

Haldane Central School District
Board of Education

2020-2021
Budget

Adopted
May 12, 2020

Board of Education

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Anne M. Dinio	School Business Manager

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2020-2021 Propositions

Proposition I: School Budget

Shall the Haldane Central School District be authorized to expend an amount not to exceed \$25,266,610.00 during the 2020-2021 school year for the purposes shown in the statement of estimated expenditures by the Board of Education, with such sum to be raised by levy of tax upon the taxable property of the school district?

Proposition II: School Bus

Shall the following resolution be adopted, to wit:

RESOLVED, that the Board of Education of the Haldane Central School District at Philipstown, Dutchess and Putnam Counties, New York, is hereby authorized to pay the cost of the purchase of student transportation vehicles, including incidental equipment and expenses in connection therewith, at a maximum estimated cost of \$175,000, and said amount, or so much thereof as may be necessary, shall be raised by the levy of a tax upon the taxable property of said School District and collected in annual installments as provided by Section 416 of the Education Law; and, in anticipation of such tax, obligations of said School District shall be issued.

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020-21 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 24,605,008	\$25,266,610	\$24,607,539
Increase/Decrease for the 2020-21 School Year		\$661,602	\$2,531
Percentage Increase/Decrease in Proposed Budget		2.69 %	.02%
Change in the Consumer Price Index		1.81%	
A. Proposed Levy to Support the Total Budgeted Amount	19,977,045	20,636,116	
B. Levy to Support Library Debt, if Applicable	73,150	73,150	
C. Levy for Non-Excludable Propositions, if Applicable **	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	20,050,195	20,709,266	20,050,195
F. Total Permissible Exclusions	\$828,363	\$972,032	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$19,160,158	\$19,664,084	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$19,148,682	\$19,664,084	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$11,476	\$0	
Administrative Component	\$2,891,708	\$3,047,453	\$2,882,453
Program Component	\$18,120,823	\$18,602,546	\$18,173,475
Capital Component	\$3,592,477	\$3,616,611	\$3,551,611
<p>* A budget that is defeated will require under the new Tax Cap Legislation a limit of 0% on the tax levy increase. This requirement will cause additional cuts of \$659,071. Those areas of reduction that are allowable by law include student supplies, community use of buildings and grounds and certain equipment. The magnitude of cuts, however, would require significant cuts to other program areas.</p>			
<p>** Separate Propositions that are not included in the Total Budgeted Amount. These propositions do not affect the Tax Levy Limit.</p>			
Description		Amount	
Proposition II: Student Bus		\$ 175,000	

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

Under the Budget Proposed for the 2020-21 School Year

Estimated Basic STAR Exemption Savings¹

Town of Fishkill	\$610
Town of Philipstown	\$800
Town of Putnam Valley	\$760

The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Haldane Central School District of Putnam and Dutchess Counties, New York, will be held by absentee ballot. The District Clerk must receive the ballot by mail to PO Box 356, Cold Spring, NY 10516 or in the District Office at 15 Craigsides Drive, Cold Spring, NY 10516 by 5:00pm, June 9, 2020 in order for the vote to count. The District Office will be open to accept absentee ballot drop-offs on Monday, June 8, 2020 and Tuesday, June 9, 2020 from 12:00pm to 5:00pm.

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

Revenue Projections for 2020-2021 Budget

Real Estate Taxes

Revenue to support the School District comes primarily from real estate taxes. Many of Haldane's resident homeowners over the age of 65 have their school taxes reduced due to the State's Enhanced Star Program. All resident homeowners, regardless of age or income are eligible for reduction in school taxes due to the State's BASIC Star Program.

This budget has been prepared in accordance with the NYS property tax levy cap. The proposed budget is within the tax levy cap and passage will require only a majority of the voting public to approve. The property tax levy cap limits the school district levy, not the individual tax bill of resident taxpayers. Assessment and equalization rates will still impact tax rates.

NYS Education Law 259 provides public libraries in New York State with the ability to place a separate funding proposition on a school district ballot. The proposition passed in May 2015, therefore the school district must collect the taxes and pay them to the Julia L. Butterfield Library annually. The amount authorized for library services will show up as a separate line on tax bills.

State Aid

The projected general state aid allocation for Haldane reflects the most current estimates from the state budget. State Aid accounts for approximately 12% of General Fund revenues. The school district anticipates a reduction in state aid due to the COVID-19 crisis, however the exact amount has not yet been determined by New York State.

Non-Resident Tuition

This category reflects payments by the Garrison Union Free School District for students who live in Garrison and attend Haldane High School, for out-of-district students placed by other school districts and families who have chosen our school on a tuition basis.

Investments

The District's cash flow is regularly monitored and available funds are invested, according to district policy, to generate interest revenue. Interest earned on the capital fund account will be allocated in 2020-2021 to offset debt service payments.

Assessed Valuation

The county and towns do not complete their tax assessment rolls until the end of July. Significant increases in assessed valuation are not anticipated for 2020-2021.

Unallocated Fund Balance

The District anticipates an unallocated fund balance greater than the 4% of the budget which the state allows districts to hold for emergencies. The Board has authorized the use of excess fund balance to reduce the tax levy in the upcoming fiscal year, offsetting the effects of the minor increase in State Aid.

Retirement Contribution Reserve

The Board of Education established a Retirement Contribution Reserve at the close of 2008-2009 to help offset the impact of rising NYS Employee Retirement System costs. The District is permitted to use an amount up to the budget allocation for NYS Employee Retirement System expense.

Other Revenue Sources

Other non-tax revenues help support the District public schools. The District consistently maximizes these revenue sources to help contain the tax rate. Federal and State funds for grants such as Title I and IDEA have provided instructional materials and staff for programs without adding to the projected tax rate. The Haldane School Foundation provides funding for many innovative programs and the PTA provides financial support for enrichment programs.

REVENUES

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Taxes	1001	19,977,045	19,974,899	20,636,116
Fund Balance	909	645,000	645,000	645,000
Retirement Contribution Reserve	909	250,000	250,000	250,000
Tax Penalty	1090	20,000	1,386	20,000
Fees	1335	300	77	300
Tuition	2230	722,160	826,653	722,160
Interest	2401	5,000	25,000	5,000
Building Rental	2410	200	340	200
Rental of Athletic Field	2411	25,000	0	25,000
Refunds of Prior Years Expenses	2701	10,000	33,945	10,000
Insurance Recoveries	2680	0	38,000	0
Miscellaneous	2770	250	17,370	250
Medicaid Reimbursement	4601	0	6,100	0
Interfund Transfer	5031	0	0	0
Revenue other than Taxes and State Aid		1,677,910	1,843,871	1,677,910
Basic State Aid	3101	2,317,303	2,304,019	2,209,931
Excess Cost Aid	3101	85,998	133,449	72,985
Transportation incl summer	3101	254,098	220,747	331,835
BOCES Aid	3103	224,435	304,940	268,121
Textbook, Software, Library Aid	3260	65,939	66,417	65,888
Technology and Hardware	3262	2,280	2,296	3,824
Pandemic Adjustment	3101	0	0	-33,345
Federal CARES Restoration	3101.000	0	0	33,345
State Aid		2,950,053	3,031,868	2,952,584
Total Revenues		24,605,008	24,850,638	25,266,610

APPROPRIATIONS

	Budget	Projected	Budget
	2019-2020	2019-2020	2020-2021
Administrative Component:			
Board of Education	42,105	68,843	56,405
Office of the Superintendent/General Support	335,835	316,950	342,325
Business Administration	448,383	424,326	462,133
Legal/Management Services	66,442	80,146	80,942
Operations & Maintenance	50,000	32,520	60,000
Central Services	17,550	17,490	17,800
Special Items	308,843	299,577	320,963
Instructional Administration	839,642	818,466	842,468
Employee Benefits	782,908	775,623	864,417
Total Administrative Component	2,891,708	2,833,941	3,047,453
Program Component:			
Teaching Regular School	7,288,454	7,026,076	7,302,212
Special Schools	3,134,019	3,008,932	3,303,555
Instructional Media	737,177	724,793	761,687
Pupil Services	1,218,181	1,068,312	1,265,781
Pupil Transportation	1,016,984	836,915	979,316
Interfund Transfers	65,000	40,000	65,000
Employee Benefits	4,661,008	4,617,633	4,924,995
Total Program Component	18,120,823	17,322,661	18,602,546
Capital Component:			
Operations & Maintenance	1,799,414	1,586,593	1,799,973
Special Items	5,000	0	5,000
Pupil Transportation	3,325	3,325	3,325
Debt Service	1,325,964	1,325,964	1,331,444
Interfund Transfers	25,000	0	25,000
Employee Benefits	433,774	429,737	451,869
Total Capital Component	3,592,477	3,345,619	3,616,611
Total Appropriations	24,605,008	23,502,221	25,266,610

Administrative Component

The administrative component of our budget represents the costs associated with the salaries & benefits of administrators, administrative clerical staff, school board costs, tax collection, legal & auditing costs, BOCES administrative costs and central data processing.

Board of Education

The Board of Education consists of five elected members, each of whom serves for a three-year term. The Board members are not compensated. This part of the budget includes membership in the New York State School Boards Association, Westchester Putnam School Boards Association, The Mid-Hudson School Studies Council, and a contract with BOCES to revise and update District policies.

The District Clerk is a part-time employee who attends Board of Education meetings and oversees the annual election. This section of the budget includes her salary, legal notices and advertisements, as well as conference, travel and supplies expenditures.

District Meeting costs include poll worker's compensation and voting machine rental.

Chief School Officer & Staff

The salary of the Superintendent is set by contract by the Board of Education. The salary of the Secretary to the Superintendent, and salary signatory is also set annually. Professional dues and publications, conference and travel expenditures and various supplies for the Superintendent and staff appear in this section of the budget.

ADMINISTRATIVE COMPONENT

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Board of Education				
Contractual	1010.400.00	15,250	14,998	15,250
Supplies	1010.450.00	3,069	200	3,069
BOCES	1010.490.00	4,400	18,700	18,700
		22,719	33,898	37,019
District Clerk				
Salary	1040.160.00	9,850	10,520	9,850
Contractual	1040.400.00	1,275	1,175	1,275
Supplies	1040.450.00	261	150	261
		11,386	11,845	11,386
District Meeting				
Salary	1060.160.00	0	0	0
Contractual	1060.400.00	5,000	19,600	5,000
Supplies	1060.450.00	3,000	3,500	3,000
		8,000	23,100	8,000
Total Board Of Education		42,105	68,843	56,405
Chief School Officer & Staff				
Administrative Salary	1240.150.00	228,160	221,850	232,750
Clerical Salaries	1240.160.00	96,500	84,100	98,400
Equipment	1240.200.00	0	0	0
Contractual	1240.400.00	5,500	4,300	5,500
Staff Development	1240.403.00	3,300	5,700	3,300
Supplies	1240.450.00	2,375	1,000	2,375
Total Chief School Officer & Staff		335,835	316,950	342,325

Finance

The Business Office staff includes the School Business Manager, an accounts payable clerk, a payroll/benefits clerk, and a receptionist. A portion of each of the business manager and payroll clerk salaries is allocated under Transportation, and a portion of the receptionist's salary is allocated under Central Printing. Staff members attend meetings for updates pertaining to the State Education Department and Civil Service regulations. They attend workshops for updates to nVision, the District's accounting, payroll and staff attendance software. Contractual obligations include legal notices for bids, equipment maintenance agreements, professional dues and publications, legal updates, and 403(b) compliance. The District has lease purchase agreements for a postage meter and a folding machine. BOCES service provides membership in Questar III, the State Aid planning service as well as cooperative bidding, and nVision software support.

Auditing fees cover 3 degrees of auditing. The internal claims auditor is a part-time employee who checks each payment made by the district for proper authorization and accuracy.

Professional fees are for mandated services of an independent external auditor and preparation of state and federal reporting documents, including asset inventories and other reports and charts required under the GASB34 Regulations. GASB34 Regulations are the financial reporting requirements for state and local governments throughout the United States.

Additional funds are allocated for the internal auditor. The primary function of the internal audit is to assist the board in ensuring that the district's risks are identified and that appropriate internal controls are in place to address those risks. Beginning with the enactment of the 2013-2014 State budget, districts with less than 1,500 students may be exempt from the internal audit function. Instead of claiming the exemption, the Haldane Board of Education has explored non-financial audits, to help improve efficiency and quality of services that are provided to our students.

The Treasurer is a position who monitors and reconciles the district's bank accounts, and provides monthly reports to the Board of Education. The District also contracts with a consultant that assists in Business Office functions such as cash receipt entry and various data processing duties to ensure separation of duties compliance.

The Tax Collector is a part-time employee whose major responsibility is sending out all tax bills and updating the tax records. The District's tax collection enlists the use of a tax lockbox through our primary bank. This enables taxpayers to pay school taxes during all regular banking hours at the teller windows, and ensures timely and safe deposits of funds. Current tax information is available online at TaxLookUp.net

Fiscal Agent Fees include charges of a Fiscal Advisory firm to prepare debt service offering statements, renew current BANs (Bond Anticipation Notes), and prepare Continuing Disclosure Filings.

FINANCE

		Budget	Projected	Budget
	BudgetCode	2019-2020	2019-2020	2020-2021
Business Office				
Salaries	1310.160.00	291,500	285,000	297,250
Equipment	1310.200.00	0	0	0
Contractual	1310.400.00	18,200	17,500	24,200
Postage	1310.402.00	3,100	3,500	3,100
Copy/Duplicator	1310.409.00	9,000	8,700	9,000
Staff Development	1310.403.00	955	891	955
Supplies	1310.450.00	2,850	3,350	2,850
BOCES	1310.490.00	35,000	35,000	37,000
		360,605	353,941	374,355
Auditing				
Claims Auditor	1320.160.00	2,500	2,360	2,500
External Auditor	1320.401.00	26,000	23,250	26,000
Internal Auditor	1320.402.00	10,000	0	10,000
		38,500	25,610	38,500
Treasurer				
Salary	1325.160.00	15,563	12,500	15,563
Contractual	1325.400	15,000	15,000	15,000
Postage	1325.402.00	500	500	500
		31,063	28,000	31,063
Tax Collector				
Salaries	1330.160.00	5,125	5,125	5,125
Contractual	1330.400.00	4,150	3,300	4,150
Postage	1330.402.00	250	250	250
Supplies	1330.450.00	190	100	190
		9,715	8,775	9,715
Fiscal Agent Fee				
Contractual	1380.400.00	8,500	8,000	8,500
Total Finance		448,383	424,326	462,133

Staff

Legal expenditures include the retainer and hourly fees for the district's attorney, hourly fees for services related to debt service, and legal advice regarding bonding and potential litigation. The fees of the District's counsel for negotiations are also included here.

Personnel expenditures include legal notices and advertisements. The district is a member of BOCES cooperative recruitment program, labor negotiations and teacher certification programs. The district is a member of BOCES Negotiations Clearinghouse, which provides updated information on contracts and budgets for all schools in Westchester, Rockland, and Putnam Counties. Advertising for professional vacancies utilizing a BOCES service reduces costs and provides access to on-line applications.

An allocation is required to fund Records Management. The district receives many requests during the year for employment records, transcripts and other documents, which require hours of research and preparation. A stipend is paid for the Records Access Officer. Archive boxes and supplies are needed to manage records retention.

Public Information and communication have been greatly improved with an in-house web page that is maintained and updated daily.

Central Services/Printing

Central Services/Printing includes BOCES services of co-operative copying and laminating. A portion of the District Office receptionist's salary is allocated to this section of the budget.

Special Items – Administrative

Special items include insurance coverage for general liability, property, auto, school board legal liability and student accident. Central insurance is provided through NYSIR, a consortium of NYS school districts. BOCES Assessments are the administrative and capital construction costs associated with our membership in BOCES.

STAFF

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Legal				
Contractual	1420.400.00	18,500	16,100	18,500
Personnel				
Contractual	1430.400.00	5,000	5,900	5,000
BOCES	1430.490.00	9,700	9,700	9,700
		14,700	15,600	14,700
Records Management				
Salary	1460.160.00	5,825	9,226	6,825
Contractual	1460.400.00	3,000	1,550	2,000
Supplies	1460.450.00	475	250	475
		9,300	11,026	9,300
Public Information				
Contractual	1480.400.04	10,500	9,600	10,500
Postage	1480.402.04	2,800	2,800	2,800
Supplies	1480.450.00	142	100	142
BOCES	1480.490.00	10,500	24,920	25,000
		23,942	37,420	38,442
Total Staff		66,442	80,146	80,942
Operations & Maintenance				
Operations				
Salary	1620.160.04	25,000	16,260	30,000
Maintenance				
Salary	1621.160.04	25,000	16,260	30,000
Total Operations & Maintenance		50,000	32,520	60,000
CENTRAL SERVICES				
Central Printing				
Salary	1670.160.00	10,250	10,190	10,500
BOCES	1670.490.00	7,300	7,300	7,300
Total Central Services		17,550	17,490	17,800
Special Items				
Unallocated Insurance	1910.400.00	116,963	124,300	116,963
School Association Dues	1920.400.00	5,000	1,600	5,000
BOCES Assessment	1981.492.00	186,880	173,677	199,000
Total Special Items -Administrative		308,843	299,577	320,963

Instructional Administration

Supervision - Regular School consists of administrative salaries for the Elementary School Principal, Middle School Principal, High School Principal and a portion of the salary of the Director of Health, Physical Education and Athletics/Dean of Students. Salaries of clerical staff in Elementary, Middle and High schools appear here as well. Professional dues and publications, and travel and conference expenditures of the building administrators are accounted for in these codes, as are the various supplies used in the offices of each building.

