

Pine Valley Central School District  
Proposed District Budget  
Fiscal Year 2024-2025



**Public Hearing Location**

Pine Valley Elementary School Library

**May 9<sup>th</sup>, 2024**

**7:00 PM**

**School Budget Vote Location**

Pine Valley Jr/Sr High School

**May 21<sup>st</sup>, 2024**

**12:00 PM—9:00 PM**

## PINE VALLEY CSD

## Three-Part Budget Report

Fiscal Year: 2025

State Function	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
<b>Administration</b>					
1010	Board Of Education	26,145.00	22,362.00	3,783.00	16.92
1040	District Clerk	7,450.00	2,464.00	4,986.00	202.35
1060	District Meeting	500.00	500.00	-	-
1240	Chief School Administrator	235,857.00	218,260.00	17,597.00	8.06
1310	Business Administration	280,218.00	223,299.00	56,919.00	25.49
1320	Auditing	31,000.00	29,000.00	2,000.00	6.90
1325	Treasurer	200.00	200.00	-	-
1330	Tax Collector	11,250.00	9,000.00	2,250.00	25.00
1345	Purchasing	2,240.00	2,175.00	65.00	2.99
1380	Fiscal Agent Fee	7,000.00	5,000.00	2,000.00	40.00
1420	Legal	75,000.00	150,000.00	-75,000.00	-50.00
1430	Personnel	26,615.00	25,372.00	1,243.00	4.90
1460	Records Management Officer	550.00	550.00	-	-
1480	Public Information and Services	73,250.00	70,500.00	2,750.00	3.90
1670	Central Printing & Mailing	23,146.00	22,285.00	861.00	3.86
1680	Central Data Processing	417,897.00	309,215.00	108,682.00	35.15
1910	Unallocated Insurance	86,140.00	67,250.00	18,890.00	28.09
1920	School Association Dues	-	-	-	-
1981	BOCES Administrative Costs	53,816.00	52,530.00	1,286.00	2.45
1983	BOCES Capital Expenses	65,085.00	64,744.00	341.00	0.53
1989	Unclassified	-	-	-	-
2010	Curriculum Devel and Suprvsn	46,443.00	32,885.00	13,558.00	41.23
2020	Supervision-Regular School	359,017.00	307,813.00	51,204.00	16.63
2060	Research, Planning & Evaluation	41,410.00	35,027.00	6,383.00	18.22
9000	Employee Benefits	352,529.00	324,002.00	28,527.00	8.80
<b>Total Administration</b>		<b>2,222,758.00</b>	<b>1,974,433.00</b>	<b>248,325.00</b>	<b>12.58%</b>
<b>Capital</b>					
1620	Operation of Plant	838,643.00	751,831.00	86,812.00	11.55
1621	Maintenance of Plant	244,000.00	214,802.00	29,198.00	13.59
1622	Security of Plant	114,585.00	107,000.00	7,585.00	7.09
1964	Refund on Real Property Taxes	-	-	-	-
5510	District Transportation Services	404,677.00	475,000.00	-70,323.00	-14.80
9000	Employee Benefits	271,923.00	257,238.00	14,685.00	5.71
9711	Serial Bonds-School Construction	1,455,244.00	1,619,250.00	-164,006.00	-10.13
9731	Bond Antic Notes-School Construction	-	854,800.00	-854,800.00	-
9732	Bond Antic Notes-Bus Purchases	-	-	-	-
9760	Tax Anticipation Notes	-	-	-	-
9770	Revenue Anticipation Notes	-	-	-	-
9785	Install Purch Debt-State Aided Hardw	-	-	-	-
9901	Transfer to Other Funds	-	-	-	-
9901	Transfer to Debt Service Fund	-	-	-	-
9950	Transfer to Capital Fund	225,000.00	100,000.00	125,000.00	125.00
<b>Total Capital</b>		<b>3,554,072.00</b>	<b>4,379,921.00</b>	<b>-825,849.00</b>	<b>-18.86%</b>
<b>Program</b>					
2070	Inservice Training-Instruction	105,897.00	70,088.00	35,809.00	51.09
2110	Teaching-Regular School	4,241,313.00	3,731,086.00	510,227.00	13.68
2250	Prg For Sdnts w/Disabil-Med Elgble	2,868,553.00	2,465,902.00	402,651.00	16.33
2259	Prg for English Language Learners	55,500.00	54,000.00	1,500.00	2.78
2280	Occupational Education(Grades 9-12)	489,930.00	437,750.00	52,180.00	11.92
2330	Teaching-Special Schools	82,200.00	86,200.00	-4,000.00	-4.64
2610	School Library & AV	116,954.00	94,976.00	21,978.00	23.14
2630	Computer Assisted Instruction	576,431.00	545,103.00	31,328.00	5.75
2805	Attendance-Regular School	22,353.00	24,075.00	-1,722.00	-7.15
2810	Guidance-Regular School	279,157.00	250,055.00	29,102.00	11.64
2815	Health Svcs-Regular School	136,649.00	124,149.00	12,500.00	10.07
2820	Psychological Svcs-Reg Schl	72,561.00	68,793.00	3,768.00	5.48
2825	Social Work Svcs-Regular School	64,750.00	350.00	64,400.00	18,400.00
2850	Co-Curricular Activ-Reg Schl	42,500.00	40,000.00	2,500.00	6.25
2855	Interscholastic Athletics-Reg Schl	182,028.00	203,309.00	-21,281.00	-10.47
5510	District Transport Svcs-Med Elgble	1,080,660.00	967,462.00	113,198.00	11.70
5530	Garage Building	186,469.00	136,262.00	50,207.00	36.85
7310	Youth Program	100,000.00	100,000.00	-	-

Fiscal Year: 2025

State Function	Description	2024-2025 Proposed Budget	2023-2024 Adopted Budget	Dollar Change	Percent Change
8070	Census	-	-	-	-
9000	Employee Benefits	3,063,002.00	2,751,863.00	311,139.00	11.31
9089	Other (specify)	-	-	-	-
9901	Transfer to Other Funds	-	-	-	-
9901	Transfer to School Food Service Fund	25,000.00	25,000.00	-	-
9901	Transfer to Special Aid Fund	17,000.00	17,000.00	-	-
Total Program		13,808,907.00	12,193,423.00	1,615,484.00	13.25%
Report Totals		19,585,737.00	18,547,777.00	1,037,960.00	5.60%

Budget Component Summary				
	2024-2025 Proposed Budget	% of Budget	2023-2024 Adopted Budget	% of Budget
Administration	2,222,758.00	11.35	1,974,433.00	10.65
Capital	3,554,072.00	18.15	4,379,921.00	23.61
Program	13,808,907.00	70.50	12,193,423.00	65.74
	19,585,737.00	100.00	18,547,777.00	100.00

