

Westbury Union Free School District

Budget Information

2019-2020

2019-2020 Proposed Budget Analysis

2018-2019 Adopted Budget \$ 151,360,739.00

Contractual Obligations

| | |
|--|------------------|
| Salaries | 1,901,949 |
| Contractual (includes services and rental fees, i.e. NCC) | (53,694) |
| Tuition (split property remuneration between taxing authorities) | 52,000 |
| BOCES (forecasted increase on districtwide service costs) | 648,440 |
| Retirement | (86,731) |
| Social Security | 362,027 |
| Health and Dental | 1,135,921 |
| Other Benefits | 40,400 |
| Debt Service | (178,282) |
| Increase Tuition-Public School | 90,000 |
| Increase Tuition-Private School | 160,000 |
| BOCES (special education services based on forecast) | 500,000 |
| Reduction of technology lease for \$287k and other misc. | (307,510) |
| Technology Increase - Website | 55,905 |
| Transportation (contractual increase based on vendor agreements) | 308,336 |
| Evening School Salary Increase Based on Forecast | 177,000 |
| District Clerk .50 to 1 FTE | 18,000 |
| Total Contractual Obligations: | 4,823,761 |

| Building | Expense | Position |
|-------------------------|----------------------|-------------------------------|
| Dryden | \$ 73,328.00 | Tech Media Position |
| Park | \$ 73,328.00 | Additional Guidance Counselor |
| MS | \$ 73,328.00 | Additional Guidance Counselor |
| Park (1) /MS (2) | \$ 219,984.00 | Reading/Literacy Teachers |
| Park | \$ 49,416.00 | Cleaner |
| Admin | \$ 10,000.00 | Assistant Supt./Curriculum |
| Park (1)/MS (2) | \$ 105,735.00 | Security Guards |
| MS | \$ 20,000.00 | Re-Instate Assistant Coaches |
| Total Additions: | \$ 625,119.00 | |

| Decreases | Expense | Description |
|------------------------|------------------------|--|
| | (536,433.00) | Increased Efficiencies Related to Security Technology, Lobbyist, Central Registration and AP |
| | (364,209.00) | TRS Rate Reduction |
| Total Decreases | \$ (900,642.00) | |

2019-2020 Proposed Budget \$ 155,908,977.00

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | | |
|--|-----|----|------|--|--|--------------------------------|------------|-----------|----------------|-----------|-----------|
| | | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | | Budget | Budget | Administrative | Program | Capital |
| | | | | | | | | | | | |
| Board of Education | | | | | | | | | | | |
| | | | | | | | | | | | |
| The Board of Education is responsible for establishing District Policy consistent with State Education Laws and regulations of the Commissioner of Education. Board members, although elected locally, are deemed to be State officials and serve without compensation. Funds are provided here for supplies, memberships, and expenses relating to attendance at association meetings, consultants and training expenses. | | | | | | | | | | | |
| 1010 | 400 | 08 | 0000 | | | Contractual Expenses | 46,500 | 46,500 | 46,500 | | |
| 1010 | 450 | 08 | 0000 | | | Supplies and Materials | 6,000 | 6,000 | 6,000 | | |
| | | | | | | | - | - | - | | |
| | | | | | | Subtotal - Board of Ed. | 52,500 | 52,500 | 52,500 | - | - |
| | | | | | | | | | | | |
| | | | | | | District Clerk | | | | | |
| | | | | | | | | | | | |
| The Duties of this position are performed by an employee specifically designated as District Clerk. This position maintains a complete record of Board of Education meeting minutes, signs legal documents on behalf of the Board, conducts annual and special district meetings and elections, and performs other services as assigned by the Board of Education. | | | | | | | | | | | |
| 1040 | 160 | 08 | 0000 | | | Non-Instructional compensation | 32,000 | 50,000 | 50,000 | | |
| 1040 | 400 | 08 | 0000 | | | Contractual Services | 500 | 500 | 500 | | |
| 1040 | 450 | 08 | 0000 | | | Supplies and Materials | 500 | 500 | 500 | | |
| | | | | | | Subtotal - District Clerk | 33,000 | 51,000 | 51,000 | - | - |
| | | | | | | | | | | | |
| | | | | | | District Meeting | | | | | |
| | | | | | | | | | | | |
| Includes cost of supplies, fees and carting of voting machines, temporary election personnel, and advertising for the annual district meeting to be held in May for election of Board members and voting on the budget. | | | | | | | | | | | |
| 1060 | 400 | 08 | 0000 | | | Contractual Services | 22,000 | 22,000 | 22,000 | | |
| 1060 | 450 | 08 | 0000 | | | Supplies and Materials | 1,500 | 1,500 | 1,500 | | |
| 1060 | 490 | 08 | 0000 | | | BOCES Printing Budget | 35,680 | 37,110 | 37,110 | | |
| | | | | | | Subtotal - District Meetings | 59,180 | 60,610 | 60,610 | - | - |
| | | | | | | | | | | | |
| | | | | | | Total - Board of Education | 144,680 | 164,110 | 164,110 | - | - |
| | | | | | | | | | | | |
| | | | | | | Superintendent's Office | | | | | |
| | | | | | | | | | | | |
| The Superintendent of Schools serves as the Chief Executive Officer of the Board of Education who implements board policies and actions consistent with legal requirements and professional standards. Included is compensation for the Superintendent of Schools and 3 secretaries as well as equipment, office supplies, professional books, travel, conferences, and other expenses. | | | | | | | | | | | |
| 1240 | 150 | 08 | 0000 | | | Instructional compensation | 249,900 | 254,898 | 254,898 | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | |
|--|-----|----|------|------------------------------------|------------------|------------------|------------------|-----------|-----------|
| | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | Approved | Draft | | | |
| Account Codes | | | | | Budget | Budget | Administrative | Program | Capital |
| 1240 | 160 | 08 | 0000 | Non-Instructional compensation | 153,743 | 162,740 | 162,740 | | |
| 1240 | 400 | 08 | 0000 | Contractual Expenses | 26,600 | 28,000 | 28,000 | | |
| 1240 | 450 | 08 | 0000 | Supplies and Materials | 10,500 | 10,500 | 10,500 | | |
| Total - Supt Office | | | | | 440,743 | 456,138 | 456,138 | - | - |
| | | | | | | | | | |
| Finance-Business Admin | | | | | | | | | |
| The basic function is to plan and manage the business affairs and support services of the school system and to ensure that they are administered efficiently and economically consistent with sound fiscal planning. Included is compensation for the Business Administrator, 1 secretary, 9 full time and 1 part time clerical positions. Also included in this function are costs for the maintenance of the district inventory, internal claims auditor, conference expenses, postage and other expenses. | | | | | | | | | |
| 1310 | 150 | 08 | 0000 | Instructional compensation | 263,693 | 294,467 | 294,467 | | |
| 1310 | 160 | 08 | 0000 | Non-Instructional compensation | 767,663 | 828,176 | 828,176 | | |
| 1310 | 200 | 08 | 0000 | Equipment-New-Health & Safety | 5,000 | 5,000 | | | 5,000 |
| 1310 | 400 | 08 | 0000 | Contractual Services | 61,600 | 62,100 | 62,100 | | |
| 1310 | 450 | 08 | 0000 | Supplies and Materials | 8,000 | 8,000 | 8,000 | | |
| 1310 | 490 | 08 | 0000 | BOCES-School Bus Affairs Institute | 4,624 | 4,807 | 4,807 | | |
| Subtotal - Fin. & Bus. Admin. | | | | | 1,110,580 | 1,202,550 | 1,197,552 | - | 5,000 |
| | | | | | | | | | |
| Auditing | | | | | | | | | |
| New York State Education Law requires each school district to employ the services of an independent certified public accounting firm to audit the District's fiscal records in accordance with a prescribed form of audit. The Auditor presents the annual report for the year ending June 30th at a regular public Board of Education meeting in the Fall of each year. Also included are fees associated with an internal audit of the district's operations. | | | | | | | | | |
| 1320 | 160 | 08 | 0000 | Non-Instructional compensation | 2,500 | 2,500 | 2,500 | | |
| 1320 | 400 | 08 | 0000 | Consulting Services | 155,100 | 155,100 | 155,100 | | |
| Subtotal - Auditing | | | | | 157,600 | 157,600 | 157,600 | - | - |
| | | | | | | | | | |
| District Treasurer - Accountant | | | | | | | | | |
| Compensation for Treasurer Services is below. Included are the cost of supplies associated with the duties of the Treasurer. | | | | | | | | | |
| 1325 | 160 | 08 | 0000 | Non-Instructional compensation | 25,000 | 25,000 | 25,000 | | |
| 1325 | 450 | 08 | 0000 | Supplies and Materials | 1,000 | 1,000 | 1,000 | | |
| Subtotal - Treasurer-Accountant | | | | | 26,000 | 26,000 | 26,000 | - | - |
| | | | | | | | | | |
| Purchasing | | | | | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | | |
|---|-----|----|------|--|--|---------------------------------|------------------|------------------|------------------|----------------|---------------|
| | | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | | Budget | Budget | Administrative | Program | Capital |
| Account Name | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| The Duties of the Purchasing Department are to plan and supervise the purchase of equipment, supplies, services, and materials as efficiently and economically as possible consistent with the needs of the educational program. Purchasing procedures and decisions are governed by New York State regulations and Board of Education Policies. Various items are bid competitively and State, County and BOCES contracts are utilized. Many areas are also bid cooperatively. | | | | | | | | | | | |
| 1345 | 400 | 08 | 0000 | | | Contractual Expenses | 1,000 | 1,000 | 1,000 | | |
| 1345 | 450 | 08 | 0000 | | | Supplies and Materials | 300 | 300 | 300 | | |
| 1345 | 490 | 08 | 0000 | | | BOCES Cooperative Bidding | 9,250 | 9,620 | 9,620 | | |
| | | | | | | Subtotal - Purchasing | 10,550 | 10,920 | 10,920 | - | - |
| Consulting | | | | | | | | | | | |
| 1380 | 400 | 08 | 0000 | | | Consulting Services | 3,000 | 3,000 | 3,000 | - | |
| 1380 | 450 | 08 | 0000 | | | Consulting-Supplies & Materials | 250 | 250 | 250 | | |
| | | | | | | Subtotal - Consulting | 3,250 | 3,250 | 3,250 | - | - |
| Total - Finance & Bus. Admin. | | | | | | | 1,307,980 | 1,400,320 | 1,395,322 | - | 5,000 |
| Staff | | | | | | | | | | | |
| Legal Services | | | | | | | | | | | |
| The Board of Education retains an attorney to advise the administration and the Board of Education in policy development and the general management of school affairs. Included are fees for a retainer and additional expenses for litigation, arbitration, and negotiations. | | | | | | | | | | | |
| 1420 | 400 | 00 | 0000 | | | Legal Services | 350,000 | 350,000 | 50,000 | 250,000 | 50,000 |
| | | | | | | Subtotal - Legal Service | 350,000 | 350,000 | 50,000 | 250,000 | 50,000 |
| Personnel | | | | | | | | | | | |
| Includes compensation for the Assistant Superintendent for Human Resources and 1 clerical position. The costs for district wide staff recruitment, training and overall personnel services are budgeted in this function. | | | | | | | | | | | |
| 1430 | 150 | 00 | 0000 | | | Instructional compensation | 171,360 | 174,787 | 174,787 | | |
| 1430 | 160 | 08 | 0000 | | | Non-Instructional compensation | 82,942 | 77,680 | 77,680 | | |
| 1430 | 400 | 00 | 0000 | | | Contractual Expenses | 53,600 | 10,600 | 10,600 | | |
| 1430 | 450 | 00 | 0000 | | | Supplies and Materials | 2,500 | 2,500 | 2,500 | | |
| 1430 | 490 | 00 | 0000 | | | BOCES - Neg. Info. Services | 47,952 | 80,249 | 80,249 | | |
| | | | | | | Subtotal - Personnel | 358,354 | 345,816 | 345,816 | - | - |
| Records Management | | | | | | | | | | | |
| 1460 | 400 | 00 | 0000 | | | Contractual Services | 2,000 | 2,000 | 2,000 | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | |
|---|-----|----|------|--|--|------------------|------------------|----------------|----------------|------------------|
| | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| 1460 | 490 | 00 | 0000 | | BOCES Services | 11,924 | 12,400 | 12,400 | | |
| | | | | | Subtotal-Record Management | 13,924 | 14,400 | 14,400 | - | - |
| | | | | | Public Information Service | | | | | |
| Included are the costs of a public relations consultant to prepare publications from the District for residents of the community as well as internal staff publications. | | | | | | | | | | |
| 1480 | 400 | 00 | 0000 | | Contractual Services | 7,000 | 7,000 | 7,000 | | |
| 1480 | 450 | 00 | 0000 | | Supplies and Materials | 2,500 | 2,500 | 2,500 | | |
| 1480 | 490 | 00 | 0000 | | BOCES | 71,271 | 86,634 | 86,634 | | |
| | | | | | Subtotal - Public Info. Service | 80,771 | 96,134 | 96,134 | - | - |
| | | | | | Total - Staff | 803,049 | 806,350 | 506,350 | 250,000 | 50,000 |
| | | | | | Central Services | | | | | |
| | | | | | Operation & Maintenance | | | | | |
| This portion of the budget deals with the operation and maintenance of 8 district buildings comprising 500,000 square feet of area. Included is the following compensation: Director of Facilities, , clerical staff as well as custodial staff, substitutes. | | | | | | | | | | |
| 1620 | 160 | 08 | 0000 | | Non-Instructional compensation-Custodial | 3,515,657 | 3,537,954 | | | 3,537,954 |
| 1620 | 200 | 00 | 0000 | | Equipment | 45,236 | 45,236 | | | 45,236 |
| 1620 | 400 | 08 | 0000 | | Contractual Expenses | 2,863,000 | 2,872,500 | | | 2,872,500 |
| 1620 | 401 | 08 | 0000 | | Contractual - Security Services | 328,344 | - | | | - |
| 1620 | 450 | 08 | 0000 | | Supplies and Materials | 210,478 | 205,500 | | | 205,500 |
| 1620 | 490 | 08 | 0000 | | BOCES Health & Safety | 48,960 | 50,513 | | 50,513 | - |
| | | | | | Subtotal Operation & Maintenance. | 7,011,675 | 6,711,703 | - | 50,513 | 6,661,190 |
| | | | | | Maintenance of Plant | | | | | |
| Includes the compensation of the following: Maintainers and Groundskeepers. | | | | | | | | | | |
| 1621 | 160 | 08 | 0000 | | Non-Instructional compensation Maintenance | 632,246 | 645,729 | | | 645,729 |
| 1621 | 200 | 08 | 0000 | | Equipment - Replacement | 60,000 | 60,000 | | | 60,000 |
| 1621 | 400 | 08 | 0000 | | Vehicles Expenses | 273,200 | 239,000 | | | 239,000 |
| 1621 | 450 | 08 | 0000 | | Supplies and Materials | 90,000 | 86,000 | | | 86,000 |
| | | | | | Subtotal Maintenance of Plant | 1,055,446 | 1,030,729 | - | - | 1,030,729 |
| | | | | | Central Printing and Mailing | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | | |
|--|-----|----|------|--|--|--|------------------|------------------|----------------|----------------|------------------|
| | | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | | Budget | Budget | Administrative | Program | Capital |
| Account Name | | | | | | | | | | | |
| Includes the costs of printing district forms, brochures, mailings, curriculum guides, school handbooks, programs, certain newsletters as well as other printed materials. Also included are expenses for Administration copier rental and postage. | | | | | | | | | | | |
| 1670 | 400 | 00 | 0000 | | | Contractual Printing | 125,000 | 125,000 | 30,000 | 95,000 | |
| 1670 | 490 | 00 | 0000 | | | BOCES: Printing | 77,737 | 69,816 | 27,926 | 41,890 | |
| | | | | | | Subtotal-Central Printing & Mailing | 202,737 | 194,816 | 57,926 | 136,890 | - |
| Central Data Processing | | | | | | | | | | | |
| Includes computer services, materials and supplies for Central Administration. The BOCES services provided here include statewide data collection for various reports required by the State Education Department, negotiations information service and requests for support services including administrative microcomputer and network support. | | | | | | | | | | | |
| 1680 | 400 | 00 | 0000 | | | Contractual Services | 25,000 | 25,000 | 25,000 | | |
| 1680 | 450 | 00 | 0000 | | | Central Data Processing | 7,500 | 7,500 | 7,500 | | |
| 1680 | 490 | 00 | 0000 | | | BOCES - Admin. Computing | 143,285 | 136,426 | 136,426 | | |
| | | | | | | Subtotal-Data Processing | 175,785 | 168,926 | 168,926 | - | - |
| | | | | | | Total Central Services | 8,445,643 | 8,106,174 | 226,852 | 187,403 | 7,691,919 |
| Special Items | | | | | | | | | | | |
| Unallocated Insurance | | | | | | | | | | | |
| Included are funds for the cost of district wide liability and property insurance. | | | | | | | | | | | |
| 1910 | 400 | 00 | 0000 | | | Unallocated Insurance | 563,135 | 573,785 | 522,567 | 51,218 | - |
| | | | | | | Subtotal- Unallocated Insurance | 563,135 | 573,785 | 522,567 | 51,218 | - |
| School Association Dues | | | | | | | | | | | |
| 1920 | 400 | 00 | 0042 | | | School Association Dues | 5,000 | 5,000 | 5,000 | | |
| | | | | | | Subtotal- School Association Dues | 5,000 | 5,000 | 5,000 | - | - |
| Administrative Charges | | | | | | | | | | | |
| Actual costs for BOCES Administrative Charges are based upon the true real estate value of the District and are in accordance with the requirements of the New York State Education Department. Every district in Nassau County is required to pay a share of the costs for BOCES rental of program facilities, administrative and clerical expenses. These expenses are BOCES aidable at approximately 66% depending upon state approval and the final enactment of the state budget each year. | | | | | | | | | | | |
| 1930 | 400 | 00 | 0000 | | | Judgements & Claims | 205,131 | 205,131 | 205,131 | | |
| 1981 | 492 | 00 | 0000 | | | BOCES Administrative Charges | 701,376 | 741,376 | 741,376 | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | |
|---|-----|----|------|--|-------------------------------------|------------|------------|----------------|-----------|-----------|
| | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| Subtotal-Admin. Charges | | | | | | 906,507 | 946,507 | 946,507 | - | - |
| Fixed Assets Appraisal | | | | | | | | | | |
| 1989 | 400 | 00 | 0000 | | Fixed Assets Appraisal | 1,650 | 1,650 | 1,650 | | |
| 1989 | 400 | 18 | 0000 | | Rental Building - 9th Grade Academy | 838,000 | 700,000 | 700,000 | | |
| Subtotal-Fixed Assets Appraisal | | | | | | 839,650 | 701,650 | 701,650 | - | - |
| Total - Special Items | | | | | | 2,314,292 | 2,226,942 | 2,175,724 | 51,218 | - |
| TOTAL ADMINISTRATION | | | | | | 13,456,387 | 13,160,034 | 4,924,496 | 488,621 | 7,746,919 |
| INSTRUCTION | | | | | | | | | | |
| Administration & Improvement | | | | | | | | | | |
| Curriculum Devel. & Superv. | | | | | | | | | | |
| Functions included in this area are the direction and administration of the Pre-K through grade 12 curriculum and related services; supervision and coordination of the educational programs and professional staff; and leadership in the development of long-range educational plans for the Westbury School District. This department maintains a continuum of curriculum development, and evaluation as well as responsibility for recruitment and hiring of staff. Curriculum resources are made available to the pre-K through 12 staff for their study and review. Extensive instructional materials and supplies are purchased to enhance "Research and Development." Included here are the compensation for the Assistant Superintendent for Curriculum and Instruction. The compensation for 1 secretary as well as expenses for equipment, supplies and materials are also included. | | | | | | | | | | |
| 2010 | 150 | 00 | 0000 | | Instructional compensation | 160,000 | 170,000 | 170,000 | | |
| 2010 | 160 | 00 | 0000 | | Non-Instructional compensation | 72,538 | 73,781 | 73,781 | | |
| 2010 | 400 | 00 | 0000 | | Service Contracts | 157,450 | 142,450 | 56,980 | 85,470 | |
| 2010 | 450 | 00 | 0000 | | Supplies and Materials | 8,000 | 8,000 | 8,000 | | |
| 2010 | 490 | 00 | 0000 | | BOCES Curriculum | 183,988 | 141,802 | 56,721 | 85,081 | |
| Subtotal - Curriculum Development | | | | | | 581,976 | 536,033 | 365,482 | 170,551 | - |
| Supervision - Regular School | | | | | | | | | | |
| Included are the compensation of Principals, Assistant Principals, Directors, Deans, as well as clerical staff. | | | | | | | | | | |
| 2020 | 150 | 00 | 0000 | | Instructional compensation | 3,235,726 | 3,107,677 | 3,107,677 | | |
| 2020 | 160 | 00 | 0000 | | Non-Instructional compensation | 970,006 | 935,861 | 795,482 | 140,379 | |
| 2020 | 400 | 00 | 0000 | | Contractual Services | 14,670 | 14,670 | 7,335 | 7,335 | |
| 2020 | 450 | 00 | 0000 | | Supplies & Materials | 26,049 | 26,049 | 26,049 | | |
| Subtotal-Supervision. Reg. Sch. | | | | | | 4,246,451 | 4,084,259 | 3,936,543 | 147,714 | - |
| Research Planning and Evaluation | | | | | | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | |
|--|-----|----|------|--|--|-------------------|-------------------|------------------|-------------------|-----------|
| | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| To maintain the quality educational program in the Westbury Public Schools, the Assistant Superintendent for Curriculum maintains an active program of research, planning, staff development and assessment. The funds provided in this section enable the district to employ staff developers, trainers and university-based curriculum specialists in order to improve teacher performance and instruction. | | | | | | | | | | |
| 2060 | 490 | 00 | 0000 | | BOCES Testing | 45,900 | 36,400 | 7,280 | 29,120 | |
| | | | | | Subtotal-Research Plan. & Eval. | 45,900 | 36,400 | 7,280 | 29,120 | - |
| | | | | | | | | | | |
| Inservice Training-Instruction | | | | | | | | | | |
| This amount of money is contractual and offers teachers through an application process the opportunity to attend programs and training during the summer recess | | | | | | | | | | |
| 2070 | 150 | 00 | 0000 | | Instructional compensation | 41,449 | 30,000 | | 30,000 | |
| 2070 | 400 | 00 | 0000 | | Contractual Services | 50,000 | 39,400 | | 39,400 | |
| 2070 | 450 | 00 | 0000 | | Supplies and Materials | 5,000 | 5,000 | | 5,000 | |
| 2070 | 490 | 00 | 0000 | | BOCES Inservice Training | 31,623 | 23,520 | | 23,520 | |
| | | | | | Subtotal-Inservice Training-Inst. | 128,072 | 97,920 | - | 97,920 | - |
| | | | | | | | | | | |
| Total-Admin. & Improvement | | | | | | 5,002,399 | 4,754,612 | 4,309,305 | 445,305 | - |
| | | | | | | | | | | |
| Teaching | | | | | | | | | | |
| Teaching Regular School | | | | | | | | | | |
| | | | | | | | | | | |
| This portion of the budget is the largest and is comprised primarily of teachers' compensation from K through grade 12. This area of the budget also includes the compensation of substitute teachers, teacher assistants, teacher aides, security personell, instructional equipment and other expenses associated with the provision of various educational programs. Textbooks, BOCES programs, and other educational projects are also listed in this portion of the budget. | | | | | | | | | | |
| 2110 | 120 | 00 | 0000 | | Instructional compensation - Elementary | 19,131,953 | 19,526,569 | | 19,526,569 | |
| 2110 | 130 | 00 | 0000 | | Instructional compensation - Secondary | 18,096,552 | 19,062,791 | | 19,062,791 | |
| 2110 | 140 | 00 | 0000 | | Instructional compensation - Substitutes | 739,858 | 728,020 | | 728,020 | |
| 2110 | 151 | 00 | 0000 | | Teacher Assistants | 1,033,104 | 958,745 | | 958,745 | |
| 2110 | 160 | 00 | 0000 | | Non-Instruc compensation-Aides, Clerical, Security | 2,243,335 | 2,348,612 | | 2,348,612 | |
| | | | | | Subtotal-Salaries | 41,244,802 | 42,624,737 | - | 42,624,737 | - |
| | | | | | | | | | | |
| 2110 | 200 | 00 | 0000 | | Equipment District-Wide/Emergenc | 96,247 | 96,247 | | 96,247 | |
| 2110 | 400 | 00 | 0000 | | Contractual Services - DW | 921,145 | 763,769 | | 763,769 | |
| Expenses for materials and supplies, including departamental supplies for Art, Physical Eucation, Health and Music.. | | | | | | | | | | |
| | | | | | | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
|---|-----|----|------|--|---|-------------------|-------------------|----------------|-------------------|-----------|
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| Account Name | | | | | | | | | | |
| 2110 | 450 | 00 | 0000 | | Supplies - DW | 619,304 | 629,473 | | 629,473 | |
| | | | | | Subtotal-Teaching Other Expenses | 1,636,696 | 1,489,489 | - | 1,489,489 | - |
| Tuition & textbooks | | | | | | | | | | |
| 2110 | 470 | 00 | 0000 | | Tuition | 1,329,137 | 1,381,137 | | 1,381,137 | |
| 2110 | 480 | 00 | 0000 | | Textbooks - District-Wide | 1,027,859 | 1,026,579 | | 1,026,579 | |
| | | | | | Subtotal-Tuition & textbooks | 2,356,996 | 2,407,716 | - | 2,407,716 | - |
| BOCES Services | | | | | | | | | | |
| 2110 | 490 | 00 | 0000 | | BOCES - Services | 660,089 | 811,117 | | 811,117 | |
| | | | | | Subtotal-BOCES Services | 660,089 | 811,117 | | 811,117 | |
| Tech., Business, Home & Career | | | | | | | | | | |
| This is a state mandated code used to identify occupational education programs offered through BOCES or other locations for students in grades 9 -12. | | | | | | | | | | |
| 2280 | 400 | 00 | 0000 | | Service Contracts - HS | 20,748 | 20,748 | | 20,748 | |
| 2280 | 450 | 00 | 0000 | | Supplies & Materials-HS-Technology | 24,218 | 24,218 | | 24,218 | |
| 2280 | 490 | 00 | 0000 | | BOCES - Occupational Education | 1,023,822 | 1,064,775 | | 1,064,775 | |
| | | | | | Subtotal-Technology | 1,068,788 | 1,109,741 | - | 1,109,741 | - |
| | | | | | Total-Teaching: Regular School | 46,967,371 | 48,442,800 | - | 48,442,800 | - |
| Programs-Handicapped Children | | | | | | | | | | |
| Children with Disabilities | | | | | | | | | | |
| This code supports classified students with disabilities under the Individuals with Disabilities Education Act (IDEA). There are 448 students served in district and 186 served by out of district placements. Also included is compensation for the Director of Pupil Personnel Services, CSE Chairperson, special education teachers, speech and language teachers, Also included is the compensation of teacher aides and teacher assistants who work in the classrooms, clerical, and a therapist as well as expenses for public, private, and BOCES tuition, equipment, and supplies. This reflects estimated compensation per teachers' contract, educational assistants and teacher assistants. Projected placements can vary greatly. | | | | | | | | | | |
| 2250 | 150 | 00 | 0000 | | Instructional compensation | 6,394,039 | 6,896,134 | 153,918 | 6,742,216 | |
| 2250 | 151 | 00 | 0000 | | Non-Instruc compensation-Tchr Assist | 1,241,593 | 1,319,856 | | 1,319,856 | |
| 2250 | 160 | 00 | 0000 | | Non-Instructional compensation-Clerical | 629,935 | 720,499 | | 720,499 | |
| 2250 | 200 | 00 | 7700 | | Equipment | 59,100 | 59,100 | | 59,100 | |
| Special equipment as needed. | | | | | | | | | | |
| 2250 | 400 | 00 | 0000 | | Contractual Services | 3,589,139 | 3,603,639 | | 3,603,639 | |
| 2250 | 450 | 00 | 0000 | | Supplies and Materials | 84,600 | 89,550 | | 89,550 | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | | |
|---|-----|----|------|--|--|--|-------------------|-------------------|----------------|-------------------|-----------|
| | | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | | Budget | Budget | Administrative | Program | Capital |
| | | | | | | | | | | | |
| For all special education materials and supplies. | | | | | | | | | | | |
| 2250 | 471 | 00 | 0000 | | | Tuition - Public Schools | 1,838,790 | 1,928,790 | | 1,928,790 | |
| 2250 | 472 | 00 | 0000 | | | Tuition - Private Schools | 3,573,618 | 3,733,618 | | 3,733,618 | |
| 2250 | 473 | 00 | 0000 | | | Summer School | 342,412 | 342,412 | | 342,412 | |
| 2250 | 480 | 00 | 0000 | | | Textbooks | 46,900 | 46,900 | | 46,900 | |
| 2250 | 490 | 00 | 0000 | | | BOCES - Services | 11,574,614 | 12,511,914 | | 12,511,914 | |
| | | | | | | Total-Child W/Dis & Spec. Need | 29,374,740 | 31,252,412 | 153,918 | 31,098,494 | - |
| | | | | | | | | | | | |
| Special Schools Teaching | | | | | | | | | | | |
| This codes supports the Evening School Program, Summer School And Adult Education. It includes compensation fro teacher, teacher aides, as well as supplies and maetrials, and BOCES cost for the program | | | | | | | | | | | |
| 2330 | 150 | 00 | 0000 | | | Instructional compensation | 269,523 | 446,873 | | 446,873 | |
| 2330 | 151 | 00 | 0000 | | | Instructional compensation- Teacher Assistants | 84,000 | 84,000 | | 84,000 | |
| 2330 | 160 | 00 | 0000 | | | Non-Instructional compensation | 65,500 | 65,500 | | 65,500 | |
| 2330 | 400 | 00 | 0000 | | | Contractual Services | 25,500 | 25,500 | | 25,500 | |
| 2330 | 450 | 00 | 0000 | | | Supplies and Materials | 6,602 | 4,600 | | 4,600 | |
| 2330 | 480 | 00 | 0000 | | | Textbooks - Summer School | 4,600 | 4,600 | | 4,600 | |
| 2330 | 490 | 00 | 0000 | | | BOCES: Special Schools | 647,129 | 670,000 | | 670,000 | |
| | | | | | | Total-Special Schools Teaching | 1,102,856 | 1,301,075 | - | 1,301,073 | - |
| | | | | | | | | | | | |
| Instructional Media | | | | | | | | | | | |
| School Library & Media | | | | | | | | | | | |
| Includes expenses for library media specialists, aides as well as equipment, repairs and materials and supplies for instructional media district wide. This code also funds periodicals, library books, and audiovisual materials. Please note, the State requires use of code 2610-460 for library books and audiovisual materials for which we receive state aid for purchases. | | | | | | | | | | | |
| 2610 | 150 | 00 | 0000 | | | Instructional compensation | 570,645 | 655,634 | | 655,634 | |
| 2610 | 160 | 00 | 0000 | | | Non-Instructional compensation | 88,396 | 93,242 | | 93,242 | |
| 2610 | 400 | 00 | 0000 | | | Contractual Services | 5,000 | 5,000 | | 5,000 | |
| 2610 | 450 | 00 | 0000 | | | Materials & Supplies | 20,675 | 21,424 | | 21,424 | |
| 2610 | 460 | 00 | 0000 | | | Library Loan Program | 39,451 | 39,451 | | 39,451 | |
| 2610 | 490 | 00 | 0000 | | | BOCES-Library & Media | 30,294 | 44,006 | | 44,006 | |
| 2610 | 491 | 00 | 0000 | | | BOCES-Library Automation Program | 31,957 | 24,507 | | 24,507 | |
| | | | | | | Subtotal-School Lib & Media | 786,418 | 883,264 | - | 883,264 | - |

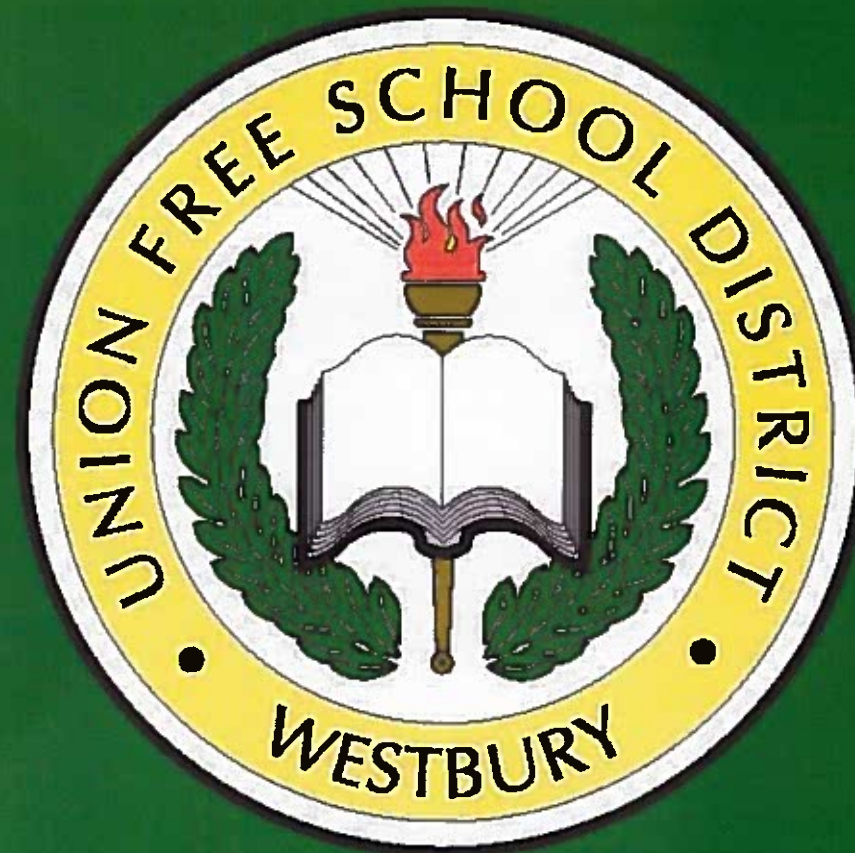
| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | |
|--|--------------|----|------|--|------------------|------------------|----------------|------------------|-----------|
| | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | Approved | Draft | | | |
| Account Codes | Account Name | | | | Budget | Budget | Administrative | Program | Capital |
| | | | | Computer Assisted - Instruction | | | | | |
| The function of this code is the acquisition and maintenance of computer equipment as well as obtaining software to enhance educational programs district-wide. The compensation for the Director of Technology, 2 technology teachers and 0 5 aide are budgeted here. The Technology Plan of the District is the focus of appropriations for this area. | | | | | | | | | |
| 2630 | 150 | 00 | 0000 | Instructional compensation | 283,046 | 285,514 | 137,978 | 147,536 | |
| 2630 | 160 | 00 | 0000 | Non-Instructional compensation | 34,961 | 34,961 | | 34,961 | |
| 2630 | 200 | 00 | 0000 | Equipment | 117,000 | 175,000 | | 175,000 | |
| 2630 | 400 | 00 | 0000 | Repair and Maintenance | 618,269 | 310,759 | | 310,759 | |
| 2630 | 450 | 00 | 0000 | Supplies and Materials | 367,065 | 342,915 | | 342,915 | |
| 2630 | 460 | 00 | 0000 | Computer Software DW | 215,289 | 215,289 | | 215,289 | |
| 2630 | 490 | 00 | 0000 | BOCES Software/Hardware | 393,850 | 457,033 | | 457,033 | |
| 2630 | 491 | 00 | 0000 | BOCES Technology Info System | 1,185,728 | 1,185,728 | | 1,185,728 | |
| | | | | Subtotal-Comp. Assisted Inst. | 3,215,208 | 3,007,199 | 137,978 | 2,869,221 | - |
| | | | | Total-Instructional Media | 4,001,626 | 3,890,463 | 137,978 | 3,752,485 | - |
| | | | | Pupil Personnel Services | | | | | |
| | | | | Central Registry and Attendance | | | | | |
| 2805 | 150 | 00 | 0000 | Instructional Salaries | 122,541 | 97,508 | 97,508 | | |
| 2805 | 160 | 00 | 0000 | Non-Instructional Salaries | 60,554 | 94,914 | 94,914 | | |
| 2805 | 400 | 00 | 0000 | Contractual Expenses | 300 | 300 | | 300 | |
| 2805 | 450 | 00 | 0000 | Supplies and Materials | 5,000 | 5,000 | | 5,000 | |
| | | | | Subtotal-Central Reg. & Attend. | 188,394 | 197,722 | 192,422 | 5,300 | - |
| | | | | Guidance | | | | | |
| The function of this portion of the budget is to aid students in selecting and maintaining an educational program which fits their skills, abilities and goals. Assistance is also provided in supporting educational and occupational choices for graduating students. Included is the compensation for the Director of Guidance, guidance counselors and clerical staff. The guidance department also works with parents and students to overcome academic, social or emotional difficulties encountered during the educational process. College visits and subscriptions to college publications are also included. | | | | | | | | | |
| 2810 | 150 | 00 | 0000 | Instructional compensation | 1,684,739 | 2,098,048 | 176,733 | 1,921,315 | |
| 2810 | 160 | 00 | 0000 | Non-Instructional compensation | 198,841 | 268,362 | | 268,362 | |
| 2810 | 400 | 00 | 0000 | Service Contracts | 22,500 | 22,500 | | 22,500 | |
| 2810 | 450 | 00 | 0000 | Supplies and Materials | 7,204 | 7,204 | | 7,204 | |
| 2810 | 490 | 00 | 0000 | BOCES Guidance Information Syst | 13,115 | 19,412 | | 19,412 | |
| | | | | Subtotal Guidance | 1,926,398 | 2,415,526 | 176,733 | 2,238,793 | - |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | |
|--|-----|----|------|--|---|------------------|------------------|----------------|------------------|-----------|
| | | | | | | 2018-2019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| | | | | | | | | | | |
| Health Services | | | | | | | | | | |
| This code includes the compensation of registered nurses, aides, physician and dental services, repairs, materials and supplies, the cost of providing health services to Westbury students attending private schools and BOCES. | | | | | | | | | | |
| 2815 | 160 | 00 | 0000 | | Non-Instructional compensation | 728,695 | 678,017 | | 678,017 | |
| 2815 | 400 | 00 | 0000 | | Service Contracts | 89,000 | 89,000 | | 89,000 | |
| 2815 | 450 | 00 | 0000 | | Supplies and Materials | 29,350 | 29,350 | | 29,350 | |
| 2815 | 470 | 00 | 0000 | | Health Services-Private/Out of District | 250,000 | 250,000 | | 250,000 | |
| 2815 | 490 | 00 | 0000 | | BOCES Health Services | 61,159 | 63,606 | | 63,606 | |
| Subtotal Health Services | | | | | | 1,158,204 | 1,109,973 | - | 1,109,973 | - |
| Psychological Services | | | | | | | | | | |
| Includes the compensation for psychologists, supplies and materials. | | | | | | | | | | |
| 2820 | 150 | 00 | 0000 | | Instructional compensation | 648,703 | 664,301 | | 664,301 | |
| 2820 | 450 | 00 | 0000 | | Supplies and Materials | 4,000 | 4,000 | | 4,000 | |
| Subtotal-Psychological Services | | | | | | 652,703 | 668,301 | - | 668,301 | - |
| Social Work Services | | | | | | | | | | |
| Includes compensation for Social Workers. | | | | | | | | | | |
| 2825 | 150 | 00 | 0000 | | Inst. compensation - Soc. Wkrs | 655,346 | 789,671 | | 789,671 | |
| 2825 | 450 | 00 | 0000 | | Supplies and Materials | 750 | 750 | | 750 | |
| Subtotal - Social Work Services | | | | | | 656,096 | 790,421 | - | 790,421 | - |
| Co-Curricular Activities | | | | | | | | | | |
| Included are expenses for the compensation of club advisors as well as related expenses for clubs, after school activities and student organizations. | | | | | | | | | | |
| 2850 | 150 | 00 | 0000 | | Instructional compensation | 220,790 | 262,448 | | 262,448 | |
| 2850 | 400 | 00 | 0000 | | Contractual Services | 15,746 | 26,944 | | 26,944 | |
| 2850 | 450 | 00 | 0000 | | Supplies and Materials | 6,247 | 6,247 | | 6,247 | |
| 2850 | 490 | 00 | 0000 | | BOCES Outdoor Education | 15,547 | 16,170 | | 16,170 | |
| Subtotal-Co-Curric. Activities | | | | | | 258,330 | 311,809 | - | 311,809 | - |
| Interscholastic Athletics | | | | | | | | | | |
| Included are expenses for the compensation of the (63) Director of Athletics and athletic coaches. Also included are expenses for athletic equipment, materials, supplies, reconditioning, and BOCES | | | | | | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | |
|---|-----|----|------|--|-------------------|-------------------|------------------|-------------------|-----------|
| | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | Approved | Draft | | | |
| Account Codes | | | | | Budget | Budget | Administrative | Program | Capital |
| Account Name | | | | | | | | | |
| charges for officials, scheduling and other services. | | | | | | | | | |
| 2855 | 150 | 00 | 0000 | Instructional compensation | 646,108 | 643,944 | 176,733 | 467,211 | |
| 2855 | 151 | 00 | 0000 | Instruc compensation-Supervision | 80,000 | 110,000 | | 110,000 | |
| 2855 | 160 | 00 | 0000 | Non-Instructional compensation | 35,000 | 45,000 | | 45,000 | |
| 2855 | 200 | 00 | 0000 | Sports Equipment | 13,255 | 13,255 | | 13,255 | |
| 2855 | 400 | 00 | 0000 | Contractual Services | 146,174 | 146,174 | | 146,174 | |
| 2855 | 450 | 00 | 0000 | Supplies and Materials | 39,928 | 39,928 | | 39,928 | |
| 2855 | 490 | 00 | 0000 | BOCES- Athletic Office | 59,000 | 62,161 | | 62,161 | |
| | | | | Subtotal-Interscholastic Athletics | 1,019,465 | 1,060,462 | 176,733 | 883,729 | - |
| | | | | Total - Pupil Personnel Services | 5,859,590 | 6,554,214 | 545,887 | 6,008,327 | - |
| | | | | TOTAL INSTRUCTION | 92,308,582 | 96,195,576 | 5,147,088 | 91,048,484 | - |
| | | | | PUPIL TRANSPORTATION | | | | | |
| | | | | District Transportation Services | | | | | |
| Included in this area is the compensation for the Transportation Supervisor, Assistant Transportation Supervisor, Clerical, bus monitors, as well as expenses for equipment, materials, supplies and insurance. | | | | | | | | | |
| 5510 | 150 | 00 | 0000 | Teacher Assistants- Bus Monitors | 83,000 | 83,000 | | 83,000 | |
| 5510 | 160 | 00 | 0000 | Non-Instructional compensation | 382,133 | 382,074 | | 382,074 | |
| 5510 | 200 | 00 | 0000 | Transportation-Equipment | - | - | | - | |
| 5510 | 400 | 00 | 0000 | Contractual Services | 31,350 | 31,350 | | 31,350 | |
| 5510 | 450 | 00 | 0000 | Supplies: Office | 2,500 | 2,500 | | 2,500 | |
| 5510 | 490 | 00 | 0000 | BOCES- Bus Maintenance | 20,000 | 20,000 | | 20,000 | |
| | | | | Subtotal-District Transport Service | 518,983 | 518,924 | - | 518,924 | - |
| | | | | Contract Transportation | | | | | |
| This portion of the transportation budget provides for the in-district and out-of-district transportation of over 5,000 students . Includes transportation to other school sponsored activities, field trips, athletic events, co-curricular activities and Pre-Kindergarten. | | | | | | | | | |
| 5540 | 400 | 00 | 0000 | Contractual Services - Buses | 8,731,797 | 9,094,477 | | 9,094,477 | |
| 5540 | 401 | 00 | 0000 | Contract Transportation-Athletics | 163,500 | 163,500 | | 163,500 | |
| 5540 | 402 | 00 | 0000 | Contract Transportation-Field Trips | 56,916 | 56,916 | | 56,916 | |
| | | | | Subtotal-Contract Transportation | 8,952,213 | 9,314,893 | - | 9,314,893 | - |
| | | | | Other Transportation | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
|---|-----|----|------|--|--|------------------|------------------|----------------|------------------|-----------|
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| The function of this code is the expenditure for transportation services provided by BOCES in connection with special education programs. Savings are realized in this code through cooperative arrangements with neighboring school districts | | | | | | | | | | |
| 5550 | 400 | 00 | 0000 | | Public Transportation | - | - | | - | |
| 5581 | 490 | 00 | 0000 | | BOCES Transportation | 100,000 | 104,000 | | 104,000 | |
| | | | | | Subtotal - Other Transportation | 100,000 | 104,000 | - | 104,000 | - |
| | | | | | TOTAL PUPIL TRANSPORTATION | 9,571,196 | 9,937,817 | - | 9,937,817 | - |
| | | | | | COMMUNITY SERVICES | | | | | |
| 7310 | 450 | 00 | 0000 | | Community Services/Senior Citizens | 5,500 | 5,250 | | 5,250 | |
| | | | | | TOTAL COMMUNITY SERVICES | 5,500 | 5,250 | - | 5,250 | - |
| | | | | | UNDISTRIBUTED EXPENSES | | | | | |
| | | | | | Employee Benefits | | | | | |
| The function of this code is the funding of the New York State Employees' Retirement System. Participation is mandatory for full-time and optional for part-time non-teaching employees. Members who enrolled after July 1, 1976 and have less than ten years in the system are required to contribute 3% of compensation. This District's contribution to the Employees' Retirement System is based on compensation on rates provided by the Retirement System. | | | | | | | | | | |
| 9010 | 800 | 00 | 0000 | | NYS Employees Retirement | 1,750,045 | 1,663,313 | 403,020 | 530,264 | 730,029 |
| This code includes an appropriation for contributions to the New York State Teachers' Retirement System. All administrators, teachers and teaching assistants who are full-time employees must join the System. Part-time employees have the option. Employees who joined the Retirement System after July 1, 1976 and have less than ten years in the system are required to contribute 3% of compensation. In addition, payments for retirement incentives and retroactive memberships are included here. | | | | | | | | | | |
| 9020 | 800 | 00 | 0000 | | Teacher's Retirement | 7,160,497 | 6,785,213 | 461,394 | 6,323,819 | - |
| 9030 | 800 | 00 | 0000 | | Social Security & Medicare | 5,293,110 | 5,645,572 | 383,899 | 4,753,572 | 508,101 |
| 9040 | 800 | 00 | 0000 | | Worker Compensation - Indemnity | 220,000 | 224,400 | 27,040 | 183,828 | 13,531 |
| 9040 | 801 | 00 | 0000 | | Worker's Comp. - Medical | 100,000 | 120,000 | 14,460 | 98,304 | 7,236 |
| 9040 | 802 | 00 | 0000 | | Worker's Comp. - Admin./Legal | 10,000 | 11,000 | 1,326 | 9,011 | 663 |
| The purpose of this code is the funding of life insurance policies for employee groups, and individuals pursuant to negotiated contractual agreements. | | | | | | | | | | |
| 9045 | 800 | 00 | 0000 | | Life Insurance | 75,184 | 90,184 | 10,868 | 73,879 | 5,438 |
| 9050 | 800 | 00 | 0815 | | Unemployment | 328,112 | 328,112 | 39,537 | 268,789 | 19,785 |
| The appropriation is for health insurance coverage through the New York State Empire Plan or the HIP Health Maintenance Organization, pursuant to collective bargaining agreements. The budget is the net estimated cost to the district after being offset by employee contributions of 20% for the premium portion of family coverage in all contracts and varying contributions for individual coverage depending on the bargaining unit. | | | | | | | | | | |

| Westbury UFSD - 2019-2020 Proposed Budget.. | | | | | | | | | | |
|---|-----|----|------|--|---------------------------------------|-------------|-------------|----------------|-------------|------------|
| | | | | | | 2018-12019 | 2019-2020 | 2019-2020 | 2019-2020 | 2019-2020 |
| | | | | | | Approved | Draft | | | |
| Account Codes | | | | | | Budget | Budget | Administrative | Program | Capital |
| 9060 | 800 | 00 | 0000 | | Health/Dental Insurance | 17,369,785 | 18,207,170 | 1,871,829 | 15,031,928 | 1,303,413 |
| TOTAL - Employee Benefits | | | | | | 32,306,733 | 33,074,964 | 3,213,373 | 27,273,395 | 2,588,196 |
| Debt Service | | | | | | | | | | |
| This section contains principal and interest costs on the bonded debt of the district, the energy performance contract, as well as costs for borrowing in anticipation of receipt of tax dollars. | | | | | | | | | | |
| 9711 | 600 | 00 | 0000 | | Serial Bonds- Principal | 2,070,000 | 2,070,000 | | | 2,070,000 |
| 9711 | 700 | 00 | 0000 | | Serial Bonds- Interest | 41,650 | 37,250 | | | 37,250 |
| 9785 | 600 | 00 | 0000 | | Installment Purchase Debt - Principal | 473,488 | 284,713 | | | 284,713 |
| 9785 | 700 | 00 | 0000 | | Installment Purchase Debt - Interest | 60,188 | 44,580 | | | 44,580 |
| Subtotal-Debt Service | | | | | | 2,645,326 | 2,436,543 | - | - | 2,436,543 |
| 9760 | 700 | 08 | 0000 | | Interest - TAN/BAN | 200,000 | 231,778 | | | 231,778 |
| Subtotal-TAN/BAN | | | | | | 200,000 | 231,778 | - | - | 231,778 |
| TOTAL - Debt Service | | | | | | 2,845,326 | 2,668,321 | - | - | 2,668,321 |
| Inter-Fund Transfers | | | | | | | | | | |
| Included in this area is funding for capital projects approved as part of the District's Capital Project Plan. Projects in this code are eligible for state aid reimbursement. | | | | | | | | | | |
| 9901 | 900 | 00 | 0000 | | Transfer to PreK | 50,000 | 50,000 | | 50,000 | |
| 9901 | 950 | 00 | 0000 | | Transfer to Special Aid | 817,015 | 817,015 | | 817,015 | |
| 9902 | 900 | 00 | 0000 | | Transfer to Risk Retention Fund | | | | - | |
| 9950 | 900 | 00 | 0000 | | Transfer to Capital Fund | - | - | | | - |
| Total-Inter-Fund Transfers | | | | | | 867,015 | 867,015 | - | 867,015 | - |
| Total - Others | | | | | | 3,712,341 | 3,535,336 | - | 867,015 | 2,668,321 |
| TOTAL UNDISTRIBUTED BENEFITS | | | | | | 36,019,074 | 36,610,300 | 3,213,373 | 28,140,410 | 5,256,517 |
| Total Expense Budget | | | | | | 151,360,739 | 155,908,977 | 13,284,959 | 129,620,580 | 13,003,438 |
| Component Percentages | | | | | | | | 8.52% | 83.14% | 8.34% |
| Increase Budget to Budget | | | | | | | 3.00% | | | |



