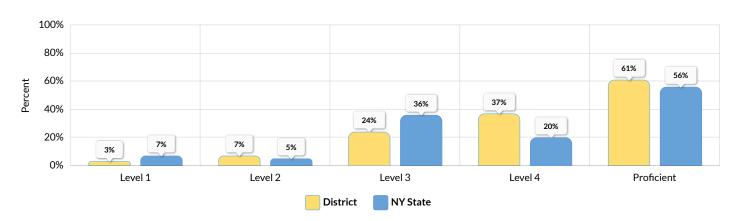
Subgroup	Cohort	Not <sup>-</sup>	Tested	Tes	sted	Le	vel 1	Le	vel 2	Le	vel 3		el 4 & oove	(Lev	ficient els 3 & ove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	152	29%	370	71%	14	3%	18	3%	75	14%	263	50%	338	65%
Female	257	73	28%	184	72%	10	4%	10	4%	34	13%	130	51%	164	64%
Male	265	79	30%	186	70%	4	2%	8	3%	41	15%	133	50%	174	66%
General Education Students	451	103	23%	348	77%	12	3%	14	3%	67	15%	255	57%	322	71%
Students with Disabilities	71	49	69%	22	31%	2	3%	4	6%	8	11%	8	11%	16	23%
American Indian or Alaska Native	1	0	_	1	_	_	_	_	_	_	_	_	_	-	-
Asian or Native Hawaiian/Other Pacific Islander	117	18	15%	99	85%	2	2%	6	5%	15	13%	76	65%	91	78%
Black or African American	57	24	42%	33	58%	2	4%	3	5%	10	18%	18	32%	28	49%
Hispanic or Latino	30	16	_	14	-	_	_	_	-	_	-	-	_	_	_
White	283	77	27%	206	73%	8	3%	8	3%	43	15%	147	52%	190	67%
Multiracial	34	17	50%	17	50%	0	0%	0	0%	4	12%	13	38%	17	50%
Small Group Total: Race & Ethnicity	31	16	52%	15	48%	2	6%	1	3%	3	10%	9	29%	12	39%
Economically Disadvantaged	146	70	48%	76	52%	6	4%	8	5%	25	17%	37	25%	62	42%
Not Economically Disadvantaged	376	82	22%	294	78%	8	2%	10	3%	50	13%	226	60%	276	73%
English Language Learner	10	7	70%	3	30%	1	10%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	512	145	28%	367	72%	13	3%	16	3%	75	15%	263	51%	338	66%
Not in Foster Care	522	152	29%	370	71%	14	3%	18	3%	75	14%	263	50%	338	65%
Homeless	5	2	40%	3	60%	1	20%	0	0%	0	0%	2	40%	2	40%
Not Homeless	517	150	29%	367	71%	13	3%	18	3%	75	15%	261	50%	336	65%
Not Migrant	522	152	29%	370	71%	14	3%	18	3%	75	14%	263	50%	338	65%
Parent in Armed Forces	1	0	-	1	-	-	_	_	-	-	-	-	-	-	-
Parent Not in Armed Forces	521	152	_	369	_	_	_	_	_	_	_	_	_	_	_

## 2019 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Takal Francisk	Exempt,	Not Tested	Exemp	mpt, Tested		
Subgroup	Total Exempt	#	%	#	%		
All Students	481	134	28	347	72		
Female	244	69	28	175	72		
Male	237	65	27	172	73		
General Education Students	435	99	23	336	77		
Students with Disabilities	46	35	76	11	24		
American Indian or Alaska Native	1	0	0	1	100		
Asian or Native Hawaiian/Other Pacific Islander	108	15	14	93	86		
Black or African American	51	23	45	28	55		
Hispanic or Latino	28	15	54	13	46		
White	266	68	26	198	74		
Multiracial	27	13	48	14	52		
Economically Disadvantaged	118	57	48	61	52		
Not Economically Disadvantaged	363	77	21	286	79		
English Language Learner	5	5	100	0	0		
Non-English Language Learner	476	129	27	347	73		
Not in Foster Care	481	134	28	347	72		
Homeless	3	1	33	2	67		
Not Homeless	478	133	28	345	72		
Not Migrant	481	134	28	347	72		
Parent in Armed Forces	1	0	0	1	100		
Parent Not in Armed Forces	480	134	28	346	72		

