

Revenue and Expense Summary for 5 years completed, 1 budgeted, and 1 projected

Category	Audited		Audited		Audited		Audited		Audited		Budgeted		Projected
	2018-19	Change	2019-20	Change	2020-21	Change	2021-22	Change	2022-23	Change	2023-24	Change	2024-25
Salary	11,647,022	-3.14%	11,281,559	3.91%	11,722,568	-0.78%	11,631,418	9.21%	12,702,655	14.31%	14,520,737	4.31%	15,146,589
Equipment	107,692	-18.92%	87,322	-0.31%	87,048	-75.60%	21,236	244.79%	73,221	131.12%	169,230	85.39%	313,730
Contractual	1,258,878	-7.70%	1,161,910	1.49%	1,179,266	25.73%	1,482,686	45.74%	2,160,920	-6.75%	2,014,973	0.60%	2,027,006
Materials and Supplies	399,311	-19.33%	322,132	20.34%	387,659	25.93%	488,173	-7.41%	452,016	24.84%	564,292	8.24%	610,792
Textbooks/Hardware/Software/Library	140,750	-7.02%	130,873	-3.59%	126,176	-41.13%	74,286	39.34%	103,513	206.12%	316,870	-17.26%	262,173
Medical/Dental Insurance	4,487,171	3.38%	4,638,736	1.19%	4,694,045	-2.27%	4,587,531	-1.16%	4,534,250	28.76%	5,838,291	4.00%	6,071,561
ERS/TRS	1,316,816	-17.10%	1,091,639	15.93%	1,265,488	12.34%	1,421,675	-6.21%	1,333,325	10.19%	1,469,207	12.29%	1,649,836
BOCES	1,878,395	17.99%	2,216,362	13.55%	2,516,743	6.20%	2,672,802	37.11%	3,664,669	-16.43%	3,062,436	3.53%	3,170,409
Debt Service	1,623,505	-4.11%	1,556,810	15.61%	1,799,834	-63.38%	659,041	129.31%	1,511,263	-46.34%	811,002	8.29%	878,260
Replenishment of Fund Balances/Reserves	1,004,134	57.54%	1,581,939	-100.00%	0	100.00%	2,145,860	-82.64%	372,527	N/A	-	N/A	-
Other Expenses	973,092	13.51%	1,104,565	181.02%	3,104,074	-64.76%	1,093,741	95.23%	2,135,268	-38.58%	1,311,453	231.85%	4,352,010
<b>Total A Fund</b>	<b>24,836,766</b>	<b>1.36%</b>	<b>25,173,846</b>	<b>6.79%</b>	<b>26,882,900</b>	<b>-2.25%</b>	<b>26,278,449</b>	<b>10.52%</b>	<b>29,043,628</b>	<b>3.56%</b>	<b>30,078,491</b>	<b>14.64%</b>	<b>34,482,366</b>

**REVENUES**

Category	Audited		Audited		Audited		Audited		Audited		Budgeted		Projected
	2018-19	Change	2019-20	Change	2020-21	Change	2021-22	Change	2022-23	Change	2023-24	Change	2024-25
State Aid	6,454,733	1.53%	6,553,325	0.48%	6,584,828	-0.48%	6,553,536	11.29%	7,293,433	19.15%	8,690,447	3.63%	9,005,694
Other Income	619,388	-33.54%	411,620	51.16%	622,221	-34.75%	405,991	378.91%	1,944,346	-77.91%	429,500	31.43%	564,500
Medicaid/Federal Aid	101,030	-56.05%	44,403	82.09%	80,853	-28.74%	57,614	1.07%	58,228	-31.30%	40,000	25.00%	50,000
Property Tax Levy	17,661,615	2.85%	18,164,499	3.20%	18,745,813	2.75%	19,261,308	2.52%	19,747,621	2.50%	20,242,009	3.75%	21,000,113
Allocated Fund Balance		N/A		N/A	-	N/A	-	N/A	-	100.00%	676,535	14.64%	862,059
Use of Fund Balances/Reserves	-	N/A	-	N/A	849,185	-100.00%	-	0.00%	-	0.00%	-	N/A	3,000,000
<b>Total A Fund</b>	<b>24,836,766</b>	<b>1.36%</b>	<b>25,173,846</b>	<b>6.79%</b>	<b>26,882,900</b>	<b>-2.25%</b>	<b>26,278,449</b>	<b>10.52%</b>	<b>29,043,628</b>	<b>3.56%</b>	<b>30,078,491</b>	<b>14.64%</b>	<b>34,482,366</b>

Tax Levy as % of Revenue	<b>71.11%</b>	<b>72.16%</b>	<b>69.73%</b>	<b>73.30%</b>	<b>67.99%</b>	<b>67.30%</b>	<b>60.90%</b>
Projected Gap*					-	-	(0)
Equivalent Tax Levy Impact					<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>

\*Must be filled through Additional Revenues, Allocated Fund Balances/Reserves, or Expenditure Reductions

Removing \$3,000,000 that is sourced from Cap Reserve

## 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	\$ 30,078,491	\$ 34,482,366	\$ 34,168,636
Increase/Decrease for the 2024-25 School Year		\$ 4,403,875	\$ 4,090,145
Percentage Increase/Decrease in Proposed Budget		14.64 %	13.60 %
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 20,242,009	\$ 21,000,113	
B. Levy to Support Library Debt, if Applicable	\$	\$	
C. Levy for Non-Excludable Propositions, if Applicable **	\$	\$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$	\$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 20,242,009	\$ 21,000,113	\$ 20,242,009
F. Total Permissible Exclusions	\$ 126,908	\$ 224,625	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 20,475,002	\$ 20,775,488	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 20,115,101	\$ 20,775,488	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 359,901	\$ 0	
Administrative Component	\$ 2,678,513	\$ 2,875,672	\$ 2,806,518
Program Component	\$ 23,349,392	\$ 24,396,092	\$24,269,148
Capital Component	\$ 4,050,586	\$ 7,210,602	\$ 7,092,970

\* 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.

\*\* 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
Purchase of Buses	\$ 350,000
	\$
	\$
	\$

**\*NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS:** Please submit an electronic version (Word or PDF) of this completed form to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov)

Under the Budget Proposed  
for the 2024-25 School Year

Estimated Basic STAR Exemption Savings<sup>1</sup>

\$ 510

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Voorheesville Central school district, Albany County, New York, will be held at the foyer of the Voorheesville Middle school in said district on Tuesday, May 16, 2023 between the hours of 2:30pm and 9:00pm, prevailing time in the Voorheesville Middle school, 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.

**2024-25 Property Tax Report Card**

110603 - Voorheesville CSD		
Contact Person: Jim Southard	Budgeted	Proposed Budget
Telephone Number: 918-765-3313 x102	2023-24	2024-25
	(A)	(B)
Total Budgeted Amount, not Including Separate Propositions	30,078,491	34,482,366
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	20,242,009	21,000,113
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	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)	20,242,009	21,000,113
F. Permissible Exclusions to the School Tax Levy Limit	126,908	224,625
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	20,475,002	20,775,488
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	20,115,101	20,775,488
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	359,899	0
Public School Enrollment	1,262	1,300
Consumer Price Index		4.12%

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

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

<sup>3</sup> For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	7,667,258	7,750,000
Assigned Appropriated Fund Balance	676,535	862,059
Adjusted Unrestricted Fund Balance	1,288,103	1,379,295
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.28%	4.00%

**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	2018 Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 3,686,184.00	\$ 3,768,926.00	\$3 Million will be used for Capital Project approved 12/2022
Repair	Repair Reserve	To pay the cost of repairs to capital improvements or equipment.	\$ 277,000.00	\$ 277,000.00	None
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance	UI Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 30,000.00	\$ 30,000.00	None
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Reserve for Insurance	To pay liability, casualty, and other types of uninsured losses.	\$ 687,426.00	\$ 687,426.00	None
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari		To establish a reserve fund for tax certiorari settlements			
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability		For the payment of accrued 'employee benefits' due to employees upon termination of service.			
Retirement Contribution	ERS/TRS Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 1,998,808.00	\$ 1,998,808.00	None
Other Reserve	Debt Service Reserve		\$ 487,938.00	\$ 487,938.00	None

# ESSA Financial Transparency Report - District Level Actual Expenditures 2022-2023

for VOORHEESVILLE CSD

(Bedcode: 011003060000)

ESSA Financial Transparency Report - District Level Actual Expenditures 2022/2023

**This form has been successfully submitted.**

## School-Level Spending

Completion of each school-level form and one district-level form will satisfy the Federal Every Student Succeeds Act Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:

<http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

School form data will be automatically aggregated to this district-level form within a few minutes once **all** school-level forms are completed, saved, **and** submitted. To make changes to entries A-D, J-K, or O-T, please return to the school forms, edit, save, **and** submit.

	Amount Spent
<b>Instruction</b>	
<b>A1. Classroom Salaries</b>	<i>7,589,035.00</i>
<b>A2. Other Instructional Salaries</b>	<i>1,445,750.00</i>
<b>A3. Instructional Benefits</b>	<i>4,686,975.00</i>
<b>A4. Professional Development</b>	<i>12,131.00</i>
<b>A. Instruction Total</b>	<i>13,733,891.00</i>
<b>Administration</b>	
<b>B1. School Administrative Salaries</b>	<i>338,182.00</i>
<b>B2. School Administrative Benefits</b>	<i>175,438.00</i>
<b>B3. Other School Administrative Expenditures</b>	<i>14,133.00</i>
<b>B. Administration Total</b>	<i>527,753.00</i>

	<b>Amount Spent</b>
<b>All Other Spending</b>	
<b>C1. All Other Salaries</b>	<i>2,458,655.00</i>
<b>C2. All Other Benefits</b>	<i>1,275,476.00</i>
<b>C3. All Other Non-Personnel Expenditures</b>	<i>977,906.00</i>
<b>C. Total of All Other Spending</b>	<i>4,712,037.00</i>
<b>Total</b>	
<b>D. Total School Level</b>	<i>18,973,681.00</i>

## District Level Spending

	* Amount Spent
<b>Instruction</b>	
<b>E1. Classroom Salaries</b>	<i>0</i>
<b>E2. Other Instructional Salaries</b>	<i>0</i>
<b>E3. Instructional Benefits</b>	<i>0</i>
<b>E4. Professional Development</b>	<i>0</i>
<b>E. Instruction Total</b>	<i>0</i>
<b>Administration</b>	
<b>F1. Central Administrative Salaries</b>	<i>715,011</i>
<b>F2. Central Administrative Benefits</b>	<i>370,925</i>
<b>F3. Other Central Administrative Expenditures</b>	<i>1,560,027</i>
<b>F. Administration Total</b>	<i>2,645,963</i>
<b>All Other Spending</b>	
<b>G1. All Other Salaries</b>	<i>839,360</i>
<b>G2. All Other Benefits</b>	<i>435,433</i>
<b>G3. All Other Non-Personnel Expenditures</b>	<i>2,340,040</i>
<b>G. Total of All Other Spending</b>	<i>3,614,833</i>

	<b>* Amount Spent</b>
<b>Total</b>	
<b>H. Total District Level</b>	<i>6,260,796</i>

### Total District and School Spending

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	<b>Amount Spent</b>
<b>I. Total District and School Level Spending</b>	<i>25,234,477</i>



## School Level Local/State Spending

	Amount Spent
<b>Local/State Spending</b>	
<b>J. Total Local/State</b>	<i>18,319,817.00</i>
<b>Federal Spending</b>	
<b>K1. Federal Title I Part A</b>	<i>25,304.00</i>
<b>K2. Federal Title II Part A</b>	<i>4,866.00</i>
<b>K3. Federal Title III Part A</b>	<i>0.00</i>
<b>K4. Federal Title IV Part A</b>	<i>3,223.00</i>
<b>K5. IDEA</b>	<i>336,699.00</i>
<b>K6. All Other Federal</b>	<i>0.00</i>
<b>K7. Federal CARES/CRRSA/ARP</b>	<i>283,772.00</i>
<b>K. Total Federal Spending</b>	<i>653,864.00</i>
<b>Total</b>	
<b>Total School Level</b>	<i>18,973,681.00</i>

## District Level Local/State Spending

	Amount Spent
<b>L. Total Local/State</b>	6,260,796
<b>M. Total Federal Spending</b>	0
<b>Total</b>	
<b>Total District Level</b>	6,260,796

## Total District and School Local/State Spending

	Amount Spent
<b>N. Total District and School Level Spending</b>	25,234,477

## School-Level Program Detail Areas

### School-Level Costs

	Amount Spent
<b>O. Special Education</b>	<i>1,519,056.00</i>
<b>P. ELL/MLL Services</b>	<i>0.00</i>
<b>Q. Pupil Services</b>	<i>1,322,925.00</i>
<b>R. Community Schools Programs</b>	<i>30,620.00</i>
<b>S. BOCES Services</b>	<i>3,253,093.00</i>
<b>T. Prekindergarten</b>	<i>74,670.00</i>

## District-Level Program Detail Areas

### Central District Costs

	<b>* Amount Spent</b>
<b>U. Special Education</b>	<i>1,139,895</i>
<b>V. ELL/MLL Services</b>	<i>0</i>
<b>W. Pupil Services</b>	<i>906,818</i>
<b>X. Community Schools Programs</b>	<i>0</i>
<b>Y. BOCES Services</b>	<i>411,576</i>
<b>Z. Prekindergarten</b>	<i>0</i>

## Total District Expenditures and Exclusions

	* Amount Spent
<b>Exclusions</b>	
<b>1. Transportation</b>	<i>1,499,981</i>
<b>2. Charter School Tuition</b>	<i>11,394</i>
<b>3. Other Tuition</b>	<i>0</i>
<b>4. Debt Service</b>	<i>1,281,574</i>
<b>5. Other</b>	<i>2,336,480</i>
<b>Total Exclusions</b>	<i>5,129,429</i>
<b>Expenditures</b>	
<b>Total Expenditures</b> 	<i>30,363,906</i>

## Reported ST-3 Value

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The ST-3 value is updated from SAMS on the first weekday after the 1st and 15th of each month until November 15. From December through the close of the form, the ST-3 value is only updated on the first weekday after the 1st of the month.

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Most recent ST-3

*30363906*

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If total expenditures does not closely align to the ST-3 value, please provide a brief explanation here. For details on the account codes included in the ST-3, please see the guidance for this year.

*No response provided.*

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# ESSA Financial Transparency Report - School Level Actual Expenditures 2022-2023

for VOORHEESVILLE ELEMENTARY SCHOOL

(Bedscod: 011003060001)

ESSA Financial Transparency Report - School Level Actual Expenditures 2022/2023

**This form has been successfully submitted.**

## School-Level Spending

Completion of each school-level form and one district form will satisfy the Federal Every Student Succeeds Act (ESSA) Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:  
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	<b>* Amount Spent</b>
<b>Instruction</b>	
<b>A1. Classroom Salaries</b>	<i>3,403,898</i>
<b>A2. Other Instructional Salaries</b>	<i>0</i>
<b>A3. Instructional Benefits</b>	<i>1,765,840</i>
<b>A4. Professional Development</b>	<i>120</i>
<b>A. Instruction Total</b>	<i>5,169,858</i>
<b>Administration</b>	
<b>B1. School Administrative Salaries</b>	<i>119,810</i>
<b>B2. School Administrative Benefits</b>	<i>62,153</i>
<b>B3. Other School Administrative Expenditures</b>	<i>7,944</i>
<b>B. Administration Total</b>	<i>189,907</i>
<b>All Other Spending</b>	



	<b>* Amount Spent</b>
<b>C1. All Other Salaries</b>	<i>1,542,344</i>
<b>C2. All Other Benefits</b>	<i>800,121</i>
<b>C3. All Other Non-Personnel Expenditures</b>	<i>451,070</i>
<b>C. Total of All Other Spending</b>	<i>2,793,535</i>
<b>Total</b>	
<b>D. Total School Level</b>	<i>8,153,300</i>

## Local/State Spending - Report View Two

	* Amount Spent
<b>Local/State Spending</b>	
<b>J. Total Local/State</b>	<i>7,790,035</i>
<b>Federal Spending</b>	
<b>K1. Federal Title I Part A</b>	<i>6,692</i>
<b>K2. Federal Title II Part A</b>	<i>2,111</i>
<b>K3. Federal Title III Part A</b>	<i>0</i>
<b>K4. Federal Title IV Part A</b>	<i>1,284</i>
<b>K5. IDEA</b>	<i>175,664</i>
<b>K6. All Other Federal</b>	<i>0</i>
<b>K7. Federal CARES/CRRSA/ARP</b>	<i>177,514</i>
<b>K. Total Federal Spending</b>	<i>363,265</i>
<b>Total</b>	
<b>Total School Level</b>	<i>8,153,300</i>

## School-Level Program Detail Areas

	* Amount Spent
<b>O. Special Education</b>	672,517
<b>P. ELL/MLL Services</b>	0
<b>Q. Pupil Services</b>	399,571
<b>R. Community Schools Programs</b>	0
<b>S. BOCES Services</b>	1,626,547
<b>T. Prekindergarten</b>	74,670

## Webpage

You may provide a link to a webpage on your school or district website that provides additional contextual information for this school. Please see the Guidance for a sample contextual page. No need to submit general links to a school or district webpage.

Webpage Link:

*No response provided.*

# ESSA Financial Transparency Report - School Level Actual Expenditures 2022-2023

for VOORHEESVILLE MIDDLE SCHOOL

(Bedscod: 011003060003)

ESSA Financial Transparency Report - School Level Actual Expenditures 2022/2023

**This form has been successfully submitted.**

## School-Level Spending

Completion of each school-level form and one district form will satisfy the Federal Every Student Succeeds Act (ESSA) Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:  
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	<b>* Amount Spent</b>
<b>Instruction</b>	
<b>A1. Classroom Salaries</b>	<i>1,685,100</i>
<b>A2. Other Instructional Salaries</b>	<i>611,341</i>
<b>A3. Instructional Benefits</b>	<i>1,191,325</i>
<b>A4. Professional Development</b>	<i>5,219</i>
<b>A. Instruction Total</b>	<i>3,492,985</i>
<b>Administration</b>	
<b>B1. School Administrative Salaries</b>	<i>117,009</i>
<b>B2. School Administrative Benefits</b>	<i>60,701</i>
<b>B3. Other School Administrative Expenditures</b>	<i>2,845</i>
<b>B. Administration Total</b>	<i>180,555</i>
<b>All Other Spending</b>	

	<b>* Amount Spent</b>
<b>C1. All Other Salaries</b>	<i>342,602</i>
<b>C2. All Other Benefits</b>	<i>177,732</i>
<b>C3. All Other Non-Personnel Expenditures</b>	<i>86,991</i>
<b>C. Total of All Other Spending</b>	<i>607,325</i>
<b>Total</b>	
<b>D. Total School Level</b>	<i>4,280,865</i>

## Local/State Spending - Report View Two

	* Amount Spent
<b>Local/State Spending</b>	
<b>J. Total Local/State</b>	<i>4,147,307</i>
<b>Federal Spending</b>	
<b>K1. Federal Title I Part A</b>	<i>7,310</i>
<b>K2. Federal Title II Part A</b>	<i>0</i>
<b>K3. Federal Title III Part A</b>	<i>0</i>
<b>K4. Federal Title IV Part A</b>	<i>422</i>
<b>K5. IDEA</b>	<i>72,697</i>
<b>K6. All Other Federal</b>	<i>0</i>
<b>K7. Federal CARES/CRRSA/ARP</b>	<i>53,129</i>
<b>K. Total Federal Spending</b>	<i>133,558</i>
<b>Total</b>	
<b>Total School Level</b>	<i>4,280,865</i>

## School-Level Program Detail Areas

	* Amount Spent
<b>O. Special Education</b>	433,220
<b>P. ELL/MLL Services</b>	0
<b>Q. Pupil Services</b>	227,683
<b>R. Community Schools Programs</b>	0
<b>S. BOCES Services</b>	813,273
<b>T. Prekindergarten</b>	0

## Webpage

You may provide a link to a webpage on your school or district website that provides additional contextual information for this school. Please see the Guidance for a sample contextual page. No need to submit general links to a school or district webpage.

