

**HUDSON FALLS CENTRAL
SCHOOL DISTRICT**

**ANNUAL ELECTION
AND
BUDGET VOTE**

Tuesday, June 9, 2020
*****Absentee Ballot Only*****

BUDGET HEARING

Monday, June 1, 2020
7:00 p.m.
*****Virtual Meeting*****

QUALIFICATIONS OF VOTERS

A person shall be entitled to vote at the school district's Annual School Election and Budget Vote who is:

1. A citizen of the United States.
2. Eighteen years of age.
3. A resident within the district for a period of thirty days next preceding the meeting at which he/she offers to vote.

Note: The law allows the district to ask for identification of potential voters.

BUDGET HEARING

A Budget Hearing will be held on Monday, June 1, 2020 at 7:00 p.m. via a virtual meeting.

ANNUAL ELECTION AND BUDGET VOTE

The Annual School Election and Budget Vote will take place by absentee ballot only on Tuesday, June 9, 2020. Voting will take place on the 2020-21 Budget, one Transportation Proposition, and for the election of two members of the Board of Education to fill the offices now held by:

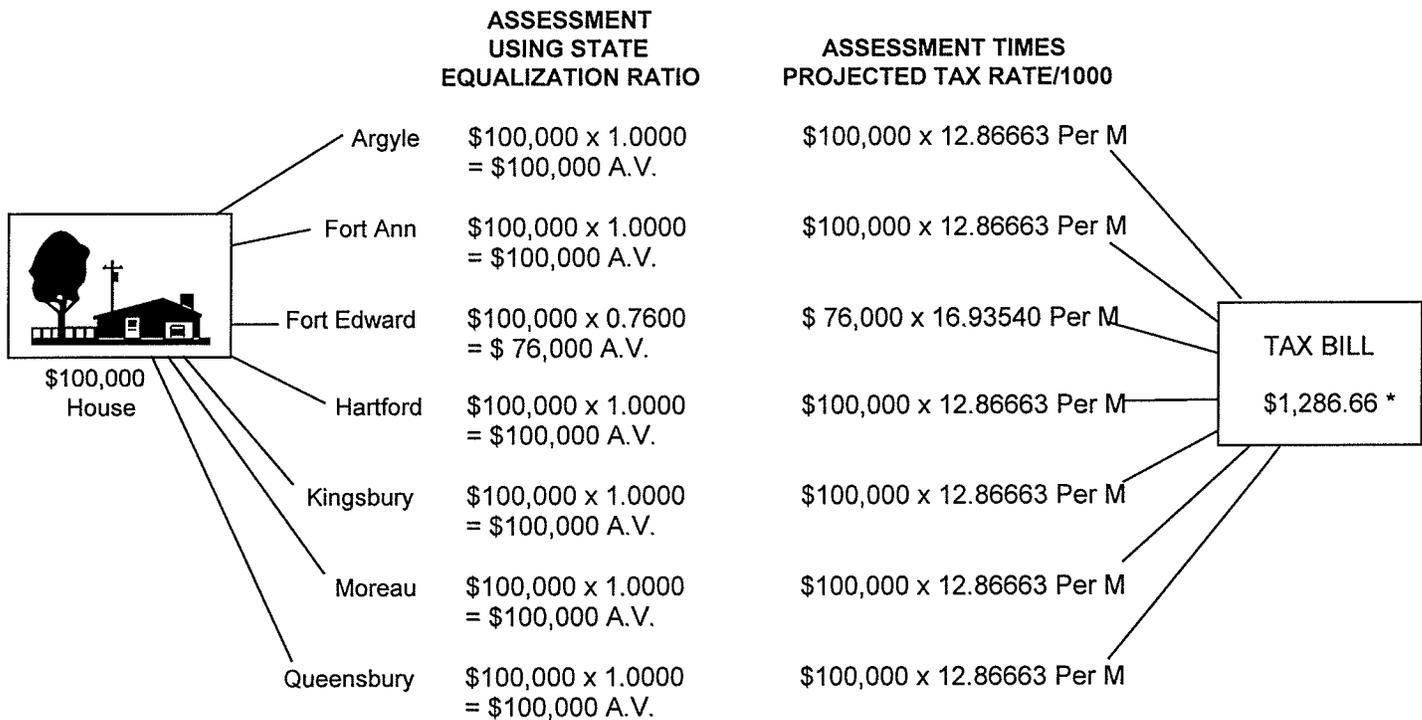
Timothy Keenan (five years)
Amanda Landsman (five years)

The Budget will include an appropriation of \$30,000 for the Hudson Falls Free Library.

EQUALIZATION EXPLANATION CHART

Because of the various assessment practices used in the seven towns of our district, the State Equalization Rate is used to make the actual tax bill the same for a comparable home, regardless of the town in which it is located.

2019-20 FIGURES (example only)



*Minor differences due to rounding

It should be noted that the equalization rate is determined by measurement of a sampling of properties within a town against fair market value. The rate, therefore, is supposed to fit the average home, not every home. There can still be inequities within each town.

2019-20 FIGURES (example only)

2020-21 Proposed Budget Information

ADMINISTRATIVE COMPONENT	2019-20 Budget	2020-21 Budget	Dollar Difference
Board of Education	\$ 7,800	\$ 7,800	0
Central Administration	230,662	226,945	(3,717)
Finance	371,086	381,010	9,924
Legal	9,000	9,000	0
Personnel	22,400	22,569	169
Public Information	58,000	59,705	1,705
Central Services	29,546	31,010	1,464
Special Items	562,541	606,062	43,521
Curriculum Development	205,745	192,100	(13,645)
Supervision - Regular School	1,235,746	1,271,670	35,924
Supervision - Non-Instructional	166,960	171,969	5,009
Instruction	153,241	151,212	(2,029)
Benefits	1,183,756	1,201,513	17,757
Total Administrative Component	\$ 4,236,483	\$ 4,332,565	\$ 96,082
PROGRAM COMPONENT	2019-20 Budget	2020-21 Budget	Dollar Difference
Legal	\$ 36,000	\$ 36,000	0
Central Services	204,589	241,010	36,421
Instruction	20,399,155	20,299,435	(99,720)
District Transportation	1,699,557	1,799,442	99,885
Garage Building	48,944	46,644	(2,300)
Benefits	9,927,081	9,977,700	50,619
Total Program Component	\$ 32,315,326	\$ 32,400,231	\$ 84,905
CAPITAL COMPONENT	2019-20 Budget	2020-21 Budget	Dollar Difference
Plant Operation	\$ 1,485,384	\$ 1,467,500	(17,884)
Plant Maintenance	835,930	884,000	48,070
Special Items	5,000	5,000	0
Benefits	985,115	1,004,818	19,703
Debt Service	4,863,683	4,598,588	(265,095)
Total Capital Component	\$ 8,175,112	\$ 7,959,906	\$ (215,206)
TOTAL EXPENDITURES	\$ 44,726,921	\$ 44,692,702	\$ (34,219)

2020-21 Three-Part Budget Summary

Administrative expenditures cover expenses related to district management. The Administrative expenses comprise 9.69% of the overall budget.

Program expenditures include items directly related to instruction. These include salaries, benefits, and transportation. The Program budget comprises approximately 72.50% of the total budget.

Capital expenditures account for 17.81% of the total budget. They include the cost of maintenance, operation, utilities, transportation, and debt service. Central Services, under both the Administrative and Program components, include the cost of copiers, central printing and mailing, and central data processing.

Building projects allow the District to address facilities needs that would otherwise not be possible without the off-setting revenue. Thanks to the support of the community, the District has been able to leverage our Building Aid to offset the increase in the Capital component of the budget.

REVENUE SUMMARY

Revenues	2019-20	PROPOSED 2020-21	CHANGE
State Aid	\$29,857,875	\$29,641,792	\$(216,083)
Property	\$12,466,546	\$12,703,410	\$236,864
Payment in Lieu of Taxes	\$96,000	\$96,000	\$0
Interest Earnings	\$20,000	\$30,000	\$10,000
Medicaid Reimbursement	\$300,000	\$300,000	\$0
Summer School Tuition	\$35,000	\$35,000	\$0
Miscellaneous	\$1,100,000	\$1,100,000	\$0
Gifts and Donations	\$1,500	\$1,500	\$0
Appropriated Balance	\$350,000	\$350,000	\$0
Appropriated Services	\$200,000	\$200,000	\$0
Employee Benefit Reserve	\$100,000	\$100,000	\$0
Transfer from Debt Service	\$200,000	\$135,000	\$(65,000)
Total	\$44,726,921	\$44,692,702	\$(34,219)

Hudson Falls Central School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020-21 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$ 44,726,921	\$ 44,692,702	\$ 44,542,702										
Increase/Decrease for the 2019-20 School Year		(\$34,219)	(\$184,219)										
Percentage Increase/Decrease in Proposed Budget		-0.08 %	-0.41 %										
Change in the Consumer Price Index		1.81 %											
A. Proposed Levy to Support the Total Budgeted Amount	\$ 12,466,546	\$ 12,703,410											
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)	\$12,466,546	\$ 12,703,410	\$12,466,546										
F. Total Permissible Exclusions	\$ 0	\$ 0											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 12,766,989	\$ 12,890,801											
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 12,466,546	\$ 12,703,410											
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 300,443	\$ 187,391											
Administrative Component	\$ 4,236,483	\$ 4,332,565	\$ 4,282,565										
Program Component	\$ 32,315,326	\$ 32,400,231	\$ 32,350,231										
Capital Component	\$8,175,112	\$ 7,959,906	\$ 7,909,906										
<p>Contingency Budget: In the event the proposed budget is defeated, the Board of Education must adopt a contingency budget. By law, if a contingency budget is enacted, the tax levy must remain flat. Certain expenses are exempted under a contingency budget, including costs for new enrollment, gifts, and grants. A contingency budget may allow field trips, sports, and transportation to school. However, most equipment and pupil supplies are not allowed (i.e. buses, computer equipment, classroom furniture, and community use of buildings and grounds).</p>													
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Description</th> <th style="text-align: center;">Amount</th> </tr> </thead> <tbody> <tr> <td>School Bus Proposition</td> <td style="text-align: right;">\$370,000</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>				Description	Amount	School Bus Proposition	\$370,000						
Description	Amount												
School Bus Proposition	\$370,000												
<p>** Purchase of two 66-passenger buses and two 65 passenger buses at a cost not exceed \$370,000.</p>													

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

Under the Budget Proposed for the 2020-21 School Year
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Estimated Basic STAR Exemption Savings ¹	\$ 399
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The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Hudson Falls school district, Washington County, New York, will be held by absentee ballot this year. The absentee ballots must be received by the District no later than 5:00 p.m. on Tuesday, June 9, 2020.

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

EXEMPTION IMPACT REPORT

Beginning in the autumn of 2008, counties, cities, towns, villages, and school districts are required to attach an exemption report to their tentative or preliminary budgets. The new reports are intended to provide taxpayers, policy makers, media, and the general public with greater transparency in regard to property tax exemptions and their overall effect on taxes and tax bases.

Equalized Total Assessed Value 1,066,172,731

School District - 534401 Hudson Falls

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
10100	SPEC DIST USED FOR PURPOSE EST	RPTL 410	1	6,579	0.00
12100	NYS - GENERALLY	RPTL 404(1)	17	13,263,678	1.24
13100	CO - GENERALLY	RPTL 406(1)	7	38,308,205	3.59
13500	TOWN - GENERALLY	RPTL 406(1)	11	3,587,316	0.34
13510	TOWN - CEMETERY LAND	RPTL 446	6	192,700	0.02
13650	VG - GENERALLY	RPTL 406(1)	17	2,777,084	0.26
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	5	1,088,857	0.10
13800	SCHOOL DISTRICT	RPTL 408	9	22,391,100	2.10
13850	BOGES	RPTL 408	1	7,618,400	0.71
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	3	121,000	0.01
14110	USA - SPECIFIED USES	STATE L 54	1	250,000	0.02
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	35	14,363,794	1.35
18080	MUN HSG AUTH-FEDERAL/MUN AIDE	PUB HSG L 52(3)&(5)	3	2,995,200	0.28
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	993,500	0.09
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	22	8,225,311	0.77
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	13	1,862,574	0.17
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	163,289	0.02
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	373,400	0.04
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	9	3,716,500	0.35
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	12,631,579	1.18
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	722,895	0.07
26100	VETERANS ORGANIZATION	RPTL 452	1	470,400	0.04
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	717,100	0.07
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	6	1,441,542	0.14
28550	NOT-FOR-PROFIT HOUS CO-SR CITS	RPTL 422	1	120,000	0.01
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	3	32,716	0.00
33200	TAX SALE - COUNTY OWNED	RPTL 406(5)	3	7,991	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	0	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	25	3,375,476	0.32
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	191	12,831,909	1.20
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	29	1,185,206	0.11
41800	PERSONS AGE 65 OR OVER	RPTL 467	44	2,553,937	0.24
41804	PERSONS AGE 65 OR OVER	RPTL 467	110	3,484,203	0.33

Equalized Total Assessed Value 1,066,172,731

School District - 534401 Hudson Falls

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	926	63,120,830	5.92
41854	BASIC STAR 1999-2000	RPTL 425	1,955	59,362,641	5.57
41906	PHYSICALLY DISABLED	RPTL 459	2	21,646	0.00
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	13	226,102	0.02
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	2,512	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	2	53,600	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	8	542,737	0.05
47900	FAIR POLLUTION CONTROL FACILIT	RPTL 477-a	1	263,158	0.02
48660	HOUSING DEVELOPMENT FUND CO	P H FI L 577,654-a	1	1,434,500	0.13
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	32	610,373	0.06
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	421,053	0.04
50004	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	17,500,000	1.64
Total Exemptions Exclusive of System Exemptions:				287,932,593	27.01
Total System Exemptions:				17,500,000	1.64
Totals:				305,432,593	28.65

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: _____

Equalized Total Assessed Value 8,223,053

School District - 534401 Hudson Falls Csd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	4	200,400	2.44
41400	CLERGY	RPTL 460	1	1,500	0.02
41834	ENHANCED STAR	RPTL 425	1	69,800	0.85
41854	BASIC STAR 1999-2000	RPTL 425	4	120,000	1.46
Total Exemptions Exclusive of System Exemptions:				391,700	4.76
Total System Exemptions:				0	0.00
Totals:				391,700	4.76

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: _____

Equalized Total Assessed Value 8,223,053

School District - 534401 Hudson Falls Csd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	4	200,400	2.44
41400	CLERGY	RPTL 460	1	1,500	0.02
41834	ENHANCED STAR	RPTL 425	1	69,800	0.85
41854	BASIC STAR 1999-2000	RPTL 425	4	120,000	1.46
Total Exemptions Exclusive of System Exemptions:				391,700	4.76
Total System Exemptions:				0	0.00
Totals:				391,700	4.76

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: _____

Equalized Total Assessed Value 8,223,053

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	4	200,400	2.44
41400	CLERGY	RPTL 460	1	1,500	0.02
41834	ENHANCED STAR	RPTL 425	1	69,800	0.85
41854	BASIC STAR 1999-2000	RPTL 425	4	120,000	1.46
Total Exemptions Exclusive of System Exemptions:					
			10	391,700	4.76
Total System Exemptions:					
			0	0	0.00
Totals:					
			10	391,700	4.76

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: _____

SCHOOL DISTRICT REPORT CARD

The School District Report Card provides an accountability overview of our district. This information is provide to show our student performance on State tests and other measures of district and school performance which assess our students' progress in meeting the New York State Standards.

