

MORRIS CENTRAL SCHOOL DISTRICT 2020-2021 BUDGET



**MORRIS CENTRAL SCHOOL
PO BOX 40, 65 MAIN STREET
MORRIS, NY 13808**

**MORRIS CENTRAL SCHOOL
THREE PART BUDGET
2020-2021 School Year**

ACCT	ACCOUNT	2019-2020 Projected Budget	2020-2021 Projected Budget	\$ Increase	% Increase
CODE	Name				
ADMINISTRATION- Part I					
1010	Total Board of Education	11,901	12040	139	0.01168
1040	Total District Clerk	2,280	2330	50	0.02193
1060	Total District Meeting	1,000	1000	0	0
1099	Total Board of Education	15,181	15370	189	0.01245
1299	Total Central Administration	181,003	182,916	1,913	0.010569
1310	Total Business Office Administration	155,834	159,652	3,818	0.0245
1320	Total Auditing	19,057	15,162	-3,895	-0.20439
1325	Total Treasurer	34,816	41,735	6,919	0.19873
1330	Total Tax Collector	4,650	4,700	50	0.010753
1345	Total Purchasing	2,570	2,831	261	0.101556
1380	Total Fiscal Agent	4,500	4,500	0	0
1399	Total Finance	221,427	228,580	7,153	0.032304
	Total Legal	13,000	13,000	0	0
1430	Total Personnel	11,650	11,717	67	0.005751
1480	Total Public Infor. & Services	900	900	0	0
1499	Total Staff	25,550	25,617	67	0.002622
1670	Total Central Printing & Mailing	12,700	12,700	0	0
1680	Total Central Data Processing	36,205	18,848	-17,357	-0.47941
1699	Total Central Services	48,905	31,548	-17,357	-0.35491
1910-400	Unallocated Insurance	32,276	33,890	1,614	0.050006
1981-490	BOCES Administrative Costs	136,072	133,820	-2,252	-0.01655
1998	Total Special Items	168,348	167,710	-638	-0.00379
2010	Total Curr. Dev. & Supervision	0	0	0	#DIV/0!
2020	Total Supervision- Regular School	123,726	131,256	7,530	0.06086
2060	Total Research, Planning, Evaluation	10,244	11,009	765	0.074678
2099	Total Administration & Improvement	133970	142265	8,295	0.061917
9098	Total Employee Benefits	152,380	124,802	-27,578	-0.18098
	Total Administration	946,764	918,808	-27,956	-0.02953
PROGRAM- Part II					
2110	Total Teaching- Regular School	2,321,161	2,262,491	-58,670	-0.02528

2250	Total Program for Students w/Disabilities	1,389,636	1,343,318	-46,318	-0.03333
2280	Total Occupational Education	184,814	161,643	-23,171	-0.12537
2299	Total Special Services	1,574,450	1,504,961	-69,489	-0.04414
2399	Total Teaching- Special Schools	1,000	1,033	33	0.033
2610	Total School Library & Audiovisual	146,873	134,839	-12,034	-0.08193
2630	Total Computer Assisted Instruction	14,869	15,952	1,083	0.072836
2699	Total Instructional Media	161,742	150,791	-10,951	-0.06771
2805	Total Attendance	2,484	2,572	88	0.035427
2810	Total Guidance	204,506	212,130	7,624	0.03728
2815	Total Health Services	54,237	53,965	-272	-0.00502
2820	Total Psychological Services	61,823	62,585	762	0.012326
2850	Total Co-Curricular Activities	26,004	28,022	2,018	0.077603
2855	Total Interscholastic Athletics	95,112	94,862	-250	-0.00263
2899	Total Pupil Services	444,166	454,136	9,970	0.022447
2999	Total Instruction	4,502,519	4,373,412	-129,107	-0.02867
5510	Total District Transportation Services	576,700	631,514	54,814	0.095048
5530	Total Garage Building	23,407	21,013	-2,394	-0.10228
5999	Total Pupil Transportation	600,107	652,527	52,420	0.087351
9098	Total Employee Benefits	2,292,099	2,185,065	-107,034	-0.0467
	TOTAL PROGRAM	7,394,725	7,211,004	-183,721	-0.02484
	<u>CAPITAL- PART III</u>				
1620	Total Operation of Plan	462,640	445,167	-17,473	-0.03777
1621	Total Maintenance of Plant	61,663	73,814	12,151	0.197055
1699	Total Central Services	524,303	518,981	-5,322	-0.01015
1964-400	Refund on Real Property Taxes	2,000	2,000	0	0
1999	Total Special Items	2,000	2,000	0	0
9798-6	Total Debt Service- Principal	1,299,053	616,240	-682,813	-0.52562
9798-7	Total Debt Service-Interest	184,180	134,435	-49,745	-0.27009
9898	Total Debt Service	1,483,233	750,675	-732,558	-0.49389
9950-900	Transfer to Federal Funds	140,000	110,000	-30,000	-0.21429
9950	Total Interfund Transfers	140,000	110,000	-30,000	-0.21429
9098	Total Employee Benefits	101,333	129,059	27,726	0.273613
	TOTAL CAPITAL	2,250,869	1,510,715	-740,154	-0.32883

GRAND TOTALS

Part I- Administrative	946,764	918,808	-27,956	-0.02953
Part II- Program	7,394,725	7,211,004	-183,721	-0.02484
Part III- Capital	2,250,869	1,510,715	-740,154	-0.32883
TOTAL BUDGET	10,592,358	9,640,527	-951,831	-0.08986

MORRIS CENTRAL SCHOOL

School District Budget Notice

	Budget Adopted 2019-20	Budget Proposed 2020-21	Contingency Budget 2020-21*
Overall Budget Proposal			
Total Budget Amount, <u>Not</u> including Separate Propositions	\$ 10,592,358	\$ 9,640,527	\$ 9,619,897
Increase/decrease for the 2020-21 School year		(951,831)	(972,461)
Percentage increase/decrease in Proposed Budget		-8.99%	-9.18%
Change in the Consumer Price Index		1.81%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 3,050,245	\$ 3,080,824	
B. Levy to Support Library Debt, If Applicable			
C. Levy for Non-Excludable Propositions, If Applicable **			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
E. Total Proposed School Year Tax Levy (A+B+C+D)	\$ 3,050,245	\$ 3,080,824	\$ 3,050,245
F. Total Permissible Exclusions	\$ 75,375	\$ 178,221	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$ 2,974,870	\$ 2,902,603	
H. Total Proposed School Tax Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E-B-F+D)	\$ 2,974,870	\$ 2,902,603	
I. Difference (G-H) Negative Value Requires 60.0% Voter Approval	\$ -	\$ -	
**			
Administrative component	\$ 946,764	\$ 918,808	\$ 917,808
Program component	\$ 7,394,725	\$ 7,211,004	\$ 7,201,314
Capital component	\$ 2,250,869	\$ 1,510,715	\$ 1,500,775
Est. Basic STAR Exemption Savings²	** Listing Separate Propositions that are not included in the Total Budget Amount		
\$ 515	Desc: None	Desc: None	Desc: None
\$ -	\$ -	\$ -	\$ -
* Statement of assumptions made in projecting a contingency budget for the 2020-21 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.			
The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Morris School District, Otsego County, New York, will be held at Morris Central school, in said district on Tuesday, June 9, 2020. All voting will be completed through absentee ballot.			
*The basic school tax relief (STAR) exemption is authorized by Section 425 of the Real Property Tax Law.			
** Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may effect voter approval requirements.			

Salary: Administrative Compensation Information
471201 - MORRIS CSD

2019-2020 - Page 1
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Form Due May 11, 2020

2020-2021 Salary Threshold =
\$141,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2020-2021.

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

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

Report Estimated Salaries in the Budget for the 2020-2021 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	125,498	24,823	10,009

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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Salary: Administrative Compensation Information
471201 - MORRIS CSD

2019-2020 - Page 2
Official - as of 05/22/2020 09:34 AM

	Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
471201 - MORRIS CSD

2019-2020 Claim Year - Page 3
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Other Supervisory and Administrative Employees Scheduled to Receive \$141,000 or More in Salary

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Property Tax Report Card

471201 - MORRIS CSD

2019-2020 - Page 1
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****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

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

<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2020-21 Budget Notice to: emscmgt@snyed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

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

Form Due - April 27, 2020

Form Preparer Name:
 Preparer's Telephone Number:

GREGORY M BEALL
 6075886291 X213

<u>Shaded Fields Will Calculate</u>	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	10,592,358	9,640,527	8.99 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	3,050,245	3,080,824	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	3,050,245	3,080,824	1.00 %
F. Permissible Exclusions to the School Tax Levy Limit	75,375	178,221	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	2,974,870	2,902,603	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	2,974,870	2,902,603	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	334	334	0.00 %
Consumer Price Index			1.81 %

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

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

³ For 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	2,043,742	2,044,134
Assigned Appropriated Fund Balance	135,000	0
Adjusted Unrestricted Fund Balance	511,356	968,360
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.83 %	10.04 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL	For the cost of any object or purpose for which bonds may be issued.	654,924	654,950	Use for future Capital project(s)
Repair	REPAIR	For the cost of repairs to capital improvements or equipment.	166,100	166,200	Use for future building repair(s)
Workers Compensation	WORKERS' COMPENSATION	For self-insured Workers Compensation and benefits.	0	0	None
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	217,331	217,400	Use if the receive Unemployment claims
Reserve for Tax Reduction	TAX REDUCTION	For the gradual use of the proceeds of the sale of school district real property.	0	0	None
Mandatory Reserve for Debt Service	DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	0	0	None
Insurance	INSURANCE	For liability, casualty, and other types of uninsured losses.	170,540	170,560	Use if there is an insurance claims
Property Loss	PROPERTY LOSS	To cover property loss.	27,695	27,750	Use if there is a property loss claims
Liability + (add)	LIABILITY	To cover incurred liability claims.	27,681	27,684	Use if there is a Liability loss claims

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	43,908	43,930	Use to pay for Tax Certiorari claims
Reserve for Insurance Recoveries	INSURANCE RECOVERY	For unexpended proceeds of insurance recoveries at fiscal year end.	0	0	None
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	281,935	281,960	Use if there are retirement claim
Retirement Contribution	ERS RETIREMENT CONTRIBUTION	For employer retirement contributions to the State and Local Employees' Retirement System.	353,628	353,700	Use for both ERS ned TRS
Reserve for Uncollected Taxes	UNCOLLECTED TAXES	For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	0	0	None
Single Other Reserve	TRS RETIREMENT CONTRIBUTION	For payment for TRS contribution	100,000	101,000	To pay for TRS contributions

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

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2020-21. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

