



# GATES CHILI

## CENTRAL SCHOOL DISTRICT

Budget Newsletter 2024

## BOE adopts budget aimed at academic achievement, healthier community

Dear Gates Chili Community,

It's been a busy school year so far with Spartans everywhere making great strides in academics, arts, athletics and more! Now, as we move through the busy spring season, it seems like the 2024-25 school year is just around the corner!

Looking ahead to the new school year, we will continue to maximize academic achievement for each student and foster a culture of belonging that supports our learning community. Our proposed budget 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), including 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, to name a few.

In addition to all of these wonderful programmatic offerings, this year, the district is seizing several opportunities to create a healthier, more sustainable community for the children in our care. Thanks to new incentives available, we will be able to promote safety while lessening our carbon footprint with the purchase of additional electric school buses. These buses will be purchased as part of our regular replacement cycle. The district is also exploring solar energy options that will help offset approximately \$1 million spent each year in electric energy costs.

While this type of energy project is fully funded by grants and voter approval is not required, the district is eligible for an additional 10% in state aid if our community gives their stamp of approval.

Therefore, to support the continued health, safety and education of all students and the betterment of our entire school community, the Gates Chili Board of Education adopted a proposed spending plan for the 2024-25 school year of \$133,305,023 at its April 16 meeting. Under the proposed plan, the overall spending would increase by \$4,752,608, a 3.70% increase over the 2023-24 budget. It is important to note that the proposed tax levy \$62,930,900 and does not exceed the tax cap, despite the increased cost of goods, services and labor over the past two years. This tax levy also reflects an average estimated 9.8% decrease on tax rates, based on tentative 2024 assessments and equalization rates.

This newsletter contains information about the 2024-25 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 21 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



### 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: \$133,305,023**

Administrative	2023-24	2024-25
Amount	\$13,667,845	\$13,514,786
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.

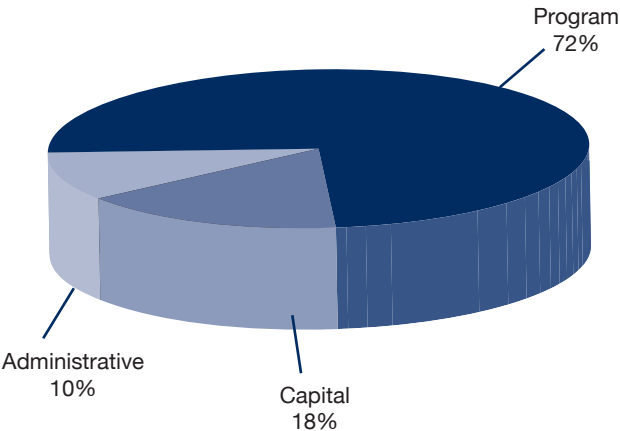
Program	2023-24	2024-25
Amount	\$92,097,290	\$96,156,801
Percent of Budget	72%	72%

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	2023-24	2024-25
Amount	\$22,787,280	\$23,633,436
Percent of Budget	18%	18%

Provides maintenance and custodial services for six schools, the surrounding property, utility services, debt service payments and benefits for maintenance and custodial staff.

## Proposed 2024-25 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 \$133,305,023 for school purposes during the 2024-25 fiscal year and to levy the necessary tax therefore.

### Proposition 2 – Bus Purchases

This proposition authorizes the purchase of school buses at a total cost of no more than \$5,086,479. New York State reimburses Gates Chili approximately 75% of the cost of bus purchases.

### Proposition 3 – Energy Performance Contract

This proposition would allow the district to receive an additional 10% in state aid towards its fully funded energy performance improvement project.

### Board Candidates

Residents will vote to fill three Board of Education seats for three-year terms and one Board of Education seat for a two-year term. Candidates, in ballot order, are Kerri Keyes, Tanya Srbinovski, Robert Long, Joseph Rittler and Nicole Littlewood.

## Estimated Tax Rate

Average estimated 2024-25 tax rates use tentative 2024 tax rolls. Equalization rates are estimated to be 77% for the Town of Gates and 100% for the Town of Chili.

2023-24 Tax Rate	\$24.41
Average estimated 2024-25 tax rate based on estimated assessments	\$22.02



# Where does the money come from?

REVENUE SUMMARY		
Revenue Sources	2023-24 Adopted Budget	2024-25 Proposed Budget
Appropriated Fund Balance	1,100,000	2,906,847
Employee Benefit Accrued Liability Reserve	100,000	100,000
Employee Retirement System (ERS) Reserve	1,550,000	2,000,000
Federal Aid Interfund Aid	135,000	135,000
Forfeitures and Refunds	1,170,000	1,170,000
PILOT Agreement	2,624,782	1,468,802
Sale of Equipment, Material and Other	105,000	105,000
Sales Tax	4,066,069	4,294,939
State Aid	55,351,646	55,387,608
Tax Cert Reserve	100,000	100,000
Tax Levy	59,954,918	62,930,900
Teachers Retirement System (TRS) Reserve	800,000	800,000
Tuition, Fees, Interest	1,495,000	1,905,927
<b>Total</b>	<b>\$128,552,415</b>	<b>\$133,305,023</b>

# Where does the money go?

EXPENSE SUMMARY		
Budget Category	2023-24 Adopted Budget	2024-25 Proposed Budget
<b>Administrative Component - \$13,514,786 or 10% of the budget</b>		
Board of Education	38,995	41,095
Central Administration	365,000	396,650
Central Services	1,438,092	860,122
Employee Benefits	3,659,002	3,746,520
Finance	1,454,011	1,383,845
Instructional Administration and Staff Development	918,302	1,021,818
Specialty Items	1,809,826	1,866,663
Staff	1,010,164	1,036,925
Supervision of Schools	2,974,453	3,161,148
<b>Administrative Budget</b>	<b>\$13,667,845</b>	<b>\$13,514,786</b>
<b>Program Component - \$96,156,801 or 72% of the budget</b>		
Community Services	465,240	570,013
District Transportation	5,871,845	6,057,670
Employee Benefits	28,808,645	28,965,848
Instructional Administration and Staff Development	504,789	626,509
Instructional Services	56,186,771	59,936,761
Transfer to Special Aid Fund	260,000	0
<b>Program Budget</b>	<b>\$92,097,290</b>	<b>\$96,156,801</b>
<b>Capital Component - \$23,633,436 or 18% of the budget</b>		
Central Services	7,262,547	7,770,601
Employee Benefits	2,291,295	2,324,230
Specialty Items	10,000	15,000
Transfer to Debt Service Fund	13,123,438	13,423,605
Transfer to Capital Fund	100,000	100,000
<b>Capital Budget</b>	<b>\$22,787,280</b>	<b>\$23,633,436</b>
<b>Total Budget</b>	<b>\$128,552,415</b>	<b>\$133,305,023</b>



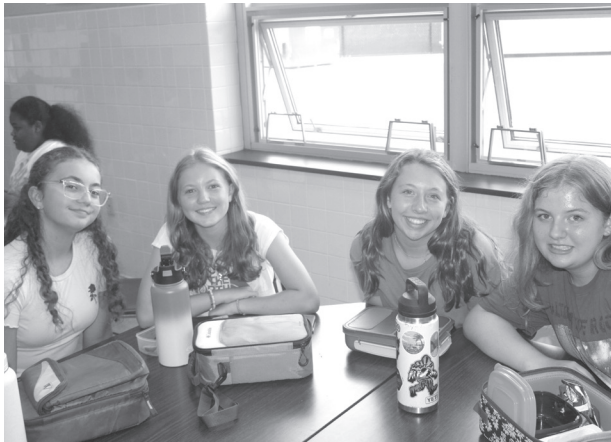
Learn more at [gateschili.org/vote](https://gateschili.org/vote) **PROPOSED BUDGET INFORMATION**

Overall Budget Proposal	Budget Adopted 2023-24	Budget Proposed 2024-25	Contingency Budget 2024-25*
Total Budgeted Amount, Not Including Separate Propositions	\$128,552,415	\$133,305,023	\$132,300,104
Increase/Decrease for the 2023-24 School Year		\$4,752,608	\$3,747,689
Percentage Increase/Decrease in Proposed Budget		3.70%	2.92%
Change in the Consumer Price Index		4.12%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$59,954,918	\$62,930,900	
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)	\$59,954,918	\$62,930,900	\$62,930,900
F. Permissible Exclusions to the School Tax Levy Limit	\$3,728,301	\$3,941,332	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$56,226,617	\$58,989,568	
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)	\$56,226,617	\$58,989,568	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)	\$0	\$0	
Administrative Component	\$ 13,667,845	\$ 13,514,786	\$ 13,514,786
Program Component	\$ 92,097,290	\$ 96,156,801	\$ 95,151,882
Capital Component	\$ 22,787,280	\$ 23,633,436	\$ 23,633,436

\* If a contingent budget is required, the Board of Education will review all areas of the budget to develop a contingency budget for the 2024-25 school year, pursuant to §2023 of the Education Law. Should the 2024-25 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 maximum aggregate cost of \$5,086,479, before trade-in value, and an estimated net aggregate cost of \$2,505,979 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 \$5,086,479 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 district to receive an additional ten percent (10%) of aid from the State of New York in connection with an Energy Performance Contract, the voters of the District hereby approve certain energy conservation improvements to be made at various District facilities pursuant to Article 9 of the Energy Law, at an estimated cost not to exceed \$20,000,000, which is to be paid for from various sources, including, but not limited to, energy cost savings, State and Federal aid, rebates, grants, and other funds that may become available with no resulting cost to the District.



	Under the Budget Proposed for the 2024-25 School Year
Estimated Basic STAR Exemption Savings <sup>1</sup>	\$671

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Gates Chili Central School District, Monroe County, New York, will be held on Tuesday, May 21, 2024 at the Spartan Field House at Gates Chili High School, 1 Spartan Way, from 6:30 a.m. to 8:30 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 21 in order to be counted.

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



## 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:
  - o \$93,200 or less for the 2023-24 school year,
  - o \$98,700 or less for the 2024-25 school year
- based on the first \$84,000 of the full value of a home for the 2024-25 school year

For more details about STAR exemptions and credits, go to [gateschili.org/STARexemption](https://gateschili.org/STARexemption)

	2024-25 Estimated STAR Values	
	Gates	Chili
Basic STAR Exemption	\$24,900	\$30,000
Enhanced STAR Exemption	\$69,720	\$84,000

## 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](https://gateschili.org/VeteransExemption)

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



## Capital Outlay Exclusion Project

A Capital Outlay Exclusion Project is one valued at up to \$100,000 that is included in the annual district budget that is eligible for state aid. This type of mini renovation project helps to make the most of the district's tax dollars, with the district receiving approximately \$81,000 back from the state the following year. If this work was not performed as part of a capital project, the district would incur the full cost of the work. As part of this year's proposed budget, the district plans to put those funds towards the replacement of select windows at Gates Chili High School. This is part of a long-range strategy in which the building aid returned in the following year will continue to fund additional mini-renovation projects as a regular part of the district's budget.

## Get dinner on campus the day of the vote!

**Tuesday, May 21**  
**5-7 p.m.**  
**Gates Chili High School**

Chef's Catering will be serving a variety of dinner options benefiting the Gates Chili Education Foundation. To see a menu, go to [gateschili.org/GCEF](https://gateschili.org/GCEF)

## Budget Ambassadors wrap up fourth year

The Gates Chili Budget Ambassador program wrapped up on March 14 after another productive year of budget development education and discussion. Ambassadors met for two three-hour sessions and engaged in discussion on the budget development process and where funds are generated and allocated in the budget each year. Thank you to all the budget ambassadors for their participation in this important process.



Still have 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!" To watch this year's three-part series, go to [gateschili.org/BitOfBudget](https://gateschili.org/BitOfBudget) or use your phone's camera to scan the QR code.



# Board of Education Candidates

Four candidates will be elected to the board at the annual district vote on May 21, 2024. The three candidates with the highest number of votes will serve a three-year term beginning July 1, 2024 through June 30, 2027 and the candidate with the fourth highest number of votes will serve a one-year term beginning May 22, 2024 through June 30, 2025. Below are statements from each candidate, in ballot order, about their experience and interest in serving on the board.



## Kerri Keyes

Kerri Keyes is an Injury Prevention Specialist at Rochester Regional Health where she has worked for 20 years. She has served on the Gates Chili Board of Education for the

last 6 years, participating on the Finance, Facility and Audit committee, Ad Hoc, DIT, and served as co-chair of the Monroe County School Boards Association Information Exchange committee. Kerri and her husband, Phil, of 23 years, have two sons. Aaron is a 2021 Gates Chili graduate and attends the University of Buffalo for architecture. Craig is a current freshman at Gates Chili. The family is active in Boy Scouts and the music/theatre program at Gates Chili. Kerri is a proud GC alumnus and has lived in the district most of her life. She is eager to continue to serve on the Board of Education.



## Joe Rittler

Joe Rittler is the owner of two small businesses: one specializing in political consulting, the other in agricultural products. Joe holds a B.S. degree in

Political Science from SUNY Brockport. Joe has long been active in the community, volunteering with the Center for Disability Rights and engaging in various levels of local government. Joe has previously worked for the Monroe County Legislature where he was responsible for assisting with the review and oversight of a nearly one-billion-dollar budget as well as ensuring contracts were subject to proper oversight. Joe and his wife have three children, each of whom attend Walt Disney Elementary School. Joe and his family have lived in Gates for more than ten years.



## Tanya Srbinovski

Tanya is currently serving her first year on the Board of Education. A proud Class of 2003 alumna, Tanya has lived in the district her whole life. She and her husband, Seamus, met in high school and have two children enrolled in the

district. Tanya is also a member of the Walt Disney PTO and the District Equity Team, and she serves as secretary of the GCMS PTO. She volunteers her time with these committees and is a staunch advocate of public education, caring deeply about the success of our students. She graduated from SUNY Brockport with a bachelor's degree in history and is an Administrative Assistant with the Instruction Office in Spencerport. Her experience as a board member, a parent, spouse of a teacher, and member of multiple PTOs/committees, she understands the importance of fostering a supportive and inclusive educational environment. Her experience and dedication to public education make her a powerful advocate for the success of all students, faculty, and staff in the district.



## Robert Long

Rob was elected to the school board June 2020. Rob is a 1998 graduate of Gates Chili and serves on the Safety/Security Committee. After GC Rob attended Gannon University where he received a B.A. in Criminal Justice. Rob is employed by

the Town of Gates Police Department holding the rank of Chief of Police. Rob is in charge of the day-to-day operations of the Gates Police Department. Rob is the current President of the Gates Chili Community Connections (GC3) non-profit group.



## Nicole Littlewood

Nicole Littlewood is the mother of two boys, a 16-year resident of the district, and a current member of the Gates Chili Board of Education. She has enjoyed contributing to the success of Gates Chili students through

her service on committees including the District Equity and Ad Hoc Committee. As a longtime advocate for all learners, Nicole believes that every student deserves an equitable and inclusive education that encompasses academics, physical movement, social-emotional learning, and extracurricular activities. An educator for 22 years and a graduate from SUNY Geneseo, Nicole began her career in the Rochester City School District as a special education and math teacher. After almost a decade in the classroom, she became a coordinating administrator for special education, focusing on curriculum, data analysis, and working closely with student teams. Nicole then transitioned to Monroe-2 Orleans BOCES, where she led the alternative high school. Most recently, Nicole returned to RCSD, working with youth ages 17-21, that are striving to obtain their diploma in a non-traditional setting. Nicole's children attend Gates Chili Middle School and Paul Road Elementary School, and are engaged members of the school community, participating in sports, clubs, and performing arts.

# VOTE

**Tuesday, May 21 • 6:30 a.m. to 8:30 p.m.**  
**Spartan Field House at Gates Chili High School**



## Gates Chili awarded additional funding for *electric school buses*

Gates Chili has been approved to receive additional incentives to cover the cost of more electric school buses (ESBs)!

You may remember that Gates Chili was the first district locally and across upstate NY to add ESBs to its fleet in June 2022. Those first two buses were purchased thanks to grant funds available through the New York State Energy Research and Development Authority (NYSERDA). In the years since, NYSERDA offered additional grants and the district purchased three more for a total of five ESBs in the district. Now that additional incentives are available, the district is planning to purchase more ESBs as part of its regular bus replacement plan.

"If not for clean funding initiatives like this, electric school buses would be out of our reach," explained Assistant Superintendent for Business Dr. Mitchell Ball. "We proudly

embrace the move to zero-emission buses, which add value for our community and take steps to address our impact on the environment."

The district's current five ESBs are on the road every day to and from school. The buses have a range of more than 100 miles when fully charged, which works well for the majority of the district's bus routes.

The district's plan for bus replacements this year includes the purchase of nine 66-passenger ESBs and one 66-passenger ESB with a wheelchair lift, as well as one 66-passenger and three 35-passenger conventional diesel engine buses. In addition to the environmental, economic and safety benefits to the school community, this would make Gates Chili the first district in New York State to add to its fleet an ESB that is equipped with a wheelchair lift.

## Capital Project Update

Construction is officially underway on the district's current capital project!

A groundbreaking ceremony at Gates Chili High School on Feb. 27 paved the way for work to begin on the high school's new Family and Consumer Sciences (FACS) and technology classrooms. More than 30 people were in attendance for that ceremony, including students and teachers from both programs.

Other work at the high school includes the relocation of district office staff to the high school, the addition of restrooms near the Gates Chili Professional Learning Center (GCPLC) and priority building conditions work. While construction is underway, visitors to the district's main campus will notice parts of parking lots G, H and I at the high school are blocked off.

Meanwhile, phase one of work at Gates Chili Middle School will begin in the coming weeks with the renovation of music and technology classrooms there. Phase two of the project includes work at Florence Brasser Elementary School, the creation of a multipurpose turf complex near the middle school, and general building upkeep such as upgrades to heating and ventilation units and other regular maintenance. That phase is currently awaiting approval from the New York State Education Department (NYSED).

Voters approved this no-tax-impact capital project in February 2022. The entire project is expected to be completed in 2026. For updates on this capital project, visit [gateschili.org/CapitalProject](https://gateschili.org/CapitalProject).



## RETURN ON INVESTMENT

### Facilities

- Many elementary students are exploring all that Gates Chili facilities have to offer by having kickball tournaments in the Spartan Field House and pool parties in the natatorium!
- Gates Chili's main campus got a major upgrade to signage, helping visitors identify and navigate to important points of interest and parking lots.
- Gates Chili is looking to improve energy performance that could save the district \$1 million in annual energy costs by installing solar panels.



### Transportation

- Gates Chili now has the infrastructure in place to support 20% of its school bus fleet, making it possible to continue to lessen its carbon footprint with more electric buses.
- As part of bus driver retention efforts, the transportation break room got an overhaul this year, complete with new paint, furniture and activities to help bus drivers build community between their routes.
- The district's nearly 90-bus fleet is now protected by upgraded security at the entrance to the Gates Chili Transportation and Facilities Center.





**RETURN ON INVESTMENT****Grades UPK-5**

- Schools are continuing to grow their catalogue of extracurricular activities based on student interest, adding options such as flag football, wiffle ball, dance, storytelling, geography and more!
- Gates Chili is gearing up to host its 11th year of Universal Prekindergarten (UPK), partnering with Monroe 2-Orleans BOCES and Imagination Childcare Academy to offer the free program to district families.
- Many teachers are participating in Learning Labs, giving them the opportunity to visit classrooms in different schools as they work to implement new learning and instructional practices aligned with the science of reading.

**Library and Literacy**

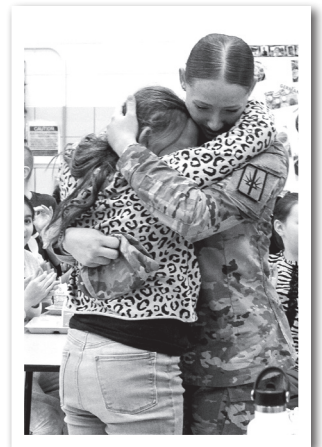
- Each elementary school took part in a 'One School, One Book' initiative, allowing all grade levels to share a collective reading experience and enhance the joy of reading.
- With more than 100 different library resources available, Gates Chili staff and students are on pace to use 81,791 print books, 7,765 audio and e-books, 99,474 uses of digital databases, 12,117 hands-on maker experiences this school year.
- After reading Omar Mohamed's autobiographical book, "When the Stars are Scattered," sixth-graders had the opportunity to make real-life connections during a meeting with the author to learn more about his story and fleeing from war to a refugee camp.

## Disney Dragons welcome heroes home

The month of March was filled with heartwarming reunions at Walt Disney Elementary School.

On March 22, fifth-grader Emily P. received an unexpected reunion during lunchtime. Emily's older sister, U.S. Army Servicewoman Abigail, who had been deployed during the past year, walked into the cafeteria to surprise her younger sister. The cafeteria erupted with cheers from students as the sisters tearfully embraced after months apart.

Meanwhile, days later, Disney Dragons also welcomed home their P.E. teacher Vinny Candileri, who was stationed in Poland from June 2023 to March 2024. Candileri, who is a member of the U.S. Army Reserves, was serving in Operation European Assure Deter Reinforce. Students and staff are thrilled to have Coach Candileri back home.



## Swinging into action: Bears advocate for new swing set

Brasser Bears are flying high on the school's new swings thanks to a big push from student council.

The campaign for a new swing set began last school year. While Brasser's primary playground, used by younger students, had its own swings, the swings used by third-, fourth- and fifth-graders were older and deteriorating and had to be removed due to safety concerns. The Brasser Student Council set out on a mission.

Student council officers Tim W., Baraah Z., Arianna C. and Anna K. started by consulting their student council advisors and building administrators, who helped set up a meeting with Gates Chili Assistant Superintendent of Business Dr. Mitchell Ball. Impressed by the students' advocacy, Dr. Ball tasked them with conducting research on swing sets at Gates Chili's three other elementary schools. Based on their research, they concluded swinging is one of the most popular playground activities

among Gates Chili elementary students. It was enough to convince the district to grant their request.

On March 12, Brasser cut the ribbon on its new swing set. And although Tim, Baraah, Arianna and Anna, who are now sixth-graders at Gates Chili Middle School, don't get to enjoy the swings every day, they are still proud of the student council's accomplishment and what it means for all current and future Brasser Bears.

"I think that we made a really big difference in making the kids happy," said Baraah. "My sister goes to the elementary school, and she loves them. She's like, 'I love the swings. Thank you for doing this for us!'"

