

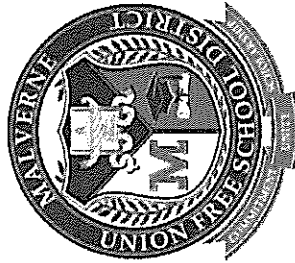
Malverne UFSD

2024-2025 Proposed Budget Presented in State Format

Account	Function	Administration	Program	Capital	Total
Board of Education	1010	\$ 10,225	\$ -	\$ -	\$ 10,225
District Clerk	1040	\$ 30,482	\$ -	\$ -	\$ 30,482
District Meetings	1060	\$ 38,220	\$ -	\$ -	\$ 38,220
Office of Superintendent	1240	\$ 346,379	\$ -	\$ -	\$ 346,379
Business Administration	1310	\$ 469,676	\$ -	\$ -	\$ 469,676
Auditing	1320	\$ 176,940	\$ -	\$ -	\$ 176,940
Treasurer	1325	\$ 122,972	\$ -	\$ -	\$ 122,972
Purchasing	1345	\$ 9,115	\$ -	\$ -	\$ 9,115
Legal	1420	\$ 150,000	\$ 150,000	\$ -	\$ 300,000
Personnel	1430	\$ 229,041	\$ -	\$ -	\$ 229,041
Public Information	1480	\$ 145,385	\$ -	\$ -	\$ 145,385
Operation of Plant	1620	\$ -	\$ -	\$ 4,076,377	\$ 4,076,377
Central Services	1621	\$ -	\$ -	\$ 367,207	\$ 367,207
Central Data	1680	\$ 67,050	\$ -	\$ -	\$ 67,050
Insurance	1910	\$ 434,950	\$ -	\$ -	\$ 434,950
School Association Dues	1920	\$ 19,450	\$ -	\$ -	\$ 19,450
BOCES Administration	1981	\$ 311,022	\$ -	\$ -	\$ 311,022
Curriculum Dev & Supervision	2010	\$ 556,734	\$ -	\$ -	\$ 556,734
Supervision Regular School	2020	\$ 2,711,422	\$ -	\$ -	\$ 2,711,422
In-Service Training	2070	\$ -	\$ 78,300	\$ -	\$ 78,300
Regular Instruction	2110	\$ -	\$ 20,072,182	\$ -	\$ 20,072,182
Special Education	2250	\$ -	\$ 12,054,648	\$ -	\$ 12,054,648
BOCES	2280	\$ -	\$ 380,443	\$ -	\$ 380,443
Summer School	2332	\$ -	\$ 242,600	\$ -	\$ 242,600
Library and Audio Visual	2610	\$ -	\$ 587,587	\$ -	\$ 587,587
Computer Aided Instruction	2630	\$ -	\$ 1,603,882	\$ -	\$ 1,603,882
Registrar	2805	\$ -	\$ 67,009	\$ -	\$ 67,009
Guidance/pupil personnel	2810	\$ -	\$ 1,125,134	\$ -	\$ 1,125,134
Health Services	2815	\$ -	\$ 928,724	\$ -	\$ 928,724
Psychological Services	2820	\$ -	\$ 364,865	\$ -	\$ 364,865
Social Work Services	2825	\$ -	\$ 462,065	\$ -	\$ 462,065
Co-Curricular	2850	\$ -	\$ 350,905	\$ -	\$ 350,905
Interscholastic	2855	\$ -	\$ 693,400	\$ -	\$ 693,400
District Transportation	5510	\$ -	\$ 621,811	\$ -	\$ 621,811
Transportation-Contract	5540	\$ -	\$ 3,108,300	\$ -	\$ 3,108,300
Transportation-Public	5550	\$ -	\$ 2,000	\$ -	\$ 2,000
BOCES Transportation	5581	\$ -	\$ 645,730	\$ -	\$ 645,730
Civil Service Retirement System	9010	\$ 160,524	\$ 313,471	\$ 298,292	\$ 772,286
Teachers Retirement System	9020	\$ 258,814	\$ 2,463,294	\$ 13,067	\$ 2,735,175
Social Security	9030	\$ 297,887	\$ 2,071,881	\$ 197,444	\$ 2,567,212
Workmens Compensation	9040	\$ 34,230	\$ 238,081	\$ 22,688	\$ 295,000
Life Insurance	9045	\$ 5,000	\$ 45,000	\$ -	\$ 50,000
Unemployment Insurance	9050	\$ -	\$ 38,875	\$ -	\$ 38,875
Disabiliy	9055	\$ -	\$ 26,938	\$ 1,438	\$ 28,375
Hosp, Med and Dental	9060	\$ 898,374	\$ 6,248,420	\$ 595,456	\$ 7,742,250
Tax Sheltered Annuity	9089	\$ 40,350	\$ 193,250	\$ 3,750	\$ 237,350
Debt Service - Bond	9710	\$ -	\$ -	\$ 2,284,770	\$ 2,284,770
Debt Service - EPC	9711	\$ -	\$ -	\$ 305,174	\$ 305,174
TAN	9760	\$ -	\$ -	\$ 86,625	\$ 86,625
Federal Funds Transfer	9950	\$ -	\$ 203,569	\$ 115,000	\$ 318,569
Totals		\$ 7,524,242	\$ 55,382,364	\$ 8,367,287	\$ 71,273,893

Projected 2024/25 Revenue

Revenue	Revenue 23/24	Revenue 24/25	\$ Change	% Change
District Generated	\$1,040,000	\$1,431,850	\$391,850	37.68%
Fund Balance/ Reserves	\$627,000	\$1,200,750	\$573,750	91.51%
State Aid	\$19,356,314	\$19,981,261	\$624,947	3.23%
Tax Levy	\$47,703,576	\$48,660,032	\$956,456	2.00%
Budget to Budget	\$68,726,890	\$71,273,893	\$2,547,003	3.71%



MALVERNE UNION FREE SCHOOL DISTRICT

MALVERNE UFSD
Tax Levy Calculation
FYE 6/30/25

Tax Levy 2023-24	47,703,576
Tax base growth factor	<u>1.0046</u>
	47,923,012
PILOT - per schedule 2023-24	<u>636,601</u>
	48,559,613
Prior year exemptions (2023/24)	<u>(1,250,023)</u>
Adjusted Prior Year Levy	47,309,590
Allowable Growth Factor 2.00%	<u>946,192</u>
Total	48,255,782
PILOT for coming year - per schedule 2024-25	<u>698,216</u>
TAX LEVY LIMIT	47,557,566
Current year exemptions (2024/25)	<u>1,160,632</u>
Tax Levy 2024-25	<u><u>48,718,198</u></u>
Increase/(Decrease)	1,014,622
Percentage change	2.13% *

*The District is proposing to increase the 2024-25 tax levy by 2.00% or \$956,456, which is less than the allowable amount as per the tax levy cap calculation (2.13%).

Budget to Budget Comparison by Function

Function	2023-24 BUDGET	2024-25 BUDGET	\$ Change	% Change
General Support	\$6,819,275	\$7,154,491	\$335,216	4.92%
Instruction	\$41,202,759	\$42,279,900	\$1,077,141	2.61%
Transportation	\$4,103,817	\$4,377,841	\$274,024	6.68%
Employee Benefits	\$13,677,976	\$14,466,523	\$788,547	5.77%
Debt Service	\$2,658,045	\$2,676,569	\$18,524	0.70%
Interfund Transfer	\$265,018	\$318,569	\$53,551	20.21%
Totals	\$68,726,890	\$71,273,893	\$2,547,003	3.71%

2024-2025 Budget By Object

OBJECT	2023-24 BUDGET	2024-25 BUDGET	\$ Change	% Change	% Budget
Salaries - 100-199	\$ 32,941,412	\$ 33,406,029	\$ 464,617	1.41%	46.87%
Equipment - 200-299	\$ 730,711	\$ 738,403	\$ 7,692	1.05%	1.04%
Contractual, Software 400-469	\$ 7,657,216	\$ 8,135,535	\$ 478,319	6.25%	11.41%
Tuition - 470-479	\$ 2,057,500	\$ 2,065,000	\$ 7,500	0.36%	2.90%
Textbooks - 480-489	\$ 313,453	\$ 421,491	\$ 108,038	34.47%	0.59%
BOCES - 490-492	\$ 7,725,603	\$ 8,310,480	\$ 584,877	7.57%	11.66%
Materials & Supplies - 500-599	\$ 699,956	\$ 735,294	\$ 35,338	5.05%	1.03%
Debt Service Principal - 600-699	\$ 1,711,132	\$ 1,776,629	\$ 65,497	3.83%	2.49%
Debt Service Interest - 700-799	\$ 946,913	\$ 899,940	\$ (46,973)	-4.96%	1.26%
Employee Benefits - 800-899	\$ 13,677,976	\$ 14,466,523	\$ 788,547	5.77%	20.30%
Interfund Transfers - 900-999	\$ 265,018	\$ 318,569	\$ 53,551	20.21%	0.45%
Totals	\$ 68,726,890	\$ 71,273,893	\$ 2,547,003	3.71%	100.00%

Budget Code	Description	2023 - 24 Budget	2024 - 25 Proposed Budget	\$ Change	% Change
A 1010.400-00	CONTRACTUAL & OTHER	8,750	8,900	150	1.71%
A 1010.490-00	BOCES - BOARD OF EDUCATION	1,200	1,050	-150	-12.50%
A 1010.500-00	MATERIALS & SUPPLIES	275	275	0	0.00%
A 1040.160-00	SALARIES DISTRICT CLERK	29,535	30,197	662	2.24%
A 1040.500-00	MATERIALS & SUPPLIES	285	285	0	0.00%
A 1060.160-00	SALARIES - ELECTION	6,000	4,750	-1,250	-20.83%
A 1060.400-00	CONTRACTUAL & OTHER	23,000	22,000	-1,000	-4.35%
A 1060.490-00	BOCES - DISTRICT MEETING	11,000	11,385	385	3.50%
A 1060.500-00	SUPPLIES & MATERIALS	85	85	0	0.00%
A 1240.150-00	SALARIES - CHIEF ADMINISTRATOR	267,903	274,601	6,698	2.50%
A 1240.160-00	SALARIES - NON-INSTRUCTIONAL	58,589	59,528	939	1.60%
A 1240.400-00	CONTRACTUAL & OTHER	11,375	11,650	275	2.42%
A 1240.500-00	SUPPLIES & MATERIALS	550	600	50	9.09%
A 1310.150-00	SALARIES - BUSINESS	186,115	182,539	-3,576	-1.92%
A 1310.160-00	SALARIES - NON-INSTRUCTIONAL	171,894	177,622	5,728	3.33%
A 1310.200-00	EQUIPMENT	4,610	4,715	105	2.28%
A 1310.400-00	CONTRACTUAL & OTHER	67,575	60,450	-7,125	-10.54%
A 1310.490-00	BOCES - BUSINESS ADMIN	34,910	41,100	6,190	17.73%
A 1310.500-00	SUPPLIES & MATERIALS	3,175	3,250	75	2.36%
A 1320.401	EXTERNAL AUDITOR	43,935	45,150	1,215	2.77%
A 1320.402	CLAIMS AUDITOR	15,525	18,090	2,565	16.52%
A 1320.403	INTERNAL CONTROL AUDITOR	28,500	28,500	0	0.00%
A 1320.404	CONTRACT ACCOUNTANT	85,500	82,500	-3,000	-3.51%
A 1320.407	OMNI SERVICE CONTRACT	2,750	2,700	-50	-1.82%
A 1325.160-00	SALARIES - NON-INSTRUCTIONAL	106,615	112,472	5,857	5.49%
A 1325.400-00	CONTRACTUAL & OTHER	10,250	10,500	250	2.44%
A 1345.150-00	SALARIES - PROFESSIONAL	8,300	9,115	815	9.82%
A 1420.400-00	LEGAL FEES	275,000	300,000	25,000	9.09%
A 1430.150-00	SALARIES - PROFESSIONAL	18,379	18,838	459	2.50%
A 1430.160-00	SALARIES - NON-PROFESSIONAL	64,589	65,278	689	1.07%
A 1430.162-00	CLERICAL OVERTIME	825	775	-50	-6.06%
A 1430.164-00	CLERICAL SUBSTITUTES	48,000	51,750	3,750	7.81%
A 1430.400-00	CONTRACTUAL & OTHER	28,000	27,700	-300	-1.07%
A 1430.400-10	CONTRACTUAL ADVERTISING	24,250	22,000	-2,250	-9.28%
A 1430.490-00	BOCES - PERSONNEL	40,200	40,200	0	0.00%
A 1430.500-00	SUPPLIES & MATERIALS	2,800	2,500	-300	-10.71%
A 1480.410-00	PRINTING	46,150	47,050	900	1.95%
A 1480.490-00	BOCES - PUBLIC RELATIONS	94,000	98,335	4,335	4.61%
A 1620.150-00	SALARIES - PROFESSIONAL	113,901	116,902	3,001	2.63%
A 1620.160-00	SALARIES - NON-INSTRUCTION	1,317,864	1,404,605	86,741	6.58%
A 1620.162-00	SALARIES - CUSTODIAL OVERTIME	108,750	113,250	4,500	4.14%
A 1620.164-01	SALARIES-SECURITY HS	300,000	320,000	20,000	6.67%
A 1620.164-02	SALARIES-SECURITY HTH	170,000	180,000	10,000	5.88%
A 1620.164-03	SALARIES-SECURITY DA	56,500	58,500	2,000	3.54%
A 1620.164-04	SALARIES-SECURITY MWD	56,500	58,500	2,000	3.54%
A 1620.200-00	EQUIPMENT - DISTRICT WIDE	20,000	20,625	625	3.13%
A 1620.200-01	EQUIPMENT - HS	3,500	4,000	500	14.29%
A 1620.200-02	EQUIPMENT - MS	3,500	4,000	500	14.29%
A 1620.200-03	EQUIPMENT - DA	3,500	4,000	500	14.29%
A 1620.200-04	EQUIPMENT - MWD	3,500	4,000	500	14.29%
A 1620.401-11	ELECTRIC	440,250	465,250	25,000	5.68%
A 1620.401-12	National Grid & Oil	267,250	279,260	12,010	4.49%
A 1620.401-13	TELEPHONE	10,700	11,500	800	7.48%
A 1620.401-14	SECURITY	3,000	2,850	-150	-5.00%
A 1620.401-15	WATER	36,250	41,650	5,400	14.90%
A 1620.401-16	EXTERMINATOR	5,175	8,300	3,125	60.39%
A 1620.401-17	MISCELLANEOUS	8,000	8,250	250	3.13%

Budget Code	Description	2023 - 24 Budget	2024 - 25 Proposed Budget	\$ Change	% Change
A 1620.401-18	TELCO/INTERNET	370	360	-10	-2.70%
A 1620.401-19	SERVICE CONTRACTS	54,055	55,500	1,445	2.67%
A 1620.406-00	REPAIRS	437,725	437,725	0	0.00%
A 1620.406-01	B&G REPAIRS-MHS	94,050	95,900	1,850	1.97%
A 1620.406-02	B&G REPAIRS-HTH	61,600	62,800	1,200	1.95%
A 1620.406-03	B&G REPAIRS-DA	41,915	42,750	835	1.99%
A 1620.406-04	B&G REPAIRS-MWD	19,395	20,150	755	3.89%
A 1620.490-00	BOCES - OPERATION OF PLANT	54,850	59,750	4,900	8.93%
A 1620.490-13	BOCES - TELEPHONE SERVICE	11,430	11,000	-430	-3.76%
A 1620.500-00	SUPPLIES AND MATERIALS	175,045	185,000	9,955	5.69%
A 1621.150-00	SALARIES - PROFESSIONAL	11,700	12,516	816	6.97%
A 1621.160-00	SALARIES - NON-INSTRUCTIONAL	298,516	304,981	6,465	2.17%
A 1621.200-00	EQUIPMENT	4,190	4,335	145	3.46%
A 1621.400-00	CONTRACTUAL & OTHER	20,750	21,500	750	3.61%
A 1621.401-18	TREE SERVICE	5,000	5,500	500	10.00%
A 1621.500-00	SUPPLIES & MATERIALS	16,875	18,375	1,500	8.89%
A 1680.200-00	EQUIPMENT	10,000	10,000	0	0.00%
A 1680.400-00	CONTRACTUAL EXPENSES	1,800	1,800	0	0.00%
A 1680.460-00	SOFTWARE	4,000	4,000	0	0.00%
A 1680.490-00	BOCES- DIST. WIDE VOICE & DATA SERVICE	55,750	48,250	-7,500	-13.45%
A 1680.500-00	SUPPLIES AND MATERIALS	3,000	3,000	0	0.00%
A 1910.400-00	GENERAL INSURANCE	361,800	425,800	64,000	17.69%
A 1910.401-00	STUDENT LIABILITY INSURANCE	9,200	9,150	-50	-0.54%
A 1920.400-00	SCHOOL ASSOCIATION DUES	18,940	19,450	510	2.69%
A 1981.490-01	BOCES - ADMINISTRATIVE CHARGES	228,619	247,594	18,975	8.30%
A 1981.490-02	BOCES - RENTAL OF FACILITIES	60,166	63,428	3,262	5.42%
A 2010.150-00	SALARIES INSTRUCTIONAL	232,292	239,063	6,771	2.91%
A 2010.160-00	SALARIES - NON-INSTRUCTIONAL	67,912	69,146	1,234	1.82%
A 2010.200-00	EQUIPMENT	7,250	7,250	0	0.00%
A 2010.400-00	CONTRACTUAL & OTHER	26,000	28,000	2,000	7.69%
A 2010.490-00	BOCES - CURRICULUM DEV. & SUPERVISION	183,425	212,175	28,750	15.67%
A 2010.500-00	SUPPLIES & MATERIALS	1,000	1,100	100	10.00%
A 2020.150-00	SALARIES - DISTRICTWIDE	357,241	356,873	-368	-0.10%
A 2020.150-01	SALARIES - MHS	546,314	539,196	-7,118	-1.30%
A 2020.150-02	SALARIES - HTH	383,785	375,627	-8,158	-2.13%
A 2020.150-03	SALARIES - DAV	264,796	267,135	2,339	0.88%
A 2020.150-04	SALARIES - MWD	275,102	277,808	2,706	0.98%
A 2020.154-01	SUPERVISION - A.M./P.M.	14,000	16,000	2,000	14.29%
A 2020.154-02	SUPERVISION - A.M./P.M.	6,500	6,500	0	0.00%
A 2020.160-00	SALARIES - NON-INSTRUCTIONAL	153,804	159,890	6,086	3.96%
A 2020.160-01	SALARIES - NON-INSTRUCTIONAL - HS	165,520	192,180	26,660	16.11%
A 2020.160-02	SALARIES - NON-INSTRUCTIONAL - HTH	175,889	175,215	-674	-0.38%
A 2020.160-03	SALARIES - NON-INSTRUCTIONAL - DAV	83,084	88,385	5,301	6.38%
A 2020.160-04	SALARIES - NON-INSTRUCTIONAL - MWD	111,003	114,044	3,041	2.74%
A 2020.160-40	SALARIES - PRE -K NON-INSTRUCTIONAL	950	1,000	50	5.26%
A 2020.162-01	CLERICAL OVERTIME - MHS	4,250	4,500	250	5.88%
A 2020.162-02	CLERICAL OVERTIME - HTH	1,000	1,000	0	0.00%
A 2020.162-03	CLERICAL OVERTIME - DAV	3,500	3,250	-250	-7.14%
A 2020.162-04	CLERICAL OVERTIME - MWD	2,100	2,000	-100	-4.76%
A 2020.200-01	EQUIPMENT - HS	1,200	3,200	2,000	166.67%
A 2020.200-02	EQUIPMENT - MS	2,350	2,350	0	0.00%
A 2020.200-03	EQUIPMENT - DA	1,000	1,200	200	20.00%
A 2020.200-04	EQUIPMENT - MWD	0	1,500	1,500	#DIV/0!
A 2020.400-01	CONTRACTUAL & OTHER - HS	17,446	18,516	1,070	6.13%
A 2020.400-02	CONTRACTUAL & OTHER - MS	19,880	19,780	-100	-0.50%
A 2020.400-03	CONTRACTUAL & OTHER - DA	5,118	11,244	6,126	119.70%
A 2020.400-04	CONTRACTUAL & OTHER - MWD	5,750	6,250	500	8.70%

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A 2020.500-01	SUPPLIES & MATERIALS - HS	15,335	18,735	3,400	22.17%
A 2020.500-02	SUPPLIES & MATERIALS - MS	30,350	30,100	-250	-0.82%
A 2020.500-03	SUPPLIES & MATERIALS - DA	9,000	9,000	0	0.00%
A 2020.500-04	SUPPLIES & MATERIALS - MWD	8,444	8,944	500	5.92%
A 2070.400-00	IN-SERVICE OTHER EXPENSES	37,750	35,750	-2,000	-5.30%
A 2070.490-00	BOCES - INSERVICE TRAINING	39,550	42,550	3,000	7.59%
A 2110.140-01	SALARIES - Leave Replacement	18,500	15,000	-3,500	-18.92%
A 2110.141-01	SALARIES - SUBSTITUTE TEACHERS - MHS	107,000	112,000	5,000	4.67%
A 2110.141-02	SALARIES - SUBSTITUTE TEACHERS - HTH	103,500	105,000	1,500	1.45%
A 2110.141-03	SALARIES - SUBSTITUTE TEACHERS - DAV	91,500	94,500	3,000	3.28%
A 2110.141-04	SALARIES - SUBSTITUTE TEACHERS - MWD	56,500	61,500	5,000	8.85%
A 2110.150-01-12	SALARIES - ENGLISH MHS TEACHERS	1,001,238	991,040	-10,198	-1.02%
A 2110.150-01-13	SALARIES - WORLD LANGUAGE MHS TEACHERS	534,216	530,815	-3,401	-0.64%
A 2110.150-01-14	SALARIES - MATH MHS TEACHERS	917,387	941,927	24,540	2.67%
A 2110.150-01-15	SALARIES - SCIENCE MHS TEACHERS	1,267,122	1,314,183	47,061	3.71%
A 2110.150-01-16	SALARIES - SOCIAL STUDIES MHS TEACHERS	929,649	950,781	21,132	2.27%
A 2110.150-01-17	SALARIES - ART MHS TEACHERS	291,259	297,022	5,763	1.98%
A 2110.150-01-18	SALARIES - PHYS ED MHS TEACHERS	355,279	373,167	17,888	5.03%
A 2110.150-01-19	SALARIES - MHS DRIVER EDUCATION	12,850	12,250	-600	-4.67%
A 2110.150-01-20	SALARIES - MUSIC MHS TEACHERS	324,692	340,343	15,651	4.82%
A 2110.150-01-21	SALARIES - BUSINESS ED MHS TEACHERS	134,713	137,446	2,733	2.03%
A 2110.150-02-11	SALARIES - READING HTH TEACHERS	75,616	39,057	-36,559	-48.35%
A 2110.150-02-12	SALARIES - ENGLISH HTH TEACHERS	650,344	672,269	21,925	3.37%
A 2110.150-02-13	SALARIES - WORLD LANGUAGE HTH TEACHERS	467,211	513,528	46,317	9.91%
A 2110.150-02-14	SALARIES - MATH HTH TEACHERS	895,904	808,464	-87,440	-9.76%
A 2110.150-02-15	SALARIES - SCIENCE HTH TEACHERS	654,188	626,184	-28,004	-4.28%
A 2110.150-02-16	SALARIES - SOCIAL STUDIES HTH TEACHERS	565,862	600,131	34,269	6.06%
A 2110.150-02-17	SALARIES - ART HTH TEACHERS	141,303	143,557	2,254	1.60%
A 2110.150-02-18	SALARIES - PHYS ED HTH TEACHERS	240,891	250,294	9,403	3.90%
A 2110.150-02-20	SALARIES - MUSIC HTH TEACHERS	312,079	325,187	13,108	4.20%
A 2110.150-02-22	SALARIES - FAMILY & CONSUMER SCIENCE HTH	78,695	81,063	2,368	3.01%
A 2110.150-02-24	SALARIES - HEALTH EDUCATION HTH TEACHERS	52,463	54,042	1,579	3.01%
A 2110.150-03-00	SALARIES - ELEMENTARY DAV TEACHERS	2,086,565	2,148,244	61,679	2.96%
A 2110.150-03-11	SALARIES - READING DAV TEACHERS	372,755	334,136	-38,619	-10.36%
A 2110.150-03-13	SALARIES - WORLD LANGUAGE DAV TEACHERS	190,403	194,871	4,468	2.35%
A 2110.150-03-17	SALARIES - ART DAV TEACHERS	68,662	41,071	-27,591	-40.18%
A 2110.150-03-18	SALARIES - PHYS ED DAV TEACHERS	191,512	198,712	7,200	3.76%
A 2110.150-03-20	SALARIES - MUSIC DAV TEACHERS	252,303	257,776	5,473	2.17%
A 2110.150-04-00	SALARIES - ELEMENTARY MWD TEACHERS	2,399,811	2,388,028	-11,783	-0.49%
A 2110.150-04-11	SALARIES - READING MWD TEACHERS	533,773	500,261	-33,512	-6.28%
A 2110.150-04-13	SALARIES - WORLD LANGUAGE MWD TEACHERS	159,160	165,262	6,102	3.83%
A 2110.150-04-17	SALARIES - ART MWD TEACHERS	68,662	41,071	-27,591	-40.18%
A 2110.150-04-18	SALARIES - PHYS ED MWD TEACHERS	202,446	216,819	14,373	7.10%
A 2110.150-04-20	SALARIES - MUSIC MWD TEACHERS	135,662	140,752	5,090	3.75%
A 2110.150-30	MTA Lane movements	114,350	100,000	-14,350	-12.55%
A 2110.150-40	SALARIES - PRE K TEACHERS	9,300	10,300	1,000	10.75%
A 2110.151-03	SALARIES - TEACHER ASSTS - DAV	51,500	53,000	1,500	2.91%
A 2110.151-04	SALARIES - TEACHER ASSTS - MWD	38,500	40,000	1,500	3.90%
A 2110.153-01	HOME TUTORING SERVICES - MHS	9,750	9,250	-500	-5.13%
A 2110.153-02	HOME TUTORING SERVICES - HTH	7,000	7,000	0	0.00%
A 2110.153-03	HOME TUTORING SERVICES - DAV	4,200	4,150	-50	-1.19%
A 2110.153-04	HOME TUTORING SERVICES - MWD	2,950	2,925	-25	-0.85%
A 2110.154-01-01	REGENTS ASSIST PROGRAM - MHS	51,823	52,859	1,036	2.00%
A 2110.154-01-02	AFTER SCHOOL INSTRUCTION - MHS	48,850	50,750	1,900	3.89%
A 2110.154-01-03	BAND INSTRUCTION & REHEARSAL - MHS	18,579	21,975	3,396	18.28%
A 2110.154-01-28	TRANSLATION - BILINGUAL SERVICES - MHS	3,388	3,388	0	0.00%
A 2110.154-02-02	AFTER SCHOOL INSTRUCTION - HTH	54,500	14,500	-40,000	-73.39%

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A 2110.154-02-03	BAND INSTRUCTION & REHEARSAL - HTH	3,834	3,130	-704	-18.36%
A 2110.154-02-28	TRANSLATION - BILINGUAL SERVICES - HTH	444	444	0	0.00%
A 2110.154-03-02	AFTER SCHOOL INSTRUCTION - DAV	47,500	7,500	-40,000	-84.21%
A 2110.154-03-03	BAND INSTRUCTION & REHEARSAL - DAV	4,217	4,172	-45	-1.07%
A 2110.154-04-02	AFTER SCHOOL INSTRUCTION - MWD	6,500	6,250	-250	-3.85%
A 2110.155-01-12	CURRICULUM WRITING - ENGLISH MHS	2,425	2,306	-119	-4.91%
A 2110.155-01-13	CURRICULUM WRITING-WORLD LANGUAGE MHS	1,616	2,284	668	41.34%
A 2110.155-01-14	CURRICULUM WRITING - MATH MHS	3,343	3,640	297	8.88%
A 2110.155-01-15	CURRICULUM WRITING - SCIENCE MHS	4,566	6,088	1,522	33.33%
A 2110.155-01-16	CURRICULUM WRITING - SOCIAL STUDIES MHS	4,490	5,734	1,244	27.71%
A 2110.155-01-18	CURRICULUM WRITING - PHYS ED - MHS	3,095	3,100	5	0.16%
A 2110.155-01-20	CURRIC. WRITING MUSIC - MHS	775	789	14	1.81%
A 2110.155-01-21	CURRICULUM WRITING - BUSINESS MHS	531	600	69	12.99%
A 2110.155-01-28	CURRICULUM WRITING - BILINGUAL SERVICES MHS	442	500	58	13.12%
A 2110.155-02	CURRICULUM WRITING - HTH MS	0	750	750	#DIV/0!
A 2110.155-02-12	CURRICULUM WRITING - ENGLISH HTH	2,204	2,073	-131	-5.94%
A 2110.155-02-13	CURRICULUM WRITING-WORLD LANGUAGE HTH	2,967	2,320	-647	-21.81%
A 2110.155-02-14	CURRICULUM WRITING - MATH HTH	1,592	2,400	808	50.75%
A 2110.155-02-15	CURRICULUM WRITING - SCIENCE HTH	3,544	3,972	428	12.08%
A 2110.155-02-16	CURRICULUM WRITING - SOCIAL STUDIES HTH	5,408	4,690	-718	-13.28%
A 2110.155-02-18	CURRICULUM WRITING - PHYS ED - HTH	1,106	1,100	-6	-0.54%
A 2110.155-02-20	CURRIC. WRITING MUSIC - HTH	643	689	46	7.15%
A 2110.155-03	CURRICULUM WRITING - DAV	4,422	4,450	28	0.63%
A 2110.155-03-13	CURRICULUM WRITING-WORLD LANGUAGE DAV	1,439	1,784	345	23.97%
A 2110.155-03-20	CURRIC. WRITING MUSIC - DAV	399	426	27	6.77%
A 2110.155-04	CURRICULUM WRITING - MWD	1,769	5,000	3,231	182.65%
A 2110.155-04-20	CURRIC. WRITING MUSIC - MWD	443	476	33	7.45%
A 2110.156-01	TWILIGHT SCHOOL INSTRUCTION - MHS	6,800	6,625	-175	-2.57%
A 2110.156-02	TWILIGHT SCHOOL INSTRUCTION - HTH	7,800	7,975	175	2.24%
A 2110.156-03	TWILIGHT SCHOOL INSTRUCTION - DAV	1,850	1,800	-50	-2.70%
A 2110.156-04	TWILIGHT SCHOOL INSTRUCTION - MWD	585	580	-5	-0.85%
A 2110.157-01	TEACHER MENTORING - MHS	447	587	140	31.32%
A 2110.157-02	TEACHER MENTORING - HTH	8,054	8,078	24	0.30%
A 2110.157-03	TEACHER MENTORING - DAV	4,974	6,703	1,729	34.76%
A 2110.157-04	TEACHER MENTORING - MWD	4,059	5,782	1,723	42.45%
A 2110.161-01	SALARIES AIDES & MONITORS - MHS	83,000	87,750	4,750	5.72%
A 2110.161-02	SALARIES AIDES & MONITORS - HTH	220,000	220,000	0	0.00%
A 2110.161-03	SALARIES AIDES & MONITORS - DAV	300,000	310,000	10,000	3.33%
A 2110.161-04	SALARIES AIDES & MONITORS - MWD	385,000	400,000	15,000	3.90%
A 2110.161-40	SALARIES PRE- K AIDES	3,000	4,000	1,000	33.33%
A 2110.200-01-00	EQUIPMENT - HS	1,970	2,500	530	26.90%
A 2110.200-01-15	EQUIPMENT - SCIENCE - MHS	1,800	1,200	-600	-33.33%
A 2110.200-01-18	EQUIPMENT - PHYSICAL EDUCATION - MHS	3,000	3,000	0	0.00%
A 2110.200-01-20	EQUIPMENT - MUSIC - MHS	15,352	14,078	-1,274	-8.30%
A 2110.200-02-00	EQUIPMENT - HTH	1,300	1,300	0	0.00%
A 2110.200-02-15	EQUIPMENT - SCIENCE - HTH	1,050	1,100	50	4.76%
A 2110.200-02-18	EQUIPMENT - PHYSICAL EDUCATION - HTH	2,000	2,000	0	0.00%
A 2110.200-02-20	EQUIPMENT - MUSIC - HTH	2,246	2,200	-46	-2.05%
A 2110.200-03-00	EQUIPMENT - ELEMENTARY DA	6,400	6,400	0	0.00%
A 2110.200-03-20	EQUIPMENT - MUSIC - DAV	1,100	1,100	0	0.00%
A 2110.200-04-00	EQUIPMENT - ELEMENTARY MWD	3,043	3,400	357	11.73%
A 2110.400-01-00	CONTRACTED TUTORING - MHS	20,000	19,500	-500	-2.50%
A 2110.400-01-13	CONTRACTUAL & OTHER - WORLD LANG - MHS	1,100	5,000	3,900	354.55%
A 2110.400-01-14	CONTRACTUAL & OTHER - MATHEMATICS - MHS	4,060	3,950	-110	-2.71%
A 2110.400-01-15	CONTRACTUAL & OTHER - SCIENCE - MHS	27,900	36,250	8,350	29.93%
A 2110.400-01-16	CONTRACTUAL & OTHER - SOCIAL STUDIES - MHS	2,500	2,475	-25	-1.00%
A 2110.400-01-18	CONTRACTUAL & OTHER - PHYSICAL EDUCATION - MHS	550	550	0	0.00%

