



# 2020 - 2021 Proposed Budget

Canandaigua City School District  
Board of Education

Mr. Jamie M. Farr  
Superintendent of Schools



**Canandaigua City School District  
3-Part Budget**

State Function	Description	2019-20 Approved Budget	2020-21 Proposed Budget	Increase/ (Decrease)	% Change
<b>Administration</b>					
1010	Board Of Education	\$ 20,250	\$ 12,250	\$ (8,000)	-39.51%
1040	District Clerk	\$ 26,773	\$ 27,222	\$ 449	1.68%
1060	District Meeting	\$ 12,000	\$ 8,500	\$ (3,500)	-29.17%
1240	Chief School Administrator	\$ 276,530	\$ 286,076	\$ 9,546	3.45%
1310	Business Administration	\$ 551,531	\$ 557,682	\$ 6,151	1.12%
1320	Auditing	\$ 63,724	\$ 64,215	\$ 491	0.77%
1325	Treasurer	\$ 67,155	\$ 70,045	\$ 2,890	4.30%
1330	Tax Collector	\$ 45,680	\$ 46,488	\$ 808	1.77%
1345	Purchasing	\$ 5,500	\$ 5,750	\$ 250	4.55%
1380	Fiscal Agent Fee	\$ 15,000	\$ 12,000	\$ (3,000)	-20.00%
1420	Legal	\$ 33,350	\$ 33,465	\$ 115	0.34%
1430	Personnel	\$ 191,718	\$ 274,492	\$ 82,774	43.17%
1480	Public Information and Services	\$ 115,890	\$ 118,527	\$ 2,637	2.28%
1680	Central Data Processing	\$ 33,115	\$ 33,160	\$ 45	0.14%
1910	Insurance	\$ 265,000	\$ 150,000	\$ (115,000)	-43.40%
1920	School Association Dues	\$ 22,800	\$ 22,800	\$ -	0.00%
1981	BOCES Administrative Costs	\$ 344,520	\$ 344,520	\$ -	0.00%
1989	Contractual	\$ 10,000	\$ 5,000	\$ (5,000)	-50.00%
2010	Curriculum Devel and Supervision	\$ 308,193	\$ 305,731	\$ (2,462)	-0.80%
2020	Supervision-Regular School	\$ 1,978,275	\$ 1,957,640	\$ (20,635)	-1.04%
9000	Employee Benefits	\$ 2,005,298	\$ 2,077,894	\$ 72,596	3.62%
<b>Total Administration</b>		<b>\$ 6,392,302</b>	<b>\$ 6,413,457</b>	<b>\$ 21,155</b>	<b>0.33%</b>

<b>Program</b>					
1420	Legal	\$ 111,650	\$ 112,035	\$ 385	0.34%
2070	Inservice Training-Instruction	\$ 195,474	\$ 204,287	\$ 8,813	4.51%
2110	Teaching-Regular School	\$ 20,820,807	\$ 20,808,057	\$ (12,750)	-0.06%
2250	Prog For Sdnts w/Disabil-Med Elgble	\$ 11,206,096	\$ 11,838,883	\$ 632,787	5.65%
2280	Occupational Education	\$ 1,095,000	\$ 1,099,227	\$ 4,227	0.39%
2330	Teaching-Special Schools	\$ 362,500	\$ 332,500	\$ (30,000)	-8.28%
2610	School Library & AV	\$ 518,475	\$ 549,031	\$ 30,556	5.89%
2630	Computer Assisted Instruction	\$ 2,787,484	\$ 3,033,148	\$ 245,664	8.81%
2805	Attendance-Regular School	\$ 393,555	\$ 424,239	\$ 30,684	7.80%
2810	Guidance-Regular School	\$ 941,139	\$ 906,840	\$ (34,299)	-3.64%
2815	Health Svcs-Regular School	\$ 489,847	\$ 447,205	\$ (42,642)	-8.71%
2820	Psychological Svcs-Req Schl	\$ 507,024	\$ 537,200	\$ 30,176	5.95%
2825	Social Work Svcs-Regular School	\$ -	\$ -	\$ -	0.00%
2850	Co-Curricular Activ-Req Schl	\$ 148,450	\$ 153,104	\$ 4,654	3.14%
2855	Interscholastic Athletics-Req Schl	\$ 1,024,069	\$ 1,078,214	\$ 54,145	5.29%
5510	District Transport Svcs-Med Elgble	\$ 2,849,181	\$ 2,767,277	\$ (81,904)	-2.87%
5530	Garage/Building	\$ 354,583	\$ 314,748	\$ (39,835)	-11.23%
8060	Civic Activities	\$ 8,500	\$ 8,500	\$ -	0.00%
8070	Census	\$ 2,000	\$ -	\$ (2,000)	-100.00%
9000	Employee Benefits	\$ 15,261,707	\$ 15,737,990	\$ 476,283	3.12%
9901	Transfer to Cafeteria Fund	\$ 70,000	\$ 60,000	\$ (10,000)	-14.29%
9901	Transfer to Special Aid Fund	\$ 145,000	\$ 145,000	\$ -	0.00%
<b>Total Program</b>		<b>\$ 59,292,541</b>	<b>\$ 60,557,485</b>	<b>\$ 1,264,944</b>	<b>2.13%</b>

<b>Capital</b>					
1620	Operation of Plant	\$ 2,598,922	\$ 2,614,715	\$ 15,793	0.61%
1621	Maintenance of Plant	\$ 1,757,126	\$ 1,676,922	\$ (80,204)	-4.56%
1964	Refund on Real Property Taxes	\$ 100,000	\$ 100,000	\$ -	0.00%
1981	BOCES Administrative Costs	\$ 235,480	\$ 235,480	\$ -	0.00%
9000	Employee Benefits	\$ 1,478,806	\$ 1,514,034	\$ 35,228	2.38%
9711	Serial Bonds-School Construction	\$ 3,806,814	\$ 3,790,569	\$ (16,245)	-0.43%
9712	Serial Bonds-Bus Purchases	\$ -	\$ -	\$ -	0.00%
9731	BAN - School Construction	\$ -	\$ -	\$ -	0.00%
9760	Tax Anticipation Notes	\$ -	\$ -	\$ -	0.00%
9785	Install Purch Debt-State Aided Hardware	\$ -	\$ -	\$ -	0.00%
9950	Transfer to Capital Fund	\$ 700,000	\$ 800,000	\$ 100,000	14.29%
<b>Total Capital</b>		<b>\$ 10,677,148</b>	<b>\$ 10,731,720</b>	<b>\$ 54,572</b>	<b>0.51%</b>

<b>Administration</b>	<b>\$ 6,392,302</b>	<b>\$ 6,413,457</b>	<b>\$ 21,155</b>	<b>0.33%</b>
<b>Program</b>	<b>\$ 59,292,541</b>	<b>\$ 60,557,485</b>	<b>\$ 1,264,944</b>	<b>2.13%</b>
<b>Capital</b>	<b>\$ 10,677,148</b>	<b>\$ 10,731,720</b>	<b>\$ 54,572</b>	<b>0.51%</b>
	<b>\$ 76,361,991</b>	<b>\$ 77,702,662</b>	<b>\$ 1,340,671</b>	<b>1.76%</b>

	<b>% of Total Budget</b>	<b>% of Total Budget</b>		
<b>Administration</b>	<b>8.37%</b>	<b>8.25%</b>		-0.12%
<b>Program</b>	<b>77.65%</b>	<b>77.93%</b>		0.29%
<b>Capital</b>	<b>13.98%</b>	<b>13.81%</b>		-0.17%

2020-21 Proposed Budget

Program	Program	Object	Description	2019-20	2020-21	Change
Board of Education	1010	160	Non-Instructional Salary	500	-	(500)
	1010	400	Contractual & Other	18,250	10,750	(7,500)
	1010	450	Materials & Supplies	1,500	1,500	-
District Clerk	1040	160	Non-Instructional Salary	23,323	23,872	549
	1040	400	Contractual & Other	2,700	2,600	(100)
	1040	450	Materials & Supplies	750	750	-
District Meeting	1060	400	Contractual & Other	12,000	8,500	(3,500)
Chief School Administrator	1240	150	Instructional Salary	192,462	200,261	7,799
	1240	160	Non-Instructional Salary	69,968	71,615	1,647
	1240	200	Equipment	-	-	-
	1240	400	Contractual & Other	13,100	13,200	100
	1240	450	Materials & Supplies	1,000	1,000	-
Business Administration	1310	150	Instructional Salary	139,417	143,555	4,138
	1310	160	Non-Instructional Salary	242,433	244,527	2,094
	1310	200	Equipment	2,000	2,000	-
	1310	400	Contractual & Other	66,000	65,000	(1,000)
	1310	450	Materials & Supplies	5,500	5,500	-
	1310	490	BOCES	96,181	97,100	919
Auditing	1320	160	Non-Instructional Salary	16,224	16,715	491
	1320	400	Contractual & Other	47,500	47,500	-
Treasurer	1325	160	Non-Instructional Salary	67,155	70,045	2,890
Tax Collector	1330	160	Non-Instructional Salary	32,930	33,888	958
	1330	400	Contractual & Other	12,000	12,000	-
	1330	450	Materials & Supplies	750	600	(150)
Purchasing	1345	490	BOCES	5,500	5,750	250
Fiscal Agent Fees	1380	400	Contractual & Other	15,000	12,000	(3,000)
Legal	1420	400	Contractual & Other	120,000	120,000	-
	1420	490	BOCES	25,000	25,500	500
Personnel	1430	150	Instructional Salary	68,249	147,612	79,363
	1430	160	Non-Instructional Salary	83,894	86,380	2,486
	1430	200	Equipment	1,000	5,500	4,500
	1430	400	Contractual & Other	30,000	26,500	(3,500)
	1430	450	Materials & Supplies	1,075	1,000	(75)
	1430	490	BOCES	7,500	7,500	-
Public Information	1480	150	Instructional Salary	87,890	90,527	2,637
	1480	400	Contractual & Other	28,000	28,000	-
Operation of Plant	1620	160	Non-Instructional Salary	1,315,262	1,363,356	48,094
	1620	200	Equipment	12,600	16,000	3,400
	1620	400	Contractual & Other	901,668	880,855	(20,813)
	1620	450	Materials & Supplies	175,500	181,500	6,000
	1620	490	BOCES	22,000	22,880	880
Maintenance of Plan	1621	160	Non-Instructional Salary	796,827	756,923	(39,904)
	1621	200	Equipment	148,000	145,000	(3,000)
	1621	400	Contractual & Other	538,429	538,429	-
	1621	450	Materials & Supplies	273,870	236,570	(37,300)
Security of Plant	1622	160	Non-Instructional Salary	111,892	113,574	1,682
	1622	200	Equipment	10,000	10,000	-
	1622	400	Contractual & Other	47,000	25,550	(21,450)
	1622	450	Materials & Supplies	3,000	1,000	(2,000)
Central Data Processing	1680	200	Equipment	20,675	20,580	(95)
	1680	400	Contractual & Other	9,150	10,440	1,290
	1680	450	Materials & Supplies	3,290	2,140	(1,150)
Special Items	1910	400	Insurance	265,000	150,000	(115,000)
	1920	400	Association Dues	22,800	22,800	-
	1930	400	Judgement and Claims	-	-	-
	1964	400	Refund Prior Years Taxes	100,000	100,000	-
	1981	490	Boces - Admin Special Items	580,000	580,000	-
	1989	400	Unclassified Contractual	10,000	5,000	(5,000)
Curriculum & Development Supervision	2010	150	Instructional Salary	76,544	66,800	(9,744)
	2010	400	Contractual & Other	20,000	20,000	-
	2010	450	Materials & Supplies	3,000	-	(3,000)
	2015	150	Instructional Salary	139,418	147,653	8,235
	2015	160	Non-Instructional Salary	69,231	71,278	2,047

