



FULTON IN TOUCH

FULTON CITY SCHOOL DISTRICT

2024 -25 BUDGET ISSUE

From the Desk of the Superintendent

Dear Fulton City School District Community Members,

I would like to express my gratitude to the Fulton City School District staff and the entire school community for your unwavering commitment and dedication to our students, our schools, and our school district.

The Fulton City School District continues to prioritize literacy and instruction, multi-tiered systems of support for learning and career readiness, stakeholder communication, and a strong focus on achieving our mission and vision. As a school community, our mission is to “empower students to develop the knowledge and skills to become respectful, responsible, productive citizens who are committed to lifelong learning.” Our vision is “to create a learning organization that is the centerpiece of the community, where all are welcomed and held to standards of excellence that foster hope and resilience for the future.” Our vision and path for the future incorporates the NYS Portrait of a Graduate key qualities and skills that will give our students a competitive advantage in the future. Accordingly, every student will endeavor, with instruction, guidance and support, to be critical thinkers, innovative problem solvers, literate across the content areas, culturally competent, effective communicators, and prepared global citizens.

I am pleased to share that the Board of Education adopted the proposed budget for the 2024-25 school year on April 18, 2024. While school districts throughout New York State and beyond are facing economic challenges in direct relation to inflation and the overall cost of conducting business, the Fulton City School District has prepared a budget that maintains programs while preserving fiscal accountability for our community and its future. On Tuesday, May 21, 2024, residents of the Fulton City School District will have the opportunity to vote on the budget for our next school year. Development of the proposed 2024-25 budget began in November 2023 with input gathered through presentations at Board of Education meetings and budget workshops. The development of the budget was refined utilizing feedback from various stakeholders in the form of surveys and public forums throughout the course of the year. The outcome is a budget that advances high-quality programming and opportunities for our students while being responsive to economic factors affecting both the District and the community.



Continued inside...

2023-2024 Year in Review. Accomplishments and Highlights

Early Childhood Education:

Expanded Universal Pre-K to provide
5 Full-Day Classes

Graduation Pathways and Learning Opportunities:

Dual Enrollment College and AP Courses;
Career and technical education programs,
including WorkKeys;

Two Early College High School Programs
(Information Technology & Health Sciences);
Seals of Civic Readiness and Bi-Literacy and
Fine Arts Graduation Pathways

Increased Academic Intervention and Instructional Supports

Extracurricular and Learning Extension:

Athletics, drama, music performing groups and a
wide variety of clubs

Extended day and summer learning programs

Professional Development and Staff Recognition Programs:

Fulton School Champions

Professional development in effective and
innovative practices such as the science of
reading and Therapeutic Crisis Intervention

Comprehensive Mental Health, Social-Emotional Learning, and Behavior Supports

Capital Improvement Projects and Safety & Security Enhancements

BUDGET VOTE

Tuesday, May 21, 2024

Polls Open 9 a.m. - 9 p.m.

Election District No. 1 East Side

City of Fulton Community Room
141 South First St.
Fulton, NY 13069

Election District No. 2 West Side

Fulton War Memorial
609 West Broadway
Fulton, NY 13069

BUDGET FAST FACTS

Proposed Budget

Increase

5.15%

Proposed Tax Levy

Increase

2.99%

STAY UP-TO-DATE ON ALL OF THE DISTRICT'S
ACTIVITIES ON OUR SOCIAL MEDIA CHANNELS!



@FULTONCITYSCHOOLDISTRICT



@FULTONCSD

FOR DISTRICT INFORMATION, VISIT:
FULTONCSD.ORG



PROPOSITION NO. 1: BUDGET PROPOSITION

Shall the Fulton City District Board of Education be authorized to expend the sum of \$88,487,583 as a general fund appropriation for 2024-2025 school year and to levy the necessary tax therefore?

PROPOSITION NO. 2: LIBRARY TAX PROPOSITION

Shall the Fulton Public Library Board of Trustees be authorized to levy and collect an annual tax, separate and apart from the annual school district budget, in the amount of \$518,220 (which is an increase of \$24,677 from the \$493,543 levy currently in existence) for the continuing support and maintenance of the Fulton Public Library, with this appropriated amount to be the annual appropriation until thereafter modified by a future vote by the taxpayers of the Fulton City School District?

PROPOSITION NO. 3: BOARD OF EDUCATION CANDIDATES (vote for two)

1. Jennifer Mainville
2. David Cordone
3. Frank Castiglia
4. Laurie Prall

PROPOSITION NO. 4: PUBLIC LIBRARY CANDIDATES (vote for three)

1. Cathy Peterson

QUALIFIED VOTERS FOR DISTRICT VOTES MUST POSSESS THE FOLLOWING QUALIFICATIONS:

- Be a registered voter
- Be a citizen of the United States
- Be at least eighteen (18) years of age
- Be a resident of the District for a period of at least 30 days prior to the day of the vote
- Who is not otherwise ineligible to vote under the provisions of section 5-106 of the Election Law



From the Desk of the Superintendent

The proposed budget takes into consideration current and anticipated student needs, ensuring program and resource sustainability and capacity-building as part of three-to-five-year budget forecasting and local/state/national inflationary impacts on daily business. The 2024-25 budget aligns with and supports the Fulton City School District 5-Year Strategic Coherence Plan which clearly outlines our District's goals and strategies. The proposed budget maintains and ensures high-quality instructional programs, student support services, and extra-curricular opportunities.



The proposed budget of \$88,487,583 includes a spending increase of 5.15% or \$4,332,583 over the current year's budget. The FCSD 2024-25 balanced budget has been designed based on a 4.42% increase in NYS Foundation Aid of \$1,930,397 and \$592,225 planned use of FCSD fund balance. The FCSD 2024-25 budget proposal has a 2.99% increase in the FCSD tax levy which is the total amount of revenue that is raised through taxation from all property owners in the district to fund the school budget. Therefore, if approved by voters, the overall total tax revenue collected will be \$22,704,734. Since the proposed tax levy is within the state tax cap, residents who have registered for the STAR exemption should receive a portion of their tax refunded by New York State in the fall of this calendar year.

Additional propositions for a vote are:

- Two (2) members to the Board of Education;
- Authorization of a \$518,220 Fulton Public Library Tax Proposition; and
- Three (3) members to the Fulton Public Library Board.

The proposed 2024-25 budget directs 73.8% of funds to student instruction, services and programs. The capital and debt portion of the budget makes up 15.4% while administration comprises the remaining 10.8%. State aid will provide 71.1% of the revenue, the local tax levy providing 25.7%, and planned use of assigned fund balance and other revenues contributing 3.2% of support.



The Board of Education and administrative team will continue to be strategic with our resources to provide opportunities and programs for students of which we can all be proud.

Please remember to Vote on May 21, 2024

If you have questions about the budget, please contact Brian Pulvino, Superintendent of Schools at 315-593-5511 or Dominick Lisi, Chief of Operations and Finance at 315-593-5505. Information on the budget can be found at www.fultoncsd.org

Respectfully,
Brian T. Pulvino
Superintendent of Schools



FULTON IN TOUCH

How is the money invested?

PROGRAM BUDGET

Addresses the Instructional requirements plus various Support and Extra-Curricular needs of all our students

REGULAR SCHOOL

Instruction, Computer, Library and Media Services

\$25,463,314

\$27,005,691

SPECIAL EDUCATION

Instruction for Students with Disabilities

\$10,950,364

\$10,646,257

SPECIAL SCHOOLS

Regular Summer School, Occupational Education

\$2,274,907

\$2,006,202

STUDENT SERVICES & EXTRA-CURRICULAR

Guidance, Health, Sports & Co-curricular Activities, Transportation

\$8,696,442

\$8,945,143

EMPLOYEE BENEFITS

Benefit Costs for Program Employees

\$15,731,524

\$16,538,403

INTERFUND TRANSFER TO SPECIAL PROGRAMS

Local share of State and Federal programs and grants

\$100,000

\$125,000

TOTAL PROGRAM BUDGET

\$63,216,551

\$65,266,696

CAPITAL BUDGET

Encompasses operation and maintenance of all district facilities, capital outlay, and includes principal and interest payments of debt associated with capital improvements and construction projects

OPERATION OF PLANT

Utilities, cleaning and other costs of operating district property

\$4,034,269

\$4,204,268

MAINTENANCE OF PLANT

Maintenance and repairs of buildings and grounds

\$1,547,590

\$1,973,800

DEBT SERVICE

Principal & Interest payments

\$5,316,129

\$5,890,604

INTERFUND TRANSFERS TO CAPITAL

\$100,000

-

EMPLOYEE BENEFITS

Benefit costs for Capital employees

\$1,205,095

\$1,563,559

TOTAL CAPITAL BUDGET

\$12,203,083

\$13,632,231

ADMINISTRATIVE BUDGET

Provides for the full spectrum of services necessary to support the Program and Capital components

BOARD OF EDUCATION

Board of Education, District Clerk, Elections, School Dues

\$20,890

\$33,200

CENTRAL ADMINISTRATION

Superintendent's Office

\$370,619

\$439,807

SCHOOL SUPERVISION / CURRICULUM

Building Principals and Clerical Staff; Directors of Curriculum, Special Education, Technology and Athletics

\$2,836,947

\$2,905,461

FINANCE

Business Office, Auditing, Tax Collection, Insurance

\$597,320

\$729,097

PERSONNEL

Personnel Office, Legal Services, and Civil Service

\$436,760

\$540,372

BOCES ADMINISTRATIVE & OTHER

District's component share of Oswego County BOCES
Administrative Budget and Data Processing Support Services

\$2,866,949

\$3,011,326

EMPLOYEE BENEFITS

Benefit costs for Administration Employees

\$1,605,881

\$1,929,393

TOTAL ADMINISTRATIVE BUDGET

Admin to Admin Plus Program

\$8,735,366

12.14%

\$9,588,656

12.81%

TOTAL THREE-PART BUDGET (PROGRAM, CAPITAL AND ADMINISTRATIVE)

\$84,155,000

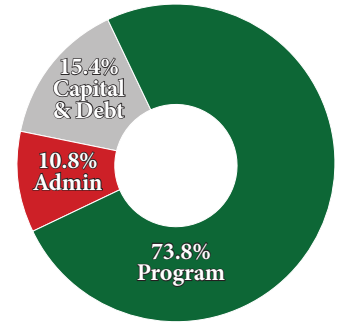
\$88,487,583

"You belong here. It is safe to speak up here. What we do is important."

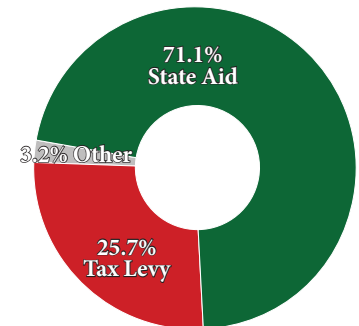
Where does the money come from?

	Enacted Budget 2023-2024	Proposed Budget 2024-2025
STATE AID PER STATE BUDGET:		
Foundation Aid	\$43,843,569	\$45,463,973
Public Excess High Cost Aid	\$1,825,818	\$1,599,192
BOCES Aid	\$6,786,732	\$7,408,970
Transportation Aid	\$4,104,011	\$4,471,888
Building Aid	\$3,414,939	\$3,691,920
Textbook, Library, Software & Hardware Aid	\$321,610	\$312,781
TOTAL STATE AID	\$60,296,679	\$62,948,724
TAX LEVY	\$22,045,571	\$22,704,734
RESERVES OR DESIGNATED FUND BALANCE	\$373,750	\$592,225
OTHER REVENUES & USE OF RESERVES (PILOTS, Interest, Refunds, Rent, Fees, Donations, Medicaid, etc.)	\$1,439,000	\$2,241,900
Total Revenues to Support the Budget	\$84,155,000	\$88,487,583

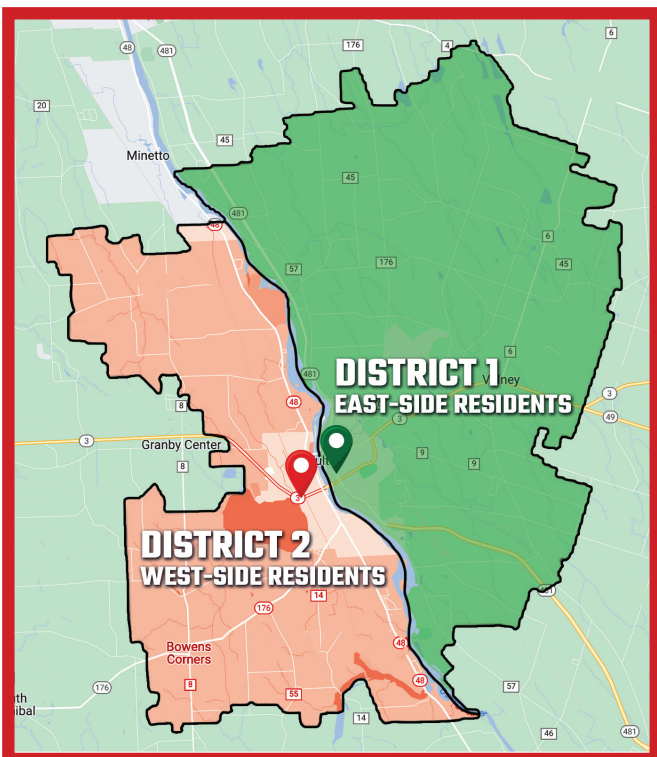
BUDGET PERCENTAGES



REVENUE PERCENTAGES



DISTRICT BUDGET AND BOARD OF EDUCATION ELECTION POLLING LOCATIONS



Election District No. 1

For Voters: Living on the east side of the District, defined as east of the Oswego River.

