

LEWISTON-PORTER CENTRAL SCHOOL DISTRICT

Board of Education
School Budget
Fiscal Year 2024-2025



Aiming Higher

Public Hearing

Lewiston-Porter Central School District
May 13, 2024

School Budget Vote

May 21, 2024

Lewiston-Porter Community Resource Center
4061 Creek Road, Youngstown NY 14174
Between 7:00 am and 8:00 pm

Lewiston-Porter Central School District

Board of Education School Budget – Fiscal Year 2024-2025

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Lewiston-Porter Central School District

Board of Education

Danielle M. Mullen, President
Julie Donnelley, Vice President
Chuck Barber
Jennifer A. Klemick
Joseph J. Palermo
April Saks
Jack G. Waugaman III

Central Administration

Paul Casseri, Superintendent of Schools
Scott M. Hoot, Interim Assistant Superintendent for Administrative Services
Lynn Hewitt, Director of Special Education and Grant Writing
Nicholas Hill, Interim Director of Curriculum, Instruction, Technology and Data

District Officers

Marisa I. Barile, District Clerk
Stephanie Horanburg, Treasurer

School Principals

Tamara Larson – Primary Education Center
Tina Rodriguez – Intermediate Education Center
Andrew Auer – Middle School
Christopher D’Anna – High School

Lewiston-Porter Central School District
Mission Statement



One Purpose. Your Pathway. Our Promise

Our purpose is to ensure that when students leave Lewiston-Porter they will be ready to face the world with confidence in themselves and what they can contribute. While students are here, they will be challenged to grow along their pathway and discover their personal best because we promise to give them our best.

Lewiston-Porter Central School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 54,593,312	\$ 54,651,119	\$ 54,343,648
Increase/Decrease for the 2024-25 School Year		\$ 57,807	\$ (249,664)
Percentage Increase/Decrease in Proposed Budget		0.11%	(0.46) %
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 29,608,316	\$ 30,236,874	
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)	\$ 29,608,316	\$ 30,236,874	\$ 29,608,316
F. Total Permissible Exclusions	\$ 1,377,099	\$ 1,148,678	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 29,751,517	\$ 29,088,196	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 28,231,217	\$ 29,088,196	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 1,520,300	\$ 0	
Administrative Component	\$ 6,294,018	\$ 5,122,041	\$ 5,098,191
Program Component	\$ 38,721,086	\$ 39,772,017	\$ 39,628,458
Capital Component	\$ 9,578,208	\$ 9,757,061	\$ 9,616,999

* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

All equipment except what is funded with hardware aid, continuing education, fitness center, conference/travel, and intramurals would be eliminated in a contingent budget.

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
Capital Project Proposition	\$ 11,150,000
	\$
	\$
	\$

	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings ¹	\$ 435.00

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Lewiston-Porter Central School District, Niagara County, New York, will be held at the Community Resource Center in said district on Tuesday, May 21, 2024 between the hours of 7:00am and 8:00pm, prevailing time in the Community Resource Center, at which time the polls will be opened to vote by voting ballot or machine.

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

****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/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2024-25 Budget Notice to: emscmgts@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: SCOTT M. HOOT
Preparer's Telephone Number: (716) 286-7240

<u>Shaded Fields Will Calculate</u>	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	54,593,312	54,651,119	0.11 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	29,608,316	30,236,874	
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)	29,608,316	30,236,874	2.12 %
F. Permissible Exclusions to the School Tax Levy Limit	1,377,099	1,148,678	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	29,751,517	30,236,874	
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)	28,231,217	29,088,196	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	1,520,300	1,148,678	
Public School Enrollment	1,823	1,864	2.25 %
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	4,982,795	4,400,000
Assigned Appropriated Fund Balance	2,850,000	3,700,000
Adjusted Unrestricted Fund Balance	2,185,000	1,335,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	2.44 %

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 (Limit 200 Characters)**
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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	2016 CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	3,125,000	3,160,000	\$500,000 pending voter approval of \$11.15M Capital Project
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	487,245	495,000	No planned use in 2024-25
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	DEBT SERVICE RESERVE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	131,795	131,795	No planned use in 2024-25
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			

Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	163,650	170,000	Used to fund property tax settlements per court orders
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	136,124	140,000	No planned use in 2024-25
Retirement Contribution	ERS CONTRIBUTION RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	200,000	203,000	No planned use in 2024-25
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	TRS CONTRIBUTIONRESERVE	For Teachers' Retirement Sysytem contributions	675,000	683,000	No planned use in 2024-25

* 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

**Lewiston-Porter Central School District
4061 Creek Road, Youngstown, NY 14174**

**Official Ballot for Budget Vote and Election of School Board Members
May 21, 2024**

PROPOSITION NO. 1 – BUDGET

Shall the following resolution be adopted, to wit:

YES

☐

NO

☐

RESOLVED, that the Board of Education (the "Board") of the Lewiston-Porter Central School District, Niagara County, New York (the "District"), is hereby authorized to adopt the annual budget of the District for the 2024-2025 fiscal year in the amount of \$ 54,651,119 and to authorize the requisite portion thereof to be raised by taxation on the taxable property of the District.

PROPOSITION NO. 2 – CAPITAL IMPROVEMENTS PROJECT, 2024

Shall the following resolution be adopted, to wit:

YES

☐

NO

☐

RESOLVED, that (a) the Board of Education (the "Board") of the Lewiston-Porter Central School District, Niagara County, New York (the "District") is hereby authorized to undertake a "Capital Improvements Project, 2024" (allowing for additional State aid for energy performance/savings component) (the "Project") consisting of the reconstruction, rehabilitation and renovation, in part, and the construction of improvements and upgrades to various District buildings and facilities (and the sites thereof) (including, without limitation, certain energy saving enhancements that are anticipated to be undertaken, all to implement various health, safety, accessibility and Code compliance measures and various other measures that are included and generally described in (but are not to be limited by) the Project Plan that was referred to in the public notice of the vote on this Proposition, and to expend therefor an amount not to exceed \$11,150,000; (b) the Board is authorized to expend or apply toward the Project \$650,000 from the District's Capital Improvements Reserve Fund, 2016; (c) a tax is hereby voted in an amount not to exceed \$10,500,000 to finance the balance of the estimated maximum cost of the Project, such tax to be levied and collected in installments in such years and in such amounts as shall be determined by the Board; (d) in anticipation of such tax, obligations of the District are hereby authorized to be issued in an aggregate principal amount that shall not exceed \$10,500,000, and a tax is hereby voted to pay the interest on such obligations as the same shall become due and payable; and (e) New York State Building Aid funds (including an anticipated additional 10% measure of building aid on the work under the energy performance component thereof) are anticipated to offset a substantial part of the cost of the Project, and such funds shall, to the extent received, be applied to offset and reduce the amount of taxes herein authorized to be levied.

VOTE FOR UP TO TWO (2) CANDIDATES

☐

STEVEN J. TARNOWSKI

☐

SARA OHANESSIAN

☐

TESSA CONNELLY

Write-In

Write-In

**Lewiston-Porter
Central School District**

4061 Creek Road

Youngstown, New York 14174

Administrative Compensation Disclosure for 2024-2025

Disclosure of the salary, employee benefits and any other form of remuneration for the Superintendent of Schools and Assistant Superintendent for Administrative Services:

Superintendent of Schools

Annual Salary	\$196,714
Annual cost of benefits:	
Mandatory Teachers' Retirement System and	
Mandatory Social Security	\$ 34,759
Medical, Dental, Life Insurance, HRA	<u>\$ 9,605</u>
Total cost of benefits	\$ 44,364

Assistant Superintendent for Administrative Services

Annual Salary	\$153,985
Annual cost of benefits:	
Mandatory Teachers' Retirement System and	
Mandatory Social Security	\$ 27,209
Medical, Dental, Life Insurance, HRA	<u>\$ 9,605</u>
Total cost of benefits	\$ 36,814

Disclosure of the salary of any other certified school administrators or supervisors who are budgeted to be paid at or above \$169,000: NONE

