

2024-25 COMPONENT BUDGET

<u>ACCOUNT GROUP</u>	2024-25	
	2023-24	PROPOSED
	BUDGET	BUDGET
ADMINISTRATIVE COMPONENT		
Salaries	\$ 1,062,886	\$ 1,103,547
Equipment	\$ -	\$ -
Contractual	\$ 1,307,807	\$ 1,548,869
Supplies	\$ 327,125	\$ 35,000
Benefits	\$ 403,669	\$ 456,508
Total Administration	\$ 3,101,487	\$ 3,143,924
		1.37%
PROGRAM COMPONENT		
Salaries	\$ 9,516,711	\$ 9,680,505
Equipment	\$ 48,716	\$ 48,716
Contractual	\$ 3,603,539	\$ 3,904,468
Supplies	\$ 463,000	\$ 462,464
Benefits	\$ 6,379,586	\$ 6,738,830
Total Program	\$ 20,011,552	\$ 20,834,983
		4.11%
CAPITAL COMPONENT		
Salaries	\$ 915,459	\$ 967,174
Equipment	\$ 154,000	\$ 137,000
Contractual	\$ 1,088,230	\$ 1,142,996
Supplies	\$ 125,000	\$ 130,000
Benefits	\$ 453,800	\$ 416,644
Debt Service	\$ 3,070,472	\$ 2,842,279
Total Capital	\$ 5,806,961	\$ 5,636,093
		-2.94%
GRAND TOTAL	\$ 28,920,000	\$ 29,615,000
		2.40%

SUMMARY OF APPROPRIATION BUDGET REPORT

ACCOUNT GROUP	2020-21		2021-22		2022-23		2023-24		2024-25	
	BUDGET		BUDGET		BUDGET		BUDGET		BUDGET	% CHANGE
1010.....BOARD OF EDUCATION	\$32,900		\$32,900		\$37,200		\$41,020		\$42,100	13.17%
1040.....DISTRICT CLERK	\$4,905		\$4,796		\$5,016		\$5,139		\$5,309	5.84%
1060.....DISTRICT MEETING	\$8,900		\$9,300		\$6,600		\$6,200		\$6,200	-6.06%
TOTAL BOARD OF EDUCATION	\$46,705		\$46,996		\$48,816		\$52,359		\$53,609	9.82%
TOTAL CENTRAL ADMINISTRATION	\$220,962		\$228,292		\$237,508		\$245,451		\$250,790	5.59%
1310.....BUSINESS ADMINISTRATION	\$195,636		\$230,583		\$202,035		\$198,843		\$211,971	4.92%
1320.....AUDITING	\$25,300		\$25,400		\$25,300		\$25,300		\$25,300	0.00%
1325.....TREASURER	\$46,992		\$20,094		\$17,587		\$18,097		\$19,687	11.94%
1330.....TAX COLLECTOR	\$8,272		\$10,027		\$10,468		\$10,644		\$11,098	6.02%
1345.....PURCHASING	\$5,433		\$5,910		\$5,583		\$6,611		\$6,689	19.81%
TOTAL FINANCE	\$281,633		\$292,014		\$260,973		\$259,495		\$274,745	5.28%
1420.....LEGAL	\$86,745		\$117,302		\$103,277		\$90,463		\$92,125	-10.80%
1430.....PERSONNEL	\$101,016		\$92,917		\$98,138		\$109,682		\$115,131	17.32%
1460.....RECORDS MANAGEMENT OFFICER	\$0		\$0		\$0		\$0		\$0	#DIV/0!
1480.....PUBLIC INFORMATION & SERVICES	\$74,624		\$75,914		\$69,000		\$70,725		\$74,250	7.61%
TOTAL STAFF	\$262,385		\$286,133		\$270,415		\$270,870		\$281,506	4.10%
1620.....OPERATIONS OF BUILDINGS	\$1,015,711		\$1,084,670		\$1,118,514		\$1,216,323		\$1,277,984	14.26%
1621.....MAINTENANCE OF BUILDINGS	\$651,489		\$663,957		\$741,277		\$1,080,516		\$1,099,186	48.28%
1670.....CENTRAL PRINTING & MAILING	\$25,000		\$26,000		\$26,500		\$31,500		\$31,500	18.87%
1680.....CENTRAL DATA PROCESSING	\$419,696		\$601,929		\$529,761		\$594,309		\$575,277	8.59%
TOTAL CENTRAL SERVICES	\$2,111,896		\$2,376,556		\$2,416,052		\$2,922,648		\$2,983,947	23.51%
1910.....UNALLOCATED INSURANCE	\$90,072		\$91,066		\$91,366		\$103,950		\$106,950	17.06%
1950.....ASSESSMENTS ON SCHOOL PROPERTY	\$1,500		\$1,500		\$3,500		\$20,000		\$20,000	471.43%
1964.....REFUND ON REAL PROPERTY TAXES	\$0		\$0		\$0		\$0		\$0	#DIV/0!
1981.....BOCES ADMINISTRATION COSTS	\$332,981		\$340,509		\$352,496		\$372,374		\$380,091	7.83%
TOTAL SPECIAL ITEMS	\$424,553		\$433,075		\$447,362		\$496,324		\$507,041	13.34%
TOTAL GENERAL SUPPORT	\$3,348,134		\$3,663,066		\$3,681,126		\$4,247,147		\$4,351,638	18.21%
2010.....CURRICULUM DEVEL & SUPERVISION	\$135,380		\$141,596		\$182,425		\$200,426		\$204,841	12.29%
2020.....SUPERVISION-REGULAR SCHOOL	\$518,139		\$510,556		\$522,374		\$561,814		\$583,921	11.78%
2060.....RESEARCH,PLANNING,& EVAL	\$0		\$0		\$0		\$0		\$13,500	#DIV/0!
2070.....INSERVICE TRAINING-INSTRUCTION	\$89,395		\$103,000		\$167,819		\$170,334		\$118,316	-29.50%
TOTAL INSTRUCTION ADMIN & IMPROVEMENT	\$742,914		\$755,152		\$872,618		\$932,574		\$920,578	5.50%
2110.....TEACHING-REGULAR SCHOOL	\$6,028,268		\$5,828,649		\$6,130,361		\$6,168,130		\$5,955,723	-2.85%
2185.....HOME/CAREERS	\$1,000		\$1,000		\$1,000		\$1,000		\$1,000	0.00%
2186.....TECHNOLOGY	\$1,500		\$1,500		\$1,500		\$2,000		\$2,000	33.33%
2190.....ART	\$9,000		\$9,000		\$9,000		\$9,500		\$9,500	5.56%
2191.....MUSIC	\$4,650		\$17,116		\$11,300		\$13,700		\$13,700	21.24%
2192.....PHYS. ED.	\$3,500		\$3,500		\$3,500		\$4,300		\$4,300	22.86%
2250.....PROGRAMS-STUDENTS W/DISABILITY	\$3,419,470		\$3,413,730		\$3,600,703		\$3,573,945		\$4,192,311	16.43%
2280.....OCCUPATIONAL EDUCATION	\$454,717		\$466,367		\$668,186		\$784,721		\$650,624	-2.63%
2330.....TEACHING-SPECIAL SCHOOLS	\$12,000		\$12,000		\$14,650		\$19,650		\$20,050	36.86%
2340.....EMPLOYMENT PREPARATION EDUC	\$0		\$0		\$0		\$0		\$850	
TOTAL TEACHING	\$9,934,105		\$9,752,862		\$10,440,200		\$10,576,947		\$10,850,058	3.93%
2610.....SCHOOL LIBRARY & AUDIOVISUAL	\$138,755		\$139,736		\$122,704		\$127,850		\$133,390	8.71%

SUMMARY OF APPROPRIATION BUDGET REPORT

ACCOUNT GROUP	2020-21	2021-22	2022-23	2023-24	2024-25	% CHANGE
	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
2630.....COMPUTER ASSISTED INSTRUCTION	\$53,000	\$48,504	\$42,504	\$118,327	\$207,670	388.59%
TOTAL INSTRUCTIONAL MEDIA	\$191,755	\$188,240	\$165,208	\$246,177	\$341,060	106.44%
2805.....ATTENDANCE-REGULAR SCHOOL	\$50,804	\$45,481	\$27,126	\$28,051	\$31,432	15.87%
2810.....GUIDANCE-REGULAR SCHOOL	\$415,556	\$499,946	\$420,785	\$428,591	\$397,317	-5.58%
2815.....HEALTH SERVICES-REGULAR SCHOOL	\$161,735	\$154,857	\$158,886	\$168,865	\$181,257	14.08%
2820.....PSYCHOLOGICAL SRVC-REG SCHOOL	\$85,897	\$89,547	\$96,381	\$160,589	\$167,943	74.25%
2850.....CO-CURRICULAR ACTIV-REG SCHOOL	\$63,330	\$60,263	\$63,950	\$71,011	\$79,311	24.02%
2855.....INTERSCHOL ATHLETICS-REG SCHOOL	\$258,977	\$261,995	\$273,616	\$295,578	\$296,928	8.52%
TOTAL PUPIL SERVICES	\$1,036,299	\$1,112,089	\$1,040,744	\$1,152,685	\$1,154,188	10.90%
5510.....DISTRICT TRANSPORTATION	\$1,170,143	\$1,236,583	\$1,282,328	\$1,411,593	\$1,460,663	13.91%
5530.....TRANSPORTATION BUILDING	\$39,990	\$43,000	\$43,100	\$51,500	\$53,000	22.97%
5540.....CONTRACT TRANSPORTATION	\$0	\$0	\$0	\$0	\$20,000	#DIV/0!
5581.....TRANSPORTATION FROM BOCES	\$0	\$5,000	\$2,500	\$2,500	\$4,054	62.16%
TOTAL PUPIL TRANSPORTATION	\$1,210,133	\$1,284,583	\$1,327,928	\$1,465,593	\$1,537,717	15.80%
TOTAL INSTRUCTION	\$13,115,206	\$13,092,926	\$13,846,698	\$14,373,976	\$14,803,601	6.91%
TOTAL RECREATION	\$5,000	\$2,500	\$2,500	\$5,500	\$5,500	120.00%
9010.... STATE RETIREMENT	\$390,000	\$425,000	\$450,000	\$500,000	\$510,000	13.33%
9020.... TEACHERS' RETIREMENT	\$1,005,842	\$1,020,000	\$1,200,000	\$1,300,000	\$1,350,000	12.50%
9030.... SOCIAL SECURITY	\$850,000	\$855,000	\$878,000	\$900,000	\$1,000,000	13.90%
9040.... WORKERS' COMPENSATION	\$145,000	\$120,869	\$106,323	\$84,000	\$90,979	-14.43%
9045.... LIFE INSURANCE	\$83,218	\$83,666	\$88,308	\$94,855	\$97,000	9.84%
9050.... UNEMPLOYMENT INSURANCE	\$15,000	\$25,000	\$10,000	\$10,000	\$10,000	0.00%
9060.... HEALTH INSURANCE	\$3,624,236	\$3,733,299	\$3,602,564	\$4,217,000	\$4,400,000	22.14%
9070.... DENTAL INSURANCE	\$88,125	\$84,627	\$83,832	\$84,500	\$87,000	3.78%
9089.... UNCLASSIFIED BENEFIT	\$104,000	\$56,155	\$63,469	\$46,700	\$67,003	5.57%
TOTAL EMPLOYEE BENEFITS	\$6,305,421	\$6,403,616	\$6,482,496	\$7,237,055	\$7,611,982	17.42%
9711.... SERIAL BONDS	\$2,586,359	\$2,499,816	\$2,496,580	\$2,505,031	\$2,481,138	-0.62%
9731.... BAN-SCHOOL	\$0	\$0	\$0	\$0	\$0	#DIV/0!
9732.... BAN-BUSES	\$344,880	\$313,076	\$307,600	\$376,292	\$301,141	-2.10%
TOTAL DEBT SERVICE	\$2,931,239	\$2,812,892	\$2,804,180	\$2,881,322	\$2,782,279	-0.78%
TOTAL INTERFUND TRANSFERS	\$75,000	\$175,000	\$165,000	\$175,000	\$60,000	-63.64%
TOTAL UNDISTRIBUTED EXPENDITURES	\$9,311,660	\$9,391,508	\$9,451,676	\$10,293,377	\$10,454,261	10.61%
TOTAL GENERAL FUND EXPENDITURES & TRANSFERS	\$25,780,000	\$26,150,000	\$26,982,000	\$28,920,000	\$29,615,000	9.76%

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	175,000	65,259	

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

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

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Salary: Administrative Compensation Information
 450704 - HOLLEY CSD
 Official - as of 05/06/2024 12:07 PM
 2023-2024 - Page 2

[illegible]

2023-2024 Claim Year - Page 3
Official - as of 05/06/2024 12:07 PM

Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

[illegible]

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Salary: Administrative Compensation Information

450704 - HOLLEY CSD

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Holley 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	\$28,920,000	\$29,615,000	\$29,429,284
Increase/Decrease for the 2023-24 School Year		\$695,000	\$509,284
Percentage Increase/Decrease in Proposed Budget		2.40%	1.76%
Change in the Consumer Price Index		4.12%	4.12%
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$7,835,466	\$7,952,214	\$7,835,466
B. Levy to Support Library Debt, if applicable	\$0	\$0	\$0
C. Levy for Non-Excludable Propositions, if applicable**	\$0	\$0	\$0
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	\$0
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$7,835,466	\$7,952,214	\$7,835,466
F. Total Permissible Exclusions	\$0	\$2,957	\$2,957
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$8,012,887	\$8,143,767	\$8,143,767
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt, and/or Permissible Exclusions (E - B - F + D)	\$7,835,466	\$7,949,257	\$7,832,509

I. Difference: (G – H); (Negative Value Requires 60% Voter Approval – See Note Below Regarding Separate Propositions)**	\$177,421	\$194,510	\$311,258
Administrative Component	\$3,101,487	\$3,143,925	\$3,143,925
Program Component	\$20,011,552	\$20,834,982	\$19,981,552
Capital Component	\$5,806,961	\$5,636,093	\$5,669,961

*Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

Assumptions used to determine contingent budget includes equipment purchases of \$185,716.

**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
		None	\$0

Under the Budget Proposed for the 2024-25 School Year	Estimated Basic STAR Exemption Savings ¹ \$564
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The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Holley Central School District, Orleans County, NY, will be held at the Middle/High School (MS/HS) in said district on Tuesday, May 21, 2024 between the hours of 6 a.m. and 9 p.m., prevailing time in the Holley MS/HS, at which time the polls will be opened to vote by voting ballot or machine.