Boundaries: Ward 4, 5 and 6-Town of Volney, Palermo District 1, Town of Oswego, District 5.

East Side

Location of polling place:

City of Fulton Community Room
141 South First St.
Fulton, NY 13069

Election District No. 2

For Voters: Living on the west side of the District, defined as west of the Oswego River.

Boundaries: Boundaries: Ward 1, 2 and 3-Town of Granby, Minetto District 2 and Town of Oswego District 5.

West Side

Location of polling place:

Fulton War Memorial
609 West Broadway
Fulton, NY 13069

FREQUENTY ASKED QUESTIONS

How much is the budget changing and what is included?

The 2024-2025 proposed budget of \$88,487,583 is \$4,332,583 or 5.1% higher than this year's current spending plan. The budget includes the continuation of programs despite some spending reductions made necessary by inflationary challenges.

How does this budget affect my taxes?

The proposed budget includes a 2.99% tax increase. The tax cap calculation allows for as much as a 3.92% increase. Impacts will affect households differently depending on a property's assessed value. Tax bills may also increase or decrease as a result of changes in assessed property values and/or equalization rates.

What is the contingent budget?

A contingency budget prohibits a district from spending money in certain areas, such as community use of facilities, unless all costs are reimbursed to the district; most equipment purchases; maintenance, unless it is related to safety; certain field trips, and various educational supplies and services.

ESTIMATED IMPACT OF 2.99% INCREASE ON HOMES WITH ASSESSED VALUES:



* AFTER BASIC STAR EXEMPTION





Fulton City School District

FCSD District Offices
129 Curtis St.
Fulton, New York 13069

Board Members:

Brenda Abelgore, *President*
Nick DeGelorm, *Vice President*
Tim Crandell
Tim Conners
Fallon Hutchinson
Jennifer Mainville
Jessica Pappalardo
Harper Ells, *Student Representative*

District Administration:

Brian Pulvino, *Superintendent*
Geri Geitner, *Deputy Superintendent*
Dominick Lisi, *Chief of Operations and Finance*
Marc Copani, *Director of Human Resources*

Non-Profit Organization
PAID
Fulton, NY 13069
Permit 64

Postal Customer

Overall Budget Proposal (Required Format)

	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)	\$84,155,000.00	\$88,487,583.00	\$87,616,234.00
Increase/decrease for the 2024-25 school year		\$4,332,583.00	\$3,461,234.00
Percentage increase/decrease in proposed budget		5.15%	4.11%
Change in the Consumer Price Index		4.12%	
A. Proposed tax levy to support the total budgeted amount	\$22,045,571.00	\$22,704,734.00	\$22,045,571.00
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)	\$22,045,571.00	\$22,704,734.00	\$22,045,571.00
F. Permissible exclusions to the school tax levy limit	\$308,192.00	\$568,867.00	
G. School tax levy limit, excluding levy for permissible exclusions	\$22,545,969.00	\$22,341,678.00	
H. Total proposed tax levy for school purposes, excluding permissible exclusions and levy for library debt, plus prior year tax cap reserve (E - B - F + D)	\$21,737,379.00	\$22,135,867.00	
I. Difference: (G - H); (Negative value requires 60.0% voter approval) See Note Below Regarding Separate Propositions) **	\$808,590.00	\$205,811.00	
Administrative component	\$8,735,366.00	\$9,588,656.00	\$8,991,208.00
Program component	\$63,216,551.00	\$65,266,696.00	\$65,200,478.00
Capital component	\$12,203,083.00	\$13,632,231.00	\$13,424,548.00
In the event of a contingent budget, non-contingent expenses would need to be removed from the budget. Most equipment purchases as well as some student supplies would be eliminated. Some facility maintenance not required for student or staff safety may be postponed. Community use of Facilities would be curtailed unless all costs were recovered from the community group.			



The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Fulton City School District, Oswego County, New York, will be held on Tuesday, May 21, 2024 from 9 a.m. - 9 p.m.

Registered voters can cast their ballot at the following locations:

Election District No. 1

City of Fulton Community Room
141 South First St.
Fulton, NY 13069

Election District No. 2

Fulton War Memorial
609 West Broadway
Fulton, NY 13069



Basic STAR Exemption Impact

¹Estimated Basic STAR Exemption Savings: Budget
Proposed for the 2024-2025 School Year

Basic STAR Tax Savings:
\$662

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

Nondiscrimination notice: It is the policy of the district not to discriminate on the basis of race, color, creed, national origin, political affiliation, sex, sexual orientation, age, marital status, military status or disability in its educational programs, activities or employment, in accordance with Title IX of the 1972 Educational Amendments and Section 504 of the Rehabilitative Act of 1973. Any person who believes their rights have been violated should contact the district's Title IX Coordinator, Marc Copani, at 315.593.5538.

Property Tax Report Card
460500 - FULTON CITY SD

2023-2024 - Page 1
Official - as of 04/15/2024 09:18 AM

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

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

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

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

Form Due - April 29, 2024

Form Preparer Name:

KATHALEEN HOOPER

Preparer's Telephone Number:

315-598-7031

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	84,155,000	88,487,583	5.15 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	22,045,571	22,704,734	
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)	22,045,571	22,704,734	2.99 %
F. Permissible Exclusions to the School Tax Levy Limit	308,192	568,867	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	22,545,969	22,341,678	
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)	21,737,379	22,135,867	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	808,590	205,811	
Public School Enrollment	3,128	3,113	-0.48 %
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	13,783,896	13,663,896
Assigned Appropriated Fund Balance	373,750	592,225
Adjusted Unrestricted Fund Balance	3,368,977	3,100,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	3.50 %

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	For the cost of any object or purpose for which bonds may be issued.	3,557,771	3,557,771	2023 Capital Project
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	18,000	18,000	No planned use in 24-25
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	INSURANCE	For liability, casualty, and other types of uninsured losses.	1,500,000	1,500,000	No planned use in 24-25
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	415,135	295,135	No planned use in 24-25
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBLAR	For accrued 'employee benefits' due to employees upon termination of service.	3,894,547	3,894,547	No planned use in 24-25
Retirement Contribution	ERS	For employer retirement contributions to the State and Local Employees' Retirement System.	2,809,555	2,809,555	No planned use in 24-25
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS	For employer retirement contributions to the Teachers Retirement System	1,588,888	1,588,888	No planned use in 24-25

* **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

Tax Cap Form

Fulton City School District (350514000000)

Fiscal Year Ending: 06/30/2025

Certifier

Kathaleen Hooper, Business Manager

(315) 598-7031

Khooper@fulton.cnyric.org

Summary

Tax Levy Limit, Before Adjustments and Exclusions

✓	Real Property Tax Levy FYE 2024	\$22,045,571
✓	Tax Cap Reserve Offset from FYE 2023 Used to Reduce FYE 2024 Levy	\$0
✓	Total Tax Cap Reserve Amount (Including Interest Earned) from FYE 2024	---
✓	Tax Base Growth Factor	1.0036
✓	PILOTs Receivable FYE 2024	\$275,000
✓	Tort Exclusion Amount Claimed in FYE 2024	\$0
✓	Capital Tax Levy Exclusion FYE2024	\$308,192
✓	Allowable Levy Growth Factor	1.0200
✓	PILOTs Receivable FYE 2025	\$191,900
✓	Available Carryover from FYE 2024	\$0
	Tax Levy Limit Before Adjustments/Exclusions	\$22,341,678

Exclusions

✓	Tort Exclusion	\$0
✓	Capital Tax Levy Exclusion FYE2025	\$560,835
✓	Teachers' Retirement System Exclusion	\$0
✓	Employees' Retirement System Exclusion	\$8,032
	Total Exclusions	\$568,867
	Your FYE 2025 Tax Levy Limit, Adjusted for Transfers plus Exclusions	\$22,910,545
✓	Total Tax Cap Reserve Amount Used to Reduce FYE 2025 Levy	---
✓	FYE 2025 Proposed Levy, Net of Reserve	\$22,910,545
	Difference Between Tax Levy Limit and Proposed Levy	\$0
✓	Do you plan to override the Tax Cap for FYE 2025 ?	No

History

Date and Time	Status Changed To	User
03/01/2024 11:40:14 AM	Form was submitted to OSC (Form Status set to: Submitted)	Kathaleen Hooper
02/29/2024 1:41:39 PM	Form was re-opened (Form Status set to: Changes Pending)	Kathaleen Hooper
02/29/2024 1:41:26 PM	Form was re-opened (Form Status set to: Changes Pending)	Kathaleen Hooper

02/28/2024 4:15:49 PM	Form was submitted to OSC (Form Status set to: Submitted)	Kathaleen Hooper
03/01/2023 9:46:09 AM	Form was created (Form Status set to: Unsubmitted)	Brian Pulvino

Salary: Administrative Compensation Information
460500 - FULTON CITY SD
2023-2024 - Page 1
Official - as of 05/02/2024 12:58 PM
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	183,670	39,483	2,400

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

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

2.	CHIEF OF OPERATIONS AND FINANCE	149,250	48,586	1,000
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Salary: Administrative Compensation Information
460500 - FULTON CITY SD**2023-2024 - Page 2**
Official - as of 05/02/2024 12:58 PM

Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
460500 - FULTON CITY SD**2023-2024 Claim Year - Page 3**
Official - as of 05/02/2024 12:58 PM

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

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Salary: Administrative Compensation Information
460500 - FULTON CITY SD

2023-2024 Claim Year - Page 4
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Salary: Administrative Compensation Information 2023-2024 - Page 5
460500 - FULTON CITY SD Official - as of 05/02/2024 12:58 PM

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Equalized Total Assessed Value 1,503,629,064

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	12	3,597,456	0.24
13100	CO - GENERALLY	RPTL 406(1)	17	14,674,956	0.98
13350	CITY - GENERALLY	RPTL 406(1)	80	22,360,595	1.49
13500	TOWN - GENERALLY	RPTL 406(1)	12	4,779,973	0.32
13570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	6	396,096	0.03
13800	SCHOOL DISTRICT	RPTL 408	13	45,673,481	3.04
13840	SPEC WATER DIST - OSWEGO COUNT	RPTL 410-b	2	13,785,714	0.92
14100	USA - GENERALLY	RPTL 400(1)	2	94,375	0.01
14110	USA - SPECIFIED USES	STATE L 54	2	941,071	0.06
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	19	40,473,452	2.69
18060	URBAN REN: OWNER-MUN U R AGENC	GEN MUNY 555 & 560	2	154,762	0.01
18120	NYS HOUSING FINANCE AGENCY SUBS	P H FI L 45-b,c, 53	2	5,098,334	0.34
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	870,595	0.06
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	36	16,151,068	1.07
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	9	13,276,675	0.88
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	4,681,429	0.31
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	8,933,706	0.59
25220	NONPROF CORP-CEMETERY	RPTL 420(1)(a)	1	1,563	0.00
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	16	6,640,573	0.44
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	379,315	0.03
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	4	3,155,709	0.21
26050	AGRICULTURAL SOCIETY	RPTL 450	1	64,219	0.00
26100	VETERANS ORGANIZATION	RPTL 452	5	547,024	0.04
26250	HISTORICAL SOCIETY	RPTL 444	1	232,143	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	1,016,346	0.07
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	719,604	0.05
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,583,333	0.30
41400	CLERGY	RPTL 460	2	4,652	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	7	691,647	0.05
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	105	4,365,957	0.29
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	20	893,266	0.06
41800	PERSONS AGE 65 OR OVER	RPTL 467	66	3,474,299	0.23
41804	PERSONS AGE 65 OR OVER	RPTL 467	116	3,267,596	0.22

Equalized Total Assessed Value 1,503,629,064

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	1,195	103,324,851	6.87
41844	En STAR (land belongs to other	RPTL 425	1	44,063	0.00
41854	BASIC STAR 1999-2000	RPTL 425	1,801	60,766,846	4.04
41864	Basic STAR (land belongs to ot	RPTL 425	2	45,000	0.00
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	1	97,385	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	13	2,103,716	0.14
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	12	16,215,930	1.08
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	1,250,000	0.08
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	8	2,035,128	0.14
Total Exemptions Exclusive of System Exemptions:			3,614	409,828,775	27.26
Total System Exemptions:			8	2,035,128	0.14
Totals:			3,622	411,863,903	27.39

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: _____

NYS - Real Property System
County of Oswego
City of Fulton
SWIS Code - 350400

Assessor's Report - 2024 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/1/2024 10:30:13
Total Assessed Value 595,001,680
Uniform Percentage 84.00

