



Bainbridge-Guilford Central School District 2022-23 Budget Edition

From the Superintendent

Dear Parents and Community Members,

The proposed 2022-2023 Bainbridge-Guilford Central School spending plan of \$21,441,361 includes many educational opportunities for our students to learn and grow, while being sensitive and responsible to our taxpayers.

This plan proposes a modest 1.95% tax increase to district taxpayers. This is up slightly from a 1.23% tax increase in the 2021-2022 budget.

The proposed tax levy of \$6,921,638 is an increase of \$132,530 or 1.95%, which is at the allowable levy cap of 1.95%. Please remember the so-called 2% tax cap is a misnomer. A district is allowed to go up to the levy cap with only a simple majority vote. If a district chooses to go over the allowable levy limit a 60% majority is needed from voters to pass the budget. The proposed tax levy increase would raise the taxes on a \$100,000 home by about \$39.00/year or \$3.25/month.

If your home's assessed value is \$150,000, your monthly tax increase would be \$4.88/month. Please remember that the District does not control or establish the tax rates, and that the rates are influenced by many factors.

Increases in this year's budget are due to the purchasing of a wheelchair bus, an increase in BOCES service costs, and a large increase in employee Health Insurance.

The district's ongoing poverty discussions continue. In the past we have added free breakfast and lunch for all students and the After School Child Care program as well as a Bobcat Boutique in each of our three buildings where students can get clothing, toiletries and school supplies at no cost. For the new school year, it is the district's intent to continue to offer free breakfast and free lunch for all students and provide school supplies for the 2022-2023 school year. The financial validity of these programs will continue to be evaluated on a year to year basis. I am happy to say that this year the district's After School Program has 85 students enrolled in grades preK-6 and is grant-funded rather than included in the district's budget. We have seen a sharp increase in enrollment in the program.

The district feels this budget is financially responsible and provides the best education for our students that the B-G District can afford. It is the goal of the Board of Education and the entire district to maximize our finances for the benefit of our students. We look forward to a very bright future for the Bainbridge-Guilford School District and I thank you for your continued support. Please plan on attending our Budget Hearing on Tuesday, May 10th at 6:00 p.m. in the Jr/Sr High School Conference Room. There will be a virtual option this year as well. Your input is always welcomed. Please don't hesitate to call the school at 967-6321.

Sincerely,
Timothy R. Ryan
Superintendent

PUBLIC BUDGET HEARING

Tuesday, May 10, 2022
6:00 p.m.

Jr/Sr High School Conference Room
or ZOOM Videoconference
(ZOOM Link on website at
www.bgcsd.org)

PUBLIC BUDGET VOTE

Tuesday, May 17, 2022
Noon-9:00 p.m.

VOTING LOCATIONS
Greenlawn Elementary School
Guilford Elementary School



What items will appear on the Ballot?

PROPOSED SCHOOL BUDGET

Residents will have the opportunity to vote on the proposed school budget as outlined in this document. An opportunity to learn more about the proposed budget will be provided at our Public Budget Hearing which will be held on Tuesday, May 10, 2022 at 6:00 p.m. Residents may attend the Public Budget Hearing via:

- In-person at the Jr/Sr High School Conference Room, or
- ZOOM Videoconference. Access for the ZOOM Videoconference will be published on the School District's website, www.bgcds.org.

In addition to the Public Budget Hearing, please do not hesitate to contact Superintendent Timothy Ryan at 607-967-6321 if you have any budget questions.

PROPOSITION: PURCHASE OF SCHOOL BUSES

Voters will be presented with a proposition to allow the district to purchase two (2) school buses at a cost not to exceed \$261,000 which will be raised by a tax upon the taxable property of the district to be levied and collected in annual installments over a 5-year period. The replacement of these vehicles will help the school district maintain a cost effective and safe fleet for the children that we transport throughout our 100 square mile school district.

ELECTION OF BOARD OF EDUCATION CANDIDATES

The following upcoming vacancies on the Board of Education are to be filled:

- A three-year term (July 1, 2022-June 30, 2025), presently held by Shelly Bartow

- A three-year term (July 1, 2022-June 30, 2025), presently held by Timothy Suda
- The remainder of a three-year term (May 18, 2022-June 30, 2023), presently held by John Gliha.

Vacancies on the Board shall not be considered separate specific offices. The individuals receiving the highest number of votes shall be elected to the vacancies.

A Message from the Board of Education

Dear parents and community members,

This past year has once again been a challenge for us all. As we rise to meet these challenges one of the goals of the Board of Education is to collaboratively develop a budget. One that is aligned with our strategic plan. We work as a group to help develop a budget that provides a safe and positive environment and that ensures high levels of learning for all. The 2022-23 budget proposal includes a tax levy increase of 1.95%. I urge you to attend one of the budget hearings either virtual or in person.

There are three Board of Education seats up for election. I invite you to visit the district website at www.bgcds.org and read the sections on BOE service to see if it might be for you.

Thank you all again for your continued support of this district, students, and staff.

Sincerely,

Keith R. Hanvey

President, B-G Board of Education

Proposed tax levy increase is 1.95%

The calculated allowable Tax Levy Limit for our school district is 1.95% for the 2022-23 school year. The proposed budget adopted by the Board of Education results in a tax levy increase that is within the district's allowable Tax Levy Limit.

The chart below is intended to show an estimate of projected tax increases for homes of different assessed values. Actual tax rates are affected by many factors beyond the school district's control such as Assessed Values, State Equalization Rates,

and STAR Exemptions. Actual tax rates will not be set until sometime in August when the state finalizes equalization rates for each of our district's ten townships. The following chart simply displays the amount of a 1.95% increase on varying levels of hypothetical assessed values at Full Market Value.

You can access your B-G tax history online at www.infotaxonline.com.

HOME VALUE (ASSESSED VALUE)*	TOTAL TAX BILL		CHANGE**	
	CURRENT	PROPOSED	ANNUAL	MONTHLY
50,000	994.00	1,013.50	19.50	1.63
75,000	1,491.00	1,520.25	29.25	2.44
100,000	1,988.00	2,027.00	39.00	3.25
150,000	2,982.00	3,040.50	58.50	4.88

* Assessed values are shown at 100% of Full Market Value (The towns of Bainbridge and Guilford are assessed at Full Value—some district townships assess at less than full value).

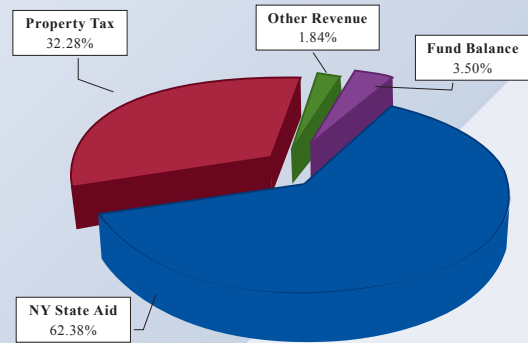
** A monthly amount for the tax change is provided as a convenience since most home mortgages are set up with a monthly tax escrow feature.



We are proposing a budget of \$21,441,361

Where does the Money Come From?

Estimated Revenue			
Category	2022-23 Amount (\$)	2021-22 Amount (\$)	Percent Change
NY State Aid	13,375,059	12,741,628	4.97%
Property Tax	6,921,638	6,789,108	1.95%
Other Revenue	394,664	454,646	-13.19%
Fund Balance	750,000	750,000	0.00%
Total	21,441,361	20,735,382	3.40%



NY STATE AID: State Aid consists of Foundation Aid; BOCES Aid, Hardware and Technology Aid; Excess Cost Aid; Textbook, Software, and Library Aid; Transportation Aid; and Building Aid.

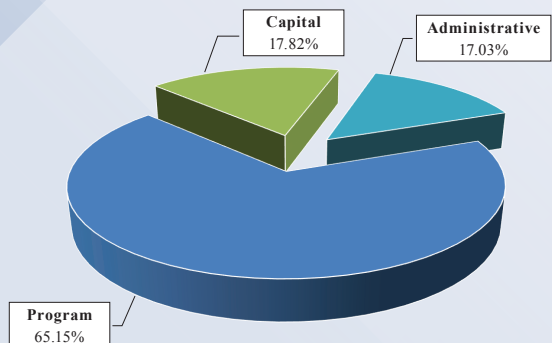
PROPERTY TAXES: The property tax levy limit is calculated by adjusting the current tax levy by the rate of inflation or 2% (whichever is lower) and by any growth in the local tax base. In addition, the district may adjust for any voter-approved capital expenditures, increases in state-mandated employer contribution rates for teacher and employee pensions and any court orders/judgements resulting from tort actions that exceed 5% of the district's current levy. The calculated tax levy limit for Bainbridge-Guilford is 1.95% for the 2022-23 school year.

OTHER REVENUE: Other revenue consists of estimations on PILOT payments, interest and penalties on taxes, shared services, student fees and charges, interest on investments, rental of real property (Head Start Classrooms), sale of equipment, refunds from the prior year, gifts and donations, Medicaid reimbursements and any appropriations from reserves.

FUND BALANCE: Fund balance is the amount of money that the district is appropriating from surplus funds of the current year to support the budget for the ensuing school year. Due to increased costs in several areas which include BOCES, Special Education, and benefits, the district will be appropriating \$750,000 in surplus funds from the current school year to support the 2022-23 proposed budget.

Where does the Money go?

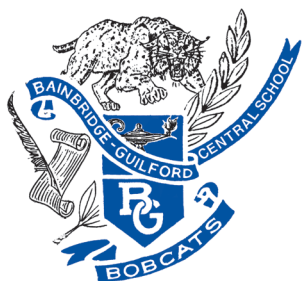
3-Part Budget Appropriations Summary			
Category	2022-23 Amount (\$)	2021-22 Amount (\$)	Percent Change
Program	13,967,888	13,680,259	2.10%
Capital	3,821,108	3,636,683	5.07%
Administrative	3,652,365	3,418,440	6.84%
Total	21,441,361	20,735,382	3.40%



PROGRAM: The Program budget includes expenditures for regular school instruction, programs for handicapped children, occupational education, summer school education, the libraries, computer assisted instruction, pupil services consisting of guidance, counseling, and health services, co-curricular activities, interscholastic athletics, pupil transportation and applicable employee benefits for this category.

CAPITAL: The Capital budget includes the cost of operating and maintaining the District's buildings and grounds, custodial and grounds-keeping staffing and the applicable employee benefits, money for the payment of outstanding debt (principal and interest) on previous capital projects, and money for small capital outlay projects that may be included in the budget being put forth to voters.

ADMINISTRATIVE: The Administrative budget includes expenditures for the Board of Education, the Superintendent of Schools office, the finance office, records management, public information, legal services, liability and student accident insurance, memberships in various school and educational organizations, the districts share of BOCES administrative costs, building administrators, school safety and security costs, curriculum, staff development and applicable employee benefits for this category.



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13815
Permit No. 18

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18 JULIAND STREET
BAINBRIDGE, NEW YORK 13733-1097
MAIN OFFICE: 607-967-6300

Current Resident or

ECRWSS
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Capital Outlay Project to Focus on Lighting

VOTER REQUIREMENTS

VOTER QUALIFICATIONS

- You are an eligible voter if you are:
1. A citizen of the United States
 2. Eighteen years of age or older
 3. A resident of the school district for at least 30 days before the vote
 4. Not otherwise disqualified to vote by law.

QUALIFIED VOTERS MUST REGISTER TO VOTE.

Qualified voters must register to vote. However, if a voter is a registered voter with the County Board of Elections (for example, if they are registered to vote in presidential elections), they are eligible without further registration.

For more information regarding voter qualifications and voter registration please visit the BUDGET page of the school district website at www.bgcd.org

The Bainbridge-Guilford Central School District has included a \$100,000 Capital Outlay project in the 2022-23 school budget. These smaller projects are very affordable with the state funding approximately 87% of the project. Outlay projects allow the district to continue to upgrade the school facilities independent of larger capital projects.

The 2022-23 Capital Outlay money will be used to continue the installation of LED lighting at the Jr/Sr High School building. In the past, the district installed LED lighting in some classrooms and conference rooms, however, not all areas were able to be completed as the district had transitioned to some necessary safety and security projects over the last few years. It is the district's hope to complete lighting upgrade in the Jr/Sr High School building and then move to other buildings within the district. The change from traditional fluorescent style lighting to LED lighting is another way the district is working to save money and move to a "greener" eco-friendly future. LED lighting is up to 80% more energy efficient, and the bulbs will last an average of 6 times longer than our current fluorescent lights.

Budget Statement

BAINBRIDGE-GUILFORD CENTRAL SCHOOL DISTRICT
2022-23 PROPOSED BUDGET
Projected Expenditures

Account	Description		2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
Administrative Component						
1010.400	Contractual & Other	*	11,965.00	12,740.00	775.00	6.477%
1010.490	BOCES Services	*	<u>0.00</u>	<u>1,000.00</u>	<u>1,000.00</u>	---
1010	BOARD OF EDUCATION	****	11,965.00	13,740.00	1,775.00	14.835%
1040.160	Non-Instructional Salaries	*	<u>5,117.00</u>	<u>5,117.00</u>	<u>0.00</u>	<u>0.000%</u>
1040	DISTRICT CLERK	****	5,117.00	5,117.00	0.00	0.000%
1060.400	Contractual & Other	*	<u>1,900.00</u>	<u>1,900.00</u>	<u>0.00</u>	<u>0.000%</u>
1060	DISTRICT MEETING	****	1,900.00	1,900.00	0.00	0.000%
1240.150	Instructional Salaries	*	150,037.00	155,288.00	5,251.00	3.500%
1240.160	Non-Instructional Salaries	*	48,644.00	50,525.00	1,881.00	3.867%
1240.400	Contractual & Other	*	1,794.00	2,194.00	400.00	22.297%
1240.450	Materials & Supplies	*	<u>3,600.00</u>	<u>4,320.00</u>	<u>720.00</u>	<u>20.000%</u>
1240	CHIEF SCHOOL ADMINISTRATOR	****	204,075.00	212,327.00	8,252.00	4.044%
1310.160	Non-Instructional Salaries	*	209,472.00	218,169.00	8,697.00	4.152%
1310.400	Contractual & Other	*	11,250.00	14,000.00	2,750.00	24.444%
1310.450	Materials & Supplies	*	2,500.00	2,500.00	0.00	0.000%
1310.490	BOCES Services	*	<u>71,303.00</u>	<u>72,568.00</u>	<u>1,265.00</u>	<u>1.774%</u>
1310	BUSINESS ADMINISTRATION	****	294,525.00	307,237.00	12,712.00	4.316%
1320.400	Contractual & Other	*	<u>20,000.00</u>	<u>20,500.00</u>	<u>500.00</u>	<u>2.500%</u>

Account	Description		2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
1320	AUDITING	****	20,000.00	20,500.00	500.00	2.500%
1330.160	Non-Instructional Salaries	*	3,605.00	3,605.00	0.00	0.000%
1330.400	Contractual & Other	*	<u>4,000.00</u>	<u>4,000.00</u>	<u>0.00</u>	<u>0.000%</u>
1330	TAX COLLECTOR	****	7,605.00	7,605.00	0.00	0.000%
1345.490	BOCES Services	*	<u>5,225.00</u>	<u>5,877.00</u>	<u>652.00</u>	<u>12.478%</u>
1345	PURCHASING	****	5,225.00	5,877.00	652.00	12.478%
1420.400	Contractual & Other	*	<u>25,000.00</u>	<u>25,000.00</u>	<u>0.00</u>	<u>0.000%</u>
1420	LEGAL	****	25,000.00	25,000.00	0.00	0.000%
1430.400	Contractual & Other	*	4,500.00	7,300.00	2,800.00	62.222%
1430.490	BOCES Services	*	<u>24,324.00</u>	<u>25,085.00</u>	<u>761.00</u>	<u>3.129%</u>
1430	PERSONNEL	****	28,824.00	32,385.00	3,561.00	12.354%
1460.160	Non-Instructional Salaries	*	3,198.00	3,198.00	0.00	0.000%
1460.490	BOCES Services	*	<u>14,821.00</u>	<u>28,792.00</u>	<u>13,971.00</u>	<u>94.265%</u>
1460	RECORDS MANAGEMENT OFFICER	****	18,019.00	31,990.00	13,971.00	77.535%
1480.150	Instructional Salaries	*	0.00	0.00	0.00	---
1480.160	Non-Instructional Salaries	*	3,145.00	3,145.00	0.00	0.000%
1480.200	Equipment	*	3,090.00	3,090.00	0.00	0.000%
1480.400	Contractual & Other	*	0.00	0.00	0.00	---
1480.450	Materials & Supplies	*	2,000.00	2,000.00	0.00	0.000%
1480.490	BOCES Services	*	<u>32,452.00</u>	<u>37,564.00</u>	<u>5,112.00</u>	<u>15.752%</u>
1480	PUBLIC INFORMATION SERVICES	****	40,687.00	45,799.00	5,112.00	12.564%
1622.150	Instructional Salaries	*	1,830.00	1,830.00	0.00	0.000%

Account	Description		2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
1622.400	Contractual & Other	*	67,650.00	103,841.00	36,191.00	53.497%
1622.450	Materials & Supplies	*	2,450.00	6,750.00	4,300.00	175.510%
1622	SECURITY OF PLANT	****	71,930.00	112,421.00	40,491.00	56.292%
1670.200	Equipment	*	5,000.00	0.00	-5,000.00	-100.000%
1670.400	Contractual & Other	*	21,350.00	21,250.00	-100.00	-0.468%
1670.450	Materials & Supplies	*	22,250.00	32,250.00	10,000.00	44.944%
1670.490	BOCES Services	*	82,500.00	85,000.00	2,500.00	3.030%
1670	CENTRAL PRINT & MAILING	****	126,100.00	138,500.00	12,400.00	9.833%
1680.150	Instructional Salaries	*	3,090.00	3,090.00	0.00	0.000%
1680.200	Equipment	*	0.00	0.00	0.00	---
1680.450	Materials & Supplies	*	500.00	500.00	0.00	0.000%
1680.460	Software	*	0.00	0.00	0.00	---
1680.490	BOCES Services	*	595,392.00	641,290.00	45,898.00	7.709%
1680	CENTRAL DATA PROCESSING	****	598,982.00	644,880.00	45,898.00	7.663%
1910.400	Contractual & Other	*	78,950.00	82,490.00	3,540.00	4.484%
1910	UNALLOCATED INSURANCE	****	78,950.00	82,490.00	3,540.00	4.484%
1920.400	Contractual & Other	*	7,500.00	7,600.00	100.00	1.333%
1920	SCHOOL ASSOCIATION DUES	****	7,500.00	7,600.00	100.00	1.333%
1981.490	BOCES Services	*	155,776.00	173,101.00	17,325.00	11.122%
1981	BOCES ADMINISTRATIVE COSTS	****	155,776.00	173,101.00	17,325.00	11.122%
1983.490	BOCES Services	*	271,462.00	290,474.00	19,012.00	7.004%
1983	BOCES CAPITAL EXPENSES	****	271,462.00	290,474.00	19,012.00	7.004%

Account	Description		2021-22	2022-23	Dollar	Percent
			Adopted Budget	Proposed Budget	Change	Change
2010.150	Instructional Salaries	*	11,000.00	16,000.00	5,000.00	45.455%
2010	CURRICULUM DEVELOPMENT & SUPERVISION	****	11,000.00	16,000.00	5,000.00	45.455%
2020.150	Instructional Salaries	*	400,508.00	397,195.00	-3,313.00	-0.827%
2020.160	Non-Instructional Salaries	*	150,208.00	155,342.00	5,134.00	3.418%
2020.200	Equipment	*	0.00	0.00	0.00	---
2020.400	Contractual & Other	*	3,365.00	3,450.00	85.00	2.526%
2020.450	Materials & Supplies	*	5,824.00	6,267.00	443.00	7.606%
2020.490	BOCES Services	*	0.00	0.00	0.00	---
2020	SUPERVISION - REGULAR SCHOOL	****	559,905.00	562,254.00	2,349.00	0.420%
2040.150	Instructional Salaries	*	99,828.00	103,517.00	3,689.00	3.695%
2040.160	Non-Instructional Salaries	*	2,830.00	2,959.00	129.00	4.558%
2040.400	Contractual & Other	*	2,500.00	2,500.00	0.00	0.000%
2040.450	Materials & Supplies	*	300.00	597.00	297.00	99.000%
2040	SUPERVISION - SPECIAL EDUCATION	****	105,458.00	109,573.00	4,115.00	3.902%
2060.150	Instructional Salaries	*	5,000.00	6,000.00	1,000.00	20.000%
2060.160	Non-Instructional Salaries	*	0.00	4,500.00	4,500.00	---
2060	Research, Planning and Evaluation	****	5,000.00	10,500.00	5,500.00	110.000%
2070.400	Contractual & Other	*	5,638.00	7,169.00	1,531.00	---
2070	INSERVICE TRAINING	****	5,638.00	7,169.00	1,531.00	---
9010.800	Employee Benefits	*	70,078.13	51,860.25	-18,217.88	-25.997%
9010	STATE RETIREMENT	****	70,078.13	51,860.25	-18,217.88	-25.997%
9020.800	Employee Benefits	*	81,035.52	83,954.14	2,918.62	3.602%

Account	Description		2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
9020	TEACHERS' RETIREMENT	****	81,035.52	83,954.14	2,918.62	3.602%
9030.800	Employee Benefits	*	84,764.00	86,407.00	1,643.00	1.938%
9030	SOCIAL SECURITY	****	84,764.00	86,407.00	1,643.00	1.938%
9040.800	Employee Benefits	*	14,027.00	10,495.00	-3,532.00	-25.180%
9040	WORKERS' COMPENSATION	****	14,027.00	10,495.00	-3,532.00	-25.180%
9060.800	Employee Benefits	*	485,116.00	536,880.00	51,764.00	10.670%
9060	HEALTH INSURANCE	****	485,116.00	536,880.00	51,764.00	10.670%
9061.800	Employee Benefits	*	203.00	204.00	1.00	0.493%
9061	FLEXIBLE SPENDING ACCOUNT FEES	****	203.00	204.00	1.00	0.493%
9065.800	Employee Benefits	*	14,573.00	14,227.00	-346.00	-2.374%
9065	DENTAL INSURANCE	****	14,573.00	14,227.00	-346.00	-2.374%
9089.800	Employee Benefits	*	3,000.00	3,899.00	899.00	29.967%
9089	EMPLOYER 403B CONTRIBUTION	****	3,000.00	3,899.00	899.00	29.967%
Totals For Administrative Component:			<u>3,418,439.65</u>	<u>3,652,365.39</u>	<u>233,925.74</u>	<u>6.843%</u>

Capital Component

1620.160	Non-Instructional Salaries	*	468,684.00	487,267.00	18,583.00	3.965%
1620.161	Non-Instructional Salaries	*	128,833.00	136,863.00	8,030.00	6.233%
1620.200	Equipment	*	79,820.00	109,700.00	29,880.00	37.434%
1620.400	Contractual & Other	*	170,819.00	175,619.00	4,800.00	2.810%
1620.401	Utilities	*	373,500.00	412,813.00	39,313.00	10.526%
1620.450	Materials & Supplies	*	224,924.00	237,024.00	12,100.00	5.380%
1620	OPERATION OF PLANT	****	1,446,580.00	1,559,286.00	112,706.00	7.791%