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

Equalized Total Assessed Value 554,196,360

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	12	5,236,573	0.94
13100	CO - GENERALLY	RPTL 406(1)	1	58,343	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	10	764,111	0.14
13510	TOWN - CEMETERY LAND	RPTL 446	13	1,448,462	0.26
13650	VG - GENERALLY	RPTL 406(1)	25	3,513,282	0.63
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	9	617,295	0.11
13800	SCHOOL DISTRICT	RPTL 408	5	27,664,142	4.99
13810	SPEC DIST - DRAINAGE IMPROVEME	E C L 15-1909(4)	11	75,002	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	14	8,796,699	1.59
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	393,857	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	4,843,063	0.87
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	3	2,834,000	0.51
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	659,262	0.12
26100	VETERANS ORGANIZATION	RPTL 452	3	700,000	0.13
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	1,038,666	0.19
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	111,207	0.02
41400	CLERGY	RPTL 460	5	8,811	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	8	428,306	0.08
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	167	16,400,935	2.96
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	224	18,334,659	3.31
41800	PERSONS AGE 65 OR OVER	RPTL 467	7	378,985	0.07
41804	PERSONS AGE 65 OR OVER	RPTL 467	17	540,551	0.10
41834	ENHANCED STAR	RPTL 425	558	45,873,768	8.28
41854	BASIC STAR 1999-2000	RPTL 425	863	28,954,902	5.22
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	119,752	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	15	641,358	0.12
42120	TEMPORARY GREENHOUSES	RPTL 483-c	6	61,429	0.01
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	5	966,286	0.17
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	16,887	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	224,000	0.04
47610	BUSINESS INVESTMENT PROPERTY F	RPTL 485-b	1	72,457	0.01

Equalized Total Assessed Value 554,196,360

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	21,429	0.00
Total Exemptions Exclusive of System Exemptions:					
			2,017	171,777,050	31.00
Total System Exemptions:			1	21,429	0.00
Totals:			2,018	171,798,479	31.00

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: _____

Equalized Total Assessed Value 79,730

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
Total Exemptions Exclusive of System Exemptions:					
			0	0	0.00
Total System Exemptions:					
			0	0	0.00
Totals:					
			0	0	0.00

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: _____

Equalized Total Assessed Value 3,052,408

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13810	SPEC DIST - DRAINAGE IMPROVEME	E C L 15-1909(4)	2	38,667	1.27
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	17	1,028,221	33.69
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	59,444	1.95
41834	ENHANCED STAR	RPTL 425	1	90,444	2.96
41854	BASIC STAR 1999-2000	RPTL 425	3	99,999	3.28
Total Exemptions Exclusive of System Exemptions:					
			24	1,316,775	43.14
Total System Exemptions:			0	0	0.00
Totals:			24	1,316,775	43.14

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: _____

Equalized Total Assessed Value 246,586,376

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	117,000	0.05
13100	CO - GENERALLY	RPTL 406(1)	1	58,343	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	10	764,111	0.31
13510	TOWN - CEMETERY LAND	RPTL 446	6	144,889	0.06
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	8	597,581	0.24
13810	SPEC DIST - DRAINAGE IMPROVEME	E C L 15-1909(4)	9	36,335	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	46,667	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	1,765,778	0.72
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	52,333	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	426,666	0.17
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	59,778	0.02
41400	CLERGY	RPTL 460	4	6,668	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	134,591	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	121	10,951,000	4.44
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	132	7,940,214	3.22
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	122,055	0.05
41804	PERSONS AGE 65 OR OVER	RPTL 467	9	273,322	0.11
41834	ENHANCED STAR	RPTL 425	301	22,891,081	9.28
41854	BASIC STAR 1999-2000	RPTL 425	430	13,794,152	5.59
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	15,167	0.01
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	3	169,169	0.07
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	16,887	0.01

Equalized Total Assessed Value 246,586,376

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	224,000	0.09
Total Exemptions Exclusive of System Exemptions:					
			1,051	60,607,787	24.58
Total System Exemptions:					
			0	0	0.00
Totals:					
			1,051	60,607,787	24.58

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: _____

School District - 343204 Holley						
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted	
12100	NYS - GENERALLY	RPTL 404(1)	2	378,000		0.28
13650	VG - GENERALLY	RPTL 406(1)	24	3,476,711		2.56
13800	SCHOOL DISTRICT	RPTL 408	5	27,664,142		20.38
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	9	8,451,855		6.23
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	393,857		0.29
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	2,778,714		2.05
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	2,367,857		1.74
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	606,929		0.45
26100	VETERANS ORGANIZATION	RPTL 452	2	685,714		0.51
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	308,571		0.23
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	51,429		0.04
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	3	351,000		0.26
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	200,501		0.15
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	63,671		0.05
41834	ENHANCED STAR	RPTL 425	99	8,767,972		6.46
41854	BASIC STAR 1999-2000	RPTL 425	166	5,824,276		4.29
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	40,714		0.03
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	21,429		0.02
Total Exemptions Exclusive of System Exemptions:						
			335	62,411,913		45.98
Total System Exemptions:						
			1	21,429		0.02
Totals:						
			336	62,433,342		46.00

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: _____

Equalized Total Assessed Value 168,739,259

School District - 343204 Holley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	9	4,741,573	2.81
13510	TOWN - CEMETERY LAND	RPTL 446	7	1,303,573	0.77
13650	VG - GENERALLY	RPTL 406(1)	1	36,571	0.02
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	19,714	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	4	298,177	0.18
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	2	298,571	0.18
25120	NONPROF CORP - EDUC/CONST PRO	RPTL 420-a	1	466,143	0.28
26100	VETERANS ORGANIZATION	RPTL 452	1	14,286	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	303,429	0.18
41400	CLERGY	RPTL 460	1	2,143	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	6	293,715	0.17
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	29	4,421,714	2.62
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	88	9,984,001	5.92
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	56,429	0.03
41804	PERSONS AGE 65 OR OVER	RPTL 467	5	203,558	0.12
41834	ENHANCED STAR	RPTL 425	157	14,124,271	8.37
41854	BASIC STAR 1999-2000	RPTL 425	264	9,236,475	5.47
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	63,871	0.04
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	12	472,189	0.28
42120	TEMPORARY GREENHOUSES	RPTL 483-c	6	61,429	0.04
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	5	966,286	0.57

School District - 343204 Holley		Equalized Total Assessed Value	168,739,259		
Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	72,457	0.04
Total Exemptions Exclusive of System Exemptions:					
			607	47,440,575	28.11
Total System Exemptions:			0	0	0.00
Totals:			607	47,440,575	28.11

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: _____

****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.*****

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/cm9/ser/propertytax/taxcar/>

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."

Form Due - April 29, 2024

Form Preparer Name:
Preparer's Telephone Number:

SHARON ZACHER
585-638-6316

Shaded Fields Will Calculate

Budgeted 2023-24 (A)
Proposed Budget 2024-25 (B)
Percent Change (C)

Total Budgeted Amount, not including Separate Propositions	28,920,000	29,615,000	2.40 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	7,835,466	7,952,214	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	7,835,466	7,952,214	1.49 %
F. Permissible Exclusions to the School Tax Levy Limit	0	2,957	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	8,012,887	8,143,767	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve	7,835,466	7,949,257	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	177,421	194,510	
Public School Enrollment	973	971	-0.21 %
Consumer Price Index			4.12 %

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

Actual 2023-24 (D)
Estimated 2024-25 (E)

Adjusted Restricted Fund Balance	4,788,466	5,753,241
Assigned Appropriated Fund Balance	585,827	520,000
Adjusted Unrestricted Fund Balance	1,156,800	1,184,600

Adjusted Restricted Fund Balance as a Percent of the Total Budget

4.00 %

4.00 %

Schedule of Reserve Funds

Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Reserve Name	Reserve Type
---	------------------------	----------------------------------	--------------	--------------

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	RESERVE FOR CAPITAL	For the cost of any object or purpose for which bonds may be issued.	772,505	1,272,505	NO INTENDED USE
Repair	RESERVE FOR REPAIRS	For the cost of repairs to capital improvements or equipment.	275,049	275,049	NO INTENDED USE
Workers Compensation	WORKERS COMPENSATION RESERVE	For self-insured Workers Compensation and benefits.	517,105	517,105	NO INTENDED USE
Unemployment Insurance	RESERVE FOR UNEMPLOYMENT to the State	Unemployment Insurance Fund.	352,023	352,023	NO INTENDED USE
Reduction for Tax		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	RESERVE FOR DEBT	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	366,622	366,622	NO INTENDED USE
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	RESERVE FOR EMPLOYEE BENEFITS	For accrued employee benefits due to employees upon termination of service.	129,717	129,717	NO INTENDED USE
Retirement Contribution	RESERVE FOR TRS/ERS	For employer retirement contributions to the State and Local Employees' Retirement System.	2,375,445	2,840,220	NO INTENDED USE
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			

Single Other
Reserve
+ (add)

* NYSEP Reserve Guidance:
http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf
OSC Reserve Guidance:
<http://osc.state.ny.us/localgov/pubs/lisaccg.htm#reserverfunds>

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25.
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

Save

Reset

Save & Ready

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	378	127.4	3
	Math	366	137.6	
	Combined	744	132.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	5	130	—
	Math	5	130	
	Combined	10	—	
Hispanic or Latino	ELA	23	117.4	2
	Math	24	116.7	
	Combined	47	117	
Multiracial	ELA	24	104.2	2
	Math	24	137.5	
	Combined	48	120.8	

Subgroup	Subject	Cohort	Index	Level
White	ELA	323	128.8	3
	Math	310	138.5	
	Combined	633	133.6	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	63	52.4	2
	Math	63	55.6	
	Combined	126	54	
Economically Disadvantaged	ELA	252	115.7	3
	Math	242	124	
	Combined	494	119.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	392	122.8	3
	Math	392	128.4	
	Combined	784	125.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	5	130	—
	Math	5	130	
	Combined	10	—	
Hispanic or Latino	ELA	28	96.4	2
	Math	28	100	
	Combined	56	98.2	
Multiracial	ELA	25	100	3
	Math	25	132	
	Combined	50	116	

Subgroup	Subject	Cohort	Index	Level
White	ELA	333	124.9	3
	Math	333	129	
	Combined	666	127	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	73	45.2	2
	Math	73	47.9	
	Combined	146	46.6	
Economically Disadvantaged	ELA	259	112.5	4
	Math	259	115.8	
	Combined	518	114.2	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	584	159	27.2%	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—
Black or African American	10	—	—	—
Hispanic or Latino	43	19	44.2%	1
Multiracial	31	7	22.6%	2
White	496	130	26.2%	2
English Language Learner	2	—	—	—
Students with Disabilities	99	37	37.4%	2
Economically Disadvantaged	388	125	32.2%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	425	91.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	7	—
Hispanic or Latino	—	32	—
Multiracial	—	27	—
White	X	356	92.1%
English Language Learner	—	2	—
Students with Disabilities	X	80	81.3%
Economically Disadvantaged	X	280	92.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	425	88.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	7	—
Hispanic or Latino	—	32	—
Multiracial	—	27	—
White	X	356	88.5%
English Language Learner	—	2	—
Students with Disabilities	X	80	81.3%
Economically Disadvantaged	X	280	88.9%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	56	128.6	109.6	2
	Math	12	83.3		
	Science	17	120.6		
Hispanic or Latino	ELA	3	—	—	—
	Math	1	—		
	Science	1	—		
Multiracial	ELA	3	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	50	130	110.3	2
	Math	11	81.8		
	Science	15	123.3		
Students with Disabilities	ELA	12	66.7	—	—
	Math	—	—		
	Science	2	—		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	28	121.4	125.9	3
	Math	2	—		
	Science	7	171.4		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	58	124.1	64.1	1
	Math	43	23.3		
	Science	58	35.3		
Hispanic or Latino	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Multiracial	ELA	3	—	—	—
	Math	1	—		
	Science	3	—		
White	ELA	52	125	64.2	2
	Math	40	22.5		
	Science	52	35.6		
Students with Disabilities	ELA	13	61.5	30.8	2
	Math	4	—		
	Science	13	30.8		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	30	113.3	55.9	1
	Math	22	9.1		
	Science	30	40		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	65	55	84.6%	91.3%	2
	5-year	64	61	95.3%		
	6-year	83	78	94%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	7	—	—	—	—
	5-year	8	—	—		
	6-year	2	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Multiracial	4-year	4		—	—	—
	5-year	1		—		
	6-year	7		—		
White	4-year	52	45	86.5%	91.3%	2
	5-year	53	50	94.3%		
	6-year	72	67	93.1%		
English Language Learner	4-year	2		—	—	—
	5-year	0		—		
	6-year	0		—		
Students with Disabilities	4-year	12		—	—	—
	5-year	9		—		
	6-year	10		—		
Economically Disadvantaged	4-year	35	27	77.1%	88.3%	3
	5-year	39	38	97.4%		
	6-year	42	38	90.5%		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	293	114	38.9%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	7	—	—	—
Hispanic or Latino	24	—	—	—
Multiracial	11	—	—	—
White	250	85	34%	2
English Language Learner	3	—	—	—
Students with Disabilities	62	28	45.2%	2
Economically Disadvantaged	167	85	50.9%	1

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	59	98.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	3	—
Multiracial	—	3	—
White	✓	53	98.1%
English Language Learner	—	0	—
Students with Disabilities	—	12	—
Economically Disadvantaged	—	30	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	44	29.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	1	—
White	X	41	29.3%
English Language Learner	—	0	—
Students with Disabilities	—	3	—
Economically Disadvantaged	—	22	—

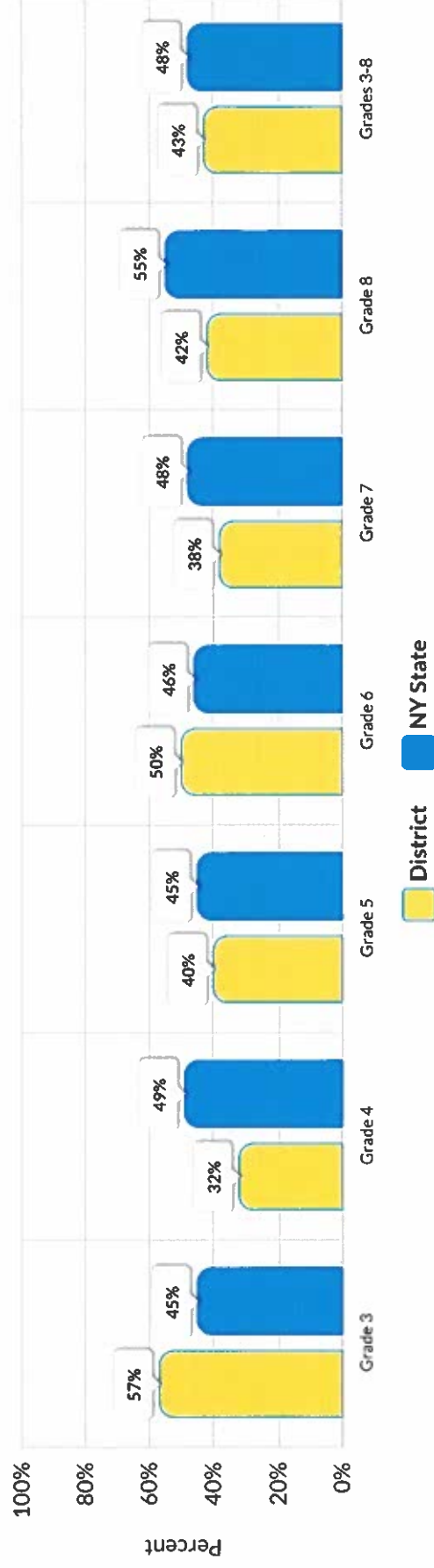
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



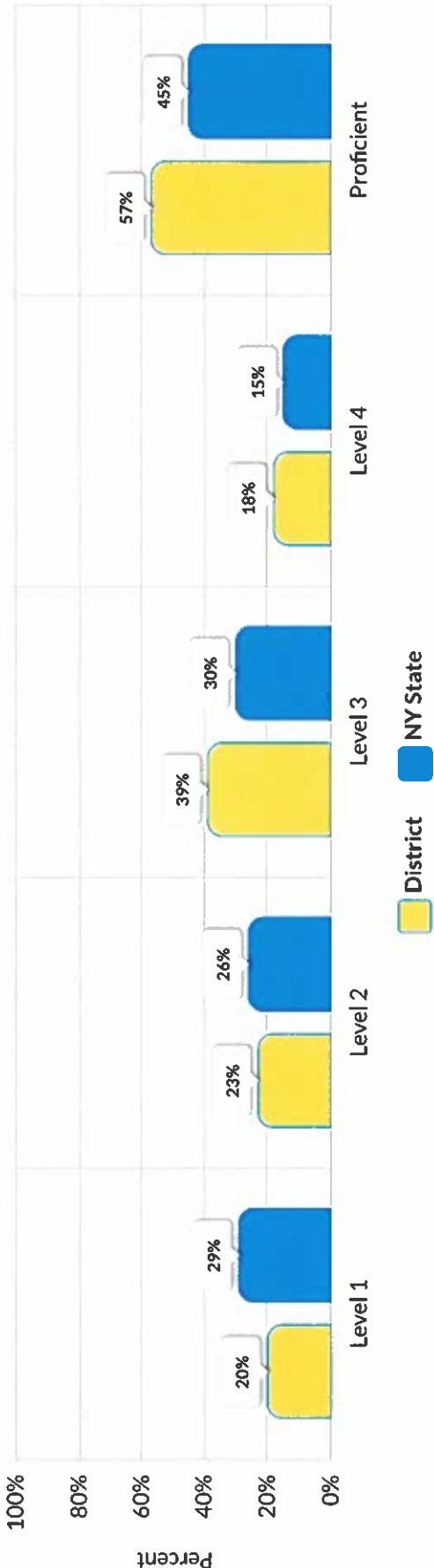
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%
Grade 4	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%
Grade 5	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%
Grade 6	73	3	4%	70	96%	10	14%	25	36%	24	34%	11	16%	35	50%
Grade 7	78	7	9%	71	91%	23	32%	21	30%	21	30%	6	8%	27	38%
Grade 8	63	15	24%	48	76%	9	19%	19	40%	15	31%	5	10%	20	42%
Grades 3-8	427	40	9%	387	91%	86	22%	133	34%	123	32%	45	12%	168	43%

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.



