

Cheektowaga Central School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2023-24 School Year	Budget Proposed for the 2024-25 School Year	Contingency Budget for the 2024-25 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$58,799,819	\$62,410,376	\$61,860,597
Increase/Decrease for the 2024-25 School Year		\$3,610,557	\$3,060,778
Percentage Increase/Decrease in Proposed Budget		6.14%	5.21%
Change in the Consumer Price Index		4.12%	
A. Proposed Levy to Support the Total Budgeted Amount	\$27,186,597	\$27,736,376	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$27,186,597	\$27,736,376	\$27,186,597
F. Total Permissible Exclusions	\$330,708	\$335,895	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$26,855,889	\$27,400,481	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$26,855,889	\$27,400,481	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$0	\$0	
Administrative Component	\$5,850,836	\$5,313,026	\$5,268,708
Program Component	\$44,719,418	\$49,401,002	\$48,895,541
Capital Component	\$8,229,565	\$7,696,348	\$7,696,348

The 2024/2025 budget includes a \$100,000 - \$250,000 Capital Outlay project (depending on NYS Budget Approval) to replace the outdoor marquee, variable speed drives for energy efficiency, fire suppression systems in server rooms, and door security systems.

* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

If the proposed budget is defeated, pursuant to Section 2023 of the Education Law, the tax levy for 2024/2025 would remain at the 2023/2024 level. First to be removed are non-contingent expenses. This includes most equipment, certain student supplies, new and multi-year contractual arrangements. After non-contingent expenses are removed ordinary contingent expenses are removed. This includes reduction in non-mandated programming, interscholastic athletics, extracurricular activities, summer school programs, field trips, non - mandated transportation, additional materials and supplies, and professional development. Exempt items include Debt Service, Charter School payments, Tax Certiorari proceedings and expenses related to increased enrollment.

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

N/A

NOTE: Please submit an electronic version (Word or PDF) of this completed form to:
emscmgts@nysed.gov

**Under the Budget Proposed for the 2024-
25 School Year**

Estimated Basic STAR Exemption Savings¹

\$420

The annual budget vote for the fiscal year 2024-25 by the qualified voters of the Cheektowaga Central School District, Erie County, New York, will be held in said district on Tuesday, May 21, 2024 between the hours of 12:00 pm and 9:00 pm, prevailing time, in the Cheektowaga High School, at which time the polls will be opened to vote by voting ballot or machine.

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

****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:
Preparer's Telephone Number:

LAURIE WIDMAN
716-686-3611

Shaded Fields Will Calculate	Budgeted 2023-24 (A)	Proposed Budget 2024-25 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	58,799,819	62,410,376	6.14 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	27,186,597	27,736,376	
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)	27,186,597	27,736,376	2.02 %
F. Permissible Exclusions to the School Tax Levy Limit	330,708	335,895	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	26,855,889	27,400,481	
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)	26,855,889	27,400,481	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	2,416	2,424	0.33 %
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	13,418,416	16,000,000
Assigned Appropriated Fund Balance	151,202	175,000
Adjusted Unrestricted Fund Balance	6,349,318	4,500,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	10.80 %	7.21 %

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)**
Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	8,156,561	11,000,000	none
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	635,855	650,000	none
Workers Compensation	N/A	For self-insured Workers Compensation and benefits.	0	0	n/a
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	115,726	116,000	to pay for unemployment claims as needed
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.	0	0	n/a
Mandatory Reserve for Debt Service	RESERVE FOR DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	408,430	409,000	none
Insurance	N/A	For liability, casualty, and other types of uninsured losses.	0	0	n/a
Property Loss	N/A	To cover property loss.	0	0	n/a

Liability + (add)	N/A	To cover incurred liability claims.	<input type="text" value="0"/>	<input type="text" value="0"/>	n/a
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	<input type="text" value="795,341"/>	<input type="text" value="796,000"/>	to pay for tax challenges as needed
Reserve for Insurance Recoveries	RESERVE FOR INSURANCE RECOVERIES	For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text" value="43,883"/>	<input type="text" value="43,883"/>	none
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	<input type="text" value="945,307"/>	<input type="text" value="947,000"/>	pay for retiree benefits
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	<input type="text" value="1,780,936"/>	<input type="text" value="1,781,000"/>	to pay for ERS as needed
Reserve for Uncollected Taxes	N/A	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text" value="0"/>	<input type="text" value="0"/>	n/a
Single Other Reserve	N/A		<input type="text" value="0"/>	<input type="text" value="0"/>	n/a
Single Other Reserve	TRS RESERVE		<input type="text" value="886,923"/>	<input type="text" value="889,000"/>	to pay for TRS as needed

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

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

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

Save	Reset	Save & Ready
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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	186,300	66,249	
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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ESSA Financial Transparency Report - District Level Actual Expenditures 2022-2023

for CHEEKTOWAGA CSD

(Bedscodes: 140701060000)

ESSA Financial Transparency Report - District Level Actual Expenditures 2022/2023

This form has been successfully submitted.

School-Level Spending

Completion of each school-level form and one district-level form will satisfy the Federal Every Student Succeeds Act Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website:

<http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

School form data will be automatically aggregated to this district-level form within a few minutes once **all** school-level forms are completed, saved, **and** submitted. To make changes to entries A-D, J-K, or O-T, please return to the school forms, edit, save, **and** submit.

	Amount Spent
Instruction	
A1. Classroom Salaries	15,989,874.24
A2. Other Instructional Salaries	1,021,359.19
A3. Instructional Benefits	7,351,152.38
A4. Professional Development	129,713.47
A. Instruction Total	24,492,099.28
Administration	
B1. School Administrative Salaries	1,419,485.97
B2. School Administrative Benefits	613,409.82
B3. Other School Administrative Expenditures	5,219.09
B. Administration Total	2,038,114.88
All Other Spending	
C1. All Other Salaries	1,705,515.18
C2. All Other Benefits	737,013.11
C3. All Other Non-Personnel Expenditures	4,231,584.01
C. Total of All Other Spending	6,674,112.30
Total	

	Amount Spent
D. Total School Level	33,204,326.46

District Level Spending

	* Amount Spent
Instruction	
E1. Classroom Salaries	0
E2. Other Instructional Salaries	532,885.76
E3. Instructional Benefits	230,278.68
E4. Professional Development	18,945.25
E. Instruction Total	782,109.69
Administration	
F1. Central Administrative Salaries	2,237,327.31
F2. Central Administrative Benefits	966,827.84
F3. Other Central Administrative Expenditures	12,010.69
F. Administration Total	3,216,165.84
All Other Spending	
G1. All Other Salaries	0
G2. All Other Benefits	30,125.18
G3. All Other Non-Personnel Expenditures	4,532,451.45
G. Total of All Other Spending	4,562,576.63
Total	
H. Total District Level	8,560,852.16

Total District and School Spending

	Amount Spent
I. Total District and School Level Spending	<i>41,765,178.62</i>

School Level Local/State Spending

	Amount Spent
Local/State Spending	
J. Total Local/State	<i>25,713,713.65</i>
Federal Spending	
K1. Federal Title I Part A	<i>842,359.34</i>
K2. Federal Title II Part A	<i>119,325.01</i>
K3. Federal Title III Part A	<i>27,789.00</i>
K4. Federal Title IV Part A	<i>61,439.00</i>
K5. IDEA	<i>585,394.00</i>
K6. All Other Federal	<i>2,505,930.61</i>
K7. Federal CARES/CRRSA/ARP	<i>3,348,375.85</i>
K. Total Federal Spending	<i>7,490,612.81</i>
Total	
Total School Level	<i>33,204,326.46</i>

District Level Local/State Spending

	Amount Spent
L. Total Local/State	8,560,852.16
M. Total Federal Spending	0
Total	
Total District Level	8,560,852.16

Total District and School Local/State Spending

	Amount Spent
N. Total District and School Level Spending	41,765,178.62

School-Level Program Detail Areas

School-Level Costs

	Amount Spent
O. Special Education	4,402,951.05
P. ELL/MLL Services	329,998.27
Q. Pupil Services	1,752,225.20
R. Community Schools Programs	0.00
S. BOCES Services	1,123,643.97
T. Prekindergarten	1,254,390.00

District-Level Program Detail Areas

Central District Costs

	* Amount Spent
U. Special Education	0
V. ELL/MLL Services	0
W. Pupil Services	669,540.65
X. Community Schools Programs	0
Y. BOCES Services	2,623,349.23
Z. Prekindergarten	0

Total District Expenditures and Exclusions

	* Amount Spent
Exclusions	
1. Transportation	8,565,554.49
2. Charter School Tuition	1,850,653.02
3. Other Tuition	1,761,739.60
4. Debt Service	3,888,682.29
5. Other	4,375,992.93
Total Exclusions	20,442,622.33
Expenditures	
Total Expenditures ?	62,207,800.95

Reported ST-3 Value

The ST-3 value is updated from SAMS on the first weekday after the 1st and 15th of each month until November 15. From December through the close of the form, the ST-3 value is only updated on the first weekday after the 1st of the month.

Most recent ST-3

62207801

If total expenditures does not closely align to the ST-3 value, please provide a brief explanation here. For details on the account codes included in the ST-3, please see the guidance for this year.

No response provided.

ESSA Financial Transparency Report - School Level Actual Expenditures 2022-2023

for CHEEKTOWAGA HIGH SCHOOL

(Bedscore: 140701060006)

ESSA Financial Transparency Report - School Level Actual Expenditures 2022/2023

This form has been successfully submitted.

School-Level Spending

Completion of each school-level form and one district form will satisfy the Federal Every Student Succeeds Act (ESSA) Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website: <http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

School form data will be automatically aggregated to the district-level form within a few minutes once **all** school-level forms are completed, saved, and submitted.

	* Amount Spent
Instruction	
A1. Classroom Salaries	5,483,054.35
A2. Other Instructional Salaries	600,619.90
A3. Instructional Benefits	2,628,969.65
A4. Professional Development	42,822.08
A. Instruction Total	8,755,465.98
Administration	
B1. School Administrative Salaries	665,759.78
B2. School Administrative Benefits	287,698.22
B3. Other School Administrative Expenditures	2,754.02
B. Administration Total	956,212.02
All Other Spending	
C1. All Other Salaries	490,910.52
C2. All Other Benefits	212,139.71
C3. All Other Non-Personnel Expenditures	2,151,675.07
C. Total of All Other Spending	2,854,725.30
Total	
D. Total School Level	12,566,403.30

Local/State Spending - Report View Two

	* Amount Spent
Local/State Spending	
J. Total Local/State	<i>10,309,217.53</i>
Federal Spending	
K1. Federal Title I Part A	<i>277,978.58</i>
K2. Federal Title II Part A	<i>39,377.25</i>
K3. Federal Title III Part A	<i>9,170.37</i>
K4. Federal Title IV Part A	<i>20,274.87</i>
K5. IDEA	<i>193,180.02</i>
K6. All Other Federal	<i>612,240.65</i>
K7. Federal CARES/CRRSA/ARP	<i>1,104,964.03</i>
K. Total Federal Spending	<i>2,257,185.77</i>
Total	
Total School Level	<i>12,566,403.30</i>

School-Level Program Detail Areas

	* Amount Spent
O. Special Education	<i>1,167,721.80</i>
P. ELL/MLL Services	<i>76,583</i>
Q. Pupil Services	<i>1,115,213.05</i>
R. Community Schools Programs	<i>0</i>
S. BOCES Services	<i>999,132.97</i>
T. Prekindergarten	<i>0</i>

Webpage

You may provide a link to a webpage on your school or district website that provides additional contextual information for this school. Please see the Guidance for a sample contextual page. No need to submit general links to a school or district webpage.

Webpage Link:

No response provided.

ESSA Financial Transparency Report - School Level Actual Expenditures 2022-2023

for CHEEKTOWAGA MIDDLE SCHOOL

(Bedscore: 140701060007)

ESSA Financial Transparency Report - School Level Actual Expenditures 2022/2023

This form has been successfully submitted.

School-Level Spending

Completion of each school-level form and one district form will satisfy the Federal Every Student Succeeds Act (ESSA) Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website: <http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

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	* Amount Spent
Instruction	
A1. Classroom Salaries	4,552,974.87
A2. Other Instructional Salaries	206,209
A3. Instructional Benefits	2,056,610.77
A4. Professional Development	37,773.70
A. Instruction Total	6,853,568.34
Administration	
B1. School Administrative Salaries	402,204.59
B2. School Administrative Benefits	173,806.75
B3. Other School Administrative Expenditures	1,234.76
B. Administration Total	577,246.10
All Other Spending	
C1. All Other Salaries	421,478.79
C2. All Other Benefits	182,135.81
C3. All Other Non-Personnel Expenditures	903,255.68
C. Total of All Other Spending	1,506,870.28
Total	
D. Total School Level	8,937,684.72

Local/State Spending - Report View Two

	* Amount Spent
Local/State Spending	
J. Total Local/State	<i>7,200,453.99</i>
Federal Spending	
K1. Federal Title I Part A	<i>245,126.56</i>
K2. Federal Title II Part A	<i>34,723.58</i>
K3. Federal Title III Part A	<i>8,086.60</i>
K4. Federal Title IV Part A	<i>17,878.75</i>
K5. IDEA	<i>170,349.65</i>
K6. All Other Federal	<i>286,688.21</i>
K7. Federal CARES/CRRSA/ARP	<i>974,377.38</i>
K. Total Federal Spending	<i>1,737,230.73</i>
Total	
Total School Level	<i>8,937,684.72</i>

School-Level Program Detail Areas

	* Amount Spent
O. Special Education	<i>1,330,750.32</i>
P. ELL/MLL Services	<i>98,774.93</i>
Q. Pupil Services	<i>305,939.70</i>
R. Community Schools Programs	<i>0</i>
S. BOCES Services	<i>59,256.77</i>
T. Prekindergarten	<i>0</i>

Webpage

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Webpage Link:

No response provided.

ESSA Financial Transparency Report - School Level Actual Expenditures 2022-2023

for UNION EAST ELEMENTARY SCHOOL

(Bedscore: 140701060004)

ESSA Financial Transparency Report - School Level Actual Expenditures 2022/2023

This form has been successfully submitted.