HUDSON FALLS CSD - NEW YORK STATE REPORT CARD [2018 - 19]

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.

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

TARGET DISTRICT

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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 (54.71 kilobytes)

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

- 2017-18 Title I SIG 1003 Basic Application and Addendum for 2018-19 Extension
- 2018-19 Title I SIG 1003 Basic Planning
- 2019 NYSIP-PLC Phase II
- SIG Cohort 5, 6 and 7 Schools Funded with SIGA in 2018-19

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing: Potential Target District for 2020-21.	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

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ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	2	2	2	—	2	1
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—
Black or African American	1	—	1	—	—	1
Hispanic or Latino	2	3	3	—	1	1
Multiracial	2	2	2	—	1	3
White	2	2	2	—	2	1
English Language Learners	—	—	—	—	—	—
Students with Disabilities	2	3	3	—	1	3
Economically Disadvantaged	2	2	2	—	1	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
American Indian or Alaska Native	—
Asian or Native Hawaiian/Other Pacific Islander	—
Black or African American	1
Hispanic or Latino	2
Multiracial	2
White	2
English Language Learners	—
Students with Disabilities	2
Economically Disadvantaged	2

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ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	917	104	2	
	Math	874	117		2
	Science	324	192		2
	Combined	2,115	123		2
American Indian or Alaska Native	ELA	4	—	—	
	Math	4	—		—
	Science	—	—		—
	Combined	8	—		—
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	158	—	
	Math	12	213		—
	Science	2	—		—
	Combined	26	—		—
Black or African American	ELA	12	75	1	
	Math	11	55		1
	Science	6	125		1
	Combined	29	78		1
Hispanic or Latino	ELA	41	93	2	
	Math	41	102		2
	Science	25	162		2
	Combined	107	113		2
Multiracial	ELA	52	102	2	
	Math	49	103		2
	Science	29	203		2
	Combined	130	125		2
White	ELA	808	104	2	
	Math	769	118		2
	Science	288	194		2
	Combined	1,865	124		2
English Language Learners	ELA	7	0	—	
	Math	6	17		—
	Science	1	—		—
	Combined	14	—		—
Students with Disabilities	ELA	209	45	2	
	Math	196	54		2
	Science	71	147		2
	Combined	476	64		2
Economically Disadvantaged	ELA	409	82	2	^

Subgroup	Subject	Cohort	Index	Level	
	Math	386	90		2
	Science	147	177		2
	Combined	942	100		2



ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	967	99	2
	Math	963	107	
	Science	324	192	
	Combined	2,254	116	
American Indian or Alaska Native	ELA	5	120	-
	Math	5	100	
	Science	-	-	
	Combined	10	-	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	158	-
	Math	12	213	
	Science	2	-	
	Combined	26	-	
Black or African American	ELA	13	69	2
	Math	13	46	
	Science	6	125	
	Combined	32	70	
Hispanic or Latino	ELA	45	84	2
	Math	45	93	
	Science	25	162	
	Combined	115	105	
Multiracial	ELA	53	100	3
	Math	53	95	
	Science	29	203	
	Combined	135	120	
White	ELA	853	99	2
	Math	849	107	
	Science	288	194	
	Combined	1,990	116	
English Language Learners	ELA	7	0	-
	Math	7	14	
	Science	1	-	
	Combined	15	-	
Students with Disabilities	ELA	224	42	2
	Math	222	48	
	Science	71	147	
	Combined	517	59	
Economically Disadvantaged	ELA	447	75	2

Subgroup	Subject	Cohort	Index	Level
	Math	444	78	2
	Science	147	177	2
	Combined	1,038	91	2

ELEMENTARY/MIDDLE GROWTH (2016-17, 2017-18, AND 2018-19)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	185,395	3,820	48.5	2
American Indian or Alaska Native	—	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—
Black or African American	—	22	—	—
Hispanic or Latino	9,486	181	52.4	3
Multiracial	8,205	164	50	2
White	165,269	3,425	48.3	2
English Language Learners	—	13	—	—
Students with Disabilities	40,209	763	52.7	3
Economically Disadvantaged	97,381	1,967	49.5	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Black or African American	1
Hispanic or Latino	3
Multiracial	2
White	2
Students with Disabilities	3
Economically Disadvantaged	2

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ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	4	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	5	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels
All Students	ELA	88	967	99	97	105	122	161	—	N	200	2	2
	Math	92	963	107	101	107	124	162	—	N	200	2	
American Indian or Alaska Native	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	12	—	—	—	—	—	—	—	—	—	—
	Math	—	12	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	92	45	84	101	95	113	157	N	—	200	1	1
	Math	94	45	93	102	92	111	155	—	N	200	2	
Multiracial	ELA	98	53	100	106	102	119	159	N	—	200	1	1
	Math	93	53	95	102	104	120	160	Y	—	200	2	
White	ELA	87	853	99	96	102	119	160	—	N	200	2	2
	Math	92	849	107	100	110	126	163	—	N	200	2	
English Language Learners	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	42	224	42	54	61	85	142	N	—	200	1	1
	Math	46	222	48	58	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	69	447	75	79	95	113	157	N	—	200	1	1
	Math	75	444	78	85	94	112	156	N	—	200	1	



ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	14.4	1,472	218	14.8%	13.6%	14.6%	12.8%	8.9%	N	—	5%	1
American Indian or Alaska Native	—	6	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—	—	—	—	—	—	—	—
Black or African American	22.6	31	13	41.9%	21.9%	20.1%	17.7%	11.4%	N	—	5%	1
Hispanic or Latino	17.6	60	13	21.7%	16.6%	19.8%	17%	11%	N	—	5%	1
Multiracial	21.3	89	15	16.9%	19.9%	16.5%	14.5%	9.8%	—	Y	5%	3
White	13.8	1,297	180	13.9%	13%	10.5%	9.3%	7.2%	N	—	5%	1
English Language Learners	—	16	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	23.5	350	75	21.4%	22.1%	21.5%	18.5%	11.8%	—	—	5%	3
Economically Disadvantaged	19.7	708	157	22.2%	18.5%	19.9%	17.1%	11.1%	N	—	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,054	89.8%	2,135	89%
American Indian or Alaska Native	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	X	49	87.8%	106	88.7%
Multiracial	X	59	93.2%	110	88.2%
White	X	928	89.6%	1,885	89%
English Language Learners	—	5	—	—	—
Students with Disabilities	X	238	88.2%	491	86.2%
Economically Disadvantaged	X	495	86.7%	1,094	86.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,056	86%	2,135	86.2%
American Indian or Alaska Native	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	X	50	88%	107	86.9%
Multiracial	X	61	88.5%	111	84.7%
White	X	927	85.7%	1,883	86.3%
English Language Learners	—	6	—	—	—
Students with Disabilities	X	237	83.1%	488	82.4%
Economically Disadvantaged	X	492	82.5%	1,091	83%

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Targeted Support and Improvement	NA
Economically Disadvantaged	Targeted Support and Improvement	NA

SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	2	2	2	—	1	1	3
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—
Black or African American	2	—	2	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	1	—
White	2	2	2	—	1	1	3
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	1	2	1	—	1	1	2
Economically Disadvantaged	1	1	1	—	1	1	2

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SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level		
All Students	ELA	168	166	165	2	164.6	2
	Math	168	127				
	Science	168	204				
	Social Studies	168	194				
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	210	--	--	--	--
	Math	5	130				
	Science	5	220				
	Social Studies	5	210				
Black or African American	ELA	8	119	142	2	141.7	2
	Math	8	144				
	Science	8	175				
	Social Studies	8	138				
Hispanic or Latino	ELA	3	--	--	--	--	--
	Math	3	--				
	Science	3	--				
	Social Studies	3	--				
Multiracial	ELA	6	175	--	--	--	--
	Math	6	83				
	Science	6	175				
	Social Studies	6	150				
White	ELA	154	167	166	2	165.8	2
	Math	154	127				
	Science	154	207				
	Social Studies	154	198				
Students with Disabilities	ELA	42	63	75	1	75	1
	Math	42	49				
	Science	42	117				
	Social Studies	42	106				
Economically Disadvantaged	ELA	52	135	140	1	139.8	1
	Math	52	106				
	Science	52	187				
	Social Studies	52	164				



SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	81.1%	174	73.6%	82.3%	82.8%	85%	90%	N	—	95%	1	2
	5-Year	75.5%	153	77.8%	77.1%	85%	86.8%	91.4%	—	N	96%	2	
	6-Year	83.3%	156	83.3%	84.3%	85.1%	87.3%	92.2%	Y	—	97%	2	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	3	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	5	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	7	—	—	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—	—	
	6-Year	—	2	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	6	—	—	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—	—	
	6-Year	—	2	—	—	—	—	—	—	—	—	—	
White	4-Year	81.3%	164	73.2%	82.3%	90.2%	91%	93%	N	—	95%	1	2
	5-Year	74.8%	142	76.8%	76.4%	91.5%	92.3%	94.2%	—	N	96%	2	
	6-Year	82.8%	147	83.7%	84%	91.2%	92.4%	94.7%	Y	—	97%	2	
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	37%	35	34.3%	41.6%	59.7%	66.1%	80.6%	N	—	95%	1	2
	5-Year	34.5%	42	45.2%	39.5%	63%	69%	82.5%	—	Y	96%	3	
	6-Year	36.8%	50	42%	41.6%	61.4%	67.8%	82.4%	—	Y	97%	3	
Economically Disadvantaged	4-Year	68.7%	88	64.8%	70.9%	76.9%	79.9%	87.5%	N	—	95%	1	1
	5-Year	72.7%	74	70.3%	74.5%	80.4%	83%	89.5%	N	—	96%	1	
	6-Year	77%	65	72.3%	78.6%	80.7%	83.5%	90.3%	N	—	97%	1	



SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2
Black or African American	2
White	2
Students with Disabilities	1
Economically Disadvantaged	1

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	2	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	3	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	2	–	–	–	–

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SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels
All Students	ELA	175	168	166	178	191	194	204	Y	—	215	2	1
	Math	122	168	127	128	151	158	179	N	—	200	1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
White	ELA	173	154	167	176	208	209	212	Y	—	215	2	1
	Math	123	154	127	129	168	172	186	N	—	200	1	
Students with Disabilities	ELA	60	42	63	72	120	133	174	N	—	215	1	1
	Math	49	42	49	61	91	105	153	N	—	200	1	
Economically Disadvantaged	ELA	151	52	135	156	171	177	196	N	—	215	1	1
	Math	105	52	106	112	131	140	170	Y	—	200	2	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	29	717	228	31.8%	27%	22.6%	19.8%	12.4%	N	—	5%	1
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—	—	—	—	—	—	—	—
Black or African American	—	24	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	37	—	—	—	—	—	—	—	—	—	—
Multiracial	37.1	39	19	48.7%	35.8%	23.1%	20.1%	12.6%	N	—	5%	1
White	28.9	655	206	31.5%	26.9%	15.6%	14%	9.5%	N	—	5%	1
English Language Learners	—	8	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	40.8	153	63	41.2%	38%	32.8%	28%	16.5%	N	—	5%	1
Economically Disadvantaged	41.7	285	131	46%	38.7%	30.2%	25.8%	15.4%	N	—	5%	1



SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	102.3	126.8	108.1	130.2	137.8	156.4	—	Y	175	3
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	102.4	128.7	108.2	149.7	154.1	164.6	—	Y	175	3
Students with Disabilities	52.1	63.1	61.9	76.5	93.5	134.3	—	N	175	2
Economically Disadvantaged	79.9	89.7	87.5	112.9	123.7	149.4	—	N	175	2

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	183	0	86	0	59	2	36
Asian or Native Hawaiian/Other Pacific Islander	5	0	—	—	—	—	—
Black or African American	8	0	—	—	—	—	—
Hispanic or Latino	3	0	—	—	—	—	—
Multiracial	10	0	—	—	—	—	—
White	167	0	80	0	54	2	31
Students with Disabilities	61	0	5	1	24	6	25
Economically Disadvantaged	63	0	18	0	20	1	24