Percent Scoring at Levels for All Students



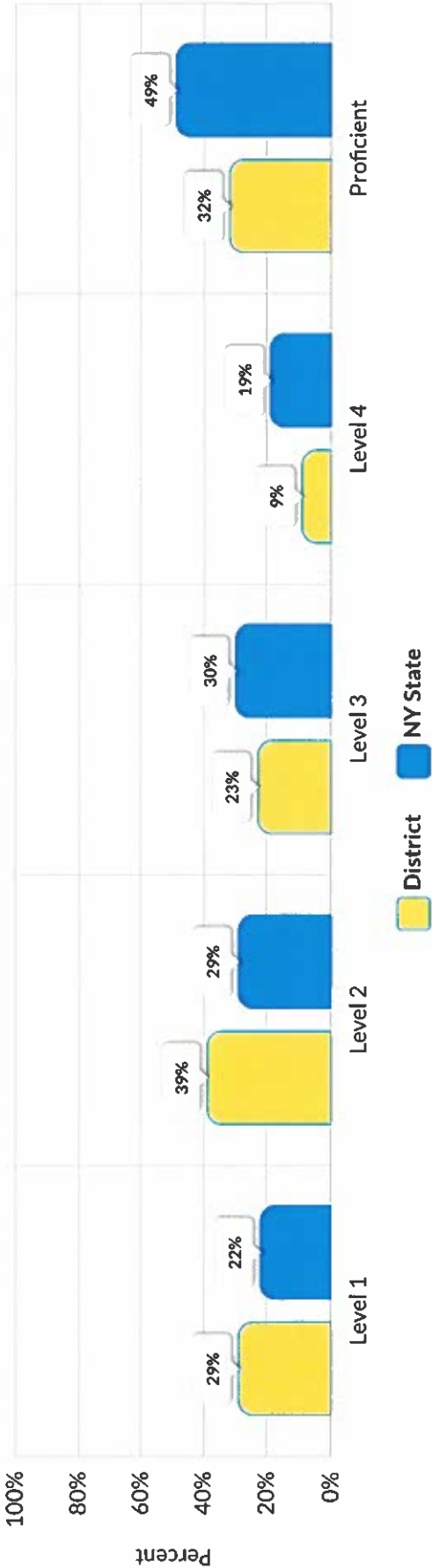
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%
Female	37	1	3%	36	97%	7	19%	7	19%	13	36%	9	25%	22	61%
Male	40	2	5%	38	95%	8	21%	10	26%	16	42%	4	11%	20	53%
General Education Students	64	2	3%	62	97%	8	13%	12	19%	29	47%	13	21%	42	68%
Students with Disabilities	13	1	8%	12	92%	7	58%	5	42%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	65	3	5%	62	95%	12	19%	14	23%	24	39%	12	19%	36	58%
Multiracial	6	0	0%	6	100%	1	17%	2	33%	2	33%	1	17%	3	50%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	1	17%	3	50%	0	0%	3	50%
Economically Disadvantaged	58	2	3%	56	97%	11	20%	14	25%	23	41%	8	14%	31	55%
Not Economically Disadvantaged	19	1	5%	18	95%	4	22%	3	17%	6	33%	5	28%	11	61%
Non-English Language Learner	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%
Not in Foster Care	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%
Not Homeless	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%
Not Migrant	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%
Parent Not in Armed Forces	77	3	4%	74	96%	15	20%	17	23%	29	39%	13	18%	42	57%

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 Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%
Female	37	0	0%	37	100%	10	27%	13	35%	8	22%	6	16%	14	38%
Male	46	6	13%	40	87%	12	30%	17	43%	10	25%	1	3%	11	28%
General Education Students	63	2	3%	61	97%	14	23%	24	39%	16	26%	7	11%	23	38%
Students with Disabilities	20	4	20%	16	80%	8	50%	6	38%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	2	20%	5	50%	3	30%	0	0%	3	30%
White	65	6	9%	59	91%	17	29%	22	37%	13	22%	7	12%	20	34%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	3	38%	3	38%	2	25%	0	0%	2	25%
Economically Disadvantaged	54	2	4%	52	96%	16	31%	23	44%	10	19%	3	6%	13	25%
Not Economically Disadvantaged	29	4	14%	25	86%	6	24%	7	28%	8	32%	4	16%	12	48%
Non-English Language Learner	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%
Not in Foster Care	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%
Not Homeless	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%

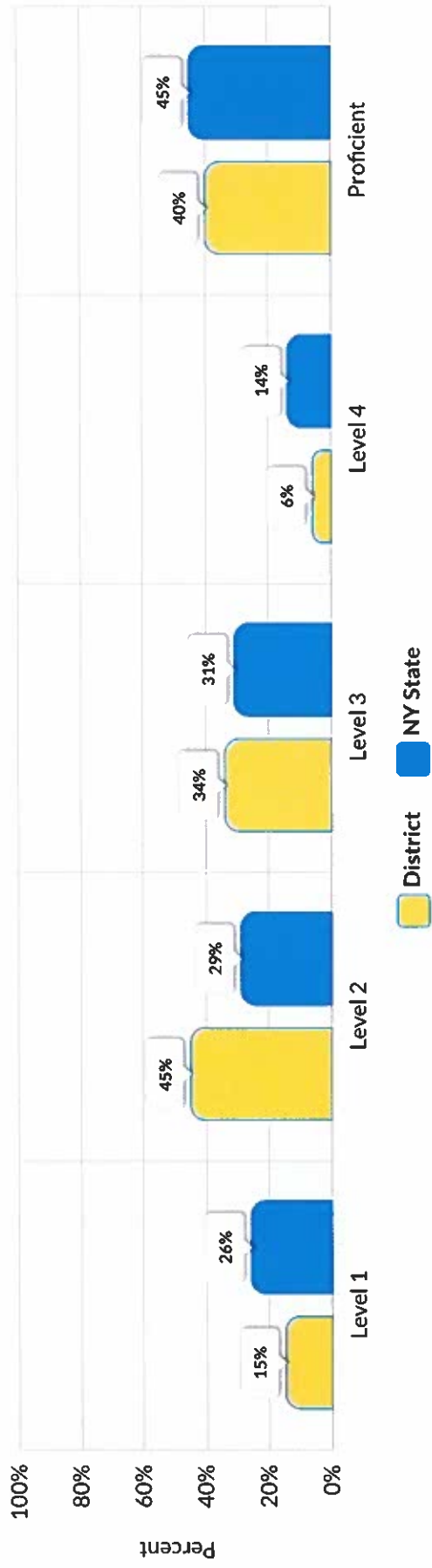
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%
Parent Not in Armed Forces	83	6	7%	77	93%	22	29%	30	39%	18	23%	7	9%	25	32%

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.



Percent Scoring at Levels for All Students



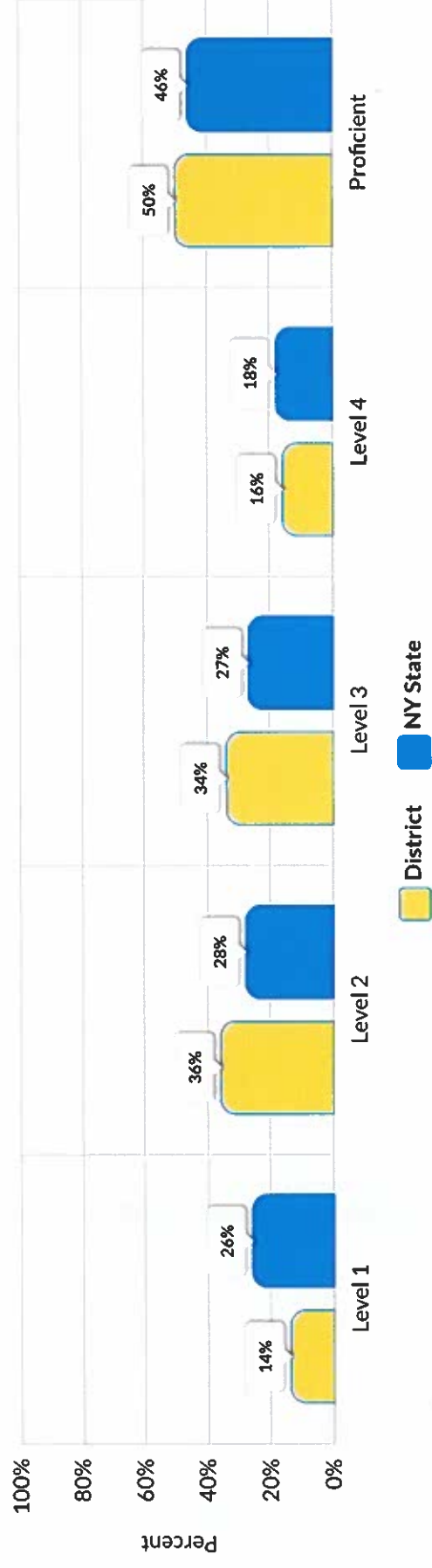
Subgroup	Total #	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%
Female	27	2	7%	25	93%	4	16%	12	48%	8	32%	1	4%	9	36%
Male	26	4	15%	22	85%	3	14%	9	41%	8	36%	2	9%	10	45%
General Education Students	48	4	8%	44	92%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	51	6	12%	45	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%
Economically Disadvantaged	39	5	13%	34	87%	6	18%	15	44%	12	35%	1	3%	13	38%
Not Economically Disadvantaged	14	1	7%	13	93%	1	8%	6	46%	4	31%	2	15%	6	46%
Non-English Language Learner	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%
Not in Foster Care	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	52	5	10%	47	90%	7	15%	21	45%	16	34%	3	6%	19	40%
Not Migrant	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%
Parent Not in Armed Forces	53	6	11%	47	89%	7	15%	21	45%	16	34%	3	6%	19	40%

GRADE 6 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total #	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	3	4%	70	96%	10	14%	25	36%	24	34%	11	16%	35	50%
Female	37	1	3%	36	97%	3	8%	13	36%	10	28%	10	28%	20	56%
Male	36	2	6%	34	94%	7	21%	12	35%	14	41%	1	3%	15	44%
General Education Students	62	1	2%	61	98%	4	7%	23	38%	23	38%	11	18%	34	56%
Students with Disabilities	11	2	18%	9	82%	6	67%	2	22%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	0	0%	3	60%	2	40%	0	0%	2	40%
White	61	1	2%	60	98%	10	17%	21	35%	20	33%	9	15%	29	48%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	45	2	4%	43	96%	9	21%	16	37%	12	28%	6	14%	18	42%
Not Economically Disadvantaged	28	1	4%	27	96%	1	4%	9	33%	12	44%	5	19%	17	63%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	72	3	4%	69	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	3	4%	70	96%	10	14%	25	36%	24	34%	11	16%	35	50%
Not Homeless	73	3	4%	70	96%	10	14%	25	36%	24	34%	11	16%	35	50%

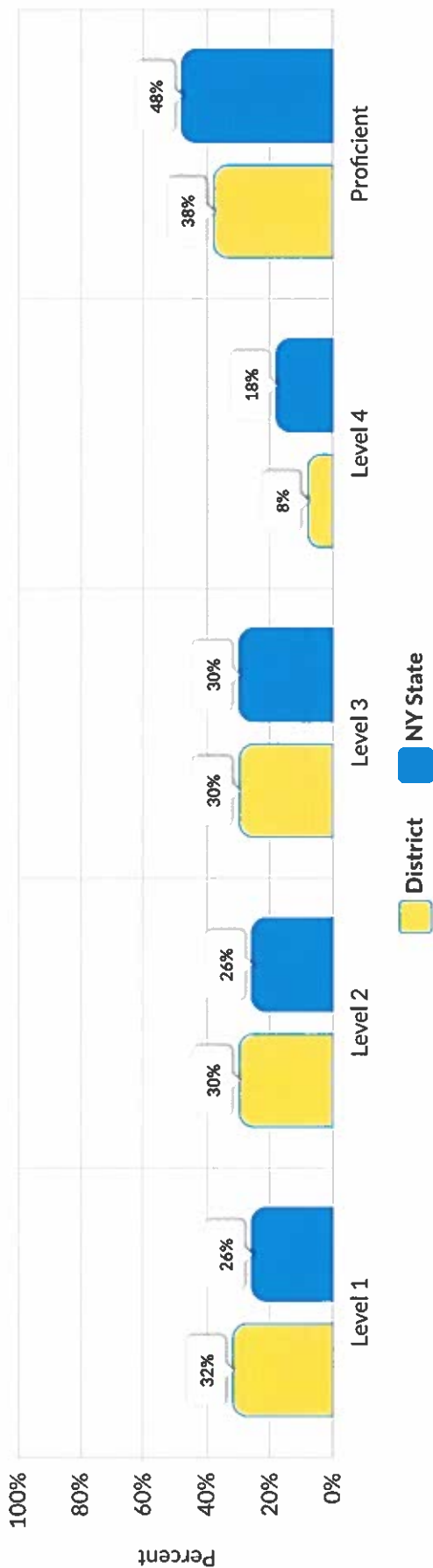
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	73	3	4%	70	96%	10	14%	25	36%	24	34%	11	16%	35	50%
Parent Not in Armed Forces	73	3	4%	70	96%	10	14%	25	36%	24	34%	11	16%	35	50%

GRADE 7 ELA RESULTS

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



Percent Scoring at Levels for All Students



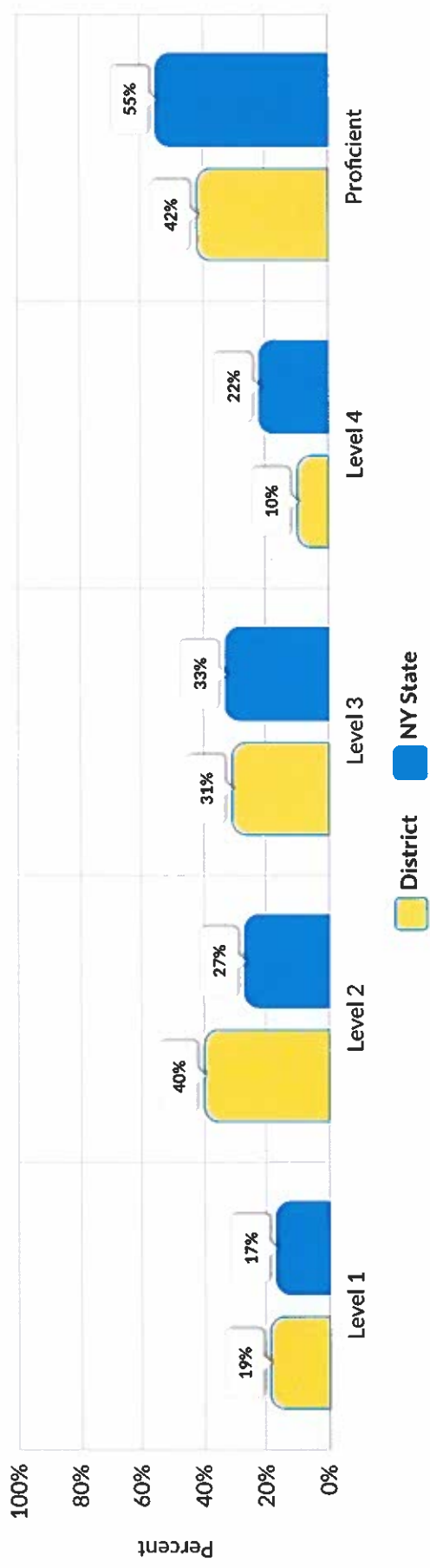
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GRADE 8 ELA RESULTS

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.



