

**HUDSON FALLS CENTRAL  
SCHOOL DISTRICT**

**ANNUAL ELECTION  
AND  
BUDGET VOTE**

**Tuesday, May 21, 2024**

**BUDGET HEARING**

**Monday, May 13, 2024  
6:30 p.m.**



## **QUALIFICATIONS OF VOTERS**

A person shall be entitled to vote at the school district's Annual School Election and Budget Vote who is:

1. A citizen of the United States.
2. Eighteen years of age.
3. A resident within the district for a period of thirty days next preceding the meeting at which he/she offers to vote.

Note: The law allows the district to ask for identification of potential voters.

## **BUDGET HEARING**

A Budget Hearing will be held on Monday, May 13, 2024 at 6:30 p.m. at the High School Library Team Room.

## **ANNUAL ELECTION AND BUDGET VOTE**

The Annual School Election and Budget Vote will take place by absentee ballot only on Tuesday, May 21, 2024. Voting will take place on the 2024-25 Budget, Transportation proposition and for the election of two members of the Board of Education to fill the offices now held by:

Crystal Grimaldi (five years)  
Heidi Andrejkovics (five years)

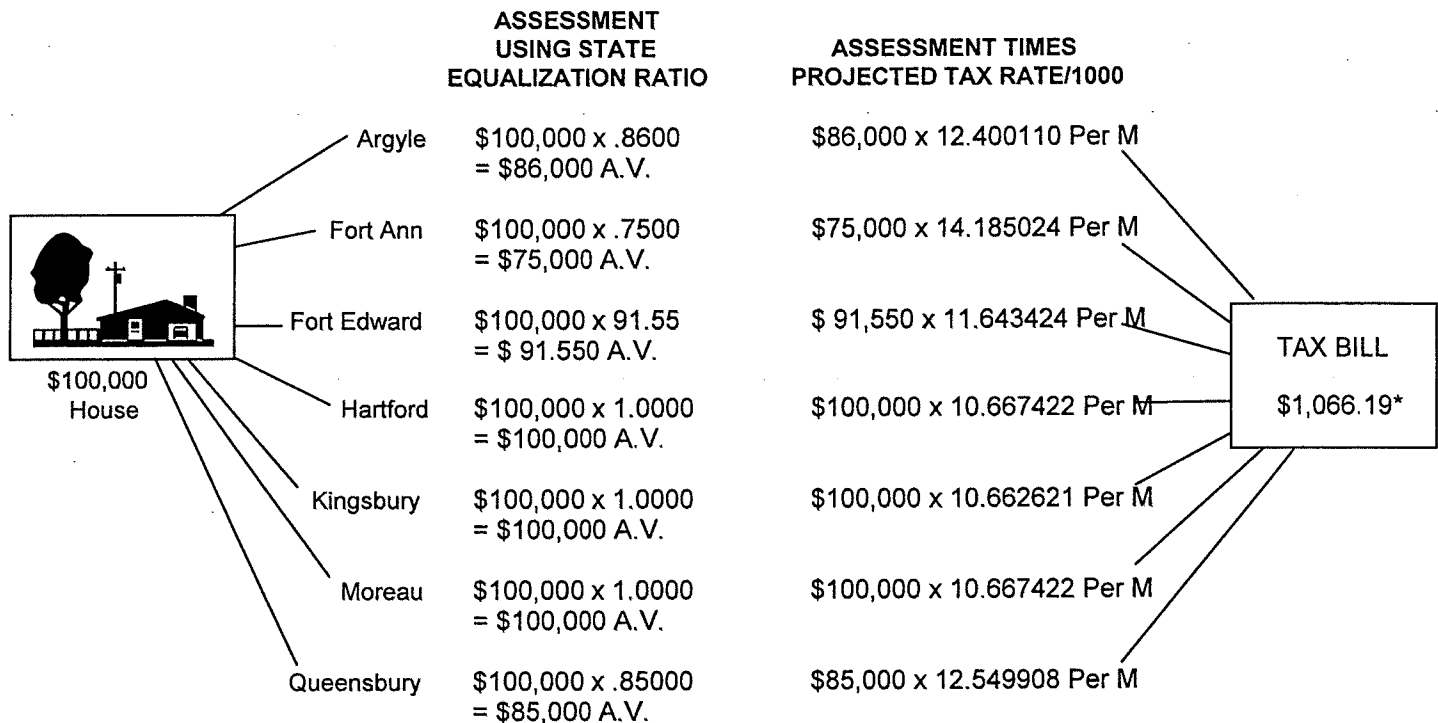
The Budget will include an appropriation of \$40,000 for the Hudson Falls Free Library.



## EQUALIZATION EXPLANATION CHART

Because of the various assessment practices used in the seven towns of our district, the State Equalization Rate is used to make the actual tax bill the same for a comparable home, regardless of the town in which it is located.

### 2023-24 FIGURES (example only)



\*Minor differences due to rounding

It should be noted that the equalization rate is determined by measurement of a sampling of properties within a town against fair market value. The rate, therefore, is supposed to fit the average home, not every home. There can still be inequities within each town.

### 2023-24 FIGURES (example only)



# Budget Breakdown – Revenue & Expenditure Summary

## 3-PART EXPENSE SUMMARY

### ADMINISTRATIVE 9.87%

2024-2025 \$5,385,562

2023-2024 \$5,060,229

Administrative Expenditures cover expenses related to district management.

### PROGRAM 76.45%

2024-2025 \$41,705,782

2023-2024 \$38,601,416

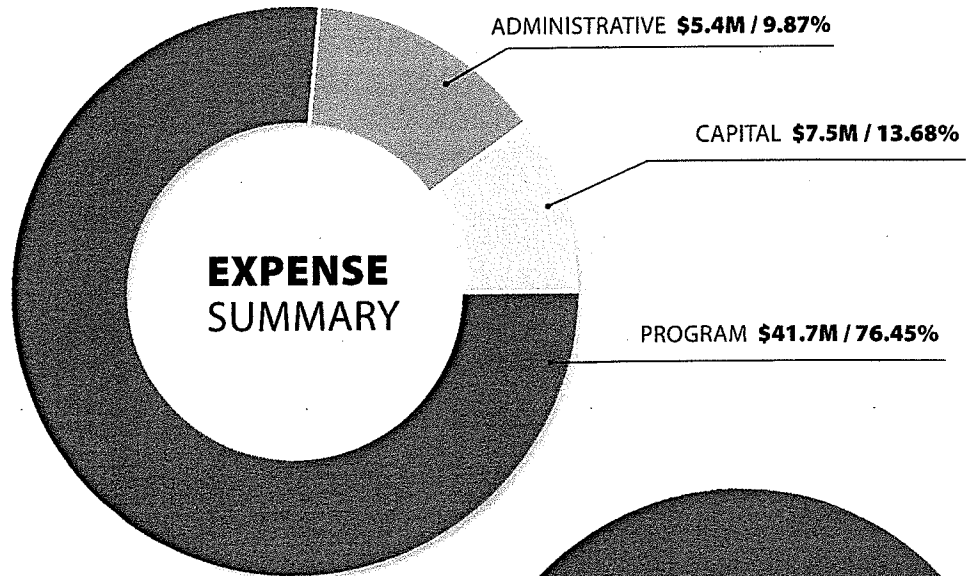
Program Expenditures include items directly related to instruction. These include salaries, benefits, and transportation.

### CAPITAL 13.68%

2024-2025 \$7,462,523

2023-2024 \$9,791,164

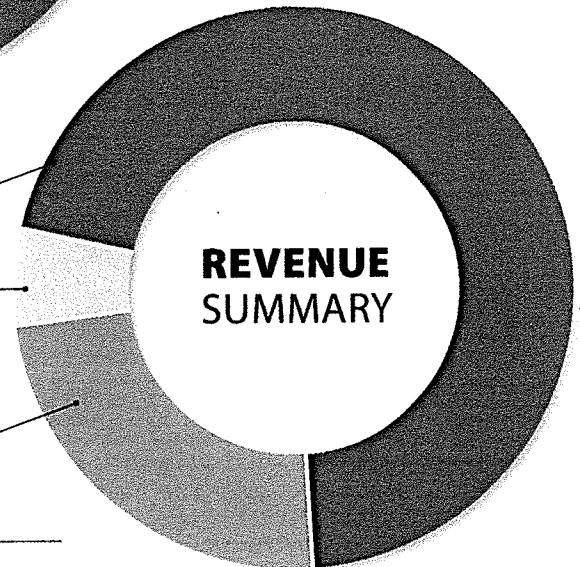
Capital Expenditures include the cost of maintenance, operation, utilities, transportation, and debt service.



STATE AID \$38.6M / 70.82%

OTHER \$3.0M / 5.46%

PROPERTY \$12.9M / 23.72%



## 2024-25 BUDGET PRIORITIES

The proposed budget focuses on funding in three key areas:

- Integration of phonics-based reading at elementary schools.
- Addition of distance learning opportunities.
- Addition of school support service professionals.
- Maintaining electives and graduation credit opportunities at the middle school.
- Maintaining electives at the high school.
- Continuing to offer recently added classes, clubs, and extracurricular activities.

(See page one for more details.)

## Revenue Summary

REVENUES	2023-24	Proposed 2024-25	Change
State Aid	\$38,432,899	\$38,637,592	\$204,693
Property Tax Levy	\$12,703,410	\$12,944,775	\$241,365
Payment in Lieu of Taxes	\$80,000	\$85,000	\$5,000
Interest Earnings	\$50,000	\$150,000	\$100,000
Medicaid Reimbursement	\$350,000	\$350,000	\$0
Summer School Tuition	\$35,000	\$35,000	\$0
Miscellaneous	\$1,100,000	\$1,100,000	\$0
Gifts & Donations	\$1,500	\$1,500	\$0
Appropriated Fund Balance	\$350,000	\$650,000	\$300,000
Appropriated Reserves	\$250,000	\$250,000	\$0
Employee Benefit Reserve	\$100,000	\$100,000	\$0
Transfer from Debt Service	\$0	\$250,000	\$250,000
<b>TOTAL</b>	<b>\$53,452,809</b>	<b>\$54,553,867</b>	<b>\$1,101,058</b>





## REQUIRED 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	\$53,452,809	\$54,553,867	\$54,204,943
Increase for the 2024-25 School Year		\$1,101,058	\$752,134
Percentage Increase in Proposed Budget		2.06%	1.41%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$12,703,410	\$12,944,775	
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)	\$12,703,410	\$12,944,775	\$12,703,410
F. Total Permissible Exclusions	\$0	\$6,356	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$13,231,145	\$13,223,914	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$12,703,410	\$12,938,419	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)	\$527,735	\$285,495	
Administrative Component	\$5,060,229	\$5,385,562	\$5,115,562
Program Component	\$38,601,416	\$41,705,782	\$41,705,782
Capital Component	\$9,791,164	\$7,462,523	\$7,383,599

\* Pursuant to Section 2023 of the Education Law, should the proposed budget be defeated, certain equipment in the capital and administrative components would be reduced.

Description	Amount
School Bus Proposition	\$425,000

### Under the Budget Proposed for the 2024-25 School Year

Estimated Basic STAR Exemption Savings<sup>1</sup> \$320

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Hudson Falls Central School District, Washington County, New York, will be held at the High School in said district on Tuesday, May 21, 2024 between the hours of noon and 8 p.m., prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

School districts are required by New York State law to mail this information to all households within the district. If you would like more information about the budget, please call the superintendent's office at (518) 747-2121 or visit the district website at [www.hfcsd.org](http://www.hfcsd.org).

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

## VOTER INFORMATION

### Voter eligibility

To be eligible to vote, residents must live in the school district for at least 30 days prior to the May 21 election and be at least 18 years of age and be a citizen of the United States.

### Voter registration

Residents may register to vote on the budget vote day, May 21, in the High School gymnasium.

### Voting location

The school budget vote will take place from 12 to 8 p.m. on Tuesday, May 21, in the gym of Hudson Falls High School located at 80 E LaBarge St., Hudson Falls, NY.

### Absentee ballot information

- The district will provide mail-in and absentee ballots if requested.
- The district will provide absentee ballots for those previously identified on the county list.
- The New York Early Mail Voter Act allows registered voters to request a mail-in ballot. You can request an early voter ballot in person up to the day of the election.
- Absentee and Early Mail Voter ballots must be returned to the District Clerk no later than 5 p.m. on May 21.

## Questions & Answers

### Q: How would the proposed budget affect my taxes? Is it within the cap?

The District's proposed 2024-25 budget includes a 1.9% tax levy increase. The New York state eight-step property tax levy limit formula for Hudson Falls allows for a maximum tax levy increase or "cap" of 4.15% in 2024-25. The 1.9% tax levy increase in the Board of Education's proposed budget plan aims to respond to the community's needs while preserving and investing in current student programming.