The 2020-2021 budget includes funding to hire an administrator in the area of Curriculum and Instruction. Sixteen out of eighteen districts in our region have such support already established with their own administrators. The District contracted with Putnam/Northern Westchester BOCES for this leadership support during the 2019-2020 school year. Given the extensive changes in school accountability processes and New York State Standards for Learning, budgeting for support in this area is both responsible and timely.

The professional development allocation provides in-service programs and workshops to meet the needs identified in the district's professional development plan and to support the implementation of the New York State Learning Standards. In-service training is supported per the contract with the teacher's unit. Staff training is provided by BOCES for curriculum, instructional and staff development needs.

**INSTRUCTIONAL
ADMINISTRATION**

		Budget	Projected	Budget
	BudgetCode	2019-2020	2019-2020	2020-2021
Supervision - Regular School				
Administrative Salaries	2020.150.00	478,624	480,000	662,750
Clerical Salaries	2020.160.00	157,200	136,797	86,700
Equipment	2020.200.00	0	0	0
Contractual	2020.400.00	580	225	580
Staff Development	2020.406.00	1,700	1,242	1,700
Supplies	2020.450.00	1,200	920	1,200
BOCES	2020.490.04	118,800	118,800	0
		758,104	737,984	752,930
In-Service				
Salaries	2070.150.00	12,500	9,660	12,500
Staff Development	2070.401.00	26,588	14,900	26,588
Supplies	2070.450.00	950	150	950
BOCES	2070.490.00	41,500	55,772	49,500
		81,538	80,482	89,538
Total Instructional Administration		839,642	818,466	842,468

Employee Benefits

The Employee Benefits portion of the District budget covers the costs of the state retirement systems, social security, worker's compensation, health insurance coverage, unemployment, and union welfare benefits.

NYS Employee Retirement System (ERS) rates are set by the state and must be paid for eligible non-teaching employees. The 2020-2021 average contribution rate for the ERS will remain at 14.6% of salaries.

NYS Teacher Retirement System rates are also set by the state and must be paid for certified personnel. It is anticipated that the 2020-2021 TRS contribution rate will increase from 8.86% of salaries to approximately 9.53%.

Social Security and Medicare is paid on the first \$137,700 of each employee's salary at a rate of 7.65%. In addition, the district must pay Medicare at a rate of 1.45% of each person's salary with no limit. The 7.65% rate is the combined rate for Social Security and Medicare. The Social Security portion (OASDI) is 6.20% on earnings up to the applicable maximum taxable amount. The Medicare portion (HI) is 1.45% on all earnings.

Workers Compensation coverage is mandated by the State. The district is part of the Schools Cooperative Workers Compensation Self Insurance plan.

Unemployment benefits must be provided for all eligible employees.

Health Insurance rates will increase approximately 3% for 2020-2021. The district participates in the Putnam/Northern Westchester Schools Cooperative plan, which has attempted to contain costs by limiting benefits and increasing employees' co-payments. The increase in this category reflects the inclusion of new employees and coverage for retirees. For 2020-2021, CSEA member annual contributions will range from 5% to 12.5% of costs, depending on their years of service. For 2020-2021, HAA member contribution rate will range from 6% to 15%. For 2020-2021, HFA member contribution percentage will be 15%.

Union Welfare Benefits are funded by the district and administered by the Haldane Faculty Association through a trust fund for teachers and teaching assistants. The rate is negotiated with the HFA. All other employees are included in the CSEA Dental/Vision plan.

Haldane reimburses retirees for the Medicare cost deducted from their Social Security payments.

The Putnam/Rockland/Westchester Regional Consortium for Employee Assistance (EAP) offers a confidential, 24-hour-a-day counseling service to employees of participating school districts and their immediate families.

Employer TSA Contribution, as outlined in the district's contract with the Haldane Faculty Association, allows senior teachers to sell back unused sick days over 180 days accumulated.

If an employee chooses to opt out of health insurance coverage, a portion of the savings to the district is passed on to the employee through the Shared Savings Medical line of the budget, as per employment contracts.

EMPLOYEE BENEFITS

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Employees Retirement	9010.800.00	405,000	426,816	426,050
Teachers Retirement	9020.800.00	915,000	915,000	1,000,600
Social Security	9030.800.00	993,191	992,600	1,033,990
Workers Compensation	9040.800.00	155,615	135,000	162,000
NYS Disability Insurance	9055.800.00	10,000	5,000	10,000
Unemployment Insurance	9050.800.00	35,000	20,000	35,000
Health Insurance	9060.800.00	2,574,434	2,573,650	2,749,891
Dental & Vision Insurance	9070.801.00	228,000	225,000	237,500
Medicare Reimbursement	9060.801.00	131,500	154,977	156,300
ACA Compliance	9060.802.04	0	0	0
Employee Assistance Plan	9089.490.00	4,950	4,950	4,950
Employer Share TSA Contributions	9089.800.00	55,000	50,000	55,000
Shared Savings Medical	9060.800.00	370,000	320,000	370,000
Total Employee Benefits		5,877,690	5,822,993	6,241,281

Employee Benefits Allocation:

Administrative	782,908	775,623	864,417
Program	4,661,008	4,617,633	4,924,995
Capital	433,774	429,737	451,869
	5,877,690	5,822,993	6,241,281

Program Component

The program component of the budget relates to expenditures for teaching our students, including salaries & benefits of all teachers and support staff, textbooks, instructional materials, equipment, athletics, BOCES programs, special education services, enrichment programs, student support and transportation.

Teaching - Regular School

This portion of the budget includes the teachers who provide classroom instruction and special subject teachers, as well as support staff for special education, guidance, and psychological services. The HELP and HEART programs are after-school homework assistance programs. Funds are allocated for substitute teachers needed throughout the district. Educational opportunities are increased with ES and MS enrichment programs. Student profiles are created by those teachers now trained in brain-based instructional practices. This maintains a prominent focus of our Strategic Coherence Plan. Our teachers coach our students in the metacognitive strategies they use to understand who they are as learners, and what approaches they can use to enhance comprehension, understanding and learning

Equipment allocations in the 2020-2021 spending plan include replacement equipment purchases. Outside contractual services include equipment and musical instrument repairs, postage for all mailings for each school, and copier lease and maintenance agreements.

Staff Development provides for Instructional staff travel and conference expenditures. Field trips and Supplies are district wide allocations for these categories.

The District receives textbook/software/library aid from the State at the rate of \$79.48 per pupil. Textbooks are also provided for Haldane students who attend private and parochial schools.

BOCES services include staff development programs and participation in the Science 21 elementary program, Arts in Education and Environmental Education. These programs help to enhance the extensive cultural arts programs that enrich and supplement classroom instruction.

PROGRAM COMPONENT**Teaching - Regular School**

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Salaries				
K-6 Teachers	2110.120.00	3,021,500	2,876,986	3,063,930
HELP Program	2110.120.00	13,800	7,700	13,800
7-12 Teachers	2110.130.00	3,421,406	3,391,619	3,325,134
HEART Programs	2110.130.00	20,250	10,520	20,250
Substitute Teachers	2110.140.00	110,750	99,635	160,000
Paraprofessionals K-12	2110.160.00	286,830	281,516	311,030
		6,874,536	6,667,976	6,894,144
Equipment	2110.200.00	14,000	14,000	14,000
Contractual	2110.400.00	27,850	22,000	33,850
Postage	2110.402.00	5,200	5,200	5,200
Copy/Duplicator	2110.408.00	52,500	49,000	52,500
Staff Development	2110.406.00	5,095	3,700	5,095
Field Trips	2110.409.00	9,604	5,000	9,604
Supplies	2110.450.00	75,090	69,000	61,240
Textbooks				
Textbooks K-5	2110.480.01	34,000	32,000	34,000
Textbooks 6-8	2110.480.02	14,500	13,000	14,500
Textbooks 9-12	2110.480.03	22,000	21,900	22,000
Workbooks	2110.480.04	8,000	5,700	10,000
Textbooks - Private	2110.480.27	3,600	1,600	3,600
		271,439	242,100	265,589
BOCES	2110.490	142,479	116,000	142,479
Total Teaching Regular School		7,288,454	7,026,076	7,302,212

Special Schools

Special Education

This section of the budget covers the salary of the Director of Pupil Personnel Services. Special Education teaching positions, 1:1 aides, teacher aides and teaching assistants, and tutoring expenditures are included in this section as well.

Also accounted for in this section of the budget are the equipment, supplies, postage, and contractual expense needed for special education services. Tuition costs are for students placed in public and private placements. Tuition is paid to BOCES for students placed in their programs.

Our recommendation is to continue a program that meets the needs of a changing population of students. The 2020-2021 school year is characterized by a cohort that requires specific social-emotional supports. The program will support humanities classes and offer two sections of English and one section of History. All students who attend the program will be eligible for the following graduation credentials: New York State Regents Diploma, Local Diploma, Career Development Occupational Studies commencement credential, or a Skills Achievement Commencement Credential.

Occupational Education

Tuition is paid for students enrolled in the occupational programs at BOCES.

Teaching – Special Schools

The Summer Support Program will provide early intervention for at-risk students entering Kindergarten through Grade 3 to help reduce the need for later, more intensive remediation.

SPECIAL SCHOOLS

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Special Education				
Director of Special Education	2250.150.00	137,000	137,000	141,825
Teaching Salaries	2250.150.00	1,734,500	1,648,532	1,692,290
Tutoring	2250.150.00	20,000	14,000	21,000
Paraprofessional Salaries	2250.160.00	196,500	157,687	202,000
Clerical Salaries	2250.160.00	101,050	72,240	102,990
Equipment	2250.200.00	4,750	3,200	4,750
Contractual	2250.400.00	78,100	66,100	86,500
Postage	2250.402.00	300	300	300
Staff Development	2250.406.00	2,600	1,461	2,600
Supplies	2250.450.00	9,400	4,247	9,400
Tuition	2250.470.00	305,600	348,000	344,000
Textbooks	2250.480.00	1,400	500	1,400
BOCES	2250.490.00	318,500	334,832	421,500
		2,909,700	2,788,099	3,030,555
Occupational Education				
BOCES	2280.490.00	207,319	207,319	256,000
Teaching - Special Schools				
Proctoring	2330.150.00	2,000	0	2,000
Summer School	2330.400	15,000	13,514	15,000
		17,000	13,514	17,000
Total Special Schools		3,134,019	3,008,932	3,303,555

Instructional Media

Library and Media

This part of the budget provides for the librarian, library teaching assistant, books, periodicals, audiovisual materials, and on-line services. Our librarian works with the ES teaching assistant for 6th Grade ICT (Integrated co-teaching) as well as program coordination. This year's budget includes allocations for new library books in both libraries. It is important to continue to update and enhance our current library collections.

Computer Assisted Instruction

The District Educational Technology Committee, comprised of staff and community volunteers has developed a five-year educational plan for technology. Their recommendation to update hardware and install computers in the classrooms will continue to be implemented.

The District has contracts with BOCES for selected computer services and also contracts with an outside company for LAN services to assist our Technology Integration Specialist. Contracting with Edu Tek Ltd provides multiple levels of engineer expertise for the installation and maintenance of various systems that are highly technical in nature.

INSTRUCTIONAL MEDIA

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Library & Media				
Librarian Salaries	2610.150.00	160,000	152,546	164,350
Other Salaries	2610.160.00	14,000	0	14,000
Contractual	2610.408.03	5,050	5,050	5,050
Equipment	2610.200.00	950	950	950
Library Materials and Supplies	2610.450.00	7,487	3,998	7,487
Library Books	2610.480.00	4,500	4,304	4,500
BOCES	2610.490.00	13,750	13,750	13,750
		205,737	180,598	210,087
Computer Assisted Instruction				
Salaries	2630.150.00	125,000	132,400	138,000
Equipment Instructional	2630.200.00	151,425	151,425	151,425
Contractual	2630.400.00	9,000	7,900	9,000
LAN Services	2630.401.00	123,323	135,253	125,000
Professional Development	2630.406.00	8,000	0	8,000
Supplies	2630.450.09	6,175	5,200	6,175
Microcomputer Parts	2630.451.09	2,000	2,000	2,000
Software Instructional	2630.460.00	52,000	53,000	52,000
BOCES	2630.490.00	54,517	57,017	60,000
		531,440	544,195	551,600
Total Instructional Media		737,177	724,793	761,687

Pupil Services

There are two guidance counselors, 1.6 FTE psychologists and a Board-Certified Behavior Analyst (BCBA) in the District. A large portion of the psychologist's time is devoted to serving the needs of special education students. Our certified School Social Workers are Licensed Social Workers and provide many benefits to our students and families.

The Health Services category includes nursing services for the students of the district. The responsibilities of the School Nurse have increased significantly since the position was established in Haldane. We also have an LPN in the health office. We provide an allocation for payments to other school districts for health services for Haldane students attending non-public schools located in other districts. The Health Services budget also includes an allocation to maintain our AEDs.

The Co-Curricular activities portion of the budget supports students' extra-curricular activities such as clubs, yearbook, and participation in drama and musical productions.

Interscholastic activities include football, baseball, softball, basketball, lacrosse, track, cross-country, golf, soccer, volleyball, and tennis. Greater than sixty percent of Haldane students participate on at least one athletic team. Supervision and transportation expenses have increased because many of the district's teams have progressed to sectional level play and beyond. Allocations for uniform/attire replacement and athletic equipment continue in the budget.

An allotment of funds to cover the cost of Contingent Coaches allows us flexibility to add coaches and teams when team participation surpasses the specified number of students appropriate for one coach to manage responsibly.

The Athletic Trainer position is part of the CSEA contract. An athletic trainer provides for the care, prevention and treatment of athletic injuries and improves physical fitness of athletes for participation in various sports programs. An athletic trainer also provides student athletes, parents, coaches and school staff with information regarding sound health habits and injury care and prevention practices.

PUPIL SERVICES

		Budget	Projected	Budget
	BudgetCode	2019-2020	2019-2020	2020-2021
Attendance				
Salaries	2805.160.00	55,000	51,671	57,000
Guidance				
Counselors Salaries	2810.150.00	173,200	141,295	156,500
Clerical Salaries	2810.160.00	54,100	53,600	55,100
Contractual	2810.400.00	6,300	9,756	6,300
Supplies	2810.450.00	2,303	100	2,303
BOCES	2810.490.00	1,375	1,375	1,375
		237,278	206,126	221,578
Health Services				
Nurse Salaries	2815.160.03	100,750	80,750	103,250
Health Services	2815.401.03	27,000	27,000	27,000
Professional Development	2815.406.03	100	0	100
Supplies	2815.450.03	3,325	1,325	3,325
		131,175	109,075	133,675
Social Work Services				
Social Worker Salaries	2825.150.03	200,000	202,500	207,000
Co-Curricular Activities				
Co-Curricular Salaries	2850.150.00	104,000	79,600	130,000
Chaperones/Non-Instructional Salaries	2850.160.00	31,090	4,500	31,090
HS Language Immersion	2850.400.00	2,500	2,500	2,500
HS Commencement	2850.400.00	1,950	1,000	1,950
Haldane Herald	2850.400.00	500	0	500
HS Musical Royalties/Registration	2850.400.00	6,000	4,000	6,000
Honor Society	2850.450.00	550	385	550
		146,590	91,985	172,590
Interscholastic Athletics				
Salaries	2855.150.00	330,000	295,000	348,000
Equipment	2855.200.00	10,000	10,000	10,000
Awards	2855.400.00	1,500	1,200	1,500
Contractual	2855.400.00	1,000	200	1,000
Team Membership/Fees	2855.400.00	7,200	5,100	10,000
Gym and Court Rentals	2855.400.00	3,000	2,800	3,000
Reconditioning	2855.400.00	7,000	7,000	7,000
Coaches Conference Expenses	2855.400.00	1,500	3,430	3,500
Prof Services- Doctor	2855.401.00	6,700	6,700	6,700
Prof Dues and Publications	2855.403.00	1,000	1,025	1,000
Athletic Supplies	2855.450.00	13,613	10,700	13,613
Uniforms	2855.450.05.01	10,000	9,500	10,000
Training Supplies	2855.452.00	1,425	100	1,425
BOCES	2855.490.00	54,200	54,200	57,200
		448,138	406,955	473,938
Total Pupil Services		1,218,181	1,068,312	1,265,781

Pupil Transportation

District Transportation

The District transports almost 400 students daily to the Haldane Central School District and to private/parochial schools, covering approximately 200,000 miles annually. This mileage is in addition to mileage for sports, extra curricular or class trips. There are 12 regular runs each morning and afternoon.

