



**2022-23
SCHOOL BUDGET
INFORMATION
PACKET**



GATES CHILI

CENTRAL SCHOOL DISTRICT

Budget Newsletter 2022

Gates Chili budget adds academic, mental health supports; does not exceed tax cap

Dear Gates Chili Community,

As we begin to look ahead to the 2022-23 school year, we must also reflect on the many successes we have celebrated, as well as the challenges we have overcome, during this school year. This has been yet another unprecedented year of pandemic-related changes, but our students and staff have taken these obstacles in stride, coming together to help one another persevere. The strong community connection we have here in Gates Chili is something that will carry us into next school year and beyond.

As we forge ahead into 2022-23, and hopefully begin to emerge from the pandemic, we will continue to maximize student learning and support the social-emotional needs of all students and staff. The district will do this by continuing to offer rigorous instruction, supporting students with academic intervention services and increasing access to mental health services. The proposed district budget also supports a list of programs and services that are vital to our students' educational experience but are not deemed mandatory by the New York State Education Department (NYSED). These items include: kindergarten, teacher aides, elementary school librarians, elementary art and music instruction, school plays/musicals, instrumental lessons, extracurricular clubs, grades 7-12 interscholastic athletics, intramurals, and dual-credit and advanced placement (AP) courses.

While federal funding helped the district to enhance special education services and maintain staffing that allows us to have reasonable class sizes UPK-12, these COVID-19 relief funds are restricted and separate from revenues that support the general expenditure plan.

Therefore, to support the continued health, safety and education of all students, the Gates Chili Board of Education adopted a proposed spending plan for the 2022-23 school year of \$122,337,409 at its April 13 meeting. Under the proposed plan, the overall spending would increase by \$4,455,364, a 3.8% increase over the 2021-22 budget. However, the proposed tax levy increase is \$58,213,112, which is an approximate 2.2% increase, and therefore does not exceed the tax cap.

This newsletter contains information about the 2022-23 budget on pages 2-5, information about candidates running for the Board of Education on page 6, as well as many stories of the outstanding successes and opportunities available to our students and staff. Please review it ahead of the May 17 vote. On behalf of the Gates Chili Board of Education, faculty and staff, we thank you for your continued support.

Go Spartans!

Christopher J. Dailey
Superintendent of Schools

@GatesChiliSuper 

BUDGET VOTE

6 a.m. to 8 p.m.
HS Field House

Tuesday, May 17, 2022



INSIDE THIS ISSUE: RETURN ON INVESTMENT

Gates Chili CSD is grateful for the community's continued investment in the district. While the return on investment isn't measured in dollars, it can be measured in success and achievement. Throughout this issue, you will find how your investment is reaping great returns for students.

Together we teach and inspire excellence for all learners.

Three-Part Budget Summary

New York State requires school districts to present their budgets divided into three expenditure categories – administrative, program and capital.

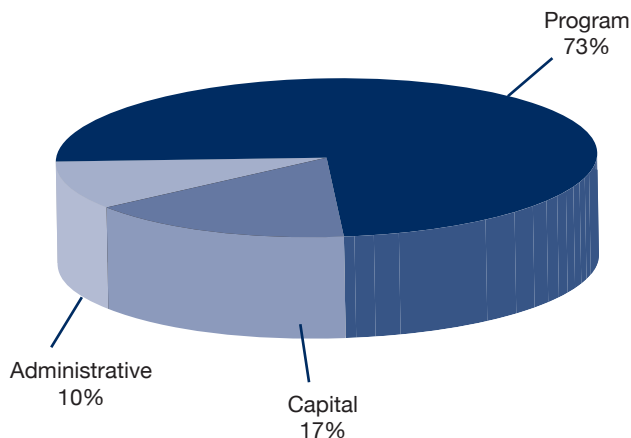
Total Budget: \$122,337,409

Administrative	2021-22	2022-23
Amount	\$11,589,456	\$12,032,572
Percent of Budget	10%	10%
Provides overall general support and management services including employee benefits for administrative and clerical support staff, costs for administration and supervision of each of the six schools, staff development, business operations and central administration.		

Program	2021-22	2022-23
Amount	\$86,547,987	\$89,211,398
Percent of Budget	73%	73%
Provides instruction and educational support services for the district's students. This includes the transportation costs, special education services and benefits for the instructional and non-instructional program staff.		

Capital	2021-22	2022-23
Amount	\$19,744,602	\$21,093,439
Percent of Budget	17%	17%
Provides maintenance and custodial services for six schools, the surrounding property, utility services, debt service payments and benefits for maintenance and custodial staff.		

Proposed 2022-23 Three-Part Budget



What's on the ballot?

Residents will vote on the following propositions:

Proposition 1 – School Budget

The school budget proposition authorizes the Gates Chili Central School District to spend \$122,337,409 for school purposes during the 2022-23 fiscal year and to levy the necessary tax therefore.

Proposition 2 – Bus Purchases

This proposition authorizes the purchase of 15 school buses at a total cost of no more than \$1,869,913. New York State reimburses Gates Chili approximately 75% of the cost of bus purchases.

Proposition 3 – Establish Capital Reserve for Security Infrastructure

This proposition would authorize the creation of a capital reserve fund to finance maintenance and replacement of security infrastructure. This fund shall not exceed \$4,000,000 with a 10-year life.

Proposition 4 – Use of Capital Reserve Funds Audiovisual Technology Equipment Supplies

This proposition would authorize the transfer of up to \$300,000 from the Capital Reserve Fund to the District's General Operating Fund to finance, in whole or in part, the acquisition and/or lease of equipment, including computer equipment, as well as training and staff development in the use of said equipment. Approval of this proposition would not increase the proposed tax levy.

Board Candidates

Residents will vote to fill three Board of Education seats for three-year terms. Candidates, in ballot order, are: Michael A. Bailey (incumbent), Frank Muscato (incumbent), Lynn M. Knauf, Dr. Christine Brown Richards (incumbent), Robert E. Lee III and Cherie Stuhler.

Estimated Tax Rate

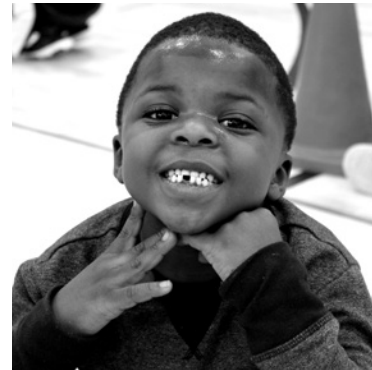
Estimated 2022-23 tax rates use 2021 tax rolls. Equalization rates are estimated to be 91% for the towns of Gates and Chili.

2020-21 Tax Rate	\$24.05
Estimated 2022-23 Tax Rate Based on Increased Assessments	\$24.58

Where does the money come from?

REVENUE SUMMARY

Revenue Sources	2021-22 Adopted Budget	2022-23 Proposed Budget
Appropriated Fund Balance	2,800,000	2,800,000
Capital Technology Reserve	300,000	300,000
Employee Benefit Accrued Liability Reserve	100,000	100,000
Employee Retirement System Reserve	1,550,000	1,550,000
Federal Aid Interfund Aid	135,000	135,000
Forfeitures and Refunds	1,440,000	1,350,000
PILOT Agreement	2,600,000	2,580,000
Sale of Equipment, Material and Other	65,000	105,000
Sales Tax	4,000,000	4,000,000
State Aid	45,457,194	48,796,297
Tax Cert Reserve	100,000	100,000
Tax Levy	56,958,890	58,213,112
Teachers Retirement Reserve	800,000	800,000
Tuition, Fees, Interest	1,575,961	1,508,000
Total	\$117,882,045	\$122,337,409



Where does the money go?

EXPENSE SUMMARY

Budget Category	2021-22 Adopted Budget	2022-23 Proposed Budget
Administrative Component - \$12,032,572 or 10% of budget		
Board of Education	28,670	34,495
Central Administration	301,349	341,317
Central Services	161,030	907,500
Employee Benefits	3,894,060	3,343,798
Finance	1,039,791	1,120,091
Instructional Administration and Staff Development	810,101	834,538
Speciality Items	1,683,745	1,712,390
Staff	851,645	924,550
Supervision of Schools	2,819,065	2,813,893
Administrative Budget	\$11,589,456	\$12,032,572
Program Component - \$89,211,397 or 73% of the Total Budget		
Community Services	495,653	546,187
District Transportation	4,684,732	5,001,933
Employee Benefits	24,901,932	27,315,718
Instructional Administration and Staff Development	233,900	528,025
Instructional Services	55,971,770	55,559,535
Transfer to School Food Service Fund	-	1,092
Transfer to Special Aid Fund	260,000	258,908
Program Budget	\$86,547,987	\$89,211,398
Capital Component - \$21,093,439 or 17% of budget		
Central Services	5,130,910	5,475,903
Employee Benefits	1,827,213	2,011,478
Speciality Items	4,000	10,000
Transfer to Debt Service Fund	12,682,479	13,496,058
Transfer to Other Funds	100,000	100,000
Capital Budget	\$19,744,602	\$21,093,439
Total Budget	\$117,882,045	\$122,337,409

Learn more at gateschili.org/vote **PROPOSED BUDGET INFORMATION**

Overall Budget Proposal	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$117,882,045	\$122,337,409	\$120,907,370
Increase/Decrease for the 2020-21 School Year		\$4,457,364	\$3,025,325
Percentage Increase/Decrease in Proposed Budget		3.8%	2.6%
Change in the Consumer Price Index		4.7%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$56,958,890	\$58,213,112	
B. Levy to Support Library Debt, if Applicable			
C. Levy for Non-Excludable Propositions, if Available**			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$56,958,890	\$58,213,112	\$58,213,112
F. Permissible Exclusions to the School Tax Levy Limit	\$3,490,544	\$3,497,332	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$53,468,544	\$54,715,781	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	\$53,468,544	\$54,715,781	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)**	\$0	\$0	
Administrative Component	\$11,589,456	\$12,032,572	\$11,055,323
Program Component	\$86,547,987	\$89,211,398	\$88,955,303
Capital Component	\$19,744,602	\$21,093,439	\$20,896,744

* If a contingent budget is required, the Board of Education will review all areas of the budget to develop a contingency budget for the 2022-23 school year, pursuant to §2023 of the Education Law. Should the 2022-23 budget be defeated, the following items may be deleted: equipment purchases, free public use of buildings, instructional and non-instructional positions, to be identified.

To authorize the school district to undertake the acquisition of school buses at an estimated net aggregate cost of \$1,869,913 after such trade-in value, potential rebates, and/or incentives, and that such costs, or so much thereof as may be necessary, shall be raised by the levy of a tax to be collected in annual installments; and, in anticipation of such tax, debt obligations of the school district as may be necessary not to exceed \$1,869,913 shall be issued, or the school district may enter into an installment purchase contract if the board of education determines that it is in the best interest of the school district to finance the purchase in that method.

To authorize the establishment of a Capital Reserve Fund pursuant to §3651 of the Education Law, to be known as the "2022 Capital Reserve Fund Security Infrastructure," for the purpose of financing, in whole or in part, maintenance and replacement of security infrastructure, and costs incidental thereto; not to exceed \$4,000,000 with a 10-year life.

To authorize the transfer of up to \$300,000 from the Capital Reserve Fund to the District's General Operating Fund to finance, in whole or in part, the acquisition of technology equipment, digital classroom displays; and to take any and all action necessary to effectuate the appropriation and expenditure, as described herein.



	Under the Budget Proposed for the 2022-23 School Year
Estimated Basic STAR Exemption Savings ¹	\$737

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

The annual budget vote for the fiscal year 2022-23 by the qualified voters of the Gates Chili Central School District, Monroe County, New York, will be held on Tuesday, May 17, 2022 at the Gates Chili HS Field House, 1 Spartan Way, from 6 a.m. to 8 p.m. or by mail-in ballot. Mail-in ballots must be received by the district clerk no later than 5 p.m. on May 17 in order to be counted.

STAR Exemption

The School Tax Relief (STAR) program provides eligible homeowners in New York State with relief on their property taxes. Whether you receive the STAR exemption or the credit, there are two types of STAR benefits:

Basic STAR

- available for owner-occupied, primary residences;
- the income limit for the Basic STAR credit is \$500,000 (the income limit for the Basic STAR exemption is \$250,000);
- based on the first \$30,000 or \$30,020 of the full value of a home

Enhanced STAR

- provides an increased benefit for the primary residences of senior citizens (age 65 and older) with qualifying incomes:
 - \$90,550 or less for the 2021-2022 school year,
 - \$92,000 or less for the 2022-2023 school year
- based on the first \$74,900 of the full value of a home for the 2022-23 school year

For more details about STAR exemptions and credits, go to gateschili.org/STARExemption

	2022-23 Estimated STAR Values	
	Gates	Chili
Basic STAR Exemption	\$30,000	\$30,020
Enhanced STAR Exemption	\$74,900	\$74,900

Veterans' Exemption

This exemption provides relief to wartime, combat and disability veterans. Veterans must apply for this exemption with their town assessor's office. For more details, go to gateschili.org/VeteransExemption

	Assessed Value	Maximum Assessment of
Wartime Veteran Exemption	15%	\$9,000
Combat Exemption	addtl 10%	\$6,000
Disability Exemption	per individual	\$30,000



It's a wrap on year two of Budget Ambassadors!

The Gates Chili Budget Ambassador program wrapped up on March 28 after another productive year of budget development education and discussion. Ambassadors met with Superintendent Christopher Dailey, Assistant Superintendent for Business Dr. Mitchell Ball, District Treasurer Sally Sanford and Payroll/Benefits Manager and Budget Analyst Anna Lamb for two three-hour sessions. During each session, participants engaged in discussion on the budget development process and where funds are generated and allocated in the budget each year.



Bit of Budget gets an encore!

Questions about the budget process and all the information in this newsletter? Check out the district's award-winning video series, "A Bit of Budget with Dr. Ball!"



In the six-part series available on YouTube, Assistant Superintendent for Business Dr. Mitchell Ball breaks down various aspects of the budget, to help district residents make an informed decision at the polls on May 17. To watch the series, go to gateschili.org/BitOfBudget or use your phone's camera to scan the QR code.



Candidates for Board of Education

Three candidates will be elected to the board at the annual district vote on May 17, 2022. Each will serve a three-year term beginning July 1, 2022 through June 30, 2025. Below are statements from each candidate, in ballot order, about their experience and interest in serving on the board.



Michael A. Bailey

"Mike joined the Board of Education in December 2013. He currently sits on the Policy Committee and has sat on many committees since he held a seat on the Board. Mike feels that he has contributed to providing a great education for all students in the district and will continue to do so. Mike has been a Gates resident since 1998, and he works for RG&E as a Lead Analyst – Materials Planner. He has two sons, Justin and Logan, which Justin graduated in 2019 and joined the United States Air Force immediately after graduating. Logan attends Gates Chili High School as a junior."



Francis (Frank) Muscato

"I have been a resident of the Gates Chili Central School District for over 45 years. My three children all graduated from the high school. Professionally, I spent 32 years in the field of K-12 education as a teacher and administrator. My involvement with the district began in the 1992-93 school year when I was a member of the Enrollment Audit Committee. In May of 1993, I was elected to my first term as a board member. I resigned from the Board in June of 2009 and was re-elected in 2019. I am seeking another term to the Board of Education because I believe my experience as a board member for various groups brings a level of governance skill that can be of value to the district. I have had extensive experience in budget preparation and strategic planning, having done both serving on several boards. A major issue facing school board members is the time needed to be fully informed about governance needs and being prepared for board meetings. Balancing family, work and school board commitments can make for difficult choices. I believe I have the time needed to be an effective member of the Gates Chili School Board."



Lynn M. Knauf

"I am a proud Gates Chili graduate. My husband and I have lived in the Gates Chili school district for 19 years, where we were blessed to raise our three sons. I am currently employed as a Sales Development Manager for Windstream Enterprise and am also a small business owner and health coach. I have served as the President of the Gates Chili Boys Lacrosse Booster Club for three consecutive years and have participated in many volunteer and fundraising activities. I have also volunteered as a team manager and treasurer for my son's many sports travel teams and have recently joined the Gates Fire Department's Ladies Auxiliary. Many of you have probably seen me at the high school selling fundraiser tickets or volunteering in some capacity. I care deeply about the success of our school district and the future of our students. Volunteering in the community has enabled me to form relationships with parents, students, and community members, which is always a needed asset for the school board. Should I be elected to the Gates Chili School Board, I will bring the same level of enthusiasm, work ethic and commitment to ensure the success of our students and school district."



Dr. Christine Brown Richards

"I am a proud daughter, wife, mother of two GC graduates, sister and friend who has grown up with the philosophy 'you're never too old to learn.' I am a Rochester native and a graduate of Wilson Magnet High School, with extensive education including a Master of Education and Human Development; Certificate of Advanced Study in Educational Administration; and Education Doctorate in Executive Leadership. I am a member of professional organizations including Alpha Kappa Alpha Sorority Inc., Black Women's Leadership Forum, and the Greater Rochester MLK Commission. I've been a facilitator/speaker for workshops and trainings on the local and national level. Education is in my blood, and I am grateful to use my skills to work for our families. I am excited to serve the community by putting our children and their education first! In my current tenure as a board member, we have accomplished great things for our students and families. We have made great strides with our equity work; pushed our curriculum and instruction forward and continued to move forward doing what is best for all students and families. If given the opportunity to serve again, I will continue to do the work that sets Gates Chili apart!"



Robert E. Lee III

"Robert Lee has been a Gates resident for nearly 20 years. A former Army Ranger, Rob is passionate about his country, and getting the job done. He currently works as a Senior Associate at CoreLogic, researching and paying escrow taxes, with a financial background in banking and mortgage underwriting. Rob has served as youth leader, board member and trustee for his church and associated youth camp, and has coached football, soccer, and basketball for various community leagues. He and his wife Christina have five children, and Rob is also a non-parental custodial parent. Their children range in age from 11 to 19, and are either enrolled in public school, home-school or working full-time before attending vocational school. The Lees also have children within the special education programs at Gates Chili, and are very grateful for the support the teachers, counselors and staff have given their children over the years."



Cherie Stuhler

"I have a master's degree in education and worked in the Special Education field for 16 years and have been a Gates Chili resident for 17 years. I am passionate about ensuring a safe and high-quality education for all children. It is important that our children learn the fundamentals in life. Remember how crucial playing with other children and problem solving are in developing healthy relationships. I have actively been involved and advocated for children and resources to be provided both inside and beyond the school walls. Our children need normalcy and safety. We need to creatively engage with our community and ensure we are providing resources for all students to help them overcome the last few years. My experience personally and professionally, with Special Needs children provides me with unique perspectives. It equipped me to be creative in the provision of solutions. From experience working in the counseling field, I gained knowledge of resources in the community. I believe parents have the right to be involved in their child's education and that transparency is key to a better future. I respectfully ask for your vote, with a promise of transparency and the best interest for students and families."

Capital Project Update

Construction on the final phase of the district's ongoing capital improvement project is officially complete! The Gates Chili Performing Arts Center opened in March 2022, complete with an impressive auditorium, state-of-the-art audio/visual equipment, box office, upgraded music classrooms, new parking lots, electric car charging stations and more. While crews will still spend a few more months completing their final list of finishing touches, students and staff have been utilizing the new spaces for rehearsals and concerts alike. To read about the grand opening celebration of the GCPAC, see page 12.



Going green at Gates Chili

For several years, Gates Chili has made a concerted effort to reduce its environmental impact. Two recently-awarded grants are set to help those efforts in "going green" while also providing a cost-savings to district taxpayers.

This spring, the district was awarded funding that makes Gates Chili one of the few districts in the state to add electric school buses to its fleet. Two awards totaling \$400,000 provided by the New York State Energy Research and Development Authority (NYSERDA) will allow the district to purchase two electric school buses. These school buses will be purchased in place of conventional diesel school buses that would have been replaced on the district's regular bus replacement plan.

The district has also received grant funding that will help with bus charging stations. This grant will cover nearly all of the costs associated with Rochester Gas & Electric (RG&E) running power to the transformer that powers charging stations at the transportation department. Both grant funds make it possible for the district to lessen its carbon footprint without added cost to taxpayers.



"Usually, organizations must invest money up front when establishing green business procedures, that then turn into cost-savings over time. However, in Gates Chili, grant funds



for both electric bus purchases and powering our new electric charging stations offset this early investment, meaning an even greater cost-savings for the district," said Assistant Superintendent for Business Dr. Mitchell Ball.

Additionally, the district has implemented several other green efficiencies in collaboration with NYSERDA over the last few years. There are two new public electric vehicle charging stations, located near the Gates Chili Performing Arts Center, that can charge four vehicles at the same time. They charge at about seven kilowatts per hour and are available for use 24/7 using the ChargePoint app. These stations, coupled with new solar panels on the roof of the Gates Chili Middle School, lighting upgrades, and a new power management system, are making the Gates Chili Central School District a front-runner in reducing education's carbon footprint.

"With an operation the size of Gates Chili, it's important to pave the way to more sustainable energy sources. We will continue to look for opportunities to limit our environmental impact and create a better future for our students," said Superintendent Christopher Dailey.

RETURN ON INVESTMENT

Facilities

- This school year, the facilities team switched over its maintenance work order management and meeting reservation system to MasterLibrary, allowing for streamlined operations and efficiency.
- Facilities team members are working to provide better air quality in schools and buildings by maximizing ventilation systems for a greater air exchange.
- Crews will be adding a parking lot on the main campus this summer that will provide additional space for district staff and visitors to campus events and athletic contests.



Transportation

- During a time of national staff shortages, particularly driver shortages, Gates Chili has welcomed eight new drivers to the team and provided them with training since August 2021.
- This school year, every Gates Chili school bus was outfitted with an upgraded GPS device, which helps with more precise locations for bus tracking.
- More than half of Gates Chili bus drivers and attendants, approximately 57%, are from our neighborhood— they are residents of the towns of Gates or Chili.



RETURN ON INVESTMENT

UPK-5

- This year, elementary staff provided afterschool academic tutoring in literacy and math twice a week for small groups of students in need of additional help.
- After an extensive vetting process with a district math task force, students in grades K-1 join their fellow students in grades 2-5 in fully engaging in the district's comprehensive new math program, Everyday Math.
- More than 30 elementary clubs and extra-curricular activities are back up and running for the first time since 2020, including art clubs, service clubs and intramural sports.



Library

- The Gates Chili school library program provides inquiry and research instruction, technology integration, and serves the literacy needs of all staff and students.
- With more than 100 library resources available, Gates Chili staff and students have checked out 58,457 print books, 7,344 ebooks, and 86,935 uses of digital databases during the 2021-22 school year.
- The library program provides hands-on inquiry experiences through the use of Minecraft, robots, and computer coding.



'Panther Pride Club' expands student horizons

Paul Road Panthers are showing their school spirit and expanding their horizons with the new Panther Pride Club. The club's mission? To explore different races, cultures, traditions, and orientations to gain a better understanding of the Paul Road school community.

This winter and spring, students in the club researched diverse groups and created displays for the whole school to enjoy. During Black History Month, students researched the cultures and contributions of Black Americans and made posters celebrating what they learned. Then during Women's History Month in March, students in Panther Pride Club took a closer look at the role of women in society and created displays to show their peers. The club is reaching out to other members of the Gates Chili Central School District community to benefit from their expertise! Autism Spectrum Disorder Specialist Adam Mattice worked with students and advisors to learn more about neurodiversity and famous figures in history who are considered neuro diverse.



Brasser Bears learn about dental health

A community partnership with local orthodontic practice Lazzara Smiles will have a big payoff for Florence Brasser students: the foundation for a lifetime of dental health! Specialists from Lazzara Smiles visited Brasser this spring as part of the school's health curriculum and spent time with students in grades kindergarten through fifth grade. Students learned about parts of the mouth and good dental hygiene. Students also had the chance to enter a t-shirt design contest by Lazzara Smiles.



Author visit inspires Armstrong Stars

Imagine taking all your questions about your favorite book right to the source: a one-on-one conversation with the author themselves.

The fifth-grade students in Laurie Ashodian's class at Neil Armstrong Elementary School had that chance during a virtual Q and A with award-winning author Avi, who joined the class from his home in the Rocky Mountains. Avi is the author of dozens of books for children and young adults. Ashodian has been teaching Avi's books and reading them with her classes for 25 years.

The fifth-graders recently read Avi's novel "Poppy", the story of a young mouse questing to help her family from under the rule of a tyrannical owl.

"Every time I read [the novel], the students become immersed in Dimwood Forest. They learn powerful vocabulary, voice of characters, animal facts and fictional writing skills that include a vast amount of figurative language," said Ashodian.

Students stood at the head of the class and fired off questions about the characters in the book, and about his writing process. Avi also shared writing suggestions with students.

It was helpful because he gave us a lot of tips that will help us be better writers. For example, he told us not to ask someone to read our own writing, but instead read it to



another person. This way you get to be a better reader and writer," said student Affhia Kami.

Fifth-grader Jayla Rogers said it was "inspiring to talk to a real author, especially if you want to be one someday."

Avi told the students he is writing three books at the moment and that most of his books take a year to write – something students said they could barely believe!

MS students *conquer the kitchen*

Seventh-grade students at Gates Chili Middle School turned up the heat in their Family and Consumer Science (FACS) class this spring with a combined cooking class.

FACS teachers Stephanie Blaesi and Dana Navarro-Lindsay combined two of their FACS classes in the middle school's large kitchen facility. Students had already learned the basics of kitchen safety, sanitation and food prep procedure, and they put those skills into action by whipping up dozens of Buffalo chicken wraps. Students practiced using new kitchen tools like the mandolin and techniques like shredding lettuce. Each student was responsible for cooking and

constructing their wraps, while prep and cleanup were a team effort. Students look forward to cooking classes, which are spread out over the duration of the class.

"The students appreciate cooking and work hard to make sure their work is completed so they can experience the fun in each cooking lab," said Blaesi. "Teaching students how to cook gives them many valuable lifelong skills as well as learning how to make a dish...they use collaboration, math, problem solving, science, critical thinking, and creativity, to just name a few!"



Highlighting careers in demand

Gates Chili students at the middle and high schools are exploring career prospects for the future. The middle school and high school held Careers in Demand events on March 25 and April 13, respectively, that gave students the opportunity to speak with representatives from various industries including health care and business management to information technology and engineering.

At the middle school, eighth-graders spoke with more than 30 representatives in careers that are in high demand. Students had the opportunity to try their hand at some of the skills required in the various professions. Meanwhile at the high school, more than 30 presenters, 12 of whom are Gates Chili alumni, met with students in small groups, allowing them to ask questions, network and explore future job opportunities.