Webpage Link:

*No response provided.*



# ESSA Financial Transparency Report - School Level Actual Expenditures 2022-2023

for CLAYTON A BOUTON HIGH SCHOOL

(Bedscod: 011003060002)

ESSA Financial Transparency Report - School Level Actual Expenditures 2022/2023

**This form has been successfully submitted.**

## School-Level Spending

Completion of each school-level form and one district form will satisfy the Federal Every Student Succeeds Act (ESSA) Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:  
<http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

School form data will be automatically aggregated to the district-level form within a few minutes once **all** school-level forms are completed, saved, and submitted.

	* Amount Spent
<b>Instruction</b>	
<b>A1. Classroom Salaries</b>	2,500,037
<b>A2. Other Instructional Salaries</b>	834,409
<b>A3. Instructional Benefits</b>	1,729,810
<b>A4. Professional Development</b>	6,792
<b>A. Instruction Total</b>	5,071,048
<b>Administration</b>	
<b>B1. School Administrative Salaries</b>	101,363
<b>B2. School Administrative Benefits</b>	52,584
<b>B3. Other School Administrative Expenditures</b>	3,344
<b>B. Administration Total</b>	157,291
<b>All Other Spending</b>	

	<b>* Amount Spent</b>
<b>C1. All Other Salaries</b>	<i>573,709</i>
<b>C2. All Other Benefits</b>	<i>297,623</i>
<b>C3. All Other Non-Personnel Expenditures</b>	<i>439,845</i>
<b>C. Total of All Other Spending</b>	<i>1,311,177</i>
<b>Total</b>	
<b>D. Total School Level</b>	<i>6,539,516</i>

## Local/State Spending - Report View Two

	* Amount Spent
<b>Local/State Spending</b>	
<b>J. Total Local/State</b>	<i>6,382,475</i>
<b>Federal Spending</b>	
<b>K1. Federal Title I Part A</b>	<i>11,302</i>
<b>K2. Federal Title II Part A</b>	<i>2,755</i>
<b>K3. Federal Title III Part A</b>	<i>0</i>
<b>K4. Federal Title IV Part A</b>	<i>1,517</i>
<b>K5. IDEA</b>	<i>88,338</i>
<b>K6. All Other Federal</b>	<i>0</i>
<b>K7. Federal CARES/CRRSA/ARP</b>	<i>53,129</i>
<b>K. Total Federal Spending</b>	<i>157,041</i>
<b>Total</b>	
<b>Total School Level</b>	<i>6,539,516</i>

## School-Level Program Detail Areas

	* Amount Spent
<b>O. Special Education</b>	413,319
<b>P. ELL/MLL Services</b>	0
<b>Q. Pupil Services</b>	695,671
<b>R. Community Schools Programs</b>	30,620
<b>S. BOCES Services</b>	813,273
<b>T. Prekindergarten</b>	0

## Webpage

You may provide a link to a webpage on your school or district website that provides additional contextual information for this school. Please see the Guidance for a sample contextual page. No need to submit general links to a school or district webpage.

Webpage Link:

*No response provided.*

**Salary: Administrative Compensation Information  
011003 - VOORHEESVILLE CSD**

**2023-2024 - Page 1  
Official - as of 04/12/2024 08:32 AM**

**Form Due May 13, 2024**

**2024-2025 Salary Threshold =  
\$169,000**

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

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](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.)

	<b>Title</b>	<b>Salary</b>	<b>Employee Benefits</b>	<b>Other Remuneration</b>
1.	Superintendent of Schools	184,451	53,392	

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

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

2.	ASSISTANT SUPERINTENDENT FOR FINANCE AND (	146,033	27,804	
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

## VOORHEESVILLE 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

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	517	159.5	4
	Math	518	174.5	
	Combined	1,035	167	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	173.5	4
	Math	17	164.7	
	Combined	34	169.1	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	18	205.6	4
	Math	18	177.8	
	Combined	36	191.7	
Multiracial	ELA	31	179	4
	Math	32	167.2	
	Combined	63	173	

Subgroup	Subject	Cohort	Index	Level
White	ELA	447	156.3	4
	Math	447	175.7	
	Combined	894	166	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	65	90	4
	Math	64	99.2	
	Combined	129	94.6	
Economically Disadvantaged	ELA	61	129.5	4
	Math	58	122.4	
	Combined	119	126.1	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	573	143.9	4
	Math	573	157.8	
	Combined	1,146	150.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	173.5	4
	Math	17	164.7	
	Combined	34	169.1	
Black or African American	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Hispanic or Latino	ELA	21	176.2	4
	Math	21	152.4	
	Combined	42	164.3	
Multiracial	ELA	32	173.4	4
	Math	32	167.2	
	Combined	64	170.3	

Subgroup	Subject	Cohort	Index	Level
White	ELA	500	139.7	4
	Math	500	157.1	
	Combined	1,000	148.4	
English Language Learner	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
Students with Disabilities	ELA	78	75	4
	Math	78	81.4	
	Combined	156	78.2	
Economically Disadvantaged	ELA	73	108.2	3
	Math	73	97.3	
	Combined	146	102.7	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	9	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	805	88	10.9%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	—	—	—
Black or African American	6	—	—	—
Hispanic or Latino	35	5	14.3%	4
Multiracial	44	2	4.5%	4
White	697	73	10.5%	4
English Language Learner	19	—	—	—
Students with Disabilities	105	16	15.2%	4
Economically Disadvantaged	120	40	33.3%	2



## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	604	85.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
Black or African American	—	4	—
Hispanic or Latino	—	22	—
Multiracial	—	34	—
White	X	527	84.8%
English Language Learner	—	4	—
Students with Disabilities	X	72	76.4%
Economically Disadvantaged	X	77	79.2%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	605	85.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—
Black or African American	—	4	—
Hispanic or Latino	—	22	—
Multiracial	—	34	—
White	X	528	84.9%
English Language Learner	—	4	—
Students with Disabilities	X	72	76.4%
Economically Disadvantaged	X	77	75.3%

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

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	96	203.6	185.1	4
	Math	69	151.4		
	Science	81	208		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Multiracial	ELA	4	—	—	—
	Math	3	—		
	Science	4	—		
White	ELA	88	201.7	184.9	4
	Math	63	154		
	Science	73	206.2		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	9	33.3	—	—
	Math	5	60		
	Science	5	120		
Economically Disadvantaged	ELA	14	132.1	130.8	3
	Math	9	94.4		
	Science	9	183.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	96	203.6	162.4	4
	Math	95	110		
	Science	94	179.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
White	ELA	88	201.7	161.2	4
	Math	87	111.5		
	Science	86	175		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	9	33.3	—	—
	Math	9	33.3		
	Science	9	66.7		
Economically Disadvantaged	ELA	14	132.1	108.4	4
	Math	13	65.4		
	Science	12	137.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	87	86	98.9%	98.2%	4
	5-year	80	79	98.8%		
	6-year	96	93	96.9%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	5	—	—	—	—
	5-year	1	—	—		
	6-year	5	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	3	—	—		
Hispanic or Latino	4-year	3	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		



Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Multiracial	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
White	4-year	76	75	98.7%	98.4%	4
	5-year	77	76	98.7%		
	6-year	87	85	97.7%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	6	—	—	—	—
	5-year	9	—	—		
	6-year	10	—	—		
Economically Disadvantaged	4-year	8	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		

**SECONDARY ELP**

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

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	347	58	16.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	12	—	—	—
Multiracial	12	—	—	—
White	308	50	16.2%	4
English Language Learner	1	—	—	—
Students with Disabilities	39	7	17.9%	4
Economically Disadvantaged	54	18	33.3%	3

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	96	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	4	—
White	✓	88	100%
English Language Learner	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	—	14	—

## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	95	72.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	4	—
White	X	87	72.4%
English Language Learner	—	0	—
Students with Disabilities	—	9	—
Economically Disadvantaged	—	13	—

## 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	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Grade 4	97	10	10%	87	90%	13	15%	26	30%	34	39%	14	16%	48	55%
Grade 5	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Grade 6	114	24	21%	90	79%	9	10%	33	37%	30	33%	18	20%	48	53%
Grade 7	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Grade 8	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Grades 3-8	605	89	15%	516	85%	57	11%	148	29%	206	40%	105	20%	311	60%

## 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	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Female	50	1	2%	49	98%	4	8%	10	20%	25	51%	10	20%	35	71%
Male	56	1	2%	55	98%	7	13%	23	42%	20	36%	5	9%	25	45%
General Education Students	98	2	2%	96	98%	5	5%	31	32%	45	47%	15	16%	60	63%
Students with Disabilities	8	0	0%	8	100%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	92	1	1%	91	99%	11	12%	27	30%	39	43%	14	15%	53	58%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	0	0%	6	46%	6	46%	1	8%	7	54%
Economically Disadvantaged	13	1	8%	12	92%	1	8%	7	58%	4	33%	0	0%	4	33%
Not Economically Disadvantaged	93	1	1%	92	99%	10	11%	26	28%	41	45%	15	16%	56	61%
Non-English Language Learner	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Not in Foster Care	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Not Homeless	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Parent Not in Armed Forces	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%

## 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	97	10	10%	87	90%	13	15%	26	30%	34	39%	14	16%	48	55%
Female	43	5	12%	38	88%	3	8%	11	29%	16	42%	8	21%	24	63%
Male	54	5	9%	49	91%	10	20%	15	31%	18	37%	6	12%	24	49%
General Education Students	83	7	8%	76	92%	9	12%	21	28%	32	42%	14	18%	46	61%
Students with Disabilities	14	3	21%	11	79%	4	36%	5	45%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
White	83	10	12%	73	88%	12	16%	23	32%	28	38%	10	14%	38	52%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	3	33%	3	33%	2	22%	5	56%
Economically Disadvantaged	10	0	0%	10	100%	5	50%	3	30%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	87	10	11%	77	89%	8	10%	23	30%	33	43%	13	17%	46	60%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	95	10	11%	85	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	97	10	10%	87	90%	13	15%	26	30%	34	39%	14	16%	48	55%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	97	10	10%	87	90%	13	15%	26	30%	34	39%	14	16%	48	55%
Not Migrant	97	10	10%	87	90%	13	15%	26	30%	34	39%	14	16%	48	55%
Parent Not in Armed Forces	97	10	10%	87	90%	13	15%	26	30%	34	39%	14	16%	48	55%

## 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	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Female	53	3	6%	50	94%	1	2%	10	20%	24	48%	15	30%	39	78%
Male	54	7	13%	47	87%	9	19%	14	30%	16	34%	8	17%	24	51%
General Education Students	87	5	6%	82	94%	4	5%	17	21%	38	46%	23	28%	61	74%
Students with Disabilities	20	5	25%	15	75%	6	40%	7	47%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	97	10	10%	87	90%	9	10%	22	25%	37	43%	19	22%	56	64%
Multiracial	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	16	2	13%	14	88%	2	14%	4	29%	5	36%	3	21%	8	57%
Not Economically Disadvantaged	91	8	9%	83	91%	8	10%	20	24%	35	42%	20	24%	55	66%
Non-English Language Learner	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Not in Foster Care	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Not Homeless	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Not Migrant	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%



## 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	114	24	21%	90	79%	9	10%	33	37%	30	33%	18	20%	48	53%
Female	62	18	29%	44	71%	4	9%	15	34%	15	34%	10	23%	25	57%
Male	52	6	12%	46	88%	5	11%	18	39%	15	33%	8	17%	23	50%
General Education Students	104	21	20%	83	80%	5	6%	31	37%	29	35%	18	22%	47	57%
Students with Disabilities	10	3	30%	7	70%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	89	22	25%	67	75%	8	12%	28	42%	19	28%	12	18%	31	46%
Multiracial	15	2	13%	13	87%	0	0%	3	23%	7	54%	3	23%	10	77%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	15	2	13%	13	87%	4	31%	6	46%	3	23%	0	0%	3	23%
Not Economically Disadvantaged	99	22	22%	77	78%	5	6%	27	35%	27	35%	18	23%	45	58%
Non-English Language Learner	114	24	21%	90	79%	9	10%	33	37%	30	33%	18	20%	48	53%
Not in Foster Care	114	24	21%	90	79%	9	10%	33	37%	30	33%	18	20%	48	53%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	113	24	21%	89	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	24	21%	90	79%	9	10%	33	37%	30	33%	18	20%	48	53%
Parent Not in Armed Forces	114	24	21%	90	79%	9	10%	33	37%	30	33%	18	20%	48	53%

## 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	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Female	42	14	33%	28	67%	4	14%	3	11%	13	46%	8	29%	21	75%
Male	44	8	18%	36	82%	7	19%	15	42%	10	28%	4	11%	14	39%
General Education Students	75	18	24%	57	76%	9	16%	14	25%	22	39%	12	21%	34	60%
Students with Disabilities	11	4	36%	7	64%	2	29%	4	57%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	81	21	26%	60	74%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	85	21	25%	64	75%	11	17%	18	28%	23	36%	12	19%	35	55%
Economically Disadvantaged	18	8	44%	10	56%	0	0%	3	30%	3	30%	4	40%	7	70%
Not Economically Disadvantaged	68	14	21%	54	79%	11	20%	15	28%	20	37%	8	15%	28	52%
Non-English Language Learner	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Not in Foster Care	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Not Homeless	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Not Migrant	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%

## 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	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Female	48	12	25%	36	75%	2	6%	5	14%	16	44%	13	36%	29	81%
Male	47	9	19%	38	81%	1	3%	9	24%	18	47%	10	26%	28	74%
General Education Students	86	18	21%	68	79%	1	1%	12	18%	32	47%	23	34%	55	81%
Students with Disabilities	9	3	33%	6	67%	2	33%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	86	18	21%	68	79%	3	4%	14	21%	30	44%	21	31%	51	75%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	90	18	20%	72	80%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	93	19	20%	74	80%	3	4%	14	19%	34	46%	23	31%	57	77%
Not in Foster Care	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Not Homeless	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Not Migrant	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Parent in Armed Forces	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	93	21	23%	72	77%	—	—	—	—	—	—	—	—	—	—

## 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	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Grade 4	97	14	14%	83	86%	6	7%	19	23%	46	55%	12	14%	58	70%
Grade 5	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Grade 6	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%
Combined 6	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%
Grade 7	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Combined 7	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Grade 8	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Regents 8	—	—	—	26	27%	0	0%	0	0%	1	4%	25	96%	26	100%
Combined 8	95	19	20%	76	80%	5	7%	11	14%	30	39%	30	39%	60	79%
Grades 3-8	605	87	14%	518	86%	40	8%	107	21%	254	49%	117	23%	371	72%

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

## GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Female	50	3	6%	47	94%	3	6%	5	11%	24	51%	15	32%	39	83%
Male	56	1	2%	55	98%	3	5%	13	24%	26	47%	13	24%	39	71%
General Education Students	98	4	4%	94	96%	1	1%	15	16%	50	53%	28	30%	78	83%
Students with Disabilities	8	0	0%	8	100%	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	92	3	3%	89	97%	5	6%	17	19%	44	49%	23	26%	67	75%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	1	8%	1	8%	6	46%	5	38%	11	85%
Economically Disadvantaged	13	2	15%	11	85%	2	18%	6	55%	2	18%	1	9%	3	27%
Not Economically Disadvantaged	93	2	2%	91	98%	4	4%	12	13%	48	53%	27	30%	75	82%
Non-English Language Learner	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Not in Foster Care	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Not Homeless	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Parent Not in Armed Forces	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%

## 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	97	14	14%	83	86%	6	7%	19	23%	46	55%	12	14%	58	70%
Female	43	6	14%	37	86%	2	5%	9	24%	23	62%	3	8%	26	70%
Male	54	8	15%	46	85%	4	9%	10	22%	23	50%	9	20%	32	70%
General Education Students	83	9	11%	74	89%	4	5%	15	20%	43	58%	12	16%	55	74%
Students with Disabilities	14	5	36%	9	64%	2	22%	4	44%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
White	83	14	17%	69	83%	5	7%	16	23%	38	55%	10	14%	48	70%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	2	22%	5	56%	1	11%	6	67%
Economically Disadvantaged	10	3	30%	7	70%	2	29%	3	43%	2	29%	0	0%	2	29%
Not Economically Disadvantaged	87	11	13%	76	87%	4	5%	16	21%	44	58%	12	16%	56	74%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	95	14	15%	81	85%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	97	14	14%	83	86%	6	7%	19	23%	46	55%	12	14%	58	70%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	97	14	14%	83	86%	6	7%	19	23%	46	55%	12	14%	58	70%
Not Migrant	97	14	14%	83	86%	6	7%	19	23%	46	55%	12	14%	58	70%
Parent Not in Armed Forces	97	14	14%	83	86%	6	7%	19	23%	46	55%	12	14%	58	70%

## 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	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Female	53	3	6%	50	94%	2	4%	8	16%	26	52%	14	28%	40	80%
Male	54	5	9%	49	91%	4	8%	10	20%	18	37%	17	35%	35	71%
General Education Students	87	5	6%	82	94%	1	1%	9	11%	42	51%	30	37%	72	88%
Students with Disabilities	20	3	15%	17	85%	5	29%	9	53%	2	12%	1	6%	3	18%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	97	8	8%	89	92%	4	4%	17	19%	40	45%	28	31%	68	76%
Multiracial	5	0	0%	5	100%	2	40%	0	0%	2	40%	1	20%	3	60%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	16	1	6%	15	94%	2	13%	3	20%	6	40%	4	27%	10	67%
Not Economically Disadvantaged	91	7	8%	84	92%	4	5%	15	18%	38	45%	27	32%	65	77%
Non-English Language Learner	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Not in Foster Care	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Not Homeless	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Not Migrant	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%

## 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	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%
Female	62	14	23%	48	77%	9	19%	10	21%	27	56%	2	4%	29	60%
Male	52	4	8%	48	92%	3	6%	12	25%	28	58%	5	10%	33	69%
General Education Students	104	15	14%	89	86%	10	11%	18	20%	54	61%	7	8%	61	69%
Students with Disabilities	10	3	30%	7	70%	2	29%	4	57%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	89	17	19%	72	81%	8	11%	19	26%	41	57%	4	6%	45	63%
Multiracial	15	1	7%	14	93%	2	14%	0	0%	10	71%	2	14%	12	86%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	15	1	7%	14	93%	5	36%	7	50%	2	14%	0	0%	2	14%
Not Economically Disadvantaged	99	17	17%	82	83%	7	9%	15	18%	53	65%	7	9%	60	73%
Non-English Language Learner	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%
Not in Foster Care	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	113	18	16%	95	84%	—	—	—	—	—	—	—	—	—	—
Not Migrant	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%
Parent Not in Armed Forces	114	18	16%	96	84%	12	13%	22	23%	55	57%	7	7%	62	65%

## 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	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Female	42	15	36%	27	64%	0	0%	8	30%	14	52%	5	19%	19	70%
Male	44	9	20%	35	80%	5	14%	11	31%	15	43%	4	11%	19	54%
General Education Students	75	20	27%	55	73%	2	4%	15	27%	29	53%	9	16%	38	69%
Students with Disabilities	11	4	36%	7	64%	3	43%	4	57%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	81	23	28%	58	72%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	85	23	27%	62	73%	5	8%	19	31%	29	47%	9	15%	38	61%
Economically Disadvantaged	18	9	50%	9	50%	1	11%	3	33%	2	22%	3	33%	5	56%
Not Economically Disadvantaged	68	15	22%	53	78%	4	8%	16	30%	27	51%	6	11%	33	62%
Non-English Language Learner	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Not in Foster Care	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Not Homeless	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Not Migrant	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%

