

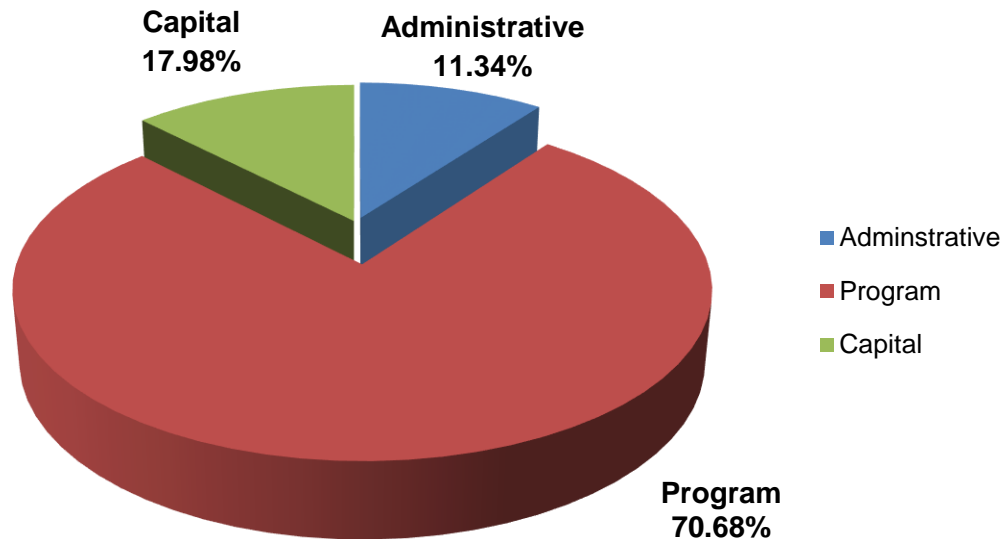
MAYFIELD CENTRAL SCHOOL DISTRICT 2024-25 PROPOSED BUDGET

The attached 2024-25 budget is broken down into three parts as required by law. This representation of the budget contains the same information as the popular budget and totals the same amount of money. This format, however, breaks the budget down into three components. Listed below is an explanation of each component.

ADMINISTRATIVE COMPONENT – Includes appropriations for the following accounts and functions: board of education, district clerk, district meeting, chief school administration, business administration, auditing, treasurer, tax collector, legal services except those relating directly to a function included in the program component, personnel services, public information and services, central printing and mailing, central data processing, special items excluding refunds of real property taxes, curriculum development and supervision, supervision – regular school, research, planning and evaluation, employee benefits attributable to salaries included in other accounts and functions in the administrative component.

PROGRAM COMPONENT – Includes appropriations for the following accounts and functions: in-service training – instruction, teaching – regular school, programs for students with disabilities, occupational education, teaching – special schools, school library and audiovisual, computed assisted instruction, guidance – regular school, health services – regular school, psychological services, social work services, co-curricular activities – regular school, interscholastic athletics – regular school, district transportation excluding school bus purchases, garage building, contract transportation, employee benefits attributable to salaries included in other accounts and functions in the program component, transfers to special aid funds.

CAPITAL COMPONENT – Includes appropriations for the following accounts and functions: Operation of plants, maintenance of plants, refund on real property taxes school bus purchase, debt service, employee benefits attributable to salaries included in other accounts in the capital component



ADMINISTRATIVE COMPONENT					
BOARD OF EDUCATION		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
BOARD EXPENSES					
1010.400	Contractual Expenditures	13,000	12,000	(1,000)	-7.69%
1010.450	Material & Supplies	750	500	(250)	-33.33%
	Subtotal	13,750	12,500	(1,250)	-9.09%
DISTRICT CLERK					
1040.160	Support Salaries/Dist. Clerk	8,888	8,000	(888)	-9.99%
1040.400	Contractual Expenditures	1,000	1,000	-	0.00%
1040.450	Material & Supplies	250	250	-	0.00%
	Subtotal	10,138	9,250	(888)	-8.76%
DISTRICT MEETING					
1060.400	Contractual/Annual Mtg.	3,500	5,000	1,500	42.86%
	Total BOARD OF EDUCATION	3,500	5,000	1,500	42.86%
	Total BOARD OF EDUCATION	27,388	26,750	(638)	-2.33%
CENTRAL ADMINISTRATION		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
1240.150	Chief School Officer Salary	166,304	170,000	3,696	2.22%
1240.160	Secretary Salary	62,281	47,025	(15,256)	-24.50%
1240.400	Contractual Expenditures	3,000	5,000	2,000	66.67%
1240.450	Material & Supplies	750	750	-	0.00%
	Total CENTRAL ADMINISTRATION	232,335	222,775	(9,560)	-4.11%
FINANCE		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
BUSINESS ADMINISTRATION					
1310.160	Business Office Salaries	85,554	89,404	3,850	4.50%
1310.400	Contractual Expenditures	3,000	1,000	(2,000)	-66.67%
1310.450	Material & Supplies	2,500	2,500	-	0.00%
1310.490	BOCES Services	16,382	18,561	2,179	13.30%
	Subtotal	107,436	111,465	4,029	3.75%
AUDIT					
1320.160	Claim Auditor Salary	-	-	-	#DIV/0!
1320.400	Auditing Services	15,000	17,000	2,000	13.33%
	Subtotal	15,000	17,000	2,000	13.33%
TREASURER					
1325.160	Business Manager Salary	96,861	101,220	4,359	4.50%
1325.400	Contractual Expenditures	3,000	3,000	-	0.00%
1325.450	Material & Supplies	250	250	-	0.00%
	Subtotal	100,111	104,470	4,359	4.35%
TAX COLLECTOR					
1330.160	Tax Collector/Receiving Agent Salary	4,750	1,750	(3,000)	100%
1330.400	Contractual Expenditures	4,750	4,750	-	0.00%
	Subtotal	9,500	6,500	(3,000)	-31.58%
FISCAL AGENT FEE					

1380.400	Fiscal Agent Fee	-	12,000	12,000	100%
	Subtotal	-	12,000	12,000	#DIV/0!
	Total FINANCE	232,047	251,435	19,387	#DIV/0!
STAFF (CENTRAL)		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
LEGAL FEES / SERVICES					
1420.400	Contractual /Legal Services	35,000	40,000	5,000	14.29%
1420.490	BOCES Services	2,600	2,700	100	3.85%
	Subtotal	37,600	42,700	5,100	13.56%
TOTAL PERSONNEL					
1430.400	Fingerprinting	2,000	2,000	-	0.00%
1430.490	BOCES Services & EAP	14,703	14,942	239	1.63%
	Subtotal	16,703	16,942	239	1.43%
PUBLIC INFORMATION SERVICES					
1480.490	BOCES Services	91,762	94,053	2,291	2.50%
	Subtotal	91,762	94,053	2,291	2.50%
	Total STAFF (CENTRAL)	146,065	153,695	7,630	5.22%
CENTRAL PRINTING AND DATA PROCESSING		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
CENTRAL PRINTING & MAILING					
1670.400	Postage	11,500	12,500	1,000	8.70%
1670.450	Printing	13,500	12,500	(1,000)	-7.41%
	Subtotal	25,000	25,000	-	0.00%
CENTRAL DATA PROCESSING					
1680.490	BOCES/Computer Services	445,770	449,530	3,760	0.84%
	Subtotal	445,770	449,530	3,760	0.84%
	Total CENTRAL PRINTING AND DATA	470,770	474,530	3,760	0.80%
SPECIAL ITEMS		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
1910.400	Unallocated Insurance	72,400	81,000	8,600	11.88%
1981.490	BOCES Administrative Cost	268,409	259,918	(8,491)	-3.16%
	Total SPECIAL ITEMS	340,809	340,918	109	0.03%
SUPERVISION		23-24 Adopted	24-25 Proposed		
CURRICULUM DEV & SUPERVISION					
2010.490	Curriculum Dev & Supervision	29,295	31,200	1,905	6.5%
	Subtotal	29,295	31,200	1,905	6.5%
SUPERVISION-REGULAR SCHOOLS					
2020.150	Salaries	343,630	388,793	45,163	13.14%
2020.160	Salaries	78,948	84,842	5,894	7.47%
2020.161	School Security Guard	40,000	83,600	43,600	109.00%
2020.400	Contractual Expenditures	500	500	-	0.00%
2020.401	School Safety Contractual	-	5,000	5,000	#DIV/0!
2020.450	Material and Supplies	6,000	10,000	4,000	66.67%
	Subtotal	469,078	572,735	103,657	22.10%
RESEARCH AND PLANNING					
2060.490	BOCES	4,149	9,849	5,701	137.41%

	Subtotal	4,149	9,849	5,701	137.41%
	Total SUPERVISION	502,522	613,784	111,263	22.14%
EMPLOYEE BENEFITS		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
	Total EMPLOYEE BENEFITS	372,059	466,740	94,681	25.45%
TOTAL ADMINISTRATION					
		2,323,995	2,550,627	226,632	#DIV/0!
PROGRAM COMPONENT					
SCHOOL IMPROVEMENT & TRAINING		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
INSERVICE TRAINING-INSTRUCTION					
2070.150	Salaries	15,000	15,000	-	0.00%
2070.400	Contractual Expenditures	10,000	10,000	-	0.00%
2070.490	BOCES	70,037	137,865	67,828	96.85%
	Subtotal	95,037	162,865	67,828	71.37%
TEACHING		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
TEACHING - REGULAR SCHOOL					
2110.100	Pre-K	25,761	-	(25,761)	-100.0%
2110.120	Grades K-6 Teacher Salaries	1,944,145	2,061,243	117,098	6.0%
2110.130	Grades 7-12 Teacher Salaries	2,168,328	2,099,790	(68,539)	-3.2%
2110.140	Substitute Teacher Salaries	105,000	148,533	43,533	41.5%
2110.160	Support Staff Salaries	352,122	390,761	38,639	11.0%
2110.165	Non Instructional Substitutes	10,000	15,000	5,000	50.0%
2110.200	Equipment	-	15,000	15,000	#DIV/0!
2110.400	Contractual Expenditures	22,500	32,500	10,000	44.4%
2110.450	Instructional Materials and Supplies	60,000	60,000	-	0.0%
2110.482	Textbooks	55,000	55,000	-	0.0%
2110.490	BOCES Services	458,416	538,236	79,820	17.4%
	Subtotal	5,201,273	5,416,061	214,788	4.1%
TEACHING - SPECIAL EDUCATION					
2250.150	Teacher Salaries	692,741	705,329	12,588	1.82%
2250.160	Teacher Aide Salaries	69,615	75,865	6,250	8.98%
2250.161	Salaries Therapists	108,551	110,178	1,627	1.50%
2250.400	Contractual Expenditures	250,000	190,000	(60,000)	-24.00%
2250.450	Materials and Supplies	2,500	2,500	-	0.00%
2250.470	Tuitions	320,000	275,000	(45,000)	-14.06%
2250.490	BOCES Services	927,415	1,080,817	153,402	16.54%
	Subtotal	2,370,822	2,439,689	68,867	2.90%
CAREER AND TECHNICAL EDUCATION					
2280.490	BOCES CTE Tuitions (Vocational)	619,850	594,000	(25,850)	-4.17%

	Subtotal	619,850	594,000	(25,850)	-4.17%
TEACHING - SPECIAL SCHOOLS					
2330.150	Summer Schools Instr Salaries	-	-	-	0.00%
	Subtotal	-	-	-	#DIV/0!
Total TEACHING		8,191,945	8,449,750	257,805	3.15%
INSTRUCTIONAL MEDIA					
		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
SCHOOL LIBRARY & AUDIOVISUAL					
2610.150	Instructional Salaries	51,487	54,301	2,814	5.47%
2610.160	Support Staff Salaries	3,000	3,000	-	0.00%
2610.400	Contractual Expenditures	-	-	-	#DIV/0!
2610.450	Materials, Supplies, Books (State Aided)	5,000	5,000	-	0.00%
2610.490	BOCES Services	40,302	42,447	2,145	5.32%
	Subtotal	99,789	104,748	4,959	4.97%
COMPUTER ASSISTED INSTRUCTION					
2630.160	Instructional Salaries	-	-	-	#DIV/0!
2630.200	Equipment	104,500	104,500	-	0.00%
2630.400	Contractual Expenditures	4,000	4,000	-	0.00%
2630.450	Materials and Supplies	3,000	3,000	-	0.00%
2630.460	State Aided Computer Software	14,000	14,000	-	0.00%
2630.490	BOCES Services	85,644	406,262	320,618	374.36%
	Subtotal	211,144	531,762	320,618	151.85%
Total LIBRARY AND MEDIA		310,933	636,510	325,577	104.71%
PUPIL SERVICES					
		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
ATTENDANCE-REGULAR SCHOOL					
2810.450	BOCES Services	8,500	5,000	(3,500)	-41.18%
	Subtotal	8,500	5,000	(3,500)	-41.18%
GUIDANCE-REGULAR SCHOOL					
2810.150	Professional Salaries (Guidance)	183,031	204,169	21,138	11.55%
2810.160	Support Salaries (Guidance)	27,034	29,246	2,212	8.18%
	Subtotal	210,065	233,415	23,350	11.12%
HEALTH SERVICES-REGULAR SCHOOL					
2815.160	Professional Salary	147,422	148,676	1,254	0.85%
2815.400	Contractual Expenditures	15,000	15,000	-	0.00%
2815.450	Materials and Supplies	2,000	2,000	-	0.00%
	Subtotal	164,422	165,676	1,254	0.76%
PSYCHOLOGICAL SRVE-REG SCHOOL					
2820.150	School Psychologist	146,601	99,709	(46,892)	-31.99%
	Subtotal	146,601	99,709	(46,892)	-31.99%
SOCIAL WORK SRVC-REG SCHOOL					
2825.150	Professional Salary	-	108,502	108,502	#DIV/0!
	Subtotal	-	108,502	108,502	#DIV/0!

CO-CURRICULAR ACTIV-REG SCHOOL					
2850.150	Advisor Salaries	43,383	70,504	27,121	62.52%
2850.400	Contractual Expenditures	2,000	2,000	-	0.00%
2850.450	Materials and Supplies	1,000	1,000	-	0.00%
	Subtotal	46,383	73,504	27,121	58.47%
INTERSCHOL ATHLETICS-REG SCHOOL					
2855.150	Salaries	127,087	151,560	24,473	19.26%
2855.200	Equipment	5,000	10,000	5,000	100.00%
2855.400	Contractual (Officials)	50,000	45,000	(5,000)	-10.00%
2855.450	Materials and Supplies	30,000	40,000	10,000	33.33%
	Subtotal	212,087	246,560	34,473	16.25%
	Total PUPIL SERVICES	788,058	932,367	144,309	18.31%
PUPIL TRANSPORTATION		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
DISTRICT TRANSPORT-MEDICAID					
5510.160	Salaries	432,571	446,345	13,774	3.18%
5510.161	Bus Aides	38,104	46,595	8,491	22.28%
5510.165	Substitute Driver Salary	35,000	35,000	-	0.00%
5510.167	Transportation Overtime	20,000	15,000	(5,000)	-25.00%
5510.169	Transportation Additional Pay	84,000	85,000	1,000	1.19%
5510.200	Equipment	-	-	-	#DIV/0!
5510.400	Contractual Expenditures	53,100	43,000	(10,100)	-19.02%
5510.450	Materials/Supplies	160,000	170,000	10,000	6.25%
5510.490	BOCES Services	11,309	14,500	3,191	28.22%
	Subtotal	834,084	855,440	21,356	2.56%
GARAGE BUILDING					
5530.200	Equipment	-	-	-	#DIV/0!
5530.400	Contractual Expenditures	47,750	47,750	-	0.00%
5530.450	Materials/Supplies	500	500	-	
	Subtotal	48,250	48,250	-	0.00%
CONTRACT TRANSPORT-MEDICAID					
5540.400	Contract Transportation	-	5,000	5,000	#DIV/0!
	Subtotal	-	5,000	5,000	#DIV/0!
	Total PUPIL TRANSPORTATION	882,334	908,690	26,356	2.99%
EMPLOYEE BENEFITS		17-18 Adopted	18-19 Proposed	Diff \$	Diff %
	Total EMPLOYEE BENEFITS	5,085,493	4,785,401	(300,092)	-5.90%
YOUTH RECREATION PROGRAM		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
731.490	BOCES Services	-	889	889	#DIV/0!
	Subtotal	-	889	889	#DIV/0!
INTERFUND TRANSFERS		23-24 Adopted	24-25 Proposed	Diff \$	Diff %
9901.950	Transfer to Special Aid Fund	15,000	15,000	-	0.00%
	Total INTERFUND TRANSFERS	15,000	15,000	-	0.00%
TOTAL PROGRAM		15,368,800	15,891,472	522,672	3.40%

22-23 Current

CENTRAL SERVICES / PLANT OPERATIONS		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
1620.160	Cleaner & Custodial Salaries	481,161	498,165	17,004	3.53%
1620.165	Additional Pay - Substitutes - OT -	83,000	55,000	(28,000)	-33.73%
1620.200	Equipment	5,000	11,000	6,000	120.00%
1620.400	Contractual	557,000	545,000	(12,000)	-2.15%
1620.450	Materials and Supplies	65,000	80,000	15,000	23.08%
1620.490	BOCES Services	42,051	46,731	4,680	11.13%
Subtotal		1,233,213	1,235,896	2,683	0.22%
MAINTENANCE					
1620.160	Maintenance Salaries	49,234	51,450	2,216	4.50%
1621.200	Equipment	-	-	-	#DIV/0!
1621.400	Contractual Expenditures	55,000	55,000	-	0.00%
1621.420	Building Survey	-	-	-	#DIV/0!
1621.450	Materials and Supplies	15,000	10,000	(5,000)	-33.33%
1621.490	BOCES Services	-	-	-	#DIV/0!
Subtotal		119,234	116,450	(2,784)	-2.34%
Total CENTRAL SERVICES		1,352,447	1,352,346	(101)	-0.01%
EMPLOYEE BENEFITS		<i>17-18 Adopted</i>	<i>18-19 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
Total EMPLOYEE BENEFITS		218,966	245,791	26,825	12.25%
SPECIAL ITEMS		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
1964.400	Refund on Real Property Taxes	-	-	-	#DIV/0!
Subtotal		-	-	-	#DIV/0!
Total SPECIAL ITEMS		-	-	-	#DIV/0!
DEBT SERVICE		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
9711.600	School Construction - Principal	1,035,000	1,415,000	380,000	36.7%
9731.600	School Construction - Interest	465,850	929,847	463,997	99.6%
Subtotal		1,500,850	2,344,847	843,997	56.2%
9731.600	BAN - Construction - Principal	-	-	-	#DIV/0!
9731.700	BAN - Construction - Interest	305,000	-	(305,000)	-100.0%
Subtotal		305,000	-	(305,000)	-100.0%
Total DEBT SERVICE		1,805,850	2,344,847	538,997	29.8%
INTERFUND TRANSFERS		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
9950.900	Outlay	100,000	100,000	-	0.00%
Total INTERFUND TRANSFERS		100,000	100,000	-	-
TOTAL CAPITAL		3,477,263	4,042,984	565,721	16.27%
BUDGET SUMMARY					
		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
Administrative Budget		2,323,995	2,550,627	226,632	9.75%

	Program Budget	15,368,800	15,891,472	522,672	3.40%
	Capital Budget	3,477,263	4,042,984	565,721	16.27%
	General Fund Expenditures	21,170,058	22,485,083		
	Dollar Increase/Decrease		1,315,025		
	Percentage Increase/Decrease		6.21%		
REVENUE					
		<i>23-24 Adopted</i>	<i>24-25 Proposed</i>	<i>Diff \$</i>	<i>Diff %</i>
STATE AID	Foundational Aid	7,992,107	7,701,858	(290,249)	-3.63%
	BOCES Aid	1,069,782	1,237,014	167,232	15.63%
	Excess Cost Aid (Public & Private)	365,717	325,361	(40,356)	-11.03%
	Software, Library, and Textbook Aid	78,878	78,027	(851)	-1.08%
	Transportation Incl Summer	855,038	950,714	95,676	11.19%
	Building & Bldg Reorg Incent	1,356,994	1,807,211	450,217	33.18%
	Total State Aid	11,718,516	12,100,185	381,669	3.26%
OTHER	Interest & Penalties (Tax Receipts)	15,000	15,000	-	0.00%
	Interest (General Fund)	10,000	300,000	290,000	2900.00%
	Transfer from Capital/Debt Service	220,000	-	(220,000)	-100.00%
	Revenues from Local Sources	234,100	230,200	(3,900)	-1.67%
	Refunds of Prior Year Expenses	200,000	300,000	100,000	50.00%
	Total Other Revenues	679,100	845,200	166,100	24.46%
FUND BALANCE	Appropriated Fund Balance	286,267	310,855	24,588	8.59%
	One-time Debt Service Payment	-	539,000		
	Total Reserves/Fund Balance	286,267	849,855	563,588	196.87%
TAXES	Real Property Tax Levy	8,486,175	8,689,843	203,668	2.40%
	Dollar Increase/Decrease	190,794	203,668		
	Percentage Increase/Decrease	2.30%	2.40%		

2024-25 Property Tax Report Card

170801 - MAYFIELD CSD		
Contact Person: Megan Sullivan		
Telephone Number: (518) 661-8206		
	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)
Total Budgeted Amount, not Including Separate Propositions	\$ 21,170,058	\$ 22,489,083
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	\$ 8,486,175	\$ 8,689,843
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 8,486,175	\$ 8,689,843
F. Permissible Exclusions to the School Tax Levy Limit	\$ 243,867	\$ 238,211
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	\$ 8,243,401	\$ 8,456,493
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 8,242,308	\$ 8,451,632
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	\$ 1,093	\$ 4,861
Public School Enrollment	845	856
Consumer Price Index		4.12%

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2024-25, include any carryover from 2023-24 and exclude 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	5,702,510	5,538,955
Assigned Appropriated Fund Balance	286,267	853,855
Adjusted Unrestricted Fund Balance	3,686,555	899,563
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	17.41%	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
Capital	Capital Reserve	To finance the cost of construction, reconstruction, renovations, and improvements to District buildings and property, including planning costs, site work, and the purchase of related furnishings, equipment, machinery, and apparatuses required for the purpose for which such buildings are to be used	\$ 215,327	\$ 215,327	Purchase of Dump Truck / Sander Combo
Capital	Bus Purchase Capital Reserve	Finance the cost of the acquisition of school buses and vehicles and infrastructure expenses associated to such buses and vehicles	\$ 1,617,655	\$ 1,288,071	Purchase of 2 (66) Passenger Busses
Capital	Technology Capital Reserve	To finance the cost of technology and security equipment	\$ -	\$ -	
Repair	Repair Reserve	To pay the cost of repairs to capital improvements or equipment.	\$ 53,146	\$ 53,146	
Workers' Compensation	Reserve for Workers' Compensation	To pay for Workers Compensation and benefits.	\$ 179,646	\$ 179,646	
Unemployment Insurance	Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 186,447	\$ 186,447	Payment of unemployment benefits
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.	\$ -	\$ -	
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	\$ -	\$ -	
Insurance	Reserve for Insurance	To pay liability, casualty, and other types of uninsured losses.	\$ 285,176	\$ 285,176	
Property Loss		To establish and maintain a program of reserves to cover property loss.	\$ -	\$ -	
Liability		To establish and maintain a program of reserves to cover liability claims incurred.	\$ -	\$ -	
Tax Certiorari		To establish a reserve fund for tax certiorari settlements	\$ -	\$ -	
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.	\$ -	\$ -	
EBALR -- Employee Benefit Accrued Liability	Reserve for Employment Benefits	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$ 926,934	\$ 926,934	
Retirement Contribution	Reserve for ERS Contributions	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 1,876,877	\$ 1,876,877	
Other Reserve	Teachers Retirement Contribution	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)	\$ 527,331	\$ 527,331	

MAYFIELD CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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

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

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

LOCAL SUPPORT AND IMPROVEMENT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2022-23)

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

[Section 1003 School Improvement Funds Data \(72.97 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
Hispanic or Latino	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Students with Disabilities	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	358	115.4	2
	Math	354	138.3	
	Combined	712	126.8	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	16	146.9	3
	Math	15	163.3	
	Combined	31	154.8	
Multiracial	ELA	8	106.3	—
	Math	8	118.8	
	Combined	16	—	
White	ELA	327	113.6	2
	Math	324	137.3	
	Combined	651	125.4	
Students with Disabilities	ELA	47	52.1	2
	Math	45	52.2	
	Combined	92	52.2	
Economically Disadvantaged	ELA	193	102.3	3
	Math	192	123.7	
	Combined	385	113	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	358	115.4	3
	Math	355	137.9	
	Combined	713	126.6	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Combined	6	—	
Hispanic or Latino	ELA	16	146.9	4
	Math	15	163.3	
	Combined	31	154.8	
Multiracial	ELA	8	106.3	—
	Math	8	118.8	
	Combined	16	—	
White	ELA	327	113.6	3
	Math	326	136.5	
	Combined	653	125	
Students with Disabilities	ELA	52	47.1	2
	Math	52	45.2	
	Combined	104	46.2	
Economically Disadvantaged	ELA	193	102.3	4
	Math	193	123.1	
	Combined	386	112.7	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	509	86	16.9%	3
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–
Black or African American	3	–	–	–
Hispanic or Latino	19	–	–	–
Multiracial	9	–	–	–
White	474	79	16.7%	3
English Language Learner	–	–	–	–
Students with Disabilities	76	22	28.9%	2
Economically Disadvantaged	284	59	20.8%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	385	95.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	3	–
Black or African American	–	3	–
Hispanic or Latino	–	16	–
Multiracial	–	8	–
White	✓	354	95.5%
English Language Learner	–	0	–
Students with Disabilities	✗	55	85.5%
Economically Disadvantaged	✓	213	95.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year Enrollment	Current Year Participation Rate
All Students	✓	386	94.6%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	17	—
Multiracial	—	8	—
White	✓	354	94.6%
English Language Learner	—	0	—
Students with Disabilities	✗	56	83.9%
Economically Disadvantaged	✓	213	94.8%

SECONDARY STATUSES AND SUPPORT MODELS BY SUBGROUP

Subgroup	Status And Support Model	Made Progress
All Students	Local Support and Improvement	NA
White	Local Support and Improvement	NA
Economically Disadvantaged	Local Support and Improvement	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	73	167.8	123	2
	Math	38	88.2		
	Science	38	107.9		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	1	—		
	Science	—	—		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	65	162.3	116.9	2
	Math	33	81.8		
	Science	35	101.4		
Students with Disabilities	ELA	8	118.8	—	—
	Math	5	100		
	Science	3	—		
Economically Disadvantaged	ELA	34	136.8	112.7	2
	Math	14	92.9		
	Science	16	106.3		

SECONDARY WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	82	149.4	85.3	2
	Math	77	43.5		
	Science	79	51.9		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Black or African American	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
White	ELA	74	142.6	80.6	2
	Math	69	39.1		
	Science	71	50		
Students with Disabilities	ELA	9	105.6	—	—
	Math	8	62.5		
	Science	9	44.4		
Economically Disadvantaged	ELA	39	119.2	68.8	2
	Math	37	35.1		
	Science	39	43.6		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate	Average Grad Rate	Level
All Students	4-year	75	69	92%	87.6%	2
	5-year	69	56	81.2%		
	6-year	67	60	89.6%		
American Indian or Alaska Native	4-year	0	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Asian or Native Hawaiian/Other Pacific Islander	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Black or African American	4-year	1	–	–	–	–
	5-year	1	–	–		
	6-year	0	–	–		
Hispanic or Latino	4-year	0	–	–	–	–
	5-year	3	–	–		
	6-year	1	–	–		
Multiracial	4-year	2	–	–	–	–
	5-year	2	–	–		
	6-year	0	–	–		
White	4-year	71	65	91.5%	87.8%	2
	5-year	63	52	82.5%		
	6-year	66	59	89.4%		
English Language Learner	4-year	1	–	–	–	–
	5-year	0	–	–		
	6-year	0	–	–		
Students with Disabilities	4-year	7	–	–	–	–
	5-year	14	–	–		
	6-year	8	–	–		
Economically Disadvantaged	4-year	28	–	–	88.3%	3
	5-year	30	25	83.3%		
	6-year	30	28	93.3%		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	Level
All Students	260	81	31.2%	2
American Indian or Alaska Native	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–
Black or African American	2	–	–	–
Hispanic or Latino	14	–	–	–
Multiracial	2	–	–	–
White	239	72	30.1%	2
English Language Learner	–	–	–	–
Students with Disabilities	25	–	–	–
Economically Disadvantaged	128	58	45.3%	2

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	79	92.4%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–
Black or African American	–	1	–
Hispanic or Latino	–	5	–
Multiracial	–	1	–
White	X	70	91.4%
English Language Learner	–	0	–
Students with Disabilities	–	8	–
Economically Disadvantaged	–	35	–

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year	Current Year 12th Grade Enrollment	Current Year Participation Rate
All Students	X	75	49.3%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	1	—
Hispanic or Latino	—	5	—
Multiracial	—	1	—
White	X	66	47%
English Language Learner	—	0	—
Students with Disabilities	—	7	—
Economically Disadvantaged	—	34	—

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



Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Grade 4	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Grade 5	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Grade 6	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%
Grade 7	68	1	1%	67	99%	17	25%	15	22%	22	33%	13	19%	35	52%
Grade 8	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%
Grades 3-8	386	19	5%	367	95%	105	29%	130	35%	92	25%	40	11%	132	36%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Female	25	0	0%	25	100%	9	36%	11	44%	4	16%	1	4%	5	20%
Male	27	3	11%	24	89%	13	54%	4	17%	7	29%	0	0%	7	29%
General Education Students	45	2	4%	43	96%	17	40%	15	35%	10	23%	1	2%	11	26%
Students with Disabilities	7	1	14%	6	86%	5	83%	0	0%	1	17%	0	0%	1	17%
White	51	3	6%	48	94%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Economically Disadvantaged	31	1	3%	30	97%	14	47%	11	37%	5	17%	0	0%	5	17%
Not Economically Disadvantaged	21	2	10%	19	90%	8	42%	4	21%	6	32%	1	5%	7	37%
Non-English Language Learner	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Not in Foster Care	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Not Homeless	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Not Migrant	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	24%
Parent Not in Armed Forces	52	3	6%	49	94%	22	45%	15	31%	11	22%	1	2%	12	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	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Female	19	1	5%	18	95%	4	22%	11	61%	3	17%	0	0%	3	17%
Male	30	3	10%	27	90%	9	33%	13	48%	5	19%	0	0%	5	19%
General Education Students	42	0	0%	42	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	4	57%	3	43%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	46	4	9%	42	91%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Economically Disadvantaged	23	3	13%	20	87%	5	25%	11	55%	4	20%	0	0%	4	20%
Not Economically Disadvantaged	26	1	4%	25	96%	8	32%	13	52%	4	16%	0	0%	4	16%
Non-English Language Learner	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Not in Foster Care	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Not Homeless	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Not Migrant	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%
Parent Not in Armed Forces	49	4	8%	45	92%	13	29%	24	53%	8	18%	0	0%	8	18%

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.



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Female	30	2	7%	28	93%	10	36%	11	39%	6	21%	1	4%	7	25%
Male	33	1	3%	32	97%	15	47%	13	41%	3	9%	1	3%	4	13%
General Education Students	53	1	2%	52	98%	19	37%	22	42%	9	17%	2	4%	11	21%
Students with Disabilities	10	2	20%	8	80%	6	75%	2	25%	0	0%	0	0%	0	0%
Hispanic or Latino	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
White	59	3	5%	56	95%	–	–	–	–	–	–	–	–	–	–
Multiracial	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Economically Disadvantaged	37	2	5%	35	95%	14	40%	13	37%	6	17%	2	6%	8	23%
Not Economically Disadvantaged	26	1	4%	25	96%	11	44%	11	44%	3	12%	0	0%	3	12%
Non-English Language Learner	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Not in Foster Care	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Not Homeless	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Not Migrant	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%
Parent Not in Armed Forces	63	3	5%	60	95%	25	42%	24	40%	9	15%	2	3%	11	18%

GRADE 6 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%
Female	30	2	7%	28	93%	4	14%	8	29%	7	25%	9	32%	16	57%
Male	41	3	7%	38	93%	8	21%	13	34%	7	18%	10	26%	17	45%
General Education Students	60	1	2%	59	98%	7	12%	19	32%	14	24%	19	32%	33	56%
Students with Disabilities	11	4	36%	7	64%	5	71%	2	29%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	1	17%	5	83%	-	-	-	-	-	-	-	-	-	-
White	61	4	7%	57	93%	11	19%	18	32%	14	25%	14	25%	28	49%
Multiracial	3	0	0%	3	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	3	33%	0	0%	5	56%	5	56%
Economically Disadvantaged	37	1	3%	36	97%	10	28%	14	39%	5	14%	7	19%	12	33%
Not Economically Disadvantaged	34	4	12%	30	88%	2	7%	7	23%	9	30%	12	40%	21	70%
Non-English Language Learner	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%
Not in Foster Care	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%
Not Homeless	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%
Not Migrant	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%
Parent Not in Armed Forces	71	5	7%	66	93%	12	18%	21	32%	14	21%	19	29%	33	50%

GRADE 7 ELA RESULTS

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	1	1%	67	99%	17	25%	15	22%	22	33%	13	19%	35	52%
Female	36	1	3%	35	97%	7	20%	7	20%	13	37%	8	23%	21	60%
Male	32	0	0%	32	100%	10	31%	8	25%	9	28%	5	16%	14	44%
General Education Students	60	1	2%	59	98%	11	19%	14	24%	21	36%	13	22%	34	58%
Students with Disabilities	8	0	0%	8	100%	6	75%	1	13%	1	13%	0	0%	1	13%
Black or African American	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	62	1	2%	61	98%	16	26%	12	20%	20	33%	13	21%	33	54%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	3	50%	2	33%	0	0%	2	33%
Economically Disadvantaged	37	1	3%	36	97%	13	36%	8	22%	11	31%	4	11%	15	42%
Not Economically Disadvantaged	31	0	0%	31	100%	4	13%	7	23%	11	35%	9	29%	20	65%
Non-English Language Learner	68	1	1%	67	99%	17	25%	15	22%	22	33%	13	19%	35	52%
In Foster Care	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	67	1	1%	66	99%	–	–	–	–	–	–	–	–	–	–
Not Homeless	68	1	1%	67	99%	17	25%	15	22%	22	33%	13	19%	35	52%
Not Migrant	68	1	1%	67	99%	17	25%	15	22%	22	33%	13	19%	35	52%
Parent Not in Armed Forces	68	1	1%	67	99%	17	25%	15	22%	22	33%	13	19%	35	52%

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	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%
Female	33	1	3%	32	97%	3	9%	12	38%	15	47%	2	6%	17	53%
Male	50	2	4%	48	96%	13	27%	19	40%	13	27%	3	6%	16	33%
General Education Students	70	3	4%	67	96%	8	12%	28	42%	27	40%	4	6%	31	46%
Students with Disabilities	13	0	0%	13	100%	8	62%	3	23%	1	8%	1	8%	2	15%
American Indian or Alaska Native	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	0	0%	2	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	0	0%	4	100%	–	–	–	–	–	–	–	–	–	–
White	75	3	4%	72	96%	15	21%	28	39%	26	36%	3	4%	29	40%
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	1	13%	3	38%	2	25%	2	25%	4	50%
Economically Disadvantaged	48	2	4%	46	96%	12	26%	20	43%	12	26%	2	4%	14	30%
Not Economically Disadvantaged	35	1	3%	34	97%	4	12%	11	32%	16	47%	3	9%	19	56%
Non-English Language Learner	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%
Not in Foster Care	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%
Not Homeless	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%
Not Migrant	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%
Parent Not in Armed Forces	83	3	4%	80	96%	16	20%	31	39%	28	35%	5	6%	33	41%

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	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Grade 4	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Grade 5	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Grade 6	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Combined 6	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Grade 7	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%
Combined 7	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%
Grade 8	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%
Regents 8	—	—	—	11	13%	0	0%	0	0%	0	0%	11	100%	11	100%
Combined 8	83	4	5%	79	95%	26	33%	13	16%	28	35%	12	15%	40	51%
Grades 3-8	386	23	6%	363	94%	76	21%	98	27%	147	40%	42	12%	189	52%

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	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Female	25	0	0%	25	100%	4	16%	13	52%	8	32%	0	0%	8	32%
Male	27	3	11%	24	89%	5	21%	9	38%	9	38%	1	4%	10	42%
General Education Students	45	2	4%	43	96%	6	14%	20	47%	16	37%	1	2%	17	40%
Students with Disabilities	7	1	14%	6	86%	3	50%	2	33%	1	17%	0	0%	1	17%
White	51	3	6%	48	94%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Economically Disadvantaged	31	1	3%	30	97%	8	27%	14	47%	8	27%	0	0%	8	27%
Not Economically Disadvantaged	21	2	10%	19	90%	1	5%	8	42%	9	47%	1	5%	10	53%
Non-English Language Learner	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Not in Foster Care	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Not Homeless	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Not Migrant	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%
Parent Not in Armed Forces	52	3	6%	49	94%	9	18%	22	45%	17	35%	1	2%	18	37%

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	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Female	19	1	5%	18	95%	5	28%	5	28%	8	44%	0	0%	8	44%
Male	30	2	7%	28	93%	4	14%	12	43%	12	43%	0	0%	12	43%
General Education Students	42	0	0%	42	100%	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	7	3	43%	4	57%	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
White	46	3	7%	43	93%	–	–	–	–	–	–	–	–	–	–
Multiracial	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Economically Disadvantaged	23	2	9%	21	91%	3	14%	8	38%	10	48%	0	0%	10	48%
Not Economically Disadvantaged	26	1	4%	25	96%	6	24%	9	36%	10	40%	0	0%	10	40%
Non-English Language Learner	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Not in Foster Care	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Not Homeless	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Not Migrant	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%
Parent Not in Armed Forces	49	3	6%	46	94%	9	20%	17	37%	20	43%	0	0%	20	43%

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	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Female	30	1	3%	29	97%	4	14%	8	28%	15	52%	2	7%	17	59%
Male	33	4	12%	29	88%	3	10%	10	34%	11	38%	5	17%	16	55%
General Education Students	53	2	4%	51	96%	4	8%	16	31%	24	47%	7	14%	31	61%
Students with Disabilities	10	3	30%	7	70%	3	43%	2	29%	2	29%	0	0%	2	29%
Hispanic or Latino	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
White	59	4	7%	55	93%	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Economically Disadvantaged	37	3	8%	34	92%	7	21%	8	24%	14	41%	5	15%	19	56%
Not Economically Disadvantaged	26	2	8%	24	92%	0	0%	10	42%	12	50%	2	8%	14	58%
Non-English Language Learner	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Not in Foster Care	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Not Homeless	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Not Migrant	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%
Parent Not in Armed Forces	63	5	8%	58	92%	7	12%	18	31%	26	45%	7	12%	33	57%

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	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Female	30	3	10%	27	90%	7	26%	2	7%	11	41%	7	26%	18	67%
Male	41	4	10%	37	90%	5	14%	8	22%	21	57%	3	8%	24	65%
General Education Students	60	3	5%	57	95%	5	9%	10	18%	32	56%	10	18%	42	74%
Students with Disabilities	11	4	36%	7	64%	7	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6	1	17%	5	83%	–	–	–	–	–	–	–	–	–	–
White	61	6	10%	55	90%	11	20%	7	13%	30	55%	7	13%	37	67%
Multiracial	3	0	0%	3	100%	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	1	11%	3	33%	2	22%	3	33%	5	56%
Economically Disadvantaged	37	2	5%	35	95%	10	29%	7	20%	15	43%	3	9%	18	51%
Not Economically Disadvantaged	34	5	15%	29	85%	2	7%	3	10%	17	59%	7	24%	24	83%
Non-English Language Learner	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Not in Foster Care	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Not Homeless	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Not Migrant	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%
Parent Not in Armed Forces	71	7	10%	64	90%	12	19%	10	16%	32	50%	10	16%	42	66%

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	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%
Female	36	1	3%	35	97%	5	14%	10	29%	14	40%	6	17%	20	57%
Male	32	0	0%	32	100%	8	25%	8	25%	10	31%	6	19%	16	50%
General Education Students	60	1	2%	59	98%	6	10%	17	29%	24	41%	12	20%	36	61%
Students with Disabilities	8	0	0%	8	100%	7	88%	1	13%	0	0%	0	0%	0	0%
Black or African American	2	0	0%	2	100%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	0	0%	4	100%	-	-	-	-	-	-	-	-	-	-
White	62	1	2%	61	98%	12	20%	16	26%	23	38%	10	16%	33	54%
Small Group Total: Race & Ethnicity	6	0	0%	6	100%	1	17%	2	33%	1	17%	2	33%	3	50%
Economically Disadvantaged	37	1	3%	36	97%	8	22%	11	31%	11	31%	6	17%	17	47%
Not Economically Disadvantaged	31	0	0%	31	100%	5	16%	7	23%	13	42%	6	19%	19	61%
Non-English Language Learner	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%
In Foster Care	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	67	1	1%	66	99%	-	-	-	-	-	-	-	-	-	-
Not Homeless	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%
Not Migrant	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%
Parent Not in Armed Forces	68	1	1%	67	99%	13	19%	18	27%	24	36%	12	18%	36	54%

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	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%
Female	33	6	18%	27	82%	7	26%	8	30%	12	44%	0	0%	12	44%
Male	50	9	18%	41	82%	19	46%	5	12%	16	39%	1	2%	17	41%
General Education Students	70	14	20%	56	80%	16	29%	12	21%	27	48%	1	2%	28	50%
Students with Disabilities	13	1	8%	12	92%	10	83%	1	8%	1	8%	0	0%	1	8%
American Indian or Alaska Native	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	1	25%	3	75%	-	-	-	-	-	-	-	-	-	-
White	75	13	17%	62	83%	24	39%	11	18%	26	42%	1	2%	27	44%
Multiracial	1	0	0%	1	100%	-	-	-	-	-	-	-	-	-	-
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	2	33%	2	33%	2	33%	0	0%	2	33%
Economically Disadvantaged	48	5	10%	43	90%	18	42%	12	28%	12	28%	1	2%	13	30%
Not Economically Disadvantaged	35	10	29%	25	71%	8	32%	1	4%	16	64%	0	0%	16	64%
Non-English Language Learner	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%
Not in Foster Care	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%
Not Homeless	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%
Not Migrant	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%
Parent Not in Armed Forces	83	15	18%	68	82%	26	38%	13	19%	28	41%	1	1%	29	43%

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	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%
Regents 8	—	—	—	11	13%	0	0%	0	0%	4	36%	7	64%	11	100%
Combined 8	83	2	2%	81	98%	10	12%	17	21%	40	49%	14	17%	54	67%

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

GRADE 8 SCIENCE RESULTS



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%
Female	33	6	18%	27	82%	3	11%	8	30%	13	48%	3	11%	16	59%
Male	50	7	14%	43	86%	7	16%	9	21%	23	53%	4	9%	27	63%
General Education Students	70	12	17%	58	83%	5	9%	11	19%	35	60%	7	12%	42	72%
Students with Disabilities	13	1	8%	12	92%	5	42%	6	50%	1	8%	0	0%	1	8%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
White	75	10	13%	65	87%	9	14%	16	25%	33	51%	7	11%	40	62%
Multiracial	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	2	29%	5	71%	1	20%	1	20%	3	60%	0	0%	3	60%
Economically Disadvantaged	48	5	10%	43	90%	8	19%	12	28%	20	47%	3	7%	23	53%
Not Economically Disadvantaged	35	8	23%	27	77%	2	7%	5	19%	16	59%	4	15%	20	74%
Non-English Language Learner	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%
Not in Foster Care	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%
Not Homeless	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%
Not Migrant	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%
Parent Not in Armed Forces	83	13	16%	70	84%	10	14%	17	24%	36	51%	7	10%	43	61%

ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

ANNUAL REGENTS EXAMINATION IN ELA (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	4	5%	12	15%	13	17%	19	24%	30	38%	62	79%
Female	36	1	3%	4	11%	5	14%	8	22%	18	50%	31	86%
Male	42	3	7%	8	19%	8	19%	11	26%	12	29%	31	74%
General Education Students	70	3	4%	10	14%	10	14%	17	24%	30	43%	57	81%
Students with Disabilities	8	1	13%	2	25%	3	38%	2	25%	0	0%	5	63%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	72	3	4%	12	17%	11	15%	17	24%	29	40%	57	79%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	0	0%	2	33%	2	33%	1	17%	5	83%
Economically Disadvantaged	40	2	5%	10	25%	9	23%	10	25%	9	23%	28	70%
Not Economically Disadvantaged	38	2	5%	2	5%	4	11%	9	24%	21	55%	34	89%
Non-English Language Learner	78	4	5%	12	15%	13	17%	19	24%	30	38%	62	79%
Not in Foster Care	78	4	5%	12	15%	13	17%	19	24%	30	38%	62	79%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	77	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	78	4	5%	12	15%	13	17%	19	24%	30	38%	62	79%
Parent Not in Armed Forces	78	4	5%	12	15%	13	17%	19	24%	30	38%	62	79%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	72	10	14%	7	10%	29	40%	18	25%	8	11%	55	76%
Female	42	3	7%	3	7%	18	43%	14	33%	4	10%	36	86%
Male	30	7	23%	4	13%	11	37%	4	13%	4	13%	19	63%
General Education Students	67	9	13%	5	7%	28	42%	18	27%	7	10%	53	79%
Students with Disabilities	5	1	20%	2	40%	1	20%	0	0%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	67	9	13%	7	10%	28	42%	17	25%	6	9%	51	76%
Small Group Total: Race & Ethnicity	5	1	20%	0	0%	1	20%	1	20%	2	40%	4	80%
Economically Disadvantaged	30	6	20%	4	13%	13	43%	5	17%	2	7%	20	67%
Not Economically Disadvantaged	42	4	10%	3	7%	16	38%	13	31%	6	14%	35	83%
Non-English Language Learner	72	10	14%	7	10%	29	40%	18	25%	8	11%	55	76%
Not in Foster Care	72	10	14%	7	10%	29	40%	18	25%	8	11%	55	76%
Not Homeless	72	10	14%	7	10%	29	40%	18	25%	8	11%	55	76%
Not Migrant	72	10	14%	7	10%	29	40%	18	25%	8	11%	55	76%
Parent Not in Armed Forces	72	10	14%	7	10%	29	40%	18	25%	8	11%	55	76%

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Female	14	4	29%	4	29%	2	14%	1	7%	3	21%	6	43%
Male	8	2	25%	0	0%	2	25%	1	13%	3	38%	6	75%
General Education Students	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	20	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Economically Disadvantaged	8	2	25%	1	13%	2	25%	0	0%	3	38%	5	63%
Not Economically Disadvantaged	14	4	29%	3	21%	2	14%	2	14%	3	21%	7	50%
Non-English Language Learner	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Not in Foster Care	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Not Homeless	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Not Migrant	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%
Parent Not in Armed Forces	22	6	27%	4	18%	4	18%	2	9%	6	27%	12	55%

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Female	19	6	32%	1	5%	4	21%	3	16%	5	26%	12	63%
Male	19	4	21%	1	5%	5	26%	8	42%	1	5%	14	74%
General Education Students	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	34	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Economically Disadvantaged	13	4	31%	1	8%	3	23%	4	31%	1	8%	8	62%
Not Economically Disadvantaged	25	6	24%	1	4%	6	24%	7	28%	5	20%	18	72%
Non-English Language Learner	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Not in Foster Care	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Not Homeless	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Not Migrant	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%
Parent Not in Armed Forces	38	10	26%	2	5%	9	24%	11	29%	6	16%	26	68%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	70	12	17%	10	14%	33	47%	15	21%	48	69%
Female	39	4	10%	5	13%	24	62%	6	15%	30	77%
Male	31	8	26%	5	16%	9	29%	9	29%	18	58%
General Education Students	59	4	7%	9	15%	32	54%	14	24%	46	78%
Students with Disabilities	11	8	73%	1	9%	1	9%	1	9%	2	18%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	–	–	–	–	–	–	–	–	–	–
White	62	10	16%	9	15%	31	50%	12	19%	43	69%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	8	2	25%	1	13%	2	25%	3	38%	5	63%
Economically Disadvantaged	28	8	29%	3	11%	11	39%	6	21%	17	61%
Not Economically Disadvantaged	42	4	10%	7	17%	22	52%	9	21%	31	74%
Non-English Language Learner	70	12	17%	10	14%	33	47%	15	21%	48	69%
Not in Foster Care	70	12	17%	10	14%	33	47%	15	21%	48	69%
Not Homeless	70	12	17%	10	14%	33	47%	15	21%	48	69%
Not Migrant	70	12	17%	10	14%	33	47%	15	21%	48	69%
Parent Not in Armed Forces	70	12	17%	10	14%	33	47%	15	21%	48	69%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	38	9	24%	8	21%	11	29%	10	26%	21	55%
Female	20	7	35%	6	30%	4	20%	3	15%	7	35%
Male	18	2	11%	2	11%	7	39%	7	39%	14	78%
General Education Students	37	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–
White	36	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	38	9	24%	8	21%	11	29%	10	26%	21	55%
Economically Disadvantaged	17	5	29%	3	18%	5	29%	4	24%	9	53%
Not Economically Disadvantaged	21	4	19%	5	24%	6	29%	6	29%	12	57%
Non-English Language Learner	38	9	24%	8	21%	11	29%	10	26%	21	55%
Not in Foster Care	38	9	24%	8	21%	11	29%	10	26%	21	55%
Not Homeless	38	9	24%	8	21%	11	29%	10	26%	21	55%
Not Migrant	38	9	24%	8	21%	11	29%	10	26%	21	55%
Parent Not in Armed Forces	38	9	24%	8	21%	11	29%	10	26%	21	55%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	20	1	5%	6	30%	9	45%	4	20%	13	65%
Female	13	0	0%	4	31%	5	38%	4	31%	9	69%
Male	7	1	14%	2	29%	4	57%	0	0%	4	57%
General Education Students	20	1	5%	6	30%	9	45%	4	20%	13	65%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	19	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	1	5%	6	30%	9	45%	4	20%	13	65%
Economically Disadvantaged	6	0	0%	2	33%	2	33%	2	33%	4	67%
Not Economically Disadvantaged	14	1	7%	4	29%	7	50%	2	14%	9	64%
Non-English Language Learner	20	1	5%	6	30%	9	45%	4	20%	13	65%
Not in Foster Care	20	1	5%	6	30%	9	45%	4	20%	13	65%
Not Homeless	20	1	5%	6	30%	9	45%	4	20%	13	65%
Not Migrant	20	1	5%	6	30%	9	45%	4	20%	13	65%
Parent Not in Armed Forces	20	1	5%	6	30%	9	45%	4	20%	13	65%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	11	0	0%	1	9%	4	36%	6	55%	10	91%
Female	5	0	0%	1	20%	2	40%	2	40%	4	80%
Male	6	0	0%	0	0%	2	33%	4	67%	6	100%
General Education Students	11	0	0%	1	9%	4	36%	6	55%	10	91%
White	11	0	0%	1	9%	4	36%	6	55%	10	91%
Economically Disadvantaged	2	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	9	–	–	–	–	–	–	–	–	–	–
Non-English Language Learner	11	0	0%	1	9%	4	36%	6	55%	10	91%
Not in Foster Care	11	0	0%	1	9%	4	36%	6	55%	10	91%
Not Homeless	11	0	0%	1	9%	4	36%	6	55%	10	91%
Not Migrant	11	0	0%	1	9%	4	36%	6	55%	10	91%
Parent Not in Armed Forces	11	0	0%	1	9%	4	36%	6	55%	10	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%
Female	35	3	9%	11	31%	12	34%	3	9%	6	17%	21	60%
Male	27	5	19%	4	15%	12	44%	3	11%	3	11%	18	67%
General Education Students	55	5	9%	14	25%	21	38%	6	11%	9	16%	36	65%
Students with Disabilities	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	61	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%
Economically Disadvantaged	35	5	14%	9	26%	15	43%	2	6%	4	11%	21	60%
Not Economically Disadvantaged	27	3	11%	6	22%	9	33%	4	15%	5	19%	18	67%
Non-English Language Learner	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%
Not in Foster Care	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%
Not Homeless	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%
Not Migrant	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%
Parent Not in Armed Forces	62	8	13%	15	24%	24	39%	6	10%	9	15%	39	63%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	77	5	6%	12	16%	24	31%	24	31%	12	16%	60	78%
Female	37	2	5%	5	14%	15	41%	8	22%	7	19%	30	81%
Male	40	3	8%	7	18%	9	23%	16	40%	5	13%	30	75%
General Education Students	71	4	6%	10	14%	23	32%	22	31%	12	17%	57	80%
Students with Disabilities	6	1	17%	2	33%	1	17%	2	33%	0	0%	3	50%
Black or African American	1	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	–	–	–	–	–	–	–	–	–	–	–	–
White	71	4	6%	11	15%	21	30%	23	32%	12	17%	56	79%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	3	50%	1	17%	0	0%	4	67%
Economically Disadvantaged	40	3	8%	9	23%	13	33%	10	25%	5	13%	28	70%
Not Economically Disadvantaged	37	2	5%	3	8%	11	30%	14	38%	7	19%	32	86%
Non-English Language Learner	77	5	6%	12	16%	24	31%	24	31%	12	16%	60	78%
Not in Foster Care	77	5	6%	12	16%	24	31%	24	31%	12	16%	60	78%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	76	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	77	5	6%	12	16%	24	31%	24	31%	12	16%	60	78%
Parent Not in Armed Forces	77	5	6%	12	16%	24	31%	24	31%	12	16%	60	78%

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	1	1	100	0	0
Male	1	1	100	0	0
General Education Students	1	1	100	0	0
White	1	1	100	0	0
Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	1	1	100	0	0
Not in Foster Care	1	1	100	0	0
Not Homeless	1	1	100	0	0
Not Migrant	1	1	100	0	0
Parent Not in Armed Forces	1	1	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.

2019 TOTAL COHORT REGENTS IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	15	17%	75	83%	5	6%	10	11%	12	13%	48	53%	60	67%
Female	47	7	15%	40	85%	0	0%	7	15%	6	13%	27	57%	33	70%
Male	43	8	19%	35	81%	5	12%	3	7%	6	14%	21	49%	27	63%
General Education Students	80	13	16%	67	84%	4	5%	7	9%	11	14%	45	56%	56	70%
Students with Disabilities	10	2	20%	8	80%	1	10%	3	30%	1	10%	3	30%	4	40%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
White	82	15	18%	67	82%	5	6%	9	11%	12	15%	41	50%	53	65%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	0	0%	8	100%	0	0%	1	13%	0	0%	7	88%	7	88%
Economically Disadvantaged	45	9	20%	36	80%	2	4%	9	20%	8	18%	17	38%	25	56%
Not Economically Disadvantaged	45	6	13%	39	87%	3	7%	1	2%	4	9%	31	69%	35	78%
Non-English Language Learner	90	15	17%	75	83%	5	6%	10	11%	12	13%	48	53%	60	67%
Not in Foster Care	90	15	17%	75	83%	5	6%	10	11%	12	13%	48	53%	60	67%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	14	—	72	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	15	17%	75	83%	5	6%	10	11%	12	13%	48	53%	60	67%
Parent Not in Armed Forces	90	15	17%	75	83%	5	6%	10	11%	12	13%	48	53%	60	67%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

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

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

2019 TOTAL COHORT REGENTS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	41	46%	49	54%	10	11%	4	4%	18	20%	17	19%	35	39%
Female	47	19	40%	28	60%	5	11%	3	6%	12	26%	8	17%	20	43%
Male	43	22	51%	21	49%	5	12%	1	2%	6	14%	9	21%	15	35%
General Education Students	80	35	44%	45	56%	8	10%	4	5%	17	21%	16	20%	33	41%
Students with Disabilities	10	6	60%	4	40%	2	20%	0	0%	1	10%	1	10%	2	20%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
White	82	39	48%	43	52%	10	12%	4	5%	14	17%	15	18%	29	35%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	2	25%	6	75%	0	0%	0	0%	4	50%	2	25%	6	75%
Economically Disadvantaged	45	28	62%	17	38%	2	4%	1	2%	9	20%	5	11%	14	31%
Not Economically Disadvantaged	45	13	29%	32	71%	8	18%	3	7%	9	20%	12	27%	21	47%
Non-English Language Learner	90	41	46%	49	54%	10	11%	4	4%	18	20%	17	19%	35	39%
Not in Foster Care	90	41	46%	49	54%	10	11%	4	4%	18	20%	17	19%	35	39%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	39	—	47	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	41	46%	49	54%	10	11%	4	4%	18	20%	17	19%	35	39%
Parent Not in Armed Forces	90	41	46%	49	54%	10	11%	4	4%	18	20%	17	19%	35	39%

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	72	31	43	41	57
Female	38	14	37	24	63
Male	34	17	50	17	50
General Education Students	68	29	43	39	57
Students with Disabilities	4	2	50	2	50
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	0	0	1	100
Hispanic or Latino	3	1	33	2	67
White	66	30	45	36	55
Economically Disadvantaged	34	23	68	11	32
Not Economically Disadvantaged	38	8	21	30	79
Non-English Language Learner	72	31	43	41	57
Not in Foster Care	72	31	43	41	57
Homeless	3	2	67	1	33
Not Homeless	69	29	42	40	58
Not Migrant	72	31	43	41	57
Parent Not in Armed Forces	72	31	43	41	57

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

2019 TOTAL COHORT REGENTS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	41	46%	49	54%	15	17%	4	4%	15	17%	15	17%	30	33%
Female	47	24	51%	23	49%	7	15%	3	6%	6	13%	7	15%	13	28%
Male	43	17	40%	26	60%	8	19%	1	2%	9	21%	8	19%	17	40%
General Education Students	80	34	43%	46	58%	14	18%	4	5%	13	16%	15	19%	28	35%
Students with Disabilities	10	7	70%	3	30%	1	10%	0	0%	2	20%	0	0%	2	20%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
White	82	38	46%	44	54%	15	18%	3	4%	14	17%	12	15%	26	32%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	3	38%	5	63%	0	0%	1	13%	1	13%	3	38%	4	50%
Economically Disadvantaged	45	26	58%	19	42%	7	16%	0	0%	9	20%	3	7%	12	27%
Not Economically Disadvantaged	45	15	33%	30	67%	8	18%	4	9%	6	13%	12	27%	18	40%
Non-English Language Learner	90	41	46%	49	54%	15	17%	4	4%	15	17%	15	17%	30	33%
Not in Foster Care	90	41	46%	49	54%	15	17%	4	4%	15	17%	15	17%	30	33%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	40	—	46	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	41	46%	49	54%	15	17%	4	4%	15	17%	15	17%	30	33%
Parent Not in Armed Forces	90	41	46%	49	54%	15	17%	4	4%	15	17%	15	17%	30	33%

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	79	34	43	45	57
Female	41	20	49	21	51
Male	38	14	37	24	63
General Education Students	74	29	39	45	61
Students with Disabilities	5	5	100	0	0
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	0	0	1	100
Hispanic or Latino	4	3	75	1	25
White	71	31	44	40	56
Multiracial	1	0	0	1	100
Economically Disadvantaged	41	23	56	18	44
Not Economically Disadvantaged	38	11	29	27	71
Non-English Language Learner	79	34	43	45	57
Not in Foster Care	79	34	43	45	57
Homeless	4	1	25	3	75
Not Homeless	75	33	44	42	56
Not Migrant	79	34	43	45	57
Parent Not in Armed Forces	79	34	43	45	57

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	85	94%	5	6%	0	0%	1	1%	4	4%	0	0%	4	4%
Female	47	45	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
Male	43	40	93%	3	7%	0	0%	1	2%	2	5%	0	0%	2	5%
General Education Students	80	75	94%	5	6%	0	0%	1	1%	4	5%	0	0%	4	5%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
White	82	78	95%	4	5%	0	0%	1	1%	3	4%	0	0%	3	4%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	7	88%	1	13%	0	0%	0	0%	1	13%	0	0%	1	13%
Economically Disadvantaged	45	40	89%	5	11%	0	0%	1	2%	4	9%	0	0%	4	9%
Not Economically Disadvantaged	45	45	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	90	85	94%	5	6%	0	0%	1	1%	4	4%	0	0%	4	4%
Not in Foster Care	90	85	94%	5	6%	0	0%	1	1%	4	4%	0	0%	4	4%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	82	—	4	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	85	94%	5	6%	0	0%	1	1%	4	4%	0	0%	4	4%
Parent Not in Armed Forces	90	85	94%	5	6%	0	0%	1	1%	4	4%	0	0%	4	4%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	70	70	100	0	0
Female	37	37	100	0	0
Male	33	33	100	0	0
General Education Students	64	64	100	0	0
Students with Disabilities	6	6	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	4	4	100	0	0
White	63	63	100	0	0
Economically Disadvantaged	34	34	100	0	0
Not Economically Disadvantaged	36	36	100	0	0
Non-English Language Learner	70	70	100	0	0
Not in Foster Care	70	70	100	0	0
Homeless	3	3	100	0	0
Not Homeless	67	67	100	0	0
Not Migrant	70	70	100	0	0
Parent Not in Armed Forces	70	70	100	0	0

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	82	91%	8	9%	0	0%	1	1%	6	7%	1	1%	7	8%
Female	47	45	96%	2	4%	0	0%	0	0%	2	4%	0	0%	2	4%
Male	43	37	86%	6	14%	0	0%	1	2%	4	9%	1	2%	5	12%
General Education Students	80	72	90%	8	10%	0	0%	1	1%	6	8%	1	1%	7	9%
Students with Disabilities	10	10	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	4	—	0	—	—	—	—	—	—	—	—	—	—	—
White	82	75	91%	7	9%	0	0%	0	0%	6	7%	1	1%	7	9%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	8	7	88%	1	13%	0	0%	1	13%	0	0%	0	0%	0	0%
Economically Disadvantaged	45	40	89%	5	11%	0	0%	1	2%	3	7%	1	2%	4	9%
Not Economically Disadvantaged	45	42	93%	3	7%	0	0%	0	0%	3	7%	0	0%	3	7%
Non-English Language Learner	90	82	91%	8	9%	0	0%	1	1%	6	7%	1	1%	7	8%
Not in Foster Care	90	82	91%	8	9%	0	0%	1	1%	6	7%	1	1%	7	8%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	86	79	—	7	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	82	91%	8	9%	0	0%	1	1%	6	7%	1	1%	7	8%
Parent Not in Armed Forces	90	82	91%	8	9%	0	0%	1	1%	6	7%	1	1%	7	8%