Complete the GC census by May 31!

The Gates Chili Central School District is conducting a community census to assist us in obtaining the most accurate enrollment data for planning future school programs and services. Go to gateschili.org/census or scan the QR code with your mobile device to complete the form before May 31, 2022. If you have any questions, please contact the district registrar at (585) 247-5050 ext. 12224.



RETURN ON INVESTMENT

Grades 6-8

- This school year, middle school staff members provided afterschool academic tutoring in literacy and math twice a week for small groups of students in need of additional help, in addition to the 24/7 tutoring available through Paper.
- The middle school launched the Learning Center this year, a new, short-term, referral-based intervention that helps students access their course content work through the use of targeted literacy strategies.
- Students in grades 6-8 read the novel *Towers Falling* and held discussions about the similarities and differences between the impact of 9/11 and the impact of the pandemic, before meeting the book's author during a virtual visit with the entire school.

World Languages

- This will be the fourth year that the district is offering the New York State Seal of Biliteracy to its students, and more than 20 seniors are on track to earn this designation on their diplomas.
- The district improved family communication and access to information with the addition of text messages and messages in families' primary home language.
- The student support services department reorganized the registration process for new families, which included streamlining several steps in the process and the introduction of multilingual forms.

RETURN ON INVESTMENT

Grades 9-12

- In addition to 24/7 academic support and tutoring available through Paper, high school staff members provided increased opportunities for students to engage in credit recovery in order to keep them on track and eligible for WEMOCO, graduation and other programming.
- High school students are eligible to participate in dual-credit enrollment courses with Genesee Community College, Monroe Community College, Rochester Institute of Technology, Roberts Wesleyan College, and Syracuse University.
- Students and staff worked together to enhance the high school career center for increased availability, support and authentic learning opportunities.

Technology

- The tech department is in the process of upgrading each classroom in the district with 4K display technology and Wireless Display (WiDi) capabilities for clarity and ease of use.
- Thanks to careful financial planning, more than 400 teacher devices will be upgraded to current specifications so that staff may better utilize technology in the classroom to enhance student learning/opportunities at no additional cost to taxpayers.
- The district recently implemented Lightspeed Classroom to ensure a secure online testing environment and remove technological barriers to instruction.

Preparing students for life after high school

Seven years in and the Hillside Work-Scholarship Connection (HWSC) only continues to prove its value to the students and community of Gates Chili.

HWSC started at Gates Chili with 30 high school freshmen in the 2015-16 school year. Since then, the program's innovative collaboration with the school district has addressed the goals of increasing student engagement and preparing students for life after high school.



Students participate in a variety of enrichment activities throughout the year, but at its core, the program has a focus on enriching life and social skills and ensuring students are career or college aware and ready. This nationally-recognized youth development program helps students stay in school, achieve academic success and graduate from high school with the skills and confidence they need to be successful at home, at college and at the workplace.

"I appreciate being able to be a part of Hillside because it's helped me in so many ways," shared senior Nazierra Harris. "Hillside has helped me get a job and succeed more academically. Also, Hillside has allowed me to see plays about other cultures and music that I really enjoyed and it's a great opportunity all around."

A key to this innovative program is students' eligibility for part-time employment at local businesses based on their school commitment and success. This gives students the workforce readiness skills to succeed in entry-level employment after high school and in any future employment opportunities.

Class of 2022 Top 20

Congratulations to the top 20 ranked seniors from the Class of 2022, according to their weighted GPA. The seniors' academic achievements were announced and celebrated at the annual Top 20 breakfast on April 13.



1. Spencer Anderson
2. Emily Huynh
3. Karis Wynings
4. Meredith Hart
5. Emaan Sohail
6. Matthew Firnstein
7. Ari Rivers

8. Daniel Haag
9. Mia Bodulovic
10. Lisa Pham
11. Mackenzie Aughenbaugh
12. Sairus Seng
13. Alyssa Vukosic
14. Shea Perry

15. Alejandro Boxx
16. Grace LeClair
17. Gabrielle Lavallee
18. Seerat Gill
19. Vincent Lucyszyn
20. Kaitlyn Gobble



Building a *CHAMPIONSHIP CULTURE*



Building a championship culture can take on many meanings, but for one Gates Chili alumnus, it's about paying it forward.

Anthony Phommanirat is a 2018 graduate of Gates Chili High School, but every Monday and Wednesday afternoon during the spring sports season, he returns to his alma mater to volunteer his time in a program that gave him so much during his time as a Spartan --Unified basketball.

"I had a lot of friends on the team when I was a student. It really felt like a family and we all got the chance to play," Phommanirat said. "I really wanted to come back and keep those special connections going."

"Anthony is so invested in our Unified basketball team and the student-athletes," explained Unified Coach Todd Esposito. "He gets to know our student-athletes on a

personal level, so he can support them both on and off the court."

Phommanirat is so committed, in fact, that he recently completed his New York State coaching certification and is a board-approved volunteer for the program. He logs nearly 100 hours per season helping the team run drills and practice skills. The real value in his contributions, though, is in the intangible things Phommanirat provides to the team.

"After working all day, Anthony comes to practice ready with a smile and encouraging words. His dedication fosters a culture of inclusion and belonging, which makes him a great role model for students," Esposito continued. "He exemplifies the Spartan way values in every way imaginable."

"I love the culture of the team, the excitement, the collaboration and the energy!" said Phommanirat.



Wizards wow crowds, help raise funds

The world-famous Harlem Wizards dazzled a packed house at Gates Chili High School in early March with a fundraising exhibition game. The GCHS Field House was full of families eager to see some tricks, hoops and alley-oops and to raise funds for the Gates Chili Education Foundation, which supports programs and scholarships in the district. The Wizards faced off against a fierce team of Gates Chili's finest, including Superintendent Christopher Dailey and Neil Armstrong Principal Rebecca Scott, along with Gates Police Chief Robert Long and others. The Foundation sold more than 700 tickets to the game, and raised \$3,500 for foundation programs.



New batting cages installed!

The Gates Chili campus now includes outdoor batting cages at the JV and varsity softball fields. Student-athletes will utilize these spaces during practice and in the off season.



RETURN ON INVESTMENT

Athletics

- This year, the district welcomed back the fifth-grade swim unit, with all elementary students visiting the Gates Chili HS Field House for important water safety lessons.
- A committee made up of students, staff and community members has been assembled to produce a Gates Chili Athletic Coaches Handbook, which will serve as the curriculum for the district's education-based athletic program.
- The athletic department introduced the student-athlete of the week feature, highlighting student-athletes nominated by coaches each week.



Health and Safety

- Gates Chili nursing staff took on the responsibility of testing unvaccinated staff and students, resulting in a significant cost savings due to not contracting with an outside nursing agency.
- Health staff throughout the district expanded health education curriculum to include lessons on student personal body safety.
- The district is in the process of upgrading nearly 30 automated external defibrillators (AEDs) to ensure these life-saving devices remain in working order in case of emergency.

RETURN ON INVESTMENT

Arts

- After a pandemic hiatus, live student performances returned this year in various schools throughout the district, as well as the brand-new Gates Chili Performing Arts Center.
- This summer, the district will again offer its beginner band camp for students starting to learn a musical instrument for the first time, as well as students transitioning to the middle school. The program has helped strengthen the district's instrumental music program over the past few years.
- Local mural artist Shawn Dunwoody partnered with third- and fourth-grade students at Disney to create murals with positive messages focused on fostering a sense of belonging.

Student Support

- The district has added more mental health staff members and has partnered with the University of Rochester to provide staff and students with increased resources for dealing with mental health needs.
- Due to the tireless effort of all members of our student support services staff members, the graduation rate for students with disabilities increased by 15% from the 2019-20 to the 2020-21 school year.
- Mental health staff in nearly every school are utilizing therapy dogs to help support students and create a welcoming and affirming environment.

'Taking the Stage' for the grand opening of the Gates Chili Performing Arts Center



It was a night to remember as student performers graced the stage of the brand-new Gates Chili Performing Arts Center (GCPAC) for its grand opening on March 31. The event was held on the last day of Music in Our Schools Month and was a celebration of music and performing arts programs across all Gates Chili schools.

All members of the Gates Chili community were invited to explore the new space and take self-guided tours of the cutting-edge facility. The completion of the GCPAC is the final phase of the 2017 voter-approved capital improvement project. With seating for more than 1,000 audience members, a state-of-the-art sound and lighting system and new rehearsal spaces for Gates Chili student musicians, the new facility shines a spotlight on Gates Chili's dedication to music education.

GCHS student LaVarr Fuller ('23) and GC graduate Elvio Fernandes ('90) served as the evening's masters of ceremonies. Fernandes is most well-known for his roles as guitarist, keyboardist and vocalist for the Grammy-nominated band Daughtry. He and Fuller lead the packed house through an evening of musical performances by the Paul Road Elementary School Band, show choirs from both Gates Chili middle and high schools, the Gates Chili HS Jazz Band and members of the high school theatre program.

Fernandes returned to GCHS the day after the grand opening to talk to music students about his experiences as a Gates Chili student and as a professional musician.



Technical theater director joins GC team

The district is pleased to introduce Joe Paris as its new technical theater director. Paris will support the performing arts in Gates Chili by overseeing theatrical and technical aspects of performances in the Gates Chili Performing Arts Center.



Serving up a sense of *belonging*



Fifth-grade students throughout the district worked collaboratively with middle school students to create art pieces surrounding the theme of belonging this spring. The students found inspiration in each other, creating ceramic plates that highlighted something unique about themselves and what they "bring to the table." The colorful plates were on display at an art show at the middle school on April 7.

Fostering community through *storytelling*

Gates Chili staff and faculty participated in a day of learning in mid-March at the Superintendent's Conference. The day's theme was "Gates Chili: A Collection of Stories," and featured speakers Jordan Smith, Dr. Cephas Archie and Dr. Kiera Duckworth.

Smith is an autism-awareness advocate and spoke about his experiences with the autistic community and how to encourage expression and compassion. Dr. Archie, the former Chief Equity Officer for the City of Rochester, spoke about the importance of understanding and compassion, reminding staff that "diversity, equity and inclusion cannot be silent." Meanwhile, Dr. Duckworth, Training Manager at Erie County Medical Center, spoke about the importance of teachers in her life's journey, and how vital it is for educators to be "allies and accomplices" to marginalized communities. Several Gates Chili alumni also shared their stories via video interviews, and reflected on their time at GCCSD.



A Top Workplace in ROC again!

Gates Chili has earned yet another recognition as Top Workplace; for the second year in a row, the district has been honored with a Rochester Top Workplace award!

The list of Rochester Top Workplaces was announced by the Rochester Democrat and Chronicle on March 27. In the issue, it was also announced that Gates Chili is one of three local companies recognized for its diversity, equity and inclusion efforts. To see current job openings and apply for open positions, go to gateschili.org/jobs.



Staff Spotlight



Brent Gillett

**Math Teacher
Leader**

**Gates Chili
Middle School**

Brent Gillett finds joy in a simple equation: helping middle school students find a love for math. While math was always his favorite subject in school, Gillett strives to help his eighth-grade students gain a sense of comfort, even if they have not always enjoyed math.

Gillett always found a prominent place for education in his life. Growing up his father was an elementary school

teacher and basketball coach, while his mother was a school nurse. The impact both of his parents had on others inspired him to follow in their education footsteps. Gillett began his own teaching career

20 years ago in Perry. It was there that he found success in the classroom and after school, as both a basketball and soccer coach. Now at Gates Chili, Gillett serves as both a teacher and department leader, which gives him the opportunity to connect with students and staff.

"One of my favorite events at Gates Chili that occurs each year is when the graduating

class at the high school visits the middle school," Gillett explained. "I enjoy seeing the students that I had taught in middle school grow into seniors who will be moving on to the next step in their lives."

The sum of these experiences, coupled with the valuable relationships he has fostered, are key to Gillett helping students understand where math fits on their path towards growth and maturity.

"I especially love helping students who at the beginning of the year may have not loved math. Working with these students has impacted my life by pushing me to become the best teacher I can be."

RETURN ON INVESTMENT

Equity and Inclusion

- Gates Chili was ranked fifth nationally by Top Workplaces USA for its diversity, equity and inclusion practices in the category for companies with 500-999 employees.
- More than 20 community members, including parents/guardians and students, provide oversight on the district's equity efforts by serving on the District Equity Team.
- Gates Chili High School has been selected to host the ROC 2 Change Student Summit on Race in 2023, an event dedicated to engaging students in facilitated dialogue with peers related to race, racism, privilege and positive change.



Professional Learning

- Staff in grades K-2 are engaging in Language Essentials for Teachers of Reading and Spelling (LETRS) training, which is focused on promoting student language and literacy skills.
- The Office of Instruction coordinated two national conference-style superintendent's conference days, where all instructional and non-instructional staff came together to focus on how to create a more equitable and inclusive environment.
- From July 2021 through June 2022, Gates Chili teachers, instructional coaches and administrators offered 99 varied professional learning courses, including collegial circles, in-services, workshops and training sessions.

RETURN ON INVESTMENT

School Nutrition

- The school nutrition department is made up of 40 hard-working staff members, many of whom are parents or grandparents of Gates Chili students.
- Throughout the school year, school nutrition workers have been able to serve all students free breakfast and/or lunch, with more than 75,000 meals served in the month of March alone.
- On April 1, the school nutrition team began utilizing a new software system for menus and recipes, allowing families to access nutritional information for all meals served in Gates Chili cafeterias.



Community

- In 2021, more than 4,000 district residents utilized the Gates Chili High School fitness center, indoor track, and pool as part of the district's community use membership.
- In its first year, the Gates Chili Community Band has 40 musicians, made up of staff, students and district residents, who come together to rehearse once a week and perform at various events throughout the year.
- Gates Chili Continuing Education offered more than 300 courses for the community this year, utilizing both online and in-person formats, which were attended by more than 1,000 participants.

GC PRIDE Award

Gates Chili CSD is proud to recognize students, staff and community members who go above and beyond on behalf of the district and its students. The GC PRIDE Award stands for and honors professionalism, respect, innovation, dedication and excellence. Congratulations to all of the recipients for February and March.



Feb. 15 recipients

Kayla Maragh, student; Karen Iglesia and Gerard Iglesia, Primetime585



March 22 recipient

Tina Carney, parent/guardian and volunteer

Gates Chili students recognized for *doing the right thing*

Three Gates Chili Students were honored with the Rochester Police Department's "Do the Right Thing Award" this March.

Armstrong students Jayla Rogers and Haley Contino and high school student Blake Fennell were recognized as outstanding youth in the community that distinguished themselves as role models for their peers. Rogers and Contino received the award for finding Apple air pods that were left on a school bus and turning them in. Meanwhile, Fennell was the recipient after observing an accident with injuries, calling 911 and providing aid and assistance to deputies when they arrived.



A virtual awards ceremony was held to honor and congratulate the students and their instincts to do the right thing and commit random acts of kindness.



Manges wins WROC's *Golden Apple Award*

Gates Chili High School FACS teacher Kate Manges is the latest GC educator to win a Golden Apple Award!

GCHS student Mercedes Taylor nominated Manges for the award after taking her Intro to Culinary Arts class this fall. She said of her teacher, "Mrs. Manges is kind of like my school mom, telling me the right things to do and making sure I do good in school."

Taylor surprised Manges with the award, which was presented to her at school by WROC TV Channel 8. To watch the story of Manges' win, go to gateschili.org/MangesGoldenApple.



Gates Chili Central School District • 2022-23 • At-a-Glance District Calendar

○	First Day of School for Students (Gr. P-12)
●	No School for Students (Gr. P-12), All Staff Report
●	No School for Students (Gr. P-12) and All Staff
■	No School for Students (Gr. P-12) and 10-Month Staff
▲	No School for Students (Gr. P-5 only)
▼	No School for Students (Gr. 6-12 only)
▤	Half Day for Students (Gr. P-5)
▥	Half Day for Students (Gr. 6-12)
▧	Half Day for Students (Gr. P-12)
▨	NYS Gr. 3-8 Assessments
□	NYS Regents Exams

JULY 2022

July 4 (Mon).....Independence Day

AUGUST 2022

Aug. 30-31 (Tues-Wed).....Superintendent's Conf. Days

SEPTEMBER 2022

Sept. 5 (Mon).....Labor Day

Sept. 6 (Tues).....First Day of School for Students

OCTOBER 2022

Oct. 7 (Fri).....Superintendent's Conf. Day

Oct. 10 (Mon).....Columbus Day/Indigenous People's Day

NOVEMBER 2022

Nov. 11 (Fri).....Veterans Day

Nov. 23-25 (Wed-Fri).....Thanksgiving Recess

DECEMBER 2022

Dec. 5 (Mon).....P-5 Parent Teacher Conf. / Conf. Day

Dec. 23 (Fri).....P-5 Parent Teacher Conf. / Conf. Day

Dec. 26 (Mon).....Christmas (Observance)

Dec. 26-30 (Mon-Fri).....Holiday Recess

JANUARY 2023

Jan. 2 (Mon).....New Years Day (Observance)

Jan. 16 (Mon).....Martin Luther King, Jr. Day

Jan. 24-27 (Tues-Fri).....NYS Regents Exams

Jan. 27 (Fri).....Conf. Day

FEBRUARY 2023

Feb. 20 (Mon).....President's Day

Feb. 20-24 (Mon-Fri).....Mid-winter Recess

MARCH

March 10 (Fri).....Superintendent's Conf. Day

APRIL 2023

April 3-7 (Mon-Fri).....Spring Recess

April 7 (Fri).....Good Friday

April 19-26 (Wed-Wed).....3-8 ELA Assessment Window

MAY 2023

May 2-9 (Tues-Tues).....3-8 Math Assessment Window

May 26-29 (Fri-Mon).....Memorial Day Recess

JUNE 2023

June 15-22 (Tues-Thur).....NYS Regents Exams

June 19 (Mon).....Juneteenth

June 21 (Wed).....Graduation Day

June 22 (Thur).....Last Day for Students

June 23 (Fri).....Conf. Day/Last Day for 10-Month Staff

Required Days in Attendance

Faculty = 187 Students = 180

*If there are more than two emergency closing days, May 26 will be a make-up day where all staff and students are in session.

APPROVED - Feb. 15, 2022

JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

SEPTEMBER 2022						
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NOVEMBER 2022						
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JANUARY 2023						
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MARCH 2023						
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MAY 2023						
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28	29	30	31			

AUGUST 2022						
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28	29	30	31			

OCTOBER 2022						
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DECEMBER 2022						
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FEBRUARY 2023						
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26	27	28				

APRIL 2023						
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23	24	25	26	27	28	29
30						

JUNE 2023						
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A NYSPRA award-winning publication

Spartan Eats Summer Meals

Gates Chili is proud to once again host the USDA Summer Meals Program this summer!

Summer meals will kick off on July 5 and run through Aug. 12. Hours, locations and menus will be shared in mid-June at gateschili.org/SchoolNutrition.

A reminder that the USDA has extended free meals for all students through June 2022. The district still encourages families to apply for free and reduced-price meals, as the free meals program may end at any time.



BUDGET VOTE

Tuesday May, 17, 2022

Gates Chili HS Field House
6 a.m. to 8 p.m.

Proof of Residency

The school district may require all persons offering to vote at the budget vote and election to provide one form of proof of residency pursuant to the Education Law §2018-C. Such form may include a driver's license, a non-driver identification card, a utility bill or a voter registration card. Upon offer of proof of residency, the school district may also require all persons offering to vote to provide their signature, printed name and address.

Voter Eligibility

Anyone who is at least 18 years old, a U.S. citizen and a resident of the Gates Chili Central School District for at least 30 days prior to the Tuesday, May 17, 2022 vote, is eligible. You do not need to be registered to vote, but you must bring identification and proof of residency.

Absentee Ballots

Residents unable to vote because of disabilities, illness, travel or other reasons listed as valid under election law, may request applications for absentee ballots at Gates Chili Central School District Administration Building, 3 Spartan Way, or by calling the Gates Chili District Clerk Condessa Brown at 247-5050 ext. 12101. Once the application is approved, an absentee ballot will be mailed or can be picked up. Completed absentee ballots must be received by the district clerk's office no later than 5 p.m. on Tuesday, May 17, 2022.

Stay Connected!



@GatesChiliInfo #GCPride #GCCares

2022-2023 Proposed Budget

Where Does the Money go?

		2021-2022 Adopted Budget	2022-2023 Proposed Budget
A	Administrative Component		
1010	Board Of Education	26,995	27,095
1040	District Clerk	1,675	2,400
1060	District Meeting	0	5,000
	Board of Eduaction	28,670	34,495
1240	Chief School Administrator	301,349	341,317
	Central Administration	301,349	341,317
1680	Central Data Processing	161,030	907,500
	Central Services	161,030	907,500
2010	Curriculum Devel and Suprvsn	810,101	834,538
	Curriculum Development & Supervision	810,101	834,538
9000	Employee Benefits	3,894,060	3,343,798
	Employee Benefits	3,894,060	3,343,798
1310	Business Administration	794,715	877,763
1320	Auditing	78,500	64,255
1325	Treasurer	120,271	126,913
1330	Tax Collector	36,210	40,000
1345	Purchasing	10,095	11,160
	Finance	1,039,791	1,120,091
1910	Unallocated Insurance	260,000	280,000
1920	School Association Dues	32,000	35,000
1950	Assessments on School Property	36,000	36,000
1981	BOCES Administrative Costs	1,355,745	1,361,390
	Speciality Items	1,683,745	1,712,390
1420	Legal	230,332	231,721
1430	Personnel	429,254	493,992
1480	Public Information and Services	192,059	198,837
	Staff	851,645	924,550
2020	Supervision-Regular School	2,819,065	2,813,893
	Supervision of Schools	2,819,065	2,813,893
		11,589,456	12,032,572

		2021-2022 Adopted Budget	2022-2023 Proposed Budget
C	Capital Component		
9000	Employee Benefits	1,827,213	2,011,478
	Employee Benefits	1,827,213	2,011,478
1620	Operation of Plant	3,364,709	3,641,646
1621	Maintenance of Plant	1,338,909	1,448,492
1622	Security of Plant	427,292	385,765
	Plant Operations & Maintenance	5,130,910	5,475,903
1964	Refund on Real Property Taxes	4,000	10,000
	Speciality Items	4,000	10,000
9901	Transfer to Other Funds	100,000	100,000
	Transfer to Debt Service Fund	12,682,479	13,496,058
	Transfer to Other Funds	100,000	100,000
		19,744,602	21,093,439

		2021-2022 Adopted Budget	2022-2023 Proposed Budget
P	Program Component		
5510	District Transport Srvcs-Med Elgble	4,625,433	4,945,633
5581	Transportation from Boces	59,299	56,300
District Tansportation		4,684,732	5,001,933
9000	Employee Benefits	24,730,232	27,140,334
9089	Other (specify)	171,700	175,383
Employee Benefits		24,901,932	27,315,717
2070	Inservice Training-Instruction	233,900	528,025
Instructional Administration & Staff Development		233,900	528,025
9901	Transfer to School Food Service Fund	0	1,092
Transfer to School Food Service Fund		0	1,092
9901	Transfer to Special Aid Fund	260,000	258,908
Transfer to Special Aid Fund		260,000	258,908
Community Services		495,653	546,187
Instructional Services		55,971,770	55,559,536
		86,547,987	89,211,398

**2021-2022
Adopted Budget**

**2022-2023
Proposed Budget**

	2021 - 2022 Adopted Budget
A	9.83% 11,589,456.00
C	16.75% 19,744,602.00
P	73.42% 86,547,987.00
Total	100.00% 117,882,045.00

	2022 - 2023 Proposed Totals
A	9.84% 12,032,572.37
C	17.24% 21,093,439.32
P	72.92% 89,211,397.31
Total	100.00% 122,337,409.00

Proposed 2022 - 2023 Revenue **Where does the money come from?**

Fund	Acct	Description	2021 - 2022 Intital Revenue	2022 - 2023 Proposed Revenue	State Description
A	5997.001	Appropriated Fund Balance	2,800,000.00	2,800,000.00	Appropriated Reserves
A	5997.ERS	ERS Reserve	1,550,000.00	1,550,000.00	Appropriated Reserves
A	5997.CTR	Cap Technology Reserve	300,000.00	300,000.00	Appropriated Reserves
A	5997.827	TRS Reserve	800,000.00	800,000.00	Appropriated Reserves
A	5997.864	Tax Cert Reserve	100,000.00	100,000.00	Appropriated Reserves
A	5997.867	EBALR Reserve	100,000.00	100,000.00	Appropriated Reserves
Appropriated Reserves			5,650,000.00	5,650,000.00	
Tax Levy			56,958,890.00	58,213,112.00	
PILOT Agreement			2,600,000.00	2,580,000.00	
Sales Tax			4,000,000.00	4,000,000.00	
Tuition,Fees,Interest			1,430,961.00	1,363,000.00	
Tuition,Fees,Interest			145,000.00	145,000.00	
Sale of Equipment,Material,Other			65,000.00	105,000.00	
State Aid			45,457,194.00	48,796,297.00	
Forteitures and Refunds			1,440,000.00	1,350,000.00	
Federal Aid Interfund Aid			135,000.00	135,000.00	
SUM of both lines from above Tuition, Fees, Interest			1,508,000.00	1,575,961.00	
Total Proposed 2020-2021 Revenue			117,882,045.00	122,337,409.00	

Entity Name	GATES CHILI CSD		
BEDS Code	260401		
Claim Year	2021-2022	SET VALUES	



NEW YORK STATE EDUCATION DEPARTMENT
STATE AID MANAGEMENT SYSTEM

Welcome Mitchell Ball (School Entity User)
CORE
05/01/2022 07:02 PM
Home | Issue Reporting | Help | Logout

Entity Info
Forms
Claim Verifications
Activity Log
Reports

You Have Selected the 'Official' Data Area.
The Data State of the form set is: "Clean"

[Print Legacy](#) | [Print Form](#) | [Print Blank](#) | [Print Text Only](#)

District Name: GATES CHILI CSD
Contact Person: MITCHELL BALL

District Code: 260401
Telephone: (585) 247-5050
Tel Extension: 12204

Property Tax Report Card

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2022-23 Budget Notice to: emscmgts@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 25, 2022

Form Preparer Name: MITCHELL J. BALL
Preparer's Telephone Number: 585-247-5050

Shaded Fields Will Calculate	Budgeted 2021-22 (A)	Proposed Budget 2022-23 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	117,882,045	122,337,409	3.78 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	56,958,890	58,213,112	
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)	56,958,890	58,213,112	2.20 %
F. Permissible Exclusions to the School Tax Levy Limit	3,490,346	3,497,332	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	53,468,544	54,715,780	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	53,468,544	54,715,780	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	3,559	3,650	2.56 %
Consumer Price Index			4.7 %