**Board of Education
Budget Hearing**

May 14, 2019



2019-2020 Proposed Budget



2019-2020 Proposed Budget

**Supports Continued
Academic Progress**

While Being Fiscally Responsible



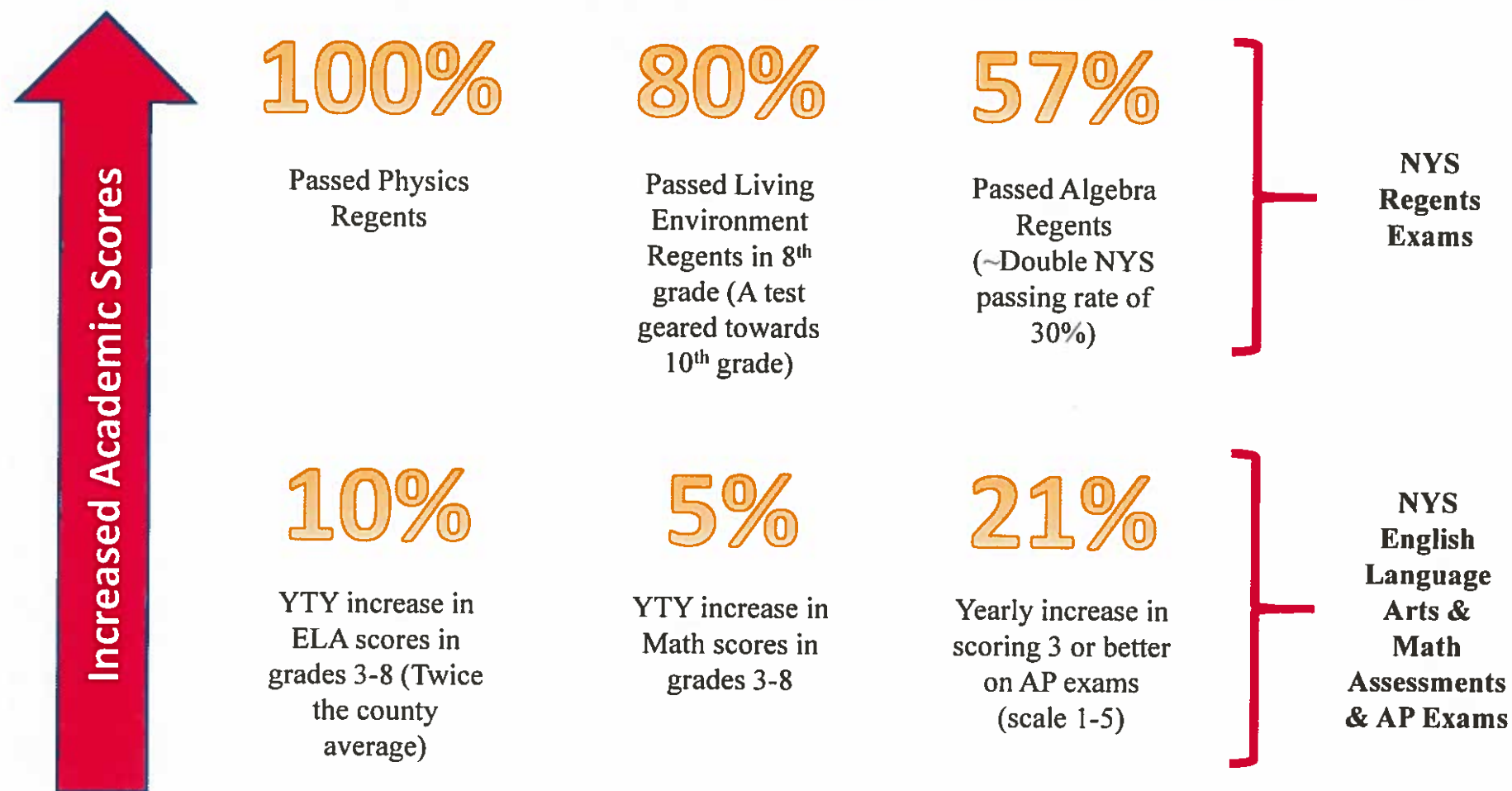
Being Fiscally Responsible

The 2019-2020 Budget IS fiscally responsible

- Aligned with Strategic Plan Vision
- Holds tax levy increase to BELOW the Tax Cap
- Satisfies all contractually obligated increases
- Decreases reliance on Appropriated Fund Balance (> \$2.06 million)
- Provides responsible usage of existing fund reserves
 - ✓ Establishes a Capital Reserve Fund to address future facilities concerns
 - ✓ Plan/fund Smart Schools Bond Allocation
 - ✓ Establishes a new TRS reserve to offset future pension expenses



Supporting Continued Academic Progress



Maintains the Current Instructional Programs Which Has Delivered Academic Success



Contractual Increases

| <i>Contractual Obligations</i> | |
|--|---------------------|
| Salaries | \$ 1,901,949 |
| Contractual (includes services and rental fees, i.e. NCC) | \$ (53,694) |
| Tuition (split property remuneration between taxing authorities) | \$ 52,000 |
| BOCES (forecasted increase on districtwide service costs) | \$ 648,440 |
| Retirement | \$ (86,731) |
| Social Security | \$ 362,027 |
| Health and Dental | \$ 1,135,921 |
| Other Benefits | \$ 40,400 |
| Debt Service | \$ (178,282) |
| Increase Tuition-Public School | \$ 90,000 |
| Increase Tuition-Private School | \$ 160,000 |
| BOCES (Special Education services) | \$ 500,000 |
| Reduction of technology lease for \$287k and other misc. | \$ (307,510) |
| Technology Increase - Website | \$ 55,905 |
| Transportation (contractual increase based on vendor agreements) | \$ 308,336 |
| Evening School Salary Increase Based on Forecast | \$ 177,000 |
| District Clerk .50 to 1 FTE | \$ 18,000 |
| <i>Total Contractual Obligations:</i> | \$ 4,823,761 |



Proposed Additions

Adding Additional Instructional Supports

| Building | Position |
|-------------------------|---|
| Dryden | Tech Media Position |
| Park | Additional Guidance Counselor |
| MS | Additional Guidance Counselor |
| Park (1) /MS (2) | Reading/Literacy Teachers |
| Park | Cleaner |
| Admin | Central Registration Coordinator |
| Park (1)/MS (2) | Security Guards |
| MS | Re-Instate Assistant Coaches |
| Admin | Assistant Supt./Curriculum* (amount already budgeted) |
| Total Additions: | \$625,119 |



2019-2020 Expenditures

By Function

| | Approved Budget <i>2018-2019</i> | | Proposed Budget <i>2019-2020</i> | |
|---------------------------------------|-------------------------------------|--------------------|-------------------------------------|--------------------|
| Board of Education | | | | |
| Meetings | \$ | 52,500 | \$ | 52,500 |
| District Clerk/District Meetings | \$ | 92,180 | \$ | 111,610 |
| Superintendent's Office | \$ | 440,743 | \$ | 456,138 |
| Finance & Business Administration | \$ | 1,307,980 | \$ | 1,856,458 |
| Staff & Personnel | \$ | 803,049 | \$ | 806,350 |
| Central Services | \$ | 8,445,642 | \$ | 8,106,174 |
| Special Items | \$ | 2,314,292 | \$ | 1,526,942 |
| Administration & Improvement | \$ | 5,002,400 | \$ | 4,754,612 |
| Teaching - Regular School | \$ | 46,967,372 | \$ | 48,442,800 |
| Teaching - Children with Disabilities | \$ | 29,374,740 | \$ | 31,252,412 |
| Teaching - Special Schools | \$ | 1,102,854 | \$ | 1,301,075 |
| Instructional Media | \$ | 4,001,627 | \$ | 3,890,463 |
| Pupil Personnel Services | \$ | 5,859,591 | \$ | 6,554,214 |
| Pupil Transportation Services | \$ | 9,571,196 | \$ | 9,937,817 |
| Community Services | \$ | 5,500 | \$ | 5,250 |
| Employee Benefits | \$ | 32,306,733 | \$ | 33,318,826 |
| Debt Service & Interfund Transfers | \$ | 3,712,340 | \$ | 3,535,336 |
| Total Budget | \$ | 151,360,739 | \$ | 155,908,977 |
| Budget to Budget Increase | | 3.00% | | |



Budget Development

| | |
|--|---------------------|
| ➤ 2018-2019 Expense Budget | \$151,360,739 |
| <i>Contractual Increases</i> | \$ 4,823,761 |
| <i>Proposed Additions</i> | \$ 625,119 |
| <i>Budget Reductions (TRS Reduction)</i> | \$ (364,209) |
| <i>Proposed Re-Allocations</i> | <u>\$ (536,433)</u> |
| ➤ 2019/2020 Proposed Expense Budget | \$155,908,977 |
| <hr/> | |
| ➤ Revenue Budget (State Aid) (Based on NYS Budget) | \$ 58,989,365 |
| ➤ Tax Levy (2.98% increase is BELOW the Tax Cap) | \$ 80,249,802 |
| ➤ Appropriated Fund Balance | \$ 10,800,000 |
| ➤ Increased Use of Reserves | \$ 1,700,000 |
| ➤ Miscellaneous Revenue | <u>\$ 4,169,810</u> |
| ➤ 2019/2020 Total Forecasted Revenue | \$155,908,977 |



Expenditure Budget 2019-2020

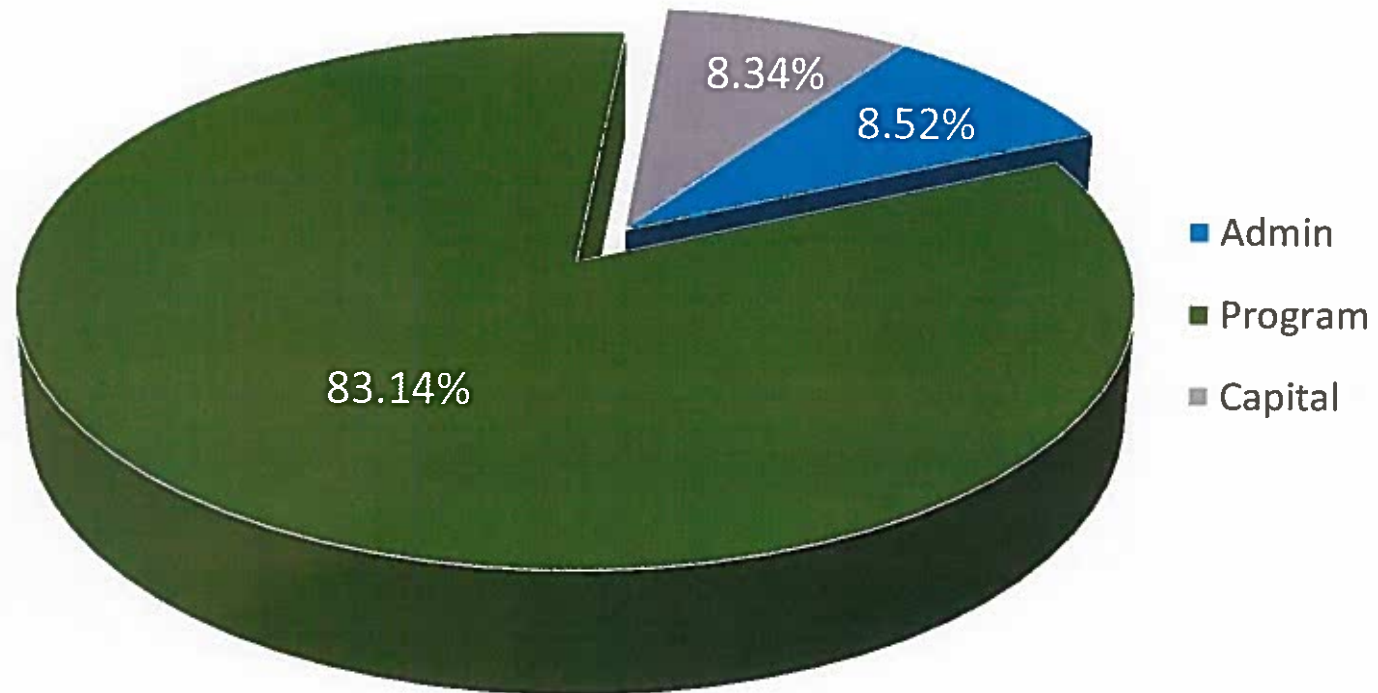
***Required to present
Three Part Budget***

| Component | 2019-2020 | 2018-2019 | % Change | % of Total |
|----------------|------------------|-------------------|----------|------------|
| Administrative | 13,284,959 | 12,852,801 | 3.36% | 8.52% |
| Program | 129,620,580 | 125,138,367 | 3.58% | 83.14% |
| Capital | 13,003,438 | 13,369,571 | -2.74% | 8.34% |
| | \$155,908,977.00 | \$ 151,360,739.00 | 3.00% | 100.00% |



Expenditure Budget 2019-2020

***Required to present
Three Part Budget***





Tax Levy Impact

Adopted Tax Levy 2.98% - Below Tax Levy Cap
Based on Median Market Value of \$255,155

| | 2017-18 | 2018-19 | 2019-20 | Increase | Percentage |
|------------------------|-----------------|-----------------|-----------------|------------|--------------|
| | Final | Final | Initial | (Decrease) | Change |
| Tax Levy | 77,223,323 | 77,925,418 | 80,249,802 | 2,324,384 | 2.98% |
| Median Assessed Value | 648.00 | 633.00 | 621.00 | (12) | |
| Tax Rate (residential) | 1,383.76 | 1,415.04 | 1,483.42 | 68 | |
| Yearly Cost | 8,966.76 | 8,957.18 | 9,212.04 | 255 | |
| Monthly | 747.23 | 746.43 | 767.67 | 21 | |
| Daily | 24.57 | 24.54 | 25.24 | 0.70 | |



Capital Reserve Fund - 2019

Authorization to establish the Capital Reserve Fund 2019

- Maximum amount to fund: \$25 million over 10 years
- Annual transfer not-to-exceed \$2.5 million

Any spending FROM this reserve requires community approval



Why establish a Capital Reserve Fund?

- It will enable the district to better maintain all facilities while deferring future bond referendums which would increase costs to taxpayers
- A prudent planning tool with no additional costs to taxpayers
- The funding would be used for repairs and renovations too costly to include in an annual operating budget without significantly increasing taxes OR requiring the district to exceed the tax levy cap
- Once the fund is established, voter approval is also required to approve projects and expend funds



Capital Reserve Fund 2019 Proposition

Resolution to Authorize a Proposition to Establish a Capital Reserve Fund to be known as the “Facilities Maintenance and Improvement Program 2019”

BE IT RESOLVED, that the Board of Education of the Westbury Union Free School District hereby authorizes the following proposition to be placed on the ballot of the May 21, 2019 annual vote:

SHALL the Board of Education, pursuant to Education Law section 3651, be authorized to establish a Capital Reserve Fund known as the “Facilities Maintenance and Improvement Program 2019” for the purpose of performing the following capital improvements: instructional and non-instructional space improvements/renovations/upgrades, (including but not limited to classroom improvements/renovations/upgrades and/or additions to existing facilities), auditorium renovations, gymnasium renovations, cafeteria renovations, library/multi-media center renovations, exterior renovations/reconstruction, computer/technology upgrades, security system upgrades, plumbing improvements/renovations/upgrades, electrical improvements/renovations/upgrades, HVAC improvements/renovations/upgrades, energy efficiency improvements/renovations/upgrades, including the installation of solar power, improvements/renovations/upgrades, renovations required for compliance with ADA requirements, vocational and career preparation renovations, portable classroom replacement and/or purchase including improvements/renovations/upgrades, roof/gutter/leader replacement, window replacement, masonry/concrete replacement, interior and exterior door/entry ways renovations, toilet room renovations, lighting upgrades, floor replacement, wall replacement, boiler replacements, elevators, carpentry renovations, purchase of buildings/land, site renovations/reconstruction, press box/dugout/field house improvements/renovations/upgrades, bleacher improvements/renovations/upgrades, upgrades of signs, athletic field renovations/reconstruction, playground renovations, lockers/locker room renovations, public address/clock system replacement, sound system upgrades, telephone system upgrades, hazardous material remediation, storage space renovations, furnishings and equipment, including the purchase of vehicles, all of the foregoing to include all labor, materials, equipment, apparatus and incidental cost related thereto.

The maximum amount of the aforesaid Capital Reserve Fund shall be \$25,000,000, plus investment income. The probable term is to be 10 years; the funds are to be transferred from surplus monies, if any, remaining in the general fund including a sum not to exceed \$2,500,000 from the 2018-2019 budget and thereafter in an annual amount of not more than \$2,500,000 for each remaining year of the probable term. Upon the establishment and funding of said reserve, the Superintendent of Schools or his/her designee shall be directed to deposit monies of this reserve in a separate bank account to be known as the “Facilities Maintenance and Improvement Program – 2019”.

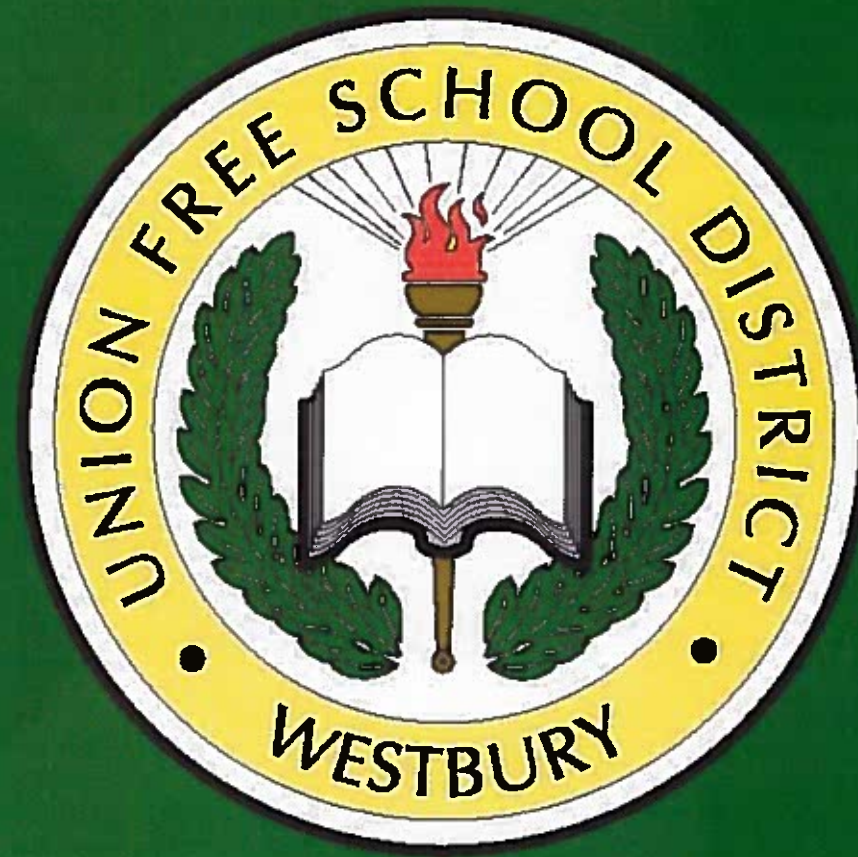


Budget Vote Information

SCHOOL BUDGET VOTE

TUESDAY, MAY 21, 2019 • 6 AM – 9 PM

**Dryden Street School
Park Avenue School
Drexel Avenue School
Westbury Middle School**



Questions?





**NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT**

(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 02/15/2019

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2019

School District: 282201 Westbury

Total equalized value in taxing jurisdiction: 2,772,955,900

| Exemption Code (Column A) | Exemption Description (Column B) | Statutory Authority (Column C) | Number of Exemptions (Column D) | Total Equalized Value (Column E) | Percentage of Value Exempted (Column F) |
|------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|-------------------------------------|---|
| 12100 | NYS - GENERALLY | RPTL 404(1) | 28 | 16,295,800 | 0.59% |
| 12350 | PUBLIC AUTHORITY - STATE | RPTL 412 | 10 | 36,928,900 | 1.33% |
| 13100 | CO - GENERALLY | RPTL 406(1) | 46 | 31,796,500 | 1.15% |
| 13500 | TOWN - GENERALLY | RPTL 406(1) | 19 | 19,755,200 | 0.71% |
| 13650 | VG - GENERALLY | RPTL 406(1) | 41 | 19,136,400 | 0.69% |
| 13800 | SCHOOL DISTRICT | RPTL 408 | 14 | 152,431,500 | 5.50% |
| 13870 | SPEC DIST USED FOR PURPOSE EST | RPTL 410 | 22 | 22,923,400 | 0.83% |
| 14110 | USA - SPECIFIED USES | STATE L 54 | 1 | 2,058,200 | 0.07% |
| 18020 | MUNICIPAL INDUSTRIAL DEV AGENC | RPTL 412-a | 29 | 163,341,600 | 5.89% |
| 18040 | URBAN REN: OWNER-MUNICIPALITY | GEN MUNY 506 | 14 | 1,487,700 | 0.05% |
| 18080 | MUN HSNG AUTH-FEDERAL/MUN AIDE | PUB HSNG L 52(3)&(5) | 1 | 15,387,900 | 0.55% |
| 19950 | MUNICIPAL RAILROAD | RPTL 456 | 10 | 2,289,800 | 0.08% |
| 21600 | RES OF CLERGY - RELIG CORP OWN | RPTL 462 | 10 | 15,288,400 | 0.55% |
| 25120 | NONPROF CORP - EDUCL(CONST PRO | RPTL 420-a | 17 | 25,747,000 | 0.93% |
| 25300 | NONPROF CORP - SPECIFIED USES | RPTL 420-b | 10 | 4,030,700 | 0.15% |
| 26100 | VETERANS ORGANIZATION | RPTL 452 | 1 | 313,600 | 0.01% |
| 26300 | INTERDENOMINATIONAL CENTER | RPTL 430 | 60 | 183,010,400 | 6.60% |
| 26400 | INC VOLUNTEER FIRE CO OR DEPT | RPTL 464(2) | 1 | 4,124,000 | 0.15% |
| 27350 | PRIVATELY OWNED CEMETERY LAND | RPTL 446 | 6 | 46,494,900 | 1.68% |
| 41124 | ALT VET-NON-COMBAT - SCHOOL | RPTL 458-A | 242 | 2,894,600 | 0.10% |
| 41134 | ALT VET - COMBAT - SCHOOL | RPTL 458-A | 149 | 2,930,500 | 0.11% |
| 41144 | ALT VET - DISABILITY - SCHOOL | RPTL 458-A | 43 | 1,320,100 | 0.05% |
| 41164 | COLD WAR VETERAN - SCHOOL | | 30 | 278,100 | 0.01% |
| 41400 | CLERGY | RPTL 460 | 28 | 10,025,400 | 0.36% |
| 41680 | VOLUNTEER FIREFIGHTERS AND AMB | RPTL 466-c | 19 | 439,100 | 0.02% |
| 41730 | AGRIC LAND-INDIV NOT IN AG DIS | AG MKTS L 306 | 3 | 5,874,800 | 0.21% |
| 41800 | PERSONS AGE 65 OR OVER | RPTL 467 | 160 | 15,834,400 | 0.57% |
| 41834 | ENHANCED STAR | RPTL 425 | 593 | 59,701,320 | 2.15% |
| 41854 | BASIC STAR | RPTL 425 | 2556 | 120,821,912 | 4.36% |
| 41900 | PHYSICALLY DISABLED | RPTL 459 | 1 | 146,800 | 0.01% |
| 41930 | DISABILITIES AND LIMITED INCOM | RPTL 459-c | 4 | 390,100 | 0.01% |
| 41980 | LOW OR MODERATE INCOME HOUSING | RPTL 421-E | 5 | 457,600 | 0.02% |
| 44210 | HOME IMPROVEMENTS | RPTL 421-F | 2 | 60,000 | 0.00% |
| 48660 | HOUSING DEVELOPMENT FUND CO | P H F I L 577,654-a | 3 | 5,181,100 | 0.19% |
| Totals: | | | 4178 | 989,197,732 | 35.67% |

****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/mgt/serv/propertytax/taxcap/>.

Please also submit an electronic version (PDF or Word) of your school district's 2019-20 Budget Notice to: emacmgt@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 29, 2019

Form Preparer Name: JAMES P ROBINSON
Preparer's Telephone Number: 516-874-1800

| Shaded Fields Will Calculate | Budgeted 2018-19 (A) | Proposed Budget 2019-20 (B) | Percent Change (C) |
|--|----------------------------|-----------------------------------|--------------------------|
| Total Budgeted Amount, not including Separate Propositions | 151,360,739 | 155,908,977 | 3.00 % |
| A. Proposed Tax Levy to Support the Total Budgeted Amount ¹ | 77,925,418 | 80,249,802 | |
| B. Tax Levy to Support Library Debt, if Applicable | | | |
| C. Tax Levy for Non-Excludable Propositions, if Applicable ² | | | |
| D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable | | | |
| E. Total Proposed School Year Tax Levy (A+B+C-D) | 77,925,418 | 80,249,802 | 2.98 % |
| F. Permissible Exclusions to the School Tax Levy Limit | 123,702 | 0 | |
| G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³ | 76,698,021 | 80,419,802 | |
| 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) | 77,801,716 | 80,249,802 | |
| I. Difference: (G-H); (negative value requires 60.0% voter approval) ² | 896,305 | 170,000 | |
| Public School Enrollment | 5,325 | 5,332 | 0.13 % |
| Consumer Price Index | | | 2.44 % |

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 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

| | Actual 2018-19 (D) | Estimated 2019-20 (E) |
|---|-----------------------|--------------------------|
| Adjusted Restricted Fund Balance | 21,287,675 | 19,804,845 |
| Assigned Appropriated Fund Balance | 12,862,723 | 10,800,000 |
| Adjusted Unrestricted Fund Balance | 7,632,160 | 7,250,000 |
| Adjusted Unrestricted Fund Balance as a Percent of the Total Budget | 5.04 % | 4.65 % |

Schedule of Reserve Funds

| Reserve Type | Reserve Name | Reserve Description * | 3/31/19 Actual Balance | 6/30/19 Estimated Ending Balance | Intended Use of the Reserve in the 2019-20 School Year (Limit 200 Characters)** |
|--------------|--------------|-----------------------|------------------------|----------------------------------|---|
|--------------|--------------|-----------------------|------------------------|----------------------------------|---|

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 | | For the cost of any object or purpose for which bonds may be issued. | <input type="text"/> | <input type="text"/> | |
| Repair | RESERVE FOR REPAIR | For the cost of repairs to capital improvements or equipment. | 20,767 | 20,767 | none |
| Workers Compensation | RESERVE FOR WORKERS COMPENSATION | For self-insured Workers Compensation and benefits. | 3,418,418 | 3,268,418 | Intend to use up to 150,000 |
| Unemployment Insurance | UNEMPLOYMENT INSURANCE PAYMENT RESERVE FUND | For reimbursement to the State Unemployment Insurance Fund. | 225,099 | 215,099 | Intend to use up to 10,000 |
| Reserve for Tax Reduction | | For the gradual use of the proceeds of the sale of school district real property. | <input type="text"/> | <input type="text"/> | |
| Mandatory Reserve for Debt Service | | For proceeds from the sale of district capital assets or improvement, restricted to debt service. | <input type="text"/> | <input type="text"/> | |
| Insurance | INSURANCE RESERVE | For liability, casualty, and other types of uninsured losses. | 438,829 | 438,829 | none |
| Property Loss | PROPERTY LOSS RESERVE | To cover property loss. | 438,850 | 438,850 | none |
| Liability + (add) | LIABILITY RESERVE | To cover incurred liability claims. | 427,532 | 427,532 | none |
| Tax Certiorari | | For tax certiorari settlements. | <input type="text"/> | <input type="text"/> | |
| Reserve for Insurance Recoveries | | For unexpended proceeds of insurance recoveries at fiscal year end. | <input type="text"/> | <input type="text"/> | |
| Employee Benefit Accrued Liability | RESERVE FOR EMPLOYEE BENEFITS | For accrued 'employee benefits' due to employees upon termination of service. | 9,788,883 | 8,516,052 | Intend to use up to 50,000 |
| Retirement Contribution | RESERVE FOR RETIREMENT CONTRIBUTION | For employer retirement contributions to the State and Local Employees' Retirement System. | 6,529,297 | 6,479,297 | Intend to use up to 1,272,831 |
| Reserve for Uncollected Taxes | | For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year. | <input type="text"/> | <input type="text"/> | |
| Single Other Reserve + (add) | | | <input type="text"/> | <input type="text"/> | |

* NYSED Reserve Guidance:

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

OSC Reserve Guidance:

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

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2019-20. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

| | | |
|------|-------|--------------|
| Save | Reset | Save & Ready |
|------|-------|--------------|

The New York State School Report Card

Fiscal Accountability Supplement

for WESTBURY UFSD

New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

| 2016-2017 School Year | | General Education | Special Education |
|---|-------------------------------|-------------------|-------------------|
| This School District | Instructional Expenditures | \$69,710,637 | \$34,765,523 |
| | Pupils | 5,240 | 630 |
| | Expenditures Per Pupil | \$13,304 | \$55,183 |
| Similar District Group | Instructional Expenditures | \$2,522,161,557 | \$1,094,178,000 |
| | Pupils | 215,234 | 34,859 |
| | Expenditures Per Pupil | \$11,718 | \$31,389 |
| Total of All School Districts in NY State | Instructional Expenditures | \$33,589,192,945 | \$15,340,293,380 |
| | Pupils | 2,646,512 | 467,779 |
| | Expenditures Per Pupil | \$12,692 | \$32,794 |
| Similar District Group Description: High Need/Resource Capacity Urban or Suburban | | | |

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

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

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2016-17 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

| 2016-2017 School Year | This School District | Similar District Group | Total of All School Districts in NY State |
|-------------------------------------|----------------------|------------------------|---|
| Total Expenditures Per Pupil | \$24,487 | \$21,867 | \$24,712 |

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

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

The New York State School Report Card Information about Students with Disabilities for WESTBURY UFSD

New York State Education Law and the Commissioner's Regulations has required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

| Student Counts as of October 4, 2017 | This School District | | Similar District Group | Total of All School Districts in NY State |
|---|---|--|--|--|
| Student Placement -- Percent of Time Inside Regular Classroom | Count of Students with Disabilities | Percentage of Students with Disabilities | Percentage of Students with Disabilities | Percentage of Students with Disabilities |
| 80% or more | 221 | 36.17% | 47.47% | 58.68% |
| 40% to 79% | 157 | 25.70% | 18.62% | 11.47% |
| Less than 40% | 82 | 13.42% | 23.46% | 19.09% |
| Separate Settings | 110 | 18.00% | 7.41% | 5.34% |
| Other Settings | 41 | 6.71% | 3.03% | 5.42% |

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 4, 2017. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

| 2017-18 School Year | This School District | Similar District Group | Total of All School Districts in NY State |
|--------------------------------|-------------------------|---------------------------|--|
| Special Ed Classification Rate | 10.91% | 12.54% | 15.26% |

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

| |
|---|
| Similar District Group Description: High Need/Resource Capacity Urban or Suburban |
|---|

Form Due May 13, 2019

2019-2020 Salary Threshold =
\$138,000

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 | 254,898 | 41,491 | 24,000 |

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 SUP FOR FINANCE AND OPERATION | 185,000 | 57,981 | 2,500 |
| 3. ASSISTANT SUPT FOR PERSONNEL | 168,000 | 55,757 | 2,500 |
| 4. ASSISTANT SUPT FOR CURRICULUM | 170,000 | 56,019 | 2,500 |
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| Title | Salary | Employee Benefits | Other Remuneration |
|-------|--------|-------------------|--------------------|
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Salary: Administrative Compensation Information
280401 - WESTBURY UFSD

[illegible]

Other Supervisory and Administrative Employees Scheduled to Receive \$138,000 or More in Salary

| | | |
|------|-------------------------------|---------|
| 71. | DIRECTOR OF SPECIAL EDUCATION | 186,299 |
| 72. | DIRECTOR ESL | 183,413 |
| 73. | DIRECTOR OF TECHNOLOGY | 150,250 |
| 74. | DIRECTOR OF GUIDANCE | 186,299 |
| 75. | DIRECTOR OF ATHLETICS | 186,299 |
| 76. | HIGH SCHOOL PRINCIPAL | 209,787 |
| 77. | HIGH SCHOOL ASST PRINCIPAL | 152,201 |
| 78. | HIGH SCHOOL ASST PRINCIPAL | 156,982 |
| 79. | HIGH SCHOOL ASST PRINCIPAL | 183,413 |
| 80. | HIGH SCHOOL ASST PRINCIPAL | 186,299 |
| 81. | MIDDLE SCHOOL PRINCIPAL | 171,119 |
| 82. | MIDDLE SCHOOL ASST PRINCIPAL | 167,375 |
| 83. | MIDDLE SCHOOL ASST PRINCIPAL | 186,299 |
| 84. | ELEMENTARY SCHOOL PRINCIPAL | 158,996 |
| 85. | ELEMENTARY SCHOOL PRINCIPAL | 188,438 |
| 86. | ELEMENTARY SCHOOL PRINCIPAL | 197,831 |
| 87. | ELEMENTARY SCHOOL PRINCIPAL | 203,603 |
| 88. | ELEMENTARY ASST PRINCIPAL | 158,996 |
| 89. | ELEMENTARY ASST PRINCIPAL | 183,413 |
| 90. | ELEMENTARY ASST PRINCIPAL | 160,643 |
| 91. | | |
| 92. | | |
| 93. | | |
| 94. | | |
| 95. | | |
| 96. | | |
| 97. | | |
| 98. | | |
| 99. | | |
| 100. | | |
| 101. | | |
| 102. | | |
| 103. | | |
| 104. | | |
| 105. | | |
| 106. | | |
| 107. | | |
| 108. | | |
| 109. | | |
| 110. | | |

WESTBURY UFSD - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 1,658 | 114.7 | 2 |
| | Math | 1,812 | 85.7 | 2 |
| | Science | 675 | 198.4 | 2 |
| | Combined | 4,145 | 115.6 | 2 |
| American Indian or Alaska Native | ELA | 4 | — | — |
| | Math | 4 | — | — |
| | Science | — | — | — |
| | Combined | 8 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 42 | 160.7 | 3 |
| | Math | 46 | 151.1 | 3 |
| | Science | 16 | 234.4 | 3 |
| | Combined | 104 | 167.8 | 3 |
| Black or African American | ELA | 379 | 114.6 | 2 |
| | Math | 409 | 76 | 2 |
| | Science | 142 | 198.6 | 2 |
| | Combined | 930 | 110.5 | 2 |
| Hispanic or Latino | ELA | 1,223 | 112.2 | 2 |
| | Math | 1,346 | 86.5 | 2 |
| | Science | 509 | 196.9 | 2 |
| | Combined | 3,078 | 115 | 2 |
| Multiracial | ELA | 5 | 190 | — |
| | Math | 6 | 133.3 | — |
| | Science | 4 | — | — |
| | Combined | 15 | — | — |
| White | ELA | 50 | 143 | 3 |
| | Math | 53 | 117 | 3 |
| | Science | 21 | 204.8 | 3 |
| | Combined | 124 | 142.3 | 3 |
| English Language Learners | ELA | 612 | 73.9 | 2 |
| | Math | 662 | 51 | 2 |
| | Science | 213 | 177.5 | 2 |
| | Combined | 1,487 | 78.5 | 2 |
| Students with Disabilities | ELA | 196 | 80.6 | 3 |
| | Math | 200 | 60.5 | 3 |
| | Science | 69 | 173.9 | 3 |
| | Combined | 465 | 85.8 | 3 |
| Economically Disadvantaged | ELA | 1,428 | 111.5 | 2 |
| | Math | 1,564 | 82.6 | 2 |

4/30/2019

2018 | WESTBURY UFSD - Report Card | NYSED Data Site

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 587 | 197.4 | 2 |
| | Combined | 3,579 | 113 | 2 |

EM WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 2,231 | 85.2 | 2 |
| | Math | 2,240 | 69.3 | 2 |
| | Science | 747 | 179.3 | 2 |
| | Combined | 2,240 | 91.8 | 2 |
| American Indian or Alaska Native | ELA | 4 | — | — |
| | Math | 4 | — | — |
| | Science | — | — | — |
| | Combined | 4 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 50 | 135 | 4 |
| | Math | 50 | 139 | 4 |
| | Science | 16 | 234.4 | 4 |
| | Combined | 50 | 150.4 | 4 |
| Black or African American | ELA | 499 | 87.1 | 2 |
| | Math | 503 | 61.8 | 2 |
| | Science | 164 | 172 | 2 |
| | Combined | 503 | 88.1 | 2 |
| Hispanic or Latino | ELA | 1,664 | 82.5 | 2 |
| | Math | 1,671 | 69.7 | 2 |
| | Science | 556 | 180.2 | 2 |
| | Combined | 1,671 | 90.9 | 2 |
| Multiracial | ELA | 7 | 135.7 | — |
| | Math | 7 | 114.3 | — |
| | Science | 4 | — | — |
| | Combined | 7 | — | — |
| White | ELA | 72 | 99.3 | 2 |
| | Math | 71 | 87.3 | 2 |
| | Science | 25 | 172 | 2 |
| | Combined | 71 | 105.1 | 2 |
| English Language Learners | ELA | 827 | 54.7 | 2 |
| | Math | 837 | 40.3 | 2 |
| | Science | 262 | 144.3 | 2 |
| | Combined | 837 | 60.6 | 2 |
| Students with Disabilities | ELA | 282 | 56 | 3 |
| | Math | 284 | 42.6 | 3 |
| | Science | 96 | 125 | 3 |
| | Combined | 284 | 60.3 | 3 |
| Economically Disadvantaged | ELA | 1,927 | 82.6 | 2 |
| | Math | 1,933 | 66.9 | 2 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 640 | 181 | 2 |
| | Combined | 1,933 | 89.8 | 2 |

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

| Subgroup | Sum Of SGPs | Number Of SGPs | Index | Level |
|---|-------------|----------------|-------|-------|
| All Students | 309,463 | 6,050 | 51.2 | 3 |
| American Indian or Alaska Native | — | 11 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4,040 | 73 | 55.3 | 4 |
| Black or African American | 66,760 | 1,361 | 49.1 | 2 |
| Hispanic or Latino | 233,530 | 4,517 | 51.7 | 3 |
| Multiracial | — | 6 | — | — |
| White | 4,266 | 82 | 52 | 3 |
| English Language Learners | 94,272 | 1,799 | 52.4 | 3 |
| Students with Disabilities | 32,551 | 623 | 52.2 | 3 |
| Economically Disadvantaged | 278,746 | 5,446 | 51.2 | 3 |

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 1,028 | 42% | 47% | 1.1 | 3 |
| American Indian or Alaska Native | 1 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — |
| Black or African American | 99 | 46% | 65% | 1.4 | 4 |
| Hispanic or Latino | 911 | 42% | 45% | 1.1 | 3 |
| Multiracial | 0 | — | — | — | — |
| White | 12 | — | — | — | — |
| English Language Learners | 1,028 | 42% | 47% | 1.1 | 3 |
| Students with Disabilities | 142 | 35% | 35% | 1 | 3 |
| Economically Disadvantaged | 930 | 42% | 45% | 1.1 | 3 |

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | District MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|--------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 63.2 | 2,231 | 85.2 | 68.7% | 100.7% | 117.3 | 158.7 | 200 | 2 | 1 |
| | Math | 68 | 2,240 | 69.3 | 73.3% | 103.3% | 119.4 | 159.7 | 200 | 1 | 1 |
| American Indian or Alaska Native | ELA | — | 4 | — | — | — | — | — | — | — | — |
| | Math | — | 4 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 108 | 50 | 135 | 111.7% | 155.1% | 162.6 | 181.3 | 200 | 2 | 2 |
| | Math | 126.1 | 50 | 139 | 129.1% | 173% | 177.5 | 188.8 | 200 | 2 | 2 |
| Black or African American | ELA | 70.9 | 499 | 87.1 | 76.1% | 93.9% | 111.6 | 155.8 | 200 | 2 | 1 |
| | Math | 67.4 | 503 | 61.8 | 72.7% | 83.1% | 102.6 | 151.3 | 200 | 1 | 1 |
| Hispanic or Latino | ELA | 59.4 | 1,664 | 82.5 | 65% | 90.8% | 109 | 154.5 | 200 | 2 | 1 |
| | Math | 66.6 | 1,671 | 69.7 | 71.9% | 87% | 105.8 | 152.9 | 200 | 1 | 1 |
| Multiracial | ELA | — | 7 | — | — | — | — | — | — | — | — |
| | Math | — | 7 | — | — | — | — | — | — | — | — |
| White | ELA | 90.4 | 72 | 99.3 | 94.8% | 98% | 115 | 157.5 | 200 | 3 | 2 |
| | Math | 86.3 | 71 | 87.3 | 90.8% | 106.3% | 121.9 | 161 | 200 | 1 | 2 |
| English Language Learners | ELA | 25.6 | 827 | 54.7 | 32.6% | 60.8% | 84 | 142 | 200 | 2 | 2 |
| | Math | 31.6 | 837 | 40.3 | 38.3% | 77.9% | 98.2 | 149.1 | 200 | 2 | 2 |
| Students with Disabilities | ELA | 40.1 | 282 | 56 | 46.5% | 54.4% | 78.6 | 139.3 | 200 | 3 | 2 |
| | Math | 42.3 | 284 | 42.6 | 48.6% | 54.4% | 78.6 | 139.3 | 200 | 1 | 2 |
| Economically Disadvantaged | ELA | 64.2 | 1,927 | 82.6 | 69.6% | 90.7% | 108.9 | 154.5 | 200 | 2 | 1 |
| | Math | 68.7 | 1,933 | 66.9 | 74% | 89.4% | 107.8 | 153.9 | 200 | 1 | 1 |

EM CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | District MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|--------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 13.4 | 3,186 | 475 | 14.9% | 13.1% | 15% | 13.3% | 9.2% | 5% | 2 |
| American Indian or Alaska Native | — | 9 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 12.8 | 40 | 6 | 15% | 12.5% | 8.3% | 7.7% | 6.4% | 5% | 1 |
| Black or African American | 13 | 749 | 98 | 13.1% | 12.7% | 20.8% | 18.2% | 11.6% | 5% | 3 |
| Hispanic or Latino | 13.4 | 2,335 | 360 | 15.4% | 13.1% | 20.4% | 17.8% | 11.4% | 5% | 3 |
| Multiracial | — | 9 | — | — | — | — | — | — | — | — |
| White | 17.3 | 53 | 11 | 20.8% | 16.8% | 10.7% | 9.7% | 7.4% | 5% | 1 |
| English Language Learners | 13.7 | 1,156 | 206 | 17.8% | 13.4% | 18.1% | 15.9% | 10.5% | 5% | 2 |
| Students with Disabilities | 16.8 | 299 | 66 | 22.1% | 16.3% | 22.2% | 19.3% | 12.2% | 5% | 2 |
| Economically Disadvantaged | 13.3 | 2,683 | 416 | 15.5% | 13% | 20.5% | 17.9% | 11.5% | 5% | 3 |

EM ELA PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 4,843 | 69.9% |
| American Indian or Alaska Native | — | 2 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 29 | — |
| Black or African American | X | 1,130 | 70.9% |
| Hispanic or Latino | X | 3,571 | 69.4% |
| Multiracial | — | 3 | — |
| White | — | 39 | — |
| English Language Learners | X | 1,646 | 71.3% |
| Students with Disabilities | X | 595 | 65% |
| Economically Disadvantaged | X | 4,137 | 69.8% |

EM MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 4,843 | 75.1% |
| American Indian or Alaska Native | — | 2 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 29 | — |
| Black or African American | X | 1,125 | 75% |
| Hispanic or Latino | X | 3,577 | 75% |
| Multiracial | — | 3 | — |
| White | — | 38 | — |
| English Language Learners | X | 1,648 | 71.5% |
| Students with Disabilities | X | 594 | 66.3% |
| Economically Disadvantaged | X | 4,135 | 75.7% |

RECENTLY ARRIVED ELLS TAKING NYSES LAT IN LIEU OF NYSTP ELA

| Grade | Number Taking NYSES LAT |
|---------|-------------------------|
| Grade 3 | 7 |
| Grade 4 | 8 |
| Grade 5 | 4 |
| Grade 6 | 7 |
| Grade 7 | 5 |
| Grade 8 | 4 |

HS INDICATOR LEVELS

| Subgroup | Composite Performance | Graduation Rate | Composite Performance & Graduation Rate | English Language Proficiency (ELP) | Progress | Chronic Absenteeism | College, Career, & Civic Readiness (CCCR) |
|---|-----------------------|-----------------|---|------------------------------------|----------|---------------------|---|
| All Students | 1 | 2 | 2 | 2 | 1 | 4 | 1 |
| American Indian or Alaska Native | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — | — | — |
| Black or African American | 2 | 3 | 3 | 3 | 3 | 4 | 4 |
| Hispanic or Latino | 2 | 2 | 2 | 2 | 1 | 4 | 1 |
| Multiracial | — | — | — | — | — | — | — |
| White | 2 | 1 | 1 | — | — | — | — |
| English Language Learners | 3 | 3 | 3 | 2 | 2 | 4 | 1 |
| Students with Disabilities | 2 | 2 | 2 | 1 | 1 | 4 | 2 |
| Economically Disadvantaged | 2 | 3 | 2 | 2 | 1 | 4 | 1 |

HS COMPOSITE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|----------------|--------|-------|----------------|-------|
| All Students | ELA | 347 | 167 | 152.9 | 1 |
| | Math | 347 | 103.5 | 152.9 | 1 |
| | Science | 347 | 183.3 | 152.9 | 1 |
| | Social Studies | 347 | 198.3 | 152.9 | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 6 | 158.3 | — | — |
| | Math | 6 | 133.3 | — | — |
| | Science | 6 | 183.3 | — | — |
| | Social Studies | 6 | 191.7 | — | — |
| Black or African American | ELA | 116 | 183.6 | 165.8 | 2 |
| | Math | 116 | 114.2 | 165.8 | 2 |
| | Science | 116 | 193.5 | 165.8 | 2 |
| | Social Studies | 116 | 211.6 | 165.8 | 2 |
| Hispanic or Latino | ELA | 223 | 158.7 | 146.5 | 2 |
| | Math | 223 | 98.2 | 146.5 | 2 |
| | Science | 223 | 178 | 146.5 | 2 |
| | Social Studies | 223 | 191.9 | 146.5 | 2 |
| Multiracial | ELA | 3 | — | — | — |
| | Math | 3 | — | — | — |
| | Science | 3 | — | — | — |
| | Social Studies | 3 | — | — | — |
| White | ELA | 13 | 138.5 | 156.9 | 2 |
| | Math | 13 | 142.3 | 156.9 | 2 |
| | Science | 13 | 196.2 | 156.9 | 2 |
| | Social Studies | 13 | 176.9 | 156.9 | 2 |
| English Language Learners | ELA | 83 | 80.7 | 94.8 | 3 |
| | Math | 83 | 66.3 | 94.8 | 3 |
| | Science | 83 | 129.5 | 94.8 | 3 |
| | Social Studies | 83 | 153.6 | 94.8 | 3 |
| Students with Disabilities | ELA | 57 | 63.2 | 83.1 | 2 |
| | Math | 57 | 57.9 | 83.1 | 2 |
| | Science | 57 | 114.9 | 83.1 | 2 |
| | Social Studies | 57 | 154.4 | 83.1 | 2 |
| Economically Disadvantaged | ELA | 293 | 162.8 | 148.8 | 2 |
| | Math | 293 | 99.5 | 148.8 | 2 |
| | Science | 293 | 179 | 148.8 | 2 |
| | Social Studies | 293 | 194.5 | 148.8 | 2 |

HS GRADUATION RATE

| Subgroup | Cohort | Baseline | Number In Cohort | Grad Rate | District MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level By Cohort | Level By Subgroup |
|---|--------|----------|------------------|-----------|--------------|-----------|----------------|-----------------------|----------|-----------------|-------------------|
| All Students | 4-Year | 83.5% | 359 | 83% | 84% | 82.3% | 84.4% | 89.7% | 95% | 2 | 3 |
| | 5-Year | 88.6% | 315 | 85.4% | 88.9% | 84.5% | 86.4% | 91.2% | 96% | 2 | 3 |
| | 6-Year | 85.5% | 298 | 89.3% | 86% | 84.6% | 86.7% | 91.9% | 97% | 4 | 3 |
| American Indian or Alaska Native | 4-Year | — | 0 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 0 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 0 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4-Year | — | 15 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 18 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 10 | — | — | — | — | — | — | — | — |
| Black or African American | 4-Year | 89.5% | 126 | 91.3% | 89.7% | 72.4% | 76.2% | 85.6% | 95% | 4 | 4 |
| | 5-Year | 95.2% | 94 | 91.5% | 95.2% | 75.9% | 79.3% | 87.7% | 96% | 4 | 4 |
| | 6-Year | 91.1% | 124 | 96% | 91.3% | 76% | 79.5% | 88.3% | 97% | 4 | 4 |
| Hispanic or Latino | 4-Year | 81% | 215 | 80% | 81.6% | 72.2% | 76% | 85.5% | 95% | 3 | 3 |
| | 5-Year | 82.9% | 205 | 82.9% | 83.4% | 74.8% | 78.3% | 87.2% | 96% | 3 | 3 |
| | 6-Year | 82.6% | 158 | 83.5% | 83.2% | 75.2% | 78.8% | 87.9% | 97% | 4 | 3 |
| Multiracial | 4-Year | — | 2 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 0 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 0 | — | — | — | — | — | — | — | — |
| White | 4-Year | — | — | — | — | — | — | — | — | — | 1 |
| | 5-Year | — | — | — | — | — | — | — | — | — | 1 |
| | 6-Year | 68% | 19 | 68.4% | 69.2% | 91% | 92% | 94.5% | 97% | 1 | 1 |
| English Language Learners | 4-Year | 36.7% | 54 | 33.3% | 39% | 51.2% | 58.5% | 76.8% | 95% | 1 | 2 |
| | 5-Year | 63.5% | 49 | 40.8% | 64.8% | 58.9% | 65.1% | 80.6% | 96% | 1 | 2 |
| | 6-Year | 67.9% | 50 | 68% | 69.1% | 59% | 65.3% | 81.2% | 97% | 3 | 2 |
| Students with Disabilities | 4-Year | 60.5% | 43 | 46.5% | 61.9% | 58.2% | 64.4% | 79.7% | 95% | 1 | 3 |
| | 5-Year | 74.3% | 68 | 67.6% | 75.2% | 61.6% | 67.4% | 81.7% | 96% | 3 | 3 |
| | 6-Year | 59.7% | 35 | 74.3% | 61.2% | 59.9% | 66.1% | 81.6% | 97% | 4 | 3 |
| Economically Disadvantaged | 4-Year | 83.4% | 309 | 81.9% | 83.9% | 76.1% | 79.2% | 87.1% | 95% | 3 | 3 |
| | 5-Year | 87.1% | 260 | 85% | 87.5% | 79.7% | 82.4% | 89.2% | 96% | 3 | 3 |
| | 6-Year | 87.8% | 211 | 87.2% | 88.2% | 80% | 82.8% | 89.9% | 97% | 3 | 3 |

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

| Subgroup | Level |
|----------------------------|-------|
| All Students | 2 |
| Black or African American | 3 |
| Hispanic or Latino | 2 |
| White | 1 |
| English Language Learners | 3 |
| Students with Disabilities | 2 |
| Economically Disadvantaged | 2 |

HS ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 351 | 44% | 35% | 0.8 | 2 |
| American Indian or Alaska Native | 1 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — |
| Black or African American | 55 | 43% | 48% | 1.1 | 3 |
| Hispanic or Latino | 288 | 44% | 32% | 0.7 | 2 |
| Multiracial | 0 | — | — | — | — |
| White | 3 | — | — | — | — |
| English Language Learners | 351 | 44% | 35% | 0.8 | 2 |
| Students with Disabilities | 45 | 25% | 7% | 0.3 | 1 |
| Economically Disadvantaged | 297 | 43% | 33% | 0.8 | 2 |