"It shows other kids when they get to be on student council that they can try and make changes for the school," added Tim. To read more about the clever ways in which students conducted their research, go to [gateschili.org/BrasserAdvocacy](https://gateschili.org/BrasserAdvocacy).



## New elective brings *new opportunities*

In a whirlwind of excitement and civic pride, Gates Chili Middle School students took center stage at the inaugural Civics Bee on March 11.

This contest was not just any ordinary competition — it was a buzzing hive of activity aimed at igniting the flames of civic engagement among the next generation of American leaders. The Civics Bee drew a swarm of participants from across Monroe County ready to display their knowledge of democracy and community involvement in the civics competition.

It wasn't mere luck that earned two Spartans placement within the top five out of a total of 19 students in the competition. It was a result of their hard work and learning in their new civics elective. The new course helps students gain the tools and knowledge needed to actively participate in their community and government.

"The class is unique because it is centered upon community involvement and student engagement," explained social studies and civics teacher Lynsey LaMorte.

"Civics is a class where we can express how we think about our society and how we can contribute to it even at our young age," said Milo M.



While exploring topics like how the government works and citizens' responsibilities, students also discover ways to use their knowledge in real-life situations, such as community projects and local advocacy efforts. This hands-on approach not only reinforces students' understanding of civics, but it also instills in them a sense of control and empowerment.

## Fusion of art and social studies honors

### *Harlem Renaissance*

Students at Gates Chili Middle School celebrated Women's History Month by paying homage to the women behind the Harlem Renaissance Movement.

Students' participation in the Women's Empowerment March, an annual initiative by the New School, set the stage for lessons and projects of the same theme that combined art and social studies.

In Cherie Spoto's social studies class, seventh- and eighth-grade students researched women of the Harlem Renaissance and hosted a mock dinner party to share what they learned with each other. To help with their presentations, they created a placemat with talking points, a mask of their chosen figure and came up



with an artifact to represent them.

Meanwhile in Amy Cocuzzi's art class, sixth-graders learned about American sculptor Selma Burke, best known for her portrait of

President Franklin D. Roosevelt, which is believed may have been the model for his portrait on the dime. To cap off the lesson, students selected an inspiring woman and designed a coin using their image. Art class also gave seventh- and eighth-graders the chance to create pop art portraits of Harlem Renaissance women.

To learn more about this collaboration between art and social studies and see photos of student artwork, go to [gateschili.org/Renaissance](https://gateschili.org/Renaissance).

## RETURN ON INVESTMENT

### Grades 6-8

- The GCMS Outdoor Club was named Eclipse Ambassadors by the Rochester Museum and Science Center and spent this school year educating the school community about the once-in-a-lifetime total solar eclipse that happened on April 8.
- The middle school added a Hillside Work-Scholarship Program for students in grades 7-8, which has given students the opportunity for college and career exploration, field trips, social skill building and academic support.
- In a collaboration between student council and school nutrition, students took part in a third year of recipe-related challenges at the middle school — this year, tackling dessert creations that were sampled and voted on by students and staff.

### Multiculturalism

- The middle school's Multicultural Club has been focused on learning about different people, languages, and cultures through student and staff presentations about Macedonia, Nepal, Yemen, American Sign Language (ASL) and more!
- More than 55 high school students are working towards earning the New York State Seal of Biliteracy, showing a language proficiency in English plus one or more of eight different languages.
- This spring, students at Armstrong, Disney and GCHS experienced a special performance and visit by the Saakumu Dance Troupe from Ghana, during which they learned about traditional and contemporary Ghanaian dance, music and culture, promoting holistic cross-cultural experiences.



**RETURN ON INVESTMENT****Grades 9-12**

- This year, the high school launched video morning announcements led by students, as well as "The Spartan Scoop," a monthly e-newsletter to keep families informed and connected.
- Students and staff a part of the HS Equity Team have been working to unite the school community through student-led faculty meetings and other events focused on promoting diversity, equity and inclusion throughout the building.
- GCHS is offering the NYS Seal of Civic Readiness for the first time, with more than 50 students having applied for the diploma endorsement. Stay tuned to read about this year's honorees in the graduation issue of this newsletter!

**Technology**

- Staff are practicing their phishing reporting skills thanks to a large-scale phishing awareness campaign to increase awareness and educate staff on how to keep district systems safe from phishing attempts.
- The tech department has been increasing automation between various systems and upgrading older technology to allow students and staff quicker access to resources in the classroom.
- New digital signs are now available in all buildings, which allow many options for presentations, video, scheduling of programming, and the ability to show different content on different hallway and office displays.

**Class of 2024 Top 20**

Congratulations to the top 20 ranked seniors from the Class of 2024, according to their weighted GPA. The seniors' academic achievements were announced and celebrated at the annual Top 20 breakfast on April 17.

With the high school transitioning to a Latin Honors System in 2025, this is the last year for Top 20. Beginning next year, the high school will be more aligned with college practices and students will be recognized as summa cum laude, magna cum laude or cum laude graduates.



1. Michael Ringelberg
2. Brownwyn Lucyszyn
3. Elizabeth Runion
4. Alyssa Kilner
5. Joseph Colabufo
6. Tyla Jackson
7. Savana Henry
8. Dylan Wanzenried
9. Bridget Gardner
10. Ethan List
11. Adriana Ferrara
12. Catherine Tran
13. Linda Nguyen
14. Alex Nguyen
15. Michelena Aiosa
16. Lily Sweeney
17. Kailey Tran
18. Margaret Amesbury
19. Bryanna Smith-Dillio
20. Alexa Ferrara

*Well!  
done!*

## *Fish are Friends:* **for the Aquarium Club at GCHS**

A fin-tastic club at Gates Chili High School is hooked on learning about aquatic life, and members are eager to share their passion with the Gates Chili school community.

The high school's Aquarium Club is responsible for taking care of fish and maintaining tanks in the high school atrium. This state-of-the-art science wing was constructed in 2007 and rededicated in 2008. It features six tanks full of freshwater and saltwater creatures, including fish and turtles.

"I joined Aquarium Club when I was in ninth grade, and since then it's become my favorite thing. If I had not joined, I would not be heading in the direction I am," said club president and senior Lily M., excited about her plans to study marine science at Orange Coast College in California following graduation.

The club has been planning a new initiative to highlight the various critters in these tanks. Keep an eye out for "Tank Talk" posts on the GCHS Instagram page, @gateschilihs, to learn more about the creatures that call the high school atrium home.







## BUILDING A CHAMPIONSHIP CULTURE: Spartans kick off another season of Girls Flag Football

Since the team's inaugural season last year, interest and competition for girls varsity flag football at Gates Chili has only grown stronger. Of the 22 student-athletes on the roster, there are 16 seniors on the team, with 15 returners from last season bringing experience back to the field.

"The competition has become fierce and competitive, with teams playing to win and coaches coaching to win," said Coach Jason Benham. "The sport takes toughness and physicality, even though there's no contact." Despite the fierce competition, the team is having a lot of fun with the sport.

"We're all super supportive of each other, it's a good team environment," said co-captain Alexa F. "The team has grown so much, and we all try to be understanding and encouraging if someone messes up," added co-captain Trelani H.

The introduction of girls flag football at Gates Chili is timely, as the sport continues to grow in popularity on the national stage. The NFL has promoted the sport, it has been introduced at the collegiate level and it will even premiere as a new competition in the 2028 Olympic Games in the United States.

"I think it's really important for girls to be able to play football and open up to new sports and opportunities," shared co-captain Megan M. The introduction of girls flag football has not just been about scoring touchdowns, but also about empowering young female athletes. Benham, who is retiring at the end of this school year, shared this experience has been particularly meaningful, expressing, "Coaching the girls has been really fun for me. I've coached girls' basketball and other sports, but being able to share my true passion in another season has been really cool."



## Spartan football gets a new coach



Gates Chili is proud to welcome Andre Fontenette as the new varsity football coach! Fontenette's leadership comes just months ahead of the retirement of longtime teacher and high school football coach Jason Benham! Fontenette is a graduate of Churchville-Chili High School and played college football at Syracuse University. He has coached football at the high school and collegiate level, including at SUNY Brockport, Wagner College, University of Maine, Campbell University and McQuaid Jesuit High School. Outside of football, Fontenette works as a mitigation specialist with the Monroe County Public Defender's Office.

## RETURN ON INVESTMENT

### Physical Education and Athletics

- So far this school year, 15 fall and winter athletic teams and 140 student-athletes were recognized with Scholar Athlete awards, honoring average team GPAs and individual GPAs of 90% or higher.
- Approximately 250 more elementary students from all four elementary schools had the chance to hone their swimming and water safety skills this year, thanks to the expansion of the swimming unit to fourth grade.
- Gates Chili elementary schools have been working to align PE and health instruction to meet standards in a proactive and consistent way that is developmentally appropriate for each grade level.

### Health and Safety

- The high school and middle school worked together with Delphi Rise counselors to host "Hidden in Plain Sight," a drug prevention program for families to learn to spot signs of possible substance use and risky behavior.
- The high school piloted an electronic hall pass system they will be launching in the 2024-25 school year to help manage the time students spend outside of the classroom during instructional hours.
- The district hired a director of safety and security to support the increased focus on and needs of safety and security including safety planning and oversight and the day-to-day management of a growing security staff.

## RETURN ON INVESTMENT

### Music, Arts and Dance

- The middle school production of "Finding Nemo Jr." and the high school production of "The Addams Family" built the musical, stage and theatre prowess of almost 130 total students!
- Gates Chili continued ARTS Partners, its award-winning partnership with the Rochester Broadway Theater League by taking more than 400 students to live performances of "Annie" and "Ain't Too Proud" and giving GC artists the opportunity to showcase artwork related to the shows in the theater!
- This year, students at the high school learned about and paid homage to Historically Black College and University customs with the debut of a new majorette dance team and step team.

### Student Support

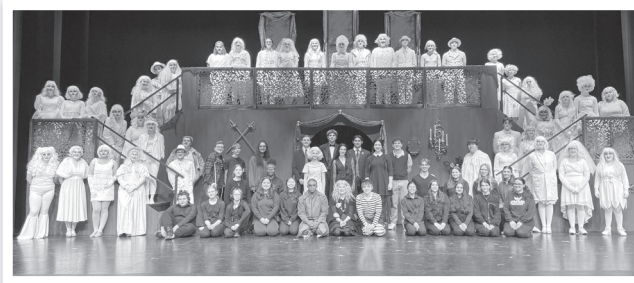
- Gates Chili is working to implement the community school model at Neil Armstrong in the 2024-25 school year, which focuses on connecting families to important resources, services and learning opportunities.
- The student support services department is working with several outside agencies to advance the district's mental health systems through access to professional development, technical assistance and ongoing coaching.
- In an effort to respond to students' varying needs, nearly 100 staff members are now equipped with important skills to prevent and/or de-escalate negative behavior in school thanks to Therapeutic Crisis Intervention (TCI) training.

## From screen to stage: *The Addams Family* frights and delights

Gates Chili High School Musical Theatre brought TV's creepiest family to life on the Gates Chili Performing Arts Center (GCPAC) stage this spring.

Audiences packed the house for the group's production of "The Addams Family," a musical comedy based on the fictional ghoulish family. A cast and crew of more than 70 students transformed the stage into the Addams' gothic mansion to perform more than 20 musical numbers, including the iconic theme song from the TV show. Students took on the roles of Gomez, Morticia, Fester, Wednesday, Pugsley, Lurch and their ghostly ancestors, among others.

Before the curtain went up, cast members got the opportunity to preview the production on Fox Rochester's morning show, "Good Day Rochester." To see that appearance, go to [gateschili.org/AddamsGDR](http://gateschili.org/AddamsGDR).



## Gates Chili jazz musicians make melodies in 'Music City'

Jazz came alive for more than 60 students during an unforgettable experience to 'Music City' this spring! The four-day trip to Nashville in late April provided students in the GCHS Jazz Band exciting opportunities, including the chance to perform outside of the Country Music Hall of Fame. The ensemble performed a piece that they commissioned in honor of the trip, titled "In Old Ozark Village," composed by Joey Stempien. The group also had the opportunity to take part in a recording session in RCA Studio B, where famous musicians like Elvis Presley, Roy Orbison and Dolly Parton recorded music. Other highlights from the trip include listening to the Nashville Symphony, a riverboat cruise and getting to enjoy the local cuisine.



# Staff Spotlight



**Vara Morley**  
Teaching Assistant  
Florence Brasser  
Elementary School

Vara Morley is passionate about helping students learn and grow, which is how she found her place at Florence Brasser Elementary School. With a background in social work, Morley's journey to becoming a teaching assistant was unexpected.

Morley graduated from Roberts Wesleyan University with a bachelor's degree in social work. She started her career at the non-profit Hillside Family of Agencies, helping students manage behavioral and academic needs. While she loved working with students, after 13 years

at Hillside, she was ready for a new opportunity.

"I heard about the teaching assistant position at Florence Brasser from some co-workers who worked in the district," Morley explained. "I knew I still wanted to work with kids and was excited about the opportunity."

Morley has been at Brasser for more than a year now and finds the position to be incredibly rewarding. Her role as a teaching assistant is wide-ranging with every day being a new experience. She is excited that she has the chance to work with different students, helping manage behavioral needs, while also taking on a teaching role by filling in for teachers when needed.

She shared that starting a new role can be nerve-racking, but she is thankful for how warmly she has been welcomed into the Brasser family.

"I am so grateful that I was able to join this incredible school," Vara said. "I am passionate about helping students reach their potential and I enjoy seeing them grow and learn."

## Hanning receives national honor



Disney art teacher Kelly Hanning has been recognized nationally by the National Art Education Association! The NAEA named her the 2024 Eastern Region Elementary Art Educator, making her one of only a handful of art educators to have been selected for this national honor!

Hanning has been a teacher at Gates Chili since 2016. In that time, she provided students with several high-profile authentic art experiences, including the creation of murals at Walt Disney Elementary School, a fashion show connected to career prospects and many other collaborative art projects focused on self-expression

through art. Hanning also serves as a teacher leader, overseeing curriculum for elementary art in the district. She is also a practicing artist, routinely showcasing her own work in galleries around town.

"Kelly is not only a gifted artist, but also an extraordinary educator," shared Troy Olin, assistant superintendent for instruction. "In the classroom, she inspires students to bring their art to life. Meanwhile, outside of the classroom, she is a tireless advocate for the students she serves and a demonstrated leader in our district. We could not be more proud to have Kelly on our team."

Hanning was presented with the award at the NAEA National Convention in Minneapolis, Minnesota in early April.

## RETURN ON INVESTMENT

### Equity and Inclusion

- Gates Chili was proud to provide school supplies for students in grades K-8 this year.
- In an effort to remove barriers and increase access to information, the district is moving all school-to-home communication to ParentSquare in the 2024-25 school year. Check out the graduation issue of this newsletter this summer for more details!
- Ahead of the Rochester total solar eclipse on April 8, Gates Chili provided all students and staff with eclipse glasses to safely watch the once-in-a-lifetime view.



### Professional Learning

- More than 100 professional learning in-service courses were offered in-house to staff this school year, including book studies, collegial circles, culturally responsive teaching, the science of reading and more.
- Gates Chili partnered with Children's Institute to support professional learning cycles for administrators and staff to deepen their understanding of restorative practices.
- This year's theme of Connecting the Dots to Equity has driven the focus for the two superintendent's conference days where all staff spent time collaborating and learning together.



## RETURN ON INVESTMENT

### School Nutrition

- This year, Gates Chili was approved for the Community Eligibility Provision (CEP), which allowed all students to eat free breakfast and lunch at school every day for a total of 500,000+ meals served so far!
- In an effort to incorporate more student choice in school meals, the school nutrition department is introducing parfaits and smoothies to the breakfast menu this spring.
- Seniors at the high school provided valuable feedback during a weeklong menu survey, resulting in the addition of tikka masala with naan bread to the menu.



### Community

- With nearly 4,000 views per month, the Gates Chili E-newsletter is helping shine a light on news and updates from around the district, as well as highlighting important awareness and heritage month celebrations that represent Gates Chili students and staff.
- In 2023, more than 8,600 district residents utilized the fitness center, indoor track and pool at Gates Chili High School, as part of the district's community membership – up approximately 1,000 visitors over last year!
- Gates Chili offered more than 540 continuing education courses, attended by nearly 1,200 participants, including nearly 100 new drivers who completed the Driver Education program!

## 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 the recipients for February, March and April.



### February recipients:

*Paul Road students Maria A., Aubrianna B., Anthony C., Blake K., Alina L., Reed L., Laila P., Ryan R., Manny S., Katerina V. and Paul Road staff members Linda Andrews, Catherine Mahaney, Dr. Sarah Ryan and Cameron Scharf*



### March recipients:

*Walt Disney students Cameron G., Mia H., ElyJah K., Emiah L., Savannah M., Ja'Ziyah T. and Myalee W.*



### April recipients:

*Neil Armstrong students London L., Joye L., Jacob M. and Eric U., and Neil Armstrong staff members Kimberly Burgholzer and Cassidy Dailey*

## Volleying for a good cause

Staff from Gates Chili's four elementary schools served up some stiff competition during a round-robin volleyball tournament on April 18 in the Spartan Field House. The event was a fundraiser for the Gates Chili Education Foundation and the Gates Chili Food Pantry. To cheer on their home school, spectators could pay \$5 per ticket or \$1 with a donated can of food. In the end, the Brasser Bears took home the trophy and the tournament raised more than \$775 for the GCEF and collected eight boxes of canned goods for the food pantry.



## Band Together:

*A Celebration of Music in our Community*

Enjoy Gates Chili's first-ever community music festival on

**Sunday, June 9  
from 12:30-6 p.m.**

Gates Chili Performing Arts Center

*featuring food trucks and performances by local bands including the Gates Chili Community Concert Band!*

# Gates Chili Central School District · 2024-25 · At-a-Glance District Calendar

KEY

○

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**)

▼

No School for Students (Gr. **6-12**)

◐

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 2024

July 4 (Thur).....Independence Day

## AUGUST 2024

Aug. 27-28 (Tues-Wed).....Superintendent's Conf. Days

## SEPTEMBER 2024

Sept. 2 (Mon).....Labor Day

Sept. 3 (Tues).....First Day of School for Students

## OCTOBER 2024

Oct. 2 (Wed).....Superintendent's Conf. Day

Oct. 11 (Fri).....Superintendent's Conf. Day

Oct. 14 (Mon).....Columbus Day/Indigenous People's Day

## NOVEMBER 2024

Nov. 11 (Mon).....Veterans Day

Nov. 27-29 (Wed-Fri).....Thanksgiving Recess

## DECEMBER 2024

Dec. 9 (Mon).....P-5 Parent Teacher Conf. / Conf. Day

Dec. 20 (Fri).....P-5 Parent Teacher Conf. / Conf. Day

Dec. 23-31 (Mon-Tues).....Holiday Recess

Dec. 25 (Mon).....Christmas

## JANUARY 2025

Jan. 1 (Wed).....New Years Day

Jan. 1-3 (Wed-Fri).....Holiday Recess

Jan. 20 (Mon).....Martin Luther King, Jr. Day

Jan. 21-24 (Tues-Fri).....NYS Regents Exams

Jan. 24 (Fri).....Conf. Day

Jan. 29 (Wed).....Lunar New Year

## FEBRUARY 2025

Feb. 5 (Wed).....Superintendent's Conf. Day

Feb. 17 (Mon).....President's Day

Feb. 17-21 (Mon-Fri).....Mid-winter Recess

## MARCH 2025

March 28 (Fri).....Superintendent's Conf. Day

## APRIL 2025

April 14-18 (Mon-Fri).....Spring Recess

April 28-30 (Mon-Wed).....3-8 Assessment Window

## MAY 2025

May 1-9 (Thur-Fri).....3-8 Assessment Window

May 26 (Mon).....Memorial Day

## JUNE 2025

June 4 (Wed).....NYS Regents Exams

June 10 (Tues).....NYS Regents Exams

June 17-25 (Tues-Wed).....NYS Regents Exams

June 19 (Thur).....Juneteenth

June 20 (Fri).....Class of 2025 Commencement

June 25 (Wed).....Last Day for Students

June 26 (Thur).....Conf. Day/Last Day for 10-Month Staff

NOTE: There are 186 required days for faculty and 181 required days for students. If there are more than two emergency closing days, it may be necessary to adjust school days in May and/or June.

APPROVED- Feb. 6, 2024

JULY 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MARCH 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

MAY 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

APRIL 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					



## GATES CHILI CENTRAL SCHOOL DISTRICT

3 Spartan Way  
Rochester, New York 14624  
585.247.5050

Non-Profit Org.  
U.S. Postage  
**PAID**  
Rochester, NY  
Permit No. 1034

### Board of Education

Catherine Coffee, President  
Christine Brown Richards, Ed.D., Vice President  
Kathryn Davis  
Michelle Jennings  
Kerri Keyes  
Nicole Littlewood  
Robert Long  
Francis Muscato  
Tanya Srbinovski  
Alannah Griner, Student Ex-Officio

### Superintendent of Schools

Christopher J. Dailey

### Assistant Superintendent for Business

Mitchell J. Ball, Ed.D., SFO

### Director of Communications, Editor

Iva R. Petrosino, APR

### Contributors

Jada Atwood  
Abbey Noble  
Ashley Trevor

### Graphic Designer

Lisa Constantine

[gateschili.org](http://gateschili.org)

Designed and printed at Monroe 2–Orleans BOCES



A NYSPRA award-winning publication



## Free meals to continue this summer!

Gates Chili is proud to once again host the USDA Summer Meals Program this summer! Summer meals will kick off on July 8 and run through Aug. 9. Hours, locations and menus will be shared in mid-June at [gateschili.org/SchoolNutrition](http://gateschili.org/SchoolNutrition).



## Proof of Residency

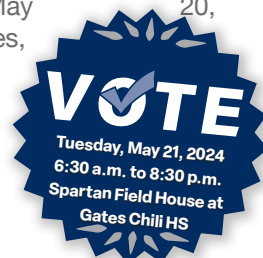
The school district may require all persons offering to vote at the budget vote and election to provide one form of proof of residency pursuant to the Education Law §2018-C. Such form may include a driver's license, a non-driver identification card, a utility bill or a voter registration card. Upon offer 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 21, 2024 vote, is eligible. You do not need to be registered to vote, but you must bring identification and proof of residency.