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, includes any carryover from 2021-22 and excludes 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	34,475,806	38,000,000
Assigned Appropriated Fund Balance	2,800,000	2,800,000
Adjusted Unrestricted Fund Balance	4,715,282	4,893,496
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	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 (Limit 200 Characters)**
--------------	--------------	-----------------------	------------------------	----------------------------------	---

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital + (add) - (delete)	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	300,000	500,000	Voter Approved Capital Reserve May 2019
Capital + (add) - (delete)	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	900,000	1,000,000	Voter Approved Capital Reserve May 2019
Capital + (add) - (delete)	CAPITAL BUILDING	For the cost of any object or purpose for which bonds may be issued.	10,003,043	10,003,043	Voter Approved Capital Reserve May 2018
Capital + (add) - (delete)	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	0	500,000	Pending Voter Approval May 2022
Capital + (add) - (delete)	CAPTIAL BUILDING	For the cost of any object or purpose for which bonds may be issued.	5,000,000	7,462,779	Voter Approved Capital Reserve May 2021
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS	For self-insured Workers Compensation and benefits.	0	200,000	Pending BOE Acceptance April 2022
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	2,693,635	2,700,000	To cover costs of anticipated unemployment claims
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	980,178	980,178	To cover potential assessment reduction claims
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBALR	For accrued 'employee benefits' due to employees upon termination of service.	1,181,814	1,200,000	To cover future increases in retiree benefits costs
Retirement Contribution	ERS	For employer retirement contributions to the State and Local Employees' Retirement System.	11,353,950	11,354,000	To cover future ERS employer contributions
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)	TRS	For employer retirement contributions to the	2,063,186	2,100,000	To cover future TRS employer contributions

* NYSED Reserve Guidance: http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance: <http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservecfunds>

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2022-23. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

Save

Reset

Save & Ready

Equalized Total Assessed Value 3,152,802,003

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	15	2,404,725	0.08
13100	CO - GENERALLY	RPTL 406(1)	56	5,987,526	0.19
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	38,462	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	50	11,885,826	0.38
13800	SCHOOL DISTRICT	RPTL 408	8	58,547,143	1.86
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	553,075	0.02
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	815,714	0.03
13970	REGIONAL OTB CORPORATION	RACING L 513	1	569,890	0.02
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	6,413,518	0.20
14100	USA - GENERALLY	RPTL 400(1)	3	10,852,967	0.34
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	99	186,483,401	5.91
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	439,121	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	28,333,297	0.90
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	3	8,085,697	0.26
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	19	52,506,044	1.67
25230	NONPROF CORP - MORALMENTAL IM	RPTL 420-a	13	11,246,704	0.36
26250	HISTORICAL SOCIETY	RPTL 444	1	39,780	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	21	30,940,330	0.98
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	587,582	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	298,132	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	635	6,280,150	0.20
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	16,484	0.00
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	446	7,351,864	0.23
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	65,934	0.00
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	207	5,402,644	0.17
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	176,703	0.01
41400	CLERGY	RPTL 460	18	29,664	0.00
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	53,336	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	952	58,147,881	1.84
41834	ENHANCED STAR	RPTL 425	2,778	219,720,129	6.97
41854	BASIC STAR 1999-2000	RPTL 425	4,411	145,670,242	4.62
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	74	5,145,820	0.16
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	27,633	0.00

Equalized Total Assessed Value 3,152,802,003

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	574,548	0.02
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	10	1,539,176	0.05
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	883,406	0.03
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	664,396	0.02
Total Exemptions Exclusive of System Exemptions:					
			9,871	868,114,548	27.53
Total System Exemptions:			1	664,396	0.02
Totals:			9,872	868,778,944	27.56

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

Amount, if any, attributable to payments in lieu of taxes: \$2,678,969

NYS - Real Property System
County of Monroe
Town of Chili
SWIS Code - 262200

Assessor's Report - 2022 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/2/2022 12:36:50
Total Assessed Value 970,475,029
Uniform Percentage 91.00

Equalized Total Assessed Value 1,066,456,076

School District - 262601 Gates Chili Cent 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	295,275	0.03
13100	CO - GENERALLY	RPTL 406(1)	16	2,526,262	0.24
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	38,462	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	19	909,559	0.09
13800	SCHOOL DISTRICT	RPTL 408	2	8,890,769	0.83
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	72,417	0.01
14100	USA - GENERALLY	RPTL 400(1)	2	6,580,659	0.62
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	75	81,833,730	7.67
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	122,418	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	24,089,890	2.26
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	1	1,374,488	0.13
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	6,227,362	0.58
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	7	2,878,132	0.27
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	587,582	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	298,132	0.03
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	226	2,235,140	0.21
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	16,484	0.00
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	151	2,489,084	0.23
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	2	66,934	0.01
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	81	2,217,795	0.21
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	176,703	0.02
41400	CLERGY	RPTL 460	5	8,240	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	250	17,354,989	1.63
41834	ENHANCED STAR	RPTL 425	907	73,508,393	6.89
41854	BASIC STAR 1999-2000	RPTL 425	1,611	53,145,279	4.98
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	23	1,722,262	0.16
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	27,071	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	574,548	0.05
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	176,000	0.02
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	883,406	0.08

Equalized Total Assessed Value 1,066,456,076

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	664,396	0.06
Total Exemptions Exclusive of System Exemptions:					
			3,414	291,326,465	27.32
Total System Exemptions:					
			1	664,396	0.06
Totals:					
			3,415	291,990,861	27.38

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: \$1,662,758

NYS - Real Property System
County of Monroe
Town of Gates
SWIS Code - 262600

Assessor's Report - 2022 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221V04/L001
Date/Time - 5/2/2022 12:36:50
Total Assessed Value 1,898,574,794
Uniform Percentage 91.00

Equalized Total Assessed Value 2,086,345,927

School District - 262601 Gates Chili Cent'l 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	9	2,109,450	0.10
13100	CO - GENERALLY	RPTL 406(1)	40	3,461,264	0.17
13500	TOWN - GENERALLY	RPTL 406(1)	31	10,976,267	0.53
13800	SCHOOL DISTRICT	RPTL 408	6	49,656,374	2.38
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	6	480,658	0.02
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	815,714	0.04
13970	REGIONAL OTB CORPORATION	RACING L 513	1	569,890	0.03
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	6,413,518	0.31
14100	USA - GENERALLY	RPTL 400(1)	1	4,272,308	0.20
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	24	104,649,671	5.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	316,703	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	4,243,407	0.20
25120	NONPROF CORP - EDUC(CONST PRO	RPTL 420-a	2	6,711,209	0.32
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	16	46,278,682	2.22
25230	NONPROF CORP - MORALMENTAL IM	RPTL 420-a	6	8,368,572	0.40
26250	HISTORICAL SOCIETY	RPTL 444	1	39,780	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	21	30,940,330	1.48
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	409	4,045,010	0.19
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	295	4,862,780	0.23
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	126	3,184,849	0.15
41400	CLERGY	RPTL 460	13	21,424	0.00
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	53,336	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	702	40,792,892	1.96
41834	ENHANCED STAR	RPTL 425	1,871	146,211,736	7.01
41854	BASIC STAR 1999-2000	RPTL 425	2,800	92,524,963	4.43
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	51	3,423,558	0.16
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	562	0.00

Equalized Total Assessed Value 2,086,345,927

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	8	1,363,176	0.07
Total Exemptions Exclusive of System Exemptions:					
			6,457	576,788,083	27.65
Total System Exemptions:			0	0	0.00
Totals:			6,457	576,788,083	27.65

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

Amount, if any, attributable to payments in lieu of taxes: \$1,016,211

GATES CHILI CSD

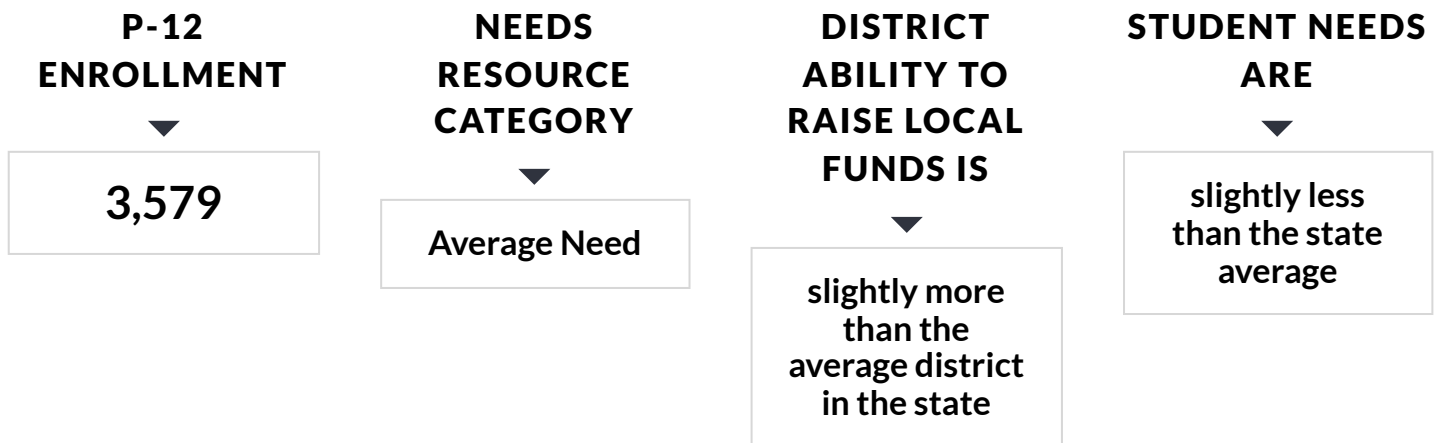
2020-21 School Year Financial Transparency Report

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	GATES CHILI CSD
All Students	3,579
Economically Disadvantaged	51%
Students with Disabilities	13%
English Language Learners	5%
» Race/Ethnicity	

Staffing Profile	GATES CHILI CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	9%
Teachers with 4-20 Years of Experience %	56%
Teachers with 21+ Years of Experience %	35%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$22,680.75	\$18,904.87	\$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	GATES CHILI CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$12,672.44
» B. Administration (B1 + B2 + B3)	\$1,367.04
» C. All Other Spending (C1 + C2 + C3)	\$2,630.53

Report View One Per Pupil Expenditure Categories	GATES CHILI CSD
D. Total School Level (A + B + C)	\$16,670.02
» E. Central Instruction (E1 + E2 + E3 + E4)	\$173.05
» F. Central Administration (F1 + F2 + F3)	\$2,192.38
» G. All Other Central Spending (G1 + G2 + G3)	\$3,645.31
H. Total Central Costs	\$6,010.74
I. Total Spending (D + H)	\$22,680.75

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	GATES CHILI CSD
J. Total School Level Local/State Spending	\$15,697.66
» K. Total School Level Federal Spending	\$972.35
L. Total Central Level Local/State Spending	\$6,010.74
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$22,680.75

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	GATES CHILI CSD
1. Transportation	\$4,616,128.72
2. Charter School Tuition	\$671,246.14
3. Other Tuition	\$1,784,869.27
4. Debt Service	\$10,863,633.00
5. Other	\$39,075,478.67
Percent Excluded from Total	41%
Total Expenditures	\$138,185,777.04

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THIS DOCUMENT WAS CREATED ON: MAY 1, 2022, 6:40 PM EST

GATES CHILI 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
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	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	2,229	453	20.3%
American Indian or Alaska Native	8	—	—
Asian or Native Hawaiian/Other Pacific Islander	114	24	21.1%
Black or African American	405	117	28.9%
Hispanic or Latino	346	98	28.3%
Multiracial	203	39	19.2%
White	1,153	174	15.1%
English Language Learners	181	75	41.4%
Students with Disabilities	313	82	26.2%
Economically Disadvantaged	1,172	340	29%

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
Asian or Native Hawaiian/Other Pacific Islander	Good Standing
Black or African American	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
English Language Learners	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	337	291	86.4%
	5-Year	347	306	88.2%
	6-Year	345	295	85.5%
American Indian or Alaska Native	4-Year	3	—	—
	5-Year	2	—	—
	6-Year	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	30	27	90%
	5-Year	26	—	—
	6-Year	31*	27	87.1%
Black or African American	4-Year	57	50	87.7%
	5-Year	69	60	87%
	6-Year	73	64	87.7%
Hispanic or Latino	4-Year	51	43	84.3%
	5-Year	36	29	80.6%
	6-Year	38	29	76.3%
Multiracial	4-Year	26	—	—
	5-Year	23	—	—
	6-Year	21	—	—
White	4-Year	184	158	85.9%
	5-Year	211	189	89.6%
	6-Year	214	186	86.9%
English Language Learners	4-Year	21	—	—
	5-Year	12	—	—
	6-Year	14	—	—
Students with Disabilities	4-Year	48	26	54.2%
	5-Year	63	43	68.3%
	6-Year	46	29	63%
Economically Disadvantaged	4-Year	128	107	83.6%
	5-Year	138	126	91.3%
	6-Year	141	118	83.7%

*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

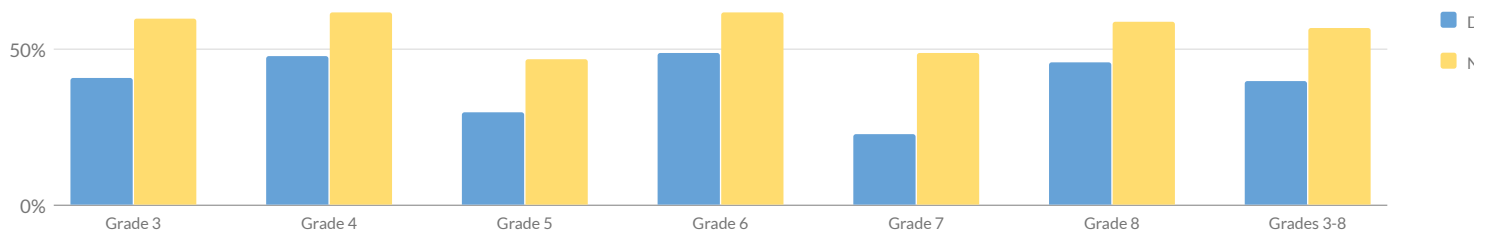
Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	1,245	373	30%
American Indian or Alaska Native	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	72	23	31.9%
Black or African American	224	93	41.5%
Hispanic or Latino	154	57	37%
Multiracial	89	27	30.3%
White	703	172	24.5%
English Language Learners	63	34	54%
Students with Disabilities	194	91	46.9%
Economically Disadvantaged	631	257	40.7%

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.

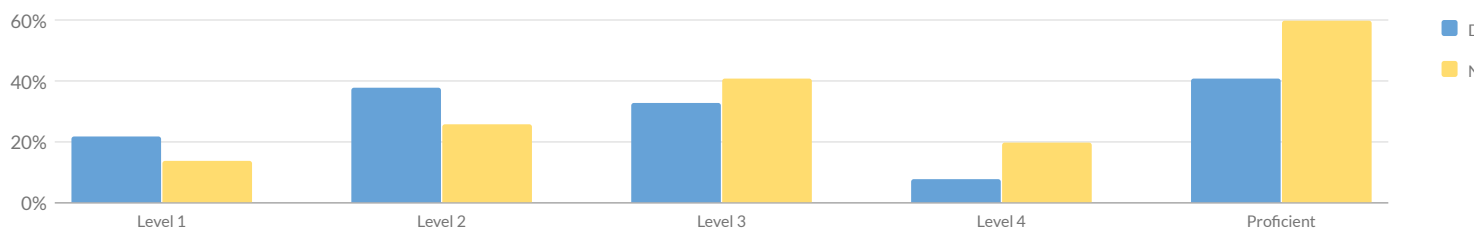
SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	297	61	21%	236	79%	51	22%	89	38%	78	33%	18	8%	96	41%
Grade 4	271	61	23%	210	77%	31	15%	78	37%	52	25%	49	23%	101	48%
Grade 5	272	65	24%	207	76%	93	45%	52	25%	29	14%	33	16%	62	30%
Grade 6	247	70	28%	177	72%	50	28%	40	23%	48	27%	39	22%	87	49%
Grade 7	288	130	45%	158	55%	58	37%	63	40%	27	17%	10	6%	37	23%
Grade 8	285	136	48%	149	52%	34	23%	47	32%	41	28%	27	18%	68	46%
Grades 3-8	1,660	523	32%	1,137	68%	317	28%	369	32%	275	24%	176	15%	451	40%

GRADE 3 ELA RESULTS

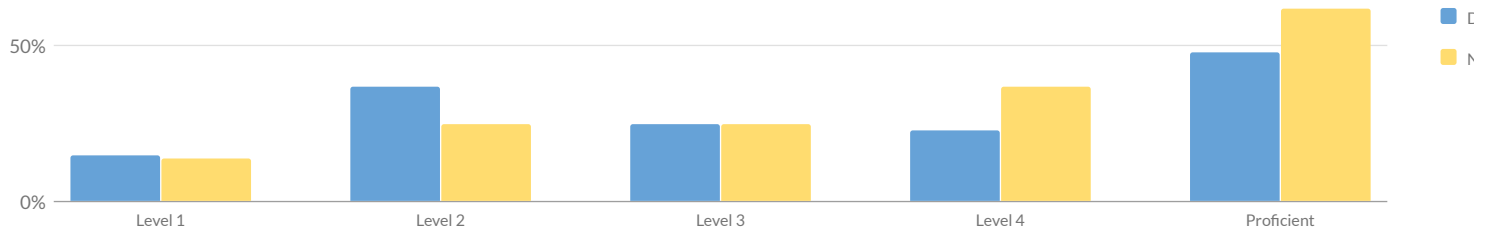
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	297	61	21%	236	79%	51	22%	89	38%	78	33%	18	8%	96	41%
General Education	252	48	19%	204	81%	33	16%	82	40%	72	35%	17	8%	89	44%
Students with Disabilities	45	13	29%	32	71%	18	56%	7	22%	6	19%	1	3%	7	22%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	6	32%	13	68%	—	—	—	—	—	—	—	—	—	—
Black or African American	50	11	22%	39	78%	12	31%	16	41%	9	23%	2	5%	11	28%
Hispanic or Latino	40	7	18%	33	83%	7	21%	13	39%	11	33%	2	6%	13	39%
White	150	30	20%	120	80%	23	19%	41	34%	47	39%	9	8%	56	47%
Multiracial	36	7	19%	29	81%	9	31%	13	45%	6	21%	1	3%	7	24%
Small Group Total	21	6	29%	15	71%	0	0%	6	40%	5	33%	4	27%	9	60%
Female	150	27	18%	123	82%	25	20%	42	34%	45	37%	11	9%	56	46%
Male	147	34	23%	113	77%	26	23%	47	42%	33	29%	7	6%	40	35%
English Language Learners	26	6	23%	20	77%	4	20%	11	55%	5	25%	0	0%	5	25%
Non-English Language Learners	271	55	20%	216	80%	47	22%	78	36%	73	34%	18	8%	91	42%
Economically Disadvantaged	157	31	20%	126	80%	38	30%	51	40%	31	25%	6	5%	37	29%
Not Economically Disadvantaged	140	30	21%	110	79%	13	12%	38	35%	47	43%	12	11%	59	54%
Not Migrant	297	61	21%	236	79%	51	22%	89	38%	78	33%	18	8%	96	41%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	296	61	21%	235	79%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	296	60	20%	236	80%	51	22%	89	38%	78	33%	18	8%	96	41%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	296	61	21%	235	79%	—	—	—	—	—	—	—	—	—	—

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.

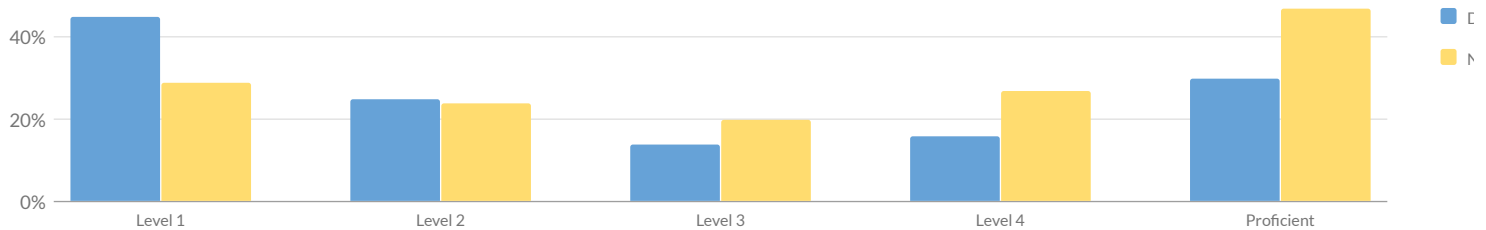


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	271	61	23%	210	77%	31	15%	78	37%	52	25%	49	23%	101	48%
General Education	236	48	20%	188	80%	22	12%	66	35%	51	27%	49	26%	100	53%
Students with Disabilities	35	13	37%	22	63%	9	41%	12	55%	1	5%	0	0%	1	5%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	4	33%	8	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	48	13	27%	35	73%	9	26%	16	46%	6	17%	4	11%	10	29%
Hispanic or Latino	50	16	32%	34	68%	5	15%	14	41%	9	26%	6	18%	15	44%
White	141	24	17%	117	83%	15	13%	43	37%	26	22%	33	28%	59	50%
Multiracial	19	4	21%	15	79%	0	0%	5	33%	6	40%	4	27%	10	67%
Small Group Total	13	4	31%	9	69%	2	22%	0	0%	5	56%	2	22%	7	78%
Female	151	33	22%	118	78%	20	17%	41	35%	28	24%	29	25%	57	48%
Male	120	28	23%	92	77%	11	12%	37	40%	24	26%	20	22%	44	48%
English Language Learners	18	2	11%	16	89%	4	25%	7	44%	4	25%	1	6%	5	31%
Non-English Language Learners	253	59	23%	194	77%	27	14%	71	37%	48	25%	48	25%	96	49%
Economically Disadvantaged	150	38	25%	112	75%	22	20%	47	42%	28	25%	15	13%	43	38%
Not Economically Disadvantaged	121	23	19%	98	81%	9	9%	31	32%	24	24%	34	35%	58	59%
Not Migrant	271	61	23%	210	77%	31	15%	78	37%	52	25%	49	23%	101	48%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	270	61	23%	209	77%	—	—	—	—	—	—	—	—	—	—
In Foster Care	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	267	61	23%	206	77%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	271	61	23%	210	77%	31	15%	78	37%	52	25%	49	23%	101	48%

GRADE 5 ELA RESULTS

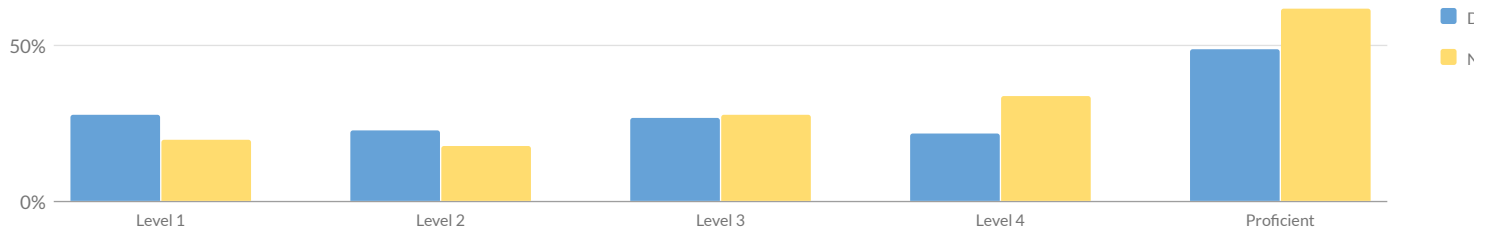
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	65	24%	207	76%	93	45%	52	25%	29	14%	33	16%	62	30%
General Education	238	55	23%	183	77%	74	40%	47	26%	29	16%	33	18%	62	34%
Students with Disabilities	34	10	29%	24	71%	19	79%	5	21%	0	0%	0	0%	0	0%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	53	16	30%	37	70%	17	46%	10	27%	5	14%	5	14%	10	27%
Hispanic or Latino	52	14	27%	38	73%	23	61%	5	13%	6	16%	4	11%	10	26%
White	133	21	16%	112	84%	44	39%	29	26%	17	15%	22	20%	39	35%
Multiracial	20	8	40%	12	60%	7	58%	3	25%	0	0%	2	17%	2	17%
Small Group Total	14	6	43%	8	57%	2	25%	5	63%	1	13%	0	0%	1	13%
Female	136	38	28%	98	72%	38	39%	27	28%	15	15%	18	18%	33	34%
Male	136	27	20%	109	80%	55	50%	25	23%	14	13%	15	14%	29	27%
English Language Learners	19	2	11%	17	89%	6	35%	8	47%	2	12%	1	6%	3	18%
Non-English Language Learners	253	63	25%	190	75%	87	46%	44	23%	27	14%	32	17%	59	31%
Economically Disadvantaged	147	39	27%	108	73%	55	51%	32	30%	11	10%	10	9%	21	19%
Not Economically Disadvantaged	125	26	21%	99	79%	38	38%	20	20%	18	18%	23	23%	41	41%
Not Migrant	272	65	24%	207	76%	93	45%	52	25%	29	14%	33	16%	62	30%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	268	64	24%	204	76%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	271	65	24%	206	76%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	272	65	24%	207	76%	93	45%	52	25%	29	14%	33	16%	62	30%