HS PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | District MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|--------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 168 | 347 | 167 | 169.9% | 189.4% | 193.6 | 204.3 | 215 | 1 | 1 |
| | Math | 117 | 347 | 103.5 | 120.3% | 149.1% | 157.6 | 178.8 | 200 | 2* | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 6 | — | — | — | — | — | — | — | — |
| | Math | — | 6 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 181.8 | 116 | 183.6 | 183.1% | 160.4% | 169.5 | 192.3 | 215 | 4 | 3 |
| | Math | 128 | 116 | 114.2 | 130.9% | 112.9% | 127.4 | 163.7 | 200 | 2 | 3 |
| Hispanic or Latino | ELA | 162 | 223 | 158.7 | 164.1% | 163.4% | 172 | 193.5 | 215 | 1 | 1 |
| | Math | 108.3 | 223 | 98.2 | 112% | 120.7% | 133.9 | 167 | 200 | 2* | 1 |
| Multiracial | ELA | — | 3 | — | — | — | — | — | — | — | — |
| | Math | — | 3 | — | — | — | — | — | — | — | — |
| White | ELA | — | 13 | — | — | — | — | — | — | — | — |
| | Math | — | 13 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 29.3 | 83 | 80.7 | 36.7% | 87.7% | 108.9 | 162 | 215 | 2 | 2 |
| | Math | 48.8 | 83 | 66.3 | 54.8% | 94.1% | 111.8 | 155.9 | 200 | 2 | 2 |
| Students with Disabilities | ELA | 84.1 | 57 | 63.2 | 89.3% | 116.3% | 132.8 | 173.9 | 215 | 1 | 1 |
| | Math | 70.5 | 57 | 57.9 | 75.7% | 86% | 105 | 152.5 | 200 | 2* | 1 |
| Economically Disadvantaged | ELA | 161.9 | 293 | 162.8 | 164% | 168.8% | 176.5 | 195.8 | 215 | 1 | 1 |
| | Math | 111.1 | 293 | 99.5 | 114.7% | 127.9% | 139.9 | 170 | 200 | 2* | 1 |

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | District MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|--------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 0 | 1,710 | 86 | 5% | 0% | 23.4% | 20.4% | 12.7% | 5% | 4 |
| American Indian or Alaska Native | — | 5 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 47 | — | — | — | — | — | — | — | — |
| Black or African American | 0 | 458 | 19 | 4.1% | 0% | 32.7% | 28.1% | 16.6% | 5% | 4 |
| Hispanic or Latino | 0 | 1,201 | 65 | 5.4% | 0% | 32.8% | 28.2% | 16.6% | 5% | 4 |
| Multiracial | — | 13 | — | — | — | — | — | — | — | — |
| White | — | 35 | — | — | — | — | — | — | — | — |
| English Language Learners | 0 | 539 | 48 | 8.9% | 0% | 35.1% | 30.1% | 17.6% | 5% | 4 |
| Students with Disabilities | 0 | 147 | 13 | 8.8% | 0% | 34% | 29.2% | 17.1% | 5% | 4 |
| Economically Disadvantaged | 0 | 1,426 | 68 | 4.8% | 0% | 31.3% | 26.9% | 16% | 5% | 4 |

CCCR LEVELS

| Subgroup | Baseline | Index | District MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|-------|--------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 114.8 | 110.1 | 117.2 | 128.2 | 136 | 155.5 | 175 | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — | — | — | — |
| Black or African American | 126.2 | 131.6 | 128.2 | 98 | 110.8 | 142.9 | 175 | 4 |
| Hispanic or Latino | 110.9 | 100.4 | 113.5 | 101.4 | 113.6 | 144.3 | 175 | 1 |
| Multiracial | — | — | — | — | — | — | — | — |
| White | — | — | — | — | — | — | — | — |
| English Language Learners | 33 | 32.4 | 38.7 | 37.7 | 60.6 | 117.8 | 175 | 1 |
| Students with Disabilities | 37.8 | 51.5 | 43.3 | 72.2 | 89.3 | 132.2 | 175 | 2 |
| Economically Disadvantaged | 111.2 | 106.9 | 113.8 | 110.2 | 121 | 148 | 175 | 1 |

CCCR COUNTS

| Subgroup | Cohort Count | Annual Biliteracy | 2.0 Weight | 1.5 Weight | 1.0 Weight | 0.5 Weight |
|---|--------------|-------------------|------------|------------|------------|------------|
| All Students | 380 | 0 | 111 | 9 | 181 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | — | — | — | — |
| Black or African American | 122 | 0 | 46 | 4 | 61 | 3 |
| Hispanic or Latino | 249 | 0 | 65 | 5 | 112 | 1 |
| Multiracial | 3 | 0 | — | — | — | — |
| White | 16 | 0 | — | — | — | — |
| English Language Learners | 71 | 0 | 0 | 0 | 21 | 4 |
| Students with Disabilities | 66 | 0 | 2 | 2 | 27 | 0 |
| Economically Disadvantaged | 320 | 0 | 89 | 6 | 153 | 4 |

HS ELA PARTICIPATION RATE

| Subgroup | Tested 95% | 12th Grade Enrollment | Participation Rate |
|---|------------|-----------------------|--------------------|
| All Students | ✓ | 379 | 97.4% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — |
| Black or African American | ✓ | 128 | 97.7% |
| Hispanic or Latino | ✓ | 240 | 97.1% |
| Multiracial | — | 1 | — |
| White | — | 6 | — |
| English Language Learners | ✓ | 50 | 96% |
| Students with Disabilities | — | 32 | — |
| Economically Disadvantaged | ✓ | 314 | 97.5% |

HS MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | 12th Grade Enrollment | Participation Rate |
|---|------------|-----------------------|--------------------|
| All Students | ✓ | 379 | 95.8% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — |
| Black or African American | ✓ | 128 | 95.3% |
| Hispanic or Latino | ✓ | 240 | 95.8% |
| Multiracial | — | 1 | — |
| White | — | 6 | — |
| English Language Learners | X | 90 | 86.7% |
| Students with Disabilities | — | 32 | — |
| Economically Disadvantaged | ✓ | 314 | 95.9% |

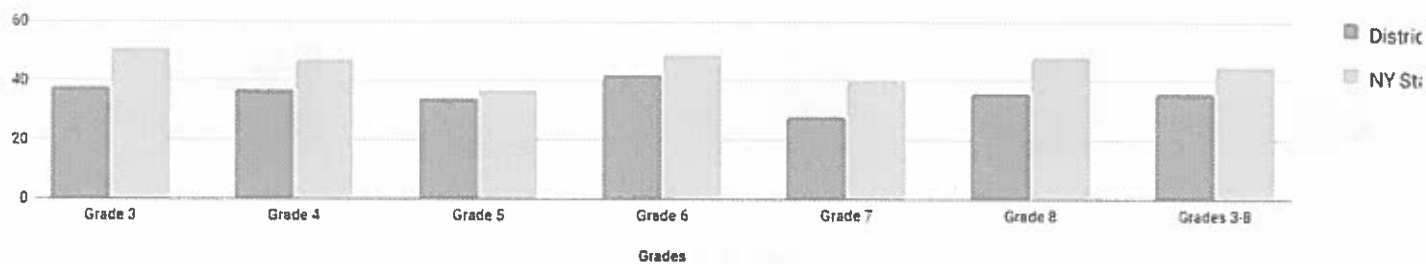
STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|-----|---|-----|
| | # | % | # | % | # | % |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

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

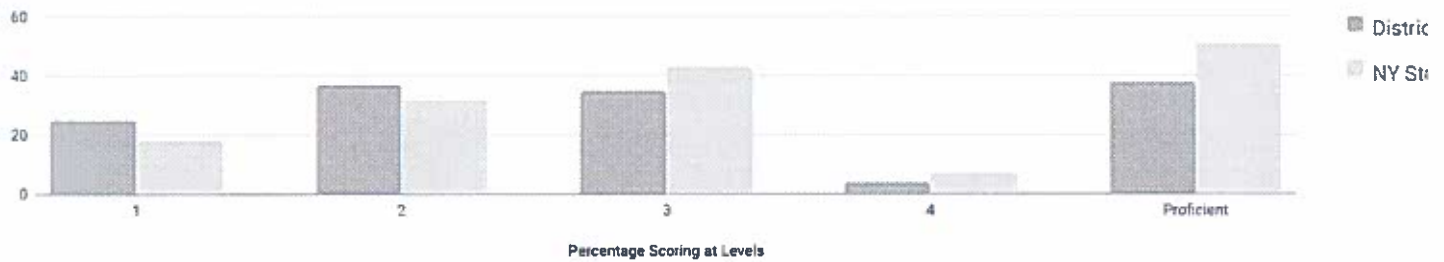
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 52 | 371 | 93 | 25% | 136 | 37% | 128 | 35% | 14 | 4% | 142 | 38% |
| Grade 4 | 65 | 373 | 94 | 25% | 140 | 38% | 86 | 23% | 53 | 14% | 139 | 37% |
| Grade 5 | 82 | 336 | 123 | 37% | 100 | 30% | 90 | 27% | 23 | 7% | 113 | 34% |
| Grade 6 | 143 | 259 | 73 | 28% | 78 | 30% | 52 | 20% | 56 | 22% | 108 | 42% |
| Grade 7 | 203 | 165 | 61 | 37% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 28% |
| Grade 8 | 234 | 143 | 25 | 17% | 66 | 46% | 29 | 20% | 23 | 16% | 52 | 36% |
| Grades 3-8 | 779 | 1,647 | 469 | 28% | 577 | 35% | 421 | 26% | 180 | 11% | 601 | 36% |

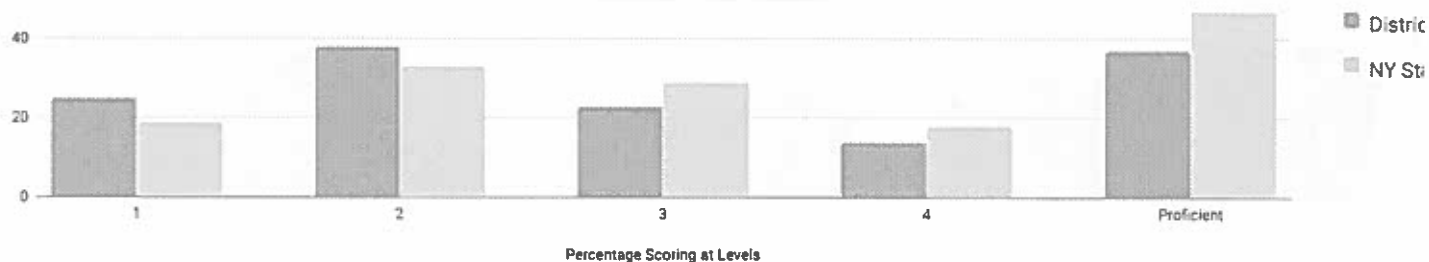
GRADE 3 ELA RESULTS



MEAN SCORE: 594

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 52 | 371 | 93 | 25% | 136 | 37% | 128 | 35% | 14 | 4% | 142 | 38% |
| General Education | 31 | 343 | 82 | 24% | 126 | 37% | 121 | 35% | 14 | 4% | 135 | 39% |
| Students with Disabilities | 21 | 28 | 11 | 39% | 10 | 36% | 7 | 25% | 0 | 0% | 7 | 25% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 13 | 75 | 22 | 29% | 25 | 33% | 23 | 31% | 5 | 7% | 28 | 37% |
| Hispanic or Latino | 37 | 283 | 71 | 25% | 103 | 36% | 102 | 36% | 7 | 2% | 109 | 39% |
| White | 1 | 7 | 0 | 0% | 4 | 57% | 2 | 29% | 1 | 14% | 3 | 43% |
| Small Group Total | 1 | 6 | 0 | 0% | 4 | 67% | 1 | 17% | 1 | 17% | 2 | 33% |
| Female | 26 | 162 | 36 | 22% | 57 | 35% | 63 | 39% | 6 | 4% | 69 | 43% |
| Male | 26 | 209 | 57 | 27% | 79 | 38% | 65 | 31% | 8 | 4% | 73 | 35% |
| English Language Learners | 25 | 170 | 61 | 36% | 71 | 42% | 37 | 22% | 1 | 1% | 38 | 22% |
| Non-English Language Learners | 27 | 201 | 32 | 16% | 65 | 32% | 91 | 45% | 13 | 6% | 104 | 52% |
| Economically Disadvantaged | 45 | 320 | 81 | 25% | 121 | 38% | 107 | 33% | 11 | 3% | 118 | 37% |
| Not Economically Disadvantaged | 7 | 51 | 12 | 24% | 15 | 29% | 21 | 41% | 3 | 6% | 24 | 47% |
| Not Migrant | 52 | 371 | 93 | 25% | 136 | 37% | 128 | 35% | 14 | 4% | 142 | 38% |
| Homeless | 1 | 7 | 1 | 14% | 3 | 43% | 3 | 43% | 0 | 0% | 3 | 43% |
| Not Homeless | 51 | 364 | 92 | 25% | 133 | 37% | 125 | 34% | 14 | 4% | 139 | 38% |
| In Foster Care | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | — | 370 | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 52 | 371 | 93 | 25% | 136 | 37% | 128 | 35% | 14 | 4% | 142 | 38% |

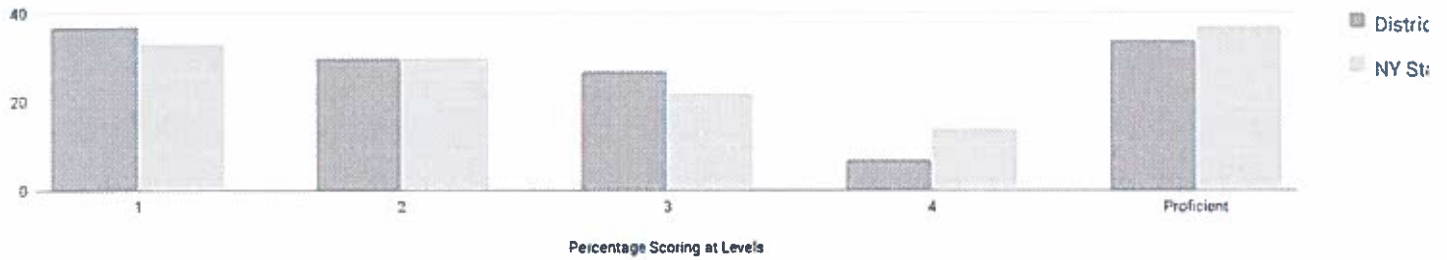
GRADE 4 ELA RESULTS



MEAN SCORE: 597

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 65 | 373 | 94 | 25% | 140 | 38% | 86 | 23% | 53 | 14% | 139 | 37% |
| General Education | 51 | 343 | 84 | 24% | 128 | 37% | 81 | 24% | 50 | 15% | 131 | 38% |
| Students with Disabilities | 14 | 30 | 10 | 33% | 12 | 40% | 5 | 17% | 3 | 10% | 8 | 27% |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 8 | 0 | 0% | 0 | 0% | 6 | 75% | 2 | 25% | 8 | 100% |
| Black or African American | 12 | 81 | 21 | 26% | 30 | 37% | 18 | 22% | 12 | 15% | 30 | 37% |
| Hispanic or Latino | 50 | 276 | 71 | 26% | 110 | 40% | 59 | 21% | 36 | 13% | 95 | 34% |
| White | — | 6 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 3 | 8 | 2 | 25% | 0 | 0% | 3 | 38% | 3 | 38% | 6 | 75% |
| Female | 33 | 181 | 36 | 20% | 74 | 41% | 40 | 22% | 31 | 17% | 71 | 39% |
| Male | 32 | 192 | 58 | 30% | 66 | 34% | 46 | 24% | 22 | 11% | 68 | 35% |
| English Language Learners | 34 | 147 | 64 | 44% | 67 | 46% | 13 | 9% | 3 | 2% | 16 | 11% |
| Non-English Language Learners | 31 | 226 | 30 | 13% | 73 | 32% | 73 | 32% | 50 | 22% | 123 | 54% |
| Economically Disadvantaged | 55 | 320 | 85 | 27% | 129 | 40% | 70 | 22% | 36 | 11% | 106 | 33% |
| Not Economically Disadvantaged | 10 | 53 | 9 | 17% | 11 | 21% | 16 | 30% | 17 | 32% | 33 | 62% |
| Not Migrant | 65 | 373 | 94 | 25% | 140 | 38% | 86 | 23% | 53 | 14% | 139 | 37% |
| Homeless | 0 | 5 | 0 | 0% | 3 | 60% | 0 | 0% | 2 | 40% | 2 | 40% |
| Not Homeless | 65 | 368 | 94 | 26% | 137 | 37% | 86 | 23% | 51 | 14% | 137 | 37% |
| Not in Foster Care | 65 | 373 | 94 | 25% | 140 | 38% | 86 | 23% | 53 | 14% | 139 | 37% |
| Parent Not in Armed Forces | 65 | 373 | 94 | 25% | 140 | 38% | 86 | 23% | 53 | 14% | 139 | 37% |

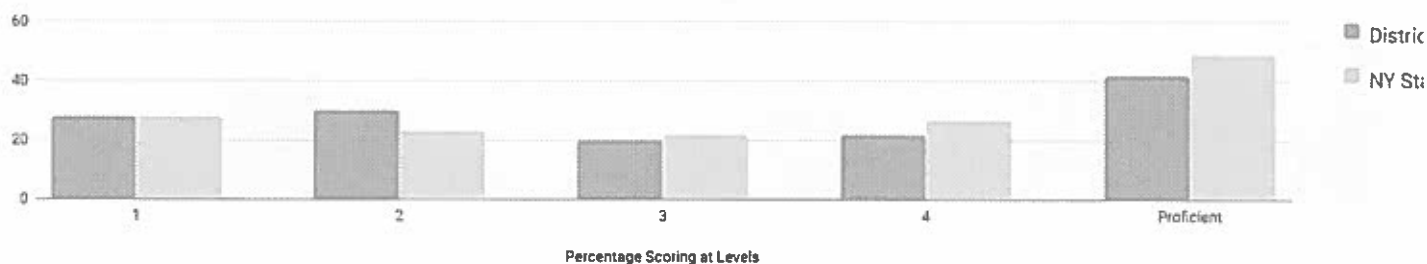
GRADE 5 ELA RESULTS



MEAN SCORE: 598

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 82 | 336 | 123 | 37% | 100 | 30% | 90 | 27% | 23 | 7% | 113 | 34% |
| General Education | 68 | 301 | 101 | 34% | 88 | 29% | 89 | 30% | 23 | 8% | 112 | 37% |
| Students with Disabilities | 14 | 35 | 22 | 63% | 12 | 34% | 1 | 3% | 0 | 0% | 1 | 3% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 20 | 84 | 33 | 39% | 24 | 29% | 19 | 23% | 8 | 10% | 27 | 32% |
| Hispanic or Latino | 61 | 247 | 90 | 36% | 73 | 30% | 70 | 28% | 14 | 6% | 84 | 34% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 5 | 0 | 0% | 3 | 60% | 1 | 20% | 1 | 20% | 2 | 40% |
| Female | 37 | 154 | 44 | 29% | 54 | 35% | 45 | 29% | 11 | 7% | 56 | 36% |
| Male | 45 | 182 | 79 | 43% | 46 | 25% | 45 | 25% | 12 | 7% | 57 | 31% |
| English Language Learners | 24 | 128 | 73 | 57% | 39 | 30% | 15 | 12% | 1 | 1% | 16 | 13% |
| Non-English Language Learners | 58 | 208 | 50 | 24% | 61 | 29% | 75 | 36% | 22 | 11% | 97 | 47% |
| Economically Disadvantaged | 65 | 291 | 109 | 37% | 92 | 32% | 73 | 25% | 17 | 6% | 90 | 31% |
| Not Economically Disadvantaged | 17 | 45 | 14 | 31% | 8 | 18% | 17 | 38% | 6 | 13% | 23 | 51% |
| Not Migrant | 82 | 336 | 123 | 37% | 100 | 30% | 90 | 27% | 23 | 7% | 113 | 34% |
| Homeless | 1 | 5 | 1 | 20% | 3 | 60% | 0 | 0% | 1 | 20% | 1 | 20% |
| Not Homeless | 81 | 331 | 122 | 37% | 97 | 29% | 90 | 27% | 22 | 7% | 112 | 34% |
| Not in Foster Care | 82 | 336 | 123 | 37% | 100 | 30% | 90 | 27% | 23 | 7% | 113 | 34% |
| Parent Not in Armed Forces | 82 | 336 | 123 | 37% | 100 | 30% | 90 | 27% | 23 | 7% | 113 | 34% |

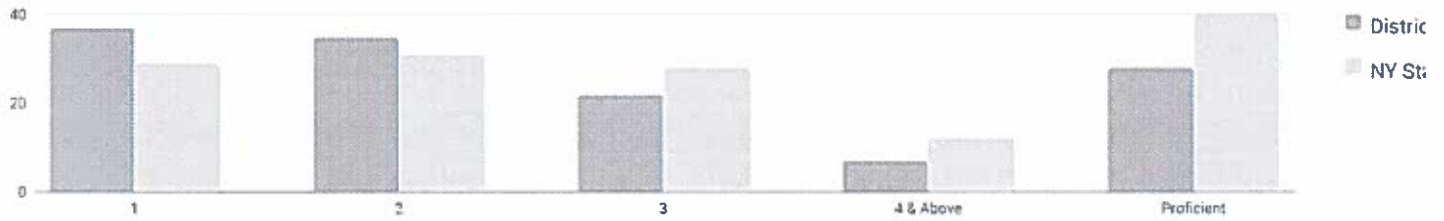
GRADE 6 ELA RESULTS



MEAN SCORE: 598

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 143 | 259 | 73 | 28% | 78 | 30% | 52 | 20% | 56 | 22% | 108 | 42% |
| General Education | 118 | 225 | 48 | 21% | 73 | 32% | 48 | 21% | 56 | 25% | 104 | 46% |
| Students with Disabilities | 25 | 34 | 25 | 74% | 5 | 15% | 4 | 12% | 0 | 0% | 4 | 12% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 6 | 0 | 0% | 2 | 33% | 0 | 0% | 4 | 67% | 4 | 67% |
| Black or African American | 27 | 63 | 18 | 29% | 21 | 33% | 15 | 24% | 9 | 14% | 24 | 38% |
| Hispanic or Latino | 115 | 184 | 55 | 30% | 54 | 29% | 36 | 20% | 39 | 21% | 75 | 41% |
| White | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 6 | 0 | 0% | 1 | 17% | 1 | 17% | 4 | 67% | 5 | 83% |
| Female | 66 | 108 | 21 | 19% | 30 | 28% | 25 | 23% | 32 | 30% | 57 | 53% |
| Male | 77 | 151 | 52 | 34% | 48 | 32% | 27 | 18% | 24 | 16% | 51 | 34% |
| English Language Learners | 57 | 70 | 46 | 66% | 20 | 29% | 3 | 4% | 1 | 1% | 4 | 6% |
| Non-English Language Learners | 86 | 189 | 27 | 14% | 58 | 31% | 49 | 26% | 55 | 29% | 104 | 55% |
| Economically Disadvantaged | 124 | 227 | 65 | 29% | 72 | 32% | 42 | 19% | 48 | 21% | 90 | 40% |
| Not Economically Disadvantaged | 19 | 32 | 8 | 25% | 6 | 19% | 10 | 31% | 8 | 25% | 18 | 56% |
| Not Migrant | 143 | 259 | 73 | 28% | 78 | 30% | 52 | 20% | 56 | 22% | 108 | 42% |
| Homeless | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 255 | — | — | — | — | — | — | — | — | — | — |
| Not In Foster Care | 143 | 259 | 73 | 28% | 78 | 30% | 52 | 20% | 56 | 22% | 108 | 42% |
| Parent Not in Armed Forces | 143 | 259 | 73 | 28% | 78 | 30% | 52 | 20% | 56 | 22% | 108 | 42% |

GRADE 7 ELA RESULTS

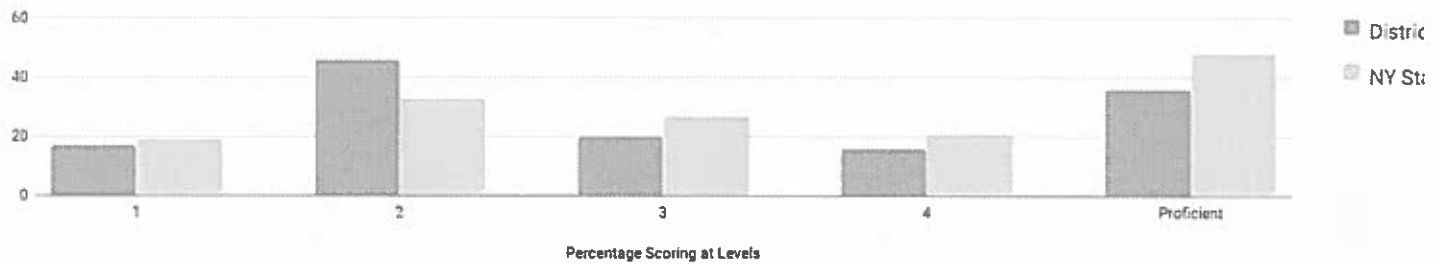


Percentage Scoring at Levels

MEAN SCORE: 595

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 203 | 165 | 61 | 37% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 28% |
| General Education | 179 | 149 | 48 | 32% | 54 | 36% | 36 | 24% | 11 | 7% | 47 | 32% |
| Students with Disabilities | 24 | 16 | 13 | 81% | 3 | 19% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 44 | 47 | 15 | 32% | 12 | 26% | 13 | 28% | 7 | 15% | 20 | 43% |
| Hispanic or Latino | 155 | 112 | 43 | 38% | 42 | 38% | 23 | 21% | 4 | 4% | 27 | 24% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 4 | 6 | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 98 | 82 | 26 | 32% | 26 | 32% | 20 | 24% | 10 | 12% | 30 | 37% |
| Male | 105 | 83 | 35 | 42% | 31 | 37% | 16 | 19% | 1 | 1% | 17 | 20% |
| English Language Learners | 63 | 30 | 25 | 83% | 4 | 13% | 1 | 3% | 0 | 0% | 1 | 3% |
| Non-English Language Learners | 140 | 135 | 36 | 27% | 53 | 39% | 35 | 26% | 11 | 8% | 46 | 34% |
| Economically Disadvantaged | 176 | 139 | 54 | 39% | 45 | 32% | 32 | 23% | 8 | 6% | 40 | 29% |
| Not Economically Disadvantaged | 27 | 26 | 7 | 27% | 12 | 46% | 4 | 15% | 3 | 12% | 7 | 27% |
| Not Migrant | 203 | 165 | 61 | 37% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 28% |
| Homeless | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 161 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 203 | 165 | 61 | 37% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 28% |
| Parent Not in Armed Forces | 203 | 165 | 61 | 37% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 28% |

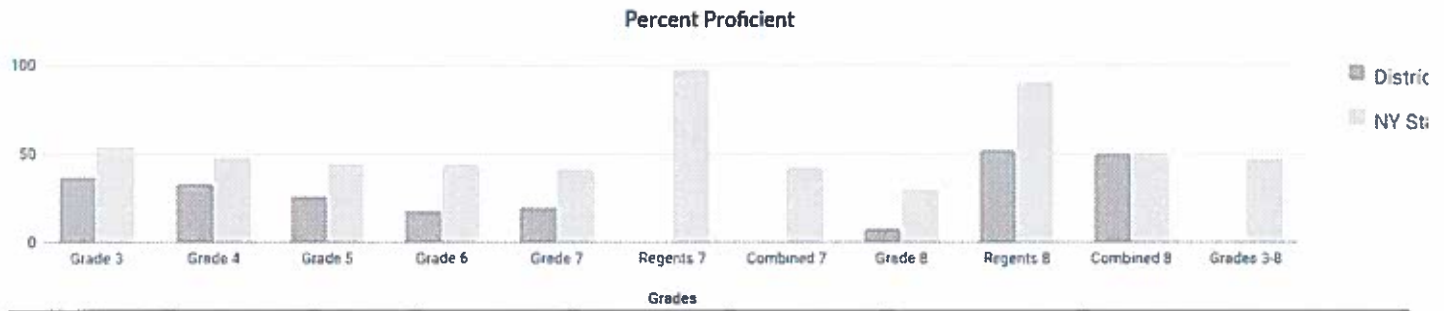
GRADE 8 ELA RESULTS



MEAN SCORE: 597

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 234 | 143 | 25 | 17% | 66 | 46% | 29 | 20% | 23 | 16% | 52 | 36% |
| General Education | 196 | 123 | 17 | 14% | 59 | 48% | 25 | 20% | 22 | 18% | 47 | 38% |
| Students with Disabilities | 38 | 20 | 8 | 40% | 7 | 35% | 4 | 20% | 1 | 5% | 5 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 30 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 165 | 109 | 20 | 18% | 56 | 51% | 18 | 17% | 15 | 14% | 33 | 30% |
| White | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 69 | 34 | 5 | 15% | 10 | 29% | 11 | 32% | 8 | 24% | 19 | 56% |
| Female | 124 | 62 | 9 | 15% | 29 | 47% | 11 | 18% | 13 | 21% | 24 | 39% |
| Male | 110 | 81 | 16 | 20% | 37 | 46% | 18 | 22% | 10 | 12% | 28 | 35% |
| English Language Learners | 68 | 21 | 7 | 33% | 12 | 57% | 2 | 10% | 0 | 0% | 2 | 10% |
| Non-English Language Learners | 166 | 122 | 18 | 15% | 54 | 44% | 27 | 22% | 23 | 19% | 50 | 41% |
| Economically Disadvantaged | 197 | 122 | 21 | 17% | 55 | 45% | 25 | 20% | 21 | 17% | 46 | 38% |
| Not Economically Disadvantaged | 37 | 21 | 4 | 19% | 11 | 52% | 4 | 19% | 2 | 10% | 6 | 29% |
| Not Migrant | 234 | 143 | 25 | 17% | 66 | 46% | 29 | 20% | 23 | 16% | 52 | 36% |
| Not Homeless | 231 | 143 | 25 | 17% | 66 | 46% | 29 | 20% | 23 | 16% | 52 | 36% |
| Not in Foster Care | 234 | 143 | 25 | 17% | 66 | 46% | 29 | 20% | 23 | 16% | 52 | 36% |
| Parent Not in Armed Forces | 234 | 143 | 25 | 17% | 66 | 46% | 29 | 20% | 23 | 16% | 52 | 36% |

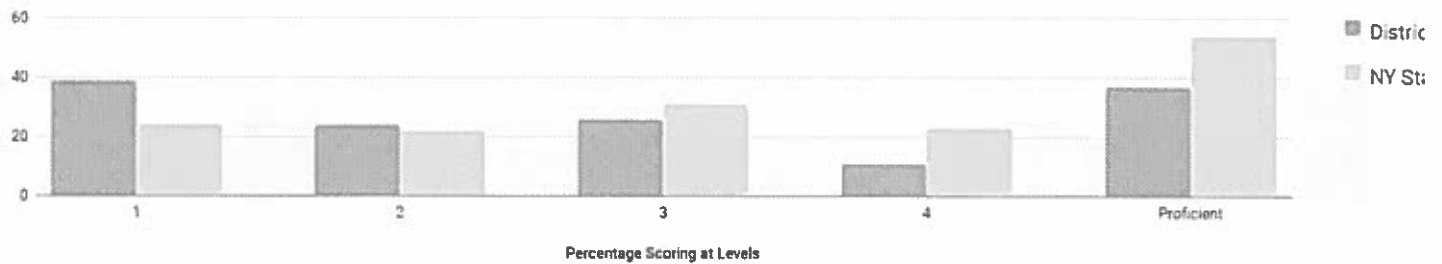
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 43 | 381 | 147 | 39% | 92 | 24% | 100 | 26% | 42 | 11% | 142 | 37% |
| Grade 4 | 61 | 377 | 147 | 39% | 105 | 28% | 53 | 14% | 72 | 19% | 125 | 33% |
| Grade 5 | 77 | 341 | 167 | 49% | 86 | 25% | 65 | 19% | 23 | 7% | 88 | 26% |
| Grade 6 | 154 | 248 | 139 | 56% | 65 | 26% | 36 | 15% | 8 | 3% | 44 | 18% |
| Grade 7 | 225 | 143 | 63 | 44% | 52 | 36% | 23 | 16% | 5 | 3% | 28 | 20% |
| Regents 7 | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Combined 7 | — | 144 | — | — | — | — | — | — | — | — | — | — |
| Grade 8 | 364 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |
| Regents 8 | — | 320 | 79 | 25% | 74 | 23% | 143 | 45% | 24 | 8% | 167 | 52% |
| Combined 8 | 364 | 333 | 89 | 27% | 76 | 23% | 143 | 43% | 25 | 8% | 168 | 50% |
| Grades 3-8 | — | 1,824 | — | — | — | — | — | — | — | — | — | — |

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.

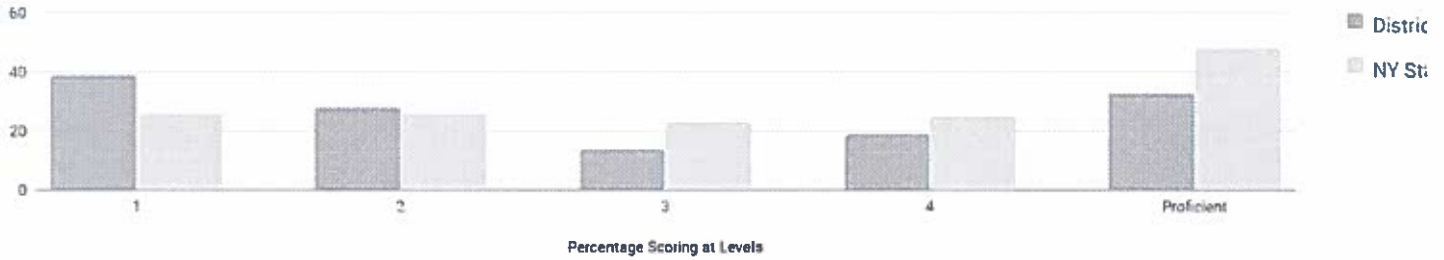
GRADE 3 MATH RESULTS



MEAN SCORE: 591

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 43 | 381 | 147 | 39% | 92 | 24% | 100 | 26% | 42 | 11% | 142 | 37% |
| General Education | 22 | 353 | 132 | 37% | 84 | 24% | 95 | 27% | 42 | 12% | 137 | 39% |
| Students with Disabilities | 21 | 28 | 15 | 54% | 8 | 29% | 5 | 18% | 0 | 0% | 5 | 18% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 11 | 77 | 37 | 48% | 11 | 14% | 20 | 26% | 9 | 12% | 29 | 38% |
| Hispanic or Latino | 31 | 290 | 107 | 37% | 76 | 26% | 76 | 26% | 31 | 11% | 107 | 37% |
| White | 0 | 8 | 3 | 38% | 2 | 25% | 2 | 25% | 1 | 13% | 3 | 38% |
| Small Group Total | 1 | 6 | 0 | 0% | 3 | 50% | 2 | 33% | 1 | 17% | 3 | 50% |
| Female | 15 | 174 | 64 | 37% | 40 | 23% | 53 | 30% | 17 | 10% | 70 | 40% |
| Male | 28 | 207 | 83 | 40% | 52 | 25% | 47 | 23% | 25 | 12% | 72 | 35% |
| English Language Learners | 16 | 179 | 92 | 51% | 51 | 28% | 29 | 16% | 7 | 4% | 36 | 20% |
| Non-English Language Learners | 27 | 202 | 55 | 27% | 41 | 20% | 71 | 35% | 35 | 17% | 106 | 52% |
| Economically Disadvantaged | 35 | 331 | 129 | 39% | 82 | 25% | 83 | 25% | 37 | 11% | 120 | 36% |
| Not Economically Disadvantaged | 8 | 50 | 18 | 36% | 10 | 20% | 17 | 34% | 5 | 10% | 22 | 44% |
| Not Migrant | 43 | 381 | 147 | 39% | 92 | 24% | 100 | 26% | 42 | 11% | 142 | 37% |
| Homeless | 2 | 6 | 3 | 50% | 2 | 33% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Homeless | 41 | 375 | 144 | 38% | 90 | 24% | 99 | 26% | 42 | 11% | 141 | 38% |
| In Foster Care | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | — | 380 | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 43 | 381 | 147 | 39% | 92 | 24% | 100 | 26% | 42 | 11% | 142 | 37% |

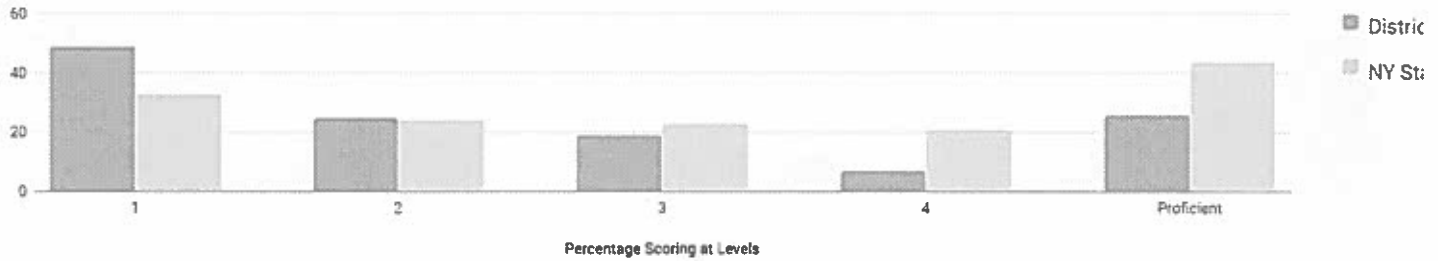
GRADE 4 MATH RESULTS



MEAN SCORE: 595

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 61 | 377 | 147 | 39% | 105 | 28% | 53 | 14% | 72 | 19% | 125 | 33% |
| General Education | 45 | 349 | 135 | 39% | 96 | 28% | 51 | 15% | 67 | 19% | 118 | 34% |
| Students with Disabilities | 16 | 28 | 12 | 43% | 9 | 32% | 2 | 7% | 5 | 18% | 7 | 25% |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 8 | 0 | 0% | 2 | 25% | 1 | 13% | 5 | 63% | 6 | 75% |
| Black or African American | 12 | 81 | 34 | 42% | 19 | 23% | 12 | 15% | 16 | 20% | 28 | 35% |
| Hispanic or Latino | 47 | 279 | 113 | 41% | 80 | 29% | 38 | 14% | 48 | 17% | 86 | 31% |
| White | — | 7 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 2 | 9 | 0 | 0% | 4 | 44% | 2 | 22% | 3 | 33% | 5 | 56% |
| Female | 29 | 186 | 77 | 41% | 52 | 28% | 25 | 13% | 32 | 17% | 57 | 31% |
| Male | 32 | 191 | 70 | 37% | 53 | 28% | 28 | 15% | 40 | 21% | 68 | 36% |
| English Language Learners | 26 | 155 | 94 | 61% | 52 | 34% | 7 | 5% | 2 | 1% | 9 | 6% |
| Non-English Language Learners | 35 | 222 | 53 | 24% | 53 | 24% | 46 | 21% | 70 | 32% | 116 | 52% |
| Economically Disadvantaged | 53 | 321 | 133 | 41% | 96 | 30% | 42 | 13% | 50 | 16% | 92 | 29% |
| Not Economically Disadvantaged | 8 | 56 | 14 | 25% | 9 | 16% | 11 | 20% | 22 | 39% | 33 | 59% |
| Not Migrant | 61 | 377 | 147 | 39% | 105 | 28% | 53 | 14% | 72 | 19% | 125 | 33% |
| Homeless | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 373 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 61 | 377 | 147 | 39% | 105 | 28% | 53 | 14% | 72 | 19% | 125 | 33% |
| Parent Not in Armed Forces | 61 | 377 | 147 | 39% | 105 | 28% | 53 | 14% | 72 | 19% | 125 | 33% |

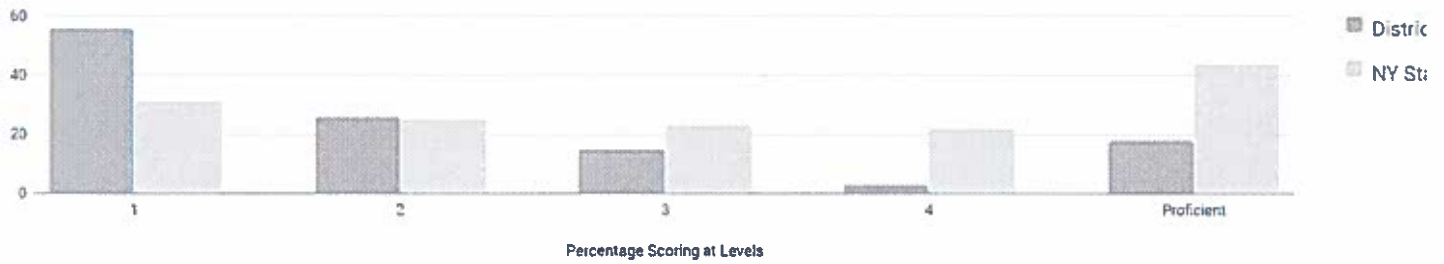
GRADE 5 MATH RESULTS



MEAN SCORE: 591

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 77 | 341 | 167 | 49% | 86 | 25% | 65 | 19% | 23 | 7% | 88 | 26% |
| General Education | 63 | 306 | 135 | 44% | 85 | 28% | 64 | 21% | 22 | 7% | 86 | 28% |
| Students with Disabilities | 14 | 35 | 32 | 91% | 1 | 3% | 1 | 3% | 1 | 3% | 2 | 6% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 84 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 55 | 254 | 118 | 46% | 65 | 26% | 52 | 20% | 19 | 7% | 71 | 28% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 22 | 87 | 49 | 56% | 21 | 24% | 13 | 15% | 4 | 5% | 17 | 20% |
| Female | 32 | 158 | 63 | 40% | 56 | 35% | 29 | 18% | 10 | 6% | 39 | 25% |
| Male | 45 | 183 | 104 | 57% | 30 | 16% | 36 | 20% | 13 | 7% | 49 | 27% |
| English Language Learners | 21 | 132 | 93 | 70% | 26 | 20% | 12 | 9% | 1 | 1% | 13 | 10% |
| Non-English Language Learners | 56 | 209 | 74 | 35% | 60 | 29% | 53 | 25% | 22 | 11% | 75 | 36% |
| Economically Disadvantaged | 60 | 295 | 146 | 49% | 78 | 26% | 53 | 18% | 18 | 6% | 71 | 24% |
| Not Economically Disadvantaged | 17 | 46 | 21 | 46% | 8 | 17% | 12 | 26% | 5 | 11% | 17 | 37% |
| Not Migrant | 77 | 341 | 167 | 49% | 86 | 25% | 65 | 19% | 23 | 7% | 88 | 26% |
| Homeless | 0 | 6 | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 77 | 335 | 164 | 49% | 83 | 25% | 65 | 19% | 23 | 7% | 88 | 26% |
| Not in Foster Care | 77 | 341 | 167 | 49% | 86 | 25% | 65 | 19% | 23 | 7% | 88 | 26% |
| Parent Not in Armed Forces | 77 | 341 | 167 | 49% | 86 | 25% | 65 | 19% | 23 | 7% | 88 | 26% |

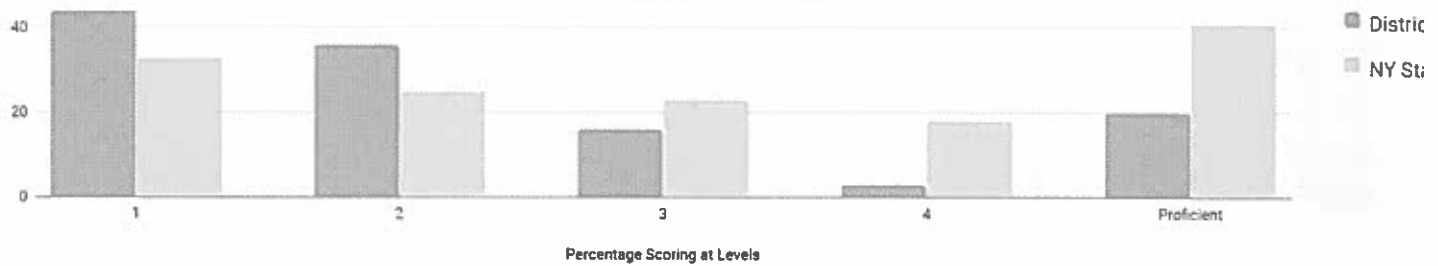
GRADE 6 MATH RESULTS



MEAN SCORE: 587

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 154 | 248 | 139 | 56% | 65 | 26% | 36 | 15% | 8 | 3% | 44 | 18% |
| General Education | 125 | 218 | 115 | 53% | 61 | 28% | 35 | 16% | 7 | 3% | 42 | 19% |
| Students with Disabilities | 29 | 30 | 24 | 80% | 4 | 13% | 1 | 3% | 1 | 3% | 2 | 7% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 6 | 3 | 50% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% |
| Black or African American | 35 | 55 | 35 | 64% | 17 | 31% | 3 | 5% | 0 | 0% | 3 | 5% |
| Hispanic or Latino | 118 | 181 | 99 | 55% | 46 | 25% | 30 | 17% | 6 | 3% | 36 | 20% |
| White | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 6 | 2 | 33% | 2 | 33% | 2 | 33% | 0 | 0% | 2 | 33% |
| Female | 67 | 107 | 56 | 52% | 35 | 33% | 12 | 11% | 4 | 4% | 16 | 15% |
| Male | 87 | 141 | 83 | 59% | 30 | 21% | 24 | 17% | 4 | 3% | 28 | 20% |
| English Language Learners | 61 | 66 | 58 | 88% | 8 | 12% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learners | 93 | 182 | 81 | 45% | 57 | 31% | 36 | 20% | 8 | 4% | 44 | 24% |
| Economically Disadvantaged | 134 | 217 | 124 | 57% | 57 | 26% | 30 | 14% | 6 | 3% | 36 | 17% |
| Not Economically Disadvantaged | 20 | 31 | 15 | 48% | 8 | 26% | 6 | 19% | 2 | 6% | 8 | 26% |
| Not Migrant | 154 | 248 | 139 | 56% | 65 | 26% | 36 | 15% | 8 | 3% | 44 | 18% |
| Homeless | 4 | 6 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 150 | 242 | 135 | 56% | 63 | 26% | 36 | 15% | 8 | 3% | 44 | 18% |
| Not In Foster Care | 154 | 248 | 139 | 56% | 65 | 26% | 36 | 15% | 8 | 3% | 44 | 18% |
| Parent Not in Armed Forces | 154 | 248 | 139 | 56% | 65 | 26% | 36 | 15% | 8 | 3% | 44 | 18% |

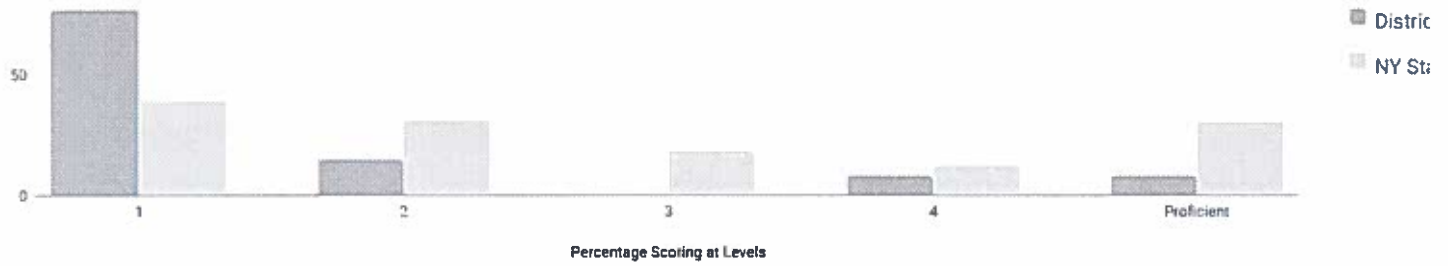
GRADE 7 MATH RESULTS



MEAN SCORE: 593

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 225 | 143 | 63 | 44% | 52 | 36% | 23 | 16% | 5 | 3% | 28 | 20% |
| General Education | 202 | 126 | 48 | 38% | 50 | 40% | 23 | 18% | 5 | 4% | 28 | 22% |
| Students with Disabilities | 23 | 17 | 15 | 88% | 2 | 12% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 40 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 167 | 100 | 44 | 44% | 39 | 39% | 14 | 14% | 3 | 3% | 17 | 17% |
| White | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 58 | 43 | 19 | 44% | 13 | 30% | 9 | 21% | 2 | 5% | 11 | 26% |
| Female | 109 | 71 | 30 | 42% | 26 | 37% | 12 | 17% | 3 | 4% | 15 | 21% |
| Male | 116 | 72 | 33 | 46% | 26 | 36% | 11 | 15% | 2 | 3% | 13 | 18% |
| English Language Learners | 72 | 21 | 17 | 81% | 4 | 19% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learners | 153 | 122 | 46 | 38% | 48 | 39% | 23 | 19% | 5 | 4% | 28 | 23% |
| Economically Disadvantaged | 194 | 121 | 53 | 44% | 43 | 36% | 20 | 17% | 5 | 4% | 25 | 21% |
| Not Economically Disadvantaged | 31 | 22 | 10 | 45% | 9 | 41% | 3 | 14% | 0 | 0% | 3 | 14% |
| Not Migrant | 225 | 143 | 63 | 44% | 52 | 36% | 23 | 16% | 5 | 3% | 28 | 20% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 140 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 225 | 143 | 63 | 44% | 52 | 36% | 23 | 16% | 5 | 3% | 28 | 20% |
| Parent Not in Armed Forces | 225 | 143 | 63 | 44% | 52 | 36% | 23 | 16% | 5 | 3% | 28 | 20% |

GRADE 8 MATH RESULTS

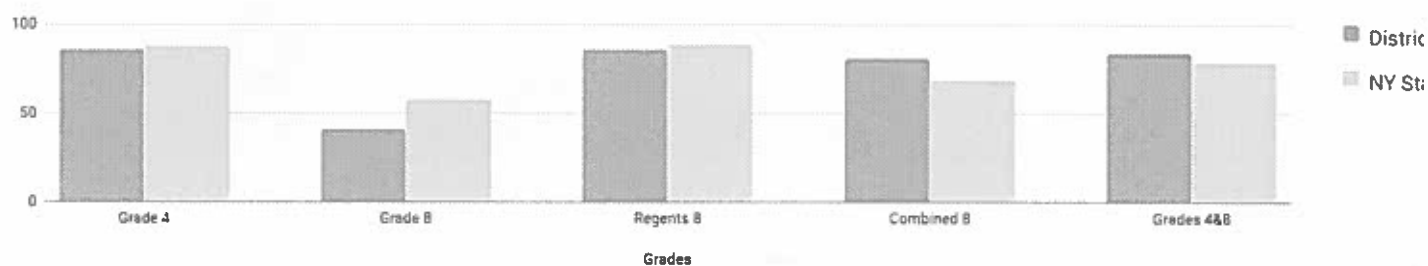


MEAN SCORE: 575

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 364 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |
| Students with Disabilities | 45 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 266 | 8 | 6 | 75% | 2 | 25% | 0 | 0% | 0 | 0% | 0 | 0% |
| Small Group Total | 91 | 5 | 4 | 80% | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% |
| Female | 179 | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% |
| Male | 185 | 6 | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% | 1 | 17% |
| English Language Learners | 83 | 6 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learners | 281 | 7 | 6 | 86% | 0 | 0% | 0 | 0% | 1 | 14% | 1 | 14% |
| Economically Disadvantaged | — | 11 | — | — | — | — | — | — | — | — | — | — |
| Not Economically Disadvantaged | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 364 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |
| Not Homeless | 361 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |
| Not in Foster Care | 364 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |
| Parent Not in Armed Forces | 364 | 13 | 10 | 77% | 2 | 15% | 0 | 0% | 1 | 8% | 1 | 8% |

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

Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 43 | 393 | 9 | 2% | 46 | 12% | 142 | 36% | 196 | 50% | 338 | 86% |
| Grade 8 | 343 | 34 | 5 | 15% | 15 | 44% | 9 | 26% | 5 | 15% | 14 | 41% |
| Regents 8 | 0 | 255 | 16 | 6% | 20 | 8% | 166 | 65% | 53 | 21% | 219 | 86% |
| Combined 8 | 343 | 289 | 21 | 7% | 35 | 12% | 175 | 61% | 58 | 20% | 233 | 81% |
| Grades 4&8 | 386 | 682 | 30 | 4% | 81 | 12% | 317 | 46% | 254 | 37% | 571 | 84% |