2020-21 Proposed Budget

Program	Program	Object	Description	2019-20	2020-21	Change
Supervision Regular School	2020	150	Instructional Salary	1,393,033	1,418,465	25,432
	2020	160	Non-Instructional Salary	475,724	412,104	(63,620)
	2020	200	Equipment	7,000	12,375	5,375
	2020	400	Contractual & Other	60,420	52,020	(8,400)
	2020	450	Materials & Supplies	22,463	36,776	14,313
	2020	490	BOCES	19,635	25,900	6,265
Inservice Training - Instruction	2070	150	Instructional Salary	41,378	82,638	41,260
	2070	400	Contractual & Other	42,165	38,665	(3,500)
	2070	450	Materials & Supplies	5,033	4,954	(79)
	2070	490	BOCES	106,898	78,030	(28,868)
Instruction - Teaching	2110	150	Instructional Salary	18,183,550	17,962,404	(221,146)
	2110	160	Non-Instructional Salary	999,339	1,027,277	27,938
	2110	200	Equipment	97,072	96,044	(1,028)
	2110	400	Contractual & Other	207,394	239,639	32,245
	2110	450	Materials & Supplies	325,187	364,651	39,464
	2110	470	Tuition	36,000	20,000	(16,000)
	2110	480	Textbooks	233,760	216,687	(17,073)
	2110	490	BOCES	303,643	263,000	(40,643)
Instruction - Teaching Music	2111	200	Equipment	27,709	26,388	(1,321)
	2111	400	Contractual & Other	22,037	24,575	2,538
	2111	450	Materials & Supplies	14,842	17,586	2,744
Instruction - Teaching Gifted & Talented	2120	150	Instructional Salary	275,852	214,592	(61,260)
	2120	400	Contractual & Other	1,858	1,415	(443)
	2120	450	Materials & Supplies	2,564	4,985	2,421
Program for Students w/ Disabilities	2250	150	Instructional Salary	4,256,003	4,220,110	(35,893)
	2250	160	Non-Instructional Salary	1,248,177	1,389,226	141,049
	2250	200	Equipment	1,500	500	(1,000)
	2250	400	Contractual & Other	34,533	21,361	(13,172)
	2250	450	Materials & Supplies	30,916	17,796	(13,120)
	2250	470	Tuition	1,082,161	1,167,226	85,065
Program for English Language Learners	2250	490	BOCES	4,152,104	4,602,009	449,905
Program for Students w/ Disabilities - Supervision	2259	150	Instructional Salary	-	223,813	223,813
	2260	150	Instructional Salary	311,732	321,039	9,307
	2260	160	Non-Instructional Salary	68,970	65,116	(3,854)
	2260	200	Equipment	4,500	9,500	5,000
	2260	400	Contractual & Other	8,500	13,000	4,500
	2260	450	Materials & Supplies	7,000	12,000	5,000
Occupational Education	2280	490	BOCES	1,095,000	1,099,227	4,227
Teaching - Special Schools	2330	150	Instructional Salary	57,500	57,500	-
	2330	490	BOCES	305,000	275,000	(30,000)
School Library & Audiovisual	2610	150	Instructional Salary	252,265	270,981	18,716
	2610	160	Non-Instructional Salary	77,729	81,281	3,552
	2610	200	Equipment	600	9,170	8,570
	2610	460	Library Books	24,663	24,482	(181)
	2610	450	Materials & Supplies	43,473	43,117	(356)
	2610	490	BOCES	119,745	120,000	255
Computer Assisted Instruction	2630	160	Non-Instructional Salary	806,975	913,560	106,585
	2630	200	Equipment & Hardware	868,589	879,130	10,541
	2630	400	Contractual & Other	15,250	14,050	(1,200)
	2630	460	Software	282,425	293,899	11,474
	2630	450	Materials & Supplies	49,257	41,734	(7,523)
	2630	490	BOCES	764,988	890,775	125,787
Family Facilitation	2805	150	Instructional Salary	393,555	424,239	30,684
Guidance	2810	150	Instructional Salary	844,271	804,752	(39,519)
	2810	160	Non-Instructional Salary	86,672	89,417	2,745
	2810	400	Contractual & Other	5,550	7,218	1,668
	2810	450	Materials & Supplies	4,646	5,453	807
Health Services	2815	150	Instructional Salary	419,672	382,904	(36,768)
	2815	200	Equipment	-	1,063	1,063
	2815	400	Contractual & Other	57,560	48,200	(9,360)
	2815	450	Materials & Supplies	7,815	10,238	2,423
Diagnostic Screening	2816	150	Instructional Salary	4,800	4,800	-
Psychological Services	2820	150	Instructional Salary	496,606	523,578	26,972



2020-21 Proposed Budget

Program	Program	Object	Description	2019-20	2020-21	Change
	2820	400	Contractual & Other	3,000	6,122	3,122
	2820	450	Materials & Supplies	7,418	7,500	82
Co-Curricular Activities	2850	150	Instructional Salary	143,250	148,250	5,000
	2850	450	Materials & Supplies	5,200	4,854	(346)
Interscholastic Athletics	2855	150	Instructional Salary	612,294	653,296	41,002
	2855	160	Non-Instructional Salary	95,808	97,142	1,334
	2855	200	Equipment	32,500	31,500	(1,000)
	2855	400	Contractual & Other	193,667	204,376	10,709
	2855	450	Materials & Supplies	89,800	91,900	2,100
Transportation Services	5510	160	Non-Instructional Salary	2,178,759	2,093,947	(84,812)
	5510	200	Equipment	7,830	5,830	(2,000)
	5510	400	Contractual & Other	117,467	164,130	46,663
	5510	450	Materials & Supplies	544,355	502,600	(41,755)
Transportation Services	5511	400	Contractual & Other	500	500	-
	5511	450	Materials & Supplies	270	270	-
Garage Building	5530	160	Non-Instructional Salary	212,067	182,958	(29,109)
	5530	200	Equipment	-	-	-
	5530	400	Contractual & Other	109,725	98,999	(10,726)
Transportation - Special Services	5540	400	Contractual & Other	11,575	11,575	-
Transportation- Shared Services	5581	490	BOCES	21,216	21,216	-
Community Services - SRO	7310	400	Contractual & Other	90,000	105,000	15,000
	8060	400	Contractual & Other	8,500	8,500	-
Census	8070	400	Contractual & Other	2,000	-	(2,000)
Employee Benefits	9010	800	Employee Retirement System	1,531,263	1,561,600	30,337
	9020	800	Teachers' Retirement System	2,480,205	2,685,998	205,793
	9030	800	FICA	2,985,802	3,013,000	27,198
	9040	800	Workers' Compensation	365,000	343,000	(22,000)
	9045	800	Life Insurance	126,856	145,415	18,559
	9046	800	Flex Account Administration	365,000	380,000	15,000
	9050	800	Unemployment Insurance	20,000	100,000	80,000
	9060	800	Health & Dental Insurance	10,871,685	11,100,906	229,221
Debt Service	9711	600	Serial Bonds Principal	3,130,000	3,205,000	75,000
	9711	700	Serial Bonds Interest	676,814	585,569	(91,245)
	9712	600	Serial Bonds Bus Purchases Principal	-	-	-
	9712	700	Serial Bond Bus Purchases Interest	-	-	-
	9731	700	BAN Interest - School Constructin	-	-	-
	9760	700	Tax Anticipated Note Interest	-	-	-
Interfund Transfer - Capital	9950	900	Interfund Transfer - Capital	700,000	800,000	100,000
Interfund Transfer - Other	9901	900	Interfund Transfer - Other	215,000	205,000	(10,000)
<b>Total Budget</b>				<b>76,361,991</b>	<b>77,702,662</b>	<b>1,340,671</b>
				-	-	

# 2020-21 Property Tax Report Card

<b>430300 - Canandaigua City School District</b>		
Contact Person: Jamie Farr, Superintendent	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)
Telephone Number: 585-396-3710		
Total Budgeted Amount, not Including Separate Propositions	76,361,991	77,702,662
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	46,530,289	47,549,426
B. Tax Levy to Support Library Debt, if Applicable	0	0
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	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)	46,530,289	47,549,426
F. Permissible Exclusions to the School Tax Levy Limit	1,553,763	1,553,155
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	45,239,852	45,996,271
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	44,976,526	45,996,271
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	263,326	0
Public School Enrollment	3,463	3,468
Consumer Price Index		1.81%

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

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

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

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	24,923,369	18,255,541
Assigned Appropriated Fund Balance	275,000	289,578
Adjusted Unrestricted Fund Balance	3,054,478	3,108,106
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 2019-20 School Year
Capital	Capital Reserves	To pay the cost of any object or purpose for which bonds may be issued.	16,033,957.00	7,846,370.00	\$400,000 for the purchase of buses, \$10,600,000 for proposed capital project if propositions approved by the voters.
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers' Compensation	To pay for Workers Compensation and benefits.	881,126.00	1,246,126.00	\$342,000 for Workers' Compensation Premiums.
Unemployment Insurance	Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	341,564.00	450,699.00	\$100,000 for estimated unemployment costs.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance	Property/Casualty Insurance Reserve	To pay liability, casualty, and other types of uninsured losses.	297,055.00	297,055.00	No Funds will be used from this reserve to balance 2020-21 Budget
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements	1,818,393.00	1,818,393.00	\$50,000 for tax certiorari settlements.
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR – Employee Benefit Accrued Liability	Employee Benefit Accrued Liability	For the payment of accrued 'employee benefits' due to employees upon termination of service.	1,248,444.00	1,248,444.00	\$100,000 for expenses related to compensated absences
Retirement Contribution	Employees Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	2,296,454.00	4,296,454.00	1,000,000 for ERS expenses.
Retirement Contribution	Teachers Retirement Contribution	To fund employer retirement contributions to the Teachers' Retirement System	512,000.00	1,012,000.00	This Reserve will not be used for the 2020-21 Budget

Form Due May 11, 2020

2020-2021 Salary Threshold =  
\$141,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	194,782	43,348	

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.)

2.	ASSISTANT SUPERINTENDENT FOR PERSONNEL	155,110	53,641	
3.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	146,153	52,663	
4.	ASSISTANT SUPERINTENDENT FOR BUSINESS	137,917	36,575	
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				

# 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



\$36,720,096

\$15,204,111

##### PUPILS

##### PUPILS



3,414

547

##### EXPENDITURES PER PUPIL

##### EXPENDITURES PER PUPIL



\$10,756

\$27,795

### SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

#### GENERAL EDUCATION

#### SPECIAL EDUCATION

## INSTRUCTIONAL EXPENDITURES



**\$8,760,789,980**

## PUPILS



**735,579**

## EXPENDITURES PER PUPIL



**\$11,910**

## INSTRUCTIONAL EXPENDITURES



**\$3,724,876,702**

## PUPILS



**113,376**

## EXPENDITURES PER PUPIL



**\$32,854**

## ALL SCHOOL DISTRICTS

### GENERAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES



**\$35,199,223,413**

#### PUPILS



**2,632,781**

#### EXPENDITURES PER PUPIL



**\$13,370**

### SPECIAL EDUCATION

#### INSTRUCTIONAL EXPENDITURES



**\$15,660,696,162**

#### PUPILS



**485,151**

#### EXPENDITURES PER PUPIL



**\$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**



**\$20,490**

**SIMILAR DISTRICT  
GROUP**



**\$23,507**

**NY STATE**



**\$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.

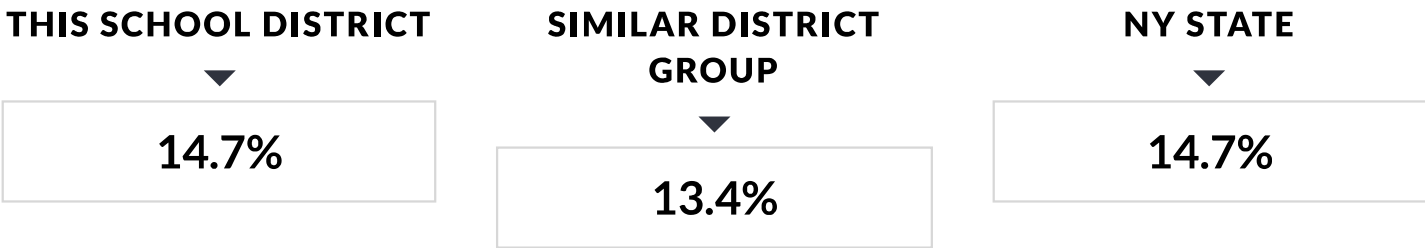
## STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	AVERAGE NEED/RESOURCE CAPACITY	80% OR MORE ▼
300   56.7%	80% OR MORE ▼	58.7%
40% - 79% ▼	57.7%	40% - 79% ▼
128   24.2%	40% - 79% ▼	11.5%
LESS THAN 40% ▼	18.7%	LESS THAN 40% ▼
66   12.5%	LESS THAN 40% ▼	19.0%
SEPARATE SETTINGS ▼	16.1%	SEPARATE SETTINGS ▼
17   3.2%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	4.7%	OTHER SETTINGS ▼
18   3.4%	OTHER SETTINGS ▼	5.6%
	2.8%	



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 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.