Equalized Total Assessed Value 708,335,333

School District - 350400 Fulton

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	577,976	0.08
13100	CO - GENERALLY	RPTL 406(1)	2	1,599,643	0.23
13350	CITY - GENERALLY	RPTL 406(1)	80	22,360,595	3.16
13800	SCHOOL DISTRICT	RPTL 408	10	31,294,287	4.42
14110	USA - SPECIFIED USES	STATE L 54	2	941,071	0.13
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	12	24,941,192	3.52
18060	URBAN REN: OWNER-MUN U R AGENC	GEN MUNY 555 & 560	2	154,762	0.02
18120	NYS HOUSING FINANCE AGENCY SUBS	P H FI L 45-b,c, 53	2	5,098,334	0.72
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	870,595	0.12
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	25	9,495,714	1.34
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	5	12,823,333	1.81
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	4,681,429	0.66
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	8,582,143	1.21
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	14	6,192,856	0.87
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	301,190	0.04
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	4	3,155,709	0.45
26100	VETERANS ORGANIZATION	RPTL 452	5	547,024	0.08
26250	HISTORICAL SOCIETY	RPTL 444	1	232,143	0.03
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	510,477	0.07
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,583,333	0.65
41800	PERSONS AGE 65 OR OVER	RPTL 467	39	1,974,583	0.28
41804	PERSONS AGE 65 OR OVER	RPTL 467	59	1,579,090	0.22
41834	ENHANCED STAR	RPTL 425	546	46,449,092	6.56
41854	BASIC STAR 1999-2000	RPTL 425	821	26,969,407	3.81
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	6	2,050,511	0.29

Equalized Total Assessed Value 708,335,333

School District - 350400 Fulton

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	1	1,905	0.00
Total Exemptions Exclusive of System Exemptions:			1,656	217,966,489	30.77
Total System Exemptions:			1	1,905	0.00
Totals:			1,657	217,968,394	30.77

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

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

Equalized Total Assessed Value 301,172,445

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	2,733,230	0.91
13500	TOWN - GENERALLY	RPTL 406(1)	6	1,801,692	0.60
13800	SCHOOL DISTRICT	RPTL 408	1	12,191,538	4.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	5,777,384	1.92
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	46,154	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	346,154	0.11
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	453,846	0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	26,000	0.01
41400	CLERGY	RPTL 460	1	2,308	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	324,615	0.11
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	76	3,298,785	1.10
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	10	583,266	0.19
41800	PERSONS AGE 65 OR OVER	RPTL 467	12	806,785	0.27
41804	PERSONS AGE 65 OR OVER	RPTL 467	30	794,961	0.26
41834	ENHANCED STAR	RPTL 425	258	22,896,769	7.60
41854	BASIC STAR 1999-2000	RPTL 425	389	13,563,817	4.50
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	1	97,385	0.03
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	8	160,461	0.05
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	5	383,847	0.13
Total Exemptions Exclusive of System Exemptions:			810	65,905,150	21.88
Total System Exemptions:			5	383,847	0.13
Totals:			815	66,288,997	22.01

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

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

Equalized Total Assessed Value 7,382,707

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13840	SPEC WATER DIST - OSWEGO COUNT	RPTL 410-b	1	1,285,714	17.42
41834	ENHANCED STAR	RPTL 425	3	280,800	3.80
41854	BASIC STAR 1999-2000	RPTL 425	5	169,715	2.30
Total Exemptions Exclusive of System Exemptions:			9	1,736,229	23.52
Total System Exemptions:			0	0	0.00
Totals:			9	1,736,229	23.52

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

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

Equalized Total Assessed Value 4,187,244

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	61,784	1.48
41834	ENHANCED STAR	RPTL 425	4	380,064	9.08
41854	BASIC STAR 1999-2000	RPTL 425	7	250,852	5.99
Total Exemptions Exclusive of System Exemptions:			12	692,700	16.54
Total System Exemptions:			0	0	0.00
Totals:			12	692,700	16.54

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

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

Equalized Total Assessed Value 3,486,969

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	1	89,060	2.55
41854	BASIC STAR 1999-2000	RPTL 425	2	66,988	1.92
Total Exemptions Exclusive of System Exemptions:			3	156,048	4.48
Total System Exemptions:			0	0	0.00
Totals:			3	156,048	4.48

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

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

Equalized Total Assessed Value 6,100,161

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	7,813	0.13
41700	AGRICULTURAL BUILDING	RPTL 483	1	271,719	4.45
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	211,506	3.47
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	59,375	0.97
41834	ENHANCED STAR	RPTL 425	7	613,907	10.06
41854	BASIC STAR 1999-2000	RPTL 425	8	272,624	4.47
Total Exemptions Exclusive of System Exemptions:			21	1,436,944	23.56
Total System Exemptions:			0	0	0.00
Totals:			21	1,436,944	23.56

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

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

Equalized Total Assessed Value 472,964,205

School District - 350400 Fulton

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	286,250	0.06
13100	CO - GENERALLY	RPTL 406(1)	15	13,075,313	2.76
13500	TOWN - GENERALLY	RPTL 406(1)	6	2,978,281	0.63
13570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	6	396,096	0.08
13800	SCHOOL DISTRICT	RPTL 408	2	2,187,656	0.46
13840	SPEC WATER DIST - OSWEGO COUNT	RPTL 410-b	1	12,500,000	2.64
14100	USA - GENERALLY	RPTL 400(1)	2	94,375	0.02
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	7	15,532,260	3.28
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	4	877,970	0.19
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	3	407,188	0.09
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	2	351,563	0.07
25220	NONPROF CORP-CEMETERY	RPTL 420(1)(a)	1	1,563	0.00
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	101,563	0.02
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	78,125	0.02
26050	AGRICULTURAL SOCIETY	RPTL 450	1	64,219	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	562,500	0.12
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	175,314	0.04
41400	CLERGY	RPTL 460	1	2,344	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	95,313	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	26	855,666	0.18
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	10	310,000	0.07
41800	PERSONS AGE 65 OR OVER	RPTL 467	14	633,556	0.13
41804	PERSONS AGE 65 OR OVER	RPTL 467	26	831,761	0.18
41834	ENHANCED STAR	RPTL 425	376	32,615,159	6.90
41844	En STAR (land belongs to other	RPTL 425	1	44,063	0.01
41854	BASIC STAR 1999-2000	RPTL 425	569	19,473,443	4.12
41864	Basic STAR (land belongs to ot	RPTL 425	2	45,000	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	7	53,205	0.01
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	4	16,055,469	3.39
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	1,250,000	0.26

Equalized Total Assessed Value 472,964,205

School District - 350400 Fulton

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	2	1,649,376	0.35
Total Exemptions Exclusive of System Exemptions:			1,103	121,935,215	25.78
Total System Exemptions:			2	1,649,376	0.35
Totals:			1,105	123,584,591	26.13

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: _____

Maximum 2024–2025 STAR exemption savings by school district: Oswego County

Oswego County

School district name	Municipal name	Class*	Basic	Enhanced
Altmar Parish-Williamstown	Town of Albion	-	\$352	\$876
Altmar Parish-Williamstown	Town of Amboy	-	\$370	\$937
Altmar Parish-Williamstown	Town of Hastings	-	\$351	\$913
Altmar Parish-Williamstown	Town of Mexico	-	\$364	\$925
Altmar Parish-Williamstown	Town of Orwell	-	\$371	\$925
Altmar Parish-Williamstown	Town of Parish	-	\$357	\$918
Altmar Parish-Williamstown	Town of Richland	-	\$356	\$921
Altmar Parish-Williamstown	Town of West Monroe	-	\$353	\$890
Altmar Parish-Williamstown	Town of Williamstown	-	\$358	\$966
Central Square	Town of Amboy	-	\$498	\$1,240
Central Square	Town of Cicero	-	\$505	\$1,203
Central Square	Town of Clay	-	\$473	\$1,204
Central Square	Town of Constantia	-	\$527	\$1,240
Central Square	Town of Hastings	-	\$472	\$1,240
Central Square	Town of Mexico	-	\$489	\$1,194
Central Square	Town of Palermo	-	\$500	\$1,239
Central Square	Town of Parish	-	\$480	\$1,220
Central Square	Town of Schroepfel	-	\$513	\$1,239
Central Square	Town of Vienna	-	\$496	\$1,151
Central Square	Town of West Monroe	-	\$475	\$1,238

Fulton	City of Fulton	-	\$627	\$1,669
Fulton	Town of Granby	-	\$677	\$1,723
Fulton	Town of Minetto	-	\$646	\$1,705
Fulton	Town of Oswego	-	\$671	\$1,761
Fulton	Town of Palermo	-	\$670	\$1,705
Fulton	Town of Scriba	-	\$680	\$1,724
Fulton	Town of Volney	-	\$666	\$1,727
Hannibal	Town of Granby	-	\$571	\$1,436
Hannibal	Town of Hannibal	-	\$563	\$1,410
Hannibal	Town of Oswego	-	\$566	\$1,468
Hannibal	Town of Sterling	-	\$594	\$1,444
Mexico	Town of Hastings	-	\$474	\$1,172
Mexico	Town of Mexico	-	\$491	\$1,172
Mexico	Town of New Haven	-	\$493	\$1,172
Mexico	Town of Palermo	-	\$502	\$1,172
Mexico	Town of Parish	-	\$482	\$1,260
Mexico	Town of Richland	-	\$481	\$1,172
Mexico	Town of Scriba	-	\$510	\$1,172
Mexico	Town of Volney	-	\$499	\$1,184
Oswego	City of Oswego	-	\$462	\$1,229
Oswego	Town of Minetto	-	\$476	\$1,213
Oswego	Town of Oswego	-	\$495	\$1,264
Oswego	Town of Scriba	-	\$501	\$1,243
Oswego	Town of Sterling	-	\$498	\$1,211
Oswego	Town of Volney	-	\$490	\$1,249

Phoenix	Town of Clay	-	\$646	\$1,757
Phoenix	Town of Granby	-	\$691	\$1,790
Phoenix	Town of Hastings	-	\$644	\$1,707
Phoenix	Town of Lysander	-	\$641	\$1,740
Phoenix	Town of Palermo	-	\$683	\$1,771
Phoenix	Town of Schroepfel	-	\$701	\$1,771
Phoenix	Town of Volney	-	\$679	\$1,789
Pulaski	Town of Albion	-	\$498	\$1,242
Pulaski	Town of Richland	-	\$522	\$1,331
Pulaski	Town of Sandy Creek	-	\$555	\$1,344
Sandy Creek	Town of Boylston	-	\$383	\$966
Sandy Creek	Town of Ellisburg	-	\$352	\$952
Sandy Creek	Town of Orwell	-	\$393	\$985
Sandy Creek	Town of Osceola	-	\$388	\$965
Sandy Creek	Town of Redfield	-	\$381	\$966
Sandy Creek	Town of Richland	-	\$366	\$945
Sandy Creek	Town of Sandy Creek	-	\$409	\$966
Sandy Creek	Town of Williamstown	-	\$367	\$966

* Class refers only to school districts that exercise the homestead/non-homestead tax option, or that are based within special assessing units (Nassau County or NYC).

Page last reviewed or updated: March 27, 2024

FULTON CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

Section 1003 School Improvement Funds Data (72.97 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement: Potential Target District	NA
Multiracial	Local Support and Improvement	NA
White	Local Support and Improvement: Potential Target District	NA
English Language Learner	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement: Potential Target District	NA
Economically Disadvantaged	Local Support and Improvement: Potential Target District	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,281	89.6	1
	Math	1,264	85.2	
	Combined	2,545	87.4	
American Indian or Alaska Native	ELA	2	—	—
	Math	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	13	61.5	—
	Math	12	41.7	
	Combined	25	—	
Hispanic or Latino	ELA	88	75.6	1
	Math	81	79.6	
	Combined	169	77.5	
Multiracial	ELA	40	71.3	1
	Math	36	77.8	
	Combined	76	74.3	
White	ELA	1,135	91.8	2
	Math	1,131	86.4	
	Combined	2,266	89.1	
English Language Learner	ELA	25	38	1
	Math	21	61.9	
	Combined	46	48.9	
Students with Disabilities	ELA	260	35	1
	Math	261	37.5	
	Combined	521	36.3	
Economically Disadvantaged	ELA	791	72.9	1
	Math	778	66.8	
	Combined	1,569	69.9	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,326	86.5	2
	Math	1,323	81.4	
	Combined	2,649	84	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	13	61.5	—
	Math	13	38.5	
	Combined	26	—	
Hispanic or Latino	ELA	89	74.7	2
	Math	89	72.5	
	Combined	178	73.6	
Multiracial	ELA	41	69.5	2
	Math	41	68.3	
	Combined	82	68.9	
White	ELA	1,178	88.4	2
	Math	1,175	83.1	
	Combined	2,353	85.8	
English Language Learner	ELA	25	38	2
	Math	25	52	
	Combined	50	45	
Students with Disabilities	ELA	273	33.3	2
	Math	273	35.9	
	Combined	546	34.6	
Economically Disadvantaged	ELA	832	69.3	2
	Math	830	62.7	
	Combined	1,662	66	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	24	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	21	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	24	—	—	—	—
Students with Disabilities	5	—	—	—	—
Economically Disadvantaged	22	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,976	742	37.6%	1
American Indian or Alaska Native	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	24	—	—	—
Hispanic or Latino	153	71	46.4%	1
Multiracial	67	24	35.8%	2
White	1,726	641	37.1%	2
English Language Learner	41	21	51.2%	1
Students with Disabilities	421	178	42.3%	1
Economically Disadvantaged	1,278	591	46.2%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,444	91.5%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	15	—
Hispanic or Latino	X	102	90.2%
Multiracial	X	47	93.6%
White	X	1,275	91.5%
English Language Learner	—	24	—
Students with Disabilities	X	264	89.8%
Economically Disadvantaged	X	914	90%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	X	1,440	90.8%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	14	—
Hispanic or Latino	X	102	87.3%
Multiracial	X	47	85.1%
White	X	1,272	91.4%
English Language Learner	—	24	—
Students with Disabilities	X	264	90.2%
Economically Disadvantaged	X	911	89.1%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
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	2	2	2	—	1
American Indian or Alaska Native	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—
Black or African American	—	—	—	—	—
Hispanic or Latino	—	1	—	—	1
Multiracial	—	—	—	—	—
White	2	2	2	—	2
English Language Learner	—	—	—	—	—
Students with Disabilities	4	3	2	—	1
Economically Disadvantaged	2	2	2	—	1