MORRIS 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

GOOD STANDING

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
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	3	3	4	—	4	3
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—
White	3	3	3	—	3	1
English Language Learners	—	—	—	—	—	—
Students with Disabilities	4	3	4	—	2	4
Economically Disadvantaged	3	3	4	—	2	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	—
Hispanic or Latino	—
Multiracial	—
White	3
Students with Disabilities	4
Economically Disadvantaged	3

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	132	124	2
	Math	132	136	
	Science	46	187	
	Combined	310	138	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	192	-
	Math	11	164	
	Science	-	-	
	Combined	23	-	
Hispanic or Latino	ELA	9	172	-
	Math	9	217	
	Science	3	-	
	Combined	21	-	
Multiracial	ELA	3	-	-
	Math	3	-	
	Science	-	-	
	Combined	6	-	
White	ELA	119	121	2
	Math	119	134	
	Science	44	185	
	Combined	282	136	
Students with Disabilities	ELA	33	59	3
	Math	34	63	
	Science	22	152	
	Combined	89	84	
Economically Disadvantaged	ELA	82	96	3
	Math	82	115	
	Science	54	181	
	Combined	218	124	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	134	122	3
	Math	134	134	
	Science	48	179	
	Combined	316	136	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	192	-
	Math	11	164	
	Science	-	-	
	Combined	23	-	
Hispanic or Latino	ELA	10	155	-
	Math	10	195	
	Science	3	-	
	Combined	23	-	
Multiracial	ELA	3	-	-
	Math	3	-	
	Science	-	-	
	Combined	6	-	
White	ELA	121	119	3
	Math	121	131	
	Science	46	177	
	Combined	288	133	
Students with Disabilities	ELA	36	54	4
	Math	36	60	
	Science	24	140	
	Combined	96	78	
Economically Disadvantaged	ELA	86	91	4
	Math	86	110	
	Science	60	163	
	Combined	232	117	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	32,866	628	52.3	3
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	2,028	36	56.3	4
Black or African American	–	0	–	–
Hispanic or Latino	–	15	–	–
Multiracial	–	10	–	–
White	29,608	567	52.2	3
English Language Learners	–	0	–	–
Students with Disabilities	6,793	127	53.5	3
Economically Disadvantaged	18,547	345	53.8	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
White	3
Students with Disabilities	4
Economically Disadvantaged	4

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	100	134	122	108	105	122	161	–	–	200	4	4
	Math	95	134	134	104	107	124	162	–	–	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	12	–	–	–	–	–	–	–	–	–	–
	Math	–	11	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	–	10	–	–	–	–	–	–	–	–	–	–
	Math	–	10	–	–	–	–	–	–	–	–	–	
Multiracial	ELA	–	3	–	–	–	–	–	–	–	–	–	–
	Math	–	3	–	–	–	–	–	–	–	–	–	
White	ELA	99	121	119	107	102	119	160	–	–	200	3	3
	Math	94	121	131	102	110	126	163	–	–	200	4	
Students with Disabilities	ELA	23	36	54	38	61	85	142	–	N	200	2	2
	Math	40	36	60	53	61	85	142	–	N	200	2	
Economically Disadvantaged	ELA	68	86	91	78	95	113	157	–	N	200	2	2
	Math	69	86	110	80	94	112	156	–	–	200	3	

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	11.4	204	25	12.3%	10.8%	14.6%	12.8%	8.9%	—	—	5%	3
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	15	—	—	—	—	—	—	—	—	—	—
Multiracial	—	8	—	—	—	—	—	—	—	—	—	—
White	11.5	184	21	11.4%	10.9%	10.5%	9.3%	7.2%	N	—	5%	1
Students with Disabilities	14	57	6	10.5%	13.2%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	14.9	132	21	15.9%	14.1%	19.9%	17.1%	11.1%	—	—	5%	3

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	144	93.8%	304	90.8%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	6	—	—	—
Multiracial	—	2	—	—	—
White	X	130	93.9%	278	90.7%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	38	—	—	—
Economically Disadvantaged	X	93	91.4%	192	87%

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	147	93.2%	308	90.3%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	6	—	—	—
Multiracial	—	2	—	—	—
White	X	133	93.2%	282	90.4%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	38	—	—	—
Economically Disadvantaged	X	96	90.6%	195	87.2%

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	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	4	3	—	2	4	2
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—
White	2	3	2	—	2	3	1
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	1	3	2	—	—	4	—
Economically Disadvantaged	2	3	2	—	2	4	2

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	30	152	171	2
	Math	30	165		
	Science	30	190		
	Social Studies	30	208		
Hispanic or Latino	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
	Social Studies	3	—		
White	ELA	53	156	164	2
	Math	53	141		
	Science	53	195		
	Social Studies	53	193		
Students with Disabilities	ELA	18	39	72	1
	Math	18	56		
	Science	18	125		
	Social Studies	18	117		
Economically Disadvantaged	ELA	30	135	142	2
	Math	30	115		
	Science	30	175		
	Social Studies	30	182		

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	79%	68	83.8%	80.2%	82.8%	85%	90%	—	—	95%	3	4
	5-Year	87.9%	39	89.7%	88.5%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	74.2%	61	88.5%	76%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	4	—	—	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
White	4-Year	78.9%	63	82.5%	80.1%	90.2%	91%	93%	—	N	95%	2	3
	5-Year	87.1%	36	88.9%	87.9%	91.5%	92.3%	94.2%	—	Y	96%	3	
	6-Year	85.9%	57	87.7%	86.7%	91.2%	92.4%	94.7%	—	Y	97%	3	
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	33.3%	19	57.9%	35.8%	59.7%	66.1%	80.6%	—	Y	95%	3	3
	5-Year	—	—	—	—	—	—	—	—	—	—	—	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	4-Year	62.5%	35	74.3%	65.1%	76.9%	79.9%	87.5%	—	Y	95%	3	3
	5-Year	68.4%	30	83.3%	70.6%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	76.2%	31	77.4%	77.8%	80.7%	83.5%	90.3%	Y	—	97%	2	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	3
White	2
Students with Disabilities	2
Economically Disadvantaged	2

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	166	30	152	170	191	194	204	N	—	215	1	2
	Math	129	30	165	134	151	158	179	—	—	200	4	
Hispanic or Latino	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
White	ELA	159	53	156	164	208	209	212	N	—	215	1	2
	Math	120	53	141	127	168	172	186	—	Y	200	3	
Students with Disabilities	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	133	30	135	137	171	177	196	N	—	215	1	2
	Math	92	30	115	96	131	140	170	—	Y	200	3	

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	20.2	91	13	14.3%	19%	22.6%	19.8%	12.4%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	9	—	—	—	—	—	—	—	—	—	—
Multiracial	—	6	—	—	—	—	—	—	—	—	—	—
White	20	82	12	14.6%	18.8%	15.6%	14%	9.5%	—	—	5%	3
Students with Disabilities	25.6	38	9	23.7%	24.8%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	33.3	47	10	21.3%	31.1%	30.2%	25.8%	15.4%	—	—	5%	4

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	132.1	135	135.5	130.2	137.8	156.4	–	N	175	2
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
White	129.2	131.8	132.8	149.7	154.1	164.6	N	–	175	1
Students with Disabilities	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	96.8	110.9	103	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	30	0	14	0	11	3	2
Hispanic or Latino	3	0	–	–	–	–	–
White	55	0	27	1	15	4	8
Students with Disabilities	18	0	–	–	–	–	–
Economically Disadvantaged	32	0	10	1	12	4	5

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	–	29	–	–	–
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–	–	–
Black or African American	–	0	–	–	–
Hispanic or Latino	–	2	–	–	–
Multiracial	–	0	–	–	–
White	–	27	–	–	–
English Language Learners	–	0	–	–	–
Students with Disabilities	–	6	–	–	–
Economically Disadvantaged	–	14	–	–	–

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	–	29	–	–	–
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–	–	–
Black or African American	–	0	–	–	–
Hispanic or Latino	–	2	–	–	–
Multiracial	–	0	–	–	–
White	–	27	–	–	–
English Language Learners	–	0	–	–	–
Students with Disabilities	–	6	–	–	–
Economically Disadvantaged	–	14	–	–	–

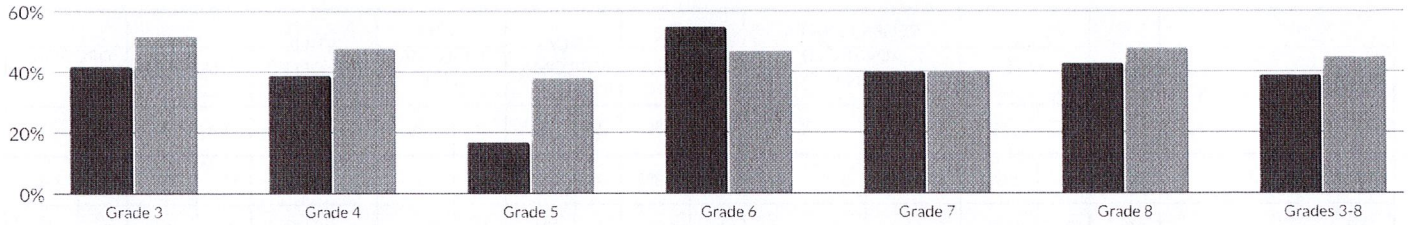
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	6	18%	0	0%	5	11%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	25	83%	11	37%	10	33%	4	13%	1	3%	2	7%	0	0%	2	7%
Female	13	8	62%	3	23%	4	31%	1	8%	1	8%	2	15%	0	0%	2	15%
Male	17	17	100%	8	47%	6	35%	3	18%	0	0%	0	0%	0	0%	0	0%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
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	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General-Education Students	22	21	95%	11	50%	10	45%	0	0%	0	0%	0	0%	0	0%	1	5%
Students with Disabilities	8	4	50%	0	0%	0	0%	4	50%	1	13%	2	25%	0	0%	1	13%
Non-English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	15	13	87%	9	60%	3	20%	1	7%	0	0%	1	7%	0	0%	1	7%
Economically Disadvantaged	15	12	80%	2	13%	7	47%	3	20%	1	7%	1	7%	0	0%	1	7%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

