DUNKIRK CITY SCHOOL DISTRICT
ADMINISTRATION BUILDING
620 MARAUDER DRIVE
DUNKIRK, NEW YORK 14048

$51,413,792
PROPOSED 2021–2022
DISTRICT BUDGET PLAN

PUBLIC BUDGET HEARING DATE
TUESDAY, MAY 11, 2021 AT 6:00 PM
VIA ZOOM MEETING [POSTED TO WEBSITE]

ANNUAL BUDGET VOTE AND
SCHOOL BOARD ELECTION
TUESDAY, MAY 18, 2021
FROM 12:00 PM - 9:00 PM

Proposition 1: Approval of the Annual Budget

Proposition 2: Election of Board of Education Members

BOARD OF EDUCATION MEMBERS

Mr. David Damico, President

Mrs. Claudia Szczerbacki, Vice President

Mrs. Julie Smith - Clerk

Mrs. Loretta Slaton Torain

Ms. Betsy Ramos - Assistant Clerk

Mr. Kenneth Kozlowski

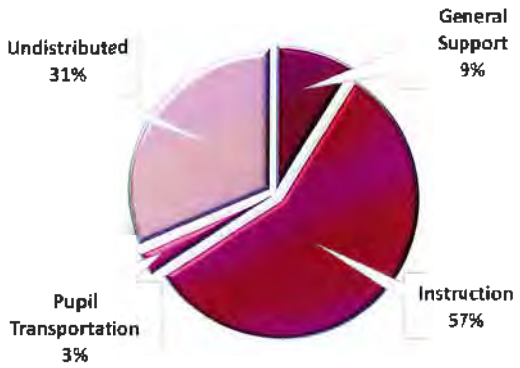
Mr. Robert Bankoski

Proposed 2020-2021 Expenditure Summary

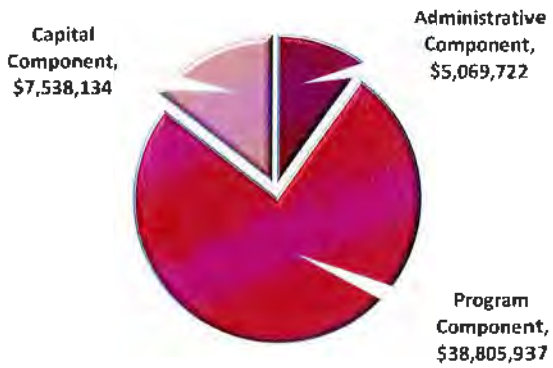
	2020-2021	2021-2022
Board of Education	$ 15,710	$ 15,710
Central Administration	$ 275,506	$ 277,760
Finance	$ 323,976	$ 433,159
Staff	$ 236,822	$ 278,894
Central Services	$ 3,008,689	$ 3,008,686
Special Items	$ 609,197	$ 560,574
General Support	**$ 4,469,900**	**$ 4,574,783**
Administration	$ 1,983,241	$ 1,812,582
Teaching	$ 13,551,571	$ 13,397,041
Programs for Students with Dis	$ 7,431,735	$ 8,500,451
Special Schools-Summer/CTE	$ 1,313,409	$ 1,551,425
Library	$ 291,395	$ 303,109
Computer Instruction	$ 1,165,151	$ 1,289,008
Pupil Services	$ 2,018,351	$ 1,878,236
Co-Curricular & Athletics	$ 481,522	$ 541,946
Instruction	**$ 28,236,375**	**$ 29,273,798**
Pupil Transportation	**$ 1,309,500**	**$ 1,352,829**
Community Services	**$ 78,213**	**$ 78,213**
Employee Benefits	$ 11,147,733	$ 11,571,755
Debt Service	$ 4,317,014	$ 4,362,414
Interfund Transfer	$ 200,000	$ 200,000
Undistributed	**$ 15,664,747**	**$ 16,134,169**

			Change $	Change %
General Support	**$4,469,900**	**$4,574,783**	$ 104,883	2.35%
Instruction	**$28,236,375**	**$29,273,798**	$ 1,037,423	3.67%
Pupil Transportation	**$1,309,500**	**$1,352,829**	$ 43,329	3.31%
Community Services	**$78,213**	**$78,213**	$ -	0.00%
Undistributed	**$15,664,747**	**$16,134,169**	$ 469,422	3.00%
Total General Fund Budget	**$49,758,735**	**$51,413,792**	$ 1,655,057	3.33%

2021-2022 Categorical Expenditures



2021-2022 Three-Part Expenditures



Dunkirk City School District Proposed School Budget 2021-2022					
	2020-2021 Adopted Budget	2021-2022 Proposed Budget	2021-2022 Administrative Portion	2021-2022 Program Portion	2021-2022 Capital Portion
Board of Education Members of the Board of Education are the elected representatives of the public who serve without pay as trustees of the school district. Included in this account are expenses incurred by the Board in the performance of their duties, for example, office supplies, necessary travel, and publications.	$4,360	$4,360	$4,360	-	-
District Meeting This portion of the budget provides the funds for the District/ Deputy Clerk, the annual school budget and district election of members of the Board of Education, including legal advertising and other printing expenses for School District election/votes.	$11,150	$11,150	$11,150	-	-
Central Administration The Board of Education employs the Superintendent of Schools to serve as the chief executive officer of the school district, responsible to the Board for the overall operation. Compensation for the Superintendent and clerical staff and office supplies, necessary travel, and publications are included.	$275,506	$277,760	$277,760	-	-
Business Administration The business administration office to coordinates the financial matters of the school district such as accounting, budgeting, purchasing, and payroll. Charged to this unit are expenses of the Business Office and staff including supplies, printing, publications, and equipment repairs.	$177,771	$286,002	$286,002	-	-
Audit and Treasurer Auditing services for the District include the annual independent audit as required by the State and Federal agencies. Included in this code are the expenses and fees of the independent auditor. The District Treasurer is annually appointed by the Board of Education and has the legal responsibility for the disbursement and receipt of all funds. Treasurer compensation is included herein.	$116,245	$117,197	$117,197	$0	$0
Tax Collector and Purchasing The tax collector works contractuallytor the district and is responsible for the collection and auditing of school taxes. This account also includes funds for the printing and mailing of tax bills as well as supplies. Expenses for purchasing include BOCES cooperative bidding services.	$29,960	$29,960	$29,960	$0	$0
Legal and Personnel Legal counsel services provided to the District include negotiation and arbitration and BOCES Labor Relations Services. Personnel expenses are payroll preparation including BOCES services and Employee Assistance Program.	$223,134	$219,864	$219,864	$0	$0