## CANANDAIGUA CITY SCHOOL DISTRICT - 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
American Indian or Alaska Native	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	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	3	3	4	2	3	4
American Indian or Alaska Native	1	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	—	3	4
Black or African American	2	4	3	—	1	4
Hispanic or Latino	2	3	3	—	1	3
Multiracial	3	3	3	—	2	3
White	3	3	3	—	3	4
English Language Learners	2	4	3	2	—	4
Students with Disabilities	2	4	3	—	1	4
Economically Disadvantaged	2	3	3	—	1	4

### ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	3
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	2
Hispanic or Latino	2
Multiracial	3
White	3
English Language Learners	2
Students with Disabilities	2
Economically Disadvantaged	2

# ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,333	132	3
	Math	1,333	141	
	Science	452	207	
	Combined	3,118	147	
American Indian or Alaska Native	ELA	14	64	1
	Math	11	55	
	Science	6	133	
	Combined	31	74	
Asian or Native Hawaiian/Other Pacific Islander	ELA	52	167	4
	Math	52	171	
	Science	16	216	
	Combined	120	175	
Black or African American	ELA	34	129	2
	Math	35	103	
	Science	12	192	
	Combined	81	127	
Hispanic or Latino	ELA	65	106	2
	Math	66	92	
	Science	48	192	
	Combined	179	124	
Multiracial	ELA	54	121	3
	Math	52	121	
	Science	41	200	
	Combined	147	143	
White	ELA	1,168	134	3
	Math	1,169	145	
	Science	387	212	
	Combined	2,724	150	
English Language Learners	ELA	34	49	2
	Math	36	43	
	Science	10	160	
	Combined	80	60	
Students with Disabilities	ELA	249	45	2
	Math	242	46	
	Science	90	134	
	Combined	581	59	
Economically Disadvantaged	ELA	527	96	2

Subgroup	Subject	Cohort	Index	Level
	Math	523	101	
	Science	175	177	
	Combined	1,225	110	

# ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,441	122	3
	Math	1,439	131	
	Science	466	201	
	Combined	3,346	137	
American Indian or Alaska Native	ELA	14	64	1
	Math	13	46	
	Science	7	114	
	Combined	34	68	
Asian or Native Hawaiian/Other Pacific Islander	ELA	57	153	4
	Math	57	156	
	Science	17	203	
	Combined	131	161	
Black or African American	ELA	44	100	2
	Math	45	80	
	Science	15	153	
	Combined	104	99	
Hispanic or Latino	ELA	76	91	2
	Math	76	80	
	Science	52	177	
	Combined	204	109	
Multiracial	ELA	60	109	3
	Math	59	107	
	Science	44	186	
	Combined	163	129	
White	ELA	1,247	126	3
	Math	1,245	136	
	Science	395	208	
	Combined	2,887	141	
English Language Learners	ELA	35	47	2
	Math	37	42	
	Science	11	146	
	Combined	83	58	
Students with Disabilities	ELA	276	40	2
	Math	276	40	
	Science	92	131	
	Combined	644	53	
Economically Disadvantaged	ELA	583	87	3

Subgroup	Subject	Cohort	Index	Level
	Math	581	91	
	Science	188	165	
	Combined	1,352	99	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	305,531	5,891	51.9	3
American Indian or Alaska Native	—	17	—	—
Asian or Native Hawaiian/Other Pacific Islander	7,235	122	59.3	4
Black or African American	3,987	68	58.6	4
Hispanic or Latino	13,540	256	52.9	3
Multiracial	12,989	248	52.4	3
White	266,918	5,180	51.5	3
English Language Learners	3,219	58	55.5	4
Students with Disabilities	50,246	929	54.1	4
Economically Disadvantaged	110,351	2,104	52.4	3

### ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
American Indian or Alaska Native	1
Asian or Native Hawaiian/Other Pacific Islander	4
Black or African American	3
Hispanic or Latino	3
Multiracial	3
White	3
English Language Learners	3
Students with Disabilities	3
Economically Disadvantaged	3

### ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	40	39%	33%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	13	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	40	39%	33%	0.9	2
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	15	—	—	—	—

### 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	120	1,441	122	127	105	122	161	—	—	200	3	3
	Math	124	1,439	131	130	107	124	162	—	—	200	4	
American Indian or Alaska Native	ELA	—	14	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	108	57	153	116	157	164	182	—	Y	200	3	3
	Math	118	57	156	125	174	179	189	—	Y	200	3	
Black or African American	ELA	93	44	100	102	98	116	158	—	N	200	2	1
	Math	76	45	80	86	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	93	76	91	102	95	113	157	N	—	200	1	1
	Math	88	76	80	97	92	111	155	N	—	200	1	
Multiracial	ELA	103	60	109	111	102	119	159	—	N	200	2	2
	Math	116	59	107	123	104	120	160	—	N	200	2	
White	ELA	123	1,247	126	130	102	119	160	—	—	200	3	3
	Math	128	1,245	136	133	110	126	163	—	—	200	4	
English Language Learners	ELA	—	35	—	—	—	—	—	—	—	—	—	—
	Math	—	37	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	39	276	40	52	61	85	142	N	—	200	1	1
	Math	41	276	40	54	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	85	583	87	94	95	113	157	N	—	200	1	1
	Math	87	581	91	96	94	112	156	N	—	200	1	



### ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	5.5	2,062	132	6.4%	5.5%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	17	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7.7	35	0	0%	7.5%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	2.9	49	2	4.1%	2.9%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	8	126	14	11.1%	7.8%	19.8%	17%	11%	—	—	5%	3
Multiracial	5.2	87	10	11.5%	5.2%	16.5%	14.5%	9.8%	—	—	5%	3
White	5.3	1,777	106	6%	5.3%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	2.1	33	3	9.1%	2.1%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	10.3	389	46	11.8%	9.9%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	9.2	868	94	10.8%	8.8%	19.9%	17.1%	11.1%	—	—	5%	4

### ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,552	87.8%	3,109	88.2%
American Indian or Alaska Native	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	30	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	X	87	80.5%	179	81%
Multiracial	X	65	83.1%	136	84.6%
White	X	1,338	89%	2,672	89.1%
English Language Learners	—	20	—	—	—
Students with Disabilities	X	288	84.4%	581	85.9%
Economically Disadvantaged	X	639	85.5%	1,242	85.8%

### ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,549	87.9%	3,109	87.8%
American Indian or Alaska Native	—	9	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	30	—	—	—
Black or African American	—	23	—	—	—
Hispanic or Latino	X	87	81.6%	180	79.4%
Multiracial	X	64	81.3%	135	83.7%
White	X	1,336	89.3%	2,672	88.8%
English Language Learners	—	20	—	—	—
Students with Disabilities	X	287	81.9%	581	82.6%
Economically Disadvantaged	X	636	85.2%	1,239	84.6%

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

Grade	Number Taking NYSESLAT
Grade 4	—

### SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

## 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	3	4	3	—	3	4	4
American Indian or Alaska Native	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	3	—	—	4	—
Black or African American	2	4	3	—	—	4	—
Hispanic or Latino	3	—	3	—	—	4	—
Multiracial	3	—	3	—	—	4	—
White	3	4	4	—	1	3	4
English Language Learners	—	—	—	—	—	—	—
Students with Disabilities	3	4	3	—	2	3	4
Economically Disadvantaged	3	4	4	—	2	3	4

## SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	283	195	196	3
	Math	283	169		
	Science	283	221		
	Social Studies	283	227		
American Indian or Alaska Native	ELA	6	142	—	—
	Math	6	100		
	Science	6	200		
	Social Studies	6	167		
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	204	194	3
	Math	12	167		
	Science	12	204		
	Social Studies	12	221		
Black or African American	ELA	16	163	164	2
	Math	16	122		
	Science	16	206		
	Social Studies	16	213		
Hispanic or Latino	ELA	16	209	199	3
	Math	16	163		
	Science	16	219		
	Social Studies	16	241		
Multiracial	ELA	8	200	181	3
	Math	8	138		
	Science	8	200		
	Social Studies	8	219		
White	ELA	254	197	197	3
	Math	254	171		
	Science	254	222		
	Social Studies	254	228		
Students with Disabilities	ELA	38	112	132	3
	Math	38	111		
	Science	38	176		
	Social Studies	38	172		
Economically Disadvantaged	ELA	90	169	176	3
	Math	90	148		
	Science	90	211		
	Social Studies	90	211		

## 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	90.7%	272	93.4%	91.1%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	91.4%	301	93%	91.8%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	90%	299	92.6%	90.6%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	4	—	—	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	9	—	—	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—	—	
	6-Year	—	7	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	68.8%	18	77.8%	70.8%	73.3%	77.3%	86.2%	—	—	95%	4	4
	5-Year	—	—	—	—	—	—	—	—	—	—	—	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	13	—	—	—	—	—	—	—	—	—	—
	5-Year	—	15	73.3%	—	—	—	—	—	—	—	—	
	6-Year	—	11	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	13	—	—	—	—	—	—	—	—	—	—
	5-Year	—	8	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
White	4-Year	91.1%	240	95%	91.5%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	91.8%	278	95%	92.2%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	91.1%	279	92.8%	91.5%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	—	2	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	2	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	61.5%	39	69.2%	64.1%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	65.9%	37	70.3%	68.3%	63%	69%	82.5%	—	—	96%	4	
	6-Year	58.5%	35	71.4%	61.5%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	77.4%	75	82.7%	78.8%	76.9%	79.9%	87.5%	—	—	95%	4	4
	5-Year	78.3%	96	87.5%	79.7%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	78.9%	81	81.5%	80.3%	80.7%	83.5%	90.3%	—	—	97%	3	

## SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learners	6	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	5	—	—	—	—

## 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	202	283	195	203	191	194	204	—	—	215	3	3
	Math	177	283	169	179	151	158	179	—	—	200	3	
American Indian or Alaska Native	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	12	—	—	—	—	—	—	—	—	—	—
	Math	—	12	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	16	—	—	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	16	—	—	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
White	ELA	206	254	197	206	208	209	212	N	—	215	1	1
	Math	182	254	171	183	168	172	186	—	N	200	2	
Students with Disabilities	ELA	120	38	112	128	120	133	174	Y	—	215	2	2
	Math	105	38	111	113	91	105	153	—	—	200	3	
Economically Disadvantaged	ELA	172	90	169	175	171	177	196	Y	—	215	2	2
	Math	145	90	148	149	131	140	170	—	—	200	3	