Selection Criteria

Report Title: Three-Part Budget Report  
Column 1 Value: Proposed Amount  
Column 2 Value: Current Year Initial  
Column 3 Value: Dollar  
Column 4 Value: Percent  
Column 5 Value: None  
Column 6 Value: None  
From Column Value: Current Year Initial  
To Column Value: Proposed Amount  
Sort by: Budget Category / State Function Code  
Printed by NICOLE M. VERHAGEN

# Property Tax Report Card For Pine Valley Central School District

School District Contact Person:  
School District Telephone Number:

Nicole VerHagen, School Business Executive  
(716) 988-3293

	(A) Budgeted 2023-24	(B) Proposed Budget 2024-25	(C) Percent Change
Total Budgeted Amount, not including Separate Propositions	\$18,547,777	\$19,585,737	5.60%
A. Proposed Tax Levy to Support the Total Budgeted Amount (1)	\$3,511,972	\$3,582,211	
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)	\$3,511,972	\$3,582,211	2.00%
F. Permissible Exclusions to the School Tax Levy Limit	\$272,475	\$293,210	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions (3)	\$3,353,916	\$3,324,122	
H. Total Proposed Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E-B-F+D)	\$3,239,497	\$3,289,001	
I. Difference (G-H); (negative value requires 60.0% voter approval) (2)	\$114,419	\$35,121	
Public School Enrollment	528	528	0.00%
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 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	(D) Actual 2023-24	(E) Estimated 2024-25
Adjusted Restricted Fund Balance	\$3,617,723	\$3,302,128
Assigned Appropriated Fund Balance	\$1,084,656	\$2,407,147
Adjusted Unrestricted Fund Balance	\$5,001,196	\$4,078,705
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	26.96%	20.82%

Please review flip side of the page for a schedule of reserve funds.

## Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Capital Improvements	To pay the cost of any object or purpose for which bonds may be issued.	\$0	\$0	No Intended use
Capital	Bus Purchase	To pay the cost of any object or purpose for which bonds may be issued.	\$357,459	\$361,033	No Intended use
Workers' Compensation	Workers' Compensation	To pay for Workers Compensation and benefits.	\$353,656	\$357,192	To cover workers comp payments in excess of budgeted appropriations
Unemployment Insurance	Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$102,658	\$103,684	To cover Unemployment payments in excess of budgeted appropriations
Insurance	Insurance	To pay liability, casualty, and other types of uninsured losses.	\$77,713	\$78,490	To cover unexpected claims
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$873,153	\$881,884	The district plans to use this to pay post-employment benefit time.
Retirement Contribution	Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$1,269,541	\$1,282,237	No Intended use
Retirement Contribution	Retirement Contribution Sub Fund TRS	To fund employer retirement contributions to the Teachers' Retirement System	\$235,255	\$237,607	No Intended use

## PINE VALLEY CSD (SOUTH DAYTON) - 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

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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
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	2	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
English Language Learner	—	—	—	—
Students with Disabilities	2	2	—	2
Economically Disadvantaged	2	2	—	2

**ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	208	89.9	2
	Math	207	110.4	
	Combined	415	100.1	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	12	70.8	—
	Math	12	116.7	
	Combined	24	—	
Multiracial	ELA	9	127.8	—
	Math	9	83.3	
	Combined	18	—	
White	ELA	184	87.5	2
	Math	183	110.7	
	Combined	367	99	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	



Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	37	37.8	2
	Math	36	58.3	
	Combined	73	47.9	
Economically Disadvantaged	ELA	121	79.3	2
	Math	121	94.2	
	Combined	242	86.8	

**ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	208	89.9	2
	Math	207	110.4	
	Combined	415	100.1	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	12	70.8	—
	Math	12	116.7	
	Combined	24	—	
Multiracial	ELA	9	127.8	—
	Math	9	83.3	
	Combined	18	—	
White	ELA	184	87.5	2
	Math	183	110.7	
	Combined	367	99	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	

Subgroup	Subject	Cohort	Index	Level
Students with Disabilities	ELA	37	37.8	2
	Math	36	58.3	
	Combined	73	47.9	
Economically Disadvantaged	ELA	121	79.3	2
	Math	121	94.2	
	Combined	242	86.8	

**ELEMENTARY/MIDDLE 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	2	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	3	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	299	88	29.4%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	12	—	—	—
White	266	73	27.4%	2
English Language Learner	4	—	—	—
Students with Disabilities	57	23	40.4%	2
Economically Disadvantaged	168	54	32.1%	2

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	213	98.1%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	14	—
Multiracial	—	9	—
White	✓	187	98.9%
English Language Learner	—	4	—
Students with Disabilities	—	33	—
Economically Disadvantaged	✓	123	98.4%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	213	98.1%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	13	—
Multiracial	—	9	—
White	✓	188	98.4%
English Language Learner	—	4	—
Students with Disabilities	—	34	—
Economically Disadvantaged	✓	124	98.4%

**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
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	3	3	1	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	2	3	2	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	—	—	—	—	—
Economically Disadvantaged	3	4	2	—	3

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	38	157.9	141.7	3
	Math	28	100		
	Science	30	180		
Hispanic or Latino	ELA	4	—	—	—
	Math	3	—		
	Science	4	—		
Multiracial	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	31	153.2	136.6	2
	Math	23	95.7		
	Science	24	172.9		
Students with Disabilities	ELA	6	0	—	—
	Math	4	—		
	Science	2	—		
Economically Disadvantaged	ELA	19	136.8	136	3
	Math	17	105.9		
	Science	15	180		

**SECONDARY WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	40	150	122.5	3
	Math	38	73.7		
	Science	35	154.3		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
White	ELA	32	148.4	121.6	3
	Math	30	73.3		
	Science	27	153.7		
Students with Disabilities	ELA	7	0	—	—
	Math	5	20		
	Science	3	—		
Economically Disadvantaged	ELA	19	136.8	126.5	4
	Math	19	94.7		
	Science	17	158.8		



## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	46	42	91.3%	81%	1
	5-year	43	33	76.7%		
	6-year	40	30	75%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	2	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Black or African American	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Hispanic or Latino	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Multiracial	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
White	4-year	44	40	90.9%	83.4%	2
	5-year	42	33	78.6%		
	6-year	36	29	80.6%		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	6	—	—	—	—
	5-year	7	—	—		
	6-year	11	—	—		
Economically Disadvantaged	4-year	26	23	88.5%	81.4%	2
	5-year	23	18	78.3%		
	6-year	22	17	77.3%		

