



Kathleen Skeals
Superintendent

Naté Turner-Hassell
Assistant Superintendent
for Educational Services

Cybil Howard
Assistant Superintendent
for Business

2024-2025 Proposed Budget Statement and Attachments

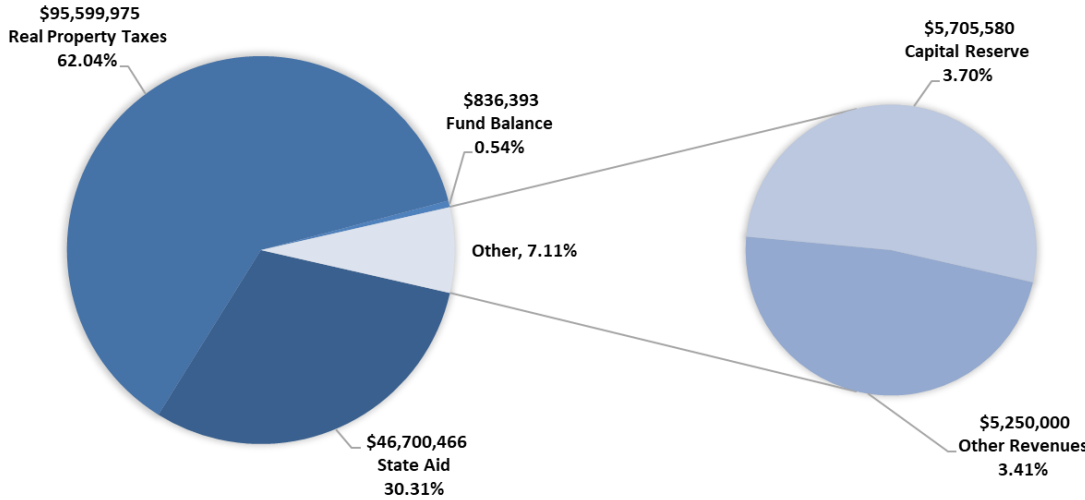


Table of Contents

1. 2024-2025 Proposed Three-Part Expenditure Budget
2. Revenue Budget Summary
3. Expenditure Budget Summary
4. Administrative Compensation Information
5. Budget Notice
6. Property Tax Report Card
7. Exemption Impact Report
8. Fiscal Accountability Summary for 2021-2022
9. School Academic Report Card for 2022-2023

Three Part Budget (NYSED Required)					
Description	Function Code	Administration	Program	Capital	Budget Total
Board of Education	1010-1099	\$141,060			\$141,060
Central Administration	1240, 2010	\$2,429,608			\$2,429,608
Finance	1310-1399	\$1,123,417			\$1,123,417
Legal Services	1420	\$275,000			\$275,000
Personnel	1430	\$339,329			\$339,329
Public Information	1480	\$409,227			\$409,227
Operation of Plant	1620			\$5,183,913	\$5,183,913
Maintenance Of Plant	1621			\$3,038,338	\$3,038,338
IT & Central Services	1660-1699	\$3,616,894			\$3,616,894
Judgments & Claims	1930			\$47,000	\$47,000
Refund of Real Property Taxes	1964			\$100,000	\$100,000
Insurance	1910, 1981	\$153,495			\$153,495
Curriculum Development & PD	2010		\$346,335		\$346,335
Supervision - Regular Schools	2020	\$7,308,470			\$7,308,470
Inservice Training - Instruction	2070		\$529,662		\$529,662
K-12 Instruction	2110		\$42,578,872		\$42,578,872
Special Education & Pupil Support Services	2250		\$14,307,580		\$14,307,580
Counseling, Psychology, Social Work Services	2810, 2820, 2825		\$4,075,983		\$4,075,983
Library and Instructional Technology	2610, 2630		\$3,268,444		\$3,268,444
Health Services	2815		\$1,865,171		\$1,865,171
Sports & Co-Curricular	2850, 2855		\$1,642,913		\$1,642,913
Summer School Programming	2330		\$326,500		\$326,500
Transportation	5510		\$6,182,957		\$6,182,957
Community Service	7140-8999		\$132,970		\$132,970
Employee Benefits	9010-9098	\$5,760,581	\$31,692,055	\$2,145,770	\$39,598,406
Debt Service	9700-9898			\$7,699,413	\$7,699,413
Interfund Transfers	9901		\$340,000		\$340,000
Interfund Transfers: Transfer to Capital	9950			\$5,705,580	\$5,705,580
Interfund Transfers: Bus Purchases	9950			\$1,325,877	\$1,325,877
Total 2024-2025		\$21,557,081	\$107,289,442	\$25,245,891	\$154,092,414
Total Percent of Budget		13.99%	69.63%	16.38%	100.00%
Total 2023-2024		\$20,238,042	\$107,460,487	\$19,288,341	\$146,986,870
Total Percent of Budget		13.77%	73.11%	13.12%	100.00%
Total Budget to Budget Percent Difference		6.52%	-0.16%	30.89%	4.83%

Where the money comes from...
Total Proposed Revenues \$154,092,414



	2023-2024 Budget	2024-2025 Proposed	Dollar Change	Percentage Change
Property Tax Levy	\$93,268,268	\$95,599,975	\$2,331,707	2.50%
Payments in Lieu of Taxes	\$367,034	\$615,201	\$248,167	67.61%
State Aid:				
Foundation Aid	\$29,670,356	\$31,579,308	\$1,908,952	6.43%
Building Aid	\$7,259,056	\$7,172,938	-\$86,118	-1.19%
Transportation Aid	\$4,023,066	\$4,379,889	\$356,823	8.87%
BOCES Aid	\$1,979,018	\$2,098,448	\$119,430	6.03%
High Cost Aid	\$754,855	\$852,080	\$97,225	12.88%
Materials Aid	\$609,874	\$617,272	\$7,398	1.21%
Other Aid	<u>\$270,000</u>	<u>\$531</u>	<u>-\$269,469</u>	<u>-99.80%</u>
Total State Aid	\$44,566,225	\$46,700,466	\$2,134,241	4.79%
Other Revenues	\$3,415,343	\$3,134,799	-\$280,544	-8.21%
Interest Earnings	\$685,000	\$1,500,000	\$815,000	118.98%
Fund Balance & Reserves:				
Appropriated Fund Balance	\$3,900,000	\$836,393	-\$3,063,607	
Capital Reserve	\$0	\$5,705,580	\$5,705,580	
TRS Reserve	\$450,000	\$0	-\$450,000	
ERS Reserve	\$250,000	\$0	-\$250,000	
Compensated Absence Reserve	\$50,000	\$0	-\$50,000	
Unemployment Reserve	<u>\$35,000</u>	<u>\$0</u>	<u>-\$35,000</u>	
Total Fund Balance & Reserves	\$4,685,000	\$6,541,973	\$1,856,973	
Total Proposed Revenue Budget	\$146,986,870	\$154,092,414	\$7,105,544	4.83%



	Adopted Budget 2023-24	Proposed Budget 2024-25	Dollar Change	Percentage Change
Staff - Salaries	\$ 81,020,491	\$ 83,008,773	\$ 1,988,282	2.45%
Staff - Fringes	\$ 39,003,407	\$ 37,714,358	\$ (1,289,049)	-3.30%
Total Salaries & Fringe Benefits	\$ 120,023,898	\$ 120,723,131	\$ 699,233	0.58%
Textbooks/Workbooks/Library Books	\$ 515,950	\$ 862,151	\$ 346,201	67.10%
<u>Contractual Services:</u>				
Utilities	\$ 1,551,000	\$ 1,605,500	\$ 54,500	3.51%
BOCES Services	\$ 4,305,542	\$ 5,376,762	\$ 1,071,220	24.88%
Special Education	\$ 1,209,500	\$ 1,409,500	\$ 200,000	16.54%
Operations & Maintenance	\$ 772,000	\$ 784,500	\$ 12,500	1.62%
Diesel/Gasoline	\$ 590,000	\$ 590,000	\$ -	0.00%
Insurance	\$ 410,970	\$ 407,070	\$ (3,900)	-0.95%
Refund of Property Taxes	\$ 100,000	\$ 100,000	\$ -	0.00%
Health Services Other Districts	\$ 289,000	\$ 275,000	\$ (14,000)	-4.84%
Charter Schools Tuition	\$ 455,000	\$ 450,000	\$ (5,000)	-1.10%
All Other Departments	\$ 3,475,741	\$ 3,137,383	\$ (338,358)	-9.73%
Total Contractual Services	\$ 13,158,753	\$ 14,135,715	\$ 976,962	7.42%
Debt Service	\$ 7,736,850	\$ 7,699,413	\$ (37,437)	-0.48%
Interfund Transfers	\$ 340,000	\$ 7,371,457	\$ 7,031,457	2068.08%
Equipment	\$ 2,141,488	\$ 841,887	\$ (1,299,601)	-60.69%
Supplies	\$ 3,069,931	\$ 2,458,660	\$ (611,271)	-19.91%
Total Expenditure Budget	\$ 146,986,870	\$ 154,092,414	\$ 7,105,544	4.83%

**Administrative Salary & Benefits Disclosure
per Sections 1608 and 1716 of the Education Law**

Administrative Compensation Information for the 2024-2025 budget for administrative salaries paid to persons with the title of Superintendent of Schools, Assistant or Associate Superintendent, or any administrator who earns \$169,000 or more is as follows:

Title	Salary	Employee Benefits	Other Remuneration
Superintendent of Schools	\$209,000	\$50,955	\$0
Assistant Superintendent for Educational Services	\$175,000	\$41,590	\$0
Assistant Superintendent for Business	\$175,000	\$41,590	\$0

Employee Benefits: FICA, NYS mandated retirement contributions, workers' compensation, disability, health, prescription and dental insurance

Other Remuneration: Professional organization membership dues, 403(b) contribution

Please Note: All employees receive employee benefits and other remuneration in addition to their salary.

North Colonie Central School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *				
Total Budgeted Amount, Not Including Separate Propositions	\$146,986,870	\$154,092,414	\$146,219,069				
Increase/Decrease for the 2024-25 School Year		\$7,105,544	(\$767,802)				
Percentage Increase/Decrease in Proposed Budget		4.83%	(0.52%)				
Change in the Consumer Price Index		4.12%					
A. Proposed Levy to Support the Total Budgeted Amount	\$93,268,268	\$95,599,975					
B. Levy to Support Library Debt, if Applicable	\$0	\$0					
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0					
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0					
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$93,268,268	\$95,599,975		\$93,268,268			
F. Total Permissible Exclusions	\$1,152,448	\$1,459,221					
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$93,740,803	\$95,179,235					
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$92,115,820	\$94,140,754					
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$1,624,983	\$1,038,481					
Administrative Component	\$20,238,042	\$21,557,081	\$21,459,881				
Program Component	\$107,460,487	\$107,289,442	\$106,731,754				
Capital Component	\$19,288,341	\$25,245,891	\$18,027,433				
<p>* It is anticipated that a contingent budget would require \$7,873,345 in reductions including the elimination of equipment and capital purchases.</p> <p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p> <table border="1" style="width: 100%; margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Not applicable.</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>				Description	Amount	Not applicable.	NA
Description	Amount						
Not applicable.	NA						

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings ¹	\$454.00

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the North Colonie Central School District, Albany County, New York, will be held at the Goodrich School (District Office) in said district on Tuesday, May 21, 2024 between the hours of 6:00 am and 9:00 pm, prevailing time in the Goodrich School (District Office), at which time the polls will be opened to vote by voting ballot or machine.