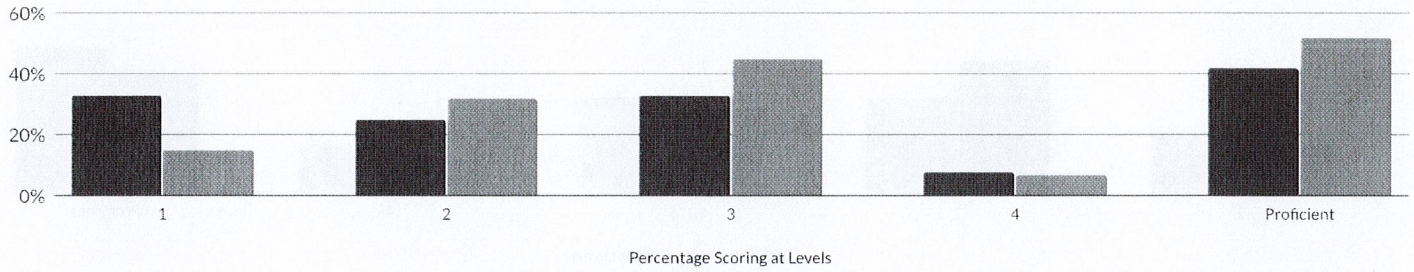
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
Grade 4	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
Grade 5	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
Grade 6	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
Grade 7	2	30	9	30%	9	30%	8	27%	4	13%	12	40%
Grade 8	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
Grades 3-8	15	131	33	25%	47	36%	35	27%	16	12%	51	39%

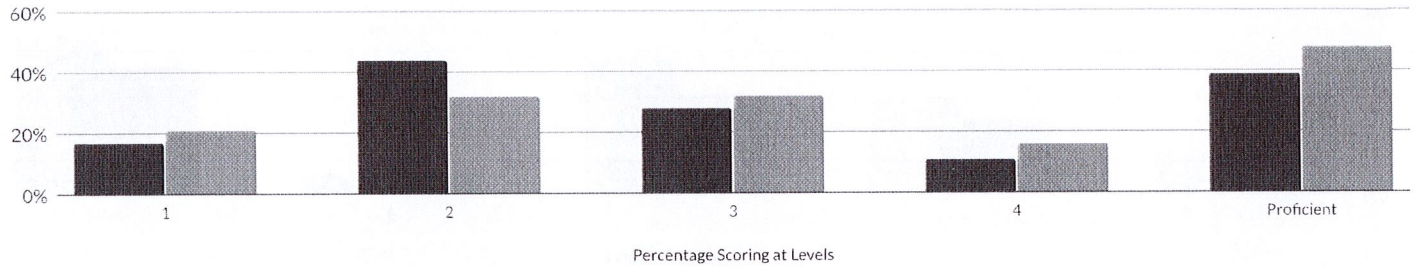
GRADE 3 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
General Education	1	10	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	2	11	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
Female	1	8	-	-	-	-	-	-	-	-	-	-
Male	1	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
Economically Disadvantaged	2	7	4	57%	2	29%	1	14%	0	0%	1	14%
Not Economically Disadvantaged	0	5	0	0%	1	20%	3	60%	1	20%	4	80%
Not Migrant	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
Not Homeless	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
Not in Foster Care	2	12	4	33%	3	25%	4	33%	1	8%	5	42%
Parent Not in Armed Forces	2	12	4	33%	3	25%	4	33%	1	8%	5	42%

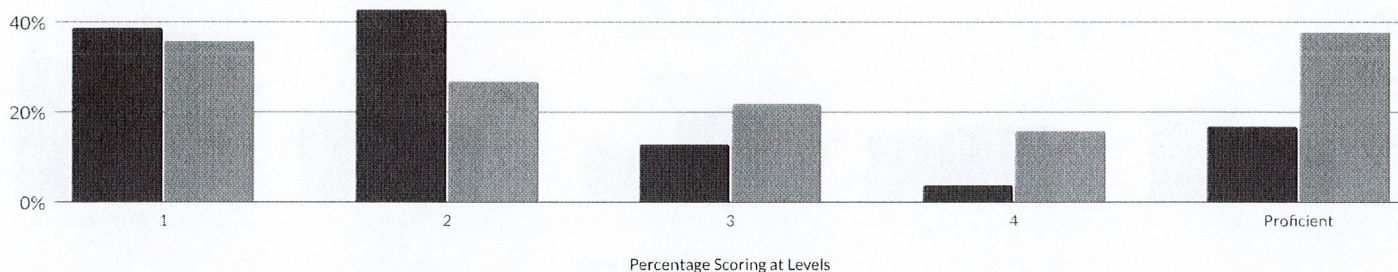
GRADE 4 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
General Education	2	14	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	4	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	2	–	–	–	–	–	–	–	–	–	–
White	3	16	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
Female	0	6	1	17%	2	33%	2	33%	1	17%	3	50%
Male	3	12	2	17%	6	50%	3	25%	1	8%	4	33%
Non-English Language Learners	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
Economically Disadvantaged	2	13	3	23%	6	46%	3	23%	1	8%	4	31%
Not Economically Disadvantaged	1	5	0	0%	2	40%	2	40%	1	20%	3	60%
Not Migrant	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
Not Homeless	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
Not in Foster Care	3	18	3	17%	8	44%	5	28%	2	11%	7	39%
Parent Not in Armed Forces	3	18	3	17%	8	44%	5	28%	2	11%	7	39%

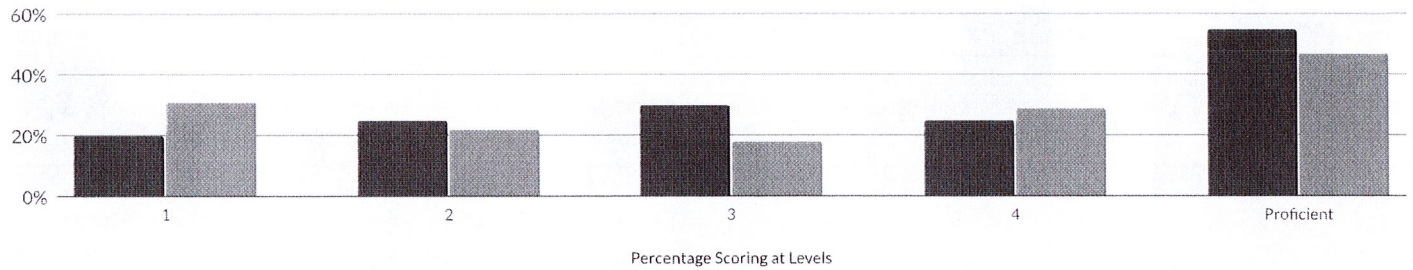
GRADE 5 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
General Education	2	19	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	4	21	-	-	-	-	-	-	-	-	-	-
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
Female	3	9	3	33%	3	33%	2	22%	1	11%	3	33%
Male	1	14	6	43%	7	50%	1	7%	0	0%	1	7%
Non-English Language Learners	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
Economically Disadvantaged	4	15	8	53%	7	47%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	0	8	1	13%	3	38%	3	38%	1	13%	4	50%
Not Migrant	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
Not Homeless	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
Not in Foster Care	4	23	9	39%	10	43%	3	13%	1	4%	4	17%
Parent Not in Armed Forces	4	23	9	39%	10	43%	3	13%	1	4%	4	17%

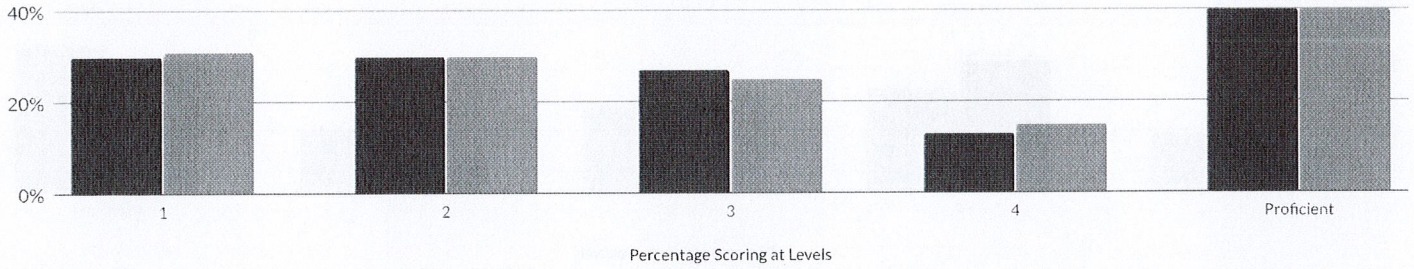
GRADE 6 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
General Education	0	16	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
White	2	18	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
Female	0	12	1	8%	3	25%	6	50%	2	17%	8	67%
Male	2	8	3	38%	2	25%	0	0%	3	38%	3	38%
Non-English Language Learners	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
Economically Disadvantaged	2	16	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	0	4	-	-	-	-	-	-	-	-	-	-
Not Migrant	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
Not Homeless	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
Not in Foster Care	2	20	4	20%	5	25%	6	30%	5	25%	11	55%
Parent Not in Armed Forces	2	20	4	20%	5	25%	6	30%	5	25%	11	55%

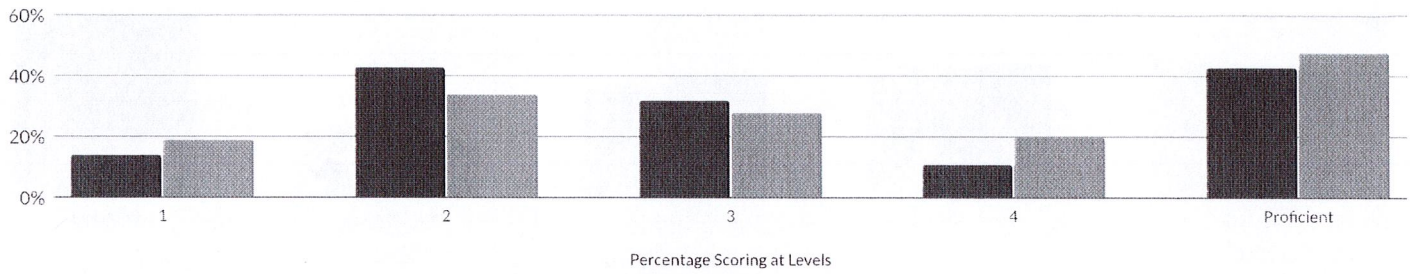
GRADE 7 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	30	9	30%	9	30%	8	27%	4	13%	12	40%
General Education	1	21	2	10%	7	33%	8	38%	4	19%	12	57%
Students with Disabilities	1	9	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	1	24	8	33%	8	33%	6	25%	2	8%	8	33%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	0	14	4	29%	3	21%	4	29%	3	21%	7	50%
Male	2	16	5	31%	6	38%	4	25%	1	6%	5	31%
Non-English Language Learners	2	30	9	30%	9	30%	8	27%	4	13%	12	40%
Economically Disadvantaged	2	16	8	50%	3	19%	3	19%	2	13%	5	31%
Not Economically Disadvantaged	0	14	1	7%	6	43%	5	36%	2	14%	7	50%
Not Migrant	2	30	9	30%	9	30%	8	27%	4	13%	12	40%
Not Homeless	2	30	9	30%	9	30%	8	27%	4	13%	12	40%
Not in Foster Care	2	30	9	30%	9	30%	8	27%	4	13%	12	40%
Parent Not in Armed Forces	2	30	9	30%	9	30%	8	27%	4	13%	12	40%

