

BUDGET STATEMENT AND REQUIRED ATTACHMENTS

The Budget Statement and required attachments must be made available to the public (upon request) at each school building in the district, the district office, any public or free association library located within the district and on the school district's website (www.horseheadsdistrict.com) at least 7 days before the Budget Hearing date and not less than 14 days before the Annual Budget Vote.

Required documents include:

1. Budget Statement – proposed budget in three-part format separated into three components (administration, program, and capital). For additional information regarding the 2024-25 budget, please visit the district's website at <https://horseheadsdistrict.com/HCSDBudget2024-25.cfm>
2. Property Tax Report Card
3. School Academic Report Cards. This information can also be found at <https://data.nysed.gov>
4. Salary Disclosure Requirements
5. Exemption Reporting for Taxing Jurisdictions
6. District's Financial Transparency Report

Horseheads Central School District 2024-25 Three Part Budget

ADMINISTRATIVE COMPONENT

Administrative costs include all expenditures related to the administrative operations of the district: materials, supplies, and contractual obligations for school offices, the board of education, and district offices including the superintendent's office, business office, and human resources; legal fees; the district's portion of the BOCES administrative budget; and salaries of all school administrators, supervisors, and their support staffs. The Employee Benefits line is a pro-rated calculation of this component's share of costs as required by the state for self-insured health/dental claims, district retirement contributions, workers' compensation and disability insurance, and social security. Administrative expenditures make up 13.6% of the budget.

FUNCTION/ACCOUNT	2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
Board of Education	11,000	12,020	1,020	9.27%
District Meeting	24,080	32,126	8,046	33.41%
Superintendent's Office	363,049	376,561	13,512	3.72%
Business Administration	955,082	849,249	(105,833)	-11.08%
Auditing	40,544	43,000	2,456	6.06%
Tax Collection	3,760	3,760	0	0.00%
Fiscal Agent Fees	5,000	5,000	0	0.00%
Legal	44,625	44,625	0	0.00%
Human Resources	636,085	632,919	(3,166)	-0.50%
Public Information	97,789	100,403	2,614	2.67%
Print Shop	294,893	379,079	84,186	28.55%
Central Data Processing	2,565,945	2,531,615	(34,330)	-1.34%
Insurance	245,000	285,000	40,000	16.33%
School Association Dues	12,452	1,200	(11,252)	-90.36%
BOCES Administrative Costs	1,743,023	1,849,879	106,856	6.13%
Curriculum Development/Supervision	1,592,953	1,377,360	(215,593)	-13.53%
Supervision, Regular School	2,083,328	2,194,549	111,221	5.34%
Research, Planning & Evaluation	95,023	101,846	6,823	7.18%
Employee Benefits	2,799,406	3,158,411	359,006	12.82%
Administrative Total	13,613,037	13,978,602	365,566	2.69%

CAPITAL COMPONENT

The capital component includes all costs related to the operations and maintenance of the district's buildings and the financing of our annual bus purchases and capital improvement projects. This component includes all expenditures associated with custodial salaries, service contracts, supplies, utilities, and maintenance and repair of school facilities. The Employee Benefits line is a pro-rated calculation of this component's share of costs as required by the state for self-insured health/dental claims, district retirement contributions, workers' compensation and disability insurance, and social security. Capital expenditures make up 20.2% of the budget.

FUNCTION/ACCOUNT	2023-24	2024-25	Dollar Change	Percent Change
	Adopted Budget	Proposed Budget		
Operation of Plant	2,606,742	2,814,991	208,249	7.99%
Maintenance of Plant	1,873,737	1,700,246	-173,491	-9.26%
School Construction Financing	7,013,998	12,805,925	5,791,927	82.58%
Bus Purchase Financing	1,431,950	1,470,550	38,600	2.70%
Transfer to Capital Fund	1,250,000	0	-1,250,000	-100.00%
Employee Benefits	1,610,905	1,922,844	311,939	19.36%
Capital Total	15,787,332	20,714,556	4,927,224	31.21%

PROGRAM COMPONENT

This budget component includes all expenditures necessary for all PK-12 educational programs, instruction, and transportation of our students, including teacher and support staff salaries and benefits, BOCES special education and instructional services, interscholastic athletics, and transportation. The Employee Benefits line is a pro-rated calculation of this component's share of costs as required by the state for self-insured health/dental claims, district retirement contributions, workers' compensation and disability insurance, and social security. This component also includes materials, supplies, and contractual items such as conferences, repairs, and service contracts. Program expenditures make up 66.2% of the budget.

FUNCTION/ACCOUNT	2023-24 Adopted Budget	2024-25 Proposed Budget	Dollar Change	Percent Change
Legal	44,625	44,625	0	0.00%
Inservice Training	126,615	91,315	-35,300	-27.88%
Teaching	21,273,771	21,534,423	260,652	1.23%
Special Education	9,541,888	10,150,775	608,887	6.38%
English as a New Language	193,464	199,681	6,217	3.21%
Occupational Education	3,246,792	3,201,987	-44,805	-1.38%
Teaching-Special Schools	3,000	3,150	150	5.00%
School Library	836,866	853,517	16,651	1.99%
Computer Assisted Instruction	856,682	544,533	-312,149	-36.44%
Attendance	202,836	224,674	21,838	10.77%
Guidance	1,107,335	1,145,083	37,748	3.41%
Health Services	967,671	855,656	-112,015	-11.58%
Psychological Services	640,959	674,444	33,485	5.22%
Social Work Services	808,529	778,168	-30,361	-3.76%
Co-Curricular Activities	220,885	239,936	19,051	8.62%
Athletics	843,268	863,612	20,344	2.41%
District Transportation Services	4,433,953	4,606,821	172,868	3.90%
Garage	62,400	74,550	12,150	19.47%
Employee Benefits	18,770,504	21,547,172	2,776,668	14.79%
Transfer to Other Funds	302,310	359,000	56,690	18.75%
Program Total	64,484,353	67,993,122	3,508,769	5.44%
 TOTAL GENERAL FUND	 93,884,722	 102,686,280	 8,801,558	 9.37%

Property Tax Report Card
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2023-2024 - Page 1
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****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

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

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

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

Form Due - April 29, 2024

Form Preparer Name:

KATY BUZZETTI

Preparer's Telephone Number:

607-739-5601

<u>Shaded Fields Will Calculate</u>	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	93,884,722	102,686,280	9.37 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	43,727,924	47,820,026	
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)	43,727,924	47,820,026	9.36 %
F. Permissible Exclusions to the School Tax Levy Limit	965,589	2,317,250	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	42,762,335	44,214,624	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	42,762,335	45,502,776	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	-1,288,152	
Public School Enrollment	3,574	3,563	-0.31 %
Consumer Price Index			4.12 %

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

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

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

	Actual 2023-24 (D)	Estimated 2024-25 (E)
Adjusted Restricted Fund Balance	7,905,186	6,485,082
Assigned Appropriated Fund Balance	1,000,000	1,000,000
Adjusted Unrestricted Fund Balance	3,755,389	2,053,726
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	2.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/24 Actual Balance	6/30/24 Estimated Ending Balance	Intended Use of the Reserve in the 2024-25 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	3,241,387	3,280,739	District will continue to save funds in this reserve to offset the local burden in future capital projects
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	35,945	23,809	Reserve will be appropriated by board action if necessary to offset costs related to unemployment
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school			

district real
property.

Mandatory Reserve for Debt Service	DEBT SERVICE RESERVE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	5,025,964	4,415,964	District will budget an interfund transfer from the Debt Service fund to offset BAN & bond principal and interest payments
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	144,793	152,050	Reserve will be appropriated by board action to cover required refunds for tax certiorari settlements, as received.
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBALR	For accrued 'employee benefits' due to employees upon termination of service.	955,459	762,829	Reserve will be appropriated in an amount consistent with historical data and will be used to offset the cost of employees' accrued benefits upon retirement at yearend
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	2,237,275	2,263,852	Reserve will be appropriated and used to cover a portion of the cost of the district's ERS contribution
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	RETIREMENT CONTRIBUTION	To fund employer retirement	1,800	1,805	District does not intend to use this

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

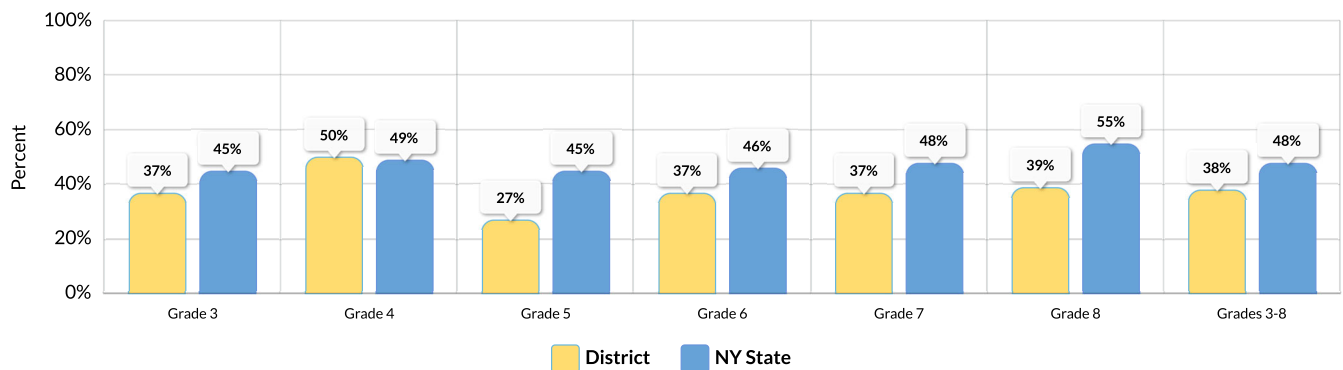
The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to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

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

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

SUMMARY RESULTS

Percent Scoring Proficient by Grade

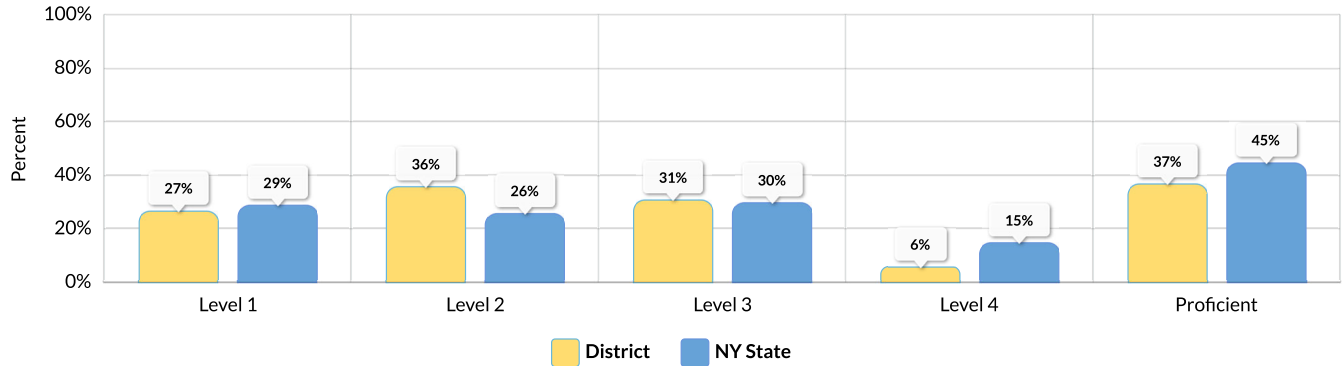


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	255	11	4%	244	96%	66	27%	88	36%	75	31%	15	6%	90	37%
Grade 4	284	18	6%	266	94%	61	23%	72	27%	93	35%	40	15%	133	50%
Grade 5	301	34	11%	267	89%	94	35%	102	38%	56	21%	15	6%	71	27%
Grade 6	271	43	16%	228	84%	56	25%	88	39%	59	26%	25	11%	84	37%
Grade 7	279	37	13%	242	87%	81	33%	72	30%	69	29%	20	8%	89	37%
Grade 8	301	65	22%	236	78%	67	28%	78	33%	74	31%	17	7%	91	39%
Grades 3-8	1,691	208	12%	1,483	88%	425	29%	500	34%	426	29%	132	9%	558	38%

GRADE 3 ELA RESULTS

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Percent Scoring at Levels for All Students