APPENDIX A

Tri-Part Budget

Lewiston-Porter Central School District Three-Part Budget Format					
		2024-25			
Account	Description	Proposed Budget	Administration	Program	Capital
1010	BOARD OF EDUCATION	\$ 91,460	\$ 91,460		
1040	DISTRICT CLERK	\$ 16,500	\$ 16,500		
1060	DISTRICT MEETING	\$ 31,000	\$ 31,000		
1240	CHIEF SCHOOL ADMINISTRATOR	\$ 291,676	\$ 291,676		
1310	BUSINESS ADMINISTRATION	\$ 457,367	\$ 457,367		
1320	AUDITING	\$ 48,375	\$ 48,375		
1325	TREASURER	\$ 6,100	\$ 6,100		
1330	TAX COLLECTOR	\$ 18,860	\$ 18,860		
1345	PURCHASING	\$ 3,070	\$ 3,070		
1380	FISCAL AGENT FEE	\$ 15,000	\$ 15,000		
1420	LEGAL	\$ 237,990	\$ 118,995	\$ 118,995	\$ -
1430	PERSONNEL	\$ 88,490	\$ 88,490		
1480	PUBLIC INFORMATION & SERVICES	\$ 33,080	\$ 33,080		
1620	OPERATION OF PLANT	\$ 2,284,275			\$ 2,284,275
1621	MAINTENANCE OF PLANT	\$ 1,010,968			\$ 1,010,968
1670	CENTRAL PRINTING & MAILING	\$ 76,344	\$ 76,344	\$ -	
1680	CENTRAL DATA PROCESSING	\$ 753,269	\$ 753,269	\$ -	
1910	UNALLOCATED INSURANCE	\$ 250,000			\$ 250,000
1950	ASSESSMENTS ON SCHOOL PROPERTY	\$ 60,000			\$ 60,000
1964	REFUND ON REAL PROPERTY TAXES	\$ 17,000			\$ 17,000
1981	BOCES ADMINISTRATIVE COSTS	\$ 255,548	\$ 255,548		
2010	CURRICULUM DEVEL & SUPERVISION	\$ 54,031	\$ 54,031		
2020	SUPERVISION-REGULAR SCHOOL	\$ 1,317,054	\$ 1,317,054		
2070	INSERVICE TRAINING-INSTRUCTION	\$ 326,926		\$ 326,926	
2110	TEACHING-REGULAR SCHOOL	\$ 13,506,688		\$ 13,506,688	
2250	PROGRAMS-STUDENTS W/ DISABIL	\$ 7,728,881	\$ 113,280	\$ 7,615,601	
2280	OCCUPATIONAL EDUCATION	\$ 893,000		\$ 893,000	
2330	TEACHING-SPECIAL SCHOOLS	\$ 32,985		\$ 32,985	
2610	SCHOOL LIBRARY & AUDIOVISUAL	\$ 482,679		\$ 482,679	
2630	COMPUTER ASSISTED INSTRUCTION	\$ 470,075		\$ 470,075	
2810	GUIDANCE-REGULAR SCHOOL	\$ 834,589		\$ 834,589	
2815	HEALTH SERVICES-REGULAR SCHOOL	\$ 405,595		\$ 405,595	
2820	PSYCHOLOGICAL SRVC-REG SCHOOL	\$ 208,618		\$ 208,618	
2825	SOCIAL WORK SRVC-REG SCHOOL	\$ 290,429		\$ 290,429	
2850	CO-CURRICULAR ACTIV-REG SCHL	\$ 209,350		\$ 209,350	
2855	INTERSCHOL ATHLETICS-REG SCHL	\$ 918,059	\$ 112,148	\$ 805,911	
5510	DISTRICT TRANSPORT-MEDICAID	\$ 123,441		\$ 123,441	
5540	CONTRACT TRANSPORT-MEDICAID	\$ 3,753,179		\$ 3,753,179	
8060	CIVIC ACTIVITIES	\$ 75,660		\$ 75,660	
9010	STATE RETIREMENT	\$ 651,352	\$ 85,327	\$ 317,860	\$ 248,165
9020	TEACHERS' RETIREMENT	\$ 1,896,994	\$ 165,798	\$ 1,731,196	
9030	SOCIAL SECURITY	\$ 1,876,902	\$ 178,681	\$ 1,569,653	\$ 128,568
9040	WORKERS' COMPENSATION	\$ 300,000	\$ 28,560	\$ 250,890	\$ 20,550
9045	LIFE INSURANCE	\$ 11,000	\$ 1,047	\$ 9,199	\$ 754
9050	UNEMPLOYMENT INSURANCE	\$ 45,000	\$ 4,284	\$ 37,634	\$ 3,083
9060	HOSPITAL, MEDICAL & DENTAL INS	\$ 6,319,574	\$ 715,383	\$ 5,244,932	\$ 359,259
9089	RETIREMENT INCENTIVE	\$ 433,973	\$ 41,314	\$ 362,932	\$ 29,727
9710	DEBT SERVICE-SERIAL BONDS	\$ 3,865,750			\$ 3,865,750
9731	BOND ANTICIPATION NOTES	\$ 1,348,400			\$ 1,348,400
9789	OTHER DEBT - EPC	\$ 130,563			\$ 130,563
9901	TRANSFER TO SPECIAL AID	\$ 94,000		\$ 94,000	
	Grand Totals:	\$ 54,651,119	\$ 5,122,041	\$ 39,772,017	\$ 9,757,061

APPENDIX B

Exemption Reports for Taxing Jurisdictions

Equalized Total Assessed Value 706,725,867

School District - 292401 Lewiston Porter

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	24,480,768	3.46
13500	TOWN - GENERALLY	RPTL 406(1)	13	3,457,306	0.49
13510	TOWN - CEMETERY LAND	RPTL 446	1	27,308	0.00
13650	VG - GENERALLY	RPTL 406(1)	18	2,313,075	0.33
13800	SCHOOL DISTRICT	RPTL 408	1	5,495,192	0.78
14100	USA - GENERALLY	RPTL 400(1)	6	2,703,463	0.38
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	756,538	0.11
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	756,539	0.11
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	5,292,500	0.75
26100	VETERANS ORGANIZATION	RPTL 452	1	83,077	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	1,029,038	-0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	102,019	0.01
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	17	480,384	0.07
41400	CLERGY	RPTL 460	2	5,770	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	7	248,461	0.04
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	68	1,646,542	0.23
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	364,135	0.05
41804	PERSONS AGE 65 OR OVER	RPTL 467	7	210,490	0.03
41834	ENHANCED STAR	RPTL 425	398	37,719,706	5.34
41854	BASIC STAR 1999-2000	RPTL 425	605	21,291,160	3.01
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	54,923	0.01
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	72,115	0.01
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	194,760	0.03

Equalized Total Assessed Value 706,725,867

School District - 292401 Lewiston Porter

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	1	15,385	0.00
Total Exemptions Exclusive of System Exemptions:					
			1,178	108,800,654	15.40
Total System Exemptions:			0	0	0.00
Totals:			1,178	108,800,654	15.40

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

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

Equalized Total Assessed Value 5,392,029,833

School District - 292401 Lewiston Porter

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	52,235,218	0.97
12350	PUBLIC AUTHORITY - STATE	RPTL 412	6	3,122,892,610	57.92
13100	CO - GENERALLY	RPTL 406(1)	2	2,880,434	0.05
13500	TOWN - GENERALLY	RPTL 406(1)	20	27,955,217	0.52
13510	TOWN - CEMETERY LAND	RPTL 446	1	105,652	0.00
13650	VG - GENERALLY	RPTL 406(1)	10	9,199,132	0.17
13800	SCHOOL DISTRICT	RPTL 408	6	261,138,262	4.84
14100	USA - GENERALLY	RPTL 400(1)	4	49,152,173	0.91
14110	USA - SPECIFIED USES	STATE L 54	1	1,369,565	0.03
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	2	1,630,435	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	1,080,217	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	14	17,755,001	0.33
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	1	13,891,304	0.26
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	6	2,782,608	0.05
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	40,116,863	0.74
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	3,478,261	0.06
25600	NONPROFIT HEALTH MAINTENANCE C	RPTL 486-a	1	224,137	0.00
26250	HISTORICAL SOCIETY	RPTL 444	1	326,087	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	3,562,391	0.07
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	7	5,844,566	0.11
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	3	6,902,174	0.13
28520	NOT-FOR-PROFIT NURSING HOME CO	RPTL 422	1	53,317,391	0.99
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	4	7,693,479	0.14
41400	CLERGY	RPTL 460	2	6,522	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	141,305	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	50	2,163,770	0.04
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	35,757	0.00
41804	PERSONS AGE 65 OR OVER	RPTL 467	39	2,554,924	0.05
41805	PERSONS AGE 65 OR OVER	RPTL 467	31	3,268,999	0.06
41834	ENHANCED STAR	RPTL 425	1,025	95,790,068	1.78
41854	BASIC STAR 1999-2000	RPTL 425	1,506	52,054,890	0.97
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	123,936	0.00

Equalized Total Assessed Value 5,392,029,833

School District - 292401 Lewiston Porter

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	194,891	0.00
Total Exemptions Exclusive of System Exemptions:					
			2,767	3,841,868,239	71.25
Total System Exemptions:			0	0	0.00
Totals:			2,767	3,841,868,239	71.25

