

# 2019-2020 Final Budget



**Budget Statement  
& Attachments**

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# North Colonie Central School District

REVENUE	2018-19	2019-20
	<u>Budget</u>	<u>Proposed</u>
Real Property Tax + STAR	\$ 85,002,438	\$ 87,799,018
Payment in Lieu of Taxes & Penalties	\$ 259,558	\$ 252,280
State Aid	\$ 18,055,541	\$ 19,284,544
Annexation Aid	\$ 1,142,635	\$ 856,976
BOCES Aid	\$ 540,075	\$ 1,232,317
Textbook, Software, Hardware & Library Aid	\$ 574,549	\$ 591,255
Student Fees & Tuition	\$ 1,548,428	\$ 1,641,360
Charges to Other Districts for Services	\$ 941,925	\$ 1,050,000
Interest & Earnings	\$ 450,000	\$ 700,000
Rental of Facilities	\$ 338,303	\$ 345,350
Refund of Prior Year's Expenses	\$ 240,000	\$ 290,000
All Other Revenue	\$ 115,000	\$ 125,000
Medicaid Assistance	\$ 150,000	\$ 150,000
Fund Balance	\$ 1,750,000	\$ 2,000,000
<b>Total Revenue Budget</b>	<b>\$ 111,108,452</b>	<b>\$ 116,318,100</b>

EXPENDITURES	2018-19	2019-20
	<u>Proposed</u>	<u>Proposed</u>
<u>Instructional Programs</u>		
K-12 Instruction	\$ 35,676,422	\$ 36,955,142
Special Education & Pupil Support Services	\$ 11,237,238	\$ 11,498,633
Guidance	\$ 3,251,562	\$ 3,352,041
Library & Instructional Technology	\$ 2,353,290	\$ 2,420,132
Health Services	\$ 1,189,711	\$ 1,279,668
Sports & Co-Curricular	\$ 1,208,465	\$ 1,156,408
Summer School Programs	\$ 606,746	\$ 511,298
Community Services	\$ 94,739	\$ 166,742
Interfund Transfers	\$ 190,000	\$ 205,000
Transportation	\$ 4,711,826	\$ 4,958,349
Employee Benefits	\$ 21,808,154	\$ 22,843,610
	\$ 82,328,153	\$ 85,347,023

<u>Administrative</u>	2018-19	2019-20
	<u>Proposed</u>	<u>Proposed</u>
Board of Education	\$ 75,375	\$ 65,554
Central Administration	\$ 4,385,395	\$ 4,747,312
Information Technology	\$ 1,547,690	\$ 1,601,297
Insurance	\$ 127,100	\$ 130,000
School Administration	\$ 5,402,721	\$ 5,679,712
Employee Benefits	\$ 3,670,265	\$ 3,915,319
	\$ 15,208,546	\$ 16,139,194

<u>Capital</u>	2018-19	2019-20
	<u>Proposed</u>	<u>Proposed</u>
Debt Service	\$ 2,897,563	\$ 5,247,097
Property Services	\$ 147,000	\$ 147,000
Interfund Transfers	\$ 1,170,000	\$ -
Bus Purchase	\$ 976,000	\$ 1,094,000
Operations & Maintenance	\$ 6,858,677	\$ 6,792,380
Employee Benefits	\$ 1,522,513	\$ 1,551,406
	\$ 13,571,753	\$ 14,831,883

<b>Total Expenditure Budget</b>	<b>\$ 111,108,452</b>	<b>\$ 116,318,100</b>
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## School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 111,108,452	\$ 116,318,100	\$ 113,153,504
Increase/Decrease for the 2019-20 School Year		\$ 5,209,648	\$ 2,045,052
Percentage Increase/Decrease in Proposed Budget		4.69%	1.84%
Change in the Consumer Price Index		2.44%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 85,002,438	\$ 87,799,018	
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)	\$ 85,002,438	\$ 87,799,018	\$ 84,634,422
F. Total Permissible Exclusions	\$ 3,914,372	\$ 4,049,509	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 81,112,866	\$ 83,797,102	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 81,088,066	\$ 83,749,509	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$ 24,800	\$ 47,593	
Administrative Component	\$ 15,208,546	\$ 16,139,194	\$ 15,681,200
Program Component	\$ 82,328,153	\$ 85,347,023	\$ 83,936,321
Capital Component	\$ 13,571,753	\$ 14,831,883	\$ 13,535,983

\* It is anticipated that a contingent budget would require \$3,165,626 in reductions including the elimination of most equipment, capital expenditures, and the administrative budget.

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

Description	Amount
Not applicable	

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

Under the Budget Proposed  
for the 2019-20 School Year

Estimated Basic STAR Exemption Savings <sup>1</sup>	\$ 519
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The annual budget vote for the fiscal year 2019-20 by the qualified voters of the North Colonie Central School District, Albany County, New York, will be held at the Goodrich School(District Office) in said district on Tuesday, May 21, 2019, between the hours of 6:00am and 9:00pm, prevailing time in the Goodrich School(District Office), at which time the polls will be opened to vote by voting ballot or machine.

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

**2019-20 Property Tax Report Card**

010623 - North Colonie CSD

Contact Person: Scott M. Hoot

(518) 785-8591

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)
Total Budgeted Amount, not Including Separate Propositions	111,108,452	116,318,100
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	85,002,438	87,799,018
B. Tax Levy to Support Library Debt, If Applicable		
C. Tax Levy for Non-Excludable Propositions, If Applicable <sup>2</sup>		
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)	85,002,438	87,799,018
F. Permissible Exclusions to the School Tax Levy Limit	3,814,372	4,049,509
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions <sup>3</sup>	81,112,866	83,797,102
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	81,088,068	83,749,509
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	24,800	47,593
Public School Enrollment	5,837	5,958
Consumer Price Index		2.44%

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2019-20, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	\$10,988,573	\$10,749,583
Assigned Appropriated Fund Balance	\$1,500,000	\$1,750,000
Adjusted Unrestricted Fund Balance	\$4,345,488	\$4,536,400
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.81%	3.80%

**Schedule of Reserve Funds**

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year
Capital	2018 Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$4,300,000	\$4,304,300	Used to offset costs of future capital project as may be approved by the voters. No planned use in 2019-20.
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation		To pay for Workers Compensation and benefits.	\$569,384	\$569,933	Used to pay compensation benefits and administrative expenses of the self-insured program. No planned use in 2019-20.
Unemployment Insurance		To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$41,458	\$41,500	Used for reimbursing the State Unemployment Insurance Fund for payments made to claimants. No planned use in 2019-20.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	\$1,209,848	\$1,211,060	Used for the purpose of retiring outstanding debt service. No planned use in 2019-20.
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari		To establish a reserve fund for tax certiorari settlements	\$1,003,374	\$1,004,380	Used to meet anticipated judgements from tax certiorari proceedings to the extent required.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability		For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$1,661,581	\$1,613,220	Used to pay accrued benefits upon employee termination to the extent required. Planned use of \$50,000.
Retirement Contribution		To fund employer retirement contributions to the State and Local Employees' Retirement System	\$2,202,970	\$2,005,170	Used for funding employee retirement system contributions. Planned use of \$200,000.
Other Reserve					

North Colonie CSD  
 Administrative Compensation Information  
 2019-20 School Year

	<u>Salary</u>	<u>Benefits</u>
Superintendent of Schools	\$ 193,800	\$ 44,638

Associate, Assistant and Deputy Superintendents:

	<u>Salary</u>	<u>Benefits</u>
Deputy Superintendent	\$ 175,158	\$ 35,621
Assistant Superintendent for Business	\$ 157,590	\$ 41,164

Other Supervisory & Administrative employees scheduled to receive \$138,000 or more in salary:

	<u>Salary</u>
High School Principal	\$ 162,676
Elementary Principal	\$ 161,736
Elementary Principal	\$ 157,414
Elementary Principal	\$ 154,880
Director of Special Education	\$ 154,523
High School Hall Principal	\$ 152,464
Elementary Principal	\$ 148,359
Junior High Hall Principal	\$ 146,348
Junior High Hall Principal	\$ 146,348
District Supervisor, Social Studies	\$ 144,142
Director of Teaching, Learning, and Innovation	\$ 142,000
District Supervisor, Art	\$ 141,854
District Supervisor, Science	\$ 141,523
Junior High Principal	\$ 140,800
District Supervisor, Math	\$ 140,632
Transportation Director	\$ 140,063
District Supervisor, Music	\$ 138,994

Equalized Total Assessed Value 90,175,110

School District - 012605 North Colonie

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	23	68,533,385	76.00
13100	CO - GENERALLY	RPTL 406(1)	21	4,931,362	5.47
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	2	5,770,739	6.40
13500	TOWN - GENERALLY	RPTL 406(1)	199	125,385,639	139.05
13650	VG - GENERALLY	RPTL 406(1)	1	87,160	0.10
13800	SCHOOL DISTRICT	RPTL 408	14	110,960,466	123.05
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	91	53,808,246	59.67
14100	USA - GENERALLY	RPTL 400(1)	2	2,211,206	2.45
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	2	43,844,358	48.62
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	6	7,451,051	8.26
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	32	119,499,129	132.52
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	12	224,954,474	249.46
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	4	11,422,724	12.67
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	2,214,786	2.46
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	5,865,526	6.50
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	4	27,859	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	17,042,335	18.90
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	49,419,145	54.80
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	2	9,338,522	10.36
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	11	5,105,215	5.66
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	492,308	0.55
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	656	4,067,760	4.51
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	5	31,050	0.03
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	428	4,421,396	4.90
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	62,100	0.07
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	142	2,610,593	2.90
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	8	129,085	0.14
41300	PARAPLEGIC VETS	RPTL 458(3)	2	1,102,412	1.22
41400	CLERGY	RPTL 460	7	16,345	0.02
41700	AGRICULTURAL BUILDING	RPTL 483	4	673,308	0.75
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	17	9,854,474	10.93
41800	PERSONS AGE 65 OR OVER	RPTL 467	464	34,594,567	38.36
41834	ENHANCED STAR	RPTL 425	1,533	104,535,152	115.92

Equalized Total Assessed Value 90,175,110

School District - 012605 North Colonie

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41854	BASIC STAR 1999-2000	RPTL 425	6,827	212,607,120	235.77
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	18	1,350,114	1.50
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	3	3,796,949	4.21
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	87,511	0.10
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	3	15,431,907	17.11
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	1	4,464,591	4.95
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	2	768,560	0.85
Total Exemptions Exclusive of System Exemptions:			10,576	1,268,970,629	1407.23
Total System Exemptions:			0	0	0.00
Totals:			10,576	1,268,970,629	1407.23

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:

# 6,766,415



Schedule A  
North Colonie Central School District  
Proposed 2019-20 Expenditure & Revenue Budget Summary  
April 8, 2019

	(A)	(B)	B-A	((B)-(A))/(A)
	Final Budget 2018-19	Proposed Budget 2019-20	Dollar Change	Change as a Percentage of 2018-19 Budget
<b>Budget Components:</b>				
<b>Expenditures:</b>				
Current Staff - Salaries	64,622,934	67,763,802	3,140,868	4.86%
Current Staff - Fringes				
Teachers Retirement System	5,164,138	4,634,152	(529,986)	-10.26%
Employees Retirement System	2,412,518	2,535,190	122,672	5.08%
Health Insurance + EAP Program + Insurance Buyout	12,844,751	14,194,154	1,349,403	10.51%
Dental Insurance	730,000	730,000	-	0.00%
Sick Leave Provisions/Retirement Incentive	240,000	240,000	-	0.00%
Life Insurance	115,000	115,000	-	0.00%
Social Security	4,965,129	5,223,709	258,580	5.21%
Total Current Staff- Fringes	<u>26,471,536</u>	<u>27,672,205</u>	<u>1,200,669</u>	4.54%
Textbooks/Workbooks/Library Books	450,844	489,774	38,930	8.63%
Contractual Services (Other than Debt Service, Transfers to Capital and Maintenance Projects):				
Utilities - Oil, Gas, Electric, Phone, Sewer, Water	1,474,500	1,456,200	(18,300)	-1.24%
BOCES Services	2,100,996	2,742,602	641,606	30.54%
Special Education Department, excluding BOCES	1,171,295	1,104,395	(66,900)	-5.71%
Oper. & Maint. Dept., excluding BOCES/Utilities	372,200	490,200	118,000	31.70%
Diesel/Gasoline	250,000	270,000	20,000	8.00%
Insurance	389,100	362,000	(27,100)	-6.96%
Refund of Property Taxes	100,000	100,000	-	0.00%
Workers Compensation	325,000	425,000	100,000	30.77%
Health Services Other Districts	248,000	245,000	(3,000)	-1.21%
Charter Schools Tuition	310,000	310,000	-	0.00%
All Other Departments	2,234,790	2,362,082	127,292	5.70%
Total Contractual Services	<u>8,975,881</u>	<u>9,867,479</u>	<u>891,598</u>	9.93%
Debt Service (Bonds and Installment Leases)	2,897,563	5,247,097	2,349,534	81.09%
Supplies (Other than Maintenance Projects)	2,294,022	2,106,073	(187,949)	-8.19%
<b>Subtotal</b>	<u>105,712,780</u>	<u>113,146,430</u>	<u>7,433,650</u>	7.03%
<b>Options:</b>				
<i>Schedule B:</i>				
Changes in Staffing - Salaries and Fringes	756,606	691,826	(64,780)	-8.56%
<i>Schedule C:</i>				
Equipment	2,903,812	2,047,994	(855,818)	-29.47%
<i>Schedule D:</i>				
Maintenance Projects, excluding equipment	269,700	197,500	(72,200)	-26.77%
<i>Schedule E:</i>				
Interfund Transfers	1,360,000	205,000	(1,155,000)	-84.93%
<i>Schedule F:</i>				
New Programs and Initiatives	83,100	29,350	(53,750)	-64.68%
<i>Schedule G:</i>				
Other	22,454	-	(22,454)	-100.00%
<b>Total Expenditure Budget</b>	<u>111,108,452</u>	<u>116,318,100</u>	<u>5,209,648</u>	4.69%
<b>Less:</b>				
<b>Revenues Other Than Real Property Taxes:</b>				
State Aid, excluding Building & Annexation Aid	16,703,278	18,378,414	1,675,136	10.03%
Building Aid	2,466,887	2,729,702	262,815	10.65%
Annexation Aid	1,142,635	856,976	(285,659)	-25.00%
Tuition and Special Education Reimbursements	1,722,153	1,887,860	165,707	9.62%
Interest	450,000	700,000	250,000	55.56%
Other, including PILOT	1,871,061	1,966,130	95,069	5.08%
Total Revenues Other Than Real Property Taxes	<u>24,356,014</u>	<u>26,519,082</u>	<u>2,163,068</u>	8.88%
<b>Use of Fund Balance:</b>				
Unassigned, Appropriated Fund Balance	1,500,000	1,750,000	250,000	16.67%
Reserve for ERS	200,000	200,000	-	0.00%
Reserve for Compensated Absences	50,000	50,000	-	0.00%
Total Use of Fund Balance	<u>1,750,000</u>	<u>2,000,000</u>	<u>250,000</u>	14.29%
Balance to be Funded By Real Property Taxes	<u>85,002,438</u>	<u>87,799,018</u>	<u>2,796,580</u>	3.29%
Property Tax Levy Limit (3.346%)		87,846,610		
	Below Tax Levy Limit	47,592		

**Proposed Staffing Changes  
2019-20 Budget**

*Schedule B*

<u>Area/Dept</u>	<u>K - 6</u>	<u>7 - 8</u>	<u>9 -12</u>	<u>District</u>	<u>Total FTE</u>	<u>Estimated Salary</u>	<u>FTE Salary</u>	<u>Estimated Fringes</u>	<u>Estimated Total</u>
<b>Instructional:</b>									
Kindergarten Teacher - Blue Creek	1.00				1.00	59,125	59,125	21,285	80,410
Grade 2 Teacher - Boght Hills	1.00				1.00	59,125	59,125	21,285	80,410
Grade 1 Teacher - Southgate	1.00				1.00	59,125	59,125	21,285	80,410
Grade 4 Teacher - Southgate	1.00				1.00	59,125	59,125	21,285	80,410
Grade 5 Teacher - Southgate	1.00				1.00	59,125	59,125	21,285	80,410
ENL Teacher - Elementary	1.00				1.00	59,125	59,125	21,285	80,410
ENL Teacher - Secondary				1.00	1.00	59,125	59,125	21,285	80,410
Teacher - District (enrollment driven)				1.00	1.00	59,125	59,125	21,285	80,410
Special Education Teacher 4:1:2- Location TBD				1.00	1.00	59,125	59,125	21,285	80,410
Physical Therapist				0.50	0.50	59,125	29,563	10,643	40,205
Special Education Supervisor (10 month)				1.00	1.00	93,461	93,461	33,646	127,107
Teacher on Special Assignment/CSE Chairperson				(1.00)	(1.00)	(116,615)	(116,615)	(41,981)	(158,596)
<b>Subtotal - Instructional</b>	<b>6.00</b>	<b>-</b>	<b>-</b>	<b>3.50</b>	<b>9.50</b>		<b>538,534</b>	<b>193,872</b>	<b>732,406</b>
<b>Instructional Support</b>									
Teacher Aides 4:1:2 - Location TBD				2.00	2.00	19,459	38,918	14,010	52,928
Technology Assistant - Shaker Junior High School		1.00			1.00	50,057	50,057	18,021	68,078
Secretary I				(1.00)	(1.00)	(41,014)	(41,014)	(14,765)	(55,779)
Computer Lab Aide - Shaker Junior & Senior High School		(1.00)	(1.00)		(2.00)	(24,155)	(48,310)	(17,392)	(65,702)
Copy Room Operator				(1.00)	(1.00)	(29,489)	(29,489)	(10,616)	(40,105)
<b>Subtotal - Non-Instructional</b>	<b>-</b>	<b>-</b>	<b>(1.00)</b>	<b>-</b>	<b>(1.00)</b>		<b>(29,838.00)</b>	<b>(10,741.68)</b>	<b>(40,580.00)</b>
<b>Total Schedule B 2019-20</b>	<b>6.00</b>	<b>-</b>	<b>(1.00)</b>	<b>3.50</b>	<b>8.50</b>		<b>508,695.50</b>	<b>183,130.38</b>	<b>691,826.00</b>

