

| | <u>2022-23 Three-Parts Budget</u> | | | <u>2023-24 Three-Parts Budget</u> | | |
|---------------------------------------|-----------------------------------|----------------------|---------------------|-----------------------------------|----------------------|---------------------|
| | <u>Administrative</u> | <u>Program</u> | <u>Capital</u> | <u>Administrative</u> | <u>Program</u> | <u>Capital</u> |
| Total Board of Education | \$ 24,515 | | | \$ 33,930 | | |
| Total District Clerk | \$ 7,085 | | | \$ 1,850 | | |
| Total District Meeting | \$ 4,300 | | | \$ 4,300 | | |
| Total Superintendent's Office | \$ 233,808 | | | \$ 247,426 | | |
| Total Business Administration | \$ 369,530 | | | \$ 380,833 | | |
| Total Auditing | \$ 36,665 | | | \$ 37,803 | | |
| Total Treasurer | \$ 75,443 | | | \$ 79,912 | | |
| Total Tax Collection | \$ 15,745 | | | \$ 16,375 | | |
| Total Purchasing | \$ 5,173 | | | \$ 5,413 | | |
| Total Other Finance | \$ 12,500 | | | \$ 20,000 | | |
| Total Legal Services | \$ 45,200 | | | \$ 45,200 | | |
| Total Personnel Services | \$ 49,225 | | | \$ 67,413 | | |
| Total Public Information and Services | \$ 64,334 | | | \$ 82,621 | | |
| Total Operation of Plant | | | \$ 1,678,150 | | | \$ 1,691,081 |
| Total Maintenance of Plant | | | \$ 513,364 | | | \$ 528,705 |
| Total Security of Plant | | | \$ 40,000 | | | \$ 79,500 |
| Total Central Printing & Mailing | \$ 194,900 | | | \$ 203,557 | | |
| Total Central Data Processing | \$ 44,750 | | | \$ 44,751 | | |
| Total Unallocated Insurance | \$ 97,520 | | | \$ 102,396 | | |
| Total School Association Dues | \$ 9,000 | | | \$ 9,000 | | |
| Total Judgements & Claims | | \$ 65,000 | | | \$ 26,000 | |
| Total Assessments on School Property | | | \$ 2,500 | | | \$ 2,500 |
| Total Refund on Real Property Tax | | | \$ 2,500 | | | \$ 2,500 |
| Total BOCES Administrative Costs | \$ 129,884 | | | \$ 141,407 | | |
| Central Services SubTotal | \$ 1,419,577 | \$ 65,000 | \$ 2,236,514 | \$ 1,524,187 | \$ 26,000 | \$ 2,304,286 |
| Total Curriculum Development | \$ 218,629 | | | \$ 233,880 | | |
| Total Regular Ed Supervision | \$ 698,928 | | | \$ 713,547 | | |
| Total Special Ed Supervision | \$ 148,850 | | | \$ 154,695 | | |
| Total Research, Planning & Evaluation | \$ 2,800 | | | \$ 2,800 | | |
| Total Inservice Training | | \$ 156,551 | | | \$ 155,600 | |
| Total Instruction | | \$ 7,635,526 | | | \$ 7,889,185 | |
| Total Special Education | | \$ 2,488,248 | | | \$ 2,778,583 | |
| Total ENL | | \$ 120,110 | | | \$ 125,516 | |
| Total Occupational Education | | \$ 720,692 | | | \$ 736,846 | |
| Total Special Schools | | \$ 72,356 | | | \$ 68,015 | |
| Total Library | | \$ 341,702 | | | \$ 355,788 | |
| Total Computer Assisted Instruction | | \$ 804,168 | | | \$ 1,183,940 | |
| Total Guidance | | \$ 289,506 | | | \$ 306,641 | |
| Total Nursing Services | | \$ 199,324 | | | \$ 207,318 | |
| Total Psychological Services | | \$ 81,025 | | | \$ 160,040 | |
| Total Social Work Services | | \$ 128,456 | | | \$ 185,222 | |
| Total Co-Curricular | | \$ 104,244 | | | \$ 129,715 | |
| Total Athletics | | \$ 706,340 | | | \$ 761,077 | |
| Total Transfers | | \$ 25,000 | | | \$ 25,000 | |
| Instructional Subtotal | \$ 1,069,207 | \$ 13,873,248 | \$ - | \$ 1,104,922 | \$ 15,068,486 | \$ - |
| Total Transportation | | \$ 1,537,015 | \$ - | | \$ 1,774,570 | \$ - |
| Total Recreation | | \$ 750 | | | \$ 750 | |
| Total Benefits | \$ 760,602 | \$ 9,033,977 | \$ 682,025 | \$ 789,440 | \$ 9,376,497 | \$ 707,883 |
| Total Debt Service | | | \$ 3,594,085 | | | \$ 3,696,118 |
| Total Transfers | | | \$ 100,000 | | | \$ 156,390 |
| Other Subtotal | \$ 760,602 | \$ 10,571,742 | \$ 4,376,110 | \$ 789,440 | \$ 11,151,817 | \$ 4,560,391 |
| Three-Parts Budget SubTotals | \$ 3,249,386 | \$ 24,509,990 | \$ 6,612,624 | \$ 3,418,549 | \$ 26,246,303 | \$ 6,864,677 |
| Budget Grand Total: | \$ 34,372,000 | | | \$ 36,529,529 | | |

2023-24 Property Tax Report Card

250201 - Cazenovia Central School District

Contact Person: Thomas Finnerty, Assistant Superintendent/SBO

Telephone Number: (315) 655-5351

| | Budgeted 2022-23 (A) | Proposed Budget 2023-24 (B) |
|---|----------------------------|-----------------------------------|
| Total Budgeted Amount, not Including Separate Propositions | 34,372,000 | 36,529,529 |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 20,560,067 | 21,997,539 |
| B. Tax Levy to Support Library Debt, if Applicable | 0 | 0 |
| C. Tax Levy for Non-Excludable Propositions, if Applicable ² | 0 | 0 |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable | 0 | 0 |
| E. Total Proposed School Year Tax Levy (A + B + C - D) | 20,560,067 | 21,997,539 |
| F. Permissible Exclusions to the School Tax Levy Limit | 1,147,931 | 1,155,383 |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 19,412,136 | 19,915,056 |
| H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D) | 19,412,136 | 20,842,156 |
| I. Difference: (G - H); (negative value requires 60.0% voter approval) ² | 0 | 927,100 |
| Public School Enrollment | 1,340 | 1,409 |
| Consumer Price Index | 4.70% | 8.00% |

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

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

³ For 2023-24, include any carryover from 2022-23 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

| | Actual 2022-23 (D) | Estimated 2023-24 (E) |
|---|--------------------------|-----------------------------|
| Adjusted Restricted Fund Balance | 6,491,352 | 4,081,000 |
| Assigned Appropriated Fund Balance | 1,741,269 | 1,100,000 |
| Adjusted Unrestricted Fund Balance | 1,374,880 | 1,461,181 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 4.00% | 4.00% |

Schedule of Reserve Funds

| Reserve Type | Reserve Name | Reserve Description * | 3/31/23 Actual Balance | 6/30/23 Estimated Ending Balance | Intended Use of the Reserve in the 2023-24 School Year |
|--|--|--|------------------------|----------------------------------|---|
| Capital | Reserve for Capital Projects | To pay the cost of any object or purpose for which bonds may be issued. | 2715630 | 2384690 | Use the other half of the voter approved 2,410,325 on current capital project. Estimated we'll use half in 22/23. |
| Repair | | To pay the cost of repairs to capital improvements or equipment. | | | |
| Workers' Compensation | Reserve for Worker Compensation | To pay for Workers Compensation and benefits. | 500000 | 347715 | Cover the cost of the district's workers' compensation budget |
| Unemployment Insurance | Reserve for Unemployment Insurance | To pay the cost of reimbursement to the State Unemployment Insurance Fund. | 200000 | 200000 | Cover the cost of the district's unemployment budget |
| 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 | Insurance Reserve | To pay liability, casualty, and other types of uninsured losses. | 1500000 | 1500000 | No planned use |
| 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 | Reserve for Employee Benefits | For the payment of accrued 'employee benefits' due to employees upon termination of service. | 795723 | 645723 | Cover the cost of the compensated absences and retirement benefits budget. |
| Retirement Contribution | Reserve for Retirement Contributions (ERS) | To fund employer retirement contributions to the State and Local Employees' Retirement System | 1600000 | 1150615 | Cover the cost of the district's ERS budget |
| Other Reserve | Reserve for Retirement Contributions (TRS) | | 299779 | 419779 | Cover a small portion of the district's TRS budget. |

CAZENOVIA CSD - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State's ESSA plan 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.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 561 | 145 | 4 |
| | Math | 547 | 147 | |
| | Science | 199 | 214 | |
| | Combined | 1,307 | 156 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 3 | — | — |
| | Math | 2 | — | |
| | Science | 1 | — | |
| | Combined | 6 | — | |
| Black or African American | ELA | 1 | — | — |
| | Math | 1 | — | |
| | Science | 1 | — | |
| | Combined | 3 | — | |
| Hispanic or Latino | ELA | 17 | 129 | 3 |
| | Math | 17 | 97 | |
| | Science | 9 | 211 | |
| | Combined | 43 | 134 | |
| Multiracial | ELA | 13 | 177 | 4 |
| | Math | 11 | 186 | |
| | Science | 7 | 221 | |
| | Combined | 31 | 190 | |
| White | ELA | 527 | 144 | 3 |
| | Math | 516 | 148 | |
| | Science | 181 | 214 | |
| | Combined | 1,224 | 156 | |
| English Language Learner | ELA | 8 | 144 | — |
| | Math | 8 | 144 | |
| | Science | 4 | — | |
| | Combined | 20 | — | |
| Students with Disabilities | ELA | 63 | 66 | 3 |
| | Math | 53 | 58 | |
| | Science | 22 | 173 | |
| | Combined | 138 | 80 | |
| Economically Disadvantaged | ELA | 152 | 93 | 3 |
| | Math | 140 | 99 | |
| | Science | 56 | 198 | |
| | Combined | 348 | 112 | |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 591 | 137 | 4 |
| | Math | 591 | 136 | |
| | Science | 209 | 203 | |
| | Combined | 1,391 | 147 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 3 | – | – |
| | Math | 3 | – | |
| | Science | 1 | – | |
| | Combined | 7 | – | |
| Black or African American | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Hispanic or Latino | ELA | 17 | 129 | 3 |
| | Math | 17 | 97 | |
| | Science | 9 | 211 | |
| | Combined | 43 | 134 | |
| Multiracial | ELA | 13 | 177 | 4 |
| | Math | 13 | 158 | |
| | Science | 8 | 194 | |
| | Combined | 34 | 174 | |
| White | ELA | 558 | 136 | 4 |
| | Math | 558 | 137 | |
| | Science | 191 | 202 | |
| | Combined | 1,307 | 146 | |
| English Language Learner | ELA | 9 | 128 | – |
| | Math | 9 | 128 | |
| | Science | 4 | – | |
| | Combined | 22 | – | |
| Students with Disabilities | ELA | 71 | 59 | 3 |
| | Math | 72 | 42 | |
| | Science | 25 | 152 | |
| | Combined | 168 | 66 | |
| Economically Disadvantaged | ELA | 166 | 85 | 3 |
| | Math | 166 | 83 | |
| | Science | 65 | 171 | |
| | Combined | 397 | 98 | |

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 | 0 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 5 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 4 | – | – | – | – |
| English Language Learner | 9 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |
| Economically Disadvantaged | 7 | – | – | – | – |

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 810 | 195 | 24.1% | 2 |
| American Indian or Alaska Native | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | – | – | – |
| Black or African American | 3 | – | – | – |
| Hispanic or Latino | 22 | – | – | – |
| Multiracial | 18 | – | – | – |
| White | 763 | 184 | 24.1% | 2 |
| English Language Learner | 15 | – | – | – |
| Students with Disabilities | 96 | 27 | 28.1% | 3 |
| Economically Disadvantaged | 231 | 87 | 37.7% | 2 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 631 | 90.2% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 3 | – |
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 17 | – |
| Multiracial | – | 15 | – |
| White | X | 595 | 89.9% |
| English Language Learner | – | 6 | – |
| Students with Disabilities | X | 71 | 83.1% |
| Economically Disadvantaged | X | 182 | 86.8% |

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 632 | 88% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 3 | – |
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 17 | – |
| Multiracial | – | 15 | – |
| White | X | 596 | 88.1% |
| English Language Learner | – | 6 | – |
| Students with Disabilities | X | 73 | 69.9% |
| Economically Disadvantaged | X | 182 | 80.2% |

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|----------------|--------|-------|----------------|-------|
| All Students | ELA | 100 | 223 | 207 | 4 |
| | Math | 117 | 197 | | |
| | Science | 115 | 220 | | |
| | Social Studies | 52 | 162 | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 4 | – | | |
| | Social Studies | 3 | – | | |
| Black or African American | ELA | 1 | – | – | – |
| | Math | 1 | – | | |
| | Science | 1 | – | | |
| | Social Studies | – | – | | |
| Hispanic or Latino | ELA | 3 | – | – | – |
| | Math | 3 | – | | |
| | Science | 2 | – | | |
| | Social Studies | 1 | – | | |
| Multiracial | ELA | 1 | – | – | – |
| | Math | 2 | – | | |
| | Science | 1 | – | | |
| | Social Studies | 1 | – | | |
| White | ELA | 91 | 221 | 206 | 4 |
| | Math | 107 | 197 | | |
| | Science | 107 | 219 | | |
| | Social Studies | 47 | 157 | | |
| Students with Disabilities | ELA | 7 | 107 | 115 | 3 |
| | Math | 11 | 109 | | |
| | Science | 11 | 136 | | |
| | Social Studies | – | – | | |
| Economically Disadvantaged | ELA | 14 | 168 | 155 | 3 |
| | Math | 23 | 141 | | |
| | Science | 21 | 183 | | |
| | Social Studies | 2 | – | | |

SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|----------------|--------|-------|----------------|-------|
| All Students | ELA | 120 | 185 | 182 | 4 |
| | Math | 120 | 192 | | |
| | Science | 116 | 219 | | |
| | Social Studies | 119 | 71 | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 4 | – | | |
| | Social Studies | 4 | – | | |
| Black or African American | ELA | 1 | – | – | – |
| | Math | 1 | – | | |
| | Science | 1 | – | | |
| | Social Studies | 1 | – | | |
| Hispanic or Latino | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 3 | – | | |
| | Social Studies | 4 | – | | |
| Multiracial | ELA | 2 | – | – | – |
| | Math | 2 | – | | |
| | Science | 1 | – | | |
| | Social Studies | 2 | – | | |
| White | ELA | 109 | 185 | 182 | 4 |
| | Math | 109 | 194 | | |
| | Science | 107 | 219 | | |
| | Social Studies | 108 | 69 | | |
| Students with Disabilities | ELA | 11 | 68 | 89 | 4 |
| | Math | 11 | 109 | | |
| | Science | 11 | 136 | | |
| | Social Studies | 11 | 0 | | |
| Economically Disadvantaged | ELA | 24 | 98 | 118 | 4 |
| | Math | 24 | 135 | | |
| | Science | 22 | 175 | | |
| | Social Studies | 24 | 8 | | |

SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate | Level |
|---|--------|------------------|------------------|-----------|-------------------|-------|
| All Students | 4-year | 119 | 113 | 95% | 96% | 4 |
| | 5-year | 104 | 100 | 96.2% | | |
| | 6-year | 158 | 153 | 96.8% | | |
| American Indian or Alaska Native | 4-year | 0 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 0 | – | – | | |
| Asian or Native Hawaiian/Other Pacific Islander | 4-year | 3 | – | – | – | – |
| | 5-year | 2 | – | – | | |
| | 6-year | 1 | – | – | | |
| Black or African American | 4-year | 0 | – | – | – | – |
| | 5-year | 1 | – | – | | |
| | 6-year | 3 | – | – | | |
| Hispanic or Latino | 4-year | 5 | – | – | – | – |
| | 5-year | 3 | – | – | | |
| | 6-year | 4 | – | – | | |
| Multiracial | 4-year | 1 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 1 | – | – | | |
| White | 4-year | 110 | 106 | 96.4% | 96.3% | 4 |
| | 5-year | 98 | 94 | 95.9% | | |
| | 6-year | 149 | 144 | 96.6% | | |
| English Language Learner | 4-year | 1 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 1 | – | – | | |
| Students with Disabilities | 4-year | 15 | 13 | 86.7% | 80.9% | 3 |
| | 5-year | 6 | – | – | | |
| | 6-year | 16 | 12 | 75% | | |
| Economically Disadvantaged | 4-year | 25 | – | – | 89.5% | 3 |
| | 5-year | 14 | – | – | | |
| | 6-year | 38 | 34 | 89.5% | | |

SECONDARY ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 3 | – | – | – | – |
| American Indian or Alaska Native | 0 | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 2 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 1 | – | – | – | – |
| English Language Learner | 3 | – | – | – | – |
| Students with Disabilities | 0 | – | – | – | – |
| Economically Disadvantaged | 1 | – | – | – | – |

SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 466 | 115 | 24.7% | 3 |
| American Indian or Alaska Native | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | – | – | – |
| Black or African American | 5 | – | – | – |
| Hispanic or Latino | 20 | – | – | – |
| Multiracial | 8 | – | – | – |
| White | 426 | 105 | 24.6% | 3 |
| English Language Learner | 3 | – | – | – |
| Students with Disabilities | 61 | 21 | 34.4% | 3 |
| Economically Disadvantaged | 118 | 49 | 41.5% | 2 |

SECONDARY ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | X | 123 | 82.1% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 4 | – |
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 4 | – |
| Multiracial | – | 3 | – |
| White | X | 111 | 82.9% |
| English Language Learner | – | 0 | – |
| Students with Disabilities | – | 11 | – |
| Economically Disadvantaged | – | 26 | – |

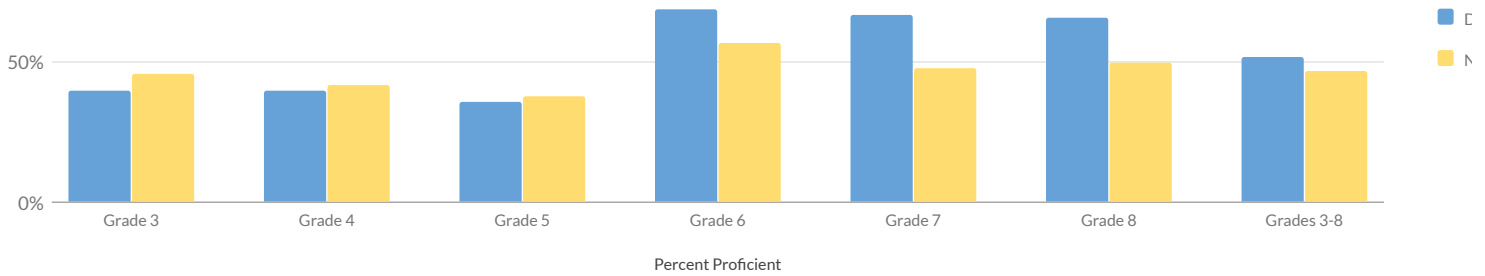
SECONDARY MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✓ | 123 | 97.6% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — |
| Black or African American | — | 1 | — |
| Hispanic or Latino | — | 4 | — |
| Multiracial | — | 3 | — |
| White | ✓ | 111 | 98.2% |
| English Language Learner | — | 0 | — |
| Students with Disabilities | — | 11 | — |
| Economically Disadvantaged | — | 26 | — |

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

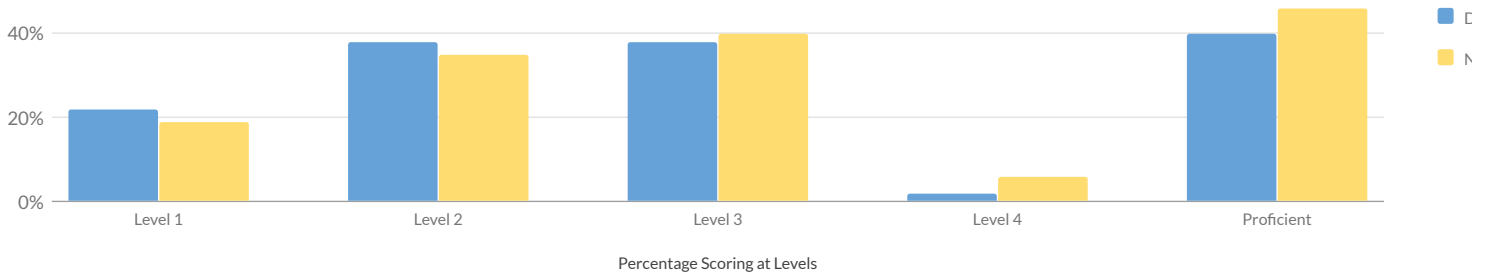
SUMMARY RESULTS



| Grade | Total # | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|---------|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 96 | 4 | 4% | 92 | 96% | 20 | 22% | 35 | 38% | 35 | 38% | 2 | 2% | 37 | 40% |
| Grade 4 | 107 | 5 | 5% | 102 | 95% | 24 | 24% | 37 | 36% | 27 | 26% | 14 | 14% | 41 | 40% |
| Grade 5 | 115 | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Grade 6 | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Grade 7 | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Grade 8 | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Grades 3-8 | 632 | 63 | 10% | 569 | 90% | 107 | 19% | 166 | 29% | 178 | 31% | 118 | 21% | 296 | 52% |

GRADE 3 ELA RESULTS

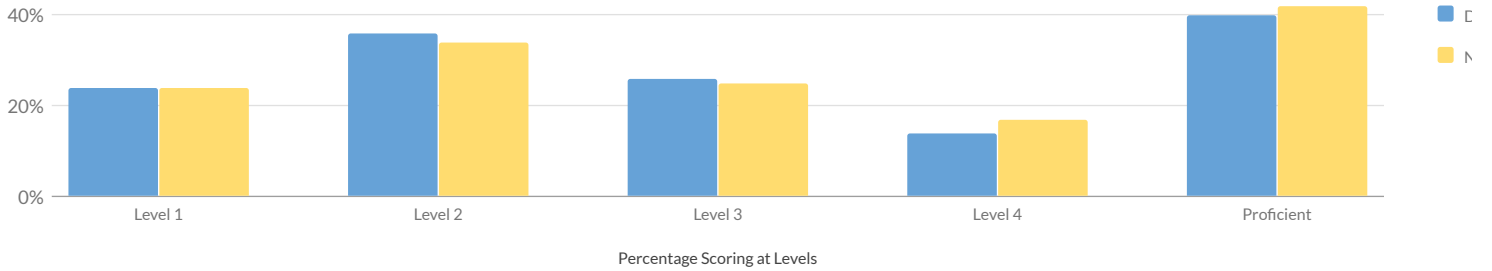
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|----|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 96 | 4% | 4 | 4% | 92 | 96% | 20 | 22% | 35 | 38% | 35 | 38% | 2 | 2% | 37 | 40% |
| Female | 41 | 0% | 0 | 0% | 41 | 100% | 10 | 24% | 11 | 27% | 19 | 46% | 1 | 2% | 20 | 49% |
| Male | 55 | 4% | 4 | 7% | 51 | 93% | 10 | 20% | 24 | 47% | 16 | 31% | 1 | 2% | 17 | 33% |
| General Education Students | 86 | 2% | 2 | 2% | 84 | 98% | 15 | 18% | 34 | 40% | 33 | 39% | 2 | 2% | 35 | 42% |
| Students with Disabilities | 10 | 2% | 2 | 20% | 8 | 80% | 5 | 63% | 1 | 13% | 2 | 25% | 0 | 0% | 2 | 25% |
| Hispanic or Latino | 4 | 0% | 0 | 0% | 4 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 92 | 4% | 4 | 4% | 88 | 96% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 96 | 4% | 4 | 4% | 92 | 96% | 20 | 22% | 35 | 38% | 35 | 38% | 2 | 2% | 37 | 40% |
| Economically Disadvantaged | 31 | 1% | 1 | 3% | 30 | 97% | 14 | 47% | 9 | 30% | 7 | 23% | 0 | 0% | 7 | 23% |
| Not Economically Disadvantaged | 65 | 3% | 3 | 5% | 62 | 95% | 6 | 10% | 26 | 42% | 28 | 45% | 2 | 3% | 30 | 48% |
| English Language Learner | 1 | 0% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 95 | 4% | 4 | 4% | 91 | 96% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 96 | 4% | 4 | 4% | 92 | 96% | 20 | 22% | 35 | 38% | 35 | 38% | 2 | 2% | 37 | 40% |
| Not Homeless | 96 | 4% | 4 | 4% | 92 | 96% | 20 | 22% | 35 | 38% | 35 | 38% | 2 | 2% | 37 | 40% |
| Migrant | 1 | 0% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 95 | 4% | 4 | 4% | 91 | 96% | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 96 | 4% | 4 | 4% | 92 | 96% | 20 | 22% | 35 | 38% | 35 | 38% | 2 | 2% | 37 | 40% |

GRADE 4 ELA RESULTS

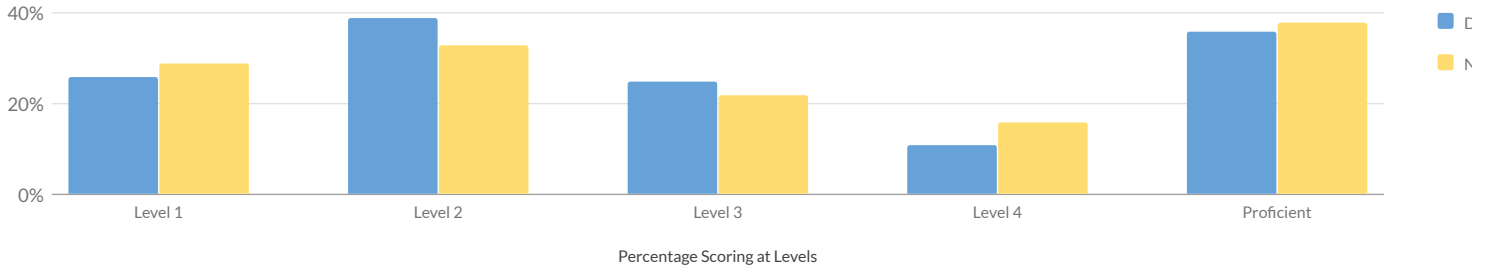
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 107 | 5 | 5% | 102 | 95% | 24 | 24% | 37 | 36% | 27 | 26% | 14 | 14% | 41 | 40% |
| Female | 52 | 2 | 4% | 50 | 96% | 11 | 22% | 16 | 32% | 17 | 34% | 6 | 12% | 23 | 46% |
| Male | 55 | 3 | 5% | 52 | 95% | 13 | 25% | 21 | 40% | 10 | 19% | 8 | 15% | 18 | 35% |
| General Education Students | 93 | 3 | 3% | 90 | 97% | 16 | 18% | 34 | 38% | 26 | 29% | 14 | 16% | 40 | 44% |
| Students with Disabilities | 14 | 2 | 14% | 12 | 86% | 8 | 67% | 3 | 25% | 1 | 8% | 0 | 0% | 1 | 8% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 8 | 0 | 0% | 8 | 100% | 2 | 25% | 5 | 63% | 1 | 13% | 0 | 0% | 1 | 13% |
| White | 93 | 4 | 4% | 89 | 96% | 21 | 24% | 30 | 34% | 25 | 28% | 13 | 15% | 38 | 43% |
| Multiracial | 5 | 1 | 20% | 4 | 80% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 1 | 20% | 2 | 40% | 1 | 20% | 1 | 20% | 2 | 40% |
| Economically Disadvantaged | 39 | 2 | 5% | 37 | 95% | 16 | 43% | 16 | 43% | 5 | 14% | 0 | 0% | 5 | 14% |
| Not Economically Disadvantaged | 68 | 3 | 4% | 65 | 96% | 8 | 12% | 21 | 32% | 22 | 34% | 14 | 22% | 36 | 55% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 105 | 5 | 5% | 100 | 95% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 107 | 5 | 5% | 102 | 95% | 24 | 24% | 37 | 36% | 27 | 26% | 14 | 14% | 41 | 40% |
| Not Homeless | 107 | 5 | 5% | 102 | 95% | 24 | 24% | 37 | 36% | 27 | 26% | 14 | 14% | 41 | 40% |
| Not Migrant | 107 | 5 | 5% | 102 | 95% | 24 | 24% | 37 | 36% | 27 | 26% | 14 | 14% | 41 | 40% |
| Parent Not in Armed Forces | 107 | 5 | 5% | 102 | 95% | 24 | 24% | 37 | 36% | 27 | 26% | 14 | 14% | 41 | 40% |