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	164	98.2%	306	98%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	1	—	—	—
Multiracial	—	5	—	—	—
White	✓	150	98%	282	97.9%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	21	—	—	—
Economically Disadvantaged	✓	50	94%	115	94.8%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	164	98.2%	306	98%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	1	—	—	—
Multiracial	—	5	—	—	—
White	✓	150	98%	282	97.9%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	21	—	—	—
Economically Disadvantaged	✓	50	94%	115	94.8%

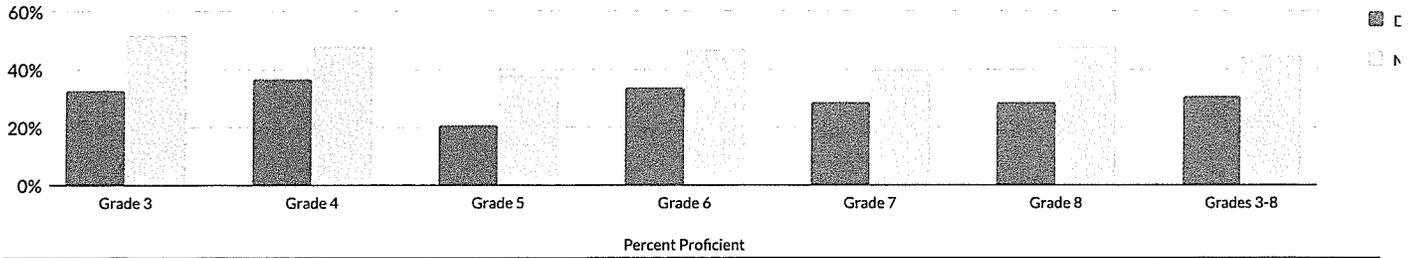
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GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	148	81%	51	28%	88	48%	9	5%	2	1%	18	10%	0	0%	15	8%
Female	99	83	84%	30	30%	50	51%	3	3%	2	2%	8	8%	0	0%	6	6%
Male	84	65	77%	21	25%	38	45%	6	7%	0	0%	10	12%	0	0%	9	11%
Multiracial	7	4	57%	0	0%	4	57%	0	0%	0	0%	2	29%	0	0%	1	14%
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	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White	167	137	82%	48	29%	81	49%	8	5%	2	1%	15	9%	0	0%	13	8%
Black or African American	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
General-Education Students	156	131	84%	51	33%	78	50%	2	1%	0	0%	13	8%	0	0%	12	8%
Students with Disabilities	27	17	63%	0	0%	10	37%	7	26%	2	7%	5	19%	0	0%	3	11%
Non-English Language Learners	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
English Language Learners	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	120	109	91%	42	35%	61	51%	6	5%	1	1%	7	6%	0	0%	3	3%
Economically Disadvantaged	63	39	62%	9	14%	27	43%	3	5%	1	2%	11	17%	0	0%	12	19%
Not Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Migrant	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Parents not in Armed Forces	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Parents in Armed Forces	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Not Homeless	176	144	82%	51	29%	85	48%	8	5%	2	1%	16	9%	0	0%	14	8%
Homeless	7	4	57%	0	0%	3	43%	1	14%	0	0%	2	29%	0	0%	1	14%
Not in Foster Care	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Care	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

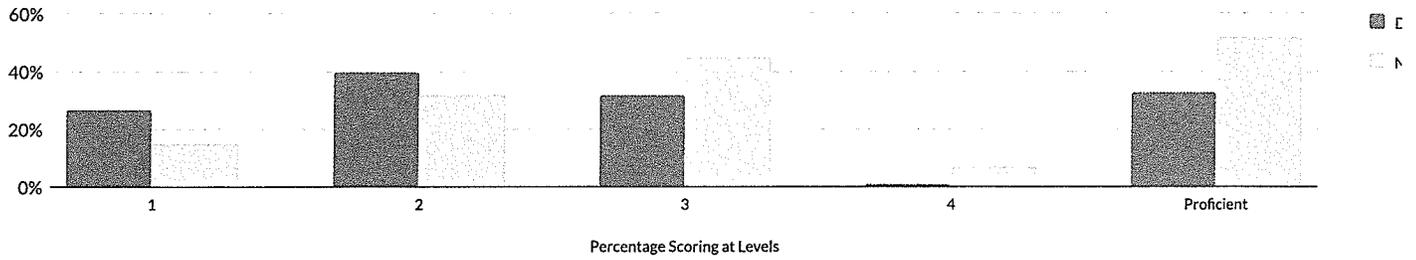


GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	165	45	27%	66	40%	53	32%	1	1%	54	33%
Grade 4	9	167	44	26%	61	37%	44	26%	18	11%	62	37%
Grade 5	13	149	65	44%	53	36%	19	13%	12	8%	31	21%
Grade 6	19	163	68	42%	39	24%	32	20%	24	15%	56	34%
Grade 7	39	150	58	39%	49	33%	30	20%	13	9%	43	29%
Grade 8	39	137	35	26%	62	45%	31	23%	9	7%	40	29%
Grades 3-8	131	931	315	34%	330	35%	209	22%	77	8%	286	31%

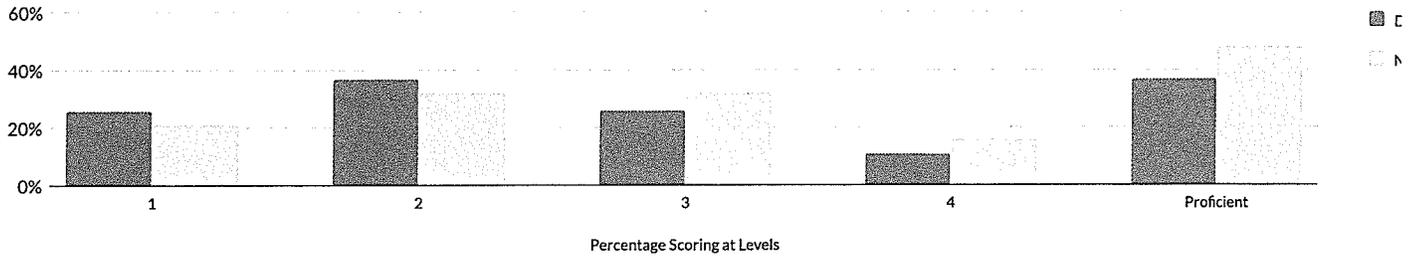
GRADE 3 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	12	165	45	27%	66	40%	53	32%	1
General Education	6	130	21	16%	58	45%	50	38%	1	1%	51	39%
Students with Disabilities	6	35	24	69%	8	23%	3	9%	0	0%	3	9%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Black or African American	1	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	8	-	-	-	-	-	-	-	-	-	-
White	11	139	38	27%	56	40%	44	32%	1	1%	45	32%
Multiracial	0	14	4	29%	6	43%	4	29%	0	0%	4	29%
Small Group Total	1	12	3	25%	4	33%	5	42%	0	0%	5	42%
Female	5	82	25	30%	27	33%	29	35%	1	1%	30	37%
Male	7	83	20	24%	39	47%	24	29%	0	0%	24	29%
Non-English Language Learners	12	165	45	27%	66	40%	53	32%	1	1%	54	33%
Economically Disadvantaged	5	76	29	38%	30	39%	17	22%	0	0%	17	22%
Not Economically Disadvantaged	7	89	16	18%	36	40%	36	40%	1	1%	37	42%
Migrant	0	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	12	164	-	-	-	-	-	-	-	-	-	-
Homeless	0	7	6	86%	1	14%	0	0%	0	0%	0	0%
Not Homeless	12	158	39	25%	65	41%	53	34%	1	1%	54	34%
Not in Foster Care	12	165	45	27%	66	40%	53	32%	1	1%	54	33%
Parent Not in Armed Forces	12	165	45	27%	66	40%	53	32%	1	1%	54	33%

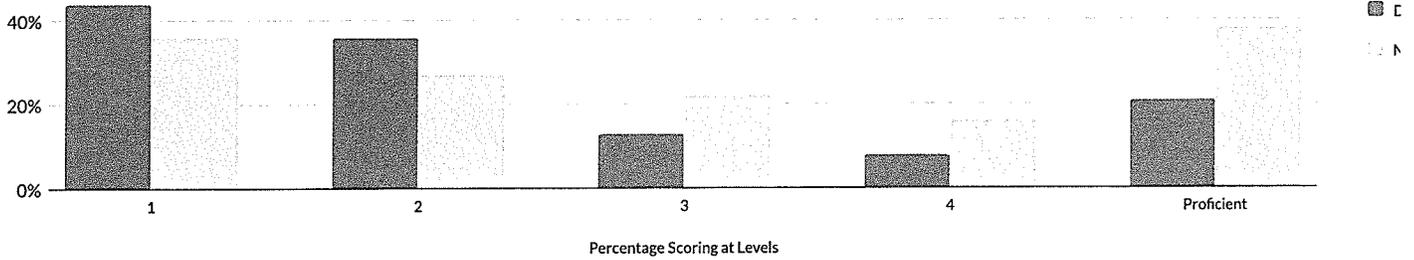
GRADE 4 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	167	44	26%	61	37%	44	26%	18	11%	62	37%
General Education	4	133	19	14%	54	41%	43	32%	17	13%	60	45%
Students with Disabilities	5	34	25	74%	7	21%	1	3%	1	3%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	7	147	38	26%	53	36%	39	27%	17	12%	56	38%
Multiracial	1	12	4	33%	4	33%	4	33%	0	0%	4	33%
Small Group Total	1	8	2	25%	4	50%	1	13%	1	13%	2	25%
Female	2	89	19	21%	30	34%	29	33%	11	12%	40	45%
Male	7	78	25	32%	31	40%	15	19%	7	9%	22	28%
Non-English Language Learners	9	167	44	26%	61	37%	44	26%	18	11%	62	37%
Economically Disadvantaged	8	72	30	42%	23	32%	13	18%	6	8%	19	26%
Not Economically Disadvantaged	1	95	14	15%	38	40%	31	33%	12	13%	43	45%
Not Migrant	9	167	44	26%	61	37%	44	26%	18	11%	62	37%
Homeless	0	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	9	163	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	9	167	44	26%	61	37%	44	26%	18	11%	62	37%
Parent Not in Armed Forces	9	167	44	26%	61	37%	44	26%	18	11%	62	37%

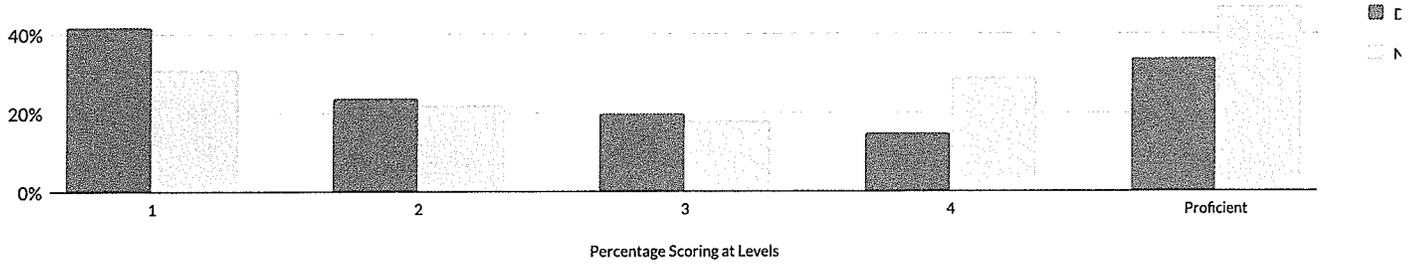
GRADE 5 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	149	65	44%	53	36%	19	13%	12	8%	31	21%
General Education	9	116	38	33%	47	41%	19	16%	12	10%	31	27%
Students with Disabilities	4	33	27	82%	6	18%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	2	-	-	-	-	-	-	-	-	-	-
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	11	133	59	44%	46	35%	17	13%	11	8%	28	21%
Multiracial	1	8	4	50%	3	38%	1	13%	0	0%	1	13%
Small Group Total	1	8	2	25%	4	50%	1	13%	1	13%	2	25%
Female	8	78	32	41%	24	31%	12	15%	10	13%	22	28%
Male	5	71	33	46%	29	41%	7	10%	2	3%	9	13%
Non-English Language Learners	13	149	65	44%	53	36%	19	13%	12	8%	31	21%
Economically Disadvantaged	5	66	35	53%	22	33%	6	9%	3	5%	9	14%
Not Economically Disadvantaged	8	83	30	36%	31	37%	13	16%	9	11%	22	27%
Not Migrant	13	149	65	44%	53	36%	19	13%	12	8%	31	21%
Homeless	0	4	-	-	-	-	-	-	-	-	-	-
Not Homeless	13	145	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	13	149	65	44%	53	36%	19	13%	12	8%	31	21%
Parent in Armed Forces	0	1	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	13	148	-	-	-	-	-	-	-	-	-	-

