

**PROPOSED BUDGET AND ANNUAL BUDGET REPORT
2022-2023
CLYMER CENTRAL SCHOOL**



BOARD OF EDUCATION MEMBERS:

Ed Mulkearn – President
David Maleski – Vice President
Mike Schenck
Carole Siverling
Mike Einink

DISTRICT ADMINISTRATION

Beth Olson, Superintendent
Jarrett Wiggers – School Business Official
Brianne Fadale – Secondary Principal
Mike Fessel – Elementary Principal

Residents of Clymer Central School District,

This year's proposed budget totals \$11,729,461. This budget was developed around the considerations of both, short- and long-term planning. The Board of Education has worked with its administration to build a budget that can provide comprehensive, competitive educational programs while maintaining fiscal responsibility. The 2022-2023 budget reflects a tax levy increase of \$205,279 or 4.29%, the maximum allowable increase under the NYS property tax cap legislation.

In addition to the annual budget proposition, residents will be voting on an open board seat with a 5 year term as well as a proposition to establish a new capital improvements reserve fund designated for the acquisition, construction, reconstruction, expansion, renovation, alteration, and improvement of buildings, facilities, sites, and real property by the District. An established reserve would be used to supplement funding for the aforementioned purposes in future years.

We welcome your questions, input, and support of the District. Please note the important dates for the annual public budget hearing and annual vote listed below.

Should you have any questions or concerns, please contact Beth Olson, Superintendent or Jarrett Wiggers, Business Official.

Board of Education
Clymer Central School

**Budget Hearing and Annual Meeting
May 4th, 2022
7:00 PM
Elementary Library-Rm. 141**

**ANNUAL BUDGET VOTE
TUESDAY, MAY 17th, 2022
12 NOON – 8:00 PM
SPC LOBBY**

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget

**2020-2021
Budget**

**2021-2022
Budget**

**2022-2023
Budget**

ADMINISTRATIVE BUDGET

Board of Education			
A1010 400 Contractual	\$ 5,000	\$ 5,000	\$ 5,000
A1010 450 Materials & Supplies	\$ 2,200	\$ 2,200	\$ 2,200
TOTAL BOARD OF EDUCATION	\$ 7,200	\$ 7,200	\$ 7,200

District Clerk			
A1040 160 Non Instructional Salary	\$ 4,668	\$ 5,000	\$ 3,000
A1040 400 Contractual	\$ -		
A1040 450 Materials & Supplies	\$ 1,400	\$ 1,400	\$ 1,400
A1040 490		\$ 8,000	\$ 8,320
TOTAL DISTRICT CLERK	\$ 6,068	\$ 14,400	\$ 12,720

District Meeting			
A1060 400 Contractual	\$ 200	\$ 200	\$ 200
A1060 450 Materials & Supplies	\$ -	\$ 300	\$ 300
TOTAL DISTRICT MEETING	\$ 200	\$ 500	\$ 500

Central Administration			
A1240 100 Salaries	\$ 181,514	\$ 183,000	\$ 189,000
A1240 400 Contractual	\$ 1,700	\$ 1,700	\$ 3,000
A1240 450 Materials & Supplies	\$ 500	\$ 500	\$ 800
TOTAL CENTRAL ADMINISTRATION	\$ 183,714	\$ 185,200	\$ 192,800

Business Administration			
A1310 100 Salaries	\$ 40,198	\$ 110,000	\$ 114,102
A1310 400 Contractual	\$ 77,300	\$ 5,000	\$ 5,000
A1310 450 Materials & Supplies	\$ 1,300	\$ 1,300	\$ 1,300
A1310 490 BOCES Services	\$ 13,400	\$ 5,000	\$ 34,831
TOTAL BUSINESS ADMINISTRATION	\$ 132,198	\$ 121,300	\$ 155,233

Auditing			
A1320 400 Contractual	\$ 13,000	\$ 16,000	\$ 16,000
TOTAL AUDITING	\$ 13,000	\$ 16,000	\$ 16,000

District Treasurer			
A1325 450 Materials & Supplies	\$ 100	\$ 150	\$ 150
TOTAL DISTRICT TREASURER	\$ 100	\$ 150	\$ 150

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
Tax Collector			
A1330 100 Salaries	\$ 2,575	\$ 3,000	\$ -
A1330 400 Contractual	\$ 18,500	\$ 18,500	\$ -
A1330 450 Materials & Supplies	\$ 6,000	\$ 6,000	\$ 200
TOTAL TAX COLLECTOR	\$ 27,075	\$ 27,500	\$ 200
Purchasing			
A1345 490 Purchasing	\$ 2,060	\$ 2,100	\$ 2,110
TOTAL PURCHASING	\$ 2,060	\$ 2,100	\$ 2,110
Legal			
A1420 400 Contractual	\$ 30,000	\$ 21,000	\$ 21,000
A1430 490 BOCES	\$ 16,799	\$ 17,000	\$ 18,346
TOTAL LEGAL	\$ 46,799	\$ 38,000	\$ 39,346
Operation of Plant			
A1620 160 Non-Instructional Salaries	\$ 50,000	\$ 52,000	\$ 52,530
TOTAL OPERATION OF PLANT	\$ 50,000	\$ 52,000	\$ 52,530
Central Data Processing			
A1680 490 BOCES Service	\$ 168,734	\$ 172,109	\$ 155,000
TOTAL CENTRAL DATA PROCESSING	\$ 168,734	\$ 172,109	\$ 155,000
Special Items			
A1910 400 Unallocated Insurance	\$ 28,000	\$ 28,000	\$ 29,400
A1920 400 School Association Dues	\$ 6,000	\$ 6,000	\$ 6,000
A1930 400 Judgements & Claims	\$ 1,500	\$ 1,500	\$ 1,500
A1950 400 Assessments on School Property	\$ 1,500	\$ 1,500	\$ 1,500
A1981 490 BOCES Administrative Cost	\$ 230,797	\$ 95,905	\$ 43,666
TOTAL SPECIAL ITEMS	\$ 267,797	\$ 132,905	\$ 82,066
Supervision Regular School			
A2020 100 Salaries	\$ 173,555	\$ 112,600	\$ 129,614
A2020 400 Contractual	\$ 2,500	\$ 2,500	\$ 2,500
A2020 450 Materials & Supplies			\$ 1,500
A2020 490 BOCES Services	\$ 12,300	\$ 12,300	\$ 18,210
TOTAL SUPERVISION REGULAR SCHOOL	\$ 188,355	\$ 127,400	\$ 151,824
Research, Planning, and Evaluation			
A2060 400 Contractual			
A2060 490 BOCES Service	\$ 16,504	\$ 16,504	\$ 28,235
TOTAL RESEARCH, PLANNING, & EVAL.	\$ 16,504	\$ 16,504	\$ 28,235

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
Undistributed - Employee's Benefits			
A9010 800 Employee's Retirement	\$ 11,046	\$ 11,103	\$ 11,214
A9020 800 Teacher's Retirement	\$ 47,825	\$ 47,998	\$ 48,478
A9030 800 Social Security	\$ 30,750	\$ 25,912	\$ 26,689
A9040 800 Worker's Compensation	\$ 3,772	\$ 3,848	\$ 4,002
A9045 800 Life Insurance			
A9050 800 Unemployment Insurance	\$ 3,628	\$ 11,100	\$ 5,000
A9060 800 Health Insurance	\$ 140,235	\$ 140,234	\$ 140,234
A9080 800 Employee Assistance Program		\$ 3,000	\$ 3,000
TOTAL EMPLOYEE'S BENEFITS	\$ 237,255	\$ 243,195	\$ 238,617
TOTAL ADMINISTRATIVE	\$ 1,347,059	\$ 1,156,463	\$ 1,134,531
\$ CHANGE ADMINISTRATIVE		\$ (190,596)	\$ (21,932)
% CHANGE ADMINISTRATIVE		-14%	-2%

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
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CAPITAL BUDGET

Operation of Plant				
A1620 100	Salaries	\$ 171,419	\$ 146,000	\$ 178,496
A1620 200	Equipment	\$ 2,500	\$ 2,500	\$ 2,500
A1620 400	Contractual	\$ 9,000	\$ 9,000	\$ 9,000
A1620 401	Natural Gas	\$ 40,000	\$ 40,000	\$ 55,000
A1620 402	Electric	\$ 87,000	\$ 87,000	\$ 97,000
A1620 403	Water	\$ 2,500	\$ 2,500	\$ 2,500
A1620 404	Telephone	\$ 18,000	\$ 18,000	\$ 23,000
A1620 410	Insurance	\$ 16,500	\$ 16,500	\$ 17,325
A1620 450	Materials & Supplies	\$ 15,265	\$ 15,265	\$ 15,265
A1620 490	BOCES Services	\$ -	\$ -	\$ -
TOTAL OPERATION OF PLANT		\$ 362,184	\$ 336,765	\$ 400,086