Account	Description		2021-22	2022-23	Dollar	Percent
			Adopted Budget	Proposed Budget	Change	Change
1964.400	Contractual & Other	*	1,500.00	1,500.00	0.00	0.000%
1964	REFUND ON REAL PROPERTY TAXES	****	1,500.00	1,500.00	0.00	0.000%
5510.210	Purchase of Buses	*	30,000.00	76,000.00	46,000.00	153.333%
5510	DISTRCT TRANSPORTATION SERVICES	****	30,000.00	76,000.00	46,000.00	153.333%
9010.800	Employee Benefits	*	98,240.05	72,482.04	-25,758.01	-26.219%
9010	STATE RETIREMENT	****	98,240.05	72,482.04	-25,758.01	-26.219%
9030.800	Employee Benefits	*	45,711.00	47,748.00	2,037.00	4.456%
9030	SOCIAL SECURITY	****	45,711.00	47,748.00	2,037.00	4.456%
9040.800	Employee Benefits	*	7,636.00	5,799.00	-1,837.00	-24.057%
9040	WORKERS' COMPENSATION	****	7,636.00	5,799.00	-1,837.00	-24.057%
9060.800	Employee Benefits	*	249,730.00	273,241.00	23,511.00	9.415%
9060	HEALTH INSURANCE	****	249,730.00	273,241.00	23,511.00	9.415%
9061.800	Employee Benefits	*	111.00	113.00	2.00	1.802%
9061	FLEXIBLE SPENDING ACCOUNT FEES	****	111.00	113.00	2.00	1.802%
9065.800	Employee Benefits	*	7,474.00	7,490.00	16.00	0.214%
9065	DENTAL INSURANCE	****	7,474.00	7,490.00	16.00	0.214%
9089.800	Employee Benefits	*	0.00	0.00	0.00	---
9089	EMPLOYER 403B CONTRIBUTION	****	0.00	0.00	0.00	---
9901.960	Interfund Transfer for Debt	*	1,649,701.00	1,677,449.00	27,748.00	1.682%
9901	TRANSFER TO DEBT SERVICE	****	1,649,701.00	1,677,449.00	27,748.00	1.682%
9950.900	Interfund Transfer	*	100,000.00	100,000.00	0.00	0.000%
9950	INTERFUND TRANSFERS	****	100,000.00	100,000.00	0.00	0.000%

Account	Description		2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
Totals For Capital Component:			<u>3,636,683.05</u>	<u>3,821,108.04</u>	<u>184,424.99</u>	<u>5.071%</u>
Program Component						
1420.400	Contractual & Other	*	<u>20,000.00</u>	<u>20,000.00</u>	<u>0.00</u>	<u>0.000%</u>
1420	LEGAL	****	<u>20,000.00</u>	<u>20,000.00</u>	<u>0.00</u>	<u>0.000%</u>
2070.150	Instructional Salaries	*	7,200.00	7,274.00	74.00	1.028%
2070.160	Non-Instructional Salaries	*	0.00	0.00	0.00	---
2070.400	Contractual & Other	*	17,500.00	20,100.00	2,600.00	14.857%
2070.450	Materials & Supplies	*	4,055.00	6,130.00	2,075.00	51.171%
2070.490	BOCES Services	*	<u>49,215.00</u>	<u>62,783.00</u>	<u>13,568.00</u>	<u>27.569%</u>
2070	INSERVICE TRAINNG - INSTRUCTION	****	<u>77,970.00</u>	<u>96,287.00</u>	<u>18,317.00</u>	<u>23.492%</u>
2110.120	Teacher Salaries, Kindergarten - Grade 6	*	1,553,088.00	1,597,168.00	44,080.00	2.838%
2110.130	Teacher Salaries, Grade 7-12	*	1,719,521.00	1,681,215.00	-38,306.00	-2.228%
2110.140	Substitute Instructional Salaries	*	185,000.00	185,000.00	0.00	0.000%
2110.160	Non-Instructional Salaries	*	179,304.00	179,830.00	526.00	0.293%
2110.200	Equipment	*	38,612.00	30,071.00	-8,541.00	-22.120%
2110.400	Contractual & Other	*	14,175.00	15,985.00	1,810.00	12.769%
2110.450	Materials & Supplies	*	82,745.00	95,539.00	12,794.00	15.462%
2110.472	Tuition	*	20,000.00	20,000.00	0.00	0.000%
2110.480	Textbooks	*	45,934.00	46,000.00	66.00	0.144%
2110.490	BOCES Services	*	<u>114,931.00</u>	<u>94,991.00</u>	<u>-19,940.00</u>	<u>-17.350%</u>
2110	TEACHING - REGULAR SCHOOL	****	<u>3,953,310.00</u>	<u>3,945,799.00</u>	<u>-7,511.00</u>	<u>-0.190%</u>

Account	Description		2021-22	2022-23	Dollar	Percent
			Adopted Budget	Proposed Budget	Change	Change
2250.150	Instructional Salaries	*	743,322.00	747,280.00	3,958.00	0.532%
2250.160	Non-Instructional Salaries	*	432,839.00	480,233.00	47,394.00	10.950%
2250.200	Equipment	*	250.00	609.00	359.00	143.600%
2250.400	Contractual & Other	*	150.00	0.00	-150.00	-100.000%
2250.450	Materials & Supplies	*	4,875.00	6,898.00	2,023.00	41.497%
2250.480	Textbooks	*	700.00	699.00	-1.00	-0.143%
2250.490	BOCES Services	*	<u>918,827.00</u>	<u>818,024.00</u>	<u>-100,803.00</u>	<u>-10.971%</u>
2250	PROGRAM FOR SWD SCHOOL AGE - SCHOOL YEAR	****	2,100,963.00	2,053,743.00	-47,220.00	-2.248%
2280.490	BOCES Services	*	<u>690,603.00</u>	<u>769,853.00</u>	<u>79,250.00</u>	<u>11.475%</u>
2280	OCCUPATIONAL EDUCATION (GRADES 9-12)	****	690,603.00	769,853.00	79,250.00	11.475%
2330.150	Instructional Salaries	*	6,000.00	6,000.00	0.00	0.000%
2330.490	BOCES Services	*	<u>7,500.00</u>	<u>6,215.00</u>	<u>-1,285.00</u>	<u>-17.133%</u>
2330	TEACHING - SPECIAL SCHOOLS	****	13,500.00	12,215.00	-1,285.00	-9.519%
2610.150	Instructional Salaries	*	74,062.00	76,442.00	2,380.00	3.214%
2610.450	Materials & Supplies	*	10,175.00	10,912.00	737.00	7.243%
2610.490	BOCES Services	*	<u>24,835.00</u>	<u>42,925.00</u>	<u>18,090.00</u>	<u>72.841%</u>
2610	SCHOOL LIBRARY & AUDIOVISUAL	****	109,072.00	130,279.00	21,207.00	19.443%
2630.150	Instructional Salaries	*	1,030.00	1,030.00	0.00	0.000%
2630.220	Equipment	*	14,158.00	14,158.00	0.00	0.000%
2630.400	Contractual & Other	*	941.00	941.00	0.00	0.000%
2630.450	Materials & Supplies	*	25,000.00	25,000.00	0.00	0.000%
2630.460	Software	*	23,750.00	23,750.00	0.00	0.000%

Account	Description		2021-22	2022-23	Dollar	Percent
			Adopted Budget	Proposed Budget	Change	Change
2630.490	BOCES Services	*	165,205.00	178,396.00	13,191.00	7.985%
2630	COMPUTER ASSISTED INSTRUCTION	****	230,084.00	243,275.00	13,191.00	5.733%
2810.150	Instructional Salaries	*	267,615.00	279,057.00	11,442.00	4.276%
2810.160	Non-Instructional Salaries	*	33,107.00	31,554.00	-1,553.00	-4.691%
2810.400	Contractual & Other	*	8,620.00	8,550.00	-70.00	-0.812%
2810.450	Materials & Supplies	*	8,678.00	6,905.00	-1,773.00	-20.431%
2810.480	Textbooks	*	0.00	269.00	269.00	---
2810	GUIDANCE - REGULAR SCHOOL	****	318,020.00	326,335.00	8,315.00	2.615%
2815.160	Non-Instructional Salaries	*	155,754.00	160,761.00	5,007.00	3.215%
2815.200	Equipment	*	559.00	625.00	66.00	11.807%
2815.400	Contractual & Other	*	12,565.00	13,115.00	550.00	4.377%
2815.450	Materials & Supplies	*	3,682.00	4,991.00	1,309.00	35.551%
2815.490	BOCES Services	*	0.00	0.00	0.00	---
2815	HEALTH SERVICES - REGULAR SCHOOL	****	172,560.00	179,492.00	6,932.00	4.017%
2820.150	Instructional Salaries	*	75,989.00	78,375.00	2,386.00	3.140%
2820.400	Contractual & Other	*	13,700.00	14,680.00	980.00	7.153%
2820.450	Materials & Supplies	*	1,476.00	941.00	-535.00	---
2820	PSYCHOLOGICAL SERVICES - REGULAR SCHOOL	****	91,165.00	93,996.00	2,831.00	3.105%
2825.150	Instructional Salaries	*	157,636.00	144,489.00	-13,147.00	-8.340%
2825.400	Contractual & Other	*	1,011.00	504.00	-507.00	-50.148%
2825.450	Materials & Supplies	*	488.00	724.00	236.00	48.361%
2825	SOCIAL WORK SERVICES - REGULAR SCHOOL	****	159,135.00	145,717.00	-13,418.00	-8.432%

Account	Description		2021-22	2022-23	Dollar	Percent
			Adopted Budget	Proposed Budget	Change	Change
2830.400	Contractual & Other	*	0.00	0.00	0.00	---
2830	PUPIL PERSONNEL SERVICES	****	0.00	0.00	0.00	---
2850.150	Instructional Salaries	*	64,700.00	65,689.00	989.00	1.529%
2850	CO-CURRICULAR ACTIVITIES - REGULAR SCHOOL	****	64,700.00	65,689.00	989.00	1.529%
2855.150	Instructional Salaries	*	195,799.00	213,006.00	17,207.00	8.788%
2855.200	Equipment	*	9,000.00	11,150.00	2,150.00	23.889%
2855.400	Contractual & Other	*	68,400.00	69,471.00	1,071.00	1.566%
2855.421	Officials	*	0.00	0.00	0.00	---
2855.450	Materials & Supplies	*	34,000.00	27,429.00	-6,571.00	-19.326%
2855.490	BOCES Services	*	5,081.00	16,025.00	10,944.00	215.391%
2855	INTERSCHOLASTIC ACTIVITIES - REGULAR SCHOOL	****	312,280.00	337,081.00	24,801.00	7.942%
5510.160	Non-Instructional Salaries	*	497,357.00	549,427.00	52,070.00	10.469%
5510.400	Contractual & Other	*	114,238.00	75,708.00	-38,530.00	-33.728%
5510.450	Materials & Supplies	*	136,000.00	152,000.00	16,000.00	11.765%
5510.490	BOCES Services	*	5,027.00	1,840.00	-3,187.00	-63.398%
5510	DISTRICT TRANSPORTATION SERVICES	****	752,622.00	778,975.00	26,353.00	3.501%
5530.160	Non-Instructional Salaries	*	57,192.00	59,170.00	1,978.00	3.459%
5530.200	Equipment	*	5,000.00	5,000.00	0.00	0.000%
5530.400	Contractual & Other	*	7,500.00	7,500.00	0.00	0.000%
5530.401	Utilities	*	19,700.00	23,000.00	3,300.00	16.751%
5530.450	Materials & Supplies	*	3,300.00	5,500.00	2,200.00	66.667%
5530	GARAGE BUILDING	****	92,692.00	100,170.00	7,478.00	8.068%

Account	Description		2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
7310.150	Instructional Salaries	*	0.00	0.00	0.00	---
7310.160	Non-Instructional Salaries	*	0.00	0.00	0.00	---
7310.450	Materials & Supplies	*	400.00	400.00	0.00	0.000%
7310	YOUTH PROGRAMS	****	400.00	400.00	0.00	0.000%
9010.800	Employee Benefits	*	222,873.82	169,666.71	-53,207.11	-23.873%
9010	STATE RETIREMENT	****	222,873.82	169,666.71	-53,207.11	-23.873%
9020.800	Employee Benefits	*	609,745.48	624,758.86	15,013.38	2.462%
9020	TEACHERS' RETIREMENT	****	609,745.48	624,758.86	15,013.38	2.462%
9030.800	Employee Benefits	*	490,096.00	500,536.00	10,440.00	2.130%
9030	SOCIAL SECURITY	****	490,096.00	500,536.00	10,440.00	2.130%
9040.800	Employee Benefits	*	81,880.00	60,794.00	-21,086.00	-25.752%
9040	WORKERS' COMPENSATION	****	81,880.00	60,794.00	-21,086.00	-25.752%
9060.800	Employee Benefits	*	2,859,763.00	3,043,124.00	183,361.00	6.412%
9060	HEALTH INSURANCE	****	2,859,763.00	3,043,124.00	183,361.00	6.412%
9061.800	Employee Benefits	*	1,186.00	1,183.00	-3.00	-0.253%
9061	FLEXIBLE SPENDING ACCOUNT FEES	****	1,186.00	1,183.00	-3.00	-0.253%
9065.800	Employee Benefits	*	80,139.00	78,519.00	-1,620.00	-2.021%
9065	DENTAL INSURANCE	****	80,139.00	78,519.00	-1,620.00	-2.021%
9089.800	Employee Benefits	*	0.00	0.00	0.00	---
9089	EMPLOYER CONTRIBUTION 403B	****	0.00	0.00	0.00	---
9950.900	Interfund Transfer	*	175,500.00	190,000.00	14,500.00	8.262%
9950	INTERFUND TRANSFERS	****	175,500.00	190,000.00	14,500.00	8.262%

Account	Description	2021-22 Adopted Budget	2022-23 Proposed Budget	Dollar Change	Percent Change
Totals For Program Component:		<u>13,680,259.30</u>	<u>13,967,887.57</u>	<u>287,628.27</u>	<u>2.103%</u>
Grand Total:		20,735,382.00	21,441,361.00	705,979.00	3.405%

<u>Component Percentage Analysis</u>					
Administrative		16.486%	17.034%		6.843%
Capital		17.539%	17.821%		5.071%
Program		<u>65.975%</u>	<u>65.145%</u>		<u>2.103%</u>
Total:		100.000%	100.000%		3.405%

FINAL 4/7/2022

Property Tax Report Card

2022-23 Property Tax Report Card

080201 - BAINBRIDGE-GUILFORD

Contact Person: Janice Rideout

Telephone Number:

	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)
Total Budgeted Amount, not Including Separate Propositions	20,735,382	21,441,361
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	6,789,108	6,921,638
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)	6,789,108	6,921,638
F. Permissible Exclusions to the School Tax Levy Limit	249,374	238,462
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	6,539,734	6,683,176
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	6,539,734	6,683,176
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	0	0
Public School Enrollment	760	742
Consumer Price Index		4.70%

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 2022-23, include any carryover from 2021-22 and exclude any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2021-22 (D)	Estimated 2022-23 (E)
Adjusted Restricted Fund Balance	6,619,388	7,602,474
Assigned Appropriated Fund Balance	750,000	750,000
Adjusted Unrestricted Fund Balance	1,181,746	857,654
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	5.70%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/22 Actual Balance	6/30/22 Estimated Ending Balance	Intended Use of the Reserve in the 2022-23 School Year
Capital	Facilities Improvement Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	3,011,688	4,012,814	District is planning a Capital Project vote in November 2022 which will include voter authorization for the use of \$4,000,000 towards that project.
Capital	Transportation Vehicle Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	496,605	496,791	No intended use in 2022-23
Repair	Repair Reserve Fund	To pay the cost of repairs to capital improvements or equipment.	0	0	No intended use in 2022-23
Workers' Compensation	Workers' Compensation Reserve Fund	To pay for Workers Compensation and benefits.	156,966	157,025	No intended use in 2022-23
Unemployment Insurance	Unemployment Insurance Reserve Fund	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	101,909	101,947	If unemployment claims are incurred during 2022-23, reserve funds will be used to offset unemployment expenses.
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	0	0	N/A
Mandatory Reserve for Debt Service	N/A	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	0	0	N/A
Insurance	N/A	To pay liability, casualty, and other types of uninsured losses.	0	0	N/A
Property Loss	Property Loss Reserve Fund	To establish and maintain a program of reserves to cover property loss.	0	0	No intended use in 2022-23
Liability	Liability Reserve Fund	To establish and maintain a program of reserves to cover liability claims incurred.	0	0	No intended use in 2022-23
Tax Certiorari	Tax Ceriorari Reserve Fund	To establish a reserve fund for tax certiorari settlements	0	0	No intended use in 2022-23
Reserve for Insurance Recoveries	N/A	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	0	0	N/A
EBALR – Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve Fund	For the payment of accrued 'employee benefits' due to employees upon termination of service.	754,291	769,838	If retirements occur during 2022-23, reserve funds will be used to offset any applicable earned benefit expenses.
Retirement Contribution	Retirement Contribution Reserve Fund	To fund employer retirement contributions to the State and Local Employees' Retirement System	798,555	798,853	If a prior year adjustment is incurred on the 2022-23 NYSLRS invoice, reserve may be used to offset the unplanned expense.
Other Reserve		To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)	116,815	116,859	No intended use in 2022-23

School Report Card

GUILFORD ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	62	3	4.8%
Hispanic or Latino	3	—	—
Multiracial	2	—	—
White	57	3	5.3%
Students with Disabilities	12	—	—
Economically Disadvantaged	42	3	7.1%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	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	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*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	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	134	\$106,941	\$798	\$1,710,862	\$12,768	\$1,817,803	\$13,566
This District	782	\$566,856	\$725	\$14,258,422	\$18,233	\$14,825,278	\$18,958
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

**STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	15	4	27%	1	0	0%
THIS DISTRICT	70	15	21%	3	0	0%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	14	0	0%
THIS DISTRICT	69	3	4%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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GREENLAWN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

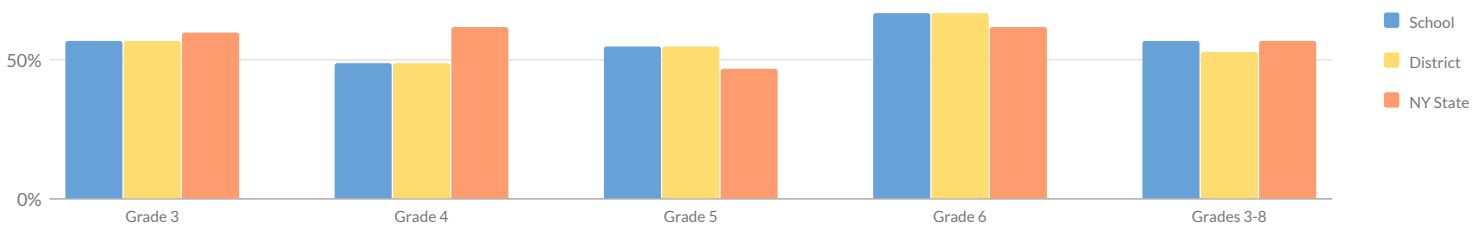
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	294	84	28.6%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	2	—	—
Hispanic or Latino	8	—	—
Multiracial	16	—	—
White	267	79	29.6%
Students with Disabilities	46	21	45.7%
Economically Disadvantaged	174	70	40.2%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS

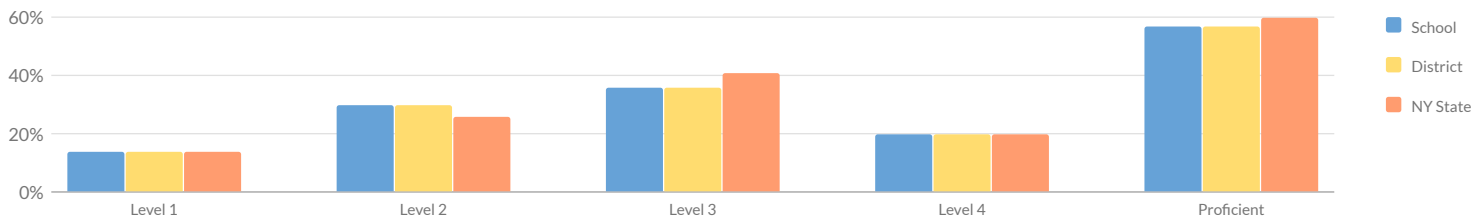


Percent Proficient

Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Grade 4	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%
Grade 5	47	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Grade 6	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Grades 3-8	215	42	20%	173	80%	27	16%	48	28%	54	31%	44	25%	98	57%

GRADE 3 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

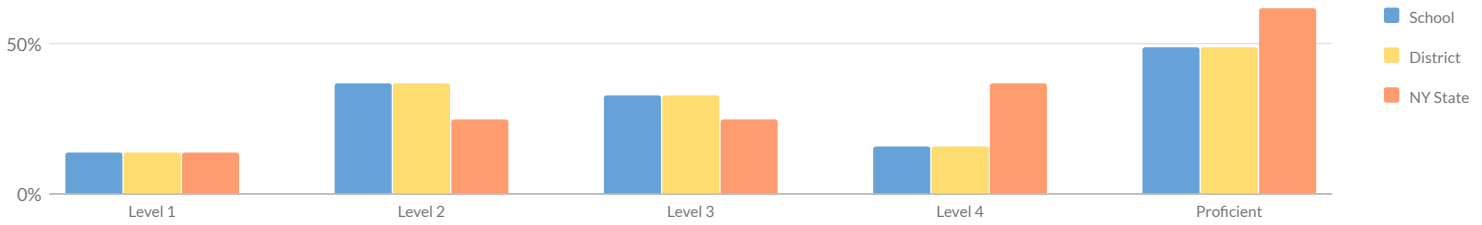


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
General Education	45	5	11%	40	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	45	6	13%	39	87%	6	15%	13	33%	13	33%	7	18%	20	51%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Female	23	1	4%	22	96%	4	18%	8	36%	8	36%	2	9%	10	45%
Male	29	7	24%	22	76%	2	9%	5	23%	8	36%	7	32%	15	68%
Non-English Language Learners	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Economically Disadvantaged	29	4	14%	25	86%	5	20%	9	36%	9	36%	2	8%	11	44%
Not Economically Disadvantaged	23	4	17%	19	83%	1	5%	4	21%	7	37%	7	37%	14	74%
Not Migrant	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Not Homeless	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Not in Foster Care	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Parent Not in Armed Forces	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%