School-Level Spending

Completion of each school-level form and one district form will satisfy the Federal Every Student Succeeds Act (ESSA) Financial Transparency reporting requirement. Complete guidance on these requirements, including a crosswalk from ST-3 codes to items on this report, is available at this website: <http://www.nysed.gov/essa/financial-transparency> (<http://www.nysed.gov/essa/financial-transparency>)

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	* Amount Spent
Instruction	
A1. Classroom Salaries	5,953,845.02
A2. Other Instructional Salaries	214,530.29
A3. Instructional Benefits	2,665,571.96
A4. Professional Development	49,117.69
A. Instruction Total	8,883,064.96
Administration	
B1. School Administrative Salaries	351,521.60
B2. School Administrative Benefits	151,904.85
B3. Other School Administrative Expenditures	1,230.31
B. Administration Total	504,656.76
All Other Spending	
C1. All Other Salaries	793,125.87
C2. All Other Benefits	342,737.59
C3. All Other Non-Personnel Expenditures	1,176,653.26
C. Total of All Other Spending	2,312,516.72
Total	
D. Total School Level	11,700,238.44

Local/State Spending - Report View Two

	* Amount Spent
Local/State Spending	
J. Total Local/State	<i>8,204,042.13</i>
Federal Spending	
K1. Federal Title I Part A	<i>319,254.20</i>
K2. Federal Title II Part A	<i>45,224.18</i>
K3. Federal Title III Part A	<i>10,532.03</i>
K4. Federal Title IV Part A	<i>23,285.38</i>
K5. IDEA	<i>221,864.33</i>
K6. All Other Federal	<i>1,607,001.75</i>
K7. Federal CARES/CRRSA/ARP	<i>1,269,034.44</i>
K. Total Federal Spending	<i>3,496,196.31</i>
Total	
Total School Level	<i>11,700,238.44</i>

School-Level Program Detail Areas

	* Amount Spent
O. Special Education	<i>1,904,478.93</i>
P. ELL/MLL Services	<i>154,640.34</i>
Q. Pupil Services	<i>331,072.45</i>
R. Community Schools Programs	<i>0</i>
S. BOCES Services	<i>65,254.23</i>
T. Prekindergarten	<i>1,254,390.00</i>

Webpage

You may provide a link to a webpage on your school or district website that provides additional contextual information for this school. Please see the Guidance for a sample contextual page. No need to submit general links to a school or district webpage.

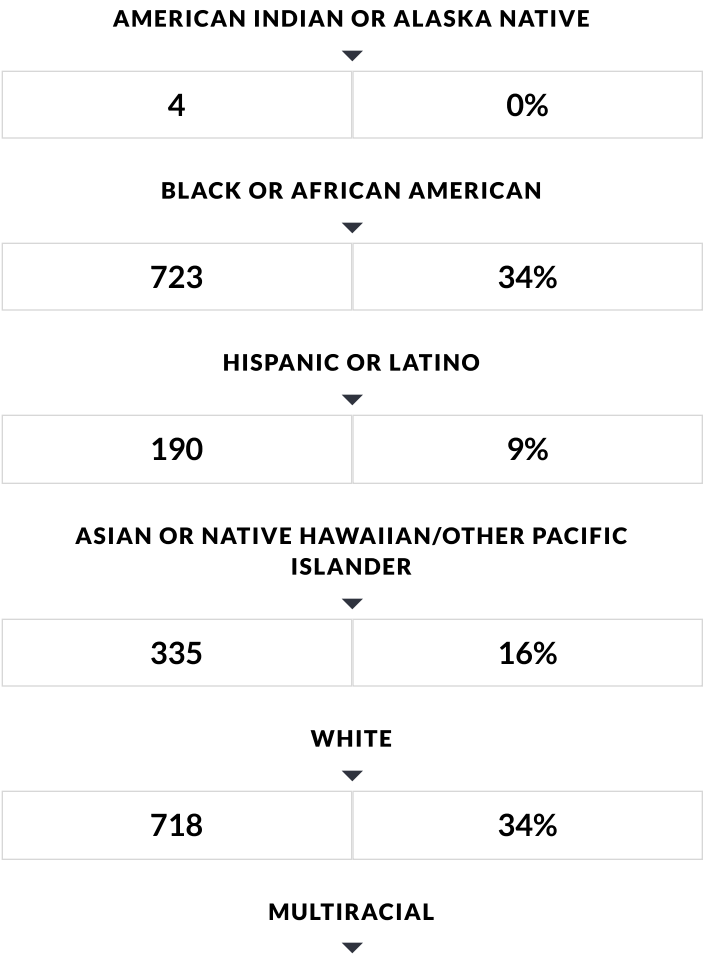
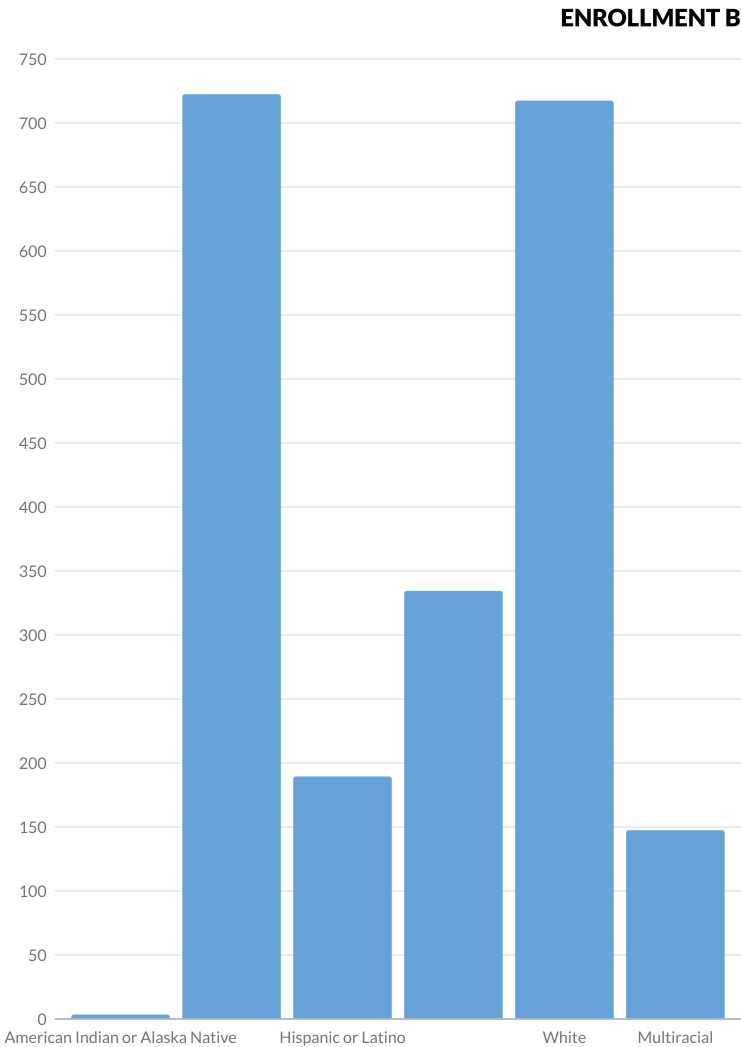
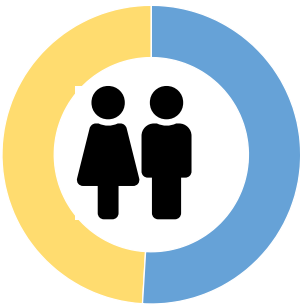
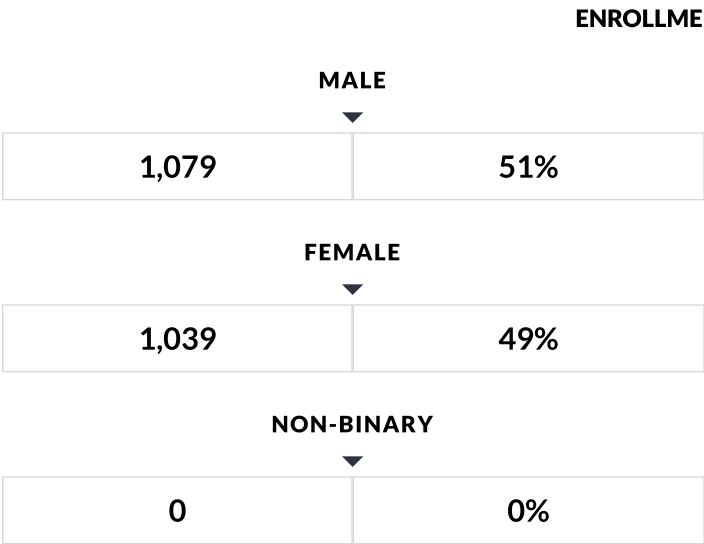
Webpage Link:

No response provided.

This report provides enrollment counts for schools and districts by various demographic groups for the 2022 - 23 school year. These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

CHEEKTOWAGA CSD ENROLLMENT (2022 - 23)

K-12 Enrollment: 2,118



148	7%
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OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

211	10%
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STUDENTS WITH DISABILITIES

341	16%
-----	-----

ECONOMICALLY DISADVANTAGED

1,534	72%
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MIGRANT

—	—
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HOMELESS

32	2%
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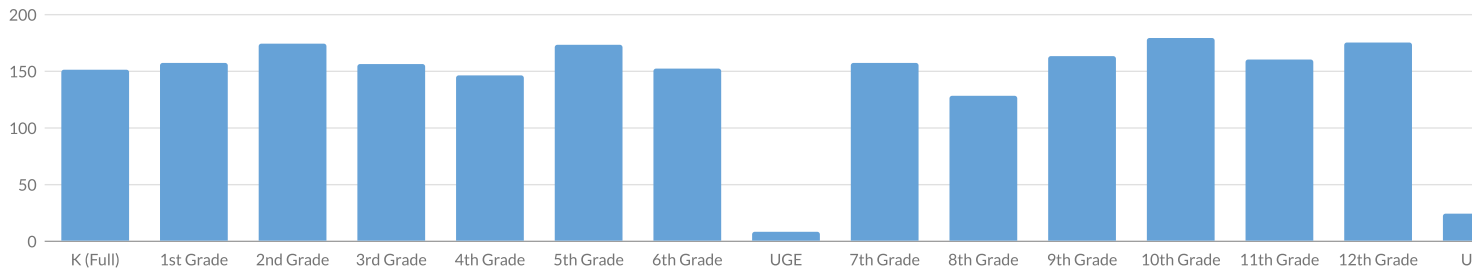
FOSTER CARE

7	0%
---	----

PARENT IN ARMED FORCES

—	—
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ENROLLMENT BY GRADE



K (FULL DAY)

152	7%
-----	----

1ST GRADE

158	7%
-----	----

2ND GRADE

175	8%
-----	----

3RD GRADE

157	7%
-----	----

4TH GRADE

147	7%
-----	----

5TH GRADE

174	8%
-----	----

6TH GRADE

153	7%
-----	----

UNGRADED ELEMENTA...

9	0%
---	----

7TH GRADE

158	7%
-----	----

8TH GRADE

129	6%
-----	----

9TH GRADE

164	7%
-----	----

10TH GRADE

180	8%
-----	----

11TH GRADE

161	7%
-----	----

12TH GRADE

176	8%
-----	----

UNGRADED SECONDA...

25	1%
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CHEEKTOWAGA 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.

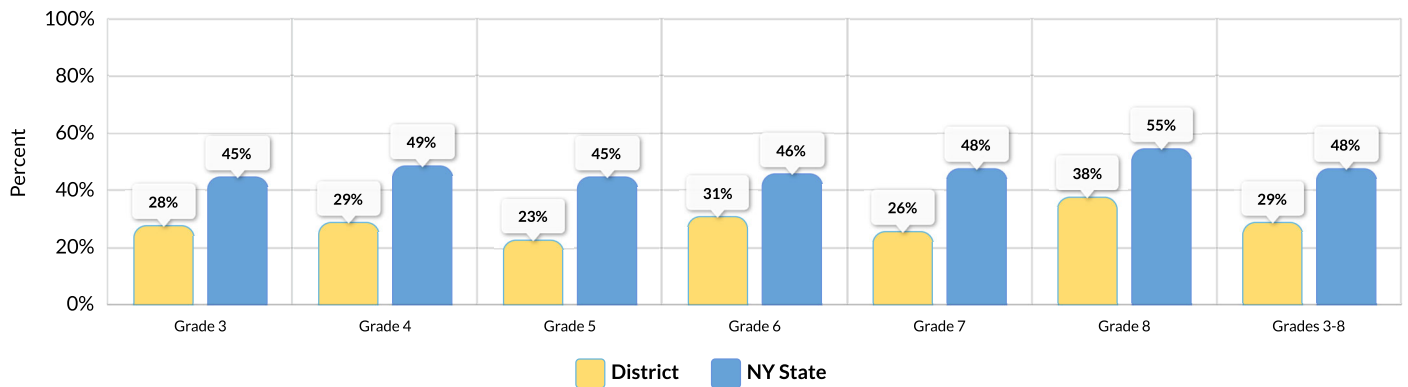
GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2022-23)

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



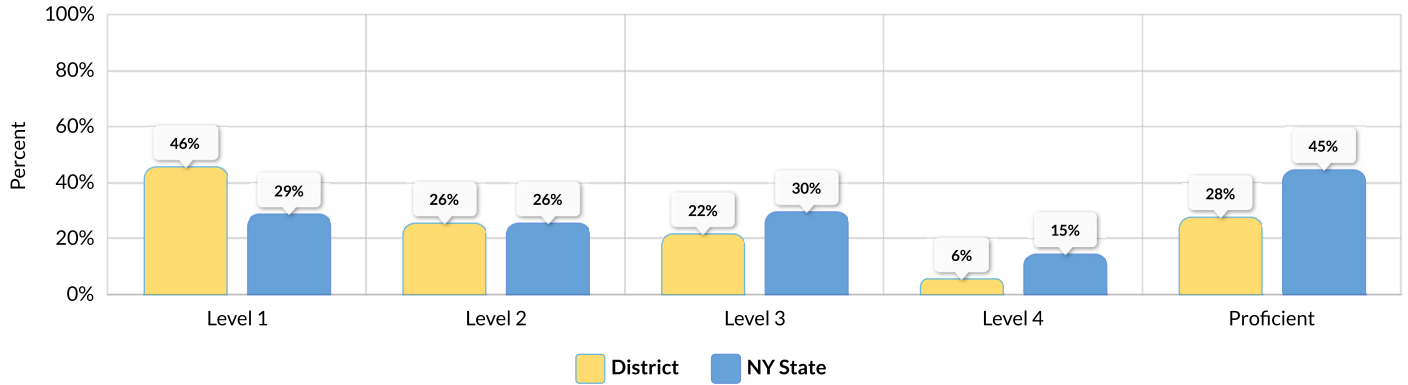
Grade	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade 3	166	6	4%	160	96%	74	46%	41	26%	35	22%	10	6%	45	28%
Grade 4	161	6	4%	155	96%	55	35%	55	35%	32	21%	13	8%	45	29%
Grade 5	187	10	5%	177	95%	72	41%	64	36%	35	20%	6	3%	41	23%
Grade 6	166	11	7%	155	93%	61	39%	46	30%	32	21%	16	10%	48	31%
Grade 7	172	13	8%	159	92%	69	43%	49	31%	33	21%	8	5%	41	26%
Grade 8	141	13	9%	128	91%	35	27%	45	35%	34	27%	14	11%	48	38%
Grades 3-8	993	59	6%	934	94%	366	39%	300	32%	201	22%	67	7%	268	29%