## 2019 TOTAL COHORT REGENTS IN SCIENCE

#### Percent Scoring at Levels for All Students



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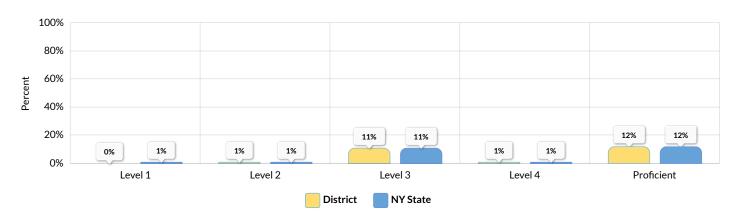
Subgroup	Cohort	Not 7	Tested	Tes	sted	Lev	⁄el 1	Le	vel 2	Lev	/el 3	Lev	vel 4	(Leve	icient els 3 & 4)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	152	29%	370	71%	15	3%	36	7%	127	24%	192	37%	319	61%
Female	257	72	28%	185	72%	8	3%	21	8%	64	25%	92	36%	156	61%
Male	265	80	30%	185	70%	7	3%	15	6%	63	24%	100	38%	163	62%
General Education Students	451	96	21%	355	79%	12	3%	33	7%	121	27%	189	42%	310	69%
Students with Disabilities	71	56	79%	15	21%	3	4%	3	4%	6	8%	3	4%	9	13%
American Indian or Alaska Native	1	0	_	1	-	_	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	117	21	18%	96	82%	1	1%	7	6%	26	22%	62	53%	88	75%
Black or African American	57	26	46%	31	54%	2	4%	3	5%	17	30%	9	16%	26	46%
Hispanic or Latino	30	11	-	19	_	_	_	_	-	_	_	_	_	_	_
White	283	78	28%	205	72%	10	4%	19	7%	68	24%	108	38%	176	62%
Multiracial	34	16	47%	18	53%	0	0%	1	3%	9	26%	8	24%	17	50%
Small Group Total: Race & Ethnicity	31	11	35%	20	65%	2	6%	6	19%	7	23%	5	16%	12	39%
Economically Disadvantaged	146	73	50%	73	50%	5	3%	13	9%	35	24%	20	14%	55	38%
Not Economically Disadvantaged	376	79	21%	297	79%	10	3%	23	6%	92	24%	172	46%	264	70%
English Language Learner	10	9	90%	1	10%	0	0%	1	10%	0	0%	0	0%	0	0%
Non-English Language Learner	512	143	28%	369	72%	15	3%	35	7%	127	25%	192	38%	319	62%
Not in Foster Care	522	152	29%	370	71%	15	3%	36	7%	127	24%	192	37%	319	61%
Homeless	5	3	60%	2	40%	0	0%	0	0%	1	20%	1	20%	2	40%
Not Homeless	517	149	29%	368	71%	15	3%	36	7%	126	24%	191	37%	317	61%
Not Migrant	522	152	29%	370	71%	15	3%	36	7%	127	24%	192	37%	319	61%
Parent in Armed Forces	1	0	-	1	-	-	_	-	_	-	-	-	-	_	-
Parent Not in Armed Forces	521	152	-	369	_	_	_	_	-	_	-	_	_	_	_