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	216	161.8	130.1	2
	Math	75	97.3		
	Science	87	131.6		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	—	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	3	—	—	—
	Math	—	—		
	Science	—	—		
Hispanic or Latino	ELA	10	75	—	—
	Math	2	—		
	Science	—	—		
Multiracial	ELA	1	—	—	—
	Math	—	—		
	Science	1	—		
White	ELA	199	165.6	132.7	2
	Math	72	100		
	Science	85	132.4		
English Language Learner	ELA	4	—	—	—
	Math	—	—		
	Science	—	—		
Students with Disabilities	ELA	47	102.1	114.4	4
	Math	14	110.7		
	Science	13	138.5		
Economically Disadvantaged	ELA	106	143.9	115.5	2
	Math	31	75.8		
	Science	31	132.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	223	156.7	85.5	2
	Math	213	34.3		
	Science	207	55.3		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Hispanic or Latino	ELA	12	62.5	23.4	1
	Math	12	0		
	Science	10	0		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
White	ELA	202	163.1	90.2	2
	Math	192	37.5		
	Science	188	59.8		
English Language Learner	ELA	5	0	—	—
	Math	5	0		
	Science	5	0		
Students with Disabilities	ELA	51	94.1	55.9	3
	Math	51	30.4		
	Science	49	36.7		
Economically Disadvantaged	ELA	113	135	69.3	2
	Math	105	22.4		
	Science	100	41		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	232	200	86.2%	86.4%	2
	5-year	282	244	86.5%		
	6-year	238	206	86.6%		
American Indian or Alaska Native	4-year	1	—	—	—	—
	5-year	1	—	—		
	6-year	0	—	—		
Asian or Native Hawaiian/Other Pacific Islander	4-year	3	—	—	—	—
	5-year	2	—	—		
	6-year	4	—	—		
Black or African American	4-year	5	—	—	—	—
	5-year	0	—	—		
	6-year	4	—	—		
Hispanic or Latino	4-year	12	—	—	—	—
	5-year	10	—	—		
	6-year	11	—	—		
Multiracial	4-year	3	—	—	—	—
	5-year	3	—	—		
	6-year	4	—	—		
White	4-year	208	182	87.5%	87.4%	2
	5-year	266	231	86.8%		
	6-year	215	189	87.9%		
English Language Learner	4-year	6	—	—	—	—
	5-year	2	—	—		
	6-year	10	—	—		
Students with Disabilities	4-year	45	30	66.7%	73.2%	2
	5-year	65	51	78.5%		
	6-year	39	29	74.4%		
Economically Disadvantaged	4-year	125	96	76.8%	77.9%	2
	5-year	145	112	77.2%		
	6-year	138	110	79.7%		

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	12	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learner	12	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	1,001	501	50%	1
American Indian or Alaska Native	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—
Black or African American	11	—	—	—
Hispanic or Latino	65	41	63.1%	1
Multiracial	24	—	—	—
White	896	441	49.2%	2
English Language Learner	21	—	—	—
Students with Disabilities	208	121	58.2%	1
Economically Disadvantaged	583	357	61.2%	1

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✓	221	95.9%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	4	—
Hispanic or Latino	—	13	—
Multiracial	—	2	—
White	✓	199	97%
English Language Learner	—	7	—
Students with Disabilities	✗	42	92.9%
Economically Disadvantaged	✗	109	93.6%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	✗	208	35.6%
American Indian or Alaska Native	—	2	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	4	—
Hispanic or Latino	—	13	—
Multiracial	—	2	—
White	✗	186	36.6%
English Language Learner	—	7	—
Students with Disabilities	✗	40	22.5%
Economically Disadvantaged	✗	99	29.3%

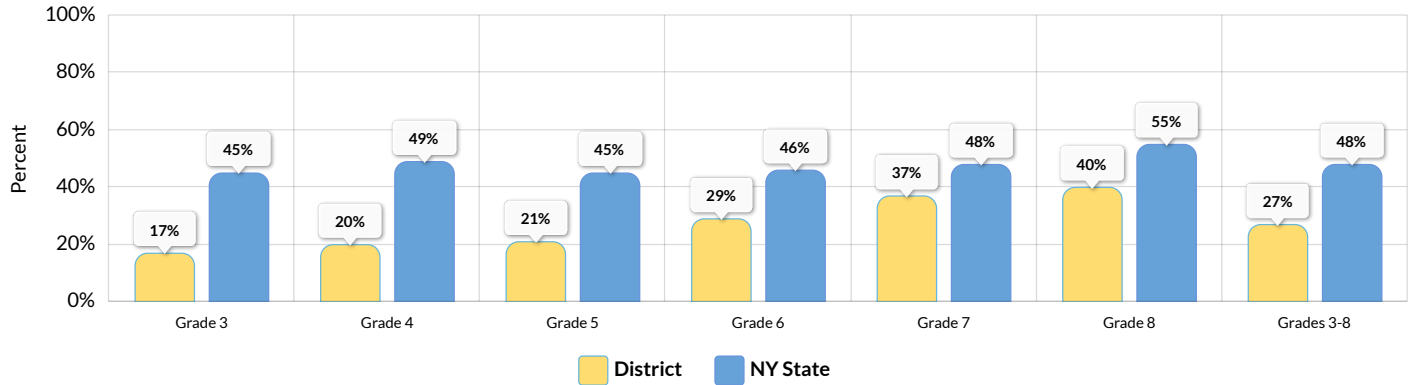
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

SUMMARY RESULTS



Percent Scoring Proficient by Grade



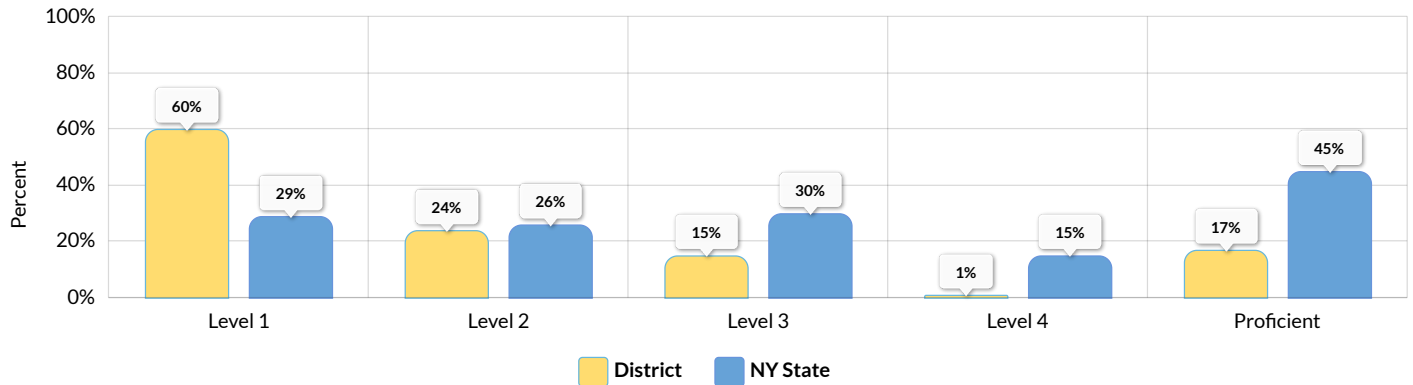
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	227	9	4%	218	96%	130	60%	52	24%	33	15%	3	1%	36	17%
Grade 4	240	10	4%	230	96%	102	44%	83	36%	43	19%	2	1%	45	20%
Grade 5	224	10	4%	214	96%	120	56%	49	23%	39	18%	6	3%	45	21%
Grade 6	267	17	6%	250	94%	95	38%	83	33%	43	17%	29	12%	72	29%
Grade 7	240	37	15%	203	85%	60	30%	67	33%	54	27%	22	11%	76	37%
Grade 8	248	58	23%	190	77%	49	26%	65	34%	52	27%	24	13%	76	40%
Grades 3-8	1,446	141	10%	1,305	90%	556	43%	399	31%	264	20%	86	7%	350	27%

GRADE 3 ELA RESULTS

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



Percent Scoring at Levels for All Students



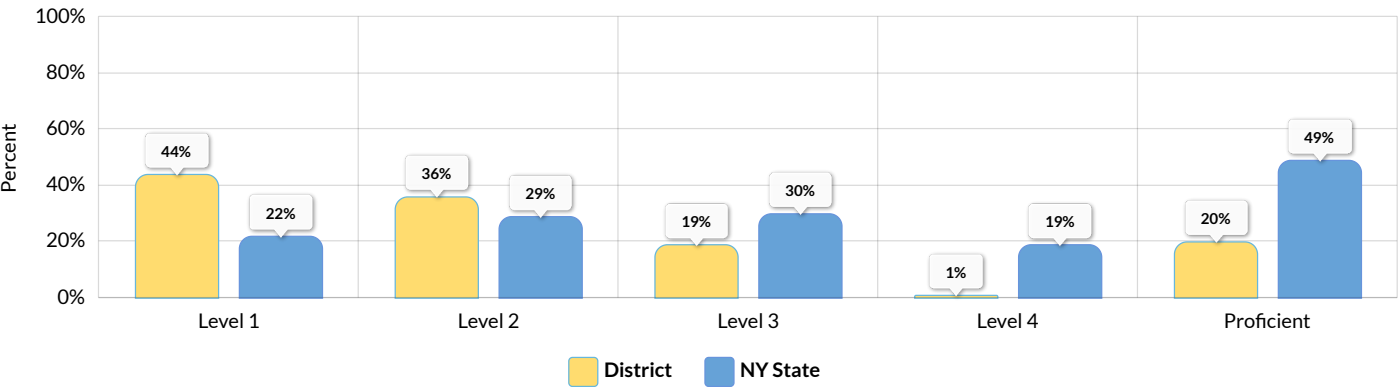
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	227	9	4%	218	96%	130	60%	52	24%	33	15%	3	1%	36	17%
Female	107	4	4%	103	96%	50	49%	33	32%	19	18%	1	1%	20	19%
Male	120	5	4%	115	96%	80	70%	19	17%	14	12%	2	2%	16	14%
General Education Students	186	4	2%	182	98%	95	52%	52	29%	32	18%	3	2%	35	19%
Students with Disabilities	41	5	12%	36	88%	35	97%	0	0%	1	3%	0	0%	1	3%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	0	0%	21	100%	16	76%	3	14%	2	10%	0	0%	2	10%
White	198	9	5%	189	95%	110	58%	46	24%	30	16%	3	2%	33	17%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	4	50%	3	38%	1	13%	0	0%	1	13%
Economically Disadvantaged	149	6	4%	143	96%	92	64%	29	20%	20	14%	2	1%	22	15%
Not Economically Disadvantaged	78	3	4%	75	96%	38	51%	23	31%	13	17%	1	1%	14	19%
English Language Learner	5	0	0%	5	100%	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	222	9	4%	213	96%	125	59%	52	24%	33	15%	3	1%	36	17%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	226	9	4%	217	96%	—	—	—	—	—	—	—	—	—	—
Homeless	18	1	6%	17	94%	13	76%	3	18%	1	6%	0	0%	1	6%
Not Homeless	209	8	4%	201	96%	117	58%	49	24%	32	16%	3	1%	35	17%
Migrant	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	225	9	4%	216	96%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	227	9	4%	218	96%	130	60%	52	24%	33	15%	3	1%	36	17%