Maintenance of Plant				
A1621 100	Salaries	\$ 113,308	\$ 110,000	\$ 93,928
A1621 200	Equipment	\$ 5,000	\$ 40,000	\$ 40,000
A1621 400	Contractual	\$ 127,700	\$ 127,700	\$ 127,700
A1621 450	Materials & Supplies	\$ 20,600	\$ 20,600	\$ 20,600
TOTAL MAINTENANCE OF PLANT		\$ 266,608	\$ 298,300	\$ 282,228

Special Items				
A1983 490	BOCES Rent & Capital	\$ 89,263	\$ 73,356	\$ 67,431
TOTAL SPECIAL ITEMS		\$ 89,263	\$ 73,356	\$ 67,431

Undistributed - Employee's Benefits				
A9010 800	Employee's Retirement	\$ 30,152	\$ 30,307	\$ 30,607
A9030 800	Social Security	\$ 86,271	\$ 70,733	\$ 72,855
A9040 800	Worker's Compensation	\$ 10,187	\$ 10,504	\$ 10,504
A9050 800	Unemployment Insurance	\$ 9,534	\$ 27,100	\$ 10,000
A9060 800	Health Insurance	\$ 382,801	\$ 382,802	\$ 382,802
TOTAL EMPLOYEE'S BENEFITS		\$ 518,944	\$ 521,446	\$ 506,768

Undistributed - Interfund Transfers				
A9901 960	Transfer to Debt Service Fund	\$ 1,134,010	\$ 1,148,315	\$ 1,238,369
TOTAL INTERFUND TRANSFERS		\$ 1,134,010	\$ 1,148,315	\$ 1,238,369

TOTAL CAPITAL	\$ 2,371,009	\$ 2,378,182	\$ 2,494,882
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\$ CHANGE CAPITAL	\$	7,173	\$	116,700
% CHANGE CAPITAL		0.3%		4.9%

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
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PROGRAM BUDGET

Legal			
A1420 400 Contractual		\$ 7,000	\$ 7,000
TOTAL LEGAL		\$ 7,000	\$ 7,000

Curriculum Development & Supervision			
A2010 490 BOCES Services	\$ 34,400	\$ 3,200	\$ 5,000
TOTAL CURRICULUM DEV. & SUP.	\$ 34,400	\$ 3,200	\$ 5,000

Supervision Regular School			
A2020 100 Salaries		\$ 113,300	84446
TOTAL SUPERVISION REGULAR SCHOOL		\$ 113,300	\$ 84,446

Inservice Training - Instruction			
A2070 490 BOCES Services	28205	5000	39594
TOTAL INSERVICE TRAINING - INSTRUCTION			

Teaching - Regular School			
A2110 120 Teacher Salaries PK-6	\$ 997,182	\$ 991,581	\$ 1,020,000
A2110 130 Teacher Salaries 7-12	\$ 967,605	\$ 986,793	\$ 1,137,540
A2110 140 Substitute Teachers	\$ 90,903	\$ 100,000	\$ 100,000
A2110 150 Teaching Assistants	\$ 51,714	\$ 53,000	\$ 103,146
A2110 160 Non-Instructional Salaries	\$ 92,215	\$ 70,000	\$ 76,525
A2110 200 Equipment	\$ 10,000	\$ 10,000	\$ 10,000
A2110 400 Contractual	\$ 41,800	\$ 41,800	\$ 41,800
A2110 450 Materials & Supplies	\$ 46,475	\$ 49,000	\$ 49,000
A2110 480 Textbooks	\$ 40,000	\$ 50,000	\$ 50,000
A2110 490 BOCES Services	\$ 147,371	\$ 142,671	\$ 47,695
TOTAL TEACHING - REGULAR SCHOOL	\$ 2,485,265	\$ 2,494,845	\$ 2,635,706

Programs for Students w/ Disabilities			
A2250 100 Salaries	\$ 506,521	\$ 493,000	\$ 493,000
A2250 200 Equipment	\$ 1,000	\$ 1,000	\$ 1,000
A2250 400 Contractual	\$ 112,800	\$ 112,800	\$ 232,800
A2250 450 Materials & Supplies	\$ 6,000	\$ 6,000	\$ 6,000
A2250 480 Textbooks	\$ -	\$ -	\$ -
A2250 490 BOCES Services	\$ 728,533	\$ 769,689	\$ 775,000
TOTAL PROGS. FOR STUDENTS W/ DISB.	\$ 1,354,854	\$ 1,382,489	\$ 1,507,800

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
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Occupational Education			
A2280 150. Instructional Salaries	\$ 253,136	\$ 258,199	\$ 150,000
A2280 200 Equipment	\$ 1,000	\$ 1,800	\$ 1,800
A2280 400. Contractual Services	\$ 325	\$ 325	\$ 325
A2280 450. Materials & Supplies	\$ 9,000	\$ 9,000	\$ 9,000
A2280.490 BOCES Services	\$ 225,075	\$ 195,000	\$ 185,000
TOTAL OCCUPATIONAL EDUCATION	\$ 488,536	\$ 464,324	\$ 346,125

Adult & Driver Education Programs			
A2330 400 Contractual Expense	\$ 2,250	\$ 2,250	\$ 2,250
TOTAL ADULT & DRIVER EDUCATION	\$ 2,250	\$ 2,250	\$ 2,250

Library & Audio/Visual			
A2610 100 Salaries	\$ 26,556	\$ 51,877	\$ 43,000
A2610 450 Materials & Supplies	\$ 1,000	\$ 1,000	\$ 1,000
A2610 451 Library Books	\$ 5,250	\$ 5,000	\$ 5,000
A2610 453 Periodicals	\$ 2,000	\$ 2,000	\$ 2,000
A2610 460 Library Loan Materials	\$ 3,500	\$ 3,500	\$ 3,500
A2610 490 BOCES Services	\$ 19,068	\$ 19,449	\$ 19,000
TOTAL LIBRARY & AUDIO/VISUAL	\$ 57,374	\$ 82,826	\$ 73,500

Instructional Computer			
A2630 100 Salaries	\$ 100,910	\$ 102,928	\$ 104,884
A2630 200 Equipment	\$ 19,500	\$ 19,500	\$ 19,500
A2630 400 Contractual	\$ 8,000	\$ 8,000	\$ 8,000
A2630 450 Materials & Supplies	\$ 1,850	\$ 1,850	\$ 1,850
A2630 460 Software	\$ 8,500	\$ 8,500	\$ 8,500
A2630 490 BOCES Services	\$ 25,710	\$ 45,670	\$ 62,500
TOTAL INSTRUCTIONAL COMPUTER	\$ 164,470	\$ 186,448	\$ 205,234

Guidance			
A2810 100 Salaries	\$ 185,727	\$ 144,500	\$ 148,835
A2810 400 Contractual	\$ 1,150	\$ 1,150	\$ 1,150
A2810 450 Materials & Supplies	\$ 2,500	\$ 2,500	\$ 2,500
TOTAL GUIDANCE	\$ 189,377	\$ 148,150	\$ 152,485

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
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Health Services				
A2815 100	Salaries	\$ 32,237	\$ 33,762	\$ 35,063
A2815 200	Equipment	\$ 1,500	\$ 1,500	\$ 1,500
A2815 400	Contractual	\$ 5,100	\$ 5,100	\$ 5,100
A2815 450	Materials & Supplies	\$ 600	\$ 600	\$ 600
TOTAL HEALTH SERVICES		\$ 39,437	\$ 40,962	\$ 42,263

School Psychologist				
A2820 100	Salaries	\$ 51,819	\$ 52,000	\$ 56,660
A2820 400	Contractual	\$ 200	\$ 200	\$ 200
A2820 450	Materials & Supplies	\$ 500	\$ 500	\$ 500
TOTAL SCHOOL PSYCHOLOGIST		\$ 52,519	\$ 52,700	\$ 57,360

Co-Curricular Activities				
A2850 100	Salaries	\$ 34,740	\$ 36,900	\$ 36,900
A2850 450	Materials & Supplies		\$ 1,000	\$ 1,000
TOTAL CO-CURRICULAR ACTIVITIES		\$ 34,740	\$ 37,900	\$ 37,900