GRADE 3 ELA RESULTS

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



Percent Scoring at Levels for All Students



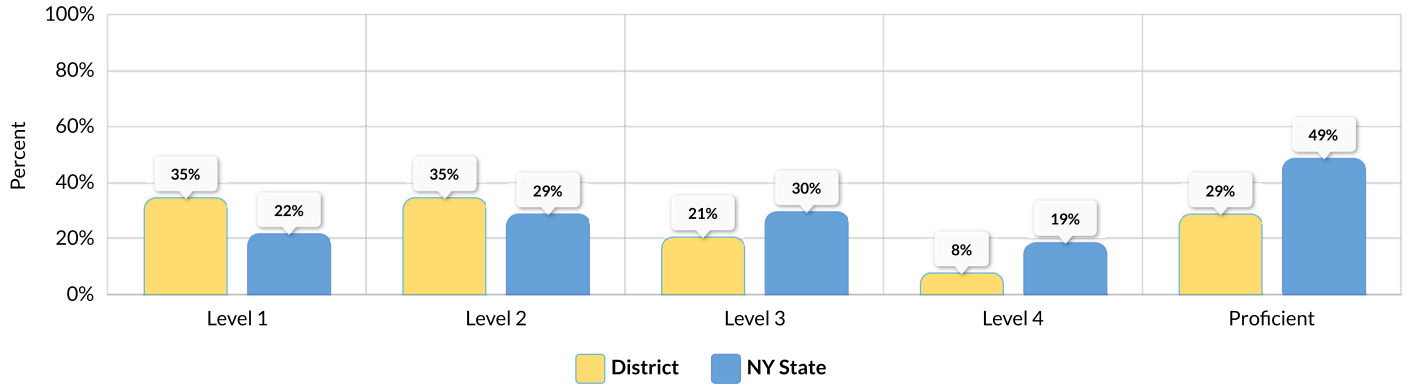
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	166	6	4%	160	96%	74	46%	41	26%	35	22%	10	6%	45	28%
Female	86	5	6%	81	94%	31	38%	18	22%	26	32%	6	7%	32	40%
Male	80	1	1%	79	99%	43	54%	23	29%	9	11%	4	5%	13	16%
General Education Students	139	2	1%	137	99%	55	40%	37	27%	35	26%	10	7%	45	33%
Students with Disabilities	27	4	15%	23	85%	19	83%	4	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	26	1	4%	25	96%	10	40%	6	24%	7	28%	2	8%	9	36%
Black or African American	50	1	2%	49	98%	28	57%	9	18%	9	18%	3	6%	12	24%
Hispanic or Latino	18	0	0%	18	100%	8	44%	6	33%	2	11%	2	11%	4	22%
White	60	4	7%	56	93%	24	43%	15	27%	15	27%	2	4%	17	30%
Multiracial	12	0	0%	12	100%	4	33%	5	42%	2	17%	1	8%	3	25%
Economically Disadvantaged	127	4	3%	123	97%	64	52%	34	28%	21	17%	4	3%	25	20%
Not Economically Disadvantaged	39	2	5%	37	95%	10	27%	7	19%	14	38%	6	16%	20	54%
English Language Learner	22	2	9%	20	91%	11	55%	6	30%	2	10%	1	5%	3	15%
Non-English Language Learner	144	4	3%	140	97%	63	45%	35	25%	33	24%	9	6%	42	30%
Not in Foster Care	166	6	4%	160	96%	74	46%	41	26%	35	22%	10	6%	45	28%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	163	6	4%	157	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	166	6	4%	160	96%	74	46%	41	26%	35	22%	10	6%	45	28%
Parent Not in Armed Forces	166	6	4%	160	96%	74	46%	41	26%	35	22%	10	6%	45	28%

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



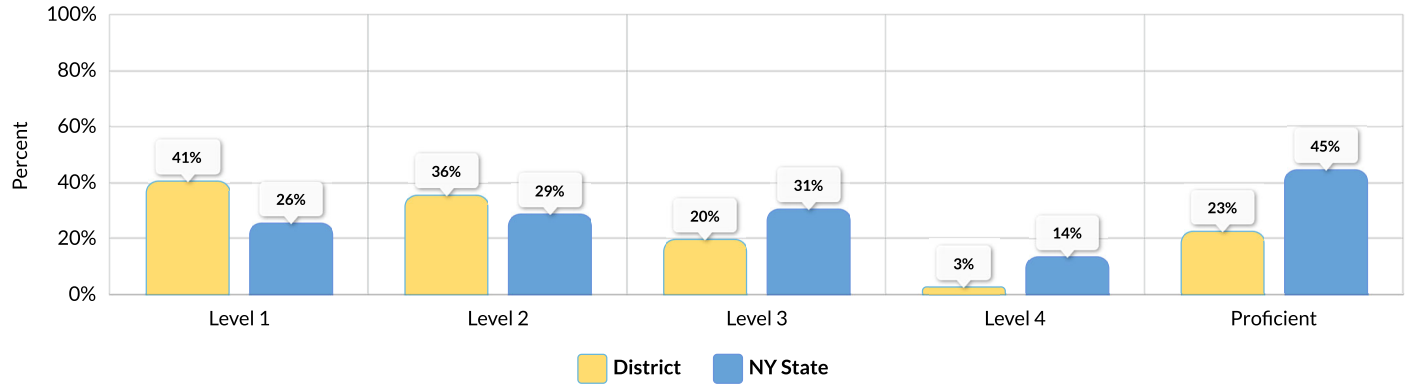
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	6	4%	155	96%	55	35%	55	35%	32	21%	13	8%	45	29%
Female	79	2	3%	77	97%	25	32%	27	35%	17	22%	8	10%	25	32%
Male	82	4	5%	78	95%	30	38%	28	36%	15	19%	5	6%	20	26%
General Education Students	132	2	2%	130	98%	40	31%	46	35%	31	24%	13	10%	44	34%
Students with Disabilities	29	4	14%	25	86%	15	60%	9	36%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	7	27%	13	50%	3	12%	3	12%	6	23%
Black or African American	50	2	4%	48	96%	28	58%	13	27%	6	13%	1	2%	7	15%
Hispanic or Latino	9	0	0%	9	100%	3	33%	3	33%	2	22%	1	11%	3	33%
White	63	4	6%	59	94%	15	25%	20	34%	17	29%	7	12%	24	41%
Multiracial	13	0	0%	13	100%	2	15%	6	46%	4	31%	1	8%	5	38%
Economically Disadvantaged	119	3	3%	116	97%	49	42%	44	38%	18	16%	5	4%	23	20%
Not Economically Disadvantaged	42	3	7%	39	93%	6	15%	11	28%	14	36%	8	21%	22	56%
English Language Learner	23	1	4%	22	96%	15	68%	6	27%	1	5%	0	0%	1	5%
Non-English Language Learner	138	5	4%	133	96%	40	30%	49	37%	31	23%	13	10%	44	33%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	160	6	4%	154	96%	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	160	6	4%	154	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	161	6	4%	155	96%	55	35%	55	35%	32	21%	13	8%	45	29%
Parent Not in Armed Forces	161	6	4%	155	96%	55	35%	55	35%	32	21%	13	8%	45	29%

GRADE 5 ELA RESULTS

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



Percent Scoring at Levels for All Students



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	187	10	5%	177	95%	72	41%	64	36%	35	20%	6	3%	41	23%
Female	95	6	6%	89	94%	34	38%	36	40%	16	18%	3	3%	19	21%
Male	92	4	4%	88	96%	38	43%	28	32%	19	22%	3	3%	22	25%
General Education Students	157	5	3%	152	97%	56	37%	56	37%	34	22%	6	4%	40	26%
Students with Disabilities	30	5	17%	25	83%	16	64%	8	32%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	32	3	9%	29	91%	2	7%	13	45%	10	34%	4	14%	14	48%
Black or African American	59	3	5%	56	95%	38	68%	11	20%	7	13%	0	0%	7	13%
Hispanic or Latino	17	0	0%	17	100%	9	53%	7	41%	1	6%	0	0%	1	6%
White	61	4	7%	57	93%	18	32%	25	44%	12	21%	2	4%	14	25%
Multiracial	18	0	0%	18	100%	5	28%	8	44%	5	28%	0	0%	5	28%
Economically Disadvantaged	139	9	6%	130	94%	56	43%	48	37%	23	18%	3	2%	26	20%
Not Economically Disadvantaged	48	1	2%	47	98%	16	34%	16	34%	12	26%	3	6%	15	32%
English Language Learner	18	3	17%	15	83%	8	53%	6	40%	1	7%	0	0%	1	7%
Non-English Language Learner	169	7	4%	162	96%	64	40%	58	36%	34	21%	6	4%	40	25%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	186	10	5%	176	95%	—	—	—	—	—	—	—	—	—	—
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	184	9	5%	175	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	187	10	5%	177	95%	72	41%	64	36%	35	20%	6	3%	41	23%
Parent Not in Armed Forces	187	10	5%	177	95%	72	41%	64	36%	35	20%	6	3%	41	23%

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	166	11	7%	155	93%	61	39%	46	30%	32	21%	16	10%	48	31%
Female	84	6	7%	78	93%	31	40%	25	32%	14	18%	8	10%	22	28%
Male	82	5	6%	77	94%	30	39%	21	27%	18	23%	8	10%	26	34%
General Education Students	133	7	5%	126	95%	34	27%	44	35%	32	25%	16	13%	48	38%
Students with Disabilities	33	4	12%	29	88%	27	93%	2	7%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	2	9%	20	91%	6	30%	5	25%	7	35%	2	10%	9	45%
Black or African American	65	4	6%	61	94%	28	46%	18	30%	8	13%	7	11%	15	25%
Hispanic or Latino	16	0	0%	16	100%	7	44%	9	56%	0	0%	0	0%	0	0%
White	51	4	8%	47	92%	17	36%	10	21%	13	28%	7	15%	20	43%
Multiracial	12	1	8%	11	92%	3	27%	4	36%	4	36%	0	0%	4	36%
Economically Disadvantaged	123	9	7%	114	93%	48	42%	35	31%	20	18%	11	10%	31	27%
Not Economically Disadvantaged	43	2	5%	41	95%	13	32%	11	27%	12	29%	5	12%	17	41%
English Language Learner	20	3	15%	17	85%	8	47%	8	47%	1	6%	0	0%	1	6%
Non-English Language Learner	146	8	5%	138	95%	53	38%	38	28%	31	22%	16	12%	47	34%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	165	11	7%	154	93%	—	—	—	—	—	—	—	—	—	—
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	163	10	6%	153	94%	—	—	—	—	—	—	—	—	—	—
Not Migrant	166	11	7%	155	93%	61	39%	46	30%	32	21%	16	10%	48	31%
Parent Not in Armed Forces	166	11	7%	155	93%	61	39%	46	30%	32	21%	16	10%	48	31%

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.



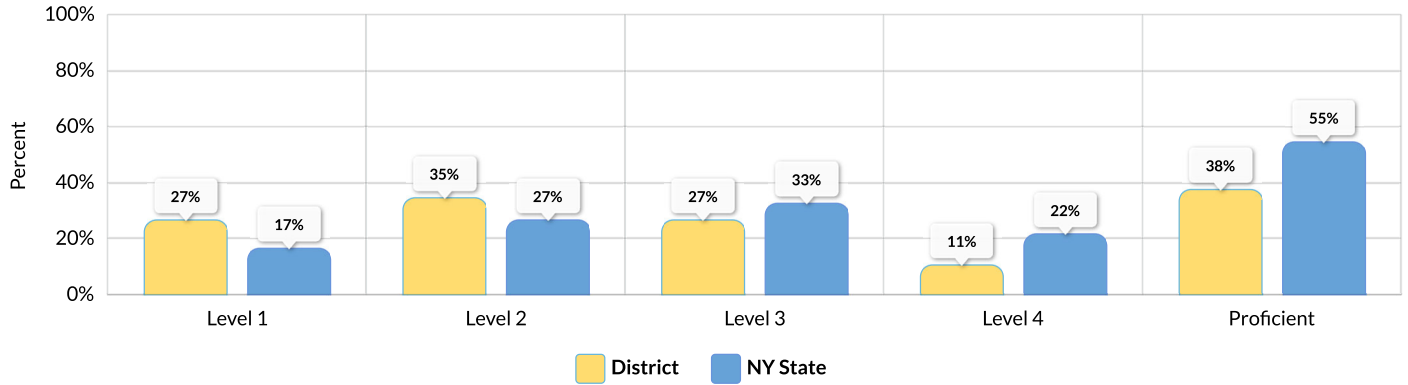
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	172	13	8%	159	92%	69	43%	49	31%	33	21%	8	5%	41	26%
Female	91	4	4%	87	96%	31	36%	31	36%	19	22%	6	7%	25	29%
Male	81	9	11%	72	89%	38	53%	18	25%	14	19%	2	3%	16	22%
General Education Students	134	6	4%	128	96%	43	34%	45	35%	32	25%	8	6%	40	31%
Students with Disabilities	38	7	18%	31	82%	26	84%	4	13%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	25	2	8%	23	92%	5	22%	8	35%	7	30%	3	13%	10	43%
Black or African American	57	5	9%	52	91%	27	52%	16	31%	9	17%	0	0%	9	17%
Hispanic or Latino	21	1	5%	20	95%	12	60%	6	30%	1	5%	1	5%	2	10%
White	57	4	7%	53	93%	19	36%	17	32%	13	25%	4	8%	17	32%
Multiracial	12	1	8%	11	92%	6	55%	2	18%	3	27%	0	0%	3	27%
Economically Disadvantaged	124	12	10%	112	90%	50	45%	37	33%	22	20%	3	3%	25	22%
Not Economically Disadvantaged	48	1	2%	47	98%	19	40%	12	26%	11	23%	5	11%	16	34%
English Language Learner	14	3	21%	11	79%	6	55%	5	45%	0	0%	0	0%	0	0%
Non-English Language Learner	158	10	6%	148	94%	63	43%	44	30%	33	22%	8	5%	41	28%
Not in Foster Care	172	13	8%	159	92%	69	43%	49	31%	33	21%	8	5%	41	26%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	12	7%	156	93%	—	—	—	—	—	—	—	—	—	—
Not Migrant	172	13	8%	159	92%	69	43%	49	31%	33	21%	8	5%	41	26%
Parent Not in Armed Forces	172	13	8%	159	92%	69	43%	49	31%	33	21%	8	5%	41	26%