**NORTH COLONIE CENTRAL SCHOOL DISTRICT  
2019-20 Equipment Budget**

**Schedule C**

<u>Area</u>	<u>2019-20 Budget Code</u>	<u>2018-19 Budget Code</u>	<u>2019-20 Description</u>	<u>2019-20 Proposed Detail</u>	<u>2019-20 Proposed Total</u>	<u>2018-19 Budget Detail</u>	<u>2018-19 Budget Total</u>
<b>Administration</b>							
<b>Supt</b>	1240-200-00-1240	1240-200-02-1240	Misc Equipment	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
<b>Asst Supt for Curr.</b>	2010-200-00-2250	2010-200-06-2010		\$ -	\$ -	\$ 1,000	\$ 1,000
<b>Asst Supt for Bus.</b>	1310-200-00-1310	1310-200-03-1310	Misc Equipment	\$ 3,710	\$ 3,710	\$ 5,000	\$ 5,000
<b>Purchasing</b>	1345-200-00-1345	1345-200-10-1345		\$ -	\$ -	\$ 1,000	\$ 1,000
<b>Library</b>	2610-200-13-2610	2610-200-10-2613	Tables & Chairs (FF)	\$ 5,700	\$ 5,700	\$ 5,000	\$ 5,000
<b>Human Resources</b>	1430-200-00-1430	1430-200-09-1430	ADA Equipment	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Custodial</b>	1620-200-00-1620	1620-200-04-1620	Carpet Cleaner	\$ 3,200	\$ 36,900	\$ 71,400	\$ 71,400
			Burnisher	\$ 1,500			
			Commercial Tractor	\$ 9,800			
			Snow Thrower attachment	\$ 2,000			
			Bagger attachment	\$ 1,400			
			Leaf vacuum	\$ 1,500			
			Ride on floor scrubber	\$ 17,500			
<b>Maintenance</b>	1621-200-00-1621	1621-200-05-1621	Ford F350 with plow & utility body	\$ 70,000	\$ 140,000	\$ 209,000	\$ 209,000
			Ford F350 with plow & standard body	\$ 70,000			
<b>Physical Plant</b>	1621-200-00-1623	1621-201-05-1623	HVAC rooftop units	\$ 25,000	\$ 25,000	\$ 51,500	\$ 51,500
<b>IT</b>	1680-200-00-1680	1680-200-08-1680	IT Equipment	\$ 80,000	\$ 80,000	\$ 76,500	\$ 76,500
<b>Administration</b>	2020-200-00-2250		Admin Office Equip - Special Education	\$ 25,000	\$ 25,000	\$ -	\$ -
	2020-200-15-2020		Admin Office Equip - Latham Ridge	\$ 1,000	\$ 1,000	\$ -	\$ -
<b>District-Wide</b>		2110-200-07-2110		\$ -	\$ -	\$ 25,000	\$ 25,000

**NORTH COLONIE CENTRAL SCHOOL DISTRICT  
2019-20 Equipment Budget**

**Schedule C**

<u>Area</u>	<u>2019-20 Budget Code</u>	<u>2018-19 Budget Code</u>	<u>2019-20 Description</u>	<u>2019-20 Proposed Detail</u>	<u>2019-20 Proposed Total</u>	<u>2018-19 Budget Detail</u>	<u>2018-19 Budget Total</u>
BC		2110-200-11-2110		\$ -	\$ -	\$ -	\$ -
BH		2110-200-12-2110		\$ -	\$ -	\$ 11,000	\$ 11,000
FF		2110-200-13-2110		\$ -	\$ -	\$ 3,500	\$ 3,500
LR	2110-200-15-2110	2110-200-15-2110	Classroom Tables	\$ 2,500	\$ 2,500	\$ 2,000	\$ 2,000
LO	2110-200-16-2110	2110-200-16-2110	Portable Room Divider	\$ 1,500	\$ 1,500	\$ 2,000	\$ 2,000
SG		2110-200-17-2110		\$ -	\$ -	\$ 4,000	\$ 4,000
SJHS	2110-200-21-2110	2110-200-21-2110	Misc Furniture/Equipment	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
SHS	2110-200-22-2110	2110-200-22-2110	TV Studio Equipment	\$ 29,600	\$ 29,600	\$ 51,000	\$ 51,000
<b>Science</b>							
SJHS	2110-200-21-2600		6th grade Physical Science Equip	\$ 2,500	\$ 2,500	\$ -	\$ -
<b>Tech Ed</b>							
SJHS	2110-200-21-2300	2110-200-40-2302	Powermatic Belt/Disc Sanders - 3 Roland Benchtop Mill - 3 Epilog Mini Laser Engravers - 2	\$ 4,350 \$ 25,500 \$ 30,600	\$ 60,450	\$ 11,200	\$ 11,200
SHS	2110-200-22-2300 2110-200-22-2200	2110-200-40-2303	Metal Lathes - 2 FACS Equipment	\$ 14,000 \$ 1,200	\$ 14,000 \$ 1,200	\$ 7,000	\$ 7,000
<b>PPS</b>							
Spec Education	2250-200-01-2250 2250-200-11-2250 2250-200-12-2250 2250-200-13-2250 2250-200-15-2250 2250-200-16-2250	2250-200-41-3200	Adaptive Equipment Adaptive Equipment Adaptive Equipment Adaptive Equipment Adaptive Equipment Adaptive Equipment	\$ 800 \$ 2,200 \$ 400 \$ 1,000 \$ 1,000 \$ 1,000	\$ 800 \$ 2,200 \$ 400 \$ 1,000 \$ 1,000 \$ 1,000	\$ 25,000	\$ 25,000

**NORTH COLONIE CENTRAL SCHOOL DISTRICT  
2019-20 Equipment Budget**

Schedule C

<u>Area</u>	<u>2019-20 Budget Code</u>	<u>2018-19 Budget Code</u>	<u>2019-20 Description</u>	<u>2019-20 Proposed Detail</u>	<u>2019-20 Proposed Total</u>	<u>2018-19 Budget Detail</u>	<u>2018-19 Budget Total</u>
	2250-200-17-2250		Adaptive Equipment	\$ 4,000	\$ 4,000		
	2250-200-21-2250		Adaptive Equipment	\$ 1,000	\$ 1,000		
	2250-200-22-2250		Adaptive Equipment	\$ 10,000	\$ 10,000		
<b>Art</b>							
<b>Elementary</b>	2110-200-13-1200	2110-200-42-1203	Kiln (FF)	\$ 3,500	\$ 3,500	\$ 2,500	\$ 2,500
<b>Music</b>							
<b>Elementary</b>	2110-200-11-2500	2110-200-45-2501	Percussion Cabinet (BC)	\$ 1,490	\$ 1,490	\$ 6,000	\$ 6,000
	2110-200-12-2500		String Bass (BH)	\$ 1,500	\$ 1,500		
	2110-200-15-2500		Percussion Cabinet (LR)	\$ 1,490	\$ 1,490		
<b>JHS</b>	2110-200-21-2500	2110-200-45-2502	French Horn - 1	\$ 4,800	\$ 4,800	\$ 19,300	\$ 19,300
<b>SHS</b>	2110-200-22-2500	2110-200-45-2503	Chimes - 1	\$ 5,790	\$ 40,705	\$ 11,000	\$ 11,000
			Music Filing System - 1	\$ 7,935			
			String Basses - 3	\$ 4,500			
			Folder Cabinets - 2	\$ 2,140			
			French Horns - 2	\$ 9,600			
			Piccolo - 1	\$ 1,540			
			Tuba - 1	\$ 9,200			
<b>Library</b>		2610-200-43-2611		\$ -	\$ -	\$ 2,200	\$ 2,200
<b>Instructional Technology</b>	2630.200-11-2630	2630-200-08-2300		\$ 22,537	\$ 22,537	\$ 850,000	\$ 850,000
	2630.200-12-2630	2630-201-08-2300		\$ 35,106	\$ 35,106	\$ 160,000	\$ 160,000
	2630.200-13-2630			\$ 33,165	\$ 33,165		
	2630.200-15-2630			\$ 35,672	\$ 35,672		
	2630.200-16-2630			\$ 7,837	\$ 7,837		
	2630.200-17-2630			\$ 8,976	\$ 8,976		
	2630.200-21-2630			\$ 11,719	\$ 11,719		
	2630.200-22-2630			\$ 36,687	\$ 36,687		
	2630.220-01-2630			\$ 13,500	\$ 13,500		

**NORTH COLONIE CENTRAL SCHOOL DISTRICT  
2019-20 Equipment Budget**

Schedule C

<u>Area</u>	<u>2019-20 Budget Code</u>	<u>2018-19 Budget Code</u>	<u>2019-20 Description</u>	<u>2019-20 Proposed Detail</u>	<u>2019-20 Proposed Total</u>	<u>2018-19 Budget Detail</u>	<u>2018-19 Budget Total</u>
	2630.220-11-2630			\$ 3,300	\$ 3,300		
	2630.220-12-2630			\$ 3,300	\$ 3,300		
	2630.220-13-2630			\$ 3,300	\$ 3,300		
	2630.220-15-2630			\$ 3,300	\$ 3,300		
	2630.220-16-2630			\$ 6,300	\$ 6,300		
	2630.220-17-2630			\$ 3,300	\$ 3,300		
	2630.220-21-2630			\$ 8,000	\$ 8,000		
	2630.220-22-2630			\$ 49,500	\$ 49,500		
<b>Non-Public Hardware</b>		2630-202-08-2631		\$ -	\$ -	\$ 13,500	\$ 13,500
<b>Physical Education</b>	2110-200-11-2800	2110-200-44-2803	Volleyball Standards	\$ 1,500	\$ 1,500	\$ 215,000	\$ 215,000
	2110-200-12-2800		Volleyball Standards	\$ 1,500	\$ 1,500		
	2110-200-13-2800		Volleyball Standards	\$ 1,500	\$ 1,500		
	2110-200-15-2800		Volleyball Standards	\$ 1,500	\$ 1,500		
	2110-200-16-2800		Volleyball Standards	\$ 1,500	\$ 1,500		
	2110-200-17-2800		Volleyball Standards	\$ 1,500	\$ 1,500		
	2110-200-21-2800		Cardio Equip.; TRX Multi-mounts	\$ 30,000	\$ 30,000		
	2110-200-22-2800		Adaptive PE Equip	\$ 5,000	\$ 5,000		
<b>Interscholastic Sports</b>	2855-200-22-2855	2855-200-44-2855	Soccer Goals	\$ 11,000	\$ 50,500	\$ 35,500	\$ 35,500
			High Jump Mats	\$ 7,000			
			PV Mats & Standards	\$ 15,000			
			Baseball Pitching Machine	\$ 1,500			
			Baseball Field Sound System	\$ 5,000			
			Softball Field Sound System	\$ 5,000			
			Field Hockey Goals	\$ 3,000			
			Ice Machine	\$ 3,000			
<b>Health Services</b>	2815-200-11-2815	2815-200-23-2815	Health Office / AED Equip	\$ 1,530	\$ 1,530	\$ 17,000	\$ 17,000
	2815-200-12-2815		Health Office / AED Equip	\$ 1,700	\$ 1,700		
	2815-200-13-2815		Health Office / AED Equip	\$ 1,530	\$ 1,530		
	2815-200-15-2815		Health Office / AED Equip	\$ 1,530	\$ 1,530		

**NORTH COLONIE CENTRAL SCHOOL DISTRICT  
2019-20 Equipment Budget**

Schedule C

<u>Area</u>	<u>2019-20 Budget Code</u>	<u>2018-19 Budget Code</u>	<u>2019-20 Description</u>	<u>2019-20 Proposed Detail</u>	<u>2019-20 Proposed Total</u>	<u>2018-19 Budget Detail</u>	<u>2018-19 Budget Total</u>
	2815-200-16-2815		Health Office / AED Equip	\$ 850	\$ 850		
	2815-200-17-2815		Health Office / AED Equip	\$ 1,190	\$ 1,190		
	2815-200-21-2815		Health Office / AED Equip	\$ 2,720	\$ 2,720		
	2815-200-22-2815		Health Office / AED Equip	\$ 5,450	\$ 5,450		
<b>Health Services</b>		2815-200-44-2815		\$ -	\$ -	\$ 1,500	\$ 1,500
<b>Bus Garage</b>	5530-200-00-5530	5530-200-46-5530	72K lb wireless mobile column lift	\$ 42,050	\$ 42,050	\$ 20,712	\$ 20,712
<b>Buses</b>	5510-210-00-5510	5510-210-46-5510	Large Buses (3)	\$ 362,000	\$ 1,094,000	\$ 976,000	\$ 976,000
			Wheelchair Buses (4)	\$ 512,000			
			Small Buses (2)	\$ 220,000			
Total:				<u>\$ 2,047,994</u>	<u>\$ 2,047,994</u>	<u>\$ 2,903,812</u>	<u>\$ 2,903,812</u>
					\$ 25,000		
Equipment for Maintenance Projects					\$ 25,000	\$ 51,500	
All Other Equipment					<u>\$ 2,022,994</u>	<u>\$ 2,852,312</u>	
Total Equipment					<u>\$ 2,047,994</u>	<u>\$ 2,903,812</u>	

# North Colonie CSD

## Schedule D: Maintenance Projects

2019-20 Budget

Project	Cost
District-wide requirements: <ul style="list-style-type: none"><li>• Building Conditions Survey (BCS)</li><li>• Lead Water Testing</li></ul>	\$105,000
District-wide building upgrades: <ul style="list-style-type: none"><li>• Playground surfaces (all elementary schools)</li><li>• Backstop replacements (BC,LO,LR)</li><li>• Library circulation desk (BC)</li><li>• Parking lot striping (BH, SG, Bus Garage, Goodrich)</li><li>• Window blind replacement (district-wide)</li></ul>	\$92,500

**Total Maintenance Projects**

**\$197,500**



**North Colonie CSD**

**Schedule E: Interfund Transfers**

**2019-20 Budget**

Transfer	Cost
Transfer to Special Aid Fund (local share of the Summer Special Education Programs)	\$205,000

**North Colonie CSD**

**Schedule F: New Programs and Initiatives**

**2019-20 Budget**

<b>Request</b>	<b>Impact</b>	<b>Cost</b>
Girls' Golf Team	-establish new interscholastic team	\$6,000
Summer Library Program	-establish summer programs for 8 hours per week for 6 weeks at Loudonville & Forts Ferry	\$3,350
5 <sup>th</sup> grade transition	-to fund end of year activities and 5 <sup>th</sup> grade theatre (one year only)	\$20,000

**Total New Programs and Initiatives**

**\$29,350**

# The New York State School Report Card Fiscal Accountability Supplement for NORTH COLONIE CSD

New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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.

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$53,426,420	\$24,513,223
	Pupils	5,595	780
	<b>Expenditures Per Pupil</b>	<b>\$9,549</b>	<b>\$31,427</b>
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	<b>Expenditures Per Pupil</b>	<b>\$14,973</b>	<b>\$40,762</b>
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	<b>Expenditures Per Pupil</b>	<b>\$12,692</b>	<b>\$32,794</b>
Similar District Group Description: Low Need/Resource Capacity			

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 2016-17 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.

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
<b>Total Expenditures Per Pupil</b>	<b>\$18,592</b>	<b>\$27,482</b>	<b>\$24,712</b>

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.

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).

# The New York State School Report Card Information about Students with Disabilities for NORTH COLONIE CSD

New York State Education Law and the Commissioner's Regulations has required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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 Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	469	63.72%	62.00%	58.68%
40% to 79%	120	16.30%	18.04%	11.47%
Less than 40%	69	9.38%	11.19%	19.09%
Separate Settings	12	1.63%	5.11%	5.34%
Other Settings	66	8.97%	3.66%	5.42%

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 October 4, 2017. 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

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	11.41%	12.53%	15.26%

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 Group Description: Low Need/Resource Capacity
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## NORTH COLONIE CSD - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It 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). 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.