District Bus Fleet

The District owns 8 buses, 6 vans, 5 mini-vans and 1 car. All of the vans, mini-vans and car, and most of the full-size busses are used daily for student transport, with the rest available for athletics, field trips or emergencies.

District Staff

The District employs a total of 17 transportation staff members including a dispatcher, a mechanic, 2 full-time drivers and 4 part-time drivers, 3 full-time cleaner/drivers, 5 full-time maintenance helper/drivers and 1 monitor. Two district maintenance employees also drive when a driver is absent. 50% of the salary for the Director of Facilities and Transportation and 15% of the Business Manager's and Payroll Clerk's salaries are allocated to Transportation.

Interfund Transfers are transfers to other District funds. The transfer to the Special Aid Fund represents the District's 20% contribution to support the summer special education program. The transfer to the School Lunch Fund represents assistance from the general fund to decrease the School Lunch program's operating deficit and provide the quality expected for our students.

PUPIL TRANSPORTATION

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
District Transportation				
Salaries	5510.160.00	847,609	711,165	809,941
Contractual	5510.400.00	18,550	16,550	18,550
Bus Driver Certification	5510.403.00	500	500	500
Meals, Tolls, Parking, Towing	5510.404.00	3,200	1,000	3,200
Bus Repairs	5510.405.00	19,700	14,700	19,700
Insurance	5510.415.00	26,910	17,000	26,910
Telephones	5510.424.00	6,200	6,700	6,200
Supplies	5510.450.00	3,515	1,500	3,515
Parts	5510.451.00	36,000	23,600	36,000
Gasoline & Oil	5510.456.00	45,000	36,000	45,000
Tires	5510.457.00	8,200	8,200	8,200
BOCES	5510.490.00	1,600	0	1,600
Total Pupil Transportation-Program		1,016,984	836,915	979,316

Interfund Transfers

Transfer to Special Aid Fund - Summer Hand	9901.950.00	45,000	20,000	45,000
Transfer to School Lunch Fund	9901.951.00	20,000	20,000	20,000
Interfund Transfers - Program		65,000	40,000	65,000

Capital Component

The capital component of the budget includes salaries & benefits of custodial and maintenance staff, debt service, bus purchases and utilities.

Operations & Maintenance

This part of the budget includes salary allocations for the Director of Facilities and Transportation, 6 cleaners, 5 maintenance helper/drivers, 1 maintenance worker, 2 maintenance mechanics I, 3 cleaner/drivers and 1 account clerk/typist. Approximately 135,000 sq. ft. of building space is maintained and cleaned and the district maintains approximately 14 acres of property.

Additionally, support is provided in the maintenance of Mayor's Park which the District uses for some sports programs.

Funds for the District School Resource Officer (SRO) is included here.

CAPITAL COMPONENT**OPERATIONS & MAINTENANCE**

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Operations				
Custodial Salaries	1620.160.00	595,560	572,636	607,750
Equipment	1620.200.00	7,000	7,000	7,000
Contractual	1620.400.00	119,700	107,200	122,000
Conferences	1620.406.00	1,300	0	1,300
Electricity	1620.421.00	120,000	79,000	120,000
Sewer and Water	1620.423.00	45,000	52,000	51,000
Telephone	1620.424.00	21,723	21,723	21,723
Gas	1620.425.00	3,675	3,500	3,675
Inspections	1620.426.00	9,500	1,000	9,500
Waste Disposal	1620.427.00	24,675	20,000	24,675
Fuel Oil	1620.422.00	148,000	142,000	148,000
Janitorial Supplies	1620.450.00	70,000	68,000	70,000
Misc Furniture	1620.451.00	2,000	1,000	2,000
BOCES	1620.490.00	25,500	45,000	40,000
		1,193,633	1,120,059	1,228,623
Maintenance				
Maintenance Salaries	1621.160.00	487,931	352,684	445,000
Equipment	1621.200.00	3,000	3,000	3,000
Professional Services - Architect	1621.401.00	5,000	5,000	5,000
Grounds	1621.407.00	13,100	13,000	13,100
Maintenance Projects	1621.430.00	15,000	15,000	20,000
Miscellaneous Repairs	1621.431.00	40,000	40,000	40,000
Heating System Repairs	1621.432.00	12,500	13,100	16,000
Materials and Supplies	1621.450.00	16,500	14,500	16,500
Grounds Supplies	1621.451.00	12,750	10,250	12,750
		605,781	466,534	571,350
Total Operations & Maintenance		1,799,414	1,586,593	1,799,973

Special Items

A certiorari is a legal claim to reduce tax assessments for previous years. Judgments for the taxpayer result in costs to the district to refund previous year's taxes and in a reduction of total assessable property. Provisions have been made for the refund of school taxes as a result of tax certiorari proceedings.

Pupil Transportation

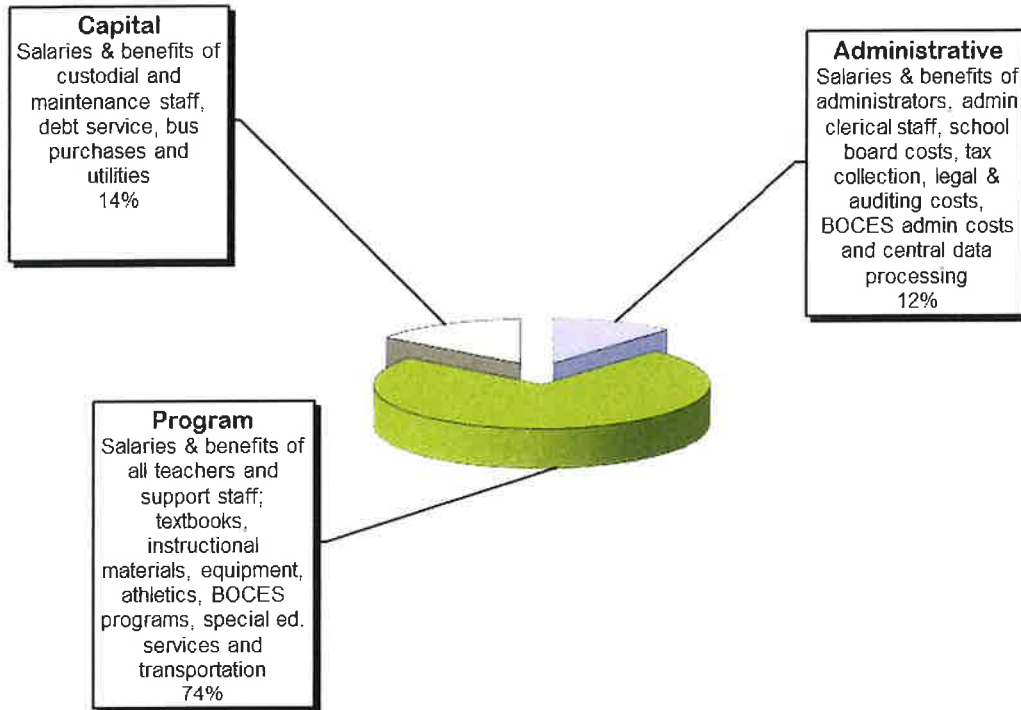
Provisions have been made in this year's budget for the replacement of some equipment for the transportation department.

The Debt Service section of the budget sets forth the repayment of debt (principal and interest) on school buildings and renovations as authorized by voters in special elections, as well as for bus purchases and energy bonds. Payments are continuing for past bonds, which allowed for additions and/or reconstruction in the school.

Interfund Transfers are transfers to other District funds. An amount has been allocated to fund the Repair Reserve. A repair reserve's purpose is to pay the cost of repairs that do not recur annually, to capital improvements and equipment. The intent is to transfer excess fund balance, up to the amount received during the school year for athletic field use fees, to the repair reserve to offset the cost of future turf replacement.

		Budget	Projected	Budget
	Budget Code	2019-2020	2019-2020	2020-2021
Special Items				
Refund on Property Taxes	1964.400.00	5,000	0	5,000
Total Special Items - Capital		5,000	0	5,000
Pupil Transportation				
Equipment	5510.200.00	3,325	3,325	3,325
Bus Purchase	5510.210.00	0	0	0
Total Pupil Transportation - Capital		3,325	3,325	3,325
Debt Service				
Debt Principal	9700.600.00	1,027,026	1,027,026	1,070,730
Debt Interest	9700.700.00	298,938	298,938	260,714
TAN Interest	9760.700.00	0	0	0
Total Debt Service		1,325,964	1,325,964	1,331,444
Interfund Transfers				
Transfer to Repair Reserve	9901.953.00	25,000	0	25,000
Interfund Transfers - Capital		25,000	0	25,000

2020-2021 The Component Budget



	2019-2020	2020-2021	% of Budget
Administrative Total	\$2,891,708	\$3,047,453	12%
Program Total	\$18,120,823	\$18,602,546	74%
Capital Total	\$3,592,477	\$3,616,611	14%
Total Proposed Budget	\$24,605,008	\$25,266,610	100%
Budget Increase		\$661,602	2.69%
Projected Tax Levy Increase			3.30%

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

Note: Some data elements of the Property Tax Report Card have been revised or renamed to more closely follow the Property Tax Cap calculations districts complete on the Office of the State Comptroller website. Please see the Help text above for definitions. Additional guidance on the Property Tax Levy Limit is available on the Office of Educational Management Services website:
<http://www.p12.nysed.gov/mgtserv/propertytax/taxcap/>.

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

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

Form Due - April 27, 2020

Form Preparer Name:
Preparer's Telephone Number:

ANNE M. DINIO
845-265-9254

<u>Shaded Fields Will Calculate</u>	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	24,605,008	25,266,610	2.69 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	19,977,045	20,636,116	
B. Tax Levy to Support Library Debt, if Applicable	73,150	73,150	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	20,050,195	20,709,266	3.29 %
F. Permissible Exclusions to the School Tax Levy Limit	828,363	972,032	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	19,160,158	19,664,084	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	19,148,682	19,664,084	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	11,476	0	
Public School Enrollment	798	781	-2.13 %
Consumer Price Index			1.81 %

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

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

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

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	1,770,607	1,920,607
Assigned Appropriated Fund Balance	645,000	745,000
Adjusted Unrestricted Fund Balance	984,200	1,010,664
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

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

Capital	FACILITIES IMPROVEMENT RESERVE FUND	For the cost of any object or purpose for which bonds may be issued.	67,464	67,464	none
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	917,840	917,840	none
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	30,000	80,000	potential for increased unemployment claims
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	INSURANCE RESERVE FUND	For liability, casualty, and other types of uninsured losses.	49,265	49,265	none
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	96,069	96,069	none
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBALR	For accrued 'employee benefits' due to employees upon termination of service.	199,000	199,000	none
Retirement Contribution	RESERVE FOR RETIREMENT	For employer retirement contributions to the State and Local Employees' Retirement System.	335,969	335,969	none
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	NYSTRS CONTRIBUTIONS	To fund employer retirement contributions to the NYSTRS	75,000	175,000	none

* **NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance:

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

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

Save

Reset

Save & Ready

Form Due May 11, 2020

2020-2021 Salary Threshold =\$141,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2019-2020.

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

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

Report Estimated Salaries in the Budget for the 2019-2020 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	221,850	42,938	8,800

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

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

Other Supervisory and Administrative Employees Scheduled to Receive \$141,000 or More in Salary

71.	BUILDING PRINCIPAL	167,489
72.	SCHOOL BUSINESS MANAGER	150,324

Equalized Total Assessed Value 16,319,477

School District - 372601 Haldane CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	150,000	0.92
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	20,000	0.12
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	27,050	0.17
41834	ENHANCED STAR	RPTL 425	3	246,360	1.51
41854	BASIC STAR 1999-2000	RPTL 425	5	179,300	1.10
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	215,000	1.32
Total Exemptions Exclusive of System Exemptions:					
			12	837,710	5.13
Total System Exemptions:					
			0	0	0.00
Totals:					
			12	837,710	5.13

Values have been equalized using the Uniform Percentage of Value. The Exempt amounts do not take into consideration, payments in lieu of taxes or other payments for municipal services.

Amount, if any, attributable to payments in lieu of taxes: _____

Equalized Total Assessed Value 1,186,211,252

School District - 372601 Haldane Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	7,746,600	0.65
13100	CO - GENERALLY	RPTL 406(1)	2	77,800	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	13	2,961,480	0.25
13510	TOWN - CEMETERY LAND	RPTL 446	4	434,400	0.04
13650	VG - GENERALLY	RPTL 406(1)	14	3,972,800	0.33
13800	SCHOOL DISTRICT	RPTL 408	7	17,086,600	1.44
14100	USA - GENERALLY	RPTL 400(1)	1	1,611,400	0.14
19950	MUNICIPAL RAILROAD	RPTL 456	5	2,836,600	0.24
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	10,265,350	0.87
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	19,124,240	1.61
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	14,555,180	1.23
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	8	1,557,500	0.13
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	8,426,200	0.71
26100	VETERANS ORGANIZATION	RPTL 452	2	944,320	0.08
26250	HISTORICAL SOCIETY	RPTL 444	1	358,000	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	3	4,955,500	0.42
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	746,600	0.06
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	90	953,808	0.08
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	11	109,350	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	67	1,160,276	0.10
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	13	232,180	0.02
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	26	848,440	0.07
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	5	159,690	0.01
41300	PARAPLEGIC VETS	RPTL 458(3)	1	414,300	0.03
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	30	80,400	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	58	5,796,350	0.49
41834	ENHANCED STAR	RPTL 425	274	25,616,476	2.16
41854	BASIC STAR 1999-2000	RPTL 425	689	30,233,246	2.55
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	434,100	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	3	35,516	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	5	1,031,820	0.09

Equalized Total Assessed Value 1,186,211,252

School District - 372801 Haldane Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	81,000	0.01
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,376	164,847,522	13.90
Totals:			0	0	0.00
			1,376	164,847,522	13.90

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: _____

FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

\$11,938,864

\$4,681,077

PUPILS

PUPILS

833

118

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

\$14,332

\$39,670

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

\$35,199,223,413

\$15,660,696,162

PUPILS

PUPILS

2,632,781

485,151

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

\$13,370

\$32,280

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$27,329	\$28,620	\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE	LOW NEED/RESOURCE CAPACITY	80% OR MORE
72 72.7%	80% OR MORE	58.7%
40% - 79%	62.6%	40% - 79%
15 15.2%	40% - 79%	11.5%
LESS THAN 40%		

0	0.0%	17.7%	LESS THAN 40%
SEPARATE SETTINGS		LESS THAN 40%	19.0%
6	6.1%	11.2%	SEPARATE SETTINGS
OTHER SETTINGS		SEPARATE SETTINGS	5.3%
6	6.1%	5.0%	OTHER SETTINGS
		OTHER SETTINGS	5.6%
		3.5%	

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
10.6%	12.3%	14.7%

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

nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

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

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

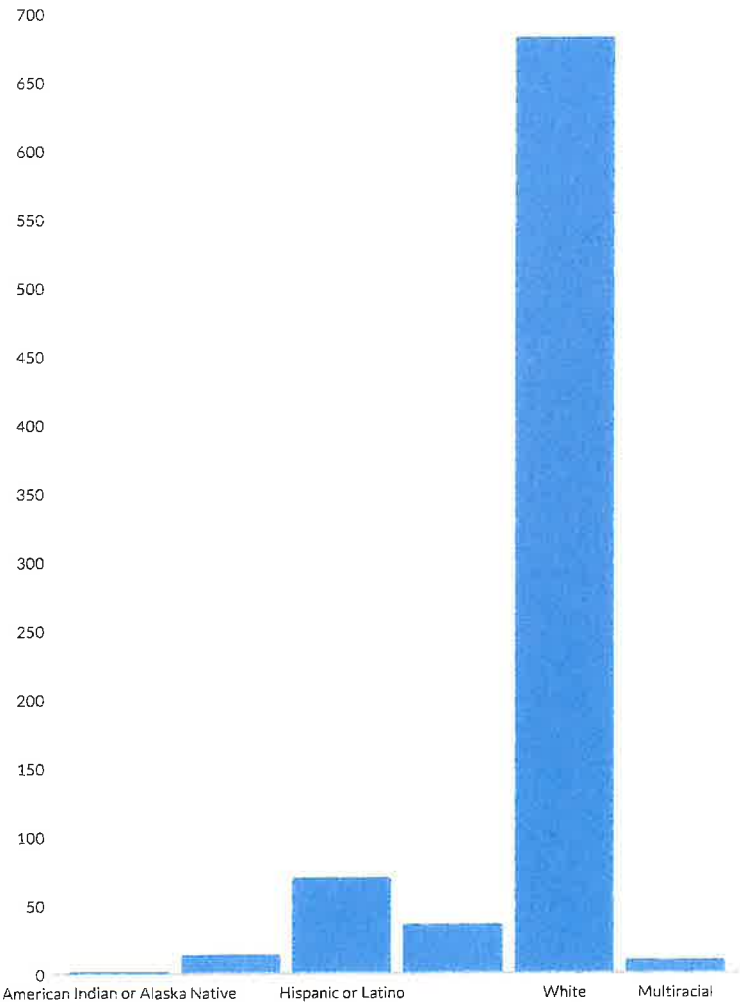
HALDANE CSD ENROLLMENT (2018 - 19)