GRADE 4 ELA RESULTS

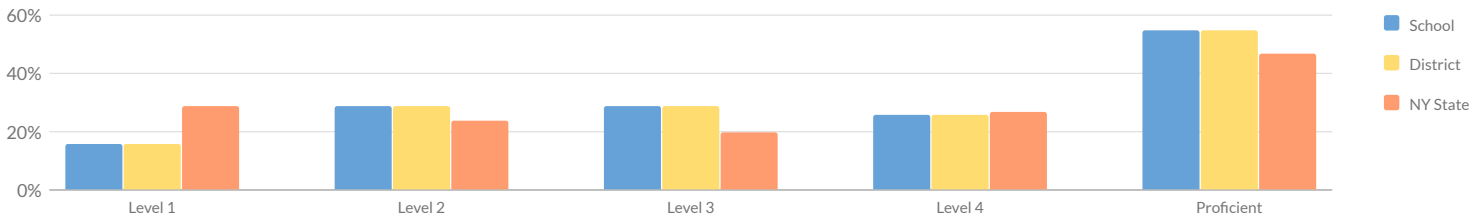
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	
General Education	53	10	19%	43	81%	6	14%	15	35%	14	33%	8	19%	22	51%	
Students with Disabilities	7	1	14%	6	86%	1	17%	3	50%	2	33%	0	0%	2	33%	
White	57	10	18%	47	82%	-	-	-	-	-	-	-	-	-	-	
Multiracial	3	1	33%	2	67%	-	-	-	-	-	-	-	-	-	-	
Small Group Total	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	
Female	36	9	25%	27	75%	2	7%	11	41%	8	30%	6	22%	14	52%	
Male	24	2	8%	22	92%	5	23%	7	32%	8	36%	2	9%	10	45%	
Non-English Language Learners	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	
Economically Disadvantaged	40	8	20%	32	80%	6	19%	14	44%	10	31%	2	6%	12	38%	
Not Economically Disadvantaged	20	3	15%	17	85%	1	6%	4	24%	6	35%	6	35%	12	71%	
Not Migrant	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	
Not Homeless	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	
Not in Foster Care	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	
Parent Not in Armed Forces	60	11	18%	49	82%	7	14%	18	37%	16	33%	8	16%	24	49%	

GRADE 5 ELA RESULTS

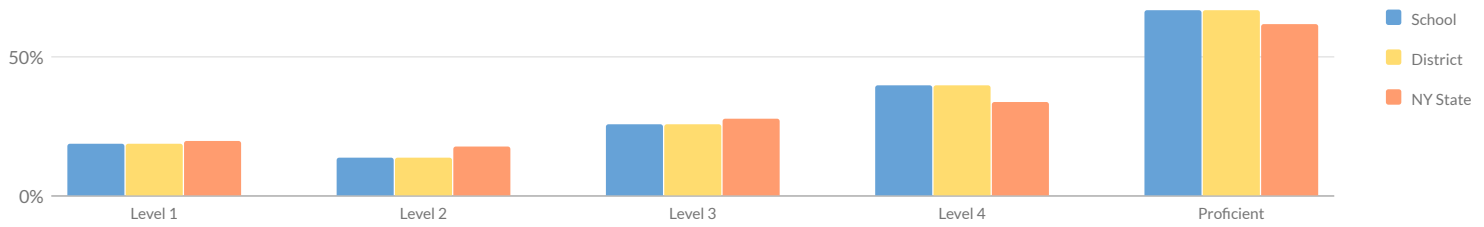
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	19%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
General Education	39	18%	7	18%	32	82%	5	16%	9	28%	9	28%	9	28%	18	56%
Students with Disabilities	8	25%	2	25%	6	75%	1	17%	2	33%	2	33%	1	17%	3	50%
Black or African American	1	0%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	43	21%	9	21%	34	79%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0%	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	47	19%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Female	20	5%	1	5%	19	95%	3	16%	3	16%	6	32%	7	37%	13	68%
Male	27	30%	8	30%	19	70%	3	16%	8	42%	5	26%	3	16%	8	42%
Non-English Language Learners	47	19%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Economically Disadvantaged	25	24%	6	24%	19	76%	3	16%	8	42%	4	21%	4	21%	8	42%
Not Economically Disadvantaged	22	14%	3	14%	19	86%	3	16%	3	16%	7	37%	6	32%	13	68%
Not Migrant	47	19%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Not Homeless	47	19%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
In Foster Care	1	0%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	46	20%	9	20%	37	80%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	47	19%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%

GRADE 6 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



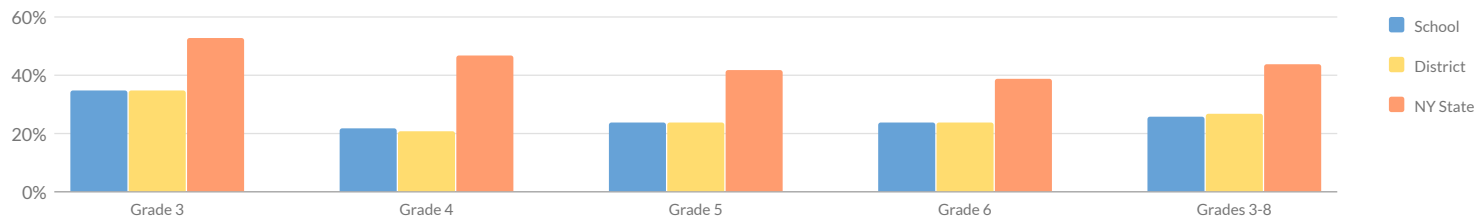
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
General Education	44	10	23%	34	77%	4	12%	5	15%	9	26%	16	47%	25	74%
Students with Disabilities	12	4	33%	8	67%	4	50%	1	13%	2	25%	1	13%	3	38%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	51	13	25%	38	75%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Female	29	6	21%	23	79%	2	9%	5	22%	6	26%	10	43%	16	70%
Male	27	8	30%	19	70%	6	32%	1	5%	5	26%	7	37%	12	63%
Non-English Language Learners	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Economically Disadvantaged	29	6	21%	23	79%	8	35%	3	13%	7	30%	5	22%	12	52%
Not Economically Disadvantaged	27	8	30%	19	70%	0	0%	3	16%	4	21%	12	63%	16	84%
Not Migrant	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Not Homeless	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Not in Foster Care	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Parent Not in Armed Forces	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

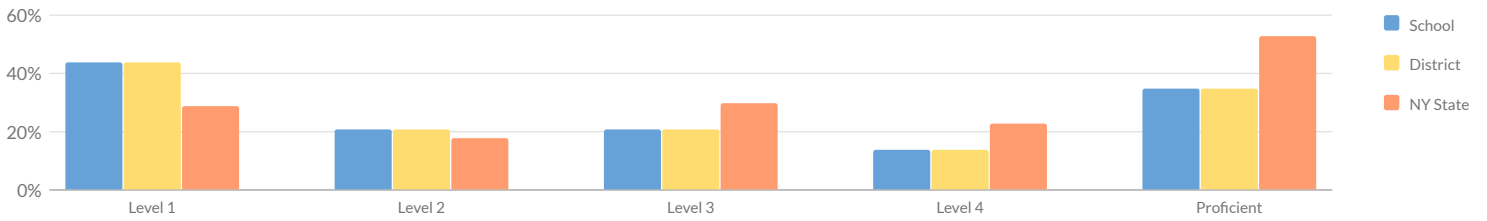
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Grade 4	60	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
Grade 5	47	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Grade 6	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Grades 3-8	216	43	20%	173	80%	76	44%	52	30%	29	17%	16	9%	45	26%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

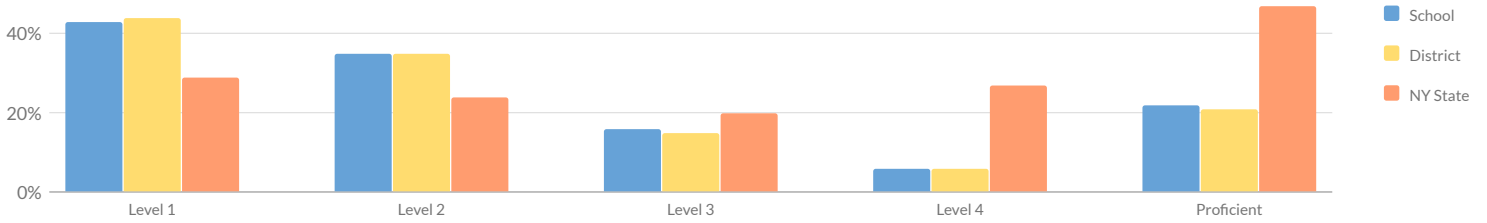


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
General Education	46	7	15%	39	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	46	8	17%	38	83%	18	47%	8	21%	7	18%	5	13%	12	32%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Female	24	2	8%	22	92%	13	59%	4	18%	4	18%	1	5%	5	23%
Male	29	8	28%	21	72%	6	29%	5	24%	5	24%	5	24%	10	48%
Non-English Language Learners	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Economically Disadvantaged	29	5	17%	24	83%	12	50%	6	25%	4	17%	2	8%	6	25%
Not Economically Disadvantaged	24	5	21%	19	79%	7	37%	3	16%	5	26%	4	21%	9	47%
Not Migrant	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Not Homeless	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Not in Foster Care	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Parent Not in Armed Forces	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%

GRADE 4 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

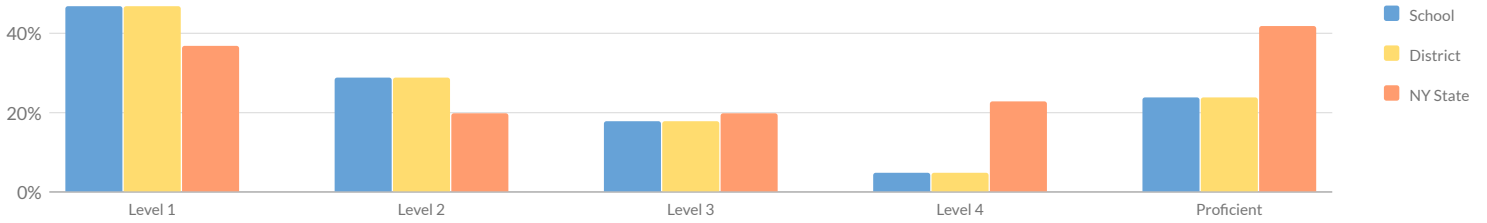


Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
General Education	53	100%	8	15%	45	85%	19	42%	15	33%	8	18%	3	7%	11	24%
Students with Disabilities	7	100%	1	14%	6	86%	3	50%	3	50%	0	0%	0	0%	0	0%
White	57	100%	8	14%	49	86%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	100%	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
Female	36	100%	7	19%	29	81%	12	41%	11	38%	4	14%	2	7%	6	21%
Male	24	100%	2	8%	22	92%	10	45%	7	32%	4	18%	1	5%	5	23%
Non-English Language Learners	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
Economically Disadvantaged	40	100%	7	18%	33	83%	18	55%	12	36%	2	6%	1	3%	3	9%
Not Economically Disadvantaged	20	100%	2	10%	18	90%	4	22%	6	33%	6	33%	2	11%	8	44%
Not Migrant	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
Not Homeless	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
Not in Foster Care	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%
Parent Not in Armed Forces	60	100%	9	15%	51	85%	22	43%	18	35%	8	16%	3	6%	11	22%

GRADE 5 MATH RESULTS

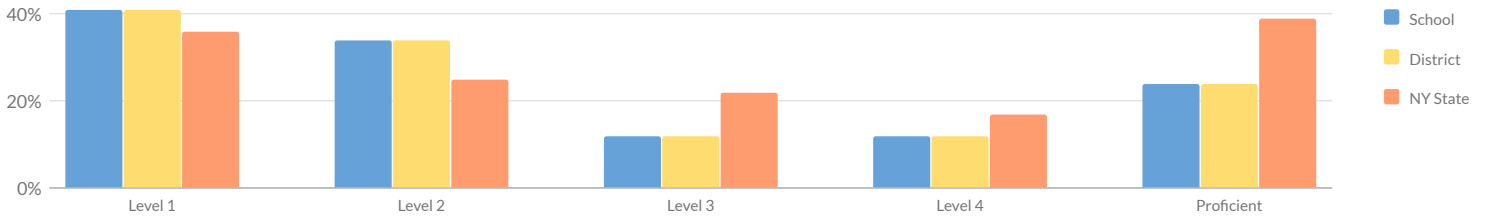
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
General Education	39	18%	7	18%	32	82%	13	41%	11	34%	7	22%	1	3%	8	25%
Students with Disabilities	8	25%	2	25%	6	75%	5	83%	0	0%	0	0%	1	17%	1	17%
Black or African American	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	43	21%	9	21%	34	79%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Female	20	10%	2	10%	18	90%	10	56%	3	17%	4	22%	1	6%	5	28%
Male	27	26%	7	26%	20	74%	8	40%	8	40%	3	15%	1	5%	4	20%
Non-English Language Learners	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Economically Disadvantaged	25	20%	5	20%	20	80%	10	50%	4	20%	5	25%	1	5%	6	30%
Not Economically Disadvantaged	22	18%	4	18%	18	82%	8	44%	7	39%	2	11%	1	6%	3	17%
Not Migrant	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Not Homeless	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
In Foster Care	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	46	20%	9	20%	37	80%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%

GRADE 6 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



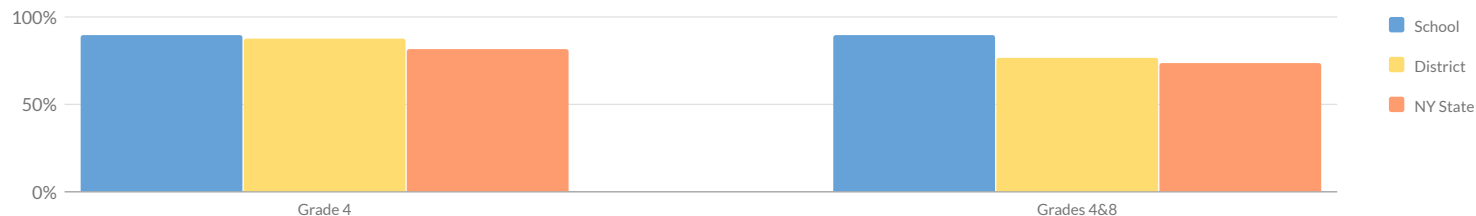
Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
General Education	44	11	25%	33	75%	9	27%	14	42%	5	15%	5	15%	10	30%
Students with Disabilities	12	4	33%	8	67%	8	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	51	14	27%	37	73%	–	–	–	–	–	–	–	–	–	–
Multiracial	4	1	25%	3	75%	–	–	–	–	–	–	–	–	–	–
Small Group Total	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Female	29	8	28%	21	72%	11	52%	8	38%	2	10%	0	0%	2	10%
Male	27	7	26%	20	74%	6	30%	6	30%	3	15%	5	25%	8	40%
Non-English Language Learners	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Economically Disadvantaged	29	7	24%	22	76%	13	59%	7	32%	1	5%	1	5%	2	9%
Not Economically Disadvantaged	27	8	30%	19	70%	4	21%	7	37%	4	21%	4	21%	8	42%
Not Migrant	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Not Homeless	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Not in Foster Care	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Parent Not in Armed Forces	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

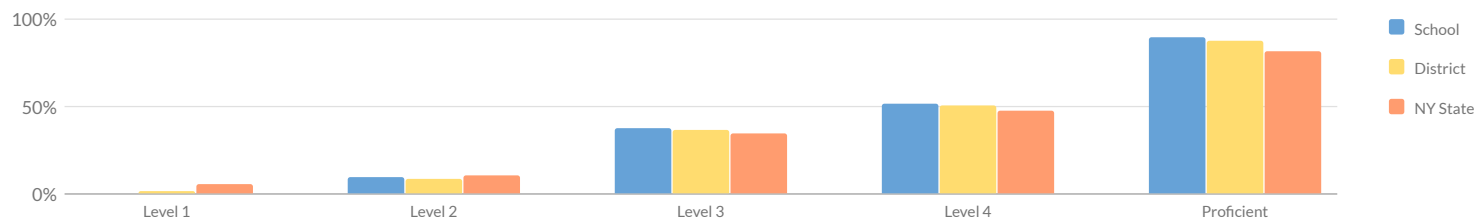
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	60	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
Grades 4&8	60	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
General Education	53	30%	16	30%	37	70%	0	0%	3	8%	14	38%	20	54%	34	92%
Students with Disabilities	7	29%	2	29%	5	71%	0	0%	1	20%	2	40%	2	40%	4	80%
White	57	28%	16	28%	41	72%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	67%	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
Female	36	39%	14	39%	22	61%	0	0%	3	14%	5	23%	14	64%	19	86%
Male	24	17%	4	17%	20	83%	0	0%	1	5%	11	55%	8	40%	19	95%
Non-English Language Learners	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
Economically Disadvantaged	40	33%	13	33%	27	68%	0	0%	3	11%	13	48%	11	41%	24	89%
Not Economically Disadvantaged	20	25%	5	25%	15	75%	0	0%	1	7%	3	20%	11	73%	14	93%
Not Migrant	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
Not Homeless	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
Not in Foster Care	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%
Parent Not in Armed Forces	60	30%	18	30%	42	70%	0	0%	4	10%	16	38%	22	52%	38	90%

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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.

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	1	0	0%	-	-	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 4 Math	1	0	0%	-	-	1	100%	-	-	-	-	-	-	-	-	-	-
Grade 4 Science	1	0	0%	-	-	1	100%	-	-	-	-	-	-	-	-	-	-

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	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	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*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	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	278	\$251,792	\$906	\$3,048,619	\$10,966	\$3,300,411	\$11,872
This District	782	\$566,856	\$725	\$14,258,422	\$18,233	\$14,825,278	\$18,958
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

**STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	24	6	25%	1	0	0%
THIS DISTRICT	70	15	21%	3	0	0%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	24	0	0%
THIS DISTRICT	69	3	4%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

BAINBRIDGE-GUILFORD HIGH SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

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.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	136	73	53.7%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—
Black or African American	1	—	—
Hispanic or Latino	7	—	—
Multiracial	6	—	—
White	121	65	53.7%
Students with Disabilities	21	—	—
Economically Disadvantaged	77	56	72.7%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	49	49	100%
	5-Year	68	64	94.1%
	6-Year	61	56	91.8%
American Indian or Alaska Native	4-Year	0	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	1	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Black or African American	4-Year	0	–	–
	5-Year	1	–	–
	6-Year	0	–	–
Hispanic or Latino	4-Year	1	–	–
	5-Year	0	–	–
	6-Year	5	–	–
Multiracial	4-Year	0	–	–
	5-Year	5	–	–
	6-Year	3	–	–
White	4-Year	47	47	100%
	5-Year	65	61	93.8%
	6-Year	55	51	92.7%
English Language Learners	4-Year	0	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Students with Disabilities	4-Year	14	–	–
	5-Year	10	–	–
	6-Year	12	–	–
Economically Disadvantaged	4-Year	52*	48	92.3%
	5-Year	32	29	90.6%
	6-Year	49*	44	89.8%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

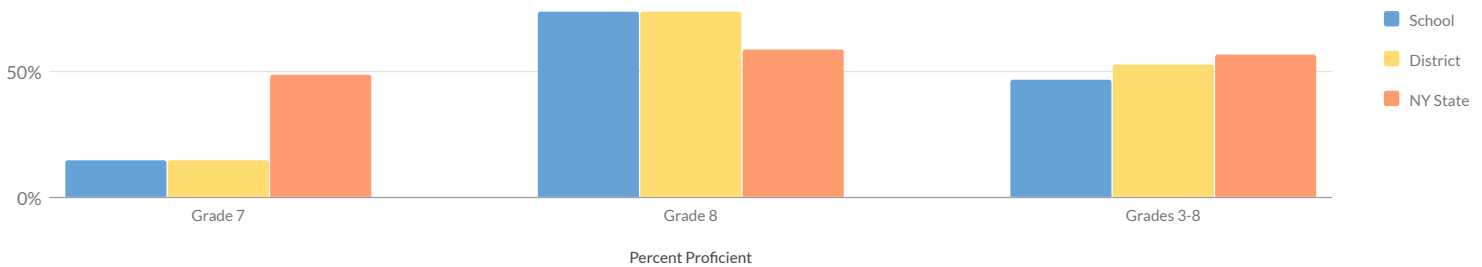
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	242	111	45.9%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—
Black or African American	2	—	—
Hispanic or Latino	7	—	—
Multiracial	12	—	—
White	215	98	45.6%
Students with Disabilities	45	31	68.9%
Economically Disadvantaged	126	74	58.7%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

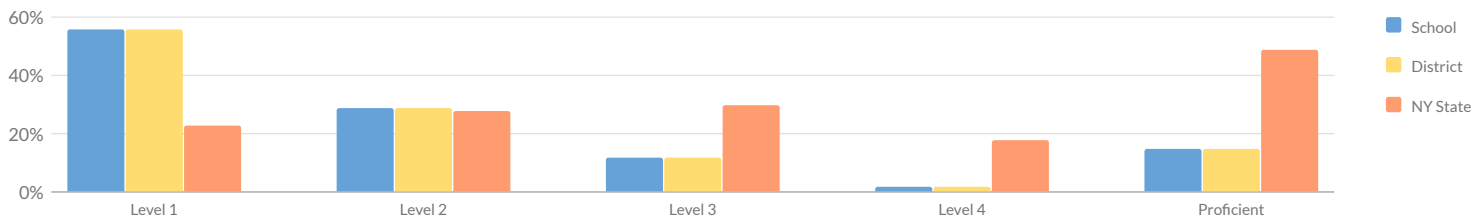
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	62	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
Grade 8	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Grades 3-8	129	41	32%	88	68%	27	31%	20	23%	24	27%	17	19%	41	47%

GRADE 7 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

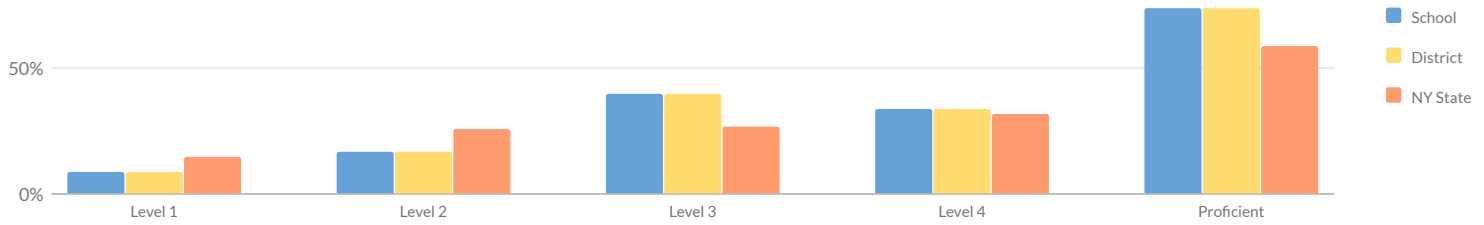


Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
General Education	50	32%	16	32%	34	68%	17	50%	11	32%	5	15%	1	3%	6	18%
Students with Disabilities	12	42%	5	42%	7	58%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	40%	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
White	56	32%	18	32%	38	68%	-	-	-	-	-	-	-	-	-	-
Small Group Total	61	33%	20	33%	41	67%	23	56%	12	29%	5	12%	1	2%	6	15%
Female	33	36%	12	36%	21	64%	11	52%	8	38%	2	10%	0	0%	2	10%
Male	29	31%	9	31%	20	69%	12	60%	4	20%	3	15%	1	5%	4	20%
Non-English Language Learners	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
Economically Disadvantaged	34	24%	8	24%	26	76%	14	54%	9	35%	3	12%	0	0%	3	12%
Not Economically Disadvantaged	28	46%	13	46%	15	54%	9	60%	3	20%	2	13%	1	7%	3	20%
Not Migrant	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
Not Homeless	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
Not in Foster Care	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
Parent Not in Armed Forces	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