### EM INDICATOR LEVELS

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

### EM COMPOSITE PERFORMANCE

Subgroup	Level
All Students	4
American Indian or Alaska Native	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	3
Multiracial	4
White	4
English Language Learners	4
Students with Disabilities	4
Economically Disadvantaged	4

**EM CORE SUBJECT PERFORMANCE**

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,248	161.7	4
	Math	2,205	174	4
	Science	767	221	4
	Combined	5,220	175.6	4
American Indian or Alaska Native	ELA	15	156.7	4
	Math	15	183.3	4
	Science	5	180	4
	Combined	35	171.4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	431	191.9	4
	Math	432	205	4
	Science	142	237	4
	Combined	1,005	203.9	4
Black or African American	ELA	107	125.7	2
	Math	107	116.4	2
	Science	39	197.4	2
	Combined	253	132.8	2
Hispanic or Latino	ELA	111	125.2	3
	Math	113	137.6	3
	Science	38	193.4	3
	Combined	262	140.5	3
Multiracial	ELA	123	151.6	3
	Math	119	166.4	3
	Science	32	226.6	3
	Combined	274	166.8	3
White	ELA	1,467	159.3	4
	Math	1,425	172.5	4
	Science	514	220.4	4
	Combined	3,406	174	4
English Language Learners	ELA	173	119.7	4
	Math	183	133.1	4
	Science	72	195.1	4
	Combined	428	138.1	4
Students with Disabilities	ELA	309	88.8	4
	Math	299	90.8	4
	Science	90	170.6	4
	Combined	698	100.2	4
Economically Disadvantaged	ELA	502	120.2	3

Subgroup	Subject	Cohort	Index	Level
	Math	485	127.8	3
	Science	160	199.1	3
	Combined	1,147	134.4	3

## EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,348	154.9	4
	Math	2,357	162.8	4
	Science	794	213.5	4
	Combined	2,357	166.7	4
American Indian or Alaska Native	ELA	15	156.7	4
	Math	15	183.3	4
	Science	6	150	4
	Combined	15	166.7	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	431	191.9	4
	Math	432	205	4
	Science	142	237	4
	Combined	432	203.9	4
Black or African American	ELA	112	120.1	3
	Math	117	106.4	3
	Science	45	171.1	3
	Combined	117	122.6	3
Hispanic or Latino	ELA	124	112.1	3
	Math	124	125.4	3
	Science	41	179.3	3
	Combined	124	127.3	3
Multiracial	ELA	126	148	4
	Math	126	157.1	4
	Science	32	226.6	4
	Combined	126	160.9	4
White	ELA	1,563	149.5	4
	Math	1,563	157.3	4
	Science	535	211.8	4
	Combined	1,563	161.9	4
English Language Learners	ELA	173	119.7	4
	Math	185	131.6	4
	Science	80	175.6	4
	Combined	185	134.9	4
Students with Disabilities	ELA	363	75.6	4
	Math	362	75	4
	Science	108	142.1	4
	Combined	362	84	4
Economically Disadvantaged	ELA	551	109.5	4



Subgroup	Subject	Cohort	Index	Level
	Math	556	111.5	4
	Science	177	179.9	4
	Combined	556	120.1	4

### EM GROWTH (2015-16, 2016-17, AND 2017-18)

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	499,067	9,280	53.8	3
American Indian or Alaska Native	—	23	—	—
Asian or Native Hawaiian/Other Pacific Islander	97,386	1,712	56.9	4
Black or African American	20,533	379	54.2	4
Hispanic or Latino	25,716	486	52.9	3
Multiracial	21,548	417	51.7	3
White	332,686	6,263	53.1	3
English Language Learners	19,929	342	58.3	4
Students with Disabilities	61,665	1,149	53.7	3
Economically Disadvantaged	101,586	1,867	54.4	4

### EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
American Indian or Alaska Native	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	4
Multiracial	4
White	4
English Language Learners	4
Students with Disabilities	4
Economically Disadvantaged	4

### EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	178	46%	47%	1.0	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	87	48%	58%	1.2	3
Black or African American	9	—	—	—	—
Hispanic or Latino	19	—	—	—	—
Multiracial	1	—	—	—	—
White	62	43%	36%	0.8	2
English Language Learners	178	46%	47%	1.0	3
Students with Disabilities	35	38%	17%	0.5	1
Economically Disadvantaged	112	44%	47%	1.1	3

### EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	138.8	2,348	154.9	141.2%	100.7%	117.3	158.7	200	4	4
	Math	150.3	2,357	162.8	152.3%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	—	15	—	—	—	—	—	—	—	—
	Math	—	15	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	174.8	431	191.9	175.8%	155.1%	162.6	181.3	200	4	4
	Math	197.2	432	205	197.3%	173%	177.5	188.8	200	4	4
Black or African American	ELA	112.4	112	120.1	115.9%	93.9%	111.6	155.8	200	4	4
	Math	97.2	117	106.4	101.3%	83.1%	102.6	151.3	200	4	4
Hispanic or Latino	ELA	98.8	124	112.1	102.8%	90.8%	109	154.5	200	4	4
	Math	111.1	124	125.4	114.7%	87%	105.8	152.9	200	4	4
Multiracial	ELA	128.8	126	148	131.6%	97.6%	114.6	157.3	200	4	4
	Math	137.3	126	157.1	139.8%	99.3%	116.1	158.1	200	4	4
White	ELA	134.7	1,563	149.5	137.3%	98%	115	157.5	200	4	4
	Math	145.2	1,563	157.3	147.4%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	80.2	173	119.7	85%	60.8%	84	142	200	4	3
	Math	131.1	185	131.6	133.9%	77.9%	98.2	149.1	200	3	3
Students with Disabilities	ELA	77.5	363	75.6	82.4%	54.4%	78.6	139.3	200	2	2
	Math	85	362	75	89.6%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	89.1	551	109.5	93.5%	90.7%	108.9	154.5	200	4	4
	Math	100.5	556	111.5	104.5%	89.4%	107.8	153.9	200	4	4

### EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	5.5	3,406	172	5%	5.5%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	21	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7.3	632	35	5.5%	7.2%	8.3%	7.7%	6.4%	5%	4
Black or African American	5.1	170	14	8.2%	5.1%	20.8%	18.2%	11.6%	5%	4
Hispanic or Latino	6.7	190	16	8.4%	6.6%	20.4%	17.8%	11.4%	5%	4
Multiracial	7.5	187	17	9.1%	7.4%	17%	15%	10%	5%	4
White	4.8	2,217	89	4%	4.8%	10.7%	9.7%	7.4%	5%	4
English Language Learners	7.9	208	17	8.2%	7.8%	18.1%	15.9%	10.5%	5%	4
Students with Disabilities	9.6	432	40	9.3%	9.4%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	11.9	821	92	11.2%	11.6%	20.5%	17.9%	11.5%	5%	4

### EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	5,025	89.4%
American Indian or Alaska Native	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	✓	460	98.7%
Black or African American	X	242	91.3%
Hispanic or Latino	X	276	87.3%
Multiracial	X	252	90.5%
White	X	3,338	87%
English Language Learners	✓	211	95.7%
Students with Disabilities	X	703	79%
Economically Disadvantaged	X	1,157	86.3%

### EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	5,024	87.5%
American Indian or Alaska Native	—	10	—
Asian or Native Hawaiian/Other Pacific Islander	✓	459	97.8%
Black or African American	X	244	83.6%
Hispanic or Latino	X	271	88.9%
Multiracial	X	252	86.9%
White	X	3,337	85.1%
English Language Learners	✓	215	95.4%
Students with Disabilities	X	699	75.5%
Economically Disadvantaged	X	1,156	82.2%

### RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	6
Grade 4	1
Grade 5	6
Grade 6	2
Grade 7	3
Grade 8	2

### HS INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	4	4	4	3	3	4	4
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	3	4	3	4	4	4
Black or African American	3	3	3	—	3	4	4
Hispanic or Latino	3	2	3	—	3	4	4
Multiracial	3	—	3	—	—	2	—
White	4	4	4	—	3	4	4
English Language Learners	3	—	3	3	—	3	—
Students with Disabilities	4	3	4	—	3	4	3
Economically Disadvantaged	4	3	4	2	3	4	4

## HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	510	221.6	210.2	4
	Math	510	178.1	210.2	4
	Science	510	229.2	210.2	4
	Social Studies	510	234	210.2	4
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	84	221.4	217.2	4
	Math	84	200	217.2	4
	Science	84	228	217.2	4
	Social Studies	84	234.5	217.2	4
Black or African American	ELA	31	204.8	192.6	3
	Math	31	151.6	192.6	3
	Science	31	221	192.6	3
	Social Studies	31	222.6	192.6	3
Hispanic or Latino	ELA	46	198.9	187.3	3
	Math	46	145.7	187.3	3
	Science	46	215.2	187.3	3
	Social Studies	46	221.7	187.3	3
Multiracial	ELA	20	195	181.1	3
	Math	20	137.5	181.1	3
	Science	20	202.5	181.1	3
	Social Studies	20	227.5	181.1	3
White	ELA	353	226.3	213.9	4
	Math	353	181.2	213.9	4
	Science	353	233	213.9	4
	Social Studies	353	236.5	213.9	4
English Language Learners	ELA	12	58.3	103.7	3
	Math	12	100	103.7	3
	Science	12	141.7	103.7	3
	Social Studies	12	175	103.7	3
Students with Disabilities	ELA	57	150.9	153.2	4
	Math	57	115.8	153.2	4
	Science	57	192.1	153.2	4
	Social Studies	57	194.7	153.2	4
Economically Disadvantaged	ELA	125	186.8	184.6	4

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	125	152.4	184.6	4
	Science	125	212.8	184.6	4
	Social Studies	125	218	184.6	4

### HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	93%	454	93.2%	93.1%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	94.6%	510	95.1%	94.7%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	94.8%	498	94.8%	94.9%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	92.9%	74	91.9%	93%	88%	89.2%	92.1%	95%	3	4
	5-Year	95.3%	56	96.4%	95.3%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	94.2%	43	95.3%	94.3%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	80%	32	90.6%	80.6%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	84.8%	30	86.7%	85.2%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	92.6%	45	86.7%	92.8%	76%	79.5%	88.3%	97%	3	4
Hispanic or Latino	4-Year	82.9%	43	81.4%	83.4%	72.2%	76%	85.5%	95%	3	3
	5-Year	83.3%	35	85.7%	83.8%	74.8%	78.3%	87.2%	96%	4	3
	6-Year	84.6%	30	83.3%	85.1%	75.2%	78.8%	87.9%	97%	3	3
Multiracial	4-Year	—	13	—	—	—	—	—	—	—	—
	5-Year	—	14	—	—	—	—	—	—	—	—
	6-Year	—	10	—	—	—	—	—	—	—	—
White	4-Year	94.9%	321	94.7%	94.9%	90%	90.8%	92.9%	95%	4	4
	5-Year	96.2%	395	96.2%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	95.7%	390	96.2%	95.8%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	10	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—
	6-Year	—	10	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	65.6%	46	67.4%	66.8%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	83.6%	60	70%	84.1%	61.6%	67.4%	81.7%	96%	3	4
	6-Year	78.8%	67	83.6%	79.5%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	80%	93	82.8%	80.6%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	88.6%	93	88.2%	88.9%	79.7%	82.4%	89.2%	96%	3	4
	6-Year	72.5%	76	92.1%	73.5%	80%	82.8%	89.9%	97%	4	4

## HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	3
Multiracial	3
White	4
English Language Learners	3
Students with Disabilities	4
Economically Disadvantaged	4

## HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	31	45%	45%	1	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	35	46%	46%	1	3
Black or African American	4	–	–	–	–
Hispanic or Latino	3	–	–	–	–
Multiracial	1	–	–	–	–
White	5	–	–	–	–
English Language Learners	31	45%	45%	1	3
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	38	46%	43%	0.9	2

### HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	223.1	510	221.6	215%	189.4%	193.6	204.3	215	4	3
	Math	196.1	510	178.1	196.3%	149.1%	157.6	178.8	200	3	3
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	213.2	84	221.4	213.3%	208.7%	209.7	212.4	215	4	4
	Math	217.8	84	200	200%	191%	192.5	196.3	200	4	4
Black or African American	ELA	203.2	31	204.8	203.7%	160.4%	169.5	192.3	215	4	3
	Math	164.5	31	151.6	165.9%	112.9%	127.4	163.7	200	3	3
Hispanic or Latino	ELA	186.3	46	198.9	187.4%	163.4%	172	193.5	215	4	3
	Math	148.8	46	145.7	150.8%	120.7%	133.9	167	200	3	3
Multiracial	ELA	—	20	—	—	—	—	—	—	—	—
	Math	—	20	—	—	—	—	—	—	—	—
White	ELA	229	353	226.3	215%	207.8%	209	212	215	4	3
	Math	196.3	353	181.2	196.4%	166.4%	172	186	200	3	3
English Language Learners	ELA	—	12	—	—	—	—	—	—	—	—
	Math	—	12	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	148.8	57	150.9	151.4%	116.3%	132.8	173.9	215	3	3
	Math	133.3	57	115.8	136%	86%	105	152.5	200	3	3
Economically Disadvantaged	ELA	200.6	125	186.8	201.2%	168.8%	176.5	195.8	215	3	3
	Math	164	125	152.4	165.4%	127.9%	139.9	170	200	3	3

### HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	15	2,051	208	10.1%	14.6%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	—	8	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10.2	335	24	7.2%	10%	14.4%	12.8%	8.9%	5%	4
Black or African American	17	153	10	6.5%	16.5%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	34.8	116	17	14.7%	33.6%	32.8%	28.2%	16.6%	5%	4
Multiracial	39.1	59	17	28.8%	37.7%	23.9%	20.8%	12.9%	5%	2
White	13.5	1,384	140	10.1%	13.2%	16.1%	14.3%	9.7%	5%	4
English Language Learners	28.6	40	12	30%	27.7%	35.1%	30.1%	17.6%	5%	3
Students with Disabilities	20.8	282	46	16.3%	20.2%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	30.2	511	97	19%	29.2%	31.3%	26.9%	16%	5%	4



### CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	175.7	176.5	175	128.2	136	155.5	175	4
American Indian or Alaska Native	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	176.4	173.6	175	153.2	156.8	165.9	175	4
Black or African American	170.3	155.7	170.5	98	110.8	142.9	175	4
Hispanic or Latino	127.9	167.4	129.8	101.4	113.6	144.3	175	4
Multiracial	—	—	—	—	—	—	—	—
White	178.3	180	175	148.6	153	164	175	4
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	109.8	111.1	112.4	72.2	89.3	132.2	175	3
Economically Disadvantaged	145.7	152.3	146.9	110.2	121	148	175	4

### CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	525	0	430	2	63	1
American Indian or Alaska Native	1	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	87	0	72	0	7	0
Black or African American	35	0	23	1	7	0
Hispanic or Latino	46	0	35	0	7	0
Multiracial	23	0	—	—	—	—
White	360	0	302	1	42	1
English Language Learners	12	0	—	—	—	—
Students with Disabilities	54	0	18	1	22	1
Economically Disadvantaged	133	0	85	1	31	0

### HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	517	100%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	87	100%
Black or African American	—	33	—
Hispanic or Latino	—	25	—
Multiracial	—	16	—
White	✓	355	100%
English Language Learners	—	8	—
Students with Disabilities	✓	46	100%
Economically Disadvantaged	✓	126	100%

### HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	517	100%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	87	100%
Black or African American	–	33	–
Hispanic or Latino	–	25	–
Multiracial	–	16	–
White	✓	355	100%
English Language Learners	–	8	–
Students with Disabilities	✓	46	100%
Economically Disadvantaged	✓	126	100%

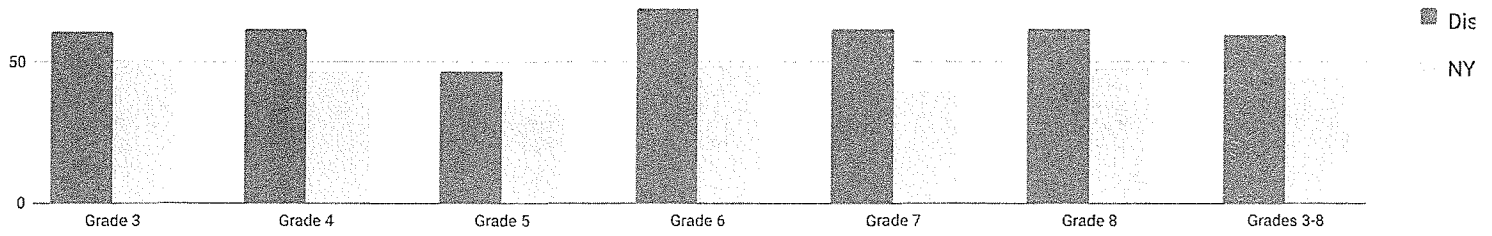
### STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	28	6%	0	0%	1	0%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

## GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

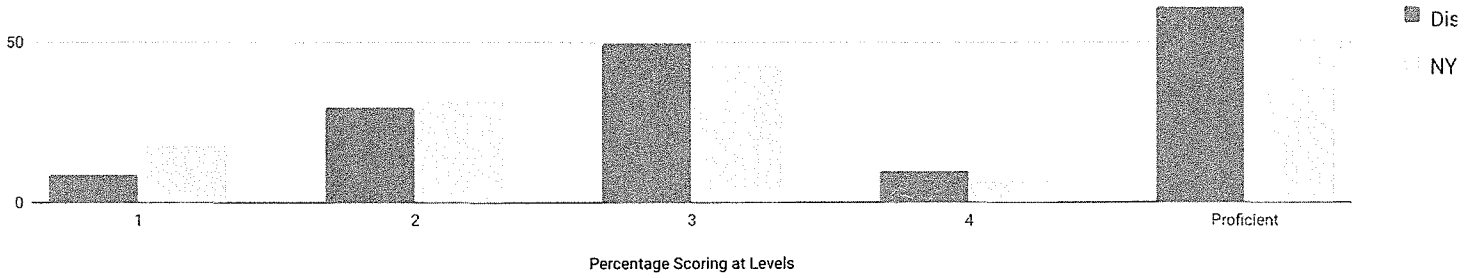
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	33	407	36	9%	124	30%	205	50%	42	10%	247	61%
Grade 4	25	380	28	7%	117	31%	144	38%	91	24%	235	62%
Grade 5	45	361	73	20%	120	33%	103	29%	65	18%	168	47%
Grade 6	52	343	43	13%	64	19%	94	27%	142	41%	236	69%
Grade 7	55	403	55	14%	99	25%	161	40%	88	22%	249	62%
Grade 8	69	382	37	10%	108	28%	107	28%	130	34%	237	62%
Grades 3-8	279	2,276	272	12%	632	28%	814	36%	558	25%	1,372	60%