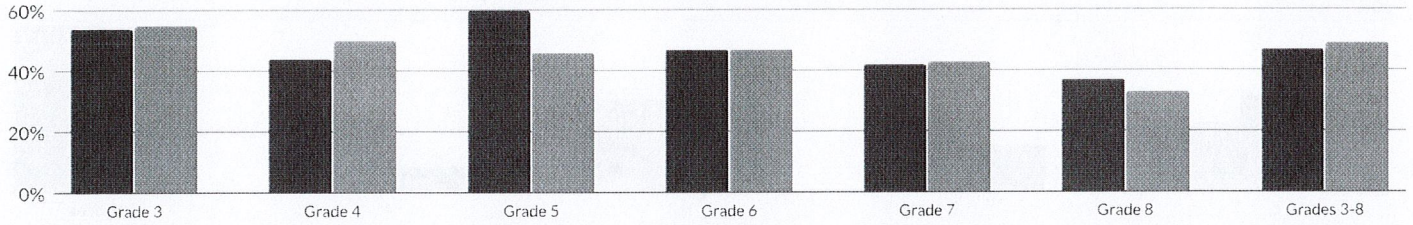
GRADE 8 ELA RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
General Education	0	22	1	5%	10	45%	8	36%	3	14%	11	50%
Students with Disabilities	2	6	3	50%	2	33%	1	17%	0	0%	1	17%
White	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
Female	1	10	2	20%	4	40%	3	30%	1	10%	4	40%
Male	1	18	2	11%	8	44%	6	33%	2	11%	8	44%
Non-English Language Learners	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
Economically Disadvantaged	2	14	4	29%	9	64%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	0	14	0	0%	3	21%	8	57%	3	21%	11	79%
Not Migrant	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
Not Homeless	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
Not in Foster Care	2	28	4	14%	12	43%	9	32%	3	11%	12	43%
Parent Not in Armed Forces	2	28	4	14%	12	43%	9	32%	3	11%	12	43%

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

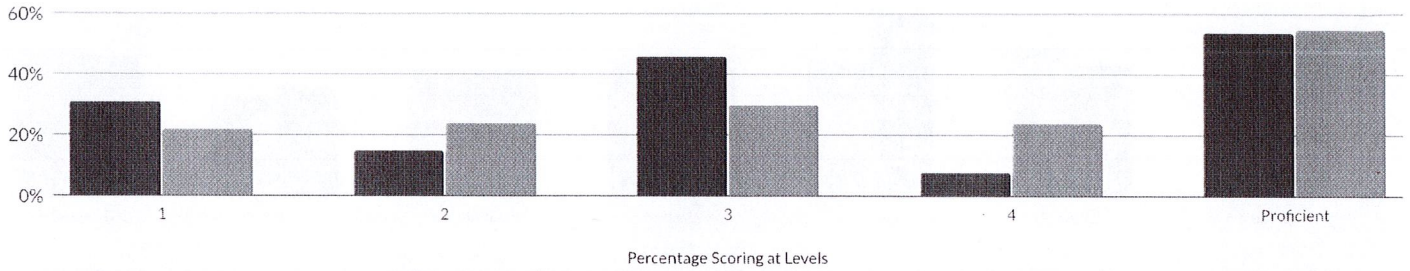


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
Grade 4	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
Grade 5	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
Grade 6	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
Grade 7	1	31	10	32%	8	26%	6	19%	7	23%	13	42%
Grade 8	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
Grades 3-8	14	133	35	26%	36	27%	38	29%	24	18%	62	47%

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.

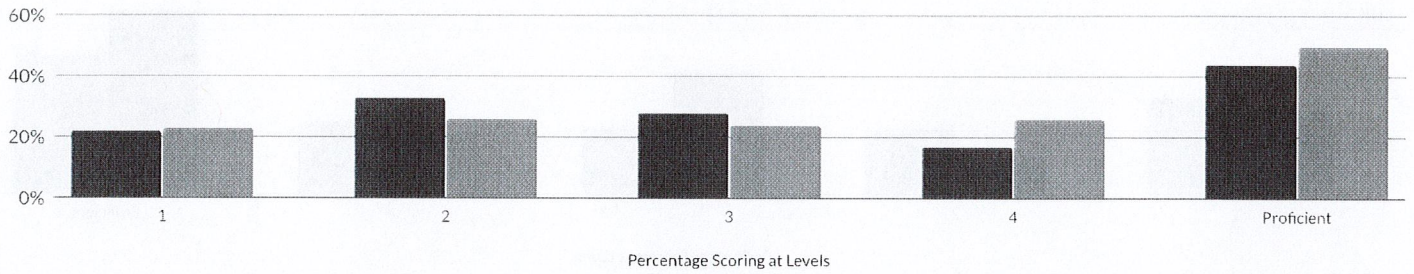
GRADE 3 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
General Education	1	11	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	2	12	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
Female	2	8	2	25%	1	13%	5	63%	0	0%	5	63%
Male	0	5	2	40%	1	20%	1	20%	1	20%	2	40%
Non-English Language Learners	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
Economically Disadvantaged	2	8	4	50%	2	25%	2	25%	0	0%	2	25%
Not Economically Disadvantaged	0	5	0	0%	0	0%	4	80%	1	20%	5	100%
Not Migrant	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
Not Homeless	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
Not in Foster Care	2	13	4	31%	2	15%	6	46%	1	8%	7	54%
Parent Not in Armed Forces	2	13	4	31%	2	15%	6	46%	1	8%	7	54%

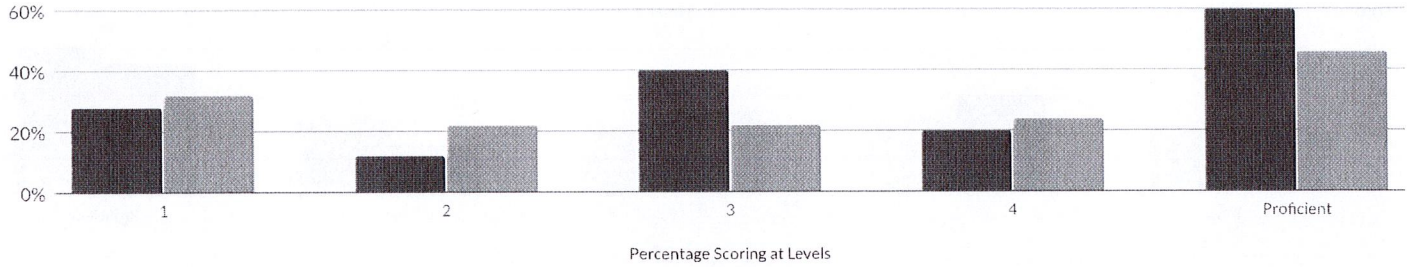
GRADE 4 MATH RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
General Education	2	14	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	3	16	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
Female	0	6	1	17%	3	50%	1	17%	1	17%	2	33%
Male	3	12	3	25%	3	25%	4	33%	2	17%	6	50%
Non-English Language Learners	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
Economically Disadvantaged	2	13	3	23%	4	31%	4	31%	2	15%	6	46%
Not Economically Disadvantaged	1	5	1	20%	2	40%	1	20%	1	20%	2	40%
Not Migrant	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
Not Homeless	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
Not in Foster Care	3	18	4	22%	6	33%	5	28%	3	17%	8	44%
Parent Not in Armed Forces	3	18	4	22%	6	33%	5	28%	3	17%	8	44%

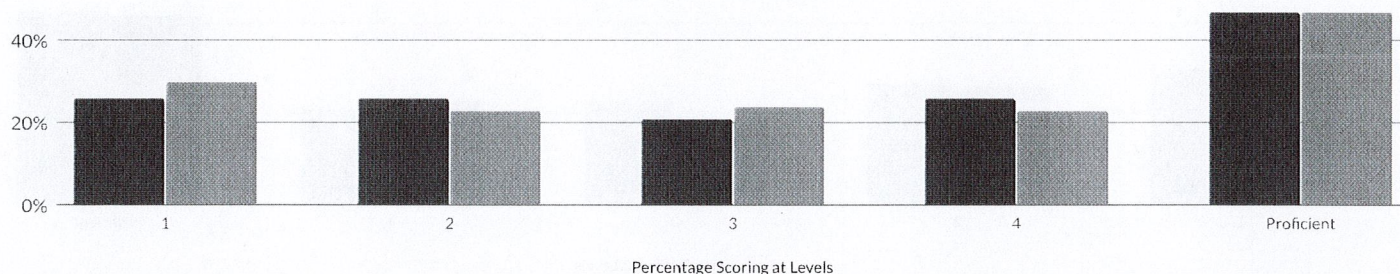
GRADE 5 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
General Education	1	20	3	15%	2	10%	10	50%	5	25%	15	75%
Students with Disabilities	1	5	4	80%	1	20%	0	0%	0	0%	0	0%
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	2	23	-	-	-	-	-	-	-	-	-	-
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
Female	1	11	3	27%	2	18%	5	45%	1	9%	6	55%
Male	1	14	4	29%	1	7%	5	36%	4	29%	9	64%
Non-English Language Learners	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
Economically Disadvantaged	2	17	6	35%	3	18%	5	29%	3	18%	8	47%
Not Economically Disadvantaged	0	8	1	13%	0	0%	5	63%	2	25%	7	88%
Not Migrant	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
Not Homeless	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
Not in Foster Care	2	25	7	28%	3	12%	10	40%	5	20%	15	60%
Parent Not in Armed Forces	2	25	7	28%	3	12%	10	40%	5	20%	15	60%