Dunkirk City School District Proposed School Budget 2021-2022					
	2020-2021 Adopted Budget	2021-2022 Proposed Budget	2021-2022 Administrative Portion	2021-2022 Program Portion	2021-2022 Capital Portion
Public Information and Services This code covers the district's total expenses for all costs associated with the printing and mailing of the district's newsletter.	$13,688	$59,030	$59,030	$0	$0
Operations This section provides for the operation of the school buildings. Included are the costs for cleaning, heat, light and power, telephone, equipment and supplies. This area covers day-to-day operations.	$1,565,762	$1,582,903	$0	$0	$1,582,903
Maintenance This area provides for maintenance efforts to keep the buildings and grounds in good repair. Included are the costs of maintenance personnel, supplies and contracts for necessary repairs.	$771,282	$785,273	$0	$0	$785,273
Central Printing/Postage and Data Processing This code covers the district's expenses for printing and copying, all costs associated with mailings, and data processing fees for online computer services with BOCES.	$671,645	$640,510	$640,510	$0	$0
Special Account Items This section provides expenses such as insurance for liability, student accidents, boiler and machinery and miscellaneous coverage. Includes BOCES Capital and administration, prorated among the school districts in the county as well as memberships in school associations.	$609,197	$560,574	$560,574	$0	$0
Instructional Administration The expenses of the building administrators and their clerical staff are charged to this account. Also included are necessary administrative equipment, supplies, equipment repairs, publications and conferences related to their offices.	$1,607,079	$1,525,313	$1,525,313	$0	$0
Staff Development This account is for the continued professional growth of the instructional and non-teaching personnel with workshops and curriculum development opportunities. Many changes and mandated necessitate increased growth opportunities. Included here are services through BOCES Staff Development.	$376,162	$287,269	$200,750	$86,519	$0
Teaching Teaching comprises the major portion of the budget. This includes salaries for teachers, department chairpersons, substitutes, equipment, supplies and textbooks. The account also includes expenses related to BOCES programs such as Occupational and Alternative Education.	$15,505,777	$15,631,659	$0	$15,631,659	$0

Dunkirk City School District Proposed School Budget 2021-2022					
	2020-2021 Adopted Budget	2021-2022 Proposed Budget	2021-2022 Administrative Portion	2021-2022 Program Portion	2021-2022 Capital Portion
Special Education This function provides the staff, materials and equipment in the Special Education Program serving handicapped children both in Dunkirk and at BOCES.	$6,376,248	$7,402,568	$0	$7,402,568	$0
Special Schools This represents the district's summer school enrichment programs. Expenses include stipends for personnel, supplies, and instructional materials.	$414,690	$414,690	$0	$414,690	$0
Library and Audio Visual This code provides funds for the operation of the libraries. Expenditures consist of salaries of the librarians and staff, and library books, films, and library and audio visual supplies.	$291,395	$303,109	$0	$303,109	$0
Computer Instruction This function provides for computer assisted instruction and includes expenditures for computer software programs and services through BOCES.	$1,165,151	$1,289,008	$0	$1,289,008	$0
Attendance This code provides funds to promote and improve students' attendance. Expenditures include salaries of the attendance teacher, clerical staff, supplies and materials.	$57,284	$57,328	$0	$57,328	$0
Guidance The function of this unit is to help students select educational programs that best fit their needs and abilities, and to assist students and their parents in the selection of post-high school educational or occupational opportunities. The guidance program works with students and parents in overcoming any problems they may incur academically, socially, or emotionally. Expenditures include guidance counselor salaries, clerical staff, supplies, district testing, and conferences.	$631,775	$569,434	$0	$569,434	$0
Health This code includes the salaries of the school nurses, school doctor, and related staff, supplies, equipment and conferences.	$486,083	$474,435	$0	$474,435	$0
Psychological Services Psychological Services are rendered at all the schools of the district. Shown in this account are the expenditures incurred for psychologists in addition to professional books, subscription, testing and related office expenses.	$374,500	$292,930	$0	$292,930	$0
Social Work Services Shown in this account are the expenditures incurred for district social workers in addition to related materials and supplies.	$468,709	$484,109	$0	$484,109	$0

Dunkirk City School District Proposed School Budget 2021-2022					
	2020-2021 Adopted Budget	2021-2022 Proposed Budget	2021-2022 Administrative Portion	2021-2022 Program Portion	2021-2022 Capital Portion
Co-Curricular The function of this code is for all expenditures for approved non-athletic activities, such as class and student council advisors, senior play advisor, yearbook, and student newspaper.	$92,807	$92,807	$0	$92,807	$0
Athletics The function of this code is for all expenditures for athletics. Included are expenditures for athletic director and coaches salaries, equipment, fees for officials and game supervisors and athletic association dues.	$388,715	$449,139	$0	$449,139	$0
Transportation This category provides for transportation for all students. Expenditures include payments to the public carrier furnishing transportation pursuant to a written contract and transportation monitors, and diesel fuel.	$1,309,500	$1,352,829	$0	$1,352,829	$0
Recreation The function of this code is for expenditures for the district's swimming pool program which includes salaries for pool personnel and pool supplies and fitness center.	$78,213	$78,213	$0	$78,213	$0
Employee Benefits This code contains expenditures for New York Teachers Retirement System, NYS Employees Retirement System, Social Security, Worker's Compensation, and the district's share for health insurance.	$11,147,733	$11,571,755	$1,137,504	$707,034	$9,727,217
Debt Service Debt service includes the debts that the district maintains. Principal and interest payments are made on renovations of the High School, Middle School, and Elementary School buildings and energy performance contracts.	$4,317,014	$4,362,414	$0	$0	$4,362,414
Interfund Transfer **Transfer to Special Aid** - for Summer Handicapped Program.	$100,000	$100,000	$0	$100,000	$0
Transfer to Capital - the District proposes this transfer to complete a Capital Outlay Project addressing renovations of high school classroom and office space for relocation of students and staff with estimated 90% building aid to offset cost in the following year Summary is attached.	$100,000	$100,000	$0	$0	$100,000
Totals	**$49,758,735**	**$51,413,792**	**$5,070,174**	**$29,785,811**	**$16,557,807**

LaBella
Powered by partnership.

May 4, 2021 (REV)

Capital Outlay Project 2021-2022
Interior Alterations - Senior High School
Dunkirk City School District
Dunkirk, New York
LaBella Project No. P2102351

PRELIMINARY PROJECT BUDGET

A.	Alterations to Room's 100 and 132* Demolish existing casework, provide new walls, doors and finishes To create additional offices for relocated staff. Install solar tube skylights at three interior offices. Provide all electrical demo, rework power, data, vacancy sensors and reconfigure existing lighting. Rework fire alarm and public address for new space. Maintain existing zone dampers, RTU, and finned tube heat. Extend existing ductwork, test, balance and minor control work. Cost includes general conditions, contractor overhead/profit and design contingency.	$ 92,000

Total, construction	$ 92,000
^INCIDENTAL COST ALLOWANCE	$ 8,000
TOTAL- PROJECT	**$100,000**