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A 2110.400-01-19	CONTRACTUAL - DRIVER EDUCATION - MHS	12,000	12,000	0	0.00%
A 2110.400-01-20	CONTRACTUAL & OTHER - MUSIC - MHS	26,000	28,550	2,550	9.81%
A 2110.400-01-30	APPR & RTI - MHS	37,500	36,250	-1,250	-3.33%
A 2110.400-02-13	CONTRACTUAL & OTHER - WORLD LANG - HTH	1,100	0	-1,100	-100.00%
A 2110.400-02-14	CONTRACTUAL & OTHER - MATHEMATICS - HTH	1,800	2,000	200	11.11%
A 2110.400-02-15	CONTRACTUAL & OTHER - SCIENCE - HTH	6,150	12,325	6,175	100.41%
A 2110.400-02-20	CONTRACTUAL & OTHER - MUSIC - HTH	1,850	1,850	0	0.00%
A 2110.400-02-30	APPR & RTI - HTH	5,825	6,175	350	6.01%
A 2110.400-03-20	CONTRACTUAL & OTHER - MUSIC - DAV	875	875	0	0.00%
A 2110.400-03-30	APPR & RTI - DAV	2,850	2,750	-100	-3.51%
A 2110.470-00	TUITION - REGULAR SCHOOL	50,750	46,750	-4,000	-7.88%
A 2110.473-00	TUITION - CHARTER SCHOOLS	358,400	322,000	-36,400	-10.16%
A 2110.480-01-12	TEXTBOOKS - ENGLISH - MHS	19,030	18,830	-200	-1.05%
A 2110.480-01-13	TEXTBOOKS - WORLD LANGUAGE - MHS	13,722	13,722	0	0.00%
A 2110.480-01-14	TEXTBOOKS - MATHEMATICS - MHS	3,500	3,850	350	10.00%
A 2110.480-01-15	TEXTBOOKS - SCIENCE - MHS	9,315	10,970	1,655	17.77%
A 2110.480-01-16	TEXTBOOKS - SOCIAL STUDIES - MHS	17,000	16,800	-200	-1.18%
A 2110.480-01-21	TEXTBOOKS - BUSINESS - MHS	575	575	0	0.00%
A 2110.480-01-28	TEXTBOOKS - BILINGUAL SERVICES - MHS	2,485	2,485	0	0.00%
A 2110.480-02-00	TEXTBOOKS - HTH	14,380	14,000	-380	-2.64%
A 2110.480-02-12	TEXTBOOKS - ENGLISH - HTH	11,764	11,646	-118	-1.00%
A 2110.480-02-14	TEXTBOOKS - MATHEMATICS - HTH	4,500	3,500	-1,000	-22.22%
A 2110.480-02-15	TEXTBOOKS - SCIENCE - HTH	5,785	4,200	-1,585	-27.40%
A 2110.480-02-16	TEXTBOOKS - SOCIAL STUDIES - HTH	6,000	5,900	-100	-1.67%
A 2110.480-02-20	TEXTBOOKS - MUSIC - HTH	250	250	0	0.00%
A 2110.480-03-00	TEXTBOOKS - DA	47,589	92,120	44,531	93.57%
A 2110.480-03-13	TEXTBOOKS - WORLD LANGUAGE - DAV	710	710	0	0.00%
A 2110.480-03-20	TEXTBOOKS - MUSIC - DAV	760	760	0	0.00%
A 2110.480-04-00	TEXTBOOKS - MWD	44,098	110,683	66,585	150.99%
A 2110.480-04-13	TEXTBOOKS - WORLD LANGUAGE - MWD	190	190	0	0.00%
A 2110.485-00	NON-PUBLIC SCHOOL TEXTBOOKS	104,000	102,500	-1,500	-1.44%
A 2110.490-00	BOCES - REGULAR SCHOOL	263,215	304,450	41,235	15.67%
A 2110.490-03	BOCES - SCIENCE KITS DAVISON	22,154	7,500	-14,654	-66.15%
A 2110.490-04	BOCES - SCIENCE KITS MWD	6,500	2,000	-4,500	-69.23%
A 2110.490-18	BOCES - PHYSICAL EDUCATION	1,425	1,450	25	1.75%
A 2110.500-01-00	SUPPLIES & MATERIALS - HS	16,194	12,868	-3,326	-20.54%
A 2110.500-01-12	SUPPLIES & MATERIALS - ENGLISH - MHS	1,915	1,895	-20	-1.04%
A 2110.500-01-13	SUPPLIES & MATERIALS - WORLD LANG - MHS	2,330	2,330	0	0.00%
A 2110.500-01-14	SUPPLIES & MATERIALS - MATHEMATICS - MHS	6,000	5,750	-250	-4.17%
A 2110.500-01-15	SUPPLIES & MATERIALS - SCIENCE - MHS	17,000	14,450	-2,550	-15.00%
A 2110.500-01-16	SUPPLIES & MATERIALS - SOCIAL STUDIES - MHS	1,200	1,188	-12	-1.00%
A 2110.500-01-17	SUPPLIES & MATERIALS - ART - MHS	6,400	6,600	200	3.13%
A 2110.500-01-18	SUPPLIES & MATERIALS - PHYSICAL ED - MHS	1,353	1,353	0	0.00%
A 2110.500-01-20	SUPPLIES & MATERIALS - MUSIC - MHS	47,825	47,177	-648	-1.35%
A 2110.500-01-21	SUPPLIES & MATERIALS - BUSINESS EDUC - MHS	1,000	1,000	0	0.00%
A 2110.500-01-24	SUPPLIES & MATERIALS - HEALTH EDUCATION - MHS	465	465	0	0.00%
A 2110.500-01-28	SUPPLIES & MATERIALS - BILINGUAL SERVICES - MHS	185	185	0	0.00%
A 2110.500-02-00	SUPPLIES & MATERIALS - MS	44,200	45,500	1,300	2.94%
A 2110.500-02-12	SUPPLIES & MATERIALS - ENGLISH - HTH	1,000	900	-100	-10.00%
A 2110.500-02-13	SUPPLIES & MATERIALS - WORLD LANG - HTH	2,150	2,150	0	0.00%
A 2110.500-02-14	SUPPLIES & MATERIALS - MATHEMATICS - HTH	5,500	5,250	-250	-4.55%
A 2110.500-02-15	SUPPLIES & MATERIALS - SCIENCE - HTH	8,200	7,800	-400	-4.88%
A 2110.500-02-16	SUPPLIES & MATERIALS - SOCIAL STUDIES - HTH	1,200	1,188	-12	-1.00%
A 2110.500-02-17	SUPPLIES & MATERIALS - ART - HTH	3,000	3,100	100	3.33%
A 2110.500-02-18	SUPPLIES & MATERIALS - PHYSICAL ED - HTH	952	952	0	0.00%
A 2110.500-02-20	SUPPLIES & MATERIALS - MUSIC - HTH	4,870	15,918	11,048	226.86%
A 2110.500-02-22	SUPPLIES & MATERIALS - HOME & CAREERS - HTH	2,383	2,383	0	0.00%

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A 2110.500-03-00	SUPPLIES & MATERIALS - DA	25,139	29,364	4,225	16.81%
A 2110.500-03-13	SUPPLIES & MATERIALS - WORLD LANG - DAV	500	500	0	0.00%
A 2110.500-03-17	SUPPLIES & MATERIALS - ART - DAV	700	600	-100	-14.29%
A 2110.500-03-18	SUPPLIES & MATERIALS - PHYSICAL ED - DAV	957	957	0	0.00%
A 2110.500-03-20	SUPPLIES & MATERIALS - MUSIC - DAV	1,300	4,500	3,200	246.15%
A 2110.500-04-00	SUPPLIES & MATERIALS - MWD	17,585	23,085	5,500	31.28%
A 2110.500-04-13	SUPPLIES & MATERIALS - WORLD LANG - MWD	150	150	0	0.00%
A 2110.500-04-17	SUPPLIES & MATERIALS - ART - MWD	700	600	-100	-14.29%
A 2110.500-04-18	SUPPLIES & MATERIALS - PHYSICAL ED - MWD	918	918	0	0.00%
A 2110.500-04-20	SUPPLIES & MATERIALS - MUSIC - MWD	90	90	0	0.00%
A 2250.150-00	SALARIES - INSTRUCTIONAL	181,103	182,884	1,781	0.98%
A 2250.150-01-00	SALARIES - INSTRUCTIONAL MHS	917,546	935,489	17,943	1.96%
A 2250.150-02-00	SALARIES - INSTRUCTIONAL HTH	553,029	576,428	23,399	4.23%
A 2250.150-03-00	SALARIES - INSTRUCTIONAL DAV	909,917	873,013	-36,904	-4.06%
A 2250.150-04-00	SALARIES - INSTRUCTIONAL MWD	781,268	809,383	28,115	3.60%
A 2250.151-01-00	SALARIES - TEACHER ASSTS - MHS	94,287	97,110	2,823	2.99%
A 2250.151-02-00	SALARIES - TEACHER ASSTS - HTH	31,429	32,370	941	2.99%
A 2250.151-03-00	SALARIES - TEACHER ASSTS - DAV	94,287	97,110	2,823	2.99%
A 2250.151-04-00	SALARIES - TEACHER ASSTS - MWD	126,282	129,480	3,198	2.53%
A 2250.153-01	HOME TUTORING - MHS	5,000	5,000	0	0.00%
A 2250.153-02	HOME TUTORING - HTH	3,750	3,750	0	0.00%
A 2250.153-03	HOME TUTORING - DAV	475	475	0	0.00%
A 2250.153-04	HOME TUTORING - MWD	500	500	0	0.00%
A 2250.154-00	CSE/CPSE	7,250	8,000	750	10.34%
A 2250.160-00	SALARIES - NON-INSTRUCTIONAL	181,406	163,731	-17,675	-9.74%
A 2250.200-01	EQUIPMENT - SPECIAL EDUCATION - MHS	1,000	1,200	200	20.00%
A 2250.400-00	CONTRACTUAL & OTHER - SPECIAL EDUC	971,600	996,600	25,000	2.57%
A 2250.471-00	TUITION - PUBLIC SCHOOLS	985,500	930,500	-55,000	-5.58%
A 2250.472-00	TUITION - NON PUBLIC SCHOOLS	655,500	758,750	103,250	15.75%
A 2250.473-00	TUITION - CHARTER SCHOOLS	7,350	7,000	-350	-4.76%
A 2250.480-01	TEXTBOOKS - SPECIAL EDUCATION - MHS	1,950	1,950	0	0.00%
A 2250.480-02	TEXTBOOKS - SPECIAL EDUCATION - HTH	1,950	1,950	0	0.00%
A 2250.480-03	TEXTBOOKS - SPECIAL EDUCATION - DAV	1,950	1,950	0	0.00%
A 2250.480-04	TEXTBOOKS - SPECIAL EDUCATION - MWD	1,950	1,950	0	0.00%
A 2250.490-00	BOCES - SPECIAL ED TUITION	5,012,725	5,422,825	410,100	8.18%
A 2250.500-01	SUPPLIES & MATERIALS - SPECIAL EDUCATION - MHS	2,000	2,000	0	0.00%
A 2250.500-02	SUPPLIES & MATERIALS - SPECIAL EDUCATION - HTH	1,650	1,650	0	0.00%
A 2250.500-03	SUPPLIES & MATERIALS - SPECIAL EDUCATION - DAV	6,250	6,250	0	0.00%
A 2250.500-04	SUPPLIES & MATERIALS - SPECIAL EDUCATION - MWD	5,350	5,350	0	0.00%
A 2280.490-00	BOCES - OCC ED TUITION	356,729	380,443	23,714	6.65%
A 2332.150-01	SALARIES-INSTR: MHS SUMMER PROGRAMS	6,900	15,215	8,315	120.51%
A 2332.150-01-20	SALARIES-INSTR:MUSIC SUMMER PROGRAMS	23,734	23,810	76	0.32%
A 2332.150-02	SALARIES-INSTR: HTH SUMMER PROGRAMS	6,250	5,500	-750	-12.00%
A 2332.150-03	SALARIES-INSTR: DAV SUMMER PROGRAMS	16,000	21,500	5,500	34.38%
A 2332.150-04	SALARIES-INSTR: MWD SUMMER PROGRAMS	23,500	24,000	500	2.13%
A 2332.160-01-20	SALARIES-NON-INSTR: MHS MUSIC SUMMER PROGRA	6,000	6,000	0	0.00%
A 2332.160-03	SALARIES - NON INSTRUCTIONAL DAV	5,000	7,000	2,000	40.00%
A 2332.160-04	SALARIES - NON INSTRUCTIONAL MWD	12,750	14,575	1,825	14.31%
A 2332.490-00	BOCES - SUMMER PROGRAMS	115,000	125,000	10,000	8.70%
A 2610.150-01-00	SALARIES - INSTRUCTIONAL MHS	73,835	73,488	-347	-0.47%
A 2610.150-02-00	SALARIES - INSTRUCTIONAL HTH	140,303	86,235	-54,068	-38.54%
A 2610.150-03-00	SALARIES - INSTRUCTIONAL DAV	77,929	110,554	32,625	41.87%
A 2610.150-04-00	SALARIES - INSTRUCTIONAL MWD	0	28,412	28,412	#DIV/0!
A 2610.160-01	SALARIES - LIBRARY ASSISTANTS - MHS	44,483	45,547	1,064	2.39%
A 2610.160-02	SALARIES - LIBRARY ASSISTANTS - HTH	63,994	65,074	1,080	1.69%
A 2610.160-03	SALARIES - LIBRARY ASSISTANTS - DAV	49,247	45,261	-3,986	-8.09%
A 2610.160-04	SALARIES - LIBRARY ASSISTANTS - MWD	44,764	46,686	1,922	4.29%

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A 2610.200-01	EQUIPMENT - HS LIBRARY	3,000	3,000	0	0.00%
A 2610.200-03	EQUIPMENT - DA LIBRARY	2,000	1,200	-800	-40.00%
A 2610.200-04	EQUIPMENT - MWD LIBRARY	1,350	1,350	0	0.00%
A 2610.201-01	FURNITURE- H.S LIBRARY	1,200	1,200	0	0.00%
A 2610.400-02	CONTRACTUAL & OTHER - MS	800	800	0	0.00%
A 2610.400-03	CONTRACTUAL & OTHER - DA	900	900	0	0.00%
A 2610.400-04	CONTRACTUAL & OTHER - MWD	1,475	1,375	-100	-6.78%
A 2610.458-01	LIBRARY BOOKS - MHS	2,150	2,150	0	0.00%
A 2610.458-02	LIBRARY BOOKS - HTH	8,650	8,650	0	0.00%
A 2610.458-03	LIBRARY BOOKS - DA	4,000	3,000	-1,000	-25.00%
A 2610.458-04	LIBRARY BOOKS - MWD	4,000	4,000	0	0.00%
A 2610.459-01	PERIODICALS/MAGAZINE-H.S	1,865	1,865	0	0.00%
A 2610.459-02	PERIODICALS/MAGAZINES - HTH	590	590	0	0.00%
A 2610.459-03	PERIODICALS/MAGAZINES - DA	500	500	0	0.00%
A 2610.459-04	PERIODICALS/MAGAZINES - MWD	285	285	0	0.00%
A 2610.460-01	LIBRARY MATERIALS - HS	4,000	4,000	0	0.00%
A 2610.460-02	LIBRARY MATERIALS - HTH	5,000	5,000	0	0.00%
A 2610.460-03	LIBRARY MATERIALS - DA	4,000	4,000	0	0.00%
A 2610.460-04	LIBRARY MATERIALS - MWD	3,750	3,750	0	0.00%
A 2610.460-05	LIBRARY MATERIALS - NON PUB	2,000	2,625	625	31.25%
A 2610.490	BOCES - LIBRARY DISTRICTWIDE	22,250	24,250	2,000	8.99%
A 2610.500-01	SUPPLIES - HS	1,380	1,380	0	0.00%
A 2610.500-02	SUPPLIES - MS	2,500	2,500	0	0.00%
A 2610.500-03	SUPPLIES - DA	6,110	6,110	0	0.00%
A 2610.500-04	SUPPLIES - MWD	1,850	1,850	0	0.00%
A 2630.160-00	SALARIES - NON-INSTRUCTIONAL	146,318	150,868	4,550	3.11%
A 2630.160-01	SALARIES - NON-INSTRUCTIONAL - MHS	58,376	60,199	1,823	3.12%
A 2630.160-02	SALARIES - NON-INSTRUCTIONAL - HTH	46,057	46,708	651	1.41%
A 2630.160-03	SALARIES - NON-INSTRUCTIONAL - DAV	32,493	46,011	13,518	41.60%
A 2630.160-04	SALARIES - NON-INSTRUCTIONAL - MWD	32,343	46,011	13,668	42.26%
A 2630.200-00	EQUIPMENT - TECHNOLOGY	587,000	589,500	2,500	0.43%
A 2630.400-00	CONTRACTUAL & OTHER - TECHNOLOGY	149,000	149,000	0	0.00%
A 2630.460-00	SOFTWARE	56,780	64,925	8,145	14.34%
A 2630.490-00	BOCES - COMPUTER INSTRUCTION	330,000	380,785	50,785	15.39%
A 2630.500-00	SUPPLIES & MATERIALS	69,875	69,875	0	0.00%
A 2805.150-00	SALARIES - DISTRICT REGISTRAR	20,000	20,859	859	4.30%
A 2805.400-00	CONTRACTUAL	45,250	44,250	-1,000	-2.21%
A 2805.500-00	SUPPLIES & MATERIALS	0	1,900	1,900	#DIV/0!
A 2810.150-01-00	SALARIES - INSTRUCTIONAL MHS	363,020	374,800	11,780	3.25%
A 2810.150-01-01	SALARIES - PUPIL PERSONNEL SERVICES MHS	30,000	30,000	0	0.00%
A 2810.150-02-00	SALARIES - INSTRUCTIONAL HTH	226,879	280,851	53,972	23.79%
A 2810.150-02-01	SALARIES - PUPIL PERSONNEL SERVICES HTH	20,000	20,000	0	0.00%
A 2810.150-03-00	SALARIES - INSTRUCTIONAL DAV	142,254	121,758	-20,496	-14.41%
A 2810.150-04-00	SALARIES - INSTRUCTIONAL MWD	198,470	184,123	-14,347	-7.23%
A 2810.160-01	SALARIES - NON-INSTRUCTIONAL - MHS	47,434	49,132	1,698	3.58%
A 2810.400-01	CONTRACTUAL & OTHER - HS	9,370	9,320	-50	-0.53%
A 2810.400-02	CONTRACTUAL & OTHER - MS	2,350	2,200	-150	-6.38%
A 2810.490-00	BOCES - GUIDANCE/PUPIL PERSONNEL	8,825	8,700	-125	-1.42%
A 2810.500-01	SUPPLIES & MATERIALS - HS	11,450	11,250	-200	-1.75%
A 2810.500-02	SUPPLIES & MATERIALS - MS	1,000	1,000	0	0.00%
A 2810.510-01	TESTING PROGRAMS - MHS	32,000	32,000	0	0.00%
A 2815.160-00	SALARIES - NURSES	105,420	107,500	2,080	1.97%
A 2815.160-01	SALARIES - NURSES - MHS	58,112	62,111	3,999	6.88%
A 2815.160-02	SALARIES - NURSES - HTH	58,813	61,313	2,500	4.25%
A 2815.160-03	SALARIES - NURSES - DAV	53,960	55,960	2,000	3.71%
A 2815.160-04	SALARIES - NURSES - MWD	53,460	55,460	2,000	3.74%
A 2815.160-40	SALARIES - Pre- K NURSES	1,500	1,500	0	0.00%

Budget Code	Description	2023 - 24 Budget	2024 - 25 Proposed Budget	\$ Change	% Change
A 2815.400-00	CONTRACTUAL & OTHER	500,000	513,750	13,750	2.75%
A 2815.400-01	CONTRACTUAL & OTHER - HS	300	290	-10	-3.33%
A 2815.400-02	CONTRACTUAL & OTHER - MS	255	250	-5	-1.96%
A 2815.400-03	CONTRACTUAL & OTHER - DA	255	250	-5	-1.96%
A 2815.400-04	CONTRACTUAL & OTHER - MWD	255	250	-5	-1.96%
A 2815.400-05	CONTRACTUAL & OTHER - OL	310	305	-5	-1.61%
A 2815.400-06	CONTRACTUAL & OTHER - GL	575	625	50	8.70%
A 2815.490-00	BOCES - HEALTH SERVICES	71,750	65,250	-6,500	-9.06%
A 2815.500-01	SUPPLIES & MATERIALS - HS	1,200	1,150	-50	-4.17%
A 2815.500-02	SUPPLIES & MATERIALS - MS	700	675	-25	-3.57%
A 2815.500-03	SUPPLIES & MATERIALS - DA	700	675	-25	-3.57%
A 2815.500-04	SUPPLIES & MATERIALS - MWD	515	515	0	0.00%
A 2815.500-05	SUPPLIES & MATERIALS - OLL	500	600	100	20.00%
A 2815.500-06	SUPPLIES & MATERIALS - GL	300	295	-5	-1.67%
A 2820.150-01-00	SALARIES - PSYCHOLOGISTS MHS	11,572	24,872	13,300	114.93%
A 2820.150-02-00	SALARIES - PSYCHOLOGISTS HTH	150,157	150,390	233	0.16%
A 2820.150-03-00	SALARIES - PSYCHOLOGISTS DAV	79,714	83,052	3,338	4.19%
A 2820.150-04-00	SALARIES - PSYCHOLOGISTS MWD	100,089	106,551	6,462	6.46%
A 2825.150-01-00	SALARIES - SOCIAL WORKERS MHS	135,823	137,508	1,685	1.24%
A 2825.150-02-00	SALARIES - SOCIAL WORKERS HTH	72,516	74,492	1,976	2.72%
A 2825.150-03-00	SALARIES - SOCIAL WORKERS DAV	102,397	112,228	9,831	9.60%
A 2825.150-04-00	SALARIES - SOCIAL WORKERS MWD	131,354	137,837	6,483	4.94%
A 2850.154-01	CHAPERONE/SUPERVISORS-HS	30,406	41,928	11,522	37.89%
A 2850.154-02	CHAPERONE/SUPERVISORS-MS	20,831	21,247	416	2.00%
A 2850.154-03	CHAPERONE/SUPERVISORS-DA	4,788	4,884	96	2.01%
A 2850.154-04	CHAPERONE/SUPERVISORS-MWD	2,950	3,450	500	16.95%
A 2850.155-01	CLUB ADVISORS - HS	83,856	87,347	3,491	4.16%
A 2850.155-02	CLUB ADVISORS - HTH	42,390	43,238	848	2.00%
A 2850.155-03	CLUB ADVISORS - DAVISON AVE	25,113	25,622	509	2.03%
A 2850.155-04	CLUB ADVISORS - MW DOWNING	23,546	25,618	2,072	8.80%
A 2850.156-01	MUSICAL ACTIVITIES - MHS	48,812	49,788	976	2.00%
A 2850.156-02	MUSICAL ACTIVITIES - HTH	19,241	19,626	385	2.00%
A 2850.156-03	MUSICAL ACTIVITIES - DAV	0	7,844	7,844	#DIV/0!
A 2850.400-01	CONTRACTUAL & OTHER	5,880	6,105	225	3.83%
A 2850.500-01	SUPPLIES & MATERIALS - HS	10,700	11,808	1,108	10.36%
A 2850.500-02	SUPPLIES & MATERIALS - MS	2,700	2,400	-300	-11.11%
A 2855.150-01	SALARIES - COACHING - MHS	269,088	278,558	9,470	3.52%
A 2855.150-02	SALARIES - COACHING - HTH	67,450	68,462	1,012	1.50%
A 2855.150-03	SALARIES - COACHING - DAV	6,161	6,252	91	1.48%
A 2855.150-04	SALARIES - COACHING - MWD	6,161	6,252	91	1.48%
A 2855.154-01	CHAPERONE/SUPERVISORS - MHS	62,500	70,000	7,500	12.00%
A 2855.154-02	CHAPERONE/SUPERVISORS - HTH	15,000	15,000	0	0.00%
A 2855.200-01	EQUIPMENT - MHS	29,800	30,000	200	0.67%
A 2855.200-02	EQUIPMENT - HTH	1,500	1,500	0	0.00%
A 2855.400-01	CONTRACTUAL & OTHER - MHS	68,100	81,950	13,850	20.34%
A 2855.400-02	CONTRACTUAL & OTHER - HTH	11,000	18,500	7,500	68.18%
A 2855.490-00	BOCES - INTERSCHOLASTIC ATHLETICS	63,500	65,280	1,780	2.80%
A 2855.500-01	SUPPLIES & MATERIALS - MHS	35,983	35,983	0	0.00%
A 2855.500-02	SUPPLIES & MATERIALS - HTH	15,663	15,663	0	0.00%
A 5510.150-00	INSTRUCTIONAL SAL - TRANS SUPERVISOR	115,258	119,717	4,459	3.87%
A 5510.160-00	SALARIES - TRANSPORTATION	317,841	328,661	10,820	3.40%
A 5510.160-01	NONINSTRUCTIONAL SAL - TRANS OFFICE	78,106	76,933	-1,173	-1.50%
A 5510.400-00	DISTRICT TRANSPORTATION CONTRACTUAL	90,000	96,500	6,500	7.22%
A 5540.400-00	IN-DISTRICT PHYSICAL HANDICAPPED	113,350	117,100	3,750	3.31%
A 5540.401-00	SPECIAL CLASSES	800,000	865,000	65,000	8.13%
A 5540.402-01	ATHLETIC TRIPS	21,500	25,000	3,500	16.28%
A 5540.403-01	FIELDS TRIPS - HS	4,700	5,250	550	11.70%

Budget Code	Description	2023 - 24 Budget	2024 - 25 Proposed Budget	\$ Change	% Change
A 5540.403-02	FIELDS TRIPS - MS	3,240	3,350	110	3.40%
A 5540.403-03	FIELDS TRIPS - DA	500	3,500	3,000	600.00%
A 5540.403-04	FIELDS TRIPS - MWD	285	3,000	2,715	952.63%
A 5540.406-00	NON-PUBLIC SCHOOLS	1,125,000	1,255,000	130,000	11.56%
A 5540.407-00	K-5 TRANSPORTATION - .8 MILES	722,500	747,500	25,000	3.46%
A 5540.415-15	TRANSPORTATION-SCIENCE FIELD TRIPS	9,050	8,400	-650	-7.18%
A 5540.416-20	TRANSPORTATION-MUSIC FIELD TRIPS	63,832	75,200	11,368	17.81%
A 5550.400-00	PUBLIC SERVICE TRANSPORTATION	2,225	2,000	-225	-10.11%
A 5581.490-00	BOCES - VOCATIONAL ED TRANSPORTATION	111,430	115,730	4,300	3.86%
A 5581.491-00	BOCES - HANDICAPPED TRANSPORTATION	525,000	530,000	5,000	0.95%
A 9010.800-00	EMPLOYEES RETIREMENT	634,323	772,286	137,963	21.75%
A 9020.800-00	TEACHERS RETIREMENT	2,687,290	2,735,175	47,885	1.78%
A 9030.800-00	SOCIAL SECURITY	2,507,543	2,567,212	59,669	2.38%
A 9040.800-00	WORKERS COMP. INSURANCE	295,000	295,000	0	0.00%
A 9045.800-00	LIFE INSURANCE	61,500	50,000	-11,500	-18.70%
A 9050.800-00	UNEMPLOYMENT INSURANCE	38,875	38,875	0	0.00%
A 9055.801-00	TEACHERS LONG-TERM DISABILITY INS.	25,750	25,500	-250	-0.97%
A 9055.802-00	EMPLOYEES DISABILITY INSURANCE	2,800	2,875	75	2.68%
A 9060.801-00	HEALTH INSURANCE	6,998,500	7,523,500	525,000	7.50%
A 9060.802-00	DENTAL INSURANCE	217,500	218,750	1,250	0.57%
A 9089.800-00	TAX SHELTERED ANNUITY BENEFIT	208,895	237,350	28,455	13.62%
A 9710.600-00	PRINCIPAL ON SERIAL BONDS	1,455,000	1,515,000	60,000	4.12%
A 9710.700-00	INTEREST ON SERIAL BONDS	825,420	769,770	-55,650	-6.74%
A 9711.600-01	PRINCIPAL ON ENERGY PERF PLAN	256,132	261,629	5,497	2.15%
A 9711.700-01	INTEREST ON ENERGY PERF PLAN	49,043	43,545	-5,498	-11.21%
A 9760.700-00	TAX ANTICIPATION NOTE INTEREST	72,450	86,625	14,175	19.57%
A 9950.900-00	TRANSFER TO SPECIAL AID FUND	137,518	170,319	32,801	23.85%
A 9950.901-00	TRANSFER TO CAPITAL	95,000	115,000	20,000	21.05%
A 9950.902-00	TRANSFER TO FOOD SERVICE FUND	32,500	33,250	750	2.31%
GRAND TOTALS		68,726,890	71,273,893	2,547,003	3.71%

CONTINGENT
ADMINISTRATIVE CAP CALCULATION

	2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	% Change	Percent of Total
Administrative Component	\$7,219,472	\$7,406,116	\$186,644	2.59%	10.53%
Program Component	\$53,522,721	\$54,968,346	\$1,445,625	2.70%	78.17%
Capital Component	\$7,984,697	\$7,942,975	(\$41,723)	-0.52%	11.30%
Total	\$68,726,890	\$70,317,437	\$1,590,547	2.31%	100.00%
Administrative Cap	11.89%	11.87%			

Administrative % for 2023-24 Adopted Budget = 2023-24 Administrative Component / (2023-24 Administrative Component + 2023-24 Program Component)

Administrative % for 2024-25 Proposed Budget = 2024-25 Administrative Component / (2024-25 Administrative Component + 2024-25 Program Component)

The administrative component is capped at the lesser of:

(1) The Admin component from previous year (excluding capital)

or

(2) The percent of admin component of the most recently defeated budget for the subsequent year.