Interscholastic Sports				
A2855 100	Salaries	\$ 78,663	\$ 85,909	\$ 91,909
A2855 200	Equipment	\$ 2,000	\$ 2,000	\$ 2,000
A2855 400	Contractual	\$ 23,100	\$ 23,100	\$ 23,100
A2855 450	Materials & Supplies	\$ 14,690	\$ 15,010	\$ 16,010
A2855 490	BOCES Services	\$ 4,060	\$ 4,060	\$ 4,275
TOTAL INTERSCHOLASTIC SPORTS		\$ 122,513	\$ 130,079	\$ 137,294

Transportation				
A5510 100	Salaries	\$ 266,715	\$ 260,000	\$ 250,805
A5510 200	Equipment	\$ 8,700	\$ 8,700	\$ 8,700
A5510 210	Equipment - New Buses		\$ 220,508	\$ 168,450
A5510 401	Insurance	\$ 18,415	\$ 18,415	\$ 19,336
A5510 400	Contractual	\$ 20,900	\$ 20,900	\$ 22,800
A5510 450	Materials & Supplies	\$ 3,800	\$ 3,800	\$ 3,800
A5510 451	Parts & Accessories	\$ 7,500	\$ 7,500	\$ 7,500
A5510 452	Gasoline & Diesel Fuels	\$ 52,000	\$ 52,000	\$ 58,000
A5510 453	Oil & Lubrication	\$ 2,500	\$ 2,500	\$ 2,500
A5510 454	Tires	\$ 6,000	\$ 6,000	\$ 7,000
A5510 490	BOCES Services	\$ 1,468	\$ 1,468	\$ 1,527
TOTAL TRANSPORTATION		\$ 386,530	\$ 601,791	\$ 550,418

2022-2023
CLYMER SCHOOL BUDGET

Line Item Budget	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
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Bus Garage				
A5530 400	Contractual	\$ 2,000	\$ 2,000	\$ 2,000
A5530 401	Natural Gas	\$ 1,500	\$ 1,500	\$ 6,000
A5530 402	Electric	\$ 6,000	\$ 6,000	\$ 7,000
A5530 403	Water	\$ 300	\$ 300	\$ 300
A5530 404	Garbage	\$ 1,500	\$ 1,500	\$ 1,500
A5530 405	Building Repair	\$ 10,000	\$ 10,000	\$ 10,000
A5530 450	Materials & Supplies	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL BUS GARAGE		\$ 23,300	\$ 23,300	\$ 28,800

Census				
A8070 100	Salaries	\$ 8,487	\$ 8,500	\$ 8,500
TOTAL CENSUS		\$ 8,487	\$ 8,500	\$ 8,500

Undistributed - Employee's Benefit's				
A9010 800	Employee's Retirement	\$ 107,923	\$ 108,475	\$ 108,475
A9020 800	Teacher's Retirement	\$ 297,528	\$ 337,142	\$ 340,513
A9030 800	Social Security	\$ 308,783	\$ 253,169	\$ 260,764
A9040 800	Worker's Compensation	\$ 38,348	\$ 37,596	\$ 36,494
A9050 800	Unemployment Insurance	\$ 36,108	\$ 66,150	\$ 40,000
A9060 800	Health Insurance	\$ 1,370,126	\$ 1,370,127	\$ 1,380,127
TOTAL EMPLOYEE'S BENEFITS		\$ 2,158,816	\$ 2,172,659	\$ 2,166,373

Interfund Transfers				
A9901 950	Transfer to Other Funds	\$ 12,000	\$ 12,000	\$ 12,000
TOTAL INTERFUND TRANSFERS		\$ 12,000	\$ 12,000	\$ 12,000

TOTAL PROGRAM	\$ 7,643,073	\$ 7,957,723	\$ 8,100,048
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\$ CHANGE PROGRAM	\$ 314,650	\$ 142,325
% CHANGE PROGRAM	4.1%	1.8%

*****TOTAL BUDGET*****	\$ 11,361,141	\$ 11,492,368	\$ 11,729,461
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\$ CHANGE TOTAL BUDGET	\$ 131,227	\$ 237,093
% CHANGE TOTAL BUDGET	1.2%	2.1%

2022-2023
CLYMER SCHOOL BUDGET

REVENUE DETAIL	2020-2021 Budget	2021-2022 Budget	2022-2023 Budget
Code 1000 Real Property Taxes/Tax Items	\$ 4,708,429	\$ 4,789,030	\$ 4,993,229
Code 2200 Other Districts & Governments	\$ 88,500	\$ 72,500	\$ -
Code 2400 Use of Money & Property	\$ 1,000	\$ 1,000	\$ 1,000
Code 2700 Miscellaneous	\$ 66,000	\$ 56,000	\$ 96,000
Code 3000 State Aid	\$ 5,843,663	\$ 6,381,358	\$ 6,187,807
Code 4000 Federal Aid	\$ 8,000	\$ 8,000	\$ 6,000
Code 5000 Interfund Revenue	\$ 57,000	\$ -	\$ -
Designated Fund Balance (Prior Year)	\$ 588,549	\$ 184,480	\$ 445,425
TOTAL REVENUES	\$ 11,361,141	\$ 11,492,368	\$ 11,729,461

ADMINISTRATIVE SALARY STATEMENT

Compensation: The Superintendent's compensation is broken into three parts: salary, benefits, and other considerations.

\$146,370 Annual Salary -- This is the maximum annual salary available to the chief executive officer, which includes base salary, deferred retirement annuity, and possible contractual vacation reimbursement.

Annualized Cost of Benefits -- The Superintendent receives the same ancillary benefits provided to all employees; mandatory contributions for Federal Social Security, Retirement System, and Health Benefits. The Superintendent's contract also provides whole life insurance policy similar to other CEOs in school districts across the state.

Zero Other compensation

PROPERTY TAX REPORT CARD

	PROPERTY TAX REPORT CARD	
a.	Budget adopted for the 2021-22 school year	\$11,492,368
b.	Budget proposed for the 2022-23 school year	\$11,729,461
c.	2022-2023 Contingency budget should the proposed budget be defeated	\$11,561,011
d.	Actual School Tax Levy for the 2021-2022 school year	\$4,787,950
e.	Proposed School Tax Levy for the 2022-2023 school year	\$4,993,229
f.	Total current enrollment for the 2021-2022 school year	384
g.	Total projected enrollment for the 2022-2023	373
h.	Consumer Price Index	4.7%
i.	Actual Restricted Fund Balance for the 2021-2022 school year	\$1,080,444
j.	Estimated Restricted Fund Balance for the 2022-2023 school year	\$1,383,174
k.	Actual Assigned Fund Balance for the 2021-2022 school year	\$184,480
l.	Estimated Assigned Fund Balance for the 2022-2023 school year	\$445,425
m.	Actual Unassigned Fund Balance for the 2021-2022 school year	\$757,176
n.	Estimated Unassigned Fund Balance for the 2022-2023 school year	\$468,698
o.	Unassigned Fund Balance as a percent of the total budget 2021-2022	6.59%
p.	Unassigned Fund Balance as a percent of the total budget 2022-2023	4%

CLYMER CSD

2020-21 School Year Financial Transparency Report

CLYMER CENTRAL SCHOOL

Type: K-12

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

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

| Business Rules

Economic and Student Characteristics

P-12 ENROLLMENT



382

NEEDS RESOURCE
CATEGORY



Average Need

DISTRICT ABILITY
TO RAISE LOCAL
FUNDS IS



slightly less than
the average district
in the state

STUDENT NEEDS
ARE



significantly less
than the state
average

Student Demographics

Enrollment	CLYMER CSD	CLYMER CENTRAL SCHOOL
All Students	382	382
Economically Disadvantaged	37%	37%
Students with Disabilities	12%	12%
English Language Learners	—	—
» Race/Ethnicity		

Staffing Profile	CLYMER CSD	CLYMER CENTRAL SCHOOL
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Staffing Profile	CLYMER CSD	CLYMER CENTRAL SCHOOL
Student-to-Teacher Ratio	8	8
Teachers with Fewer than 4 years of Experience %	22%	22%
Teachers with 4-20 Years of Experience %	50%	50%
Teachers with 21+ Years of Experience %	28%	28%

Comparison: How do per pupil expenditures compare?