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

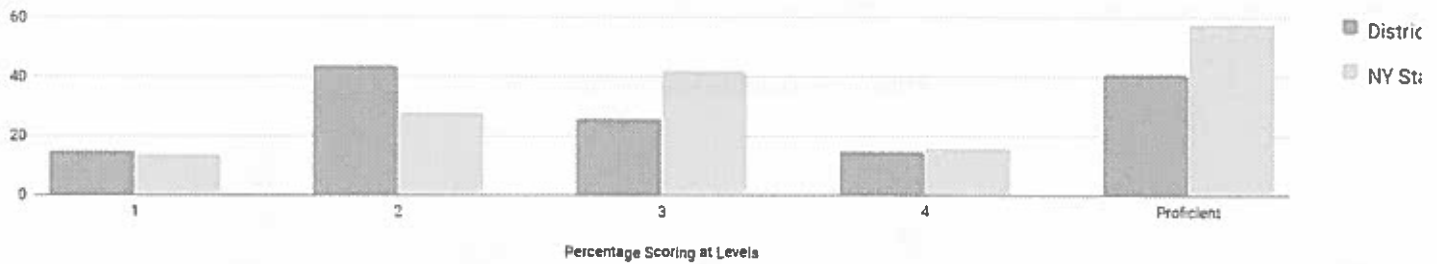


Percentage Scoring at Levels

MEAN SCORE: 80

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|----|---------|-----|---------|-----|---------|------|---------------------------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 43 | 393 | 9 | 2% | 46 | 12% | 142 | 36% | 196 | 50% | 338 | 86% |
| General Education | 28 | 364 | 8 | 2% | 42 | 12% | 135 | 37% | 179 | 49% | 314 | 86% |
| Students with Disabilities | 15 | 29 | 1 | 3% | 4 | 14% | 7 | 24% | 17 | 59% | 24 | 83% |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Black or African American | 12 | 81 | 3 | 4% | 6 | 7% | 30 | 37% | 42 | 52% | 72 | 89% |
| Hispanic or Latino | 29 | 295 | 6 | 2% | 40 | 14% | 111 | 38% | 138 | 47% | 249 | 84% |
| White | — | 7 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 2 | 9 | 0 | 0% | 0 | 0% | 1 | 11% | 8 | 89% | 9 | 100% |
| Female | 19 | 194 | 6 | 3% | 18 | 9% | 71 | 37% | 99 | 51% | 170 | 88% |
| Male | 24 | 199 | 3 | 2% | 28 | 14% | 71 | 36% | 97 | 49% | 168 | 84% |
| English Language Learners | 14 | 165 | 7 | 4% | 32 | 19% | 87 | 53% | 39 | 24% | 126 | 76% |
| Non-English Language Learners | 29 | 228 | 2 | 1% | 14 | 6% | 55 | 24% | 157 | 69% | 212 | 93% |
| Economically Disadvantaged | 32 | 340 | 7 | 2% | 40 | 12% | 136 | 40% | 157 | 46% | 293 | 86% |
| Not Economically Disadvantaged | 11 | 53 | 2 | 4% | 6 | 11% | 6 | 11% | 39 | 74% | 45 | 85% |
| Not Migrant | 43 | 393 | 9 | 2% | 46 | 12% | 142 | 36% | 196 | 50% | 338 | 86% |
| Homeless | 0 | 5 | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 5 | 100% |
| Not Homeless | 43 | 388 | 9 | 2% | 46 | 12% | 140 | 36% | 193 | 50% | 333 | 86% |
| Not in Foster Care | 43 | 393 | 9 | 2% | 46 | 12% | 142 | 36% | 196 | 50% | 338 | 86% |
| Parent Not in Armed Forces | 43 | 393 | 9 | 2% | 46 | 12% | 142 | 36% | 196 | 50% | 338 | 86% |

GRADE 8 SCIENCE RESULTS



MEAN SCORE: 62

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 343 | 34 | 5 | 15% | 15 | 44% | 9 | 26% | 5 | 15% | 14 | 41% |
| General Education | 308 | 11 | 3 | 27% | 6 | 55% | 2 | 18% | 0 | 0% | 2 | 18% |
| Students with Disabilities | 35 | 23 | 2 | 9% | 9 | 39% | 7 | 30% | 5 | 22% | 12 | 52% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 247 | 27 | 3 | 11% | 13 | 48% | 7 | 26% | 4 | 15% | 11 | 41% |
| White | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 95 | 7 | 2 | 29% | 2 | 29% | 2 | 29% | 1 | 14% | 3 | 43% |
| Female | 173 | 13 | 1 | 8% | 6 | 46% | 5 | 38% | 1 | 8% | 6 | 46% |
| Male | 170 | 21 | 4 | 19% | 9 | 43% | 4 | 19% | 4 | 19% | 8 | 38% |
| English Language Learners | 63 | 26 | 4 | 15% | 10 | 38% | 8 | 31% | 4 | 15% | 12 | 46% |
| Non-English Language Learners | 280 | 8 | 1 | 13% | 5 | 63% | 1 | 13% | 1 | 13% | 2 | 25% |
| Economically Disadvantaged | 291 | 28 | 4 | 14% | 11 | 39% | 8 | 29% | 5 | 18% | 13 | 46% |
| Not Economically Disadvantaged | 52 | 6 | 1 | 17% | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Migrant | 343 | 34 | 5 | 15% | 15 | 44% | 9 | 26% | 5 | 15% | 14 | 41% |
| Not Homeless | 340 | 34 | 5 | 15% | 15 | 44% | 9 | 26% | 5 | 15% | 14 | 41% |
| Not in Foster Care | 343 | 34 | 5 | 15% | 15 | 44% | 9 | 26% | 5 | 15% | 14 | 41% |
| Parent Not in Armed Forces | 343 | 34 | 5 | 15% | 15 | 44% | 9 | 26% | 5 | 15% | 14 | 41% |

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

ANNUAL REGENTS ENGLISH (2017-18)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 453 | 81 | 18% | 39 | 9% | 150 | 33% | 78 | 17% | 105 | 23% | 333 | 74% |
| General Education | 411 | 59 | 14% | 31 | 8% | 144 | 35% | 75 | 18% | 102 | 25% | 321 | 78% |
| Students with Disabilities | 42 | 22 | 52% | 8 | 19% | 6 | 14% | 3 | 7% | 3 | 7% | 12 | 29% |
| Asian or Native Hawaiian/Other Pacific Islander | 8 | 0 | 0% | 1 | 13% | 3 | 38% | 3 | 38% | 1 | 13% | 7 | 88% |
| Black or African American | 142 | 24 | 17% | 12 | 8% | 45 | 32% | 22 | 15% | 39 | 27% | 106 | 75% |
| Hispanic or Latino | 298 | 57 | 19% | 24 | 8% | 102 | 34% | 51 | 17% | 64 | 21% | 217 | 73% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 5 | 0 | 0% | 2 | 40% | 0 | 0% | 2 | 40% | 1 | 20% | 3 | 60% |
| Female | 220 | 30 | 14% | 14 | 6% | 70 | 32% | 43 | 20% | 63 | 29% | 176 | 80% |
| Male | 233 | 51 | 22% | 25 | 11% | 80 | 34% | 35 | 15% | 42 | 18% | 157 | 67% |
| English Language Learners | 126 | 56 | 44% | 14 | 11% | 44 | 35% | 8 | 6% | 4 | 3% | 56 | 44% |
| Non-English Language Learners | 327 | 25 | 8% | 25 | 8% | 106 | 32% | 70 | 21% | 101 | 31% | 277 | 85% |
| Economically Disadvantaged | 386 | 73 | 19% | 33 | 9% | 125 | 32% | 69 | 18% | 86 | 22% | 280 | 73% |
| Not Economically Disadvantaged | 67 | 8 | 12% | 6 | 9% | 25 | 37% | 9 | 13% | 19 | 28% | 53 | 79% |
| Not Migrant | 453 | 81 | 18% | 39 | 9% | 150 | 33% | 78 | 17% | 105 | 23% | 333 | 74% |
| Homeless | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 452 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 453 | 81 | 18% | 39 | 9% | 150 | 33% | 78 | 17% | 105 | 23% | 333 | 74% |
| Parent Not in Armed Forces | 453 | 81 | 18% | 39 | 9% | 150 | 33% | 78 | 17% | 105 | 23% | 333 | 74% |

ANNUAL REGENTS ALGEBRA I (2017-18)



| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | | | |
|---|--------|------------------------------|-----|---------|-----|---------|-----|---------|-----|---------|----|-------------------------------|------|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 736 | 148 | 20% | 179 | 24% | 376 | 51% | 31 | 4% | 2 | 0% | 409 | 56% |
| General Education | 653 | 114 | 17% | 153 | 23% | 353 | 54% | 31 | 5% | 2 | 0% | 386 | 59% |
| Students with Disabilities | 83 | 34 | 41% | 26 | 31% | 23 | 28% | 0 | 0% | 0 | 0% | 23 | 28% |
| Asian or Native Hawaiian/Other Pacific Islander | 5 | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 181 | 39 | 22% | 39 | 22% | 94 | 52% | 8 | 4% | 1 | 1% | 103 | 57% |
| Hispanic or Latino | 537 | 107 | 20% | 138 | 26% | 271 | 50% | 20 | 4% | 1 | 0% | 292 | 54% |
| White | 11 | 2 | 18% | 2 | 18% | 6 | 55% | 1 | 9% | 0 | 0% | 7 | 64% |
| Multiracial | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 7 | 0 | 0% | 0 | 0% | 5 | 71% | 2 | 29% | 0 | 0% | 7 | 100% |
| Female | 371 | 61 | 16% | 96 | 26% | 193 | 52% | 20 | 5% | 1 | 0% | 214 | 58% |
| Male | 365 | 87 | 24% | 83 | 23% | 183 | 50% | 11 | 3% | 1 | 0% | 195 | 53% |
| English Language Learners | 225 | 67 | 30% | 61 | 27% | 94 | 42% | 3 | 1% | 0 | 0% | 97 | 43% |
| Non-English Language Learners | 511 | 81 | 16% | 118 | 23% | 282 | 55% | 28 | 5% | 2 | 0% | 312 | 61% |
| Economically Disadvantaged | 631 | 123 | 19% | 165 | 26% | 317 | 50% | 25 | 4% | 1 | 0% | 343 | 54% |
| Not Economically Disadvantaged | 105 | 25 | 24% | 14 | 13% | 59 | 56% | 6 | 6% | 1 | 1% | 66 | 63% |
| Migrant | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 735 | — | — | — | — | — | — | — | — | — | — | — | — |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 732 | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 735 | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 736 | 148 | 20% | 179 | 24% | 376 | 51% | 31 | 4% | 2 | 0% | 409 | 56% |

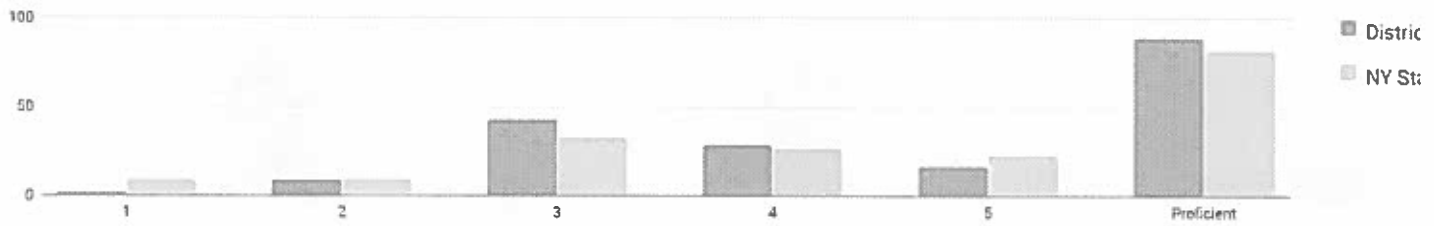
ANNUAL REGENTS GEOMETRY (2017-18)



Percentage Scoring at Levels

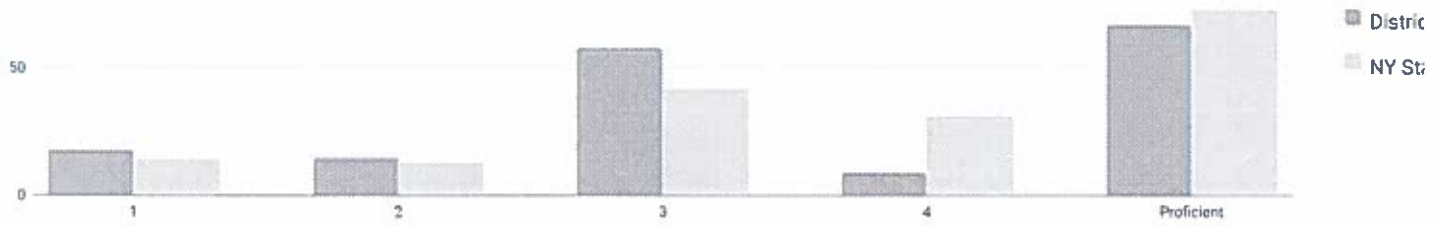
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 209 | 51 | 24% | 37 | 18% | 99 | 47% | 14 | 7% | 8 | 4% | 121 | 58% |
| General Education | 208 | — | — | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 70 | 16 | 23% | 15 | 21% | 33 | 47% | 5 | 7% | 1 | 1% | 39 | 56% |
| Hispanic or Latino | 131 | 32 | 24% | 22 | 17% | 63 | 48% | 7 | 5% | 7 | 5% | 77 | 59% |
| White | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 3 | 38% | 0 | 0% | 3 | 38% | 2 | 25% | 0 | 0% | 5 | 63% |
| Female | 121 | 31 | 26% | 22 | 18% | 56 | 46% | 8 | 7% | 4 | 3% | 68 | 56% |
| Male | 88 | 20 | 23% | 15 | 17% | 43 | 49% | 6 | 7% | 4 | 5% | 53 | 60% |
| English Language Learners | 22 | 6 | 27% | 4 | 18% | 9 | 41% | 3 | 14% | 0 | 0% | 12 | 55% |
| Non-English Language Learners | 187 | 45 | 24% | 33 | 18% | 90 | 48% | 11 | 6% | 8 | 4% | 109 | 58% |
| Economically Disadvantaged | 173 | 44 | 25% | 33 | 19% | 78 | 45% | 11 | 6% | 7 | 4% | 96 | 55% |
| Not Economically Disadvantaged | 36 | 7 | 19% | 4 | 11% | 21 | 58% | 3 | 8% | 1 | 3% | 25 | 69% |
| Not Migrant | 209 | 51 | 24% | 37 | 18% | 99 | 47% | 14 | 7% | 8 | 4% | 121 | 58% |
| Homeless | 3 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 206 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 209 | 51 | 24% | 37 | 18% | 99 | 47% | 14 | 7% | 8 | 4% | 121 | 58% |
| Parent Not in Armed Forces | 209 | 51 | 24% | 37 | 18% | 99 | 47% | 14 | 7% | 8 | 4% | 121 | 58% |

ANNUAL REGENTS ALGEBRA II (2017-18)



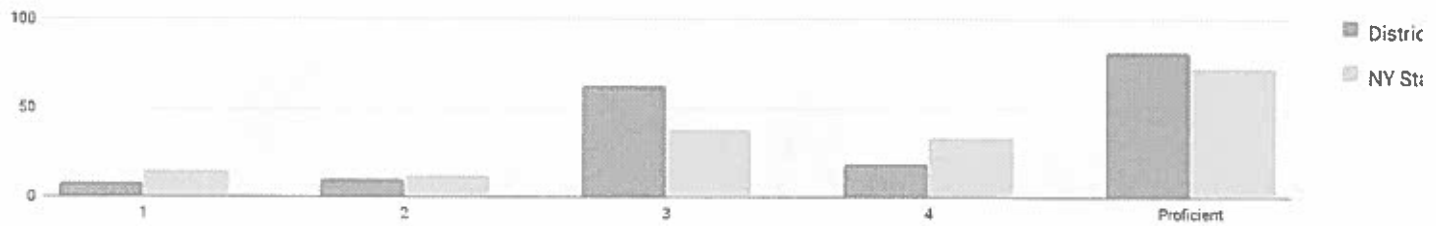
| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | | | |
|---|--------|------------------------------|----|---------|-----|---------|-----|---------|-----|---------|-----|-------------------------------|------|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 151 | 3 | 2% | 13 | 9% | 65 | 43% | 44 | 29% | 26 | 17% | 135 | 89% |
| General Education | 150 | — | — | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| American Indian or Alaska Native | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 47 | 0 | 0% | 2 | 4% | 23 | 49% | 15 | 32% | 7 | 15% | 45 | 96% |
| Hispanic or Latino | 99 | 3 | 3% | 11 | 11% | 39 | 39% | 27 | 27% | 19 | 19% | 85 | 86% |
| White | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 5 | 0 | 0% | 0 | 0% | 3 | 60% | 2 | 40% | 0 | 0% | 5 | 100% |
| Female | 84 | 1 | 1% | 7 | 8% | 37 | 44% | 25 | 30% | 14 | 17% | 76 | 90% |
| Male | 67 | 2 | 3% | 6 | 9% | 28 | 42% | 19 | 28% | 12 | 18% | 59 | 88% |
| English Language Learners | 5 | 0 | 0% | 0 | 0% | 4 | 80% | 0 | 0% | 1 | 20% | 5 | 100% |
| Non-English Language Learners | 146 | 3 | 2% | 13 | 9% | 61 | 42% | 44 | 30% | 25 | 17% | 130 | 89% |
| Economically Disadvantaged | 130 | 3 | 2% | 12 | 9% | 56 | 43% | 36 | 28% | 23 | 18% | 115 | 88% |
| Not Economically Disadvantaged | 21 | 0 | 0% | 1 | 5% | 9 | 43% | 8 | 38% | 3 | 14% | 20 | 95% |
| Not Migrant | 151 | 3 | 2% | 13 | 9% | 65 | 43% | 44 | 29% | 26 | 17% | 135 | 89% |
| Not Homeless | 151 | 3 | 2% | 13 | 9% | 65 | 43% | 44 | 29% | 26 | 17% | 135 | 89% |
| Not in Foster Care | 151 | 3 | 2% | 13 | 9% | 65 | 43% | 44 | 29% | 26 | 17% | 135 | 89% |
| Parent Not in Armed Forces | 151 | 3 | 2% | 13 | 9% | 65 | 43% | 44 | 29% | 26 | 17% | 135 | 89% |

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



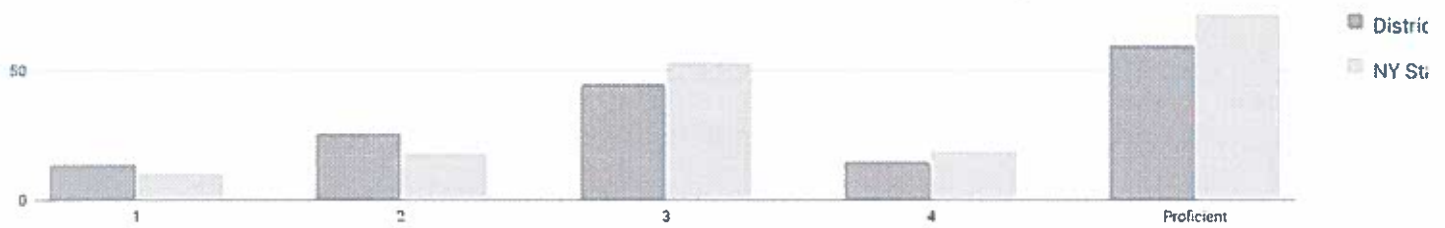
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 661 | 119 | 18% | 96 | 15% | 384 | 58% | 62 | 9% | 446 | 67% |
| General Education | 600 | 92 | 15% | 81 | 14% | 366 | 61% | 61 | 10% | 427 | 71% |
| Students with Disabilities | 61 | 27 | 44% | 15 | 25% | 18 | 30% | 1 | 2% | 19 | 31% |
| American Indian or Alaska Native | 2 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 6 | 0 | 0% | 1 | 17% | 3 | 50% | 2 | 33% | 5 | 83% |
| Black or African American | 159 | 30 | 19% | 21 | 13% | 94 | 59% | 14 | 9% | 108 | 68% |
| Hispanic or Latino | 488 | 88 | 18% | 73 | 15% | 282 | 58% | 45 | 9% | 327 | 67% |
| White | 5 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 8 | 1 | 13% | 1 | 13% | 5 | 63% | 1 | 13% | 6 | 75% |
| Female | 338 | 67 | 20% | 54 | 16% | 190 | 56% | 27 | 8% | 217 | 64% |
| Male | 323 | 52 | 16% | 42 | 13% | 194 | 60% | 35 | 11% | 229 | 71% |
| English Language Learners | 232 | 76 | 33% | 42 | 18% | 112 | 48% | 2 | 1% | 114 | 49% |
| Non-English Language Learners | 429 | 43 | 10% | 54 | 13% | 272 | 63% | 60 | 14% | 332 | 77% |
| Economically Disadvantaged | 581 | 103 | 18% | 88 | 15% | 338 | 58% | 52 | 9% | 390 | 67% |
| Not Economically Disadvantaged | 80 | 16 | 20% | 8 | 10% | 46 | 58% | 10 | 13% | 56 | 70% |
| Not Migrant | 661 | 119 | 18% | 96 | 15% | 384 | 58% | 62 | 9% | 446 | 67% |
| Homeless | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 658 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 661 | 119 | 18% | 96 | 15% | 384 | 58% | 62 | 9% | 446 | 67% |
| Parent Not in Armed Forces | 661 | 119 | 18% | 96 | 15% | 384 | 58% | 62 | 9% | 446 | 67% |

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



| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | |
|---|--------|------------------------------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 105 | 8 | 8% | 11 | 10% | 66 | 63% | 20 | 19% | 86 | 82% |
| General Education | 102 | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 3 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 32 | 2 | 6% | 2 | 6% | 21 | 66% | 7 | 22% | 28 | 88% |
| Hispanic or Latino | 68 | 5 | 7% | 9 | 13% | 43 | 63% | 11 | 16% | 54 | 79% |
| White | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 5 | 1 | 20% | 0 | 0% | 2 | 40% | 2 | 40% | 4 | 80% |
| Female | 62 | 6 | 10% | 5 | 8% | 43 | 69% | 8 | 13% | 51 | 82% |
| Male | 43 | 2 | 5% | 6 | 14% | 23 | 53% | 12 | 28% | 35 | 81% |
| English Language Learners | 5 | 2 | 40% | 0 | 0% | 2 | 40% | 1 | 20% | 3 | 60% |
| Non-English Language Learners | 100 | 6 | 6% | 11 | 11% | 64 | 64% | 19 | 19% | 83 | 83% |
| Economically Disadvantaged | 86 | 7 | 8% | 11 | 13% | 51 | 59% | 17 | 20% | 68 | 79% |
| Not Economically Disadvantaged | 19 | 1 | 5% | 0 | 0% | 15 | 79% | 3 | 16% | 18 | 95% |
| Not Migrant | 105 | 8 | 8% | 11 | 10% | 66 | 63% | 20 | 19% | 86 | 82% |
| Homeless | 1 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 104 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 105 | 8 | 8% | 11 | 10% | 66 | 63% | 20 | 19% | 86 | 82% |
| Parent Not in Armed Forces | 105 | 8 | 8% | 11 | 10% | 66 | 63% | 20 | 19% | 86 | 82% |

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



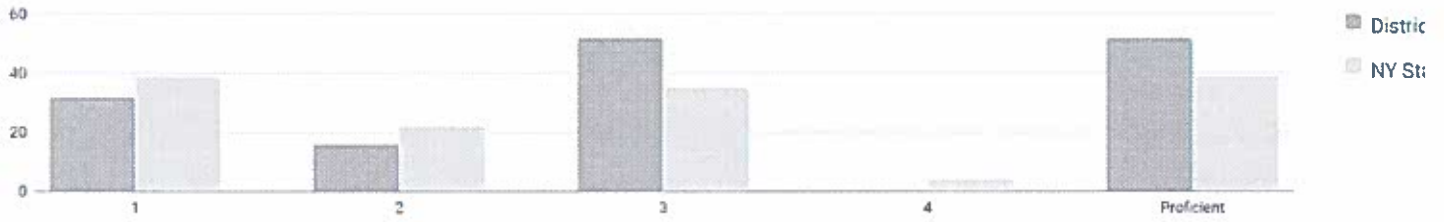
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 174 | 24 | 14% | 46 | 26% | 78 | 45% | 26 | 15% | 104 | 60% |
| General Education | 172 | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | 2 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 64 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 106 | 16 | 15% | 27 | 25% | 46 | 43% | 17 | 16% | 63 | 59% |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 68 | 8 | 12% | 19 | 28% | 32 | 47% | 9 | 13% | 41 | 60% |
| Female | 98 | 14 | 14% | 24 | 24% | 45 | 46% | 15 | 15% | 60 | 61% |
| Male | 76 | 10 | 13% | 22 | 29% | 33 | 43% | 11 | 14% | 44 | 58% |
| English Language Learners | 3 | — | — | — | — | — | — | — | — | — | — |
| Non-English Language Learners | 171 | — | — | — | — | — | — | — | — | — | — |
| Economically Disadvantaged | 145 | 22 | 15% | 39 | 27% | 62 | 43% | 22 | 15% | 84 | 58% |
| Not Economically Disadvantaged | 29 | 2 | 7% | 7 | 24% | 16 | 55% | 4 | 14% | 20 | 69% |
| Not Migrant | 174 | 24 | 14% | 46 | 26% | 78 | 45% | 26 | 15% | 104 | 60% |
| Homeless | 1 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 173 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 174 | 24 | 14% | 46 | 26% | 78 | 45% | 26 | 15% | 104 | 60% |
| Parent Not in Armed Forces | 174 | 24 | 14% | 46 | 26% | 78 | 45% | 26 | 15% | 104 | 60% |

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



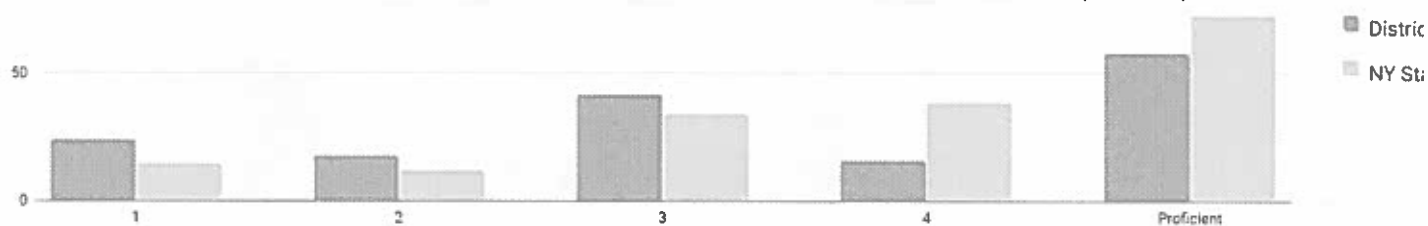
| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | |
|---|--------|------------------------------|----|---------|----|---------|-----|---------|-----|---------------------------|------|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |
| General Education | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 10 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 24 | 0 | 0% | 0 | 0% | 9 | 38% | 15 | 63% | 24 | 100% |
| Small Group Total | 13 | 0 | 0% | 0 | 0% | 7 | 54% | 6 | 46% | 13 | 100% |
| Female | 22 | 0 | 0% | 0 | 0% | 10 | 45% | 12 | 55% | 22 | 100% |
| Male | 15 | 0 | 0% | 0 | 0% | 6 | 40% | 9 | 60% | 15 | 100% |
| Non-English Language Learners | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |
| Economically Disadvantaged | 29 | 0 | 0% | 0 | 0% | 10 | 34% | 19 | 66% | 29 | 100% |
| Not Economically Disadvantaged | 8 | 0 | 0% | 0 | 0% | 6 | 75% | 2 | 25% | 8 | 100% |
| Not Migrant | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |
| Not Homeless | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |
| Not in Foster Care | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |
| Parent Not in Armed Forces | 37 | 0 | 0% | 0 | 0% | 16 | 43% | 21 | 57% | 37 | 100% |

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 102 | 33 | 32% | 16 | 16% | 53 | 52% | 0 | 0% | 53 | 52% |
| General Education | 86 | 23 | 27% | 13 | 15% | 50 | 58% | 0 | 0% | 50 | 58% |
| Students with Disabilities | 16 | 10 | 63% | 3 | 19% | 3 | 19% | 0 | 0% | 3 | 19% |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 27 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 72 | 19 | 26% | 14 | 19% | 39 | 54% | 0 | 0% | 39 | 54% |
| White | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 30 | 14 | 47% | 2 | 7% | 14 | 47% | 0 | 0% | 14 | 47% |
| Female | 54 | 13 | 24% | 7 | 13% | 34 | 63% | 0 | 0% | 34 | 63% |
| Male | 48 | 20 | 42% | 9 | 19% | 19 | 40% | 0 | 0% | 19 | 40% |
| English Language Learners | 29 | 12 | 41% | 5 | 17% | 12 | 41% | 0 | 0% | 12 | 41% |
| Non-English Language Learners | 73 | 21 | 29% | 11 | 15% | 41 | 56% | 0 | 0% | 41 | 56% |
| Economically Disadvantaged | 98 | — | — | — | — | — | — | — | — | — | — |
| Not Economically Disadvantaged | 4 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 102 | 33 | 32% | 16 | 16% | 53 | 52% | 0 | 0% | 53 | 52% |
| Homeless | 1 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 101 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 102 | 33 | 32% | 16 | 16% | 53 | 52% | 0 | 0% | 53 | 52% |
| Parent Not in Armed Forces | 102 | 33 | 32% | 16 | 16% | 53 | 52% | 0 | 0% | 53 | 52% |

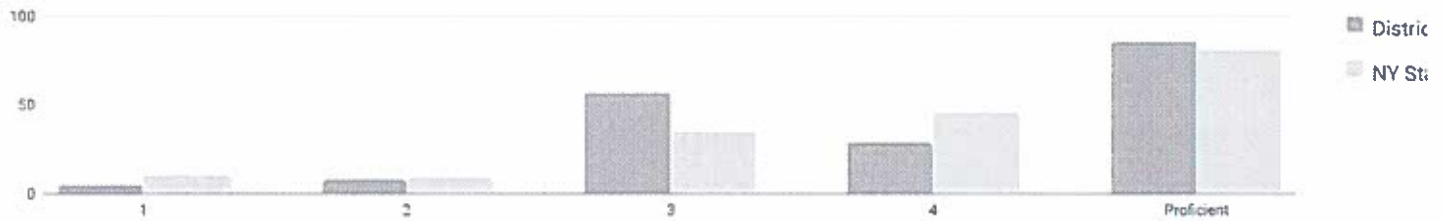
ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 433 | 103 | 24% | 78 | 18% | 183 | 42% | 69 | 16% | 252 | 58% |
| General Education | 384 | 79 | 21% | 69 | 18% | 167 | 43% | 69 | 18% | 236 | 61% |
| Students with Disabilities | 49 | 24 | 49% | 9 | 18% | 16 | 33% | 0 | 0% | 16 | 33% |
| American Indian or Alaska Native | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 127 | 22 | 17% | 22 | 17% | 58 | 46% | 25 | 20% | 83 | 65% |
| Hispanic or Latino | 299 | 80 | 27% | 55 | 18% | 121 | 40% | 43 | 14% | 164 | 55% |
| White | 1 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 7 | 1 | 14% | 1 | 14% | 4 | 57% | 1 | 14% | 5 | 71% |
| Female | 234 | 57 | 24% | 48 | 21% | 94 | 40% | 35 | 15% | 129 | 55% |
| Male | 199 | 46 | 23% | 30 | 15% | 89 | 45% | 34 | 17% | 123 | 62% |
| English Language Learners | 128 | 54 | 42% | 35 | 27% | 37 | 29% | 2 | 2% | 39 | 30% |
| Non-English Language Learners | 305 | 49 | 16% | 43 | 14% | 146 | 48% | 67 | 22% | 213 | 70% |
| Economically Disadvantaged | 379 | 93 | 25% | 68 | 18% | 158 | 42% | 60 | 16% | 218 | 58% |
| Not Economically Disadvantaged | 54 | 10 | 19% | 10 | 19% | 25 | 46% | 9 | 17% | 34 | 63% |
| Not Migrant | 433 | 103 | 24% | 78 | 18% | 183 | 42% | 69 | 16% | 252 | 58% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 431 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 433 | 103 | 24% | 78 | 18% | 183 | 42% | 69 | 16% | 252 | 58% |
| Parent Not in Armed Forces | 433 | 103 | 24% | 78 | 18% | 183 | 42% | 69 | 16% | 252 | 58% |

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

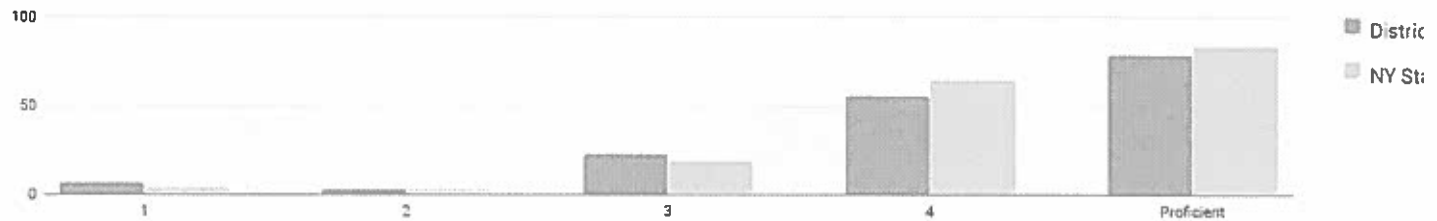


Percentage Scoring at Levels

| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 384 | 20 | 5% | 32 | 8% | 219 | 57% | 113 | 29% | 332 | 86% |
| General Education | 349 | 14 | 4% | 26 | 7% | 197 | 56% | 112 | 32% | 309 | 89% |
| Students with Disabilities | 35 | 6 | 17% | 6 | 17% | 22 | 63% | 1 | 3% | 23 | 66% |
| Asian or Native Hawaiian/Other Pacific Islander | 9 | 0 | 0% | 0 | 0% | 3 | 33% | 6 | 67% | 9 | 100% |
| Black or African American | 104 | 7 | 7% | 13 | 13% | 55 | 53% | 29 | 28% | 84 | 81% |
| Hispanic or Latino | 262 | 13 | 5% | 19 | 7% | 156 | 60% | 74 | 28% | 230 | 88% |
| White | 7 | - | - | - | - | - | - | - | - | - | - |
| Multiracial | 2 | - | - | - | - | - | - | - | - | - | - |
| Small Group Total | 9 | 0 | 0% | 0 | 0% | 5 | 56% | 4 | 44% | 9 | 100% |
| Female | 199 | 14 | 7% | 15 | 8% | 111 | 56% | 59 | 30% | 170 | 85% |
| Male | 185 | 6 | 3% | 17 | 9% | 108 | 58% | 54 | 29% | 162 | 88% |
| English Language Learners | 47 | 5 | 11% | 11 | 23% | 30 | 64% | 1 | 2% | 31 | 66% |
| Non-English Language Learners | 337 | 15 | 4% | 21 | 6% | 189 | 56% | 112 | 33% | 301 | 89% |
| Economically Disadvantaged | 331 | 19 | 6% | 31 | 9% | 188 | 57% | 93 | 28% | 281 | 85% |
| Not Economically Disadvantaged | 53 | 1 | 2% | 1 | 2% | 31 | 58% | 20 | 38% | 51 | 96% |
| Not Migrant | 384 | 20 | 5% | 32 | 8% | 219 | 57% | 113 | 29% | 332 | 86% |
| Homeless | 3 | - | - | - | - | - | - | - | - | - | - |
| Not Homeless | 381 | - | - | - | - | - | - | - | - | - | - |
| In Foster Care | 1 | - | - | - | - | - | - | - | - | - | - |
| Not in Foster Care | 383 | - | - | - | - | - | - | - | - | - | - |
| Parent Not in Armed Forces | 384 | 20 | 5% | 32 | 8% | 219 | 57% | 113 | 29% | 332 | 86% |

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

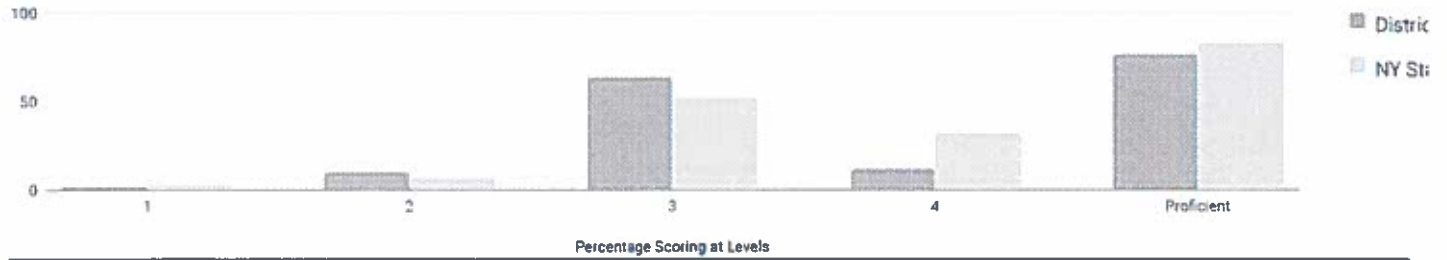
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 380 | 39 | 10% | 341 | 90% | 28 | 7% | 12 | 3% | 89 | 23% | 212 | 56% | 301 | 79% |
| General Education | 351 | 29 | 8% | 322 | 92% | 23 | 7% | 7 | 2% | 83 | 24% | 209 | 60% | 292 | 83% |
| Students with Disabilities | 29 | 10 | 34% | 19 | 66% | 5 | 17% | 5 | 17% | 6 | 21% | 3 | 10% | 9 | 31% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 122 | 4 | 3% | 118 | 97% | 9 | 7% | 6 | 5% | 19 | 16% | 84 | 69% | 103 | 84% |
| Hispanic or Latino | 249 | 35 | 14% | 214 | 86% | 18 | 7% | 6 | 2% | 66 | 27% | 124 | 50% | 190 | 76% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 0 | 0% | 4 | 44% | 4 | 44% | 8 | 89% |
| Female | 170 | 21 | 12% | 149 | 88% | 11 | 6% | 3 | 2% | 35 | 21% | 100 | 59% | 135 | 79% |
| Male | 210 | 18 | 9% | 192 | 91% | 17 | 8% | 9 | 4% | 54 | 26% | 112 | 53% | 166 | 79% |
| English Language Learners | 71 | 27 | 38% | 44 | 62% | 23 | 32% | 3 | 4% | 17 | 24% | 1 | 1% | 18 | 25% |
| Non-English Language Learners | 309 | 12 | 4% | 297 | 96% | 5 | 2% | 9 | 3% | 72 | 23% | 211 | 68% | 283 | 92% |
| Economically Disadvantaged | 320 | 33 | 10% | 287 | 90% | 26 | 8% | 11 | 3% | 76 | 24% | 174 | 54% | 250 | 78% |
| Not Economically Disadvantaged | 60 | 6 | 10% | 54 | 90% | 2 | 3% | 1 | 2% | 13 | 22% | 38 | 63% | 51 | 85% |
| Not Migrant | 380 | 39 | 10% | 341 | 90% | 28 | 7% | 12 | 3% | 89 | 23% | 212 | 56% | 301 | 79% |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 376 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 378 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 380 | 39 | 10% | 341 | 90% | 28 | 7% | 12 | 3% | 89 | 23% | 212 | 56% | 301 | 79% |

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 380 | 42 | 11% | 338 | 89% | 8 | 2% | 39 | 10% | 244 | 64% | 47 | 12% | 291 | 77% |
| General Education | 351 | 35 | 10% | 316 | 90% | 6 | 2% | 29 | 8% | 234 | 67% | 47 | 13% | 281 | 80% |
| Students with Disabilities | 29 | 7 | 24% | 22 | 76% | 2 | 7% | 10 | 34% | 10 | 34% | 0 | 0% | 10 | 34% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 122 | 8 | 7% | 114 | 93% | 0 | 0% | 9 | 7% | 86 | 70% | 19 | 16% | 105 | 86% |
| Hispanic or Latino | 249 | 34 | 14% | 215 | 86% | 7 | 3% | 29 | 12% | 152 | 61% | 27 | 11% | 179 | 72% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 1 | 11% | 6 | 67% | 1 | 11% | 7 | 78% |
| Female | 170 | 17 | 10% | 153 | 90% | 4 | 2% | 20 | 12% | 102 | 60% | 27 | 16% | 129 | 76% |
| Male | 210 | 25 | 12% | 185 | 88% | 4 | 2% | 19 | 9% | 142 | 68% | 20 | 10% | 162 | 77% |
| English Language Learners | 71 | 31 | 44% | 40 | 56% | 5 | 7% | 11 | 15% | 24 | 34% | 0 | 0% | 24 | 34% |
| Non-English Language Learners | 309 | 11 | 4% | 298 | 96% | 3 | 1% | 28 | 9% | 220 | 71% | 47 | 15% | 267 | 86% |
| Economically Disadvantaged | 320 | 35 | 11% | 285 | 89% | 8 | 3% | 35 | 11% | 207 | 65% | 35 | 11% | 242 | 76% |
| Not Economically Disadvantaged | 60 | 7 | 12% | 53 | 88% | 0 | 0% | 4 | 7% | 37 | 62% | 12 | 20% | 49 | 82% |
| Not Migrant | 380 | 42 | 11% | 338 | 89% | 8 | 2% | 39 | 10% | 244 | 64% | 47 | 12% | 291 | 77% |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 376 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 378 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 380 | 42 | 11% | 338 | 89% | 8 | 2% | 39 | 10% | 244 | 64% | 47 | 12% | 291 | 77% |

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

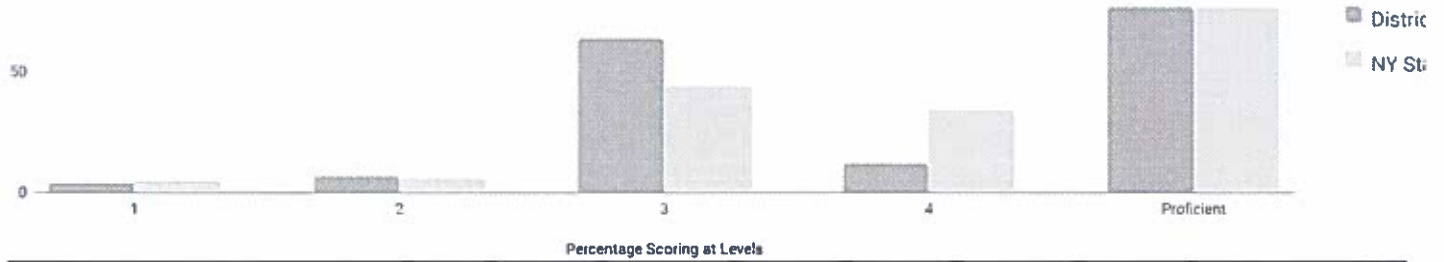
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



| Subgroup | Cohort | Percentage Scoring at Levels | | | | | | | | | | | | | |
|---|--------|------------------------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 380 | 48 | 13% | 332 | 87% | 12 | 3% | 31 | 8% | 218 | 57% | 71 | 19% | 289 | 76% |
| General Education | 351 | 42 | 12% | 309 | 88% | 9 | 3% | 18 | 5% | 213 | 61% | 69 | 20% | 282 | 80% |
| Students with Disabilities | 29 | 6 | 21% | 23 | 79% | 3 | 10% | 13 | 45% | 5 | 17% | 2 | 7% | 7 | 24% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 122 | 5 | 4% | 117 | 96% | 4 | 3% | 12 | 10% | 73 | 60% | 28 | 23% | 101 | 83% |
| Hispanic or Latino | 249 | 43 | 17% | 206 | 83% | 7 | 3% | 19 | 8% | 138 | 55% | 42 | 17% | 180 | 72% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 0 | 0% | 7 | 78% | 1 | 11% | 8 | 89% |
| Female | 170 | 23 | 14% | 147 | 86% | 4 | 2% | 13 | 8% | 96 | 56% | 34 | 20% | 130 | 76% |
| Male | 210 | 25 | 12% | 185 | 88% | 8 | 4% | 18 | 9% | 122 | 58% | 37 | 18% | 159 | 76% |
| English Language Learners | 71 | 36 | 51% | 35 | 49% | 10 | 14% | 8 | 11% | 17 | 24% | 0 | 0% | 17 | 24% |
| Non-English Language Learners | 309 | 12 | 4% | 297 | 96% | 2 | 1% | 23 | 7% | 201 | 65% | 71 | 23% | 272 | 88% |
| Economically Disadvantaged | 320 | 43 | 13% | 277 | 87% | 11 | 3% | 26 | 8% | 191 | 60% | 49 | 15% | 240 | 75% |
| Not Economically Disadvantaged | 60 | 5 | 8% | 55 | 92% | 1 | 2% | 5 | 8% | 27 | 45% | 22 | 37% | 49 | 82% |
| Not Migrant | 380 | 48 | 13% | 332 | 87% | 12 | 3% | 31 | 8% | 218 | 57% | 71 | 19% | 289 | 76% |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 376 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 378 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 380 | 48 | 13% | 332 | 87% | 12 | 3% | 31 | 8% | 218 | 57% | 71 | 19% | 289 | 76% |

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

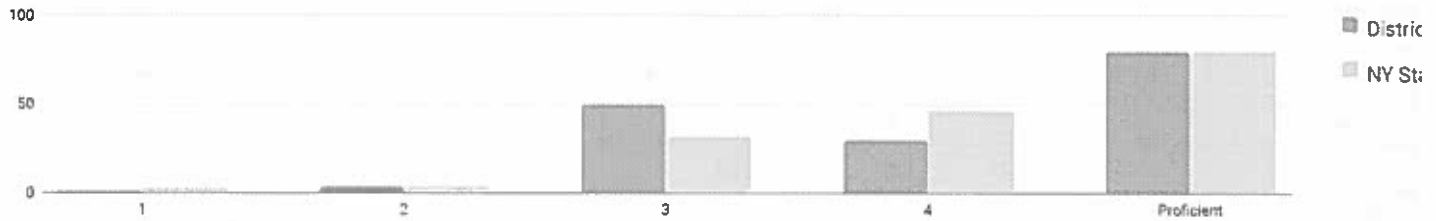
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 380 | 47 | 12% | 333 | 88% | 16 | 4% | 26 | 7% | 245 | 64% | 46 | 12% | 291 | 77% |
| General Education | 351 | 41 | 12% | 310 | 88% | 13 | 4% | 16 | 5% | 235 | 67% | 46 | 13% | 281 | 80% |
| Students with Disabilities | 29 | 6 | 21% | 23 | 79% | 3 | 10% | 10 | 34% | 10 | 34% | 0 | 0% | 10 | 34% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 122 | 6 | 5% | 116 | 95% | 4 | 3% | 8 | 7% | 84 | 69% | 20 | 16% | 104 | 85% |
| Hispanic or Latino | 249 | 41 | 16% | 208 | 84% | 11 | 4% | 18 | 7% | 153 | 61% | 26 | 10% | 179 | 72% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 0 | 0% | 8 | 89% | 0 | 0% | 8 | 89% |
| Female | 170 | 25 | 15% | 145 | 85% | 8 | 5% | 7 | 4% | 105 | 62% | 25 | 15% | 130 | 76% |
| Male | 210 | 22 | 10% | 188 | 90% | 8 | 4% | 19 | 9% | 140 | 67% | 21 | 10% | 161 | 77% |
| English Language Learners | 71 | 33 | 46% | 38 | 54% | 11 | 15% | 6 | 8% | 20 | 28% | 1 | 1% | 21 | 30% |
| Non-English Language Learners | 309 | 14 | 5% | 295 | 95% | 5 | 2% | 20 | 6% | 225 | 73% | 45 | 15% | 270 | 87% |
| Economically Disadvantaged | 320 | 41 | 13% | 279 | 87% | 15 | 5% | 22 | 7% | 207 | 65% | 35 | 11% | 242 | 76% |
| Not Economically Disadvantaged | 60 | 6 | 10% | 54 | 90% | 1 | 2% | 4 | 7% | 38 | 63% | 11 | 18% | 49 | 82% |
| Not Migrant | 380 | 47 | 12% | 333 | 88% | 16 | 4% | 26 | 7% | 245 | 64% | 46 | 12% | 291 | 77% |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 376 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 378 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 380 | 47 | 12% | 333 | 88% | 16 | 4% | 26 | 7% | 245 | 64% | 46 | 12% | 291 | 77% |

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

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



| Subgroup | Cohort | Not Tested | | Tested | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|------------|-----|--------|------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 380 | 59 | 16% | 321 | 84% | 3 | 1% | 14 | 4% | 189 | 50% | 115 | 30% | 304 | 80% |
| General Education | 351 | 49 | 14% | 302 | 86% | 3 | 1% | 12 | 3% | 172 | 49% | 115 | 33% | 287 | 82% |
| Students with Disabilities | 29 | 10 | 34% | 19 | 66% | 0 | 0% | 2 | 7% | 17 | 59% | 0 | 0% | 17 | 59% |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 122 | 7 | 6% | 115 | 94% | 1 | 1% | 6 | 5% | 65 | 53% | 43 | 35% | 108 | 89% |
| Hispanic or Latino | 249 | 52 | 21% | 197 | 79% | 1 | 0% | 8 | 3% | 117 | 47% | 71 | 29% | 188 | 76% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 9 | 0 | 0% | 9 | 100% | 1 | 11% | 0 | 0% | 7 | 78% | 1 | 11% | 8 | 89% |
| Female | 170 | 30 | 18% | 140 | 82% | 1 | 1% | 6 | 4% | 77 | 45% | 56 | 33% | 133 | 78% |
| Male | 210 | 29 | 14% | 181 | 86% | 2 | 1% | 8 | 4% | 112 | 53% | 59 | 28% | 171 | 81% |
| English Language Learners | 71 | 42 | 59% | 29 | 41% | 1 | 1% | 7 | 10% | 21 | 30% | 0 | 0% | 21 | 30% |
| Non-English Language Learners | 309 | 17 | 6% | 292 | 94% | 2 | 1% | 7 | 2% | 168 | 54% | 115 | 37% | 283 | 92% |
| Economically Disadvantaged | 320 | 52 | 16% | 268 | 84% | 3 | 1% | 14 | 4% | 159 | 50% | 92 | 29% | 251 | 78% |
| Not Economically Disadvantaged | 60 | 7 | 12% | 53 | 88% | 0 | 0% | 0 | 0% | 30 | 50% | 23 | 38% | 53 | 88% |
| Not Migrant | 380 | 59 | 16% | 321 | 84% | 3 | 1% | 14 | 4% | 189 | 50% | 115 | 30% | 304 | 80% |
| Homeless | 4 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 376 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | 2 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 378 | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 380 | 59 | 16% | 321 | 84% | 3 | 1% | 14 | 4% | 189 | 50% | 115 | 30% | 304 | 80% |

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

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

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|--------------|------------|--------|----------|----------|---------------|-----------|------------|
| Kindergarten | 2 | 130 | 6% | 8% | 21% | 60% | 5% |
| Grade 1 | 4 | 111 | 4% | 24% | 35% | 34% | 3% |
| Grade 2 | 2 | 163 | 7% | 9% | 25% | 39% | 20% |
| Grade 3 | 6 | 189 | 3% | 7% | 32% | 52% | 6% |
| Grade 4 | 9 | 173 | 3% | 4% | 24% | 61% | 8% |
| Grade 5 | 15 | 139 | 1% | 3% | 27% | 63% | 6% |
| Grade 6 | 1 | 126 | 2% | 4% | 12% | 58% | 24% |
| Grade 7 | 2 | 91 | 1% | 4% | 9% | 58% | 27% |
| Grade 8 | 1 | 88 | 0% | 2% | 17% | 64% | 17% |
| Grade 9 | 12 | 91 | 8% | 14% | 32% | 42% | 4% |
| Grade 10 | 33 | 181 | 5% | 24% | 29% | 36% | 6% |
| Grade 11 | 21 | 89 | 2% | 6% | 38% | 48% | 6% |
| Grade 12 | 20 | 44 | 0% | 7% | 55% | 34% | 5% |