## Absentee Ballots and Early Mail Voting

Gates Chili residents who are unable to appear at the vote due to travel, illness, or other qualifying circumstances may apply for absentee or early mail voting ballots. Go to [gateschili.org/vote](http://gateschili.org/vote) to download an application for one of these ballots. If the ballot is to be mailed to the voter, applications must be received by the district clerk by 4 p.m. on Tuesday, May 14, 2024. If the ballot is to be picked up by the voter, applications must be received by the district clerk by 4 p.m. on Monday, May 20, 2024. In both cases, completed ballots must be returned to the district clerk by 5 p.m. on Tuesday, May 21, 2024.



# Stay Connected!



@GatesChiliInfo #GCPride #GCCares



Proposed 2024-2025 Revenue  
Where does the money come from?

Fund	Acct	Description	23-24		24-25	
			Intital Revenue		Proposed	
A	5997.001	Appropriated Fund Balance	1,100,000		2,906,847	Appropriated Reserves
		ERS Reserve	1,550,000		2,000,000	Appropriated Reserves
A	5997.827	TRS Reserve	800,000		800,000	Appropriated Reserves
A	5997.864	Tax Cert Reserve	100,000		100,000	Appropriated Reserves
A	5997.867	EBALR Reserve	100,000		100,000	Appropriated Reserves
Appropriated Reserve & Fund Balance			3,650,000		5,906,847	
Tax Levy			59,954,918		62,930,900	
PILOT Agreement			2,624,782		1,468,802	
Sales Tax			4,066,069		4,294,939	
Tuition, Fees, & Interest			1,495,000		1,905,927	
Sale of Equipment, Material, Other			105,000		105,000	
State Aid			55,351,646		55,387,608	
Forteitures and Refunds			1,170,000		1,170,000	
Federal Aid Interfund Aid			135,000		135,000	
Total Proposed 2024-2025 Revenue:			128,552,415		133,305,023	

# 2024-2025 Proposed Budget Where Does the Money go?

Function	Description	2023-2024 Initial Budget	2024-2025 Proposed Budget
<b>A Administrative Component</b>			
1010	Board Of Education	29,695	31,795
1040	District Clerk	2,500	2,500
1060	District Meeting	6,800	6,800
<b>Board of Eduaction</b>		<b>38,995</b>	<b>41,095</b>
1240	Chief School Administrator	365,000	396,650
<b>Central Administration</b>		<b>365,000</b>	<b>396,650</b>
1310	Business Administration	1,000,945	1,056,226
1320	Auditing	83,200	108,200
1325	Treasurer	135,100	141,050
1330	Tax Collector	57,800	65,500
1345	Purchasing	176,966	12,869
<b>Finance</b>		<b>1,454,011</b>	<b>1,383,845</b>
1420	Legal	247,848	233,625
1430	Personnel	528,591	579,388
1480	Public Information and Services	233,725	223,912
<b>Staff</b>		<b>1,010,164</b>	<b>1,036,925</b>
1670	Central Printing & Mailing		11,000
1680	Central Data Processing	1,438,092	849,122
<b>Central Services</b>		<b>1,438,092</b>	<b>860,122</b>
1910	Unallocated Insurance	280,000	280,000
1920	School Association Dues	35,000	37,000
1950	Assessments on School Property	36,000	38,000
1981	BOCES Administrative Costs	1,458,826	1,511,663
<b>Specialty Items</b>		<b>1,809,826</b>	<b>1,866,663</b>
2010	Curriculum Devel and Suprvsn	918,302	1,021,818
<b>Instructional Administration &amp; Staff Development</b>		<b>918,302</b>	<b>1,021,818</b>
9000	Employee Benefits	3,659,002	3,746,520
<b>Employee Benefits</b>		<b>3,659,002</b>	<b>3,746,520</b>
2020	Supervision-Regular School	2,974,453	3,161,148
<b>Supervision of Schools</b>		<b>2,974,453</b>	<b>3,161,148</b>



Function	Description	2023-2024 Initial Budget	2024-2025 Proposed Budget
C	Capital Component		
1620	Operation of Plant	4,874,245	5,083,832
1621	Maintenance of Plant	1,729,202	1,867,662
1622	Security of Plant	659,100	819,107
	Central Services	7,262,547	7,770,601
1964	Refund on Real Property Taxes	10,000	15,000
	Specialty Items	10,000	15,000
9000	Employee Benefits	2,291,295	2,324,230
	Employee Benefits	2,291,295	2,324,230
9901	Transfer to Other Funds	100,000	100,000
9901	Transfer to Debt Service Fund	13,123,438	13,423,605
	Debit Service & Transfer to Capital Reserve	13,123,438	13,423,605

Function	Description	2023-2024 Initial Budget	2024-2025 Proposed Budget
<b>P Program Component</b>			
2070	Inservice Training-Instruction	504,789	626,509
<b>Instructional Administration &amp; Staff Development</b>		<b>504,789</b>	<b>626,509</b>
5510	District Transport Srvcs-Med Elgble	5,828,031	6,017,709
5581	Transportation from Boces	43,814	39,961
<b>District Transportation</b>		<b>5,871,845</b>	<b>6,057,670</b>
9000	Employee Benefits	28,494,745	28,651,848
9089	Other (specify)	313,900	314,000
<b>Employee Benefits</b>		<b>28,808,645</b>	<b>28,965,848</b>
9901	Transfer to Special Aid Fund	260,000	
7140	Recreation	166,800	243,266
8060	Civic Activities	298,440	326,747
<b>Community Services</b>		<b>465,240</b>	<b>570,013</b>
2805	Attendance-Regular School	221,285	241,723
2850	Co-Curricular Activ-Reg Schl	94,000	120,566
2630	Computer Assisted Instruction	1,132,225	1,069,785
2810	Guidance-Regular School	684,034	834,860
2815	Health Srvcs-Regular School	1,252,887	1,344,865
2855	Interscholastic Athletics-Reg Schl	1,485,505	1,482,284
2280	Occupational Education(Grades 9-12)	1,269,606	1,364,326
2250	Prg For Sdnts w/Disabil-Med Elgble	18,436,341	18,596,435
2259	Prg for English Language Learners		51,000
2820	Psychological Srvcs-Reg Schl	927,800	875,727
2830	Pupil Personnel Srvcs-Special Schools	254,800	347,221
2610	School Library & AV	818,401	894,619
2825	Social Work Srvcs-Regular School	693,950	782,177
2110	Teaching-Regular School	28,873,079	31,086,977
2330	Teaching-Special Schools	42,858	844,196
<b>Instructional Programs</b>		<b>56,186,771</b>	<b>59,936,761</b>

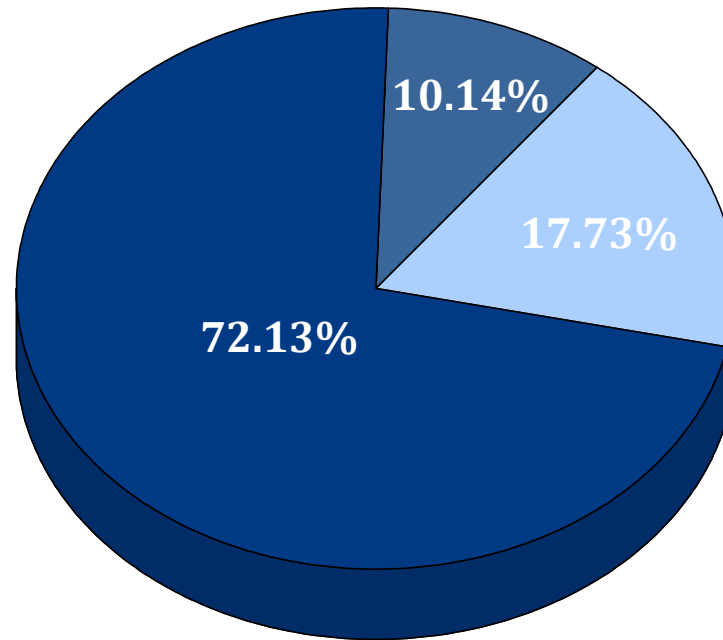


	<b>2023-2024 Initial Budget</b>
<b>A</b>	13,667,845 10.63%
<b>C</b>	22,787,280 17.73%
<b>P</b>	92,097,290 71.64%
<b>Total</b>	<b>128,552,415</b> 100.00%

	<b>2024-2025 Proposed Totals</b>
<b>A</b>	13,514,786 10.14%
<b>C</b>	23,633,436 17.73%
<b>P</b>	96,156,801 72.13%
<b>Total</b>	<b>133,305,023</b> 100.00%

# Three Part Budget

Fiscal Year 2024-2025



<div></div>	Administrative Component	13,514,786	10.14%
<div></div>	Capital Component	23,633,436	17.73%
<div></div>	Program Component	96,156,801	72.13%
Total:		133,305,023	100.00%



# 2024-2025 Contingent Budget Calculation

A Administrative Component				
1010	Board Of Education	29,695	31,795	31,795
1040	District Clerk	2,500	2,500	2,500
1060	District Meeting	6,800	6,800	6,800
Board of Eduaction		38,995	41,095	41,095
1240	Chief School Administrator	365,000	396,650	396,650
Central Administration		365,000	396,650	396,650
1310	Business Administration	1,000,945	1,056,226	1,056,226
1320	Auditing	83,200	108,200	108,200
1325	Treasurer	135,100	141,050	141,050
1330	Tax Collector	57,800	65,500	65,500
1345	Purchasing	176,966	12,869	12,869
Finance		1,454,011	1,383,845	1,383,845
1420	Legal	247,848	233,625	233,625
1430	Personnel	528,591	579,388	579,388
1480	Public Information and Services	233,725	223,912	223,912
Staff		1,010,164	1,036,925	1,036,925
1670	Central Printing & Mailing		11,000	11,000
1680	Central Data Processing	1,438,092	849,122	849,122
Central Services		1,438,092	860,122	860,122
1910	Unallocated Insurance	280,000	280,000	280,000
1920	School Association Dues	35,000	37,000	37,000
1950	Assessments on School Property	36,000	38,000	38,000
1981	BOCES Administrative Costs	1,458,826	1,511,663	1,511,663
Specialty Items		1,809,826	1,866,663	1,866,663
2010	Curriculum Devel and Suprvsn	918,302	1,021,818	1,021,818
Instructional Administration & Staff Development		918,302	1,021,818	4,182,966
9000	Employee Benefits	3,659,002	3,746,520	3,746,520
Employee Benefits		3,659,002	3,746,520	3,746,520
2020	Supervision-Regular School	2,974,453	3,161,148	3,161,148
Supervision of Schools		2,974,453	3,161,148	3,161,148

C Capital Component				
1620	Operation of Plant	4,874,245	5,083,832	5,083,832
1621	Maintenance of Plant	1,729,202	1,867,662	1,867,662
1622	Security of Plant	659,100	819,107	819,107
Central Services		7,262,547	7,770,601	7,770,601
1964	Refund on Real Property Taxes	10,000	15,000	15,000
Specialty Items		10,000	15,000	15,000
9000	Employee Benefits	2,291,295	2,324,230	2,324,230
Employee Benefits		2,291,295	2,324,230	2,324,230
9901	Transfer to Other Funds	100,000	100,000	100,000
9901	Transfer to Debt Service Fund	13,123,438	13,423,605	13,423,605
Debit Service & transfer to Capital Reserve		13,223,438	13,523,605	13,523,605



P Program Component				
2070	Inservice Training-Instruction	504,789	626,509	626,509
Instructional Administration & Staff Development		504,789	626,509	626,509
5510	District Transport Srvcs-Med Elgble	5,828,031	6,017,709	6,017,709
5581	Transportation from Boces	43,814	39,961	39,961
District Transportation		5,871,845	6,057,670	6,057,670
9000	Employee Benefits	28,494,745	28,651,848	28,651,848
9089	Other (specify)	313,900	314,000	314,000
Employee Benefits		28,808,645	28,965,848	28,965,848
Transfer to Other Funds		260,000		
7140	Recreation	166,800	243,266	243,266
8060	Civic Activities	298,440	326,747	326,747
Community Services		465,240	570,013	570,013
2805	Attendance-Regular School	221,285	241,723	241,723
2850	Co-Curricular Activ-Reg Schl	94,000	120,566	120,566
2630	Computer Assisted Instruction	1,132,225	1,069,785	1,069,785
2810	Guidance-Regular School	684,034	834,860	834,860
2815	Health Srvcs-Regular School	1,252,887	1,344,865	1,344,865
2855	Interscholastic Athletics-Reg Schl	1,485,505	1,482,284	1,182,284
2280	Occupational Education(Grades 9-12)	1,269,606	1,364,326	1,364,326
2250	Prg For Sdnts w/Disabil-Med Elgble	18,436,341	18,596,435	18,596,435
2259	Prg for English Language Learners		51,000	51,000
2820	Psychological Srvcs-Reg Schl	927,800	875,727	875,727
2830	Pupil Personnel Srvcs-Special Schools	254,800	347,221	347,221
2610	School Library & AV	818,401	894,619	894,619
2825	Social Work Srvcs-Regular School	693,950	782,177	782,177
2110	Teaching-Regular School	28,873,079	31,086,977	30,382,058
2330	Teaching-Special Schools	42,858	844,196	844,196
Community Services		56,186,771	59,936,761	58,931,842

	2023-2024 Initial Budget		2024-2025 Proposed Budget		2024-2025 Contingent Budget
A	10.63% 13,667,845	A	10.14% 13,514,786	A	10.22% 13,514,786
C	17.73% 22,787,280	C	17.73% 23,633,436	C	17.86% 23,633,436
P	71.64% 92,097,290	P	72.13% 96,156,801	P	71.92% 95,151,882
Total	100.00% 128,552,415	Total	100.00% 133,305,023	Total	100.00% 132,300,104

Administrative % for 2020-21 Adopted Budget =

2020-21 Administrative Component

2020-21 Administrative Component + 2020-21 Program Component

\$100,000

\$100,000 + 700,000

= 12.50%

13,667,845

92,097,290

13,514,786

96,156,801

Administrative % for 2021-22 Proposed Budget =

2021-22 Administrative Component (Proposed Budget)

2021-22 Administrative Component + 2021-22 Program Component (Proposed)

\$125,000

\$125,000 + 1,000,000

= 11.11%

105,765,135

12.92%

109,671,587

12.32%

If, in this example, the proposed budget was defeated, and the district decided to immediately adopt a contingent budget, then the administrative component of that contingent budget could not be greater than 11.11%. If, as allowed by law, the district did hold a budget revote and the budget proposed again was defeated, then the administrative cap of the contingent budget could not be greater than the lesser of the 2020-21 adopted budget administrative cap or the administrative cap of the budget that was proposed in the June 2021 revote.

Administrative Limit:

14,172,669

Reduce By:

-657,883

D:\Crystal Reports\Budget Development\2024-2025 Budget Presentation\Budge

4/16/2024 created by aml

Page 4 of 4

**Salary: Administrative Compensation Information**  
**260401 - GATES CHILI CSD**

**2023-2024 - Page 1**  
**Official - as of 05/08/2024 03:57 PM**

**Form Due May 13, 2024**

**2024-2025 Salary Threshold =**  
**\$169,000**

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	224,819	65,500	6,000

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	180,709	42,622	
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	178,344	37,918	
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				



<b>Entity Name</b>	GATES CHILI CSD		
<b>BEDS Code</b>	260401		
<b>Claim Year</b>	2023-2024	<b>SET VALUES</b>	




Welcome Sally Sanford (School Entity User)    CORE    04/26/2024 10:28 AM    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 2024-25 Budget Notice to: [emscmgts@nysed.gov](mailto:emscmgts@nysed.gov). This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 29, 2024

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

#### Shaded Fields Will Calculate

	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	128,552,415	133,305,023	3.70 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	59,954,918	62,930,900	
B. Tax Levy to Support Library Debt, if Applicable	0		
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0		
E. Total Proposed School Year Tax Levy (A+B+C-D)	59,954,918	62,930,900	4.96 %
F. Permissible Exclusions to the School Tax Levy Limit	3,728,301	3,955,428	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	56,226,617	58,975,472	
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)	56,226,617	58,975,472	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	0	
Public School Enrollment	3,613	3,573	-1.11 %
Consumer Price Index			4.12 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2024-25, includes any carryover from 2023-24 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	30,858,631	30,458,630
Assigned Appropriated Fund Balance	1,100,000	5,500,000
Adjusted Unrestricted Fund Balance	5,142,097	5,332,200
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 *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 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 BUILDING	For the cost of any object or purpose for which bonds may be issued.	5,044,207	5,044,207	Voter Approved Capital Reserve May 2021
Capital + (add) - (delete)	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	603,610	603,610	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.	6,117,903	9,117,903	Voter Approved Capital Reserve May 2023
Capital + (add) - (delete)	CAPITAL VEHICLES	For the cost of any object or purpose for which bonds may be issued.	301,805	301,805	Voter Approved Capital Reserve May 2019
Capital + (add) - (delete)	CAPITAL SECURITY	For the cost of any object or purpose for which bonds may be issued.	301,805	301,805	Voter Approved Capital Reserve May 2022
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP	For self-insured Workers Compensation and benefits.	1,201,203	1,201,203	To cover costs of potential workers
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	714,720	714,720	To cover costs of potential 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	INSURANCE	For liability, casualty, and other types of uninsured losses.	401,504	401,504	To cover costs of potential insurance claims
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	2,952,006	2,852,006	To cover costs of potential assessment reduction
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.	1,191,309	1,091,309	To cover future increases in retiree benefits costs
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	8,431,263	6,881,263	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 RESERVE	For employer retirement contributions to the	2,747,295	1,947,295	To cover future TRS employer contributions

\* **NYSED Reserve Guidance:** [http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf)

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

**\*\*Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2024-25. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Equalized Total Assessed Value    3,892,353,757

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	1,359,300	0.03
13100	CO - GENERALLY	RPTL 406(1)	48	29,565,300	0.76
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	35,000	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	50	31,968,200	0.82
13510	TOWN - CEMETERY LAND	RPTL 446	2	24,100	0.00
13800	SCHOOL DISTRICT	RPTL 408	3	15,061,000	0.39
13870	SPEC DIST USED FOR PURPOSE ES	RPTL 410	10	8,553,300	0.22
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	8,172,639	0.21
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	2,245,000	0.06
14100	USA - GENERALLY	RPTL 400(1)	2	5,988,400	0.15
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	81	159,368,800	4.09
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	111,400	0.00
25110	NONPROF CORP - RELIG(CONST PRI	RPTL 420-a	25	51,450,000	1.32
25120	NONPROF CORP - EDUCL(CONST PR	RPTL 420-a	17	51,045,384	1.31
25130	NONPROF CORP - CHAR (CONST PR	RPTL 420-a	16	9,706,700	0.25
25230	NONPROF CORP - MORAL/MENTAL IN	RPTL 420-a	17	11,565,100	0.30
26100	VETERANS ORGANIZATION	RPTL 452	1	238,300	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	7,066,900	0.18
27350	PRIVATELY OWNED CEMETERY LANI	RPTL 446	8	676,900	0.02
28520	NOT-FOR-PROFIT NURSING HOME C	RPTL 422	1	5,992,800	0.15
41001	VETERANS EXEMPTION INCR/DECR	RPTL 458(5)	54	3,444,178	0.09
41120	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	18	591,360	0.02
41121	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	501	16,771,560	0.43
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	13	729,525	0.02
41131	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	337	19,080,240	0.49
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	12	1,091,100	0.03
41141	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	191	15,560,750	0.40



Equalized Total Assessed Value    3,892,353,757

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41151	COLD WAR VETERANS (10%)	RPTL 458-b	73	584,000	0.02
41171	COLD WAR VETERANS (DISABLED)	RPTL 458-b	10	300,370	0.01
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	160,800	0.00
41400	CLERGY	RPTL 460	15	22,500	0.00
41641	VOL. FIRE & AMBULANCE WORKERS	RPTL 466-c, 466-f, 466-j, 466-	76	2,136,451	0.05
41700	AGRICULTURAL BUILDING	RPTL 483	1	10,600	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	80	13,314,848	0.34
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	35	3,673,116	0.09
41800	PERSONS AGE 65 OR OVER	RPTL 467	407	45,105,217	1.16
41801	PERSONS AGE 65 OR OVER	RPTL 467	7	772,250	0.02
41803	PERSONS AGE 65 OR OVER	RPTL 467	5	442,690	0.01
41806	PERSONS AGE 65 OR OVER	RPTL 467	243	13,852,158	0.36
41903	PHYSICALLY DISABLED	RPTL 459	1	69,400	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	37	3,838,700	0.10
41931	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	78,850	0.00
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	419,825	0.01
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,200	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	4	65,886	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	5	939,679	0.02
47610	BUSINESS INVESTMENT PROPERTY	RPTL 485-b	6	1,296,900	0.03
48510	LTD PROF HOUSING CO	P H FI L 33(1)(a)	3	1,101,600	0.03
48650	LTD PROF HOUSING CO	P H FI L 33,556,654-a	1	13,011,200	0.33
48660	HOUSING DEVELOPMENT FUND CO	P H FI L 577,654-a	4	5,986,900	0.15
48670	REDEVELOPMENT HOUSING CO	P H FI L 125 & 127	1	3,098,100	0.08

Equalized Total Assessed Value    3,892,353,757

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	431,800	0.01
Total Exemptions Exclusive of System Exemptions:					
			2,466	567,753,476	14.59
Total System Exemptions:			3	431,800	0.01
Totals:			2,469	568,185,276	14.60