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: _____

APPENDIX C

Lewiston-Porter CSD New York State Report Card

LEWISTON-PORTER CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
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	3	2	—	3
American Indian or Alaska Native	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	3	3	—	2
Multiracial	2	3	—	2
White	3	3	—	3
English Language Learner	—	—	—	—
Students with Disabilities	3	3	—	3
Economically Disadvantaged	3	3	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	632	139.8	3
	Math	614	156.2	
	Combined	1,246	147.9	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	9	161.1	—
	Math	9	155.6	
	Combined	18	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	17	150	3
	Math	16	175	
	Combined	33	162.1	
Multiracial	ELA	29	117.2	2
	Math	29	120.7	
	Combined	58	119	
White	ELA	572	140.3	3
	Math	555	158.2	
	Combined	1,127	149.1	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	111	72.5	3
	Math	106	83	
	Combined	217	77.6	
Economically Disadvantaged	ELA	178	121.1	3
	Math	169	128.7	
	Combined	347	124.8	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	803	110	2
	Math	804	119.3	
	Combined	1,607	114.7	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	11	131.8	—
	Math	11	127.3	
	Combined	22	—	
Black or African American	ELA	5	80	—
	Math	6	33.3	
	Combined	11	—	
Hispanic or Latino	ELA	20	127.5	3
	Math	20	140	
	Combined	40	133.8	
Multiracial	ELA	29	117.2	3
	Math	29	120.7	
	Combined	58	119	
White	ELA	734	109.3	3
	Math	734	119.6	
	Combined	1,468	114.5	
English Language Learner	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Students with Disabilities	ELA	157	51.3	3
	Math	158	55.7	
	Combined	315	53.5	
Economically Disadvantaged	ELA	220	98	3
	Math	220	98.9	
	Combined	440	98.4	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	--	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	--	—	—	—
Black or African American	0	--	—	—	—
Hispanic or Latino	3	—	--	—	—
Multiracial	1	--	—	—	—
White	3	—	—	—	—
English Language Learner	8	--	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,115	203	18.2%	3
American Indian or Alaska Native	6	—	--	—
Asian or Native Hawaiian/Other Pacific Islander	15	--	--	—
Black or African American	6	--	—	—
Hispanic or Latino	31	7	22.6%	2
Multiracial	42	10	23.8%	2
White	1,015	180	17.7%	3
English Language Learner	11	—	—	—
Students with Disabilities	206	55	26.7%	3
Economically Disadvantaged	329	96	29.2%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	850	74.7%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—
Black or African American	—	5	—
Hispanic or Latino	—	21	—
Multiracial	—	31	—
White	X	778	73.9%
English Language Learner	—	3	—
Students with Disabilities	X	162	66.1%
Economically Disadvantaged	X	235	76.6%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	852	72.5%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—
Black or African American	—	6	—
Hispanic or Latino	—	21	—
Multiracial	—	31	—
White	X	778	71.7%
English Language Learner	—	3	—
Students with Disabilities	X	163	62.6%
Economically Disadvantaged	X	235	72.8%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

Subgroup	Core Subject Performance	Weighted Average Performance	Graduation Rate	English Language Proficiency (ELP)	Chronic Absenteeism
All Students	3	3	3	—	2
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—
Multiracial	—	—	—	—	—
White	3	3	3	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	—	2	4	—	2
Economically Disadvantaged	1	1	2	—	2

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	144	178.1	149.5	3
	Math	60	115.8		
	Science	77	157.1		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
Black or African American	ELA	3	—	—	—
	Math	1	—		
	Science	—	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	—	—		
	Science	—	—		
Multiracial	ELA	3	—	—	—
	Math	1	—		
	Science	2	—		
White	ELA	132	181.4	149	3
	Math	55	112.7		
	Science	71	154.9		
Students with Disabilities	ELA	20	80	—	—
	Math	4	—		
	Science	1	—		
Economically Disadvantaged	ELA	35	120	73.7	1
	Math	11	36.4		
	Science	10	60		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	147	174.5	108.6	3
	Math	131	53.1		
	Science	130	93.1		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
Black or African American	ELA	3	—	—	—
	Math	3	—		
	Science	2	—		
Hispanic or Latino	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Multiracial	ELA	3	—	—	—
	Math	2	—		
	Science	3	—		
White	ELA	135	177.4	109	3
	Math	120	51.7		
	Science	119	92.4		
Students with Disabilities	ELA	22	72.7	30.5	2
	Math	20	5		
	Science	18	5.6		
Economically Disadvantaged	ELA	36	116.7	54.3	1
	Math	29	13.8		
	Science	28	21.4		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number in Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	184	172	93.5%	92.6%	3
	5-year	190	173	91.1%		
	6-year	179	167	93.3%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	3	—	—		
	6-year	1	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	4	—	—	—	—
	5-year	6	—	—		
	6-year	5	—	—		
Black or African American	4-year	4	—	—	—	—
	5-year	4	—	—		
	6-year	2	—	—		
Hispanic or Latino	4-year	2	—	—	—	—
	5-year	1	—	—		
	6-year	5	—	—		
Multiracial	4-year	2	—	—	—	—
	5-year	6	—	—		
	6-year	3	—	—		
White	4-year	171	160	93.6%	93.1%	3
	5-year	170	157	92.4%		
	6-year	163	152	93.3%		
English Language Learner	4-year	0	—	—	—	—
	5-year	0	—	—		
	6-year	0	—	—		
Students with Disabilities	4-year	29	—	—	85.3%	4
	5-year	34	29	85.3%		
	6-year	25	—	—		
Economically Disadvantaged	4-year	39	34	87.2%	85.5%	2
	5-year	41	36	87.8%		
	6-year	38	31	81.6%		

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	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learner	3	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	2	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	627	168	26.8%	2
American Indian or Alaska Native	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—
Black or African American	5	—	—	—
Hispanic or Latino	18	—	—	—
Multiracial	25	—	—	—
White	560	148	26.4%	2
English Language Learner	3	—	—	—
Students with Disabilities	112	43	38.4%	2
Economically Disadvantaged	169	77	45.6%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	147	98.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	3	—
Multiracial	—	3	—
White	✓	134	99.3%
English Language Learner	—	0	—
Students with Disabilities	—	18	—
Economically Disadvantaged	—	36	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	132	48.5%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	3	—
Multiracial	—	2	—
White	X	120	48.3%
English Language Learner	—	0	—
Students with Disabilities	—	17	—
Economically Disadvantaged	—	29	—

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

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	122	9	7%	113	93%	21	19%	30	27%	49	43%	13	12%	62	55%
Grade 4	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%
Grade 5	149	20	13%	129	87%	25	19%	33	26%	52	40%	19	15%	71	55%
Grade 6	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%
Grade 7	153	74	48%	79	52%	18	23%	29	37%	22	28%	10	13%	32	41%
Grade 8	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%
Grades 3-8	861	236	27%	625	73%	119	19%	184	29%	237	38%	85	14%	322	52%

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	122	9	7%	113	93%	21	19%	30	27%	49	43%	13	12%	62	55%
Female	71	5	7%	66	93%	11	17%	17	26%	30	45%	8	12%	38	58%
Male	51	4	8%	47	92%	10	21%	13	28%	19	40%	5	11%	24	51%
General Education Students	103	0	0%	103	100%	17	17%	26	25%	47	46%	13	13%	60	58%
Students with Disabilities	19	9	47%	10	53%	4	40%	4	40%	2	20%	0	0%	2	20%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	108	7	6%	101	94%	19	19%	27	27%	44	44%	11	11%	55	54%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	2	17%	3	25%	5	42%	2	17%	7	58%
Economically Disadvantaged	41	3	7%	38	93%	9	24%	9	24%	17	45%	3	8%	20	53%
Not Economically Disadvantaged	81	6	7%	75	93%	12	16%	21	28%	32	43%	10	13%	42	56%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	121	9	7%	112	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	122	9	7%	113	93%	21	19%	30	27%	49	43%	13	12%	62	55%
Not Homeless	122	9	7%	113	93%	21	19%	30	27%	49	43%	13	12%	62	55%
Not Migrant	122	9	7%	113	93%	21	19%	30	27%	49	43%	13	12%	62	55%
Parent Not in Armed Forces	122	9	7%	113	93%	21	19%	30	27%	49	43%	13	12%	62	55%

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	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%
Female	56	8	14%	48	86%	1	2%	10	21%	24	50%	13	27%	37	77%
Male	69	9	13%	60	87%	9	15%	17	28%	24	40%	10	17%	34	57%
General Education Students	98	11	11%	87	89%	1	1%	20	23%	44	51%	22	25%	66	76%
Students with Disabilities	27	6	22%	21	78%	9	43%	7	33%	4	19%	1	5%	5	24%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	6	100%	2	33%	1	17%	3	50%	0	0%	3	50%
White	112	17	15%	95	85%	7	7%	22	23%	43	45%	23	24%	66	69%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	1	14%	4	57%	2	29%	0	0%	2	29%
Economically Disadvantaged	34	3	9%	31	91%	5	16%	11	35%	11	35%	4	13%	15	48%
Not Economically Disadvantaged	91	14	15%	77	85%	5	6%	16	21%	37	48%	19	25%	56	73%
Non-English Language Learner	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%
Not in Foster Care	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%
Not Homeless	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%
Not Migrant	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%
Parent Not in Armed Forces	125	17	14%	108	86%	10	9%	27	25%	48	44%	23	21%	71	66%