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	63	15	24%	48	76%	9	19%	19	40%	15	31%	5	10%	20	42%
Female	36	10	28%	26	72%	4	15%	11	42%	8	31%	3	12%	11	42%
Male	27	5	19%	22	81%	5	23%	8	36%	7	32%	2	9%	9	41%
General Education Students	50	11	22%	39	78%	6	15%	14	36%	14	36%	5	13%	19	49%
Students with Disabilities	13	4	31%	9	69%	3	33%	5	56%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
White	51	10	20%	41	80%	6	15%	17	41%	14	34%	4	10%	18	44%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	5	42%	7	58%	3	43%	2	29%	1	14%	1	14%	2	29%
Economically Disadvantaged	38	8	21%	30	79%	7	23%	12	40%	8	27%	3	10%	11	37%
Not Economically Disadvantaged	25	7	28%	18	72%	2	11%	7	39%	7	39%	2	11%	9	50%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	15	24%	47	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	15	24%	48	76%	9	19%	19	40%	15	31%	5	10%	20	42%

Subgroup	Total #	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	63	15	24%	48	76%	9	19%	19	40%	15	31%	5	10%	20	42%
Not Migrant	63	15	24%	48	76%	9	19%	19	40%	15	31%	5	10%	20	42%
Parent Not in Armed Forces	63	15	24%	48	76%	9	19%	19	40%	15	31%	5	10%	20	42%

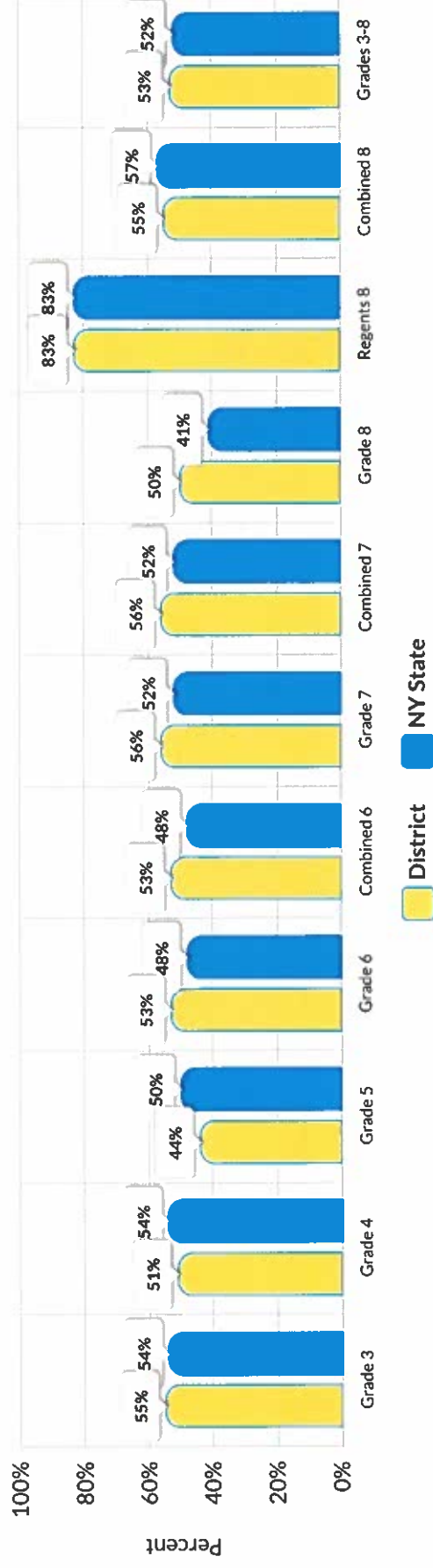
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	76	2	3%		74	97%	10	14%	23	31%	28	38%	13	18%	41	55%
Grade 4	83	6	7%		77	93%	20	26%	18	23%	33	43%	6	8%	39	51%
Grade 5	53	10	19%		43	81%	10	23%	14	33%	16	37%	3	7%	19	44%
Grade 6	73	5	7%		68	93%	9	13%	23	34%	33	49%	3	4%	36	53%
Combined 6	73	5	7%		68	93%	9	13%	23	34%	33	49%	3	4%	36	53%
Grade 7	78	10	13%		68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Combined 7	78	10	13%		68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Grade 8	63	25	40%		38	60%	13	34%	6	16%	18	47%	1	3%	19	50%
Regents 8	—	—	—		6	10%	0	0%	1	17%	0	0%	5	83%	5	83%
Combined 8	63	19	30%		44	70%	13	30%	7	16%	18	41%	6	14%	24	55%
Grades 3-8	426	52	12%		374	88%	74	20%	103	28%	155	41%	42	11%	197	53%

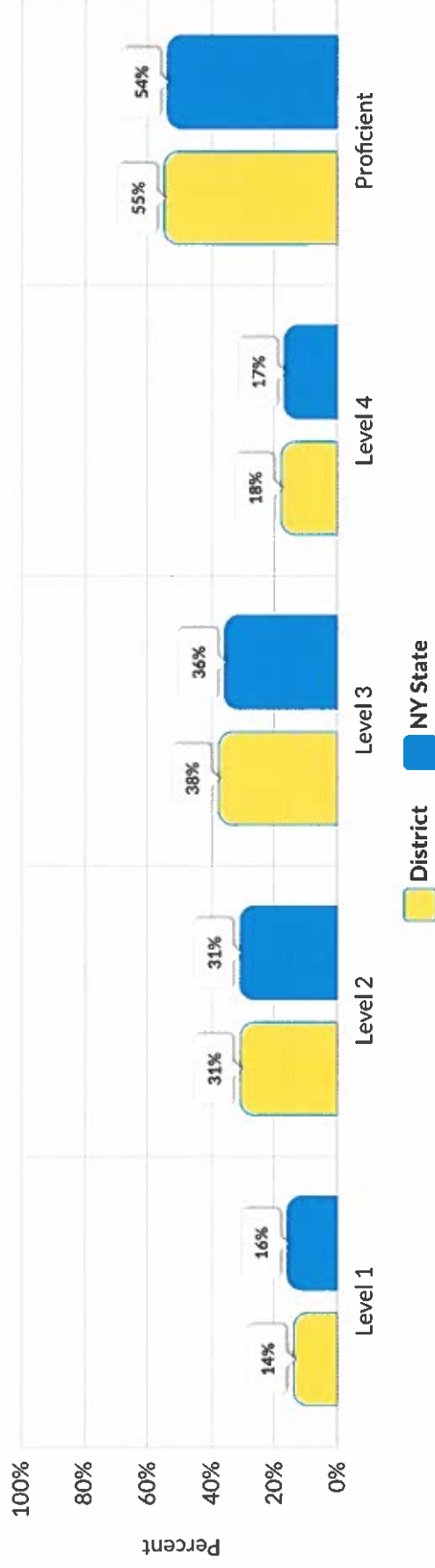
See report card Glossary and Guide for criteria used to include students in this table.

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.



Percent Scoring at Levels for All Students



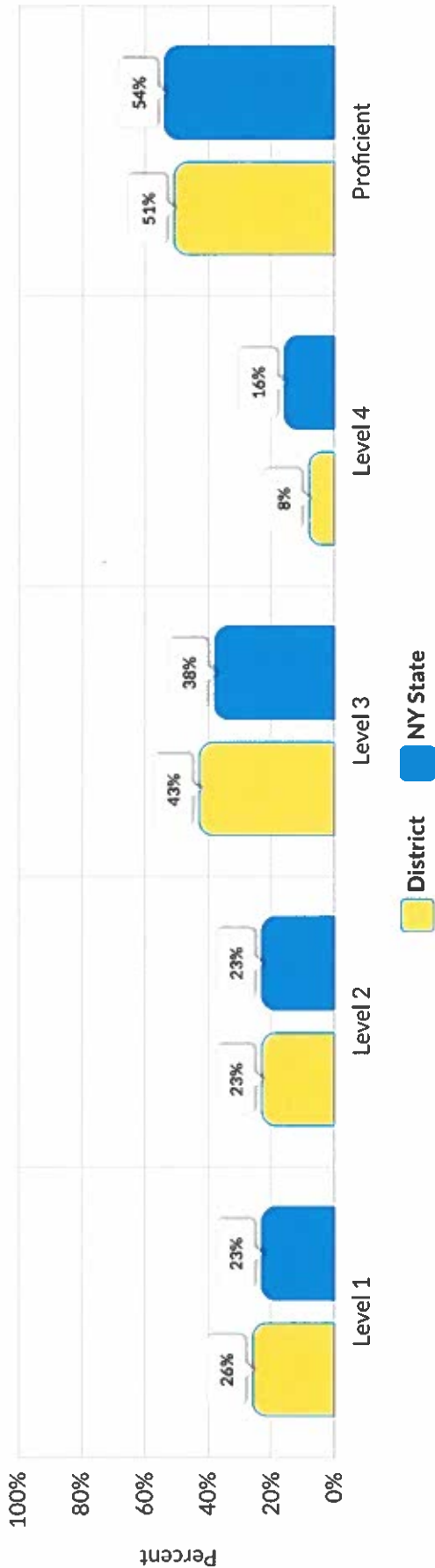
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	76	2	3%	74	97%	10	14%	23	31%	28	38%	13	18%	41	55%
Female	36	1	3%	35	97%	6	17%	9	26%	13	37%	7	20%	20	57%
Male	40	1	3%	39	98%	4	10%	14	36%	15	38%	6	15%	21	54%
General Education Students	63	1	2%	62	98%	4	6%	17	27%	28	45%	13	21%	41	66%
Students with Disabilities	13	1	8%	12	92%	6	50%	6	50%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
White	64	2	3%	62	97%	7	11%	20	32%	24	39%	11	18%	35	56%
Multiracial	6	0	0%	6	100%	1	17%	1	17%	2	33%	2	33%	4	67%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	57	1	2%	56	98%	7	13%	19	34%	23	41%	7	13%	30	54%
Not Economically Disadvantaged	19	1	5%	18	95%	3	17%	4	22%	5	28%	6	33%	11	61%
Non-English Language Learner	76	2	3%	74	97%	10	14%	23	31%	28	38%	13	18%	41	55%
Not in Foster Care	76	2	3%	74	97%	10	14%	23	31%	28	38%	13	18%	41	55%
Not Homeless	76	2	3%	74	97%	10	14%	23	31%	28	38%	13	18%	41	55%
Not Migrant	76	2	3%	74	97%	10	14%	23	31%	28	38%	13	18%	41	55%
Parent Not in Armed Forces	76	2	3%	74	97%	10	14%	23	31%	28	38%	13	18%	41	55%

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.



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	83	6	7%	77	93%	20	26%	18	23%	33	43%	6	8%	39	51%
Female	37	0	0%	37	100%	11	30%	12	32%	11	30%	3	8%	14	38%
Male	46	6	13%	40	87%	9	23%	6	15%	22	55%	3	8%	25	63%
General Education Students	63	3	5%	60	95%	10	17%	15	25%	29	48%	6	10%	35	58%
Students with Disabilities	20	3	15%	17	85%	10	59%	3	18%	4	24%	0	0%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	0	0%	10	100%	2	20%	4	40%	4	40%	0	0%	4	40%
White	65	6	9%	59	91%	16	27%	13	22%	25	42%	5	8%	30	51%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	2	25%	1	13%	4	50%	1	13%	5	63%
Economically Disadvantaged	54	1	2%	53	98%	18	34%	12	23%	20	38%	3	6%	23	43%
Not Economically Disadvantaged	29	5	17%	24	83%	2	8%	6	25%	13	54%	3	13%	16	67%
Non-English Language Learner	83	6	7%	77	93%	20	26%	18	23%	33	43%	6	8%	39	51%
Not in Foster Care	83	6	7%	77	93%	20	26%	18	23%	33	43%	6	8%	39	51%
Not Homeless	83	6	7%	77	93%	20	26%	18	23%	33	43%	6	8%	39	51%

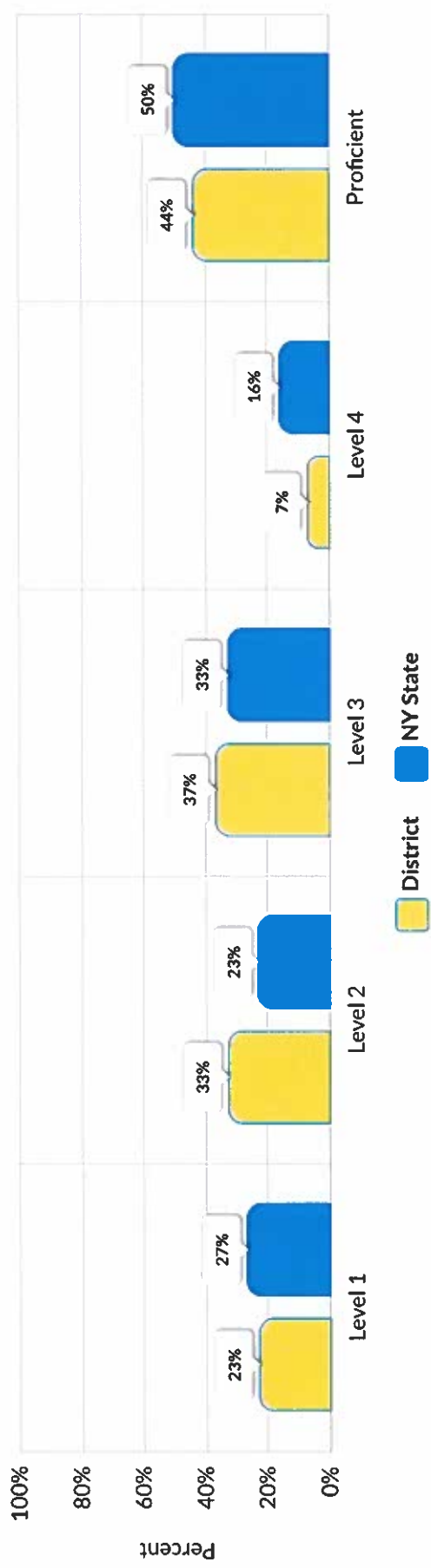
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	83	6	7%	77	93%	20	26%	18	23%	33	43%	6	8%	39	51%
Parent Not in Armed Forces	83	6	7%	77	93%	20	26%	18	23%	33	43%	6	8%	39	51%

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.