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

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

NYS - Real Property System

County of Monroe

Assessor's Report - 2024 - Current Year File

S495 Exemption Impact Report

School District Summary

RPS221/V04/L001

Date/Time - 5/9/2024 08:22:39

Total Assessed Value3,325,852,879

School District - 262601 Gates Chili Centl 1

Equalized Total Assessed Value3,901,836,023

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
2100	NYS - GENERALLY	RPTL 404(1)	14	2,760,686	0.07
3100	CO - GENERALLY	RPTL 406(1)	52	6,291,225	0.16
3240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	35,000	0.00
3500	TOWN - GENERALLY	RPTL 406(1)	49	13,756,140	0.35
3800	SCHOOL DISTRICT	RPTL 408	8	66,775,406	1.71
3870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	8	633,951	0.02
3890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	964,026	0.02
3970	REGIONAL OTB CORPORATION	RACING L 513	1	673,506	0.02
4000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	7,579,611	0.19
4100	USA - GENERALLY	RPTL 400(1)	3	11,037,491	0.28
8020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	101	201,395,020	5.16
11600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	485,686	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	16	26,936,735	0.69
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	7	13,558,966	0.35
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	20	60,915,213	1.56
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	14	12,726,229	0.33
26250	HISTORICAL SOCIETY	RPTL 444	1	47,013	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	18	32,981,556	0.85
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	534,700	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	271,300	0.01
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	10	90,000	0.00
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	575	5,432,267	0.14
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	4	60,000	0.00
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	397	6,265,954	0.16
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	9	250,625	0.01
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	197	5,183,218	0.13
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	160,800	0.00
41400	CLERGY	RPTL 460	17	30,428	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	577,463	0.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	63,034	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	171	19,159,031	0.49
41804	PERSONS AGE 65 OR OVER	RPTL 467	662	45,132,267	1.16
41806	PERSONS AGE 65 OR OVER	RPTL 467	105	6,388,980	0.16

Page 1 of 2



Equalized Total Assessed Value 3,901,836,023

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
41834	ENHANCED STAR	RPTL 425	2,808	242,741,513	6.22
41854	BASIC STAR 1999-2000	RPTL 425	3,674	115,944,294	2.97
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	18	1,929,300	0.05
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	46	3,388,764	0.09
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	154,835	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	25,299	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	522,839	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	8	2,097,545	0.05
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	795,000	0.02
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	2	281,370	0.01
Total Exemptions Exclusive of System Exemptions:					23.50
Total System Exemptions:			9,041	916,752,916	
Totals:			2	281,370	0.01
			9,043	917,034,286	23.50

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:

# GATES CHILI CSD

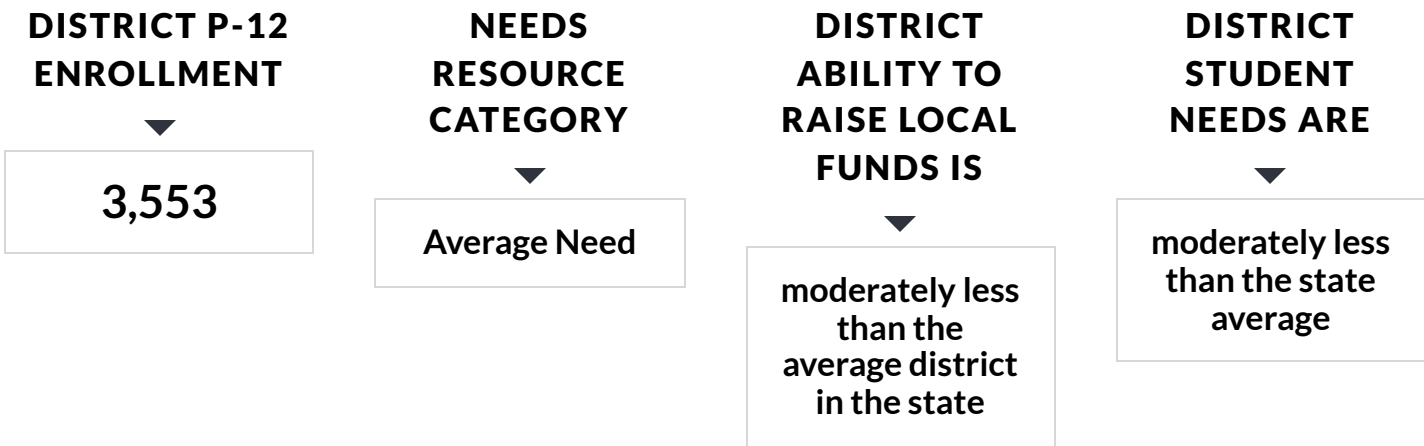
## 2021-22 School Year Financial Transparency Report

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

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

| Business Rules

### Economic and Student Characteristics



### Student Demographics

Enrollment	GATES CHILI CSD
All Students	3,553
Economically Disadvantaged	48%
Students with Disabilities	13%
English Language Learners	5%
» Race/Ethnicity	

Staffing Profile	GATES CHILI CSD
Student-to-Teacher Ratio	12
Teachers with Fewer than 4 years of Experience %	9%
Teachers with 4-20 Years of Experience %	51%
Teachers with 21+ Years of Experience %	40%

## Comparison: How do per pupil expenditures compare?

THIS SCHOOL ▼	DISTRICT OR DISTRICT OF LOCATION ▼	COUNTY AVERAGE ▼	STATEWIDE AVERAGE ▼
N/A	\$25,446.00	\$20,731.36	\$25,870.33

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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	GATES CHILI CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$13,208.45



Report View One Per Pupil Expenditure Categories	GATES CHILI CSD
» B. Administration (B1 + B2 + B3)	\$1,279.32
» C. All Other Spending (C1 + C2 + C3)	\$4,753.90
D. Total School Level (A + B + C)	\$19,241.66
» E. Central Instruction (E1 + E2 + E3 + E4)	\$191.89
» F. Central Administration (F1 + F2 + F3)	\$2,202.07
» G. All Other Central Spending (G1 + G2 + G3)	\$3,810.51
H. Total Central Costs	\$6,204.47
I. Total Spending (D + H)	\$25,446.13

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

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

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

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

School Cost(Pre-J—K)

Central Cost(Pre-L—M)

Combined Cost(N)

Report View Two Per Pupil Expenditure Categories	GATES CHILI CSD
J. Total School Level Local/State Spending	\$17,895.20
» K. Total School Level Federal Spending	\$1,346.46
L. Total Central Level Local/State Spending	\$6,204.47
M. Total Central Level Federal Spending	\$0.00
N. Total Spending (J + K + L + M)	\$25,446.13

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

\*The district or charter school did not report any enrollment in this category and a per pupil value cannot be calculated. Instead, this item reflects the total reported expenditures, not a per pupil value as is shown elsewhere on the report.

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

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

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

Central Cost(1-5 & Percent Excluded from Total)

Combined Cost(Total Expenditures)

Excluded Expenditures	GATES CHILI CSD
1. Transportation	\$6,784,507.89

Excluded Expenditures	GATES CHILI CSD
2. Charter School Tuition	\$732,335.16
3. Other Tuition	\$2,166,617.83
4. Debt Service	\$12,682,479.00
5. Other	\$17,622,733.47
Percent Excluded from Total	31%
<b>Total Expenditures</b>	<b>\$130,398,763.00</b>

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 9, 2024, 2:03 PM EST

## GATES CHILI CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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



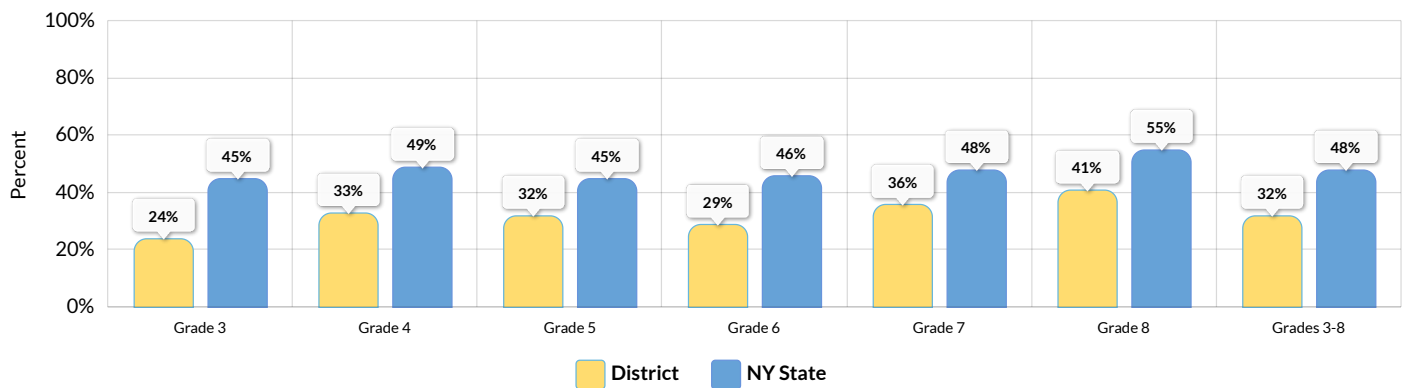
## GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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

### SUMMARY RESULTS



Percent Scoring Proficient by Grade



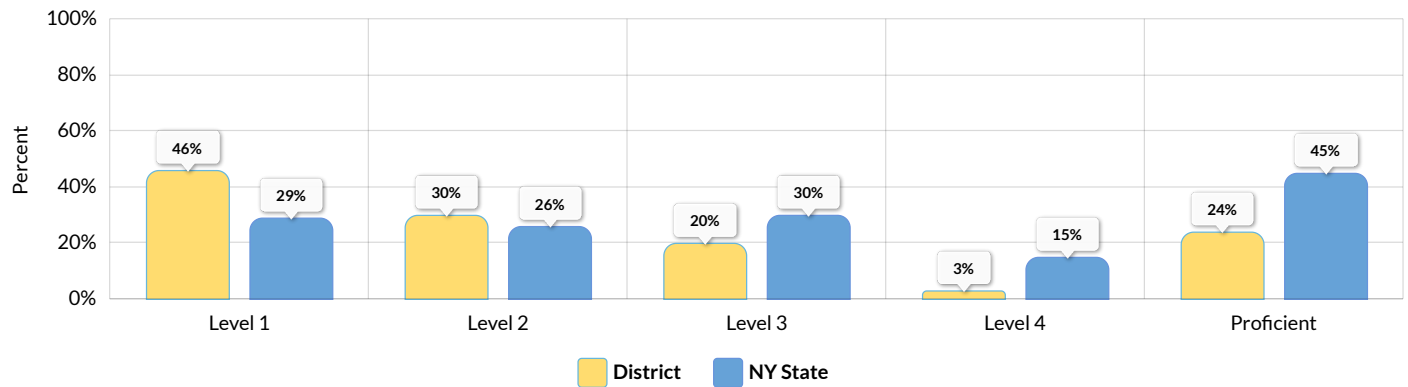
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	272	9	3%	263	97%	121	46%	80	30%	53	20%	9	3%	62	24%
Grade 4	245	15	6%	230	94%	76	33%	78	34%	56	24%	20	9%	76	33%
Grade 5	311	30	10%	281	90%	115	41%	77	27%	72	26%	17	6%	89	32%
Grade 6	296	48	16%	248	84%	104	42%	72	29%	52	21%	20	8%	72	29%
Grade 7	299	51	17%	248	83%	93	38%	66	27%	66	27%	23	9%	89	36%
Grade 8	279	73	26%	206	74%	47	23%	75	36%	65	32%	19	9%	84	41%
Grades 3-8	1,702	226	13%	1,476	87%	556	38%	448	30%	364	25%	108	7%	472	32%

## GRADE 3 ELA RESULTS

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



Percent Scoring at Levels for All Students



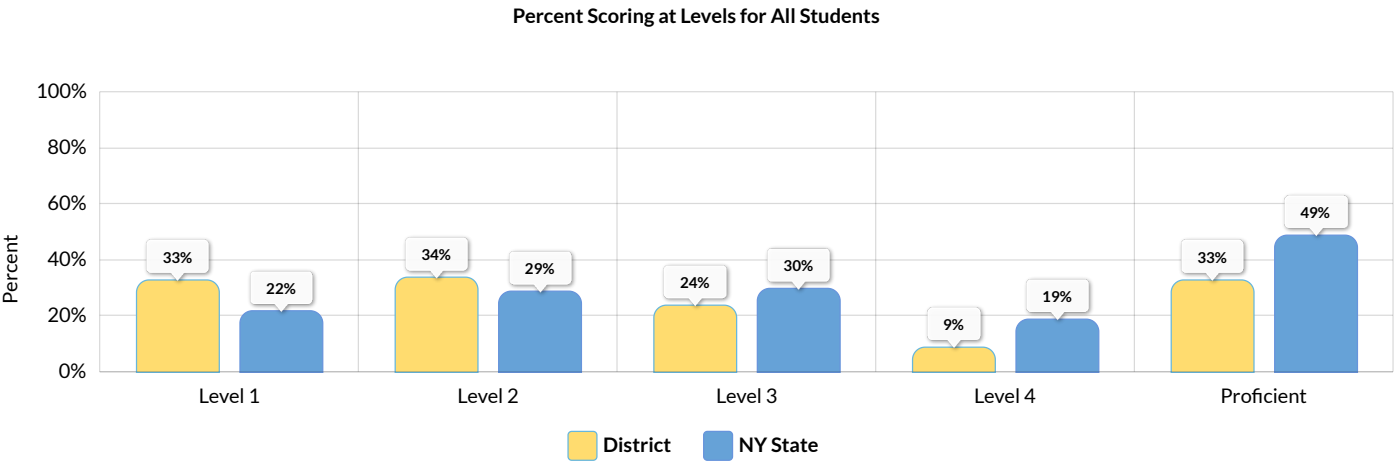
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	9	3%	263	97%	121	46%	80	30%	53	20%	9	3%	62	24%
Female	133	4	3%	129	97%	56	43%	40	31%	28	22%	5	4%	33	26%
Male	139	5	4%	134	96%	65	49%	40	30%	25	19%	4	3%	29	22%
General Education Students	235	7	3%	228	97%	90	39%	76	33%	53	23%	9	4%	62	27%
Students with Disabilities	37	2	5%	35	95%	31	89%	4	11%	0	0%	0	0%	0	0%
American Indian or Alaska Native	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	33	1	3%	32	97%	19	59%	7	22%	6	19%	0	0%	6	19%
Hispanic or Latino	37	1	3%	36	97%	22	61%	9	25%	5	14%	0	0%	5	14%
White	141	7	5%	134	95%	62	46%	38	28%	30	22%	4	3%	34	25%
Multiracial	41	0	0%	41	100%	11	27%	20	49%	8	20%	2	5%	10	24%
Small Group Total: Race & Ethnicity	20	0	0%	20	100%	7	35%	6	30%	4	20%	3	15%	7	35%
Economically Disadvantaged	157	5	3%	152	97%	90	59%	45	30%	16	11%	1	1%	17	11%
Not Economically Disadvantaged	115	4	3%	111	97%	31	28%	35	32%	37	33%	8	7%	45	41%
English Language Learner	24	4	17%	20	83%	14	70%	5	25%	1	5%	0	0%	1	5%
Non-English Language Learner	248	5	2%	243	98%	107	44%	75	31%	52	21%	9	4%	61	25%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	271	9	3%	262	97%	—	—	—	—	—	—	—	—	—	—
Homeless	7	0	0%	7	100%	5	71%	2	29%	0	0%	0	0%	0	0%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	265	9	3%	256	97%	116	45%	78	30%	53	21%	9	4%	62	24%
Not Migrant	272	9	3%	263	97%	121	46%	80	30%	53	20%	9	3%	62	24%
Parent Not in Armed Forces	272	9	3%	263	97%	121	46%	80	30%	53	20%	9	3%	62	24%



GRADE 4 ELA RESULTS

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



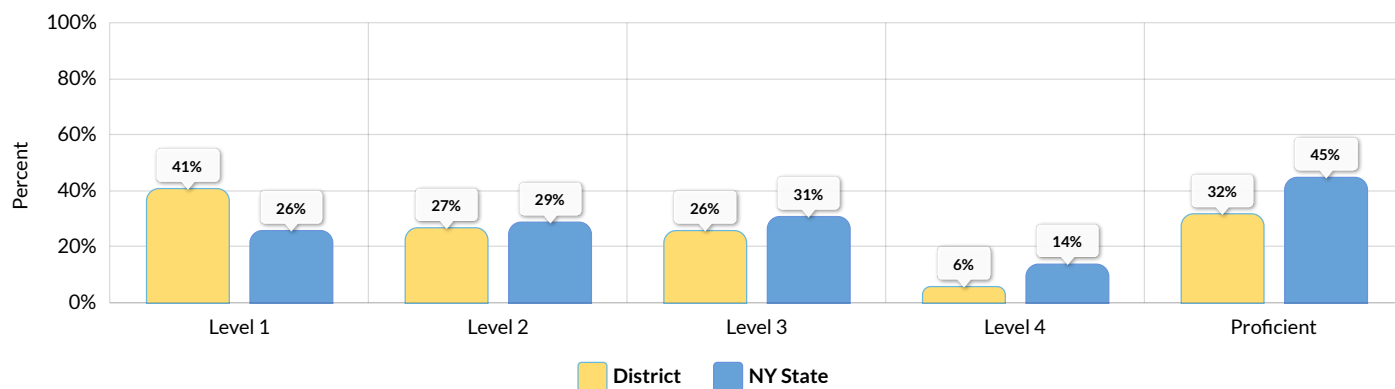
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	245	15	6%	230	94%	76	33%	78	34%	56	24%	20	9%	76	33%
Female	121	6	5%	115	95%	30	26%	44	38%	31	27%	10	9%	41	36%
Male	124	9	7%	115	93%	46	40%	34	30%	25	22%	10	9%	35	30%
General Education Students	203	9	4%	194	96%	45	23%	74	38%	55	28%	20	10%	75	39%
Students with Disabilities	42	6	14%	36	86%	31	86%	4	11%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	3	23%	2	15%	5	38%	3	23%	8	62%
Black or African American	41	1	2%	40	98%	15	38%	19	48%	5	13%	1	3%	6	15%
Hispanic or Latino	40	3	8%	37	93%	11	30%	13	35%	10	27%	3	8%	13	35%
White	119	11	9%	108	91%	36	33%	32	30%	29	27%	11	10%	40	37%
Multiracial	32	0	0%	32	100%	11	34%	12	38%	7	22%	2	6%	9	28%
Economically Disadvantaged	158	7	4%	151	96%	64	42%	54	36%	23	15%	10	7%	33	22%
Not Economically Disadvantaged	87	8	9%	79	91%	12	15%	24	30%	33	42%	10	13%	43	54%
English Language Learner	18	2	11%	16	89%	12	75%	4	25%	0	0%	0	0%	0	0%
Non-English Language Learner	227	13	6%	214	94%	64	30%	74	35%	56	26%	20	9%	76	36%
Not in Foster Care	245	15	6%	230	94%	76	33%	78	34%	56	24%	20	9%	76	33%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	241	14	6%	227	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	245	15	6%	230	94%	76	33%	78	34%	56	24%	20	9%	76	33%
Parent Not in Armed Forces	245	15	6%	230	94%	76	33%	78	34%	56	24%	20	9%	76	33%

## GRADE 5 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	311	30	10%	281	90%	115	41%	77	27%	72	26%	17	6%	89	32%
Female	160	14	9%	146	91%	56	38%	39	27%	41	28%	10	7%	51	35%
Male	151	16	11%	135	89%	59	44%	38	28%	31	23%	7	5%	38	28%
General Education Students	259	18	7%	241	93%	82	34%	72	30%	70	29%	17	7%	87	36%
Students with Disabilities	52	12	23%	40	77%	33	83%	5	13%	2	5%	0	0%	2	5%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	20	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	58	6	10%	52	90%	27	52%	15	29%	9	17%	1	2%	10	19%
Hispanic or Latino	43	3	7%	40	93%	17	43%	14	35%	8	20%	1	3%	9	23%
White	150	16	11%	134	89%	49	37%	35	26%	37	28%	13	10%	50	37%
Multiracial	39	5	13%	34	87%	15	44%	8	24%	10	29%	1	3%	11	32%
Small Group Total: Race & Ethnicity	21	0	0%	21	100%	7	33%	5	24%	8	38%	1	5%	9	43%
Economically Disadvantaged	189	19	10%	170	90%	87	51%	46	27%	30	18%	7	4%	37	22%
Not Economically Disadvantaged	122	11	9%	111	91%	28	25%	31	28%	42	38%	10	9%	52	47%
English Language Learner	20	3	15%	17	85%	13	76%	3	18%	1	6%	0	0%	1	6%
Non-English Language Learner	291	27	9%	264	91%	102	39%	74	28%	71	27%	17	6%	88	33%
Not in Foster Care	311	30	10%	281	90%	115	41%	77	27%	72	26%	17	6%	89	32%



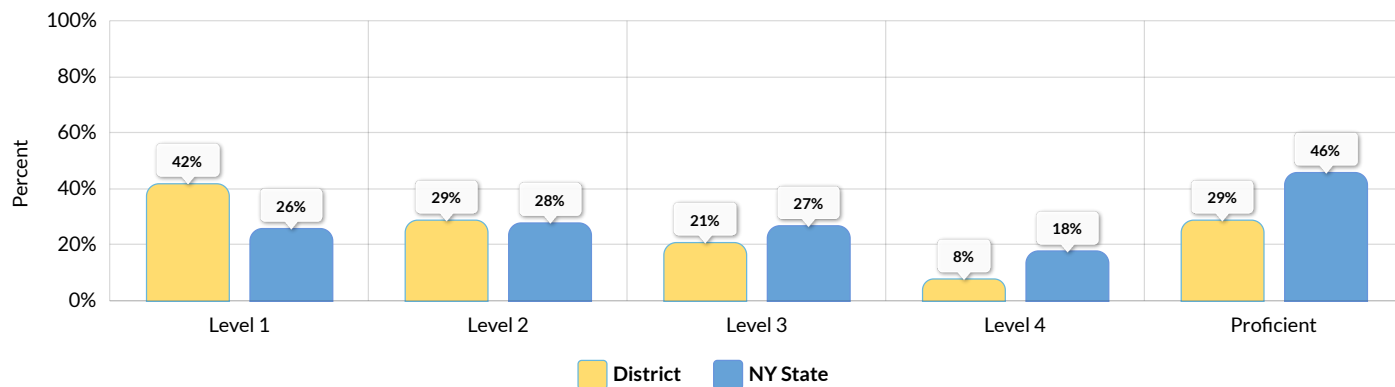
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	6	0	0%	6	100%	5	83%	0	0%	1	17%	0	0%	1	17%
Not Homeless	305	30	10%	275	90%	110	40%	77	28%	71	26%	17	6%	88	32%
Not Migrant	311	30	10%	281	90%	115	41%	77	27%	72	26%	17	6%	89	32%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	310	30	10%	280	90%	—	—	—	—	—	—	—	—	—	—