THIS SCHOOL



\$14,258.65

DISTRICT OR
DISTRICT OF
LOCATION

\$24,063.46

COUNTY AVERAGE



\$18,818.33

STATEWIDE
AVERAGE

\$23,470.91

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

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

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

Report View One Per Pupil Expenditure Categories	CLYMER CSD	CLYMER CENTRAL SCHOOL
» A. Instruction (A1 + A2 + A3 + A4)	\$10,535.34	\$10,535.34
» B. Administration (B1 + B2 + B3)	\$688.24	\$688.24
» C. All Other Spending (C1 + C2 + C3)	\$3,035.07	\$3,035.07
D. Total School Level (A + B + C)	\$14,258.65	\$14,258.65
» E. Central Instruction (E1 + E2 + E3 + E4)	\$2,417.90	
» F. Central Administration (F1 + F2 + F3)	\$2,833.88	
» G. All Other Central Spending (G1 + G2 + G3)	\$4,553.03	
H. Total Central Costs	\$9,804.81	

Report View One Per Pupil Expenditure Categories	CLYMER CSD	CLYMER CENTRAL SCHOOL
I. Total Spending (D + H)	\$24,063.46	\$24,063.46

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

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

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

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

Report View Two Per Pupil Expenditure Categories	CLYMER CSD	CLYMER CENTRAL SCHOOL
J. Total School Level Local/State Spending	\$14,245.79	\$14,245.79
» K. Total School Level Federal Spending	\$12.86	\$12.86
L. Total Central Level Local/State Spending	\$8,700.04	
M. Total Central Level Federal Spending	\$1,104.77	
N. Total Spending (J + K + L + M)	\$24,063.46	\$24,063.46

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

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

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

Entries U through Z represent central expenditures.

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

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

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

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

Excluded Expenditures	CLYMER CSD
1. Transportation	\$456,051.00
2. Charter School Tuition	\$0.00
3. Other Tuition	\$0.00
4. Debt Service	\$1,134,214.00
5. Other	\$889,185.00
Percent Excluded from Total	21%
Total Expenditures	\$11,671,692.00

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CLYMER CSD - NEW YORK STATE REPORT CARD [2020 - 21]

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

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

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

Section 1003 School Improvement Funds Data (58.87 kilobytes)

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

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
Multiracial	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	240	53	22.1%
Black or African American	2	—	—
Hispanic or Latino	4	—	—
Multiracial	10	—	—
White	224	49	21.9%
Students with Disabilities	32	10	31.3%
Economically Disadvantaged	94	35	37.2%

SECONDARY STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

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

Subgroup	Cohort	Number In Cohort	Number Graduated	Grad Rate
All Students	4-Year	30	28	93.3%
	5-Year	38	38	100%
	6-Year	36	36	100%
American Indian or Alaska Native	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	2	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Black or African American	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Hispanic or Latino	4-Year	1	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Multiracial	4-Year	2	—	—
	5-Year	3	—	—
	6-Year	2	—	—
White	4-Year	63*	61	96.8%
	5-Year	37	37	100%
	6-Year	34	34	100%
English Language Learners	4-Year	0	—	—
	5-Year	0	—	—
	6-Year	0	—	—
Students with Disabilities	4-Year	8	—	—
	5-Year	4	—	—
	6-Year	4	—	—
Economically Disadvantaged	4-Year	30*	29	96.7%
	5-Year	30*	30	100%
	6-Year	26	—	—

*Not enough students were in this subgroup in the current reporting year, so data for the current and the previous reporting year were combined.

SECONDARY CHRONIC ABSENTEEISM

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

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	125	42	33.6%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—
Black or African American	2	—	—
Hispanic or Latino	4	—	—
Multiracial	5	—	—
White	111	34	30.6%
Students with Disabilities	22	—	—
Economically Disadvantaged	49	25	51%

NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP) RESULTS (2018-19)

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	34%	31%	26%	8%	24%	40%	29%	8%
Students with Disabilities	73%	18%	7%	1%	61%	30%	7%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	27%	34%	17%	8%	23%	43%	26%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	53%	31%	14%	2%	43%	40%	16%	1%
Hispanic or Latino	45%	32%	19%	4%	33%	45%	19%	2%
White	24%	32%	33%	11%	14%	39%	38%	9%
Multiracial	24%	23%	35%	18%	15%	42%	31%	12%
English Language Learners	78%	17%	4%	*	51%	40%	8%	1%
Economically Disadvantaged	49%	31%	17%	3%	33%	43%	21%	3%

NEW YORK STATE NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30%	38%	28%	4%	34%	32%	22%	11%
Students with Disabilities	58%	31%	10%	1%	72%	22%	5%	2%
American Indian or Alaska Native	*	*	*	*	*	*	*	*
Asian	21%	33%	36%	10%	15%	25%	29%	31%
Native Hawaiian/Other Pacific Islander	*	*	*	*	*	*	*	*
Black or African American	43%	38%	17%	1%	55%	30%	12%	3%
Hispanic or Latino	41%	38%	19%	2%	49%	35%	14%	3%
White	20%	39%	35%	6%	23%	33%	29%	15%
Multiracial	*	*	*	*	*	*	*	*
English Language Learners	83%	16%	1%	*	88%	10%	2%	*
Economically Disadvantaged	40%	38%	20%	2%	47%	32%	16%	5%

*There are not sufficient data for this subgroup.

NEW YORK STATE NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	89%	89%	84%	85%
Students with Disabilities	87%	87%	92%	95%
English Language Learners	89%	90%	88%	90%

NATIONAL NAEP GRADE 4

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	35%	31%	26%	9%	20%	40%	32%	9%
Students with Disabilities	70%	18%	9%	2%	51%	33%	14%	3%
American Indian or Alaska Native	50%	30%	17%	3%	32%	43%	22%	4%
Asian	18%	25%	35%	22%	7%	23%	41%	29%
Native Hawaiian/Other Pacific Islander	45%	31%	20%	4%	30%	40%	24%	5%
Black or African American	53%	30%	15%	3%	35%	45%	18%	2%
Hispanic or Latino	46%	31%	19%	4%	27%	45%	24%	3%
White	24%	31%	32%	12%	12%	36%	40%	12%
Multiracial	28%	32%	29%	11%	17%	40%	34%	10%
English Language Learners	65%	25%	8%	1%	41%	43%	15%	1%
Economically Disadvantaged	48%	31%	18%	3%	29%	45%	23%	3%

NATIONAL NAEP GRADE 8

	READING				MATH			
SUBGROUP	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	28%	39%	29%	4%	32%	35%	23%	10%
Students with Disabilities	64%	27%	8%	1%	68%	23%	7%	2%
American Indian or Alaska Native	40%	41%	19%	1%	48%	37%	13%	3%
Asian	13%	30%	43%	13%	12%	24%	31%	33%
Native Hawaiian/Other Pacific Islander	38%	38%	23%	2%	47%	34%	15%	4%
Black or African American	47%	39%	14%	1%	54%	33%	11%	2%
Hispanic or Latino	38%	40%	20%	1%	43%	37%	16%	3%
White	19%	39%	36%	5%	21%	36%	30%	13%
Multiracial	24%	40%	31%	5%	28%	36%	25%	11%
English Language Learners	73%	24%	3%	*	73%	22%	4%	1%
Economically Disadvantaged	40%	40%	18%	1%	46%	36%	15%	3%

*There are not sufficient data for this subgroup.

NATIONAL NAEP PARTICIPATION RATES

	Grade 4 Participation Rate		Grade 8 Participation Rate	
	READING	MATH	READING	MATH
All Students	93%	93%	91%	92%
Students with Disabilities	89%	90%	90%	92%
English Language Learners	94%	95%	92%	93%

TOTAL COHORT GRADUATION RATE (2020-21)

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

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
Female	20	20	100%	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	19	16	84%	5	26%	9	47%	2	11%	0	0%	0	0%	0	0%	3	16%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General Education Students	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
Economically Disadvantaged	15	12	80%	5	33%	6	40%	1	7%	0	0%	0	0%	0	0%	3	20%
Not Economically Disadvantaged	24	24	100%	15	63%	8	33%	1	4%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
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	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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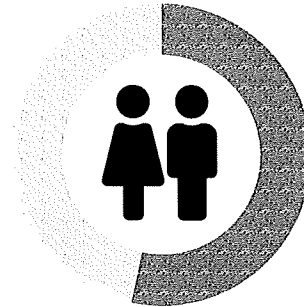
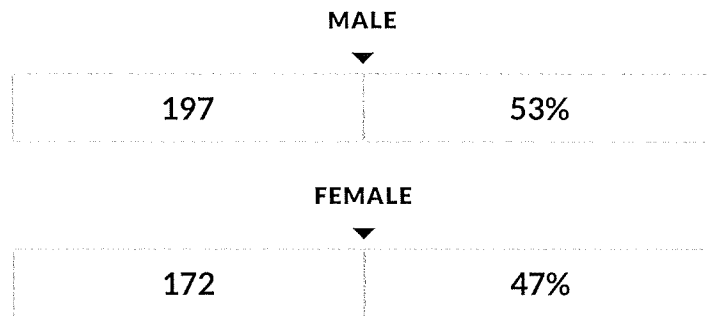
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school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