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

2024-25 Property Tax Report Card

010623 - NORTH COLONIE CENTRAL SCHOOL DISTRICT

Contact Person: Cybil Howard, Assistant Superintendent for Business

Telephone Number: (518) 785-8591

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not Including Separate Propositions	\$ 146,986,870	\$ 154,092,414
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	\$ 93,268,268	\$ 95,599,975
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 93,268,268	\$ 95,599,975
F. Permissible Exclusions to the School Tax Levy Limit	\$ 1,152,448	\$ 1,459,221
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	\$ 93,740,803	\$ 95,179,235
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 92,115,820	\$ 94,140,754
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	\$ 1,624,893	\$ 1,038,481
Public School Enrollment	6,065	6,189
Consumer Price Index		4.12%

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

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

³ For 2024-25, 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	\$ 22,531,619	\$ 22,295,904
Assigned Appropriated Fund Balance	\$ 4,401,670	\$ 721,572
Adjusted Unrestricted Fund Balance	\$ 7,494,821	\$ 9,500,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	5.10%	6.17%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 10,635,296	\$ 10,365,296	Planned use of \$5,705,580 for Transfer to Capital Project
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers Compensation Reserve	To pay for Workers Compensation and benefits.	\$ 1,023,509	\$ 1,026,459	
Unemployment Insurance	Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 43,381	\$ 43,506	
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	Debt Reserve	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
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	\$ 2,354,109	\$ 2,360,894	
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	Compensated Absences Reserve	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$ 2,114,936	\$ 2,121,031	
Retirement Contribution	ERS & TRS Reserves	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 6,360,388	\$ 6,378,718	
Other Reserve		Nonspendable - Prepaid Expenditures			

Equalized Total Assessed Value 111,454,261

School District - 012605 North Colonie

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	21		
13100	CO - GENERALLY	RPTL 406(1)	20	80,838,236	72.53
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	2	6,072,941	5.45
13500	TOWN - GENERALLY	RPTL 406(1)	212	7,270,000	6.52
13650	VG - GENERALLY	RPTL 406(1)	1	160,567,206	144.07
13800	SCHOOL DISTRICT	RPTL 408	14	109,804	0.10
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	90	139,788,432	125.42
14100	USA - GENERALLY	RPTL 400(1)	2	65,541,572	58.81
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	2,785,686	2.50
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	87,588,234	78.59
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	34	9,386,862	8.42
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	9	153,131,746	137.39
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	286,869,118	257.39
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	14,390,392	12.91
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	4,554,903	4.09
25900	Land Banks	NPCL S1608	2	7,767,941	6.97
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	2,156	0.00
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	21,547,646	19.33
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	2	62,258,431	55.86
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	11	11,764,706	10.56
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	6,275,096	5.63
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	591	620,212	0.56
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	32	3,876,369	3.48
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	348	209,888	0.19
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	32	3,795,508	3.41
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	153	349,792	0.31
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	28	3,109,055	2.79
41300	PARAPLEGIC VETS	RPTL 458(3)	2	543,038	0.49
41400	CLERGY	RPTL 460	5	1,398,823	1.26
41700	AGRICULTURAL BUILDING	RPTL 483	1	14,705	0.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	15	546,275	0.49
41800	PERSONS AGE 65 OR OVER	RPTL 467	265	11,068,235	9.93
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	25,053,643	22.48
				66,584	0.06

Equalized Total Assessed Value 111,454,261

School District - 012605 North Colonie

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	1,526		
41854	BASIC STAR 1999-2000	RPTL 425	4,224	134,953,795	121.08
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	20	138,555,802	124.32
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	22	1,421,913	1.28
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	5,196,677	4.66
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	3	688,429	0.62
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	19,441,176	17.44
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	2	5,624,510	5.05
				968,235	0.87
Total Exemptions Exclusive of System Exemptions:			7,731	1,486,013,772	1333.29
Total System Exemptions:			0	0	0.00
Totals:			7,731	1,486,013,772	1333.29

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: \$ 13,596,151

NORTH COLONIE 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**



6,006

**NEEDS
RESOURCE
CATEGORY**



Low Need

**DISTRICT
ABILITY TO
RAISE LOCAL
FUNDS IS**



significantly
more than the
average district
in the state

**DISTRICT
STUDENT
NEEDS ARE**



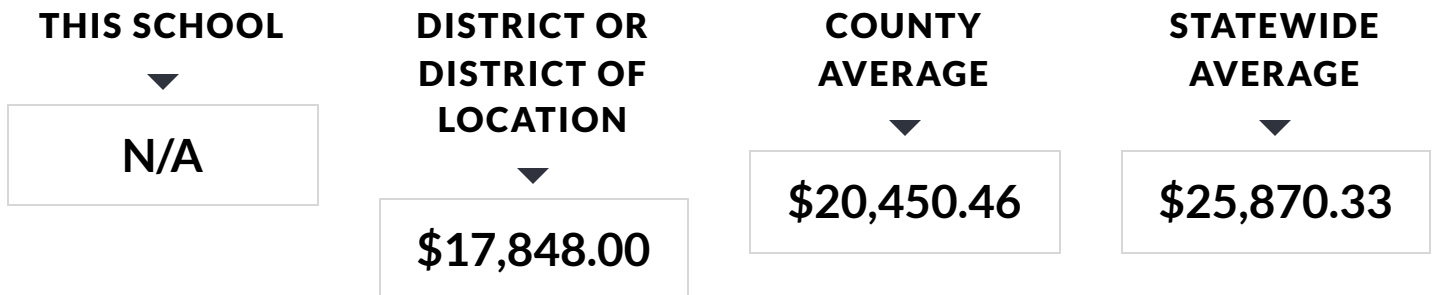
significantly
less than the
state average

Student Demographics

Enrollment	NORTH COLONIE CSD
All Students	6,006
Economically Disadvantaged	28%
Students with Disabilities	15%
English Language Learners	6%
» Race/Ethnicity	

Staffing Profile	NORTH COLONIE CSD
Student-to-Teacher Ratio	13
Teachers with Fewer than 4 years of Experience %	15%
Teachers with 4-20 Years of Experience %	54%
Teachers with 21+ Years of Experience %	31%

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	NORTH COLONIE CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$10,803.13

Report View One Per Pupil Expenditure Categories	NORTH COLONIE CSD
» B. Administration (B1 + B2 + B3)	\$1,077.79
» C. All Other Spending (C1 + C2 + C3)	\$1,438.46
D. Total School Level (A + B + C)	\$13,319.38
» E. Central Instruction (E1 + E2 + E3 + E4)	\$520.06
» F. Central Administration (F1 + F2 + F3)	\$2,153.61
» G. All Other Central Spending (G1 + G2 + G3)	\$1,854.81
H. Total Central Costs	\$4,528.47
I. Total Spending (D + H)	\$17,847.85

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	NORTH COLONIE CSD
J. Total School Level Local/State Spending	\$12,355.77
» K. Total School Level Federal Spending	\$963.61
L. Total Central Level Local/State Spending	\$4,199.07
M. Total Central Level Federal Spending	\$329.41
N. Total Spending (J + K + L + M)	\$17,847.85

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	NORTH COLONIE CSD
1. Transportation	\$6,465,959.00
2. Charter School Tuition	\$412,498.00
3. Other Tuition	\$1,081,476.00

Excluded Expenditures	NORTH COLONIE CSD
4. Debt Service	\$6,331,644.00
5. Other	\$16,469,441.00
Percent Excluded from Total	22%
Total Expenditures	\$137,955,220.00

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NORTH COLONIE 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
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,507	157.9	4
	Math	2,509	178.8	
	Combined	5,016	168.3	
American Indian or Alaska Native	ELA	8	150	–
	Math	8	150	
	Combined	16	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	578	177.3	4
	Math	588	200.9	
	Combined	1,166	189.2	
Black or African American	ELA	161	120.2	2
	Math	157	121	
	Combined	318	120.6	
Hispanic or Latino	ELA	163	143.9	3
	Math	162	147.8	
	Combined	325	145.8	
Multiracial	ELA	154	167.5	4
	Math	150	177.7	
	Combined	304	172.5	
White	ELA	1,443	154.9	4
	Math	1,444	179.8	
	Combined	2,887	167.3	
English Language Learner	ELA	133	69.9	3
	Math	147	107.1	
	Combined	280	89.5	
Students with Disabilities	ELA	339	88.9	4
	Math	330	111.4	
	Combined	669	100	
Economically Disadvantaged	ELA	610	119.5	4
	Math	609	138.9	
	Combined	1,219	129.2	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,583	153.2	4
	Math	2,587	173.4	
	Combined	5,170	163.3	
American Indian or Alaska Native	ELA	10	120	–
	Math	10	120	
	Combined	20	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	578	177.3	4
	Math	588	200.9	
	Combined	1,166	189.2	
Black or African American	ELA	167	115.9	3
	Math	166	114.5	
	Combined	333	115.2	
Hispanic or Latino	ELA	164	143	4
	Math	164	146	
	Combined	328	144.5	
Multiracial	ELA	161	160.2	4
	Math	161	165.5	
	Combined	322	162.9	
White	ELA	1,515	147.5	4
	Math	1,513	171.6	
	Combined	3,028	159.5	
English Language Learner	ELA	136	68.4	3
	Math	147	107.1	
	Combined	283	88.5	
Students with Disabilities	ELA	395	76.3	4
	Math	393	93.5	
	Combined	788	84.9	
Economically Disadvantaged	ELA	656	111.1	4
	Math	661	128	
	Combined	1,317	119.6	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	240	45%	58%	1.3	4
American Indian or Alaska Native	1	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	159	47%	63%	1.3	4
Black or African American	14	–	–	–	–
Hispanic or Latino	25	–	–	–	–
Multiracial	2	–	–	–	–
White	39	39%	49%	1.3	4
English Language Learner	240	45%	58%	1.3	4
Students with Disabilities	45	39%	40%	1.0	3
Economically Disadvantaged	140	42%	57%	1.4	4

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	3,746	584	15.6%	3
American Indian or Alaska Native	12	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	851	180	21.2%	3
Black or African American	260	34	13.1%	4
Hispanic or Latino	256	58	22.7%	2
Multiracial	236	46	19.5%	3
White	2,131	262	12.3%	4
English Language Learner	493	107	21.7%	3
Students with Disabilities	603	126	20.9%	3
Economically Disadvantaged	1,026	280	27.3%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	2,808	92.2%
American Indian or Alaska Native	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	✓	639	97.2%
Black or African American	X	192	90.1%
Hispanic or Latino	X	179	94.4%
Multiracial	X	169	91.1%
White	X	1,619	90.5%
English Language Learner	X	180	94.4%
Students with Disabilities	X	394	80.2%
Economically Disadvantaged	X	745	88.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	2,798	92.1%
American Indian or Alaska Native	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	✓	638	97.3%
Black or African American	X	189	88.9%
Hispanic or Latino	X	179	93.3%
Multiracial	X	169	88.8%
White	X	1,613	90.6%
English Language Learner	✓	179	95.5%
Students with Disabilities	X	392	78.3%
Economically Disadvantaged	X	742	87.6%

NYSESLAT USED FOR PARTICIPATION

Grade	Number Taking NYSESLAT
Grade 3	9
Grade 4	—
Grade 5	—
Grade 6	—
Grade 7	7
Grade 8	—

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Asian or Native Hawaiian/Other Pacific Islander	Local Support and Improvement	NA
Black or African American	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	500	199.8	176.6	4
	Math	273	141		
	Science	330	195.2		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	113	216.4	187.3	4
	Math	81	143.2		
	Science	89	209.6		
Black or African American	ELA	53	163.2	145.2	3
	Math	27	107.4		
	Science	26	175		
Hispanic or Latino	ELA	27	168.5	146	3
	Math	11	113.6		
	Science	14	160.7		
Multiracial	ELA	29	186.2	189.3	4
	Math	13	180.8		
	Science	15	206.7		
White	ELA	277	204.5	179.1	4
	Math	141	144.7		
	Science	185	192.7		
English Language Learner	ELA	6	16.7	—	—
	Math	3	—		
	Science	1	—		
Students with Disabilities	ELA	62	114.5	122	4
	Math	23	113		
	Science	16	146.9		
Economically Disadvantaged	ELA	134	152.2	144.5	4
	Math	61	115.6		
	Science	63	176.2		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	505	197.8	137.2	4
	Math	476	80.9		
	Science	492	130.9		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	114	214.5	161	4
	Math	113	102.7		
	Science	111	168		
Black or African American	ELA	53	163.2	106.2	3
	Math	48	60.4		
	Science	51	89.2		
Hispanic or Latino	ELA	27	168.5	104.4	3
	Math	24	52.1		
	Science	26	86.5		
Multiracial	ELA	32	168.8	118.5	3
	Math	30	78.3		
	Science	30	103.3		
White	ELA	278	203.8	138.5	4
	Math	260	78.5		
	Science	273	130.6		
English Language Learner	ELA	6	16.7	—	—
	Math	6	0		
	Science	5	20		
Students with Disabilities	ELA	65	109.2	67.1	4
	Math	61	42.6		
	Science	63	40.5		
Economically Disadvantaged	ELA	137	148.9	98.5	3
	Math	125	56.4		
	Science	129	86		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	499	469	94%	94.7%	4
	5-year	518	496	95.8%		
	6-year	515	486	94.4%		
American Indian or Alaska Native	4-year	2	–	–	–	–
	5-year	0	–	–		
	6-year	2	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	71	69	97.2%	97.2%	4
	5-year	92	88	95.7%		
	6-year	84	83	98.8%		
Black or African American	4-year	40	34	85%	89.8%	2
	5-year	45	42	93.3%		
	6-year	45	41	91.1%		
Hispanic or Latino	4-year	29	–	–	86.7%	2
	5-year	27	–	–		
	6-year	30	26	86.7%		
Multiracial	4-year	16	16	100%	91.9%	3
	5-year	15	14	93.3%		
	6-year	17	14	82.4%		
White	4-year	341	324	95%	95.4%	3
	5-year	339	325	95.9%		
	6-year	337	321	95.3%		
English Language Learner	4-year	15	–	–	–	–
	5-year	8	–	–		
	6-year	7	–	–		
Students with Disabilities	4-year	65	45	69.2%	73.4%	2
	5-year	76	59	77.6%		
	6-year	68	50	73.5%		
Economically Disadvantaged	4-year	153	131	85.6%	87%	3
	5-year	143	130	90.9%		
	6-year	130	110	84.6%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	40	39%	30%	0.8	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	18	–	–	–	–
Black or African American	5	–	–	–	–
Hispanic or Latino	7	–	–	–	–
Multiracial	0	–	–	–	–
White	10	–	–	–	–
English Language Learner	40	39%	30%	0.8	2
Students with Disabilities	8	–	–	–	–
Economically Disadvantaged	32	39%	31%	0.8	2