### Q: What is included in the proposed budget?

The proposed budget will empower the district to integrate phonics based reading at the elementary levels and integrate distance learning opportunities at the Secondary levels. To prepare students for the world post-graduation, the district has brought in electives and classes focused on developing technology, opportunities to earn college credit, and career exploration options. These offerings will be maintained in the 2024-25 budget. At the middle school level, budget allocations will maintain electives, graduation credit opportunities, and empower recently implemented literacy initiatives. The proposal also includes funding to add school support service professionals to the HFCSD staff.

### Q: What is the bus proposition?

The district is proposing a \$425,000 bus proposition to purchase one 66-passenger school bus and two 28-passenger school buses. The district is looking to replace three older buses on the fleet that have become costly to run due to the frequent need for maintenance. School buses are required to pass state mandated inspections before they can be approved to carry students.





# **EXEMPTION IMPACT REPORT**

Beginning in the autumn of 2008, counties, cities, towns, villages, and school districts are required to attach an exemption report to their tentative or preliminary budgets. The new reports are intended to provide taxpayers, policy makers, media, and the general public with greater transparency in regard to property tax exemptions and their overall effect on taxes and tax bases.



Equalized Total Assessed Value 9,696,122

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	4	205,700	2.12
41400	CLERGY	RPTL 460	1	1,500	0.02
41834	ENHANCED STAR	RPTL 425	1	84,000	0.87
41854	BASIC STAR 1999-2000	RPTL 425	2	60,000	0.62
Total Exemptions Exclusive of System Exemptions:			8	351,200	3.62
Total System Exemptions:			0	0	0.00
Totals:			8	351,200	3.62

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

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



# **SCHOOL DISTRICT REPORT CARD**

The School District Report Card provides an accountability overview of our district. This information is provide to show our student performance on State tests and other measures of district and school performance which assess our students' progress in meeting the New York State Standards.





# **HUDSON FALLS CENTRAL SCHOOL DISTRICT**

## **SCHOOL REPORT CARD DATA (2022-2023)**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. 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.



## HUDSON FALLS CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

## LOCAL SUPPORT AND IMPROVEMENT

### MADE PROGRESS

NA

### ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

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

### ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	2	2	—	2
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	2	1	—	—
Multiracial	2	2	—	2
White	2	2	—	2
English Language Learner	—	—	—	—
Students with Disabilities	1	2	—	2
Economically Disadvantaged	2	2	—	2

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	840	104	2
	Math	792	114.7	
	Combined	1,632	109.2	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	140	—
	Math	5	220	
	Combined	10	—	
Black or African American	ELA	10	90	—
	Math	9	88.9	
	Combined	19	—	
Hispanic or Latino	ELA	15	80	2
	Math	14	92.9	
	Combined	29	86.2	
Multiracial	ELA	48	115.6	2
	Math	44	121.6	
	Combined	92	118.5	
White	ELA	762	103.7	2
	Math	720	114.3	
	Combined	1,482	108.9	
English Language Learner	ELA	6	83.3	—
	Math	6	175	
	Combined	12	—	
Students with Disabilities	ELA	197	37.8	1
	Math	192	41.4	
	Combined	389	39.6	
Economically Disadvantaged	ELA	394	86.2	2
	Math	369	94.6	
	Combined	763	90.2	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	894	97.8	2
	Math	892	101.8	
	Combined	1,786	99.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	140	—
	Math	5	220	
	Combined	10	—	
Black or African American	ELA	12	75	—
	Math	12	66.7	
	Combined	24	—	
Hispanic or Latino	ELA	19	63.2	1
	Math	19	68.4	
	Combined	38	65.8	
Multiracial	ELA	51	108.8	2
	Math	51	104.9	
	Combined	102	106.9	
White	ELA	806	98.1	2
	Math	804	102.4	
	Combined	1,610	100.2	
English Language Learner	ELA	6	83.3	—
	Math	6	175	
	Combined	12	—	
Students with Disabilities	ELA	212	35.1	2
	Math	212	37.5	
	Combined	424	36.3	
Economically Disadvantaged	ELA	423	80.3	2
	Math	423	82.5	
	Combined	846	81.4	

**ELEMENTARY/MIDDLE ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	6	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

**ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,300	333	25.6%	2
American Indian or Alaska Native	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—
Black or African American	23	—	—	—
Hispanic or Latino	26	—	—	—
Multiracial	68	26	38.2%	2
White	1,175	281	23.9%	2
English Language Learner	9	—	—	—
Students with Disabilities	328	108	32.9%	2
Economically Disadvantaged	620	218	35.2%	2

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	979	89.2%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	19	—
Hispanic or Latino	—	23	—
Multiracial	X	55	89.1%
White	X	876	89.6%
English Language Learner	—	5	—
Students with Disabilities	X	222	87.8%
Economically Disadvantaged	X	460	88.3%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	977	84.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	—	19	—
Hispanic or Latino	—	23	—
Multiracial	X	55	80%
White	X	874	85%
English Language Learner	—	5	—
Students with Disabilities	X	222	85.6%
Economically Disadvantaged	X	460	82.6%

**NYSESLAT USED FOR PARTICIPATION**

Grade	Number Taking NYSESLAT
Grade 8	—

**SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP**

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement: Potential Target District	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	1	1	1	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	2
Multiracial	—	—	—	—	1
White	2	2	2	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	2	2	1	—	2
Economically Disadvantaged	2	2	1	—	2

## SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	140	142.9	96.6	1
	Math	35	48.6		
	Science	74	99.3		
Hispanic or Latino	ELA	7	128.6	—	—
	Math	1	—		
	Science	4	—		
Multiracial	ELA	7	92.9	—	—
	Math	2	—		
	Science	6	50		
White	ELA	126	146.4	102	2
	Math	32	53.1		
	Science	64	108.6		
Students with Disabilities	ELA	25	88	73.6	2
	Math	4	—		
	Science	2	—		
Economically Disadvantaged	ELA	60	128.3	91.9	2
	Math	16	43.8		
	Science	27	109.3		



**SECONDARY WEIGHTED AVERAGE PERFORMANCE**

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	148	135.1	69.2	1
	Math	120	14.2		
	Science	139	52.9		
Hispanic or Latino	ELA	7	128.6	—	—
	Math	5	0		
	Science	7	14.3		
Multiracial	ELA	7	92.9	—	—
	Math	6	0		
	Science	7	42.9		
White	ELA	134	137.7	71.4	2
	Math	109	15.6		
	Science	125	55.6		
Students with Disabilities	ELA	28	78.6	35.1	2
	Math	24	12.5		
	Science	26	3.8		
Economically Disadvantaged	ELA	66	116.7	61.9	2
	Math	49	14.3		
	Science	58	50.9		

## SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	187	139	74.3%	79.3%	1
	5-year	156	128	82.1%		
	6-year	167	136	81.4%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	1	—	—		
	6-year	3	—	—		
Hispanic or Latino	4-year	7	—	—	—	—
	5-year	4	—	—		
	6-year	5	—	—		
Multiracial	4-year	6	—	—	—	—
	5-year	2	—	—		
	6-year	7	—	—		
White	4-year	168	126	75%	79.2%	2
	5-year	148	120	81.1%		
	6-year	152	124	81.6%		
English Language Learner	4-year	0	—	—	—	—
	5-year	1	—	—		
	6-year	1	—	—		
Students with Disabilities	4-year	53	24	45.3%	49.3%	1
	5-year	30	16	53.3%		
	6-year	29	—	—		
Economically Disadvantaged	4-year	82	49	59.8%	71%	1
	5-year	57	44	77.2%		
	6-year	58	44	75.9%		

**SECONDARY ELP**

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

**SECONDARY CHRONIC ABSENTEEISM**

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	717	270	37.7%	2
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—
Black or African American	2	—	—	—
Hispanic or Latino	39	11	28.2%	2
Multiracial	39	26	66.7%	1
White	630	230	36.5%	2
English Language Learner	2	—	—	—
Students with Disabilities	155	78	50.3%	2
Economically Disadvantaged	338	169	50%	2

**SECONDARY ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	157	95.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	7	—
Multiracial	—	6	—
White	✓	143	95.1%
English Language Learner	—	0	—
Students with Disabilities	—	28	—
Economically Disadvantaged	✓	66	95.5%

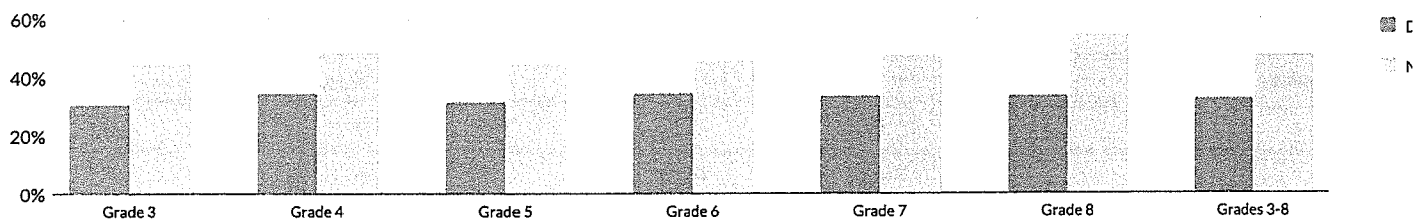
## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	128	37.5%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	1	—
Hispanic or Latino	—	5	—
Multiracial	—	5	—
White	X	117	38.5%
English Language Learner	—	0	—
Students with Disabilities	—	23	—
Economically Disadvantaged	X	49	38.8%

## 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

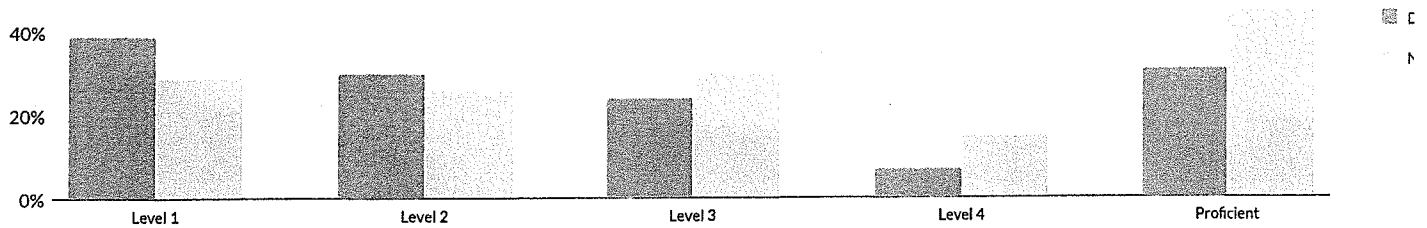


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	154	5	3%	149	97%	58	39%	45	30%	36	24%	10	7%	46	31%
Grade 4	146	7	5%	139	95%	45	32%	46	33%	39	28%	9	6%	48	35%
Grade 5	166	14	8%	152	92%	57	38%	46	30%	41	27%	8	5%	49	32%
Grade 6	173	9	5%	164	95%	48	29%	59	36%	49	30%	8	5%	57	35%
Grade 7	163	34	21%	129	79%	44	34%	41	32%	38	29%	6	5%	44	34%
Grade 8	182	52	29%	130	71%	50	38%	36	28%	33	25%	11	8%	44	34%
Grades 3-8	984	121	12%	863	88%	302	35%	273	32%	236	27%	52	6%	288	33%

### GRADE 3 ELA RESULTS

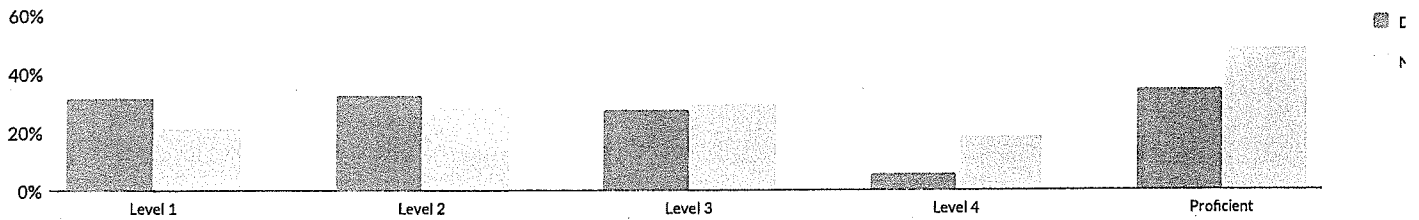
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	154	5	3%	149	97%	58	39%	45	30%	36	24%	10	7%	46	31%
Female	79	1	1%	78	99%	30	38%	20	26%	19	24%	9	12%	28	36%
Male	75	4	5%	71	95%	28	39%	25	35%	17	24%	1	1%	18	25%
General Education Students	114	1	1%	113	99%	26	23%	41	36%	36	32%	10	9%	46	41%
Students with Disabilities	40	4	10%	36	90%	32	89%	4	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	3	60%	0	0%	2	40%	0	0%	2	40%
White	142	5	4%	137	96%	52	38%	43	31%	32	23%	10	7%	42	31%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	3	43%	2	29%	2	29%	0	0%	2	29%
Economically Disadvantaged	72	3	4%	69	96%	30	43%	24	35%	13	19%	2	3%	15	22%
Not Economically Disadvantaged	82	2	2%	80	98%	28	35%	21	26%	23	29%	8	10%	31	39%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	153	5	3%	148	97%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	152	4	3%	148	97%	—	—	—	—	—	—	—	—	—	—
Homeless	5	0	0%	5	100%	2	40%	2	40%	1	20%	0	0%	1	20%
Not Homeless	149	5	3%	144	97%	56	39%	43	30%	35	24%	10	7%	45	31%
Not Migrant	154	5	3%	149	97%	58	39%	45	30%	36	24%	10	7%	46	31%
Parent Not in Armed Forces	154	5	3%	149	97%	58	39%	45	30%	36	24%	10	7%	46	31%