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	149	20	13%	129	87%	25	19%	33	26%	52	40%	19	15%	71	55%
Female	64	10	16%	54	84%	8	15%	16	30%	23	43%	7	13%	30	56%
Male	85	10	12%	75	88%	17	23%	17	23%	29	39%	12	16%	41	55%
General Education Students	116	7	6%	109	94%	10	9%	28	26%	52	48%	19	17%	71	65%
Students with Disabilities	33	13	39%	20	61%	15	75%	5	25%	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	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	135	17	13%	118	87%	25	21%	28	24%	47	40%	18	15%	65	55%
Multiracial	7	1	14%	6	86%	0	0%	3	50%	2	33%	1	17%	3	50%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	0	0%	2	40%	3	60%	0	0%	3	60%
Economically Disadvantaged	36	7	19%	29	81%	6	21%	8	28%	13	45%	2	7%	15	52%
Not Economically Disadvantaged	113	13	12%	100	88%	19	19%	25	25%	39	39%	17	17%	56	56%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	148	20	14%	128	86%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	149	20	13%	129	87%	25	19%	33	26%	52	40%	19	15%	71	55%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	148	19	13%	129	87%	25	19%	33	26%	52	40%	19	15%	71	55%
Not Migrant	149	20	13%	129	87%	25	19%	33	26%	52	40%	19	15%	71	55%
Parent Not in Armed Forces	149	20	13%	129	87%	25	19%	33	26%	52	40%	19	15%	71	55%

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	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%
Female	62	19	31%	43	69%	10	23%	14	33%	15	35%	4	9%	19	44%
Male	88	15	17%	73	83%	14	19%	30	41%	20	27%	9	12%	29	40%
General Education Students	119	24	20%	95	80%	12	13%	37	39%	33	35%	13	14%	46	48%
Students with Disabilities	31	10	32%	21	68%	12	57%	7	33%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	143	33	23%	110	77%	23	21%	41	37%	34	31%	12	11%	46	42%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	3	50%	1	17%	1	17%	2	33%
Economically Disadvantaged	45	8	18%	37	82%	10	27%	21	57%	4	11%	2	5%	6	16%
Not Economically Disadvantaged	105	26	25%	79	75%	14	18%	23	29%	31	39%	11	14%	42	53%
Non-English Language Learner	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%
Not in Foster Care	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%
Not Homeless	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%
Not Migrant	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%
Parent Not in Armed Forces	150	34	23%	116	77%	24	21%	44	38%	35	30%	13	11%	48	41%

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	153	74	48%	79	52%	18	23%	29	37%	22	28%	10	13%	32	41%
Female	70	39	56%	31	44%	6	19%	8	26%	11	35%	6	19%	17	55%
Male	83	35	42%	48	58%	12	25%	21	44%	11	23%	4	8%	15	31%
General Education Students	128	58	45%	70	55%	14	20%	25	36%	22	31%	9	13%	31	44%
Students with Disabilities	25	16	64%	9	36%	4	44%	4	44%	0	0%	1	11%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
White	140	71	51%	69	49%	15	22%	25	36%	21	30%	8	12%	29	42%
Multiracial	5	0	0%	5	100%	2	40%	1	20%	1	20%	1	20%	2	40%
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	1	20%	3	60%	0	0%	1	20%	1	20%
Economically Disadvantaged	40	20	50%	20	50%	7	35%	5	25%	5	25%	3	15%	8	40%
Not Economically Disadvantaged	113	54	48%	59	52%	11	19%	24	41%	17	29%	7	12%	24	41%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	152	74	49%	78	51%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	153	74	48%	79	52%	18	23%	29	37%	22	28%	10	13%	32	41%
Not Homeless	153	74	48%	79	52%	18	23%	29	37%	22	28%	10	13%	32	41%
Not Migrant	153	74	48%	79	52%	18	23%	29	37%	22	28%	10	13%	32	41%
Parent Not in Armed Forces	153	74	48%	79	52%	18	23%	29	37%	22	28%	10	13%	32	41%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%
Female	76	40	53%	36	47%	2	6%	10	28%	18	50%	6	17%	24	67%
Male	86	42	49%	44	51%	19	43%	11	25%	13	30%	1	2%	14	32%
General Education Students	125	61	49%	64	51%	13	20%	15	23%	29	45%	7	11%	36	56%
Students with Disabilities	37	21	57%	16	43%	8	50%	6	38%	2	13%	0	0%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
White	149	77	52%	72	48%	19	26%	20	28%	28	39%	5	7%	33	46%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	8	62%	2	25%	1	13%	3	38%	2	25%	5	63%
Economically Disadvantaged	43	22	51%	21	49%	9	43%	5	24%	7	33%	0	0%	7	33%
Not Economically Disadvantaged	119	60	50%	59	50%	12	20%	16	27%	24	41%	7	12%	31	53%
Non-English Language Learner	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%
Not in Foster Care	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%
Not Homeless	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%
Not Migrant	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%
Parent Not in Armed Forces	162	82	51%	80	49%	21	26%	21	26%	31	39%	7	9%	38	48%

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	121	9	7%	112	93%	4	4%	32	29%	55	49%	21	19%	76	68%
Grade 4	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%
Grade 5	149	27	18%	122	82%	19	16%	24	20%	57	47%	22	18%	79	65%
Grade 6	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Combined 6	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Grade 7	153	79	52%	74	48%	12	16%	18	24%	33	45%	11	15%	44	59%
Regents 7	—	—	—	4	3%	—	—	—	—	—	—	—	—	—	—
Combined 7	153	75	49%	78	51%	—	—	—	—	—	—	—	—	—	—
Grade 8	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%
Regents 8	—	—	—	46	28%	1	2%	0	0%	6	13%	39	85%	45	98%
Combined 8	162	69	43%	93	57%	28	30%	17	18%	9	10%	39	42%	48	52%
Grades 3-8	860	252	29%	608	71%	—	—	—	—	—	—	—	—	—	—

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	121	9	7%	112	93%	4	4%	32	29%	55	49%	21	19%	76	68%
Female	70	6	9%	64	91%	4	6%	17	27%	35	55%	8	13%	43	67%
Male	51	3	6%	48	94%	0	0%	15	31%	20	42%	13	27%	33	69%
General Education Students	103	0	0%	103	100%	1	1%	27	26%	54	52%	21	20%	75	73%
Students with Disabilities	18	9	50%	9	50%	3	33%	5	56%	1	11%	0	0%	1	11%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	107	7	7%	100	93%	2	2%	30	30%	48	48%	20	20%	68	68%
Multiracial	8	0	0%	8	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	2	14%	12	86%	2	17%	2	17%	7	58%	1	8%	8	67%
Economically Disadvantaged	41	3	7%	38	93%	2	5%	11	29%	17	45%	8	21%	25	66%
Not Economically Disadvantaged	80	6	8%	74	93%	2	3%	21	28%	38	51%	13	18%	51	69%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	120	9	8%	111	93%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	121	9	7%	112	93%	4	4%	32	29%	55	49%	21	19%	76	68%
Not Homeless	121	9	7%	112	93%	4	4%	32	29%	55	49%	21	19%	76	68%
Not Migrant	121	9	7%	112	93%	4	4%	32	29%	55	49%	21	19%	76	68%
Parent Not in Armed Forces	121	9	7%	112	93%	4	4%	32	29%	55	49%	21	19%	76	68%

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	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%
Female	56	10	18%	46	82%	2	4%	9	20%	26	57%	9	20%	35	76%
Male	69	9	13%	60	87%	5	8%	7	12%	37	62%	11	18%	48	80%
General Education Students	98	12	12%	86	88%	1	1%	11	13%	54	63%	20	23%	74	86%
Students with Disabilities	27	7	26%	20	74%	6	30%	5	25%	9	45%	0	0%	9	45%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	6	100%	1	17%	1	17%	4	67%	0	0%	4	67%
White	112	19	17%	93	83%	3	3%	15	16%	55	59%	20	22%	75	81%
Multiracial	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	7	100%	3	43%	0	0%	4	57%	0	0%	4	57%
Economically Disadvantaged	34	6	18%	28	82%	4	14%	10	36%	13	46%	1	4%	14	50%
Not Economically Disadvantaged	91	13	14%	78	86%	3	4%	6	8%	50	64%	19	24%	69	88%
Non-English Language Learner	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%
Not in Foster Care	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%
Not Homeless	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%
Not Migrant	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%
Parent Not in Armed Forces	125	19	15%	106	85%	7	7%	16	15%	63	59%	20	19%	83	78%