GRADE 6 ELA RESULTS

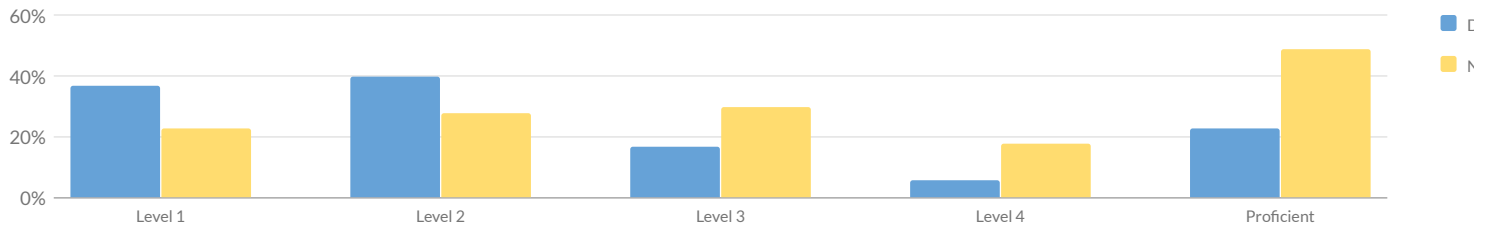
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	70	28%	177	72%	50	28%	40	23%	48	27%	39	22%	87	49%
General Education	209	58	28%	151	72%	34	23%	35	23%	43	28%	39	26%	82	54%
Students with Disabilities	38	12	32%	26	68%	16	62%	5	19%	5	19%	0	0%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	15	3	20%	12	80%	3	25%	3	25%	4	33%	2	17%	6	50%
Black or African American	42	17	40%	25	60%	10	40%	9	36%	2	8%	4	16%	6	24%
Hispanic or Latino	46	15	33%	31	67%	14	45%	9	29%	4	13%	4	13%	8	26%
White	129	33	26%	96	74%	21	22%	15	16%	36	38%	24	25%	60	63%
Multiracial	15	2	13%	13	87%	2	15%	4	31%	2	15%	5	38%	7	54%
Female	114	37	32%	77	68%	19	25%	18	23%	18	23%	22	29%	40	52%
Male	133	33	25%	100	75%	31	31%	22	22%	30	30%	17	17%	47	47%
English Language Learners	12	2	17%	10	83%	7	70%	2	20%	1	10%	0	0%	1	10%
Non-English Language Learners	235	68	29%	167	71%	43	26%	38	23%	47	28%	39	23%	86	51%
Economically Disadvantaged	137	40	29%	97	71%	37	38%	26	27%	20	21%	14	14%	34	35%
Not Economically Disadvantaged	110	30	27%	80	73%	13	16%	14	18%	28	35%	25	31%	53	66%
Not Migrant	247	70	28%	177	72%	50	28%	40	23%	48	27%	39	22%	87	49%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	246	70	28%	176	72%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	246	69	28%	177	72%	50	28%	40	23%	48	27%	39	22%	87	49%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	246	70	28%	176	72%	—	—	—	—	—	—	—	—	—	—

GRADE 7 ELA RESULTS

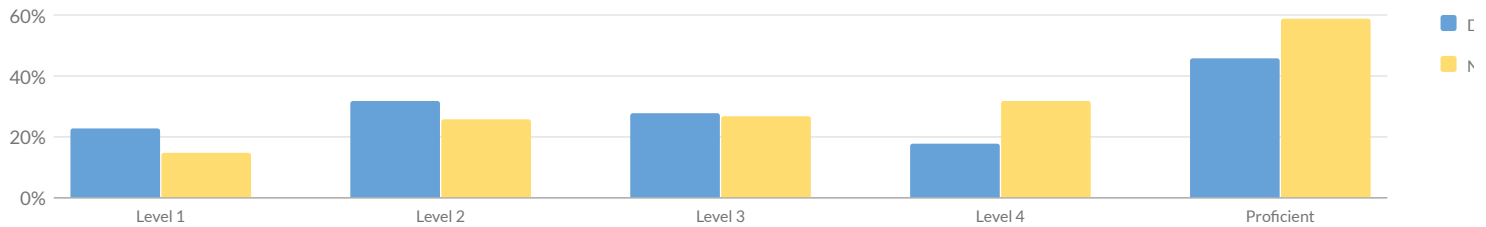
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	288	130	45%	158	55%	58	37%	63	40%	27	17%	10	6%	37	23%
General Education	254	113	44%	141	56%	49	35%	57	40%	25	18%	10	7%	35	25%
Students with Disabilities	34	17	50%	17	50%	9	53%	6	35%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	11	7	64%	4	36%	—	—	—	—	—	—	—	—	—	—
Black or African American	63	23	37%	40	63%	13	33%	17	43%	6	15%	4	10%	10	25%
Hispanic or Latino	34	12	35%	22	65%	4	18%	13	59%	5	23%	0	0%	5	23%
White	157	76	48%	81	52%	37	46%	26	32%	12	15%	6	7%	18	22%
Multiracial	23	12	52%	11	48%	—	—	—	—	—	—	—	—	—	—
Small Group Total	34	19	56%	15	44%	4	27%	7	47%	4	27%	0	0%	4	27%
Female	148	66	45%	82	55%	26	32%	34	41%	16	20%	6	7%	22	27%
Male	140	64	46%	76	54%	32	42%	29	38%	11	14%	4	5%	15	20%
English Language Learners	15	3	20%	12	80%	6	50%	6	50%	0	0%	0	0%	0	0%
Non-English Language Learners	273	127	47%	146	53%	52	36%	57	39%	27	18%	10	7%	37	25%
Economically Disadvantaged	161	78	48%	83	52%	36	43%	31	37%	13	16%	3	4%	16	19%
Not Economically Disadvantaged	127	52	41%	75	59%	22	29%	32	43%	14	19%	7	9%	21	28%
Not Migrant	288	130	45%	158	55%	58	37%	63	40%	27	17%	10	6%	37	23%
Homeless	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	127	45%	156	55%	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	285	129	45%	156	55%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	288	130	45%	158	55%	58	37%	63	40%	27	17%	10	6%	37	23%

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.

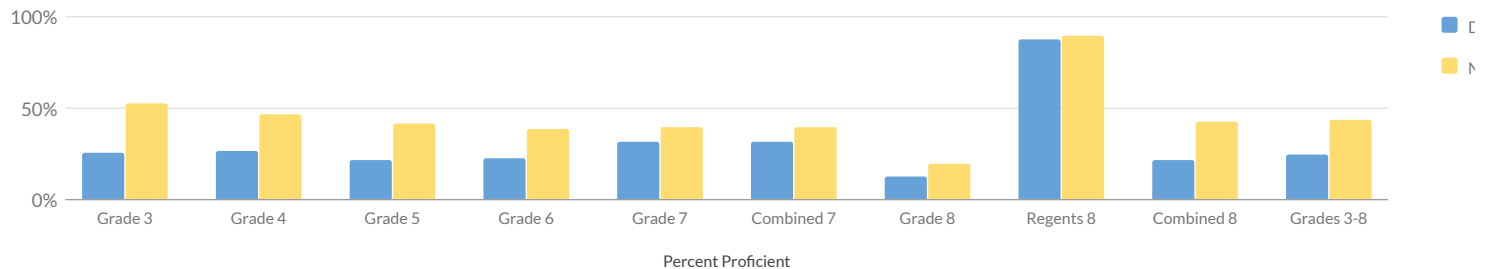


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	136	48%	149	52%	34	23%	47	32%	41	28%	27	18%	68	46%
General Education	232	110	47%	122	53%	20	16%	39	32%	38	31%	25	20%	63	52%
Students with Disabilities	53	26	49%	27	51%	14	52%	8	30%	3	11%	2	7%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	19	8	42%	11	58%	3	27%	3	27%	4	36%	1	9%	5	45%
Black or African American	65	35	54%	30	46%	12	40%	11	37%	6	20%	1	3%	7	23%
Hispanic or Latino	37	21	57%	16	43%	4	25%	10	63%	1	6%	1	6%	2	13%
White	147	65	44%	82	56%	12	15%	20	24%	27	33%	23	28%	50	61%
Multiracial	17	7	41%	10	59%	3	30%	3	30%	3	30%	1	10%	4	40%
Female	149	72	48%	77	52%	15	19%	25	32%	22	29%	15	19%	37	48%
Male	136	64	47%	72	53%	19	26%	22	31%	19	26%	12	17%	31	43%
English Language Learners	11	3	27%	8	73%	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learners	274	133	49%	141	51%	30	21%	43	30%	41	29%	27	19%	68	48%
Economically Disadvantaged	155	79	51%	76	49%	26	34%	28	37%	14	18%	8	11%	22	29%
Not Economically Disadvantaged	130	57	44%	73	56%	8	11%	19	26%	27	37%	19	26%	46	63%
Not Migrant	285	136	48%	149	52%	34	23%	47	32%	41	28%	27	18%	68	46%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	135	48%	148	52%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	136	48%	148	52%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	284	135	48%	149	52%	34	23%	47	32%	41	28%	27	18%	68	46%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	296	61	21%	235	79%	109	46%	66	28%	42	18%	18	8%	60	26%
Grade 4	272	69	25%	203	75%	90	44%	59	29%	30	15%	24	12%	54	27%
Grade 5	273	68	25%	205	75%	110	54%	50	24%	34	17%	11	5%	45	22%
Grade 6	247	67	27%	180	73%	81	45%	57	32%	37	21%	5	3%	42	23%
Grade 7	289	130	45%	159	55%	51	32%	57	36%	43	27%	8	5%	51	32%
Combined 7	289	130	45%	159	55%	51	32%	57	36%	43	27%	8	5%	51	32%
Grade 8	285	173	61%	112	39%	45	40%	53	47%	10	9%	4	4%	14	13%
Regents 8	—	39	14%	16	6%	1	6%	1	6%	6	38%	8	50%	14	88%
Combined 8	285	157	55%	128	45%	46	36%	54	42%	16	13%	12	9%	28	22%
Grades 3-8	1,662	552	33%	1,110	67%	487	44%	343	31%	202	18%	78	7%	280	25%

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.

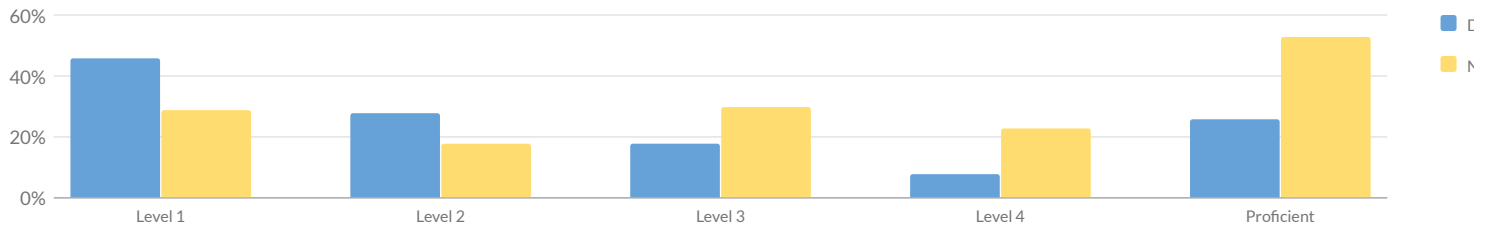
REGENTS MATHEMATICS EXEMPTIONS, GRADE 7 AND 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	49	39	80	10	20

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

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.

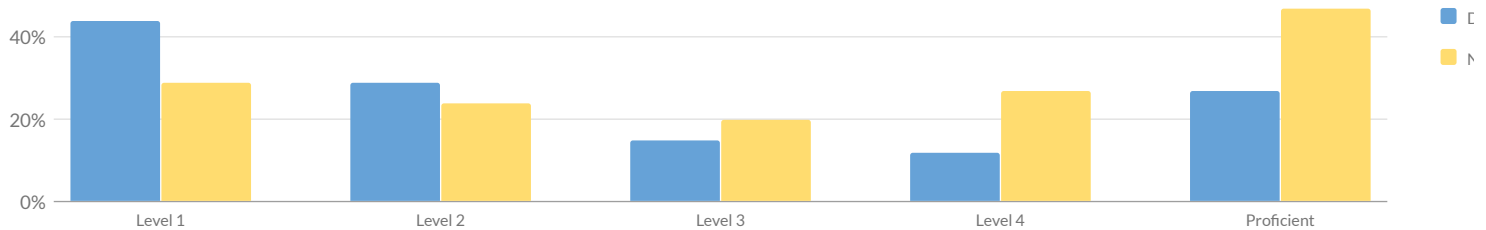


Percentage Scoring at Levels

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	296	61	21%	235	79%	109	46%	66	28%	42	18%	18	8%	60	26%
General Education	251	49	20%	202	80%	84	42%	62	31%	38	19%	18	9%	56	28%
Students with Disabilities	45	12	27%	33	73%	25	76%	4	12%	4	12%	0	0%	4	12%
American Indian or Alaska Native	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	5	26%	14	74%	—	—	—	—	—	—	—	—	—	—
Black or African American	50	12	24%	38	76%	26	68%	10	26%	2	5%	0	0%	2	5%
Hispanic or Latino	40	7	18%	33	83%	17	52%	9	27%	4	12%	3	9%	7	21%
White	149	30	20%	119	80%	44	37%	35	29%	27	23%	13	11%	40	34%
Multiracial	36	7	19%	29	81%	16	55%	6	21%	6	21%	1	3%	7	24%
Small Group Total	21	5	24%	16	76%	6	38%	6	38%	3	19%	1	6%	4	25%
Female	149	25	17%	124	83%	52	42%	37	30%	25	20%	10	8%	35	28%
Male	147	36	24%	111	76%	57	51%	29	26%	17	15%	8	7%	25	23%
English Language Learners	26	6	23%	20	77%	11	55%	8	40%	1	5%	0	0%	1	5%
Non-English Language Learners	270	55	20%	215	80%	98	46%	58	27%	41	19%	18	8%	59	27%
Economically Disadvantaged	157	32	20%	125	80%	73	58%	33	26%	15	12%	4	3%	19	15%
Not Economically Disadvantaged	139	29	21%	110	79%	36	33%	33	30%	27	25%	14	13%	41	37%
Not Migrant	296	61	21%	235	79%	109	46%	66	28%	42	18%	18	8%	60	26%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	295	61	21%	234	79%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	295	61	21%	234	79%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	295	61	21%	234	79%	—	—	—	—	—	—	—	—	—	—

GRADE 4 MATH RESULTS

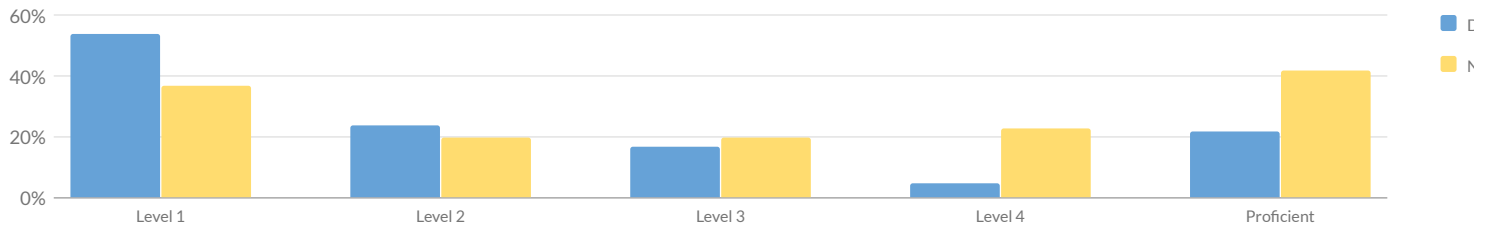
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	69	25%	203	75%	90	44%	59	29%	30	15%	24	12%	54	27%
General Education	237	56	24%	181	76%	70	39%	58	32%	29	16%	24	13%	53	29%
Students with Disabilities	35	13	37%	22	63%	20	91%	1	5%	1	5%	0	0%	1	5%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	4	33%	8	67%	—	—	—	—	—	—	—	—	—	—
Black or African American	49	17	35%	32	65%	26	81%	5	16%	1	3%	0	0%	1	3%
Hispanic or Latino	50	17	34%	33	66%	16	48%	10	30%	7	21%	0	0%	7	21%
White	141	24	17%	117	83%	41	35%	36	31%	18	15%	22	19%	40	34%
Multiracial	19	7	37%	12	63%	4	33%	5	42%	3	25%	0	0%	3	25%
Small Group Total	13	4	31%	9	69%	3	33%	3	33%	1	11%	2	22%	3	33%
Female	152	36	24%	116	76%	58	50%	32	28%	14	12%	12	10%	26	22%
Male	120	33	28%	87	73%	32	37%	27	31%	16	18%	12	14%	28	32%
English Language Learners	18	2	11%	16	89%	10	63%	3	19%	2	13%	1	6%	3	19%
Non-English Language Learners	254	67	26%	187	74%	80	43%	56	30%	28	15%	23	12%	51	27%
Economically Disadvantaged	150	45	30%	105	70%	61	58%	26	25%	14	13%	4	4%	18	17%
Not Economically Disadvantaged	122	24	20%	98	80%	29	30%	33	34%	16	16%	20	20%	36	37%
Not Migrant	272	69	25%	203	75%	90	44%	59	29%	30	15%	24	12%	54	27%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	271	69	25%	202	75%	—	—	—	—	—	—	—	—	—	—
In Foster Care	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	268	69	26%	199	74%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	272	69	25%	203	75%	90	44%	59	29%	30	15%	24	12%	54	27%

GRADE 5 MATH RESULTS

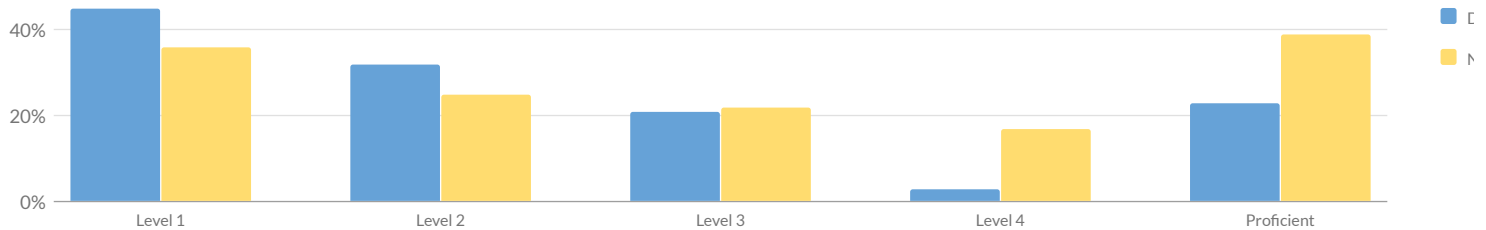
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	273	68	25%	205	75%	110	54%	50	24%	34	17%	11	5%	45	22%
General Education	239	59	25%	180	75%	87	48%	49	27%	33	18%	11	6%	44	24%
Students with Disabilities	34	9	26%	25	74%	23	92%	1	4%	1	4%	0	0%	1	4%
American Indian or Alaska Native	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	53	16	30%	37	70%	27	73%	9	24%	1	3%	0	0%	1	3%
Hispanic or Latino	53	17	32%	36	68%	28	78%	6	17%	0	0%	2	6%	2	6%
White	133	21	16%	112	84%	47	42%	28	25%	30	27%	7	6%	37	33%
Multiracial	20	8	40%	12	60%	4	33%	5	42%	1	8%	2	17%	3	25%
Small Group Total	14	6	43%	8	57%	4	50%	2	25%	2	25%	0	0%	2	25%
Female	136	40	29%	96	71%	55	57%	25	26%	13	14%	3	3%	16	17%
Male	137	28	20%	109	80%	55	50%	25	23%	21	19%	8	7%	29	27%
English Language Learners	19	3	16%	16	84%	7	44%	7	44%	2	13%	0	0%	2	13%
Non-English Language Learners	254	65	26%	189	74%	103	54%	43	23%	32	17%	11	6%	43	23%
Economically Disadvantaged	147	37	25%	110	75%	73	66%	21	19%	16	15%	0	0%	16	15%
Not Economically Disadvantaged	126	31	25%	95	75%	37	39%	29	31%	18	19%	11	12%	29	31%
Not Migrant	273	68	25%	205	75%	110	54%	50	24%	34	17%	11	5%	45	22%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	269	67	25%	202	75%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	272	68	25%	204	75%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	273	68	25%	205	75%	110	54%	50	24%	34	17%	11	5%	45	22%

GRADE 6 MATH RESULTS

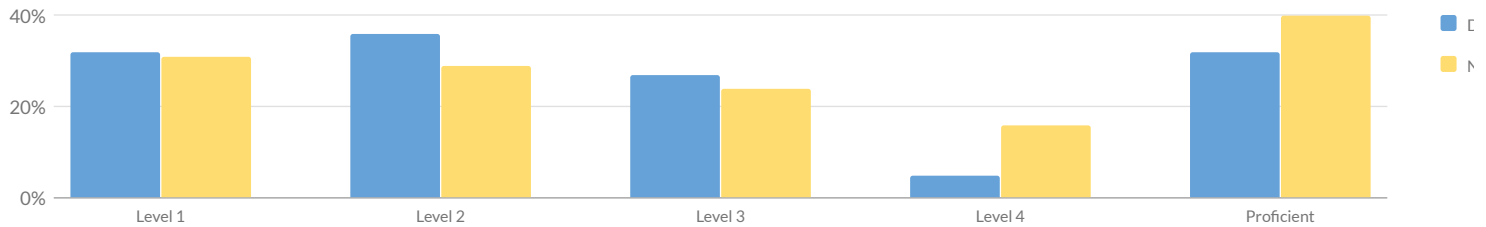
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	247	67	27%	180	73%	81	45%	57	32%	37	21%	5	3%	42	23%
General Education	209	55	26%	154	74%	64	42%	49	32%	36	23%	5	3%	41	27%
Students with Disabilities	38	12	32%	26	68%	17	65%	8	31%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	15	4	27%	11	73%	4	36%	5	45%	2	18%	0	0%	2	18%
Black or African American	42	15	36%	27	64%	19	70%	5	19%	3	11%	0	0%	3	11%
Hispanic or Latino	46	14	30%	32	70%	21	66%	8	25%	3	9%	0	0%	3	9%
White	129	32	25%	97	75%	32	33%	35	36%	25	26%	5	5%	30	31%
Multiracial	15	2	13%	13	87%	5	38%	4	31%	4	31%	0	0%	4	31%
Female	114	36	32%	78	68%	47	60%	20	26%	11	14%	0	0%	11	14%
Male	133	31	23%	102	77%	34	33%	37	36%	26	25%	5	5%	31	30%
English Language Learners	12	2	17%	10	83%	5	50%	4	40%	1	10%	0	0%	1	10%
Non-English Language Learners	235	65	28%	170	72%	76	45%	53	31%	36	21%	5	3%	41	24%
Economically Disadvantaged	137	39	28%	98	72%	57	58%	26	27%	15	15%	0	0%	15	15%
Not Economically Disadvantaged	110	28	25%	82	75%	24	29%	31	38%	22	27%	5	6%	27	33%
Not Migrant	247	67	27%	180	73%	81	45%	57	32%	37	21%	5	3%	42	23%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	246	67	27%	179	73%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	246	66	27%	180	73%	81	45%	57	32%	37	21%	5	3%	42	23%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	246	67	27%	179	73%	—	—	—	—	—	—	—	—	—	—

GRADE 7 MATH RESULTS

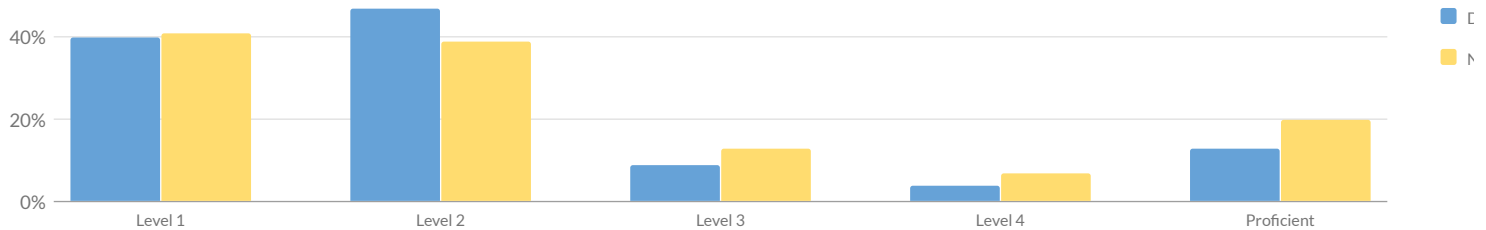
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Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	289	130	45%	159	55%	51	32%	57	36%	43	27%	8	5%	51	32%
General Education	255	116	45%	139	55%	39	28%	49	35%	43	31%	8	6%	51	37%
Students with Disabilities	34	14	41%	20	59%	12	60%	8	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	5	45%	6	55%	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	63	24	38%	39	62%	14	36%	15	38%	10	26%	0	0%	10	26%
Hispanic or Latino	34	17	50%	17	50%	5	29%	7	41%	5	29%	0	0%	5	29%
White	158	73	46%	85	54%	26	31%	32	38%	21	25%	6	7%	27	32%
Multiracial	23	11	48%	12	52%	6	50%	3	25%	3	25%	0	0%	3	25%
Female	149	71	48%	78	52%	26	33%	27	35%	22	28%	3	4%	25	32%
Male	140	59	42%	81	58%	25	31%	30	37%	21	26%	5	6%	26	32%
English Language Learners	15	3	20%	12	80%	3	25%	3	25%	5	42%	1	8%	6	50%
Non-English Language Learners	274	127	46%	147	54%	48	33%	54	37%	38	26%	7	5%	45	31%
Economically Disadvantaged	161	76	47%	85	53%	34	40%	30	35%	20	24%	1	1%	21	25%
Not Economically Disadvantaged	128	54	42%	74	58%	17	23%	27	36%	23	31%	7	9%	30	41%
Not Migrant	289	130	45%	159	55%	51	32%	57	36%	43	27%	8	5%	51	32%
Homeless	5	3	60%	2	40%	—	—	—	—	—	—	—	—	—	—
Not Homeless	284	127	45%	157	55%	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	286	129	45%	157	55%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	289	130	45%	159	55%	51	32%	57	36%	43	27%	8	5%	51	32%

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.