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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

| Grade/Subject | Not Tested | Tested | Level 1 | Level 2 | Level 3 | Level 4 |
|-------------------------|------------|--------|---------|---------|---------|---------|
| Grade 3 ELA | 0 | 8 | 0 | 2 | 5 | 1 |
| Grade 3 Math | 0 | 8 | 0 | 4 | 4 | 0 |
| Grade 4 ELA | — | 3 | — | — | — | — |
| Grade 4 Math | — | 3 | — | — | — | — |
| Grade 4 Science | — | 3 | — | — | — | — |
| Grade 5 ELA | — | 4 | — | — | — | — |
| Grade 5 Math | — | 4 | — | — | — | — |
| Grade 6 ELA | 1 | 5 | 0 | 1 | 3 | 1 |
| Grade 6 Math | 1 | 5 | 0 | 1 | 3 | 1 |
| Grade 7 ELA | — | 4 | — | — | — | — |
| Grade 7 Math | — | 4 | — | — | — | — |
| Grade 8 ELA | 0 | 6 | 0 | 2 | 2 | 2 |
| Grade 8 Math | 0 | 6 | 1 | 0 | 3 | 2 |
| Grade 8 Science | 0 | 6 | 0 | 1 | 4 | 1 |
| Secondary-Level ELA | 20 | 6 | 1 | 0 | 4 | 1 |
| Secondary-Level Math | 20 | 6 | 0 | 1 | 4 | 1 |
| Secondary-Level Science | 20 | 6 | 0 | 1 | 4 | 1 |

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WESTBURY HIGH SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

HS INDICATOR LEVELS

| Subgroup | Composite Performance | Graduation Rate | Composite Performance & Graduation Rate | English Language Proficiency (ELP) | Progress | Chronic Absenteeism | College, Career, & Civic Readiness (CCCR) |
|---|-----------------------|-----------------|---|------------------------------------|----------|---------------------|---|
| All Students | 2 | 2 | 3 | 2 | 1 | 4 | 1 |
| American Indian or Alaska Native | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — | — | — |
| Black or African American | 2 | 3 | 3 | 3 | 2 | 4 | 4 |
| Hispanic or Latino | 2 | 3 | 3 | 2 | 1 | 4 | 2 |
| Multiracial | — | — | — | — | — | — | — |
| White | 2 | — | 2 | — | — | — | — |
| English Language Learners | 3 | 3 | 3 | 2 | 2 | 4 | 1 |
| Students with Disabilities | 2 | 3 | 3 | 1 | 1 | 4 | 3 |
| Economically Disadvantaged | 2 | 3 | 3 | 2 | 1 | 4 | 1 |

HS COMPOSITE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|---|----------------|--------|-------|----------------|-------|
| All Students | ELA | 340 | 169.9 | 154.9 | 2 |
| | Math | 340 | 104.4 | 154.9 | 2 |
| | Science | 340 | 184.9 | 154.9 | 2 |
| | Social Studies | 340 | 201.2 | 154.9 | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 6 | 158.3 | — | — |
| | Math | 6 | 133.3 | — | — |
| | Science | 6 | 183.3 | — | — |
| | Social Studies | 6 | 191.7 | — | — |
| Black or African American | ELA | 114 | 185.1 | 167 | 2 |
| | Math | 114 | 114.5 | 167 | 2 |
| | Science | 114 | 195.2 | 167 | 2 |
| | Social Studies | 114 | 213.6 | 167 | 2 |
| Hispanic or Latino | ELA | 218 | 162.4 | 148.9 | 2 |
| | Math | 218 | 99.5 | 148.9 | 2 |
| | Science | 218 | 179.6 | 148.9 | 2 |
| | Social Studies | 218 | 195.4 | 148.9 | 2 |
| Multiracial | ELA | 3 | — | — | — |
| | Math | 3 | — | — | — |
| | Science | 3 | — | — | — |
| | Social Studies | 3 | — | — | — |
| White | ELA | 11 | 140.9 | 162.6 | 2 |
| | Math | 11 | 140.9 | 162.6 | 2 |
| | Science | 11 | 213.6 | 162.6 | 2 |
| | Social Studies | 11 | 190.9 | 162.6 | 2 |
| English Language Learners | ELA | 82 | 81.7 | 96 | 3 |
| | Math | 82 | 67.1 | 96 | 3 |
| | Science | 82 | 131.1 | 96 | 3 |
| | Social Studies | 82 | 155.5 | 96 | 3 ^ |

| Subgroup | Subject | Cohort | Index | Combined Index | Level |
|----------------------------|----------------|--------|-------|----------------|-------|
| Students with Disabilities | ELA | 40 | 66.3 | 87.5 | 2 |
| | Math | 40 | 50 | 87.5 | 2 |
| | Science | 40 | 126.3 | 87.5 | 2 |
| | Social Studies | 40 | 186.3 | 87.5 | 2 |
| Economically Disadvantaged | ELA | 288 | 165.6 | 151.1 | 2 |
| | Math | 288 | 100.9 | 151.1 | 2 |
| | Science | 288 | 181.1 | 151.1 | 2 |
| | Social Studies | 288 | 197.9 | 151.1 | 2 |

HS GRADUATION RATE

| Subgroup | Cohort | Baseline | Number In Cohort | Grad Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level By Cohort | Level By Subgroup |
|---|--------|----------|------------------|-----------|------------|-----------|----------------|-----------------------|----------|-----------------|-------------------|
| All Students | 4-Year | 84.9% | 338 | 87.3% | 85.3% | 82.3% | 84.4% | 89.7% | 95% | 4 | 4 |
| | 5-Year | 89.5% | 304 | 86.8% | 89.8% | 84.5% | 86.4% | 91.2% | 96% | 3 | 4 |
| | 6-Year | 87.8% | 286 | 90.6% | 88.2% | 84.6% | 86.7% | 91.9% | 97% | 4 | 4 |
| American Indian or Alaska Native | 4-Year | — | 0 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 0 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 0 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4-Year | — | 13 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 15 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 9 | — | — | — | — | — | — | — | — |
| Black or African American | 4-Year | 93.3% | 121 | 95% | 93.4% | 72.4% | 76.2% | 85.6% | 95% | 4 | 4 |
| | 5-Year | 95% | 89 | 95.5% | 95% | 75.9% | 79.3% | 87.7% | 96% | 4 | 4 |
| | 6-Year | 94.6% | 121 | 95.9% | 94.7% | 76% | 79.5% | 88.3% | 97% | 4 | 4 |
| Hispanic or Latino | 4-Year | 81.2% | 203 | 83.7% | 81.8% | 72.2% | 76% | 85.5% | 95% | 4 | 4 |
| | 5-Year | 84.3% | 202 | 83.2% | 84.8% | 74.8% | 78.3% | 87.2% | 96% | 3 | 4 |
| | 6-Year | 83.1% | 153 | 85.6% | 83.7% | 75.2% | 78.8% | 87.9% | 97% | 4 | 4 |
| Multiracial | 4-Year | — | 2 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 0 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 0 | — | — | — | — | — | — | — | — |
| White | 4-Year | — | 12 | — | — | — | — | — | — | — | — |
| | 5-Year | — | 10 | — | — | — | — | — | — | — | — |
| | 6-Year | — | 14 | — | — | — | — | — | — | — | — |
| English Language Learners | 4-Year | 34.8% | 47 | 38.3% | 37.2% | 51.2% | 58.5% | 76.8% | 95% | 2 | 2 |
| | 5-Year | 64% | 46 | 39.1% | 65.3% | 58.9% | 65.1% | 80.6% | 96% | 1 | 2 |
| | 6-Year | 70.4% | 49 | 69.4% | 71.5% | 59% | 65.3% | 81.2% | 97% | 3 | 2 |
| Students with Disabilities | 4-Year | 60.8% | 46 | 73.9% | 62.2% | 58.2% | 64.4% | 79.7% | 95% | 4 | 4 |
| | 5-Year | 87.2% | 50 | 74% | 87.6% | 61.6% | 67.4% | 81.7% | 96% | 3 | 4 ^ |
| | 6-Year | — | — | — | — | — | — | — | — | — | — |

| Subgroup | Cohort | Baseline | Number In Cohort | Grad Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level By Cohort | Level By Subgroup |
|----------------------------|--------|----------|------------------|-----------|------------|-----------|----------------|-----------------------|----------|-----------------|-------------------|
| | 6-Year | 73.2% | 47 | 89.4% | 74.2% | 59.9% | 66.1% | 81.6% | 97% | 4 | 4 |
| Economically Disadvantaged | 4-Year | 84.1% | 292 | 85.6% | 84.5% | 76.1% | 79.2% | 87.1% | 95% | 4 | 4 |
| | 5-Year | 87.7% | 251 | 86.5% | 88% | 79.7% | 82.4% | 89.2% | 96% | 3 | 4 |
| | 6-Year | 88.1% | 205 | 88.8% | 88.5% | 80% | 82.8% | 89.9% | 97% | 4 | 4 |

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

| Subgroup | Level |
|----------------------------|-------|
| All Students | 3 |
| Black or African American | 3 |
| Hispanic or Latino | 3 |
| White | 2 |
| English Language Learners | 3 |
| Students with Disabilities | 3 |
| Economically Disadvantaged | 3 |

HS ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 347 | 44% | 35% | 0.8 | 2 |
| American Indian or Alaska Native | 1 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 4 | — | — | — | — |
| Black or African American | 55 | 43% | 48% | 1.1 | 3 |
| Hispanic or Latino | 285 | 44% | 32% | 0.7 | 2 |
| Multiracial | 0 | — | — | — | — |
| White | 2 | — | — | — | — |
| English Language Learners | 347 | 44% | 35% | 0.8 | 2 |
| Students with Disabilities | 41 | 25% | 5% | 0.2 | 1 |
| Economically Disadvantaged | 293 | 43% | 34% | 0.8 | 2 |

HS PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 171.4 | 340 | 169.9 | 173.1% | 189.4% | 193.6 | 204.3 | 215 | 1 | 1 |
| | Math | 117.5 | 340 | 104.4 | 120.8% | 149.1% | 157.6 | 178.8 | 200 | 2* | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 6 | — | — | — | — | — | — | — | — |
| | Math | — | 6 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 184.9 | 114 | 185.1 | 186.1% | 160.4% | 169.5 | 192.3 | 215 | 3 | 2 |
| | Math | 128.4 | 114 | 114.5 | 131.3% | 112.9% | 127.4 | 163.7 | 200 | 2 | 2 |
| Hispanic or Latino | ELA | 165.2 | 218 | 162.4 | 167.2% | 163.4% | 172 | 193.5 | 215 | 1 | 1 |
| | Math | 109.1 | 218 | 99.5 | 112.7% | 120.7% | 133.9 | 167 | 200 | 2* | 1 |
| Multiracial | ELA | — | 3 | — | — | — | — | — | — | — | — |
| | Math | — | 3 | — | — | — | — | — | — | — | — |
| White | ELA | — | 11 | — | — | — | — | — | — | — | — |
| | Math | — | 11 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 30.8 | 82 | 81.7 | 38.2% | 87.7% | 108.9 | 162 | 215 | 2 | 2 |
| | Math | 51.3 | 82 | 67.1 | 57.2% | 94.1% | 111.8 | 155.9 | 200 | 2 | 2 |
| Students with Disabilities | ELA | 77.7 | 40 | 66.3 | 83.2% | 116.3% | 132.8 | 173.9 | 215 | 1 | 1 |
| | Math | 53.2 | 40 | 50 | 59.1% | 86% | 105 | 152.5 | 200 | 1 | 1 |
| Economically Disadvantaged | ELA | 164.8 | 288 | 165.6 | 166.8% | 168.8% | 176.5 | 195.8 | 215 | 1 | 1 |
| | Math | 111.7 | 288 | 100.9 | 115.2% | 127.9% | 139.9 | 170 | 200 | 2* | 1 |

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 0 | 1,710 | 86 | 5% | 0% | 23.4% | 20.4% | 12.7% | 5% | 4 |
| American Indian or Alaska Native | — | 5 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 47 | — | — | — | — | — | — | — | — |
| Black or African American | 0 | 458 | 19 | 4.1% | 0% | 32.7% | 28.1% | 16.6% | 5% | 4 |
| Hispanic or Latino | 0 | 1,201 | 65 | 5.4% | 0% | 32.8% | 28.2% | 16.6% | 5% | 4 |
| Multiracial | — | 13 | — | — | — | — | — | — | — | — |
| White | — | 35 | — | — | — | — | — | — | — | — |
| English Language Learners | 0 | 539 | 48 | 8.9% | 0% | 35.1% | 30.1% | 17.6% | 5% | 4 |
| Students with Disabilities | 0 | 147 | 13 | 8.8% | 0% | 34% | 29.2% | 17.1% | 5% | 4 |
| Economically Disadvantaged | 0 | 1,426 | 68 | 4.8% | 0% | 31.3% | 26.9% | 16% | 5% | 4 |

CCCR LEVELS

| Subgroup | Baseline | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|-------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 121.6 | 112.6 | 123.7 | 128.2 | 136 | 155.5 | 175 | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | — | — | — | — | — | — | — | — |
| Black or African American | 131.4 | 134.6 | 133.1 | 98 | 110.8 | 142.9 | 175 | 4 |
| Hispanic or Latino | 116.9 | 102.9 | 119.2 | 101.4 | 113.6 | 144.3 | 175 | 2 |
| Multiracial | — | — | — | — | — | — | — | — |
| White | — | — | — | — | — | — | — | — |
| English Language Learners | 38 | 33.3 | 43.5 | 37.7 | 60.6 | 117.8 | 175 | 1 |
| Students with Disabilities | 78.8 | 85.7 | 82.6 | 72.2 | 89.3 | 132.2 | 175 | 3 |
| Economically Disadvantaged | 117.3 | 109 | 119.6 | 110.2 | 121 | 148 | 175 | 1 |

CCCR COUNTS

| Subgroup | Cohort Count | Annual Biliteracy | 2.0 Weight | 1.5 Weight | 1.0 Weight | 0.5 Weight |
|---|--------------|-------------------|------------|------------|------------|------------|
| All Students | 368 | 0 | 111 | 9 | 177 | 4 |
| Asian or Native Hawaiian/Other Pacific Islander | 7 | 0 | — | — | — | — |
| Black or African American | 117 | 0 | 46 | 4 | 58 | 3 |
| Hispanic or Latino | 242 | 0 | 65 | 5 | 111 | 1 |
| Multiracial | 3 | 0 | — | — | — | — |
| White | 12 | 0 | — | — | — | — |
| English Language Learners | 69 | 0 | 0 | 0 | 21 | 4 |
| Students with Disabilities | 35 | 0 | 2 | 2 | 23 | 0 |
| Economically Disadvantaged | 310 | 0 | 89 | 6 | 149 | 4 |

HS ELA PARTICIPATION RATE

| Subgroup | Tested 95% | 12th Grade Enrollment | Participation Rate |
|---|------------|-----------------------|--------------------|
| All Students | ✓ | 363 | 99.5% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — |
| Black or African American | ✓ | 123 | 99.2% |
| Hispanic or Latino | ✓ | 230 | 99.6% |
| Multiracial | — | 1 | — |
| White | — | 5 | — |
| English Language Learners | ✓ | 47 | 100% |
| Students with Disabilities | — | 17 | — |
| Economically Disadvantaged | ✓ | 302 | 99.3% |

HS MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | 12th Grade Enrollment | Participation Rate |
|---|------------|-----------------------|--------------------|
| All Students | ✓ | 363 | 97.3% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — |
| Black or African American | ✓ | 123 | 97.6% |
| Hispanic or Latino | ✓ | 230 | 97% |
| Multiracial | — | 1 | — |
| White | — | 5 | — |
| English Language Learners | X | 84 | 88.1% |
| Students with Disabilities | — | 17 | — |
| Economically Disadvantaged | ✓ | 302 | 97.4% |

WESTBURY MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 548 | 118.2 | 2 |
| | Math | 698 | 65 | 2 |
| | Science | 284 | 182.7 | 2 |
| | Combined | 1,530 | 105.9 | 2 |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | — | — | — |
| | Combined | 2 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 16 | 137.5 | 2 |
| | Math | 20 | 105 | 2 |
| | Science | 7 | 214.3 | 2 |
| | Combined | 43 | 134.9 | 2 |
| Black or African American | ELA | 130 | 127.3 | 2 |
| | Math | 160 | 60 | 2 |
| | Science | 63 | 182.5 | 2 |
| | Combined | 353 | 106.7 | 2 |
| Hispanic or Latino | ELA | 397 | 112.7 | 2 |
| | Math | 516 | 65.1 | 2 |
| | Science | 214 | 182.7 | 2 |
| | Combined | 1,127 | 104.2 | 2 |
| Multiracial | ELA | 1 | — | — |
| | Math | 2 | — | — |
| | Science | 1 | — | — |
| | Combined | 4 | — | — |
| White | ELA | 13 | 165.4 | 2 |
| | Math | 16 | 84.4 | 2 |
| | Science | 8 | 168.8 | 2 |
| | Combined | 37 | 131.1 | 2 |
| English Language Learners | ELA | 145 | 66.2 | 2 |
| | Math | 186 | 31.7 | 2 |
| | Science | 50 | 141 | 2 |
| | Combined | 381 | 59.2 | 2 |
| Students with Disabilities | ELA | 63 | 49.2 | 2 |
| | Math | 68 | 22.8 | 2 |
| | Science | 48 | 156.3 | 2 |
| | Combined | 179 | 67.9 | 2 |
| Economically Disadvantaged | ELA | 473 | 116.9 | 2 |
| | Math | 600 | 64.1 | 2 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 247 | 182.6 | 2 |
| | Combined | 1,320 | 105.2 | 2 |

EM WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 1,021 | 63.5 | 1 |
| | Math | 1,024 | 44.3 | 1 |
| | Science | 337 | 154 | 1 |
| | Combined | 1,024 | 68.1 | 1 |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | — | — | — |
| | Combined | 1 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 23 | 95.7 | 2 |
| | Math | 23 | 91.3 | 2 |
| | Science | 8 | 187.5 | 2 |
| | Combined | 23 | 107.4 | 2 |
| Black or African American | ELA | 231 | 71.6 | 2 |
| | Math | 230 | 41.7 | 2 |
| | Science | 79 | 145.6 | 2 |
| | Combined | 230 | 69.7 | 2 |
| Hispanic or Latino | ELA | 762 | 58.7 | 2 |
| | Math | 766 | 43.9 | 2 |
| | Science | 251 | 155.8 | 2 |
| | Combined | 766 | 66 | 2 |
| Multiracial | ELA | 2 | — | — |
| | Math | 2 | — | — |
| | Science | 1 | — | — |
| | Combined | 2 | — | — |
| White | ELA | 29 | 74.1 | 2 |
| | Math | 29 | 46.6 | 2 |
| | Science | 9 | 150 | 2 |
| | Combined | 29 | 72.4 | 2 |
| English Language Learners | ELA | 320 | 30 | 2 |
| | Math | 323 | 18.3 | 2 |
| | Science | 96 | 73.4 | 2 |
| | Combined | 323 | 30.5 | 2 |
| Students with Disabilities | ELA | 122 | 25.4 | 2 |
| | Math | 123 | 12.6 | 2 |
| | Science | 90 | 83.3 | 2 |
| | Combined | 123 | 36.3 | 2 |
| Economically Disadvantaged | ELA | 886 | 62.4 | 2 |
| | Math | 887 | 43.3 | 2 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 287 | 157.1 | 2 |
| | Combined | 887 | 67.4 | 2 |

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

| Subgroup | Sum Of SGPs | Number Of SGPs | Index | Level |
|---|-------------|----------------|-------|-------|
| All Students | 114,851 | 2,378 | 48.3 | 2 |
| American Indian or Alaska Native | — | 3 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1,814 | 36 | 50.4 | 3 |
| Black or African American | 26,269 | 563 | 46.7 | 2 |
| Hispanic or Latino | 85,204 | 1,743 | 48.9 | 2 |
| Multiracial | — | 4 | — | — |
| White | — | 29 | — | — |
| English Language Learners | 25,472 | 504 | 50.5 | 3 |
| Students with Disabilities | 14,036 | 267 | 52.6 | 3 |
| Economically Disadvantaged | 103,862 | 2,131 | 48.7 | 2 |

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

| Subgroup | Level |
|---|-------|
| All Students | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | 2 |
| Black or African American | 2 |
| Hispanic or Latino | 2 |
| White | 2 |
| English Language Learners | 2 |
| Students with Disabilities | 2 |
| Economically Disadvantaged | 2 |

EM ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 284 | 39% | 55% | 1.4 | 4 |
| American Indian or Alaska Native | 0 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — |
| Black or African American | 42 | 44% | 67% | 1.5 | 4 |
| Hispanic or Latino | 236 | 38% | 52% | 1.4 | 4 |
| Multiracial | 0 | — | — | — | — |
| White | 5 | — | — | — | — |
| English Language Learners | 284 | 39% | 55% | 1.4 | 4 |
| Students with Disabilities | 69 | 31% | 38% | 1.2 | 3 |
| Economically Disadvantaged | 248 | 38% | 51% | 1.3 | 4 |

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 46.4 | 1,021 | 63.5 | 52.5% | 100.7% | 117.3 | 158.7 | 200 | 2 | 1 |
| | Math | 51.1 | 1,024 | 44.3 | 57.1% | 103.3% | 119.4 | 159.7 | 200 | 1 | 1 |
| American Indian or Alaska Native | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | 1 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 23 | — | — | — | — | — | — | — | — |
| | Math | — | 23 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 57.5 | 231 | 71.6 | 63.2% | 93.9% | 111.6 | 155.8 | 200 | 2 | 1 |
| | Math | 60.1 | 230 | 41.7 | 65.7% | 83.1% | 102.6 | 151.3 | 200 | 1 | 1 |
| Hispanic or Latino | ELA | 42.5 | 762 | 58.7 | 48.8% | 90.8% | 109 | 154.5 | 200 | 2 | 1 |
| | Math | 47.8 | 766 | 43.9 | 53.9% | 87% | 105.8 | 152.9 | 200 | 1 | 1 |
| Multiracial | ELA | — | 2 | — | — | — | — | — | — | — | — |
| | Math | — | 2 | — | — | — | — | — | — | — | — |
| White | ELA | — | 29 | — | — | — | — | — | — | — | — |
| | Math | — | 29 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 11 | 320 | 30 | 18.6% | 60.8% | 84 | 142 | 200 | 2 | 2 |
| | Math | 10.7 | 323 | 18.3 | 18.3% | 77.9% | 98.2 | 149.1 | 200 | 2 | 2 |
| Students with Disabilities | ELA | 15.3 | 122 | 25.4 | 22.7% | 54.4% | 78.6 | 139.3 | 200 | 2 | 1 |
| | Math | 13.8 | 123 | 12.6 | 21.2% | 54.4% | 78.6 | 139.3 | 200 | 1 | 1 |
| Economically Disadvantaged | ELA | 48.2 | 886 | 62.4 | 54.3% | 90.7% | 108.9 | 154.5 | 200 | 2 | 1 |
| | Math | 51.8 | 887 | 43.3 | 57.7% | 89.4% | 107.8 | 153.9 | 200 | 1 | 1 |

EM CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 12.1 | 1,151 | 133 | 11.6% | 11.8% | 15% | 13.3% | 9.2% | 5% | 4 |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 24 | — | — | — | — | — | — | — | — |
| Black or African American | 11.3 | 274 | 28 | 10.2% | 11% | 20.8% | 18.2% | 11.6% | 5% | 4 |
| Hispanic or Latino | 12.7 | 847 | 104 | 12.3% | 12.4% | 20.4% | 17.8% | 11.4% | 5% | 4 |
| Multiracial | — | 2 | — | — | — | — | — | — | — | — |
| White | — | 30 | — | — | — | — | — | — | — | — |
| English Language Learners | 14.8 | 319 | 48 | 15% | 14.4% | 18.1% | 15.9% | 10.5% | 5% | 3 |
| Students with Disabilities | 17.5 | 130 | 26 | 20% | 17% | 22.2% | 19.3% | 12.2% | 5% | 2 |
| Economically Disadvantaged | 12.5 | 985 | 122 | 12.4% | 12.2% | 20.5% | 17.9% | 11.5% | 5% | 3 |

EM ELA PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 2,199 | 49.8% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 12 | — |
| Black or African American | X | 529 | 52.7% |
| Hispanic or Latino | X | 1,613 | 48.5% |
| Multiracial | — | 1 | — |
| White | — | 16 | — |
| English Language Learners | X | 615 | 44.4% |
| Students with Disabilities | X | 252 | 43.7% |
| Economically Disadvantaged | X | 1,871 | 48.9% |

EM MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 2,192 | 61.9% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 12 | — |
| Black or African American | X | 523 | 63.1% |
| Hispanic or Latino | X | 1,612 | 61.3% |
| Multiracial | — | 1 | — |
| White | — | 16 | — |
| English Language Learners | X | 611 | 44% |
| Students with Disabilities | X | 250 | 46.8% |
| Economically Disadvantaged | X | 1,870 | 62.5% |

RECENTLY ARRIVED ELLS TAKING NYSES LAT IN LIEU OF NYSTP ELA

| Grade | Number Taking NYSES LAT |
|---------|-------------------------|
| Grade 6 | 7 |
| Grade 7 | 5 |
| Grade 8 | 4 |

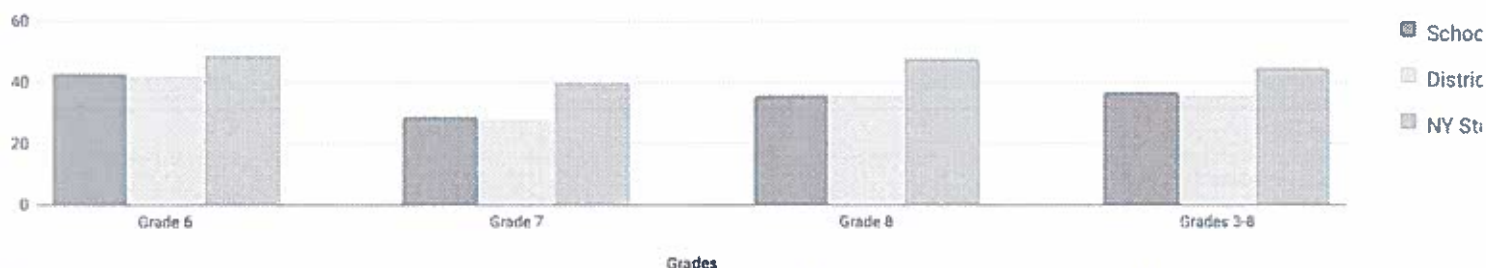
STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|------|---|-----|
| | # | % | # | % | # | % |
| THIS SCHOOL | 16 | 15% | 1 | 100% | 0 | 0% |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

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

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

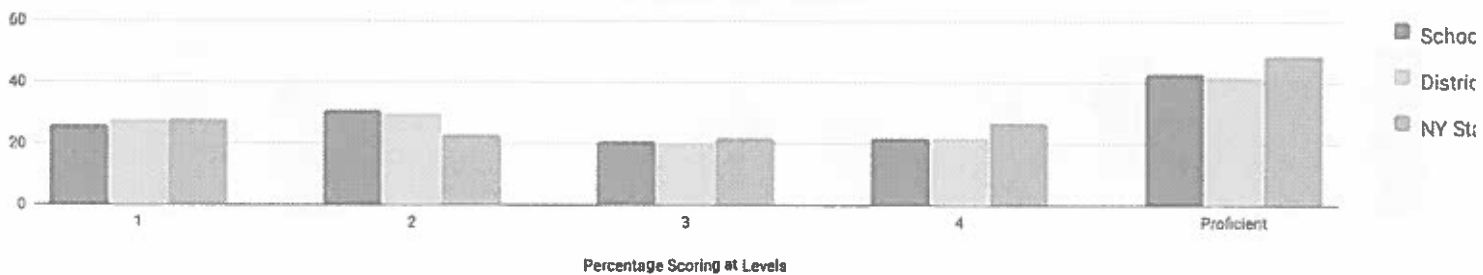
Percent Proficient



Grades

| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 6 | 137 | 253 | 67 | 26% | 78 | 31% | 52 | 21% | 56 | 22% | 108 | 43% |
| Grade 7 | 198 | 162 | 58 | 36% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 29% |
| Grade 8 | 226 | 141 | 25 | 18% | 65 | 46% | 29 | 21% | 22 | 16% | 51 | 36% |
| Grades 3-8 | 561 | 556 | 150 | 27% | 200 | 36% | 117 | 21% | 89 | 16% | 206 | 37% |

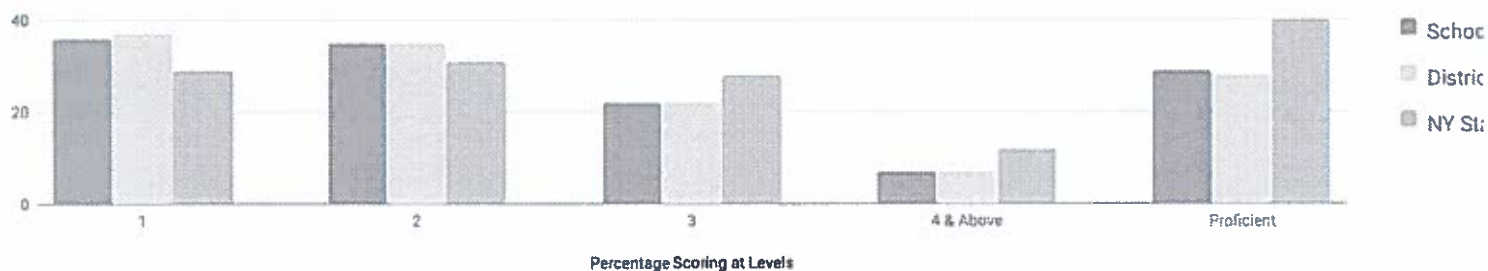
GRADE 6 ELA RESULTS



MEAN SCORE: 599

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 137 | 253 | 67 | 26% | 78 | 31% | 52 | 21% | 56 | 22% | 108 | 43% |
| General Education | 118 | 224 | 47 | 21% | 73 | 33% | 48 | 21% | 56 | 25% | 104 | 46% |
| Students with Disabilities | 19 | 29 | 20 | 69% | 5 | 17% | 4 | 14% | 0 | 0% | 4 | 14% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 6 | 0 | 0% | 2 | 33% | 0 | 0% | 4 | 67% | 4 | 67% |
| Black or African American | 25 | 59 | 14 | 24% | 21 | 36% | 15 | 25% | 9 | 15% | 24 | 41% |
| Hispanic or Latino | 112 | 182 | 53 | 29% | 54 | 30% | 36 | 20% | 39 | 21% | 75 | 41% |
| White | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 6 | 0 | 0% | 1 | 17% | 1 | 17% | 4 | 67% | 5 | 83% |
| Female | 64 | 108 | 21 | 19% | 30 | 28% | 25 | 23% | 32 | 30% | 57 | 53% |
| Male | 73 | 145 | 46 | 32% | 48 | 33% | 27 | 19% | 24 | 17% | 51 | 35% |
| English Language Learners | 57 | 68 | 44 | 65% | 20 | 29% | 3 | 4% | 1 | 1% | 4 | 6% |
| Non-English Language Learners | 80 | 185 | 23 | 12% | 58 | 31% | 49 | 26% | 55 | 30% | 104 | 56% |
| Economically Disadvantaged | 120 | 223 | 61 | 27% | 72 | 32% | 42 | 19% | 48 | 22% | 90 | 40% |
| Not Economically Disadvantaged | 17 | 30 | 6 | 20% | 6 | 20% | 10 | 33% | 8 | 27% | 18 | 60% |
| Not Migrant | 137 | 253 | 67 | 26% | 78 | 31% | 52 | 21% | 56 | 22% | 108 | 43% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 250 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 137 | 253 | 67 | 26% | 78 | 31% | 52 | 21% | 56 | 22% | 108 | 43% |
| Parent Not in Armed Forces | 137 | 253 | 67 | 26% | 78 | 31% | 52 | 21% | 56 | 22% | 108 | 43% |

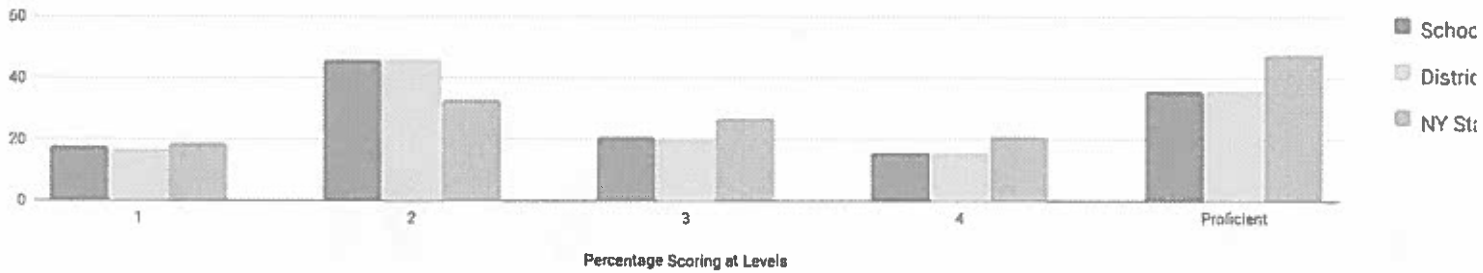
GRADE 7 ELA RESULTS



MEAN SCORE: 596

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 198 | 162 | 58 | 36% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 29% |
| General Education | 179 | 148 | 47 | 32% | 54 | 36% | 36 | 24% | 11 | 7% | 47 | 32% |
| Students with Disabilities | 19 | 14 | 11 | 79% | 3 | 21% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 42 | 47 | 15 | 32% | 12 | 26% | 13 | 28% | 7 | 15% | 20 | 43% |
| Hispanic or Latino | 152 | 109 | 40 | 37% | 42 | 39% | 23 | 21% | 4 | 4% | 27 | 25% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 4 | 6 | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 95 | 82 | 26 | 32% | 26 | 32% | 20 | 24% | 10 | 12% | 30 | 37% |
| Male | 103 | 80 | 32 | 40% | 31 | 39% | 16 | 20% | 1 | 1% | 17 | 21% |
| English Language Learners | 63 | 29 | 24 | 83% | 4 | 14% | 1 | 3% | 0 | 0% | 1 | 3% |
| Non-English Language Learners | 135 | 133 | 34 | 26% | 53 | 40% | 35 | 26% | 11 | 8% | 46 | 35% |
| Economically Disadvantaged | 172 | 136 | 51 | 38% | 45 | 33% | 32 | 24% | 8 | 6% | 40 | 29% |
| Not Economically Disadvantaged | 26 | 26 | 7 | 27% | 12 | 46% | 4 | 15% | 3 | 12% | 7 | 27% |
| Not Migrant | 198 | 162 | 58 | 36% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 29% |
| Homeless | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 158 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 198 | 162 | 58 | 36% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 29% |
| Parent Not in Armed Forces | 198 | 162 | 58 | 36% | 57 | 35% | 36 | 22% | 11 | 7% | 47 | 29% |

GRADE 8 ELA RESULTS

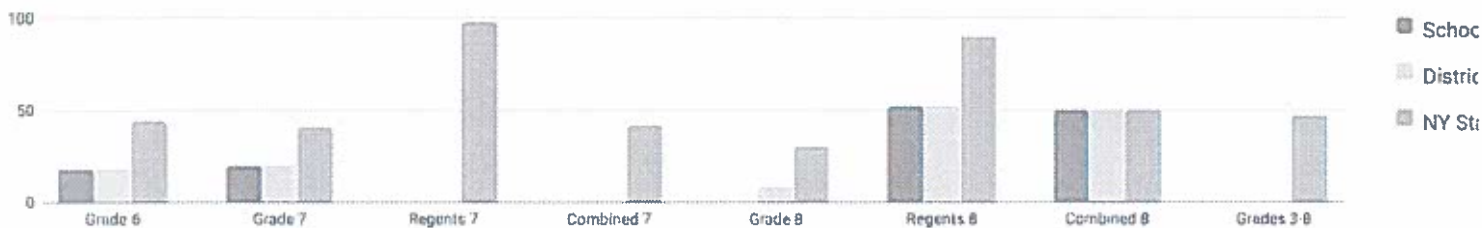


MEAN SCORE: 597

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 226 | 141 | 25 | 18% | 65 | 46% | 29 | 21% | 22 | 16% | 51 | 36% |
| General Education | 196 | 123 | 17 | 14% | 59 | 48% | 25 | 20% | 22 | 18% | 47 | 38% |
| Students with Disabilities | 30 | 18 | 8 | 44% | 6 | 33% | 4 | 22% | 0 | 0% | 4 | 22% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 29 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 159 | 109 | 20 | 18% | 56 | 51% | 18 | 17% | 15 | 14% | 33 | 30% |
| White | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 67 | 32 | 5 | 16% | 9 | 28% | 11 | 34% | 7 | 22% | 18 | 56% |
| Female | 120 | 61 | 9 | 15% | 28 | 46% | 11 | 18% | 13 | 21% | 24 | 39% |
| Male | 106 | 80 | 16 | 20% | 37 | 46% | 18 | 23% | 9 | 11% | 27 | 34% |
| English Language Learners | 67 | 21 | 7 | 33% | 12 | 57% | 2 | 10% | 0 | 0% | 2 | 10% |
| Non-English Language Learners | 159 | 120 | 18 | 15% | 53 | 44% | 27 | 23% | 22 | 18% | 49 | 41% |
| Economically Disadvantaged | 190 | 120 | 21 | 18% | 54 | 45% | 25 | 21% | 20 | 17% | 45 | 38% |
| Not Economically Disadvantaged | 36 | 21 | 4 | 19% | 11 | 52% | 4 | 19% | 2 | 10% | 6 | 29% |
| Not Migrant | 226 | 141 | 25 | 18% | 65 | 46% | 29 | 21% | 22 | 16% | 51 | 36% |
| Not Homeless | 223 | 141 | 25 | 18% | 65 | 46% | 29 | 21% | 22 | 16% | 51 | 36% |
| Not in Foster Care | 226 | 141 | 25 | 18% | 65 | 46% | 29 | 21% | 22 | 16% | 51 | 36% |
| Parent Not in Armed Forces | 226 | 141 | 25 | 18% | 65 | 46% | 29 | 21% | 22 | 16% | 51 | 36% |

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

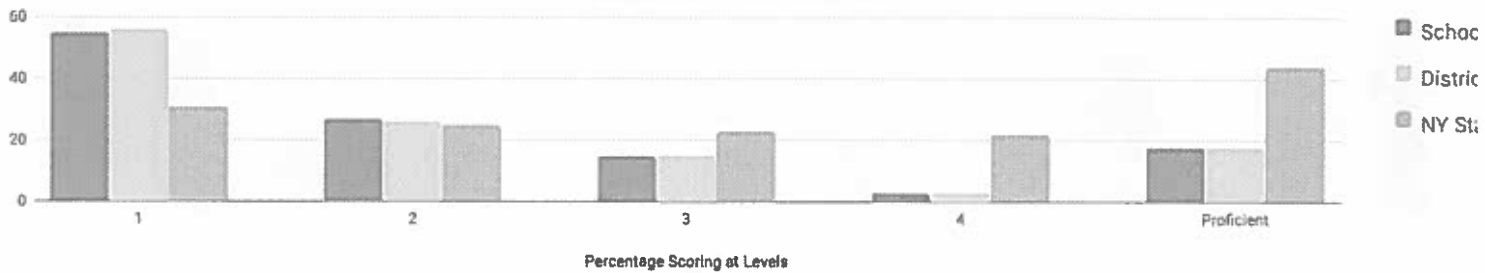
Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|-----------------|----|-------------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 6 | 148 | 241 | 133 | 55% | 64 | 27% | 36 | 15% | 8 | 3% | 44 | 18% |
| Grade 7 | 219 | 141 | 62 | 44% | 51 | 36% | 23 | 16% | 5 | 4% | 28 | 20% |
| Regents 7 | - | 1 | - | - | - | - | - | - | - | - | - | - |
| Combined 7 | - | 142 | - | - | - | - | - | - | - | - | - | - |
| Grade 8 | 356 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Regents 8 | - | 320 | 79 | 25% | 74 | 23% | 143 | 45% | 24 | 8% | 167 | 52% |
| Combined 8 | 356 | 331 | 88 | 27% | 76 | 23% | 143 | 43% | 24 | 7% | 167 | 50% |
| Grades 3-8 | - | 714 | - | - | - | - | - | - | - | - | - | - |

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.

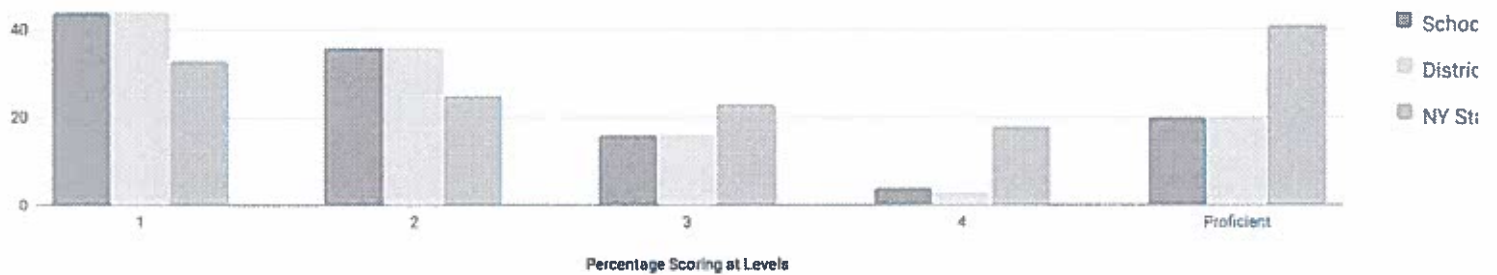
GRADE 6 MATH RESULTS



MEAN SCORE: 588

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 148 | 241 | 133 | 55% | 64 | 27% | 36 | 15% | 8 | 3% | 44 | 18% |
| General Education | 125 | 217 | 114 | 53% | 61 | 28% | 35 | 16% | 7 | 3% | 42 | 19% |
| Students with Disabilities | 23 | 24 | 19 | 79% | 3 | 13% | 1 | 4% | 1 | 4% | 2 | 8% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 0 | 6 | 3 | 50% | 0 | 0% | 1 | 17% | 2 | 33% | 3 | 50% |
| Black or African American | 33 | 50 | 31 | 62% | 16 | 32% | 3 | 6% | 0 | 0% | 3 | 6% |
| Hispanic or Latino | 115 | 179 | 97 | 54% | 46 | 26% | 30 | 17% | 6 | 3% | 36 | 20% |
| White | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 6 | 2 | 33% | 2 | 33% | 2 | 33% | 0 | 0% | 2 | 33% |
| Female | 65 | 107 | 56 | 52% | 35 | 33% | 12 | 11% | 4 | 4% | 16 | 15% |
| Male | 83 | 134 | 77 | 57% | 29 | 22% | 24 | 18% | 4 | 3% | 28 | 21% |
| English Language Learners | 61 | 64 | 56 | 88% | 8 | 13% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learners | 87 | 177 | 77 | 44% | 56 | 32% | 36 | 20% | 8 | 5% | 44 | 25% |
| Economically Disadvantaged | 130 | 212 | 120 | 57% | 56 | 26% | 30 | 14% | 6 | 3% | 36 | 17% |
| Not Economically Disadvantaged | 18 | 29 | 13 | 45% | 8 | 28% | 6 | 21% | 2 | 7% | 8 | 28% |
| Not Migrant | 148 | 241 | 133 | 55% | 64 | 27% | 36 | 15% | 8 | 3% | 44 | 18% |
| Homeless | 4 | 5 | 3 | 60% | 2 | 40% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 144 | 236 | 130 | 55% | 62 | 26% | 36 | 15% | 8 | 3% | 44 | 19% |
| Not in Foster Care | 148 | 241 | 133 | 55% | 64 | 27% | 36 | 15% | 8 | 3% | 44 | 18% |
| Parent Not in Armed Forces | 148 | 241 | 133 | 55% | 64 | 27% | 36 | 15% | 8 | 3% | 44 | 18% |

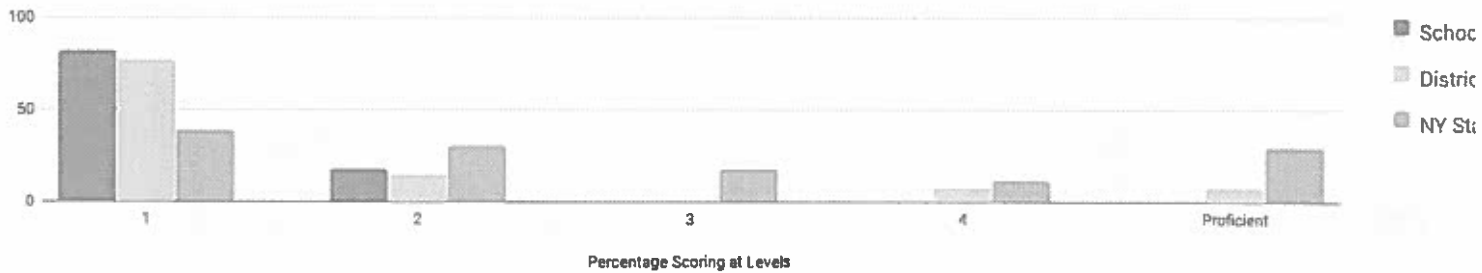
GRADE 7 MATH RESULTS



MEAN SCORE: 593

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 219 | 141 | 62 | 44% | 51 | 36% | 23 | 16% | 5 | 4% | 28 | 20% |
| General Education | 201 | 126 | 48 | 38% | 50 | 40% | 23 | 18% | 5 | 4% | 28 | 22% |
| Students with Disabilities | 18 | 15 | 14 | 93% | 1 | 7% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 40 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 163 | 98 | 43 | 44% | 38 | 39% | 14 | 14% | 3 | 3% | 17 | 17% |
| White | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 56 | 43 | 19 | 44% | 13 | 30% | 9 | 21% | 2 | 5% | 11 | 26% |
| Female | 106 | 71 | 30 | 42% | 26 | 37% | 12 | 17% | 3 | 4% | 15 | 21% |
| Male | 113 | 70 | 32 | 46% | 25 | 36% | 11 | 16% | 2 | 3% | 13 | 19% |
| English Language Learners | 71 | 21 | 17 | 81% | 4 | 19% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learners | 148 | 120 | 45 | 38% | 47 | 39% | 23 | 19% | 5 | 4% | 28 | 23% |
| Economically Disadvantaged | 189 | 119 | 52 | 44% | 42 | 35% | 20 | 17% | 5 | 4% | 25 | 21% |
| Not Economically Disadvantaged | 30 | 22 | 10 | 45% | 9 | 41% | 3 | 14% | 0 | 0% | 3 | 14% |
| Not Migrant | 219 | 141 | 62 | 44% | 51 | 36% | 23 | 16% | 5 | 4% | 28 | 20% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 138 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 219 | 141 | 62 | 44% | 51 | 36% | 23 | 16% | 5 | 4% | 28 | 20% |
| Parent Not in Armed Forces | 219 | 141 | 62 | 44% | 51 | 36% | 23 | 16% | 5 | 4% | 28 | 20% |

GRADE 8 MATH RESULTS

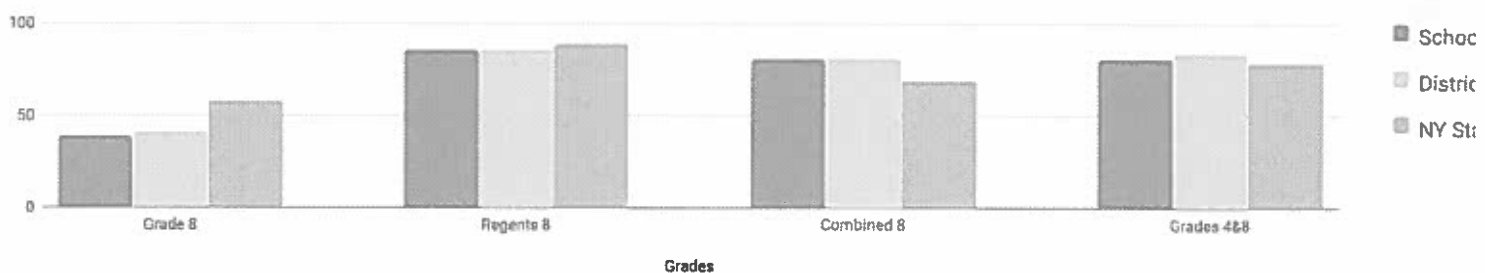


MEAN SCORE: 571

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|------|---------|-----|---------|----|---------|----|---------------------------|----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 356 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Students with Disabilities | 37 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | — | 8 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 348 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Female | 175 | 6 | 5 | 83% | 1 | 17% | 0 | 0% | 0 | 0% | 0 | 0% |
| Male | 181 | 5 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% | 0 | 0% |
| English Language Learners | 82 | 6 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% |
| Non-English Language Learners | 274 | 5 | 5 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Economically Disadvantaged | — | 9 | — | — | — | — | — | — | — | — | — | — |
| Not Economically Disadvantaged | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 356 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not Homeless | 353 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Not in Foster Care | 356 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |
| Parent Not in Armed Forces | 356 | 11 | 9 | 82% | 2 | 18% | 0 | 0% | 0 | 0% | 0 | 0% |

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

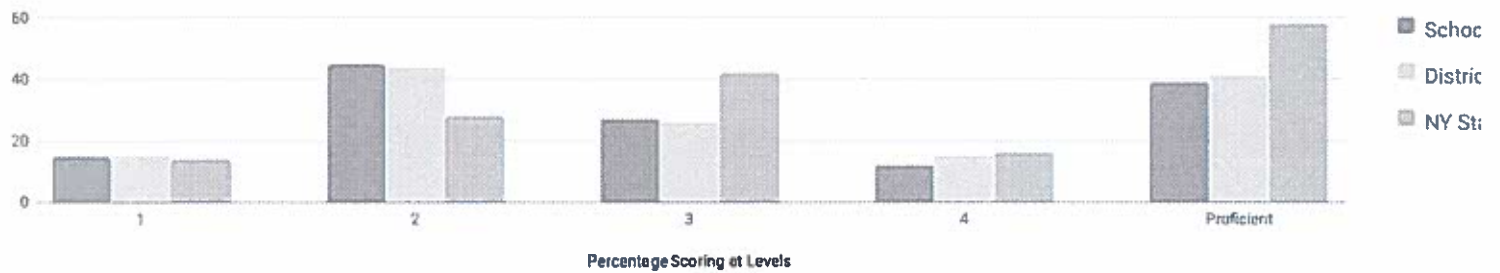
Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 8 | 334 | 33 | 5 | 15% | 15 | 45% | 9 | 27% | 4 | 12% | 13 | 39% |
| Regents 8 | 0 | 255 | 16 | 6% | 20 | 8% | 166 | 65% | 53 | 21% | 219 | 86% |
| Combined 8 | 334 | 288 | 21 | 7% | 35 | 12% | 175 | 61% | 57 | 20% | 232 | 81% |
| Grades 4&8 | 334 | 288 | 21 | 7% | 35 | 12% | 175 | 61% | 57 | 20% | 232 | 81% |

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

GRADE 8 SCIENCE RESULTS

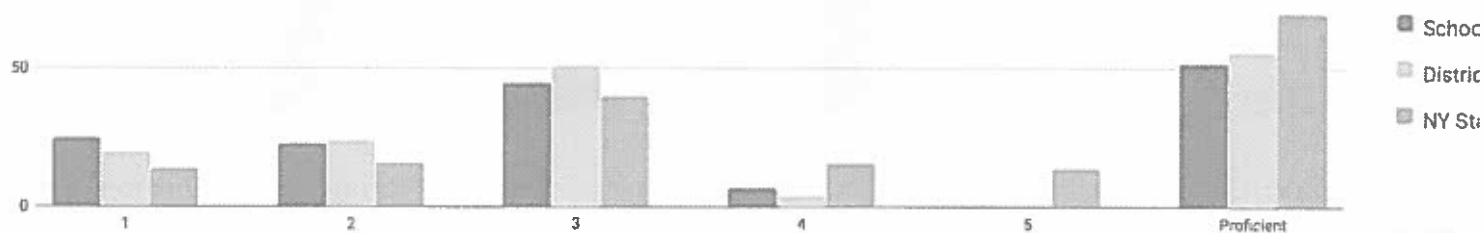


MEAN SCORE: 61

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 334 | 33 | 5 | 15% | 15 | 45% | 9 | 27% | 4 | 12% | 13 | 39% |
| General Education | 308 | 11 | 3 | 27% | 6 | 55% | 2 | 18% | 0 | 0% | 2 | 18% |
| Students with Disabilities | 26 | 22 | 2 | 9% | 9 | 41% | 7 | 32% | 4 | 18% | 11 | 50% |
| Black or African American | — | 5 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 241 | 27 | 3 | 11% | 13 | 48% | 7 | 26% | 4 | 15% | 11 | 41% |
| White | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 90 | 6 | 2 | 33% | 2 | 33% | 2 | 33% | 0 | 0% | 2 | 33% |
| Female | 168 | 13 | 1 | 8% | 6 | 46% | 5 | 38% | 1 | 8% | 6 | 46% |
| Male | 166 | 20 | 4 | 20% | 9 | 45% | 4 | 20% | 3 | 15% | 7 | 35% |
| English Language Learners | 62 | 26 | 4 | 15% | 10 | 38% | 8 | 31% | 4 | 15% | 12 | 46% |
| Non-English Language Learners | 272 | 7 | 1 | 14% | 5 | 71% | 1 | 14% | 0 | 0% | 1 | 14% |
| Economically Disadvantaged | 283 | 27 | 4 | 15% | 11 | 41% | 8 | 30% | 4 | 15% | 12 | 44% |
| Not Economically Disadvantaged | 51 | 6 | 1 | 17% | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% |
| Not Migrant | 334 | 33 | 5 | 15% | 15 | 45% | 9 | 27% | 4 | 12% | 13 | 39% |
| Not Homeless | 331 | 33 | 5 | 15% | 15 | 45% | 9 | 27% | 4 | 12% | 13 | 39% |
| Not in Foster Care | 334 | 33 | 5 | 15% | 15 | 45% | 9 | 27% | 4 | 12% | 13 | 39% |
| Parent Not in Armed Forces | 334 | 33 | 5 | 15% | 15 | 45% | 9 | 27% | 4 | 12% | 13 | 39% |

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.