### GRADE 4 ELA RESULTS

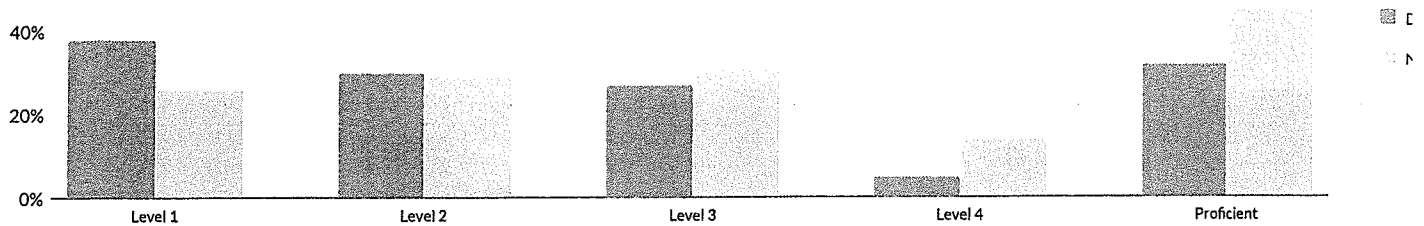
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	7	5%	139	95%	45	32%	46	33%	39	28%	9	6%	48	35%
Female	71	5	7%	66	93%	24	36%	21	32%	17	26%	4	6%	21	32%
Male	75	2	3%	73	97%	21	29%	25	34%	22	30%	5	7%	27	37%
General Education Students	111	4	4%	107	96%	27	25%	35	33%	36	34%	9	8%	45	42%
Students with Disabilities	35	3	9%	32	91%	18	56%	11	34%	3	9%	0	0%	3	9%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	134	7	5%	127	95%	41	32%	44	35%	34	27%	8	6%	42	33%
Multiracial	7	0	0%	7	100%	1	14%	1	14%	4	57%	1	14%	5	71%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	3	60%	1	20%	1	20%	0	0%	1	20%
Economically Disadvantaged	71	2	3%	69	97%	25	36%	23	33%	16	23%	5	7%	21	30%
Not Economically Disadvantaged	75	5	7%	70	93%	20	29%	23	33%	23	33%	4	6%	27	39%
Non-English Language Learner	146	7	5%	139	95%	45	32%	46	33%	39	28%	9	6%	48	35%
Not in Foster Care	146	7	5%	139	95%	45	32%	46	33%	39	28%	9	6%	48	35%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	142	7	5%	135	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	146	7	5%	139	95%	45	32%	46	33%	39	28%	9	6%	48	35%
Parent Not in Armed Forces	146	7	5%	139	95%	45	32%	46	33%	39	28%	9	6%	48	35%

### GRADE 5 ELA RESULTS

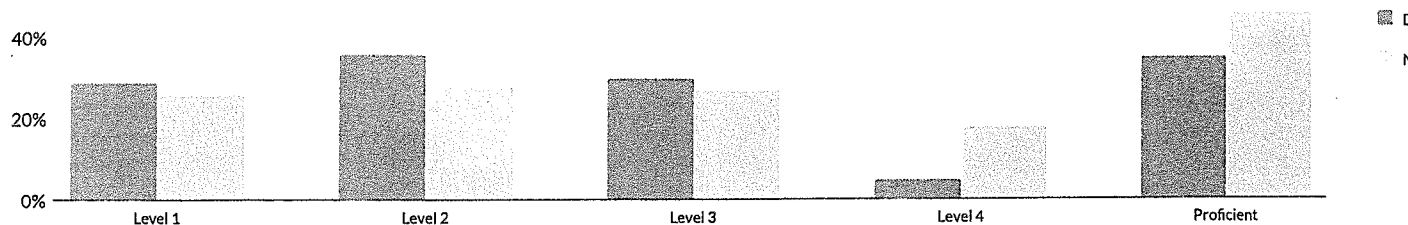
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	14	8%	152	92%	57	38%	46	30%	41	27%	8	5%	49	32%
Female	77	5	6%	72	94%	30	42%	21	29%	17	24%	4	6%	21	29%
Male	89	9	10%	80	90%	27	34%	25	31%	24	30%	4	5%	28	35%
General Education Students	128	9	7%	119	93%	31	26%	39	33%	41	34%	8	7%	49	41%
Students with Disabilities	38	5	13%	33	87%	26	79%	7	21%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	154	12	8%	142	92%	55	39%	39	27%	40	28%	8	6%	48	34%
Multiracial	9	1	11%	8	89%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	2	20%	7	70%	1	10%	0	0%	1	10%
Economically Disadvantaged	86	7	8%	79	92%	37	47%	22	28%	17	22%	3	4%	20	25%
Not Economically Disadvantaged	80	7	9%	73	91%	20	27%	24	33%	24	33%	5	7%	29	40%
Non-English Language Learner	166	14	8%	152	92%	57	38%	46	30%	41	27%	8	5%	49	32%
Not in Foster Care	166	14	8%	152	92%	57	38%	46	30%	41	27%	8	5%	49	32%
Homeless	8	0	0%	8	100%	6	75%	1	13%	1	13%	0	0%	1	13%
Not Homeless	158	14	9%	144	91%	51	35%	45	31%	40	28%	8	6%	48	33%
Not Migrant	166	14	8%	152	92%	57	38%	46	30%	41	27%	8	5%	49	32%
Parent Not in Armed Forces	166	14	8%	152	92%	57	38%	46	30%	41	27%	8	5%	49	32%

### GRADE 6 ELA RESULTS

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

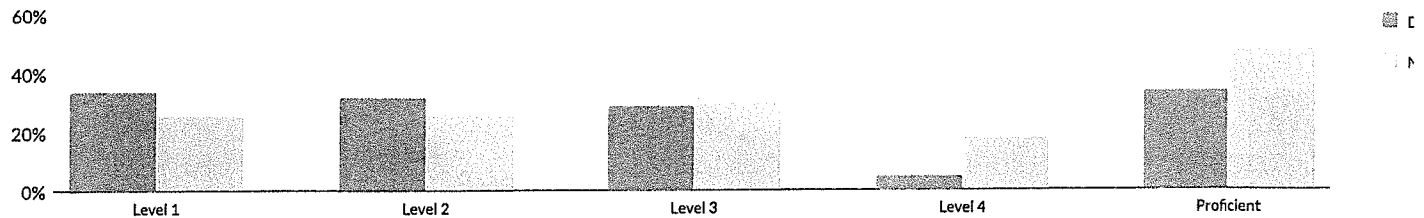


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	9	5%	164	95%	48	29%	59	36%	49	30%	8	5%	57	35%
Female	81	2	2%	79	98%	15	19%	27	34%	31	39%	6	8%	37	47%
Male	92	7	8%	85	92%	33	39%	32	38%	18	21%	2	2%	20	24%
General Education Students	139	4	3%	135	97%	24	18%	55	41%	49	36%	7	5%	56	41%
Students with Disabilities	34	5	15%	29	85%	24	83%	4	14%	0	0%	1	3%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	155	8	5%	147	95%	45	31%	53	36%	41	28%	8	5%	49	33%
Multiracial	13	1	8%	12	92%	2	17%	3	25%	7	58%	0	0%	7	58%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	3	60%	1	20%	0	0%	1	20%
Economically Disadvantaged	67	3	4%	64	96%	22	34%	23	36%	17	27%	2	3%	19	30%
Not Economically Disadvantaged	106	6	6%	100	94%	26	26%	36	36%	32	32%	6	6%	38	38%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	172	9	5%	163	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	173	9	5%	164	95%	48	29%	59	36%	49	30%	8	5%	57	35%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	170	9	5%	161	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	173	9	5%	164	95%	48	29%	59	36%	49	30%	8	5%	57	35%
Parent Not in Armed Forces	173	9	5%	164	95%	48	29%	59	36%	49	30%	8	5%	57	35%



## GRADE 7 ELA RESULTS

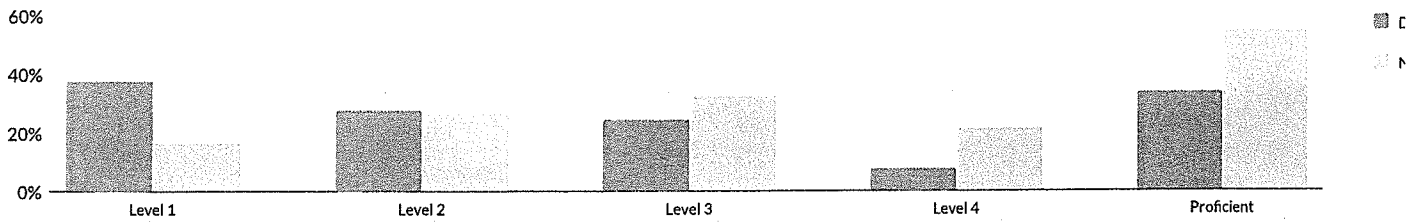
The results of the 2022-23 Grades 3-8 English Language Arts represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	163	34	21%	129	79%	44	34%	41	32%	38	29%	6	5%	44	34%
Female	75	19	25%	56	75%	15	27%	19	34%	19	34%	3	5%	22	39%
Male	88	15	17%	73	83%	29	40%	22	30%	19	26%	3	4%	22	30%
General Education Students	127	24	19%	103	81%	28	27%	32	31%	37	36%	6	6%	43	42%
Students with Disabilities	36	10	28%	26	72%	16	62%	9	35%	1	4%	0	0%	1	4%
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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	2	22%	7	78%	—	—	—	—	—	—	—	—	—	—
White	138	26	19%	112	81%	39	35%	33	29%	34	30%	6	5%	40	36%
Multiracial	11	3	27%	8	73%	2	25%	4	50%	2	25%	0	0%	2	25%
Small Group Total: Race & Ethnicity	13	4	31%	9	69%	3	33%	4	44%	2	22%	0	0%	2	22%
Economically Disadvantaged	72	17	24%	55	76%	23	42%	19	35%	10	18%	3	5%	13	24%
Not Economically Disadvantaged	91	17	19%	74	81%	21	28%	22	30%	28	38%	3	4%	31	42%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	162	34	21%	128	79%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	163	34	21%	129	79%	44	34%	41	32%	38	29%	6	5%	44	34%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	160	33	21%	127	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	163	34	21%	129	79%	44	34%	41	32%	38	29%	6	5%	44	34%
Parent Not in Armed Forces	163	34	21%	129	79%	44	34%	41	32%	38	29%	6	5%	44	34%

### 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.



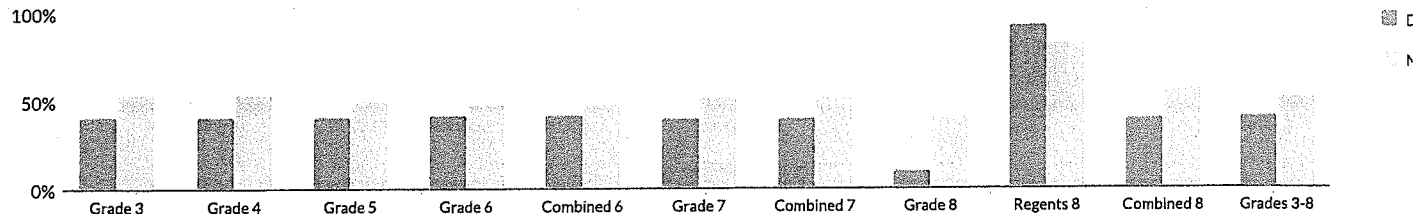
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	182	52	29%	130	71%	50	38%	36	28%	33	25%	11	8%	44	34%
Female	97	28	29%	69	71%	27	39%	19	28%	17	25%	6	9%	23	33%
Male	85	24	28%	61	72%	23	38%	17	28%	16	26%	5	8%	21	34%
General Education Students	140	40	29%	100	71%	24	24%	33	33%	32	32%	11	11%	43	43%
Students with Disabilities	42	12	29%	30	71%	26	87%	3	10%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
White	157	44	28%	113	72%	42	37%	30	27%	30	27%	11	10%	41	36%
Multiracial	13	3	23%	10	77%	4	40%	5	50%	1	10%	0	0%	1	10%
Small Group Total: Race & Ethnicity	12	5	42%	7	58%	4	57%	1	14%	2	29%	0	0%	2	29%
Economically Disadvantaged	92	29	32%	63	68%	34	54%	18	29%	9	14%	2	3%	11	17%
Not Economically Disadvantaged	90	23	26%	67	74%	16	24%	18	27%	24	36%	9	13%	33	49%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	180	51	28%	129	72%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	181	51	28%	130	72%	50	38%	36	28%	33	25%	11	8%	44	34%
Homeless	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Not Homeless	173	47	27%	126	73%	—	—	—	—	—	—	—	—	—	—
Not Migrant	182	52	29%	130	71%	50	38%	36	28%	33	25%	11	8%	44	34%
Parent Not in Armed Forces	182	52	29%	130	71%	50	38%	36	28%	33	25%	11	8%	44	34%