Percent Scoring at Levels for All Students



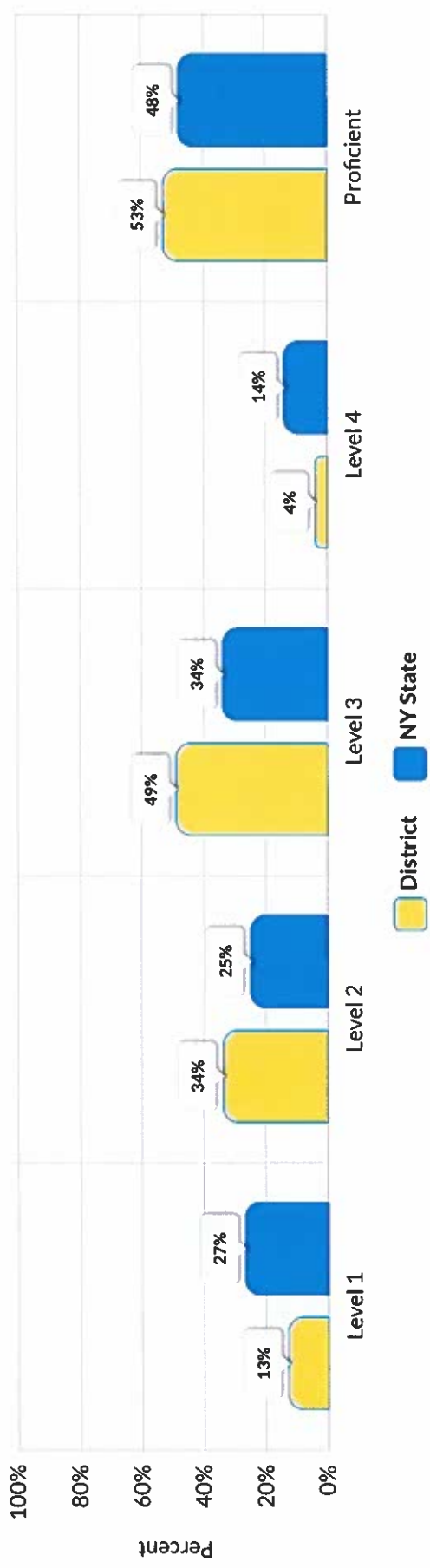
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	10	19%	43	81%	10	23%	14	33%	16	37%	3	7%	19	44%
Female	27	5	19%	22	81%	6	27%	7	32%	7	32%	2	9%	9	41%
Male	26	5	19%	21	81%	4	19%	7	33%	9	43%	1	5%	10	48%
General Education Students	48	8	17%	40	83%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	51	10	20%	41	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	53	10	19%	43	81%	10	23%	14	33%	16	37%	3	7%	19	44%
Economically Disadvantaged	39	9	23%	30	77%	8	27%	12	40%	9	30%	1	3%	10	33%
Not Economically Disadvantaged	14	1	7%	13	93%	2	15%	2	15%	7	54%	2	15%	9	69%
Non-English Language Learner	53	10	19%	43	81%	10	23%	14	33%	16	37%	3	7%	19	44%
Not in Foster Care	53	10	19%	43	81%	10	23%	14	33%	16	37%	3	7%	19	44%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	52	9	17%	43	83%	10	23%	14	33%	16	37%	3	7%	19	44%
Not Migrant	53	10	19%	43	81%	10	23%	14	33%	16	37%	3	7%	19	44%
Parent Not in Armed Forces	53	10	19%	43	81%	10	23%	14	33%	16	37%	3	7%	19	44%

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.



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	73	5	7%	68	93%	9	13%	23	34%	33	49%	3	4%	36	53%
Female	37	1	3%	36	97%	6	17%	10	28%	19	53%	1	3%	20	56%
Male	36	4	11%	32	89%	3	9%	13	41%	14	44%	2	6%	16	50%
General Education Students	62	2	3%	60	97%	4	7%	20	33%	33	55%	3	5%	36	60%
Students with Disabilities	11	3	27%	8	73%	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	0	0%	2	40%	3	60%	0	0%	3	60%
White	61	3	5%	58	95%	9	16%	19	33%	28	48%	2	3%	30	52%
Multiracial	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	2	40%	2	40%	1	20%	3	60%
Economically Disadvantaged	45	3	7%	42	93%	7	17%	19	45%	15	36%	1	2%	16	38%
Not Economically Disadvantaged	28	2	7%	26	93%	2	8%	4	15%	18	69%	2	8%	20	77%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	72	5	7%	67	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	5	7%	68	93%	9	13%	23	34%	33	49%	3	4%	36	53%
Not Homeless	73	5	7%	68	93%	9	13%	23	34%	33	49%	3	4%	36	53%

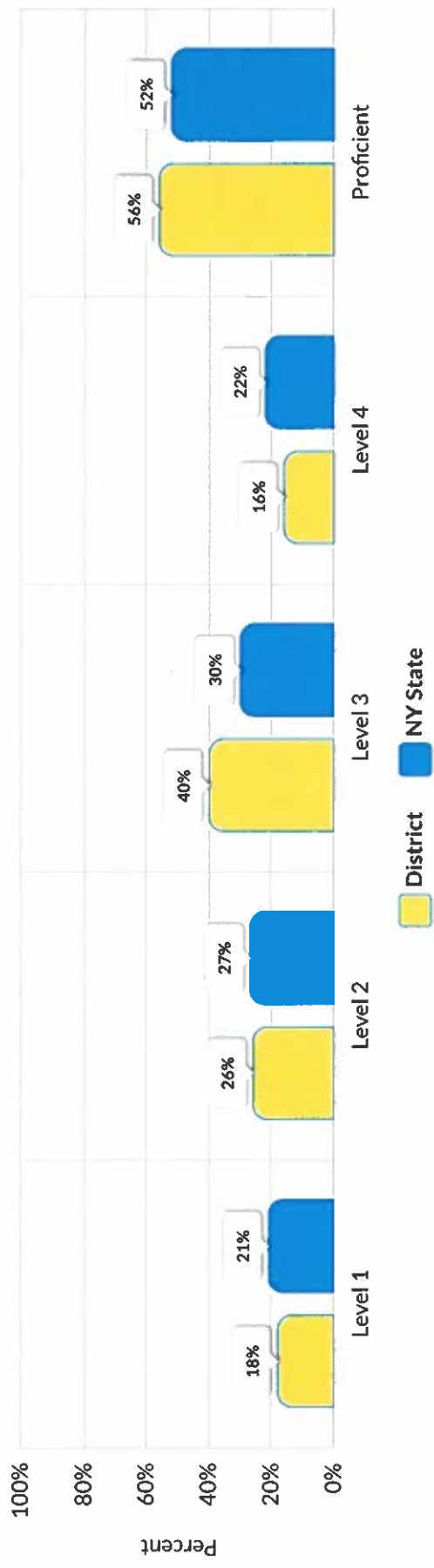
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	73	5	7%	68	93%	9	13%	23	34%	33	49%	3	4%	36	53%
Parent Not in Armed Forces	73	5	7%	68	93%	9	13%	23	34%	33	49%	3	4%	36	53%

GRADE 7 MATH RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	10	13%	68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Female	39	6	15%	33	85%	3	9%	10	30%	15	45%	5	15%	20	61%
Male	39	4	10%	35	90%	9	26%	8	23%	12	34%	6	17%	18	51%
General Education Students	59	7	12%	52	88%	3	6%	14	27%	24	46%	11	21%	35	67%
Students with Disabilities	19	3	16%	16	84%	9	56%	4	25%	3	19%	0	0%	3	19%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	5	83%	—	—	—	—	—	—	—	—	—	—
White	64	8	13%	56	88%	9	16%	13	23%	25	45%	9	16%	34	61%
Multiracial	6	0	0%	6	100%	1	17%	2	33%	2	33%	1	17%	3	50%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	2	33%	3	50%	0	0%	1	17%	1	17%
Economically Disadvantaged	48	7	15%	41	85%	10	24%	15	37%	13	32%	3	7%	16	39%
Not Economically Disadvantaged	30	3	10%	27	90%	2	7%	3	11%	14	52%	8	30%	22	81%
Non-English Language Learner	78	10	13%	68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Not in Foster Care	78	10	13%	68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Not Homeless	78	10	13%	68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Not Migrant	78	10	13%	68	87%	12	18%	18	26%	27	40%	11	16%	38	56%
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

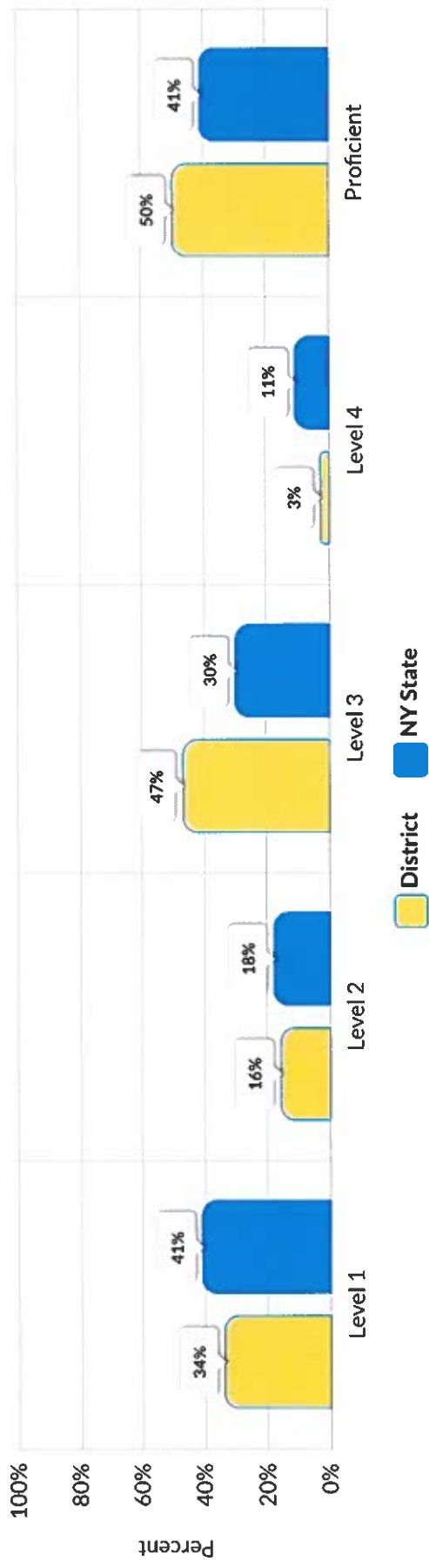
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	77	9	12%	68	88%	12	18%	18	26%	27	40%	11	16%	38	56%

GRADE 8 MATH RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	25	40%	38	60%	13	34%	6	16%	18	47%	1	3%	19	50%
Female	36	16	44%	20	56%	7	35%	3	15%	10	50%	0	0%	10	50%
Male	27	9	33%	18	67%	6	33%	3	17%	8	44%	1	6%	9	50%
General Education Students	50	20	40%	30	60%	8	27%	4	13%	17	57%	1	3%	18	60%
Students with Disabilities	13	5	38%	8	62%	5	63%	2	25%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
White	51	18	35%	33	65%	10	30%	5	15%	17	52%	1	3%	18	55%
Multiracial	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	6	55%	5	45%	3	60%	1	20%	1	20%	0	0%	1	20%
Economically Disadvantaged	38	15	39%	23	61%	7	30%	5	22%	10	43%	1	4%	11	48%
Not Economically Disadvantaged	25	10	40%	15	60%	6	40%	1	7%	8	53%	0	0%	8	53%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	25	40%	37	60%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	25	40%	38	60%	13	34%	6	16%	18	47%	1	3%	19	50%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	63	25	40%	38	60%	13	34%	6	16%	18	47%	1	3%	19	50%
Not Migrant	63	25	40%	38	60%	13	34%	6	16%	18	47%	1	3%	19	50%
Parent Not in Armed Forces	63	25	40%	38	60%	13	34%	6	16%	18	47%	1	3%	19	50%

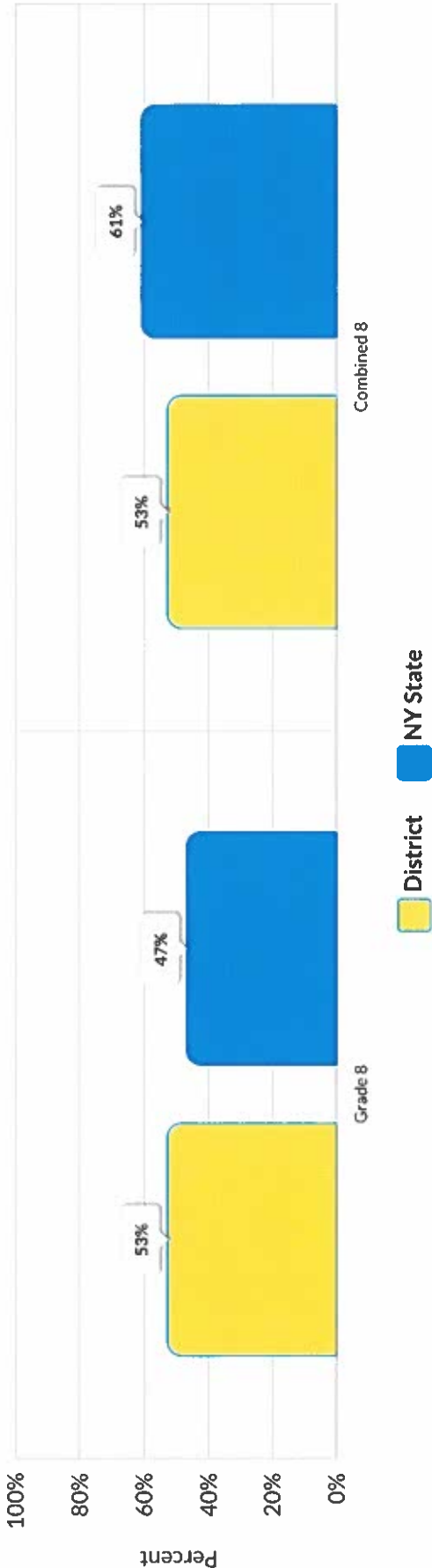
GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Percent Scoring Proficient by Grade