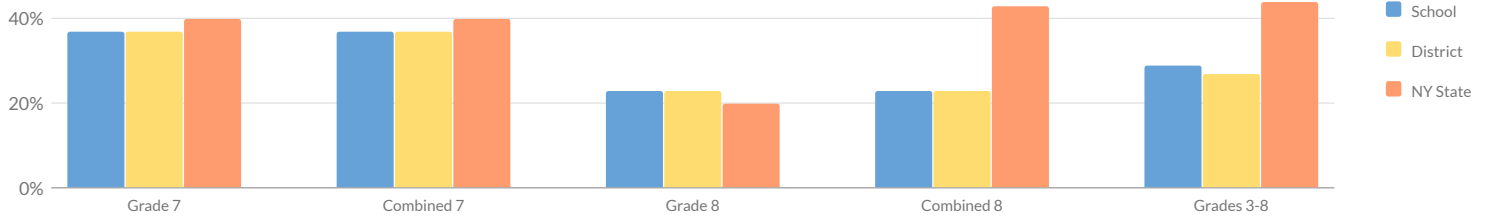


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
General Education	60	16	27%	44	73%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	60	18	30%	42	70%	4	10%	8	19%	17	40%	13	31%	30	71%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	0	0%	0	0%	2	40%	3	60%	5	100%
Female	31	15	48%	16	52%	1	6%	2	13%	7	44%	6	38%	13	81%
Male	36	5	14%	31	86%	3	10%	6	19%	12	39%	10	32%	22	71%
Non-English Language Learners	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Economically Disadvantaged	38	11	29%	27	71%	3	11%	5	19%	10	37%	9	33%	19	70%
Not Economically Disadvantaged	29	9	31%	20	69%	1	5%	3	15%	9	45%	7	35%	16	80%
Not Migrant	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Not Homeless	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Not in Foster Care	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Parent Not in Armed Forces	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

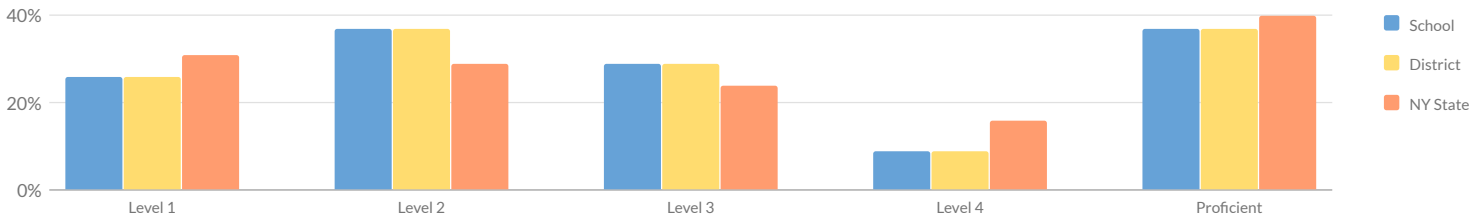
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 7	63	44%	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Combined 7	63	44%	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Grade 8	67	36%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Combined 8	67	36%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Grades 3-8	130	40%	52	40%	78	60%	20	26%	35	45%	15	19%	8	10%	23	29%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 7 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

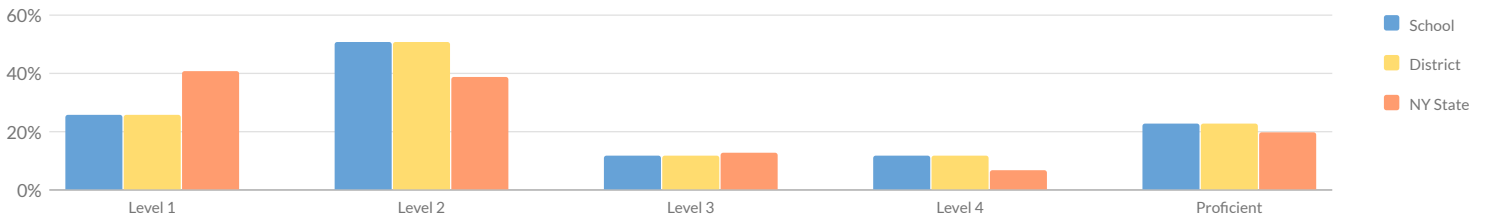


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
General Education	51	21	41%	30	59%	6	20%	11	37%	10	33%	3	10%	13	43%
Students with Disabilities	12	7	58%	5	42%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	2	40%	3	60%	–	–	–	–	–	–	–	–	–	–
White	56	24	43%	32	57%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	61	26	43%	35	57%	9	26%	13	37%	10	29%	3	9%	13	37%
Female	33	14	42%	19	58%	4	21%	8	42%	6	32%	1	5%	7	37%
Male	30	14	47%	16	53%	5	31%	5	31%	4	25%	2	13%	6	38%
Non-English Language Learners	63	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Economically Disadvantaged	35	13	37%	22	63%	7	32%	9	41%	6	27%	0	0%	6	27%
Not Economically Disadvantaged	28	15	54%	13	46%	2	15%	4	31%	4	31%	3	23%	7	54%
Not Migrant	63	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Not Homeless	63	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Not in Foster Care	63	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Parent Not in Armed Forces	63	28	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%

GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



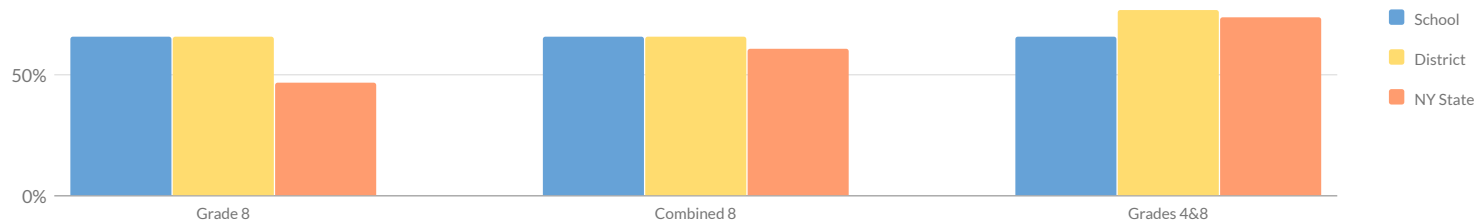
Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
General Education	60	100%	20	33%	40	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	100%	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	100%	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	60	100%	21	35%	39	65%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	100%	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Female	31	100%	15	48%	16	52%	6	38%	6	38%	2	13%	2	13%	4	25%
Male	36	100%	9	25%	27	75%	5	19%	16	59%	3	11%	3	11%	6	22%
Non-English Language Learners	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Economically Disadvantaged	38	100%	15	39%	23	61%	8	35%	11	48%	3	13%	1	4%	4	17%
Not Economically Disadvantaged	29	100%	9	31%	20	69%	3	15%	11	55%	2	10%	4	20%	6	30%
Not Migrant	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Not Homeless	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Not in Foster Care	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Parent Not in Armed Forces	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

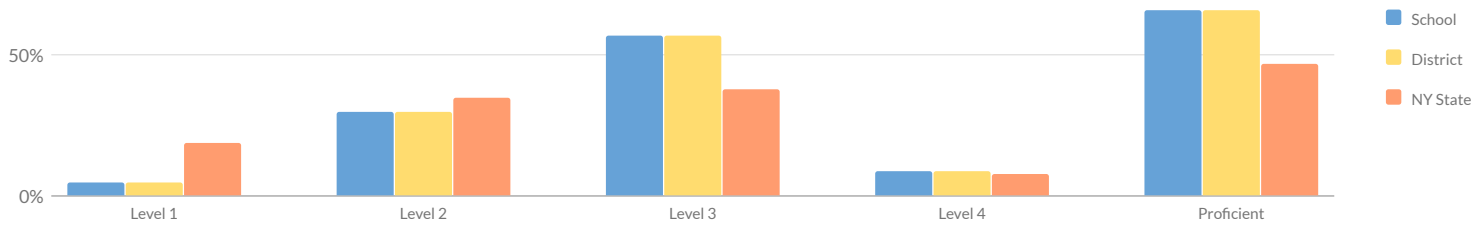
Grade	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	68	66%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Combined 8	68	66%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Grades 4&8	68	66%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.



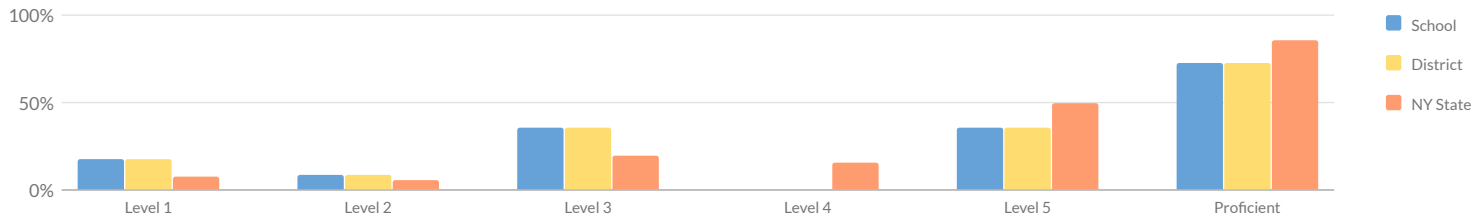
Percentage Scoring at Levels

Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	35%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
General Education	61	33%	20	33%	41	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	57%	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	50%	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	61	36%	22	36%	39	64%	2	5%	11	28%	23	59%	3	8%	26	67%
Multiracial	4	25%	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	29%	2	29%	5	71%	0	0%	2	40%	2	40%	1	20%	3	60%
Female	31	52%	16	52%	15	48%	0	0%	4	27%	10	67%	1	7%	11	73%
Male	37	22%	8	22%	29	78%	2	7%	9	31%	15	52%	3	10%	18	62%
Non-English Language Learners	68	35%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Economically Disadvantaged	38	39%	15	39%	23	61%	1	4%	7	30%	14	61%	1	4%	15	65%
Not Economically Disadvantaged	30	30%	9	30%	21	70%	1	5%	6	29%	11	52%	3	14%	14	67%
Not Migrant	68	35%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Not Homeless	68	35%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Not in Foster Care	68	35%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Parent Not in Armed Forces	68	35%	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
General Education	7	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	9	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Male	10	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Economically Disadvantaged	6	1	17%	0	0%	3	50%	0	0%	2	33%	5	83%
Not Economically Disadvantaged	5	1	20%	1	20%	1	20%	0	0%	2	40%	3	60%
Not Migrant	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Not Homeless	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Not in Foster Care	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Parent Not in Armed Forces	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%

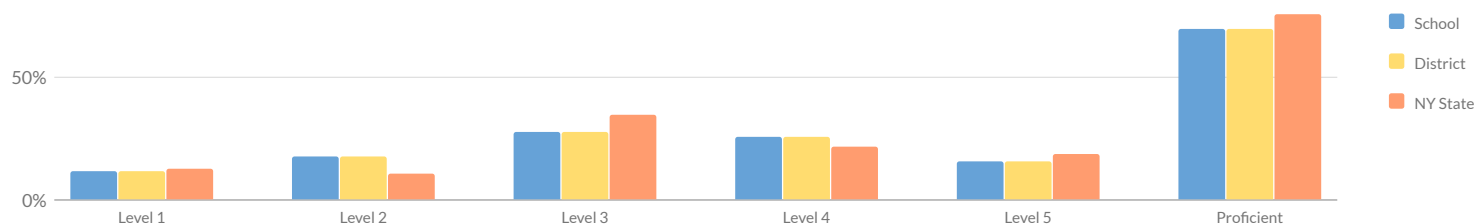
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	45	34	76	11	24
General Education	35	28	80	7	20
Students with Disabilities	10	6	60	4	40
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	41	32	78	9	22
Multiracial	3	1	33	2	67
Female	14	13	93	1	7
Male	31	21	68	10	32
Non-English Language Learners	45	34	76	11	24
Economically Disadvantaged	24	18	75	6	25
Not Economically Disadvantaged	21	16	76	5	24
Not Migrant	45	34	76	11	24
Not Homeless	45	34	76	11	24
Not in Foster Care	45	34	76	11	24
Parent Not in Armed Forces	45	34	76	11	24

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
General Education	45	5	11%	8	18%	11	24%	13	29%	8	18%	32	71%
Students with Disabilities	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
White	40	5	13%	6	15%	10	25%	12	30%	7	18%	29	73%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	2	40%	2	40%	0	0%	0	0%	2	40%
Female	27	0	0%	8	30%	8	30%	6	22%	5	19%	19	70%
Male	23	6	26%	1	4%	6	26%	7	30%	3	13%	16	70%
Non-English Language Learners	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Economically Disadvantaged	30	4	13%	7	23%	10	33%	8	27%	1	3%	19	63%
Not Economically Disadvantaged	20	2	10%	2	10%	4	20%	5	25%	7	35%	16	80%
Not Migrant	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Not Homeless	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Not in Foster Care	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Parent Not in Armed Forces	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%

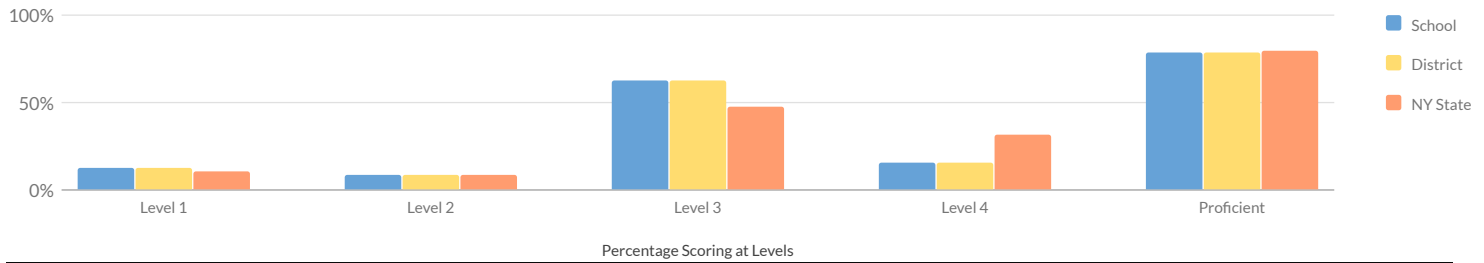
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	52	3	6	49	94
General Education	45	1	2	44	98
Students with Disabilities	7	2	29	5	71
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	1	0	0	1	100
Hispanic or Latino	5	0	0	5	100
White	42	3	7	39	93
Multiracial	1	0	0	1	100
Female	27	1	4	26	96
Male	25	2	8	23	92
Non-English Language Learners	52	3	6	49	94
Economically Disadvantaged	31	2	6	29	94
Not Economically Disadvantaged	21	1	5	20	95
Not Migrant	52	3	6	49	94
Not Homeless	52	3	6	49	94
Not in Foster Care	52	3	6	49	94
Parent Not in Armed Forces	52	3	6	49	94

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	56	7	13%	5	9%	35	63%	9	16%
General Education	46	4	9%	3	7%	30	65%	9	20%	39	85%
Students with Disabilities	10	3	30%	2	20%	5	50%	0	0%	5	50%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	48	7	15%	4	8%	29	60%	8	17%	37	77%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	8	0	0%	1	13%	6	75%	1	13%	7	88%
Female	28	2	7%	3	11%	17	61%	6	21%	23	82%
Male	28	5	18%	2	7%	18	64%	3	11%	21	75%
Non-English Language Learners	56	7	13%	5	9%	35	63%	9	16%	44	79%
Economically Disadvantaged	36	5	14%	3	8%	24	67%	4	11%	28	78%
Not Economically Disadvantaged	20	2	10%	2	10%	11	55%	5	25%	16	80%
Not Migrant	56	7	13%	5	9%	35	63%	9	16%	44	79%
Not Homeless	56	7	13%	5	9%	35	63%	9	16%	44	79%
Not in Foster Care	56	7	13%	5	9%	35	63%	9	16%	44	79%
Parent Not in Armed Forces	56	7	13%	5	9%	35	63%	9	16%	44	79%

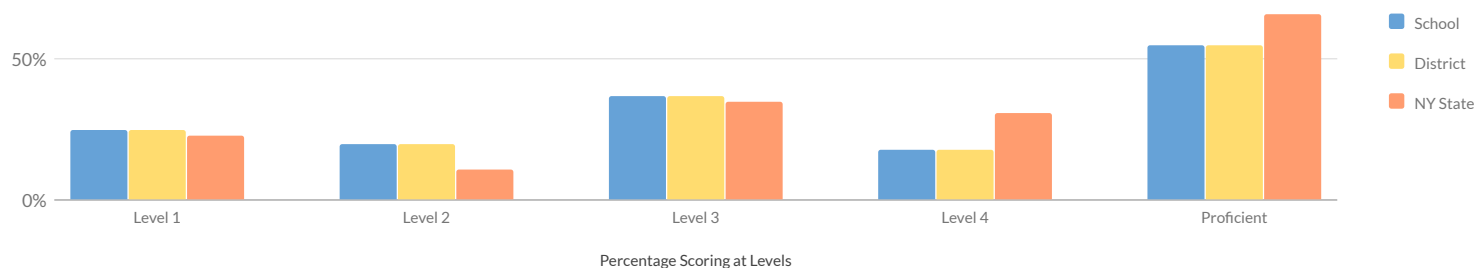
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	58	2	3	56	97
General Education	46	0	0	46	100
Students with Disabilities	12	2	17	10	83
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Hispanic or Latino	5	0	0	5	100
White	50	2	4	48	96
Multiracial	1	0	0	1	100
Female	28	0	0	28	100
Male	30	2	7	28	93
Non-English Language Learners	58	2	3	56	97
Economically Disadvantaged	37	1	3	36	97
Not Economically Disadvantaged	21	1	5	20	95
Not Migrant	58	2	3	56	97
Not Homeless	58	2	3	56	97
Not in Foster Care	58	2	3	56	97
Parent Not in Armed Forces	58	2	3	56	97

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	51	13	25%	10	20%	19	37%	9	18%
General Education	48	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	42	9	21%	8	19%	17	40%	8	19%	25	60%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	4	44%	2	22%	2	22%	1	11%	3	33%
Female	24	8	33%	4	17%	6	25%	6	25%	12	50%
Male	27	5	19%	6	22%	13	48%	3	11%	16	59%
Non-English Language Learners	51	13	25%	10	20%	19	37%	9	18%	28	55%
Economically Disadvantaged	18	7	39%	3	17%	6	33%	2	11%	8	44%
Not Economically Disadvantaged	33	6	18%	7	21%	13	39%	7	21%	20	61%
Not Migrant	51	13	25%	10	20%	19	37%	9	18%	28	55%
Not Homeless	51	13	25%	10	20%	19	37%	9	18%	28	55%
Not in Foster Care	51	13	25%	10	20%	19	37%	9	18%	28	55%
Parent Not in Armed Forces	51	13	25%	10	20%	19	37%	9	18%	28	55%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	62	11	18	51	82
General Education	56	8	14	48	86
Students with Disabilities	6	3	50	3	50
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Black or African American	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	51	9	18	42	82
Multiracial	5	2	40	3	60
Female	30	6	20	24	80
Male	32	5	16	27	84
Non-English Language Learners	62	11	18	51	82
Economically Disadvantaged	27	9	33	18	67
Not Economically Disadvantaged	35	2	6	33	94
Not Migrant	62	11	18	51	82
Not Homeless	62	11	18	51	82
Not in Foster Care	62	11	18	51	82
Parent Not in Armed Forces	62	11	18	51	82

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

ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	27
General Education	20
Students with Disabilities	7
Black or African American	1
Hispanic or Latino	2
White	21
Multiracial	3
Female	14
Male	13
Non-English Language Learners	27
Economically Disadvantaged	18
Not Economically Disadvantaged	9
Not Migrant	27
Not Homeless	27
Not in Foster Care	27
Parent Not in Armed Forces	27

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	21
General Education	18
Students with Disabilities	3
White	20
Multiracial	1
Female	9
Male	12
Non-English Language Learners	21
Economically Disadvantaged	9
Not Economically Disadvantaged	12
Not Migrant	21
Not Homeless	21
Not in Foster Care	21
Parent Not in Armed Forces	21

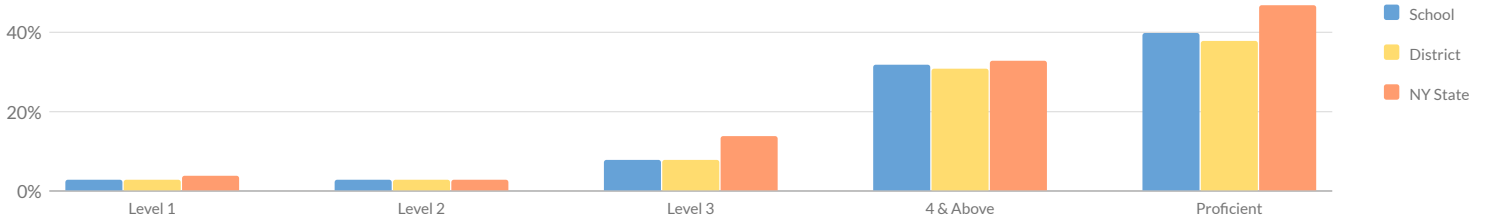
See report card Glossary and Guide for criteria used to include students in this table.