## GRADE 6 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	296	48	16%	248	84%	104	42%	72	29%	52	21%	20	8%	72	29%
Female	161	24	15%	137	85%	54	39%	42	31%	28	20%	13	9%	41	30%
Male	135	24	18%	111	82%	50	45%	30	27%	24	22%	7	6%	31	28%
General Education Students	250	33	13%	217	87%	77	35%	70	32%	51	24%	19	9%	70	32%
Students with Disabilities	46	15	33%	31	67%	27	87%	2	6%	1	3%	1	3%	2	6%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	3	25%	9	75%	—	—	—	—	—	—	—	—	—	—
Black or African American	54	6	11%	48	89%	25	52%	14	29%	7	15%	2	4%	9	19%
Hispanic or Latino	61	12	20%	49	80%	28	57%	9	18%	11	22%	1	2%	12	24%
White	147	25	17%	122	83%	41	34%	41	34%	25	20%	15	12%	40	33%
Multiracial	21	2	10%	19	90%	8	42%	5	26%	5	26%	1	5%	6	32%
Small Group Total: Race & Ethnicity	13	3	23%	10	77%	2	20%	3	30%	4	40%	1	10%	5	50%
Economically Disadvantaged	186	35	19%	151	81%	77	51%	45	30%	22	15%	7	5%	29	19%
Not Economically Disadvantaged	110	13	12%	97	88%	27	28%	27	28%	30	31%	13	13%	43	44%
English Language Learner	18	7	39%	11	61%	9	82%	2	18%	0	0%	0	0%	0	0%
Non-English Language Learner	278	41	15%	237	85%	95	40%	70	30%	52	22%	20	8%	72	30%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—

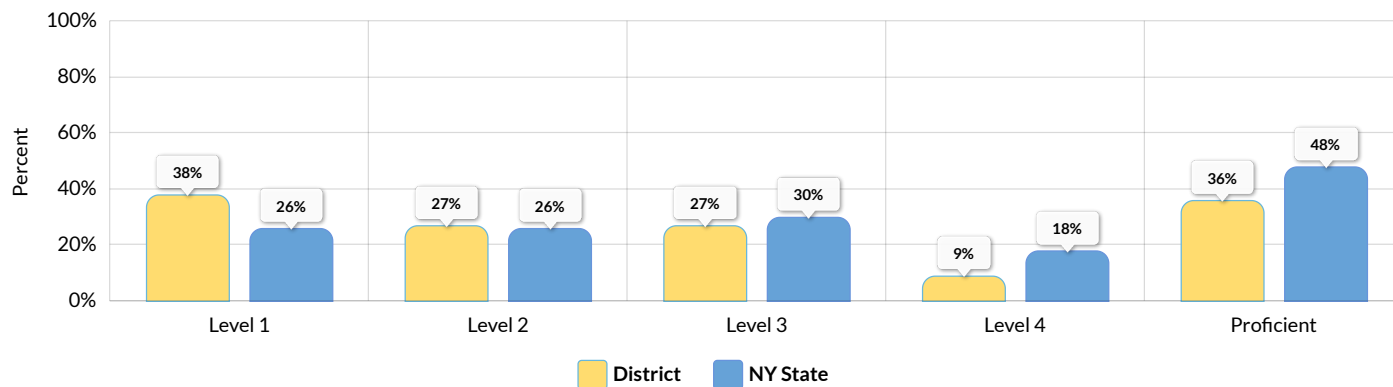
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	294	48	16%	246	84%	—	—	—	—	—	—	—	—	—	—
Homeless	6	0	0%	6	100%	3	50%	1	17%	2	33%	0	0%	2	33%
Not Homeless	290	48	17%	242	83%	101	42%	71	29%	50	21%	20	8%	70	29%
Not Migrant	296	48	16%	248	84%	104	42%	72	29%	52	21%	20	8%	72	29%
Parent Not in Armed Forces	296	48	16%	248	84%	104	42%	72	29%	52	21%	20	8%	72	29%

## GRADE 7 ELA RESULTS

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



Percent Scoring at Levels for All Students





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	299	51	17%	248	83%	93	38%	66	27%	66	27%	23	9%	89	36%
Female	152	26	17%	126	83%	44	35%	34	27%	34	27%	14	11%	48	38%
Male	147	25	17%	122	83%	49	40%	32	26%	32	26%	9	7%	41	34%
General Education Students	251	41	16%	210	84%	63	30%	62	30%	62	30%	23	11%	85	40%
Students with Disabilities	48	10	21%	38	79%	30	79%	4	11%	4	11%	0	0%	4	11%
American Indian or Alaska Native	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	3	23%	10	77%	—	—	—	—	—	—	—	—	—	—
Black or African American	68	13	19%	55	81%	31	56%	12	22%	11	20%	1	2%	12	22%
Hispanic or Latino	62	11	18%	51	82%	23	45%	11	22%	12	24%	5	10%	17	33%
White	125	17	14%	108	86%	31	29%	29	27%	33	31%	15	14%	48	44%
Multiracial	28	5	18%	23	82%	7	30%	7	30%	7	30%	2	9%	9	39%
Small Group Total: Race & Ethnicity	16	5	31%	11	69%	1	9%	7	64%	3	27%	0	0%	3	27%
Economically Disadvantaged	195	39	20%	156	80%	71	46%	43	28%	37	24%	5	3%	42	27%
Not Economically Disadvantaged	104	12	12%	92	88%	22	24%	23	25%	29	32%	18	20%	47	51%
English Language Learner	14	5	36%	9	64%	6	67%	2	22%	1	11%	0	0%	1	11%
Non-English Language Learner	285	46	16%	239	84%	87	36%	64	27%	65	27%	23	10%	88	37%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	298	51	17%	247	83%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	295	50	17%	245	83%	—	—	—	—	—	—	—	—	—	—
Not Migrant	299	51	17%	248	83%	93	38%	66	27%	66	27%	23	9%	89	36%
Parent Not in Armed Forces	299	51	17%	248	83%	93	38%	66	27%	66	27%	23	9%	89	36%

## GRADE 8 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	279	73	26%	206	74%	47	23%	75	36%	65	32%	19	9%	84	41%
Female	127	41	32%	86	68%	14	16%	29	34%	36	42%	7	8%	43	50%
Male	152	32	21%	120	79%	33	28%	46	38%	29	24%	12	10%	41	34%
General Education Students	239	62	26%	177	74%	31	18%	65	37%	62	35%	19	11%	81	46%
Students with Disabilities	40	11	28%	29	73%	16	55%	10	34%	3	10%	0	0%	3	10%
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	12	71%	3	25%	6	50%	3	25%	0	0%	3	25%
Black or African American	53	14	26%	39	74%	14	36%	12	31%	12	31%	1	3%	13	33%
Hispanic or Latino	57	19	33%	38	67%	10	26%	15	39%	10	26%	3	8%	13	34%
White	133	29	22%	104	78%	18	17%	36	35%	35	34%	15	14%	50	48%
Multiracial	19	6	32%	13	68%	2	15%	6	46%	5	38%	0	0%	5	38%
Economically Disadvantaged	179	55	31%	124	69%	36	29%	48	39%	34	27%	6	5%	40	32%
Not Economically Disadvantaged	100	18	18%	82	82%	11	13%	27	33%	31	38%	13	16%	44	54%
English Language Learner	14	3	21%	11	79%	6	55%	4	36%	1	9%	0	0%	1	9%
Non-English Language Learner	265	70	26%	195	74%	41	21%	71	36%	64	33%	19	10%	83	43%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	277	73	26%	204	74%	—	—	—	—	—	—	—	—	—	—
Homeless	9	3	33%	6	67%	3	50%	1	17%	2	33%	0	0%	2	33%
Not Homeless	270	70	26%	200	74%	44	22%	74	37%	63	32%	19	10%	82	41%
Not Migrant	279	73	26%	206	74%	47	23%	75	36%	65	32%	19	9%	84	41%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	278	73	26%	205	74%	—	—	—	—	—	—	—	—	—	—



## GRADES 3-8 MATHEMATICS RESULTS (2022-23)

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

### SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	272	9	3%	263	97%	54	21%	86	33%	107	41%	16	6%	123	47%
Grade 4	246	13	5%	233	95%	54	23%	66	28%	97	42%	16	7%	113	48%
Grade 5	311	27	9%	284	91%	76	27%	71	25%	98	35%	39	14%	137	48%
Grade 6	294	50	17%	244	83%	82	34%	87	36%	67	27%	8	3%	75	31%
Combined 6	294	50	17%	244	83%	82	34%	87	36%	67	27%	8	3%	75	31%
Grade 7	298	62	21%	236	79%	58	25%	82	35%	69	29%	27	11%	96	41%
Combined 7	298	62	21%	236	79%	58	25%	82	35%	69	29%	27	11%	96	41%
Grade 8	278	116	42%	162	58%	49	30%	34	21%	69	43%	10	6%	79	49%
Regents 8	—	—	—	48	17%	0	0%	1	2%	6	13%	41	85%	47	98%
Combined 8	278	68	24%	210	76%	49	23%	35	17%	75	36%	51	24%	126	60%
Grades 3-8	1,699	229	13%	1,470	87%	373	25%	427	29%	513	35%	157	11%	670	46%

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

## GRADE 3 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	272	9	3%	263	97%	54	21%	86	33%	107	41%	16	6%	123	47%
Female	133	5	4%	128	96%	33	26%	42	33%	48	38%	5	4%	53	41%
Male	139	4	3%	135	97%	21	16%	44	33%	59	44%	11	8%	70	52%
General Education Students	235	6	3%	229	97%	38	17%	71	31%	104	45%	16	7%	120	52%
Students with Disabilities	37	3	8%	34	92%	16	47%	15	44%	3	9%	0	0%	3	9%
American Indian or Alaska Native	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	17	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	33	1	3%	32	97%	11	34%	11	34%	10	31%	0	0%	10	31%
Hispanic or Latino	37	1	3%	36	97%	12	33%	11	31%	12	33%	1	3%	13	36%
White	141	6	4%	135	96%	22	16%	48	36%	57	42%	8	6%	65	48%
Multiracial	41	1	2%	40	98%	6	15%	10	25%	19	48%	5	13%	24	60%
Small Group Total: Race & Ethnicity	20	0	0%	20	100%	3	15%	6	30%	9	45%	2	10%	11	55%
Economically Disadvantaged	157	4	3%	153	97%	42	27%	62	41%	48	31%	1	1%	49	32%
Not Economically Disadvantaged	115	5	4%	110	96%	12	11%	24	22%	59	54%	15	14%	74	67%
English Language Learner	24	2	8%	22	92%	7	32%	9	41%	6	27%	0	0%	6	27%
Non-English Language Learner	248	7	3%	241	97%	47	20%	77	32%	101	42%	16	7%	117	49%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	271	9	3%	262	97%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	7	0	0%	7	100%	3	43%	3	43%	1	14%	0	0%	1	14%
Not Homeless	265	9	3%	256	97%	51	20%	83	32%	106	41%	16	6%	122	48%
Not Migrant	272	9	3%	263	97%	54	21%	86	33%	107	41%	16	6%	123	47%
Parent Not in Armed Forces	272	9	3%	263	97%	54	21%	86	33%	107	41%	16	6%	123	47%

## GRADE 4 MATH RESULTS

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





Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	246	13	5%	233	95%	54	23%	66	28%	97	42%	16	7%	113	48%
Female	122	4	3%	118	97%	25	21%	44	37%	42	36%	7	6%	49	42%
Male	124	9	7%	115	93%	29	25%	22	19%	55	48%	9	8%	64	56%
General Education Students	204	6	3%	198	97%	33	17%	60	30%	89	45%	16	8%	105	53%
Students with Disabilities	42	7	17%	35	83%	21	60%	6	17%	8	23%	0	0%	8	23%
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	13	100%	2	15%	2	15%	5	38%	4	31%	9	69%
Black or African American	41	0	0%	41	100%	12	29%	18	44%	10	24%	1	2%	11	27%
Hispanic or Latino	40	3	8%	37	93%	10	27%	13	35%	12	32%	2	5%	14	38%
White	119	10	8%	109	92%	22	20%	23	21%	57	52%	7	6%	64	59%
Multiracial	33	0	0%	33	100%	8	24%	10	30%	13	39%	2	6%	15	45%
Economically Disadvantaged	158	5	3%	153	97%	46	30%	49	32%	50	33%	8	5%	58	38%
Not Economically Disadvantaged	88	8	9%	80	91%	8	10%	17	21%	47	59%	8	10%	55	69%
English Language Learner	18	0	0%	18	100%	8	44%	6	33%	4	22%	0	0%	4	22%
Non-English Language Learner	228	13	6%	215	94%	46	21%	60	28%	93	43%	16	7%	109	51%
Not in Foster Care	246	13	5%	233	95%	54	23%	66	28%	97	42%	16	7%	113	48%
Homeless	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	242	13	5%	229	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	246	13	5%	233	95%	54	23%	66	28%	97	42%	16	7%	113	48%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	246	13	5%	233	95%	54	23%	66	28%	97	42%	16	7%	113	48%

## GRADE 5 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	311	27	9%	284	91%	76	27%	71	25%	98	35%	39	14%	137	48%
Female	160	12	8%	148	93%	37	25%	41	28%	51	34%	19	13%	70	47%
Male	151	15	10%	136	90%	39	29%	30	22%	47	35%	20	15%	67	49%
General Education Students	259	15	6%	244	94%	44	18%	66	27%	95	39%	39	16%	134	55%
Students with Disabilities	52	12	23%	40	77%	32	80%	5	13%	3	8%	0	0%	3	8%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	0	0%	20	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	58	6	10%	52	90%	25	48%	14	27%	13	25%	0	0%	13	25%
Hispanic or Latino	43	2	5%	41	95%	14	34%	11	27%	12	29%	4	10%	16	39%
White	150	13	9%	137	91%	27	20%	33	24%	50	36%	27	20%	77	56%
Multiracial	39	6	15%	33	85%	8	24%	7	21%	15	45%	3	9%	18	55%
Small Group Total: Race & Ethnicity	21	0	0%	21	100%	2	10%	6	29%	8	38%	5	24%	13	62%
Economically Disadvantaged	189	15	8%	174	92%	60	34%	53	30%	49	28%	12	7%	61	35%
Not Economically Disadvantaged	122	12	10%	110	90%	16	15%	18	16%	49	45%	27	25%	76	69%
English Language Learner	20	0	0%	20	100%	6	30%	10	50%	4	20%	0	0%	4	20%
Non-English Language Learner	291	27	9%	264	91%	70	27%	61	23%	94	36%	39	15%	133	50%
Not in Foster Care	311	27	9%	284	91%	76	27%	71	25%	98	35%	39	14%	137	48%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	6	0	0%	6	100%	4	67%	1	17%	0	0%	1	17%	1	17%
Not Homeless	305	27	9%	278	91%	72	26%	70	25%	98	35%	38	14%	136	49%
Not Migrant	311	27	9%	284	91%	76	27%	71	25%	98	35%	39	14%	137	48%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	310	27	9%	283	91%	—	—	—	—	—	—	—	—	—	—

## GRADE 6 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	294	50	17%	244	83%	82	34%	87	36%	67	27%	8	3%	75	31%
Female	160	31	19%	129	81%	45	35%	49	38%	32	25%	3	2%	35	27%
Male	134	19	14%	115	86%	37	32%	38	33%	35	30%	5	4%	40	35%
General Education Students	248	35	14%	213	86%	55	26%	84	39%	66	31%	8	4%	74	35%
Students with Disabilities	46	15	33%	31	67%	27	87%	3	10%	1	3%	0	0%	1	3%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	2	17%	10	83%	—	—	—	—	—	—	—	—	—	—
Black or African American	53	4	8%	49	92%	28	57%	12	24%	9	18%	0	0%	9	18%
Hispanic or Latino	61	15	25%	46	75%	23	50%	12	26%	10	22%	1	2%	11	24%
White	147	24	16%	123	84%	27	22%	52	42%	37	30%	7	6%	44	36%
Multiracial	20	5	25%	15	75%	3	20%	5	33%	7	47%	0	0%	7	47%
Small Group Total: Race & Ethnicity	13	2	15%	11	85%	1	9%	6	55%	4	36%	0	0%	4	36%
Economically Disadvantaged	184	35	19%	149	81%	64	43%	54	36%	30	20%	1	1%	31	21%
Not Economically Disadvantaged	110	15	14%	95	86%	18	19%	33	35%	37	39%	7	7%	44	46%
English Language Learner	18	1	6%	17	94%	9	53%	5	29%	3	18%	0	0%	3	18%
Non-English Language Learner	276	49	18%	227	82%	73	32%	82	36%	64	28%	8	4%	72	32%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	292	50	17%	242	83%	—	—	—	—	—	—	—	—	—	—
Homeless	6	1	17%	5	83%	2	40%	1	20%	2	40%	0	0%	2	40%
Not Homeless	288	49	17%	239	83%	80	33%	86	36%	65	27%	8	3%	73	31%
Not Migrant	294	50	17%	244	83%	82	34%	87	36%	67	27%	8	3%	75	31%



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	294	50	17%	244	83%	82	34%	87	36%	67	27%	8	3%	75	31%

## GRADE 7 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	298	62	21%	236	79%	58	25%	82	35%	69	29%	27	11%	96	41%
Female	151	39	26%	112	74%	25	22%	46	41%	28	25%	13	12%	41	37%
Male	147	23	16%	124	84%	33	27%	36	29%	41	33%	14	11%	55	44%
General Education Students	250	49	20%	201	80%	35	17%	71	35%	68	34%	27	13%	95	47%
Students with Disabilities	48	13	27%	35	73%	23	66%	11	31%	1	3%	0	0%	1	3%
American Indian or Alaska Native	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	2	15%	11	85%	—	—	—	—	—	—	—	—	—	—
Black or African American	67	16	24%	51	76%	21	41%	18	35%	10	20%	2	4%	12	24%
Hispanic or Latino	62	14	23%	48	77%	18	38%	20	42%	8	17%	2	4%	10	21%
White	125	23	18%	102	82%	12	12%	32	31%	39	38%	19	19%	58	57%
Multiracial	28	5	18%	23	82%	6	26%	7	30%	7	30%	3	13%	10	43%
Small Group Total: Race & Ethnicity	16	4	25%	12	75%	1	8%	5	42%	5	42%	1	8%	6	50%
Economically Disadvantaged	194	45	23%	149	77%	48	32%	58	39%	34	23%	9	6%	43	29%
Not Economically Disadvantaged	104	17	16%	87	84%	10	11%	24	28%	35	40%	18	21%	53	61%
English Language Learner	14	2	14%	12	86%	4	33%	5	42%	1	8%	2	17%	3	25%
Non-English Language Learner	284	60	21%	224	79%	54	24%	77	34%	68	30%	25	11%	93	42%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	297	62	21%	235	79%	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	4	2	50%	2	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	294	60	20%	234	80%	—	—	—	—	—	—	—	—	—	—
Not Migrant	298	62	21%	236	79%	58	25%	82	35%	69	29%	27	11%	96	41%
Parent Not in Armed Forces	298	62	21%	236	79%	58	25%	82	35%	69	29%	27	11%	96	41%

## GRADE 8 MATH RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	278	116	42%	162	58%	49	30%	34	21%	69	43%	10	6%	79	49%
Female	128	62	48%	66	52%	14	21%	18	27%	31	47%	3	5%	34	52%
Male	150	54	36%	96	64%	35	36%	16	17%	38	40%	7	7%	45	47%
General Education Students	238	102	43%	136	57%	33	24%	29	21%	64	47%	10	7%	74	54%
Students with Disabilities	40	14	35%	26	65%	16	62%	5	19%	5	19%	0	0%	5	19%
Asian or Native Hawaiian/Other Pacific Islander	17	5	29%	12	71%	2	17%	2	17%	7	58%	1	8%	8	67%
Black or African American	52	18	35%	34	65%	17	50%	5	15%	10	29%	2	6%	12	35%
Hispanic or Latino	57	24	42%	33	58%	13	39%	7	21%	13	39%	0	0%	13	39%
White	134	64	48%	70	52%	14	20%	19	27%	30	43%	7	10%	37	53%
Multiracial	18	5	28%	13	72%	3	23%	1	8%	9	69%	0	0%	9	69%
Economically Disadvantaged	177	67	38%	110	62%	42	38%	24	22%	39	35%	5	5%	44	40%
Not Economically Disadvantaged	101	49	49%	52	51%	7	13%	10	19%	30	58%	5	10%	35	67%
English Language Learner	14	1	7%	13	93%	4	31%	3	23%	5	38%	1	8%	6	46%
Non-English Language Learner	264	115	44%	149	56%	45	30%	31	21%	64	43%	9	6%	73	49%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	116	42%	160	58%	—	—	—	—	—	—	—	—	—	—
Homeless	9	5	56%	4	44%	—	—	—	—	—	—	—	—	—	—
Not Homeless	269	111	41%	158	59%	—	—	—	—	—	—	—	—	—	—
Not Migrant	278	116	42%	162	58%	49	30%	34	21%	69	43%	10	6%	79	49%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	116	42%	161	58%	—	—	—	—	—	—	—	—	—	—

## GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

## SUMMARY RESULTS



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	278	68	24%	210	76%	32	15%	68	32%	93	44%	17	8%	110	52%
Regents 8	—	—	—	47	17%	0	0%	1	2%	16	34%	30	64%	46	98%
Combined 8	278	21	8%	257	92%	32	12%	69	27%	109	42%	47	18%	156	61%