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

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

#### SUMMARY RESULTS

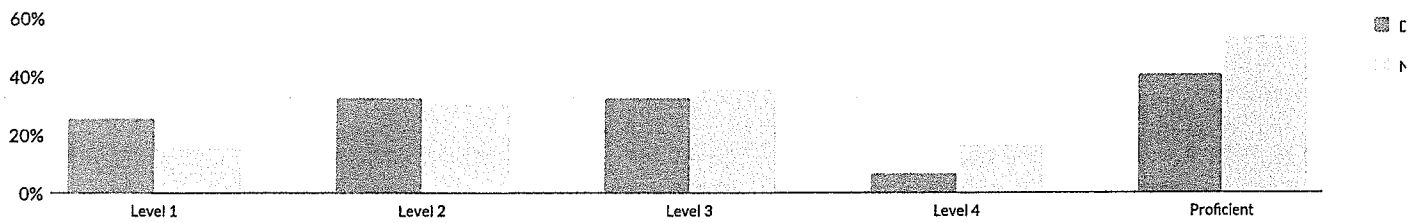


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	154	6	4%	148	96%	39	26%	49	33%	49	33%	11	7%	60	41%
Grade 4	146	11	8%	135	92%	33	24%	46	34%	47	35%	9	7%	56	41%
Grade 5	167	13	8%	154	92%	50	32%	41	27%	50	32%	13	8%	63	41%
Grade 6	173	31	18%	142	82%	38	27%	44	31%	55	39%	5	4%	60	42%
Combined 6	173	31	18%	142	82%	38	27%	44	31%	55	39%	5	4%	60	42%
Grade 7	163	50	31%	113	69%	26	23%	42	37%	33	29%	12	11%	45	40%
Combined 7	163	50	31%	113	69%	26	23%	42	37%	33	29%	12	11%	45	40%
Grade 8	182	103	57%	79	43%	55	70%	16	20%	8	10%	0	0%	8	10%
Regents 8	—	—	—	44	24%	0	0%	3	7%	22	50%	19	43%	41	93%
Combined 8	182	59	32%	123	68%	55	45%	19	15%	30	24%	19	15%	49	40%
Grades 3-8	985	170	17%	815	83%	241	30%	241	30%	264	32%	69	8%	333	41%

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

### GRADE 3 MATH RESULTS

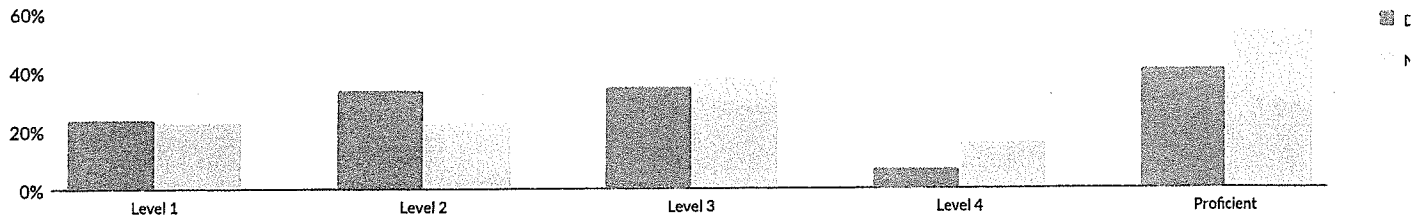
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	154	6	4%	148	96%	39	26%	49	33%	49	33%	11	7%	60	41%
Female	79	1	1%	78	99%	19	24%	25	32%	27	35%	7	9%	34	44%
Male	75	5	7%	70	93%	20	29%	24	34%	22	31%	4	6%	26	37%
General Education Students	114	3	3%	111	97%	11	10%	40	36%	49	44%	11	10%	60	54%
Students with Disabilities	40	3	8%	37	93%	28	76%	9	24%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	1	20%	2	40%	2	40%	0	0%	2	40%
White	142	5	4%	137	96%	37	27%	45	33%	45	33%	10	7%	55	40%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	2	33%	2	33%	1	17%	3	50%
Economically Disadvantaged	72	5	7%	67	93%	19	28%	26	39%	18	27%	4	6%	22	33%
Not Economically Disadvantaged	82	1	1%	81	99%	20	25%	23	28%	31	38%	7	9%	38	47%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	153	6	4%	147	96%	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	152	5	3%	147	97%	—	—	—	—	—	—	—	—	—	—
Homeless	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Not Homeless	149	5	3%	144	97%	—	—	—	—	—	—	—	—	—	—
Not Migrant	154	6	4%	148	96%	39	26%	49	33%	49	33%	11	7%	60	41%
Parent Not in Armed Forces	154	6	4%	148	96%	39	26%	49	33%	49	33%	11	7%	60	41%

## GRADE 4 MATH RESULTS

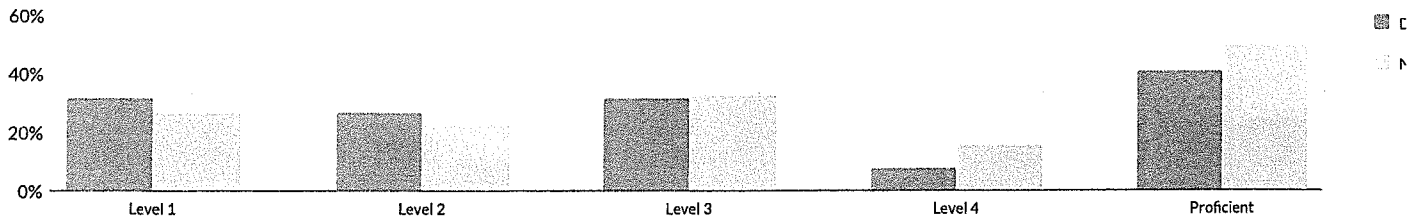
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	146	11	8%	135	92%	33	24%	46	34%	47	35%	9	7%	56	41%
Female	71	6	8%	65	92%	15	23%	24	37%	24	37%	2	3%	26	40%
Male	75	5	7%	70	93%	18	26%	22	31%	23	33%	7	10%	30	43%
General Education Students	111	7	6%	104	94%	14	13%	38	37%	43	41%	9	9%	52	50%
Students with Disabilities	35	4	11%	31	89%	19	61%	8	26%	4	13%	0	0%	4	13%
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	134	11	8%	123	92%	32	26%	39	32%	43	35%	9	7%	52	42%
Multiracial	7	0	0%	7	100%	0	0%	3	43%	4	57%	0	0%	4	57%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	1	20%	4	80%	0	0%	0	0%	0	0%
Economically Disadvantaged	71	3	4%	68	96%	22	32%	20	29%	24	35%	2	3%	26	38%
Not Economically Disadvantaged	75	8	11%	67	89%	11	16%	26	39%	23	34%	7	10%	30	45%
Non-English Language Learner	146	11	8%	135	92%	33	24%	46	34%	47	35%	9	7%	56	41%
Not in Foster Care	146	11	8%	135	92%	33	24%	46	34%	47	35%	9	7%	56	41%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	142	11	8%	131	92%	—	—	—	—	—	—	—	—	—	—
Not Migrant	146	11	8%	135	92%	33	24%	46	34%	47	35%	9	7%	56	41%
Parent Not in Armed Forces	146	11	8%	135	92%	33	24%	46	34%	47	35%	9	7%	56	41%

## GRADE 5 MATH RESULTS

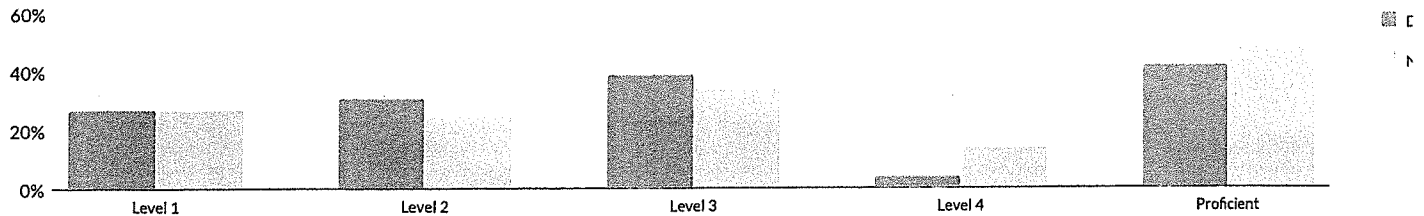
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	167	13	8%	154	92%	50	32%	41	27%	50	32%	13	8%	63	41%
Female	78	5	6%	73	94%	27	37%	23	32%	19	26%	4	5%	23	32%
Male	89	8	9%	81	91%	23	28%	18	22%	31	38%	9	11%	40	49%
General Education Students	129	8	6%	121	94%	22	18%	37	31%	50	41%	12	10%	62	51%
Students with Disabilities	38	5	13%	33	87%	28	85%	4	12%	0	0%	1	3%	1	3%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	155	11	7%	144	93%	46	32%	40	28%	46	32%	12	8%	58	40%
Multiracial	9	1	11%	8	89%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	2	17%	10	83%	4	40%	1	10%	4	40%	1	10%	5	50%
Economically Disadvantaged	86	7	8%	79	92%	34	43%	20	25%	19	24%	6	8%	25	32%
Not Economically Disadvantaged	81	6	7%	75	93%	16	21%	21	28%	31	41%	7	9%	38	51%
Non-English Language Learner	167	13	8%	154	92%	50	32%	41	27%	50	32%	13	8%	63	41%
Not in Foster Care	167	13	8%	154	92%	50	32%	41	27%	50	32%	13	8%	63	41%
Homeless	8	0	0%	8	100%	6	75%	0	0%	1	13%	1	13%	2	25%
Not Homeless	159	13	8%	146	92%	44	30%	41	28%	49	34%	12	8%	61	42%
Not Migrant	167	13	8%	154	92%	50	32%	41	27%	50	32%	13	8%	63	41%
Parent Not in Armed Forces	167	13	8%	154	92%	50	32%	41	27%	50	32%	13	8%	63	41%

### GRADE 6 MATH RESULTS

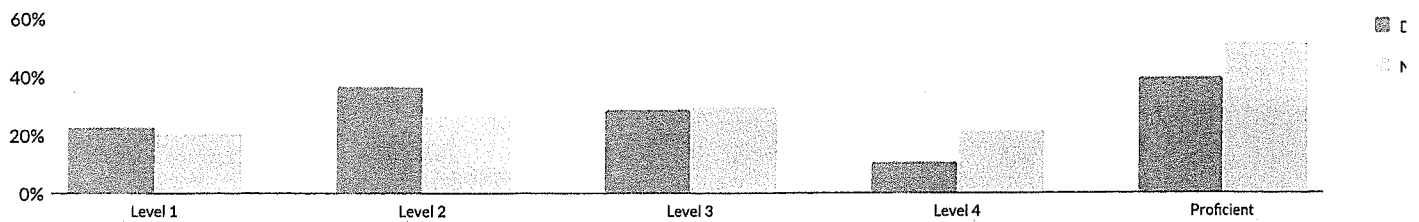
The results of the 2022-23 Grades 3-8 Mathematics Tests represent student achievement on the new Next Generation Learning Standards. Because the tests measure different learning standards, the results are not comparable to those from prior years.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	173	31	18%	142	82%	38	27%	44	31%	55	39%	5	4%	60	42%
Female	81	14	17%	67	83%	7	10%	27	40%	30	45%	3	4%	33	49%
Male	92	17	18%	75	82%	31	41%	17	23%	25	33%	2	3%	27	36%
General Education Students	139	26	19%	113	81%	13	12%	40	35%	55	49%	5	4%	60	53%
Students with Disabilities	34	5	15%	29	85%	25	86%	4	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
White	155	28	18%	127	82%	35	28%	42	33%	46	36%	4	3%	50	39%
Multiracial	13	3	23%	10	77%	1	10%	2	20%	6	60%	1	10%	7	70%
Small Group Total: Race & Ethnicity	5	0	0%	5	100%	2	40%	0	0%	3	60%	0	0%	3	60%
Economically Disadvantaged	67	11	16%	56	84%	18	32%	21	38%	16	29%	1	2%	17	30%
Not Economically Disadvantaged	106	20	19%	86	81%	20	23%	23	27%	39	45%	4	5%	43	50%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	172	31	18%	141	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	173	31	18%	142	82%	38	27%	44	31%	55	39%	5	4%	60	42%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	170	31	18%	139	82%	—	—	—	—	—	—	—	—	—	—
Not Migrant	173	31	18%	142	82%	38	27%	44	31%	55	39%	5	4%	60	42%
Parent Not in Armed Forces	173	31	18%	142	82%	38	27%	44	31%	55	39%	5	4%	60	42%