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, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

2017 TOTAL COHORT REGENTS IN ELA



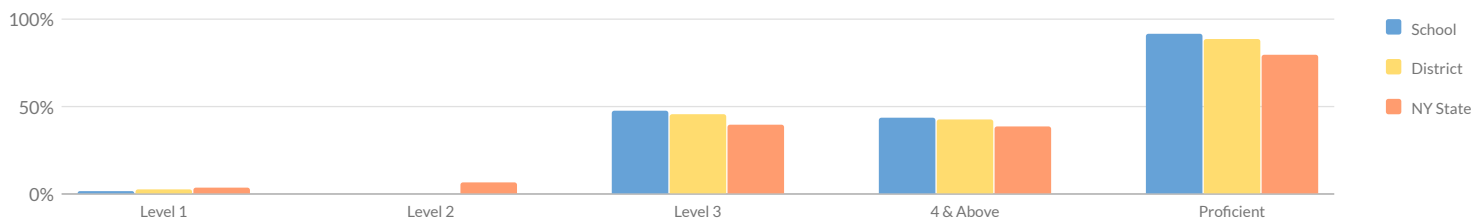
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	34	54%	29	46%	2	3%	2	3%	5	8%	20	32%	25	40%
General Education	52	28	54%	24	46%	2	4%	2	4%	4	8%	16	31%	20	38%
Students with Disabilities	11	6	55%	5	45%	0	0%	0	0%	1	9%	4	36%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	59	32	—	27	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	63	34	54%	29	46%	2	3%	2	3%	5	8%	20	32%	25	40%
Female	27	13	48%	14	52%	0	0%	1	4%	4	15%	9	33%	13	48%
Male	36	21	58%	15	42%	2	6%	1	3%	1	3%	11	31%	12	33%
Non-English Language Learners	63	34	54%	29	46%	2	3%	2	3%	5	8%	20	32%	25	40%
Economically Disadvantaged	33	18	55%	15	45%	2	6%	2	6%	4	12%	7	21%	11	33%
Not Economically Disadvantaged	30	16	53%	14	47%	0	0%	0	0%	1	3%	13	43%	14	47%
Not Migrant	63	34	54%	29	46%	2	3%	2	3%	5	8%	20	32%	25	40%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	33	—	29	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	34	54%	29	46%	2	3%	2	3%	5	8%	20	32%	25	40%
Parent Not in Armed Forces	63	34	54%	29	46%	2	3%	2	3%	5	8%	20	32%	25	40%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	38	32	84	6	16
General Education	34	28	82	6	18
Students with Disabilities	4	4	100	0	0
Female	15	13	87	2	13
Male	23	19	83	4	17
Non-English Language Learners	38	32	84	6	16
Economically Disadvantaged	21	17	81	4	19
Not Economically Disadvantaged	17	15	88	2	12
Not Migrant	38	32	84	6	16
Not in Foster Care	38	32	84	6	16
Parent Not in Armed Forces	38	32	84	6	16

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

2017 TOTAL COHORT REGENTS IN MATH



Percentage Scoring at Levels

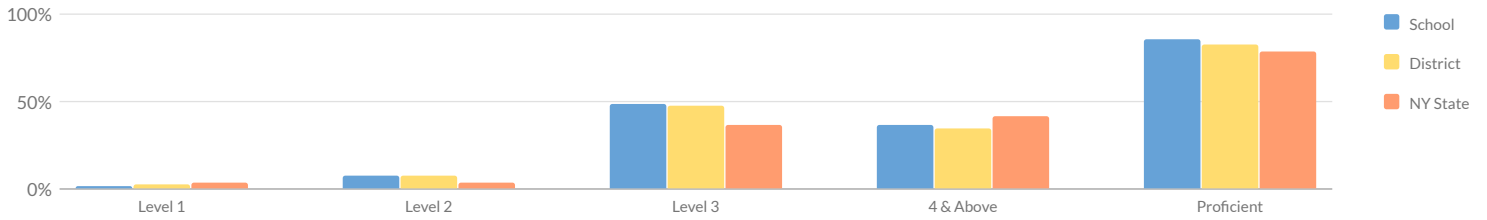
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	4	6%	59	94%	1	2%	0	0%	30	48%	28	44%	58	92%
General Education	52	3	6%	49	94%	1	2%	0	0%	22	42%	26	50%	48	92%
Students with Disabilities	11	1	9%	10	91%	0	0%	0	0%	8	73%	2	18%	10	91%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	59	4	—	55	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	63	4	6%	59	94%	1	2%	0	0%	30	48%	28	44%	58	92%
Female	27	1	4%	26	96%	0	0%	0	0%	12	44%	14	52%	26	96%
Male	36	3	8%	33	92%	1	3%	0	0%	18	50%	14	39%	32	89%
Non-English Language Learners	63	4	6%	59	94%	1	2%	0	0%	30	48%	28	44%	58	92%
Economically Disadvantaged	33	2	6%	31	94%	1	3%	0	0%	19	58%	11	33%	30	91%
Not Economically Disadvantaged	30	2	7%	28	93%	0	0%	0	0%	11	37%	17	57%	28	93%
Not Migrant	63	4	6%	59	94%	1	2%	0	0%	30	48%	28	44%	58	92%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	3	—	59	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	4	6%	59	94%	1	2%	0	0%	30	48%	28	44%	58	92%
Parent Not in Armed Forces	63	4	6%	59	94%	1	2%	0	0%	30	48%	28	44%	58	92%

2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	23	2	9	21	91
General Education	23	2	9	21	91
Female	14	1	7	13	93
Male	9	1	11	8	89
Non-English Language Learners	23	2	9	21	91
Economically Disadvantaged	7	1	14	6	86
Not Economically Disadvantaged	16	1	6	15	94
Not Migrant	23	2	9	21	91
Not in Foster Care	23	2	9	21	91
Parent Not in Armed Forces	23	2	9	21	91

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

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



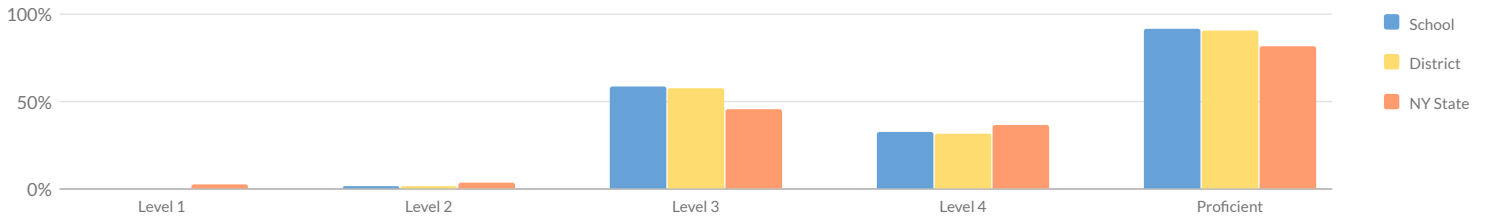
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	3	5%	60	95%	1	2%	5	8%	31	49%	23	37%	54	86%
General Education	52	2	4%	50	96%	1	2%	2	4%	26	50%	21	40%	47	90%
Students with Disabilities	11	1	9%	10	91%	0	0%	3	27%	5	45%	2	18%	7	64%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	63	3	5%	60	95%	1	2%	5	8%	31	49%	23	37%	54	86%
Female	27	0	0%	27	100%	0	0%	3	11%	14	52%	10	37%	24	89%
Male	36	3	8%	33	92%	1	3%	2	6%	17	47%	13	36%	30	83%
Non-English Language Learners	63	3	5%	60	95%	1	2%	5	8%	31	49%	23	37%	54	86%
Economically Disadvantaged	33	1	3%	32	97%	1	3%	4	12%	18	55%	9	27%	27	82%
Not Economically Disadvantaged	30	2	7%	28	93%	0	0%	1	3%	13	43%	14	47%	27	90%
Not Migrant	63	3	5%	60	95%	1	2%	5	8%	31	49%	23	37%	54	86%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	2	—	60	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	3	5%	60	95%	1	2%	5	8%	31	49%	23	37%	54	86%
Parent Not in Armed Forces	63	3	5%	60	95%	1	2%	5	8%	31	49%	23	37%	54	86%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	0	0	6	100
General Education	3	0	0	3	100
Students with Disabilities	3	0	0	3	100
Female	2	0	0	2	100
Male	4	0	0	4	100
Non-English Language Learners	6	0	0	6	100
Economically Disadvantaged	5	0	0	5	100
Not Economically Disadvantaged	1	0	0	1	100
Not Migrant	6	0	0	6	100
Not in Foster Care	6	0	0	6	100
Parent Not in Armed Forces	6	0	0	6	100

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

2017 TOTAL COHORT REGENTS IN SCIENCE



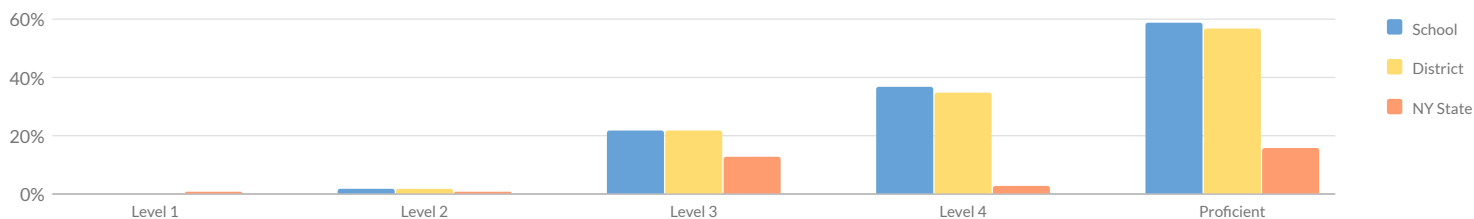
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	4	6%	59	94%	0	0%	1	2%	37	59%	21	33%	58	92%
General Education	52	3	6%	49	94%	0	0%	1	2%	28	54%	20	38%	48	92%
Students with Disabilities	11	1	9%	10	91%	0	0%	0	0%	9	82%	1	9%	10	91%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	59	4	—	55	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	63	4	6%	59	94%	0	0%	1	2%	37	59%	21	33%	58	92%
Female	27	1	4%	26	96%	0	0%	1	4%	15	56%	10	37%	25	93%
Male	36	3	8%	33	92%	0	0%	0	0%	22	61%	11	31%	33	92%
Non-English Language Learners	63	4	6%	59	94%	0	0%	1	2%	37	59%	21	33%	58	92%
Economically Disadvantaged	33	1	3%	32	97%	0	0%	1	3%	23	70%	8	24%	31	94%
Not Economically Disadvantaged	30	3	10%	27	90%	0	0%	0	0%	14	47%	13	43%	27	90%
Not Migrant	63	4	6%	59	94%	0	0%	1	2%	37	59%	21	33%	58	92%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	3	—	59	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	4	6%	59	94%	0	0%	1	2%	37	59%	21	33%	58	92%
Parent Not in Armed Forces	63	4	6%	59	94%	0	0%	1	2%	37	59%	21	33%	58	92%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	25	2	8	23	92
General Education	23	2	9	21	91
Students with Disabilities	2	0	0	2	100
Female	14	1	7	13	93
Male	11	1	9	10	91
Non-English Language Learners	25	2	8	23	92
Economically Disadvantaged	11	0	0	11	100
Not Economically Disadvantaged	14	2	14	12	86
Not Migrant	25	2	8	23	92
Not in Foster Care	25	2	8	23	92
Parent Not in Armed Forces	25	2	8	23	92

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

2017 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	25	40%	38	60%	0	0%	1	2%	14	22%	23	37%	37	59%
General Education	52	19	37%	33	63%	0	0%	1	2%	9	17%	23	44%	32	62%
Students with Disabilities	11	6	55%	5	45%	0	0%	0	0%	5	45%	0	0%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	59	24	—	35	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	63	25	40%	38	60%	0	0%	1	2%	14	22%	23	37%	37	59%
Female	27	7	26%	20	74%	0	0%	0	0%	8	30%	12	44%	20	74%
Male	36	18	50%	18	50%	0	0%	1	3%	6	17%	11	31%	17	47%
Non-English Language Learners	63	25	40%	38	60%	0	0%	1	2%	14	22%	23	37%	37	59%
Economically Disadvantaged	33	14	42%	19	58%	0	0%	1	3%	9	27%	9	27%	18	55%
Not Economically Disadvantaged	30	11	37%	19	63%	0	0%	0	0%	5	17%	14	47%	19	63%
Not Migrant	63	25	40%	38	60%	0	0%	1	2%	14	22%	23	37%	37	59%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	24	—	38	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	25	40%	38	60%	0	0%	1	2%	14	22%	23	37%	37	59%
Parent Not in Armed Forces	63	25	40%	38	60%	0	0%	1	2%	14	22%	23	37%	37	59%

2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	36	22	61	14	39
General Education	30	17	57	13	43
Students with Disabilities	6	5	83	1	17
Female	14	7	50	7	50
Male	22	15	68	7	32
Non-English Language Learners	36	22	61	14	39
Economically Disadvantaged	18	12	67	6	33
Not Economically Disadvantaged	18	10	56	8	44
Not Migrant	36	22	61	14	39
Not in Foster Care	36	22	61	14	39
Parent Not in Armed Forces	36	22	61	14	39

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

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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.

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

Grade/Subject	Total	Not Tested, Not Exempt		Exempt		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Secondary-Level ELA	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Math	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Secondary-Level Science	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	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	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*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	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This School	370	\$172,912	\$467	\$5,264,285	\$14,228	\$5,437,197	\$14,695
This District	782	\$566,856	\$725	\$14,258,422	\$18,233	\$14,825,278	\$18,958
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS SCHOOL	33	5	15%	1	0	0%
THIS DISTRICT	70	15	21%	3	0	0%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	33	3	9%
THIS DISTRICT	69	3	4%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

TOTAL COHORT GRADUATION RATE (2020-21)

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	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	59	94%	19	30%	39	62%	1	2%	1	2%	1	2%	0	0%	2	3%
Female	27	26	96%	10	37%	15	56%	1	4%	0	0%	1	4%	0	0%	0	0%
Male	36	33	92%	9	25%	24	67%	0	0%	1	3%	0	0%	0	0%	2	6%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	59	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	52	50	96%	18	35%	32	62%	0	0%	0	0%	1	2%	0	0%	1	2%
Students with Disabilities	11	9	82%	1	9%	7	64%	1	9%	1	9%	0	0%	0	0%	1	9%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	63	59	94%	19	30%	39	62%	1	2%	1	2%	1	2%	0	0%	2	3%
Economically Disadvantaged	33	30	91%	5	15%	24	73%	1	3%	1	3%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	30	29	97%	14	47%	15	50%	0	0%	0	0%	0	0%	0	0%	1	3%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	63	59	94%	19	30%	39	62%	1	2%	1	2%	1	2%	0	0%	2	3%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	63	59	94%	19	30%	39	62%	1	2%	1	2%	1	2%	0	0%	2	3%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	63	59	94%	19	30%	39	62%	1	2%	1	2%	1	2%	0	0%	2	3%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 CRDC homepage.

CRDC Data (22.42 megabytes)
 CRDC Glossary and Guide

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BAINBRIDGE-GUILFORD CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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 (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	492	160	32.5%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—
Black or African American	3	—	—
Hispanic or Latino	18	—	—
Multiracial	24	—	—
White	445	147	33%
Students with Disabilities	79	36	45.6%
Economically Disadvantaged	293	129	44%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	52	50	96.2%
	5-Year	68	64	94.1%
	6-Year	62	56	90.3%
American Indian or Alaska Native	4-Year	0	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	4-Year	1	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Black or African American	4-Year	0	–	–
	5-Year	1	–	–
	6-Year	0	–	–
Hispanic or Latino	4-Year	2	–	–
	5-Year	0	–	–
	6-Year	5	–	–
Multiracial	4-Year	0	–	–
	5-Year	5	–	–
	6-Year	3	–	–
White	4-Year	49	47	95.9%
	5-Year	65	61	93.8%
	6-Year	56	51	91.1%
English Language Learners	4-Year	0	–	–
	5-Year	0	–	–
	6-Year	0	–	–
Students with Disabilities	4-Year	17	–	–
	5-Year	11	–	–
	6-Year	14	–	–
Economically Disadvantaged	4-Year	53*	48	90.6%
	5-Year	32	29	90.6%
	6-Year	50*	44	88%

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

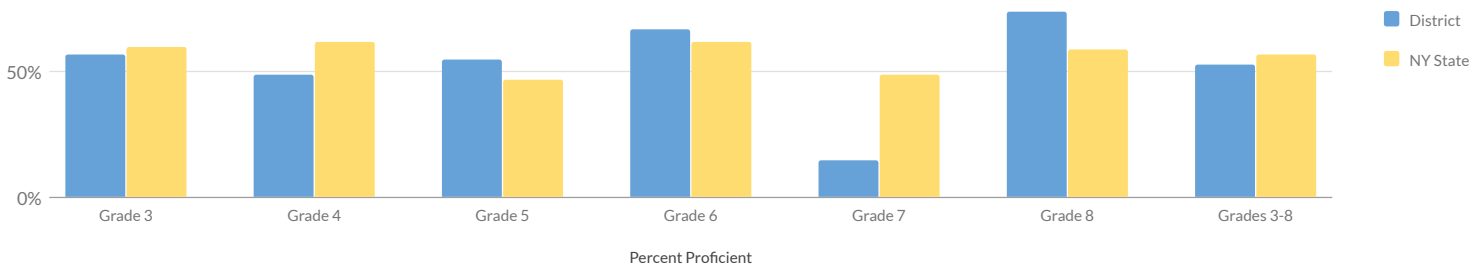
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	242	111	45.9%
American Indian or Alaska Native	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—
Black or African American	2	—	—
Hispanic or Latino	7	—	—
Multiracial	12	—	—
White	215	98	45.6%
Students with Disabilities	45	31	68.9%
Economically Disadvantaged	126	74	58.7%

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments are **not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

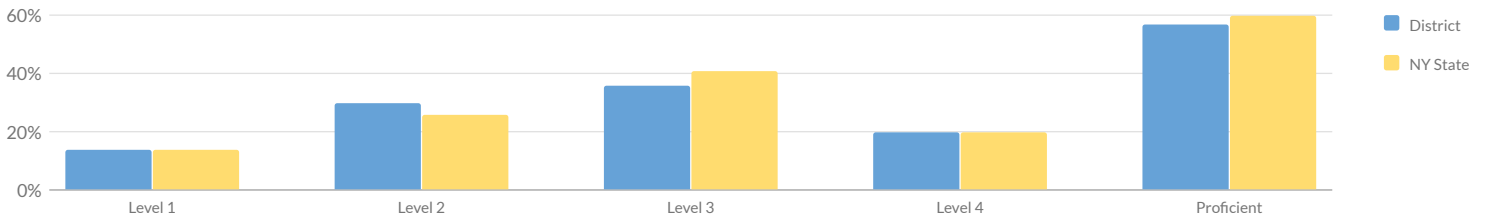
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Grade 4	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
Grade 5	47	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Grade 6	56	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Grade 7	63	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%
Grade 8	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Grades 3-8	346	85	25%	261	75%	54	21%	68	26%	78	30%	61	23%	139	53%

GRADE 3 ELA RESULTS

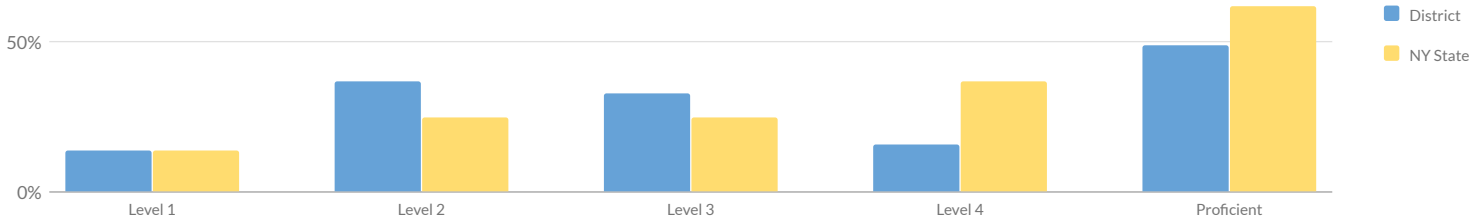
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
General Education	45	5	11%	40	89%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	45	6	13%	39	87%	6	15%	13	33%	13	33%	7	18%	20	51%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	0	0%	0	0%	3	60%	2	40%	5	100%
Female	23	1	4%	22	96%	4	18%	8	36%	8	36%	2	9%	10	45%
Male	29	7	24%	22	76%	2	9%	5	23%	8	36%	7	32%	15	68%
Non-English Language Learners	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Economically Disadvantaged	29	4	14%	25	86%	5	20%	9	36%	9	36%	2	8%	11	44%
Not Economically Disadvantaged	23	4	17%	19	83%	1	5%	4	21%	7	37%	7	37%	14	74%
Not Migrant	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Not Homeless	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Not in Foster Care	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%
Parent Not in Armed Forces	52	8	15%	44	85%	6	14%	13	30%	16	36%	9	20%	25	57%

GRADE 4 ELA RESULTS

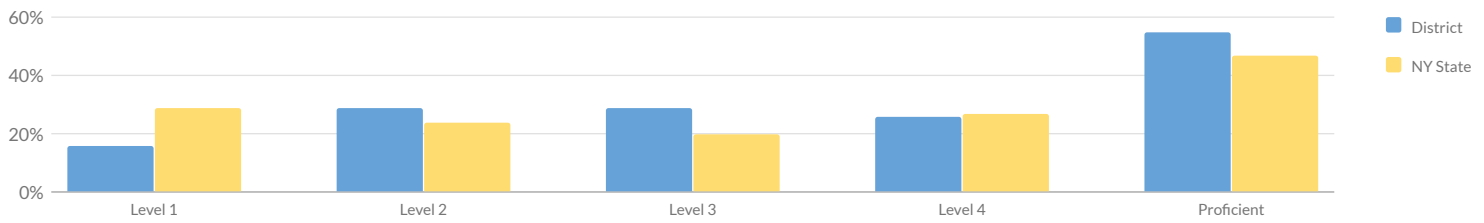
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
General Education	53	10	19%	43	81%	6	14%	15	35%	14	33%	8	19%	22	51%
Students with Disabilities	8	2	25%	6	75%	1	17%	3	50%	2	33%	0	0%	2	33%
White	58	11	19%	47	81%	–	–	–	–	–	–	–	–	–	–
Multiracial	3	1	33%	2	67%	–	–	–	–	–	–	–	–	–	–
Small Group Total	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
Female	36	9	25%	27	75%	2	7%	11	41%	8	30%	6	22%	14	52%
Male	25	3	12%	22	88%	5	23%	7	32%	8	36%	2	9%	10	45%
Non-English Language Learners	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
Economically Disadvantaged	41	9	22%	32	78%	6	19%	14	44%	10	31%	2	6%	12	38%
Not Economically Disadvantaged	20	3	15%	17	85%	1	6%	4	24%	6	35%	6	35%	12	71%
Not Migrant	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
Not Homeless	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
Not in Foster Care	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%
Parent Not in Armed Forces	61	12	20%	49	80%	7	14%	18	37%	16	33%	8	16%	24	49%

GRADE 5 ELA RESULTS

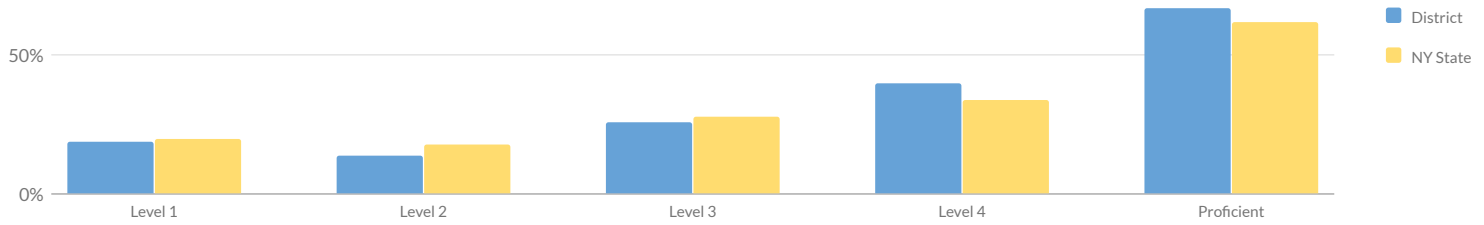
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	100%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
General Education	39	100%	7	18%	32	82%	5	16%	9	28%	9	28%	9	28%	18	56%
Students with Disabilities	8	100%	2	25%	6	75%	1	17%	2	33%	2	33%	1	17%	3	50%
Black or African American	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	43	100%	9	21%	34	79%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	100%	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total	47	100%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Female	20	100%	1	5%	19	95%	3	16%	3	16%	6	32%	7	37%	13	68%
Male	27	100%	8	30%	19	70%	3	16%	8	42%	5	26%	3	16%	8	42%
Non-English Language Learners	47	100%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Economically Disadvantaged	25	100%	6	24%	19	76%	3	16%	8	42%	4	21%	4	21%	8	42%
Not Economically Disadvantaged	22	100%	3	14%	19	86%	3	16%	3	16%	7	37%	6	32%	13	68%
Not Migrant	47	100%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
Not Homeless	47	100%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%
In Foster Care	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	46	100%	9	20%	37	80%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	47	100%	9	19%	38	81%	6	16%	11	29%	11	29%	10	26%	21	55%