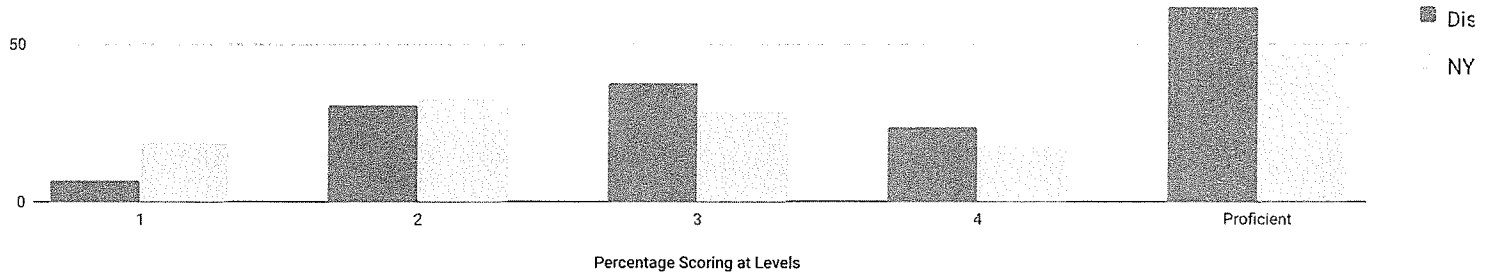
## GRADE 3 ELA RESULTS



**MEAN SCORE: 605**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	33	407	36	9%	124	30%	205	50%	42	10%	247	61%
General Education	17	365	22	6%	107	29%	195	53%	41	11%	236	65%
Students with Disabilities	16	42	14	33%	17	40%	10	24%	1	2%	11	26%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	64	2	3%	16	25%	33	52%	13	20%	46	72%
Black or African American	2	22	3	14%	10	45%	8	36%	1	5%	9	41%
Hispanic or Latino	—	19	—	—	—	—	—	—	—	—	—	—
White	21	276	28	10%	83	30%	142	51%	23	8%	165	60%
Multiracial	2	23	0	0%	7	30%	13	57%	3	13%	16	70%
Small Group Total	5	22	3	14%	8	36%	9	41%	2	9%	11	50%
Female	14	219	14	6%	62	28%	117	53%	26	12%	143	65%
Male	19	188	22	12%	62	33%	88	47%	16	9%	104	55%
English Language Learners	6	31	10	32%	13	42%	7	23%	1	3%	8	26%
Non-English Language Learners	27	376	26	7%	111	30%	198	53%	41	11%	239	64%
Economically Disadvantaged	18	96	20	21%	40	42%	32	33%	4	4%	36	38%
Not Economically Disadvantaged	15	311	16	5%	84	27%	173	56%	38	12%	211	68%
Not Migrant	33	407	36	9%	124	30%	205	50%	42	10%	247	61%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	406	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	33	407	36	9%	124	30%	205	50%	42	10%	247	61%
Parent Not in Armed Forces	33	407	36	9%	124	30%	205	50%	42	10%	247	61%

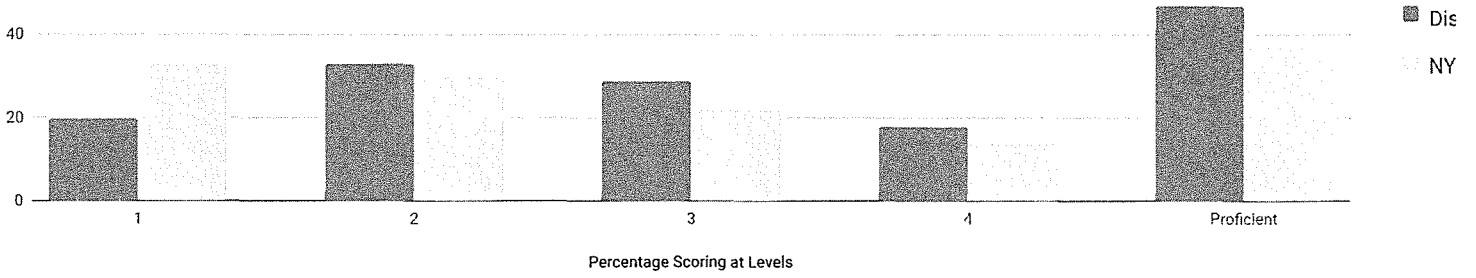
# GRADE 4 ELA RESULTS



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	380	28	7%	117	31%	144	38%	91	24%	235	62%
General Education	15	352	15	4%	107	30%	141	40%	89	25%	230	65%
Students with Disabilities	10	28	13	46%	10	36%	3	11%	2	7%	5	18%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	95	5	5%	17	18%	38	40%	35	37%	73	77%
Black or African American	1	23	2	9%	9	39%	9	39%	3	13%	12	52%
Hispanic or Latino	—	18	—	—	—	—	—	—	—	—	—	—
White	17	221	13	6%	73	33%	87	39%	48	22%	135	61%
Multiracial	1	22	4	18%	9	41%	5	23%	4	18%	9	41%
Small Group Total	3	19	4	21%	9	47%	5	26%	1	5%	6	32%
Female	15	197	9	5%	53	27%	78	40%	57	29%	135	69%
Male	10	183	19	10%	64	35%	66	36%	34	19%	100	55%
English Language Learners	2	15	5	33%	9	60%	1	7%	0	0%	1	7%
Non-English Language Learners	23	365	23	6%	108	30%	143	39%	91	25%	234	64%
Economically Disadvantaged	9	81	15	19%	34	42%	22	27%	10	12%	32	40%
Not Economically Disadvantaged	16	299	13	4%	83	28%	122	41%	81	27%	203	68%
Not Migrant	25	380	28	7%	117	31%	144	38%	91	24%	235	62%
Homeless	1	7	2	29%	3	43%	2	29%	0	0%	2	29%
Not Homeless	24	373	26	7%	114	31%	142	38%	91	24%	233	62%
Not in Foster Care	25	380	28	7%	117	31%	144	38%	91	24%	235	62%
Parent Not in Armed Forces	25	380	28	7%	117	31%	144	38%	91	24%	235	62%

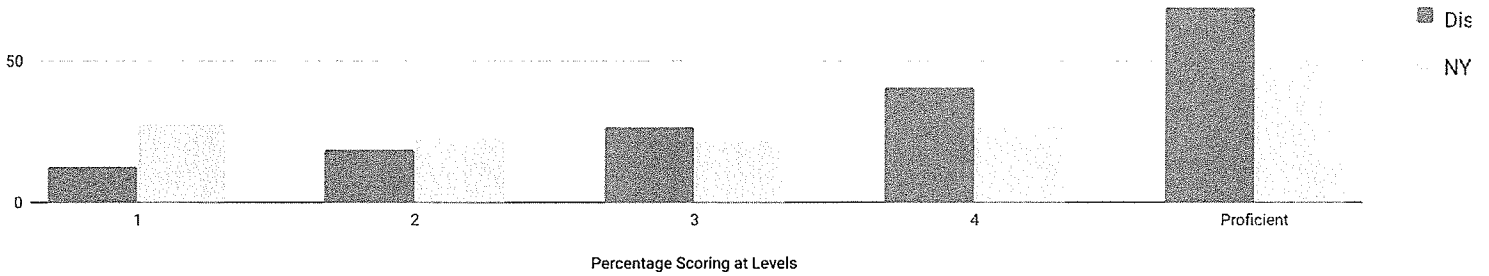
## GRADE 5 ELA RESULTS



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	45	361	73	20%	120	33%	103	29%	65	18%	168	47%
General Education	28	322	50	16%	104	32%	103	32%	65	20%	168	52%
Students with Disabilities	17	39	23	59%	16	41%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	72	10	14%	17	24%	20	28%	25	35%	45	63%
Black or African American	—	14	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	18	6	33%	7	39%	2	11%	3	17%	5	28%
White	34	232	42	18%	79	34%	78	34%	33	14%	111	48%
Multiracial	1	22	8	36%	9	41%	3	14%	2	9%	5	23%
Small Group Total	2	17	7	41%	8	47%	0	0%	2	12%	2	12%
Female	19	176	31	18%	52	30%	60	34%	33	19%	93	53%
Male	26	185	42	23%	68	37%	43	23%	32	17%	75	41%
English Language Learners	7	15	12	80%	3	20%	0	0%	0	0%	0	0%
Non-English Language Learners	38	346	61	18%	117	34%	103	30%	65	19%	168	49%
Economically Disadvantaged	21	72	28	39%	27	38%	13	18%	4	6%	17	24%
Not Economically Disadvantaged	24	289	45	16%	93	32%	90	31%	61	21%	151	52%
Not Migrant	45	361	73	20%	120	33%	103	29%	65	18%	168	47%
Homeless	1	6	4	67%	1	17%	0	0%	1	17%	1	17%
Not Homeless	44	355	69	19%	119	34%	103	29%	64	18%	167	47%
Not in Foster Care	45	361	73	20%	120	33%	103	29%	65	18%	168	47%
Parent Not in Armed Forces	45	361	73	20%	120	33%	103	29%	65	18%	168	47%

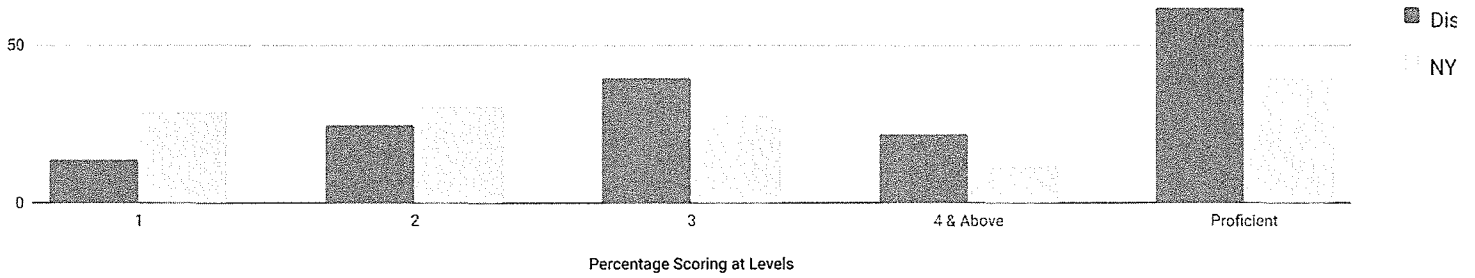
## GRADE 6 ELA RESULTS



**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	52	343	43	13%	64	19%	94	27%	142	41%	236	69%
General Education	32	300	27	9%	51	17%	83	28%	139	46%	222	74%
Students with Disabilities	20	43	16	37%	13	30%	11	26%	3	7%	14	33%
Asian or Native Hawaiian/Other Pacific Islander	1	68	5	7%	8	12%	13	19%	42	62%	55	81%
Black or African American	3	10	2	20%	3	30%	3	30%	2	20%	5	50%
Hispanic or Latino	7	24	5	21%	11	46%	3	13%	5	21%	8	33%
White	38	215	27	13%	39	18%	67	31%	82	38%	149	69%
Multiracial	2	26	4	15%	3	12%	8	31%	11	42%	19	73%
Female	27	161	16	10%	27	17%	37	23%	81	50%	118	73%
Male	25	182	27	15%	37	20%	57	31%	61	34%	118	65%
English Language Learners	4	15	11	73%	4	27%	0	0%	0	0%	0	0%
Non-English Language Learners	48	328	32	10%	60	18%	94	29%	142	43%	236	72%
Economically Disadvantaged	24	79	20	25%	25	32%	10	13%	24	30%	34	43%
Not Economically Disadvantaged	28	264	23	9%	39	15%	84	32%	118	45%	202	77%
Not Migrant	52	343	43	13%	64	19%	94	27%	142	41%	236	69%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	340	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	52	343	43	13%	64	19%	94	27%	142	41%	236	69%
Parent Not in Armed Forces	52	343	43	13%	64	19%	94	27%	142	41%	236	69%

## GRADE 7 ELA RESULTS

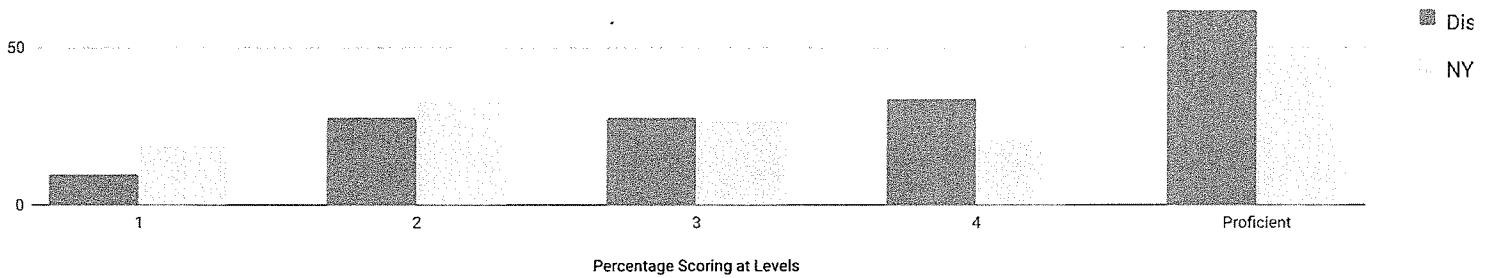


**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	55	403	55	14%	99	25%	161	40%	88	22%	249	62%
General Education	38	350	23	7%	82	23%	157	45%	88	25%	245	70%
Students with Disabilities	17	53	32	60%	17	32%	4	8%	0	0%	4	8%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	93	8	9%	12	13%	38	41%	35	38%	73	78%
Black or African American	5	22	5	23%	7	32%	8	36%	2	9%	10	45%
Hispanic or Latino	4	20	3	15%	7	35%	8	40%	2	10%	10	50%
White	36	247	36	15%	67	27%	100	40%	44	18%	144	58%
Multiracial	—	20	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	21	3	14%	6	29%	7	33%	5	24%	12	57%
Female	33	188	25	13%	44	23%	73	39%	46	24%	119	63%
Male	22	215	30	14%	55	26%	88	41%	42	20%	130	60%
English Language Learners	6	8	5	63%	3	38%	0	0%	0	0%	0	0%
Non-English Language Learners	49	395	50	13%	96	24%	161	41%	88	22%	249	63%
Economically Disadvantaged	18	98	31	32%	30	31%	30	31%	7	7%	37	38%
Not Economically Disadvantaged	37	305	24	8%	69	23%	131	43%	81	27%	212	70%
Not Migrant	55	403	55	14%	99	25%	161	40%	88	22%	249	62%
Homeless	2	11	2	18%	4	36%	5	45%	0	0%	5	45%
Not Homeless	53	392	53	14%	95	24%	156	40%	88	22%	244	62%
Not in Foster Care	55	403	55	14%	99	25%	161	40%	88	22%	249	62%
Parent Not in Armed Forces	55	403	55	14%	99	25%	161	40%	88	22%	249	62%



## GRADE 8 ELA RESULTS

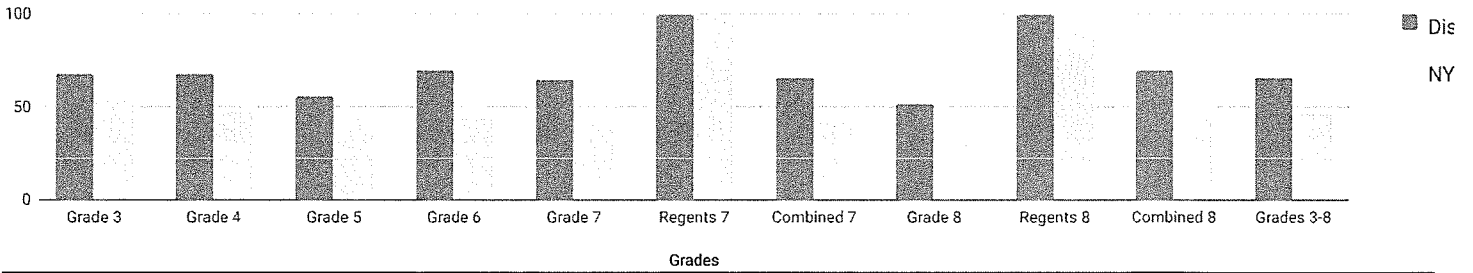


**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	69	382	37	10%	108	28%	107	28%	130	34%	237	62%
General Education	49	334	16	5%	85	25%	103	31%	130	39%	233	70%
Students with Disabilities	20	48	21	44%	23	48%	4	8%	0	0%	4	8%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	49	1	2%	4	8%	15	31%	29	59%	44	90%
Black or African American	5	22	4	18%	10	45%	5	23%	3	14%	8	36%
Hispanic or Latino	5	19	2	11%	9	47%	3	16%	5	26%	8	42%
White	54	278	28	10%	82	29%	77	28%	91	33%	168	60%
Multiracial	—	13	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	14	2	14%	3	21%	7	50%	2	14%	9	64%
Female	37	171	7	4%	44	26%	48	28%	72	42%	120	70%
Male	32	211	30	14%	64	30%	59	28%	58	27%	117	55%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	378	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	83	20	24%	33	40%	19	23%	11	13%	30	36%
Not Economically Disadvantaged	48	299	17	6%	75	25%	88	29%	119	40%	207	69%
Not Migrant	69	382	37	10%	108	28%	107	28%	130	34%	237	62%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	379	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	381	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	69	382	37	10%	108	28%	107	28%	130	34%	237	62%

## GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

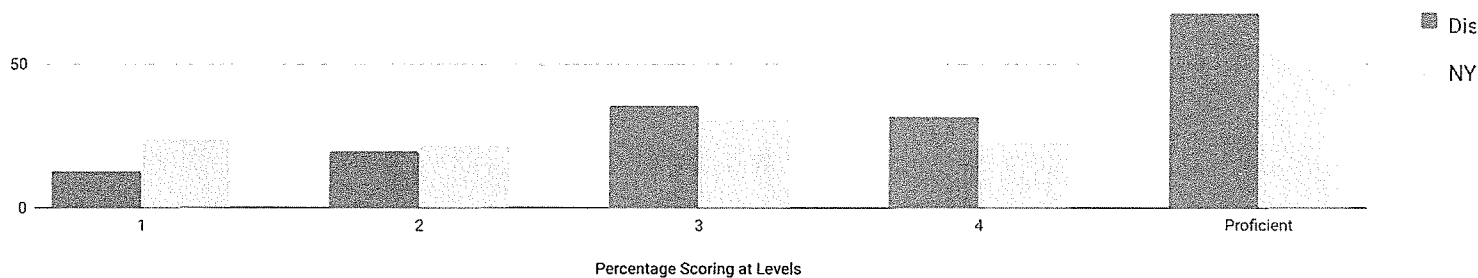
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	30	410	52	13%	80	20%	146	36%	132	32%	278	68%
Grade 4	32	373	31	8%	89	24%	104	28%	149	40%	253	68%
Grade 5	41	365	65	18%	96	26%	93	25%	111	30%	204	56%
Grade 6	59	337	45	13%	56	17%	91	27%	145	43%	236	70%
Grade 7	94	364	43	12%	85	23%	126	35%	110	30%	236	65%
Regents 7	—	10	0	0%	0	0%	0	0%	10	100%	10	100%
Combined 7	94	374	43	11%	85	23%	126	34%	120	32%	246	66%
Grade 8	219	232	36	16%	75	32%	78	34%	43	19%	121	52%
Regents 8	—	144	0	0%	0	0%	2	1%	142	99%	144	100%
Combined 8	219	376	36	10%	75	20%	80	21%	185	49%	265	70%
Grades 3-8	475	2,235	272	12%	481	22%	640	29%	842	38%	1,482	66%

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.