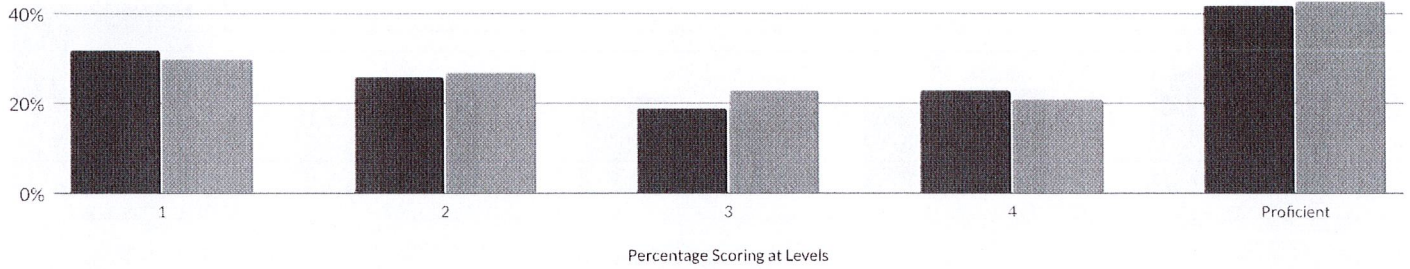
GRADE 6 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
General Education	1	15	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
White	3	17	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
Female	1	11	3	27%	2	18%	3	27%	3	27%	6	55%
Male	2	8	2	25%	3	38%	1	13%	2	25%	3	38%
Non-English Language Learners	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
Economically Disadvantaged	3	15	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	0	4	—	—	—	—	—	—	—	—	—	—
Not Migrant	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
Not Homeless	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
Not in Foster Care	3	19	5	26%	5	26%	4	21%	5	26%	9	47%
Parent Not in Armed Forces	3	19	5	26%	5	26%	4	21%	5	26%	9	47%

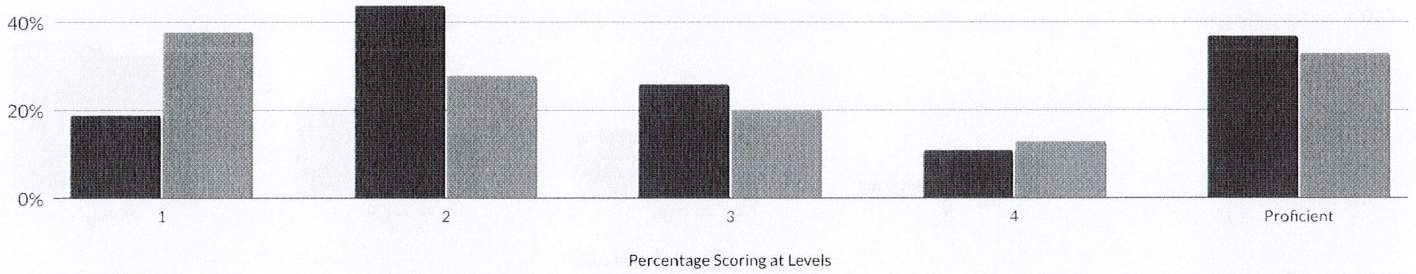
GRADE 7 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	31	10	32%	8	26%	6	19%	7	23%	13	42%
General Education	1	21	4	19%	4	19%	6	29%	7	33%	13	62%
Students with Disabilities	0	10	6	60%	4	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	0	25	9	36%	7	28%	4	16%	5	20%	9	36%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	0	14	5	36%	2	14%	3	21%	4	29%	7	50%
Male	1	17	5	29%	6	35%	3	18%	3	18%	6	35%
Non-English Language Learners	1	31	10	32%	8	26%	6	19%	7	23%	13	42%
Economically Disadvantaged	1	17	8	47%	4	24%	1	6%	4	24%	5	29%
Not Economically Disadvantaged	0	14	2	14%	4	29%	5	36%	3	21%	8	57%
Not Migrant	1	31	10	32%	8	26%	6	19%	7	23%	13	42%
Not Homeless	1	31	10	32%	8	26%	6	19%	7	23%	13	42%
Not in Foster Care	1	31	10	32%	8	26%	6	19%	7	23%	13	42%
Parent Not in Armed Forces	1	31	10	32%	8	26%	6	19%	7	23%	13	42%

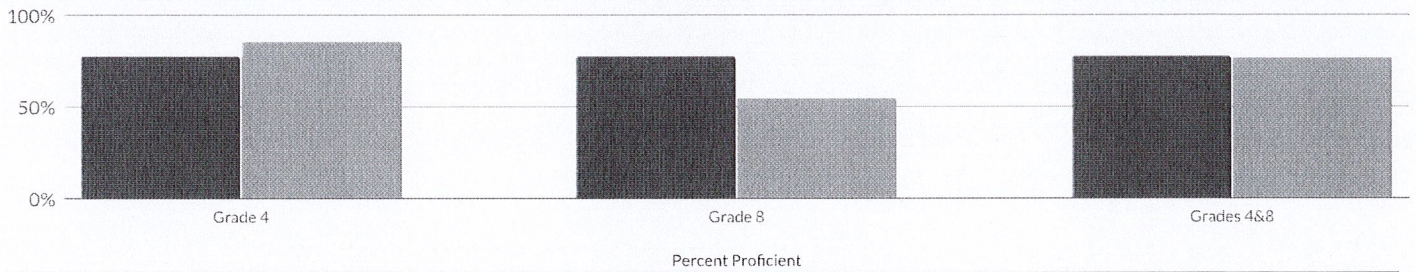
GRADE 8 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
General Education	0	22	1	5%	11	50%	7	32%	3	14%	10	45%
Students with Disabilities	3	5	4	80%	1	20%	0	0%	0	0%	0	0%
White	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
Female	1	10	3	30%	4	40%	3	30%	0	0%	3	30%
Male	2	17	2	12%	8	47%	4	24%	3	18%	7	41%
Non-English Language Learners	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
Economically Disadvantaged	3	13	5	38%	7	54%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	0	14	0	0%	5	36%	6	43%	3	21%	9	64%
Not Migrant	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
Not Homeless	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
Not in Foster Care	3	27	5	19%	12	44%	7	26%	3	11%	10	37%
Parent Not in Armed Forces	3	27	5	19%	12	44%	7	26%	3	11%	10	37%

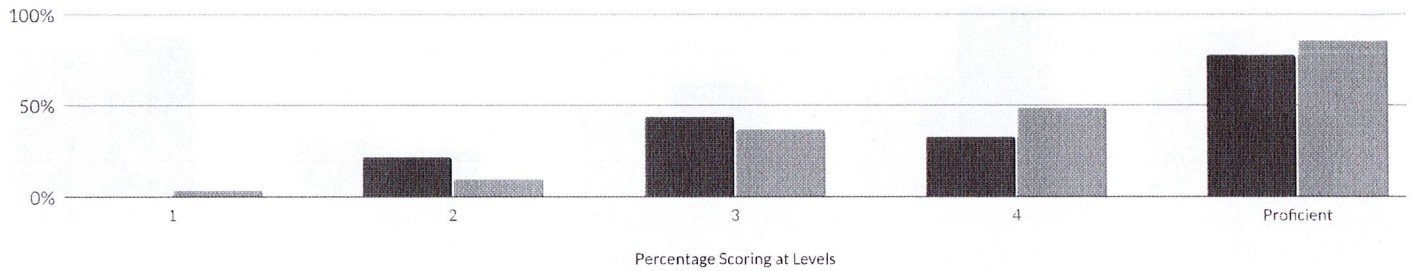
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
Grade 8	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
Grades 4&8	6	45	1	2%	9	20%	25	56%	10	22%	35	78%

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.

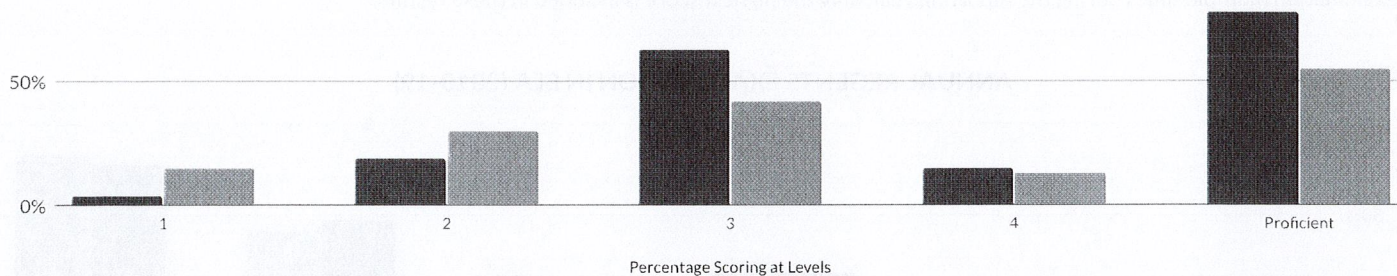
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 78

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
General Education	2	14	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	3	16	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
Female	0	6	0	0%	2	33%	3	50%	1	17%	4	67%
Male	3	12	0	0%	2	17%	5	42%	5	42%	10	83%
Non-English Language Learners	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
Economically Disadvantaged	2	13	0	0%	4	31%	5	38%	4	31%	9	69%
Not Economically Disadvantaged	1	5	0	0%	0	0%	3	60%	2	40%	5	100%
Not Migrant	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
Not Homeless	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
Not in Foster Care	3	18	0	0%	4	22%	8	44%	6	33%	14	78%
Parent Not in Armed Forces	3	18	0	0%	4	22%	8	44%	6	33%	14	78%

GRADE 8 SCIENCE RESULTS

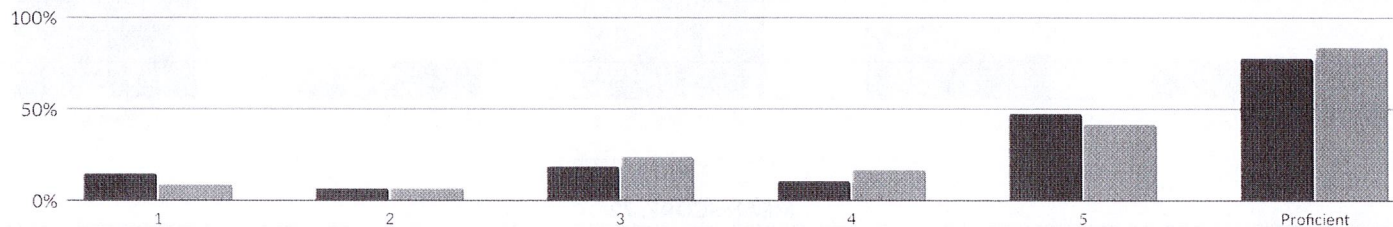


MEAN SCORE: 72

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
General Education	0	22	0	0%	4	18%	14	64%	4	18%	18	82%
Students with Disabilities	3	5	1	20%	1	20%	3	60%	0	0%	3	60%
White	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
Female	1	10	1	10%	4	40%	5	50%	0	0%	5	50%
Male	2	17	0	0%	1	6%	12	71%	4	24%	16	94%
Non-English Language Learners	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
Economically Disadvantaged	3	13	1	8%	4	31%	8	62%	0	0%	8	62%
Not Economically Disadvantaged	0	14	0	0%	1	7%	9	64%	4	29%	13	93%
Not Migrant	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
Not Homeless	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
Not in Foster Care	3	27	1	4%	5	19%	17	63%	4	15%	21	78%
Parent Not in Armed Forces	3	27	1	4%	5	19%	17	63%	4	15%	21	78%

