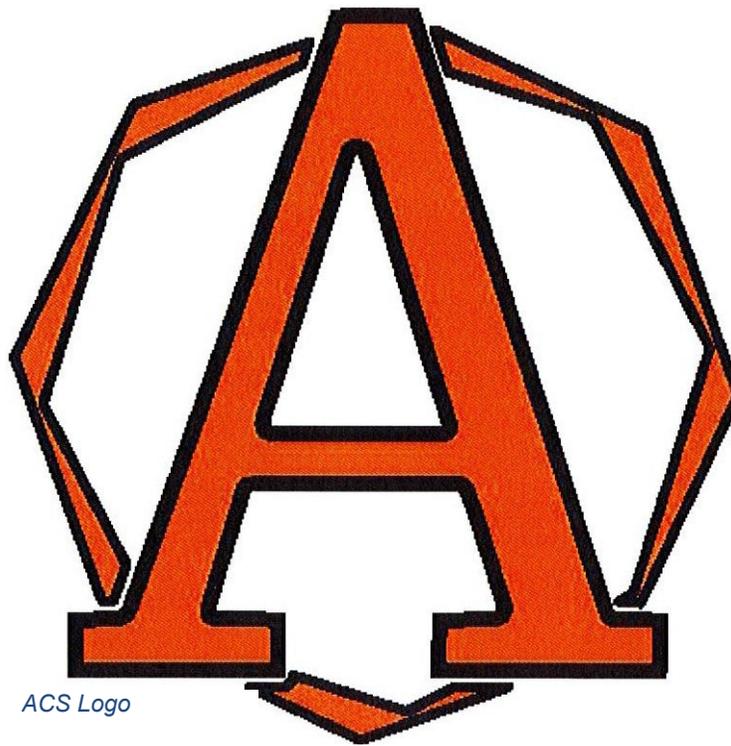


**Akron Central School District
Annual Report
2024-25**



ACS Logo

**May 21, 2024
Budget Vote**

BUDGET HEARING
Tuesday, May 14, 2024
7:00 PM
Edward Allen Auditorium

ANNUAL DISTRICT MEETING
Tuesday, May 21, 2024
Noon – 9:00 PM
GYM 3 (adjacent to the HS upper parking lot)

ACS BOARD OF EDUCATION

Erik Polkowski, President

Phillip Kenline, Vice President

Ryan Allen
Heather Cayea

Joseph Cena
Stephanie Coffta

Krsity Pingitore

**ANNUAL
MEETING
AGENDA**

**ANNUAL BUDGET HEARING
TUESDAY, MAY 14, 2024
7:00 P.M.
Edward Allen Auditorium**

**ANNUAL DISTRICT MEETING
TUESDAY, May 21, 2024
Noon – 9:00 PM
HS Gym 3 (adjacent to the HS upper parking lot)**

AGENDA

12:00 Noon

- 1. Call to order by the Chairman, Christine Papke.**
- 2. Reading of 2024-2025 school district budget summary.**
- 3. Reading of Notice of Meeting and Qualifications of Voters.**
- 4. Declaration by Chairman of polls open for voting.**
- 5. Voting on Board of Education members and four propositions.**

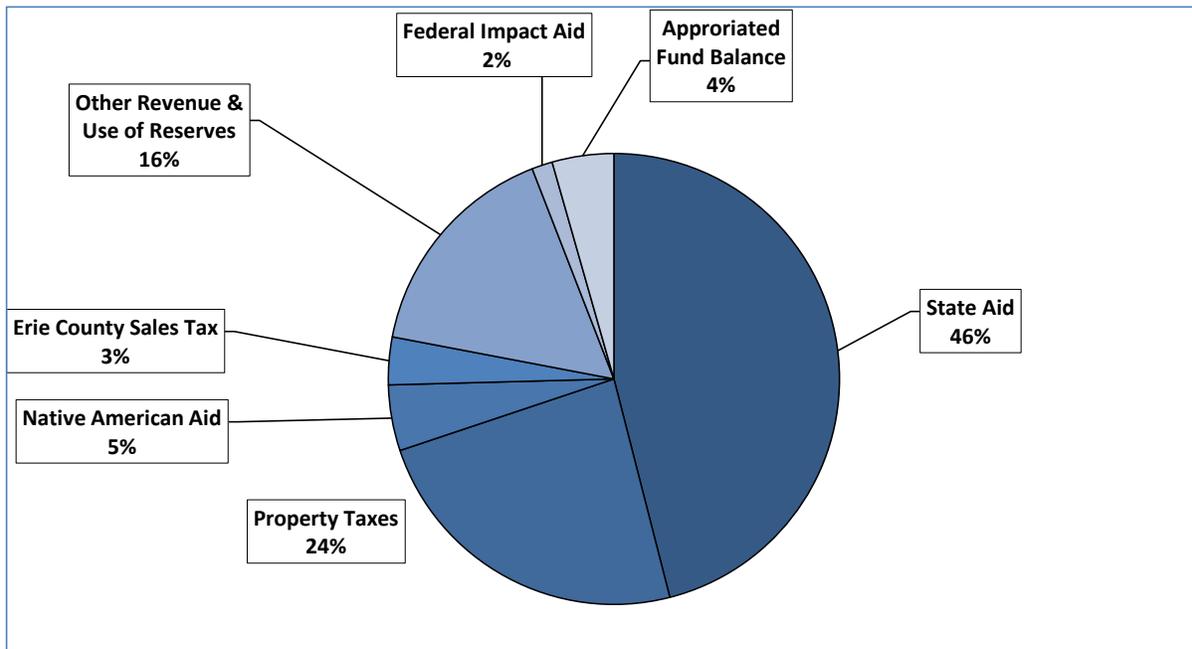
9:00 P.M.

- 6. Announcement by Chairman of closing of polls for voting on four propositions and school board members.**
- 7. Tabulation and announcement of vote on 2024-25 school district budget.**
- 8. Tabulation and announcement of vote on school buses (and related equipment).**
- 9. Tabulation and announcement of vote on school board member positions.**
- 10. Call by Chairman of any other business, which may properly come before meeting/adjournment.**

2024-25
General Fund
Budget

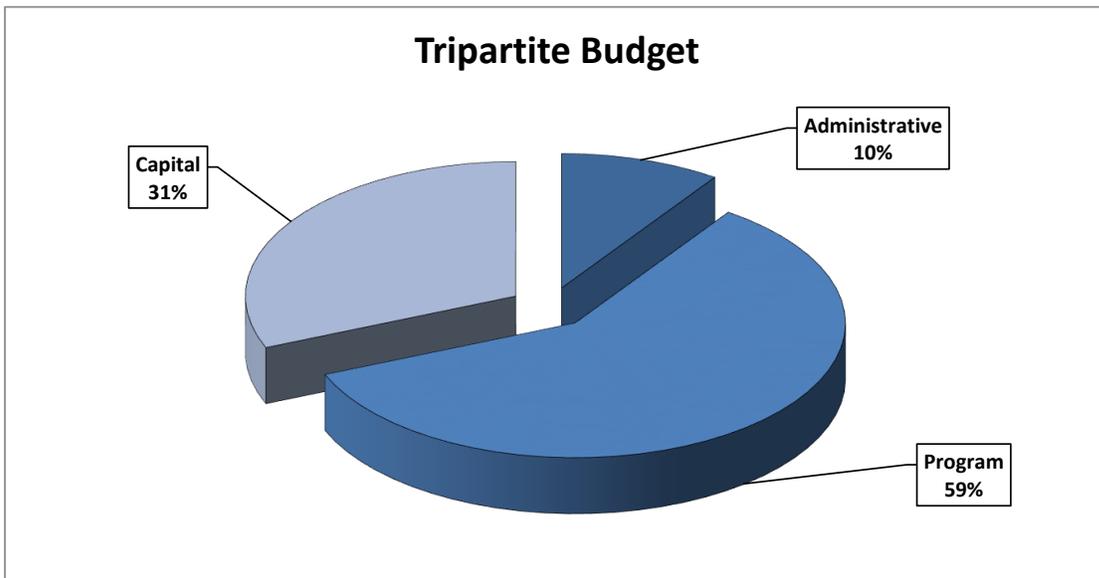
Akron Central School District Proposed General Fund Revenues

	Adopted 2023-24	Proposed 2024-25	\$ Change
State Aid:			
Foundation Aid/General Aid	\$ 11,343,161	\$ 11,546,649	\$ 203,488
Excess Cost Aid	\$ 643,696	\$ 732,348	\$ 88,652
BOCES	\$ 1,405,271	\$ 1,541,387	\$ 136,116
Hardware and Technology	\$ 22,236	\$ 21,129	\$ (1,107)
Textbook, Software, Library	\$ 102,761	\$ 99,677	\$ (3,084)
Transportation	\$ 1,427,218	\$ 1,656,711	\$ 229,493
Building	\$ 2,915,748	\$ 2,894,694	\$ (21,054)
Native American Building Aid	\$ -	\$ 1,717,998	\$ 1,717,998
	\$ 17,860,091	\$ 20,210,593	\$ 2,350,502
Other Revenue:			
Native American Aid	\$ 2,474,000	\$ 2,074,000	\$ (400,000)
Erie County Sales Tax	\$ 1,300,000	\$ 1,500,000	\$ 200,000
Federal Impact Aid	\$ 650,000	\$ 650,000	\$ -
Other Revenues	\$ 617,705	\$ 958,126	\$ 340,421
Appropriated Fund Balance	\$ 2,100,000	\$ 1,940,000	\$ (160,000)
Use of Reserves/Transfers In	\$ 950,000	\$ 6,118,631	\$ 5,168,631
	\$ 8,091,705	\$ 13,240,757	\$ 5,149,052
Real Property Tax Levy:	\$ 10,270,070	\$ 10,475,471	\$ 205,401
Total Revenues:	\$ 36,221,866	\$ 43,926,821	\$ 7,704,955



**Akron Central School District
General Fund Appropriations**

	Adopted 2023-24	Proposed 2024-25	\$ Change
Administrative Component			
Board of Education/District Clerk	\$ 42,400	\$ 49,468	\$ 7,068
Central Office/District Services	\$ 1,531,252	\$ 1,629,725	\$ 98,473
Legal & Personnel	\$ 215,410	\$ 223,500	\$ 8,090
Instructional Administration	\$ 1,395,918	\$ 1,460,228	\$ 64,310
Allocated Employee Benefits	\$ 878,485	\$ 854,201	\$ (24,284)
	<u>\$ 4,063,465</u>	<u>\$ 4,217,122</u>	<u>\$ 153,657</u>
Program Component			
Instruction	\$ 11,081,077	\$ 11,415,838	\$ 334,761
Exceptional Education	\$ 5,694,487	\$ 5,705,315	\$ 10,828
Co-Curricular & Athletics	\$ 795,074	\$ 873,594	\$ 78,520
Transportation	\$ 1,692,132	\$ 1,854,877	\$ 162,745
Allocated Employee Benefits	\$ 6,255,140	\$ 6,134,211	\$ (120,929)
	<u>\$ 25,517,910</u>	<u>\$ 25,983,835</u>	<u>\$ 465,925</u>
Capital Component			
Operations & Maintenance	\$ 2,515,299	\$ 2,647,331	\$ 132,032
Transfer to Debt Service Fund	\$ 3,503,092	\$ 3,555,833	\$ 52,741
Transfer to Capital Fund	\$ -	\$ 6,886,629	\$ 6,886,629
Allocated Employee Benefits	\$ 622,100	\$ 636,071	\$ 13,971
	<u>\$ 6,640,491</u>	<u>\$ 13,725,864</u>	<u>\$ 7,085,373</u>
Total Expenditures	<u>\$ 36,221,866</u>	<u>\$ 43,926,821</u>	<u>\$ 7,704,955</u>



**Akron Central School District
General Fund Appropriations**

ADMINISTRATIVE EXPENSES

CODE	DESCRIPTION	2023-24 ADOPTED	2024-25 PROPOSED
A1010	<u>Board of Education</u> Expenditures incurred by the Board for supplies, travel, meetings, and conferences	\$ 31,100	\$ 38,600
A1040	<u>District Clerk</u> Expenditures incurred for salary, meeting supplies, and advertising costs.	\$ 8,500	\$ 7,643
A1060	<u>District Meeting</u> Expenditures for printing, advertising, payments to election officials, absentee ballots, and supplies	\$ 2,800	\$ 3,225
TOTAL BOARD OF EDUCATION/DISTRICT CLERK		\$ 42,400	\$ 49,468
A1240	<u>Central Office</u> Salaries for the Superintendent, the superintendent's secretary, travel, supplies and periodicals	\$ 276,469	\$ 286,480
A1310	<u>Business Administrator</u> Salaries for our School Business Administrator, her staff of 3.5 full time employees, consultant fees, travel, appraisal fees and supplies	\$ 482,683	\$ 509,945
A1320	<u>Auditing Services</u> Annual audit by External Auditor, Internal Auditor, and Internal Claims Auditor	\$ 33,400	\$ 37,300
A1325	<u>Treasurer</u> Expenditures for supplies and debt service needs	\$ 1,000	\$ 1,000
A1330	<u>Tax Collection</u> Contractual costs for tax collection services through the Town of Newstead, required supplies, and fees to Erie County for Tax Bills	\$ 17,500	\$ 18,000
A1480	<u>Public Information</u> Budget brochures and newsletters	\$ 1,500	\$ 1,500
A1670	<u>Central Mail</u> Costs for postage associated with district and building level mailings along with the fees to BOCES for production of forms, report cards, etc.	\$ 42,000	\$ 42,500
A1680	<u>Data Processing - BOCES</u> Computer costs for attendance, student scheduling, test scoring, report cards, and related hardware costs	\$ 409,200	\$ 450,000
A1910	<u>Insurance</u> Insurance premiums for fire, auto, liability, and vandalism	\$ 92,500	\$ 95,500
A1920	<u>School Association Dues</u> Costs of memberships in State, regional, and county associations	\$ 32,500	\$ 32,500
A1981	<u>Administrative Charge - BOCES</u> District's portion of BOCES administrative expenses	\$ 142,500	\$ 155,000
TOTAL CENTRAL OFFICE AND DISTRICT SERVICES		\$ 1,531,252	\$ 1,629,725

**Akron Central School District
General Fund Appropriations**

A1420	<u>Legal Services</u> School District Attorney and other legal fees	\$ 179,500	\$ 200,000
A1430	<u>Personnel</u> Costs for mandated employee physicals, arbitration fees, and advertising costs associated with recruitment of staff. Also the BOCES cost for substitute call in and certification services	\$ 18,750	\$ 23,500
TOTAL LEGAL AND PERSONNEL		\$ 198,250	\$ 223,500
A2010	<u>Curriculum Development</u> Salary for our Director of Educational Services, her 1 support staff, and the cost of training consultants, travel and supply expenses	\$ 227,299	\$ 254,672
A2020	<u>Administrative Supervision</u> Salaries of 3 principals, 1.5 assistant principals, Director of Special Education, .5 Athletic Director, 8 secretaries, and travel and supplies for all	\$ 904,983	\$ 988,995
A2060	<u>Administrative BOCES Fees</u> Cost for GASB required actuarial valuation services, health and safety risk specialist, AED/CPR services, and participation in Finance and Legislative services	\$ 86,000	\$ 95,000
A2630	<u>Director of Technology</u> Salary for the Director of Technology	\$ 135,000	\$ 121,561
A2330	<u>Special School Salaries</u> Non-Instructional salaries associated with running a district operated community education program	\$ -	\$ -
TOTAL INSTRUCTIONAL ADMINISTRATION		\$ 1,353,282	\$ 1,460,228
ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW		\$ 878,485	\$ 854,201
TOTAL ADMINISTRATIVE EXPENSES		\$ 4,003,669	\$ 4,217,122

PROGRAM EXPENSES

A2070	<u>In Service</u> Salaries and contractual costs for professional development activities at the district, along with BOCES costs for school improvement activities	\$ 180,300	\$ 220,000
A2110.12	Salaries of K-6 Teachers	\$ 3,362,093	\$ 3,379,670
A2110.13	Salaries of 7-12 Teachers	\$ 3,625,168	\$ 4,028,293
A2110.14	Salaries for Substitute Teachers	\$ 255,000	\$ 175,000
A2110.16	Salaries for Classroom Paraprofessionals - Teacher aides, monitors, lifeguards, etc.	\$ 356,689	\$ 371,243
A2110	Classroom supplies, Equipment and Other Expenses	\$ 449,880	\$ 435,930
A2110.47	<u>Regular, Foster and Health Tuition</u> The District pays tuition to other school districts for students (including those who entered foster care while living in Akron but who now live outside the District)	\$ 10,000	\$ 10,000