GRADE 5 ELA RESULTS

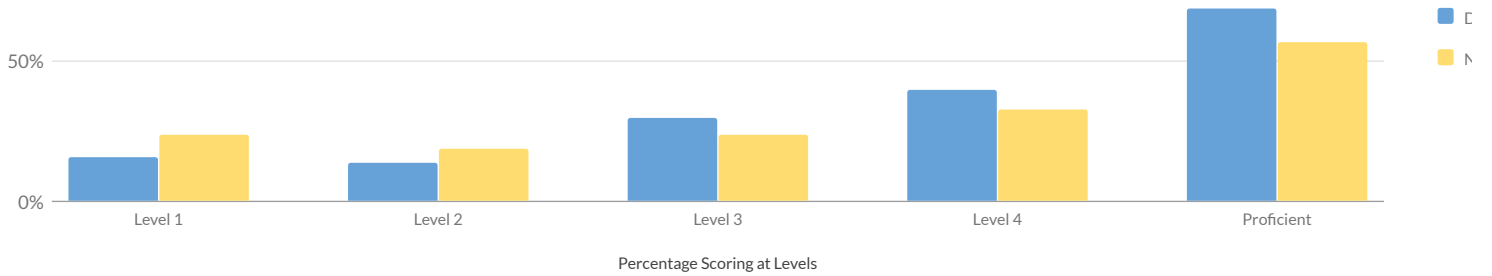
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|----|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 6% | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Female | 44 | 3% | 3 | 7% | 41 | 93% | 8 | 20% | 14 | 34% | 11 | 27% | 8 | 20% | 19 | 46% |
| Male | 71 | 3% | 3 | 4% | 68 | 96% | 20 | 29% | 28 | 41% | 16 | 24% | 4 | 6% | 20 | 29% |
| General Education Students | 102 | 4% | 4 | 4% | 98 | 96% | 20 | 20% | 39 | 40% | 27 | 28% | 12 | 12% | 39 | 40% |
| Students with Disabilities | 13 | 2% | 2 | 15% | 11 | 85% | 8 | 73% | 3 | 27% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | 0% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 110 | 6% | 6 | 5% | 104 | 95% | 28 | 27% | 41 | 39% | 25 | 24% | 10 | 10% | 35 | 34% |
| Multiracial | 3 | 0% | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | 0% | 0 | 0% | 5 | 100% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 38 | 3% | 3 | 8% | 35 | 92% | 17 | 49% | 13 | 37% | 4 | 11% | 1 | 3% | 5 | 14% |
| Not Economically Disadvantaged | 77 | 3% | 3 | 4% | 74 | 96% | 11 | 15% | 29 | 39% | 23 | 31% | 11 | 15% | 34 | 46% |
| English Language Learner | 1 | 0% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 114 | 6% | 6 | 5% | 108 | 95% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | 6% | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Not Homeless | 115 | 6% | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Not Migrant | 115 | 6% | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Parent Not in Armed Forces | 115 | 6% | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |

GRADE 6 ELA RESULTS

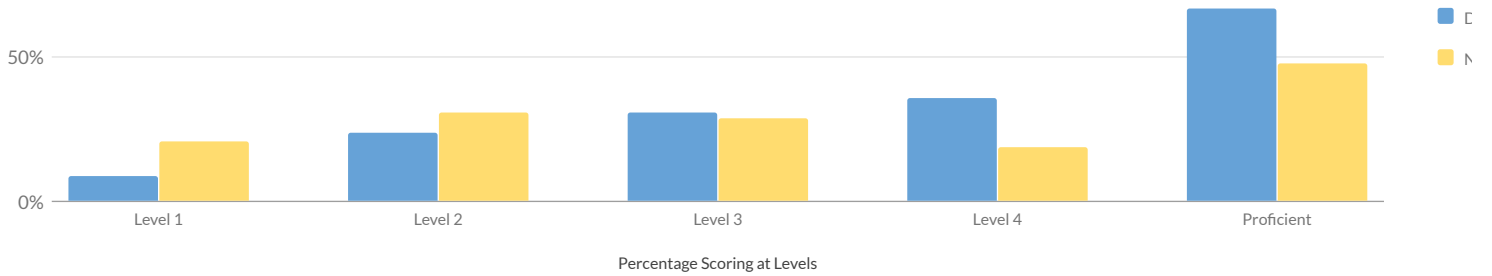
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Female | 52 | 8 | 15% | 44 | 85% | 7 | 16% | 5 | 11% | 14 | 32% | 18 | 41% | 32 | 73% |
| Male | 53 | 6 | 11% | 47 | 89% | 8 | 17% | 8 | 17% | 13 | 28% | 18 | 38% | 31 | 66% |
| General Education Students | 92 | 11 | 12% | 81 | 88% | 9 | 11% | 10 | 12% | 26 | 32% | 36 | 44% | 62 | 77% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 6 | 60% | 3 | 30% | 1 | 10% | 0 | 0% | 1 | 10% |
| Hispanic or Latino | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 101 | 14 | 14% | 87 | 86% | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Economically Disadvantaged | 22 | 4 | 18% | 18 | 82% | 8 | 44% | 1 | 6% | 4 | 22% | 5 | 28% | 9 | 50% |
| Not Economically Disadvantaged | 83 | 10 | 12% | 73 | 88% | 7 | 10% | 12 | 16% | 23 | 32% | 31 | 42% | 54 | 74% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 104 | 13 | 13% | 91 | 88% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Not in Foster Care | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Not Homeless | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Not Migrant | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Parent Not in Armed Forces | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |

GRADE 7 ELA RESULTS

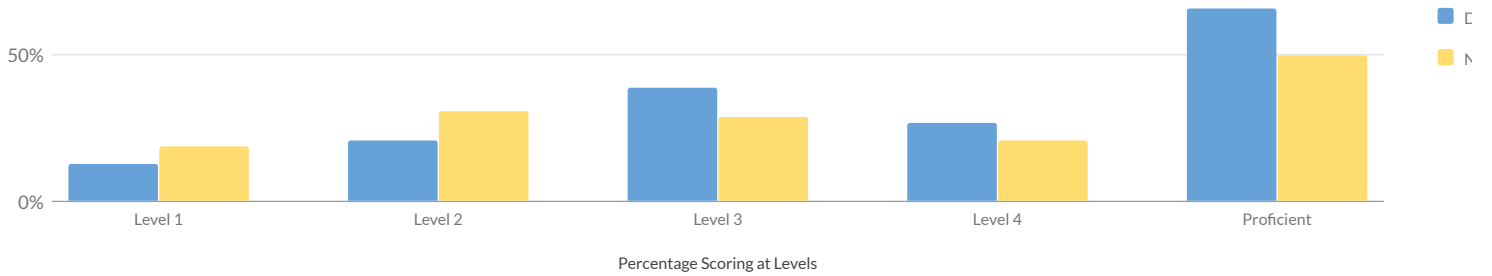
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Female | 39 | 6 | 15% | 33 | 85% | 0 | 0% | 7 | 21% | 13 | 39% | 13 | 39% | 26 | 79% |
| Male | 48 | 6 | 13% | 42 | 88% | 7 | 17% | 11 | 26% | 10 | 24% | 14 | 33% | 24 | 57% |
| General Education Students | 77 | 9 | 12% | 68 | 88% | 5 | 7% | 13 | 19% | 23 | 34% | 27 | 40% | 50 | 74% |
| Students with Disabilities | 10 | 3 | 30% | 7 | 70% | 2 | 29% | 5 | 71% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 84 | 12 | 14% | 72 | 86% | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Economically Disadvantaged | 19 | 7 | 37% | 12 | 63% | 2 | 17% | 6 | 50% | 1 | 8% | 3 | 25% | 4 | 33% |
| Not Economically Disadvantaged | 68 | 5 | 7% | 63 | 93% | 5 | 8% | 12 | 19% | 22 | 35% | 24 | 38% | 46 | 73% |
| Non-English Language Learner | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Not in Foster Care | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Homeless | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 86 | 12 | 14% | 74 | 86% | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Parent Not in Armed Forces | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |

GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

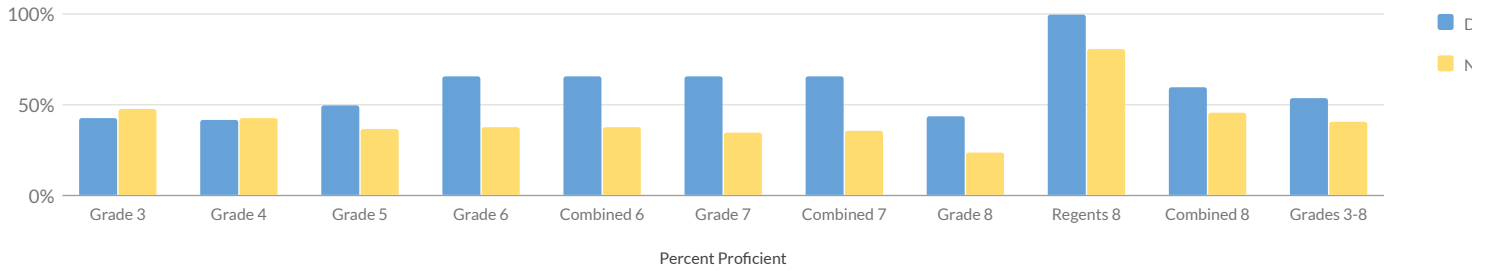


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Female | 54 | 10 | 19% | 44 | 81% | 4 | 9% | 5 | 11% | 19 | 43% | 16 | 36% | 35 | 80% |
| Male | 68 | 12 | 18% | 56 | 82% | 9 | 16% | 16 | 29% | 20 | 36% | 11 | 20% | 31 | 55% |
| General Education Students | 110 | 21 | 19% | 89 | 81% | 8 | 9% | 19 | 21% | 35 | 39% | 27 | 30% | 62 | 70% |
| Students with Disabilities | 12 | 1 | 8% | 11 | 92% | 5 | 45% | 2 | 18% | 4 | 36% | 0 | 0% | 4 | 36% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 116 | 21 | 18% | 95 | 82% | 12 | 13% | 21 | 22% | 38 | 40% | 24 | 25% | 62 | 65% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 1 | 20% | 0 | 0% | 1 | 20% | 3 | 60% | 4 | 80% |
| Economically Disadvantaged | 34 | 8 | 24% | 26 | 76% | 6 | 23% | 6 | 23% | 11 | 42% | 3 | 12% | 14 | 54% |
| Not Economically Disadvantaged | 88 | 14 | 16% | 74 | 84% | 7 | 9% | 15 | 20% | 28 | 38% | 24 | 32% | 52 | 70% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 121 | 22 | 18% | 99 | 82% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Not Homeless | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Not Migrant | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Parent Not in Armed Forces | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results 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 | 96 | | 3 | 3% | 93 | 97% | 23 | 25% | 30 | 32% | 33 | 35% | 7 | 8% | 40 | 43% |
| Grade 4 | 107 | | 4 | 4% | 103 | 96% | 27 | 26% | 33 | 32% | 29 | 28% | 14 | 14% | 43 | 42% |
| Grade 5 | 115 | | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Grade 6 | 105 | | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Combined 6 | 105 | | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Grade 7 | 87 | | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Combined 7 | 87 | | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Grade 8 | 122 | | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Regents 8 | — | | 0 | 0% | 27 | 22% | 0 | 0% | 0 | 0% | 0 | 0% | 27 | 100% | 27 | 100% |
| Combined 8 | 122 | | 27 | 22% | 95 | 78% | 11 | 12% | 27 | 28% | 21 | 22% | 36 | 38% | 57 | 60% |
| Grades 3-8 | 632 | | 76 | 12% | 556 | 88% | 110 | 20% | 147 | 26% | 167 | 30% | 132 | 24% | 299 | 54% |

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

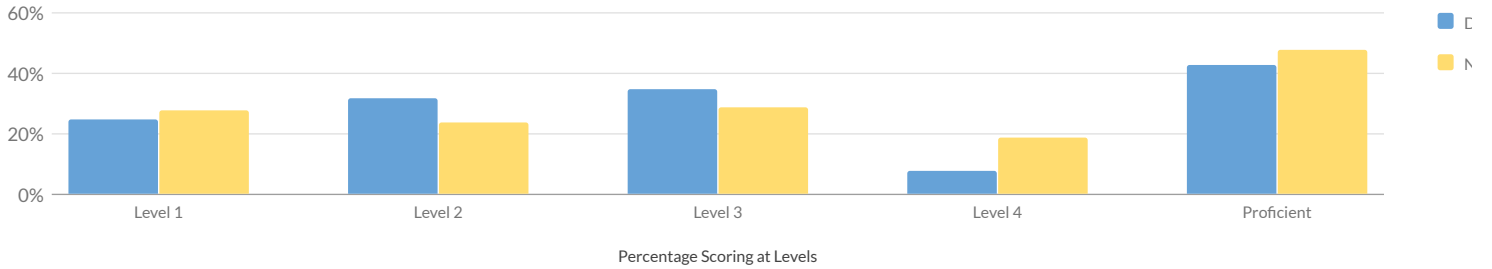
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

| Grade | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|-----------|--------------|--------------------|---|----------------|---|
| | | # | % | # | % |
| Regents 8 | 0 | 0 | — | 0 | — |

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

GRADE 3 MATH RESULTS

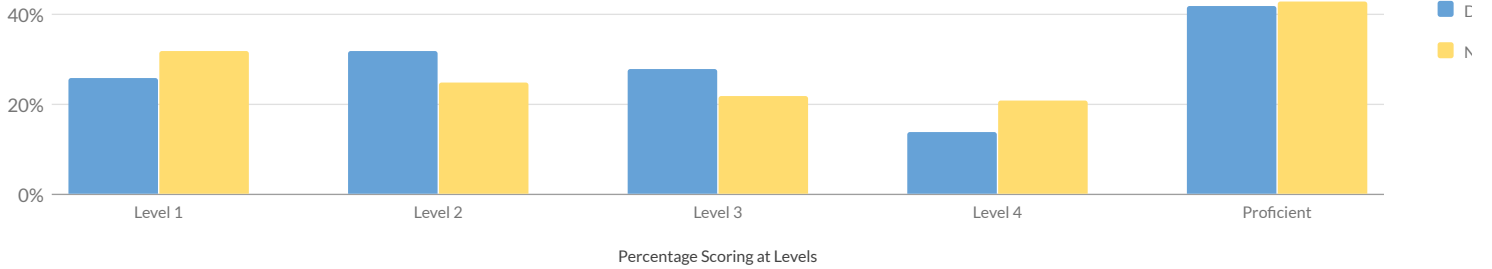
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 96 | 3 | 3% | 93 | 97% | 23 | 25% | 30 | 32% | 33 | 35% | 7 | 8% | 40 | 43% |
| Female | 41 | 0 | 0% | 41 | 100% | 12 | 29% | 14 | 34% | 13 | 32% | 2 | 5% | 15 | 37% |
| Male | 55 | 3 | 5% | 52 | 95% | 11 | 21% | 16 | 31% | 20 | 38% | 5 | 10% | 25 | 48% |
| General Education Students | 86 | 1 | 1% | 85 | 99% | 19 | 22% | 29 | 34% | 30 | 35% | 7 | 8% | 37 | 44% |
| Students with Disabilities | 10 | 2 | 20% | 8 | 80% | 4 | 50% | 1 | 13% | 3 | 38% | 0 | 0% | 3 | 38% |
| Hispanic or Latino | 4 | 0 | 0% | 4 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 92 | 3 | 3% | 89 | 97% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 96 | 3 | 3% | 93 | 97% | 23 | 25% | 30 | 32% | 33 | 35% | 7 | 8% | 40 | 43% |
| Economically Disadvantaged | 31 | 2 | 6% | 29 | 94% | 15 | 52% | 6 | 21% | 8 | 28% | 0 | 0% | 8 | 28% |
| Not Economically Disadvantaged | 65 | 1 | 2% | 64 | 98% | 8 | 13% | 24 | 38% | 25 | 39% | 7 | 11% | 32 | 50% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 95 | 3 | 3% | 92 | 97% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 96 | 3 | 3% | 93 | 97% | 23 | 25% | 30 | 32% | 33 | 35% | 7 | 8% | 40 | 43% |
| Not Homeless | 96 | 3 | 3% | 93 | 97% | 23 | 25% | 30 | 32% | 33 | 35% | 7 | 8% | 40 | 43% |
| Migrant | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 95 | 3 | 3% | 92 | 97% | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 96 | 3 | 3% | 93 | 97% | 23 | 25% | 30 | 32% | 33 | 35% | 7 | 8% | 40 | 43% |

GRADE 4 MATH RESULTS

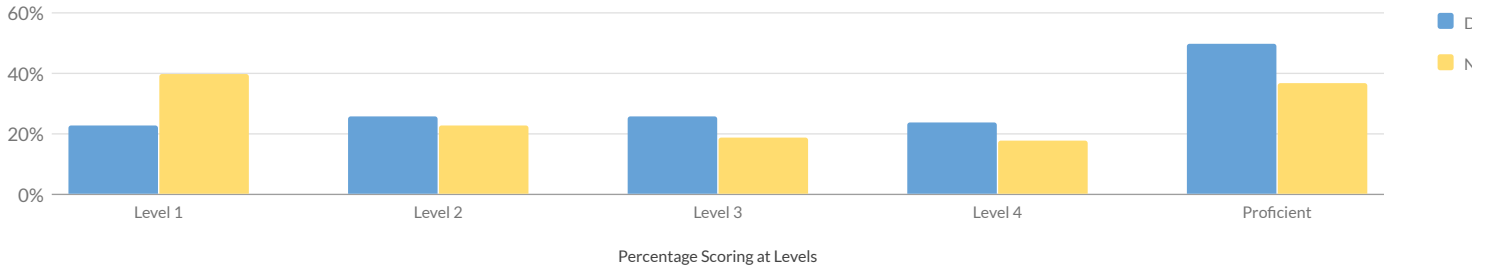
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 107 | 4 | 4% | 103 | 96% | 27 | 26% | 33 | 32% | 29 | 28% | 14 | 14% | 43 | 42% |
| Female | 52 | 2 | 4% | 50 | 96% | 13 | 26% | 21 | 42% | 13 | 26% | 3 | 6% | 16 | 32% |
| Male | 55 | 2 | 4% | 53 | 96% | 14 | 26% | 12 | 23% | 16 | 30% | 11 | 21% | 27 | 51% |
| General Education Students | 93 | 1 | 1% | 92 | 99% | 20 | 22% | 31 | 34% | 28 | 30% | 13 | 14% | 41 | 45% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 7 | 64% | 2 | 18% | 1 | 9% | 1 | 9% | 2 | 18% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 8 | 0 | 0% | 8 | 100% | 5 | 63% | 1 | 13% | 2 | 25% | 0 | 0% | 2 | 25% |
| White | 93 | 3 | 3% | 90 | 97% | 21 | 23% | 31 | 34% | 26 | 29% | 12 | 13% | 38 | 42% |
| Multiracial | 5 | 1 | 20% | 4 | 80% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 1 | 20% | 1 | 20% | 1 | 20% | 2 | 40% | 3 | 60% |
| Economically Disadvantaged | 39 | 3 | 8% | 36 | 92% | 15 | 42% | 11 | 31% | 8 | 22% | 2 | 6% | 10 | 28% |
| Not Economically Disadvantaged | 68 | 1 | 1% | 67 | 99% | 12 | 18% | 22 | 33% | 21 | 31% | 12 | 18% | 33 | 49% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 105 | 4 | 4% | 101 | 96% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 107 | 4 | 4% | 103 | 96% | 27 | 26% | 33 | 32% | 29 | 28% | 14 | 14% | 43 | 42% |
| Not Homeless | 107 | 4 | 4% | 103 | 96% | 27 | 26% | 33 | 32% | 29 | 28% | 14 | 14% | 43 | 42% |
| Not Migrant | 107 | 4 | 4% | 103 | 96% | 27 | 26% | 33 | 32% | 29 | 28% | 14 | 14% | 43 | 42% |
| Parent Not in Armed Forces | 107 | 4 | 4% | 103 | 96% | 27 | 26% | 33 | 32% | 29 | 28% | 14 | 14% | 43 | 42% |

GRADE 5 MATH RESULTS

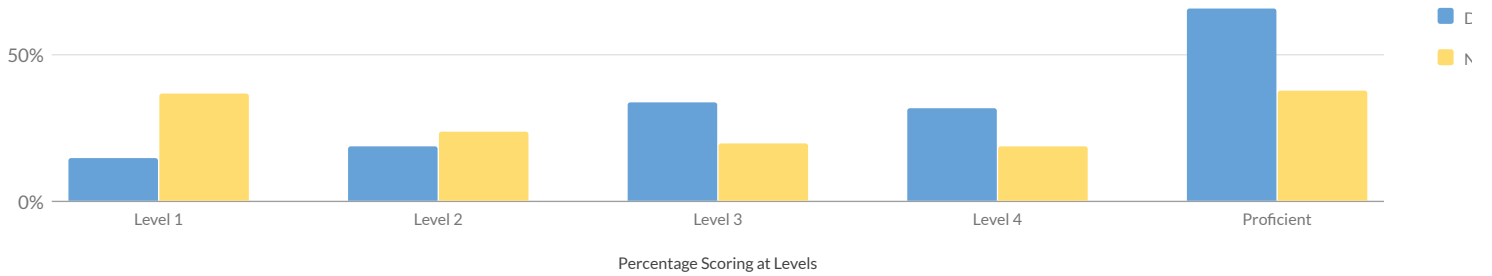
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Female | 44 | 5 | 11% | 39 | 89% | 11 | 28% | 8 | 21% | 10 | 26% | 10 | 26% | 20 | 51% |
| Male | 71 | 7 | 10% | 64 | 90% | 13 | 20% | 19 | 30% | 17 | 27% | 15 | 23% | 32 | 50% |
| General Education Students | 102 | 8 | 8% | 94 | 92% | 16 | 17% | 26 | 28% | 27 | 29% | 25 | 27% | 52 | 55% |
| Students with Disabilities | 13 | 4 | 31% | 9 | 69% | 8 | 89% | 1 | 11% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 110 | 12 | 11% | 98 | 89% | 23 | 23% | 27 | 28% | 24 | 24% | 24 | 24% | 48 | 49% |
| Multiracial | 3 | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 4 | 80% |
| Economically Disadvantaged | 38 | 6 | 16% | 32 | 84% | 15 | 47% | 9 | 28% | 5 | 16% | 3 | 9% | 8 | 25% |
| Not Economically Disadvantaged | 77 | 6 | 8% | 71 | 92% | 9 | 13% | 18 | 25% | 22 | 31% | 22 | 31% | 44 | 62% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 114 | 12 | 11% | 102 | 89% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Not Homeless | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Not Migrant | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Parent Not in Armed Forces | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |

GRADE 6 MATH RESULTS

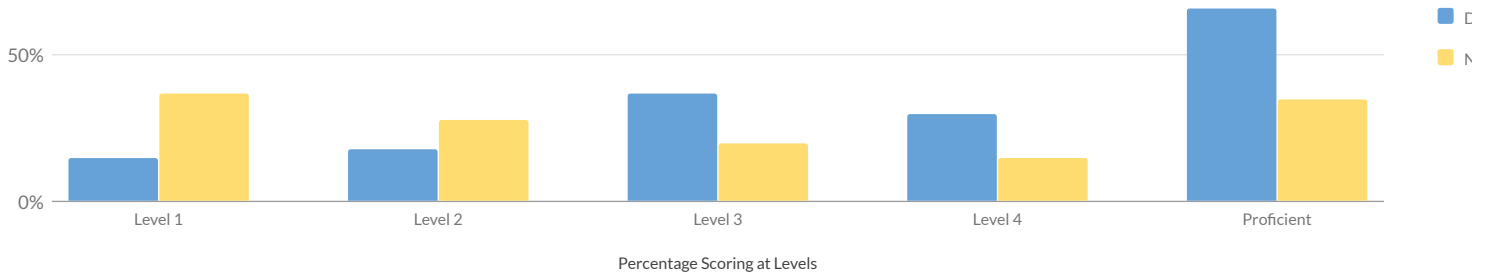
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Female | 52 | 7 | 13% | 45 | 87% | 7 | 16% | 10 | 22% | 15 | 33% | 13 | 29% | 28 | 62% |
| Male | 53 | 7 | 13% | 46 | 87% | 7 | 15% | 7 | 15% | 16 | 35% | 16 | 35% | 32 | 70% |
| General Education Students | 92 | 8 | 9% | 84 | 91% | 8 | 10% | 17 | 20% | 30 | 36% | 29 | 35% | 59 | 70% |
| Students with Disabilities | 13 | 6 | 46% | 7 | 54% | 6 | 86% | 0 | 0% | 1 | 14% | 0 | 0% | 1 | 14% |
| Hispanic or Latino | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 101 | 14 | 14% | 87 | 86% | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Economically Disadvantaged | 22 | 5 | 23% | 17 | 77% | 5 | 29% | 3 | 18% | 6 | 35% | 3 | 18% | 9 | 53% |
| Not Economically Disadvantaged | 83 | 9 | 11% | 74 | 89% | 9 | 12% | 14 | 19% | 25 | 34% | 26 | 35% | 51 | 69% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 104 | 13 | 13% | 91 | 88% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Not in Foster Care | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Not Homeless | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Not Migrant | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Parent Not in Armed Forces | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |

GRADE 7 MATH RESULTS

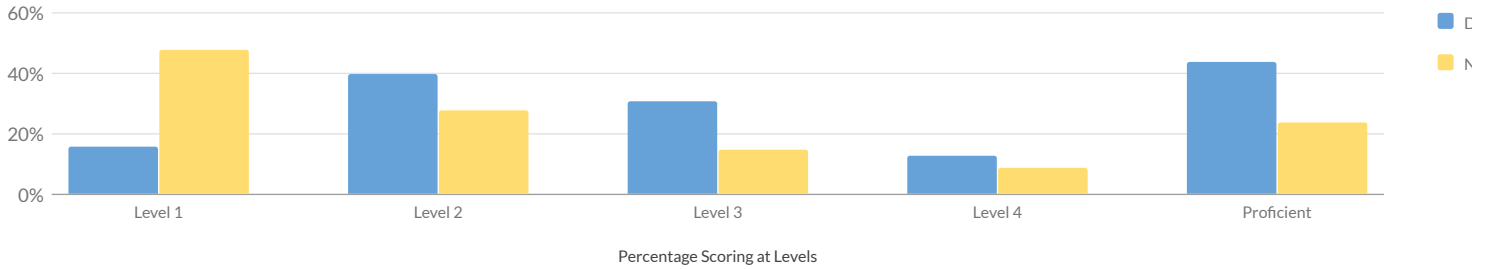
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Female | 39 | 9 | 23% | 30 | 77% | 4 | 13% | 7 | 23% | 13 | 43% | 6 | 20% | 19 | 63% |
| Male | 48 | 7 | 15% | 41 | 85% | 7 | 17% | 6 | 15% | 13 | 32% | 15 | 37% | 28 | 68% |
| General Education Students | 77 | 12 | 16% | 65 | 84% | 8 | 12% | 10 | 15% | 26 | 40% | 21 | 32% | 47 | 72% |
| Students with Disabilities | 10 | 4 | 40% | 6 | 60% | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 84 | 15 | 18% | 69 | 82% | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 86 | 15 | 17% | 71 | 83% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Economically Disadvantaged | 19 | 8 | 42% | 11 | 58% | 6 | 55% | 3 | 27% | 2 | 18% | 0 | 0% | 2 | 18% |
| Not Economically Disadvantaged | 68 | 8 | 12% | 60 | 88% | 5 | 8% | 10 | 17% | 24 | 40% | 21 | 35% | 45 | 75% |
| Non-English Language Learner | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Not in Foster Care | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Homeless | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 86 | 16 | 19% | 70 | 81% | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Parent Not in Armed Forces | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |

GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

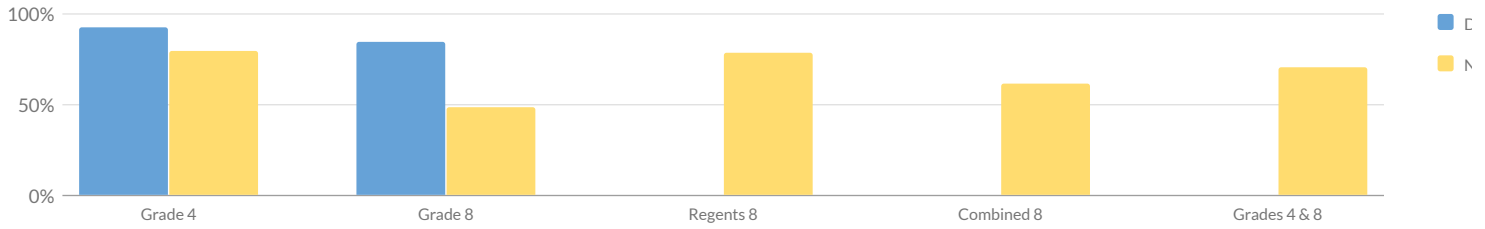


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Female | 54 | 25 | 46% | 29 | 54% | 2 | 7% | 14 | 48% | 11 | 38% | 2 | 7% | 13 | 45% |
| Male | 68 | 29 | 43% | 39 | 57% | 9 | 23% | 13 | 33% | 10 | 26% | 7 | 18% | 17 | 44% |
| General Education Students | 109 | 51 | 47% | 58 | 53% | 8 | 14% | 20 | 34% | 21 | 36% | 9 | 16% | 30 | 52% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 3 | 30% | 7 | 70% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 116 | 48 | 41% | 68 | 59% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Multiracial | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 33 | 14 | 42% | 19 | 58% | 4 | 21% | 8 | 42% | 5 | 26% | 2 | 11% | 7 | 37% |
| Not Economically Disadvantaged | 89 | 40 | 45% | 49 | 55% | 7 | 14% | 19 | 39% | 16 | 33% | 7 | 14% | 23 | 47% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 121 | 53 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Not in Foster Care | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Not Homeless | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Not Migrant | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Parent Not in Armed Forces | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------|-------|---|------------|-----|--------|-----|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 107 | | 3 | 3% | 104 | 97% | 2 | 2% | 5 | 5% | 39 | 38% | 58 | 56% | 97 | 93% |
| Grade 8 | 121 | | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Regents 8 | - | | 0 | 0% | 4 | 3% | - | - | - | - | - | - | - | - | - | - |
| Combined 8 | 121 | | 22 | 18% | 99 | 82% | - | - | - | - | - | - | - | - | - | - |
| Grades 4 & 8 | 228 | | 25 | 11% | 203 | 89% | - | - | - | - | - | - | - | - | - | - |