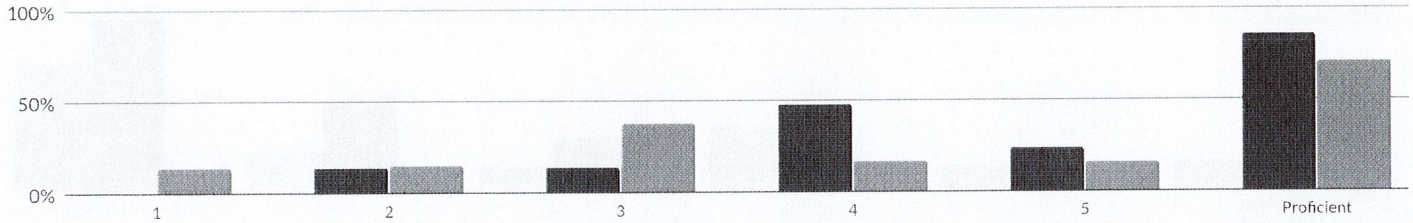
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%
General Education	18	0	0%	0	0%	2	11%	3	17%	13	72%	18	100%
Students with Disabilities	9	4	44%	2	22%	3	33%	0	0%	0	0%	3	33%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	26	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%
Female	13	1	8%	1	8%	3	23%	0	0%	8	62%	11	85%
Male	14	3	21%	1	7%	2	14%	3	21%	5	36%	10	71%
Non-English Language Learners	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%
Economically Disadvantaged	17	2	12%	2	12%	5	29%	2	12%	6	35%	13	76%
Not Economically Disadvantaged	10	2	20%	0	0%	0	0%	1	10%	7	70%	8	80%
Not Migrant	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%
Not Homeless	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%
Not in Foster Care	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%
Parent Not in Armed Forces	27	4	15%	2	7%	5	19%	3	11%	13	48%	21	78%

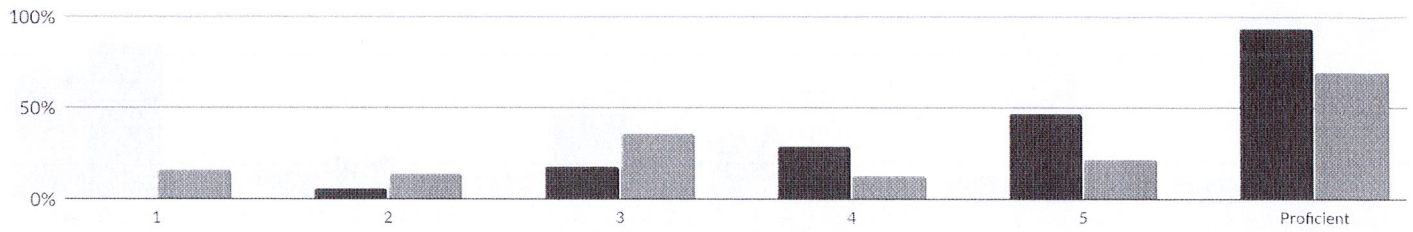
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	0	0%	3	14%	3	14%	10	48%	5	24%	18	86%
General Education	15	0	0%	0	0%	0	0%	10	67%	5	33%	15	100%
Students with Disabilities	6	0	0%	3	50%	3	50%	0	0%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
White	18	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	21	0	0%	3	14%	3	14%	10	48%	5	24%	18	86%
Female	10	0	0%	1	10%	2	20%	4	40%	3	30%	9	90%
Male	11	0	0%	2	18%	1	9%	6	55%	2	18%	9	82%
Non-English Language Learners	21	0	0%	3	14%	3	14%	10	48%	5	24%	18	86%
Economically Disadvantaged	14	0	0%	3	21%	3	21%	4	29%	4	29%	11	79%
Not Economically Disadvantaged	7	0	0%	0	0%	0	0%	6	86%	1	14%	7	100%
Not Migrant	21	0	0%	3	14%	3	14%	10	48%	5	24%	18	86%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	20	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	21	0	0%	3	14%	3	14%	10	48%	5	24%	18	86%
Parent Not in Armed Forces	21	0	0%	3	14%	3	14%	10	48%	5	24%	18	86%

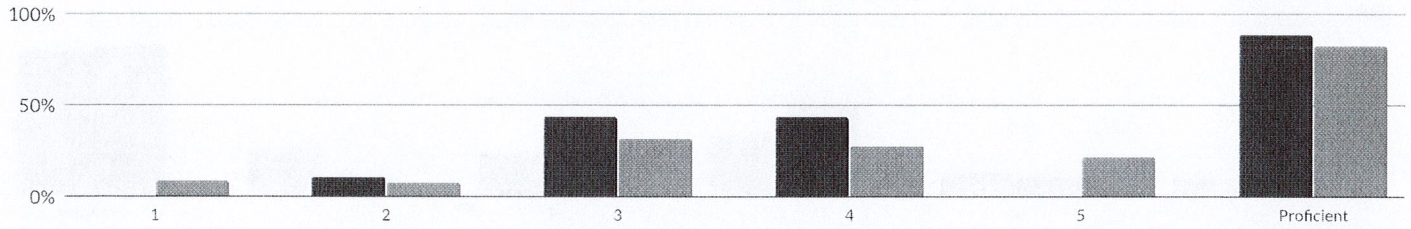
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
General Education	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	15	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Female	12	0	0%	1	8%	2	17%	1	8%	8	67%	11	92%
Male	5	0	0%	0	0%	1	20%	4	80%	0	0%	5	100%
Non-English Language Learners	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Economically Disadvantaged	7	0	0%	1	14%	2	29%	2	29%	2	29%	6	86%
Not Economically Disadvantaged	10	0	0%	0	0%	1	10%	3	30%	6	60%	10	100%
Not Migrant	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Not Homeless	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Not in Foster Care	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%
Parent Not in Armed Forces	17	0	0%	1	6%	3	18%	5	29%	8	47%	16	94%

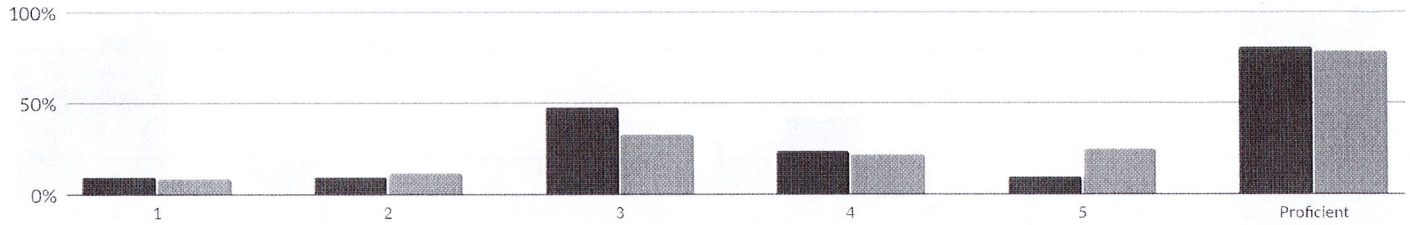
ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Percentage Scoring at Levels

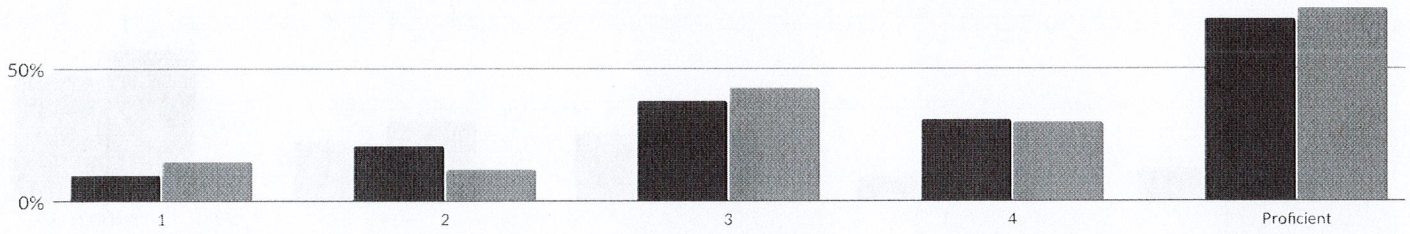
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
General Education	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	8	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Female	7	-	-	-	-	-	-	-	-	-	-	-	-
Male	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	7	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Not Homeless	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Not in Foster Care	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%
Parent Not in Armed Forces	9	0	0%	1	11%	4	44%	4	44%	0	0%	8	89%

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



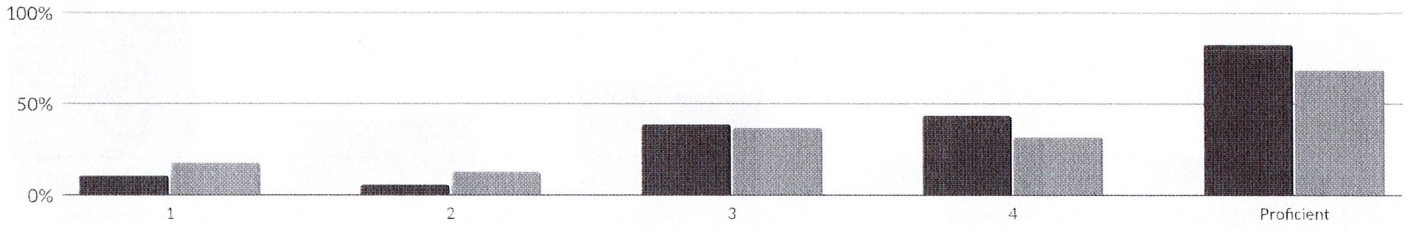
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%
General Education	15	0	0%	0	0%	8	53%	5	33%	2	13%	15	100%
Students with Disabilities	6	2	33%	2	33%	2	33%	0	0%	0	0%	2	33%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	17	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%
Female	12	0	0%	1	8%	5	42%	4	33%	2	17%	11	92%
Male	9	2	22%	1	11%	5	56%	1	11%	0	0%	6	67%
Non-English Language Learners	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%
Economically Disadvantaged	11	1	9%	2	18%	6	55%	2	18%	0	0%	8	73%
Not Economically Disadvantaged	10	1	10%	0	0%	4	40%	3	30%	2	20%	9	90%
Not Migrant	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%
Not Homeless	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%
Not in Foster Care	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%
Parent Not in Armed Forces	21	2	10%	2	10%	10	48%	5	24%	2	10%	17	81%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	29	3	10%	6	21%	11	38%	9	31%	20	69%
General Education	19	0	0%	2	11%	8	42%	9	47%	17	89%
Students with Disabilities	10	3	30%	4	40%	3	30%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
White	27	-	-	-	-	-	-	-	-	-	-
Small Group Total	29	3	10%	6	21%	11	38%	9	31%	20	69%
Female	13	2	15%	2	15%	6	46%	3	23%	9	69%
Male	16	1	6%	4	25%	5	31%	6	38%	11	69%
Non-English Language Learners	29	3	10%	6	21%	11	38%	9	31%	20	69%
Economically Disadvantaged	19	3	16%	4	21%	7	37%	5	26%	12	63%
Not Economically Disadvantaged	10	0	0%	2	20%	4	40%	4	40%	8	80%
Not Migrant	29	3	10%	6	21%	11	38%	9	31%	20	69%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	28	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	28	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	29	3	10%	6	21%	11	38%	9	31%	20	69%