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	7.4	1,133	115	10.2%	7.2%	22.6%	19.8%	12.4%	—	—	5%	4
American Indian or Alaska Native	—	13	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10.3	40	3	7.5%	10.1%	14%	12.4%	8.7%	—	—	5%	4
Black or African American	8.6	55	8	14.5%	8.4%	31.5%	27.1%	16.1%	—	—	5%	4
Hispanic or Latino	21.1	46	7	15.2%	19.9%	31.6%	27.2%	16.1%	—	—	5%	4
Multiracial	5.5	32	2	6.3%	5.5%	23.1%	20.1%	12.6%	—	—	5%	4
White	6.9	1,009	103	10.2%	6.7%	15.6%	14%	9.5%	—	—	5%	3
English Language Learners	—	17	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12.2	170	30	17.6%	11.6%	32.8%	28%	16.5%	—	—	5%	3
Economically Disadvantaged	12.9	382	72	18.8%	12.3%	30.2%	25.8%	15.4%	—	—	5%	3

## 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	155.6	167.1	157.2	130.2	137.8	156.4	—	—	175	4
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	159.9	168.7	161.1	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	91.9	103.6	98.5	76.5	93.5	134.3	—	—	175	4
Economically Disadvantaged	131.9	145.9	135.3	112.9	123.7	149.4	—	—	175	4

## 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	301	0	230	2	38	4	27
American Indian or Alaska Native	6	0	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	—	—	—	—	—
Black or African American	20	0	—	—	—	—	—
Hispanic or Latino	18	0	—	—	—	—	—
Multiracial	11	0	—	—	—	—	—
White	265	0	204	2	35	2	22
English Language Learners	2	0	—	—	—	—	—
Students with Disabilities	42	0	15	1	12	0	14
Economically Disadvantaged	98	0	60	0	21	4	13



## 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	✓	288	100%	561	99.6%
American Indian or Alaska Native	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	12	—	—	—
Multiracial	—	3	—	—	—
White	✓	258	100%	500	99.8%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	33	—	—	—
Economically Disadvantaged	✓	89	100%	158	99.4%

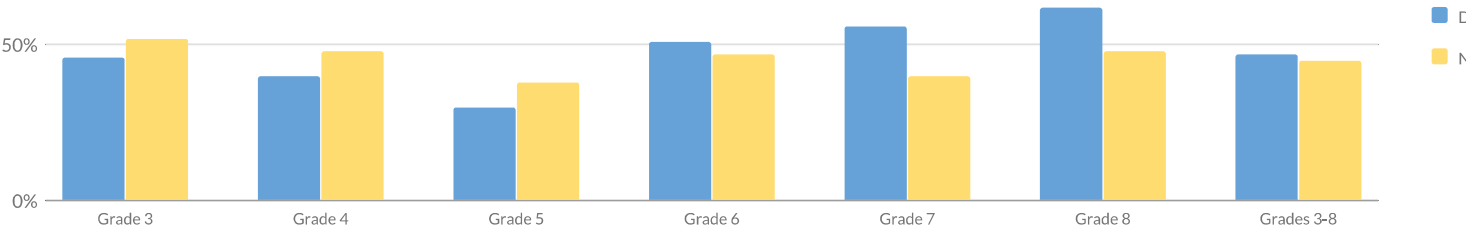
## SECONDARY MATHEMATICS PARTICIPATION RATE

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	✓	288	100%	561	99.8%
American Indian or Alaska Native	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
Black or African American	—	7	—	—	—
Hispanic or Latino	—	12	—	—	—
Multiracial	—	3	—	—	—
White	✓	258	100%	500	100%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	33	—	—	—
Economically Disadvantaged	✓	89	100%	158	100%

## GRADUATION RATE

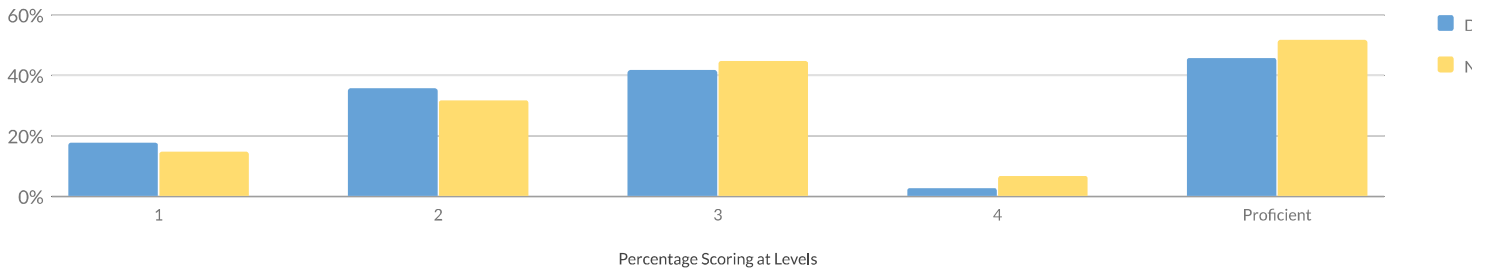
[illegible]

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	13	229	42	18%	82	36%	97	42%	8	3%	105	46%
Grade 4	13	221	61	28%	72	33%	76	34%	12	5%	88	40%
Grade 5	16	254	81	32%	96	38%	52	20%	25	10%	77	30%
Grade 6	23	234	59	25%	56	24%	41	18%	78	33%	119	51%
Grade 7	63	220	42	19%	55	25%	85	39%	38	17%	123	56%
Grade 8	75	190	31	16%	41	22%	65	34%	53	28%	118	62%
Grades 3-8	203	1,348	316	23%	402	30%	416	31%	214	16%	630	47%

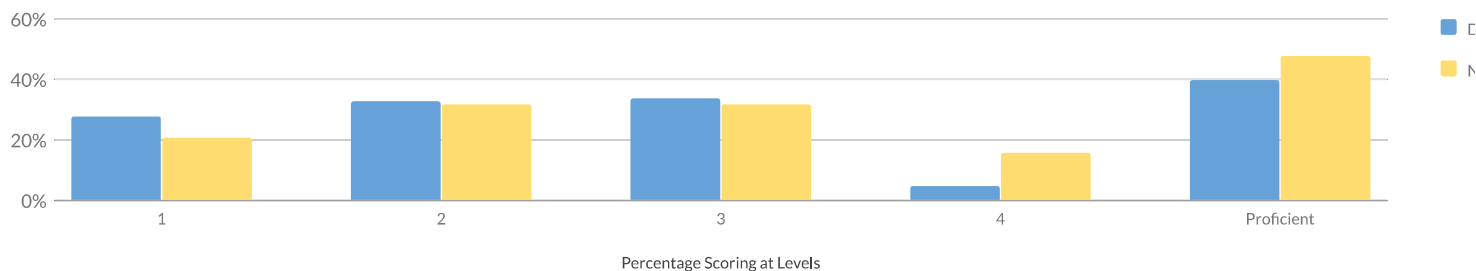
## GRADE 3 ELA RESULTS



**MEAN SCORE: 598**

[illegible]

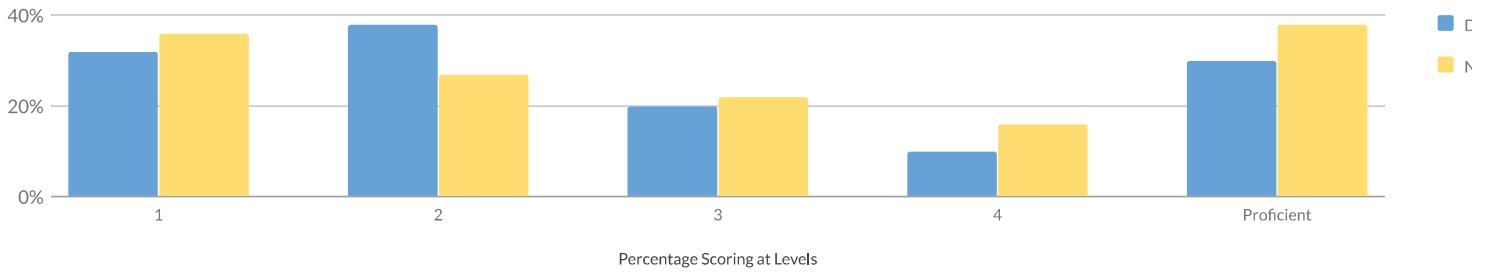
## GRADE 4 ELA RESULTS



**MEAN SCORE: 595**

[illegible]

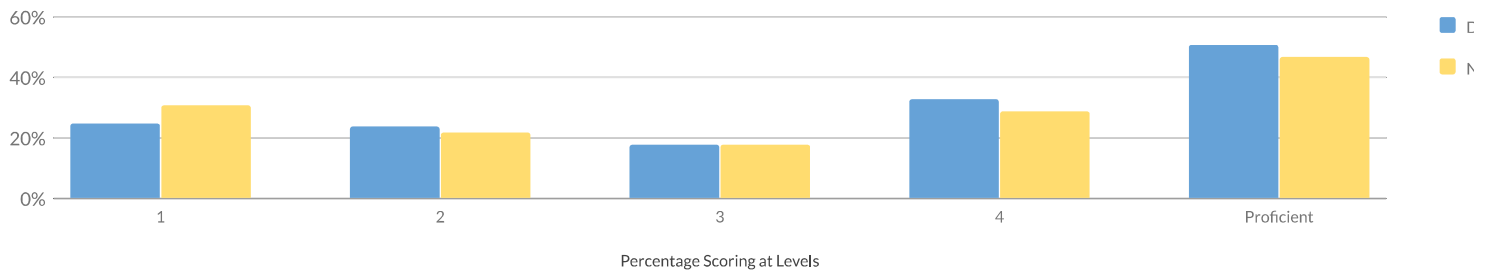
## GRADE 5 ELA RESULTS



**MEAN SCORE: 599**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	254	81	32%	96	38%	52	20%	25	10%	77	30%
General Education	12	203	42	21%	86	42%	50	25%	25	12%	75	37%
Students with Disabilities	4	51	39	76%	10	20%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	15	9	60%	2	13%	3	20%	1	7%	4	27%
White	12	224	69	31%	88	39%	45	20%	22	10%	67	30%
Multiracial	0	9	1	11%	5	56%	2	22%	1	11%	3	33%
Small Group Total	2	6	2	33%	1	17%	2	33%	1	17%	3	50%
Female	6	116	36	31%	41	35%	22	19%	17	15%	39	34%
Male	10	138	45	33%	55	40%	30	22%	8	6%	38	28%
English Language Learners	0	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	16	250	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	105	52	50%	33	31%	14	13%	6	6%	20	19%
Not Economically Disadvantaged	11	149	29	19%	63	42%	38	26%	19	13%	57	38%
Not Migrant	16	254	81	32%	96	38%	52	20%	25	10%	77	30%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	16	252	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	16	254	81	32%	96	38%	52	20%	25	10%	77	30%
Parent Not in Armed Forces	16	254	81	32%	96	38%	52	20%	25	10%	77	30%