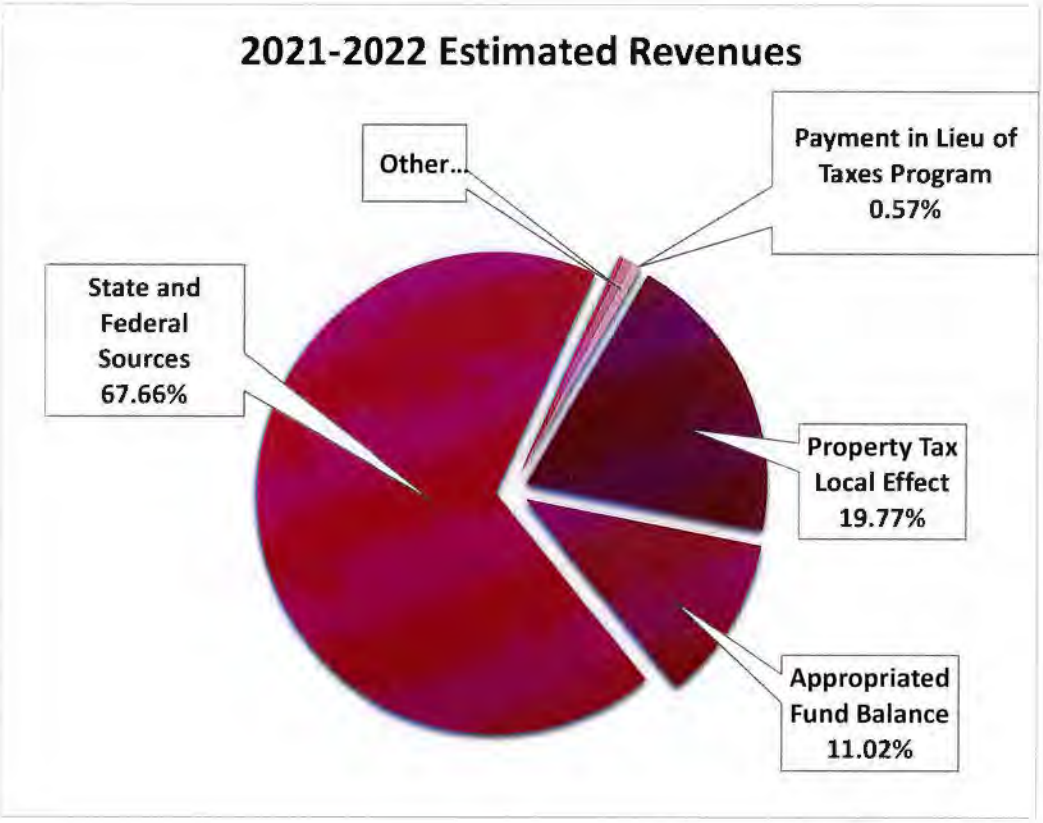
(^ Incidental allowance to include A/E fees, furniture and/or equipment, bond counsel, legal, fees, insurances and testing during construction)

(* Costs do not include rework of system for individualized space control...add $25-30k for each area)

2021 - 2022 Proposed Revenue Summary

	2020-2021	*2021-2022*	*CHANGE*
	$49,758,735	$51,413,792	$1,655,057
Real Property Tax Items	$10,276,120	$10,477,553	$201,433
Charges for Services	$114,000	$114,000	$0
Use of Money & Property	$164,600	$164,600	$0
Sale of Property	$26,900	$26,900	$0
Miscellaneous	$174,000	$174,000	$0
Interfund Revenues	$4,705	$4,705	$0
State and Federal Sources	$32,275,229	$34,788,246	$2,513,017
Fund Balance	$6,723,181	$5,663,788	-$1,059,393

Property Tax Local Effect	**$9,966,642**	**$10,165,975**
Appropriated Fund Balance	**$6,723,181**	**$5,663,788**
State and Federal Sources	**$32,275,229**	**$34,788,246**
Use of Money	**$164,600**	**$164,600**
Payment in Lieu of Taxes Program	**$291,478**	**$293,578**
Other	**$337,605**	**$337,605**
Total General Fund Revenue Budget	**$49,758,735**	**$51,413,792**



Dunkirk City School District Estimated Revenues 2021-2022		
	2020-2021	**2021-2022**
Real Property Tax Items This section includes the tax levy, amounts received in lieu of taxes such as payments by the Dunkirk Housing Authority and the Chautauqua County Industrial Development Agency, and interest and penalties on real property taxes.	$10,276,120	$10,477,553
Charge for Services Recorded here are Adult Education and Summer School Tuition, game and pool admissions, health services provided to private schools, and reimbursement for the government share of the Jr. ROTC program.	$114,000	$114,000
Use of Money and Property Included here are interest earnings on deposits and investments, as well as rentals received for use of school property.	$164,600	$164,600
Sale of Property This covers the sale of scrap, sale of instructional supplies such as projects completed by the technology students, insurance recoveries received including reimbursement under Worker's Compensation Law, and compensation for loss and damages such as lost books and damage to district property.	$26,900	$26,900
Miscellaneous Included here are refunds of prior year's expenses and unclassified revenues such as reimbursement for photocopies, telephone reimbursement, and postage.	$174,000	$174,000
Recorded here are transfers from other funds for reimbursement for indirect costs associated with State and Federal Projects, including a transfer from the Debt Service Fund.	$4,705	$4,705
State and Federal Sources Included are basic state aid and lottery, BOCES, textbook, library loan and computer software aids, and QSCB and Medicaid reimbursements. **2020-2021 Transition Aid totaled $1,522,216. The 2021-2022 expectation is $1,139,982. The District will apply for the 2022 award as available.**	$32,275,229	$34,788,246
Fund Balance A portion of the unreserved fund balance, which is estimated to be available to reduce real property taxes [$5,663,788] is included here. There is no anticipation for the use of reserves. A summary of the District's audited reserve position is attached.	$6,723,181	$5,663,788
TOTALS	$49,758,735	$51,413,792

Dunkirk City School District
Reserve History

District Audited Financial Statement Data Reserves	6/30/2015	6/30/2016	6/30/2017	6/30/2018	6/30/2019	6/30/2020	Estimated 6/30/2021
Employee Retirement	$6,239,732	$6,880,332	$8,778,019	$8,795,617	$8,301,706	$8,344,368	$8,116,785
Unemployment	$4,186,260	$4,187,091	$6,084,778	$6,086,511	$6,084,267	$5,113,240	$5,119,208
Employee Benefits	$325,971	$326,037	$326,037	$326,166	$326,166	$328,410	$328,794
Tax Certiorari	$3,779,220	$3,779,971	$3,779,971	$3,231,480	$3,236,905	$1,250,596	$1,251,802
Repair Reserve	$100,014	$150,036	$200,036	$250,110	$300,572	$301,990	$302,342
Debt Service		$23,479	$23,479	$23,484	$23,527	$23,646	$18,968
Capital	$265,349	$265,395	$265,395	$265,501	$265,990	$1,268,961	$3,267,242
Total Restricted	$14,896,546	$15,612,341	$19,457,715	$18,978,869	$18,539,133	$16,631,211	$18,405,141
Unassigned	$1,683,443	$1,624,562	$1,737,200	$1,829,135	$1,768,630	$1,487,180	$2,056,552
Sub Total	$16,579,989	$17,236,903	$21,194,915	$20,808,004	$20,307,763	$18,118,391	$20,461,693
Designated	$3,176,857	$3,640,894	$1,977,201	$2,455,124	$3,884,284	$6,355,221	$5,663,788
Appropriated Reserves	$ -	$ -	$ -	$535,566	$260,000	$260,000	$0
Encumberances	$84,938	$83,614	$57,288	$21,589	$73,237	$414,339	$70,000
Total	$19,841,784	$20,961,411	$23,229,404	$23,820,283	$24,525,284	$25,147,951	$26,195,481