K-12 Enrollment: 814

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

1
0%

BLACK OR AFRICAN AMERICAN

14
2%

HISPANIC OR LATINO

70
9%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

36
4%

WHITE

683
84%

MULTIRACIAL

10
1%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

12 1%

MIGRANT

STUDENTS WITH DISABILITIES

96 12%

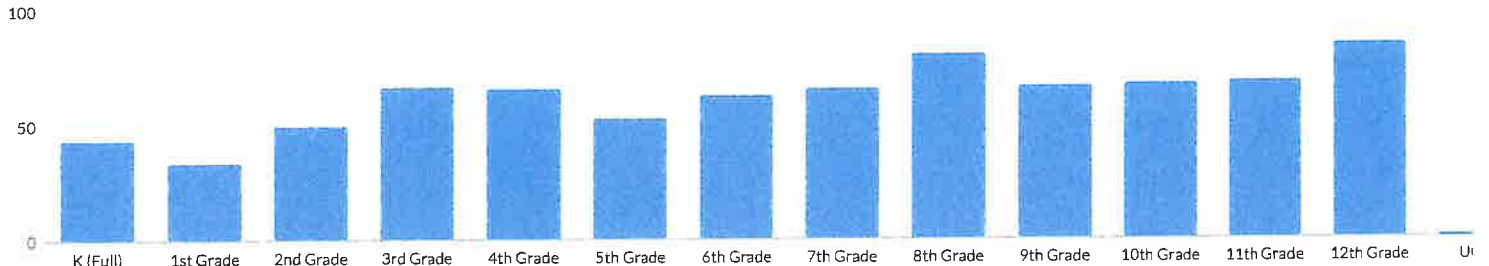
HOMELESS

ECONOMICALLY DISADVANTAGED

134 16%

PARENT IN ARMED FORCES

ENROLLMENT BY GRADE



K (FULL DAY)

44 5%

1ST GRADE

34 4%

2ND GRADE

50 6%

3RD GRADE

67 8%

4TH GRADE

66 8%

5TH GRADE

53 7%

6TH GRADE

63 8%

7TH GRADE

66 8%

8TH GRADE

81 10%

9TH GRADE

67 8%

10TH GRADE

68 8%

11TH GRADE

69 8%

12TH GRADE

85 10%

UNGRADED SECONDARY

1 0%

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HALDANE CSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	351	166	4
	Math	357	171	
	Science	127	220	
	Combined	835	176	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	34	204	4
	Math	36	193	
	Science	12	242	
	Combined	82	205	
Black or African American	ELA	10	80	—
	Math	9	144	
	Science	5	240	
	Combined	24	—	
Hispanic or Latino	ELA	34	144	3
	Math	35	141	
	Science	14	179	
	Combined	83	149	
Multiracial	ELA	5	170	—
	Math	5	210	
	Science	2	—	
	Combined	12	—	
White	ELA	290	168	4
	Math	293	172	
	Science	106	225	
	Combined	689	178	
English Language Learners	ELA	15	77	2
	Math	16	56	
	Science	7	164	
	Combined	38	84	
Students with Disabilities	ELA	43	70	3
	Math	43	65	
	Science	22	161	
	Combined	108	87	
Economically Disadvantaged	ELA	58	109	3

Subgroup	Subject	Cohort	Index	Level
	Math	59	114	
	Science	29	202	
	Combined	146	130	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	373	157	4
	Math	373	163	
	Science	140	200	
	Combined	886	166	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	38	183	4
	Math	38	183	
	Science	12	242	
	Combined	88	191	
Black or African American	ELA	10	80	—
	Math	10	130	
	Science	6	200	
	Combined	26	—	
Hispanic or Latino	ELA	36	136	3
	Math	36	138	
	Science	16	156	
	Combined	88	140	
Multiracial	ELA	5	170	—
	Math	5	210	
	Science	2	—	
	Combined	12	—	
White	ELA	308	158	4
	Math	308	164	
	Science	117	203	
	Combined	733	168	
English Language Learners	ELA	15	77	3
	Math	16	56	
	Science	7	164	
	Combined	38	84	
Students with Disabilities	ELA	47	64	4
	Math	47	60	
	Science	29	122	
	Combined	123	76	
Economically Disadvantaged	ELA	64	98	3

Subgroup	Subject	Cohort	Index	Level
	Math	64	106	
	Science	43	136	
	Combined	171	111	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	69,070	1,370	50.4	3
American Indian or Alaska Native	—	5	—	—
Asian or Native Hawaiian/Other Pacific Islander	3,318	63	52.7	3
Black or African American	—	14	—	—
Hispanic or Latino	7,908	139	56.9	4
Multiracial	—	9	—	—
White	56,546	1,140	49.6	2
English Language Learners	—	14	—	—
Students with Disabilities	7,391	147	50.3	3
Economically Disadvantaged	9,527	185	51.5	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	7	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	5	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	7	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	136	373	157	141	105	122	161	—	—	200	4	4
	Math	141	373	163	146	107	124	162	—	—	200	4	
American Indian or Alaska Native	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	185	38	183	187	157	164	182	—	—	200	4	4
	Math	177	38	183	178	174	179	189	—	—	200	4	
Black or African American	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	89	36	136	98	95	113	157	—	—	200	4	4
	Math	119	36	138	125	92	111	155	—	—	200	4	
Multiracial	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
White	ELA	137	308	158	142	102	119	160	—	—	200	4	4
	Math	139	308	164	144	110	126	163	—	—	200	4	
English Language Learners	ELA	—	15	—	—	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	51	47	64	63	61	85	142	—	—	200	3	2
	Math	43	47	60	56	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	81	64	98	90	95	113	157	—	—	200	3	3
	Math	89	64	106	98	94	112	156	—	—	200	3	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4.3	484	25	5.2%	4.3%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3.8	52	3	5.8%	3.8%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	—	18	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	9.1	46	3	6.5%	8.7%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	8	—	—	—	—	—	—	—	—	—	—
White	4	396	20	5.1%	4%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	19	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	6	60	6	10%	6%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	9.5	82	10	12.2%	9.1%	19.9%	17.1%	11.1%	—	—	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	396	89.4%	785	86.6%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	38	—	—	—
Multiracial	—	3	—	—	—
White	X	327	89.6%	654	85.9%
English Language Learners	—	7	—	—	—
Students with Disabilities	X	50	88%	98	82.7%
Economically Disadvantaged	X	67	86.6%	130	79.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	396	90.9%	785	86.8%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	38	—	—	—
Multiracial	—	3	—	—	—
White	X	327	90.5%	654	85.8%
English Language Learners	—	7	—	—	—
Students with Disabilities	X	50	88%	98	79.6%
Economically Disadvantaged	X	67	88.1%	130	77.7%

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	87	217	209	4
	Math	87	178		
	Science	87	231		
	Social Studies	87	234		
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
	Social Studies	3	—		
Black or African American	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Hispanic or Latino	ELA	11	209	186	3
	Math	11	127		
	Science	11	218		
	Social Studies	11	232		
Multiracial	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
White	ELA	78	221	213	4
	Math	78	183		
	Science	78	233		
	Social Studies	78	236		
Students with Disabilities	ELA	27	130	137	4
	Math	27	89		
	Science	27	191		
	Social Studies	27	198		
Economically Disadvantaged	ELA	28	166	167	3
	Math	28	132		
	Science	28	198		
	Social Studies	28	209		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	97.4%	72	98.6%	95%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	96.3%	68	95.6%	96%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	100%	76	98.7%	97%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	2	—	—	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	5	—	—	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	2	—	—	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—	—	
	6-Year	—	2	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	10	—	—	—	—	—	—	—	—	—	—
	5-Year	—	10	—	—	—	—	—	—	—	—	—	
	6-Year	—	9	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
White	4-Year	97.1%	63	98.4%	95%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	95.7%	58	94.8%	95.7%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	100%	69	98.6%	97%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	82.6%	29	89.7%	83.6%	59.7%	66.1%	80.6%	—	—	95%	4	3
	5-Year	82.1%	23	78.3%	83.3%	63%	69%	82.5%	—	—	96%	3	
	6-Year	96.6%	22	81.8%	96.6%	61.4%	67.8%	82.4%	—	—	97%	3	
Economically Disadvantaged	4-Year	94.4%	25	92%	94.4%	76.9%	79.9%	87.5%	—	—	95%	4	4
	5-Year	94.4%	20	90%	94.5%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Hispanic or Latino	3
White	4
Students with Disabilities	3
Economically Disadvantaged	3

SECONDARY ELP

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

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	230	87	217	215	191	194	204	—	—	215	4	3
	Math	214	87	178	200	151	158	179	—	—	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
White	ELA	233	78	221	215	208	209	212	—	—	215	4	3
	Math	216	78	183	200	168	172	186	—	—	200	3	
Students with Disabilities	ELA	—	27	—	—	—	—	—	—	—	—	—	—
	Math	—	27	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	—	28	—	—	—	—	—	—	—	—	—	—
	Math	—	28	—	—	—	—	—	—	—	—	—	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	25	290	21	7.2%	23.4%	22.6%	19.8%	12.4%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	19	—	—	—	—	—	—	—	—	—	—
Black or African American	—	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13.5	50	3	6%	13.2%	31.6%	27.2%	16.1%	—	—	5%	4
Multiracial	—	5	—	—	—	—	—	—	—	—	—	—
White	24.7	251	19	7.6%	23.1%	15.6%	14%	9.5%	—	—	5%	4
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	25	36	7	19.4%	23.4%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	28.2	50	8	16%	26.4%	30.2%	25.8%	15.4%	—	—	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	170.6	174.2	171	130.2	137.8	156.4	—	—	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	170.7	175	171.1	149.7	154.1	164.6	—	—	175	4
Students with Disabilities	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—	—	—	—	—	—

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	89	0	69	0	17	0	3
Asian or Native Hawaiian/Other Pacific Islander	3	0	—	—	—	—	—
Black or African American	2	0	—	—	—	—	—
Hispanic or Latino	11	0	—	—	—	—	—
Multiracial	1	0	—	—	—	—	—
White	80	0	63	0	14	0	3
Students with Disabilities	30	0	—	—	—	—	—
Economically Disadvantaged	29	0	—	—	—	—	—

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	86	100%	160	100%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	7	—	—	—
Multiracial	—	1	—	—	—
White	✓	76	100%	140	100%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	9	—	—	—
Economically Disadvantaged	—	14	—	—	—

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	86	100%	160	100%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	7	—	—	—
Multiracial	—	1	—	—	—
White	✓	76	100%	140	100%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	9	—	—	—
Economically Disadvantaged	—	14	—	—	—

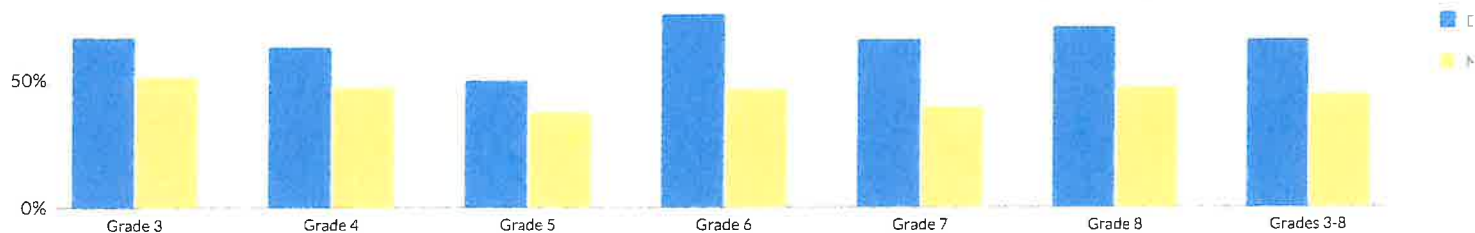
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	3	4%	1	33%	4	5%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	86	97%	38	43%	44	49%	4	4%	0	0%	1	1%	0	0%	2	2%
Female	42	41	98%	21	50%	19	45%	1	2%	0	0%	0	0%	0	0%	1	2%
Male	47	45	96%	17	36%	25	53%	3	6%	0	0%	1	2%	0	0%	1	2%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	80	77	96%	35	44%	39	49%	3	4%	0	0%	1	1%	0	0%	2	3%
Black or African American	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	76	76	100%	38	50%	38	50%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	13	10	77%	0	0%	6	46%	4	31%	0	0%	1	8%	0	0%	2	15%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	75	72	96%	34	45%	38	51%	0	0%	0	0%	1	1%	0	0%	2	3%
Economically Disadvantaged	14	14	100%	4	29%	6	43%	4	29%	0	0%	0	0%	0	0%	0	0%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

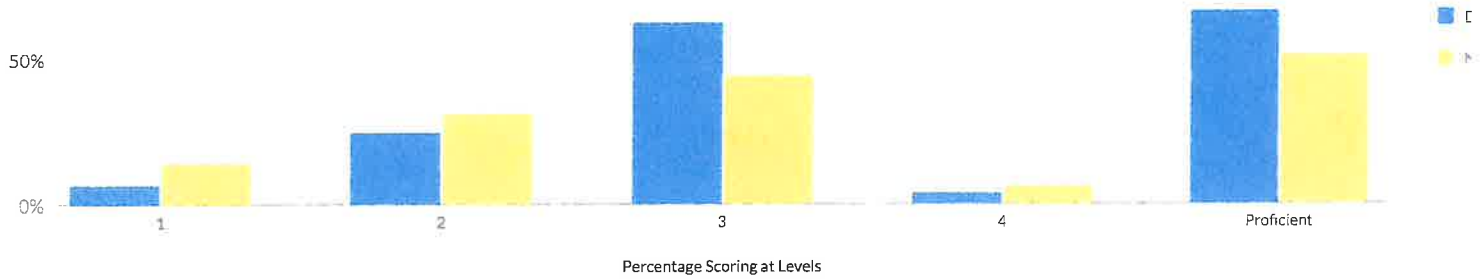
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	0	67	5	7%	17	25%	42	63%	3	4%	45	67%
Grade 4	4	62	6	10%	17	27%	30	48%	9	15%	39	63%
Grade 5	4	48	10	21%	14	29%	16	33%	8	17%	24	50%
Grade 6	2	62	7	11%	8	13%	16	26%	31	50%	47	76%
Grade 7	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
Grade 8	25	56	0	0%	16	29%	25	45%	15	27%	40	71%
Grades 3-8	42	354	39	11%	81	23%	156	44%	78	22%	234	66%

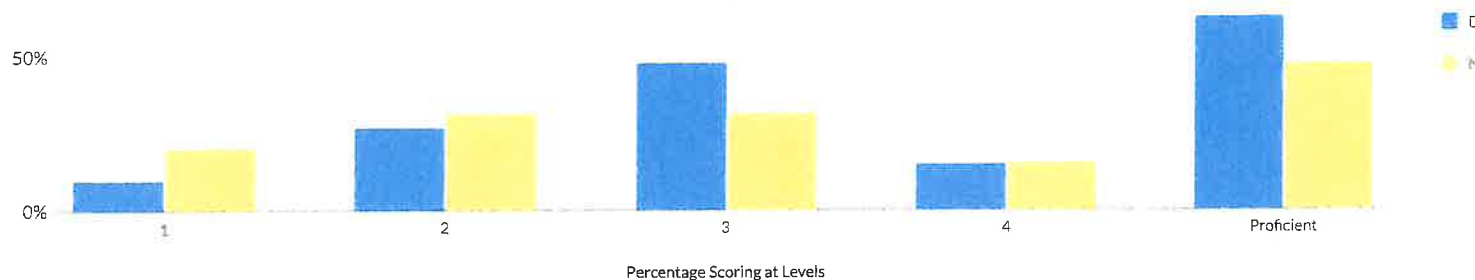
GRADE 3 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	67	5	7%	17	25%	42	63%	3	4%	45	67%
General Education	0	55	2	4%	11	20%	39	71%	3	5%	42	76%
Students with Disabilities	0	12	3	25%	6	50%	3	25%	0	0%	3	25%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	0	0%	5	100%	0	0%	5	100%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	0	56	3	5%	14	25%	36	64%	3	5%	39	70%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	2	33%	3	50%	1	17%	0	0%	1	17%
Female	0	35	0	0%	8	23%	24	69%	3	9%	27	77%
Male	0	32	5	16%	9	28%	18	56%	0	0%	18	56%
Non-English Language Learners	0	67	5	7%	17	25%	42	63%	3	4%	45	67%
Economically Disadvantaged	0	11	2	18%	5	45%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	0	56	3	5%	12	21%	38	68%	3	5%	41	73%
Not Migrant	0	67	5	7%	17	25%	42	63%	3	4%	45	67%
Not Homeless	0	67	5	7%	17	25%	42	63%	3	4%	45	67%
Not in Foster Care	0	67	5	7%	17	25%	42	63%	3	4%	45	67%
Parent Not in Armed Forces	0	67	5	7%	17	25%	42	63%	3	4%	45	67%