**Akron Central School District
General Fund Appropriations**

A2110.48	<u>Textbooks/Workbooks</u>	\$ 75,000	\$ 80,000
A2110.49	<u>BOCES</u> Includes testing, tuition, staff development costs, and contracted instructional services	\$ 371,400	\$ 295,000
A2330	<u>Special Schools</u> Costs to operate summer school and other supplemental programs	\$ 46,250	\$ 46,250
A2610	<u>School Library & Audio Visual</u> Salaries of librarians, supplies, contractual services including BOCES, and equipment	\$ 306,045	\$ 336,120
A2630	<u>Computer Assisted Instruction</u> Computer hardware and software and state aided computer expenditures	\$ 1,023,610	\$ 968,750
A2810	<u>Guidance</u> Salaries of guidance counselors, clerical staff, equipment, supplies and other expenses	\$ 577,121	\$ 600,265
A2815	<u>Health Services/School Nurses</u> Salaries of the two school nurses and one LPN, along with costs for supplies, equipment and other expenses	\$ 181,871	\$ 175,162
A2820	<u>Psychological Services</u> Salaries of school psychologists along with equipment, supplies and other expenses	\$ 128,550	\$ 153,799
A2825	<u>Social Work</u> Costs for two District Social Workers along with contracted social work services at Erie I BOCES	\$ 132,100	\$ 140,356
	TOTAL INSTRUCTIONAL	\$ 11,081,077	\$ 11,415,838
A2250	<u>Special Education</u> Salaries of special education teachers and paraprofessionals, equipment, supplies, BOCES services, residential and contracted tuition, and other expenses. Includes testing, tuition, staff development costs, and contracted instructional services	\$ 4,756,991	\$ 4,820,315
A2259.490	BOCES Services ELL	\$ 75,000	\$ -
A2280.49	Occupational Education	\$ 819,996	\$ 825,000
A9901	Transfer to Special Aid/Lunch Fund	\$ 42,500	\$ 60,000
	TOTAL EXCEPTIONAL EDUCATION	\$ 5,694,487	\$ 5,705,315
A2850	<u>Co-Curricular Activities</u> Salaries for chaperones, and class advisors as well as supplies	\$ 258,750	\$ 296,850
A2855	<u>Interscholastic Sports</u> Salaries of coaches, uniforms, equipment awards, officials, dues, fees and other costs	\$ 536,324	\$ 576,744
	TOTAL CO-CURRICULAR & ATHLETICS	\$ 795,074	\$ 873,594
A5510 & A5530	<u>Transportation</u> Costs for drivers, mechanics, fuels, equipment, supplies, insurance, etc as well as the salary cost for our Director of Transportation	\$ 1,692,132	\$ 1,854,877
	TOTAL TRANSPORTATION	\$ 1,692,132	\$ 1,854,877
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 6,255,140	\$ 6,134,211
	TOTAL PROGRAM EXPENSES	\$ 25,517,910	\$ 25,983,835

**Akron Central School District
General Fund Appropriations**

CAPITAL EXPENSES			
A1620 & A1621	<u>Operations & Maintenance</u> Salaries of the maintenance and grounds staff, salary for our Director of Facilities, equipment, supplies, service contracts, etc.	\$ 2,505,299	\$ 2,637,331
A1964	Refund of Real Property Taxes	\$ 10,000	\$ 10,000
	TOTAL OPERATIONS & MAINTENANCE	\$ 2,515,299	\$ 2,647,331
A9901	<u>Transfer to Debt Service</u>	\$ 3,503,092	\$ 3,555,833
	TOTAL DEBT SERVICE	\$ 3,503,092	\$ 3,555,833
A9901	Transfer to Capital Fund	\$ -	\$ 6,886,629
	TOTAL TRANSFERS TO CAPITAL	\$ -	\$ 6,886,629
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 622,100	\$ 636,071
	TOTAL CAPITAL EXPENSES	\$ 6,640,491	\$ 13,725,864

TOTAL GENERAL FUND EXPENSES	\$ 36,162,070	\$ 43,926,821
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EMPLOYEE BENEFIT EXPENSES			
A9010.800	<u>State Retirement</u> District's share of retirement plan for non-instructional employees	\$ 457,847	\$ 499,025
A9020.800	<u>Teacher's Retirement</u> District's share of retirement plan for instructional employees	\$ 1,252,414	\$ 1,198,165
A9020.810	<u>403b Retirement Benefit</u> Costs for contractual contributions to employee 403b plans	\$ 185,000	\$ 185,000
A9030.800	<u>Social Security</u> District's share of Social Security and Medicare payments for employees	\$ 1,325,744	\$ 1,184,904
A9040.800	<u>Worker's Compensation</u> Premiums paid by the District as required by law.	\$ 205,000	\$ 163,000
A9045-800	<u>Life Insurance</u> Costs for contractual contributions to life insurance policies for certain employees	\$ 15,500	\$ 15,500
A9050-800	<u>Unemployment Insurance</u> Costs to pay the unemployment claims of staff who qualify for those benefits under state and federal law	\$ 10,000	\$ 10,000
A9060-810 & A9060-820	<u>Health & Dental Insurance</u> District's share of health and dental insurance premiums for their employees.	\$ 4,289,220	\$ 4,353,889
A9060-830	<u>Flexible Benefits</u> Costs associated with contractual benefits for a Flexible Benefits Plan for employees	\$ 15,000	\$ 15,000
	TOTAL EMPLOYEE BENEFITS	\$ 7,755,725	\$ 7,624,483
	ALLOCATION OF BENEFITS TO ADMINISTRATIVE COMPONENT	\$ 878,485	\$ 854,201
	ALLOCATION OF BENEFITS TO PROGRAM COMPONENT	\$ 6,255,140	\$ 6,134,211
	ALLOCATION OF BENEFITS TO CAPITAL COMPONENT	\$ 622,100	\$ 636,071

Administrative Component

Board of Education & District Clerk

This administrative section covers all expenses related to the Board of Education, including the costs for advertising and election staff as well as supplies needed for the Annual Meeting. In addition, this category provides funds for board members to attend local and state conferences as well as purchase materials and supplies for the Board to carry out its duties and obligations. Note: your school board members serve the district on a volunteer basis.

Central Office & District Services

This section includes the cost of salaries for the Superintendent and his staff and our School Business Administrator and her staff. It also includes budget resources for travel and conference expenses, workshops, books, periodicals, office supplies, central mailing and data processing costs and BOCES services provided to these departmental areas. This section also includes costs to cover expenses for the preparation and publication of various informational materials for district parents and community members as well as public liability and student insurance expenses, school association dues, and the administrative charge for the use of BOCES services and facilities. This section also includes the cost of our independent auditors, internal claims auditor, treasurer and tax collector supplies and services.

Legal & Personnel

These costs cover expenses for our outside legal firm as well as our subscription to the personnel legal resources through BOCES. In addition, there are resources included which cover advertising and arbitration expenses for the district.

Instructional Administration

This category includes the salaries of our administrative team and staff, travel and conference expenses, office materials and supplies and subscription to various BOCES services, such as our health and safety risk specialist.

Capital Component

Operations & Maintenance

This section captures all the costs associated with the operation and maintenance of the school buildings and grounds, including activities concerned with keeping the physical plant open, comfortable, and safe for use. It also includes keeping the buildings, grounds and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of the school. Costs include salaries for the building custodians and cleaners as well as the costs for our Director of Facilities. Also included are anticipated costs for equipment replacement, service contracts for trash removal, maintenance on certain equipment and insurance. In addition, we have budgeted for the costs of utilities, water, sewer and telephone. Expenses for travel and conferences, which are necessary to maintain specific certifications, are also included. We also include costs for possible repairs to boilers and machinery. In addition, the cost for refunds of real property taxes of prior years is included in this category.

Debt Service

This item represents the transfer to the Debt Service Fund for all principal and interest payments during the next fiscal year for projects that were previously approved by the voters of the district.

Transfer to Capital

This line reflects the transfer of resources to the Capital Fund to be used toward construction of voter-approved projects.

Program Component

Instruction

Instruction is the core of the school budget and includes salaries for regular K-12 instruction, teacher substitutes, classroom aides, monitors, library, audiovisual and computer personnel as well as student support services (guidance), health professionals, and psychologists. It also covers the cost of supplies, textbooks and equipment needs associated with the operation of the instructional program of the district. Other expenses include travel and conferences for teachers, bookbinding, tuition costs for foster children, and copier service contracts.

Exceptional Education

The programs in this category provide for students with special learning needs. Costs include the salaries of the special education team, equipment needed to serve the children, and travel and conference expenses for various programmatic enhancements. This category also provides for students' tuition to various other programs as determined necessary by the Committee on Special Education. It also includes shared instructional BOCES services including Occupational Education.

Co-Curricular & Athletics

Co-curricular activities include school club programs, athletic supervision and intramural athletics. Interscholastic athletics includes program costs for sports activities both at home and while visiting other districts. This section captures the salary costs for all coaches, supervisors, advisors and officials. Also included are costs for the district's athletic trainer, travel & conference costs for staff, and materials & supplies for both areas. In addition, budget resources have been provided for the reconditioning of athletic equipment.

Transportation

The Akron Central School District provides regular transportation within and outside the district, for special education programs, interscholastic activities at other locations, and field trips for its educational programs. This category provides funding to transport students under district policy and mandated State Education Department regulations. Salary for our Director of Transportation along with the salaries for bus drivers, bus attendants, and mechanics are included within these totals. Insurance for buses, as well as parts, tires, repairs and fuel have also been budgeted.

Contingent Budget Spending

Contingency budget estimates are based on Section 2023 of the Education Law. A contingent budget for Akron CSD for 2024-25 is anticipated to result in a decrease of approximately \$538,023 from the original budget of \$43,926,821.

Under a contingency budget, state law allows a school district to operate the regular instructional program, preserve the health and safety of students and staff, and protect the district's property. Districts are prohibited from spending money on items such as new equipment or nonessential maintenance projects. In addition, a district would be required to charge for public use of their facilities, except when there is no cost to the district.

**NEW YORK STATE
DISTRICT
REPORT CARD**

AKRON 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
American Indian or Alaska Native	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	4	4	—	2
American Indian or Alaska Native	2	3	—	1
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	—	—	—	—
Hispanic or Latino	—	—	—	—
Multiracial	4	4	—	2
White	4	4	—	3
English Language Learner	—	—	—	—
Students with Disabilities	4	4	—	3
Economically Disadvantaged	4	4	—	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	543	165.2	4
	Math	537	182	
	Combined	1,080	173.6	
American Indian or Alaska Native	ELA	65	106.9	2
	Math	68	137.5	
	Combined	133	122.6	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Black or African American	ELA	4	–	–
	Math	4	–	
	Combined	8	–	
Hispanic or Latino	ELA	5	190	–
	Math	5	180	
	Combined	10	–	
Multiracial	ELA	34	177.9	4
	Math	31	200	
	Combined	65	188.5	
White	ELA	432	172.2	4
	Math	426	188.1	
	Combined	858	180.1	
English Language Learner	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Students with Disabilities	ELA	97	99.5	4
	Math	95	115.8	
	Combined	192	107.6	
Economically Disadvantaged	ELA	237	135.4	4
	Math	230	162.8	
	Combined	467	148.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	543	165.2	4
	Math	539	181.4	
	Combined	1,082	173.2	
American Indian or Alaska Native	ELA	70	99.3	3
	Math	70	133.6	
	Combined	140	116.4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	–	–
	Math	3	–	
	Combined	6	–	
Black or African American	ELA	4	–	–
	Math	4	–	
	Combined	8	–	
Hispanic or Latino	ELA	5	190	–
	Math	5	180	
	Combined	10	–	
Multiracial	ELA	34	177.9	4
	Math	32	193.8	
	Combined	66	185.6	
White	ELA	432	172.2	4
	Math	426	188.1	
	Combined	858	180.1	
English Language Learner	ELA	1	–	–
	Math	1	–	
	Combined	2	–	
Students with Disabilities	ELA	103	93.7	4
	Math	102	107.8	
	Combined	205	100.7	
Economically Disadvantaged	ELA	238	134.9	4
	Math	238	157.4	
	Combined	476	146.1	

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	745	157	21.1%	2
American Indian or Alaska Native	94	40	42.6%	1
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–
Black or African American	6	–	–	–
Hispanic or Latino	8	–	–	–
Multiracial	41	11	26.8%	2
White	593	102	17.2%	3
English Language Learner	1	–	–	–
Students with Disabilities	128	34	26.6%	3
Economically Disadvantaged	342	104	30.4%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	585	95.4%
American Indian or Alaska Native	✗	77	88.3%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	4	—
Hispanic or Latino	—	5	—
Multiracial	—	35	—
White	✓	461	96.1%
English Language Learner	—	1	—
Students with Disabilities	✗	93	88.2%
Economically Disadvantaged	✗	262	94.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	583	94.7%
American Indian or Alaska Native	✗	77	92.2%
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	4	—
Hispanic or Latino	—	5	—
Multiracial	—	35	—
White	✓	459	95.2%
English Language Learner	—	1	—
Students with Disabilities	✗	92	87%
Economically Disadvantaged	✗	261	92%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
American Indian or Alaska Native	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	117	181.6	162.5	4
	Math	80	146.9		
	Science	54	157.4		
American Indian or Alaska Native	ELA	15	176.7	119.6	2
	Math	9	88.9		
	Science	5	80		
Hispanic or Latino	ELA	2	–	–	–
	Math	1	–		
	Science	1	–		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	–	–		
White	ELA	99	184.8	168.8	4
	Math	69	154.3		
	Science	48	166.7		
Students with Disabilities	ELA	17	91.2	83.3	2
	Math	7	14.3		
	Science	2	–		
Economically Disadvantaged	ELA	43	151.2	131.2	3
	Math	25	132		
	Science	11	100		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	119	178.6	131.9	4
	Math	115	102.2		
	Science	80	106.3		
American Indian or Alaska Native	ELA	15	176.7	100.5	2
	Math	15	53.3		
	Science	7	57.1		
Hispanic or Latino	ELA	2	–	–	–
	Math	2	–		
	Science	1	–		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	–	–		
White	ELA	101	181.2	136.9	4
	Math	97	109.8		
	Science	72	111.1		
Students with Disabilities	ELA	19	81.6	50.1	2
	Math	19	5.3		
	Science	5	70		
Economically Disadvantaged	ELA	43	151.2	101.5	3
	Math	42	78.6		
	Science	18	61.1		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	123	114	92.7%	94.1%	3
	5-year	113	104	92%		
	6-year	119	116	97.5%		
American Indian or Alaska Native	4-year	15	13	86.7%	87.1%	2
	5-year	16	14	87.5%		
	6-year	13	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Black or African American	4-year	3	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Multiracial	4-year	0	–	–	–	–
	5-year	4	–	–		
	6-year	2	–	–		
White	4-year	105	100	95.2%	95.8%	4
	5-year	91	84	92.3%		
	6-year	104	104	100%		
English Language Learner	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	20	16	80%	87.1%	4
	5-year	8	–	–		
	6-year	17	16	94.1%		
Economically Disadvantaged	4-year	44	43	97.7%	97.4%	4
	5-year	35	34	97.1%		
	6-year	40	39	97.5%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	418	100	23.9%	3
American Indian or Alaska Native	48	26	54.2%	1
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—
Black or African American	2	—	—	—
Hispanic or Latino	5	—	—	—
Multiracial	11	—	—	—
White	352	67	19%	3
English Language Learner	—	—	—	—
Students with Disabilities	56	22	39.3%	2
Economically Disadvantaged	177	63	35.6%	3

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	117	98.3%
American Indian or Alaska Native	—	13	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—
Black or African American	—	0	—
Hispanic or Latino	—	2	—
Multiracial	—	1	—
White	✓	101	98%
English Language Learner	—	0	—
Students with Disabilities	—	16	—
Economically Disadvantaged	✓	41	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	112	68.8%
American Indian or Alaska Native	–	13	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–
Black or African American	–	0	–
Hispanic or Latino	–	2	–
Multiracial	–	1	–
White	X	96	70.8%
English Language Learner	–	0	–
Students with Disabilities	–	16	–
Economically Disadvantaged	X	40	57.5%

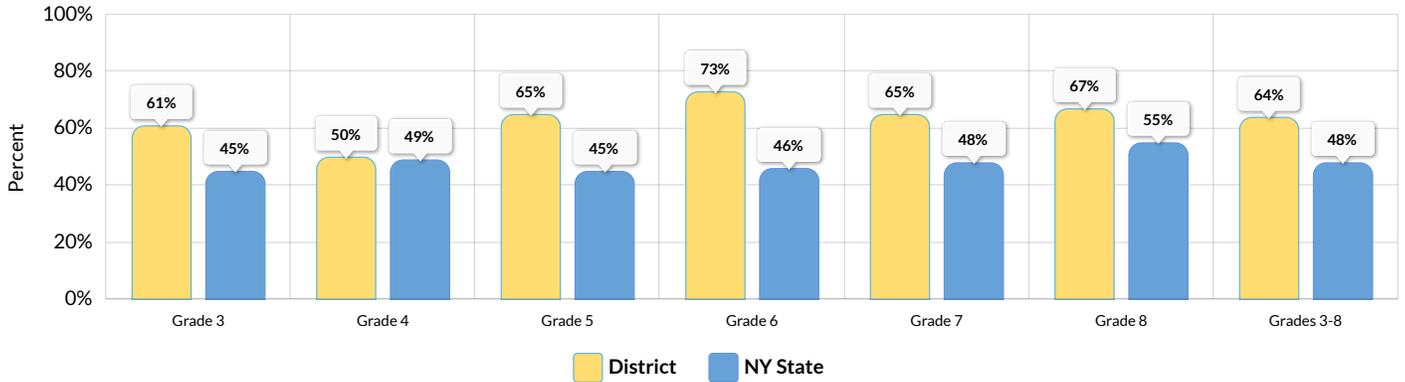
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