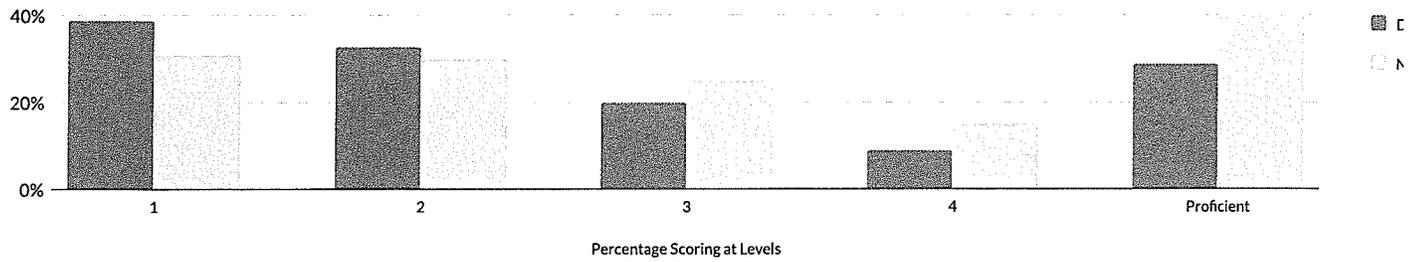
GRADE 6 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	163	68	42%	39	24%	32	20%	24	15%	56	34%
General Education	13	130	39	30%	36	28%	32	25%	23	18%	55	42%
Students with Disabilities	6	33	29	88%	3	9%	0	0%	1	3%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	13	2	15%	7	54%	3	23%	1	8%	4	31%
White	17	141	62	44%	30	21%	26	18%	23	16%	49	35%
Multiracial	1	7	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	9	4	44%	2	22%	3	33%	0	0%	3	33%
Female	12	83	32	39%	17	20%	22	27%	12	14%	34	41%
Male	7	80	36	45%	22	28%	10	13%	12	15%	22	28%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	19	161	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	12	68	38	56%	17	25%	6	9%	7	10%	13	19%
Not Economically Disadvantaged	7	95	30	32%	22	23%	26	27%	17	18%	43	45%
Migrant	0	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	19	162	-	-	-	-	-	-	-	-	-	-
Homeless	3	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	16	160	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	3	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	19	160	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	19	163	68	42%	39	24%	32	20%	24	15%	56	34%

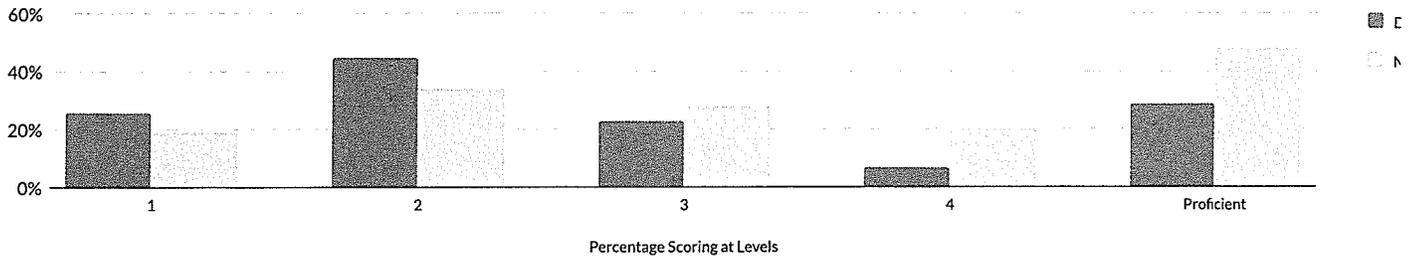
GRADE 7 ELA RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	39	150	58	39%	49	33%	30	20%	13	9%	43	29%
General Education	26	119	34	29%	43	36%	29	24%	13	11%	42	35%
Students with Disabilities	13	31	24	77%	6	19%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	7	—	—	—	—	—	—	—	—	—	—
White	35	133	51	38%	43	32%	28	21%	11	8%	39	29%
Multiracial	2	8	3	38%	3	38%	0	0%	2	25%	2	25%
Small Group Total	2	9	4	44%	3	33%	2	22%	0	0%	2	22%
Female	18	79	24	30%	28	35%	17	22%	10	13%	27	34%
Male	21	71	34	48%	21	30%	13	18%	3	4%	16	23%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	39	148	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	73	37	51%	22	30%	10	14%	4	5%	14	19%
Not Economically Disadvantaged	10	77	21	27%	27	35%	20	26%	9	12%	29	38%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	39	149	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	37	148	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	39	148	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	39	150	58	39%	49	33%	30	20%	13	9%	43	29%

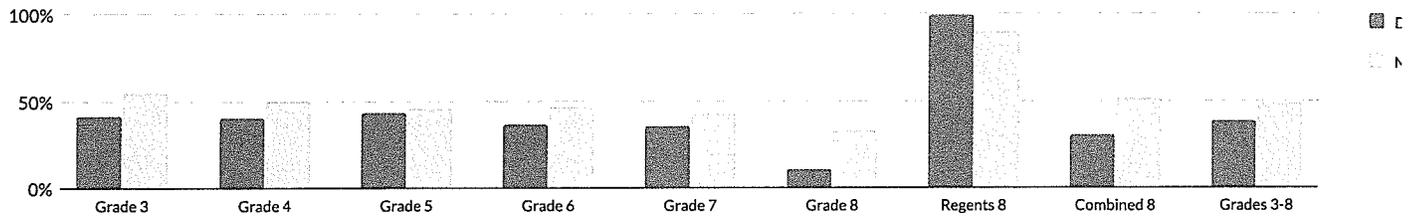
GRADE 8 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	39	137	35	26%	62	45%	31	23%	9	7%	40	29%
General Education	26	108	17	16%	51	47%	31	29%	9	8%	40	37%
Students with Disabilities	13	29	18	62%	11	38%	0	0%	0	0%	0	0%
Hispanic or Latino	3	6	2	33%	3	50%	1	17%	0	0%	1	17%
White	35	125	32	26%	56	45%	28	22%	9	7%	37	30%
Multiracial	1	6	1	17%	3	50%	2	33%	0	0%	2	33%
Female	22	62	10	16%	29	47%	18	29%	5	8%	23	37%
Male	17	75	25	33%	33	44%	13	17%	4	5%	17	23%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	39	136	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	62	21	34%	30	48%	9	15%	2	3%	11	18%
Not Economically Disadvantaged	18	75	14	19%	32	43%	22	29%	7	9%	29	39%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	39	136	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	37	135	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	39	136	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	39	137	35	26%	62	45%	31	23%	9	7%	40	29%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)

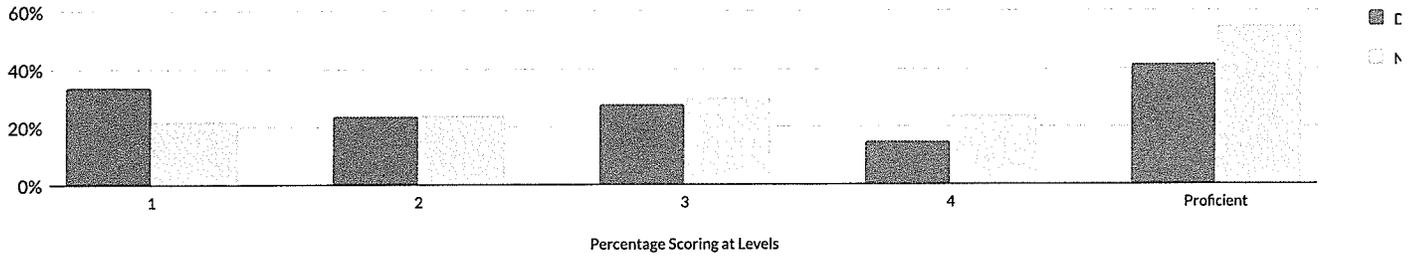


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	163	55	34%	39	24%	45	28%	24	15%	69	42%
Grade 4	9	167	42	25%	56	34%	40	24%	29	17%	69	41%
Grade 5	11	152	44	29%	41	27%	38	25%	29	19%	67	44%
Grade 6	29	154	49	32%	48	31%	43	28%	14	9%	57	37%
Grade 7	48	141	52	37%	38	27%	31	22%	20	14%	51	36%
Grade 8	83	91	36	40%	45	49%	10	11%	0	0%	10	11%
Regents 8	—	26	0	0%	0	0%	4	15%	22	85%	26	100%
Combined 8	83	117	36	31%	45	38%	14	12%	22	19%	36	31%
Grades 3-8	192	894	278	31%	267	30%	211	24%	138	15%	349	39%

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

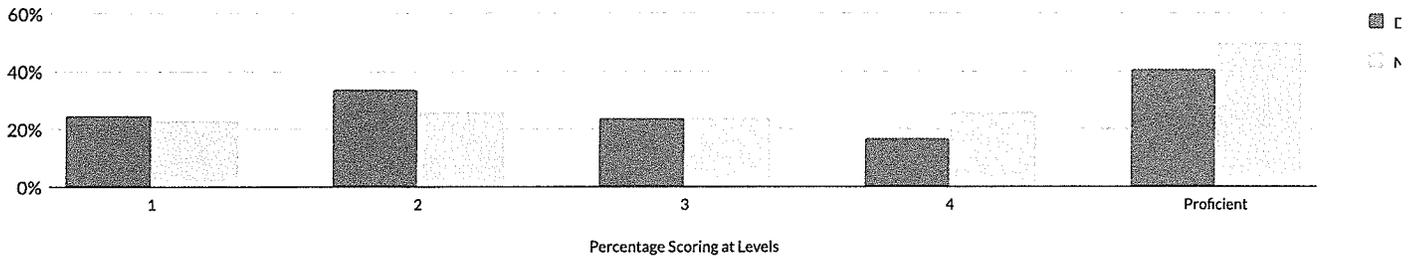
GRADE 3 MATH RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	163	55	34%	39	24%	45	28%	24	15%	69	42%
General Education	6	129	28	22%	34	26%	44	34%	23	18%	67	52%
Students with Disabilities	6	34	27	79%	5	15%	1	3%	1	3%	2	6%
American Indian or Alaska Native	0	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Black or African American	2	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	8	-	-	-	-	-	-	-	-	-	-
White	10	138	46	33%	32	23%	37	27%	23	17%	60	43%
Multiracial	0	14	5	36%	4	29%	5	36%	0	0%	5	36%
Small Group Total	2	11	4	36%	3	27%	3	27%	1	9%	4	36%
Female	6	80	29	36%	16	20%	25	31%	10	13%	35	44%
Male	6	83	26	31%	23	28%	20	24%	14	17%	34	41%
Non-English Language Learners	12	163	55	34%	39	24%	45	28%	24	15%	69	42%
Economically Disadvantaged	7	73	34	47%	21	29%	12	16%	6	8%	18	25%
Not Economically Disadvantaged	5	90	21	23%	18	20%	33	37%	18	20%	51	57%
Migrant	0	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	12	162	-	-	-	-	-	-	-	-	-	-
Homeless	0	7	6	86%	0	0%	1	14%	0	0%	1	14%
Not Homeless	12	156	49	31%	39	25%	44	28%	24	15%	68	44%
Not in Foster Care	12	163	55	34%	39	24%	45	28%	24	15%	69	42%
Parent Not in Armed Forces	12	163	55	34%	39	24%	45	28%	24	15%	69	42%

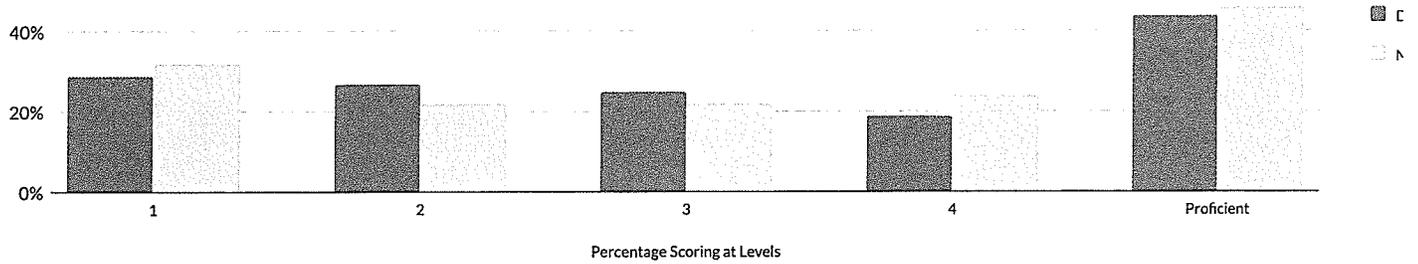
GRADE 4 MATH RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	167	42	25%	56	34%	40	24%	29	17%	69	41%
General Education	4	134	16	12%	51	38%	39	29%	28	21%	67	50%
Students with Disabilities	5	33	26	79%	5	15%	1	3%	1	3%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
Black or African American	1	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	4	-	-	-	-	-	-	-	-	-	-
White	8	146	37	25%	47	32%	36	25%	26	18%	62	42%
Multiracial	0	13	3	23%	6	46%	3	23%	1	8%	4	31%
Small Group Total	1	8	2	25%	3	38%	1	13%	2	25%	3	38%
Female	2	89	21	24%	31	35%	25	28%	12	13%	37	42%
Male	7	78	21	27%	25	32%	15	19%	17	22%	32	41%
Non-English Language Learners	9	167	42	25%	56	34%	40	24%	29	17%	69	41%
Economically Disadvantaged	6	73	25	34%	27	37%	13	18%	8	11%	21	29%
Not Economically Disadvantaged	3	94	17	18%	29	31%	27	29%	21	22%	48	51%
Not Migrant	9	167	42	25%	56	34%	40	24%	29	17%	69	41%
Homeless	0	4	-	-	-	-	-	-	-	-	-	-
Not Homeless	9	163	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	9	167	42	25%	56	34%	40	24%	29	17%	69	41%
Parent Not in Armed Forces	9	167	42	25%	56	34%	40	24%	29	17%	69	41%