## 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	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Female	48	21	44%	27	56%	3	11%	6	22%	15	56%	3	11%	18	67%
Male	47	24	51%	23	49%	2	9%	5	22%	14	61%	2	9%	16	70%
General Education Students	86	42	49%	44	51%	2	5%	9	20%	28	64%	5	11%	33	75%
Students with Disabilities	9	3	33%	6	67%	3	50%	2	33%	1	17%	0	0%	1	17%
Hispanic or Latino	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
White	86	41	48%	45	52%	4	9%	9	20%	27	60%	5	11%	32	71%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	90	42	47%	48	53%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	93	43	46%	50	54%	5	10%	11	22%	29	58%	5	10%	34	68%
Not in Foster Care	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Not Homeless	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Not Migrant	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Parent in Armed Forces	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	93	44	47%	49	53%	—	—	—	—	—	—	—	—	—	—

## 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	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Regents 8	—	—	—	36	38%	0	0%	0	0%	3	8%	33	92%	36	100%
Combined 8	95	11	12%	84	88%	1	1%	11	13%	24	29%	48	57%	72	86%

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	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Female	48	23	48%	25	52%	1	4%	6	24%	11	44%	7	28%	18	72%
Male	47	24	51%	23	49%	0	0%	5	22%	10	43%	8	35%	18	78%
General Education Students	86	44	51%	42	49%	1	2%	8	19%	18	43%	15	36%	33	79%
Students with Disabilities	9	3	33%	6	67%	0	0%	3	50%	3	50%	0	0%	3	50%
Hispanic or Latino	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
White	86	43	50%	43	50%	1	2%	10	23%	18	42%	14	33%	32	74%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	90	44	49%	46	51%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	93	45	48%	48	52%	1	2%	11	23%	21	44%	15	31%	36	75%
Not in Foster Care	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Not Homeless	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Not Migrant	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Parent in Armed Forces	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	93	46	49%	47	51%	—	—	—	—	—	—	—	—	—	—

## 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	72	2	3%	8	11%	17	24%	10	14%	35	49%	62	86%
Female	39	2	5%	3	8%	7	18%	5	13%	22	56%	34	87%
Male	33	0	0%	5	15%	10	30%	5	15%	13	39%	28	85%
General Education Students	64	1	2%	5	8%	13	20%	10	16%	35	55%	58	91%
Students with Disabilities	8	1	13%	3	38%	4	50%	0	0%	0	0%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	62	1	2%	6	10%	14	23%	9	15%	32	52%	55	89%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	2	20%	3	30%	1	10%	3	30%	7	70%
Economically Disadvantaged	11	0	0%	2	18%	6	55%	1	9%	2	18%	9	82%
Not Economically Disadvantaged	61	2	3%	6	10%	11	18%	9	15%	33	54%	53	87%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	71	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	72	2	3%	8	11%	17	24%	10	14%	35	49%	62	86%
Not Homeless	72	2	3%	8	11%	17	24%	10	14%	35	49%	62	86%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	72	2	3%	8	11%	17	24%	10	14%	35	49%	62	86%
Parent Not in Armed Forces	72	2	3%	8	11%	17	24%	10	14%	35	49%	62	86%

# 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	91	4	4%	5	5%	25	27%	27	30%	30	33%	82	90%
Female	50	0	0%	2	4%	15	30%	17	34%	16	32%	48	96%
Male	41	4	10%	3	7%	10	24%	10	24%	14	34%	34	83%
General Education Students	80	0	0%	2	3%	22	28%	26	33%	30	38%	78	98%
Students with Disabilities	11	4	36%	3	27%	3	27%	1	9%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–	–	–
White	82	4	5%	5	6%	22	27%	24	29%	27	33%	73	89%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	3	33%	3	33%	3	33%	9	100%
Economically Disadvantaged	14	2	14%	2	14%	2	14%	6	43%	2	14%	10	71%
Not Economically Disadvantaged	77	2	3%	3	4%	23	30%	21	27%	28	36%	72	94%
Non-English Language Learner	91	4	4%	5	5%	25	27%	27	30%	30	33%	82	90%
Not in Foster Care	91	4	4%	5	5%	25	27%	27	30%	30	33%	82	90%
Not Homeless	91	4	4%	5	5%	25	27%	27	30%	30	33%	82	90%
Not Migrant	91	4	4%	5	5%	25	27%	27	30%	30	33%	82	90%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	90	—	—	—	—	—	—	—	—	—	—	—	—

# 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	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Female	42	2	5%	5	12%	17	40%	8	19%	10	24%	35	83%
Male	32	1	3%	2	6%	10	31%	10	31%	9	28%	29	91%
General Education Students	73	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	62	2	3%	6	10%	22	35%	14	23%	18	29%	54	87%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	1	8%	5	42%	4	33%	1	8%	10	83%
Economically Disadvantaged	8	1	13%	0	0%	5	63%	2	25%	0	0%	7	88%
Not Economically Disadvantaged	66	2	3%	7	11%	22	33%	16	24%	19	29%	57	86%
Non-English Language Learner	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Not in Foster Care	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Not Homeless	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Not Migrant	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%

# 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	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Female	33	1	3%	4	12%	11	33%	10	30%	7	21%	28	85%
Male	18	0	0%	0	0%	3	17%	10	56%	5	28%	18	100%
General Education Students	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	48	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	48	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Not in Foster Care	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Not Homeless	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Not Migrant	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Parent Not in Armed Forces	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	99	3	3%	1	1%	35	35%	60	61%	95	96%
Female	50	1	2%	1	2%	16	32%	32	64%	48	96%
Male	49	2	4%	0	0%	19	39%	28	57%	47	96%
General Education Students	87	0	0%	1	1%	28	32%	58	67%	86	99%
Students with Disabilities	12	3	25%	0	0%	7	58%	2	17%	9	75%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	1	17%	0	0%	5	83%	5	83%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	87	3	3%	0	0%	32	37%	52	60%	84	97%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	13	2	15%	0	0%	6	46%	5	38%	11	85%
Not Economically Disadvantaged	86	1	1%	1	1%	29	34%	55	64%	84	98%
Non-English Language Learner	99	3	3%	1	1%	35	35%	60	61%	95	96%
Not in Foster Care	99	3	3%	1	1%	35	35%	60	61%	95	96%
Not Homeless	99	3	3%	1	1%	35	35%	60	61%	95	96%
Not Migrant	99	3	3%	1	1%	35	35%	60	61%	95	96%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	3	3%	1	1%	35	35%	60	61%	95	96%

# 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	94	6	6%	11	12%	25	27%	52	55%	77	82%
Female	54	3	6%	7	13%	15	28%	29	54%	44	81%
Male	40	3	8%	4	10%	10	25%	23	58%	33	83%
General Education Students	82	2	2%	6	7%	22	27%	52	63%	74	90%
Students with Disabilities	12	4	33%	5	42%	3	25%	0	0%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	85	5	6%	11	13%	20	24%	49	58%	69	81%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	1	11%	0	0%	5	56%	3	33%	8	89%
Economically Disadvantaged	14	6	43%	1	7%	2	14%	5	36%	7	50%
Not Economically Disadvantaged	80	0	0%	10	13%	23	29%	47	59%	70	88%
Non-English Language Learner	94	6	6%	11	12%	25	27%	52	55%	77	82%
Not in Foster Care	94	6	6%	11	12%	25	27%	52	55%	77	82%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	93	–	–	–	–	–	–	–	–	–	–

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Not Migrant	94	6	6%	11	12%	25	27%	52	55%	77	82%
Parent in Armed Forces	1	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	93	–	–	–	–	–	–	–	–	–	–

# 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	71	3	4%	10	14%	23	32%	35	49%	58	82%
Female	36	1	3%	4	11%	15	42%	16	44%	31	86%
Male	35	2	6%	6	17%	8	23%	19	54%	27	77%
General Education Students	69	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	64	2	3%	9	14%	22	34%	31	48%	53	83%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	1	14%	4	57%	5	71%
Economically Disadvantaged	7	2	29%	1	14%	2	29%	2	29%	4	57%
Not Economically Disadvantaged	64	1	2%	9	14%	21	33%	33	52%	54	84%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	3	4%	10	14%	23	32%	35	49%	58	82%
Not Homeless	71	3	4%	10	14%	23	32%	35	49%	58	82%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Not Migrant	71	3	4%	10	14%	23	32%	35	49%	58	82%
Parent Not in Armed Forces	71	3	4%	10	14%	23	32%	35	49%	58	82%

# 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	30	1	3%	0	0%	14	47%	15	50%	29	97%
Female	15	0	0%	0	0%	8	53%	7	47%	15	100%
Male	15	1	7%	0	0%	6	40%	8	53%	14	93%
General Education Students	30	1	3%	0	0%	14	47%	15	50%	29	97%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	25	1	4%	0	0%	12	48%	12	48%	24	96%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	29	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	30	1	3%	0	0%	14	47%	15	50%	29	97%
Not in Foster Care	30	1	3%	0	0%	14	47%	15	50%	29	97%
Not Homeless	30	1	3%	0	0%	14	47%	15	50%	29	97%
Not Migrant	30	1	3%	0	0%	14	47%	15	50%	29	97%
Parent Not in Armed Forces	30	1	3%	0	0%	14	47%	15	50%	29	97%

# 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	105	3	3%	6	6%	29	28%	28	27%	39	37%	96	91%
Female	44	1	2%	2	5%	12	27%	12	27%	17	39%	41	93%
Male	61	2	3%	4	7%	17	28%	16	26%	22	36%	55	90%
General Education Students	92	0	0%	5	5%	22	24%	28	30%	37	40%	87	95%
Students with Disabilities	13	3	23%	1	8%	7	54%	0	0%	2	15%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	97	3	3%	4	4%	26	27%	26	27%	38	39%	90	93%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	3	38%	2	25%	1	13%	6	75%
Economically Disadvantaged	14	2	14%	3	21%	7	50%	0	0%	2	14%	9	64%
Not Economically Disadvantaged	91	1	1%	3	3%	22	24%	28	31%	37	41%	87	96%
Non-English Language Learner	105	3	3%	6	6%	29	28%	28	27%	39	37%	96	91%
Not in Foster Care	105	3	3%	6	6%	29	28%	28	27%	39	37%	96	91%
Not Homeless	105	3	3%	6	6%	29	28%	28	27%	39	37%	96	91%
Not Migrant	105	3	3%	6	6%	29	28%	28	27%	39	37%	96	91%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	105	3	3%	6	6%	29	28%	28	27%	39	37%	96	91%

# 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	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%
Female	37	0	0%	3	8%	8	22%	12	32%	14	38%	34	92%
Male	32	0	0%	0	0%	11	34%	13	41%	8	25%	32	100%
General Education Students	62	0	0%	0	0%	17	27%	23	37%	22	35%	62	100%
Students with Disabilities	7	0	0%	3	43%	2	29%	2	29%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	58	0	0%	1	2%	15	26%	23	40%	19	33%	57	98%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	4	36%	2	18%	3	27%	9	82%
Economically Disadvantaged	11	0	0%	0	0%	6	55%	4	36%	1	9%	11	100%
Not Economically Disadvantaged	58	0	0%	3	5%	13	22%	21	36%	21	36%	55	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	68	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%
Not Homeless	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%
Parent Not in Armed Forces	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%

## 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	99	1	1%	98	99%	3	3%	5	5%	15	15%	75	76%	90	91%
Female	48	0	0%	48	100%	1	2%	2	4%	5	10%	40	83%	45	94%
Male	51	1	2%	50	98%	2	4%	3	6%	10	20%	35	69%	45	88%
General Education Students	89	0	0%	89	100%	0	0%	2	2%	12	13%	75	84%	87	98%
Students with Disabilities	10	1	10%	9	90%	3	30%	3	30%	3	30%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	89	0	0%	89	100%	3	3%	5	6%	13	15%	68	76%	81	91%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	15	0	0%	15	100%	1	7%	2	13%	6	40%	6	40%	12	80%
Not Economically Disadvantaged	84	1	1%	83	99%	2	2%	3	4%	9	11%	69	82%	78	93%
Non-English Language Learner	99	1	1%	98	99%	3	3%	5	5%	15	15%	75	76%	90	91%
Not in Foster Care	99	1	1%	98	99%	3	3%	5	5%	15	15%	75	76%	90	91%
Not Homeless	99	1	1%	98	99%	3	3%	5	5%	15	15%	75	76%	90	91%
Not Migrant	99	1	1%	98	99%	3	3%	5	5%	15	15%	75	76%	90	91%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	1	1%	98	99%	3	3%	5	5%	15	15%	75	76%	90	91%

### 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	0	0	1	100
Female	1	0	0	1	100
General Education Students	1	0	0	1	100
Multiracial	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	18	18%	81	82%	2	2%	6	6%	27	27%	46	46%	73	74%
Female	48	5	10%	43	90%	1	2%	3	6%	17	35%	22	46%	39	81%
Male	51	13	25%	38	75%	1	2%	3	6%	10	20%	24	47%	34	67%
General Education Students	89	13	15%	76	85%	1	1%	5	6%	24	27%	46	52%	70	79%
Students with Disabilities	10	5	50%	5	50%	1	10%	1	10%	3	30%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	89	17	19%	72	81%	2	2%	6	7%	23	26%	41	46%	64	72%
Multiracial	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	15	4	27%	11	73%	0	0%	2	13%	8	53%	1	7%	9	60%
Not Economically Disadvantaged	84	14	17%	70	83%	2	2%	4	5%	19	23%	45	54%	64	76%
Non-English Language Learner	99	18	18%	81	82%	2	2%	6	6%	27	27%	46	46%	73	74%
Not in Foster Care	99	18	18%	81	82%	2	2%	6	6%	27	27%	46	46%	73	74%
Not Homeless	99	18	18%	81	82%	2	2%	6	6%	27	27%	46	46%	73	74%
Not Migrant	99	18	18%	81	82%	2	2%	6	6%	27	27%	46	46%	73	74%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	18	18%	81	82%	2	2%	6	6%	27	27%	46	46%	73	74%

### 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	95	16	17	79	83
Female	48	5	10	43	90
Male	47	11	23	36	77
General Education Students	87	13	15	74	85
Students with Disabilities	8	3	38	5	63
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	86	16	19	70	81
Multiracial	5	0	0	5	100
Economically Disadvantaged	14	4	29	10	71
Not Economically Disadvantaged	81	12	15	69	85
Non-English Language Learner	95	16	17	79	83
Not in Foster Care	95	16	17	79	83
Not Homeless	95	16	17	79	83
Not Migrant	95	16	17	79	83
Parent Not in Armed Forces	95	16	17	79	83

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



## 2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	15	15%	84	85%	3	3%	6	6%	31	31%	44	44%	75	76%
Female	48	5	10%	43	90%	2	4%	3	6%	17	35%	21	44%	38	79%
Male	51	10	20%	41	80%	1	2%	3	6%	14	27%	23	45%	37	73%
General Education Students	89	10	11%	79	89%	2	2%	4	4%	29	33%	44	49%	73	82%
Students with Disabilities	10	5	50%	5	50%	1	10%	2	20%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	89	14	16%	75	84%	3	3%	5	6%	28	31%	39	44%	67	75%
Multiracial	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	0	0%	0	0%	2	40%	2	40%	4	80%
Economically Disadvantaged	15	5	33%	10	67%	1	7%	1	7%	6	40%	2	13%	8	53%
Not Economically Disadvantaged	84	10	12%	74	88%	2	2%	5	6%	25	30%	42	50%	67	80%
Non-English Language Learner	99	15	15%	84	85%	3	3%	6	6%	31	31%	44	44%	75	76%
Not in Foster Care	99	15	15%	84	85%	3	3%	6	6%	31	31%	44	44%	75	76%
Not Homeless	99	15	15%	84	85%	3	3%	6	6%	31	31%	44	44%	75	76%
Not Migrant	99	15	15%	84	85%	3	3%	6	6%	31	31%	44	44%	75	76%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	15	15%	84	85%	3	3%	6	6%	31	31%	44	44%	75	76%

## 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	97	14	14	83	86
Female	48	5	10	43	90
Male	49	9	18	40	82
General Education Students	88	10	11	78	89
Students with Disabilities	9	4	44	5	56
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	88	14	16	74	84
Multiracial	5	0	0	5	100
Economically Disadvantaged	15	5	33	10	67
Not Economically Disadvantaged	82	9	11	73	89
Non-English Language Learner	97	14	14	83	86
Not in Foster Care	97	14	14	83	86
Not Homeless	97	14	14	83	86
Not Migrant	97	14	14	83	86
Parent Not in Armed Forces	97	14	14	83	86

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	99	69	70%	30	30%	0	0%	0	0%	30	30%	0	0%	30	30%
Female	48	29	60%	19	40%	0	0%	0	0%	19	40%	0	0%	19	40%
Male	51	40	78%	11	22%	0	0%	0	0%	11	22%	0	0%	11	22%
General Education Students	89	59	66%	30	34%	0	0%	0	0%	30	34%	0	0%	30	34%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	89	64	72%	25	28%	0	0%	0	0%	25	28%	0	0%	25	28%
Multiracial	5	2	40%	3	60%	0	0%	0	0%	3	60%	0	0%	3	60%
Small Group Total: Race & Ethnicity	5	3	60%	2	40%	0	0%	0	0%	2	40%	0	0%	2	40%
Economically Disadvantaged	15	13	87%	2	13%	0	0%	0	0%	2	13%	0	0%	2	13%
Not Economically Disadvantaged	84	56	67%	28	33%	0	0%	0	0%	28	33%	0	0%	28	33%
Non-English Language Learner	99	69	70%	30	30%	0	0%	0	0%	30	30%	0	0%	30	30%
Not in Foster Care	99	69	70%	30	30%	0	0%	0	0%	30	30%	0	0%	30	30%
Not Homeless	99	69	70%	30	30%	0	0%	0	0%	30	30%	0	0%	30	30%
Not Migrant	99	69	70%	30	30%	0	0%	0	0%	30	30%	0	0%	30	30%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	69	70%	30	30%	0	0%	0	0%	30	30%	0	0%	30	30%

## 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	96	67	70	29	30
Female	48	29	60	19	40
Male	48	38	79	10	21
General Education Students	88	59	67	29	33
Students with Disabilities	8	8	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1	50	1	50
Hispanic or Latino	2	1	50	1	50
White	87	63	72	24	28
Multiracial	5	2	40	3	60
Economically Disadvantaged	15	13	87	2	13
Not Economically Disadvantaged	81	54	67	27	33
Non-English Language Learner	96	67	70	29	30
Not in Foster Care	96	67	70	29	30
Not Homeless	96	67	70	29	30
Not Migrant	96	67	70	29	30
Parent Not in Armed Forces	96	67	70	29	30

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	99	74	75%	25	25%	0	0%	0	0%	24	24%	1	1%	25	25%
Female	48	33	69%	15	31%	0	0%	0	0%	14	29%	1	2%	15	31%
Male	51	41	80%	10	20%	0	0%	0	0%	10	20%	0	0%	10	20%
General Education Students	89	64	72%	25	28%	0	0%	0	0%	24	27%	1	1%	25	28%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	89	68	76%	21	24%	0	0%	0	0%	20	22%	1	1%	21	24%
Multiracial	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Small Group Total: Race & Ethnicity	5	2	40%	3	60%	0	0%	0	0%	3	60%	0	0%	3	60%
Economically Disadvantaged	15	14	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	84	60	71%	24	29%	0	0%	0	0%	23	27%	1	1%	24	29%
Non-English Language Learner	99	74	75%	25	25%	0	0%	0	0%	24	24%	1	1%	25	25%
Not in Foster Care	99	74	75%	25	25%	0	0%	0	0%	24	24%	1	1%	25	25%
Not Homeless	99	74	75%	25	25%	0	0%	0	0%	24	24%	1	1%	25	25%
Not Migrant	99	74	75%	25	25%	0	0%	0	0%	24	24%	1	1%	25	25%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	74	75%	25	25%	0	0%	0	0%	24	24%	1	1%	25	25%