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	141	13	9%	128	91%	35	27%	45	35%	34	27%	14	11%	48	38%
Female	64	6	9%	58	91%	12	21%	21	36%	17	29%	8	14%	25	43%
Male	77	7	9%	70	91%	23	33%	24	34%	17	24%	6	9%	23	33%
General Education Students	113	3	3%	110	97%	24	22%	39	35%	33	30%	14	13%	47	43%
Students with Disabilities	28	10	36%	18	64%	11	61%	6	33%	1	6%	0	0%	1	6%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	4	19%	17	81%	2	12%	6	35%	5	29%	4	24%	9	53%
Black or African American	42	1	2%	41	98%	20	49%	13	32%	5	12%	3	7%	8	20%
Hispanic or Latino	16	3	19%	13	81%	5	38%	4	31%	3	23%	1	8%	4	31%
White	53	4	8%	49	92%	7	14%	20	41%	16	33%	6	12%	22	45%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	2	25%	5	63%	0	0%	5	63%
Economically Disadvantaged	101	11	11%	90	89%	32	36%	29	32%	22	24%	7	8%	29	32%
Not Economically Disadvantaged	40	2	5%	38	95%	3	8%	16	42%	12	32%	7	18%	19	50%
English Language Learner	12	3	25%	9	75%	3	33%	6	67%	0	0%	0	0%	0	0%
Non-English Language Learner	129	10	8%	119	92%	32	27%	39	33%	34	29%	14	12%	48	40%
Not in Foster Care	141	13	9%	128	91%	35	27%	45	35%	34	27%	14	11%	48	38%
Not Homeless	141	13	9%	128	91%	35	27%	45	35%	34	27%	14	11%	48	38%
Not Migrant	141	13	9%	128	91%	35	27%	45	35%	34	27%	14	11%	48	38%
Parent Not in Armed Forces	141	13	9%	128	91%	35	27%	45	35%	34	27%	14	11%	48	38%

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	169	6	4%	163	96%	49	30%	73	45%	37	23%	4	2%	41	25%
Grade 4	161	6	4%	155	96%	50	32%	48	31%	51	33%	6	4%	57	37%
Grade 5	186	9	5%	177	95%	96	54%	42	24%	33	19%	6	3%	39	22%
Grade 6	168	10	6%	158	94%	82	52%	34	22%	35	22%	7	4%	42	27%
Combined 6	168	10	6%	158	94%	82	52%	34	22%	35	22%	7	4%	42	27%
Grade 7	172	8	5%	164	95%	80	49%	56	34%	19	12%	9	5%	28	17%
Combined 7	172	8	5%	164	95%	80	49%	56	34%	19	12%	9	5%	28	17%
Grade 8	140	34	24%	106	76%	62	58%	24	23%	19	18%	1	1%	20	19%
Regents 8	—	—	—	20	14%	0	0%	0	0%	11	55%	9	45%	20	100%
Combined 8	140	14	10%	126	90%	62	49%	24	19%	30	24%	10	8%	40	32%
Grades 3-8	996	53	5%	943	95%	419	44%	277	29%	205	22%	42	4%	247	26%

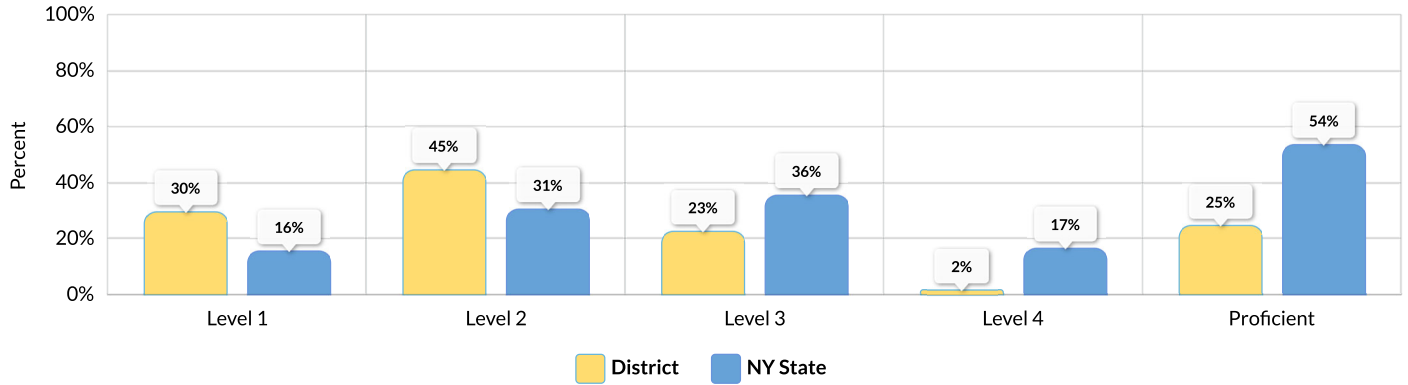
See report card Glossary and Guide for criteria used to include students in this table.

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



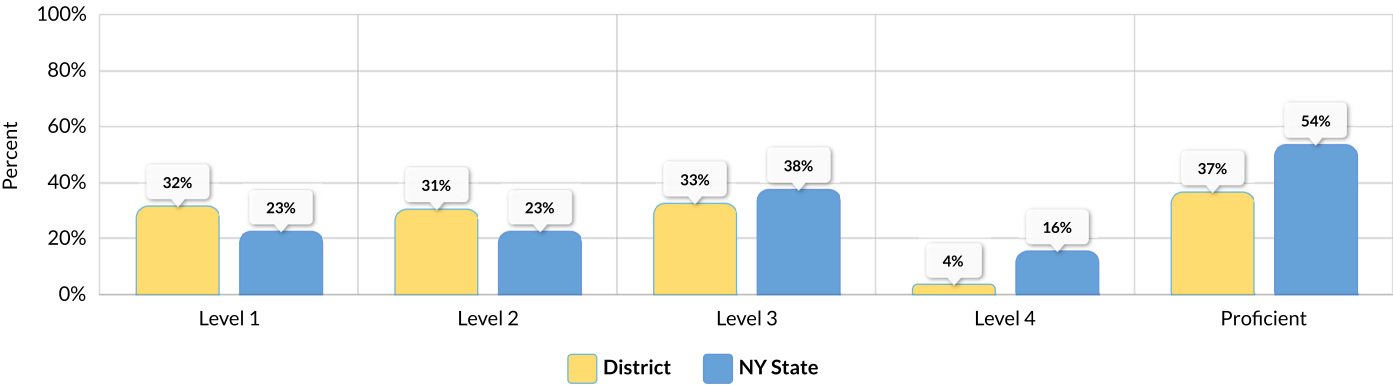
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	169	6	4%	163	96%	49	30%	73	45%	37	23%	4	2%	41	25%
Female	88	4	5%	84	95%	23	27%	37	44%	22	26%	2	2%	24	29%
Male	81	2	2%	79	98%	26	33%	36	46%	15	19%	2	3%	17	22%
General Education Students	142	2	1%	140	99%	32	23%	70	50%	34	24%	4	3%	38	27%
Students with Disabilities	27	4	15%	23	85%	17	74%	3	13%	3	13%	0	0%	3	13%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	3	12%	16	62%	5	19%	2	8%	7	27%
Black or African American	51	2	4%	49	96%	22	45%	20	41%	7	14%	0	0%	7	14%
Hispanic or Latino	20	1	5%	19	95%	7	37%	9	47%	3	16%	0	0%	3	16%
White	60	3	5%	57	95%	11	19%	26	46%	18	32%	2	4%	20	35%
Multiracial	12	0	0%	12	100%	6	50%	2	17%	4	33%	0	0%	4	33%
Economically Disadvantaged	130	4	3%	126	97%	45	36%	57	45%	23	18%	1	1%	24	19%
Not Economically Disadvantaged	39	2	5%	37	95%	4	11%	16	43%	14	38%	3	8%	17	46%
English Language Learner	24	1	4%	23	96%	6	26%	14	61%	2	9%	1	4%	3	13%
Non-English Language Learner	145	5	3%	140	97%	43	31%	59	42%	35	25%	3	2%	38	27%
Not in Foster Care	169	6	4%	163	96%	49	30%	73	45%	37	23%	4	2%	41	25%
Homeless	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	166	6	4%	160	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	169	6	4%	163	96%	49	30%	73	45%	37	23%	4	2%	41	25%
Parent Not in Armed Forces	169	6	4%	163	96%	49	30%	73	45%	37	23%	4	2%	41	25%

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



Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	161	6	4%	155	96%	50	32%	48	31%	51	33%	6	4%	57	37%
Female	79	3	4%	76	96%	24	32%	24	32%	27	36%	1	1%	28	37%
Male	82	3	4%	79	96%	26	33%	24	30%	24	30%	5	6%	29	37%
General Education Students	133	3	2%	130	98%	30	23%	44	34%	50	38%	6	5%	56	43%
Students with Disabilities	28	3	11%	25	89%	20	80%	4	16%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	7	27%	7	27%	12	46%	0	0%	12	46%
Black or African American	50	3	6%	47	94%	22	47%	17	36%	8	17%	0	0%	8	17%
Hispanic or Latino	10	1	10%	9	90%	4	44%	1	11%	3	33%	1	11%	4	44%
White	62	2	3%	60	97%	14	23%	15	25%	26	43%	5	8%	31	52%
Multiracial	13	0	0%	13	100%	3	23%	8	62%	2	15%	0	0%	2	15%
Economically Disadvantaged	119	3	3%	116	97%	45	39%	36	31%	33	28%	2	2%	35	30%
Not Economically Disadvantaged	42	3	7%	39	93%	5	13%	12	31%	18	46%	4	10%	22	56%
English Language Learner	24	1	4%	23	96%	11	48%	8	35%	4	17%	0	0%	4	17%
Non-English Language Learner	137	5	4%	132	96%	39	30%	40	30%	47	36%	6	5%	53	40%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	160	6	4%	154	96%	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not Homeless	160	6	4%	154	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	161	6	4%	155	96%	50	32%	48	31%	51	33%	6	4%	57	37%
Parent Not in Armed Forces	161	6	4%	155	96%	50	32%	48	31%	51	33%	6	4%	57	37%

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	186	9	5%	177	95%	96	54%	42	24%	33	19%	6	3%	39	22%
Female	94	5	5%	89	95%	49	55%	25	28%	14	16%	1	1%	15	17%
Male	92	4	4%	88	96%	47	53%	17	19%	19	22%	5	6%	24	27%
General Education Students	156	3	2%	153	98%	76	50%	38	25%	33	22%	6	4%	39	25%
Students with Disabilities	30	6	20%	24	80%	20	83%	4	17%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	31	2	6%	29	94%	8	28%	11	38%	7	24%	3	10%	10	34%
Black or African American	59	3	5%	56	95%	46	82%	6	11%	4	7%	0	0%	4	7%
Hispanic or Latino	17	1	6%	16	94%	10	63%	5	31%	1	6%	0	0%	1	6%
White	61	3	5%	58	95%	24	41%	17	29%	14	24%	3	5%	17	29%
Multiracial	18	0	0%	18	100%	8	44%	3	17%	7	39%	0	0%	7	39%
Economically Disadvantaged	138	8	6%	130	94%	81	62%	32	25%	16	12%	1	1%	17	13%
Not Economically Disadvantaged	48	1	2%	47	98%	15	32%	10	21%	17	36%	5	11%	22	47%
English Language Learner	18	2	11%	16	89%	12	75%	4	25%	0	0%	0	0%	0	0%
Non-English Language Learner	168	7	4%	161	96%	84	52%	38	24%	33	20%	6	4%	39	24%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	185	9	5%	176	95%	—	—	—	—	—	—	—	—	—	—
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	183	8	4%	175	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	186	9	5%	177	95%	96	54%	42	24%	33	19%	6	3%	39	22%
Parent Not in Armed Forces	186	9	5%	177	95%	96	54%	42	24%	33	19%	6	3%	39	22%

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.