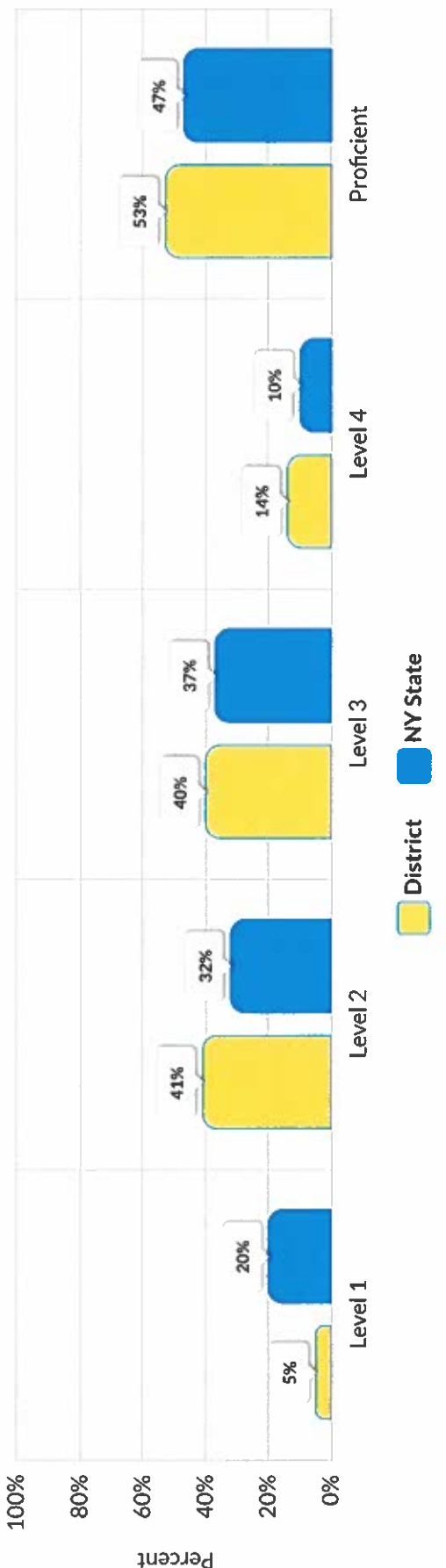
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%
Combined 8	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%
Female	36	4	11%	32	89%	0	0%	18	56%	11	34%	3	9%	14	44%
Male	27	1	4%	26	96%	3	12%	6	23%	12	46%	5	19%	17	65%
General Education Students	50	1	2%	49	98%	2	4%	19	39%	20	41%	8	16%	28	57%
Students with Disabilities	13	4	31%	9	69%	1	11%	5	56%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	51	4	8%	47	92%	1	2%	18	38%	22	47%	6	13%	28	60%
Multiracial	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	2	33%	3	50%	0	0%	1	17%	1	17%
Economically Disadvantaged	38	4	11%	34	89%	2	6%	14	41%	13	38%	5	15%	18	53%
Not Economically Disadvantaged	25	1	4%	24	96%	1	4%	10	42%	10	42%	3	13%	13	54%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	62	5	8%	57	92%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%
Not Migrant	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%
Parent Not in Armed Forces	63	5	8%	58	92%	3	5%	24	41%	23	40%	8	14%	31	53%

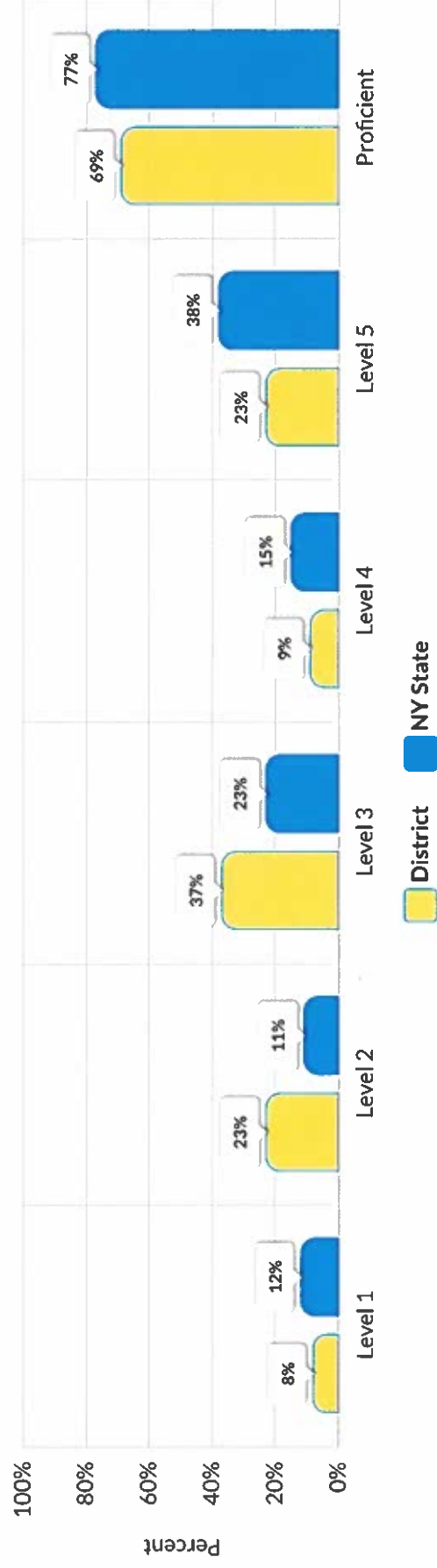
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

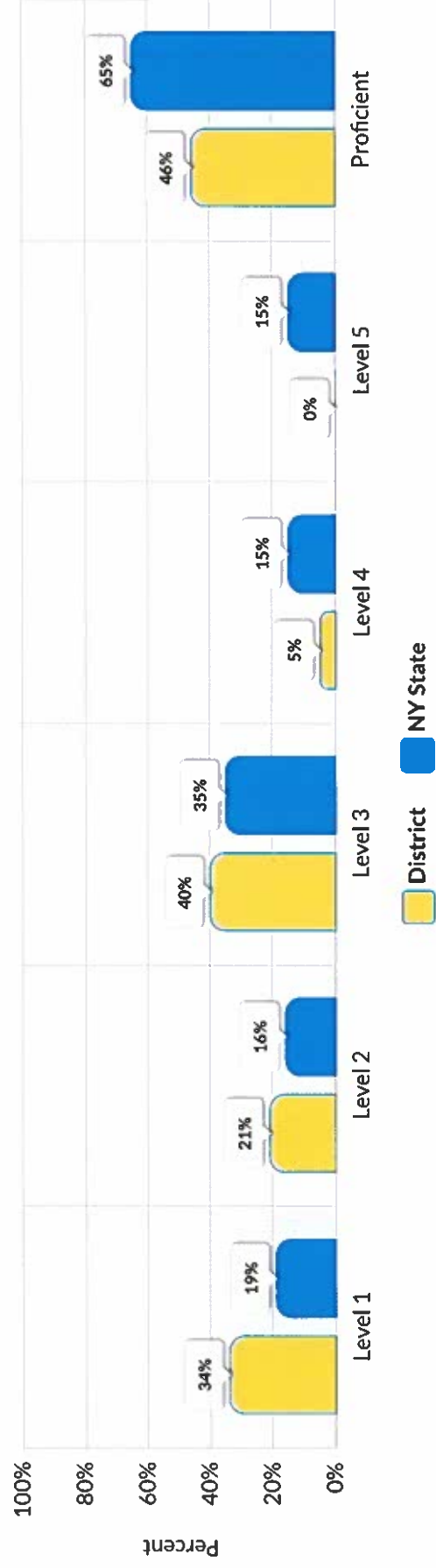


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ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

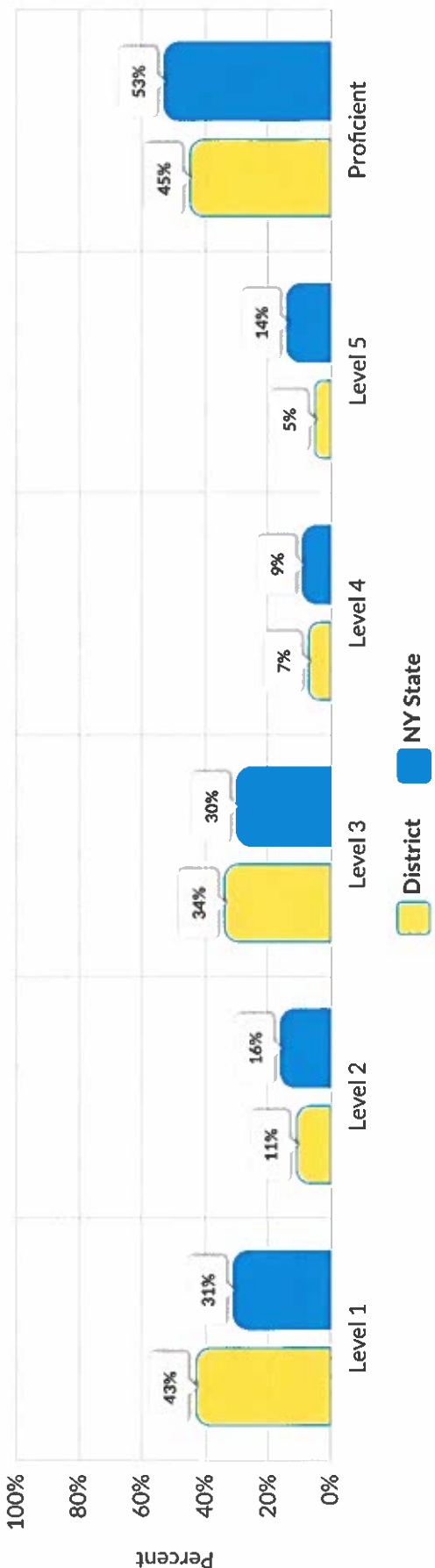


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	91	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	92	31	34%	19	21%	37	40%	5	5%	0	0%	42	46%
Parent Not in Armed Forces	92	31	34%	19	21%	37	40%	5	5%	0	0%	42	46%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

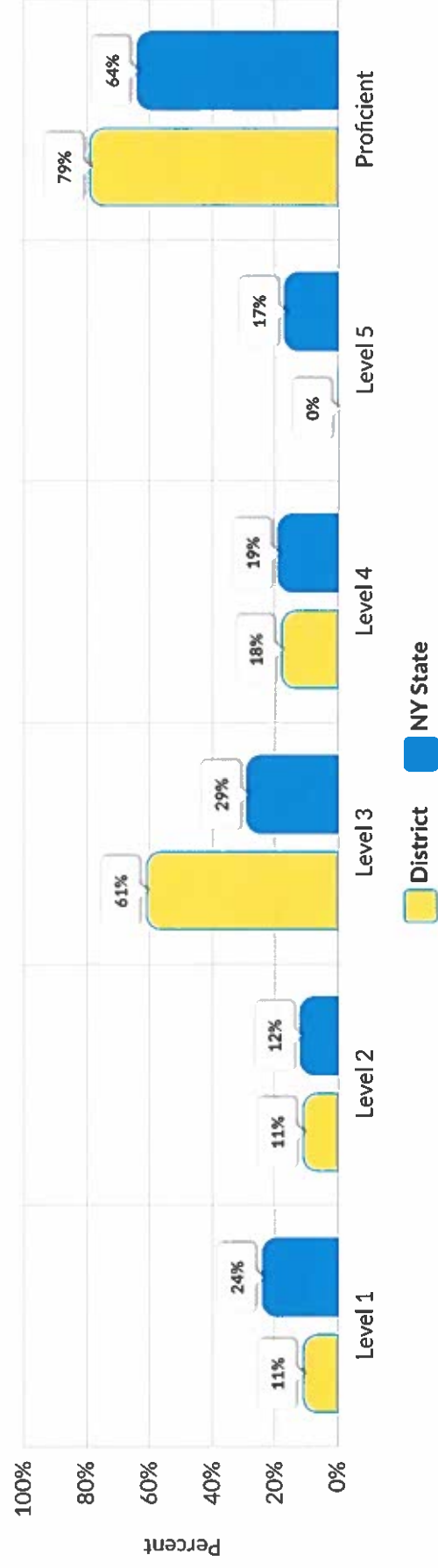


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%
Female	21	12	57%	3	14%	5	24%	1	5%	0	0%	6	29%
Male	23	7	30%	2	9%	10	43%	2	9%	2	9%	14	61%
General Education Students	43	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	40	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%
Economically Disadvantaged	14	5	36%	1	7%	7	50%	1	7%	0	0%	8	57%
Not Economically Disadvantaged	30	14	47%	4	13%	8	27%	2	7%	2	7%	12	40%
Non-English Language Learner	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%
Not in Foster Care	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%
Not Homeless	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%
Not Migrant	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%
Parent Not in Armed Forces	44	19	43%	5	11%	15	34%	3	7%	2	5%	20	45%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

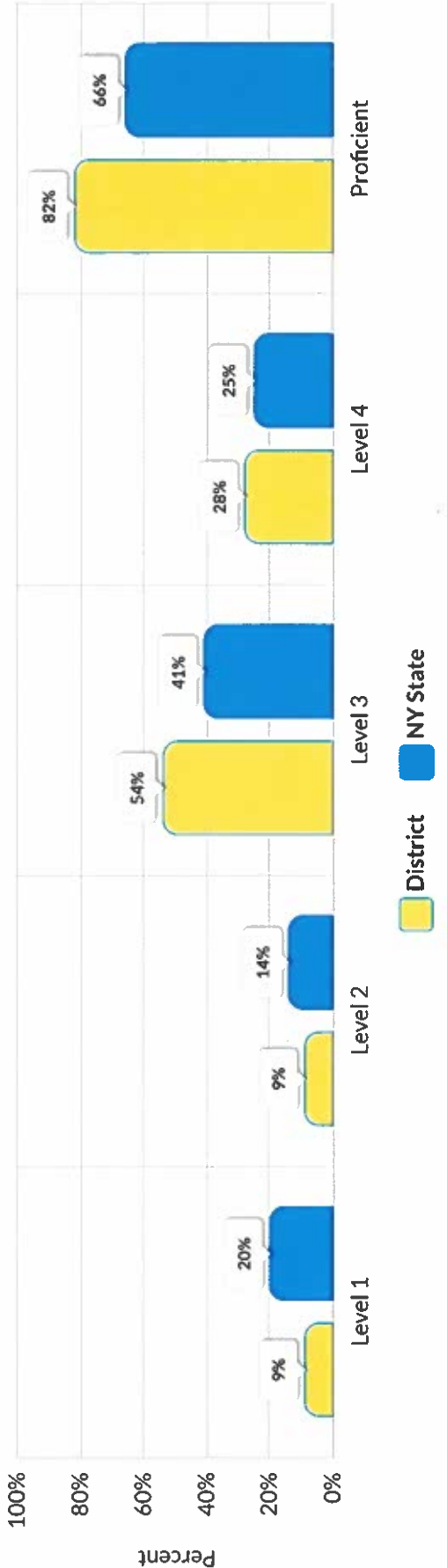


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Female	18	3	17%	3	17%	10	56%	2	11%	0	0%	12	67%
Male	10	0	0%	0	0%	7	70%	3	30%	0	0%	10	100%
General Education Students	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	27	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Economically Disadvantaged	11	1	9%	1	9%	6	55%	3	27%	0	0%	9	82%
Not Economically Disadvantaged	17	2	12%	2	12%	11	65%	2	12%	0	0%	13	76%
Non-English Language Learner	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Not in Foster Care	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Not Homeless	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Not Migrant	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%
Parent Not in Armed Forces	28	3	11%	3	11%	17	61%	5	18%	0	0%	22	79%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students