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	526	138.8	3
	Math	572	150.2	
	Combined	1,098	144.7	
American Indian or Alaska Native	ELA	4	—	—
	Math	3	—	
	Combined	7	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	51	183.3	4
	Math	56	185.7	
	Combined	107	184.6	
Black or African American	ELA	229	128.6	3
	Math	253	135.4	
	Combined	482	132.2	
Hispanic or Latino	ELA	150	122.7	3
	Math	156	143.9	
	Combined	306	133.5	
Multiracial	ELA	3	—	—
	Math	2	—	
	Combined	5	—	
White	ELA	89	168.5	4
	Math	102	177	
	Combined	191	173	
English Language Learner	ELA	5	20	—
	Math	9	44.4	
	Combined	14	—	
Students with Disabilities	ELA	89	74.7	3
	Math	91	85.2	
	Combined	180	80	
Economically Disadvantaged	ELA	226	115.5	3
	Math	241	130.9	
	Combined	467	123.4	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	779	93.7	2
	Math	781	110	
	Combined	1,560	101.9	
American Indian or Alaska Native	ELA	5	100	—
	Math	5	110	
	Combined	10	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	68	137.5	4
	Math	68	152.9	
	Combined	136	145.2	
Black or African American	ELA	323	91.2	2
	Math	322	106.4	
	Combined	645	98.8	
Hispanic or Latino	ELA	225	81.8	2
	Math	229	98	
	Combined	454	90	
Multiracial	ELA	5	60	—
	Math	5	40	
	Combined	10	—	
White	ELA	153	98	2
	Math	152	118.8	
	Combined	305	108.4	
English Language Learner	ELA	6	16.7	—
	Math	10	40	
	Combined	16	—	
Students with Disabilities	ELA	139	47.8	3
	Math	138	56.2	
	Combined	277	52	
Economically Disadvantaged	ELA	323	80.8	2
	Math	324	97.4	
	Combined	647	89.1	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	17	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	14	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	17	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	10	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,087	206	19%	3
American Indian or Alaska Native	7	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	99	27	27.3%	2
Black or African American	445	86	19.3%	3
Hispanic or Latino	314	68	21.7%	2
Multiracial	13	—	—	—
White	209	21	10%	4
English Language Learner	29	—	—	—
Students with Disabilities	168	47	28%	2
Economically Disadvantaged	448	127	28.3%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	841	64.3%
American Indian or Alaska Native	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	X	73	69.9%
Black or African American	X	352	67.9%
Hispanic or Latino	X	244	63.5%
Multiracial	—	6	—
White	X	161	55.3%
English Language Learner	—	6	—
Students with Disabilities	X	147	60.5%
Economically Disadvantaged	X	342	66.1%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	845	69.8%
American Indian or Alaska Native	—	5	—
Asian or Native Hawaiian/Other Pacific Islander	X	74	77%
Black or African American	X	351	75.5%
Hispanic or Latino	X	249	64.7%
Multiracial	—	6	—
White	X	160	63.8%
English Language Learner	—	12	—
Students with Disabilities	X	146	62.3%
Economically Disadvantaged	X	343	70.6%

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	130	180.4	142.4	3
	Math	65	83.8		
	Science	103	173.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	250	182.7	4
	Math	8	106.3		
	Science	13	196.2		
Black or African American	ELA	66	166.7	121.9	2
	Math	30	60		
	Science	44	147.7		
Hispanic or Latino	ELA	32	181.3	163.1	3
	Math	17	129.4		
	Science	29	186.2		
Multiracial	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	20	190	145.3	3
	Math	10	60		
	Science	16	206.3		
English Language Learner	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	13	130.8	115.3	4
	Math	6	83.3		
	Science	5	140		
Economically Disadvantaged	ELA	61	163.1	129.7	3
	Math	32	82.8		
	Science	47	150		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	141	166.3	113.2	3
	Math	128	42.6		
	Science	128	139.5		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	211.5	154.9	4
	Math	12	70.8		
	Science	13	196.2		
Black or African American	ELA	68	161.8	99.1	2
	Math	62	29		
	Science	59	110.2		
Hispanic or Latino	ELA	36	161.1	124	3
	Math	33	66.7		
	Science	35	154.3		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	23	165.2	114.5	3
	Math	20	30		
	Science	20	165		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	17	100	67.8	4
	Math	13	38.5		
	Science	11	63.6		
Economically Disadvantaged	ELA	66	150.8	103.8	4
	Math	63	42.1		
	Science	56	125.9		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	135	131	97%	93.5%	3
	5-year	145	130	89.7%		
	6-year	146	137	93.8%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	12	—	—	—	—
	5-year	4	—	—		
	6-year	6	—	—		
Black or African American	4-year	71	70	98.6%	94.5%	3
	5-year	70	62	88.6%		
	6-year	84	81	96.4%		
Hispanic or Latino	4-year	28	—	—	88.9%	2
	5-year	48	45	93.8%		
	6-year	31	26	83.9%		
Multiracial	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
White	4-year	23	22	95.7%	90.8%	2
	5-year	21	17	81%		
	6-year	24	23	95.8%		
English Language Learner	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	18	—	—	64.9%	2
	5-year	37	24	64.9%		
	6-year	26	—	—		
Economically Disadvantaged	4-year	37	36	97.3%	96.2%	4
	5-year	78	75	96.2%		
	6-year	81	77	95.1%		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	650	54	8.3%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	49	8	16.3%	4
Black or African American	317	19	6%	4
Hispanic or Latino	179	15	8.4%	4
Multiracial	5	—	—	—
White	99	11	11.1%	4
English Language Learner	10	—	—	—
Students with Disabilities	97	16	16.5%	4
Economically Disadvantaged	290	28	9.7%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	145	90.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	X	71	93%
Hispanic or Latino	—	35	—
Multiracial	—	1	—
White	—	25	—
English Language Learner	—	1	—
Students with Disabilities	—	19	—
Economically Disadvantaged	X	66	90.9%

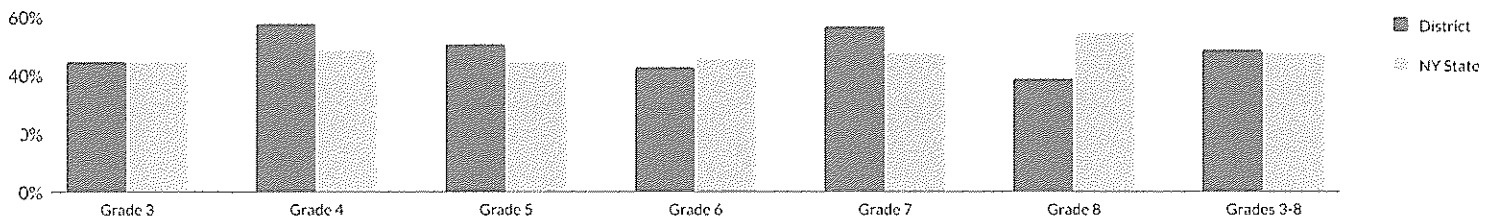
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	131	52.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	X	65	50.8%
Hispanic or Latino	—	32	—
Multiracial	—	1	—
White	—	21	—
English Language Learner	—	1	—
Students with Disabilities	—	14	—
Economically Disadvantaged	X	62	53.2%

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

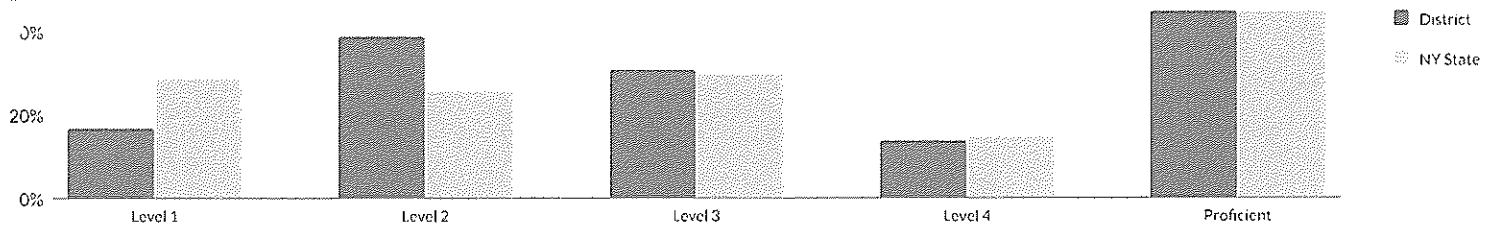


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	135	34	25%	101	75%	17	17%	39	39%	31	31%	14	14%	45	45%
Grade 4	145	56	39%	89	61%	10	11%	27	30%	30	34%	22	25%	52	58%
Grade 5	140	50	36%	90	64%	15	17%	29	32%	30	33%	16	18%	46	51%
Grade 6	148	41	28%	107	72%	27	25%	34	32%	30	28%	16	15%	46	43%
Grade 7	130	62	48%	68	52%	14	21%	15	22%	27	40%	12	18%	39	57%
Grade 8	152	81	53%	71	47%	21	30%	22	31%	15	21%	13	18%	28	39%
Grades 3-8	850	324	38%	526	62%	104	20%	166	32%	163	31%	93	18%	256	49%

GRADE 3 ELA RESULTS

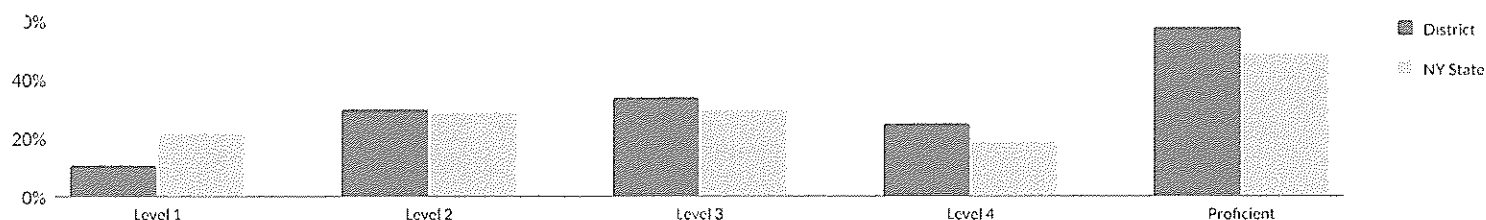
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	34	25%	101	75%	17	17%	39	39%	31	31%	14	14%	45	45%
Female	54	12	22%	42	78%	5	12%	12	29%	16	38%	9	21%	25	60%
Male	81	22	27%	59	73%	12	20%	27	46%	15	25%	5	8%	20	34%
General Education Students	110	17	15%	93	85%	15	16%	35	38%	29	31%	14	15%	43	46%
Students with Disabilities	25	17	68%	8	32%	2	25%	4	50%	2	25%	0	0%	2	25%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	4	24%	13	76%	—	—	—	—	—	—	—	—	—	—
Black or African American	40	5	13%	35	88%	6	17%	13	37%	14	40%	2	6%	16	46%
Hispanic or Latino	43	12	28%	31	72%	8	26%	17	55%	4	13%	2	6%	6	19%
White	33	12	36%	21	64%	1	5%	5	24%	8	38%	7	33%	15	71%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	4	22%	14	78%	2	14%	4	29%	5	36%	3	21%	8	57%
Economically Disadvantaged	44	7	16%	37	84%	11	30%	15	41%	9	24%	2	5%	11	30%
Not Economically Disadvantaged	91	27	30%	64	70%	6	9%	24	38%	22	34%	12	19%	34	53%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	32	24%	99	76%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	34	25%	101	75%	17	17%	39	39%	31	31%	14	14%	45	45%
Not Homeless	135	34	25%	101	75%	17	17%	39	39%	31	31%	14	14%	45	45%
Not Migrant	135	34	25%	101	75%	17	17%	39	39%	31	31%	14	14%	45	45%
Parent Not in Armed Forces	135	34	25%	101	75%	17	17%	39	39%	31	31%	14	14%	45	45%

GRADE 4 ELA RESULTS

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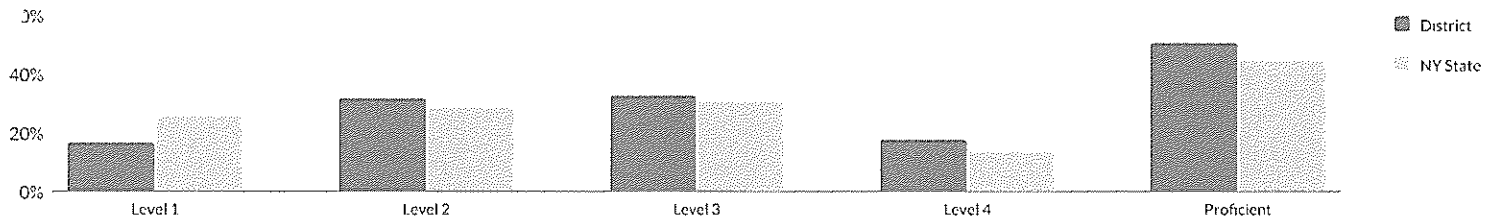


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	56	39%	89	61%	10	11%	27	30%	30	34%	22	25%	52	58%
Female	62	21	34%	41	66%	3	7%	12	29%	16	39%	10	24%	26	63%
Male	83	35	42%	48	58%	7	15%	15	31%	14	29%	12	25%	26	54%
General Education Students	107	34	32%	73	68%	4	5%	21	29%	29	40%	19	26%	48	66%
Students with Disabilities	38	22	58%	16	42%	6	38%	6	38%	1	6%	3	19%	4	25%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	—	—	—	—	—	—	—	—	—	—
Black or African American	67	20	30%	47	70%	6	13%	15	32%	17	36%	9	19%	26	55%
Hispanic or Latino	41	18	44%	23	56%	3	13%	9	39%	7	30%	4	17%	11	48%
White	26	13	50%	13	50%	0	0%	2	15%	3	23%	8	62%	11	85%
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	59	20	34%	39	66%	7	18%	16	41%	11	28%	5	13%	16	41%
Not Economically Disadvantaged	86	36	42%	50	58%	3	6%	11	22%	19	38%	17	34%	36	72%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	55	38%	88	62%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	56	39%	89	61%	10	11%	27	30%	30	34%	22	25%	52	58%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	144	56	39%	88	61%	—	—	—	—	—	—	—	—	—	—
Not Migrant	145	56	39%	89	61%	10	11%	27	30%	30	34%	22	25%	52	58%
Parent Not in Armed Forces	145	56	39%	89	61%	10	11%	27	30%	30	34%	22	25%	52	58%

GRADE 5 ELA RESULTS

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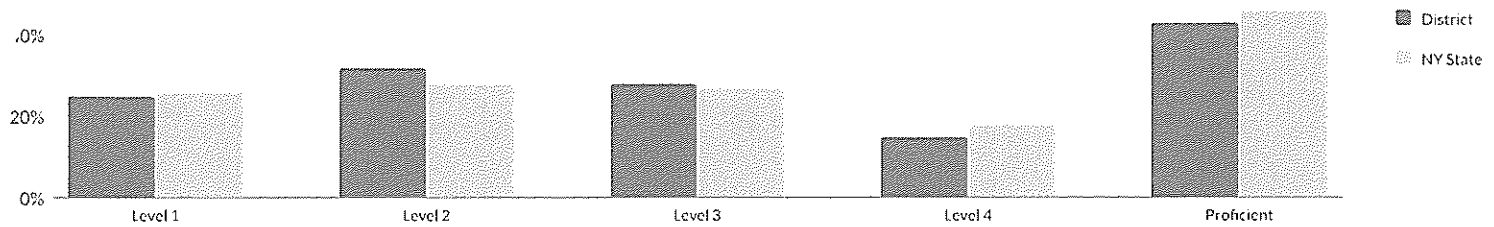


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	50	36%	90	64%	15	17%	29	32%	30	33%	16	18%	46	51%
Female	69	26	38%	43	62%	6	14%	15	35%	14	33%	8	19%	22	51%
Male	71	24	34%	47	66%	9	19%	14	30%	16	34%	8	17%	24	51%
General Education Students	120	42	35%	78	65%	9	12%	24	31%	29	37%	16	21%	45	58%
Students with Disabilities	20	8	40%	12	60%	6	50%	5	42%	1	8%	0	0%	1	8%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	6	35%	11	65%	—	—	—	—	—	—	—	—	—	—
Black or African American	50	12	24%	38	76%	6	16%	16	42%	9	24%	7	18%	16	42%
Hispanic or Latino	44	18	41%	26	59%	9	35%	6	23%	6	23%	5	19%	11	42%
White	27	13	48%	14	52%	0	0%	6	43%	7	50%	1	7%	8	57%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	6	33%	12	67%	0	0%	1	8%	8	67%	3	25%	11	92%
Economically Disadvantaged	43	9	21%	34	79%	11	32%	9	26%	11	32%	3	9%	14	41%
Not Economically Disadvantaged	97	41	42%	56	58%	4	7%	20	36%	19	34%	13	23%	32	57%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	138	48	35%	90	65%	15	17%	29	32%	30	33%	16	18%	46	51%
Not in Foster Care	140	50	36%	90	64%	15	17%	29	32%	30	33%	16	18%	46	51%
Not Homeless	140	50	36%	90	64%	15	17%	29	32%	30	33%	16	18%	46	51%
Not Migrant	140	50	36%	90	64%	15	17%	29	32%	30	33%	16	18%	46	51%
Parent Not in Armed Forces	140	50	36%	90	64%	15	17%	29	32%	30	33%	16	18%	46	51%

GRADE 6 ELA RESULTS

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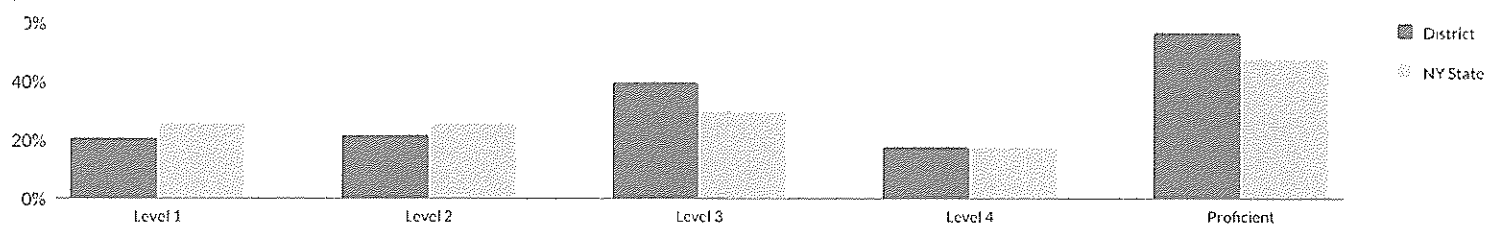


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	41	28%	107	72%	27	25%	34	32%	30	28%	16	15%	46	43%
Female	64	19	30%	45	70%	7	16%	15	33%	12	27%	11	24%	23	51%
Male	84	22	26%	62	74%	20	32%	19	31%	18	29%	5	8%	23	37%
General Education Students	122	33	27%	89	73%	13	15%	30	34%	30	34%	16	18%	46	52%
Students with Disabilities	26	8	31%	18	69%	14	78%	4	22%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	61	14	23%	47	77%	14	30%	16	34%	11	23%	6	13%	17	36%
Hispanic or Latino	45	13	29%	32	71%	9	28%	9	28%	10	31%	4	13%	14	44%
White	31	9	29%	22	71%	4	18%	9	41%	5	23%	4	18%	9	41%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	67	15	22%	52	78%	16	31%	19	37%	13	25%	4	8%	17	33%
Not Economically Disadvantaged	81	26	32%	55	68%	11	20%	15	27%	17	31%	12	22%	29	53%
Non-English Language Learner	148	41	28%	107	72%	27	25%	34	32%	30	28%	16	15%	46	43%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	147	41	28%	106	72%	—	—	—	—	—	—	—	—	—	—
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	145	41	28%	104	72%	—	—	—	—	—	—	—	—	—	—
Not Migrant	148	41	28%	107	72%	27	25%	34	32%	30	28%	16	15%	46	43%
Parent Not in Armed Forces	148	41	28%	107	72%	27	25%	34	32%	30	28%	16	15%	46	43%

GRADE 7 ELA RESULTS

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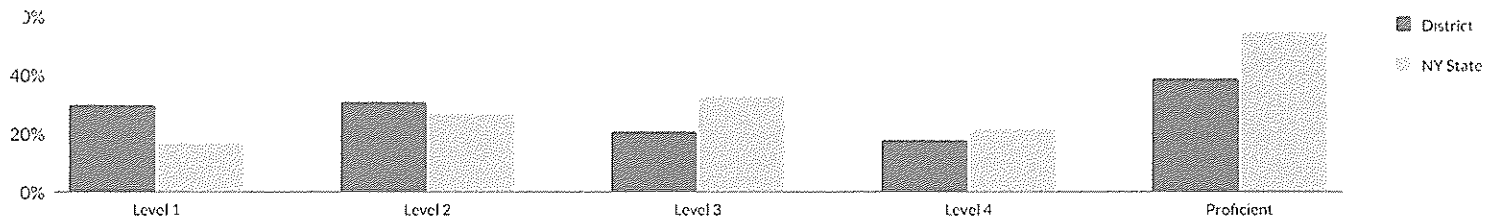


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	62	48%	68	52%	14	21%	15	22%	27	40%	12	18%	39	57%
Female	67	35	52%	32	48%	6	19%	6	19%	15	47%	5	16%	20	63%
Male	63	27	43%	36	57%	8	22%	9	25%	12	33%	7	19%	19	53%
General Education Students	113	53	47%	60	53%	9	15%	12	20%	27	45%	12	20%	39	65%
Students with Disabilities	17	9	53%	8	47%	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	3	27%	8	73%	0	0%	1	13%	4	50%	3	38%	7	88%
Black or African American	60	25	42%	35	58%	8	23%	10	29%	12	34%	5	14%	17	49%
Hispanic or Latino	42	25	60%	17	40%	4	24%	3	18%	8	47%	2	12%	10	59%
White	16	9	56%	7	44%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	9	53%	8	47%	2	25%	1	13%	3	38%	2	25%	5	63%
Economically Disadvantaged	61	31	51%	30	49%	5	17%	9	30%	12	40%	4	13%	16	53%
Not Economically Disadvantaged	69	31	45%	38	55%	9	24%	6	16%	15	39%	8	21%	23	61%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	128	61	48%	67	52%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	62	48%	68	52%	14	21%	15	22%	27	40%	12	18%	39	57%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	129	62	48%	67	52%	—	—	—	—	—	—	—	—	—	—
Not Migrant	130	62	48%	68	52%	14	21%	15	22%	27	40%	12	18%	39	57%
Parent Not in Armed Forces	130	62	48%	68	52%	14	21%	15	22%	27	40%	12	18%	39	57%

GRADE 8 ELA RESULTS

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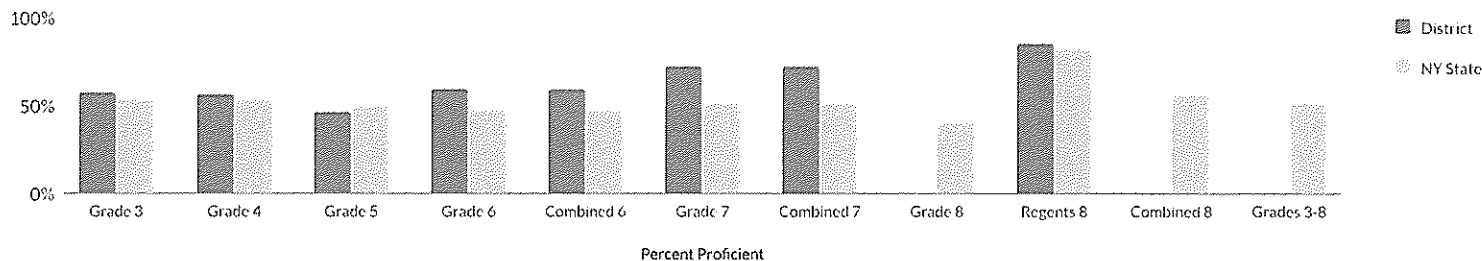


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	152	81	53%	71	47%	21	30%	22	31%	15	21%	13	18%	28	39%
Female	67	41	61%	26	39%	5	19%	5	19%	6	23%	10	38%	16	62%
Male	85	40	47%	45	53%	16	36%	17	38%	9	20%	3	7%	12	27%
General Education Students	128	69	54%	59	46%	14	24%	18	31%	14	24%	13	22%	27	46%
Students with Disabilities	24	12	50%	12	50%	7	58%	4	33%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	75	43	57%	32	43%	10	31%	13	41%	6	19%	3	9%	9	28%
Hispanic or Latino	34	13	38%	21	62%	8	38%	4	19%	6	29%	3	14%	9	43%
White	29	20	69%	9	31%	1	11%	2	22%	2	22%	4	44%	6	67%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	5	36%	9	64%	2	22%	3	33%	1	11%	3	33%	4	44%
Economically Disadvantaged	70	36	51%	34	49%	12	35%	10	29%	8	24%	4	12%	12	35%
Not Economically Disadvantaged	82	45	55%	37	45%	9	24%	12	32%	7	19%	9	24%	16	43%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	150	80	53%	70	47%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	152	81	53%	71	47%	21	30%	22	31%	15	21%	13	18%	28	39%
Not Homeless	152	81	53%	71	47%	21	30%	22	31%	15	21%	13	18%	28	39%
Not Migrant	152	81	53%	71	47%	21	30%	22	31%	15	21%	13	18%	28	39%
Parent Not in Armed Forces	152	81	53%	71	47%	21	30%	22	31%	15	21%	13	18%	28	39%

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



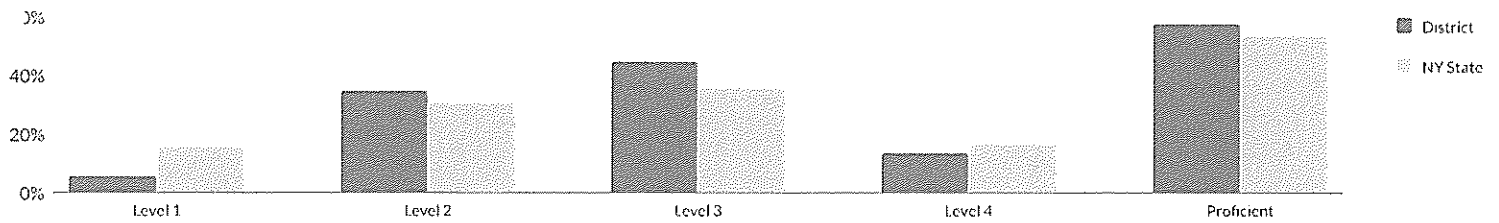
Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	135	39	29%	96	71%	6	6%	34	35%	43	45%	13	14%	56	58%
Grade 4	145	53	37%	92	63%	9	10%	31	34%	37	40%	15	16%	52	57%
Grade 5	141	58	41%	83	59%	16	19%	28	34%	25	30%	14	17%	39	47%
Grade 6	148	53	36%	95	64%	14	15%	24	25%	41	43%	16	17%	57	60%
Combined 6	148	53	36%	95	64%	14	15%	24	25%	41	43%	16	17%	57	60%
Grade 7	130	64	49%	66	51%	10	15%	8	12%	26	39%	22	33%	48	73%
Combined 7	130	64	49%	66	51%	10	15%	8	12%	26	39%	22	33%	48	73%
Grade 8	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	139	91%	10	7%	10	7%	61	44%	58	42%	119	86%
Combined 8	152	9	6%	143	94%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	851	276	32%	575	68%	—	—	—	—	—	—	—	—	—	—

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.

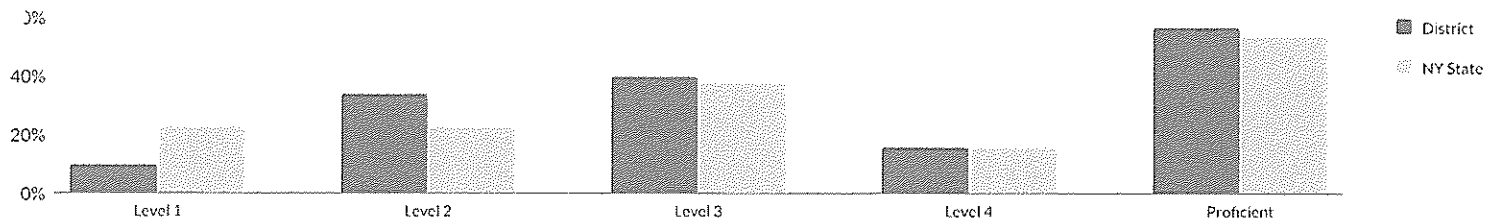


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	39	29%	96	71%	6	6%	34	35%	43	45%	13	14%	56	58%
Female	54	15	28%	39	72%	3	8%	17	44%	15	38%	4	10%	19	49%
Male	81	24	30%	57	70%	3	5%	17	30%	28	49%	9	16%	37	65%
General Education Students	110	21	19%	89	81%	5	6%	32	36%	39	44%	13	15%	52	58%
Students with Disabilities	25	18	72%	7	28%	1	14%	2	29%	4	57%	0	0%	4	57%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	4	24%	13	76%	—	—	—	—	—	—	—	—	—	—
Black or African American	40	6	15%	34	85%	1	3%	16	47%	14	41%	3	9%	17	50%
Hispanic or Latino	43	14	33%	29	67%	5	17%	9	31%	14	48%	1	3%	15	52%
White	33	14	42%	19	58%	0	0%	4	21%	11	58%	4	21%	15	79%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	4	22%	14	78%	0	0%	5	36%	4	29%	5	36%	9	64%
Economically Disadvantaged	44	12	27%	32	73%	3	9%	15	47%	10	31%	4	13%	14	44%
Not Economically Disadvantaged	91	27	30%	64	70%	3	5%	19	30%	33	52%	9	14%	42	66%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	131	39	30%	92	70%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	39	29%	96	71%	6	6%	34	35%	43	45%	13	14%	56	58%
Not Homeless	135	39	29%	96	71%	6	6%	34	35%	43	45%	13	14%	56	58%
Not Migrant	135	39	29%	96	71%	6	6%	34	35%	43	45%	13	14%	56	58%
Parent Not in Armed Forces	135	39	29%	96	71%	6	6%	34	35%	43	45%	13	14%	56	58%

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.

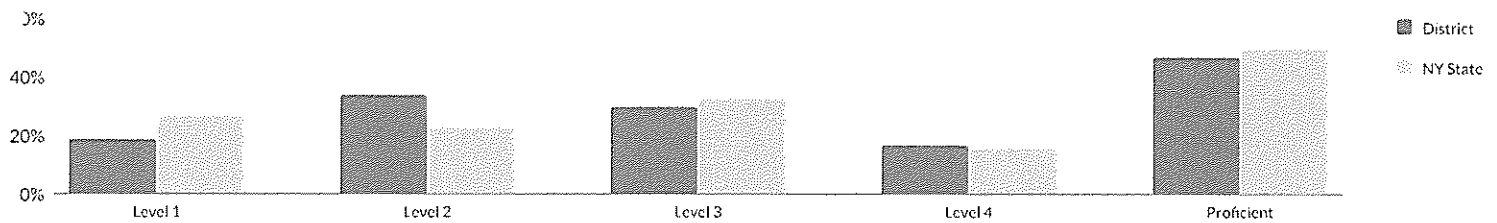


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	145	53	37%	92	63%	9	10%	31	34%	37	40%	15	16%	52	57%
Female	62	20	32%	42	68%	5	12%	12	29%	17	40%	8	19%	25	60%
Male	83	33	40%	50	60%	4	8%	19	38%	20	40%	7	14%	27	54%
General Education Students	107	32	30%	75	70%	2	3%	26	35%	33	44%	14	19%	47	63%
Students with Disabilities	38	21	55%	17	45%	7	41%	5	29%	4	24%	1	6%	5	29%
American Indian or Alaska Native	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	4	80%	1	20%	5	100%
Black or African American	67	18	27%	49	73%	7	14%	17	35%	18	37%	7	14%	25	51%
Hispanic or Latino	41	17	41%	24	59%	2	8%	11	46%	7	29%	4	17%	11	46%
White	26	12	46%	14	54%	0	0%	3	21%	8	57%	3	21%	11	79%
Economically Disadvantaged	59	17	29%	42	71%	9	21%	16	38%	13	31%	4	10%	17	40%
Not Economically Disadvantaged	86	36	42%	50	58%	0	0%	15	30%	24	48%	11	22%	35	70%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	143	52	36%	91	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	53	37%	92	63%	9	10%	31	34%	37	40%	15	16%	52	57%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	144	53	37%	91	63%	—	—	—	—	—	—	—	—	—	—
Not Migrant	145	53	37%	92	63%	9	10%	31	34%	37	40%	15	16%	52	57%
Parent Not in Armed Forces	145	53	37%	92	63%	9	10%	31	34%	37	40%	15	16%	52	57%

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.

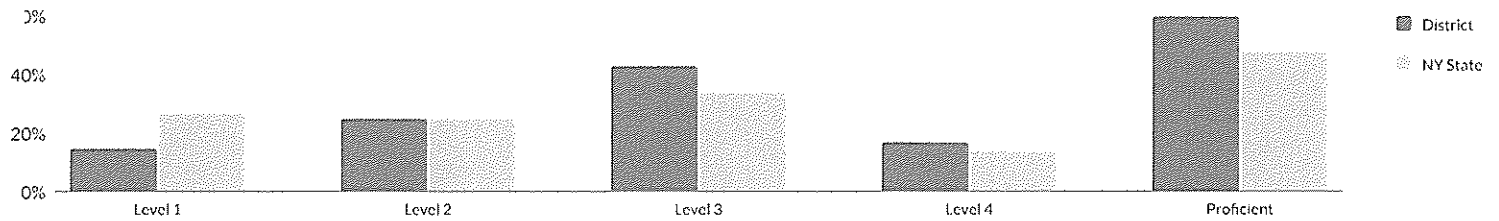


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	58	41%	83	59%	16	19%	28	34%	25	30%	14	17%	39	47%
Female	70	30	43%	40	57%	8	20%	16	40%	12	30%	4	10%	16	40%
Male	71	28	39%	43	61%	8	19%	12	28%	13	30%	10	23%	23	53%
General Education Students	121	47	39%	74	61%	13	18%	24	32%	24	32%	13	18%	37	50%
Students with Disabilities	20	11	55%	9	45%	3	33%	4	44%	1	11%	1	11%	2	22%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	12	71%	—	—	—	—	—	—	—	—	—	—
Black or African American	50	16	32%	34	68%	9	26%	12	35%	7	21%	6	18%	13	38%
Hispanic or Latino	44	21	48%	23	52%	4	17%	9	39%	7	30%	3	13%	10	43%
White	27	14	52%	13	48%	0	0%	4	31%	6	46%	3	23%	9	69%
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	5	28%	13	72%	3	23%	3	23%	5	38%	2	15%	7	54%
Economically Disadvantaged	43	17	40%	26	60%	8	31%	7	27%	7	27%	4	15%	11	42%
Not Economically Disadvantaged	98	41	42%	57	58%	8	14%	21	37%	18	32%	10	18%	28	49%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	57	41%	82	59%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	58	41%	83	59%	16	19%	28	34%	25	30%	14	17%	39	47%
Not Homeless	141	58	41%	83	59%	16	19%	28	34%	25	30%	14	17%	39	47%
Not Migrant	141	58	41%	83	59%	16	19%	28	34%	25	30%	14	17%	39	47%
Parent Not in Armed Forces	141	58	41%	83	59%	16	19%	28	34%	25	30%	14	17%	39	47%

GRADE 6 MATH RESULTS

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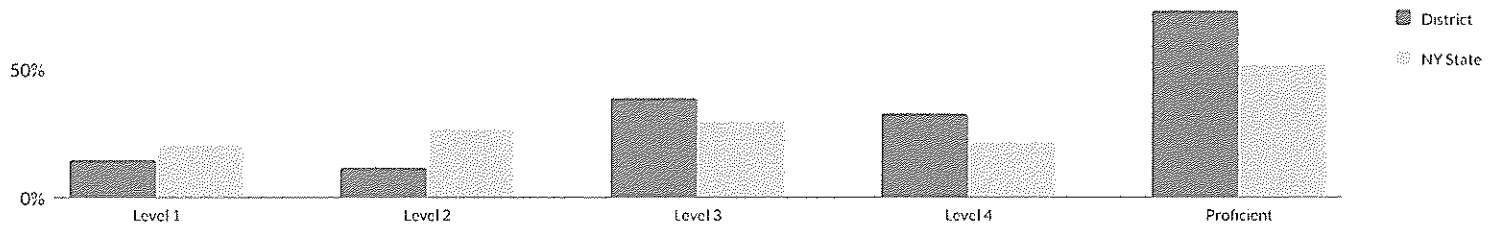


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	53	36%	95	64%	14	15%	24	25%	41	43%	16	17%	57	60%
Female	64	24	38%	40	63%	5	13%	8	20%	20	50%	7	18%	27	68%
Male	84	29	35%	55	65%	9	16%	16	29%	21	38%	9	16%	30	55%
General Education Students	122	46	38%	76	62%	4	5%	18	24%	38	50%	16	21%	54	71%
Students with Disabilities	26	7	27%	19	73%	10	53%	6	32%	3	16%	0	0%	3	16%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	61	21	34%	40	66%	9	23%	12	30%	15	38%	4	10%	19	48%
Hispanic or Latino	45	17	38%	28	62%	3	11%	7	25%	14	50%	4	14%	18	64%
White	31	10	32%	21	68%	2	10%	5	24%	8	38%	6	29%	14	67%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	67	21	31%	46	69%	10	22%	14	30%	18	39%	4	9%	22	48%
Not Economically Disadvantaged	81	32	40%	49	60%	4	8%	10	20%	23	47%	12	24%	35	71%
Non-English Language Learner	148	53	36%	95	64%	14	15%	24	25%	41	43%	16	17%	57	60%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	147	53	36%	94	64%	—	—	—	—	—	—	—	—	—	—
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	145	53	37%	92	63%	—	—	—	—	—	—	—	—	—	—
Not Migrant	148	53	36%	95	64%	14	15%	24	25%	41	43%	16	17%	57	60%
Parent Not in Armed Forces	148	53	36%	95	64%	14	15%	24	25%	41	43%	16	17%	57	60%

GRADE 7 MATH RESULTS

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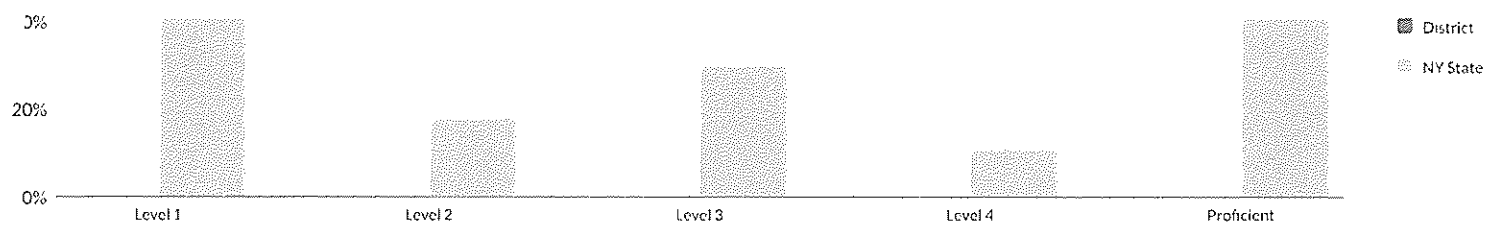


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	64	49%	66	51%	10	15%	8	12%	26	39%	22	33%	48	73%
Female	67	34	51%	33	49%	4	12%	7	21%	13	39%	9	27%	22	67%
Male	63	30	48%	33	52%	6	18%	1	3%	13	39%	13	39%	26	79%
General Education Students	113	55	49%	58	51%	4	7%	7	12%	25	43%	22	38%	47	81%
Students with Disabilities	17	9	53%	8	47%	6	75%	1	13%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	11	3	27%	8	73%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	60	27	45%	33	55%	5	15%	6	18%	13	39%	9	27%	22	67%
Hispanic or Latino	42	24	57%	18	43%	4	22%	1	6%	9	50%	4	22%	13	72%
White	16	9	56%	7	44%	1	14%	1	14%	2	29%	3	43%	5	71%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	61	32	52%	29	48%	4	14%	4	14%	13	45%	8	28%	21	72%
Not Economically Disadvantaged	69	32	46%	37	54%	6	16%	4	11%	13	35%	14	38%	27	73%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	128	64	50%	64	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	64	49%	66	51%	10	15%	8	12%	26	39%	22	33%	48	73%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	129	64	50%	65	50%	—	—	—	—	—	—	—	—	—	—
Not Migrant	130	64	49%	66	51%	10	15%	8	12%	26	39%	22	33%	48	73%
Parent Not in Armed Forces	130	64	49%	66	51%	10	15%	8	12%	26	39%	22	33%	48	73%

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.