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	2,066	441	21.3%	3
American Indian or Alaska Native	9	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	461	86	18.7%	3
Black or African American	196	45	23%	3
Hispanic or Latino	140	41	29.3%	2
Multiracial	121	36	29.8%	2
White	1,139	230	20.2%	3
English Language Learner	58	20	34.5%	3
Students with Disabilities	293	102	34.8%	2
Economically Disadvantaged	580	209	36%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	520	97.3%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	116	99.1%
Black or African American	✓	63	95.2%
Hispanic or Latino	–	32	–
Multiracial	–	29	–
White	✓	279	97.9%
English Language Learner	–	8	–
Students with Disabilities	✗	66	90.9%
Economically Disadvantaged	✓	142	96.5%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	484	57.9%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✗	115	73%
Black or African American	✗	55	56.4%
Hispanic or Latino	–	29	–
Multiracial	–	27	–
White	✗	257	54.1%
English Language Learner	–	7	–
Students with Disabilities	✗	59	35.6%
Economically Disadvantaged	✗	127	50.4%

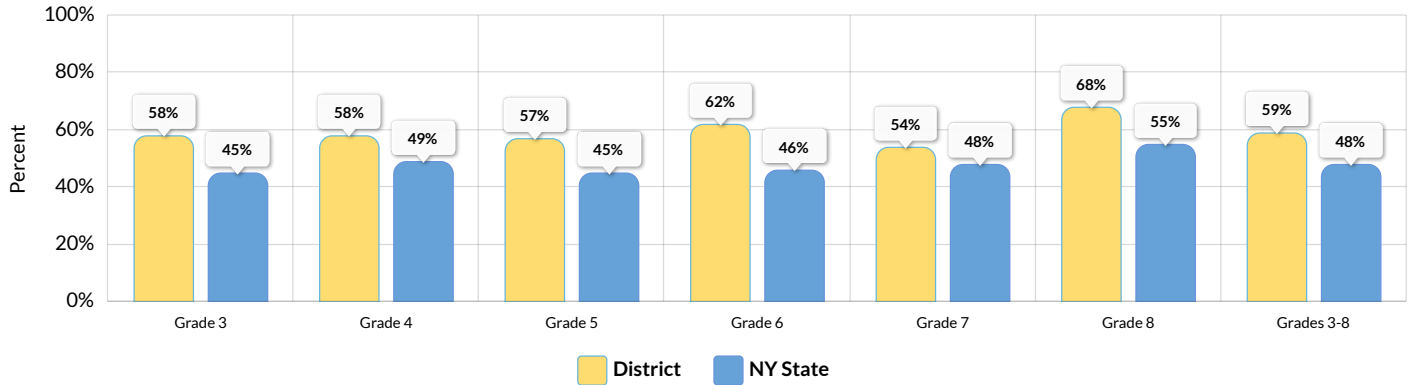
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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	442	25	6%	417	94%	72	17%	104	25%	161	39%	80	19%	241	58%
Grade 4	443	42	9%	401	91%	51	13%	119	30%	161	40%	70	17%	231	58%
Grade 5	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%
Grade 6	454	41	9%	413	91%	54	13%	103	25%	149	36%	107	26%	256	62%
Grade 7	483	59	12%	424	88%	72	17%	125	29%	139	33%	88	21%	227	54%
Grade 8	501	72	14%	429	86%	45	10%	92	21%	144	34%	148	34%	292	68%
Grades 3-8	2,808	276	10%	2,532	90%	351	14%	677	27%	935	37%	569	22%	1,504	59%

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.

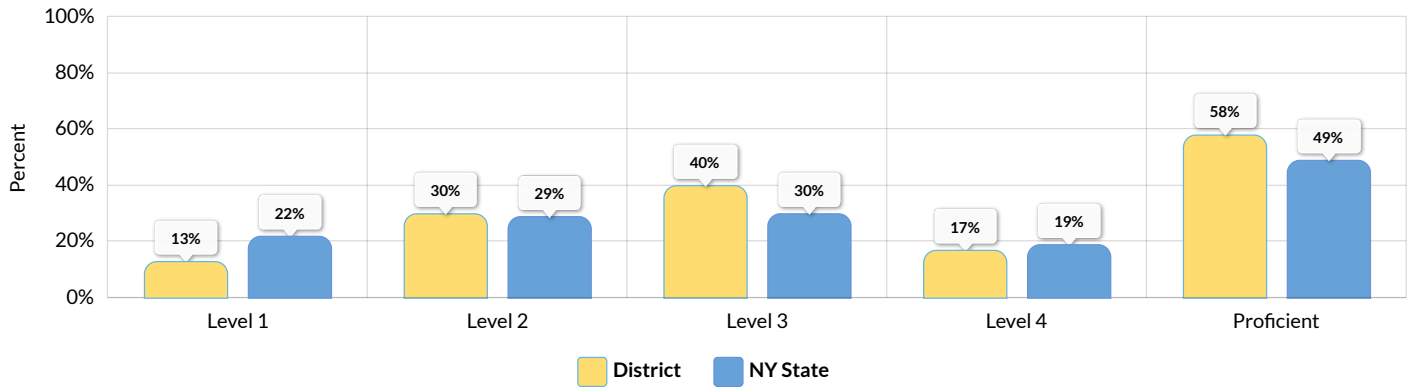


GRADE 4 ELA RESULTS

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



Percent Scoring at Levels for All Students

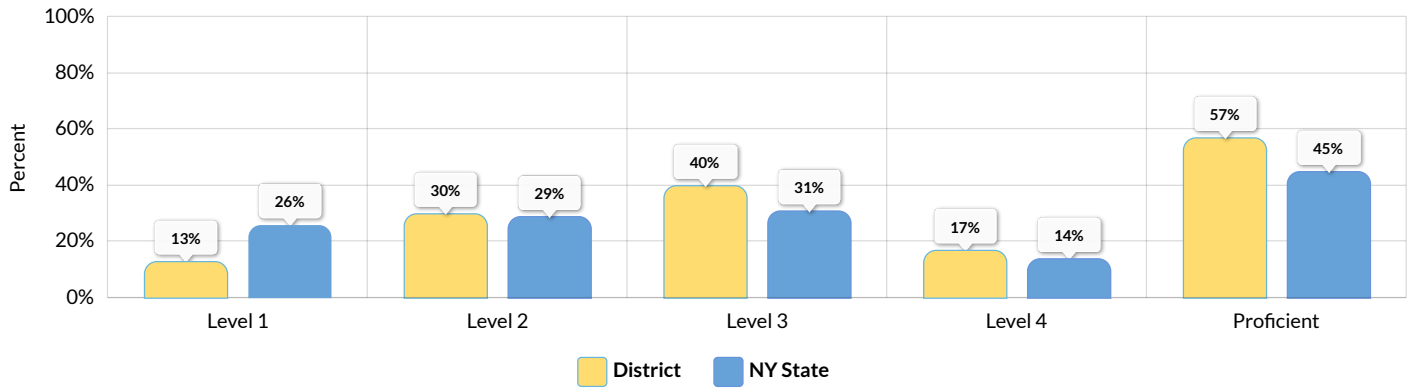


GRADE 5 ELA RESULTS

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



Percent Scoring at Levels for All Students



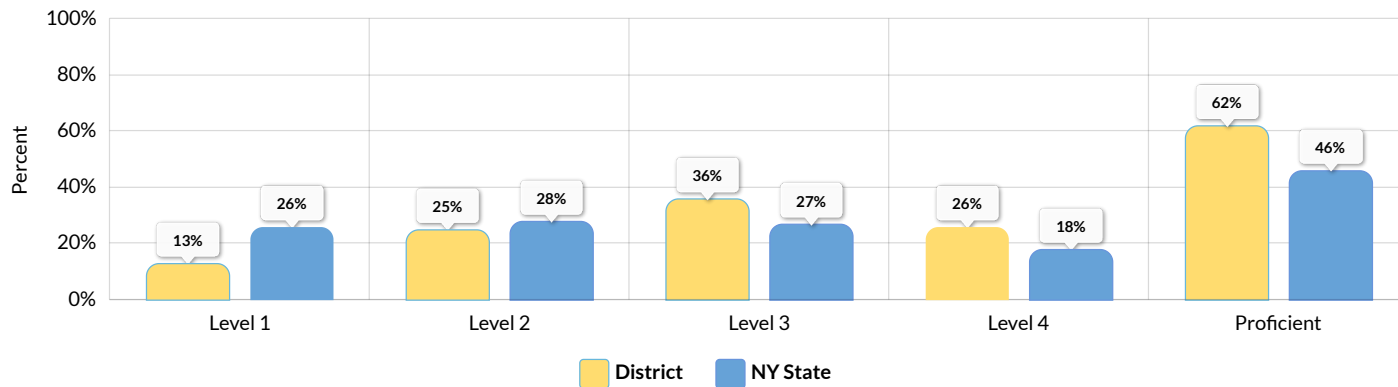
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%
Female	253	12	5%	241	95%	21	9%	67	28%	102	42%	51	21%	153	63%
Male	232	25	11%	207	89%	36	17%	67	32%	79	38%	25	12%	104	50%
General Education Students	424	20	5%	404	95%	38	9%	118	29%	173	43%	75	19%	248	61%
Students with Disabilities	61	17	28%	44	72%	19	43%	16	36%	8	18%	1	2%	9	20%
American Indian or Alaska Native	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	125	5	4%	120	96%	14	12%	22	18%	51	43%	33	28%	84	70%
Black or African American	28	1	4%	27	96%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	40	0	0%	40	100%	9	23%	17	43%	12	30%	2	5%	14	35%
White	258	29	11%	229	89%	29	13%	74	32%	96	42%	30	13%	126	55%
Multiracial	31	2	6%	29	94%	2	7%	8	28%	10	34%	9	31%	19	66%
Small Group Total: Race & Ethnicity	31	1	3%	30	97%	3	10%	13	43%	12	40%	2	7%	14	47%
Economically Disadvantaged	125	15	12%	110	88%	28	25%	50	45%	25	23%	7	6%	32	29%
Not Economically Disadvantaged	360	22	6%	338	94%	29	9%	84	25%	156	46%	69	20%	225	67%
English Language Learner	38	4	11%	34	89%	14	41%	18	53%	2	6%	0	0%	2	6%
Non-English Language Learner	447	33	7%	414	93%	43	10%	116	28%	179	43%	76	18%	255	62%
Not in Foster Care	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%
Homeless	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	482	37	8%	445	92%	–	–	–	–	–	–	–	–	–	–
Migrant	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Migrant	484	37	8%	447	92%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	485	37	8%	448	92%	57	13%	134	30%	181	40%	76	17%	257	57%