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	278	68	24%	210	76%	32	15%	68	32%	93	44%	17	8%	110	52%
Female	128	36	28%	92	72%	14	15%	35	38%	37	40%	6	7%	43	47%
Male	150	32	21%	118	79%	18	15%	33	28%	56	47%	11	9%	67	57%
General Education Students	238	60	25%	178	75%	21	12%	57	32%	84	47%	16	9%	100	56%
Students with Disabilities	40	8	20%	32	80%	11	34%	11	34%	9	28%	1	3%	10	31%
Asian or Native Hawaiian/Other Pacific Islander	17	3	18%	14	82%	0	0%	6	43%	8	57%	0	0%	8	57%
Black or African American	52	9	17%	43	83%	14	33%	17	40%	11	26%	1	2%	12	28%
Hispanic or Latino	57	11	19%	46	81%	6	13%	20	43%	20	43%	0	0%	20	43%
White	134	40	30%	94	70%	12	13%	21	22%	46	49%	15	16%	61	65%
Multiracial	18	5	28%	13	72%	0	0%	4	31%	8	62%	1	8%	9	69%
Economically Disadvantaged	177	32	18%	145	82%	27	19%	54	37%	57	39%	7	5%	64	44%
Not Economically Disadvantaged	101	36	36%	65	64%	5	8%	14	22%	36	55%	10	15%	46	71%
English Language Learner	14	0	0%	14	100%	4	29%	10	71%	0	0%	0	0%	0	0%
Non-English Language Learner	264	68	26%	196	74%	28	14%	58	30%	93	47%	17	9%	110	56%
In Foster Care	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	276	68	25%	208	75%	—	—	—	—	—	—	—	—	—	—
Homeless	9	3	33%	6	67%	2	33%	3	50%	1	17%	0	0%	1	17%
Not Homeless	269	65	24%	204	76%	30	15%	65	32%	92	45%	17	8%	109	53%
Not Migrant	278	68	24%	210	76%	32	15%	68	32%	93	44%	17	8%	110	52%

Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent in Armed Forces	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	277	68	25%	209	75%	—	—	—	—	—	—	—	—	—	—

## **ANNUAL REGENTS EXAMINATIONS (2022 - 23)**

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

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	296	34	11%	37	13%	83	28%	43	15%	99	33%	225	76%
Female	150	8	5%	13	9%	40	27%	22	15%	67	45%	129	86%
Male	146	26	18%	24	16%	43	29%	21	14%	32	22%	96	66%
General Education Students	252	16	6%	24	10%	71	28%	43	17%	98	39%	212	84%
Students with Disabilities	44	18	41%	13	30%	12	27%	0	0%	1	2%	13	30%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	58	7	12%	13	22%	16	28%	10	17%	12	21%	38	66%
Hispanic or Latino	41	8	20%	2	5%	16	39%	6	15%	9	22%	31	76%
White	152	16	11%	18	12%	35	23%	23	15%	60	39%	118	78%
Multiracial	28	2	7%	1	4%	12	43%	3	11%	10	36%	25	89%
Small Group Total: Race & Ethnicity	17	1	6%	3	18%	4	24%	1	6%	8	47%	13	76%
Economically Disadvantaged	181	25	14%	30	17%	52	29%	32	18%	42	23%	126	70%
Not Economically Disadvantaged	115	9	8%	7	6%	31	27%	11	10%	57	50%	99	86%
English Language Learner	18	2	11%	7	39%	7	39%	0	0%	2	11%	9	50%
Non-English Language Learner	278	32	12%	30	11%	76	27%	43	15%	97	35%	216	78%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	294	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	2	33%	2	33%	0	0%	1	17%	1	17%	2	33%
Not Homeless	290	32	11%	35	12%	83	29%	42	14%	98	34%	223	77%
Not Migrant	296	34	11%	37	13%	83	28%	43	15%	99	33%	225	76%
Parent Not in Armed Forces	296	34	11%	37	13%	83	28%	43	15%	99	33%	225	76%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	329	56	17%	52	16%	149	45%	39	12%	33	10%	221	67%
Female	157	—	—	—	—	—	—	—	—	—	—	—	—
Male	171	25	15%	28	16%	78	46%	23	13%	17	10%	118	69%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	158	31	20%	24	15%	71	45%	16	10%	16	10%	103	65%
General Education Students	282	33	12%	41	15%	138	49%	37	13%	33	12%	208	74%
Students with Disabilities	47	23	49%	11	23%	11	23%	2	4%	0	0%	13	28%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	85	17	20%	17	20%	39	46%	10	12%	2	2%	51	60%
Hispanic or Latino	56	12	21%	9	16%	25	45%	7	13%	3	5%	35	63%
White	151	21	14%	22	15%	63	42%	19	13%	26	17%	108	72%
Multiracial	23	3	13%	3	13%	15	65%	1	4%	1	4%	17	74%
Small Group Total: Race & Ethnicity	14	3	21%	1	7%	7	50%	2	14%	1	7%	10	71%
Economically Disadvantaged	209	44	21%	40	19%	95	45%	24	11%	6	3%	125	60%
Not Economically Disadvantaged	120	12	10%	12	10%	54	45%	15	13%	27	23%	96	80%
English Language Learner	14	2	14%	6	43%	5	36%	1	7%	0	0%	6	43%
Non-English Language Learner	315	54	17%	46	15%	144	46%	38	12%	33	10%	215	68%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	327	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	326	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	329	56	17%	52	16%	149	45%	39	12%	33	10%	221	67%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	328	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	20	19%	12	11%	35	33%	13	12%	26	25%	74	70%
Female	59	15	25%	7	12%	20	34%	7	12%	10	17%	37	63%
Male	47	5	11%	5	11%	15	32%	6	13%	16	34%	37	79%
General Education Students	105	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	2	25%	1	13%	1	13%	3	38%	5	63%
Black or African American	17	9	53%	2	12%	4	24%	0	0%	2	12%	6	35%
Hispanic or Latino	7	2	29%	1	14%	3	43%	1	14%	0	0%	4	57%
White	69	6	9%	7	10%	24	35%	11	16%	21	30%	56	81%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	2	40%	0	0%	3	60%	0	0%	0	0%	3	60%
Economically Disadvantaged	43	14	33%	7	16%	9	21%	3	7%	10	23%	22	51%
Not Economically Disadvantaged	63	6	10%	5	8%	26	41%	10	16%	16	25%	52	83%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	105	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	106	20	19%	12	11%	35	33%	13	12%	26	25%	74	70%
Not Homeless	106	20	19%	12	11%	35	33%	13	12%	26	25%	74	70%
Not Migrant	106	20	19%	12	11%	35	33%	13	12%	26	25%	74	70%
Parent Not in Armed Forces	106	20	19%	12	11%	35	33%	13	12%	26	25%	74	70%



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	187	44	24%	37	20%	72	39%	29	16%	5	3%	106	57%
Female	111	33	30%	21	19%	37	33%	18	16%	2	2%	57	51%
Male	76	11	14%	16	21%	35	46%	11	14%	3	4%	49	64%
General Education Students	183	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	2	10%	3	15%	10	50%	5	25%	0	0%	15	75%
Black or African American	29	13	45%	5	17%	7	24%	3	10%	1	3%	11	38%
Hispanic or Latino	20	3	15%	4	20%	10	50%	3	15%	0	0%	13	65%
White	105	23	22%	22	21%	38	36%	18	17%	4	4%	60	57%
Multiracial	13	3	23%	3	23%	7	54%	0	0%	0	0%	7	54%
Economically Disadvantaged	93	25	27%	19	20%	36	39%	12	13%	1	1%	49	53%
Not Economically Disadvantaged	94	19	20%	18	19%	36	38%	17	18%	4	4%	57	61%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	184	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	187	44	24%	37	20%	72	39%	29	16%	5	3%	106	57%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	186	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	187	44	24%	37	20%	72	39%	29	16%	5	3%	106	57%
Parent Not in Armed Forces	187	44	24%	37	20%	72	39%	29	16%	5	3%	106	57%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	297	30	10%	42	14%	155	52%	70	24%	225	76%
Female	159	12	8%	25	16%	90	57%	32	20%	122	77%
Male	137	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	138	18	13%	17	12%	65	47%	38	28%	103	75%
General Education Students	248	16	6%	32	13%	132	53%	68	27%	200	81%
Students with Disabilities	49	14	29%	10	20%	23	47%	2	4%	25	51%
Asian or Native Hawaiian/Other Pacific Islander	20	1	5%	1	5%	10	50%	8	40%	18	90%
Black or African American	76	15	20%	12	16%	40	53%	9	12%	49	64%
Hispanic or Latino	41	5	12%	6	15%	24	59%	6	15%	30	73%
White	140	9	6%	20	14%	66	47%	45	32%	111	79%
Multiracial	20	0	0%	3	15%	15	75%	2	10%	17	85%
Economically Disadvantaged	180	20	11%	33	18%	98	54%	29	16%	127	71%
Not Economically Disadvantaged	117	10	9%	9	8%	57	49%	41	35%	98	84%
English Language Learner	14	7	50%	1	7%	6	43%	0	0%	6	43%
Non-English Language Learner	283	23	8%	41	14%	149	53%	70	25%	219	77%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	296	—	—	—	—	—	—	—	—	—	—
Homeless	8	1	13%	4	50%	2	25%	1	13%	3	38%
Not Homeless	289	29	10%	38	13%	153	53%	69	24%	222	77%
Not Migrant	297	30	10%	42	14%	155	52%	70	24%	225	76%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	296	—	—	—	—	—	—	—	—	—	—

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	268	78	29%	48	18%	95	35%	47	18%	142	53%
Female	146	45	31%	28	19%	50	34%	23	16%	73	50%
Male	122	33	27%	20	16%	45	37%	24	20%	69	57%
General Education Students	236	56	24%	44	19%	89	38%	47	20%	136	58%
Students with Disabilities	32	22	69%	4	13%	6	19%	0	0%	6	19%
Asian or Native Hawaiian/Other Pacific Islander	13	3	23%	6	46%	4	31%	0	0%	4	31%
Black or African American	62	27	44%	7	11%	22	35%	6	10%	28	45%
Hispanic or Latino	47	16	34%	8	17%	18	38%	5	11%	23	49%
White	128	29	23%	23	18%	43	34%	33	26%	76	59%
Multiracial	18	3	17%	4	22%	8	44%	3	17%	11	61%
Economically Disadvantaged	169	65	38%	34	20%	57	34%	13	8%	70	41%
Not Economically Disadvantaged	99	13	13%	14	14%	38	38%	34	34%	72	73%
English Language Learner	9	5	56%	4	44%	0	0%	0	0%	0	0%
Non-English Language Learner	259	73	28%	44	17%	95	37%	47	18%	142	55%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	266	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	267	—	—	—	—	—	—	—	—	—	—
Not Migrant	268	78	29%	48	18%	95	35%	47	18%	142	53%
Parent Not in Armed Forces	268	78	29%	48	18%	95	35%	47	18%	142	53%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	113	9	8%	25	22%	68	60%	11	10%	79	70%
Female	61	4	7%	19	31%	34	56%	4	7%	38	62%
Male	52	5	10%	6	12%	34	65%	7	13%	41	79%
General Education Students	112	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	0	0%	6	60%	3	30%	9	90%
Black or African American	16	3	19%	4	25%	9	56%	0	0%	9	56%
Hispanic or Latino	10	2	20%	1	10%	6	60%	1	10%	7	70%
White	69	3	4%	18	26%	41	59%	7	10%	48	70%
Multiracial	8	0	0%	2	25%	6	75%	0	0%	6	75%
Economically Disadvantaged	54	4	7%	13	24%	31	57%	6	11%	37	69%
Not Economically Disadvantaged	59	5	8%	12	20%	37	63%	5	8%	42	71%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	112	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	113	9	8%	25	22%	68	60%	11	10%	79	70%
Not Homeless	113	9	8%	25	22%	68	60%	11	10%	79	70%
Not Migrant	113	9	8%	25	22%	68	60%	11	10%	79	70%
Parent Not in Armed Forces	113	9	8%	25	22%	68	60%	11	10%	79	70%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	16	7	44%	2	13%	3	19%	4	25%	7	44%
Female	9	4	44%	0	0%	3	33%	2	22%	5	56%
Male	7	3	43%	2	29%	0	0%	2	29%	2	29%
General Education Students	16	7	44%	2	13%	3	19%	4	25%	7	44%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	11	5	45%	2	18%	3	27%	1	9%	4	36%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	5	2	40%	0	0%	0	0%	3	60%	3	60%
Economically Disadvantaged	6	4	67%	1	17%	0	0%	1	17%	1	17%
Not Economically Disadvantaged	10	3	30%	1	10%	3	30%	3	30%	6	60%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	15	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	16	7	44%	2	13%	3	19%	4	25%	7	44%
Not Homeless	16	7	44%	2	13%	3	19%	4	25%	7	44%
Not Migrant	16	7	44%	2	13%	3	19%	4	25%	7	44%
Parent Not in Armed Forces	16	7	44%	2	13%	3	19%	4	25%	7	44%

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	297	27	9%	48	16%	116	39%	49	16%	57	19%	222	75%
Female	162	12	7%	28	17%	66	41%	27	17%	29	18%	122	75%
Male	134	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	135	15	11%	20	15%	50	37%	22	16%	28	21%	100	74%
General Education Students	238	10	4%	30	13%	96	40%	46	19%	56	24%	198	83%
Students with Disabilities	59	17	29%	18	31%	20	34%	3	5%	1	2%	24	41%
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	3	14%	10	45%	3	14%	6	27%	19	86%
Black or African American	69	8	12%	15	22%	26	38%	14	20%	6	9%	46	67%
Hispanic or Latino	43	6	14%	10	23%	18	42%	5	12%	4	9%	27	63%
White	144	12	8%	17	12%	56	39%	22	15%	37	26%	115	80%
Multiracial	19	1	5%	3	16%	6	32%	5	26%	4	21%	15	79%
Economically Disadvantaged	183	24	13%	36	20%	75	41%	27	15%	21	11%	123	67%
Not Economically Disadvantaged	114	3	3%	12	11%	41	36%	22	19%	36	32%	99	87%
English Language Learner	9	3	33%	1	11%	4	44%	0	0%	1	11%	5	56%
Non-English Language Learner	288	24	8%	47	16%	112	39%	49	17%	56	19%	217	75%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	296	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	5	3	60%	1	20%	1	20%	0	0%	0	0%	1	20%
Not Homeless	292	24	8%	47	16%	115	39%	49	17%	57	20%	221	76%
Not Migrant	297	27	9%	48	16%	116	39%	49	16%	57	19%	222	75%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	296	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	275	12	4%	15	5%	68	25%	105	38%	75	27%	248	90%
Female	151	4	3%	7	5%	39	26%	61	40%	40	26%	140	93%
Male	124	8	6%	8	6%	29	23%	44	35%	35	28%	108	87%
General Education Students	245	7	3%	7	3%	57	23%	99	40%	75	31%	231	94%
Students with Disabilities	30	5	17%	8	27%	11	37%	6	20%	0	0%	17	57%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	7	14%	3	6%	14	28%	15	30%	11	22%	40	80%
Hispanic or Latino	36	2	6%	2	6%	11	31%	12	33%	9	25%	32	89%
White	142	3	2%	6	4%	31	22%	57	40%	45	32%	133	94%
Multiracial	32	0	0%	3	9%	8	25%	15	47%	6	19%	29	91%
Small Group Total: Race & Ethnicity	15	0	0%	1	7%	4	27%	6	40%	4	27%	14	93%
Economically Disadvantaged	166	9	5%	13	8%	45	27%	61	37%	38	23%	144	87%
Not Economically Disadvantaged	109	3	3%	2	2%	23	21%	44	40%	37	34%	104	95%
English Language Learner	13	1	8%	1	8%	7	54%	3	23%	1	8%	11	85%
Non-English Language Learner	262	11	4%	14	5%	61	23%	102	39%	74	28%	237	90%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	273	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	272	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	275	12	4%	15	5%	68	25%	105	38%	75	27%	248	90%
Parent Not in Armed Forces	275	12	4%	15	5%	68	25%	105	38%	75	27%	248	90%

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

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	23	23	100	0	0
Female	10	10	100	0	0
Male	13	13	100	0	0
General Education Students	20	20	100	0	0
Students with Disabilities	3	3	100	0	0
Black or African American	8	8	100	0	0
Hispanic or Latino	4	4	100	0	0
White	8	8	100	0	0
Multiracial	3	3	100	0	0
Economically Disadvantaged	13	13	100	0	0
Not Economically Disadvantaged	10	10	100	0	0
Non-English Language Learner	23	23	100	0	0
In Foster Care	1	1	100	0	0
Not in Foster Care	22	22	100	0	0
Not Homeless	23	23	100	0	0
Not Migrant	23	23	100	0	0
Parent Not in Armed Forces	23	23	100	0	0

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



## TOTAL COHORT REGENTS EXAMINATION RESULTS

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

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	44	14%	262	86%	19	6%	33	11%	69	23%	141	46%	210	69%
Female	138	18	—	120	—	—	—	—	—	—	—	—	—	—	—
Male	166	26	16%	140	84%	13	8%	21	13%	37	22%	69	42%	106	64%
Non-Binary	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	140	18	13%	122	87%	6	4%	12	9%	32	23%	72	51%	104	74%
General Education Students	234	17	7%	217	93%	9	4%	21	9%	55	24%	132	56%	187	80%
Students with Disabilities	72	27	38%	45	63%	10	14%	12	17%	14	19%	9	13%	23	32%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	2	—	12	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	9	16%	46	84%	5	9%	10	18%	16	29%	15	27%	31	56%
Hispanic or Latino	46	10	22%	36	78%	4	9%	5	11%	11	24%	16	35%	27	59%
White	170	22	13%	148	87%	10	6%	14	8%	32	19%	92	54%	124	73%
Multiracial	20	1	5%	19	95%	0	0%	1	5%	6	30%	12	60%	18	90%
Small Group Total: Race & Ethnicity	15	2	13%	13	87%	0	0%	3	20%	4	27%	6	40%	10	67%
Economically Disadvantaged	160	19	12%	141	88%	12	8%	22	14%	43	27%	64	40%	107	67%
Not Economically Disadvantaged	146	25	17%	121	83%	7	5%	11	8%	26	18%	77	53%	103	71%
English Language Learner	10	2	20%	8	80%	1	10%	3	30%	3	30%	1	10%	4	40%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	296	42	14%	254	86%	18	6%	30	10%	66	22%	140	47%	206	70%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	44	—	261	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	2	25%	6	75%	1	13%	1	13%	1	13%	3	38%	4	50%
Not Homeless	298	42	14%	256	86%	18	6%	32	11%	68	23%	138	46%	206	69%
Not Migrant	306	44	14%	262	86%	19	6%	33	11%	69	23%	141	46%	210	69%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	305	44	—	261	—	—	—	—	—	—	—	—	—	—	—

### 2019 TOTAL COHORT EXEMPTIONS IN ELA

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Female	1	0	0	1	100
Male	1	0	0	1	100
General Education Students	2	0	0	2	100
Black or African American	1	0	0	1	100
Hispanic or Latino	1	0	0	1	100
Economically Disadvantaged	1	0	0	1	100
Not Economically Disadvantaged	1	0	0	1	100
Non-English Language Learner	2	0	0	2	100
Not in Foster Care	2	0	0	2	100
Not Homeless	2	0	0	2	100
Not Migrant	2	0	0	2	100
Parent Not in Armed Forces	2	0	0	2	100

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	154	50%	152	50%	15	5%	28	9%	43	14%	66	22%	109	36%
Female	138	54	—	84	—	—	—	—	—	—	—	—	—	—	—
Male	166	99	60%	67	40%	6	4%	15	9%	20	12%	26	16%	46	28%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	140	55	39%	85	61%	9	6%	13	9%	23	16%	40	29%	63	45%
General Education Students	234	87	37%	147	63%	13	6%	26	11%	42	18%	66	28%	108	46%
Students with Disabilities	72	67	93%	5	7%	2	3%	2	3%	1	1%	0	0%	1	1%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	4	—	10	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	33	60%	22	40%	3	5%	9	16%	4	7%	6	11%	10	18%
Hispanic or Latino	46	27	59%	19	41%	3	7%	3	7%	8	17%	5	11%	13	28%
White	170	82	48%	88	52%	6	4%	12	7%	24	14%	46	27%	70	41%
Multiracial	20	8	40%	12	60%	1	5%	2	10%	5	25%	4	20%	9	45%
Small Group Total: Race & Ethnicity	15	4	27%	11	73%	2	13%	2	13%	2	13%	5	33%	7	47%
Economically Disadvantaged	160	81	51%	79	49%	10	6%	18	11%	21	13%	30	19%	51	32%
Not Economically Disadvantaged	146	73	50%	73	50%	5	3%	10	7%	22	15%	36	25%	58	40%
English Language Learner	10	6	60%	4	40%	1	10%	0	0%	2	20%	1	10%	3	30%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	296	148	50%	148	50%	14	5%	28	9%	41	14%	65	22%	106	36%
In Foster Care	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	153	—	152	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	7	88%	1	13%	0	0%	0	0%	0	0%	1	13%	1	13%
Not Homeless	298	147	49%	151	51%	15	5%	28	9%	43	14%	65	22%	108	36%
Not Migrant	306	154	50%	152	50%	15	5%	28	9%	43	14%	66	22%	109	36%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	305	153	—	152	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN MATH

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	243	108	44	135	56
Female	111	36	32	75	68
Male	130	71	55	59	45
Non-Binary	2	1	50	1	50
General Education Students	208	75	36	133	64
Students with Disabilities	35	33	94	2	6
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	13	3	23	10	77
Black or African American	42	24	57	18	43
Hispanic or Latino	31	19	61	12	39
White	139	56	40	83	60
Multiracial	17	6	35	11	65
Economically Disadvantaged	127	62	49	65	51
Not Economically Disadvantaged	116	46	40	70	60
English Language Learner	4	3	75	1	25
Non-English Language Learner	239	105	44	134	56
In Foster Care	1	1	100	0	0
Not in Foster Care	242	107	44	135	56
Homeless	3	2	67	1	33
Not Homeless	240	106	44	134	56
Not Migrant	243	108	44	135	56
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	242	107	44	135	56

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	146	48%	160	52%	30	10%	23	8%	56	18%	51	17%	107	35%
Female	138	48	—	90	—	—	—	—	—	—	—	—	—	—	—
Male	166	97	58%	69	42%	12	7%	9	5%	23	14%	25	15%	48	29%
Non-Binary	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	140	49	35%	91	65%	18	13%	14	10%	33	24%	26	19%	59	42%
General Education Students	234	82	35%	152	65%	25	11%	22	9%	55	24%	50	21%	105	45%
Students with Disabilities	72	64	89%	8	11%	5	7%	1	1%	1	1%	1	1%	2	3%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	5	—	9	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	26	47%	29	53%	10	18%	4	7%	12	22%	3	5%	15	27%
Hispanic or Latino	46	27	59%	19	41%	3	7%	3	7%	9	20%	4	9%	13	28%
White	170	78	46%	92	54%	13	8%	13	8%	28	16%	38	22%	66	39%
Multiracial	20	10	50%	10	50%	1	5%	2	10%	3	15%	4	20%	7	35%
Small Group Total: Race & Ethnicity	15	5	33%	10	67%	3	20%	1	7%	4	27%	2	13%	6	40%
Economically Disadvantaged	160	75	47%	85	53%	20	13%	12	8%	34	21%	19	12%	53	33%
Not Economically Disadvantaged	146	71	49%	75	51%	10	7%	11	8%	22	15%	32	22%	54	37%
English Language Learner	10	3	30%	7	70%	3	30%	0	0%	4	40%	0	0%	4	40%