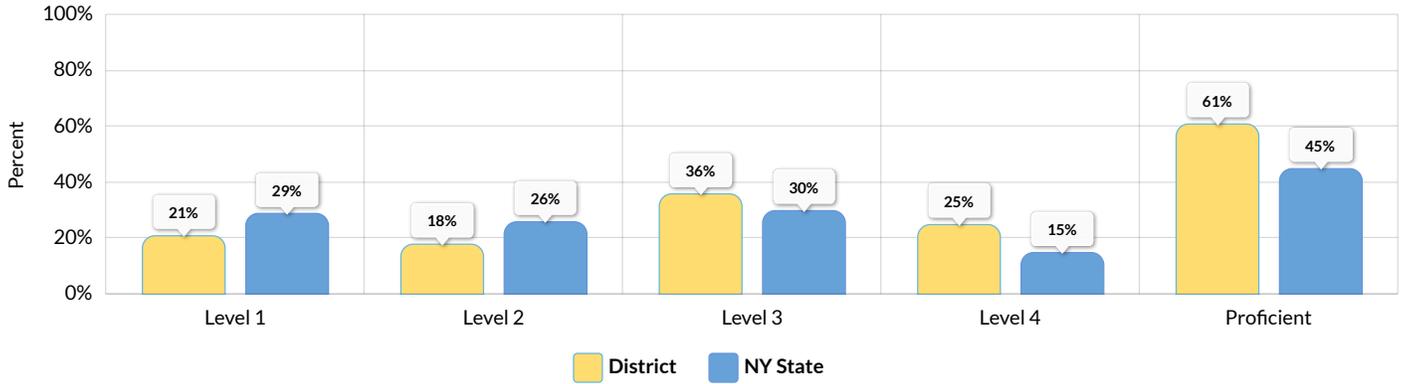
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	112	2	2%	110	98%	23	21%	20	18%	40	36%	27	25%	67	61%
Grade 4	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%
Grade 5	94	17	18%	77	82%	6	8%	21	27%	34	44%	16	21%	50	65%
Grade 6	93	3	3%	90	97%	8	9%	16	18%	29	32%	37	41%	66	73%
Grade 7	104	4	4%	100	96%	16	16%	19	19%	37	37%	28	28%	65	65%
Grade 8	99	7	7%	92	93%	3	3%	27	29%	44	48%	18	20%	62	67%
Grades 3-8	588	37	6%	551	94%	67	12%	133	24%	206	37%	145	26%	351	64%

GRADE 3 ELA RESULTS

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Percent Scoring at Levels for All Students



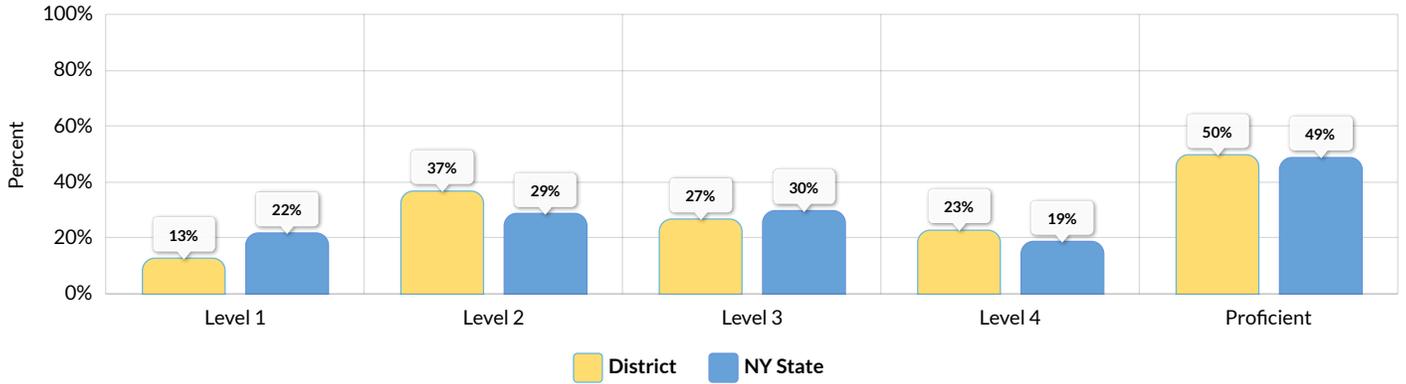
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	2	2%	110	98%	23	21%	20	18%	40	36%	27	25%	67	61%
Female	60	0	0%	60	100%	13	22%	7	12%	23	38%	17	28%	40	67%
Male	52	2	4%	50	96%	10	20%	13	26%	17	34%	10	20%	27	54%
General Education Students	89	0	0%	89	100%	10	11%	16	18%	38	43%	25	28%	63	71%
Students with Disabilities	23	2	9%	21	91%	13	62%	4	19%	2	10%	2	10%	4	19%
American Indian or Alaska Native	13	0	0%	13	100%	5	38%	3	23%	4	31%	1	8%	5	38%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	90	2	2%	88	98%	16	18%	15	17%	35	40%	22	25%	57	65%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	2	22%	2	22%	1	11%	4	44%	5	56%
Economically Disadvantaged	41	0	0%	41	100%	15	37%	8	20%	12	29%	6	15%	18	44%
Not Economically Disadvantaged	71	2	3%	69	97%	8	12%	12	17%	28	41%	21	30%	49	71%
Non-English Language Learner	112	2	2%	110	98%	23	21%	20	18%	40	36%	27	25%	67	61%
Not in Foster Care	112	2	2%	110	98%	23	21%	20	18%	40	36%	27	25%	67	61%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	111	2	2%	109	98%	–	–	–	–	–	–	–	–	–	–
Not Migrant	112	2	2%	110	98%	23	21%	20	18%	40	36%	27	25%	67	61%
Parent Not in Armed Forces	112	2	2%	110	98%	23	21%	20	18%	40	36%	27	25%	67	61%

GRADE 4 ELA RESULTS

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Percent Scoring at Levels for All Students



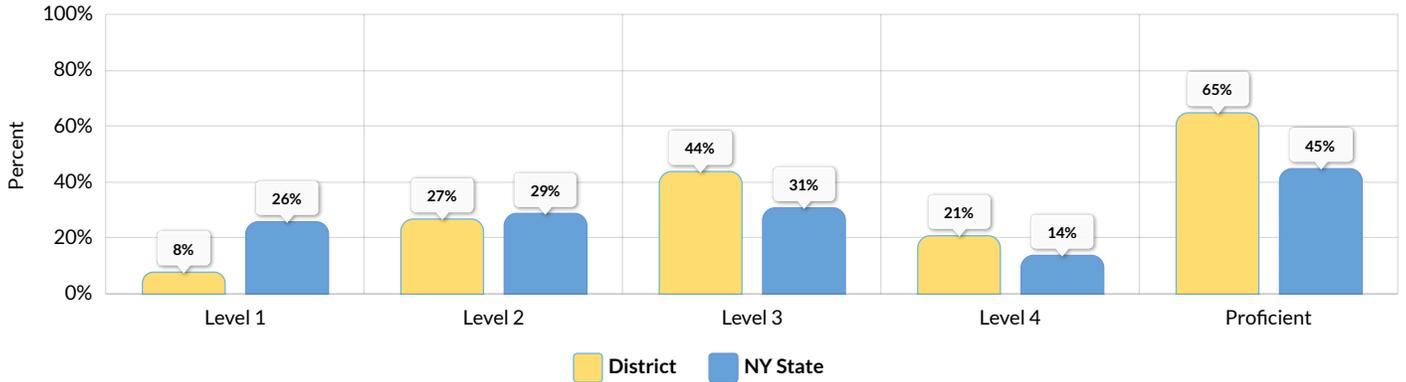
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%
Female	39	2	5%	37	95%	3	8%	10	27%	10	27%	14	38%	24	65%
Male	47	2	4%	45	96%	8	18%	20	44%	12	27%	5	11%	17	38%
General Education Students	73	2	3%	71	97%	6	8%	25	35%	21	30%	19	27%	40	56%
Students with Disabilities	13	2	15%	11	85%	5	45%	5	45%	1	9%	0	0%	1	9%
American Indian or Alaska Native	9	0	0%	9	100%	2	22%	6	67%	1	11%	0	0%	1	11%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	67	4	6%	63	94%	9	14%	21	33%	17	27%	16	25%	33	52%
Multiracial	9	0	0%	9	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	3	30%	4	40%	3	30%	7	70%
Economically Disadvantaged	42	2	5%	40	95%	8	20%	17	43%	11	28%	4	10%	15	38%
Not Economically Disadvantaged	44	2	5%	42	95%	3	7%	13	31%	11	26%	15	36%	26	62%
Non-English Language Learner	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%
Not in Foster Care	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%
Not Homeless	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%
Not Migrant	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%
Parent Not in Armed Forces	86	4	5%	82	95%	11	13%	30	37%	22	27%	19	23%	41	50%

GRADE 5 ELA RESULTS

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Percent Scoring at Levels for All Students



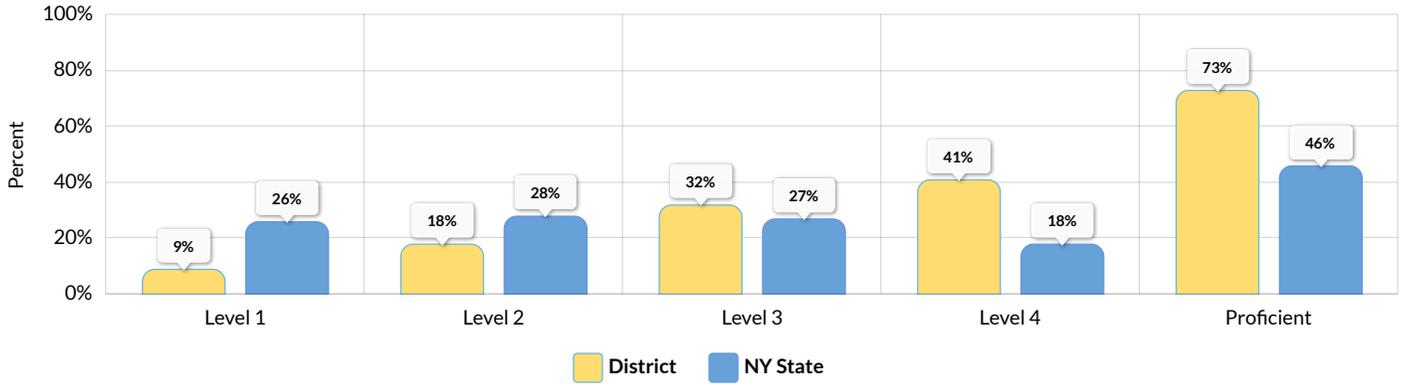
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	17	18%	77	82%	6	8%	21	27%	34	44%	16	21%	50	65%
Female	47	8	17%	39	83%	2	5%	11	28%	16	41%	10	26%	26	67%
Male	47	9	19%	38	81%	4	11%	10	26%	18	47%	6	16%	24	63%
General Education Students	81	13	16%	68	84%	4	6%	18	26%	30	44%	16	24%	46	68%
Students with Disabilities	13	4	31%	9	69%	2	22%	3	33%	4	44%	0	0%	4	44%
American Indian or Alaska Native	14	6	43%	8	57%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	77	11	14%	66	86%	6	9%	13	20%	32	48%	15	23%	47	71%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	6	35%	11	65%	0	0%	8	73%	2	18%	1	9%	3	27%
Economically Disadvantaged	46	9	20%	37	80%	3	8%	15	41%	14	38%	5	14%	19	51%
Not Economically Disadvantaged	48	8	17%	40	83%	3	8%	6	15%	20	50%	11	28%	31	78%
Non-English Language Learner	94	17	18%	77	82%	6	8%	21	27%	34	44%	16	21%	50	65%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	93	16	17%	77	83%	6	8%	21	27%	34	44%	16	21%	50	65%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	93	17	18%	76	82%	–	–	–	–	–	–	–	–	–	–
Not Migrant	94	17	18%	77	82%	6	8%	21	27%	34	44%	16	21%	50	65%
Parent Not in Armed Forces	94	17	18%	77	82%	6	8%	21	27%	34	44%	16	21%	50	65%

GRADE 6 ELA RESULTS

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Percent Scoring at Levels for All Students



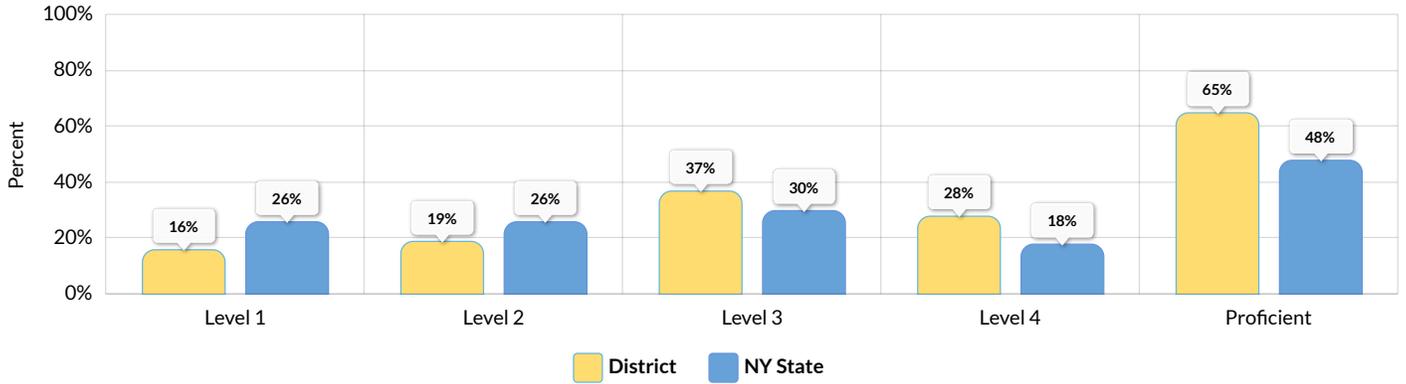
Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	93	3	3%	90	97%	8	9%	16	18%	29	32%	37	41%	66	73%	
Female	52	2	4%	50	96%	3	6%	7	14%	13	26%	27	54%	40	80%	
Male	41	1	2%	40	98%	5	13%	9	23%	16	40%	10	25%	26	65%	
General Education Students	82	2	2%	80	98%	3	4%	12	15%	28	35%	37	46%	65	81%	
Students with Disabilities	11	1	9%	10	91%	5	50%	4	40%	1	10%	0	0%	1	10%	
American Indian or Alaska Native	13	1	8%	12	92%	3	25%	3	25%	4	33%	2	17%	6	50%	
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
White	71	2	3%	69	97%	4	6%	11	16%	22	32%	32	46%	54	78%	
Multiracial	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–	
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	1	11%	2	22%	3	33%	3	33%	6	67%	
Economically Disadvantaged	36	2	6%	34	94%	7	21%	8	24%	11	32%	8	24%	19	56%	
Not Economically Disadvantaged	57	1	2%	56	98%	1	2%	8	14%	18	32%	29	52%	47	84%	
Non-English Language Learner	93	3	3%	90	97%	8	9%	16	18%	29	32%	37	41%	66	73%	
Not in Foster Care	93	3	3%	90	97%	8	9%	16	18%	29	32%	37	41%	66	73%	
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–	
Not Homeless	92	3	3%	89	97%	–	–	–	–	–	–	–	–	–	–	
Not Migrant	93	3	3%	90	97%	8	9%	16	18%	29	32%	37	41%	66	73%	
Parent Not in Armed Forces	93	3	3%	90	97%	8	9%	16	18%	29	32%	37	41%	66	73%	

GRADE 7 ELA RESULTS

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Percent Scoring at Levels for All Students



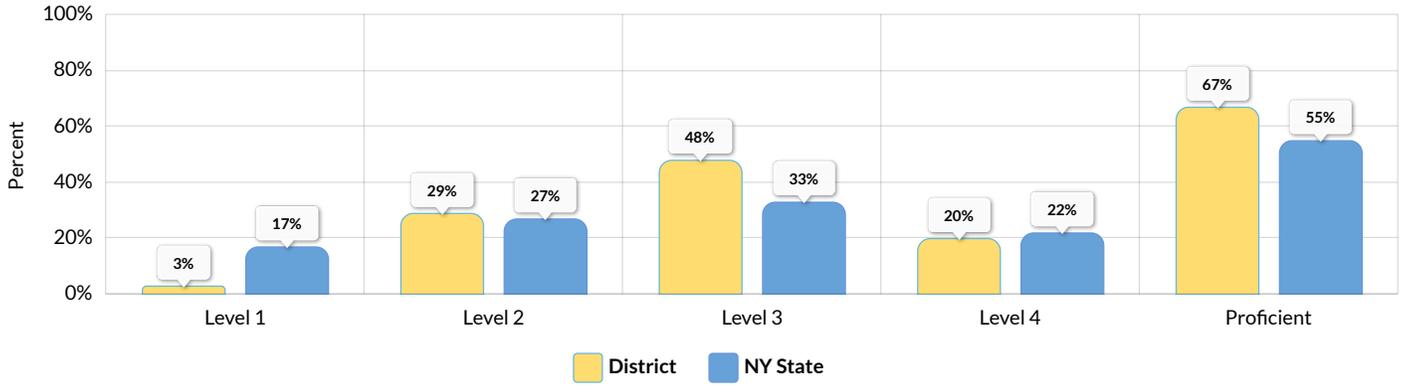
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	4	4%	100	96%	16	16%	19	19%	37	37%	28	28%	65	65%
Female	56	0	0%	56	100%	3	5%	12	21%	20	36%	21	38%	41	73%
Male	48	4	8%	44	92%	13	30%	7	16%	17	39%	7	16%	24	55%
General Education Students	88	0	0%	88	100%	11	13%	15	17%	34	39%	28	32%	62	70%
Students with Disabilities	16	4	25%	12	75%	5	42%	4	33%	3	25%	0	0%	3	25%
American Indian or Alaska Native	17	1	6%	16	94%	8	50%	4	25%	4	25%	0	0%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	81	3	4%	78	96%	8	10%	15	19%	29	37%	26	33%	55	71%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	4	67%	2	33%	6	100%
Economically Disadvantaged	46	0	0%	46	100%	12	26%	14	30%	16	35%	4	9%	20	43%
Not Economically Disadvantaged	58	4	7%	54	93%	4	7%	5	9%	21	39%	24	44%	45	83%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	103	4	4%	99	96%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	104	4	4%	100	96%	16	16%	19	19%	37	37%	28	28%	65	65%
Not Homeless	104	4	4%	100	96%	16	16%	19	19%	37	37%	28	28%	65	65%
Not Migrant	104	4	4%	100	96%	16	16%	19	19%	37	37%	28	28%	65	65%
Parent Not in Armed Forces	104	4	4%	100	96%	16	16%	19	19%	37	37%	28	28%	65	65%