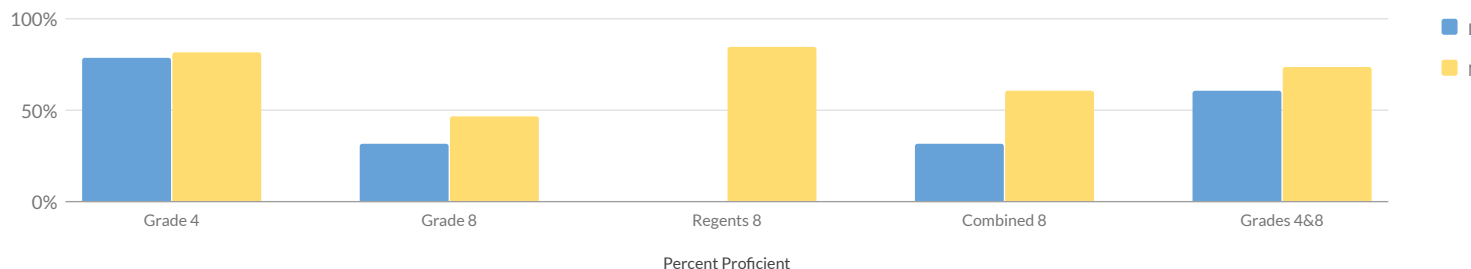


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	173	61%	112	39%	45	40%	53	47%	10	9%	4	4%	14	13%
General Education	232	145	63%	87	38%	28	32%	47	54%	8	9%	4	5%	12	14%
Students with Disabilities	53	28	53%	25	47%	17	68%	6	24%	2	8%	0	0%	2	8%
Asian or Native Hawaiian/Other Pacific Islander	19	9	47%	10	53%	3	30%	7	70%	0	0%	0	0%	0	0%
Black or African American	65	35	54%	30	46%	15	50%	15	50%	0	0%	0	0%	0	0%
Hispanic or Latino	37	25	68%	12	32%	8	67%	2	17%	2	17%	0	0%	2	17%
White	147	96	65%	51	35%	16	31%	24	47%	7	14%	4	8%	11	22%
Multiracial	17	8	47%	9	53%	3	33%	5	56%	1	11%	0	0%	1	11%
Female	149	93	62%	56	38%	20	36%	29	52%	5	9%	2	4%	7	13%
Male	136	80	59%	56	41%	25	45%	24	43%	5	9%	2	4%	7	13%
English Language Learners	11	3	27%	8	73%	4	50%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learners	274	170	62%	104	38%	41	39%	50	48%	9	9%	4	4%	13	13%
Economically Disadvantaged	155	89	57%	66	43%	27	41%	30	45%	7	11%	2	3%	9	14%
Not Economically Disadvantaged	130	84	65%	46	35%	18	39%	23	50%	3	7%	2	4%	5	11%
Not Migrant	285	173	61%	112	39%	45	40%	53	47%	10	9%	4	4%	14	13%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	283	171	60%	112	40%	45	40%	53	47%	10	9%	4	4%	14	13%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	173	61%	111	39%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	284	172	61%	112	39%	45	40%	53	47%	10	9%	4	4%	14	13%

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4	274	65	24%	209	76%	16	8%	27	13%	95	45%	71	34%	166	79%
Grade 8	285	157	55%	128	45%	40	31%	47	37%	39	30%	2	2%	41	32%
Regents 8	—	44	15%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Combined 8	285	157	55%	128	45%	40	31%	47	37%	39	30%	2	2%	41	32%
Grades 4&8	559	222	40%	337	60%	56	17%	74	22%	134	40%	73	22%	207	61%

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.

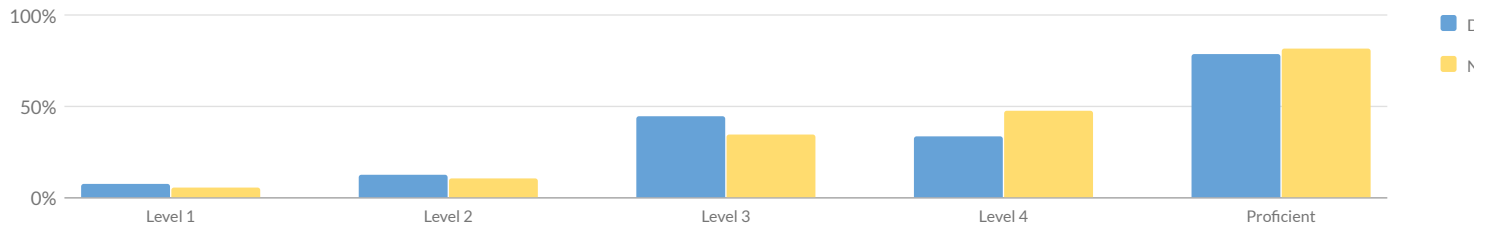
REGENTS SCIENCE EXEMPTIONS, GRADE 8 STUDENTS

Grade	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
Regents 8	44	44	100	0	0

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

GRADE 4 SCIENCE RESULTS

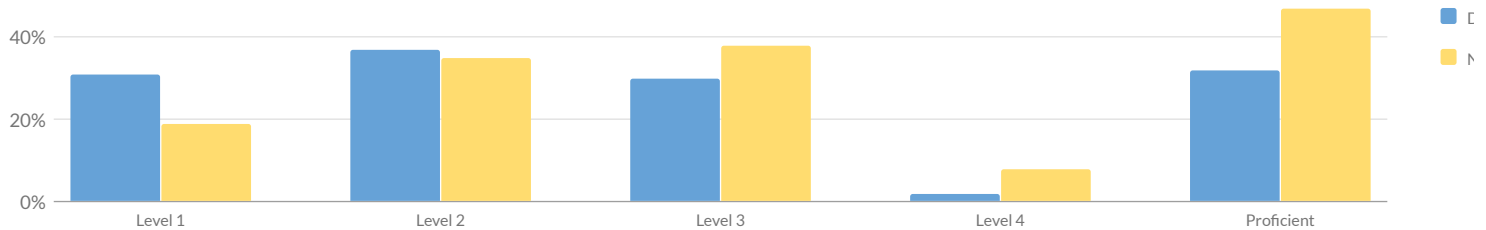
Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **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	274	65	24%	209	76%	16	8%	27	13%	95	45%	71	34%	166	79%
General Education	239	53	22%	186	78%	12	6%	16	9%	89	48%	69	37%	158	85%
Students with Disabilities	35	12	34%	23	66%	4	17%	11	48%	6	26%	2	9%	8	35%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	5	42%	7	58%	—	—	—	—	—	—	—	—	—	—
Black or African American	50	13	26%	37	74%	5	14%	8	22%	18	49%	6	16%	24	65%
Hispanic or Latino	50	20	40%	30	60%	1	3%	5	17%	17	57%	7	23%	24	80%
White	142	23	16%	119	84%	10	8%	14	12%	42	35%	53	45%	95	80%
Multiracial	19	4	21%	15	79%	0	0%	0	0%	11	73%	4	27%	15	100%
Small Group Total	13	5	38%	8	62%	0	0%	0	0%	7	88%	1	13%	8	100%
Female	154	37	24%	117	76%	7	6%	16	14%	59	50%	35	30%	94	80%
Male	120	28	23%	92	77%	9	10%	11	12%	36	39%	36	39%	72	78%
English Language Learners	18	2	11%	16	89%	7	44%	1	6%	7	44%	1	6%	8	50%
Non-English Language Learners	256	63	25%	193	75%	9	5%	26	13%	88	46%	70	36%	158	82%
Economically Disadvantaged	150	39	26%	111	74%	13	12%	15	14%	60	54%	23	21%	83	75%
Not Economically Disadvantaged	124	26	21%	98	79%	3	3%	12	12%	35	36%	48	49%	83	85%
Not Migrant	274	65	24%	209	76%	16	8%	27	13%	95	45%	71	34%	166	79%
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	273	65	24%	208	76%	—	—	—	—	—	—	—	—	—	—
In Foster Care	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	65	24%	205	76%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	274	65	24%	209	76%	16	8%	27	13%	95	45%	71	34%	166	79%

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.

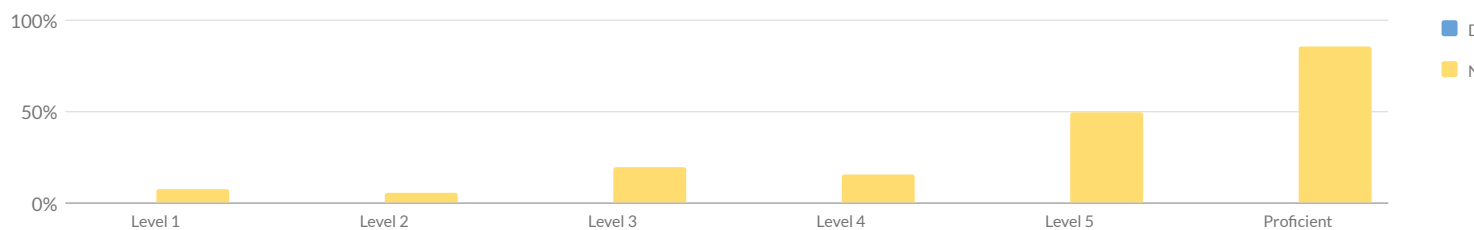


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	285	157	55%	128	45%	40	31%	47	37%	39	30%	2	2%	41	32%
General Education	232	131	56%	101	44%	27	27%	37	37%	35	35%	2	2%	37	37%
Students with Disabilities	53	26	49%	27	51%	13	48%	10	37%	4	15%	0	0%	4	15%
Asian or Native Hawaiian/Other Pacific Islander	19	8	42%	11	58%	3	27%	4	36%	4	36%	0	0%	4	36%
Black or African American	65	29	45%	36	55%	16	44%	15	42%	5	14%	0	0%	5	14%
Hispanic or Latino	37	21	57%	16	43%	7	44%	7	44%	2	13%	0	0%	2	13%
White	147	93	63%	54	37%	11	20%	17	31%	24	44%	2	4%	26	48%
Multiracial	17	6	35%	11	65%	3	27%	4	36%	4	36%	0	0%	4	36%
Female	149	82	55%	67	45%	18	27%	28	42%	21	31%	0	0%	21	31%
Male	136	75	55%	61	45%	22	36%	19	31%	18	30%	2	3%	20	33%
English Language Learners	11	2	18%	9	82%	6	67%	3	33%	0	0%	0	0%	0	0%
Non-English Language Learners	274	155	57%	119	43%	34	29%	44	37%	39	33%	2	2%	41	34%
Economically Disadvantaged	155	78	50%	77	50%	29	38%	26	34%	20	26%	2	3%	22	29%
Not Economically Disadvantaged	130	79	61%	51	39%	11	22%	21	41%	19	37%	0	0%	19	37%
Not Migrant	285	157	55%	128	45%	40	31%	47	37%	39	30%	2	2%	41	32%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	283	157	55%	126	45%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	284	157	55%	127	45%	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	284	156	55%	128	45%	40	31%	47	37%	39	30%	2	2%	41	32%

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.



Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	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%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

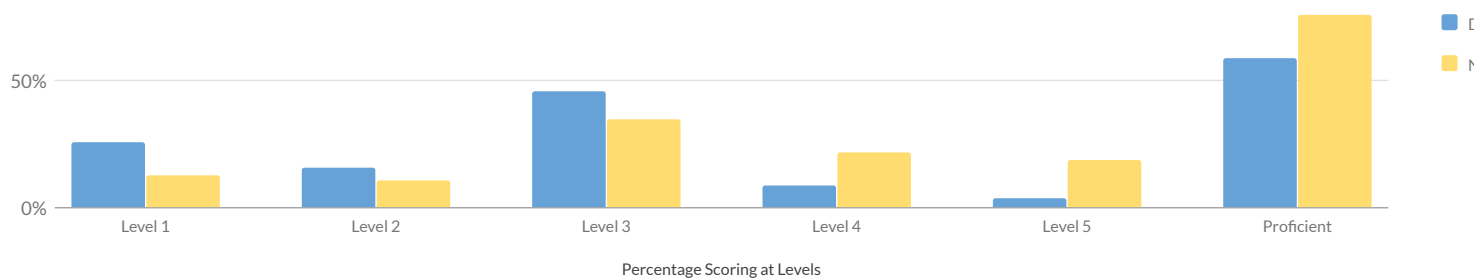
ANNUAL REGENTS EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	247	247	100	0	0
General Education	214	214	100	0	0
Students with Disabilities	33	33	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	15	15	100	0	0
Black or African American	43	43	100	0	0
Hispanic or Latino	30	30	100	0	0
White	144	144	100	0	0
Multiracial	14	14	100	0	0
Female	120	120	100	0	0
Male	127	127	100	0	0
English Language Learners	7	7	100	0	0
Non-English Language Learners	240	240	100	0	0
Economically Disadvantaged	113	113	100	0	0
Not Economically Disadvantaged	134	134	100	0	0
Not Migrant	247	247	100	0	0
Homeless	2	2	100	0	0
Not Homeless	245	245	100	0	0
In Foster Care	3	3	100	0	0
Not in Foster Care	244	244	100	0	0
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	246	246	100	0	0

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	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	18	26%	11	16%	32	46%	6	9%	3	4%	41	59%
General Education	62	14	23%	9	15%	30	48%	6	10%	3	5%	39	63%
Students with Disabilities	8	4	50%	2	25%	2	25%	0	0%	0	0%	2	25%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	2	40%	1	20%	0	0%	0	0%	2	40%	2	40%
Black or African American	13	5	38%	1	8%	7	54%	0	0%	0	0%	7	54%
Hispanic or Latino	6	0	0%	3	50%	3	50%	0	0%	0	0%	3	50%
White	34	6	18%	5	15%	16	47%	6	18%	1	3%	23	68%
Multiracial	12	5	42%	1	8%	6	50%	0	0%	0	0%	6	50%
Female	38	10	26%	8	21%	15	39%	2	5%	3	8%	20	53%
Male	32	8	25%	3	9%	17	53%	4	13%	0	0%	21	66%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	70	18	26%	11	16%	32	46%	6	9%	3	4%	41	59%
Economically Disadvantaged	32	11	34%	6	19%	14	44%	1	3%	0	0%	15	47%
Not Economically Disadvantaged	38	7	18%	5	13%	18	47%	5	13%	3	8%	26	68%
Not Migrant	70	18	26%	11	16%	32	46%	6	9%	3	4%	41	59%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	68	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	70	18	26%	11	16%	32	46%	6	9%	3	4%	41	59%
Parent Not in Armed Forces	70	18	26%	11	16%	32	46%	6	9%	3	4%	41	59%

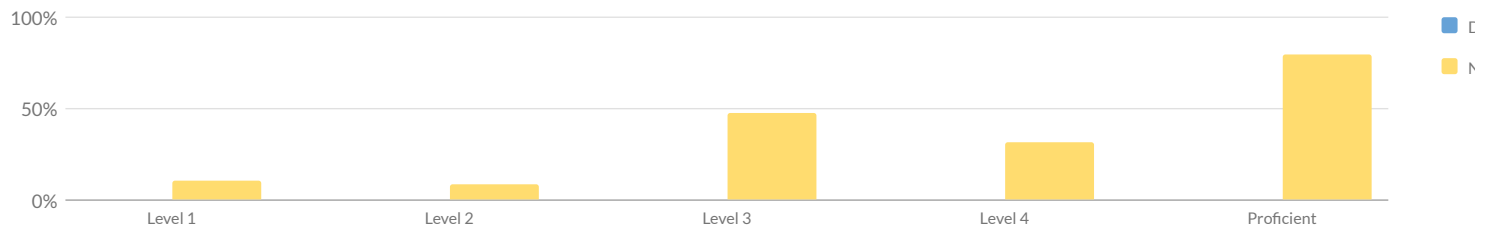
ANNUAL REGENTS EXEMPTIONS IN ALGEBRA I

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	197	182	92	15	8
General Education	168	154	92	14	8
Students with Disabilities	29	28	97	1	3
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	14	12	86	2	14
Black or African American	30	28	93	2	7
Hispanic or Latino	26	26	100	0	0
White	112	102	91	10	9
Multiracial	14	13	93	1	7
Female	96	89	93	7	7
Male	101	93	92	8	8
English Language Learners	14	14	100	0	0
Non-English Language Learners	183	168	92	15	8
Economically Disadvantaged	98	93	95	5	5
Not Economically Disadvantaged	99	89	90	10	10
Not Migrant	197	182	92	15	8
Homeless	1	1	100	0	0
Not Homeless	196	181	92	15	8
In Foster Care	2	2	100	0	0
Not in Foster Care	195	180	92	15	8
Parent Not in Armed Forces	197	182	92	15	8

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	0	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	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%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

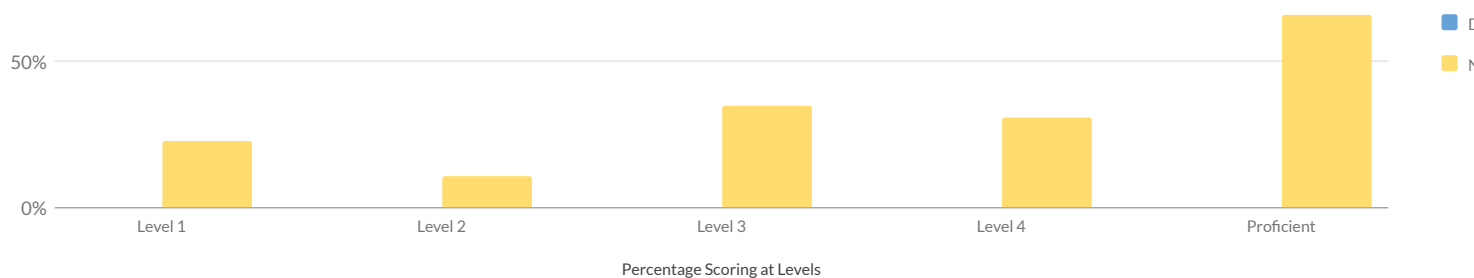
ANNUAL REGENTS EXEMPTIONS IN LIVING ENVIRONMENT

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	185	185	100	0	0
General Education	145	145	100	0	0
Students with Disabilities	40	40	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	19	19	100	0	0
Black or African American	27	27	100	0	0
Hispanic or Latino	19	19	100	0	0
White	107	107	100	0	0
Multiracial	13	13	100	0	0
Female	89	89	100	0	0
Male	96	96	100	0	0
English Language Learners	12	12	100	0	0
Non-English Language Learners	173	173	100	0	0
Economically Disadvantaged	93	93	100	0	0
Not Economically Disadvantaged	92	92	100	0	0
Not Migrant	185	185	100	0	0
Homeless	2	2	100	0	0
Not Homeless	183	183	100	0	0
In Foster Care	2	2	100	0	0
Not in Foster Care	183	183	100	0	0
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	184	184	100	0	0

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	0	0	0%	0	0%	0	0%	0	0%	0	0%
General Education	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	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%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Male	0	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/EARTH SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	245	245	100	0	0
General Education	209	209	100	0	0
Students with Disabilities	36	36	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	10	10	100	0	0
Black or African American	36	36	100	0	0
Hispanic or Latino	36	36	100	0	0
White	138	138	100	0	0
Multiracial	24	24	100	0	0
Female	124	124	100	0	0
Male	121	121	100	0	0
English Language Learners	14	14	100	0	0
Non-English Language Learners	231	231	100	0	0
Economically Disadvantaged	125	125	100	0	0
Not Economically Disadvantaged	120	120	100	0	0
Not Migrant	245	245	100	0	0
Not Homeless	245	245	100	0	0
In Foster Care	2	2	100	0	0
Not in Foster Care	243	243	100	0	0
Parent Not in Armed Forces	245	245	100	0	0

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

ANNUAL REGENTS EXEMPTIONS IN GEOMETRY

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	120
General Education	116
Students with Disabilities	4
Asian or Native Hawaiian/Other Pacific Islander	7
Black or African American	11
Hispanic or Latino	9
White	86
Multiracial	7
Female	71
Male	49
English Language Learners	1
Non-English Language Learners	119
Economically Disadvantaged	41
Not Economically Disadvantaged	79
Not Migrant	120
Homeless	1
Not Homeless	119
Not in Foster Care	120
Parent in Armed Forces	1
Parent Not in Armed Forces	119

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

ANNUAL REGENTS EXEMPTIONS IN ALGEBRA 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	147
General Education	147
Asian or Native Hawaiian/Other Pacific Islander	15
Black or African American	18
Hispanic or Latino	10
White	95
Multiracial	9
Female	85
Male	62
English Language Learners	3
Non-English Language Learners	144
Economically Disadvantaged	58
Not Economically Disadvantaged	89
Not Migrant	147
Not Homeless	147
Not in Foster Care	147
Parent in Armed Forces	1
Parent Not in Armed Forces	146

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	227
General Education	183
Students with Disabilities	44
Asian or Native Hawaiian/Other Pacific Islander	13
Black or African American	39
Hispanic or Latino	22
White	137
Multiracial	16
Female	106
Male	121
English Language Learners	11
Non-English Language Learners	216
Economically Disadvantaged	113
Not Economically Disadvantaged	114
Not Migrant	227
Homeless	2
Not Homeless	225
In Foster Care	2
Not in Foster Care	225
Parent in Armed Forces	1
Parent Not in Armed Forces	226

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	9
General Education	6
Students with Disabilities	3
Black or African American	4
Hispanic or Latino	2
White	3
Female	4
Male	5
English Language Learners	1
Non-English Language Learners	8
Economically Disadvantaged	6
Not Economically Disadvantaged	3
Not Migrant	9
Not Homeless	9
Not in Foster Care	9
Parent Not in Armed Forces	9

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

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

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	230
General Education	203
Students with Disabilities	27
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	18
Black or African American	37
Hispanic or Latino	25
White	138
Multiracial	11
Female	115
Male	115
English Language Learners	13
Non-English Language Learners	217
Economically Disadvantaged	107
Not Economically Disadvantaged	123
Not Migrant	230
Homeless	2
Not Homeless	228
In Foster Care	3
Not in Foster Care	227
Parent in Armed Forces	1
Parent Not in Armed Forces	229

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/CHEMISTRY

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	80
General Education	80
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	5
Black or African American	9
Hispanic or Latino	7
White	55
Multiracial	3
Female	44
Male	36
Non-English Language Learners	80
Economically Disadvantaged	24
Not Economically Disadvantaged	56
Not Migrant	80
Not Homeless	80
Not in Foster Care	80
Parent in Armed Forces	1
Parent Not in Armed Forces	79

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

ANNUAL REGENTS EXEMPTIONS IN PHYSICAL SETTING/PHYSICS

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	92
General Education	92
Asian or Native Hawaiian/Other Pacific Islander	11
Black or African American	10
Hispanic or Latino	6
White	57
Multiracial	8
Female	39
Male	53
English Language Learners	1
Non-English Language Learners	91
Economically Disadvantaged	29
Not Economically Disadvantaged	63
Not Migrant	92
Not Homeless	92
Not in Foster Care	92
Parent Not in Armed Forces	92

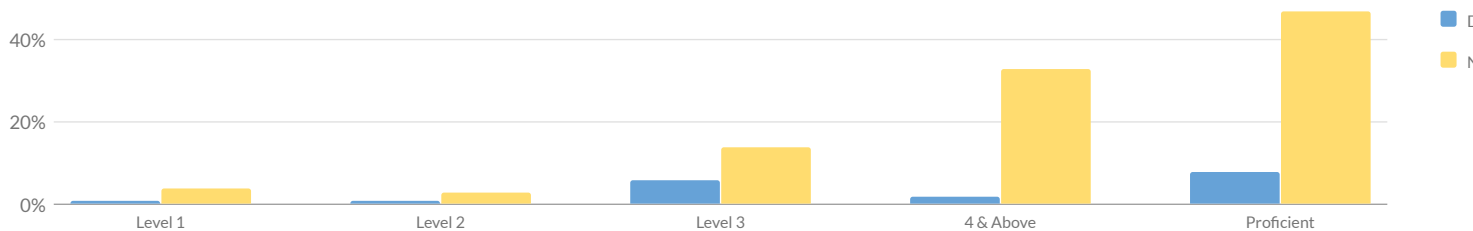
See report card Glossary and Guide for criteria used to include students in this table.