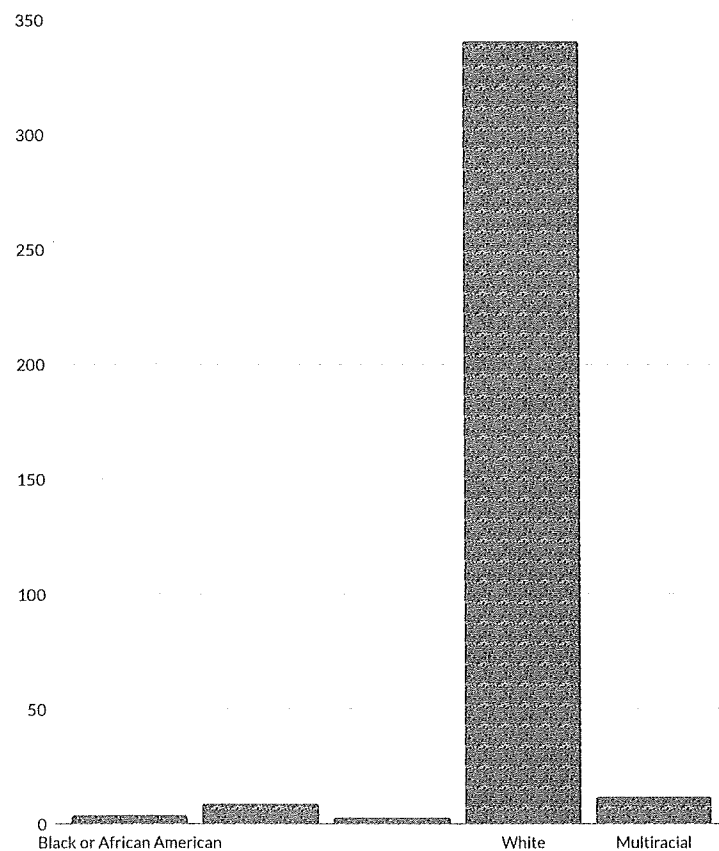
CLYMER CSD ENROLLMENT (2020 - 21)

K-12 Enrollment: 369

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



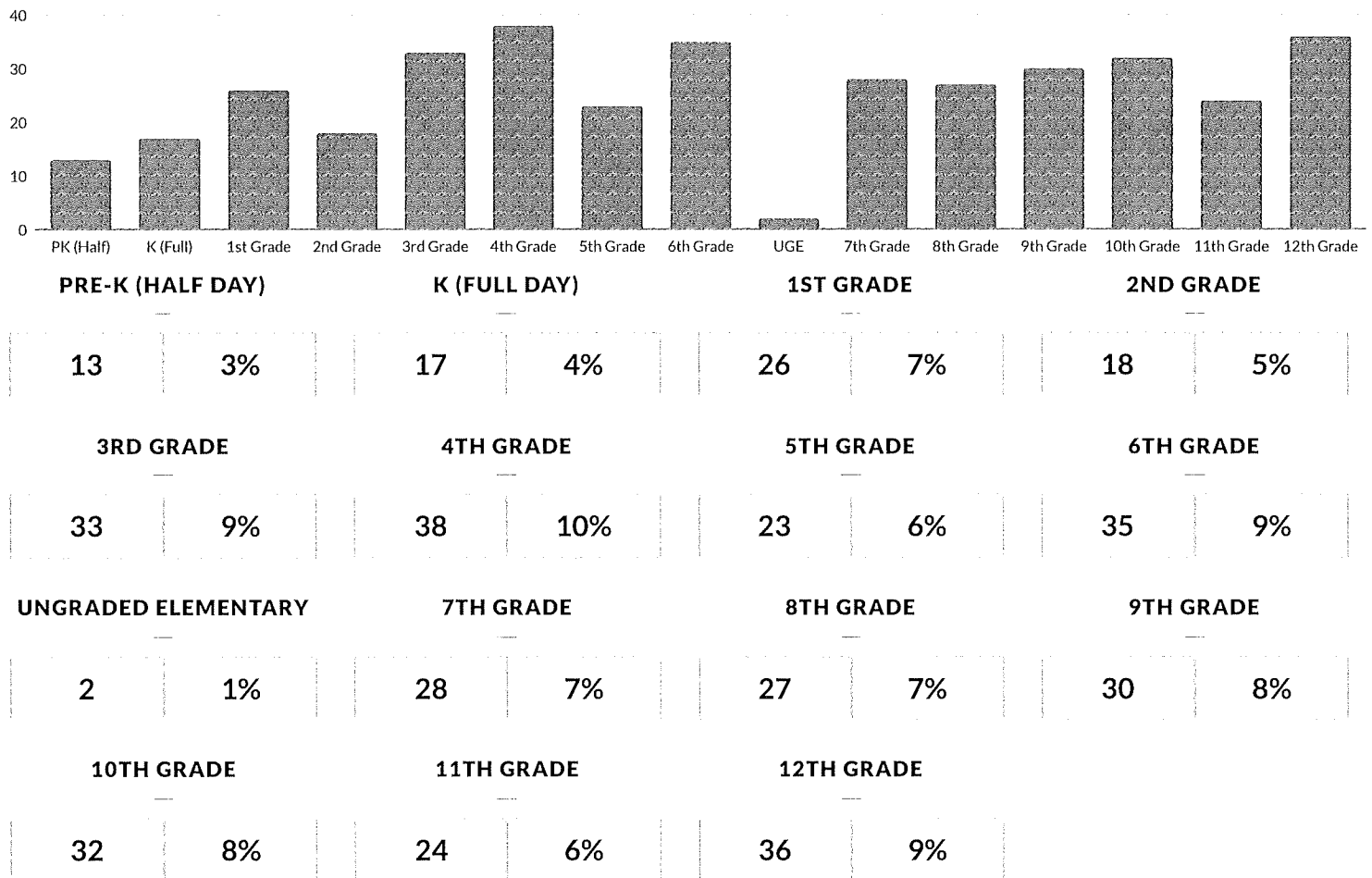
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	46	12%	138	37%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
				PARENT IN ARMED FORCES	
—	—	—	—	—	—

ENROLLMENT BY GRADE



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CLYMER CSD GRADES 3-8 ELA ASSESSMENT DATA

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

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

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

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	34	100%	32	94%	2	6%
Female	18	53%	16	89%	2	11%
Male	16	47%	16	100%	0	0%
General Education Students	30	88%	28	93%	2	7%
Students with Disabilities	4	12%	4	100%	0	0%
Black or African American	1	3%	0	0%	1	100%
White	30	88%	30	100%	0	0%
Multiracial	3	9%	2	67%	1	33%
Economically Disadvantaged	11	32%	9	82%	2	18%
Not Economically Disadvantaged	23	68%	23	100%	0	0%
Non-English Language Learner	34	100%	32	94%	2	6%
Not in Foster Care	34	100%	32	94%	2	6%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Homeless	34	100%	32	94%	2	6%
Not Migrant	34	100%	32	94%	2	6%
Parent Not in Armed Forces	34	100%	32	94%	2	6%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	41	100%	37	90%	4	10%
Female	19	46%	17	89%	2	11%
Male	22	54%	20	91%	2	9%
General Education Students	31	76%	30	97%	1	3%
Students with Disabilities	10	24%	7	70%	3	30%
White	41	100%	37	90%	4	10%
Economically Disadvantaged	16	39%	13	81%	3	19%
Not Economically Disadvantaged	25	61%	24	96%	1	4%
Non-English Language Learner	41	100%	37	90%	4	10%
Not in Foster Care	41	100%	37	90%	4	10%
Not Homeless	41	100%	37	90%	4	10%
Not Migrant	41	100%	37	90%	4	10%
Parent Not in Armed Forces	41	100%	37	90%	4	10%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	23	100%	22	96%	1	4%
Female	8	35%	8	100%	0	0%
Male	15	65%	14	93%	1	7%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
General Education Students	22	96%	21	95%	1	5%
Students with Disabilities	1	4%	1	100%	0	0%
Hispanic or Latino	1	4%	1	100%	0	0%
White	20	87%	19	95%	1	5%
Multiracial	2	9%	2	100%	0	0%
Economically Disadvantaged	7	30%	7	100%	0	0%
Not Economically Disadvantaged	16	70%	15	94%	1	6%
Non-English Language Learner	23	100%	22	96%	1	4%
Not in Foster Care	23	100%	22	96%	1	4%
Not Homeless	23	100%	22	96%	1	4%
Not Migrant	23	100%	22	96%	1	4%
Parent Not in Armed Forces	23	100%	22	96%	1	4%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	34	100%	33	97%	1	3%
Female	19	56%	19	100%	0	0%
Male	15	44%	14	93%	1	7%
General Education Students	29	85%	29	100%	0	0%
Students with Disabilities	5	15%	4	80%	1	20%
Hispanic or Latino	2	6%	2	100%	0	0%
White	32	94%	31	97%	1	3%
Economically Disadvantaged	13	38%	12	92%	1	8%
Not Economically Disadvantaged	21	62%	21	100%	0	0%
Non-English Language Learner	34	100%	33	97%	1	3%
Not in Foster Care	34	100%	33	97%	1	3%
Not Homeless	34	100%	33	97%	1	3%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Migrant	1	3%	1	100%	0	0%
Not Migrant	33	97%	32	97%	1	3%
Parent Not in Armed Forces	34	100%	33	97%	1	3%