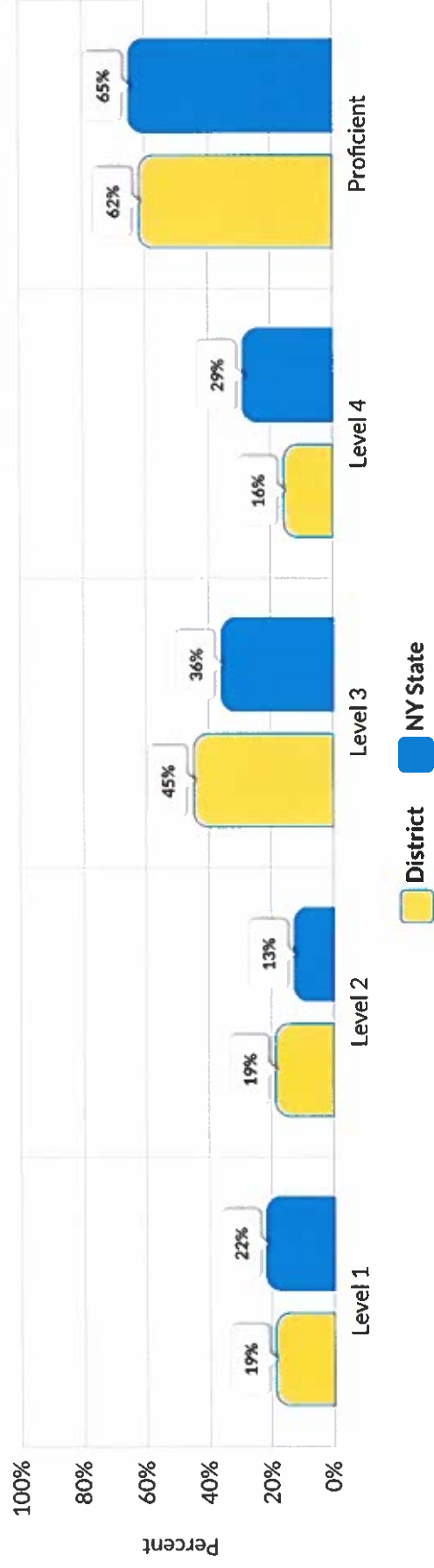
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	68	6	9%	6	9%	37	54%	19	28%	56	82%
Female	35	1	3%	2	6%	23	66%	9	26%	32	91%
Male	33	5	15%	4	12%	14	42%	10	30%	24	73%
General Education Students	56	2	4%	4	7%	32	57%	18	32%	50	89%
Students with Disabilities	12	4	33%	2	17%	5	42%	1	8%	6	50%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	0	0%	4	80%	1	20%	5	100%
White	57	6	11%	5	9%	29	51%	17	30%	46	81%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	4	67%	1	17%	5	83%
Economically Disadvantaged	34	4	12%	5	15%	19	56%	6	18%	25	74%
Not Economically Disadvantaged	34	2	6%	1	3%	18	53%	13	38%	31	91%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	66	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	68	6	9%	6	9%	37	54%	19	28%	56	82%
Not Homeless	68	6	9%	6	9%	37	54%	19	28%	56	82%
Not Migrant	68	6	9%	6	9%	37	54%	19	28%	56	82%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	68	6	9%	6	9%	37	54%	19	28%	56	82%

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



Percent Scoring at Levels for All Students



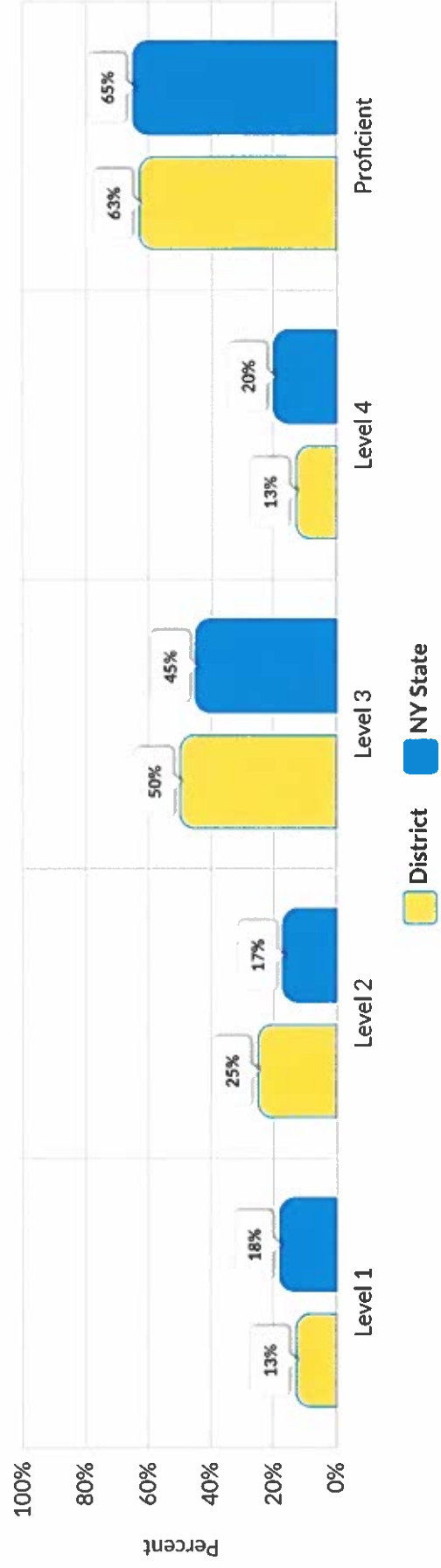
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	14	19%	14	19%	33	45%	12	16%	45	62%
Female	38	7	18%	10	26%	17	45%	4	11%	21	55%
Male	35	7	20%	4	11%	16	46%	8	23%	24	69%
General Education Students	57	7	12%	10	18%	28	49%	12	21%	40	70%
Students with Disabilities	16	7	44%	4	25%	5	31%	0	0%	5	31%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	64	11	17%	10	16%	31	48%	12	19%	43	67%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	4	44%	2	22%	0	0%	2	22%
Economically Disadvantaged	46	13	28%	9	20%	18	39%	6	13%	24	52%
Not Economically Disadvantaged	27	1	4%	5	19%	15	56%	6	22%	21	78%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	71	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	73	14	19%	14	19%	33	45%	12	16%	45	62%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	72	—	—	—	—	—	—	—	—	—	—
Not Migrant	73	14	19%	14	19%	33	45%	12	16%	45	62%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	73	14	19%	14	19%	33	45%	12	16%	45	62%

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



Percent Scoring at Levels for All Students

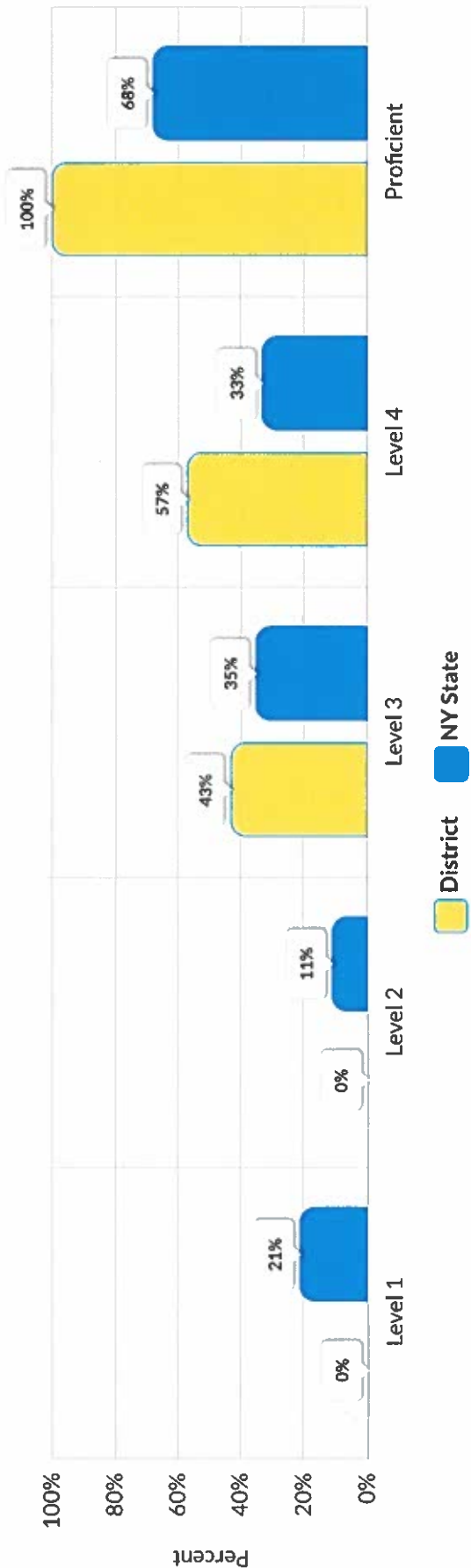


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	8	1	13%	2	25%	4	50%	1	13%	5	63%
Female	6	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	8	1	13%	2	25%	4	50%	1	13%	5	63%
General Education Students	8	1	13%	2	25%	4	50%	1	13%	5	63%
White	8	1	13%	2	25%	4	50%	1	13%	5	63%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	8	1	13%	2	25%	4	50%	1	13%	5	63%
Not in Foster Care	8	1	13%	2	25%	4	50%	1	13%	5	63%
Not Homeless	8	1	13%	2	25%	4	50%	1	13%	5	63%
Not Migrant	8	1	13%	2	25%	4	50%	1	13%	5	63%
Parent Not in Armed Forces	8	1	13%	2	25%	4	50%	1	13%	5	63%

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



Percent Scoring at Levels for All Students

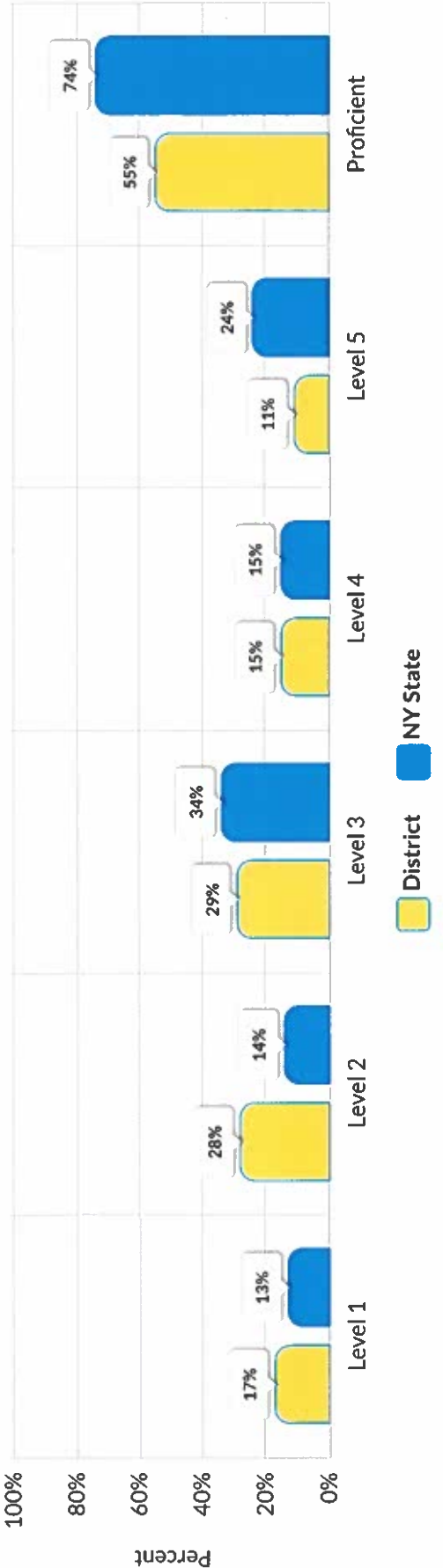


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	7	0	0%	0	0%	3	43%	4	57%	7	100%
Female	6	—	—	—	—	—	—	—	—	—	—
Male	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	7	0	0%	0	0%	3	43%	4	57%	7	100%
General Education Students	7	0	0%	0	0%	3	43%	4	57%	7	100%
White	7	0	0%	0	0%	3	43%	4	57%	7	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	7	0	0%	0	0%	3	43%	4	57%	7	100%
Not in Foster Care	7	0	0%	0	0%	3	43%	4	57%	7	100%
Not Homeless	7	0	0%	0	0%	3	43%	4	57%	7	100%
Not Migrant	7	0	0%	0	0%	3	43%	4	57%	7	100%
Parent Not in Armed Forces	7	0	0%	0	0%	3	43%	4	57%	7	100%

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



Percent Scoring at Levels for All Students



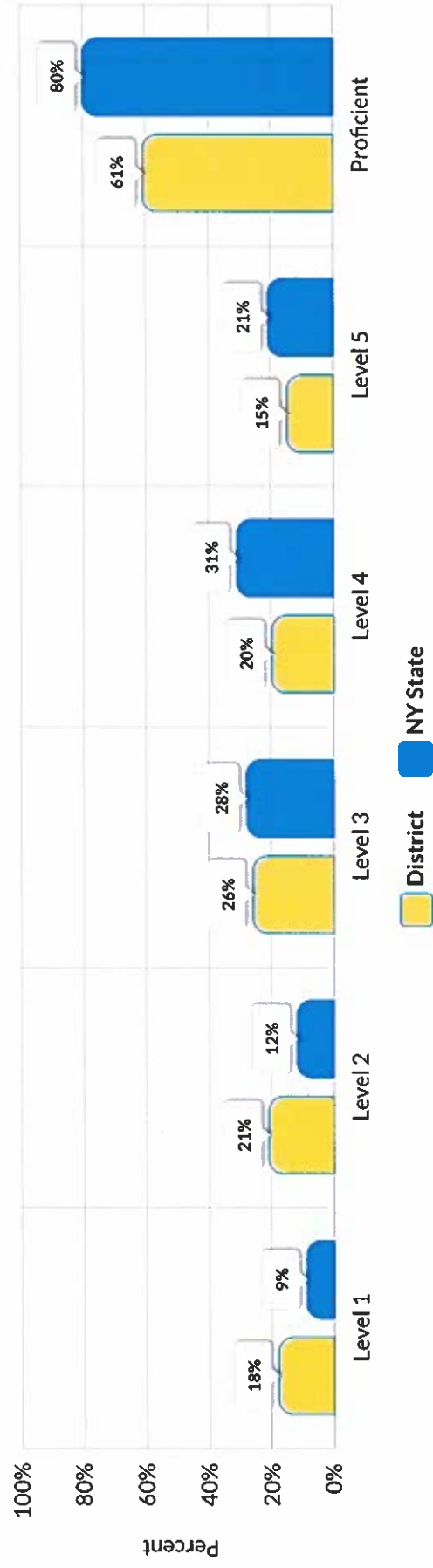
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	13	17%	21	28%	22	29%	11	15%	8	11%	41	55%
Female	37	5	14%	11	30%	13	35%	6	16%	2	5%	21	57%
Male	38	8	21%	10	26%	9	24%	5	13%	6	16%	20	53%
General Education Students	58	5	9%	15	26%	21	36%	10	17%	7	12%	38	66%
Students with Disabilities	17	8	47%	6	35%	1	6%	1	6%	1	6%	3	18%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	66	11	17%	18	27%	19	29%	10	15%	8	12%	37	56%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	3	33%	3	33%	1	11%	0	0%	4	44%
Economically Disadvantaged	37	12	32%	8	22%	9	24%	4	11%	4	11%	17	46%
Not Economically Disadvantaged	38	1	3%	13	34%	13	34%	7	18%	4	11%	24	63%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	73	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	75	13	17%	21	28%	22	29%	11	15%	8	11%	41	55%
Not Homeless	75	13	17%	21	28%	22	29%	11	15%	8	11%	41	55%
Not Migrant	75	13	17%	21	28%	22	29%	11	15%	8	11%	41	55%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	75	13	17%	21	28%	22	29%	11	15%	8	11%	41	55%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	66	12	18%	14	21%	17	26%	13	20%	10	15%	40	61%
Female	33	4	12%	9	27%	8	24%	5	15%	7	21%	20	61%
Male	33	8	24%	5	15%	9	27%	8	24%	3	9%	20	61%
General Education Students	52	6	12%	11	21%	14	27%	12	23%	9	17%	35	67%
Students with Disabilities	14	6	43%	3	21%	3	21%	1	7%	1	7%	5	36%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	59	9	15%	14	24%	14	24%	13	22%	9	15%	36	61%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	0	0%	3	43%	0	0%	1	14%	4	57%
Economically Disadvantaged	34	10	29%	10	29%	7	21%	6	18%	1	3%	14	41%
Not Economically Disadvantaged	32	2	6%	4	13%	10	31%	7	22%	9	28%	26	81%
Non-English Language Learner	66	12	18%	14	21%	17	26%	13	20%	10	15%	40	61%
Not in Foster Care	66	12	18%	14	21%	17	26%	13	20%	10	15%	40	61%
Not Homeless	66	12	18%	14	21%	17	26%	13	20%	10	15%	40	61%
Not Migrant	66	12	18%	14	21%	17	26%	13	20%	10	15%	40	61%
Parent Not in Armed Forces	66	12	18%	14	21%	17	26%	13	20%	10	15%	40	61%