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	143	44	30.8%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	1	—	—	—
Hispanic or Latino	8	—	—	—
Multiracial	6	—	—	—
White	127	36	28.3%	2
English Language Learner	—	—	—	—
Students with Disabilities	27	—	—	—
Economically Disadvantaged	85	28	32.9%	3

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	38	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	3	—
Multiracial	—	4	—
White	—	31	—
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	19	—

**SECONDARY MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	—	36	—
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	3	—
Multiracial	—	4	—
White	—	29	—
English Language Learner	—	0	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	19	—

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

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

#### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	45	2	4%	43	96%	17	40%	21	49%	3	7%	2	5%	5	12%
Grade 4	33	0	0%	33	100%	14	42%	14	42%	4	12%	1	3%	5	15%
Grade 5	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%
Grade 6	34	1	3%	33	97%	15	45%	10	30%	7	21%	1	3%	8	24%
Grade 7	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Grade 8	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%
Grades 3-8	215	7	3%	208	97%	77	37%	84	40%	33	16%	14	7%	47	23%

### GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	2	4%	43	96%	17	40%	21	49%	3	7%	2	5%	5	12%
Female	26	1	4%	25	96%	9	36%	12	48%	2	8%	2	8%	4	16%
Male	19	1	5%	18	95%	8	44%	9	50%	1	6%	0	0%	1	6%
General Education Students	38	1	3%	37	97%	14	38%	18	49%	3	8%	2	5%	5	14%
Students with Disabilities	7	1	14%	6	86%	3	50%	3	50%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	40	1	3%	39	98%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	2	4%	43	96%	17	40%	21	49%	3	7%	2	5%	5	12%
Economically Disadvantaged	26	1	4%	25	96%	11	44%	11	44%	2	8%	1	4%	3	12%
Not Economically Disadvantaged	19	1	5%	18	95%	6	33%	10	56%	1	6%	1	6%	2	11%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	2	5%	41	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	2	4%	43	96%	17	40%	21	49%	3	7%	2	5%	5	12%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	44	1	2%	43	98%	17	40%	21	49%	3	7%	2	5%	5	12%
Not Migrant	45	2	4%	43	96%	17	40%	21	49%	3	7%	2	5%	5	12%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	44	2	5%	42	95%	—	—	—	—	—	—	—	—	—	—

## 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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	0	0%	33	100%	14	42%	14	42%	4	12%	1	3%	5	15%
Female	10	0	0%	10	100%	3	30%	6	60%	0	0%	1	10%	1	10%
Male	23	0	0%	23	100%	11	48%	8	35%	4	17%	0	0%	4	17%
General Education Students	29	0	0%	29	100%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	28	0	0%	28	100%	11	39%	13	46%	4	14%	0	0%	4	14%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	1	20%	0	0%	1	20%	1	20%
Economically Disadvantaged	18	0	0%	18	100%	9	50%	9	50%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	15	0	0%	15	100%	5	33%	5	33%	4	27%	1	7%	5	33%
Non-English Language Learner	33	0	0%	33	100%	14	42%	14	42%	4	12%	1	3%	5	15%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	32	0	0%	32	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	33	0	0%	33	100%	14	42%	14	42%	4	12%	1	3%	5	15%
Not Migrant	33	0	0%	33	100%	14	42%	14	42%	4	12%	1	3%	5	15%
Parent Not in Armed Forces	33	0	0%	33	100%	14	42%	14	42%	4	12%	1	3%	5	15%



## GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%
Female	21	0	0%	21	100%	11	52%	6	29%	3	14%	1	5%	4	19%
Male	15	0	0%	15	100%	6	40%	9	60%	0	0%	0	0%	0	0%
General Education Students	26	0	0%	26	100%	11	42%	11	42%	3	12%	1	4%	4	15%
Students with Disabilities	10	0	0%	10	100%	6	60%	4	40%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	0	0%	32	100%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%
Economically Disadvantaged	19	0	0%	19	100%	10	53%	7	37%	2	11%	0	0%	2	11%
Not Economically Disadvantaged	17	0	0%	17	100%	7	41%	8	47%	1	6%	1	6%	2	12%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	35	0	0%	35	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%
Not Homeless	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%
Not Migrant	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%
Parent Not in Armed Forces	36	0	0%	36	100%	17	47%	15	42%	3	8%	1	3%	4	11%

## 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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	1	3%	33	97%	15	45%	10	30%	7	21%	1	3%	8	24%
Female	16	0	0%	16	100%	8	50%	4	25%	3	19%	1	6%	4	25%
Male	18	1	6%	17	94%	7	41%	6	35%	4	24%	0	0%	4	24%
General Education Students	26	0	0%	26	100%	8	31%	10	38%	7	27%	1	4%	8	31%
Students with Disabilities	8	1	13%	7	88%	7	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	30	1	3%	29	97%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	1	3%	33	97%	15	45%	10	30%	7	21%	1	3%	8	24%
Economically Disadvantaged	21	1	5%	20	95%	10	50%	6	30%	4	20%	0	0%	4	20%
Not Economically Disadvantaged	13	0	0%	13	100%	5	38%	4	31%	3	23%	1	8%	4	31%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	33	1	3%	32	97%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	34	1	3%	33	97%	15	45%	10	30%	7	21%	1	3%	8	24%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	33	1	3%	32	97%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	33	1	3%	32	97%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	34	1	3%	33	97%	15	45%	10	30%	7	21%	1	3%	8	24%

## GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Female	17	1	6%	16	94%	6	38%	2	13%	3	19%	5	31%	8	50%
Male	16	1	6%	15	94%	4	27%	5	33%	6	40%	0	0%	6	40%
General Education Students	31	1	3%	30	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	28	1	4%	27	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Economically Disadvantaged	20	1	5%	19	95%	9	47%	2	11%	5	26%	3	16%	8	42%
Not Economically Disadvantaged	13	1	8%	12	92%	1	8%	5	42%	4	33%	2	17%	6	50%
Non-English Language Learner	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Not in Foster Care	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Not Homeless	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Not Migrant	33	2	6%	31	94%	10	32%	7	23%	9	29%	5	16%	14	45%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	31	2	6%	29	94%	—	—	—	—	—	—	—	—	—	—

## GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%
Female	14	0	0%	14	100%	0	0%	6	43%	6	43%	2	14%	8	57%
Male	20	2	10%	18	90%	4	22%	11	61%	1	6%	2	11%	3	17%
General Education Students	30	2	7%	28	93%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	31	2	6%	29	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%
Economically Disadvantaged	21	1	5%	20	95%	3	15%	10	50%	5	25%	2	10%	7	35%
Not Economically Disadvantaged	13	1	8%	12	92%	1	8%	7	58%	2	17%	2	17%	4	33%
Non-English Language Learner	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%
Not in Foster Care	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	33	2	6%	31	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%
Parent Not in Armed Forces	34	2	6%	32	94%	4	13%	17	53%	7	22%	4	13%	11	34%



## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	45	2	4%	43	96%	6	14%	16	37%	16	37%	5	12%	21	49%
Grade 4	34	1	3%	33	97%	16	48%	7	21%	10	30%	0	0%	10	30%
Grade 5	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%
Grade 6	35	2	6%	33	94%	8	24%	11	33%	13	39%	1	3%	14	42%
Combined 6	35	2	6%	33	94%	8	24%	11	33%	13	39%	1	3%	14	42%
Grade 7	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Combined 7	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Grade 8	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%
Regents 8	—	—	—	5	15%	0	0%	0	0%	0	0%	5	100%	5	100%
Combined 8	34	2	6%	32	94%	15	47%	8	25%	4	13%	5	16%	9	28%
Grades 3-8	217	9	4%	208	96%	66	32%	63	30%	66	32%	13	6%	79	38%

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

### GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	2	4%	43	96%	6	14%	16	37%	16	37%	5	12%	21	49%
Female	26	1	4%	25	96%	4	16%	8	32%	10	40%	3	12%	13	52%
Male	19	1	5%	18	95%	2	11%	8	44%	6	33%	2	11%	8	44%
General Education Students	38	1	3%	37	97%	3	8%	14	38%	15	41%	5	14%	20	54%
Students with Disabilities	7	1	14%	6	86%	3	50%	2	33%	1	17%	0	0%	1	17%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	40	1	3%	39	98%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	45	2	4%	43	96%	6	14%	16	37%	16	37%	5	12%	21	49%
Economically Disadvantaged	26	1	4%	25	96%	6	24%	9	36%	7	28%	3	12%	10	40%
Not Economically Disadvantaged	19	1	5%	18	95%	0	0%	7	39%	9	50%	2	11%	11	61%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	2	5%	41	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	2	4%	43	96%	6	14%	16	37%	16	37%	5	12%	21	49%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	44	1	2%	43	98%	6	14%	16	37%	16	37%	5	12%	21	49%
Not Migrant	45	2	4%	43	96%	6	14%	16	37%	16	37%	5	12%	21	49%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	44	2	5%	42	95%	—	—	—	—	—	—	—	—	—	—

## GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	1	3%	33	97%	16	48%	7	21%	10	30%	0	0%	10	30%
Female	10	0	0%	10	100%	5	50%	2	20%	3	30%	0	0%	3	30%
Male	24	1	4%	23	96%	11	48%	5	22%	7	30%	0	0%	7	30%
General Education Students	30	1	3%	29	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	29	1	3%	28	97%	14	50%	5	18%	9	32%	0	0%	9	32%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Economically Disadvantaged	18	0	0%	18	100%	11	61%	5	28%	2	11%	0	0%	2	11%
Not Economically Disadvantaged	16	1	6%	15	94%	5	33%	2	13%	8	53%	0	0%	8	53%
Non-English Language Learner	34	1	3%	33	97%	16	48%	7	21%	10	30%	0	0%	10	30%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	33	1	3%	32	97%	—	—	—	—	—	—	—	—	—	—
Not Homeless	34	1	3%	33	97%	16	48%	7	21%	10	30%	0	0%	10	30%
Not Migrant	34	1	3%	33	97%	16	48%	7	21%	10	30%	0	0%	10	30%
Parent Not in Armed Forces	34	1	3%	33	97%	16	48%	7	21%	10	30%	0	0%	10	30%

## GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%
Female	21	0	0%	21	100%	8	38%	5	24%	7	33%	1	5%	8	38%
Male	15	0	0%	15	100%	6	40%	4	27%	5	33%	0	0%	5	33%
General Education Students	26	0	0%	26	100%	9	35%	5	19%	11	42%	1	4%	12	46%
Students with Disabilities	10	0	0%	10	100%	5	50%	4	40%	1	10%	0	0%	1	10%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	32	0	0%	32	100%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%
Economically Disadvantaged	19	0	0%	19	100%	9	47%	5	26%	5	26%	0	0%	5	26%
Not Economically Disadvantaged	17	0	0%	17	100%	5	29%	4	24%	7	41%	1	6%	8	47%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	35	0	0%	35	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%
Not Homeless	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%
Not Migrant	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%
Parent Not in Armed Forces	36	0	0%	36	100%	14	39%	9	25%	12	33%	1	3%	13	36%



## GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	35	2	6%	33	94%	8	24%	11	33%	13	39%	1	3%	14	42%
Female	16	1	6%	15	94%	3	20%	4	27%	7	47%	1	7%	8	53%
Male	19	1	5%	18	95%	5	28%	7	39%	6	33%	0	0%	6	33%
General Education Students	27	1	4%	26	96%	3	12%	9	35%	13	50%	1	4%	14	54%
Students with Disabilities	8	1	13%	7	88%	5	71%	2	29%	0	0%	0	0%	0	0%
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	31	2	6%	29	94%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	35	2	6%	33	94%	8	24%	11	33%	13	39%	1	3%	14	42%
Economically Disadvantaged	21	0	0%	21	100%	5	24%	8	38%	8	38%	0	0%	8	38%
Not Economically Disadvantaged	14	2	14%	12	86%	3	25%	3	25%	5	42%	1	8%	6	50%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	34	2	6%	32	94%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	35	2	6%	33	94%	8	24%	11	33%	13	39%	1	3%	14	42%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	34	2	6%	32	94%	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	34	2	6%	32	94%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	35	2	6%	33	94%	8	24%	11	33%	13	39%	1	3%	14	42%

## GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Female	17	1	6%	16	94%	4	25%	7	44%	4	25%	1	6%	5	31%
Male	16	1	6%	15	94%	3	20%	5	33%	7	47%	0	0%	7	47%
General Education Students	31	1	3%	30	97%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	28	1	4%	27	96%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Economically Disadvantaged	20	1	5%	19	95%	7	37%	6	32%	5	26%	1	5%	6	32%
Not Economically Disadvantaged	13	1	8%	12	92%	0	0%	6	50%	6	50%	0	0%	6	50%
Non-English Language Learner	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Not in Foster Care	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Not Homeless	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Not Migrant	33	2	6%	31	94%	7	23%	12	39%	11	35%	1	3%	12	39%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	31	2	6%	29	94%	—	—	—	—	—	—	—	—	—	—