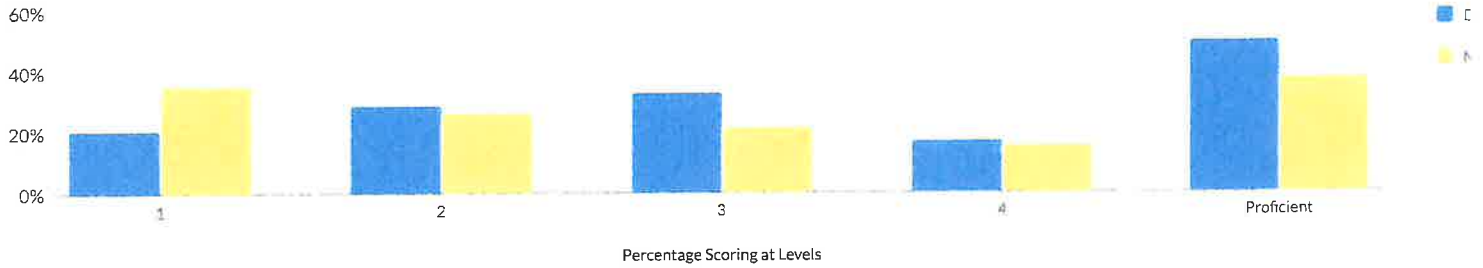
GRADE 4 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	62	6	10%	17	27%	30	48%	9	15%	39	63%
General Education	4	55	1	2%	16	29%	29	53%	9	16%	38	69%
Students with Disabilities	0	7	5	71%	1	14%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	7	—	—	—	—	—	—	—	—	—	—
White	4	52	2	4%	15	29%	28	54%	7	13%	35	67%
Small Group Total	0	10	4	40%	2	20%	2	20%	2	20%	4	40%
Female	4	28	2	7%	3	11%	16	57%	7	25%	23	82%
Male	0	34	4	12%	14	41%	14	41%	2	6%	16	47%
English Language Learners	0	5	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learners	4	57	3	5%	15	26%	30	53%	9	16%	39	68%
Economically Disadvantaged	0	13	4	31%	7	54%	2	15%	0	0%	2	15%
Not Economically Disadvantaged	4	49	2	4%	10	20%	28	57%	9	18%	37	76%
Not Migrant	4	62	6	10%	17	27%	30	48%	9	15%	39	63%
Not Homeless	4	62	6	10%	17	27%	30	48%	9	15%	39	63%
Not in Foster Care	4	62	6	10%	17	27%	30	48%	9	15%	39	63%
Parent Not in Armed Forces	4	62	6	10%	17	27%	30	48%	9	15%	39	63%

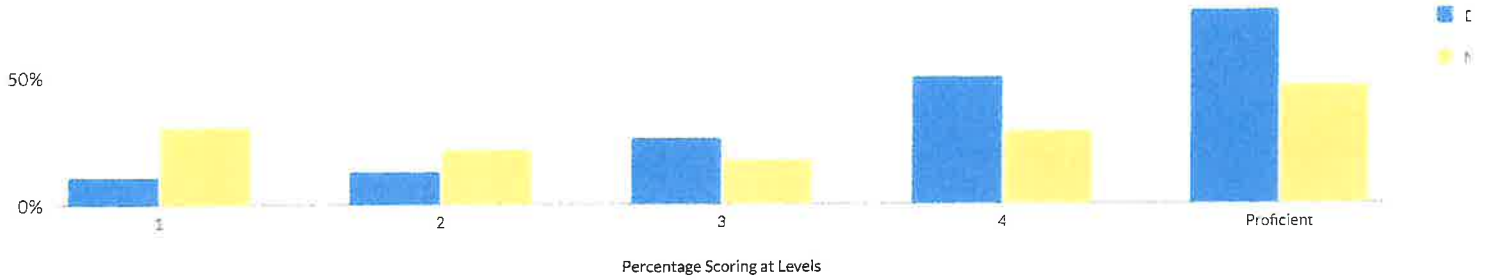
GRADE 5 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	48	10	21%	14	29%	16	33%	8	17%	24	50%
General Education	4	40	6	15%	11	28%	15	38%	8	20%	23	58%
Students with Disabilities	0	8	4	50%	3	38%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	2	—	—	—	—	—	—	—	—	—	—
White	2	40	9	23%	13	33%	14	35%	4	10%	18	45%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	8	1	13%	1	13%	2	25%	4	50%	6	75%
Female	3	21	5	24%	4	19%	8	38%	4	19%	12	57%
Male	1	27	5	19%	10	37%	8	30%	4	15%	12	44%
Non-English Language Learners	4	48	10	21%	14	29%	16	33%	8	17%	24	50%
Economically Disadvantaged	0	8	3	38%	3	38%	2	25%	0	0%	2	25%
Not Economically Disadvantaged	4	40	7	18%	11	28%	14	35%	8	20%	22	55%
Not Migrant	4	48	10	21%	14	29%	16	33%	8	17%	24	50%
Not Homeless	4	48	10	21%	14	29%	16	33%	8	17%	24	50%
Not in Foster Care	4	48	10	21%	14	29%	16	33%	8	17%	24	50%
Parent Not in Armed Forces	4	48	10	21%	14	29%	16	33%	8	17%	24	50%

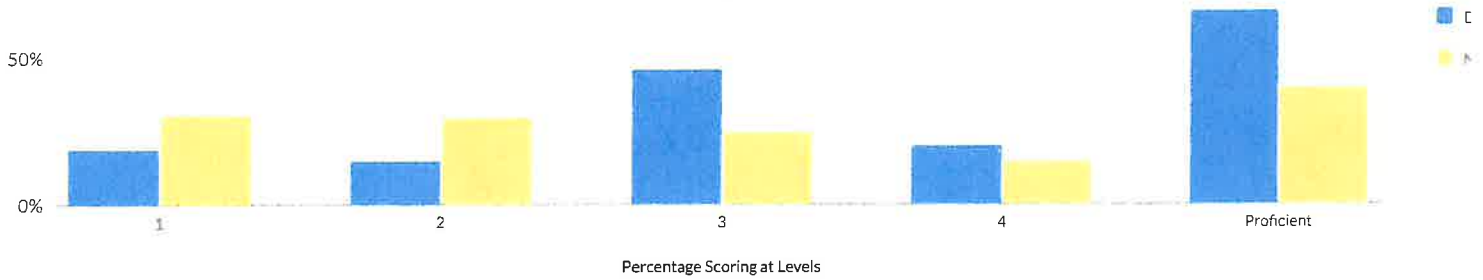
GRADE 6 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	62	7	11%	8	13%	16	26%	31	50%	47	76%
General Education	1	57	4	7%	7	12%	15	26%	31	54%	46	81%
Students with Disabilities	1	5	3	60%	1	20%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	14	3	21%	1	7%	5	36%	5	36%	10	71%
White	1	42	3	7%	6	14%	10	24%	23	55%	33	79%
Small Group Total	0	6	1	17%	1	17%	1	17%	3	50%	4	67%
Female	2	28	3	11%	2	7%	8	29%	15	54%	23	82%
Male	0	34	4	12%	6	18%	8	24%	16	47%	24	71%
English Language Learners	1	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	1	61	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	16	5	31%	5	31%	3	19%	3	19%	6	38%
Not Economically Disadvantaged	2	46	2	4%	3	7%	13	28%	28	61%	41	89%
Not Migrant	2	62	7	11%	8	13%	16	26%	31	50%	47	76%
Not Homeless	2	62	7	11%	8	13%	16	26%	31	50%	47	76%
Not in Foster Care	2	62	7	11%	8	13%	16	26%	31	50%	47	76%
Parent Not in Armed Forces	2	62	7	11%	8	13%	16	26%	31	50%	47	76%

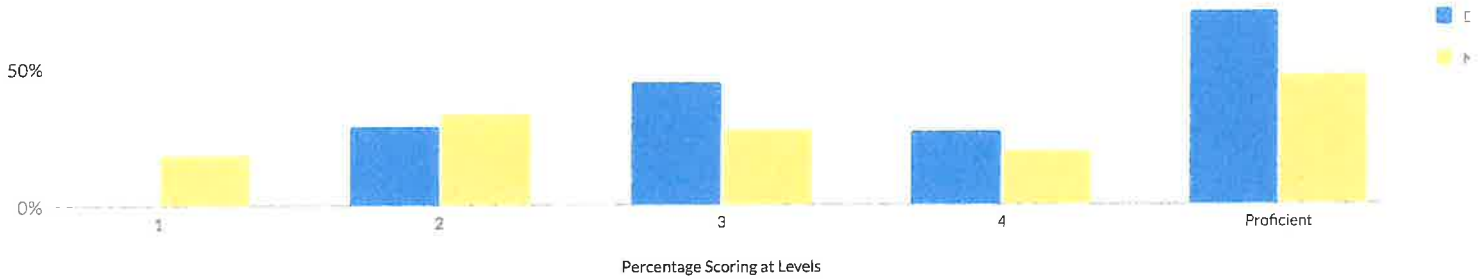
GRADE 7 ELA RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
General Education	6	50	6	12%	7	14%	25	50%	12	24%	37	74%
Students with Disabilities	1	9	5	56%	2	22%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	7	56	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
Female	2	31	4	13%	5	16%	13	42%	9	29%	22	71%
Male	5	28	7	25%	4	14%	14	50%	3	11%	17	61%
Non-English Language Learners	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
Economically Disadvantaged	0	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	7	56	—	—	—	—	—	—	—	—	—	—
Not Migrant	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
Not Homeless	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
Not in Foster Care	7	59	11	19%	9	15%	27	46%	12	20%	39	66%
Parent Not in Armed Forces	7	59	11	19%	9	15%	27	46%	12	20%	39	66%

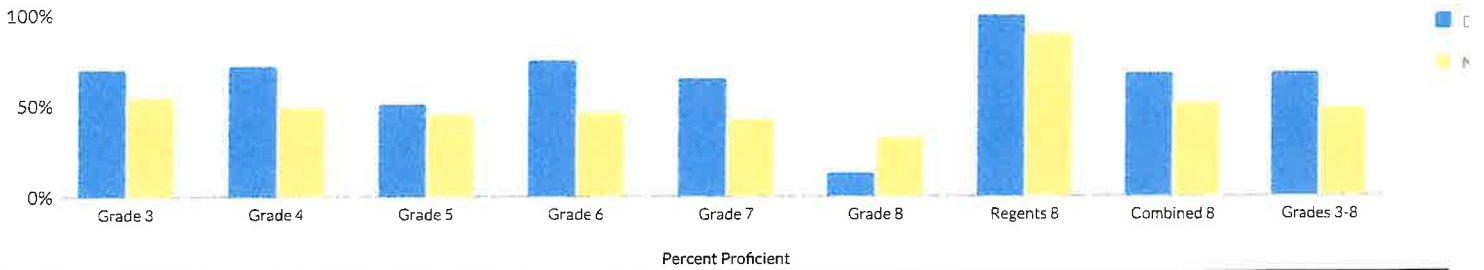
GRADE 8 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	56	0	0%	16	29%	25	45%	15	27%	40	71%
General Education	21	53	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	5	—	—	—	—	—	—	—	—	—	—
White	20	47	0	0%	13	28%	21	45%	13	28%	34	72%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	9	0	0%	3	33%	4	44%	2	22%	6	67%
Female	11	26	0	0%	5	19%	12	46%	9	35%	21	81%
Male	14	30	0	0%	11	37%	13	43%	6	20%	19	63%
Non-English Language Learners	25	56	0	0%	16	29%	25	45%	15	27%	40	71%
Economically Disadvantaged	9	7	0	0%	3	43%	3	43%	1	14%	4	57%
Not Economically Disadvantaged	16	49	0	0%	13	27%	22	45%	14	29%	36	73%
Not Migrant	25	56	0	0%	16	29%	25	45%	15	27%	40	71%
Not Homeless	25	56	0	0%	16	29%	25	45%	15	27%	40	71%
Not in Foster Care	25	56	0	0%	16	29%	25	45%	15	27%	40	71%
Parent Not in Armed Forces	25	56	0	0%	16	29%	25	45%	15	27%	40	71%

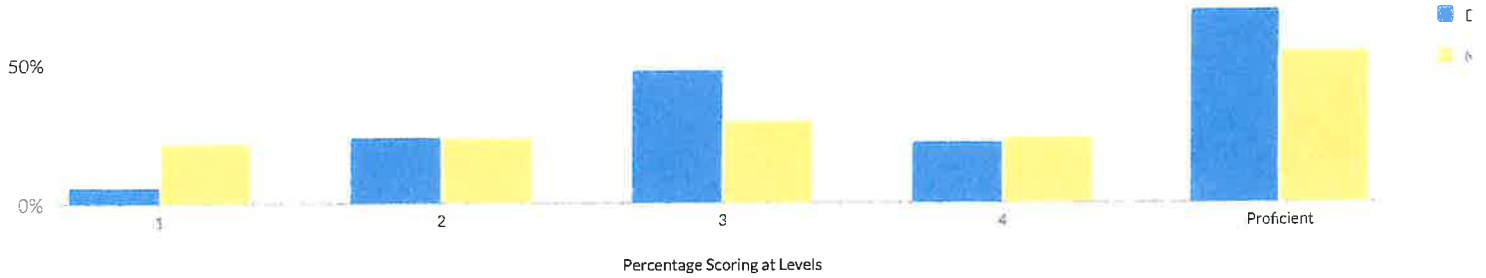
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	0	67	4	6%	16	24%	32	48%	15	22%	47	70%
Grade 4	8	58	7	12%	9	16%	25	43%	17	29%	42	72%
Grade 5	5	47	11	23%	12	26%	8	17%	16	34%	24	51%
Grade 6	1	63	6	10%	10	16%	24	38%	23	37%	47	75%
Grade 7	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
Grade 8	57	24	4	17%	17	71%	3	13%	0	0%	3	13%
Regents 8	—	41	0	0%	0	0%	1	2%	40	98%	41	100%
Combined 8	57	65	4	6%	17	26%	4	6%	40	62%	44	68%
Grades 3-8	77	360	43	12%	74	21%	116	32%	127	35%	243	68%

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.