RESERVE FUNDS THAT MAY BE USED BY NEW YORK SCHOOL DISTRICTS

Reserve Name/ Account Code	Legal Citation	Purpose	Established By:	Funding Source(s)	Expenditures	Duration	Restrictions
Retirement Contribution Reserve Fund (A 827) ERS (A 828) TRS	GML §6-r	To fund employer retirement contributions i.e. any portion of the amount(s) payable by an eligible school district to the NY State and Local Employees' Retirement System (ERS). Effective April 12, 2019, a sub-fund may be established to fund TRS expenditures	BOE Resolution (Not available to school districts in a city of 125,000 or more)	1.Budgetary appropriations or other funds that may be legally appropriated 2 Revenue not restricted by law to be paid to another fund or account. 3 Transfers from Tax Certiorari, Capital or Repair Reserves subject to public hearing requirements	Separate BOE authorization required to spend from this reserve, unless included in the original budget	No Limit.	Transfers from or back to other reserve funds require a public hearing with 15 days' notice published in official newspaper(s). This not required when transferring between ERS and TRS sub-funds. ERS sub-fund does not have a limit, but the TRS sub-fund does. TRS sub-fund is limited to annual contributions of 2% of the prior year's covered TRS salaries with a maximum, including interest earnings, of 10% of the prior year's covered TRS salaries. Sub-funds need to be separately accounted for.
Workers Compensation Reserve Fund (A 814)	GML §6-j	To fund Workers Compensation expenses, related medical expenses and self-insurance administrative costs	BOE Resolution	Budgetary appropriations or other funds that may be legally appropriated	Separate BOE authorization required to spend from this reserve, unless included in the original budget	No Limit BOE may terminate if district no longer self-insures	Districts that self-insure may establish reserve. Funds remaining at the end of each school year, in excess of requirement to pay all pending claims, may be transferred, within 60 days of the close of the school year, to other reserve funds or applied to budgetary appropriations for new school year.
Unemployment Insurance Reserve (A 815)	GML §6-m	To pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants where the school district uses the benefit reimbursement method	BOE Resolution	Budgetary appropriations or other funds that may be legally appropriated or funds from other reserves authorized in the GML, or Ed Law subject to permissive referendum	Separate BOE authorization required to spend from this reserve, unless included in the original budget.	No Limit. BOE may terminate if district converts to "tax contribution" method of funding	If district converts to "tax contribution" funding mechanism, balance exceeding the amount necessary to pay all outstanding claims may be transferred, to any other reserve fund(s) authorized by GML or Ed Law §3651. Excess funds remaining at end of any school year may be transferred, within 60 days of the close of that school year , to other reserve fund(s) or applied to budgetary appropriations for the new school year
Repair Reserve (A 882)	GML §6-d	For repairs to capital improvements or equipment not recurring annually or at shorter intervals	BOE Resolution	Budgetary appropriations or other funds that may be legally appropriated Voter approval is required to fund this reserve	Public hearing required (except in an emergency) before spending from this reserve	No Limit	Reserve must be repaid in equal installments over next two school yrs. if expenses are made without holding a public hearing. Emergency spending requires 2/3 majority vote of BOE. Legal notice required 5 days in advance of hearing. Unneeded balance may be transferred to Capital, Tax Certiorari or Retirement Contribution Reserves
Insurance Reserve Fund (A 863)	GML §6-n	To pay liability, casualty and other types of losses, except those incurred for which the following types of insurance may be purchased life, accident, health, workers' compensation, annuities, fidelity and surety, credit, title residual value and mortgage guarantee or to make payments in lieu of unemployment insurance contributions.	BOE Resolution (Not available to school districts in a city of 125,000 or more)	Budgetary appropriations or other funds that may be legally appropriated or funds from other reserves authorized in the GML, subject to permissive referendum	Separate BOE authorization required to spend from this reserve, unless included in the original budget.	No Limit.	Annual contribution(s) limited to greater of $33,000 or 5% of the budget. No limit on accumulated reserve balance. Cannot use $ for any purpose covered by another special reserve. Judicial approval is required to pay settled or compromised claims over $25,000. Should BOE terminate this reserve, remaining funds in excess of incurred or accrued liabilities may be transferred to any other reserve fund authorized by the GML or Ed Law §3651. Individual Insurance Reserve Funds need to be separately accounted for.

State Aid & Financial Planning Service – Questar III BOCES
10 Empire State Boulevard • Castleton, NY 12033 • Phone: 518.477.2635 • Fax: 518.477.4284
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RESERVE FUNDS THAT MAY BE USED BY NEW YORK SCHOOL DISTRICTS