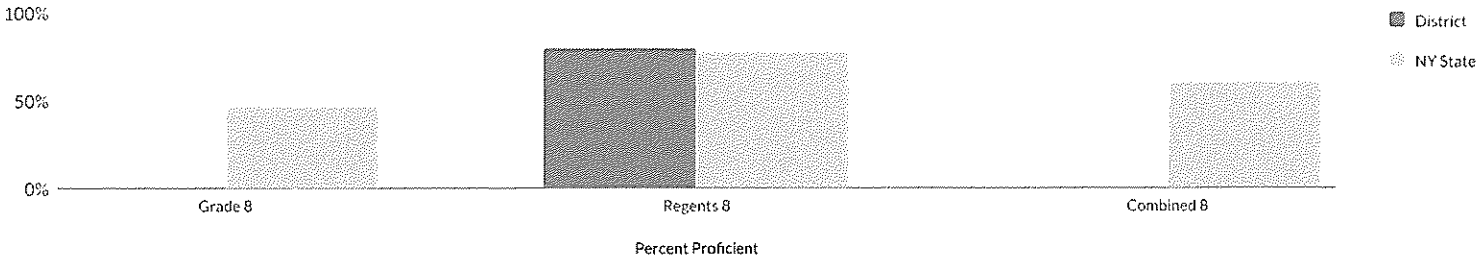
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Female	67	65	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Male	85	83	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
General Education Students	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	24	20	83%	4	17%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	75	73	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	33	97%	1	3%	—	—	—	—	—	—	—	—	—	—
White	29	28	97%	1	3%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	138	134	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	70	67	96%	3	4%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	82	81	99%	1	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	150	146	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Not Homeless	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Not Migrant	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

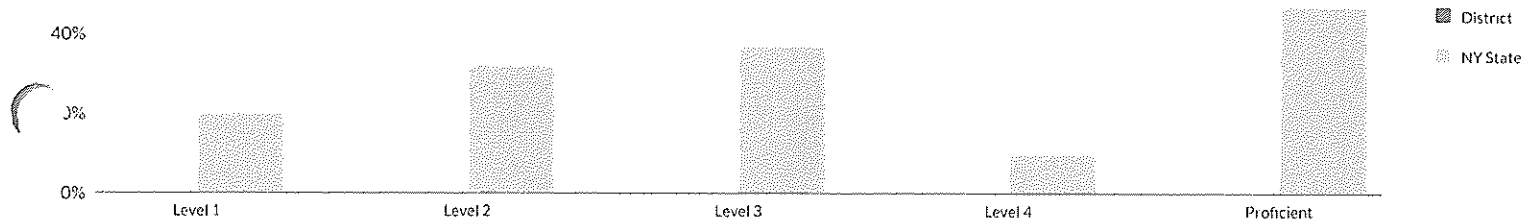
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	137	90%	12	9%	15	11%	73	53%	37	27%	110	80%
Combined 8	152	11	7%	141	93%	—	—	—	—	—	—	—	—	—	—

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

GRADE 8 SCIENCE RESULTS



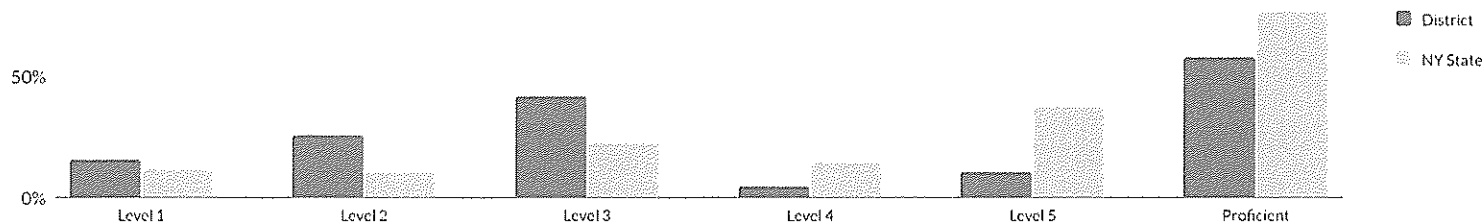
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Female	68	66	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Male	84	82	98%	2	2%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
General Education Students	129	129	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	23	19	83%	4	17%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	76	74	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	33	97%	1	3%	—	—	—	—	—	—	—	—	—	—
White	28	27	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	138	134	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	70	67	96%	3	4%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	82	81	99%	1	1%	—	—	—	—	—	—	—	—	—	—
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	150	146	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Not Homeless	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Not Migrant	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	152	148	97%	4	3%	—	—	—	—	—	—	—	—	—	—

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).

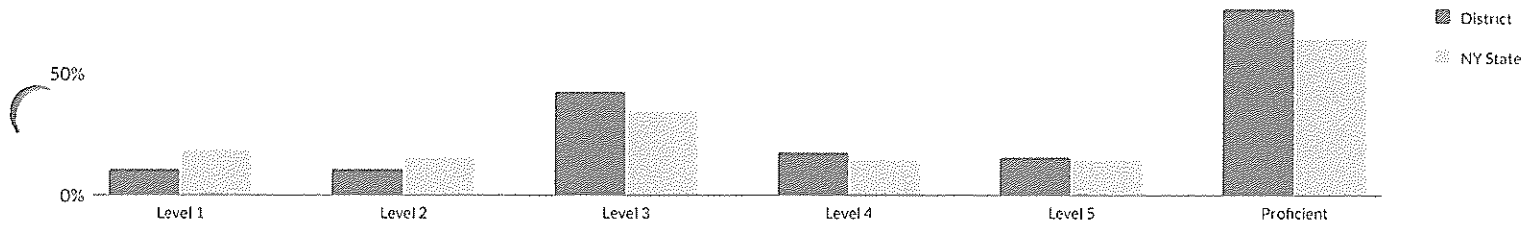
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
General Education Students	15	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	3	33%	4	44%	1	11%	0	0%	5	56%
White	5	0	0%	1	20%	3	60%	0	0%	1	20%	4	80%
Small Group Total: Race & Ethnicity	5	2	40%	1	20%	1	20%	0	0%	1	20%	2	40%
Economically Disadvantaged	6	0	0%	2	33%	4	67%	0	0%	0	0%	4	67%
Not Economically Disadvantaged	13	3	23%	3	23%	4	31%	1	8%	2	15%	7	54%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	17	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	18	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
Parent Not in Armed Forces	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%

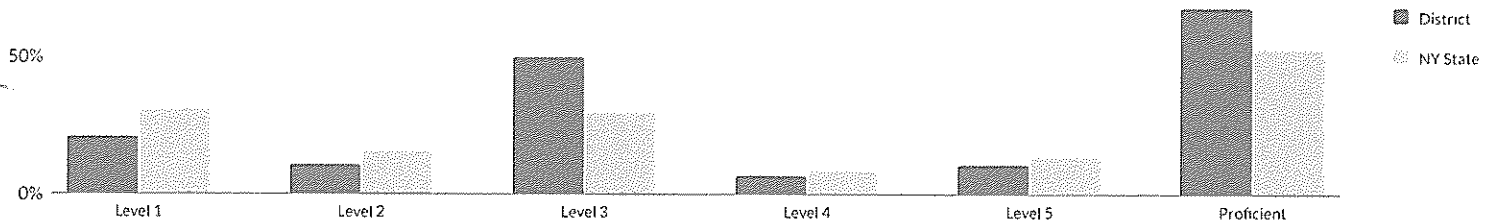
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	21	11%	21	11%	79	43%	34	18%	29	16%	142	77%
Female	79	7	9%	5	6%	32	41%	19	24%	16	20%	67	85%
Male	105	14	13%	16	15%	47	45%	15	14%	13	12%	75	71%
General Education Students	155	12	8%	12	8%	70	45%	32	21%	29	19%	131	85%
Students with Disabilities	29	9	31%	9	31%	9	31%	2	7%	0	0%	11	38%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	88	17	19%	9	10%	40	45%	14	16%	8	9%	62	70%
Hispanic or Latino	47	4	9%	5	11%	20	43%	9	19%	9	19%	38	81%
White	31	0	0%	5	16%	10	32%	9	29%	7	23%	26	84%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	0	0%	2	11%	9	50%	2	11%	5	28%	16	89%
Economically Disadvantaged	85	12	14%	13	15%	37	44%	9	11%	14	16%	60	71%
Not Economically Disadvantaged	99	9	9%	8	8%	42	42%	25	25%	15	15%	82	83%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	180	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	184	21	11%	21	11%	79	43%	34	18%	29	16%	142	77%
Not Homeless	184	21	11%	21	11%	79	43%	34	18%	29	16%	142	77%
Not Migrant	184	21	11%	21	11%	79	43%	34	18%	29	16%	142	77%
Parent Not in Armed Forces	184	21	11%	21	11%	79	43%	34	18%	29	16%	142	77%

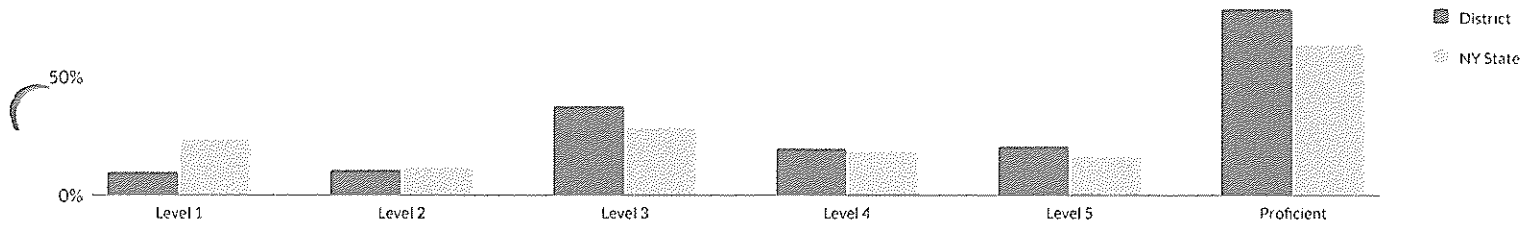
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	149	32	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Female	72	10	14%	9	13%	36	50%	7	10%	10	14%	53	74%
Male	77	22	29%	7	9%	38	49%	4	5%	6	8%	48	62%
General Education Students	142	31	22%	15	11%	71	50%	11	8%	14	10%	96	68%
Students with Disabilities	7	1	14%	1	14%	3	43%	0	0%	2	29%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	76	16	21%	6	8%	38	50%	7	9%	9	12%	54	71%
Hispanic or Latino	43	11	26%	6	14%	21	49%	3	7%	2	5%	26	60%
White	15	3	20%	2	13%	7	47%	0	0%	3	20%	10	67%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	2	13%	2	13%	8	53%	1	7%	2	13%	11	73%
Economically Disadvantaged	70	14	20%	8	11%	37	53%	3	4%	8	11%	48	69%
Not Economically Disadvantaged	79	18	23%	8	10%	37	47%	8	10%	8	10%	53	67%
Non-English Language Learner	149	32	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Not in Foster Care	149	32	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	147	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	149	32	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Parent Not in Armed Forces	149	32	21%	16	11%	74	50%	11	7%	16	11%	101	68%

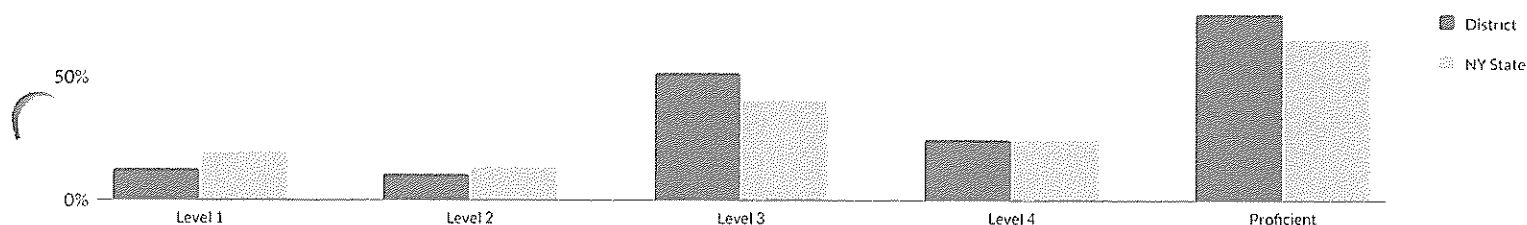
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%
Female	44	4	9%	5	11%	15	34%	7	16%	13	30%	35	80%
Male	46	5	11%	5	11%	19	41%	11	24%	6	13%	36	78%
General Education Students	78	4	5%	7	9%	32	41%	16	21%	19	24%	67	86%
Students with Disabilities	12	5	42%	3	25%	2	17%	2	17%	0	0%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	45	6	13%	6	13%	18	40%	9	20%	6	13%	33	73%
Hispanic or Latino	27	3	11%	1	4%	12	44%	6	22%	5	19%	23	85%
White	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	0	0%	3	17%	4	22%	3	17%	8	44%	15	83%
Economically Disadvantaged	41	5	12%	5	12%	19	46%	7	17%	5	12%	31	76%
Not Economically Disadvantaged	49	4	8%	5	10%	15	31%	11	22%	14	29%	40	82%
Non-English Language Learner	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%
Not in Foster Care	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	87	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	89	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%

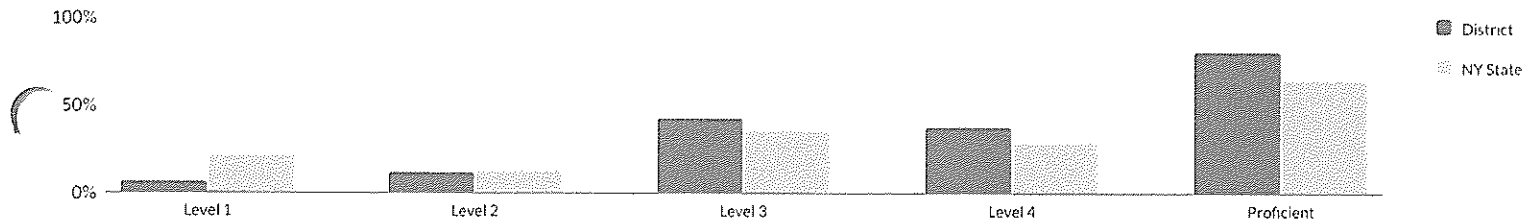
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	174	22	13%	19	11%	90	52%	43	25%	133	76%
Female	77	12	16%	5	6%	38	49%	22	29%	60	78%
Male	97	10	10%	14	14%	52	54%	21	22%	73	75%
General Education Students	148	16	11%	13	9%	77	52%	42	28%	119	80%
Students with Disabilities	26	6	23%	6	23%	13	50%	1	4%	14	54%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—
Black or African American	82	13	16%	11	13%	47	57%	11	13%	58	71%
Hispanic or Latino	45	5	11%	3	7%	24	53%	13	29%	37	82%
White	30	3	10%	4	13%	8	27%	15	50%	23	77%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	1	6%	1	6%	11	65%	4	24%	15	88%
Economically Disadvantaged	84	16	19%	9	11%	42	50%	17	20%	59	70%
Not Economically Disadvantaged	90	6	7%	10	11%	48	53%	26	29%	74	82%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	170	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	174	22	13%	19	11%	90	52%	43	25%	133	76%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	—	—	—	—	—	—	—	—	—	—
Not Migrant	174	22	13%	19	11%	90	52%	43	25%	133	76%
Parent Not in Armed Forces	174	22	13%	19	11%	90	52%	43	25%	133	76%

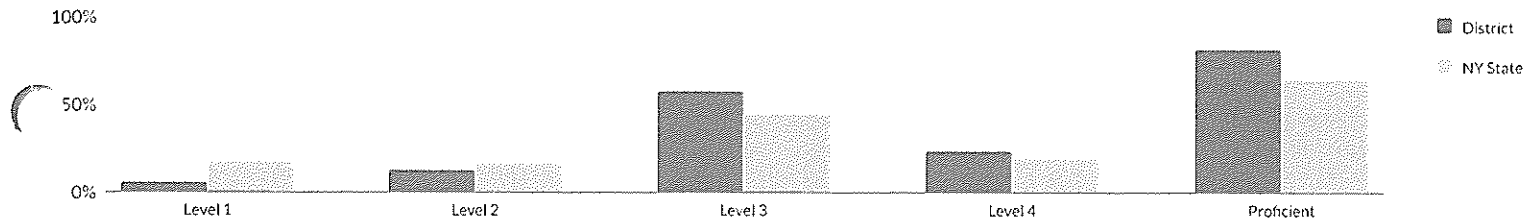
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	162	12	7%	19	12%	70	43%	61	38%	131	81%
Female	74	4	5%	4	5%	34	46%	32	43%	66	89%
Male	88	8	9%	15	17%	36	41%	29	33%	65	74%
General Education Students	151	10	7%	14	9%	68	45%	59	39%	127	84%
Students with Disabilities	11	2	18%	5	45%	2	18%	2	18%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—
Black or African American	82	8	10%	8	10%	37	45%	29	35%	66	80%
Hispanic or Latino	49	2	4%	10	20%	21	43%	16	33%	37	76%
White	16	1	6%	1	6%	5	31%	9	56%	14	88%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	1	7%	0	0%	7	47%	7	47%	14	93%
Economically Disadvantaged	73	7	10%	8	11%	33	45%	25	34%	58	79%
Not Economically Disadvantaged	89	5	6%	11	12%	37	42%	36	40%	73	82%
Non-English Language Learner	162	12	7%	19	12%	70	43%	61	38%	131	81%
Not in Foster Care	162	12	7%	19	12%	70	43%	61	38%	131	81%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	161	—	—	—	—	—	—	—	—	—	—
Not Migrant	162	12	7%	19	12%	70	43%	61	38%	131	81%
Parent Not in Armed Forces	162	12	7%	19	12%	70	43%	61	38%	131	81%

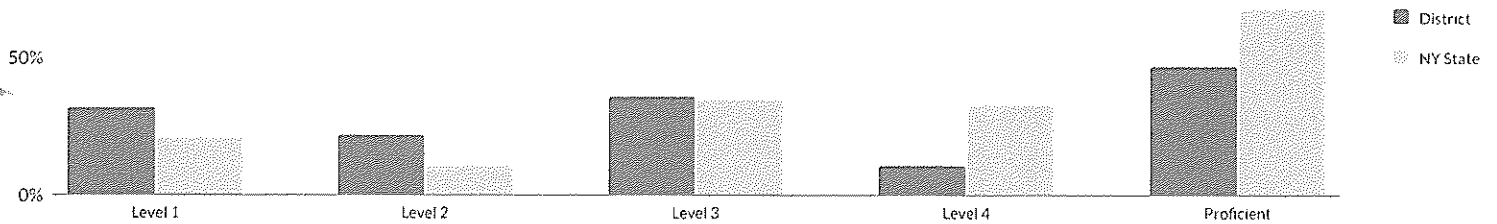
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	109	6	6%	14	13%	63	58%	26	24%	89	82%
Female	63	2	3%	7	11%	37	59%	17	27%	54	86%
Male	46	4	9%	7	15%	26	57%	9	20%	35	76%
General Education Students	101	5	5%	12	12%	59	58%	25	25%	84	83%
Students with Disabilities	8	1	13%	2	25%	4	50%	1	13%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	0	0%	4	44%	4	44%	8	89%
Black or African American	51	2	4%	7	14%	27	53%	15	29%	42	82%
Hispanic or Latino	34	2	6%	6	18%	21	62%	5	15%	26	76%
White	15	1	7%	1	7%	11	73%	2	13%	13	87%
Economically Disadvantaged	43	2	5%	7	16%	22	51%	12	28%	34	79%
Not Economically Disadvantaged	66	4	6%	7	11%	41	62%	14	21%	55	83%
Non-English Language Learner	109	6	6%	14	13%	63	58%	26	24%	89	82%
Not in Foster Care	109	6	6%	14	13%	63	58%	26	24%	89	82%
Not Homeless	109	6	6%	14	13%	63	58%	26	24%	89	82%
Not Migrant	109	6	6%	14	13%	63	58%	26	24%	89	82%
Parent Not in Armed Forces	109	6	6%	14	13%	63	58%	26	24%	89	82%

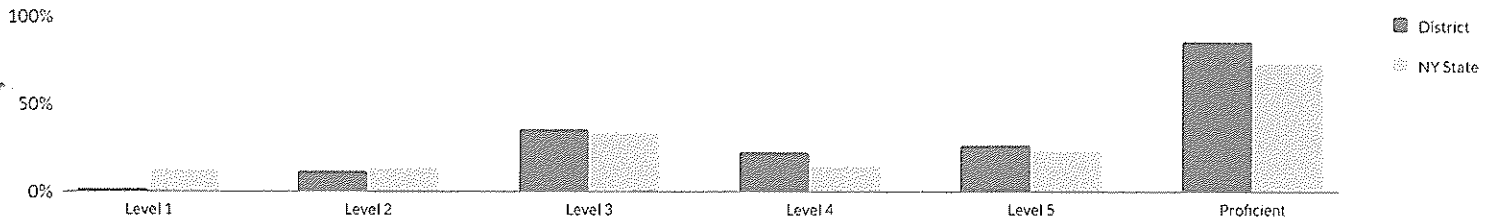
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

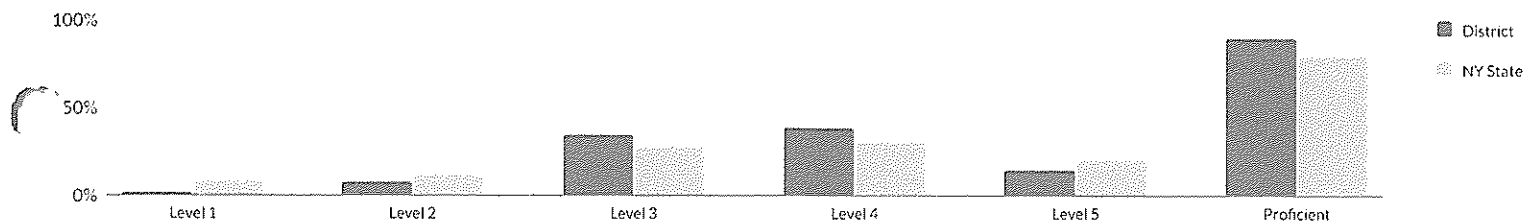
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	23	32%	16	22%	26	36%	8	11%	34	47%
Female	30	12	40%	5	17%	9	30%	4	13%	13	43%
Male	43	11	26%	11	26%	17	40%	4	9%	21	49%
General Education Students	72	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	29	11	38%	8	28%	8	28%	2	7%	10	34%
Hispanic or Latino	16	4	25%	5	31%	4	25%	3	19%	7	44%
White	19	3	16%	3	16%	12	63%	1	5%	13	68%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	5	56%	0	0%	2	22%	2	22%	4	44%
Economically Disadvantaged	32	13	41%	9	28%	7	22%	3	9%	10	31%
Not Economically Disadvantaged	41	10	24%	7	17%	19	46%	5	12%	24	59%
Non-English Language Learner	73	23	32%	16	22%	26	36%	8	11%	34	47%
Not in Foster Care	73	23	32%	16	22%	26	36%	8	11%	34	47%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	71	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	72	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	73	23	32%	16	22%	26	36%	8	11%	34	47%

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



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Female	87	1	1%	10	11%	29	33%	22	25%	25	29%	76	87%
Male	97	2	2%	12	12%	38	39%	21	22%	24	25%	83	86%
General Education Students	155	1	1%	13	8%	53	34%	41	26%	47	30%	141	91%
Students with Disabilities	29	2	7%	9	31%	14	48%	2	7%	2	7%	18	62%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	80	3	4%	13	16%	34	43%	13	16%	17	21%	64	80%
Hispanic or Latino	58	0	0%	6	10%	21	36%	16	28%	15	26%	52	90%
White	33	0	0%	3	9%	8	24%	9	27%	13	39%	30	91%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	4	31%	5	38%	4	31%	13	100%
Economically Disadvantaged	82	3	4%	14	17%	27	33%	18	22%	20	24%	65	79%
Not Economically Disadvantaged	102	0	0%	8	8%	40	39%	25	25%	29	28%	94	92%
Non-English Language Learner	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Not in Foster Care	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	182	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Parent Not in Armed Forces	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%

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



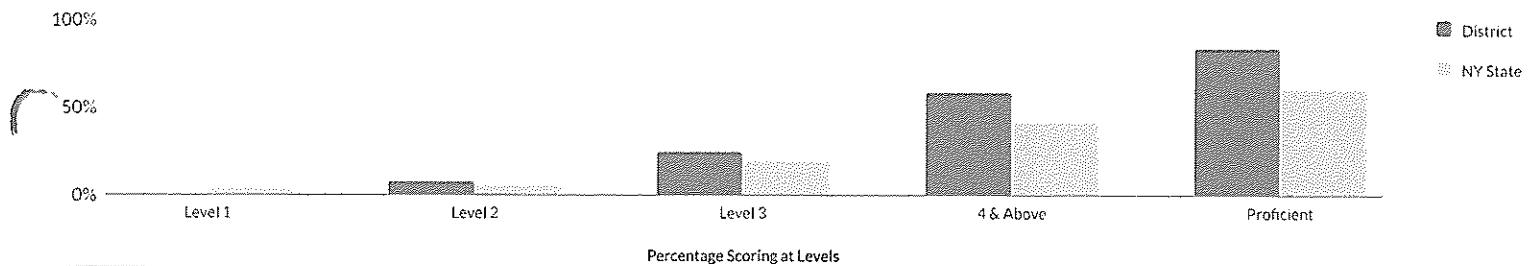
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	158	3	2%	13	8%	56	35%	62	39%	24	15%	142	90%
Female	71	2	3%	1	1%	25	35%	26	37%	17	24%	68	96%
Male	87	1	1%	12	14%	31	36%	36	41%	7	8%	74	85%
General Education Students	138	3	2%	9	7%	45	33%	58	42%	23	17%	126	91%
Students with Disabilities	20	0	0%	4	20%	11	55%	4	20%	1	5%	16	80%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	69	2	3%	8	12%	26	38%	23	33%	10	14%	59	86%
Hispanic or Latino	43	1	2%	3	7%	18	42%	16	37%	5	12%	39	91%
White	32	0	0%	0	0%	7	22%	20	63%	5	16%	32	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	2	14%	5	36%	3	21%	4	29%	12	86%
Economically Disadvantaged	66	1	2%	4	6%	28	42%	22	33%	11	17%	61	92%
Not Economically Disadvantaged	92	2	2%	9	10%	28	30%	40	43%	13	14%	81	88%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	156	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	158	3	2%	13	8%	56	35%	62	39%	24	15%	142	90%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	157	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	158	3	2%	13	8%	56	35%	62	39%	24	15%	142	90%

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	144	12	8%	132	92%	0	0%	11	8%	36	25%	85	59%	121	84%
Female	64	4	6%	60	94%	0	0%	6	9%	14	22%	40	63%	54	84%
Male	80	8	10%	72	90%	0	0%	5	6%	22	28%	45	56%	67	84%
General Education Students	127	9	7%	118	93%	0	0%	8	6%	29	23%	81	64%	110	87%
Students with Disabilities	17	3	18%	14	82%	0	0%	3	18%	7	41%	4	24%	11	65%
Asian or Native Hawaiian/Other Pacific Islander	13	2	—	11	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	2	3%	65	97%	0	0%	6	9%	21	31%	38	57%	59	88%
Hispanic or Latino	39	5	13%	34	87%	0	0%	4	10%	9	23%	21	54%	30	77%
White	24	3	13%	21	88%	0	0%	1	4%	5	21%	15	63%	20	83%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	0	0%	0	0%	1	7%	11	79%	12	86%
Economically Disadvantaged	65	4	6%	61	94%	0	0%	7	11%	20	31%	34	52%	54	83%
Not Economically Disadvantaged	79	8	10%	71	90%	0	0%	4	5%	16	20%	51	65%	67	85%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	11	—	130	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	12	8%	132	92%	0	0%	11	8%	36	25%	85	59%	121	84%
Homeless	8	1	13%	7	88%	0	0%	0	0%	4	50%	3	38%	7	88%
Not Homeless	136	11	8%	125	92%	0	0%	11	8%	32	24%	82	60%	114	84%
Not Migrant	144	12	8%	132	92%	0	0%	11	8%	36	25%	85	59%	121	84%
Parent Not in Armed Forces	144	12	8%	132	92%	0	0%	11	8%	36	25%	85	59%	121	84%

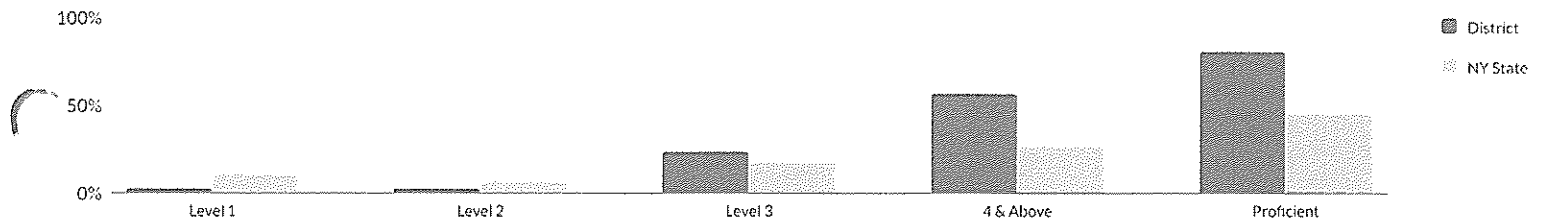
2019 TOTAL COHORT EXEMPTIONS IN ELA

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	1	25	3	75
Female	3	1	33	2	67
Male	1	0	0	1	100
General Education Students	4	1	25	3	75
Black or African American	1	0	0	1	100
Hispanic or Latino	3	1	33	2	67
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	3	1	33	2	67
Non-English Language Learner	4	1	25	3	75
Not in Foster Care	4	1	25	3	75
Not Homeless	4	1	25	3	75
Not Migrant	4	1	25	3	75
Parent Not in Armed Forces	4	1	25	3	75

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

2019 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	17	12%	127	88%	5	3%	5	3%	35	24%	82	57%	117	81%
Female	64	6	9%	58	91%	2	3%	3	5%	9	14%	44	69%	53	83%
Male	80	11	14%	69	86%	3	4%	2	3%	26	33%	38	48%	64	80%
General Education Students	127	12	9%	115	91%	3	2%	5	4%	29	23%	78	61%	107	84%
Students with Disabilities	17	5	29%	12	71%	2	12%	0	0%	6	35%	4	24%	10	59%
Asian or Native Hawaiian/Other Pacific Islander	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	8	12%	59	88%	4	6%	1	1%	18	27%	36	54%	54	81%
Hispanic or Latino	39	7	18%	32	82%	0	0%	2	5%	10	26%	20	51%	30	77%
White	24	1	4%	23	96%	0	0%	2	8%	6	25%	15	63%	21	88%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	1	7%	0	0%	1	7%	11	79%	12	86%
Economically Disadvantaged	65	6	9%	59	91%	3	5%	4	6%	18	28%	34	52%	52	80%
Not Economically Disadvantaged	79	11	14%	68	86%	2	3%	1	1%	17	22%	48	61%	65	82%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	16	—	125	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	17	12%	127	88%	5	3%	5	3%	35	24%	82	57%	117	81%
Homeless	8	1	13%	7	88%	0	0%	1	13%	5	63%	1	13%	6	75%
Not Homeless	136	16	12%	120	88%	5	4%	4	3%	30	22%	81	60%	111	82%
Not Migrant	144	17	12%	127	88%	5	3%	5	3%	35	24%	82	57%	117	81%
Parent Not in Armed Forces	144	17	12%	127	88%	5	3%	5	3%	35	24%	82	57%	117	81%