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	149	27	18%	122	82%	19	16%	24	20%	57	47%	22	18%	79	65%
Female	64	17	27%	47	73%	9	19%	7	15%	23	49%	8	17%	31	66%
Male	85	10	12%	75	88%	10	13%	17	23%	34	45%	14	19%	48	64%
General Education Students	116	14	12%	102	88%	5	5%	22	22%	53	52%	22	22%	75	74%
Students with Disabilities	33	13	39%	20	61%	14	70%	2	10%	4	20%	0	0%	4	20%
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	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	135	24	18%	111	82%	17	15%	21	19%	54	49%	19	17%	73	66%
Multiracial	7	1	14%	6	86%	1	17%	1	17%	2	33%	2	33%	4	67%
Small Group Total: Race & Ethnicity	6	1	17%	5	83%	1	20%	2	40%	1	20%	1	20%	2	40%
Economically Disadvantaged	36	8	22%	28	78%	6	21%	6	21%	12	43%	4	14%	16	57%
Not Economically Disadvantaged	113	19	17%	94	83%	13	14%	18	19%	45	48%	18	19%	63	67%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	148	27	18%	121	82%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	149	27	18%	122	82%	19	16%	24	20%	57	47%	22	18%	79	65%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	148	26	18%	122	82%	19	16%	24	20%	57	47%	22	18%	79	65%
Not Migrant	149	27	18%	122	82%	19	16%	24	20%	57	47%	22	18%	79	65%
Parent Not in Armed Forces	149	27	18%	122	82%	19	16%	24	20%	57	47%	22	18%	79	65%

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	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Female	62	27	44%	35	56%	8	23%	12	34%	12	34%	3	9%	15	43%
Male	88	26	30%	62	70%	11	18%	20	32%	26	42%	5	8%	31	50%
General Education Students	119	39	33%	80	67%	11	14%	27	34%	34	43%	8	10%	42	53%
Students with Disabilities	31	14	45%	17	55%	8	47%	5	29%	4	24%	0	0%	4	24%
Asian or Native Hawaiian/Other Pacific Islander	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	143	52	36%	91	64%	17	19%	31	34%	35	38%	8	9%	43	47%
Multiracial	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	2	33%	1	17%	3	50%	0	0%	3	50%
Economically Disadvantaged	45	13	29%	32	71%	8	25%	16	50%	8	25%	0	0%	8	25%
Not Economically Disadvantaged	105	40	38%	65	62%	11	17%	16	25%	30	46%	8	12%	38	58%
Non-English Language Learner	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Not in Foster Care	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Not Homeless	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Not Migrant	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%
Parent Not in Armed Forces	150	53	35%	97	65%	19	20%	32	33%	38	39%	8	8%	46	47%

GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	153	79	52%	74	48%	12	16%	18	24%	33	45%	11	15%	44	59%
Female	70	45	64%	25	36%	3	12%	6	24%	11	44%	5	20%	16	64%
Male	83	34	41%	49	59%	9	18%	12	24%	22	45%	6	12%	28	57%
General Education Students	128	65	51%	63	49%	7	11%	14	22%	31	49%	11	17%	42	67%
Students with Disabilities	25	14	56%	11	44%	5	45%	4	36%	2	18%	0	0%	2	18%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
White	140	74	53%	66	47%	8	12%	17	26%	30	45%	11	17%	41	62%
Multiracial	5	0	0%	5	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	3	27%	8	73%	4	50%	1	13%	3	38%	0	0%	3	38%
Economically Disadvantaged	40	18	45%	22	55%	6	27%	5	23%	11	50%	0	0%	11	50%
Not Economically Disadvantaged	113	61	54%	52	46%	6	12%	13	25%	22	42%	11	21%	33	63%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	152	79	52%	73	48%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	153	79	52%	74	48%	12	16%	18	24%	33	45%	11	15%	44	59%
Not Homeless	153	79	52%	74	48%	12	16%	18	24%	33	45%	11	15%	44	59%
Not Migrant	153	79	52%	74	48%	12	16%	18	24%	33	45%	11	15%	44	59%
Parent Not in Armed Forces	153	79	52%	74	48%	12	16%	18	24%	33	45%	11	15%	44	59%

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	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%
Female	76	61	80%	15	20%	3	20%	9	60%	3	20%	0	0%	3	20%
Male	86	54	63%	32	37%	24	75%	8	25%	0	0%	0	0%	0	0%
General Education Students	125	93	74%	32	26%	15	47%	14	44%	3	9%	0	0%	3	9%
Students with Disabilities	37	22	59%	15	41%	12	80%	3	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	149	105	70%	44	30%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	153	106	69%	47	31%	27	57%	17	36%	3	6%	0	0%	3	6%
Economically Disadvantaged	43	27	63%	16	37%	12	75%	3	19%	1	6%	0	0%	1	6%
Not Economically Disadvantaged	119	88	74%	31	26%	15	48%	14	45%	2	6%	0	0%	2	6%
Non-English Language Learner	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%
Not in Foster Care	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%
Not Homeless	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%
Not Migrant	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%
Parent Not in Armed Forces	162	115	71%	47	29%	27	57%	17	36%	3	6%	0	0%	3	6%

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	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Regents 8	—	—	—	47	29%	0	0%	1	2%	13	28%	33	70%	46	98%
Combined 8	161	68	42%	93	58%	6	6%	11	12%	38	41%	38	41%	76	82%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Female	76	59	78%	17	22%	1	6%	0	0%	12	71%	4	24%	16	94%
Male	85	56	66%	29	34%	5	17%	10	34%	13	45%	1	3%	14	48%
General Education Students	125	91	73%	34	27%	3	9%	5	15%	22	65%	4	12%	26	76%
Students with Disabilities	36	24	67%	12	33%	3	25%	5	42%	3	25%	1	8%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	148	106	72%	42	28%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	156	110	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Economically Disadvantaged	43	26	60%	17	40%	3	18%	5	29%	9	53%	0	0%	9	53%
Not Economically Disadvantaged	118	89	75%	29	25%	3	10%	5	17%	16	55%	5	17%	21	72%
Non-English Language Learner	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Not in Foster Care	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Not Homeless	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Not Migrant	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%
Parent Not in Armed Forces	161	115	71%	46	29%	6	13%	10	22%	25	54%	5	11%	30	65%

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	157	10	6%	14	9%	44	28%	24	15%	65	41%	133	85%
Female	77	—	—	—	—	—	—	—	—	—	—	—	—
Male	79	6	8%	11	14%	28	35%	11	14%	23	29%	62	78%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	78	4	5%	3	4%	16	21%	13	17%	42	54%	71	91%
General Education Students	125	1	1%	8	6%	32	26%	22	18%	62	50%	116	93%
Students with Disabilities	32	9	28%	6	19%	12	38%	2	6%	3	9%	17	53%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—	—	—
White	141	8	6%	11	8%	41	29%	20	14%	61	43%	122	87%
Multiracial	8	2	25%	1	13%	2	25%	2	25%	1	13%	5	63%
Small Group Total: Race & Ethnicity	8	0	0%	2	25%	1	13%	2	25%	3	38%	6	75%
Economically Disadvantaged	51	6	12%	6	12%	16	31%	6	12%	17	33%	39	76%
Not Economically Disadvantaged	106	4	4%	8	8%	28	26%	18	17%	48	45%	94	89%
Non-English Language Learner	157	10	6%	14	9%	44	28%	24	15%	65	41%	133	85%
Not in Foster Care	157	10	6%	14	9%	44	28%	24	15%	65	41%	133	85%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	157	10	6%	14	9%	44	28%	24	15%	65	41%	133	85%
Parent Not in Armed Forces	157	10	6%	14	9%	44	28%	24	15%	65	41%	133	85%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	5	3%	6	4%	38	23%	58	35%	59	36%	155	93%
Female	81	1	1%	2	2%	13	16%	29	36%	36	44%	78	96%
Male	85	4	5%	4	5%	25	29%	29	34%	23	27%	77	91%
General Education Students	142	2	1%	1	1%	28	20%	54	38%	57	40%	139	98%
Students with Disabilities	24	3	13%	5	21%	10	42%	4	17%	2	8%	16	67%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	1	14%	3	43%	3	43%	7	100%
Hispanic or Latino	7	0	0%	0	0%	3	43%	1	14%	3	43%	7	100%
White	144	4	3%	5	3%	30	21%	54	38%	51	35%	135	94%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	4	50%	0	0%	2	25%	6	75%
Economically Disadvantaged	39	2	5%	3	8%	7	18%	15	38%	12	31%	34	87%
Not Economically Disadvantaged	127	3	2%	3	2%	31	24%	43	34%	47	37%	121	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	165	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	166	5	3%	6	4%	38	23%	58	35%	59	36%	155	93%
Not Homeless	166	5	3%	6	4%	38	23%	58	35%	59	36%	155	93%
Not Migrant	166	5	3%	6	4%	38	23%	58	35%	59	36%	155	93%
Parent Not in Armed Forces	166	5	3%	6	4%	38	23%	58	35%	59	36%	155	93%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	7	6%	12	11%	48	43%	22	20%	23	21%	93	83%
Female	56	5	9%	7	13%	24	43%	11	20%	9	16%	44	79%
Male	56	2	4%	5	9%	24	43%	11	20%	14	25%	49	88%
General Education Students	101	5	5%	9	9%	42	42%	22	22%	23	23%	87	86%
Students with Disabilities	11	2	18%	3	27%	6	55%	0	0%	0	0%	6	55%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	97	6	6%	10	10%	39	40%	21	22%	21	22%	81	84%
Multiracial	6	1	17%	0	0%	4	67%	0	0%	1	17%	5	83%
Small Group Total: Race & Ethnicity	9	0	0%	2	22%	5	56%	1	11%	1	11%	7	78%
Economically Disadvantaged	26	2	8%	5	19%	12	46%	4	15%	3	12%	19	73%
Not Economically Disadvantaged	86	5	6%	7	8%	36	42%	18	21%	20	23%	74	86%
Non-English Language Learner	112	7	6%	12	11%	48	43%	22	20%	23	21%	93	83%
Not in Foster Care	112	7	6%	12	11%	48	43%	22	20%	23	21%	93	83%
Not Homeless	112	7	6%	12	11%	48	43%	22	20%	23	21%	93	83%
Not Migrant	112	7	6%	12	11%	48	43%	22	20%	23	21%	93	83%
Parent Not in Armed Forces	112	7	6%	12	11%	48	43%	22	20%	23	21%	93	83%