GRADE 4 ELA RESULTS

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



Percent Scoring at Levels for All Students



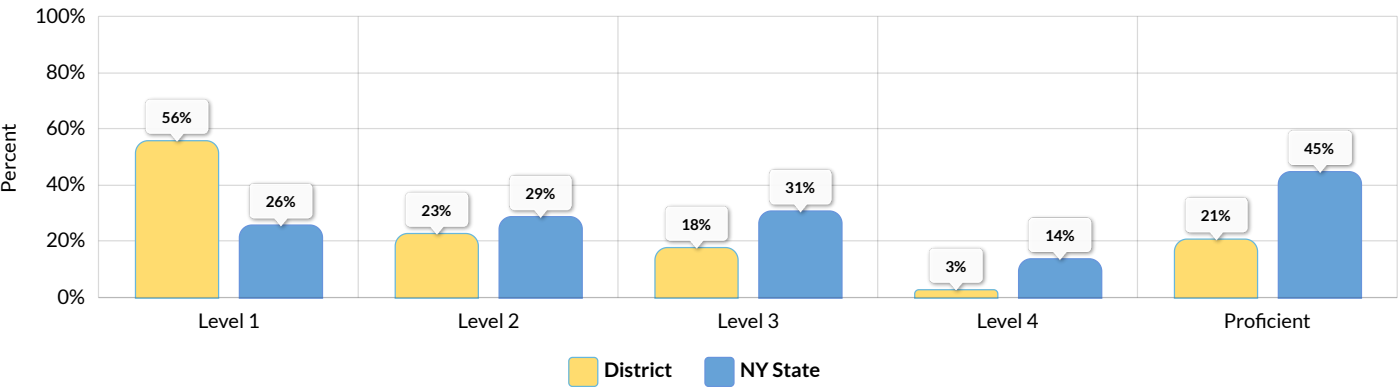
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	10	4%	230	96%	102	44%	83	36%	43	19%	2	1%	45	20%
Female	118	6	5%	112	95%	44	39%	42	38%	26	23%	0	0%	26	23%
Male	122	4	3%	118	97%	58	49%	41	35%	17	14%	2	2%	19	16%
General Education Students	198	3	2%	195	98%	70	36%	82	42%	41	21%	2	1%	43	22%
Students with Disabilities	42	7	17%	35	83%	32	91%	1	3%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	10	91%	5	50%	3	30%	2	20%	0	0%	2	20%
White	220	9	4%	211	96%	93	44%	76	36%	40	19%	2	1%	42	20%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	4	44%	4	44%	1	11%	0	0%	1	11%
Economically Disadvantaged	150	8	5%	142	95%	72	51%	53	37%	16	11%	1	1%	17	12%
Not Economically Disadvantaged	90	2	2%	88	98%	30	34%	30	34%	27	31%	1	1%	28	32%
Non-English Language Learner	240	10	4%	230	96%	102	44%	83	36%	43	19%	2	1%	45	20%
In Foster Care	8	1	13%	7	88%	2	29%	4	57%	1	14%	0	0%	1	14%
Not in Foster Care	232	9	4%	223	96%	100	45%	79	35%	42	19%	2	1%	44	20%
Homeless	11	1	9%	10	91%	6	60%	4	40%	0	0%	0	0%	0	0%
Not Homeless	229	9	4%	220	96%	96	44%	79	36%	43	20%	2	1%	45	20%
Not Migrant	240	10	4%	230	96%	102	44%	83	36%	43	19%	2	1%	45	20%
Parent Not in Armed Forces	240	10	4%	230	96%	102	44%	83	36%	43	19%	2	1%	45	20%

GRADE 5 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	224	10	4%	214	96%	120	56%	49	23%	39	18%	6	3%	45	21%
Female	113	3	3%	110	97%	59	54%	27	25%	22	20%	2	2%	24	22%
Male	111	7	6%	104	94%	61	59%	22	21%	17	16%	4	4%	21	20%
General Education Students	177	4	2%	173	98%	81	47%	48	28%	38	22%	6	3%	44	25%
Students with Disabilities	47	6	13%	41	87%	39	95%	1	2%	1	2%	0	0%	1	2%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	1	6%	15	94%	5	33%	6	40%	4	27%	0	0%	4	27%
White	199	9	5%	190	95%	111	58%	39	21%	34	18%	6	3%	40	21%
Multiracial	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	4	44%	4	44%	1	11%	0	0%	1	11%
Economically Disadvantaged	142	7	5%	135	95%	87	64%	25	19%	20	15%	3	2%	23	17%
Not Economically Disadvantaged	82	3	4%	79	96%	33	42%	24	30%	19	24%	3	4%	22	28%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	223	10	4%	213	96%	—	—	—	—	—	—	—	—	—	—
In Foster Care	5	0	0%	5	100%	4	80%	1	20%	0	0%	0	0%	0	0%
Not in Foster Care	219	10	5%	209	95%	116	56%	48	23%	39	19%	6	3%	45	22%
Homeless	25	1	4%	24	96%	21	88%	1	4%	2	8%	0	0%	2	8%
Not Homeless	199	9	5%	190	95%	99	52%	48	25%	37	19%	6	3%	43	23%
Not Migrant	224	10	4%	214	96%	120	56%	49	23%	39	18%	6	3%	45	21%
Parent Not in Armed Forces	224	10	4%	214	96%	120	56%	49	23%	39	18%	6	3%	45	21%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	267	17	6%	250	94%	95	38%	83	33%	43	17%	29	12%	72	29%
Female	129	7	5%	122	95%	45	37%	40	33%	23	19%	14	11%	37	30%
Male	138	10	7%	128	93%	50	39%	43	34%	20	16%	15	12%	35	27%
General Education Students	218	11	5%	207	95%	55	27%	81	39%	42	20%	29	14%	71	34%
Students with Disabilities	49	6	12%	43	88%	40	93%	2	5%	1	2%	0	0%	1	2%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	5	22%	18	78%	10	56%	5	28%	2	11%	1	6%	3	17%
White	231	12	5%	219	95%	78	36%	74	34%	40	18%	27	12%	67	31%
Multiracial	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	7	54%	4	31%	1	8%	1	8%	2	15%
Economically Disadvantaged	177	13	7%	164	93%	78	48%	54	33%	22	13%	10	6%	32	20%
Not Economically Disadvantaged	90	4	4%	86	96%	17	20%	29	34%	21	24%	19	22%	40	47%
English Language Learner	9	4	44%	5	56%	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learner	258	13	5%	245	95%	91	37%	82	33%	43	18%	29	12%	72	29%
In Foster Care	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	263	17	6%	246	94%	—	—	—	—	—	—	—	—	—	—
Homeless	18	2	11%	16	89%	10	63%	3	19%	1	6%	2	13%	3	19%
Not Homeless	249	15	6%	234	94%	85	36%	80	34%	42	18%	27	12%	69	29%
Migrant	4	3	75%	1	25%	—	—	—	—	—	—	—	—	—	—
Not Migrant	263	14	5%	249	95%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	267	17	6%	250	94%	95	38%	83	33%	43	17%	29	12%	72	29%

GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	37	15%	203	85%	60	30%	67	33%	54	27%	22	11%	76	37%
Female	125	18	14%	107	86%	25	23%	33	31%	35	33%	14	13%	49	46%
Male	115	19	17%	96	83%	35	36%	34	35%	19	20%	8	8%	27	28%
General Education Students	198	31	16%	167	84%	33	20%	59	35%	53	32%	22	13%	75	45%
Students with Disabilities	42	6	14%	36	86%	27	75%	8	22%	1	3%	0	0%	1	3%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	4	29%	10	71%	5	50%	1	10%	4	40%	0	0%	4	40%
White	215	33	15%	182	85%	50	27%	61	34%	49	27%	22	12%	71	39%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	11	100%	5	45%	5	45%	1	9%	0	0%	1	9%
Economically Disadvantaged	150	29	19%	121	81%	49	40%	37	31%	30	25%	5	4%	35	29%
Not Economically Disadvantaged	90	8	9%	82	91%	11	13%	30	37%	24	29%	17	21%	41	50%
English Language Learner	6	0	0%	6	100%	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	234	37	16%	197	84%	54	27%	67	34%	54	27%	22	11%	76	39%
In Foster Care	6	0	0%	6	100%	3	50%	1	17%	1	17%	1	17%	2	33%
Not in Foster Care	234	37	16%	197	84%	57	29%	66	34%	53	27%	21	11%	74	38%
Homeless	26	4	15%	22	85%	14	64%	3	14%	5	23%	0	0%	5	23%
Not Homeless	214	33	15%	181	85%	46	25%	64	35%	49	27%	22	12%	71	39%
Migrant	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	238	37	16%	201	84%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	240	37	15%	203	85%	60	30%	67	33%	54	27%	22	11%	76	37%

GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	58	23%	190	77%	49	26%	65	34%	52	27%	24	13%	76	40%
Female	109	32	29%	77	71%	—	—	—	—	—	—	—	—	—	—
Male	137	26	19%	111	81%	33	30%	43	39%	18	16%	17	15%	35	32%
Non-Binary	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	111	32	29%	79	71%	16	20%	22	28%	34	43%	7	9%	41	52%
General Education Students	203	43	21%	160	79%	31	19%	56	35%	49	31%	24	15%	73	46%
Students with Disabilities	45	15	33%	30	67%	18	60%	9	30%	3	10%	0	0%	3	10%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	3	18%	14	82%	7	50%	4	29%	1	7%	2	14%	3	21%
White	214	51	24%	163	76%	38	23%	54	33%	49	30%	22	13%	71	44%
Multiracial	10	3	30%	7	70%	2	29%	4	57%	1	14%	0	0%	1	14%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	2	33%	3	50%	1	17%	0	0%	1	17%
Economically Disadvantaged	147	44	30%	103	70%	34	33%	41	40%	19	18%	9	9%	28	27%
Not Economically Disadvantaged	101	14	14%	87	86%	15	17%	24	28%	33	38%	15	17%	48	55%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	245	57	23%	188	77%	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	245	57	23%	188	77%	—	—	—	—	—	—	—	—	—	—
Homeless	17	7	41%	10	59%	4	40%	3	30%	1	10%	2	20%	3	30%
Not Homeless	231	51	22%	180	78%	45	25%	62	34%	51	28%	22	12%	73	41%
Not Migrant	248	58	23%	190	77%	49	26%	65	34%	52	27%	24	13%	76	40%
Parent Not in Armed Forces	248	58	23%	190	77%	49	26%	65	34%	52	27%	24	13%	76	40%

GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	226	13	6%	213	94%	75	35%	82	38%	46	22%	10	5%	56	26%
Grade 4	240	11	5%	229	95%	98	43%	64	28%	63	28%	4	2%	67	29%
Grade 5	223	14	6%	209	94%	111	53%	52	25%	43	21%	3	1%	46	22%
Grade 6	267	12	4%	255	96%	121	47%	70	27%	60	24%	4	2%	64	25%
Combined 6	267	12	4%	255	96%	121	47%	70	27%	60	24%	4	2%	64	25%
Grade 7	240	46	19%	194	81%	56	29%	75	39%	51	26%	12	6%	63	32%
Combined 7	240	46	19%	194	81%	56	29%	75	39%	51	26%	12	6%	63	32%
Grade 8	248	83	33%	165	67%	102	62%	40	24%	23	14%	0	0%	23	14%
Regents 8	—	—	—	27	11%	0	0%	0	0%	11	41%	16	59%	27	100%
Combined 8	248	56	23%	192	77%	102	53%	40	21%	34	18%	16	8%	50	26%
Grades 3-8	1,444	152	11%	1,292	89%	563	44%	383	30%	297	23%	49	4%	346	27%

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

GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	226	13	6%	213	94%	75	35%	82	38%	46	22%	10	5%	56	26%
Female	106	6	6%	100	94%	39	39%	30	30%	27	27%	4	4%	31	31%
Male	120	7	6%	113	94%	36	32%	52	46%	19	17%	6	5%	25	22%
General Education Students	186	9	5%	177	95%	46	26%	75	42%	46	26%	10	6%	56	32%
Students with Disabilities	40	4	10%	36	90%	29	81%	7	19%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	4	19%	17	81%	9	53%	4	24%	3	18%	1	6%	4	24%
White	197	9	5%	188	95%	65	35%	72	38%	42	22%	9	5%	51	27%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	6	75%	1	13%	0	0%	1	13%
Economically Disadvantaged	148	9	6%	139	94%	57	41%	52	37%	26	19%	4	3%	30	22%
Not Economically Disadvantaged	78	4	5%	74	95%	18	24%	30	41%	20	27%	6	8%	26	35%
English Language Learner	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	221	12	5%	209	95%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	225	13	6%	212	94%	—	—	—	—	—	—	—	—	—	—
Homeless	18	2	11%	16	89%	10	63%	5	31%	0	0%	1	6%	1	6%
Not Homeless	208	11	5%	197	95%	65	33%	77	39%	46	23%	9	5%	55	28%
Migrant	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	224	13	6%	211	94%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	226	13	6%	213	94%	75	35%	82	38%	46	22%	10	5%	56	26%

GRADE 4 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	240	11	5%	229	95%	98	43%	64	28%	63	28%	4	2%	67	29%
Female	118	6	5%	112	95%	49	44%	34	30%	27	24%	2	2%	29	26%
Male	122	5	4%	117	96%	49	42%	30	26%	36	31%	2	2%	38	32%
General Education Students	198	4	2%	194	98%	65	34%	63	32%	62	32%	4	2%	66	34%
Students with Disabilities	42	7	17%	35	83%	33	94%	1	3%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	10	91%	4	40%	4	40%	1	10%	1	10%	2	20%
White	220	10	5%	210	95%	91	43%	56	27%	60	29%	3	1%	63	30%
Multiracial	7	0	0%	7	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0%	9	100%	3	33%	4	44%	2	22%	0	0%	2	22%
Economically Disadvantaged	150	8	5%	142	95%	75	53%	40	28%	27	19%	0	0%	27	19%
Not Economically Disadvantaged	90	3	3%	87	97%	23	26%	24	28%	36	41%	4	5%	40	46%
Non-English Language Learner	240	11	5%	229	95%	98	43%	64	28%	63	28%	4	2%	67	29%
In Foster Care	8	1	13%	7	88%	5	71%	2	29%	0	0%	0	0%	0	0%
Not in Foster Care	232	10	4%	222	96%	93	42%	62	28%	63	28%	4	2%	67	30%
Homeless	11	1	9%	10	91%	6	60%	2	20%	2	20%	0	0%	2	20%
Not Homeless	229	10	4%	219	96%	92	42%	62	28%	61	28%	4	2%	65	30%
Not Migrant	240	11	5%	229	95%	98	43%	64	28%	63	28%	4	2%	67	29%
Parent Not in Armed Forces	240	11	5%	229	95%	98	43%	64	28%	63	28%	4	2%	67	29%

GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	223	14	6%	209	94%	111	53%	52	25%	43	21%	3	1%	46	22%
Female	112	1	1%	111	99%	59	53%	32	29%	19	17%	1	1%	20	18%
Male	111	13	12%	98	88%	52	53%	20	20%	24	24%	2	2%	26	27%
General Education Students	176	9	5%	167	95%	78	47%	45	27%	41	25%	3	2%	44	26%
Students with Disabilities	47	5	11%	42	89%	33	79%	7	17%	2	5%	0	0%	2	5%
Black or African American	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	2	13%	14	88%	5	36%	5	36%	4	29%	0	0%	4	29%
White	199	12	6%	187	94%	102	55%	46	25%	36	19%	3	2%	39	21%
Multiracial	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	4	50%	1	13%	3	38%	0	0%	3	38%
Economically Disadvantaged	141	10	7%	131	93%	86	66%	19	15%	26	20%	0	0%	26	20%
Not Economically Disadvantaged	82	4	5%	78	95%	25	32%	33	42%	17	22%	3	4%	20	26%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	222	13	6%	209	94%	111	53%	52	25%	43	21%	3	1%	46	22%
In Foster Care	5	0	0%	5	100%	4	80%	0	0%	1	20%	0	0%	1	20%
Not in Foster Care	218	14	6%	204	94%	107	52%	52	25%	42	21%	3	1%	45	22%
Homeless	25	2	8%	23	92%	17	74%	4	17%	2	9%	0	0%	2	9%
Not Homeless	198	12	6%	186	94%	94	51%	48	26%	41	22%	3	2%	44	24%
Not Migrant	223	14	6%	209	94%	111	53%	52	25%	43	21%	3	1%	46	22%
Parent Not in Armed Forces	223	14	6%	209	94%	111	53%	52	25%	43	21%	3	1%	46	22%

GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	267	12	4%	255	96%	121	47%	70	27%	60	24%	4	2%	64	25%
Female	129	5	4%	124	96%	69	56%	32	26%	22	18%	1	1%	23	19%
Male	138	7	5%	131	95%	52	40%	38	29%	38	29%	3	2%	41	31%
General Education Students	218	5	2%	213	98%	85	40%	65	31%	59	28%	4	2%	63	30%
Students with Disabilities	49	7	14%	42	86%	36	86%	5	12%	1	2%	0	0%	1	2%
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	1	4%	22	96%	15	68%	6	27%	1	5%	0	0%	1	5%
White	231	11	5%	220	95%	98	45%	61	28%	57	26%	4	2%	61	28%
Multiracial	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	8	62%	3	23%	2	15%	0	0%	2	15%
Economically Disadvantaged	177	12	7%	165	93%	97	59%	43	26%	23	14%	2	1%	25	15%
Not Economically Disadvantaged	90	0	0%	90	100%	24	27%	27	30%	37	41%	2	2%	39	43%
English Language Learner	9	0	0%	9	100%	7	78%	2	22%	0	0%	0	0%	0	0%
Non-English Language Learner	258	12	5%	246	95%	114	46%	68	28%	60	24%	4	2%	64	26%
In Foster Care	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	263	12	5%	251	95%	—	—	—	—	—	—	—	—	—	—
Homeless	18	1	6%	17	94%	9	53%	4	24%	4	24%	0	0%	4	24%
Not Homeless	249	11	4%	238	96%	112	47%	66	28%	56	24%	4	2%	60	25%
Migrant	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	263	12	5%	251	95%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	267	12	4%	255	96%	121	47%	70	27%	60	24%	4	2%	64	25%

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	240	46	19%	194	81%	56	29%	75	39%	51	26%	12	6%	63	32%
Female	125	22	18%	103	82%	27	26%	47	46%	23	22%	6	6%	29	28%
Male	115	24	21%	91	79%	29	32%	28	31%	28	31%	6	7%	34	37%
General Education Students	198	39	20%	159	80%	30	19%	68	43%	49	31%	12	8%	61	38%
Students with Disabilities	42	7	17%	35	83%	26	74%	7	20%	2	6%	0	0%	2	6%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	6	43%	8	57%	3	38%	2	25%	2	25%	1	13%	3	38%
White	215	34	16%	181	84%	51	28%	72	40%	47	26%	11	6%	58	32%
Multiracial	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	10	5	50%	5	50%	2	40%	1	20%	2	40%	0	0%	2	40%
Economically Disadvantaged	150	34	23%	116	77%	47	41%	43	37%	21	18%	5	4%	26	22%
Not Economically Disadvantaged	90	12	13%	78	87%	9	12%	32	41%	30	38%	7	9%	37	47%
English Language Learner	6	2	33%	4	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	234	44	19%	190	81%	—	—	—	—	—	—	—	—	—	—
In Foster Care	6	1	17%	5	83%	4	80%	1	20%	0	0%	0	0%	0	0%
Not in Foster Care	234	45	19%	189	81%	52	28%	74	39%	51	27%	12	6%	63	33%
Homeless	26	7	27%	19	73%	10	53%	7	37%	2	11%	0	0%	2	11%
Not Homeless	214	39	18%	175	82%	46	26%	68	39%	49	28%	12	7%	61	35%
Migrant	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Migrant	238	46	19%	192	81%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	240	46	19%	194	81%	56	29%	75	39%	51	26%	12	6%	63	32%

GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	248	83	33%	165	67%	102	62%	40	24%	23	14%	0	0%	23	14%
Female	109	41	38%	68	62%	—	—	—	—	—	—	—	—	—	—
Male	137	41	30%	96	70%	57	59%	24	25%	15	16%	0	0%	15	16%
Non-Binary	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	111	42	38%	69	62%	45	65%	16	23%	8	12%	0	0%	8	12%
General Education Students	203	70	34%	133	66%	75	56%	36	27%	22	17%	0	0%	22	17%
Students with Disabilities	45	13	29%	32	71%	27	84%	4	13%	1	3%	0	0%	1	3%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	3	18%	14	82%	8	57%	3	21%	3	21%	0	0%	3	21%
White	214	76	36%	138	64%	84	61%	35	25%	19	14%	0	0%	19	14%
Multiracial	10	3	30%	7	70%	5	71%	1	14%	1	14%	0	0%	1	14%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	5	83%	1	17%	0	0%	0	0%	0	0%
Economically Disadvantaged	147	50	34%	97	66%	70	72%	19	20%	8	8%	0	0%	8	8%
Not Economically Disadvantaged	101	33	33%	68	67%	32	47%	21	31%	15	22%	0	0%	15	22%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	245	82	33%	163	67%	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	245	82	33%	163	67%	—	—	—	—	—	—	—	—	—	—
Homeless	17	11	65%	6	35%	4	67%	2	33%	0	0%	0	0%	0	0%
Not Homeless	231	72	31%	159	69%	98	62%	38	24%	23	14%	0	0%	23	14%
Not Migrant	248	83	33%	165	67%	102	62%	40	24%	23	14%	0	0%	23	14%
Parent Not in Armed Forces	248	83	33%	165	67%	102	62%	40	24%	23	14%	0	0%	23	14%

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	247	87	35%	160	65%	30	19%	47	29%	80	50%	3	2%	83	52%
Regents 8	—	—	—	26	11%	0	0%	0	0%	1	4%	25	96%	26	100%
Combined 8	247	61	25%	186	75%	30	16%	47	25%	81	44%	28	15%	109	59%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	87	35%	160	65%	30	19%	47	29%	80	50%	3	2%	83	52%
Female	108	43	40%	65	60%	11	17%	20	31%	34	52%	0	0%	34	52%
Male	137	42	31%	95	69%	19	20%	27	28%	46	48%	3	3%	49	52%
Non-Binary	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	202	73	36%	129	64%	20	16%	31	24%	75	58%	3	2%	78	60%
Students with Disabilities	45	14	31%	31	69%	10	32%	16	52%	5	16%	0	0%	5	16%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	6	35%	11	65%	4	36%	3	27%	4	36%	0	0%	4	36%
White	213	75	35%	138	65%	24	17%	40	29%	71	51%	3	2%	74	54%
Multiracial	10	5	50%	5	50%	1	20%	1	20%	3	60%	0	0%	3	60%
Small Group Total: Race & Ethnicity	7	1	14%	6	86%	1	17%	3	50%	2	33%	0	0%	2	33%
Economically Disadvantaged	147	59	40%	88	60%	25	28%	28	32%	34	39%	1	1%	35	40%
Not Economically Disadvantaged	100	28	28%	72	72%	5	7%	19	26%	46	64%	2	3%	48	67%
English Language Learner	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	244	86	35%	158	65%	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	244	86	35%	158	65%	—	—	—	—	—	—	—	—	—	—
Homeless	17	11	65%	6	35%	1	17%	1	17%	4	67%	0	0%	4	67%
Not Homeless	230	76	33%	154	67%	29	19%	46	30%	76	49%	3	2%	79	51%
Not Migrant	247	87	35%	160	65%	30	19%	47	29%	80	50%	3	2%	83	52%
Parent Not in Armed Forces	247	87	35%	160	65%	30	19%	47	29%	80	50%	3	2%	83	52%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	496	54	11%	64	13%	129	26%	80	16%	169	34%	378	76%
Female	249	23	9%	34	14%	59	24%	35	14%	98	39%	192	77%
Male	247	31	13%	30	12%	70	28%	45	18%	71	29%	186	75%
General Education Students	408	20	5%	42	10%	104	25%	75	18%	167	41%	346	85%
Students with Disabilities	88	34	39%	22	25%	25	28%	5	6%	2	2%	32	36%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	36	7	19%	7	19%	9	25%	5	14%	8	22%	22	61%
White	444	45	10%	56	13%	117	26%	71	16%	155	35%	343	77%
Multiracial	9	1	11%	0	0%	1	11%	4	44%	3	33%	8	89%
Small Group Total: Race & Ethnicity	7	1	14%	1	14%	2	29%	0	0%	3	43%	5	71%
Economically Disadvantaged	284	50	18%	56	20%	78	27%	42	15%	58	20%	178	63%
Not Economically Disadvantaged	212	4	2%	8	4%	51	24%	38	18%	111	52%	200	94%
English Language Learner	13	7	54%	2	15%	2	15%	1	8%	1	8%	4	31%
Non-English Language Learner	483	47	10%	62	13%	127	26%	79	16%	168	35%	374	77%
In Foster Care	13	2	15%	4	31%	3	23%	1	8%	3	23%	7	54%
Not in Foster Care	483	52	11%	60	12%	126	26%	79	16%	166	34%	371	77%
Homeless	39	12	31%	7	18%	10	26%	4	10%	6	15%	20	51%
Not Homeless	457	42	9%	57	12%	119	26%	76	17%	163	36%	358	78%
Migrant	5	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%
Not Migrant	491	51	10%	62	13%	129	26%	80	16%	169	34%	378	77%
Parent Not in Armed Forces	496	54	11%	64	13%	129	26%	80	16%	169	34%	378	76%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	50	18%	48	18%	115	42%	53	19%	7	3%	175	64%
Female	122	—	—	—	—	—	—	—	—	—	—	—	—
Male	149	28	19%	24	16%	66	44%	26	17%	5	3%	97	65%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	124	22	18%	24	19%	49	40%	27	22%	2	2%	78	63%
General Education Students	218	27	12%	33	15%	99	45%	52	24%	7	3%	158	72%
Students with Disabilities	55	23	42%	15	27%	16	29%	1	2%	0	0%	17	31%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	20	6	30%	4	20%	7	35%	3	15%	0	0%	10	50%
White	244	42	17%	43	18%	103	42%	49	20%	7	3%	159	65%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	1	11%	5	56%	1	11%	0	0%	6	67%
Economically Disadvantaged	161	44	27%	35	22%	59	37%	20	12%	3	2%	82	51%
Not Economically Disadvantaged	112	6	5%	13	12%	56	50%	33	29%	4	4%	93	83%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	3	50%
Non-English Language Learner	267	47	18%	48	18%	112	42%	53	20%	7	3%	172	64%
In Foster Care	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Not in Foster Care	267	49	18%	47	18%	112	42%	52	19%	7	3%	171	64%
Homeless	17	6	35%	5	29%	3	18%	3	18%	0	0%	6	35%
Not Homeless	256	44	17%	43	17%	112	44%	50	20%	7	3%	169	66%
Migrant	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	269	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	273	50	18%	48	18%	115	42%	53	19%	7	3%	175	64%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	20	12%	38	24%	83	52%	14	9%	6	4%	103	64%
Female	81	11	14%	21	26%	42	52%	5	6%	2	2%	49	60%
Male	80	9	11%	17	21%	41	51%	9	11%	4	5%	54	68%
General Education Students	156	20	13%	35	22%	81	52%	14	9%	6	4%	101	65%
Students with Disabilities	5	0	0%	3	60%	2	40%	0	0%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	—	—	—	—	—	—	—	—	—	—	—	—
White	147	16	11%	34	23%	78	53%	13	9%	6	4%	97	66%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	4	29%	4	29%	5	36%	1	7%	0	0%	6	43%
Economically Disadvantaged	86	15	17%	26	30%	37	43%	7	8%	1	1%	45	52%
Not Economically Disadvantaged	75	5	7%	12	16%	46	61%	7	9%	5	7%	58	77%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	159	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	4	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	157	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	157	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	161	20	12%	38	24%	83	52%	14	9%	6	4%	103	64%
Parent Not in Armed Forces	161	20	12%	38	24%	83	52%	14	9%	6	4%	103	64%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	98	19	19%	19	19%	42	43%	16	16%	2	2%	60	61%
Female	48	14	29%	10	21%	15	31%	7	15%	2	4%	24	50%
Male	50	5	10%	9	18%	27	54%	9	18%	0	0%	36	72%
General Education Students	98	19	19%	19	19%	42	43%	16	16%	2	2%	60	61%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	91	16	18%	17	19%	41	45%	15	16%	2	2%	58	64%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	3	43%	2	29%	1	14%	1	14%	0	0%	2	29%
Economically Disadvantaged	32	7	22%	3	9%	20	63%	2	6%	0	0%	22	69%
Not Economically Disadvantaged	66	12	18%	16	24%	22	33%	14	21%	2	3%	38	58%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	97	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	96	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	1	17%	0	0%	5	83%	0	0%	0	0%	5	83%
Not Homeless	92	18	20%	19	21%	37	40%	16	17%	2	2%	55	60%
Not Migrant	98	19	19%	19	19%	42	43%	16	16%	2	2%	60	61%
Parent Not in Armed Forces	98	19	19%	19	19%	42	43%	16	16%	2	2%	60	61%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	257	57	22%	38	15%	122	47%	40	16%	162	63%
Female	110	—	—	—	—	—	—	—	—	—	—
Male	146	34	23%	20	14%	68	47%	24	16%	92	63%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	111	23	21%	18	16%	54	49%	16	14%	70	63%
General Education Students	208	27	13%	29	14%	115	55%	37	18%	152	73%
Students with Disabilities	49	30	61%	9	18%	7	14%	3	6%	10	20%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	5	38%	3	23%	4	31%	1	8%	5	38%
White	236	51	22%	33	14%	113	48%	39	17%	152	64%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	2	25%	5	63%	0	0%	5	63%
Economically Disadvantaged	153	53	35%	24	16%	65	42%	11	7%	76	50%
Not Economically Disadvantaged	104	4	4%	14	13%	57	55%	29	28%	86	83%
English Language Learner	6	4	67%	1	17%	1	17%	0	0%	1	17%
Non-English Language Learner	251	53	21%	37	15%	121	48%	40	16%	161	64%
In Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	253	—	—	—	—	—	—	—	—	—	—
Homeless	20	8	40%	1	5%	9	45%	2	10%	11	55%
Not Homeless	237	49	21%	37	16%	113	48%	38	16%	151	64%
Migrant	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	253	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	257	57	22%	38	15%	122	47%	40	16%	162	63%