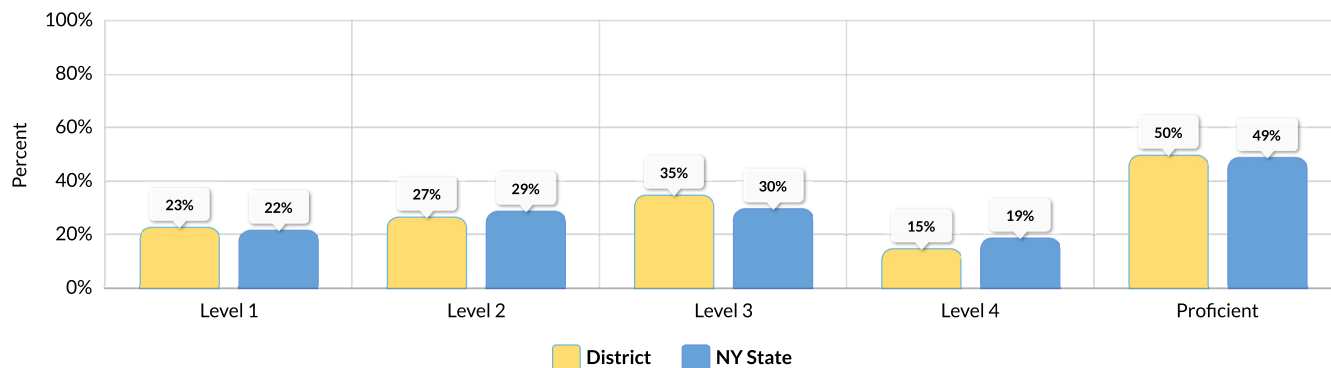


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	11	4%	244	96%	66	27%	88	36%	75	31%	15	6%	90	37%
Female	116	7	6%	109	94%	27	25%	44	40%	30	28%	8	7%	38	35%
Male	139	4	3%	135	97%	39	29%	44	33%	45	33%	7	5%	52	39%
General Education Students	203	7	3%	196	97%	41	21%	70	36%	70	36%	15	8%	85	43%
Students with Disabilities	52	4	8%	48	92%	25	52%	18	38%	5	10%	0	0%	5	10%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	1	13%	4	50%	2	25%	1	13%	3	38%
Black or African American	5	0	0%	5	100%	2	40%	1	20%	1	20%	1	20%	2	40%
Hispanic or Latino	9	0	0%	9	100%	2	22%	4	44%	3	33%	0	0%	3	33%
White	218	10	5%	208	95%	54	26%	75	36%	67	32%	12	6%	79	38%
Multiracial	14	0	0%	14	100%	7	50%	4	29%	2	14%	1	7%	3	21%
Economically Disadvantaged	107	2	2%	105	98%	41	39%	42	40%	20	19%	2	2%	22	21%
Not Economically Disadvantaged	148	9	6%	139	94%	25	18%	46	33%	55	40%	13	9%	68	49%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	254	11	4%	243	96%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	255	11	4%	244	96%	66	27%	88	36%	75	31%	15	6%	90	37%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	253	11	4%	242	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	255	11	4%	244	96%	66	27%	88	36%	75	31%	15	6%	90	37%
Parent Not in Armed Forces	255	11	4%	244	96%	66	27%	88	36%	75	31%	15	6%	90	37%

GRADE 4 ELA RESULTS

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

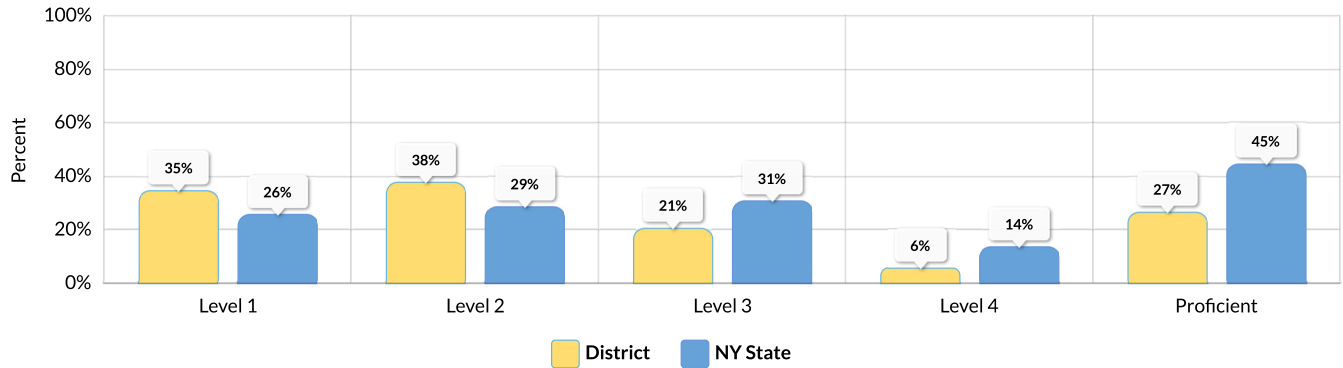
Percent Scoring at Levels for All Students

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GRADE 5 ELA RESULTS

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Percent Scoring at Levels for All Students

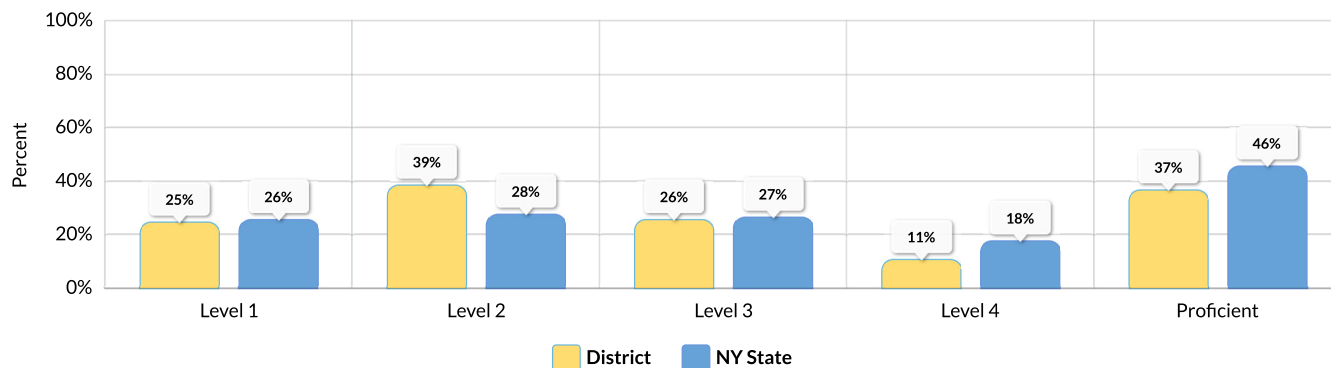


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	301	34	11%	267	89%	94	35%	102	38%	56	21%	15	6%	71	27%
Female	148	22	15%	126	85%	38	30%	49	39%	29	23%	10	8%	39	31%
Male	153	12	8%	141	92%	56	40%	53	38%	27	19%	5	4%	32	23%
General Education Students	249	24	10%	225	90%	63	28%	91	40%	56	25%	15	7%	71	32%
Students with Disabilities	52	10	19%	42	81%	31	74%	11	26%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	0	0%	4	36%	5	45%	2	18%	7	64%
Black or African American	9	0	0%	9	100%	4	44%	3	33%	2	22%	0	0%	2	22%
Hispanic or Latino	16	3	19%	13	81%	3	23%	6	46%	4	31%	0	0%	4	31%
White	253	28	11%	225	89%	82	36%	87	39%	44	20%	12	5%	56	25%
Multiracial	12	3	25%	9	75%	5	56%	2	22%	1	11%	1	11%	2	22%
Economically Disadvantaged	116	18	16%	98	84%	49	50%	38	39%	10	10%	1	1%	11	11%
Not Economically Disadvantaged	185	16	9%	169	91%	45	27%	64	38%	46	27%	14	8%	60	36%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	299	34	11%	265	89%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	301	34	11%	267	89%	94	35%	102	38%	56	21%	15	6%	71	27%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	298	33	11%	265	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	301	34	11%	267	89%	94	35%	102	38%	56	21%	15	6%	71	27%
Parent Not in Armed Forces	301	34	11%	267	89%	94	35%	102	38%	56	21%	15	6%	71	27%

GRADE 6 ELA RESULTS

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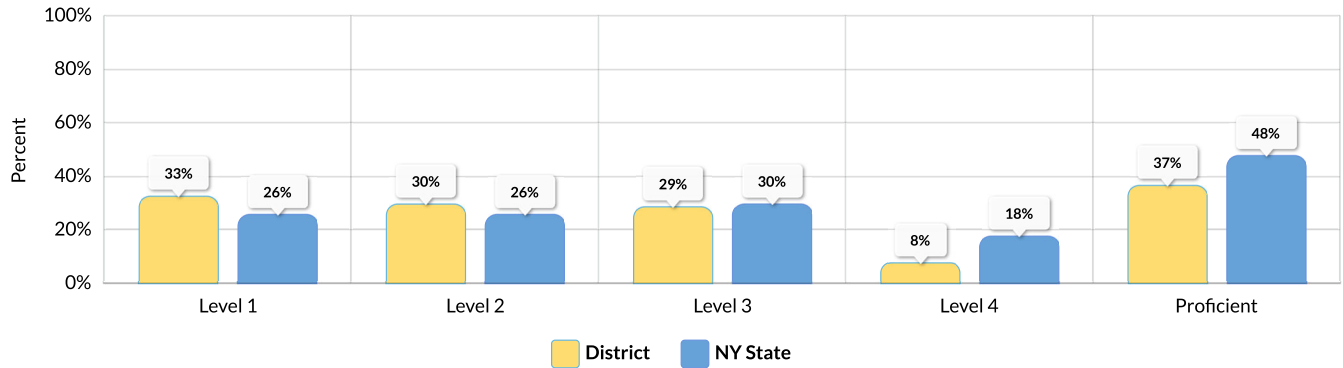
Percent Scoring at Levels for All Students

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GRADE 7 ELA RESULTS

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

Percent Scoring at Levels for All Students

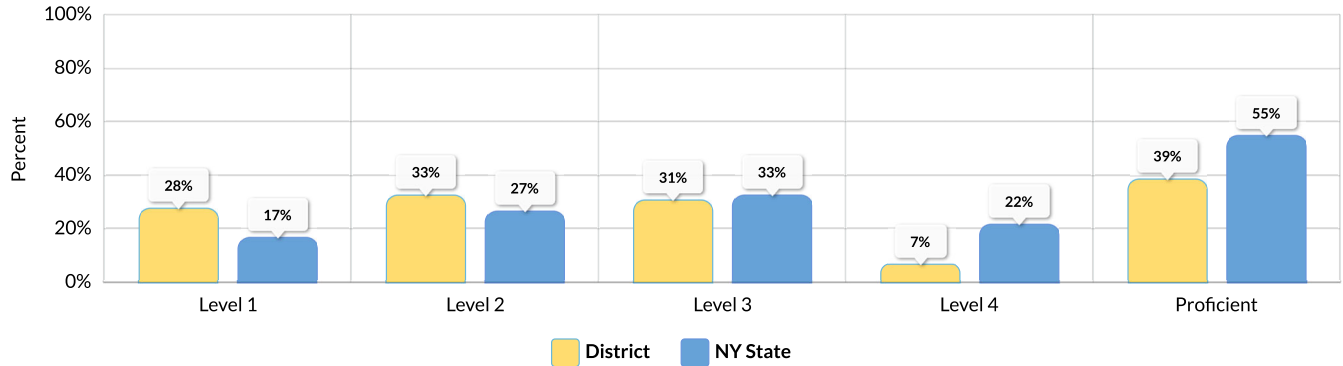


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	279	37	13%	242	87%	81	33%	72	30%	69	29%	20	8%	89	37%
Female	135	19	14%	116	86%	33	28%	26	22%	44	38%	13	11%	57	49%
Male	144	18	13%	126	88%	48	38%	46	37%	25	20%	7	6%	32	25%
General Education Students	236	25	11%	211	89%	53	25%	69	33%	69	33%	20	9%	89	42%
Students with Disabilities	43	12	28%	31	72%	28	90%	3	10%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	2	14%	12	86%	3	25%	4	33%	4	33%	1	8%	5	42%
White	245	32	13%	213	87%	72	34%	65	31%	60	28%	16	8%	76	36%
Multiracial	10	2	20%	8	80%	2	25%	2	25%	3	38%	1	13%	4	50%
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	4	44%	1	11%	2	22%	2	22%	4	44%
Economically Disadvantaged	108	16	15%	92	85%	41	45%	29	32%	21	23%	1	1%	22	24%
Not Economically Disadvantaged	171	21	12%	150	88%	40	27%	43	29%	48	32%	19	13%	67	45%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	37	13%	240	87%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	278	37	13%	241	87%	—	—	—	—	—	—	—	—	—	—
Homeless	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	273	34	12%	239	88%	—	—	—	—	—	—	—	—	—	—
Not Migrant	279	37	13%	242	87%	81	33%	72	30%	69	29%	20	8%	89	37%
Parent Not in Armed Forces	279	37	13%	242	87%	81	33%	72	30%	69	29%	20	8%	89	37%

GRADE 8 ELA RESULTS

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

Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	301	65	22%	236	78%	67	28%	78	33%	74	31%	17	7%	91	39%
Female	130	34	26%	96	74%	21	22%	33	34%	33	34%	9	9%	42	44%
Male	170	30	18%	140	82%	46	33%	45	32%	41	29%	8	6%	49	35%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	257	54	21%	203	79%	40	20%	72	35%	74	36%	17	8%	91	45%
Students with Disabilities	44	11	25%	33	75%	27	82%	6	18%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	10	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	2	13%	14	88%	6	43%	5	36%	1	7%	2	14%	3	21%
White	246	57	23%	189	77%	57	30%	64	34%	56	30%	12	6%	68	36%
Multiracial	26	6	23%	20	77%	3	15%	8	40%	8	40%	1	5%	9	45%
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	1	8%	1	8%	9	69%	2	15%	11	85%
Economically Disadvantaged	102	27	26%	75	74%	31	41%	25	33%	16	21%	3	4%	19	25%
Not Economically Disadvantaged	199	38	19%	161	81%	36	22%	53	33%	58	36%	14	9%	72	45%
English Language Learner	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	300	64	21%	236	79%	67	28%	78	33%	74	31%	17	7%	91	39%
Not in Foster Care	301	65	22%	236	78%	67	28%	78	33%	74	31%	17	7%	91	39%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	298	63	21%	235	79%	—	—	—	—	—	—	—	—	—	—
Not Migrant	301	65	22%	236	78%	67	28%	78	33%	74	31%	17	7%	91	39%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	299	65	22%	234	78%	—	—	—	—	—	—	—	—	—	—