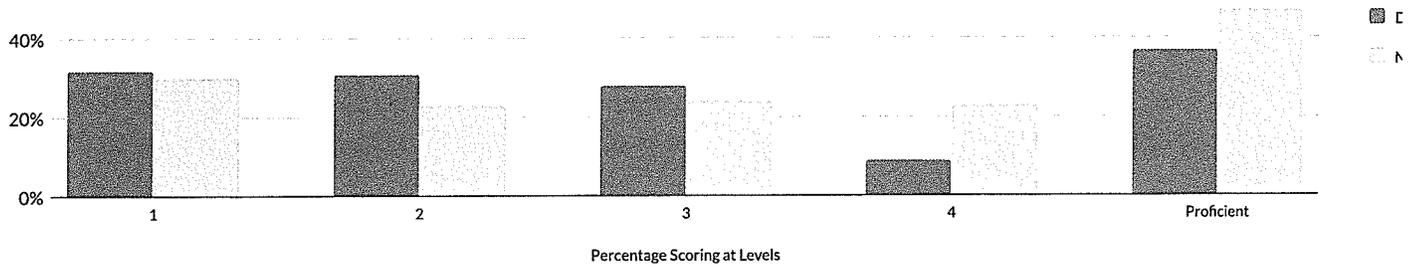
GRADE 5 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	152	44	29%	41	27%	38	25%	29	19%	67	44%
General Education	7	118	20	17%	35	30%	36	31%	27	23%	63	53%
Students with Disabilities	4	34	24	71%	6	18%	2	6%	2	6%	4	12%
American Indian or Alaska Native	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	5	—	—	—	—	—	—	—	—	—	—
White	11	134	39	29%	35	26%	32	24%	28	21%	60	45%
Multiracial	0	9	4	44%	2	22%	2	22%	1	11%	3	33%
Small Group Total	0	9	1	11%	4	44%	4	44%	0	0%	4	44%
Female	8	78	22	28%	27	35%	18	23%	11	14%	29	37%
Male	3	74	22	30%	14	19%	20	27%	18	24%	38	51%
Non-English Language Learners	11	152	44	29%	41	27%	38	25%	29	19%	67	44%
Economically Disadvantaged	4	68	29	43%	19	28%	15	22%	5	7%	20	29%
Not Economically Disadvantaged	7	84	15	18%	22	26%	23	27%	24	29%	47	56%
Not Migrant	11	152	44	29%	41	27%	38	25%	29	19%	67	44%
Homeless	0	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	11	148	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	11	152	44	29%	41	27%	38	25%	29	19%	67	44%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	11	151	—	—	—	—	—	—	—	—	—	—

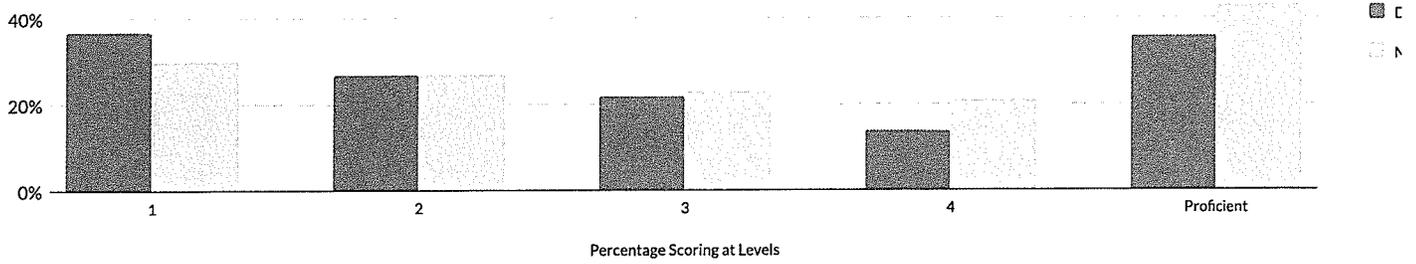
GRADE 6 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	154	49	32%	48	31%	43	28%	14	9%	57	37%
General Education	22	122	25	20%	43	35%	40	33%	14	11%	54	44%
Students with Disabilities	7	32	24	75%	5	16%	3	9%	0	0%	3	9%
Asian or Native Hawaiian/Other Pacific Islander	0	2	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1	14	7	50%	1	7%	5	36%	1	7%	6	43%
White	27	131	38	29%	45	34%	35	27%	13	10%	48	37%
Multiracial	1	7	--	--	--	--	--	--	--	--	--	--
Small Group Total	1	9	4	44%	2	22%	3	33%	0	0%	3	33%
Female	19	76	22	29%	27	36%	20	26%	7	9%	27	36%
Male	10	78	27	35%	21	27%	23	29%	7	9%	30	38%
English Language Learners	0	3	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	29	151	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	17	63	29	46%	21	33%	11	17%	2	3%	13	21%
Not Economically Disadvantaged	12	91	20	22%	27	30%	32	35%	12	13%	44	48%
Migrant	0	1	--	--	--	--	--	--	--	--	--	--
Not Migrant	29	153	--	--	--	--	--	--	--	--	--	--
Homeless	2	4	--	--	--	--	--	--	--	--	--	--
Not Homeless	27	150	--	--	--	--	--	--	--	--	--	--
In Foster Care	0	3	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	29	151	--	--	--	--	--	--	--	--	--	--
Parent Not in Armed Forces	29	154	49	32%	48	31%	43	28%	14	9%	57	37%

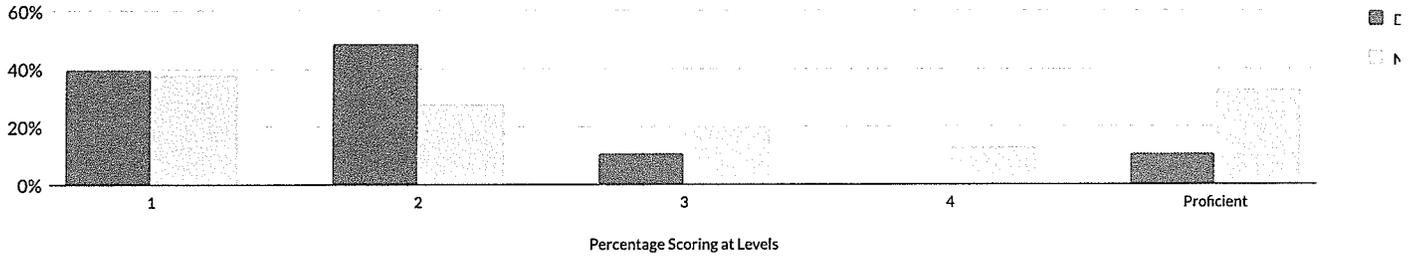
GRADE 7 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	48	141	52	37%	38	27%	31	22%	20	14%	51	36%
General Education	31	114	32	28%	35	31%	27	24%	20	18%	47	41%
Students with Disabilities	17	27	20	74%	3	11%	4	15%	0	0%	4	15%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	7	4	57%	2	29%	0	0%	1	14%	1	14%
White	41	127	46	36%	34	27%	31	24%	16	13%	47	37%
Multiracial	5	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	7	2	29%	2	29%	0	0%	3	43%	3	43%
Female	24	73	28	38%	22	30%	12	16%	11	15%	23	32%
Male	24	68	24	35%	16	24%	19	28%	9	13%	28	41%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	48	139	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	35	66	32	48%	18	27%	11	17%	5	8%	16	24%
Not Economically Disadvantaged	13	75	20	27%	20	27%	20	27%	15	20%	35	47%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	48	140	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	46	139	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	48	139	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	48	141	52	37%	38	27%	31	22%	20	14%	51	36%

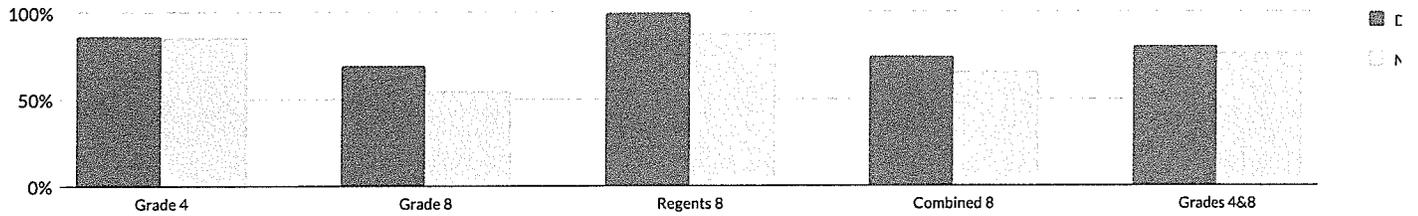
GRADE 8 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	83	91	36	40%	45	49%	10	11%	0	0%	10	11%
General Education	66	68	22	32%	37	54%	9	13%	0	0%	9	13%
Students with Disabilities	17	23	14	61%	8	35%	1	4%	0	0%	1	4%
Hispanic or Latino	5	4	—	—	—	—	—	—	—	—	—	—
White	75	83	34	41%	39	47%	10	12%	0	0%	10	12%
Multiracial	3	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	8	2	25%	6	75%	0	0%	0	0%	0	0%
Female	44	39	13	33%	22	56%	4	10%	0	0%	4	10%
Male	39	52	23	44%	23	44%	6	12%	0	0%	6	12%
Non-English Language Learners	82	91	36	40%	45	49%	10	11%	0	0%	10	11%
Economically Disadvantaged	35	46	21	46%	19	41%	6	13%	0	0%	6	13%
Not Economically Disadvantaged	48	45	15	33%	26	58%	4	9%	0	0%	4	9%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	83	90	—	—	—	—	—	—	—	—	—	—
Homeless	2	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	81	89	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	83	90	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	83	91	36	40%	45	49%	10	11%	0	0%	10	11%

GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



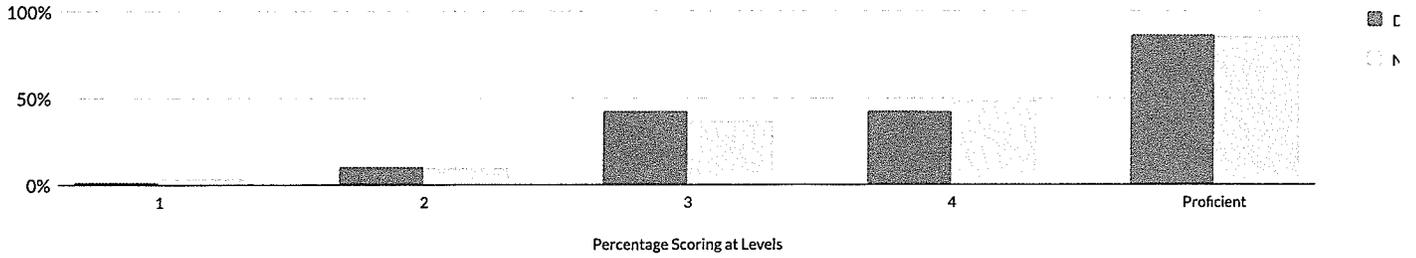
Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	5	171	4	2%	19	11%	74	43%	74	43%	148	87%
Grade 8	39	134	7	5%	33	25%	79	59%	15	11%	94	70%
Regents 8	—	28	0	0%	0	0%	19	68%	9	32%	28	100%
Combined 8	39	162	7	4%	33	20%	98	60%	24	15%	122	75%
Grades 4&8	44	333	11	3%	52	16%	172	52%	98	29%	270	81%

Advanced grade 8 students who take a Regents science test in lieu of the grade 8 science test are reported in the Regents 8 row.



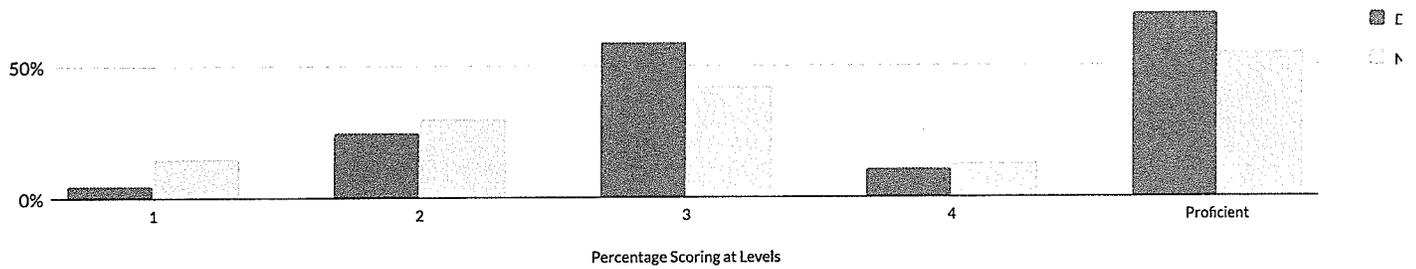
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	171	4	2%	19	11%	74	43%	74	43%	148	87%
General Education	2	136	1	1%	5	4%	59	43%	71	52%	130	96%
Students with Disabilities	3	35	3	9%	14	40%	15	43%	3	9%	18	51%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	5	149	3	2%	15	10%	69	46%	62	42%	131	88%
Multiracial	0	13	0	0%	2	15%	3	23%	8	62%	11	85%
Small Group Total	0	9	1	11%	2	22%	2	22%	4	44%	6	67%
Female	1	90	2	2%	10	11%	40	44%	38	42%	78	87%
Male	4	81	2	2%	9	11%	34	42%	36	44%	70	86%
Non-English Language Learners	5	171	4	2%	19	11%	74	43%	74	43%	148	87%
Economically Disadvantaged	3	76	3	4%	13	17%	36	47%	24	32%	60	79%
Not Economically Disadvantaged	2	95	1	1%	6	6%	38	40%	50	53%	88	93%
Not Migrant	5	171	4	2%	19	11%	74	43%	74	43%	148	87%
Homeless	0	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	167	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	171	4	2%	19	11%	74	43%	74	43%	148	87%
Parent Not in Armed Forces	5	171	4	2%	19	11%	74	43%	74	43%	148	87%