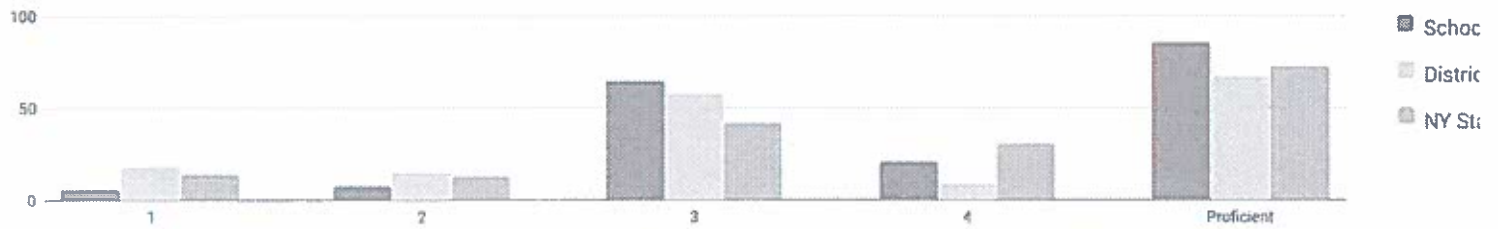
ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels

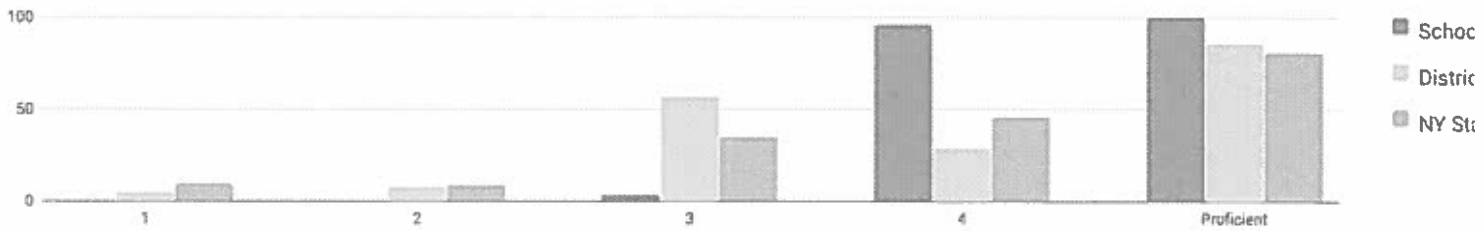
| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Level 5 | | Proficient (Levels 3 & Above) | |
|---|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------|----|-------------------------------|-----|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| All Students | 321 | 79 | 25% | 74 | 23% | 143 | 45% | 24 | 7% | 1 | 0% | 168 | 52% |
| General Education | 305 | 71 | 23% | 68 | 22% | 141 | 46% | 24 | 8% | 1 | 0% | 166 | 54% |
| Students with Disabilities | 16 | 8 | 50% | 6 | 38% | 2 | 13% | 0 | 0% | 0 | 0% | 2 | 13% |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 78 | 22 | 28% | 17 | 22% | 33 | 42% | 6 | 8% | 0 | 0% | 39 | 50% |
| Hispanic or Latino | 236 | 56 | 24% | 56 | 24% | 107 | 45% | 16 | 7% | 1 | 0% | 124 | 53% |
| White | 4 | — | — | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 7 | 1 | 14% | 1 | 14% | 3 | 43% | 2 | 29% | 0 | 0% | 5 | 71% |
| Female | 157 | 34 | 22% | 34 | 22% | 74 | 47% | 15 | 10% | 0 | 0% | 89 | 57% |
| Male | 164 | 45 | 27% | 40 | 24% | 69 | 42% | 9 | 5% | 1 | 1% | 79 | 48% |
| English Language Learners | 57 | 24 | 42% | 13 | 23% | 20 | 35% | 0 | 0% | 0 | 0% | 20 | 35% |
| Non-English Language Learners | 264 | 55 | 21% | 61 | 23% | 123 | 47% | 24 | 9% | 1 | 0% | 148 | 56% |
| Economically Disadvantaged | 272 | 60 | 22% | 69 | 25% | 123 | 45% | 20 | 7% | 0 | 0% | 143 | 53% |
| Not Economically Disadvantaged | 49 | 19 | 39% | 5 | 10% | 20 | 41% | 4 | 8% | 1 | 2% | 25 | 51% |
| Not Migrant | 321 | 79 | 25% | 74 | 23% | 143 | 45% | 24 | 7% | 1 | 0% | 168 | 52% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 319 | — | — | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 321 | 79 | 25% | 74 | 23% | 143 | 45% | 24 | 7% | 1 | 0% | 168 | 52% |
| Parent Not in Armed Forces | 321 | 79 | 25% | 74 | 23% | 143 | 45% | 24 | 7% | 1 | 0% | 168 | 52% |

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



| Subgroup | Tested | Percentage Scoring at Levels | | | | | | | | | |
|---|--------|------------------------------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 255 | 16 | 6% | 20 | 8% | 166 | 65% | 53 | 21% | 219 | 86% |
| General Education | 249 | 13 | 5% | 19 | 8% | 164 | 66% | 53 | 21% | 217 | 87% |
| Students with Disabilities | 6 | 3 | 50% | 1 | 17% | 2 | 33% | 0 | 0% | 2 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 61 | 5 | 8% | 1 | 2% | 43 | 70% | 12 | 20% | 55 | 90% |
| Hispanic or Latino | 188 | 10 | 5% | 19 | 10% | 120 | 64% | 39 | 21% | 159 | 85% |
| White | 3 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 6 | 1 | 17% | 0 | 0% | 3 | 50% | 2 | 33% | 5 | 83% |
| Female | 125 | 8 | 6% | 9 | 7% | 85 | 68% | 23 | 18% | 108 | 86% |
| Male | 130 | 8 | 6% | 11 | 8% | 81 | 62% | 30 | 23% | 111 | 85% |
| English Language Learners | 6 | 2 | 33% | 1 | 17% | 3 | 50% | 0 | 0% | 3 | 50% |
| Non-English Language Learners | 249 | 14 | 6% | 19 | 8% | 163 | 65% | 53 | 21% | 216 | 87% |
| Economically Disadvantaged | 223 | 15 | 7% | 19 | 9% | 143 | 64% | 46 | 21% | 189 | 85% |
| Not Economically Disadvantaged | 32 | 1 | 3% | 1 | 3% | 23 | 72% | 7 | 22% | 30 | 94% |
| Not Migrant | 255 | 16 | 6% | 20 | 8% | 166 | 65% | 53 | 21% | 219 | 86% |
| Homeless | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | 253 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 255 | 16 | 6% | 20 | 8% | 166 | 65% | 53 | 21% | 219 | 86% |
| Parent Not in Armed Forces | 255 | 16 | 6% | 20 | 8% | 166 | 65% | 53 | 21% | 219 | 86% |

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



| Subgroup | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|--------|---------|----|---------|----|---------|----|---------|------|---------------------------|------|
| | | # | % | # | % | # | % | # | % | # | % |
| All Students | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |
| General Education | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 9 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 11 | 0 | 0% | 0 | 0% | 0 | 0% | 11 | 100% | 11 | 100% |
| White | 1 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 12 | 0 | 0% | 0 | 0% | 1 | 8% | 11 | 92% | 12 | 100% |
| Female | 14 | 0 | 0% | 0 | 0% | 1 | 7% | 13 | 93% | 14 | 100% |
| Male | 9 | 0 | 0% | 0 | 0% | 0 | 0% | 9 | 100% | 9 | 100% |
| Non-English Language Learners | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |
| Economically Disadvantaged | 21 | — | — | — | — | — | — | — | — | — | — |
| Not Economically Disadvantaged | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Migrant | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |
| Not Homeless | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |
| Not in Foster Care | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |
| Parent Not in Armed Forces | 23 | 0 | 0% | 0 | 0% | 1 | 4% | 22 | 96% | 23 | 100% |

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

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

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|---------|------------|--------|----------|----------|---------------|-----------|------------|
| Grade 6 | 1 | 124 | 2% | 3% | 12% | 58% | 24% |
| Grade 7 | 2 | 90 | 1% | 4% | 9% | 58% | 28% |
| Grade 8 | 1 | 87 | 0% | 1% | 17% | 64% | 17% |

DRYDEN STREET SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|----------------------------|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | — | 2 | — | — | — | — | — | — | — | — |
| | Math | — | 1 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | 1 | — | — | — | — | — | — | — | — |
| Hispanic or Latino | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | — | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | — | — | — | — | — | — | — | — | — |
| Students with Disabilities | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | 1 | — | — | — | — | — | — | — | — |
| Economically Disadvantaged | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | — | — | — | — | — | — | — | — | — |

STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|-----|---|-----|
| | # | % | # | % | # | % |
| THIS SCHOOL | 0 | 0% | 0 | 0% | 0 | 0% |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

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

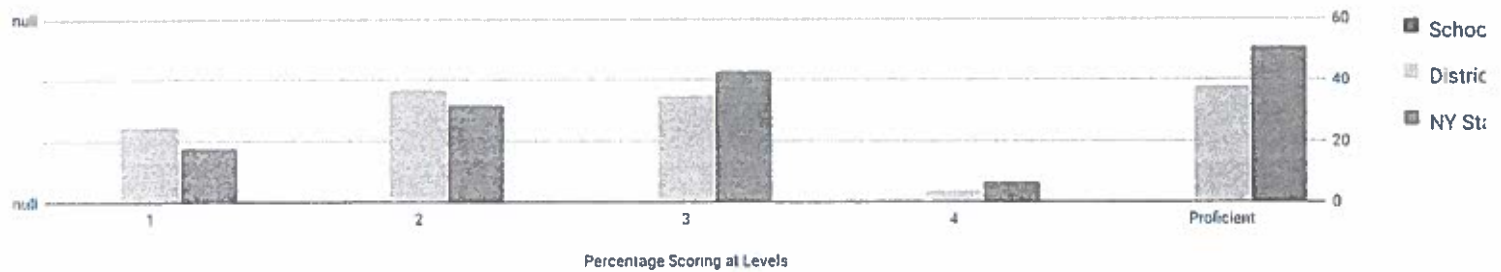
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|---|---------|---|---------|---|---------|---|---------------------------|---|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Grades 3-8 | — | 1 | — | — | — | — | — | — | — | — | — | — |

GRADE 3 ELA RESULTS



MEAN SCORE: —

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

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

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

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|--------------|------------|--------|----------|----------|---------------|-----------|------------|
| Kindergarten | 0 | 128 | 6% | 8% | 20% | 61% | 5% |
| Grade 1 | — | 2 | — | — | — | — | — |
| Grade 3 | — | 1 | — | — | — | — | — |

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DREXEL AVENUE SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 309 | 122.2 | 2 |
| | Math | 308 | 125.5 | 2 |
| | Science | 112 | 223.7 | 2 |
| | Combined | 729 | 139.2 | 2 |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | — | — | — |
| | Combined | 2 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 10 | 175 | — |
| | Math | 10 | 190 | — |
| | Science | 4 | — | — |
| | Combined | 24 | — | — |
| Black or African American | ELA | 48 | 120.8 | 2 |
| | Math | 46 | 120.7 | 2 |
| | Science | 18 | 227.8 | 2 |
| | Combined | 112 | 137.9 | 2 |
| Hispanic or Latino | ELA | 267 | 117.8 | 2 |
| | Math | 267 | 124 | 2 |
| | Science | 92 | 220.1 | 2 |
| | Combined | 626 | 135.5 | 2 |
| Multiracial | ELA | 3 | — | — |
| | Math | 3 | — | — |
| | Science | 2 | — | — |
| | Combined | 8 | — | — |
| White | ELA | 12 | 175 | 4 |
| | Math | 12 | 162.5 | 4 |
| | Science | 6 | 250 | 4 |
| | Combined | 30 | 185 | 4 |
| English Language Learners | ELA | 106 | 77.8 | 3 |
| | Math | 106 | 80.7 | 3 |
| | Science | 34 | 213.2 | 3 |
| | Combined | 246 | 97.8 | 3 |
| Students with Disabilities | ELA | 63 | 73.8 | 3 |
| | Math | 59 | 73.7 | 3 |
| | Science | 30 | 200 | 3 |
| | Combined | 152 | 98.7 | 3 |
| Economically Disadvantaged | ELA | 268 | 117.4 | 3 |
| | Math | 269 | 121.4 | 3 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 98 | 219.9 | 3 |
| | Combined | 635 | 134.9 | 3 |

EM WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 337 | 112 | 3 |
| | Math | 339 | 114 | 3 |
| | Science | 114 | 219.7 | 3 |
| | Combined | 339 | 128.4 | 3 |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | — | — | — |
| | Combined | 1 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 10 | 175 | — |
| | Math | 10 | 190 | — |
| | Science | 4 | — | — |
| | Combined | 10 | — | — |
| Black or African American | ELA | 53 | 109.4 | 3 |
| | Math | 53 | 104.7 | 3 |
| | Science | 19 | 215.8 | 3 |
| | Combined | 53 | 123.6 | 3 |
| Hispanic or Latino | ELA | 293 | 107.3 | 3 |
| | Math | 295 | 112.2 | 3 |
| | Science | 95 | 213.2 | 3 |
| | Combined | 295 | 124.2 | 3 |
| Multiracial | ELA | 3 | — | — |
| | Math | 3 | — | — |
| | Science | 2 | — | — |
| | Combined | 3 | — | — |
| White | ELA | 14 | 150 | 4 |
| | Math | 13 | 150 | 4 |
| | Science | 6 | 250 | 4 |
| | Combined | 13 | 168.2 | 4 |
| English Language Learners | ELA | 118 | 69.9 | 3 |
| | Math | 121 | 70.7 | 3 |
| | Science | 38 | 190.8 | 3 |
| | Combined | 121 | 86.8 | 3 |
| Students with Disabilities | ELA | 76 | 61.2 | 3 |
| | Math | 76 | 57.2 | 3 |
| | Science | 33 | 181.8 | 3 |
| | Combined | 76 | 81.1 | 3 |
| Economically Disadvantaged | ELA | 295 | 106.6 | 3 |
| | Math | 296 | 110.3 | 3 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 101 | 213.4 | 3 |
| | Combined | 296 | 123.8 | 3 |

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

| Subgroup | Sum Of SGPs | Number Of SGPs | Index | Level |
|---|-------------|----------------|-------|-------|
| All Students | 55,323 | 1,033 | 53.6 | 3 |
| American Indian or Alaska Native | — | 4 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 10 | — | — |
| Black or African American | 3,683 | 77 | 47.8 | 2 |
| Hispanic or Latino | 49,688 | 923 | 53.8 | 3 |
| Multiracial | — | 2 | — | — |
| White | — | 17 | — | — |
| English Language Learners | 17,221 | 298 | 57.8 | 4 |
| Students with Disabilities | 6,902 | 127 | 54.3 | 4 |
| Economically Disadvantaged | 50,524 | 943 | 53.6 | 3 |

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

| Subgroup | Level |
|----------------------------|-------|
| All Students | 3 |
| Black or African American | 2 |
| Hispanic or Latino | 3 |
| White | 4 |
| English Language Learners | 4 |
| Students with Disabilities | 4 |
| Economically Disadvantaged | 4 |

EM ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 184 | 42% | 46% | 1.1 | 3 |
| American Indian or Alaska Native | 1 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — |
| Black or African American | 1 | — | — | — | — |
| Hispanic or Latino | 178 | 42% | 46% | 1.1 | 3 |
| Multiracial | 0 | — | — | — | — |
| White | 3 | — | — | — | — |
| English Language Learners | 184 | 42% | 46% | 1.1 | 3 |
| Students with Disabilities | 54 | 36% | 28% | 0.8 | 2 |
| Economically Disadvantaged | 169 | 41% | 44% | 1.1 | 3 |

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 78.7 | 337 | 112 | 83.6% | 100.7% | 117.3 | 158.7 | 200 | 3 | 3 |
| | Math | 100.1 | 339 | 114 | 104.1% | 103.3% | 119.4 | 159.7 | 200 | 3 | 3 |
| American Indian or Alaska Native | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | 1 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 10 | — | — | — | — | — | — | — | — |
| | Math | — | 10 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 84.4 | 53 | 109.4 | 89% | 93.9% | 111.6 | 155.8 | 200 | 3 | 3 |
| | Math | 103.3 | 53 | 104.7 | 107.2% | 83.1% | 102.6 | 151.3 | 200 | 3 | 3 |
| Hispanic or Latino | ELA | 74.8 | 293 | 107.3 | 79.8% | 90.8% | 109 | 154.5 | 200 | 3 | 3 |
| | Math | 97 | 295 | 112.2 | 101.1% | 87% | 105.8 | 152.9 | 200 | 4 | 3 |
| Multiracial | ELA | — | 3 | — | — | — | — | — | — | — | — |
| | Math | — | 3 | — | — | — | — | — | — | — | — |
| White | ELA | — | 14 | — | — | — | — | — | — | — | — |
| | Math | — | 13 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 30.3 | 118 | 69.9 | 37.1% | 60.8% | 84 | 142 | 200 | 3 | 2 |
| | Math | 52 | 121 | 70.7 | 57.9% | 77.9% | 98.2 | 149.1 | 200 | 2 | 2 |
| Students with Disabilities | ELA | 48.8 | 76 | 61.2 | 54.8% | 54.4% | 78.6 | 139.3 | 200 | 3 | 2 |
| | Math | 61 | 76 | 57.2 | 66.6% | 54.4% | 78.6 | 139.3 | 200 | 2 | 2 |
| Economically Disadvantaged | ELA | 82.5 | 295 | 106.6 | 87.2% | 90.7% | 108.9 | 154.5 | 200 | 3 | 3 |
| | Math | 103.6 | 296 | 110.3 | 107.5% | 89.4% | 107.8 | 153.9 | 200 | 4 | 3 |

EM CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 11.9 | 598 | 92 | 15.4% | 11.6% | 15% | 13.3% | 9.2% | 5% | 1 |
| American Indian or Alaska Native | — | 4 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 23 | — | — | — | — | — | — | — | — |
| Black or African American | 22.5 | 56 | 13 | 23.2% | 21.8% | 20.8% | 18.2% | 11.6% | 5% | 1 |
| Hispanic or Latino | 10.4 | 506 | 69 | 13.6% | 10.2% | 20.4% | 17.8% | 11.4% | 5% | 3 |
| Multiracial | — | 3 | — | — | — | — | — | — | — | — |
| White | — | 38 | — | — | — | — | — | — | — | — |
| English Language Learners | 11.5 | 210 | 35 | 16.7% | 11.2% | 18.1% | 15.9% | 10.5% | 5% | 2 |
| Students with Disabilities | 14 | 53 | 17 | 32.1% | 13.6% | 22.2% | 19.3% | 12.2% | 5% | 1 |
| Economically Disadvantaged | 11.3 | 503 | 82 | 16.3% | 11% | 20.5% | 17.9% | 11.5% | 5% | 3 |

EM ELA PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 733 | 85.4% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 6 | — |
| Black or African American | — | 32 | — |
| Hispanic or Latino | X | 646 | 85% |
| Multiracial | — | 1 | — |
| White | — | 9 | — |
| English Language Learners | X | 249 | 79.5% |
| Students with Disabilities | — | 38 | — |
| Economically Disadvantaged | X | 638 | 86.1% |

EM MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 735 | 84.2% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 6 | — |
| Black or African American | — | 32 | — |
| Hispanic or Latino | X | 649 | 84% |
| Multiracial | — | 1 | — |
| White | — | 8 | — |
| English Language Learners | X | 251 | 78.9% |
| Students with Disabilities | — | 38 | — |
| Economically Disadvantaged | X | 639 | 84.8% |

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

| Grade | Number Taking NYSESLAT |
|---------|------------------------|
| Grade 3 | 2 |
| Grade 5 | 1 |

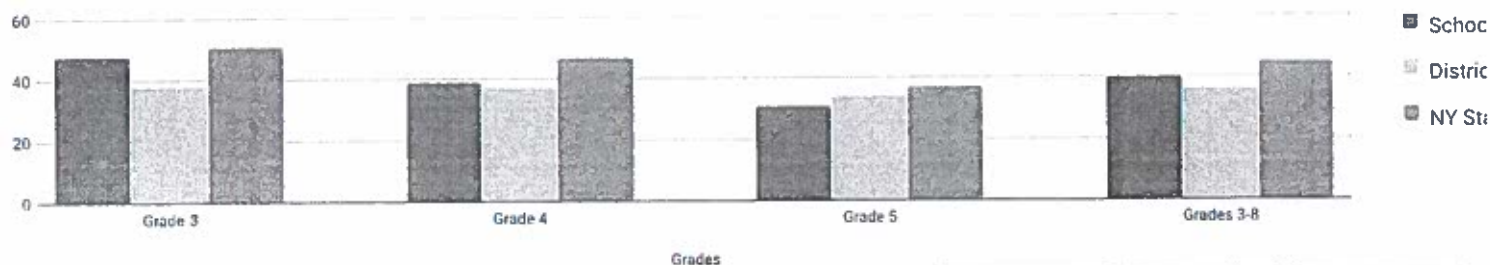
STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|-----|---|-----|
| | # | % | # | % | # | % |
| THIS SCHOOL | 3 | 7% | 0 | 0% | 0 | 0% |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

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

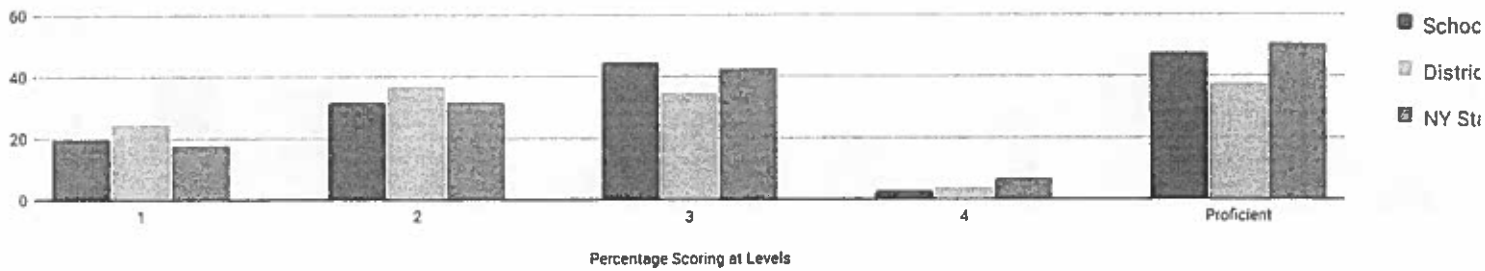
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| Grade 4 | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| Grade 5 | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| Grades 3-8 | 51 | 315 | 66 | 21% | 124 | 39% | 104 | 33% | 21 | 7% | 125 | 40% |

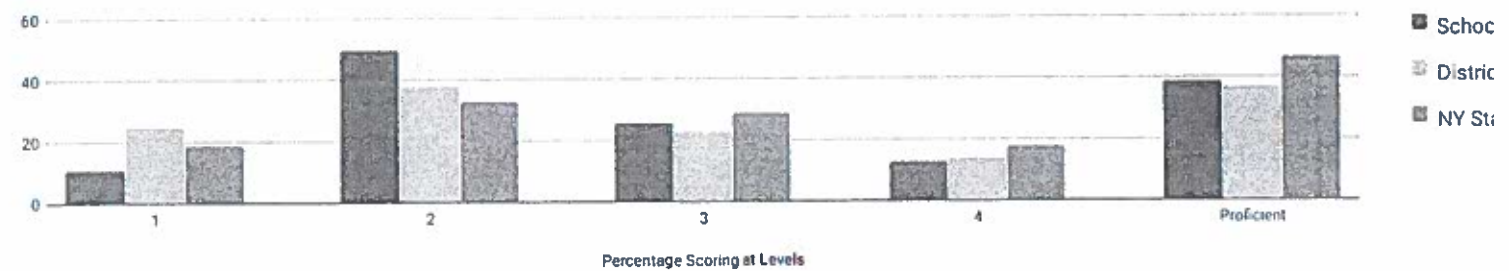
GRADE 3 ELA RESULTS



MEAN SCORE: 597

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| General Education | 9 | 102 | 19 | 19% | 33 | 32% | 47 | 46% | 3 | 3% | 50 | 49% |
| Students with Disabilities | 4 | 8 | 3 | 38% | 2 | 25% | 3 | 38% | 0 | 0% | 3 | 38% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 8 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 10 | 98 | 21 | 21% | 30 | 31% | 45 | 46% | 2 | 2% | 47 | 48% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 3 | 12 | 1 | 8% | 5 | 42% | 5 | 42% | 1 | 8% | 6 | 50% |
| Female | 6 | 45 | 6 | 13% | 15 | 33% | 22 | 49% | 2 | 4% | 24 | 53% |
| Male | 7 | 65 | 16 | 25% | 20 | 31% | 28 | 43% | 1 | 2% | 29 | 45% |
| English Language Learners | 6 | 43 | 19 | 44% | 13 | 30% | 11 | 26% | 0 | 0% | 11 | 26% |
| Non-English Language Learners | 7 | 67 | 3 | 4% | 22 | 33% | 39 | 58% | 3 | 4% | 42 | 63% |
| Economically Disadvantaged | 13 | 97 | 21 | 22% | 32 | 33% | 41 | 42% | 3 | 3% | 44 | 45% |
| Not Economically Disadvantaged | 0 | 13 | 1 | 8% | 3 | 23% | 9 | 69% | 0 | 0% | 9 | 69% |
| Not Migrant | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 107 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| Parent Not in Armed Forces | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |

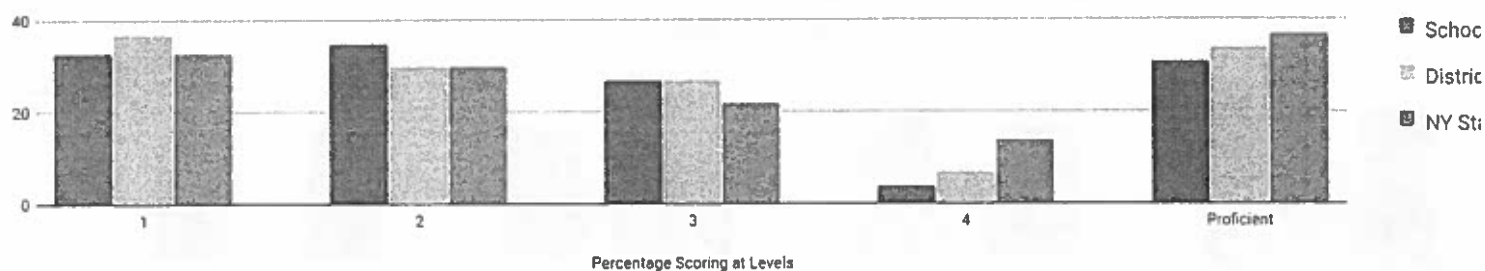
GRADE 4 ELA RESULTS



MEAN SCORE: 599

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| General Education | 13 | 95 | 9 | 9% | 47 | 49% | 26 | 27% | 13 | 14% | 39 | 41% |
| Students with Disabilities | 4 | 14 | 3 | 21% | 8 | 57% | 2 | 14% | 1 | 7% | 3 | 21% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 0 | 13 | 0 | 0% | 9 | 69% | 3 | 23% | 1 | 8% | 4 | 31% |
| Hispanic or Latino | 16 | 89 | 12 | 13% | 46 | 52% | 21 | 24% | 10 | 11% | 31 | 35% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 7 | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% | 7 | 100% |
| Female | 7 | 54 | 5 | 9% | 30 | 56% | 12 | 22% | 7 | 13% | 19 | 35% |
| Male | 10 | 55 | 7 | 13% | 25 | 45% | 16 | 29% | 7 | 13% | 23 | 42% |
| English Language Learners | 13 | 29 | 6 | 21% | 20 | 69% | 3 | 10% | 0 | 0% | 3 | 10% |
| Non-English Language Learners | 4 | 80 | 6 | 8% | 35 | 44% | 25 | 31% | 14 | 18% | 39 | 49% |
| Economically Disadvantaged | 17 | 94 | 12 | 13% | 50 | 53% | 23 | 24% | 9 | 10% | 32 | 34% |
| Not Economically Disadvantaged | 0 | 15 | 0 | 0% | 5 | 33% | 5 | 33% | 5 | 33% | 10 | 67% |
| Not Migrant | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 107 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| Parent Not in Armed Forces | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |

GRADE 5 ELA RESULTS

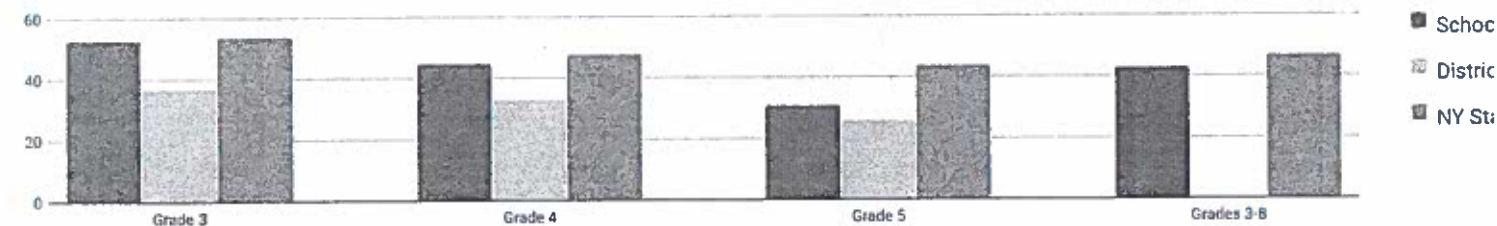


MEAN SCORE: 599

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| General Education | 20 | 89 | 29 | 33% | 30 | 34% | 26 | 29% | 4 | 4% | 30 | 34% |
| Students with Disabilities | 1 | 7 | 3 | 43% | 4 | 57% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 8 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 20 | 85 | 31 | 36% | 27 | 32% | 24 | 28% | 3 | 4% | 27 | 32% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 11 | 1 | 9% | 7 | 64% | 2 | 18% | 1 | 9% | 3 | 27% |
| Female | 9 | 47 | 9 | 19% | 20 | 43% | 15 | 32% | 3 | 6% | 18 | 38% |
| Male | 12 | 49 | 23 | 47% | 14 | 29% | 11 | 22% | 1 | 2% | 12 | 24% |
| English Language Learners | 4 | 27 | 18 | 67% | 8 | 30% | 1 | 4% | 0 | 0% | 1 | 4% |
| Non-English Language Learners | 17 | 69 | 14 | 20% | 26 | 38% | 25 | 36% | 4 | 6% | 29 | 42% |
| Economically Disadvantaged | 17 | 82 | 27 | 33% | 31 | 38% | 21 | 26% | 3 | 4% | 24 | 29% |
| Not Economically Disadvantaged | 4 | 14 | 5 | 36% | 3 | 21% | 5 | 36% | 1 | 7% | 6 | 43% |
| Not Migrant | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 94 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| Parent Not in Armed Forces | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |

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

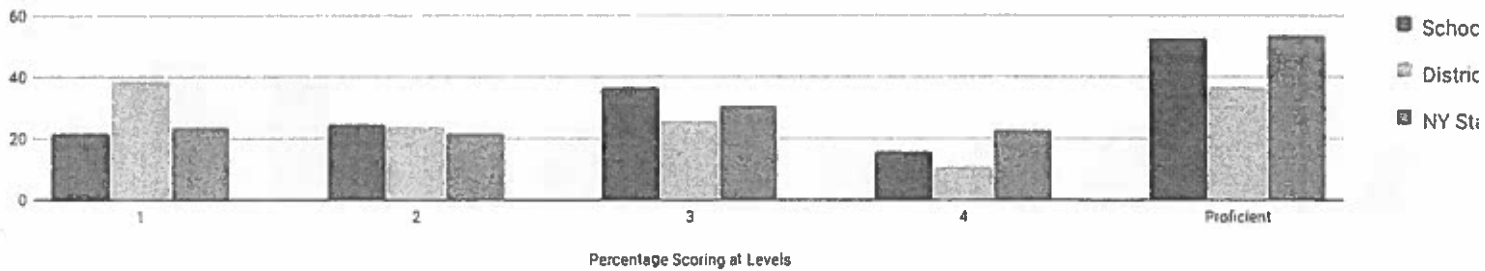
Percent Proficient



| Grade | Not Tested | Tested | Grades | | | | | | | | | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| Grade 4 | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| Grade 5 | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| Grades 3-8 | 51 | 315 | 85 | 27% | 93 | 30% | 80 | 25% | 57 | 18% | 137 | 43% |

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.

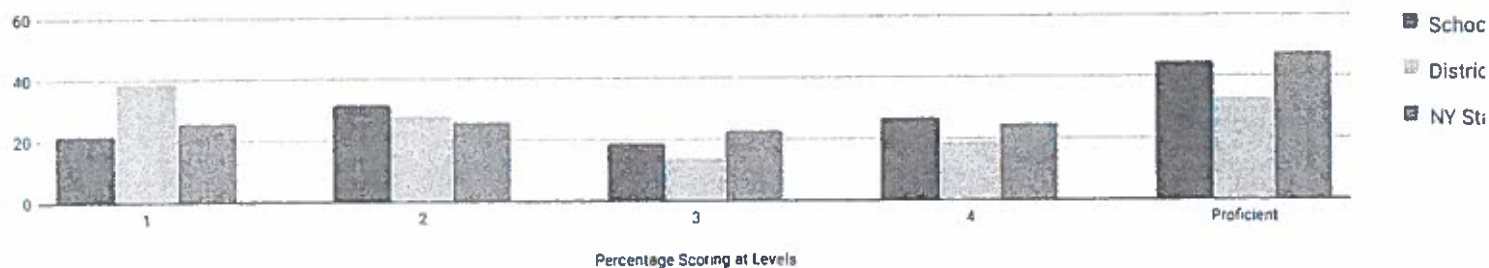
GRADE 3 MATH RESULTS



MEAN SCORE: 598

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| General Education | 7 | 105 | 22 | 21% | 25 | 24% | 40 | 38% | 18 | 17% | 58 | 55% |
| Students with Disabilities | 5 | 7 | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% | 1 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 2 | 8 | 2 | 25% | 1 | 13% | 4 | 50% | 1 | 13% | 5 | 63% |
| Hispanic or Latino | 10 | 99 | 22 | 22% | 26 | 26% | 34 | 34% | 17 | 17% | 51 | 52% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 5 | 1 | 20% | 1 | 20% | 3 | 60% | 0 | 0% | 3 | 60% |
| Female | 5 | 47 | 7 | 15% | 12 | 26% | 20 | 43% | 8 | 17% | 28 | 60% |
| Male | 7 | 65 | 18 | 28% | 16 | 25% | 21 | 32% | 10 | 15% | 31 | 48% |
| English Language Learners | 4 | 45 | 18 | 40% | 19 | 42% | 5 | 11% | 3 | 7% | 8 | 18% |
| Non-English Language Learners | 8 | 67 | 7 | 10% | 9 | 13% | 36 | 54% | 15 | 22% | 51 | 76% |
| Economically Disadvantaged | 11 | 100 | 24 | 24% | 25 | 25% | 34 | 34% | 17 | 17% | 51 | 51% |
| Not Economically Disadvantaged | 1 | 12 | 1 | 8% | 3 | 25% | 7 | 58% | 1 | 8% | 8 | 67% |
| Not Migrant | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 110 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| Parent Not in Armed Forces | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |

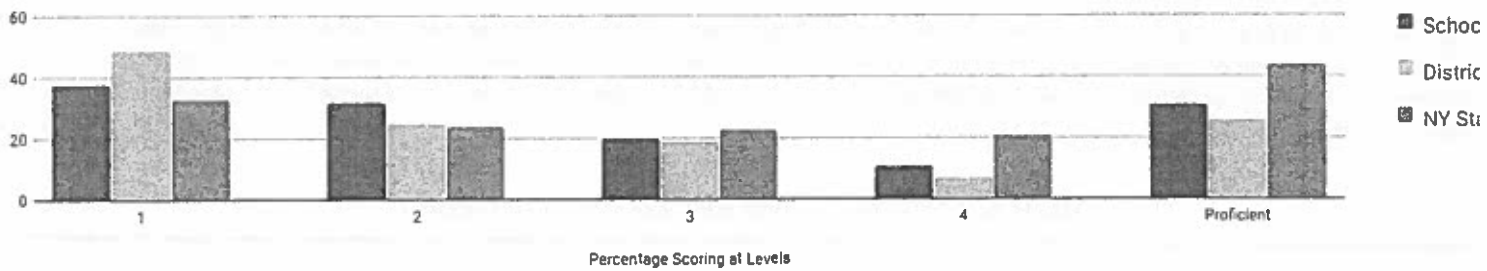
GRADE 4 MATH RESULTS



MEAN SCORE: 602

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| General Education | 12 | 96 | 21 | 22% | 30 | 31% | 19 | 20% | 26 | 27% | 45 | 47% |
| Students with Disabilities | 6 | 12 | 3 | 25% | 5 | 42% | 1 | 8% | 3 | 25% | 4 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 12 | 3 | 25% | 4 | 33% | 1 | 8% | 4 | 33% | 5 | 42% |
| Hispanic or Latino | 17 | 88 | 21 | 24% | 29 | 33% | 17 | 19% | 21 | 24% | 38 | 43% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 8 | 0 | 0% | 2 | 25% | 2 | 25% | 4 | 50% | 6 | 75% |
| Female | 7 | 54 | 15 | 28% | 20 | 37% | 9 | 17% | 10 | 19% | 19 | 35% |
| Male | 11 | 54 | 9 | 17% | 15 | 28% | 11 | 20% | 19 | 35% | 30 | 56% |
| English Language Learners | 12 | 30 | 13 | 43% | 13 | 43% | 4 | 13% | 0 | 0% | 4 | 13% |
| Non-English Language Learners | 6 | 78 | 11 | 14% | 22 | 28% | 16 | 21% | 29 | 37% | 45 | 58% |
| Economically Disadvantaged | 18 | 93 | 22 | 24% | 32 | 34% | 18 | 19% | 21 | 23% | 39 | 42% |
| Not Economically Disadvantaged | 0 | 15 | 2 | 13% | 3 | 20% | 2 | 13% | 8 | 53% | 10 | 67% |
| Not Migrant | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 106 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| Parent Not in Armed Forces | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |

GRADE 5 MATH RESULTS



MEAN SCORE: 596

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| General Education | 20 | 88 | 30 | 34% | 29 | 33% | 19 | 22% | 10 | 11% | 29 | 33% |
| Students with Disabilities | 1 | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 7 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 18 | 87 | 32 | 37% | 27 | 31% | 18 | 21% | 10 | 11% | 28 | 32% |
| Small Group Total | 2 | 8 | 4 | 50% | 3 | 38% | 1 | 13% | 0 | 0% | 1 | 13% |
| Female | 9 | 46 | 14 | 30% | 18 | 39% | 9 | 20% | 5 | 11% | 14 | 30% |
| Male | 12 | 49 | 22 | 45% | 12 | 24% | 10 | 20% | 5 | 10% | 15 | 31% |
| English Language Learners | 6 | 25 | 13 | 52% | 7 | 28% | 5 | 20% | 0 | 0% | 5 | 20% |
| Non-English Language Learners | 15 | 70 | 23 | 33% | 23 | 33% | 14 | 20% | 10 | 14% | 24 | 34% |
| Economically Disadvantaged | 16 | 82 | 32 | 39% | 26 | 32% | 17 | 21% | 7 | 9% | 24 | 29% |
| Not Economically Disadvantaged | 5 | 13 | 4 | 31% | 4 | 31% | 2 | 15% | 3 | 23% | 5 | 38% |
| Not Migrant | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 92 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| Parent Not in Armed Forces | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |

DREXEL AVENUE SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 309 | 122.2 | 2 |
| | Math | 308 | 125.5 | 2 |
| | Science | 112 | 223.7 | 2 |
| | Combined | 729 | 139.2 | 2 |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | — | — | — |
| | Combined | 2 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 10 | 175 | — |
| | Math | 10 | 190 | — |
| | Science | 4 | — | — |
| | Combined | 24 | — | — |
| Black or African American | ELA | 48 | 120.8 | 2 |
| | Math | 46 | 120.7 | 2 |
| | Science | 18 | 227.8 | 2 |
| | Combined | 112 | 137.9 | 2 |
| Hispanic or Latino | ELA | 267 | 117.8 | 2 |
| | Math | 267 | 124 | 2 |
| | Science | 92 | 220.1 | 2 |
| | Combined | 626 | 135.5 | 2 |
| Multiracial | ELA | 3 | — | — |
| | Math | 3 | — | — |
| | Science | 2 | — | — |
| | Combined | 8 | — | — |
| White | ELA | 12 | 175 | 4 |
| | Math | 12 | 162.5 | 4 |
| | Science | 6 | 250 | 4 |
| | Combined | 30 | 185 | 4 |
| English Language Learners | ELA | 106 | 77.8 | 3 |
| | Math | 106 | 80.7 | 3 |
| | Science | 34 | 213.2 | 3 |
| | Combined | 246 | 97.8 | 3 |
| Students with Disabilities | ELA | 63 | 73.8 | 3 |
| | Math | 59 | 73.7 | 3 |
| | Science | 30 | 200 | 3 |
| | Combined | 152 | 98.7 | 3 |
| Economically Disadvantaged | ELA | 268 | 117.4 | 3 |
| | Math | 269 | 121.4 | 3 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 98 | 219.9 | 3 |
| | Combined | 635 | 134.9 | 3 |

EM WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 337 | 112 | 3 |
| | Math | 339 | 114 | 3 |
| | Science | 114 | 219.7 | 3 |
| | Combined | 339 | 128.4 | 3 |
| American Indian or Alaska Native | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | — | — | — |
| | Combined | 1 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 10 | 175 | — |
| | Math | 10 | 190 | — |
| | Science | 4 | — | — |
| | Combined | 10 | — | — |
| Black or African American | ELA | 53 | 109.4 | 3 |
| | Math | 53 | 104.7 | 3 |
| | Science | 19 | 215.8 | 3 |
| | Combined | 53 | 123.6 | 3 |
| Hispanic or Latino | ELA | 293 | 107.3 | 3 |
| | Math | 295 | 112.2 | 3 |
| | Science | 95 | 213.2 | 3 |
| | Combined | 295 | 124.2 | 3 |
| Multiracial | ELA | 3 | — | — |
| | Math | 3 | — | — |
| | Science | 2 | — | — |
| | Combined | 3 | — | — |
| White | ELA | 14 | 150 | 4 |
| | Math | 13 | 150 | 4 |
| | Science | 6 | 250 | 4 |
| | Combined | 13 | 168.2 | 4 |
| English Language Learners | ELA | 118 | 69.9 | 3 |
| | Math | 121 | 70.7 | 3 |
| | Science | 38 | 190.8 | 3 |
| | Combined | 121 | 86.8 | 3 |
| Students with Disabilities | ELA | 76 | 61.2 | 3 |
| | Math | 76 | 57.2 | 3 |
| | Science | 33 | 181.8 | 3 |
| | Combined | 76 | 81.1 | 3 |
| Economically Disadvantaged | ELA | 295 | 106.6 | 3 |
| | Math | 296 | 110.3 | 3 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 101 | 213.4 | 3 |
| | Combined | 296 | 123.8 | 3 |

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

| Subgroup | Sum Of SGPs | Number Of SGPs | Index | Level |
|---|-------------|----------------|-------|-------|
| All Students | 55,323 | 1,033 | 53.6 | 3 |
| American Indian or Alaska Native | — | 4 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 10 | — | — |
| Black or African American | 3,683 | 77 | 47.8 | 2 |
| Hispanic or Latino | 49,688 | 923 | 53.8 | 3 |
| Multiracial | — | 2 | — | — |
| White | — | 17 | — | — |
| English Language Learners | 17,221 | 298 | 57.8 | 4 |
| Students with Disabilities | 6,902 | 127 | 54.3 | 4 |
| Economically Disadvantaged | 50,524 | 943 | 53.6 | 3 |

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

| Subgroup | Level |
|----------------------------|-------|
| All Students | 3 |
| Black or African American | 2 |
| Hispanic or Latino | 3 |
| White | 4 |
| English Language Learners | 4 |
| Students with Disabilities | 4 |
| Economically Disadvantaged | 4 |

EM ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 184 | 42% | 46% | 1.1 | 3 |
| American Indian or Alaska Native | 1 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — |
| Black or African American | 1 | — | — | — | — |
| Hispanic or Latino | 178 | 42% | 46% | 1.1 | 3 |
| Multiracial | 0 | — | — | — | — |
| White | 3 | — | — | — | — |
| English Language Learners | 184 | 42% | 46% | 1.1 | 3 |
| Students with Disabilities | 54 | 36% | 28% | 0.8 | 2 |
| Economically Disadvantaged | 169 | 41% | 44% | 1.1 | 3 |

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 78.7 | 337 | 112 | 83.6% | 100.7% | 117.3 | 158.7 | 200 | 3 | 3 |
| | Math | 100.1 | 339 | 114 | 104.1% | 103.3% | 119.4 | 159.7 | 200 | 3 | 3 |
| American Indian or Alaska Native | ELA | — | 1 | — | — | — | — | — | — | — | — |
| | Math | — | 1 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 10 | — | — | — | — | — | — | — | — |
| | Math | — | 10 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 84.4 | 53 | 109.4 | 89% | 93.9% | 111.6 | 155.8 | 200 | 3 | 3 |
| | Math | 103.3 | 53 | 104.7 | 107.2% | 83.1% | 102.6 | 151.3 | 200 | 3 | 3 |
| Hispanic or Latino | ELA | 74.8 | 293 | 107.3 | 79.8% | 90.8% | 109 | 154.5 | 200 | 3 | 3 |
| | Math | 97 | 295 | 112.2 | 101.1% | 87% | 105.8 | 152.9 | 200 | 4 | 3 |
| Multiracial | ELA | — | 3 | — | — | — | — | — | — | — | — |
| | Math | — | 3 | — | — | — | — | — | — | — | — |
| White | ELA | — | 14 | — | — | — | — | — | — | — | — |
| | Math | — | 13 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 30.3 | 118 | 69.9 | 37.1% | 60.8% | 84 | 142 | 200 | 3 | 2 |
| | Math | 52 | 121 | 70.7 | 57.9% | 77.9% | 98.2 | 149.1 | 200 | 2 | 2 |
| Students with Disabilities | ELA | 48.8 | 76 | 61.2 | 54.8% | 54.4% | 78.6 | 139.3 | 200 | 3 | 2 |
| | Math | 61 | 76 | 57.2 | 66.6% | 54.4% | 78.6 | 139.3 | 200 | 2 | 2 |
| Economically Disadvantaged | ELA | 82.5 | 295 | 106.6 | 87.2% | 90.7% | 108.9 | 154.5 | 200 | 3 | 3 |
| | Math | 103.6 | 296 | 110.3 | 107.5% | 89.4% | 107.8 | 153.9 | 200 | 4 | 3 |

EM CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 11.9 | 598 | 92 | 15.4% | 11.6% | 15% | 13.3% | 9.2% | 5% | 1 |
| American Indian or Alaska Native | — | 4 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 23 | — | — | — | — | — | — | — | — |
| Black or African American | 22.5 | 56 | 13 | 23.2% | 21.8% | 20.8% | 18.2% | 11.6% | 5% | 1 |
| Hispanic or Latino | 10.4 | 506 | 69 | 13.6% | 10.2% | 20.4% | 17.8% | 11.4% | 5% | 3 |
| Multiracial | — | 3 | — | — | — | — | — | — | — | — |
| White | — | 38 | — | — | — | — | — | — | — | — |
| English Language Learners | 11.5 | 210 | 35 | 16.7% | 11.2% | 18.1% | 15.9% | 10.5% | 5% | 2 |
| Students with Disabilities | 14 | 53 | 17 | 32.1% | 13.6% | 22.2% | 19.3% | 12.2% | 5% | 1 |
| Economically Disadvantaged | 11.3 | 503 | 82 | 16.3% | 11% | 20.5% | 17.9% | 11.5% | 5% | 3 |

EM ELA PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 733 | 85.4% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 6 | — |
| Black or African American | — | 32 | — |
| Hispanic or Latino | X | 646 | 85% |
| Multiracial | — | 1 | — |
| White | — | 9 | — |
| English Language Learners | X | 249 | 79.5% |
| Students with Disabilities | — | 38 | — |
| Economically Disadvantaged | X | 638 | 86.1% |

EM MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 735 | 84.2% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 6 | — |
| Black or African American | — | 32 | — |
| Hispanic or Latino | X | 649 | 84% |
| Multiracial | — | 1 | — |
| White | — | 8 | — |
| English Language Learners | X | 251 | 78.9% |
| Students with Disabilities | — | 38 | — |
| Economically Disadvantaged | X | 639 | 84.8% |