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

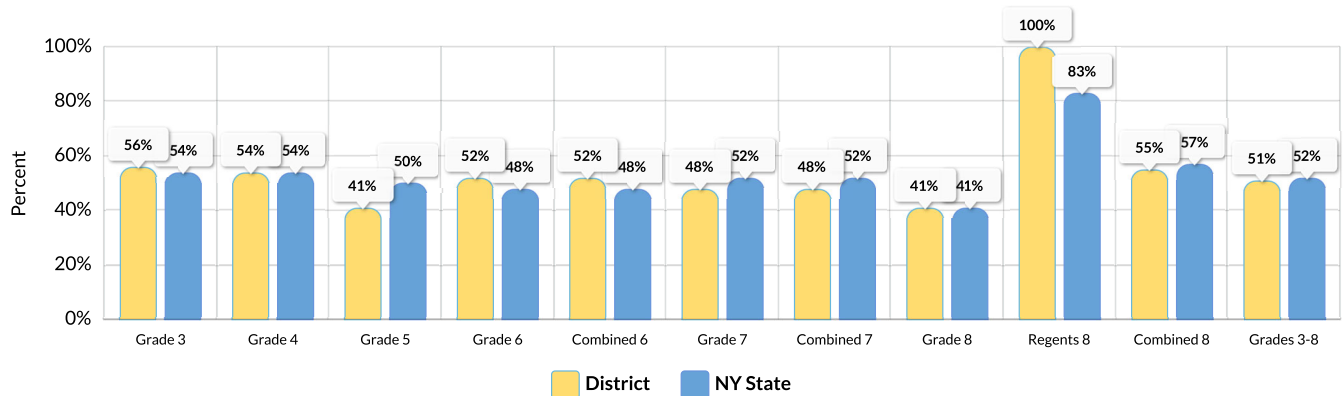
The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to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

GRADES 3-8 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

Percent Scoring Proficient by Grade



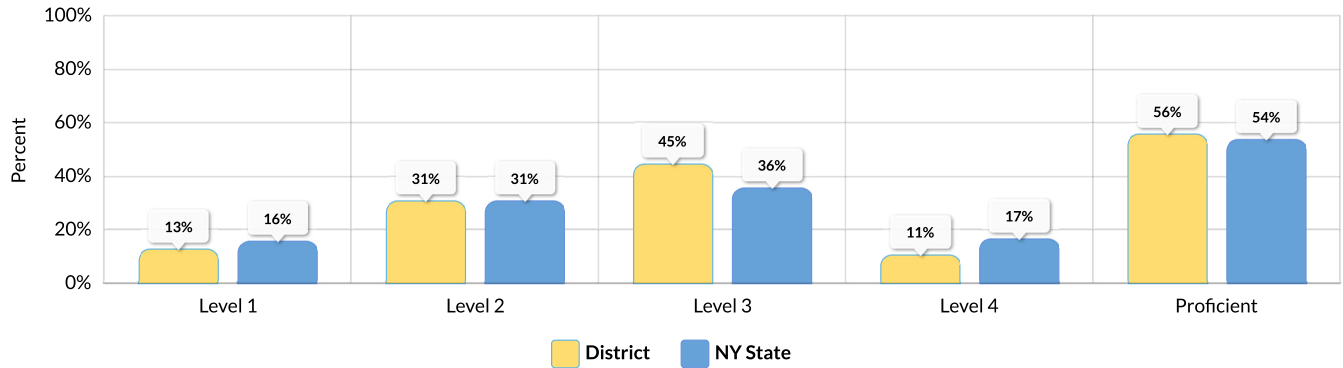
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	255	12	5%	243	95%	31	13%	75	31%	110	45%	27	11%	137	56%
Grade 4	284	21	7%	263	93%	48	18%	72	27%	110	42%	33	13%	143	54%
Grade 5	300	35	12%	265	88%	69	26%	88	33%	94	35%	14	5%	108	41%
Grade 6	271	41	15%	230	85%	43	19%	68	30%	105	46%	14	6%	119	52%
Combined 6	271	41	15%	230	85%	43	19%	68	30%	105	46%	14	6%	119	52%
Grade 7	279	51	18%	228	82%	37	16%	81	36%	78	34%	32	14%	110	48%
Combined 7	279	51	18%	228	82%	37	16%	81	36%	78	34%	32	14%	110	48%
Grade 8	301	127	42%	174	58%	60	34%	42	24%	66	38%	6	3%	72	41%
Regents 8	—	—	—	54	18%	0	0%	0	0%	4	7%	50	93%	54	100%
Combined 8	301	73	24%	228	76%	60	26%	42	18%	70	31%	56	25%	126	55%
Grades 3-8	1,690	233	14%	1,457	86%	288	20%	426	29%	567	39%	176	12%	743	51%

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.

Percent Scoring at Levels for All Students

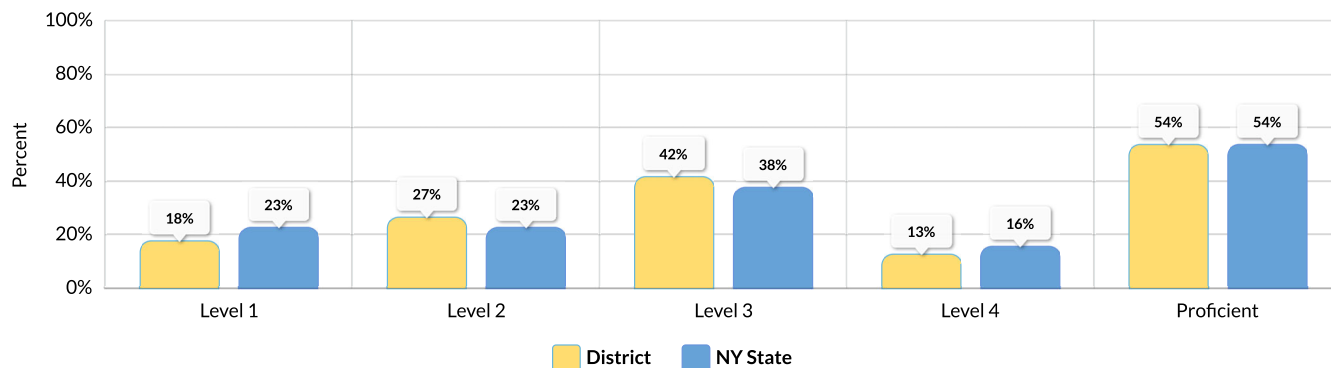


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	255	12	5%	243	95%	31	13%	75	31%	110	45%	27	11%	137	56%
Female	116	8	7%	108	93%	15	14%	38	35%	46	43%	9	8%	55	51%
Male	139	4	3%	135	97%	16	12%	37	27%	64	47%	18	13%	82	61%
General Education Students	203	8	4%	195	96%	11	6%	57	29%	101	52%	26	13%	127	65%
Students with Disabilities	52	4	8%	48	92%	20	42%	18	38%	9	19%	1	2%	10	21%
Asian or Native Hawaiian/Other Pacific Islander	9	1	11%	8	89%	2	25%	1	13%	3	38%	2	25%	5	63%
Black or African American	5	0	0%	5	100%	1	20%	1	20%	2	40%	1	20%	3	60%
Hispanic or Latino	9	0	0%	9	100%	1	11%	3	33%	5	56%	0	0%	5	56%
White	218	11	5%	207	95%	23	11%	67	32%	94	45%	23	11%	117	57%
Multiracial	14	0	0%	14	100%	4	29%	3	21%	6	43%	1	7%	7	50%
Economically Disadvantaged	107	2	2%	105	98%	26	25%	42	40%	32	30%	5	5%	37	35%
Not Economically Disadvantaged	148	10	7%	138	93%	5	4%	33	24%	78	57%	22	16%	100	72%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	254	12	5%	242	95%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	255	12	5%	243	95%	31	13%	75	31%	110	45%	27	11%	137	56%
Homeless	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	253	12	5%	241	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	255	12	5%	243	95%	31	13%	75	31%	110	45%	27	11%	137	56%
Parent Not in Armed Forces	255	12	5%	243	95%	31	13%	75	31%	110	45%	27	11%	137	56%

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.

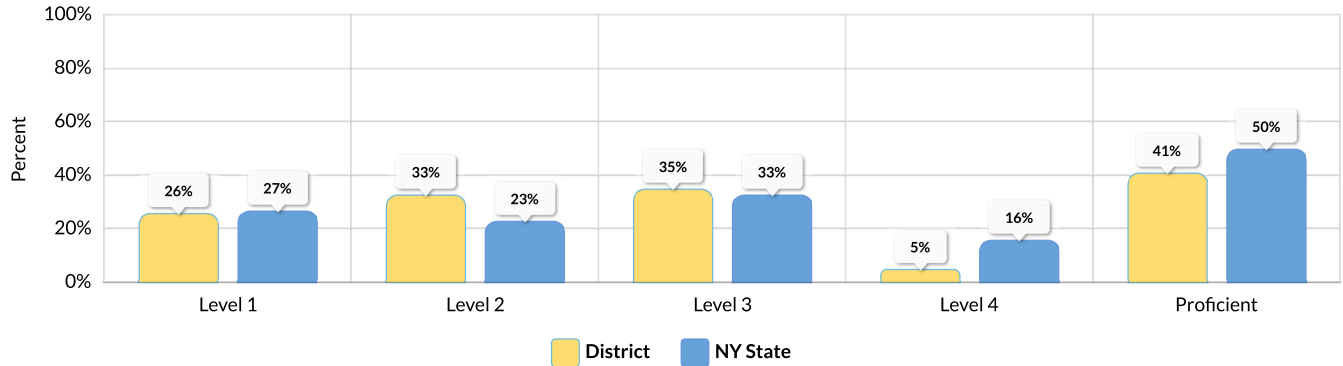
Percent Scoring at Levels for All Students

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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.

Percent Scoring at Levels for All Students

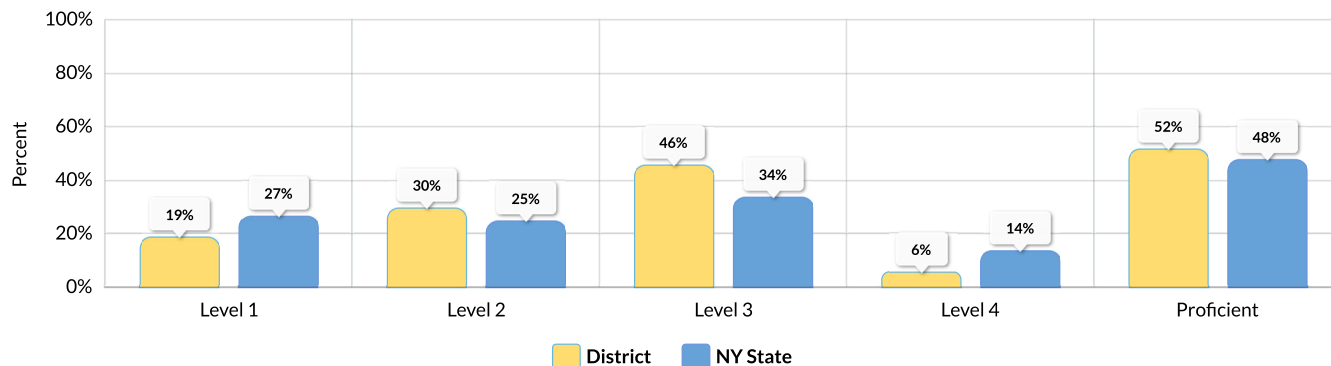


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	35	12%	265	88%	69	26%	88	33%	94	35%	14	5%	108	41%
Female	147	22	15%	125	85%	37	30%	36	29%	44	35%	8	6%	52	42%
Male	153	13	8%	140	92%	32	23%	52	37%	50	36%	6	4%	56	40%
General Education Students	248	25	10%	223	90%	37	17%	79	35%	93	42%	14	6%	107	48%
Students with Disabilities	52	10	19%	42	81%	32	76%	9	21%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	11	0	0%	11	100%	0	0%	1	9%	7	64%	3	27%	10	91%
Black or African American	9	0	0%	9	100%	4	44%	1	11%	4	44%	0	0%	4	44%
Hispanic or Latino	15	2	13%	13	87%	4	31%	5	38%	3	23%	1	8%	4	31%
White	253	30	12%	223	88%	58	26%	78	35%	78	35%	9	4%	87	39%
Multiracial	12	3	25%	9	75%	3	33%	3	33%	2	22%	1	11%	3	33%
Economically Disadvantaged	115	19	17%	96	83%	37	39%	39	41%	19	20%	1	1%	20	21%
Not Economically Disadvantaged	185	16	9%	169	91%	32	19%	49	29%	75	44%	13	8%	88	52%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	298	35	12%	263	88%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	300	35	12%	265	88%	69	26%	88	33%	94	35%	14	5%	108	41%
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	297	34	11%	263	89%	—	—	—	—	—	—	—	—	—	—
Not Migrant	300	35	12%	265	88%	69	26%	88	33%	94	35%	14	5%	108	41%
Parent Not in Armed Forces	300	35	12%	265	88%	69	26%	88	33%	94	35%	14	5%	108	41%

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.