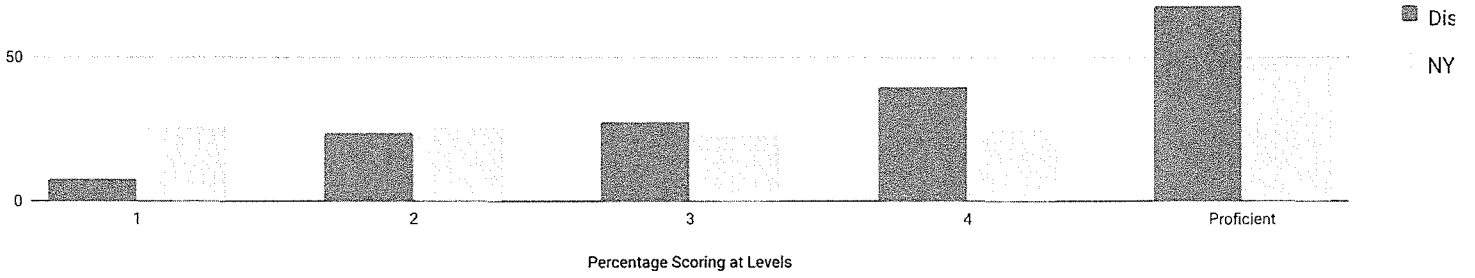
## GRADE 3 MATH RESULTS



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	30	410	52	13%	80	20%	146	36%	132	32%	278	68%
General Education	15	367	31	8%	73	20%	137	37%	126	34%	263	72%
Students with Disabilities	15	43	21	49%	7	16%	9	21%	6	14%	15	35%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	67	3	4%	8	12%	22	33%	34	51%	56	84%
Black or African American	1	23	4	17%	10	43%	8	35%	1	4%	9	39%
Hispanic or Latino	—	20	—	—	—	—	—	—	—	—	—	—
White	23	274	39	14%	57	21%	97	35%	81	30%	178	65%
Multiracial	2	23	1	4%	4	17%	8	35%	10	43%	18	78%
Small Group Total	4	23	5	22%	1	4%	11	48%	6	26%	17	74%
Female	11	222	31	14%	46	21%	84	38%	61	27%	145	65%
Male	19	188	21	11%	34	18%	62	33%	71	38%	133	71%
English Language Learners	0	37	14	38%	7	19%	10	27%	6	16%	16	43%
Non-English Language Learners	30	373	38	10%	73	20%	136	36%	126	34%	262	70%
Economically Disadvantaged	15	99	29	29%	21	21%	38	38%	11	11%	49	49%
Not Economically Disadvantaged	15	311	23	7%	59	19%	108	35%	121	39%	229	74%
Not Migrant	30	410	52	13%	80	20%	146	36%	132	32%	278	68%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	407	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	30	410	52	13%	80	20%	146	36%	132	32%	278	68%
Parent Not in Armed Forces	30	410	52	13%	80	20%	146	36%	132	32%	278	68%

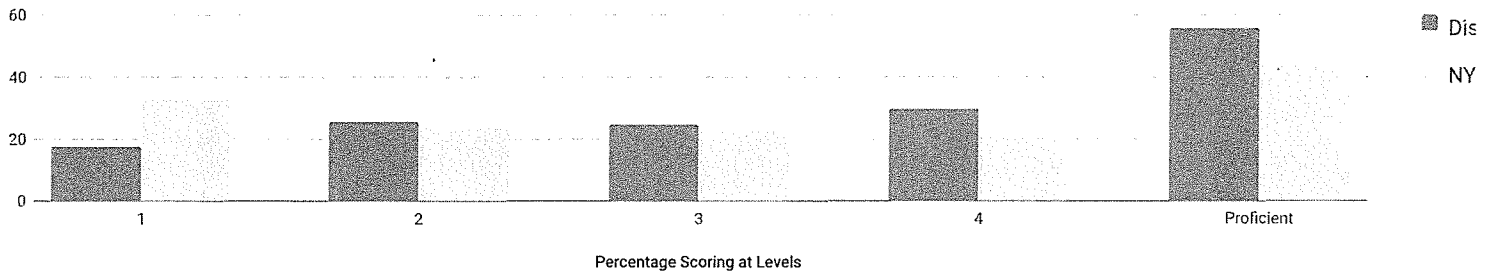
## GRADE 4 MATH RESULTS



**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	32	373	31	8%	89	24%	104	28%	149	40%	253	68%
General Education	23	344	16	5%	80	23%	102	30%	146	42%	248	72%
Students with Disabilities	9	29	15	52%	9	31%	2	7%	3	10%	5	17%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	95	2	2%	13	14%	22	23%	58	61%	80	84%
Black or African American	2	22	2	9%	10	45%	6	27%	4	18%	10	45%
Hispanic or Latino	—	19	—	—	—	—	—	—	—	—	—	—
White	25	214	19	9%	54	25%	66	31%	75	35%	141	66%
Multiracial	1	22	4	18%	5	23%	6	27%	7	32%	13	59%
Small Group Total	2	20	4	20%	7	35%	4	20%	5	25%	9	45%
Female	20	192	15	8%	53	28%	53	28%	71	37%	124	65%
Male	12	181	16	9%	36	20%	51	28%	78	43%	129	71%
English Language Learners	1	16	3	19%	9	56%	4	25%	0	0%	4	25%
Non-English Language Learners	31	357	28	8%	80	22%	100	28%	149	42%	249	70%
Economically Disadvantaged	11	79	15	19%	30	38%	19	24%	15	19%	34	43%
Not Economically Disadvantaged	21	294	16	5%	59	20%	85	29%	134	46%	219	74%
Not Migrant	32	373	31	8%	89	24%	104	28%	149	40%	253	68%
Homeless	2	6	0	0%	3	50%	2	33%	1	17%	3	50%
Not Homeless	30	367	31	8%	86	23%	102	28%	148	40%	250	68%
Not in Foster Care	32	373	31	8%	89	24%	104	28%	149	40%	253	68%
Parent Not in Armed Forces	32	373	31	8%	89	24%	104	28%	149	40%	253	68%

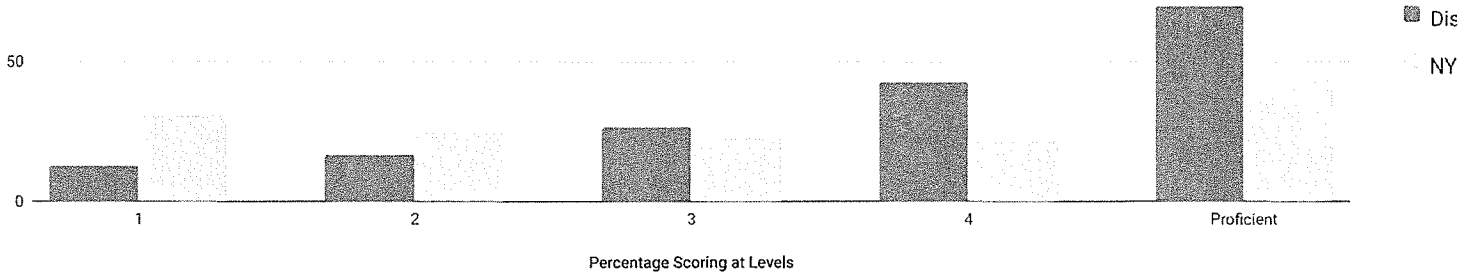
## GRADE 5 MATH RESULTS



**MEAN SCORE: 606**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	41	365	65	18%	96	26%	93	25%	111	30%	204	56%
General Education	24	326	38	12%	89	27%	89	27%	110	34%	199	61%
Students with Disabilities	17	39	27	69%	7	18%	4	10%	1	3%	5	13%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	75	11	15%	12	16%	15	20%	37	49%	52	69%
Black or African American	—	15	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	18	9	50%	2	11%	5	28%	2	11%	7	39%
White	32	234	31	13%	73	31%	67	29%	63	27%	130	56%
Multiracial	3	20	7	35%	3	15%	4	20%	6	30%	10	50%
Small Group Total	1	18	7	39%	6	33%	2	11%	3	17%	5	28%
Female	18	177	31	18%	52	29%	43	24%	51	29%	94	53%
Male	23	188	34	18%	44	23%	50	27%	60	32%	110	59%
English Language Learners	1	21	14	67%	6	29%	1	5%	0	0%	1	5%
Non-English Language Learners	40	344	51	15%	90	26%	92	27%	111	32%	203	59%
Economically Disadvantaged	18	75	29	39%	20	27%	14	19%	12	16%	26	35%
Not Economically Disadvantaged	23	290	36	12%	76	26%	79	27%	99	34%	178	61%
Not Migrant	41	365	65	18%	96	26%	93	25%	111	30%	204	56%
Homeless	1	6	4	67%	1	17%	0	0%	1	17%	1	17%
Not Homeless	40	359	61	17%	95	26%	93	26%	110	31%	203	57%
Not in Foster Care	41	365	65	18%	96	26%	93	25%	111	30%	204	56%
Parent Not in Armed Forces	41	365	65	18%	96	26%	93	25%	111	30%	204	56%

# GRADE 6 MATH RESULTS



**MEAN SCORE: 612**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	59	337	45	13%	56	17%	91	27%	145	43%	236	70%
General Education	40	293	25	9%	47	16%	80	27%	141	48%	221	75%
Students with Disabilities	19	44	20	45%	9	20%	11	25%	4	9%	15	34%
Asian or Native Hawaiian/Other Pacific Islander	2	67	6	9%	5	7%	13	19%	43	64%	56	84%
Black or African American	2	11	3	27%	5	45%	2	18%	1	9%	3	27%
Hispanic or Latino	4	27	9	33%	10	37%	3	11%	5	19%	8	30%
White	47	207	22	11%	31	15%	63	30%	91	44%	154	74%
Multiracial	3	25	5	20%	5	20%	10	40%	5	20%	15	60%
Female	32	156	24	15%	29	19%	43	28%	60	38%	103	66%
Male	27	181	21	12%	27	15%	48	27%	85	47%	133	73%
English Language Learners	2	17	13	76%	1	6%	2	12%	1	6%	3	18%
Non-English Language Learners	57	320	32	10%	55	17%	89	28%	144	45%	233	73%
Economically Disadvantaged	23	80	23	29%	19	24%	16	20%	22	28%	38	48%
Not Economically Disadvantaged	36	257	22	9%	37	14%	75	29%	123	48%	198	77%
Not Migrant	59	337	45	13%	56	17%	91	27%	145	43%	236	70%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	334	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	337	45	13%	56	17%	91	27%	145	43%	236	70%
Parent Not in Armed Forces	59	337	45	13%	56	17%	91	27%	145	43%	236	70%

## NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

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
Kindergarten	0	55	5%	15%	18%	49%	13%
Grade 1	0	39	3%	8%	38%	49%	3%
Grade 2	1	40	0%	0%	18%	53%	30%
Grade 3	0	37	0%	14%	19%	46%	22%
Grade 4	1	17	0%	0%	18%	71%	12%
Grade 5	1	22	14%	5%	23%	45%	14%
Grade 6	0	19	0%	16%	47%	26%	11%
Grade 7	0	14	14%	0%	7%	64%	14%
Grade 8	0	10	0%	20%	10%	60%	10%
Grade 9	0	8	13%	25%	25%	38%	0%
Grade 10	2	12	0%	17%	25%	50%	8%
Grade 11	0	11	0%	18%	18%	45%	18%
Grade 12	0	7	0%	0%	29%	71%	0%

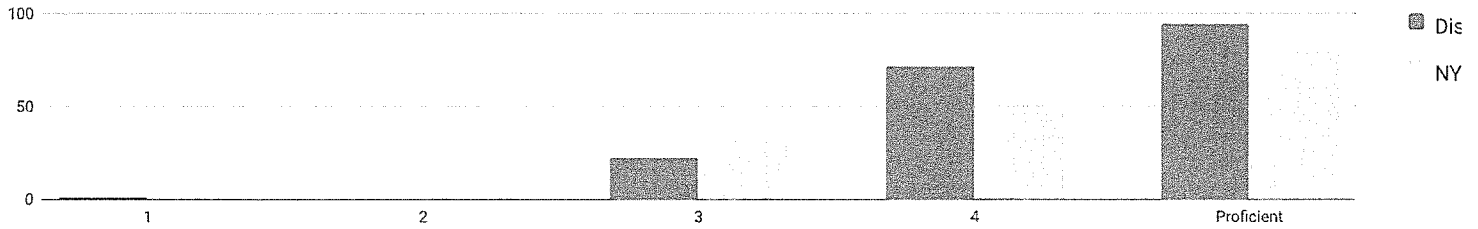
## NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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	6	0	0	5	1
Grade 3 Math	0	6	0	0	5	1
Grade 4 ELA	—	2	—	—	—	—
Grade 4 Math	—	2	—	—	—	—
Grade 4 Science	—	2	—	—	—	—
Grade 5 ELA	—	4	—	—	—	—
Grade 5 Math	—	4	—	—	—	—
Grade 7 ELA	0	7	1	1	5	0
Grade 7 Math	0	7	1	1	5	0
Grade 8 ELA	0	6	0	1	3	2
Grade 8 Math	0	6	1	1	3	1
Grade 8 Science	0	6	0	2	3	1
Secondary-Level ELA	39	6	0	0	6	0
Secondary-Level Math	39	6	0	0	4	2

## 2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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.



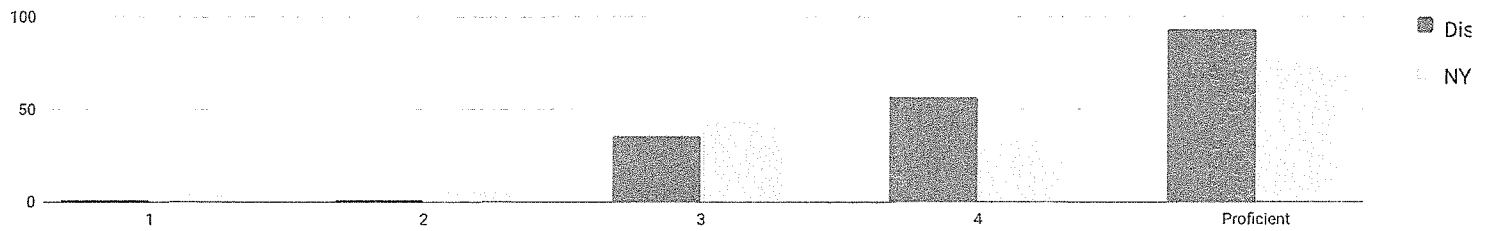
Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	525	18	3%	507	97%	6	1%	2	0%	121	23%	378	72%	499	95%
General Education	471	8	2%	463	98%	2	0%	1	0%	98	21%	362	77%	460	98%
Students with Disabilities	54	10	19%	44	81%	4	7%	1	2%	23	43%	16	30%	39	72%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	87	5	6%	82	94%	0	0%	1	1%	16	18%	65	75%	81	93%
Black or African American	35	1	3%	34	97%	1	3%	0	0%	17	49%	16	46%	33	94%
Hispanic or Latino	24	0	0%	24	100%	1	4%	0	0%	13	54%	10	42%	23	96%
White	360	11	3%	349	97%	3	1%	1	0%	69	19%	276	77%	345	96%
Multiracial	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	1	5%	18	95%	1	5%	0	0%	6	32%	11	58%	17	89%
Female	257	6	2%	251	98%	0	0%	2	1%	62	24%	187	73%	249	97%
Male	268	12	4%	256	96%	6	2%	0	0%	59	22%	191	71%	250	93%
English Language Learners	8	1	13%	7	88%	0	0%	1	13%	6	75%	0	0%	6	75%
Non-English Language Learners	517	17	3%	500	97%	6	1%	1	0%	115	22%	378	73%	493	95%
Economically Disadvantaged	133	10	8%	123	92%	2	2%	2	2%	54	41%	65	49%	119	89%
Not Economically Disadvantaged	392	8	2%	384	98%	4	1%	0	0%	67	17%	313	80%	380	97%
Not Migrant	525	18	3%	507	97%	6	1%	2	0%	121	23%	378	72%	499	95%
Homeless	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Homeless	520	18	3%	502	97%	6	1%	2	0%	120	23%	374	72%	494	95%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	524	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	525	18	3%	507	97%	6	1%	2	0%	121	23%	378	72%	499	95%



## 2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

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.