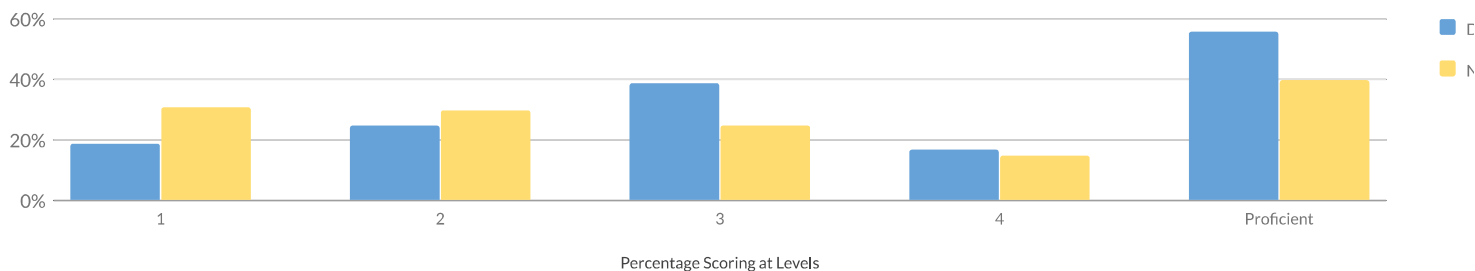
## GRADE 6 ELA RESULTS



**MEAN SCORE: 603**

[illegible]

## GRADE 7 ELA RESULTS



**MEAN SCORE: 606**

[illegible]

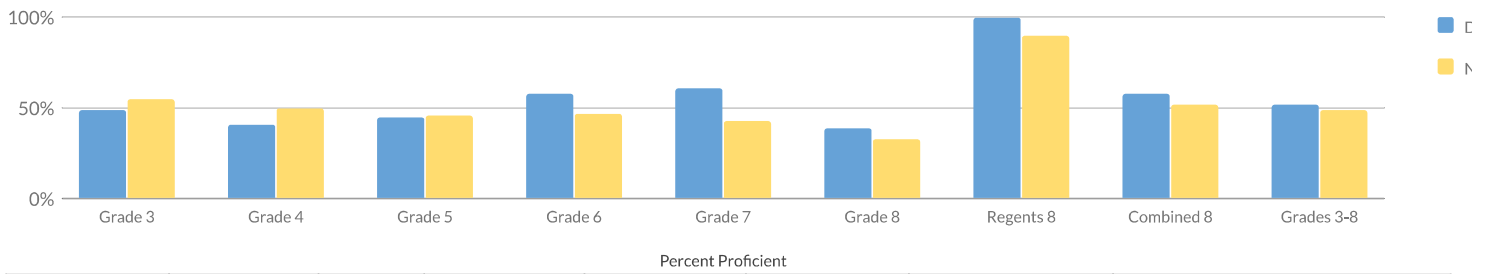


A bar chart comparing the percentage of students scoring at different levels (1, 2, 3, 4, Proficient) for two groups: English Language Learners (ELL) and Non-ELL. The Y-axis represents the percentage from 0% to 50%. The X-axis is labeled 'Percentage Scoring at Levels'. The legend indicates that blue bars represent ELL and yellow bars represent Non-ELL.

Level	ELL (%)	Non-ELL (%)
1	~15%	~18%
2	~20%	~35%
3	~35%	~30%
4	~30%	~20%
Proficient	~55%	~48%

[illegible]

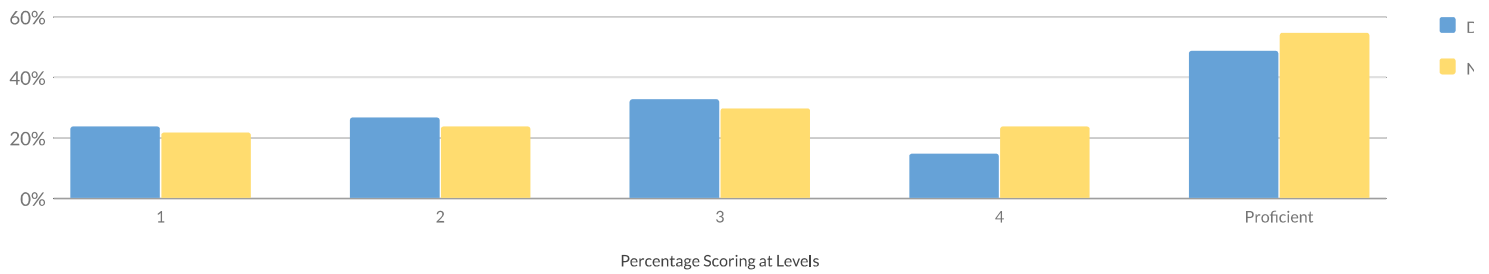
## GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	230	56	24%	62	27%	77	33%	35	15%	112	49%
Grade 4	13	221	60	27%	70	32%	49	22%	42	19%	91	41%
Grade 5	16	252	77	31%	61	24%	67	27%	47	19%	114	45%
Grade 6	27	232	43	19%	54	23%	75	32%	60	26%	135	58%
Grade 7	65	218	32	15%	54	25%	82	38%	50	23%	132	61%
Grade 8	129	135	32	24%	50	37%	43	32%	10	7%	53	39%
Regents 8	—	61	0	0%	0	0%	0	0%	61	100%	61	100%
Combined 8	129	196	32	16%	50	26%	43	22%	71	36%	114	58%
Grades 3-8	262	1,349	300	22%	351	26%	393	29%	305	23%	698	52%

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.

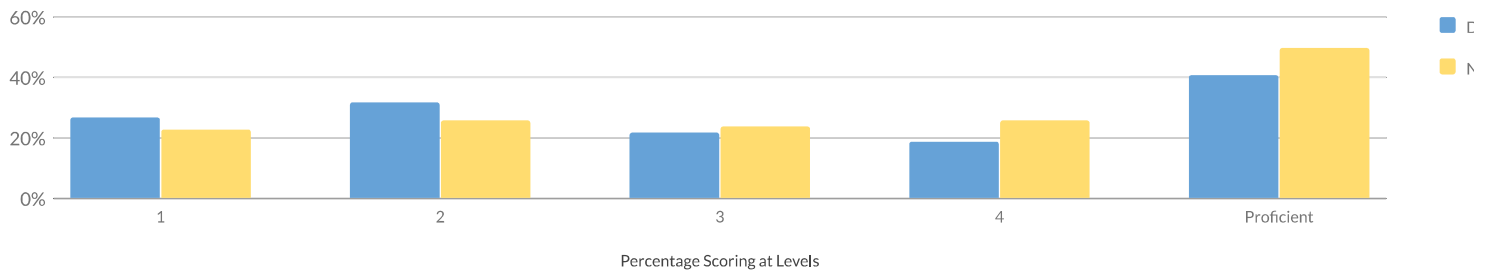
## GRADE 3 MATH RESULTS



**MEAN SCORE: 597**

[illegible]

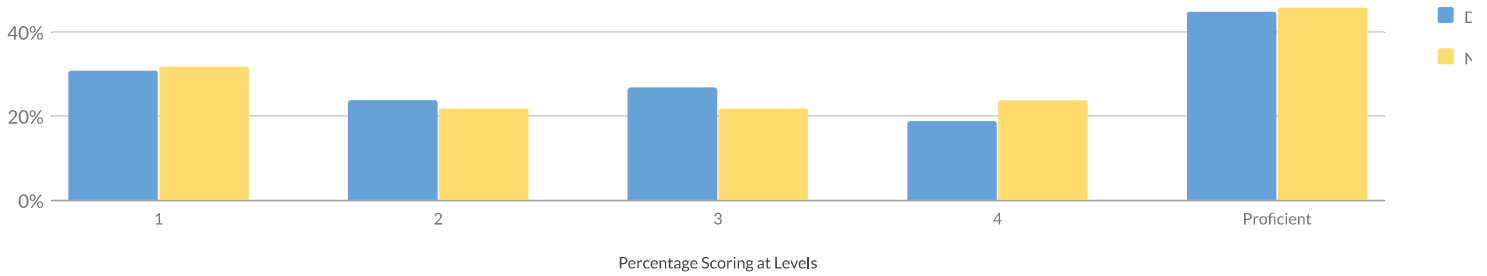
## GRADE 4 MATH RESULTS



**MEAN SCORE: 597**

[illegible]

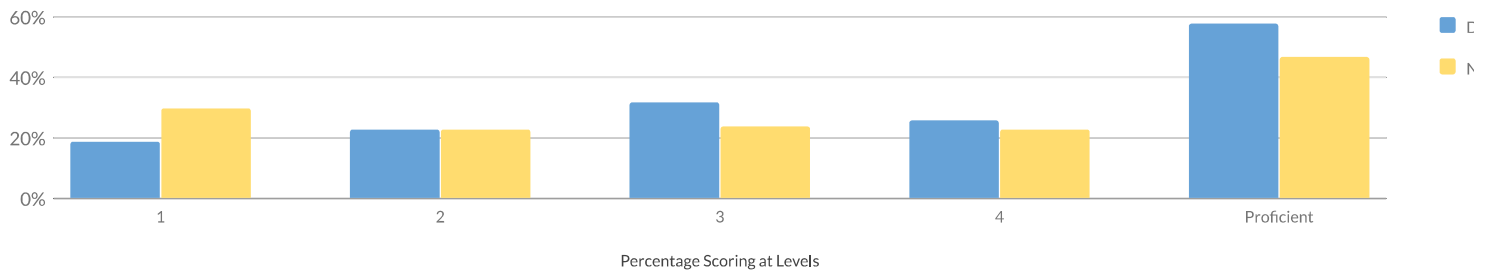
## GRADE 5 MATH RESULTS



**MEAN SCORE: 600**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	252	77	31%	61	24%	67	27%	47	19%	114	45%
General Education	11	202	41	20%	51	25%	65	32%	45	22%	110	54%
Students with Disabilities	5	50	36	72%	10	20%	2	4%	2	4%	4	8%
Asian or Native Hawaiian/Other Pacific Islander	0	5	—	—	—	—	—	—	—	—	—	—
Black or African American	2	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	14	9	64%	2	14%	1	7%	2	14%	3	21%
White	10	224	64	29%	57	25%	61	27%	42	19%	103	46%
Multiracial	1	8	3	38%	1	13%	3	38%	1	13%	4	50%
Small Group Total	2	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	8	113	42	37%	29	26%	26	23%	16	14%	42	37%
Male	8	139	35	25%	32	23%	41	29%	31	22%	72	52%
English Language Learners	0	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	16	248	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	101	52	51%	23	23%	16	16%	10	10%	26	26%
Not Economically Disadvantaged	8	151	25	17%	38	25%	51	34%	37	25%	88	58%
Not Migrant	16	252	77	31%	61	24%	67	27%	47	19%	114	45%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	16	250	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	16	252	77	31%	61	24%	67	27%	47	19%	114	45%
Parent Not in Armed Forces	16	252	77	31%	61	24%	67	27%	47	19%	114	45%

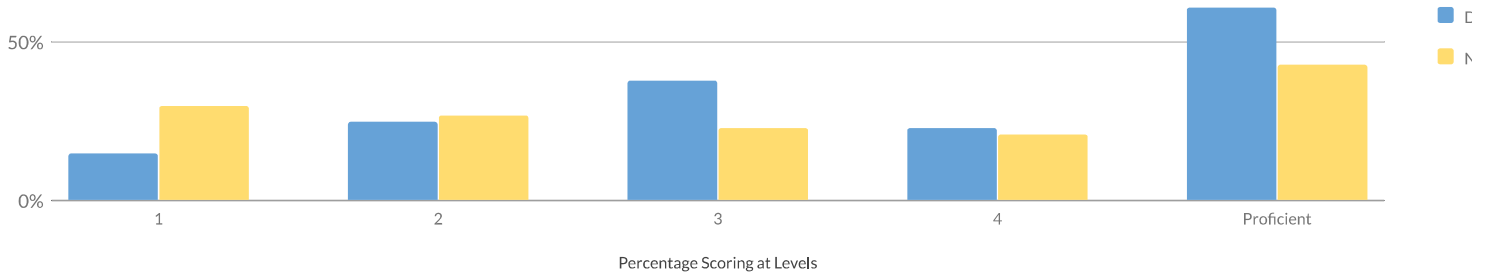
## GRADE 6 MATH RESULTS



**MEAN SCORE: 605**

[illegible]