### 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	163	50	31%	113	69%	26	23%	42	37%	33	29%	12	11%	45	40%
Female	75	25	33%	50	67%	12	24%	23	46%	11	22%	4	8%	15	30%
Male	88	25	28%	63	72%	14	22%	19	30%	22	35%	8	13%	30	48%
General Education Students	127	39	31%	88	69%	11	13%	34	39%	32	36%	11	13%	43	49%
Students with Disabilities	36	11	31%	25	69%	15	60%	8	32%	1	4%	1	4%	2	8%
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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	4	44%	5	56%	—	—	—	—	—	—	—	—	—	—
White	138	39	28%	99	72%	22	22%	37	37%	28	28%	12	12%	40	40%
Multiracial	11	4	36%	7	64%	2	29%	3	43%	2	29%	0	0%	2	29%
Small Group Total: Race & Ethnicity	13	6	46%	7	54%	2	29%	2	29%	3	43%	0	0%	3	43%
Economically Disadvantaged	72	25	35%	47	65%	18	38%	18	38%	10	21%	1	2%	11	23%
Not Economically Disadvantaged	91	25	27%	66	73%	8	12%	24	36%	23	35%	11	17%	34	52%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	162	50	31%	112	69%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	163	50	31%	113	69%	26	23%	42	37%	33	29%	12	11%	45	40%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	160	49	31%	111	69%	—	—	—	—	—	—	—	—	—	—
Not Migrant	163	50	31%	113	69%	26	23%	42	37%	33	29%	12	11%	45	40%
Parent Not in Armed Forces	163	50	31%	113	69%	26	23%	42	37%	33	29%	12	11%	45	40%



### GRADE 8 MATH RESULTS

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

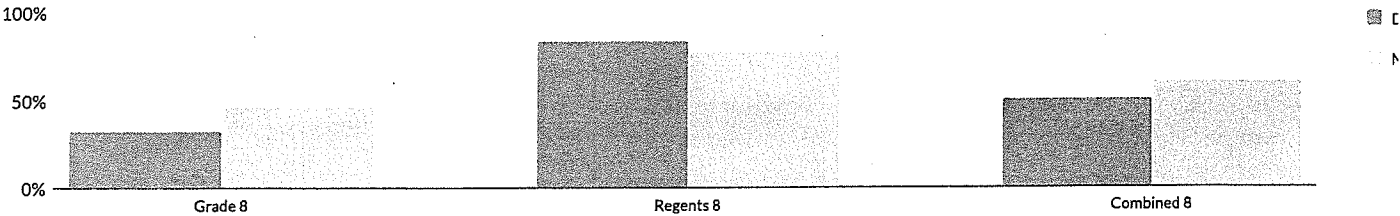


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	182	103	57%	79	43%	55	70%	16	20%	8	10%	0	0%	8	10%
Female	97	60	62%	37	38%	21	57%	11	30%	5	14%	0	0%	5	14%
Male	85	43	51%	42	49%	34	81%	5	12%	3	7%	0	0%	3	7%
General Education Students	140	87	62%	53	38%	31	58%	14	26%	8	15%	0	0%	8	15%
Students with Disabilities	42	16	38%	26	62%	24	92%	2	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
White	157	91	58%	66	42%	45	68%	14	21%	7	11%	0	0%	7	11%
Multiracial	13	6	46%	7	54%	4	57%	2	29%	1	14%	0	0%	1	14%
Small Group Total: Race & Ethnicity	11	5	45%	6	55%	6	100%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	92	44	48%	48	52%	36	75%	8	17%	4	8%	0	0%	4	8%
Not Economically Disadvantaged	90	59	66%	31	34%	19	61%	8	26%	4	13%	0	0%	4	13%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	180	103	57%	77	43%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	181	102	56%	79	44%	55	70%	16	20%	8	10%	0	0%	8	10%
Homeless	9	3	33%	6	67%	6	100%	0	0%	0	0%	0	0%	0	0%
Not Homeless	173	100	58%	73	42%	49	67%	16	22%	8	11%	0	0%	8	11%
Not Migrant	182	103	57%	79	43%	55	70%	16	20%	8	10%	0	0%	8	10%
Parent Not in Armed Forces	182	103	57%	79	43%	55	70%	16	20%	8	10%	0	0%	8	10%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

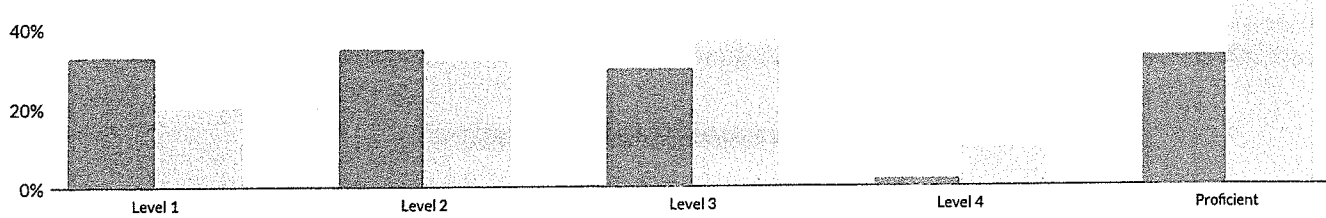
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	183	97	53%	86	47%	28	33%	30	35%	26	30%	2	2%	28	33%
Regents 8	—	—	—	49	27%	2	4%	6	12%	34	69%	7	14%	41	84%
Combined 8	183	48	26%	135	74%	30	22%	36	27%	60	44%	9	7%	69	51%

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

## GRADE 8 SCIENCE RESULTS

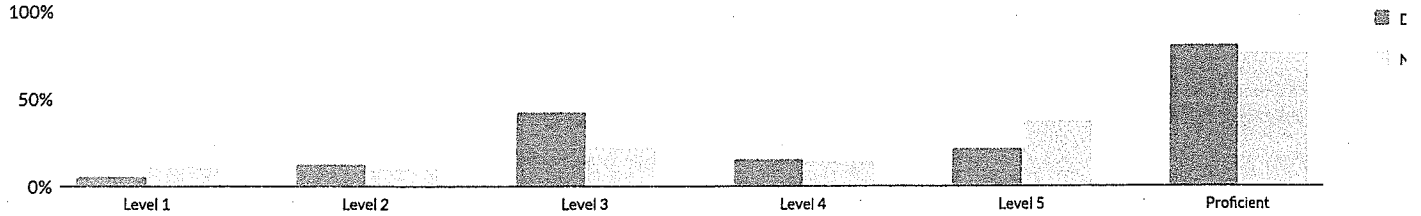


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	97	53%	86	47%	28	33%	30	35%	26	30%	2	2%	28	33%
Female	98	51	52%	47	48%	14	30%	16	34%	16	34%	1	2%	17	36%
Male	85	46	54%	39	46%	14	36%	14	36%	10	26%	1	3%	11	28%
General Education Students	141	81	57%	60	43%	14	23%	20	33%	24	40%	2	3%	26	43%
Students with Disabilities	42	16	38%	26	62%	14	54%	10	38%	2	8%	0	0%	2	8%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	5	4	80%	1	20%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	4	67%	2	33%	—	—	—	—	—	—	—	—	—	—
White	158	82	52%	76	48%	25	33%	27	36%	22	29%	2	3%	24	32%
Multiracial	13	6	46%	7	54%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	14	58%	10	42%	3	30%	3	30%	4	40%	0	0%	4	40%
Economically Disadvantaged	92	43	47%	49	53%	17	35%	20	41%	11	22%	1	2%	12	24%
Not Economically Disadvantaged	91	54	59%	37	41%	11	30%	10	27%	15	41%	1	3%	16	43%
English Language Learner	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	181	96	53%	85	47%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	182	97	53%	85	47%	—	—	—	—	—	—	—	—	—	—
Homeless	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Not Homeless	174	92	53%	82	47%	—	—	—	—	—	—	—	—	—	—
Not Migrant	183	97	53%	86	47%	28	33%	30	35%	26	30%	2	2%	28	33%
Parent Not in Armed Forces	183	97	53%	86	47%	28	33%	30	35%	26	30%	2	2%	28	33%

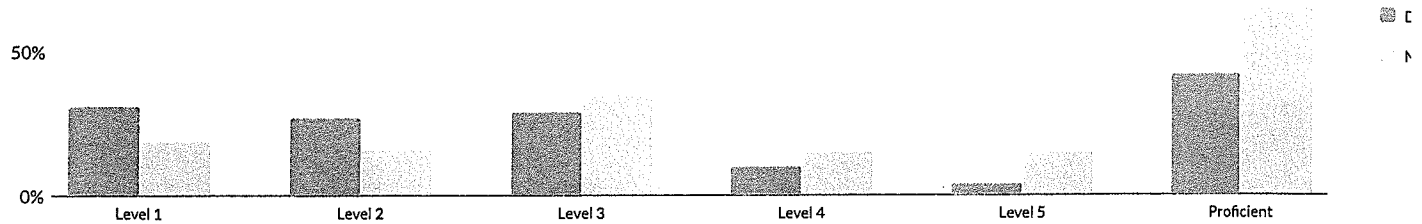
**ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

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

**ANNUAL REGENTS EXAMINATION IN ELA (2022-23)**

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	10	6%	22	13%	72	43%	26	16%	36	22%	134	81%
Female	81	2	2%	7	9%	36	44%	13	16%	23	28%	72	89%
Male	85	8	9%	15	18%	36	42%	13	15%	13	15%	62	73%
General Education Students	136	2	1%	15	11%	59	43%	24	18%	36	26%	119	88%
Students with Disabilities	30	8	27%	7	23%	13	43%	2	7%	0	0%	15	50%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	2	25%	1	13%	2	25%	3	38%	6	75%
White	147	9	6%	19	13%	66	45%	23	16%	30	20%	119	81%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	1	9%	1	9%	5	45%	1	9%	3	27%	9	82%
Economically Disadvantaged	73	6	8%	11	15%	31	42%	9	12%	16	22%	56	77%
Not Economically Disadvantaged	93	4	4%	11	12%	41	44%	17	18%	20	22%	78	84%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	165	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	166	10	6%	22	13%	72	43%	26	16%	36	22%	134	81%
Homeless	6	2	33%	1	17%	2	33%	1	17%	0	0%	3	50%
Not Homeless	160	8	5%	21	13%	70	44%	25	16%	36	23%	131	82%
Not Migrant	166	10	6%	22	13%	72	43%	26	16%	36	22%	134	81%
Parent Not in Armed Forces	166	10	6%	22	13%	72	43%	26	16%	36	22%	134	81%

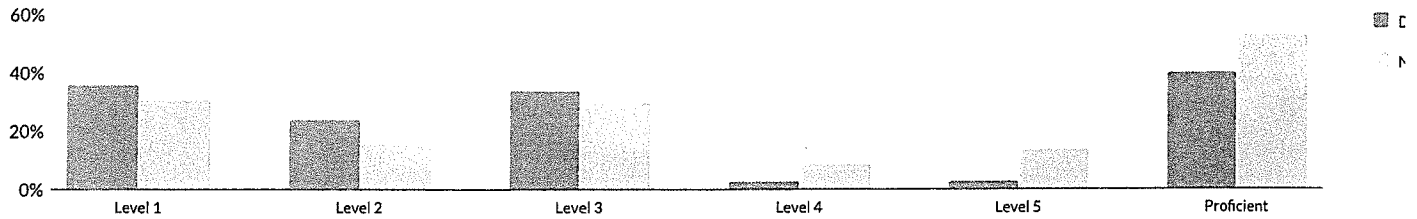
## ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	282	87	31%	76	27%	82	29%	27	10%	10	4%	119	42%
Female	146	45	31%	39	27%	46	32%	10	7%	6	4%	62	42%
Male	136	42	31%	37	27%	36	26%	17	13%	4	3%	57	42%
General Education Students	217	47	22%	57	26%	76	35%	27	12%	10	5%	113	52%
Students with Disabilities	65	40	62%	19	29%	6	9%	0	0%	0	0%	6	9%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	—	—	—	—	—	—	—	—	—	—	—	—
White	249	77	31%	67	27%	75	30%	21	8%	9	4%	105	42%
Multiracial	15	6	40%	5	33%	3	20%	1	7%	0	0%	4	27%
Small Group Total: Race & Ethnicity	18	4	22%	4	22%	4	22%	5	28%	1	6%	10	56%
Economically Disadvantaged	136	53	39%	43	32%	32	24%	5	4%	3	2%	40	29%
Not Economically Disadvantaged	146	34	23%	33	23%	50	34%	22	15%	7	5%	79	54%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	280	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	280	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	2	25%	4	50%	2	25%	0	0%	0	0%	2	25%
Not Homeless	274	85	31%	72	26%	80	29%	27	10%	10	4%	117	43%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	281	—	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	281	—	—	—	—	—	—	—	—	—	—	—	—