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Tatal Forement	Exempt,	Not Tested	Exemp	Exempt, Tested		
Subgroup	Total Exempt	#	%	#	%		
All Students	493	136	28	357	72		
Female	245	67	27	178	73		
Male	248	69	28	179	72		
General Education Students	439	93	21	346	79		
Students with Disabilities	54	43	80	11	20		
American Indian or Alaska Native	1	0	0	1	100		
Asian or Native Hawaiian/Other Pacific Islander	112	19	17	93	83		
Black or African American	54	25	46	29	54		
Hispanic or Latino	27	10	37	17	63		
White	273	71	26	202	74		
Multiracial	26	11	42	15	58		
Economically Disadvantaged	127	63	50	64	50		
Not Economically Disadvantaged	366	73	20	293	80		
English Language Learner	6	6	100	0	0		
Non-English Language Learner	487	130	27	357	73		
Not in Foster Care	493	136	28	357	72		
Homeless	4	3	75	1	25		
Not Homeless	489	133	27	356	73		
Not Migrant	493	136	28	357	72		
Parent in Armed Forces	1	0	0	1	100		
Parent Not in Armed Forces	492	136	28	356	72		

## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

Percent Scoring at Levels for All Students



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Subgroup	Cohort	Not	Tested	Te	ested	Le	vel 1	Le	vel 2	Le	vel 3		vel 4 & bove	(Lev	oficient vels 3 & bove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	456	87%	66	13%	0	0%	3	1%	60	11%	3	1%	63	12%
Female	257	218	85%	39	15%	0	0%	2	1%	36	14%	1	0%	37	14%
Male	265	238	90%	27	10%	0	0%	1	0%	24	9%	2	1%	26	10%
General Education Students	451	388	86%	63	14%	0	0%	2	0%	59	13%	2	0%	61	14%
Students with Disabilities	71	68	96%	3	4%	0	0%	1	1%	1	1%	1	1%	2	3%
American Indian or Alaska Native	1	1	_	0	-	-	_	-	-	-	-	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	117	82	70%	35	30%	0	0%	1	1%	34	29%	0	0%	34	29%
Black or African American	57	54	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Hispanic or Latino	30	27	_	3	-	-	_	-	-	-	-	_	_	_	_
White	283	262	93%	21	7%	0	0%	0	0%	20	7%	1	0%	21	7%
Multiracial	34	30	88%	4	12%	0	0%	0	0%	3	9%	1	3%	4	12%
Small Group Total: Race & Ethnicity	31	28	90%	3	10%	0	0%	1	3%	1	3%	1	3%	2	6%
Economically Disadvantaged	146	136	93%	10	7%	0	0%	3	2%	6	4%	1	1%	7	5%
Not Economically Disadvantaged	376	320	85%	56	15%	0	0%	0	0%	54	14%	2	1%	56	15%
English Language Learner	10	9	90%	1	10%	0	0%	0	0%	1	10%	0	0%	1	10%
Non-English Language Learner	512	447	87%	65	13%	0	0%	3	1%	59	12%	3	1%	62	12%
Not in Foster Care	522	456	87%	66	13%	0	0%	3	1%	60	11%	3	1%	63	12%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	517	451	87%	66	13%	0	0%	3	1%	60	12%	3	1%	63	12%
Not Migrant	522	456	87%	66	13%	0	0%	3	1%	60	11%	3	1%	63	12%
Parent in Armed Forces	1	1	_	0	-	-	-	-	_	-	-	_	_	_	_
Parent Not in Armed Forces	521	455	_	66	_	_	_	_	_	_	_	_	_	_	_