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

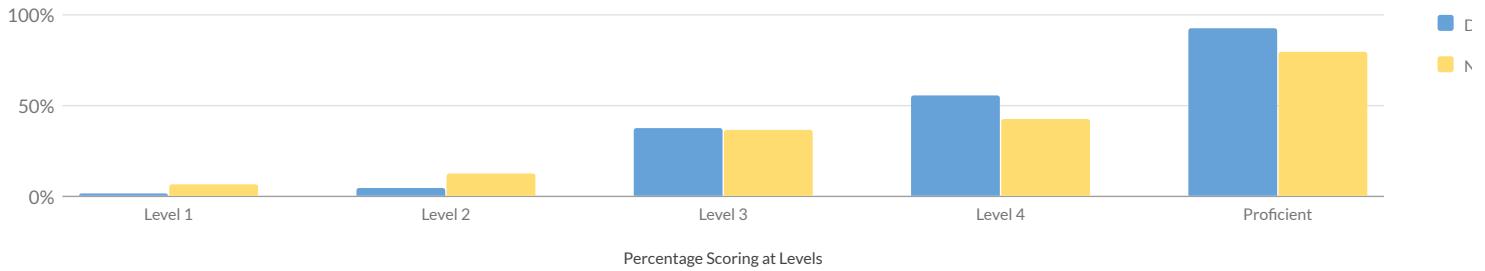
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

| Grade | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|-----------|--------------|--------------------|---|----------------|---|
| | | # | % | # | % |
| Regents 8 | 0 | 0 | - | 0 | - |

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

GRADE 4 SCIENCE RESULTS

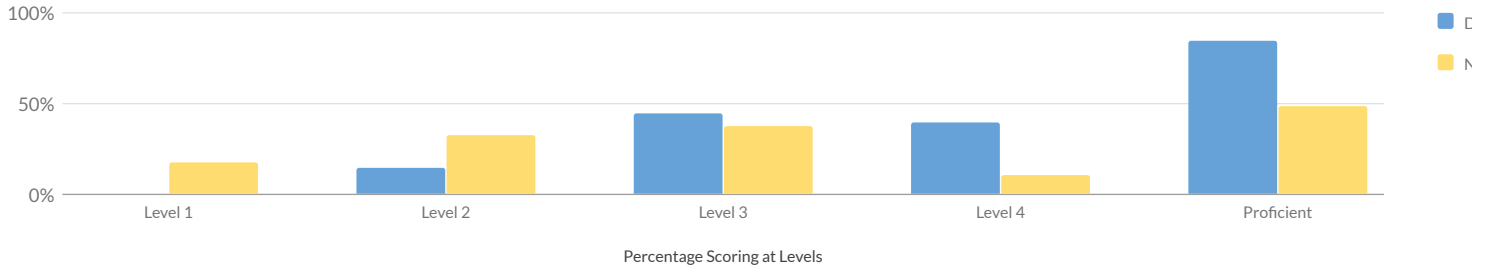
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|-----|--------|------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 107 | 3 | 3% | 104 | 97% | 2 | 2% | 5 | 5% | 39 | 38% | 58 | 56% | 97 | 93% |
| Female | 52 | 2 | 4% | 50 | 96% | 2 | 4% | 0 | 0% | 27 | 54% | 21 | 42% | 48 | 96% |
| Male | 55 | 1 | 2% | 54 | 98% | 0 | 0% | 5 | 9% | 12 | 22% | 37 | 69% | 49 | 91% |
| General Education Students | 93 | 2 | 2% | 91 | 98% | 1 | 1% | 2 | 2% | 37 | 41% | 51 | 56% | 88 | 97% |
| Students with Disabilities | 14 | 1 | 7% | 13 | 93% | 1 | 8% | 3 | 23% | 2 | 15% | 7 | 54% | 9 | 69% |
| Black or African American | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 1 | 13% | 4 | 50% | 3 | 38% | 7 | 88% |
| White | 93 | 2 | 2% | 91 | 98% | 2 | 2% | 4 | 4% | 34 | 37% | 51 | 56% | 85 | 93% |
| Multiracial | 5 | 1 | 20% | 4 | 80% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 0 | 0% | 1 | 20% | 4 | 80% | 5 | 100% |
| Economically Disadvantaged | 39 | 2 | 5% | 37 | 95% | 2 | 5% | 3 | 8% | 17 | 46% | 15 | 41% | 32 | 86% |
| Not Economically Disadvantaged | 68 | 1 | 1% | 67 | 99% | 0 | 0% | 2 | 3% | 22 | 33% | 43 | 64% | 65 | 97% |
| English Language Learner | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 105 | 3 | 3% | 102 | 97% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 107 | 3 | 3% | 104 | 97% | 2 | 2% | 5 | 5% | 39 | 38% | 58 | 56% | 97 | 93% |
| Not Homeless | 107 | 3 | 3% | 104 | 97% | 2 | 2% | 5 | 5% | 39 | 38% | 58 | 56% | 97 | 93% |
| Not Migrant | 107 | 3 | 3% | 104 | 97% | 2 | 2% | 5 | 5% | 39 | 38% | 58 | 56% | 97 | 93% |
| Parent Not in Armed Forces | 107 | 3 | 3% | 104 | 97% | 2 | 2% | 5 | 5% | 39 | 38% | 58 | 56% | 97 | 93% |

GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

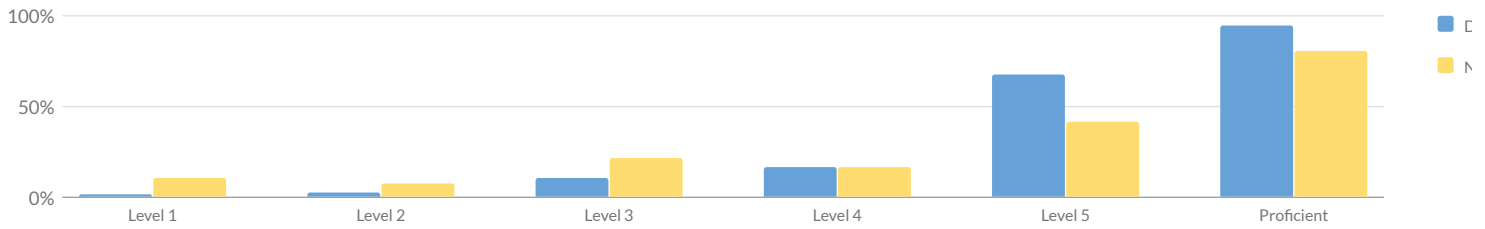


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Female | 54 | 12 | 22% | 42 | 78% | 0 | 0% | 5 | 12% | 20 | 48% | 17 | 40% | 37 | 88% |
| Male | 67 | 14 | 21% | 53 | 79% | 0 | 0% | 9 | 17% | 23 | 43% | 21 | 40% | 44 | 83% |
| General Education Students | 108 | 23 | 21% | 85 | 79% | 0 | 0% | 9 | 11% | 39 | 46% | 37 | 44% | 76 | 89% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 0 | 0% | 5 | 50% | 4 | 40% | 1 | 10% | 5 | 50% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 115 | 25 | 22% | 90 | 78% | 0 | 0% | 13 | 14% | 41 | 46% | 36 | 40% | 77 | 86% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 33 | 12 | 36% | 21 | 64% | 0 | 0% | 4 | 19% | 12 | 57% | 5 | 24% | 17 | 81% |
| Not Economically Disadvantaged | 88 | 14 | 16% | 74 | 84% | 0 | 0% | 10 | 14% | 31 | 42% | 33 | 45% | 64 | 86% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 120 | 26 | 22% | 94 | 78% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Not Homeless | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Not Migrant | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Parent Not in Armed Forces | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Percentage Scoring at Levels

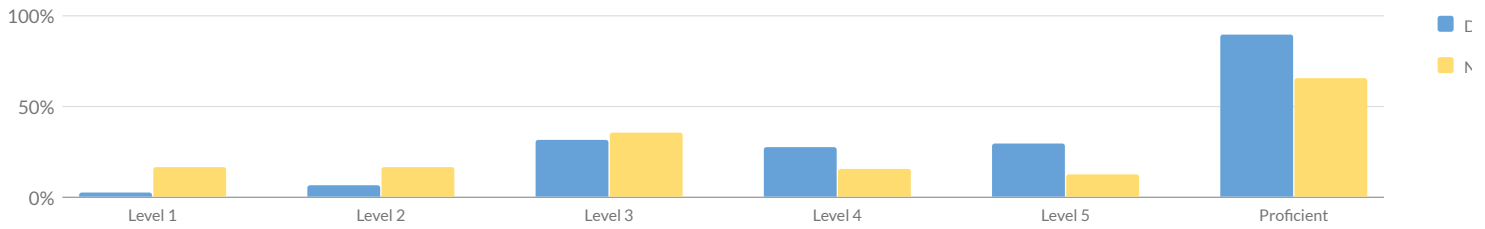
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 102 | 2 | 2% | 3 | 3% | 11 | 11% | 17 | 17% | 69 | 68% | 97 | 95% |
| Female | 44 | 0 | 0% | 1 | 2% | 3 | 7% | 6 | 14% | 34 | 77% | 43 | 98% |
| Male | 58 | 2 | 3% | 2 | 3% | 8 | 14% | 11 | 19% | 35 | 60% | 54 | 93% |
| General Education Students | 94 | 0 | 0% | 3 | 3% | 7 | 7% | 17 | 18% | 67 | 71% | 91 | 97% |
| Students with Disabilities | 8 | 2 | 25% | 0 | 0% | 4 | 50% | 0 | 0% | 2 | 25% | 6 | 75% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 6 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 95 | 1 | 1% | 3 | 3% | 9 | 9% | 17 | 18% | 65 | 68% | 91 | 96% |
| Small Group Total | 7 | 1 | 14% | 0 | 0% | 2 | 29% | 0 | 0% | 4 | 57% | 6 | 86% |
| Economically Disadvantaged | 21 | 1 | 5% | 3 | 14% | 6 | 29% | 5 | 24% | 6 | 29% | 17 | 81% |
| Not Economically Disadvantaged | 81 | 1 | 1% | 0 | 0% | 5 | 6% | 12 | 15% | 63 | 78% | 80 | 99% |
| Non-English Language Learner | 102 | 2 | 2% | 3 | 3% | 11 | 11% | 17 | 17% | 69 | 68% | 97 | 95% |
| Not in Foster Care | 102 | 2 | 2% | 3 | 3% | 11 | 11% | 17 | 17% | 69 | 68% | 97 | 95% |
| Not Homeless | 102 | 2 | 2% | 3 | 3% | 11 | 11% | 17 | 17% | 69 | 68% | 97 | 95% |
| Not Migrant | 102 | 2 | 2% | 3 | 3% | 11 | 11% | 17 | 17% | 69 | 68% | 97 | 95% |
| Parent Not in Armed Forces | 102 | 2 | 2% | 3 | 3% | 11 | 11% | 17 | 17% | 69 | 68% | 97 | 95% |

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 2 | 2 | 100 | 0 | 0 |
| Female | 2 | 2 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| Students with Disabilities | 1 | 1 | 100 | 0 | 0 |
| White | 2 | 2 | 100 | 0 | 0 |
| Economically Disadvantaged | 1 | 1 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 1 | 1 | 100 | 0 | 0 |
| Non-English Language Learner | 2 | 2 | 100 | 0 | 0 |
| Not in Foster Care | 2 | 2 | 100 | 0 | 0 |
| Not Homeless | 2 | 2 | 100 | 0 | 0 |
| Not Migrant | 2 | 2 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 2 | 2 | 100 | 0 | 0 |

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

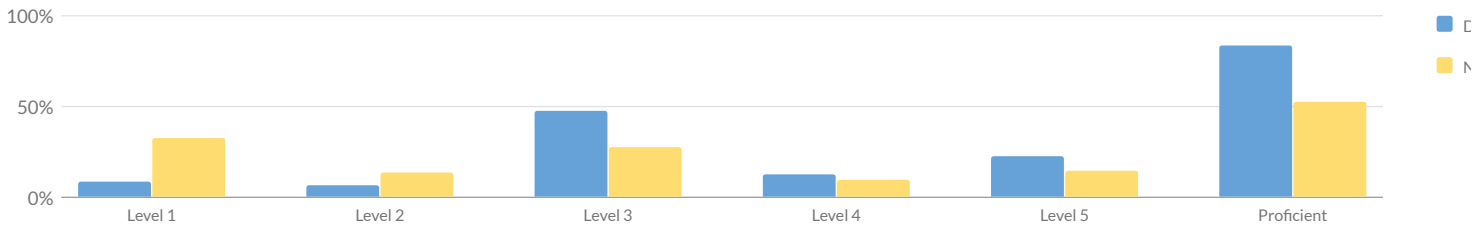
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Female | 57 | 2 | 4% | 3 | 5% | 19 | 33% | 16 | 28% | 17 | 30% | 52 | 91% |
| Male | 58 | 1 | 2% | 5 | 9% | 18 | 31% | 16 | 28% | 18 | 31% | 52 | 90% |
| General Education Students | 100 | 1 | 1% | 1 | 1% | 33 | 33% | 30 | 30% | 35 | 35% | 98 | 98% |
| Students with Disabilities | 15 | 2 | 13% | 7 | 47% | 4 | 27% | 2 | 13% | 0 | 0% | 6 | 40% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 3 | — | — | — | — | — | — | — | — | — | — | — | — |
| White | 108 | 3 | 3% | 8 | 7% | 36 | 33% | 28 | 26% | 33 | 31% | 97 | 90% |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 7 | 0 | 0% | 0 | 0% | 1 | 14% | 4 | 57% | 2 | 29% | 7 | 100% |
| Economically Disadvantaged | 32 | 3 | 9% | 6 | 19% | 10 | 31% | 8 | 25% | 5 | 16% | 23 | 72% |
| Not Economically Disadvantaged | 83 | 0 | 0% | 2 | 2% | 27 | 33% | 24 | 29% | 30 | 36% | 81 | 98% |
| English Language Learner | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 114 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Not Homeless | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Not Migrant | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Parent Not in Armed Forces | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 5 | 5 | 100 | 0 | 0 |
| Female | 4 | 4 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 5 | 5 | 100 | 0 | 0 |
| White | 4 | 4 | 100 | 0 | 0 |
| Multiracial | 1 | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 3 | 3 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Non-English Language Learner | 5 | 5 | 100 | 0 | 0 |
| Not in Foster Care | 5 | 5 | 100 | 0 | 0 |
| Not Homeless | 5 | 5 | 100 | 0 | 0 |
| Not Migrant | 5 | 5 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 5 | 5 | 100 | 0 | 0 |

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

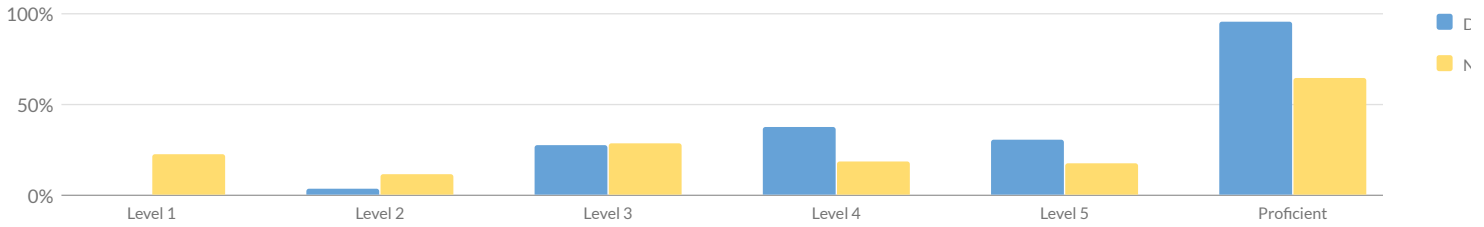
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|--------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Female | 47 | 2 | 4% | 4 | 9% | 25 | 53% | 4 | 9% | 12 | 26% | 41 | 87% |
| Male | 43 | 6 | 14% | 2 | 5% | 18 | 42% | 8 | 19% | 9 | 21% | 35 | 81% |
| General Education Students | 82 | 5 | 6% | 4 | 5% | 40 | 49% | 12 | 15% | 21 | 26% | 73 | 89% |
| Students with Disabilities | 8 | 3 | 38% | 2 | 25% | 3 | 38% | 0 | 0% | 0 | 0% | 3 | 38% |
| Black or African American | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 5 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 82 | 7 | 9% | 6 | 7% | 37 | 45% | 12 | 15% | 20 | 24% | 69 | 84% |
| Multiracial | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 8 | 1 | 13% | 0 | 0% | 6 | 75% | 0 | 0% | 1 | 13% | 7 | 88% |
| Economically Disadvantaged | 18 | 2 | 11% | 4 | 22% | 11 | 61% | 0 | 0% | 1 | 6% | 12 | 67% |
| Not Economically Disadvantaged | 72 | 6 | 8% | 2 | 3% | 32 | 44% | 12 | 17% | 20 | 28% | 64 | 89% |
| English Language Learner | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 89 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Not Homeless | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Not Migrant | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Parent Not in Armed Forces | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 4 | 4 | 100 | 0 | 0 |
| Male | 4 | 4 | 100 | 0 | 0 |
| General Education Students | 4 | 4 | 100 | 0 | 0 |
| White | 4 | 4 | 100 | 0 | 0 |
| Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Non-English Language Learner | 4 | 4 | 100 | 0 | 0 |
| Not in Foster Care | 4 | 4 | 100 | 0 | 0 |
| Not Homeless | 4 | 4 | 100 | 0 | 0 |
| Not Migrant | 4 | 4 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 4 | 4 | 100 | 0 | 0 |

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

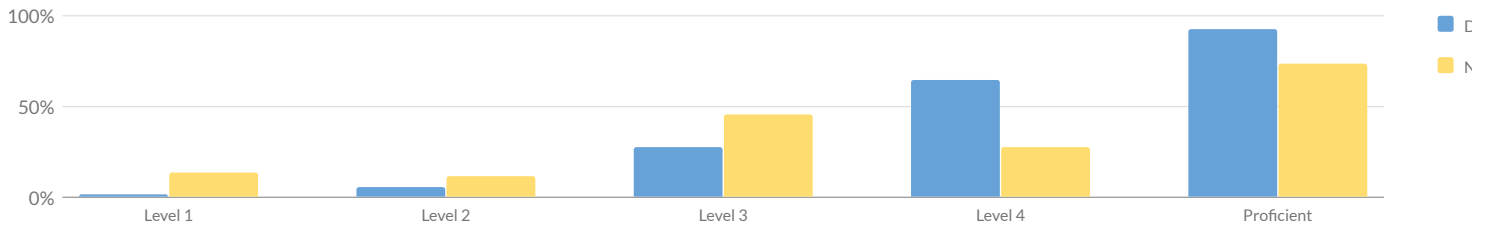
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Female | 43 | 0 | 0% | 3 | 7% | 11 | 26% | 13 | 30% | 16 | 37% | 40 | 93% |
| Male | 29 | 0 | 0% | 0 | 0% | 9 | 31% | 14 | 48% | 6 | 21% | 29 | 100% |
| General Education Students | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 68 | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Economically Disadvantaged | 8 | 0 | 0% | 2 | 25% | 4 | 50% | 1 | 13% | 1 | 13% | 6 | 75% |
| Not Economically Disadvantaged | 64 | 0 | 0% | 1 | 2% | 16 | 25% | 26 | 41% | 21 | 33% | 63 | 98% |
| Non-English Language Learner | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Not in Foster Care | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Not Homeless | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Not Migrant | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Parent Not in Armed Forces | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

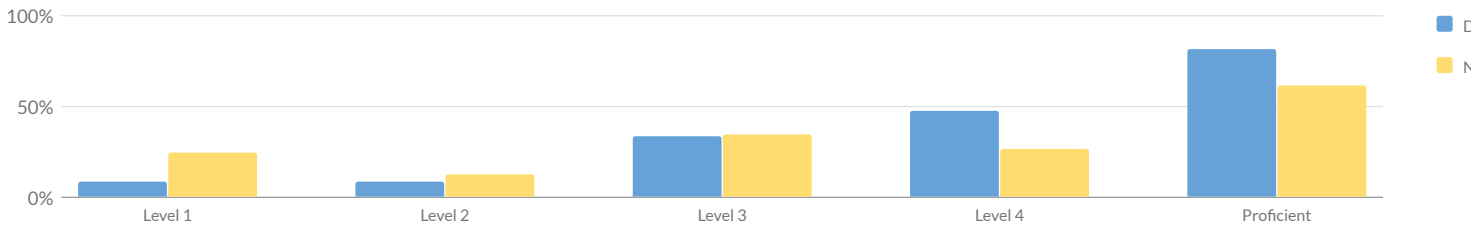
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Female | 60 | 2 | 3% | 4 | 7% | 16 | 27% | 38 | 63% | 54 | 90% |
| Male | 48 | 0 | 0% | 2 | 4% | 14 | 29% | 32 | 67% | 46 | 96% |
| General Education Students | 95 | 0 | 0% | 0 | 0% | 26 | 27% | 69 | 73% | 95 | 100% |
| Students with Disabilities | 13 | 2 | 15% | 6 | 46% | 4 | 31% | 1 | 8% | 5 | 38% |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 4 | – | – | – | – | – | – | – | – | – | – |
| White | 101 | 2 | 2% | 6 | 6% | 27 | 27% | 66 | 65% | 93 | 92% |
| Multiracial | 2 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total | 7 | 0 | 0% | 0 | 0% | 3 | 43% | 4 | 57% | 7 | 100% |
| Economically Disadvantaged | 25 | 2 | 8% | 4 | 16% | 12 | 48% | 7 | 28% | 19 | 76% |
| Not Economically Disadvantaged | 83 | 0 | 0% | 2 | 2% | 18 | 22% | 63 | 76% | 81 | 98% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 107 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Not Homeless | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Not Migrant | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Parent Not in Armed Forces | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 2 | 2 | 100 | 0 | 0 |
| Male | 2 | 2 | 100 | 0 | 0 |
| Students with Disabilities | 2 | 2 | 100 | 0 | 0 |
| White | 2 | 2 | 100 | 0 | 0 |
| Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Non-English Language Learner | 2 | 2 | 100 | 0 | 0 |
| Not in Foster Care | 2 | 2 | 100 | 0 | 0 |
| Not Homeless | 2 | 2 | 100 | 0 | 0 |
| Not Migrant | 2 | 2 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 2 | 2 | 100 | 0 | 0 |

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



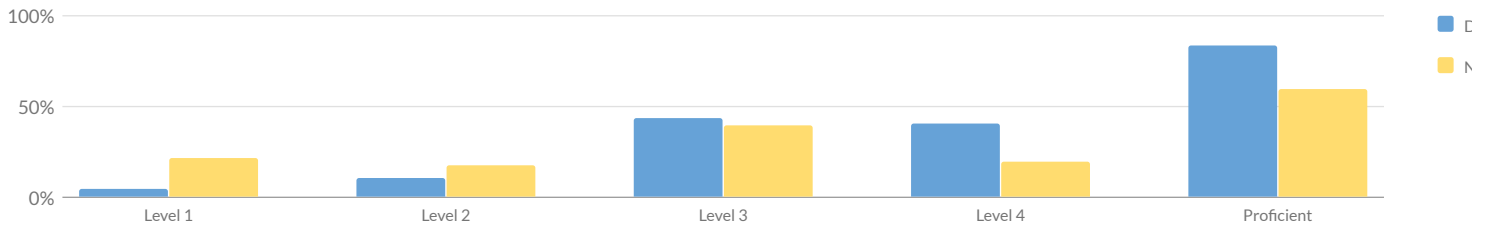
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |
| Female | 53 | 2 | 4% | 5 | 9% | 22 | 42% | 24 | 45% | 46 | 87% |
| Male | 58 | 8 | 14% | 5 | 9% | 16 | 28% | 29 | 50% | 45 | 78% |
| General Education Students | 98 | 5 | 5% | 6 | 6% | 34 | 35% | 53 | 54% | 87 | 89% |
| Students with Disabilities | 13 | 5 | 38% | 4 | 31% | 4 | 31% | 0 | 0% | 4 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 4 | - | - | - | - | - | - | - | - | - | - |
| White | 101 | 9 | 9% | 10 | 10% | 33 | 33% | 49 | 49% | 82 | 81% |
| Multiracial | 2 | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 10 | 1 | 10% | 0 | 0% | 5 | 50% | 4 | 40% | 9 | 90% |
| Economically Disadvantaged | 29 | 6 | 21% | 5 | 17% | 15 | 52% | 3 | 10% | 18 | 62% |
| Not Economically Disadvantaged | 82 | 4 | 5% | 5 | 6% | 23 | 28% | 50 | 61% | 73 | 89% |
| English Language Learner | 1 | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 110 | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |
| Not Homeless | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |
| Migrant | 1 | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 110 | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)

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

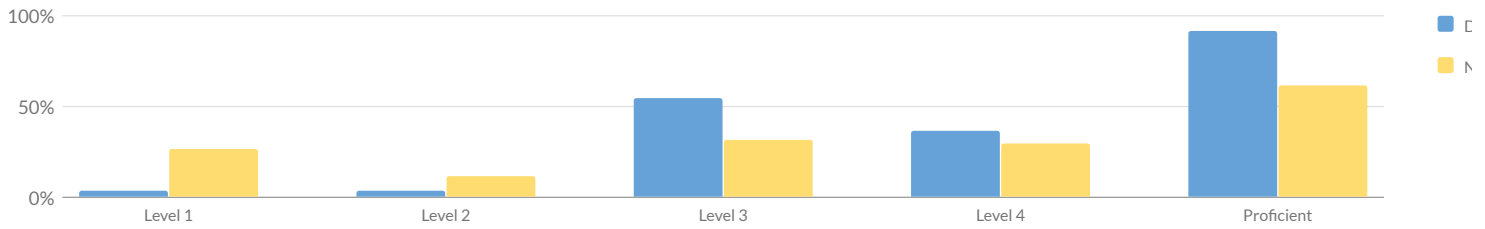
See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Female | 34 | 2 | 6% | 5 | 15% | 8 | 24% | 19 | 56% | 27 | 79% |
| Male | 30 | 1 | 3% | 2 | 7% | 20 | 67% | 7 | 23% | 27 | 90% |
| General Education Students | 63 | – | – | – | – | – | – | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – | – | – | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 3 | – | – | – | – | – | – | – | – | – | – |
| White | 59 | 2 | 3% | 7 | 12% | 27 | 46% | 23 | 39% | 50 | 85% |
| Multiracial | 1 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total | 5 | 1 | 20% | 0 | 0% | 1 | 20% | 3 | 60% | 4 | 80% |
| Economically Disadvantaged | 9 | 1 | 11% | 0 | 0% | 7 | 78% | 1 | 11% | 8 | 89% |
| Not Economically Disadvantaged | 55 | 2 | 4% | 7 | 13% | 21 | 38% | 25 | 45% | 46 | 84% |
| Non-English Language Learner | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Not in Foster Care | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Not Homeless | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Not Migrant | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Parent Not in Armed Forces | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |

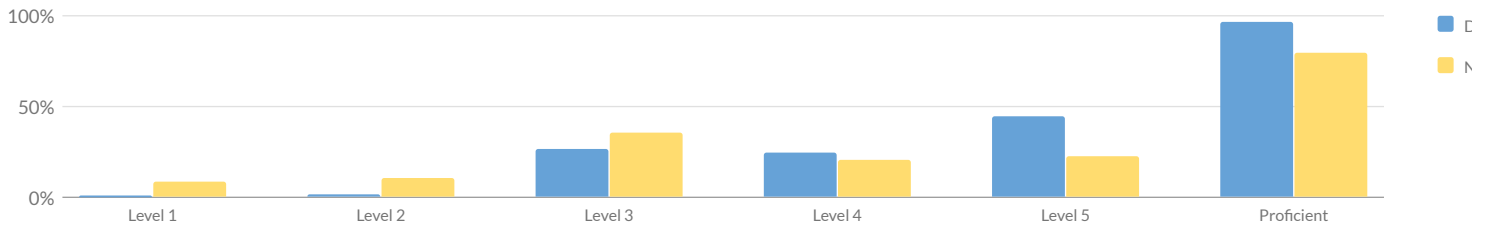
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Female | 23 | 1 | 4% | 0 | 0% | 14 | 61% | 8 | 35% | 22 | 96% |
| Male | 26 | 1 | 4% | 2 | 8% | 13 | 50% | 10 | 38% | 23 | 88% |
| General Education Students | 48 | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 1 | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 3 | - | - | - | - | - | - | - | - | - | - |
| White | 45 | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Economically Disadvantaged | 3 | - | - | - | - | - | - | - | - | - | - |
| Not Economically Disadvantaged | 46 | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Not in Foster Care | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Not Homeless | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Not Migrant | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Parent Not in Armed Forces | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|--------------------------------|--------|---------|----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |
| Female | 61 | 1 | 2% | 2 | 3% | 16 | 26% | 13 | 21% | 29 | 48% | 58 | 95% |
| Male | 46 | 0 | 0% | 0 | 0% | 13 | 28% | 14 | 30% | 19 | 41% | 46 | 100% |
| General Education Students | 93 | 0 | 0% | 0 | 0% | 19 | 20% | 27 | 29% | 47 | 51% | 93 | 100% |
| Students with Disabilities | 14 | 1 | 7% | 2 | 14% | 10 | 71% | 0 | 0% | 1 | 7% | 11 | 79% |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 7 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 96 | 1 | 1% | 2 | 2% | 27 | 28% | 21 | 22% | 45 | 47% | 93 | 97% |
| Multiracial | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 11 | 0 | 0% | 0 | 0% | 2 | 18% | 6 | 55% | 3 | 27% | 11 | 100% |
| Economically Disadvantaged | 25 | 1 | 4% | 2 | 8% | 14 | 56% | 3 | 12% | 5 | 20% | 22 | 88% |
| Not Economically Disadvantaged | 82 | 0 | 0% | 0 | 0% | 15 | 18% | 24 | 29% | 43 | 52% | 82 | 100% |
| English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 105 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |
| Not Homeless | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |
| Migrant | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 106 | - | - | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |

ANNUAL REGENTS EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)

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

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

| Subgroup | Exempt, Not Tested |
|---|--------------------|
| All Students | 147 |
| Female | 68 |
| Male | 79 |
| General Education Students | 136 |
| Students with Disabilities | 11 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 |
| Black or African American | 1 |
| Hispanic or Latino | 8 |
| White | 134 |
| Multiracial | 2 |
| Economically Disadvantaged | 33 |
| Not Economically Disadvantaged | 114 |
| English Language Learner | 1 |
| Non-English Language Learner | 146 |
| Not in Foster Care | 147 |
| Not Homeless | 147 |
| Migrant | 1 |
| Not Migrant | 146 |
| Parent Not in Armed Forces | 147 |

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

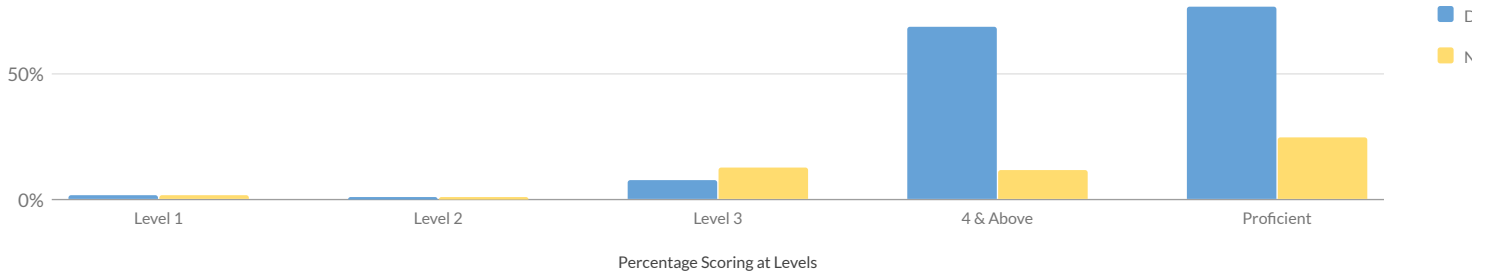
TOTAL COHORT REGENTS EXAMINATION RESULTS

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 (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|--------------|-----|--------|-----|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 127 | 25 | 20% | 102 | 80% | 3 | 2% | 1 | 1% | 10 | 8% | 88 | 69% |
| Female | 72 | 11 | 15% | 61 | 85% | 3 | 4% | 1 | 1% | 6 | 8% | 51 | 71% | 57 | 79% |
| Male | 55 | 14 | 25% | 41 | 75% | 0 | 0% | 0 | 0% | 4 | 7% | 37 | 67% | 41 | 75% |
| General Education Students | 113 | 19 | 17% | 94 | 83% | 2 | 2% | 0 | 0% | 6 | 5% | 86 | 76% | 92 | 81% |
| Students with Disabilities | 14 | 6 | 43% | 8 | 57% | 1 | 7% | 1 | 7% | 4 | 29% | 2 | 14% | 6 | 43% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 3 | 60% |
| White | 114 | 22 | 19% | 92 | 81% | 3 | 3% | 1 | 1% | 8 | 7% | 80 | 70% | 88 | 77% |
| Multiracial | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 13% | 6 | 75% | 7 | 88% |
| Economically Disadvantaged | 28 | 13 | 46% | 15 | 54% | 2 | 7% | 1 | 4% | 3 | 11% | 9 | 32% | 12 | 43% |
| Not Economically Disadvantaged | 99 | 12 | 12% | 87 | 88% | 1 | 1% | 0 | 0% | 7 | 7% | 79 | 80% | 86 | 87% |
| Non-English Language Learner | 127 | 25 | 20% | 102 | 80% | 3 | 2% | 1 | 1% | 10 | 8% | 88 | 69% | 98 | 77% |
| Not in Foster Care | 127 | 25 | 20% | 102 | 80% | 3 | 2% | 1 | 1% | 10 | 8% | 88 | 69% | 98 | 77% |
| Not Homeless | 127 | 25 | 20% | 102 | 80% | 3 | 2% | 1 | 1% | 10 | 8% | 88 | 69% | 98 | 77% |
| Not Migrant | 127 | 25 | 20% | 102 | 80% | 3 | 2% | 1 | 1% | 10 | 8% | 88 | 69% | 98 | 77% |
| Parent Not in Armed Forces | 127 | 25 | 20% | 102 | 80% | 3 | 2% | 1 | 1% | 10 | 8% | 88 | 69% | 98 | 77% |

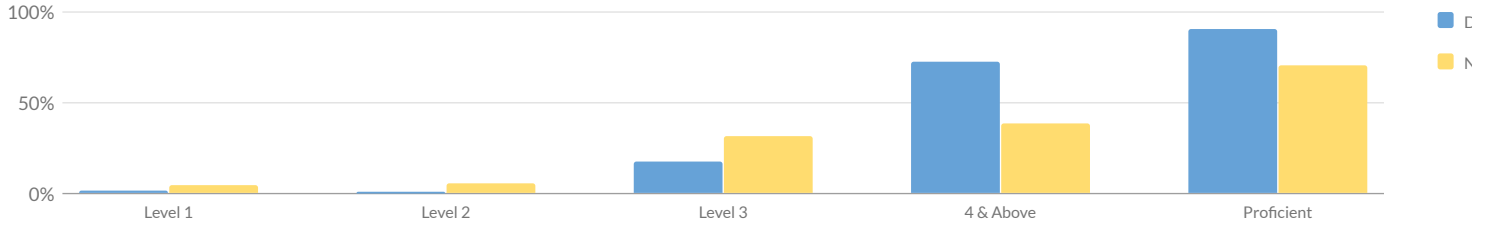
2018 TOTAL COHORT EXEMPTIONS IN ELA

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 119 | 19 | 16 | 100 | 84 |
| Female | 68 | 9 | 13 | 59 | 87 |
| Male | 51 | 10 | 20 | 41 | 80 |
| General Education Students | 107 | 15 | 14 | 92 | 86 |
| Students with Disabilities | 12 | 4 | 33 | 8 | 67 |
| Hispanic or Latino | 4 | 1 | 25 | 3 | 75 |
| White | 107 | 17 | 16 | 90 | 84 |
| Economically Disadvantaged | 24 | 10 | 42 | 14 | 58 |
| Not Economically Disadvantaged | 95 | 9 | 9 | 86 | 91 |
| Non-English Language Learner | 119 | 19 | 16 | 100 | 84 |
| Not in Foster Care | 119 | 19 | 16 | 100 | 84 |
| Not Homeless | 119 | 19 | 16 | 100 | 84 |
| Not Migrant | 119 | 19 | 16 | 100 | 84 |
| Parent Not in Armed Forces | 119 | 19 | 16 | 100 | 84 |

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

2018 TOTAL COHORT REGENTS IN MATH

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



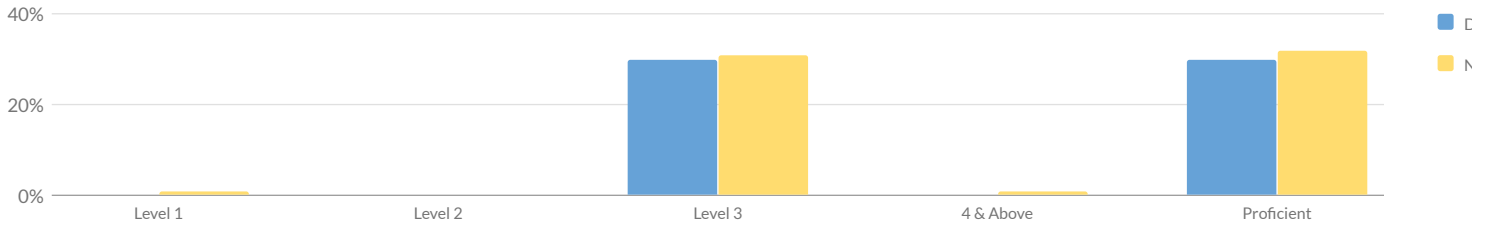
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 7 | 6% | 120 | 94% | 3 | 2% | 1 | 1% | 23 | 18% | 93 | 73% | 116 | 91% |
| Female | 72 | 3 | 4% | 69 | 96% | 2 | 3% | 0 | 0% | 11 | 15% | 56 | 78% | 67 | 93% |
| Male | 55 | 4 | 7% | 51 | 93% | 1 | 2% | 1 | 2% | 12 | 22% | 37 | 67% | 49 | 89% |
| General Education Students | 113 | 4 | 4% | 109 | 96% | 0 | 0% | 1 | 1% | 19 | 17% | 89 | 79% | 108 | 96% |
| Students with Disabilities | 14 | 3 | 21% | 11 | 79% | 3 | 21% | 0 | 0% | 4 | 29% | 4 | 29% | 8 | 57% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 3 | 60% |
| White | 114 | 5 | 4% | 109 | 96% | 3 | 3% | 1 | 1% | 20 | 18% | 85 | 75% | 105 | 92% |
| Multiracial | 3 | 0 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 8 | 100% |
| Economically Disadvantaged | 28 | 4 | 14% | 24 | 86% | 2 | 7% | 0 | 0% | 11 | 39% | 11 | 39% | 22 | 79% |
| Not Economically Disadvantaged | 99 | 3 | 3% | 96 | 97% | 1 | 1% | 1 | 1% | 12 | 12% | 82 | 83% | 94 | 95% |
| Non-English Language Learner | 127 | 7 | 6% | 120 | 94% | 3 | 2% | 1 | 1% | 23 | 18% | 93 | 73% | 116 | 91% |
| Not in Foster Care | 127 | 7 | 6% | 120 | 94% | 3 | 2% | 1 | 1% | 23 | 18% | 93 | 73% | 116 | 91% |
| Not Homeless | 127 | 7 | 6% | 120 | 94% | 3 | 2% | 1 | 1% | 23 | 18% | 93 | 73% | 116 | 91% |
| Not Migrant | 127 | 7 | 6% | 120 | 94% | 3 | 2% | 1 | 1% | 23 | 18% | 93 | 73% | 116 | 91% |
| Parent Not in Armed Forces | 127 | 7 | 6% | 120 | 94% | 3 | 2% | 1 | 1% | 23 | 18% | 93 | 73% | 116 | 91% |

2018 TOTAL COHORT EXEMPTIONS IN MATH

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 116 | 4 | 3 | 112 | 97 |
| Female | 68 | 2 | 3 | 66 | 97 |
| Male | 48 | 2 | 4 | 46 | 96 |
| General Education Students | 107 | 3 | 3 | 104 | 97 |
| Students with Disabilities | 9 | 1 | 11 | 8 | 89 |
| Hispanic or Latino | 5 | 2 | 40 | 3 | 60 |
| White | 104 | 2 | 2 | 102 | 98 |
| Economically Disadvantaged | 22 | 2 | 9 | 20 | 91 |
| Not Economically Disadvantaged | 94 | 2 | 2 | 92 | 98 |
| Non-English Language Learner | 116 | 4 | 3 | 112 | 97 |
| Not in Foster Care | 116 | 4 | 3 | 112 | 97 |
| Not Homeless | 116 | 4 | 3 | 112 | 97 |
| Not Migrant | 116 | 4 | 3 | 112 | 97 |
| Parent Not in Armed Forces | 116 | 4 | 3 | 112 | 97 |

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

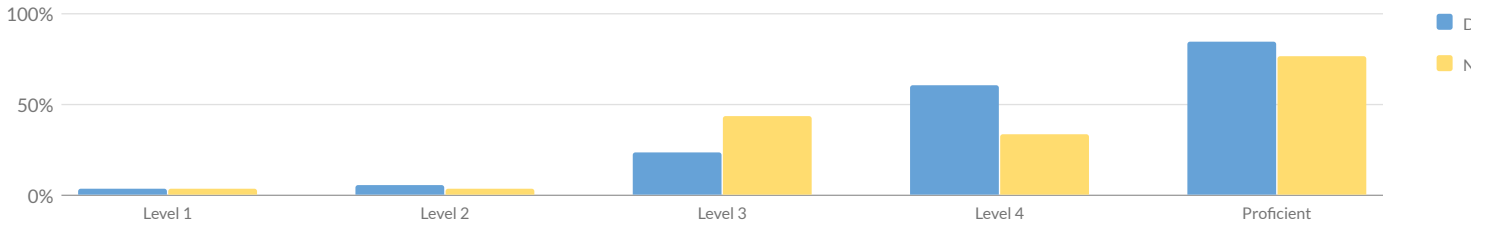
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|-----------------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 89 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Female | 72 | 45 | 63% | 27 | 38% | 0 | 0% | 0 | 0% | 27 | 38% | 0 | 0% | 27 | 38% |
| Male | 55 | 44 | 80% | 11 | 20% | 0 | 0% | 0 | 0% | 11 | 20% | 0 | 0% | 11 | 20% |
| General Education Students | 113 | 75 | 66% | 38 | 34% | 0 | 0% | 0 | 0% | 38 | 34% | 0 | 0% | 38 | 34% |
| Students with Disabilities | 14 | 14 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 1 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| White | 114 | 82 | 72% | 32 | 28% | 0 | 0% | 0 | 0% | 32 | 28% | 0 | 0% | 32 | 28% |
| Multiracial | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 3 | 38% | 5 | 63% | 0 | 0% | 0 | 0% | 5 | 63% | 0 | 0% | 5 | 63% |
| Economically Disadvantaged | 28 | 27 | 96% | 1 | 4% | 0 | 0% | 0 | 0% | 1 | 4% | 0 | 0% | 1 | 4% |
| Not Economically Disadvantaged | 99 | 62 | 63% | 37 | 37% | 0 | 0% | 0 | 0% | 37 | 37% | 0 | 0% | 37 | 37% |
| Non-English Language Learner | 127 | 89 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Not in Foster Care | 127 | 89 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Not Homeless | 127 | 89 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Not Migrant | 127 | 89 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Parent Not in Armed Forces | 127 | 89 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 122 | 84 | 69 | 38 | 31 |
| Female | 69 | 42 | 61 | 27 | 39 |
| Male | 53 | 42 | 79 | 11 | 21 |
| General Education Students | 110 | 72 | 65 | 38 | 35 |
| Students with Disabilities | 12 | 12 | 100 | 0 | 0 |
| Hispanic or Latino | 5 | 4 | 80 | 1 | 20 |
| White | 109 | 77 | 71 | 32 | 29 |
| Economically Disadvantaged | 26 | 25 | 96 | 1 | 4 |
| Not Economically Disadvantaged | 96 | 59 | 61 | 37 | 39 |
| Non-English Language Learner | 122 | 84 | 69 | 38 | 31 |
| Not in Foster Care | 122 | 84 | 69 | 38 | 31 |
| Not Homeless | 122 | 84 | 69 | 38 | 31 |
| Not Migrant | 122 | 84 | 69 | 38 | 31 |
| Parent Not in Armed Forces | 122 | 84 | 69 | 38 | 31 |

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

2018 TOTAL COHORT REGENTS IN SCIENCE



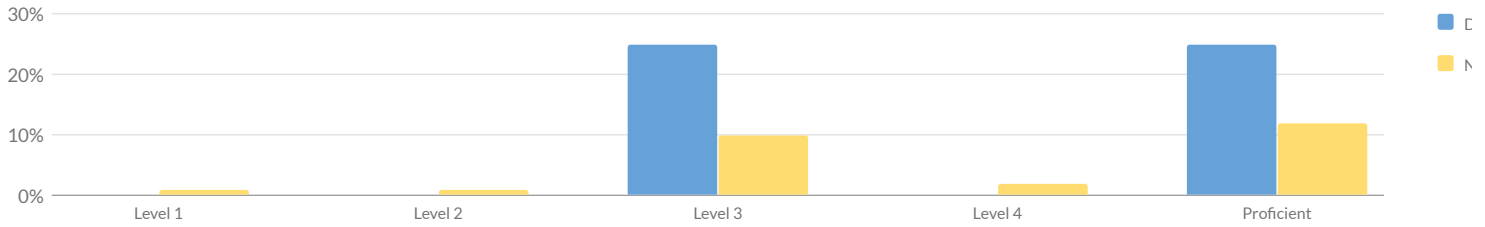
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|--------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 127 | 7 | 6% | 120 | 94% | 5 | 4% | 7 | 6% | 31 | 24% | 77 | 61% |
| Female | 72 | 4 | 6% | 68 | 94% | 3 | 4% | 5 | 7% | 15 | 21% | 45 | 63% | 60 | 83% |
| Male | 55 | 3 | 5% | 52 | 95% | 2 | 4% | 2 | 4% | 16 | 29% | 32 | 58% | 48 | 87% |
| General Education Students | 113 | 6 | 5% | 107 | 95% | 0 | 0% | 5 | 4% | 27 | 24% | 75 | 66% | 102 | 90% |
| Students with Disabilities | 14 | 1 | 7% | 13 | 93% | 5 | 36% | 2 | 14% | 4 | 29% | 2 | 14% | 6 | 43% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 3 | 60% |
| White | 114 | 4 | 4% | 110 | 96% | 5 | 4% | 7 | 6% | 29 | 25% | 69 | 61% | 98 | 86% |
| Multiracial | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 13% | 6 | 75% | 7 | 88% |
| Economically Disadvantaged | 28 | 3 | 11% | 25 | 89% | 3 | 11% | 5 | 18% | 12 | 43% | 5 | 18% | 17 | 61% |
| Not Economically Disadvantaged | 99 | 4 | 4% | 95 | 96% | 2 | 2% | 2 | 2% | 19 | 19% | 72 | 73% | 91 | 92% |
| Non-English Language Learner | 127 | 7 | 6% | 120 | 94% | 5 | 4% | 7 | 6% | 31 | 24% | 77 | 61% | 108 | 85% |
| Not in Foster Care | 127 | 7 | 6% | 120 | 94% | 5 | 4% | 7 | 6% | 31 | 24% | 77 | 61% | 108 | 85% |
| Not Homeless | 127 | 7 | 6% | 120 | 94% | 5 | 4% | 7 | 6% | 31 | 24% | 77 | 61% | 108 | 85% |
| Not Migrant | 127 | 7 | 6% | 120 | 94% | 5 | 4% | 7 | 6% | 31 | 24% | 77 | 61% | 108 | 85% |
| Parent Not in Armed Forces | 127 | 7 | 6% | 120 | 94% | 5 | 4% | 7 | 6% | 31 | 24% | 77 | 61% | 108 | 85% |

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 123 | 7 | 6 | 116 | 94 |
| Female | 71 | 4 | 6 | 67 | 94 |
| Male | 52 | 3 | 6 | 49 | 94 |
| General Education Students | 111 | 6 | 5 | 105 | 95 |
| Students with Disabilities | 12 | 1 | 8 | 11 | 92 |
| Hispanic or Latino | 5 | 2 | 40 | 3 | 60 |
| White | 110 | 4 | 4 | 106 | 96 |
| Economically Disadvantaged | 25 | 3 | 12 | 22 | 88 |
| Not Economically Disadvantaged | 98 | 4 | 4 | 94 | 96 |
| Non-English Language Learner | 123 | 7 | 6 | 116 | 94 |
| Not in Foster Care | 123 | 7 | 6 | 116 | 94 |
| Not Homeless | 123 | 7 | 6 | 116 | 94 |
| Not Migrant | 123 | 7 | 6 | 116 | 94 |
| Parent Not in Armed Forces | 123 | 7 | 6 | 116 | 94 |

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

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|--------------|------|--------|-----|---------|-----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 127 | 95 | 75% | 32 | 25% | 0 | 0% | 0 | 0% | 32 | 25% | 0 | 0% |
| Female | 72 | 50 | 69% | 22 | 31% | 0 | 0% | 0 | 0% | 22 | 31% | 0 | 0% | 22 | 31% |
| Male | 55 | 45 | 82% | 10 | 18% | 0 | 0% | 0 | 0% | 10 | 18% | 0 | 0% | 10 | 18% |
| General Education Students | 113 | 81 | 72% | 32 | 28% | 0 | 0% | 0 | 0% | 32 | 28% | 0 | 0% | 32 | 28% |
| Students with Disabilities | 14 | 14 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 2 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| White | 114 | 86 | 75% | 28 | 25% | 0 | 0% | 0 | 0% | 28 | 25% | 0 | 0% | 28 | 25% |
| Multiracial | 3 | 2 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 5 | 63% | 3 | 38% | 0 | 0% | 0 | 0% | 3 | 38% | 0 | 0% | 3 | 38% |
| Economically Disadvantaged | 28 | 28 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 99 | 67 | 68% | 32 | 32% | 0 | 0% | 0 | 0% | 32 | 32% | 0 | 0% | 32 | 32% |
| Non-English Language Learner | 127 | 95 | 75% | 32 | 25% | 0 | 0% | 0 | 0% | 32 | 25% | 0 | 0% | 32 | 25% |
| Not in Foster Care | 127 | 95 | 75% | 32 | 25% | 0 | 0% | 0 | 0% | 32 | 25% | 0 | 0% | 32 | 25% |
| Not Homeless | 127 | 95 | 75% | 32 | 25% | 0 | 0% | 0 | 0% | 32 | 25% | 0 | 0% | 32 | 25% |
| Not Migrant | 127 | 95 | 75% | 32 | 25% | 0 | 0% | 0 | 0% | 32 | 25% | 0 | 0% | 32 | 25% |
| Parent Not in Armed Forces | 127 | 95 | 75% | 32 | 25% | 0 | 0% | 0 | 0% | 32 | 25% | 0 | 0% | 32 | 25% |

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 120 | 88 | 73 | 32 | 27 |
| Female | 69 | 47 | 68 | 22 | 32 |
| Male | 51 | 41 | 80 | 10 | 20 |
| General Education Students | 107 | 75 | 70 | 32 | 30 |
| Students with Disabilities | 13 | 13 | 100 | 0 | 0 |
| Hispanic or Latino | 3 | 2 | 67 | 1 | 33 |
| White | 110 | 82 | 75 | 28 | 25 |
| Economically Disadvantaged | 25 | 25 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 95 | 63 | 66 | 32 | 34 |
| Non-English Language Learner | 120 | 88 | 73 | 32 | 27 |
| Not in Foster Care | 120 | 88 | 73 | 32 | 27 |
| Not Homeless | 120 | 88 | 73 | 32 | 27 |
| Not Migrant | 120 | 88 | 73 | 32 | 27 |
| Parent Not in Armed Forces | 120 | 88 | 73 | 32 | 27 |

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 (2021-22)

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.

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

| Grade | Total | | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|--------------|-------|------|------------|------|--------|------|----------|----|----------|----|---------------|----|-----------|----|-------------------------|----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Kindergarten | 2 | 100% | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 1 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 2 | 3 | 100% | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 3 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 4 | 2 | 100% | 0 | 0% | 2 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 5 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 6 | 1 | 100% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Grade 8 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 9 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 10 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Grade 11 | 1 | 100% | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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.

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

| Grade/Subject | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|-------------------------|-------|------------|------|--------|----|---------|----|---------|----|---------|----|---------|----|------------------------------|----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Secondary-Level ELA | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level Math | 10 | 10 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Secondary-Level Science | 10 | 10 | 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% |

EXPENDITURES PER PUPIL (2021-22)

| | Pupil Count | Federal | | State & Local | | Total | |
|---------------|-------------|-----------------|------------------------|------------------|------------------------|------------------|------------------------|
| | | Expenditures | Expenditures Per Pupil | Expenditures | Expenditures Per Pupil | Expenditures | Expenditures Per Pupil |
| This District | 1,340 | \$1,633,355 | \$1,219 | \$24,782,446 | \$18,494 | \$26,415,801 | \$19,713 |
| Statewide | 2,502,890 | \$7,164,487,299 | \$2,862 | \$57,586,108,928 | \$23,008 | \$64,750,596,227 | \$25,870 |

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS DISTRICT | 104 | 17 | 16% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---|-----|
| | | # | % |
| THIS DISTRICT | 104 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

TOTAL COHORT GRADUATION RATE (2021-22)

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 | GRAD RATE | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|---|-------|-----------|-----|-----------------------------------|-----|-----------------|-----|---------------|----|------------------|----|----------------|----|--------------|----|---------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 127 | 122 | 96% | 91 | 72% | 31 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 2 | 2% |
| Female | 72 | 70 | 97% | 56 | 78% | 14 | 19% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 1 | 1% |
| Male | 55 | 52 | 95% | 35 | 64% | 17 | 31% | 0 | 0% | 1 | 2% | 0 | 0% | 1 | 2% | 1 | 2% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 113 | 110 | 97% | 89 | 79% | 21 | 19% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 2 | 2% |
| Students with Disabilities | 14 | 12 | 86% | 2 | 14% | 10 | 71% | 0 | 0% | 1 | 7% | 0 | 0% | 1 | 7% | 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 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 5 | 4 | 80% | 2 | 40% | 2 | 40% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 20% |
| White | 114 | 110 | 96% | 83 | 73% | 27 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 1 | 1% |
| Multiracial | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | 28 | 24 | 86% | 8 | 29% | 16 | 57% | 0 | 0% | 1 | 4% | 1 | 4% | 0 | 0% | 2 | 7% |
| Not Economically Disadvantaged | 99 | 98 | 99% | 83 | 84% | 15 | 15% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 1% | 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 | 127 | 122 | 96% | 91 | 72% | 31 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 2 | 2% |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 127 | 122 | 96% | 91 | 72% | 31 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 2 | 2% |
| Homeless | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 127 | 122 | 96% | 91 | 72% | 31 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 2 | 2% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 127 | 122 | 96% | 91 | 72% | 31 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 2 | 2% |
| 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 | 127 | 122 | 96% | 91 | 72% | 31 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 1 | 1% | 2 | 2% |

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

[CRDC Data \(22.42 megabytes\)](#)

[CRDC Glossary and Guide](#)

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BURTON STREET ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State's ESSA plan 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.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021- 22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 \(71.63 kilobytes\)](#)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---------------------------|----------|--------|-------|-------|
| All Students | ELA | 189 | 123 | 3 |
| | Math | 191 | 125 | |
| | Science | 102 | 220 | |
| | Combined | 482 | 144 | |
| Black or African American | ELA | 1 | — | — |
| | Math | 1 | — | |
| | Science | 1 | — | |
| | Combined | 3 | — | |
| Hispanic or Latino | ELA | 12 | 108 | 2 |
| | Math | 12 | 75 | |
| | Science | 8 | 206 | |
| | Combined | 32 | 120 | |
| Multiracial | ELA | 4 | — | — |
| | Math | 4 | — | |
| | Science | 4 | — | |
| | Combined | 12 | — | |
| White | ELA | 172 | 124 | 3 |
| | Math | 174 | 127 | |
| | Science | 89 | 220 | |
| | Combined | 435 | 145 | |
| English Language Learner | ELA | 4 | — | — |
| | Math | 4 | — | |
| | Science | 3 | — | |
| | Combined | 11 | — | |

| Subgroup | Subject | Cohort | Index | Level |
|----------------------------|----------|--------|-------|-------|
| Students with Disabilities | ELA | 20 | 50 | 3 |
| | Math | 19 | 71 | |
| | Science | 13 | 189 | |
| | Combined | 52 | 92 | |
| Economically Disadvantaged | ELA | 64 | 73 | 2 |
| | Math | 62 | 87 | |
| | Science | 36 | 201 | |
| | Combined | 162 | 107 | |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---------------------------|----------|--------|-------|-------|
| All Students | ELA | 189 | 123 | 4 |
| | Math | 191 | 125 | |
| | Science | 102 | 220 | |
| | Combined | 482 | 144 | |
| Black or African American | ELA | 1 | — | — |
| | Math | 1 | — | |
| | Science | 1 | — | |
| | Combined | 3 | — | |
| Hispanic or Latino | ELA | 12 | 108 | 3 |
| | Math | 12 | 75 | |
| | Science | 8 | 206 | |
| | Combined | 32 | 120 | |
| Multiracial | ELA | 5 | 110 | — |
| | Math | 5 | 140 | |
| | Science | 5 | 200 | |
| | Combined | 15 | — | |
| White | ELA | 172 | 124 | 3 |
| | Math | 174 | 127 | |
| | Science | 89 | 220 | |
| | Combined | 435 | 145 | |
| English Language Learner | ELA | 4 | — | — |
| | Math | 4 | — | |
| | Science | 3 | — | |
| | Combined | 11 | — | |

| Subgroup | Subject | Cohort | Index | Level |
|----------------------------|----------|--------|-------|-------|
| Students with Disabilities | ELA | 23 | 44 | 4 |
| | Math | 23 | 59 | |
| | Science | 13 | 189 | |
| | Combined | 59 | 81 | |
| Economically Disadvantaged | ELA | 64 | 73 | 3 |
| | Math | 64 | 84 | |
| | Science | 36 | 201 | |
| | Combined | 164 | 106 | |

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 | 0 | — | — | — | — |
| Black or African American | 0 | — | — | — | — |
| Hispanic or Latino | 4 | — | — | — | — |
| Multiracial | 0 | — | — | — | — |
| White | 3 | — | — | — | — |
| 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 | 372 | 90 | 24.2% | 3 |
| American Indian or Alaska Native | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — |
| Black or African American | 3 | — | — | — |
| Hispanic or Latino | 16 | — | — | — |
| Multiracial | 8 | — | — | — |
| White | 344 | 84 | 24.4% | 3 |
| English Language Learner | 10 | — | — | — |
| Students with Disabilities | 42 | 12 | 28.6% | 3 |
| Economically Disadvantaged | 115 | 38 | 33% | 3 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | ✓ | 203 | 95.6% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| Black or African American | — | 1 | — |
| Hispanic or Latino | — | 12 | — |
| Multiracial | — | 5 | — |
| White | ✓ | 185 | 95.7% |
| English Language Learner | — | 3 | — |
| Students with Disabilities | — | 24 | — |
| Economically Disadvantaged | ✓ | 70 | 95.7% |

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | ✓ | 203 | 96.6% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 0 | — |
| Black or African American | — | 1 | — |
| Hispanic or Latino | — | 12 | — |
| Multiracial | — | 5 | — |
| White | ✓ | 185 | 96.8% |
| English Language Learner | — | 3 | — |
| Students with Disabilities | — | 24 | — |
| Economically Disadvantaged | ✗ | 70 | 92.9% |

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CAZENOVIA MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents’ effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State’s ESSA plan 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.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 273 | 152 | 3 |
| | Math | 263 | 157 | |
| | Science | – | – | |
| | Combined | 536 | 154 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 2 | – | – |
| | Math | 1 | – | |
| | Science | – | – | |
| | Combined | 3 | – | |
| Hispanic or Latino | ELA | 4 | – | – |
| | Math | 4 | – | |
| | Science | – | – | |
| | Combined | 8 | – | |
| Multiracial | ELA | 6 | 217 | – |
| | Math | 6 | 183 | |
| | Science | – | – | |
| | Combined | 12 | – | |
| White | ELA | 261 | 150 | 3 |
| | Math | 252 | 156 | |
| | Science | – | – | |
| | Combined | 513 | 153 | |
| English Language Learner | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | – | – | |
| | Combined | 2 | – | |
| Students with Disabilities | ELA | 26 | 50 | 2 |
| | Math | 20 | 30 | |
| | Science | – | – | |
| | Combined | 46 | 41 | |
| Economically Disadvantaged | ELA | 63 | 96 | 2 |
| | Math | 58 | 97 | |
| | Science | – | – | |
| | Combined | 121 | 96 | |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 289 | 143 | 3 |
| | Math | 290 | 142 | |
| | Science | – | – | |
| | Combined | 579 | 143 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 2 | – | – |
| | Math | 2 | – | |
| | Science | – | – | |
| | Combined | 4 | – | |
| Hispanic or Latino | ELA | 4 | – | – |
| | Math | 4 | – | |
| | Science | – | – | |
| | Combined | 8 | – | |
| Multiracial | ELA | 6 | 217 | – |
| | Math | 6 | 183 | |
| | Science | – | – | |
| | Combined | 12 | – | |
| White | ELA | 277 | 141 | 3 |
| | Math | 278 | 142 | |
| | Science | – | – | |
| | Combined | 555 | 141 | |
| English Language Learner | ELA | 2 | – | – |
| | Math | 2 | – | |
| | Science | – | – | |
| | Combined | 4 | – | |
| Students with Disabilities | ELA | 31 | 42 | 2 |
| | Math | 32 | 19 | |
| | Science | – | – | |
| | Combined | 63 | 30 | |
| Economically Disadvantaged | ELA | 72 | 84 | 2 |
| | Math | 73 | 77 | |
| | Science | – | – | |
| | Combined | 145 | 80 | |

ELEMENTARY/MIDDLE 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 | 0 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 1 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 0 | – | – | – | – |
| English Language Learner | 1 | – | – | – | – |
| Students with Disabilities | 1 | – | – | – | – |
| Economically Disadvantaged | 1 | – | – | – | – |

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 315 | 79 | 25.1% | 3 |
| American Indian or Alaska Native | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic or Latino | 5 | – | – | – |
| Multiracial | 6 | – | – | – |
| White | 302 | 76 | 25.2% | 3 |
| English Language Learner | 2 | – | – | – |
| Students with Disabilities | 40 | 14 | 35% | 3 |
| Economically Disadvantaged | 82 | 38 | 46.3% | 2 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 306 | 89.9% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 2 | – |
| Black or African American | – | 0 | – |
| Hispanic or Latino | – | 4 | – |
| Multiracial | – | 6 | – |
| White | X | 294 | 89.5% |
| English Language Learner | – | 2 | – |
| Students with Disabilities | – | 35 | – |
| Economically Disadvantaged | X | 78 | 83.3% |

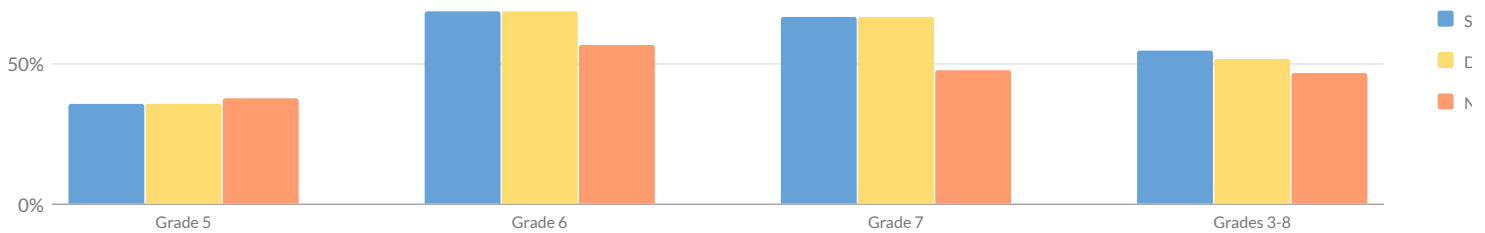
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 307 | 86.3% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 2 | – |
| Black or African American | – | 0 | – |
| Hispanic or Latino | – | 4 | – |
| Multiracial | – | 6 | – |
| White | X | 295 | 86.1% |
| English Language Learner | – | 2 | – |
| Students with Disabilities | – | 36 | – |
| Economically Disadvantaged | X | 79 | 75.9% |

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

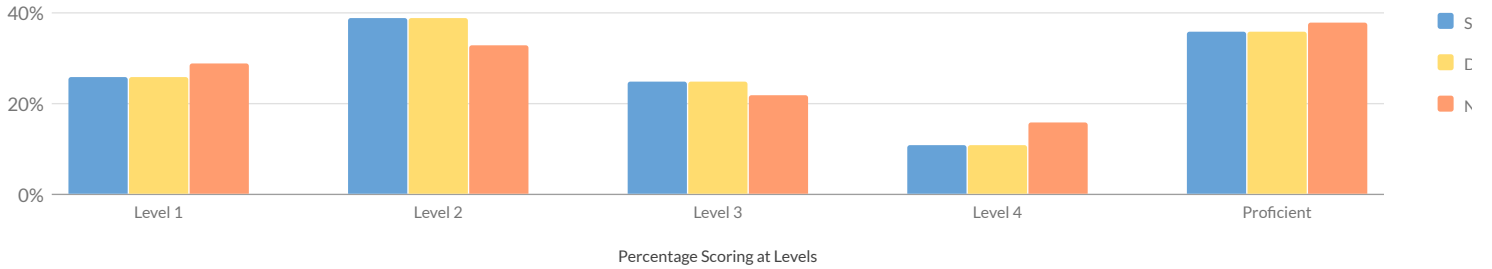


Percent Proficient

| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 115 | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Grade 6 | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Grade 7 | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Grades 3-8 | 307 | 32 | 10% | 275 | 90% | 50 | 18% | 73 | 27% | 77 | 28% | 75 | 27% | 152 | 55% |

GRADE 5 ELA RESULTS

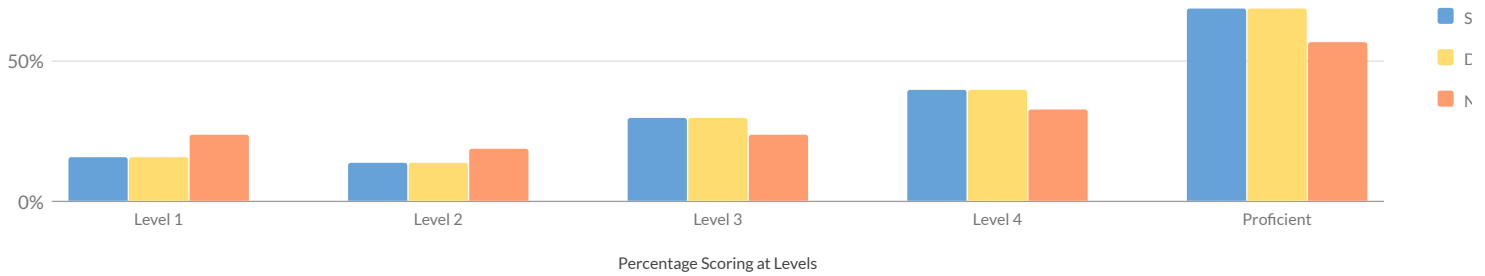
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|---|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Female | 44 | | 3 | 7% | 41 | 93% | 8 | 20% | 14 | 34% | 11 | 27% | 8 | 20% | 19 | 46% |
| Male | 71 | | 3 | 4% | 68 | 96% | 20 | 29% | 28 | 41% | 16 | 24% | 4 | 6% | 20 | 29% |
| General Education Students | 102 | | 4 | 4% | 98 | 96% | 20 | 20% | 39 | 40% | 27 | 28% | 12 | 12% | 39 | 40% |
| Students with Disabilities | 13 | | 2 | 15% | 11 | 85% | 8 | 73% | 3 | 27% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 110 | | 6 | 5% | 104 | 95% | 28 | 27% | 41 | 39% | 25 | 24% | 10 | 10% | 35 | 34% |
| Multiracial | 3 | | 0 | 0% | 3 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | | 0 | 0% | 5 | 100% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 38 | | 3 | 8% | 35 | 92% | 17 | 49% | 13 | 37% | 4 | 11% | 1 | 3% | 5 | 14% |
| Not Economically Disadvantaged | 77 | | 3 | 4% | 74 | 96% | 11 | 15% | 29 | 39% | 23 | 31% | 11 | 15% | 34 | 46% |
| English Language Learner | 1 | | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 114 | | 6 | 5% | 108 | 95% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Not Homeless | 115 | | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Not Migrant | 115 | | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |
| Parent Not in Armed Forces | 115 | | 6 | 5% | 109 | 95% | 28 | 26% | 42 | 39% | 27 | 25% | 12 | 11% | 39 | 36% |

GRADE 6 ELA RESULTS

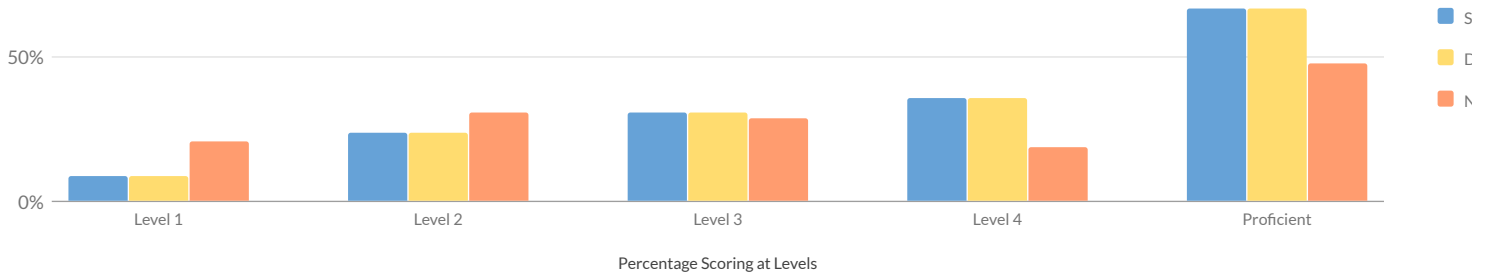
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Female | 52 | 8 | 15% | 44 | 85% | 7 | 16% | 5 | 11% | 14 | 32% | 18 | 41% | 32 | 73% |
| Male | 53 | 6 | 11% | 47 | 89% | 8 | 17% | 8 | 17% | 13 | 28% | 18 | 38% | 31 | 66% |
| General Education Students | 92 | 11 | 12% | 81 | 88% | 9 | 11% | 10 | 12% | 26 | 32% | 36 | 44% | 62 | 77% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 6 | 60% | 3 | 30% | 1 | 10% | 0 | 0% | 1 | 10% |
| Hispanic or Latino | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 101 | 14 | 14% | 87 | 86% | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Economically Disadvantaged | 22 | 4 | 18% | 18 | 82% | 8 | 44% | 1 | 6% | 4 | 22% | 5 | 28% | 9 | 50% |
| Not Economically Disadvantaged | 83 | 10 | 12% | 73 | 88% | 7 | 10% | 12 | 16% | 23 | 32% | 31 | 42% | 54 | 74% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 104 | 13 | 13% | 91 | 88% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Not in Foster Care | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Not Homeless | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Not Migrant | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |
| Parent Not in Armed Forces | 105 | 14 | 13% | 91 | 87% | 15 | 16% | 13 | 14% | 27 | 30% | 36 | 40% | 63 | 69% |

GRADE 7 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

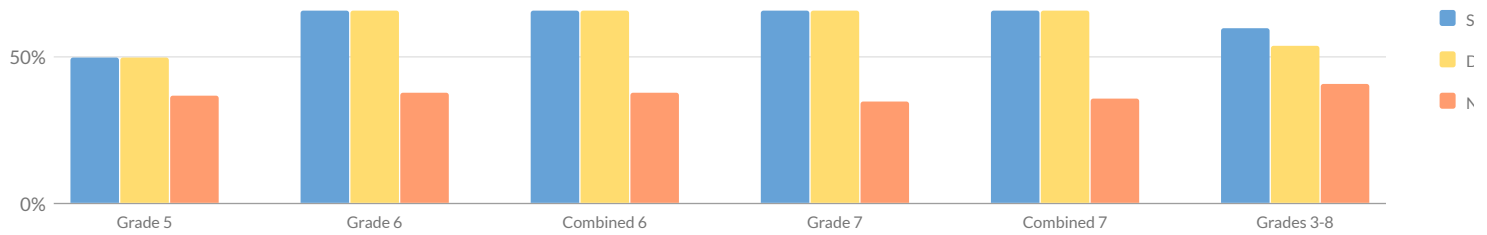


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Female | 39 | 6 | 15% | 33 | 85% | 0 | 0% | 7 | 21% | 13 | 39% | 13 | 39% | 26 | 79% |
| Male | 48 | 6 | 13% | 42 | 88% | 7 | 17% | 11 | 26% | 10 | 24% | 14 | 33% | 24 | 57% |
| General Education Students | 77 | 9 | 12% | 68 | 88% | 5 | 7% | 13 | 19% | 23 | 34% | 27 | 40% | 50 | 74% |
| Students with Disabilities | 10 | 3 | 30% | 7 | 70% | 2 | 29% | 5 | 71% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 84 | 12 | 14% | 72 | 86% | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Economically Disadvantaged | 19 | 7 | 37% | 12 | 63% | 2 | 17% | 6 | 50% | 1 | 8% | 3 | 25% | 4 | 33% |
| Not Economically Disadvantaged | 68 | 5 | 7% | 63 | 93% | 5 | 8% | 12 | 19% | 22 | 35% | 24 | 38% | 46 | 73% |
| Non-English Language Learner | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Not in Foster Care | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Homeless | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 86 | 12 | 14% | 74 | 86% | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |
| Parent Not in Armed Forces | 87 | 12 | 14% | 75 | 86% | 7 | 9% | 18 | 24% | 23 | 31% | 27 | 36% | 50 | 67% |

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



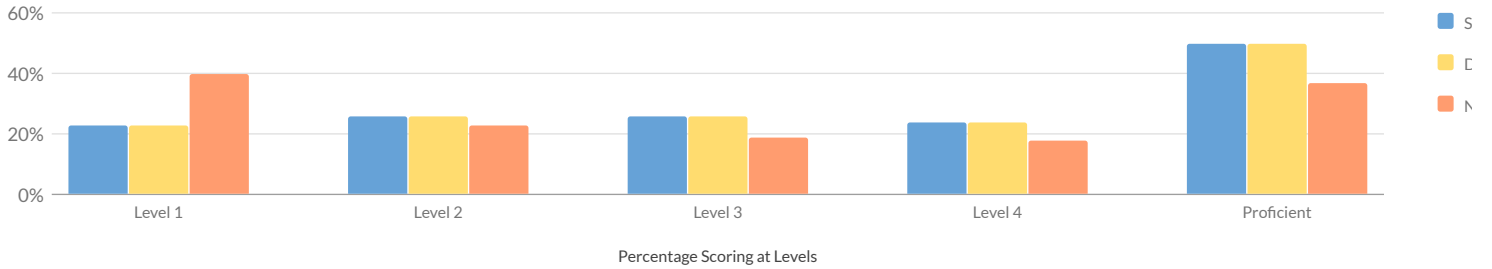
Percent Proficient

| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 5 | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Grade 6 | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Combined 6 | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Grade 7 | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Combined 7 | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Grades 3-8 | 307 | 42 | 14% | 265 | 86% | 49 | 18% | 57 | 22% | 84 | 32% | 75 | 28% | 159 | 60% |

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

GRADE 5 MATH RESULTS

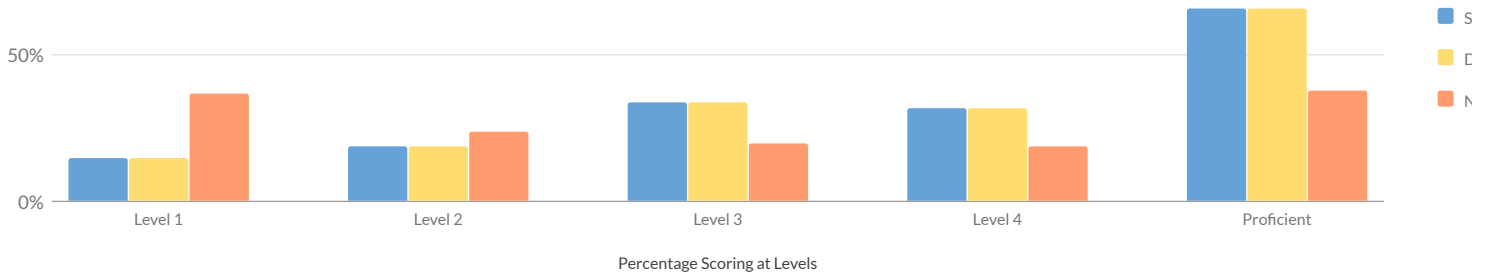
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Female | 44 | 5 | 11% | 39 | 89% | 11 | 28% | 8 | 21% | 10 | 26% | 10 | 26% | 20 | 51% |
| Male | 71 | 7 | 10% | 64 | 90% | 13 | 20% | 19 | 30% | 17 | 27% | 15 | 23% | 32 | 50% |
| General Education Students | 102 | 8 | 8% | 94 | 92% | 16 | 17% | 26 | 28% | 27 | 29% | 25 | 27% | 52 | 55% |
| Students with Disabilities | 13 | 4 | 31% | 9 | 69% | 8 | 89% | 1 | 11% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 110 | 12 | 11% | 98 | 89% | 23 | 23% | 27 | 28% | 24 | 24% | 24 | 24% | 48 | 49% |
| Multiracial | 3 | 0 | 0% | 3 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 5 | 0 | 0% | 5 | 100% | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 4 | 80% |
| Economically Disadvantaged | 38 | 6 | 16% | 32 | 84% | 15 | 47% | 9 | 28% | 5 | 16% | 3 | 9% | 8 | 25% |
| Not Economically Disadvantaged | 77 | 6 | 8% | 71 | 92% | 9 | 13% | 18 | 25% | 22 | 31% | 22 | 31% | 44 | 62% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 114 | 12 | 11% | 102 | 89% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Not Homeless | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Not Migrant | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |
| Parent Not in Armed Forces | 115 | 12 | 10% | 103 | 90% | 24 | 23% | 27 | 26% | 27 | 26% | 25 | 24% | 52 | 50% |

GRADE 6 MATH RESULTS

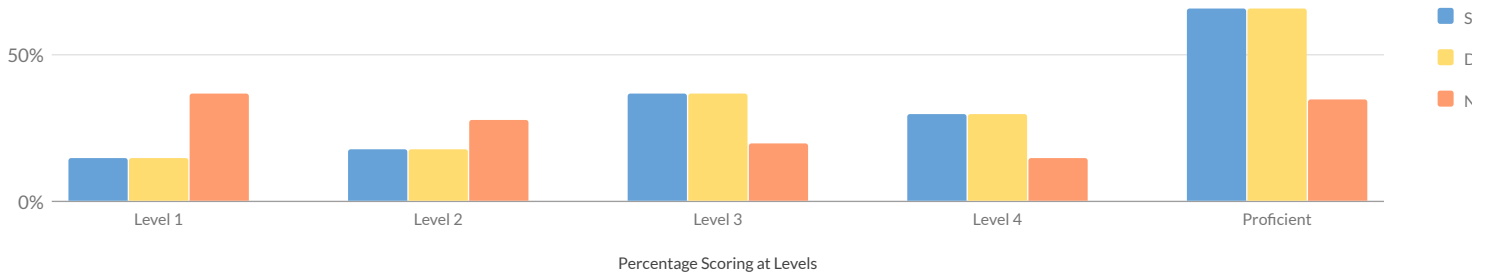
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Female | 52 | 7 | 13% | 45 | 87% | 7 | 16% | 10 | 22% | 15 | 33% | 13 | 29% | 28 | 62% |
| Male | 53 | 7 | 13% | 46 | 87% | 7 | 15% | 7 | 15% | 16 | 35% | 16 | 35% | 32 | 70% |
| General Education Students | 92 | 8 | 9% | 84 | 91% | 8 | 10% | 17 | 20% | 30 | 36% | 29 | 35% | 59 | 70% |
| Students with Disabilities | 13 | 6 | 46% | 7 | 54% | 6 | 86% | 0 | 0% | 1 | 14% | 0 | 0% | 1 | 14% |
| Hispanic or Latino | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 101 | 14 | 14% | 87 | 86% | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 2 | 0 | 0% | 2 | 100% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Economically Disadvantaged | 22 | 5 | 23% | 17 | 77% | 5 | 29% | 3 | 18% | 6 | 35% | 3 | 18% | 9 | 53% |
| Not Economically Disadvantaged | 83 | 9 | 11% | 74 | 89% | 9 | 12% | 14 | 19% | 25 | 34% | 26 | 35% | 51 | 69% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 104 | 13 | 13% | 91 | 88% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Not in Foster Care | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Not Homeless | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Not Migrant | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |
| Parent Not in Armed Forces | 105 | 14 | 13% | 91 | 87% | 14 | 15% | 17 | 19% | 31 | 34% | 29 | 32% | 60 | 66% |

GRADE 7 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.



| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Female | 39 | 9 | 23% | 30 | 77% | 4 | 13% | 7 | 23% | 13 | 43% | 6 | 20% | 19 | 63% |
| Male | 48 | 7 | 15% | 41 | 85% | 7 | 17% | 6 | 15% | 13 | 32% | 15 | 37% | 28 | 68% |
| General Education Students | 77 | 12 | 16% | 65 | 84% | 8 | 12% | 10 | 15% | 26 | 40% | 21 | 32% | 47 | 72% |
| Students with Disabilities | 10 | 4 | 40% | 6 | 60% | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 84 | 15 | 18% | 69 | 82% | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 86 | 15 | 17% | 71 | 83% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Economically Disadvantaged | 19 | 8 | 42% | 11 | 58% | 6 | 55% | 3 | 27% | 2 | 18% | 0 | 0% | 2 | 18% |
| Not Economically Disadvantaged | 68 | 8 | 12% | 60 | 88% | 5 | 8% | 10 | 17% | 24 | 40% | 21 | 35% | 45 | 75% |
| Non-English Language Learner | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Not in Foster Care | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Homeless | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 86 | 16 | 19% | 70 | 81% | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |
| Parent Not in Armed Forces | 87 | 16 | 18% | 71 | 82% | 11 | 15% | 13 | 18% | 26 | 37% | 21 | 30% | 47 | 66% |

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2021-22)

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.

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

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

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% |

EXPENDITURES PER PUPIL (2021-22)

| | Pupil Count | Federal | | State & Local | | Total | |
|---------------|-------------|-----------------|------------------------|------------------|------------------------|------------------|------------------------|
| | | Expenditures | Expenditures Per Pupil | Expenditures | Expenditures Per Pupil | Expenditures | Expenditures Per Pupil |
| This School | 311 | \$258,166 | \$830 | \$4,207,643 | \$13,529 | \$4,465,809 | \$14,360 |
| This District | 1,340 | \$1,633,355 | \$1,219 | \$24,782,446 | \$18,494 | \$26,415,801 | \$19,713 |
| Statewide | 2,502,890 | \$7,164,487,299 | \$2,862 | \$57,586,108,928 | \$23,008 | \$64,750,596,227 | \$25,870 |

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS SCHOOL | 25 | 5 | 20% | 1 | 1 | 100% |
| THIS DISTRICT | 104 | 17 | 16% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---|-----|
| | | # | % |
| THIS SCHOOL | 25 | 0 | 0% |
| THIS DISTRICT | 104 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

CAZENOVIA HIGH SCHOOL - NEW YORK STATE REPORT CARD [2021 - 22]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning outcomes for all students. Knowledge gained from the report card about a school or district can be used to improve instruction and inform 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, New York State's ESSA plan 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.

2022-23 ACCOUNTABILITY STATUS AND SUPPORT MODEL BASED ON 2021-22 DATA

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2022-23 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 2022-23 Accountability Statuses Based on 2021-22 Results.

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2021-22)

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 (71.63 kilobytes)

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

- 2021-22 Title I SIG 1003 Basic Planning
- 2021-22 Title I School Improvement Grant 1003 Targeted Support Grant
- 2021-22 Title I School Improvement Grant 1003 High School Redesign
- 2021-22 Title I School Improvement Grant 1003 ENHANCED
- 2020-23 NYSIP-PLC Phase III

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 99 | 166 | 4 |
| | Math | 93 | 166 | |
| | Science | 97 | 207 | |
| | Combined | 289 | 180 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Hispanic or Latino | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Multiracial | ELA | 3 | – | – |
| | Math | 1 | – | |
| | Science | 3 | – | |
| | Combined | 7 | – | |
| White | ELA | 94 | 165 | 4 |
| | Math | 90 | 164 | |
| | Science | 92 | 208 | |
| | Combined | 276 | 179 | |
| English Language Learner | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Students with Disabilities | ELA | 11 | 91 | 4 |
| | Math | 9 | 67 | |
| | Science | 9 | 150 | |
| | Combined | 29 | 102 | |
| Economically Disadvantaged | ELA | 25 | 134 | 4 |
| | Math | 20 | 140 | |
| | Science | 20 | 193 | |
| | Combined | 65 | 154 | |

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 114 | 144 | 4 |
| | Math | 113 | 137 | |
| | Science | 110 | 183 | |
| | Combined | 337 | 154 | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Hispanic or Latino | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Multiracial | ELA | 3 | – | – |
| | Math | 3 | – | |
| | Science | 3 | – | |
| | Combined | 9 | – | |
| White | ELA | 109 | 142 | 4 |
| | Math | 108 | 137 | |
| | Science | 105 | 182 | |
| | Combined | 322 | 153 | |
| English Language Learner | ELA | 1 | – | – |
| | Math | 1 | – | |
| | Science | 1 | – | |
| | Combined | 3 | – | |
| Students with Disabilities | ELA | 11 | 91 | 4 |
| | Math | 11 | 55 | |
| | Science | 11 | 123 | |
| | Combined | 33 | 89 | |
| Economically Disadvantaged | ELA | 30 | 112 | 3 |
| | Math | 29 | 97 | |
| | Science | 29 | 133 | |
| | Combined | 88 | 114 | |

ELEMENTARY/MIDDLE 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 | 0 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 0 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 1 | – | – | – | – |
| English Language Learner | 1 | – | – | – | – |
| Students with Disabilities | 0 | – | – | – | – |
| Economically Disadvantaged | 1 | – | – | – | – |

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 123 | 26 | 21.1% | 3 |
| American Indian or Alaska Native | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | – | – | – |
| Black or African American | – | – | – | – |
| Hispanic or Latino | 1 | – | – | – |
| Multiracial | 4 | – | – | – |
| White | 117 | 24 | 20.5% | 3 |
| English Language Learner | 1 | – | – | – |
| Students with Disabilities | 13 | – | – | – |
| Economically Disadvantaged | 34 | 11 | 32.4% | 3 |

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 122 | 82% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 1 | – |
| Black or African American | – | 0 | – |
| Hispanic or Latino | – | 1 | – |
| Multiracial | – | 4 | – |
| White | X | 116 | 81.9% |
| English Language Learner | – | 1 | – |
| Students with Disabilities | – | 12 | – |
| Economically Disadvantaged | – | 34 | – |

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year Enrollment | Current Year Participation Rate |
|---|----------------------------|-------------------------|---------------------------------|
| All Students | X | 122 | 77.9% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 1 | – |
| Black or African American | – | 0 | – |
| Hispanic or Latino | – | 1 | – |
| Multiracial | – | 4 | – |
| White | X | 116 | 79.3% |
| English Language Learner | – | 1 | – |
| Students with Disabilities | – | 13 | – |
| Economically Disadvantaged | – | 33 | – |

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|----------------|--------|-------|----------------|-------|
| All Students | ELA | 99 | 222 | 207 | 4 |
| | Math | 116 | 197 | | |
| | Science | 114 | 221 | | |
| | Social Studies | 52 | 162 | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 4 | – | | |
| | Social Studies | 3 | – | | |
| Black or African American | ELA | 1 | – | – | – |
| | Math | 1 | – | | |
| | Science | 1 | – | | |
| | Social Studies | – | – | | |
| Hispanic or Latino | ELA | 3 | – | – | – |
| | Math | 3 | – | | |
| | Science | 2 | – | | |
| | Social Studies | 1 | – | | |
| Multiracial | ELA | 1 | – | – | – |
| | Math | 2 | – | | |
| | Science | 1 | – | | |
| | Social Studies | 1 | – | | |
| White | ELA | 90 | 221 | 206 | 4 |
| | Math | 106 | 197 | | |
| | Science | 106 | 219 | | |
| | Social Studies | 47 | 157 | | |
| Students with Disabilities | ELA | 7 | 107 | 115 | 3 |
| | Math | 11 | 109 | | |
| | Science | 11 | 136 | | |
| | Social Studies | – | – | | |
| Economically Disadvantaged | ELA | 14 | 168 | 155 | 3 |
| | Math | 23 | 141 | | |
| | Science | 21 | 183 | | |
| | Social Studies | 2 | – | | |

SECONDARY WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|----------------|--------|-------|----------------|-------|
| All Students | ELA | 119 | 185 | 182 | 4 |
| | Math | 119 | 192 | | |
| | Science | 115 | 219 | | |
| | Social Studies | 119 | 71 | | |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 4 | – | | |
| | Social Studies | 4 | – | | |
| Black or African American | ELA | 1 | – | – | – |
| | Math | 1 | – | | |
| | Science | 1 | – | | |
| | Social Studies | 1 | – | | |
| Hispanic or Latino | ELA | 4 | – | – | – |
| | Math | 4 | – | | |
| | Science | 3 | – | | |
| | Social Studies | 4 | – | | |
| Multiracial | ELA | 2 | – | – | – |
| | Math | 2 | – | | |
| | Science | 1 | – | | |
| | Social Studies | 2 | – | | |
| White | ELA | 108 | 184 | 182 | 4 |
| | Math | 108 | 194 | | |
| | Science | 106 | 219 | | |
| | Social Studies | 108 | 69 | | |
| Students with Disabilities | ELA | 11 | 68 | 89 | 4 |
| | Math | 11 | 109 | | |
| | Science | 11 | 136 | | |
| | Social Studies | 11 | 0 | | |
| Economically Disadvantaged | ELA | 24 | 98 | 118 | 4 |
| | Math | 24 | 135 | | |
| | Science | 22 | 175 | | |
| | Social Studies | 24 | 8 | | |

SECONDARY GRADUATION RATE

| Subgroup | Cohort | Number In Cohort | Number Graduated | Grad Rate | Average Grad Rate | Level |
|---|--------|------------------|------------------|-----------|-------------------|-------|
| All Students | 4-year | 117 | 113 | 96.6% | 96.8% | 4 |
| | 5-year | 104 | 100 | 96.2% | | |
| | 6-year | 157 | 153 | 97.5% | | |
| American Indian or Alaska Native | 4-year | 0 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 0 | – | – | | |
| Asian or Native Hawaiian/Other Pacific Islander | 4-year | 3 | – | – | – | – |
| | 5-year | 2 | – | – | | |
| | 6-year | 1 | – | – | | |
| Black or African American | 4-year | 0 | – | – | – | – |
| | 5-year | 1 | – | – | | |
| | 6-year | 3 | – | – | | |
| Hispanic or Latino | 4-year | 5 | – | – | – | – |
| | 5-year | 3 | – | – | | |
| | 6-year | 4 | – | – | | |
| Multiracial | 4-year | 1 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 1 | – | – | | |
| White | 4-year | 108 | 106 | 98.1% | 97.1% | 3 |
| | 5-year | 98 | 94 | 95.9% | | |
| | 6-year | 148 | 144 | 97.3% | | |
| English Language Learner | 4-year | 1 | – | – | – | – |
| | 5-year | 0 | – | – | | |
| | 6-year | 1 | – | – | | |
| Students with Disabilities | 4-year | 13 | – | – | 80% | 2 |
| | 5-year | 6 | – | – | | |
| | 6-year | 15 | 12 | 80% | | |
| Economically Disadvantaged | 4-year | 24 | – | – | 91.9% | 3 |
| | 5-year | 14 | – | – | | |
| | 6-year | 37 | 34 | 91.9% | | |

SECONDARY ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 3 | – | – | – | – |
| American Indian or Alaska Native | 0 | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | – | – | – | – |
| Black or African American | 0 | – | – | – | – |
| Hispanic or Latino | 2 | – | – | – | – |
| Multiracial | 0 | – | – | – | – |
| White | 1 | – | – | – | – |
| English Language Learner | 3 | – | – | – | – |
| Students with Disabilities | 0 | – | – | – | – |
| Economically Disadvantaged | 1 | – | – | – | – |

SECONDARY CHRONIC ABSENTEEISM

| Subgroup | Students Enrolled | Students Chronically Absent | Chronic Absenteeism Rate | Level |
|---|-------------------|-----------------------------|--------------------------|-------|
| All Students | 466 | 115 | 24.7% | 3 |
| American Indian or Alaska Native | – | – | – | – |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | – | – | – |
| Black or African American | 5 | – | – | – |
| Hispanic or Latino | 20 | – | – | – |
| Multiracial | 8 | – | – | – |
| White | 426 | 105 | 24.6% | 3 |
| English Language Learner | 3 | – | – | – |
| Students with Disabilities | 61 | 21 | 34.4% | 3 |
| Economically Disadvantaged | 118 | 49 | 41.5% | 3 |

SECONDARY ELA PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | X | 122 | 82% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 4 | – |
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 4 | – |
| Multiracial | – | 3 | – |
| White | X | 110 | 82.7% |
| English Language Learner | – | 0 | – |
| Students with Disabilities | – | 11 | – |
| Economically Disadvantaged | – | 26 | – |

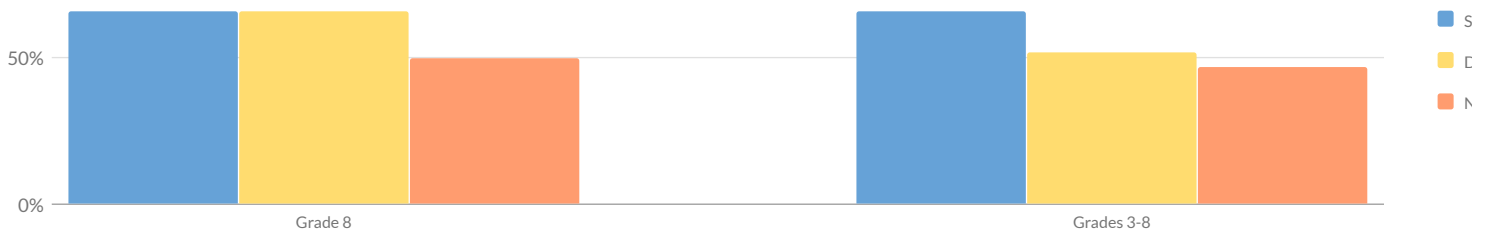
SECONDARY MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% In Current Year | Current Year 12th Grade Enrollment | Current Year Participation Rate |
|---|----------------------------|------------------------------------|---------------------------------|
| All Students | ✓ | 122 | 97.5% |
| American Indian or Alaska Native | – | 0 | – |
| Asian or Native Hawaiian/Other Pacific Islander | – | 4 | – |
| Black or African American | – | 1 | – |
| Hispanic or Latino | – | 4 | – |
| Multiracial | – | 3 | – |
| White | ✓ | 110 | 98.2% |
| English Language Learner | – | 0 | – |
| Students with Disabilities | – | 11 | – |
| Economically Disadvantaged | – | 26 | – |

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

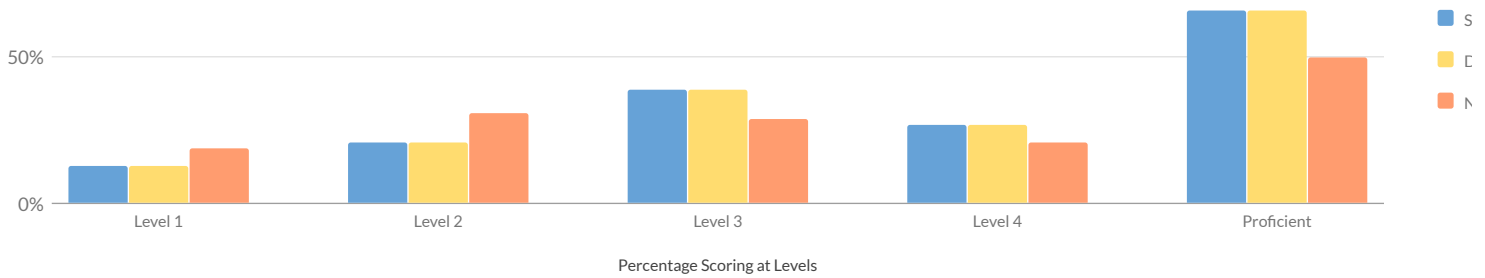


Percent Proficient

| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|-------|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Grades 3-8 | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |

GRADE 8 ELA RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

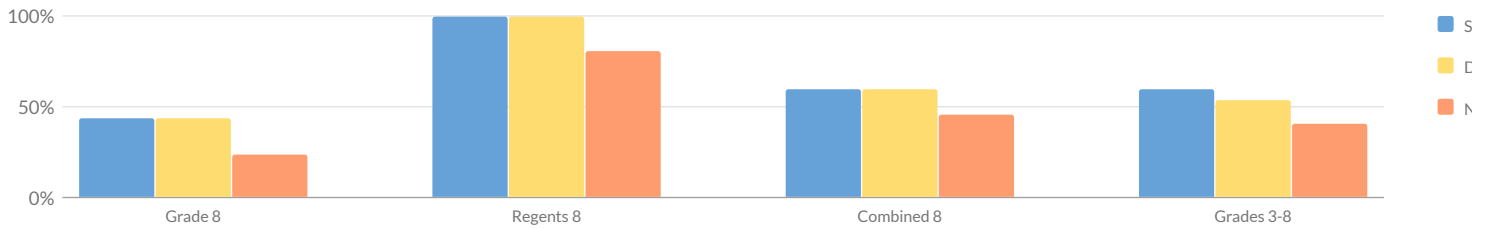


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Female | 54 | 10 | 19% | 44 | 81% | 4 | 9% | 5 | 11% | 19 | 43% | 16 | 36% | 35 | 80% |
| Male | 68 | 12 | 18% | 56 | 82% | 9 | 16% | 16 | 29% | 20 | 36% | 11 | 20% | 31 | 55% |
| General Education Students | 110 | 21 | 19% | 89 | 81% | 8 | 9% | 19 | 21% | 35 | 39% | 27 | 30% | 62 | 70% |
| Students with Disabilities | 12 | 1 | 8% | 11 | 92% | 5 | 45% | 2 | 18% | 4 | 36% | 0 | 0% | 4 | 36% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| White | 116 | 21 | 18% | 95 | 82% | 12 | 13% | 21 | 22% | 38 | 40% | 24 | 25% | 62 | 65% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 1 | 20% | 0 | 0% | 1 | 20% | 3 | 60% | 4 | 80% |
| Economically Disadvantaged | 34 | 8 | 24% | 26 | 76% | 6 | 23% | 6 | 23% | 11 | 42% | 3 | 12% | 14 | 54% |
| Not Economically Disadvantaged | 88 | 14 | 16% | 74 | 84% | 7 | 9% | 15 | 20% | 28 | 38% | 24 | 32% | 52 | 70% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learner | 121 | 22 | 18% | 99 | 82% | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Not Homeless | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Not Migrant | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |
| Parent Not in Armed Forces | 122 | 22 | 18% | 100 | 82% | 13 | 13% | 21 | 21% | 39 | 39% | 27 | 27% | 66 | 66% |

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



| Grade | Total | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|-------|---|------------|-----|--------|-----|---------|-----|---------|-----|---------|-----|-----------------|------|-------------------------------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 122 | | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Regents 8 | — | | 0 | 0% | 27 | 22% | 0 | 0% | 0 | 0% | 0 | 0% | 27 | 100% | 27 | 100% |
| Combined 8 | 122 | | 27 | 22% | 95 | 78% | 11 | 12% | 27 | 28% | 21 | 22% | 36 | 38% | 57 | 60% |
| Grades 3-8 | 122 | | 27 | 22% | 95 | 78% | 11 | 12% | 27 | 28% | 21 | 22% | 36 | 38% | 57 | 60% |

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

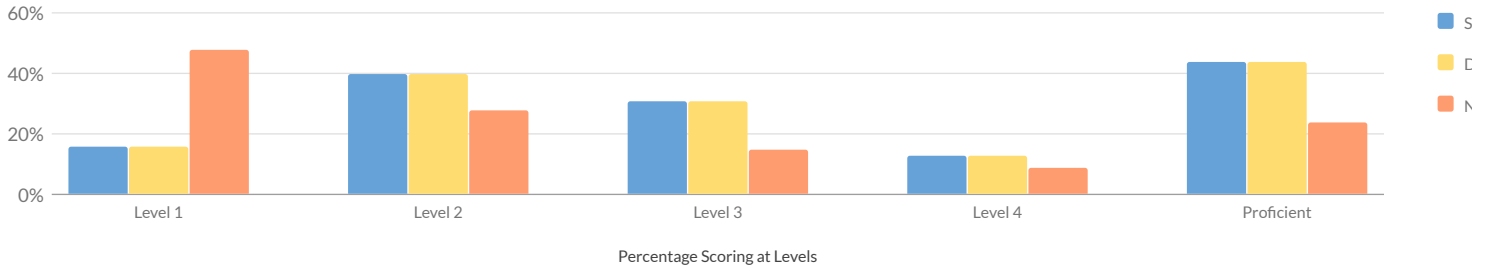
REGENTS MATHEMATICS EXEMPTIONS, GRADES 6-8 STUDENTS

| Grade | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|-----------|--------------|--------------------|---|----------------|---|
| | | # | % | # | % |
| Regents 8 | 0 | 0 | — | 0 | — |

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

GRADE 8 MATH RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

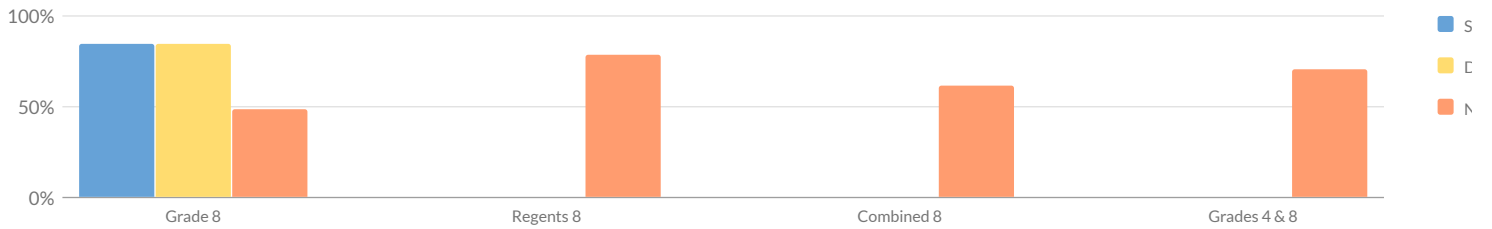


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|------|--------|-----|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Female | 54 | 25 | 46% | 29 | 54% | 2 | 7% | 14 | 48% | 11 | 38% | 2 | 7% | 13 | 45% |
| Male | 68 | 29 | 43% | 39 | 57% | 9 | 23% | 13 | 33% | 10 | 26% | 7 | 18% | 17 | 44% |
| General Education Students | 109 | 51 | 47% | 58 | 53% | 8 | 14% | 20 | 34% | 21 | 36% | 9 | 16% | 30 | 52% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 3 | 30% | 7 | 70% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Hispanic or Latino | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| White | 116 | 48 | 41% | 68 | 59% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Multiracial | 4 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | 33 | 14 | 42% | 19 | 58% | 4 | 21% | 8 | 42% | 5 | 26% | 2 | 11% | 7 | 37% |
| Not Economically Disadvantaged | 89 | 40 | 45% | 49 | 55% | 7 | 14% | 19 | 39% | 16 | 33% | 7 | 14% | 23 | 47% |
| English Language Learner | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learner | 121 | 53 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Not in Foster Care | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Not Homeless | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Not Migrant | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |
| Parent Not in Armed Forces | 122 | 54 | 44% | 68 | 56% | 11 | 16% | 27 | 40% | 21 | 31% | 9 | 13% | 30 | 44% |

GRADES 4 & 8 SCIENCE RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS



Percent Proficient

| Grade | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------|-------|------------|-----|--------|-----|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Regents 8 | — | 0 | 0% | 4 | 3% | — | — | — | — | — | — | — | — | — | — |
| Combined 8 | 121 | 22 | 18% | 99 | 82% | — | — | — | — | — | — | — | — | — | — |
| Grades 4 & 8 | 121 | 22 | 18% | 99 | 82% | — | — | — | — | — | — | — | — | — | — |

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

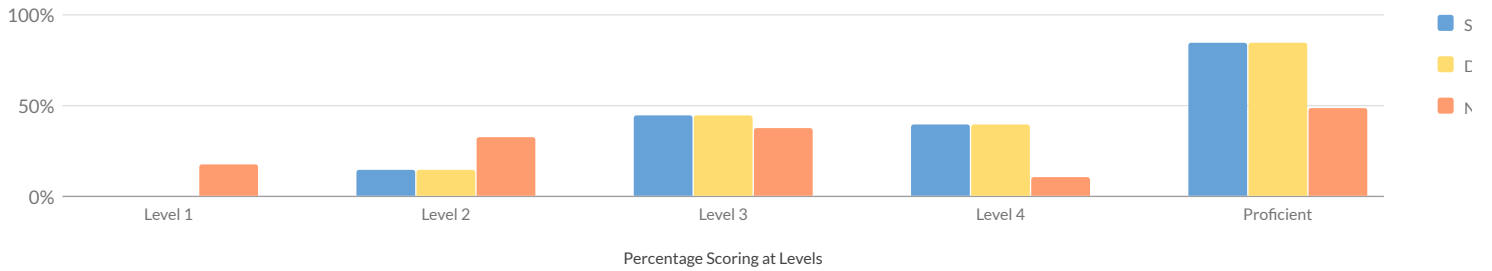
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

| Grade | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|-----------|--------------|--------------------|---|----------------|---|
| | | # | % | # | % |
| Regents 8 | 0 | 0 | — | 0 | — |

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

GRADE 8 SCIENCE RESULTS

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

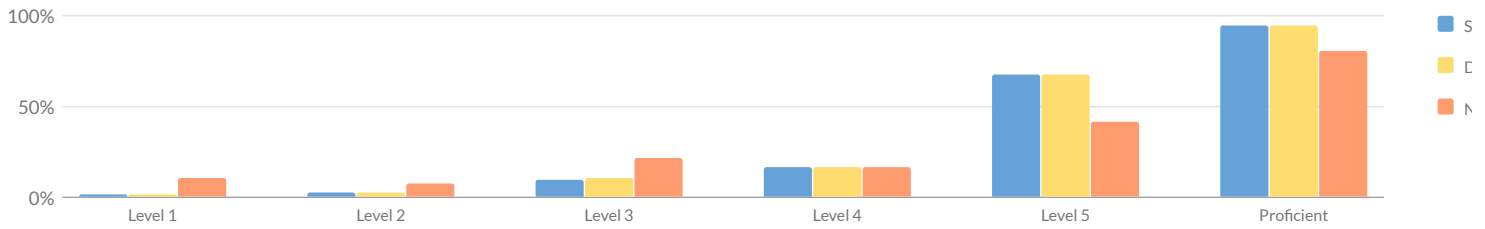


| Subgroup | Total | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|-------|------------|-----|--------|------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Female | 54 | 12 | 22% | 42 | 78% | 0 | 0% | 5 | 12% | 20 | 48% | 17 | 40% | 37 | 88% |
| Male | 67 | 14 | 21% | 53 | 79% | 0 | 0% | 9 | 17% | 23 | 43% | 21 | 40% | 44 | 83% |
| General Education Students | 108 | 23 | 21% | 85 | 79% | 0 | 0% | 9 | 11% | 39 | 46% | 37 | 44% | 76 | 89% |
| Students with Disabilities | 13 | 3 | 23% | 10 | 77% | 0 | 0% | 5 | 50% | 4 | 40% | 1 | 10% | 5 | 50% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| White | 115 | 25 | 22% | 90 | 78% | 0 | 0% | 13 | 14% | 41 | 46% | 36 | 40% | 77 | 86% |
| Multiracial | 4 | 1 | 25% | 3 | 75% | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 6 | 1 | 17% | 5 | 83% | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 4 | 80% |
| Economically Disadvantaged | 33 | 12 | 36% | 21 | 64% | 0 | 0% | 4 | 19% | 12 | 57% | 5 | 24% | 17 | 81% |
| Not Economically Disadvantaged | 88 | 14 | 16% | 74 | 84% | 0 | 0% | 10 | 14% | 31 | 42% | 33 | 45% | 64 | 86% |
| English Language Learner | 1 | 0 | 0% | 1 | 100% | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 120 | 26 | 22% | 94 | 78% | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Not Homeless | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Not Migrant | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |
| Parent Not in Armed Forces | 121 | 26 | 21% | 95 | 79% | 0 | 0% | 14 | 15% | 43 | 45% | 38 | 40% | 81 | 85% |

ANNUAL REGENTS EXAMINATIONS (2021 - 22)

Annual Regents examination results are those administered in August, January, and June of the reporting year. All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)



Percentage Scoring at Levels

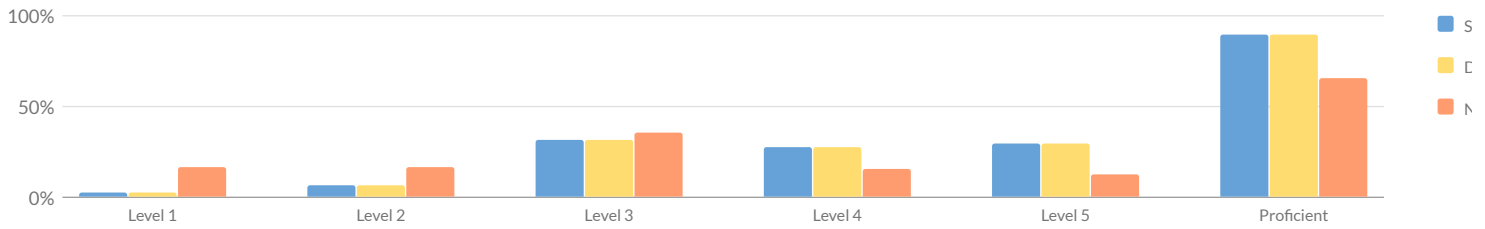
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 101 | 2 | 2% | 3 | 3% | 10 | 10% | 17 | 17% | 69 | 68% | 96 | 95% |
| Female | 44 | 0 | 0% | 1 | 2% | 3 | 7% | 6 | 14% | 34 | 77% | 43 | 98% |
| Male | 57 | 2 | 4% | 2 | 4% | 7 | 12% | 11 | 19% | 35 | 61% | 53 | 93% |
| General Education Students | 93 | 0 | 0% | 3 | 3% | 6 | 6% | 17 | 18% | 67 | 72% | 90 | 97% |
| Students with Disabilities | 8 | 2 | 25% | 0 | 0% | 4 | 50% | 0 | 0% | 2 | 25% | 6 | 75% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 6 | — | — | — | — | — | — | — | — | — | — | — | — |
| White | 94 | 1 | 1% | 3 | 3% | 8 | 9% | 17 | 18% | 65 | 69% | 90 | 96% |
| Small Group Total | 7 | 1 | 14% | 0 | 0% | 2 | 29% | 0 | 0% | 4 | 57% | 6 | 86% |
| Economically Disadvantaged | 20 | 1 | 5% | 3 | 15% | 5 | 25% | 5 | 25% | 6 | 30% | 16 | 80% |
| Not Economically Disadvantaged | 81 | 1 | 1% | 0 | 0% | 5 | 6% | 12 | 15% | 63 | 78% | 80 | 99% |
| Non-English Language Learner | 101 | 2 | 2% | 3 | 3% | 10 | 10% | 17 | 17% | 69 | 68% | 96 | 95% |
| Not in Foster Care | 101 | 2 | 2% | 3 | 3% | 10 | 10% | 17 | 17% | 69 | 68% | 96 | 95% |
| Not Homeless | 101 | 2 | 2% | 3 | 3% | 10 | 10% | 17 | 17% | 69 | 68% | 96 | 95% |
| Not Migrant | 101 | 2 | 2% | 3 | 3% | 10 | 10% | 17 | 17% | 69 | 68% | 96 | 95% |
| Parent Not in Armed Forces | 101 | 2 | 2% | 3 | 3% | 10 | 10% | 17 | 17% | 69 | 68% | 96 | 95% |

ANNUAL REGENTS EXEMPTIONS IN ELA (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 2 | 2 | 100 | 0 | 0 |
| Female | 2 | 2 | 100 | 0 | 0 |
| General Education Students | 1 | 1 | 100 | 0 | 0 |
| Students with Disabilities | 1 | 1 | 100 | 0 | 0 |
| White | 2 | 2 | 100 | 0 | 0 |
| Economically Disadvantaged | 1 | 1 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 1 | 1 | 100 | 0 | 0 |
| Non-English Language Learner | 2 | 2 | 100 | 0 | 0 |
| Not in Foster Care | 2 | 2 | 100 | 0 | 0 |
| Not Homeless | 2 | 2 | 100 | 0 | 0 |
| Not Migrant | 2 | 2 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 2 | 2 | 100 | 0 | 0 |

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)



Percentage Scoring at Levels

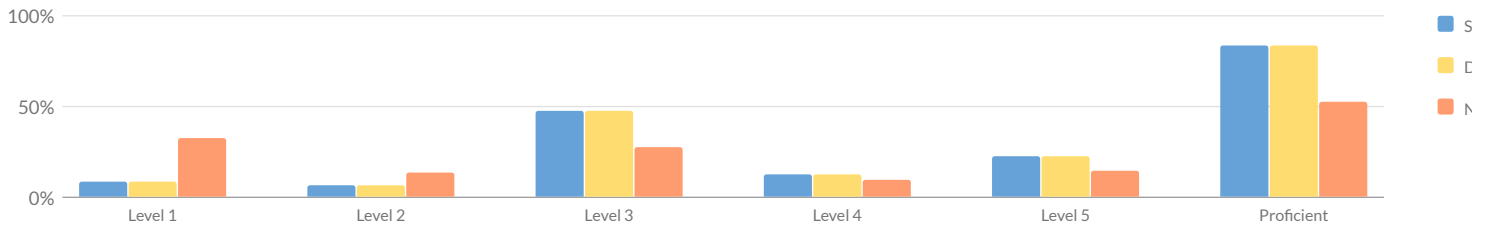
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Female | 57 | 2 | 4% | 3 | 5% | 19 | 33% | 16 | 28% | 17 | 30% | 52 | 91% |
| Male | 58 | 1 | 2% | 5 | 9% | 18 | 31% | 16 | 28% | 18 | 31% | 52 | 90% |
| General Education Students | 100 | 1 | 1% | 1 | 1% | 33 | 33% | 30 | 30% | 35 | 35% | 98 | 98% |
| Students with Disabilities | 15 | 2 | 13% | 7 | 47% | 4 | 27% | 2 | 13% | 0 | 0% | 6 | 40% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 108 | 3 | 3% | 8 | 7% | 36 | 33% | 28 | 26% | 33 | 31% | 97 | 90% |
| Multiracial | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 7 | 0 | 0% | 0 | 0% | 1 | 14% | 4 | 57% | 2 | 29% | 7 | 100% |
| Economically Disadvantaged | 32 | 3 | 9% | 6 | 19% | 10 | 31% | 8 | 25% | 5 | 16% | 23 | 72% |
| Not Economically Disadvantaged | 83 | 0 | 0% | 2 | 2% | 27 | 33% | 24 | 29% | 30 | 36% | 81 | 98% |
| English Language Learner | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 114 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Not Homeless | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Not Migrant | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |
| Parent Not in Armed Forces | 115 | 3 | 3% | 8 | 7% | 37 | 32% | 32 | 28% | 35 | 30% | 104 | 90% |

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 5 | 5 | 100 | 0 | 0 |
| Female | 4 | 4 | 100 | 0 | 0 |
| Male | 1 | 1 | 100 | 0 | 0 |
| General Education Students | 5 | 5 | 100 | 0 | 0 |
| White | 4 | 4 | 100 | 0 | 0 |
| Multiracial | 1 | 1 | 100 | 0 | 0 |
| Economically Disadvantaged | 3 | 3 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Non-English Language Learner | 5 | 5 | 100 | 0 | 0 |
| Not in Foster Care | 5 | 5 | 100 | 0 | 0 |
| Not Homeless | 5 | 5 | 100 | 0 | 0 |
| Not Migrant | 5 | 5 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 5 | 5 | 100 | 0 | 0 |

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

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)



Percentage Scoring at Levels

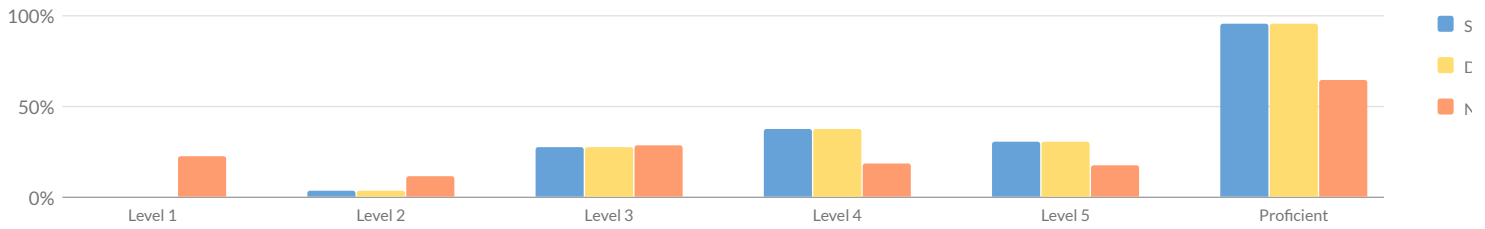
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|--------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Female | 47 | 2 | 4% | 4 | 9% | 25 | 53% | 4 | 9% | 12 | 26% | 41 | 87% |
| Male | 43 | 6 | 14% | 2 | 5% | 18 | 42% | 8 | 19% | 9 | 21% | 35 | 81% |
| General Education Students | 82 | 5 | 6% | 4 | 5% | 40 | 49% | 12 | 15% | 21 | 26% | 73 | 89% |
| Students with Disabilities | 8 | 3 | 38% | 2 | 25% | 3 | 38% | 0 | 0% | 0 | 0% | 3 | 38% |
| Black or African American | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 5 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 82 | 7 | 9% | 6 | 7% | 37 | 45% | 12 | 15% | 20 | 24% | 69 | 84% |
| Multiracial | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 8 | 1 | 13% | 0 | 0% | 6 | 75% | 0 | 0% | 1 | 13% | 7 | 88% |
| Economically Disadvantaged | 18 | 2 | 11% | 4 | 22% | 11 | 61% | 0 | 0% | 1 | 6% | 12 | 67% |
| Not Economically Disadvantaged | 72 | 6 | 8% | 2 | 3% | 32 | 44% | 12 | 17% | 20 | 28% | 64 | 89% |
| English Language Learner | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 89 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Not Homeless | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Not Migrant | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |
| Parent Not in Armed Forces | 90 | 8 | 9% | 6 | 7% | 43 | 48% | 12 | 13% | 21 | 23% | 76 | 84% |

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 4 | 4 | 100 | 0 | 0 |
| Male | 4 | 4 | 100 | 0 | 0 |
| General Education Students | 4 | 4 | 100 | 0 | 0 |
| White | 4 | 4 | 100 | 0 | 0 |
| Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Non-English Language Learner | 4 | 4 | 100 | 0 | 0 |
| Not in Foster Care | 4 | 4 | 100 | 0 | 0 |
| Not Homeless | 4 | 4 | 100 | 0 | 0 |
| Not Migrant | 4 | 4 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 4 | 4 | 100 | 0 | 0 |

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

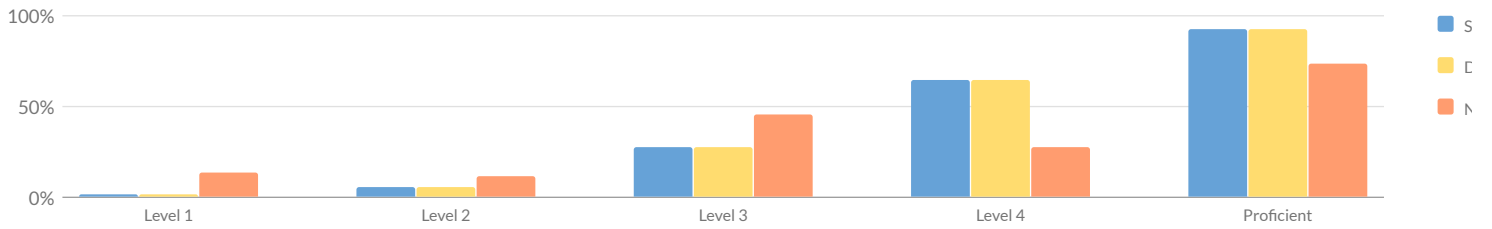
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Female | 43 | 0 | 0% | 3 | 7% | 11 | 26% | 13 | 30% | 16 | 37% | 40 | 93% |
| Male | 29 | 0 | 0% | 0 | 0% | 9 | 31% | 14 | 48% | 6 | 21% | 29 | 100% |
| General Education Students | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 68 | - | - | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Economically Disadvantaged | 8 | 0 | 0% | 2 | 25% | 4 | 50% | 1 | 13% | 1 | 13% | 6 | 75% |
| Not Economically Disadvantaged | 64 | 0 | 0% | 1 | 2% | 16 | 25% | 26 | 41% | 21 | 33% | 63 | 98% |
| Non-English Language Learner | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Not in Foster Care | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Not Homeless | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Not Migrant | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |
| Parent Not in Armed Forces | 72 | 0 | 0% | 3 | 4% | 20 | 28% | 27 | 38% | 22 | 31% | 69 | 96% |

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)



Percentage Scoring at Levels

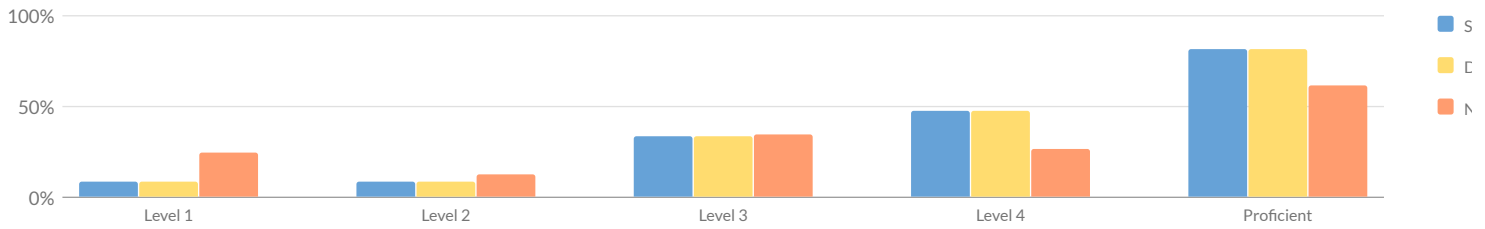
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Female | 60 | 2 | 3% | 4 | 7% | 16 | 27% | 38 | 63% | 54 | 90% |
| Male | 48 | 0 | 0% | 2 | 4% | 14 | 29% | 32 | 67% | 46 | 96% |
| General Education Students | 95 | 0 | 0% | 0 | 0% | 26 | 27% | 69 | 73% | 95 | 100% |
| Students with Disabilities | 13 | 2 | 15% | 6 | 46% | 4 | 31% | 1 | 8% | 5 | 38% |
| Black or African American | 1 | – | – | – | – | – | – | – | – | – | – |
| Hispanic or Latino | 4 | – | – | – | – | – | – | – | – | – | – |
| White | 101 | 2 | 2% | 6 | 6% | 27 | 27% | 66 | 65% | 93 | 92% |
| Multiracial | 2 | – | – | – | – | – | – | – | – | – | – |
| Small Group Total | 7 | 0 | 0% | 0 | 0% | 3 | 43% | 4 | 57% | 7 | 100% |
| Economically Disadvantaged | 25 | 2 | 8% | 4 | 16% | 12 | 48% | 7 | 28% | 19 | 76% |
| Not Economically Disadvantaged | 83 | 0 | 0% | 2 | 2% | 18 | 22% | 63 | 76% | 81 | 98% |
| English Language Learner | 1 | – | – | – | – | – | – | – | – | – | – |
| Non-English Language Learner | 107 | – | – | – | – | – | – | – | – | – | – |
| Not in Foster Care | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Not Homeless | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Not Migrant | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |
| Parent Not in Armed Forces | 108 | 2 | 2% | 6 | 6% | 30 | 28% | 70 | 65% | 100 | 93% |

ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT (2021-22)

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|------------------------------|--------------|--------------------|-----|----------------|---|
| | | # | % | # | % |
| All Students | 2 | 2 | 100 | 0 | 0 |
| Male | 2 | 2 | 100 | 0 | 0 |
| Students with Disabilities | 2 | 2 | 100 | 0 | 0 |
| White | 2 | 2 | 100 | 0 | 0 |
| Economically Disadvantaged | 2 | 2 | 100 | 0 | 0 |
| Non-English Language Learner | 2 | 2 | 100 | 0 | 0 |
| Not in Foster Care | 2 | 2 | 100 | 0 | 0 |
| Not Homeless | 2 | 2 | 100 | 0 | 0 |
| Not Migrant | 2 | 2 | 100 | 0 | 0 |
| Parent Not in Armed Forces | 2 | 2 | 100 | 0 | 0 |

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)



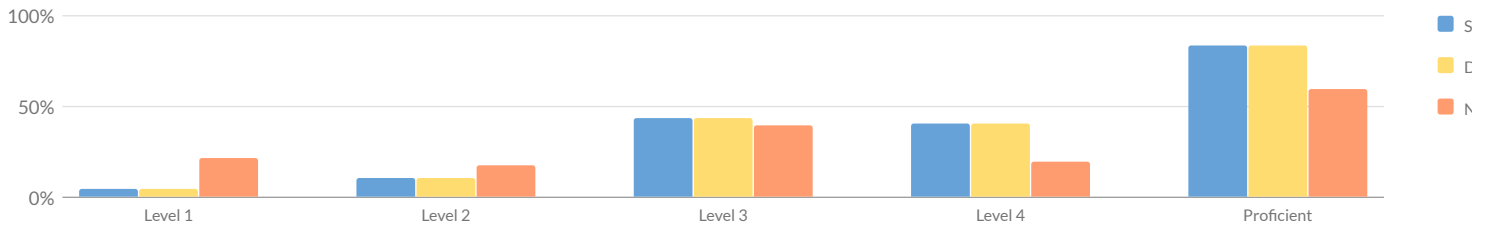
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |
| Female | 53 | 2 | 4% | 5 | 9% | 22 | 42% | 24 | 45% | 46 | 87% |
| Male | 58 | 8 | 14% | 5 | 9% | 16 | 28% | 29 | 50% | 45 | 78% |
| General Education Students | 98 | 5 | 5% | 6 | 6% | 34 | 35% | 53 | 54% | 87 | 89% |
| Students with Disabilities | 13 | 5 | 38% | 4 | 31% | 4 | 31% | 0 | 0% | 4 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 4 | - | - | - | - | - | - | - | - | - | - |
| White | 101 | 9 | 9% | 10 | 10% | 33 | 33% | 49 | 49% | 82 | 81% |
| Multiracial | 2 | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 10 | 1 | 10% | 0 | 0% | 5 | 50% | 4 | 40% | 9 | 90% |
| Economically Disadvantaged | 29 | 6 | 21% | 5 | 17% | 15 | 52% | 3 | 10% | 18 | 62% |
| Not Economically Disadvantaged | 82 | 4 | 5% | 5 | 6% | 23 | 28% | 50 | 61% | 73 | 89% |
| English Language Learner | 1 | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 110 | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |
| Not Homeless | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |
| Migrant | 1 | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 110 | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 111 | 10 | 9% | 10 | 9% | 38 | 34% | 53 | 48% | 91 | 82% |

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)

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

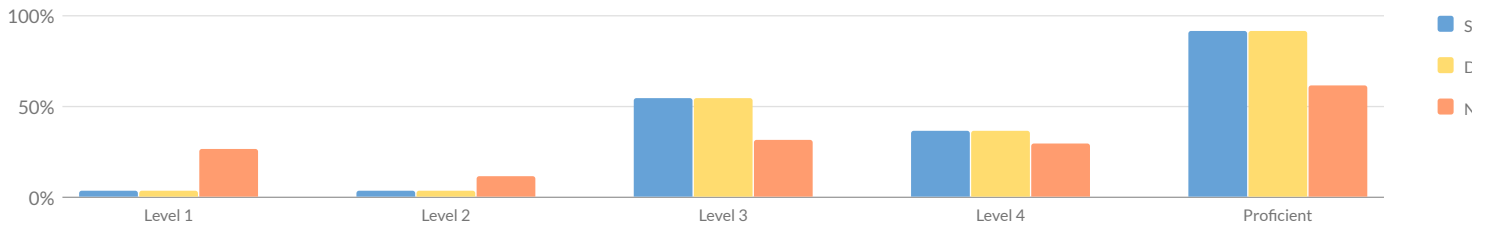
See report card Glossary and Guide for criteria used to include students in this table.

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)



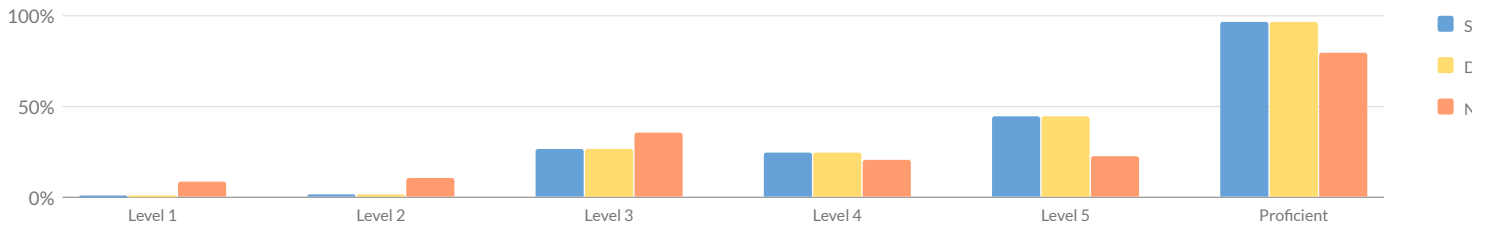
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Female | 34 | 2 | 6% | 5 | 15% | 8 | 24% | 19 | 56% | 27 | 79% |
| Male | 30 | 1 | 3% | 2 | 7% | 20 | 67% | 7 | 23% | 27 | 90% |
| General Education Students | 63 | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 1 | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 3 | - | - | - | - | - | - | - | - | - | - |
| White | 59 | 2 | 3% | 7 | 12% | 27 | 46% | 23 | 39% | 50 | 85% |
| Multiracial | 1 | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 5 | 1 | 20% | 0 | 0% | 1 | 20% | 3 | 60% | 4 | 80% |
| Economically Disadvantaged | 9 | 1 | 11% | 0 | 0% | 7 | 78% | 1 | 11% | 8 | 89% |
| Not Economically Disadvantaged | 55 | 2 | 4% | 7 | 13% | 21 | 38% | 25 | 45% | 46 | 84% |
| Non-English Language Learner | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Not in Foster Care | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Not Homeless | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Not Migrant | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |
| Parent Not in Armed Forces | 64 | 3 | 5% | 7 | 11% | 28 | 44% | 26 | 41% | 54 | 84% |

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|--------------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% |
| Female | 23 | 1 | 4% | 0 | 0% | 14 | 61% | 8 | 35% | 22 | 96% |
| Male | 26 | 1 | 4% | 2 | 8% | 13 | 50% | 10 | 38% | 23 | 88% |
| General Education Students | 48 | - | - | - | - | - | - | - | - | - | - |
| Students with Disabilities | 1 | - | - | - | - | - | - | - | - | - | - |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 3 | - | - | - | - | - | - | - | - | - | - |
| White | 45 | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Economically Disadvantaged | 3 | - | - | - | - | - | - | - | - | - | - |
| Not Economically Disadvantaged | 46 | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Not in Foster Care | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Not Homeless | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Not Migrant | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |
| Parent Not in Armed Forces | 49 | 2 | 4% | 2 | 4% | 27 | 55% | 18 | 37% | 45 | 92% |

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|--------------------------------|--------|---------|----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |
| Female | 61 | 1 | 2% | 2 | 3% | 16 | 26% | 13 | 21% | 29 | 48% | 58 | 95% |
| Male | 46 | 0 | 0% | 0 | 0% | 13 | 28% | 14 | 30% | 19 | 41% | 46 | 100% |
| General Education Students | 93 | 0 | 0% | 0 | 0% | 19 | 20% | 27 | 29% | 47 | 51% | 93 | 100% |
| Students with Disabilities | 14 | 1 | 7% | 2 | 14% | 10 | 71% | 0 | 0% | 1 | 7% | 11 | 79% |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 7 | - | - | - | - | - | - | - | - | - | - | - | - |
| White | 96 | 1 | 1% | 2 | 2% | 27 | 28% | 21 | 22% | 45 | 47% | 93 | 97% |
| Multiracial | 3 | - | - | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 11 | 0 | 0% | 0 | 0% | 2 | 18% | 6 | 55% | 3 | 27% | 11 | 100% |
| Economically Disadvantaged | 25 | 1 | 4% | 2 | 8% | 14 | 56% | 3 | 12% | 5 | 20% | 22 | 88% |
| Not Economically Disadvantaged | 82 | 0 | 0% | 0 | 0% | 15 | 18% | 24 | 29% | 43 | 52% | 82 | 100% |
| English Language Learner | 2 | - | - | - | - | - | - | - | - | - | - | - | - |
| Non-English Language Learner | 105 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |
| Not Homeless | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |
| Migrant | 1 | - | - | - | - | - | - | - | - | - | - | - | - |
| Not Migrant | 106 | - | - | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 107 | 1 | 1% | 2 | 2% | 29 | 27% | 27 | 25% | 48 | 45% | 104 | 97% |

ANNUAL REGENTS EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)

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

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT (FRAMEWORK) (2021-22)

The Regents examination was not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

| Subgroup | Exempt, Not Tested |
|---|--------------------|
| All Students | 147 |
| Female | 68 |
| Male | 79 |
| General Education Students | 136 |
| Students with Disabilities | 11 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 |
| Black or African American | 1 |
| Hispanic or Latino | 8 |
| White | 134 |
| Multiracial | 2 |
| Economically Disadvantaged | 33 |
| Not Economically Disadvantaged | 114 |
| English Language Learner | 1 |
| Non-English Language Learner | 146 |
| Not in Foster Care | 147 |
| Not Homeless | 147 |
| Migrant | 1 |
| Not Migrant | 146 |
| Parent Not in Armed Forces | 147 |

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

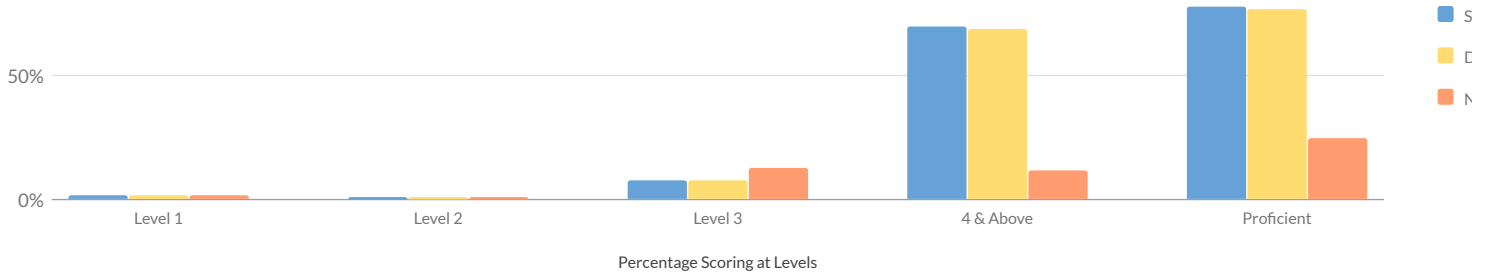
TOTAL COHORT REGENTS EXAMINATION RESULTS

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 (Framework) June 2022 examination was also canceled. Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2018 Total Cohort Regents Examinations results with results from prior years.

2018 TOTAL COHORT REGENTS IN ELA

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|--------------|-----|--------|-----|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| | | All Students | 125 | 24 | 19% | 101 | 81% | 3 | 2% | 1 | 1% | 10 | 8% | 87 | 70% |
| Female | 71 | 11 | 15% | 60 | 85% | 3 | 4% | 1 | 1% | 6 | 8% | 50 | 70% | 56 | 79% |
| Male | 54 | 13 | 24% | 41 | 76% | 0 | 0% | 0 | 0% | 4 | 7% | 37 | 69% | 41 | 76% |
| General Education Students | 112 | 19 | 17% | 93 | 83% | 2 | 2% | 0 | 0% | 6 | 5% | 85 | 76% | 91 | 81% |
| Students with Disabilities | 13 | 5 | 38% | 8 | 62% | 1 | 8% | 1 | 8% | 4 | 31% | 2 | 15% | 6 | 46% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 3 | 60% |
| White | 112 | 21 | 19% | 91 | 81% | 3 | 3% | 1 | 1% | 8 | 7% | 79 | 71% | 87 | 78% |
| Multiracial | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 13% | 6 | 75% | 7 | 88% |
| Economically Disadvantaged | 28 | 13 | 46% | 15 | 54% | 2 | 7% | 1 | 4% | 3 | 11% | 9 | 32% | 12 | 43% |
| Not Economically Disadvantaged | 97 | 11 | 11% | 86 | 89% | 1 | 1% | 0 | 0% | 7 | 7% | 78 | 80% | 85 | 88% |
| Non-English Language Learner | 125 | 24 | 19% | 101 | 81% | 3 | 2% | 1 | 1% | 10 | 8% | 87 | 70% | 97 | 78% |
| Not in Foster Care | 125 | 24 | 19% | 101 | 81% | 3 | 2% | 1 | 1% | 10 | 8% | 87 | 70% | 97 | 78% |
| Not Homeless | 125 | 24 | 19% | 101 | 81% | 3 | 2% | 1 | 1% | 10 | 8% | 87 | 70% | 97 | 78% |
| Not Migrant | 125 | 24 | 19% | 101 | 81% | 3 | 2% | 1 | 1% | 10 | 8% | 87 | 70% | 97 | 78% |
| Parent Not in Armed Forces | 125 | 24 | 19% | 101 | 81% | 3 | 2% | 1 | 1% | 10 | 8% | 87 | 70% | 97 | 78% |

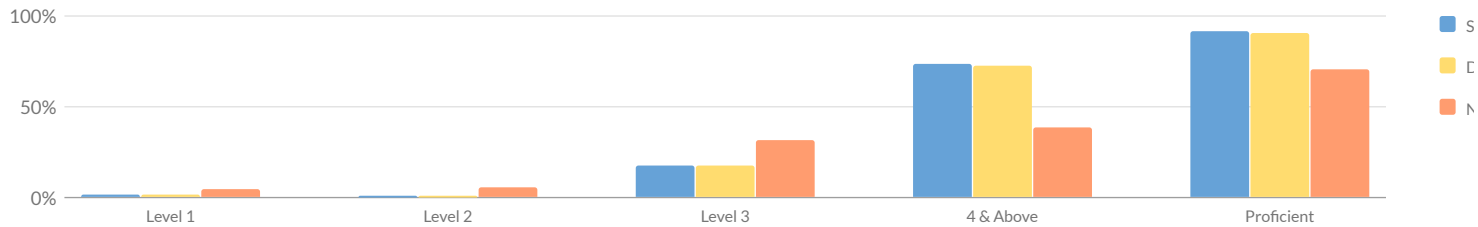
2018 TOTAL COHORT EXEMPTIONS IN ELA

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 119 | 19 | 16 | 100 | 84 |
| Female | 68 | 9 | 13 | 59 | 87 |
| Male | 51 | 10 | 20 | 41 | 80 |
| General Education Students | 107 | 15 | 14 | 92 | 86 |
| Students with Disabilities | 12 | 4 | 33 | 8 | 67 |
| Hispanic or Latino | 4 | 1 | 25 | 3 | 75 |
| White | 107 | 17 | 16 | 90 | 84 |
| Economically Disadvantaged | 24 | 10 | 42 | 14 | 58 |
| Not Economically Disadvantaged | 95 | 9 | 9 | 86 | 91 |
| Non-English Language Learner | 119 | 19 | 16 | 100 | 84 |
| Not in Foster Care | 119 | 19 | 16 | 100 | 84 |
| Not Homeless | 119 | 19 | 16 | 100 | 84 |
| Not Migrant | 119 | 19 | 16 | 100 | 84 |
| Parent Not in Armed Forces | 119 | 19 | 16 | 100 | 84 |

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

2018 TOTAL COHORT REGENTS IN MATH

** Please note: The 2018 TOTAL COHORT REGENTS EXAMINATION RESULTS do not reflect the recently refreshed list of NYSED-Approved Regents Examination Alternatives Acceptable for Meeting Requirements for a Local or Regents Diploma. As a result, Local Educational Agencies (LEAs) and individual schools that had students participate in any of the exams recently added to the list of approved alternatives may have participation and/or proficiency rates that are in the process of being updated by Department teams. For more information, please contact Datasupport, or click on the blue Help icon on the bottom left corner of the screen from the public data site report page or any Office of Information and Reporting webpages.



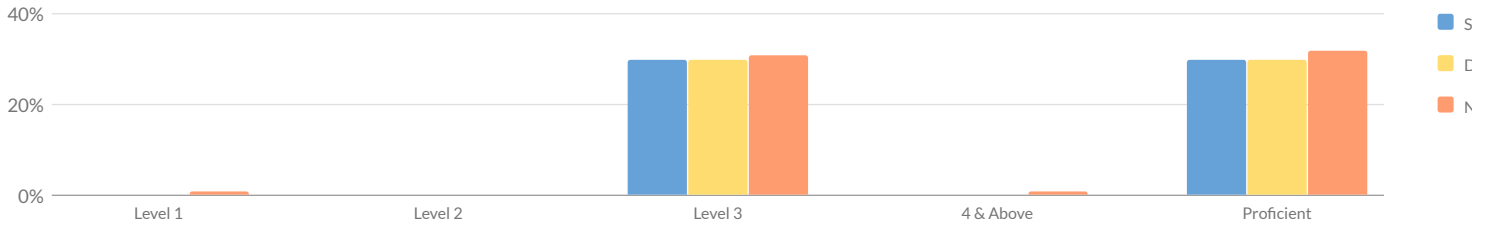
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|----|---------|-----|-----------------|-----|-------------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 6 | 5% | 119 | 95% | 3 | 2% | 1 | 1% | 23 | 18% | 92 | 74% | 115 | 92% |
| Female | 71 | 3 | 4% | 68 | 96% | 2 | 3% | 0 | 0% | 11 | 15% | 55 | 77% | 66 | 93% |
| Male | 54 | 3 | 6% | 51 | 94% | 1 | 2% | 1 | 2% | 12 | 22% | 37 | 69% | 49 | 91% |
| General Education Students | 112 | 4 | 4% | 108 | 96% | 0 | 0% | 1 | 1% | 19 | 17% | 88 | 79% | 107 | 96% |
| Students with Disabilities | 13 | 2 | 15% | 11 | 85% | 3 | 23% | 0 | 0% | 4 | 31% | 4 | 31% | 8 | 62% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 3 | 60% |
| White | 112 | 4 | 4% | 108 | 96% | 3 | 3% | 1 | 1% | 20 | 18% | 84 | 75% | 104 | 93% |
| Multiracial | 3 | 0 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 0 | 0% | 8 | 100% | 0 | 0% | 0 | 0% | 2 | 25% | 6 | 75% | 8 | 100% |
| Economically Disadvantaged | 28 | 4 | 14% | 24 | 86% | 2 | 7% | 0 | 0% | 11 | 39% | 11 | 39% | 22 | 79% |
| Not Economically Disadvantaged | 97 | 2 | 2% | 95 | 98% | 1 | 1% | 1 | 1% | 12 | 12% | 81 | 84% | 93 | 96% |
| Non-English Language Learner | 125 | 6 | 5% | 119 | 95% | 3 | 2% | 1 | 1% | 23 | 18% | 92 | 74% | 115 | 92% |
| Not in Foster Care | 125 | 6 | 5% | 119 | 95% | 3 | 2% | 1 | 1% | 23 | 18% | 92 | 74% | 115 | 92% |
| Not Homeless | 125 | 6 | 5% | 119 | 95% | 3 | 2% | 1 | 1% | 23 | 18% | 92 | 74% | 115 | 92% |
| Not Migrant | 125 | 6 | 5% | 119 | 95% | 3 | 2% | 1 | 1% | 23 | 18% | 92 | 74% | 115 | 92% |
| Parent Not in Armed Forces | 125 | 6 | 5% | 119 | 95% | 3 | 2% | 1 | 1% | 23 | 18% | 92 | 74% | 115 | 92% |

2018 TOTAL COHORT EXEMPTIONS IN MATH

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|----|
| | | # | % | # | % |
| All Students | 115 | 4 | 3 | 111 | 97 |
| Female | 67 | 2 | 3 | 65 | 97 |
| Male | 48 | 2 | 4 | 46 | 96 |
| General Education Students | 106 | 3 | 3 | 103 | 97 |
| Students with Disabilities | 9 | 1 | 11 | 8 | 89 |
| Hispanic or Latino | 5 | 2 | 40 | 3 | 60 |
| White | 103 | 2 | 2 | 101 | 98 |
| Economically Disadvantaged | 22 | 2 | 9 | 20 | 91 |
| Not Economically Disadvantaged | 93 | 2 | 2 | 91 | 98 |
| Non-English Language Learner | 115 | 4 | 3 | 111 | 97 |
| Not in Foster Care | 115 | 4 | 3 | 111 | 97 |
| Not Homeless | 115 | 4 | 3 | 111 | 97 |
| Not Migrant | 115 | 4 | 3 | 111 | 97 |
| Parent Not in Armed Forces | 115 | 4 | 3 | 111 | 97 |

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

2018 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

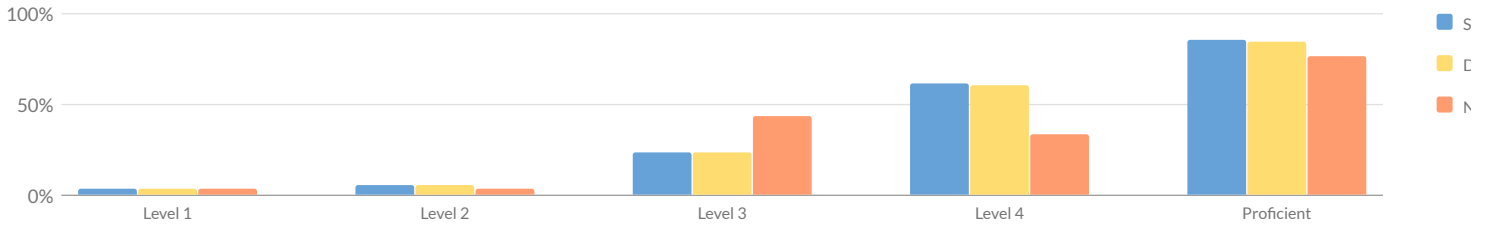
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|-----------------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 87 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Female | 71 | 44 | 62% | 27 | 38% | 0 | 0% | 0 | 0% | 27 | 38% | 0 | 0% | 27 | 38% |
| Male | 54 | 43 | 80% | 11 | 20% | 0 | 0% | 0 | 0% | 11 | 20% | 0 | 0% | 11 | 20% |
| General Education Students | 112 | 74 | 66% | 38 | 34% | 0 | 0% | 0 | 0% | 38 | 34% | 0 | 0% | 38 | 34% |
| Students with Disabilities | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 1 | — | 3 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| White | 112 | 80 | 71% | 32 | 29% | 0 | 0% | 0 | 0% | 32 | 29% | 0 | 0% | 32 | 29% |
| Multiracial | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 3 | 38% | 5 | 63% | 0 | 0% | 0 | 0% | 5 | 63% | 0 | 0% | 5 | 63% |
| Economically Disadvantaged | 28 | 27 | 96% | 1 | 4% | 0 | 0% | 0 | 0% | 1 | 4% | 0 | 0% | 1 | 4% |
| Not Economically Disadvantaged | 97 | 60 | 62% | 37 | 38% | 0 | 0% | 0 | 0% | 37 | 38% | 0 | 0% | 37 | 38% |
| Non-English Language Learner | 125 | 87 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Not in Foster Care | 125 | 87 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Not Homeless | 125 | 87 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Not Migrant | 125 | 87 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |
| Parent Not in Armed Forces | 125 | 87 | 70% | 38 | 30% | 0 | 0% | 0 | 0% | 38 | 30% | 0 | 0% | 38 | 30% |

2018 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 121 | 83 | 69 | 38 | 31 |
| Female | 68 | 41 | 60 | 27 | 40 |
| Male | 53 | 42 | 79 | 11 | 21 |
| General Education Students | 109 | 71 | 65 | 38 | 35 |
| Students with Disabilities | 12 | 12 | 100 | 0 | 0 |
| Hispanic or Latino | 5 | 4 | 80 | 1 | 20 |
| White | 108 | 76 | 70 | 32 | 30 |
| Economically Disadvantaged | 26 | 25 | 96 | 1 | 4 |
| Not Economically Disadvantaged | 95 | 58 | 61 | 37 | 39 |
| Non-English Language Learner | 121 | 83 | 69 | 38 | 31 |
| Not in Foster Care | 121 | 83 | 69 | 38 | 31 |
| Not Homeless | 121 | 83 | 69 | 38 | 31 |
| Not Migrant | 121 | 83 | 69 | 38 | 31 |
| Parent Not in Armed Forces | 121 | 83 | 69 | 38 | 31 |

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

2018 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

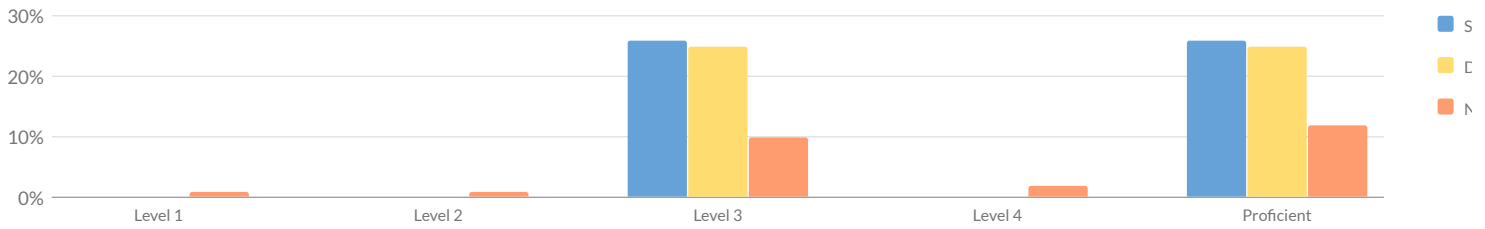
| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 6 | 5% | 119 | 95% | 5 | 4% | 7 | 6% | 30 | 24% | 77 | 62% | 107 | 86% |
| Female | 71 | 4 | 6% | 67 | 94% | 3 | 4% | 5 | 7% | 14 | 20% | 45 | 63% | 59 | 83% |
| Male | 54 | 2 | 4% | 52 | 96% | 2 | 4% | 2 | 4% | 16 | 30% | 32 | 59% | 48 | 89% |
| General Education Students | 112 | 6 | 5% | 106 | 95% | 0 | 0% | 5 | 4% | 26 | 23% | 75 | 67% | 101 | 90% |
| Students with Disabilities | 13 | 0 | 0% | 13 | 100% | 5 | 38% | 2 | 15% | 4 | 31% | 2 | 15% | 6 | 46% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 0 | — | 4 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 0 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 1 | 20% | 2 | 40% | 3 | 60% |
| White | 112 | 3 | 3% | 109 | 97% | 5 | 4% | 7 | 6% | 28 | 25% | 69 | 62% | 97 | 87% |
| Multiracial | 3 | 1 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 1 | 13% | 7 | 88% | 0 | 0% | 0 | 0% | 1 | 13% | 6 | 75% | 7 | 88% |
| Economically Disadvantaged | 28 | 3 | 11% | 25 | 89% | 3 | 11% | 5 | 18% | 12 | 43% | 5 | 18% | 17 | 61% |
| Not Economically Disadvantaged | 97 | 3 | 3% | 94 | 97% | 2 | 2% | 2 | 2% | 18 | 19% | 72 | 74% | 90 | 93% |
| Non-English Language Learner | 125 | 6 | 5% | 119 | 95% | 5 | 4% | 7 | 6% | 30 | 24% | 77 | 62% | 107 | 86% |
| Not in Foster Care | 125 | 6 | 5% | 119 | 95% | 5 | 4% | 7 | 6% | 30 | 24% | 77 | 62% | 107 | 86% |
| Not Homeless | 125 | 6 | 5% | 119 | 95% | 5 | 4% | 7 | 6% | 30 | 24% | 77 | 62% | 107 | 86% |
| Not Migrant | 125 | 6 | 5% | 119 | 95% | 5 | 4% | 7 | 6% | 30 | 24% | 77 | 62% | 107 | 86% |
| Parent Not in Armed Forces | 125 | 6 | 5% | 119 | 95% | 5 | 4% | 7 | 6% | 30 | 24% | 77 | 62% | 107 | 86% |

2018 TOTAL COHORT EXEMPTIONS IN SCIENCE

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|----|----------------|-----|
| | | # | % | # | % |
| All Students | 122 | 6 | 5 | 116 | 95 |
| Female | 71 | 4 | 6 | 67 | 94 |
| Male | 51 | 2 | 4 | 49 | 96 |
| General Education Students | 111 | 6 | 5 | 105 | 95 |
| Students with Disabilities | 11 | 0 | 0 | 11 | 100 |
| Hispanic or Latino | 5 | 2 | 40 | 3 | 60 |
| White | 109 | 3 | 3 | 106 | 97 |
| Economically Disadvantaged | 25 | 3 | 12 | 22 | 88 |
| Not Economically Disadvantaged | 97 | 3 | 3 | 94 | 97 |
| Non-English Language Learner | 122 | 6 | 5 | 116 | 95 |
| Not in Foster Care | 122 | 6 | 5 | 116 | 95 |
| Not Homeless | 122 | 6 | 5 | 116 | 95 |
| Not Migrant | 122 | 6 | 5 | 116 | 95 |
| Parent Not in Armed Forces | 122 | 6 | 5 | 116 | 95 |

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

2018 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|------------|------|--------|-----|---------|----|---------|----|---------|-----|---------|----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 93 | 74% | 32 | 26% | 0 | 0% | 0 | 0% | 32 | 26% | 0 | 0% | 32 | 26% |
| Female | 71 | 49 | 69% | 22 | 31% | 0 | 0% | 0 | 0% | 22 | 31% | 0 | 0% | 22 | 31% |
| Male | 54 | 44 | 81% | 10 | 19% | 0 | 0% | 0 | 0% | 10 | 19% | 0 | 0% | 10 | 19% |
| General Education Students | 112 | 80 | 71% | 32 | 29% | 0 | 0% | 0 | 0% | 32 | 29% | 0 | 0% | 32 | 29% |
| Students with Disabilities | 13 | 13 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | 2 | — | 2 | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 1 | — | 0 | — | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 1 | 20% |
| White | 112 | 84 | 75% | 28 | 25% | 0 | 0% | 0 | 0% | 28 | 25% | 0 | 0% | 28 | 25% |
| Multiracial | 3 | 2 | — | 1 | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 5 | 63% | 3 | 38% | 0 | 0% | 0 | 0% | 3 | 38% | 0 | 0% | 3 | 38% |
| Economically Disadvantaged | 28 | 28 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Economically Disadvantaged | 97 | 65 | 67% | 32 | 33% | 0 | 0% | 0 | 0% | 32 | 33% | 0 | 0% | 32 | 33% |
| Non-English Language Learner | 125 | 93 | 74% | 32 | 26% | 0 | 0% | 0 | 0% | 32 | 26% | 0 | 0% | 32 | 26% |
| Not in Foster Care | 125 | 93 | 74% | 32 | 26% | 0 | 0% | 0 | 0% | 32 | 26% | 0 | 0% | 32 | 26% |
| Not Homeless | 125 | 93 | 74% | 32 | 26% | 0 | 0% | 0 | 0% | 32 | 26% | 0 | 0% | 32 | 26% |
| Not Migrant | 125 | 93 | 74% | 32 | 26% | 0 | 0% | 0 | 0% | 32 | 26% | 0 | 0% | 32 | 26% |
| Parent Not in Armed Forces | 125 | 93 | 74% | 32 | 26% | 0 | 0% | 0 | 0% | 32 | 26% | 0 | 0% | 32 | 26% |

2018 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

| Subgroup | Total Exempt | Exempt, Not Tested | | Exempt, Tested | |
|--------------------------------|--------------|--------------------|-----|----------------|----|
| | | # | % | # | % |
| All Students | 120 | 88 | 73 | 32 | 27 |
| Female | 69 | 47 | 68 | 22 | 32 |
| Male | 51 | 41 | 80 | 10 | 20 |
| General Education Students | 107 | 75 | 70 | 32 | 30 |
| Students with Disabilities | 13 | 13 | 100 | 0 | 0 |
| Hispanic or Latino | 3 | 2 | 67 | 1 | 33 |
| White | 110 | 82 | 75 | 28 | 25 |
| Economically Disadvantaged | 25 | 25 | 100 | 0 | 0 |
| Not Economically Disadvantaged | 95 | 63 | 66 | 32 | 34 |
| Non-English Language Learner | 120 | 88 | 73 | 32 | 27 |
| Not in Foster Care | 120 | 88 | 73 | 32 | 27 |
| Not Homeless | 120 | 88 | 73 | 32 | 27 |
| Not Migrant | 120 | 88 | 73 | 32 | 27 |
| Parent Not in Armed Forces | 120 | 88 | 73 | 32 | 27 |

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 (2021-22)

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.

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

| Grade | Total | Not Tested | | Tested | | Entering | | Emerging | | Transitioning | | Expanding | | Commanding (Proficient) | |
|----------|-------|------------|----|--------|------|----------|---|----------|---|---------------|---|-----------|---|-------------------------|---|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 9 | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 10 | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |
| Grade 11 | 1 | 0 | 0% | 1 | 100% | – | – | – | – | – | – | – | – | – | – |

NEW YORK STATE ALTERNATE ASSESSMENT (2021-22)

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.

Due to ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

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

EXPENDITURES PER PUPIL (2021-22)

| | Pupil Count | Federal | | State & Local | | Total | |
|---------------|-------------|-----------------|------------------------|------------------|------------------------|------------------|------------------------|
| | | Expenditures | Expenditures Per Pupil | Expenditures | Expenditures Per Pupil | Expenditures | Expenditures Per Pupil |
| This School | 584 | \$473,854 | \$811 | \$8,210,119 | \$14,058 | \$8,683,973 | \$14,870 |
| This District | 1,340 | \$1,633,355 | \$1,219 | \$24,782,446 | \$18,494 | \$26,415,801 | \$19,713 |
| Statewide | 2,502,890 | \$7,164,487,299 | \$2,862 | \$57,586,108,928 | \$23,008 | \$64,750,596,227 | \$25,870 |

STAFF QUALIFICATIONS (2021-22)
INEXPERIENCED TEACHERS AND PRINCIPALS

| | TEACHERS | | | PRINCIPALS | | |
|--------------------------------|----------|-----------------|-----------------|------------|-----------------|-----------------|
| | Total | # Inexperienced | % Inexperienced | Total | # Inexperienced | % Inexperienced |
| THIS SCHOOL | 57 | 5 | 9% | 1 | 0 | 0% |
| THIS DISTRICT | 104 | 17 | 16% | 3 | 2 | 67% |
| STATEWIDE | 213,853 | 46,628 | 22% | 4,643 | 1,064 | 23% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 47,206 | 16,965 | 36% | 1,071 | 191 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 62,026 | 7,792 | 13% | 1,192 | 267 | 22% |

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

| | Total | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|---------|---|-----|
| | | # | % |
| THIS SCHOOL | 57 | 0 | 0% |
| THIS DISTRICT | 104 | 0 | 0% |
| STATEWIDE | 203,528 | 15,289 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 43,110 | 6,412 | 15% |
| STATEWIDE LOW-POVERTY SCHOOLS | 59,797 | 1,101 | 2% |

TOTAL COHORT GRADUATION RATE (2021-22)

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 | GRAD RATE | | | REGENTS WITH ADVANCED DESIGNATION | | REGENTS DIPLOMA | | LOCAL DIPLOMA | | NON DIPLOMA CRED | | STILL ENROLLED | | GED TRANSFER | | DROPOUT | |
|---|-----------|-----|------|-----------------------------------|-----|-----------------|-----|---------------|----|------------------|----|----------------|----|--------------|----|---------|-----|
| | Total | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 125 | 121 | 97% | 90 | 72% | 31 | 25% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 2% |
| Female | 71 | 69 | 97% | 55 | 77% | 14 | 20% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 1 | 1% |
| Male | 54 | 52 | 96% | 35 | 65% | 17 | 31% | 0 | 0% | 1 | 2% | 0 | 0% | 0 | 0% | 1 | 2% |
| Non-binary | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| General Education Students | 112 | 109 | 97% | 88 | 79% | 21 | 19% | 0 | 0% | 0 | 0% | 1 | 1% | 0 | 0% | 2 | 2% |
| Students with Disabilities | 13 | 12 | 92% | 2 | 15% | 10 | 77% | 0 | 0% | 1 | 8% | 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 | 4 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Black or African American | 1 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Hispanic or Latino | 5 | 4 | 80% | 2 | 40% | 2 | 40% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 20% |
| White | 112 | 109 | 97% | 82 | 73% | 27 | 24% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 1 | 1% |
| Multiracial | 3 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Economically Disadvantaged | 28 | 24 | 86% | 8 | 29% | 16 | 57% | 0 | 0% | 1 | 4% | 1 | 4% | 0 | 0% | 2 | 7% |
| Not Economically Disadvantaged | 97 | 97 | 100% | 82 | 85% | 15 | 15% | 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 | 125 | 121 | 97% | 90 | 72% | 31 | 25% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 2% |
| In Foster Care | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 125 | 121 | 97% | 90 | 72% | 31 | 25% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 2% |
| Homeless | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 125 | 121 | 97% | 90 | 72% | 31 | 25% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 2% |
| Migrant | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Migrant | 125 | 121 | 97% | 90 | 72% | 31 | 25% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 2% |
| 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 | 125 | 121 | 97% | 90 | 72% | 31 | 25% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% | 2 | 2% |

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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

[CRDC Data \(22.42 megabytes\)](#)

[CRDC Glossary and Guide](#)

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CAZENOVIA CSD

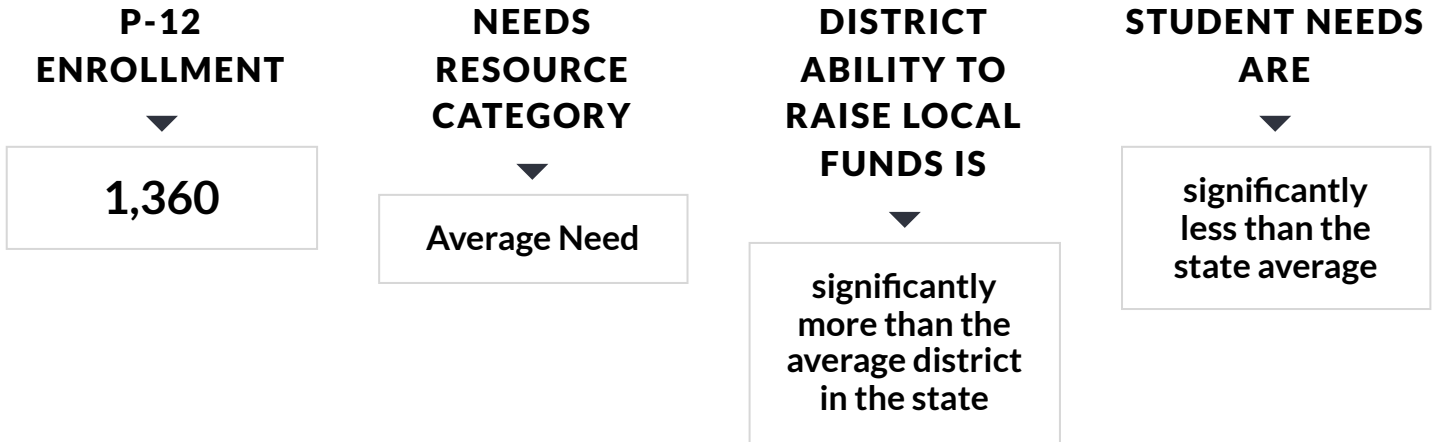
2019-20 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

| Enrollment | CAZENOVIA CSD |
|----------------------------|---------------|
| All Students | 1,360 |
| Economically Disadvantaged | 24% |
| Students with Disabilities | 11% |
| English Language Learners | 1% |
| » Race/Ethnicity | |

| Staffing Profile | CAZENOVIA CSD |
|--|---------------|
| Student-to-Teacher Ratio | 14 |
| Teachers with Fewer than 4 years of Experience % | 7% |
| Teachers with 4-20 Years of Experience % | 57% |
| Teachers with 21+ Years of Experience % | 36% |

Comparison: How do per pupil expenditures compare?

| THIS SCHOOL ▼ | DISTRICT OR DISTRICT OF LOCATION ▼ | COUNTY AVERAGE ▼ | STATEWIDE AVERAGE ▼ |
|------------------|---|------------------------|---------------------------|
| N/A | \$17,708.25 | \$18,787.58 | \$22,834.84 |

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

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

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

| Report View One Per Pupil Expenditure Categories | CAZENOVIA CSD |
|--|---------------|
| » A. Instruction (A1 + A2 + A3 + A4) | \$10,768.60 |
| » B. Administration (B1 + B2 + B3) | \$807.08 |
| » C. All Other Spending (C1 + C2 + C3) | \$975.63 |

| Report View One Per Pupil Expenditure Categories | CAZENOVIA CSD |
|--|---------------|
| D. Total School Level (A + B + C) | \$12,551.31 |
| » E. Central Instruction (E1 + E2 + E3 + E4) | \$70.53 |
| » F. Central Administration (F1 + F2 + F3) | \$2,142.50 |
| » G. All Other Central Spending (G1 + G2 + G3) | \$2,943.91 |
| H. Total Central Costs | \$5,156.94 |
| I. Total Spending (D + H) | \$17,708.25 |

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

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

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

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

| Report View Two Per Pupil Expenditure Categories | CAZENOVIA CSD |
|--|---------------|
| J. Total School Level Local/State Spending | \$12,178.66 |
| » K. Total School Level Federal Spending | \$372.65 |
| L. Total Central Level Local/State Spending | \$4,784.29 |
| M. Total Central Level Federal Spending | \$372.65 |
| N. Total Spending (J + K + L + M) | \$17,708.25 |

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

| Excluded Expenditures | CAZENOVIA CSD |
|-----------------------------|----------------|
| 1. Transportation | \$1,430,735.37 |
| 2. Charter School Tuition | \$0.00 |
| 3. Other Tuition | \$76,670.24 |
| 4. Debt Service | \$2,545,827.13 |
| 5. Other | \$3,557,349.03 |
| Percent Excluded from Total | 24% |

| Excluded Expenditures | CAZENOVIA CSD |
|---------------------------|------------------------|
| Total Expenditures | \$31,693,806.02 |

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Salary: Administrative Compensation Information
250201 - CAZENOVIA CSD

2022-2023 - Page 1
Official - as of 04/19/2023 09:32 AM

Form Due May 8, 2023

2023-2024 Salary Threshold =
\$162,000

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 2023-2024.

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

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

Report Estimated Salaries in the Budget for the 2023-2024 School Year

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

| | Title | Salary | Employee Benefits | Other Remuneration |
|----|---------------------------|---------|-------------------|--------------------|
| 1. | Superintendent of Schools | 171,395 | 51,385 | 6,100 |

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/SBO | 146,922 | 46,762 | 3,300 |
| 3. | ASSISTANT SUPERINTENDENT FOR INSTRUCTION | 140,063 | 45,553 | 3,300 |
| 4. | | | | |
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Equalized Total Assessed Value 1,251,962,137

School District - 252201 Cazenovia

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|----------------|--------------------------------|---------------------|----------------------|-------------------------------------|---------------------------|
| 12100 | NYS - GENERALLY | RPTL 404(1) | 92 | 10,438,623 | 0.83 |
| 13100 | CO - GENERALLY | RPTL 406(1) | 9 | 1,032,991 | 0.08 |
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 27 | 6,083,923 | 0.49 |
| 13650 | VG - GENERALLY | RPTL 406(1) | 32 | 5,725,825 | 0.46 |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 5 | 11,991,618 | 0.96 |
| 13870 | SPEC DIST USED FOR PURPOSE EST | RPTL 410 | 8 | 1,075,463 | 0.09 |
| 14100 | USA - GENERALLY | RPTL 400(1) | 1 | 7,901 | 0.00 |
| 18020 | MUNICIPAL INDUSTRIAL DEV AGENC | RPTL 412-a | 3 | 10,604,395 | 0.85 |
| 21600 | RES OF CLERGY - RELIG CORP OWN | RPTL 462 | 8 | 1,307,442 | 0.10 |
| 25110 | NONPROF CORP - RELIG(CONST PRO | RPTL 420-a | 14 | 6,864,627 | 0.55 |
| 25120 | NONPROF CORP - EDUCL(CONST PRC | RPTL 420-a | 24 | 21,445,247 | 1.71 |
| 25210 | NONPROF CORP - HOSPITAL | RPTL 420-a | 1 | 1,275,309 | 0.10 |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | 33 | 9,800,930 | 0.78 |
| 25400 | FRATERNAL ORGANIZATION | RPTL 428 | 1 | 494 | 0.00 |
| 26100 | VETERANS ORGANIZATION | RPTL 452 | 3 | 322,307 | 0.03 |
| 26250 | HISTORICAL SOCIETY | RPTL 444 | 2 | 131,358 | 0.01 |
| 26350 | FIRE PATROL AND SALVAGE CORPS | RPTL 468 | 1 | 505,495 | 0.04 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 31 | 525,683 | 0.04 |
| 30300 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | 2 | 32,109 | 0.00 |
| 32255 | NYS OWNED REFORESTATION LAND | RPTL 534 | 1 | 440 | 0.00 |
| 32256 | NYS OWNED REFORESTATION LAND | RPTL 534 | 2 | 0 | 0.00 |
| 41120 | ALT VET EX-WAR PERIOD-NON-COMB | RPTL 458-a | 1 | 0 | 0.00 |
| 41130 | ALT VET EX-WAR PERIOD-COMBAT | RPTL 458-a | 1 | 0 | 0.00 |
| 41150 | COLD WAR VETERANS (10%) | RPTL 458-b | 4 | 0 | 0.00 |
| 41400 | CLERGY | RPTL 460 | 3 | 5,148 | 0.00 |
| 41700 | AGRICULTURAL BUILDING | RPTL 483 | 40 | 3,627,195 | 0.29 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | 305 | 11,417,773 | 0.91 |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 74 | 2,628,250 | 0.21 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 26 | 1,968,079 | 0.16 |
| 41804 | PERSONS AGE 65 OR OVER | RPTL 467 | 13 | 471,962 | 0.04 |
| 41805 | PERSONS AGE 65 OR OVER | RPTL 467 | 33 | 1,472,741 | 0.12 |
| 41806 | PERSONS AGE 65 OR OVER | RPTL 467 | 2 | 30,330 | 0.00 |

Equalized Total Assessed Value 1,251,962,137

School District - 252201 Cazenovia

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|--------------------------------|----------------------------|----------------------|-------------------------------------|---------------------------|
| 41834 | ENHANCED STAR | RPTL 425 | 513 | 40,956,632 | 3.27 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 1,210 | 39,890,885 | 3.19 |
| 41864 | Basic STAR (land belongs to ot | RPTL 425 | 1 | 25,220 | 0.00 |
| 42100 | SILOS, MANURE STORAGE TANKS, | RPTL 483-a | 5 | 57,359 | 0.00 |
| 47100 | Mass Telecomm Ceiling | RPTL S499-qqqq | 11 | 683,937 | 0.05 |
| 47450 | FOREST/REF LAND - FISHER ACT | RPTL 480 | 5 | 220,401 | 0.02 |
| 47460 | FOREST LAND CERTD AFTER 8/74 | RPTL 480-a | 3 | 160,988 | 0.01 |
| 47610 | BUSINESS INVESTMENT PROPERTY P | RPTL 485-b | 3 | 673,426 | 0.05 |
| 47650 | INDUSTRIAL/COMMERCIAL PROP - N | RPTL 489-ddd | 1 | 46,296 | 0.00 |
| 49500 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | 10 | 5,278,181 | 0.42 |
| 50000 | SYSTEM CODE | STATUTORY AUTH NOT DEFINED | 3 | 260,123 | 0.02 |
| 50004 | SYSTEM CODE | STATUTORY AUTH NOT DEFINED | 2 | 5,333 | 0.00 |
| Total Exemptions Exclusive of System Exemptions: | | | 2,564 | 198,786,983 | 15.88 |
| Total System Exemptions: | | | 5 | 265,456 | 0.02 |
| Totals: | | | 2,569 | 199,052,439 | 15.90 |

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

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

Assessor's Report - 2022 - Prior Year File
 S495 Exemption Impact Report
 County Wide School District Summary

RPS221/V04/L001
 Date/Time - 5/2/2023 15:59:20
 Total Assessed Value 50,470,941

Equalized Total Assessed Value 64,706,335

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|--------------------------------|------------------------|----------------------|-------------------------------------|---------------------------|
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 9 | 1,323,206 | 2.04 |
| 26250 | HISTORICAL SOCIETY | RPTL 444 | 1 | 191,026 | 0.30 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 2 | 29,487 | 0.05 |
| 41400 | CLERGY | RPTL 460 | 1 | 1,923 | 0.00 |
| 41690 | VOLUNTEER FIREFIGHTERS AND AMB | RPTL 466-c,d,e,f,g,h&i | 3 | 10,051 | 0.02 |
| 41700 | AGRICULTURAL BUILDING | RPTL 483 | 1 | 15,385 | 0.02 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | 46 | 2,568,056 | 3.97 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 2 | 146,411 | 0.23 |
| 41804 | PERSONS AGE 65 OR OVER | RPTL 467 | 3 | 121,047 | 0.19 |
| 41834 | ENHANCED STAR | RPTL 425 | 41 | 3,365,588 | 5.20 |
| 41854 | BASIC STAR 1999-2000 | RPTL 425 | 85 | 2,909,635 | 4.50 |
| 42100 | SILOS, MANURE STORAGE TANKS, | RPTL 483-a | 10 | 30,768 | 0.05 |
| 47100 | Mass Telecomm Ceiling | RPTL S499-qqqq | 2 | 1,782 | 0.00 |
| 49500 | SOLAR OR WIND ENERGY SYSTEM | RPTL 487 | 5 | 60,256 | 0.09 |
| Total Exemptions Exclusive of System Exemptions: | | | | | |
| Total System Exemptions: | | | 211 | 10,774,621 | 16.65 |
| Totals: | | | 0 | 0 | 0.00 |
| | | | 211 | 10,774,621 | 16.65 |

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

Equalized Total Assessed Value 64,706,335

School District - 252201 Cazenovia

| Exemption Code | Exemption Name | Statutory Authority | Number of Exemptions | Total Equalized Value of Exemptions | Percent of Value Exempted |
|---|--------------------------------|------------------------|----------------------|-------------------------------------|---------------------------|
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 9 | | |
| 26250 | HISTORICAL SOCIETY | RPTL 444 | 1 | 1,323,206 | 2.04 |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 1 | 191,026 | 0.30 |
| 41400 | CLERGY | RPTL 460 | 2 | 29,487 | 0.05 |
| 41690 | VOLUNTEER FIREFIGHTERS AND AMB | RPTL 466-c,d,e,f,g,h&i | 1 | 1,923 | 0.00 |
| 41700 | AGRICULTURAL BUILDING | RPTL 483 | 3 | 10,051 | 0.02 |
| 41720 | AGRICULTURAL DISTRICT | AG-MKTS L 305 | 1 | 15,385 | 0.02 |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 46 | 2,568,056 | 3.97 |
| 41804 | PERSONS AGE 65 OR OVER | RPTL 467 | 2 | 146,411 | 0.23 |
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Equalized Total Assessed Value 64,705,335

School District - 252201 Cazenovia

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