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	70	67	96	3	4
Female	38	38	100	0	0
Male	32	29	91	3	9
General Education Students	63	60	95	3	5
Students with Disabilities	7	7	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	1	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	4	4	100	0	0
White	63	60	95	3	5
Economically Disadvantaged	33	33	100	0	0
Not Economically Disadvantaged	37	34	92	3	8
Non-English Language Learner	70	67	96	3	4
Not in Foster Care	70	67	96	3	4
Homeless	3	3	100	0	0
Not Homeless	67	64	96	3	4
Not Migrant	70	67	96	3	4
Parent Not in Armed Forces	70	67	96	3	4

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	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 4 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 4 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 ELA	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Grade 6 Math	1	0	0%	1	100%	–	–	–	–	–	–	–	–	–	–
Secondary-Level ELA	6	5	83%	1	17%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Math	6	5	83%	1	17%	–	–	–	–	–	–	–	–	–	–
Secondary-Level Science	6	5	83%	1	17%	–	–	–	–	–	–	–	–	–	–

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	77	14	18%	3	0	0%
STATEWIDE	214,159	51,376	24%	4,438	1,059	24%
STATEWIDE HIGH-POVERTY SCHOOLS	48,028	18,375	38%	948	170	18%
STATEWIDE LOW-POVERTY SCHOOLS	62,734	8,756	14%	1,202	279	23%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	75	8	11%
STATEWIDE	203,958	18,302	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,397	8,936	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,417	1,216	2%

TOTAL COHORT GRADUATION RATE (2022-23)

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

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	76	84%	32	36%	44	49%	0	0%	0	0%	6	7%	0	0%	8	9%
Female	47	43	91%	18	38%	25	53%	0	0%	0	0%	3	6%	0	0%	1	2%
Male	43	33	77%	14	33%	19	44%	0	0%	0	0%	3	7%	0	0%	7	16%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	80	69	86%	30	38%	39	49%	0	0%	0	0%	4	5%	0	0%	7	9%
Students with Disabilities	10	7	70%	2	20%	5	50%	0	0%	0	0%	2	20%	0	0%	1	10%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	82	68	83%	27	33%	41	50%	0	0%	0	0%	6	7%	0	0%	8	10%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	45	36	80%	8	18%	28	62%	0	0%	0	0%	3	7%	0	0%	6	13%
Not Economically Disadvantaged	45	40	89%	24	53%	16	36%	0	0%	0	0%	3	7%	0	0%	2	4%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	90	76	84%	32	36%	44	49%	0	0%	0	0%	6	7%	0	0%	8	9%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	90	76	84%	32	36%	44	49%	0	0%	0	0%	6	7%	0	0%	8	9%
Homeless	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	86	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	90	76	84%	32	36%	44	49%	0	0%	0	0%	6	7%	0	0%	8	9%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	90	76	84%	32	36%	44	49%	0	0%	0	0%	6	7%	0	0%	8	9%

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MAYFIELD 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

DISTRICT P-12 ENROLLMENT



871

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



moderately less than the average district in the state

DISTRICT STUDENT NEEDS ARE



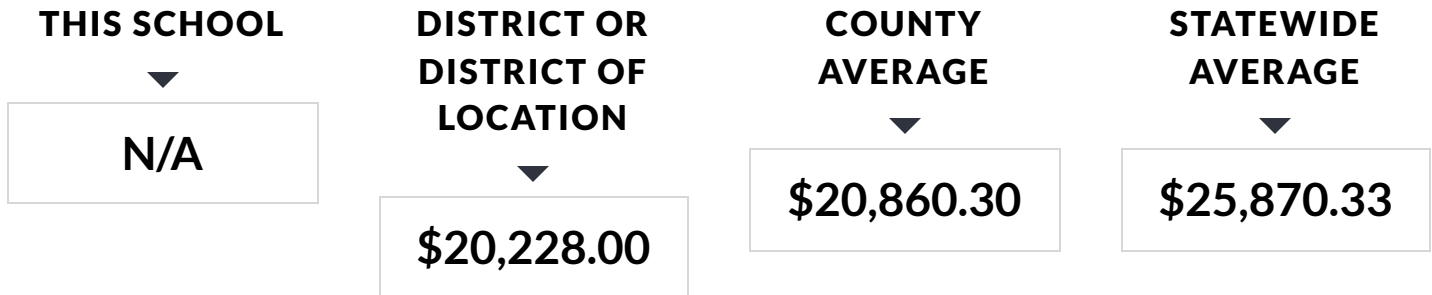
moderately less than the state average

Student Demographics

Enrollment	MAYFIELD CSD
All Students	835
Economically Disadvantaged	47%
Students with Disabilities	12%
English Language Learners	—
» Race/Ethnicity	

Staffing Profile	MAYFIELD CSD
Student-to-Teacher Ratio	11
Teachers with Fewer than 4 years of Experience %	18%
Teachers with 4-20 Years of Experience %	54%
Teachers with 21+ Years of Experience %	28%

Comparison: How do per pupil expenditures compare?



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

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

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

School Cost(A-D)

Central Cost(E-H)

Combined Cost(I)

Report View One Per Pupil Expenditure Categories	MAYFIELD CSD
» A. Instruction (A1 + A2 + A3 + A4)	\$9,423.51

Report View One Per Pupil Expenditure Categories	MAYFIELD CSD
» B. Administration (B1 + B2 + B3)	\$579.65
» C. All Other Spending (C1 + C2 + C3)	\$2,510.81
D. Total School Level (A + B + C)	\$12,513.97
» E. Central Instruction (E1 + E2 + E3 + E4)	\$475.94
» F. Central Administration (F1 + F2 + F3)	\$1,436.83
» G. All Other Central Spending (G1 + G2 + G3)	\$5,801.63
H. Total Central Costs	\$7,714.40
I. Total Spending (D + H)	\$20,228.38

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	MAYFIELD CSD
J. Total School Level Local/State Spending	\$10,676.56
» K. Total School Level Federal Spending	\$1,837.41
L. Total Central Level Local/State Spending	\$7,094.62
M. Total Central Level Federal Spending	\$619.77
N. Total Spending (J + K + L + M)	\$20,228.38

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

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

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

Entries U through Z represent central expenditures.

School Cost(O-T)

Central Cost(U-Z)

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

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

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

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

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

Combined Cost(Total Expenditures)

Excluded Expenditures	MAYFIELD CSD
1. Transportation	\$1,039,121.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$220,137.00

Excluded Expenditures	MAYFIELD CSD
4. Debt Service	\$1,661,394.00
5. Other	\$1,294,633.00
Percent Excluded from Total	19%
Total Expenditures	\$21,834,200.00

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Salary: Administrative Compensation Information
170801 - MAYFIELD CSD

2023-2024 - Page 1
Official - as of 04/15/2024 01:43 PM

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	170,000	60,200	5,000

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.)

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NEW YORK STATE DEPARTMENT OF TAXATION & FINANCE
OFFICE OF REAL PROPERTY TAX SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
 (for local use only -- not to be filed with NYS Office of Real Property Tax Services)

Date: 5/1/2024

Taxing Jurisdiction: Mayfield Central School District

Fiscal Year Beginning: 2023-2024

Total equalized value in taxing jurisdiction: \$ 773,382,323

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
Broadalbin					
41854	STAR — BASIC	RPTL §425	0	0	0.00%
41834	STAR — ENHANCED	RPTL §425	0	0	0.00%
Johnstown					
41854	STAR — BASIC	RPTL §425	152	2,576,400	0.33%
41834	STAR — ENHANCED	RPTL §425	78	3,529,770	0.46%
Mayfield - Village					
41854	STAR — BASIC	RPTL §425	108	1,672,920	0.22%
41834	STAR — ENHANCED	RPTL §425	48	1,881,250	0.24%
Mayfield - Town					
41854	STAR — BASIC	RPTL §425	521	8,070,290	1.04%
41834	STAR — ENHANCED	RPTL §425	381	14,851,420	1.92%
Northhampton					
41854	STAR — BASIC	RPTL §425	8	128,160	0.02%
41834	STAR — ENHANCED	RPTL §425	11	435,450	0.06%
TOTAL			1,307	33,145,660	4.29%

Salary: Administrative Compensation Information
170801 - MAYFIELD CSD

2023-2024 - Page 1
Official - as of 05/09/2024 03:26 PM

Form Due May 13, 2024

2024-2025 Salary Threshold =
\$169,000

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	185,500	59,369	5,000

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.)

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