Reserve Name/ Account Code	Legal Citation	Purpose	Established By:	Funding Source(s)	Expenditures	Duration	Restrictions
Property Loss Reserve (A 861) Liability Reserve (A 862)	Ed Law §1709 (8-c) (school districts) 1950 (4) (cc) (BOCES)	To pay for property loss & liability claims incurred	BOE Resolution	Budgetary appropriations or other funds that may be legally appropriated	Separate BOE Resolution required to spend, unless included in the original budget. (See restrictions.)	3% of the annual budget	Annual contribution(s) limited to greater of $15,000 or 3% of the budget. Separate funds required for property loss and liability claims. $ deposited cannot be used for another purpose w/o voter approval except BOE may use $ not required to settle pending claims, to purchase insurance policies to cover losses previously self-insured. Balances may not be reduced below amounts required to settle all pending claims.
Employee Benefits and Accrued Liabilities Reserve (A 867)	GML §6-p	To pay accrued benefits due employees upon termination of service for vacation, sick leave, personal leave etc	BOE Resolution (Not available for school districts in a city of 125,000 or more)	Budgetary appropriations or other funds that may be legally appropriated or funds from other reserves authorized in the GML, subject to permissive referendum.	Separate BOE authorization required to spend from this reserve, unless included in the original budget.	No Limit	Upon termination by BOE, balance not required to satisfy all incurred or accrued liabilities may be transferred to any other reserve fund(s) authorized in the General Municipal Law or Education Law §3651. May not be used to fund health or other post-retirement benefits.
Tax Certiorari Reserve (A 864)	Ed Law §3651(1-a)	To pay judgments & claims in tax certiorari proceedings per RPTL Article 7	BOE Resolution	Budgetary appropriations or other funds that may be legally appropriated. Monies held in reserve may not exceed amount necessary to meet anticipated judgments & claims	Separate BOE authorization required to spend from this reserve, unless included in the original budget.	No Limit	Money not expended for judgments & claims in the year deposited, must be returned to General Fund on or before 1st day of the 4th school yr. after deposit of such monies into the reserve unless claim(s) are still open and not finally determined or otherwise terminated or disposed of after the exhaustion of all appeals.
Mandatory Reserve for Debt Service (A 884) (V 884)	GML §6-l	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements	BOE Resolution. BOE must establish if conditions met	Proceeds from the sale of capital assets and improvements as defined in GML § 6-e. Includes but not limited to land, buildings, equipment and vehicles	Through budgetary appropriations for debt service only or to retire outstanding obligations	Terminates once outstanding obligations are repaid	Applicable State or Federal Aid must also be deposited into the reserve fund if proceeds from sale are not enough to repay all outstanding obligations. Proceeds of sale in excess of indebtedness may be expended for any other lawful district purpose
Reserve for Tax Reduction (A 916)	Ed Law §1604(36) §1709(37)	To allow for the gradual use of proceeds from the sale of district real property	BOE Resolution	Proceeds from the sale of real property in excess of what is required to repay outstanding debt (Bonds, BANS)	Money from reserve to be appropriated annually over ten or fewer yrs. to offset tax levy	Up to ten yrs.	Proceeds of sale of district real property must be placed in Mandatory Reserve for Debt Service in amount necessary to retire all outstanding obligations before BOE may establish Reserve for Tax Reduction
Capital Reserve (A 878)	Ed Law §3651	To pay the cost of any object or purpose for which bonds may be issued	Voter approval needed except for small city school districts with a population of 125,000 or more (only BOE needed in this case) Certain districts in Adirondack Park need approval of Comm. of Education and State Comptroller to establish	Proposition(s) put before voters must specify purpose(s), ultimate $ amount(s) to be deposited into reserve(s), probable term(s) or life/lives and source(s) of funds to be deposited into the reserve(s)	Voter approval required to spend from these reserve(s) Annual appropriation(s) to fund reserve(s) require voter approval Eligible small city schools need BOE approvals	Limited to term or life approved by voters	Purpose must be specific i.e. to purchase school buses Total exp. over life of each reserve may not exceed voter-approved maximum. Funds may be transferred to other reserves only with voter approval. Voter approval required to terminate reserve before specified expiration date. Remaining funds must first be applied to district's outstanding bonded indebtedness and secondarily to reduce the tax levy Voters may extend term only before end date Reserve(s) defunct after term(s) expire, except to spend remaining funds w/ voter approval

NOTE: Reserve for Inventory (A 845) may be established to limit maximum investment in inventory and to restrict that portion of fund balance, which is not available for appropriation.

State Aid & Financial Planning Service – Questar III BOCES
10 Empire State Boulevard • Castleton, NY 12033 • Phone: 518.477.2635 • Fax: 518.477.4284
http://sap.questar.org • Twitter: QIIISAP

Dunkirk City School District
Contingent Budget
2021-2022

Contingent Budget Calculation

2021-2022 Proposed Levy		$10,165,975	
2020-2021 Levy		$9,966,642	
Amount to reduce Proposed Budget in Contingency		*$199,333*	
Proposed Budget 2021-2022		**$ 51,413,792**	
	LESS: Capital Outlay Project	*$ 100,000*	
	LESS: Equipment	*$ 85,000*	
	LESS: Community Use	*$ 14,333*	*$ (199,333)*
Contingent Budget		**$ 51,214,459**	

Contingent Budget rules for 2021-2022 require a flat tax levy and the elimination of "non-contingent" expenditures - [$199,333] primarily Capital Outlay Project transfers [$100,000], certain equipment [$85,000], community use [$14,333] plus adherence to a cap on administrative appropriations not to exceed 11.55% of the Contingent Budget. In a contingent budget, ordinary contingent expenses are determined by the Board of Education.

Dunkirk City School District
Administrative Salary Disclosure Information
2021-2022

Superintendent of Schools

Annual Salary	***$177,500***
Annualized Cost of Benefits:	***$54,197***
TRS Contribution @ 9.80% of Salary	***$17,395***
Contribution to Health/Prescription	***$22,624***
SocialSecurity/Unemployment/Life/WorkersComp	***$14,179***

Total Assessed Value 761,227,392

Equalized Total Assessed Value 1,063,550,918

School District - 060300 Dunkirk Csd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
10110	O/S SPEC DIST - SEWER OR WATER	RPTL 410-a	7	4,083,334	0.38
12100	NYS - GENERALLY	RPTL 404(1)	57	7,021,059	0.66
12200	NYS TEACHERS RETIREMENT SYSTEI	RPTL 404(3)	2	1,415,667	0.13
13100	CO - GENERALLY	RPTL 406(1)	31	5,154,894	0.48
13350	CITY - GENERALLY	RPTL 406(1)	216	27,757,024	2.61
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	2	182,069	0.02
13450	CITY O/S LIMITS - AVIATION	RPTL 406(7)	1	400	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	7	73,501	0.01
13650	VG - GENERALLY	RPTL 406(1)	4	3,666,000	0.34
13800	SCHOOL DISTRICT	RPTL 408	24	26,822,339	2.52
14110	USA - SPECIFIED USES	STATE L 54	2	1,217,333	0.11
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	32	322,142,072	30.29
18040	URBAN REN: OWNER-MUNICIPALITY	GEN MUNY 506	13	72,934	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	195,600	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	67	21,565,277	2.03
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	3,545,600	0.33
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	18	4,508,020	0.42
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	1	4,167	0.00
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	17	7,384,400	0.69
25600	NONPROFIT HEALTH MAINTENANCE C	RPTL 486-a	2	17,469,733	1.64
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	11	251,415	0.02
26050	AGRICULTURAL SOCIETY	RPTL 450	6	1,232,732	0.12
26100	VETERANS ORGANIZATION	RPTL 452	9	1,401,018	0.13
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	165,200	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	9	1,675,833	0.16
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	613,667	0.06
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	5	442,666	0.04
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	345,000	0.03
41300	PARAPLEGIC VETS	RPTL 458(3)	1	140,000	0.01
41400	CLERGY	RPTL 460	4	8,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	48,295	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	37	726,072	0.07
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	4	166,323	0.02

Total Assessed Value 761,227,392

Equalized Total Assessed Value 1,063,550,918

School District - 060300 Dunkirk Csd

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41800	PERSONS AGE 65 OR OVER	RPTL 467	67	1,799,369	0.17
41805	PERSONS AGE 65 OR OVER	RPTL 467	4	333,606	0.03
41834	ENHANCED STAR	RPTL 425	1,068	64,508,732	6.07
41854	BASIC STAR 1999-2000	RPTL 425	1,517	45,567,862	4.28
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	9,667	0.00
44316	RESIDENTIAL INVESTMENT IN CERT	RPTL 485-h,i, & j	4	68,946	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	3	517,032	0.05
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	15	4,661,264	0.44
Total Exemptions Exclusive of System Exemptions:			**3,266**	**574,302,858**	**54.00**
Total System Exemptions:			**15**	**4,661,264**	**0.44**
Totals:			**3,281**	**578,964,122**	**54.44**