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



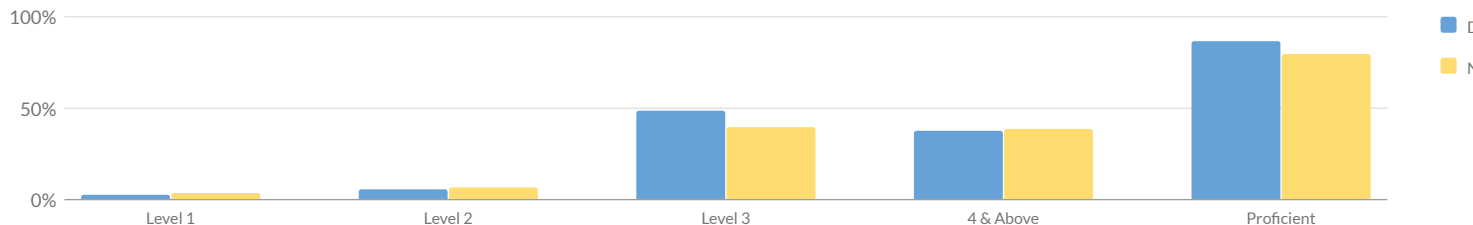
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	334	90%	36	10%	2	1%	3	1%	23	6%	8	2%	31	8%
General Education	309	283	92%	26	8%	1	0%	0	0%	19	6%	6	2%	25	8%
Students with Disabilities	61	51	84%	10	16%	1	2%	3	5%	4	7%	2	3%	6	10%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	20	95%	1	5%	0	0%	0	0%	0	0%	1	5%	1	5%
Black or African American	66	62	94%	4	6%	0	0%	1	2%	1	2%	2	3%	3	5%
Hispanic or Latino	48	43	90%	5	10%	2	4%	0	0%	2	4%	1	2%	3	6%
White	217	192	88%	25	12%	0	0%	2	1%	20	9%	3	1%	23	11%
Multiracial	17	16	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	17	94%	1	6%	0	0%	0	0%	0	0%	1	6%	1	6%
Female	165	146	88%	19	12%	2	1%	0	0%	12	7%	5	3%	17	10%
Male	205	188	92%	17	8%	0	0%	3	1%	11	5%	3	1%	14	7%
English Language Learners	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	357	321	90%	36	10%	2	1%	3	1%	23	6%	8	2%	31	9%
Economically Disadvantaged	179	167	93%	12	7%	1	1%	1	1%	5	3%	5	3%	10	6%
Not Economically Disadvantaged	191	167	87%	24	13%	1	1%	2	1%	18	9%	3	2%	21	11%
Not Migrant	370	334	90%	36	10%	2	1%	3	1%	23	6%	8	2%	31	8%
Homeless	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	333	—	34	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	331	—	36	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	370	334	90%	36	10%	2	1%	3	1%	23	6%	8	2%	31	8%

2017 TOTAL COHORT EXEMPTIONS IN ELA

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	289	284	98	5	2
General Education	262	258	98	4	2
Students with Disabilities	27	26	96	1	4
Asian or Native Hawaiian/Other Pacific Islander	19	19	100	0	0
Black or African American	57	55	96	2	4
Hispanic or Latino	32	32	100	0	0
White	167	164	98	3	2
Female	131	130	99	1	1
Male	158	154	97	4	3
English Language Learners	8	8	100	0	0
Non-English Language Learners	281	276	98	5	2
Economically Disadvantaged	145	141	97	4	3
Not Economically Disadvantaged	144	143	99	1	1
Not Migrant	289	284	98	5	2
Parent Not in Armed Forces	289	284	98	5	2

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

2017 TOTAL COHORT REGENTS IN MATH



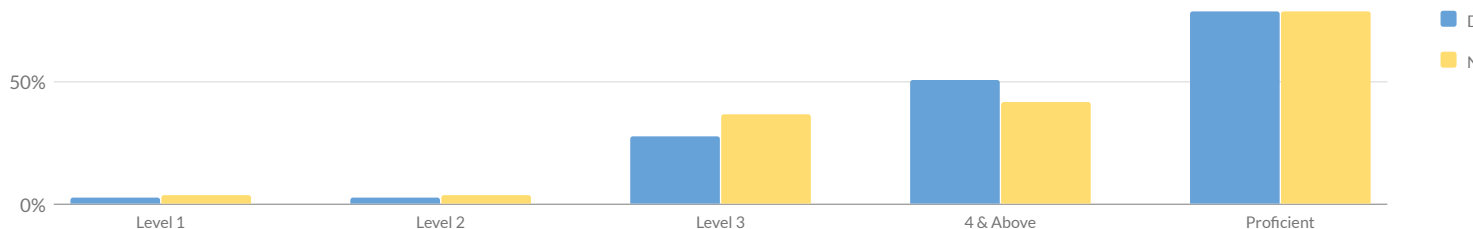
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	14	4%	356	96%	10	3%	23	6%	183	49%	140	38%	323	87%
General Education	309	4	1%	305	99%	5	2%	10	3%	156	50%	134	43%	290	94%
Students with Disabilities	61	10	16%	51	84%	5	8%	13	21%	27	44%	6	10%	33	54%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	3	14%	18	86%	0	0%	0	0%	7	33%	11	52%	18	86%
Black or African American	66	2	3%	64	97%	3	5%	6	9%	43	65%	12	18%	55	83%
Hispanic or Latino	48	1	2%	47	98%	5	10%	4	8%	28	58%	10	21%	38	79%
White	217	7	3%	210	97%	2	1%	12	6%	95	44%	101	47%	196	90%
Multiracial	17	1	—	16	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	1	6%	17	94%	0	0%	1	6%	10	56%	6	33%	16	89%
Female	165	3	2%	162	98%	3	2%	6	4%	82	50%	71	43%	153	93%
Male	205	11	5%	194	95%	7	3%	17	8%	101	49%	69	34%	170	83%
English Language Learners	13	1	8%	12	92%	0	0%	1	8%	10	77%	1	8%	11	85%
Non-English Language Learners	357	13	4%	344	96%	10	3%	22	6%	173	48%	139	39%	312	87%
Economically Disadvantaged	179	8	4%	171	96%	7	4%	14	8%	100	56%	50	28%	150	84%
Not Economically Disadvantaged	191	6	3%	185	97%	3	2%	9	5%	83	43%	90	47%	173	91%
Not Migrant	370	14	4%	356	96%	10	3%	23	6%	183	49%	140	38%	323	87%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	14	—	353	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	14	—	353	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	370	14	4%	356	96%	10	3%	23	6%	183	49%	140	38%	323	87%

2017 TOTAL COHORT EXEMPTIONS IN MATH

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	121	2	2	119	98
General Education	119	2	2	117	98
Students with Disabilities	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	11	1	9	10	91
Black or African American	17	1	6	16	94
Hispanic or Latino	13	0	0	13	100
White	73	0	0	73	100
Female	57	1	2	56	98
Male	64	1	2	63	98
English Language Learners	3	0	0	3	100
Non-English Language Learners	118	2	2	116	98
Economically Disadvantaged	53	1	2	52	98
Not Economically Disadvantaged	68	1	1	67	99
Not Migrant	121	2	2	119	98
Parent Not in Armed Forces	121	2	2	119	98

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

2017 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



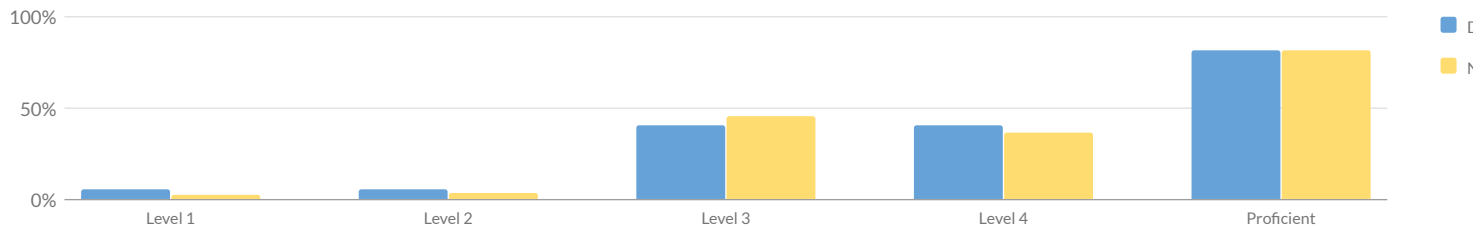
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	53	14%	317	86%	11	3%	12	3%	104	28%	190	51%	294	79%
General Education	309	34	11%	275	89%	4	1%	5	2%	87	28%	179	58%	266	86%
Students with Disabilities	61	19	31%	42	69%	7	11%	7	11%	17	28%	11	18%	28	46%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	5	24%	16	76%	0	0%	0	0%	4	19%	12	57%	16	76%
Black or African American	66	11	17%	55	83%	3	5%	3	5%	25	38%	24	36%	49	74%
Hispanic or Latino	48	10	21%	38	79%	5	10%	4	8%	14	29%	15	31%	29	60%
White	217	25	12%	192	88%	3	1%	4	2%	54	25%	131	60%	185	85%
Multiracial	17	2	—	15	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	2	11%	16	89%	0	0%	1	6%	7	39%	8	44%	15	83%
Female	165	16	10%	149	90%	3	2%	7	4%	53	32%	86	52%	139	84%
Male	205	37	18%	168	82%	8	4%	5	2%	51	25%	104	51%	155	76%
English Language Learners	13	9	69%	4	31%	1	8%	0	0%	1	8%	2	15%	3	23%
Non-English Language Learners	357	44	12%	313	88%	10	3%	12	3%	103	29%	188	53%	291	82%
Economically Disadvantaged	179	35	20%	144	80%	6	3%	11	6%	54	30%	73	41%	127	71%
Not Economically Disadvantaged	191	18	9%	173	91%	5	3%	1	1%	50	26%	117	61%	167	87%
Not Migrant	370	53	14%	317	86%	11	3%	12	3%	104	28%	190	51%	294	79%
Homeless	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	51	—	316	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	52	—	315	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	370	53	14%	317	86%	11	3%	12	3%	104	28%	190	51%	294	79%

2017 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	40	33	83	7	18
General Education	32	26	81	6	19
Students with Disabilities	8	7	88	1	13
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	7	7	100	0	0
Hispanic or Latino	10	6	60	4	40
White	20	17	85	3	15
Female	14	11	79	3	21
Male	26	22	85	4	15
English Language Learners	9	8	89	1	11
Non-English Language Learners	31	25	81	6	19
Economically Disadvantaged	27	22	81	5	19
Not Economically Disadvantaged	13	11	85	2	15
Not Migrant	40	33	83	7	18
Parent Not in Armed Forces	40	33	83	7	18

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

2017 TOTAL COHORT REGENTS IN SCIENCE



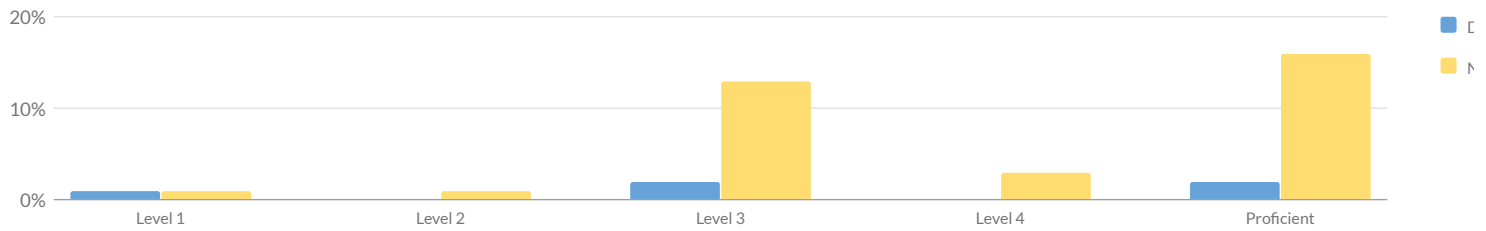
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	23	6%	347	94%	21	6%	22	6%	153	41%	151	41%	304	82%
General Education	309	11	4%	298	96%	12	4%	13	4%	127	41%	146	47%	273	88%
Students with Disabilities	61	12	20%	49	80%	9	15%	9	15%	26	43%	5	8%	31	51%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	3	14%	18	86%	0	0%	1	5%	9	43%	8	38%	17	81%
Black or African American	66	5	8%	61	92%	6	9%	6	9%	32	48%	17	26%	49	74%
Hispanic or Latino	48	4	8%	44	92%	4	8%	5	10%	25	52%	10	21%	35	73%
White	217	10	5%	207	95%	9	4%	8	4%	80	37%	110	51%	190	88%
Multiracial	17	1	—	16	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	1	6%	17	94%	2	11%	2	11%	7	39%	6	33%	13	72%
Female	165	4	2%	161	98%	9	5%	10	6%	73	44%	69	42%	142	86%
Male	205	19	9%	186	91%	12	6%	12	6%	80	39%	82	40%	162	79%
English Language Learners	13	3	23%	10	77%	4	31%	2	15%	4	31%	0	0%	4	31%
Non-English Language Learners	357	20	6%	337	94%	17	5%	20	6%	149	42%	151	42%	300	84%
Economically Disadvantaged	179	14	8%	165	92%	18	10%	16	9%	78	44%	53	30%	131	73%
Not Economically Disadvantaged	191	9	5%	182	95%	3	2%	6	3%	75	39%	98	51%	173	91%
Not Migrant	370	23	6%	347	94%	21	6%	22	6%	153	41%	151	41%	304	82%
Homeless	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	22	—	345	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	22	—	345	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	370	23	6%	347	94%	21	6%	22	6%	153	41%	151	41%	304	82%

2017 TOTAL COHORT EXEMPTIONS IN SCIENCE

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	205	9	4	196	96
General Education	189	8	4	181	96
Students with Disabilities	16	1	6	15	94
Asian or Native Hawaiian/Other Pacific Islander	16	2	13	14	88
Black or African American	35	2	6	33	94
Hispanic or Latino	24	2	8	22	92
White	118	3	3	115	97
Female	94	2	2	92	98
Male	111	7	6	104	94
English Language Learners	11	2	18	9	82
Non-English Language Learners	194	7	4	187	96
Economically Disadvantaged	101	6	6	95	94
Not Economically Disadvantaged	104	3	3	101	97
Not Migrant	205	9	4	196	96
Parent Not in Armed Forces	205	9	4	196	96

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

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	359	97%	11	3%	2	1%	1	0%	7	2%	1	0%	8	2%
General Education	309	298	96%	11	4%	2	1%	1	0%	7	2%	1	0%	8	3%
Students with Disabilities	61	61	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	19	90%	2	10%	0	0%	0	0%	2	10%	0	0%	2	10%
Black or African American	66	62	94%	4	6%	2	3%	0	0%	2	3%	0	0%	2	3%
Hispanic or Latino	48	47	98%	1	2%	0	0%	1	2%	0	0%	0	0%	0	0%
White	217	214	99%	3	1%	0	0%	0	0%	3	1%	0	0%	3	1%
Multiracial	17	16	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	17	94%	1	6%	0	0%	0	0%	0	0%	1	6%	1	6%
Female	165	160	97%	5	3%	0	0%	1	1%	3	2%	1	1%	4	2%
Male	205	199	97%	6	3%	2	1%	0	0%	4	2%	0	0%	4	2%
English Language Learners	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	357	346	97%	11	3%	2	1%	1	0%	7	2%	1	0%	8	2%
Economically Disadvantaged	179	174	97%	5	3%	2	1%	1	1%	1	1%	1	1%	2	1%
Not Economically Disadvantaged	191	185	97%	6	3%	0	0%	0	0%	6	3%	0	0%	6	3%
Not Migrant	370	359	97%	11	3%	2	1%	1	0%	7	2%	1	0%	8	2%
Homeless	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	356	—	11	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	3	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	356	—	11	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	370	359	97%	11	3%	2	1%	1	0%	7	2%	1	0%	8	2%

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	312	308	99	4	1
General Education	274	270	99	4	1
Students with Disabilities	38	38	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	17	17	100	0	0
Black or African American	58	55	95	3	5
Hispanic or Latino	34	34	100	0	0
White	188	188	100	0	0
Female	144	142	99	2	1
Male	168	166	99	2	1
English Language Learners	11	11	100	0	0
Non-English Language Learners	301	297	99	4	1
Economically Disadvantaged	153	150	98	3	2
Not Economically Disadvantaged	159	158	99	1	1
Not Migrant	312	308	99	4	1
Parent Not in Armed Forces	312	308	99	4	1

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

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2020-21)

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

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	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	18	3	17%	15	83%	0	0%	3	20%	3	20%	8	53%	1	7%
Grade 1	15	1	7%	14	93%	0	0%	3	21%	9	64%	2	14%	0	0%
Grade 2	19	2	11%	17	89%	1	6%	2	12%	8	47%	5	29%	1	6%
Grade 3	26	0	0%	26	100%	1	4%	3	12%	5	19%	16	62%	1	4%
Grade 4	18	1	6%	17	94%	0	0%	2	12%	4	24%	7	41%	4	24%
Grade 5	19	0	0%	19	100%	0	0%	1	5%	1	5%	9	47%	8	42%
Grade 6	13	2	15%	11	85%	0	0%	0	0%	1	9%	9	82%	1	9%
Grade 7	15	1	7%	14	93%	0	0%	1	7%	4	29%	4	29%	5	36%
Grade 8	11	1	9%	10	91%	0	0%	0	0%	1	10%	4	40%	5	50%
Grade 9	12	1	8%	11	92%	0	0%	1	9%	5	45%	4	36%	1	9%
Grade 10	8	0	0%	8	100%	0	0%	0	0%	4	50%	3	38%	1	13%
Grade 11	16	4	25%	12	75%	0	0%	2	17%	3	25%	5	42%	2	17%
Grade 12	15	4	27%	11	73%	0	0%	0	0%	1	9%	7	64%	3	27%

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 3 ELA	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 4 Science	3	1	33%	—	—	2	67%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	2	67%	—	—	1	33%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	2	67%	—	—	1	33%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	4	1	25%	—	—	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	4	1	25%	—	—	3	75%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	3	60%	—	—	2	40%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	3	60%	—	—	2	40%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	5	1	20%	—	—	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	5	1	20%	—	—	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	5	1	20%	—	—	4	80%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	56	55	98%	0	0%	1	2%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	56	55	98%	0	0%	1	2%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	56	55	98%	0	0%	1	2%	—	—	—	—	—	—	—	—	—	—

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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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	3,579	\$3,480,045	\$972	\$77,694,376	\$21,708	\$81,174,421	\$22,681
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	337	30	9%	6	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	299	0	0%
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	370	327	88%	147	40%	162	44%	18	5%	1	0%	26	7%	4	1%	12	3%
Female	165	152	92%	81	49%	64	39%	7	4%	0	0%	8	5%	1	1%	4	2%
Male	205	175	85%	66	32%	98	48%	11	5%	1	0%	18	9%	3	1%	8	4%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	19	90%	9	43%	10	48%	0	0%	0	0%	2	10%	0	0%	0	0%
Black or African American	66	57	86%	18	27%	35	53%	4	6%	1	2%	6	9%	0	0%	2	3%
Hispanic or Latino	48	35	73%	12	25%	20	42%	3	6%	0	0%	5	10%	1	2%	7	15%
White	217	200	92%	101	47%	91	42%	8	4%	0	0%	12	6%	2	1%	3	1%
Multiracial	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	309	285	92%	147	48%	136	44%	2	1%	0	0%	12	4%	3	1%	9	3%
Students with Disabilities	61	42	69%	0	0%	26	43%	16	26%	1	2%	14	23%	1	2%	3	5%
English Language Learner	13	9	69%	0	0%	9	69%	0	0%	0	0%	4	31%	0	0%	0	0%
Non-English Language Learner	357	318	89%	147	41%	153	43%	18	5%	1	0%	22	6%	4	1%	12	3%
Economically Disadvantaged	179	155	87%	48	27%	94	53%	13	7%	1	1%	18	10%	1	1%	4	2%
Not Economically Disadvantaged	191	172	90%	99	52%	68	36%	5	3%	0	0%	8	4%	3	2%	8	4%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	370	327	88%	147	40%	162	44%	18	5%	1	0%	26	7%	4	1%	12	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	370	327	88%	147	40%	162	44%	18	5%	1	0%	26	7%	4	1%	12	3%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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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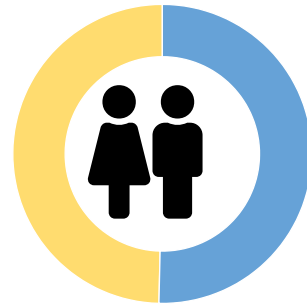
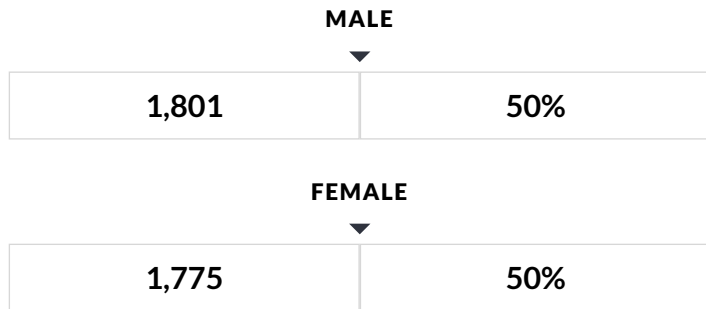
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

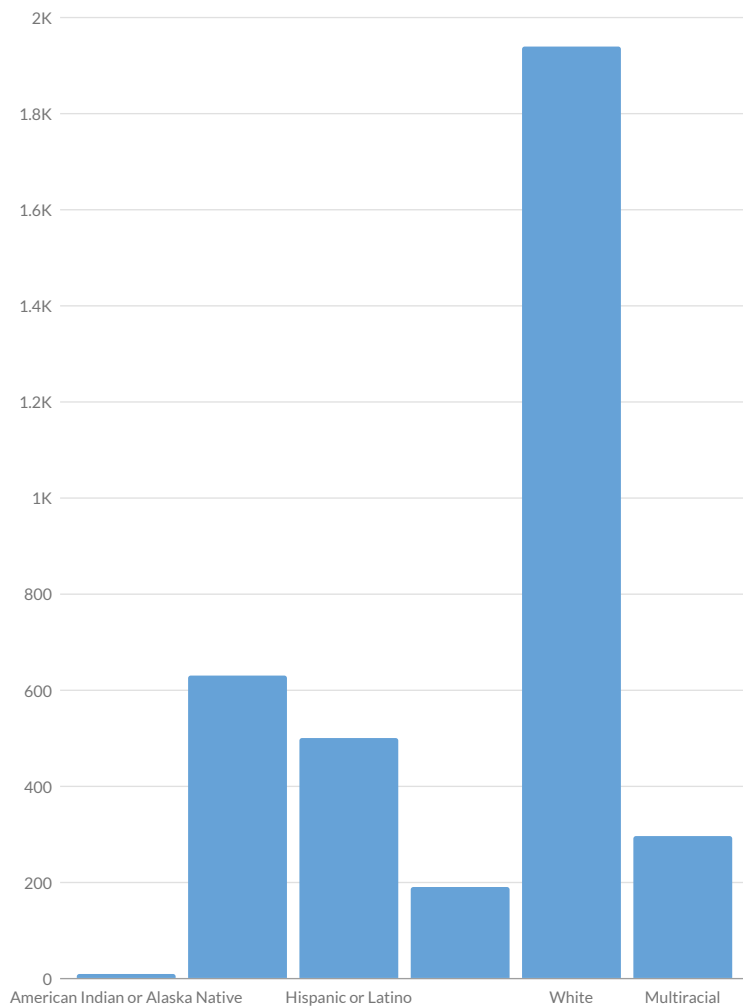
GATES CHILI CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 3,576

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

11	0%
----	----

BLACK OR AFRICAN AMERICAN

632	18%
-----	-----

HISPANIC OR LATINO

502	14%
-----	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

192	5%
-----	----

WHITE

1,941	54%
-------	-----

MULTIRACIAL

298	8%
-----	----

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

186	5%
-----	----

STUDENTS WITH DISABILITIES

449	13%
-----	-----

ECONOMICALLY DISADVANTAGED

1,840	51%
-------	-----

MIGRANT

—	—
---	---

HOMELESS

22	1%
----	----

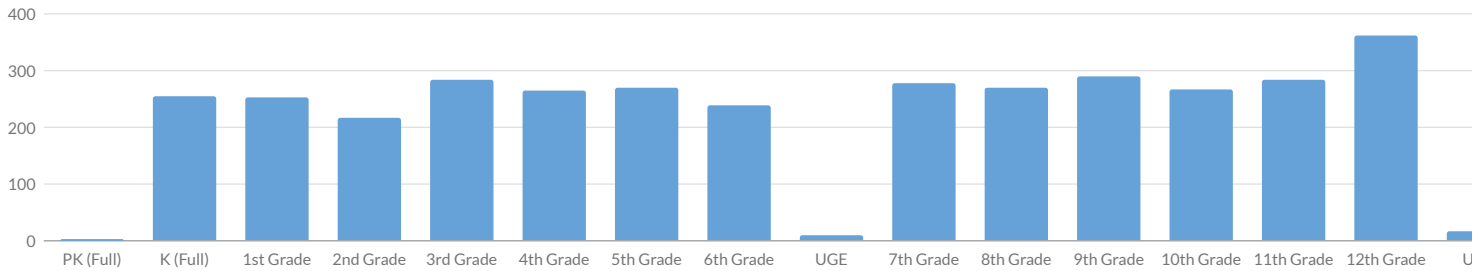
FOSTER CARE

18	1%
----	----

PARENT IN ARMED FORCES

5	0%
---	----

ENROLLMENT BY GRADE



PRE-K (FULL DAY)

3	0%
---	----

K (FULL DAY)

256	7%
-----	----

1ST GRADE

254	7%
-----	----

2ND GRADE

218	6%
-----	----

3RD GRADE

285	8%
-----	----

4TH GRADE

266	7%
-----	----

5TH GRADE

271	8%
-----	----

6TH GRADE

240	7%
-----	----

UNGRADED ELEMENTARY

11	0%
----	----

7TH GRADE

279	8%
-----	----

8TH GRADE

271	8%
-----	----

9TH GRADE

291	8%
-----	----

10TH GRADE

268	7%
-----	----

11TH GRADE

285	8%
-----	----

12TH GRADE

363	10%
-----	-----

UNGRADED SECONDARY

18	1%
----	----

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Salary: Administrative Compensation Information
260401 - GATES CHILI CSD
2021-2022 - Page 1
Official - as of 05/02/2022 07:02 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	213,880	60,181	

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

Associate, Assistant and Deputy Superintendents

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

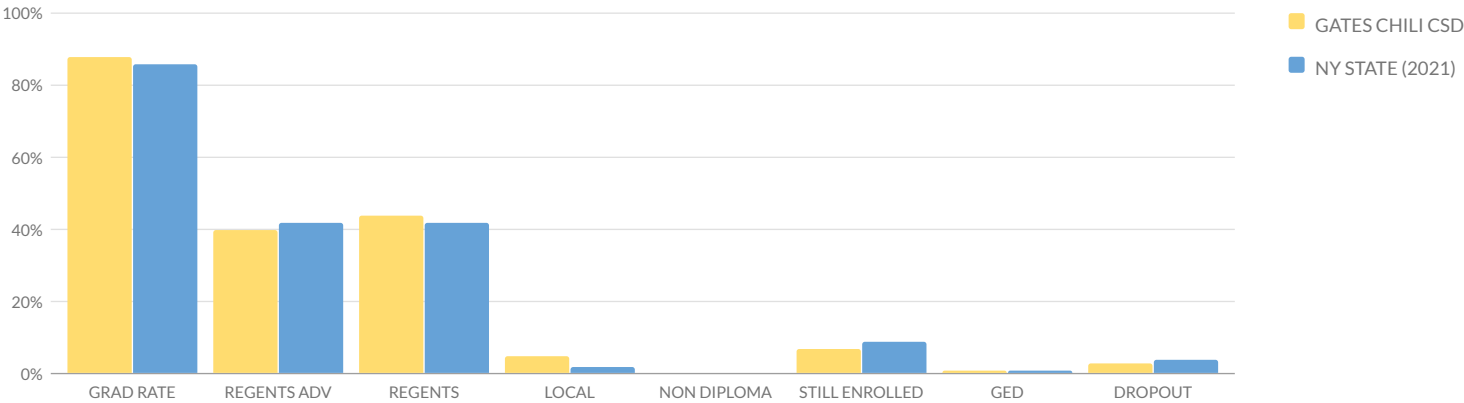
2.	ASSISTANT SUPERINTENDENT FOR HUMAN RESOL	173,994	44,323	
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	171,714	30,805	
4.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	160,900	53,018	
5.	ASSISTANT SUPERINTENDENT FOR STUDENT SUP	160,900	51,213	
6.	PRINCIPAL	169,688	39,071	
7.	PRINCIPAL	161,530	51,905	
8.	PRINCIPAL	158,208	48,678	
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GATES CHILI CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2021

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

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

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



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	327	88%	147	40%	162	44%	18	5%	1	0%	26	7%	4	1%	12	3%
Female	165	152	92%	81	49%	64	39%	7	4%	0	0%	8	5%	1	1%	4	2%
Male	205	175	85%	66	32%	98	48%	11	5%	1	0%	18	9%	3	1%	8	4%
General Education Students	309	285	92%	147	48%	136	44%	2	1%	0	0%	12	4%	3	1%	9	3%
Students with Disabilities	61	42	69%	0	0%	26	43%	16	26%	1	2%	14	23%	1	2%	3	5%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	19	90%	9	43%	10	48%	0	0%	0	0%	2	10%	0	0%	0	0%
Black or African American	66	57	86%	18	27%	35	53%	4	6%	1	2%	6	9%	0	0%	2	3%
Hispanic or Latino	48	35	73%	12	25%	20	42%	3	6%	0	0%	5	10%	1	2%	7	15%
White	217	200	92%	101	47%	91	42%	8	4%	0	0%	12	6%	2	1%	3	1%
Multiracial	17	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	179	155	87%	48	27%	94	53%	13	7%	1	1%	18	10%	1	1%	4	2%
Not Economically Disadvantaged	191	172	90%	99	52%	68	36%	5	3%	0	0%	8	4%	3	2%	8	4%
English Language Learner	13	9	69%	0	0%	9	69%	0	0%	0	0%	4	31%	0	0%	0	0%
Non-English Language Learner	357	318	89%	147	41%	153	43%	18	5%	1	0%	22	6%	4	1%	12	3%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	367	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	370	327	88%	147	40%	162	44%	18	5%	1	0%	26	7%	4	1%	12	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	370	327	88%	147	40%	162	44%	18	5%	1	0%	26	7%	4	1%	12	3%

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GATES CHILI CSD GRADUATION PATHWAYS DATA 2021

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	327	325	99%	0	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%
Female	152	151	99%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
Male	175	174	99%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	285	284	100%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%
Students with Disabilities	42	41	98%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	19	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	57	57	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	35	35	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	200	198	99%	0	0%	1	1%	0	0%	1	1%	0	0%	0	0%	0	0%
Multiracial	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	155	154	99%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Economically Disadvantaged	172	171	99%	0	0%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%
English Language Learner	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	318	316	99%	0	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%
In Foster Care	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	324	322	99%	0	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%
Homeless	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	325	323	99%	0	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	327	325	99%	0	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	327	325	99%	0	0%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%

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GATES CHILI CSD - STUDENT AND EDUCATOR REPORT [2019 - 20]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH (2019-20)

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
1,565	42%	294	8%

AVERAGE CLASS SIZE (2019-20)

Class Description	Average Class Size
Grade 3 ELA	15
Grade 4 ELA	19
Grade 5 ELA	17
Grade 6 ELA	18
Grade 7 ELA	16
Grade 8 ELA	19
Grade 3 Math	15
Grade 4 Math	19
Grade 5 Math	17
Grade 6 Math	18
Grade 7 Math	16
Grade 8 Math	18
Grade 8 Science	18
ELA	18
Algebra I	17
Geometry	18
Algebra II	24
Earth Science	19
Biology	18
Chemistry	18
Physics	19
U.S. History-Comprehensive	21
World History and Geography New Framework	16

STUDENT ATTENDANCE RATE (2019-20)**94%****STUDENT SUSPENSION RATE (2019-20)****5%****EDUCATOR DATA****STAFF COUNTS (2019-20)**

School Counselors	Teachers	Social Workers	Principals
10	313	8	6

TEACHER ATTENDANCE RATE (2019-20)**97%****TEACHER TURNOVER (2018-19) TO (2019-20)**

Turnover Rate Of Teachers With Fewer Than Five Years Of Experience	Turnover Rate Of All Teachers
9%	6%

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GATES CHILI CSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

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 and are not reflected below.