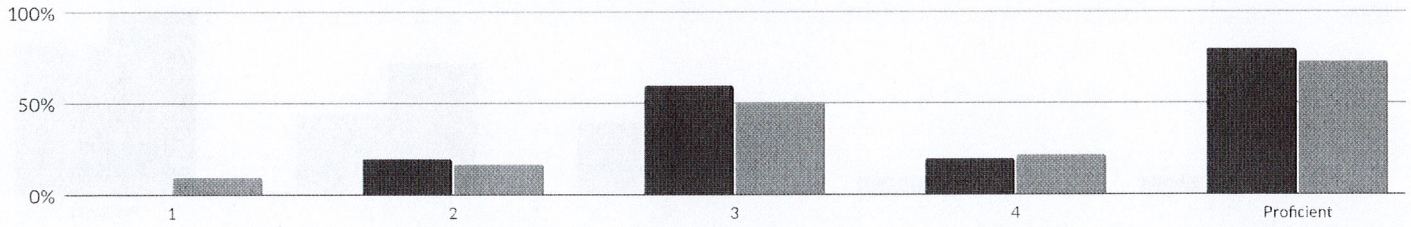
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	18	2	11%	1	6%	7	39%	8	44%	15	83%
General Education	15	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	14	-	-	-	-	-	-	-	-	-	-
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	18	2	11%	1	6%	7	39%	8	44%	15	83%
Female	11	1	9%	0	0%	4	36%	6	55%	10	91%
Male	7	1	14%	1	14%	3	43%	2	29%	5	71%
Non-English Language Learners	18	2	11%	1	6%	7	39%	8	44%	15	83%
Economically Disadvantaged	9	2	22%	1	11%	5	56%	1	11%	6	67%
Not Economically Disadvantaged	9	0	0%	0	0%	2	22%	7	78%	9	100%
Not Migrant	18	2	11%	1	6%	7	39%	8	44%	15	83%
Not Homeless	18	2	11%	1	6%	7	39%	8	44%	15	83%
Not in Foster Care	18	2	11%	1	6%	7	39%	8	44%	15	83%
Parent Not in Armed Forces	18	2	11%	1	6%	7	39%	8	44%	15	83%

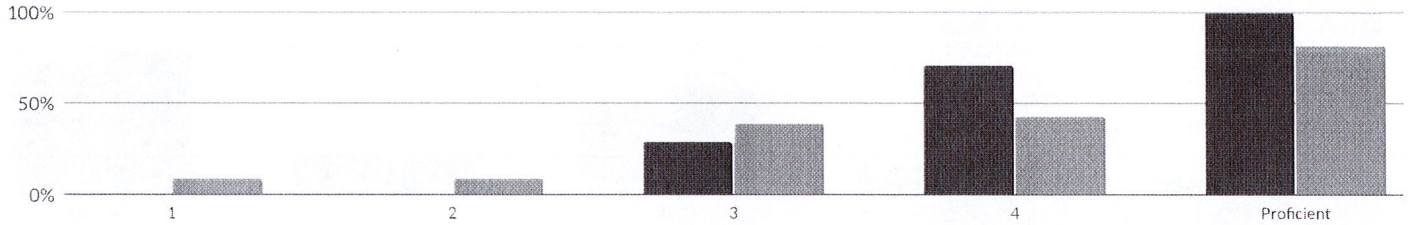
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	10	0	0%	2	20%	6	60%	2	20%	8	80%
General Education	9	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	9	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	0	0%	2	20%	6	60%	2	20%	8	80%
Female	7	-	-	-	-	-	-	-	-	-	-
Male	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	10	0	0%	2	20%	6	60%	2	20%	8	80%
Economically Disadvantaged	5	0	0%	1	20%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	5	0	0%	1	20%	4	80%	0	0%	4	80%
Not Migrant	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not Homeless	10	0	0%	2	20%	6	60%	2	20%	8	80%
Not in Foster Care	10	0	0%	2	20%	6	60%	2	20%	8	80%
Parent Not in Armed Forces	10	0	0%	2	20%	6	60%	2	20%	8	80%

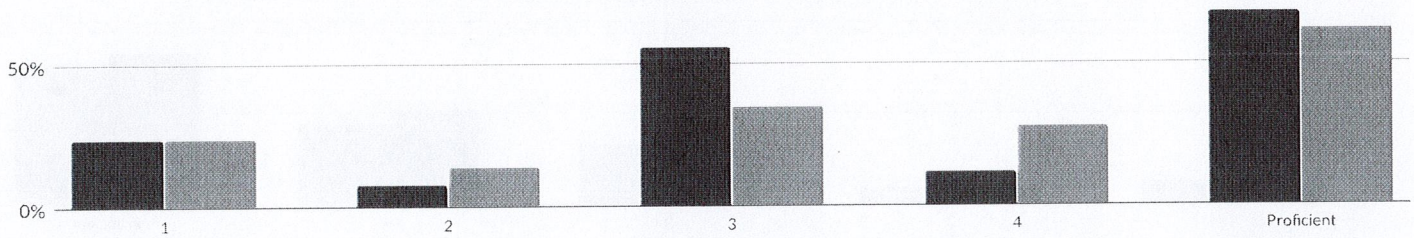
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	7	0	0%	0	0%	2	29%	5	71%	7	100%
General Education	7	0	0%	0	0%	2	29%	5	71%	7	100%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	6	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	0	0%	2	29%	5	71%	7	100%
Male	7	0	0%	0	0%	2	29%	5	71%	7	100%
Non-English Language Learners	7	0	0%	0	0%	2	29%	5	71%	7	100%
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	5	-	-	-	-	-	-	-	-	-	-
Not Migrant	7	0	0%	0	0%	2	29%	5	71%	7	100%
Not Homeless	7	0	0%	0	0%	2	29%	5	71%	7	100%
Not in Foster Care	7	0	0%	0	0%	2	29%	5	71%	7	100%
Parent Not in Armed Forces	7	0	0%	0	0%	2	29%	5	71%	7	100%

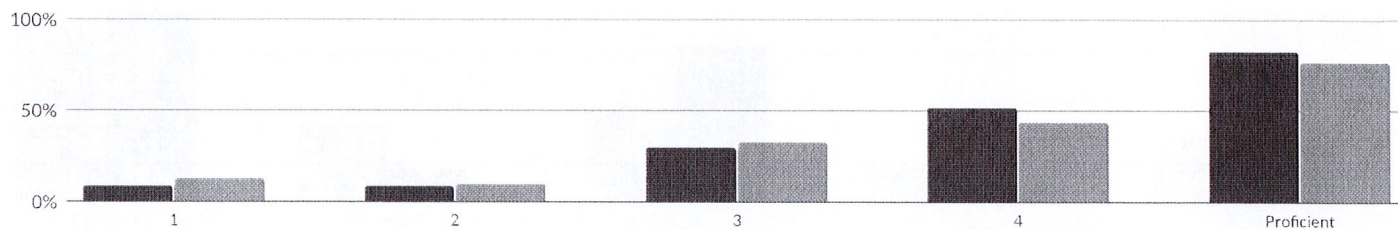
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	25	6	24%	2	8%	14	56%	3	12%	17	68%
General Education	17	1	6%	0	0%	13	76%	3	18%	16	94%
Students with Disabilities	8	5	63%	2	25%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	20	6	30%	1	5%	10	50%	3	15%	13	65%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	1	20%	4	80%	0	0%	4	80%
Female	16	4	25%	0	0%	9	56%	3	19%	12	75%
Male	9	2	22%	2	22%	5	56%	0	0%	5	56%
Non-English Language Learners	25	6	24%	2	8%	14	56%	3	12%	17	68%
Economically Disadvantaged	14	4	29%	2	14%	6	43%	2	14%	8	57%
Not Economically Disadvantaged	11	2	18%	0	0%	8	73%	1	9%	9	82%
Not Migrant	25	6	24%	2	8%	14	56%	3	12%	17	68%
Not Homeless	25	6	24%	2	8%	14	56%	3	12%	17	68%
Not in Foster Care	25	6	24%	2	8%	14	56%	3	12%	17	68%
Parent Not in Armed Forces	25	6	24%	2	8%	14	56%	3	12%	17	68%

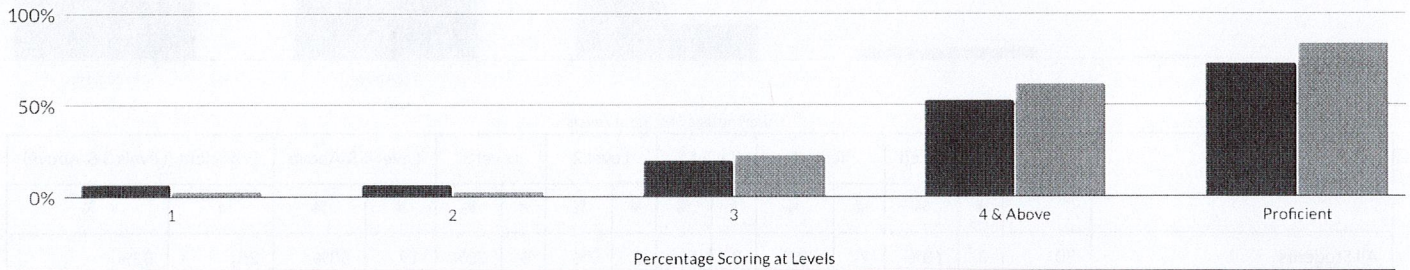
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	23	2	9%	2	9%	7	30%	12	52%	19	83%
General Education	17	0	0%	0	0%	6	35%	11	65%	17	100%
Students with Disabilities	6	2	33%	2	33%	1	17%	1	17%	2	33%
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	22	-	-	-	-	-	-	-	-	-	-
Small Group Total	23	2	9%	2	9%	7	30%	12	52%	19	83%
Female	14	1	7%	2	14%	7	50%	4	29%	11	79%
Male	9	1	11%	0	0%	0	0%	8	89%	8	89%
Non-English Language Learners	23	2	9%	2	9%	7	30%	12	52%	19	83%
Economically Disadvantaged	14	2	14%	2	14%	2	14%	8	57%	10	71%
Not Economically Disadvantaged	9	0	0%	0	0%	5	56%	4	44%	9	100%
Not Migrant	23	2	9%	2	9%	7	30%	12	52%	19	83%
Not Homeless	23	2	9%	2	9%	7	30%	12	52%	19	83%
Not in Foster Care	23	2	9%	2	9%	7	30%	12	52%	19	83%
Parent Not in Armed Forces	23	2	9%	2	9%	7	30%	12	52%	19	83%