GRADE 8 ELA RESULTS

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Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	7	7%	92	93%	3	3%	27	29%	44	48%	18	20%	62	67%
Female	46	1	2%	45	98%	1	2%	8	18%	22	49%	14	31%	36	80%
Male	53	6	11%	47	89%	2	4%	19	40%	22	47%	4	9%	26	55%
General Education Students	80	0	0%	80	100%	0	0%	22	28%	40	50%	18	23%	58	73%
Students with Disabilities	19	7	37%	12	63%	3	25%	5	42%	4	33%	0	0%	4	33%
American Indian or Alaska Native	11	3	27%	8	73%	1	13%	4	50%	3	38%	0	0%	3	38%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	78	4	5%	74	95%	2	3%	21	28%	36	49%	15	20%	51	69%
Multiracial	7	0	0%	7	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	0	0%	10	100%	0	0%	2	20%	5	50%	3	30%	8	80%
Economically Disadvantaged	52	3	6%	49	94%	2	4%	15	31%	27	55%	5	10%	32	65%
Not Economically Disadvantaged	47	4	9%	43	91%	1	2%	12	28%	17	40%	13	30%	30	70%
Non-English Language Learner	99	7	7%	92	93%	3	3%	27	29%	44	48%	18	20%	62	67%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	98	7	7%	91	93%	–	–	–	–	–	–	–	–	–	–
Not Homeless	99	7	7%	92	93%	3	3%	27	29%	44	48%	18	20%	62	67%
Not Migrant	99	7	7%	92	93%	3	3%	27	29%	44	48%	18	20%	62	67%
Parent Not in Armed Forces	99	7	7%	92	93%	3	3%	27	29%	44	48%	18	20%	62	67%

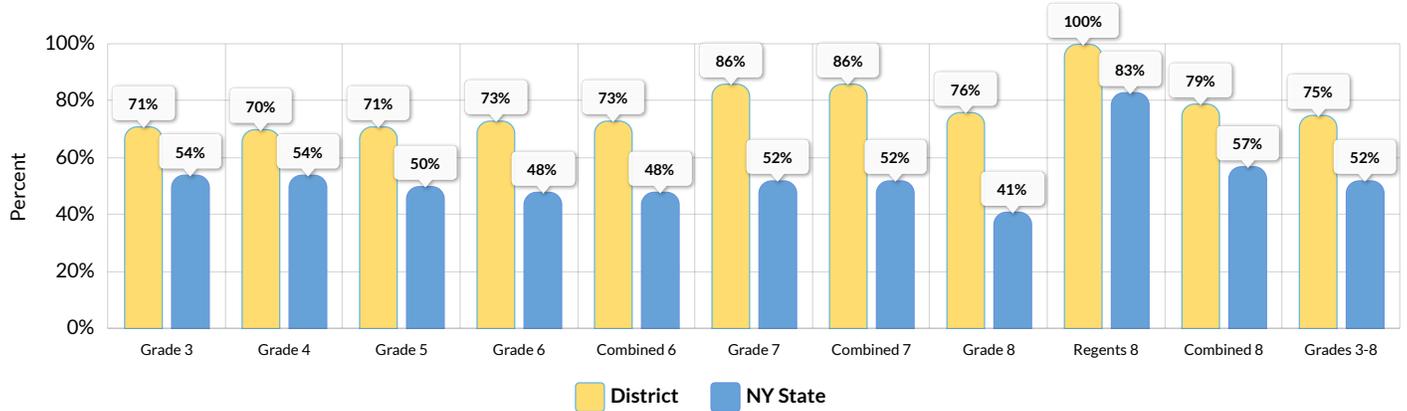
GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	112	4	4%	108	96%	10	9%	21	19%	52	48%	25	23%	77	71%
Grade 4	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%
Grade 5	94	16	17%	78	83%	4	5%	19	24%	38	49%	17	22%	55	71%
Grade 6	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%
Combined 6	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%
Grade 7	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%
Combined 7	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%
Grade 8	99	20	20%	79	80%	6	8%	13	16%	37	47%	23	29%	60	76%
Regents 8	—	—	—	12	12%	0	0%	0	0%	0	0%	12	100%	12	100%
Combined 8	99	8	8%	91	92%	6	7%	13	14%	37	41%	35	38%	72	79%
Grades 3-8	588	43	7%	545	93%	38	7%	98	18%	263	48%	146	27%	409	75%

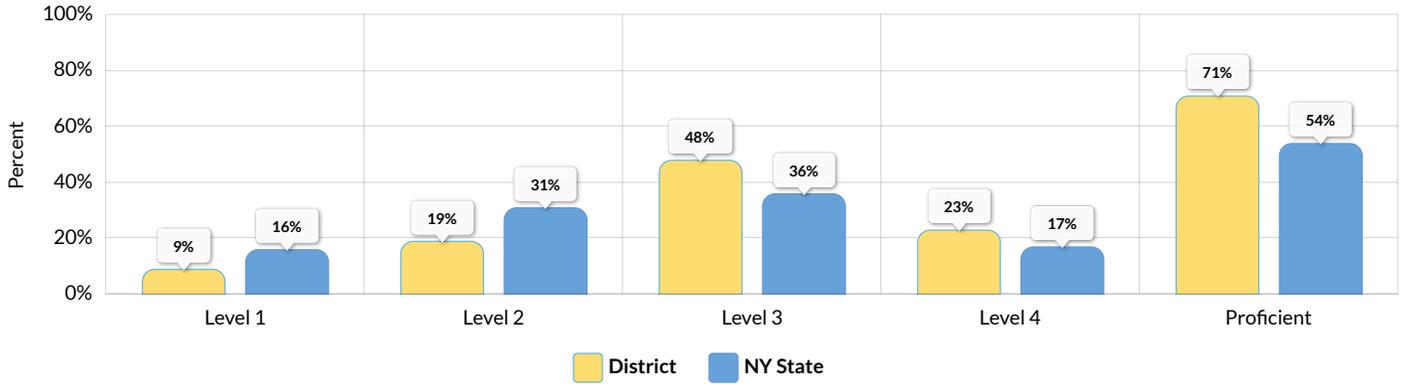
See report card Glossary and Guide for criteria used to include students in this table.

GRADE 3 MATH RESULTS

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



Percent Scoring at Levels for All Students



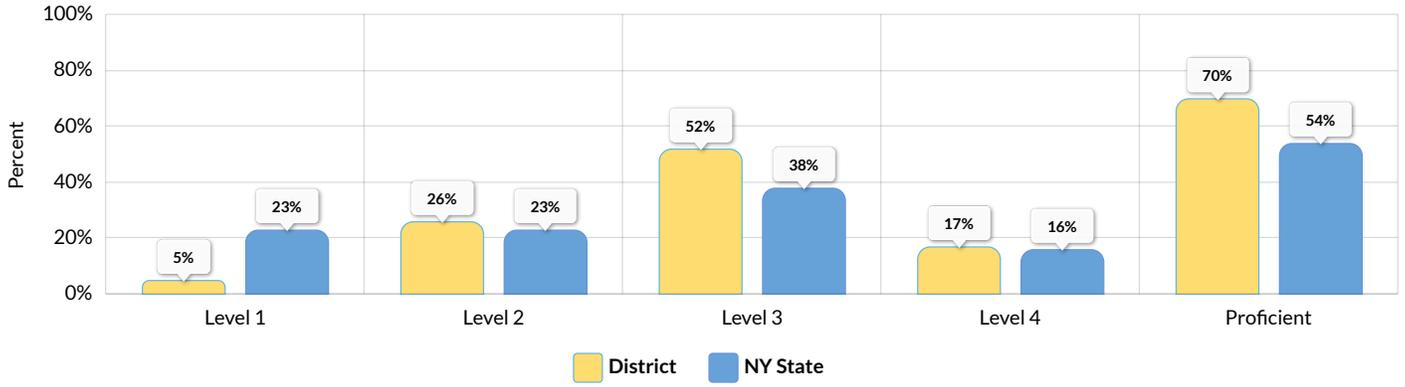
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	4	4%	108	96%	10	9%	21	19%	52	48%	25	23%	77	71%
Female	60	1	2%	59	98%	6	10%	10	17%	28	47%	15	25%	43	73%
Male	52	3	6%	49	94%	4	8%	11	22%	24	49%	10	20%	34	69%
General Education Students	89	0	0%	89	100%	2	2%	16	18%	48	54%	23	26%	71	80%
Students with Disabilities	23	4	17%	19	83%	8	42%	5	26%	4	21%	2	11%	6	32%
American Indian or Alaska Native	13	0	0%	13	100%	2	15%	3	23%	6	46%	2	15%	8	62%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	90	2	2%	88	98%	7	8%	16	18%	44	50%	21	24%	65	74%
Multiracial	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	1	14%	2	29%	2	29%	2	29%	4	57%
Economically Disadvantaged	41	1	2%	40	98%	8	20%	9	23%	18	45%	5	13%	23	58%
Not Economically Disadvantaged	71	3	4%	68	96%	2	3%	12	18%	34	50%	20	29%	54	79%
Non-English Language Learner	112	4	4%	108	96%	10	9%	21	19%	52	48%	25	23%	77	71%
Not in Foster Care	112	4	4%	108	96%	10	9%	21	19%	52	48%	25	23%	77	71%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	111	4	4%	107	96%	–	–	–	–	–	–	–	–	–	–
Not Migrant	112	4	4%	108	96%	10	9%	21	19%	52	48%	25	23%	77	71%
Parent Not in Armed Forces	112	4	4%	108	96%	10	9%	21	19%	52	48%	25	23%	77	71%

GRADE 4 MATH RESULTS

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



Percent Scoring at Levels for All Students



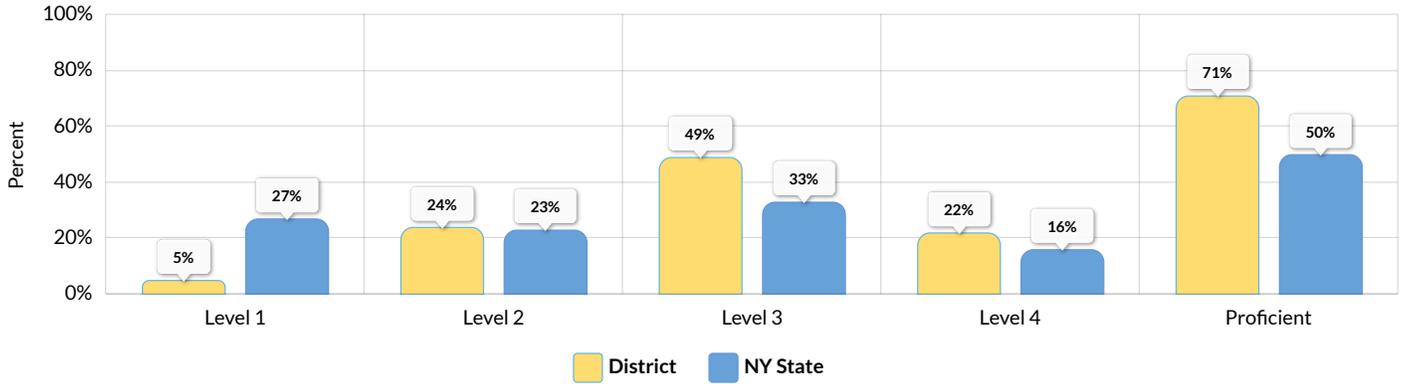
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%
Female	39	2	5%	37	95%	0	0%	11	30%	18	49%	8	22%	26	70%
Male	47	2	4%	45	96%	4	9%	10	22%	25	56%	6	13%	31	69%
General Education Students	73	2	3%	71	97%	2	3%	15	21%	40	56%	14	20%	54	76%
Students with Disabilities	13	2	15%	11	85%	2	18%	6	55%	3	27%	0	0%	3	27%
American Indian or Alaska Native	9	0	0%	9	100%	1	11%	7	78%	0	0%	1	11%	1	11%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	67	3	4%	64	96%	3	5%	13	20%	36	56%	12	19%	48	75%
Multiracial	9	1	11%	8	89%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	0	0%	1	11%	7	78%	1	11%	8	89%
Economically Disadvantaged	42	2	5%	40	95%	3	8%	15	38%	17	43%	5	13%	22	55%
Not Economically Disadvantaged	44	2	5%	42	95%	1	2%	6	14%	26	62%	9	21%	35	83%
Non-English Language Learner	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%
Not in Foster Care	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%
Not Homeless	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%
Not Migrant	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%
Parent Not in Armed Forces	86	4	5%	82	95%	4	5%	21	26%	43	52%	14	17%	57	70%

GRADE 5 MATH RESULTS

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



Percent Scoring at Levels for All Students



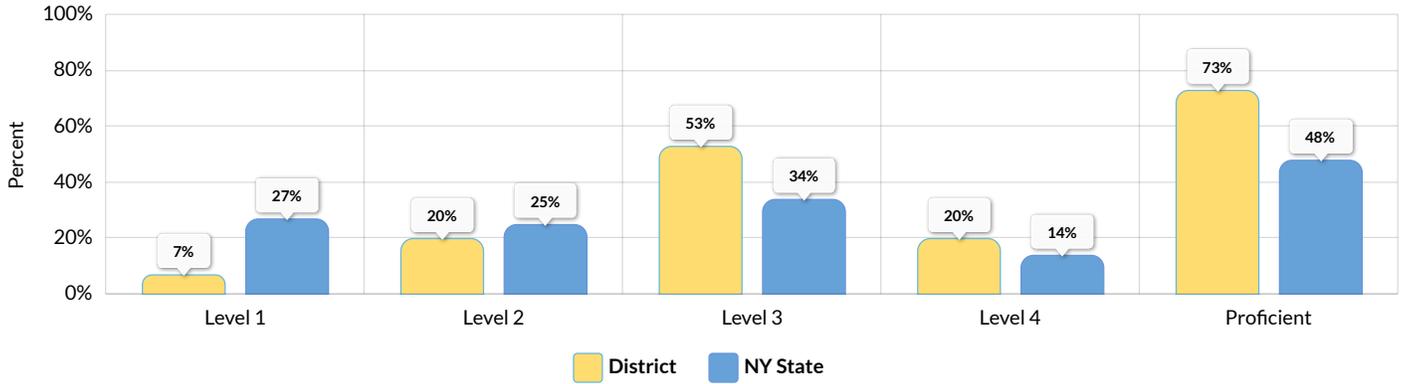
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	94	16	17%	78	83%	4	5%	19	24%	38	49%	17	22%	55	71%
Female	47	9	19%	38	81%	1	3%	12	32%	15	39%	10	26%	25	66%
Male	47	7	15%	40	85%	3	8%	7	18%	23	58%	7	18%	30	75%
General Education Students	81	13	16%	68	84%	1	1%	15	22%	36	53%	16	24%	52	76%
Students with Disabilities	13	3	23%	10	77%	3	30%	4	40%	2	20%	1	10%	3	30%
American Indian or Alaska Native	14	3	21%	11	79%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	77	13	17%	64	83%	4	6%	14	22%	29	45%	17	27%	46	72%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	17	3	18%	14	82%	0	0%	5	36%	9	64%	0	0%	9	64%
Economically Disadvantaged	46	10	22%	36	78%	1	3%	11	31%	17	47%	7	19%	24	67%
Not Economically Disadvantaged	48	6	13%	42	88%	3	7%	8	19%	21	50%	10	24%	31	74%
Non-English Language Learner	94	16	17%	78	83%	4	5%	19	24%	38	49%	17	22%	55	71%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	93	15	16%	78	84%	4	5%	19	24%	38	49%	17	22%	55	71%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	93	16	17%	77	83%	–	–	–	–	–	–	–	–	–	–
Not Migrant	94	16	17%	78	83%	4	5%	19	24%	38	49%	17	22%	55	71%
Parent Not in Armed Forces	94	16	17%	78	83%	4	5%	19	24%	38	49%	17	22%	55	71%

GRADE 6 MATH RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%
Female	52	4	8%	48	92%	4	8%	7	15%	27	56%	10	21%	37	77%
Male	41	0	0%	41	100%	2	5%	11	27%	20	49%	8	20%	28	68%
General Education Students	82	3	4%	79	96%	2	3%	12	15%	47	59%	18	23%	65	82%
Students with Disabilities	11	1	9%	10	91%	4	40%	6	60%	0	0%	0	0%	0	0%
American Indian or Alaska Native	13	1	8%	12	92%	2	17%	8	67%	1	8%	1	8%	2	17%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	71	3	4%	68	96%	4	6%	8	12%	40	59%	16	24%	56	82%
Multiracial	8	0	0%	8	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	0	0%	2	22%	6	67%	1	11%	7	78%
Economically Disadvantaged	36	3	8%	33	92%	5	15%	10	30%	14	42%	4	12%	18	55%
Not Economically Disadvantaged	57	1	2%	56	98%	1	2%	8	14%	33	59%	14	25%	47	84%
Non-English Language Learner	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%
Not in Foster Care	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%
Homeless	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not Homeless	92	4	4%	88	96%	–	–	–	–	–	–	–	–	–	–
Not Migrant	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%
Parent Not in Armed Forces	93	4	4%	89	96%	6	7%	18	20%	47	53%	18	20%	65	73%

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.