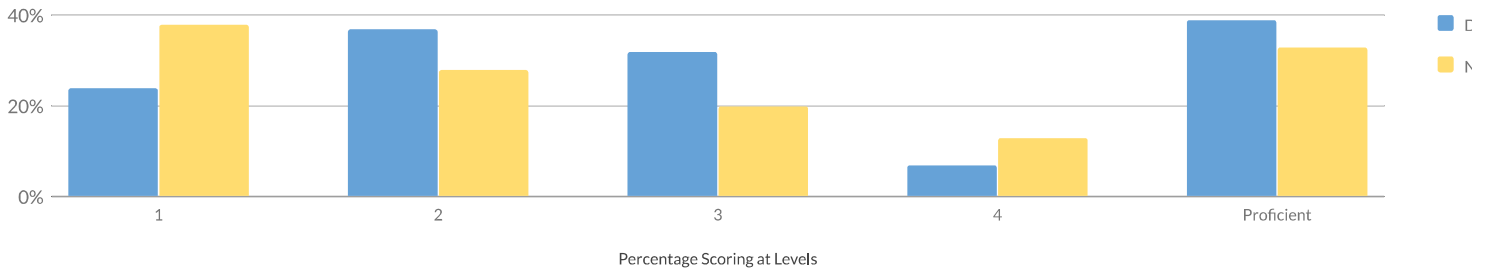
## GRADE 7 MATH RESULTS



**MEAN SCORE: 607**

[illegible]

## GRADE 8 MATH RESULTS

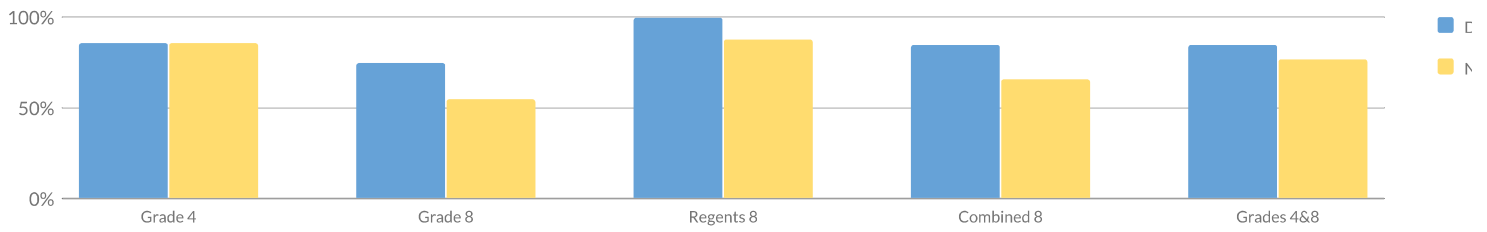


**MEAN SCORE: 603**

[illegible]



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



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	6	229	8	3%	25	11%	76	33%	120	52%	196	86%
Grade 8	130	134	9	7%	24	18%	68	51%	33	25%	101	75%
Regents 8	—	91	0	0%	0	0%	17	19%	74	81%	91	100%
Combined 8	130	225	9	4%	24	11%	85	38%	107	48%	192	85%
Grades 4&8	136	454	17	4%	49	11%	161	35%	227	50%	388	85%

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.

Level	ELL (%)	Non-ELL (%)
1	~2%	~3%
2	~10%	~10%
3	~35%	~40%
4	~50%	~48%
Proficient	~85%	~82%

[illegible]

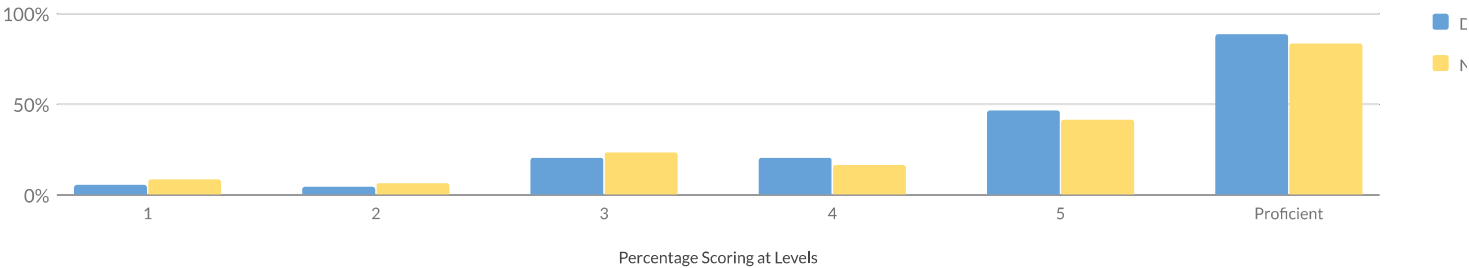
A bar chart comparing the percentage of students scoring at different levels (1, 2, 3, 4, Proficient) for two groups: English Language Learners (ELL) and Non-ELL. The Y-axis represents the percentage, ranging from 0% to 50% in increments of 10%. The X-axis lists the scoring levels. For each level, there are two bars: a blue bar for ELL and a yellow bar for Non-ELL. The data shows that for levels 1, 2, and 4, Non-ELL students have a higher percentage than ELL students. For level 3, ELL students have a higher percentage. For the Proficient level, ELL students have a significantly higher percentage (approximately 65%) compared to Non-ELL students (approximately 55%).

Level	ELL (%)	Non-ELL (%)
1	~5	~10
2	~15	~25
3	~50	~40
4	~25	~10
Proficient	~65	~55

[illegible]

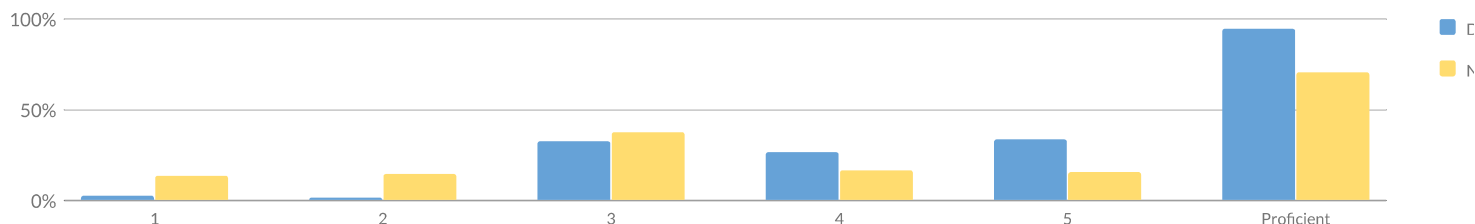
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	317	18	6%	17	5%	66	21%	66	21%	150	47%	282	89%
General Education	265	4	2%	9	3%	48	18%	60	23%	144	54%	252	95%
Students with Disabilities	52	14	27%	8	15%	18	35%	6	12%	6	12%	30	58%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	9	1	11%	0	0%	3	33%	2	22%	3	33%	8	89%
Hispanic or Latino	19	1	5%	2	11%	3	16%	3	16%	10	53%	16	84%
White	281	16	6%	15	5%	58	21%	61	22%	131	47%	250	89%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	2	25%	0	0%	6	75%	8	100%
Female	147	5	3%	10	7%	31	21%	24	16%	77	52%	132	90%
Male	170	13	8%	7	4%	35	21%	42	25%	73	43%	150	88%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	316	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	104	14	13%	10	10%	33	32%	18	17%	29	28%	80	77%
Not Economically Disadvantaged	213	4	2%	7	3%	33	15%	48	23%	121	57%	202	95%
Not Migrant	317	18	6%	17	5%	66	21%	66	21%	150	47%	282	89%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	316	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	317	18	6%	17	5%	66	21%	66	21%	150	47%	282	89%
Parent Not in Armed Forces	317	18	6%	17	5%	66	21%	66	21%	150	47%	282	89%

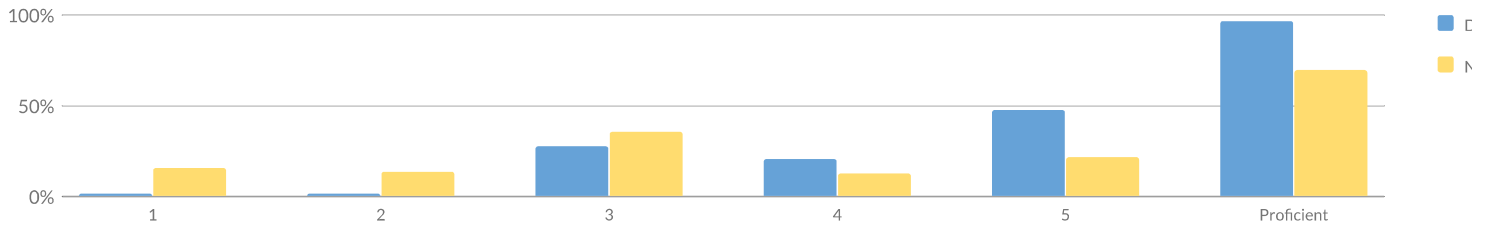
# ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	270	8	3%	5	2%	90	33%	74	27%	93	34%	257	95%
General Education	229	1	0%	2	1%	63	28%	71	31%	92	40%	226	99%
Students with Disabilities	41	7	17%	3	7%	27	66%	3	7%	1	2%	31	76%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	15	0	0%	0	0%	6	40%	3	20%	6	40%	15	100%
White	239	7	3%	4	2%	75	31%	70	29%	83	35%	228	95%
Multiracial	7	1	14%	0	0%	3	43%	1	14%	2	29%	6	86%
Small Group Total	9	0	0%	1	11%	6	67%	0	0%	2	22%	8	89%
Female	118	3	3%	1	1%	33	28%	37	31%	44	37%	114	97%
Male	152	5	3%	4	3%	57	38%	37	24%	49	32%	143	94%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	267	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	90	7	8%	4	4%	37	41%	23	26%	19	21%	79	88%
Not Economically Disadvantaged	180	1	1%	1	1%	53	29%	51	28%	74	41%	178	99%
Not Migrant	270	8	3%	5	2%	90	33%	74	27%	93	34%	257	95%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	269	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	270	8	3%	5	2%	90	33%	74	27%	93	34%	257	95%
Parent Not in Armed Forces	270	8	3%	5	2%	90	33%	74	27%	93	34%	257	95%

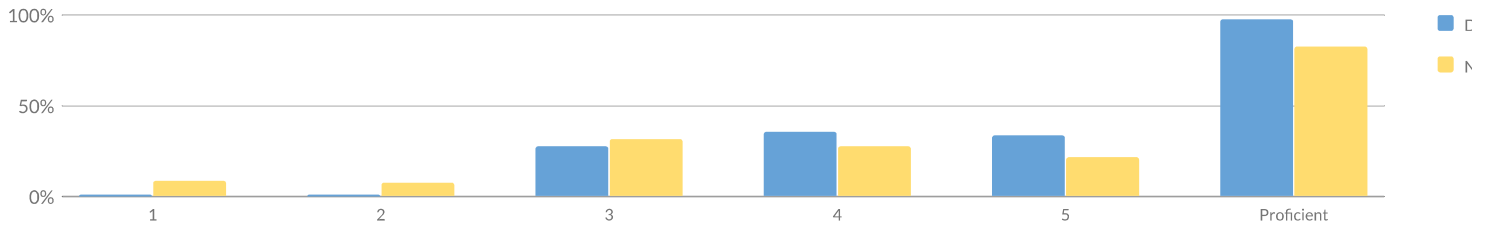
# ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