## 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	93	69	74	24	26
Female	46	32	70	14	30
Male	47	37	79	10	21
General Education Students	86	62	72	24	28
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	1	50	1	50
White	84	64	76	20	24
Multiracial	5	4	80	1	20
Economically Disadvantaged	15	14	93	1	7
Not Economically Disadvantaged	78	55	71	23	29
Non-English Language Learner	93	69	74	24	26
Not in Foster Care	93	69	74	24	26
Not Homeless	93	69	74	24	26
Not Migrant	93	69	74	24	26
Parent Not in Armed Forces	93	69	74	24	26

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)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 1	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	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 6 ELA	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	3	100%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	3	100%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	3	100%	3	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

SUBGROUP	READING				MATH			
	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%

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	103	20	19%	3	1	33%
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	101	9	9%
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	99	97	98%	59	60%	37	37%	1	1%	0	0%	2	2%	0	0%	0	0%
Female	48	48	100%	32	67%	16	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	51	49	96%	27	53%	21	41%	1	2%	0	0%	2	4%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	89	88	99%	59	66%	29	33%	0	0%	0	0%	1	1%	0	0%	0	0%
Students with Disabilities	10	9	90%	0	0%	8	80%	1	10%	0	0%	1	10%	0	0%	0	0%
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	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	89	88	99%	52	58%	35	39%	1	1%	0	0%	1	1%	0	0%	0	0%
Multiracial	5	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	15	14	93%	4	27%	10	67%	0	0%	0	0%	1	7%	0	0%	0	0%
Not Economically Disadvantaged	84	83	99%	55	65%	27	32%	1	1%	0	0%	1	1%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	99	97	98%	59	60%	37	37%	1	1%	0	0%	2	2%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	99	97	98%	59	60%	37	37%	1	1%	0	0%	2	2%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	99	97	98%	59	60%	37	37%	1	1%	0	0%	2	2%	0	0%	0	0%
Migrant	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	99	97	98%	59	60%	37	37%	1	1%	0	0%	2	2%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	99	97	98%	59	60%	37	37%	1	1%	0	0%	2	2%	0	0%	0	0%

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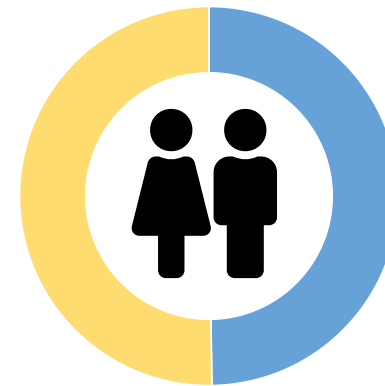
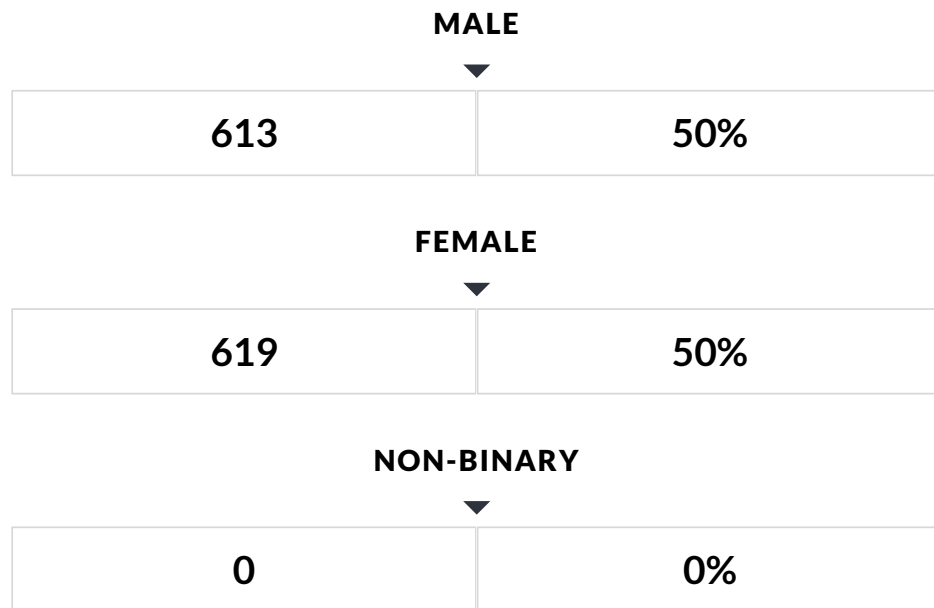


This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

## VOORHEESVILLE CSD ENROLLMENT (2022 - 23)

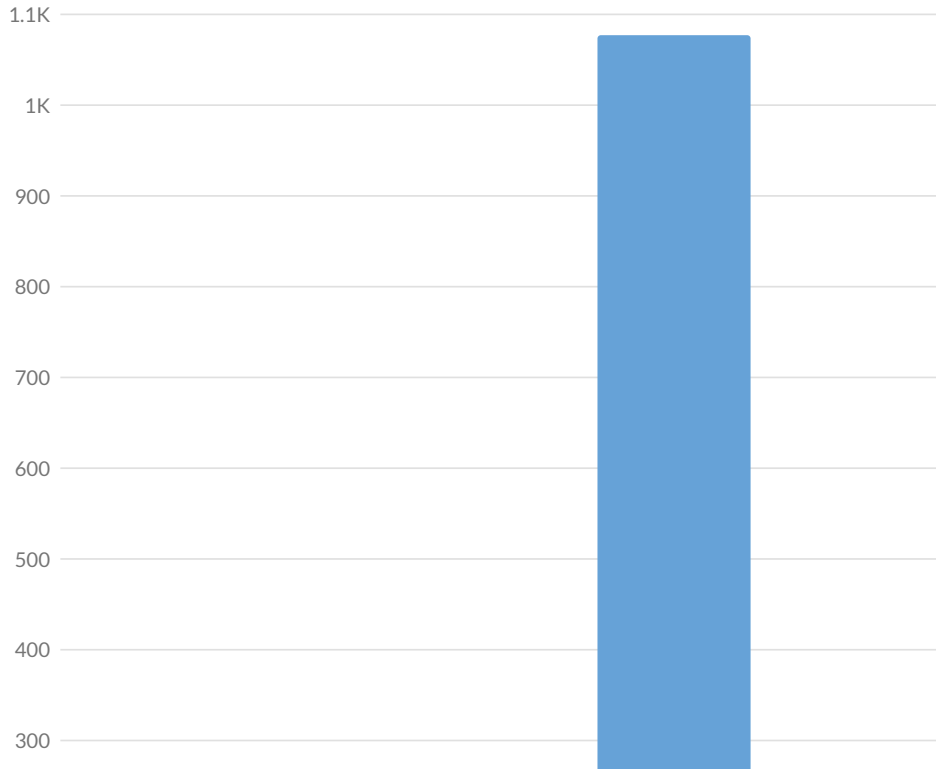
**K-12 Enrollment: 1,232**

### ENROLLMENT BY GENDER



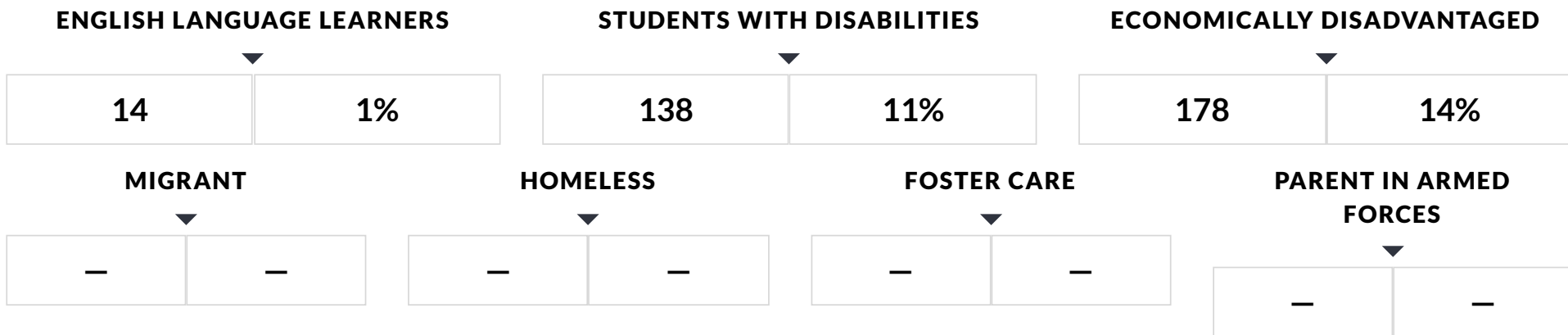
### ENROLLMENT BY ETHNICITY



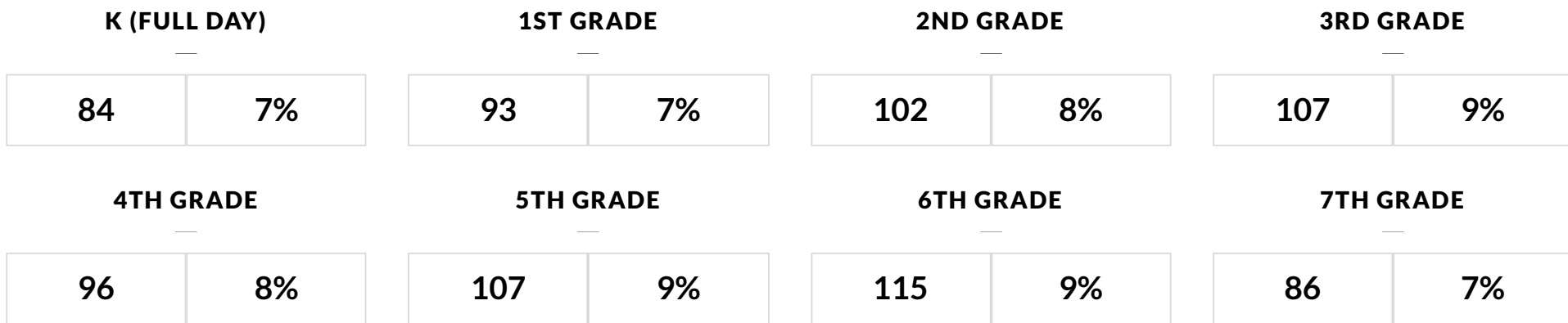
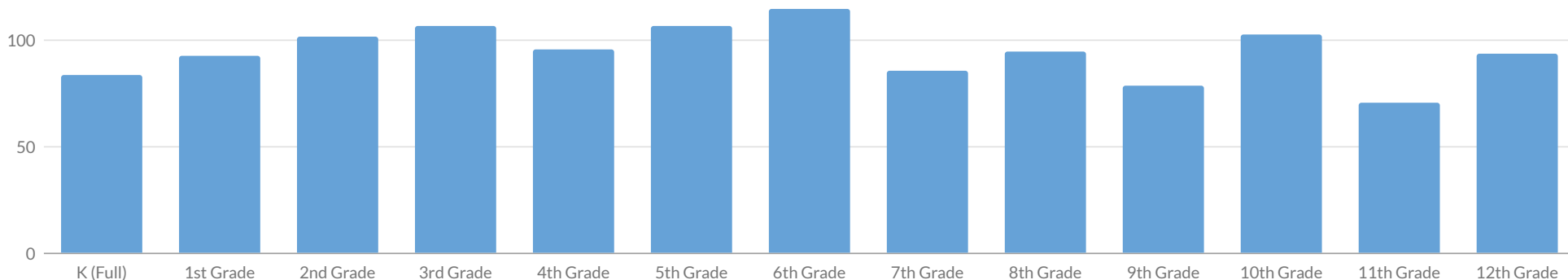


<b>49</b>	<b>4%</b>
<b>ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER</b>	
▼	
<b>35</b>	<b>3%</b>
<b>WHITE</b>	
▼	
<b>1,078</b>	<b>88%</b>
<b>MULTIRACIAL</b>	
▼	
<b>59</b>	<b>5%</b>

### OTHER GROUPS



### ENROLLMENT BY GRADE



**8TH GRADE**

---

95	8%
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**9TH GRADE**

---

79	6%
----	----

**10TH GRADE**

---

103	8%
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**11TH GRADE**

---

71	6%
----	----

**12TH GRADE**

---

94	8%
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## VOORHEESVILLE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	287	156.8	4
	Math	283	180.7	
	Combined	570	168.7	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	180	—
	Math	10	180	
	Combined	20	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	12	200	—
	Math	12	195.8	
	Combined	24	—	
Multiracial	ELA	12	154.2	—
	Math	12	179.2	
	Combined	24	—	



Subgroup	Subject	Cohort	Index	Level
White	ELA	250	154.6	3
	Math	246	181.1	
	Combined	496	167.7	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	40	86.3	3
	Math	40	106.3	
	Combined	80	96.3	
Economically Disadvantaged	ELA	36	122.2	3
	Math	33	134.8	
	Combined	69	128.3	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	294	153.1	4
	Math	294	174	
	Combined	588	163.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	180	—
	Math	10	180	
	Combined	20	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	12	200	—
	Math	12	195.8	
	Combined	24	—	
Multiracial	ELA	12	154.2	—
	Math	12	179.2	
	Combined	24	—	

Subgroup	Subject	Cohort	Index	Level
White	ELA	257	150.4	4
	Math	257	173.3	
	Combined	514	161.9	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	46	75	4
	Math	46	92.4	
	Combined	92	83.7	
Economically Disadvantaged	ELA	37	118.9	3
	Math	37	120.3	
	Combined	74	119.6	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	7	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	507	57	11.2%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—
Black or African American	5	—	—	—
Hispanic or Latino	26	—	—	—
Multiracial	22	—	—	—
White	438	49	11.2%	4
English Language Learner	12	—	—	—
Students with Disabilities	73	10	13.7%	4
Economically Disadvantaged	78	23	29.5%	3

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	309	92.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	12	—
White	X	271	92.3%
English Language Learner	—	2	—
Students with Disabilities	X	41	80.5%
Economically Disadvantaged	—	39	—

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	309	91.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—
Black or African American	—	3	—
Hispanic or Latino	—	13	—
Multiracial	—	12	—
White	X	271	90.8%
English Language Learner	—	2	—
Students with Disabilities	X	41	80.5%
Economically Disadvantaged	—	39	—

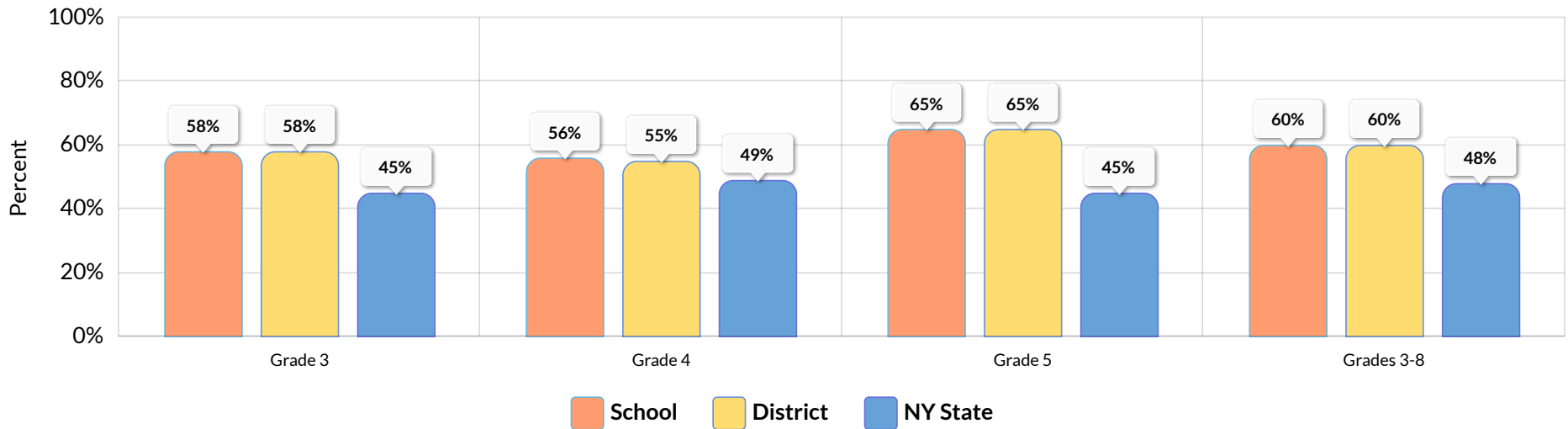
## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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





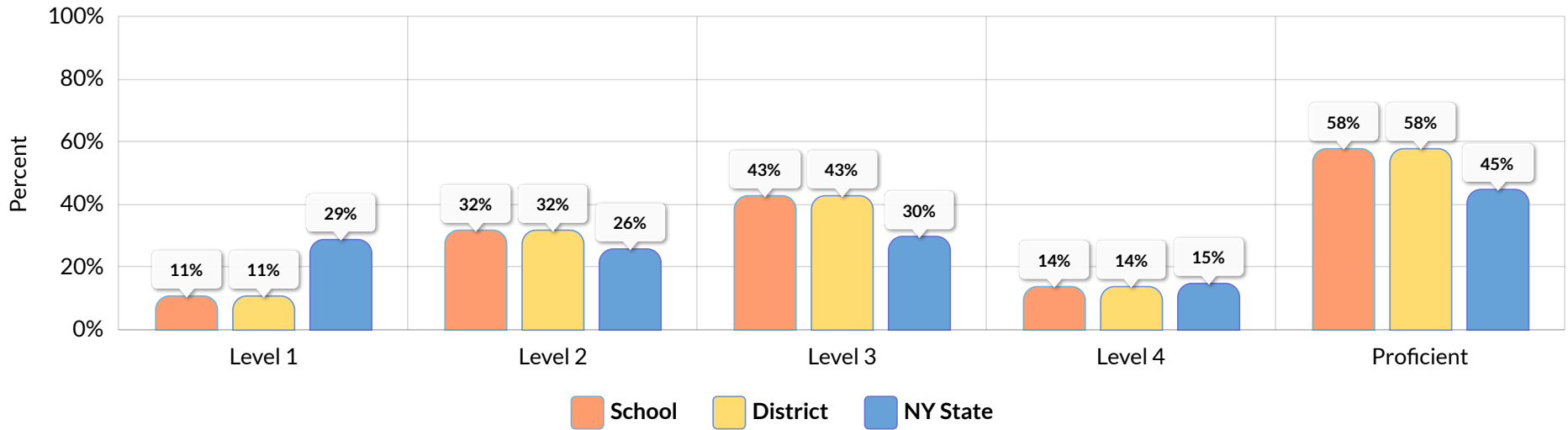
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Grade 4	96	10	10%	86	90%	13	15%	25	29%	34	40%	14	16%	48	56%
Grade 5	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Grades 3-8	309	22	7%	287	93%	34	12%	82	29%	119	41%	52	18%	171	60%

## 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	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Female	50	1	2%	49	98%	4	8%	10	20%	25	51%	10	20%	35	71%
Male	56	1	2%	55	98%	7	13%	23	42%	20	36%	5	9%	25	45%
General Education Students	98	2	2%	96	98%	5	5%	31	32%	45	47%	15	16%	60	63%
Students with Disabilities	8	0	0%	8	100%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	92	1	1%	91	99%	11	12%	27	30%	39	43%	14	15%	53	58%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	0	0%	6	46%	6	46%	1	8%	7	54%
Economically Disadvantaged	13	1	8%	12	92%	1	8%	7	58%	4	33%	0	0%	4	33%
Not Economically Disadvantaged	93	1	1%	92	99%	10	11%	26	28%	41	45%	15	16%	56	61%
Non-English Language Learner	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Not in Foster Care	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Not Homeless	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%