TOTAL COHORT REGENTS EXAMINATION RESULTS

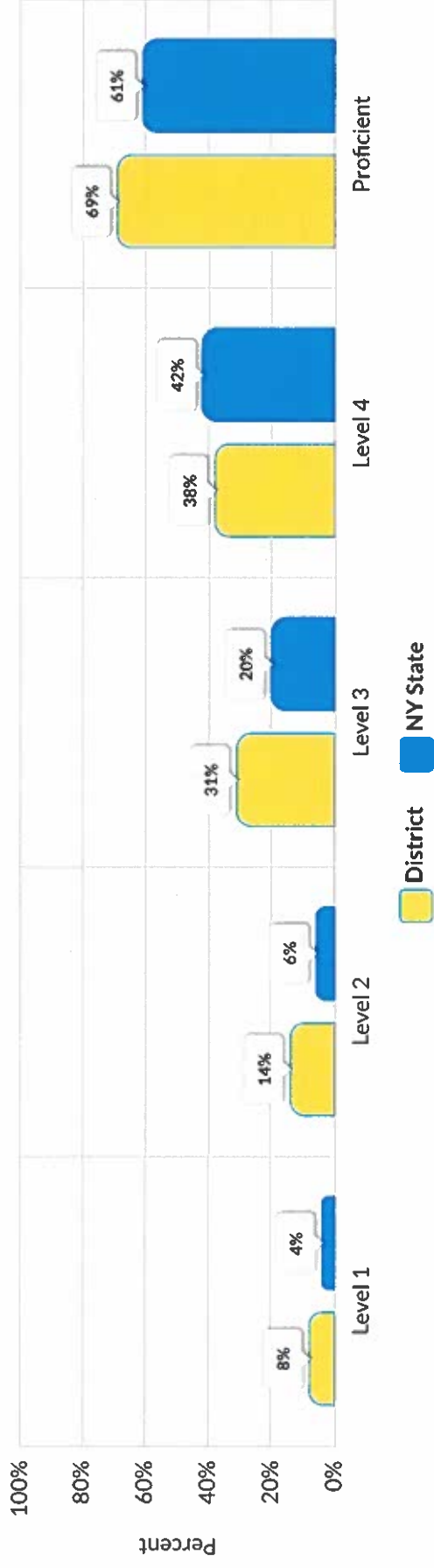
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



[illegible]

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	64	6	9%	58	91%	5	8%	9	14%	20	31%	24	38%	44	69%
Parent Not in Armed Forces	64	6	9%	58	91%	5	8%	9	14%	20	31%	24	38%	44	69%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

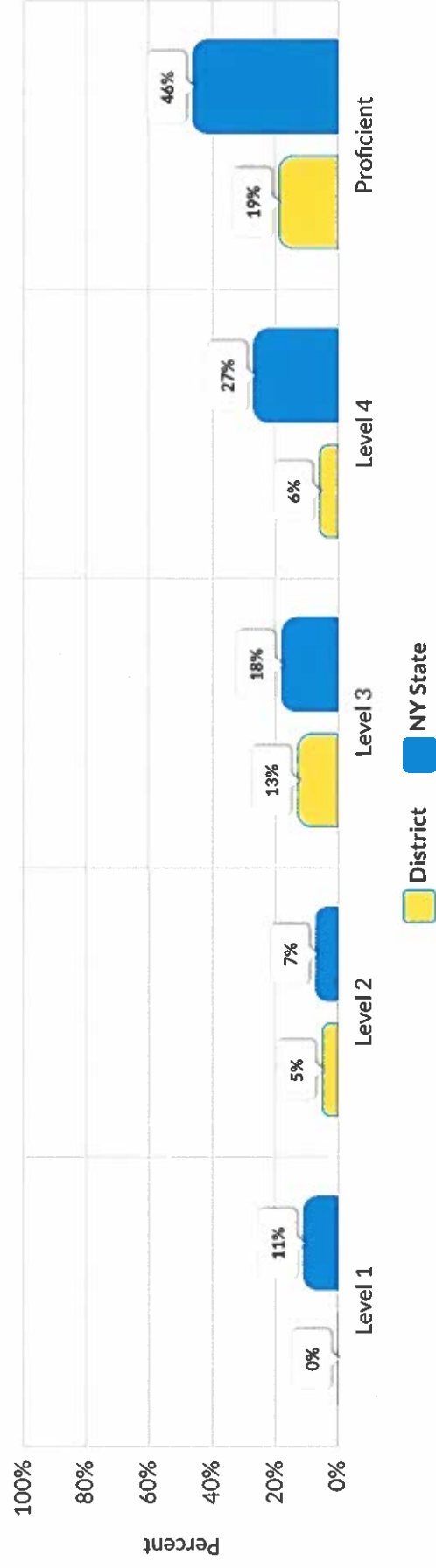
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	1	100	0	0
Female	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100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

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



[illegible]

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	64	49	77%	15	23%	0	0%	3	5%	8	13%	4	6%	12	19%
Parent Not in Armed Forces	64	49	77%	15	23%	0	0%	3	5%	8	13%	4	6%	12	19%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

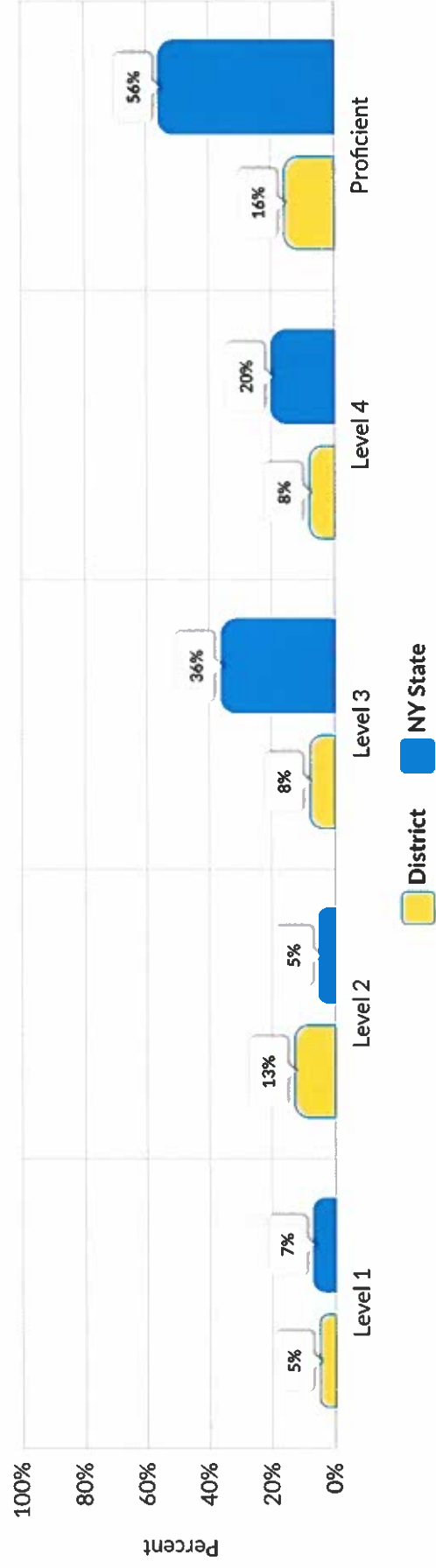
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	60	45	75	15	25
Female	22	13	59	9	41
Male	38	32	84	6	16
General Education Students	48	33	69	15	31
Students with Disabilities	12	12	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	3	2	67	1	33
White	53	39	74	14	26
Multiracial	3	3	100	0	0
Economically Disadvantaged	30	28	93	2	7
Not Economically Disadvantaged	30	17	57	13	43
Non-English Language Learner	60	45	75	15	25
Not in Foster Care	60	45	75	15	25
Homeless	1	1	100	0	0
Not Homeless	59	44	75	15	25
Not Migrant	60	45	75	15	25
Parent Not in Armed Forces	60	45	75	15	25

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	43	67%	21	33%	3	5%	8	13%	5	8%	5	8%	10	16%
Female	22	9	41%	13	59%	1	5%	4	18%	4	18%	4	18%	8	36%
Male	42	34	81%	8	19%	2	5%	4	10%	1	2%	1	2%	2	5%
General Education Students	49	30	61%	19	39%	3	6%	8	16%	3	6%	5	10%	8	16%
Students with Disabilities	15	13	87%	2	13%	0	0%	0	0%	2	13%	0	0%	2	13%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	57	38	67%	19	33%	3	5%	6	11%	5	9%	5	9%	10	18%
Multiracial	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	2	29%	0	0%	2	29%	0	0%	0	0%	0	0%
Economically Disadvantaged	34	27	79%	7	21%	0	0%	2	6%	5	15%	0	0%	5	15%
Not Economically Disadvantaged	30	16	53%	14	47%	3	10%	6	20%	0	0%	5	17%	5	17%
Non-English Language Learner	64	43	67%	21	33%	3	5%	8	13%	5	8%	5	8%	10	16%
Not in Foster Care	64	43	67%	21	33%	3	5%	8	13%	5	8%	5	8%	10	16%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	63	42	—	21	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	43	67%	21	33%	3	5%	8	13%	5	8%	5	8%	10	16%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	64	43	67%	21	33%	3	5%	8	13%	5	8%	5	8%	10	16%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

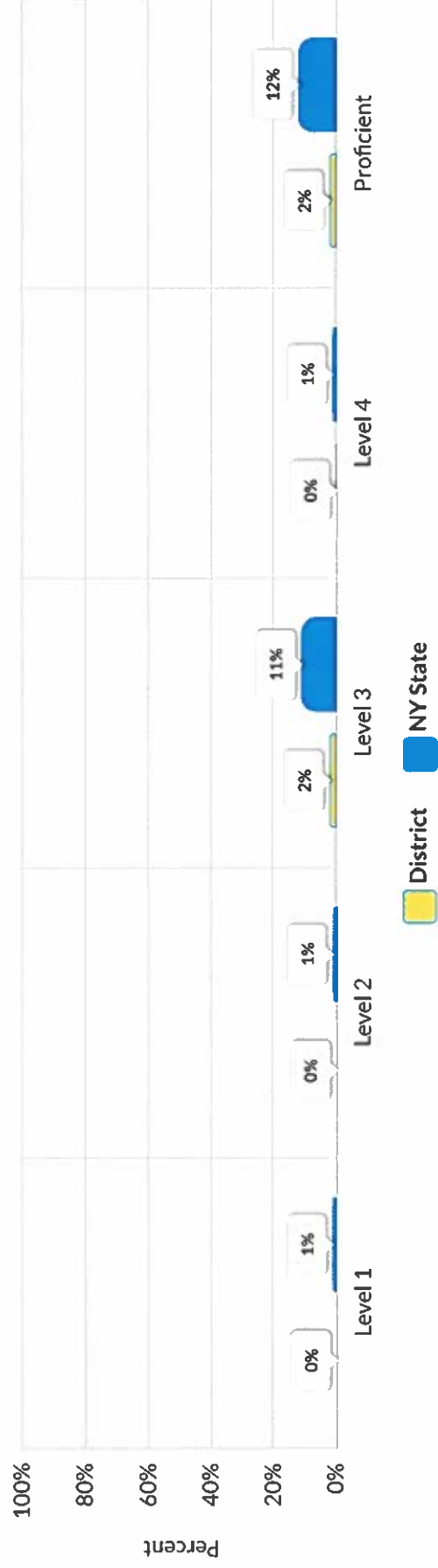
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	62	41	66	21	34
Female	22	9	41	13	59
Male	40	32	80	8	20
General Education Students	49	30	61	19	39
Students with Disabilities	13	11	85	2	15
Black or African American	1	1	100	0	0
Hispanic or Latino	3	2	67	1	33
White	55	36	65	19	35
Multiracial	3	2	67	1	33
Economically Disadvantaged	32	25	78	7	22
Not Economically Disadvantaged	30	16	53	14	47
Non-English Language Learner	62	41	66	21	34
Not in Foster Care	62	41	66	21	34
Homeless	1	1	100	0	0
Not Homeless	61	40	66	21	34
Not Migrant	62	41	66	21	34
Parent Not in Armed Forces	62	41	66	21	34

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	63	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Female	22	22	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	42	41	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
General Education Students	49	49	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	15	14	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	57	56	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	34	33	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	64	63	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Not in Foster Care	64	63	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	63	62	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	63	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	64	63	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	59	59	100	0	0
Female	21	21	100	0	0
Male	38	38	100	0	0
General Education Students	48	48	100	0	0
Students with Disabilities	11	11	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	3	3	100	0	0
White	52	52	100	0	0
Multiracial	3	3	100	0	0
Economically Disadvantaged	29	29	100	0	0
Not Economically Disadvantaged	30	30	100	0	0
Non-English Language Learner	59	59	100	0	0
Not in Foster Care	59	59	100	0	0
Homeless	1	1	100	0	0
Not Homeless	58	58	100	0	0
Not Migrant	59	59	100	0	0
Parent Not in Armed Forces	59	59	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	62	97%	2	3%	0	0%	2	3%	0	0%	0	0%	0	0%
Female	22	21	95%	1	5%	0	0%	1	5%	0	0%	0	0%	0	0%
Male	42	41	98%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%
General Education Students	49	47	96%	2	4%	0	0%	2	4%	0	0%	0	0%	0	0%
Students with Disabilities	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	57	55	96%	2	4%	0	0%	2	4%	0	0%	0	0%	0	0%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	34	32	94%	2	6%	0	0%	2	6%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	30	30	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	64	62	97%	2	3%	0	0%	2	3%	0	0%	0	0%	0	0%
Not in Foster Care	64	62	97%	2	3%	0	0%	2	3%	0	0%	0	0%	0	0%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	63	61	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	64	62	97%	2	3%	0	0%	2	3%	0	0%	0	0%	0	0%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	64	62	97%	2	3%	0	0%	2	3%	0	0%	0	0%	0	0%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	59	57	97	2	3
Female	20	19	95	1	5
Male	39	38	97	1	3
General Education Students	46	44	96	2	4
Students with Disabilities	13	13	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	3	3	100	0	0
White	52	50	96	2	4
Multiracial	3	3	100	0	0
Economically Disadvantaged	30	28	93	2	7
Not Economically Disadvantaged	29	29	100	0	0
Non-English Language Learner	59	57	97	2	3
Not in Foster Care	59	57	97	2	3
Homeless	1	1	100	0	0
Not Homeless	58	56	97	2	3
Not Migrant	59	57	97	2	3
Parent Not in Armed Forces	59	57	97	2	3

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

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

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

[illegible]

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	1	0	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	1	0	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	7	6	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	7	6	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	7	6	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	967	\$2,319,716	\$2,399	\$18,455,702	\$19,086	\$20,775,418	\$21,484
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	93	15	16%	2	1	50%	
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%	
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%	
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%	

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	88	0	0%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	57	52	91%	10	18%	42	74%	0	0%	0	0%	0	0%	0	0%	5	9%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	34	30	88%	1	3%	28	82%	1	3%	0	0%	0	0%	0	0%	4	12%
Not Economically Disadvantaged	30	29	97%	9	30%	20	67%	0	0%	0	0%	0	0%	0	0%	1	3%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	64	59	92%	10	16%	48	75%	1	2%	0	0%	0	0%	0	0%	5	8%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	64	59	92%	10	16%	48	75%	1	2%	0	0%	0	0%	0	0%	5	8%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	63	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	64	59	92%	10	16%	48	75%	1	2%	0	0%	0	0%	0	0%	5	8%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	64	59	92%	10	16%	48	75%	1	2%	0	0%	0	0%	0	0%	5	8%

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

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

CRDC Data (18.04 megabytes)
CRDC Glossary and Guide