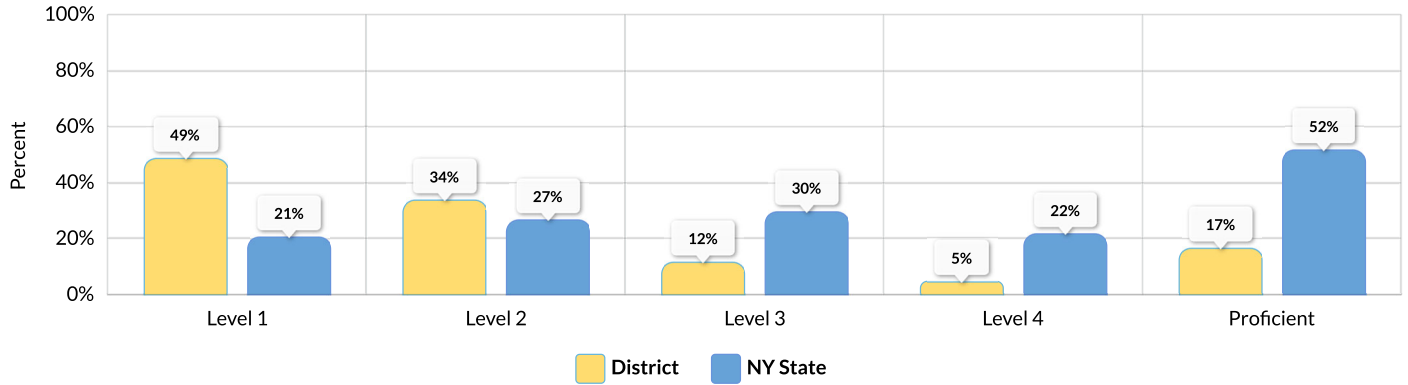
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	168	10	6%	158	94%	82	52%	34	22%	35	22%	7	4%	42	27%
Female	86	5	6%	81	94%	48	59%	13	16%	18	22%	2	2%	20	25%
Male	82	5	6%	77	94%	34	44%	21	27%	17	22%	5	6%	22	29%
General Education Students	135	5	4%	130	96%	56	43%	32	25%	35	27%	7	5%	42	32%
Students with Disabilities	33	5	15%	28	85%	26	93%	2	7%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	22	0	0%	22	100%	8	36%	7	32%	6	27%	1	5%	7	32%
Black or African American	66	6	9%	60	91%	38	63%	13	22%	8	13%	1	2%	9	15%
Hispanic or Latino	16	1	6%	15	94%	9	60%	2	13%	4	27%	0	0%	4	27%
White	52	2	4%	50	96%	22	44%	9	18%	15	30%	4	8%	19	38%
Multiracial	12	1	8%	11	92%	5	45%	3	27%	2	18%	1	9%	3	27%
Economically Disadvantaged	124	8	6%	116	94%	66	57%	24	21%	23	20%	3	3%	26	22%
Not Economically Disadvantaged	44	2	5%	42	95%	16	38%	10	24%	12	29%	4	10%	16	38%
English Language Learner	20	0	0%	20	100%	12	60%	6	30%	2	10%	0	0%	2	10%
Non-English Language Learner	148	10	7%	138	93%	70	51%	28	20%	33	24%	7	5%	40	29%
In Foster Care	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	167	10	6%	157	94%	—	—	—	—	—	—	—	—	—	—
Homeless	3	1	33%	2	67%	—	—	—	—	—	—	—	—	—	—
Not Homeless	165	9	5%	156	95%	—	—	—	—	—	—	—	—	—	—
Not Migrant	168	10	6%	158	94%	82	52%	34	22%	35	22%	7	4%	42	27%
Parent Not in Armed Forces	168	10	6%	158	94%	82	52%	34	22%	35	22%	7	4%	42	27%

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



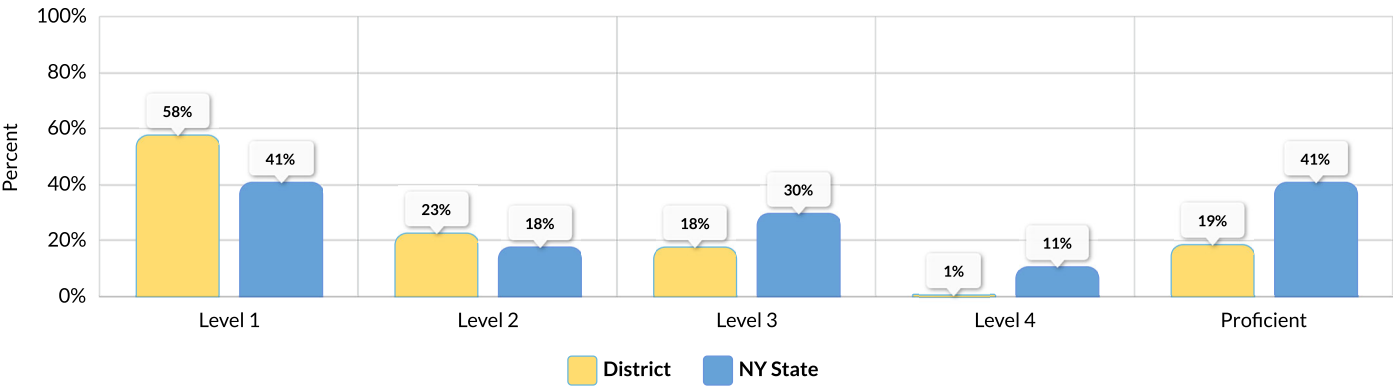
Subgroup	Total	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	172	8	5%	164	95%	80	49%	56	34%	19	12%	9	5%	28	17%
Female	91	2	2%	89	98%	45	51%	30	34%	10	11%	4	4%	14	16%
Male	81	6	7%	75	93%	35	47%	26	35%	9	12%	5	7%	14	19%
General Education Students	134	0	0%	134	100%	59	44%	50	37%	17	13%	8	6%	25	19%
Students with Disabilities	38	8	21%	30	79%	21	70%	6	20%	2	7%	1	3%	3	10%
Asian or Native Hawaiian/Other Pacific Islander	25	0	0%	25	100%	11	44%	5	20%	5	20%	4	16%	9	36%
Black or African American	57	4	7%	53	93%	29	55%	21	40%	3	6%	0	0%	3	6%
Hispanic or Latino	21	2	10%	19	90%	10	53%	5	26%	3	16%	1	5%	4	21%
White	57	2	4%	55	96%	22	40%	22	40%	7	13%	4	7%	11	20%
Multiracial	12	0	0%	12	100%	8	67%	3	25%	1	8%	0	0%	1	8%
Economically Disadvantaged	124	6	5%	118	95%	64	54%	38	32%	12	10%	4	3%	16	14%
Not Economically Disadvantaged	48	2	4%	46	96%	16	35%	18	39%	7	15%	5	11%	12	26%
English Language Learner	14	0	0%	14	100%	13	93%	1	7%	0	0%	0	0%	0	0%
Non-English Language Learner	158	8	5%	150	95%	67	45%	55	37%	19	13%	9	6%	28	19%
Not in Foster Care	172	8	5%	164	95%	80	49%	56	34%	19	12%	9	5%	28	17%
Homeless	4	1	25%	3	75%	—	—	—	—	—	—	—	—	—	—
Not Homeless	168	7	4%	161	96%	—	—	—	—	—	—	—	—	—	—
Not Migrant	172	8	5%	164	95%	80	49%	56	34%	19	12%	9	5%	28	17%
Parent Not in Armed Forces	172	8	5%	164	95%	80	49%	56	34%	19	12%	9	5%	28	17%

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	140	34	24%	106	76%	62	58%	24	23%	19	18%	1	1%	20	19%
Female	63	16	25%	47	75%	27	57%	11	23%	9	19%	0	0%	9	19%
Male	77	18	23%	59	77%	35	59%	13	22%	10	17%	1	2%	11	19%
General Education Students	113	23	20%	90	80%	50	56%	22	24%	17	19%	1	1%	18	20%
Students with Disabilities	27	11	41%	16	59%	12	75%	2	13%	2	13%	0	0%	2	13%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	6	29%	15	71%	5	33%	6	40%	4	27%	0	0%	4	27%
Black or African American	42	6	14%	36	86%	26	72%	6	17%	4	11%	0	0%	4	11%
Hispanic or Latino	15	4	27%	11	73%	8	73%	2	18%	1	9%	0	0%	1	9%
White	53	16	30%	37	70%	20	54%	9	24%	8	22%	0	0%	8	22%
Multiracial	8	2	25%	6	75%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	2	22%	7	78%	3	43%	1	14%	2	29%	1	14%	3	43%
Economically Disadvantaged	100	24	24%	76	76%	50	66%	15	20%	10	13%	1	1%	11	14%
Not Economically Disadvantaged	40	10	25%	30	75%	12	40%	9	30%	9	30%	0	0%	9	30%
English Language Learner	12	1	8%	11	92%	5	45%	3	27%	3	27%	0	0%	3	27%
Non-English Language Learner	128	33	26%	95	74%	57	60%	21	22%	16	17%	1	1%	17	18%
Not in Foster Care	140	34	24%	106	76%	62	58%	24	23%	19	18%	1	1%	20	19%
Not Homeless	140	34	24%	106	76%	62	58%	24	23%	19	18%	1	1%	20	19%
Not Migrant	140	34	24%	106	76%	62	58%	24	23%	19	18%	1	1%	20	19%
Parent Not in Armed Forces	140	34	24%	106	76%	62	58%	24	23%	19	18%	1	1%	20	19%

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	138	40	29%	98	71%	31	32%	41	42%	26	27%	0	0%	26	27%
Regents 8	—	—	—	19	14%	0	0%	1	5%	12	63%	6	32%	18	95%
Combined 8	138	21	15%	117	85%	31	26%	42	36%	38	32%	6	5%	44	38%

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	138	40	29%	98	71%	31	32%	41	42%	26	27%	0	0%	26	27%
Female	61	20	33%	41	67%	13	32%	18	44%	10	24%	0	0%	10	24%
Male	77	20	26%	57	74%	18	32%	23	40%	16	28%	0	0%	16	28%
General Education Students	113	30	27%	83	73%	21	25%	37	45%	25	30%	0	0%	25	30%
Students with Disabilities	25	10	40%	15	60%	10	67%	4	27%	1	7%	0	0%	1	7%
American Indian or Alaska Native	1	0	0%	1	100%	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	5	24%	16	76%	3	19%	7	44%	6	38%	0	0%	6	38%
Black or African American	42	10	24%	32	76%	19	59%	8	25%	5	16%	0	0%	5	16%
Hispanic or Latino	14	5	36%	9	64%	2	22%	5	56%	2	22%	0	0%	2	22%
White	52	19	37%	33	63%	6	18%	15	45%	12	36%	0	0%	12	36%
Multiracial	8	1	13%	7	88%	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	1	11%	8	89%	1	13%	6	75%	1	13%	0	0%	1	13%
Economically Disadvantaged	99	28	28%	71	72%	27	38%	29	41%	15	21%	0	0%	15	21%
Not Economically Disadvantaged	39	12	31%	27	69%	4	15%	12	44%	11	41%	0	0%	11	41%
English Language Learner	12	1	8%	11	92%	4	36%	6	55%	1	9%	0	0%	1	9%
Non-English Language Learner	126	39	31%	87	69%	27	31%	35	40%	25	29%	0	0%	25	29%
Not in Foster Care	138	40	29%	98	71%	31	32%	41	42%	26	27%	0	0%	26	27%
Not Homeless	138	40	29%	98	71%	31	32%	41	42%	26	27%	0	0%	26	27%
Not Migrant	138	40	29%	98	71%	31	32%	41	42%	26	27%	0	0%	26	27%
Parent Not in Armed Forces	138	40	29%	98	71%	31	32%	41	42%	26	27%	0	0%	26	27%

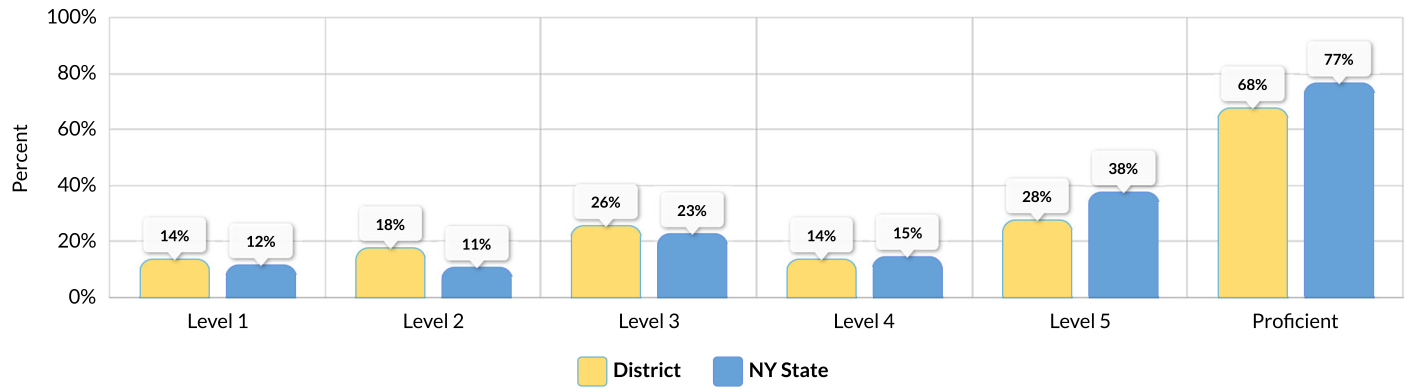
ANNUAL REGENTS EXAMINATIONS (2022 - 23)

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

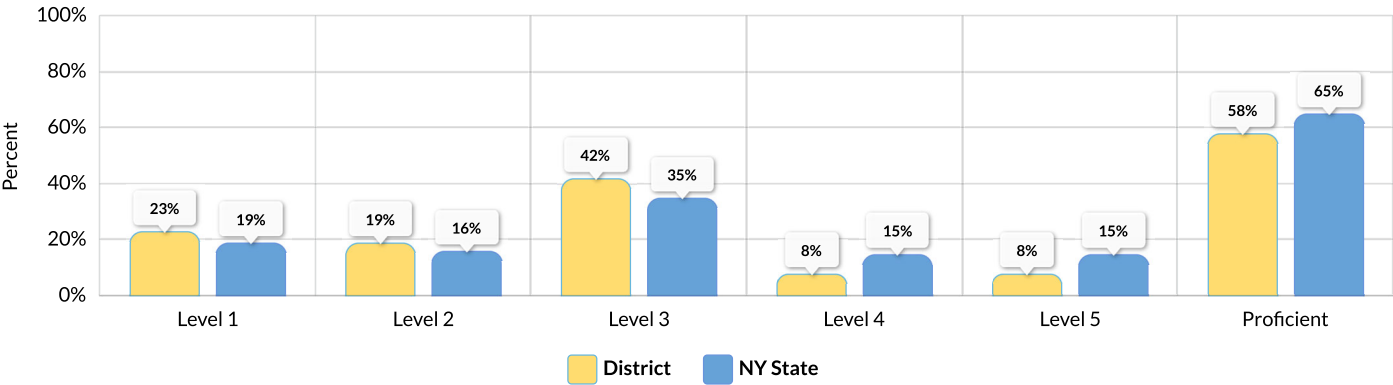


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	187	26	14%	34	18%	49	26%	26	14%	52	28%	127	68%
Female	76	11	14%	11	14%	18	24%	12	16%	24	32%	54	71%
Male	111	15	14%	23	21%	31	28%	14	13%	28	25%	73	66%
General Education Students	155	15	10%	23	15%	41	26%	25	16%	51	33%	117	75%
Students with Disabilities	32	11	34%	11	34%	8	25%	1	3%	1	3%	10	31%
Asian or Native Hawaiian/Other Pacific Islander	24	3	13%	4	17%	5	21%	4	17%	8	33%	17	71%
Black or African American	84	19	23%	20	24%	26	31%	8	10%	11	13%	45	54%
Hispanic or Latino	14	0	0%	2	14%	4	29%	4	29%	4	29%	12	86%
White	57	4	7%	7	12%	13	23%	10	18%	23	40%	46	81%
Multiracial	8	0	0%	1	13%	1	13%	0	0%	6	75%	7	88%
Economically Disadvantaged	131	23	18%	20	15%	38	29%	19	15%	31	24%	88	67%
Not Economically Disadvantaged	56	3	5%	14	25%	11	20%	7	13%	21	38%	39	70%
English Language Learner	18	9	50%	5	28%	3	17%	0	0%	1	6%	4	22%
Non-English Language Learner	169	17	10%	29	17%	46	27%	26	15%	51	30%	123	73%
Not in Foster Care	187	26	14%	34	18%	49	26%	26	14%	52	28%	127	68%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	184	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	187	26	14%	34	18%	49	26%	26	14%	52	28%	127	68%
Parent Not in Armed Forces	187	26	14%	34	18%	49	26%	26	14%	52	28%	127	68%