GRADE 6 ELA RESULTS

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



Percent Scoring at Levels for All Students

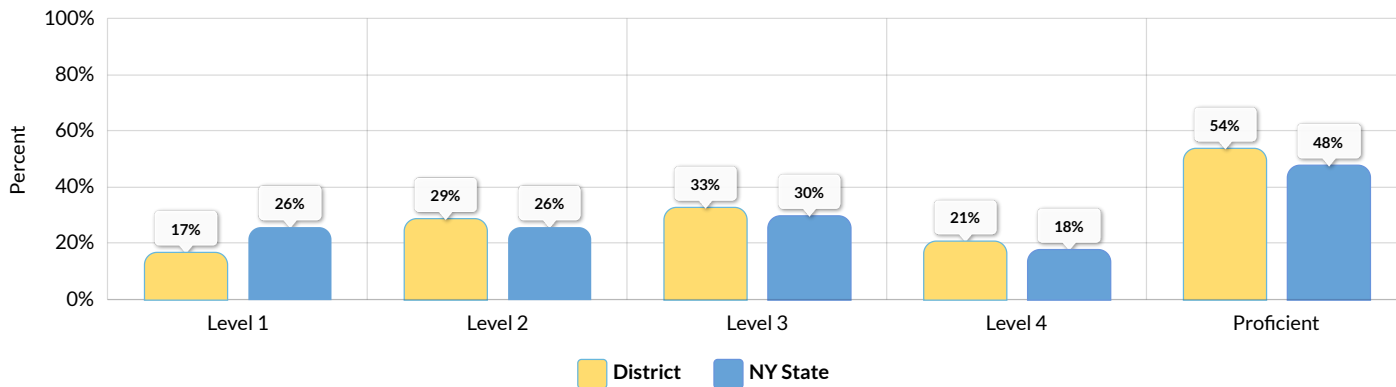


GRADE 7 ELA RESULTS

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

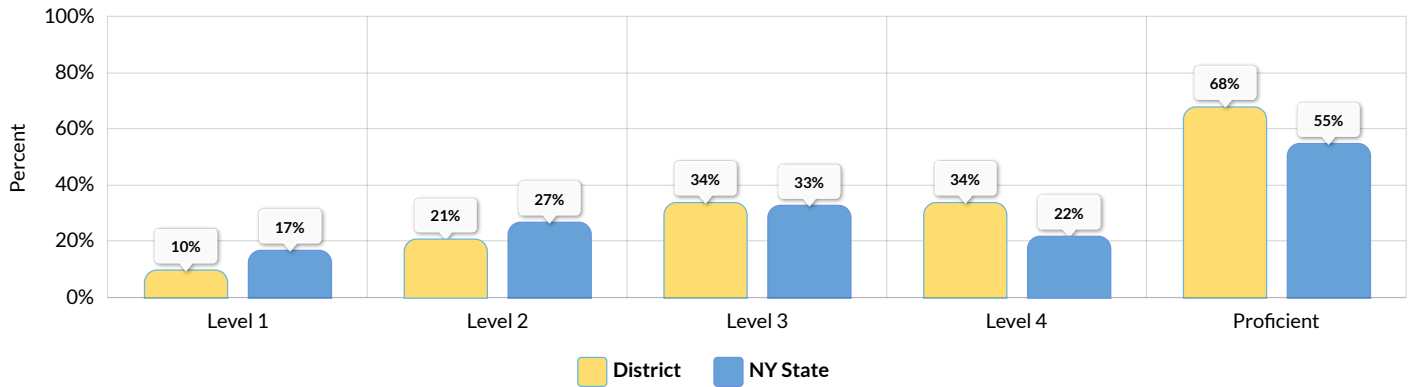


GRADE 8 ELA RESULTS

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



Percent Scoring at Levels for All Students



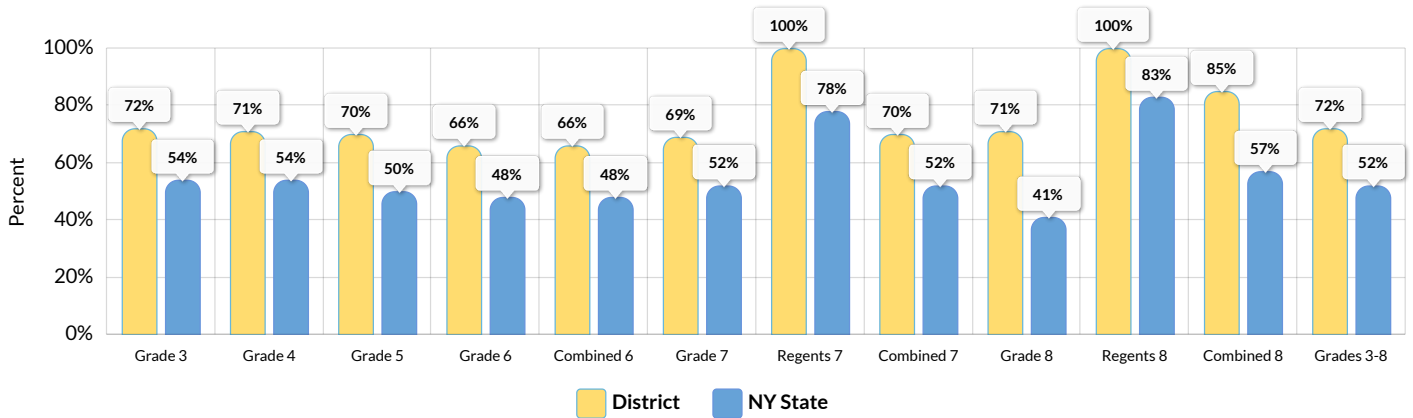
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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	443	19	4%	424	96%	20	5%	98	23%	180	42%	126	30%	306	72%
Grade 4	443	35	8%	408	92%	46	11%	71	17%	193	47%	98	24%	291	71%
Grade 5	486	40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%
Grade 6	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Combined 6	455	37	8%	418	92%	55	13%	87	21%	182	44%	94	22%	276	66%
Grade 7	483	66	14%	417	86%	43	10%	86	21%	139	33%	149	36%	288	69%
Regents 7	—	—	—	6	1%	0	0%	0	0%	0	0%	6	100%	6	100%
Combined 7	483	60	12%	423	88%	43	10%	86	20%	139	33%	155	37%	294	70%
Grade 8	501	276	55%	225	45%	39	17%	26	12%	133	59%	27	12%	160	71%
Regents 8	—	—	—	202	40%	0	0%	0	0%	2	1%	200	99%	202	100%
Combined 8	501	74	15%	427	85%	39	9%	26	6%	135	32%	227	53%	362	85%
Grades 3-8	2,811	265	9%	2,546	91%	261	10%	445	17%	1,011	40%	829	33%	1,840	72%

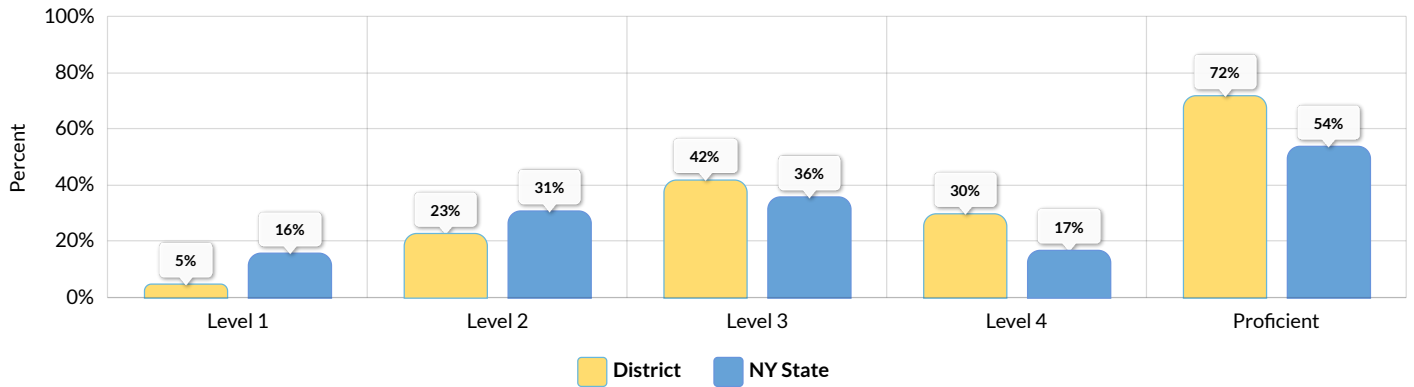
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

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



Percent Scoring at Levels for All Students

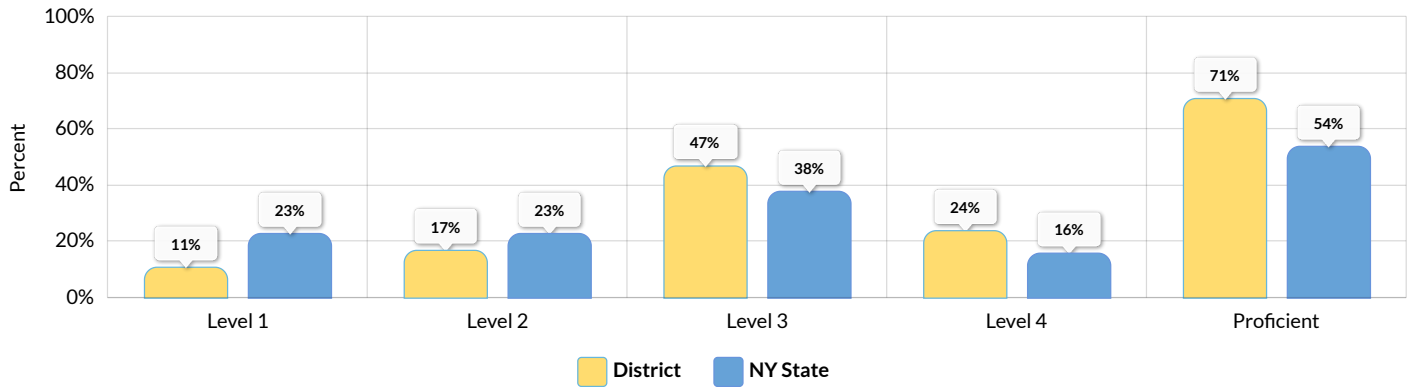


GRADE 4 MATH RESULTS

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



Percent Scoring at Levels for All Students

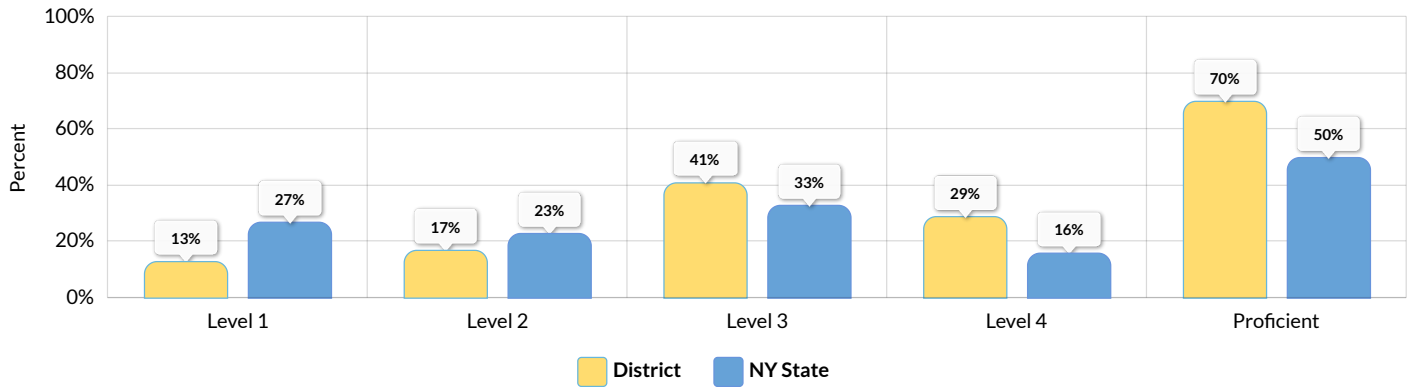


GRADE 5 MATH RESULTS

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



Percent Scoring at Levels for All Students



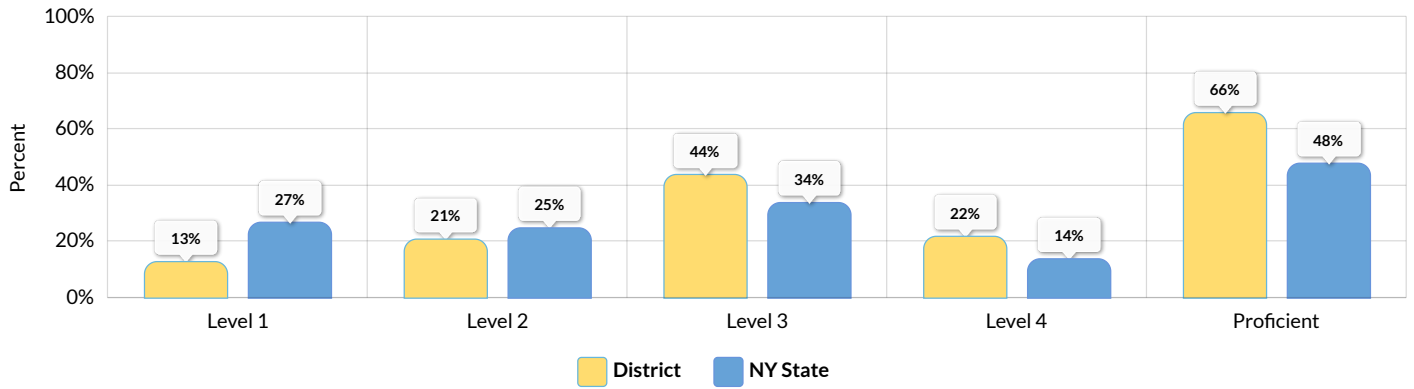
Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	486		40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%
Female	253		14	6%	239	94%	32	13%	52	22%	94	39%	61	26%	155	65%
Male	233		26	11%	207	89%	26	13%	25	12%	88	43%	68	33%	156	75%
General Education Students	425		21	5%	404	95%	38	9%	70	17%	172	43%	124	31%	296	73%
Students with Disabilities	61		19	31%	42	69%	20	48%	7	17%	10	24%	5	12%	15	36%
American Indian or Alaska Native	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	125		6	5%	119	95%	11	9%	9	8%	37	31%	62	52%	99	83%
Black or African American	28		1	4%	27	96%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	40		1	3%	39	98%	9	23%	11	28%	18	46%	1	3%	19	49%
White	259		30	12%	229	88%	25	11%	45	20%	106	46%	53	23%	159	69%
Multiracial	31		2	6%	29	94%	3	10%	3	10%	14	48%	9	31%	23	79%
Small Group Total: Race & Ethnicity	31		1	3%	30	97%	10	33%	9	30%	7	23%	4	13%	11	37%
Economically Disadvantaged	126		18	14%	108	86%	32	30%	25	23%	41	38%	10	9%	51	47%
Not Economically Disadvantaged	360		22	6%	338	94%	26	8%	52	15%	141	42%	119	35%	260	77%
English Language Learner	38		2	5%	36	95%	18	50%	8	22%	7	19%	3	8%	10	28%
Non-English Language Learner	448		38	8%	410	92%	40	10%	69	17%	175	43%	126	31%	301	73%
Not in Foster Care	486		40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%
Homeless	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	483		40	8%	443	92%	—	—	—	—	—	—	—	—	—	—
Migrant	1		0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	485		40	8%	445	92%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	486		40	8%	446	92%	58	13%	77	17%	182	41%	129	29%	311	70%

GRADE 6 MATH RESULTS

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



Percent Scoring at Levels for All Students



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.