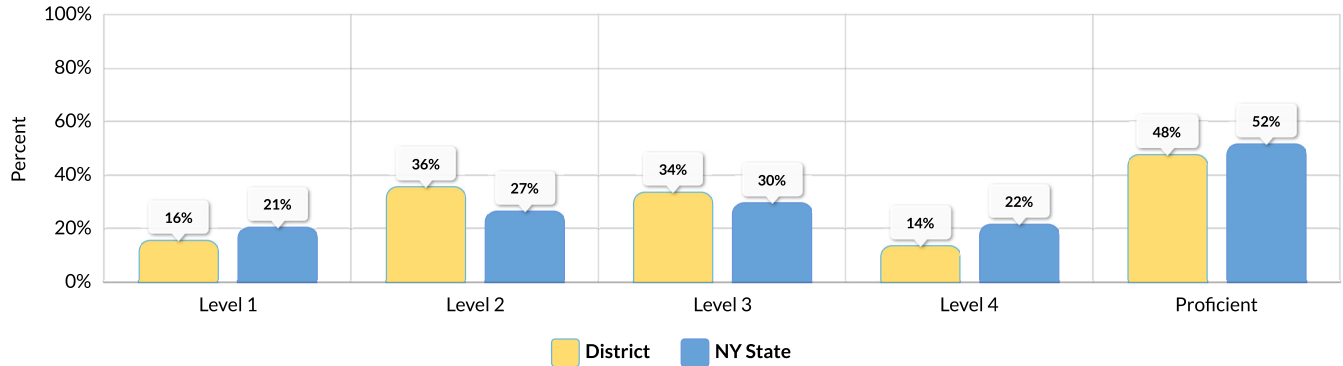
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GRADE 7 MATH RESULTS

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.

Percent Scoring at Levels for All Students

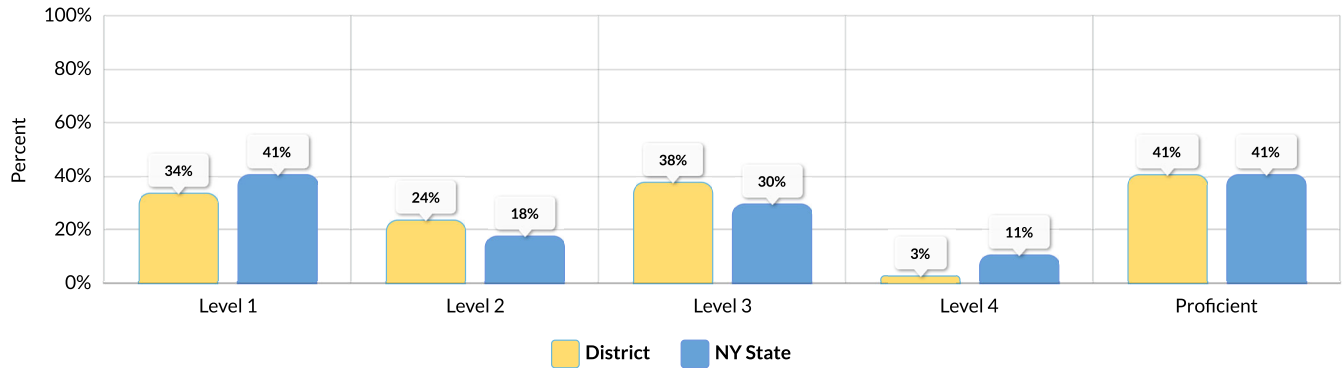


Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	279	51	18%	228	82%	37	16%	81	36%	78	34%	32	14%	110	48%
Female	135	26	19%	109	81%	19	17%	36	33%	40	37%	14	13%	54	50%
Male	144	25	17%	119	83%	18	15%	45	38%	38	32%	18	15%	56	47%
General Education Students	236	37	16%	199	84%	15	8%	75	38%	77	39%	32	16%	109	55%
Students with Disabilities	43	14	33%	29	67%	22	76%	6	21%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	6	100%	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	1	7%	13	93%	3	23%	4	31%	5	38%	1	8%	6	46%
White	245	47	19%	198	81%	29	15%	74	37%	66	33%	29	15%	95	48%
Multiracial	10	2	20%	8	80%	2	25%	2	25%	2	25%	2	25%	4	50%
Small Group Total: Race & Ethnicity	10	1	10%	9	90%	3	33%	1	11%	5	56%	0	0%	5	56%
Economically Disadvantaged	108	23	21%	85	79%	26	31%	37	44%	18	21%	4	5%	22	26%
Not Economically Disadvantaged	171	28	16%	143	84%	11	8%	44	31%	60	42%	28	20%	88	62%
English Language Learner	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	277	51	18%	226	82%	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	278	51	18%	227	82%	—	—	—	—	—	—	—	—	—	—
Homeless	6	3	50%	3	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	273	48	18%	225	82%	—	—	—	—	—	—	—	—	—	—
Not Migrant	279	51	18%	228	82%	37	16%	81	36%	78	34%	32	14%	110	48%
Parent Not in Armed Forces	279	51	18%	228	82%	37	16%	81	36%	78	34%	32	14%	110	48%

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.

Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	301	127	42%	174	58%	60	34%	42	24%	66	38%	6	3%	72	41%
Female	130	62	48%	68	52%	22	32%	14	21%	29	43%	3	4%	32	47%
Male	170	64	38%	106	62%	38	36%	28	26%	37	35%	3	3%	40	38%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	257	115	45%	142	55%	34	24%	38	27%	64	45%	6	4%	70	49%
Students with Disabilities	44	12	27%	32	73%	26	81%	4	13%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	10	6	60%	4	40%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	5	31%	11	69%	5	45%	2	18%	3	27%	1	9%	4	36%
White	246	102	41%	144	59%	49	34%	37	26%	54	38%	4	3%	58	40%
Multiracial	26	13	50%	13	50%	3	23%	2	15%	8	62%	0	0%	8	62%
Small Group Total: Race & Ethnicity	13	7	54%	6	46%	3	50%	1	17%	1	17%	1	17%	2	33%
Economically Disadvantaged	102	42	41%	60	59%	26	43%	14	23%	18	30%	2	3%	20	33%
Not Economically Disadvantaged	199	85	43%	114	57%	34	30%	28	25%	48	42%	4	4%	52	46%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	300	127	42%	173	58%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	301	127	42%	174	58%	60	34%	42	24%	66	38%	6	3%	72	41%
Homeless	3	2	67%	1	33%	—	—	—	—	—	—	—	—	—	—
Not Homeless	298	125	42%	173	58%	—	—	—	—	—	—	—	—	—	—
Not Migrant	301	127	42%	174	58%	60	34%	42	24%	66	38%	6	3%	72	41%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	299	127	42%	172	58%	—	—	—	—	—	—	—	—	—	—

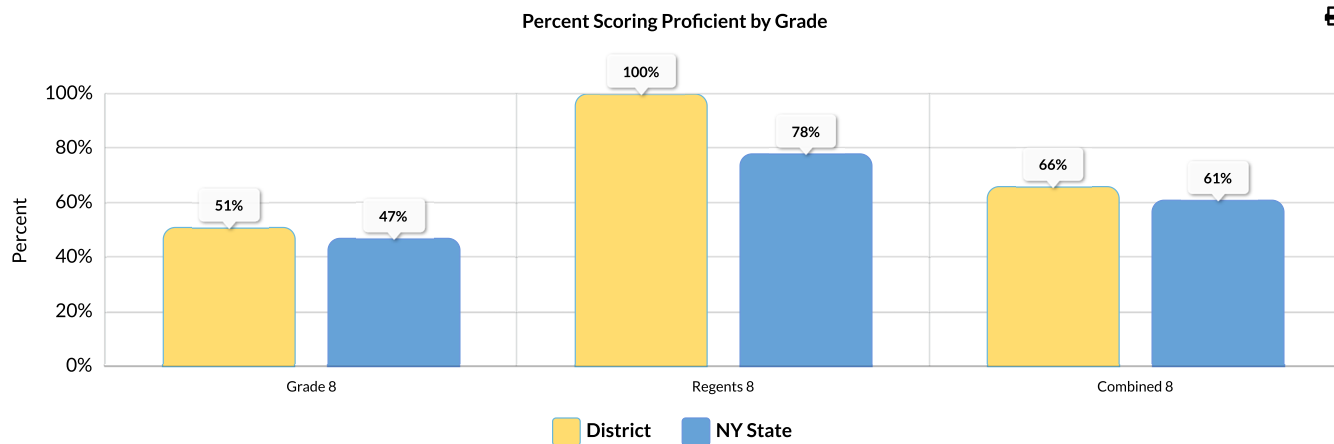
HORSEHEADS CSD - NEW YORK STATE REPORT CARD [2022 - 23]

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GRADE 8 SCIENCE RESULTS (2022-23)

Grade 4 Science was not administered in 2022-23.

SUMMARY RESULTS

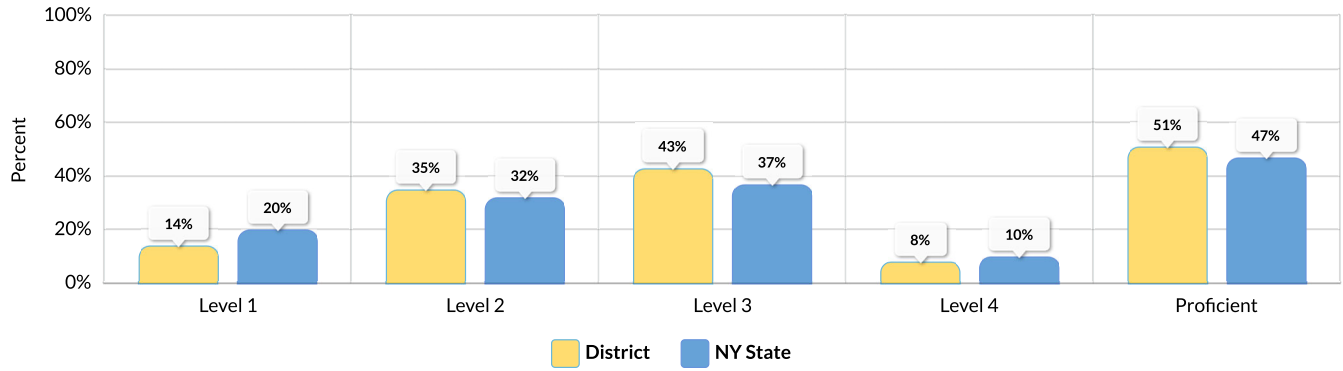


Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 8	300	152	51%	148	49%	21	14%	52	35%	63	43%	12	8%	75	51%
Regents 8	—	—	—	64	21%	0	0%	0	0%	23	36%	41	64%	64	100%
Combined 8	300	88	29%	212	71%	21	10%	52	25%	86	41%	53	25%	139	66%

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

GRADE 8 SCIENCE RESULTS

Percent Scoring at Levels for All Students



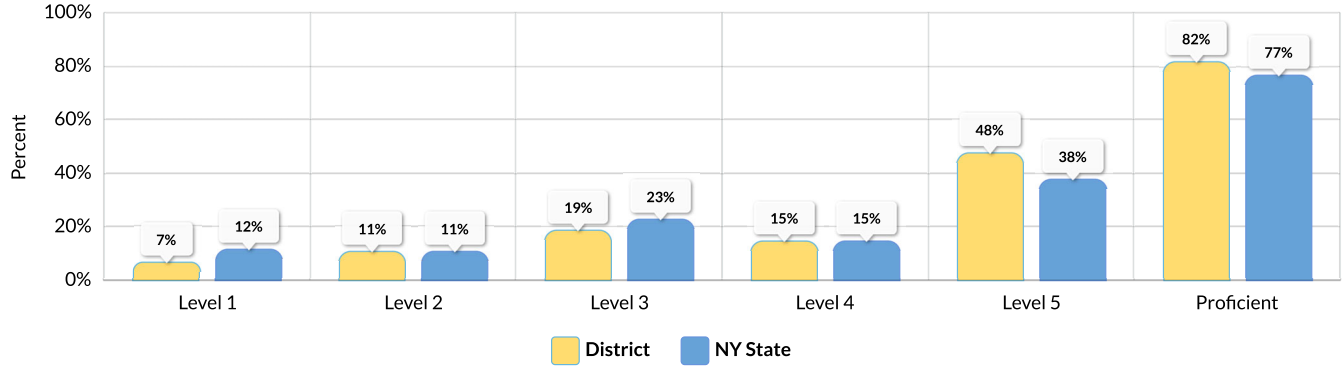
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	300	152	51%	148	49%	21	14%	52	35%	63	43%	12	8%	75	51%
Female	129	77	60%	52	40%	9	17%	17	33%	23	44%	3	6%	26	50%
Male	170	74	44%	96	56%	12	13%	35	36%	40	42%	9	9%	49	51%
Non-Binary	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	257	139	54%	118	46%	7	6%	39	33%	60	51%	12	10%	72	61%
Students with Disabilities	43	13	30%	30	70%	14	47%	13	43%	3	10%	0	0%	3	10%
Asian or Native Hawaiian/Other Pacific Islander	10	7	70%	3	30%	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	16	7	44%	9	56%	1	11%	6	67%	2	22%	0	0%	2	22%
White	245	124	51%	121	49%	18	15%	42	35%	52	43%	9	7%	61	50%
Multiracial	26	14	54%	12	46%	1	8%	2	17%	7	58%	2	17%	9	75%
Small Group Total: Race & Ethnicity	13	7	54%	6	46%	1	17%	2	33%	2	33%	1	17%	3	50%
Economically Disadvantaged	101	55	54%	46	46%	7	15%	21	46%	15	33%	3	7%	18	39%
Not Economically Disadvantaged	199	97	49%	102	51%	14	14%	31	30%	48	47%	9	9%	57	56%
English Language Learner	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	299	152	51%	147	49%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	300	152	51%	148	49%	21	14%	52	35%	63	43%	12	8%	75	51%
Homeless	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Not Homeless	298	151	51%	147	49%	—	—	—	—	—	—	—	—	—	—
Not Migrant	300	152	51%	148	49%	21	14%	52	35%	63	43%	12	8%	75	51%
Parent in Armed Forces	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	298	152	51%	146	49%	—	—	—	—	—	—	—	—	—	—

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).

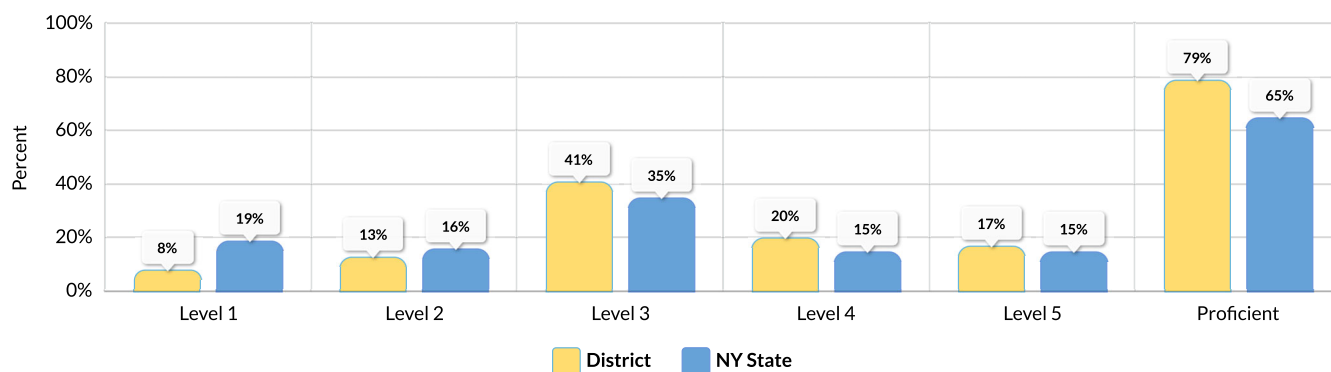
ANNUAL REGENTS EXAMINATION IN ELA (2022-23)

Percent Scoring at Levels for All Students

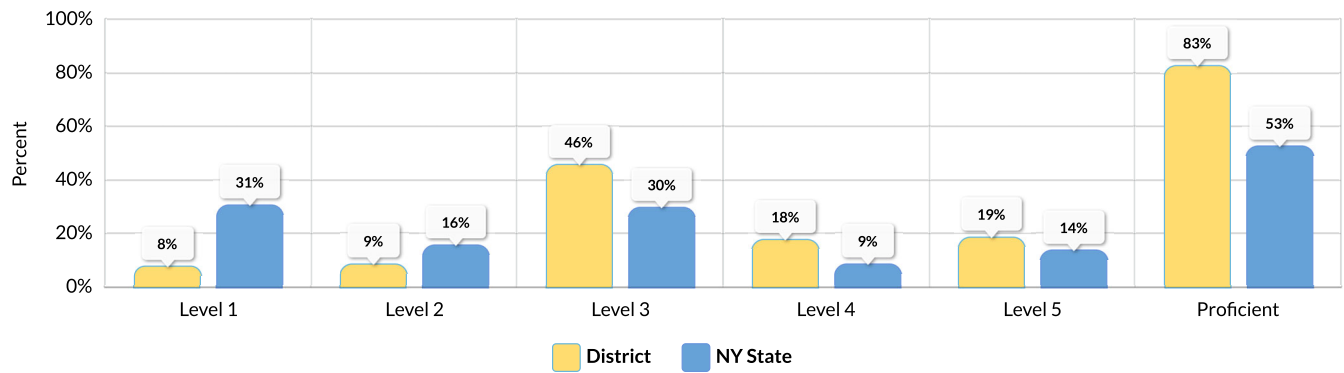


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	281	19	7%	32	11%	53	19%	43	15%	134	48%	230	82%
Female	143	11	8%	15	10%	26	18%	19	13%	72	50%	117	82%
Male	137	—	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	138	8	6%	17	12%	27	20%	24	17%	62	45%	113	82%
General Education Students	239	5	2%	18	8%	41	17%	41	17%	134	56%	216	90%
Students with Disabilities	42	14	33%	14	33%	12	29%	2	5%	0	0%	14	33%
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	10	2	20%	2	20%	1	10%	2	20%	3	30%	6	60%
White	240	16	7%	27	11%	47	20%	37	15%	113	47%	197	82%
Multiracial	18	1	6%	3	17%	3	17%	3	17%	8	44%	14	78%
Small Group Total: Race & Ethnicity	13	0	0%	0	0%	2	15%	1	8%	10	77%	13	100%
Economically Disadvantaged	92	9	10%	18	20%	26	28%	16	17%	23	25%	65	71%
Not Economically Disadvantaged	189	10	5%	14	7%	27	14%	27	14%	111	59%	165	87%
Non-English Language Learner	281	19	7%	32	11%	53	19%	43	15%	134	48%	230	82%
Not in Foster Care	281	19	7%	32	11%	53	19%	43	15%	134	48%	230	82%
Homeless	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	277	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	281	19	7%	32	11%	53	19%	43	15%	134	48%	230	82%
Parent Not in Armed Forces	281	19	7%	32	11%	53	19%	43	15%	134	48%	230	82%

Percent Scoring at Levels for All Students

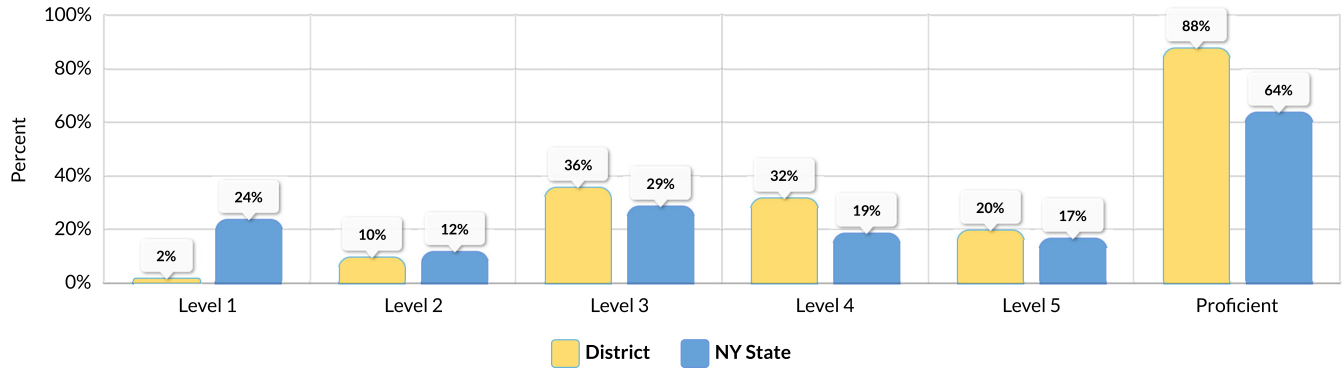
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Percent Scoring at Levels for All Students

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ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2022-23)

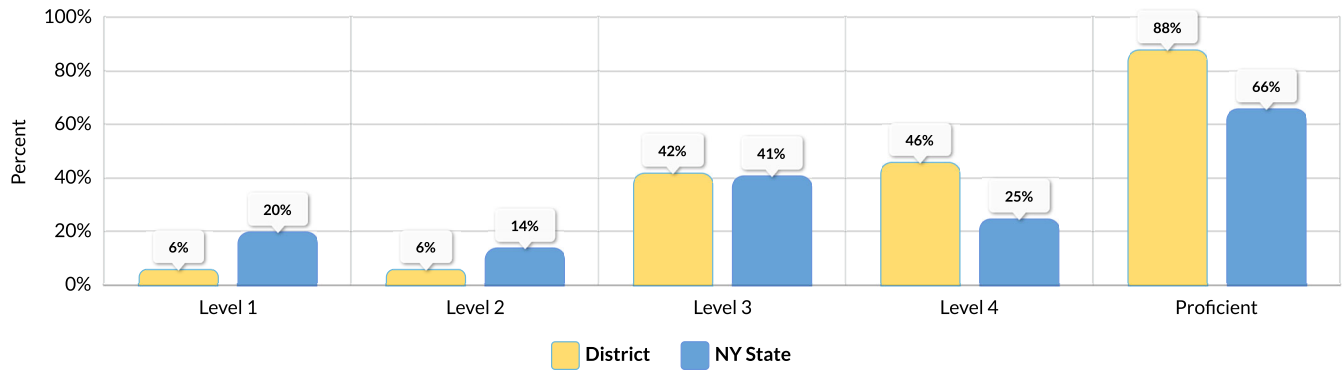
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	4	2%	17	10%	64	36%	57	32%	35	20%	156	88%
Female	87	3	3%	11	13%	35	40%	23	26%	15	17%	73	84%
Male	90	1	1%	6	7%	29	32%	34	38%	20	22%	83	92%
General Education Students	176	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	5	50%	4	40%	10	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	1	13%	5	63%	1	13%	1	13%	7	88%
White	148	4	3%	14	9%	52	35%	50	34%	28	19%	130	88%
Multiracial	8	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	11	0	0%	2	18%	6	55%	1	9%	2	18%	9	82%
Economically Disadvantaged	23	0	0%	3	13%	12	52%	3	13%	5	22%	20	87%
Not Economically Disadvantaged	154	4	3%	14	9%	52	34%	54	35%	30	19%	136	88%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	176	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	177	4	2%	17	10%	64	36%	57	32%	35	20%	156	88%
Not Homeless	177	4	2%	17	10%	64	36%	57	32%	35	20%	156	88%
Not Migrant	177	4	2%	17	10%	64	36%	57	32%	35	20%	156	88%
Parent Not in Armed Forces	177	4	2%	17	10%	64	36%	57	32%	35	20%	156	88%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)

Percent Scoring at Levels for All Students

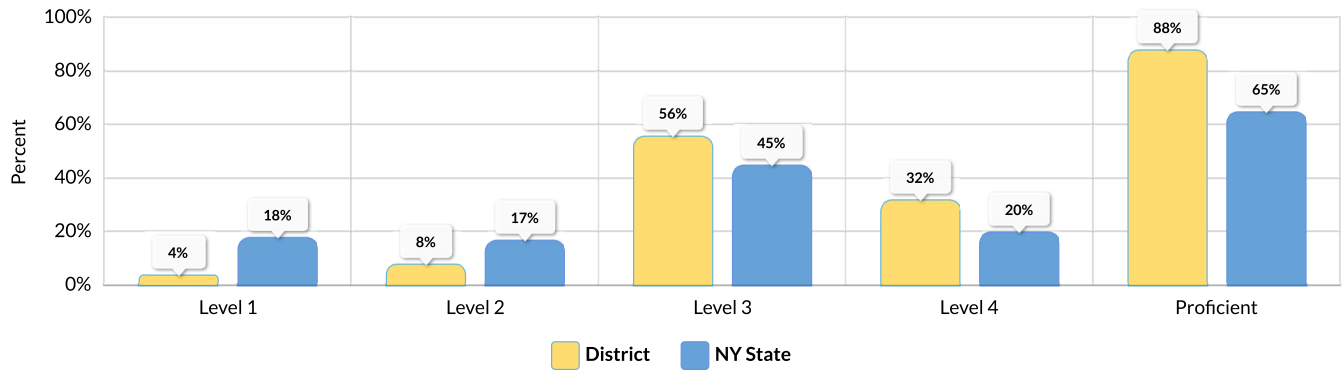


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	406	23	6%	26	6%	170	42%	187	46%	357	88%
Female	196	—	—	—	—	—	—	—	—	—	—
Male	208	10	5%	12	6%	82	39%	104	50%	186	89%
Non-Binary	2	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	198	13	7%	14	7%	88	44%	83	42%	171	86%
General Education Students	380	12	3%	23	6%	160	42%	185	49%	345	91%
Students with Disabilities	26	11	42%	3	12%	10	38%	2	8%	12	46%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	0	0%	0	0%	5	29%	12	71%	17	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	0	0%	2	15%	4	31%	7	54%	11	85%
White	346	17	5%	22	6%	155	45%	152	44%	307	89%
Multiracial	24	4	17%	1	4%	4	17%	15	63%	19	79%
Small Group Total: Race & Ethnicity	6	2	33%	1	17%	2	33%	1	17%	3	50%
Economically Disadvantaged	109	11	10%	13	12%	50	46%	35	32%	85	78%
Not Economically Disadvantaged	297	12	4%	13	4%	120	40%	152	51%	272	92%
English Language Learner	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	403	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	405	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	403	—	—	—	—	—	—	—	—	—	—
Not Migrant	406	23	6%	26	6%	170	42%	187	46%	357	88%
Parent Not in Armed Forces	406	23	6%	26	6%	170	42%	187	46%	357	88%

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

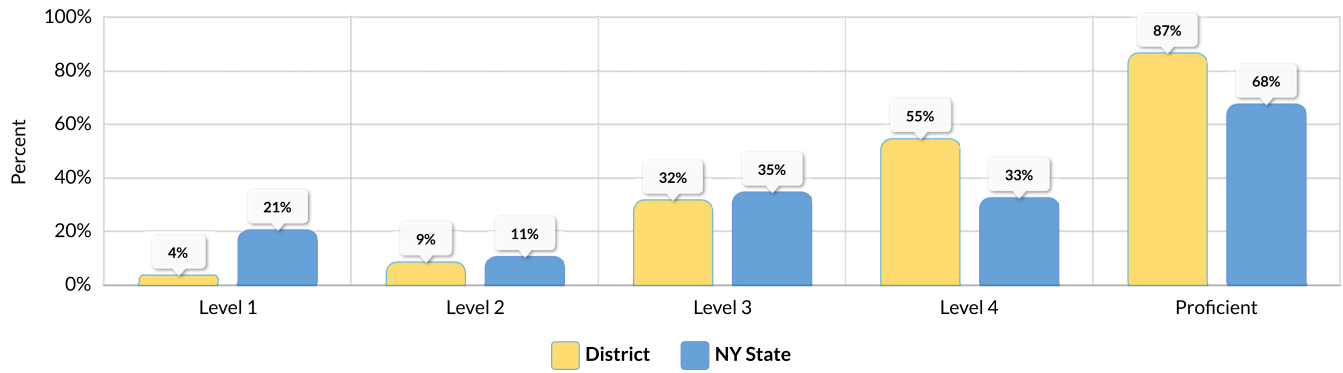
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	145	6	4%	12	8%	81	56%	46	32%	127	88%
Female	75	2	3%	9	12%	44	59%	20	27%	64	85%
Male	70	4	6%	3	4%	37	53%	26	37%	63	90%
General Education Students	144	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	0	0%	2	25%	5	63%	7	88%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	120	4	3%	8	7%	71	59%	37	31%	108	90%
Multiracial	8	0	0%	2	25%	4	50%	2	25%	6	75%
Small Group Total: Race & Ethnicity	9	1	11%	2	22%	4	44%	2	22%	6	67%
Economically Disadvantaged	20	0	0%	1	5%	12	60%	7	35%	19	95%
Not Economically Disadvantaged	125	6	5%	11	9%	69	55%	39	31%	108	86%
Non-English Language Learner	145	6	4%	12	8%	81	56%	46	32%	127	88%
Not in Foster Care	145	6	4%	12	8%	81	56%	46	32%	127	88%
Not Homeless	145	6	4%	12	8%	81	56%	46	32%	127	88%
Not Migrant	145	6	4%	12	8%	81	56%	46	32%	127	88%
Parent Not in Armed Forces	145	6	4%	12	8%	81	56%	46	32%	127	88%

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

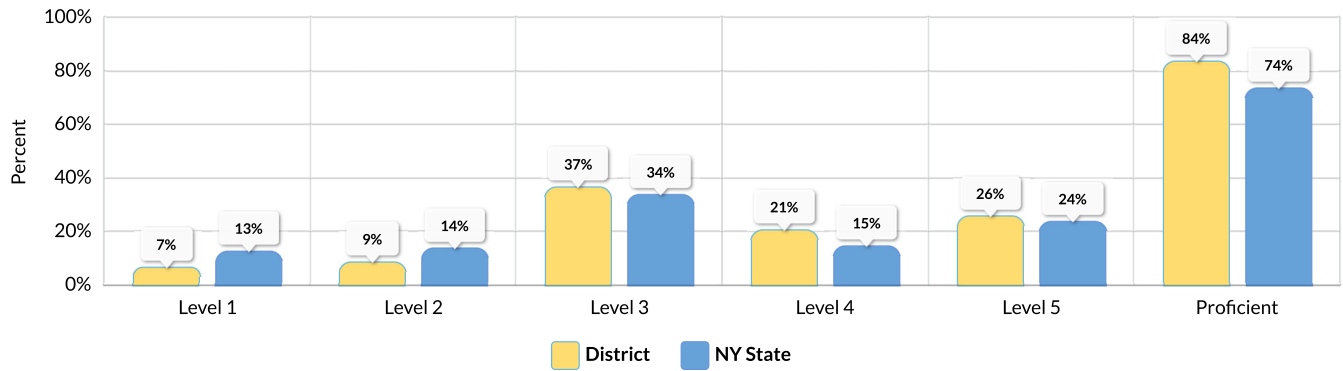
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	53	2	4%	5	9%	17	32%	29	55%	46	87%
Female	18	0	0%	1	6%	8	44%	9	50%	17	94%
Male	35	2	6%	4	11%	9	26%	20	57%	29	83%
General Education Students	53	2	4%	5	9%	17	32%	29	55%	46	87%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
White	46	2	4%	5	11%	16	35%	23	50%	39	85%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	7	0	0%	0	0%	1	14%	6	86%	7	100%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	49	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	53	2	4%	5	9%	17	32%	29	55%	46	87%
Not in Foster Care	53	2	4%	5	9%	17	32%	29	55%	46	87%
Not Homeless	53	2	4%	5	9%	17	32%	29	55%	46	87%
Not Migrant	53	2	4%	5	9%	17	32%	29	55%	46	87%
Parent Not in Armed Forces	53	2	4%	5	9%	17	32%	29	55%	46	87%

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

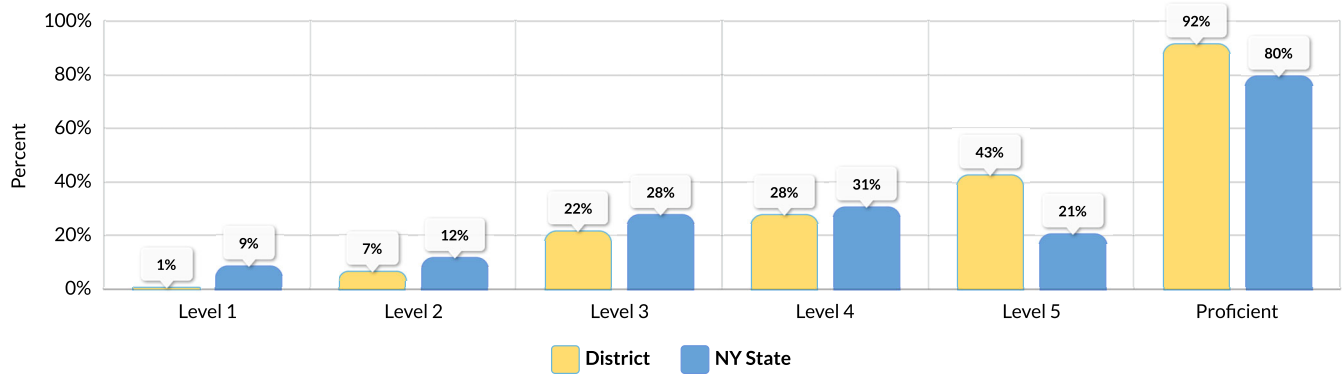
Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	295	20	7%	28	9%	109	37%	61	21%	77	26%	247	84%
Female	136	—	—	—	—	—	—	—	—	—	—	—	—
Male	158	13	8%	19	12%	54	34%	32	20%	40	25%	126	80%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	137	7	5%	9	7%	55	40%	29	21%	37	27%	121	88%
General Education Students	259	5	2%	20	8%	99	38%	59	23%	76	29%	234	90%
Students with Disabilities	36	15	42%	8	22%	10	28%	2	6%	1	3%	13	36%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	14	0	0%	2	14%	7	50%	2	14%	3	21%	12	86%
White	253	18	7%	23	9%	93	37%	57	23%	62	25%	212	84%
Multiracial	15	1	7%	1	7%	7	47%	1	7%	5	33%	13	87%
Small Group Total: Race & Ethnicity	13	1	8%	2	15%	2	15%	1	8%	7	54%	10	77%
Economically Disadvantaged	90	9	10%	14	16%	41	46%	12	13%	14	16%	67	74%
Not Economically Disadvantaged	205	11	5%	14	7%	68	33%	49	24%	63	31%	180	88%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	294	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	295	20	7%	28	9%	109	37%	61	21%	77	26%	247	84%
Homeless	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Not Homeless	290	19	7%	27	9%	106	37%	61	21%	77	27%	244	84%
Not Migrant	295	20	7%	28	9%	109	37%	61	21%	77	26%	247	84%
Parent Not in Armed Forces	295	20	7%	28	9%	109	37%	61	21%	77	26%	247	84%

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

Percent Scoring at Levels for All Students



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	148	2	1%	10	7%	32	22%	41	28%	63	43%	136	92%
Female	65	—	—	—	—	—	—	—	—	—	—	—	—
Male	82	1	1%	2	2%	19	23%	23	28%	37	45%	79	96%
Non-Binary	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	66	1	2%	8	12%	13	20%	18	27%	26	39%	57	86%
General Education Students	141	2	1%	9	6%	27	19%	40	28%	63	45%	130	92%
Students with Disabilities	7	0	0%	1	14%	5	71%	1	14%	0	0%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	10	0	0%	0	0%	1	10%	2	20%	7	70%	10	100%
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	121	2	2%	9	7%	26	21%	31	26%	53	44%	110	91%
Multiracial	10	0	0%	0	0%	2	20%	5	50%	3	30%	10	100%
Small Group Total: Race & Ethnicity	7	0	0%	1	14%	3	43%	3	43%	0	0%	6	86%
Economically Disadvantaged	39	1	3%	7	18%	11	28%	11	28%	9	23%	31	79%
Not Economically Disadvantaged	109	1	1%	3	3%	21	19%	30	28%	54	50%	105	96%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	148	2	1%	10	7%	32	22%	41	28%	63	43%	136	92%
Not in Foster Care	148	2	1%	10	7%	32	22%	41	28%	63	43%	136	92%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	146	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	148	2	1%	10	7%	32	22%	41	28%	63	43%	136	92%
Parent Not in Armed Forces	148	2	1%	10	7%	32	22%	41	28%	63	43%	136	92%

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	108	108	100	0	0
Female	60	60	100	0	0
Male	48	48	100	0	0
General Education Students	93	93	100	0	0
Students with Disabilities	15	15	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	2	2	100	0	0
Black or African American	2	2	100	0	0
Hispanic or Latino	2	2	100	0	0
White	97	97	100	0	0
Multiracial	5	5	100	0	0
Economically Disadvantaged	40	40	100	0	0
Not Economically Disadvantaged	68	68	100	0	0
English Language Learner	1	1	100	0	0
Non-English Language Learner	107	107	100	0	0
Not in Foster Care	108	108	100	0	0
Homeless	1	1	100	0	0
Not Homeless	107	107	100	0	0
Not Migrant	108	108	100	0	0
Parent Not in Armed Forces	108	108	100	0	0

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

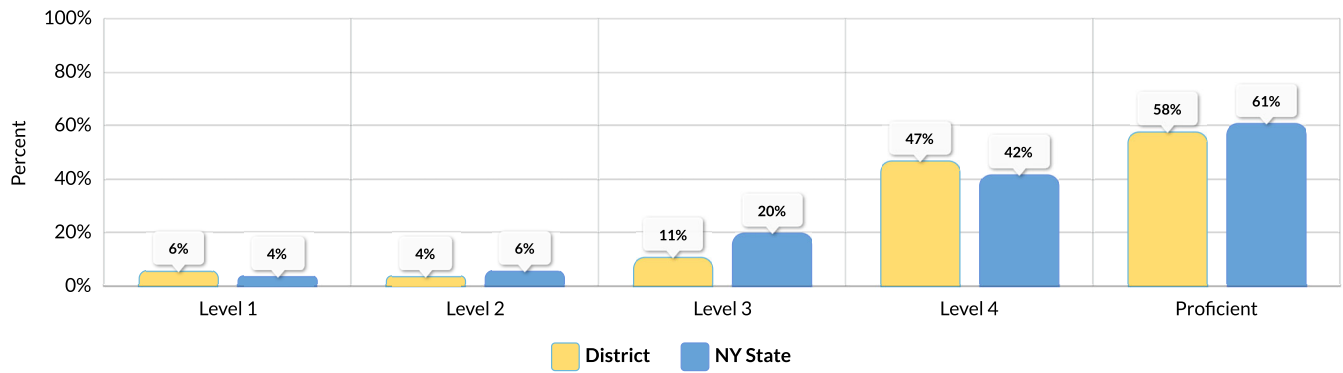
TOTAL COHORT REGENTS EXAMINATION RESULTS

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

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	98	31%	217	69%	19	6%	14	4%	36	11%	148	47%	184	58%
Female	167	40	24%	127	76%	13	8%	7	4%	20	12%	87	52%	107	64%
Male	147	58	—	89	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	148	58	39%	90	61%	6	4%	7	5%	16	11%	61	41%	77	52%
General Education Students	282	91	32%	191	68%	4	1%	8	3%	31	11%	148	52%	179	63%
Students with Disabilities	33	7	21%	26	79%	15	45%	6	18%	5	15%	0	0%	5	15%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	0	0%	2	25%	5	63%	7	88%
Black or African American	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
Hispanic or Latino	13	2	15%	11	85%	1	8%	0	0%	1	8%	9	69%	10	77%
White	278	94	34%	184	66%	17	6%	12	4%	32	12%	123	44%	155	56%
Multiracial	11	1	9%	10	91%	0	0%	2	18%	0	0%	8	73%	8	73%
Economically Disadvantaged	75	21	28%	54	72%	6	8%	7	9%	10	13%	31	41%	41	55%
Not Economically Disadvantaged	240	77	32%	163	68%	13	5%	7	3%	26	11%	117	49%	143	60%
Non-English Language Learner	315	98	31%	217	69%	19	6%	14	4%	36	11%	148	47%	184	58%
Not in Foster Care	315	98	31%	217	69%	19	6%	14	4%	36	11%	148	47%	184	58%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	313	97	—	216	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	315	98	31%	217	69%	19	6%	14	4%	36	11%	148	47%	184	58%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	313	98	—	215	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN ELA

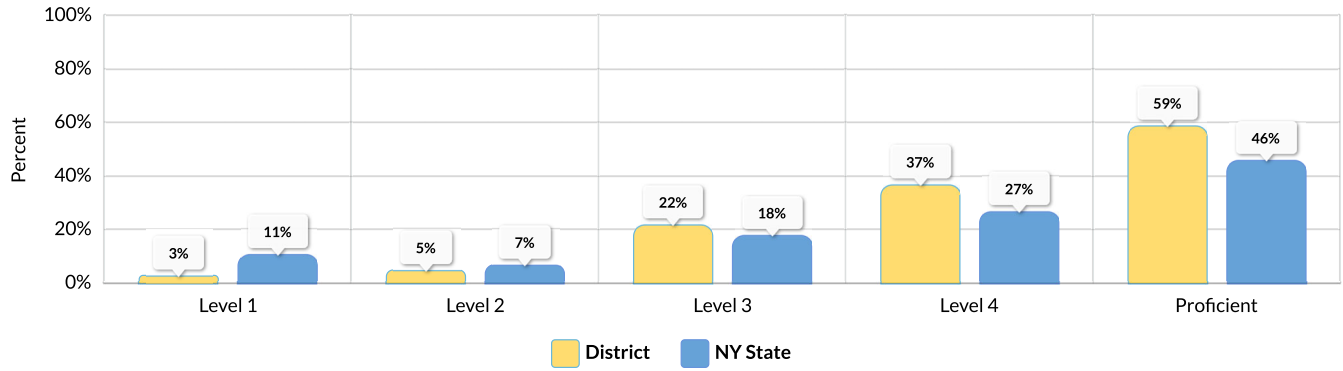
The Regents examination was not administered in August 2022 and January 2023. Students were exempt from taking those administrations of the Regents exam to fulfill graduation requirements if they passed the course leading to the exam.

Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	82	81	99	1	1
Female	34	34	100	0	0
Male	48	47	98	1	2
General Education Students	80	79	99	1	1
Students with Disabilities	2	2	100	0	0
Black or African American	1	1	100	0	0
Hispanic or Latino	2	2	100	0	0
White	78	77	99	1	1
Multiracial	1	1	100	0	0
Economically Disadvantaged	13	13	100	0	0
Not Economically Disadvantaged	69	68	99	1	1
Non-English Language Learner	82	81	99	1	1
Not in Foster Care	82	81	99	1	1
Not Homeless	82	81	99	1	1
Not Migrant	82	81	99	1	1
Parent Not in Armed Forces	82	81	99	1	1

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

2019 TOTAL COHORT REGENTS IN MATH

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	105	33%	210	67%	9	3%	16	5%	70	22%	115	37%	185	59%
Female	167	54	32%	113	68%	6	4%	10	6%	33	20%	64	38%	97	58%
Male	147	51	—	96	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	148	51	34%	97	66%	3	2%	6	4%	37	25%	51	34%	88	59%
General Education Students	282	82	29%	200	71%	4	1%	14	5%	67	24%	115	41%	182	65%
Students with Disabilities	33	23	70%	10	30%	5	15%	2	6%	3	9%	0	0%	3	9%
Asian or Native Hawaiian/Other Pacific Islander	8	1	13%	7	88%	1	13%	0	0%	2	25%	4	50%	6	75%
Black or African American	5	2	40%	3	60%	1	20%	1	20%	1	20%	0	0%	1	20%
Hispanic or Latino	13	6	46%	7	54%	0	0%	1	8%	4	31%	2	15%	6	46%
White	278	91	33%	187	67%	7	3%	14	5%	62	22%	104	37%	166	60%
Multiracial	11	5	45%	6	55%	0	0%	0	0%	1	9%	5	45%	6	55%
Economically Disadvantaged	75	38	51%	37	49%	3	4%	2	3%	14	19%	18	24%	32	43%
Not Economically Disadvantaged	240	67	28%	173	72%	6	3%	14	6%	56	23%	97	40%	153	64%
Non-English Language Learner	315	105	33%	210	67%	9	3%	16	5%	70	22%	115	37%	185	59%
Not in Foster Care	315	105	33%	210	67%	9	3%	16	5%	70	22%	115	37%	185	59%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	313	103	—	210	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	315	105	33%	210	67%	9	3%	16	5%	70	22%	115	37%	185	59%
Parent in Armed Forces	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	313	104	—	209	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN MATH

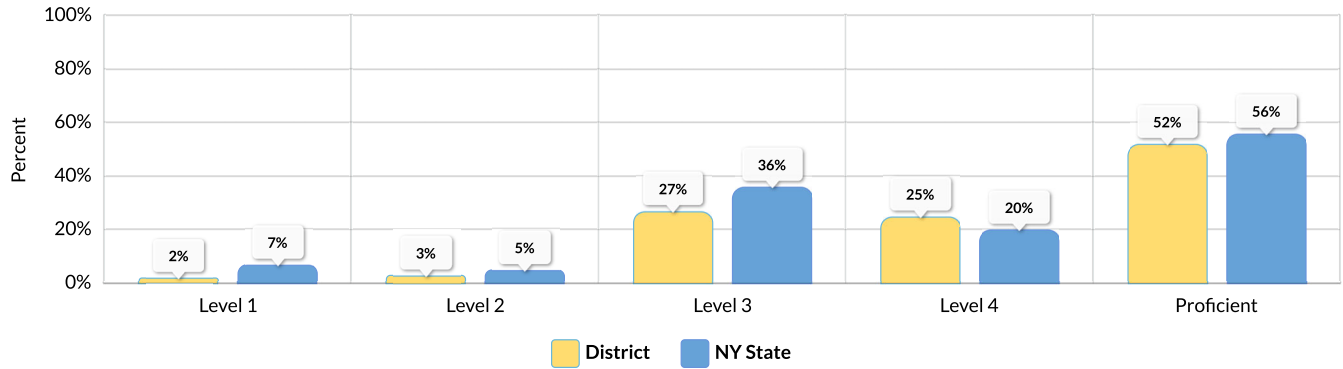
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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	288	98	34	190	66
Female	158	52	33	106	67
Male	129	46	36	83	64
Non-Binary	1	0	0	1	100
General Education Students	269	80	30	189	70
Students with Disabilities	19	18	95	1	5
Asian or Native Hawaiian/Other Pacific Islander	7	1	14	6	86
Black or African American	4	2	50	2	50
Hispanic or Latino	13	6	46	7	54
White	253	84	33	169	67
Multiracial	11	5	45	6	55
Economically Disadvantaged	66	35	53	31	47
Not Economically Disadvantaged	222	63	28	159	72
Non-English Language Learner	288	98	34	190	66
Not in Foster Care	288	98	34	190	66
Homeless	1	1	100	0	0
Not Homeless	287	97	34	190	66
Not Migrant	288	98	34	190	66
Parent in Armed Forces	2	1	50	1	50
Parent Not in Armed Forces	286	97	34	189	66

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

2019 TOTAL COHORT REGENTS IN SCIENCE

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	134	43%	181	57%	7	2%	9	3%	85	27%	80	25%	165	52%
Female	167	70	42%	97	58%	6	4%	5	3%	45	27%	41	25%	86	51%
Male	147	63	—	84	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	148	64	43%	84	57%	1	1%	4	3%	40	27%	39	26%	79	53%
General Education Students	282	107	38%	175	62%	4	1%	7	2%	84	30%	80	28%	164	58%
Students with Disabilities	33	27	82%	6	18%	3	9%	2	6%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	8	3	38%	5	63%	0	0%	0	0%	0	0%	5	63%	5	63%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	4	31%	9	69%	0	0%	0	0%	6	46%	3	23%	9	69%
White	278	117	42%	161	58%	7	3%	9	3%	78	28%	67	24%	145	52%
Multiracial	11	5	45%	6	55%	0	0%	0	0%	1	9%	5	45%	6	55%
Economically Disadvantaged	75	47	63%	28	37%	3	4%	2	3%	13	17%	10	13%	23	31%
Not Economically Disadvantaged	240	87	36%	153	64%	4	2%	7	3%	72	30%	70	29%	142	59%
Non-English Language Learner	315	134	43%	181	57%	7	2%	9	3%	85	27%	80	25%	165	52%
Not in Foster Care	315	134	43%	181	57%	7	2%	9	3%	85	27%	80	25%	165	52%
Homeless	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	313	133	—	180	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	315	134	43%	181	57%	7	2%	9	3%	85	27%	80	25%	165	52%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	313	134	—	179	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

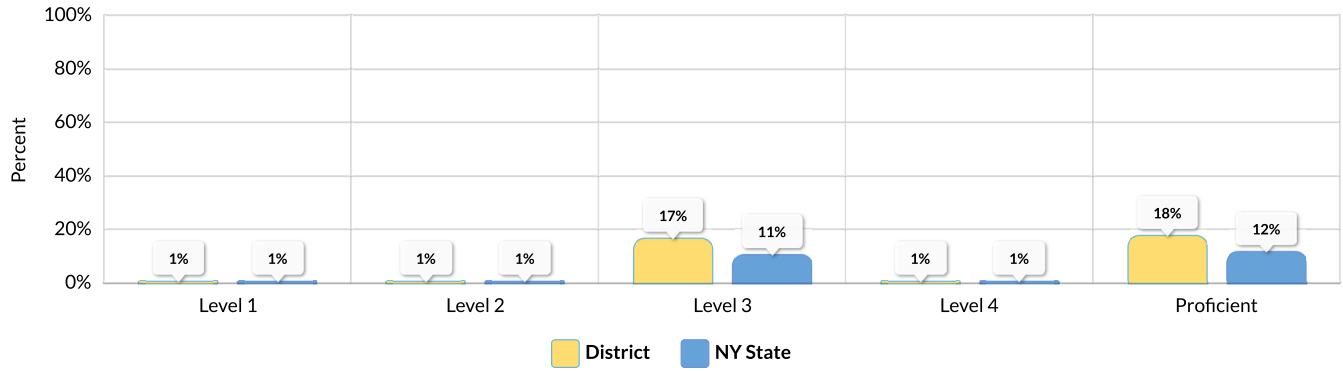
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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	286	118	41	168	59
Female	156	65	42	91	58
Male	129	52	40	77	60
Non-Binary	1	1	100	0	0
General Education Students	265	100	38	165	62
Students with Disabilities	21	18	86	3	14
Asian or Native Hawaiian/Other Pacific Islander	8	3	38	5	63
Black or African American	4	4	100	0	0
Hispanic or Latino	12	4	33	8	67
White	252	103	41	149	59
Multiracial	10	4	40	6	60
Economically Disadvantaged	60	39	65	21	35
Not Economically Disadvantaged	226	79	35	147	65
Non-English Language Learner	286	118	41	168	59
Not in Foster Care	286	118	41	168	59
Not Homeless	286	118	41	168	59
Not Migrant	286	118	41	168	59
Parent in Armed Forces	2	0	0	2	100
Parent Not in Armed Forces	284	118	42	166	58

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

2019 TOTAL COHORT REGENTS IN GLOBAL HISTORY & GEOGRAPHY

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	250	79%	65	21%	4	1%	3	1%	55	17%	3	1%	58	18%
Female	167	124	74%	43	26%	4	2%	1	1%	37	22%	1	1%	38	23%
Male	147	125	—	22	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	148	126	85%	22	15%	0	0%	2	1%	18	12%	2	1%	20	14%
General Education Students	282	220	78%	62	22%	2	1%	2	1%	55	20%	3	1%	58	21%
Students with Disabilities	33	30	91%	3	9%	2	6%	1	3%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	4	50%	4	50%	0	0%	0	0%	4	50%	0	0%	4	50%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	10	77%	3	23%	0	0%	0	0%	3	23%	0	0%	3	23%
White	278	225	81%	53	19%	4	1%	3	1%	43	15%	3	1%	46	17%
Multiracial	11	6	55%	5	45%	0	0%	0	0%	5	45%	0	0%	5	45%
Economically Disadvantaged	75	58	77%	17	23%	2	3%	2	3%	11	15%	2	3%	13	17%
Not Economically Disadvantaged	240	192	80%	48	20%	2	1%	1	0%	44	18%	1	0%	45	19%
Non-English Language Learner	315	250	79%	65	21%	4	1%	3	1%	55	17%	3	1%	58	18%
Not in Foster Care	315	250	79%	65	21%	4	1%	3	1%	55	17%	3	1%	58	18%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	313	248	—	65	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	315	250	79%	65	21%	4	1%	3	1%	55	17%	3	1%	58	18%
Parent in Armed Forces	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	313	249	—	64	—	—	—	—	—	—	—	—	—	—	—