GRADE 6 ELA RESULTS

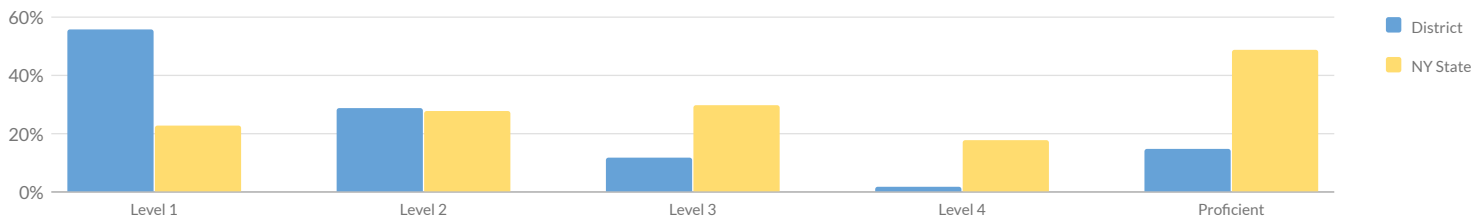
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
General Education	44	23%	10	23%	34	77%	4	12%	5	15%	9	26%	16	47%	25	74%
Students with Disabilities	12	33%	4	33%	8	67%	4	50%	1	13%	2	25%	1	13%	3	38%
Hispanic or Latino	1	0%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
White	51	25%	13	25%	38	75%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	25%	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Female	29	21%	6	21%	23	79%	2	9%	5	22%	6	26%	10	43%	16	70%
Male	27	30%	8	30%	19	70%	6	32%	1	5%	5	26%	7	37%	12	63%
Non-English Language Learners	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Economically Disadvantaged	29	21%	6	21%	23	79%	8	35%	3	13%	7	30%	5	22%	12	52%
Not Economically Disadvantaged	27	30%	8	30%	19	70%	0	0%	3	16%	4	21%	12	63%	16	84%
Not Migrant	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Not Homeless	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Not in Foster Care	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%
Parent Not in Armed Forces	56	25%	14	25%	42	75%	8	19%	6	14%	11	26%	17	40%	28	67%

GRADE 7 ELA RESULTS

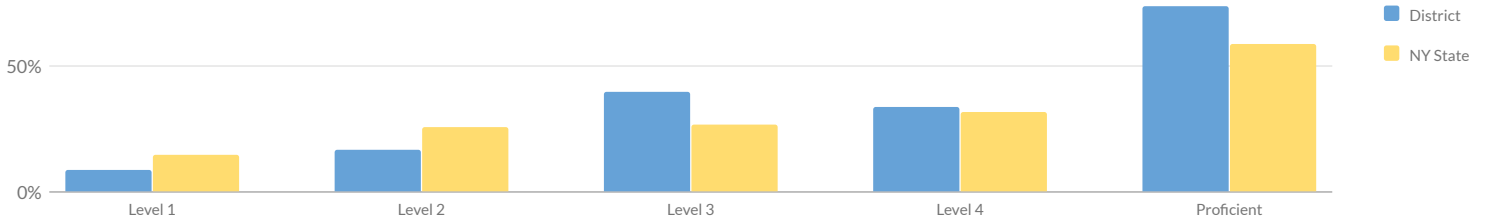
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	35%	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%
General Education	50	32%	16	32%	34	68%	17	50%	11	32%	5	15%	1	3%	6	18%
Students with Disabilities	13	46%	6	46%	7	54%	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	40%	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
White	57	33%	19	33%	38	67%	-	-	-	-	-	-	-	-	-	-
Small Group Total	62	34%	21	34%	41	66%	23	56%	12	29%	5	12%	1	2%	6	15%
Female	34	38%	13	38%	21	62%	11	52%	8	38%	2	10%	0	0%	2	10%
Male	29	31%	9	31%	20	69%	12	60%	4	20%	3	15%	1	5%	4	20%
Non-English Language Learners	63	35%	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%
Economically Disadvantaged	35	26%	9	26%	26	74%	14	54%	9	35%	3	12%	0	0%	3	12%
Not Economically Disadvantaged	28	46%	13	46%	15	54%	9	60%	3	20%	2	13%	1	7%	3	20%
Not Migrant	63	35%	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%
Not Homeless	63	35%	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%
Not in Foster Care	63	35%	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%
Parent Not in Armed Forces	63	35%	22	35%	41	65%	23	56%	12	29%	5	12%	1	2%	6	15%

GRADE 8 ELA RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

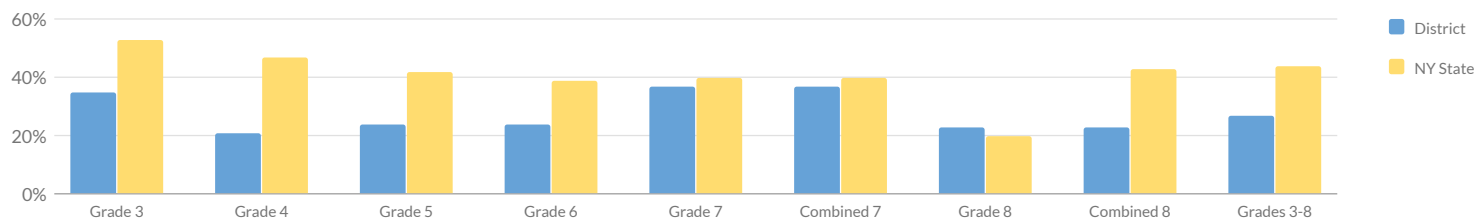


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
General Education	60	16	27%	44	73%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	60	18	30%	42	70%	4	10%	8	19%	17	40%	13	31%	30	71%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	0	0%	0	0%	2	40%	3	60%	5	100%
Female	31	15	48%	16	52%	1	6%	2	13%	7	44%	6	38%	13	81%
Male	36	5	14%	31	86%	3	10%	6	19%	12	39%	10	32%	22	71%
Non-English Language Learners	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Economically Disadvantaged	38	11	29%	27	71%	3	11%	5	19%	10	37%	9	33%	19	70%
Not Economically Disadvantaged	29	9	31%	20	69%	1	5%	3	15%	9	45%	7	35%	16	80%
Not Migrant	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Not Homeless	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Not in Foster Care	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%
Parent Not in Armed Forces	67	20	30%	47	70%	4	9%	8	17%	19	40%	16	34%	35	74%

GRADES 3-8 MATHEMATICS RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

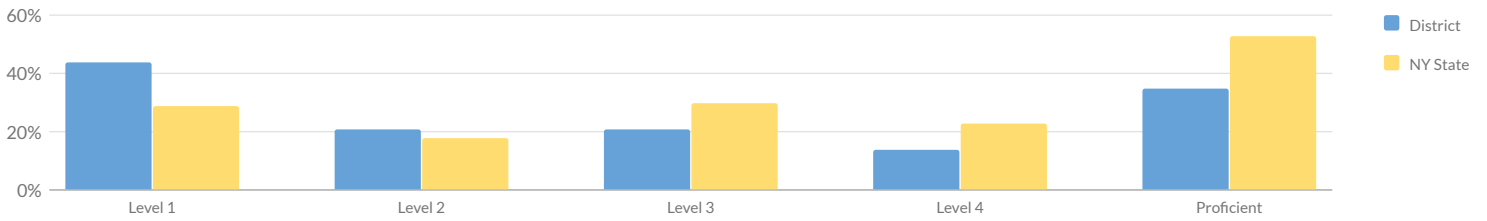
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Grade 4	61	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
Grade 5	47	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Grade 6	56	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Grade 7	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
Combined 7	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
Grade 8	67	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Combined 8	67	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Grades 3-8	348	96	28%	252	72%	97	38%	87	35%	44	17%	24	10%	68	27%

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

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

GRADE 3 MATH RESULTS

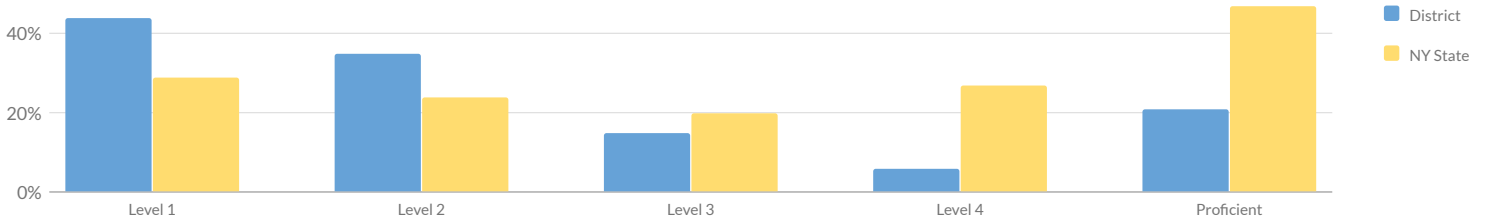
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
General Education	46	7	15%	39	85%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	3	43%	4	57%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
White	46	8	17%	38	83%	18	47%	8	21%	7	18%	5	13%	12	32%
Multiracial	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	5	83%	1	20%	1	20%	2	40%	1	20%	3	60%
Female	24	2	8%	22	92%	13	59%	4	18%	4	18%	1	5%	5	23%
Male	29	8	28%	21	72%	6	29%	5	24%	5	24%	5	24%	10	48%
Non-English Language Learners	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Economically Disadvantaged	29	5	17%	24	83%	12	50%	6	25%	4	17%	2	8%	6	25%
Not Economically Disadvantaged	24	5	21%	19	79%	7	37%	3	16%	5	26%	4	21%	9	47%
Not Migrant	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Not Homeless	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Not in Foster Care	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%
Parent Not in Armed Forces	53	10	19%	43	81%	19	44%	9	21%	9	21%	6	14%	15	35%

GRADE 4 MATH RESULTS

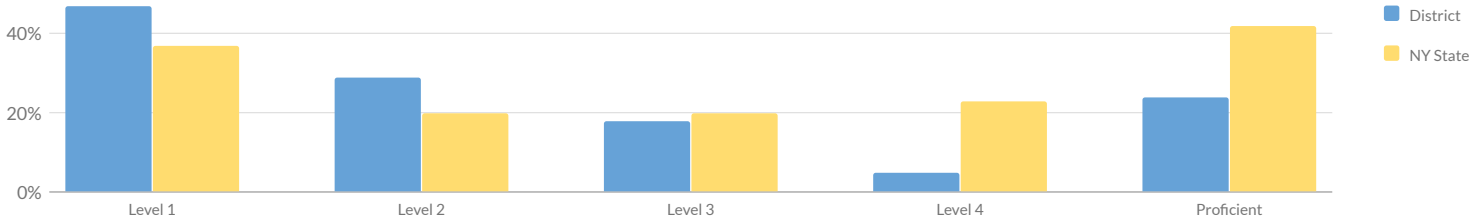
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
General Education	53	100%	8	15%	45	85%	19	42%	15	33%	8	18%	3	7%	11	24%
Students with Disabilities	8	100%	1	13%	7	88%	4	57%	3	43%	0	0%	0	0%	0	0%
White	58	100%	8	14%	50	86%	—	—	—	—	—	—	—	—	—	—
Multiracial	3	100%	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Small Group Total	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
Female	36	100%	7	19%	29	81%	12	41%	11	38%	4	14%	2	7%	6	21%
Male	25	100%	2	8%	23	92%	11	48%	7	30%	4	17%	1	4%	5	22%
Non-English Language Learners	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
Economically Disadvantaged	41	100%	7	17%	34	83%	19	56%	12	35%	2	6%	1	3%	3	9%
Not Economically Disadvantaged	20	100%	2	10%	18	90%	4	22%	6	33%	6	33%	2	11%	8	44%
Not Migrant	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
Not Homeless	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
Not in Foster Care	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%
Parent Not in Armed Forces	61	100%	9	15%	52	85%	23	44%	18	35%	8	15%	3	6%	11	21%

GRADE 5 MATH RESULTS

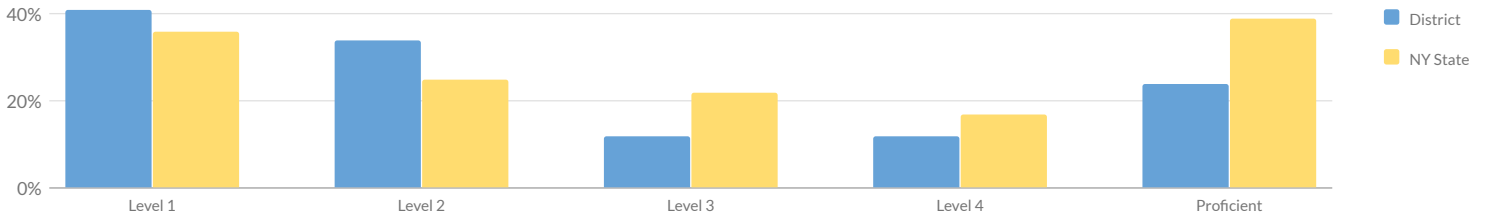
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
General Education	39	18%	7	18%	32	82%	13	41%	11	34%	7	22%	1	3%	8	25%
Students with Disabilities	8	25%	2	25%	6	75%	5	83%	0	0%	0	0%	1	17%	1	17%
Black or African American	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	43	21%	9	21%	34	79%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0%	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Female	20	10%	2	10%	18	90%	10	56%	3	17%	4	22%	1	6%	5	28%
Male	27	26%	7	26%	20	74%	8	40%	8	40%	3	15%	1	5%	4	20%
Non-English Language Learners	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Economically Disadvantaged	25	20%	5	20%	20	80%	10	50%	4	20%	5	25%	1	5%	6	30%
Not Economically Disadvantaged	22	18%	4	18%	18	82%	8	44%	7	39%	2	11%	1	6%	3	17%
Not Migrant	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
Not Homeless	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%
In Foster Care	1	0%	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	46	20%	9	20%	37	80%	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	47	19%	9	19%	38	81%	18	47%	11	29%	7	18%	2	5%	9	24%

GRADE 6 MATH RESULTS

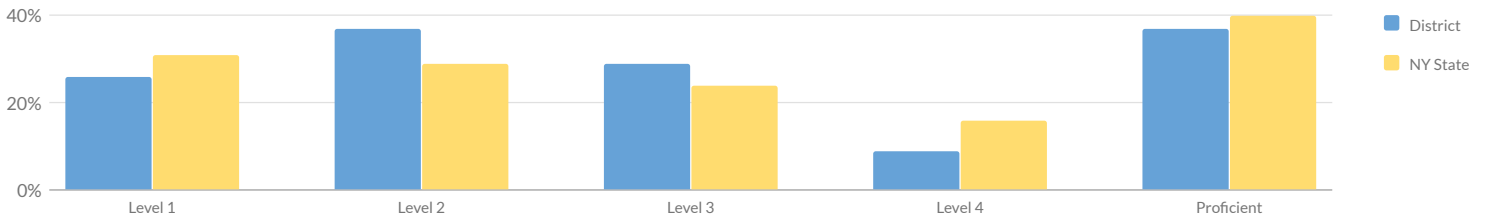
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
General Education	44	25%	11	25%	33	75%	9	27%	14	42%	5	15%	5	15%	10	30%
Students with Disabilities	12	33%	4	33%	8	67%	8	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	0%	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
White	51	27%	14	27%	37	73%	-	-	-	-	-	-	-	-	-	-
Multiracial	4	25%	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
Small Group Total	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Female	29	28%	8	28%	21	72%	11	52%	8	38%	2	10%	0	0%	2	10%
Male	27	26%	7	26%	20	74%	6	30%	6	30%	3	15%	5	25%	8	40%
Non-English Language Learners	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Economically Disadvantaged	29	24%	7	24%	22	76%	13	59%	7	32%	1	5%	1	5%	2	9%
Not Economically Disadvantaged	27	30%	8	30%	19	70%	4	21%	7	37%	4	21%	4	21%	8	42%
Not Migrant	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Not Homeless	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Not in Foster Care	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%
Parent Not in Armed Forces	56	27%	15	27%	41	73%	17	41%	14	34%	5	12%	5	12%	10	24%

GRADE 7 MATH RESULTS

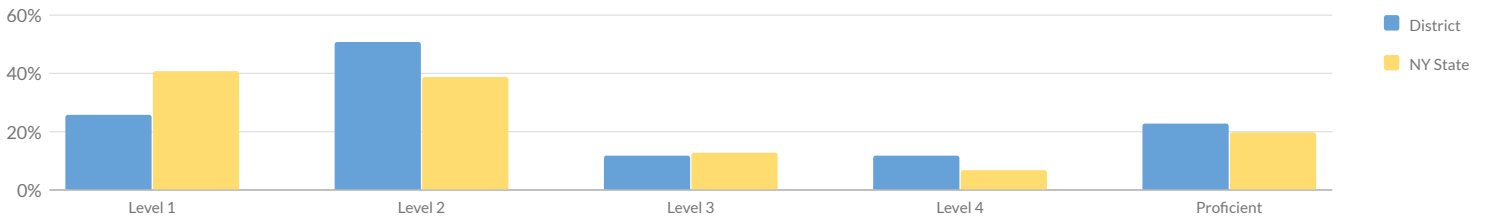
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
General Education	51	21	41%	30	59%	6	20%	11	37%	10	33%	3	10%	13	43%
Students with Disabilities	13	8	62%	5	38%	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	2	40%	3	60%	-	-	-	-	-	-	-	-	-	-
White	57	25	44%	32	56%	-	-	-	-	-	-	-	-	-	-
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Small Group Total	62	27	44%	35	56%	9	26%	13	37%	10	29%	3	9%	13	37%
Female	34	15	44%	19	56%	4	21%	8	42%	6	32%	1	5%	7	37%
Male	30	14	47%	16	53%	5	31%	5	31%	4	25%	2	13%	6	38%
Non-English Language Learners	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
Economically Disadvantaged	36	14	39%	22	61%	7	32%	9	41%	6	27%	0	0%	6	27%
Not Economically Disadvantaged	28	15	54%	13	46%	2	15%	4	31%	4	31%	3	23%	7	54%
Not Migrant	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
Not Homeless	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
Not in Foster Care	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%
Parent Not in Armed Forces	64	29	45%	35	55%	9	26%	13	37%	10	29%	3	9%	13	37%

GRADE 8 MATH RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

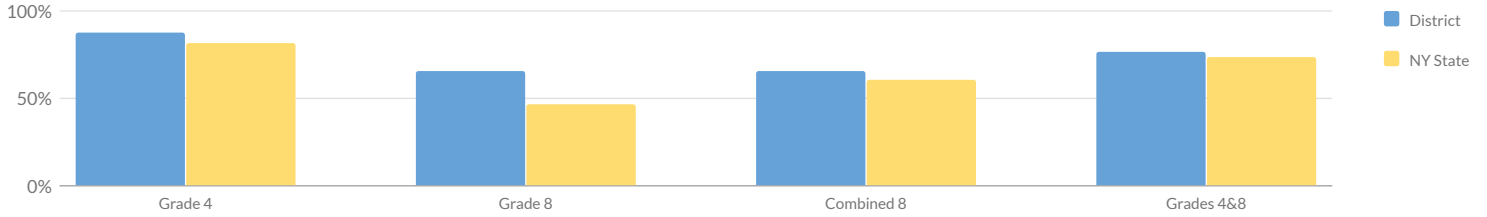


Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
General Education	60	100%	20	33%	40	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	100%	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	100%	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	100%	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	60	100%	21	35%	39	65%	—	—	—	—	—	—	—	—	—	—
Multiracial	4	100%	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Small Group Total	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Female	31	100%	15	48%	16	52%	6	38%	6	38%	2	13%	2	13%	4	25%
Male	36	100%	9	25%	27	75%	5	19%	16	59%	3	11%	3	11%	6	22%
Non-English Language Learners	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Economically Disadvantaged	38	100%	15	39%	23	61%	8	35%	11	48%	3	13%	1	4%	4	17%
Not Economically Disadvantaged	29	100%	9	31%	20	69%	3	15%	11	55%	2	10%	4	20%	6	30%
Not Migrant	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Not Homeless	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Not in Foster Care	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%
Parent Not in Armed Forces	67	100%	24	36%	43	64%	11	26%	22	51%	5	12%	5	12%	10	23%

GRADES 4 & 8 SCIENCE RESULTS (2020-21)

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

SUMMARY RESULTS



Percent Proficient

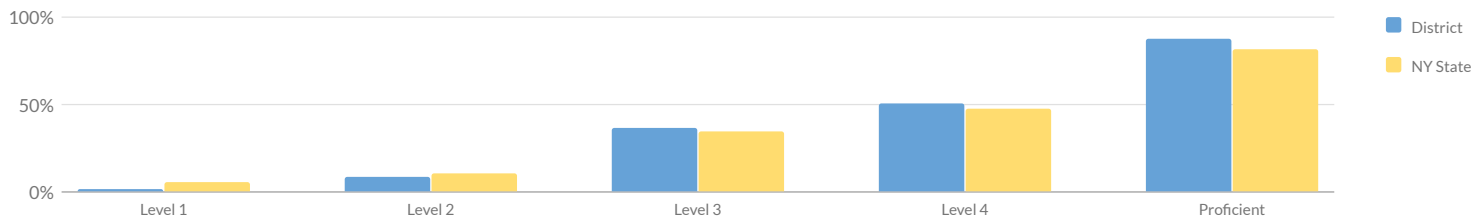
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	61	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
Grade 8	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Combined 8	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Grades 4&8	129	42	33%	87	67%	3	3%	17	20%	41	47%	26	30%	67	77%

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

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.