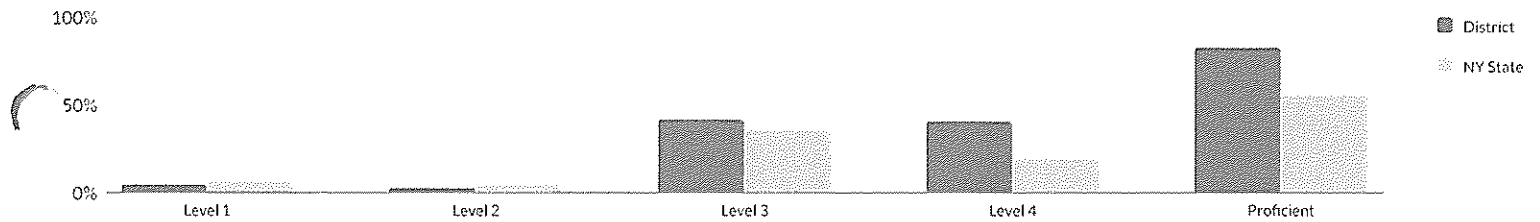
2019 TOTAL COHORT EXEMPTIONS IN MATH

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	128	12	9	116	91
Female	60	5	8	55	92
Male	68	7	10	61	90
General Education Students	115	9	8	106	92
Students with Disabilities	13	3	23	10	77
Asian or Native Hawaiian/Other Pacific Islander	12	0	0	12	100
Black or African American	62	6	10	56	90
Hispanic or Latino	33	5	15	28	85
White	20	0	0	20	100
Multiracial	1	1	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	59	5	8	54	92
Not Economically Disadvantaged	69	7	10	62	90
Non-English Language Learner	128	12	9	116	91
Not in Foster Care	128	12	9	116	91
Homeless	5	0	0	5	100
Not Homeless	123	12	10	111	90
Not Migrant	128	12	9	116	91
Parent Not in Armed Forces	128	12	9	116	91

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	13	9%	131	91%	7	5%	5	3%	60	42%	59	41%	119	83%
Female	64	4	6%	60	94%	4	6%	4	6%	29	45%	23	36%	52	81%
Male	80	9	11%	71	89%	3	4%	1	1%	31	39%	36	45%	67	84%
General Education Students	127	7	6%	120	94%	4	3%	4	3%	56	44%	56	44%	112	88%
Students with Disabilities	17	6	35%	11	65%	3	18%	1	6%	4	24%	3	18%	7	41%
Asian or Native Hawaiian/Other Pacific Islander	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	8	12%	59	88%	4	6%	3	4%	29	43%	23	34%	52	78%
Hispanic or Latino	39	4	10%	35	90%	2	5%	1	3%	18	46%	14	36%	32	82%
White	24	1	4%	23	96%	0	0%	0	0%	11	46%	12	50%	23	96%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	14	100%	1	7%	1	7%	2	14%	10	71%	12	86%
Economically Disadvantaged	65	6	9%	59	91%	4	6%	3	5%	34	52%	18	28%	52	80%
Not Economically Disadvantaged	79	7	9%	72	91%	3	4%	2	3%	26	33%	41	52%	67	85%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	12	—	129	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	13	9%	131	91%	7	5%	5	3%	60	42%	59	41%	119	83%
Homeless	8	4	50%	4	50%	0	0%	0	0%	3	38%	1	13%	4	50%
Not Homeless	136	9	7%	127	93%	7	5%	5	4%	57	42%	58	43%	115	85%
Not Migrant	144	13	9%	131	91%	7	5%	5	3%	60	42%	59	41%	119	83%
Parent Not in Armed Forces	144	13	9%	131	91%	7	5%	5	3%	60	42%	59	41%	119	83%

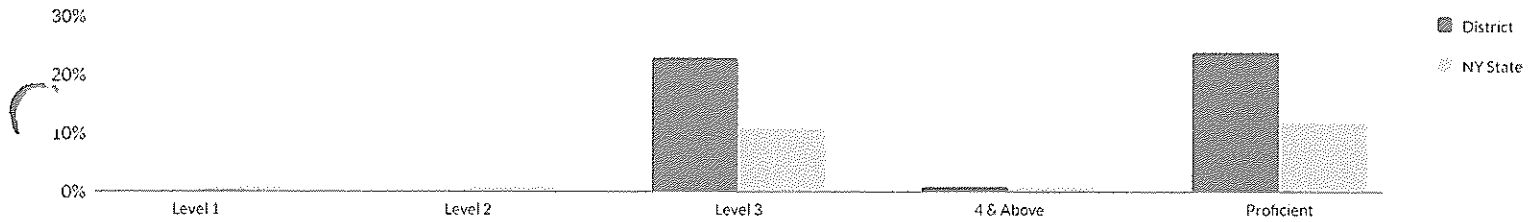
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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	128	9	7	119	93
Female	59	3	5	56	95
Male	69	6	9	63	91
General Education Students	115	6	5	109	95
Students with Disabilities	13	3	23	10	77
Asian or Native Hawaiian/Other Pacific Islander	12	0	0	12	100
Black or African American	64	7	11	57	89
Hispanic or Latino	31	2	6	29	94
White	20	0	0	20	100
Multiracial	1	0	0	1	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	59	6	10	53	90
Not Economically Disadvantaged	69	3	4	66	96
Non-English Language Learner	128	9	7	119	93
Not in Foster Care	128	9	7	119	93
Homeless	6	4	67	2	33
Not Homeless	122	5	4	117	96
Not Migrant	128	9	7	119	93
Parent Not in Armed Forces	128	9	7	119	93

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	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	109	76%	35	24%	0	0%	0	0%	33	23%	2	1%	35	24%
Female	64	50	78%	14	22%	0	0%	0	0%	13	20%	1	2%	14	22%
Male	80	59	74%	21	26%	0	0%	0	0%	20	25%	1	1%	21	26%
General Education Students	127	93	73%	34	27%	0	0%	0	0%	32	25%	2	2%	34	27%
Students with Disabilities	17	16	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	13	3	—	10	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	54	81%	13	19%	0	0%	0	0%	12	18%	1	1%	13	19%
Hispanic or Latino	39	34	87%	5	13%	0	0%	0	0%	4	10%	1	3%	5	13%
White	24	17	71%	7	29%	0	0%	0	0%	7	29%	0	0%	7	29%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	10	71%	0	0%	0	0%	10	71%	0	0%	10	71%
Economically Disadvantaged	65	53	82%	12	18%	0	0%	0	0%	12	18%	0	0%	12	18%
Not Economically Disadvantaged	79	56	71%	23	29%	0	0%	0	0%	21	27%	2	3%	23	29%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	106	—	35	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	109	76%	35	24%	0	0%	0	0%	33	23%	2	1%	35	24%
Homeless	8	6	75%	2	25%	0	0%	0	0%	2	25%	0	0%	2	25%
Not Homeless	136	103	76%	33	24%	0	0%	0	0%	31	23%	2	1%	33	24%
Not Migrant	144	109	76%	35	24%	0	0%	0	0%	33	23%	2	1%	35	24%
Parent Not in Armed Forces	144	109	76%	35	24%	0	0%	0	0%	33	23%	2	1%	35	24%

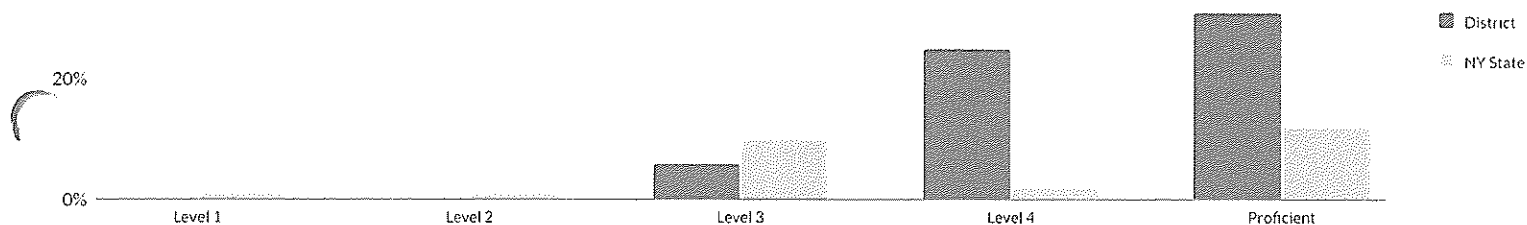
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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	124	94	76	30	24
Female	58	46	79	12	21
Male	66	48	73	18	27
General Education Students	111	81	73	30	27
Students with Disabilities	13	13	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	2	17	10	83
Black or African American	61	52	85	9	15
Hispanic or Latino	30	26	87	4	13
White	20	13	65	7	35
Multiracial	1	1	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	57	47	82	10	18
Not Economically Disadvantaged	67	47	70	20	30
Non-English Language Learner	124	94	76	30	24
Not in Foster Care	124	94	76	30	24
Homeless	5	5	100	0	0
Not Homeless	119	89	75	30	25
Not Migrant	124	94	76	30	24
Parent Not in Armed Forces	124	94	76	30	24

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

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	144	99	69%	45	31%	0	0%	0	0%	9	6%	36	25%	45	31%
Female	64	45	70%	19	30%	0	0%	0	0%	3	5%	16	25%	19	30%
Male	80	54	68%	26	33%	0	0%	0	0%	6	8%	20	25%	26	33%
General Education Students	127	83	65%	44	35%	0	0%	0	0%	8	6%	36	28%	44	35%
Students with Disabilities	17	16	94%	1	6%	0	0%	0	0%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	13	3	—	10	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	53	79%	14	21%	0	0%	0	0%	3	4%	11	16%	14	21%
Hispanic or Latino	39	29	74%	10	26%	0	0%	0	0%	2	5%	8	21%	10	26%
White	24	13	54%	11	46%	0	0%	0	0%	2	8%	9	38%	11	46%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	10	71%	0	0%	0	0%	2	14%	8	57%	10	71%
Economically Disadvantaged	65	48	74%	17	26%	0	0%	0	0%	5	8%	12	18%	17	26%
Not Economically Disadvantaged	79	51	65%	28	35%	0	0%	0	0%	4	5%	24	30%	28	35%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	97	—	44	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	144	99	69%	45	31%	0	0%	0	0%	9	6%	36	25%	45	31%
Homeless	8	6	75%	2	25%	0	0%	0	0%	1	13%	1	13%	2	25%
Not Homeless	136	93	68%	43	32%	0	0%	0	0%	8	6%	35	26%	43	32%
Not Migrant	144	99	69%	45	31%	0	0%	0	0%	9	6%	36	25%	45	31%
Parent Not in Armed Forces	144	99	69%	45	31%	0	0%	0	0%	9	6%	36	25%	45	31%

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	6	6	100	0	0
Female	3	3	100	0	0
Male	3	3	100	0	0
General Education Students	5	5	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	4	4	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	5	5	100	0	0
Non-English Language Learner	6	6	100	0	0
Not in Foster Care	6	6	100	0	0
Not Homeless	6	6	100	0	0
Not Migrant	6	6	100	0	0
Parent Not in Armed Forces	6	6	100	0	0

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	5	0	0%	5	100%	0	0%	1	20%	0	0%	1	20%	3	60%
Grade 1	5	0	0%	5	100%	0	0%	1	20%	0	0%	0	0%	4	80%
Grade 2	6	0	0%	6	100%	0	0%	0	0%	2	33%	1	17%	3	50%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	0	0%	2	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 3 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
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%
Grade 7 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	14	11	79%	3	21%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	165	24	15%	4	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	164	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	144	137	95%	100	69%	37	26%	0	0%	0	0%	5	3%	0	0%	2	1%
Female	64	60	94%	49	77%	11	17%	0	0%	0	0%	3	5%	0	0%	1	2%
Male	80	77	96%	51	64%	26	33%	0	0%	0	0%	2	3%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	127	121	95%	94	74%	27	21%	0	0%	0	0%	4	3%	0	0%	2	2%
Students with Disabilities	17	16	94%	6	35%	10	59%	0	0%	0	0%	1	6%	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	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	65	97%	49	73%	16	24%	0	0%	0	0%	2	3%	0	0%	0	0%
Hispanic or Latino	39	37	95%	21	54%	16	41%	0	0%	0	0%	1	3%	0	0%	1	3%
White	24	22	92%	18	75%	4	17%	0	0%	0	0%	1	4%	0	0%	1	4%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	65	61	94%	46	71%	15	23%	0	0%	0	0%	3	5%	0	0%	1	2%
Not Economically Disadvantaged	79	76	96%	54	68%	22	28%	0	0%	0	0%	2	3%	0	0%	1	1%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	141	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	144	137	95%	100	69%	37	26%	0	0%	0	0%	5	3%	0	0%	2	1%
Homeless	8	8	100%	5	63%	3	38%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	136	129	95%	95	70%	34	25%	0	0%	0	0%	5	4%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	144	137	95%	100	69%	37	26%	0	0%	0	0%	5	3%	0	0%	2	1%
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	144	137	95%	100	69%	37	26%	0	0%	0	0%	5	3%	0	0%	2	1%

MALVERNE SENIOR 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)

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	130	180.4	142.4	3
	Math	65	83.8		
	Science	103	173.3		
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	250	182.7	4
	Math	8	106.3		
	Science	13	196.2		
Black or African American	ELA	66	166.7	121.9	2
	Math	30	60		
	Science	44	147.7		
Hispanic or Latino	ELA	32	181.3	163.1	4
	Math	17	129.4		
	Science	29	186.2		
Multiracial	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	20	190	145.3	3
	Math	10	60		
	Science	16	206.3		
English Language Learner	ELA	3	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	13	130.8	115.3	4
	Math	6	83.3		
	Science	5	140		
Economically Disadvantaged	ELA	61	163.1	129.7	3
	Math	32	82.8		
	Science	47	150		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	138	169.9	115.8	3
	Math	125	43.6		
	Science	125	142.8		
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	211.5	154.9	4
	Math	12	70.8		
	Science	13	196.2		
Black or African American	ELA	68	161.8	99.1	3
	Math	62	29		
	Science	59	110.2		
Hispanic or Latino	ELA	34	170.6	131.5	4
	Math	31	71		
	Science	33	163.6		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	22	172.7	120	3
	Math	19	31.6		
	Science	19	173.7		
English Language Learner	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Students with Disabilities	ELA	14	121.4	86.2	4
	Math	10	50		
	Science	8	87.5		
Economically Disadvantaged	ELA	65	153.1	105.5	4
	Math	62	42.7		
	Science	55	128.2		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	133	130	97.7%	97.8%	4
	5-year	131	130	99.2%		
	6-year	141	136	96.5%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	12	—	—	—	—
	5-year	4	—	—		
	6-year	6	—	—		
Black or African American	4-year	70	69	98.6%	98.6%	4
	5-year	63	62	98.4%		
	6-year	82	81	98.8%		
Hispanic or Latino	4-year	27	—	—	93.4%	3
	5-year	45	45	100%		
	6-year	30	26	86.7%		
Multiracial	4-year	0	—	—	—	—
	5-year	2	—	—		
	6-year	0	—	—		
White	4-year	23	22	95.7%	98.6%	4
	5-year	17	17	100%		
	6-year	23	23	100%		
English Language Learner	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	7	—	—		
Students with Disabilities	4-year	16	14	87.5%	94.4%	4
	5-year	24	23	95.8%		
	6-year	21	21	100%		
Economically Disadvantaged	4-year	37	36	97.3%	97.4%	4
	5-year	76	75	98.7%		
	6-year	80	77	96.3%		

SECONDARY ELP

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

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	649	54	8.3%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	49	8	16.3%	4
Black or African American	317	19	6%	4
Hispanic or Latino	179	15	8.4%	4
Multiracial	5	—	—	—
White	98	11	11.2%	4
English Language Learner	10	—	—	—
Students with Disabilities	97	16	16.5%	4
Economically Disadvantaged	290	28	9.7%	4

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	143	91.6%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	X	71	93%
Hispanic or Latino	—	34	—
Multiracial	—	1	—
White	—	24	—
English Language Learner	—	1	—
Students with Disabilities	—	17	—
Economically Disadvantaged	X	66	90.9%

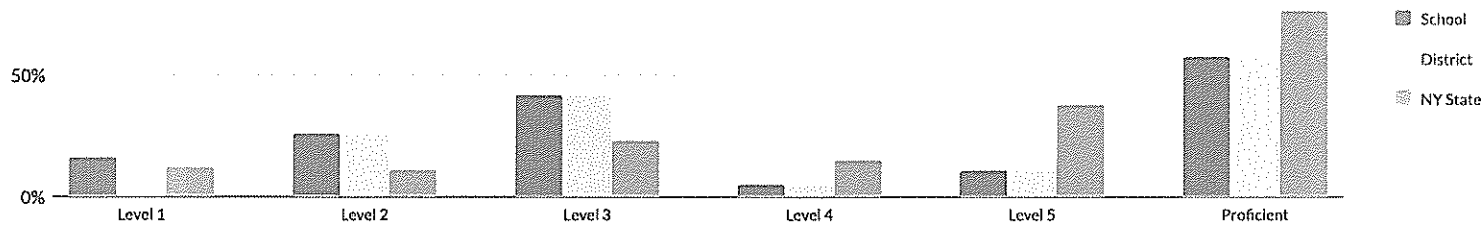
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	129	53.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	X	65	50.8%
Hispanic or Latino	—	31	—
Multiracial	—	1	—
White	—	20	—
English Language Learner	—	1	—
Students with Disabilities	—	12	—
Economically Disadvantaged	X	62	53.2%

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).

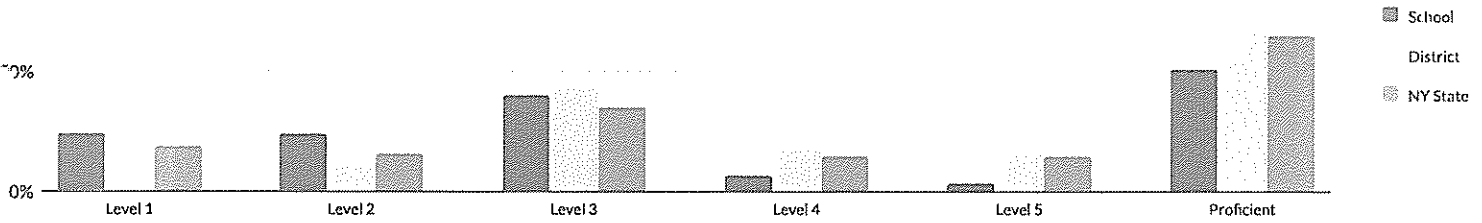
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
Female	4	—	—	—	—	—	—	—	—	—	—	—	—
Male	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
General Education Students	15	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	1	11%	3	33%	4	44%	1	11%	0	0%	5	56%
White	5	0	0%	1	20%	3	60%	0	0%	1	20%	4	80%
Small Group Total: Race & Ethnicity	5	2	40%	1	20%	1	20%	0	0%	1	20%	2	40%
Economically Disadvantaged	6	0	0%	2	33%	4	67%	0	0%	0	0%	4	67%
Not Economically Disadvantaged	13	3	23%	3	23%	4	31%	1	8%	2	15%	7	54%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	17	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	18	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%
Parent Not in Armed Forces	19	3	16%	5	26%	8	42%	1	5%	2	11%	11	58%

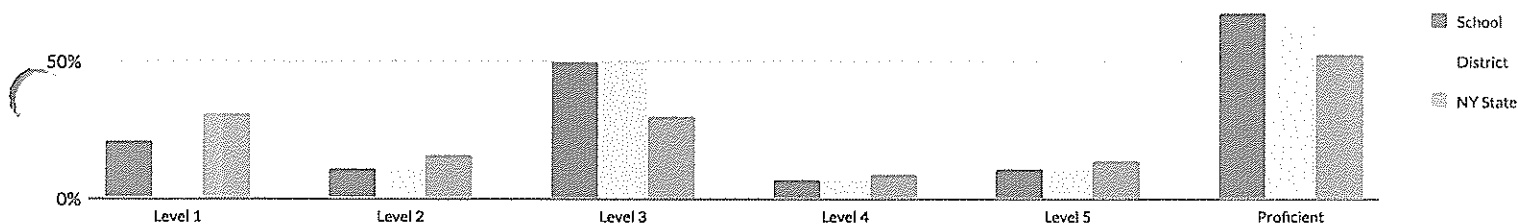
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	11	24%	11	24%	18	40%	3	7%	2	4%	23	51%
Female	18	4	22%	2	11%	9	50%	2	11%	1	6%	12	67%
Male	27	7	26%	9	33%	9	33%	1	4%	1	4%	11	41%
General Education Students	28	5	18%	5	18%	13	46%	3	11%	2	7%	18	64%
Students with Disabilities	17	6	35%	6	35%	5	29%	0	0%	0	0%	5	29%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	20	10	50%	2	10%	8	40%	0	0%	0	0%	8	40%
Hispanic or Latino	14	1	7%	4	29%	5	36%	2	14%	2	14%	9	64%
White	7	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	5	45%	5	45%	1	9%	0	0%	6	55%
Economically Disadvantaged	21	6	29%	6	29%	7	33%	1	5%	1	5%	9	43%
Not Economically Disadvantaged	24	5	21%	5	21%	11	46%	2	8%	1	4%	14	58%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	43	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	11	24%	11	24%	18	40%	3	7%	2	4%	23	51%
Not Homeless	45	11	24%	11	24%	18	40%	3	7%	2	4%	23	51%
Not Migrant	45	11	24%	11	24%	18	40%	3	7%	2	4%	23	51%
Parent Not in Armed Forces	45	11	24%	11	24%	18	40%	3	7%	2	4%	23	51%

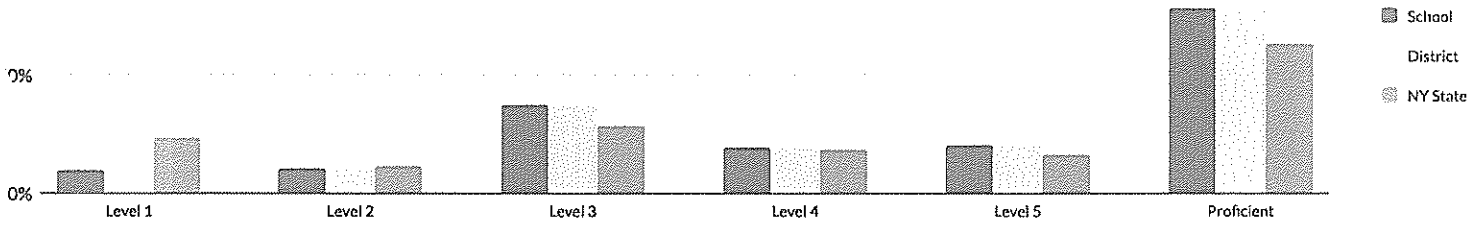
ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	31	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Female	71	9	13%	9	13%	36	51%	7	10%	10	14%	53	75%
Male	77	22	29%	7	9%	38	49%	4	5%	6	8%	48	62%
General Education Students	141	30	21%	15	11%	71	50%	11	8%	14	10%	96	68%
Students with Disabilities	7	1	14%	1	14%	3	43%	0	0%	2	29%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	76	16	21%	6	8%	38	50%	7	9%	9	12%	54	71%
Hispanic or Latino	43	11	26%	6	14%	21	49%	3	7%	2	5%	26	60%
White	14	2	14%	2	14%	7	50%	0	0%	3	21%	10	71%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	2	13%	2	13%	8	53%	1	7%	2	13%	11	73%
Economically Disadvantaged	70	14	20%	8	11%	37	53%	3	4%	8	11%	48	69%
Not Economically Disadvantaged	78	17	22%	8	10%	37	47%	8	10%	8	10%	53	68%
Non-English Language Learner	148	31	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Not in Foster Care	148	31	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	146	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	148	31	21%	16	11%	74	50%	11	7%	16	11%	101	68%
Parent Not in Armed Forces	148	31	21%	16	11%	74	50%	11	7%	16	11%	101	68%

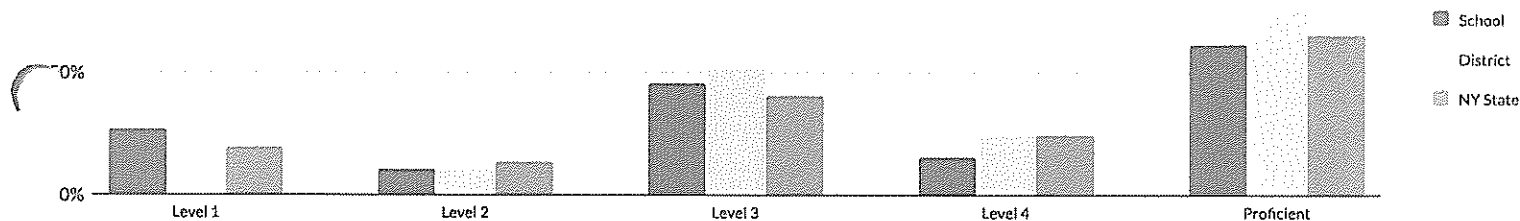
ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%
Female	44	4	9%	5	11%	15	34%	7	16%	13	30%	35	80%
Male	46	5	11%	5	11%	19	41%	11	24%	6	13%	36	78%
General Education Students	78	4	5%	7	9%	32	41%	16	21%	19	24%	67	86%
Students with Disabilities	12	5	42%	3	25%	2	17%	2	17%	0	0%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	45	6	13%	6	13%	18	40%	9	20%	6	13%	33	73%
Hispanic or Latino	27	3	11%	1	4%	12	44%	6	22%	5	19%	23	85%
White	15	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	0	0%	3	17%	4	22%	3	17%	8	44%	15	83%
Economically Disadvantaged	41	5	12%	5	12%	19	46%	7	17%	5	12%	31	76%
Not Economically Disadvantaged	49	4	8%	5	10%	15	31%	11	22%	14	29%	40	82%
Non-English Language Learner	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%
Not in Foster Care	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	87	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	89	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	90	9	10%	10	11%	34	38%	18	20%	19	21%	71	79%

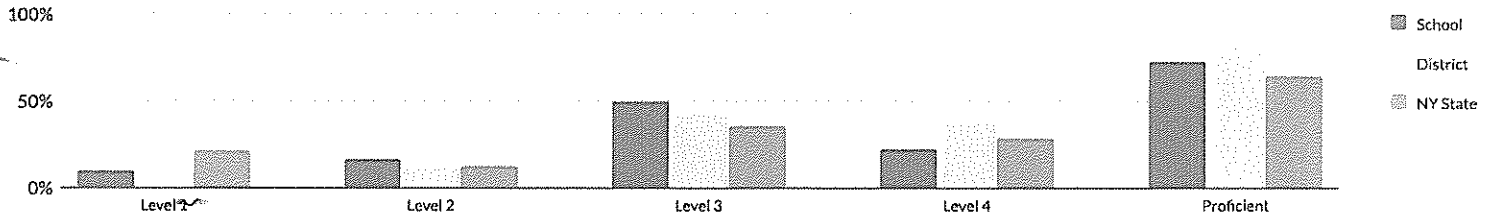
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	37	10	27%	4	11%	17	46%	6	16%	23	62%
Female	17	6	35%	0	0%	9	53%	2	12%	11	65%
Male	20	4	20%	4	20%	8	40%	4	20%	12	60%
General Education Students	23	5	22%	2	9%	10	43%	6	26%	16	70%
Students with Disabilities	14	5	36%	2	14%	7	50%	0	0%	7	50%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	14	5	36%	2	14%	7	50%	0	0%	7	50%
Hispanic or Latino	14	2	14%	1	7%	8	57%	3	21%	11	79%
White	6	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	3	33%	1	11%	2	22%	3	33%	5	56%
Economically Disadvantaged	20	6	30%	3	15%	8	40%	3	15%	11	55%
Not Economically Disadvantaged	17	4	24%	1	6%	9	53%	3	18%	12	71%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	35	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	37	10	27%	4	11%	17	46%	6	16%	23	62%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	36	—	—	—	—	—	—	—	—	—	—
Not Migrant	37	10	27%	4	11%	17	46%	6	16%	23	62%
Parent Not in Armed Forces	37	10	27%	4	11%	17	46%	6	16%	23	62%

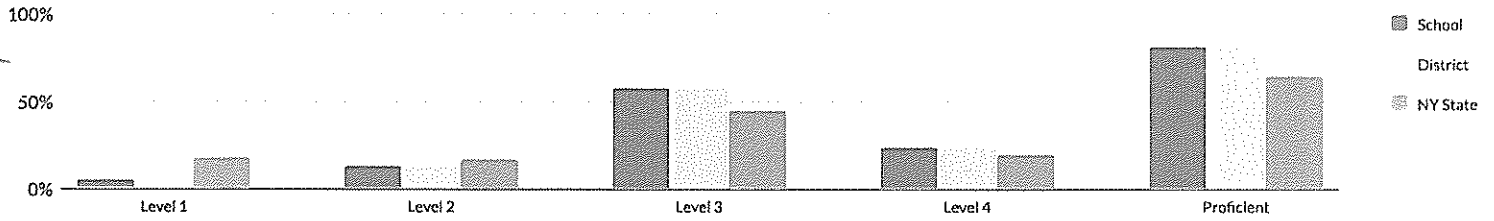
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

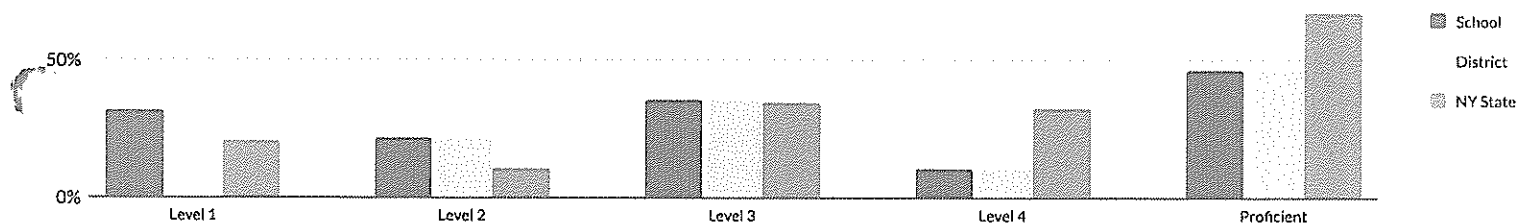
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	115	12	10%	19	17%	57	50%	27	23%	84	73%
Female	49	4	8%	4	8%	28	57%	13	27%	41	84%
Male	66	8	12%	15	23%	29	44%	14	21%	43	65%
General Education Students	104	10	10%	14	13%	55	53%	25	24%	80	77%
Students with Disabilities	11	2	18%	5	45%	2	18%	2	18%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	61	8	13%	8	13%	28	46%	17	28%	45	74%
Hispanic or Latino	34	2	6%	10	29%	20	59%	2	6%	22	65%
White	10	1	10%	1	10%	3	30%	5	50%	8	80%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	1	10%	0	0%	6	60%	3	30%	9	90%
Economically Disadvantaged	53	7	13%	8	15%	28	53%	10	19%	38	72%
Not Economically Disadvantaged	62	5	8%	11	18%	29	47%	17	27%	46	74%
Non-English Language Learner	115	12	10%	19	17%	57	50%	27	23%	84	73%
Not in Foster Care	115	12	10%	19	17%	57	50%	27	23%	84	73%
Not Homeless	115	12	10%	19	17%	57	50%	27	23%	84	73%
Not Migrant	115	12	10%	19	17%	57	50%	27	23%	84	73%
Parent Not in Armed Forces	115	12	10%	19	17%	57	50%	27	23%	84	73%

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	108	5	5%	14	13%	63	58%	26	24%	89	82%
Female	62	1	2%	7	11%	37	60%	17	27%	54	87%
Male	46	4	9%	7	15%	26	57%	9	20%	35	76%
General Education Students	100	4	4%	12	12%	59	59%	25	25%	84	84%
Students with Disabilities	8	1	13%	2	25%	4	50%	1	13%	5	63%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	0	0%	4	44%	4	44%	8	89%
Black or African American	51	2	4%	7	14%	27	53%	15	29%	42	82%
Hispanic or Latino	34	2	6%	6	18%	21	62%	5	15%	26	76%
White	14	0	0%	1	7%	11	79%	2	14%	13	93%
Economically Disadvantaged	43	2	5%	7	16%	22	51%	12	28%	34	79%
Not Economically Disadvantaged	65	3	5%	7	11%	41	63%	14	22%	55	85%
Non-English Language Learner	108	5	5%	14	13%	63	58%	26	24%	89	82%
Not in Foster Care	108	5	5%	14	13%	63	58%	26	24%	89	82%
Not Homeless	108	5	5%	14	13%	63	58%	26	24%	89	82%
Not Migrant	108	5	5%	14	13%	63	58%	26	24%	89	82%
Parent Not in Armed Forces	108	5	5%	14	13%	63	58%	26	24%	89	82%

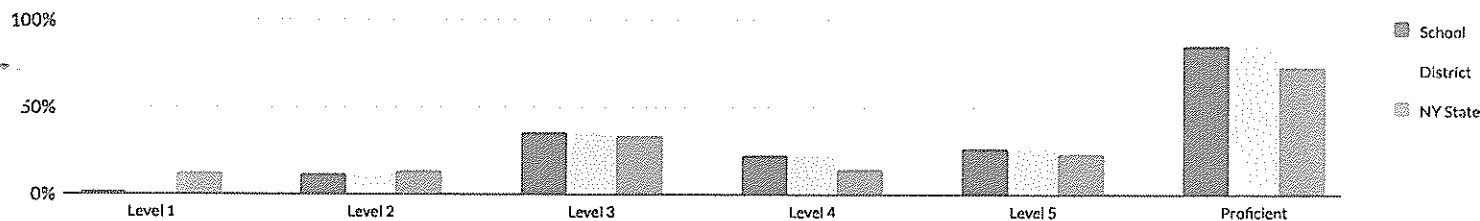
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	73	23	32%	16	22%	26	36%	8	11%	34	47%
Female	30	12	40%	5	17%	9	30%	4	13%	13	43%
Male	43	11	26%	11	26%	17	40%	4	9%	21	49%
General Education Students	72	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	29	11	38%	8	28%	8	28%	2	7%	10	34%
Hispanic or Latino	16	4	25%	5	31%	4	25%	3	19%	7	44%
White	19	3	16%	3	16%	12	63%	1	5%	13	68%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	5	56%	0	0%	2	22%	2	22%	4	44%
Economically Disadvantaged	32	13	41%	9	28%	7	22%	3	9%	10	31%
Not Economically Disadvantaged	41	10	24%	7	17%	19	46%	5	12%	24	59%
Non-English Language Learner	73	23	32%	16	22%	26	36%	8	11%	34	47%
Not in Foster Care	73	23	32%	16	22%	26	36%	8	11%	34	47%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	71	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	72	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	73	23	32%	16	22%	26	36%	8	11%	34	47%