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.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	297	100%	236	79%	61	21%
Female	150	51%	123	82%	27	18%
Male	147	49%	113	77%	34	23%
General Education Students	252	85%	204	81%	48	19%
Students with Disabilities	45	15%	32	71%	13	29%
American Indian or Alaska Native	2	1%	2	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	6%	13	68%	6	32%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Black or African American	50	17%	39	78%	11	22%
Hispanic or Latino	40	13%	33	83%	7	18%
White	150	51%	120	80%	30	20%
Multiracial	36	12%	29	81%	7	19%
Economically Disadvantaged	157	53%	126	80%	31	20%
Not Economically Disadvantaged	140	47%	110	79%	30	21%
English Language Learner	26	9%	20	77%	6	23%
Non-English Language Learner	271	91%	216	80%	55	20%
In Foster Care	1	0%	0	0%	1	100%
Not in Foster Care	296	100%	236	80%	60	20%
Homeless	1	0%	1	100%	0	0%
Not Homeless	296	100%	235	79%	61	21%
Not Migrant	297	100%	236	79%	61	21%
Parent in Armed Forces	1	0%	1	100%	0	0%
Parent Not in Armed Forces	296	100%	235	79%	61	21%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	271	100%	210	77%	61	23%
Female	151	56%	118	78%	33	22%
Male	120	44%	92	77%	28	23%
General Education Students	236	87%	188	80%	48	20%
Students with Disabilities	35	13%	22	63%	13	37%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
American Indian or Alaska Native	1	0%	1	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	4%	8	67%	4	33%
Black or African American	48	18%	35	73%	13	27%
Hispanic or Latino	50	18%	34	68%	16	32%
White	141	52%	117	83%	24	17%
Multiracial	19	7%	15	79%	4	21%
Economically Disadvantaged	150	55%	112	75%	38	25%
Not Economically Disadvantaged	121	45%	98	81%	23	19%
English Language Learner	18	7%	16	89%	2	11%
Non-English Language Learner	253	93%	194	77%	59	23%
In Foster Care	4	1%	4	100%	0	0%
Not in Foster Care	267	99%	206	77%	61	23%
Homeless	1	0%	1	100%	0	0%
Not Homeless	270	100%	209	77%	61	23%
Not Migrant	271	100%	210	77%	61	23%
Parent Not in Armed Forces	271	100%	210	77%	61	23%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	272	100%	207	76%	65	24%
Female	136	50%	98	72%	38	28%
Male	136	50%	109	80%	27	20%
General Education Students	238	88%	183	77%	55	23%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Students with Disabilities	34	13%	24	71%	10	29%
American Indian or Alaska Native	2	1%	1	50%	1	50%
Asian or Native Hawaiian/Other Pacific Islander	12	4%	7	58%	5	42%
Black or African American	53	19%	37	70%	16	30%
Hispanic or Latino	52	19%	38	73%	14	27%
White	133	49%	112	84%	21	16%
Multiracial	20	7%	12	60%	8	40%
Economically Disadvantaged	147	54%	108	73%	39	27%
Not Economically Disadvantaged	125	46%	99	79%	26	21%
English Language Learner	19	7%	17	89%	2	11%
Non-English Language Learner	253	93%	190	75%	63	25%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	271	100%	206	76%	65	24%
Homeless	4	1%	3	75%	1	25%
Not Homeless	268	99%	204	76%	64	24%
Not Migrant	272	100%	207	76%	65	24%
Parent Not in Armed Forces	272	100%	207	76%	65	24%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	247	100%	177	72%	70	28%
Female	114	46%	77	68%	37	32%
Male	133	54%	100	75%	33	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
General Education Students	209	85%	151	72%	58	28%
Students with Disabilities	38	15%	26	68%	12	32%
Asian or Native Hawaiian/Other Pacific Islander	15	6%	12	80%	3	20%
Black or African American	42	17%	25	60%	17	40%
Hispanic or Latino	46	19%	31	67%	15	33%
White	129	52%	96	74%	33	26%
Multiracial	15	6%	13	87%	2	13%
Economically Disadvantaged	137	55%	97	71%	40	29%
Not Economically Disadvantaged	110	45%	80	73%	30	27%
English Language Learner	12	5%	10	83%	2	17%
Non-English Language Learner	235	95%	167	71%	68	29%
In Foster Care	1	0%	0	0%	1	100%
Not in Foster Care	246	100%	177	72%	69	28%
Homeless	1	0%	1	100%	0	0%
Not Homeless	246	100%	176	72%	70	28%
Not Migrant	247	100%	177	72%	70	28%
Parent in Armed Forces	1	0%	1	100%	0	0%
Parent Not in Armed Forces	246	100%	176	72%	70	28%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	288	100%	158	55%	130	45%
Female	148	51%	82	55%	66	45%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	140	49%	76	54%	64	46%
General Education Students	254	88%	141	56%	113	44%
Students with Disabilities	34	12%	17	50%	17	50%
Asian or Native Hawaiian/Other Pacific Islander	11	4%	4	36%	7	64%
Black or African American	63	22%	40	63%	23	37%
Hispanic or Latino	34	12%	22	65%	12	35%
White	157	55%	81	52%	76	48%
Multiracial	23	8%	11	48%	12	52%
Economically Disadvantaged	161	56%	83	52%	78	48%
Not Economically Disadvantaged	127	44%	75	59%	52	41%
English Language Learner	15	5%	12	80%	3	20%
Non-English Language Learner	273	95%	146	53%	127	47%
In Foster Care	3	1%	2	67%	1	33%
Not in Foster Care	285	99%	156	55%	129	45%
Homeless	5	2%	2	40%	3	60%
Not Homeless	283	98%	156	55%	127	45%
Not Migrant	288	100%	158	55%	130	45%
Parent Not in Armed Forces	288	100%	158	55%	130	45%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	285	100%	149	52%	136	48%
Female	149	52%	77	52%	72	48%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	136	48%	72	53%	64	47%
General Education Students	232	81%	122	53%	110	47%
Students with Disabilities	53	19%	27	51%	26	49%
Asian or Native Hawaiian/Other Pacific Islander	19	7%	11	58%	8	42%
Black or African American	65	23%	30	46%	35	54%
Hispanic or Latino	37	13%	16	43%	21	57%
White	147	52%	82	56%	65	44%
Multiracial	17	6%	10	59%	7	41%
Economically Disadvantaged	155	54%	76	49%	79	51%
Not Economically Disadvantaged	130	46%	73	56%	57	44%
English Language Learner	11	4%	8	73%	3	27%
Non-English Language Learner	274	96%	141	51%	133	49%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	284	100%	148	52%	136	48%
Homeless	2	1%	1	50%	1	50%
Not Homeless	283	99%	148	52%	135	48%
Not Migrant	285	100%	149	52%	136	48%
Parent in Armed Forces	1	0%	0	0%	1	100%
Parent Not in Armed Forces	284	100%	149	52%	135	48%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	236	51	22%	89	38%	78	33%	18	8%	96	41%
Female	123	25	20%	42	34%	45	37%	11	9%	56	46%
Male	113	26	23%	47	42%	33	29%	7	6%	40	35%
General Education Students	204	33	16%	82	40%	72	35%	17	8%	89	44%
Students with Disabilities	32	18	56%	7	22%	6	19%	1	3%	7	22%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—
Black or African American	39	12	31%	16	41%	9	23%	2	5%	11	28%
Hispanic or Latino	33	7	21%	13	39%	11	33%	2	6%	13	39%
White	120	23	19%	41	34%	47	39%	9	8%	56	47%
Multiracial	29	9	31%	13	45%	6	21%	1	3%	7	24%
Economically Disadvantaged	126	38	30%	51	40%	31	25%	6	5%	37	29%
Not Economically Disadvantaged	110	13	12%	38	35%	47	43%	12	11%	59	54%
English Language Learner	20	4	20%	11	55%	5	25%	0	0%	5	25%
Non-English Language Learner	216	47	22%	78	36%	73	34%	18	8%	91	42%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	236	51	22%	89	38%	78	33%	18	8%	96	41%
Homeless	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Homeless	235	—	—	—	—	—	—	—	—	—	—
Not Migrant	236	51	22%	89	38%	78	33%	18	8%	96	41%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	235	—	—	—	—	—	—	—	—	—	—

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	210	31	15%	78	37%	52	25%	49	23%	101	48%
Female	118	20	17%	41	35%	28	24%	29	25%	57	48%
Male	92	11	12%	37	40%	24	26%	20	22%	44	48%
General Education Students	188	22	12%	66	35%	51	27%	49	26%	100	53%
Students with Disabilities	22	9	41%	12	55%	1	5%	0	0%	1	5%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	35	9	26%	16	46%	6	17%	4	11%	10	29%
Hispanic or Latino	34	5	15%	14	41%	9	26%	6	18%	15	44%
White	117	15	13%	43	37%	26	22%	33	28%	59	50%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	15	0	0%	5	33%	6	40%	4	27%	10	67%
Economically Disadvantaged	112	22	20%	47	42%	28	25%	15	13%	43	38%
Not Economically Disadvantaged	98	9	9%	31	32%	24	24%	34	35%	58	59%
English Language Learner	16	4	25%	7	44%	4	25%	1	6%	5	31%
Non-English Language Learner	194	27	14%	71	37%	48	25%	48	25%	96	49%
In Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	209	—	—	—	—	—	—	—	—	—	—
Not Migrant	210	31	15%	78	37%	52	25%	49	23%	101	48%
Parent Not in Armed Forces	210	31	15%	78	37%	52	25%	49	23%	101	48%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	207	93	45%	52	25%	29	14%	33	16%	62	30%
Female	98	38	39%	27	28%	15	15%	18	18%	33	34%
Male	109	55	50%	25	23%	14	13%	15	14%	29	27%
General Education Students	183	74	40%	47	26%	29	16%	33	18%	62	34%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	24	19	79%	5	21%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	37	17	46%	10	27%	5	14%	5	14%	10	27%
Hispanic or Latino	38	23	61%	5	13%	6	16%	4	11%	10	26%
White	112	44	39%	29	26%	17	15%	22	20%	39	35%
Multiracial	12	7	58%	3	25%	0	0%	2	17%	2	17%
Economically Disadvantaged	108	55	51%	32	30%	11	10%	10	9%	21	19%
Not Economically Disadvantaged	99	38	38%	20	20%	18	18%	23	23%	41	41%
English Language Learner	17	6	35%	8	47%	2	12%	1	6%	3	18%
Non-English Language Learner	190	87	46%	44	23%	27	14%	32	17%	59	31%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	206	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	204	—	—	—	—	—	—	—	—	—	—
Not Migrant	207	93	45%	52	25%	29	14%	33	16%	62	30%
Parent Not in Armed Forces	207	93	45%	52	25%	29	14%	33	16%	62	30%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	177	50	28%	40	23%	48	27%	39	22%	87	49%
Female	77	19	25%	18	23%	18	23%	22	29%	40	52%
Male	100	31	31%	22	22%	30	30%	17	17%	47	47%
General Education Students	151	34	23%	35	23%	43	28%	39	26%	82	54%
Students with Disabilities	26	16	62%	5	19%	5	19%	0	0%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	12	3	25%	3	25%	4	33%	2	17%	6	50%
Black or African American	25	10	40%	9	36%	2	8%	4	16%	6	24%
Hispanic or Latino	31	14	45%	9	29%	4	13%	4	13%	8	26%
White	96	21	22%	15	16%	36	38%	24	25%	60	63%
Multiracial	13	2	15%	4	31%	2	15%	5	38%	7	54%
Economically Disadvantaged	97	37	38%	26	27%	20	21%	14	14%	34	35%
Not Economically Disadvantaged	80	13	16%	14	18%	28	35%	25	31%	53	66%
English Language Learner	10	7	70%	2	20%	1	10%	0	0%	1	10%
Non-English Language Learner	167	43	26%	38	23%	47	28%	39	23%	86	51%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	177	50	28%	40	23%	48	27%	39	22%	87	49%
Homeless	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Homeless	176	—	—	—	—	—	—	—	—	—	—
Not Migrant	177	50	28%	40	23%	48	27%	39	22%	87	49%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	176	—	—	—	—	—	—	—	—	—	—

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	158	58	37%	63	40%	27	17%	10	6%	37	23%
Female	82	26	32%	34	41%	16	20%	6	7%	22	27%
Male	76	32	42%	29	38%	11	14%	4	5%	15	20%
General Education Students	141	49	35%	57	40%	25	18%	10	7%	35	25%
Students with Disabilities	17	9	53%	6	35%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	40	13	33%	17	43%	6	15%	4	10%	10	25%
Hispanic or Latino	22	4	18%	13	59%	5	23%	0	0%	5	23%
White	81	37	46%	26	32%	12	15%	6	7%	18	22%
Multiracial	11	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	83	36	43%	31	37%	13	16%	3	4%	16	19%
Not Economically Disadvantaged	75	22	29%	32	43%	14	19%	7	9%	21	28%
English Language Learner	12	6	50%	6	50%	0	0%	0	0%	0	0%
Non-English Language Learner	146	52	36%	57	39%	27	18%	10	7%	37	25%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	156	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	156	—	—	—	—	—	—	—	—	—	—
Not Migrant	158	58	37%	63	40%	27	17%	10	6%	37	23%
Parent Not in Armed Forces	158	58	37%	63	40%	27	17%	10	6%	37	23%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	149	34	23%	47	32%	41	28%	27	18%	68	46%
Female	77	15	19%	25	32%	22	29%	15	19%	37	48%
Male	72	19	26%	22	31%	19	26%	12	17%	31	43%
General Education Students	122	20	16%	39	32%	38	31%	25	20%	63	52%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	27	14	52%	8	30%	3	11%	2	7%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	11	3	27%	3	27%	4	36%	1	9%	5	45%
Black or African American	30	12	40%	11	37%	6	20%	1	3%	7	23%
Hispanic or Latino	16	4	25%	10	63%	1	6%	1	6%	2	13%
White	82	12	15%	20	24%	27	33%	23	28%	50	61%
Multiracial	10	3	30%	3	30%	3	30%	1	10%	4	40%
Economically Disadvantaged	76	26	34%	28	37%	14	18%	8	11%	22	29%
Not Economically Disadvantaged	73	8	11%	19	26%	27	37%	19	26%	46	63%
English Language Learner	8	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learner	141	30	21%	43	30%	41	29%	27	19%	68	48%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	148	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	148	—	—	—	—	—	—	—	—	—	—
Not Migrant	149	34	23%	47	32%	41	28%	27	18%	68	46%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	149	34	23%	47	32%	41	28%	27	18%	68	46%

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GATES CHILI CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

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 and are not reflected below.

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.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	296	100%	235	79%	61	21%
Female	149	50%	124	83%	25	17%
Male	147	50%	111	76%	36	24%
General Education Students	251	85%	202	80%	49	20%
Students with Disabilities	45	15%	33	73%	12	27%
American Indian or Alaska Native	2	1%	2	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	19	6%	14	74%	5	26%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Black or African American	50	17%	38	76%	12	24%
Hispanic or Latino	40	14%	33	83%	7	18%
White	149	50%	119	80%	30	20%
Multiracial	36	12%	29	81%	7	19%
Economically Disadvantaged	157	53%	125	80%	32	20%
Not Economically Disadvantaged	139	47%	110	79%	29	21%
English Language Learner	26	9%	20	77%	6	23%
Non-English Language Learner	270	91%	215	80%	55	20%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	295	100%	234	79%	61	21%
Homeless	1	0%	1	100%	0	0%
Not Homeless	295	100%	234	79%	61	21%
Not Migrant	296	100%	235	79%	61	21%
Parent in Armed Forces	1	0%	1	100%	0	0%
Parent Not in Armed Forces	295	100%	234	79%	61	21%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	272	100%	203	75%	69	25%
Female	152	56%	116	76%	36	24%
Male	120	44%	87	73%	33	28%
General Education Students	237	87%	181	76%	56	24%
Students with Disabilities	35	13%	22	63%	13	37%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
American Indian or Alaska Native	1	0%	1	100%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	4%	8	67%	4	33%
Black or African American	49	18%	32	65%	17	35%
Hispanic or Latino	50	18%	33	66%	17	34%
White	141	52%	117	83%	24	17%
Multiracial	19	7%	12	63%	7	37%
Economically Disadvantaged	150	55%	105	70%	45	30%
Not Economically Disadvantaged	122	45%	98	80%	24	20%
English Language Learner	18	7%	16	89%	2	11%
Non-English Language Learner	254	93%	187	74%	67	26%
In Foster Care	4	1%	4	100%	0	0%
Not in Foster Care	268	99%	199	74%	69	26%
Homeless	1	0%	1	100%	0	0%
Not Homeless	271	100%	202	75%	69	25%
Not Migrant	272	100%	203	75%	69	25%
Parent Not in Armed Forces	272	100%	203	75%	69	25%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	273	100%	205	75%	68	25%
Female	136	50%	96	71%	40	29%
Male	137	50%	109	80%	28	20%
General Education Students	239	88%	180	75%	59	25%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Students with Disabilities	34	12%	25	74%	9	26%
American Indian or Alaska Native	2	1%	1	50%	1	50%
Asian or Native Hawaiian/Other Pacific Islander	12	4%	7	58%	5	42%
Black or African American	53	19%	37	70%	16	30%
Hispanic or Latino	53	19%	36	68%	17	32%
White	133	49%	112	84%	21	16%
Multiracial	20	7%	12	60%	8	40%
Economically Disadvantaged	147	54%	110	75%	37	25%
Not Economically Disadvantaged	126	46%	95	75%	31	25%
English Language Learner	19	7%	16	84%	3	16%
Non-English Language Learner	254	93%	189	74%	65	26%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	272	100%	204	75%	68	25%
Homeless	4	1%	3	75%	1	25%
Not Homeless	269	99%	202	75%	67	25%
Not Migrant	273	100%	205	75%	68	25%
Parent Not in Armed Forces	273	100%	205	75%	68	25%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	247	100%	180	73%	67	27%
Female	114	46%	78	68%	36	32%
Male	133	54%	102	77%	31	23%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
General Education Students	209	85%	154	74%	55	26%
Students with Disabilities	38	15%	26	68%	12	32%
Asian or Native Hawaiian/Other Pacific Islander	15	6%	11	73%	4	27%
Black or African American	42	17%	27	64%	15	36%
Hispanic or Latino	46	19%	32	70%	14	30%
White	129	52%	97	75%	32	25%
Multiracial	15	6%	13	87%	2	13%
Economically Disadvantaged	137	55%	98	72%	39	28%
Not Economically Disadvantaged	110	45%	82	75%	28	25%
English Language Learner	12	5%	10	83%	2	17%
Non-English Language Learner	235	95%	170	72%	65	28%
In Foster Care	1	0%	0	0%	1	100%
Not in Foster Care	246	100%	180	73%	66	27%
Homeless	1	0%	1	100%	0	0%
Not Homeless	246	100%	179	73%	67	27%
Not Migrant	247	100%	180	73%	67	27%
Parent in Armed Forces	1	0%	1	100%	0	0%
Parent Not in Armed Forces	246	100%	179	73%	67	27%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	289	100%	159	55%	130	45%
Female	149	52%	78	52%	71	48%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	140	48%	81	58%	59	42%
General Education Students	255	88%	139	55%	116	45%
Students with Disabilities	34	12%	20	59%	14	41%
Asian or Native Hawaiian/Other Pacific Islander	11	4%	6	55%	5	45%
Black or African American	63	22%	39	62%	24	38%
Hispanic or Latino	34	12%	17	50%	17	50%
White	158	55%	85	54%	73	46%
Multiracial	23	8%	12	52%	11	48%
Economically Disadvantaged	161	56%	85	53%	76	47%
Not Economically Disadvantaged	128	44%	74	58%	54	42%
English Language Learner	15	5%	12	80%	3	20%
Non-English Language Learner	274	95%	147	54%	127	46%
In Foster Care	3	1%	2	67%	1	33%
Not in Foster Care	286	99%	157	55%	129	45%
Homeless	5	2%	2	40%	3	60%
Not Homeless	284	98%	157	55%	127	45%
Not Migrant	289	100%	159	55%	130	45%
Parent Not in Armed Forces	289	100%	159	55%	130	45%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	285	100%	112	39%	173	61%
Female	149	52%	56	38%	93	62%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	136	48%	56	41%	80	59%
General Education Students	232	81%	87	38%	145	63%
Students with Disabilities	53	19%	25	47%	28	53%
Asian or Native Hawaiian/Other Pacific Islander	19	7%	10	53%	9	47%
Black or African American	65	23%	30	46%	35	54%
Hispanic or Latino	37	13%	12	32%	25	68%
White	147	52%	51	35%	96	65%
Multiracial	17	6%	9	53%	8	47%
Economically Disadvantaged	155	54%	66	43%	89	57%
Not Economically Disadvantaged	130	46%	46	35%	84	65%
English Language Learner	11	4%	8	73%	3	27%
Non-English Language Learner	274	96%	104	38%	170	62%
In Foster Care	1	0%	1	100%	0	0%
Not in Foster Care	284	100%	111	39%	173	61%
Homeless	2	1%	0	0%	2	100%
Not Homeless	283	99%	112	40%	171	60%
Not Migrant	285	100%	112	39%	173	61%
Parent in Armed Forces	1	0%	0	0%	1	100%
Parent Not in Armed Forces	284	100%	112	39%	172	61%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	235	109	46%	66	28%	42	18%	18	8%	60	26%
Female	124	52	42%	37	30%	25	20%	10	8%	35	28%
Male	111	57	51%	29	26%	17	15%	8	7%	25	23%
General Education Students	202	84	42%	62	31%	38	19%	18	9%	56	28%
Students with Disabilities	33	25	76%	4	12%	4	12%	0	0%	4	12%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—
Black or African American	38	26	68%	10	26%	2	5%	0	0%	2	5%
Hispanic or Latino	33	17	52%	9	27%	4	12%	3	9%	7	21%
White	119	44	37%	35	29%	27	23%	13	11%	40	34%
Multiracial	29	16	55%	6	21%	6	21%	1	3%	7	24%
Economically Disadvantaged	125	73	58%	33	26%	15	12%	4	3%	19	15%
Not Economically Disadvantaged	110	36	33%	33	30%	27	25%	14	13%	41	37%
English Language Learner	20	11	55%	8	40%	1	5%	0	0%	1	5%
Non-English Language Learner	215	98	46%	58	27%	41	19%	18	8%	59	27%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Homeless	234	—	—	—	—	—	—	—	—	—	—
Not Migrant	235	109	46%	66	28%	42	18%	18	8%	60	26%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	234	—	—	—	—	—	—	—	—	—	—