GRADE 4 SCIENCE RESULTS

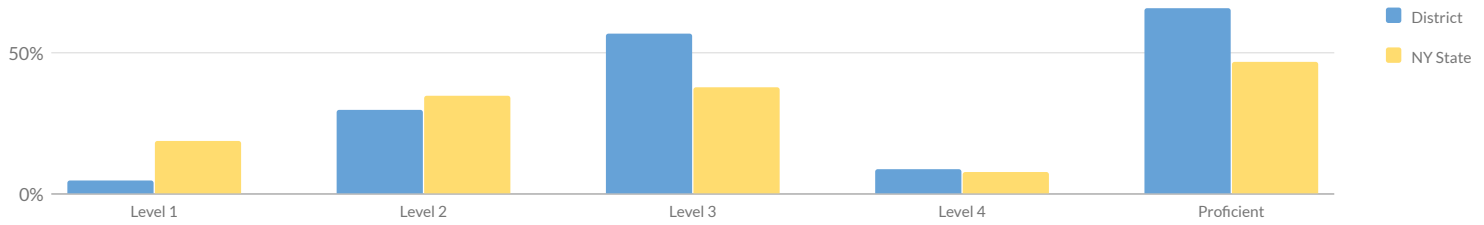
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Subgroup	Total		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
General Education	53	30%	16	30%	37	70%	0	0%	3	8%	14	38%	20	54%	34	92%
Students with Disabilities	8	25%	2	25%	6	75%	1	17%	1	17%	2	33%	2	33%	4	67%
White	58	28%	16	28%	42	72%	-	-	-	-	-	-	-	-	-	-
Multiracial	3	67%	2	67%	1	33%	-	-	-	-	-	-	-	-	-	-
Small Group Total	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
Female	36	39%	14	39%	22	61%	0	0%	3	14%	5	23%	14	64%	19	86%
Male	25	16%	4	16%	21	84%	1	5%	1	5%	11	52%	8	38%	19	90%
Non-English Language Learners	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
Economically Disadvantaged	41	32%	13	32%	28	68%	1	4%	3	11%	13	46%	11	39%	24	86%
Not Economically Disadvantaged	20	25%	5	25%	15	75%	0	0%	1	7%	3	20%	11	73%	14	93%
Not Migrant	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
Not Homeless	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
Not in Foster Care	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%
Parent Not in Armed Forces	61	30%	18	30%	43	70%	1	2%	4	9%	16	37%	22	51%	38	88%

GRADE 8 SCIENCE RESULTS

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup or with prior year's results. District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

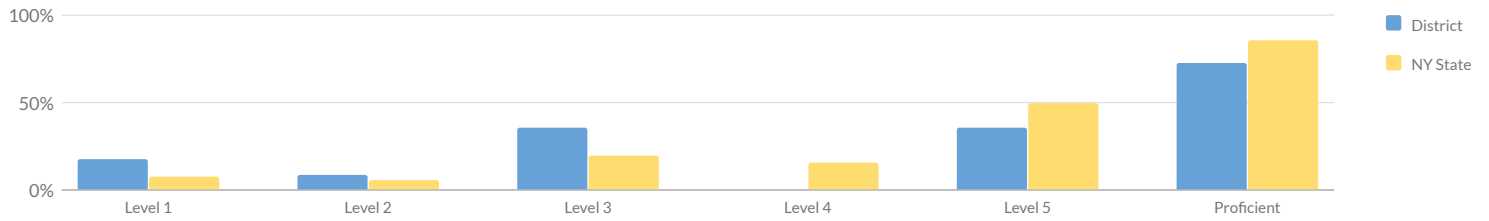


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
General Education	61	20	33%	41	67%	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	4	57%	3	43%	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	61	22	36%	39	64%	2	5%	11	28%	23	59%	3	8%	26	67%
Multiracial	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	2	29%	5	71%	0	0%	2	40%	2	40%	1	20%	3	60%
Female	31	16	52%	15	48%	0	0%	4	27%	10	67%	1	7%	11	73%
Male	37	8	22%	29	78%	2	7%	9	31%	15	52%	3	10%	18	62%
Non-English Language Learners	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Economically Disadvantaged	38	15	39%	23	61%	1	4%	7	30%	14	61%	1	4%	15	65%
Not Economically Disadvantaged	30	9	30%	21	70%	1	5%	6	29%	11	52%	3	14%	14	67%
Not Migrant	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Not Homeless	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Not in Foster Care	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%
Parent Not in Armed Forces	68	24	35%	44	65%	2	5%	13	30%	25	57%	4	9%	29	66%

ANNUAL REGENTS EXAMINATIONS (2020 - 21)

ANNUAL REGENTS EXAMINATION IN ELA (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
General Education	7	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	9	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Male	10	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Economically Disadvantaged	6	1	17%	0	0%	3	50%	0	0%	2	33%	5	83%
Not Economically Disadvantaged	5	1	20%	1	20%	1	20%	0	0%	2	40%	3	60%
Not Migrant	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Not Homeless	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Not in Foster Care	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%
Parent Not in Armed Forces	11	2	18%	1	9%	4	36%	0	0%	4	36%	8	73%

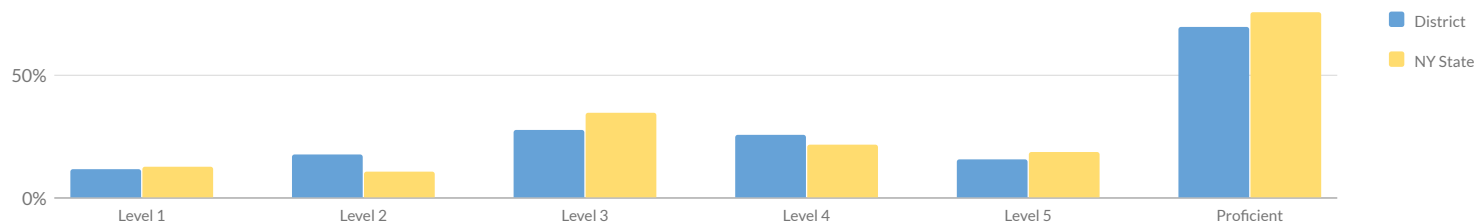
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	45	34	76	11	24
General Education	35	28	80	7	20
Students with Disabilities	10	6	60	4	40
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
White	41	32	78	9	22
Multiracial	3	1	33	2	67
Female	14	13	93	1	7
Male	31	21	68	10	32
Non-English Language Learners	45	34	76	11	24
Economically Disadvantaged	24	18	75	6	25
Not Economically Disadvantaged	21	16	76	5	24
Not Migrant	45	34	76	11	24
Not Homeless	45	34	76	11	24
Not in Foster Care	45	34	76	11	24
Parent Not in Armed Forces	45	34	76	11	24

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

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
General Education	45	5	11%	8	18%	11	24%	13	29%	8	18%	32	71%
Students with Disabilities	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	1	20%	2	40%	1	20%	1	20%	4	80%
White	40	5	13%	6	15%	10	25%	12	30%	7	18%	29	73%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	2	40%	2	40%	0	0%	0	0%	2	40%
Female	27	0	0%	8	30%	8	30%	6	22%	5	19%	19	70%
Male	23	6	26%	1	4%	6	26%	7	30%	3	13%	16	70%
Non-English Language Learners	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Economically Disadvantaged	30	4	13%	7	23%	10	33%	8	27%	1	3%	19	63%
Not Economically Disadvantaged	20	2	10%	2	10%	4	20%	5	25%	7	35%	16	80%
Not Migrant	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Not Homeless	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Not in Foster Care	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%
Parent Not in Armed Forces	50	6	12%	9	18%	14	28%	13	26%	8	16%	35	70%

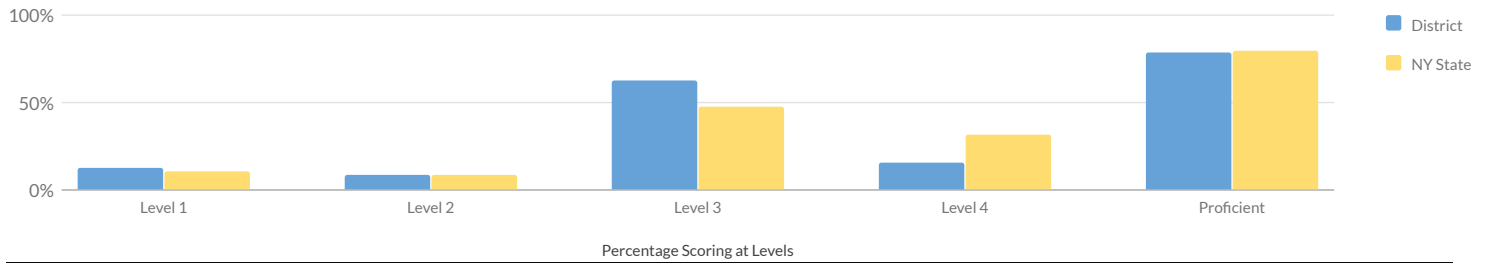
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	52	3	6	49	94
General Education	45	1	2	44	98
Students with Disabilities	7	2	29	5	71
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	1	0	0	1	100
Hispanic or Latino	5	0	0	5	100
White	42	3	7	39	93
Multiracial	1	0	0	1	100
Female	27	1	4	26	96
Male	25	2	8	23	92
Non-English Language Learners	52	3	6	49	94
Economically Disadvantaged	31	2	6	29	94
Not Economically Disadvantaged	21	1	5	20	95
Not Migrant	52	3	6	49	94
Not Homeless	52	3	6	49	94
Not in Foster Care	52	3	6	49	94
Parent Not in Armed Forces	52	3	6	49	94

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

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	56	7	13%	5	9%	35	63%	9	16%
General Education	46	4	9%	3	7%	30	65%	9	20%	39	85%
Students with Disabilities	10	3	30%	2	20%	5	50%	0	0%	5	50%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	48	7	15%	4	8%	29	60%	8	17%	37	77%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	8	0	0%	1	13%	6	75%	1	13%	7	88%
Female	28	2	7%	3	11%	17	61%	6	21%	23	82%
Male	28	5	18%	2	7%	18	64%	3	11%	21	75%
Non-English Language Learners	56	7	13%	5	9%	35	63%	9	16%	44	79%
Economically Disadvantaged	36	5	14%	3	8%	24	67%	4	11%	28	78%
Not Economically Disadvantaged	20	2	10%	2	10%	11	55%	5	25%	16	80%
Not Migrant	56	7	13%	5	9%	35	63%	9	16%	44	79%
Not Homeless	56	7	13%	5	9%	35	63%	9	16%	44	79%
Not in Foster Care	56	7	13%	5	9%	35	63%	9	16%	44	79%
Parent Not in Armed Forces	56	7	13%	5	9%	35	63%	9	16%	44	79%

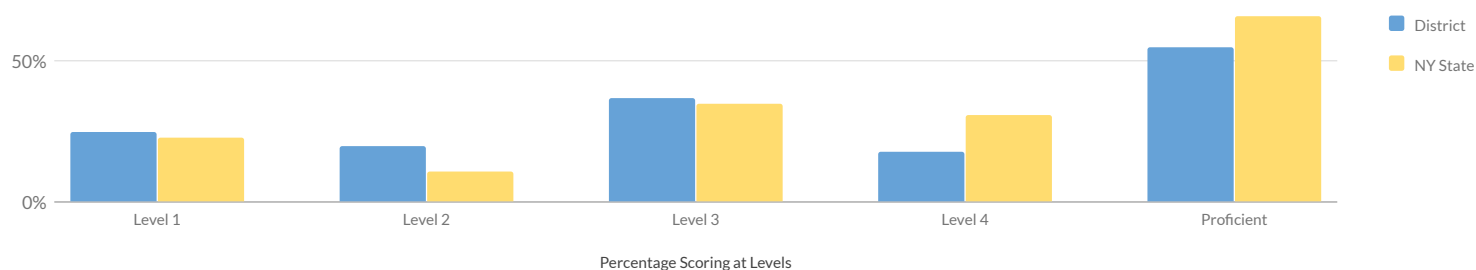
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	58	2	3	56	97
General Education	46	0	0	46	100
Students with Disabilities	12	2	17	10	83
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Hispanic or Latino	5	0	0	5	100
White	50	2	4	48	96
Multiracial	1	0	0	1	100
Female	28	0	0	28	100
Male	30	2	7	28	93
Non-English Language Learners	58	2	3	56	97
Economically Disadvantaged	37	1	3	36	97
Not Economically Disadvantaged	21	1	5	20	95
Not Migrant	58	2	3	56	97
Not Homeless	58	2	3	56	97
Not in Foster Care	58	2	3	56	97
Parent Not in Armed Forces	58	2	3	56	97

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

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2020-21)

Due to COVID-19 and changes to New York State testing requirements, only the June 2021 Regents examination was administered. Data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 Regents examination results with those from prior years.



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	51	13	25%	10	20%	19	37%	9	18%
General Education	48	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	42	9	21%	8	19%	17	40%	8	19%	25	60%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	4	44%	2	22%	2	22%	1	11%	3	33%
Female	24	8	33%	4	17%	6	25%	6	25%	12	50%
Male	27	5	19%	6	22%	13	48%	3	11%	16	59%
Non-English Language Learners	51	13	25%	10	20%	19	37%	9	18%	28	55%
Economically Disadvantaged	18	7	39%	3	17%	6	33%	2	11%	8	44%
Not Economically Disadvantaged	33	6	18%	7	21%	13	39%	7	21%	20	61%
Not Migrant	51	13	25%	10	20%	19	37%	9	18%	28	55%
Not Homeless	51	13	25%	10	20%	19	37%	9	18%	28	55%
Not in Foster Care	51	13	25%	10	20%	19	37%	9	18%	28	55%
Parent Not in Armed Forces	51	13	25%	10	20%	19	37%	9	18%	28	55%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	62	11	18	51	82
General Education	56	8	14	48	86
Students with Disabilities	6	3	50	3	50
Asian or Native Hawaiian/Other Pacific Islander	2	0	0	2	100
Black or African American	2	0	0	2	100
Hispanic or Latino	2	0	0	2	100
White	51	9	18	42	82
Multiracial	5	2	40	3	60
Female	30	6	20	24	80
Male	32	5	16	27	84
Non-English Language Learners	62	11	18	51	82
Economically Disadvantaged	27	9	33	18	67
Not Economically Disadvantaged	35	2	6	33	94
Not Migrant	62	11	18	51	82
Not Homeless	62	11	18	51	82
Not in Foster Care	62	11	18	51	82
Parent Not in Armed Forces	62	11	18	51	82

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

ANNUAL REGENTS EXEMPTIONS IN NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	27
General Education	20
Students with Disabilities	7
Black or African American	1
Hispanic or Latino	2
White	21
Multiracial	3
Female	14
Male	13
Non-English Language Learners	27
Economically Disadvantaged	18
Not Economically Disadvantaged	9
Not Migrant	27
Not Homeless	27
Not in Foster Care	27
Parent Not in Armed Forces	27

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

ANNUAL REGENTS EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Due to COVID-19 and changes to New York State testing requirements, Regents examinations were not administered in this subject. Students were exempt from taking the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Exempt, Not Tested
All Students	21
General Education	18
Students with Disabilities	3
White	20
Multiracial	1
Female	9
Male	12
Non-English Language Learners	21
Economically Disadvantaged	9
Not Economically Disadvantaged	12
Not Migrant	21
Not Homeless	21
Not in Foster Care	21
Parent Not in Armed Forces	21

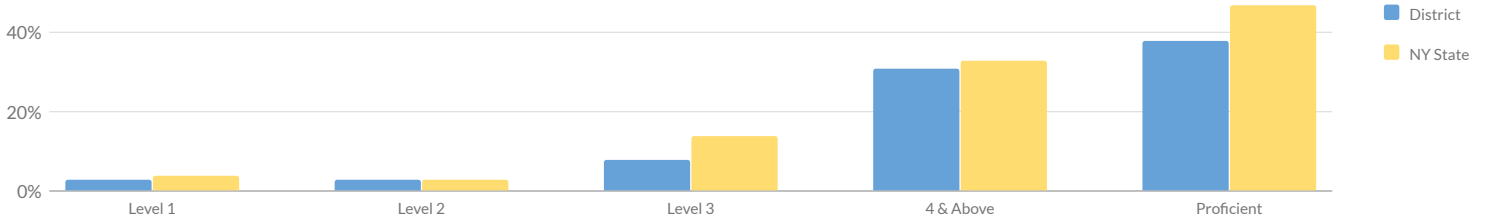
See report card Glossary and Guide for criteria used to include students in this table.

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, June 2020, August 2020, January 2021, and some June 2021 Regents examinations were canceled. June 2021 Regents Examinations in ELA, Algebra I, Living Environment, and Physical Setting/Earth Science were offered. Caution should be used when comparing 2020-21 Regents examinations results with those from prior years.

2017 TOTAL COHORT REGENTS IN ELA



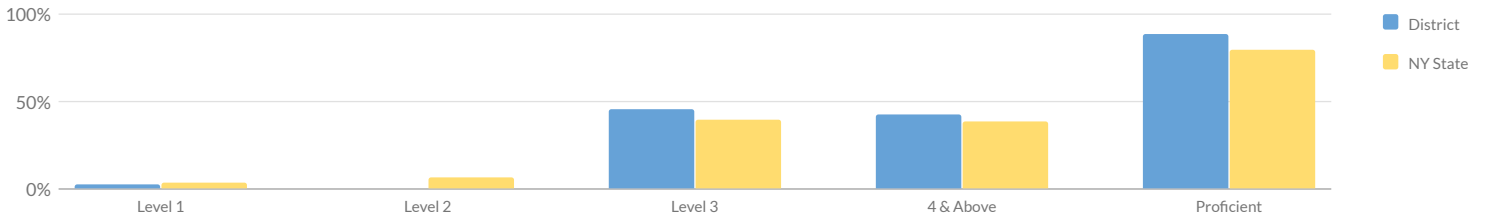
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	36	55%	29	45%	2	3%	2	3%	5	8%	20	31%	25	38%
General Education	52	28	54%	24	46%	2	4%	2	4%	4	8%	16	31%	20	38%
Students with Disabilities	13	8	62%	5	38%	0	0%	0	0%	1	8%	4	31%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
White	61	34	—	27	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	65	36	55%	29	45%	2	3%	2	3%	5	8%	20	31%	25	38%
Female	27	13	48%	14	52%	0	0%	1	4%	4	15%	9	33%	13	48%
Male	38	23	61%	15	39%	2	5%	1	3%	1	3%	11	29%	12	32%
Non-English Language Learners	65	36	55%	29	45%	2	3%	2	3%	5	8%	20	31%	25	38%
Economically Disadvantaged	33	18	55%	15	45%	2	6%	2	6%	4	12%	7	21%	11	33%
Not Economically Disadvantaged	32	18	56%	14	44%	0	0%	0	0%	1	3%	13	41%	14	44%
Not Migrant	65	36	55%	29	45%	2	3%	2	3%	5	8%	20	31%	25	38%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	35	—	29	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	36	55%	29	45%	2	3%	2	3%	5	8%	20	31%	25	38%
Parent Not in Armed Forces	65	36	55%	29	45%	2	3%	2	3%	5	8%	20	31%	25	38%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	39	33	85	6	15
General Education	34	28	82	6	18
Students with Disabilities	5	5	100	0	0
Female	15	13	87	2	13
Male	24	20	83	4	17
Non-English Language Learners	39	33	85	6	15
Economically Disadvantaged	21	17	81	4	19
Not Economically Disadvantaged	18	16	89	2	11
Not Migrant	39	33	85	6	15
Not in Foster Care	39	33	85	6	15
Parent Not in Armed Forces	39	33	85	6	15

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

2017 TOTAL COHORT REGENTS IN MATH



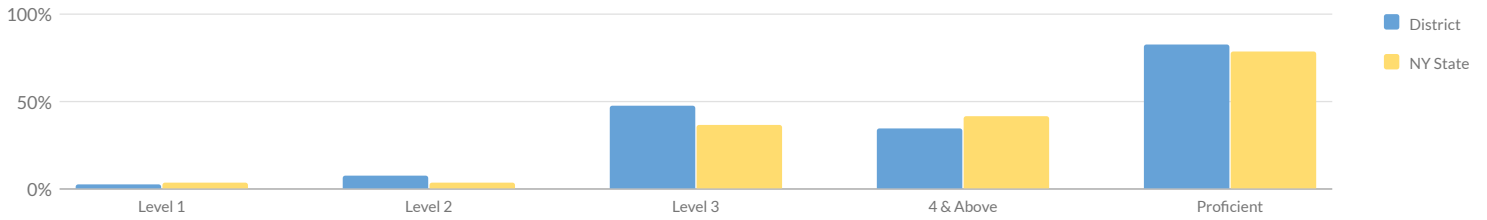
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	5	8%	60	92%	2	3%	0	0%	30	46%	28	43%	58	89%
General Education	52	3	6%	49	94%	1	2%	0	0%	22	42%	26	50%	48	92%
Students with Disabilities	13	2	15%	11	85%	1	8%	0	0%	8	62%	2	15%	10	77%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	61	5	—	56	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	65	5	8%	60	92%	2	3%	0	0%	30	46%	28	43%	58	89%
Female	27	1	4%	26	96%	0	0%	0	0%	12	44%	14	52%	26	96%
Male	38	4	11%	34	89%	2	5%	0	0%	18	47%	14	37%	32	84%
Non-English Language Learners	65	5	8%	60	92%	2	3%	0	0%	30	46%	28	43%	58	89%
Economically Disadvantaged	33	2	6%	31	94%	1	3%	0	0%	19	58%	11	33%	30	91%
Not Economically Disadvantaged	32	3	9%	29	91%	1	3%	0	0%	11	34%	17	53%	28	88%
Not Migrant	65	5	8%	60	92%	2	3%	0	0%	30	46%	28	43%	58	89%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	4	—	60	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	5	8%	60	92%	2	3%	0	0%	30	46%	28	43%	58	89%
Parent Not in Armed Forces	65	5	8%	60	92%	2	3%	0	0%	30	46%	28	43%	58	89%

2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	24	2	8	22	92
General Education	23	2	9	21	91
Students with Disabilities	1	0	0	1	100
Female	14	1	7	13	93
Male	10	1	10	9	90
Non-English Language Learners	24	2	8	22	92
Economically Disadvantaged	7	1	14	6	86
Not Economically Disadvantaged	17	1	6	16	94
Not Migrant	24	2	8	22	92
Not in Foster Care	24	2	8	22	92
Parent Not in Armed Forces	24	2	8	22	92

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

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



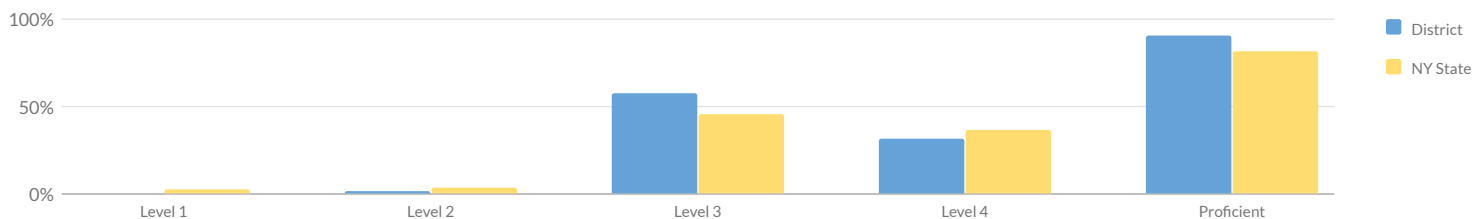
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	4	6%	61	94%	2	3%	5	8%	31	48%	23	35%	54	83%
General Education	52	2	4%	50	96%	1	2%	2	4%	26	50%	21	40%	47	90%
Students with Disabilities	13	2	15%	11	85%	1	8%	3	23%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	61	4	—	57	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	65	4	6%	61	94%	2	3%	5	8%	31	48%	23	35%	54	83%
Female	27	0	0%	27	100%	0	0%	3	11%	14	52%	10	37%	24	89%
Male	38	4	11%	34	89%	2	5%	2	5%	17	45%	13	34%	30	79%
Non-English Language Learners	65	4	6%	61	94%	2	3%	5	8%	31	48%	23	35%	54	83%
Economically Disadvantaged	33	1	3%	32	97%	1	3%	4	12%	18	55%	9	27%	27	82%
Not Economically Disadvantaged	32	3	9%	29	91%	1	3%	1	3%	13	41%	14	44%	27	84%
Not Migrant	65	4	6%	61	94%	2	3%	5	8%	31	48%	23	35%	54	83%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	3	—	61	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	4	6%	61	94%	2	3%	5	8%	31	48%	23	35%	54	83%
Parent Not in Armed Forces	65	4	6%	61	94%	2	3%	5	8%	31	48%	23	35%	54	83%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	6	0	0	6	100
General Education	3	0	0	3	100
Students with Disabilities	3	0	0	3	100
Female	2	0	0	2	100
Male	4	0	0	4	100
Non-English Language Learners	6	0	0	6	100
Economically Disadvantaged	5	0	0	5	100
Not Economically Disadvantaged	1	0	0	1	100
Not Migrant	6	0	0	6	100
Not in Foster Care	6	0	0	6	100
Parent Not in Armed Forces	6	0	0	6	100