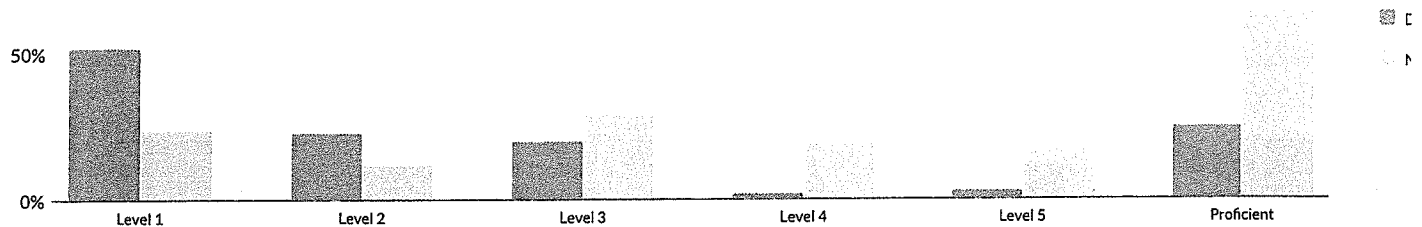
## ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percentage Scoring at Levels

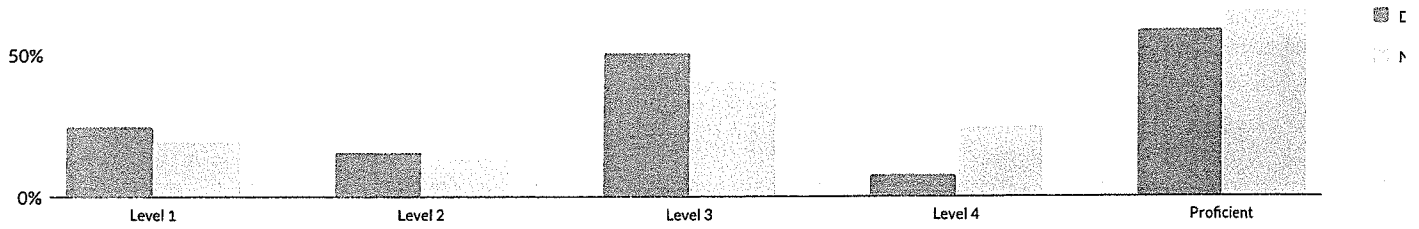
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	36	36%	24	24%	34	34%	3	3%	3	3%	40	40%
Female	52	17	33%	9	17%	22	42%	2	4%	2	4%	26	50%
Male	48	19	40%	15	31%	12	25%	1	2%	1	2%	14	29%
General Education Students	98	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	4	50%	4	50%	0	0%	0	0%	0	0%	0	0%
White	86	29	34%	20	23%	31	36%	3	3%	3	3%	37	43%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	3	50%	0	0%	3	50%	0	0%	0	0%	3	50%
Economically Disadvantaged	30	12	40%	10	33%	7	23%	1	3%	0	0%	8	27%
Not Economically Disadvantaged	70	24	34%	14	20%	27	39%	2	3%	3	4%	32	46%
Non-English Language Learner	100	36	36%	24	24%	34	34%	3	3%	3	3%	40	40%
Not in Foster Care	100	36	36%	24	24%	34	34%	3	3%	3	3%	40	40%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	99	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	100	36	36%	24	24%	34	34%	3	3%	3	3%	40	40%
Parent Not in Armed Forces	100	36	36%	24	24%	34	34%	3	3%	3	3%	40	40%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	32	52%	14	23%	12	20%	1	2%	2	3%	15	25%
Female	29	16	55%	6	21%	4	14%	1	3%	2	7%	7	24%
Male	32	16	50%	8	25%	8	25%	0	0%	0	0%	8	25%
General Education Students	61	32	52%	14	23%	12	20%	1	2%	2	3%	15	25%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	54	27	50%	13	24%	12	22%	0	0%	2	4%	14	26%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	5	71%	1	14%	0	0%	1	14%	0	0%	1	14%
Economically Disadvantaged	19	12	63%	4	21%	3	16%	0	0%	0	0%	3	16%
Not Economically Disadvantaged	42	20	48%	10	24%	9	21%	1	2%	2	5%	12	29%
Non-English Language Learner	61	32	52%	14	23%	12	20%	1	2%	2	3%	15	25%
Not in Foster Care	61	32	52%	14	23%	12	20%	1	2%	2	3%	15	25%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	60	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	61	32	52%	14	23%	12	20%	1	2%	2	3%	15	25%
Parent Not in Armed Forces	61	32	52%	14	23%	12	20%	1	2%	2	3%	15	25%

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

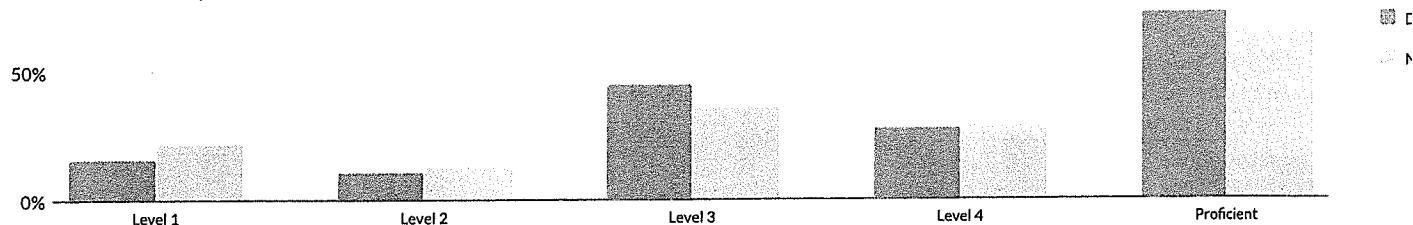


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	181	45	25%	29	16%	93	51%	14	8%	107	59%
Female	97	24	25%	18	19%	48	49%	7	7%	55	57%
Male	84	21	25%	11	13%	45	54%	7	8%	52	62%
General Education Students	143	24	17%	22	15%	83	58%	14	10%	97	68%
Students with Disabilities	38	21	55%	7	18%	10	26%	0	0%	10	26%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	158	39	25%	22	14%	85	54%	12	8%	97	61%
Multiracial	12	4	33%	3	25%	5	42%	0	0%	5	42%
Small Group Total: Race & Ethnicity	11	2	18%	4	36%	3	27%	2	18%	5	45%
Economically Disadvantaged	83	23	28%	17	20%	40	48%	3	4%	43	52%
Not Economically Disadvantaged	98	22	22%	12	12%	53	54%	11	11%	64	65%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	179	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	179	—	—	—	—	—	—	—	—	—	—
Homeless	5	1	20%	0	0%	4	80%	0	0%	4	80%
Not Homeless	176	44	25%	29	16%	89	51%	14	8%	103	59%
Not Migrant	181	45	25%	29	16%	93	51%	14	8%	107	59%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	180	—	—	—	—	—	—	—	—	—	—



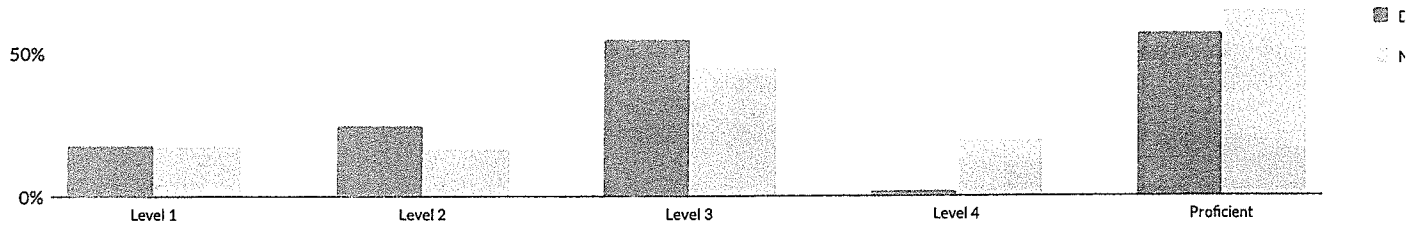
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	171	27	16%	19	11%	77	45%	48	28%	125	73%
Female	93	16	17%	14	15%	41	44%	22	24%	63	68%
Male	78	11	14%	5	6%	36	46%	26	33%	62	79%
General Education Students	155	16	10%	16	10%	75	48%	48	31%	123	79%
Students with Disabilities	16	11	69%	3	19%	2	13%	0	0%	2	13%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	2	18%	1	9%	4	36%	4	36%	8	73%
White	147	20	14%	17	12%	69	47%	41	28%	110	75%
Multiracial	10	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	1	8%	4	31%	3	23%	7	54%
Economically Disadvantaged	60	14	23%	9	15%	23	38%	14	23%	37	62%
Not Economically Disadvantaged	111	13	12%	10	9%	54	49%	34	31%	88	79%
Non-English Language Learner	171	27	16%	19	11%	77	45%	48	28%	125	73%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	170	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	171	27	16%	19	11%	77	45%	48	28%	125	73%

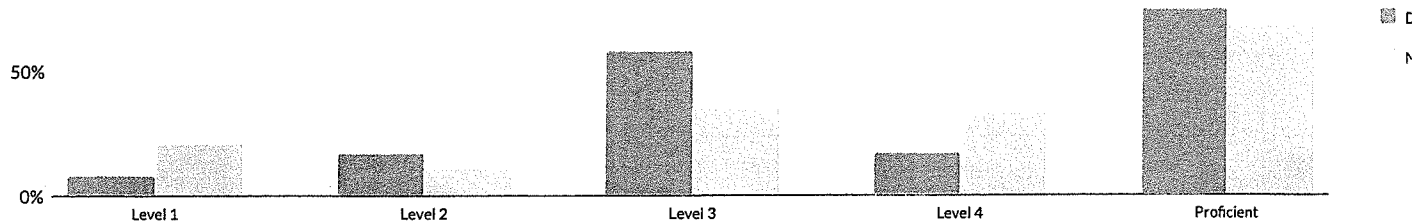
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2022-23)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	56	10	18%	14	25%	31	55%	1	2%	32	57%
Female	24	4	17%	4	17%	15	63%	1	4%	16	67%
Male	32	6	19%	10	31%	16	50%	0	0%	16	50%
General Education Students	53	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	48	9	19%	10	21%	28	58%	1	2%	29	60%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	4	50%	3	38%	0	0%	3	38%
Economically Disadvantaged	20	4	20%	6	30%	10	50%	0	0%	10	50%
Not Economically Disadvantaged	36	6	17%	8	22%	21	58%	1	3%	22	61%
Non-English Language Learner	56	10	18%	14	25%	31	55%	1	2%	32	57%
Not in Foster Care	56	10	18%	14	25%	31	55%	1	2%	32	57%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	55	—	—	—	—	—	—	—	—	—	—
Not Migrant	56	10	18%	14	25%	31	55%	1	2%	32	57%
Parent Not in Armed Forces	56	10	18%	14	25%	31	55%	1	2%	32	57%

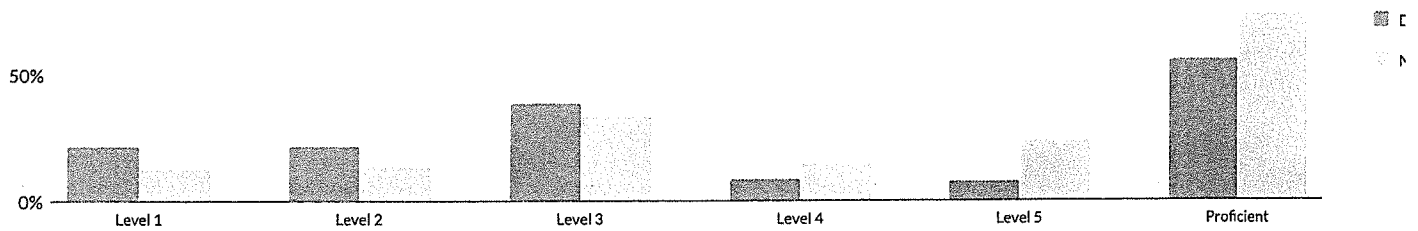
## ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2022-23)