GRADE 8 SCIENCE RESULTS



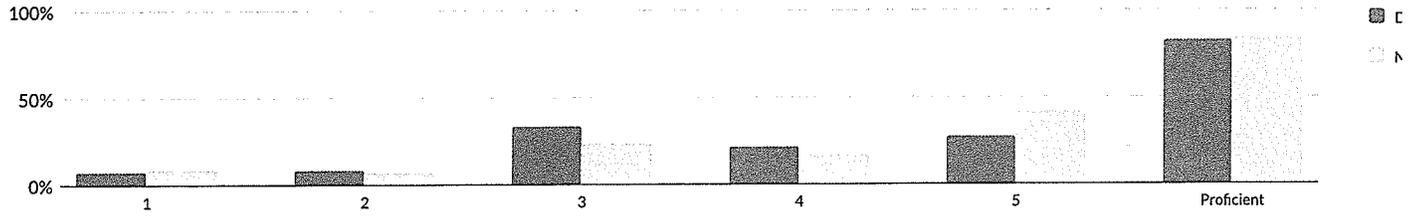
MEAN SCORE: 69

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	39	134	7	5%	33	25%	79	59%	15	11%	94	70%
General Education	33	101	2	2%	22	22%	63	62%	14	14%	77	76%
Students with Disabilities	6	33	5	15%	11	33%	16	48%	1	3%	17	52%
Hispanic or Latino	1	8	1	13%	3	38%	3	38%	1	13%	4	50%
White	36	121	6	5%	28	23%	73	60%	14	12%	87	72%
Multiracial	2	5	0	0%	2	40%	3	60%	0	0%	3	60%
Female	21	62	1	2%	16	26%	40	65%	5	8%	45	73%
Male	18	72	6	8%	17	24%	39	54%	10	14%	49	68%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	39	133	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	11	70	6	9%	22	31%	31	44%	11	16%	42	60%
Not Economically Disadvantaged	28	64	1	2%	11	17%	48	75%	4	6%	52	81%
Migrant	0	1	-	-	-	-	-	-	-	-	-	-
Not Migrant	39	133	-	-	-	-	-	-	-	-	-	-
Homeless	0	4	-	-	-	-	-	-	-	-	-	-
Not Homeless	39	130	-	-	-	-	-	-	-	-	-	-
In Foster Care	0	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	39	133	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	39	134	7	5%	33	25%	79	59%	15	11%	94	70%



Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

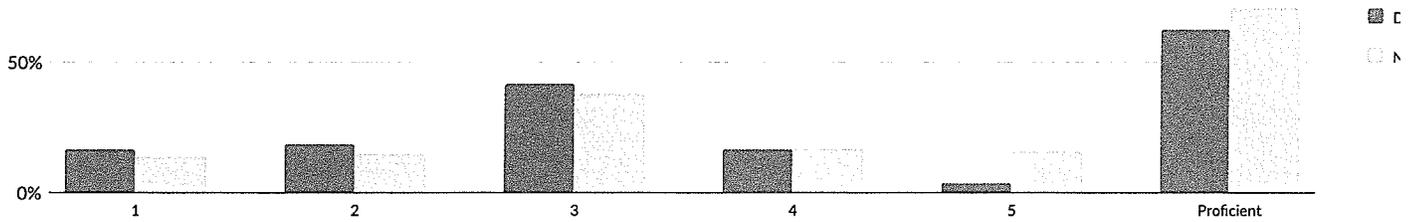
ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



Percentage Scoring at Levels

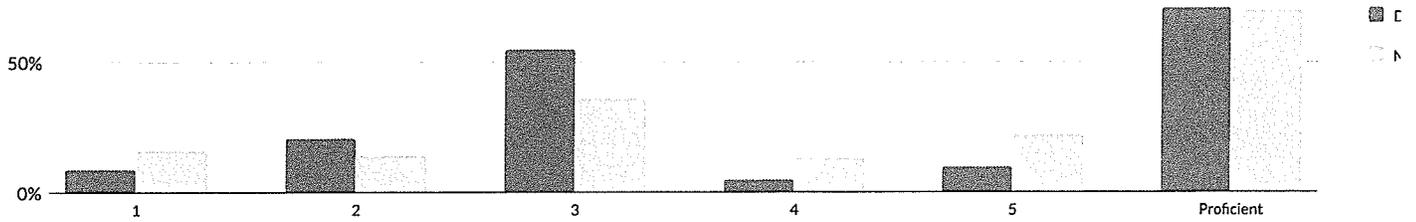
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	13	8%	14	9%	55	34%	35	22%	45	28%	135	83%
General Education	137	6	4%	4	3%	48	35%	34	25%	45	33%	127	93%
Students with Disabilities	25	7	28%	10	40%	7	28%	1	4%	0	0%	8	32%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	-	-	-	-	-	-	-	-	-	-	-	-
White	151	12	8%	12	8%	51	34%	33	22%	43	28%	127	84%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	1	9%	2	18%	4	36%	2	18%	2	18%	8	73%
Female	83	5	6%	5	6%	24	29%	22	27%	27	33%	73	88%
Male	79	8	10%	9	11%	31	39%	13	16%	18	23%	62	78%
Non-English Language Learners	162	13	8%	14	9%	55	34%	35	22%	45	28%	135	83%
Economically Disadvantaged	55	6	11%	6	11%	18	33%	12	22%	13	24%	43	78%
Not Economically Disadvantaged	107	7	7%	8	7%	37	35%	23	21%	32	30%	92	86%
Migrant	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	161	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	159	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	162	13	8%	14	9%	55	34%	35	22%	45	28%	135	83%
Parent Not in Armed Forces	162	13	8%	14	9%	55	34%	35	22%	45	28%	135	83%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	201	35	17%	39	19%	85	42%	34	17%	8	4%	127	63%
General Education	164	25	15%	27	16%	71	43%	33	20%	8	5%	112	68%
Students with Disabilities	37	10	27%	12	32%	14	38%	1	3%	0	0%	15	41%
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9	0	0%	2	22%	7	78%	0	0%	0	0%	7	78%
White	180	32	18%	34	19%	75	42%	32	18%	7	4%	114	63%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	3	25%	3	25%	3	25%	2	17%	1	8%	6	50%
Female	100	18	18%	16	16%	45	45%	16	16%	5	5%	66	66%
Male	101	17	17%	23	23%	40	40%	18	18%	3	3%	61	60%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	199	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	79	18	23%	13	16%	39	49%	7	9%	2	3%	48	61%
Not Economically Disadvantaged	122	17	14%	26	21%	46	38%	27	22%	6	5%	79	65%
Not Migrant	201	35	17%	39	19%	85	42%	34	17%	8	4%	127	63%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	198	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	200	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	201	35	17%	39	19%	85	42%	34	17%	8	4%	127	63%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)

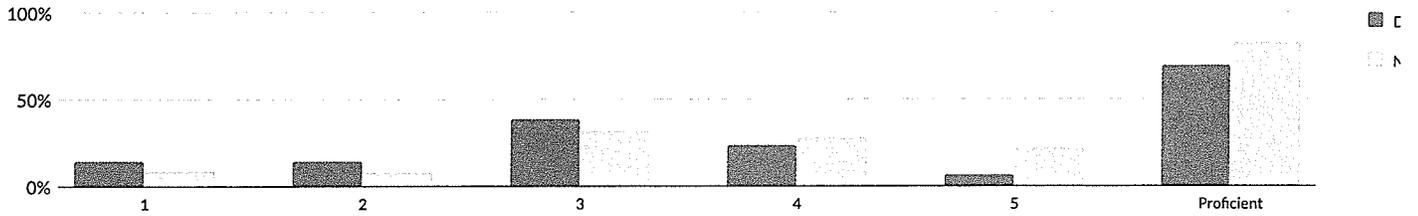


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	7	9%	16	21%	43	55%	4	5%	8	10%	55	71%
General Education	75	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	72	7	10%	16	22%	38	53%	4	6%	7	10%	49	68%
Small Group Total	6	0	0%	0	0%	5	83%	0	0%	1	17%	6	100%
Female	41	3	7%	10	24%	24	59%	1	2%	3	7%	28	68%
Male	37	4	11%	6	16%	19	51%	3	8%	5	14%	27	73%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	77	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	20	2	10%	6	30%	12	60%	0	0%	0	0%	12	60%
Not Economically Disadvantaged	58	5	9%	10	17%	31	53%	4	7%	8	14%	43	74%
Not Migrant	78	7	9%	16	21%	43	55%	4	5%	8	10%	55	71%
Not Homeless	78	7	9%	16	21%	43	55%	4	5%	8	10%	55	71%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	75	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	78	7	9%	16	21%	43	55%	4	5%	8	10%	55	71%

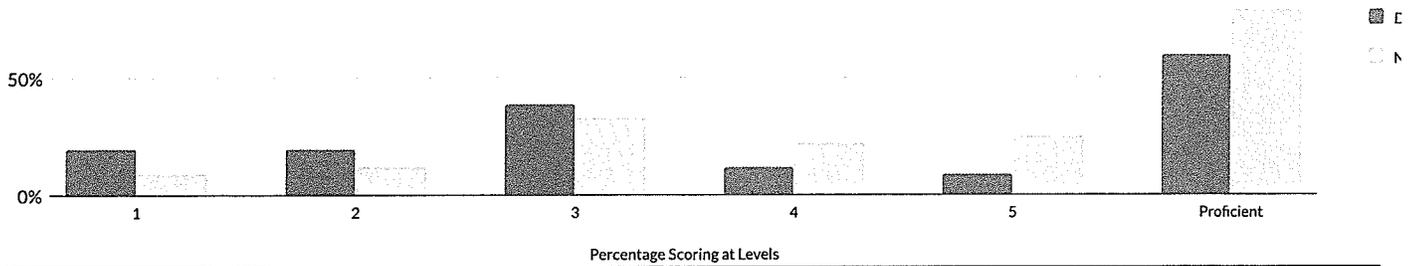


ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%
General Education	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
White	50	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%
Female	26	5	19%	5	19%	8	31%	7	27%	1	4%	16	62%
Male	28	3	11%	3	11%	13	46%	6	21%	3	11%	22	79%
Non-English Language Learners	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%
Economically Disadvantaged	14	2	14%	2	14%	6	43%	4	29%	0	0%	10	71%
Not Economically Disadvantaged	40	6	15%	6	15%	15	38%	9	23%	4	10%	28	70%
Not Migrant	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%
Not Homeless	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	54	8	15%	8	15%	21	39%	13	24%	4	7%	38	70%

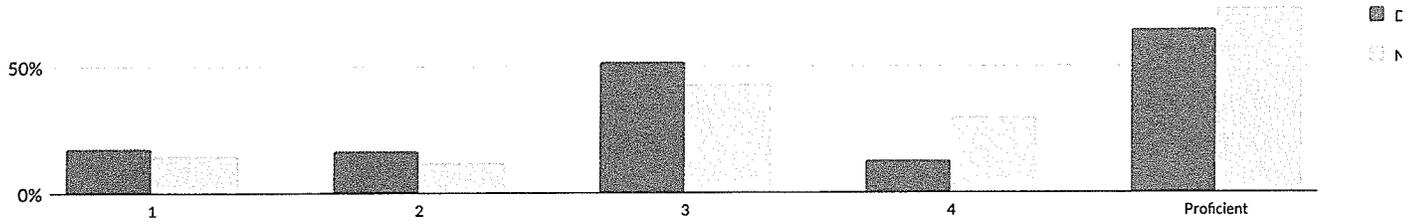
ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	171	34	20%	34	20%	67	39%	21	12%	15	9%	103	60%
General Education	141	15	11%	27	19%	64	45%	21	15%	14	10%	99	70%
Students with Disabilities	30	19	63%	7	23%	3	10%	0	0%	1	3%	4	13%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	2	25%	1	13%	5	63%	0	0%	0	0%	5	63%
White	156	32	21%	32	21%	58	37%	20	13%	14	9%	92	59%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	1	14%	4	57%	1	14%	1	14%	6	86%
Female	93	17	18%	21	23%	37	40%	11	12%	7	8%	55	59%
Male	78	17	22%	13	17%	30	38%	10	13%	8	10%	48	62%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	168	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	69	20	29%	15	22%	23	33%	8	12%	3	4%	34	49%
Not Economically Disadvantaged	102	14	14%	19	19%	44	43%	13	13%	12	12%	69	68%
Not Migrant	171	34	20%	34	20%	67	39%	21	12%	15	9%	103	60%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	169	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	168	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	171	34	20%	34	20%	67	39%	21	12%	15	9%	103	60%

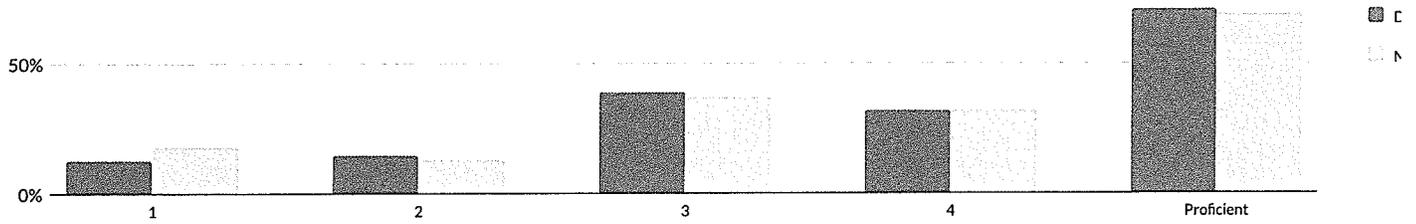
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	233	42	18%	39	17%	121	52%	31	13%	152	65%
General Education	172	12	7%	25	15%	104	60%	31	18%	135	78%
Students with Disabilities	61	30	49%	14	23%	17	28%	0	0%	17	28%
Black or African American	5	2	40%	0	0%	2	40%	1	20%	3	60%
Hispanic or Latino	8	3	38%	2	25%	3	38%	0	0%	3	38%
White	212	37	17%	35	17%	110	52%	30	14%	140	66%
Multiracial	8	0	0%	2	25%	6	75%	0	0%	6	75%
Female	108	17	16%	21	19%	56	52%	14	13%	70	65%
Male	125	25	20%	18	14%	65	52%	17	14%	82	66%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	231	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	97	24	25%	18	19%	48	49%	7	7%	55	57%
Not Economically Disadvantaged	136	18	13%	21	15%	73	54%	24	18%	97	71%
Not Migrant	233	42	18%	39	17%	121	52%	31	13%	152	65%
Homeless	6	3	50%	0	0%	3	50%	0	0%	3	50%
Not Homeless	227	39	17%	39	17%	118	52%	31	14%	149	66%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	231	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	233	42	18%	39	17%	121	52%	31	13%	152	65%

ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)

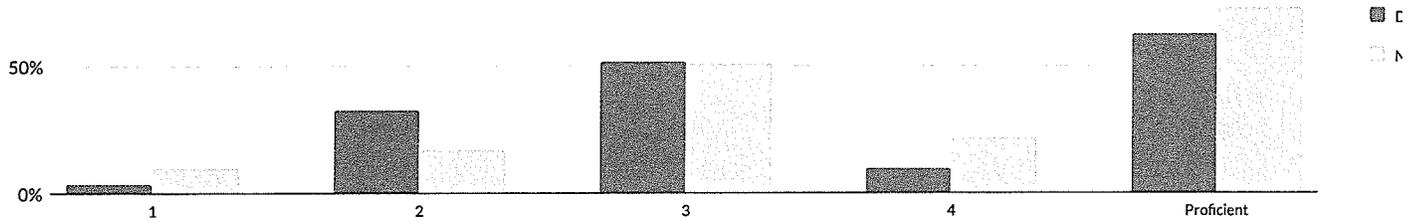


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	164	22	13%	25	15%	64	39%	53	32%	117	71%
General Education	143	12	8%	20	14%	60	42%	51	36%	111	78%
Students with Disabilities	21	10	48%	5	24%	4	19%	2	10%	6	29%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	—	—	—	—	—	—	—	—	—	—
White	152	21	14%	24	16%	58	38%	49	32%	107	70%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	1	8%	6	50%	4	33%	10	83%
Female	92	17	18%	13	14%	38	41%	24	26%	62	67%
Male	72	5	7%	12	17%	26	36%	29	40%	55	76%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	161	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	55	11	20%	9	16%	22	40%	13	24%	35	64%
Not Economically Disadvantaged	109	11	10%	16	15%	42	39%	40	37%	82	75%
Not Migrant	164	22	13%	25	15%	64	39%	53	32%	117	71%
Not Homeless	164	22	13%	25	15%	64	39%	53	32%	117	71%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	162	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	164	22	13%	25	15%	64	39%	53	32%	117	71%



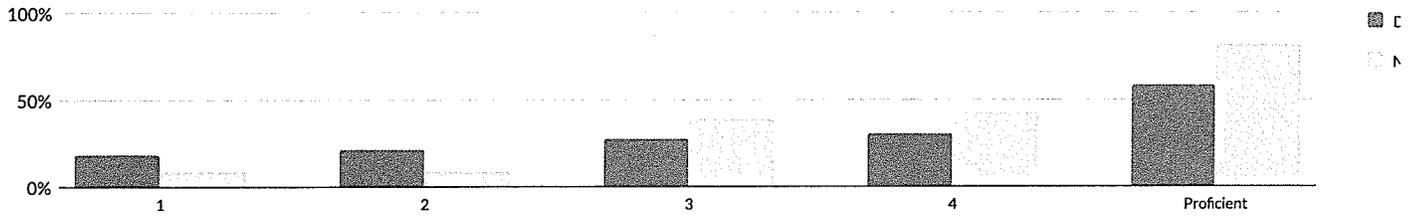
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	67	3	4%	22	33%	35	52%	7	10%	42	63%
General Education	67	3	4%	22	33%	35	52%	7	10%	42	63%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	60	3	5%	20	33%	31	52%	6	10%	37	62%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	2	29%	4	57%	1	14%	5	71%
Female	37	2	5%	10	27%	22	59%	3	8%	25	68%
Male	30	1	3%	12	40%	13	43%	4	13%	17	57%
Non-English Language Learners	67	3	4%	22	33%	35	52%	7	10%	42	63%
Economically Disadvantaged	16	0	0%	5	31%	10	63%	1	6%	11	69%
Not Economically Disadvantaged	51	3	6%	17	33%	25	49%	6	12%	31	61%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	66	—	—	—	—	—	—	—	—	—	—
Not Homeless	67	3	4%	22	33%	35	52%	7	10%	42	63%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	67	3	4%	22	33%	35	52%	7	10%	42	63%

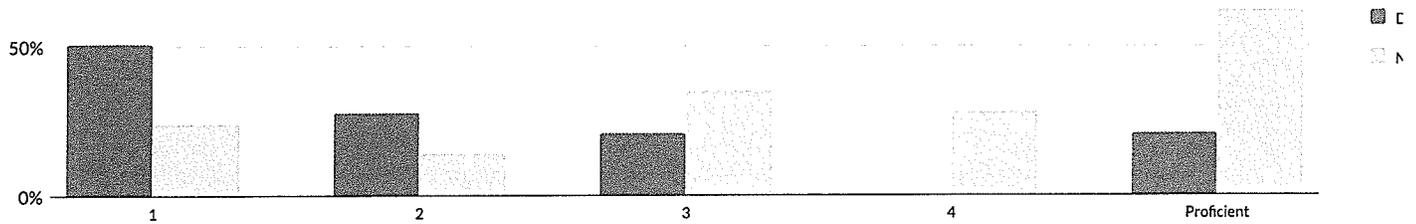
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	32	6	19%	7	22%	9	28%	10	31%	19	59%
General Education	32	6	19%	7	22%	9	28%	10	31%	19	59%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	30	—	—	—	—	—	—	—	—	—	—
Small Group Total	32	6	19%	7	22%	9	28%	10	31%	19	59%
Female	18	4	22%	5	28%	6	33%	3	17%	9	50%
Male	14	2	14%	2	14%	3	21%	7	50%	10	71%
Non-English Language Learners	32	6	19%	7	22%	9	28%	10	31%	19	59%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	28	—	—	—	—	—	—	—	—	—	—
Not Migrant	32	6	19%	7	22%	9	28%	10	31%	19	59%
Not Homeless	32	6	19%	7	22%	9	28%	10	31%	19	59%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	31	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	32	6	19%	7	22%	9	28%	10	31%	19	59%

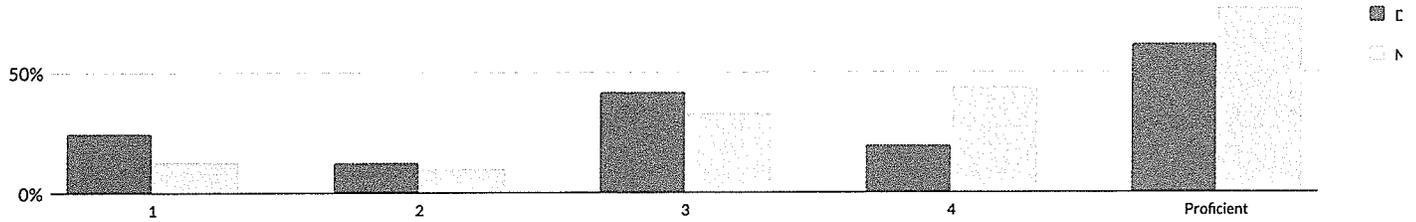
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	72	37	51%	20	28%	15	21%	0	0%	15	21%
General Education	51	17	33%	19	37%	15	29%	0	0%	15	29%
Students with Disabilities	21	20	95%	1	5%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	72	37	51%	20	28%	15	21%	0	0%	15	21%
Female	37	18	49%	13	35%	6	16%	0	0%	6	16%
Male	35	19	54%	7	20%	9	26%	0	0%	9	26%
Non-English Language Learners	72	37	51%	20	28%	15	21%	0	0%	15	21%
Economically Disadvantaged	27	16	59%	5	19%	6	22%	0	0%	6	22%
Not Economically Disadvantaged	45	21	47%	15	33%	9	20%	0	0%	9	20%
Not Migrant	72	37	51%	20	28%	15	21%	0	0%	15	21%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	70	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	72	37	51%	20	28%	15	21%	0	0%	15	21%
Parent Not in Armed Forces	72	37	51%	20	28%	15	21%	0	0%	15	21%

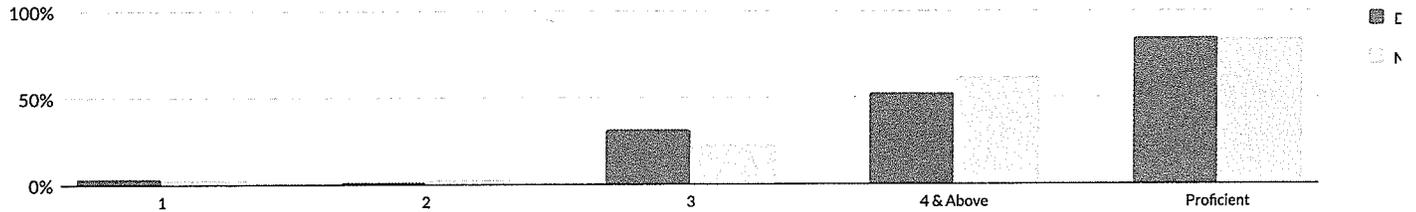
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	171	42	25%	23	13%	72	42%	34	20%	106	62%
General Education	136	17	13%	18	13%	68	50%	33	24%	101	74%
Students with Disabilities	35	25	71%	5	14%	4	11%	1	3%	5	14%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	5	3	60%	1	20%	0	0%	1	20%	1	20%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	157	38	24%	20	13%	69	44%	30	19%	99	63%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	2	22%	3	33%	3	33%	6	67%
Female	87	20	23%	7	8%	46	53%	14	16%	60	69%
Male	84	22	26%	16	19%	26	31%	20	24%	46	55%
Non-English Language Learners	171	42	25%	23	13%	72	42%	34	20%	106	62%
Economically Disadvantaged	63	22	35%	6	10%	22	35%	13	21%	35	56%
Not Economically Disadvantaged	108	20	19%	17	16%	50	46%	21	19%	71	66%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	170	—	—	—	—	—	—	—	—	—	—
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	167	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	171	42	25%	23	13%	72	42%	34	20%	106	62%
Parent Not in Armed Forces	171	42	25%	23	13%	72	42%	34	20%	106	62%

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.

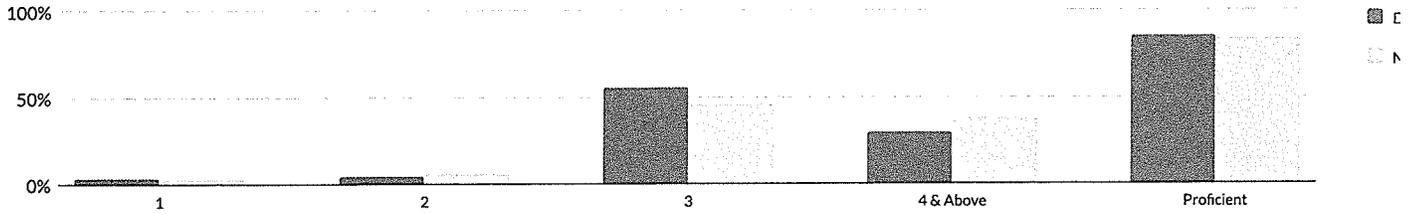
2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Percentage Scoring at Levels

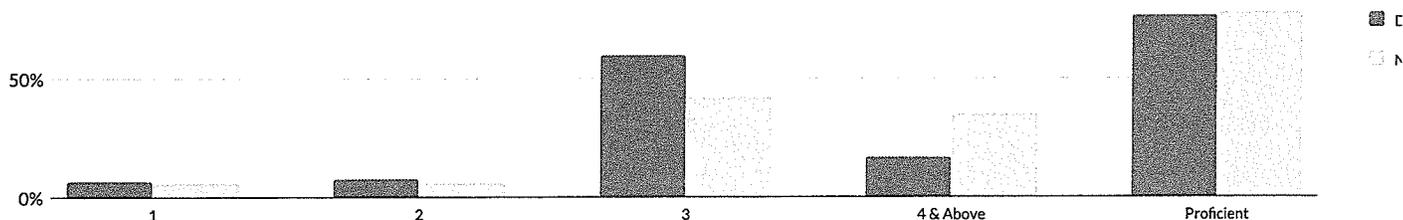
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	17	9%	166	91%	7	4%	4	2%	58	32%	97	53%	155	85%
General Education	156	11	7%	145	93%	2	1%	3	2%	45	29%	95	61%	140	90%
Students with Disabilities	27	6	22%	21	78%	5	19%	1	4%	13	48%	2	7%	15	56%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	167	14	8%	153	92%	7	4%	3	2%	54	32%	89	53%	143	86%
Multiracial	7	2	29%	5	71%	0	0%	0	0%	2	29%	3	43%	5	71%
Small Group Total	9	1	11%	8	89%	0	0%	1	11%	2	22%	5	56%	7	78%
Female	99	8	8%	91	92%	2	2%	2	2%	32	32%	55	56%	87	88%
Male	84	9	11%	75	89%	5	6%	2	2%	26	31%	42	50%	68	81%
Non-English Language Learners	183	17	9%	166	91%	7	4%	4	2%	58	32%	97	53%	155	85%
Economically Disadvantaged	63	13	21%	50	79%	4	6%	3	5%	20	32%	23	37%	43	68%
Not Economically Disadvantaged	120	4	3%	116	97%	3	3%	1	1%	38	32%	74	62%	112	93%
Not Migrant	183	17	9%	166	91%	7	4%	4	2%	58	32%	97	53%	155	85%
Homeless	7	1	14%	6	86%	2	29%	0	0%	0	0%	4	57%	4	57%
Not Homeless	176	16	9%	160	91%	5	3%	4	2%	58	33%	93	53%	151	86%
In Foster Care	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	181	16	—	165	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	183	17	9%	166	91%	7	4%	4	2%	58	32%	97	53%	155	85%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