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

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

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2020-21 School Year	Budget Proposed for the 2021-22 School Year	Contingency Budget for the 2021-22 School Year *
Total Budgeted Amount, Not Including Separate Propositions	$ 49,758,733	$ 51,413,792	$ 51,299,459
Increase/Decrease for the 2021-22 School Year		$ 1,655,057	$ 1,540,726
Percentage Increase/Decrease in Proposed Budget		3.33 %	3.10%
Change in the Consumer Price Index		1.23%	
A. Proposed Levy to Support the Total Budgeted Amount	$ 9,966,642	$ 10,165,975	
B. Levy to Support Library Debt, if Applicable	$ 0	$ 0	
C. Levy for Non-Excludable Propositions, if Applicable **	$ 0	$ 0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	$ 0	$ 0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	$ 9,966,642	$ 10,165,975	$ 9,966,642
F. Total Permissible Exclusions	$ 23,075	$ 25,479	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	$ 10,254,457	$ 10,259,241	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	$ 9,943,567	$ 10,140,496	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	$ 310,890	$ 118,745	
Administrative Component	$ 5,131,070	$ 5,069,722	$ 5,069,722
Program Component	$ 37,217,456	$ 38,805,937	$ 38,791,604
Capital Component	$ 7,410,207	$ 7,538,134	$ 7,353,134

* Contingent Budget rules for 2021-22 require a flat tax levy and the elimination of "non-contingent" expenditures - [$199,333] primarily certain capital interfund transfers and equipment purchases, plus adherence to a cap on administrative appropriations.

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

Description	Amount
	$
	$
	$
	$

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

	Under the Budget Proposed for the 2021-22 School Year
Estimated Basic STAR Exemption Savings[1]	$ 534

The annual budget vote for the fiscal year 2021-22 by the qualified voters of the DUNKIRK CITY SCHOOL DISTRICT, CHAUTAUQUA County, New York, will be held at the HIGH SCHOOL in said district on Tuesday, May 18, 2021 at between the hours of 12:00 PM and 9:00 PM, prevailing time in the AUXILIARY GYM, at which time the polls will be opened to vote by voting ballot or machine.

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

Property Tax Report Card
060800 - DUNKIRK CITY SD

2020-2021 - Page 1
Official - as of 04/20/2021 02:17 PM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2021-22 Budget Notice to: emscmgts@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 26, 2021

Form Preparer Name:	CYNTHIA MACKOWIAK
Preparer's Telephone Number:	716-366-9300

Shaded Fields Will Calculate	**Budgeted 2020-21 (A)**	**Proposed Budget 2021-22 (B)**	**Percent Change (C)**
Total Budgeted Amount, not including Separate Propositions	49,758,733	51,413,792	3.33 %
A. Proposed Tax Levy to Support the Total Budgeted Amount[1]	9,966,642	10,165,975	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable[2]	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	9,966,642	10,165,975	2.00 %
F. Permissible Exclusions to the School Tax Levy Limit	23,075	25,479	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions[3]	10,254,457	10,259,241	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	9,943,567	10,140,496	
I. Difference: (G-H);(negative value requires 60.0% voter approval)[2]	310,890	118,745	
Public School Enrollment	1,931	1,963	1.66 %
Consumer Price Index			1.23 %

[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 2021-22, includes any carryover from 2020-21 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2020-21 (D)	Estimated 2021-22 (E)
Adjusted Restricted Fund Balance	16,631,211	17,448,504
Assigned Appropriated Fund Balance	7,029,560	5,572,190
Adjusted Unrestricted Fund Balance	1,487,180	2,056,552
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	2.99 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/21 Actual Balance	6/30/21 Estimated Ending Balance	Intended Use of the Reserve in the 2021-22 School Year (Limit 200 Characters)**
Capital	CAPITAL RESERVE 2020	For the cost of any object or purpose for which bonds may be issued.	0	3,267,242	FUNDING OF 2020 VOTER ESTABLISHED RESERVE
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	302,315	302,342	NO PLANS FOR USE IN 2021-2022
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	5,118,749	5,119,208	NO PLANS FOR USE IN 2021-2022
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	DEBT SERVICE RESERVE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	23,671	18,968	PAY DOWN DEBT
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

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.

Tax Certiorari	TAX CERIOARI RESERVE	For tax certiorari settlements.	251,778	1,251,802	PAY PENDING CERTIOARI CLAIMS IF NEEDED
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	328,764	328,794	NO PLANS FOR USE IN 2021-2022
Retirement Contribution	RETIREMENT RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	7,992,367	7,628,562	NO PLANS FOR USE IN 2021-2022
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve	TRS SUB-FUND	SUB-FUND OF RETIREMENT CONT.	360,992	725,547	NO PLANS FOR USE IN 2021-2022

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

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2021-22. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save | Reset | Save & Ready

DUNKIRK CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

TARGET DISTRICT

MADE PROGRESS

NO

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Targeted Support and Improvement	NA
Hispanic or Latino	Targeted Support and Improvement	NA
Multiracial	Good Standing: Potential Target District for 2020-21.	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing: Potential Target District for 2020-21.	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	2
American Indian or Alaska Native	–
Black or African American	1
Hispanic or Latino	2
Multiracial	2
White	3
English Language Learners	2
Students with Disabilities	2
Economically Disadvantaged	2

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	847	89	2
	Math	844	100	
	Science	317	174	
	Combined	2,008	107	
American Indian or Alaska Native	ELA	5	90	--
	Math	5	80	
	Science	--	--	
	Combined	10	--	
Black or African American	ELA	33	47	1
	Math	69	59	
	Science	30	138	
	Combined	132	74	
Hispanic or Latino	ELA	473	70	1
	Math	472	82	
	Science	176	161	
	Combined	1,121	89	
Multiracial	ELA	40	76	2
	Math	41	88	
	Science	20	193	
	Combined	101	104	
White	ELA	298	127	3
	Math	299	134	
	Science	109	198	
	Combined	706	141	
English Language Learners	ELA	147	42	2
	Math	157	51	
	Science	58	128	
	Combined	362	60	
Students with Disabilities	ELA	118	48	2
	Math	115	51	
	Science	47	127	
	Combined	280	62	
Economically Disadvantaged	ELA	638	75	2
	Math	634	86	
	Science	236	167	
	Combined	1,508	94	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	863	88	2
	Math	863	98	
	Science	317	174	
	Combined	2,043	105	
American Indian or Alaska Native	ELA	5	90	–
	Math	5	80	
	Science	–	–	
	Combined	10	–	
Black or African American	ELA	37	42	1
	Math	82	49	
	Science	33	126	
	Combined	152	64	
Hispanic or Latino	ELA	476	69	2
	Math	476	81	
	Science	176	161	
	Combined	1,128	89	
Multiracial	ELA	43	71	2
	Math	43	84	
	Science	20	193	
	Combined	106	99	
White	ELA	304	125	3
	Math	304	132	
	Science	109	198	
	Combined	717	139	
English Language Learners	ELA	148	41	2
	Math	157	51	
	Science	58	128	
	Combined	363	59	
Students with Disabilities	ELA	124	45	2
	Math	122	48	
	Science	51	117	
	Combined	297	59	
Economically Disadvantaged	ELA	644	75	2
	Math	644	85	
	Science	236	167	
	Combined	1,524	93	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	175,611	3,586	49	2
American Indian or Alaska Native	–	11	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	8	–	–
Black or African American	8,126	173	47	2
Hispanic or Latino	91,220	1,840	49.6	2
Multiracial	7,236	154	47	2
White	68,093	1,400	48.6	2
English Language Learners	27,435	518	53	3
Students with Disabilities	16,189	302	53.6	3
Economically Disadvantaged	127,315	2,564	49.7	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	217	43%	37%	0.9	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	216	43%	37%	0.9	2
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	217	43%	37%	0.9	2
Students with Disabilities	34	48%	24%	0.5	2
Economically Disadvantaged	207	43%	38%	0.9	2