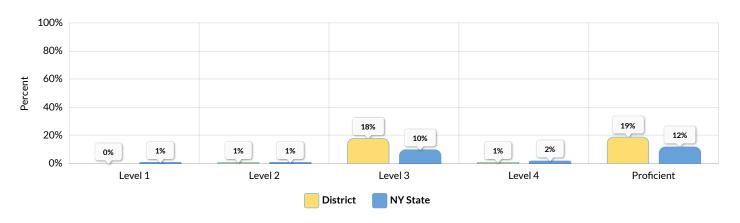
## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	T 1 15	Exempt,	Not Tested	ested Exempt, Tested			
Subgroup	Total Exempt	#	%	#	%		
All Students	485	428	88	57	12		
Female	241	207	86	34	14		
Male	244	221	91	23	9		
General Education Students	431	374	87	57	13		
Students with Disabilities	54	54	100	0	0		
American Indian or Alaska Native	1	1	100	0	0		
Asian or Native Hawaiian/Other Pacific Islander	109	77	71	32	29		
Black or African American	53	51	96	2	4		
Hispanic or Latino	27	26	96	1	4		
White	267	248	93	19	7		
Multiracial	28	25	89	3	11		
Economically Disadvantaged	121	118	98	3	2		
Not Economically Disadvantaged	364	310	85	54	15		
English Language Learner	4	4	100	0	0		
Non-English Language Learner	481	424	88	57	12		
Not in Foster Care	485	428	88	57	12		
Homeless	4	4	100	0	0		
Not Homeless	481	424	88	57	12		
Not Migrant	485	428	88	57	12		
Parent in Armed Forces	1	1	100	0	0		
Parent Not in Armed Forces	484	427	88	57	12		

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



#### Percent Scoring at Levels for All Students



Subgroup	Cohort	Not	Tested	Tes	sted	Le	vel 1	Le	evel 2	Le	vel 3		el 4 & bove	(Lev	oficient vels 3 & bove)
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	421	81%	101	19%	0	0%	4	1%	92	18%	5	1%	97	19%
Female	257	201	78%	56	22%	0	0%	2	1%	50	19%	4	2%	54	21%
Male	265	220	83%	45	17%	0	0%	2	1%	42	16%	1	0%	43	16%
General Education Students	451	354	78%	97	22%	0	0%	2	0%	90	20%	5	1%	95	21%
Students with Disabilities	71	67	94%	4	6%	0	0%	2	3%	2	3%	0	0%	2	3%
American Indian or Alaska Native	1	1	-	0	-	-	_	-	-	_	-	-	-	_	-
Asian or Native Hawaiian/Other Pacific Islander	117	72	62%	45	38%	0	0%	1	1%	43	37%	1	1%	44	38%
Black or African American	57	52	91%	5	9%	0	0%	0	0%	5	9%	0	0%	5	9%
Hispanic or Latino	30	26	_	4	-	-	_	-	-	-	-	_	_	-	_
White	283	242	86%	41	14%	0	0%	2	1%	38	13%	1	0%	39	14%
Multiracial	34	28	82%	6	18%	0	0%	0	0%	4	12%	2	6%	6	18%
Small Group Total: Race & Ethnicity	31	27	87%	4	13%	0	0%	1	3%	2	6%	1	3%	3	10%
Economically Disadvantaged	146	133	91%	13	9%	0	0%	2	1%	9	6%	2	1%	11	8%
Not Economically Disadvantaged	376	288	77%	88	23%	0	0%	2	1%	83	22%	3	1%	86	23%
English Language Learner	10	9	90%	1	10%	0	0%	1	10%	0	0%	0	0%	0	0%
Non-English Language Learner	512	412	80%	100	20%	0	0%	3	1%	92	18%	5	1%	97	19%
Not in Foster Care	522	421	81%	101	19%	0	0%	4	1%	92	18%	5	1%	97	19%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	517	416	80%	101	20%	0	0%	4	1%	92	18%	5	1%	97	19%
Not Migrant	522	421	81%	101	19%	0	0%	4	1%	92	18%	5	1%	97	19%
Parent in Armed Forces	1	0	_	1	-	_	_	_	_	-	_	_	-	-	_
Parent Not in Armed Forces	521	421	_	100	_	_	_	_	_	_	_	_	_	_	_