2021 English Language Arts Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	26	100%	23	88%	3	12%
Female	9	35%	8	89%	1	11%
Male	17	65%	15	88%	2	12%
General Education Students	21	81%	19	90%	2	10%
Students with Disabilities	5	19%	4	80%	1	20%
White	25	96%	22	88%	3	12%
Multiracial	1	4%	1	100%	0	0%
Economically Disadvantaged	11	42%	10	91%	1	9%
Not Economically Disadvantaged	15	58%	13	87%	2	13%
Non-English Language Learner	26	100%	23	88%	3	12%
Not in Foster Care	26	100%	23	88%	3	12%
Not Homeless	26	100%	23	88%	3	12%
Not Migrant	26	100%	23	88%	3	12%
Parent Not in Armed Forces	26	100%	23	88%	3	12%

2021 English Language Arts Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	29	100%	25	86%	4	14%
Female	10	34%	10	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	19	66%	15	79%	4	21%
General Education Students	24	83%	21	88%	3	13%
Students with Disabilities	5	17%	4	80%	1	20%
Black or African American	1	3%	0	0%	1	100%
White	26	90%	23	88%	3	12%
Multiracial	2	7%	2	100%	0	0%
Economically Disadvantaged	9	31%	7	78%	2	22%
Not Economically Disadvantaged	20	69%	18	90%	2	10%
Non-English Language Learner	29	100%	25	86%	4	14%
In Foster Care	1	3%	1	100%	0	0%
Not in Foster Care	28	97%	24	86%	4	14%
Not Homeless	29	100%	25	86%	4	14%
Not Migrant	29	100%	25	86%	4	14%
Parent Not in Armed Forces	29	100%	25	86%	4	14%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	32	3	9%	12	38%	8	25%	9	28%	17	53%
Female	16	1	6%	7	44%	6	38%	2	13%	8	50%
Male	16	2	13%	5	31%	2	13%	7	44%	9	56%
General Education Students	28	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	30	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	1	11%	5	56%	0	0%	3	33%	3	33%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	23	2	9%	7	30%	8	35%	6	26%	14	61%
Non-English Language Learner	32	3	9%	12	38%	8	25%	9	28%	17	53%
Not in Foster Care	32	3	9%	12	38%	8	25%	9	28%	17	53%
Not Homeless	32	3	9%	12	38%	8	25%	9	28%	17	53%
Not Migrant	32	3	9%	12	38%	8	25%	9	28%	17	53%
Parent Not in Armed Forces	32	3	9%	12	38%	8	25%	9	28%	17	53%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	37	2	5%	12	32%	10	27%	13	35%	23	62%
Female	17	1	6%	7	41%	4	24%	5	29%	9	53%
Male	20	1	5%	5	25%	6	30%	8	40%	14	70%
General Education Students	30	0	0%	9	30%	9	30%	12	40%	21	70%
Students with Disabilities	7	2	29%	3	43%	1	14%	1	14%	2	29%
White	37	2	5%	12	32%	10	27%	13	35%	23	62%
Economically Disadvantaged	13	0	0%	7	54%	2	15%	4	31%	6	46%
Not Economically Disadvantaged	24	2	8%	5	21%	8	33%	9	38%	17	71%
Non-English Language Learner	37	2	5%	12	32%	10	27%	13	35%	23	62%
Not in Foster Care	37	2	5%	12	32%	10	27%	13	35%	23	62%
Not Homeless	37	2	5%	12	32%	10	27%	13	35%	23	62%
Not Migrant	37	2	5%	12	32%	10	27%	13	35%	23	62%
Parent Not in Armed Forces	37	2	5%	12	32%	10	27%	13	35%	23	62%

2021 English Language Arts Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	22	8	36%	5	23%	5	23%	4	18%	9	41%
Female	8	2	25%	2	25%	2	25%	2	25%	4	50%
Male	14	6	43%	3	21%	3	21%	2	14%	5	36%
General Education Students	21	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	19	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	3	43%	3	43%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	15	5	33%	2	13%	4	27%	4	27%	8	53%
Non-English Language Learner	22	8	36%	5	23%	5	23%	4	18%	9	41%
Not in Foster Care	22	8	36%	5	23%	5	23%	4	18%	9	41%
Not Homeless	22	8	36%	5	23%	5	23%	4	18%	9	41%
Not Migrant	22	8	36%	5	23%	5	23%	4	18%	9	41%
Parent Not in Armed Forces	22	8	36%	5	23%	5	23%	4	18%	9	41%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	33	3	9%	11	33%	13	39%	6	18%	19	58%
Female	19	2	11%	5	26%	8	42%	4	21%	12	63%
Male	14	1	7%	6	43%	5	36%	2	14%	7	50%
General Education Students	29	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	31	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	12	3	25%	5	42%	2	17%	2	17%	4	33%
Not Economically Disadvantaged	21	0	0%	6	29%	11	52%	4	19%	15	71%
Non-English Language Learner	33	3	9%	11	33%	13	39%	6	18%	19	58%
Not in Foster Care	33	3	9%	11	33%	13	39%	6	18%	19	58%
Not Homeless	33	3	9%	11	33%	13	39%	6	18%	19	58%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	33	3	9%	11	33%	13	39%	6	18%	19	58%

2021 English Language Arts Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	23	3	13%	4	17%	12	52%	4	17%	16	70%
Female	8	0	0%	1	13%	5	63%	2	25%	7	88%
Male	15	3	20%	3	20%	7	47%	2	13%	9	60%
General Education Students	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
White	22	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	3	30%	1	10%	3	30%	3	30%	6	60%
Not Economically Disadvantaged	13	0	0%	3	23%	9	69%	1	8%	10	77%
Non-English Language Learner	23	3	13%	4	17%	12	52%	4	17%	16	70%
Not in Foster Care	23	3	13%	4	17%	12	52%	4	17%	16	70%
Not Homeless	23	3	13%	4	17%	12	52%	4	17%	16	70%
Not Migrant	23	3	13%	4	17%	12	52%	4	17%	16	70%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not in Armed Forces	23	3	13%	4	17%	12	52%	4	17%	16	70%

2021 English Language Arts Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	25	5	20%	9	36%	6	24%	5	20%	11	44%
Female	10	2	20%	2	20%	2	20%	4	40%	6	60%
Male	15	3	20%	7	47%	4	27%	1	7%	5	33%
General Education Students	21	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	23	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	3	43%	2	29%	1	14%	1	14%	2	29%
Not Economically Disadvantaged	18	2	11%	7	39%	5	28%	4	22%	9	50%
Non-English Language Learner	25	5	20%	9	36%	6	24%	5	20%	11	44%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	24	—	—	—	—	—	—	—	—	—	—
Not Homeless	25	5	20%	9	36%	6	24%	5	20%	11	44%
Not Migrant	25	5	20%	9	36%	6	24%	5	20%	11	44%
Parent Not in Armed Forces	25	5	20%	9	36%	6	24%	5	20%	11	44%