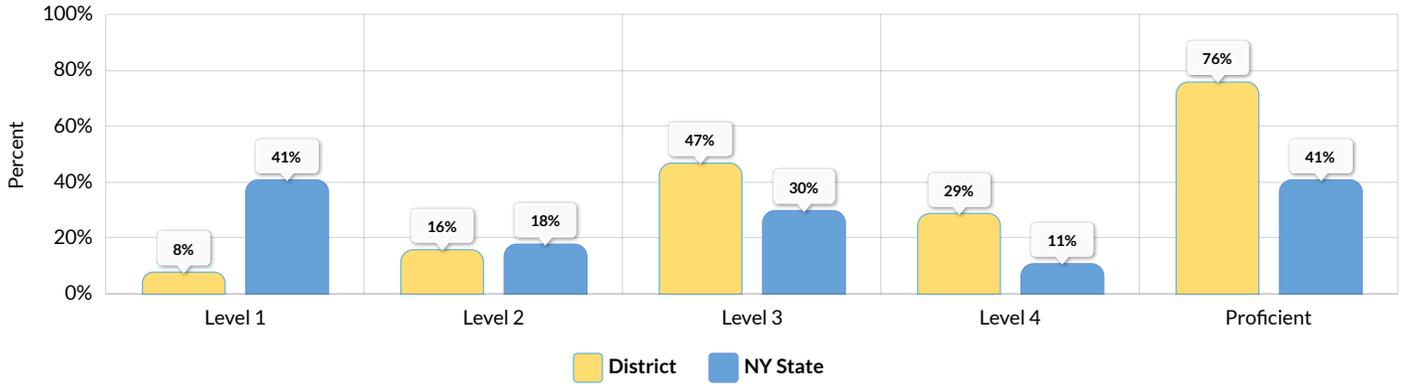
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%
Female	56	2	4%	54	96%	2	4%	4	7%	27	50%	21	39%	48	89%
Male	48	5	10%	43	90%	6	14%	2	5%	19	44%	16	37%	35	81%
General Education Students	88	3	3%	85	97%	2	2%	4	5%	44	52%	35	41%	79	93%
Students with Disabilities	16	4	25%	12	75%	6	50%	2	17%	2	17%	2	17%	4	33%
American Indian or Alaska Native	17	1	6%	16	94%	4	25%	1	6%	10	63%	1	6%	11	69%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	81	6	7%	75	93%	4	5%	5	7%	34	45%	32	43%	66	88%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Economically Disadvantaged	46	3	7%	43	93%	4	9%	5	12%	26	60%	8	19%	34	79%
Not Economically Disadvantaged	58	4	7%	54	93%	4	7%	1	2%	20	37%	29	54%	49	91%
English Language Learner	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	103	7	7%	96	93%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%
Not Homeless	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%
Not Migrant	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%
Parent Not in Armed Forces	104	7	7%	97	93%	8	8%	6	6%	46	47%	37	38%	83	86%

GRADE 8 MATH RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	20	20%	79	80%	6	8%	13	16%	37	47%	23	29%	60	76%
Female	46	10	22%	36	78%	3	8%	5	14%	13	36%	15	42%	28	78%
Male	53	10	19%	43	81%	3	7%	8	19%	24	56%	8	19%	32	74%
General Education Students	80	12	15%	68	85%	2	3%	11	16%	32	47%	23	34%	55	81%
Students with Disabilities	19	8	42%	11	58%	4	36%	2	18%	5	45%	0	0%	5	45%
American Indian or Alaska Native	11	3	27%	8	73%	1	13%	4	50%	0	0%	3	38%	3	38%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	78	14	18%	64	82%	4	6%	9	14%	33	52%	18	28%	51	80%
Multiracial	7	2	29%	5	71%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	3	30%	7	70%	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	52	7	13%	45	87%	3	7%	10	22%	19	42%	13	29%	32	71%
Not Economically Disadvantaged	47	13	28%	34	72%	3	9%	3	9%	18	53%	10	29%	28	82%
Non-English Language Learner	99	20	20%	79	80%	6	8%	13	16%	37	47%	23	29%	60	76%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	98	20	20%	78	80%	–	–	–	–	–	–	–	–	–	–
Not Homeless	99	20	20%	79	80%	6	8%	13	16%	37	47%	23	29%	60	76%
Not Migrant	99	20	20%	79	80%	6	8%	13	16%	37	47%	23	29%	60	76%
Parent Not in Armed Forces	99	20	20%	79	80%	6	8%	13	16%	37	47%	23	29%	60	76%

GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS



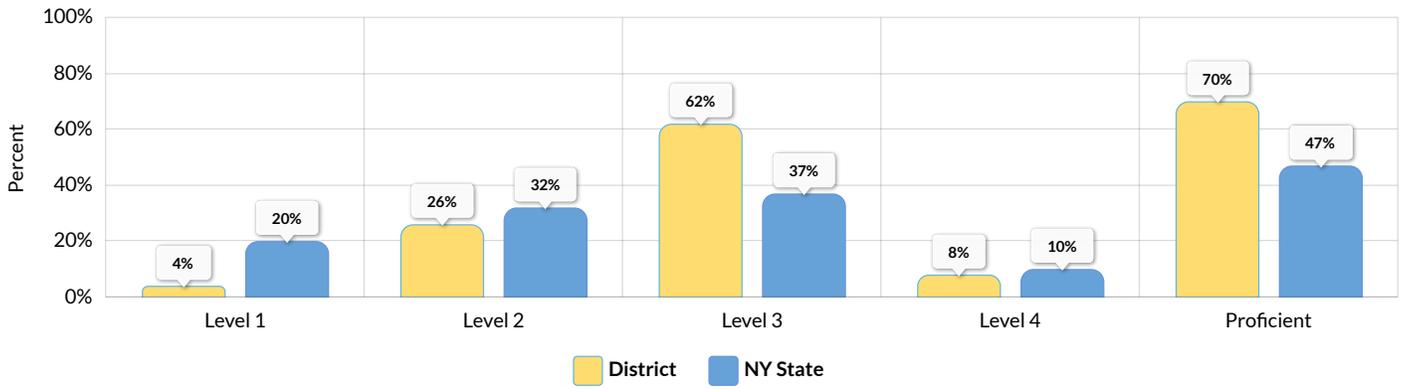
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	99	23	23%	76	77%	3	4%	20	26%	47	62%	6	8%	53	70%
Regents 8	—	—	—	10	10%	0	0%	0	0%	1	10%	9	90%	10	100%
Combined 8	99	13	13%	86	87%	3	3%	20	23%	48	56%	15	17%	63	73%

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

GRADE 8 SCIENCE RESULTS



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	23	23%	76	77%	3	4%	20	26%	47	62%	6	8%	53	70%
Female	46	14	30%	32	70%	1	3%	11	34%	18	56%	2	6%	20	63%
Male	53	9	17%	44	83%	2	5%	9	20%	29	66%	4	9%	33	75%
General Education Students	80	13	16%	67	84%	2	3%	15	22%	44	66%	6	9%	50	75%
Students with Disabilities	19	10	53%	9	47%	1	11%	5	56%	3	33%	0	0%	3	33%
American Indian or Alaska Native	11	4	36%	7	64%	0	0%	3	43%	4	57%	0	0%	4	57%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	1	50%	1	50%	–	–	–	–	–	–	–	–	–	–
White	78	17	22%	61	78%	2	3%	15	25%	39	64%	5	8%	44	72%
Multiracial	7	1	14%	6	86%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	2	20%	8	80%	1	13%	2	25%	4	50%	1	13%	5	63%
Economically Disadvantaged	52	8	15%	44	85%	1	2%	15	34%	25	57%	3	7%	28	64%
Not Economically Disadvantaged	47	15	32%	32	68%	2	6%	5	16%	22	69%	3	9%	25	78%
Non-English Language Learner	99	23	23%	76	77%	3	4%	20	26%	47	62%	6	8%	53	70%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	98	23	23%	75	77%	–	–	–	–	–	–	–	–	–	–
Not Homeless	99	23	23%	76	77%	3	4%	20	26%	47	62%	6	8%	53	70%
Not Migrant	99	23	23%	76	77%	3	4%	20	26%	47	62%	6	8%	53	70%
Parent Not in Armed Forces	99	23	23%	76	77%	3	4%	20	26%	47	62%	6	8%	53	70%

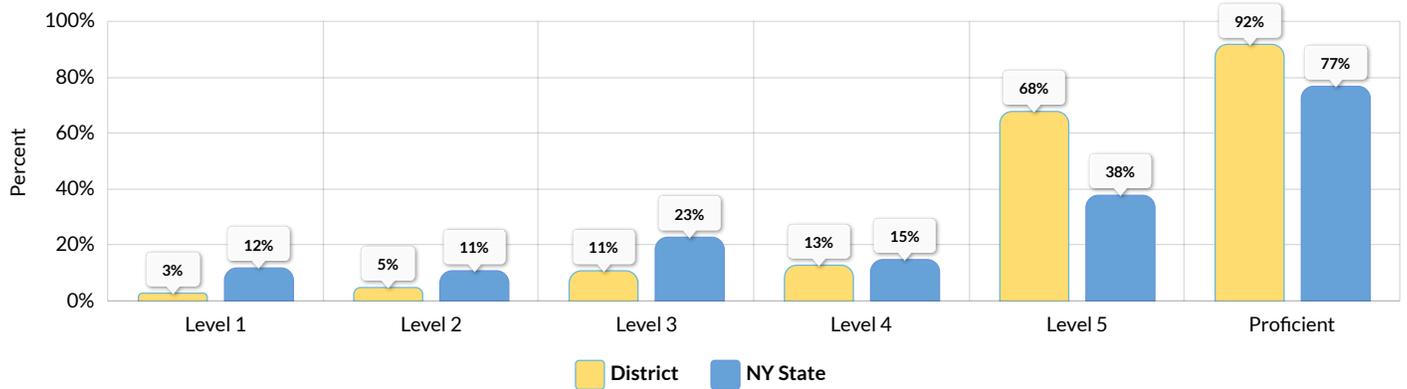
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Percent Scoring at Levels for All Students

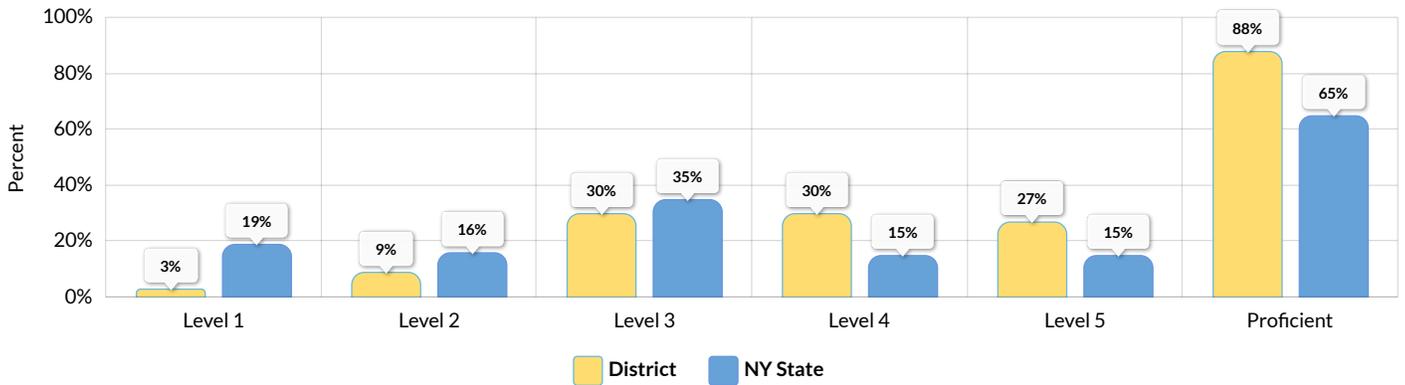


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	3	3%	4	5%	10	11%	11	13%	59	68%	80	92%
Female	37	2	5%	0	0%	2	5%	5	14%	28	76%	35	95%
Male	50	1	2%	4	8%	8	16%	6	12%	31	62%	45	90%
General Education Students	78	0	0%	3	4%	6	8%	10	13%	59	76%	75	96%
Students with Disabilities	9	3	33%	1	11%	4	44%	1	11%	0	0%	5	56%
American Indian or Alaska Native	9	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
White	75	2	3%	3	4%	8	11%	10	13%	52	69%	70	93%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	1	8%	1	8%	2	17%	1	8%	7	58%	10	83%
Economically Disadvantaged	42	3	7%	1	2%	7	17%	5	12%	26	62%	38	90%
Not Economically Disadvantaged	45	0	0%	3	7%	3	7%	6	13%	33	73%	42	93%
Non-English Language Learner	87	3	3%	4	5%	10	11%	11	13%	59	68%	80	92%
Not in Foster Care	87	3	3%	4	5%	10	11%	11	13%	59	68%	80	92%
Not Homeless	87	3	3%	4	5%	10	11%	11	13%	59	68%	80	92%
Not Migrant	87	3	3%	4	5%	10	11%	11	13%	59	68%	80	92%
Parent Not in Armed Forces	87	3	3%	4	5%	10	11%	11	13%	59	68%	80	92%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Percent Scoring at Levels for All Students

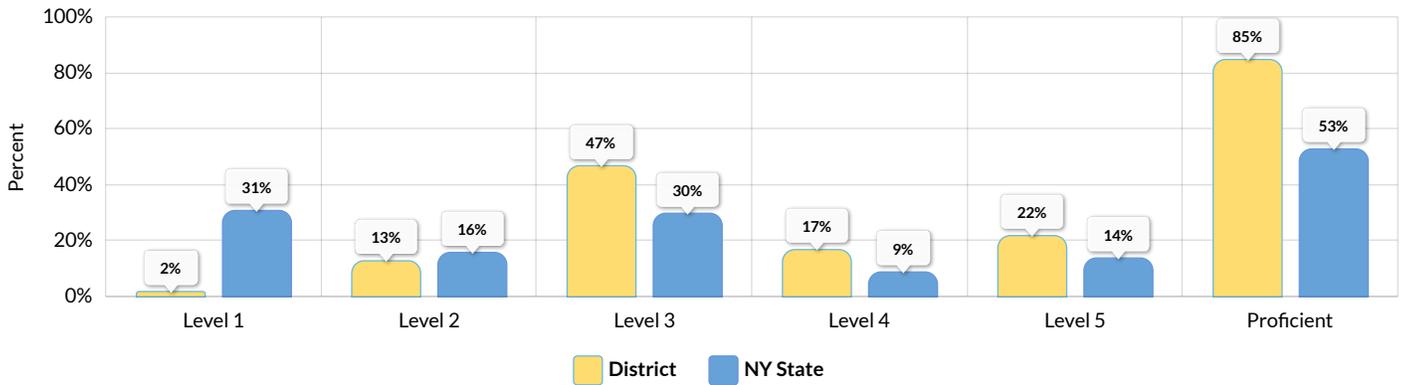


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	92	3	3%	8	9%	28	30%	28	30%	25	27%	81	88%
Female	42	1	2%	4	10%	12	29%	12	29%	13	31%	37	88%
Male	50	2	4%	4	8%	16	32%	16	32%	12	24%	44	88%
General Education Students	74	0	0%	3	4%	19	26%	28	38%	24	32%	71	96%
Students with Disabilities	18	3	17%	5	28%	9	50%	0	0%	1	6%	10	56%
American Indian or Alaska Native	12	0	0%	3	25%	7	58%	1	8%	1	8%	9	75%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	72	3	4%	5	7%	21	29%	22	31%	21	29%	64	89%
Multiracial	7	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	8	0	0%	0	0%	0	0%	5	63%	3	38%	8	100%
Economically Disadvantaged	45	2	4%	6	13%	14	31%	14	31%	9	20%	37	82%
Not Economically Disadvantaged	47	1	2%	2	4%	14	30%	14	30%	16	34%	44	94%
Non-English Language Learner	92	3	3%	8	9%	28	30%	28	30%	25	27%	81	88%
Not in Foster Care	92	3	3%	8	9%	28	30%	28	30%	25	27%	81	88%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	91	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	92	3	3%	8	9%	28	30%	28	30%	25	27%	81	88%
Parent Not in Armed Forces	92	3	3%	8	9%	28	30%	28	30%	25	27%	81	88%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Percent Scoring at Levels for All Students