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

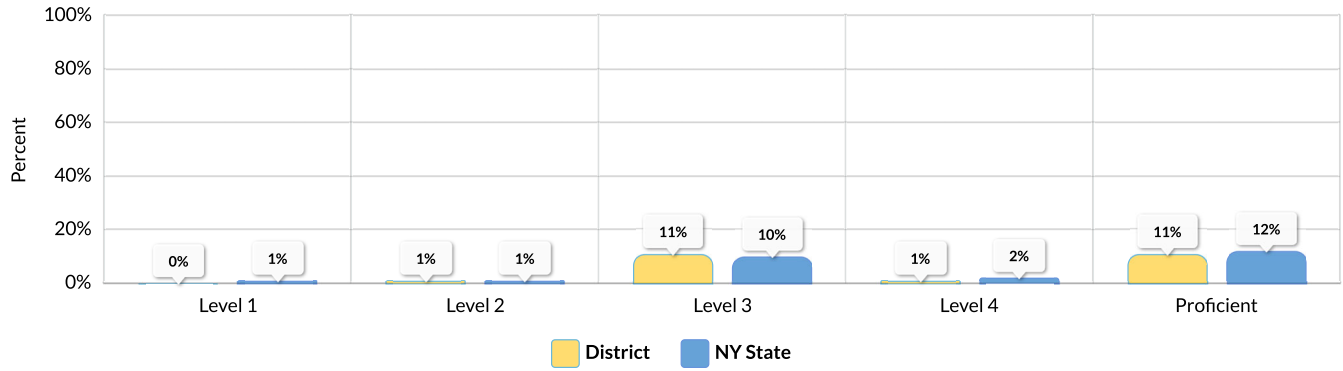
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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	286	237	83	49	17
Female	156	121	78	35	22
Male	129	115	89	14	11
Non-Binary	1	1	100	0	0
General Education Students	260	212	82	48	18
Students with Disabilities	26	25	96	1	4
Asian or Native Hawaiian/Other Pacific Islander	8	4	50	4	50
Black or African American	4	4	100	0	0
Hispanic or Latino	13	10	77	3	23
White	251	213	85	38	15
Multiracial	10	6	60	4	40
Economically Disadvantaged	61	53	87	8	13
Not Economically Disadvantaged	225	184	82	41	18
Non-English Language Learner	286	237	83	49	17
Not in Foster Care	286	237	83	49	17
Homeless	1	1	100	0	0
Not Homeless	285	236	83	49	17
Not Migrant	286	237	83	49	17
Parent in Armed Forces	2	1	50	1	50
Parent Not in Armed Forces	284	236	83	48	17

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

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

Percent Scoring at Levels for All Students



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	315	276	88%	39	12%	0	0%	3	1%	34	11%	2	1%	36	11%
Female	167	143	86%	24	14%	0	0%	2	1%	22	13%	0	0%	22	13%
Male	147	132	—	15	—	—	—	—	—	—	—	—	—	—	—
Non-Binary	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Gender	148	133	90%	15	10%	0	0%	1	1%	12	8%	2	1%	14	9%
General Education Students	282	244	87%	38	13%	0	0%	2	1%	34	12%	2	1%	36	13%
Students with Disabilities	33	32	97%	1	3%	0	0%	1	3%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	8	5	63%	3	38%	0	0%	0	0%	3	38%	0	0%	3	38%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	13	11	85%	2	15%	0	0%	0	0%	2	15%	0	0%	2	15%
White	278	246	88%	32	12%	0	0%	3	1%	27	10%	2	1%	29	10%
Multiracial	11	9	82%	2	18%	0	0%	0	0%	2	18%	0	0%	2	18%
Economically Disadvantaged	75	66	88%	9	12%	0	0%	3	4%	4	5%	2	3%	6	8%
Not Economically Disadvantaged	240	210	88%	30	13%	0	0%	0	0%	30	13%	0	0%	30	13%
Non-English Language Learner	315	276	88%	39	12%	0	0%	3	1%	34	11%	2	1%	36	11%
Not in Foster Care	315	276	88%	39	12%	0	0%	3	1%	34	11%	2	1%	36	11%
Homeless	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	313	274	—	39	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	315	276	88%	39	12%	0	0%	3	1%	34	11%	2	1%	36	11%
Parent in Armed Forces	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	313	274	—	39	—	—	—	—	—	—	—	—	—	—	—

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	283	248	88	35	12
Female	151	129	85	22	15
Male	131	118	90	13	10
Non-Binary	1	1	100	0	0
General Education Students	264	229	87	35	13
Students with Disabilities	19	19	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	7	4	57	3	43
Black or African American	5	5	100	0	0
Hispanic or Latino	12	10	83	2	17
White	250	222	89	28	11
Multiracial	9	7	78	2	22
Economically Disadvantaged	63	58	92	5	8
Not Economically Disadvantaged	220	190	86	30	14
Non-English Language Learner	283	248	88	35	12
Not in Foster Care	283	248	88	35	12
Homeless	1	1	100	0	0
Not Homeless	282	247	88	35	12
Not Migrant	283	248	88	35	12
Parent in Armed Forces	2	2	100	0	0
Parent Not in Armed Forces	281	246	88	35	12

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

HORSEHEADS 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.

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

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

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

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

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NEW YORK STATE ALTERNATE ASSESSMENT (2022-23)

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

Grade/Subject	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3 ELA	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	1	50%	1	50%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 8 Science	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Secondary-Level ELA	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Math	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—
Secondary-Level Science	7	6	86%	1	14%	—	—	—	—	—	—	—	—	—	—

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

HORSEHEADS CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2023

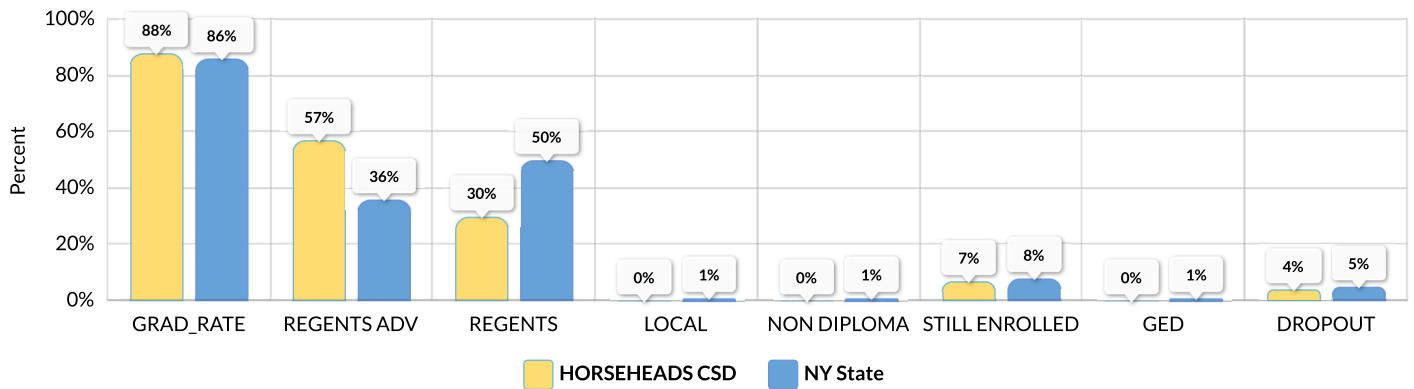
Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The “Filter this data” function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August.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

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

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



Outcomes for All Students



GRADUATION RATE

[illegible]

Subgroup Total Enrolled		GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	315	278	88%	181	57%	96	30%	1	0%	1	0%	22	7%	0	0%	14	4%
Parent in Armed Forces	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	313	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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	254,186	71,593	41,439
Please list the district or districts with which you will be sharing a superintendent (if applicable):			
Associate, Assistant and Deputy Superintendents (Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)			
2. ASSISTANT SUPERINTENDENT FOR INSTRUCTION	155,562	59,407	12,703
3. ASSISTANT SUPERINTENDENT FOR BUSINESS	143,205	57,268	10,976
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Equalized Total Assessed Value 3,002,659,859

School District - 073401 Horseheads

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	29	8,980,828	0.30
13100	CO - GENERALLY	RPTL 406(1)	76	35,765,718	1.19
13500	TOWN - GENERALLY	RPTL 406(1)	74	21,083,410	0.70
13510	TOWN - CEMETERY LAND	RPTL 446	17	358,224	0.01
13650	VG - GENERALLY	RPTL 406(1)	42	9,544,078	0.32
13660	VG - CEMETERY LAND	RPTL 446	2	422,203	0.01
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	4	1,225,757	0.04
13800	SCHOOL DISTRICT	RPTL 408	9	34,371,181	1.14
13850	BOCES	RPTL 408	2	14,186,869	0.47
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	16,767	0.00
14100	USA - GENERALLY	RPTL 400(1)	7	1,951,944	0.07
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	26	98,993,572	3.30
18600	USA-PROP UNDER PURCHASE CONTF	RPTL 400(2)	1	54,681	0.00
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	12	2,126,065	0.07
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	49	39,580,711	1.32
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	6	14,765,033	0.49
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	12	2,123,319	0.07
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	15	7,773,619	0.26
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	1,332,671	0.04
25400	FRATERNAL ORGANIZATION	RPTL 428	4	2,328,631	0.08
26100	VETERANS ORGANIZATION	RPTL 452	1	1,198,191	0.04
26250	HISTORICAL SOCIETY	RPTL 444	5	804,162	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	2,451,621	0.08
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	12	432,210	0.01
28520	NOT-FOR-PROFIT NURSING HOME CO	RPTL 422	1	5,180,303	0.17
28550	NOT-FOR-PROFIT HOUS CO-SR CITS	RPTL 422	8	10,754,444	0.36
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	2	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41300	PARAPLEGIC VETS	RPTL 458(3)	2	501,250	0.02
41400	CLERGY	RPTL 460	10	15,297	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	1	16,000	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	129	5,249,517	0.17
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	31	1,198,952	0.04

Equalized Total Assessed Value 3,002,659,859

School District - 073401 Horseheads

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41800	PERSONS AGE 65 OR OVER	RPTL 467	16	688,652	0.02
41804	PERSONS AGE 65 OR OVER	RPTL 467	76	2,611,580	0.09
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	63,360	0.00
41834	ENHANCED STAR	RPTL 425	1,810	148,607,182	4.95
41854	BASIC STAR 1999-2000	RPTL 425	2,973	92,488,427	3.08
41864	Basic STAR (land belongs to ot	RPTL 425	1	14,976	0.00
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	11	544,643	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	16,363	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	2,836,410	0.09
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	6	370,152	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	10	7,447,552	0.25
47615	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	14,043	0.00
49504	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	13	332,011	0.01
Total Exemptions Exclusive of System Exemptions:			5,531	580,822,579	19.34
Total System Exemptions:			0	0	0.00
Totals:			5,531	580,822,579	19.34

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

Amount, if any, attributable to payments in lieu of taxes: \$566,173

Equalized Total Assessed Value 7,283,795

School District - 073401 Horseheads

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	9	278,530	3.82
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	65,731	0.90
41834	ENHANCED STAR	RPTL 425	3	212,987	2.92
41854	BASIC STAR 1999-2000	RPTL 425	20	670,120	9.20
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	0	0.00
Total Exemptions Exclusive of System Exemptions:			35	1,227,368	16.85
Total System Exemptions:			0	0	0.00
Totals:			35	1,227,368	16.85

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

Amount, if any, attributable to payments in lieu of taxes: 0

HORSEHEADS 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



3,736

NEEDS RESOURCE CATEGORY



Average Need

DISTRICT ABILITY TO RAISE LOCAL FUNDS IS



moderately more than the
average district in the
state

DISTRICT STUDENT NEEDS ARE



significantly less than the
state average

Student Demographics

Enrollment	HORSEHEADS CSD
All Students	3,574
Economically Disadvantaged	35%
Students with Disabilities	13%
English Language Learners	1%
» Race/Ethnicity	

Staffing Profile	HORSEHEADS CSD
Student-to-Teacher Ratio	13
Teachers with Fewer than 4 years of Experience %	8%
Teachers with 4-20 Years of Experience %	47%
Teachers with 21+ Years of Experience %	45%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL



N/A

DISTRICT OR DISTRICT OF LOCATION



\$18,579.00

COUNTY AVERAGE



\$19,410.30

STATEWIDE AVERAGE



\$25,870.33

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

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

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

School Cost(A-D)	Central Cost(E-H)	Combined Cost(I)
Report View One Per Pupil Expenditure Categories		HORSEHEADS CSD
» A. Instruction (A1 + A2 + A3 + A4)		\$9,933.43
» B. Administration (B1 + B2 + B3)		\$977.24
» C. All Other Spending (C1 + C2 + C3)		\$2,139.38
D. Total School Level (A + B + C)		\$13,050.04
» E. Central Instruction (E1 + E2 + E3 + E4)		\$287.94
» F. Central Administration (F1 + F2 + F3)		\$1,592.44
» G. All Other Central Spending (G1 + G2 + G3)		\$3,648.22
H. Total Central Costs		\$5,528.60
I. Total Spending (D + H)		\$18,578.64

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		HORSEHEADS CSD
J. Total School Level Local/State Spending		\$12,199.65
» K. Total School Level Federal Spending		\$850.40
L. Total Central Level Local/State Spending		\$5,501.22
M. Total Central Level Federal Spending		\$27.38
N. Total Spending (J + K + L + M)		\$18,578.64

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	HORSEHEADS CSD
1. Transportation	\$5,407,337.27
2. Charter School Tuition	\$178,909.49
3. Other Tuition	\$94,885.49
4. Debt Service	\$5,965,498.50
5. Other	\$24,834,151.81
Percent Excluded from Total	34%
Total Expenditures	\$105,890,583.00