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

	T 1 1 5 1	Exempt,	Not Tested	Exempt, Tested		
Subgroup	Total Exempt	#	%	#	%	
All Students	483	393	81	90	19	
Female	241	191	79	50	21	
Male	242	202	83	40	17	
General Education Students	431	341	79	90	21	
Students with Disabilities	52	52	100	0	0	
American Indian or Alaska Native	1	1	100	0	0	
Asian or Native Hawaiian/Other Pacific Islander	111	68	61	43	39	
Black or African American	53	49	92	4	8	
Hispanic or Latino	24	22	92	2	8	
White	268	231	86	37	14	
Multiracial	26	22	85	4	15	
Economically Disadvantaged	119	113	95	6	5	
Not Economically Disadvantaged	364	280	77	84	23	
English Language Learner	7	7	100	0	0	
Non-English Language Learner	476	386	81	90	19	
Not in Foster Care	483	393	81	90	19	
Homeless	4	4	100	0	0	
Not Homeless	479	389	81	90	19	
Not Migrant	483	393	81	90	19	
Parent in Armed Forces	1	0	0	1	100	
Parent Not in Armed Forces	482	393	82	89	18	

## 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	T	ested	Er	itering	Em	nerging	Tran	sitioning	Ехр	anding	Command	ding (Proficient)
Grade	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	43	3	7%	40	93%	3	8%	4	10%	2	5%	23	58%	8	20%
Grade 1	45	0	0%	45	100%	3	7%	3	7%	13	29%	20	44%	6	13%
Grade 2	52	1	2%	51	98%	2	4%	2	4%	7	14%	23	45%	17	33%
Grade 3	49	2	4%	47	96%	3	6%	2	4%	13	28%	20	43%	9	19%
Grade 4	34	0	0%	34	100%	2	6%	2	6%	5	15%	12	35%	13	38%
Grade 5	38	0	0%	38	100%	0	0%	1	3%	5	13%	19	50%	13	34%
Grade 6	23	0	0%	23	100%	1	4%	2	9%	0	0%	11	48%	9	39%
Grade 7	20	0	0%	20	100%	0	0%	5	25%	1	5%	8	40%	6	30%
Grade 8	18	0	0%	18	100%	0	0%	1	6%	0	0%	8	44%	9	50%
Grade 9	10	0	0%	10	100%	0	0%	2	20%	1	10%	4	40%	3	30%
Grade 10	18	1	6%	17	94%	1	6%	2	12%	5	29%	8	47%	1	6%
Grade 11	17	0	0%	17	100%	0	0%	1	6%	6	35%	9	53%	1	6%
Grade 12	10	0	0%	10	100%	1	10%	0	0%	4	40%	4	40%	1	10%

## **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 Leve		evel 1	Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
ŕ	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	8	0	0%	8	100%	0	0%	1	13%	5	63%	2	25%	7	88%
Grade 3 Math	8	0	0%	8	100%	0	0%	1	13%	6	75%	1	13%	7	88%
Grade 4 ELA	9	2	22%	7	78%	0	0%	2	29%	5	71%	0	0%	5	71%
Grade 4 Math	9	2	22%	7	78%	1	14%	3	43%	3	43%	0	0%	3	43%
Grade 5 ELA	5	1	20%	4	80%	-	_	-	_	-	_	-	_	_	_
Grade 5 Math	5	1	20%	4	80%	-	_	-	_	-	_	-	_	_	_
Grade 6 ELA	3	0	0%	3	100%	-	_	-	_	-	_	-	_	-	_
Grade 6 Math	3	0	0%	3	100%	-	_	-	_	-	_	-	_	_	_
Grade 7 ELA	3	0	0%	3	100%	-	_	-	_	-	_	-	_	-	_
Grade 7 Math	3	0	0%	3	100%	-	_	-	_	-	_	-	_	_	_
Grade 8 ELA	7	1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
Grade 8 Math	7	2	29%	5	71%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 8 Science	7	1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
Secondary-Level ELA	37	30	81%	7	19%	1	14%	2	29%	4	57%	0	0%	4	57%
Secondary-Level Math	37	30	81%	7	19%	1	14%	0	0%	4	57%	2	29%	6	86%
Secondary-Level Science	37	30	81%	7	19%	1	14%	2	29%	4	57%	0	0%	4	57%