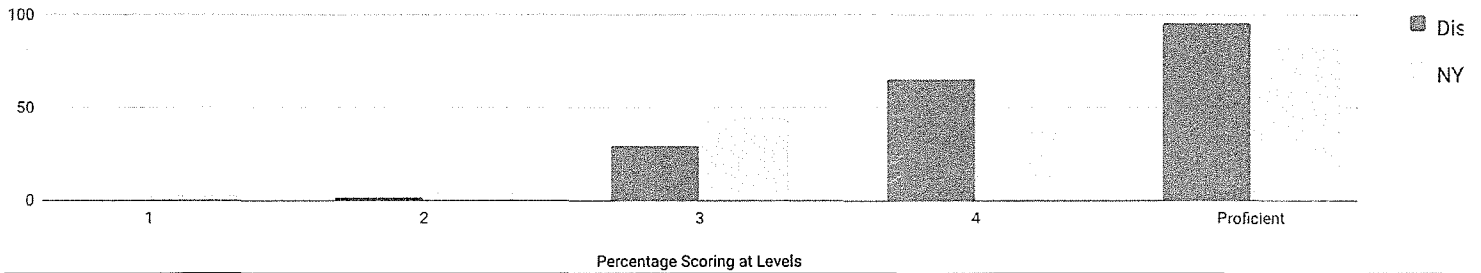


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	525	20	4%	505	96%	6	1%	7	1%	191	36%	301	57%	492	94%
General Education	471	13	3%	458	97%	3	1%	1	0%	160	34%	294	62%	454	96%
Students with Disabilities	54	7	13%	47	87%	3	6%	6	11%	31	57%	7	13%	38	70%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	87	6	7%	81	93%	1	1%	1	1%	23	26%	56	64%	79	91%
Black or African American	35	4	11%	31	89%	0	0%	1	3%	18	51%	12	34%	30	86%
Hispanic or Latino	24	0	0%	24	100%	0	0%	1	4%	13	54%	10	42%	23	96%
White	360	9	3%	351	98%	5	1%	3	1%	126	35%	217	60%	343	95%
Multiracial	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	1	5%	18	95%	0	0%	1	5%	11	58%	6	32%	17	89%
Female	257	5	2%	252	98%	2	1%	3	1%	105	41%	142	55%	247	96%
Male	268	15	6%	253	94%	4	1%	4	1%	86	32%	159	59%	245	91%
English Language Learners	8	2	25%	6	75%	1	13%	1	13%	4	50%	0	0%	4	50%
Non-English Language Learners	517	18	3%	499	97%	5	1%	6	1%	187	36%	301	58%	488	94%
Economically Disadvantaged	133	13	10%	120	90%	3	2%	6	5%	63	47%	48	36%	111	83%
Not Economically Disadvantaged	392	7	2%	385	98%	3	1%	1	0%	128	33%	253	65%	381	97%
Not Migrant	525	20	4%	505	96%	6	1%	7	1%	191	36%	301	57%	492	94%
Homeless	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Not Homeless	520	20	4%	500	96%	6	1%	7	1%	189	36%	298	57%	487	94%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	524	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	525	20	4%	505	96%	6	1%	7	1%	191	36%	301	57%	492	94%

## 2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

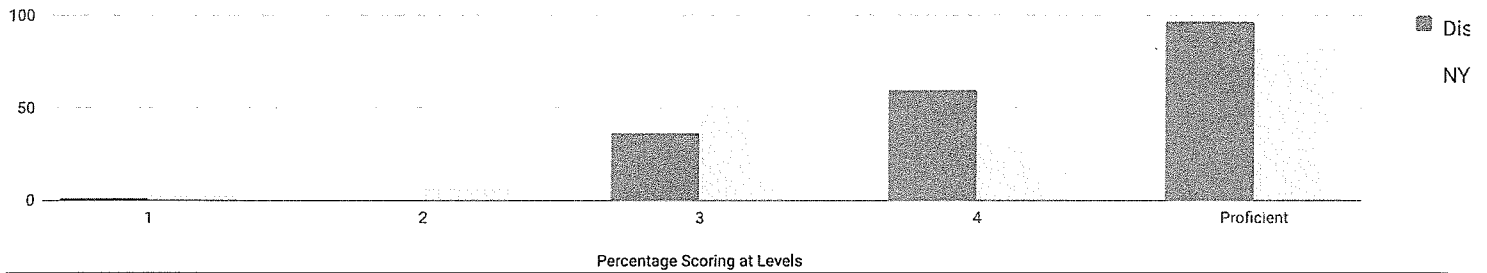
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	525	12	2%	513	98%	2	0%	9	2%	156	30%	346	66%	502	96%
General Education	471	5	1%	466	99%	0	0%	5	1%	123	26%	338	72%	461	98%
Students with Disabilities	54	7	13%	47	87%	2	4%	4	7%	33	61%	8	15%	41	76%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	87	3	3%	84	97%	0	0%	4	5%	17	20%	63	72%	80	92%
Black or African American	35	1	3%	34	97%	0	0%	1	3%	18	51%	15	43%	33	94%
Hispanic or Latino	24	0	0%	24	100%	0	0%	1	4%	14	58%	9	38%	23	96%
White	360	7	2%	353	98%	2	1%	2	1%	96	27%	253	70%	349	97%
Multiracial	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	1	5%	18	95%	0	0%	1	5%	11	58%	6	32%	17	89%
Female	257	3	1%	254	99%	0	0%	3	1%	78	30%	173	67%	251	98%
Male	268	9	3%	259	97%	2	1%	6	2%	78	29%	173	65%	251	94%
English Language Learners	8	1	13%	7	88%	0	0%	4	50%	3	38%	0	0%	3	38%
Non-English Language Learners	517	11	2%	506	98%	2	0%	5	1%	153	30%	346	67%	499	97%
Economically Disadvantaged	133	8	6%	125	94%	1	1%	7	5%	61	46%	56	42%	117	88%
Not Economically Disadvantaged	392	4	1%	388	99%	1	0%	2	1%	95	24%	290	74%	385	98%
Not Migrant	525	12	2%	513	98%	2	0%	9	2%	156	30%	346	66%	502	96%
Homeless	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Not Homeless	520	12	2%	508	98%	2	0%	9	2%	154	30%	343	66%	497	96%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	524	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	525	12	2%	513	98%	2	0%	9	2%	156	30%	346	66%	502	96%

## 2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

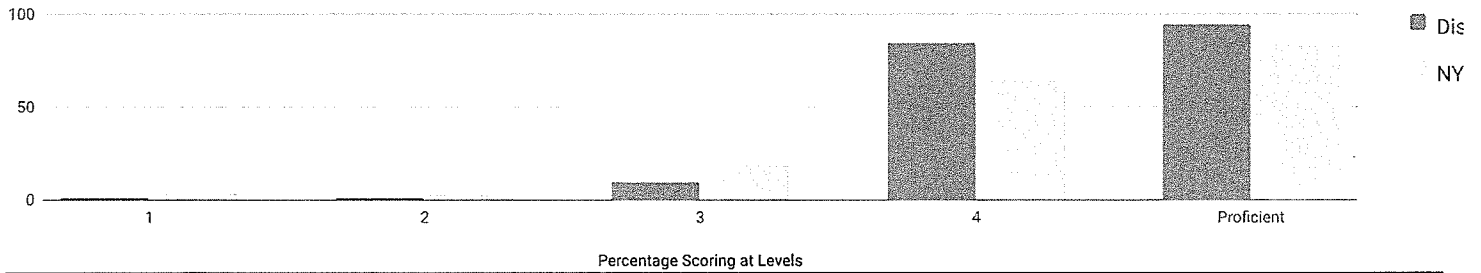
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	525	10	2%	515	98%	3	1%	2	0%	194	37%	316	60%	510	97%
General Education	471	2	0%	469	100%	0	0%	1	0%	159	34%	309	66%	468	99%
Students with Disabilities	54	8	15%	46	85%	3	6%	1	2%	35	65%	7	13%	42	78%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	87	2	2%	85	98%	0	0%	0	0%	23	26%	62	71%	85	98%
Black or African American	35	1	3%	34	97%	0	0%	0	0%	20	57%	14	40%	34	97%
Hispanic or Latino	24	0	0%	24	100%	0	0%	0	0%	18	75%	6	25%	24	100%
White	360	7	2%	353	98%	3	1%	2	1%	118	33%	230	64%	348	97%
Multiracial	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	19	0	0%	19	100%	0	0%	0	0%	15	79%	4	21%	19	100%
Female	257	1	0%	256	100%	1	0%	1	0%	90	35%	164	64%	254	99%
Male	268	9	3%	259	97%	2	1%	1	0%	104	39%	152	57%	256	96%
English Language Learners	8	0	0%	8	100%	0	0%	0	0%	7	88%	1	13%	8	100%
Non-English Language Learners	517	10	2%	507	98%	3	1%	2	0%	187	36%	315	61%	502	97%
Economically Disadvantaged	133	6	5%	127	95%	1	1%	0	0%	73	55%	53	40%	126	95%
Not Economically Disadvantaged	392	4	1%	388	99%	2	1%	2	1%	121	31%	263	67%	384	98%
Not Migrant	525	10	2%	515	98%	3	1%	2	0%	194	37%	316	60%	510	97%
Homeless	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Not Homeless	520	10	2%	510	98%	3	1%	2	0%	192	37%	313	60%	505	97%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	524	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	525	10	2%	515	98%	3	1%	2	0%	194	37%	316	60%	510	97%

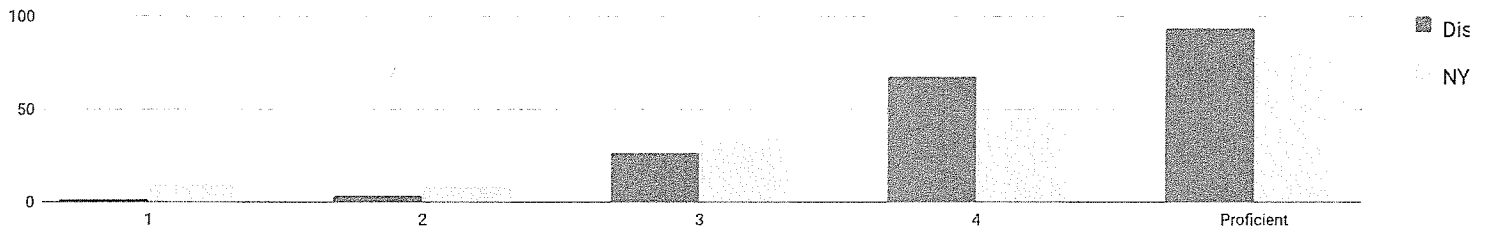
## 2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

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.



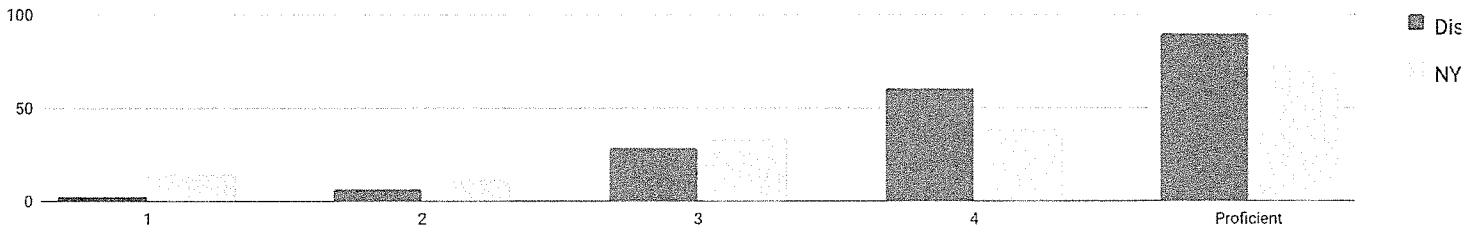
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	525	14	3%	511	97%	5	1%	5	1%	54	10%	447	85%	501	95%
General Education	471	5	1%	466	99%	1	0%	4	1%	35	7%	426	90%	461	98%
Students with Disabilities	54	9	17%	45	83%	4	7%	1	2%	19	35%	21	39%	40	74%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	87	4	5%	83	95%	1	1%	1	1%	7	8%	74	85%	81	93%
Black or African American	35	1	3%	34	97%	0	0%	0	0%	8	23%	26	74%	34	97%
Hispanic or Latino	24	0	0%	24	100%	1	4%	0	0%	4	17%	19	79%	23	96%
White	360	9	3%	351	98%	2	1%	3	1%	31	9%	315	88%	346	96%
Multiracial	18	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	0	0%	19	100%	1	5%	1	5%	4	21%	13	68%	17	89%
Female	257	2	1%	255	99%	0	0%	2	1%	25	10%	228	89%	253	98%
Male	268	12	4%	256	96%	5	2%	3	1%	29	11%	219	82%	248	93%
English Language Learners	8	1	13%	7	88%	1	13%	1	13%	4	50%	1	13%	5	63%
Non-English Language Learners	517	13	3%	504	97%	4	1%	4	1%	50	10%	446	86%	496	96%
Economically Disadvantaged	133	9	7%	124	93%	4	3%	2	2%	31	23%	87	65%	118	89%
Not Economically Disadvantaged	392	5	1%	387	99%	1	0%	3	1%	23	6%	360	92%	383	98%
Not Migrant	525	14	3%	511	97%	5	1%	5	1%	54	10%	447	85%	501	95%
Homeless	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Homeless	520	14	3%	506	97%	5	1%	5	1%	53	10%	443	85%	496	95%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	524	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	525	14	3%	511	97%	5	1%	5	1%	54	10%	447	85%	501	95%

## ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	509	10	2%	18	4%	137	27%	344	68%	481	94%
General Education	438	4	1%	9	2%	101	23%	324	74%	425	97%
Students with Disabilities	71	6	8%	9	13%	36	51%	20	28%	56	79%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	86	0	0%	4	5%	17	20%	65	76%	82	95%
Black or African American	36	0	0%	3	8%	12	33%	21	58%	33	92%
Hispanic or Latino	33	3	9%	2	6%	16	48%	12	36%	28	85%
White	342	5	1%	8	2%	89	26%	240	70%	329	96%
Multiracial	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	2	17%	1	8%	3	25%	6	50%	9	75%
Female	263	2	1%	9	3%	78	30%	174	66%	252	96%
Male	246	8	3%	9	4%	59	24%	170	69%	229	93%
English Language Learners	11	3	27%	1	9%	6	55%	1	9%	7	64%
Non-English Language Learners	498	7	1%	17	3%	131	26%	343	69%	474	95%
Economically Disadvantaged	116	4	3%	9	8%	44	38%	59	51%	103	89%
Not Economically Disadvantaged	393	6	2%	9	2%	93	24%	285	73%	378	96%
Not Migrant	509	10	2%	18	4%	137	27%	344	68%	481	94%
Homeless	5	0	0%	0	0%	2	40%	3	60%	5	100%
Not Homeless	504	10	2%	18	4%	135	27%	341	68%	476	94%
Not in Foster Care	509	10	2%	18	4%	137	27%	344	68%	481	94%
Parent Not in Armed Forces	509	10	2%	18	4%	137	27%	344	68%	481	94%

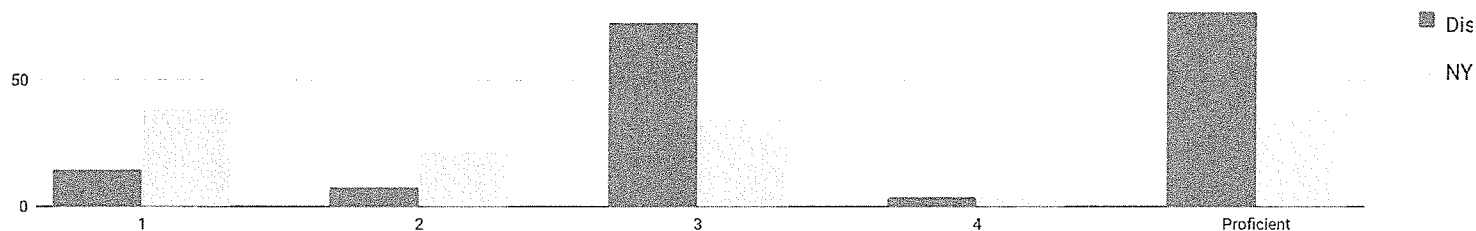
## ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	493	16	3%	33	7%	144	29%	300	61%	444	90%
General Education	440	11	3%	18	4%	119	27%	292	66%	411	93%
Students with Disabilities	53	5	9%	15	28%	25	47%	8	15%	33	62%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	83	2	2%	2	2%	10	12%	69	83%	79	95%
Black or African American	41	6	15%	5	12%	16	39%	14	34%	30	73%
Hispanic or Latino	27	1	4%	3	11%	12	44%	11	41%	23	85%
White	326	6	2%	21	6%	100	31%	199	61%	299	92%
Multiracial	15	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	1	6%	2	13%	6	38%	7	44%	13	81%
Female	277	6	2%	18	6%	76	27%	177	64%	253	91%
Male	216	10	5%	15	7%	68	31%	123	57%	191	88%
English Language Learners	14	3	21%	2	14%	8	57%	1	7%	9	64%
Non-English Language Learners	479	13	3%	31	6%	136	28%	299	62%	435	91%
Economically Disadvantaged	111	11	10%	17	15%	38	34%	45	41%	83	75%
Not Economically Disadvantaged	382	5	1%	16	4%	106	28%	255	67%	361	95%
Not Migrant	493	16	3%	33	7%	144	29%	300	61%	444	90%
Homeless	6	2	33%	0	0%	2	33%	2	33%	4	67%
Not Homeless	487	14	3%	33	7%	142	29%	298	61%	440	90%
Not in Foster Care	493	16	3%	33	7%	144	29%	300	61%	444	90%
Parent Not in Armed Forces	493	16	3%	33	7%	144	29%	300	61%	444	90%