## 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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%
Female	14	1	7%	13	93%	4	31%	5	38%	4	31%	0	0%	4	31%
Male	20	6	30%	14	70%	11	79%	3	21%	0	0%	0	0%	0	0%
General Education Students	30	7	23%	23	77%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	31	6	19%	25	81%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%
Economically Disadvantaged	21	3	14%	18	86%	9	50%	5	28%	4	22%	0	0%	4	22%
Not Economically Disadvantaged	13	4	31%	9	69%	6	67%	3	33%	0	0%	0	0%	0	0%
Non-English Language Learner	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%
Not in Foster Care	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	33	7	21%	26	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%
Parent Not in Armed Forces	34	7	21%	27	79%	15	56%	8	30%	4	15%	0	0%	4	15%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%
Regents 8	—	—	—	7	21%	0	0%	0	0%	4	57%	3	43%	7	100%
Combined 8	34	2	6%	32	94%	0	0%	5	16%	20	63%	7	22%	27	84%

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

## GRADE 8 SCIENCE RESULTS





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%
Female	14	4	29%	10	71%	0	0%	3	30%	4	40%	3	30%	7	70%
Male	20	5	25%	15	75%	0	0%	2	13%	12	80%	1	7%	13	87%
General Education Students	30	9	30%	21	70%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	31	8	26%	23	74%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%
Economically Disadvantaged	21	5	24%	16	76%	0	0%	2	13%	10	63%	4	25%	14	88%
Not Economically Disadvantaged	13	4	31%	9	69%	0	0%	3	33%	6	67%	0	0%	6	67%
Non-English Language Learner	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%
Not in Foster Care	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	33	9	27%	24	73%	—	—	—	—	—	—	—	—	—	—
Not Migrant	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%
Parent Not in Armed Forces	34	9	26%	25	74%	0	0%	5	20%	16	64%	4	16%	20	80%

**ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

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

## ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	41	6	15%	2	5%	6	15%	9	22%	18	44%	33	80%
Female	16	1	6%	2	13%	4	25%	4	25%	5	31%	13	81%
Male	25	5	20%	0	0%	2	8%	5	20%	13	52%	20	80%
General Education Students	31	2	6%	1	3%	3	10%	7	23%	18	58%	28	90%
Students with Disabilities	10	4	40%	1	10%	3	30%	2	20%	0	0%	5	50%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	36	5	14%	2	6%	5	14%	7	19%	17	47%	29	81%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	0	0%	1	20%	2	40%	1	20%	4	80%
Economically Disadvantaged	25	4	16%	2	8%	4	16%	8	32%	7	28%	19	76%
Not Economically Disadvantaged	16	2	13%	0	0%	2	13%	1	6%	11	69%	14	88%
Non-English Language Learner	41	6	15%	2	5%	6	15%	9	22%	18	44%	33	80%
Not in Foster Care	41	6	15%	2	5%	6	15%	9	22%	18	44%	33	80%
Not Homeless	41	6	15%	2	5%	6	15%	9	22%	18	44%	33	80%
Not Migrant	41	6	15%	2	5%	6	15%	9	22%	18	44%	33	80%
Parent Not in Armed Forces	41	6	15%	2	5%	6	15%	9	22%	18	44%	33	80%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	31	4	13%	2	6%	9	29%	12	39%	4	13%	25	81%
Female	9	2	22%	1	11%	1	11%	4	44%	1	11%	6	67%
Male	22	2	9%	1	5%	8	36%	8	36%	3	14%	19	86%
General Education Students	24	0	0%	0	0%	8	33%	12	50%	4	17%	24	100%
Students with Disabilities	7	4	57%	2	29%	1	14%	0	0%	0	0%	1	14%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	28	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	31	4	13%	2	6%	9	29%	12	39%	4	13%	25	81%
Economically Disadvantaged	17	3	18%	2	12%	3	18%	8	47%	1	6%	12	71%
Not Economically Disadvantaged	14	1	7%	0	0%	6	43%	4	29%	3	21%	13	93%
Non-English Language Learner	31	4	13%	2	6%	9	29%	12	39%	4	13%	25	81%
Not in Foster Care	31	4	13%	2	6%	9	29%	12	39%	4	13%	25	81%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	30	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	31	4	13%	2	6%	9	29%	12	39%	4	13%	25	81%
Parent Not in Armed Forces	31	4	13%	2	6%	9	29%	12	39%	4	13%	25	81%

## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	24	7	29%	4	17%	8	33%	2	8%	3	13%	13	54%
Female	18	6	33%	3	17%	6	33%	0	0%	3	17%	9	50%
Male	6	1	17%	1	17%	2	33%	2	33%	0	0%	4	67%
General Education Students	23	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	19	4	21%	4	21%	7	37%	1	5%	3	16%	11	58%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	3	60%	0	0%	1	20%	1	20%	0	0%	2	40%
Economically Disadvantaged	13	4	31%	3	23%	4	31%	1	8%	1	8%	6	46%
Not Economically Disadvantaged	11	3	27%	1	9%	4	36%	1	9%	2	18%	7	64%
Non-English Language Learner	24	7	29%	4	17%	8	33%	2	8%	3	13%	13	54%
Not in Foster Care	24	7	29%	4	17%	8	33%	2	8%	3	13%	13	54%
Not Homeless	24	7	29%	4	17%	8	33%	2	8%	3	13%	13	54%
Not Migrant	24	7	29%	4	17%	8	33%	2	8%	3	13%	13	54%
Parent Not in Armed Forces	24	7	29%	4	17%	8	33%	2	8%	3	13%	13	54%



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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Female	6	—	—	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
General Education Students	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
White	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Economically Disadvantaged	5	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Not in Foster Care	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Not Homeless	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Not Migrant	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Parent Not in Armed Forces	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%

## ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	35	4	11%	7	20%	19	54%	5	14%	24	69%
Female	18	1	6%	5	28%	10	56%	2	11%	12	67%
Male	17	3	18%	2	12%	9	53%	3	18%	12	71%
General Education Students	26	0	0%	4	15%	17	65%	5	19%	22	85%
Students with Disabilities	9	4	44%	3	33%	2	22%	0	0%	2	22%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	30	4	13%	5	17%	18	60%	3	10%	21	70%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	2	40%	1	20%	2	40%	3	60%
Economically Disadvantaged	25	4	16%	7	28%	14	56%	0	0%	14	56%
Not Economically Disadvantaged	10	0	0%	0	0%	5	50%	5	50%	10	100%
Non-English Language Learner	35	4	11%	7	20%	19	54%	5	14%	24	69%
Not in Foster Care	35	4	11%	7	20%	19	54%	5	14%	24	69%
Not Homeless	35	4	11%	7	20%	19	54%	5	14%	24	69%
Not Migrant	35	4	11%	7	20%	19	54%	5	14%	24	69%
Parent Not in Armed Forces	35	4	11%	7	20%	19	54%	5	14%	24	69%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	28	2	7%	3	11%	13	46%	10	36%	23	82%
Female	13	1	8%	1	8%	4	31%	7	54%	11	85%
Male	15	1	7%	2	13%	9	60%	3	20%	12	80%
General Education Students	26	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	27	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	28	2	7%	3	11%	13	46%	10	36%	23	82%
Economically Disadvantaged	15	1	7%	2	13%	7	47%	5	33%	12	80%
Not Economically Disadvantaged	13	1	8%	1	8%	6	46%	5	38%	11	85%
Non-English Language Learner	28	2	7%	3	11%	13	46%	10	36%	23	82%
Not in Foster Care	28	2	7%	3	11%	13	46%	10	36%	23	82%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	27	—	—	—	—	—	—	—	—	—	—
Not Migrant	28	2	7%	3	11%	13	46%	10	36%	23	82%
Parent Not in Armed Forces	28	2	7%	3	11%	13	46%	10	36%	23	82%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	10	2	20%	3	30%	4	40%	1	10%	5	50%
Female	6	—	—	—	—	—	—	—	—	—	—
Male	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	10	2	20%	3	30%	4	40%	1	10%	5	50%
General Education Students	10	2	20%	3	30%	4	40%	1	10%	5	50%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
White	8	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	3	30%	4	40%	1	10%	5	50%
Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	10	2	20%	3	30%	4	40%	1	10%	5	50%
Not in Foster Care	10	2	20%	3	30%	4	40%	1	10%	5	50%
Not Homeless	10	2	20%	3	30%	4	40%	1	10%	5	50%
Not Migrant	10	2	20%	3	30%	4	40%	1	10%	5	50%
Parent Not in Armed Forces	10	2	20%	3	30%	4	40%	1	10%	5	50%



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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	4	—	—	—	—	—	—	—	—	—	—
Female	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	4	—	—	—	—	—	—	—	—	—	—
General Education Students	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	4	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	4	—	—	—	—	—	—	—	—	—	—

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	11	29%	3	8%	15	39%	1	3%	8	21%	24	63%
Female	23	6	26%	2	9%	10	43%	1	4%	4	17%	15	65%
Male	15	5	33%	1	7%	5	33%	0	0%	4	27%	9	60%
General Education Students	30	6	20%	3	10%	12	40%	1	3%	8	27%	21	70%
Students with Disabilities	8	5	63%	0	0%	3	38%	0	0%	0	0%	3	38%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	33	8	24%	3	9%	14	42%	1	3%	7	21%	22	67%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	3	60%	0	0%	1	20%	0	0%	1	20%	2	40%
Economically Disadvantaged	24	8	33%	3	13%	10	42%	0	0%	3	13%	13	54%
Not Economically Disadvantaged	14	3	21%	0	0%	5	36%	1	7%	5	36%	11	79%
Non-English Language Learner	38	11	29%	3	8%	15	39%	1	3%	8	21%	24	63%
Not in Foster Care	38	11	29%	3	8%	15	39%	1	3%	8	21%	24	63%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	37	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	38	11	29%	3	8%	15	39%	1	3%	8	21%	24	63%
Parent Not in Armed Forces	38	11	29%	3	8%	15	39%	1	3%	8	21%	24	63%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%
Female	13	1	8%	3	23%	3	23%	3	23%	3	23%	9	69%
Male	20	1	5%	0	0%	5	25%	8	40%	6	30%	19	95%
General Education Students	30	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	29	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%
Economically Disadvantaged	20	2	10%	3	15%	6	30%	6	30%	3	15%	15	75%
Not Economically Disadvantaged	13	0	0%	0	0%	2	15%	5	38%	6	46%	13	100%
Non-English Language Learner	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%
Not in Foster Care	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%
Not Homeless	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%
Not Migrant	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%
Parent Not in Armed Forces	33	2	6%	3	9%	8	24%	11	33%	9	27%	28	85%

## TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA





Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	7	16%	38	84%	4	9%	3	7%	10	22%	21	47%	31	69%
Female	19	1	5%	18	95%	1	5%	1	5%	4	21%	12	63%	16	84%
Male	26	6	23%	20	77%	3	12%	2	8%	6	23%	9	35%	15	58%
General Education Students	35	3	9%	32	91%	0	0%	1	3%	10	29%	21	60%	31	89%
Students with Disabilities	10	4	40%	6	60%	4	40%	2	20%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
White	36	5	14%	31	86%	4	11%	3	8%	7	19%	17	47%	24	67%
Multiracial	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	0	0%	3	33%	4	44%	7	78%
Economically Disadvantaged	21	2	10%	19	90%	3	14%	1	5%	7	33%	8	38%	15	71%
Not Economically Disadvantaged	24	5	21%	19	79%	1	4%	2	8%	3	13%	13	54%	16	67%
Non-English Language Learner	45	7	16%	38	84%	4	9%	3	7%	10	22%	21	47%	31	69%
Not in Foster Care	45	7	16%	38	84%	4	9%	3	7%	10	22%	21	47%	31	69%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	5	—	38	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	7	—	37	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	7	16%	38	84%	4	9%	3	7%	10	22%	21	47%	31	69%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	8	18%	37	82%	3	7%	3	7%	14	31%	17	38%	31	69%
Female	19	1	5%	18	95%	1	5%	1	5%	8	42%	8	42%	16	84%
Male	26	7	27%	19	73%	2	8%	2	8%	6	23%	9	35%	15	58%
General Education Students	35	2	6%	33	94%	0	0%	3	9%	13	37%	17	49%	30	86%
Students with Disabilities	10	6	60%	4	40%	3	30%	0	0%	1	10%	0	0%	1	10%
Hispanic or Latino	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
White	36	6	17%	30	83%	3	8%	3	8%	10	28%	14	39%	24	67%
Multiracial	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	0	0%	4	44%	3	33%	7	78%
Economically Disadvantaged	21	2	10%	19	90%	2	10%	1	5%	8	38%	8	38%	16	76%
Not Economically Disadvantaged	24	6	25%	18	75%	1	4%	2	8%	6	25%	9	38%	15	63%
Non-English Language Learner	45	8	18%	37	82%	3	7%	3	7%	14	31%	17	38%	31	69%
Not in Foster Care	45	8	18%	37	82%	3	7%	3	7%	14	31%	17	38%	31	69%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	6	—	37	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	8	—	36	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	8	18%	37	82%	3	7%	3	7%	14	31%	17	38%	31	69%