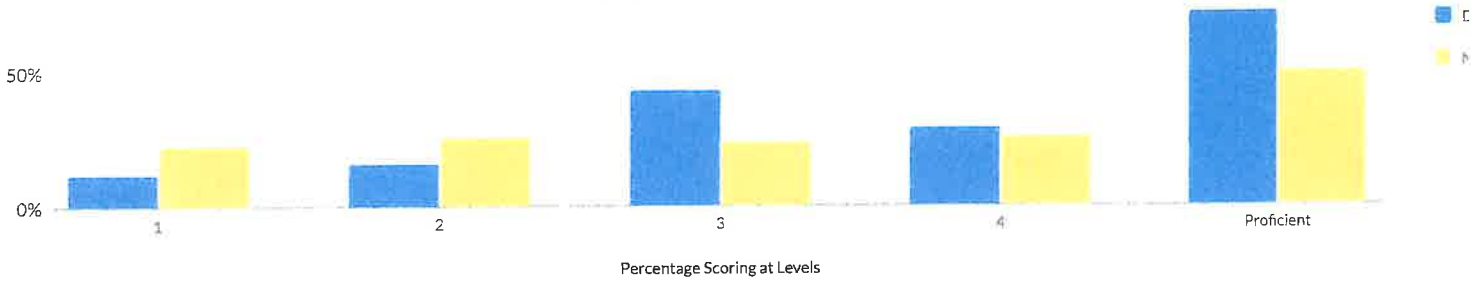
GRADE 3 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	67	4	6%	16	24%	32	48%	15	22%	47	70%
General Education	0	55	0	0%	12	22%	30	55%	13	24%	43	78%
Students with Disabilities	0	12	4	33%	4	33%	2	17%	2	17%	4	33%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	1	20%	2	40%	2	40%	4	80%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	0	56	3	5%	12	21%	29	52%	12	21%	41	73%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	1	17%	3	50%	1	17%	1	17%	2	33%
Female	0	35	0	0%	7	20%	18	51%	10	29%	28	80%
Male	0	32	4	13%	9	28%	14	44%	5	16%	19	59%
Non-English Language Learners	0	67	4	6%	16	24%	32	48%	15	22%	47	70%
Economically Disadvantaged	0	11	2	18%	4	36%	4	36%	1	9%	5	45%
Not Economically Disadvantaged	0	56	2	4%	12	21%	28	50%	14	25%	42	75%
Not Migrant	0	67	4	6%	16	24%	32	48%	15	22%	47	70%
Not Homeless	0	67	4	6%	16	24%	32	48%	15	22%	47	70%
Not in Foster Care	0	67	4	6%	16	24%	32	48%	15	22%	47	70%
Parent Not in Armed Forces	0	67	4	6%	16	24%	32	48%	15	22%	47	70%

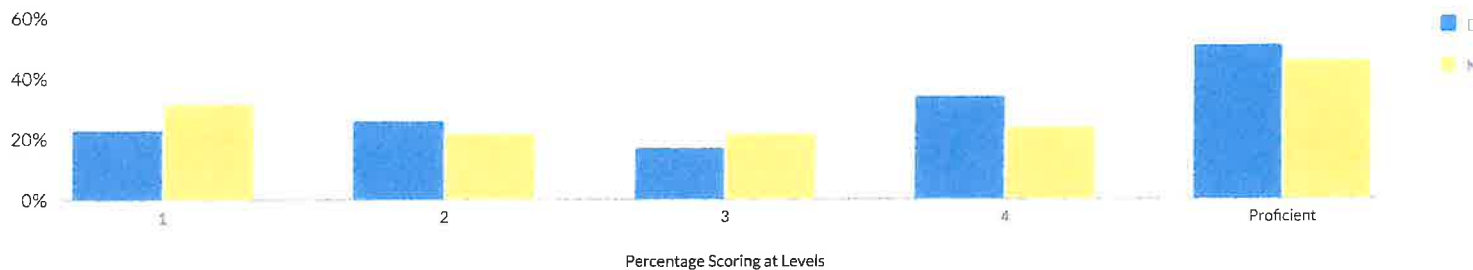
GRADE 4 MATH RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	58	7	12%	9	16%	25	43%	17	29%	42	72%
General Education	8	51	2	4%	8	16%	24	47%	17	33%	41	80%
Students with Disabilities	0	7	5	71%	1	14%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	7	—	—	—	—	—	—	—	—	—	—
White	8	48	3	6%	7	15%	24	50%	14	29%	38	79%
Small Group Total	0	10	4	40%	2	20%	1	10%	3	30%	4	40%
Female	7	25	3	12%	3	12%	11	44%	8	32%	19	76%
Male	1	33	4	12%	6	18%	14	42%	9	27%	23	70%
English Language Learners	0	5	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learners	8	53	4	8%	7	13%	25	47%	17	32%	42	79%
Economically Disadvantaged	1	12	4	33%	5	42%	2	17%	1	8%	3	25%
Not Economically Disadvantaged	7	46	3	7%	4	9%	23	50%	16	35%	39	85%
Not Migrant	8	58	7	12%	9	16%	25	43%	17	29%	42	72%
Not Homeless	8	58	7	12%	9	16%	25	43%	17	29%	42	72%
Not in Foster Care	8	58	7	12%	9	16%	25	43%	17	29%	42	72%
Parent Not in Armed Forces	8	58	7	12%	9	16%	25	43%	17	29%	42	72%

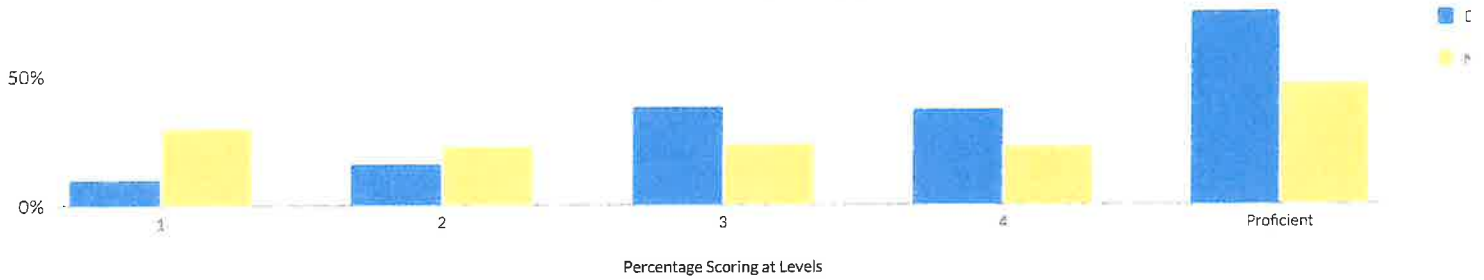
GRADE 5 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	47	11	23%	12	26%	8	17%	16	34%	24	51%
General Education	5	39	7	18%	10	26%	7	18%	15	38%	22	56%
Students with Disabilities	0	8	4	50%	2	25%	1	13%	1	13%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	1	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	2	—	—	—	—	—	—	—	—	—	—
White	3	39	11	28%	11	28%	5	13%	12	31%	17	44%
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	8	0	0%	1	13%	3	38%	4	50%	7	88%
Female	2	22	6	27%	7	32%	1	5%	8	36%	9	41%
Male	3	25	5	20%	5	20%	7	28%	8	32%	15	60%
Non-English Language Learners	5	47	11	23%	12	26%	8	17%	16	34%	24	51%
Economically Disadvantaged	0	8	3	38%	3	38%	1	13%	1	13%	2	25%
Not Economically Disadvantaged	5	39	8	21%	9	23%	7	18%	15	38%	22	56%
Not Migrant	5	47	11	23%	12	26%	8	17%	16	34%	24	51%
Not Homeless	5	47	11	23%	12	26%	8	17%	16	34%	24	51%
Not in Foster Care	5	47	11	23%	12	26%	8	17%	16	34%	24	51%
Parent Not in Armed Forces	5	47	11	23%	12	26%	8	17%	16	34%	24	51%

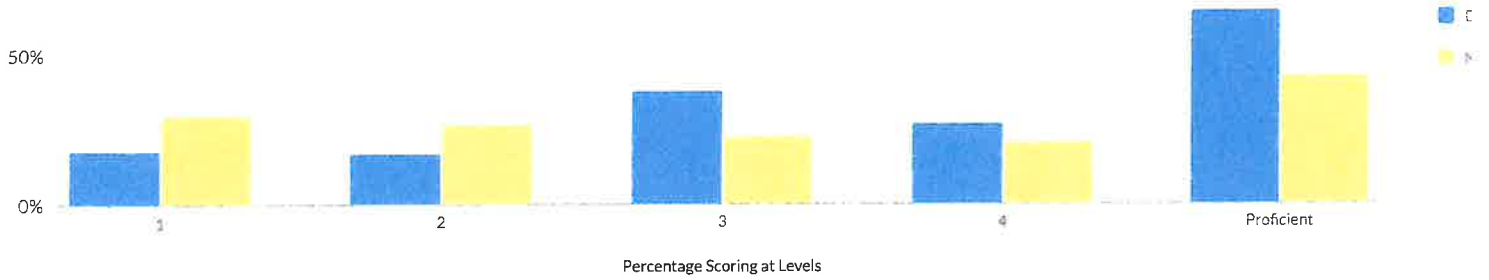
GRADE 6 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	63	6	10%	10	16%	24	38%	23	37%	47	75%
General Education	0	58	4	7%	8	14%	23	40%	23	40%	46	79%
Students with Disabilities	1	5	2	40%	2	40%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	15	2	13%	5	33%	3	20%	5	33%	8	53%
White	1	42	3	7%	4	10%	18	43%	17	40%	35	83%
Small Group Total	0	6	1	17%	1	17%	3	50%	1	17%	4	67%
Female	1	29	5	17%	6	21%	7	24%	11	38%	18	62%
Male	0	34	1	3%	4	12%	17	50%	12	35%	29	85%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	1	61	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	16	5	31%	4	25%	7	44%	0	0%	7	44%
Not Economically Disadvantaged	1	47	1	2%	6	13%	17	36%	23	49%	40	85%
Not Migrant	1	63	6	10%	10	16%	24	38%	23	37%	47	75%
Not Homeless	1	63	6	10%	10	16%	24	38%	23	37%	47	75%
Not in Foster Care	1	63	6	10%	10	16%	24	38%	23	37%	47	75%
Parent Not in Armed Forces	1	63	6	10%	10	16%	24	38%	23	37%	47	75%

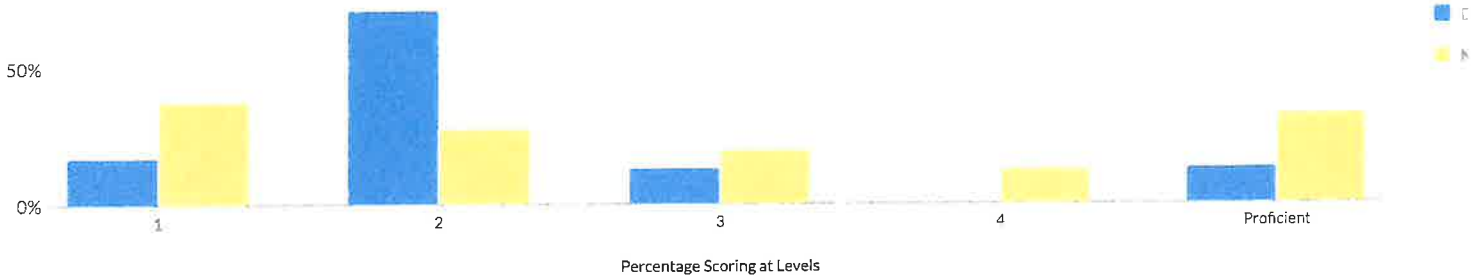
GRADE 7 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
General Education	5	51	4	8%	8	16%	23	45%	16	31%	39	76%
Students with Disabilities	1	9	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	6	57	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
Female	1	32	5	16%	6	19%	10	31%	11	34%	21	66%
Male	5	28	6	21%	4	14%	13	46%	5	18%	18	64%
Non-English Language Learners	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
Economically Disadvantaged	0	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	57	—	—	—	—	—	—	—	—	—	—
Not Migrant	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
Not Homeless	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
Not in Foster Care	6	60	11	18%	10	17%	23	38%	16	27%	39	65%
Parent Not in Armed Forces	6	60	11	18%	10	17%	23	38%	16	27%	39	65%

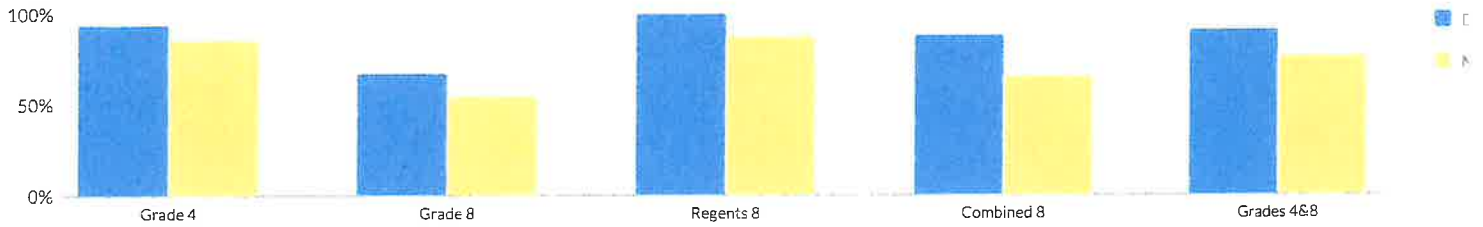
GRADE 8 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	57	24	4	17%	17	71%	3	13%	0	0%	3	13%
General Education	53	21	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	4	—	—	—	—	—	—	—	—	—	—
White	48	19	3	16%	15	79%	1	5%	0	0%	1	5%
Small Group Total	6	5	1	20%	2	40%	2	40%	0	0%	2	40%
Female	27	10	2	20%	7	70%	1	10%	0	0%	1	10%
Male	30	14	2	14%	10	71%	2	14%	0	0%	2	14%
Non-English Language Learners	57	24	4	17%	17	71%	3	13%	0	0%	3	13%
Economically Disadvantaged	12	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	45	20	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	24	4	17%	17	71%	3	13%	0	0%	3	13%
Not Homeless	57	24	4	17%	17	71%	3	13%	0	0%	3	13%
Not in Foster Care	57	24	4	17%	17	71%	3	13%	0	0%	3	13%
Parent Not in Armed Forces	57	24	4	17%	17	71%	3	13%	0	0%	3	13%

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

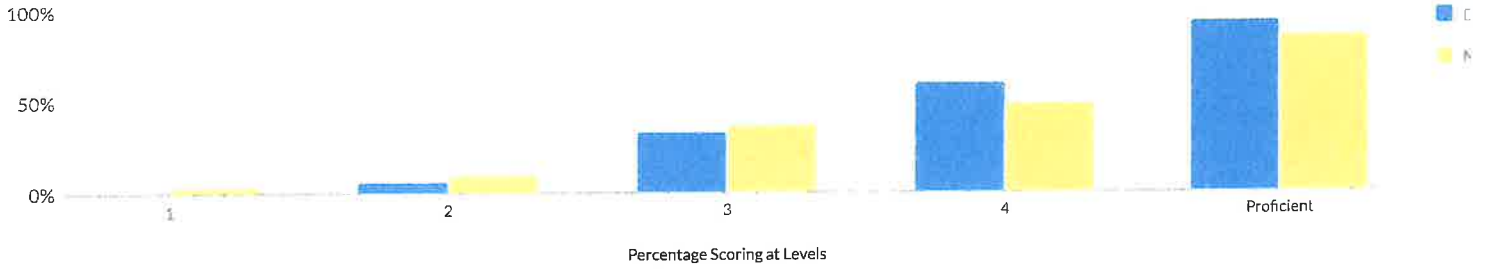


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	3	63	0	0%	4	6%	21	33%	38	60%	59	94%
Grade 8	57	24	0	0%	8	33%	15	63%	1	4%	16	67%
Regents 8	—	40	0	0%	0	0%	4	10%	36	90%	40	100%
Combined 8	57	64	0	0%	8	13%	19	30%	37	58%	56	88%
Grades 4&8	60	127	0	0%	12	9%	40	31%	75	59%	115	91%

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

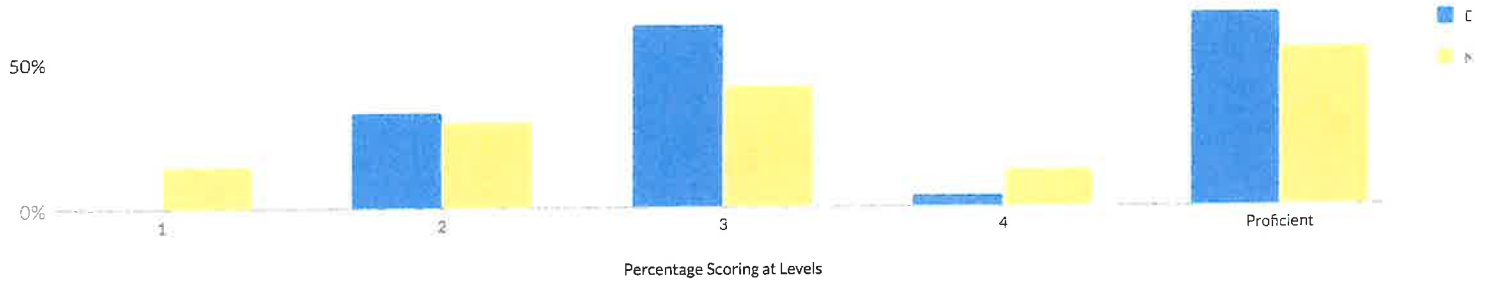
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 84

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	63	0	0%	4	6%	21	33%	38	60%	59	94%
General Education	3	56	0	0%	1	2%	18	32%	37	66%	55	98%
Students with Disabilities	0	7	0	0%	3	43%	3	43%	1	14%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	7	—	—	—	—	—	—	—	—	—	—
White	3	53	0	0%	1	2%	19	36%	33	62%	52	98%
Small Group Total	0	10	0	0%	3	30%	2	20%	5	50%	7	70%
Female	2	30	0	0%	1	3%	7	23%	22	73%	29	97%
Male	1	33	0	0%	3	9%	14	42%	16	48%	30	91%
English Language Learners	0	5	0	0%	3	60%	2	40%	0	0%	2	40%
Non-English Language Learners	3	58	0	0%	1	2%	19	33%	38	66%	57	98%
Economically Disadvantaged	1	12	0	0%	4	33%	6	50%	2	17%	8	67%
Not Economically Disadvantaged	2	51	0	0%	0	0%	15	29%	36	71%	51	100%
Not Migrant	3	63	0	0%	4	6%	21	33%	38	60%	59	94%
Not Homeless	3	63	0	0%	4	6%	21	33%	38	60%	59	94%
Not in Foster Care	3	63	0	0%	4	6%	21	33%	38	60%	59	94%
Parent Not in Armed Forces	3	63	0	0%	4	6%	21	33%	38	60%	59	94%