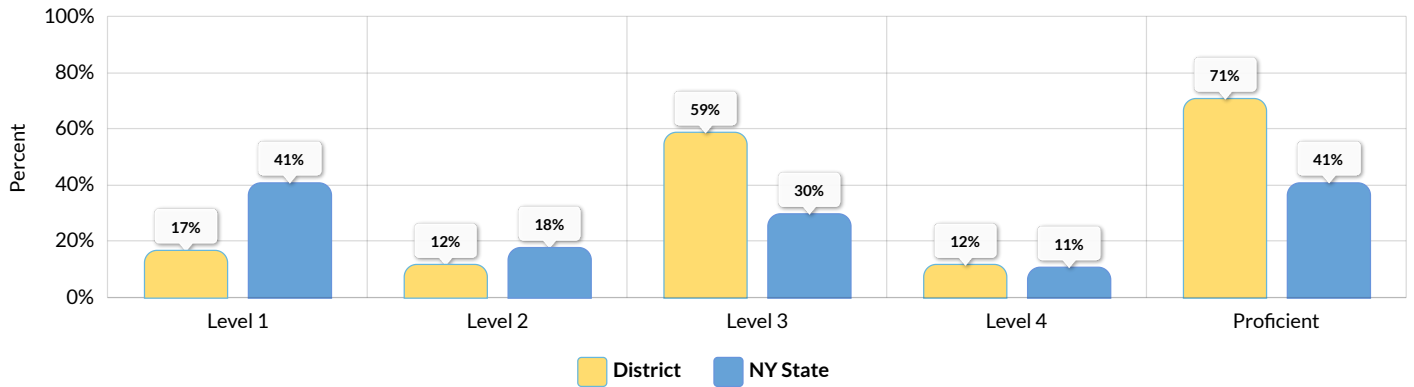


GRADE 8 MATH RESULTS

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



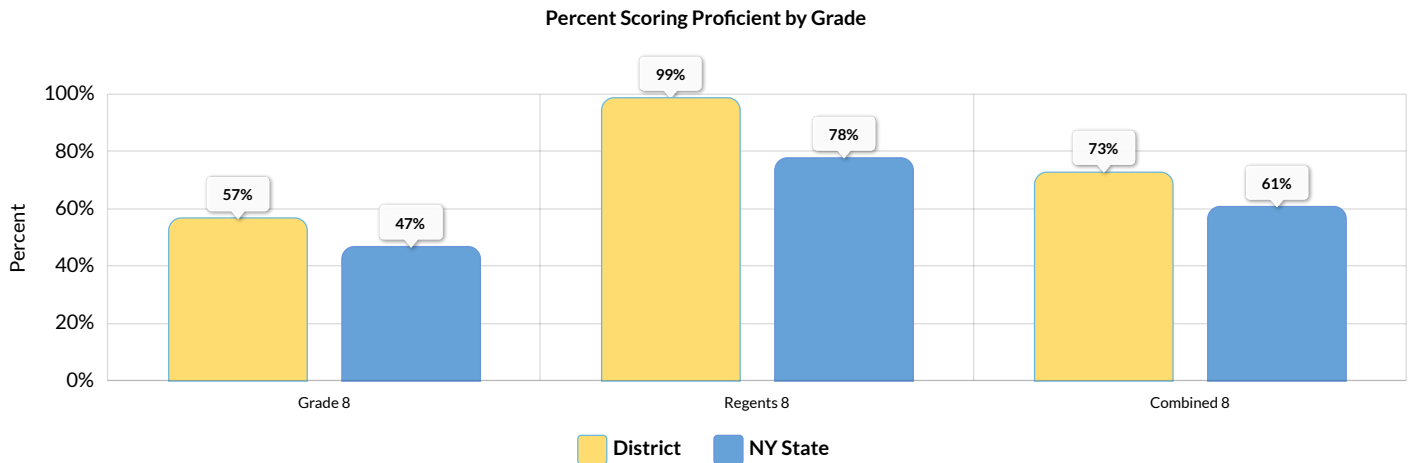
Percent Scoring at Levels for All Students



GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



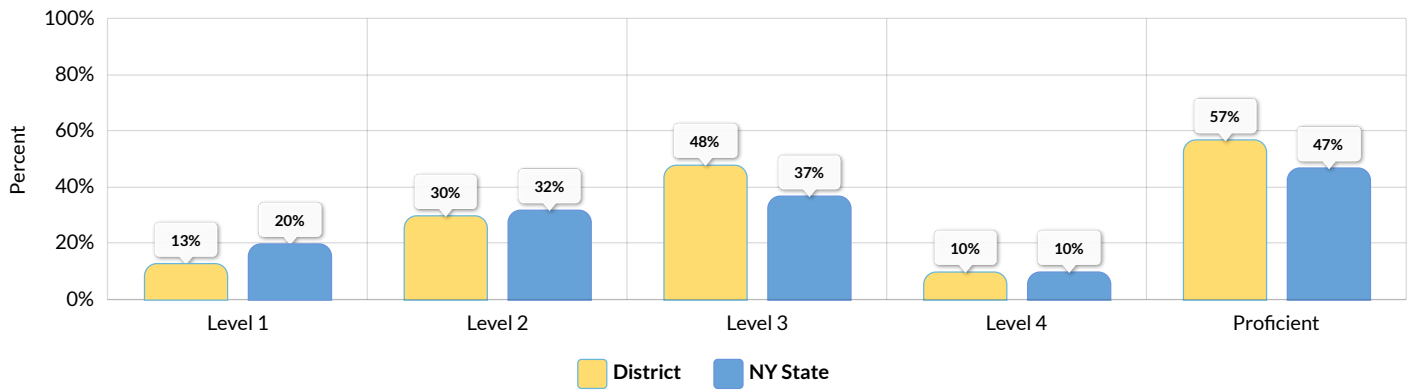
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	501		228	46%	273	54%	36	13%	81	30%	130	48%	26	10%	156	57%
Regents 8	—		—	—	167	33%	0	0%	1	1%	20	12%	146	87%	166	99%
Combined 8	501		61	12%	440	88%	36	8%	82	19%	150	34%	172	39%	322	73%

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

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



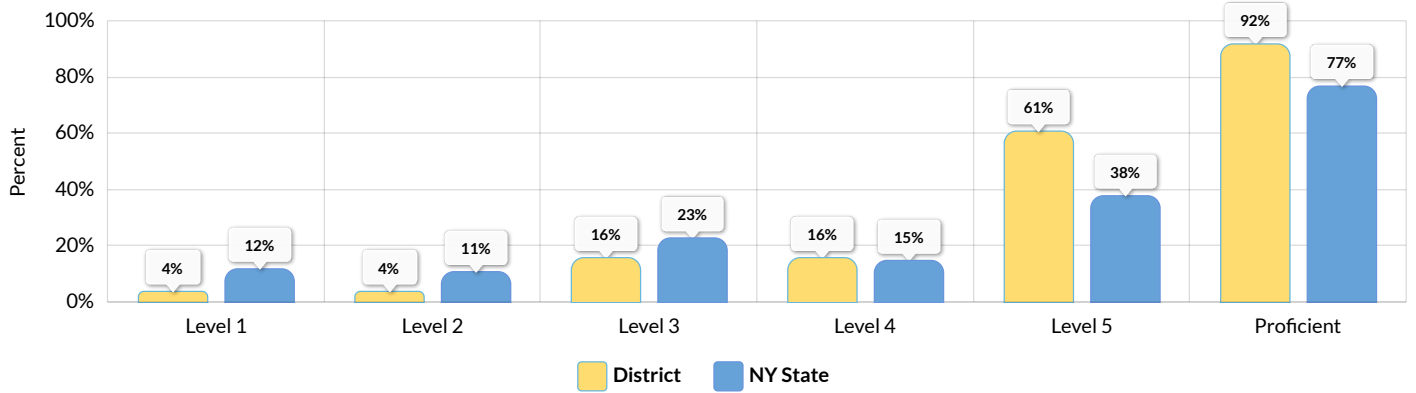
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

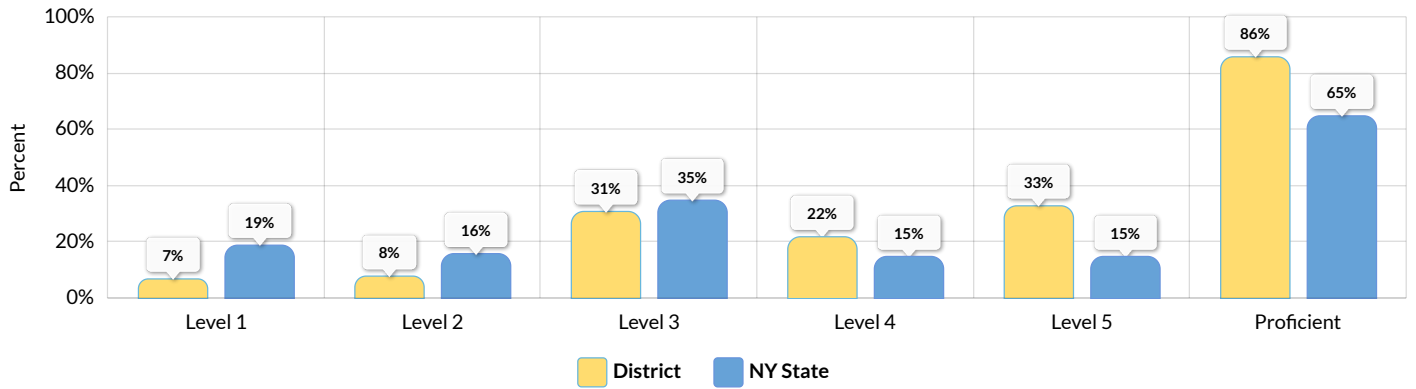


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	500	18	4%	20	4%	81	16%	78	16%	303	61%
Female	229	11	5%	7	3%	29	13%	34	15%	148	65%	211	92%
Male	271	7	3%	13	5%	52	19%	44	16%	155	57%	251	93%
General Education Students	434	15	3%	11	3%	55	13%	66	15%	287	66%	408	94%
Students with Disabilities	66	3	5%	9	14%	26	39%	12	18%	16	24%	54	82%
Asian or Native Hawaiian/Other Pacific Islander	113	4	4%	4	4%	9	8%	17	15%	79	70%	105	93%
Black or African American	40	2	5%	2	5%	14	35%	6	15%	16	40%	36	90%
Hispanic or Latino	42	3	7%	2	5%	17	40%	5	12%	15	36%	37	88%
White	274	9	3%	12	4%	36	13%	45	16%	172	63%	253	92%
Multiracial	31	0	0%	0	0%	5	16%	5	16%	21	68%	31	100%
Economically Disadvantaged	145	12	8%	12	8%	41	28%	26	18%	54	37%	121	83%
Not Economically Disadvantaged	355	6	2%	8	2%	40	11%	52	15%	249	70%	341	96%
English Language Learner	20	12	60%	6	30%	2	10%	0	0%	0	0%	2	10%
Non-English Language Learner	480	6	1%	14	3%	79	16%	78	16%	303	63%	460	96%
Not in Foster Care	500	18	4%	20	4%	81	16%	78	16%	303	61%	462	92%
Homeless	12	4	33%	2	17%	3	25%	1	8%	2	17%	6	50%
Not Homeless	488	14	3%	18	4%	78	16%	77	16%	301	62%	456	93%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	499	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	500	18	4%	20	4%	81	16%	78	16%	303	61%	462	92%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



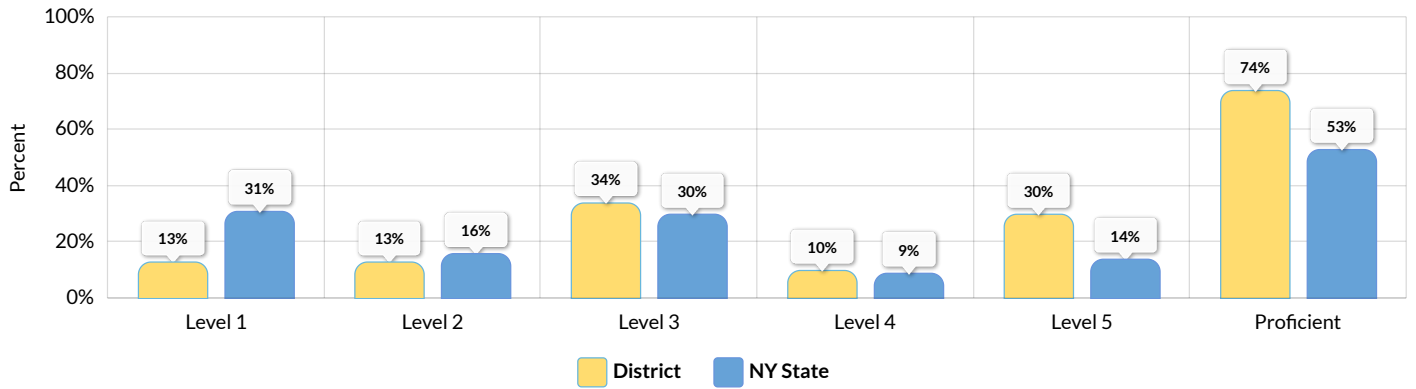
Percent Scoring at Levels for All Students



ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



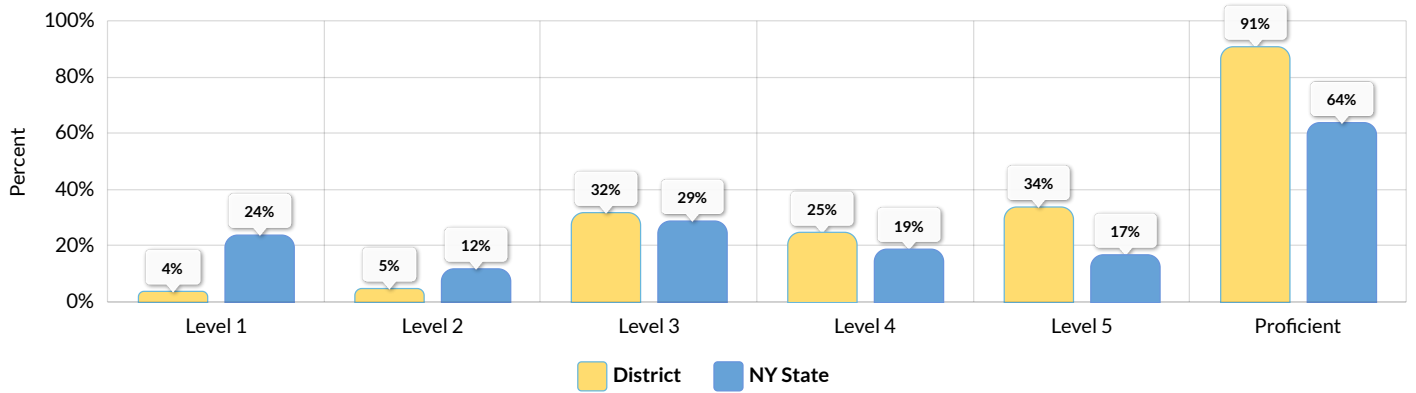
Percent Scoring at Levels for All Students



ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	322	13	4%	15	5%	104	32%	80	25%	110	34%
Female	158	10	6%	8	5%	55	35%	34	22%	51	32%	140	89%
Male	164	3	2%	7	4%	49	30%	46	28%	59	36%	154	94%
General Education Students	315	12	4%	14	4%	101	32%	78	25%	110	35%	289	92%
Students with Disabilities	7	1	14%	1	14%	3	43%	2	29%	0	0%	5	71%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	89	1	1%	4	4%	18	20%	17	19%	49	55%	84	94%
Black or African American	18	3	17%	3	17%	10	56%	2	11%	0	0%	12	67%
Hispanic or Latino	13	—	—	—	—	—	—	—	—	—	—	—	—
White	177	7	4%	7	4%	63	36%	55	31%	45	25%	163	92%
Multiracial	22	0	0%	0	0%	8	36%	5	23%	9	41%	22	100%
Small Group Total: Race & Ethnicity	16	2	13%	1	6%	5	31%	1	6%	7	44%	13	81%
Economically Disadvantaged	55	5	9%	5	9%	25	45%	11	20%	9	16%	45	82%
Not Economically Disadvantaged	267	8	3%	10	4%	79	30%	69	26%	101	38%	249	93%
Non-English Language Learner	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Not in Foster Care	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Not Homeless	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Not Migrant	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%
Parent Not in Armed Forces	322	13	4%	15	5%	104	32%	80	25%	110	34%	294	91%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



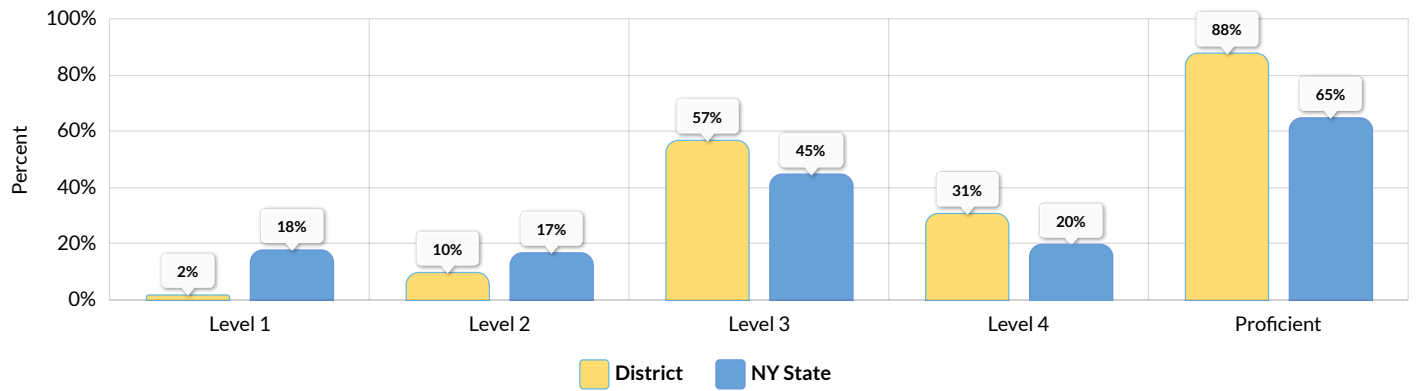
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



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	315	7	2%	31	10%	179	57%	98	31%
Female	146	2	1%	13	9%	89	61%	42	29%	131	90%
Male	169	5	3%	18	11%	90	53%	56	33%	146	86%
General Education Students	311	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	97	1	1%	8	8%	41	42%	47	48%	88	91%
Black or African American	15	1	7%	8	53%	6	40%	0	0%	6	40%
Hispanic or Latino	12	—	—	—	—	—	—	—	—	—	—
White	172	4	2%	12	7%	117	68%	39	23%	156	91%
Multiracial	16	0	0%	2	13%	6	38%	8	50%	14	88%
Small Group Total: Race & Ethnicity	15	1	7%	1	7%	9	60%	4	27%	13	87%
Economically Disadvantaged	56	2	4%	10	18%	34	61%	10	18%	44	79%
Not Economically Disadvantaged	259	5	2%	21	8%	145	56%	88	34%	233	90%
Non-English Language Learner	315	7	2%	31	10%	179	57%	98	31%	277	88%
Not in Foster Care	315	7	2%	31	10%	179	57%	98	31%	277	88%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	313	—	—	—	—	—	—	—	—	—	—
Not Migrant	315	7	2%	31	10%	179	57%	98	31%	277	88%
Parent Not in Armed Forces	315	7	2%	31	10%	179	57%	98	31%	277	88%

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

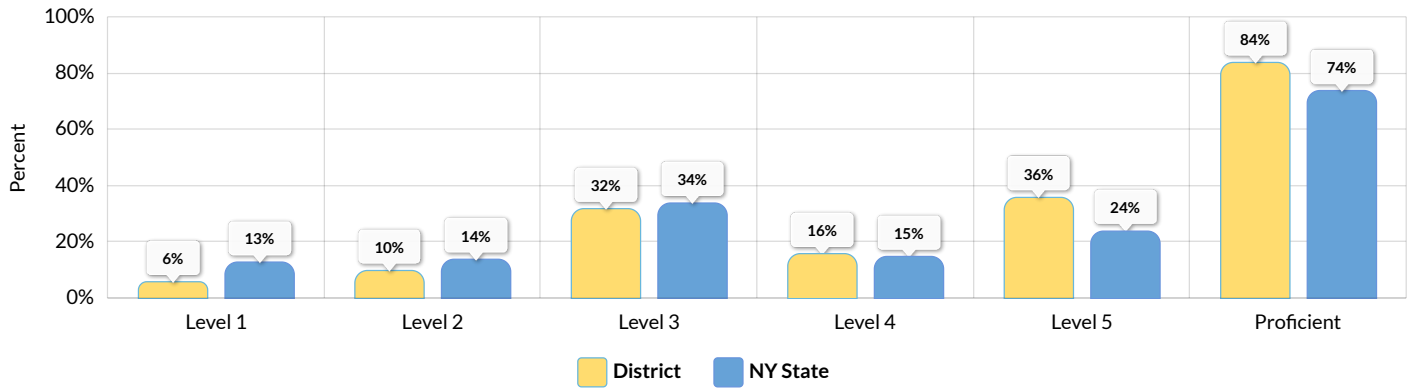


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	148	2	1%	10	7%	41	28%	95	64%	136	92%
Female	70	1	1%	4	6%	21	30%	44	63%	65	93%
Male	78	1	1%	6	8%	20	26%	51	65%	71	91%
General Education Students	148	2	1%	10	7%	41	28%	95	64%	136	92%
Asian or Native Hawaiian/Other Pacific Islander	57	1	2%	2	4%	11	19%	43	75%	54	95%
Black or African American	8	0	0%	1	13%	4	50%	3	38%	7	88%
Hispanic or Latino	7	0	0%	2	29%	1	14%	4	57%	5	71%
White	66	1	2%	5	8%	21	32%	39	59%	60	91%
Multiracial	10	0	0%	0	0%	4	40%	6	60%	10	100%
Economically Disadvantaged	23	1	4%	3	13%	8	35%	11	48%	19	83%
Not Economically Disadvantaged	125	1	1%	7	6%	33	26%	84	67%	117	94%
Non-English Language Learner	148	2	1%	10	7%	41	28%	95	64%	136	92%
Not in Foster Care	148	2	1%	10	7%	41	28%	95	64%	136	92%
Not Homeless	148	2	1%	10	7%	41	28%	95	64%	136	92%
Not Migrant	148	2	1%	10	7%	41	28%	95	64%	136	92%
Parent Not in Armed Forces	148	2	1%	10	7%	41	28%	95	64%	136	92%

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



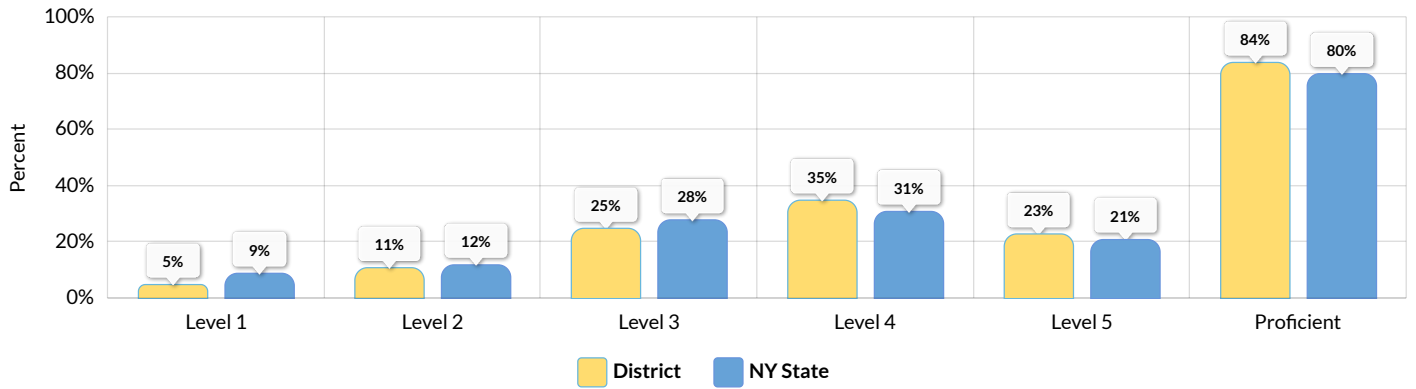
Percent Scoring at Levels for All Students



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	466	22	5%	53	11%	118	25%	165	35%	108	23%
Female	214	11	5%	25	12%	65	30%	61	29%	52	24%	178	83%
Male	252	11	4%	28	11%	53	21%	104	41%	56	22%	213	85%
General Education Students	408	18	4%	34	8%	98	24%	152	37%	106	26%	356	87%
Students with Disabilities	58	4	7%	19	33%	20	34%	13	22%	2	3%	35	60%
Asian or Native Hawaiian/Other Pacific Islander	110	7	6%	5	5%	19	17%	36	33%	43	39%	98	89%
Black or African American	35	5	14%	6	17%	13	37%	5	14%	6	17%	24	69%
Hispanic or Latino	34	3	9%	7	21%	15	44%	4	12%	5	15%	24	71%
White	259	7	3%	33	13%	65	25%	110	42%	44	17%	219	85%
Multiracial	28	0	0%	2	7%	6	21%	10	36%	10	36%	26	93%
Economically Disadvantaged	122	15	12%	20	16%	37	30%	34	28%	16	13%	87	71%
Not Economically Disadvantaged	344	7	2%	33	10%	81	24%	131	38%	92	27%	304	88%
English Language Learner	17	7	41%	6	35%	3	18%	1	6%	0	0%	4	24%
Non-English Language Learner	449	15	3%	47	10%	115	26%	164	37%	108	24%	387	86%
Not in Foster Care	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%
Homeless	7	2	29%	1	14%	2	29%	1	14%	1	14%	4	57%
Not Homeless	459	20	4%	52	11%	116	25%	164	36%	107	23%	387	84%
Not Migrant	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%
Parent Not in Armed Forces	466	22	5%	53	11%	118	25%	165	35%	108	23%	391	84%

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

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	5	5	100	0	0
Female	1	1	100	0	0
Male	4	4	100	0	0
General Education Students	4	4	100	0	0
Students with Disabilities	1	1	100	0	0
Black or African American	1	1	100	0	0
White	3	3	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	3	3	100	0	0
Not Economically Disadvantaged	2	2	100	0	0
Non-English Language Learner	5	5	100	0	0
Not in Foster Care	5	5	100	0	0
Homeless	1	1	100	0	0
Not Homeless	4	4	100	0	0
Not Migrant	5	5	100	0	0
Parent Not in Armed Forces	5	5	100	0	0