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	94	4	4%	6	6%	25	27%	34	36%	25	27%	84	89%
Female	48	3	6%	2	4%	13	27%	18	38%	12	25%	43	90%
Male	45	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	46	1	2%	4	9%	12	26%	16	35%	13	28%	41	89%
General Education Students	91	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	85	4	5%	5	6%	23	27%	30	35%	23	27%	76	89%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	2	22%	4	44%	2	22%	8	89%
Economically Disadvantaged	15	2	13%	1	7%	4	27%	7	47%	1	7%	12	80%
Not Economically Disadvantaged	79	2	3%	5	6%	21	27%	27	34%	24	30%	72	91%
Non-English Language Learner	94	4	4%	6	6%	25	27%	34	36%	25	27%	84	89%
Not in Foster Care	94	4	4%	6	6%	25	27%	34	36%	25	27%	84	89%
Not Homeless	94	4	4%	6	6%	25	27%	34	36%	25	27%	84	89%
Not Migrant	94	4	4%	6	6%	25	27%	34	36%	25	27%	84	89%
Parent Not in Armed Forces	94	4	4%	6	6%	25	27%	34	36%	25	27%	84	89%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	156	5	3%	8	5%	74	47%	69	44%	143	92%
Female	73	4	5%	2	3%	32	44%	35	48%	67	92%
Male	83	1	1%	6	7%	42	51%	34	41%	76	92%
General Education Students	130	1	1%	4	3%	59	45%	66	51%	125	96%
Students with Disabilities	26	4	15%	4	15%	15	58%	3	12%	18	69%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	137	3	2%	6	4%	67	49%	61	45%	128	93%
Multiracial	9	2	22%	0	0%	5	56%	2	22%	7	78%
Small Group Total: Race & Ethnicity	10	0	0%	2	20%	2	20%	6	60%	8	80%
Economically Disadvantaged	39	1	3%	4	10%	21	54%	13	33%	34	87%
Not Economically Disadvantaged	117	4	3%	4	3%	53	45%	56	48%	109	93%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	154	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	156	5	3%	8	5%	74	47%	69	44%	143	92%
Not Homeless	156	5	3%	8	5%	74	47%	69	44%	143	92%
Migrant	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	154	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	156	5	3%	8	5%	74	47%	69	44%	143	92%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	137	10	7%	11	8%	58	42%	58	42%	116	85%
Female	69	5	7%	8	12%	26	38%	30	43%	56	81%
Male	68	5	7%	3	4%	32	47%	28	41%	60	88%
General Education Students	116	5	4%	6	5%	51	44%	54	47%	105	91%
Students with Disabilities	21	5	24%	5	24%	7	33%	4	19%	11	52%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	0	0%	0	0%	4	57%	3	43%	7	100%
White	118	7	6%	10	8%	51	43%	50	42%	101	86%
Multiracial	7	2	29%	1	14%	2	29%	2	29%	4	57%
Small Group Total: Race & Ethnicity	5	1	20%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	30	2	7%	0	0%	16	53%	12	40%	28	93%
Not Economically Disadvantaged	107	8	7%	11	10%	42	39%	46	43%	88	82%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	136	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	10	7%	11	8%	58	42%	58	42%	116	85%
Not Homeless	137	10	7%	11	8%	58	42%	58	42%	116	85%
Not Migrant	137	10	7%	11	8%	58	42%	58	42%	116	85%
Parent Not in Armed Forces	137	10	7%	11	8%	58	42%	58	42%	116	85%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	81	12	15%	14	17%	39	48%	16	20%	55	68%
Female	44	5	11%	9	20%	21	48%	9	20%	30	68%
Male	36	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	37	7	19%	5	14%	18	49%	7	19%	25	68%
General Education Students	80	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	74	11	15%	13	18%	34	46%	16	22%	50	68%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	5	71%	0	0%	5	71%
Economically Disadvantaged	14	3	21%	2	14%	8	57%	1	7%	9	64%
Not Economically Disadvantaged	67	9	13%	12	18%	31	46%	15	22%	46	69%
Non-English Language Learner	81	12	15%	14	17%	39	48%	16	20%	55	68%
Not in Foster Care	81	12	15%	14	17%	39	48%	16	20%	55	68%
Not Homeless	81	12	15%	14	17%	39	48%	16	20%	55	68%
Not Migrant	81	12	15%	14	17%	39	48%	16	20%	55	68%
Parent Not in Armed Forces	81	12	15%	14	17%	39	48%	16	20%	55	68%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	36	0	0%	2	6%	10	28%	24	67%	34	94%
Female	13	0	0%	1	8%	4	31%	8	62%	12	92%
Male	23	0	0%	1	4%	6	26%	16	70%	22	96%
General Education Students	36	0	0%	2	6%	10	28%	24	67%	34	94%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
White	33	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	36	0	0%	2	6%	10	28%	24	67%	34	94%
Economically Disadvantaged	6	0	0%	2	33%	2	33%	2	33%	4	67%
Not Economically Disadvantaged	30	0	0%	0	0%	8	27%	22	73%	30	100%
Non-English Language Learner	36	0	0%	2	6%	10	28%	24	67%	34	94%
Not in Foster Care	36	0	0%	2	6%	10	28%	24	67%	34	94%
Not Homeless	36	0	0%	2	6%	10	28%	24	67%	34	94%
Not Migrant	36	0	0%	2	6%	10	28%	24	67%	34	94%
Parent Not in Armed Forces	36	0	0%	2	6%	10	28%	24	67%	34	94%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	153	1	1%	7	5%	46	30%	27	18%	72	47%	145	95%
Female	83	1	1%	2	2%	29	35%	14	17%	37	45%	80	96%
Male	70	0	0%	5	7%	17	24%	13	19%	35	50%	65	93%
General Education Students	129	0	0%	2	2%	34	26%	27	21%	66	51%	127	98%
Students with Disabilities	24	1	4%	5	21%	12	50%	0	0%	6	25%	18	75%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	0	0%	3	38%	1	13%	4	50%	8	100%
White	130	0	0%	6	5%	39	30%	23	18%	62	48%	124	95%
Multiracial	9	1	11%	0	0%	3	33%	2	22%	3	33%	8	89%
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	1	17%	1	17%	3	50%	5	83%
Economically Disadvantaged	36	0	0%	2	6%	12	33%	4	11%	18	50%	34	94%
Not Economically Disadvantaged	117	1	1%	5	4%	34	29%	23	20%	54	46%	111	95%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	152	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	153	1	1%	7	5%	46	30%	27	18%	72	47%	145	95%
Not Homeless	153	1	1%	7	5%	46	30%	27	18%	72	47%	145	95%
Not Migrant	153	1	1%	7	5%	46	30%	27	18%	72	47%	145	95%
Parent Not in Armed Forces	153	1	1%	7	5%	46	30%	27	18%	72	47%	145	95%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	147	2	1%	3	2%	32	22%	54	37%	56	38%	142	97%
Female	76	1	1%	1	1%	16	21%	29	38%	29	38%	74	97%
Male	70	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	71	1	1%	2	3%	16	23%	25	35%	27	38%	68	96%
General Education Students	121	0	0%	0	0%	19	16%	46	38%	56	46%	121	100%
Students with Disabilities	26	2	8%	3	12%	13	50%	8	31%	0	0%	21	81%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	132	0	0%	3	2%	26	20%	52	39%	51	39%	129	98%
Multiracial	8	1	13%	0	0%	5	63%	1	13%	1	13%	7	88%
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	1	14%	1	14%	4	57%	6	86%
Economically Disadvantaged	46	1	2%	0	0%	17	37%	16	35%	12	26%	45	98%
Not Economically Disadvantaged	101	1	1%	3	3%	15	15%	38	38%	44	44%	97	96%
Non-English Language Learner	147	2	1%	3	2%	32	22%	54	37%	56	38%	142	97%
Not in Foster Care	147	2	1%	3	2%	32	22%	54	37%	56	38%	142	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	146	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	147	2	1%	3	2%	32	22%	54	37%	56	38%	142	97%
Parent Not in Armed Forces	147	2	1%	3	2%	32	22%	54	37%	56	38%	142	97%