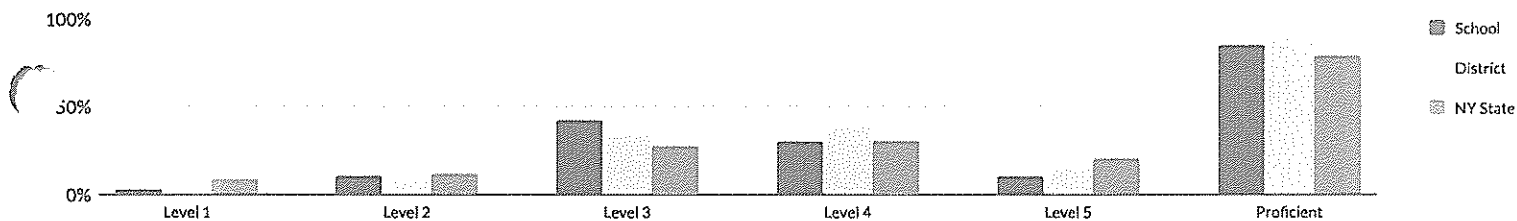
ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Female	87	1	1%	10	11%	29	33%	22	25%	25	29%	76	87%
Male	97	2	2%	12	12%	38	39%	21	22%	24	25%	83	86%
General Education Students	155	1	1%	13	8%	53	34%	41	26%	47	30%	141	91%
Students with Disabilities	29	2	7%	9	31%	14	48%	2	7%	2	7%	18	62%
Asian or Native Hawaiian/Other Pacific Islander	11	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	80	3	4%	13	16%	34	43%	13	16%	17	21%	64	80%
Hispanic or Latino	58	0	0%	6	10%	21	36%	16	28%	15	26%	52	90%
White	33	0	0%	3	9%	8	24%	9	27%	13	39%	30	91%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	4	31%	5	38%	4	31%	13	100%
Economically Disadvantaged	82	3	4%	14	17%	27	33%	18	22%	20	24%	65	79%
Not Economically Disadvantaged	102	0	0%	8	8%	40	39%	25	25%	29	28%	94	92%
Non-English Language Learner	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Not in Foster Care	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	182	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%
Parent Not in Armed Forces	184	3	2%	22	12%	67	36%	43	23%	49	27%	159	86%

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



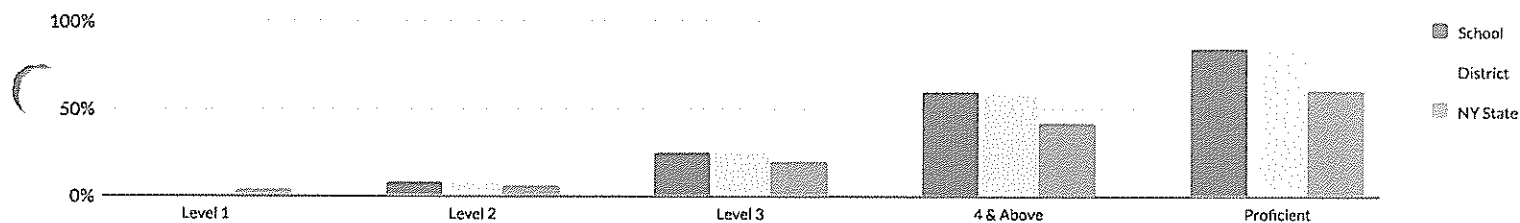
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	3	3%	12	11%	45	43%	33	31%	12	11%	90	86%
Female	41	2	5%	1	2%	21	51%	10	24%	7	17%	38	93%
Male	64	1	2%	11	17%	24	38%	23	36%	5	8%	52	81%
General Education Students	88	3	3%	8	9%	35	40%	30	34%	12	14%	77	88%
Students with Disabilities	17	0	0%	4	24%	10	59%	3	18%	0	0%	13	76%
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	52	2	4%	8	15%	22	42%	16	31%	4	8%	42	81%
Hispanic or Latino	32	1	3%	3	9%	16	50%	8	25%	4	13%	28	88%
White	14	0	0%	0	0%	4	29%	9	64%	1	7%	14	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	0	0%	3	43%	6	86%
Economically Disadvantaged	49	1	2%	4	8%	25	51%	12	24%	7	14%	44	90%
Not Economically Disadvantaged	56	2	4%	8	14%	20	36%	21	38%	5	9%	46	82%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	103	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	3	3%	12	11%	45	43%	33	31%	12	11%	90	86%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	103	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	104	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	105	3	3%	12	11%	45	43%	33	31%	12	11%	90	86%

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	10	7%	132	93%	0	0%	11	8%	36	25%	85	60%	121	85%
Female	64	4	6%	60	94%	0	0%	6	9%	14	22%	40	63%	54	84%
Male	78	6	8%	72	92%	0	0%	5	6%	22	28%	45	58%	67	86%
General Education Students	127	9	7%	118	93%	0	0%	8	6%	29	23%	81	64%	110	87%
Students with Disabilities	15	1	7%	14	93%	0	0%	3	20%	7	47%	4	27%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	13	2	—	11	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	2	3%	65	97%	0	0%	6	9%	21	31%	38	57%	59	88%
Hispanic or Latino	38	4	11%	34	89%	0	0%	4	11%	9	24%	21	55%	30	79%
White	23	2	9%	21	91%	0	0%	1	4%	5	22%	15	65%	20	87%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	0	0%	0	0%	1	7%	11	79%	12	86%
Economically Disadvantaged	65	4	6%	61	94%	0	0%	7	11%	20	31%	34	52%	54	83%
Not Economically Disadvantaged	77	6	8%	71	92%	0	0%	4	5%	16	21%	51	66%	67	87%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	9	—	130	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	142	10	7%	132	93%	0	0%	11	8%	36	25%	85	60%	121	85%
Homeless	8	1	13%	7	88%	0	0%	0	0%	4	50%	3	38%	7	88%
Not Homeless	134	9	7%	125	93%	0	0%	11	8%	32	24%	82	61%	114	85%
Not Migrant	142	10	7%	132	93%	0	0%	11	8%	36	25%	85	60%	121	85%
Parent Not in Armed Forces	142	10	7%	132	93%	0	0%	11	8%	36	25%	85	60%	121	85%

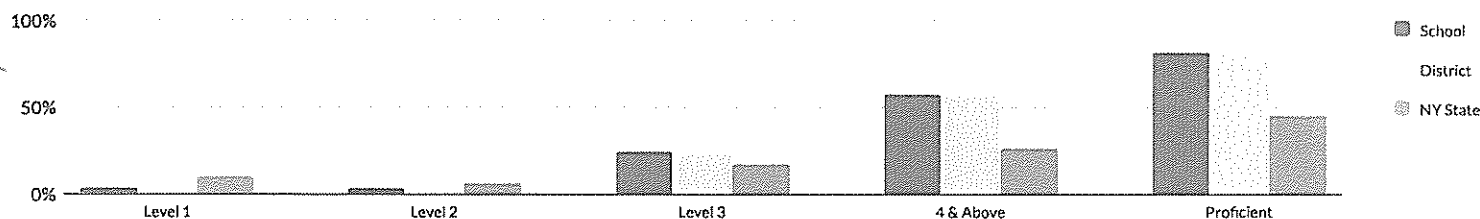
2019 TOTAL COHORT EXEMPTIONS IN ELA

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	1	25	3	75
Female	3	1	33	2	67
Male	1	0	0	1	100
General Education Students	4	1	25	3	75
Black or African American	1	0	0	1	100
Hispanic or Latino	3	1	33	2	67
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	3	1	33	2	67
Non-English Language Learner	4	1	25	3	75
Not in Foster Care	4	1	25	3	75
Not Homeless	4	1	25	3	75
Not Migrant	4	1	25	3	75
Parent Not in Armed Forces	4	1	25	3	75

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

2019 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	15	11%	127	89%	5	4%	5	4%	35	25%	82	58%	117	82%
Female	64	6	9%	58	91%	2	3%	3	5%	9	14%	44	69%	53	83%
Male	78	9	12%	69	88%	3	4%	2	3%	26	33%	38	49%	64	82%
General Education Students	127	12	9%	115	91%	3	2%	5	4%	29	23%	78	61%	107	84%
Students with Disabilities	15	3	20%	12	80%	2	13%	0	0%	6	40%	4	27%	10	67%
Asian or Native Hawaiian/Other Pacific Islander	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	8	12%	59	88%	4	6%	1	1%	18	27%	36	54%	54	81%
Hispanic or Latino	38	6	16%	32	84%	0	0%	2	5%	10	26%	20	53%	30	79%
White	23	0	0%	23	100%	0	0%	2	9%	6	26%	15	65%	21	91%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	13	93%	1	7%	0	0%	1	7%	11	79%	12	86%
Economically Disadvantaged	65	6	9%	59	91%	3	5%	4	6%	18	28%	34	52%	52	80%
Not Economically Disadvantaged	77	9	12%	68	88%	2	3%	1	1%	17	22%	48	62%	65	84%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	14	—	125	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	142	15	11%	127	89%	5	4%	5	4%	35	25%	82	58%	117	82%
Homeless	8	1	13%	7	88%	0	0%	1	13%	5	63%	1	13%	6	75%
Not Homeless	134	14	10%	120	90%	5	4%	4	3%	30	22%	81	60%	111	83%
Not Migrant	142	15	11%	127	89%	5	4%	5	4%	35	25%	82	58%	117	82%
Parent Not in Armed Forces	142	15	11%	127	89%	5	4%	5	4%	35	25%	82	58%	117	82%

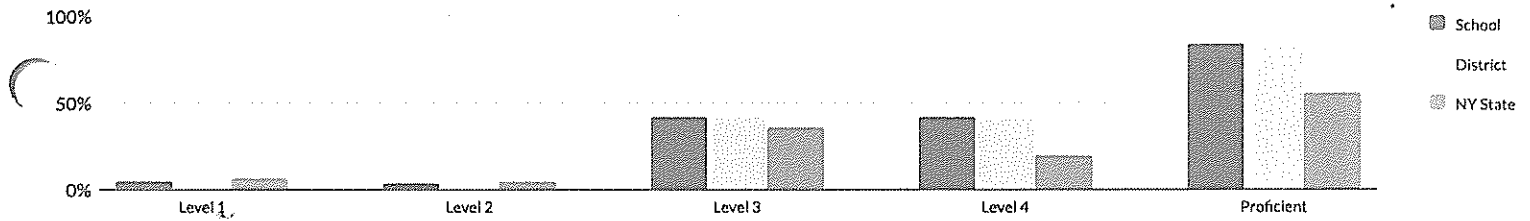
2019 TOTAL COHORT EXEMPTIONS IN MATH

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	128	12	9	116	91
Female	60	5	8	55	92
Male	68	7	10	61	90
General Education Students	115	9	8	106	92
Students with Disabilities	13	3	23	10	77
Asian or Native Hawaiian/Other Pacific Islander	12	0	0	12	100
Black or African American	62	6	10	56	90
Hispanic or Latino	33	5	15	28	85
White	20	0	0	20	100
Multiracial	1	1	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	59	5	8	54	92
Not Economically Disadvantaged	69	7	10	62	90
Non-English Language Learner	128	12	9	116	91
Not in Foster Care	128	12	9	116	91
Homeless	5	0	0	5	100
Not Homeless	123	12	10	111	90
Not Migrant	128	12	9	116	91
Parent Not in Armed Forces	128	12	9	116	91

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	142	11	8%	131	92%	7	5%	5	4%	60	42%	59	42%	119	84%
Female	64	4	6%	60	94%	4	6%	4	6%	29	45%	23	36%	52	81%
Male	78	7	9%	71	91%	3	4%	1	1%	31	40%	36	46%	67	86%
General Education Students	127	7	6%	120	94%	4	3%	4	3%	56	44%	56	44%	112	88%
Students with Disabilities	15	4	27%	11	73%	3	20%	1	7%	4	27%	3	20%	7	47%
Asian or Native Hawaiian/Other Pacific Islander	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	8	12%	59	88%	4	6%	3	4%	29	43%	23	34%	52	78%
Hispanic or Latino	38	3	8%	35	92%	2	5%	1	3%	18	47%	14	37%	32	84%
White	23	0	0%	23	100%	0	0%	0	0%	11	48%	12	52%	23	100%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	14	100%	1	7%	1	7%	2	14%	10	71%	12	86%
Economically Disadvantaged	65	6	9%	59	91%	4	6%	3	5%	34	52%	18	28%	52	80%
Not Economically Disadvantaged	77	5	6%	72	94%	3	4%	2	3%	26	34%	41	53%	67	87%
English Language Learner	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	10	—	129	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	142	11	8%	131	92%	7	5%	5	4%	60	42%	59	42%	119	84%
Homeless	8	4	50%	4	50%	0	0%	0	0%	3	38%	1	13%	4	50%
Not Homeless	134	7	5%	127	95%	7	5%	5	4%	57	43%	58	43%	115	86%
Not Migrant	142	11	8%	131	92%	7	5%	5	4%	60	42%	59	42%	119	84%
Parent Not in Armed Forces	142	11	8%	131	92%	7	5%	5	4%	60	42%	59	42%	119	84%

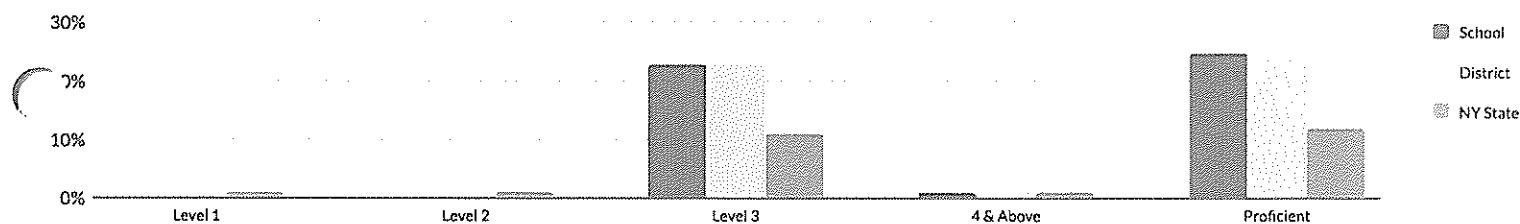
2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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	128	9	7	119	93
Female	59	3	5	56	95
Male	69	6	9	63	91
General Education Students	115	6	5	109	95
Students with Disabilities	13	3	23	10	77
Asian or Native Hawaiian/Other Pacific Islander	12	0	0	12	100
Black or African American	64	7	11	57	89
Hispanic or Latino	31	2	6	29	94
White	20	0	0	20	100
Multiracial	1	0	0	1	100
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	59	6	10	53	90
Not Economically Disadvantaged	69	3	4	66	96
Non-English Language Learner	128	9	7	119	93
Not in Foster Care	128	9	7	119	93
Homeless	6	4	67	2	33
Not Homeless	122	5	4	117	96
Not Migrant	128	9	7	119	93
Parent Not in Armed Forces	128	9	7	119	93

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	142	107	75%	35	25%	0	0%	0	0%	33	23%	2	1%	35	25%
Female	64	50	78%	14	22%	0	0%	0	0%	13	20%	1	2%	14	22%
Male	78	57	73%	21	27%	0	0%	0	0%	20	26%	1	1%	21	27%
General Education Students	127	93	73%	34	27%	0	0%	0	0%	32	25%	2	2%	34	27%
Students with Disabilities	15	14	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	13	3	—	10	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	54	81%	13	19%	0	0%	0	0%	12	18%	1	1%	13	19%
Hispanic or Latino	38	33	87%	5	13%	0	0%	0	0%	4	11%	1	3%	5	13%
White	23	16	70%	7	30%	0	0%	0	0%	7	30%	0	0%	7	30%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	10	71%	0	0%	0	0%	10	71%	0	0%	10	71%
Economically Disadvantaged	65	53	82%	12	18%	0	0%	0	0%	12	18%	0	0%	12	18%
Not Economically Disadvantaged	77	54	70%	23	30%	0	0%	0	0%	21	27%	2	3%	23	30%
English Language Learner	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	104	—	35	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	142	107	75%	35	25%	0	0%	0	0%	33	23%	2	1%	35	25%
Homeless	8	6	75%	2	25%	0	0%	0	0%	2	25%	0	0%	2	25%
Not Homeless	134	101	75%	33	25%	0	0%	0	0%	31	23%	2	1%	33	25%
Not Migrant	142	107	75%	35	25%	0	0%	0	0%	33	23%	2	1%	35	25%
Parent Not in Armed Forces	142	107	75%	35	25%	0	0%	0	0%	33	23%	2	1%	35	25%

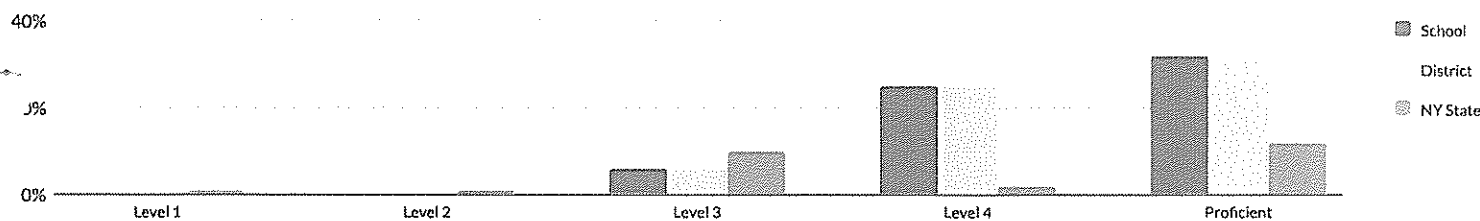
2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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	124	94	76	30	24
Female	58	46	79	12	21
Male	66	48	73	18	27
General Education Students	111	81	73	30	27
Students with Disabilities	13	13	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	12	2	17	10	83
Black or African American	61	52	85	9	15
Hispanic or Latino	30	26	87	4	13
White	20	13	65	7	35
Multiracial	1	1	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	57	47	82	10	18
Not Economically Disadvantaged	67	47	70	20	30
Non-English Language Learner	124	94	76	30	24
Not in Foster Care	124	94	76	30	24
Homeless	5	5	100	0	0
Not Homeless	119	89	75	30	25
Not Migrant	124	94	76	30	24
Parent Not in Armed Forces	124	94	76	30	24

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

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	142	97	68%	45	32%	0	0%	0	0%	9	6%	36	25%	45	32%
Female	64	45	70%	19	30%	0	0%	0	0%	3	5%	16	25%	19	30%
Male	78	52	67%	26	33%	0	0%	0	0%	6	8%	20	26%	26	33%
General Education Students	127	83	65%	44	35%	0	0%	0	0%	8	6%	36	28%	44	35%
Students with Disabilities	15	14	93%	1	7%	0	0%	0	0%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	13	3	—	10	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	53	79%	14	21%	0	0%	0	0%	3	4%	11	16%	14	21%
Hispanic or Latino	38	28	74%	10	26%	0	0%	0	0%	2	5%	8	21%	10	26%
White	23	12	52%	11	48%	0	0%	0	0%	2	9%	9	39%	11	48%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	10	71%	0	0%	0	0%	2	14%	8	57%	10	71%
Economically Disadvantaged	65	48	74%	17	26%	0	0%	0	0%	5	8%	12	18%	17	26%
Not Economically Disadvantaged	77	49	64%	28	36%	0	0%	0	0%	4	5%	24	31%	28	36%
English Language Learner	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	95	—	44	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	142	97	68%	45	32%	0	0%	0	0%	9	6%	36	25%	45	32%
Homeless	8	6	75%	2	25%	0	0%	0	0%	1	13%	1	13%	2	25%
Not Homeless	134	91	68%	43	32%	0	0%	0	0%	8	6%	35	26%	43	32%
Not Migrant	142	97	68%	45	32%	0	0%	0	0%	9	6%	36	25%	45	32%
Parent Not in Armed Forces	142	97	68%	45	32%	0	0%	0	0%	9	6%	36	25%	45	32%

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	6	6	100	0	0
Female	3	3	100	0	0
Male	3	3	100	0	0
General Education Students	5	5	100	0	0
Students with Disabilities	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	4	4	100	0	0
Small Group Total: Race & Ethnicity	?	?	?	?	?
Economically Disadvantaged	1	1	100	0	0
Not Economically Disadvantaged	5	5	100	0	0
Non-English Language Learner	6	6	100	0	0
Not in Foster Care	6	6	100	0	0
Not Homeless	6	6	100	0	0
Not Migrant	6	6	100	0	0
Parent Not in Armed Forces	6	6	100	0	0

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	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	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

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	57	6	11%	1	0	0%
THIS DISTRICT	165	24	15%	4	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 SCHOOL	57	1	2%
THIS DISTRICT	164	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	142	135	95%	100	70%	35	25%	0	0%	0	0%	5	4%	0	0%	2	1%
Female	64	60	94%	49	77%	11	17%	0	0%	0	0%	3	5%	0	0%	1	2%
Male	78	75	96%	51	65%	24	31%	0	0%	0	0%	2	3%	0	0%	1	1%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	127	121	95%	94	74%	27	21%	0	0%	0	0%	4	3%	0	0%	2	2%
Students with Disabilities	15	14	93%	6	40%	8	53%	0	0%	0	0%	1	7%	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	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	67	65	97%	49	73%	16	24%	0	0%	0	0%	2	3%	0	0%	0	0%
Hispanic or Latino	38	36	95%	21	55%	15	39%	0	0%	0	0%	1	3%	0	0%	1	3%
White	23	21	91%	18	78%	3	13%	0	0%	0	0%	1	4%	0	0%	1	4%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	65	61	94%	46	71%	15	23%	0	0%	0	0%	3	5%	0	0%	1	2%
Not Economically Disadvantaged	77	74	96%	54	70%	20	26%	0	0%	0	0%	2	3%	0	0%	1	1%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	139	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	142	135	95%	100	70%	35	25%	0	0%	0	0%	5	4%	0	0%	2	1%
Homeless	8	8	100%	5	63%	3	38%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	134	127	95%	95	71%	32	24%	0	0%	0	0%	5	4%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	142	135	95%	100	70%	35	25%	0	0%	0	0%	5	4%	0	0%	2	1%
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	142	135	95%	100	70%	35	25%	0	0%	0	0%	5	4%	0	0%	2	1%

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	239	131.2	3
	Math	295	150.3	
	Combined	534	141.8	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	195.2	4
	Math	26	205.8	
	Combined	47	201.1	
Black or African American	ELA	111	117.1	2
	Math	138	133	
	Combined	249	125.9	
Hispanic or Latino	ELA	67	126.1	3
	Math	77	151.3	
	Combined	144	139.6	
Multiracial	ELA	3	—	—
	Math	2	—	
	Combined	5	—	
White	ELA	37	148.6	3
	Math	52	169.2	
	Combined	89	160.7	
English Language Learner	ELA	2	—	—
	Math	4	—	
	Combined	6	—	
Students with Disabilities	ELA	36	36.1	2
	Math	41	53.7	
	Combined	77	45.5	
Economically Disadvantaged	ELA	115	116.5	3
	Math	140	133.2	
	Combined	255	125.7	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	389	80.6	2
	Math	389	114	
	Combined	778	97.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	141.4	4
	Math	29	184.5	
	Combined	58	162.9	
Black or African American	ELA	178	73	2
	Math	177	103.7	
	Combined	355	88.3	
Hispanic or Latino	ELA	108	78.2	2
	Math	110	105.9	
	Combined	218	92.2	
Multiracial	ELA	4	—	—
	Math	4	—	
	Combined	8	—	
White	ELA	69	79.7	2
	Math	68	129.4	
	Combined	137	104.4	
English Language Learner	ELA	2	—	—
	Math	4	—	
	Combined	6	—	
Students with Disabilities	ELA	53	24.5	2
	Math	52	42.3	
	Combined	105	33.3	
Economically Disadvantaged	ELA	183	73.2	2
	Math	184	101.4	
	Combined	367	87.3	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	433	69	15.9%	4
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	2	6.3%	4
Black or African American	195	35	17.9%	3
Hispanic or Latino	126	21	16.7%	3
Multiracial	4	—	—	—
White	75	9	12%	4
English Language Learner	8	—	—	—
Students with Disabilities	59	14	23.7%	3
Economically Disadvantaged	208	46	22.1%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	417	58.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	30	—
Black or African American	X	191	59.2%
Hispanic or Latino	X	118	59.3%
Multiracial	—	4	—
White	X	73	50.7%
English Language Learner	—	2	—
Students with Disabilities	X	56	64.3%
Economically Disadvantaged	X	195	59%

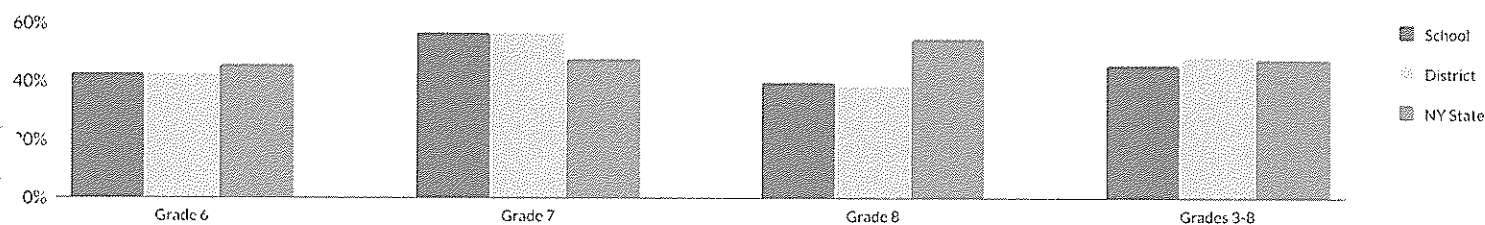
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	417	72.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	30	—
Black or African American	X	190	74.7%
Hispanic or Latino	X	120	66.7%
Multiracial	—	4	—
White	X	72	72.2%
English Language Learner	—	4	—
Students with Disabilities	X	55	74.6%
Economically Disadvantaged	X	196	71.9%

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

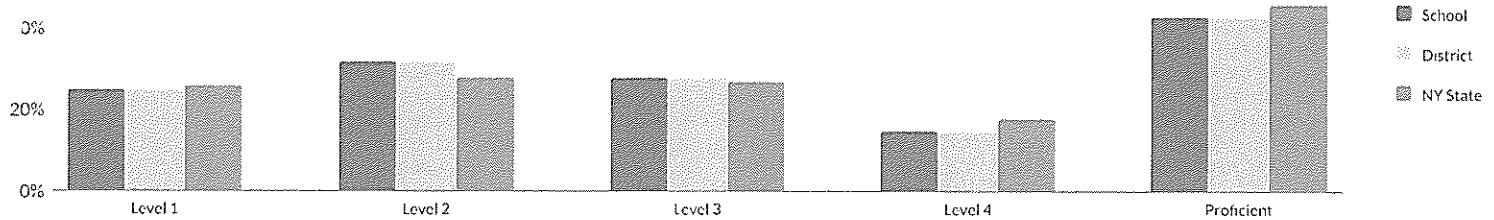


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	146	40	27%	106	73%	26	25%	34	32%	30	28%	16	15%	46	43%
Grade 7	126	58	46%	68	54%	14	21%	15	22%	27	40%	12	18%	39	57%
Grade 8	148	78	53%	70	47%	20	29%	22	31%	15	21%	13	19%	28	40%
Grades 3-8	420	176	42%	244	58%	60	25%	71	29%	72	30%	41	17%	113	46%

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.

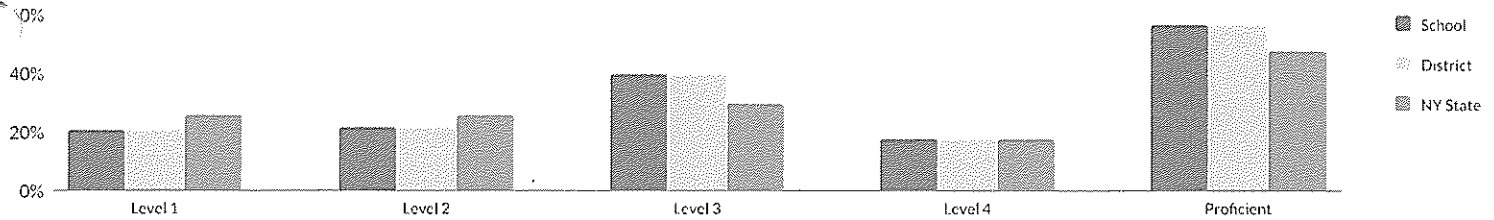


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	40	27%	106	73%	26	25%	34	32%	30	28%	16	15%	46	43%
Female	63	18	29%	45	71%	7	16%	15	33%	12	27%	11	24%	23	51%
Male	83	22	27%	61	73%	19	31%	19	31%	18	30%	5	8%	23	38%
General Education Students	122	33	27%	89	73%	13	15%	30	34%	30	34%	16	18%	46	52%
Students with Disabilities	24	7	29%	17	71%	13	76%	4	24%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	60	13	22%	47	78%	14	30%	16	34%	11	23%	6	13%	17	36%
Hispanic or Latino	45	13	29%	32	71%	9	28%	9	28%	10	31%	4	13%	14	44%
White	30	9	30%	21	70%	3	14%	9	43%	5	24%	4	19%	9	43%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	66	15	23%	51	77%	15	29%	19	37%	13	25%	4	8%	17	33%
Not Economically Disadvantaged	80	25	31%	55	69%	11	20%	15	27%	17	31%	12	22%	29	53%
Non-English Language Learner	146	40	27%	106	73%	26	25%	34	32%	30	28%	16	15%	46	43%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	40	28%	105	72%	—	—	—	—	—	—	—	—	—	—
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	143	40	28%	103	72%	—	—	—	—	—	—	—	—	—	—
Not Migrant	146	40	27%	106	73%	26	25%	34	32%	30	28%	16	15%	46	43%
Parent Not in Armed Forces	146	40	27%	106	73%	26	25%	34	32%	30	28%	16	15%	46	43%

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.

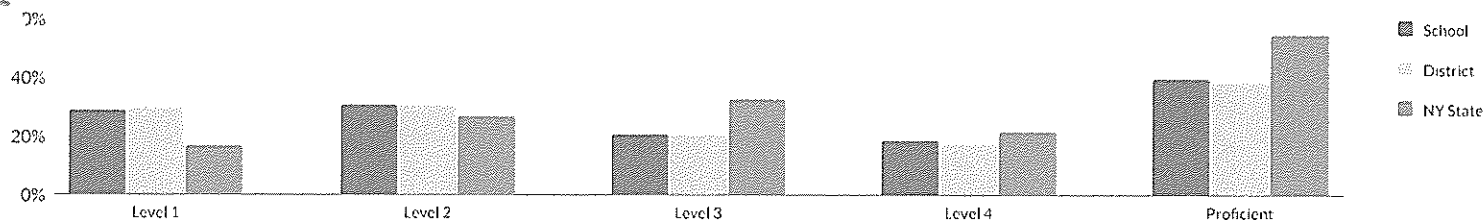


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	58	46%	68	54%	14	21%	15	22%	27	40%	12	18%	39	57%
Female	66	34	52%	32	48%	6	19%	6	19%	15	47%	5	16%	20	63%
Male	60	24	40%	36	60%	8	22%	9	25%	12	33%	7	19%	19	53%
General Education Students	113	53	47%	60	53%	9	15%	12	20%	27	45%	12	20%	39	65%
Students with Disabilities	13	5	38%	8	62%	5	63%	3	38%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	8	80%	0	0%	1	13%	4	50%	3	38%	7	88%
Black or African American	58	23	40%	35	60%	8	23%	10	29%	12	34%	5	14%	17	49%
Hispanic or Latino	41	24	59%	17	41%	4	24%	3	18%	8	47%	2	12%	10	59%
White	16	9	56%	7	44%	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	17	9	53%	8	47%	2	25%	1	13%	3	38%	2	25%	5	63%
Economically Disadvantaged	61	31	51%	30	49%	5	17%	9	30%	12	40%	4	13%	16	53%
Not Economically Disadvantaged	65	27	42%	38	58%	9	24%	6	16%	15	39%	8	21%	23	61%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	57	46%	67	54%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	58	46%	68	54%	14	21%	15	22%	27	40%	12	18%	39	57%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	58	46%	67	54%	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	58	46%	68	54%	14	21%	15	22%	27	40%	12	18%	39	57%
Parent Not in Armed Forces	126	58	46%	68	54%	14	21%	15	22%	27	40%	12	18%	39	57%

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.