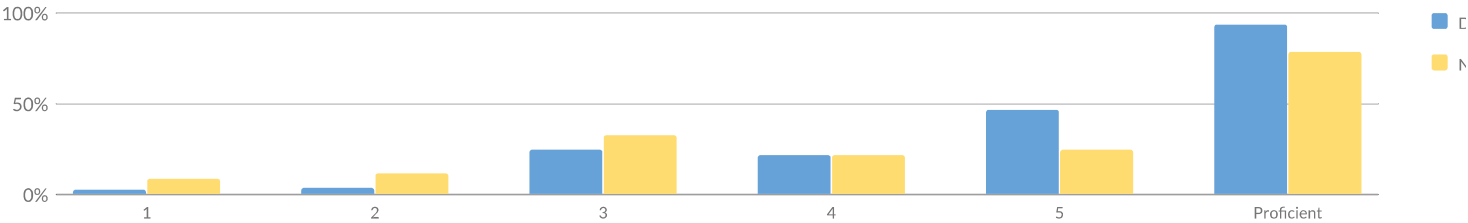
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	185	3	2%	3	2%	52	28%	39	21%	88	48%	179	97%
General Education	179	3	2%	2	1%	50	28%	38	21%	86	48%	174	97%
Students with Disabilities	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	0	0%	2	33%	1	17%	3	50%	6	100%
White	172	2	1%	3	2%	49	28%	38	22%	80	47%	167	97%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	1	14%	0	0%	5	71%	6	86%
Female	94	2	2%	1	1%	25	27%	23	24%	43	46%	91	97%
Male	91	1	1%	2	2%	27	30%	16	18%	45	49%	88	97%
Non-English Language Learners	185	3	2%	3	2%	52	28%	39	21%	88	48%	179	97%
Economically Disadvantaged	49	1	2%	0	0%	17	35%	10	20%	21	43%	48	98%
Not Economically Disadvantaged	136	2	1%	3	2%	35	26%	29	21%	67	49%	131	96%
Not Migrant	185	3	2%	3	2%	52	28%	39	21%	88	48%	179	97%
Not Homeless	185	3	2%	3	2%	52	28%	39	21%	88	48%	179	97%
Not in Foster Care	185	3	2%	3	2%	52	28%	39	21%	88	48%	179	97%
Parent Not in Armed Forces	185	3	2%	3	2%	52	28%	39	21%	88	48%	179	97%

# ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	149	1	1%	2	1%	41	28%	54	36%	51	34%	146	98%
General Education	148	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	138	1	1%	2	1%	38	28%	50	36%	47	34%	135	98%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	0	0%	3	27%	4	36%	4	36%	11	100%
Female	82	1	1%	2	2%	26	32%	32	39%	21	26%	79	96%
Male	67	0	0%	0	0%	15	22%	22	33%	30	45%	67	100%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	148	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	1	4%	1	4%	7	30%	11	48%	3	13%	21	91%
Not Economically Disadvantaged	126	0	0%	1	1%	34	27%	43	34%	48	38%	125	99%
Not Migrant	149	1	1%	2	1%	41	28%	54	36%	51	34%	146	98%
Not Homeless	149	1	1%	2	1%	41	28%	54	36%	51	34%	146	98%
Not in Foster Care	149	1	1%	2	1%	41	28%	54	36%	51	34%	146	98%
Parent Not in Armed Forces	149	1	1%	2	1%	41	28%	54	36%	51	34%	146	98%

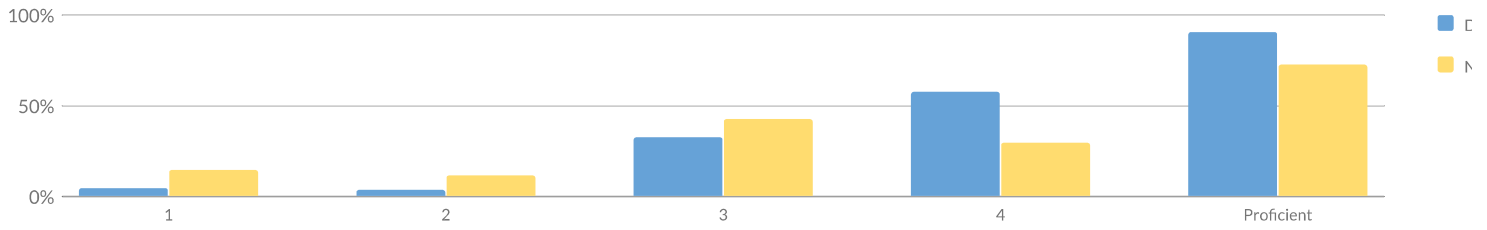
# ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	274	7	3%	10	4%	68	25%	61	22%	128	47%	257	94%
General Education	240	1	0%	4	2%	53	22%	57	24%	125	52%	235	98%
Students with Disabilities	34	6	18%	6	18%	15	44%	4	12%	3	9%	22	65%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	1	20%	0	0%	2	40%	0	0%	2	40%	4	80%
Hispanic or Latino	11	0	0%	2	18%	1	9%	2	18%	6	55%	9	82%
White	245	6	2%	8	3%	59	24%	57	23%	115	47%	231	94%
Multiracial	7	0	0%	0	0%	3	43%	1	14%	3	43%	7	100%
Small Group Total	6	0	0%	0	0%	3	50%	1	17%	2	33%	6	100%
Female	119	1	1%	6	5%	23	19%	31	26%	58	49%	112	94%
Male	155	6	4%	4	3%	45	29%	30	19%	70	45%	145	94%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	271	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	87	5	6%	4	5%	31	36%	23	26%	24	28%	78	90%
Not Economically Disadvantaged	187	2	1%	6	3%	37	20%	38	20%	104	56%	179	96%
Not Migrant	274	7	3%	10	4%	68	25%	61	22%	128	47%	257	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	273	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	274	7	3%	10	4%	68	25%	61	22%	128	47%	257	94%
Parent Not in Armed Forces	274	7	3%	10	4%	68	25%	61	22%	128	47%	257	94%



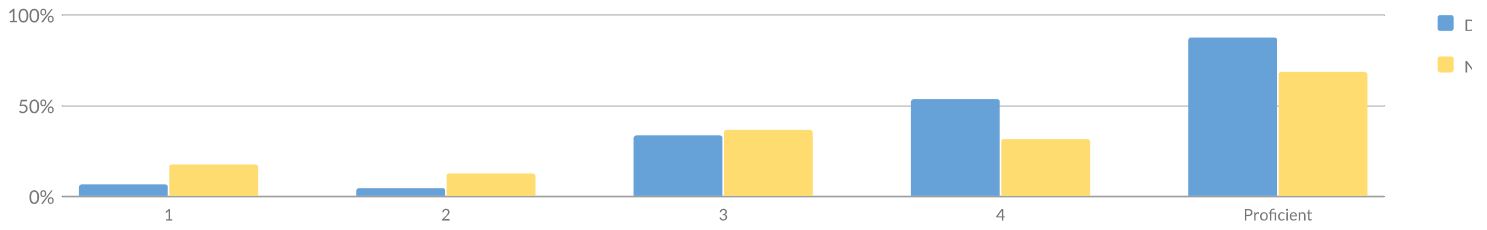
## ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

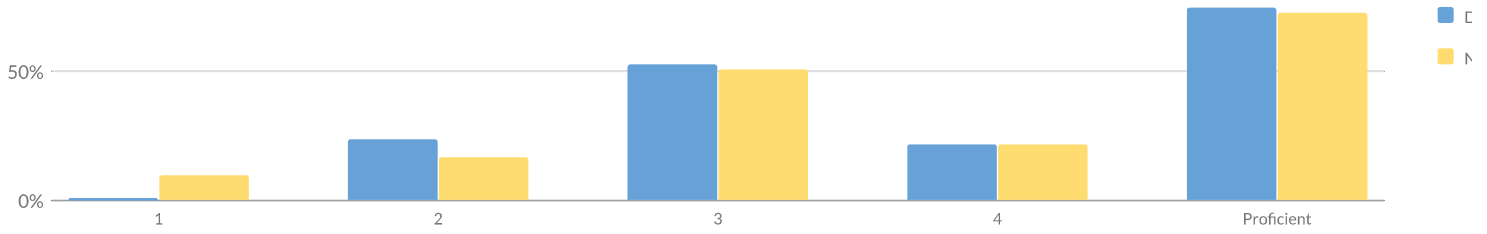
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	262	12	5%	11	4%	87	33%	152	58%	239	91%
General Education	223	2	1%	4	2%	71	32%	146	65%	217	97%
Students with Disabilities	39	10	26%	7	18%	16	41%	6	15%	22	56%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	1	20%	1	20%	3	60%	4	80%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	2	17%	0	0%	5	42%	5	42%	10	83%
White	227	9	4%	9	4%	70	31%	139	61%	209	92%
Multiracial	12	1	8%	0	0%	6	50%	5	42%	11	92%
Small Group Total	6	0	0%	1	17%	5	83%	0	0%	5	83%
Female	118	4	3%	3	3%	44	37%	67	57%	111	94%
Male	144	8	6%	8	6%	43	30%	85	59%	128	89%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	258	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	95	10	11%	9	9%	36	38%	40	42%	76	80%
Not Economically Disadvantaged	167	2	1%	2	1%	51	31%	112	67%	163	98%
Not Migrant	262	12	5%	11	4%	87	33%	152	58%	239	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	261	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	262	12	5%	11	4%	87	33%	152	58%	239	91%
Parent Not in Armed Forces	262	12	5%	11	4%	87	33%	152	58%	239	91%

# 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	267	20	7%	13	5%	90	34%	144	54%	234	88%
General Education	225	2	1%	8	4%	77	34%	138	61%	215	96%
Students with Disabilities	42	18	43%	5	12%	13	31%	6	14%	19	45%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	1	9%	0	0%	5	45%	5	45%	10	91%
White	234	17	7%	13	6%	75	32%	129	55%	204	87%
Multiracial	11	0	0%	0	0%	4	36%	7	64%	11	100%
Small Group Total	11	2	18%	0	0%	6	55%	3	27%	9	82%
Female	129	4	3%	7	5%	49	38%	69	53%	118	91%
Male	138	16	12%	6	4%	41	30%	75	54%	116	84%
Non-English Language Learners	267	20	7%	13	5%	90	34%	144	54%	234	88%
Economically Disadvantaged	89	12	13%	6	7%	28	31%	43	48%	71	80%
Not Economically Disadvantaged	178	8	4%	7	4%	62	35%	101	57%	163	92%
Not Migrant	267	20	7%	13	5%	90	34%	144	54%	234	88%
Not Homeless	267	20	7%	13	5%	90	34%	144	54%	234	88%
Not in Foster Care	267	20	7%	13	5%	90	34%	144	54%	234	88%
Parent Not in Armed Forces	267	20	7%	13	5%	90	34%	144	54%	234	88%

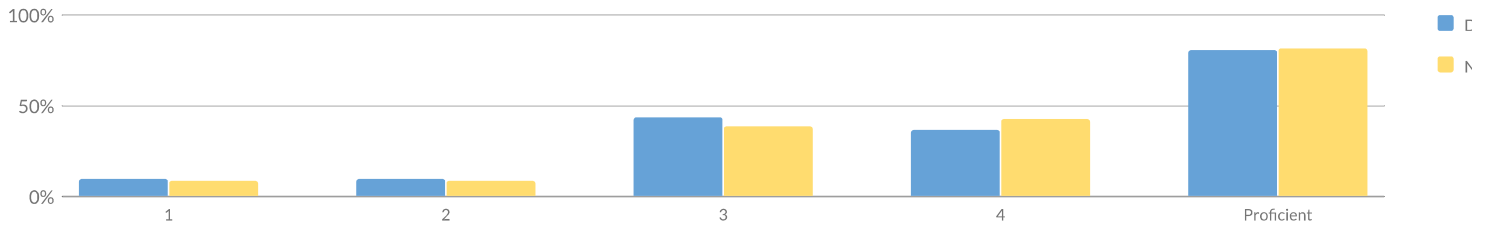
# ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