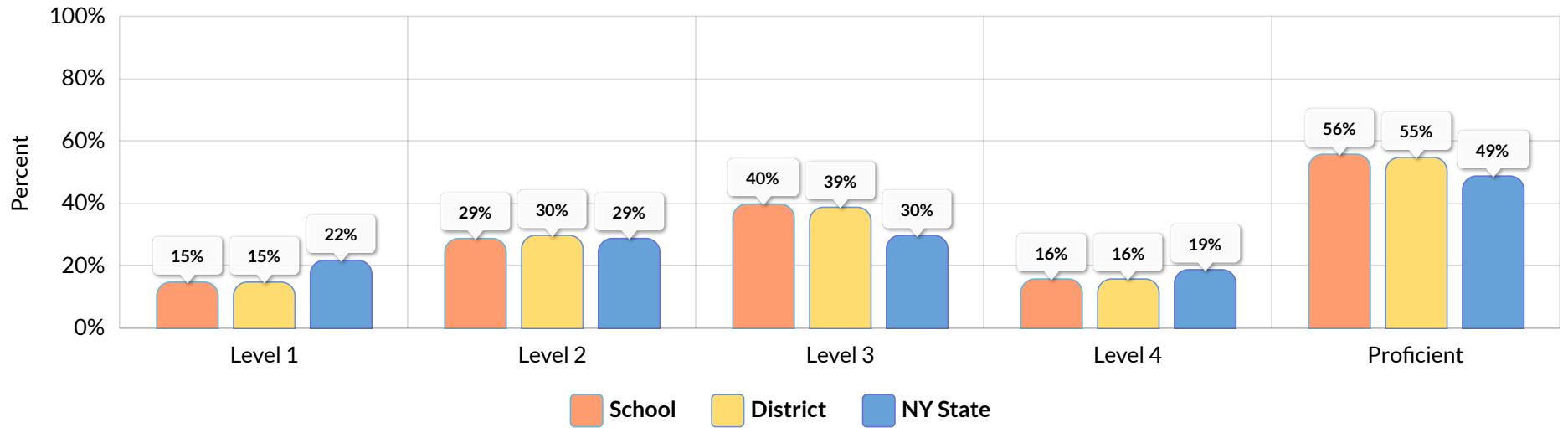
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%
Parent Not in Armed Forces	106	2	2%	104	98%	11	11%	33	32%	45	43%	15	14%	60	58%

# 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	96	10	10%	86	90%	13	15%	25	29%	34	40%	14	16%	48	56%
Female	43	5	12%	38	88%	3	8%	11	29%	16	42%	8	21%	24	63%
Male	53	5	9%	48	91%	10	21%	14	29%	18	38%	6	13%	24	50%
General Education Students	83	7	8%	76	92%	9	12%	21	28%	32	42%	14	18%	46	61%
Students with Disabilities	13	3	23%	10	77%	4	40%	4	40%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
White	82	10	12%	72	88%	12	17%	22	31%	28	39%	10	14%	38	53%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	3	33%	3	33%	2	22%	5	56%
Economically Disadvantaged	10	0	0%	10	100%	5	50%	3	30%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	86	10	12%	76	88%	8	11%	22	29%	33	43%	13	17%	46	61%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	94	10	11%	84	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	96	10	10%	86	90%	13	15%	25	29%	34	40%	14	16%	48	56%

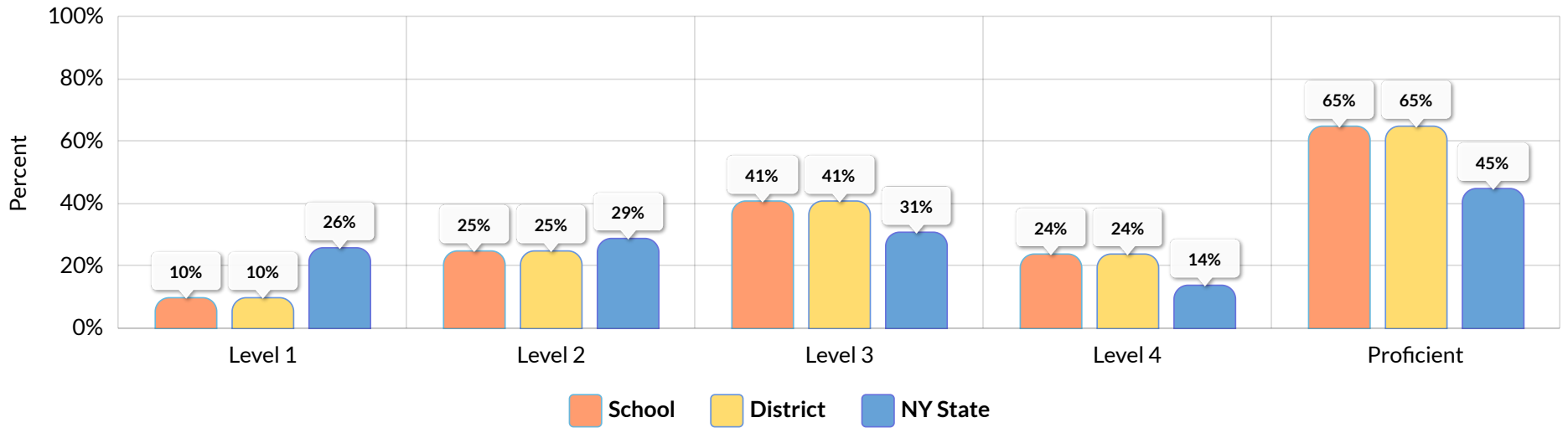
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	96	10	10%	86	90%	13	15%	25	29%	34	40%	14	16%	48	56%
Not Migrant	96	10	10%	86	90%	13	15%	25	29%	34	40%	14	16%	48	56%
Parent Not in Armed Forces	96	10	10%	86	90%	13	15%	25	29%	34	40%	14	16%	48	56%

# 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	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Female	53	3	6%	50	94%	1	2%	10	20%	24	48%	15	30%	39	78%
Male	54	7	13%	47	87%	9	19%	14	30%	16	34%	8	17%	24	51%
General Education Students	87	5	6%	82	94%	4	5%	17	21%	38	46%	23	28%	61	74%
Students with Disabilities	20	5	25%	15	75%	6	40%	7	47%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	97	10	10%	87	90%	9	10%	22	25%	37	43%	19	22%	56	64%
Multiracial	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	16	2	13%	14	88%	2	14%	4	29%	5	36%	3	21%	8	57%
Not Economically Disadvantaged	91	8	9%	83	91%	8	10%	20	24%	35	42%	20	24%	55	66%
Non-English Language Learner	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Not in Foster Care	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Not Homeless	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%
Not Migrant	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	107	10	9%	97	91%	10	10%	24	25%	40	41%	23	24%	63	65%

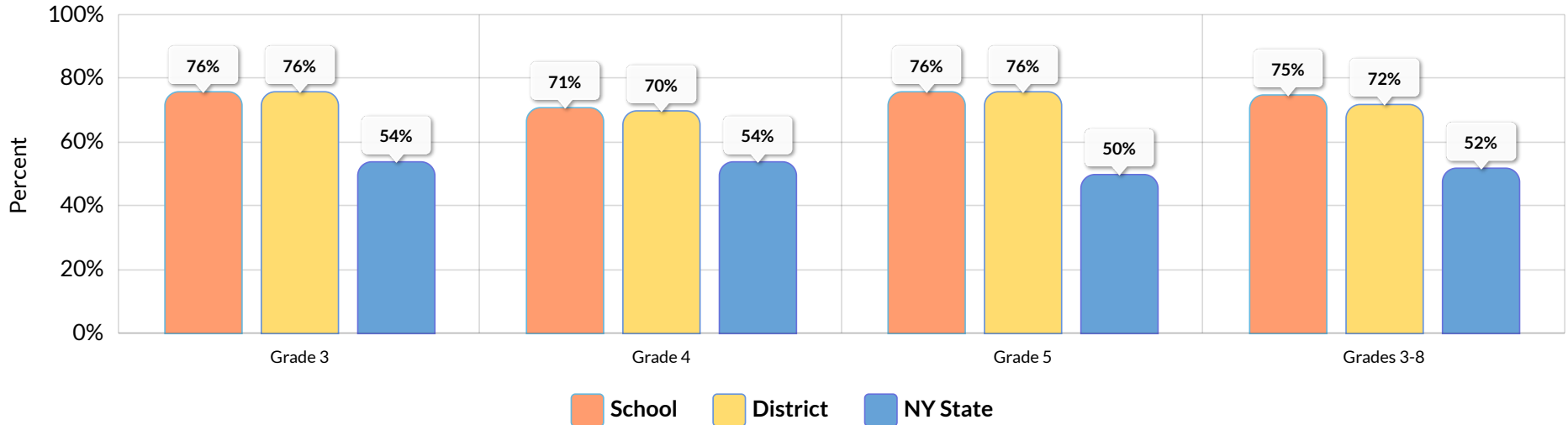
## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

### SUMMARY RESULTS



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	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Grade 4	96	14	15%	82	85%	6	7%	18	22%	46	56%	12	15%	58	71%
Grade 5	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Grades 3-8	309	26	8%	283	92%	18	6%	54	19%	140	49%	71	25%	211	75%

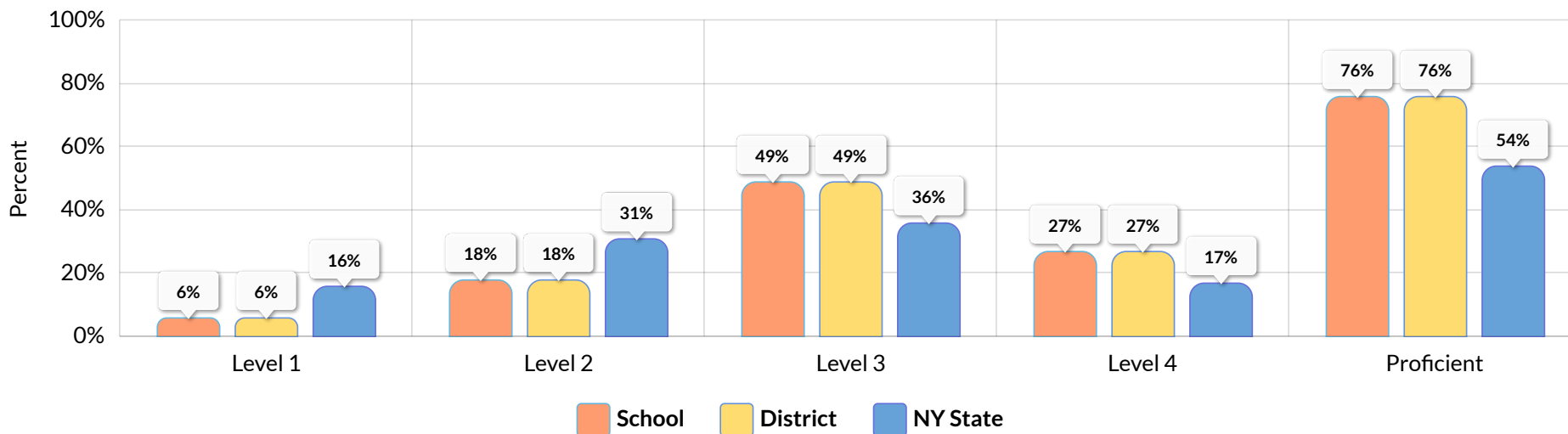
See report card Glossary and Guide for criteria used to include students in this table.

### 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	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Female	50	3	6%	47	94%	3	6%	5	11%	24	51%	15	32%	39	83%
Male	56	1	2%	55	98%	3	5%	13	24%	26	47%	13	24%	39	71%
General Education Students	98	4	4%	94	96%	1	1%	15	16%	50	53%	28	30%	78	83%
Students with Disabilities	8	0	0%	8	100%	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	92	3	3%	89	97%	5	6%	17	19%	44	49%	23	26%	67	75%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	1	8%	1	8%	6	46%	5	38%	11	85%
Economically Disadvantaged	13	2	15%	11	85%	2	18%	6	55%	2	18%	1	9%	3	27%
Not Economically Disadvantaged	93	2	2%	91	98%	4	4%	12	13%	48	53%	27	30%	75	82%
Non-English Language Learner	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Not in Foster Care	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Not Homeless	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%

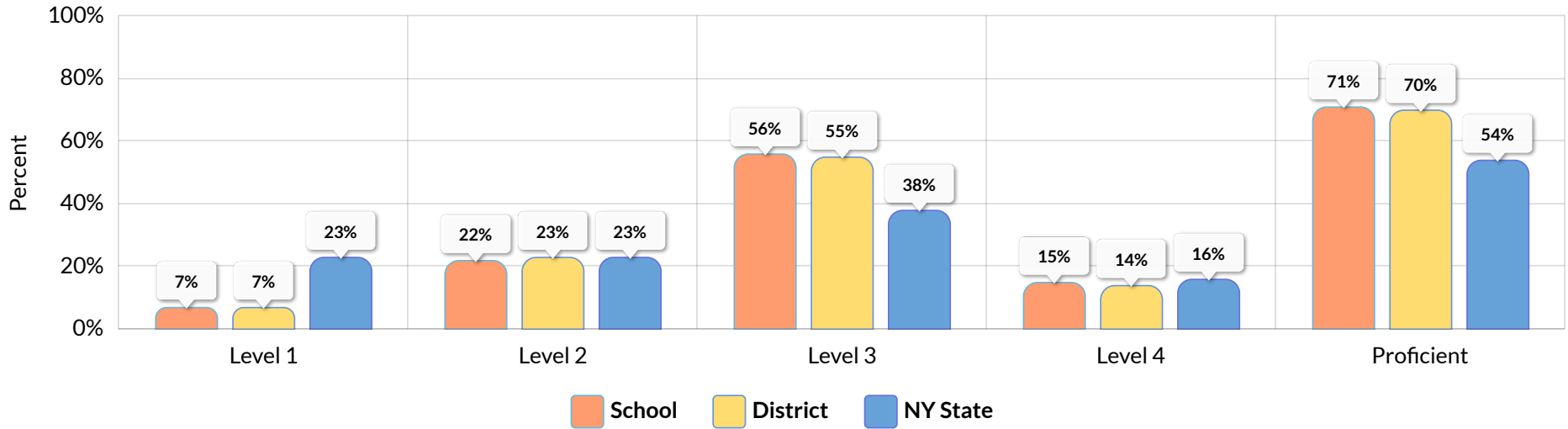
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%
Parent Not in Armed Forces	106	4	4%	102	96%	6	6%	18	18%	50	49%	28	27%	78	76%

# 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	96	14	15%	82	85%	6	7%	18	22%	46	56%	12	15%	58	71%
Female	43	6	14%	37	86%	2	5%	9	24%	23	62%	3	8%	26	70%
Male	53	8	15%	45	85%	4	9%	9	20%	23	51%	9	20%	32	71%
General Education Students	83	9	11%	74	89%	4	5%	15	20%	43	58%	12	16%	55	74%
Students with Disabilities	13	5	38%	8	62%	2	25%	3	38%	3	38%	0	0%	3	38%
Asian or Native Hawaiian/Other Pacific Islander	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
White	82	14	17%	68	83%	5	7%	15	22%	38	56%	10	15%	48	71%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	2	22%	5	56%	1	11%	6	67%
Economically Disadvantaged	10	3	30%	7	70%	2	29%	3	43%	2	29%	0	0%	2	29%
Not Economically Disadvantaged	86	11	13%	75	87%	4	5%	15	20%	44	59%	12	16%	56	75%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	94	14	15%	80	85%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	96	14	15%	82	85%	6	7%	18	22%	46	56%	12	15%	58	71%

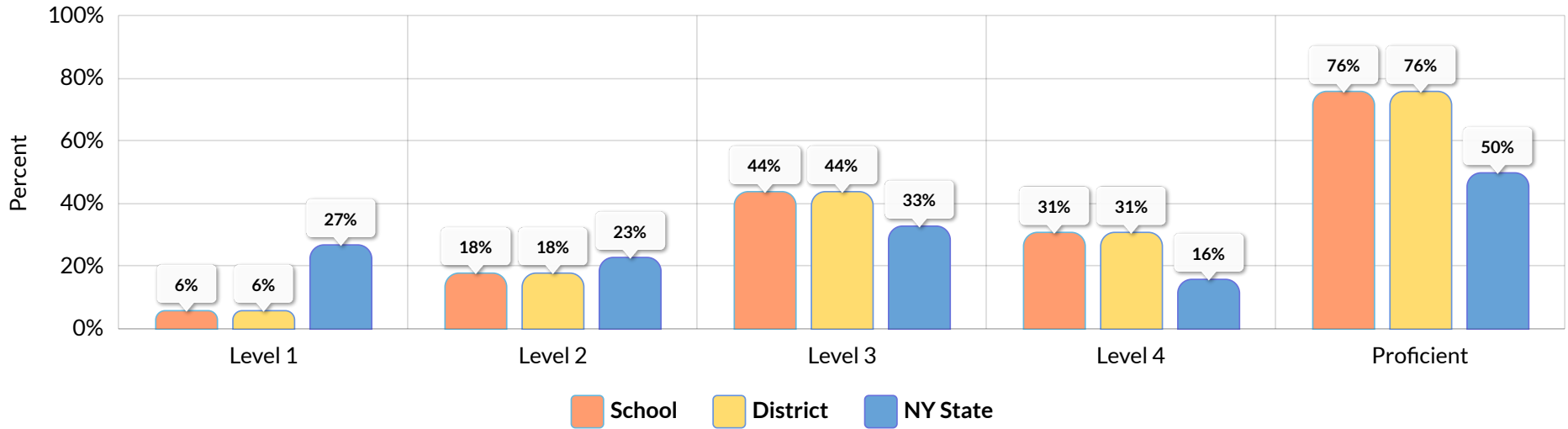
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	96	14	15%	82	85%	6	7%	18	22%	46	56%	12	15%	58	71%
Not Migrant	96	14	15%	82	85%	6	7%	18	22%	46	56%	12	15%	58	71%
Parent Not in Armed Forces	96	14	15%	82	85%	6	7%	18	22%	46	56%	12	15%	58	71%

### 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	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Female	53	3	6%	50	94%	2	4%	8	16%	26	52%	14	28%	40	80%
Male	54	5	9%	49	91%	4	8%	10	20%	18	37%	17	35%	35	71%
General Education Students	87	5	6%	82	94%	1	1%	9	11%	42	51%	30	37%	72	88%
Students with Disabilities	20	3	15%	17	85%	5	29%	9	53%	2	12%	1	6%	3	18%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
White	97	8	8%	89	92%	4	4%	17	19%	40	45%	28	31%	68	76%
Multiracial	5	0	0%	5	100%	2	40%	0	0%	2	40%	1	20%	3	60%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Economically Disadvantaged	16	1	6%	15	94%	2	13%	3	20%	6	40%	4	27%	10	67%
Not Economically Disadvantaged	91	7	8%	84	92%	4	5%	15	18%	38	45%	27	32%	65	77%
Non-English Language Learner	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Not in Foster Care	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Not Homeless	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%
Not Migrant	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	107	8	7%	99	93%	6	6%	18	18%	44	44%	31	31%	75	76%

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

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

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

## 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

SUBGROUP	READING				MATH			
	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%

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	47	11	23%	1	0	0%
THIS DISTRICT	103	20	19%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	45	2	4%
THIS DISTRICT	101	9	9%
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	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	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%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