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

| Grade | Number Taking NYSESLAT |
|---------|------------------------|
| Grade 3 | 2 |
| Grade 5 | 1 |

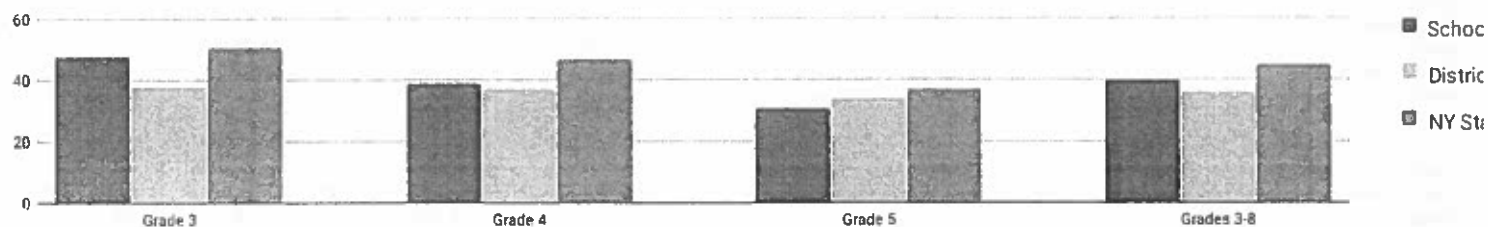
STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|-----|---|-----|
| | # | % | # | % | # | % |
| THIS SCHOOL | 3 | 7% | 0 | 0% | 0 | 0% |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

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

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

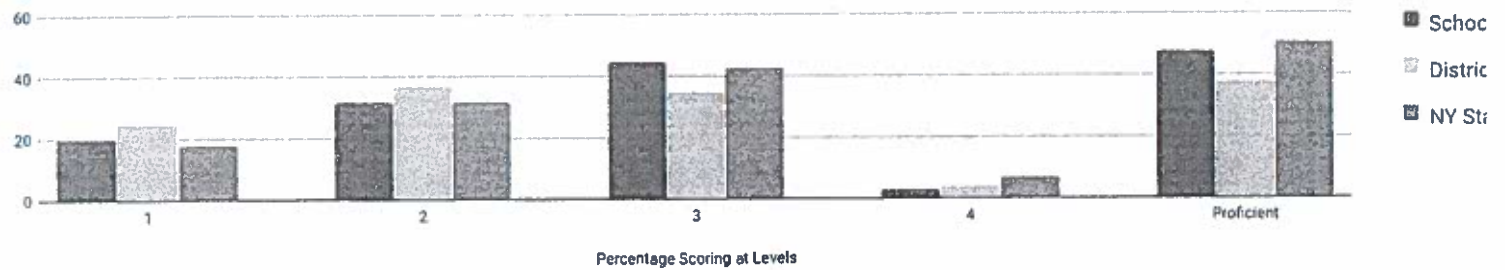
Percent Proficient



Grades

| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| Grade 4 | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| Grade 5 | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| Grades 3-8 | 51 | 315 | 66 | 21% | 124 | 39% | 104 | 33% | 21 | 7% | 125 | 40% |

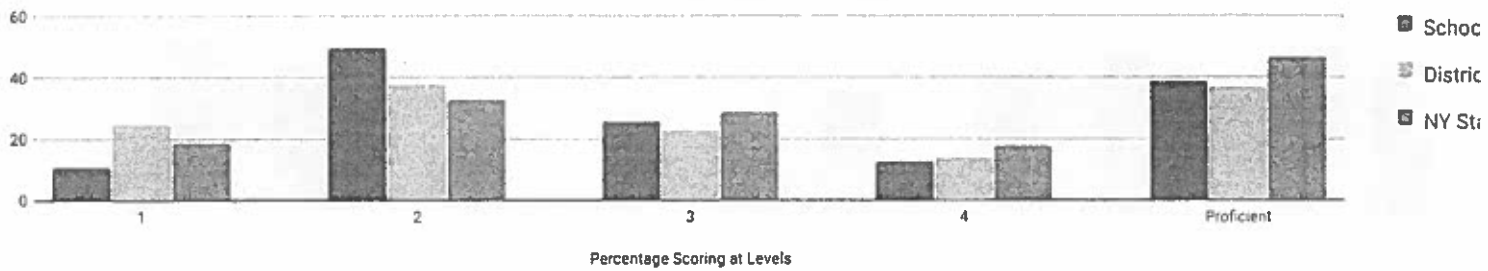
GRADE 3 ELA RESULTS



MEAN SCORE: 597

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| General Education | 9 | 102 | 19 | 19% | 33 | 32% | 47 | 46% | 3 | 3% | 50 | 49% |
| Students with Disabilities | 4 | 8 | 3 | 38% | 2 | 25% | 3 | 38% | 0 | 0% | 3 | 38% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 8 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 10 | 98 | 21 | 21% | 30 | 31% | 45 | 46% | 2 | 2% | 47 | 48% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 3 | 12 | 1 | 8% | 5 | 42% | 5 | 42% | 1 | 8% | 6 | 50% |
| Female | 6 | 45 | 6 | 13% | 15 | 33% | 22 | 49% | 2 | 4% | 24 | 53% |
| Male | 7 | 65 | 16 | 25% | 20 | 31% | 28 | 43% | 1 | 2% | 29 | 45% |
| English Language Learners | 6 | 43 | 19 | 44% | 13 | 30% | 11 | 26% | 0 | 0% | 11 | 26% |
| Non-English Language Learners | 7 | 67 | 3 | 4% | 22 | 33% | 39 | 58% | 3 | 4% | 42 | 63% |
| Economically Disadvantaged | 13 | 97 | 21 | 22% | 32 | 33% | 41 | 42% | 3 | 3% | 44 | 45% |
| Not Economically Disadvantaged | 0 | 13 | 1 | 8% | 3 | 23% | 9 | 69% | 0 | 0% | 9 | 69% |
| Not Migrant | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 107 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |
| Parent Not in Armed Forces | 13 | 110 | 22 | 20% | 35 | 32% | 50 | 45% | 3 | 3% | 53 | 48% |

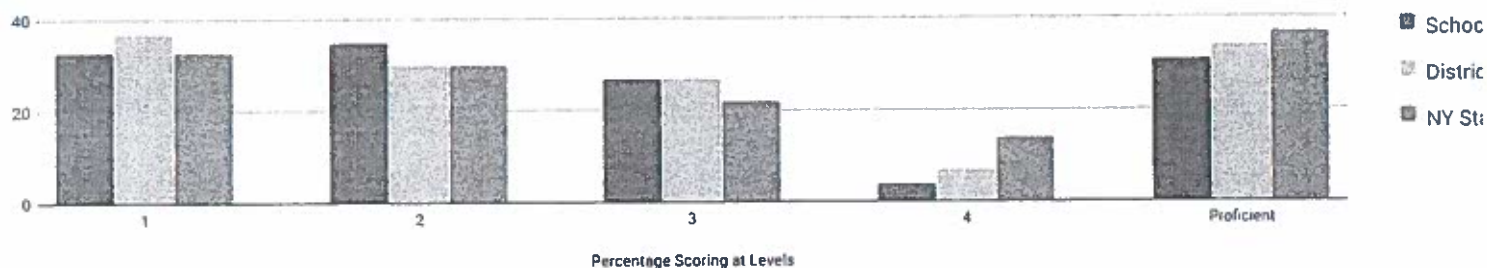
GRADE 4 ELA RESULTS



MEAN SCORE: 599

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| General Education | 13 | 95 | 9 | 9% | 47 | 49% | 26 | 27% | 13 | 14% | 39 | 41% |
| Students with Disabilities | 4 | 14 | 3 | 21% | 8 | 57% | 2 | 14% | 1 | 7% | 3 | 21% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 0 | 13 | 0 | 0% | 9 | 69% | 3 | 23% | 1 | 8% | 4 | 31% |
| Hispanic or Latino | 16 | 89 | 12 | 13% | 46 | 52% | 21 | 24% | 10 | 11% | 31 | 35% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 7 | 0 | 0% | 0 | 0% | 4 | 57% | 3 | 43% | 7 | 100% |
| Female | 7 | 54 | 5 | 9% | 30 | 56% | 12 | 22% | 7 | 13% | 19 | 35% |
| Male | 10 | 55 | 7 | 13% | 25 | 45% | 16 | 29% | 7 | 13% | 23 | 42% |
| English Language Learners | 13 | 29 | 6 | 21% | 20 | 69% | 3 | 10% | 0 | 0% | 3 | 10% |
| Non-English Language Learners | 4 | 80 | 6 | 8% | 35 | 44% | 25 | 31% | 14 | 18% | 39 | 49% |
| Economically Disadvantaged | 17 | 94 | 12 | 13% | 50 | 53% | 23 | 24% | 9 | 10% | 32 | 34% |
| Not Economically Disadvantaged | 0 | 15 | 0 | 0% | 5 | 33% | 5 | 33% | 5 | 33% | 10 | 67% |
| Not Migrant | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 107 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |
| Parent Not in Armed Forces | 17 | 109 | 12 | 11% | 55 | 50% | 28 | 26% | 14 | 13% | 42 | 39% |

GRADE 5 ELA RESULTS

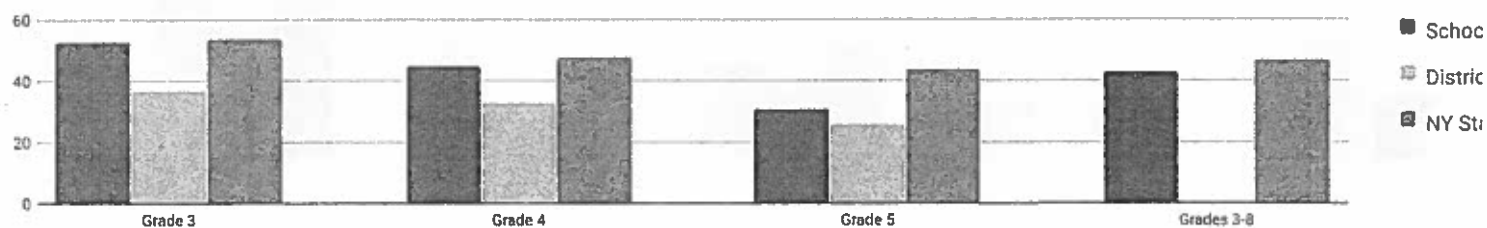


MEAN SCORE: 599

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| General Education | 20 | 89 | 29 | 33% | 30 | 34% | 26 | 29% | 4 | 4% | 30 | 34% |
| Students with Disabilities | 1 | 7 | 3 | 43% | 4 | 57% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 8 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 20 | 85 | 31 | 36% | 27 | 32% | 24 | 28% | 3 | 4% | 27 | 32% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 1 | 11 | 1 | 9% | 7 | 64% | 2 | 18% | 1 | 9% | 3 | 27% |
| Female | 9 | 47 | 9 | 19% | 20 | 43% | 15 | 32% | 3 | 6% | 18 | 38% |
| Male | 12 | 49 | 23 | 47% | 14 | 29% | 11 | 22% | 1 | 2% | 12 | 24% |
| English Language Learners | 4 | 27 | 18 | 67% | 8 | 30% | 1 | 4% | 0 | 0% | 1 | 4% |
| Non-English Language Learners | 17 | 69 | 14 | 20% | 26 | 38% | 25 | 36% | 4 | 6% | 29 | 42% |
| Economically Disadvantaged | 17 | 82 | 27 | 33% | 31 | 38% | 21 | 26% | 3 | 4% | 24 | 29% |
| Not Economically Disadvantaged | 4 | 14 | 5 | 36% | 3 | 21% | 5 | 36% | 1 | 7% | 6 | 43% |
| Not Migrant | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 94 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |
| Parent Not in Armed Forces | 21 | 96 | 32 | 33% | 34 | 35% | 26 | 27% | 4 | 4% | 30 | 31% |

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

Percent Proficient

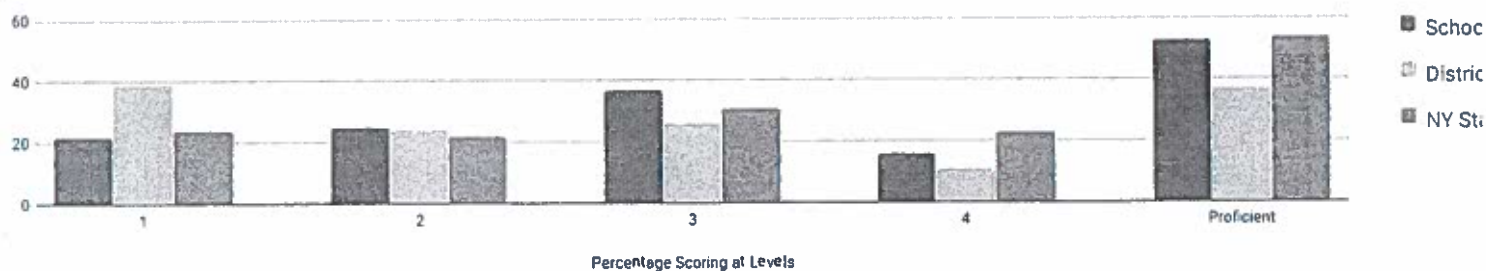


Grades

| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| Grade 4 | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| Grade 5 | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| Grades 3-8 | 51 | 315 | 85 | 27% | 93 | 30% | 80 | 25% | 57 | 18% | 137 | 43% |

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.

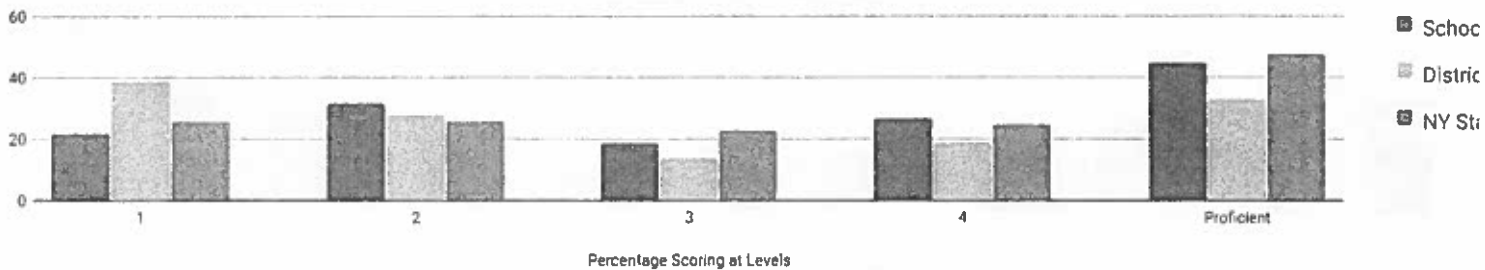
GRADE 3 MATH RESULTS



MEAN SCORE: 598

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| General Education | 7 | 105 | 22 | 21% | 25 | 24% | 40 | 38% | 18 | 17% | 58 | 55% |
| Students with Disabilities | 5 | 7 | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% | 1 | 14% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 2 | 8 | 2 | 25% | 1 | 13% | 4 | 50% | 1 | 13% | 5 | 63% |
| Hispanic or Latino | 10 | 99 | 22 | 22% | 26 | 26% | 34 | 34% | 17 | 17% | 51 | 52% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 5 | 1 | 20% | 1 | 20% | 3 | 60% | 0 | 0% | 3 | 60% |
| Female | 5 | 47 | 7 | 15% | 12 | 26% | 20 | 43% | 8 | 17% | 28 | 60% |
| Male | 7 | 65 | 18 | 28% | 16 | 25% | 21 | 32% | 10 | 15% | 31 | 48% |
| English Language Learners | 4 | 45 | 18 | 40% | 19 | 42% | 5 | 11% | 3 | 7% | 8 | 18% |
| Non-English Language Learners | 8 | 67 | 7 | 10% | 9 | 13% | 36 | 54% | 15 | 22% | 51 | 76% |
| Economically Disadvantaged | 11 | 100 | 24 | 24% | 25 | 25% | 34 | 34% | 17 | 17% | 51 | 51% |
| Not Economically Disadvantaged | 1 | 12 | 1 | 8% | 3 | 25% | 7 | 58% | 1 | 8% | 8 | 67% |
| Not Migrant | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 110 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |
| Parent Not in Armed Forces | 12 | 112 | 25 | 22% | 28 | 25% | 41 | 37% | 18 | 16% | 59 | 53% |

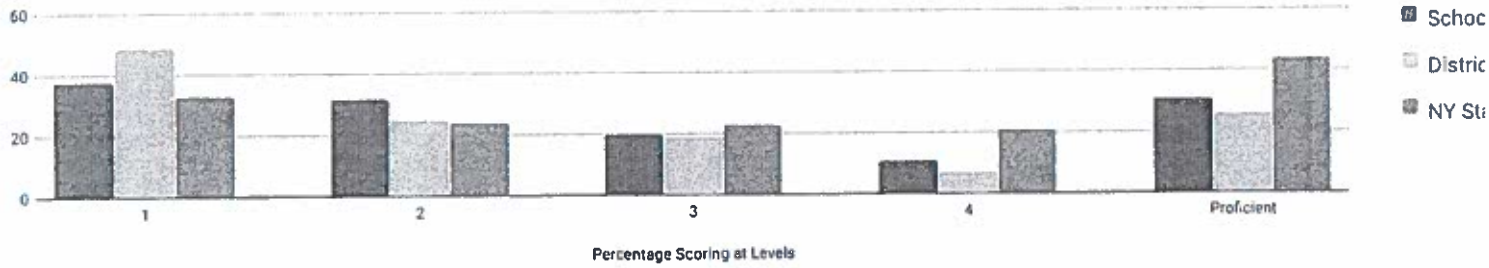
GRADE 4 MATH RESULTS



MEAN SCORE: 602

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| General Education | 12 | 96 | 21 | 22% | 30 | 31% | 19 | 20% | 26 | 27% | 45 | 47% |
| Students with Disabilities | 6 | 12 | 3 | 25% | 5 | 42% | 1 | 8% | 3 | 25% | 4 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 1 | 12 | 3 | 25% | 4 | 33% | 1 | 8% | 4 | 33% | 5 | 42% |
| Hispanic or Latino | 17 | 88 | 21 | 24% | 29 | 33% | 17 | 19% | 21 | 24% | 38 | 43% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 8 | 0 | 0% | 2 | 25% | 2 | 25% | 4 | 50% | 6 | 75% |
| Female | 7 | 54 | 15 | 28% | 20 | 37% | 9 | 17% | 10 | 19% | 19 | 35% |
| Male | 11 | 54 | 9 | 17% | 15 | 28% | 11 | 20% | 19 | 35% | 30 | 56% |
| English Language Learners | 12 | 30 | 13 | 43% | 13 | 43% | 4 | 13% | 0 | 0% | 4 | 13% |
| Non-English Language Learners | 6 | 78 | 11 | 14% | 22 | 28% | 16 | 21% | 29 | 37% | 45 | 58% |
| Economically Disadvantaged | 18 | 93 | 22 | 24% | 32 | 34% | 18 | 19% | 21 | 23% | 39 | 42% |
| Not Economically Disadvantaged | 0 | 15 | 2 | 13% | 3 | 20% | 2 | 13% | 8 | 53% | 10 | 67% |
| Not Migrant | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 106 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |
| Parent Not in Armed Forces | 18 | 108 | 24 | 22% | 35 | 32% | 20 | 19% | 29 | 27% | 49 | 45% |

GRADE 5 MATH RESULTS

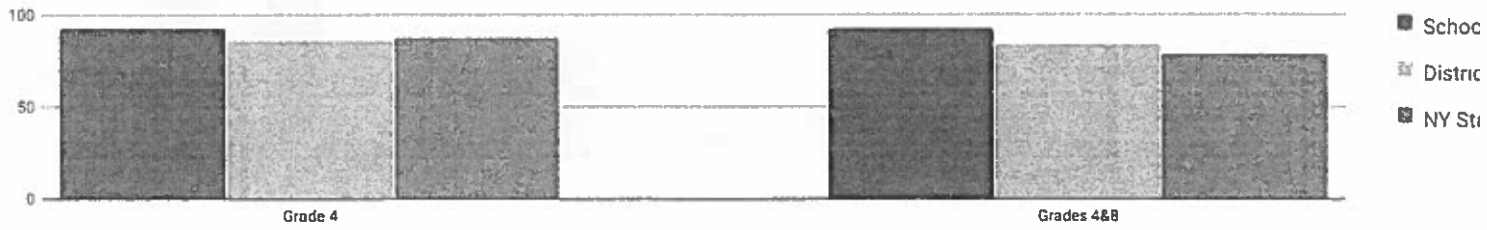


MEAN SCORE: 596

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| General Education | 20 | 88 | 30 | 34% | 29 | 33% | 19 | 22% | 10 | 11% | 29 | 33% |
| Students with Disabilities | 1 | 7 | 6 | 86% | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 7 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 18 | 87 | 32 | 37% | 27 | 31% | 18 | 21% | 10 | 11% | 28 | 32% |
| Small Group Total | 2 | 8 | 4 | 50% | 3 | 38% | 1 | 13% | 0 | 0% | 1 | 13% |
| Female | 9 | 46 | 14 | 30% | 18 | 39% | 9 | 20% | 5 | 11% | 14 | 30% |
| Male | 12 | 49 | 22 | 45% | 12 | 24% | 10 | 20% | 5 | 10% | 15 | 31% |
| English Language Learners | 6 | 25 | 13 | 52% | 7 | 28% | 5 | 20% | 0 | 0% | 5 | 20% |
| Non-English Language Learners | 15 | 70 | 23 | 33% | 23 | 33% | 14 | 20% | 10 | 14% | 24 | 34% |
| Economically Disadvantaged | 16 | 82 | 32 | 39% | 26 | 32% | 17 | 21% | 7 | 9% | 24 | 29% |
| Not Economically Disadvantaged | 5 | 13 | 4 | 31% | 4 | 31% | 2 | 15% | 3 | 23% | 5 | 38% |
| Not Migrant | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| Homeless | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 92 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |
| Parent Not in Armed Forces | 21 | 95 | 36 | 38% | 30 | 32% | 19 | 20% | 10 | 11% | 29 | 31% |

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

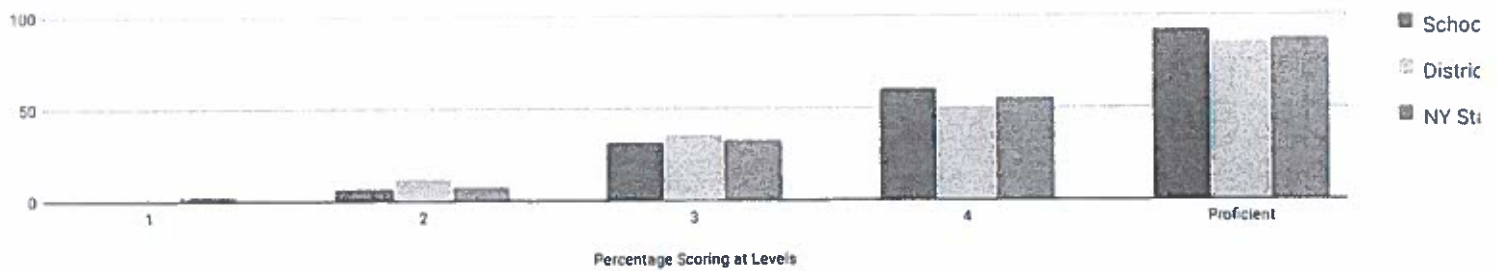
Percent Proficient



| Grade | Not Tested | Tested | Grades | | | | | | | | | |
|------------|------------|--------|---------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 8 | 118 | 0 | 0% | 8 | 7% | 38 | 32% | 72 | 61% | 110 | 93% |
| Grades 4&8 | 8 | 118 | 0 | 0% | 8 | 7% | 38 | 32% | 72 | 61% | 110 | 93% |

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 | 8 | 118 | 0 | 0% | 8 | 7% | 38 | 32% | 72 | 61% | 110 | 93% |
| General Education | 4 | 104 | 0 | 0% | 4 | 4% | 37 | 36% | 63 | 61% | 100 | 96% |
| Students with Disabilities | 4 | 14 | 0 | 0% | 4 | 29% | 1 | 7% | 9 | 64% | 10 | 71% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 0 | 13 | 0 | 0% | 0 | 0% | 5 | 38% | 8 | 62% | 13 | 100% |
| Hispanic or Latino | 8 | 97 | 0 | 0% | 8 | 8% | 33 | 34% | 56 | 58% | 89 | 92% |
| White | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 8 | 0 | 0% | 0 | 0% | 0 | 0% | 8 | 100% | 8 | 100% |
| Female | 3 | 58 | 0 | 0% | 4 | 7% | 20 | 34% | 34 | 59% | 54 | 93% |
| Male | 5 | 60 | 0 | 0% | 4 | 7% | 18 | 30% | 38 | 63% | 56 | 93% |
| English Language Learners | 6 | 36 | 0 | 0% | 3 | 8% | 17 | 47% | 16 | 44% | 33 | 92% |
| Non-English Language Learners | 2 | 82 | 0 | 0% | 5 | 6% | 21 | 26% | 56 | 68% | 77 | 94% |
| Economically Disadvantaged | 8 | 103 | 0 | 0% | 8 | 8% | 38 | 37% | 57 | 55% | 95 | 92% |
| Not Economically Disadvantaged | 0 | 15 | 0 | 0% | 0 | 0% | 0 | 0% | 15 | 100% | 15 | 100% |
| Not Migrant | 8 | 118 | 0 | 0% | 8 | 7% | 38 | 32% | 72 | 61% | 110 | 93% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 116 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 8 | 118 | 0 | 0% | 8 | 7% | 38 | 32% | 72 | 61% | 110 | 93% |
| Parent Not in Armed Forces | 8 | 118 | 0 | 0% | 8 | 7% | 38 | 32% | 72 | 61% | 110 | 93% |

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

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

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|---------|------------|--------|----------|----------|---------------|-----------|------------|
| Grade 1 | 0 | 31 | 0% | 6% | 19% | 71% | 3% |
| Grade 2 | 0 | 41 | 2% | 0% | 27% | 41% | 29% |
| Grade 3 | 0 | 49 | 2% | 4% | 35% | 51% | 8% |
| Grade 4 | 3 | 39 | 0% | 5% | 13% | 72% | 10% |
| Grade 5 | 1 | 31 | 0% | 0% | 35% | 55% | 10% |

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PARK AVENUE SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 445 | 97.6 | 2 |
| | Math | 449 | 69.2 | 2 |
| | Science | 166 | 191.9 | 2 |
| | Combined | 1,060 | 100.3 | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 2 | — | — |
| | Math | 2 | — | — |
| | Science | 1 | — | — |
| | Combined | 5 | — | — |
| Black or African American | ELA | 137 | 89.8 | 2 |
| | Math | 136 | 57 | 2 |
| | Science | 45 | 197.8 | 2 |
| | Combined | 318 | 91 | 2 |
| Hispanic or Latino | ELA | 305 | 101.1 | 2 |
| | Math | 310 | 74.5 | 2 |
| | Science | 121 | 189.7 | 2 |
| | Combined | 736 | 104.5 | 2 |
| White | ELA | 5 | 80 | — |
| | Math | 5 | 40 | — |
| | Science | 2 | — | — |
| | Combined | 12 | — | — |
| English Language Learners | ELA | 212 | 68.4 | 2 |
| | Math | 219 | 40.4 | 2 |
| | Science | 81 | 166 | 2 |
| | Combined | 512 | 71.9 | 2 |
| Students with Disabilities | ELA | 43 | 48.8 | 2 |
| | Math | 45 | 28.9 | 2 |
| | Science | 13 | 192.3 | 2 |
| | Combined | 101 | 58.4 | 2 |
| Economically Disadvantaged | ELA | 395 | 95.9 | 2 |
| | Math | 401 | 67.8 | 2 |
| | Science | 151 | 191.4 | 2 |
| | Combined | 947 | 99.3 | 2 |

EM WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 505 | 86 | 2 |
| | Math | 507 | 61.2 | 2 |
| | Science | 180 | 176.9 | 2 |
| | Combined | 507 | 89.2 | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 3 | — | — |
| | Math | 3 | — | — |
| | Science | 1 | — | — |
| | Combined | 3 | — | — |
| Black or African American | ELA | 150 | 82 | 2 |
| | Math | 152 | 51 | 2 |
| | Science | 49 | 181.6 | 2 |
| | Combined | 152 | 82.5 | 2 |
| Hispanic or Latino | ELA | 351 | 87.9 | 2 |
| | Math | 351 | 65.8 | 2 |
| | Science | 129 | 177.9 | 2 |
| | Combined | 351 | 92.5 | 2 |
| White | ELA | 7 | 57.1 | — |
| | Math | 7 | 28.6 | — |
| | Science | 4 | — | — |
| | Combined | 7 | — | — |
| English Language Learners | ELA | 239 | 60.7 | 2 |
| | Math | 241 | 36.7 | 2 |
| | Science | 83 | 162 | 2 |
| | Combined | 241 | 65.4 | 2 |
| Students with Disabilities | ELA | 66 | 31.8 | 2 |
| | Math | 66 | 19.7 | 2 |
| | Science | 21 | 119 | 2 |
| | Combined | 66 | 38.6 | 2 |
| Economically Disadvantaged | ELA | 447 | 84.8 | 2 |
| | Math | 448 | 60.7 | 2 |
| | Science | 161 | 179.5 | 2 |
| | Combined | 448 | 89 | 2 |

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

| Subgroup | Sum Of SGPs | Number Of SGPs | Index | Level |
|---|-------------|----------------|-------|-------|
| All Students | 66,430 | 1,417 | 46.9 | 2 |
| American Indian or Alaska Native | — | 0 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 5 | — | — |
| Black or African American | 19,398 | 417 | 46.5 | 2 |
| Hispanic or Latino | 46,324 | 987 | 46.9 | 2 |
| Multiracial | — | 0 | — | — |
| White | — | 8 | — | — |
| English Language Learners | 25,959 | 555 | 46.8 | 2 |
| Students with Disabilities | 3,476 | 69 | 50.4 | 3 |
| Economically Disadvantaged | 60,887 | 1,309 | 46.5 | 2 |

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

| Subgroup | Level |
|----------------------------|-------|
| All Students | 2 |
| Black or African American | 2 |
| Hispanic or Latino | 2 |
| English Language Learners | 2 |
| Students with Disabilities | 2 |
| Economically Disadvantaged | 2 |

EM ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 343 | 44% | 46% | 1.1 | 3 |
| American Indian or Alaska Native | 0 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 2 | — | — | — | — |
| Black or African American | 45 | 47% | 62% | 1.3 | 4 |
| Hispanic or Latino | 295 | 43% | 43% | 1 | 3 |
| Multiracial | 0 | — | — | — | — |
| White | 1 | — | — | — | — |
| English Language Learners | 343 | 44% | 46% | 1.1 | 3 |
| Students with Disabilities | 49 | 39% | 27% | 0.7 | 2 |
| Economically Disadvantaged | 311 | 43% | 45% | 1.1 | 3 |

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 63 | 505 | 86 | 68.5% | 100.7% | 117.3 | 158.7 | 200 | 2 | 1 |
| | Math | 61.6 | 507 | 61.2 | 67.1% | 103.3% | 119.4 | 159.7 | 200 | 1 | 1 |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 3 | — | — | — | — | — | — | — | — |
| | Math | — | 3 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 76 | 150 | 82 | 81% | 93.9% | 111.6 | 155.8 | 200 | 2 | 1 |
| | Math | 56.4 | 152 | 51 | 62.1% | 83.1% | 102.6 | 151.3 | 200 | 1 | 1 |
| Hispanic or Latino | ELA | 57.6 | 351 | 87.9 | 63.3% | 90.8% | 109 | 154.5 | 200 | 2 | 1 |
| | Math | 63.7 | 351 | 65.8 | 69.2% | 87% | 105.8 | 152.9 | 200 | 1 | 1 |
| White | ELA | — | 7 | — | — | — | — | — | — | — | — |
| | Math | — | 7 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 29.5 | 239 | 60.7 | 36.3% | 60.8% | 84 | 142 | 200 | 2 | 1 |
| | Math | 38.1 | 241 | 36.7 | 44.6% | 77.9% | 98.2 | 149.1 | 200 | 1 | 1 |
| Students with Disabilities | ELA | 16.4 | 66 | 31.8 | 23.7% | 54.4% | 78.6 | 139.3 | 200 | 2 | 1 |
| | Math | 21.6 | 66 | 19.7 | 28.7% | 54.4% | 78.6 | 139.3 | 200 | 1 | 1 |
| Economically Disadvantaged | ELA | 63 | 447 | 84.8 | 68.5% | 90.7% | 108.9 | 154.5 | 200 | 2 | 1 |
| | Math | 62.9 | 448 | 60.7 | 68.4% | 89.4% | 107.8 | 153.9 | 200 | 1 | 1 |

EM CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 14.9 | 875 | 131 | 15% | 14.5% | 15% | 13.3% | 9.2% | 5% | 2 |
| Asian or Native Hawaiian/Other Pacific Islander | — | 8 | — | — | — | — | — | — | — | — |
| Black or African American | 11.4 | 267 | 29 | 10.9% | 11.1% | 20.8% | 18.2% | 11.6% | 5% | 4 |
| Hispanic or Latino | 16.2 | 598 | 99 | 16.6% | 15.8% | 20.4% | 17.8% | 11.4% | 5% | 3 |
| White | — | 10 | — | — | — | — | — | — | — | — |
| English Language Learners | 14.5 | 392 | 70 | 17.9% | 14.1% | 18.1% | 15.9% | 10.5% | 5% | 2 |
| Students with Disabilities | 19.1 | 60 | 7 | 11.7% | 18.5% | 22.2% | 19.3% | 12.2% | 5% | 4 |
| Economically Disadvantaged | 14.8 | 749 | 115 | 15.4% | 14.4% | 20.5% | 17.9% | 11.5% | 5% | 3 |

EM ELA PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 1,081 | 83.9% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — |
| Black or African American | X | 319 | 86.2% |
| Hispanic or Latino | X | 752 | 83.1% |
| Multiracial | — | 0 | — |
| White | — | 3 | — |
| English Language Learners | X | 489 | 86.1% |
| Students with Disabilities | — | 33 | — |
| Economically Disadvantaged | X | 962 | 84% |

EM MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 1,083 | 83.3% |
| American Indian or Alaska Native | — | 0 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 2 | — |
| Black or African American | X | 319 | 84.3% |
| Hispanic or Latino | X | 754 | 83% |
| Multiracial | — | 0 | — |
| White | — | 3 | — |
| English Language Learners | X | 492 | 87.2% |
| Students with Disabilities | — | 33 | — |
| Economically Disadvantaged | X | 959 | 83.7% |

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

| Grade | Number Taking NYSESLAT |
|---------|------------------------|
| Grade 3 | 3 |
| Grade 4 | 4 |
| Grade 5 | 2 |

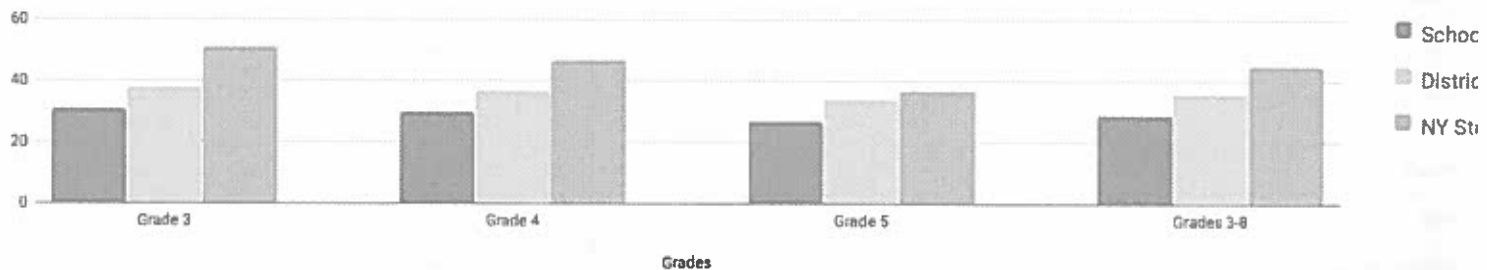
STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|-----|---|-----|
| | # | % | # | % | # | % |
| THIS SCHOOL | 9 | 18% | 0 | 0% | 0 | 0% |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

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

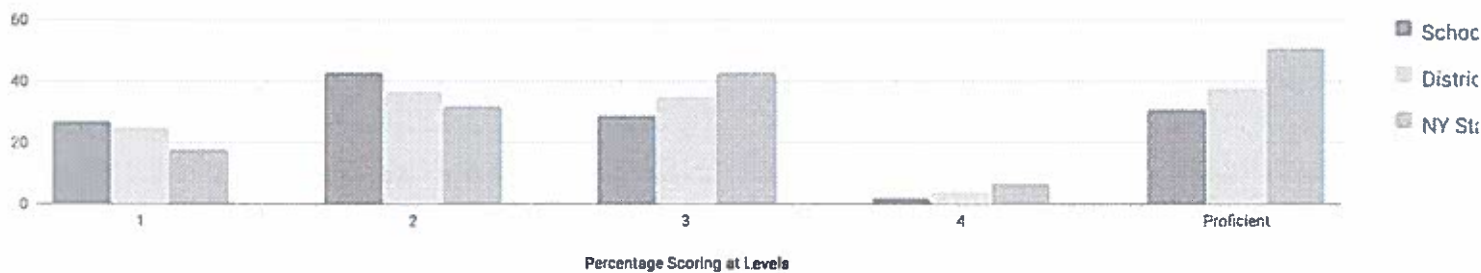
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 23 | 160 | 43 | 27% | 68 | 43% | 46 | 29% | 3 | 2% | 49 | 31% |
| Grade 4 | 31 | 166 | 61 | 37% | 55 | 33% | 29 | 17% | 21 | 13% | 50 | 30% |
| Grade 5 | 45 | 122 | 53 | 43% | 36 | 30% | 30 | 25% | 3 | 2% | 33 | 27% |
| Grades 3-8 | 99 | 448 | 157 | 35% | 159 | 35% | 105 | 23% | 27 | 6% | 132 | 29% |

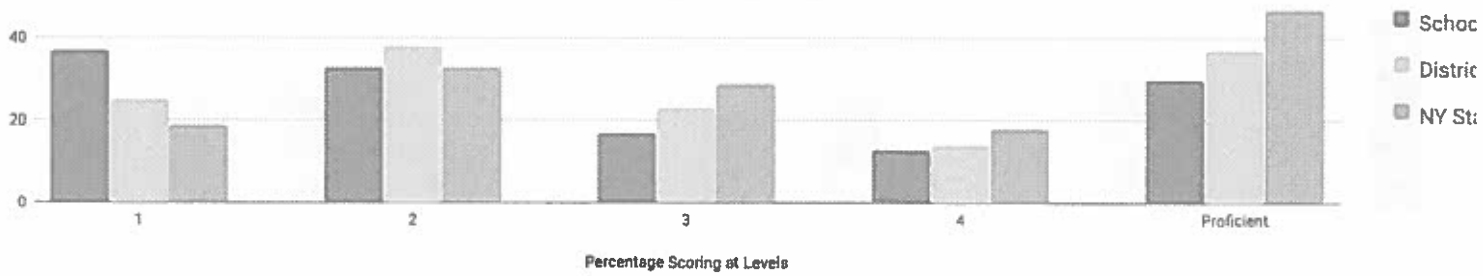
GRADE 3 ELA RESULTS



MEAN SCORE: 591

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 23 | 160 | 43 | 27% | 68 | 43% | 46 | 29% | 3 | 2% | 49 | 31% |
| General Education | 17 | 153 | 41 | 27% | 65 | 42% | 44 | 29% | 3 | 2% | 47 | 31% |
| Students with Disabilities | 6 | 7 | 2 | 29% | 3 | 43% | 2 | 29% | 0 | 0% | 2 | 29% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 45 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 17 | 114 | 26 | 23% | 51 | 45% | 35 | 31% | 2 | 2% | 37 | 32% |
| Small Group Total | 6 | 46 | 17 | 37% | 17 | 37% | 11 | 24% | 1 | 2% | 12 | 26% |
| Female | 13 | 75 | 17 | 23% | 32 | 43% | 25 | 33% | 1 | 1% | 26 | 35% |
| Male | 10 | 85 | 26 | 31% | 36 | 42% | 21 | 25% | 2 | 2% | 23 | 27% |
| English Language Learners | 16 | 77 | 23 | 30% | 39 | 51% | 15 | 19% | 0 | 0% | 15 | 19% |
| Non-English Language Learners | 7 | 83 | 20 | 24% | 29 | 35% | 31 | 37% | 3 | 4% | 34 | 41% |
| Economically Disadvantaged | 20 | 144 | 36 | 25% | 62 | 43% | 43 | 30% | 3 | 2% | 46 | 32% |
| Not Economically Disadvantaged | 3 | 16 | 7 | 44% | 6 | 38% | 3 | 19% | 0 | 0% | 3 | 19% |
| Not Migrant | 23 | 160 | 43 | 27% | 68 | 43% | 46 | 29% | 3 | 2% | 49 | 31% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 158 | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Not In Foster Care | — | 159 | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 23 | 160 | 43 | 27% | 68 | 43% | 46 | 29% | 3 | 2% | 49 | 31% |

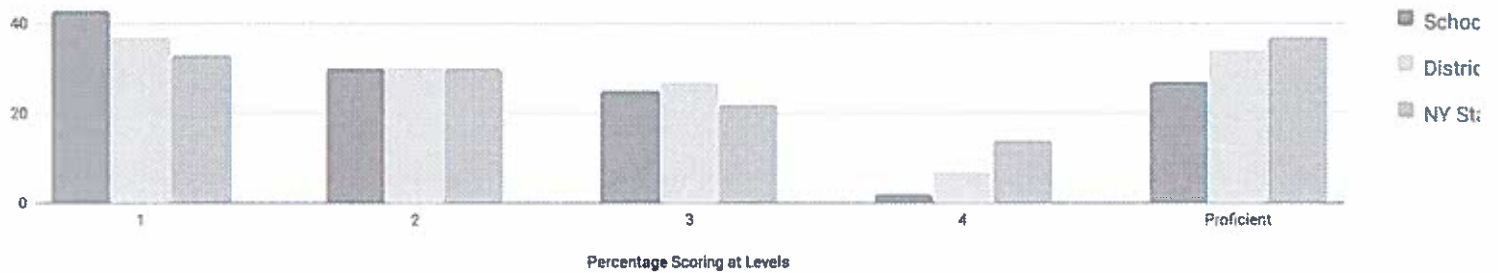
GRADE 4 ELA RESULTS



MEAN SCORE: 594

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 31 | 166 | 61 | 37% | 55 | 33% | 29 | 17% | 21 | 13% | 50 | 30% |
| General Education | 27 | 160 | 58 | 36% | 53 | 33% | 28 | 18% | 21 | 13% | 49 | 31% |
| Students with Disabilities | 4 | 6 | 3 | 50% | 2 | 33% | 1 | 17% | 0 | 0% | 1 | 17% |
| Black or African American | 7 | 47 | 17 | 36% | 15 | 32% | 9 | 19% | 6 | 13% | 15 | 32% |
| Hispanic or Latino | 23 | 119 | 44 | 37% | 40 | 34% | 20 | 17% | 15 | 13% | 35 | 29% |
| Female | 16 | 76 | 20 | 26% | 28 | 37% | 14 | 18% | 14 | 18% | 28 | 37% |
| Male | 15 | 90 | 41 | 46% | 27 | 30% | 15 | 17% | 7 | 8% | 22 | 24% |
| English Language Learners | 17 | 77 | 42 | 55% | 30 | 39% | 5 | 6% | 0 | 0% | 5 | 6% |
| Non-English Language Learners | 14 | 89 | 19 | 21% | 25 | 28% | 24 | 27% | 21 | 24% | 45 | 51% |
| Economically Disadvantaged | 28 | 148 | 56 | 38% | 52 | 35% | 23 | 16% | 17 | 11% | 40 | 27% |
| Not Economically Disadvantaged | 3 | 18 | 5 | 28% | 3 | 17% | 6 | 33% | 4 | 22% | 10 | 56% |
| Not Migrant | 31 | 166 | 61 | 37% | 55 | 33% | 29 | 17% | 21 | 13% | 50 | 30% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 164 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 31 | 166 | 61 | 37% | 55 | 33% | 29 | 17% | 21 | 13% | 50 | 30% |
| Parent Not in Armed Forces | 31 | 166 | 61 | 37% | 55 | 33% | 29 | 17% | 21 | 13% | 50 | 30% |

GRADE 5 ELA RESULTS

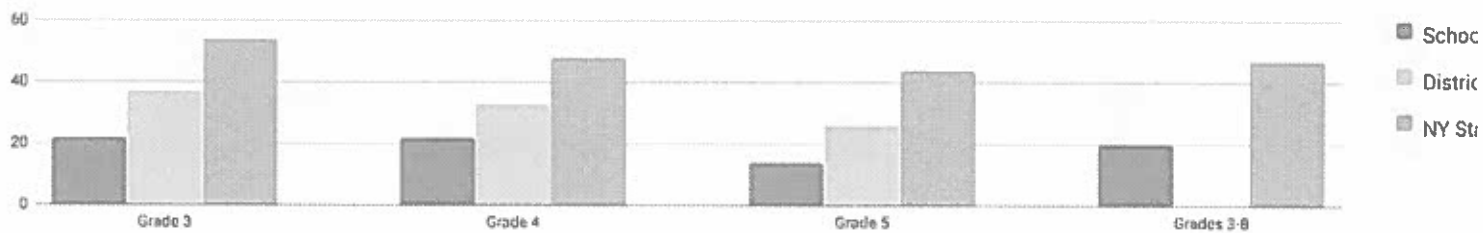


MEAN SCORE: 595

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 45 | 122 | 53 | 43% | 36 | 30% | 30 | 25% | 3 | 2% | 33 | 27% |
| General Education | 40 | 117 | 51 | 44% | 33 | 28% | 30 | 26% | 3 | 3% | 33 | 28% |
| Students with Disabilities | 5 | 5 | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | — | 46 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 31 | 74 | 31 | 42% | 20 | 27% | 21 | 28% | 2 | 3% | 23 | 31% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 13 | 48 | 22 | 46% | 16 | 33% | 9 | 19% | 1 | 2% | 10 | 21% |
| Female | 20 | 50 | 16 | 32% | 20 | 40% | 14 | 28% | 0 | 0% | 14 | 28% |
| Male | 25 | 72 | 37 | 51% | 16 | 22% | 16 | 22% | 3 | 4% | 19 | 26% |
| English Language Learners | 15 | 53 | 34 | 64% | 13 | 25% | 6 | 11% | 0 | 0% | 6 | 11% |
| Non-English Language Learners | 30 | 69 | 19 | 28% | 23 | 33% | 24 | 35% | 3 | 4% | 27 | 39% |
| Economically Disadvantaged | 36 | 106 | 48 | 45% | 32 | 30% | 24 | 23% | 2 | 2% | 26 | 25% |
| Not Economically Disadvantaged | 9 | 16 | 5 | 31% | 4 | 25% | 6 | 38% | 1 | 6% | 7 | 44% |
| Not Migrant | 45 | 122 | 53 | 43% | 36 | 30% | 30 | 25% | 3 | 2% | 33 | 27% |
| Not Homeless | 45 | 122 | 53 | 43% | 36 | 30% | 30 | 25% | 3 | 2% | 33 | 27% |
| Not in Foster Care | 45 | 122 | 53 | 43% | 36 | 30% | 30 | 25% | 3 | 2% | 33 | 27% |
| Parent Not in Armed Forces | 45 | 122 | 53 | 43% | 36 | 30% | 30 | 25% | 3 | 2% | 33 | 27% |

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

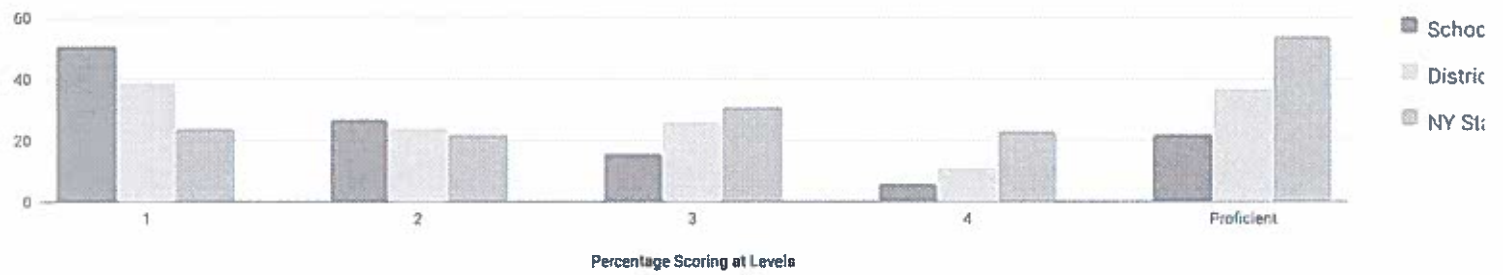
Percent Proficient



| Grade | Not Tested | Tested | Grades | | | | | | | | | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 19 | 164 | 83 | 51% | 45 | 27% | 26 | 16% | 10 | 6% | 36 | 22% |
| Grade 4 | 29 | 167 | 90 | 54% | 41 | 25% | 16 | 10% | 20 | 12% | 36 | 22% |
| Grade 5 | 40 | 128 | 82 | 64% | 28 | 22% | 15 | 12% | 3 | 2% | 18 | 14% |
| Grades 3-8 | 88 | 459 | 255 | 56% | 114 | 25% | 57 | 12% | 33 | 7% | 90 | 20% |

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.