GRADE 8 SCIENCE RESULTS



MEAN SCORE: 67

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	57	24	0	0%	8	33%	15	63%	1	4%	16	67%
General Education	53	21	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	3	—	—	—	—	—	—	—	—	—	—
White	48	19	0	0%	5	26%	14	74%	0	0%	14	74%
Small Group Total	6	5	0	0%	3	60%	1	20%	1	20%	2	40%
Female	25	12	0	0%	4	33%	8	67%	0	0%	8	67%
Male	32	12	0	0%	4	33%	7	58%	1	8%	8	67%
Non-English Language Learners	57	24	0	0%	8	33%	15	63%	1	4%	16	67%
Economically Disadvantaged	13	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	44	21	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	24	0	0%	8	33%	15	63%	1	4%	16	67%
Not Homeless	57	24	0	0%	8	33%	15	63%	1	4%	16	67%
Not in Foster Care	57	24	0	0%	8	33%	15	63%	1	4%	16	67%
Parent Not in Armed Forces	57	24	0	0%	8	33%	15	63%	1	4%	16	67%

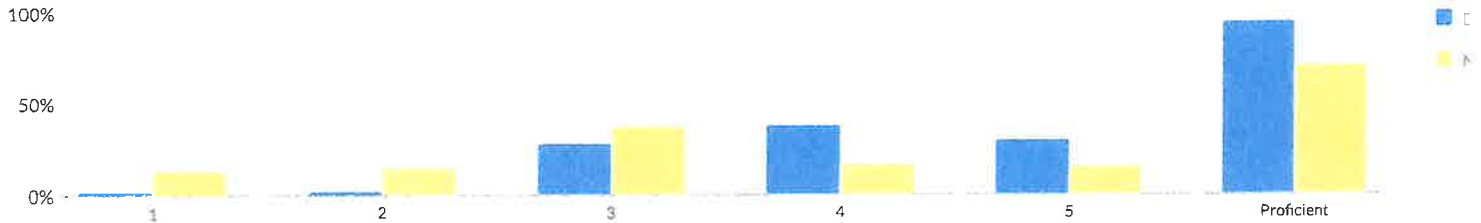
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	68	1	1%	0	0%	7	10%	11	16%	49	72%	67	99%
General Education	59	0	0%	0	0%	4	7%	7	12%	48	81%	59	100%
Students with Disabilities	9	1	11%	0	0%	3	33%	4	44%	1	11%	8	89%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	59	1	2%	0	0%	5	8%	9	15%	44	75%	58	98%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	2	22%	2	22%	5	56%	9	100%
Female	27	0	0%	0	0%	4	15%	5	19%	18	67%	27	100%
Male	41	1	2%	0	0%	3	7%	6	15%	31	76%	40	98%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	67	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	0	0%	0	0%	4	27%	4	27%	7	47%	15	100%
Not Economically Disadvantaged	53	1	2%	0	0%	3	6%	7	13%	42	79%	52	98%
Not Migrant	68	1	1%	0	0%	7	10%	11	16%	49	72%	67	99%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	67	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	68	1	1%	0	0%	7	10%	11	16%	49	72%	67	99%
Parent Not in Armed Forces	68	1	1%	0	0%	7	10%	11	16%	49	72%	67	99%

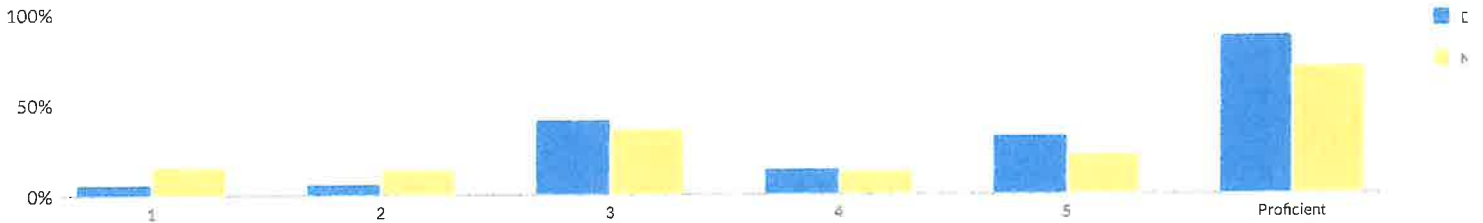
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	2	2%	2	2%	25	28%	33	38%	26	30%	84	95%
General Education	77	0	0%	1	1%	17	22%	33	43%	26	34%	76	99%
Students with Disabilities	11	2	18%	1	9%	8	73%	0	0%	0	0%	8	73%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	79	2	3%	2	3%	22	28%	30	38%	23	29%	75	95%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	3	33%	3	33%	3	33%	9	100%
Female	44	0	0%	0	0%	11	25%	20	45%	13	30%	44	100%
Male	44	2	5%	2	5%	14	32%	13	30%	13	30%	40	91%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	87	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	0	0%	2	13%	8	50%	4	25%	2	13%	14	88%
Not Economically Disadvantaged	72	2	3%	0	0%	17	24%	29	40%	24	33%	70	97%
Not Migrant	88	2	2%	2	2%	25	28%	33	38%	26	30%	84	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	87	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	88	2	2%	2	2%	25	28%	33	38%	26	30%	84	95%
Parent Not in Armed Forces	88	2	2%	2	2%	25	28%	33	38%	26	30%	84	95%

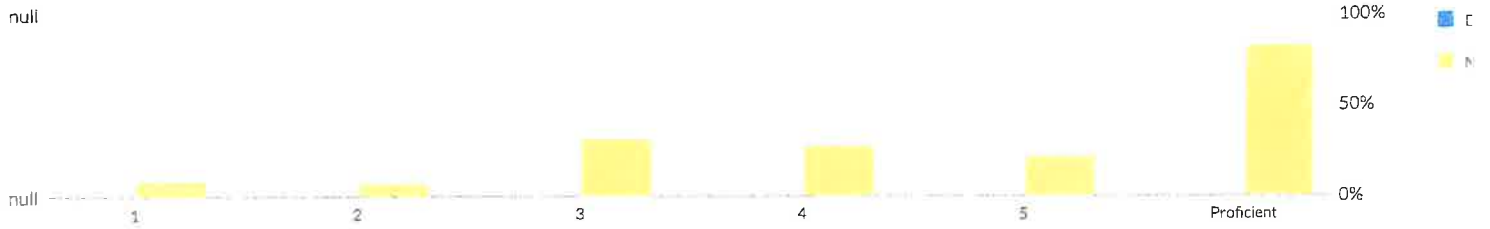
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	63	4	6%	4	6%	26	41%	9	14%	20	32%	55	87%
General Education	56	1	2%	3	5%	23	41%	9	16%	20	36%	52	93%
Students with Disabilities	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—	—	—
White	54	2	4%	4	7%	24	44%	8	15%	16	30%	48	89%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	0	0%	2	22%	1	11%	4	44%	7	78%
Female	22	1	5%	1	5%	9	41%	3	14%	8	36%	20	91%
Male	41	3	7%	3	7%	17	41%	6	15%	12	29%	35	85%
Non-English Language Learners	63	4	6%	4	6%	26	41%	9	14%	20	32%	55	87%
Economically Disadvantaged	10	2	20%	1	10%	6	60%	0	0%	1	10%	7	70%
Not Economically Disadvantaged	53	2	4%	3	6%	20	38%	9	17%	19	36%	48	91%
Not Migrant	63	4	6%	4	6%	26	41%	9	14%	20	32%	55	87%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	4	6%	4	6%	26	41%	9	14%	20	32%	55	87%
Parent Not in Armed Forces	63	4	6%	4	6%	26	41%	9	14%	20	32%	55	87%

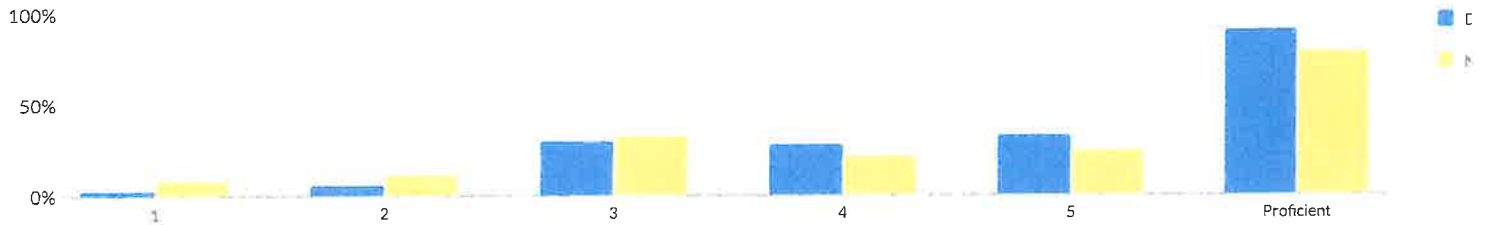
ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1	—	—	—	—	—	—	—	—	—	—	—	—
General Education	1	—	—	—	—	—	—	—	—	—	—	—	—
White	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	—	—	—	—	—	—	—	—	—	—	—	—
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—

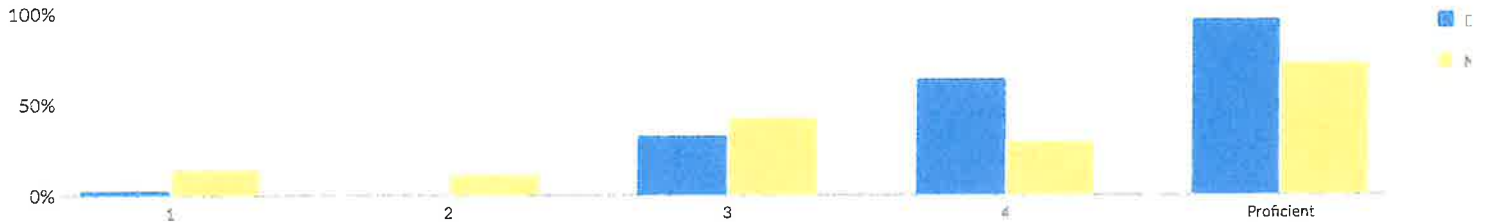
ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	69	2	3%	4	6%	21	30%	19	28%	23	33%	63	91%
General Education	59	0	0%	2	3%	17	29%	18	31%	22	37%	57	97%
Students with Disabilities	10	2	20%	2	20%	4	40%	1	10%	1	10%	6	60%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	59	2	3%	3	5%	17	29%	18	31%	19	32%	54	92%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	1	10%	4	40%	1	10%	4	40%	9	90%
Female	24	0	0%	2	8%	10	42%	5	21%	7	29%	22	92%
Male	45	2	4%	2	4%	11	24%	14	31%	16	36%	41	91%
Non-English Language Learners	69	2	3%	4	6%	21	30%	19	28%	23	33%	63	91%
Economically Disadvantaged	12	0	0%	2	17%	3	25%	5	42%	2	17%	10	83%
Not Economically Disadvantaged	57	2	4%	2	4%	18	32%	14	25%	21	37%	53	93%
Not Migrant	69	2	3%	4	6%	21	30%	19	28%	23	33%	63	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	68	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	69	2	3%	4	6%	21	30%	19	28%	23	33%	63	91%
Parent Not in Armed Forces	69	2	3%	4	6%	21	30%	19	28%	23	33%	63	91%

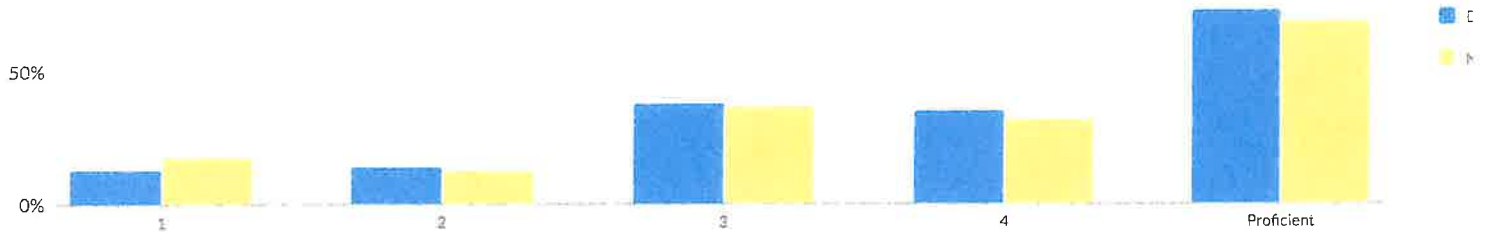
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

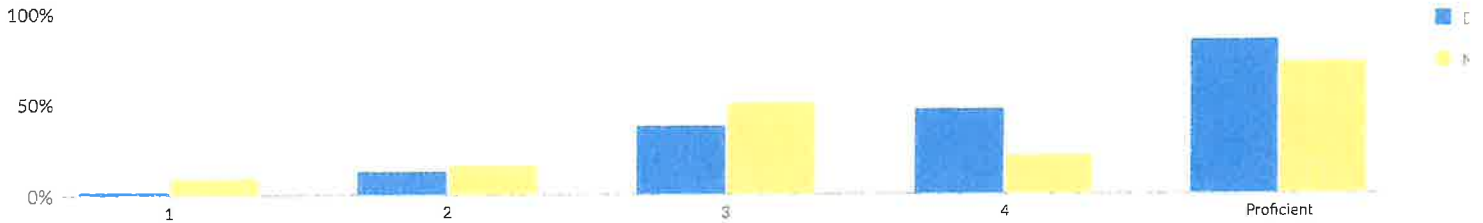
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	78	2	3%	0	0%	26	33%	50	64%	76	97%
General Education	70	0	0%	0	0%	20	29%	50	71%	70	100%
Students with Disabilities	8	2	25%	0	0%	6	75%	0	0%	6	75%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	0	0%	4	50%	4	50%	8	100%
White	64	2	3%	0	0%	21	33%	41	64%	62	97%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	1	17%	5	83%	6	100%
Female	31	1	3%	0	0%	9	29%	21	68%	30	97%
Male	47	1	2%	0	0%	17	36%	29	62%	46	98%
Non-English Language Learners	78	2	3%	0	0%	26	33%	50	64%	76	97%
Economically Disadvantaged	13	1	8%	0	0%	5	38%	7	54%	12	92%
Not Economically Disadvantaged	65	1	2%	0	0%	21	32%	43	66%	64	98%
Not Migrant	78	2	3%	0	0%	26	33%	50	64%	76	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	77	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	78	2	3%	0	0%	26	33%	50	64%	76	97%
Parent Not in Armed Forces	78	2	3%	0	0%	26	33%	50	64%	76	97%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	63	8	13%	9	14%	24	38%	22	35%	46	73%
General Education	56	3	5%	9	16%	23	41%	21	38%	44	79%
Students with Disabilities	7	5	71%	0	0%	1	14%	1	14%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
White	60	—	—	—	—	—	—	—	—	—	—
Small Group Total	63	8	13%	9	14%	24	38%	22	35%	46	73%
Female	33	4	12%	4	12%	13	39%	12	36%	25	76%
Male	30	4	13%	5	17%	11	37%	10	33%	21	70%
Non-English Language Learners	63	8	13%	9	14%	24	38%	22	35%	46	73%
Economically Disadvantaged	8	4	50%	2	25%	1	13%	1	13%	2	25%
Not Economically Disadvantaged	55	4	7%	7	13%	23	42%	21	38%	44	80%
Not Migrant	63	8	13%	9	14%	24	38%	22	35%	46	73%
Not Homeless	63	8	13%	9	14%	24	38%	22	35%	46	73%
Not in Foster Care	63	8	13%	9	14%	24	38%	22	35%	46	73%
Parent Not in Armed Forces	63	8	13%	9	14%	24	38%	22	35%	46	73%