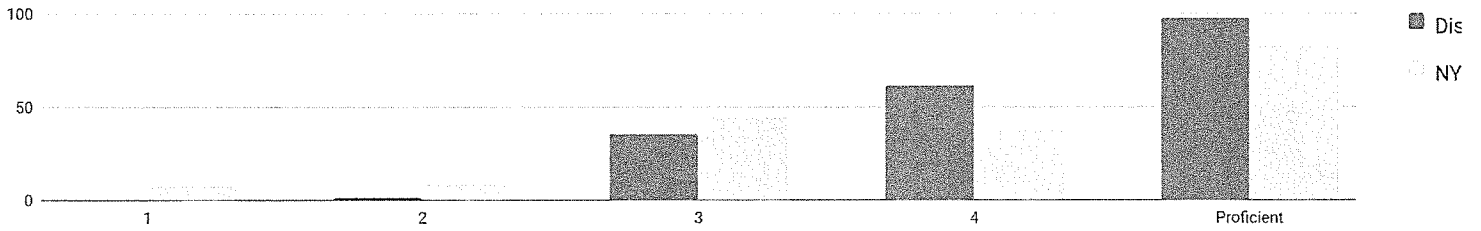
## ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	48	7	15%	4	8%	35	73%	2	4%	37	77%
General Education	30	4	13%	2	7%	22	73%	2	7%	24	80%
Students with Disabilities	18	3	17%	2	11%	13	72%	0	0%	13	72%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	0	0%	3	60%	0	0%	3	60%
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	33	3	9%	3	9%	25	76%	2	6%	27	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	2	20%	1	10%	7	70%	0	0%	7	70%
Female	26	3	12%	1	4%	21	81%	1	4%	22	85%
Male	22	4	18%	3	14%	14	64%	1	5%	15	68%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	47	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	5	26%	1	5%	12	63%	1	5%	13	68%
Not Economically Disadvantaged	29	2	7%	3	10%	23	79%	1	3%	24	83%
Not Migrant	48	7	15%	4	8%	35	73%	2	4%	37	77%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	46	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	48	7	15%	4	8%	35	73%	2	4%	37	77%
Parent Not in Armed Forces	48	7	15%	4	8%	35	73%	2	4%	37	77%

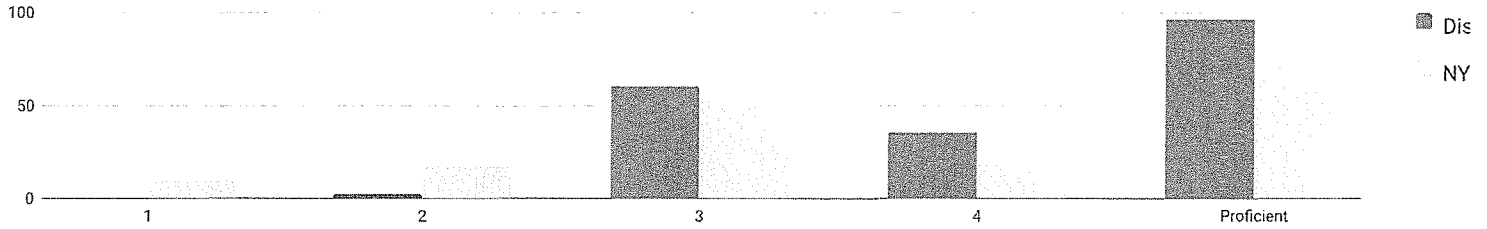
## ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	222	1	0%	4	2%	80	36%	137	62%
General Education	222	1	0%	4	2%	80	36%	137	62%	217	98%
Asian or Native Hawaiian/Other Pacific Islander	67	0	0%	1	1%	15	22%	51	76%	66	99%
Black or African American	8	0	0%	0	0%	5	63%	3	38%	8	100%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	139	1	1%	3	2%	57	41%	78	56%	135	97%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	3	38%	5	63%	8	100%
Female	116	0	0%	0	0%	42	36%	74	64%	116	100%
Male	106	1	1%	4	4%	38	36%	63	59%	101	95%
Non-English Language Learners	222	1	0%	4	2%	80	36%	137	62%	217	98%
Economically Disadvantaged	35	0	0%	2	6%	19	54%	14	40%	33	94%
Not Economically Disadvantaged	187	1	1%	2	1%	61	33%	123	66%	184	98%
Not Migrant	222	1	0%	4	2%	80	36%	137	62%	217	98%
Not Homeless	222	1	0%	4	2%	80	36%	137	62%	217	98%
Not in Foster Care	222	1	0%	4	2%	80	36%	137	62%	217	98%
Parent Not in Armed Forces	222	1	0%	4	2%	80	36%	137	62%	217	98%



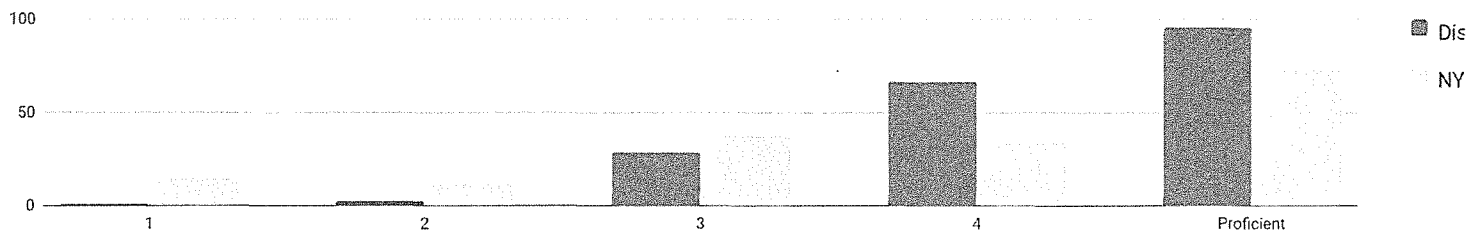
## ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

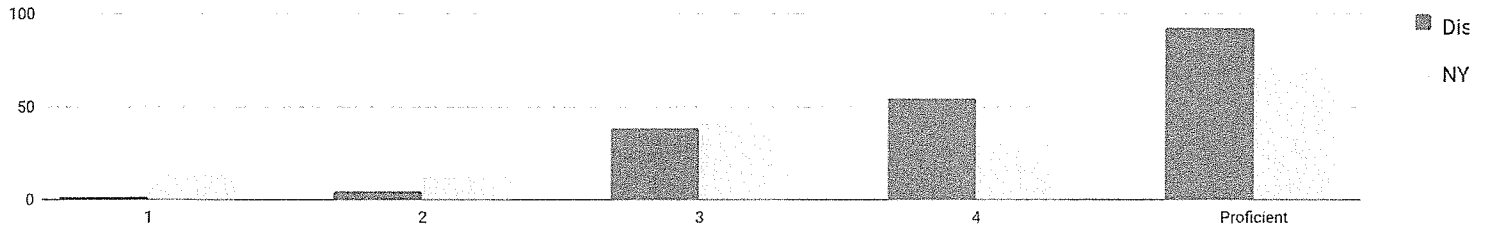
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	338	1	0%	9	3%	206	61%	122	36%	328	97%
General Education	332	1	0%	8	2%	201	61%	122	37%	323	97%
Students with Disabilities	6	0	0%	1	17%	5	83%	0	0%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	73	1	1%	0	0%	27	37%	45	62%	72	99%
Black or African American	16	0	0%	2	13%	13	81%	1	6%	14	88%
Hispanic or Latino	13	-	-	-	-	-	-	-	-	-	-
White	234	0	0%	6	3%	155	66%	73	31%	228	97%
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	15	0	0%	1	7%	11	73%	3	20%	14	93%
Female	194	1	1%	3	2%	113	58%	77	40%	190	98%
Male	144	0	0%	6	4%	93	65%	45	31%	138	96%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	337	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	51	0	0%	2	4%	34	67%	15	29%	49	96%
Not Economically Disadvantaged	287	1	0%	7	2%	172	60%	107	37%	279	97%
Not Migrant	338	1	0%	9	3%	206	61%	122	36%	328	97%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	337	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	338	1	0%	9	3%	206	61%	122	36%	328	97%
Parent Not in Armed Forces	338	1	0%	9	3%	206	61%	122	36%	328	97%

## ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



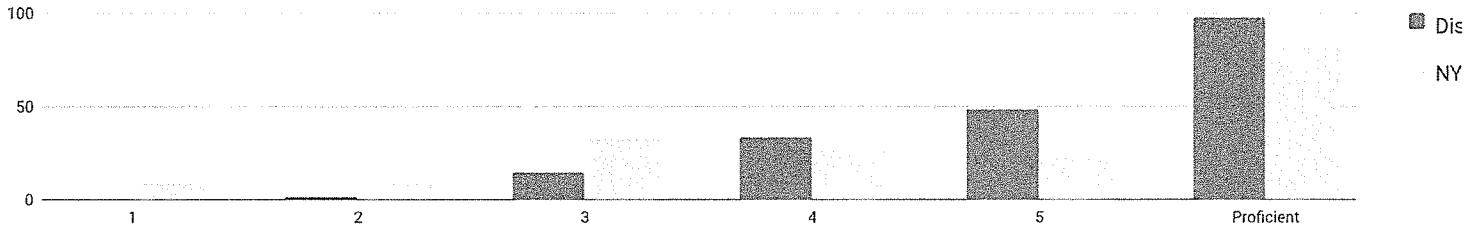
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	423	4	1%	13	3%	121	29%	285	67%
General Education	393	3	1%	12	3%	104	26%	274	70%	378	96%
Students with Disabilities	30	1	3%	1	3%	17	57%	11	37%	28	93%
Asian or Native Hawaiian/Other Pacific Islander	55	0	0%	1	2%	13	24%	41	75%	54	98%
Black or African American	27	1	4%	3	11%	12	44%	11	41%	23	85%
Hispanic or Latino	26	1	4%	2	8%	11	42%	12	46%	23	88%
White	300	2	1%	6	2%	81	27%	211	70%	292	97%
Multiracial	15	0	0%	1	7%	4	27%	10	67%	14	93%
Female	211	0	0%	6	3%	62	29%	143	68%	205	97%
Male	212	4	2%	7	3%	59	28%	142	67%	201	95%
English Language Learners	5	0	0%	2	40%	3	60%	0	0%	3	60%
Non-English Language Learners	418	4	1%	11	3%	118	28%	285	68%	403	96%
Economically Disadvantaged	73	2	3%	6	8%	32	44%	33	45%	65	89%
Not Economically Disadvantaged	350	2	1%	7	2%	89	25%	252	72%	341	97%
Not Migrant	423	4	1%	13	3%	121	29%	285	67%	406	96%
Homeless	5	0	0%	1	20%	1	20%	3	60%	4	80%
Not Homeless	418	4	1%	12	3%	120	29%	282	67%	402	96%
Not in Foster Care	423	4	1%	13	3%	121	29%	285	67%	406	96%
Parent Not in Armed Forces	423	4	1%	13	3%	121	29%	285	67%	406	96%

## ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	537	9	2%	26	5%	208	39%	294	55%	502	93%
General Education	468	6	1%	14	3%	164	35%	284	61%	448	96%
Students with Disabilities	69	3	4%	12	17%	44	64%	10	14%	54	78%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	95	0	0%	5	5%	22	23%	68	72%	90	95%
Black or African American	38	1	3%	4	11%	25	66%	8	21%	33	87%
Hispanic or Latino	26	1	4%	1	4%	18	69%	6	23%	24	92%
White	360	6	2%	15	4%	133	37%	206	57%	339	94%
Multiracial	17	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	1	6%	1	6%	10	56%	6	33%	16	89%
Female	278	1	0%	8	3%	114	41%	155	56%	269	97%
Male	259	8	3%	18	7%	94	36%	139	54%	233	90%
English Language Learners	19	1	5%	7	37%	10	53%	1	5%	11	58%
Non-English Language Learners	518	8	2%	19	4%	198	38%	293	57%	491	95%
Economically Disadvantaged	136	8	6%	11	8%	74	54%	43	32%	117	86%
Not Economically Disadvantaged	401	1	0%	15	4%	134	33%	251	63%	385	96%
Not Migrant	537	9	2%	26	5%	208	39%	294	55%	502	93%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	535	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	537	9	2%	26	5%	208	39%	294	55%	502	93%
Parent Not in Armed Forces	537	9	2%	26	5%	208	39%	294	55%	502	93%

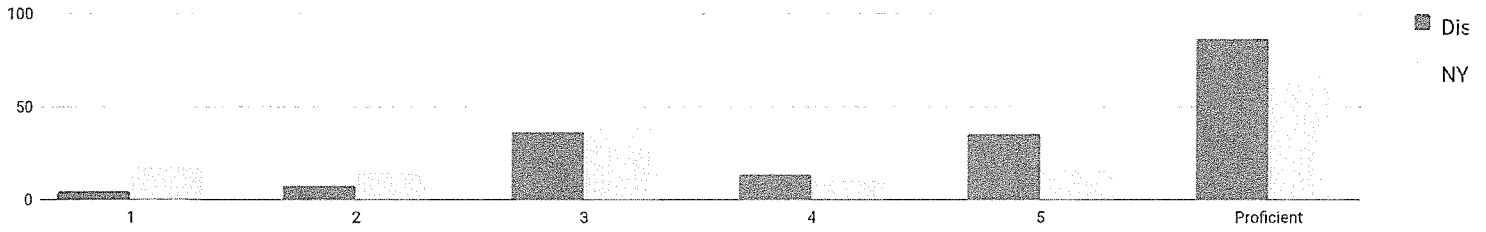
## ANNUAL REGENTS ALGEBRA II (2017-18)



Percentage Scoring at Levels

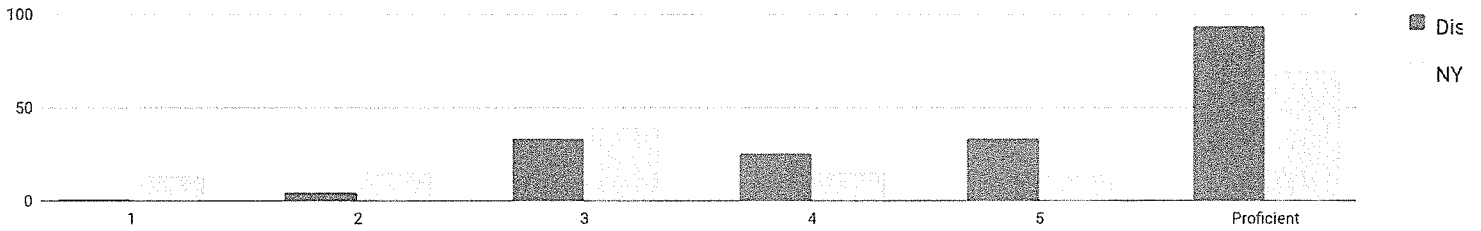
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	335	1	0%	6	2%	50	15%	114	34%	164	49%	328	98%
General Education	330	1	0%	6	2%	49	15%	111	34%	163	49%	323	98%
Students with Disabilities	5	0	0%	0	0%	1	20%	3	60%	1	20%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	75	0	0%	2	3%	5	7%	12	16%	56	75%	73	97%
Black or African American	14	0	0%	0	0%	5	36%	7	50%	2	14%	14	100%
Hispanic or Latino	12	0	0%	0	0%	0	0%	8	67%	4	33%	12	100%
White	228	0	0%	4	2%	37	16%	86	38%	101	44%	224	98%
Multiracial	6	1	17%	0	0%	3	50%	1	17%	1	17%	5	83%
Female	196	1	1%	2	1%	25	13%	66	34%	102	52%	193	98%
Male	139	0	0%	4	3%	25	18%	48	35%	62	45%	135	97%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	333	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	46	0	0%	1	2%	9	20%	20	43%	16	35%	45	98%
Not Economically Disadvantaged	289	1	0%	5	2%	41	14%	94	33%	148	51%	283	98%
Not Migrant	335	1	0%	6	2%	50	15%	114	34%	164	49%	328	98%
Not Homeless	335	1	0%	6	2%	50	15%	114	34%	164	49%	328	98%
Not in Foster Care	335	1	0%	6	2%	50	15%	114	34%	164	49%	328	98%
Parent Not in Armed Forces	335	1	0%	6	2%	50	15%	114	34%	164	49%	328	98%

## ANNUAL REGENTS GEOMETRY (2017-18)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	460	24	5%	36	8%	169	37%	65	14%	166	36%	400	87%
General Education	438	21	5%	32	7%	155	35%	64	15%	166	38%	385	88%
Students with Disabilities	22	3	14%	4	18%	14	64%	1	5%	0	0%	15	68%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	97	2	2%	2	2%	24	25%	6	6%	63	65%	93	96%
Black or African American	23	2	9%	4	17%	9	39%	7	30%	1	4%	17	74%
Hispanic or Latino	23	4	17%	5	22%	10	43%	2	9%	2	9%	14	61%
White	306	15	5%	25	8%	119	39%	47	15%	100	33%	266	87%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	0	0%	7	64%	3	27%	0	0%	10	91%
Female	254	13	5%	17	7%	86	34%	46	18%	92	36%	224	88%
Male	206	11	5%	19	9%	83	40%	19	9%	74	36%	176	85%
English Language Learners	6	0	0%	0	0%	2	33%	2	33%	2	33%	6	100%
Non-English Language Learners	454	24	5%	36	8%	167	37%	63	14%	164	36%	394	87%
Economically Disadvantaged	87	8	9%	9	10%	38	44%	12	14%	20	23%	70	80%
Not Economically Disadvantaged	373	16	4%	27	7%	131	35%	53	14%	146	39%	330	88%
Not Migrant	460	24	5%	36	8%	169	37%	65	14%	166	36%	400	87%
Homeless	6	1	17%	1	17%	3	50%	0	0%	1	17%	4	67%
Not Homeless	454	23	5%	35	8%	166	37%	65	14%	165	36%	396	87%
Not in Foster Care	460	24	5%	36	8%	169	37%	65	14%	166	36%	400	87%
Parent Not in Armed Forces	460	24	5%	36	8%	169	37%	65	14%	166	36%	400	87%

## ANNUAL REGENTS ALGEBRA I (2017-18)

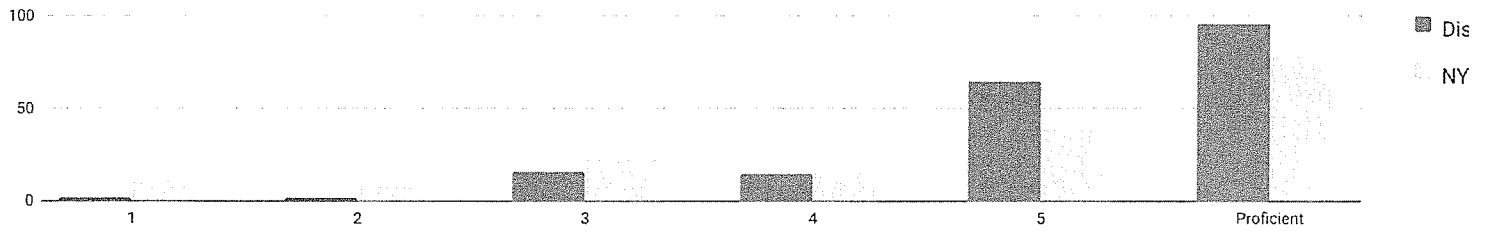


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	506	6	1%	26	5%	172	34%	132	26%	170	34%	474	94%
General Education	442	4	1%	17	4%	129	29%	125	28%	167	38%	421	95%
Students with Disabilities	64	2	3%	9	14%	43	67%	7	11%	3	5%	53	83%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	73	0	0%	3	4%	15	21%	11	15%	44	60%	70	96%
Black or African American	39	1	3%	4	10%	21	54%	7	18%	6	15%	34	87%
Hispanic or Latino	32	2	6%	2	6%	16	50%	8	25%	4	13%	28	88%
White	339	3	1%	17	5%	109	32%	99	29%	111	33%	319	94%
Multiracial	22	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	23	0	0%	0	0%	11	48%	7	30%	5	22%	23	100%
Female	252	3	1%	9	4%	82	33%	69	27%	89	35%	240	95%
Male	254	3	1%	17	7%	90	35%	63	25%	81	32%	234	92%
English Language Learners	18	2	11%	3	17%	11	61%	2	11%	0	0%	13	72%
Non-English Language Learners	488	4	1%	23	5%	161	33%	130	27%	170	35%	461	94%
Economically Disadvantaged	121	2	2%	10	8%	68	56%	26	21%	15	12%	109	90%
Not Economically Disadvantaged	385	4	1%	16	4%	104	27%	106	28%	155	40%	365	95%
Not Migrant	506	6	1%	26	5%	172	34%	132	26%	170	34%	474	94%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	503	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	506	6	1%	26	5%	172	34%	132	26%	170	34%	474	94%
Parent Not in Armed Forces	506	6	1%	26	5%	172	34%	132	26%	170	34%	474	94%

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.