Percentage Scoring at Levels

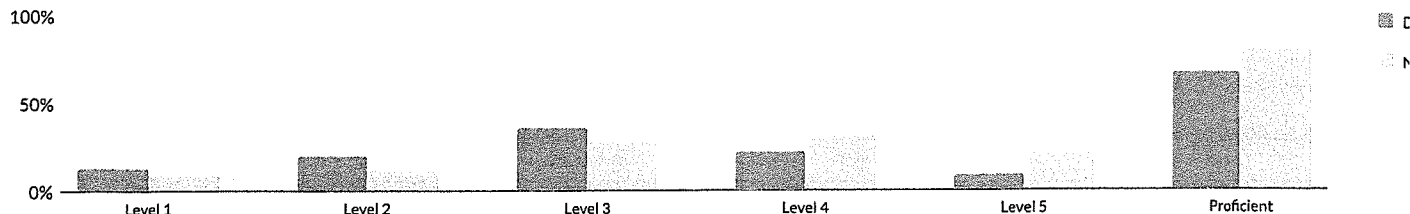
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	24	2	8%	4	17%	14	58%	4	17%	18	75%
Female	14	2	14%	4	29%	7	50%	1	7%	8	57%
Male	10	0	0%	0	0%	7	70%	3	30%	10	100%
General Education Students	24	2	8%	4	17%	14	58%	4	17%	18	75%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	21	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	24	2	8%	4	17%	14	58%	4	17%	18	75%
Economically Disadvantaged	9	1	11%	2	22%	6	67%	0	0%	6	67%
Not Economically Disadvantaged	15	1	7%	2	13%	8	53%	4	27%	12	80%
Non-English Language Learner	24	2	8%	4	17%	14	58%	4	17%	18	75%
Not in Foster Care	24	2	8%	4	17%	14	58%	4	17%	18	75%
Not Homeless	24	2	8%	4	17%	14	58%	4	17%	18	75%
Not Migrant	24	2	8%	4	17%	14	58%	4	17%	18	75%
Parent Not in Armed Forces	24	2	8%	4	17%	14	58%	4	17%	18	75%

## ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY &amp; 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	174	38	22%	39	22%	68	39%	15	9%	14	8%	97	56%
Female	79	11	14%	18	23%	34	43%	8	10%	8	10%	50	63%
Male	95	27	28%	21	22%	34	36%	7	7%	6	6%	47	49%
General Education Students	139	15	11%	29	21%	66	47%	15	11%	14	10%	95	68%
Students with Disabilities	35	23	66%	10	29%	2	6%	0	0%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	0	0%	4	27%	7	47%	1	7%	3	20%	11	73%
White	147	34	23%	32	22%	56	38%	14	10%	11	7%	81	55%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	4	33%	3	25%	5	42%	0	0%	0	0%	5	42%
Economically Disadvantaged	73	21	29%	25	34%	18	25%	5	7%	4	5%	27	37%
Not Economically Disadvantaged	101	17	17%	14	14%	50	50%	10	10%	10	10%	70	69%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	173	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	172	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	171	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	173	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	174	38	22%	39	22%	68	39%	15	9%	14	8%	97	56%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	19	13%	30	20%	54	36%	32	22%	13	9%	99	67%
Female	77	11	14%	20	26%	25	32%	13	17%	8	10%	46	60%
Male	71	8	11%	10	14%	29	41%	19	27%	5	7%	53	75%
General Education Students	129	14	11%	24	19%	50	39%	28	22%	13	10%	91	71%
Students with Disabilities	19	5	26%	6	32%	4	21%	4	21%	0	0%	8	42%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	3	38%	3	38%	2	25%	0	0%	5	63%
White	130	17	13%	25	19%	47	36%	29	22%	12	9%	88	68%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	2	20%	2	20%	4	40%	1	10%	1	10%	6	60%
Economically Disadvantaged	69	13	19%	17	25%	26	38%	9	13%	4	6%	39	57%
Not Economically Disadvantaged	79	6	8%	13	16%	28	35%	23	29%	9	11%	60	76%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	147	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	148	19	13%	30	20%	54	36%	32	22%	13	9%	99	67%
Homeless	7	3	43%	0	0%	3	43%	1	14%	0	0%	4	57%
Not Homeless	141	16	11%	30	21%	51	36%	31	22%	13	9%	95	67%
Not Migrant	148	19	13%	30	20%	54	36%	32	22%	13	9%	99	67%
Parent Not in Armed Forces	148	19	13%	30	20%	54	36%	32	22%	13	9%	99	67%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	11	11	100	0	0
Female	3	3	100	0	0
Male	8	8	100	0	0
General Education Students	9	9	100	0	0
Students with Disabilities	2	2	100	0	0
White	11	11	100	0	0
Economically Disadvantaged	7	7	100	0	0
Not Economically Disadvantaged	4	4	100	0	0
Non-English Language Learner	11	11	100	0	0
Not in Foster Care	11	11	100	0	0
Homeless	2	2	100	0	0
Not Homeless	9	9	100	0	0
Not Migrant	11	11	100	0	0
Parent Not in Armed Forces	11	11	100	0	0

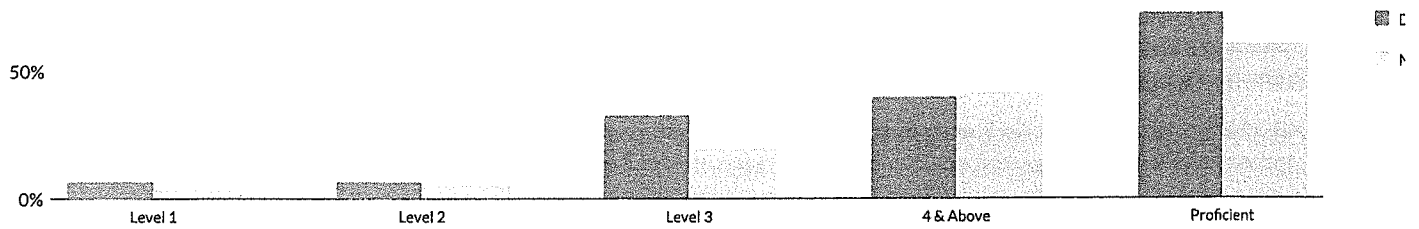
See report card Glossary and Guide for criteria used to include students in this table.

**TOTAL COHORT REGENTS EXAMINATION RESULTS**

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

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

## 2019 TOTAL COHORT REGENTS IN ELA



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	22	13%	144	87%	11	7%	12	7%	55	33%	66	40%	121	73%
Female	87	9	10%	78	90%	6	7%	3	3%	34	39%	35	40%	69	79%
Male	78	13	—	65	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	79	13	16%	66	84%	5	6%	9	11%	21	27%	31	39%	52	66%
General Education Students	133	13	10%	120	90%	4	3%	9	7%	45	34%	62	47%	107	80%
Students with Disabilities	33	9	27%	24	73%	7	21%	3	9%	10	30%	4	12%	14	42%
Hispanic or Latino	8	1	13%	7	88%	0	0%	2	25%	2	25%	3	38%	5	63%
White	150	20	13%	130	87%	9	6%	9	6%	51	34%	61	41%	112	75%
Multiracial	8	1	13%	7	88%	2	25%	1	13%	2	25%	2	25%	4	50%
Economically Disadvantaged	78	16	21%	62	79%	7	9%	5	6%	27	35%	23	29%	50	64%
Not Economically Disadvantaged	88	6	7%	82	93%	4	5%	7	8%	28	32%	43	49%	71	81%
Non-English Language Learner	166	22	13%	144	87%	11	7%	12	7%	55	33%	66	40%	121	73%
Not in Foster Care	166	22	13%	144	87%	11	7%	12	7%	55	33%	66	40%	121	73%
Homeless	6	0	0%	6	100%	2	33%	1	17%	0	0%	3	50%	3	50%
Not Homeless	160	22	14%	138	86%	9	6%	11	7%	55	34%	63	39%	118	74%
Not Migrant	166	22	13%	144	87%	11	7%	12	7%	55	33%	66	40%	121	73%
Parent Not in Armed Forces	166	22	13%	144	87%	11	7%	12	7%	55	33%	66	40%	121	73%

## 2019 TOTAL COHORT EXEMPTIONS IN ELA

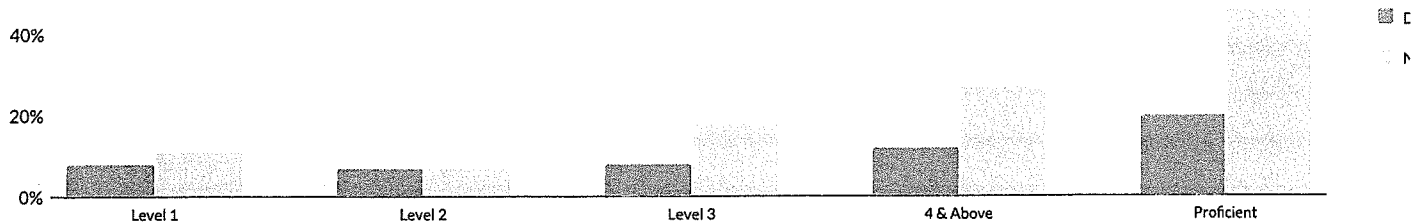
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Small Group Total: Gender	?	?	?	?	?

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	166	108	65%	58	35%	13	8%	11	7%	14	8%	20	12%	34	20%
Female	87	52	60%	35	40%	6	7%	8	9%	10	11%	11	13%	21	24%
Male	78	56	—	22	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	79	56	71%	23	29%	7	9%	3	4%	4	5%	9	11%	13	16%
General Education Students	133	78	59%	55	41%	11	8%	10	8%	14	11%	20	15%	34	26%
Students with Disabilities	33	30	91%	3	9%	2	6%	1	3%	0	0%	0	0%	0	0%
Hispanic or Latino	8	6	75%	2	25%	0	0%	1	13%	1	13%	0	0%	1	13%
White	150	98	65%	52	35%	11	7%	10	7%	13	9%	18	12%	31	21%
Multiracial	8	4	50%	4	50%	2	25%	0	0%	0	0%	2	25%	2	25%
Economically Disadvantaged	78	57	73%	21	27%	5	6%	6	8%	5	6%	5	6%	10	13%
Not Economically Disadvantaged	88	51	58%	37	42%	8	9%	5	6%	9	10%	15	17%	24	27%
Non-English Language Learner	166	108	65%	58	35%	13	8%	11	7%	14	8%	20	12%	34	20%
Not in Foster Care	166	108	65%	58	35%	13	8%	11	7%	14	8%	20	12%	34	20%
Homeless	6	4	67%	2	33%	1	17%	0	0%	0	0%	1	17%	1	17%
Not Homeless	160	104	65%	56	35%	12	8%	11	7%	14	9%	19	12%	33	21%
Not Migrant	166	108	65%	58	35%	13	8%	11	7%	14	8%	20	12%	34	20%
Parent Not in Armed Forces	166	108	65%	58	35%	13	8%	11	7%	14	8%	20	12%	34	20%

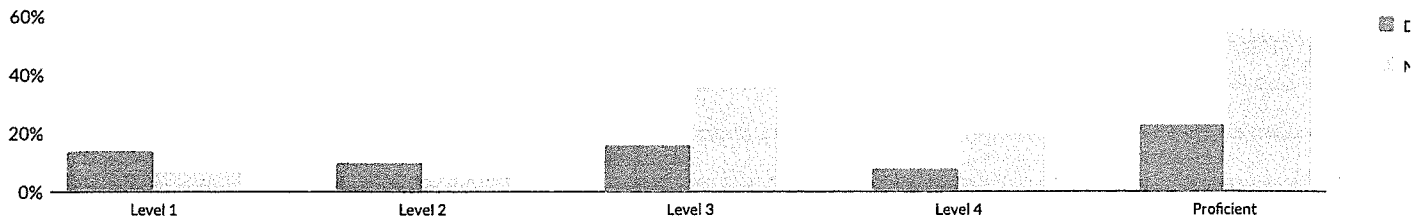
## 2019 TOTAL COHORT EXEMPTIONS IN MATH

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	144	91	63	53	37
Female	75	44	59	31	41
Male	68	47	69	21	31
Non-Binary	1	0	0	1	100
Small Group Total: Gender	?	?	?	?	?
General Education Students	119	68	57	51	43
Students with Disabilities	25	23	92	2	8
Hispanic or Latino	7	5	71	2	29
White	130	83	64	47	36
Multiracial	7	3	43	4	57
Economically Disadvantaged	63	45	71	18	29
Not Economically Disadvantaged	81	46	57	35	43
Non-English Language Learner	144	91	63	53	37
Not in Foster Care	144	91	63	53	37
Homeless	5	3	60	2	40
Not Homeless	139	88	63	51	37
Not Migrant	144	91	63	53	37
Parent Not in Armed Forces	144	91	63	53	37

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	166	87	52%	79	48%	24	14%	16	10%	26	16%	13	8%	39	23%
Female	87	43	49%	44	51%	15	17%	9	10%	14	16%	6	7%	20	23%
Male	78	44	—	34	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	79	44	56%	35	44%	9	11%	7	9%	12	15%	7	9%	19	24%
General Education Students	133	57	43%	76	57%	22	17%	15	11%	26	20%	13	10%	39	29%
Students with Disabilities	33	30	91%	3	9%	2	6%	1	3%	0	0%	0	0%	0	0%
Hispanic or Latino	8	4	50%	4	50%	2	25%	1	13%	1	13%	0	0%	1	13%
White	150	81	54%	69	46%	19	13%	14	9%	23	15%	13	9%	36	24%
Multiracial	8	2	25%	6	75%	3	38%	1	13%	2	25%	0	0%	2	25%
Economically Disadvantaged	78	48	62%	30	38%	10	13%	5	6%	12	15%	3	4%	15	19%
Not Economically Disadvantaged	88	39	44%	49	56%	14	16%	11	13%	14	16%	10	11%	24	27%
Non-English Language Learner	166	87	52%	79	48%	24	14%	16	10%	26	16%	13	8%	39	23%
Not in Foster Care	166	87	52%	79	48%	24	14%	16	10%	26	16%	13	8%	39	23%
Homeless	6	3	50%	3	50%	2	33%	0	0%	1	17%	0	0%	1	17%
Not Homeless	160	84	53%	76	48%	22	14%	16	10%	25	16%	13	8%	38	24%
Not Migrant	166	87	52%	79	48%	24	14%	16	10%	26	16%	13	8%	39	23%
Parent Not in Armed Forces	166	87	52%	79	48%	24	14%	16	10%	26	16%	13	8%	39	23%