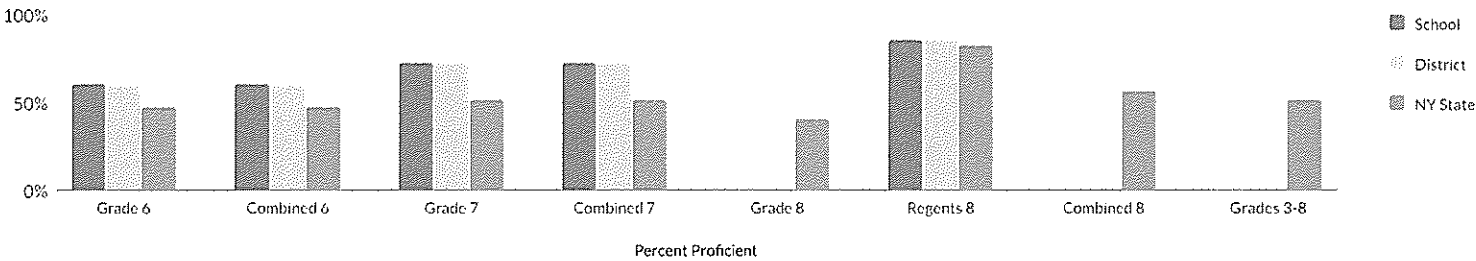
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	78	53%	70	47%	20	29%	22	31%	15	21%	13	19%	28	40%
Female	66	40	61%	26	39%	5	19%	5	19%	6	23%	10	38%	16	62%
Male	82	38	46%	44	54%	15	34%	17	39%	9	20%	3	7%	12	27%
General Education Students	128	69	54%	59	46%	14	24%	18	31%	14	24%	13	22%	27	46%
Students with Disabilities	20	9	45%	11	55%	6	55%	4	36%	1	9%	0	0%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	73	42	58%	31	42%	9	29%	13	42%	6	19%	3	10%	9	29%
Hispanic or Latino	34	13	38%	21	62%	8	38%	4	19%	6	29%	3	14%	9	43%
White	27	18	67%	9	33%	1	11%	2	22%	2	22%	4	44%	6	67%
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	5	36%	9	64%	2	22%	3	33%	1	11%	3	33%	4	44%
Economically Disadvantaged	70	36	51%	34	49%	12	35%	10	29%	8	24%	4	12%	12	35%
Not Economically Disadvantaged	78	42	54%	36	46%	8	22%	12	33%	7	19%	9	25%	16	44%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	146	77	53%	69	47%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	148	78	53%	70	47%	20	29%	22	31%	15	21%	13	19%	28	40%
Not Homeless	148	78	53%	70	47%	20	29%	22	31%	15	21%	13	19%	28	40%
Not Migrant	148	78	53%	70	47%	20	29%	22	31%	15	21%	13	19%	28	40%
Parent Not in Armed Forces	148	78	53%	70	47%	20	29%	22	31%	15	21%	13	19%	28	40%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS

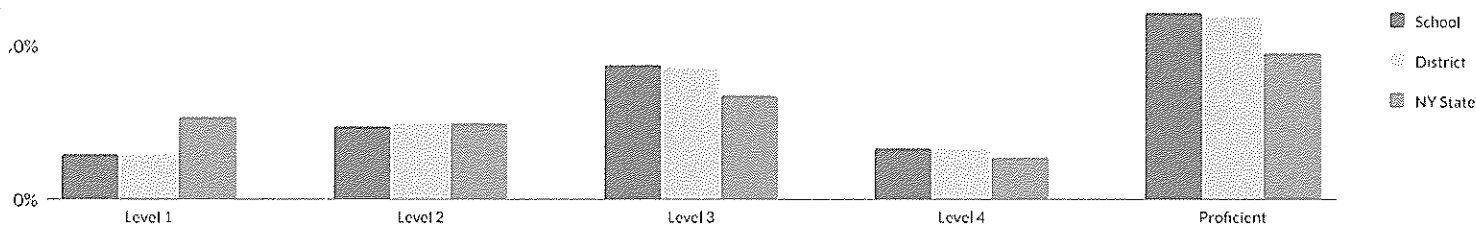


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 6	146	52	36%	94	64%	14	15%	23	24%	41	44%	16	17%	57	61%
Combined 6	146	52	36%	94	64%	14	15%	23	24%	41	44%	16	17%	57	61%
Grade 7	126	60	48%	66	52%	10	15%	8	12%	26	39%	22	33%	48	73%
Combined 7	126	60	48%	66	52%	10	15%	8	12%	26	39%	22	33%	48	73%
Grade 8	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	139	94%	10	7%	10	7%	61	44%	58	42%	119	86%
Combined 8	148	6	4%	142	96%	—	—	—	—	—	—	—	—	—	—
Grades 3-8	420	118	28%	302	72%	—	—	—	—	—	—	—	—	—	—

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

GRADE 6 MATH RESULTS

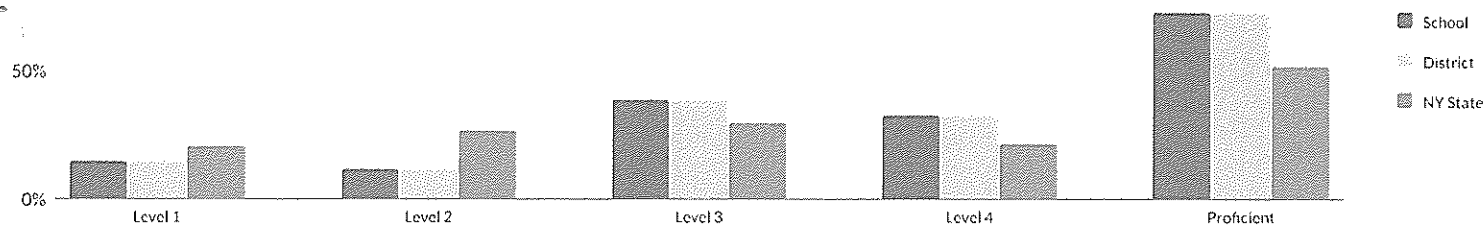
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	52	36%	94	64%	14	15%	23	24%	41	44%	16	17%	57	61%
Female	63	23	37%	40	63%	5	13%	8	20%	20	50%	7	18%	27	68%
Male	83	29	35%	54	65%	9	17%	15	28%	21	39%	9	17%	30	56%
General Education Students	122	46	38%	76	62%	4	5%	18	24%	38	50%	16	21%	54	71%
Students with Disabilities	24	6	25%	18	75%	10	56%	5	28%	3	17%	0	0%	3	17%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	3	33%	6	67%	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	60	20	33%	40	67%	9	23%	12	30%	15	38%	4	10%	19	48%
Hispanic or Latino	45	17	38%	28	62%	3	11%	7	25%	14	50%	4	14%	18	64%
White	30	10	33%	20	67%	2	10%	4	20%	8	40%	6	30%	14	70%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	66	21	32%	45	68%	10	22%	13	29%	18	40%	4	9%	22	49%
Not Economically Disadvantaged	80	31	39%	49	61%	4	8%	10	20%	23	47%	12	24%	35	71%
Non-English Language Learner	146	52	36%	94	64%	14	15%	23	24%	41	44%	16	17%	57	61%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	52	36%	93	64%	—	—	—	—	—	—	—	—	—	—
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	143	52	36%	91	64%	—	—	—	—	—	—	—	—	—	—
Not Migrant	146	52	36%	94	64%	14	15%	23	24%	41	44%	16	17%	57	61%
Parent Not in Armed Forces	146	52	36%	94	64%	14	15%	23	24%	41	44%	16	17%	57	61%

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.

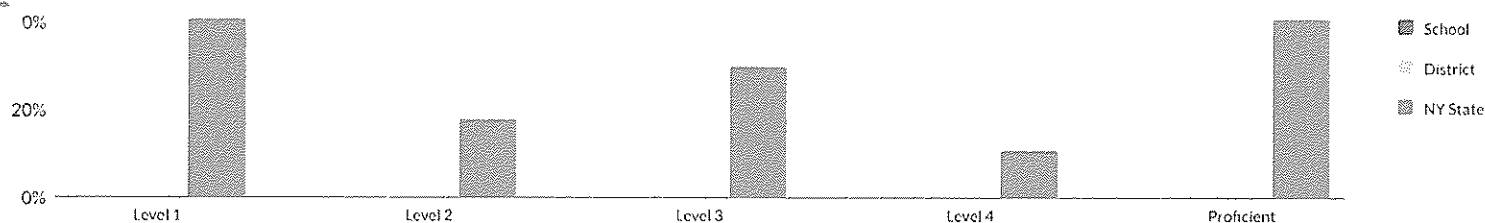


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	60	48%	66	52%	10	15%	8	12%	26	39%	22	33%	48	73%
Female	66	33	50%	33	50%	4	12%	7	21%	13	39%	9	27%	22	67%
Male	60	27	45%	33	55%	6	18%	1	3%	13	39%	13	39%	26	79%
General Education Students	113	55	49%	58	51%	4	7%	7	12%	25	43%	22	38%	47	81%
Students with Disabilities	13	5	38%	8	62%	6	75%	1	13%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	10	2	20%	8	80%	0	0%	0	0%	2	25%	6	75%	8	100%
Black or African American	58	25	43%	33	57%	5	15%	6	18%	13	39%	9	27%	22	67%
Hispanic or Latino	41	23	56%	18	44%	4	22%	1	6%	9	50%	4	22%	13	72%
White	16	9	56%	7	44%	1	14%	1	14%	2	29%	3	43%	5	71%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	61	32	52%	29	48%	4	14%	4	14%	13	45%	8	28%	21	72%
Not Economically Disadvantaged	65	28	43%	37	57%	6	16%	4	11%	13	35%	14	38%	27	73%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	124	60	48%	64	52%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	60	48%	66	52%	10	15%	8	12%	26	39%	22	33%	48	73%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	125	60	48%	65	52%	—	—	—	—	—	—	—	—	—	—
Not Migrant	126	60	48%	66	52%	10	15%	8	12%	26	39%	22	33%	48	73%
Parent Not in Armed Forces	126	60	48%	66	52%	10	15%	8	12%	26	39%	22	33%	48	73%

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.



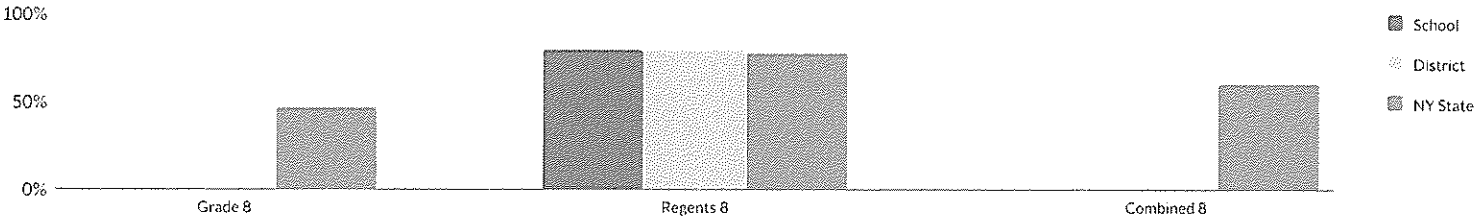
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Female	66	64	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Male	82	81	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—
General Education Students	128	128	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	20	17	85%	3	15%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	73	72	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	33	97%	1	3%	—	—	—	—	—	—	—	—	—	—
White	27	26	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	134	131	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	70	67	96%	3	4%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	78	78	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	146	143	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Not Homeless	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	148	145	98%	3	2%	—	—	—	—	—	—	—	—	—	—

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

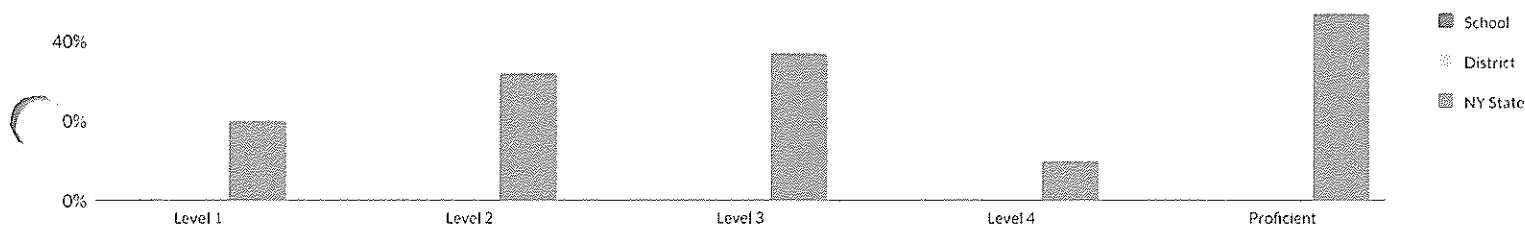
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Regents 8	—	—	—	137	92%	12	9%	15	11%	73	53%	37	27%	110	80%
Combined 8	149	9	6%	140	94%	—	—	—	—	—	—	—	—	—	—

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

GRADE 8 SCIENCE RESULTS



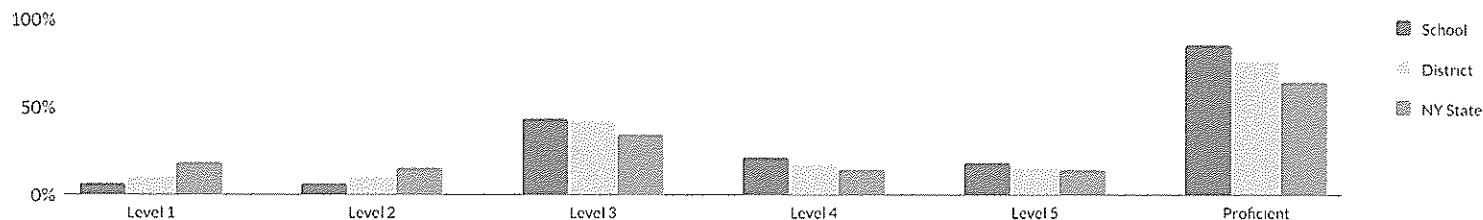
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Female	67	65	97%	2	3%	—	—	—	—	—	—	—	—	—	—
Male	82	81	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—
General Education Students	129	129	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	20	17	85%	3	15%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	74	73	99%	1	1%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	34	33	97%	1	3%	—	—	—	—	—	—	—	—	—	—
White	27	26	96%	1	4%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	135	132	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	70	67	96%	3	4%	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	79	79	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	147	144	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Not Homeless	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Not Migrant	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	149	146	98%	3	2%	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

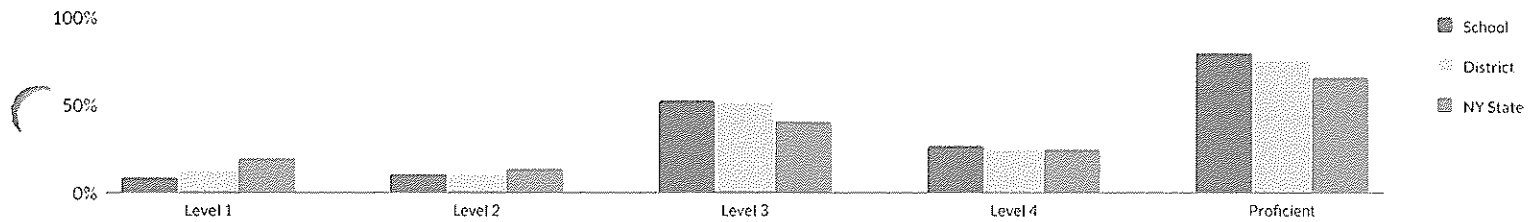
ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	139	10	7%	10	7%	61	44%	31	22%	27	19%	119	86%
Female	61	3	5%	3	5%	23	38%	17	28%	15	25%	55	90%
Male	78	7	9%	7	9%	38	49%	14	18%	12	15%	64	82%
General Education Students	127	7	6%	7	6%	57	45%	29	23%	27	21%	113	89%
Students with Disabilities	12	3	25%	3	25%	4	33%	2	17%	0	0%	6	50%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	68	7	10%	7	10%	32	47%	14	21%	8	12%	54	79%
Hispanic or Latino	33	3	9%	1	3%	15	45%	7	21%	7	21%	29	88%
White	24	0	0%	2	8%	7	29%	8	33%	7	29%	22	92%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	0	0%	7	50%	2	14%	5	36%	14	100%
Economically Disadvantaged	64	6	9%	7	11%	30	47%	8	13%	13	20%	51	80%
Not Economically Disadvantaged	75	4	5%	3	4%	31	41%	23	31%	14	19%	68	91%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	137	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	139	10	7%	10	7%	61	44%	31	22%	27	19%	119	86%
Not Homeless	139	10	7%	10	7%	61	44%	31	22%	27	19%	119	86%
Not Migrant	139	10	7%	10	7%	61	44%	31	22%	27	19%	119	86%
Parent Not in Armed Forces	139	10	7%	10	7%	61	44%	31	22%	27	19%	119	86%

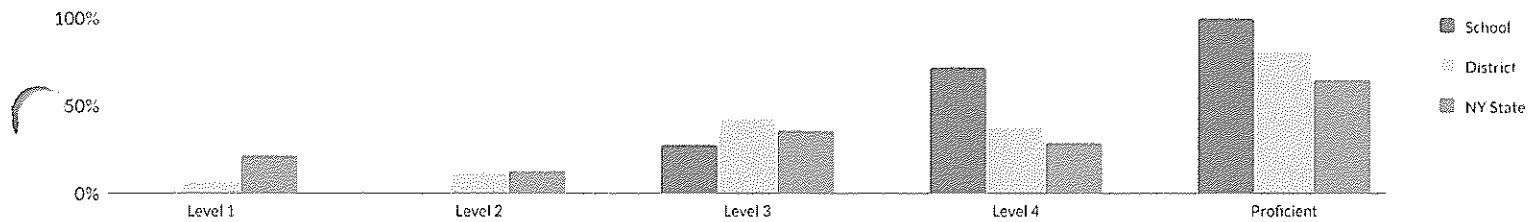
ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	137	12	9%	15	11%	73	53%	37	27%	110	80%
Female	60	6	10%	5	8%	29	48%	20	33%	49	82%
Male	77	6	8%	10	13%	44	57%	17	22%	61	79%
General Education Students	125	11	9%	11	9%	67	54%	36	29%	103	82%
Students with Disabilities	12	1	8%	4	33%	6	50%	1	8%	7	58%
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—
Black or African American	68	8	12%	9	13%	40	59%	11	16%	51	75%
Hispanic or Latino	31	3	10%	2	6%	16	52%	10	32%	26	84%
White	24	0	0%	4	17%	7	29%	13	54%	20	83%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	1	7%	0	0%	10	71%	3	21%	13	93%
Economically Disadvantaged	64	10	16%	6	9%	34	53%	14	22%	48	75%
Not Economically Disadvantaged	73	2	3%	9	12%	39	53%	23	32%	62	85%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	135	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	12	9%	15	11%	73	53%	37	27%	110	80%
Not Homeless	137	12	9%	15	11%	73	53%	37	27%	110	80%
Not Migrant	137	12	9%	15	11%	73	53%	37	27%	110	80%
Parent Not in Armed Forces	137	12	9%	15	11%	73	53%	37	27%	110	80%

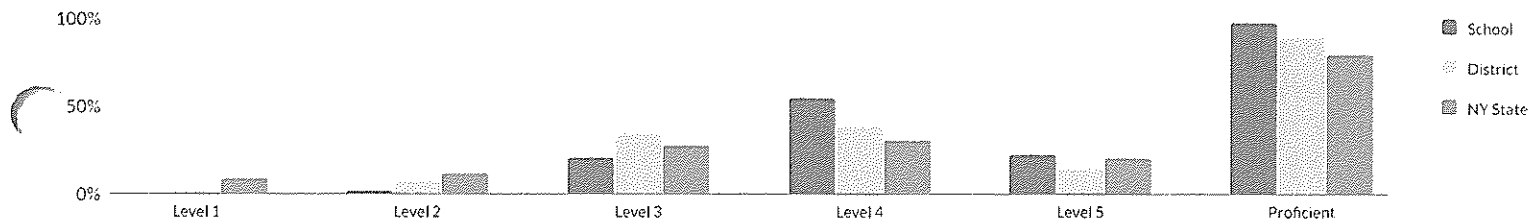
ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	47	0	0%	0	0%	13	28%	34	72%	47	100%
Female	25	0	0%	0	0%	6	24%	19	76%	25	100%
Male	22	0	0%	0	0%	7	32%	15	68%	22	100%
General Education Students	47	0	0%	0	0%	13	28%	34	72%	47	100%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	0	0%	1	20%	4	80%	5	100%
Black or African American	21	0	0%	0	0%	9	43%	12	57%	21	100%
Hispanic or Latino	15	0	0%	0	0%	1	7%	14	93%	15	100%
White	6	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	20	0	0%	0	0%	5	25%	15	75%	20	100%
Not Economically Disadvantaged	27	0	0%	0	0%	8	30%	19	70%	27	100%
Non-English Language Learner	47	0	0%	0	0%	13	28%	34	72%	47	100%
Not in Foster Care	47	0	0%	0	0%	13	28%	34	72%	47	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	46	—	—	—	—	—	—	—	—	—	—
Not Migrant	47	0	0%	0	0%	13	28%	34	72%	47	100%
Parent Not in Armed Forces	47	0	0%	0	0%	13	28%	34	72%	47	100%

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	53	0	0%	1	2%	11	21%	29	55%	12	23%	52	98%
Female	30	0	0%	0	0%	4	13%	16	53%	10	33%	30	100%
Male	23	0	0%	1	4%	7	30%	13	57%	2	9%	22	96%
General Education Students	50	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	1	14%	2	29%	3	43%	1	14%	6	86%
Black or African American	17	0	0%	0	0%	4	24%	7	41%	6	35%	17	100%
Hispanic or Latino	11	0	0%	0	0%	2	18%	8	73%	1	9%	11	100%
White	18	0	0%	0	0%	3	17%	11	61%	4	22%	18	100%
Economically Disadvantaged	17	0	0%	0	0%	3	18%	10	59%	4	24%	17	100%
Not Economically Disadvantaged	36	0	0%	1	3%	8	22%	19	53%	8	22%	35	97%
Non-English Language Learner	53	0	0%	1	2%	11	21%	29	55%	12	23%	52	98%
Not in Foster Care	53	0	0%	1	2%	11	21%	29	55%	12	23%	52	98%
Not Homeless	53	0	0%	1	2%	11	21%	29	55%	12	23%	52	98%
Not Migrant	53	0	0%	1	2%	11	21%	29	55%	12	23%	52	98%
Parent Not in Armed Forces	53	0	0%	1	2%	11	21%	29	55%	12	23%	52	98%

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 7	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	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%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	43	4	9%	1	0	0%
THIS DISTRICT	165	24	15%	4	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 SCHOOL	42	0	0%
THIS DISTRICT	164	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	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	268	147.2	3
	Math	258	152.7	
	Combined	526	149.9	
American Indian or Alaska Native	ELA	3	—	—
	Math	2	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	181	4
	Math	29	174.1	
	Combined	58	177.6	
Black or African American	ELA	112	141.5	3
	Math	109	141.3	
	Combined	221	141.4	
Hispanic or Latino	ELA	76	120.4	2
	Math	72	138.9	
	Combined	148	129.4	
Multiracial	ELA	—	—	—
	Math	—	—	
	Combined	—	—	
White	ELA	48	185.4	4
	Math	46	187	
	Combined	94	186.2	
English Language Learner	ELA	3	—	—
	Math	5	40	
	Combined	8	—	
Students with Disabilities	ELA	34	92.6	4
	Math	31	109.7	
	Combined	65	100.8	
Economically Disadvantaged	ELA	109	116.5	3
	Math	99	129.3	
	Combined	208	122.6	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	368	107.2	2
	Math	370	106.5	
	Combined	738	106.8	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	134.6	3
	Math	39	129.5	
	Combined	78	132.1	
Black or African American	ELA	138	114.9	2
	Math	138	111.6	
	Combined	276	113.2	
Hispanic or Latino	ELA	108	84.7	2
	Math	110	90.9	
	Combined	218	87.8	
Multiracial	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
White	ELA	79	112.7	2
	Math	79	108.9	
	Combined	158	110.8	
English Language Learner	ELA	4	—	—
	Math	6	33.3	
	Combined	10	—	
Students with Disabilities	ELA	63	50	2
	Math	63	54	
	Combined	126	52	
Economically Disadvantaged	ELA	138	92	2
	Math	138	92.8	
	Combined	276	92.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	4	—	—	—	—
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	0	—	—	—	—
English Language Learner	4	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	417	77	18.5%	3
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	43	19	44.2%	2
Black or African American	158	26	16.5%	3
Hispanic or Latino	125	24	19.2%	3
Multiracial	3	—	—	—
White	85	7	8.2%	4
English Language Learner	9	—	—	—
Students with Disabilities	70	22	31.4%	3
Economically Disadvantaged	154	41	26.6%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	400	69.5%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	X	42	69.1%
Black or African American	X	153	78.4%
Hispanic or Latino	X	117	66.7%
Multiracial	—	2	—
White	X	83	57.8%
English Language Learner	—	4	—
Students with Disabilities	X	67	50.8%
Economically Disadvantaged	X	145	75.2%

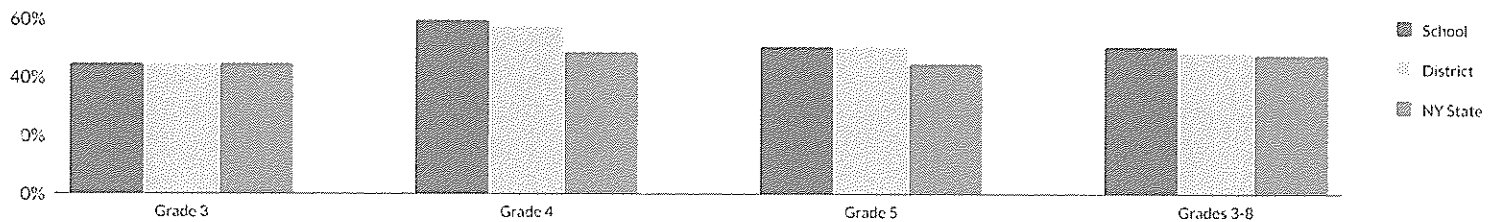
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	404	66.6%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	X	43	69.8%
Black or African American	X	153	76.5%
Hispanic or Latino	X	120	61.7%
Multiracial	—	2	—
White	X	83	55.4%
English Language Learner	—	8	—
Students with Disabilities	X	67	46.3%
Economically Disadvantaged	X	145	68.3%

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

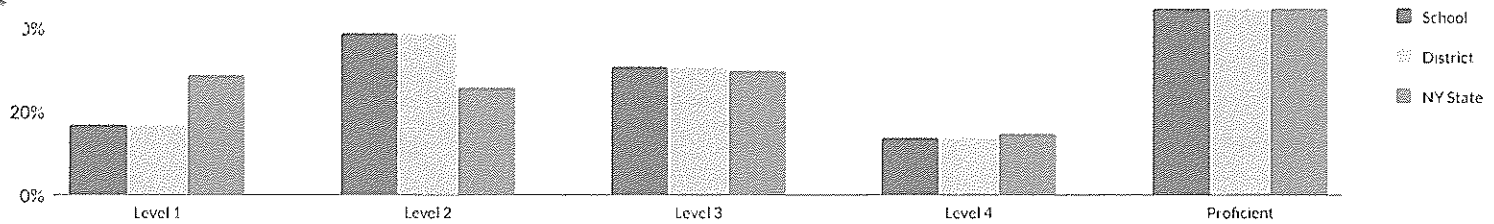


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	131	30	23%	101	77%	17	17%	39	39%	31	31%	14	14%	45	45%
Grade 4	136	49	36%	87	64%	8	9%	27	31%	30	34%	22	25%	52	60%
Grade 5	137	47	34%	90	66%	15	17%	29	32%	30	33%	16	18%	46	51%
Grades 3-8	404	126	31%	278	69%	40	14%	95	34%	91	33%	52	19%	143	51%

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.

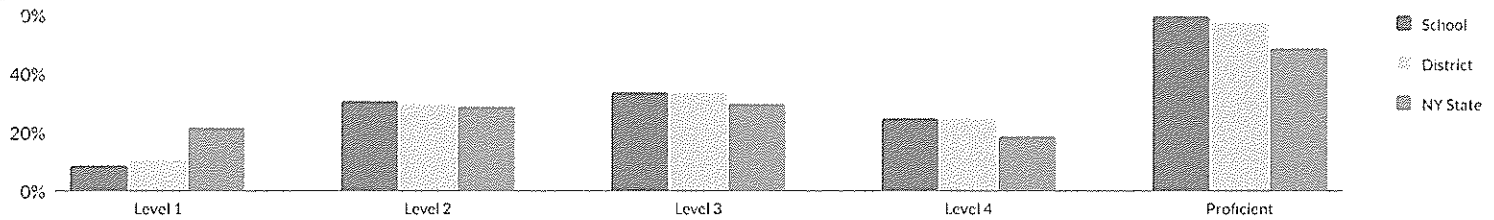


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	30	23%	101	77%	17	17%	39	39%	31	31%	14	14%	45	45%
Female	52	10	19%	42	81%	5	12%	12	29%	16	38%	9	21%	25	60%
Male	79	20	25%	59	75%	12	20%	27	46%	15	25%	5	8%	20	34%
General Education Students	110	17	15%	93	85%	15	16%	35	38%	29	31%	14	15%	43	46%
Students with Disabilities	21	13	62%	8	38%	2	25%	4	50%	2	25%	0	0%	2	25%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	4	24%	13	76%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	4	10%	35	90%	6	17%	13	37%	14	40%	2	6%	16	46%
Hispanic or Latino	41	10	24%	31	76%	8	26%	17	55%	4	13%	2	6%	6	19%
White	32	11	34%	21	66%	1	5%	5	24%	8	38%	7	33%	15	71%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	4	22%	14	78%	2	14%	4	29%	5	36%	3	21%	8	57%
Economically Disadvantaged	44	7	16%	37	84%	11	30%	15	41%	9	24%	2	5%	11	30%
Not Economically Disadvantaged	87	23	26%	64	74%	6	9%	24	38%	22	34%	12	19%	34	53%
English Language Learner	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	127	28	22%	99	78%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	131	30	23%	101	77%	17	17%	39	39%	31	31%	14	14%	45	45%
Not Homeless	131	30	23%	101	77%	17	17%	39	39%	31	31%	14	14%	45	45%
Not Migrant	131	30	23%	101	77%	17	17%	39	39%	31	31%	14	14%	45	45%
Parent Not in Armed Forces	131	30	23%	101	77%	17	17%	39	39%	31	31%	14	14%	45	45%

GRADE 4 ELA RESULTS

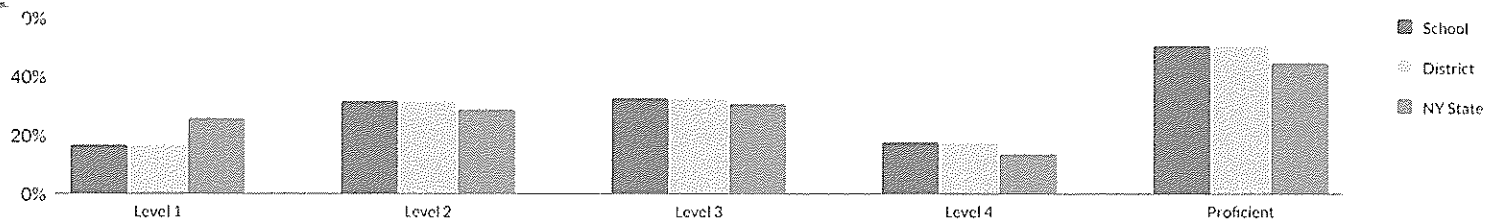
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	49	36%	87	64%	8	9%	27	31%	30	34%	22	25%	52	60%
Female	60	19	32%	41	68%	3	7%	12	29%	16	39%	10	24%	26	63%
Male	76	30	39%	46	61%	5	11%	15	33%	14	30%	12	26%	26	57%
General Education Students	107	34	32%	73	68%	4	5%	21	29%	29	40%	19	26%	48	66%
Students with Disabilities	29	15	52%	14	48%	4	29%	6	43%	1	7%	3	21%	4	29%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	—	—	—	—	—	—	—	—	—	—
Black or African American	65	18	28%	47	72%	6	13%	15	32%	17	36%	9	19%	26	55%
Hispanic or Latino	37	16	43%	21	57%	1	5%	9	43%	7	33%	4	19%	11	52%
White	24	11	46%	13	54%	0	0%	2	15%	3	23%	8	62%	11	85%
Small Group Total: Race & Ethnicity	10	4	40%	6	60%	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	58	20	34%	38	66%	6	16%	16	42%	11	29%	5	13%	16	42%
Not Economically Disadvantaged	78	29	37%	49	63%	2	4%	11	22%	19	39%	17	35%	36	73%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	134	48	36%	86	64%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	49	36%	87	64%	8	9%	27	31%	30	34%	22	25%	52	60%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	135	49	36%	86	64%	—	—	—	—	—	—	—	—	—	—
Not Migrant	136	49	36%	87	64%	8	9%	27	31%	30	34%	22	25%	52	60%
Parent Not in Armed Forces	136	49	36%	87	64%	8	9%	27	31%	30	34%	22	25%	52	60%

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.



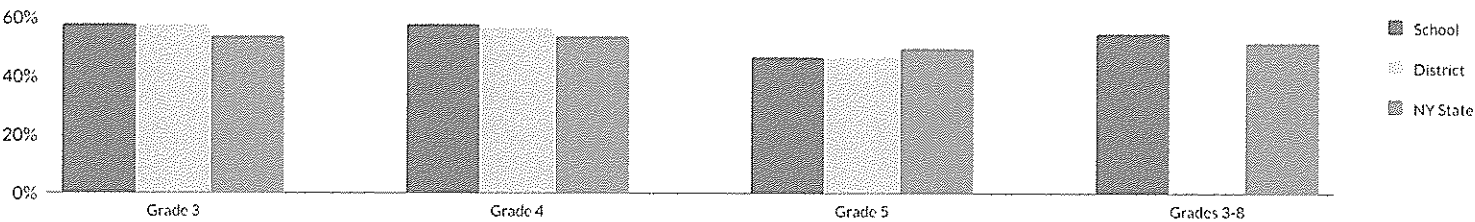
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	137	47	34%	90	66%	15	17%	29	32%	30	33%	16	18%	46	51%
Female	68	25	37%	43	63%	6	14%	15	35%	14	33%	8	19%	22	51%
Male	69	22	32%	47	68%	9	19%	14	30%	16	34%	8	17%	24	51%
General Education Students	120	42	35%	78	65%	9	12%	24	31%	29	37%	16	21%	45	58%
Students with Disabilities	17	5	29%	12	71%	6	50%	5	42%	1	8%	0	0%	1	8%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	6	35%	11	65%	—	—	—	—	—	—	—	—	—	—
Black or African American	49	11	22%	38	78%	6	16%	16	42%	9	24%	7	18%	16	42%
Hispanic or Latino	42	16	38%	26	62%	9	35%	6	23%	6	23%	5	19%	11	42%
White	27	13	48%	14	52%	0	0%	6	43%	7	50%	1	7%	8	57%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	6	33%	12	67%	0	0%	1	8%	8	67%	3	25%	11	92%
Economically Disadvantaged	43	9	21%	34	79%	11	32%	9	26%	11	32%	3	9%	14	41%
Not Economically Disadvantaged	94	38	40%	56	60%	4	7%	20	36%	19	34%	13	23%	32	57%
English Language Learner	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	135	45	33%	90	67%	15	17%	29	32%	30	33%	16	18%	46	51%
Not in Foster Care	137	47	34%	90	66%	15	17%	29	32%	30	33%	16	18%	46	51%
Not Homeless	137	47	34%	90	66%	15	17%	29	32%	30	33%	16	18%	46	51%
Not Migrant	137	47	34%	90	66%	15	17%	29	32%	30	33%	16	18%	46	51%
Parent Not in Armed Forces	137	47	34%	90	66%	15	17%	29	32%	30	33%	16	18%	46	51%

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

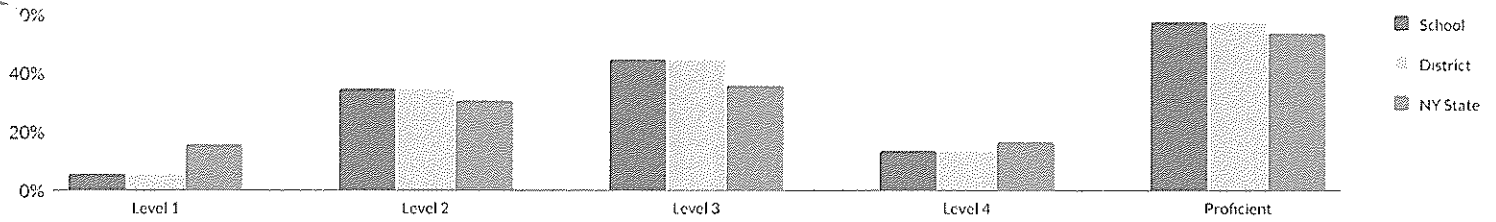


Grade	Percent Proficient														
	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	131	35	27%	96	73%	6	6%	34	35%	43	45%	13	14%	56	58%
Grade 4	136	46	34%	90	66%	8	9%	30	33%	37	41%	15	17%	52	58%
Grade 5	138	55	40%	83	60%	16	19%	28	34%	25	30%	14	17%	39	47%
Grades 3-8	405	136	34%	269	66%	30	11%	92	34%	105	39%	42	16%	147	55%

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.