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-English Language Learner	296	143	48%	153	52%	27	9%	23	8%	52	18%	51	17%	103	35%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	146	—	159	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	7	88%	1	13%	0	0%	0	0%	0	0%	1	13%	1	13%
Not Homeless	298	139	47%	159	53%	30	10%	23	8%	56	19%	50	17%	106	36%
Not Migrant	306	146	48%	160	52%	30	10%	23	8%	56	18%	51	17%	107	35%
Parent in Armed Forces	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	305	146	—	159	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	255	108	42	147	58
Female	119	35	29	84	71
Male	134	72	54	62	46
Non-Binary	2	1	50	1	50
General Education Students	212	71	33	141	67
Students with Disabilities	43	37	86	6	14
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	43	17	40	26	60
Hispanic or Latino	33	17	52	16	48
White	149	63	42	86	58
Multiracial	17	7	41	10	59
Economically Disadvantaged	137	62	45	75	55
Not Economically Disadvantaged	118	46	39	72	61
English Language Learner	4	2	50	2	50
Non-English Language Learner	251	106	42	145	58
Not in Foster Care	255	108	42	147	58
Homeless	5	4	80	1	20
Not Homeless	250	104	42	146	58
Not Migrant	255	108	42	147	58
Parent in Armed Forces	1	0	0	1	100
Parent Not in Armed Forces	254	108	43	146	57

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	288	94%	18	6%	4	1%	1	0%	10	3%	3	1%	13	4%
Female	138	130	—	8	—	—	—	—	—	—	—	—	—	—	—
Male	166	156	94%	10	6%	4	2%	0	0%	4	2%	2	1%	6	4%
Non-Binary	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	140	132	94%	8	6%	0	0%	1	1%	6	4%	1	1%	7	5%
General Education Students	234	220	94%	14	6%	2	1%	0	0%	9	4%	3	1%	12	5%
Students with Disabilities	72	68	94%	4	6%	2	3%	1	1%	1	1%	0	0%	1	1%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	14	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	50	91%	5	9%	2	4%	0	0%	3	5%	0	0%	3	5%
Hispanic or Latino	46	43	93%	3	7%	1	2%	0	0%	0	0%	2	4%	2	4%
White	170	161	95%	9	5%	1	1%	1	1%	6	4%	1	1%	7	4%
Multiracial	20	19	95%	1	5%	0	0%	0	0%	1	5%	0	0%	1	5%
Small Group Total: Race & Ethnicity	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	160	147	92%	13	8%	4	3%	0	0%	8	5%	1	1%	9	6%
Not Economically Disadvantaged	146	141	97%	5	3%	0	0%	1	1%	2	1%	2	1%	4	3%
English Language Learner	10	8	80%	2	20%	1	10%	0	0%	1	10%	0	0%	1	10%
Non-English Language Learner	296	280	95%	16	5%	3	1%	1	0%	9	3%	3	1%	12	4%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	288	—	17	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	203	201	99	2	1
Female	97	95	98	2	2
Male	104	104	100	0	0
Non-Binary	2	2	100	0	0
General Education Students	170	168	99	2	1
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	12	12	100	0	0
Black or African American	35	33	94	2	6
Hispanic or Latino	23	23	100	0	0
White	119	119	100	0	0
Multiracial	13	13	100	0	0
Economically Disadvantaged	103	102	99	1	1
Not Economically Disadvantaged	100	99	99	1	1
English Language Learner	3	3	100	0	0
Non-English Language Learner	200	198	99	2	1
Not in Foster Care	203	201	99	2	1
Homeless	3	3	100	0	0
Not Homeless	200	198	99	2	1
Not Migrant	203	201	99	2	1
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	202	200	99	2	1

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

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	273	89%	33	11%	2	1%	1	0%	13	4%	17	6%	30	10%
Female	138	118	—	20	—	—	—	—	—	—	—	—	—	—	—
Male	166	153	92%	13	8%	1	1%	0	0%	4	2%	8	5%	12	7%
Non-Binary	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	140	120	86%	20	14%	1	1%	1	1%	9	6%	9	6%	18	13%
General Education Students	234	202	86%	32	14%	2	1%	1	0%	13	6%	16	7%	29	12%
Students with Disabilities	72	71	99%	1	1%	0	0%	0	0%	0	0%	1	1%	1	1%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	11	—	3	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	46	84%	9	16%	2	4%	1	2%	4	7%	2	4%	6	11%
Hispanic or Latino	46	41	89%	5	11%	0	0%	0	0%	1	2%	4	9%	5	11%
White	170	158	93%	12	7%	0	0%	0	0%	5	3%	7	4%	12	7%
Multiracial	20	16	80%	4	20%	0	0%	0	0%	1	5%	3	15%	4	20%
Small Group Total: Race & Ethnicity	15	12	80%	3	20%	0	0%	0	0%	2	13%	1	7%	3	20%
Economically Disadvantaged	160	134	84%	26	16%	2	1%	1	1%	10	6%	13	8%	23	14%
Not Economically Disadvantaged	146	139	95%	7	5%	0	0%	0	0%	3	2%	4	3%	7	5%
English Language Learner	10	5	50%	5	50%	1	10%	0	0%	1	10%	3	30%	4	40%
Non-English Language Learner	296	268	91%	28	9%	1	0%	1	0%	12	4%	14	5%	26	9%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
In Foster Care	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	273	—	32	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	298	265	89%	33	11%	2	1%	1	0%	13	4%	17	6%	30	10%
Not Migrant	306	273	89%	33	11%	2	1%	1	0%	13	4%	17	6%	30	10%
Parent in Armed Forces	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	305	272	—	33	—	—	—	—	—	—	—	—	—	—	—

## 2019 TOTAL COHORT EXEMPTIONS IN U.S. HISTORY & GOVERNMENT

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	206	203	99	3	1
Female	93	92	99	1	1
Male	111	109	98	2	2
Non-Binary	2	2	100	0	0
General Education Students	178	175	98	3	2
Students with Disabilities	28	28	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	8	8	100	0	0
Black or African American	36	35	97	1	3
Hispanic or Latino	26	26	100	0	0
White	121	120	99	1	1
Multiracial	14	13	93	1	7
Economically Disadvantaged	100	97	97	3	3
Not Economically Disadvantaged	106	106	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	205	202	99	3	1
Not in Foster Care	206	203	99	3	1
Homeless	3	3	100	0	0
Not Homeless	203	200	99	3	1
Not Migrant	206	203	99	3	1
Parent in Armed Forces	1	1	100	0	0
Parent Not in Armed Forces	205	202	99	3	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 (2022-23)

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

Grade	Total	Not Tested		Tested		Entering		Emerging		Transitioning		Expanding		Commanding (Proficient)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	26	0	0%	26	100%	3	12%	4	15%	5	19%	13	50%	1	4%
Grade 1	12	0	0%	12	100%	2	17%	2	17%	2	17%	6	50%	0	0%
Grade 2	22	0	0%	22	100%	0	0%	3	14%	4	18%	10	45%	5	23%
Grade 3	24	1	4%	23	96%	1	4%	4	17%	6	26%	8	35%	4	17%
Grade 4	18	0	0%	18	100%	0	0%	2	11%	2	11%	12	67%	2	11%
Grade 5	20	0	0%	20	100%	1	5%	0	0%	2	10%	9	45%	8	40%
Grade 6	18	1	6%	17	94%	1	6%	3	18%	0	0%	7	41%	6	35%
Grade 7	14	1	7%	13	93%	0	0%	1	8%	2	15%	6	46%	4	31%
Grade 8	14	0	0%	14	100%	1	7%	1	7%	0	0%	9	64%	3	21%
Grade 9	13	1	8%	12	92%	0	0%	3	25%	2	17%	7	58%	0	0%
Grade 10	8	1	13%	7	88%	0	0%	0	0%	2	29%	2	29%	3	43%
Grade 11	13	1	8%	12	92%	0	0%	0	0%	3	25%	6	50%	3	25%
Grade 12	13	3	23%	10	77%	0	0%	1	10%	3	30%	4	40%	2	20%



## NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	4	0	0%	4	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	5	1	20%	4	80%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
Grade 8 Math	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Grade 8 Science	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
Secondary-Level ELA	44	35	80%	9	20%	1	11%	1	11%	5	56%	2	22%	7	78%
Secondary-Level Math	44	35	80%	9	20%	0	0%	2	22%	5	56%	2	22%	7	78%
Secondary-Level Science	44	35	80%	9	20%	1	11%	2	22%	5	56%	1	11%	6	67%

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

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

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

### NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

## NEW YORK STATE NAEP PARTICIPATION RATES

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

**NATIONAL NAEP GRADE 4**

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

**NATIONAL NAEP GRADE 8**

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

\*There are not sufficient data for this subgroup.

**NATIONAL NAEP PARTICIPATION RATES**

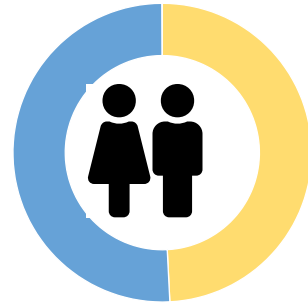
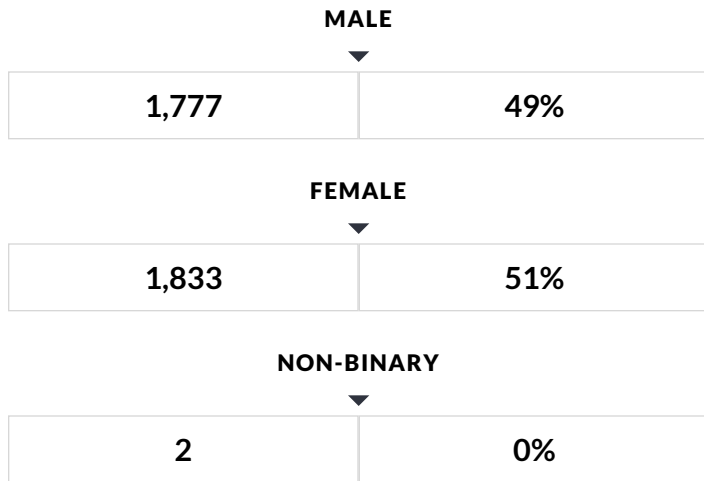
	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	92%	92%	89%	89%
Students with Disabilities	91%	91%	91%	92%
English Language Learners	95%	95%	93%	94%

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. 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. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

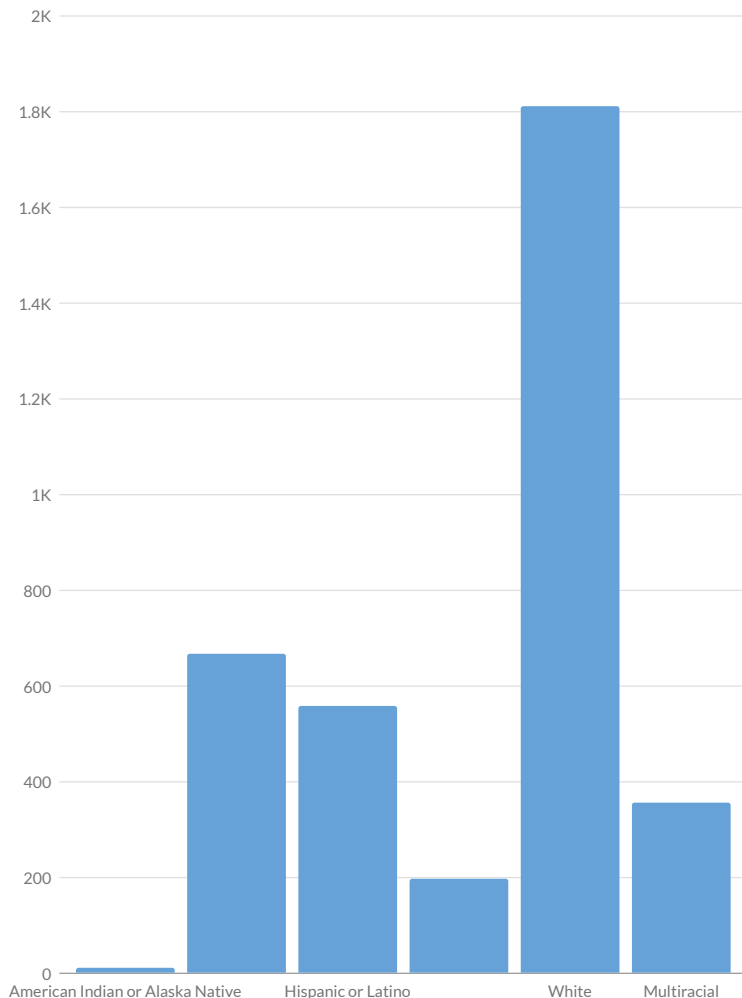
## GATES CHILI CSD ENROLLMENT (2022 - 23)

**K-12 Enrollment: 3,612**

### ENROLLMENT BY GENDER



### ENROLLMENT BY ETHNICITY



#### AMERICAN INDIAN OR ALASKA NATIVE

13	0%
----	----

#### BLACK OR AFRICAN AMERICAN

669	19%
-----	-----

#### HISPANIC OR LATINO

560	16%
-----	-----

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

199	6%
-----	----

#### WHITE

1,813	50%
-------	-----

#### MULTIRACIAL

## OTHER GROUPS

## ENGLISH LANGUAGE LEARNERS

193	5%
-----	----

## STUDENTS WITH DISABILITIES

470	13%
-----	-----

## ECONOMICALLY DISADVANTAGED

2,184	60%
-------	-----

## MIGRANT

—	—
---	---

## HOMELESS

59	2%
----	----

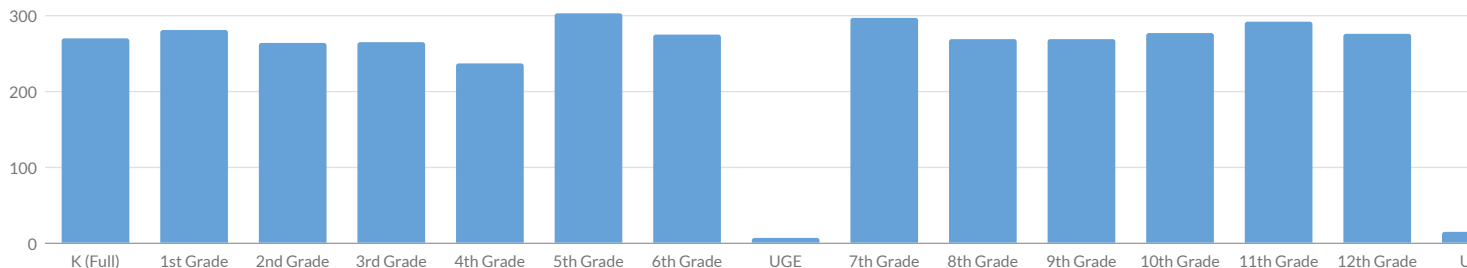
## FOSTER CARE

14	0%
----	----

## PARENT IN ARMED FORCES

—	—
---	---

## ENROLLMENT BY GRADE



## K (FULL DAY)

271	7%
-----	----

## 1ST GRADE

282	8%
-----	----

## 2ND GRADE

265	7%
-----	----

## 3RD GRADE

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

## 4TH GRADE

238	6%
-----	----

## 5TH GRADE

304	8%
-----	----

## 6TH GRADE

276	7%
-----	----

## UNGRADED ELEMENTA...

8	0%
---	----

## 7TH GRADE

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

## 8TH GRADE

270	7%
-----	----

## 9TH GRADE

270	7%
-----	----

## 10TH GRADE

278	7%
-----	----

## 11TH GRADE

293	8%
-----	----

## 12TH GRADE

277	7%
-----	----

## UNGRADED SECONDAR...

16	0%
----	----

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 18, 2024, 11:24 AM EST

# GATES CHILI CSD - STUDENT DIGITAL RESOURCES

Annually, school districts and charter schools are required to conduct a survey concerning student digital resources and Internet access in their homes. Required by Commissioner's Regulation 155.17, the Student Digital Resources and Access data provides information about student access to devices and internet at their place of residence. It is imperative that districts, BOCES, charter schools, and the New York State Education Department maintain an updated, accurate, complete picture of the digital access status for each individual student. The data will help identify specific needs and target resources. The data should also be used at local level for instructional and programmatic decision-making.

Information is reported to the State Education Department through the Student Information Repository System (SIRS). The count of enrolled includes students enrolled at any time during the school year in that location. The following data points are collected by school districts by surveying students' households.

## SCHOOL PROVIDED DEVICE

**Data are based on the number of responses to this question.**

Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student's use during the school year.

### 1. DID THE SCHOOL DISTRICT ISSUE YOUR CHILD A DEDICATED SCHOOL OR DISTRICT-OWNED DEVICE FOR THEIR USE DURING THE SCHOOL YEAR?



Enrollment	Count of Completed Questions	Percent Completed
3,782	800	21.15% of Enrolled

Subgroup	Yes		No	
	#	%	#	%
All Students	758	94.75	42	5.25
Female	382	95.98	16	4.02
Male	376	93.53	26	6.47
Nonbinary	0	0	0	0
American Indian/Alaska Native	0	0	2	100
Black	135	93.1	10	6.9
Hispanic	105	93.75	7	6.25
Asian or Native Hawaiian/Other Pacific Islander	47	94	3	6
White	416	96.07	17	3.93
Multiracial	55	94.83	3	5.17
General Education Students	709	95.04	37	4.96



Subgroup	Yes		No	
	#	%	#	%
Students with Disabilities	49	90.74	5	9.26
Not English Language Learner	728	95.16	37	4.84
English Language Learner	30	85.71	5	14.29
Economically Disadvantaged	425	94.03	27	5.97
Not Economically Disadvantaged	333	95.69	15	4.31
Not Migrant	758	94.75	42	5.25
Homeless	7	87.5	1	12.5
Not Homeless	751	94.82	41	5.18
In Foster Care	3	75	1	25
Not in Foster Care	755	94.85	41	5.15
Parent in Armed Forces	1	100	0	0
Parent Not in Armed Forces	757	94.74	42	5.26

## PRIMARY DEVICE

Data are based on the number of responses to this question.

### 2. WHAT IS THE DEVICE YOUR CHILD USES MOST OFTEN TO COMPLETE LEARNING ACTIVITIES AWAY FROM SCHOOL? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)



Enrollment	Count of Completed Questions	Percent Completed
3,782	806	21.31% of Enrolled

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	67	8.31	43	5.33	595	73.82	14	1.74	72	8.93	15	1.86
Female	46	11.41	7	1.74	288	71.46	8	1.99	45	11.17	9	2.23
Male	21	5.21	36	8.93	307	76.18	6	1.49	27	6.7	6	1.49
Nonbinary	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	2	100	0	0	0	0	0	0
Black	16	10.96	7	4.79	98	67.12	3	2.05	19	13.01	3	2.05

Subgroup	Chromebook		Desktop		Laptop		No Device		Smartphone		Tablet	
	#	%	#	%	#	%	#	%	#	%	#	%
Hispanic	17	14.66	5	4.31	83	71.55	0	0	9	7.76	2	1.72
Asian or Native Hawaiian/Other Pacific Islander	5	10.2	3	6.12	36	73.47	1	2.04	3	6.12	1	2.04
White	22	5.07	28	6.45	332	76.5	8	1.84	35	8.06	9	2.07
Multiracial	7	11.86	0	0	44	74.58	2	3.39	6	10.17	0	0
General Education Students	64	8.52	43	5.73	558	74.3	14	1.86	58	7.72	14	1.86
Students with Disabilities	3	5.45	0	0	37	67.27	0	0	14	25.45	1	1.82
Not English Language Learner	64	8.32	39	5.07	568	73.86	13	1.69	70	9.1	15	1.95
English Language Learner	3	8.11	4	10.81	27	72.97	1	2.7	2	5.41	0	0
Economically Disadvantaged	46	10.11	23	5.05	323	70.99	5	1.1	50	10.99	8	1.76
Not Economically Disadvantaged	21	5.98	20	5.7	272	77.49	9	2.56	22	6.27	7	1.99
Not Migrant	67	8.31	43	5.33	595	73.82	14	1.74	72	8.93	15	1.86
Homeless	2	25	1	12.5	5	62.5	0	0	0	0	0	0
Not Homeless	65	8.15	42	5.26	590	73.93	14	1.75	72	9.02	15	1.88
In Foster Care	0	0	0	0	2	50	1	25	1	25	0	0
Not in Foster Care	67	8.35	43	5.36	593	73.94	13	1.62	71	8.85	15	1.87
Parent in Armed Forces	0	0	0	0	1	100	0	0	0	0	0	0
Parent Not in Armed Forces	67	8.32	43	5.34	594	73.79	14	1.74	72	8.94	15	1.86

## PRIMARY LEARNING DEVICE PROVIDER

Data are based on the number of responses to this question.

**3. WHO IS THE PROVIDER OF THE PRIMARY LEARNING DEVICE IDENTIFIED IN QUESTION 2? (THIS CAN BE A SCHOOL-PROVIDED DEVICE OR ANOTHER DEVICE, WHICHEVER THE STUDENT IS MOST OFTEN USING TO COMPLETE THEIR SCHOOLWORK.)**



Enrollment	Count of Completed Questions	Percent Completed
3,782	802	21.21% of Enrolled

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
All Students	13	1.62	137	17.08	652	81.3

Subgroup	No Device		Personal		School	
	#	%	#	%	#	%
Female	7	1.75	68	17.04	324	81.2
Male	6	1.49	69	17.12	328	81.39
Nonbinary	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	2	100
Black	2	1.4	32	22.38	109	76.22
Hispanic	0	0	22	19.13	93	80.87
Asian or Native Hawaiian/Other Pacific Islander	1	2	9	18	40	80
White	8	1.85	70	16.17	355	81.99
Multiracial	2	3.39	4	6.78	53	89.83
General Education Students	13	1.74	123	16.49	610	81.77
Students with Disabilities	0	0	14	25	42	75
Not English Language Learner	13	1.7	132	17.25	620	81.05
English Language Learner	0	0	5	13.51	32	86.49
Economically Disadvantaged	4	.88	80	17.51	373	81.62
Not Economically Disadvantaged	9	2.61	57	16.52	279	80.87
Not Migrant	13	1.62	137	17.08	652	81.3
Homeless	0	0	1	12.5	7	87.5
Not Homeless	13	1.64	136	17.13	645	81.23
In Foster Care	0	0	1	25	3	75
Not in Foster Care	13	1.63	136	17.04	649	81.33
Parent in Armed Forces	0	0	0	0	1	100
Parent Not in Armed Forces	13	1.62	137	17.1	651	81.27

## PRIMARY LEARNING DEVICE ACCESS

Data are based on the number of responses to this question.