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

2017 TOTAL COHORT REGENTS IN SCIENCE



Percentage Scoring at Levels

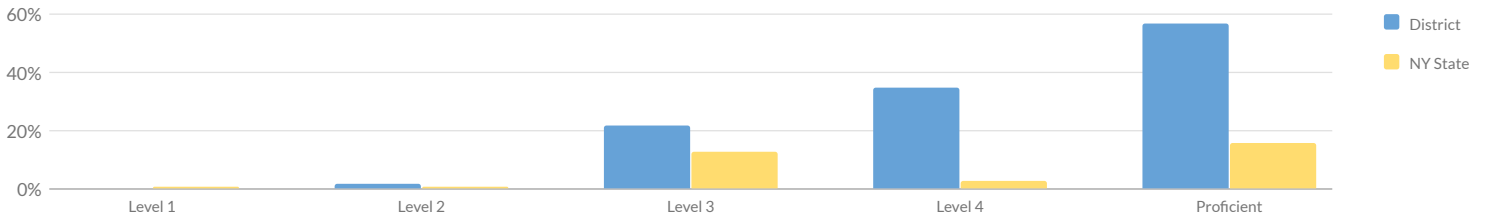
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	5	8%	60	92%	0	0%	1	2%	38	58%	21	32%	59	91%
General Education	52	3	6%	49	94%	0	0%	1	2%	28	54%	20	38%	48	92%
Students with Disabilities	13	2	15%	11	85%	0	0%	0	0%	10	77%	1	8%	11	85%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	61	5	—	56	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	65	5	8%	60	92%	0	0%	1	2%	38	58%	21	32%	59	91%
Female	27	1	4%	26	96%	0	0%	1	4%	15	56%	10	37%	25	93%
Male	38	4	11%	34	89%	0	0%	0	0%	23	61%	11	29%	34	89%
Non-English Language Learners	65	5	8%	60	92%	0	0%	1	2%	38	58%	21	32%	59	91%
Economically Disadvantaged	33	1	3%	32	97%	0	0%	1	3%	23	70%	8	24%	31	94%
Not Economically Disadvantaged	32	4	13%	28	88%	0	0%	0	0%	15	47%	13	41%	28	88%
Not Migrant	65	5	8%	60	92%	0	0%	1	2%	38	58%	21	32%	59	91%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	4	—	60	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	5	8%	60	92%	0	0%	1	2%	38	58%	21	32%	59	91%
Parent Not in Armed Forces	65	5	8%	60	92%	0	0%	1	2%	38	58%	21	32%	59	91%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	25	2	8	23	92
General Education	23	2	9	21	91
Students with Disabilities	2	0	0	2	100
Female	14	1	7	13	93
Male	11	1	9	10	91
Non-English Language Learners	25	2	8	23	92
Economically Disadvantaged	11	0	0	11	100
Not Economically Disadvantaged	14	2	14	12	86
Not Migrant	25	2	8	23	92
Not in Foster Care	25	2	8	23	92
Parent Not in Armed Forces	25	2	8	23	92

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

2017 TOTAL COHORT REGENTS IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	27	42%	38	58%	0	0%	1	2%	14	22%	23	35%	37	57%
General Education	52	19	37%	33	63%	0	0%	1	2%	9	17%	23	44%	32	62%
Students with Disabilities	13	8	62%	5	38%	0	0%	0	0%	5	38%	0	0%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	61	26	—	35	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	65	27	42%	38	58%	0	0%	1	2%	14	22%	23	35%	37	57%
Female	27	7	26%	20	74%	0	0%	0	0%	8	30%	12	44%	20	74%
Male	38	20	53%	18	47%	0	0%	1	3%	6	16%	11	29%	17	45%
Non-English Language Learners	65	27	42%	38	58%	0	0%	1	2%	14	22%	23	35%	37	57%
Economically Disadvantaged	33	14	42%	19	58%	0	0%	1	3%	9	27%	9	27%	18	55%
Not Economically Disadvantaged	32	13	41%	19	59%	0	0%	0	0%	5	16%	14	44%	19	59%
Not Migrant	65	27	42%	38	58%	0	0%	1	2%	14	22%	23	35%	37	57%
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	26	—	38	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	65	27	42%	38	58%	0	0%	1	2%	14	22%	23	35%	37	57%
Parent Not in Armed Forces	65	27	42%	38	58%	0	0%	1	2%	14	22%	23	35%	37	57%

2017 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	37	23	62	14	38
General Education	30	17	57	13	43
Students with Disabilities	7	6	86	1	14
Female	14	7	50	7	50
Male	23	16	70	7	30
Non-English Language Learners	37	23	62	14	38
Economically Disadvantaged	18	12	67	6	33
Not Economically Disadvantaged	19	11	58	8	42
Not Migrant	37	23	62	14	38
Not in Foster Care	37	23	62	14	38
Parent Not in Armed Forces	37	23	62	14	38

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

NEW YORK STATE ALTERNATE ASSESSMENT (2020-21)

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.

Due to COVID-19 and resulting changes to New York State testing requirements, 2020-21 assessment data may be incomplete and/or not representative of the State, district, or school population. Caution should be used when comparing 2020-21 NYS standardized assessment results with those from prior years.

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

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

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	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	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*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	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

EXPENDITURES PER PUPIL (2020-21)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	782	\$566,856	\$725	\$14,258,422	\$18,233	\$14,825,278	\$18,958
Statewide	2,531,787	\$4,030,706,303	\$1,592	\$55,385,642,661	\$21,876	\$59,416,348,964	\$23,468

**STAFF QUALIFICATIONS (2020-21)
INEXPERIENCED TEACHERS AND PRINCIPALS**

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	70	15	21%	3	0	0%
STATEWIDE	211,325	38,610	18%	4,638	1,076	23%
STATEWIDE HIGH-POVERTY SCHOOLS	47,841	14,204	30%	1,088	210	19%
STATEWIDE LOW-POVERTY SCHOOLS	66,967	7,848	12%	1,188	255	21%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	69	3	4%
STATEWIDE	200,953	17,511	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,817	7,705	18%
STATEWIDE LOW-POVERTY SCHOOLS	63,959	1,132	2%

TOTAL COHORT GRADUATION RATE (2020-21)

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	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	65	60	92%	19	29%	40	62%	1	2%	1	2%	2	3%	0	0%	2	3%
Female	27	26	96%	10	37%	15	56%	1	4%	0	0%	1	4%	0	0%	0	0%
Male	38	34	89%	9	24%	25	66%	0	0%	1	3%	1	3%	0	0%	2	5%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	61	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	52	50	96%	18	35%	32	62%	0	0%	0	0%	1	2%	0	0%	1	2%
Students with Disabilities	13	10	77%	1	8%	8	62%	1	8%	1	8%	1	8%	0	0%	1	8%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	65	60	92%	19	29%	40	62%	1	2%	1	2%	2	3%	0	0%	2	3%
Economically Disadvantaged	33	30	91%	5	15%	24	73%	1	3%	1	3%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	32	30	94%	14	44%	16	50%	0	0%	0	0%	1	3%	0	0%	1	3%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	65	60	92%	19	29%	40	62%	1	2%	1	2%	2	3%	0	0%	2	3%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	65	60	92%	19	29%	40	62%	1	2%	1	2%	2	3%	0	0%	2	3%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	64	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	65	60	92%	19	29%	40	62%	1	2%	1	2%	2	3%	0	0%	2	3%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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Financial Transparency Report

BAINBRIDGE-GUILFORD CSD

2020-21 School Year Financial Transparency Report

GUILFORD ELEMENTARY SCHOOL

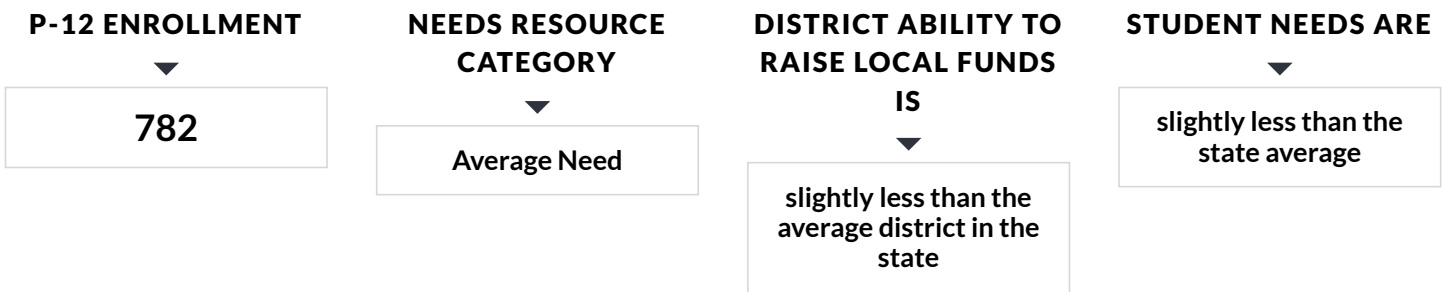
Type: Elementary

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
All Students	782	134
Economically Disadvantaged	55%	51%
Students with Disabilities	16%	13%
English Language Learners	—	—

» Race/Ethnicity

Staffing Profile	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
Student-to-Teacher Ratio	11	10
Teachers with Fewer than 4 years of Experience %	21%	27%
Teachers with 4-20 Years of Experience %	43%	47%

Staffing Profile	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
Teachers with 21+ Years of Experience %	36%	27%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
\$13,565.70	\$18,958.16	\$20,873.61	\$23,470.91

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

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

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

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$10,165.27	\$9,776.13
» B. Administration (B1 + B2 + B3)	\$1,030.07	\$1,459.40
» C. All Other Spending (C1 + C2 + C3)	\$2,302.63	\$2,330.16
D. Total School Level (A + B + C)	\$13,497.97	\$13,565.70
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.59	
» F. Central Administration (F1 + F2 + F3)	\$2,019.60	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,226.00	
H. Total Central Costs	\$5,460.19	
I. Total Spending (D + H)	\$18,958.16	\$19,025.88

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

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

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

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

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GUILFORD ELEMENTARY SCHOOL
J. Total School Level Local/State Spending	\$12,818.12	\$12,767.63
» K. Total School Level Federal Spending	\$679.85	\$798.07
L. Total Central Level Local/State Spending	\$5,415.16	
M. Total Central Level Federal Spending	\$45.03	
N. Total Spending (J + K + L + M)	\$18,958.16	\$19,025.88

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,124,418.60
2. Charter School Tuition	\$0.00

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
3. Other Tuition	\$46,324.30
4. Debt Service	\$0.00
5. Other	\$5,161,739.45
Percent Excluded from Total	30%
Total Expenditures	\$21,157,759.99

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BAINBRIDGE-GUILFORD CSD

2020-21 School Year Financial Transparency Report

GREENLAWN ELEMENTARY SCHOOL

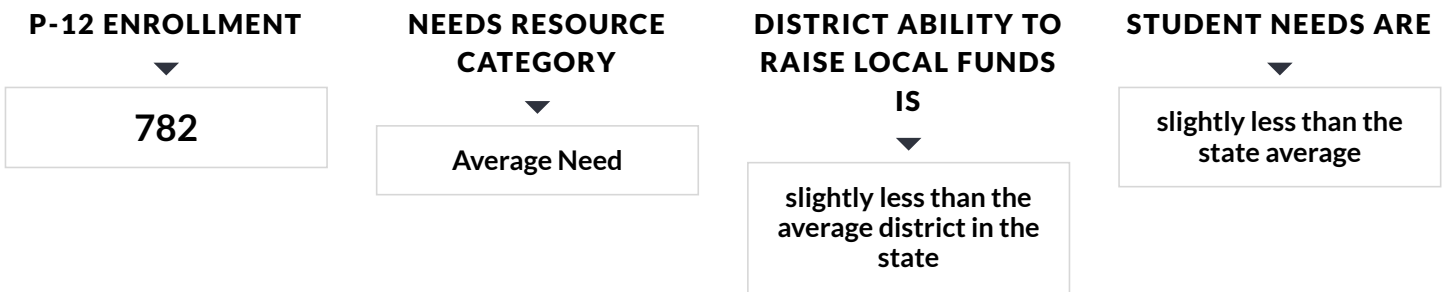
Type: Elementary

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
All Students	782	278
Economically Disadvantaged	55%	60%
Students with Disabilities	16%	15%
English Language Learners	—	—

» Race/Ethnicity

Staffing Profile	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
Student-to-Teacher Ratio	11	12
Teachers with Fewer than 4 years of Experience %	21%	25%
Teachers with 4-20 Years of Experience %	43%	38%

Staffing Profile	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
Teachers with 21+ Years of Experience %	36%	38%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
\$11,871.98	\$18,958.16	\$20,873.61	\$23,470.91

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

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

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

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$10,165.27	\$10,034.41
» B. Administration (B1 + B2 + B3)	\$1,030.07	\$599.37
» C. All Other Spending (C1 + C2 + C3)	\$2,302.63	\$1,238.20
D. Total School Level (A + B + C)	\$13,497.97	\$11,871.98
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.59	
» F. Central Administration (F1 + F2 + F3)	\$2,019.60	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,226.00	
H. Total Central Costs	\$5,460.19	
I. Total Spending (D + H)	\$18,958.16	\$17,332.17

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

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

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

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

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	GREENLAWN ELEMENTARY SCHOOL
J. Total School Level Local/State Spending	\$12,818.12	\$10,966.25
» K. Total School Level Federal Spending	\$679.85	\$905.73
L. Total Central Level Local/State Spending	\$5,415.16	
M. Total Central Level Federal Spending	\$45.03	
N. Total Spending (J + K + L + M)	\$18,958.16	\$17,332.17

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,124,418.60
2. Charter School Tuition	\$0.00

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
3. Other Tuition	\$46,324.30
4. Debt Service	\$0.00
5. Other	\$5,161,739.45
Percent Excluded from Total	30%
Total Expenditures	\$21,157,759.99

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BAINBRIDGE-GUILFORD CSD

2020-21 School Year Financial Transparency Report

BAINBRIDGE-GUILFORD HIGH SCHOOL

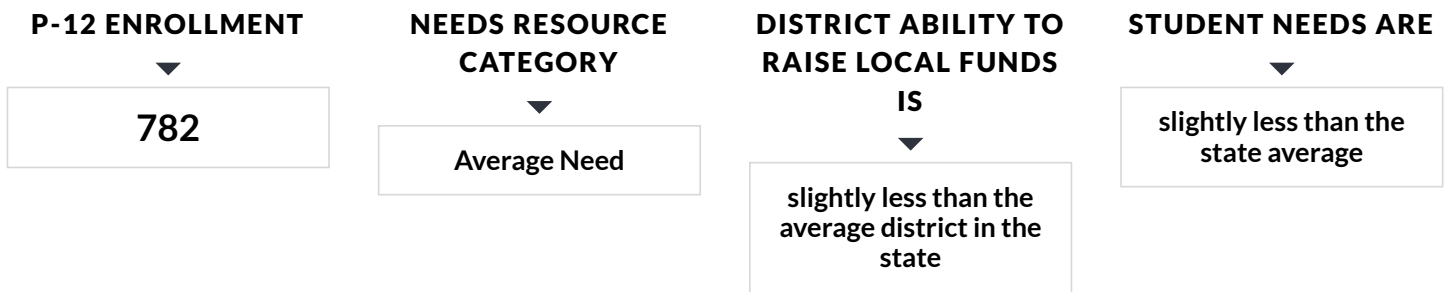
Type: Junior-Senior High

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
All Students	782	370
Economically Disadvantaged	55%	53%
Students with Disabilities	16%	17%
English Language Learners	—	—

>> Race/Ethnicity

Staffing Profile	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
Student-to-Teacher Ratio	11	11
Teachers with Fewer than 4 years of Experience %	21%	15%
Teachers with 4-20 Years of Experience %	43%	48%

Staffing Profile	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
Teachers with 21+ Years of Experience %	36%	36%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
\$14,695.13	\$18,958.16	\$20,873.61	\$23,470.91

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

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

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

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$10,165.27	\$10,404.53
» B. Administration (B1 + B2 + B3)	\$1,030.07	\$1,198.18
» C. All Other Spending (C1 + C2 + C3)	\$2,302.63	\$3,092.42
D. Total School Level (A + B + C)	\$13,497.97	\$14,695.13
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.59	
» F. Central Administration (F1 + F2 + F3)	\$2,019.60	
» G. All Other Central Spending (G1 + G2 + G3)	\$3,226.00	
H. Total Central Costs	\$5,460.19	
I. Total Spending (D + H)	\$18,958.16	\$20,155.31

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

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

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

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

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD	BAINBRIDGE-GUILFORD HIGH SCHOOL
J. Total School Level Local/State Spending	\$12,818.12	\$14,227.80
» K. Total School Level Federal Spending	\$679.85	\$467.33
L. Total Central Level Local/State Spending	\$5,415.16	
M. Total Central Level Federal Spending	\$45.03	
N. Total Spending (J + K + L + M)	\$18,958.16	\$20,155.31

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,124,418.60
2. Charter School Tuition	\$0.00

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
3. Other Tuition	\$46,324.30
4. Debt Service	\$0.00
5. Other	\$5,161,739.45
Percent Excluded from Total	30%
Total Expenditures	\$21,157,759.99

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BAINBRIDGE-GUILFORD CSD

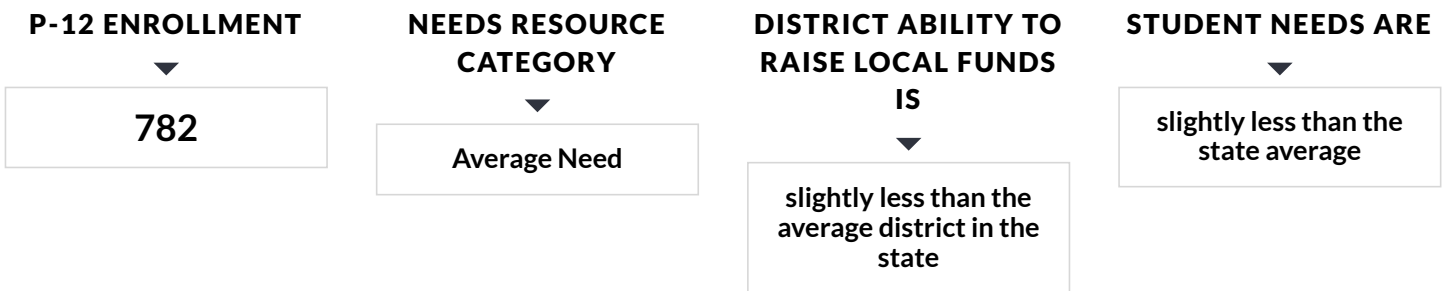
2020-21 School Year Financial Transparency Report

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

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

| Business Rules

Economic and Student Characteristics



Student Demographics

Enrollment	BAINBRIDGE-GUILFORD CSD
All Students	782
Economically Disadvantaged	55%
Students with Disabilities	16%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	BAINBRIDGE-GUILFORD CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	21%
Teachers with 4-20 Years of Experience %	43%
Teachers with 21+ Years of Experience %	36%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$18,958.16	\$20,873.61	\$23,470.91

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

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

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

Report View One Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$10,165.27
» B. Administration (B1 + B2 + B3)	\$1,030.07
» C. All Other Spending (C1 + C2 + C3)	\$2,302.63
D. Total School Level (A + B + C)	\$13,497.97
» E. Central Instruction (E1 + E2 + E3 + E4)	\$214.59
» F. Central Administration (F1 + F2 + F3)	\$2,019.60
» G. All Other Central Spending (G1 + G2 + G3)	\$3,226.00
H. Total Central Costs	\$5,460.19
I. Total Spending (D + H)	\$18,958.16

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

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

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

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

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD
--	-------------------------

Report View Two Per Pupil Expenditure Categories	BAINBRIDGE-GUILFORD CSD
J. Total School Level Local/State Spending	\$12,818.12
» K. Total School Level Federal Spending	\$679.85
L. Total Central Level Local/State Spending	\$5,415.16
M. Total Central Level Federal Spending	\$45.03
N. Total Spending (J + K + L + M)	\$18,958.16

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	BAINBRIDGE-GUILFORD CSD
1. Transportation	\$1,124,418.60
2. Charter School Tuition	\$0.00
3. Other Tuition	\$46,324.30
4. Debt Service	\$0.00
5. Other	\$5,161,739.45
Percent Excluded from Total	30%
Total Expenditures	\$21,157,759.99

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Administrative Compensation Information

Salary: Administrative Compensation Information
080201 - BAINBRIDGE-GUILFORD

2021-2022 - Page 1
Official - as of 04/29/2022 02:30
PM

Form Due May 9, 2022

2022-2023 Salary Threshold =
\$150,000

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 2022-2023.

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 2022-2023 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	149,076	57,932	9,212

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

Associate, Assistant and Deputy Superintendents

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

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Property Tax Exemption Impact Reports

Equalized Total Assessed Value 6,130,187

School District - 082201 Bainbridge-Guilfor

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13650	VG - GENERALLY	RPTL 406(1)	1	2,698	0.04
41834	ENHANCED STAR	RPTL 425	4	267,396	4.36
41854	BASIC STAR 1999-2000	RPTL 425	13	436,667	7.12
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	52,748	0.86
Total Exemptions Exclusive of System Exemptions:			19	759,509	12.39
Total System Exemptions:			0	0	0.00
Totals:			19	759,509	12.39

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: _____

Equalized Total Assessed Value 29,094,328

School District - 082201 Bainbridge-Guilford

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	8,134	0.03
13510	TOWN - CEMETERY LAND	RPTL 446	1	10,020	0.03
13730	VG O/S LIMITS - SPECIFIED USES	RPTL 406(2)	12	628,670	2.16
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	5	14,966,552	51.44
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	33,758	0.12
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	3	105,244	0.36
41834	ENHANCED STAR	RPTL 425	8	611,577	2.10
41854	BASIC STAR 1999-2000	RPTL 425	15	411,874	1.42
41864	Basic STAR (land belongs to ot	RPTL 425	1	12,967	0.04
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	115,224	0.40
Total Exemptions Exclusive of System Exemptions:			50	16,904,020	58.10
Total System Exemptions:			0	0	0.00
Totals:			50	16,904,020	58.10

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 350,711,066

School District - 082201 Bain-Guilf Cen Sch

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	25	2,458,172	0.70
13650	VG - GENERALLY	RPTL 406(1)	34	2,704,176	0.77
13800	SCHOOL DISTRICT	RPTL 408	7	10,910,025	3.11
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	18,265	0.01
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	81,213	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	276,473	0.08
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	12	3,048,538	0.87
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	70,100	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	1,428,354	0.41
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	138,141	0.04
26250	HISTORICAL SOCIETY	RPTL 444	2	74,323	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	108,800	0.03
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	20	414,097	0.12
41400	CLERGY	RPTL 460	1	2,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	14	496,523	0.14
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	169	6,103,905	1.74
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	3	76,934	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	8	297,960	0.08
41805	PERSONS AGE 65 OR OVER	RPTL 467	17	375,836	0.11
41834	ENHANCED STAR	RPTL 425	417	28,526,145	8.13
41844	En STAR (land belongs to other	RPTL 425	2	38,028	0.01
41854	BASIC STAR 1999-2000	RPTL 425	723	22,562,553	6.43
41864	Basic STAR (land belongs to ot	RPTL 425	5	71,862	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	77,465	0.02
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	10	567,986	0.16
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	4	229,508	0.07
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	43	2,278,878	0.65
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	95,243	0.03
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	2	27,180	0.01
50005	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00

Equalized Total Assessed Value 350,711,066

School District - 082201 Bain-Guilf Cen Sch

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50006	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			1,541	83,559,183	23.83
Total System Exemptions:			2	0	0.00
Totals:			1,543	83,559,183	23.83

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 7,983,210

School District - 082201 Bainbrdg Gilfrd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	5	3,318,078	41.56
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	197,981	2.48
41834	ENHANCED STAR	RPTL 425	1	76,635	0.96
41854	BASIC STAR 1999-2000	RPTL 425	2	66,924	0.84
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			14	3,659,618	45.84
Total System Exemptions:			1	0	0.00
Totals:			15	3,659,618	45.84

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: _____