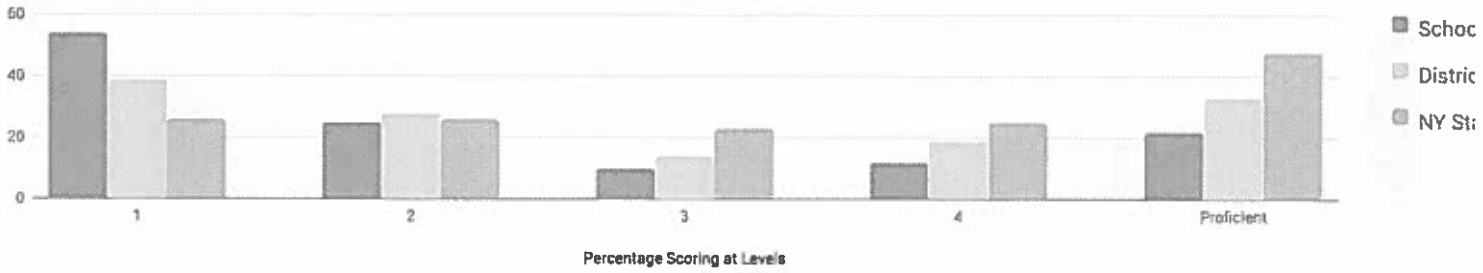
GRADE 3 MATH RESULTS



MEAN SCORE: 585

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 19 | 164 | 83 | 51% | 45 | 27% | 26 | 16% | 10 | 6% | 36 | 22% |
| General Education | 13 | 157 | 79 | 50% | 42 | 27% | 26 | 17% | 10 | 6% | 36 | 23% |
| Students with Disabilities | 6 | 7 | 4 | 57% | 3 | 43% | 0 | 0% | 0 | 0% | 0 | 0% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | — | 46 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 14 | 117 | 53 | 45% | 38 | 32% | 19 | 16% | 7 | 6% | 26 | 22% |
| Small Group Total | 5 | 47 | 30 | 64% | 7 | 15% | 7 | 15% | 3 | 6% | 10 | 21% |
| Female | 8 | 80 | 38 | 48% | 20 | 25% | 18 | 23% | 4 | 5% | 22 | 28% |
| Male | 11 | 84 | 45 | 54% | 25 | 30% | 8 | 10% | 6 | 7% | 14 | 17% |
| English Language Learners | 11 | 82 | 46 | 56% | 25 | 30% | 9 | 11% | 2 | 2% | 11 | 13% |
| Non-English Language Learners | 8 | 82 | 37 | 45% | 20 | 24% | 17 | 21% | 8 | 10% | 25 | 30% |
| Economically Disadvantaged | 15 | 149 | 73 | 49% | 42 | 28% | 24 | 16% | 10 | 7% | 34 | 23% |
| Not Economically Disadvantaged | 4 | 15 | 10 | 67% | 3 | 20% | 2 | 13% | 0 | 0% | 2 | 13% |
| Not Migrant | 19 | 164 | 83 | 51% | 45 | 27% | 26 | 16% | 10 | 6% | 36 | 22% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 162 | — | — | — | — | — | — | — | — | — | — |
| In Foster Care | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | — | 163 | — | — | — | — | — | — | — | — | — | — |
| Parent Not in Armed Forces | 19 | 164 | 83 | 51% | 45 | 27% | 26 | 16% | 10 | 6% | 36 | 22% |

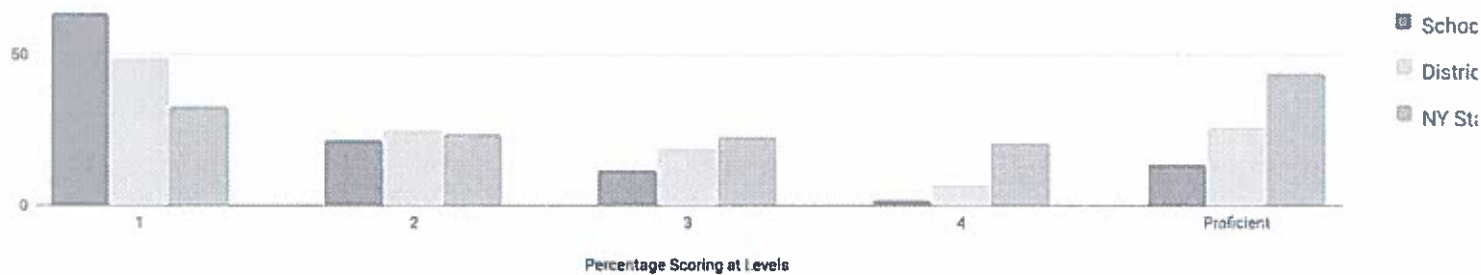
GRADE 4 MATH RESULTS



MEAN SCORE: 589

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 29 | 167 | 90 | 54% | 41 | 25% | 16 | 10% | 20 | 12% | 36 | 22% |
| General Education | 25 | 161 | 86 | 53% | 40 | 25% | 16 | 10% | 19 | 12% | 35 | 22% |
| Students with Disabilities | 4 | 6 | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% | 1 | 17% |
| Black or African American | 6 | 47 | 26 | 55% | 11 | 23% | 6 | 13% | 4 | 9% | 10 | 21% |
| Hispanic or Latino | 22 | 120 | 64 | 53% | 30 | 25% | 10 | 8% | 16 | 13% | 26 | 22% |
| Female | 15 | 77 | 39 | 51% | 18 | 23% | 10 | 13% | 10 | 13% | 20 | 26% |
| Male | 14 | 90 | 51 | 57% | 23 | 26% | 6 | 7% | 10 | 11% | 16 | 18% |
| English Language Learners | 13 | 80 | 56 | 70% | 23 | 29% | 0 | 0% | 1 | 1% | 1 | 1% |
| Non-English Language Learners | 16 | 87 | 34 | 39% | 18 | 21% | 16 | 18% | 19 | 22% | 35 | 40% |
| Economically Disadvantaged | 26 | 149 | 83 | 56% | 39 | 26% | 12 | 8% | 15 | 10% | 27 | 18% |
| Not Economically Disadvantaged | 3 | 18 | 7 | 39% | 2 | 11% | 4 | 22% | 5 | 28% | 9 | 50% |
| Not Migrant | 29 | 167 | 90 | 54% | 41 | 25% | 16 | 10% | 20 | 12% | 36 | 22% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 165 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 29 | 167 | 90 | 54% | 41 | 25% | 16 | 10% | 20 | 12% | 36 | 22% |
| Parent Not in Armed Forces | 29 | 167 | 90 | 54% | 41 | 25% | 16 | 10% | 20 | 12% | 36 | 22% |

GRADE 5 MATH RESULTS



MEAN SCORE: 585

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|------|---------|-----|---------|-----|---------|----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 40 | 128 | 82 | 64% | 28 | 22% | 15 | 12% | 3 | 2% | 18 | 14% |
| General Education | 36 | 122 | 76 | 62% | 28 | 23% | 15 | 12% | 3 | 2% | 18 | 15% |
| Students with Disabilities | 4 | 6 | 6 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Black or African American | — | 46 | — | — | — | — | — | — | — | — | — | — |
| Hispanic or Latino | 26 | 80 | 49 | 61% | 16 | 20% | 12 | 15% | 3 | 4% | 15 | 19% |
| White | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 13 | 48 | 33 | 69% | 12 | 25% | 3 | 6% | 0 | 0% | 3 | 6% |
| Female | 18 | 52 | 28 | 54% | 18 | 35% | 5 | 10% | 1 | 2% | 6 | 12% |
| Male | 22 | 76 | 54 | 71% | 10 | 13% | 10 | 13% | 2 | 3% | 12 | 16% |
| English Language Learners | 11 | 58 | 50 | 86% | 7 | 12% | 1 | 2% | 0 | 0% | 1 | 2% |
| Non-English Language Learners | 29 | 70 | 32 | 46% | 21 | 30% | 14 | 20% | 3 | 4% | 17 | 24% |
| Economically Disadvantaged | 32 | 110 | 70 | 64% | 25 | 23% | 12 | 11% | 3 | 3% | 15 | 14% |
| Not Economically Disadvantaged | 8 | 18 | 12 | 67% | 3 | 17% | 3 | 17% | 0 | 0% | 3 | 17% |
| Not Migrant | 40 | 128 | 82 | 64% | 28 | 22% | 15 | 12% | 3 | 2% | 18 | 14% |
| Not Homeless | 40 | 128 | 82 | 64% | 28 | 22% | 15 | 12% | 3 | 2% | 18 | 14% |
| Not in Foster Care | 40 | 128 | 82 | 64% | 28 | 22% | 15 | 12% | 3 | 2% | 18 | 14% |
| Parent Not in Armed Forces | 40 | 128 | 82 | 64% | 28 | 22% | 15 | 12% | 3 | 2% | 18 | 14% |

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

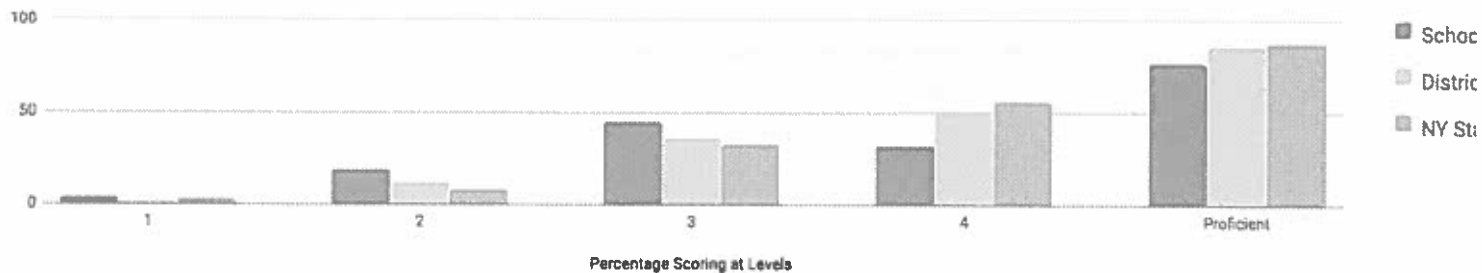
Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 23 | 171 | 7 | 4% | 32 | 19% | 77 | 45% | 55 | 32% | 132 | 77% |
| Grades 4&8 | 23 | 171 | 7 | 4% | 32 | 19% | 77 | 45% | 55 | 32% | 132 | 77% |

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: 75

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|----|---------|-----|---------|-----|---------|-----|---------------------------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 23 | 171 | 7 | 4% | 32 | 19% | 77 | 45% | 55 | 32% | 132 | 77% |
| General Education | 19 | 165 | 7 | 4% | 32 | 19% | 73 | 44% | 53 | 32% | 126 | 76% |
| Students with Disabilities | 4 | 6 | 0 | 0% | 0 | 0% | 4 | 67% | 2 | 33% | 6 | 100% |
| Black or African American | 7 | 46 | 3 | 7% | 5 | 11% | 22 | 48% | 16 | 35% | 38 | 83% |
| Hispanic or Latino | 15 | 125 | 4 | 3% | 27 | 22% | 55 | 44% | 39 | 31% | 94 | 75% |
| Female | 11 | 79 | 4 | 5% | 9 | 11% | 35 | 44% | 31 | 39% | 66 | 84% |
| Male | 12 | 92 | 3 | 3% | 23 | 25% | 42 | 46% | 24 | 26% | 66 | 72% |
| English Language Learners | 6 | 85 | 6 | 7% | 24 | 28% | 48 | 56% | 7 | 8% | 55 | 65% |
| Non-English Language Learners | 17 | 86 | 1 | 1% | 8 | 9% | 29 | 34% | 48 | 56% | 77 | 90% |
| Economically Disadvantaged | 18 | 155 | 7 | 5% | 27 | 17% | 73 | 47% | 48 | 31% | 121 | 78% |
| Not Economically Disadvantaged | 5 | 16 | 0 | 0% | 5 | 31% | 4 | 25% | 7 | 44% | 11 | 69% |
| Not Migrant | 23 | 171 | 7 | 4% | 32 | 19% | 77 | 45% | 55 | 32% | 132 | 77% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 169 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 23 | 171 | 7 | 4% | 32 | 19% | 77 | 45% | 55 | 32% | 132 | 77% |
| Parent Not in Armed Forces | 23 | 171 | 7 | 4% | 32 | 19% | 77 | 45% | 55 | 32% | 132 | 77% |

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

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

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|---------|------------|--------|----------|----------|---------------|-----------|------------|
| Grade 1 | 2 | 44 | 7% | 23% | 43% | 23% | 5% |
| Grade 2 | 1 | 70 | 6% | 13% | 29% | 40% | 13% |
| Grade 3 | 3 | 90 | 2% | 8% | 37% | 49% | 4% |
| Grade 4 | 2 | 92 | 2% | 4% | 29% | 60% | 4% |
| Grade 5 | 0 | 69 | 3% | 4% | 23% | 67% | 3% |

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POWELLS LANE SCHOOL - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA**GOOD STANDING****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 291 | 128.7 | 2 |
| | Math | 292 | 116.3 | 2 |
| | Science | 94 | 230.3 | 2 |
| | Combined | 677 | 137.4 | 2 |
| American Indian or Alaska Native | ELA | 2 | — | — |
| | Math | 2 | — | — |
| | Science | — | — | — |
| | Combined | 4 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 12 | 187.5 | — |
| | Math | 12 | 191.7 | — |
| | Science | 3 | — | — |
| | Combined | 27 | — | — |
| Black or African American | ELA | 63 | 151.6 | 3 |
| | Math | 64 | 148.4 | 3 |
| | Science | 43 | 233.7 | 3 |
| | Combined | 170 | 171.2 | 3 |
| Hispanic or Latino | ELA | 212 | 119.6 | 2 |
| | Math | 212 | 104.2 | 2 |
| | Science | 66 | 227.3 | 2 |
| | Combined | 490 | 127.4 | 2 |
| Multiracial | ELA | 1 | — | — |
| | Math | 1 | — | — |
| | Science | 1 | — | — |
| | Combined | 3 | — | — |
| White | ELA | 16 | 131.3 | 3 |
| | Math | 16 | 131.3 | 3 |
| | Science | 4 | — | 3 |
| | Combined | 36 | 143.1 | 3 |
| English Language Learners | ELA | 137 | 89.1 | 3 |
| | Math | 140 | 71.8 | 3 |
| | Science | 41 | 213.4 | 3 |
| | Combined | 318 | 97.5 | 3 |
| Students with Disabilities | ELA | 59 | 74.6 | 3 |
| | Math | 59 | 61.9 | 3 |
| | Science | 11 | 250 | 3 |
| | Combined | 129 | 83.7 | 3 |
| Economically Disadvantaged | ELA | 241 | 119.1 | 3 |
| | Math | 243 | 105.3 | 3 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 76 | 228.3 | 3 |
| | Combined | 560 | 127.9 | 3 |

EM WEIGHTED AVERAGE PERFORMANCE

| Subgroup | Subject | Cohort | Index | Level |
|---|----------|--------|-------|-------|
| All Students | ELA | 296 | 126.5 | 3 |
| | Math | 298 | 113.9 | 3 |
| | Science | 94 | 230.3 | 3 |
| | Combined | 298 | 135.2 | 3 |
| American Indian or Alaska Native | ELA | 2 | — | — |
| | Math | 2 | — | — |
| | Science | — | — | — |
| | Combined | 2 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | 12 | 187.5 | — |
| | Math | 12 | 191.7 | — |
| | Science | 3 | — | — |
| | Combined | 12 | — | — |
| Black or African American | ELA | 66 | 144.7 | 4 |
| | Math | 67 | 141.8 | 4 |
| | Science | 48 | 209.4 | 4 |
| | Combined | 67 | 160.8 | 4 |
| Hispanic or Latino | ELA | 216 | 117.4 | 3 |
| | Math | 216 | 102.3 | 3 |
| | Science | 66 | 227.3 | 3 |
| | Combined | 216 | 125.4 | 3 |
| Multiracial | ELA | 2 | — | — |
| | Math | 2 | — | — |
| | Science | 1 | — | — |
| | Combined | 2 | — | — |
| White | ELA | 16 | 131.3 | 3 |
| | Math | 16 | 131.3 | 3 |
| | Science | 4 | — | 3 |
| | Combined | 16 | 143.1 | 3 |
| English Language Learners | ELA | 137 | 89.1 | 4 |
| | Math | 140 | 71.8 | 4 |
| | Science | 41 | 213.4 | 4 |
| | Combined | 140 | 97.5 | 4 |
| Students with Disabilities | ELA | 66 | 66.7 | 3 |
| | Math | 66 | 55.3 | 3 |
| | Science | 11 | 250 | 3 |
| | Combined | 66 | 75.5 | 3 |
| Economically Disadvantaged | ELA | 243 | 118.1 | 3 |
| | Math | 245 | 104.5 | 3 |

| Subgroup | Subject | Cohort | Index | Level |
|----------|----------|--------|-------|-------|
| | Science | 76 | 228.3 | 3 |
| | Combined | 245 | 127 | 3 |

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

| Subgroup | Sum Of SGPs | Number Of SGPs | Index | Level |
|---|-------------|----------------|-------|-------|
| All Students | 71,414 | 1,191 | 60 | 4 |
| American Indian or Alaska Native | — | 4 | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 20 | — | — |
| Black or African American | 16,778 | 287 | 58.5 | 4 |
| Hispanic or Latino | 51,682 | 852 | 60.7 | 4 |
| Multiracial | — | 0 | — | — |
| White | — | 28 | — | — |
| English Language Learners | 25,378 | 438 | 57.9 | 4 |
| Students with Disabilities | 6,966 | 133 | 52.4 | 3 |
| Economically Disadvantaged | 62,124 | 1,038 | 59.8 | 4 |

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

| Subgroup | Level |
|----------------------------|-------|
| All Students | 4 |
| Black or African American | 4 |
| Hispanic or Latino | 4 |
| White | 3 |
| English Language Learners | 4 |
| Students with Disabilities | 3 |
| Economically Disadvantaged | 4 |

EM ELP

| Subgroup | Number Of ELLs | Benchmark | Progress Rate | Success Ratio | Level |
|---|----------------|-----------|---------------|---------------|-------|
| All Students | 195 | 45% | 38% | 0.8 | 2 |
| American Indian or Alaska Native | 0 | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | 1 | — | — | — | — |
| Black or African American | 10 | — | — | — | — |
| Hispanic or Latino | 181 | 44% | 36% | 0.8 | 2 |
| Multiracial | 0 | — | — | — | — |
| White | 3 | — | — | — | — |
| English Language Learners | 195 | 45% | 38% | 0.8 | 2 |
| Students with Disabilities | 40 | 36% | 33% | 0.9 | 2 |
| Economically Disadvantaged | 182 | 44% | 37% | 0.8 | 2 |

EM PROGRESS

| Subgroup | Subject | Baseline | Cohort | Index | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level | Average Of Levels |
|---|---------|----------|--------|-------|------------|-----------|----------------|-----------------------|----------|-------|-------------------|
| All Students | ELA | 95.3 | 296 | 126.5 | 99.5% | 100.7% | 117.3 | 158.7 | 200 | 4 | 3 |
| | Math | 93.8 | 298 | 113.9 | 98% | 103.3% | 119.4 | 159.7 | 200 | 3 | 3 |
| American Indian or Alaska Native | ELA | — | 2 | — | — | — | — | — | — | — | — |
| | Math | — | 2 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | ELA | — | 12 | — | — | — | — | — | — | — | — |
| | Math | — | 12 | — | — | — | — | — | — | — | — |
| Black or African American | ELA | 101.1 | 66 | 144.7 | 105.1% | 93.9% | 111.6 | 155.8 | 200 | 4 | 4 |
| | Math | 100 | 67 | 141.8 | 104% | 83.1% | 102.6 | 151.3 | 200 | 4 | 4 |
| Hispanic or Latino | ELA | 89 | 216 | 117.4 | 93.4% | 90.8% | 109 | 154.5 | 200 | 4 | 3 |
| | Math | 86.7 | 216 | 102.3 | 91.2% | 87% | 105.8 | 152.9 | 200 | 3 | 3 |
| Multiracial | ELA | — | 2 | — | — | — | — | — | — | — | — |
| | Math | — | 2 | — | — | — | — | — | — | — | — |
| White | ELA | — | 16 | — | — | — | — | — | — | — | — |
| | Math | — | 16 | — | — | — | — | — | — | — | — |
| English Language Learners | ELA | 48.4 | 137 | 89.1 | 54.5% | 60.8% | 84 | 142 | 200 | 4 | 3 |
| | Math | 48.4 | 140 | 71.8 | 54.5% | 77.9% | 98.2 | 149.1 | 200 | 2 | 3 |
| Students with Disabilities | ELA | 45.3 | 66 | 66.7 | 51.5% | 54.4% | 78.6 | 139.3 | 200 | 3 | 2 |
| | Math | 65.2 | 66 | 55.3 | 70.6% | 54.4% | 78.6 | 139.3 | 200 | 2 | 2 |
| Economically Disadvantaged | ELA | 92.4 | 243 | 118.1 | 96.7% | 90.7% | 108.9 | 154.5 | 200 | 4 | 3 |
| | Math | 91.2 | 245 | 104.5 | 95.6% | 89.4% | 107.8 | 153.9 | 200 | 3 | 3 |

EM CHRONIC ABSENTEEISM

| Subgroup | Baseline | Expected Attendance Days | Students Chronically Absent | Chronic Absenteeism Rate | School MIP | State MIP | Long-Term Goal | Exceed Long-Term Goal | End Goal | Level |
|---|----------|--------------------------|-----------------------------|--------------------------|------------|-----------|----------------|-----------------------|----------|-------|
| All Students | 14.5 | 572 | 123 | 21.5% | 14.1% | 15% | 13.3% | 9.2% | 5% | 1 |
| American Indian or Alaska Native | — | 4 | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 24 | — | — | — | — | — | — | — | — |
| Black or African American | 15.5 | 153 | 29 | 19% | 15.1% | 20.8% | 18.2% | 11.6% | 5% | 2 |
| Hispanic or Latino | 14.2 | 393 | 91 | 23.2% | 13.8% | 20.4% | 17.8% | 11.4% | 5% | 1 |
| Multiracial | — | 4 | — | — | — | — | — | — | — | — |
| White | — | 27 | — | — | — | — | — | — | — | — |
| English Language Learners | 13.2 | 245 | 58 | 23.7% | 12.9% | 18.1% | 15.9% | 10.5% | 5% | 1 |
| Students with Disabilities | 11.4 | 50 | 13 | 26% | 11.1% | 22.2% | 19.3% | 12.2% | 5% | 1 |
| Economically Disadvantaged | 14.2 | 454 | 100 | 22% | 13.8% | 20.5% | 17.9% | 11.5% | 5% | 1 |

EM ELA PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 695 | 92.4% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 7 | — |
| Black or African American | X | 176 | 88.1% |
| Hispanic or Latino | X | 485 | 93.6% |
| Multiracial | — | 1 | — |
| White | — | 8 | — |
| English Language Learners | ✓ | 148 | 96.6% |
| Students with Disabilities | — | 36 | — |
| Economically Disadvantaged | X | 561 | 93.2% |

EM MATHEMATICS PARTICIPATION RATE

| Subgroup | Tested 95% | Enrollment | Participation Rate |
|---|------------|------------|--------------------|
| All Students | X | 697 | 92.5% |
| American Indian or Alaska Native | — | 1 | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 7 | — |
| Black or African American | X | 176 | 87.5% |
| Hispanic or Latino | X | 487 | 94.1% |
| Multiracial | — | 1 | — |
| White | — | 8 | — |
| English Language Learners | ✓ | 149 | 96.6% |
| Students with Disabilities | — | 36 | — |
| Economically Disadvantaged | X | 561 | 93.8% |

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

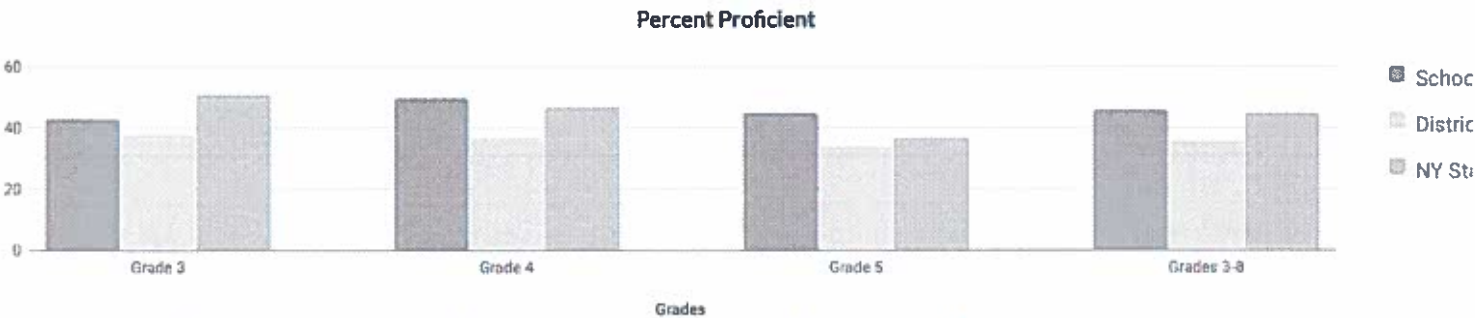
| Grade | Number Taking NYSESLAT |
|---------|------------------------|
| Grade 3 | 2 |
| Grade 4 | 4 |
| Grade 5 | 1 |

STAFF QUALIFICATIONS (2017-18)

| | INEXPERIENCED TEACHERS | | INEXPERIENCED PRINCIPALS | | TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION | |
|--------------------------------|------------------------|-----|--------------------------|-----|---|-----|
| | # | % | # | % | # | % |
| THIS SCHOOL | 3 | 8% | 0 | 0% | 0 | 0% |
| THIS DISTRICT | 38 | 10% | 1 | 17% | 0 | 0% |
| STATEWIDE | 31,189 | 16% | 1,840 | 37% | 17,189 | 8% |
| STATEWIDE HIGH-POVERTY SCHOOLS | 11,145 | 26% | 480 | 43% | 8,126 | 18% |
| STATEWIDE LOW-POVERTY SCHOOLS | 5,839 | 9% | 281 | 23% | 729 | 1% |

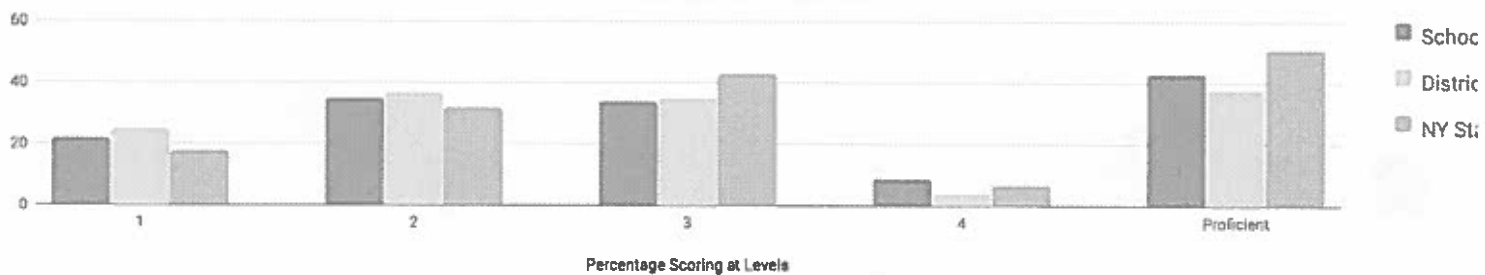
2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

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



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 6 | 94 | 21 | 22% | 33 | 35% | 32 | 34% | 8 | 9% | 40 | 43% |
| Grade 4 | 12 | 94 | 19 | 20% | 28 | 30% | 29 | 31% | 18 | 19% | 47 | 50% |
| Grade 5 | 12 | 112 | 32 | 29% | 30 | 27% | 34 | 30% | 16 | 14% | 50 | 45% |
| Grades 3-8 | 30 | 300 | 72 | 24% | 91 | 30% | 95 | 32% | 42 | 14% | 137 | 46% |

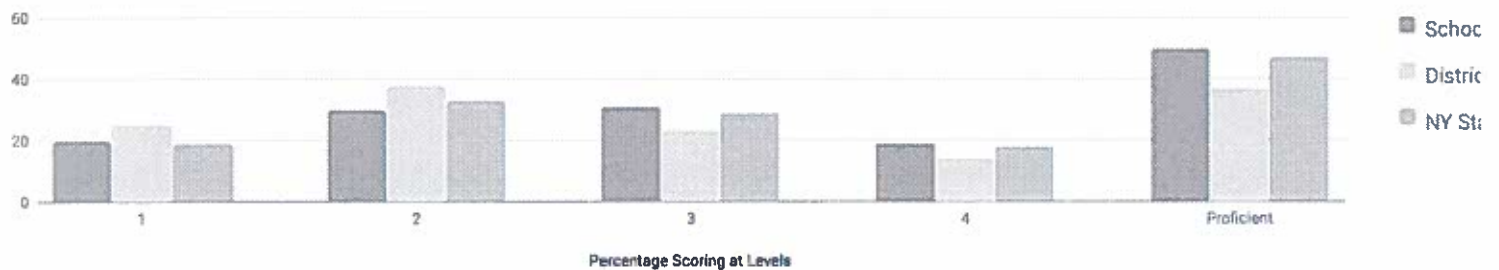
GRADE 3 ELA RESULTS



MEAN SCORE: 598

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 6 | 94 | 21 | 22% | 33 | 35% | 32 | 34% | 8 | 9% | 40 | 43% |
| General Education | 5 | 87 | 21 | 24% | 28 | 32% | 30 | 34% | 8 | 9% | 38 | 44% |
| Students with Disabilities | 1 | 7 | 0 | 0% | 5 | 71% | 2 | 29% | 0 | 0% | 2 | 29% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 2 | 20 | 2 | 10% | 7 | 35% | 8 | 40% | 3 | 15% | 11 | 55% |
| Hispanic or Latino | 4 | 66 | 19 | 29% | 22 | 33% | 22 | 33% | 3 | 5% | 25 | 38% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 8 | 0 | 0% | 4 | 50% | 2 | 25% | 2 | 25% | 4 | 50% |
| Female | 4 | 41 | 12 | 29% | 10 | 24% | 16 | 39% | 3 | 7% | 19 | 46% |
| Male | 2 | 53 | 9 | 17% | 23 | 43% | 16 | 30% | 5 | 9% | 21 | 40% |
| English Language Learners | 3 | 49 | 18 | 37% | 19 | 39% | 11 | 22% | 1 | 2% | 12 | 24% |
| Non-English Language Learners | 3 | 45 | 3 | 7% | 14 | 31% | 21 | 47% | 7 | 16% | 28 | 62% |
| Economically Disadvantaged | 3 | 73 | 18 | 25% | 27 | 37% | 23 | 32% | 5 | 7% | 28 | 38% |
| Not Economically Disadvantaged | 3 | 21 | 3 | 14% | 6 | 29% | 9 | 43% | 3 | 14% | 12 | 57% |
| Not Migrant | 6 | 94 | 21 | 22% | 33 | 35% | 32 | 34% | 8 | 9% | 40 | 43% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 92 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 6 | 94 | 21 | 22% | 33 | 35% | 32 | 34% | 8 | 9% | 40 | 43% |
| Parent Not in Armed Forces | 6 | 94 | 21 | 22% | 33 | 35% | 32 | 34% | 8 | 9% | 40 | 43% |

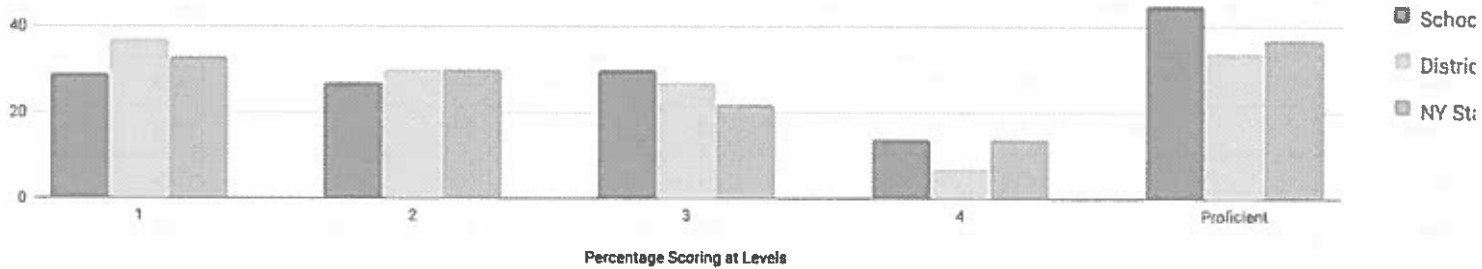
GRADE 4 ELA RESULTS



MEAN SCORE: 600

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 12 | 94 | 19 | 20% | 28 | 30% | 29 | 31% | 18 | 19% | 47 | 50% |
| General Education | 11 | 88 | 17 | 19% | 28 | 32% | 27 | 31% | 16 | 18% | 43 | 49% |
| Students with Disabilities | 1 | 6 | 2 | 33% | 0 | 0% | 2 | 33% | 2 | 33% | 4 | 67% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 3 | 21 | 4 | 19% | 6 | 29% | 6 | 29% | 5 | 24% | 11 | 52% |
| Hispanic or Latino | 9 | 64 | 13 | 20% | 22 | 34% | 18 | 28% | 11 | 17% | 29 | 45% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 9 | 2 | 22% | 0 | 0% | 5 | 56% | 2 | 22% | 7 | 78% |
| Female | 9 | 50 | 10 | 20% | 16 | 32% | 14 | 28% | 10 | 20% | 24 | 48% |
| Male | 3 | 44 | 9 | 20% | 12 | 27% | 15 | 34% | 8 | 18% | 23 | 52% |
| English Language Learners | 4 | 40 | 16 | 40% | 16 | 40% | 5 | 13% | 3 | 8% | 8 | 20% |
| Non-English Language Learners | 8 | 54 | 3 | 6% | 12 | 22% | 24 | 44% | 15 | 28% | 39 | 72% |
| Economically Disadvantaged | 7 | 76 | 17 | 22% | 25 | 33% | 24 | 32% | 10 | 13% | 34 | 45% |
| Not Economically Disadvantaged | 5 | 18 | 2 | 11% | 3 | 17% | 5 | 28% | 8 | 44% | 13 | 72% |
| Not Migrant | 12 | 94 | 19 | 20% | 28 | 30% | 29 | 31% | 18 | 19% | 47 | 50% |
| Homeless | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 93 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 12 | 94 | 19 | 20% | 28 | 30% | 29 | 31% | 18 | 19% | 47 | 50% |
| Parent Not in Armed Forces | 12 | 94 | 19 | 20% | 28 | 30% | 29 | 31% | 18 | 19% | 47 | 50% |

GRADE 5 ELA RESULTS

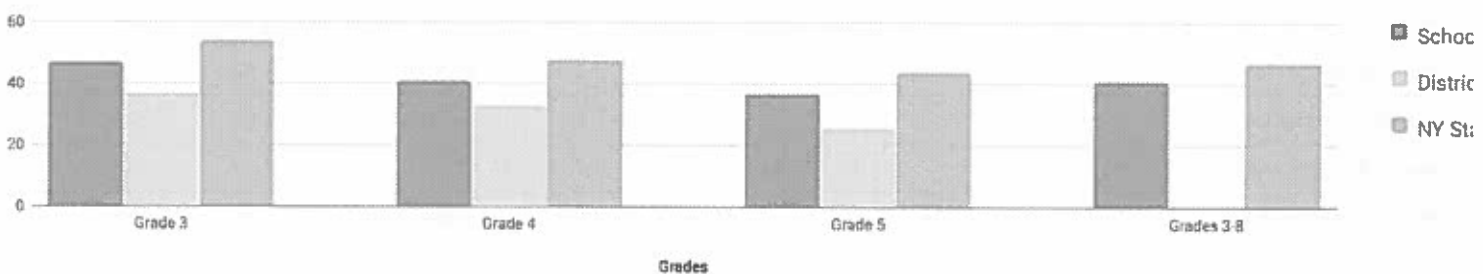


MEAN SCORE: 603

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 12 | 112 | 32 | 29% | 30 | 27% | 34 | 30% | 16 | 14% | 50 | 45% |
| General Education | 8 | 95 | 21 | 22% | 25 | 26% | 33 | 35% | 16 | 17% | 49 | 52% |
| Students with Disabilities | 4 | 17 | 11 | 65% | 5 | 29% | 1 | 6% | 0 | 0% | 1 | 6% |
| Black or African American | 4 | 25 | 5 | 20% | 4 | 16% | 9 | 36% | 7 | 28% | 16 | 64% |
| Hispanic or Latino | 8 | 87 | 27 | 31% | 26 | 30% | 25 | 29% | 9 | 10% | 34 | 39% |
| Female | 8 | 54 | 16 | 30% | 14 | 26% | 16 | 30% | 8 | 15% | 24 | 44% |
| Male | 4 | 58 | 16 | 28% | 16 | 28% | 18 | 31% | 8 | 14% | 26 | 45% |
| English Language Learners | 5 | 47 | 20 | 43% | 18 | 38% | 8 | 17% | 1 | 2% | 9 | 19% |
| Non-English Language Learners | 7 | 65 | 12 | 18% | 12 | 18% | 26 | 40% | 15 | 23% | 41 | 63% |
| Economically Disadvantaged | 9 | 100 | 31 | 31% | 29 | 29% | 28 | 28% | 12 | 12% | 40 | 40% |
| Not Economically Disadvantaged | 3 | 12 | 1 | 8% | 1 | 8% | 6 | 50% | 4 | 33% | 10 | 83% |
| Not Migrant | 12 | 112 | 32 | 29% | 30 | 27% | 34 | 30% | 16 | 14% | 50 | 45% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 110 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 12 | 112 | 32 | 29% | 30 | 27% | 34 | 30% | 16 | 14% | 50 | 45% |
| Parent Not in Armed Forces | 12 | 112 | 32 | 29% | 30 | 27% | 34 | 30% | 16 | 14% | 50 | 45% |

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

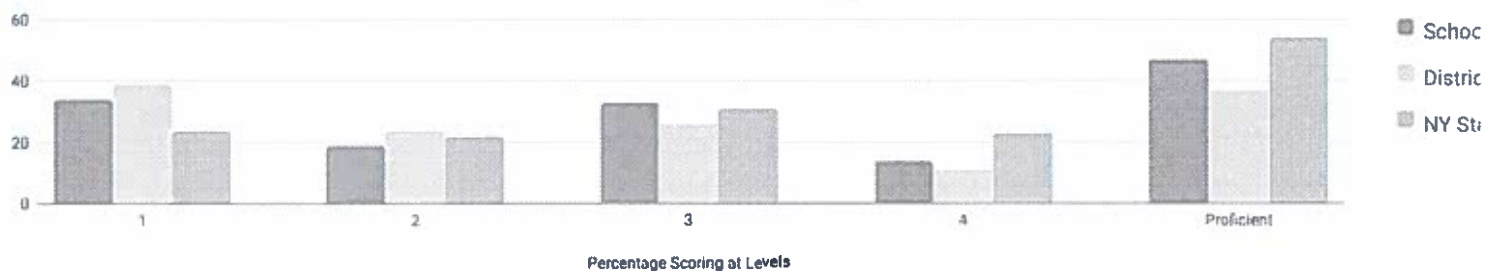
Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 & Above | | Proficient (Levels 3 & Above) | |
|------------|------------|--------|---------|-----|---------|-----|---------|-----|-----------------|-----|-------------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 3 | 2 | 98 | 33 | 34% | 19 | 19% | 32 | 33% | 14 | 14% | 46 | 47% |
| Grade 4 | 9 | 98 | 30 | 31% | 28 | 29% | 17 | 17% | 23 | 23% | 40 | 41% |
| Grade 5 | 12 | 112 | 43 | 38% | 28 | 25% | 31 | 28% | 10 | 9% | 41 | 37% |
| Grades 3-8 | 23 | 308 | 106 | 34% | 75 | 24% | 80 | 26% | 47 | 15% | 127 | 41% |

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.

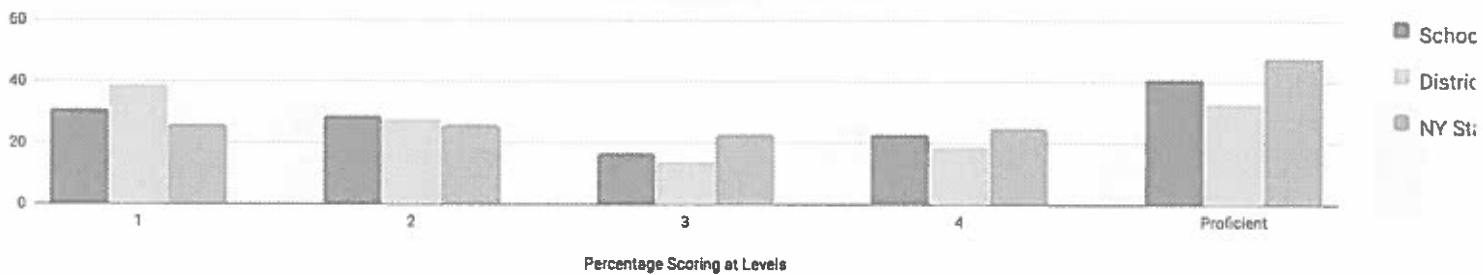
GRADE 3 MATH RESULTS



MEAN SCORE: 594

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 2 | 98 | 33 | 34% | 19 | 19% | 32 | 33% | 14 | 14% | 46 | 47% |
| General Education | 1 | 91 | 31 | 34% | 17 | 19% | 29 | 32% | 14 | 15% | 43 | 47% |
| Students with Disabilities | 1 | 7 | 2 | 29% | 2 | 29% | 3 | 43% | 0 | 0% | 3 | 43% |
| American Indian or Alaska Native | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Asian or Native Hawaiian/Other Pacific Islander | — | 3 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 2 | 20 | 3 | 15% | 4 | 20% | 8 | 40% | 5 | 25% | 13 | 65% |
| Hispanic or Latino | 0 | 70 | 28 | 40% | 12 | 17% | 23 | 33% | 7 | 10% | 30 | 43% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 8 | 2 | 25% | 3 | 38% | 1 | 13% | 2 | 25% | 3 | 38% |
| Female | 0 | 45 | 18 | 40% | 8 | 18% | 14 | 31% | 5 | 11% | 19 | 42% |
| Male | 2 | 53 | 15 | 28% | 11 | 21% | 18 | 34% | 9 | 17% | 27 | 51% |
| English Language Learners | 0 | 52 | 28 | 54% | 7 | 13% | 15 | 29% | 2 | 4% | 17 | 33% |
| Non-English Language Learners | 2 | 46 | 5 | 11% | 12 | 26% | 17 | 37% | 12 | 26% | 29 | 63% |
| Economically Disadvantaged | 0 | 76 | 27 | 36% | 15 | 20% | 24 | 32% | 10 | 13% | 34 | 45% |
| Not Economically Disadvantaged | 2 | 22 | 6 | 27% | 4 | 18% | 8 | 36% | 4 | 18% | 12 | 55% |
| Not Migrant | 2 | 98 | 33 | 34% | 19 | 19% | 32 | 33% | 14 | 14% | 46 | 47% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 96 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 2 | 98 | 33 | 34% | 19 | 19% | 32 | 33% | 14 | 14% | 46 | 47% |
| Parent Not in Armed Forces | 2 | 98 | 33 | 34% | 19 | 19% | 32 | 33% | 14 | 14% | 46 | 47% |

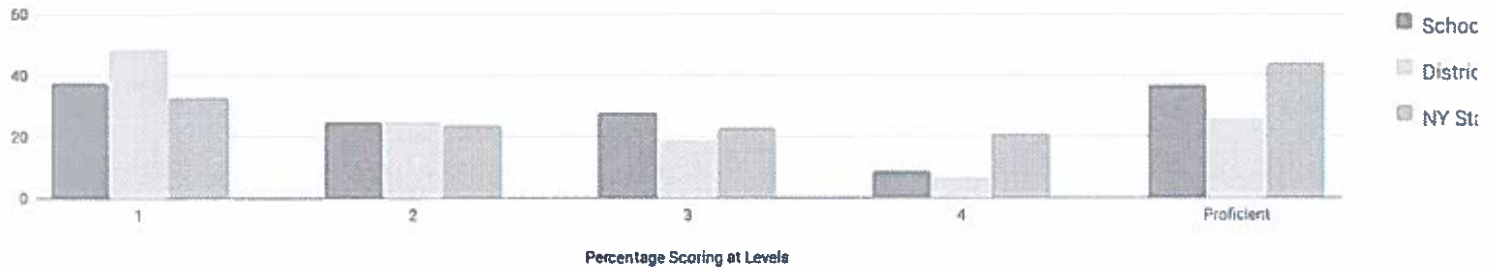
GRADE 4 MATH RESULTS



MEAN SCORE: 597

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 9 | 98 | 30 | 31% | 28 | 29% | 17 | 17% | 23 | 23% | 40 | 41% |
| General Education | 8 | 92 | 28 | 30% | 26 | 28% | 16 | 17% | 22 | 24% | 38 | 41% |
| Students with Disabilities | 1 | 6 | 2 | 33% | 2 | 33% | 1 | 17% | 1 | 17% | 2 | 33% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 3 | 22 | 5 | 23% | 4 | 18% | 5 | 23% | 8 | 36% | 13 | 59% |
| Hispanic or Latino | 6 | 67 | 25 | 37% | 20 | 30% | 11 | 16% | 11 | 16% | 22 | 33% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 9 | 0 | 0% | 4 | 44% | 1 | 11% | 4 | 44% | 5 | 56% |
| Female | 6 | 54 | 22 | 41% | 14 | 26% | 6 | 11% | 12 | 22% | 18 | 33% |
| Male | 3 | 44 | 8 | 18% | 14 | 32% | 11 | 25% | 11 | 25% | 22 | 50% |
| English Language Learners | 1 | 44 | 24 | 55% | 16 | 36% | 3 | 7% | 1 | 2% | 4 | 9% |
| Non-English Language Learners | 8 | 54 | 6 | 11% | 12 | 22% | 14 | 26% | 22 | 41% | 36 | 67% |
| Economically Disadvantaged | 6 | 77 | 27 | 35% | 24 | 31% | 12 | 16% | 14 | 18% | 26 | 34% |
| Not Economically Disadvantaged | 3 | 21 | 3 | 14% | 4 | 19% | 5 | 24% | 9 | 43% | 14 | 67% |
| Not Migrant | 9 | 98 | 30 | 31% | 28 | 29% | 17 | 17% | 23 | 23% | 40 | 41% |
| Not Homeless | 8 | 98 | 30 | 31% | 28 | 29% | 17 | 17% | 23 | 23% | 40 | 41% |
| Not in Foster Care | 9 | 98 | 30 | 31% | 28 | 29% | 17 | 17% | 23 | 23% | 40 | 41% |
| Parent Not in Armed Forces | 9 | 98 | 30 | 31% | 28 | 29% | 17 | 17% | 23 | 23% | 40 | 41% |

GRADE 5 MATH RESULTS



MEAN SCORE: 595

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|--------------------------------|------------|--------|---------|-----|---------|-----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 12 | 112 | 43 | 38% | 28 | 25% | 31 | 28% | 10 | 9% | 41 | 37% |
| General Education | 7 | 96 | 29 | 30% | 28 | 29% | 30 | 31% | 9 | 9% | 39 | 41% |
| Students with Disabilities | 5 | 16 | 14 | 88% | 0 | 0% | 1 | 6% | 1 | 6% | 2 | 13% |
| Black or African American | 3 | 26 | 7 | 27% | 6 | 23% | 9 | 35% | 4 | 15% | 13 | 50% |
| Hispanic or Latino | 9 | 86 | 36 | 42% | 22 | 26% | 22 | 26% | 6 | 7% | 28 | 33% |
| Female | 5 | 57 | 18 | 32% | 20 | 35% | 15 | 26% | 4 | 7% | 19 | 33% |
| Male | 7 | 55 | 25 | 45% | 8 | 15% | 16 | 29% | 6 | 11% | 22 | 40% |
| English Language Learners | 4 | 48 | 29 | 60% | 12 | 25% | 6 | 13% | 1 | 2% | 7 | 15% |
| Non-English Language Learners | 8 | 64 | 14 | 22% | 16 | 25% | 25 | 39% | 9 | 14% | 34 | 53% |
| Economically Disadvantaged | 9 | 100 | 41 | 41% | 27 | 27% | 24 | 24% | 8 | 8% | 32 | 32% |
| Not Economically Disadvantaged | 3 | 12 | 2 | 17% | 1 | 8% | 7 | 58% | 2 | 17% | 9 | 75% |
| Not Migrant | 12 | 112 | 43 | 38% | 28 | 25% | 31 | 28% | 10 | 9% | 41 | 37% |
| Homeless | — | 2 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 110 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 12 | 112 | 43 | 38% | 28 | 25% | 31 | 28% | 10 | 9% | 41 | 37% |
| Parent Not in Armed Forces | 12 | 112 | 43 | 38% | 28 | 25% | 31 | 28% | 10 | 9% | 41 | 37% |

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

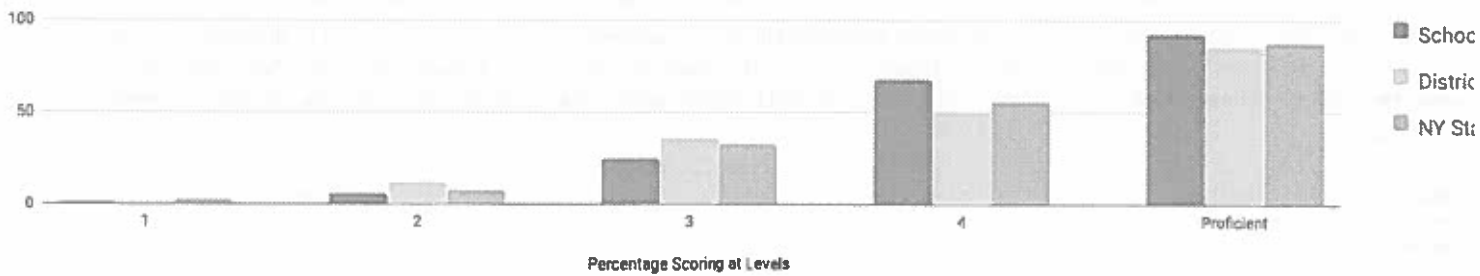
Percent Proficient



| Grade | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|------------|------------|--------|---------|----|---------|----|---------|-----|---------|-----|---------------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Grade 4 | 6 | 101 | 1 | 1% | 6 | 6% | 25 | 25% | 69 | 68% | 94 | 93% |
| Grades 4&8 | 6 | 101 | 1 | 1% | 6 | 6% | 25 | 25% | 69 | 68% | 94 | 93% |

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: 86

| Subgroup | Not Tested | Tested | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Proficient (Levels 3 & 4) | |
|---|------------|--------|---------|----|---------|-----|---------|-----|---------|------|---------------------------|------|
| | | | # | % | # | % | # | % | # | % | # | % |
| All Students | 6 | 101 | 1 | 1% | 6 | 6% | 25 | 25% | 69 | 68% | 94 | 93% |
| General Education | 5 | 95 | 1 | 1% | 6 | 6% | 25 | 26% | 63 | 66% | 88 | 93% |
| Students with Disabilities | 1 | 6 | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 100% | 6 | 100% |
| Asian or Native Hawaiian/Other Pacific Islander | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Black or African American | 3 | 22 | 0 | 0% | 1 | 5% | 3 | 14% | 18 | 82% | 21 | 95% |
| Hispanic or Latino | 3 | 70 | 1 | 1% | 5 | 7% | 21 | 30% | 43 | 61% | 64 | 91% |
| White | — | 4 | — | — | — | — | — | — | — | — | — | — |
| Multiracial | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Small Group Total | 0 | 9 | 0 | 0% | 0 | 0% | 1 | 11% | 8 | 89% | 9 | 100% |
| Female | 4 | 56 | 1 | 2% | 5 | 9% | 16 | 29% | 34 | 61% | 50 | 89% |
| Male | 2 | 45 | 0 | 0% | 1 | 2% | 9 | 20% | 35 | 78% | 44 | 98% |
| English Language Learners | 2 | 43 | 1 | 2% | 5 | 12% | 21 | 49% | 16 | 37% | 37 | 86% |
| Non-English Language Learners | 4 | 58 | 0 | 0% | 1 | 2% | 4 | 7% | 53 | 91% | 57 | 98% |
| Economically Disadvantaged | 2 | 81 | 0 | 0% | 5 | 6% | 24 | 30% | 52 | 64% | 76 | 94% |
| Not Economically Disadvantaged | 4 | 20 | 1 | 5% | 1 | 5% | 1 | 5% | 17 | 85% | 18 | 90% |
| Not Migrant | 6 | 101 | 1 | 1% | 6 | 6% | 25 | 25% | 69 | 68% | 94 | 93% |
| Homeless | — | 1 | — | — | — | — | — | — | — | — | — | — |
| Not Homeless | — | 100 | — | — | — | — | — | — | — | — | — | — |
| Not in Foster Care | 6 | 101 | 1 | 1% | 6 | 6% | 25 | 25% | 69 | 68% | 94 | 93% |
| Parent Not in Armed Forces | 6 | 101 | 1 | 1% | 6 | 6% | 25 | 25% | 69 | 68% | 94 | 93% |

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

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

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|---------|------------|--------|----------|----------|---------------|-----------|------------|
| Grade 1 | 2 | 32 | 3% | 47% | 31% | 19% | 0% |
| Grade 2 | 1 | 52 | 12% | 12% | 17% | 37% | 23% |
| Grade 3 | 3 | 49 | 4% | 6% | 20% | 61% | 8% |
| Grade 4 | 4 | 41 | 7% | 2% | 24% | 51% | 15% |
| Grade 5 | 14 | 38 | 0% | 0% | 29% | 63% | 8% |

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