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

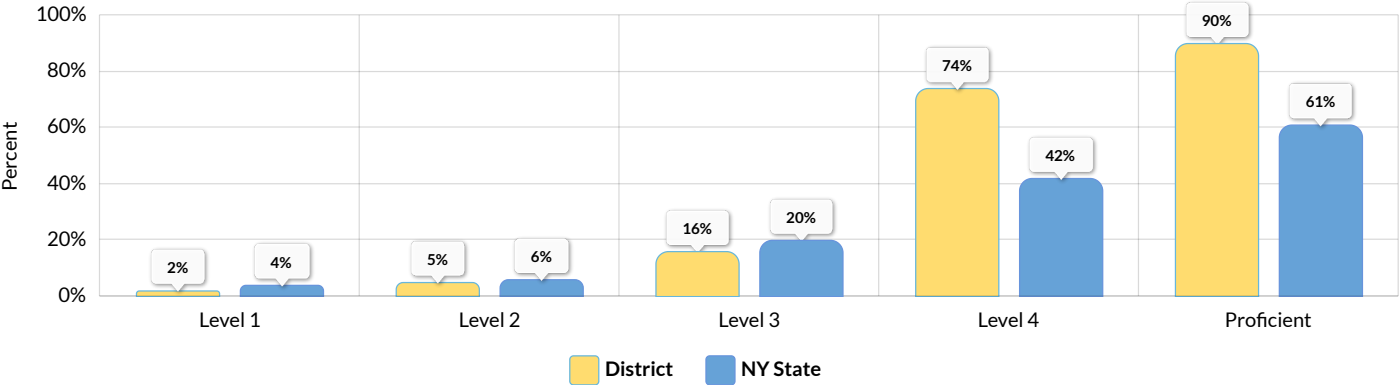
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

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

2019 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	18	3%	504	97%	11	2%	24	5%	83	16%	386	74%	469	90%
Female	257	6	2%	251	98%	5	2%	15	6%	37	14%	194	75%	231	90%
Male	265	12	5%	253	95%	6	2%	9	3%	46	17%	192	72%	238	90%
General Education Students	451	5	1%	446	99%	6	1%	12	3%	61	14%	367	81%	428	95%
Students with Disabilities	71	13	18%	58	82%	5	7%	12	17%	22	31%	19	27%	41	58%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	2	2%	115	98%	3	3%	3	3%	13	11%	96	82%	109	93%
Black or African American	57	3	5%	54	95%	1	2%	7	12%	14	25%	32	56%	46	81%
Hispanic or Latino	30	2	—	28	—	—	—	—	—	—	—	—	—	—	—
White	283	6	2%	277	98%	7	2%	8	3%	41	14%	221	78%	262	93%
Multiracial	34	5	15%	29	85%	0	0%	2	6%	8	24%	19	56%	27	79%
Small Group Total: Race & Ethnicity	31	2	6%	29	94%	0	0%	4	13%	7	23%	18	58%	25	81%
Economically Disadvantaged	146	10	7%	136	93%	8	5%	15	10%	42	29%	71	49%	113	77%
Not Economically Disadvantaged	376	8	2%	368	98%	3	1%	9	2%	41	11%	315	84%	356	95%
English Language Learner	10	3	30%	7	70%	5	50%	1	10%	1	10%	0	0%	1	10%
Non-English Language Learner	512	15	3%	497	97%	6	1%	23	4%	82	16%	386	75%	468	91%
Not in Foster Care	522	18	3%	504	97%	11	2%	24	5%	83	16%	386	74%	469	90%
Homeless	5	0	0%	5	100%	1	20%	1	20%	1	20%	2	40%	3	60%
Not Homeless	517	18	3%	499	97%	10	2%	23	4%	82	16%	384	74%	466	90%
Not Migrant	522	18	3%	504	97%	11	2%	24	5%	83	16%	386	74%	469	90%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	521	18	—	503	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

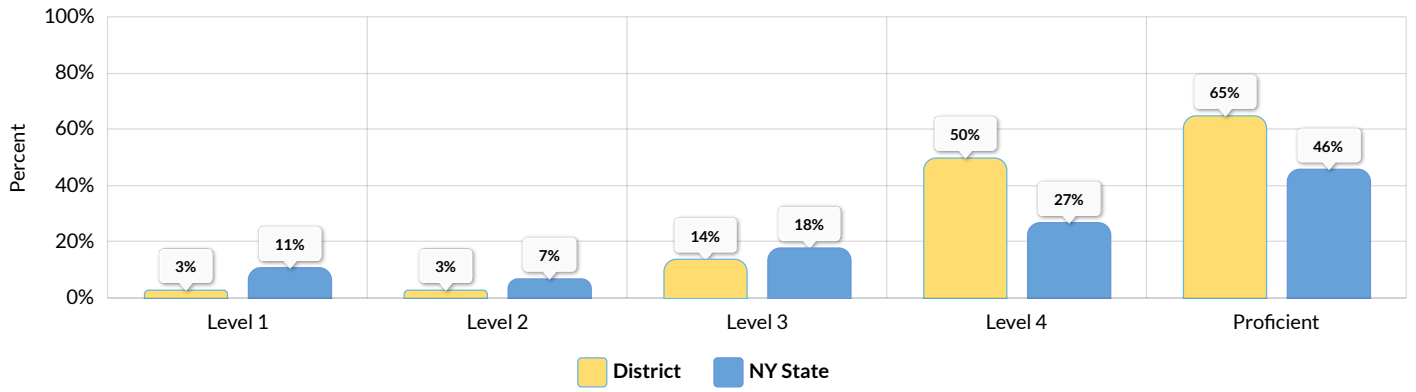
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	4	3	75	1	25
Female	1	1	100	0	0
Male	3	2	67	1	33
General Education Students	4	3	75	1	25
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	1	100	0	0
White	1	1	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	2	1	50	1	50
Not Economically Disadvantaged	2	2	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	3	2	67	1	33
Not in Foster Care	4	3	75	1	25
Not Homeless	4	3	75	1	25
Not Migrant	4	3	75	1	25
Parent Not in Armed Forces	4	3	75	1	25

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

2019 TOTAL COHORT REGENTS IN MATH



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	152	29%	370	71%	14	3%	18	3%	75	14%	263	50%	338	65%
Female	257	73	28%	184	72%	10	4%	10	4%	34	13%	130	51%	164	64%
Male	265	79	30%	186	70%	4	2%	8	3%	41	15%	133	50%	174	66%
General Education Students	451	103	23%	348	77%	12	3%	14	3%	67	15%	255	57%	322	71%
Students with Disabilities	71	49	69%	22	31%	2	3%	4	6%	8	11%	8	11%	16	23%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	18	15%	99	85%	2	2%	6	5%	15	13%	76	65%	91	78%
Black or African American	57	24	42%	33	58%	2	4%	3	5%	10	18%	18	32%	28	49%
Hispanic or Latino	30	16	—	14	—	—	—	—	—	—	—	—	—	—	—
White	283	77	27%	206	73%	8	3%	8	3%	43	15%	147	52%	190	67%
Multiracial	34	17	50%	17	50%	0	0%	0	0%	4	12%	13	38%	17	50%
Small Group Total: Race & Ethnicity	31	16	52%	15	48%	2	6%	1	3%	3	10%	9	29%	12	39%
Economically Disadvantaged	146	70	48%	76	52%	6	4%	8	5%	25	17%	37	25%	62	42%
Not Economically Disadvantaged	376	82	22%	294	78%	8	2%	10	3%	50	13%	226	60%	276	73%
English Language Learner	10	7	70%	3	30%	1	10%	2	20%	0	0%	0	0%	0	0%
Non-English Language Learner	512	145	28%	367	72%	13	3%	16	3%	75	15%	263	51%	338	66%
Not in Foster Care	522	152	29%	370	71%	14	3%	18	3%	75	14%	263	50%	338	65%
Homeless	5	2	40%	3	60%	1	20%	0	0%	0	0%	2	40%	2	40%
Not Homeless	517	150	29%	367	71%	13	3%	18	3%	75	15%	261	50%	336	65%
Not Migrant	522	152	29%	370	71%	14	3%	18	3%	75	14%	263	50%	338	65%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	521	152	—	369	—	—	—	—	—	—	—	—	—	—	—

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.

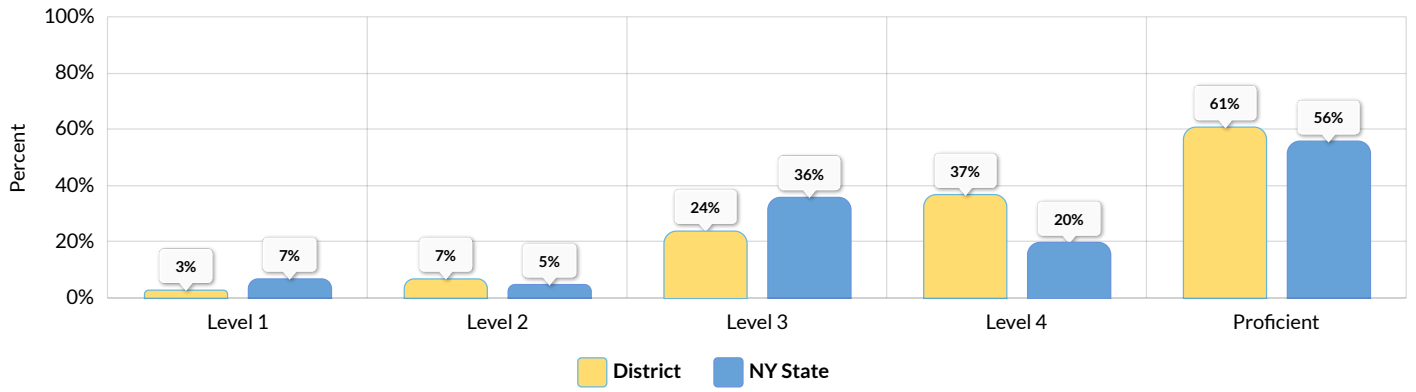
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	481	134	28	347	72
Female	244	69	28	175	72
Male	237	65	27	172	73
General Education Students	435	99	23	336	77
Students with Disabilities	46	35	76	11	24
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	108	15	14	93	86
Black or African American	51	23	45	28	55
Hispanic or Latino	28	15	54	13	46
White	266	68	26	198	74
Multiracial	27	13	48	14	52
Economically Disadvantaged	118	57	48	61	52
Not Economically Disadvantaged	363	77	21	286	79
English Language Learner	5	5	100	0	0
Non-English Language Learner	476	129	27	347	73
Not in Foster Care	481	134	28	347	72
Homeless	3	1	33	2	67
Not Homeless	478	133	28	345	72
Not Migrant	481	134	28	347	72
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	480	134	28	346	72

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	522	152	29%	370	71%	15	3%	36	7%	127	24%	192	37%
Female	257	72	28%	185	72%	8	3%	21	8%	64	25%	92	36%	156	61%
Male	265	80	30%	185	70%	7	3%	15	6%	63	24%	100	38%	163	62%
General Education Students	451	96	21%	355	79%	12	3%	33	7%	121	27%	189	42%	310	69%
Students with Disabilities	71	56	79%	15	21%	3	4%	3	4%	6	8%	3	4%	9	13%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	21	18%	96	82%	1	1%	7	6%	26	22%	62	53%	88	75%
Black or African American	57	26	46%	31	54%	2	4%	3	5%	17	30%	9	16%	26	46%
Hispanic or Latino	30	11	—	19	—	—	—	—	—	—	—	—	—	—	—
White	283	78	28%	205	72%	10	4%	19	7%	68	24%	108	38%	176	62%
Multiracial	34	16	47%	18	53%	0	0%	1	3%	9	26%	8	24%	17	50%
Small Group Total: Race & Ethnicity	31	11	35%	20	65%	2	6%	6	19%	7	23%	5	16%	12	39%
Economically Disadvantaged	146	73	50%	73	50%	5	3%	13	9%	35	24%	20	14%	55	38%
Not Economically Disadvantaged	376	79	21%	297	79%	10	3%	23	6%	92	24%	172	46%	264	70%
English Language Learner	10	9	90%	1	10%	0	0%	1	10%	0	0%	0	0%	0	0%
Non-English Language Learner	512	143	28%	369	72%	15	3%	35	7%	127	25%	192	38%	319	62%
Not in Foster Care	522	152	29%	370	71%	15	3%	36	7%	127	24%	192	37%	319	61%
Homeless	5	3	60%	2	40%	0	0%	0	0%	1	20%	1	20%	2	40%
Not Homeless	517	149	29%	368	71%	15	3%	36	7%	126	24%	191	37%	317	61%
Not Migrant	522	152	29%	370	71%	15	3%	36	7%	127	24%	192	37%	319	61%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	521	152	—	369	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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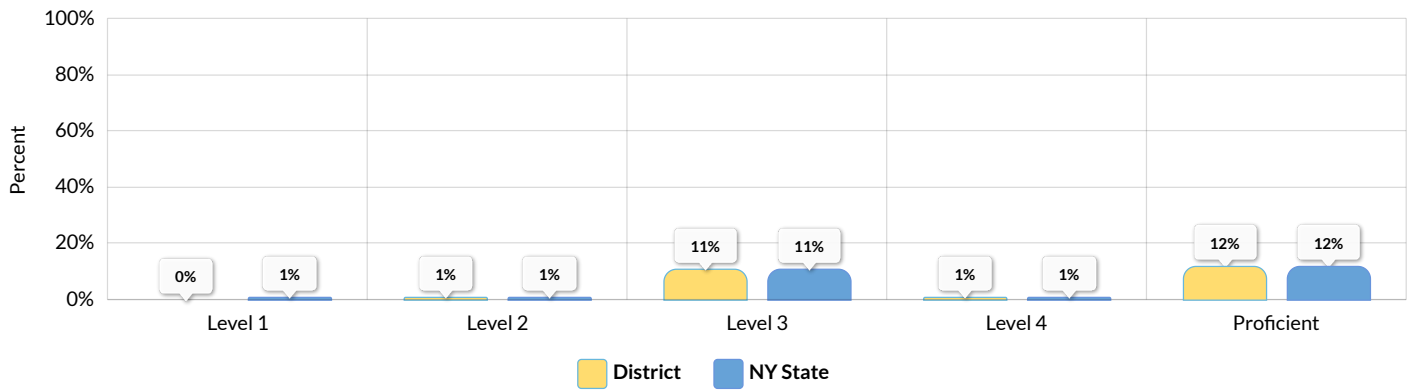
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	493	136	28	357	72
Female	245	67	27	178	73
Male	248	69	28	179	72
General Education Students	439	93	21	346	79
Students with Disabilities	54	43	80	11	20
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	112	19	17	93	83
Black or African American	54	25	46	29	54
Hispanic or Latino	27	10	37	17	63
White	273	71	26	202	74
Multiracial	26	11	42	15	58
Economically Disadvantaged	127	63	50	64	50
Not Economically Disadvantaged	366	73	20	293	80
English Language Learner	6	6	100	0	0
Non-English Language Learner	487	130	27	357	73
Not in Foster Care	493	136	28	357	72
Homeless	4	3	75	1	25
Not Homeless	489	133	27	356	73
Not Migrant	493	136	28	357	72
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	492	136	28	356	72