### VOORHEESVILLE ELEMENTARY SCHOOL ENROLLMENT (2022 - 23)

**K-12 Enrollment: 589**

#### ENROLLMENT BY GENDER

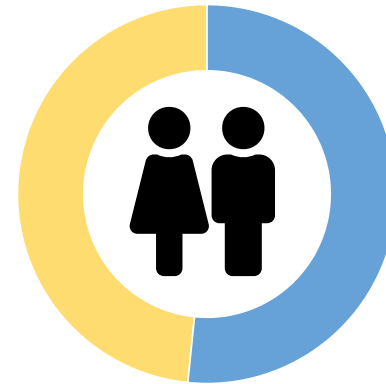
##### MALE



##### FEMALE



##### NON-BINARY



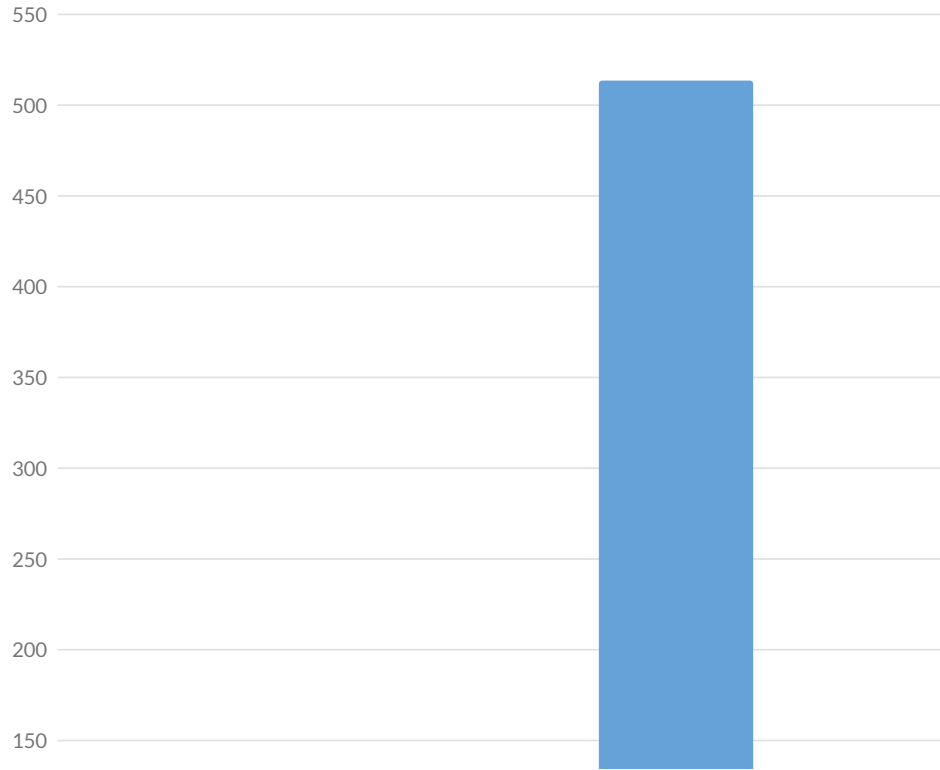
#### ENROLLMENT BY ETHNICITY

##### BLACK OR AFRICAN AMERICAN



##### HISPANIC OR LATINO





<b>27</b>	<b>5%</b>
<b>ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER</b>	
▼	
<b>17</b>	<b>3%</b>
<b>WHITE</b>	
▼	
<b>514</b>	<b>87%</b>
<b>MULTIRACIAL</b>	
▼	
<b>25</b>	<b>4%</b>

**OTHER GROUPS**

**ENGLISH LANGUAGE LEARNERS**

10	2%
----	----

**STUDENTS WITH DISABILITIES**

72	12%
----	-----

**ECONOMICALLY DISADVANTAGED**

82	14%
----	-----

**MIGRANT**

—	—
---	---

**HOMELESS**

—	—
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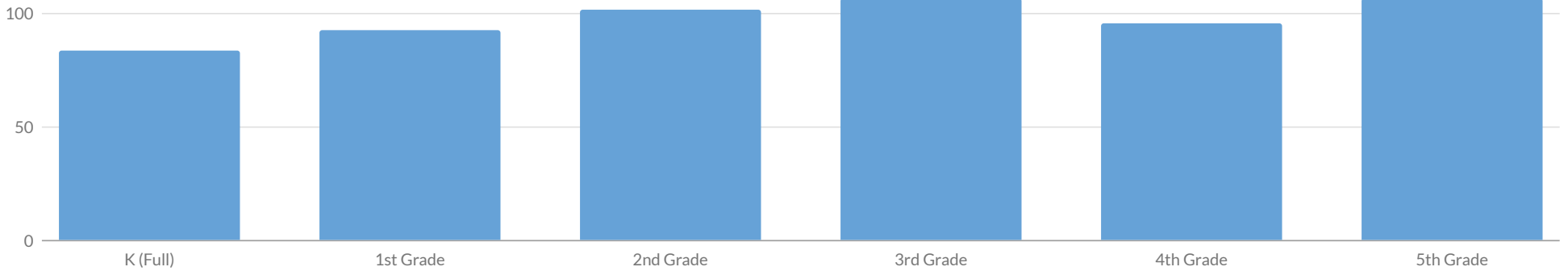
**FOSTER CARE**

—	—
---	---

**PARENT IN ARMED FORCES**

—	—
---	---

**ENROLLMENT BY GRADE**



**K (FULL DAY)**

84	14%
----	-----

**1ST GRADE**

93	16%
----	-----

**2ND GRADE**

102	17%
-----	-----

**3RD GRADE**

107	18%
-----	-----

**4TH GRADE**

96	16%
----	-----

**5TH GRADE**

107	18%
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## VOORHEESVILLE MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	228	162.9	4
	Math	233	167.2	
	Combined	461	165.1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	164.3	—
	Math	7	142.9	
	Combined	14	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	216.7	—
	Math	6	141.7	
	Combined	12	—	
Multiracial	ELA	19	194.7	4
	Math	20	160	
	Combined	39	176.9	

Subgroup	Subject	Cohort	Index	Level
White	ELA	195	158.5	3
	Math	199	169.3	
	Combined	394	164	
English Language Learner	ELA	–	–	–
	Math	–	–	
	Combined	–	–	
Students with Disabilities	ELA	20	80	3
	Math	20	70	
	Combined	40	75	
Economically Disadvantaged	ELA	25	140	3
	Math	25	106	
	Combined	50	123	



## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	277	134.1	3
	Math	277	140.6	
	Combined	554	137.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	164.3	—
	Math	7	142.9	
	Combined	14	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	9	144.4	—
	Math	9	94.4	
	Combined	18	—	
Multiracial	ELA	21	176.2	4
	Math	21	152.4	
	Combined	42	164.3	

Subgroup	Subject	Cohort	Index	Level
White	ELA	240	128.8	3
	Math	240	140.4	
	Combined	480	134.6	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	28	57.1	2
	Math	28	50	
	Combined	56	53.6	
Economically Disadvantaged	ELA	36	97.2	2
	Math	36	73.6	
	Combined	72	85.4	

**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	1	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learner	2	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	298	31	10.4%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	9	–	–	–
Multiracial	22	–	–	–
White	259	24	9.3%	4
English Language Learner	3	–	–	–
Students with Disabilities	29	–	–	–
Economically Disadvantaged	42	17	40.5%	2

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	293	77.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	1	—
Hispanic or Latino	—	9	—
Multiracial	—	22	—
White	X	254	76.8%
English Language Learner	—	2	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	38	—

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	294	79.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	1	—
Hispanic or Latino	—	9	—
Multiracial	—	22	—
White	X	255	78.4%
English Language Learner	—	2	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	38	—

## **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 6	113	23	20%	90	80%	9	10%	33	37%	30	33%	18	20%	48	53%
Grade 7	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Grade 8	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Grades 3-8	294	66	22%	228	78%	23	10%	65	29%	87	38%	53	23%	140	61%



## GRADE 6 ELA RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	23	20%	90	80%	9	10%	33	37%	30	33%	18	20%	48	53%
Female	61	17	28%	44	72%	4	9%	15	34%	15	34%	10	23%	25	57%
Male	52	6	12%	46	88%	5	11%	18	39%	15	33%	8	17%	23	50%
General Education Students	104	21	20%	83	80%	5	6%	31	37%	29	35%	18	22%	47	57%
Students with Disabilities	9	2	22%	7	78%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	88	21	24%	67	76%	8	12%	28	42%	19	28%	12	18%	31	46%
Multiracial	15	2	13%	13	87%	0	0%	3	23%	7	54%	3	23%	10	77%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	15	2	13%	13	87%	4	31%	6	46%	3	23%	0	0%	3	23%
Not Economically Disadvantaged	98	21	21%	77	79%	5	6%	27	35%	27	35%	18	23%	45	58%
Non-English Language Learner	113	23	20%	90	80%	9	10%	33	37%	30	33%	18	20%	48	53%
Not in Foster Care	113	23	20%	90	80%	9	10%	33	37%	30	33%	18	20%	48	53%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	112	23	21%	89	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	113	23	20%	90	80%	9	10%	33	37%	30	33%	18	20%	48	53%
Parent Not in Armed Forces	113	23	20%	90	80%	9	10%	33	37%	30	33%	18	20%	48	53%

## 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	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Female	42	14	33%	28	67%	4	14%	3	11%	13	46%	8	29%	21	75%
Male	44	8	18%	36	82%	7	19%	15	42%	10	28%	4	11%	14	39%
General Education Students	75	18	24%	57	76%	9	16%	14	25%	22	39%	12	21%	34	60%
Students with Disabilities	11	4	36%	7	64%	2	29%	4	57%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	81	21	26%	60	74%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	85	21	25%	64	75%	11	17%	18	28%	23	36%	12	19%	35	55%
Economically Disadvantaged	18	8	44%	10	56%	0	0%	3	30%	3	30%	4	40%	7	70%
Not Economically Disadvantaged	68	14	21%	54	79%	11	20%	15	28%	20	37%	8	15%	28	52%
Non-English Language Learner	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Not in Foster Care	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Not Homeless	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%
Not Migrant	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	22	26%	64	74%	11	17%	18	28%	23	36%	12	19%	35	55%

## 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	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Female	48	12	25%	36	75%	2	6%	5	14%	16	44%	13	36%	29	81%
Male	47	9	19%	38	81%	1	3%	9	24%	18	47%	10	26%	28	74%
General Education Students	86	18	21%	68	79%	1	1%	12	18%	32	47%	23	34%	55	81%
Students with Disabilities	9	3	33%	6	67%	2	33%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
White	86	18	21%	68	79%	3	4%	14	21%	30	44%	21	31%	51	75%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	90	18	20%	72	80%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	93	19	20%	74	80%	3	4%	14	19%	34	46%	23	31%	57	77%
Not in Foster Care	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Not Homeless	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Not Migrant	95	21	22%	74	78%	3	4%	14	19%	34	46%	23	31%	57	77%
Parent in Armed Forces	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	93	21	23%	72	77%	—	—	—	—	—	—	—	—	—	—

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

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

### **SUMMARY RESULTS**

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%
Combined 6	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%
Grade 7	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Combined 7	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Grade 8	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Regents 8	–	–	–	26	27%	0	0%	0	0%	1	4%	25	96%	26	100%
Combined 8	95	19	20%	76	80%	5	7%	11	14%	30	39%	30	39%	60	79%
Grades 3-8	294	60	20%	234	80%	22	9%	52	22%	114	49%	46	20%	160	68%

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

## GRADE 6 MATH RESULTS

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

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%
Female	61	13	21%	48	79%	9	19%	10	21%	27	56%	2	4%	29	60%
Male	52	4	8%	48	92%	3	6%	12	25%	28	58%	5	10%	33	69%
General Education Students	104	15	14%	89	86%	10	11%	18	20%	54	61%	7	8%	61	69%
Students with Disabilities	9	2	22%	7	78%	2	29%	4	57%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	5	100%	1	20%	2	40%	1	20%	1	20%	2	40%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	88	16	18%	72	82%	8	11%	19	26%	41	57%	4	6%	45	63%
Multiracial	15	1	7%	14	93%	2	14%	0	0%	10	71%	2	14%	12	86%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	15	1	7%	14	93%	5	36%	7	50%	2	14%	0	0%	2	14%
Not Economically Disadvantaged	98	16	16%	82	84%	7	9%	15	18%	53	65%	7	9%	60	73%
Non-English Language Learner	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%
Not in Foster Care	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	112	17	15%	95	85%	—	—	—	—	—	—	—	—	—	—
Not Migrant	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%
Parent Not in Armed Forces	113	17	15%	96	85%	12	13%	22	23%	55	57%	7	7%	62	65%

## 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	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Female	42	15	36%	27	64%	0	0%	8	30%	14	52%	5	19%	19	70%
Male	44	9	20%	35	80%	5	14%	11	31%	15	43%	4	11%	19	54%
General Education Students	75	20	27%	55	73%	2	4%	15	27%	29	53%	9	16%	38	69%
Students with Disabilities	11	4	36%	7	64%	3	43%	4	57%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	81	23	28%	58	72%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	85	23	27%	62	73%	5	8%	19	31%	29	47%	9	15%	38	61%
Economically Disadvantaged	18	9	50%	9	50%	1	11%	3	33%	2	22%	3	33%	5	56%
Not Economically Disadvantaged	68	15	22%	53	78%	4	8%	16	30%	27	51%	6	11%	33	62%
Non-English Language Learner	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Not in Foster Care	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Not Homeless	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%
Not Migrant	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	86	24	28%	62	72%	5	8%	19	31%	29	47%	9	15%	38	61%

## 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	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Female	48	21	44%	27	56%	3	11%	6	22%	15	56%	3	11%	18	67%
Male	47	24	51%	23	49%	2	9%	5	22%	14	61%	2	9%	16	70%
General Education Students	86	42	49%	44	51%	2	5%	9	20%	28	64%	5	11%	33	75%
Students with Disabilities	9	3	33%	6	67%	3	50%	2	33%	1	17%	0	0%	1	17%
Hispanic or Latino	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
White	86	41	48%	45	52%	4	9%	9	20%	27	60%	5	11%	32	71%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	90	42	47%	48	53%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	93	43	46%	50	54%	5	10%	11	22%	29	58%	5	10%	34	68%
Not in Foster Care	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Not Homeless	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Not Migrant	95	45	47%	50	53%	5	10%	11	22%	29	58%	5	10%	34	68%
Parent in Armed Forces	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	93	44	47%	49	53%	—	—	—	—	—	—	—	—	—	—

## 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	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Regents 8	—	—	—	36	38%	0	0%	0	0%	3	8%	33	92%	36	100%
Combined 8	95	11	12%	84	88%	1	1%	11	13%	24	29%	48	57%	72	86%

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	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Female	48	23	48%	25	52%	1	4%	6	24%	11	44%	7	28%	18	72%
Male	47	24	51%	23	49%	0	0%	5	22%	10	43%	8	35%	18	78%
General Education Students	86	44	51%	42	49%	1	2%	8	19%	18	43%	15	36%	33	79%
Students with Disabilities	9	3	33%	6	67%	0	0%	3	50%	3	50%	0	0%	3	50%
Hispanic or Latino	4	3	75%	1	25%	–	–	–	–	–	–	–	–	–	–
White	86	43	50%	43	50%	1	2%	10	23%	18	42%	14	33%	32	74%
Multiracial	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	90	44	49%	46	51%	–	–	–	–	–	–	–	–	–	–
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	93	45	48%	48	52%	1	2%	11	23%	21	44%	15	31%	36	75%
Not in Foster Care	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Not Homeless	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Not Migrant	95	47	49%	48	51%	1	2%	11	23%	21	44%	15	31%	36	75%
Parent in Armed Forces	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	93	46	49%	47	51%	—	—	—	—	—	—	—	—	—	—

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

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

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Female	11	0	0%	0	0%	0	0%	3	27%	8	73%	11	100%
Male	15	0	0%	0	0%	1	7%	2	13%	12	80%	15	100%
General Education Students	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	25	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Not Economically Disadvantaged	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Non-English Language Learner	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Not in Foster Care	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Not Homeless	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Not Migrant	26	0	0%	0	0%	1	4%	5	19%	20	77%	26	100%
Parent in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	25	–	–	–	–	–	–	–	–	–	–	–	–

# 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	36	0	0%	0	0%	3	8%	33	92%	36	100%
Female	18	0	0%	0	0%	2	11%	16	89%	18	100%
Male	18	0	0%	0	0%	1	6%	17	94%	18	100%
General Education Students	36	0	0%	0	0%	3	8%	33	92%	36	100%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	35	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	36	0	0%	0	0%	3	8%	33	92%	36	100%
Not Economically Disadvantaged	36	0	0%	0	0%	3	8%	33	92%	36	100%
Non-English Language Learner	36	0	0%	0	0%	3	8%	33	92%	36	100%
Not in Foster Care	36	0	0%	0	0%	3	8%	33	92%	36	100%
Not Homeless	36	0	0%	0	0%	3	8%	33	92%	36	100%
Not Migrant	36	0	0%	0	0%	3	8%	33	92%	36	100%
Parent in Armed Forces	1	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	35	–	–	–	–	–	–	–	–	–	–

## 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 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

## 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

SUBGROUP	READING				MATH			
	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%

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	34	5	15%	1	0	0%
THIS DISTRICT	103	20	19%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

## TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	33	4	12%
THIS DISTRICT	101	9	9%
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	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	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%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%



Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

### VOORHEESVILLE MIDDLE SCHOOL ENROLLMENT (2022 - 23)

**K-12 Enrollment: 296**

#### ENROLLMENT BY GENDER

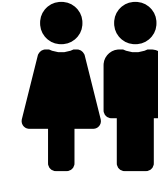
##### MALE



##### FEMALE



##### NON-BINARY



#### ENROLLMENT BY ETHNICITY

##### BLACK OR AFRICAN AMERICAN



##### HISPANIC OR LATINO



9	3%
---	----

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**



7	2%
---	----

**WHITE**



257	87%
-----	-----

**MULTIRACIAL**



22	7%
----	----

### OTHER GROUPS

#### ENGLISH LANGUAGE LEARNERS

—	—
---	---

#### STUDENTS WITH DISABILITIES

29	10%
----	-----

#### ECONOMICALLY DISADVANTAGED

42	14%
----	-----

#### MIGRANT

—	—
---	---

#### HOMELESS

—	—
---	---

#### FOSTER CARE

—	—
---	---

#### PARENT IN ARMED FORCES

—	—
---	---

### ENROLLMENT BY GRADE

#### 6TH GRADE

115	39%
-----	-----

#### 7TH GRADE

86	29%
----	-----

#### 8TH GRADE

95	32%
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# CLAYTON A BOUTON HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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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)

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

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	94	208	186.8	4
	Math	69	151.4		
	Science	81	208		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	1	—		
	Science	2	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Multiracial	ELA	4	—	—	—
	Math	3	—		
	Science	4	—		
White	ELA	86	206.4	186.7	4
	Math	63	154		
	Science	73	206.2		



Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	7	42.9	—	—
	Math	5	60		
	Science	5	120		
Economically Disadvantaged	ELA	14	132.1	130.8	3
	Math	9	94.4		
	Science	9	183.3		

## SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	94	208	166	4
	Math	93	112.4		
	Science	92	183.2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Multiracial	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
White	ELA	86	206.4	165	4
	Math	85	114.1		
	Science	84	179.2		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Students with Disabilities	ELA	7	42.9	—	—
	Math	7	42.9		
	Science	7	85.7		
Economically Disadvantaged	ELA	14	132.1	108.4	4
	Math	13	65.4		
	Science	12	137.5		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	86	86	100%	98.9%	4
	5-year	78	77	98.7%		
	6-year	94	92	97.9%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	5	—	—	—	—
	5-year	1	—	—		
	6-year	5	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	3	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
Multiracial	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
White	4-year	75	75	100%	98.8%	4
	5-year	75	74	98.7%		
	6-year	86	84	97.7%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	5	—	—	—	—
	5-year	8	—	—		
	6-year	9	—	—		
Economically Disadvantaged	4-year	8	—	—	—	—
	5-year	6	—	—		
	6-year	6	—	—		

**SECONDARY ELP**

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

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	347	58	16.7%	4
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—
Black or African American	4	—	—	—
Hispanic or Latino	12	—	—	—
Multiracial	12	—	—	—
White	308	50	16.2%	4
English Language Learner	1	—	—	—
Students with Disabilities	39	7	17.9%	4
Economically Disadvantaged	54	18	33.3%	3

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	94	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	4	—
White	✓	86	100%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	14	—



## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	93	74.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	4	—
White	X	85	74.1%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	13	—