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	81	863	88	91	105	122	161	N	–	200	1	1
	Math	80	863	98	90	107	124	162	–	N	200	2	
American Indian or Alaska Native	ELA	–	5	–	–	–	–	–	–	–	–	–	–
	Math	–	5	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	58	37	42	69	98	116	158	N	–	200	1	1
	Math	51	82	49	63	88	107	154	N	–	200	1	
Hispanic or Latino	ELA	58	476	69	69	95	113	157	–	N	200	2	2
	Math	56	476	81	68	92	111	155	–	N	200	2	
Multiracial	ELA	107	43	71	114	102	119	159	N	–	200	1	1
	Math	88	43	84	97	104	120	160	N	–	200	1	
White	ELA	115	304	125	121	102	119	160	–	–	200	4	4
	Math	117	304	132	124	110	126	163	–	–	200	4	
English Language Learners	ELA	23	148	41	38	67	90	145	–	N	200	2	2
	Math	25	157	51	39	83	103	152	–	N	200	2	
Students with Disabilities	ELA	43	124	45	56	61	85	142	N	–	200	1	1
	Math	41	122	48	54	61	85	142	Y	–	200	2	
Economically Disadvantaged	ELA	69	644	75	79	95	113	157	N	–	200	1	1
	Math	66	644	85	77	94	112	156	–	N	200	2	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	20	1,337	250	18.7%	18.8%	14.6%	12.8%	8.9%	–	N	5%	2
American Indian or Alaska Native	–	7	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	4	–	–	–	–	–	–	–	–	–	–
Black or African American	9.5	53	9	17%	9.1%	20.1%	17.7%	11.4%	–	–	5%	3
Hispanic or Latino	25.5	762	182	23.9%	23.9%	19.8%	17%	11%	–	N	5%	2
Multiracial	25.4	63	15	23.8%	23.8%	16.5%	14.5%	9.8%	–	Y	5%	3
White	11.8	455	44	9.7%	11.2%	10.5%	9.3%	7.2%	–	–	5%	3
English Language Learners	34.6	268	99	36.9%	32.2%	17.6%	15.2%	10.1%	N	–	5%	1
Students with Disabilities	32.7	192	57	29.7%	30.5%	21.5%	18.5%	11.8%	–	N	5%	2
Economically Disadvantaged	23.7	1,013	227	22.4%	22.3%	19.9%	17.1%	11.1%	N	–	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✗	950	93.5%	1,920	93.7%
American Indian or Alaska Native	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–	–	–
Black or African American	–	39	–	–	–
Hispanic or Latino	✓	526	94.5%	1,068	94.9%
Multiracial	✗	47	89.4%	87	92%
White	✗	335	93.4%	672	92.9%
English Language Learners	✓	159	93.7%	334	94.9%
Students with Disabilities	✗	126	90.5%	257	88.3%
Economically Disadvantaged	✗	711	94.2%	1,411	93.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✗	950	93%	1,926	91.7%
American Indian or Alaska Native	–	3	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	0	–	–	–
Black or African American	–	39	–	–	–
Hispanic or Latino	✗	526	94.1%	1,075	92.3%
Multiracial	✗	47	91.5%	87	87.4%
White	✗	335	93.4%	671	92.7%
English Language Learners	✓	162	97.5%	341	94.1%
Students with Disabilities	✗	124	89.5%	259	85.3%
Economically Disadvantaged	✗	710	93.5%	1,410	91.6%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 4	–
Grade 6	–
Grade 7	–
Grade 8	–

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Comprehensive Support and Improvement	Yes
Black or African American	Good Standing	NA
Hispanic or Latino	Targeted Support and Improvement	No
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Targeted Support and Improvement	Yes
Economically Disadvantaged	Targeted Support and Improvement	No

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	146	161	155	2
	Math	146	104		
	Science	146	199		
	Social Studies	146	206		
American Indian or Alaska Native	ELA	5	160	–	–
	Math	5	120		
	Science	5	230		
	Social Studies	5	230		
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
Black or African American	ELA	21	126	144	2
	Math	21	105		
	Science	21	202		
	Social Studies	21	198		
Hispanic or Latino	ELA	60	128	131	1
	Math	60	88		
	Science	60	175		
	Social Studies	60	178		
Multiracial	ELA	4	–	–	–
	Math	4	–		
	Science	4	–		
	Social Studies	4	–		
White	ELA	66	199	178	2
	Math	66	114		
	Science	66	214		
	Social Studies	66	233		
English Language Learners	ELA	32	34	64	2
	Math	32	56		
	Science	32	106		
	Social Studies	32	95		
Students with Disabilities	ELA	26	73	85	2
	Math	26	65		
	Science	26	115		
	Social Studies	26	117		
Economically Disadvantaged	ELA	88	134	140	1
	Math	88	95		
	Science	88	188		
	Social Studies	88	193		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	78.2%	162	69.8%	79.6%	82.8%	85%	90%	N	–	95%	1	2
	5-Year	77.7%	152	77%	79.1%	85%	86.8%	91.4%	N	–	96%	1	
	6-Year	74%	145	82.8%	75.8%	85.1%	87.3%	92.2%	–	Y	97%	3	
American Indian or Alaska Native	4-Year	–	2	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	2	–	–	–	–	–	–	–	–	–	
	6-Year	–	1	–	–	–	–	–	–	–	–	–	
Black or African American	4-Year	63.6%	27	81.5%	66.2%	73.3%	77.3%	86.2%	–	–	95%	4	3
	5-Year	75%	31	80.6%	76.6%	76.7%	80.3%	88.2%	–	–	96%	4	
	6-Year	80%	23	65.2%	81.4%	76.9%	80.3%	88.7%	N	–	97%	1	
Hispanic or Latino	4-Year	73.2%	93	64.5%	75%	73.2%	76.8%	85.9%	N	–	95%	1	2
	5-Year	69.2%	71	67.6%	71.4%	75.7%	79.1%	87.6%	N	–	96%	1	
	6-Year	60.6%	70	78.6%	63.6%	76.1%	79.7%	88.4%	–	–	97%	3	
Multiracial	4-Year	–	2	–	–	–	–	–	–	–	–	–	–
	5-Year	–	3	–	–	–	–	–	–	–	–	–	
	6-Year	–	5	–	–	–	–	–	–	–	–	–	
White	4-Year	88.3%	56	76.8%	88.9%	90.2%	91%	93%	N	–	95%	1	2
	5-Year	84.7%	62	82.3%	85.7%	91.5%	92.3%	94.2%	N	–	96%	1	
	6-Year	85.9%	58	93.1%	86.7%	91.2%	92.4%	94.7%	–	–	97%	4	
English Language Learners	4-Year	44.8%	33	18.2%	48.8%	53%	60.4%	77.7%	N	–	95%	1	2
	5-Year	18.8%	17	52.9%	25%	60.4%	66.8%	81.4%	–	N	96%	2	
	6-Year	20.8%	22	45.5%	26.8%	60.6%	66.8%	81.9%	–	Y	97%	3	
Students with Disabilities	4-Year	44.7%	42	35.7%	48.7%	59.7%	66.1%	80.6%	Y	–	95%	2	2
	5-Year	47.5%	31	32.3%	51.3%	63%	69%	82.5%	N	–	96%	1	
	6-Year	40.7%	35	51.4%	45.3%	61.4%	67.8%	82.4%	–	N	97%	2	
Economically Disadvantaged	4-Year	72.9%	96	62.5%	74.7%	76.9%	79.9%	87.5%	N	–	95%	1	2
	5-Year	70%	86	70.9%	72%	80.4%	83%	89.5%	N	–	96%	1	
	6-Year	73.5%	91	81.3%	75.3%	80.7%	83.5%	90.3%	–	–	97%	3	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	87	39%	37%	1.0	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	86	39%	36%	0.9	2
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	87	39%	37%	1.0	2
Students with Disabilities	38	37%	21%	0.6	2
Economically Disadvantaged	79	40%	38%	1.0	2