CLYMER CSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

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

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

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

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	34	100%	34	100%	0	0%
Female	18	53%	18	100%	0	0%
Male	16	47%	16	100%	0	0%
General Education Students	30	88%	30	100%	0	0%
Students with Disabilities	4	12%	4	100%	0	0%
Black or African American	1	3%	1	100%	0	0%
White	30	88%	30	100%	0	0%
Multiracial	3	9%	3	100%	0	0%
Economically Disadvantaged	11	32%	11	100%	0	0%
Not Economically Disadvantaged	23	68%	23	100%	0	0%
Non-English Language Learner	34	100%	34	100%	0	0%
Not in Foster Care	34	100%	34	100%	0	0%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Homeless	34	100%	34	100%	0	0%
Not Migrant	34	100%	34	100%	0	0%
Parent Not in Armed Forces	34	100%	34	100%	0	0%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	41	100%	38	93%	3	7%
Female	19	46%	17	89%	2	11%
Male	22	54%	21	95%	1	5%
General Education Students	31	76%	30	97%	1	3%
Students with Disabilities	10	24%	8	80%	2	20%
White	41	100%	38	93%	3	7%
Economically Disadvantaged	16	39%	14	88%	2	13%
Not Economically Disadvantaged	25	61%	24	96%	1	4%
Non-English Language Learner	41	100%	38	93%	3	7%
Not in Foster Care	41	100%	38	93%	3	7%
Not Homeless	41	100%	38	93%	3	7%
Not Migrant	41	100%	38	93%	3	7%
Parent Not in Armed Forces	41	100%	38	93%	3	7%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	23	100%	21	91%	2	9%
Female	8	35%	8	100%	0	0%
Male	15	65%	13	87%	2	13%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
General Education Students	22	96%	20	91%	2	9%
Students with Disabilities	1	4%	1	100%	0	0%
Hispanic or Latino	1	4%	1	100%	0	0%
White	20	87%	18	90%	2	10%
Multiracial	2	9%	2	100%	0	0%
Economically Disadvantaged	7	30%	7	100%	0	0%
Not Economically Disadvantaged	16	70%	14	88%	2	13%
Non-English Language Learner	23	100%	21	91%	2	9%
Not in Foster Care	23	100%	21	91%	2	9%
Not Homeless	23	100%	21	91%	2	9%
Not Migrant	23	100%	21	91%	2	9%
Parent Not in Armed Forces	23	100%	21	91%	2	9%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	34	100%	33	97%	1	3%
Female	19	56%	19	100%	0	0%
Male	15	44%	14	93%	1	7%
General Education Students	29	85%	29	100%	0	0%
Students with Disabilities	5	15%	4	80%	1	20%
Hispanic or Latino	2	6%	2	100%	0	0%
White	32	94%	31	97%	1	3%
Economically Disadvantaged	13	38%	12	92%	1	8%
Not Economically Disadvantaged	21	62%	21	100%	0	0%
Non-English Language Learner	34	100%	33	97%	1	3%
Not in Foster Care	34	100%	33	97%	1	3%
Not Homeless	34	100%	33	97%	1	3%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Migrant	1	3%	1	100%	0	0%
Not Migrant	33	97%	32	97%	1	3%
Parent Not in Armed Forces	34	100%	33	97%	1	3%

2021 Mathematics Grade 7 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	26	100%	24	92%	2	8%
Female	9	35%	9	100%	0	0%
Male	17	65%	15	88%	2	12%
General Education Students	21	81%	20	95%	1	5%
Students with Disabilities	5	19%	4	80%	1	20%
White	25	96%	23	92%	2	8%
Multiracial	1	4%	1	100%	0	0%
Economically Disadvantaged	11	42%	9	82%	2	18%
Not Economically Disadvantaged	15	58%	15	100%	0	0%
Non-English Language Learner	26	100%	24	92%	2	8%
Not in Foster Care	26	100%	24	92%	2	8%
Not Homeless	26	100%	24	92%	2	8%
Not Migrant	26	100%	24	92%	2	8%
Parent Not in Armed Forces	26	100%	24	92%	2	8%

2021 Mathematics Grade 8 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	29	100%	21	72%	8	28%
Female	10	34%	8	80%	2	20%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Male	19	66%	13	68%	6	32%
General Education Students	24	83%	17	71%	7	29%
Students with Disabilities	5	17%	4	80%	1	20%
Black or African American	1	3%	0	0%	1	100%
White	26	90%	19	73%	7	27%
Multiracial	2	7%	2	100%	0	0%
Economically Disadvantaged	9	31%	5	56%	4	44%
Not Economically Disadvantaged	20	69%	16	80%	4	20%
Non-English Language Learner	29	100%	21	72%	8	28%
In Foster Care	1	3%	1	100%	0	0%
Not in Foster Care	28	97%	20	71%	8	29%
Not Homeless	29	100%	21	72%	8	28%
Not Migrant	29	100%	21	72%	8	28%
Parent Not in Armed Forces	29	100%	21	72%	8	28%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	34	11	32%	4	12%	7	21%	12	35%	19	56%
Female	18	7	39%	3	17%	4	22%	4	22%	8	44%
Male	16	4	25%	1	6%	3	19%	8	50%	11	69%
General Education Students	30	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	30	9	30%	4	13%	5	17%	12	40%	17	57%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	5	45%	2	18%	1	9%	3	27%	4	36%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Economically Disadvantaged	23	6	26%	2	9%	6	26%	9	39%	15	65%
Non-English Language Learner	34	11	32%	4	12%	7	21%	12	35%	19	56%
Not in Foster Care	34	11	32%	4	12%	7	21%	12	35%	19	56%
Not Homeless	34	11	32%	4	12%	7	21%	12	35%	19	56%
Not Migrant	34	11	32%	4	12%	7	21%	12	35%	19	56%
Parent Not in Armed Forces	34	11	32%	4	12%	7	21%	12	35%	19	56%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	38	8	21%	9	24%	14	37%	7	18%	21	55%
Female	17	5	29%	4	24%	5	29%	3	18%	8	47%
Male	21	3	14%	5	24%	9	43%	4	19%	13	62%
General Education Students	30	2	7%	8	27%	13	43%	7	23%	20	67%
Students with Disabilities	8	6	75%	1	13%	1	13%	0	0%	1	13%
White	38	8	21%	9	24%	14	37%	7	18%	21	55%
Economically Disadvantaged	14	4	29%	2	14%	4	29%	4	29%	8	57%
Not Economically Disadvantaged	24	4	17%	7	29%	10	42%	3	13%	13	54%
Non-English Language Learner	38	8	21%	9	24%	14	37%	7	18%	21	55%
Not in Foster Care	38	8	21%	9	24%	14	37%	7	18%	21	55%
Not Homeless	38	8	21%	9	24%	14	37%	7	18%	21	55%
Not Migrant	38	8	21%	9	24%	14	37%	7	18%	21	55%
Parent Not in Armed Forces	38	8	21%	9	24%	14	37%	7	18%	21	55%

2021 Mathematics Grade 5 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	21	8	38%	9	43%	4	19%	0	0%	4	19%
Female	8	1	13%	5	63%	2	25%	0	0%	2	25%
Male	13	7	54%	4	31%	2	15%	0	0%	2	15%
General Education Students	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	18	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	2	29%	5	71%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	14	6	43%	4	29%	4	29%	0	0%	4	29%
Non-English Language Learner	21	8	38%	9	43%	4	19%	0	0%	4	19%
Not in Foster Care	21	8	38%	9	43%	4	19%	0	0%	4	19%
Not Homeless	21	8	38%	9	43%	4	19%	0	0%	4	19%
Not Migrant	21	8	38%	9	43%	4	19%	0	0%	4	19%
Parent Not in Armed Forces	21	8	38%	9	43%	4	19%	0	0%	4	19%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	33	11	33%	7	21%	12	36%	3	9%	15	45%
Female	19	6	32%	5	26%	7	37%	1	5%	8	42%
Male	14	5	36%	2	14%	5	36%	2	14%	7	50%
General Education Students	29	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	31	—	—	—	—	—	—	—	—	—	—

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Economically Disadvantaged	12	7	58%	1	8%	3	25%	1	8%	4	33%
Not Economically Disadvantaged	21	4	19%	6	29%	9	43%	2	10%	11	52%
Non-English Language Learner	33	11	33%	7	21%	12	36%	3	9%	15	45%
Not in Foster Care	33	11	33%	7	21%	12	36%	3	9%	15	45%
Not Homeless	33	11	33%	7	21%	12	36%	3	9%	15	45%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	33	11	33%	7	21%	12	36%	3	9%	15	45%