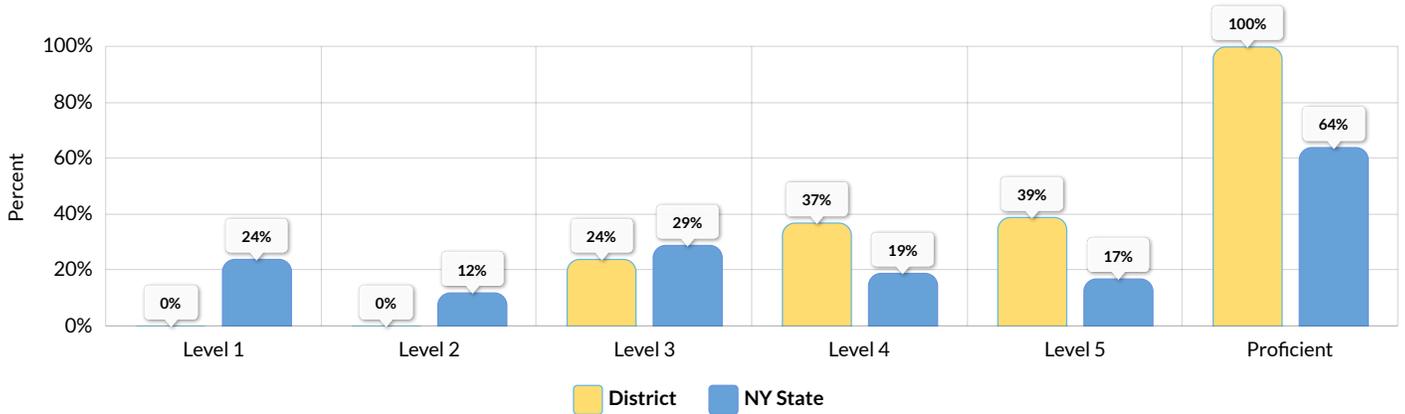


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	2	2%	11	13%	41	47%	15	17%	19	22%	75	85%
Female	43	1	2%	4	9%	20	47%	8	19%	10	23%	38	88%
Male	45	1	2%	7	16%	21	47%	7	16%	9	20%	37	82%
General Education Students	85	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	4	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-	-	-
White	80	1	1%	10	13%	38	48%	15	19%	16	20%	69	86%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	3	38%	0	0%	3	38%	6	75%
Economically Disadvantaged	29	1	3%	4	14%	17	59%	3	10%	4	14%	24	83%
Not Economically Disadvantaged	59	1	2%	7	12%	24	41%	12	20%	15	25%	51	86%
Non-English Language Learner	88	2	2%	11	13%	41	47%	15	17%	19	22%	75	85%
Not in Foster Care	88	2	2%	11	13%	41	47%	15	17%	19	22%	75	85%
Not Homeless	88	2	2%	11	13%	41	47%	15	17%	19	22%	75	85%
Not Migrant	88	2	2%	11	13%	41	47%	15	17%	19	22%	75	85%
Parent Not in Armed Forces	88	2	2%	11	13%	41	47%	15	17%	19	22%	75	85%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Percent Scoring at Levels for All Students

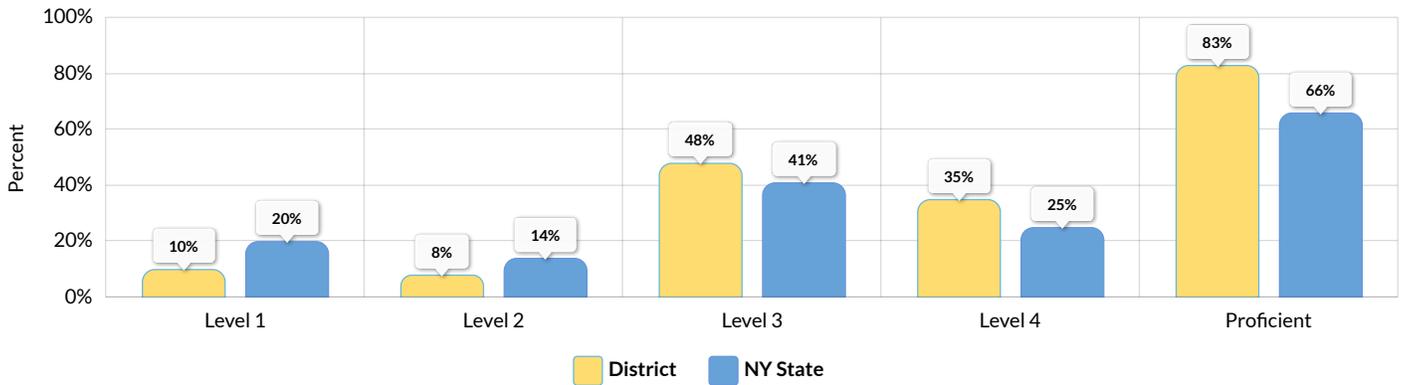


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%
Female	27	0	0%	0	0%	6	22%	10	37%	11	41%	27	100%
Male	32	0	0%	0	0%	8	25%	12	38%	12	38%	32	100%
General Education Students	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%
American Indian or Alaska Native	5	-	-	-	-	-	-	-	-	-	-	-	-
White	52	0	0%	0	0%	13	25%	18	35%	21	40%	52	100%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	4	57%	2	29%	7	100%
Economically Disadvantaged	18	0	0%	0	0%	6	33%	5	28%	7	39%	18	100%
Not Economically Disadvantaged	41	0	0%	0	0%	8	20%	17	41%	16	39%	41	100%
Non-English Language Learner	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%
Not in Foster Care	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%
Not Homeless	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%
Not Migrant	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%
Parent Not in Armed Forces	59	0	0%	0	0%	14	24%	22	37%	23	39%	59	100%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	80	8	10%	6	8%	38	48%	28	35%	66	83%
Female	38	4	11%	2	5%	15	39%	17	45%	32	84%
Male	42	4	10%	4	10%	23	55%	11	26%	34	81%
General Education Students	65	1	2%	4	6%	33	51%	27	42%	60	92%
Students with Disabilities	15	7	47%	2	13%	5	33%	1	7%	6	40%
American Indian or Alaska Native	9	2	22%	2	22%	4	44%	1	11%	5	56%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	62	6	10%	3	5%	29	47%	24	39%	53	85%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	1	11%	5	56%	3	33%	8	89%
Economically Disadvantaged	37	5	14%	5	14%	21	57%	6	16%	27	73%
Not Economically Disadvantaged	43	3	7%	1	2%	17	40%	22	51%	39	91%
Non-English Language Learner	80	8	10%	6	8%	38	48%	28	35%	66	83%
Not in Foster Care	80	8	10%	6	8%	38	48%	28	35%	66	83%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	78	—	—	—	—	—	—	—	—	—	—
Not Migrant	80	8	10%	6	8%	38	48%	28	35%	66	83%
Parent Not in Armed Forces	80	8	10%	6	8%	38	48%	28	35%	66	83%

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

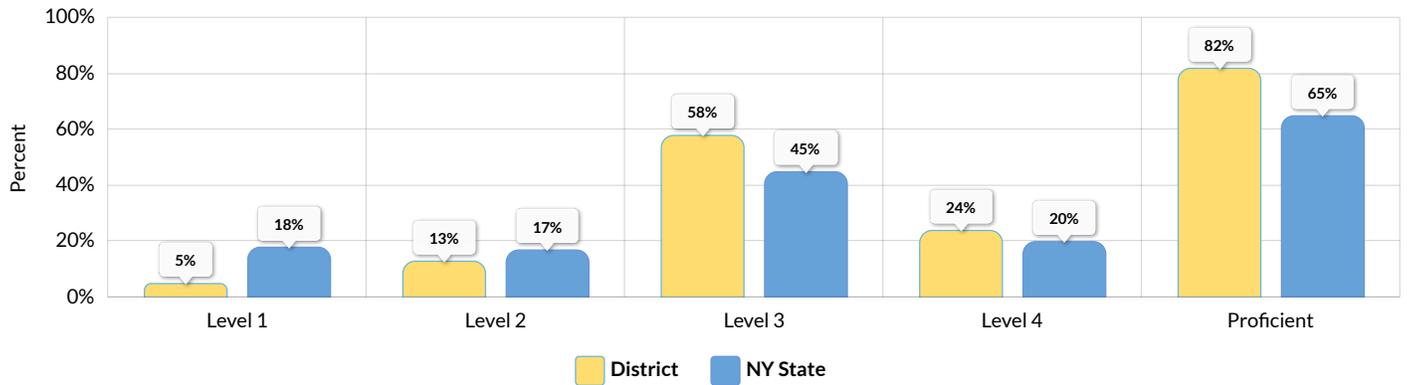


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	84	1	1%	2	2%	41	49%	40	48%	81	96%
Female	41	0	0%	0	0%	23	56%	18	44%	41	100%
Male	43	1	2%	2	5%	18	42%	22	51%	40	93%
General Education Students	79	0	0%	2	3%	39	49%	38	48%	77	97%
Students with Disabilities	5	1	20%	0	0%	2	40%	2	40%	4	80%
American Indian or Alaska Native	6	–	–	–	–	–	–	–	–	–	–
White	77	0	0%	2	3%	37	48%	38	49%	75	97%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	7	1	14%	0	0%	4	57%	2	29%	6	86%
Economically Disadvantaged	30	0	0%	1	3%	16	53%	13	43%	29	97%
Not Economically Disadvantaged	54	1	2%	1	2%	25	46%	27	50%	52	96%
Non-English Language Learner	84	1	1%	2	2%	41	49%	40	48%	81	96%
Not in Foster Care	84	1	1%	2	2%	41	49%	40	48%	81	96%
Not Homeless	84	1	1%	2	2%	41	49%	40	48%	81	96%
Not Migrant	84	1	1%	2	2%	41	49%	40	48%	81	96%
Parent Not in Armed Forces	84	1	1%	2	2%	41	49%	40	48%	81	96%

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



Percent Scoring at Levels for All Students

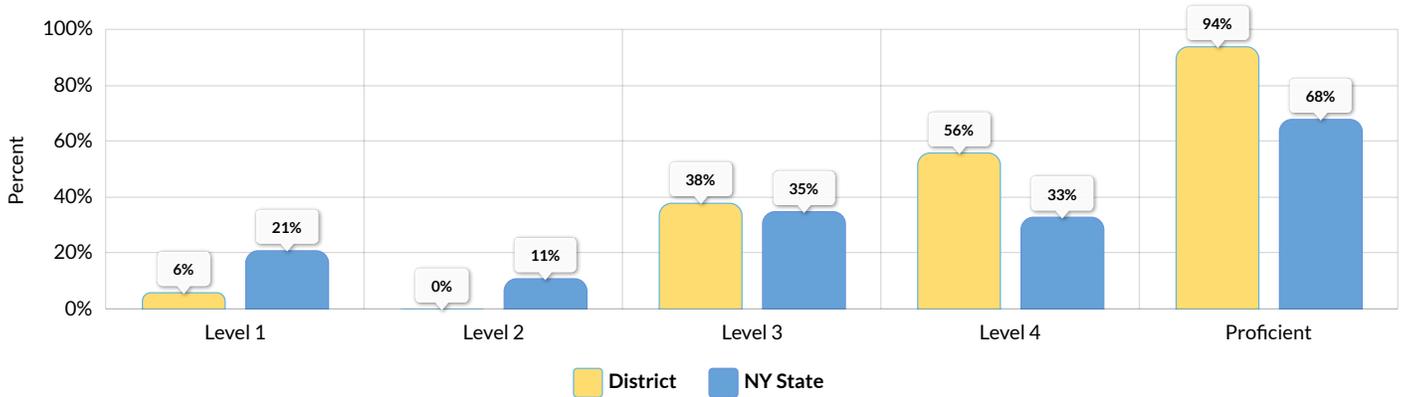


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	38	2	5%	5	13%	22	58%	9	24%	31	82%
Female	17	2	12%	2	12%	11	65%	2	12%	13	76%
Male	21	0	0%	3	14%	11	52%	7	33%	18	86%
General Education Students	38	2	5%	5	13%	22	58%	9	24%	31	82%
American Indian or Alaska Native	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	–	–	–	–	–	–	–	–	–	–
White	32	2	6%	4	13%	19	59%	7	22%	26	81%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	0	0%	1	17%	3	50%	2	33%	5	83%
Economically Disadvantaged	8	1	13%	1	13%	5	63%	1	13%	6	75%
Not Economically Disadvantaged	30	1	3%	4	13%	17	57%	8	27%	25	83%
Non-English Language Learner	38	2	5%	5	13%	22	58%	9	24%	31	82%
Not in Foster Care	38	2	5%	5	13%	22	58%	9	24%	31	82%
Not Homeless	38	2	5%	5	13%	22	58%	9	24%	31	82%
Not Migrant	38	2	5%	5	13%	22	58%	9	24%	31	82%
Parent Not in Armed Forces	38	2	5%	5	13%	22	58%	9	24%	31	82%

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



Percent Scoring at Levels for All Students

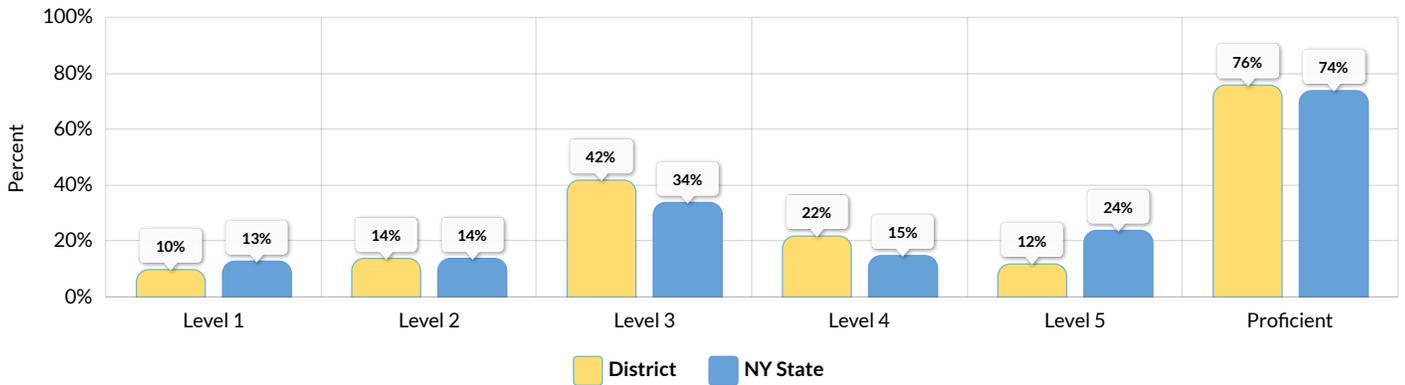


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	16	1	6%	0	0%	6	38%	9	56%	15	94%
Female	4	—	—	—	—	—	—	—	—	—	—
Male	12	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	16	1	6%	0	0%	6	38%	9	56%	15	94%
General Education Students	16	1	6%	0	0%	6	38%	9	56%	15	94%
White	16	1	6%	0	0%	6	38%	9	56%	15	94%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	12	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	16	1	6%	0	0%	6	38%	9	56%	15	94%
Not in Foster Care	16	1	6%	0	0%	6	38%	9	56%	15	94%
Not Homeless	16	1	6%	0	0%	6	38%	9	56%	15	94%
Not Migrant	16	1	6%	0	0%	6	38%	9	56%	15	94%
Parent Not in Armed Forces	16	1	6%	0	0%	6	38%	9	56%	15	94%

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



Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	124	13	10%	17	14%	52	42%	27	22%	15	12%	94	76%
Female	57	6	11%	8	14%	23	40%	14	25%	6	11%	43	75%
Male	67	7	10%	9	13%	29	43%	13	19%	9	13%	51	76%
General Education Students	102	6	6%	10	10%	45	44%	27	26%	14	14%	86	84%
Students with Disabilities	22	7	32%	7	32%	7	32%	0	0%	1	5%	8	36%
American Indian or Alaska Native	14	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	106	10	9%	9	8%	49	46%	25	24%	13	12%	87	82%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	3	17%	8	44%	3	17%	2	11%	2	11%	7	39%
Economically Disadvantaged	48	9	19%	11	23%	19	40%	6	13%	3	6%	28	58%
Not Economically Disadvantaged	76	4	5%	6	8%	33	43%	21	28%	12	16%	66	87%
Non-English Language Learner	124	13	10%	17	14%	52	42%	27	22%	15	12%	94	76%
Not in Foster Care	124	13	10%	17	14%	52	42%	27	22%	15	12%	94	76%
Not Homeless	124	13	10%	17	14%	52	42%	27	22%	15	12%	94	76%
Not Migrant	124	13	10%	17	14%	52	42%	27	22%	15	12%	94	76%
Parent Not in Armed Forces	124	13	10%	17	14%	52	42%	27	22%	15	12%	94	76%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	87	4	5%	7	8%	32	37%	27	31%	17	20%	76	87%
Female	38	1	3%	4	11%	15	39%	10	26%	8	21%	33	87%
Male	49	3	6%	3	6%	17	35%	17	35%	9	18%	43	88%
General Education Students	77	2	3%	6	8%	26	34%	26	34%	17	22%	69	90%
Students with Disabilities	10	2	20%	1	10%	6	60%	1	10%	0	0%	7	70%
American Indian or Alaska Native	9	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
White	75	2	3%	6	8%	29	39%	22	29%	16	21%	67	89%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	12	2	17%	1	8%	3	25%	5	42%	1	8%	9	75%
Economically Disadvantaged	40	3	8%	4	10%	15	38%	10	25%	8	20%	33	83%
Not Economically Disadvantaged	47	1	2%	3	6%	17	36%	17	36%	9	19%	43	91%
Non-English Language Learner	87	4	5%	7	8%	32	37%	27	31%	17	20%	76	87%
Not in Foster Care	87	4	5%	7	8%	32	37%	27	31%	17	20%	76	87%
Not Homeless	87	4	5%	7	8%	32	37%	27	31%	17	20%	76	87%
Not Migrant	87	4	5%	7	8%	32	37%	27	31%	17	20%	76	87%
Parent Not in Armed Forces	87	4	5%	7	8%	32	37%	27	31%	17	20%	76	87%