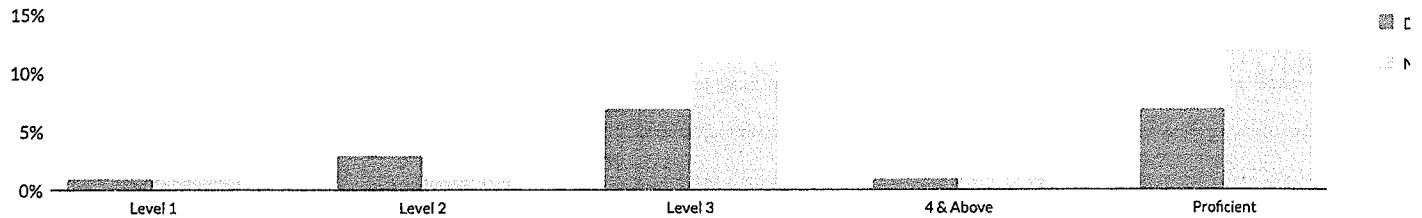
## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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	146	69	47	77	53
Female	77	35	45	42	55
Male	68	34	50	34	50
Non-Binary	1	0	0	1	100
Small Group Total: Gender	?	?	?	?	?
General Education Students	120	46	38	74	62
Students with Disabilities	26	23	88	3	12
Hispanic or Latino	7	3	43	4	57
White	132	65	49	67	51
Multiracial	7	1	14	6	86
Economically Disadvantaged	65	37	57	28	43
Not Economically Disadvantaged	81	32	40	49	60
Non-English Language Learner	146	69	47	77	53
Not in Foster Care	146	69	47	77	53
Homeless	5	2	40	3	60
Not Homeless	141	67	48	74	52
Not Migrant	146	69	47	77	53
Parent Not in Armed Forces	146	69	47	77	53

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

## 2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY &amp; GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	147	89%	19	11%	2	1%	5	3%	11	7%	1	1%	12	7%
Female	87	74	85%	13	15%	1	1%	4	5%	7	8%	1	1%	8	9%
Male	78	72	—	6	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	79	73	92%	6	8%	1	1%	1	1%	4	5%	0	0%	4	5%
General Education Students	133	116	87%	17	13%	1	1%	5	4%	10	8%	1	1%	11	8%
Students with Disabilities	33	31	94%	2	6%	1	3%	0	0%	1	3%	0	0%	1	3%
Hispanic or Latino	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
White	150	133	89%	17	11%	2	1%	4	3%	10	7%	1	1%	11	7%
Multiracial	8	7	88%	1	13%	0	0%	1	13%	0	0%	0	0%	0	0%
Economically Disadvantaged	78	68	87%	10	13%	0	0%	4	5%	5	6%	1	1%	6	8%
Not Economically Disadvantaged	88	79	90%	9	10%	2	2%	1	1%	6	7%	0	0%	6	7%
Non-English Language Learner	166	147	89%	19	11%	2	1%	5	3%	11	7%	1	1%	12	7%
Not in Foster Care	166	147	89%	19	11%	2	1%	5	3%	11	7%	1	1%	12	7%
Homeless	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	160	141	88%	19	12%	2	1%	5	3%	11	7%	1	1%	12	8%
Not Migrant	166	147	89%	19	11%	2	1%	5	3%	11	7%	1	1%	12	7%
Parent Not in Armed Forces	166	147	89%	19	11%	2	1%	5	3%	11	7%	1	1%	12	7%

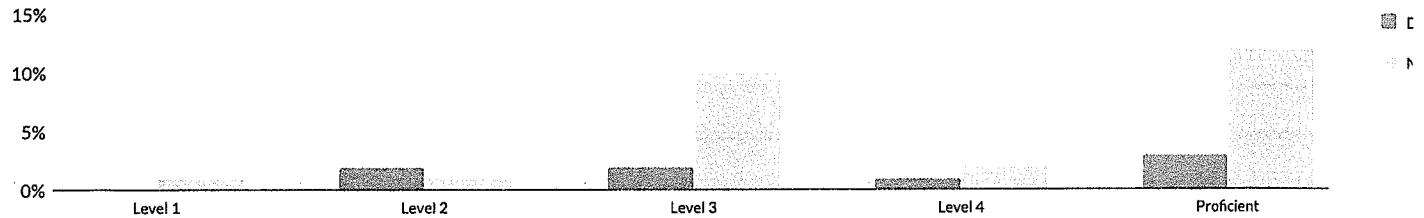
## 2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY &amp; GEOGRAPHY

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	133	125	94	8	6
Female	69	63	91	6	9
Male	63	61	97	2	3
Non-Binary	1	1	100	0	0
Small Group Total: Gender	?	?	?	?	?
General Education Students	110	103	94	7	6
Students with Disabilities	23	22	96	1	4
Hispanic or Latino	6	6	100	0	0
White	122	114	93	8	7
Multiracial	5	5	100	0	0
Economically Disadvantaged	57	54	95	3	5
Not Economically Disadvantaged	76	71	93	5	7
Non-English Language Learner	133	125	94	8	6
Not in Foster Care	133	125	94	8	6
Homeless	5	5	100	0	0
Not Homeless	128	120	94	8	6
Not Migrant	133	125	94	8	6
Parent Not in Armed Forces	133	125	94	8	6

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

## 2019 TOTAL COHORT REGENTS IN U.S. HISTORY &amp; GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	157	95%	9	5%	0	0%	4	2%	3	2%	2	1%	5	3%
Female	87	81	93%	6	7%	0	0%	3	3%	1	1%	2	2%	3	3%
Male	78	75	—	3	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	79	76	96%	3	4%	0	0%	1	1%	2	3%	0	0%	2	3%
General Education Students	133	124	93%	9	7%	0	0%	4	3%	3	2%	2	2%	5	4%
Students with Disabilities	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	8	7	88%	1	13%	0	0%	1	13%	0	0%	0	0%	0	0%
White	150	142	95%	8	5%	0	0%	3	2%	3	2%	2	1%	5	3%
Multiracial	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	78	71	91%	7	9%	0	0%	3	4%	2	3%	2	3%	4	5%
Not Economically Disadvantaged	88	86	98%	2	2%	0	0%	1	1%	1	1%	0	0%	1	1%
Non-English Language Learner	166	157	95%	9	5%	0	0%	4	2%	3	2%	2	1%	5	3%
Not in Foster Care	166	157	95%	9	5%	0	0%	4	2%	3	2%	2	1%	5	3%
Homeless	6	5	83%	1	17%	0	0%	0	0%	0	0%	1	17%	1	17%
Not Homeless	160	152	95%	8	5%	0	0%	4	3%	3	2%	1	1%	4	3%
Not Migrant	166	157	95%	9	5%	0	0%	4	2%	3	2%	2	1%	5	3%
Parent Not in Armed Forces	166	157	95%	9	5%	0	0%	4	2%	3	2%	2	1%	5	3%

## 2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY &amp; 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	129	129	100	0	0
Female	69	69	100	0	0
Male	59	59	100	0	0
Non-Binary	1	1	100	0	0
Small Group Total: Gender	?	?	?	?	?
General Education Students	110	110	100	0	0
Students with Disabilities	19	19	100	0	0
Hispanic or Latino	6	6	100	0	0
White	117	117	100	0	0
Multiracial	6	6	100	0	0
Economically Disadvantaged	51	51	100	0	0
Not Economically Disadvantaged	78	78	100	0	0
Non-English Language Learner	129	129	100	0	0
Not in Foster Care	129	129	100	0	0
Homeless	3	3	100	0	0
Not Homeless	126	126	100	0	0
Not Migrant	129	129	100	0	0
Parent Not in Armed Forces	129	129	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	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 8	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 9	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 11	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—



**NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)**

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 8 Science	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level ELA	12	11	92%	1	8%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	12	11	92%	1	8%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	12	11	92%	1	8%	—	—	—	—	—	—	—	—	—	—

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	188	24	13%	4	1	25%
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	182	27	15%
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	166	135	81%	39	23%	94	57%	2	1%	1	1%	15	9%	0	0%	15	9%
Female	87	72	83%	24	28%	48	55%	0	0%	0	0%	11	13%	0	0%	4	5%
Male	78	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-binary	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	133	114	86%	39	29%	75	56%	0	0%	0	0%	9	7%	0	0%	10	8%
Students with Disabilities	33	21	64%	0	0%	19	58%	2	6%	1	3%	6	18%	0	0%	5	15%
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	8	7	88%	2	25%	5	63%	0	0%	0	0%	0	0%	0	0%	1	13%
White	150	122	81%	35	23%	85	57%	2	1%	1	1%	15	10%	0	0%	12	8%
Multiracial	8	6	75%	2	25%	4	50%	0	0%	0	0%	0	0%	0	0%	2	25%
Economically Disadvantaged	78	55	71%	12	15%	41	53%	2	3%	1	1%	11	14%	0	0%	11	14%
Not Economically Disadvantaged	88	80	91%	27	31%	53	60%	0	0%	0	0%	4	5%	0	0%	4	5%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	166	135	81%	39	23%	94	57%	2	1%	1	1%	15	9%	0	0%	15	9%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	166	135	81%	39	23%	94	57%	2	1%	1	1%	15	9%	0	0%	15	9%
Homeless	6	5	83%	1	17%	3	50%	1	17%	0	0%	0	0%	0	0%	1	17%
Not Homeless	160	130	81%	38	24%	91	57%	1	1%	1	1%	15	9%	0	0%	14	9%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	166	135	81%	39	23%	94	57%	2	1%	1	1%	15	9%	0	0%	15	9%
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	166	135	81%	39	23%	94	57%	2	1%	1	1%	15	9%	0	0%	15	9%

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**HUDSON FALLS CENTRAL  
SCHOOL DISTRICT**

**FISCAL ACCOUNTABILITY SUMMARY  
(2022-2023)**





# HUDSON FALLS CSD

## 2021-22 School Year Financial Transparency Report

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

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

| Business Rules

# Economic and Student Characteristics

DISTRICT P-12  
ENROLLMENT



2,246

NEEDS  
RESOURCE  
CATEGORY



High Need  
Rural

DISTRICT  
ABILITY TO  
RAISE LOCAL  
FUNDS IS



significantly  
less than the  
average district  
in the state

DISTRICT  
STUDENT  
NEEDS ARE



moderately less  
than the state  
average

# Student Demographics

Enrollment	HUDSON FALLS CSD
All Students	2,167
Economically Disadvantaged	47%
Students with Disabilities	21%
English Language Learners	0%
» Race/Ethnicity	



Staffing Profile	HUDSON FALLS CSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	7%
Teachers with 4-20 Years of Experience %	51%
Teachers with 21+ Years of Experience %	42%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL



N/A

DISTRICT OR  
DISTRICT OF  
LOCATION

\$16,767.00

COUNTY  
AVERAGE

\$20,821.71

STATEWIDE  
AVERAGE

\$25,870.33

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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	HUDSON FALLS CSD
➤ A. Instruction (A1 + A2 + A3 + A4)	\$10,034.50



Report View One Per Pupil Expenditure Categories	HUDSON FALLS CSD
➤ B. Administration (B1 + B2 + B3)	\$838.99
➤ C. All Other Spending (C1 + C2 + C3)	\$1,828.63
D. Total School Level (A + B + C)	\$12,702.12
➤ E. Central Instruction (E1 + E2 + E3 + E4)	\$405.98
➤ F. Central Administration (F1 + F2 + F3)	\$1,457.25
➤ G. All Other Central Spending (G1 + G2 + G3)	\$2,201.70
H. Total Central Costs	\$4,064.92
I. Total Spending (D + H)	\$16,767.04

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	HUDSON FALLS CSD
J. Total School Level Local/State Spending	\$11,293.25
➤ K. Total School Level Federal Spending	\$1,408.87
L. Total Central Level Local/State Spending	\$4,051.50
M. Total Central Level Federal Spending	\$13.42
N. Total Spending (J + K + L + M)	\$16,767.04



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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	HUDSON FALLS CSD
1. Transportation	\$2,678,934.74
2. Charter School Tuition	\$0.00
3. Other Tuition	\$964,193.84





Excluded Expenditures	HUDSON FALLS CSD
4. Debt Service	\$4,585,121.38
5. Other	\$5,281,390.02
Percent Excluded from Total	26%
<b>Total Expenditures</b>	<b>\$51,168,401.48</b>

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