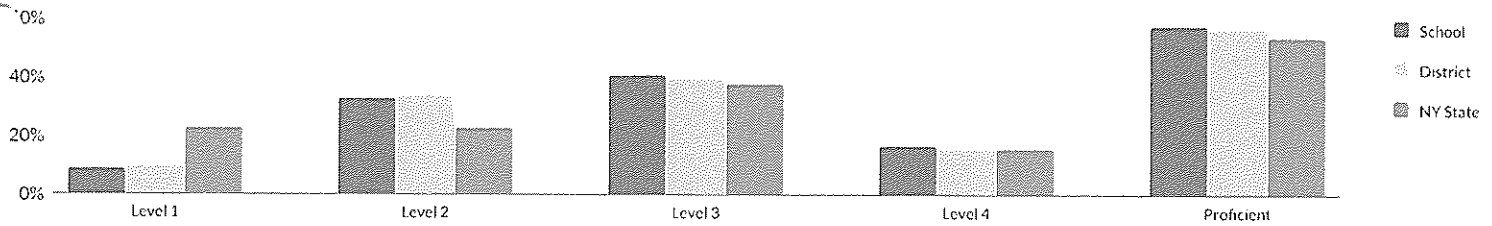


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	131	35	27%	96	73%	6	6%	34	35%	43	45%	13	14%	56	58%
Female	52	13	25%	39	75%	3	8%	17	44%	15	38%	4	10%	19	49%
Male	79	22	28%	57	72%	3	5%	17	30%	28	49%	9	16%	37	65%
General Education Students	110	21	19%	89	81%	5	6%	32	36%	39	44%	13	15%	52	58%
Students with Disabilities	21	14	67%	7	33%	1	14%	2	29%	4	57%	0	0%	4	57%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	4	24%	13	76%	—	—	—	—	—	—	—	—	—	—
Black or African American	39	5	13%	34	87%	1	3%	16	47%	14	41%	3	9%	17	50%
Hispanic or Latino	41	12	29%	29	71%	5	17%	9	31%	14	48%	1	3%	15	52%
White	32	13	41%	19	59%	0	0%	4	21%	11	58%	4	21%	15	79%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	4	22%	14	78%	0	0%	5	36%	4	29%	5	36%	9	64%
Economically Disadvantaged	44	12	27%	32	73%	3	9%	15	47%	10	31%	4	13%	14	44%
Not Economically Disadvantaged	87	23	26%	64	74%	3	5%	19	30%	33	52%	9	14%	42	66%
English Language Learner	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	127	35	28%	92	72%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	131	35	27%	96	73%	6	6%	34	35%	43	45%	13	14%	56	58%
Not Homeless	131	35	27%	96	73%	6	6%	34	35%	43	45%	13	14%	56	58%
Not Migrant	131	35	27%	96	73%	6	6%	34	35%	43	45%	13	14%	56	58%
Parent Not in Armed Forces	131	35	27%	96	73%	6	6%	34	35%	43	45%	13	14%	56	58%

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.

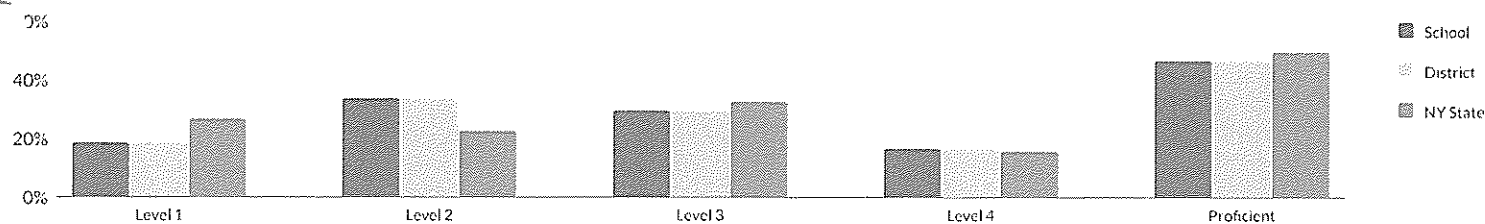


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	136	46	34%	90	66%	8	9%	30	33%	37	41%	15	17%	52	58%
Female	60	18	30%	42	70%	5	12%	12	29%	17	40%	8	19%	25	60%
Male	76	28	37%	48	63%	3	6%	18	38%	20	42%	7	15%	27	56%
General Education Students	107	32	30%	75	70%	2	3%	26	35%	33	44%	14	19%	47	63%
Students with Disabilities	29	14	48%	15	52%	6	40%	4	27%	4	27%	1	7%	5	33%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	4	44%	5	56%	0	0%	0	0%	4	80%	1	20%	5	100%
Black or African American	65	16	25%	49	75%	7	14%	17	35%	18	37%	7	14%	25	51%
Hispanic or Latino	37	15	41%	22	59%	1	5%	10	45%	7	32%	4	18%	11	50%
White	24	10	42%	14	58%	0	0%	3	21%	8	57%	3	21%	11	79%
Economically Disadvantaged	58	17	29%	41	71%	8	20%	16	39%	13	32%	4	10%	17	41%
Not Economically Disadvantaged	78	29	37%	49	63%	0	0%	14	29%	24	49%	11	22%	35	71%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	134	45	34%	89	66%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	136	46	34%	90	66%	8	9%	30	33%	37	41%	15	17%	52	58%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	135	46	34%	89	66%	—	—	—	—	—	—	—	—	—	—
Not Migrant	136	46	34%	90	66%	8	9%	30	33%	37	41%	15	17%	52	58%
Parent Not in Armed Forces	136	46	34%	90	66%	8	9%	30	33%	37	41%	15	17%	52	58%

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	138	55	40%	83	60%	16	19%	28	34%	25	30%	14	17%	39	47%
Female	69	29	42%	40	58%	8	20%	16	40%	12	30%	4	10%	16	40%
Male	69	26	38%	43	62%	8	19%	12	28%	13	30%	10	23%	23	53%
General Education Students	121	47	39%	74	61%	13	18%	24	32%	24	32%	13	18%	37	50%
Students with Disabilities	17	8	47%	9	53%	3	33%	4	44%	1	11%	1	11%	2	22%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	12	71%	—	—	—	—	—	—	—	—	—	—
Black or African American	49	15	31%	34	69%	9	26%	12	35%	7	21%	6	18%	13	38%
Hispanic or Latino	42	19	45%	23	55%	4	17%	9	39%	7	30%	3	13%	10	43%
White	27	14	52%	13	48%	0	0%	4	31%	6	46%	3	23%	9	69%
Multiracial	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total: Race & Ethnicity	18	5	28%	13	72%	3	23%	3	23%	5	38%	2	15%	7	54%
Economically Disadvantaged	43	17	40%	26	60%	8	31%	7	27%	7	27%	4	15%	11	42%
Not Economically Disadvantaged	95	38	40%	57	60%	8	14%	21	37%	18	32%	10	18%	28	49%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	54	40%	82	60%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	55	40%	83	60%	16	19%	28	34%	25	30%	14	17%	39	47%
Not Homeless	138	55	40%	83	60%	16	19%	28	34%	25	30%	14	17%	39	47%
Not Migrant	138	55	40%	83	60%	16	19%	28	34%	25	30%	14	17%	39	47%
Parent Not in Armed Forces	138	55	40%	83	60%	16	19%	28	34%	25	30%	14	17%	39	47%

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

STAFF QUALIFICATIONS (2022-23)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	37	8	22%	1	0	0%
THIS DISTRICT	165	24	15%	4	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 SCHOOL	37	0	0%
THIS DISTRICT	164	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	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	89	134.3	3
	Math	82	163.4	
	Combined	171	148.2	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	168.2	—
	Math	11	181.8	
	Combined	22	—	
Black or African American	ELA	29	125.9	3
	Math	28	151.8	
	Combined	57	138.6	
Hispanic or Latino	ELA	27	96.3	2
	Math	23	150	
	Combined	50	121	
White	ELA	21	183.3	4
	Math	19	189.5	
	Combined	40	186.3	
Students with Disabilities	ELA	7	85.7	—
	Math	6	133.3	
	Combined	13	—	
Economically Disadvantaged	ELA	35	102.9	3
	Math	30	143.3	
	Combined	65	121.5	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	109	109.6	2
	Math	109	122.9	
	Combined	218	116.3	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	14	132.1	—
	Math	14	142.9	
	Combined	28	—	
Black or African American	ELA	31	117.7	3
	Math	31	137.1	
	Combined	62	127.4	
Hispanic or Latino	ELA	32	81.3	2
	Math	32	107.8	
	Combined	64	94.5	
White	ELA	30	128.3	3
	Math	30	120	
	Combined	60	124.2	
Students with Disabilities	ELA	17	35.3	2
	Math	17	47.1	
	Combined	34	41.2	
Economically Disadvantaged	ELA	39	92.3	3
	Math	39	110.3	
	Combined	78	101.3	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	7	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	10	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	4	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	237	60	25.3%	2
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	24	—	—	—
Black or African American	92	25	27.2%	2
Hispanic or Latino	63	23	36.5%	2
Multiracial	6	—	—	—
White	49	5	10.2%	4
English Language Learner	19	—	—	—
Students with Disabilities	39	11	28.2%	3
Economically Disadvantaged	86	40	46.5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	115	77.4%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	33	—
Hispanic or Latino	—	34	—
Multiracial	—	0	—
White	—	32	—
English Language Learner	—	0	—
Students with Disabilities	—	18	—
Economically Disadvantaged	X	41	85.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	115	71.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	15	—
Black or African American	—	33	—
Hispanic or Latino	—	34	—
Multiracial	—	0	—
White	—	32	—
English Language Learner	—	0	—
Students with Disabilities	—	18	—
Economically Disadvantaged	X	41	73.2%

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	5	0	0%	5	100%	0	0%	1	20%	0	0%	1	20%	3	60%
Grade 1	5	0	0%	5	100%	0	0%	1	20%	0	0%	0	0%	4	80%
Grade 2	6	0	0%	6	100%	0	0%	0	0%	2	33%	1	17%	3	50%

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

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	35	8	23%	1	0	0%
THIS DISTRICT	165	24	15%	4	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	
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THIS DISTRICT	164	1	1%
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TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

for MALVERNE UFSD

(Bedcode: 280212030000)

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

This form has been successfully submitted.

School-Level Spending

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

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

Amount Spent	
Instruction	
A1. Classroom Salaries	20,491,140.74
A2. Other Instructional Salaries	2,582,072.57
A3. Instructional Benefits	7,890,021.93
A4. Professional Development	77,317.87
A. Instruction Total	31,040,553.11
Administration	
B1. School Administrative Salaries	2,411,442.64
B2. School Administrative Benefits	824,607.09
B3. Other School Administrative Expenditures	118,640.46
B. Administration Total	3,354,690.19
All Other Spending	
C1. All Other Salaries	1,330,632.07
C2. All Other Benefits	455,017.51
C3. All Other Non-Personnel Expenditures	3,092,155.73
C. Total of All Other Spending	4,877,805.31
Total	
D. Total School Level	39,273,048.61

District Level Spending

		* Amount Spent
Instruction		
E1. Classroom Salaries		0
E2. Other Instructional Salaries		550,800.86
E3. Instructional Benefits		188,349.61
E4. Professional Development		41,925.30
E. Instruction Total		781,075.77
Administration		
F1. Central Administrative Salaries		3,507,187.25
F2. Central Administrative Benefits		1,199,303.45
F3. Other Central Administrative Expenditures		213,465.45
F. Administration Total		4,919,956.15
All Other Spending		
G1. All Other Salaries		0
G2. All Other Benefits		1,361,436
G3. All Other Non-Personnel Expenditures		4,870,671.49
G. Total of All Other Spending		6,232,107.49
Total		
H. Total District Level		11,933,139.41

Total District and School Spending

		Amount Spent
I. Total District and School Level Spending		51,206,188.02

School Level Local/State Spending

	Amount Spent
Local/State Spending	
J. Total Local/State	37,250,490.54
Federal Spending	
K1. Federal Title I Part A	110,381.00
K2. Federal Title II Part A	58,886.83
K3. Federal Title III Part A	0.00
K4. Federal Title IV Part A	14,512.00
K5. IDEA	483,006.90
K6. All Other Federal	37,500.00
K7. Federal CARES/CRRSA/ARP	1,318,271.34
K. Total Federal Spending	2,022,558.07
Total	
Total School Level	39,273,048.61

District Level Local/State Spending

	Amount Spent
L. Total Local/State	11,334,721.19
M. Total Federal Spending	598,418.22
Total	
Total District Level	11,933,139.41

Total District and School Local/State Spending

	Amount Spent
N. Total District and School Level Spending	51,206,188.02

School-Level Program Detail Areas

School-Level Costs

Amount Spent	
O. Special Education	4,868,045.69
P. ELL/MLL Services	743,304.02
Q. Pupil Services	3,572,295.50
R. Community Schools Programs	0.00
S. BOCES Services	661,639.08
T. Prekindergarten	13,017.81

District-Level Program Detail Areas

Central District Costs

* Amount Spent	
U. Special Education	7,335.13
V. ELL/MLL Services	0
W. Pupil Services	1,439,074.88
X. Community Schools Programs	0
Y. BOCES Services	1,438,850.51
Z. Prekindergarten	0

Total District Expenditures and Exclusions

* Amount Spent

Exclusions

1. Transportation	3,854,123.87
2. Charter School Tuition	243,097.87
3. Other Tuition	1,519,365.95
4. Debt Service	2,689,203.88
5. Other	6,945,427.40
Total Exclusions	15,251,218.97

Expenditures

Total Expenditures ?	66,457,406.99
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Reported ST-3 Value

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

Most recent ST-3

66457407

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

No response provided.

Salary: Administrative Compensation Information
280212 - MALVERNE UFSD2023-2024 - Page 1
Official - as of 04/16/2024 10:49 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	258,448	22,356	36,600

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

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

2.	ASSISTANT SUPERINTENDENT FOR EDUCATIONAL	229,500	72,510	
3.	ASSISTANT SUPERINTENDNET FOR BUSINESS	243,075	74,068	
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Salary: Administrative Compensation Information
280212 - MALVERNE UFSD2023-2024 - Page 2
Official - as of 04/16/2024 10:49 AM

Title	Salary	Employee Benefits	Other Remuneration
37.			
38.			
39.			
40.			
41.			

[illegible]

2023-2024 Claim Year - Page 3
Official - as of 04/16/2024 10:49 AM

71.	HIGH SCHOOL PRINCIPAL	194,954
72.	MIDDLE SCHOOL PRINCIPAL	198,286
73.	ELEMENTARY ASSISTANT PRINCIPAL	178,476
74.	ELEMENTARY SCHOOL PRINCIPAL	179,589
75.	DIRECTOR OF SPECIAL EDUCATION	176,935
6.	DIRECTOR OF GUIDANCE	176,935
77.	HIGH SCHOOL ASSISTANT PRINCIPAL	169,216
78.	DISTRICT SUPERVISOR - SCIENCE, TECH, MATH, E	174,787
79.	ASSISTANT ADMINISTRATOR FOR BUSINESS & SAF	208,590
80.	DISTRICT SUPERVISOR - HUMANITIES	169,247
81.	ELEMENTARY SCHOOL PRINCIPAL	172,041
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2023-2024 Claim Year - Page 4
Official - as of 04/16/2024 10:49 AM

Property Tax Report Card
280212 - MALVERNE UFSD

2023-2024 - Page 1
Official - as of 04/16/2024 10:50
AM

Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet explorer is NOT recommended.**

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: omscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"

Form Due - April 29, 2024

Form Preparer Name: CHRISTOPHER CAPUTO
Preparer's Telephone Number: 516-887-6417

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	68,726,890	71,273,893	3.71 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	47,703,576	48,660,032	
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)	47,703,576	48,660,032	2.00 %
F. Permissible Exclusions to the School Tax Levy Limit	1,250,023	1,160,632	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	46,528,570	47,557,566	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	46,453,553	47,499,400	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	75,017	58,166	
Public School Enrollment	1,805	1,810	0.28 %
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, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	7,561,841	8,248,832
Assigned Appropriated Fund Balance	412,720	80,000
Adjusted Unrestricted Fund Balance	2,749,075	2,850,955
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
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(Limit 200
Characters)**

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE III	For the cost of any object or purpose for which bonds may be issued.	1,762,708	1,609,099	\$1,700,000 to be used for Capital Projects subject to voter approval on May 21, 2024 (Proposition #2).
Repair	RESERVE FOR REPAIRS	For the cost of repairs to capital improvements or equipment.	216,415	216,415	No intended use
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	RESERVE FOR UNEMPLOYMENT INS.	For reimbursement to the State Unemployment Insurance Fund.	80,046	120,046	\$20,000 to be used to fund the 2024/25 budget
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	RESERVE FOR DEBT	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	36,788	36,788	\$20,000 to be used to fund the 2024/25 budget
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)	RESERVE FOR LIABILITY	To cover incurred liability claims.	529,821	529,821	No intended use
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	RESERVE FOR POST EMP. BENEFITS	For accrued 'employee benefits' due to employees upon termination of service.	942,018	1,117,018	\$150,750 to be used to fund the 2024/25 budget
Retirement Contribution	RESERVE FOR RETIREMENT CONT. (ERS)	For employer retirement contributions to the State and Local Employees' Retirement System.	2,299,452	2,949,452	\$530,000 to be used to fund the 2024/25 budget
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	RESERVE FOR RETIREMENT CONT. (TRS)	To fund employer retirement contributions to the New York State Teachers'	1,167,592	1,670,192	\$400,000 to be used to fund the 2024/25 budget

Retirement System
(TRS)

*** NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25.
Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

Informe de impuestos sobre la propiedad para 2024-2025

280212 - Distrito Escolar Malverne Union Free Persona de contacto: Christopher Caputo Número de teléfono: 516-887-6417	Presupuestado 2023-2024 (A)	Presupuesto propuesto 2024-2025 (B)
Saldo total presupuestado, sin incluir propuestas por separado	\$68,726,890	\$71,273,893
A. Gravamen fiscal propuesto para respaldar el importe total presupuestado ¹	\$47,703,576	\$48,660,032
B. Gravamen fiscal para respaldar la deuda de la biblioteca, si corresponde	\$0	\$0
C. Gravamen fiscal para propuestas no excluibles, si corresponde ²	\$0	\$0
D. Total del monto de la reserva del tope impositivo usado para reducir el gravamen anual actual, si corresponde	\$0	\$0
E. Gravamen fiscal total propuesto para el año escolar (A + B + C - D)	\$47,703,576	\$48,660,032
F. Exclusiones permitidas al límite del gravamen fiscal de la escuela	\$1,250,023	\$1,160,632
G. Límite del gravamen fiscal de la escuela, <u>sin incluir</u> el gravamen para las exclusiones permitidas ³	\$46,528,570	\$47,557,566
H. Gravamen fiscal total propuesto para fines escolares, <u>sin incluir</u> las exclusiones permitidas y el gravamen para la deuda de la biblioteca, más la reserva del tope impositivo del año anterior (E - B - F + D)	\$46,453,553	\$47,489,400
I. Diferencia: (G - H); (el valor negativo requiere la aprobación del 60.0 % de los votantes) ²	\$75,017	\$58,166
Inscripción en las escuelas públicas	1,805	1,810
Índice de precios al consumidor		4.12%

	Real 2023-2024 (D)	Estimado 2024-2025 (E)
Saldo del fondo restringido ajustado	\$7,581,841	\$8,248,832
Saldo del fondo asignado	\$412,720	\$80,000
Saldo del fondo no restringido ajustado	\$2,749,075	\$2,850,955
Saldo del fondo no restringido ajustado como porcentaje del presupuesto total	4.00%	4.00%

Cronograma de fondos de reserva

Tipo de reserva	Nombre de la reserva	Descripción de la reserva*	Saldo real al 3/31/24	Saldo estimado final al 6/30/24	Uso previsto de la reserva en el año escolar 2024-2025
Capital	Reserva de capitales III	Para pagar el costo de cualquier objeto o propósito para los cuales puedan emitirse bonos.	\$1,762,708	\$1,609,099	Se adjudicará \$1,700,000 para financiar los proyectos de inversión de capital sujetos a la aprobación de los votantes el 21 de mayo de 2024 (propuesta n.º 2).
Capital	Reserva de capitales por confirmar	Para pagar el costo de cualquier objeto o propósito para los cuales puedan emitirse bonos.			
Reparaciones	Reserva para reparaciones	Para pagar el costo de reparaciones del equipamiento o mejoras de capital.	\$216,415	\$216,415	Sin uso previsto
Indemnización de los trabajadores		Para pagar indemnizaciones y beneficios a los trabajadores.			
Seguro de desempleo	Reserva para el seguro de desempleo	Para pagar el costo de reembolsos al fondo de seguro de desempleo del estado.	\$80,046	\$120,046	Se adjudicarán \$20,000 para financiar el presupuesto 2024-2025.
Reserva para reducción fiscal		Para el uso gradual de las ganancias de la venta de bienes inmuebles del distrito escolar.			
Reserva obligatoria para el servicio de deudas	Reserva para deudas	Para cubrir los pagos del servicio de deudas hechos sobre obligaciones adeudadas (bonos o BAN) luego de la venta de bienes o mejoras de capital del distrito.	\$36,788	\$36,788	Se adjudicarán \$20,000 para financiar el presupuesto 2024-2025.
Seguro		Para pagar pérdidas por responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.			
Pérdida de bienes		Para establecer y mantener un programa de reservas para cubrir la pérdida de bienes.			
Responsabilidad civil	Reserva para gastos por responsabilidad civil	Para establecer y mantener un programa de reservas a fin de cubrir gastos en los que se haya incurrido por reclamos de responsabilidad civil.	\$529,821	\$529,821	Sin uso previsto
Certiorari de impuestos		Para establecer un fondo de reserva para liquidaciones de certiorari de impuestos.			
Reserva para recuperaciones de seguros		Para justificar las ganancias no utilizadas de las recuperaciones de seguros al final del año fiscal.			
Responsabilidad civil adeudada por beneficios a los empleados	Reserva para beneficios a los empleados	Para el pago de "beneficios a los empleados" acumulados y adeudados a los empleados al momento del cese de sus funciones.	\$942,018	\$1,117,018	Se adjudicarán \$150,750 para financiar el presupuesto 2024-2025.
Aportes para la jubilación	Reserva para aportes para la jubilación (ERS)	Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de empleados estatal y local.	\$2,299,452	\$2,949,452	Se adjudicarán \$530,000 para financiar el presupuesto 2024-2025.
Reserva para impuestos no recaudados		Para impuestos impagos debido a que ciertos distritos escolares de la ciudad no reciben reembolsos de su ciudad/condado hasta el siguiente año fiscal.			
Otras reservas	Reserva para aportes para la jubilación (TRS)	Para financiar los aportes para la jubilación hechos por el empleador al sistema de jubilación de maestros (TRS) del estado de Nueva York.	\$1,167,592	\$1,670,192	Se adjudicarán \$400,000 para financiar el presupuesto 2024-2025.

**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 02/27/2024

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2024

School District: 282012 Malverne

Total equalized value in taxing jurisdiction: 2,643,086,100

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	5	70,822,000	2.68%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	10	15,033,100	0.57%
13100	CO - GENERALLY	RPTL 406(1)	38	36,091,300	1.37%
13500	TOWN - GENERALLY	RPTL 406(1)	4	25,000	0.00%
13650	VG - GENERALLY	RPTL 406(1)	22	30,334,000	1.15%
13800	SCHOOL DISTRICT	RPTL 408	15	120,862,500	4.57%
19950	MUNICIPAL RAILROAD	RPTL 456	13	2,720,100	0.10%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	3,338,000	0.13%
25120	NONPROF CORP - EDUC/CONST PRO	RPTL 420-a	2	1,261,000	0.05%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	9	4,199,000	0.16%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	17	34,257,500	1.30%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	4,388,000	0.17%
27700	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	4,885,800	0.18%
40000	Class one reassessment-Nassau	RPTL 485-B	4444	180,459,000	6.83%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	211	3,165,000	0.12%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	155	3,875,000	0.15%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	64	2,868,000	0.11%
41164	COLD WAR VETERAN - SCHOOL		18	144,000	0.01%
41174	COLD WAR VET DISABILITY SCHOOL		1	38,000	0.00%
41400	CLERGY	RPTL 460	18	8,408,000	0.32%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	63	3,032,000	0.11%
41800	PERSONS AGE 65 OR OVER	RPTL 467	95	18,862,000	0.71%
41834	ENHANCED STAR	RPTL 425	450	67,341,738	2.55%
41854	BASIC STAR	RPTL 425	1680	100,505,000	3.80%
41900	PHYSICALLY DISABLED	RPTL 459	5	316,000	0.01%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	391,000	0.01%
41980	LOW OR MODERATE INCOME HOUSING	RPTL 421-E	1	200,000	0.01%
44220	HOME IMPROVEMENTS NEW	RPTL 421-f	527	17,192,000	0.65%
Totals:			7878	735,014,038	27.81%

Malverne Union Free 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	\$68,726,890	\$71,273,893	\$70,317,437
Increase/Decrease for the 2024-25 School Year		\$2,547,003	\$1,590,547
Percentage Increase/Decrease in Proposed Budget		3.71%	2.31%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$47,703,576	\$48,660,032	
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)	\$47,703,576	\$48,660,032	\$47,703,576
F. Total Permissible Exclusions	\$1,250,023	\$1,160,632	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$46,528,570	\$47,557,566	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$46,453,553	\$47,499,400	
I. Difference: G - H (Negative Value Requires 60% Voter Approval - See Note Below Regarding Separate Propositions) **	\$75,017	\$58,166	
Administrative Component	\$7,219,472	\$7,524,242	\$7,406,116
Program Component	\$53,522,721	\$55,382,364	\$54,968,346
Capital Component	\$7,984,697	\$8,367,287	\$7,942,975

* Should the proposed budget be defeated pursuant to Section 2023 of the Education Law, staffing, equipment, supplies, software, textbooks and operations would be reviewed and program will be affected.

Description	Amount
The following capital improvements, construction, renovations, purchases and/or alterations in District buildings and facilities and the sites thereof: (1) Auditorium and Bathroom Upgrades at Howard T. Herber Middle School; (2) Bathroom Upgrades at Maurice W. Downing Primary School and Davidson Avenue Intermediate School; (3) Drop Ceiling Replacement Project at Malverne High School; (4) Districtwide Door Upgrades; and (5) Purchase of Grounds Trucks/Maintenance Vehicles; including (as and where necessary) furnishings, equipment, machinery, demolition and other work in connection therewith, as well as preliminary costs and costs incidental thereto and to the financing thereof.	\$1,700,000.00 from Capital Reserve III Fund

** Propositions that are not included in the Total Budgeted Amount are listed to the right:

Estimated Basic STAR Exemption Savings ¹ (Under the Budget Proposed for the 2024-25 School Year)	\$1,269
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¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

The annual budget vote for the fiscal year 2024-2025 by the qualified voters of the Malverne Union Free School District, Nassau County, New York, will be held in said district on Tuesday, May 21, 2024 between the hours of 7 a.m. and 9 p.m., prevailing time in the designated polling place of Howard T. Herber Middle School, at which time the polls will be opened to vote by voting ballot or machine.

This information is provided to you in the English language and Spanish language pursuant to Section 203 of the Voting Rights Act.

Aviso de Presupuesto del Distrito Escolar de Malverne

Propuesta del Presupuesto General	Presupuesto Adoptado para el Año Escolar 2023-24	Presupuesto Propuesto para el Año Escolar 2024-25	Presupuesto de Contingencia para el Año Escolar 2024-25*
Cantidad Total del Presupuesto, Sin Incluir Proposiciones Separadas	\$68,726,890	\$71,273,893	\$70,317,437
Aumento/Disminución Para el Año Escolar 2024-25		\$2,547,003	\$1,590,547
Porcentaje de Aumento/Disminución en el Presupuesto Propuesto		3.71%	2.31%
Cambio en el Índice de Precios al Consumidor		4.12%	
A. Impuesto Propuesto para Respalda la Cantidad total Presupuestada	\$47,703,576	\$48,660,032	
B. Impuesto Para Respalda la Deuda de la Biblioteca, Si Corresponde	\$0	\$0	
C. Impuestos para Proposiciones No-Excluíbles, si Corresponde **	\$0	\$0	
D. Cantidad Total de La Reserva de Límite Fiscal Utilizada Para Reducir el Gravamen Del Año Actual	\$0	\$0	
E. Propuesta Total de Impuesto Fiscal Para el Año Escolar (A + B + C - D)	\$47,703,576	\$48,660,032	\$47,703,576
F. Total de Exclusiones Permitidas	\$1,250,023	\$1,160,632	
G. Límite del impuesto a la Escuela, Excluyendo exacción por las Exclusiones Permitidas	\$46,528,570	\$47,557,566	
H. Propuesto Total de Impuesto Fiscal Para el Año Escolar, Excluyendo el Impuesto Para Pagar la Deuda de la Biblioteca y/o Exclusiones Permitidas (E - B - F + D)	\$46,453,553	\$47,499,400	
I. Diferencia: G - H (El Valor Negativo Requiere 60.0% de Aprobación del Votante - Ver la Nota Debajo de Proposiciones Separadas) **	\$75,017	\$58,166	
Componente Administrativo	\$7,219,472	\$7,524,242	\$7,406,116
Componente del Programa	\$53,522,721	\$55,382,364	\$54,968,346
Componente de Capital	\$7,984,697	\$8,367,287	\$7,942,975

* En caso de que el presupuesto propuesto sea rechazado en conformidad con la Sección 2023 de la Ley de Educación, el personal, el equipo, los suministros, el software, los libros de texto y las operaciones se revisarían y el programa se verá afectado.

Descripción	Cantidad
Las siguientes mejoras de capital, construcción, reconstrucción, renovaciones, compras y/o modificaciones en los edificios e instalaciones del Distrito y sus sitios: (1) Mejoras al auditorio y baños de la Escuela Intermedia Howard T. Herber; (2) Mejoras en los baños de la escuela primaria Maurice W. Downing y la escuela primaria Davidson Avenue; (3) Proyecto de reemplazo de techo falso en la escuela secundaria de Malverne; (4) Mejoras de puertas en todo el distrito; y (5) Compra de camiones de terreno/vehículos de mantenimiento; incluyendo (cuando sea necesario) mobiliario, equipo, maquinaria, demolición y otros trabajos relacionados con los mismos, así como los costos preliminares y los costos incidentales a los mismos y a su financiamiento.	\$1,700,000.00 del Fondo de Reserva de Capital III

** Las proposiciones que no están incluidas en la Cantidad Total Presupuestada se muestra a la derecha:

Ahorros de Exención STAR Estimados Basicos ¹ (Bajo el Presupuesto Propuesto para el Año Escolar 2024-25)	\$1,269
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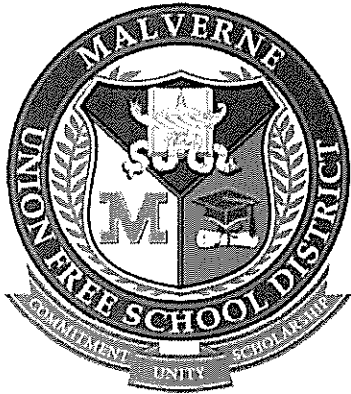
¹ La exención de la desgravación fiscal básica para (STAR) está autorizada por el artículo 425 de la Ley del Impuesto sobre Bienes Inmuebles

El voto anual del presupuesto para el año fiscal 2024-2025 por los votantes calificados del Distrito de Malverne, Condado de Nassau, Nueva York, se llevará a cabo en dicho distrito el martes 21 de mayo de 2024 entre las 7 am y las 9 pm, hora predominante en el lugar de votación designado de la Escuela Intermedia Howard T. Herber, en cuyo momento se abrirán las urnas para votar mediante votación con boleta o máquina.

Esta información se proporciona en español de acuerdo con la Ley de Derecho al Voto sección 203.

Malverne School District
301 Wicks Lane
Malverne, NY 11565

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**MALVERNE UNION FREE SCHOOL DISTRICT
EL DISTRITO ESCOLAR DE MALVERNE**

Budget Notice/Aviso de Presupuesto

**Vote • Tuesday, May 21, 2024
Voto • Martes, 21 de Mayo**

*Please Exercise Your Right to Vote!
¡Por favor ejercite su derecho al voto!*