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (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	264	60	23%	51	19%	112	42%	20	8%	21	8%	153	58%
Female	117	29	25%	23	20%	47	40%	11	9%	7	6%	65	56%
Male	147	31	21%	28	19%	65	44%	9	6%	14	10%	88	60%
General Education Students	228	45	20%	41	18%	101	44%	20	9%	21	9%	142	62%
Students with Disabilities	36	15	42%	10	28%	11	31%	0	0%	0	0%	11	31%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	45	4	9%	7	16%	19	42%	7	16%	8	18%	34	76%
Black or African American	105	35	33%	31	30%	36	34%	2	2%	1	1%	39	37%
Hispanic or Latino	20	3	15%	2	10%	13	65%	2	10%	0	0%	15	75%
White	79	15	19%	7	9%	37	47%	8	10%	12	15%	57	72%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	3	20%	4	27%	7	47%	1	7%	0	0%	8	53%
Economically Disadvantaged	205	51	25%	44	21%	89	43%	10	5%	11	5%	110	54%
Not Economically Disadvantaged	59	9	15%	7	12%	23	39%	10	17%	10	17%	43	73%
English Language Learner	31	6	19%	9	29%	13	42%	2	6%	1	3%	16	52%
Non-English Language Learner	233	54	23%	42	18%	99	42%	18	8%	20	9%	137	59%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	7	5	71%	2	29%	0	0%	0	0%	0	0%	0	0%
Not Homeless	257	55	21%	49	19%	112	44%	20	8%	21	8%	153	60%
Not Migrant	264	60	23%	51	19%	112	42%	20	8%	21	8%	153	58%
Parent Not in Armed Forces	264	60	23%	51	19%	112	42%	20	8%	21	8%	153	58%

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	141	67	48%	21	15%	37	26%	10	7%	6	4%	53	38%
Female	66	25	38%	10	15%	22	33%	4	6%	5	8%	31	47%
Male	75	42	56%	11	15%	15	20%	6	8%	1	1%	22	29%
General Education Students	137	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	18	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	50	31	62%	9	18%	9	18%	1	2%	0	0%	10	20%
Hispanic or Latino	19	9	47%	1	5%	6	32%	1	5%	2	11%	9	47%
White	51	21	41%	7	14%	16	31%	7	14%	0	0%	23	45%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	21	6	29%	4	19%	6	29%	1	5%	4	19%	11	52%
Economically Disadvantaged	94	50	53%	14	15%	22	23%	3	3%	5	5%	30	32%
Not Economically Disadvantaged	47	17	36%	7	15%	15	32%	7	15%	1	2%	23	49%
English Language Learner	5	4	80%	0	0%	1	20%	0	0%	0	0%	1	20%
Non-English Language Learner	136	63	46%	21	15%	36	26%	10	7%	6	4%	52	38%
Not in Foster Care	141	67	48%	21	15%	37	26%	10	7%	6	4%	53	38%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	138	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	141	67	48%	21	15%	37	26%	10	7%	6	4%	53	38%
Parent Not in Armed Forces	141	67	48%	21	15%	37	26%	10	7%	6	4%	53	38%

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	77	20	26%	29	38%	25	32%	2	3%	1	1%	28	36%
Female	40	11	28%	21	53%	7	18%	0	0%	1	3%	8	20%
Male	37	9	24%	8	22%	18	49%	2	5%	0	0%	20	54%
General Education Students	74	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	1	7%	4	27%	8	53%	1	7%	1	7%	10	67%
Black or African American	19	9	47%	8	42%	2	11%	0	0%	0	0%	2	11%
Hispanic or Latino	6	2	33%	2	33%	2	33%	0	0%	0	0%	2	33%
White	29	5	17%	13	45%	10	34%	1	3%	0	0%	11	38%
Multiracial	8	3	38%	2	25%	3	38%	0	0%	0	0%	3	38%
Economically Disadvantaged	47	10	21%	17	36%	18	38%	1	2%	1	2%	20	43%
Not Economically Disadvantaged	30	10	33%	12	40%	7	23%	1	3%	0	0%	8	27%
English Language Learner	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	76	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	77	20	26%	29	38%	25	32%	2	3%	1	1%	28	36%
Not Homeless	77	20	26%	29	38%	25	32%	2	3%	1	1%	28	36%
Not Migrant	77	20	26%	29	38%	25	32%	2	3%	1	1%	28	36%
Parent Not in Armed Forces	77	20	26%	29	38%	25	32%	2	3%	1	1%	28	36%

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2022-23)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	200	63	32%	32	16%	81	41%	24	12%	105	53%
Female	93	30	32%	15	16%	38	41%	10	11%	48	52%
Male	107	33	31%	17	16%	43	40%	14	13%	57	53%
General Education Students	162	36	22%	30	19%	73	45%	23	14%	96	59%
Students with Disabilities	38	27	71%	2	5%	8	21%	1	3%	9	24%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	12	40%	1	3%	11	37%	6	20%	17	57%
Black or African American	85	36	42%	19	22%	29	34%	1	1%	30	35%
Hispanic or Latino	18	3	17%	2	11%	11	61%	2	11%	13	72%
White	52	9	17%	7	13%	26	50%	10	19%	36	69%
Multiracial	13	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	15	3	20%	3	20%	4	27%	5	33%	9	60%
Economically Disadvantaged	149	52	35%	22	15%	62	42%	13	9%	75	50%
Not Economically Disadvantaged	51	11	22%	10	20%	19	37%	11	22%	30	59%
English Language Learner	22	15	68%	4	18%	2	9%	1	5%	3	14%
Non-English Language Learner	178	48	27%	28	16%	79	44%	23	13%	102	57%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	199	—	—	—	—	—	—	—	—	—	—
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	197	—	—	—	—	—	—	—	—	—	—
Not Migrant	200	63	32%	32	16%	81	41%	24	12%	105	53%
Parent Not in Armed Forces	200	63	32%	32	16%	81	41%	24	12%	105	53%

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	117	33	28%	25	21%	50	43%	9	8%	59	50%
Female	44	13	30%	10	23%	18	41%	3	7%	21	48%
Male	73	20	27%	15	21%	32	44%	6	8%	38	52%
General Education Students	114	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	2	17%	4	33%	4	33%	2	17%	6	50%
Black or African American	51	16	31%	15	29%	20	39%	0	0%	20	39%
Hispanic or Latino	10	—	—	—	—	—	—	—	—	—	—
White	41	10	24%	4	10%	20	49%	7	17%	27	66%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	2	15%	6	46%	0	0%	6	46%
Economically Disadvantaged	84	24	29%	21	25%	34	40%	5	6%	39	46%
Not Economically Disadvantaged	33	9	27%	4	12%	16	48%	4	12%	20	61%
English Language Learner	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	113	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	117	33	28%	25	21%	50	43%	9	8%	59	50%
Not Homeless	117	33	28%	25	21%	50	43%	9	8%	59	50%
Not Migrant	117	33	28%	25	21%	50	43%	9	8%	59	50%
Parent Not in Armed Forces	117	33	28%	25	21%	50	43%	9	8%	59	50%

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	61	20	33%	7	11%	27	44%	7	11%	34	56%
Female	28	12	43%	5	18%	8	29%	3	11%	11	39%
Male	33	8	24%	2	6%	19	58%	4	12%	23	70%
General Education Students	60	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	6	29%	1	5%	9	43%	5	24%	14	67%
Black or African American	8	3	38%	1	13%	4	50%	0	0%	4	50%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	26	8	31%	3	12%	13	50%	2	8%	15	58%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	6	3	50%	2	33%	1	17%	0	0%	1	17%
Economically Disadvantaged	34	10	29%	3	9%	16	47%	5	15%	21	62%
Not Economically Disadvantaged	27	10	37%	4	15%	11	41%	2	7%	13	48%
English Language Learner	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	59	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	61	20	33%	7	11%	27	44%	7	11%	34	56%
Not Homeless	61	20	33%	7	11%	27	44%	7	11%	34	56%
Not Migrant	61	20	33%	7	11%	27	44%	7	11%	34	56%
Parent Not in Armed Forces	61	20	33%	7	11%	27	44%	7	11%	34	56%

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	33	4	12%	4	12%	15	45%	10	30%	25	76%
Female	18	3	17%	1	6%	8	44%	6	33%	14	78%
Male	15	1	7%	3	20%	7	47%	4	27%	11	73%
General Education Students	33	4	12%	4	12%	15	45%	10	30%	25	76%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	0	0%	3	38%	5	63%	8	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	1	17%	2	33%	1	17%	2	33%	3	50%
White	13	2	15%	1	8%	8	62%	2	15%	10	77%
Small Group Total: Race & Ethnicity	6	1	17%	1	17%	3	50%	1	17%	4	67%
Economically Disadvantaged	16	3	19%	1	6%	7	44%	5	31%	12	75%
Not Economically Disadvantaged	17	1	6%	3	18%	8	47%	5	29%	13	76%
Non-English Language Learner	33	4	12%	4	12%	15	45%	10	30%	25	76%
Not in Foster Care	33	4	12%	4	12%	15	45%	10	30%	25	76%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	32	—	—	—	—	—	—	—	—	—	—
Not Migrant	33	4	12%	4	12%	15	45%	10	30%	25	76%
Parent Not in Armed Forces	33	4	12%	4	12%	15	45%	10	30%	25	76%

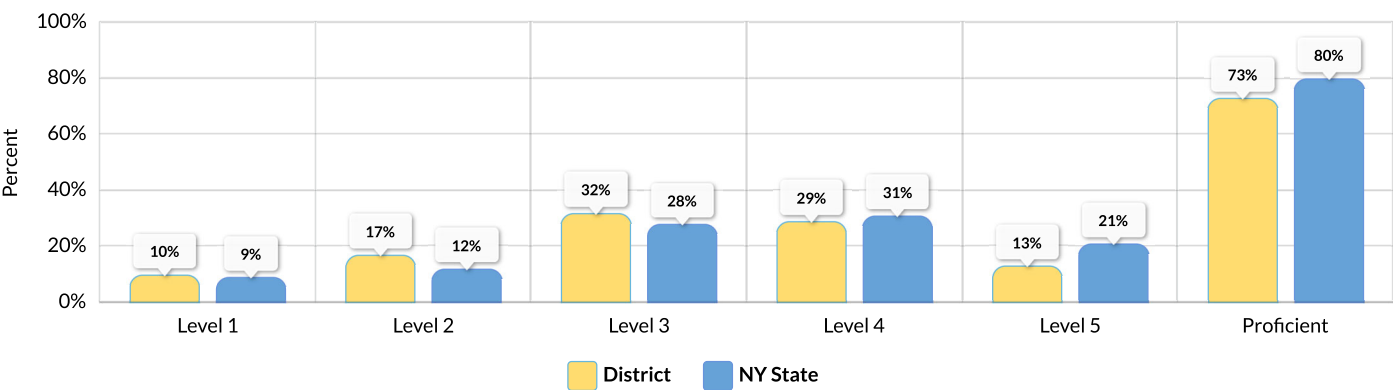


Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	184	33	18%	40	22%	67	36%	20	11%	24	13%	111	60%
Female	79	13	16%	16	20%	25	32%	11	14%	14	18%	50	63%
Male	105	20	19%	24	23%	42	40%	9	9%	10	10%	61	58%
General Education Students	159	21	13%	33	21%	61	38%	20	13%	24	15%	105	66%
Students with Disabilities	25	12	48%	7	28%	6	24%	0	0%	0	0%	6	24%
Asian or Native Hawaiian/Other Pacific Islander	24	2	8%	4	17%	8	33%	3	13%	7	29%	18	75%
Black or African American	72	18	25%	24	33%	22	31%	6	8%	2	3%	30	42%
Hispanic or Latino	18	2	11%	2	11%	9	50%	1	6%	4	22%	14	78%
White	64	10	16%	8	13%	25	39%	10	16%	11	17%	46	72%
Multiracial	6	1	17%	2	33%	3	50%	0	0%	0	0%	3	50%
Economically Disadvantaged	133	27	20%	35	26%	46	35%	11	8%	14	11%	71	53%
Not Economically Disadvantaged	51	6	12%	5	10%	21	41%	9	18%	10	20%	40	78%
English Language Learner	15	5	33%	5	33%	4	27%	1	7%	0	0%	5	33%
Non-English Language Learner	169	28	17%	35	21%	63	37%	19	11%	24	14%	106	63%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	183	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	6	1	17%	3	50%	0	0%	1	17%	1	17%	2	33%
Not Homeless	178	32	18%	37	21%	67	38%	19	11%	23	13%	109	61%
Not Migrant	184	33	18%	40	22%	67	36%	20	11%	24	13%	111	60%
Parent Not in Armed Forces	184	33	18%	40	22%	67	36%	20	11%	24	13%	111	60%