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	522	456	87%	66	13%	0	0%	3	1%	60	11%	3	1%	63	12%
Female	257	218	85%	39	15%	0	0%	2	1%	36	14%	1	0%	37	14%
Male	265	238	90%	27	10%	0	0%	1	0%	24	9%	2	1%	26	10%
General Education Students	451	388	86%	63	14%	0	0%	2	0%	59	13%	2	0%	61	14%
Students with Disabilities	71	68	96%	3	4%	0	0%	1	1%	1	1%	1	1%	2	3%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	82	70%	35	30%	0	0%	1	1%	34	29%	0	0%	34	29%
Black or African American	57	54	95%	3	5%	0	0%	1	2%	2	4%	0	0%	2	4%
Hispanic or Latino	30	27	—	3	—	—	—	—	—	—	—	—	—	—	—
White	283	262	93%	21	7%	0	0%	0	0%	20	7%	1	0%	21	7%
Multiracial	34	30	88%	4	12%	0	0%	0	0%	3	9%	1	3%	4	12%
Small Group Total: Race & Ethnicity	31	28	90%	3	10%	0	0%	1	3%	1	3%	1	3%	2	6%
Economically Disadvantaged	146	136	93%	10	7%	0	0%	3	2%	6	4%	1	1%	7	5%
Not Economically Disadvantaged	376	320	85%	56	15%	0	0%	0	0%	54	14%	2	1%	56	15%
English Language Learner	10	9	90%	1	10%	0	0%	0	0%	1	10%	0	0%	1	10%
Non-English Language Learner	512	447	87%	65	13%	0	0%	3	1%	59	12%	3	1%	62	12%
Not in Foster Care	522	456	87%	66	13%	0	0%	3	1%	60	11%	3	1%	63	12%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	517	451	87%	66	13%	0	0%	3	1%	60	12%	3	1%	63	12%
Not Migrant	522	456	87%	66	13%	0	0%	3	1%	60	11%	3	1%	63	12%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	521	455	—	66	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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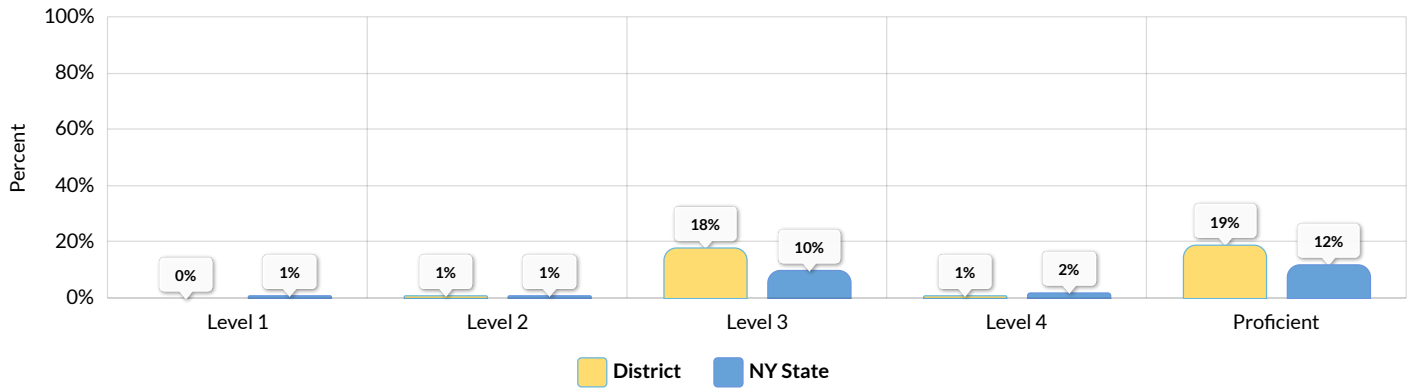
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	485	428	88	57	12
Female	241	207	86	34	14
Male	244	221	91	23	9
General Education Students	431	374	87	57	13
Students with Disabilities	54	54	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	109	77	71	32	29
Black or African American	53	51	96	2	4
Hispanic or Latino	27	26	96	1	4
White	267	248	93	19	7
Multiracial	28	25	89	3	11
Economically Disadvantaged	121	118	98	3	2
Not Economically Disadvantaged	364	310	85	54	15
English Language Learner	4	4	100	0	0
Non-English Language Learner	481	424	88	57	12
Not in Foster Care	485	428	88	57	12
Homeless	4	4	100	0	0
Not Homeless	481	424	88	57	12
Not Migrant	485	428	88	57	12
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	484	427	88	57	12

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	522	421	81%	101	19%	0	0%	4	1%	92	18%	5	1%	97	19%
Female	257	201	78%	56	22%	0	0%	2	1%	50	19%	4	2%	54	21%
Male	265	220	83%	45	17%	0	0%	2	1%	42	16%	1	0%	43	16%
General Education Students	451	354	78%	97	22%	0	0%	2	0%	90	20%	5	1%	95	21%
Students with Disabilities	71	67	94%	4	6%	0	0%	2	3%	2	3%	0	0%	2	3%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	72	62%	45	38%	0	0%	1	1%	43	37%	1	1%	44	38%
Black or African American	57	52	91%	5	9%	0	0%	0	0%	5	9%	0	0%	5	9%
Hispanic or Latino	30	26	—	4	—	—	—	—	—	—	—	—	—	—	—
White	283	242	86%	41	14%	0	0%	2	1%	38	13%	1	0%	39	14%
Multiracial	34	28	82%	6	18%	0	0%	0	0%	4	12%	2	6%	6	18%
Small Group Total: Race & Ethnicity	31	27	87%	4	13%	0	0%	1	3%	2	6%	1	3%	3	10%
Economically Disadvantaged	146	133	91%	13	9%	0	0%	2	1%	9	6%	2	1%	11	8%
Not Economically Disadvantaged	376	288	77%	88	23%	0	0%	2	1%	83	22%	3	1%	86	23%
English Language Learner	10	9	90%	1	10%	0	0%	1	10%	0	0%	0	0%	0	0%
Non-English Language Learner	512	412	80%	100	20%	0	0%	3	1%	92	18%	5	1%	97	19%
Not in Foster Care	522	421	81%	101	19%	0	0%	4	1%	92	18%	5	1%	97	19%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	517	416	80%	101	20%	0	0%	4	1%	92	18%	5	1%	97	19%
Not Migrant	522	421	81%	101	19%	0	0%	4	1%	92	18%	5	1%	97	19%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	521	421	—	100	—	—	—	—	—	—	—	—	—	—	—

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	483	393	81	90	19
Female	241	191	79	50	21
Male	242	202	83	40	17
General Education Students	431	341	79	90	21
Students with Disabilities	52	52	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	111	68	61	43	39
Black or African American	53	49	92	4	8
Hispanic or Latino	24	22	92	2	8
White	268	231	86	37	14
Multiracial	26	22	85	4	15
Economically Disadvantaged	119	113	95	6	5
Not Economically Disadvantaged	364	280	77	84	23
English Language Learner	7	7	100	0	0
Non-English Language Learner	476	386	81	90	19
Not in Foster Care	483	393	81	90	19
Homeless	4	4	100	0	0
Not Homeless	479	389	81	90	19
Not Migrant	483	393	81	90	19
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	482	393	82	89	18

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	43	3	7%	40	93%	3	8%	4	10%	2	5%	23	58%	8	20%
Grade 1	45	0	0%	45	100%	3	7%	3	7%	13	29%	20	44%	6	13%
Grade 2	52	1	2%	51	98%	2	4%	2	4%	7	14%	23	45%	17	33%
Grade 3	49	2	4%	47	96%	3	6%	2	4%	13	28%	20	43%	9	19%
Grade 4	34	0	0%	34	100%	2	6%	2	6%	5	15%	12	35%	13	38%
Grade 5	38	0	0%	38	100%	0	0%	1	3%	5	13%	19	50%	13	34%
Grade 6	23	0	0%	23	100%	1	4%	2	9%	0	0%	11	48%	9	39%
Grade 7	20	0	0%	20	100%	0	0%	5	25%	1	5%	8	40%	6	30%
Grade 8	18	0	0%	18	100%	0	0%	1	6%	0	0%	8	44%	9	50%
Grade 9	10	0	0%	10	100%	0	0%	2	20%	1	10%	4	40%	3	30%
Grade 10	18	1	6%	17	94%	1	6%	2	12%	5	29%	8	47%	1	6%
Grade 11	17	0	0%	17	100%	0	0%	1	6%	6	35%	9	53%	1	6%
Grade 12	10	0	0%	10	100%	1	10%	0	0%	4	40%	4	40%	1	10%

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 3 ELA	8		0	0%	8	100%	0	0%	1	13%	5	63%	2	25%	7	88%
Grade 3 Math	8		0	0%	8	100%	0	0%	1	13%	6	75%	1	13%	7	88%
Grade 4 ELA	9		2	22%	7	78%	0	0%	2	29%	5	71%	0	0%	5	71%
Grade 4 Math	9		2	22%	7	78%	1	14%	3	43%	3	43%	0	0%	3	43%
Grade 5 ELA	5		1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	5		1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3		0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	7		1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
Grade 8 Math	7		2	29%	5	71%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 8 Science	7		1	14%	6	86%	0	0%	2	33%	4	67%	0	0%	4	67%
Secondary-Level ELA	37		30	81%	7	19%	1	14%	2	29%	4	57%	0	0%	4	57%
Secondary-Level Math	37		30	81%	7	19%	1	14%	0	0%	4	57%	2	29%	6	86%
Secondary-Level Science	37		30	81%	7	19%	1	14%	2	29%	4	57%	0	0%	4	57%

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	BELOW BASIC	READING			BELOW BASIC	MATH		
		BASIC	PROFICIENT	ADVANCED		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	6,022	\$6,133,818	\$1,019	\$106,055,225	\$17,611	\$112,189,043	\$18,630
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	497	66	13%	8	0	0%
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	498	12	2%
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	522	491	94%	326	62%	165	32%	0	0%	8	2%	16	3%	0	0%	7	1%
Female	257	246	96%	162	63%	84	33%	0	0%	1	0%	8	3%	0	0%	2	1%
Male	265	245	92%	164	62%	81	31%	0	0%	7	3%	8	3%	0	0%	5	2%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	451	436	97%	319	71%	117	26%	0	0%	0	0%	10	2%	0	0%	5	1%
Students with Disabilities	71	55	77%	7	10%	48	68%	0	0%	8	11%	6	8%	0	0%	2	3%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	117	111	95%	90	77%	21	18%	0	0%	1	1%	5	4%	0	0%	0	0%
Black or African American	57	55	96%	19	33%	36	63%	0	0%	1	2%	0	0%	0	0%	1	2%
Hispanic or Latino	30	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	283	270	95%	191	67%	79	28%	0	0%	3	1%	7	2%	0	0%	3	1%
Multiracial	34	28	82%	14	41%	14	41%	0	0%	2	6%	1	3%	0	0%	3	9%
Economically Disadvantaged	146	125	86%	48	33%	77	53%	0	0%	7	5%	9	6%	0	0%	5	3%
Not Economically Disadvantaged	376	366	97%	278	74%	88	23%	0	0%	1	0%	7	2%	0	0%	2	1%
English Language Learner	10	6	60%	0	0%	6	60%	0	0%	1	10%	3	30%	0	0%	0	0%
Non-English Language Learner	512	485	95%	326	64%	159	31%	0	0%	7	1%	13	3%	0	0%	7	1%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	522	491	94%	326	62%	165	32%	0	0%	8	2%	16	3%	0	0%	7	1%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	5	4	80%	1	20%	3	60%	0	0%	0	0%	0	0%	0	0%	1	20%
Not Homeless	517	487	94%	325	63%	162	31%	0	0%	8	2%	16	3%	0	0%	6	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	522	491	94%	326	62%	165	32%	0	0%	8	2%	16	3%	0	0%	7	1%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	521	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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