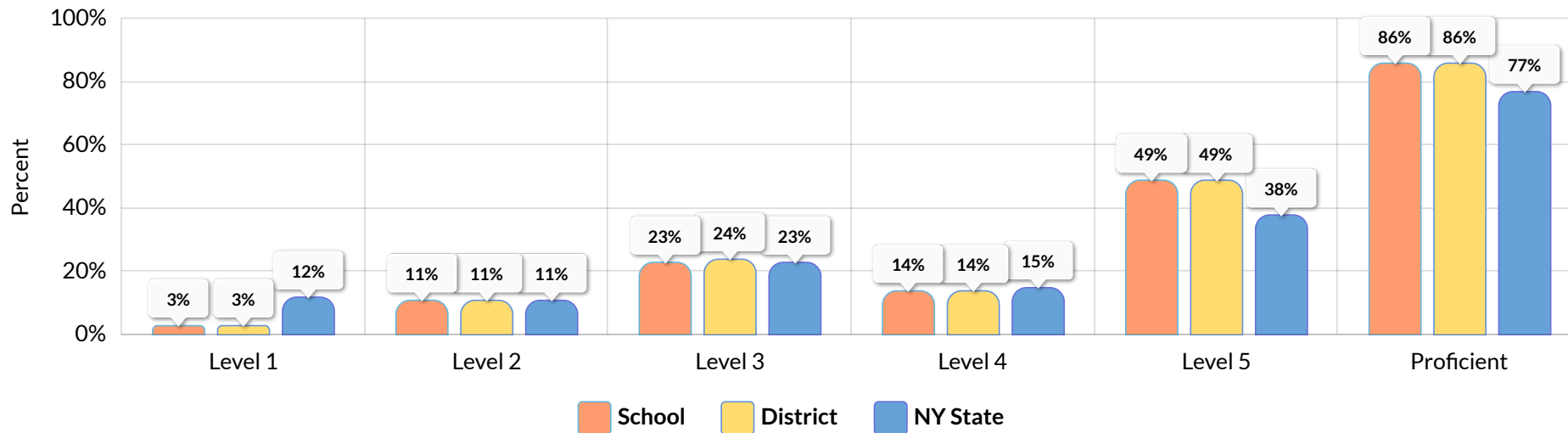
## ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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



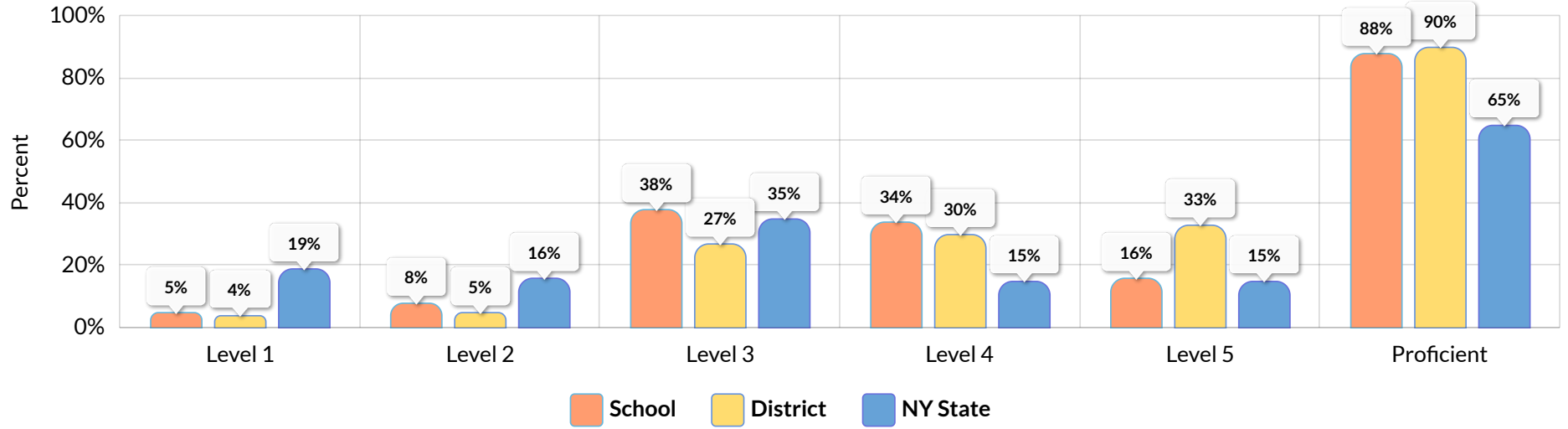
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	2	3%	8	11%	16	23%	10	14%	35	49%	61	86%
Female	39	2	5%	3	8%	7	18%	5	13%	22	56%	34	87%
Male	32	0	0%	5	16%	9	28%	5	16%	13	41%	27	84%
General Education Students	64	1	2%	5	8%	13	20%	10	16%	35	55%	58	91%
Students with Disabilities	7	1	14%	3	43%	3	43%	0	0%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	61	1	2%	6	10%	13	21%	9	15%	32	52%	54	89%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	2	20%	3	30%	1	10%	3	30%	7	70%
Economically Disadvantaged	11	0	0%	2	18%	6	55%	1	9%	2	18%	9	82%
Not Economically Disadvantaged	60	2	3%	6	10%	10	17%	9	15%	33	55%	52	87%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	2	3%	8	11%	16	23%	10	14%	35	49%	61	86%
Not Homeless	71	2	3%	8	11%	16	23%	10	14%	35	49%	61	86%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	71	2	3%	8	11%	16	23%	10	14%	35	49%	61	86%
Parent Not in Armed Forces	71	2	3%	8	11%	16	23%	10	14%	35	49%	61	86%

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



### Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	3	5%	5	8%	24	38%	22	34%	10	16%	56	88%
Female	39	0	0%	2	5%	15	38%	14	36%	8	21%	37	95%
Male	25	3	12%	3	12%	9	36%	8	32%	2	8%	19	76%
General Education Students	54	0	0%	2	4%	21	39%	21	39%	10	19%	52	96%
Students with Disabilities	10	3	30%	3	30%	3	30%	1	10%	0	0%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	56	3	5%	5	9%	21	38%	19	34%	8	14%	48	86%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	3	38%	3	38%	2	25%	8	100%
Economically Disadvantaged	14	2	14%	2	14%	2	14%	6	43%	2	14%	10	71%
Not Economically Disadvantaged	50	1	2%	3	6%	22	44%	16	32%	8	16%	46	92%
Non-English Language Learner	64	3	5%	5	8%	24	38%	22	34%	10	16%	56	88%
Not in Foster Care	64	3	5%	5	8%	24	38%	22	34%	10	16%	56	88%
Not Homeless	64	3	5%	5	8%	24	38%	22	34%	10	16%	56	88%
Not Migrant	64	3	5%	5	8%	24	38%	22	34%	10	16%	56	88%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	64	3	5%	5	8%	24	38%	22	34%	10	16%	56	88%



# 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	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Female	42	2	5%	5	12%	17	40%	8	19%	10	24%	35	83%
Male	32	1	3%	2	6%	10	31%	10	31%	9	28%	29	91%
General Education Students	73	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	62	2	3%	6	10%	22	35%	14	23%	18	29%	54	87%
Multiracial	3	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	1	8%	5	42%	4	33%	1	8%	10	83%
Economically Disadvantaged	8	1	13%	0	0%	5	63%	2	25%	0	0%	7	88%
Not Economically Disadvantaged	66	2	3%	7	11%	22	33%	16	24%	19	29%	57	86%
Non-English Language Learner	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Not in Foster Care	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Not Homeless	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%
Not Migrant	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	74	3	4%	7	9%	27	36%	18	24%	19	26%	64	86%

# 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	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Female	33	1	3%	4	12%	11	33%	10	30%	7	21%	28	85%
Male	18	0	0%	0	0%	3	17%	10	56%	5	28%	18	100%
General Education Students	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	48	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Economically Disadvantaged	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	48	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Not in Foster Care	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Not Homeless	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Not Migrant	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%
Parent Not in Armed Forces	51	1	2%	4	8%	14	27%	20	39%	12	24%	46	90%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	99	3	3%	1	1%	35	35%	60	61%	95	96%
Female	50	1	2%	1	2%	16	32%	32	64%	48	96%
Male	49	2	4%	0	0%	19	39%	28	57%	47	96%
General Education Students	87	0	0%	1	1%	28	32%	58	67%	86	99%
Students with Disabilities	12	3	25%	0	0%	7	58%	2	17%	9	75%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	1	17%	0	0%	5	83%	5	83%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	87	3	3%	0	0%	32	37%	52	60%	84	97%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	0	0%	0	0%	3	50%	3	50%	6	100%
Economically Disadvantaged	13	2	15%	0	0%	6	46%	5	38%	11	85%
Not Economically Disadvantaged	86	1	1%	1	1%	29	34%	55	64%	84	98%
Non-English Language Learner	99	3	3%	1	1%	35	35%	60	61%	95	96%
Not in Foster Care	99	3	3%	1	1%	35	35%	60	61%	95	96%
Not Homeless	99	3	3%	1	1%	35	35%	60	61%	95	96%
Not Migrant	99	3	3%	1	1%	35	35%	60	61%	95	96%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	99	3	3%	1	1%	35	35%	60	61%	95	96%



# 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	58	6	10%	11	19%	22	38%	19	33%	41	71%
Female	36	3	8%	7	19%	13	36%	13	36%	26	72%
Male	22	3	14%	4	18%	9	41%	6	27%	15	68%
General Education Students	46	2	4%	6	13%	19	41%	19	41%	38	83%
Students with Disabilities	12	4	33%	5	42%	3	25%	0	0%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–
White	50	5	10%	11	22%	17	34%	17	34%	34	68%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	5	63%	2	25%	7	88%
Economically Disadvantaged	14	6	43%	1	7%	2	14%	5	36%	7	50%
Not Economically Disadvantaged	44	0	0%	10	23%	20	45%	14	32%	34	77%
Non-English Language Learner	58	6	10%	11	19%	22	38%	19	33%	41	71%
Not in Foster Care	58	6	10%	11	19%	22	38%	19	33%	41	71%
Homeless	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	57	–	–	–	–	–	–	–	–	–	–

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Not Migrant	58	6	10%	11	19%	22	38%	19	33%	41	71%
Parent Not in Armed Forces	58	6	10%	11	19%	22	38%	19	33%	41	71%

# 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	71	3	4%	10	14%	23	32%	35	49%	58	82%
Female	36	1	3%	4	11%	15	42%	16	44%	31	86%
Male	35	2	6%	6	17%	8	23%	19	54%	27	77%
General Education Students	69	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	64	2	3%	9	14%	22	34%	31	48%	53	83%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	1	14%	4	57%	5	71%
Economically Disadvantaged	7	2	29%	1	14%	2	29%	2	29%	4	57%
Not Economically Disadvantaged	64	1	2%	9	14%	21	33%	33	52%	54	84%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	70	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	71	3	4%	10	14%	23	32%	35	49%	58	82%
Not Homeless	71	3	4%	10	14%	23	32%	35	49%	58	82%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Not Migrant	71	3	4%	10	14%	23	32%	35	49%	58	82%
Parent Not in Armed Forces	71	3	4%	10	14%	23	32%	35	49%	58	82%

# 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	30	1	3%	0	0%	14	47%	15	50%	29	97%
Female	15	0	0%	0	0%	8	53%	7	47%	15	100%
Male	15	1	7%	0	0%	6	40%	8	53%	14	93%
General Education Students	30	1	3%	0	0%	14	47%	15	50%	29	97%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	25	1	4%	0	0%	12	48%	12	48%	24	96%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	0	0%	2	40%	3	60%	5	100%
Economically Disadvantaged	1	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	29	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	30	1	3%	0	0%	14	47%	15	50%	29	97%
Not in Foster Care	30	1	3%	0	0%	14	47%	15	50%	29	97%
Not Homeless	30	1	3%	0	0%	14	47%	15	50%	29	97%
Not Migrant	30	1	3%	0	0%	14	47%	15	50%	29	97%
Parent Not in Armed Forces	30	1	3%	0	0%	14	47%	15	50%	29	97%



# 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	104	3	3%	6	6%	28	27%	28	27%	39	38%	95	91%
Female	44	1	2%	2	5%	12	27%	12	27%	17	39%	41	93%
Male	60	2	3%	4	7%	16	27%	16	27%	22	37%	54	90%
General Education Students	92	0	0%	5	5%	22	24%	28	30%	37	40%	87	95%
Students with Disabilities	12	3	25%	1	8%	6	50%	0	0%	2	17%	8	67%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	96	3	3%	4	4%	25	26%	26	27%	38	40%	89	93%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	3	38%	2	25%	1	13%	6	75%
Economically Disadvantaged	14	2	14%	3	21%	7	50%	0	0%	2	14%	9	64%
Not Economically Disadvantaged	90	1	1%	3	3%	21	23%	28	31%	37	41%	86	96%
Non-English Language Learner	104	3	3%	6	6%	28	27%	28	27%	39	38%	95	91%
Not in Foster Care	104	3	3%	6	6%	28	27%	28	27%	39	38%	95	91%
Not Homeless	104	3	3%	6	6%	28	27%	28	27%	39	38%	95	91%
Not Migrant	104	3	3%	6	6%	28	27%	28	27%	39	38%	95	91%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	104	3	3%	6	6%	28	27%	28	27%	39	38%	95	91%

# 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	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%
Female	37	0	0%	3	8%	8	22%	12	32%	14	38%	34	92%
Male	32	0	0%	0	0%	11	34%	13	41%	8	25%	32	100%
General Education Students	62	0	0%	0	0%	17	27%	23	37%	22	35%	62	100%
Students with Disabilities	7	0	0%	3	43%	2	29%	2	29%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	58	0	0%	1	2%	15	26%	23	40%	19	33%	57	98%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	4	36%	2	18%	3	27%	9	82%
Economically Disadvantaged	11	0	0%	0	0%	6	55%	4	36%	1	9%	11	100%
Not Economically Disadvantaged	58	0	0%	3	5%	13	22%	21	36%	21	36%	55	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	68	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%
Not Homeless	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%
Parent Not in Armed Forces	69	0	0%	3	4%	19	28%	25	36%	22	32%	66	96%

## 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	96	0	0%	96	100%	1	1%	5	5%	15	16%	75	78%	90	94%
Female	48	0	0%	48	100%	1	2%	2	4%	5	10%	40	83%	45	94%
Male	48	0	0%	48	100%	0	0%	3	6%	10	21%	35	73%	45	94%
General Education Students	89	0	0%	89	100%	0	0%	2	2%	12	13%	75	84%	87	98%
Students with Disabilities	7	0	0%	7	100%	1	14%	3	43%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	87	0	0%	87	100%	1	1%	5	6%	13	15%	68	78%	81	93%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Economically Disadvantaged	15	0	0%	15	100%	1	7%	2	13%	6	40%	6	40%	12	80%
Not Economically Disadvantaged	81	0	0%	81	100%	0	0%	3	4%	9	11%	69	85%	78	96%
Non-English Language Learner	96	0	0%	96	100%	1	1%	5	5%	15	16%	75	78%	90	94%
Not in Foster Care	96	0	0%	96	100%	1	1%	5	5%	15	16%	75	78%	90	94%
Not Homeless	96	0	0%	96	100%	1	1%	5	5%	15	16%	75	78%	90	94%
Not Migrant	96	0	0%	96	100%	1	1%	5	5%	15	16%	75	78%	90	94%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	96	0	0%	96	100%	1	1%	5	5%	15	16%	75	78%	90	94%

### 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	0	0	1	100
Female	1	0	0	1	100
General Education Students	1	0	0	1	100
Multiracial	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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

## 2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	15	16%	81	84%	2	2%	6	6%	27	28%	46	48%	73	76%
Female	48	5	10%	43	90%	1	2%	3	6%	17	35%	22	46%	39	81%
Male	48	10	21%	38	79%	1	2%	3	6%	10	21%	24	50%	34	71%
General Education Students	89	13	15%	76	85%	1	1%	5	6%	24	27%	46	52%	70	79%
Students with Disabilities	7	2	29%	5	71%	1	14%	1	14%	3	43%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	87	15	17%	72	83%	2	2%	6	7%	23	26%	41	47%	64	74%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	0	0%	4	44%	5	56%	9	100%
Economically Disadvantaged	15	4	27%	11	73%	0	0%	2	13%	8	53%	1	7%	9	60%
Not Economically Disadvantaged	81	11	14%	70	86%	2	2%	4	5%	19	23%	45	56%	64	79%
Non-English Language Learner	96	15	16%	81	84%	2	2%	6	6%	27	28%	46	48%	73	76%
Not in Foster Care	96	15	16%	81	84%	2	2%	6	6%	27	28%	46	48%	73	76%
Not Homeless	96	15	16%	81	84%	2	2%	6	6%	27	28%	46	48%	73	76%
Not Migrant	96	15	16%	81	84%	2	2%	6	6%	27	28%	46	48%	73	76%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	96	15	16%	81	84%	2	2%	6	6%	27	28%	46	48%	73	76%

### 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	94	15	16	79	84
Female	48	5	10	43	90
Male	46	10	22	36	78
General Education Students	87	13	15	74	85
Students with Disabilities	7	2	29	5	71
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	85	15	18	70	82
Multiracial	5	0	0	5	100
Economically Disadvantaged	14	4	29	10	71
Not Economically Disadvantaged	80	11	14	69	86
Non-English Language Learner	94	15	16	79	84
Not in Foster Care	94	15	16	79	84
Not Homeless	94	15	16	79	84
Not Migrant	94	15	16	79	84
Parent Not in Armed Forces	94	15	16	79	84

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	96	12	13%	84	88%	3	3%	6	6%	31	32%	44	46%	75	78%
Female	48	5	10%	43	90%	2	4%	3	6%	17	35%	21	44%	38	79%
Male	48	7	15%	41	85%	1	2%	3	6%	14	29%	23	48%	37	77%
General Education Students	89	10	11%	79	89%	2	2%	4	4%	29	33%	44	49%	73	82%
Students with Disabilities	7	2	29%	5	71%	1	14%	2	29%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	87	12	14%	75	86%	3	3%	5	6%	28	32%	39	45%	67	77%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Economically Disadvantaged	15	5	33%	10	67%	1	7%	1	7%	6	40%	2	13%	8	53%
Not Economically Disadvantaged	81	7	9%	74	91%	2	2%	5	6%	25	31%	42	52%	67	83%
Non-English Language Learner	96	12	13%	84	88%	3	3%	6	6%	31	32%	44	46%	75	78%
Not in Foster Care	96	12	13%	84	88%	3	3%	6	6%	31	32%	44	46%	75	78%
Not Homeless	96	12	13%	84	88%	3	3%	6	6%	31	32%	44	46%	75	78%
Not Migrant	96	12	13%	84	88%	3	3%	6	6%	31	32%	44	46%	75	78%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	96	12	13%	84	88%	3	3%	6	6%	31	32%	44	46%	75	78%

## 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	95	12	13	83	87
Female	48	5	10	43	90
Male	47	7	15	40	85
General Education Students	88	10	11	78	89
Students with Disabilities	7	2	29	5	71
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	86	12	14	74	86
Multiracial	5	0	0	5	100
Economically Disadvantaged	15	5	33	10	67
Not Economically Disadvantaged	80	7	9	73	91
Non-English Language Learner	95	12	13	83	87
Not in Foster Care	95	12	13	83	87
Not Homeless	95	12	13	83	87
Not Migrant	95	12	13	83	87
Parent Not in Armed Forces	95	12	13	83	87