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	203	90	44%	59	29%	30	15%	24	12%	54	27%
Female	116	58	50%	32	28%	14	12%	12	10%	26	22%
Male	87	32	37%	27	31%	16	18%	12	14%	28	32%
General Education Students	181	70	39%	58	32%	29	16%	24	13%	53	29%
Students with Disabilities	22	20	91%	1	5%	1	5%	0	0%	1	5%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	32	26	81%	5	16%	1	3%	0	0%	1	3%
Hispanic or Latino	33	16	48%	10	30%	7	21%	0	0%	7	21%
White	117	41	35%	36	31%	18	15%	22	19%	40	34%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Multiracial	12	4	33%	5	42%	3	25%	0	0%	3	25%
Economically Disadvantaged	105	61	58%	26	25%	14	13%	4	4%	18	17%
Not Economically Disadvantaged	98	29	30%	33	34%	16	16%	20	20%	36	37%
English Language Learner	16	10	63%	3	19%	2	13%	1	6%	3	19%
Non-English Language Learner	187	80	43%	56	30%	28	15%	23	12%	51	27%
In Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	199	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	—	—	—	—	—	—	—	—	—	—
Not Migrant	203	90	44%	59	29%	30	15%	24	12%	54	27%
Parent Not in Armed Forces	203	90	44%	59	29%	30	15%	24	12%	54	27%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	205	110	54%	50	24%	34	17%	11	5%	45	22%
Female	96	55	57%	25	26%	13	14%	3	3%	16	17%
Male	109	55	50%	25	23%	21	19%	8	7%	29	27%
General Education Students	180	87	48%	49	27%	33	18%	11	6%	44	24%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Students with Disabilities	25	23	92%	1	4%	1	4%	0	0%	1	4%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—	—	—	—	—	—	—
Black or African American	37	27	73%	9	24%	1	3%	0	0%	1	3%
Hispanic or Latino	36	28	78%	6	17%	0	0%	2	6%	2	6%
White	112	47	42%	28	25%	30	27%	7	6%	37	33%
Multiracial	12	4	33%	5	42%	1	8%	2	17%	3	25%
Economically Disadvantaged	110	73	66%	21	19%	16	15%	0	0%	16	15%
Not Economically Disadvantaged	95	37	39%	29	31%	18	19%	11	12%	29	31%
English Language Learner	16	7	44%	7	44%	2	13%	0	0%	2	13%
Non-English Language Learner	189	103	54%	43	23%	32	17%	11	6%	43	23%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	204	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	202	—	—	—	—	—	—	—	—	—	—
Not Migrant	205	110	54%	50	24%	34	17%	11	5%	45	22%
Parent Not in Armed Forces	205	110	54%	50	24%	34	17%	11	5%	45	22%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	180	81	45%	57	32%	37	21%	5	3%	42	23%
Female	78	47	60%	20	26%	11	14%	0	0%	11	14%
Male	102	34	33%	37	36%	26	25%	5	5%	31	30%
General Education Students	154	64	42%	49	32%	36	23%	5	3%	41	27%
Students with Disabilities	26	17	65%	8	31%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	11	4	36%	5	45%	2	18%	0	0%	2	18%
Black or African American	27	19	70%	5	19%	3	11%	0	0%	3	11%
Hispanic or Latino	32	21	66%	8	25%	3	9%	0	0%	3	9%
White	97	32	33%	35	36%	25	26%	5	5%	30	31%
Multiracial	13	5	38%	4	31%	4	31%	0	0%	4	31%
Economically Disadvantaged	98	57	58%	26	27%	15	15%	0	0%	15	15%
Not Economically Disadvantaged	82	24	29%	31	38%	22	27%	5	6%	27	33%
English Language Learner	10	5	50%	4	40%	1	10%	0	0%	1	10%
Non-English Language Learner	170	76	45%	53	31%	36	21%	5	3%	41	24%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	180	81	45%	57	32%	37	21%	5	3%	42	23%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	179	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	180	81	45%	57	32%	37	21%	5	3%	42	23%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	179	—	—	—	—	—	—	—	—	—	—

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	159	51	32%	57	36%	43	27%	8	5%	51	32%
Female	78	26	33%	27	35%	22	28%	3	4%	25	32%
Male	81	25	31%	30	37%	21	26%	5	6%	26	32%
General Education Students	139	39	28%	49	35%	43	31%	8	6%	51	37%
Students with Disabilities	20	12	60%	8	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	4	67%	2	33%	6	100%
Black or African American	39	14	36%	15	38%	10	26%	0	0%	10	26%
Hispanic or Latino	17	5	29%	7	41%	5	29%	0	0%	5	29%
White	85	26	31%	32	38%	21	25%	6	7%	27	32%
Multiracial	12	6	50%	3	25%	3	25%	0	0%	3	25%
Economically Disadvantaged	85	34	40%	30	35%	20	24%	1	1%	21	25%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	74	17	23%	27	36%	23	31%	7	9%	30	41%
English Language Learner	12	3	25%	3	25%	5	42%	1	8%	6	50%
Non-English Language Learner	147	48	33%	54	37%	38	26%	7	5%	45	31%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	157	—	—	—	—	—	—	—	—	—	—
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	157	—	—	—	—	—	—	—	—	—	—
Not Migrant	159	51	32%	57	36%	43	27%	8	5%	51	32%
Parent Not in Armed Forces	159	51	32%	57	36%	43	27%	8	5%	51	32%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	112	45	40%	53	47%	10	9%	4	4%	14	13%
Female	56	20	36%	29	52%	5	9%	2	4%	7	13%
Male	56	25	45%	24	43%	5	9%	2	4%	7	13%
General Education Students	87	28	32%	47	54%	8	9%	4	5%	12	14%
Students with Disabilities	25	17	68%	6	24%	2	8%	0	0%	2	8%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Asian or Native Hawaiian/Other Pacific Islander	10	3	30%	7	70%	0	0%	0	0%	0	0%
Black or African American	30	15	50%	15	50%	0	0%	0	0%	0	0%
Hispanic or Latino	12	8	67%	2	17%	2	17%	0	0%	2	17%
White	51	16	31%	24	47%	7	14%	4	8%	11	22%
Multiracial	9	3	33%	5	56%	1	11%	0	0%	1	11%
Economically Disadvantaged	66	27	41%	30	45%	7	11%	2	3%	9	14%
Not Economically Disadvantaged	46	18	39%	23	50%	3	7%	2	4%	5	11%
English Language Learner	8	4	50%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learner	104	41	39%	50	48%	9	9%	4	4%	13	13%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	111	—	—	—	—	—	—	—	—	—	—
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	112	45	40%	53	47%	10	9%	4	4%	14	13%
Not Migrant	112	45	40%	53	47%	10	9%	4	4%	14	13%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	112	45	40%	53	47%	10	9%	4	4%	14	13%

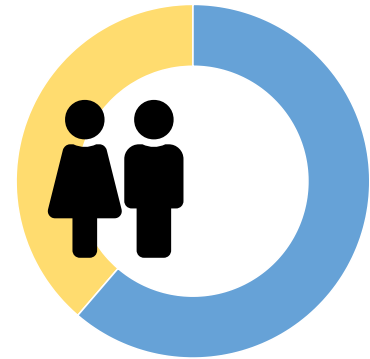
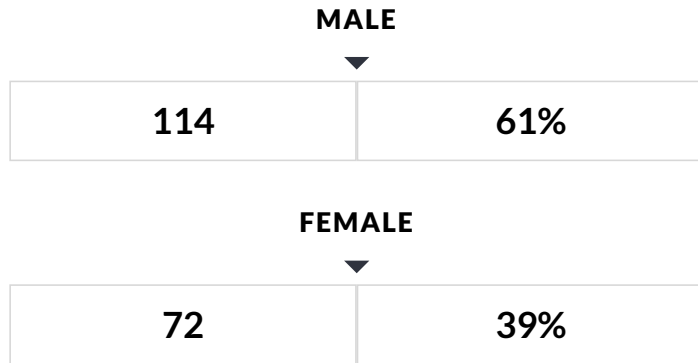
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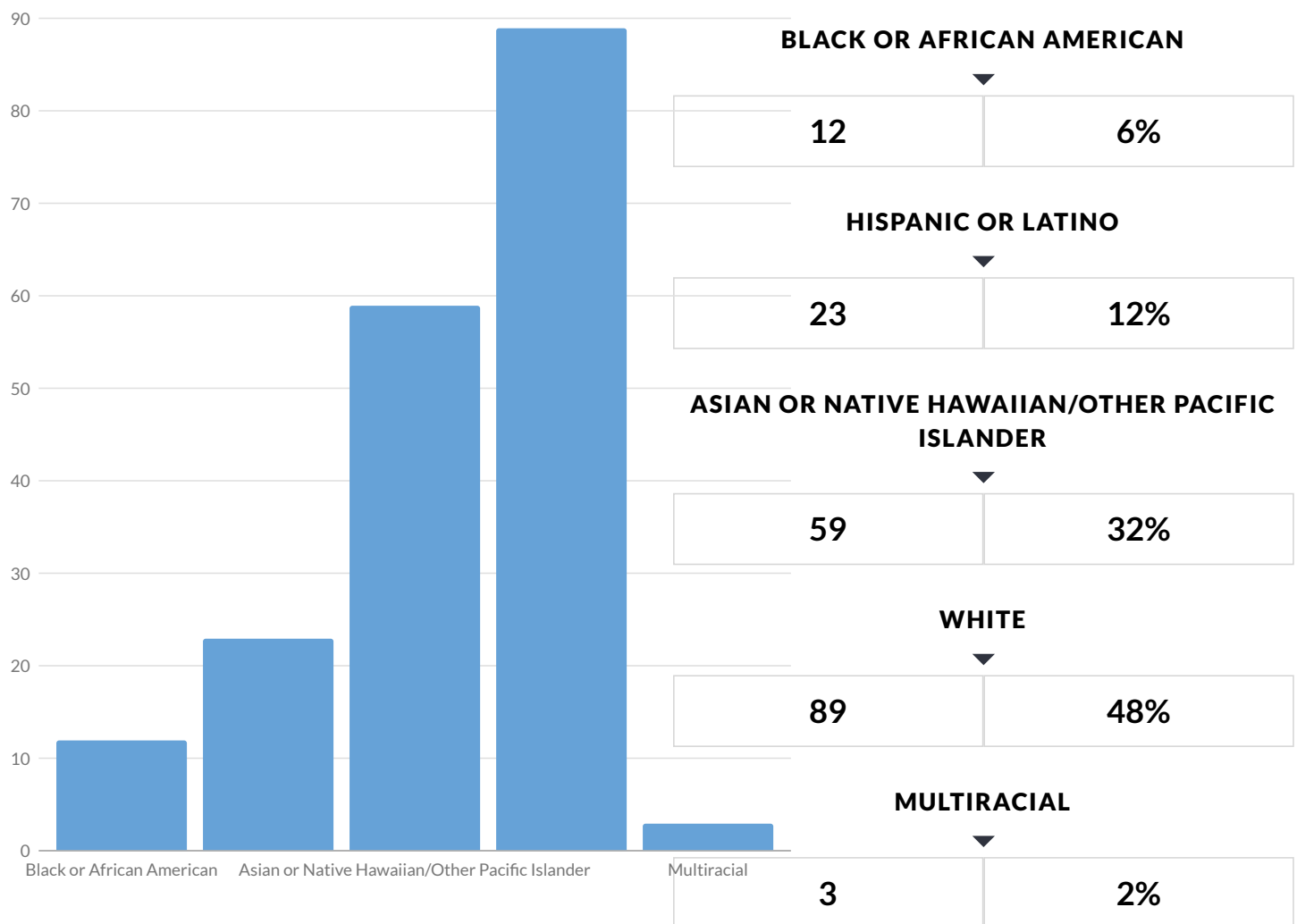
GATES CHILI CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 186
K-12 Former ELL Enrollment: 42

ELL ENROLLMENT BY GENDER



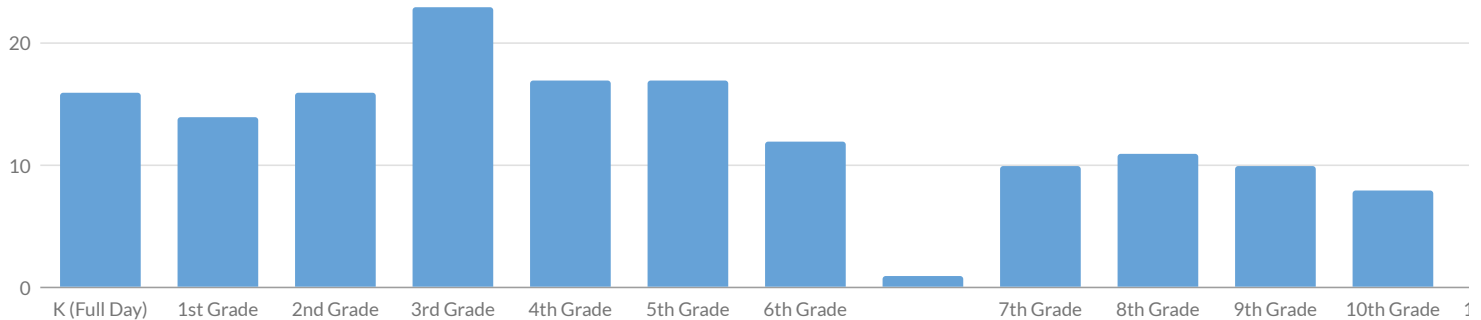
ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

STUDENTS WITH DISABILITIES**ECONOMICALLY DISADVANTAGED**

15	8%	149	80%
----	----	-----	-----

ELL ENROLLMENT BY GRADE**K (FULL DAY)****1ST GRADE****2ND GRADE****3RD GRADE**

16	9%	14	8%	16	9%	23	12%
----	----	----	----	----	----	----	-----

4TH GRADE**5TH GRADE****6TH GRADE****UNGRADED
ELEMENTARY**

17	9%	17	9%	12	6%	1	1%
----	----	----	----	----	----	---	----

7TH GRADE**8TH GRADE****9TH GRADE****10TH GRADE**

10	5%	11	6%	10	5%	8	4%
----	----	----	----	----	----	---	----

11TH GRADE**12TH GRADE****UNGRADED
SECONDARY**

14	8%	14	8%	3	2%
----	----	----	----	---	----

Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

1 Arabic

2 English

- 3 Spanish
- 4 Nepali
- 5 Vietnamese

ENGLISH LANGUAGE LEARNERS BREAKDOWN

NEWCOMERS	DEVELOPING	LONG TERM	SIFE
▼	▼	▼	▼
95	93	33	1

ENGLISH LANGUAGE LEARNERS PROGRAMS

ENGLISH AS A NEW LANGUAGE	ONE WAY/ TWO WAY DUAL LANGUAGE PROGRAM	TRANSITIONAL BILINGUAL EDUCATION PROGRAM
▼	▼	▼
221	0	0

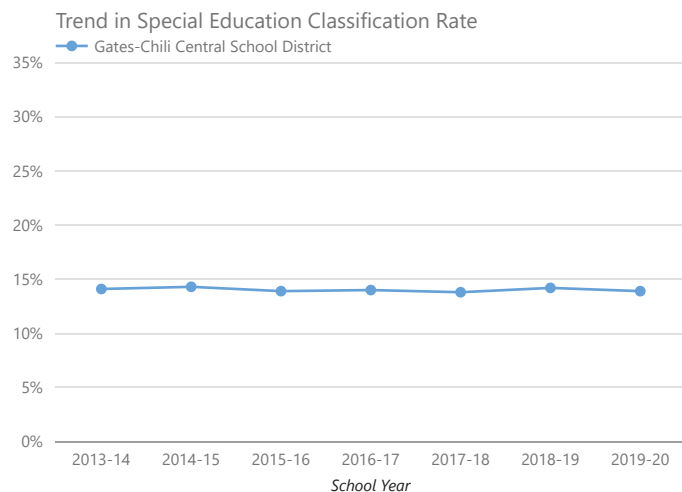
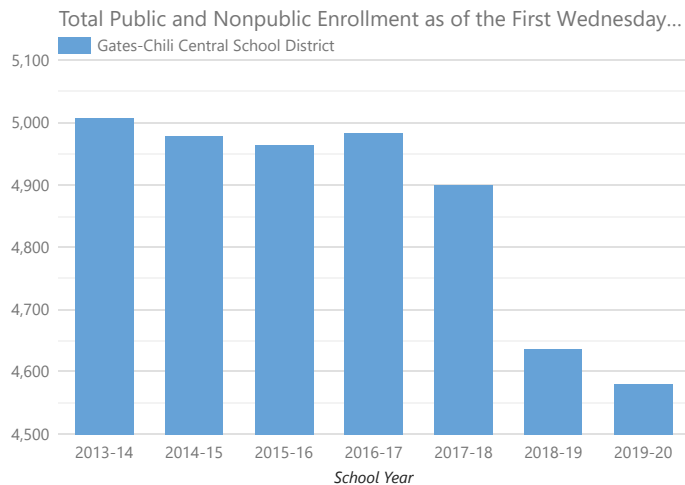
GATES CHILI CSD

Special Education School District Data Profile 2019-20

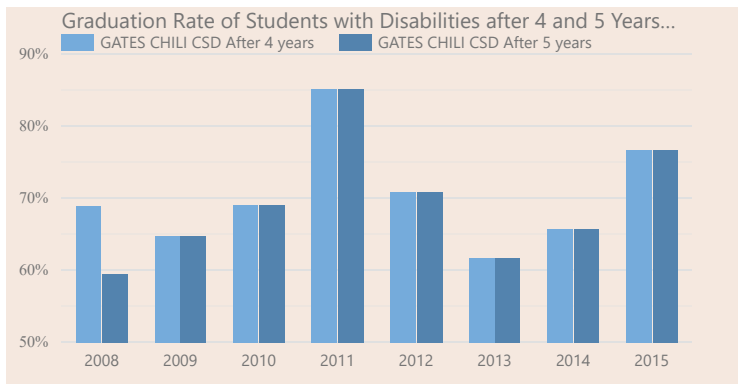
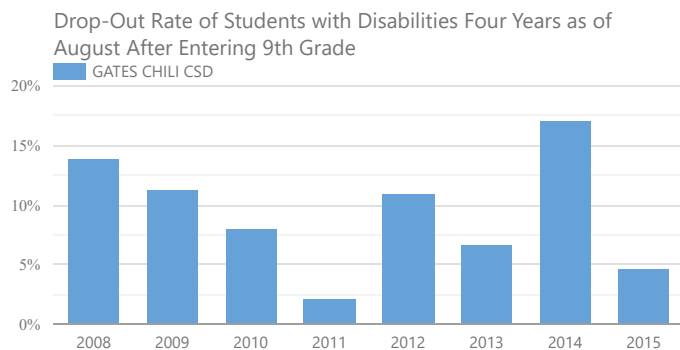
- Enrollment & Classification Rate
- Indicator 1: Graduation Rate
- Indicator 2: Drop-Out Rate
- Indicator 3: State Assessments
- Indicator 4A: Suspension Rate
- Indicator 4B: Significant Discrepancy by Race/Ethnicity in Suspension Rate
- Indicator 5: School-Age Least Restrictive Environment (LRE)
- Indicator 6: Preschool Least Restrictive Environment (LRE)
- Indicator 7: Preschool Outcomes
- Indicator 8: Parental Involvement
- Indicator 9: Disproportionality - Identification for Special Education
- Indicator 10A: Disproportionality in Specific Disability Categories
- Indicator 11: Timely Evaluations (Child Find)
- Indicator 12: Early Childhood Transition
- Indicator 13: Secondary Transition
- Indicator 14: Post-School Outcomes

Gates-Chili Central School District 2019-20

Enrollment and Classification Rate



District Enrollment: 4,582

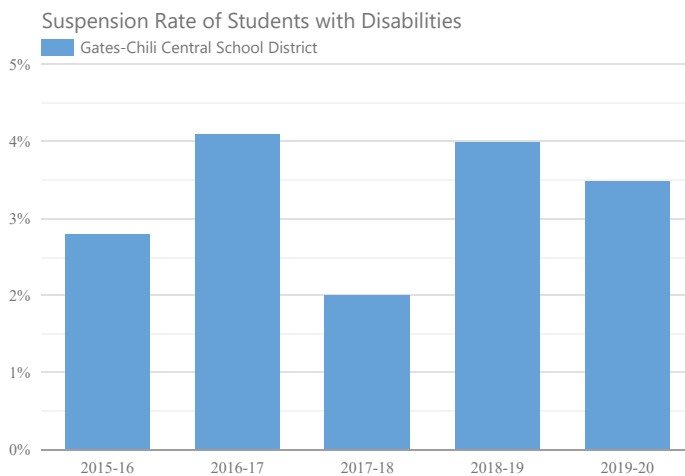
SCHOOL-AGE STUDENTS WITH DISABILITIES AND CLASSIFICATION RATE**637****13.9%****PRESCHOOL STUDENTS WITH DISABILITIES****65****Indicator 1: Graduation Rate of Students with Disabilities****2015 TOTAL COHORT - AUGUST 2019****Students with Disabilities and Graduation rate****43****76.7%****State target and does district meet target****60.66% or higher****Yes, met state target****Indicator 2: Drop-Out Rate of Students with Disabilities****2015 TOTAL COHORT 4 YEARS LATER - AUGUST 2019****Students with Disabilities and Drop-out Rate****43****4.7%**

State target and does district meet target**13% or lower****Yes, met state target****Indicator 3: State Assessments****Participation In and Performance On State Assessments**

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported.

Indicator 4A: Suspension Rate

(based on 2018-19 school year data)

**Students with Disabilities: 658****SUSPENSION RATE 2019-20****Students with Disabilities Suspended Out-of-School for More than 10 Days and Percentage****23****3.5%****State threshold and does district meet threshold****2.7% or lower****No, did not meet state threshold****Indicator 4B: Significant Discrepancy by Race and Ethnicity in Suspension Rate**

(based on 2018-19 school year data)

SUSPENSION RATE 2019-20**Did the school district have significant discrepancy?**

NO

State threshold for 2019-20

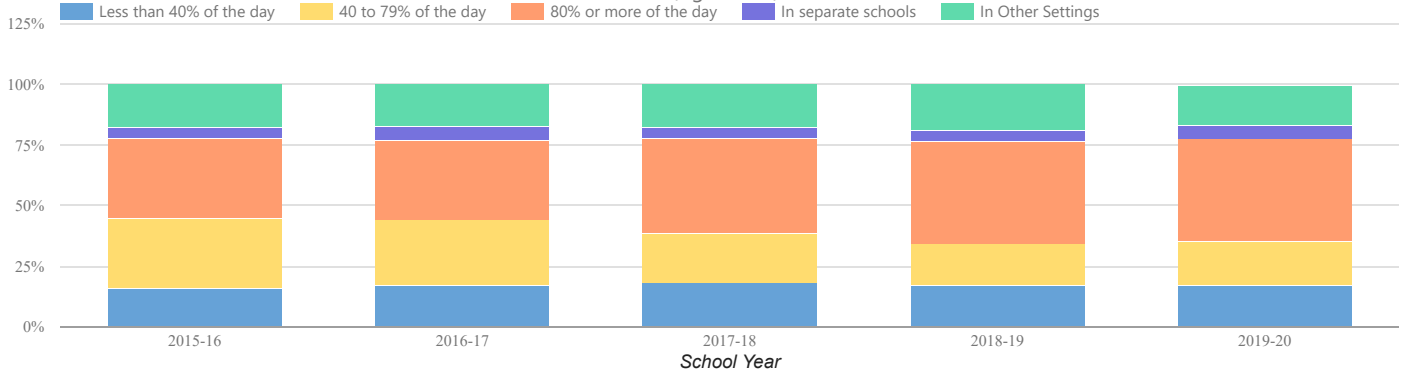
State threshold and does district meet threshold

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state threshold

Indicator 5: School-age Least Restrictive Environment (LRE)

Gates-Chili Central School District % of Students with Disabilities (Ages 6-21) in Least Restrictive Environment



Total Students with Disabilities ages 6-21: 611

STUDENTS WITH 80% OR MORE OF THE DAY IN A GENERAL EDUCATION PROGRAM

42.2%

State target and does district meet target

Greater than or equal to 60%

No, did not meet state target

STUDENTS WITH 40 TO 79% OF THE DAY IN A GENERAL EDUCATION PROGRAM

18.2%

State target and does district meet target

No State Target

Not Applicable

STUDENTS WITH LESS THAN 40% OF THE DAY IN A GENERAL EDUCATION PROGRAM

17.3%

State target and does district meet target

Less than or equal to 18%

Yes, met state target

STUDENTS WITH DISABILITIES IN SEPARATE SETTINGS

5.2%

State target and does district meet target

Less than or equal to 5%

No, did not meet state target

STUDENTS WITH DISABILITIES IN OTHER SETTINGS

17%

State target and does district meet target

No State Target

Not Applicable

Indicator 6: Preschool Least Restrictive Environment (LRE)

Total Students with Disabilities: 90

STUDENTS WITH DISABILITIES WITH MEASUREMENT A

50%

State target and does district meet target

50.0% or higher

Yes, met state target

STUDENTS WITH DISABILITIES WITH MEASUREMENT B

7.8%

State target and does district meet target

18.0% or lower

Yes, met state target

Indicator 7: Preschool Outcomes

This district was required to report data on preschool outcomes for 2019-20 and reported no students ages 3-5 with IEPs who received preschool special education services for at least six months and left preschool special education sometime during the 2019-20 school year.

Indicator 8: Parental Involvement

Number of completed surveys 98

PERCENT OF PARENTS WHO REPORTED THAT SCHOOLS FACILITATED PARENT INVOLVEMENT TO IMPROVE SERVICES AND RESULTS FOR STUDENTS WITH DISABILITIES

90.8%

State target and does district meet target

95% or higher

No, did not meet state target

Indicator 9: Disproportionality - Identification for Special Education

DISPROPORTIONATE REPRESENTATION IN SPECIAL EDUCATION?

No

State threshold and does district meet threshold

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state threshold

Indicator 10A: Disproportionality in Specific Disability Categories

DISPROPORTIONATE REPRESENTATION IN SPECIFIC DISABILITY CATEGORIES?

No

State threshold and does district meet threshold

No school districts will have disproportionality that is the result of inappropriate policies, practices and procedures.

Yes, met state threshold

Indicator 11: Timely Evaluations (Child Find)

This district is not required to report for indicator 11 for 2019-20 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 12: Early Childhood Transition

Percent of children with IEPs who transitioned from early intervention services (Part C) to preschool special education services (Part B) and received their preschool special education services by their third birthdays consistent with State law.

This district is not required to report for Indicator 12 for 2019-20 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 13: Secondary Transition

This district is not required to report for Indicator 13 for 2019-20 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedul> for the school year in which this school district will report data for this indicator.

Indicator 14: Post-School Outcomes

This district is not required to report for Indicator 14 for 2019-20 please see <http://www.p12.nysed.gov/sedcar/data.htm#subschedule> for the school year in which this school district will report data for this indicator.

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GATES CHILI CSD

2020-21 AP/IB REPORT

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

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

AP Course Participation

Course	Subject Area	12th Grade		11th Grade		10th Grade		9th Grade		Not HS	
		# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup	# in Course	% of Total Grade Level Subgroup
AP English Literature and Composition	ELA	35	9%	4	1%	0		0		0	
AP Calculus AB	Mathematics	16	4%	0		0		0		0	
AP Calculus BC	Mathematics	12	3%	1	0%	0		0		0	
AP Statistics	Mathematics	14	3%	0		0		0		0	
AP Biology	Science	30	8%	11	3%	0		0		0	
AP Chemistry	Science	5	1%	1	0%	0		0		0	
AP Physics C	Science	11	3%	0		0		0		0	
AP Psychology	Social Studies	6	1%	9	3%	2	0%	0		0	
AP U.S. Government and Politics	Social Studies	41	11%	0		0		0		0	
AP World History	Social Studies	0		0		29	10%	0		0	

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