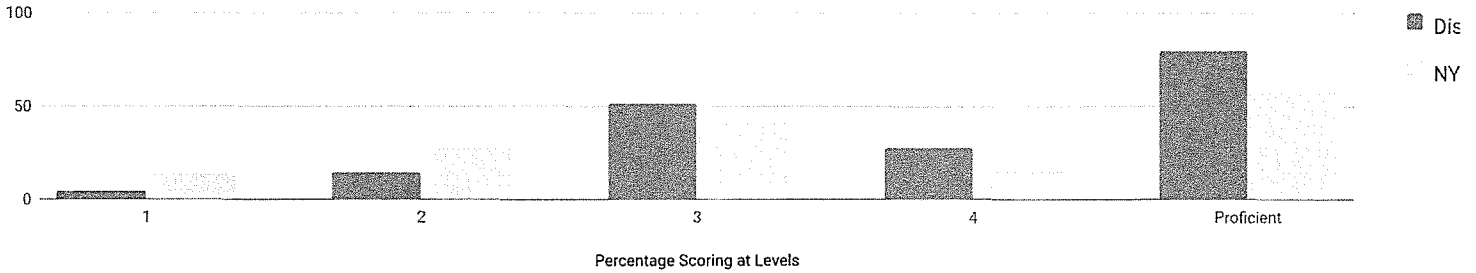
### ANNUAL REGENTS ENGLISH (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	508	10	2%	9	2%	80	16%	78	15%	331	65%	489	96%
General Education	443	6	1%	8	2%	52	12%	57	13%	320	72%	429	97%
Students with Disabilities	65	4	6%	1	2%	28	43%	21	32%	11	17%	60	92%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	89	2	2%	2	2%	10	11%	9	10%	66	74%	85	96%
Black or African American	38	0	0%	2	5%	14	37%	5	13%	17	45%	36	95%
Hispanic or Latino	31	3	10%	0	0%	11	35%	4	13%	13	42%	28	90%
White	336	3	1%	4	1%	42	13%	57	17%	230	68%	329	98%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	2	14%	1	7%	3	21%	3	21%	5	36%	11	79%
Female	260	2	1%	3	1%	27	10%	29	11%	199	77%	255	98%
Male	248	8	3%	6	2%	53	21%	49	20%	132	53%	234	94%
English Language Learners	13	6	46%	1	8%	5	38%	0	0%	1	8%	6	46%
Non-English Language Learners	495	4	1%	8	2%	75	15%	78	16%	330	67%	483	98%
Economically Disadvantaged	115	6	5%	6	5%	28	24%	23	20%	52	45%	103	90%
Not Economically Disadvantaged	393	4	1%	3	1%	52	13%	55	14%	279	71%	386	98%
Not Migrant	508	10	2%	9	2%	80	16%	78	15%	331	65%	489	96%
Homeless	5	0	0%	0	0%	2	40%	3	60%	0	0%	5	100%
Not Homeless	503	10	2%	9	2%	78	16%	75	15%	331	66%	484	96%
Not in Foster Care	508	10	2%	9	2%	80	16%	78	15%	331	65%	489	96%
Parent Not in Armed Forces	508	10	2%	9	2%	80	16%	78	15%	331	65%	489	96%

## GRADE 8 SCIENCE RESULTS

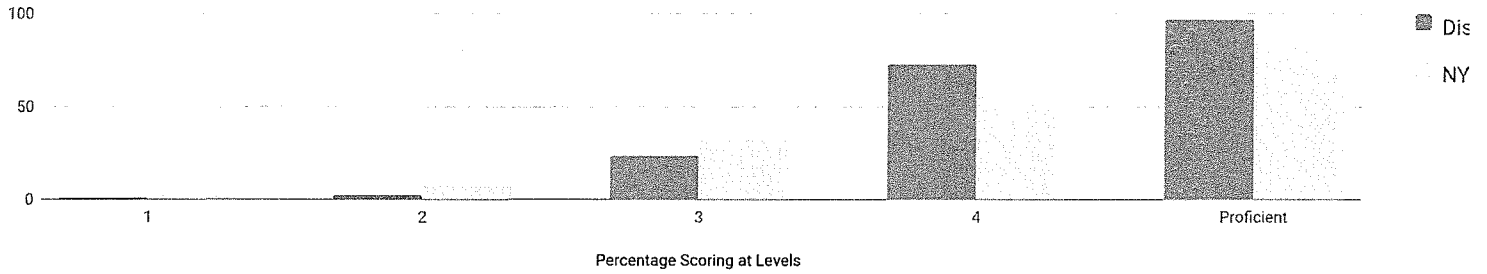


**MEAN SCORE: 74**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	191	260	13	5%	39	15%	134	52%	74	28%	208	80%
General Education	168	215	8	4%	22	10%	113	53%	72	33%	185	86%
Students with Disabilities	23	45	5	11%	17	38%	21	47%	2	4%	23	51%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	23	1	4%	2	9%	12	52%	8	35%	20	87%
Black or African American	9	17	1	6%	8	47%	6	35%	2	12%	8	47%
Hispanic or Latino	5	20	1	5%	6	30%	9	45%	4	20%	13	65%
White	142	190	8	4%	23	12%	102	54%	57	30%	159	84%
Multiracial	—	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	10	2	20%	0	0%	5	50%	3	30%	8	80%
Female	94	114	3	3%	16	14%	60	53%	35	31%	95	83%
Male	97	146	10	7%	23	16%	74	51%	39	27%	113	77%
English Language Learners	2	8	2	25%	4	50%	2	25%	0	0%	2	25%
Non-English Language Learners	189	252	11	4%	35	14%	132	52%	74	29%	206	82%
Economically Disadvantaged	30	75	5	7%	23	31%	33	44%	14	19%	47	63%
Not Economically Disadvantaged	161	185	8	4%	16	9%	101	55%	60	32%	161	87%
Not Migrant	191	260	13	5%	39	15%	134	52%	74	28%	208	80%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	257	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	259	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	191	260	13	5%	39	15%	134	52%	74	28%	208	80%



## GRADE 4 SCIENCE RESULTS

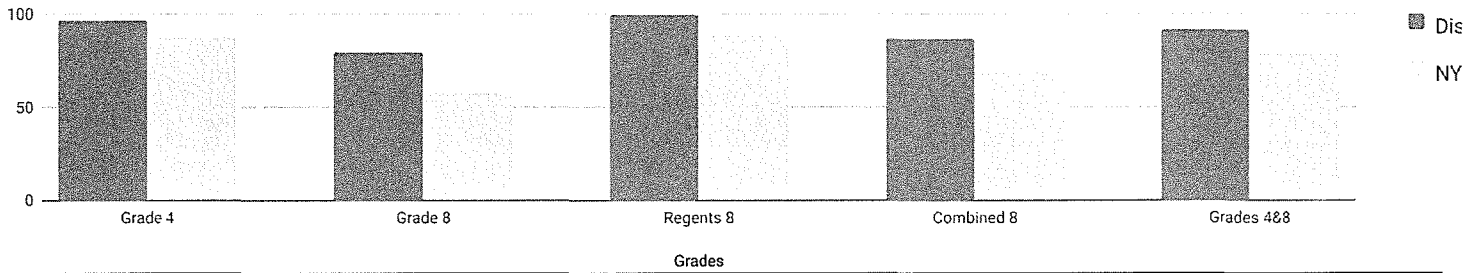


**MEAN SCORE: 87**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	385	2	1%	11	3%	91	24%	281	73%	372	97%
General Education	14	355	2	1%	7	2%	74	21%	272	77%	346	97%
Students with Disabilities	8	30	0	0%	4	13%	17	57%	9	30%	26	87%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	94	0	0%	1	1%	13	14%	80	85%	93	99%
Black or African American	3	21	0	0%	0	0%	9	43%	12	57%	21	100%
Hispanic or Latino	—	18	—	—	—	—	—	—	—	—	—	—
White	10	229	0	0%	9	4%	56	24%	164	72%	220	96%
Multiracial	1	22	0	0%	0	0%	7	32%	15	68%	22	100%
Small Group Total	3	19	2	11%	1	5%	6	32%	10	53%	16	84%
Female	12	201	0	0%	4	2%	52	26%	145	72%	197	98%
Male	10	184	2	1%	7	4%	39	21%	136	74%	175	95%
English Language Learners	2	16	0	0%	1	6%	11	69%	4	25%	15	94%
Non-English Language Learners	20	369	2	1%	10	3%	80	22%	277	75%	357	97%
Economically Disadvantaged	10	80	1	1%	4	5%	29	36%	46	58%	75	94%
Not Economically Disadvantaged	12	305	1	0%	7	2%	62	20%	235	77%	297	97%
Not Migrant	22	385	2	1%	11	3%	91	24%	281	73%	372	97%
Homeless	2	6	0	0%	0	0%	2	33%	4	67%	6	100%
Not Homeless	20	379	2	1%	11	3%	89	23%	277	73%	366	97%
Not in Foster Care	22	385	2	1%	11	3%	91	24%	281	73%	372	97%
Parent Not in Armed Forces	22	385	2	1%	11	3%	91	24%	281	73%	372	97%

## GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)

Percent Proficient

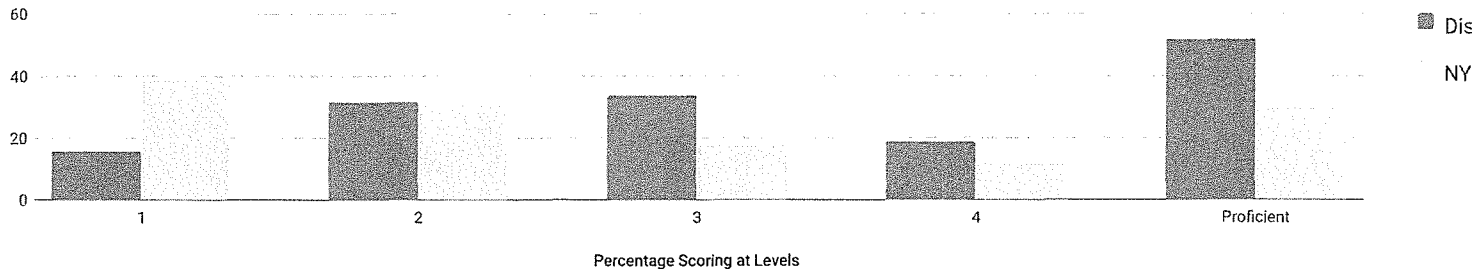


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	22	385	2	1%	11	3%	91	24%	281	73%	372	97%
Grade 8	191	260	13	5%	39	15%	134	52%	74	28%	208	80%
Regents 8	0	133	0	0%	0	0%	7	5%	126	95%	133	100%
Combined 8	191	393	13	3%	39	10%	141	36%	200	51%	341	87%
Grades 4&8	213	778	15	2%	50	6%	232	30%	481	62%	713	92%

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.

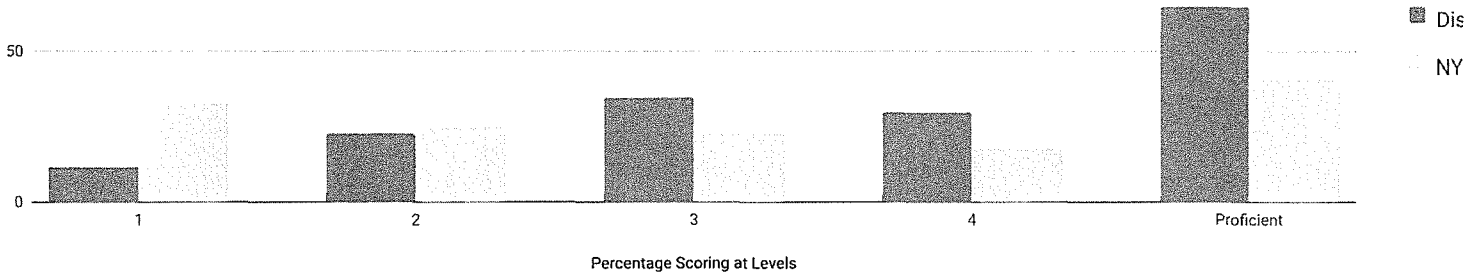
# GRADE 8 MATH RESULTS



**MEAN SCORE: 608**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	219	232	36	16%	75	32%	78	34%	43	19%	121	52%
General Education	195	188	13	7%	61	32%	71	38%	43	23%	114	61%
Students with Disabilities	24	44	23	52%	14	32%	7	16%	0	0%	7	16%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	21	2	10%	5	24%	8	38%	6	29%	14	67%
Black or African American	11	15	4	27%	5	33%	5	33%	1	7%	6	40%
Hispanic or Latino	6	19	5	26%	5	26%	4	21%	5	26%	9	47%
White	165	167	23	14%	58	35%	59	35%	27	16%	86	51%
Multiracial	—	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	10	2	20%	2	20%	2	20%	4	40%	6	60%
Female	102	106	12	11%	28	26%	46	43%	20	19%	66	62%
Male	117	126	24	19%	47	37%	32	25%	23	18%	55	44%
English Language Learners	3	7	4	57%	0	0%	3	43%	0	0%	3	43%
Non-English Language Learners	216	225	32	14%	75	33%	75	33%	43	19%	118	52%
Economically Disadvantaged	35	70	24	34%	23	33%	13	19%	10	14%	23	33%
Not Economically Disadvantaged	184	162	12	7%	52	32%	65	40%	33	20%	98	60%
Not Migrant	219	232	36	16%	75	32%	78	34%	43	19%	121	52%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	229	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	231	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	219	232	36	16%	75	32%	78	34%	43	19%	121	52%

## GRADE 7 MATH RESULTS



**MEAN SCORE: 609**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	94	364	43	12%	85	23%	126	35%	110	30%	236	65%
General Education	71	317	14	4%	74	23%	120	38%	109	34%	229	72%
Students with Disabilities	23	47	29	62%	11	23%	6	13%	1	2%	7	15%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	79	8	10%	9	11%	26	33%	36	46%	62	78%
Black or African American	5	22	8	36%	7	32%	6	27%	1	5%	7	32%
Hispanic or Latino	4	20	2	10%	9	45%	5	25%	4	20%	9	45%
White	58	225	24	11%	53	24%	83	37%	65	29%	148	66%
Multiracial	—	17	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	18	1	6%	7	39%	6	33%	4	22%	10	56%
Female	58	163	20	12%	43	26%	52	32%	48	29%	100	61%
Male	36	201	23	11%	42	21%	74	37%	62	31%	136	68%
English Language Learners	3	11	9	82%	0	0%	2	18%	0	0%	2	18%
Non-English Language Learners	91	353	34	10%	85	24%	124	35%	110	31%	234	66%
Economically Disadvantaged	32	84	23	27%	28	33%	27	32%	6	7%	33	39%
Not Economically Disadvantaged	62	280	20	7%	57	20%	99	35%	104	37%	203	73%
Not Migrant	94	364	43	12%	85	23%	126	35%	110	30%	236	65%
Homeless	3	10	0	0%	4	40%	5	50%	1	10%	6	60%
Not Homeless	91	354	43	12%	81	23%	121	34%	109	31%	230	65%
Not in Foster Care	94	364	43	12%	85	23%	126	35%	110	30%	236	65%
Parent Not in Armed Forces	94	364	43	12%	85	23%	126	35%	110	30%	236	65%