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	96	66	69%	30	31%	0	0%	0	0%	30	31%	0	0%	30	31%
Female	48	29	60%	19	40%	0	0%	0	0%	19	40%	0	0%	19	40%
Male	48	37	77%	11	23%	0	0%	0	0%	11	23%	0	0%	11	23%
General Education Students	89	59	66%	30	34%	0	0%	0	0%	30	34%	0	0%	30	34%
Students with Disabilities	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	87	62	71%	25	29%	0	0%	0	0%	25	29%	0	0%	25	29%
Multiracial	5	2	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	4	44%	5	56%	0	0%	0	0%	5	56%	0	0%	5	56%
Economically Disadvantaged	15	13	87%	2	13%	0	0%	0	0%	2	13%	0	0%	2	13%
Not Economically Disadvantaged	81	53	65%	28	35%	0	0%	0	0%	28	35%	0	0%	28	35%
Non-English Language Learner	96	66	69%	30	31%	0	0%	0	0%	30	31%	0	0%	30	31%
Not in Foster Care	96	66	69%	30	31%	0	0%	0	0%	30	31%	0	0%	30	31%
Not Homeless	96	66	69%	30	31%	0	0%	0	0%	30	31%	0	0%	30	31%
Not Migrant	96	66	69%	30	31%	0	0%	0	0%	30	31%	0	0%	30	31%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	96	66	69%	30	31%	0	0%	0	0%	30	31%	0	0%	30	31%

## 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	95	66	69	29	31
Female	48	29	60	19	40
Male	47	37	79	10	21
General Education Students	88	59	67	29	33
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	1	50	1	50
Hispanic or Latino	2	1	50	1	50
White	86	62	72	24	28
Multiracial	5	2	40	3	60
Economically Disadvantaged	15	13	87	2	13
Not Economically Disadvantaged	80	53	66	27	34
Non-English Language Learner	95	66	69	29	31
Not in Foster Care	95	66	69	29	31
Not Homeless	95	66	69	29	31
Not Migrant	95	66	69	29	31
Parent Not in Armed Forces	95	66	69	29	31

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	96	71	74%	25	26%	0	0%	0	0%	24	25%	1	1%	25	26%
Female	48	33	69%	15	31%	0	0%	0	0%	14	29%	1	2%	15	31%
Male	48	38	79%	10	21%	0	0%	0	0%	10	21%	0	0%	10	21%
General Education Students	89	64	72%	25	28%	0	0%	0	0%	24	27%	1	1%	25	28%
Students with Disabilities	7	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	87	66	76%	21	24%	0	0%	0	0%	20	23%	1	1%	21	24%
Multiracial	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	5	56%	4	44%	0	0%	0	0%	4	44%	0	0%	4	44%
Economically Disadvantaged	15	14	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	81	57	70%	24	30%	0	0%	0	0%	23	28%	1	1%	24	30%
Non-English Language Learner	96	71	74%	25	26%	0	0%	0	0%	24	25%	1	1%	25	26%
Not in Foster Care	96	71	74%	25	26%	0	0%	0	0%	24	25%	1	1%	25	26%
Not Homeless	96	71	74%	25	26%	0	0%	0	0%	24	25%	1	1%	25	26%
Not Migrant	96	71	74%	25	26%	0	0%	0	0%	24	25%	1	1%	25	26%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	96	71	74%	25	26%	0	0%	0	0%	24	25%	1	1%	25	26%

## 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	93	69	74	24	26
Female	46	32	70	14	30
Male	47	37	79	10	21
General Education Students	86	62	72	24	28
Students with Disabilities	7	7	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Hispanic or Latino	2	1	50	1	50
White	84	64	76	20	24
Multiracial	5	4	80	1	20
Economically Disadvantaged	15	14	93	1	7
Not Economically Disadvantaged	78	55	71	23	29
Non-English Language Learner	93	69	74	24	26
Not in Foster Care	93	69	74	24	26
Not Homeless	93	69	74	24	26
Not Migrant	93	69	74	24	26
Parent Not in Armed Forces	93	69	74	24	26

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 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

## 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

SUBGROUP	READING				MATH			
	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%

## STAFF QUALIFICATIONS (2022-23)

### INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	38	7	18%	1	1	100%
THIS DISTRICT	103	20	19%	3	1	33%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

### TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	39	3	8%
THIS DISTRICT	101	9	9%
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	96	95	99%	59	61%	36	38%	0	0%	0	0%	1	1%	0	0%	0	0%
Female	48	48	100%	32	67%	16	33%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	48	47	98%	27	56%	20	42%	0	0%	0	0%	1	2%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	89	88	99%	59	66%	29	33%	0	0%	0	0%	1	1%	0	0%	0	0%
Students with Disabilities	7	7	100%	0	0%	7	100%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	87	86	99%	52	60%	34	39%	0	0%	0	0%	1	1%	0	0%	0	0%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	14	93%	4	27%	10	67%	0	0%	0	0%	1	7%	0	0%	0	0%
Not Economically Disadvantaged	81	81	100%	55	68%	26	32%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	96	95	99%	59	61%	36	38%	0	0%	0	0%	1	1%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	96	95	99%	59	61%	36	38%	0	0%	0	0%	1	1%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	96	95	99%	59	61%	36	38%	0	0%	0	0%	1	1%	0	0%	0	0%
Migrant	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	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	96	95	99%	59	61%	36	38%	0	0%	0	0%	1	1%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	96	95	99%	59	61%	36	38%	0	0%	0	0%	1	1%	0	0%	0	0%

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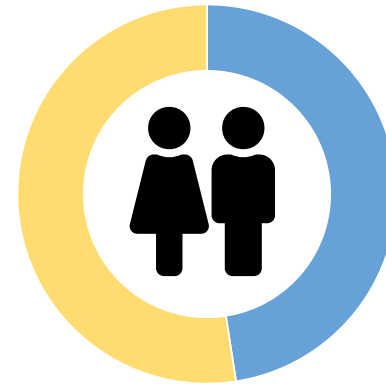
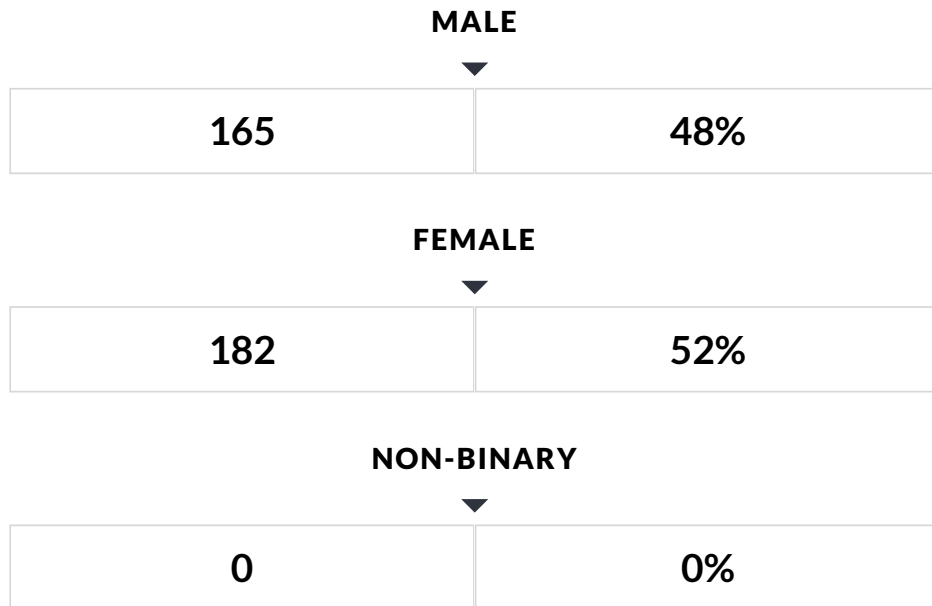
THIS DOCUMENT WAS CREATED ON: APRIL 12, 2024, 8:06 AM EST

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

## CLAYTON A BOUTON HIGH SCHOOL ENROLLMENT (2022 - 23)

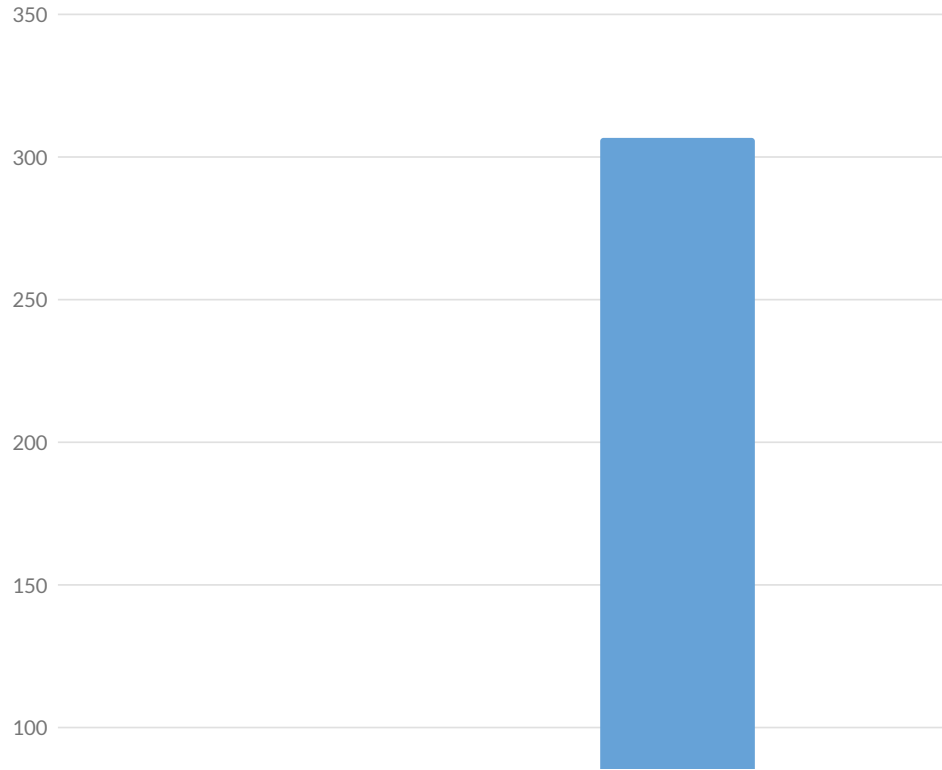
**K-12 Enrollment: 347**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY





<b>13</b>	<b>4%</b>
<b>ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER</b>	
▼	
<b>11</b>	<b>3%</b>
<b>WHITE</b>	
▼	
<b>307</b>	<b>88%</b>
<b>MULTIRACIAL</b>	
▼	
<b>12</b>	<b>3%</b>

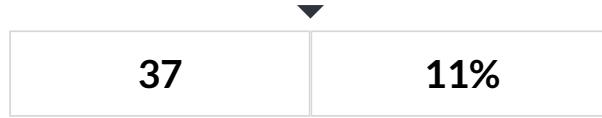


**OTHER GROUPS**

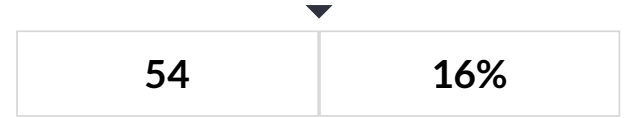
**ENGLISH LANGUAGE LEARNERS**



**STUDENTS WITH DISABILITIES**



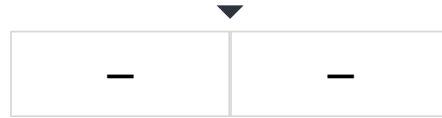
**ECONOMICALLY DISADVANTAGED**



**MIGRANT**



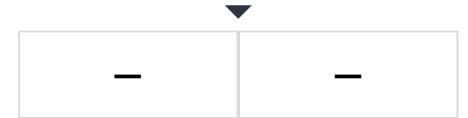
**HOMELESS**



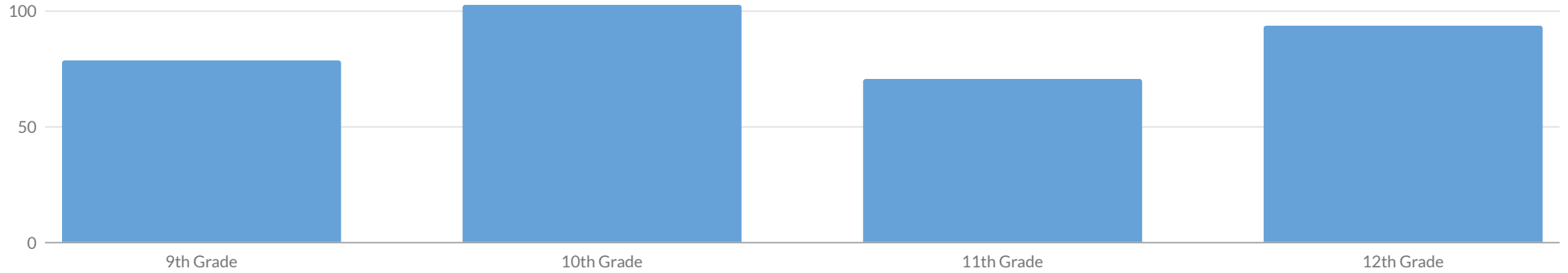
**FOSTER CARE**



**PARENT IN ARMED FORCES**



**ENROLLMENT BY GRADE**



**9TH GRADE**



**10TH GRADE**



**11TH GRADE**



**12TH GRADE**



**2024-25 Property Tax Report Card**

110603 - Voorheesville CSD		
Contact Person: Jim Southard	Budgeted	Proposed Budget
Telephone Number: 918-765-3313 x102	2023-24	2024-25
	(A)	(B)
Total Budgeted Amount, not Including Separate Propositions	30,078,491	34,482,366
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	20,242,009	21,000,113
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	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)	20,242,009	21,000,113
F. Permissible Exclusions to the School Tax Levy Limit	126,908	224,625
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	20,475,002	20,775,488
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	20,115,101	20,775,488
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	359,899	0
Public School Enrollment	1,262	1,300
Consumer Price Index		4.12%

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

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

<sup>3</sup> For 2024-25, include any carryover from 2023-24 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual	Estimated
	2023-24	2024-25
	(D)	(E)
Adjusted Restricted Fund Balance	7,667,258	7,750,000
Assigned Appropriated Fund Balance	676,535	862,059
Adjusted Unrestricted Fund Balance	1,288,103	1,379,295
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.28%	4.00%

**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	2018 Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 3,686,184.00	\$ 3,768,926.00	\$3 Million will be used for Capital Project approved 12/2022
Repair	Repair Reserve	To pay the cost of repairs to capital improvements or equipment.	\$ 277,000.00	\$ 277,000.00	None
Workers' Compensation		To pay for Workers Compensation and benefits.			
Unemployment Insurance	UI Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 30,000.00	\$ 30,000.00	None
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Reserve for Insurance	To pay liability, casualty, and other types of uninsured losses.	\$ 687,426.00	\$ 687,426.00	None
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari		To establish a reserve fund for tax certiorari settlements			
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability		For the payment of accrued 'employee benefits' due to employees upon termination of service.			
Retirement Contribution	ERS/TRS Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 1,998,808.00	\$ 1,998,808.00	None
Other Reserve	Debt Service Reserve		\$ 487,938.00	\$ 487,938.00	None

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# 202425 BUDGET VO O RHEESVILLE CSD

APRIL 9, 2024 PRESENTATION OF  
2024-25 BUDGET

# GOALS IN CREATION ON 2024~~25~~ BUDGET

- Provide as many sustainable opportunities as possible for students.
- Adjust to enrollment trends and realities.
- Limit the impact on local taxpayers to only what is needed.
- Fiscally sound budget where total revenue in equals estimated total expenses out without using fund reserves/fund balances (“normal year”= 97.5% of expense budget spent, allocated fund balance is the buffer if it is a tougher year).

## 202425 BUDGET PROCESS DATES

- April 9- Expected adoption of budget and property tax report card by Board of Education
- April 22- Deadline for Board of Education petitions
- April 23- Early Mail/Absentee Ballots made available to requestors
- April 26- Deadline for Board approval of proposed budget
- May 13 – District holds budget hearing
- May 21 – Annual School Budget Vote and Board of Education election

# HIGHLIGHTS OF DRAFT BUDGET

- Maintains funds for needed maintenance projects at all buildings (\$200,000, including internal camera systems upgrade at MS/HS and other deferred maintenance items) and a \$100,000 Capital Outlay project tentatively focused on the HS/MS Campus.
- Continuation of funds for professional development for new reading program at Elementary School for program to make it more effective(\$25,000).
- Potential staffing increase to address noted area of concern and growth of the district population (details on next slide).
- Increases equipment expenditures for music, maintenance and operations, and athletics to maintain/improve progress.

# STAFFING CHANGES

- Maintains all currently funded positions.
- Adds 3<sup>rd</sup> day of service per week for BOCES Communication.
  - Staffing impact- pilot physical/instructional environment program. Furniture replacement program that includes PD and direct connection to curriculum/Instruction. ( Scope of project will be dependent on final state budget).
- SRO Discussion potential SRO .
- Recommendation for consideration in lieu of SRO .
  - Part-time AIS Math at the elementary level
  - Security/Hall monitor for secondary campus

# VEHICLE PROPOSITION FOR MAY 21ST VOTE

- 2 Large 72-Passenger Diesel School Buses- State Contract \$350,000
- Diesel Buses aided over 5 years at Transportation Aid Ratio(66%)
- Due to the compressed timeframe, we will not be pursuing electric buses this year.



# TAX CAP- INFORMATION ESTIMATED

- Start with 2023-24 Tax Levy of \$20,242,009
- Apply Tax Base Growth Factor of 1.0125, subtract Capital Levy Exclusion from 2023-24 of \$126,908, apply CPI Factor of 1.02 to arrive at Tax Levy Limit (before exclusions) of \$20,775,488. This is an allowed increase of \$533,479 or 2.63%
- One exclusion is Capital Levy Exclusion (including BOCES Capital) which is the difference between capital and bus purchase expenses and the revenue from Building Aid, BOCES Aid, and Transportation Aid for those expenses. Amount is estimated at \$203,714 for 2024-25. There is also an exclusion for the ERS rate going up by more than 2% which is \$20,911. Adding these will make the total tax levy limit \$21,000,113 or 3.75% increase. This is the amount that has been put in the draft budget.

# ESTIMATED REVENUE

- 2024-25 Estimated State Aid- \$9,005,694 (Exec Budget)
  - 2024-25 Tax Cap Maximum(3.75% increase)- \$21,000,113
  - 2024-25 Estimated Other Revenue- \$614,500
  - 2024-25 Estimated Allocated Fund Balance- \$862,059
  - 2024-25 Use of Capital Reserve- \$3,000,000
  - 2024-25 Estimated Total Revenue- \$34,482,366
- Use of Capital Reserves is a one-time item authorized by the voter approval of the \$25.2 Million Capital Project in December 2022. Increase without this is 4.66%

# FOUNDATION AID HISTORY

- 2007-08 Foundation Aid: \$3,240,107
- 2012-13 Foundation Aid: \$3,357,333
  - Avg Increase per year (07-08 to 12-13): 0.72%
- 2017-18 Foundation Aid: \$3,501,986
  - Avg Increase per year (12-13 to 17-18): 0.86%
- 2021-22 Foundation Aid: \$3,762,162
  - Avg Increase per year (17-18 to 21-22): 1.86%
- 2022-23 Foundation Aid: \$4,362,165- Increase of 15.9%
- 2023-24 Foundation Aid: \$5,723,323- Increase of 31.0%
- 2024-25 Foundation Aid: \$5,808,143- Increase of 1.48%

# FUTURE AID ESTIMATES

- Tax cap provides a strong disincentive to reducing taxes by reducing the base from which your next tax cap is calculated.
- Full Foundation Aid has only been achieved sixteen(16) years after it was proposed for a 4-year phase-in and State Budget Gap Elimination Adjustments shortly after the start of Foundation Aid created a huge set back.
- There is no guarantee of any increase in future years. 2023-24 estimates for districts at full foundation aid included only a 3% hold harmless estimate. This would be a reduction for any district with a calculated foundation aid lower than current under the executive budget proposal from Governor Hochul.
- We are committed to only levying the required property taxes to meet our requirements.

# SUMMARY OF DRAFT BUDGET

- Projected Total Expenses of \$34,482,366
- Projected Total Revenues of \$34,482,366
- Projected Revenue assumes tax cap limit increase of \$758,104, no change from current projected 2024-25 state aid from Governor's budget proposal, \$3 Million transfer from capital reserves to H fund and allocated fund balance of \$862,059.
- Projected Gap of \$0.

Questions?

Thank You