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	212	50	24%	39	18%	86	41%	37	17%	123	58%
Female	103	—	—	—	—	—	—	—	—	—	—
Male	108	14	13%	18	17%	53	49%	23	21%	76	70%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	104	36	35%	21	20%	33	32%	14	13%	47	45%
General Education Students	191	48	25%	32	17%	75	39%	36	19%	111	58%
Students with Disabilities	21	2	10%	7	33%	11	52%	1	5%	12	57%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	7	39%	4	22%	4	22%	3	17%	7	39%
White	188	42	22%	34	18%	78	41%	34	18%	112	60%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	4	67%	0	0%	4	67%
Economically Disadvantaged	117	37	32%	21	18%	46	39%	13	11%	59	50%
Not Economically Disadvantaged	95	13	14%	18	19%	40	42%	24	25%	64	67%
English Language Learner	5	3	60%	1	20%	1	20%	0	0%	1	20%
Non-English Language Learner	207	47	23%	38	18%	85	41%	37	18%	122	59%
In Foster Care	5	3	60%	0	0%	2	40%	0	0%	2	40%
Not in Foster Care	207	47	23%	39	19%	84	41%	37	18%	121	58%
Homeless	9	5	56%	2	22%	1	11%	1	11%	2	22%
Not Homeless	203	45	22%	37	18%	85	42%	36	18%	121	60%
Migrant	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	210	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	212	50	24%	39	18%	86	41%	37	17%	123	58%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	77	10	13%	28	36%	37	48%	2	3%	39	51%
Female	43	7	16%	16	37%	18	42%	2	5%	20	47%
Male	34	3	9%	12	35%	19	56%	0	0%	19	56%
General Education Students	77	10	13%	28	36%	37	48%	2	3%	39	51%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	73	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	77	10	13%	28	36%	37	48%	2	3%	39	51%
Economically Disadvantaged	29	3	10%	10	34%	16	55%	0	0%	16	55%
Not Economically Disadvantaged	48	7	15%	18	38%	21	44%	2	4%	23	48%
Non-English Language Learner	77	10	13%	28	36%	37	48%	2	3%	39	51%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	76	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	74	—	—	—	—	—	—	—	—	—	—
Not Migrant	77	10	13%	28	36%	37	48%	2	3%	39	51%
Parent Not in Armed Forces	77	10	13%	28	36%	37	48%	2	3%	39	51%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	0	0%	6	43%	6	43%	2	14%	8	57%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	11	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	14	0	0%	6	43%	6	43%	2	14%	8	57%
General Education Students	14	0	0%	6	43%	6	43%	2	14%	8	57%
White	13	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	14	0	0%	6	43%	6	43%	2	14%	8	57%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	11	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not in Foster Care	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not Homeless	14	0	0%	6	43%	6	43%	2	14%	8	57%
Not Migrant	14	0	0%	6	43%	6	43%	2	14%	8	57%
Parent Not in Armed Forces	14	0	0%	6	43%	6	43%	2	14%	8	57%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	252	38	15%	56	22%	104	41%	37	15%	17	7%	158	63%
Female	121	21	17%	33	27%	44	36%	12	10%	11	9%	67	55%
Male	131	17	13%	23	18%	60	46%	25	19%	6	5%	91	69%
General Education Students	203	19	9%	41	20%	91	45%	35	17%	17	8%	143	70%
Students with Disabilities	49	19	39%	15	31%	13	27%	2	4%	0	0%	15	31%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	1	5%	8	38%	8	38%	3	14%	1	5%	12	57%
White	224	36	16%	46	21%	93	42%	34	15%	15	7%	142	63%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	1	14%	2	29%	3	43%	0	0%	1	14%	4	57%
Economically Disadvantaged	158	32	20%	41	26%	62	39%	19	12%	4	3%	85	54%
Not Economically Disadvantaged	94	6	6%	15	16%	42	45%	18	19%	13	14%	73	78%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	248	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	5	0	0%	3	60%	2	40%	0	0%	0	0%	2	40%
Not in Foster Care	247	38	15%	53	21%	102	41%	37	15%	17	7%	156	63%
Homeless	18	6	33%	6	33%	5	28%	1	6%	0	0%	6	33%
Not Homeless	234	32	14%	50	21%	99	42%	36	15%	17	7%	152	65%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	251	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	252	38	15%	56	22%	104	41%	37	15%	17	7%	158	63%

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	218	26	12%	36	17%	76	35%	61	28%	19	9%	156	72%
Female	118	11	9%	19	16%	42	36%	35	30%	11	9%	88	75%
Male	100	15	15%	17	17%	34	34%	26	26%	8	8%	68	68%
General Education Students	185	8	4%	27	15%	72	39%	59	32%	19	10%	150	81%
Students with Disabilities	33	18	55%	9	27%	4	12%	2	6%	0	0%	6	18%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	2	15%	2	15%	6	46%	3	23%	0	0%	9	69%
White	197	23	12%	33	17%	66	34%	57	29%	18	9%	141	72%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	1	13%	1	13%	4	50%	1	13%	1	13%	6	75%
Economically Disadvantaged	114	23	20%	18	16%	42	37%	28	25%	3	3%	73	64%
Not Economically Disadvantaged	104	3	3%	18	17%	34	33%	33	32%	16	15%	83	80%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	214	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	7	3	43%	1	14%	1	14%	2	29%	0	0%	3	43%
Not in Foster Care	211	23	11%	35	17%	75	36%	59	28%	19	9%	153	73%
Homeless	15	5	33%	2	13%	3	20%	3	20%	2	13%	8	53%
Not Homeless	203	21	10%	34	17%	73	36%	58	29%	17	8%	148	73%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	217	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	218	26	12%	36	17%	76	35%	61	28%	19	9%	156	72%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	8	7	88	1	13
Female	3	3	100	0	0
Male	5	4	80	1	20
General Education Students	7	7	100	0	0
Students with Disabilities	1	0	0	1	100
White	8	7	88	1	13
Economically Disadvantaged	7	6	86	1	14
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	8	7	88	1	13
Not in Foster Care	8	7	88	1	13
Homeless	1	1	100	0	0
Not Homeless	7	6	86	1	14
Not Migrant	8	7	88	1	13
Parent Not in Armed Forces	8	7	88	1	13

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

TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	34	14%	215	86%	16	6%	21	8%	56	22%	122	49%	178	71%
Female	110	13	12%	97	88%	5	5%	7	6%	26	24%	59	54%	85	77%
Male	139	21	15%	118	85%	11	8%	14	10%	30	22%	63	45%	93	67%
General Education Students	189	16	8%	173	92%	6	3%	12	6%	41	22%	114	60%	155	82%
Students with Disabilities	60	18	30%	42	70%	10	17%	9	15%	15	25%	8	13%	23	38%
American Indian or Alaska Native	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	3	60%	0	0%	1	20%	0	0%	2	40%	2	40%
Hispanic or Latino	15	5	33%	10	67%	3	20%	3	20%	1	7%	3	20%	4	27%
White	224	26	12%	198	88%	13	6%	17	8%	54	24%	114	51%	168	75%
Multiracial	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Economically Disadvantaged	136	32	24%	104	76%	12	9%	10	7%	34	25%	48	35%	82	60%
Not Economically Disadvantaged	113	2	2%	111	98%	4	4%	11	10%	22	19%	74	65%	96	85%
English Language Learner	6	2	33%	4	67%	3	50%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learner	243	32	13%	211	87%	13	5%	20	8%	56	23%	122	50%	178	73%
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	33	—	213	—	—	—	—	—	—	—	—	—	—	—
Homeless	35	7	20%	28	80%	3	9%	5	14%	12	34%	8	23%	20	57%
Not Homeless	214	27	13%	187	87%	13	6%	16	7%	44	21%	114	53%	158	74%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	34	—	214	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	249	34	14%	215	86%	16	6%	21	8%	56	22%	122	49%	178	71%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	1	0	0	1	100
Female	1	0	0	1	100
Students with Disabilities	1	0	0	1	100
White	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	1	0	0	1	100
Not in Foster Care	1	0	0	1	100
Not Homeless	1	0	0	1	100
Not Migrant	1	0	0	1	100
Parent Not in Armed Forces	1	0	0	1	100

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	165	66%	84	34%	10	4%	10	4%	37	15%	27	11%	64	26%
Female	110	63	57%	47	43%	4	4%	6	5%	27	25%	10	9%	37	34%
Male	139	102	73%	37	27%	6	4%	4	3%	10	7%	17	12%	27	19%
General Education Students	189	115	61%	74	39%	6	3%	7	4%	34	18%	27	14%	61	32%
Students with Disabilities	60	50	83%	10	17%	4	7%	3	5%	3	5%	0	0%	3	5%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	1	20%	0	0%	0	0%	0	0%	1	20%	1	20%
Hispanic or Latino	15	13	87%	2	13%	1	7%	1	7%	0	0%	0	0%	0	0%
White	224	144	64%	80	36%	9	4%	9	4%	36	16%	26	12%	62	28%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	136	107	79%	29	21%	8	6%	8	6%	9	7%	4	3%	13	10%
Not Economically Disadvantaged	113	58	51%	55	49%	2	2%	2	2%	28	25%	23	20%	51	45%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	243	159	65%	84	35%	10	4%	10	4%	37	15%	27	11%	64	26%
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	164	—	82	—	—	—	—	—	—	—	—	—	—	—
Homeless	35	32	91%	3	9%	1	3%	2	6%	0	0%	0	0%	0	0%
Not Homeless	214	133	62%	81	38%	9	4%	8	4%	37	17%	27	13%	64	30%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	164	—	84	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	249	165	66%	84	34%	10	4%	10	4%	37	15%	27	11%	64	26%

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	209	136	65	73	35
Female	93	53	57	40	43
Male	116	83	72	33	28
General Education Students	172	105	61	67	39
Students with Disabilities	37	31	84	6	16
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	3	2	67	1	33
Hispanic or Latino	10	8	80	2	20
White	191	122	64	69	36
Multiracial	2	2	100	0	0
Economically Disadvantaged	100	81	81	19	19
Not Economically Disadvantaged	109	55	50	54	50
English Language Learner	3	3	100	0	0
Non-English Language Learner	206	133	65	73	35
In Foster Care	3	1	33	2	67
Not in Foster Care	206	135	66	71	34
Homeless	25	24	96	1	4
Not Homeless	184	112	61	72	39
Migrant	1	1	100	0	0
Not Migrant	208	135	65	73	35
Parent Not in Armed Forces	209	136	65	73	35