TOTAL COHORT REGENTS EXAMINATION RESULTS

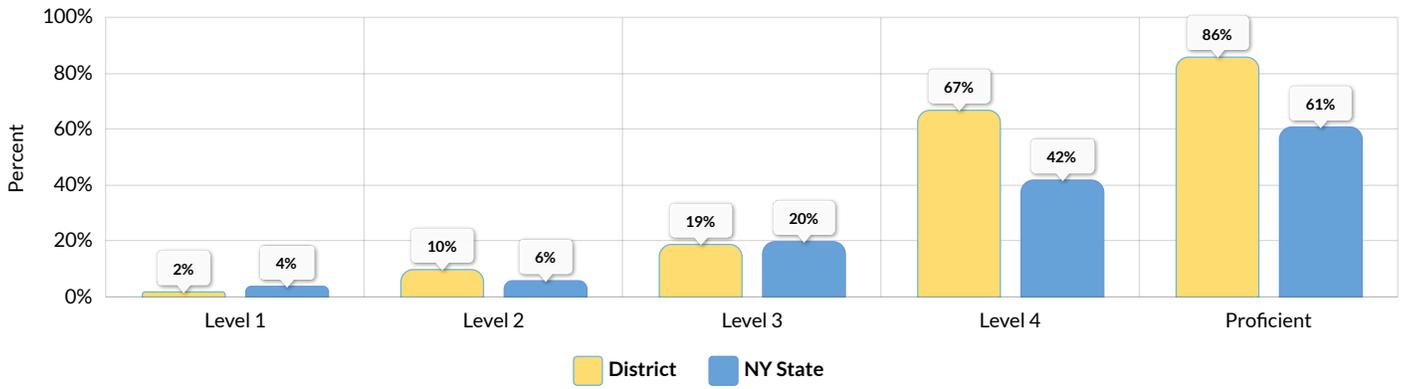
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

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

2019 TOTAL COHORT REGENTS IN ELA



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	3	2%	118	98%	2	2%	12	10%	23	19%	81	67%	104	86%
Female	60	0	0%	60	100%	1	2%	3	5%	9	15%	47	78%	56	93%
Male	61	3	5%	58	95%	1	2%	9	15%	14	23%	34	56%	48	79%
General Education Students	102	1	1%	101	99%	0	0%	8	8%	16	16%	77	75%	93	91%
Students with Disabilities	19	2	11%	17	89%	2	11%	4	21%	7	37%	4	21%	11	58%
American Indian or Alaska Native	15	0	—	15	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	103	3	3%	100	97%	2	2%	9	9%	19	18%	70	68%	89	86%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	0	0%	18	100%	0	0%	3	17%	4	22%	11	61%	15	83%
Economically Disadvantaged	44	1	2%	43	98%	2	5%	7	16%	11	25%	23	52%	34	77%
Not Economically Disadvantaged	77	2	3%	75	97%	0	0%	5	6%	12	16%	58	75%	70	91%
Non-English Language Learner	121	3	2%	118	98%	2	2%	12	10%	23	19%	81	67%	104	86%
Not in Foster Care	121	3	2%	118	98%	2	2%	12	10%	23	19%	81	67%	104	86%
Not Homeless	121	3	2%	118	98%	2	2%	12	10%	23	19%	81	67%	104	86%
Not Migrant	121	3	2%	118	98%	2	2%	12	10%	23	19%	81	67%	104	86%
Parent Not in Armed Forces	121	3	2%	118	98%	2	2%	12	10%	23	19%	81	67%	104	86%

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	121	36	30%	85	70%	5	4%	6	5%	18	15%	56	46%	74	61%
Female	60	11	18%	49	82%	2	3%	2	3%	10	17%	35	58%	45	75%
Male	61	25	41%	36	59%	3	5%	4	7%	8	13%	21	34%	29	48%
General Education Students	102	24	24%	78	76%	1	1%	4	4%	17	17%	56	55%	73	72%
Students with Disabilities	19	12	63%	7	37%	4	21%	2	11%	1	5%	0	0%	1	5%
American Indian or Alaska Native	15	5	—	10	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	103	30	29%	73	71%	3	3%	5	5%	13	13%	52	50%	65	63%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	6	33%	12	67%	2	11%	1	6%	5	28%	4	22%	9	50%
Economically Disadvantaged	44	18	41%	26	59%	2	5%	5	11%	6	14%	13	30%	19	43%
Not Economically Disadvantaged	77	18	23%	59	77%	3	4%	1	1%	12	16%	43	56%	55	71%
Non-English Language Learner	121	36	30%	85	70%	5	4%	6	5%	18	15%	56	46%	74	61%
Not in Foster Care	121	36	30%	85	70%	5	4%	6	5%	18	15%	56	46%	74	61%
Not Homeless	121	36	30%	85	70%	5	4%	6	5%	18	15%	56	46%	74	61%
Not Migrant	121	36	30%	85	70%	5	4%	6	5%	18	15%	56	46%	74	61%
Parent Not in Armed Forces	121	36	30%	85	70%	5	4%	6	5%	18	15%	56	46%	74	61%

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	118	34	29	84	71
Female	59	10	17	49	83
Male	59	24	41	35	59
General Education Students	101	23	23	78	77
Students with Disabilities	17	11	65	6	35
American Indian or Alaska Native	15	5	33	10	67
Hispanic or Latino	2	1	50	1	50
White	100	28	28	72	72
Multiracial	1	0	0	1	100
Economically Disadvantaged	43	18	42	25	58
Not Economically Disadvantaged	75	16	21	59	79
Non-English Language Learner	118	34	29	84	71
Not in Foster Care	118	34	29	84	71
Not Homeless	118	34	29	84	71
Not Migrant	118	34	29	84	71
Parent Not in Armed Forces	118	34	29	84	71

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	58	48%	63	52%	9	7%	6	5%	18	15%	30	25%	48	40%
Female	60	22	37%	38	63%	6	10%	4	7%	10	17%	18	30%	28	47%
Male	61	36	59%	25	41%	3	5%	2	3%	8	13%	12	20%	20	33%
General Education Students	102	41	40%	61	60%	9	9%	5	5%	18	18%	29	28%	47	46%
Students with Disabilities	19	17	89%	2	11%	0	0%	1	5%	0	0%	1	5%	1	5%
American Indian or Alaska Native	15	10	—	5	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	103	46	45%	57	55%	8	8%	3	3%	18	17%	28	27%	46	45%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	12	67%	6	33%	1	6%	3	17%	0	0%	2	11%	2	11%
Economically Disadvantaged	44	30	68%	14	32%	5	11%	2	5%	1	2%	6	14%	7	16%
Not Economically Disadvantaged	77	28	36%	49	64%	4	5%	4	5%	17	22%	24	31%	41	53%
Non-English Language Learner	121	58	48%	63	52%	9	7%	6	5%	18	15%	30	25%	48	40%
Not in Foster Care	121	58	48%	63	52%	9	7%	6	5%	18	15%	30	25%	48	40%
Not Homeless	121	58	48%	63	52%	9	7%	6	5%	18	15%	30	25%	48	40%
Not Migrant	121	58	48%	63	52%	9	7%	6	5%	18	15%	30	25%	48	40%
Parent Not in Armed Forces	121	58	48%	63	52%	9	7%	6	5%	18	15%	30	25%	48	40%

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.

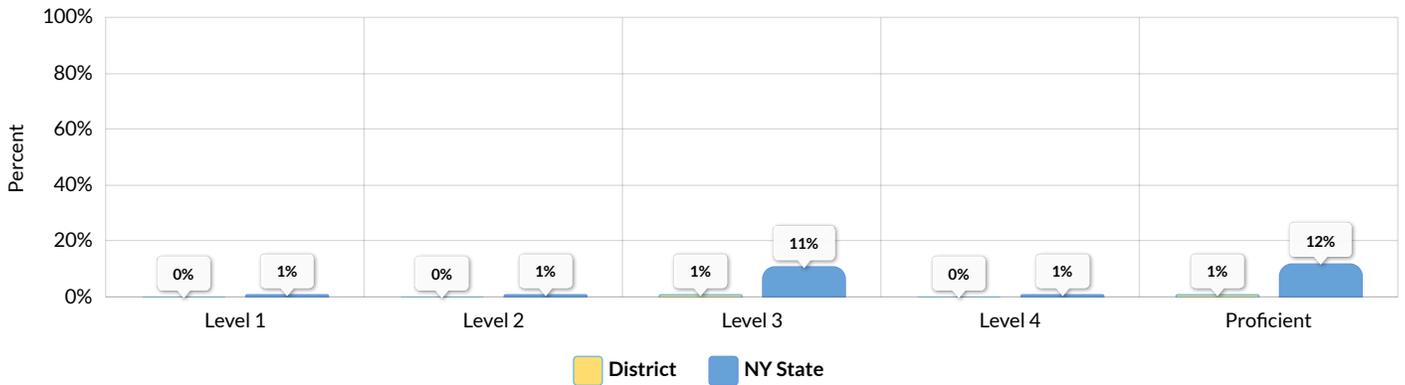
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	118	55	47	63	53
Female	59	21	36	38	64
Male	59	34	58	25	42
General Education Students	101	40	40	61	60
Students with Disabilities	17	15	88	2	12
American Indian or Alaska Native	15	10	67	5	33
Hispanic or Latino	2	1	50	1	50
White	100	43	43	57	57
Multiracial	1	1	100	0	0
Economically Disadvantaged	43	29	67	14	33
Not Economically Disadvantaged	75	26	35	49	65
Non-English Language Learner	118	55	47	63	53
Not in Foster Care	118	55	47	63	53
Not Homeless	118	55	47	63	53
Not Migrant	118	55	47	63	53
Parent Not in Armed Forces	118	55	47	63	53

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	120	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Female	60	60	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	61	60	98%	1	2%	0	0%	0	0%	1	2%	0	0%	1	2%
General Education Students	102	102	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	19	18	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
American Indian or Alaska Native	15	15	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	103	102	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	44	44	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	77	76	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Non-English Language Learner	121	120	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Not in Foster Care	121	120	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Not Homeless	121	120	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Not Migrant	121	120	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%
Parent Not in Armed Forces	121	120	99%	1	1%	0	0%	0	0%	1	1%	0	0%	1	1%

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.

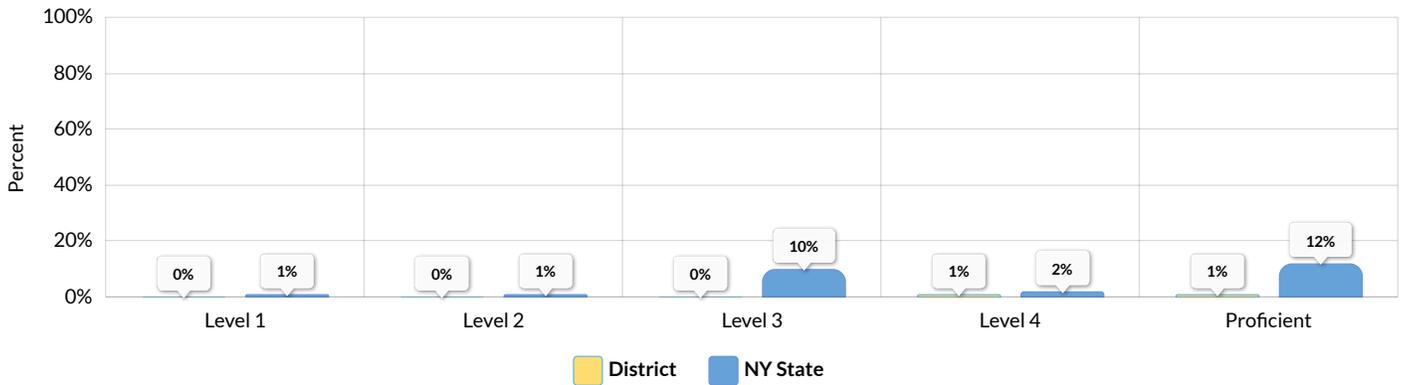
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	115	115	100	0	0
Female	59	59	100	0	0
Male	56	56	100	0	0
General Education Students	101	101	100	0	0
Students with Disabilities	14	14	100	0	0
American Indian or Alaska Native	15	15	100	0	0
Hispanic or Latino	1	1	100	0	0
White	98	98	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	42	42	100	0	0
Not Economically Disadvantaged	73	73	100	0	0
Non-English Language Learner	115	115	100	0	0
Not in Foster Care	115	115	100	0	0
Not Homeless	115	115	100	0	0
Not Migrant	115	115	100	0	0
Parent Not in Armed Forces	115	115	100	0	0

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

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



Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	120	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Female	60	60	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	61	60	98%	1	2%	0	0%	0	0%	0	0%	1	2%	1	2%
General Education Students	102	102	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	19	18	95%	1	5%	0	0%	0	0%	0	0%	1	5%	1	5%
American Indian or Alaska Native	15	15	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
White	103	102	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Multiracial	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	18	18	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	44	44	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	77	76	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Non-English Language Learner	121	120	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Not in Foster Care	121	120	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Not Homeless	121	120	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Not Migrant	121	120	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
Parent Not in Armed Forces	121	120	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%

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	116	116	100	0	0
Female	58	58	100	0	0
Male	58	58	100	0	0
General Education Students	100	100	100	0	0
Students with Disabilities	16	16	100	0	0
American Indian or Alaska Native	15	15	100	0	0
Hispanic or Latino	2	2	100	0	0
White	98	98	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	43	43	100	0	0
Not Economically Disadvantaged	73	73	100	0	0
Non-English Language Learner	116	116	100	0	0
Not in Foster Care	116	116	100	0	0
Not Homeless	116	116	100	0	0
Not Migrant	116	116	100	0	0
Parent Not in Armed Forces	116	116	100	0	0

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 3 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 5 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 7 ELA	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Grade 7 Math	4	2	50%	2	50%	–	–	–	–	–	–	–	–	–	–
Grade 8 ELA	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Math	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Grade 8 Science	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

EXPENDITURES PER PUPIL (2022-23)

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	1,257	\$3,493,038	\$2,779	\$24,000,158	\$19,093	\$27,493,196	\$21,872
Statewide	2,459,753	\$6,118,470,652	\$2,487	\$59,943,289,717	\$24,370	\$66,061,760,369	\$26,857

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	114	15	13%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	110	1	1%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
Female	60	58	97%	41	68%	17	28%	0	0%	0	0%	0	0%	0	0%	2	3%
Male	61	56	92%	26	43%	30	49%	0	0%	1	2%	2	3%	0	0%	2	3%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	102	99	97%	67	66%	32	31%	0	0%	0	0%	1	1%	0	0%	2	2%
Students with Disabilities	19	15	79%	0	0%	15	79%	0	0%	1	5%	1	5%	0	0%	2	11%
American Indian or Alaska Native	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	103	98	95%	60	58%	38	37%	0	0%	1	1%	2	2%	0	0%	2	2%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	41	93%	15	34%	26	59%	0	0%	0	0%	0	0%	0	0%	3	7%
Not Economically Disadvantaged	77	73	95%	52	68%	21	27%	0	0%	1	1%	2	3%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
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	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%

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

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

CRDC Data (18.04 megabytes)

CRDC Glossary and Guide

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AKRON CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

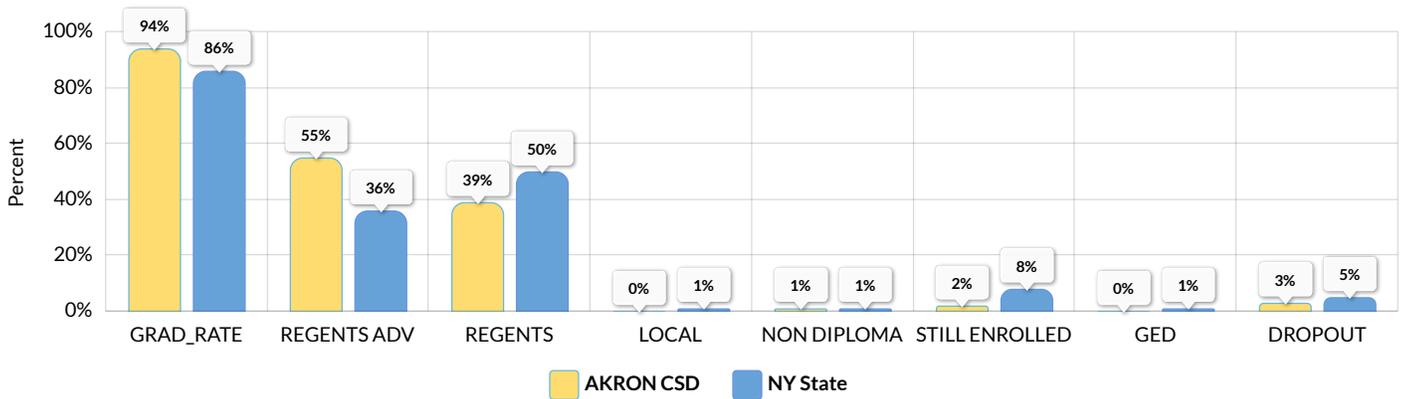
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



Outcomes for All Students



GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
Female	60	58	97%	41	68%	17	28%	0	0%	0	0%	0	0%	0	0%	2	3%
Male	61	56	92%	26	43%	30	49%	0	0%	1	2%	2	3%	0	0%	2	3%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	102	99	97%	67	66%	32	31%	0	0%	0	0%	1	1%	0	0%	2	2%
Students with Disabilities	19	15	79%	0	0%	15	79%	0	0%	1	5%	1	5%	0	0%	2	11%
American Indian or Alaska Native	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	103	98	95%	60	58%	38	37%	0	0%	1	1%	2	2%	0	0%	2	2%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	44	41	93%	15	34%	26	59%	0	0%	0	0%	0	0%	0	0%	3	7%
Not Economically Disadvantaged	77	73	95%	52	68%	21	27%	0	0%	1	1%	2	3%	0	0%	1	1%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%
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	121	114	94%	67	55%	47	39%	0	0%	1	1%	2	2%	0	0%	4	3%

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AKRON CSD GRADUATION PATHWAYS DATA 2023

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. These regulations recognize the importance of engaging students’ interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); Civic Readiness (CIVIC) and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civ Readiness
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	114	113	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0
Female	58	57	98%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	0
Male	56	56	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
General Education Students	99	98	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0
Students with Disabilities	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
American Indian or Alaska Native	13	12	92%	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	0	0%	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Hispanic or Latino	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
White	98	98	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Economically Disadvantaged	41	40	98%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	0
Not Economically Disadvantaged	73	73	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Non-English Language Learner	114	113	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not in Foster Care	114	113	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Homeless	114	113	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Migrant	114	113	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civ Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Parent Not in Armed Forces	114	113	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%

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AKRON CSD

2022-23 AP/IB REPORT

This report provides information to the public on Advanced Placement (AP) and International Baccalaureate (IB) course participation and assessment data reported to the New York State Education Department by school districts and charter schools. These data are an important part of the Board of Regents' effort to create and transparently report on the educational equity for all students. Toward that end, data are used as part of an institution's College, Career, and Civic Readiness indicator under the Every Student Succeeds Act (ESSA) accountability system. The data are aggregated by grade level and can be filtered by student subgroups.

Data are reported by education institutions to the State Education Department throughout the school year and are available for verification by districts via the Level 2 Reporting environment (L2RPT) until the close of the state data warehouse in August. Although the report does not need to be certified, the Department strongly encourages school districts and charter schools to review the data for accuracy and completeness because the underlying data used to create this report are included in other L2RPTs that do require certification. For the most updated information, please contact the school district.

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP Eng Lit & Comp	ELA	15	12%	0		0		0		0	
AP Calculus AB	Mathematics	16	13%	0		0		0		0	
AP Biology	Science	10	8%	4	4%	2	1%	0		0	
AP Environmental Science	Science	4	3%	3	3%	1	0%	0		0	
AP Physics 1	Science	7	5%	5	5%	0		0		0	
AP U.S. History	Social Studies	0		3	3%	0		0		0	

AP Assessments Proficient (3 & Higher)

Assessment	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
		Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher
AP Literature and Comp	ELA	14	100%	0		0		0		0	

Assessment	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS #	
		Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher	Total # Tested	% Total Tested with a Score of 3 or Higher
AP Calculus AB	Mathematics	16	62%	0		0		0		0	
AP Biology	Science	10	80%	4	—	2	—	0		0	
AP Environmental Science	Science	4	—	3	—	1	—	0		0	
AP Physics 1	Science	6	16%	5	80%	0		0		0	
AP Physics C: Mechanics	Science	1	—	0		0		0		0	
AP US History	Social Studies	0		2	—	0		0		0	

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**FISCAL
ACCOUNTABILITY
SUPPLEMENT**

AKRON CSD

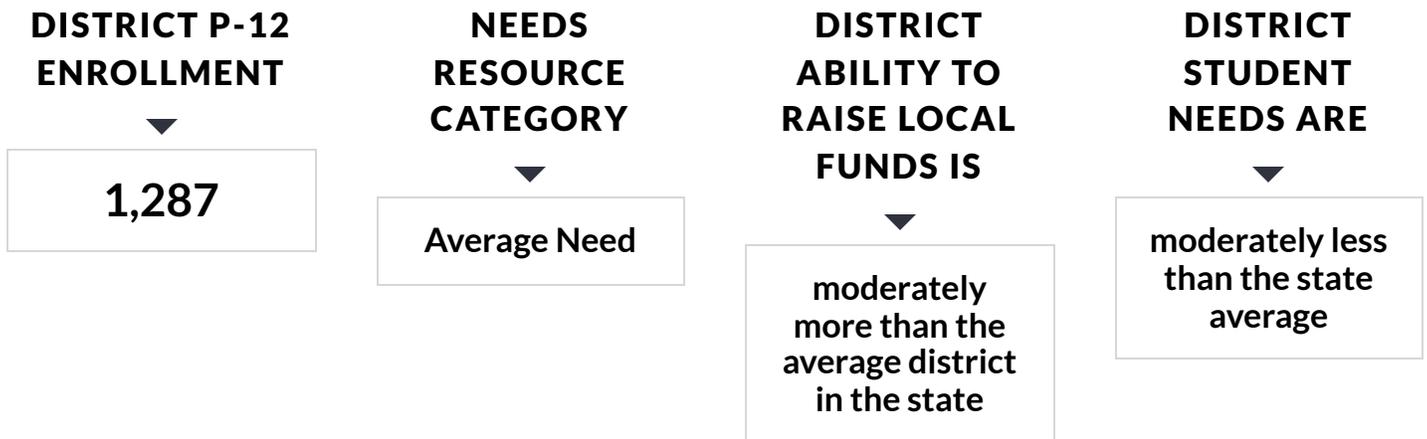
2021-22 School Year Financial Transparency Report

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	AKRON CSD
All Students	1,257
Economically Disadvantaged	42%
Students with Disabilities	14%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	AKRON CSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	12%
Teachers with 4-20 Years of Experience %	44%
Teachers with 21+ Years of Experience %	45%

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	AKRON CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$11,646.07

Report View One Per Pupil Expenditure Categories	AKRON CSD
» B. Administration (B1 + B2 + B3)	\$917.76
» C. All Other Spending (C1 + C2 + C3)	\$2,601.51
D. Total School Level (A + B + C)	\$15,165.34
» E. Central Instruction (E1 + E2 + E3 + E4)	\$467.53
» F. Central Administration (F1 + F2 + F3)	\$1,836.82
» G. All Other Central Spending (G1 + G2 + G3)	\$2,280.92
H. Total Central Costs	\$4,585.27
I. Total Spending (D + H)	\$19,750.61

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	AKRON CSD
J. Total School Level Local/State Spending	\$13,249.25
» K. Total School Level Federal Spending	\$1,916.09
L. Total Central Level Local/State Spending	\$4,585.27
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$19,750.61

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	AKRON CSD
1. Transportation	\$1,942,791.00
2. Charter School Tuition	\$11,581.00
3. Other Tuition	\$1,078,644.00

Excluded Expenditures	AKRON CSD
4. Debt Service	\$545,486.00
5. Other	\$7,935,305.00
Percent Excluded from Total	31%
Total Expenditures	\$36,932,840.00

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**EXEMPTION
IMPACT
REPORTS
BY TOWN**

NYS - Real Property System
 County of Genesee
 Town of Alabama
 SWIS Code - 182000

Assessor's Report - 2023 - Prior Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 3/12/2024 12:24:17
 Total Assessed Value 40,038,738
 Uniform Percentage 100.00

Equalized Total Assessed Value 40,038,738

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	1	2,100	0.01
14300	INDIAN RESERVATION	RPTL 454	9	21,790,100	54.42
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,425,800	3.56
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	232,755	0.58
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	11	1,145,887	2.86
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	151,755	0.38
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	78,450	0.20
41834	ENHANCED STAR	RPTL 425	13	1,102,030	2.75
41854	BASIC STAR 1999-2000	RPTL 425	23	731,860	1.83
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	3	11,000	0.03
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,000	0.02
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	100,000	0.25
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	14	3,508,200	8.76

Total Exemptions Exclusive of System Exemptions: 67 26,779,737 66.88
 Total System Exemptions: 14 3,508,200 8.76
 Totals: 81 30,287,937 75.65

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

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

School District - 145601 Akron Central

Equalized Total Assessed Value 9,441,792

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	2	159,300	1.69
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	312,231	3.31
41834	ENHANCED STAR	RPTL 425	7	588,000	6.23
41854	BASIC STAR 1999-2000	RPTL 425	8	240,000	2.54
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	10	0.00

Total Exemptions Exclusive of System Exemptions: 23 1,299,541 13.76

Total System Exemptions: 0 0 0.00

Totals: 23 1,299,541 13.76

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: _____

LOCKPORT

Equalized Total Assessed Value 8,994,843

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	169,800	1.89
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	311,700	3.47
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	150,750	1.68
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	65,000	0.72
41834	ENHANCED STAR	RPTL 425	9	737,000	8.19
41854	BASIC STAR 1999-2000	RPTL 425	7	210,000	2.33

Total Exemptions Exclusive of System Exemptions: 23 1,644,250 18.28

Total System Exemptions: 0 0 0.00

Totals: 23 1,644,250 18.28

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: _____

NEWSTEAD

Equalized Total Assessed Value 963,695,227

School District - 145601 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	7	217,900	0.02
13100	CO - GENERALLY	RPTL 406(1)	4	111,900	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	21	7,155,100	0.74
13650	VG - GENERALLY	RPTL 406(1)	25	4,648,500	0.48
13660	VG - CEMETERY LAND	RPTL 446	2	100,600	0.01
13800	SCHOOL DISTRICT	RPTL 408	5	27,580,672	2.86
14100	USA - GENERALLY	RPTL 400(1)	1	514,000	0.05
14300	INDIAN RESERVATION	RPTL 454	1	1,459,000	0.15
18020	MUNICIPAL INDUSTRIAL DEVAGENC	RPTL 412-a	4	5,856,000	0.61
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	9	7,598,700	0.79
25120	NONPROF CORP - EDUC/CONST PRO	RPTL 420-a	3	880,700	0.09
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	4,100	0.00
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	2,009,000	0.21
26100	VETERANS ORGANIZATION	RPTL 452	1	310,000	0.03
26250	HISTORICAL SOCIETY	RPTL 444	1	305,500	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	2,978,800	0.31
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	306,800	0.03
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	11	0	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	16	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	10	0	0.00
41150	COLD WAR VETERANS (10%)	RPTL 458-b	3	0	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	12	1,824,100	0.19
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	268	30,489,053	3.16
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	9	825,696	0.09
41800	PERSONS AGE 65 OR OVER	RPTL 467	77	6,446,033	0.67
41806	PERSONS AGE 65 OR OVER	RPTL 467	40	2,192,628	0.23
41834	ENHANCED STAR	RPTL 425	526	46,092,070	4.78
41854	BASIC STAR 1999-2000	RPTL 425	925	32,342,710	3.36
42120	TEMPORARY GREENHOUSES	RPTL 483-c	2	363,700	0.04
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	70,001	0.01
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	76,600	0.01

NEWSTEAD CONT...

Equalized Total Assessed Value 963,695,227

School District - 145601 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	210,504	0.02
Total Exemptions Exclusive of System Exemptions:			1,999	182,759,863	18.96
Total System Exemptions:			3	210,504	0.02
Totals:			2,002	182,970,367	18.99

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

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

School District - 145601 Akron School

Equalized Total Assessed Value 31,405,222

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
18020	MUNICIPAL INDUSTRIAL DEVAGENC	RPTL 412-a	2	5,691,954	18.12
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	344,828	1.10
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	29,540	0.09
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	0	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	3	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	13	1,168,143	3.72
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	9	1,015,245	3.23
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	50,891	0.16
41834	ENHANCED STAR	RPTL 425	20	1,721,600	5.48
41854	BASIC STAR 1999-2000	RPTL 425	27	856,548	2.73
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	3,563	0.01

Total Exemptions Exclusive of System Exemptions: 80 10,882,312 34.65
 Total System Exemptions: 0 0 0.00
 Totals: 80 10,882,312 34.65

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: _____

ROYALTON

Equalized Total Assessed Value 233,698,654

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12350	PUBLIC AUTHORITY - STATE	RPTL 412	3	5,076,786	2.17
14300	INDIAN RESERVATION	RPTL 454	2	441,964	0.19
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	1,035,714	0.44
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	633,571	0.27
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	45,892	0.02
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	29,465	0.01
41700	AGRICULTURAL BUILDING	RPTL 483	5	159,107	0.07
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	54	4,720,891	2.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	7	656,517	0.28
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	168,231	0.07
41834	ENHANCED STAR	RPTL 425	114	10,590,143	4.53
41854	BASIC STAR 1999-2000	RPTL 425	171	5,951,484	2.55
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	21,786	0.01

Total Exemptions Exclusive of System Exemptions: 372

Total System Exemptions: 0

Totals: 372

29,531,551
0
29,531,551
12.64
0.00
12.64

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: _____

**PROPERTY
TAX
REPORT
CARD**

****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: emscmgt@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: CYNTHIA M. TRETTER
 Preparer's Telephone Number: 716-542-5015

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	36,221,866	43,926,821	21.27 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	10,270,070	10,475,471	
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)	10,270,070	10,475,471	2.00 %
F. Permissible Exclusions to the School Tax Levy Limit	395,718	411,125	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	11,417,634	10,456,277	
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)	9,874,352	10,064,346	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	1,543,282	391,931	
Public School Enrollment	1,346	1,295	-3.79 %
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	15,727,580	15,850,000
Assigned Appropriated Fund Balance	2,274,393	2,040,000
Adjusted Unrestricted Fund Balance	5,097,008	5,100,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	14.07 %	11.61 %

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	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	7,712,071	7,800,000	To fund voter approved capital improvement projects
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKER'S COMP RESERVE	For self-insured Workers Compensation and benefits.	988,237	1,000,000	To fund worker's comp claims
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		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari		For tax certiorari settlements.	<input type="text"/>	<input type="text"/>	
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 RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	1,292,601	1,300,000	To fund accrued employee benefit costs
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	4,721,763	4,730,000	To fund ERS contribution amounts
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 RESERVE	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)	1,012,908	1,020,000	To fund TRS contribution amounts

* **NYSED Reserve Guidance:**
http://www.p12.nysed.gov/mgtserv/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
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**SCHOOL DISTRICT
BUDGET NOTICE**

Akron 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	\$ 36,221,866	\$43,926,821	\$ 43,388,798
Increase/Decrease for the 2024-25 School Year		\$ 7,704,955	\$ 7,166,932
Percentage Increase/Decrease in Proposed Budget		21.27 %	19.79%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 10,270,070	\$ 10,475,471	
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)	\$ 10,270,070	\$10,475,471	\$ 10,270,070
F. Total Permissible Exclusions	\$ 395,718	\$ 411,125	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 11,417,634	\$ 10,456,277	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 9,874,352	\$ 10,064,346	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 1,543,282	\$ 391,931	
Administrative Component	\$ 4,063,465	\$ 4,217,122	\$ 4,122,912
Program Component	\$ 25,517,910	\$ 25,983,835	\$ 25,883,723
Capital Component	\$ 6,640,491	\$ 13,725,864	\$ 13,382,163

* 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.

A CONTINGENT BUDGET FOR 2024-25 IS ANTICIPATED TO RESULT IN A DECREASE OF \$238,412 IN CONTINGENT EQUIPMENT EXPENDITURES. OTHER NON-CONTINGENT EXPENDITURE LINES THAT TOTAL 299,611 WILL ALSO BE REDUCED IF NECESSARY. FINAL CONTINGENT BUDGET DECISIONS WILL BE MADE BY THE BOARD OF EDUCATION IN LATE JUNE IF REQUIRED.

** 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
PURCHASE AND FINANCING OF SCHOOL BUSES	\$ 534,000
	\$
	\$
	\$

*NOTE TO SCHOOL DISTRICT BUSINESS OFFICIALS: Please submit an electronic version (Word or PDF) of this completed form to: emscmgts@nysed.gov

Under the Budget Proposed for the 2024-25 School Year
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Estimated Basic STAR Exemption Savings ¹	\$ 313
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The annual budget vote for the fiscal year 2024-25 by the qualified voters of the AKRON CENTRAL school district, ERIE County, New York, will be held at THE HIGH school(s) in said district on Tuesday, May 21, 2024 between the hours of 12:00PM and 9:00PM, prevailing time at which time the polls will be opened to vote by voting ballot or machine.

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

**ADMINISTRATIVE
SALARY
DISCLOSURE**

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	185,400	60,336	

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

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

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	Title	Salary	Employee Benefits	Other Remuneration
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Other Supervisory and Administrative Employees Scheduled to Receive \$169,000 or More in Salary

71.	SCHOOL BUSINESS ADMINISTRATOR	191,700
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**Salary: Administrative Compensation Information
142101 - AKRON CSD**

2023-2024 Claim Year - Page 4
Official - as of 04/05/2024 01:38 PM

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