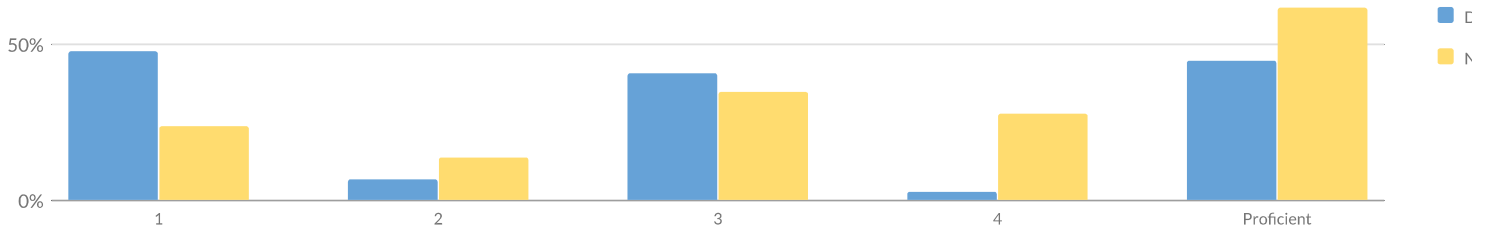
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	170	2	1%	41	24%	90	53%	37	22%	127	75%
General Education	167	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	0	0%	3	50%	3	50%	0	0%	3	50%
White	159	2	1%	38	24%	83	52%	36	23%	119	75%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	0	0%	4	80%	1	20%	5	100%
Female	85	1	1%	27	32%	42	49%	15	18%	57	67%
Male	85	1	1%	14	16%	48	56%	22	26%	70	82%
Non-English Language Learners	170	2	1%	41	24%	90	53%	37	22%	127	75%
Economically Disadvantaged	30	0	0%	10	33%	18	60%	2	7%	20	67%
Not Economically Disadvantaged	140	2	1%	31	22%	72	51%	35	25%	107	76%
Not Migrant	170	2	1%	41	24%	90	53%	37	22%	127	75%
Not Homeless	170	2	1%	41	24%	90	53%	37	22%	127	75%
Not in Foster Care	170	2	1%	41	24%	90	53%	37	22%	127	75%
Parent Not in Armed Forces	170	2	1%	41	24%	90	53%	37	22%	127	75%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	62	6	10%	6	10%	27	44%	23	37%	50	81%
General Education	61	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	56	5	9%	5	9%	25	45%	21	38%	46	82%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	1	17%	1	17%	2	33%	2	33%	4	67%
Female	34	3	9%	4	12%	18	53%	9	26%	27	79%
Male	28	3	11%	2	7%	9	32%	14	50%	23	82%
Non-English Language Learners	62	6	10%	6	10%	27	44%	23	37%	50	81%
Economically Disadvantaged	12	1	8%	2	17%	4	33%	5	42%	9	75%
Not Economically Disadvantaged	50	5	10%	4	8%	23	46%	18	36%	41	82%
Not Migrant	62	6	10%	6	10%	27	44%	23	37%	50	81%
Not Homeless	62	6	10%	6	10%	27	44%	23	37%	50	81%
Not in Foster Care	62	6	10%	6	10%	27	44%	23	37%	50	81%
Parent Not in Armed Forces	62	6	10%	6	10%	27	44%	23	37%	50	81%

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



Percentage Scoring at Levels

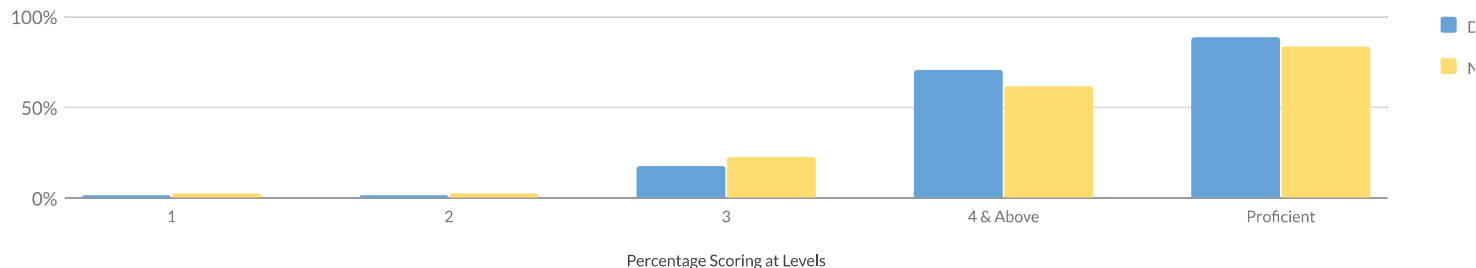
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	29	14	48%	2	7%	12	41%	1	3%	13	45%
General Education	13	4	31%	0	0%	8	62%	1	8%	9	69%
Students with Disabilities	16	10	63%	2	13%	4	25%	0	0%	4	25%
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	27	—	—	—	—	—	—	—	—	—	—
Small Group Total	29	14	48%	2	7%	12	41%	1	3%	13	45%
Female	11	7	64%	0	0%	3	27%	1	9%	4	36%
Male	18	7	39%	2	11%	9	50%	0	0%	9	50%
Non-English Language Learners	29	14	48%	2	7%	12	41%	1	3%	13	45%
Economically Disadvantaged	20	10	50%	2	10%	8	40%	0	0%	8	40%
Not Economically Disadvantaged	9	4	44%	0	0%	4	44%	1	11%	5	56%
Not Migrant	29	14	48%	2	7%	12	41%	1	3%	13	45%
Not Homeless	29	14	48%	2	7%	12	41%	1	3%	13	45%
Not in Foster Care	29	14	48%	2	7%	12	41%	1	3%	13	45%
Parent Not in Armed Forces	29	14	48%	2	7%	12	41%	1	3%	13	45%

Level	Correct (D) (%)	Incorrect (N) (%)
1	~2%	~10%
2	~2%	~8%
3	~25%	~30%
4	~60%	~45%
Proficient	~90%	~75%

[illegible]

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

[illegible]

Proficiency Level	English Language Arts (%)	Mathematics (%)
1	0%	2%
2	1%	4%
3	38%	45%
4 & Above	55%	38%
Proficient	95%	88%

[illegible][illegible]



Proficiency Level	English Language Arts (%)	Mathematics (%)
1	~3%	~4%
2	~2%	~3%
3	~35%	~42%
4 & Above	~50%	~35%
Proficient	~85%	~78%

[illegible]

Proficiency Level	Correct (%)	Incorrect (%)
1	~1	~1
2	~2	~2
3	~35	~45
4	~55	~35
Proficient	~95	~85

[illegible]

Proficiency Level	English (%)	Mathematics (%)
1	~1%	~2%
2	~1%	~2%
3	~20%	~32%
4	~65%	~45%
Proficient	~90%	~80%

[illegible]

## 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	1	3	—	—	—	—	—
Grade 2	0	1	—	—	—	—	—
Grade 3	0	4	—	—	—	—	—
Grade 4	0	5	0%	0%	40%	60%	0%
Grade 5	0	4	—	—	—	—	—
Grade 6	0	3	—	—	—	—	—
Grade 7	0	2	—	—	—	—	—
Grade 8	0	2	—	—	—	—	—
Grade 10	0	5	0%	0%	40%	60%	0%
Grade 11	0	1	—	—	—	—	—
Grade 12	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	
			#	%	#	%	#	%	#	%
Grade 3 ELA	0	1	—	—	—	—	—	—	—	—
Grade 3 Math	0	1	—	—	—	—	—	—	—	—
Grade 4 ELA	0	2	—	—	—	—	—	—	—	—
Grade 4 Math	0	2	—	—	—	—	—	—	—	—
Grade 4 Science	0	2	—	—	—	—	—	—	—	—
Grade 5 ELA	0	2	—	—	—	—	—	—	—	—
Grade 5 Math	0	2	—	—	—	—	—	—	—	—
Grade 7 ELA	0	4	—	—	—	—	—	—	—	—
Grade 7 Math	0	4	—	—	—	—	—	—	—	—
Grade 8 ELA	0	4	—	—	—	—	—	—	—	—
Grade 8 Math	0	4	—	—	—	—	—	—	—	—
Grade 8 Science	0	4	—	—	—	—	—	—	—	—
Secondary-Level ELA	20	5	0	0%	1	20%	4	80%	0	0%
Secondary-Level Math	20	5	0	0%	1	20%	3	60%	1	20%
Secondary-Level Science	24	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

© COPYRIGHT NEW YORK STATE EDUCATION DEPARTMENT, ALL RIGHTS RESERVED.

THIS DOCUMENT WAS CREATED ON: MAY 5, 2020, 12:55 PM EST

Equalized Total Assessed Value 3,257,400,305

School District - 320200 Cdga City School Dis

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	19	24,303,488	0.75
13100	CO - GENERALLY	RPTL 406(1)	26	156,588,287	4.81
13350	CITY - GENERALLY	RPTL 406(1)	34	46,954,638	1.44
13370	CITY - CEMETERY LAND	RPTL 446	3	375,516	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	31	9,955,087	0.31
13800	SCHOOL DISTRICT	RPTL 408	10	72,591,161	2.23
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	22	4,063,332	0.12
14100	USA - GENERALLY	RPTL 400(1)	3	2,447,516	0.08
14110	USA - SPECIFIED USES	STATE L 54	3	112,288,739	3.45
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	32	95,787,221	2.94
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	540,464	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	32	30,623,853	0.94
25120	NONPROF CORP - EDUC(L(CONST PRC	RPTL 420-a	15	31,805,992	0.98
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	8	11,113,160	0.34
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	85,202,061	2.62
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	10	13,568,845	0.42
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	8	4,899,851	0.15
26050	AGRICULTURAL SOCIETY	RPTL 450	2	815,789	0.03
26100	VETERANS ORGANIZATION	RPTL 452	2	707,217	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	4,197,216	0.13
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	15	3,114,110	0.10
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	6,997,423	0.21
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	1	4,948,454	0.15
28220	URBAN REN:OWNER-COMM DEV COR	P H F I L 260	1	61,856	0.00
41300	PARAPLEGIC VETS	RPTL 458(3)	1	476,289	0.01
41400	CLERGY	RPTL 460	12	18,368	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	29	1,310,374	0.04
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	335	32,376,938	0.99
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	40	2,792,933	0.09
41800	PERSONS AGE 65 OR OVER	RPTL 467	42	2,574,639	0.08
41804	PERSONS AGE 65 OR OVER	RPTL 467	140	6,040,663	0.19
41805	PERSONS AGE 65 OR OVER	RPTL 467	3	43,684	0.00
41806	PERSONS AGE 65 OR OVER	RPTL 467	53	3,558,436	0.11



Equalized Total Assessed Value 3,257,400,305

School District - 320200 Cdga City School Dis

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	1,358	92,834,092	2.85
41854	BASIC STAR 1999-2000	RPTL 425	3,382	103,454,701	3.18
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	137,371	0.00
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	9	555,544	0.02
41935	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	323,176	0.01
41936	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	42,080	0.00
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	7,600	0.00
42120	TEMPORARY GREENHOUSES	RPTL 483-c	3	77,550	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	14	688,340	0.02
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	2	4,271,000	0.13
49506	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	25,773	0.00
Total Exemptions Exclusive of System Exemptions:			5,722	975,560,827	29.95
Total System Exemptions:			0	0	0.00
Totals:			5,722	975,560,827	29.95

---

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: \_\_\_\_\_