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	249	156	63%	93	37%	25	10%	17	7%	28	11%	23	9%	51	20%
Female	110	63	57%	47	43%	14	13%	9	8%	15	14%	9	8%	24	22%
Male	139	93	67%	46	33%	11	8%	8	6%	13	9%	14	10%	27	19%
General Education Students	189	104	55%	85	45%	21	11%	14	7%	27	14%	23	12%	50	26%
Students with Disabilities	60	52	87%	8	13%	4	7%	3	5%	1	2%	0	0%	1	2%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	1	20%	0	0%	0	0%	0	0%	1	20%	1	20%
Hispanic or Latino	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	224	134	60%	90	40%	24	11%	17	8%	27	12%	22	10%	49	22%
Multiracial	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	3	60%	2	40%	1	20%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	136	108	79%	28	21%	8	6%	9	7%	8	6%	3	2%	11	8%
Not Economically Disadvantaged	113	48	42%	65	58%	17	15%	8	7%	20	18%	20	18%	40	35%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	243	150	62%	93	38%	25	10%	17	7%	28	12%	23	9%	51	21%
In Foster Care	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	154	—	92	—	—	—	—	—	—	—	—	—	—	—
Homeless	35	31	89%	4	11%	1	3%	2	6%	1	3%	0	0%	1	3%
Not Homeless	214	125	58%	89	42%	24	11%	15	7%	27	13%	23	11%	50	23%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	155	—	93	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	249	156	63%	93	37%	25	10%	17	7%	28	11%	23	9%	51	20%

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	223	135	61	88	39
Female	99	54	55	45	45
Male	124	81	65	43	35
General Education Students	181	100	55	81	45
Students with Disabilities	42	35	83	7	17
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	3	2	67	1	33
Hispanic or Latino	11	11	100	0	0
White	204	119	58	85	42
Multiracial	2	1	50	1	50
Economically Disadvantaged	112	88	79	24	21
Not Economically Disadvantaged	111	47	42	64	58
English Language Learner	4	4	100	0	0
Non-English Language Learner	219	131	60	88	40
In Foster Care	3	2	67	1	33
Not in Foster Care	220	133	60	87	40
Homeless	30	27	90	3	10
Not Homeless	193	108	56	85	44
Migrant	1	1	100	0	0
Not Migrant	222	134	60	88	40
Parent Not in Armed Forces	223	135	61	88	39

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	217	87%	32	13%	4	2%	5	2%	21	8%	2	1%	23	9%
Female	110	97	88%	13	12%	1	1%	2	2%	9	8%	1	1%	10	9%
Male	139	120	86%	19	14%	3	2%	3	2%	12	9%	1	1%	13	9%
General Education Students	189	161	85%	28	15%	2	1%	3	2%	21	11%	2	1%	23	12%
Students with Disabilities	60	56	93%	4	7%	2	3%	2	3%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Hispanic or Latino	15	14	93%	1	7%	0	0%	1	7%	0	0%	0	0%	0	0%
White	224	195	87%	29	13%	4	2%	4	2%	19	8%	2	1%	21	9%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	4	80%	1	20%	0	0%	0	0%	1	20%	0	0%	1	20%
Economically Disadvantaged	136	119	88%	17	13%	3	2%	5	4%	7	5%	2	1%	9	7%
Not Economically Disadvantaged	113	98	87%	15	13%	1	1%	0	0%	14	12%	0	0%	14	12%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	243	211	87%	32	13%	4	2%	5	2%	21	9%	2	1%	23	9%
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	214	—	32	—	—	—	—	—	—	—	—	—	—	—
Homeless	35	31	89%	4	11%	1	3%	0	0%	2	6%	1	3%	3	9%
Not Homeless	214	186	87%	28	13%	3	1%	5	2%	19	9%	1	0%	20	9%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	216	—	32	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	249	217	87%	32	13%	4	2%	5	2%	21	8%	2	1%	23	9%

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	176	175	99	1	1
Female	78	78	100	0	0
Male	98	97	99	1	1
General Education Students	137	137	100	0	0
Students with Disabilities	39	38	97	1	3
American Indian or Alaska Native	2	2	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	10	9	90	1	10
White	160	160	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	90	89	99	1	1
Not Economically Disadvantaged	86	86	100	0	0
English Language Learner	3	3	100	0	0
Non-English Language Learner	173	172	99	1	1
In Foster Care	3	3	100	0	0
Not in Foster Care	173	172	99	1	1
Homeless	22	22	100	0	0
Not Homeless	154	153	99	1	1
Migrant	1	1	100	0	0
Not Migrant	175	174	99	1	1
Parent Not in Armed Forces	176	175	99	1	1

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	249	244	98%	5	2%	3	1%	2	1%	0	0%	0	0%	0	0%
Female	110	108	98%	2	2%	1	1%	1	1%	0	0%	0	0%	0	0%
Male	139	136	98%	3	2%	2	1%	1	1%	0	0%	0	0%	0	0%
General Education Students	189	187	99%	2	1%	1	1%	1	1%	0	0%	0	0%	0	0%
Students with Disabilities	60	57	95%	3	5%	2	3%	1	2%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	14	93%	1	7%	1	7%	0	0%	0	0%	0	0%	0	0%
White	224	220	98%	4	2%	2	1%	2	1%	0	0%	0	0%	0	0%
Multiracial	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	136	131	96%	5	4%	3	2%	2	1%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	113	113	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learner	6	6	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	243	238	98%	5	2%	3	1%	2	1%	0	0%	0	0%	0	0%
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	241	—	5	—	—	—	—	—	—	—	—	—	—	—
Homeless	35	34	97%	1	3%	0	0%	1	3%	0	0%	0	0%	0	0%
Not Homeless	214	210	98%	4	2%	3	1%	1	0%	0	0%	0	0%	0	0%
Migrant	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	243	—	5	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	249	244	98%	5	2%	3	1%	2	1%	0	0%	0	0%	0	0%

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	200	200	100	0	0
Female	90	90	100	0	0
Male	110	110	100	0	0
General Education Students	164	164	100	0	0
Students with Disabilities	36	36	100	0	0
American Indian or Alaska Native	2	2	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	3	3	100	0	0
Hispanic or Latino	8	8	100	0	0
White	185	185	100	0	0
Multiracial	1	1	100	0	0
Economically Disadvantaged	94	94	100	0	0
Not Economically Disadvantaged	106	106	100	0	0
English Language Learner	4	4	100	0	0
Non-English Language Learner	196	196	100	0	0
In Foster Care	2	2	100	0	0
Not in Foster Care	198	198	100	0	0
Homeless	23	23	100	0	0
Not Homeless	177	177	100	0	0
Migrant	1	1	100	0	0
Not Migrant	199	199	100	0	0
Parent Not in Armed Forces	200	200	100	0	0

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

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

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	5	0	0%	5	100%	2	40%	1	20%	1	20%	1	20%	0	0%
Grade 1	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 2	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 3	5	0	0%	5	100%	0	0%	2	40%	1	20%	2	40%	0	0%
Grade 5	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 6	9	0	0%	9	100%	0	0%	5	56%	1	11%	1	11%	2	22%
Grade 7	6	1	17%	5	83%	0	0%	1	20%	1	20%	2	40%	1	20%
Grade 8	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 9	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 10	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 11	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 12	7	1	14%	6	86%	0	0%	1	17%	4	67%	1	17%	0	0%

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 4 ELA	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
Grade 4 Math	5	0	0%	5	100%	0	0%	2	40%	3	60%	0	0%	3	60%
Grade 5 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Grade 6 Math	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	25	21	84%	4	16%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	25	21	84%	4	16%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	25	21	84%	4	16%	—	—	—	—	—	—	—	—	—	—

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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	3,126	\$7,972,470	\$2,550	\$64,374,998	\$20,593	\$72,347,468	\$23,144
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	245	75	31%	8	2	25%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	231	0	0%
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	249	188	76%	55	22%	131	53%	2	1%	1	0%	28	11%	0	0%	31	12%
Female	110	85	77%	33	30%	52	47%	0	0%	1	1%	13	12%	0	0%	11	10%
Male	139	103	74%	22	16%	79	57%	2	1%	0	0%	15	11%	0	0%	20	14%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	189	157	83%	55	29%	102	54%	0	0%	0	0%	13	7%	0	0%	18	10%
Students with Disabilities	60	31	52%	0	0%	29	48%	2	3%	1	2%	15	25%	0	0%	13	22%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	60%	1	20%	2	40%	0	0%	0	0%	0	0%	0	0%	2	40%
Hispanic or Latino	15	8	53%	0	0%	8	53%	0	0%	0	0%	2	13%	0	0%	5	33%
White	224	174	78%	53	24%	119	53%	2	1%	1	0%	24	11%	0	0%	24	11%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	136	81	60%	9	7%	70	51%	2	1%	1	1%	24	18%	0	0%	29	21%
Not Economically Disadvantaged	113	107	95%	46	41%	61	54%	0	0%	0	0%	4	4%	0	0%	2	2%
English Language Learner	6	3	50%	0	0%	3	50%	0	0%	0	0%	1	17%	0	0%	2	33%
Non-English Language Learner	243	185	76%	55	23%	128	53%	2	1%	1	0%	27	11%	0	0%	29	12%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	246	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	35	16	46%	0	0%	16	46%	0	0%	0	0%	9	26%	0	0%	9	26%
Not Homeless	214	172	80%	55	26%	115	54%	2	1%	1	0%	19	9%	0	0%	22	10%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	248	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
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	249	188	76%	55	22%	131	53%	2	1%	1	0%	28	11%	0	0%	31	12%

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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ESSA Financial Transparency Report - District Level Actual Expenditures 2021-2022

for FULTON CITY SD

(Bedscore: 460500010000)

ESSA Financial Transparency Report - District Level Actual Expenditures 2021/2022

This form has been successfully submitted.

School-Level Spending

Completion of each school-level form and one district-level form will satisfy the Federal Every Student Succeeds Act Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:

<http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

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

	Amount Spent
Instruction	
A1. Classroom Salaries	17,851,402.00
A2. Other Instructional Salaries	3,025,158.00
A3. Instructional Benefits	8,629,577.00
A4. Professional Development	20,368.00
A. Instruction Total	29,526,505.00
Administration	
B1. School Administrative Salaries	2,492,090.00
B2. School Administrative Benefits	968,705.00
B3. Other School Administrative Expenditures	119,070.00
B. Administration Total	3,579,865.00
All Other Spending	
C1. All Other Salaries	7,348,266.00
C2. All Other Benefits	3,027,892.00
C3. All Other Non-Personnel Expenditures	3,405,987.00
C. Total of All Other Spending	13,782,145.00
Total	

	Amount Spent
D. Total School Level	<i>46,888,515.00</i>

District Level Spending

	* Amount Spent
Instruction	
E1. Classroom Salaries	<i>483,585</i>
E2. Other Instructional Salaries	<i>1,007,871</i>
E3. Instructional Benefits	<i>579,747</i>
E4. Professional Development	<i>373,616</i>
E. Instruction Total	<i>2,444,819</i>
Administration	
F1. Central Administrative Salaries	<i>2,144,490</i>
F2. Central Administrative Benefits	<i>833,589</i>
F3. Other Central Administrative Expenditures	<i>410,006</i>
F. Administration Total	<i>3,388,085</i>
All Other Spending	
G1. All Other Salaries	<i>1,641,299</i>
G2. All Other Benefits	<i>2,205,711</i>
G3. All Other Non-Personnel Expenditures	<i>14,747,784</i>
G. Total of All Other Spending	<i>18,594,794</i>
Total	
H. Total District Level	<i>24,427,698</i>

Total District and School Spending

	Amount Spent
I. Total District and School Level Spending	<i>71,316,213</i>

School Level Local/State Spending

	Amount Spent
Local/State Spending	
J. Total Local/State	<i>40,515,172.00</i>
Federal Spending	
K1. Federal Title I Part A	<i>1,334,850.00</i>
K2. Federal Title II Part A	<i>152,958.00</i>
K3. Federal Title III Part A	<i>0.00</i>
K4. Federal Title IV Part A	<i>71,664.00</i>
K5. IDEA	<i>1,014,216.00</i>
K6. All Other Federal	<i>303,219.00</i>
K7. Federal CARES/CRRSA/ARP	<i>3,496,436.00</i>
K. Total Federal Spending	<i>6,373,343.00</i>
Total	
Total School Level	<i>46,888,515.00</i>

District Level Local/State Spending

	Amount Spent
L. Total Local/State	21,560,382
M. Total Federal Spending	2,867,316
Total	
Total District Level	24,427,698

Total District and School Local/State Spending

	Amount Spent
N. Total District and School Level Spending	71,316,213

School-Level Program Detail Areas

School-Level Costs

	Amount Spent
O. Special Education	8,457,283.00
P. ELL/MLL Services	171,545.00
Q. Pupil Services	4,510,000.00
R. Community Schools Programs	61,464.00
S. BOCES Services	0.00
T. Prekindergarten	591,736.00

District-Level Program Detail Areas

Central District Costs

	* Amount Spent
U. Special Education	96,341
V. ELL/MLL Services	0
W. Pupil Services	1,603,367
X. Community Schools Programs	229,639
Y. BOCES Services	9,363,410
Z. Prekindergarten	0

Total District Expenditures and Exclusions

	* Amount Spent
Exclusions	
1. Transportation	4,982,604
2. Charter School Tuition	0
3. Other Tuition	285,809
4. Debt Service	5,128,920
5. Other	11,650,909
Total Exclusions	22,048,242
Expenditures	
Total Expenditures ?	93,364,455

Reported ST-3 Value

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

Most recent ST-3

93364450

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

Rounding