### 4. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SHARED WITH ANYONE ELSE IN THE HOUSEHOLD?



Enrollment	Count of Completed Questions	Percent Completed
3,782	782	20.68% of Enrolled

Subgroup	No Device		Not Shared		Shared	
	#	%	#	%	#	%
All Students	19	2.43	737	94.25	26	3.32
Female	9	2.31	369	94.86	11	2.83
Male	10	2.54	368	93.64	15	3.82
Nonbinary	0	0	0	0	0	0
American Indian/Alaska Native	0	0	2	100	0	0
Black	3	2.08	135	93.75	6	4.17
Hispanic	2	1.79	105	93.75	5	4.46
Asian or Native Hawaiian/Other Pacific Islander	2	4.17	45	93.75	1	2.08
White	10	2.39	396	94.51	13	3.1
Multiracial	2	3.51	54	94.74	1	1.75
General Education Students	19	2.6	691	94.4	22	3.01
Students with Disabilities	0	0	46	92	4	8
Not English Language Learner	19	2.54	707	94.65	21	2.81
English Language Learner	0	0	30	85.71	5	14.29
Economically Disadvantaged	9	2.05	413	94.08	17	3.87
Not Economically Disadvantaged	10	2.92	324	94.46	9	2.62
Not Migrant	19	2.43	737	94.25	26	3.32
Homeless	0	0	8	100	0	0
Not Homeless	19	2.45	729	94.19	26	3.36
In Foster Care	0	0	3	75	1	25
Not in Foster Care	19	2.44	734	94.34	25	3.21
Parent in Armed Forces	0	0	1	100	0	0
Parent Not in Armed Forces	19	2.43	736	94.24	26	3.33

## PRIMARY LEARNING DEVICE SUFFICIENCY

Data are based on the number of responses to this question.

### 5. IS THE PRIMARY LEARNING DEVICE (IDENTIFIED IN QUESTION 2) SUFFICIENT FOR YOUR CHILD TO FULLY PARTICIPATE IN ALL LEARNING ACTIVITIES AWAY FROM SCHOOL?



Enrollment	Count of Completed	Percent Completed
------------	--------------------	-------------------

**3,782****Questions****20.49% of Enrolled****775**

Subgroup	Not Sufficient		Sufficient	
	#	%	#	%
All Students	78	10.06	697	89.94
Female	41	10.82	338	89.18
Male	37	9.34	359	90.66
Nonbinary	0	0	0	0
American Indian/Alaska Native	0	0	2	100
Black	15	10.64	126	89.36
Hispanic	12	10.53	102	89.47
Asian or Native Hawaiian/Other Pacific Islander	4	8.89	41	91.11
White	40	9.59	377	90.41
Multiracial	7	12.5	49	87.5
General Education Students	67	9.27	656	90.73
Students with Disabilities	11	21.15	41	78.85
Not English Language Learner	73	9.86	667	90.14
English Language Learner	5	14.29	30	85.71
Economically Disadvantaged	55	12.53	384	87.47
Not Economically Disadvantaged	23	6.85	313	93.15
Not Migrant	78	10.06	697	89.94
Homeless	0	0	8	100
Not Homeless	78	10.17	689	89.83
In Foster Care	1	25	3	75
Not in Foster Care	77	9.99	694	90.01
Parent in Armed Forces	0	0	1	100
Parent Not in Armed Forces	78	10.08	696	89.92

## INTERNET ACCESS IN RESIDENCE

Data are based on the number of responses to this question.

### 6. IS YOUR CHILD ABLE TO ACCESS THE INTERNET IN THEIR PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
3,782	801	21.18% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	10	1.25	791	98.75
Female	5	1.25	394	98.75
Male	5	1.24	397	98.76
Nonbinary	0	0	0	0
American Indian/Alaska Native	0	0	2	100
Black	3	2.08	141	97.92
Hispanic	0	0	117	100
Asian or Native Hawaiian/Other Pacific Islander	2	4.08	47	95.92
White	4	.93	428	99.07
Multiracial	1	1.75	56	98.25
General Education Students	10	1.34	736	98.66
Students with Disabilities	0	0	55	100
Not English Language Learner	8	1.05	756	98.95
English Language Learner	2	5.41	35	94.59
Economically Disadvantaged	5	1.1	449	98.9
Not Economically Disadvantaged	5	1.44	342	98.56
Not Migrant	10	1.25	791	98.75
Homeless	0	0	8	100
Not Homeless	10	1.26	783	98.74
In Foster Care	2	50	2	50
Not in Foster Care	8	1	789	99
Parent in Armed Forces	0	0	1	100
Parent Not in Armed Forces	10	1.25	790	98.75

## INTERNET ACCESS TYPE

Data are based on the number of responses to this question.

## 7. WHAT IS THE PRIMARY TYPE OF INTERNET SERVICE USED IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
3,782	802	21.21% of Enrolled

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	121	15.09	119	14.84	0	0	8	1	16	2	7	.87	205	25.56	275	34.29	51	6.36
Female	78	19.4	61	15.17	0	0	2	.5	11	2.74	3	.75	109	27.11	114	28.36	24	5.97
Male	43	10.75	58	14.5	0	0	6	1.5	5	1.25	4	1	96	24	161	40.25	27	6.75
Nonbinary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	1	50	0	0	0	0	0	0	0	0	0	0	1	50	0	0
Black	24	16.67	31	21.53	0	0	0	0	2	1.39	2	1.39	36	25	42	29.17	7	4.86
Hispanic	23	20	10	8.7	0	0	0	0	4	3.48	2	1.74	33	28.7	38	33.04	5	4.35
Asian or Native Hawaiian/Other Pacific Islander	7	14.58	8	16.67	0	0	1	2.08	3	6.25	1	2.08	16	33.33	11	22.92	1	2.08
White	57	13.13	59	13.59	0	0	6	1.38	6	1.38	1	.23	101	23.27	168	38.71	36	8.29
Multiracial	10	16.95	10	16.95	0	0	1	1.69	1	1.69	1	1.69	19	32.2	15	25.42	2	3.39
General Education Students	103	13.81	109	14.61	0	0	7	.94	14	1.88	7	.94	196	26.27	261	34.99	49	6.57
Students with Disabilities	18	32.14	10	17.86	0	0	1	1.79	2	3.57	0	0	9	16.07	14	25	2	3.57
Not English Language Learner	117	15.29	114	14.9	0	0	8	1.05	13	1.7	5	.65	199	26.01	258	33.73	51	6.67
English Language Learner	4	10.81	5	13.51	0	0	0	0	3	8.11	2	5.41	6	16.22	17	45.95	0	0
Economically Disadvantaged	74	16.37	76	16.81	0	0	2	.44	12	2.65	6	1.33	110	24.34	157	34.73	15	3.32
Not Economically Disadvantaged	47	13.43	43	12.29	0	0	6	1.71	4	1.14	1	.29	95	27.14	118	33.71	36	10.29
Not Migrant	121	15.09	119	14.84	0	0	8	1	16	2	7	.87	205	25.56	275	34.29	51	6.36

Subgroup	Cellular		Community Wi-Fi		Dial-up		DSL		Mobile Hotspot		None		Other		Broadband		Satellite	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	1	14.29	3	42.86	0	0	0	0	1	14.29	0	0	2	28.57	0	0	0	0
Not Homeless	120	15.09	116	14.59	0	0	8	1.01	15	1.89	7	.88	203	25.53	275	34.59	51	6.42
In Foster Care	0	0	2	50	0	0	0	0	0	0	0	0	1	25	1	25	0	0
Not in Foster Care	121	15.16	117	14.66	0	0	8	1	16	2.01	7	.88	204	25.56	274	34.34	51	6.39
Parent in Armed Forces	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0	0	0
Parent Not in Armed Forces	121	15.11	119	14.86	0	0	8	1	16	2	7	.87	204	25.47	275	34.33	51	6.37

## INTERNET PERFORMANCE CODE

Data are based on the number of responses to this question.

**8. IN THEIR PRIMARY RESIDENCE, CAN YOUR CHILD COMPLETE THE FULL RANGE OF LEARNING ACTIVITIES, INCLUDING VIDEO STREAMING AND ASSIGNMENT UPLOAD, WITHOUT INTERRUPTIONS CAUSED BY SLOW OR POOR INTERNET PERFORMANCE?**



Enrollment	Count of Completed Questions	Percent Completed
3,782	791	20.91% of Enrolled

Subgroup	No		Yes	
	#	%	#	%
All Students	63	7.96	728	92.04
Female	33	8.38	361	91.62
Male	30	7.56	367	92.44
Nonbinary	0	0	0	0
American Indian/Alaska Native	1	50	1	50
Black	13	9.29	127	90.71
Hispanic	6	5.22	109	94.78
Asian or Native Hawaiian/Other Pacific Islander	5	10	45	90
White	31	7.24	397	92.76
Multiracial	7	12.5	49	87.5



Subgroup	No		Yes	
	#	%	#	%
General Education Students	57	7.74	679	92.26
Students with Disabilities	6	10.91	49	89.09
Not English Language Learner	60	7.96	694	92.04
English Language Learner	3	8.11	34	91.89
Economically Disadvantaged	46	10.24	403	89.76
Not Economically Disadvantaged	17	4.97	325	95.03
Not Migrant	63	7.96	728	92.04
Homeless	0	0	8	100
Not Homeless	63	8.05	720	91.95
In Foster Care	0	0	4	100
Not in Foster Care	63	8.01	724	91.99
Parent in Armed Forces	0	0	1	100
Parent Not in Armed Forces	63	7.97	727	92.03

## INTERNET ACCESS BARRIER

Data are based on the number of responses to this question.

### 9. WHAT, IF ANY, IS THE PRIMARY BARRIER TO HAVING SUFFICIENT AND RELIABLE INTERNET ACCESS IN YOUR CHILD'S PRIMARY PLACE OF RESIDENCE?



Enrollment	Count of Completed Questions	Percent Completed
3,782	670	17.72% of Enrolled

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
All Students	121	18.06	53	7.91	424	63.28	72	10.75
Female	62	18.79	28	8.48	209	63.33	31	9.39
Male	59	17.35	25	7.35	215	63.24	41	12.06
Nonbinary	0	0	0	0	0	0	0	0
American Indian/Alaska Native	0	0	0	0	2	100	0	0
Black	34	26.56	15	11.72	64	50	15	11.72

Subgroup	Availability		Cost		None		Other	
	#	%	#	%	#	%	#	%
Hispanic	15	15.31	6	6.12	65	66.33	12	12.24
Asian or Native Hawaiian/Other Pacific Islander	12	26.67	3	6.67	22	48.89	8	17.78
White	51	14.7	26	7.49	243	70.03	27	7.78
Multiracial	9	18	3	6	28	56	10	20
General Education Students	106	17.07	52	8.37	396	63.77	67	10.79
Students with Disabilities	15	30.61	1	2.04	28	57.14	5	10.2
Not English Language Learner	113	17.71	51	7.99	406	63.64	68	10.66
English Language Learner	8	25	2	6.25	18	56.25	4	12.5
Economically Disadvantaged	83	21.28	39	10	224	57.44	44	11.28
Not Economically Disadvantaged	38	13.57	14	5	200	71.43	28	10
Not Migrant	121	18.06	53	7.91	424	63.28	72	10.75
Homeless	2	28.57	3	42.86	2	28.57	0	0
Not Homeless	119	17.95	50	7.54	422	63.65	72	10.86
In Foster Care	2	50	0	0	1	25	1	25
Not in Foster Care	119	17.87	53	7.96	423	63.51	71	10.66
Parent in Armed Forces	0	0	0	0	1	100	0	0
Parent Not in Armed Forces	121	18.09	53	7.92	423	63.23	72	10.76

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 18, 2024, 10:56 AM EST

## **GATES CHILI CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023**

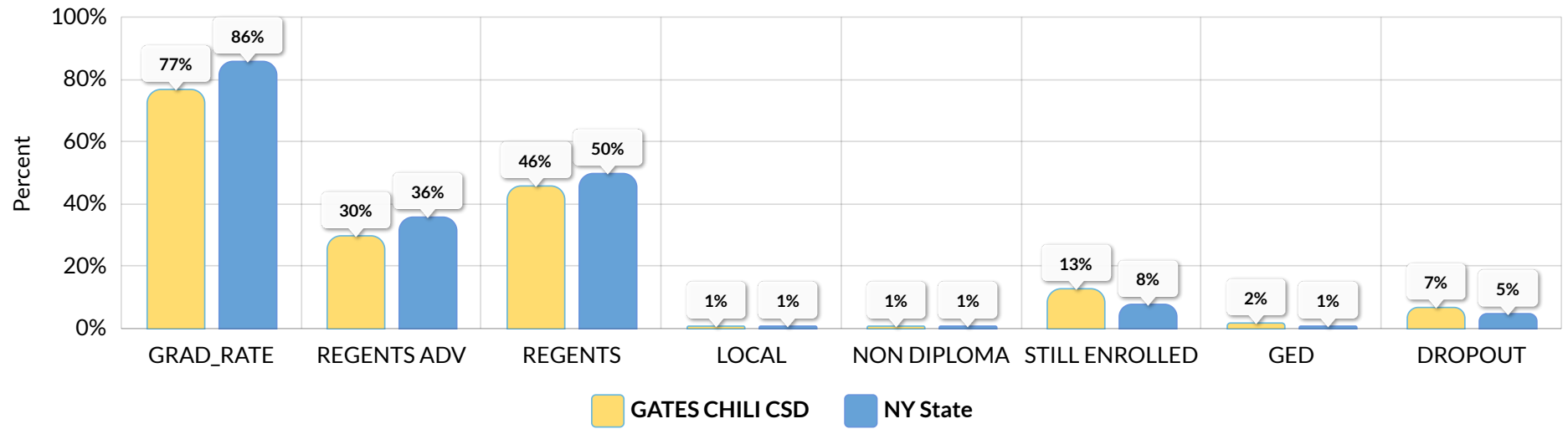
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August.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

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

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



### Outcomes for All Students



## GRADUATION RATE

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	306	237	77%	92	30%	142	46%	3	1%	2	1%	39	13%	6	2%	22	7%
Female	138	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Male	166	122	73%	41	25%	79	48%	2	1%	0	0%	28	17%	3	2%	13	8%
Non-binary	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General Education Students	234	199	85%	92	39%	107	46%	0	0%	0	0%	16	7%	4	2%	15	6%
Students with Disabilities	72	38	53%	0	0%	35	49%	3	4%	2	3%	23	32%	2	3%	7	10%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	55	42	76%	11	20%	31	56%	0	0%	0	0%	8	15%	1	2%	4	7%
Hispanic or Latino	46	33	72%	7	15%	26	57%	0	0%	1	2%	7	15%	1	2%	4	9%
White	170	131	77%	60	35%	68	40%	3	2%	1	1%	22	13%	4	2%	12	7%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Multiracial	20	18	90%	7	35%	11	55%	0	0%	0	0%	1	5%	0	0%	1	5%
Economically Disadvantaged	160	124	78%	37	23%	85	53%	2	1%	2	1%	15	9%	3	2%	16	10%
Not Economically Disadvantaged	146	113	77%	55	38%	57	39%	1	1%	0	0%	24	16%	3	2%	6	4%
English Language Learner	10	3	30%	0	0%	2	20%	1	10%	1	10%	5	50%	0	0%	1	10%
Non-English Language Learner	296	234	79%	92	31%	140	47%	2	1%	1	0%	34	11%	6	2%	21	7%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	305	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	8	5	63%	1	13%	4	50%	0	0%	0	0%	2	25%	1	13%	0	0%
Not Homeless	298	232	78%	91	31%	138	46%	3	1%	2	1%	37	12%	5	2%	22	7%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	306	237	77%	92	30%	142	46%	3	1%	2	1%	39	13%	6	2%	22	7%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	305	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 18, 2024, 9:38 AM EST

## GATES CHILI CSD GRADUATION PATHWAYS DATA 2023

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	237	226	95%	0	0%	0	0%	11	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	113	109	96%	0	0%	0	0%	4	4%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	122	116	95%	0	0%	0	0%	6	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-binary	2	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	199	188	94%	0	0%	0	0%	11	6%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	38	38	100%	0	0%	0	0%	0	0%	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%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	42	41	98%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	33	31	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%	0	0%
White	131	125	95%	0	0%	0	0%	6	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	18	16	89%	0	0%	0	0%	2	11%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	124	115	93%	0	0%	0	0%	9	7%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	113	111	98%	0	0%	0	0%	2	2%	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		Civic Readiness	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learner	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	234	223	95%	0	0%	0	0%	11	5%	0	0%	0	0%	0	0%	0	0%	0	0%
In Foster Care	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	236	225	95%	0	0%	0	0%	11	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	232	221	95%	0	0%	0	0%	11	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	237	226	95%	0	0%	0	0%	11	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	236	225	95%	0	0%	0	0%	11	5%	0	0%	0	0%	0	0%	0	0%	0	0%

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: APRIL 18, 2024, 11:32 AM EST

## GATES CHILI CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2022 - 23)

**K-12 ELL Enrollment: 193**  
**K-12 Former ELL Enrollment: 80**

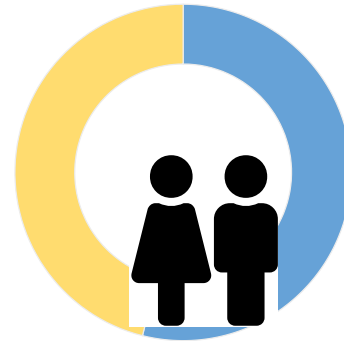
### ELL ENROLLMENT

#### MALE

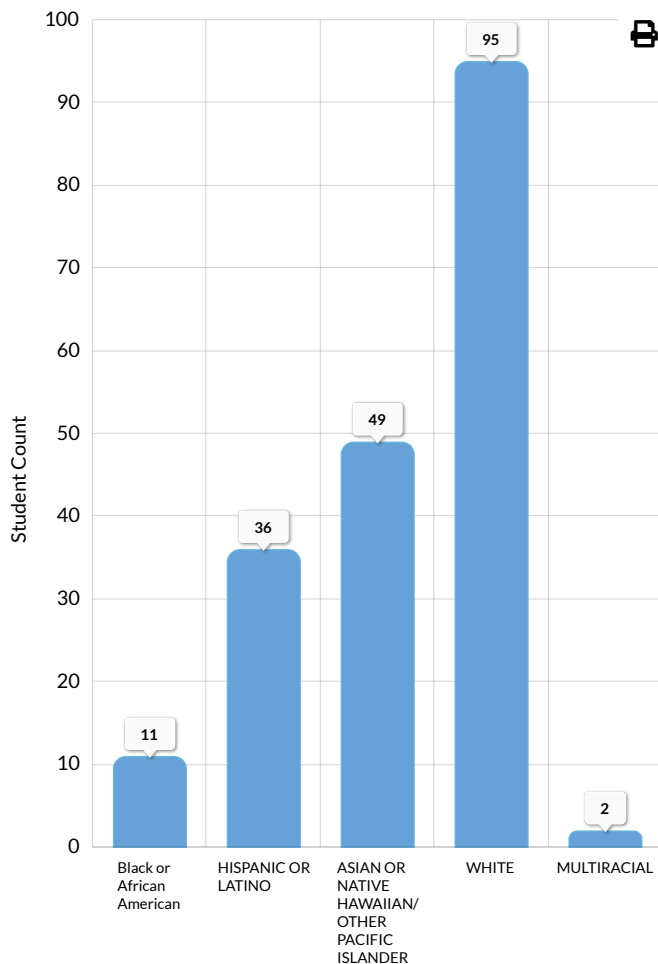
104	54%
-----	-----

#### FEMALE

89	46%
----	-----



### ELL ENROLLMENT BY ETHNICITY



#### BLACK OR AFRICAN AMERICAN

11	6%
----	----

#### HISPANIC OR LATINO

36	19%
----	-----

#### ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

49	25%
----	-----

#### WHITE

95	49%
----	-----

#### MULTIRACIAL

2

1%

## OTHER GROUPS

## STUDENTS WITH DISABILITIES

25

13%

## ECONOMICALLY DISADVANTAGED

176

91%

## ELL ENROLLMENT BY GRADE



## K (FULL DAY)

23

12%

## 1ST GRADE

11

6%

## 2ND GRADE

20

10%

## 3RD GRADE

22

11%

## 4TH GRADE

17

9%

## 5TH GRADE

20

10%

## 6TH GRADE

16

8%

UNGRADED  
ELEMENTARY

1

1%

## 7TH GRADE

14

7%

## 8TH GRADE

11

6%

## 9TH GRADE

6

3%

## 10TH GRADE

7

4%

**11TH GRADE**

<b>11</b>	<b>6%</b>
-----------	-----------

**12TH GRADE**

<b>10</b>	<b>5%</b>
-----------	-----------

**UNGRADED  
SECONDARY**

<b>4</b>	<b>2%</b>
----------	-----------

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 Spanish**
- 3 Missing**
- 4 Vietnamese**
- 5 Nepali**

**ENGLISH LANGUAGE LEARNERS BREAKDOWN****NEWCOMERS**

<b>117</b>
------------

**DEVELOPING**

<b>85</b>
-----------

**LONG TERM**

<b>38</b>
-----------

**SIFE**

<b>1</b>
----------

**ENGLISH LANGUAGE LEARNERS PROGRAMS****ENGLISH AS A NEW  
LANGUAGE**

<b>239</b>
------------

**ONE WAY/ TWO WAY  
DUAL LANGUAGE  
PROGRAM**

<b>0</b>
----------

**TRANSITIONAL  
BILINGUAL EDUCATION  
PROGRAM**

<b>0</b>
----------