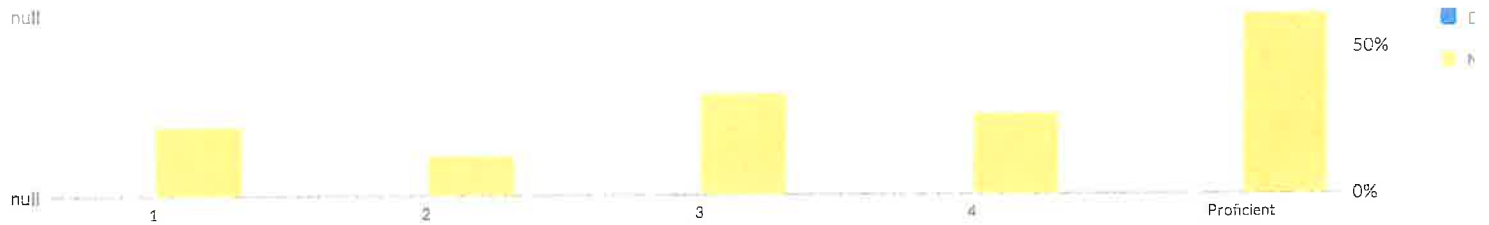
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	47	1	2%	6	13%	18	38%	22	47%	40	85%
General Education	45	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	42	1	2%	4	10%	17	40%	20	48%	37	88%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	2	40%	1	20%	2	40%	3	60%
Female	17	0	0%	4	24%	9	53%	4	24%	13	76%
Male	30	1	3%	2	7%	9	30%	18	60%	27	90%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	46	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	1	14%	0	0%	5	71%	1	14%	6	86%
Not Economically Disadvantaged	40	0	0%	6	15%	13	33%	21	53%	34	85%
Not Migrant	47	1	2%	6	13%	18	38%	22	47%	40	85%
Not Homeless	47	1	2%	6	13%	18	38%	22	47%	40	85%
Not in Foster Care	47	1	2%	6	13%	18	38%	22	47%	40	85%
Parent Not in Armed Forces	47	1	2%	6	13%	18	38%	22	47%	40	85%

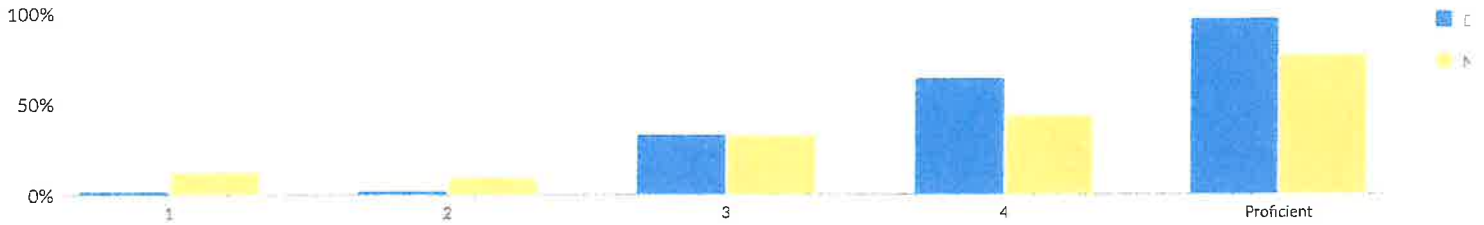
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	3	—	—	—	—	—	—	—	—	—	—
General Education	1	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
White	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	—	—	—	—	—	—	—	—	—	—
Male	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	3	—	—	—	—	—	—	—	—	—	—

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

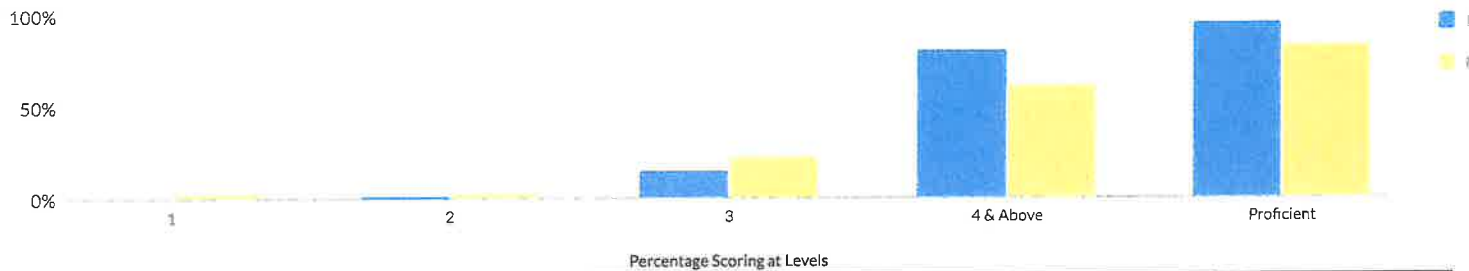


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	66	1	2%	1	2%	22	33%	42	64%	64	97%
General Education	60	0	0%	0	0%	20	33%	40	67%	60	100%
Students with Disabilities	6	1	17%	1	17%	2	33%	2	33%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	0	0%	0	0%	2	25%	6	75%	8	100%
White	53	1	2%	1	2%	19	36%	32	60%	51	96%
Small Group Total	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	36	0	0%	0	0%	14	39%	22	61%	36	100%
Male	30	1	3%	1	3%	8	27%	20	67%	28	93%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	65	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	0	0%	0	0%	9	69%	4	31%	13	100%
Not Economically Disadvantaged	53	1	2%	1	2%	13	25%	38	72%	51	96%
Not Migrant	66	1	2%	1	2%	22	33%	42	64%	64	97%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	65	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	66	1	2%	1	2%	22	33%	42	64%	64	97%
Parent Not in Armed Forces	66	1	2%	1	2%	22	33%	42	64%	64	97%

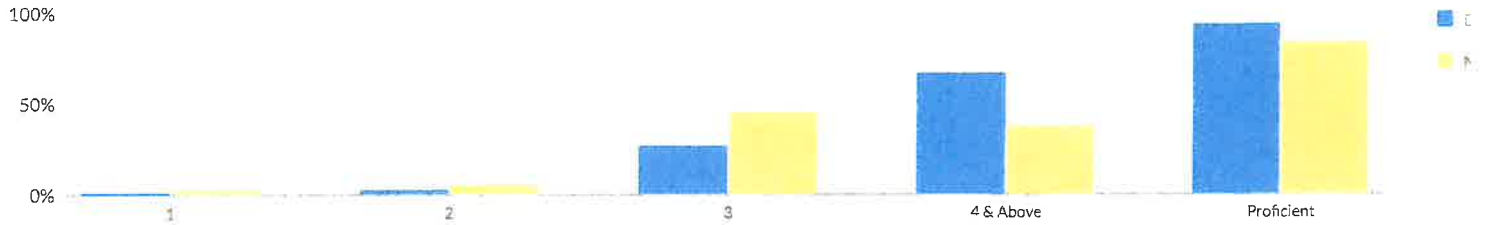
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	3	3%	86	97%	0	0%	1	1%	13	15%	72	81%	85	96%
General Education	76	0	0%	76	100%	0	0%	0	0%	8	11%	68	89%	76	100%
Students with Disabilities	13	3	23%	10	77%	0	0%	1	8%	5	38%	4	31%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	80	3	4%	77	96%	0	0%	0	0%	11	14%	66	83%	77	96%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	1	11%	2	22%	6	67%	8	89%
Female	42	1	2%	41	98%	0	0%	0	0%	4	10%	37	88%	41	98%
Male	47	2	4%	45	96%	0	0%	1	2%	9	19%	35	74%	44	94%
Non-English Language Learners	89	3	3%	86	97%	0	0%	1	1%	13	15%	72	81%	85	96%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	1	7%	5	36%	8	57%	13	93%
Not Economically Disadvantaged	75	3	4%	72	96%	0	0%	0	0%	8	11%	64	85%	72	96%
Not Migrant	89	3	3%	86	97%	0	0%	1	1%	13	15%	72	81%	85	96%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	3	—	85	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	3	3%	86	97%	0	0%	1	1%	13	15%	72	81%	85	96%
Parent Not in Armed Forces	89	3	3%	86	97%	0	0%	1	1%	13	15%	72	81%	85	96%

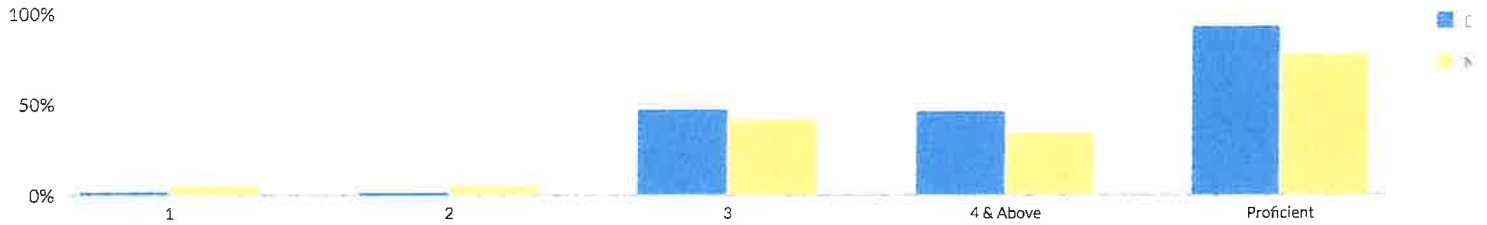
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

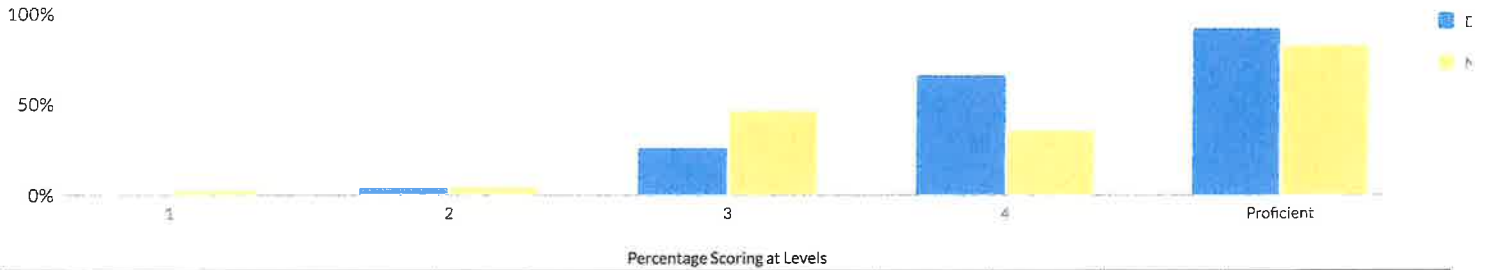
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	1	1%	88	99%	1	1%	3	3%	24	27%	60	67%	84	94%
General Education	76	0	0%	76	100%	0	0%	0	0%	17	22%	59	78%	76	100%
Students with Disabilities	13	1	8%	12	92%	1	8%	3	23%	7	54%	1	8%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	80	1	1%	79	99%	1	1%	3	4%	18	23%	57	71%	75	94%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	0	0%	6	67%	3	33%	9	100%
Female	42	0	0%	42	100%	0	0%	1	2%	11	26%	30	71%	41	98%
Male	47	1	2%	46	98%	1	2%	2	4%	13	28%	30	64%	43	91%
Non-English Language Learners	89	1	1%	88	99%	1	1%	3	3%	24	27%	60	67%	84	94%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	2	14%	6	43%	6	43%	12	86%
Not Economically Disadvantaged	75	1	1%	74	99%	1	1%	1	1%	18	24%	54	72%	72	96%
Not Migrant	89	1	1%	88	99%	1	1%	3	3%	24	27%	60	67%	84	94%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	1	—	87	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	1	1%	88	99%	1	1%	3	3%	24	27%	60	67%	84	94%
Parent Not in Armed Forces	89	1	1%	88	99%	1	1%	3	3%	24	27%	60	67%	84	94%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



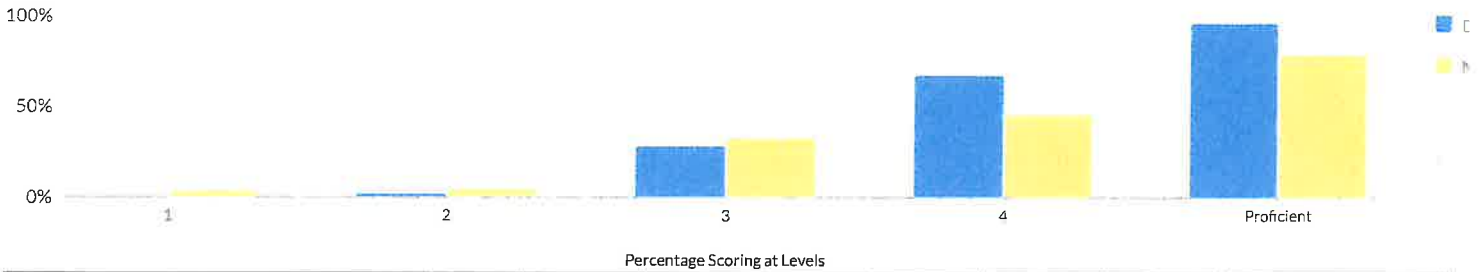
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	3	3%	86	97%	2	2%	1	1%	42	47%	41	46%	83	93%
General Education	76	0	0%	76	100%	0	0%	1	1%	36	47%	39	51%	75	99%
Students with Disabilities	13	3	23%	10	77%	2	15%	0	0%	6	46%	2	15%	8	62%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	80	3	4%	77	96%	1	1%	1	1%	37	46%	38	48%	75	94%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	1	11%	0	0%	5	56%	3	33%	8	89%
Female	42	1	2%	41	98%	0	0%	1	2%	19	45%	21	50%	40	95%
Male	47	2	4%	45	96%	2	4%	0	0%	23	49%	20	43%	43	91%
Non-English Language Learners	89	3	3%	86	97%	2	2%	1	1%	42	47%	41	46%	83	93%
Economically Disadvantaged	14	0	0%	14	100%	2	14%	0	0%	8	57%	4	29%	12	86%
Not Economically Disadvantaged	75	3	4%	72	96%	0	0%	1	1%	34	45%	37	49%	71	95%
Not Migrant	89	3	3%	86	97%	2	2%	1	1%	42	47%	41	46%	83	93%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	3	—	85	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	3	3%	86	97%	2	2%	1	1%	42	47%	41	46%	83	93%
Parent Not in Armed Forces	89	3	3%	86	97%	2	2%	1	1%	42	47%	41	46%	83	93%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	3	3%	86	97%	0	0%	4	4%	23	26%	59	66%	82	92%
General Education	76	0	0%	76	100%	0	0%	0	0%	19	25%	57	75%	76	100%
Students with Disabilities	13	3	23%	10	77%	0	0%	4	31%	4	31%	2	15%	6	46%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	80	3	4%	77	96%	0	0%	3	4%	19	24%	55	69%	74	93%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	1	11%	4	44%	4	44%	8	89%
Female	42	1	2%	41	98%	0	0%	1	2%	8	19%	32	76%	40	95%
Male	47	2	4%	45	96%	0	0%	3	6%	15	32%	27	57%	42	89%
Non-English Language Learners	89	3	3%	86	97%	0	0%	4	4%	23	26%	59	66%	82	92%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	4	29%	5	36%	5	36%	10	71%
Not Economically Disadvantaged	75	3	4%	72	96%	0	0%	0	0%	18	24%	54	72%	72	96%
Not Migrant	89	3	3%	86	97%	0	0%	4	4%	23	26%	59	66%	82	92%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	3	—	85	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	3	3%	86	97%	0	0%	4	4%	23	26%	59	66%	82	92%
Parent Not in Armed Forces	89	3	3%	86	97%	0	0%	4	4%	23	26%	59	66%	82	92%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	89	2	2%	87	98%	0	0%	2	2%	25	28%	60	67%	85	96%
General Education	76	0	0%	76	100%	0	0%	0	0%	19	25%	57	75%	76	100%
Students with Disabilities	13	2	15%	11	85%	0	0%	2	15%	6	46%	3	23%	9	69%
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
White	80	2	3%	78	98%	0	0%	1	1%	22	28%	55	69%	77	96%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	9	100%	0	0%	1	11%	3	33%	5	56%	8	89%
Female	42	1	2%	41	98%	0	0%	1	2%	10	24%	30	71%	40	95%
Male	47	1	2%	46	98%	0	0%	1	2%	15	32%	30	64%	45	96%
Non-English Language Learners	89	2	2%	87	98%	0	0%	2	2%	25	28%	60	67%	85	96%
Economically Disadvantaged	14	0	0%	14	100%	0	0%	2	14%	7	50%	5	36%	12	86%
Not Economically Disadvantaged	75	2	3%	73	97%	0	0%	0	0%	18	24%	55	73%	73	97%
Not Migrant	89	2	2%	87	98%	0	0%	2	2%	25	28%	60	67%	85	96%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	88	2	—	86	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	89	2	2%	87	98%	0	0%	2	2%	25	28%	60	67%	85	96%
Parent Not in Armed Forces	89	2	2%	87	98%	0	0%	2	2%	25	28%	60	67%	85	96%

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

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	2	—	—	—	—	—
Grade 1	0	1	—	—	—	—	—
Grade 4	0	5	0%	0%	20%	80%	0%
Grade 6	0	2	—	—	—	—	—
Grade 11	0	1	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

New York State Alternate Assessments (NYSAA) are administered to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and high school level.

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Secondary-Level ELA	5	1	—	—	—	—	—	—	—	—
Secondary-Level Math	5	1	—	—	—	—	—	—	—	—
Secondary-Level Science	5	1	—	—	—	—	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms