

Cazenovia CSD 2024-25 Proposed
Budget Re-Vote Required Attachments

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Cazenovia CSD Budget Re-Vote Three-Part Budget Summary 2024-2025

	2023-24 Three-Parts Budget				2024-25 Three-Parts Budget		
	Administrative	Program	Capital		Administrative	Program	Capital
Total Board of Education	\$ 33,930	\$ -	\$ -		\$ 43,610	\$ -	\$ -
Total District Clerk	\$ 1,850	\$ -	\$ -		\$ 2,050	\$ -	\$ -
Total District Meeting	\$ 4,300	\$ -	\$ -		\$ 3,950	\$ -	\$ -
Total Superintendent's Office	\$ 247,426	\$ -	\$ -		\$ 255,078	\$ -	\$ -
Total Business Administration	\$ 380,833	\$ -	\$ -		\$ 420,320	\$ -	\$ -
Total Auditing	\$ 37,803	\$ -	\$ -		\$ 38,322	\$ -	\$ -
Total Treasurer	\$ 79,912	\$ -	\$ -		\$ 84,671	\$ -	\$ -
Total Tax Collection	\$ 16,375	\$ -	\$ -		\$ 16,848	\$ -	\$ -
Total Purchasing	\$ 5,413	\$ -	\$ -		\$ 5,300	\$ -	\$ -
Total Other Finance	\$ 20,000	\$ -	\$ -		\$ 20,000	\$ -	\$ -
Total Legal Services	\$ 45,200	\$ -	\$ -		\$ 50,200	\$ -	\$ -
Total Personnel Services	\$ 67,413	\$ -	\$ -		\$ 79,617	\$ -	\$ -
Total Public Information and Services	\$ 82,621	\$ -	\$ -		\$ 101,633	\$ -	\$ -
Total Operation of Plant	\$ -	\$ -	\$ 1,691,081		\$ -	\$ -	\$ 1,765,831
Total Maintenance of Plant	\$ -	\$ -	\$ 528,705		\$ -	\$ -	\$ 522,889
Total Security of Plant	\$ 79,500	\$ -	\$ -		\$ 85,500	\$ -	\$ -
Total Central Printing & Mailing	\$ 203,557	\$ -	\$ -		\$ 68,000	\$ -	\$ -
Total Central Data Processing	\$ 44,751	\$ -	\$ -		\$ 80,035	\$ -	\$ -
Total Unallocated Insurance	\$ 102,396	\$ -	\$ -		\$ 121,942	\$ -	\$ -
Total School Association Dues	\$ 9,000	\$ -	\$ -		\$ 9,000	\$ -	\$ -
Total Judgements & Claims	\$ -	\$ -	\$ 26,000		\$ -	\$ -	\$ 11,000
Total Assessments on School Property	\$ 2,500	\$ -	\$ -		\$ 2,500	\$ -	\$ -
Total Refund on Real Property Tax	\$ -	\$ -	\$ 2,500		\$ -	\$ -	\$ 2,500
Total BOCES Administrative Costs	\$ 141,407	\$ -	\$ -		\$ 141,094	\$ -	\$ -
Central Services SubTotal	\$ 1,606,187	\$ -	\$ 2,248,286		\$ 1,629,670	\$ -	\$ 2,302,220
Total Curriculum Development	\$ 233,880	\$ -	\$ -		\$ 318,452	\$ -	\$ -
Total Regular Ed Supervision	\$ 713,547	\$ -	\$ -		\$ 744,630	\$ -	\$ -
Total Special Ed Supervision	\$ 154,695	\$ -	\$ -		\$ 259,899	\$ -	\$ -
Total Research, Planning & Evaluation	\$ 2,800	\$ -	\$ -		\$ 500	\$ -	\$ -
Total Inservice Training	\$ -	\$ 155,600	\$ -		\$ 2,400	\$ 147,691	\$ -
Total Instruction	\$ -	\$ 7,889,185	\$ -		\$ -	\$ 7,901,780	\$ -
Total Special Education	\$ -	\$ 2,778,583	\$ -		\$ -	\$ 3,038,308	\$ -
Total ENL	\$ -	\$ 125,516	\$ -		\$ -	\$ 134,810	\$ -
Total Occupational Education	\$ -	\$ 736,846	\$ -		\$ -	\$ 779,352	\$ -
Total Special Schools	\$ -	\$ 68,015	\$ -		\$ -	\$ 70,593	\$ -
Total Library	\$ -	\$ 355,788	\$ -		\$ -	\$ 359,162	\$ -
Total Computer Assisted Instruction	\$ -	\$ 1,183,940	\$ -		\$ -	\$ 1,151,073	\$ -
Total Guidance	\$ -	\$ 306,641	\$ -		\$ -	\$ 387,575	\$ -
Total Nursing Services	\$ -	\$ 207,318	\$ -		\$ -	\$ 215,264	\$ -
Total Psychological Services	\$ -	\$ 160,040	\$ -		\$ -	\$ 92,519	\$ -
Total Social Work Services	\$ -	\$ 185,222	\$ -		\$ -	\$ 188,790	\$ -
Total Co-Curricular	\$ -	\$ 129,715	\$ -		\$ -	\$ 112,255	\$ -
Total Athletics	\$ -	\$ 761,077	\$ -		\$ -	\$ 770,222	\$ -
Total Transfers	\$ -	\$ 81,390	\$ -		\$ -	\$ 85,053	\$ -
Instructional Subtotal	\$ 1,104,922	\$ 15,124,876	\$ -		\$ 1,325,881	\$ 15,434,447	\$ -
Total Transportation	\$ -	\$ 1,774,570	\$ -		\$ -	\$ 1,936,435	\$ -
Total Recreation	\$ -	\$ 750	\$ -		\$ -	\$ 750	\$ -
Total Benefits	\$ 928,202	\$ 9,167,195	\$ 778,423		\$ 977,182	\$ 9,640,313	\$ 818,692
Total Debt Service	\$ -	\$ -	\$ 3,696,118		\$ -	\$ -	\$ 4,261,632
Total Transfers	\$ -	\$ -	\$ 100,000		\$ -	\$ -	\$ 100,000
Other Subtotal	\$ 928,202	\$ 10,942,515	\$ 4,574,541		\$ 977,182	\$ 11,577,498	\$ 5,180,324
Three-Parts Budget SubTotals	\$ 3,639,311	\$ 26,067,391	\$ 6,822,827		\$ 3,932,733	\$ 27,011,945	\$ 7,482,544
Budget Grand Total:		\$ 36,529,529				\$ 38,427,222	



Account	Description	2024 - 25 Proposed Budget
Administrative Components		
A1010.4	Contractual And Other	17,000.00
A1010.45	Materials And Supplies	1,400.00
A1010.49	Boces Services	25,210.00
1010	*	43,610.00
A1040.4	Contractual And Other	1,550.00
A1040.45	Materials And Supplies	500.00
1040	*	2,050.00
A1060.4	Contractual And Other	3,450.00
A1060.45	Materials And Supplies	500.00
1060	*	3,950.00
A1240.15	Instructional Salaries	175,163.00
A1240.16	Noninstructional Salaries	67,015.00
A1240.4	Contractual and Other	10,900.00
A1240.45	Materials and Supplies	2,000.00
1240	*	255,078.00
A1310.15	Instructional Salaries	150,595.00
A1310.16	Noninstructional Salaries	183,128.00
A1310.2	Equipment	1,000.00
A1310.4	Contractual and Other	6,000.00
A1310.45	Materials and Supplies	1,050.00
A1310.49	BOCES Services	78,547.00
1310	*	420,320.00
A1320.4	Contractual and Other	38,322.00
1320	*	38,322.00
A1325.16	Noninstructional Salaries	81,321.00

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
A1325.4	Contractual and Other	3,100.00
A1325.45	Materials and Supplies	250.00
1325	*	84,671.00
A1330.16	Noninstructional Salaries	13,073.00
A1330.4	Contractual and Other	3,700.00
A1330.45	Materials and Supplies	75.00
1330	*	16,848.00
A1345.4	Contractual and Other	595.00
A1345.45	Materials and Supplies	500.00
A1345.49	BOCES Services	4,205.00
1345	*	5,300.00
A1380.4	Fiscal Agent Fee	20,000.00
1380	*	20,000.00
A1420.4	Contractual and Other	50,200.00
1420	*	50,200.00
A1430.4	Contractual and Other	4,400.00
A1430.45	Materials and Supplies	400.00
A1430.49	BOCES Services	74,817.00
1430	*	79,617.00
A1480.16	Noninstructional Salaries	20,350.00
A1480.49	BOCES Services	81,283.00
1480	*	101,633.00
A1622.16	Noninstructional Salaries	19,500.00
A1622.4	Contractual and Other	66,000.00
1622	*	85,500.00

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
A1670.4	Contractual and Other	35,000.00
A1670.45	Materials and Supplies	30,000.00
A1670.49	BOCES Services	3,000.00
1670	*	68,000.00
A1680.2	Equipment	1,000.00
A1680.4	Contractual and Other	14,000.00
A1680.45	Materials and Supplies	700.00
A1680.49	BOCES Services	64,335.00
1680	*	80,035.00
A1910.4	Unallocated Insurance	121,942.00
1910	*	121,942.00
A1920.4	School Association Dues	9,000.00
1920	*	9,000.00
A1950.4	Assessments on School Property	2,500.00
1950	*	2,500.00
A1981.49	BOCES Administrative Costs	141,094.00
1981	*	141,094.00
A2010.15	Instructional Salaries	294,957.00
A2010.4	Contractual and Other	15,045.00
A2010.45	Materials and Supplies	8,450.00
2010	*	318,452.00
A2020.15	Instructional Salaries	489,529.00
A2020.16	Noninstructional Salaries	237,851.00
A2020.2	Equipment	1,800.00
A2020.4	Contractual and Other	10,525.00
A2020.45	Materials and Supplies	4,925.00

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
2020	*	744,630.00
A2040.15	Instructional Salaries	223,827.00
A2040.16	Noninstructional Salaries	35,372.00
A2040.4	Contractual and Other	700.00
2040	*	259,899.00
A2060.4	Contractual and Other	200.00
A2060.45	Materials and Supplies	300.00
2060	*	500.00
A2070.4	Contractual and Other	2,400.00
2070	*	2,400.00
A9010.8	State Retirement	81,487.15
9010	*	81,487.15
A9020.8	Teachers' Retirement	142,012.45
9020	*	142,012.45
A9030.8	Social Security	161,486.41
9030	*	161,486.41
A9040.8	Workers' Compensation	17,688.19
9040	*	17,688.19
A9050.8	Unemployment Insurance	5,996.40
9050	*	5,996.40
A9055.8	Disability Insurance	4,312.97
9055	*	4,312.97
A9060.8	Hospital, Medical, and Dental Insurance	545,609.64

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
9060	*	545,609.64
A9089.8	Other Employee Benefits (Specify)	18,588.85
9089	*	18,588.85
Totals For Administrative Components:		3,932,733.06
Capital Components		
A1620.16	Noninstructional Salaries	954,225.00
A1620.2	Equipment	28,500.00
A1620.4	Contractual and Other	595,150.00
A1620.45	Materials and Supplies	35,000.00
A1620.49	BOCES Services	152,956.00
1620	*	1,765,831.00
A1621.16	Noninstructional Salaries	299,163.00
A1621.2	Equipment	20,000.00
A1621.4	Contractual and Other	38,707.00
A1621.45	Materials and Supplies	165,019.00
1621	*	522,889.00
A1930.4	Judgment and Claims (NOTE: Include Tax Certiorari)	11,000.00
1930	*	11,000.00
A1964.4	Refund on Real Property Taxes (NOTE: Do NOT include Tax Certiorari)	2,500.00
1964	*	2,500.00
A9010.8	State Retirement	162,548.80
9010	*	162,548.80

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
A9030.8	Social Security	100,444.00
9030	*	100,444.00
A9040.8	Workers' Compensation	11,002.00
9040	*	11,002.00
A9050.8	Unemployment Insurance	3,729.75
9050	*	3,729.75
A9055.8	Disability Insurance	2,682.66
9055	*	2,682.66
A9060.8	Hospital, Medical, and Dental Insurance	526,722.68
9060	*	526,722.68
A9089.8	Other Employee Benefits (Specify)	11,562.20
9089	*	11,562.20
A9711.6	Serial Bonds - School Construction	1,480,000.00
A9711.7	Serial Bonds - School Construction	1,044,893.00
9711	*	2,524,893.00
A9712.6	Serial Bonds - Bus Purchases	356,015.00
A9712.7	Serial Bonds - Bus Purchases	55,180.00
9712	*	411,195.00
A9731.6	Bond Anticipation Notes - School Construction	305,000.00
A9731.7	Bond Anticipation Notes - School Construction	1,020,544.00
9731	*	1,325,544.00



Account	Description	2024 - 25 Proposed Budget
A9950.9a	Transfer to Capital Funds for School Construction	100,000.00
9950	*	100,000.00
Totals For Capital Components:		7,482,544.09
Program Components		
A2070.15	Instructional Salaries	39,376.00
A2070.4	Contractual and Other	37,596.00
A2070.45	Materials and Supplies	1,500.00
A2070.49	BOCES Services	69,219.00
2070	*	147,691.00
A2110.12a	Teacher Salaries, Full Day Kindergarten – 3	1,913,249.00
A2110.12b	Teacher Salaries, 4 - 6	1,670,043.00
A2110.13	Teacher Salaries, 7 - 12	3,485,774.00
A2110.14	Substitute Teacher Salaries	273,475.00
A2110.16	Noninstructional Salaries	127,781.00
A2110.2	Equipment	63,250.00
A2110.4	Contractual and Other	62,119.00
A2110.45	Materials and Supplies	91,015.00
A2110.473	Payments to Charter Schools	13,000.00
A2110.48	Textbooks	92,500.00
A2110.49a	BOCES Services - LEP	109,574.00
2110	*	7,901,780.00
A2250.15	Instructional Salaries	1,905,626.00
A2250.16	Noninstructional Salaries	113,206.00
A2250.2	Equipment	4,000.00
A2250.4	Contractual and Other	73,975.00
A2250.45	Materials and Supplies	11,350.00
A2250.472	Tuition - All Other (Specify)	150,000.00

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
A2250.49	BOCES Services	780,151.00
2250	*	3,038,308.00
A2259.15	Instructional Salaries	134,810.00
2259	*	134,810.00
A2280.15	Instructional Salaries	431,867.00
A2280.2	Equipment	13,180.00
A2280.4	Contractual and Other	6,376.00
A2280.45	Materials and Supplies	44,337.00
A2280.49	BOCES Services	283,592.00
2280	*	779,352.00
A2330.15	Instructional Salaries	28,273.00
A2330.4	Contractual and Other	2,550.00
A2330.45	Materials and Supplies	2,750.00
A2330.49a	BOCES Services (Including Equivalent Attendance Programs Claimed for BOCES Aid)	37,020.00
2330	*	70,593.00
A2610.15	Instructional Salaries	217,188.00
A2610.16	Noninstructional Salaries	32,235.00
A2610.2	Equipment	8,570.00
A2610.4	Contractual and Other	4,590.00
A2610.45	Materials and Supplies	14,590.00
A2610.46	School Library A/V Loan Program (Note: Do not include Smart Schools Bond Act (SSBA))	16,148.00
A2610.49	BOCES Services	65,841.00
2610	*	359,162.00
A2630.15	Instructional Salaries	107,408.00
A2630.16	Noninstructional Salaries	186,600.00

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
A2630.2	Equipment	3,500.00
A2630.22	State-Aided Computer Hardware - Purchase (Note: Do not include Smart Schools Bond Act (SSBA))	19,748.00
A2630.45	Materials and Supplies	12,200.00
A2630.46	State-Aided Computer Software	49,000.00
A2630.49	BOCES Services	740,017.00
A2630.4a	Contractual and Other State-Aided Computer Hardware - Lease (Note: Do not include Smart Schools Bond Act (SSBA))	30,200.00
A2630.4c	Contractual and Other (Not State Aided Lease or Repair)	2,400.00
2630	*	1,151,073.00
A2810.15	Instructional Salaries	321,096.00
A2810.16	Noninstructional Salaries	54,654.00
A2810.4	Contractual and Other	6,075.00
A2810.45	Materials and Supplies	5,750.00
2810	*	387,575.00
A2815.16	Noninstructional Salaries	167,428.00
A2815.2	Equipment	2,000.00
A2815.4	Contractual and Other	43,236.00
A2815.45	Materials and Supplies	2,600.00
2815	*	215,264.00
A2820.15	Instructional Salaries	90,419.00
A2820.4	Contractual and Other	1,500.00
A2820.45	Materials and Supplies	600.00
2820	*	92,519.00
A2825.15	Instructional Salaries	149,290.00
A2825.4	Contractual and Other	39,000.00

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
A2825.45	Materials and Supplies	500.00
2825	*	188,790.00
A2850.15	Instructional Salaries	112,255.00
2850	*	112,255.00
A2855.15	Instructional Salaries	408,363.00
A2855.16	Noninstructional Salaries	99,958.00
A2855.2	Equipment	20,000.00
A2855.4	Contractual and Other	166,224.00
A2855.45	Materials and Supplies	44,700.00
A2855.49	BOCES Services	30,977.00
2855	*	770,222.00
A5510.16a	Noninstructional Salaries (Excl Trans Supv Office)	1,255,940.00
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)	126,018.00
A5510.2	Equipment	4,700.00
A5510.4	Contractual and Other	98,972.00
A5510.45	Materials and Supplies	258,200.00
A5510.49a	BOCES Bus Driver Training Services	5,082.00
5510	*	1,748,912.00
A5530.16	Noninstructional Salaries	147,012.00
A5530.2	Equipment	4,000.00
A5530.4	Contractual and Other	32,511.00
A5530.45	Materials and Supplies	4,000.00
5530	*	187,523.00
A8060.4	Contractual and Other	750.00
8060	*	750.00
A9010.8	State Retirement	295,095.05

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
9010	*	295,095.05
A9020.8	Teachers' Retirement	1,152,947.55
9020	*	1,152,947.55
A9030.8	Social Security	1,084,596.59
9030	*	1,084,596.59
A9040.8	Workers' Compensation	118,799.81
9040	*	118,799.81
A9050.8	Unemployment Insurance	40,273.85
9050	*	40,273.85
A9055.8	Disability Insurance	28,967.37
9055	*	28,967.37
A9060.8	Hospital, Medical, and Dental Insurance	6,794,783.68
9060	*	6,794,783.68
A9089.8	Other Employee Benefits (Specify)	124,848.95
9089	*	124,848.95
A9901.95	Transfer to Special Aid Fund	85,053.00
9901	*	85,053.00
Totals For Program Components:		27,011,944.85
Grand Totals:		38,427,222.00
Component Percentage Analysis		
Administrative		10.234%

Cazenovia Central School District

Budgeting Appropriation Status Report For 2024-2025 General Fund Expenditure Budget (Detail) By ST3 Account Component Analysis



Account	Description	2024 - 25 Proposed Budget
Capital		19.472%
Program		70.294%
	Totals:	100.000%

2024-25 Property Tax Report Card

250201 - CAZENOVIA CENTRAL SCHOOL DISTRICT

Contact Person: THOMAS EMMERTY

Telephone Number: 315.655.1340

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not Including Separate Propositions	36,529,529	38,427,222
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	21,997,539	22,882,786
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)	21,997,539	22,882,786
F. Permissible Exclusions to the School Tax Levy Limit	1,155,383	1,415,836
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	19,915,056	21,466,951
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	20,842,156	21,466,950
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	-927,100	1
Public School Enrollment	1,409	1,340
Consumer Price Index	8.00%	4.12%

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

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

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

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	6,569,776	7,400,000
Assigned Appropriated Fund Balance	1,100,000	1,641,005
Adjusted Unrestricted Fund Balance	1,461,183	1,537,089
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 *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Reserve for Capital Projects	To pay the cost of any object or purpose for which bonds may be issued.	1681606	2511607	0
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	500000	147490
Unemployment Insurance	Reserve for Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	200000	200000	50000
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	0
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.	788393	788393	150000
Retirement Contribution	Reserve for Retirement Contributions (ERS)	To fund employer retirement contributions to the State and Local Employees' Retirement System	1599998	1600000	539131
Other Reserve	Reserve for Retirement Contributions (TRS)		299779	300000	113379

CAZENOVIA CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
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	3	3	–	–
Multiracial	–	–	–	–
White	3	4	–	3
English Language Learner	–	–	–	–
Students with Disabilities	2	2	–	3
Economically Disadvantaged	2	3	–	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	559	148.1	3
	Math	541	158.4	
	Combined	1,100	153.2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	18	130.6	3
	Math	15	170	
	Combined	33	148.5	
Multiracial	ELA	8	212.5	—
	Math	8	206.3	
	Combined	16	—	
White	ELA	528	147.8	3
	Math	513	157.2	
	Combined	1,041	152.4	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	62	50	2
	Math	55	68.2	
	Combined	117	58.5	
Economically Disadvantaged	ELA	160	98.8	2
	Math	149	110.1	
	Combined	309	104.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	578	143.3	4
	Math	576	148.8	
	Combined	1,154	146	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Hispanic or Latino	ELA	18	130.6	3
	Math	17	150	
	Combined	35	140	
Multiracial	ELA	10	170	—
	Math	10	165	
	Combined	20	—	
White	ELA	546	142.9	4
	Math	544	148.3	
	Combined	1,090	145.6	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	73	42.5	2
	Math	72	52.1	
	Combined	145	47.2	
Economically Disadvantaged	ELA	172	91.9	3
	Math	170	96.5	
	Combined	342	94.2	

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	1	–	–	–	–
Economically Disadvantaged	6	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	777	129	16.6%	3
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	26	–	–	–
Multiracial	17	–	–	–
White	727	121	16.6%	3
English Language Learner	8	–	–	–
Students with Disabilities	95	22	23.2%	3
Economically Disadvantaged	238	64	26.9%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	615	92%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	2	—
Hispanic or Latino	—	19	—
Multiracial	—	10	—
White	X	580	91.9%
English Language Learner	—	4	—
Students with Disabilities	X	69	79.7%
Economically Disadvantaged	X	186	88.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	613	89.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—
Black or African American	—	2	—
Hispanic or Latino	—	19	—
Multiracial	—	10	—
White	X	578	89.6%
English Language Learner	—	4	—
Students with Disabilities	X	68	70.6%
Economically Disadvantaged	X	184	83.7%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	–	2
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	–	–	–	–	2
Economically Disadvantaged	3	3	3	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	95	217.9	191.2	4
	Math	52	155.8		
	Science	81	204.3		
Hispanic or Latino	ELA	6	158.3	–	–
	Math	3	–		
	Science	4	–		
White	ELA	89	221.9	195.6	4
	Math	49	163.3		
	Science	77	204.5		
Students with Disabilities	ELA	8	125	–	–
	Math	3	–		
	Science	5	100		
Economically Disadvantaged	ELA	19	165.8	128.9	3
	Math	6	66.7		
	Science	15	166.7		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	97	213.4	157.6	4
	Math	88	92		
	Science	96	172.4		
Hispanic or Latino	ELA	6	158.3	—	—
	Math	5	20		
	Science	6	133.3		
White	ELA	91	217	161.3	4
	Math	83	96.4		
	Science	90	175		
Students with Disabilities	ELA	9	111.1	—	—
	Math	7	50		
	Science	9	55.6		
Economically Disadvantaged	ELA	21	150	95.4	3
	Math	16	25		
	Science	21	119		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	127	122	96.1%	96%	4
	5-year	119	114	95.8%		
	6-year	104	100	96.2%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	4	–	–	–	–
	5-year	3	–	–		
	6-year	2	–	–		
Black or African American	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	1	–	–		
Hispanic or Latino	4-year	5	–	–	–	–
	5-year	5	–	–		
	6-year	3	–	–		
Multiracial	4-year	3	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
White	4-year	114	110	96.5%	96.3%	4
	5-year	110	106	96.4%		
	6-year	98	94	95.9%		
English Language Learner	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	14	–	–	–	–
	5-year	15	–	–		
	6-year	6	–	–		
Economically Disadvantaged	4-year	28	24	85.7%	86.9%	3
	5-year	25	22	88%		
	6-year	14	–	–		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	463	118	25.5%	2
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	18	–	–	–
Multiracial	9	–	–	–
White	429	109	25.4%	3
English Language Learner	6	–	–	–
Students with Disabilities	57	20	35.1%	2
Economically Disadvantaged	133	61	45.9%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	99	98%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	7	—
Multiracial	—	0	—
White	✓	92	98.9%
English Language Learner	—	1	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	22	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	90	60%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	6	—
Multiracial	—	0	—
White	✗	84	59.5%
English Language Learner	—	1	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	17	—

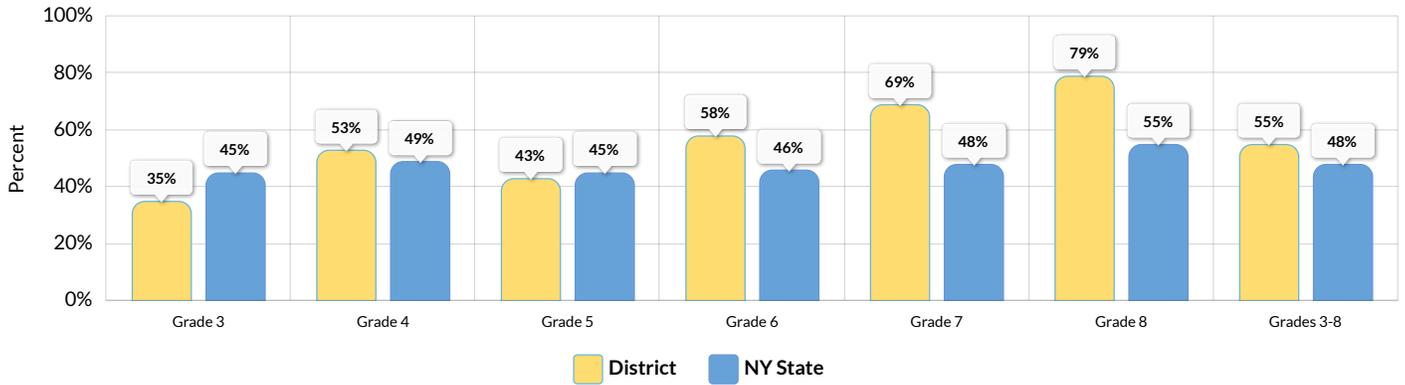
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Grade 4	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Grade 5	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Grade 6	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Grade 7	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Grade 8	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Grades 3-8	616	50	8%	566	92%	106	19%	149	26%	182	32%	129	23%	311	55%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Female	52	0	0%	52	100%	14	27%	16	31%	18	35%	4	8%	22	42%
Male	50	0	0%	50	100%	15	30%	21	42%	11	22%	3	6%	14	28%
General Education Students	92	0	0%	92	100%	21	23%	35	38%	29	32%	7	8%	36	39%
Students with Disabilities	10	0	0%	10	100%	8	80%	2	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	97	0	0%	97	100%	28	29%	35	36%	27	28%	7	7%	34	35%
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	27	0	0%	27	100%	16	59%	7	26%	4	15%	0	0%	4	15%
Not Economically Disadvantaged	75	0	0%	75	100%	13	17%	30	40%	25	33%	7	9%	32	43%
English Language Learner	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	101	0	0%	101	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Not Homeless	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Not Migrant	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Parent Not in Armed Forces	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Female	44	1	2%	43	98%	11	26%	11	26%	12	28%	9	21%	21	49%
Male	56	3	5%	53	95%	8	15%	15	28%	18	34%	12	23%	30	57%
General Education Students	91	2	2%	89	98%	15	17%	24	27%	29	33%	21	24%	50	56%
Students with Disabilities	9	2	22%	7	78%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
White	95	4	4%	91	96%	18	20%	26	29%	26	29%	21	23%	47	52%
Economically Disadvantaged	34	2	6%	32	94%	13	41%	5	16%	12	38%	2	6%	14	44%
Not Economically Disadvantaged	66	2	3%	64	97%	6	9%	21	33%	18	28%	19	30%	37	58%
Non-English Language Learner	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Not in Foster Care	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Not Homeless	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	99	4	4%	95	96%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Female	51	2	4%	49	96%	13	27%	16	33%	14	29%	6	12%	20	41%
Male	54	1	2%	53	98%	16	30%	13	25%	19	36%	5	9%	24	45%
General Education Students	93	2	2%	91	98%	21	23%	27	30%	32	35%	11	12%	43	47%
Students with Disabilities	12	1	8%	11	92%	8	73%	2	18%	1	9%	0	0%	1	9%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
White	93	2	2%	91	98%	25	27%	27	30%	29	32%	10	11%	39	43%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	4	36%	2	18%	4	36%	1	9%	5	45%
Economically Disadvantaged	42	1	2%	41	98%	19	46%	13	32%	9	22%	0	0%	9	22%
Not Economically Disadvantaged	63	2	3%	61	97%	10	16%	16	26%	24	39%	11	18%	35	57%
Non-English Language Learner	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Not in Foster Care	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Not Homeless	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Not Migrant	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Parent Not in Armed Forces	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%

GRADE 6 ELA RESULTS

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



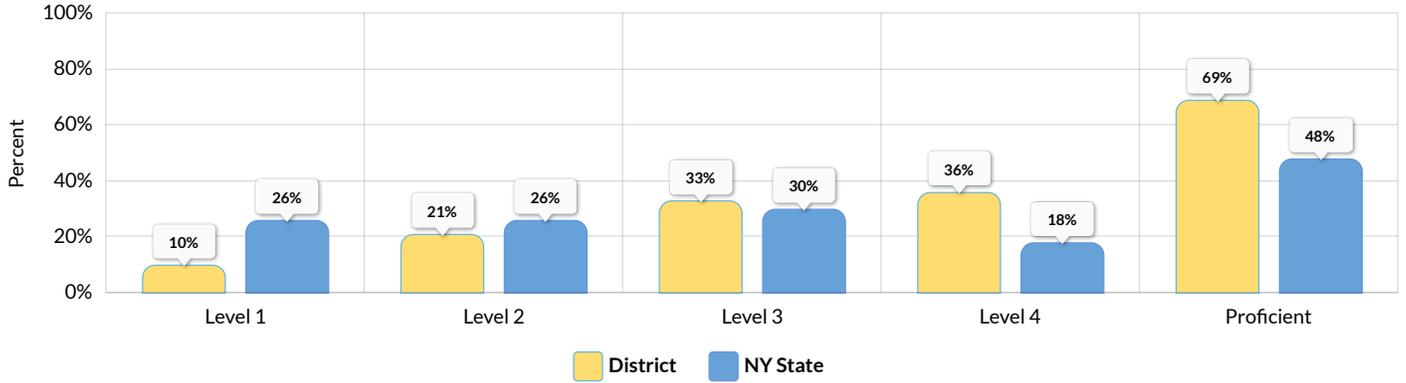
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Female	50	10	20%	40	80%	4	10%	8	20%	14	35%	14	35%	28	70%
Male	67	4	6%	63	94%	12	19%	19	30%	20	32%	12	19%	32	51%
General Education Students	102	10	10%	92	90%	8	9%	24	26%	34	37%	26	28%	60	65%
Students with Disabilities	15	4	27%	11	73%	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	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	111	13	12%	98	88%	16	16%	26	27%	31	32%	25	26%	56	57%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	40	7	18%	33	83%	12	36%	6	18%	11	33%	4	12%	15	45%
Not Economically Disadvantaged	77	7	9%	70	91%	4	6%	21	30%	23	33%	22	31%	45	64%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	14	12%	102	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Not Homeless	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Not Migrant	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Parent Not in Armed Forces	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%

GRADE 7 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Female	55	9	16%	46	84%	2	4%	8	17%	14	30%	22	48%	36	78%
Male	51	6	12%	45	88%	7	16%	11	24%	16	36%	11	24%	27	60%
General Education Students	93	10	11%	83	89%	3	4%	17	20%	30	36%	33	40%	63	76%
Students with Disabilities	13	5	38%	8	62%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	101	15	15%	86	85%	9	10%	17	20%	30	35%	30	35%	60	70%
Multiracial	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	0	0%	3	60%	3	60%
Economically Disadvantaged	26	6	23%	20	77%	3	15%	8	40%	6	30%	3	15%	9	45%
Not Economically Disadvantaged	80	9	11%	71	89%	6	8%	11	15%	24	34%	30	42%	54	76%
English Language Learner	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	104	14	13%	90	87%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Not Homeless	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Not Migrant	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Parent Not in Armed Forces	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Female	36	7	19%	29	81%	0	0%	2	7%	14	48%	13	45%	27	93%
Male	50	7	14%	43	86%	4	9%	9	21%	12	28%	18	42%	30	70%
General Education Students	75	11	15%	64	85%	1	2%	8	13%	24	38%	31	48%	55	86%
Students with Disabilities	11	3	27%	8	73%	3	38%	3	38%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	84	14	17%	70	83%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Economically Disadvantaged	18	6	33%	12	67%	1	8%	5	42%	5	42%	1	8%	6	50%
Not Economically Disadvantaged	68	8	12%	60	88%	3	5%	6	10%	21	35%	30	50%	51	85%
Non-English Language Learner	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Not in Foster Care	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	85	14	16%	71	84%	-	-	-	-	-	-	-	-	-	-
Not Migrant	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Parent Not in Armed Forces	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%

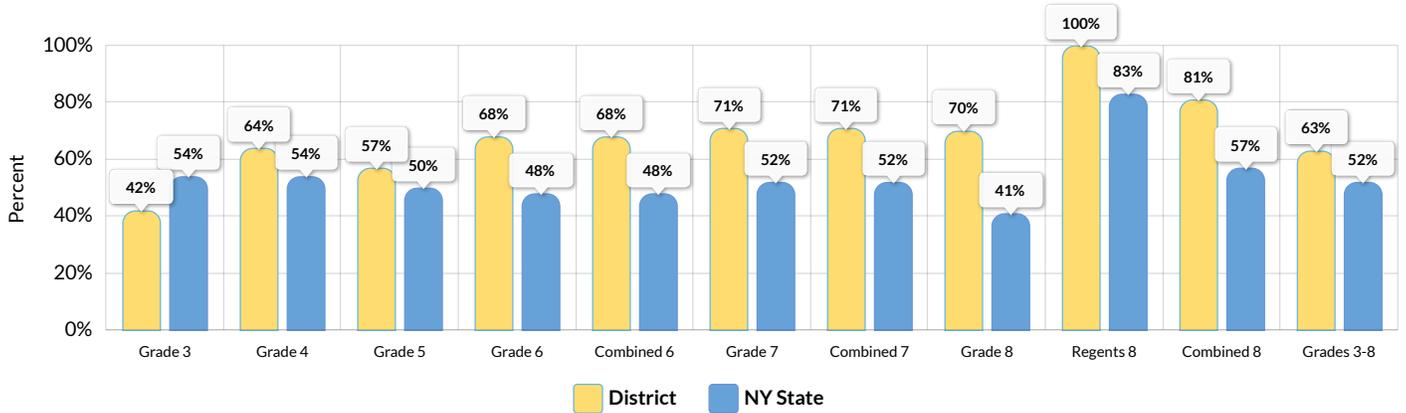
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Grade 4	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Grade 5	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Grade 6	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Combined 6	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Grade 7	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Combined 7	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Grade 8	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Regents 8	—	—	—	25	29%	0	0%	0	0%	0	0%	25	100%	25	100%
Combined 8	86	17	20%	69	80%	4	6%	9	13%	30	43%	26	38%	56	81%
Grades 3-8	614	66	11%	548	89%	72	13%	133	24%	251	46%	92	17%	343	63%

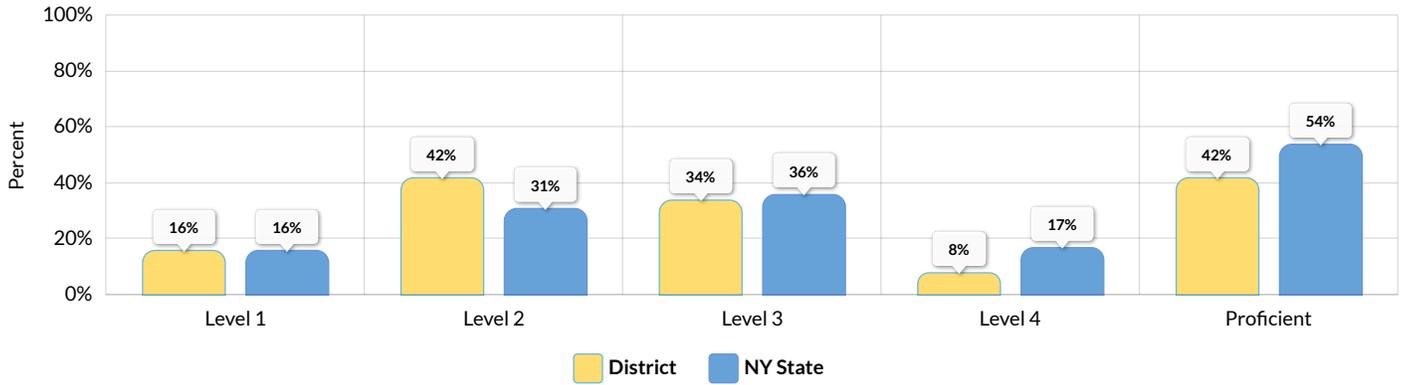
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Female	52	0	0%	52	100%	10	19%	23	44%	16	31%	3	6%	19	37%
Male	50	0	0%	50	100%	6	12%	20	40%	19	38%	5	10%	24	48%
General Education Students	92	0	0%	92	100%	10	11%	40	43%	34	37%	8	9%	42	46%
Students with Disabilities	10	0	0%	10	100%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
White	97	0	0%	97	100%	16	16%	40	41%	34	35%	7	7%	41	42%
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Economically Disadvantaged	27	0	0%	27	100%	9	33%	13	48%	3	11%	2	7%	5	19%
Not Economically Disadvantaged	75	0	0%	75	100%	7	9%	30	40%	32	43%	6	8%	38	51%
English Language Learner	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	101	0	0%	101	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Not Homeless	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Not Migrant	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Parent Not in Armed Forces	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Female	44	1	2%	43	98%	9	21%	10	23%	21	49%	3	7%	24	56%
Male	55	4	7%	51	93%	5	10%	10	20%	33	65%	3	6%	36	71%
General Education Students	90	3	3%	87	97%	11	13%	19	22%	51	59%	6	7%	57	66%
Students with Disabilities	9	2	22%	7	78%	3	43%	1	14%	3	43%	0	0%	3	43%
Hispanic or Latino	5	1	20%	4	80%	–	–	–	–	–	–	–	–	–	–
White	94	4	4%	90	96%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Economically Disadvantaged	33	3	9%	30	91%	13	43%	7	23%	10	33%	0	0%	10	33%
Not Economically Disadvantaged	66	2	3%	64	97%	1	2%	13	20%	44	69%	6	9%	50	78%
Non-English Language Learner	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Not in Foster Care	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Not Homeless	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	98	5	5%	93	95%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Female	51	2	4%	49	96%	10	20%	13	27%	22	45%	4	8%	26	53%
Male	54	2	4%	52	96%	11	21%	9	17%	24	46%	8	15%	32	62%
General Education Students	93	1	1%	92	99%	14	15%	21	23%	45	49%	12	13%	57	62%
Students with Disabilities	12	3	25%	9	75%	7	78%	1	11%	1	11%	0	0%	1	11%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	2	29%	5	71%	-	-	-	-	-	-	-	-	-	-
White	93	1	1%	92	99%	20	22%	20	22%	42	46%	10	11%	52	57%
Multiracial	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	1	11%	2	22%	4	44%	2	22%	6	67%
Economically Disadvantaged	42	3	7%	39	93%	13	33%	13	33%	13	33%	0	0%	13	33%
Not Economically Disadvantaged	63	1	2%	62	98%	8	13%	9	15%	33	53%	12	19%	45	73%
Non-English Language Learner	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Not in Foster Care	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Not Homeless	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Not Migrant	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Parent Not in Armed Forces	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Female	49	10	20%	39	80%	3	8%	9	23%	23	59%	4	10%	27	69%
Male	67	6	9%	61	91%	8	13%	12	20%	30	49%	11	18%	41	67%
General Education Students	102	11	11%	91	89%	4	4%	19	21%	53	58%	15	16%	68	75%
Students with Disabilities	14	5	36%	9	64%	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	110	15	14%	95	86%	10	11%	21	22%	50	53%	14	15%	64	67%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	0	0%	3	60%	1	20%	4	80%
Economically Disadvantaged	39	8	21%	31	79%	9	29%	7	23%	11	35%	4	13%	15	48%
Not Economically Disadvantaged	77	8	10%	69	90%	2	3%	14	20%	42	61%	11	16%	53	77%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	115	16	14%	99	86%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Not Homeless	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Not Migrant	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Parent Not in Armed Forces	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%

GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Female	55	12	22%	43	78%	3	7%	11	26%	17	40%	12	28%	29	67%
Male	51	12	24%	39	76%	3	8%	7	18%	16	41%	13	33%	29	74%
General Education Students	93	18	19%	75	81%	2	3%	16	21%	32	43%	25	33%	57	76%
Students with Disabilities	13	6	46%	7	54%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	101	24	24%	77	76%	6	8%	17	22%	32	42%	22	29%	54	70%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	26	10	38%	16	62%	4	25%	3	19%	7	44%	2	13%	9	56%
Not Economically Disadvantaged	80	14	18%	66	83%	2	3%	15	23%	26	39%	23	35%	49	74%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	104	23	22%	81	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Not Homeless	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Not Migrant	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Parent Not in Armed Forces	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Female	36	15	42%	21	58%	1	5%	3	14%	17	81%	0	0%	17	81%
Male	50	27	54%	23	46%	3	13%	6	26%	13	57%	1	4%	14	61%
General Education Students	75	37	49%	38	51%	1	3%	8	21%	28	74%	1	3%	29	76%
Students with Disabilities	11	5	45%	6	55%	3	50%	1	17%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	84	42	50%	42	50%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Economically Disadvantaged	18	8	44%	10	56%	2	20%	3	30%	4	40%	1	10%	5	50%
Not Economically Disadvantaged	68	34	50%	34	50%	2	6%	6	18%	26	76%	0	0%	26	76%
Non-English Language Learner	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Not in Foster Care	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	85	42	49%	43	51%	-	-	-	-	-	-	-	-	-	-
Not Migrant	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Parent Not in Armed Forces	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Combined 8	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Female	35	7	20%	28	80%	0	0%	3	11%	11	39%	14	50%	25	89%
Male	50	10	20%	40	80%	0	0%	0	0%	15	38%	25	63%	40	100%
General Education Students	74	11	15%	63	85%	0	0%	2	3%	22	35%	39	62%	61	97%
Students with Disabilities	11	6	55%	5	45%	0	0%	1	20%	4	80%	0	0%	4	80%
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	83	16	19%	67	81%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	84	16	19%	68	81%	0	0%	3	4%	26	38%	39	57%	65	96%
Economically Disadvantaged	18	6	33%	12	67%	0	0%	1	8%	6	50%	5	42%	11	92%
Not Economically Disadvantaged	67	11	16%	56	84%	0	0%	2	4%	20	36%	34	61%	54	96%
Non-English Language Learner	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Not in Foster Care	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	84	17	20%	67	80%	-	-	-	-	-	-	-	-	-	-
Not Migrant	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Parent Not in Armed Forces	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%

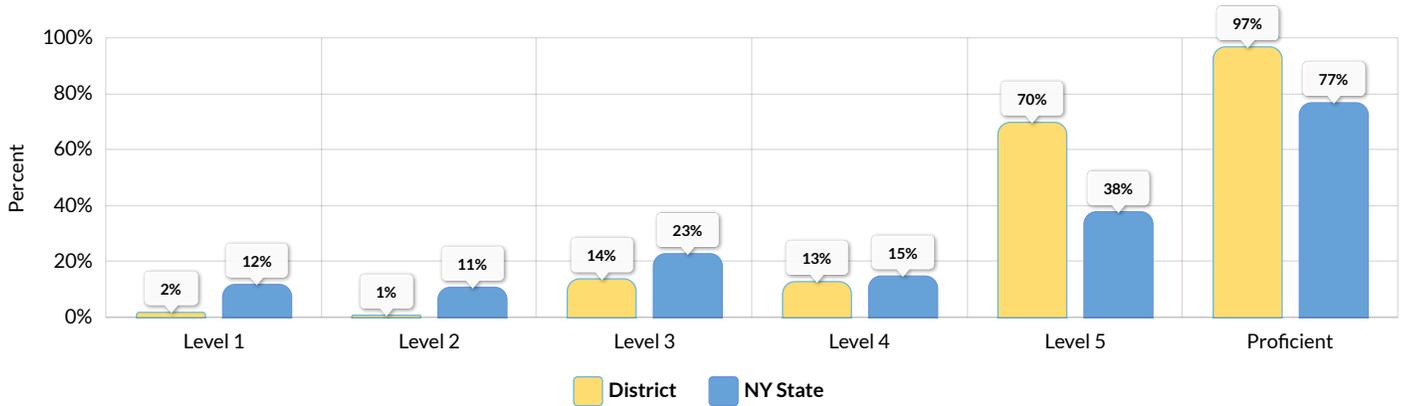
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Female	59	2	3%	1	2%	4	7%	7	12%	45	76%	56	95%
Male	46	0	0%	0	0%	11	24%	7	15%	28	61%	46	100%
General Education Students	92	0	0%	0	0%	9	10%	10	11%	73	79%	92	100%
Students with Disabilities	13	2	15%	1	8%	6	46%	4	31%	0	0%	10	77%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	-	-	-	-	-	-	-	-	-	-	-	-
White	96	2	2%	1	1%	13	14%	13	14%	67	70%	93	97%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Economically Disadvantaged	26	2	8%	1	4%	7	27%	6	23%	10	38%	23	88%
Not Economically Disadvantaged	79	0	0%	0	0%	8	10%	8	10%	63	80%	79	100%
Non-English Language Learner	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Not in Foster Care	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Not Homeless	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Not Migrant	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Parent Not in Armed Forces	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	132	8	6%	5	4%	42	32%	38	29%	39	30%	119	90%
Female	51	5	10%	2	4%	17	33%	13	25%	14	27%	44	86%
Male	81	3	4%	3	4%	25	31%	25	31%	25	31%	75	93%
General Education Students	118	5	4%	3	3%	35	30%	36	31%	39	33%	110	93%
Students with Disabilities	14	3	21%	2	14%	7	50%	2	14%	0	0%	9	64%
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	125	6	5%	4	3%	40	32%	36	29%	39	31%	115	92%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	2	29%	1	14%	2	29%	2	29%	0	0%	4	57%
Economically Disadvantaged	42	5	12%	4	10%	20	48%	9	21%	4	10%	33	79%
Not Economically Disadvantaged	90	3	3%	1	1%	22	24%	29	32%	35	39%	86	96%
English Language Learner	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	129	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	132	8	6%	5	4%	42	32%	38	29%	39	30%	119	90%
Not Homeless	132	8	6%	5	4%	42	32%	38	29%	39	30%	119	90%
Migrant	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	129	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	132	8	6%	5	4%	42	32%	38	29%	39	30%	119	90%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Female	53	2	4%	8	15%	20	38%	7	13%	16	30%	43	81%
Male	50	5	10%	5	10%	21	42%	6	12%	13	26%	40	80%
General Education Students	98	6	6%	12	12%	38	39%	13	13%	29	30%	80	82%
Students with Disabilities	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-	-	-
White	96	7	7%	13	14%	36	38%	13	14%	27	28%	76	79%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	5	71%	0	0%	2	29%	7	100%
Economically Disadvantaged	23	2	9%	6	26%	10	43%	3	13%	2	9%	15	65%
Not Economically Disadvantaged	80	5	6%	7	9%	31	39%	10	13%	27	34%	68	85%
Non-English Language Learner	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Not in Foster Care	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Not Homeless	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Not Migrant	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Parent Not in Armed Forces	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Female	37	1	3%	1	3%	15	41%	9	24%	11	30%	35	95%
Male	28	0	0%	2	7%	10	36%	7	25%	9	32%	26	93%
General Education Students	63	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	59	1	2%	2	3%	21	36%	16	27%	19	32%	56	95%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	4	67%	0	0%	1	17%	5	83%
Economically Disadvantaged	6	0	0%	1	17%	1	17%	2	33%	2	33%	5	83%
Not Economically Disadvantaged	59	1	2%	2	3%	24	41%	14	24%	18	31%	56	95%
Non-English Language Learner	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Not in Foster Care	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Not Homeless	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Not Migrant	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Parent Not in Armed Forces	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	111	7	6%	4	4%	31	28%	69	62%	100	90%
Female	55	2	4%	4	7%	12	22%	37	67%	49	89%
Male	56	5	9%	0	0%	19	34%	32	57%	51	91%
General Education Students	99	1	1%	4	4%	26	26%	68	69%	94	95%
Students with Disabilities	12	6	50%	0	0%	5	42%	1	8%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	103	6	6%	4	4%	29	28%	64	62%	93	90%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	2	25%	5	63%	7	88%
Economically Disadvantaged	29	6	21%	1	3%	12	41%	10	34%	22	76%
Not Economically Disadvantaged	82	1	1%	3	4%	19	23%	59	72%	78	95%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	110	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	111	7	6%	4	4%	31	28%	69	62%	100	90%
Not Homeless	111	7	6%	4	4%	31	28%	69	62%	100	90%
Migrant	1	–	–	–	–	–	–	–	–	–	–
Not Migrant	110	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	111	7	6%	4	4%	31	28%	69	62%	100	90%

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

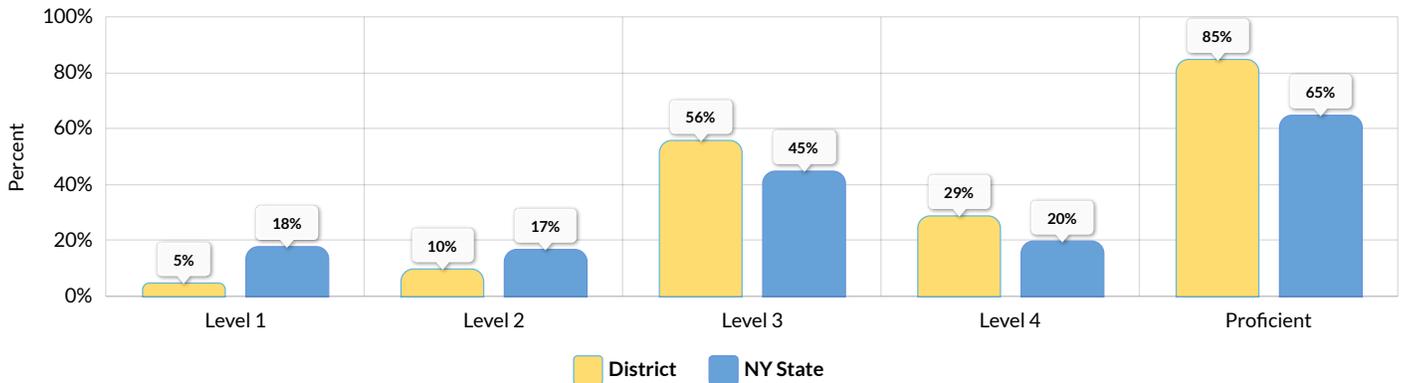


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	128	10	8%	14	11%	44	34%	60	47%	104	81%
Female	51	5	10%	4	8%	22	43%	20	39%	42	82%
Male	77	5	6%	10	13%	22	29%	40	52%	62	81%
General Education Students	113	6	5%	10	9%	39	35%	58	51%	97	86%
Students with Disabilities	15	4	27%	4	27%	5	33%	2	13%	7	47%
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	123	9	7%	13	11%	42	34%	59	48%	101	82%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	39	7	18%	7	18%	14	36%	11	28%	25	64%
Not Economically Disadvantaged	89	3	3%	7	8%	30	34%	49	55%	79	89%
English Language Learner	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	126	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	128	10	8%	14	11%	44	34%	60	47%	104	81%
Not Homeless	128	10	8%	14	11%	44	34%	60	47%	104	81%
Migrant	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	126	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	128	10	8%	14	11%	44	34%	60	47%	104	81%

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



Percent Scoring at Levels for All Students

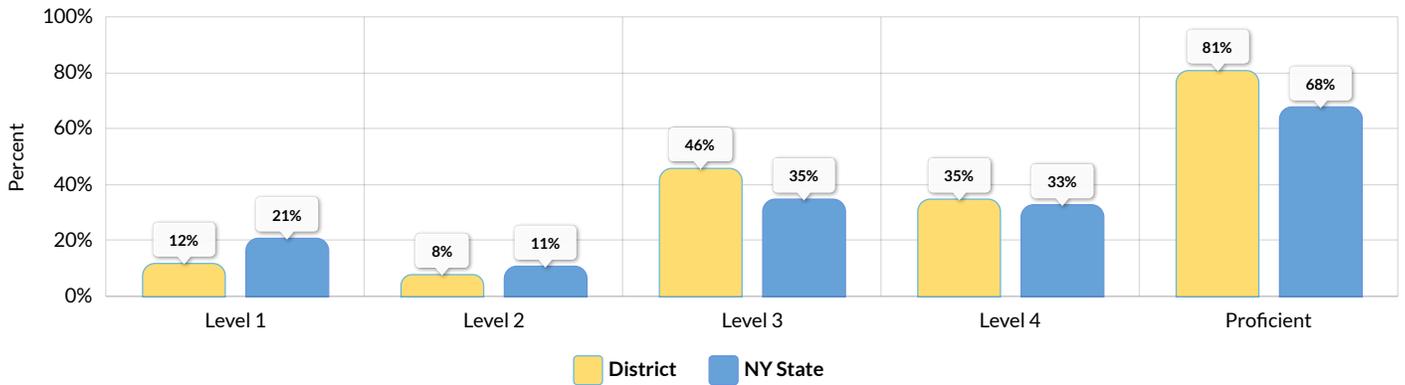


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	87	4	5%	9	10%	49	56%	25	29%	74	85%
Female	50	1	2%	5	10%	32	64%	12	24%	44	88%
Male	37	3	8%	4	11%	17	46%	13	35%	30	81%
General Education Students	85	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	81	3	4%	9	11%	45	56%	24	30%	69	85%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	4	67%	1	17%	5	83%
Economically Disadvantaged	9	0	0%	1	11%	8	89%	0	0%	8	89%
Not Economically Disadvantaged	78	4	5%	8	10%	41	53%	25	32%	66	85%
Non-English Language Learner	87	4	5%	9	10%	49	56%	25	29%	74	85%
Not in Foster Care	87	4	5%	9	10%	49	56%	25	29%	74	85%
Not Homeless	87	4	5%	9	10%	49	56%	25	29%	74	85%
Not Migrant	87	4	5%	9	10%	49	56%	25	29%	74	85%
Parent Not in Armed Forces	87	4	5%	9	10%	49	56%	25	29%	74	85%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	26	3	12%	2	8%	12	46%	9	35%	21	81%
Female	16	2	13%	2	13%	6	38%	6	38%	12	75%
Male	10	1	10%	0	0%	6	60%	3	30%	9	90%
General Education Students	26	3	12%	2	8%	12	46%	9	35%	21	81%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	24	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	26	3	12%	2	8%	12	46%	9	35%	21	81%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	24	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	26	3	12%	2	8%	12	46%	9	35%	21	81%
Not in Foster Care	26	3	12%	2	8%	12	46%	9	35%	21	81%
Not Homeless	26	3	12%	2	8%	12	46%	9	35%	21	81%
Not Migrant	26	3	12%	2	8%	12	46%	9	35%	21	81%
Parent Not in Armed Forces	26	3	12%	2	8%	12	46%	9	35%	21	81%

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

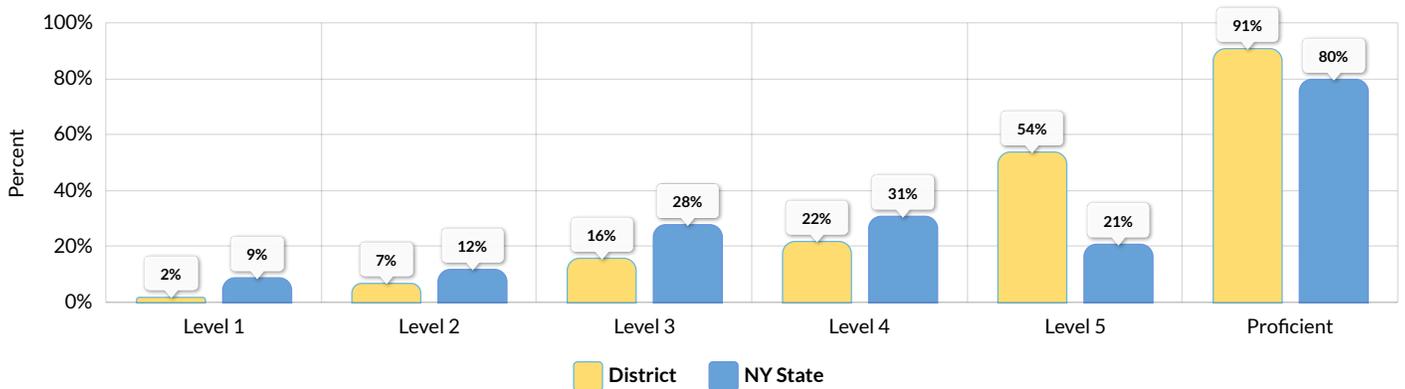


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%
Female	60	2	3%	0	0%	25	42%	7	12%	26	43%	58	97%
Male	59	6	10%	1	2%	14	24%	12	20%	26	44%	52	88%
General Education Students	106	1	1%	1	1%	35	33%	17	16%	52	49%	104	98%
Students with Disabilities	13	7	54%	0	0%	4	31%	2	15%	0	0%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-	-	-
White	112	7	6%	1	1%	37	33%	17	15%	50	45%	104	93%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	2	29%	2	29%	2	29%	6	86%
Economically Disadvantaged	34	7	21%	1	3%	19	56%	1	3%	6	18%	26	76%
Not Economically Disadvantaged	85	1	1%	0	0%	20	24%	18	21%	46	54%	84	99%
English Language Learner	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learner	118	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%
Not Homeless	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	118	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Female	59	2	3%	2	3%	7	12%	13	22%	35	59%	55	93%
Male	43	0	0%	5	12%	9	21%	9	21%	20	47%	38	88%
General Education Students	90	0	0%	5	6%	11	12%	21	23%	53	59%	85	94%
Students with Disabilities	12	2	17%	2	17%	5	42%	1	8%	2	17%	8	67%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	-	-	-	-	-	-	-	-	-	-	-	-
White	93	2	2%	6	6%	15	16%	20	22%	50	54%	85	91%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	1	11%	2	22%	5	56%	8	89%
Economically Disadvantaged	23	2	9%	4	17%	6	26%	4	17%	7	30%	17	74%
Not Economically Disadvantaged	79	0	0%	3	4%	10	13%	18	23%	48	61%	76	96%
Non-English Language Learner	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Not in Foster Care	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Not Homeless	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Not Migrant	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Parent Not in Armed Forces	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	7	7%	97	93%	2	2%	2	2%	9	9%	84	81%	93	89%
Female	42	2	5%	40	95%	0	0%	1	2%	1	2%	38	90%	39	93%
Male	62	5	8%	57	92%	2	3%	1	2%	8	13%	46	74%	54	87%
General Education Students	95	5	5%	90	95%	0	0%	2	2%	6	6%	82	86%	88	93%
Students with Disabilities	9	2	22%	7	78%	2	22%	0	0%	3	33%	2	22%	5	56%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	96	5	5%	91	95%	1	1%	2	2%	7	7%	81	84%	88	92%
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	1	13%	0	0%	2	25%	3	38%	5	63%
Economically Disadvantaged	26	5	19%	21	81%	1	4%	2	8%	5	19%	13	50%	18	69%
Not Economically Disadvantaged	78	2	3%	76	97%	1	1%	0	0%	4	5%	71	91%	75	96%
Non-English Language Learner	104	7	7%	97	93%	2	2%	2	2%	9	9%	84	81%	93	89%
Not in Foster Care	104	7	7%	97	93%	2	2%	2	2%	9	9%	84	81%	93	89%
Not Homeless	104	7	7%	97	93%	2	2%	2	2%	9	9%	84	81%	93	89%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	103	7	—	96	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	104	7	7%	97	93%	2	2%	2	2%	9	9%	84	81%	93	89%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	33	32%	71	68%	1	1%	3	3%	17	16%	50	48%	67	64%
Female	42	7	17%	35	83%	0	0%	3	7%	9	21%	23	55%	32	76%
Male	62	26	42%	36	58%	1	2%	0	0%	8	13%	27	44%	35	56%
General Education Students	95	26	27%	69	73%	0	0%	3	3%	16	17%	50	53%	66	69%
Students with Disabilities	9	7	78%	2	22%	1	11%	0	0%	1	11%	0	0%	1	11%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
White	96	29	30%	67	70%	0	0%	2	2%	16	17%	49	51%	65	68%
Small Group Total: Race & Ethnicity	8	4	50%	4	50%	1	13%	1	13%	1	13%	1	13%	2	25%
Economically Disadvantaged	26	17	65%	9	35%	0	0%	3	12%	2	8%	4	15%	6	23%
Not Economically Disadvantaged	78	16	21%	62	79%	1	1%	0	0%	15	19%	46	59%	61	78%
Non-English Language Learner	104	33	32%	71	68%	1	1%	3	3%	17	16%	50	48%	67	64%
Not in Foster Care	104	33	32%	71	68%	1	1%	3	3%	17	16%	50	48%	67	64%
Not Homeless	104	33	32%	71	68%	1	1%	3	3%	17	16%	50	48%	67	64%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	103	32	—	71	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	104	33	32%	71	68%	1	1%	3	3%	17	16%	50	48%	67	64%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	101	30	30	71	70
Female	41	6	15	35	85
Male	60	24	40	36	60
General Education Students	94	25	27	69	73
Students with Disabilities	7	5	71	2	29
Hispanic or Latino	6	2	33	4	67
White	95	28	29	67	71
Economically Disadvantaged	24	15	63	9	38
Not Economically Disadvantaged	77	15	19	62	81
Non-English Language Learner	101	30	30	71	70
Not in Foster Care	101	30	30	71	70
Not Homeless	101	30	30	71	70
Migrant	1	1	100	0	0
Not Migrant	100	29	29	71	71
Parent Not in Armed Forces	101	30	30	71	70

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	19	18%	85	82%	3	3%	3	3%	34	33%	45	43%	79	76%
Female	42	5	12%	37	88%	1	2%	1	2%	17	40%	18	43%	35	83%
Male	62	14	23%	48	77%	2	3%	2	3%	17	27%	27	44%	44	71%
General Education Students	95	13	14%	82	86%	2	2%	2	2%	33	35%	45	47%	78	82%
Students with Disabilities	9	6	67%	3	33%	1	11%	1	11%	1	11%	0	0%	1	11%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	2	—	4	—	—	—	—	—	—	—	—	—	—	—
White	96	15	16%	81	84%	3	3%	3	3%	31	32%	44	46%	75	78%
Small Group Total: Race & Ethnicity	8	4	50%	4	50%	0	0%	0	0%	3	38%	1	13%	4	50%
Economically Disadvantaged	26	10	38%	16	62%	1	4%	2	8%	10	38%	3	12%	13	50%
Not Economically Disadvantaged	78	9	12%	69	88%	2	3%	1	1%	24	31%	42	54%	66	85%
Non-English Language Learner	104	19	18%	85	82%	3	3%	3	3%	34	33%	45	43%	79	76%
Not in Foster Care	104	19	18%	85	82%	3	3%	3	3%	34	33%	45	43%	79	76%
Not Homeless	104	19	18%	85	82%	3	3%	3	3%	34	33%	45	43%	79	76%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	103	19	—	84	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	104	19	18%	85	82%	3	3%	3	3%	34	33%	45	43%	79	76%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

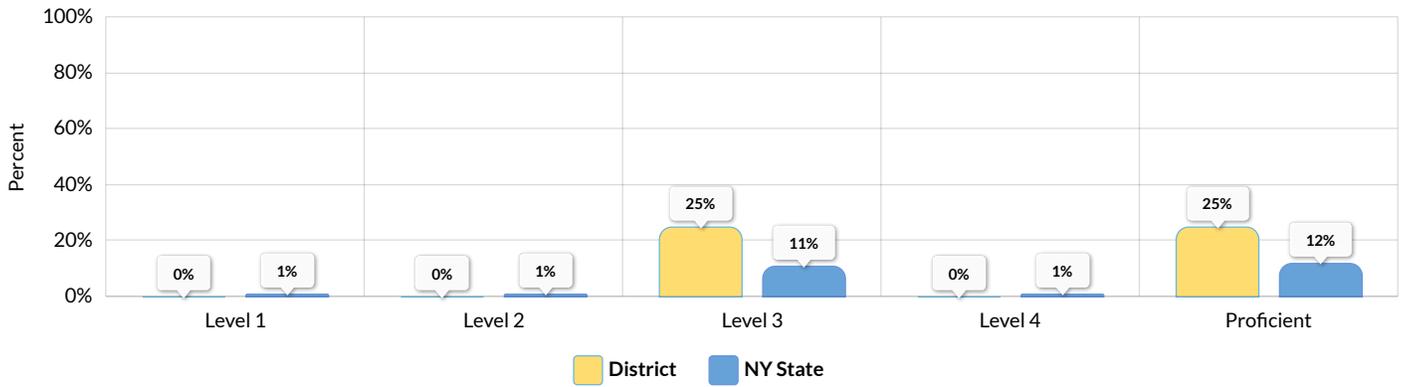
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	101	16	16	85	84
Female	41	4	10	37	90
Male	60	12	20	48	80
General Education Students	93	11	12	82	88
Students with Disabilities	8	5	63	3	38
Black or African American	1	1	100	0	0
Hispanic or Latino	6	2	33	4	67
White	94	13	14	81	86
Economically Disadvantaged	25	9	36	16	64
Not Economically Disadvantaged	76	7	9	69	91
Non-English Language Learner	101	16	16	85	84
Not in Foster Care	101	16	16	85	84
Not Homeless	101	16	16	85	84
Migrant	1	0	0	1	100
Not Migrant	100	16	16	84	84
Parent Not in Armed Forces	101	16	16	85	84

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	78	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Female	42	33	79%	9	21%	0	0%	0	0%	9	21%	0	0%	9	21%
Male	62	45	73%	17	27%	0	0%	0	0%	17	27%	0	0%	17	27%
General Education Students	95	69	73%	26	27%	0	0%	0	0%	26	27%	0	0%	26	27%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	5	—	1	—	—	—	—	—	—	—	—	—	—	—
White	96	71	74%	25	26%	0	0%	0	0%	25	26%	0	0%	25	26%
Small Group Total: Race & Ethnicity	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
Economically Disadvantaged	26	25	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	78	53	68%	25	32%	0	0%	0	0%	25	32%	0	0%	25	32%
Non-English Language Learner	104	78	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Not in Foster Care	104	78	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Not Homeless	104	78	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	103	77	—	26	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	104	78	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

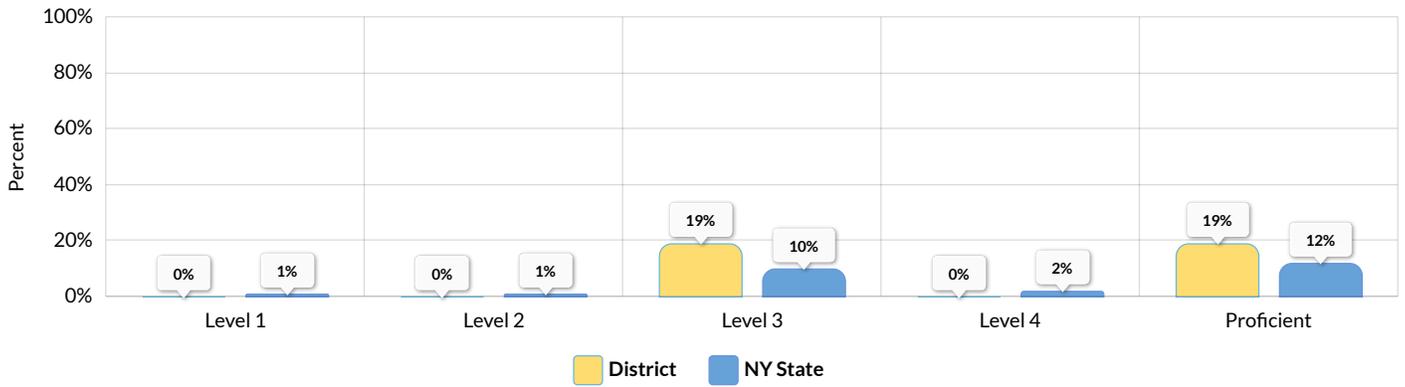
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	39	14	36	25	64
Female	19	10	53	9	47
Male	20	4	20	16	80
General Education Students	39	14	36	25	64
White	39	14	36	25	64
Economically Disadvantaged	3	2	67	1	33
Not Economically Disadvantaged	36	12	33	24	67
Non-English Language Learner	39	14	36	25	64
Not in Foster Care	39	14	36	25	64
Not Homeless	39	14	36	25	64
Not Migrant	39	14	36	25	64
Parent Not in Armed Forces	39	14	36	25	64

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

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	84	81%	20	19%	0	0%	0	0%	20	19%	0	0%	20	19%
Female	42	35	83%	7	17%	0	0%	0	0%	7	17%	0	0%	7	17%
Male	62	49	79%	13	21%	0	0%	0	0%	13	21%	0	0%	13	21%
General Education Students	95	75	79%	20	21%	0	0%	0	0%	20	21%	0	0%	20	21%
Students with Disabilities	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	5	—	1	—	—	—	—	—	—	—	—	—	—	—
White	96	77	80%	19	20%	0	0%	0	0%	19	20%	0	0%	19	20%
Small Group Total: Race & Ethnicity	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
Economically Disadvantaged	26	24	92%	2	8%	0	0%	0	0%	2	8%	0	0%	2	8%
Not Economically Disadvantaged	78	60	77%	18	23%	0	0%	0	0%	18	23%	0	0%	18	23%
Non-English Language Learner	104	84	81%	20	19%	0	0%	0	0%	20	19%	0	0%	20	19%
Not in Foster Care	104	84	81%	20	19%	0	0%	0	0%	20	19%	0	0%	20	19%
Not Homeless	104	84	81%	20	19%	0	0%	0	0%	20	19%	0	0%	20	19%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	103	83	—	20	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	104	84	81%	20	19%	0	0%	0	0%	20	19%	0	0%	20	19%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	101	81	80	20	20
Female	41	34	83	7	17
Male	60	47	78	13	22
General Education Students	93	73	78	20	22
Students with Disabilities	8	8	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	6	5	83	1	17
White	94	75	80	19	20
Economically Disadvantaged	24	22	92	2	8
Not Economically Disadvantaged	77	59	77	18	23
Non-English Language Learner	101	81	80	20	20
Not in Foster Care	101	81	80	20	20
Not Homeless	101	81	80	20	20
Migrant	1	1	100	0	0
Not Migrant	100	80	80	20	20
Parent Not in Armed Forces	101	81	80	20	20

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
Grade 1	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Grade 2	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 9	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Grade 10	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 12	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	9	6	67%	3	33%	–	–	–	–	–	–	–	–	–	–

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 (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,312	\$1,495,347	\$1,140	\$26,395,395	\$20,118	\$27,890,742	\$21,258
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	102	23	23%	3	2	67%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	100	1	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	98	94%	67	64%	31	30%	0	0%	1	1%	1	1%	0	0%	4	4%
Female	42	41	98%	32	76%	9	21%	0	0%	0	0%	1	2%	0	0%	0	0%
Male	62	57	92%	35	56%	22	35%	0	0%	1	2%	0	0%	0	0%	4	6%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	95	91	96%	66	69%	25	26%	0	0%	0	0%	0	0%	0	0%	4	4%
Students with Disabilities	9	7	78%	1	11%	6	67%	0	0%	1	11%	1	11%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	96	92	96%	64	67%	28	29%	0	0%	0	0%	1	1%	0	0%	3	3%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	26	22	85%	7	27%	15	58%	0	0%	1	4%	0	0%	0	0%	3	12%
Not Economically Disadvantaged	78	76	97%	60	77%	16	21%	0	0%	0	0%	1	1%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	104	98	94%	67	64%	31	30%	0	0%	1	1%	1	1%	0	0%	4	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	104	98	94%	67	64%	31	30%	0	0%	1	1%	1	1%	0	0%	4	4%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	104	98	94%	67	64%	31	30%	0	0%	1	1%	1	1%	0	0%	4	4%
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	103	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	104	98	94%	67	64%	31	30%	0	0%	1	1%	1	1%	0	0%	4	4%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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BURTON STREET ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	—	4
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	—	—
Economically Disadvantaged	2	2	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	194	128.4	3
	Math	192	142.7	
	Combined	386	135.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	150	—
	Math	5	160	
	Combined	11	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	185	127	3
	Math	184	141.6	
	Combined	369	134.3	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	16	37.5	2
	Math	16	75	
	Combined	32	56.3	
Economically Disadvantaged	ELA	56	83.9	2
	Math	54	92.6	
	Combined	110	88.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	194	128.4	3
	Math	192	142.7	
	Combined	386	135.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	6	150	—
	Math	6	133.3	
	Combined	12	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	185	127	3
	Math	184	141.6	
	Combined	369	134.3	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	17	35.3	2
	Math	17	70.6	
	Combined	34	52.9	
Economically Disadvantaged	ELA	56	83.9	2
	Math	54	92.6	
	Combined	110	88.2	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	3	–	–	–	–
Multiracial	0	–	–	–	–
White	3	–	–	–	–
English Language Learner	6	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	354	59	16.7%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	14	–	–	–
Multiracial	5	–	–	–
White	332	55	16.6%	3
English Language Learner	5	–	–	–
Students with Disabilities	28	–	–	–
Economically Disadvantaged	108	29	26.9%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	202	98%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	7	—
Multiracial	—	1	—
White	✓	192	97.9%
English Language Learner	—	1	—
Students with Disabilities	—	19	—
Economically Disadvantaged	✓	61	96.7%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	201	97.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	7	—
Multiracial	—	1	—
White	✓	191	97.9%
English Language Learner	—	1	—
Students with Disabilities	—	19	—
Economically Disadvantaged	✓	60	95%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Grade 4	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Grades 3-8	202	4	2%	198	98%	48	24%	63	32%	59	30%	28	14%	87	44%

GRADE 3 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Female	52	0	0%	52	100%	14	27%	16	31%	18	35%	4	8%	22	42%
Male	50	0	0%	50	100%	15	30%	21	42%	11	22%	3	6%	14	28%
General Education Students	92	0	0%	92	100%	21	23%	35	38%	29	32%	7	8%	36	39%
Students with Disabilities	10	0	0%	10	100%	8	80%	2	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	97	0	0%	97	100%	28	29%	35	36%	27	28%	7	7%	34	35%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
Economically Disadvantaged	27	0	0%	27	100%	16	59%	7	26%	4	15%	0	0%	4	15%
Not Economically Disadvantaged	75	0	0%	75	100%	13	17%	30	40%	25	33%	7	9%	32	43%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	101	0	0%	101	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Not Homeless	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Not Migrant	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%
Parent Not in Armed Forces	102	0	0%	102	100%	29	28%	37	36%	29	28%	7	7%	36	35%

GRADE 4 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Female	44	1	2%	43	98%	11	26%	11	26%	12	28%	9	21%	21	49%
Male	56	3	5%	53	95%	8	15%	15	28%	18	34%	12	23%	30	57%
General Education Students	91	2	2%	89	98%	15	17%	24	27%	29	33%	21	24%	50	56%
Students with Disabilities	9	2	22%	7	78%	4	57%	2	29%	1	14%	0	0%	1	14%
Hispanic or Latino	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
White	95	4	4%	91	96%	18	20%	26	29%	26	29%	21	23%	47	52%
Economically Disadvantaged	34	2	6%	32	94%	13	41%	5	16%	12	38%	2	6%	14	44%
Not Economically Disadvantaged	66	2	3%	64	97%	6	9%	21	33%	18	28%	19	30%	37	58%
Non-English Language Learner	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Not in Foster Care	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Not Homeless	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	99	4	4%	95	96%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	100	4	4%	96	96%	19	20%	26	27%	30	31%	21	22%	51	53%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Grade 4	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Grades 3-8	201	5	2%	196	98%	30	15%	63	32%	89	45%	14	7%	103	53%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Female	52	0	0%	52	100%	10	19%	23	44%	16	31%	3	6%	19	37%
Male	50	0	0%	50	100%	6	12%	20	40%	19	38%	5	10%	24	48%
General Education Students	92	0	0%	92	100%	10	11%	40	43%	34	37%	8	9%	42	46%
Students with Disabilities	10	0	0%	10	100%	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	97	0	0%	97	100%	16	16%	40	41%	34	35%	7	7%	41	42%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	3	60%	1	20%	1	20%	2	40%
Economically Disadvantaged	27	0	0%	27	100%	9	33%	13	48%	3	11%	2	7%	5	19%
Not Economically Disadvantaged	75	0	0%	75	100%	7	9%	30	40%	32	43%	6	8%	38	51%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	101	0	0%	101	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Not Homeless	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Not Migrant	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%
Parent Not in Armed Forces	102	0	0%	102	100%	16	16%	43	42%	35	34%	8	8%	43	42%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Female	44	1	2%	43	98%	9	21%	10	23%	21	49%	3	7%	24	56%
Male	55	4	7%	51	93%	5	10%	10	20%	33	65%	3	6%	36	71%
General Education Students	90	3	3%	87	97%	11	13%	19	22%	51	59%	6	7%	57	66%
Students with Disabilities	9	2	22%	7	78%	3	43%	1	14%	3	43%	0	0%	3	43%
Hispanic or Latino	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
White	94	4	4%	90	96%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Economically Disadvantaged	33	3	9%	30	91%	13	43%	7	23%	10	33%	0	0%	10	33%
Not Economically Disadvantaged	66	2	3%	64	97%	1	2%	13	20%	44	69%	6	9%	50	78%
Non-English Language Learner	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Not in Foster Care	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Not Homeless	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%
Migrant	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	98	5	5%	93	95%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	99	5	5%	94	95%	14	15%	20	21%	54	57%	6	6%	60	64%

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

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	440	\$653,938	\$1,486	\$5,098,445	\$11,587	\$5,752,382	\$13,074
This District	1,312	\$1,495,347	\$1,140	\$26,395,395	\$20,118	\$27,890,742	\$21,258
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	27	7	26%	1	1	100%
THIS DISTRICT	102	23	23%	3	2	67%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	27	1	4%
THIS DISTRICT	100	1	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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CAZENOVIA MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	—	4
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	—	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	294	150	3
	Math	281	161.2	
	Combined	575	155.5	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	11	113.6	—
	Math	9	172.2	
	Combined	20	—	
Multiracial	ELA	7	228.6	—
	Math	7	221.4	
	Combined	14	—	
White	ELA	274	149.8	3
	Math	263	159.7	
	Combined	537	154.7	
English Language Learner	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Students with Disabilities	ELA	32	37.5	2
	Math	25	36	
	Combined	57	36.8	
Economically Disadvantaged	ELA	92	101.6	2
	Math	84	116.7	
	Combined	176	108.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	309	142.7	3
	Math	308	147.1	
	Combined	617	144.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Black or African American	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	11	113.6	—
	Math	10	155	
	Combined	21	—	
Multiracial	ELA	9	177.8	—
	Math	9	172.2	
	Combined	18	—	
White	ELA	288	142.5	3
	Math	287	146.3	
	Combined	575	144.4	
English Language Learner	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Students with Disabilities	ELA	40	30	2
	Math	39	34.6	
	Combined	79	32.3	
Economically Disadvantaged	ELA	100	93.5	2
	Math	99	99	
	Combined	199	96.2	

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	334	55	16.5%	4
American Indian or Alaska Native	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	1	–	–	–
Hispanic or Latino	11	–	–	–
Multiracial	11	–	–	–
White	309	52	16.8%	3
English Language Learner	3	–	–	–
Students with Disabilities	45	11	24.4%	3
Economically Disadvantaged	109	27	24.8%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	327	90.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	9	—
White	X	304	90.5%
English Language Learner	—	3	—
Students with Disabilities	—	39	—
Economically Disadvantaged	X	107	87.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	326	86.8%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—
Black or African American	—	1	—
Hispanic or Latino	—	11	—
Multiracial	—	9	—
White	X	303	87.1%
English Language Learner	—	3	—
Students with Disabilities	—	38	—
Economically Disadvantaged	X	106	81.1%

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Grade 6	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Grade 7	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Grades 3-8	328	32	10%	296	90%	54	18%	75	25%	97	33%	70	24%	167	56%

GRADE 5 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Female	51	2	4%	49	96%	13	27%	16	33%	14	29%	6	12%	20	41%
Male	54	1	2%	53	98%	16	30%	13	25%	19	36%	5	9%	24	45%
General Education Students	93	2	2%	91	98%	21	23%	27	30%	32	35%	11	12%	43	47%
Students with Disabilities	12	1	8%	11	92%	8	73%	2	18%	1	9%	0	0%	1	9%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
White	93	2	2%	91	98%	25	27%	27	30%	29	32%	10	11%	39	43%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	1	8%	11	92%	4	36%	2	18%	4	36%	1	9%	5	45%
Economically Disadvantaged	42	1	2%	41	98%	19	46%	13	32%	9	22%	0	0%	9	22%
Not Economically Disadvantaged	63	2	3%	61	97%	10	16%	16	26%	24	39%	11	18%	35	57%
Non-English Language Learner	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Not in Foster Care	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Not Homeless	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Not Migrant	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%
Parent Not in Armed Forces	105	3	3%	102	97%	29	28%	29	28%	33	32%	11	11%	44	43%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Female	50	10	20%	40	80%	4	10%	8	20%	14	35%	14	35%	28	70%
Male	67	4	6%	63	94%	12	19%	19	30%	20	32%	12	19%	32	51%
General Education Students	102	10	10%	92	90%	8	9%	24	26%	34	37%	26	28%	60	65%
Students with Disabilities	15	4	27%	11	73%	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	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	111	13	12%	98	88%	16	16%	26	27%	31	32%	25	26%	56	57%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Economically Disadvantaged	40	7	18%	33	83%	12	36%	6	18%	11	33%	4	12%	15	45%
Not Economically Disadvantaged	77	7	9%	70	91%	4	6%	21	30%	23	33%	22	31%	45	64%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	116	14	12%	102	88%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Not Homeless	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Not Migrant	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%
Parent Not in Armed Forces	117	14	12%	103	88%	16	16%	27	26%	34	33%	26	25%	60	58%

GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Female	55	9	16%	46	84%	2	4%	8	17%	14	30%	22	48%	36	78%
Male	51	6	12%	45	88%	7	16%	11	24%	16	36%	11	24%	27	60%
General Education Students	93	10	11%	83	89%	3	4%	17	20%	30	36%	33	40%	63	76%
Students with Disabilities	13	5	38%	8	62%	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	101	15	15%	86	85%	9	10%	17	20%	30	35%	30	35%	60	70%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	2	40%	0	0%	3	60%	3	60%
Economically Disadvantaged	26	6	23%	20	77%	3	15%	8	40%	6	30%	3	15%	9	45%
Not Economically Disadvantaged	80	9	11%	71	89%	6	8%	11	15%	24	34%	30	42%	54	76%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	104	14	13%	90	87%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Not Homeless	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Not Migrant	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%
Parent Not in Armed Forces	106	15	14%	91	86%	9	10%	19	21%	30	33%	33	36%	63	69%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 5	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Grade 6	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Combined 6	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Grade 7	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Combined 7	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Grades 3-8	327	44	13%	283	87%	38	13%	61	22%	132	47%	52	18%	184	65%

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

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Female	51	2	4%	49	96%	10	20%	13	27%	22	45%	4	8%	26	53%
Male	54	2	4%	52	96%	11	21%	9	17%	24	46%	8	15%	32	62%
General Education Students	93	1	1%	92	99%	14	15%	21	23%	45	49%	12	13%	57	62%
Students with Disabilities	12	3	25%	9	75%	7	78%	1	11%	1	11%	0	0%	1	11%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
White	93	1	1%	92	99%	20	22%	20	22%	42	46%	10	11%	52	57%
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	3	25%	9	75%	1	11%	2	22%	4	44%	2	22%	6	67%
Economically Disadvantaged	42	3	7%	39	93%	13	33%	13	33%	13	33%	0	0%	13	33%
Not Economically Disadvantaged	63	1	2%	62	98%	8	13%	9	15%	33	53%	12	19%	45	73%
Non-English Language Learner	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Not in Foster Care	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Not Homeless	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Not Migrant	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%
Parent Not in Armed Forces	105	4	4%	101	96%	21	21%	22	22%	46	46%	12	12%	58	57%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Female	49	10	20%	39	80%	3	8%	9	23%	23	59%	4	10%	27	69%
Male	67	6	9%	61	91%	8	13%	12	20%	30	49%	11	18%	41	67%
General Education Students	102	11	11%	91	89%	4	4%	19	21%	53	58%	15	16%	68	75%
Students with Disabilities	14	5	36%	9	64%	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	110	15	14%	95	86%	10	11%	21	22%	50	53%	14	15%	64	67%
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	0	0%	3	60%	1	20%	4	80%
Economically Disadvantaged	39	8	21%	31	79%	9	29%	7	23%	11	35%	4	13%	15	48%
Not Economically Disadvantaged	77	8	10%	69	90%	2	3%	14	20%	42	61%	11	16%	53	77%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	115	16	14%	99	86%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Not Homeless	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Not Migrant	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%
Parent Not in Armed Forces	116	16	14%	100	86%	11	11%	21	21%	53	53%	15	15%	68	68%

GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Female	55	12	22%	43	78%	3	7%	11	26%	17	40%	12	28%	29	67%
Male	51	12	24%	39	76%	3	8%	7	18%	16	41%	13	33%	29	74%
General Education Students	93	18	19%	75	81%	2	3%	16	21%	32	43%	25	33%	57	76%
Students with Disabilities	13	6	46%	7	54%	4	57%	2	29%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	101	24	24%	77	76%	6	8%	17	22%	32	42%	22	29%	54	70%
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	0	0%	1	20%	1	20%	3	60%	4	80%
Economically Disadvantaged	26	10	38%	16	62%	4	25%	3	19%	7	44%	2	13%	9	56%
Not Economically Disadvantaged	80	14	18%	66	83%	2	3%	15	23%	26	39%	23	35%	49	74%
English Language Learner	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	104	23	22%	81	78%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Not Homeless	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Not Migrant	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%
Parent Not in Armed Forces	106	24	23%	82	77%	6	7%	18	22%	33	40%	25	30%	58	71%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 7	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 6 Math	1	1	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 (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	329	\$596,571	\$1,813	\$4,298,218	\$13,064	\$4,894,789	\$14,878
This District	1,312	\$1,495,347	\$1,140	\$26,395,395	\$20,118	\$27,890,742	\$21,258
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	29	9	31%	1	1	100%
THIS DISTRICT	102	23	23%	3	2	67%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	29	0	0%
THIS DISTRICT	100	1	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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CAZENOVIA HIGH SCHOOL - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
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	—	—	—	—
Economically Disadvantaged	4	2	—	—

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	71	194.4	4
	Math	68	191.2	
	Combined	139	192.8	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	69	195.7	4
	Math	66	190.9	
	Combined	135	193.3	
Students with Disabilities	ELA	8	87.5	—
	Math	6	83.3	
	Combined	14	—	
Economically Disadvantaged	ELA	12	145.8	4
	Math	11	145.5	
	Combined	23	145.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	81	170.4	4
	Math	81	160.5	
	Combined	162	165.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Hispanic or Latino	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	79	170.9	4
	Math	79	159.5	
	Combined	158	165.2	
Students with Disabilities	ELA	10	70	—
	Math	10	50	
	Combined	20	—	
Economically Disadvantaged	ELA	17	102.9	2
	Math	17	94.1	
	Combined	34	98.5	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	89	15	16.9%	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	1	—	—	—
Multiracial	1	—	—	—
White	86	14	16.3%	3
English Language Learner	—	—	—	—
Students with Disabilities	11	—	—	—
Economically Disadvantaged	21	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	86	83.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	X	84	83.3%
English Language Learner	—	0	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	18	—

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	86	80.2%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	0	—
Hispanic or Latino	—	1	—
Multiracial	—	0	—
White	X	84	79.8%
English Language Learner	—	0	—
Students with Disabilities	—	11	—
Economically Disadvantaged	—	18	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	4	4	4	–	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
Economically Disadvantaged	3	3	2	–	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	94	218.1	190.6	4
	Math	51	153.9		
	Science	80	204.4		
Hispanic or Latino	ELA	6	158.3	–	–
	Math	3	–		
	Science	4	–		
White	ELA	88	222.2	195	4
	Math	48	161.5		
	Science	76	204.6		
Students with Disabilities	ELA	7	114.3	–	–
	Math	2	–		
	Science	4	–		
Economically Disadvantaged	ELA	19	165.8	128.9	3
	Math	6	66.7		
	Science	15	166.7		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	96	213.5	156.9	4
	Math	87	90.2		
	Science	95	172.1		
Hispanic or Latino	ELA	6	158.3	—	—
	Math	5	20		
	Science	6	133.3		
White	ELA	90	217.2	160.6	4
	Math	82	94.5		
	Science	89	174.7		
Students with Disabilities	ELA	8	100	—	—
	Math	6	16.7		
	Science	8	37.5		
Economically Disadvantaged	ELA	21	150	95.4	3
	Math	16	25		
	Science	21	119		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	125	121	96.8%	96.8%	4
	5-year	117	114	97.4%		
	6-year	104	100	96.2%		
American Indian or Alaska Native	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	4	—	—	—	—
	5-year	3	—	—		
	6-year	2	—	—		
Black or African American	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Hispanic or Latino	4-year	5	—	—	—	—
	5-year	5	—	—		
	6-year	3	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
White	4-year	112	109	97.3%	97.1%	3
	5-year	108	106	98.1%		
	6-year	98	94	95.9%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	13	—	—	—	—
	5-year	13	—	—		
	6-year	6	—	—		
Economically Disadvantaged	4-year	28	24	85.7%	88.7%	2
	5-year	24	22	91.7%		
	6-year	14	—	—		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	463	118	25.5%	3
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	18	–	–	–
Multiracial	9	–	–	–
White	429	109	25.4%	3
English Language Learner	6	–	–	–
Students with Disabilities	57	20	35.1%	3
Economically Disadvantaged	133	61	45.9%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	98	98%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	6	—
Multiracial	—	0	—
White	✓	92	98.9%
English Language Learner	—	1	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	21	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	90	60%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	6	—
Multiracial	—	0	—
White	✗	84	59.5%
English Language Learner	—	1	—
Students with Disabilities	—	5	—
Economically Disadvantaged	—	17	—

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Grades 3-8	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Female	36	7	19%	29	81%	0	0%	2	7%	14	48%	13	45%	27	93%
Male	50	7	14%	43	86%	4	9%	9	21%	12	28%	18	42%	30	70%
General Education Students	75	11	15%	64	85%	1	2%	8	13%	24	38%	31	48%	55	86%
Students with Disabilities	11	3	27%	8	73%	3	38%	3	38%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	84	14	17%	70	83%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Economically Disadvantaged	18	6	33%	12	67%	1	8%	5	42%	5	42%	1	8%	6	50%
Not Economically Disadvantaged	68	8	12%	60	88%	3	5%	6	10%	21	35%	30	50%	51	85%
Non-English Language Learner	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Not in Foster Care	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	85	14	16%	71	84%	–	–	–	–	–	–	–	–	–	–
Not Migrant	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%
Parent Not in Armed Forces	86	14	16%	72	84%	4	6%	11	15%	26	36%	31	43%	57	79%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Regents 8	—	—	—	25	29%	0	0%	0	0%	0	0%	25	100%	25	100%
Combined 8	86	17	20%	69	80%	4	6%	9	13%	30	43%	26	38%	56	81%
Grades 3-8	86	17	20%	69	80%	4	6%	9	13%	30	43%	26	38%	56	81%

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

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Female	36	15	42%	21	58%	1	5%	3	14%	17	81%	0	0%	17	81%
Male	50	27	54%	23	46%	3	13%	6	26%	13	57%	1	4%	14	61%
General Education Students	75	37	49%	38	51%	1	3%	8	21%	28	74%	1	3%	29	76%
Students with Disabilities	11	5	45%	6	55%	3	50%	1	17%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	84	42	50%	42	50%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Economically Disadvantaged	18	8	44%	10	56%	2	20%	3	30%	4	40%	1	10%	5	50%
Not Economically Disadvantaged	68	34	50%	34	50%	2	6%	6	18%	26	76%	0	0%	26	76%
Non-English Language Learner	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Not in Foster Care	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	85	42	49%	43	51%	-	-	-	-	-	-	-	-	-	-
Not Migrant	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%
Parent Not in Armed Forces	86	42	49%	44	51%	4	9%	9	20%	30	68%	1	2%	31	70%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Combined 8	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Female	35	7	20%	28	80%	0	0%	3	11%	11	39%	14	50%	25	89%
Male	50	10	20%	40	80%	0	0%	0	0%	15	38%	25	63%	40	100%
General Education Students	74	11	15%	63	85%	0	0%	2	3%	22	35%	39	62%	61	97%
Students with Disabilities	11	6	55%	5	45%	0	0%	1	20%	4	80%	0	0%	4	80%
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	83	16	19%	67	81%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	84	16	19%	68	81%	0	0%	3	4%	26	38%	39	57%	65	96%
Economically Disadvantaged	18	6	33%	12	67%	0	0%	1	8%	6	50%	5	42%	11	92%
Not Economically Disadvantaged	67	11	16%	56	84%	0	0%	2	4%	20	36%	34	61%	54	96%
Non-English Language Learner	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Not in Foster Care	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Homeless	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not Homeless	84	17	20%	67	80%	-	-	-	-	-	-	-	-	-	-
Not Migrant	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%
Parent Not in Armed Forces	85	17	20%	68	80%	0	0%	3	4%	26	38%	39	57%	65	96%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Female	59	2	3%	1	2%	4	7%	7	12%	45	76%	56	95%
Male	46	0	0%	0	0%	11	24%	7	15%	28	61%	46	100%
General Education Students	92	0	0%	0	0%	9	10%	10	11%	73	79%	92	100%
Students with Disabilities	13	2	15%	1	8%	6	46%	4	31%	0	0%	10	77%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	96	2	2%	1	1%	13	14%	13	14%	67	70%	93	97%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	0	0%	2	22%	1	11%	6	67%	9	100%
Economically Disadvantaged	26	2	8%	1	4%	7	27%	6	23%	10	38%	23	88%
Not Economically Disadvantaged	79	0	0%	0	0%	8	10%	8	10%	63	80%	79	100%
Non-English Language Learner	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Not in Foster Care	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Not Homeless	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Not Migrant	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%
Parent Not in Armed Forces	105	2	2%	1	1%	15	14%	14	13%	73	70%	102	97%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	6	5%	5	4%	42	32%	38	29%	39	30%	119	92%
Female	49	3	6%	2	4%	17	35%	13	27%	14	29%	44	90%
Male	81	3	4%	3	4%	25	31%	25	31%	25	31%	75	93%
General Education Students	116	3	3%	3	3%	35	30%	36	31%	39	34%	110	95%
Students with Disabilities	14	3	21%	2	14%	7	50%	2	14%	0	0%	9	64%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	124	5	4%	4	3%	40	32%	36	29%	39	31%	115	93%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	2	33%	2	33%	0	0%	4	67%
Economically Disadvantaged	41	4	10%	4	10%	20	49%	9	22%	4	10%	33	80%
Not Economically Disadvantaged	89	2	2%	1	1%	22	25%	29	33%	35	39%	86	97%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	127	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	6	5%	5	4%	42	32%	38	29%	39	30%	119	92%
Not Homeless	130	6	5%	5	4%	42	32%	38	29%	39	30%	119	92%
Migrant	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	127	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	130	6	5%	5	4%	42	32%	38	29%	39	30%	119	92%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Female	53	2	4%	8	15%	20	38%	7	13%	16	30%	43	81%
Male	50	5	10%	5	10%	21	42%	6	12%	13	26%	40	80%
General Education Students	98	6	6%	12	12%	38	39%	13	13%	29	30%	80	82%
Students with Disabilities	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-	-	-
White	96	7	7%	13	14%	36	38%	13	14%	27	28%	76	79%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	5	71%	0	0%	2	29%	7	100%
Economically Disadvantaged	23	2	9%	6	26%	10	43%	3	13%	2	9%	15	65%
Not Economically Disadvantaged	80	5	6%	7	9%	31	39%	10	13%	27	34%	68	85%
Non-English Language Learner	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Not in Foster Care	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Not Homeless	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Not Migrant	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%
Parent Not in Armed Forces	103	7	7%	13	13%	41	40%	13	13%	29	28%	83	81%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Female	37	1	3%	1	3%	15	41%	9	24%	11	30%	35	95%
Male	28	0	0%	2	7%	10	36%	7	25%	9	32%	26	93%
General Education Students	63	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–	–	–
White	59	1	2%	2	3%	21	36%	16	27%	19	32%	56	95%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	4	67%	0	0%	1	17%	5	83%
Economically Disadvantaged	6	0	0%	1	17%	1	17%	2	33%	2	33%	5	83%
Not Economically Disadvantaged	59	1	2%	2	3%	24	41%	14	24%	18	31%	56	95%
Non-English Language Learner	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Not in Foster Care	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Not Homeless	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Not Migrant	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%
Parent Not in Armed Forces	65	1	2%	3	5%	25	38%	16	25%	20	31%	61	94%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	110	7	6%	3	3%	31	28%	69	63%	100	91%
Female	54	2	4%	3	6%	12	22%	37	69%	49	91%
Male	56	5	9%	0	0%	19	34%	32	57%	51	91%
General Education Students	98	1	1%	3	3%	26	27%	68	69%	94	96%
Students with Disabilities	12	6	50%	0	0%	5	42%	1	8%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–
White	102	6	6%	3	3%	29	28%	64	63%	93	91%
Multiracial	2	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	1	13%	0	0%	2	25%	5	63%	7	88%
Economically Disadvantaged	29	6	21%	1	3%	12	41%	10	34%	22	76%
Not Economically Disadvantaged	81	1	1%	2	2%	19	23%	59	73%	78	96%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	109	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	110	7	6%	3	3%	31	28%	69	63%	100	91%
Not Homeless	110	7	6%	3	3%	31	28%	69	63%	100	91%
Migrant	1	–	–	–	–	–	–	–	–	–	–
Not Migrant	109	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	110	7	6%	3	3%	31	28%	69	63%	100	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	128	10	8%	14	11%	44	34%	60	47%	104	81%
Female	51	5	10%	4	8%	22	43%	20	39%	42	82%
Male	77	5	6%	10	13%	22	29%	40	52%	62	81%
General Education Students	113	6	5%	10	9%	39	35%	58	51%	97	86%
Students with Disabilities	15	4	27%	4	27%	5	33%	2	13%	7	47%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	123	9	7%	13	11%	42	34%	59	48%	101	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	1	20%	2	40%	1	20%	3	60%
Economically Disadvantaged	39	7	18%	7	18%	14	36%	11	28%	25	64%
Not Economically Disadvantaged	89	3	3%	7	8%	30	34%	49	55%	79	89%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	126	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	128	10	8%	14	11%	44	34%	60	47%	104	81%
Not Homeless	128	10	8%	14	11%	44	34%	60	47%	104	81%
Migrant	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	128	10	8%	14	11%	44	34%	60	47%	104	81%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	87	4	5%	9	10%	49	56%	25	29%	74	85%
Female	50	1	2%	5	10%	32	64%	12	24%	44	88%
Male	37	3	8%	4	11%	17	46%	13	35%	30	81%
General Education Students	85	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	81	3	4%	9	11%	45	56%	24	30%	69	85%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	4	67%	1	17%	5	83%
Economically Disadvantaged	9	0	0%	1	11%	8	89%	0	0%	8	89%
Not Economically Disadvantaged	78	4	5%	8	10%	41	53%	25	32%	66	85%
Non-English Language Learner	87	4	5%	9	10%	49	56%	25	29%	74	85%
Not in Foster Care	87	4	5%	9	10%	49	56%	25	29%	74	85%
Not Homeless	87	4	5%	9	10%	49	56%	25	29%	74	85%
Not Migrant	87	4	5%	9	10%	49	56%	25	29%	74	85%
Parent Not in Armed Forces	87	4	5%	9	10%	49	56%	25	29%	74	85%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	26	3	12%	2	8%	12	46%	9	35%	21	81%
Female	16	2	13%	2	13%	6	38%	6	38%	12	75%
Male	10	1	10%	0	0%	6	60%	3	30%	9	90%
General Education Students	26	3	12%	2	8%	12	46%	9	35%	21	81%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	24	–	–	–	–	–	–	–	–	–	–
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	26	3	12%	2	8%	12	46%	9	35%	21	81%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	24	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	26	3	12%	2	8%	12	46%	9	35%	21	81%
Not in Foster Care	26	3	12%	2	8%	12	46%	9	35%	21	81%
Not Homeless	26	3	12%	2	8%	12	46%	9	35%	21	81%
Not Migrant	26	3	12%	2	8%	12	46%	9	35%	21	81%
Parent Not in Armed Forces	26	3	12%	2	8%	12	46%	9	35%	21	81%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%
Female	60	2	3%	0	0%	25	42%	7	12%	26	43%	58	97%
Male	59	6	10%	1	2%	14	24%	12	20%	26	44%	52	88%
General Education Students	106	1	1%	1	1%	35	33%	17	16%	52	49%	104	98%
Students with Disabilities	13	7	54%	0	0%	4	31%	2	15%	0	0%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	3	–	–	–	–	–	–	–	–	–	–	–	–
White	112	7	6%	1	1%	37	33%	17	15%	50	45%	104	93%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	2	29%	2	29%	2	29%	6	86%
Economically Disadvantaged	34	7	21%	1	3%	19	56%	1	3%	6	18%	26	76%
Not Economically Disadvantaged	85	1	1%	0	0%	20	24%	18	21%	46	54%	84	99%
English Language Learner	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	118	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%
Not Homeless	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	118	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	119	8	7%	1	1%	39	33%	19	16%	52	44%	110	92%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Female	59	2	3%	2	3%	7	12%	13	22%	35	59%	55	93%
Male	43	0	0%	5	12%	9	21%	9	21%	20	47%	38	88%
General Education Students	90	0	0%	5	6%	11	12%	21	23%	53	59%	85	94%
Students with Disabilities	12	2	17%	2	17%	5	42%	1	8%	2	17%	8	67%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–	–	–
White	93	2	2%	6	6%	15	16%	20	22%	50	54%	85	91%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	1	11%	2	22%	5	56%	8	89%
Economically Disadvantaged	23	2	9%	4	17%	6	26%	4	17%	7	30%	17	74%
Not Economically Disadvantaged	79	0	0%	3	4%	10	13%	18	23%	48	61%	76	96%
Non-English Language Learner	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Not in Foster Care	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Not Homeless	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Not Migrant	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%
Parent Not in Armed Forces	102	2	2%	7	7%	16	16%	22	22%	55	54%	93	91%

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	6	6%	96	94%	2	2%	2	2%	8	8%	84	82%	92	90%
Female	40	1	3%	39	98%	0	0%	1	3%	0	0%	38	95%	38	95%
Male	62	5	8%	57	92%	2	3%	1	2%	8	13%	46	74%	54	87%
General Education Students	94	5	5%	89	95%	0	0%	2	2%	5	5%	82	87%	87	93%
Students with Disabilities	8	1	13%	7	88%	2	25%	0	0%	3	38%	2	25%	5	63%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
White	95	4	4%	91	96%	1	1%	2	2%	7	7%	81	85%	88	93%
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	14%	0	0%	1	14%	3	43%	4	57%
Economically Disadvantaged	25	5	20%	20	80%	1	4%	2	8%	4	16%	13	52%	17	68%
Not Economically Disadvantaged	77	1	1%	76	99%	1	1%	0	0%	4	5%	71	92%	75	97%
Non-English Language Learner	102	6	6%	96	94%	2	2%	2	2%	8	8%	84	82%	92	90%
Not in Foster Care	102	6	6%	96	94%	2	2%	2	2%	8	8%	84	82%	92	90%
Not Homeless	102	6	6%	96	94%	2	2%	2	2%	8	8%	84	82%	92	90%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	101	6	—	95	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	102	6	6%	96	94%	2	2%	2	2%	8	8%	84	82%	92	90%

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	31	30%	71	70%	1	1%	3	3%	17	17%	50	49%	67	66%
Female	40	5	13%	35	88%	0	0%	3	8%	9	23%	23	58%	32	80%
Male	62	26	42%	36	58%	1	2%	0	0%	8	13%	27	44%	35	56%
General Education Students	94	25	27%	69	73%	0	0%	3	3%	16	17%	50	53%	66	70%
Students with Disabilities	8	6	75%	2	25%	1	13%	0	0%	1	13%	0	0%	1	13%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
White	95	28	29%	67	71%	0	0%	2	2%	16	17%	49	52%	65	68%
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	1	14%	1	14%	1	14%	1	14%	2	29%
Economically Disadvantaged	25	16	64%	9	36%	0	0%	3	12%	2	8%	4	16%	6	24%
Not Economically Disadvantaged	77	15	19%	62	81%	1	1%	0	0%	15	19%	46	60%	61	79%
Non-English Language Learner	102	31	30%	71	70%	1	1%	3	3%	17	17%	50	49%	67	66%
Not in Foster Care	102	31	30%	71	70%	1	1%	3	3%	17	17%	50	49%	67	66%
Not Homeless	102	31	30%	71	70%	1	1%	3	3%	17	17%	50	49%	67	66%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	101	30	—	71	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	102	31	30%	71	70%	1	1%	3	3%	17	17%	50	49%	67	66%

2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	100	29	29	71	71
Female	40	5	13	35	88
Male	60	24	40	36	60
General Education Students	93	24	26	69	74
Students with Disabilities	7	5	71	2	29
Hispanic or Latino	5	1	20	4	80
White	95	28	29	67	71
Economically Disadvantaged	23	14	61	9	39
Not Economically Disadvantaged	77	15	19	62	81
Non-English Language Learner	100	29	29	71	71
Not in Foster Care	100	29	29	71	71
Not Homeless	100	29	29	71	71
Migrant	1	1	100	0	0
Not Migrant	99	28	28	71	72
Parent Not in Armed Forces	100	29	29	71	71

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	17	17%	85	83%	3	3%	3	3%	34	33%	45	44%	79	77%
Female	40	3	8%	37	93%	1	3%	1	3%	17	43%	18	45%	35	88%
Male	62	14	23%	48	77%	2	3%	2	3%	17	27%	27	44%	44	71%
General Education Students	94	12	13%	82	87%	2	2%	2	2%	33	35%	45	48%	78	83%
Students with Disabilities	8	5	63%	3	38%	1	13%	1	13%	1	13%	0	0%	1	13%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	—	4	—	—	—	—	—	—	—	—	—	—	—
White	95	14	15%	81	85%	3	3%	3	3%	31	33%	44	46%	75	79%
Small Group Total: Race & Ethnicity	7	3	43%	4	57%	0	0%	0	0%	3	43%	1	14%	4	57%
Economically Disadvantaged	25	9	36%	16	64%	1	4%	2	8%	10	40%	3	12%	13	52%
Not Economically Disadvantaged	77	8	10%	69	90%	2	3%	1	1%	24	31%	42	55%	66	86%
Non-English Language Learner	102	17	17%	85	83%	3	3%	3	3%	34	33%	45	44%	79	77%
Not in Foster Care	102	17	17%	85	83%	3	3%	3	3%	34	33%	45	44%	79	77%
Not Homeless	102	17	17%	85	83%	3	3%	3	3%	34	33%	45	44%	79	77%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	101	17	—	84	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	102	17	17%	85	83%	3	3%	3	3%	34	33%	45	44%	79	77%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	100	15	15	85	85
Female	40	3	8	37	93
Male	60	12	20	48	80
General Education Students	92	10	11	82	89
Students with Disabilities	8	5	63	3	38
Black or African American	1	1	100	0	0
Hispanic or Latino	5	1	20	4	80
White	94	13	14	81	86
Economically Disadvantaged	24	8	33	16	67
Not Economically Disadvantaged	76	7	9	69	91
Non-English Language Learner	100	15	15	85	85
Not in Foster Care	100	15	15	85	85
Not Homeless	100	15	15	85	85
Migrant	1	0	0	1	100
Not Migrant	99	15	15	84	85
Parent Not in Armed Forces	100	15	15	85	85

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	76	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Female	40	31	78%	9	23%	0	0%	0	0%	9	23%	0	0%	9	23%
Male	62	45	73%	17	27%	0	0%	0	0%	17	27%	0	0%	17	27%
General Education Students	94	68	72%	26	28%	0	0%	0	0%	26	28%	0	0%	26	28%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
White	95	70	74%	25	26%	0	0%	0	0%	25	26%	0	0%	25	26%
Small Group Total: Race & Ethnicity	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	25	24	96%	1	4%	0	0%	0	0%	1	4%	0	0%	1	4%
Not Economically Disadvantaged	77	52	68%	25	32%	0	0%	0	0%	25	32%	0	0%	25	32%
Non-English Language Learner	102	76	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Not in Foster Care	102	76	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Not Homeless	102	76	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	101	75	—	26	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	102	76	75%	26	25%	0	0%	0	0%	26	25%	0	0%	26	25%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	39	14	36	25	64
Female	19	10	53	9	47
Male	20	4	20	16	80
General Education Students	39	14	36	25	64
White	39	14	36	25	64
Economically Disadvantaged	3	2	67	1	33
Not Economically Disadvantaged	36	12	33	24	67
Non-English Language Learner	39	14	36	25	64
Not in Foster Care	39	14	36	25	64
Not Homeless	39	14	36	25	64
Not Migrant	39	14	36	25	64
Parent Not in Armed Forces	39	14	36	25	64

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	82	80%	20	20%	0	0%	0	0%	20	20%	0	0%	20	20%
Female	40	33	83%	7	18%	0	0%	0	0%	7	18%	0	0%	7	18%
Male	62	49	79%	13	21%	0	0%	0	0%	13	21%	0	0%	13	21%
General Education Students	94	74	79%	20	21%	0	0%	0	0%	20	21%	0	0%	20	21%
Students with Disabilities	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	—	1	—	—	—	—	—	—	—	—	—	—	—
White	95	76	80%	19	20%	0	0%	0	0%	19	20%	0	0%	19	20%
Small Group Total: Race & Ethnicity	7	6	86%	1	14%	0	0%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	25	23	92%	2	8%	0	0%	0	0%	2	8%	0	0%	2	8%
Not Economically Disadvantaged	77	59	77%	18	23%	0	0%	0	0%	18	23%	0	0%	18	23%
Non-English Language Learner	102	82	80%	20	20%	0	0%	0	0%	20	20%	0	0%	20	20%
Not in Foster Care	102	82	80%	20	20%	0	0%	0	0%	20	20%	0	0%	20	20%
Not Homeless	102	82	80%	20	20%	0	0%	0	0%	20	20%	0	0%	20	20%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	101	81	—	20	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	102	82	80%	20	20%	0	0%	0	0%	20	20%	0	0%	20	20%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	100	80	80	20	20
Female	40	33	83	7	18
Male	60	47	78	13	22
General Education Students	92	72	78	20	22
Students with Disabilities	8	8	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	5	4	80	1	20
White	94	75	80	19	20
Economically Disadvantaged	23	21	91	2	9
Not Economically Disadvantaged	77	59	77	18	23
Non-English Language Learner	100	80	80	20	20
Not in Foster Care	100	80	80	20	20
Not Homeless	100	80	80	20	20
Migrant	1	1	100	0	0
Not Migrant	99	79	80	20	20
Parent Not in Armed Forces	100	80	80	20	20

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 9	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 10	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Secondary-Level ELA	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	5	3	60%	2	40%	–	–	–	–	–	–	–	–	–	–	–

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 (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	543	\$244,838	\$451	\$8,292,581	\$15,272	\$8,537,419	\$15,723
This District	1,312	\$1,495,347	\$1,140	\$26,395,395	\$20,118	\$27,890,742	\$21,258
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	55	10	18%	1	0	0%
THIS DISTRICT	102	23	23%	3	2	67%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	53	0	0%
THIS DISTRICT	100	1	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	97	95%	67	66%	30	29%	0	0%	1	1%	0	0%	0	0%	4	4%
Female	40	40	100%	32	80%	8	20%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	62	57	92%	35	56%	22	35%	0	0%	1	2%	0	0%	0	0%	4	6%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	94	90	96%	66	70%	24	26%	0	0%	0	0%	0	0%	0	0%	4	4%
Students with Disabilities	8	7	88%	1	13%	6	75%	0	0%	1	13%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	95	92	97%	64	67%	28	29%	0	0%	0	0%	0	0%	0	0%	3	3%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	25	21	84%	7	28%	14	56%	0	0%	1	4%	0	0%	0	0%	3	12%
Not Economically Disadvantaged	77	76	99%	60	78%	16	21%	0	0%	0	0%	0	0%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	102	97	95%	67	66%	30	29%	0	0%	1	1%	0	0%	0	0%	4	4%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	102	97	95%	67	66%	30	29%	0	0%	1	1%	0	0%	0	0%	4	4%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	102	97	95%	67	66%	30	29%	0	0%	1	1%	0	0%	0	0%	4	4%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	101	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	102	97	95%	67	66%	30	29%	0	0%	1	1%	0	0%	0	0%	4	4%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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CAZENOVIA CSD

2021-22 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics

DISTRICT P-12 ENROLLMENT



1,340

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



significantly more than the average district in the state

DISTRICT STUDENT NEEDS ARE



significantly less than the state average

Student Demographics

Enrollment	CAZENOVIA CSD
All Students	1,340
Economically Disadvantaged	26%
Students with Disabilities	10%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	CAZENOVIA CSD
Student-to-Teacher Ratio	13
Teachers with Fewer than 4 years of Experience %	16%
Teachers with 4-20 Years of Experience %	46%
Teachers with 21+ Years of Experience %	38%

Comparison: How do per pupil expenditures compare?



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

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

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

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

Report View One Per Pupil Expenditure Categories	CAZENOVIA CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,837.39

Report View One Per Pupil Expenditure Categories	CAZENOVIA CSD
» B. Administration (B1 + B2 + B3)	\$786.17
» C. All Other Spending (C1 + C2 + C3)	\$1,317.89
D. Total School Level (A + B + C)	\$13,941.45
» E. Central Instruction (E1 + E2 + E3 + E4)	\$184.68
» F. Central Administration (F1 + F2 + F3)	\$2,215.35
» G. All Other Central Spending (G1 + G2 + G3)	\$3,371.80
H. Total Central Costs	\$5,771.83
I. Total Spending (D + H)	\$19,713.28

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	CAZENOVIA CSD
J. Total School Level Local/State Spending	\$13,061.42
» K. Total School Level Federal Spending	\$880.03
L. Total Central Level Local/State Spending	\$5,432.94
M. Total Central Level Federal Spending	\$338.89
N. Total Spending (J + K + L + M)	\$19,713.28

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	CAZENOVIA CSD
1. Transportation	\$1,953,217.23
2. Charter School Tuition	\$36,789.37
3. Other Tuition	\$80,984.20

Excluded Expenditures	CAZENOVIA CSD
4. Debt Service	\$3,320,027.92
5. Other	\$5,539,253.51
Percent Excluded from Total	29%
Total Expenditures	\$37,346,072.94

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Salary: Administrative Compensation Information
250201 - CAZENOVIA CSD

2023-2024 - Page 1
Official - as of 04/25/2024 11:25 AM

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	175,163	53,886	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	150,595	48,995	3,300
3.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	141,835	47,426	3,300
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Equalized Total Assessed Value 1,511,082,348

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)	93	12,514,833	0.83
13100	CO - GENERALLY	RPTL 406(1)	9	1,213,104	0.08
13500	TOWN - GENERALLY	RPTL 406(1)	27	7,260,167	0.48
13650	VG - GENERALLY	RPTL 406(1)	32	6,855,923	0.45
13800	SCHOOL DISTRICT	RPTL 408	5	14,349,431	0.95
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	1,274,291	0.08
14100	USA - GENERALLY	RPTL 400(1)	1	9,275	0.00
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	12,697,369	0.84
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	8	1,558,430	0.10
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	14	8,203,256	0.54
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	6	438,288	0.03
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	1,497,101	0.10
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	33	11,678,037	0.77
25400	FRATERNAL ORGANIZATION	RPTL 428	1	580	0.00
26100	VETERANS ORGANIZATION	RPTL 452	3	385,920	0.03
26250	HISTORICAL SOCIETY	RPTL 444	2	154,203	0.01
26350	FIRE PATROL AND SALVAGE CORPS	RPTL 468	1	605,263	0.04
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	31	626,360	0.04
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	37,853	0.00
32255	NYS OWNED REFORESTATION LAND	RPTL 534	1	526	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
41400	CLERGY	RPTL 460	3	6,122	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	40	4,292,930	0.28
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	304	15,649,563	1.04
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	76	3,607,790	0.24
41800	PERSONS AGE 65 OR OVER	RPTL 467	20	1,927,491	0.13
41804	PERSONS AGE 65 OR OVER	RPTL 467	18	906,795	0.06
41805	PERSONS AGE 65 OR OVER	RPTL 467	31	1,335,544	0.09
41806	PERSONS AGE 65 OR OVER	RPTL 467	1	18,158	0.00
41834	ENHANCED STAR	RPTL 425	517	48,876,235	3.23
41854	BASIC STAR 1999-2000	RPTL 425	1,063	38,369,863	2.54

Equalized Total Assessed Value 1,511,082,348

School District - 252201 Cazenovia

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	54,909	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	11	797,515	0.05
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	5	258,733	0.02
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	3	190,679	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	684,268	0.05
47650	INDUSTRIAL/COMMERCIAL PROP - N	RPTL 489-ddd	1	54,348	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	10	6,196,528	0.41
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	185,072	0.01
50004	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	10,695	0.00
Total Exemptions Exclusive of System Exemptions:			2,396	204,587,681	13.54
Total System Exemptions:			4	195,767	0.01
Totals:			2,400	204,783,448	13.55

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

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

Equalized Total Assessed Value 73,345,951

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	1,474,429	2.01
26250	HISTORICAL SOCIETY	RPTL 444	1	212,857	0.29
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	32,857	0.04
41400	CLERGY	RPTL 460	1	2,143	0.00
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	3	10,029	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	46	3,122,190	4.26
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	121,428	0.17
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	199,308	0.27
41834	ENHANCED STAR	RPTL 425	40	3,467,191	4.73
41854	BASIC STAR 1999-2000	RPTL 425	75	2,545,725	3.47
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	27,858	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,764	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	5	67,143	0.09
Total Exemptions Exclusive of System Exemptions:				11,284,922	15.39
Total System Exemptions:				0	0.00
Totals:				11,284,922	15.39

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

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

Equalized Total Assessed Value 73,345,951

School District - 252201 Cazenovia

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41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	3	10,029	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	46	3,122,190	4.26
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	121,428	0.17
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	199,308	0.27
41834	ENHANCED STAR	RPTL 425	40	3,467,191	4.73
41854	BASIC STAR 1999-2000	RPTL 425	75	2,545,725	3.47
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	8	27,858	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	1,764	0.00
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	5	67,143	0.09
Total Exemptions Exclusive of System Exemptions:			196	11,284,922	15.39
Total System Exemptions:			0	0	0.00
Totals:			196	11,284,922	15.39

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: _____