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	161	16	10%	27	17%	51	32%	46	29%	21	13%	118	73%
Female	69	4	6%	16	23%	22	32%	22	32%	5	7%	49	71%
Male	92	12	13%	11	12%	29	32%	24	26%	16	17%	69	75%
General Education Students	138	10	7%	19	14%	45	33%	43	31%	21	15%	109	79%
Students with Disabilities	23	6	26%	8	35%	6	26%	3	13%	0	0%	9	39%
Asian or Native Hawaiian/Other Pacific Islander	24	1	4%	5	21%	4	17%	10	42%	4	17%	18	75%
Black or African American	66	14	21%	11	17%	24	36%	15	23%	2	3%	41	62%
Hispanic or Latino	13	0	0%	2	15%	6	46%	3	23%	2	15%	11	85%
White	51	1	2%	9	18%	15	29%	17	33%	9	18%	41	80%
Multiracial	7	0	0%	0	0%	2	29%	1	14%	4	57%	7	100%
Economically Disadvantaged	113	14	12%	20	18%	34	30%	33	29%	12	11%	79	70%
Not Economically Disadvantaged	48	2	4%	7	15%	17	35%	13	27%	9	19%	39	81%
English Language Learner	13	5	38%	4	31%	1	8%	2	15%	1	8%	4	31%
Non-English Language Learner	148	11	7%	23	16%	50	34%	44	30%	20	14%	114	77%
Not in Foster Care	161	16	10%	27	17%	51	32%	46	29%	21	13%	118	73%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	160	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	161	16	10%	27	17%	51	32%	46	29%	21	13%	118	73%
Parent Not in Armed Forces	161	16	10%	27	17%	51	32%	46	29%	21	13%	118	73%

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	12	12	100	0	0
Female	5	5	100	0	0
Male	7	7	100	0	0
General Education Students	12	12	100	0	0
Black or African American	7	7	100	0	0
White	3	3	100	0	0
Multiracial	2	2	100	0	0
Economically Disadvantaged	11	11	100	0	0
Not Economically Disadvantaged	1	1	100	0	0
Non-English Language Learner	12	12	100	0	0
Not in Foster Care	12	12	100	0	0
Not Homeless	12	12	100	0	0
Not Migrant	12	12	100	0	0
Parent Not in Armed Forces	12	12	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	190	14	7%	176	93%	11	6%	28	15%	46	24%	91	48%	137	72%
Female	97	9	9%	88	91%	2	2%	11	11%	22	23%	53	55%	75	77%
Male	93	5	5%	88	95%	9	10%	17	18%	24	26%	38	41%	62	67%
General Education Students	167	7	4%	160	96%	9	5%	19	11%	42	25%	90	54%	132	79%
Students with Disabilities	23	7	30%	16	70%	2	9%	9	39%	4	17%	1	4%	5	22%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	0	0%	26	100%	2	8%	2	8%	3	12%	19	73%	22	85%
Black or African American	74	4	5%	70	95%	7	9%	18	24%	25	34%	20	27%	45	61%
Hispanic or Latino	16	2	13%	14	88%	0	0%	6	38%	3	19%	5	31%	8	50%
White	61	8	13%	53	87%	2	3%	2	3%	11	18%	38	62%	49	80%
Multiracial	12	0	—	12	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	0	0%	13	100%	0	0%	0	0%	4	31%	9	69%	13	100%
Economically Disadvantaged	122	10	8%	112	92%	8	7%	20	16%	33	27%	51	42%	84	69%
Not Economically Disadvantaged	68	4	6%	64	94%	3	4%	8	12%	13	19%	40	59%	53	78%
English Language Learner	8	1	13%	7	88%	3	38%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learner	182	13	7%	169	93%	8	4%	25	14%	45	25%	91	50%	136	75%
Not in Foster Care	190	14	7%	176	93%	11	6%	28	15%	46	24%	91	48%	137	72%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	190	14	7%	176	93%	11	6%	28	15%	46	24%	91	48%	137	72%
Not Migrant	190	14	7%	176	93%	11	6%	28	15%	46	24%	91	48%	137	72%
Parent Not in Armed Forces	190	14	7%	176	93%	11	6%	28	15%	46	24%	91	48%	137	72%

2019 TOTAL COHORT EXEMPTIONS IN ELA

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

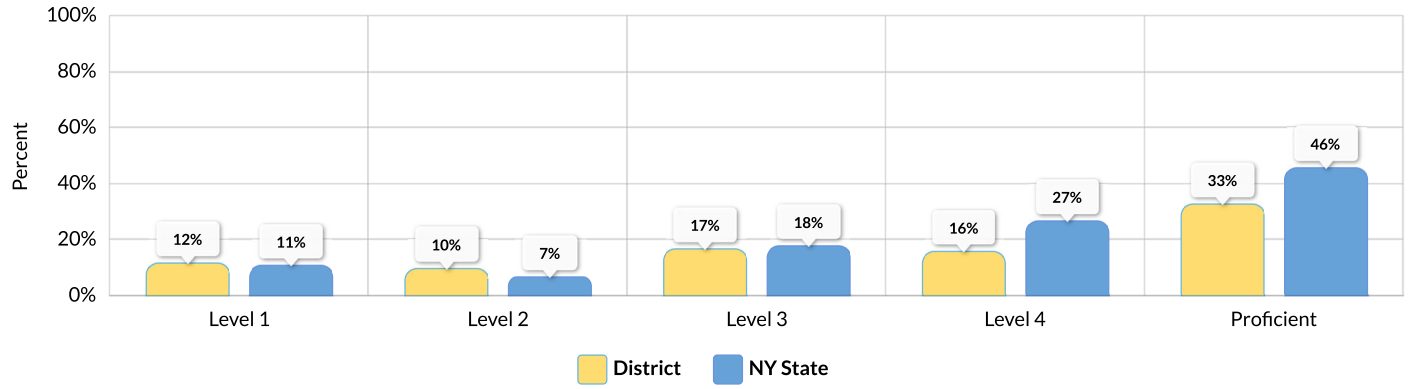
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	2	0	0	2	100
Female	2	0	0	2	100
General Education Students	2	0	0	2	100
Asian or Native Hawaiian/Other Pacific Islander	1	0	0	1	100
Black or African American	1	0	0	1	100
Economically Disadvantaged	2	0	0	2	100
Non-English Language Learner	2	0	0	2	100
Not in Foster Care	2	0	0	2	100
Not Homeless	2	0	0	2	100
Not Migrant	2	0	0	2	100
Parent Not in Armed Forces	2	0	0	2	100

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

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	190	85	45%	105	55%	23	12%	19	10%	33	17%	30	16%	63	33%
Female	97	45	46%	52	54%	13	13%	8	8%	15	15%	16	16%	31	32%
Male	93	40	43%	53	57%	10	11%	11	12%	18	19%	14	15%	32	34%
General Education Students	167	66	40%	101	60%	22	13%	18	11%	32	19%	29	17%	61	37%
Students with Disabilities	23	19	83%	4	17%	1	4%	1	4%	1	4%	1	4%	2	9%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	4	15%	22	85%	2	8%	0	0%	6	23%	14	54%	20	77%
Black or African American	74	40	54%	34	46%	15	20%	10	14%	8	11%	1	1%	9	12%
Hispanic or Latino	16	7	44%	9	56%	3	19%	2	13%	4	25%	0	0%	4	25%
White	61	29	48%	32	52%	2	3%	5	8%	13	21%	12	20%	25	41%
Multiracial	12	5	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	8	62%	1	8%	2	15%	2	15%	3	23%	5	38%
Economically Disadvantaged	122	61	50%	61	50%	14	11%	11	9%	22	18%	14	11%	36	30%
Not Economically Disadvantaged	68	24	35%	44	65%	9	13%	8	12%	11	16%	16	24%	27	40%
English Language Learner	8	5	63%	3	38%	0	0%	0	0%	2	25%	1	13%	3	38%
Non-English Language Learner	182	80	44%	102	56%	23	13%	19	10%	31	17%	29	16%	60	33%
Not in Foster Care	190	85	45%	105	55%	23	12%	19	10%	33	17%	30	16%	63	33%
Not Homeless	190	85	45%	105	55%	23	12%	19	10%	33	17%	30	16%	63	33%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Migrant	190	85	45%	105	55%	23	12%	19	10%	33	17%	30	16%	63	33%
Parent Not in Armed Forces	190	85	45%	105	55%	23	12%	19	10%	33	17%	30	16%	63	33%

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.

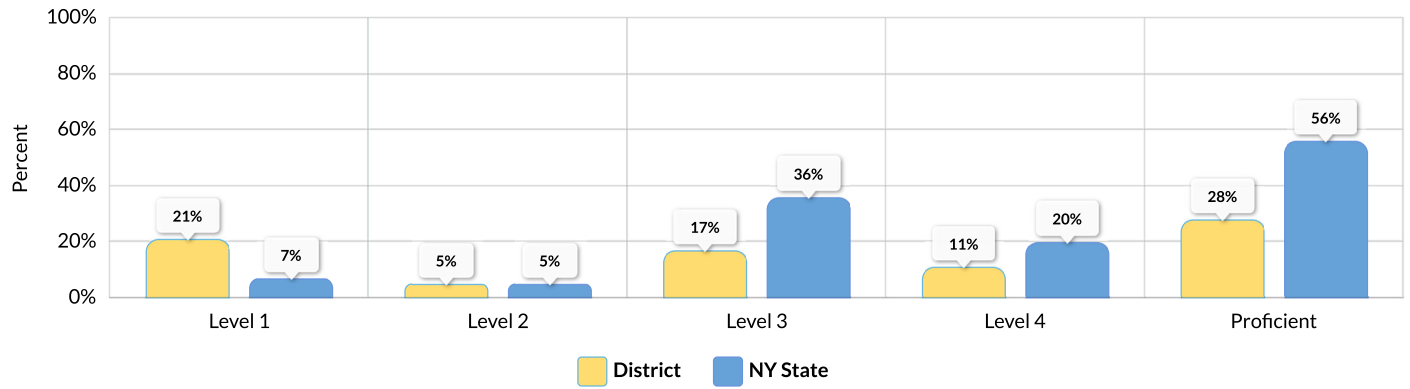
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	164	73	45	91	55
Female	86	38	44	48	56
Male	78	35	45	43	55
General Education Students	147	60	41	87	59
Students with Disabilities	17	13	76	4	24
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	22	3	14	19	86
Black or African American	62	36	58	26	42
Hispanic or Latino	15	6	40	9	60
White	52	23	44	29	56
Multiracial	12	5	42	7	58
Economically Disadvantaged	103	52	50	51	50
Not Economically Disadvantaged	61	21	34	40	66
English Language Learner	4	4	100	0	0
Non-English Language Learner	160	69	43	91	57
Not in Foster Care	164	73	45	91	55
Not Homeless	164	73	45	91	55
Not Migrant	164	73	45	91	55
Parent Not in Armed Forces	164	73	45	91	55

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	190	86	45%	104	55%	40	21%	10	5%	33	17%	21	11%	54	28%
Female	97	43	44%	54	56%	17	18%	8	8%	18	19%	11	11%	29	30%
Male	93	43	46%	50	54%	23	25%	2	2%	15	16%	10	11%	25	27%
General Education Students	167	68	41%	99	59%	37	22%	10	6%	32	19%	20	12%	52	31%
Students with Disabilities	23	18	78%	5	22%	3	13%	0	0%	1	4%	1	4%	2	9%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	5	19%	21	81%	5	19%	0	0%	9	35%	7	27%	16	62%
Black or African American	74	46	62%	28	38%	17	23%	1	1%	9	12%	1	1%	10	14%
Hispanic or Latino	16	11	69%	5	31%	2	13%	1	6%	2	13%	0	0%	2	13%
White	61	19	31%	42	69%	13	21%	7	11%	11	18%	11	18%	22	36%
Multiracial	12	5	—	7	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	5	38%	8	62%	3	23%	1	8%	2	15%	2	15%	4	31%
Economically Disadvantaged	122	58	48%	64	52%	27	22%	5	4%	22	18%	10	8%	32	26%
Not Economically Disadvantaged	68	28	41%	40	59%	13	19%	5	7%	11	16%	11	16%	22	32%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	182	78	43%	104	57%	40	22%	10	5%	33	18%	21	12%	54	30%
Not in Foster Care	190	86	45%	104	55%	40	21%	10	5%	33	17%	21	11%	54	28%

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Homeless	190	86	45%	104	55%	40	21%	10	5%	33	17%	21	11%	54	28%
Not Migrant	190	86	45%	104	55%	40	21%	10	5%	33	17%	21	11%	54	28%
Parent Not in Armed Forces	190	86	45%	104	55%	40	21%	10	5%	33	17%	21	11%	54	28%

2019 TOTAL COHORT EXEMPTIONS IN SCIENCE

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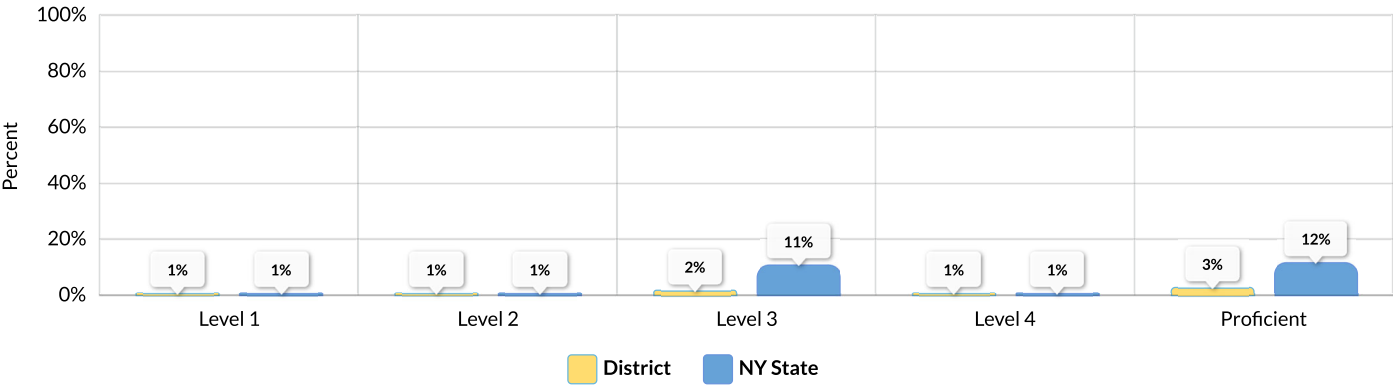
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	166	71	43	95	57
Female	88	37	42	51	58
Male	78	34	44	44	56
General Education Students	151	59	39	92	61
Students with Disabilities	15	12	80	3	20
American Indian or Alaska Native	1	0	0	1	100
Asian or Native Hawaiian/Other Pacific Islander	22	4	18	18	82
Black or African American	66	41	62	25	38
Hispanic or Latino	12	8	67	4	33
White	53	13	25	40	75
Multiracial	12	5	42	7	58
Economically Disadvantaged	105	47	45	58	55
Not Economically Disadvantaged	61	24	39	37	61
English Language Learner	4	4	100	0	0
Non-English Language Learner	162	67	41	95	59
Not in Foster Care	166	71	43	95	57
Not Homeless	166	71	43	95	57
Not Migrant	166	71	43	95	57
Parent Not in Armed Forces	166	71	43	95	57