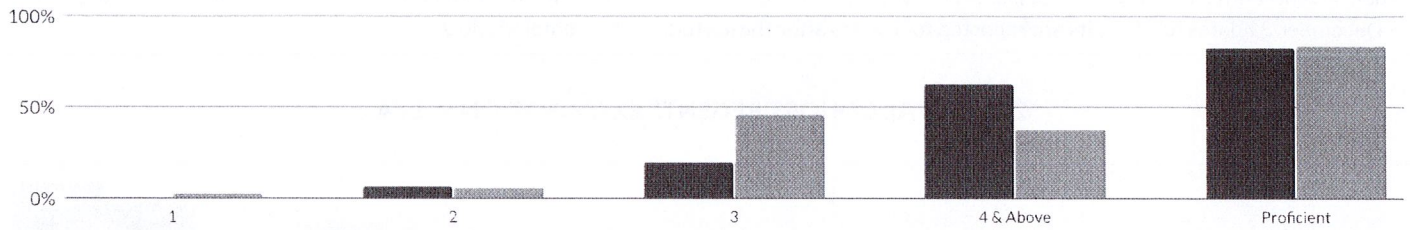
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. Results are reported four years after these students first enter grade 9.

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%
General Education	22	1	5%	21	95%	0	0%	0	0%	5	23%	16	73%	21	95%
Students with Disabilities	8	3	38%	5	63%	2	25%	2	25%	1	13%	0	0%	1	13%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	28	4	—	24	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%
Female	13	4	31%	9	69%	1	8%	1	8%	3	23%	4	31%	7	54%
Male	17	0	0%	17	100%	1	6%	1	6%	3	18%	12	71%	15	88%
Non-English Language Learners	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%
Economically Disadvantaged	15	2	13%	13	87%	1	7%	2	13%	4	27%	6	40%	10	67%
Not Economically Disadvantaged	15	2	13%	13	87%	1	7%	0	0%	2	13%	10	67%	12	80%
Not Migrant	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%
Not Homeless	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%
Not in Foster Care	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%
Parent Not in Armed Forces	30	4	13%	26	87%	2	7%	2	7%	6	20%	16	53%	22	73%

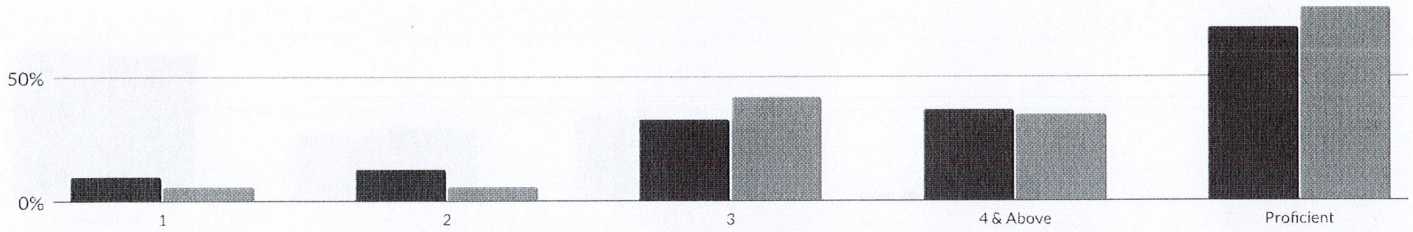
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%
General Education	22	0	0%	22	100%	0	0%	0	0%	3	14%	19	86%	22	100%
Students with Disabilities	8	3	38%	5	63%	0	0%	2	25%	3	38%	0	0%	3	38%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	28	3	—	25	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%
Female	13	3	23%	10	77%	0	0%	1	8%	3	23%	6	46%	9	69%
Male	17	0	0%	17	100%	0	0%	1	6%	3	18%	13	76%	16	94%
Non-English Language Learners	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%
Economically Disadvantaged	15	2	13%	13	87%	0	0%	1	7%	5	33%	7	47%	12	80%
Not Economically Disadvantaged	15	1	7%	14	93%	0	0%	1	7%	1	7%	12	80%	13	87%
Not Migrant	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%
Not Homeless	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%
Not in Foster Care	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%
Parent Not in Armed Forces	30	3	10%	27	90%	0	0%	2	7%	6	20%	19	63%	25	83%

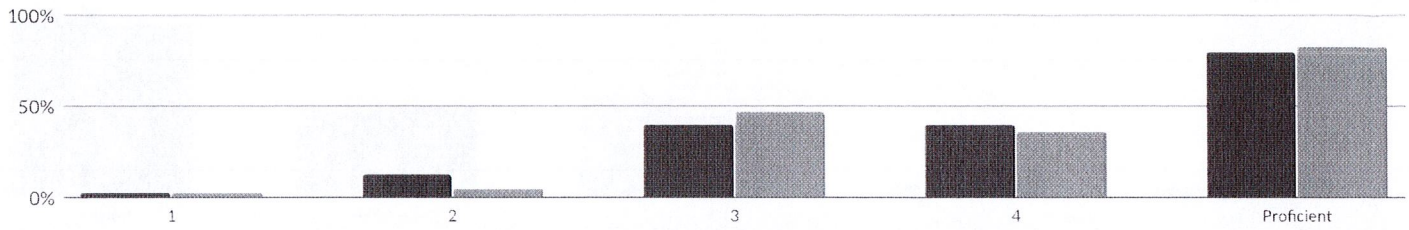
2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%
General Education	22	1	5%	21	95%	1	5%	0	0%	9	41%	11	50%	20	91%
Students with Disabilities	8	1	13%	7	88%	2	25%	4	50%	1	13%	0	0%	1	13%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	28	2	—	26	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%
Female	13	2	15%	11	85%	3	23%	1	8%	5	38%	2	15%	7	54%
Male	17	0	0%	17	100%	0	0%	3	18%	5	29%	9	53%	14	82%
Non-English Language Learners	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%
Economically Disadvantaged	15	1	7%	14	93%	3	20%	3	20%	4	27%	4	27%	8	53%
Not Economically Disadvantaged	15	1	7%	14	93%	0	0%	1	7%	6	40%	7	47%	13	87%
Not Migrant	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%
Not Homeless	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%
Not in Foster Care	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%
Parent Not in Armed Forces	30	2	7%	28	93%	3	10%	4	13%	10	33%	11	37%	21	70%

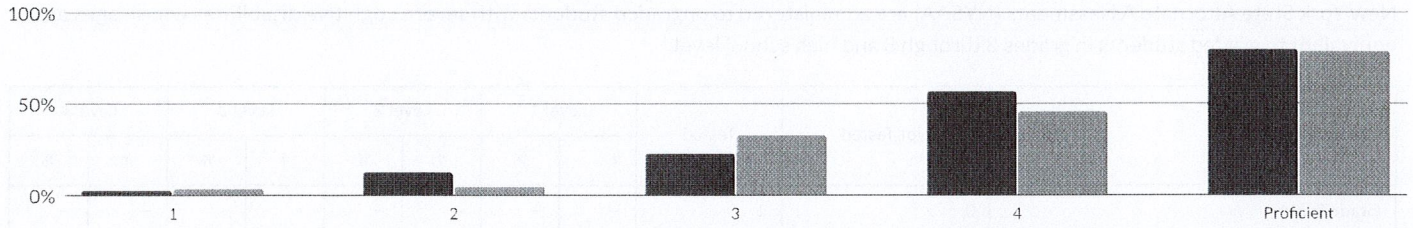
2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%
General Education	22	0	0%	22	100%	0	0%	0	0%	10	45%	12	55%	22	100%
Students with Disabilities	8	1	13%	7	88%	1	13%	4	50%	2	25%	0	0%	2	25%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	28	1	—	27	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%
Female	13	1	8%	12	92%	1	8%	1	8%	8	62%	2	15%	10	77%
Male	17	0	0%	17	100%	0	0%	3	18%	4	24%	10	59%	14	82%
Non-English Language Learners	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%
Economically Disadvantaged	15	1	7%	14	93%	1	7%	3	20%	6	40%	4	27%	10	67%
Not Economically Disadvantaged	15	0	0%	15	100%	0	0%	1	7%	6	40%	8	53%	14	93%
Not Migrant	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%
Not Homeless	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%
Not in Foster Care	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%
Parent Not in Armed Forces	30	1	3%	29	97%	1	3%	4	13%	12	40%	12	40%	24	80%

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	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%
General Education	22	1	5%	21	95%	0	0%	0	0%	4	18%	17	77%	21	95%
Students with Disabilities	8	0	0%	8	100%	1	13%	4	50%	3	38%	0	0%	3	38%
Hispanic or Latino	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
White	28	1	—	27	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%
Female	13	1	8%	12	92%	1	8%	2	15%	5	38%	4	31%	9	69%
Male	17	0	0%	17	100%	0	0%	2	12%	2	12%	13	76%	15	88%
Non-English Language Learners	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%
Economically Disadvantaged	15	0	0%	15	100%	1	7%	3	20%	5	33%	6	40%	11	73%
Not Economically Disadvantaged	15	1	7%	14	93%	0	0%	1	7%	2	13%	11	73%	13	87%
Not Migrant	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%
Not Homeless	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%
Not in Foster Care	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%
Parent Not in Armed Forces	30	1	3%	29	97%	1	3%	4	13%	7	23%	17	57%	24	80%

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	1	-	-	-	-	-	-	-	-
Grade 3 Math	0	1	-	-	-	-	-	-	-	-
Grade 5 ELA	0	1	-	-	-	-	-	-	-	-
Grade 5 Math	0	1	-	-	-	-	-	-	-	-
Grade 8 ELA	0	2	-	-	-	-	-	-	-	-
Grade 8 Math	0	2	-	-	-	-	-	-	-	-
Grade 8 Science	0	2	-	-	-	-	-	-	-	-
Secondary-Level ELA	3	1	-	-	-	-	-	-	-	-
Secondary-Level Math	3	1	-	-	-	-	-	-	-	-
Secondary-Level Science	3	1	-	-	-	-	-	-	-	-

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