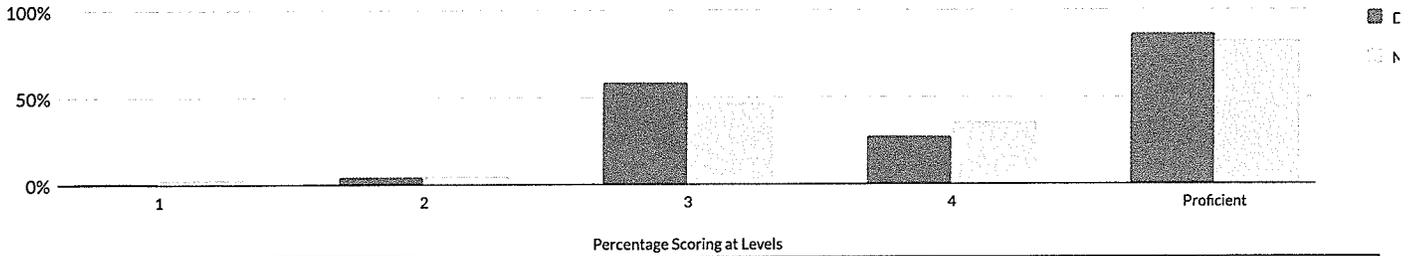
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	9	5%	174	95%	7	4%	10	5%	102	56%	55	30%	157	86%
General Education	156	5	3%	151	97%	2	1%	4	3%	90	58%	55	35%	145	93%
Students with Disabilities	27	4	15%	23	85%	5	19%	6	22%	12	44%	0	0%	12	44%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	167	9	5%	158	95%	7	4%	10	6%	89	53%	52	31%	141	84%
Multiracial	7	0	0%	7	100%	0	0%	0	0%	7	100%	0	0%	7	100%
Small Group Total	9	0	0%	9	100%	0	0%	0	0%	6	67%	3	33%	9	100%
Female	99	4	4%	95	96%	4	4%	2	2%	59	60%	30	30%	89	90%
Male	84	5	6%	79	94%	3	4%	8	10%	43	51%	25	30%	68	81%
Non-English Language Learners	183	9	5%	174	95%	7	4%	10	5%	102	56%	55	30%	157	86%
Economically Disadvantaged	63	8	13%	55	87%	4	6%	4	6%	36	57%	11	17%	47	75%
Not Economically Disadvantaged	120	1	1%	119	99%	3	3%	6	5%	66	55%	44	37%	110	92%
Not Migrant	183	9	5%	174	95%	7	4%	10	5%	102	56%	55	30%	157	86%
Homeless	7	2	29%	5	71%	0	0%	1	14%	4	57%	0	0%	4	57%
Not Homeless	176	7	4%	169	96%	7	4%	9	5%	98	56%	55	31%	153	87%
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	181	9	—	172	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	183	9	5%	174	95%	7	4%	10	5%	102	56%	55	30%	157	86%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



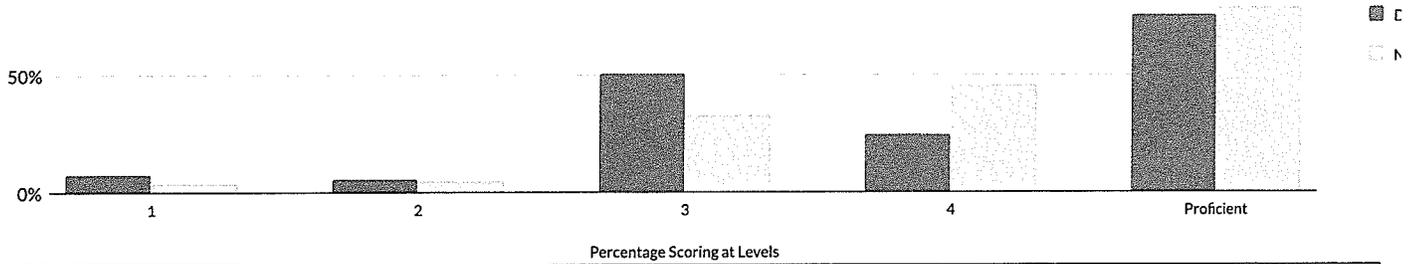
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	15	8%	168	92%	12	7%	15	8%	109	60%	32	17%	141	77%
General Education	156	10	6%	146	94%	6	4%	12	8%	96	62%	32	21%	128	82%
Students with Disabilities	27	5	19%	22	81%	6	22%	3	11%	13	48%	0	0%	13	48%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	167	12	7%	155	93%	11	7%	13	8%	101	60%	30	18%	131	78%
Multiracial	7	1	14%	6	86%	1	14%	1	14%	4	57%	0	0%	4	57%
Small Group Total	9	2	22%	7	78%	0	0%	1	11%	4	44%	2	22%	6	67%
Female	99	7	7%	92	93%	6	6%	8	8%	61	62%	17	17%	78	79%
Male	84	8	10%	76	90%	6	7%	7	8%	48	57%	15	18%	63	75%
Non-English Language Learners	183	15	8%	168	92%	12	7%	15	8%	109	60%	32	17%	141	77%
Economically Disadvantaged	63	13	21%	50	79%	8	13%	4	6%	36	57%	2	3%	38	60%
Not Economically Disadvantaged	120	2	2%	118	98%	4	3%	11	9%	73	61%	30	25%	103	86%
Not Migrant	183	15	8%	168	92%	12	7%	15	8%	109	60%	32	17%	141	77%
Homeless	7	1	14%	6	86%	1	14%	0	0%	5	71%	0	0%	5	71%
Not Homeless	176	14	8%	162	92%	11	6%	15	9%	104	59%	32	18%	136	77%
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	181	15	—	166	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	183	15	8%	168	92%	12	7%	15	8%	109	60%	32	17%	141	77%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	11	6%	172	94%	2	1%	10	5%	108	59%	52	28%	160	87%
General Education	156	6	4%	150	96%	1	1%	4	3%	93	60%	52	33%	145	93%
Students with Disabilities	27	5	19%	22	81%	1	4%	6	22%	15	56%	0	0%	15	56%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	167	8	5%	159	95%	2	1%	9	5%	99	59%	49	29%	148	89%
Multiracial	7	2	29%	5	71%	0	0%	0	0%	4	57%	1	14%	5	71%
Small Group Total	9	1	11%	8	89%	0	0%	1	11%	5	56%	2	22%	7	78%
Female	99	6	6%	93	94%	1	1%	5	5%	63	64%	24	24%	87	88%
Male	84	5	6%	79	94%	1	1%	5	6%	45	54%	28	33%	73	87%
Non-English Language Learners	183	11	6%	172	94%	2	1%	10	5%	108	59%	52	28%	160	87%
Economically Disadvantaged	63	9	14%	54	86%	2	3%	3	5%	41	65%	8	13%	49	78%
Not Economically Disadvantaged	120	2	2%	118	98%	0	0%	7	6%	67	56%	44	37%	111	93%
Not Migrant	183	11	6%	172	94%	2	1%	10	5%	108	59%	52	28%	160	87%
Homeless	7	1	14%	6	86%	1	14%	1	14%	3	43%	1	14%	4	57%
Not Homeless	176	10	6%	166	94%	1	1%	9	5%	105	60%	51	29%	156	89%
In Foster Care	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	181	11	—	170	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	183	11	6%	172	94%	2	1%	10	5%	108	59%	52	28%	160	87%

2015 TOTAL COHORT REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	183	18	10%	165	90%	15	8%	11	6%	94	51%	45	25%	139	76%
General Education	156	12	8%	144	92%	10	6%	7	4%	85	54%	42	27%	127	81%
Students with Disabilities	27	6	22%	21	78%	5	19%	4	15%	9	33%	3	11%	12	44%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	167	16	10%	151	90%	11	7%	10	6%	89	53%	41	25%	130	78%
Multiracial	7	1	14%	6	86%	2	29%	0	0%	3	43%	1	14%	4	57%
Small Group Total	9	1	11%	8	89%	2	22%	1	11%	2	22%	3	33%	5	56%
Female	99	8	8%	91	92%	9	9%	4	4%	55	56%	23	23%	78	79%
Male	84	10	12%	74	88%	6	7%	7	8%	39	46%	22	26%	61	73%
Non-English Language Learners	183	18	10%	165	90%	15	8%	11	6%	94	51%	45	25%	139	76%
Economically Disadvantaged	63	12	19%	51	81%	9	14%	0	0%	34	54%	8	13%	42	67%
Not Economically Disadvantaged	120	6	5%	114	95%	6	5%	11	9%	60	50%	37	31%	97	81%
Not Migrant	183	18	10%	165	90%	15	8%	11	6%	94	51%	45	25%	139	76%
Homeless	7	1	14%	6	86%	2	29%	0	0%	4	57%	0	0%	4	57%
Not Homeless	176	17	10%	159	90%	13	7%	11	6%	90	51%	45	26%	135	77%
In Foster Care	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	181	17	—	164	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	183	18	10%	165	90%	15	8%	11	6%	94	51%	45	25%	139	76%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2018-19)

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	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 6	1	2	—	—	—	—	—
Grade 7	0	2	—	—	—	—	—
Grade 8	0	1	—	—	—	—	—
Grade 10	0	3	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	0	2	--	--	--	--
Grade 3 Math	0	2	--	--	--	--
Grade 4 ELA	1	1	--	--	--	--
Grade 4 Math	1	1	--	--	--	--
Grade 4 Science	1	1	--	--	--	--
Grade 5 ELA	0	2	--	--	--	--
Grade 5 Math	0	2	--	--	--	--
Grade 6 ELA	0	4	--	--	--	--
Grade 6 Math	0	4	--	--	--	--
Grade 7 ELA	0	3	--	--	--	--
Grade 7 Math	0	3	--	--	--	--
Grade 8 ELA	1	2	--	--	--	--
Grade 8 Math	1	2	--	--	--	--
Grade 8 Science	1	2	--	--	--	--
Secondary-Level ELA	15	4	--	--	--	--
Secondary-Level Math	15	4	--	--	--	--
Secondary-Level Science	15	4	--	--	--	--

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
Limited English Proficient	78	17	4	*	51	40	8	1
Economically Disadvantaged	49	31	17	3	33	43	21	3

NEW YORK STATE NAEP GRADE 8

SUBGROUP	READING				MATH			
	BELOW BASIC	BASIC	PROFICIENT	ADVANCED	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
All Students	30	38	28	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	*	*	*	*	*	*	*	*
Limited English Proficient	83	16	1	*	88	10	2	*
Economically Disadvantaged	40	38	20	2	47	32	16	5

^

NATIONAL NAEP GRADE 4

SUBGROUP	READING				MATH			
	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
Limited English Proficient	65	25	8	1	41	43	15	1
Economically Disadvantaged	48	31	18	3	29	45	23	3

NATIONAL NAEP GRADE 8

SUBGROUP	READING				MATH			
	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
Limited English Proficient	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.

CIVIL RIGHTS DATA COLLECTION (CRDC) (2015-16)

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 (13.06 megabytes)

Glossary of Terms



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FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS).

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$20,254,800

PUPILS



2,229

EXPENDITURES PER PUPIL



\$9,087

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$10,237,105

PUPILS



442

EXPENDITURES PER PUPIL



\$23,161

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY RURAL

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$1,639,861,015

PUPILS



143,319

EXPENDITURES PER PUPIL



SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$716,341,463

PUPILS



24,901

EXPENDITURES PER PUPIL



\$11,442

\$28,768

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

\$35,199,223,413

\$15,660,696,162

PUPILS

PUPILS

2,632,781

485,151

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

\$13,370

\$32,280

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for Special Education is a count of K-12 students with disabilities for the school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for students with disabilities may include both general- and special-education expenditures. Special-education services provided in the general-education classroom may benefit students not classified as having disabilities.

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

SIMILAR DISTRICT GROUP

NY STATE

\$19,762

\$24,206

\$25,845

Total Expenditures Per Pupil is the simple arithmetic ratio of Total Expenditures to Pupils. Total Expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the Instructional Expenditure values for General

Education and Special Education. As such, the sum of General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
<p>80% OR MORE</p> <p>▼</p> <p>279 64.1%</p>	<p>HIGH NEED/RESOURCE CAPACITY RURAL</p> <p>80% OR MORE</p> <p>▼</p> <p>58.2%</p>	<p>80% OR MORE</p> <p>▼</p> <p>58.7%</p>
<p>40% - 79%</p> <p>▼</p> <p>58 13.3%</p>	<p>40% - 79%</p> <p>▼</p> <p>18.6%</p>	<p>40% - 79%</p> <p>▼</p> <p>11.5%</p>
<p>LESS THAN 40%</p> <p>▼</p> <p>77 17.7%</p>	<p>LESS THAN 40%</p> <p>▼</p> <p>20.1%</p>	<p>LESS THAN 40%</p> <p>▼</p> <p>19.0%</p>
<p>SEPARATE SETTINGS</p> <p>▼</p> <p>20 4.6%</p>	<p>SEPARATE SETTINGS</p> <p>▼</p> <p>2.5%</p>	<p>SEPARATE SETTINGS</p> <p>▼</p> <p>5.3%</p>
<p>OTHER SETTINGS</p> <p>▼</p> <p>1 0.2%</p>	<p>OTHER SETTINGS</p> <p>▼</p> <p>0.6%</p>	<p>OTHER SETTINGS</p> <p>▼</p> <p>5.6%</p>

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT

SIMILAR DISTRICT GROUP

NY STATE

19.8%

15.9%

14.7%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our NRC capacity categories page.

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