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	190	182	96%	8	4%	2	1%	1	1%	4	2%	1	1%	5	3%
Female	97	93	96%	4	4%	0	0%	0	0%	3	3%	1	1%	4	4%
Male	93	89	96%	4	4%	2	2%	1	1%	1	1%	0	0%	1	1%
General Education Students	167	160	96%	7	4%	1	1%	1	1%	4	2%	1	1%	5	3%
Students with Disabilities	23	22	96%	1	4%	1	4%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	24	92%	2	8%	0	0%	1	4%	1	4%	0	0%	1	4%
Black or African American	74	70	95%	4	5%	2	3%	0	0%	1	1%	1	1%	2	3%
Hispanic or Latino	16	16	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	61	59	97%	2	3%	0	0%	0	0%	2	3%	0	0%	2	3%
Multiracial	12	12	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	122	115	94%	7	6%	2	2%	0	0%	4	3%	1	1%	5	4%
Not Economically Disadvantaged	68	67	99%	1	1%	0	0%	1	1%	0	0%	0	0%	0	0%
English Language Learner	8	8	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	182	174	96%	8	4%	2	1%	1	1%	4	2%	1	1%	5	3%
Not in Foster Care	190	182	96%	8	4%	2	1%	1	1%	4	2%	1	1%	5	3%
Not Homeless	190	182	96%	8	4%	2	1%	1	1%	4	2%	1	1%	5	3%
Not Migrant	190	182	96%	8	4%	2	1%	1	1%	4	2%	1	1%	5	3%
Parent Not in Armed Forces	190	182	96%	8	4%	2	1%	1	1%	4	2%	1	1%	5	3%

2019 TOTAL COHORT EXEMPTIONS IN GLOBAL HISTORY & GEOGRAPHY

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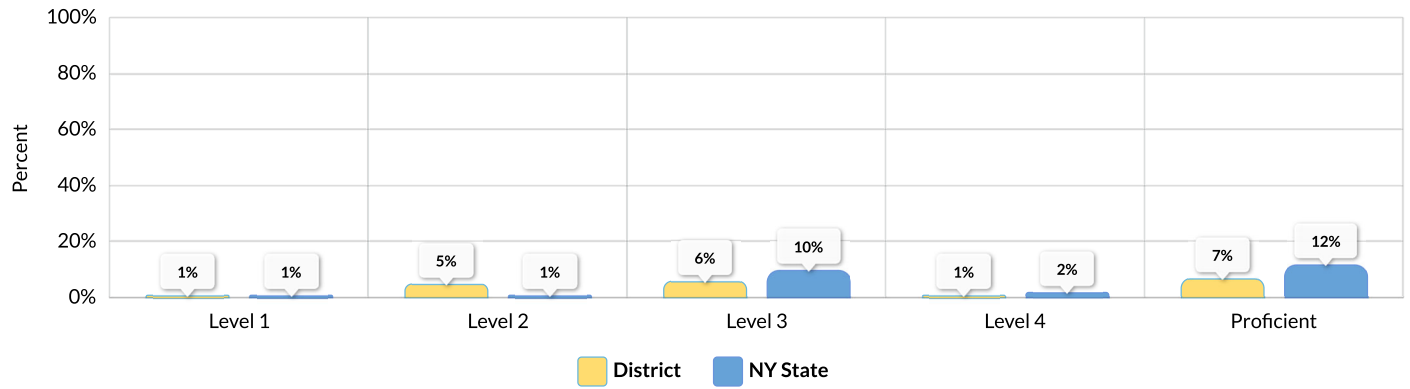
Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	143	142	99	1	1
Female	71	70	99	1	1
Male	72	72	100	0	0
General Education Students	127	126	99	1	1
Students with Disabilities	16	16	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	17	16	94	1	6
Black or African American	61	61	100	0	0
Hispanic or Latino	13	13	100	0	0
White	40	40	100	0	0
Multiracial	11	11	100	0	0
Economically Disadvantaged	90	89	99	1	1
Not Economically Disadvantaged	53	53	100	0	0
English Language Learner	4	4	100	0	0
Non-English Language Learner	139	138	99	1	1
Not in Foster Care	143	142	99	1	1
Not Homeless	143	142	99	1	1
Not Migrant	143	142	99	1	1
Parent Not in Armed Forces	143	142	99	1	1

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	190	165	87%	25	13%	1	1%	10	5%	12	6%	2	1%	14	7%
Female	97	84	87%	13	13%	0	0%	4	4%	7	7%	2	2%	9	9%
Male	93	81	87%	12	13%	1	1%	6	6%	5	5%	0	0%	5	5%
General Education Students	167	144	86%	23	14%	1	1%	8	5%	12	7%	2	1%	14	8%
Students with Disabilities	23	21	91%	2	9%	0	0%	2	9%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	19	73%	7	27%	0	0%	3	12%	4	15%	0	0%	4	15%
Black or African American	74	68	92%	6	8%	1	1%	2	3%	3	4%	0	0%	3	4%
Hispanic or Latino	16	13	81%	3	19%	0	0%	2	13%	0	0%	1	6%	1	6%
White	61	52	85%	9	15%	0	0%	3	5%	5	8%	1	2%	6	10%
Multiracial	12	12	—	0	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	122	104	85%	18	15%	1	1%	8	7%	7	6%	2	2%	9	7%
Not Economically Disadvantaged	68	61	90%	7	10%	0	0%	2	3%	5	7%	0	0%	5	7%
English Language Learner	8	5	63%	3	38%	1	13%	2	25%	0	0%	0	0%	0	0%
Non-English Language Learner	182	160	88%	22	12%	0	0%	8	4%	12	7%	2	1%	14	8%
Not in Foster Care	190	165	87%	25	13%	1	1%	10	5%	12	6%	2	1%	14	7%
Not Homeless	190	165	87%	25	13%	1	1%	10	5%	12	6%	2	1%	14	7%
Not Migrant	190	165	87%	25	13%	1	1%	10	5%	12	6%	2	1%	14	7%
Parent Not in Armed Forces	190	165	87%	25	13%	1	1%	10	5%	12	6%	2	1%	14	7%

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

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Subgroup	Total Exempt	Exempt, Not Tested		Exempt, Tested	
		#	%	#	%
All Students	155	145	94	10	6
Female	78	72	92	6	8
Male	77	73	95	4	5
General Education Students	142	132	93	10	7
Students with Disabilities	13	13	100	0	0
American Indian or Alaska Native	1	1	100	0	0
Asian or Native Hawaiian/Other Pacific Islander	23	19	83	4	17
Black or African American	60	59	98	1	2
Hispanic or Latino	11	11	100	0	0
White	49	44	90	5	10
Multiracial	11	11	100	0	0
Economically Disadvantaged	95	90	95	5	5
Not Economically Disadvantaged	60	55	92	5	8
English Language Learner	4	4	100	0	0
Non-English Language Learner	151	141	93	10	7
Not in Foster Care	155	145	94	10	6
Not Homeless	155	145	94	10	6
Not Migrant	155	145	94	10	6
Parent Not in Armed Forces	155	145	94	10	6

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	27	2	7%	25	93%	3	12%	5	20%	7	28%	8	32%	2	8%
Grade 1	31	2	6%	29	94%	3	10%	6	21%	12	41%	6	21%	2	7%
Grade 2	25	1	4%	24	96%	2	8%	8	33%	9	38%	4	17%	1	4%
Grade 3	24	1	4%	23	96%	1	4%	3	13%	7	30%	8	35%	4	17%
Grade 4	25	1	4%	24	96%	1	4%	5	21%	3	13%	13	54%	2	8%
Grade 5	19	1	5%	18	95%	1	6%	2	11%	3	17%	10	56%	2	11%
Grade 6	20	0	0%	20	100%	0	0%	3	15%	3	15%	8	40%	6	30%
Grade 7	14	0	0%	14	100%	0	0%	2	14%	1	7%	10	71%	1	7%
Grade 8	12	0	0%	12	100%	0	0%	1	8%	2	17%	6	50%	3	25%
Grade 9	18	1	6%	17	94%	0	0%	4	24%	6	35%	6	35%	1	6%
Grade 10	16	2	13%	14	88%	0	0%	3	21%	4	29%	4	29%	3	21%
Grade 11	10	1	10%	9	90%	0	0%	1	11%	3	33%	3	33%	2	22%
Grade 12	8	0	0%	8	100%	0	0%	2	25%	3	38%	2	25%	1	13%

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	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 3 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 ELA	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 4 Math	2	0	0%	2	100%	—	—	—	—	—	—	—	—	—	—
Grade 5 ELA	5	0	0%	5	100%	0	0%	0	0%	5	100%	0	0%	5	100%
Grade 5 Math	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Grade 6 ELA	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 6 Math	3	0	0%	3	100%	—	—	—	—	—	—	—	—	—	—
Grade 7 ELA	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Grade 7 Math	5	2	40%	3	60%	—	—	—	—	—	—	—	—	—	—
Grade 8 ELA	6	1	17%	5	83%	0	0%	0	0%	5	100%	0	0%	5	100%
Grade 8 Math	6	1	17%	5	83%	0	0%	0	0%	5	100%	0	0%	5	100%
Grade 8 Science	6	1	17%	5	83%	0	0%	1	20%	3	60%	1	20%	4	80%
Secondary-Level ELA	24	19	79%	5	21%	0	0%	0	0%	5	100%	0	0%	5	100%
Secondary-Level Math	24	19	79%	5	21%	0	0%	2	40%	2	40%	1	20%	3	60%
Secondary-Level Science	24	19	79%	5	21%	0	0%	0	0%	4	80%	1	20%	5	100%

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

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

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CHEEKTOWAGA 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.

STAFF QUALIFICATIONS (2022-23) INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	188	44	23%	1	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	187	19	10%
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	190	160	84%	55	29%	103	54%	2	1%	0	0%	18	9%	3	2%	9	5%
Female	97	83	86%	31	32%	52	54%	0	0%	0	0%	10	10%	1	1%	3	3%
Male	93	77	83%	24	26%	51	55%	2	2%	0	0%	8	9%	2	2%	6	6%
Non-binary	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	167	145	87%	53	32%	92	55%	0	0%	0	0%	12	7%	3	2%	7	4%
Students with Disabilities	23	15	65%	2	9%	11	48%	2	9%	0	0%	6	26%	0	0%	2	9%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	23	88%	14	54%	9	35%	0	0%	0	0%	3	12%	0	0%	0	0%
Black or African American	74	63	85%	9	12%	52	70%	2	3%	0	0%	4	5%	1	1%	6	8%
Hispanic or Latino	16	12	75%	3	19%	9	56%	0	0%	0	0%	3	19%	0	0%	1	6%
White	61	50	82%	24	39%	26	43%	0	0%	0	0%	7	11%	2	3%	2	3%
Multiracial	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	122	98	80%	26	21%	72	59%	0	0%	0	0%	14	11%	2	2%	8	7%
Not Economically Disadvantaged	68	62	91%	29	43%	31	46%	2	3%	0	0%	4	6%	1	1%	1	1%
English Language Learner	8	3	38%	0	0%	3	38%	0	0%	0	0%	5	63%	0	0%	0	0%
Non-English Language Learner	182	157	86%	55	30%	100	55%	2	1%	0	0%	13	7%	3	2%	9	5%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	190	160	84%	55	29%	103	54%	2	1%	0	0%	18	9%	3	2%	9	5%

Subgroup	Total Enrolled	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	190	160	84%	55	29%	103	54%	2	1%	0	0%	18	9%	3	2%	9	5%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	190	160	84%	55	29%	103	54%	2	1%	0	0%	18	9%	3	2%	9	5%
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	190	160	84%	55	29%	103	54%	2	1%	0	0%	18	9%	3	2%	9	5%

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Equalized Total Assessed Value 2,466,841,756

School District - 143001 Cheektowaga

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	11	5,143,629	0.21
12370	STATE AUTHORITIES SPECIFIED	RPTL 412	3	122,967	0.00
13100	CO - GENERALLY	RPTL 406(1)	27	2,919,013	0.12
13500	TOWN - GENERALLY	RPTL 406(1)	80	44,636,044	1.81
13650	VG - GENERALLY	RPTL 406(1)	3	97,033	0.00
13800	SCHOOL DISTRICT	RPTL 408	3	20,692,308	0.84
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	3	5,543,956	0.22
14100	USA - GENERALLY	RPTL 400(1)	1	4,747,253	0.19
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	7	14,159,564	0.57
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	238,462	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	31	53,051,430	2.15
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	1	659,341	0.03
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	8	4,867,801	0.20
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	9	56,852,528	2.30
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	9	33,988,570	1.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	2,791,209	0.11
25400	FRATERNAL ORGANIZATION	RPTL 428	1	274,725	0.01
25900	Land Banks	NPCL S1608	8	224,065	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	10	4,791,215	0.19
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	28	4,019,780	0.16
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	390	7,499,390	0.30
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	25	491,533	0.02
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	243	7,586,665	0.31
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	26	855,675	0.03
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	143	7,431,936	0.30
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	7	330,439	0.01
41300	PARAPLEGIC VETS	RPTL 458(3)	1	285,714	0.01
41400	CLERGY	RPTL 460	3	4,944	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	50	3,755,509	0.15
41804	PERSONS AGE 65 OR OVER	RPTL 467	60	2,993,485	0.12
41834	ENHANCED STAR	RPTL 425	1,374	118,161,169	4.79
41854	BASIC STAR 1999-2000	RPTL 425	2,066	68,509,102	2.78
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	27	2,046,922	0.08

Equalized Total Assessed Value 2,466,841,756

School District - 143001 Cheektowaga

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	13	710,219	0.03
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	1	10,989	0.00
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	39,560	0.00
Total Exemptions Exclusive of System Exemptions:			4,675	480,534,144	19.48
Total System Exemptions:			0	0	0.00
Totals:			4,675	480,534,144	19.48

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: _____