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	161	15	9%	146	91%	8	5%	11	7%	29	18%	98	61%	127	79%
Female	66	7	11%	59	89%	2	3%	2	3%	11	17%	44	67%	55	83%
Male	95	8	8%	87	92%	6	6%	9	9%	18	19%	54	57%	72	76%
General Education Students	135	9	7%	126	93%	3	2%	8	6%	20	15%	95	70%	115	85%
Students with Disabilities	26	6	23%	20	77%	5	19%	3	12%	9	35%	3	12%	12	46%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	148	14	9%	134	91%	6	4%	9	6%	28	19%	91	61%	119	80%
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	1	8%	12	92%	2	15%	2	15%	1	8%	7	54%	8	62%
Economically Disadvantaged	39	4	10%	35	90%	5	13%	4	10%	14	36%	12	31%	26	67%
Not Economically Disadvantaged	122	11	9%	111	91%	3	2%	7	6%	15	12%	86	70%	101	83%
Non-English Language Learner	161	15	9%	146	91%	8	5%	11	7%	29	18%	98	61%	127	79%
Not in Foster Care	161	15	9%	146	91%	8	5%	11	7%	29	18%	98	61%	127	79%
Not Homeless	161	15	9%	146	91%	8	5%	11	7%	29	18%	98	61%	127	79%
Not Migrant	161	15	9%	146	91%	8	5%	11	7%	29	18%	98	61%	127	79%
Parent Not in Armed Forces	161	15	9%	146	91%	8	5%	11	7%	29	18%	98	61%	127	79%

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	44	2	5	42	95
Female	19	1	5	18	95
Male	25	1	4	24	96
General Education Students	39	2	5	37	95
Students with Disabilities	5	0	0	5	100
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Hispanic or Latino	2	0	0	2	100
White	39	2	5	37	95
Economically Disadvantaged	7	0	0	7	100
Not Economically Disadvantaged	37	2	5	35	95
Non-English Language Learner	44	2	5	42	95
Not in Foster Care	44	2	5	42	95
Not Homeless	44	2	5	42	95
Not Migrant	44	2	5	42	95
Parent Not in Armed Forces	44	2	5	42	95

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	55	34%	106	66%	6	4%	12	7%	26	16%	62	39%	88	55%
Female	66	15	23%	51	77%	4	6%	6	9%	10	15%	31	47%	41	62%
Male	95	40	42%	55	58%	2	2%	6	6%	16	17%	31	33%	47	49%
General Education Students	135	33	24%	102	76%	5	4%	10	7%	25	19%	62	46%	87	64%
Students with Disabilities	26	22	85%	4	15%	1	4%	2	8%	1	4%	0	0%	1	4%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	148	50	34%	98	66%	5	3%	12	8%	25	17%	56	38%	81	55%
Multiracial	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	8	62%	1	8%	0	0%	1	8%	6	46%	7	54%
Economically Disadvantaged	39	24	62%	15	38%	3	8%	4	10%	4	10%	4	10%	8	21%
Not Economically Disadvantaged	122	31	25%	91	75%	3	2%	8	7%	22	18%	58	48%	80	66%
Non-English Language Learner	161	55	34%	106	66%	6	4%	12	7%	26	16%	62	39%	88	55%
Not in Foster Care	161	55	34%	106	66%	6	4%	12	7%	26	16%	62	39%	88	55%
Not Homeless	161	55	34%	106	66%	6	4%	12	7%	26	16%	62	39%	88	55%
Not Migrant	161	55	34%	106	66%	6	4%	12	7%	26	16%	62	39%	88	55%
Parent Not in Armed Forces	161	55	34%	106	66%	6	4%	12	7%	26	16%	62	39%	88	55%

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	45	31	99	69
Female	60	11	18	49	82
Male	84	34	40	50	60
General Education Students	128	31	24	97	76
Students with Disabilities	16	14	88	2	13
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	1	0	0	1	100
Hispanic or Latino	2	1	50	1	50
White	135	42	31	93	69
Multiracial	3	2	67	1	33
Economically Disadvantaged	31	18	58	13	42
Not Economically Disadvantaged	113	27	24	86	76
Non-English Language Learner	144	45	31	99	69
Not in Foster Care	144	45	31	99	69
Not Homeless	144	45	31	99	69
Not Migrant	144	45	31	99	69
Parent Not in Armed Forces	144	45	31	99	69

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	161	56	35%	105	65%	16	10%	11	7%	26	16%	52	32%	78	48%
Female	66	17	26%	49	74%	7	11%	5	8%	13	20%	24	36%	37	56%
Male	95	39	41%	56	59%	9	9%	6	6%	13	14%	28	29%	41	43%
General Education Students	135	32	24%	103	76%	16	12%	10	7%	25	19%	52	39%	77	57%
Students with Disabilities	26	24	92%	2	8%	0	0%	1	4%	1	4%	0	0%	1	4%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	148	51	34%	97	66%	15	10%	11	7%	21	14%	50	34%	71	48%
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	8	62%	1	8%	0	0%	5	38%	2	15%	7	54%
Economically Disadvantaged	39	25	64%	14	36%	5	13%	4	10%	2	5%	3	8%	5	13%
Not Economically Disadvantaged	122	31	25%	91	75%	11	9%	7	6%	24	20%	49	40%	73	60%
Non-English Language Learner	161	56	35%	105	65%	16	10%	11	7%	26	16%	52	32%	78	48%
Not in Foster Care	161	56	35%	105	65%	16	10%	11	7%	26	16%	52	32%	78	48%
Not Homeless	161	56	35%	105	65%	16	10%	11	7%	26	16%	52	32%	78	48%
Not Migrant	161	56	35%	105	65%	16	10%	11	7%	26	16%	52	32%	78	48%
Parent Not in Armed Forces	161	56	35%	105	65%	16	10%	11	7%	26	16%	52	32%	78	48%

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	156	52	33	104	67
Female	65	16	25	49	75
Male	91	36	40	55	60
General Education Students	134	32	24	102	76
Students with Disabilities	22	20	91	2	9
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	3	0	0	3	100
Black or African American	3	2	67	1	33
Hispanic or Latino	2	1	50	1	50
White	144	48	33	96	67
Multiracial	3	1	33	2	67
Economically Disadvantaged	37	23	62	14	38
Not Economically Disadvantaged	119	29	24	90	76
Non-English Language Learner	156	52	33	104	67
Not in Foster Care	156	52	33	104	67
Not Homeless	156	52	33	104	67
Not Migrant	156	52	33	104	67
Parent Not in Armed Forces	156	52	33	104	67

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	157	98%	4	2%	0	0%	0	0%	4	2%	0	0%	4	2%
Female	66	65	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
Male	95	92	97%	3	3%	0	0%	0	0%	3	3%	0	0%	3	3%
General Education Students	135	131	97%	4	3%	0	0%	0	0%	4	3%	0	0%	4	3%
Students with Disabilities	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	148	144	97%	4	3%	0	0%	0	0%	4	3%	0	0%	4	3%
Multiracial	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	39	37	95%	2	5%	0	0%	0	0%	2	5%	0	0%	2	5%
Not Economically Disadvantaged	122	120	98%	2	2%	0	0%	0	0%	2	2%	0	0%	2	2%
Non-English Language Learner	161	157	98%	4	2%	0	0%	0	0%	4	2%	0	0%	4	2%
Not in Foster Care	161	157	98%	4	2%	0	0%	0	0%	4	2%	0	0%	4	2%
Not Homeless	161	157	98%	4	2%	0	0%	0	0%	4	2%	0	0%	4	2%
Not Migrant	161	157	98%	4	2%	0	0%	0	0%	4	2%	0	0%	4	2%
Parent Not in Armed Forces	161	157	98%	4	2%	0	0%	0	0%	4	2%	0	0%	4	2%

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	120	118	98	2	2
Female	47	46	98	1	2
Male	73	72	99	1	1
General Education Students	104	102	98	2	2
Students with Disabilities	16	16	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	3	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	2	2	100	0	0
White	111	109	98	2	2
Multiracial	1	1	100	0	0
Economically Disadvantaged	24	23	96	1	4
Not Economically Disadvantaged	96	95	99	1	1
Non-English Language Learner	120	118	98	2	2
Not in Foster Care	120	118	98	2	2
Not Homeless	120	118	98	2	2
Not Migrant	120	118	98	2	2
Parent Not in Armed Forces	120	118	98	2	2

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

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	133	83%	28	17%	0	0%	0	0%	28	17%	0	0%	28	17%
Female	66	55	83%	11	17%	0	0%	0	0%	11	17%	0	0%	11	17%
Male	95	78	82%	17	18%	0	0%	0	0%	17	18%	0	0%	17	18%
General Education Students	135	107	79%	28	21%	0	0%	0	0%	28	21%	0	0%	28	21%
Students with Disabilities	26	26	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
White	148	123	83%	25	17%	0	0%	0	0%	25	17%	0	0%	25	17%
Multiracial	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	10	77%	3	23%	0	0%	0	0%	3	23%	0	0%	3	23%
Economically Disadvantaged	39	38	97%	1	3%	0	0%	0	0%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	122	95	78%	27	22%	0	0%	0	0%	27	22%	0	0%	27	22%
Non-English Language Learner	161	133	83%	28	17%	0	0%	0	0%	28	17%	0	0%	28	17%
Not in Foster Care	161	133	83%	28	17%	0	0%	0	0%	28	17%	0	0%	28	17%
Not Homeless	161	133	83%	28	17%	0	0%	0	0%	28	17%	0	0%	28	17%
Not Migrant	161	133	83%	28	17%	0	0%	0	0%	28	17%	0	0%	28	17%
Parent Not in Armed Forces	161	133	83%	28	17%	0	0%	0	0%	28	17%	0	0%	28	17%

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	147	119	81	28	19
Female	62	51	82	11	18
Male	85	68	80	17	20
General Education Students	126	98	78	28	22
Students with Disabilities	21	21	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	3	1	33	2	67
Black or African American	2	2	100	0	0
Hispanic or Latino	2	2	100	0	0
White	136	111	82	25	18
Multiracial	3	2	67	1	33
Economically Disadvantaged	35	34	97	1	3
Not Economically Disadvantaged	112	85	76	27	24
Non-English Language Learner	147	119	81	28	19
Not in Foster Care	147	119	81	28	19
Not Homeless	147	119	81	28	19
Not Migrant	147	119	81	28	19
Parent Not in Armed Forces	147	119	81	28	19

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.

[illegible]

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	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 3 Math	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	14	13	93%	1	7%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	14	13	93%	1	7%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	14	14	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 DISTRICT	141	6	4%	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	139	2	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.

[illegible]

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	161	142	88%	91	57%	51	32%	0	0%	1	1%	8	5%	2	1%	8	5%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	161	142	88%	91	57%	51	32%	0	0%	1	1%	8	5%	2	1%	8	5%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	161	142	88%	91	57%	51	32%	0	0%	1	1%	8	5%	2	1%	8	5%
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	161	142	88%	91	57%	51	32%	0	0%	1	1%	8	5%	2	1%	8	5%

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APPENDIX D

Lewiston-Porter CSD Financial Transparency Report

LEWISTON-PORTER CSD

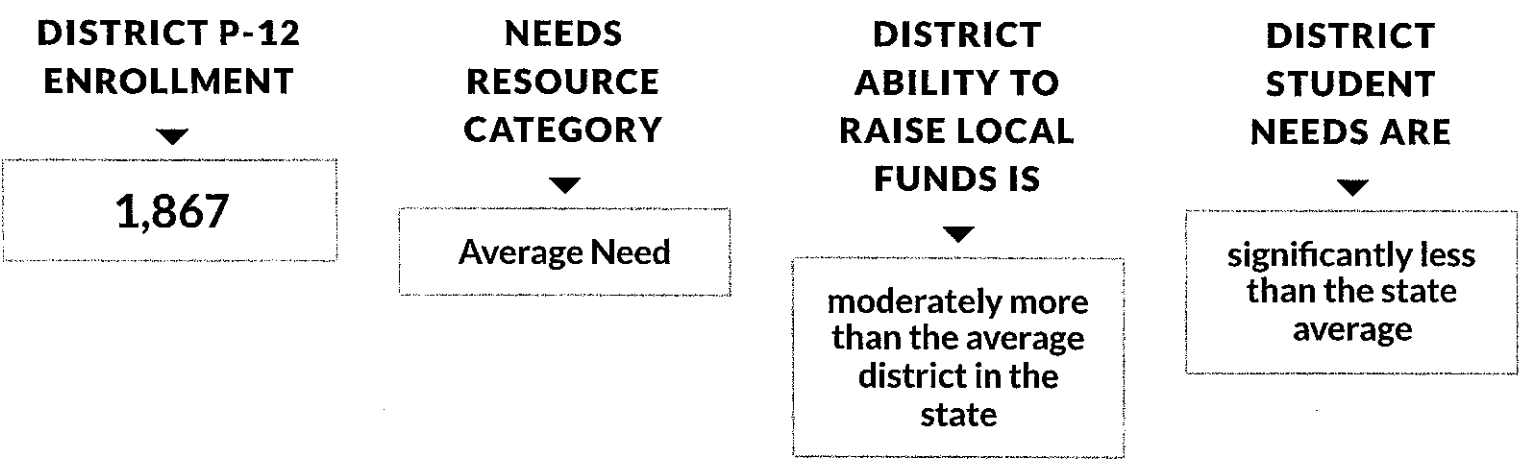
2021-22 School Year Financial Transparency Report

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

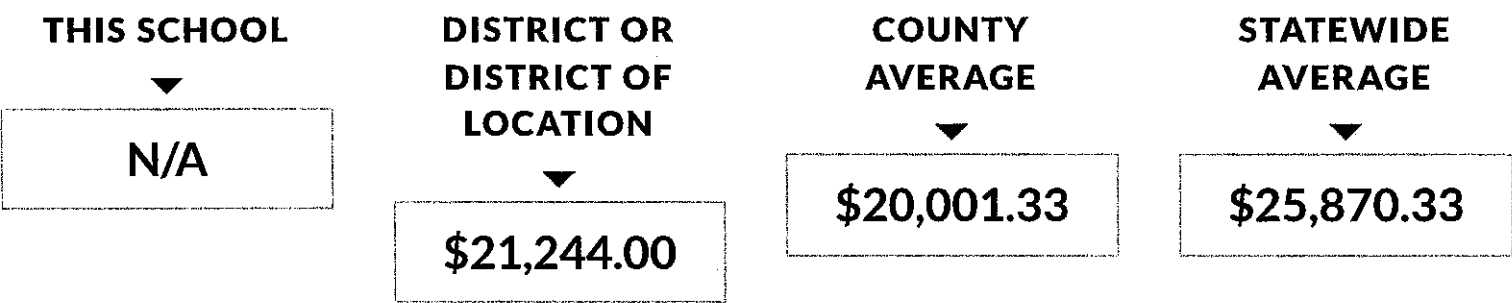


Student Demographics

Enrollment	LEWISTON-PORTER CSD
All Students	1,867
Economically Disadvantaged	28%
Students with Disabilities	17%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	LEWISTON-PORTER CSD
Student-to-Teacher Ratio	13
Teachers with Fewer than 4 years of Experience %	5%
Teachers with 4-20 Years of Experience %	45%
Teachers with 21+ Years of Experience %	49%

Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	LEWISTON-PORTER CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$13,371.24
» B. Administration (B1 + B2 + B3)	\$1,120.48
» C. All Other Spending (C1 + C2 + C3)	\$2,477.16

D. Total School Level (A + B + C)	\$16,968.89
» E. Central Instruction (E1 + E2 + E3 + E4)	\$805.82
» F. Central Administration (F1 + F2 + F3)	\$1,629.67
» G. All Other Central Spending (G1 + G2 + G3)	\$1,839.75
H. Total Central Costs	\$4,275.24
I. Total Spending (D + H)	\$21,244.13

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

LEWISTON-PORTER CSD

J. Total School Level Local/State Spending	\$15,488.00
» K. Total School Level Federal Spending	\$1,480.89
L. Total Central Level Local/State Spending	\$2,793.82
M. Total Central Level Federal Spending	\$1,481.41
N. Total Spending (J + K + L + M)	\$21,244.13

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	LEWISTON-PORTER CSD
1. Transportation	\$2,526,581.20
2. Charter School Tuition	\$16,663.66
3. Other Tuition	\$303,326.19
4. Debt Service	\$5,259,737.86
5. Other	\$8,167,183.99

Excluded Expenditures	LEWISTON-PORTER CSD
Percent Excluded from Total	29%
Total Expenditures	\$55,936,279.62

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