# 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**

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

## **NEW YORK STATE NAEP PARTICIPATION RATES**

	Grade 4 Partio	cipation 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%			

<sup>\*</sup>There are not sufficient data for this subgroup.

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

<sup>\*</sup>There are not sufficient data for this subgroup.

## **NATIONAL NAEP PARTICIPATION RATES**

	Grade 4 Parti	cipation 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)**

	D!!	Fed	deral	State 8	k Local	Total				
	Pupil Count	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil			
This District	6,022	\$6,133,818	\$1,019	\$106,055,225	\$17,611	\$112,189,043	\$18,630			
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857			

# STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

		TEACHERS		PRINCIPALS						
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced				
THIS DISTRICT	497	66	13%	8	0	0%				
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	THEIR SU	TEACHING OUT OF JBJECT/FIELD OF TIFICATION
		#	%
THIS DISTRICT	498	12	2%
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.

GRAE Subgroup Total RATE Enrolled			REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA			CAL LOMA	DIP	ION LOMA RED		ΓILL OLLED		iED NSFER	DRC	POUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	491	94%	326	62%	165	32%	0	0%	8	2%	16	3%	0	0%	7	1%
Female	257	246	96%	162	63%	84	33%	0	0%	1	0%	8	3%	0	0%	2	1%
Male	265	245	92%	164	62%	81	31%	0	0%	7	3%	8	3%	0	0%	5	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	451	436	97%	319	71%	117	26%	0	0%	0	0%	10	2%	0	0%	5	1%
Students with Disabilities	71	55	77%	7	10%	48	68%	0	0%	8	11%	6	8%	0	0%	2	3%
American Indian or Alaska Native	1	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
Asian or Native Hawaiian/Other Pacific Islander	117	111	95%	90	77%	21	18%	0	0%	1	1%	5	4%	0	0%	0	0%
Black or African American	57	55	96%	19	33%	36	63%	0	0%	1	2%	0	0%	0	0%	1	2%
Hispanic or Latino	30	_	_	_	_	-	_	_	-	_	_	_	_	_	_	-	_
White	283	270	95%	191	67%	79	28%	0	0%	3	1%	7	2%	0	0%	3	1%
Multiracial	34	28	82%	14	41%	14	41%	0	0%	2	6%	1	3%	0	0%	3	9%
Economically Disadvantaged	146	125	86%	48	33%	77	53%	0	0%	7	5%	9	6%	0	0%	5	3%
Not Economically Disadvantaged	376	366	97%	278	74%	88	23%	0	0%	1	0%	7	2%	0	0%	2	1%
English Language Learner	10	6	60%	0	0%	6	60%	0	0%	1	10%	3	30%	0	0%	0	0%
Non-English Language Learner	512	485	95%	326	64%	159	31%	0	0%	7	1%	13	3%	0	0%	7	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	522	491	94%	326	62%	165	32%	0	0%	8	2%	16	3%	0	0%	7	1%

Subgroup Total Enrolled			GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		OPOUT
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	5	4	80%	1	20%	3	60%	0	0%	0	0%	0	0%	0	0%	1	20%
Not Homeless	517	487	94%	325	63%	162	31%	0	0%	8	2%	16	3%	0	0%	6	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	522	491	94%	326	62%	165	32%	0	0%	8	2%	16	3%	0	0%	7	1%
Parent in Armed Forces	1	_	-	_	_	_	_	_	_	_	-	_	_	_	_	_	_
Parent Not in Armed Forces	521	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_

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