2021 Mathematics Grade 7 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	24	3	13%	7	29%	10	42%	4	17%	14	58%
Female	9	2	22%	2	22%	3	33%	2	22%	5	56%
Male	15	1	7%	5	33%	7	47%	2	13%	9	60%
General Education Students	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
White	23	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	1	11%	3	33%	3	33%	2	22%	5	56%
Not Economically Disadvantaged	15	2	13%	4	27%	7	47%	2	13%	9	60%
Non-English Language Learner	24	3	13%	7	29%	10	42%	4	17%	14	58%
Not in Foster Care	24	3	13%	7	29%	10	42%	4	17%	14	58%
Not Homeless	24	3	13%	7	29%	10	42%	4	17%	14	58%
Not Migrant	24	3	13%	7	29%	10	42%	4	17%	14	58%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Parent Not in Armed Forces	24	3	13%	7	29%	10	42%	4	17%	14	58%

2021 Mathematics Grade 8 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	21	9	43%	9	43%	3	14%	0	0%	3	14%
Female	8	3	38%	4	50%	1	13%	0	0%	1	13%
Male	13	6	46%	5	38%	2	15%	0	0%	2	15%
General Education Students	17	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	19	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	16	—	—	—	—	—	—	—	—	—	—
Non-English Language Learner	21	9	43%	9	43%	3	14%	0	0%	3	14%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	20	—	—	—	—	—	—	—	—	—	—
Not Homeless	21	9	43%	9	43%	3	14%	0	0%	3	14%
Not Migrant	21	9	43%	9	43%	3	14%	0	0%	3	14%
Parent Not in Armed Forces	21	9	43%	9	43%	3	14%	0	0%	3	14%

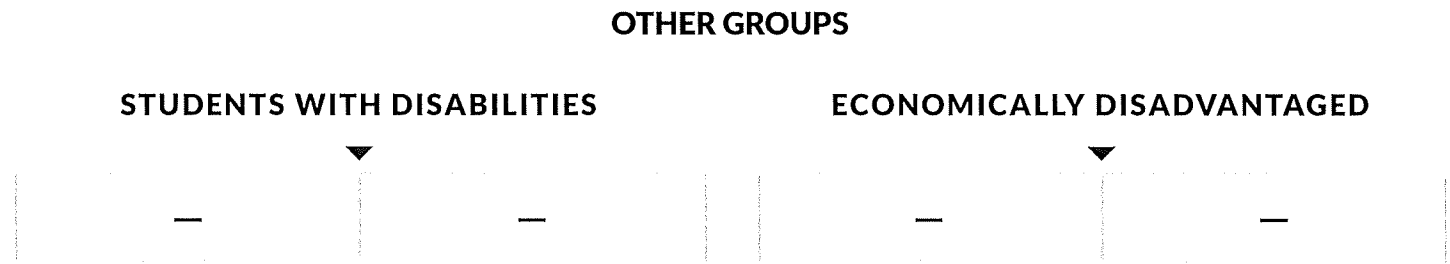
CLYMER CSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2020 - 21)

K-12 ELL Enrollment: 0
K-12 Former ELL
Enrollment: 0

ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY



ELL ENROLLMENT BY GRADE

COUNTS OF ELL STUDENTS INCLUDED IN THE HOME LANGUAGES, THE ENGLISH LANGUAGE LEARNERS BREAKDOWN, AND ENGLISH LANGUAGE LEARNERS PROGRAMS CATEGORIES WERE IDENTIFIED AS ELL DURING THE SCHOOL YEAR AND ARE SUPPRESSED DUE TO COUNTS LESS THAN FIVE (5) TO ENSURE STUDENT LEVEL DATA PRIVACY AT THE DISTRICT LEVEL.

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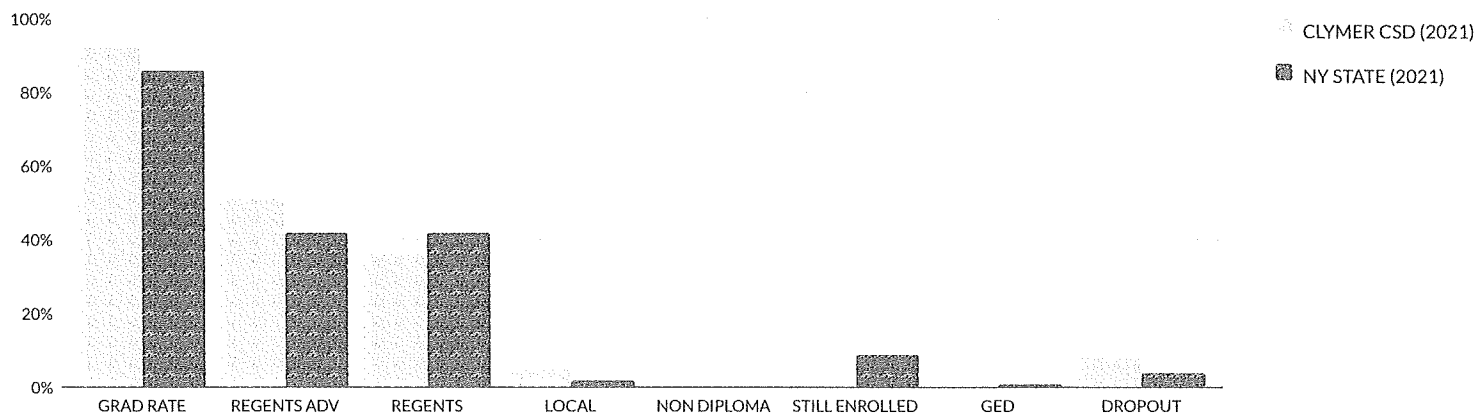
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**CLYMER CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2021**

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

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

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



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
Female	20	20	100%	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	19	16	84%	5	26%	9	47%	2	11%	0	0%	0	0%	0	0%	3	16%
General Education Students	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	36	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	15	12	80%	5	33%	6	40%	1	7%	0	0%	0	0%	0	0%	3	20%
Not Economically Disadvantaged	24	24	100%	15	63%	8	33%	1	4%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	38	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%
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	39	36	92%	20	51%	14	36%	2	5%	0	0%	0	0%	0	0%	3	8%

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CLYMER CSD GRADUATION PATHWAYS DATA 2021

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

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

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

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	36	34	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%
Female	20	20	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	16	14	88%	0	0%	0	0%	2	13%	0	0%	0	0%	0	0%	0	0%
General Education Students	34	33	97%	0	0%	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	2	1	50%	0	0%	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	33	31	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	12	11	92%	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	24	23	96%	0	0%	0	0%	1	4%	0	0%	0	0%	0	0%	0	0%
English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	36	34	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%
In Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	36	34	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	36	34	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	36	34	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%
Parent in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	36	34	94%	0	0%	0	0%	2	6%	0	0%	0	0%	0	0%	0	0%

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Equalized Total Assessed Value 397,716,304

School District - 063201 Clymer

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	12	613,424	0.15
13100	CO - GENERALLY	RPTL 406(1)	1	909	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	29	2,692,458	0.68
13510	TOWN - CEMETERY LAND	RPTL 446	2	24,445	0.01
13800	SCHOOL DISTRICT	RPTL 408	7	18,325,900	4.61
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	307,980	0.08
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	2	635,600	0.16
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	407,200	0.10
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	14	3,692,247	0.93
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	8	1,057,432	0.27
26250	HISTORICAL SOCIETY	RPTL 444	2	3,636	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	540,613	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	10	234,313	0.06
41200	SUBSCRIPTION VETS	RPTL 458(2)	3	9,494	0.00
41400	CLERGY	RPTL 460	3	4,530	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	38	2,240,784	0.56
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	376	20,676,443	5.20
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	6	267,592	0.07
41834	ENHANCED STAR	RPTL 425	220	15,977,357	4.02
41836	ENHANCED STAR	RPTL 425	3	218,670	0.05
41854	BASIC STAR 1999-2000	RPTL 425	425	13,851,949	3.48
41864	Basic STAR (land belongs to ot	RPTL 425	1	12,900	0.00
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	35	75,934	0.02
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	15	402,223	0.10
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	12	337,906	0.08
47900	FAIR POLLUTION CONTROL FACILIT	RPTL 477-a	1	2,752,016	0.69

Equalized Total Assessed Value 397,716,304

School District - 063201 Clymer

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	166,558	0.04
Total Exemptions Exclusive of System Exemptions:					
			1,232	85,363,955	21.46
Total System Exemptions:			3	166,558	0.04
Totals:			1,235	85,530,513	21.51

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: _____