### 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	39	3	8	36	92
Female	18	1	6	17	94
Male	21	2	10	19	90
General Education Students	33	1	3	32	97
Students with Disabilities	6	2	33	4	67
Hispanic or Latino	3	0	0	3	100
White	33	3	9	30	91
Multiracial	3	0	0	3	100
Economically Disadvantaged	19	0	0	19	100
Not Economically Disadvantaged	20	3	15	17	85
Non-English Language Learner	39	3	8	36	92
Not in Foster Care	39	3	8	36	92
Homeless	1	1	100	0	0
Not Homeless	38	2	5	36	95
Migrant	1	0	0	1	100
Not Migrant	38	3	8	35	92
Parent Not in Armed Forces	39	3	8	36	92

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	11	24%	34	76%	2	4%	3	7%	16	36%	13	29%	29	64%
Female	19	2	11%	17	89%	0	0%	3	16%	7	37%	7	37%	14	74%
Male	26	9	35%	17	65%	2	8%	0	0%	9	35%	6	23%	15	58%
General Education Students	35	3	9%	32	91%	0	0%	3	9%	16	46%	13	37%	29	83%
Students with Disabilities	10	8	80%	2	20%	2	20%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
White	36	9	25%	27	75%	2	6%	3	8%	12	33%	10	28%	22	61%
Multiracial	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	0	0%	0	0%	4	44%	3	33%	7	78%
Economically Disadvantaged	21	4	19%	17	81%	1	5%	2	10%	10	48%	4	19%	14	67%
Not Economically Disadvantaged	24	7	29%	17	71%	1	4%	1	4%	6	25%	9	38%	15	63%
Non-English Language Learner	45	11	24%	34	76%	2	4%	3	7%	16	36%	13	29%	29	64%
Not in Foster Care	45	11	24%	34	76%	2	4%	3	7%	16	36%	13	29%	29	64%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	9	—	34	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	11	—	33	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	11	24%	34	76%	2	4%	3	7%	16	36%	13	29%	29	64%

### 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	41	8	20	33	80
Female	18	2	11	16	89
Male	23	6	26	17	74
General Education Students	34	3	9	31	91
Students with Disabilities	7	5	71	2	29
Hispanic or Latino	3	0	0	3	100
White	34	7	21	27	79
Multiracial	4	1	25	3	75
Economically Disadvantaged	20	3	15	17	85
Not Economically Disadvantaged	21	5	24	16	76
Non-English Language Learner	41	8	20	33	80
Not in Foster Care	41	8	20	33	80
Homeless	1	1	100	0	0
Not Homeless	40	7	18	33	83
Migrant	1	0	0	1	100
Not Migrant	40	8	20	32	80
Parent Not in Armed Forces	41	8	20	33	80

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

## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY





Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	45	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	35	35	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
White	36	36	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	21	21	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	24	24	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	45	45	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	45	45	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	43	—	0	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	44	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	45	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

### 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	37	37	100	0	0
Female	16	16	100	0	0
Male	21	21	100	0	0
General Education Students	31	31	100	0	0
Students with Disabilities	6	6	100	0	0
Hispanic or Latino	3	3	100	0	0
White	30	30	100	0	0
Multiracial	4	4	100	0	0
Economically Disadvantaged	19	19	100	0	0
Not Economically Disadvantaged	18	18	100	0	0
Non-English Language Learner	37	37	100	0	0
Not in Foster Care	37	37	100	0	0
Homeless	1	1	100	0	0
Not Homeless	36	36	100	0	0
Migrant	1	1	100	0	0
Not Migrant	36	36	100	0	0
Parent Not in Armed Forces	37	37	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	45	41	91%	4	9%	0	0%	0	0%	3	7%	1	2%	4	9%
Female	19	15	79%	4	21%	0	0%	0	0%	3	16%	1	5%	4	21%
Male	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	35	31	89%	4	11%	0	0%	0	0%	3	9%	1	3%	4	11%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
White	36	33	92%	3	8%	0	0%	0	0%	3	8%	0	0%	3	8%
Multiracial	5	5	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	8	89%	1	11%	0	0%	0	0%	0	0%	1	11%	1	11%
Economically Disadvantaged	21	20	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	24	21	88%	3	13%	0	0%	0	0%	2	8%	1	4%	3	13%
Non-English Language Learner	45	41	91%	4	9%	0	0%	0	0%	3	7%	1	2%	4	9%
Not in Foster Care	45	41	91%	4	9%	0	0%	0	0%	3	7%	1	2%	4	9%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	39	—	4	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	40	—	4	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	41	91%	4	9%	0	0%	0	0%	3	7%	1	2%	4	9%

### 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	31	28	90	3	10
Female	15	12	80	3	20
Male	16	16	100	0	0
General Education Students	30	27	90	3	10
Students with Disabilities	1	1	100	0	0
Hispanic or Latino	3	3	100	0	0
White	25	22	88	3	12
Multiracial	3	3	100	0	0
Economically Disadvantaged	17	16	94	1	6
Not Economically Disadvantaged	14	12	86	2	14
Non-English Language Learner	31	28	90	3	10
Not in Foster Care	31	28	90	3	10
Not Homeless	31	28	90	3	10
Migrant	1	1	100	0	0
Not Migrant	30	27	90	3	10
Parent Not in Armed Forces	31	28	90	3	10

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

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

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

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

### NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

### NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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



**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

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

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	61	24	39%	3	2	67%
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	58	4	7%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

**TOTAL COHORT GRADUATION RATE (2022-23)**

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	36	80%	18	40%	17	38%	1	2%	1	2%	5	11%	0	0%	3	7%
Female	19	18	95%	9	47%	8	42%	1	5%	0	0%	1	5%	0	0%	0	0%
Male	26	18	69%	9	35%	9	35%	0	0%	1	4%	4	15%	0	0%	3	12%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	35	32	91%	18	51%	14	40%	0	0%	0	0%	1	3%	0	0%	2	6%
Students with Disabilities	10	4	40%	0	0%	3	30%	1	10%	1	10%	4	40%	0	0%	1	10%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	36	29	81%	14	39%	14	39%	1	3%	1	3%	4	11%	0	0%	2	6%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	18	86%	8	38%	9	43%	1	5%	1	5%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	24	18	75%	10	42%	8	33%	0	0%	0	0%	4	17%	0	0%	2	8%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	45	36	80%	18	40%	17	38%	1	2%	1	2%	5	11%	0	0%	3	7%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	45	36	80%	18	40%	17	38%	1	2%	1	2%	5	11%	0	0%	3	7%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	43	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	44	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	45	36	80%	18	40%	17	38%	1	2%	1	2%	5	11%	0	0%	3	7%

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# PINE VALLEY CSD (SOUTH DAYTON)

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

## Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT

▼

539

NEEDS RESOURCE CATEGORY

▼

High Need Rural

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS

▼

significantly less than the average district in the state

DISTRICT STUDENT NEEDS ARE

▼

moderately more than the state average

## Student Demographics

Enrollment	PINE VALLEY CSD (SOUTH DAYTON)
All Students	490
Economically Disadvantaged	63%
Students with Disabilities	17%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	PINE VALLEY CSD (SOUTH DAYTON)
Student-to-Teacher Ratio	9

Staffing Profile	PINE VALLEY CSD (SOUTH DAYTON)
Teachers with Fewer than 4 years of Experience %	31%
Teachers with 4-20 Years of Experience %	43%
Teachers with 21+ Years of Experience %	26%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$21,423.00	\$20,517.63	\$25,870.33

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

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

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

School Cost(A-D)      Central Cost(E-H)      Combined Cost(I)

Report View One Per Pupil Expenditure Categories	PINE VALLEY CSD (SOUTH DAYTON)
» A. Instruction (A1 + A2 + A3 + A4)	\$10,460.44
» B. Administration (B1 + B2 + B3)	\$759.37
» C. All Other Spending (C1 + C2 + C3)	\$3,243.94
D. Total School Level (A + B + C)	\$14,463.74
» E. Central Instruction (E1 + E2 + E3 + E4)	\$805.09
» F. Central Administration (F1 + F2 + F3)	\$2,822.90

Report View One Per Pupil Expenditure Categories	PINE VALLEY CSD (SOUTH DAYTON)
» G. All Other Central Spending (G1 + G2 + G3)	\$3,330.85
H. Total Central Costs	\$6,958.83
I. Total Spending (D + H)	\$21,422.58

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	PINE VALLEY CSD (SOUTH DAYTON)
J. Total School Level Local/State Spending	\$12,172.93
» K. Total School Level Federal Spending	\$2,290.81
L. Total Central Level Local/State Spending	\$6,799.61
M. Total Central Level Federal Spending	\$159.22
N. Total Spending (J + K + L + M)	\$21,422.58

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

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

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



Entries U through Z represent central expenditures.

School Cost(O-T)      Central Cost(U-Z)

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

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

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

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

Central Cost(1-5 & Percent Excluded from Total)      Combined Cost(Total Expenditures)

Excluded Expenditures	PINE VALLEY CSD (SOUTH DAYTON)
1. Transportation	\$1,446,322.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$25,602.00
4. Debt Service	\$2,189,426.00
5. Other	\$8,688,577.00
Percent Excluded from Total	52%
Total Expenditures	\$23,896,697.00

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	155,000	45,637	1,200

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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Equalized Total Assessed Value 275,728,162

School District - 063001 Pine Valley

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	887,731	0.32
13100	CO - GENERALLY	RPTL 406(1)	1	4,321	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	16	833,099	0.30
13510	TOWN - CEMETERY LAND	RPTL 446	3	26,800	0.01
13650	VG - GENERALLY	RPTL 406(1)	7	200,462	0.07
13800	SCHOOL DISTRICT	RPTL 408	3	13,161,884	4.77
14100	USA - GENERALLY	RPTL 400(1)	1	262,346	0.10
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	31	76,201,148	27.64
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	112,821	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	2,773,976	1.01
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	69,444	0.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	39,815	0.01
26050	AGRICULTURAL SOCIETY	RPTL 450	1	27,231	0.01
26100	VETERANS ORGANIZATION	RPTL 452	2	263,735	0.10
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	407,715	0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	5,385	0.00
32255	NYS OWNED REFORESTATION LAND	RPTL 534	1	0	0.00
41170	COLD WAR VETERANS (DISABLED)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	3,846	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	43	4,190,766	1.52
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	211	4,712,483	1.71
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	35	1,008,313	0.37
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	104,467	0.04
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	36,026	0.01
41834	ENHANCED STAR	RPTL 425	160	13,452,297	4.88
41854	BASIC STAR 1999-2000	RPTL 425	272	9,127,199	3.31
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	41	1,212,040	0.44
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	7	639,593	0.23
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	86,853	0.03

Equalized Total Assessed Value 275,728,162

School District - 063001 Pine Valley

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	9	147,727	0.05
Total Exemptions Exclusive of System Exemptions:			871	129,851,796	47.09
Total System Exemptions:			9	147,727	0.05
Totals:			880	129,999,523	47.15

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 129,751,040

School District - 063001 Pine Valley Central

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	372,747	0.29
13100	CO - GENERALLY	RPTL 406(1)	1	108,791	0.08
13500	TOWN - GENERALLY	RPTL 406(1)	5	852,009	0.66
13650	VG - GENERALLY	RPTL 406(1)	16	1,140,549	0.88
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	2	40,549	0.03
13800	SCHOOL DISTRICT	RPTL 408	7	269,874	0.21
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	56,192	0.04
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	6	548,682	0.42
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	472,726	0.36
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	6,484	0.00
26100	VETERANS ORGANIZATION	RPTL 452	1	76,923	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	869,900	0.67
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	72,050	0.06
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	114,615	0.09
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41150	COLD WAR VETERANS (10%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	2,273	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	22	1,082,301	0.83
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	149	5,242,143	4.04
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	24	512,361	0.39
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	199,062	0.15
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	33,712	0.03
41810	CERTAIN LIVING QUARTERS CONSTR	RPTL 467-d	2	54,243	0.04
41834	ENHANCED STAR	RPTL 425	120	9,753,981	7.52
41854	BASIC STAR 1999-2000	RPTL 425	249	8,207,376	6.33
41864	Basic STAR (land belongs to ot	RPTL 425	1	33,182	0.03
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	22,471	0.02
42120	TEMPORARY GREENHOUSES	RPTL 483-c	8	225,929	0.17
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	125,738	0.10
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	6	1,246,121	0.96

Equalized Total Assessed Value 129,751,040

School District - 063001 Pine Valley Central

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	2	150,439	0.12
Total Exemptions Exclusive of System Exemptions:			659	31,742,984	24.46
Total System Exemptions:			2	150,439	0.12
Totals:			661	31,893,423	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: \_\_\_\_\_