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	158	146	161	163	191	194	204	Y	–	215	2	2
	Math	117	146	104	124	151	158	179	Y	–	200	2	
American Indian or Alaska Native	ELA	–	5	–	–	–	–	–	–	–	–	–	–
	Math	–	5	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	–	21	–	–	–	–	–	–	–	–	–	–
	Math	–	21	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	138	60	128	144	166	172	194	Y	–	215	2	1
	Math	103	60	88	111	124	134	167	N	–	200	1	
Multiracial	ELA	–	4	–	–	–	–	–	–	–	–	–	–
	Math	–	4	–	–	–	–	–	–	–	–	–	
White	ELA	167	66	199	171	208	209	212	–	Y	215	3	2
	Math	132	66	114	138	168	172	186	N	–	200	1	
English Language Learners	ELA	–	32	–	–	–	–	–	–	–	–	–	–
	Math	–	32	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	–	26	–	–	–	–	–	–	–	–	–	–
	Math	–	26	–	–	–	–	–	–	–	–	–	
Economically Disadvantaged	ELA	145	88	134	151	171	177	196	Y	–	215	2	1
	Math	102	88	95	109	131	140	170	N	–	200	1	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	36.6	627	257	41%	34%	22.6%	19.8%	12.4%	N	–	5%	1
American Indian or Alaska Native	–	12	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	5	–	–	–	–	–	–	–	–	–	–
Black or African American	40.7	48	20	41.7%	37.9%	31.5%	27.1%	16.1%	N	–	5%	1
Hispanic or Latino	44.2	310	157	50.6%	41%	31.6%	27.2%	16.1%	N	–	5%	1
Multiracial	–	16	–	–	–	–	–	–	–	–	–	–
White	26.2	252	73	29%	24.6%	15.6%	14%	9.5%	N	–	5%	1
English Language Learners	58.8	129	84	65.1%	54.4%	33.8%	29%	17%	N	–	5%	1
Students with Disabilities	50	80	40	50%	46.4%	32.8%	28%	16.5%	N	–	5%	1
Economically Disadvantaged	46.1	406	196	48.3%	42.9%	30.2%	25.8%	15.4%	N	–	5%	1

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	95.7	89	102.1	130.2	137.8	156.4	Y	--	175	2
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	77.5	61.6	85.3	104.5	116.5	145.8	N	--	175	1
Multiracial	--	--	--	--	--	--	--	--	--	--
White	112.1	118.7	117.1	149.7	154.1	164.6	--	Y	175	3
English Language Learners	16.7	28.1	23	43.4	66.4	120.7	--	N	175	2
Students with Disabilities	26.7	42.2	38.5	76.5	93.5	134.3	--	N	175	2
Economically Disadvantaged	82	70.6	89.4	112.9	123.7	149.4	N	--	175	1

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	177	0	39	0	78	3	57
American Indian or Alaska Native	5	0	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	1	0	--	--	--	--	--
Black or African American	23	0	--	--	--	--	--
Hispanic or Latino	82	0	8	0	34	1	39
Multiracial	4	0	--	--	--	--	--
White	75	0	26	0	36	2	11
English Language Learners	32	0	1	0	7	0	24
Students with Disabilities	45	0	0	0	18	2	25
Economically Disadvantaged	107	0	13	0	48	3	43

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	141	99.3%	263	99.6%
American Indian or Alaska Native	--	4	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	1	--	--	--
Black or African American	--	10	--	--	--
Hispanic or Latino	✓	55	100%	120	100%
Multiracial	--	3	--	--	--
White	✓	68	98.5%	114	99.1%
English Language Learners	--	14	--	--	--
Students with Disabilities	--	5	--	--	--
Economically Disadvantaged	✓	81	100%	146	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	141	100%	263	100%
American Indian or Alaska Native	–	4	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	1	–	–	–
Black or African American	–	10	–	–	–
Hispanic or Latino	✓	55	100%	120	100%
Multiracial	–	3	–	–	–
White	✓	68	100%	114	100%
English Language Learners	–	14	–	–	–
Students with Disabilities	–	5	–	–	–
Economically Disadvantaged	✓	81	100%	146	100%

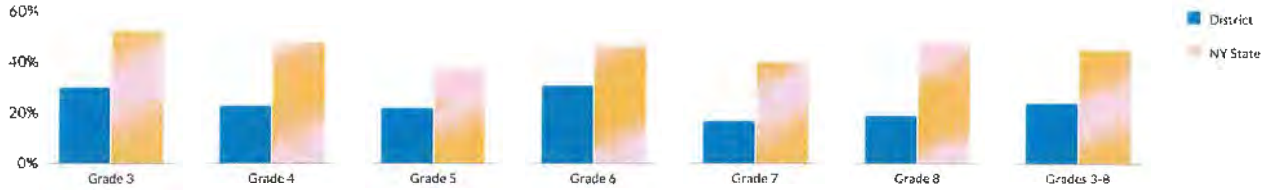
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	32	18%	3	43%	11	5%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	127	72%	35	20%	86	49%	6	3%	0	0%	15	8%	0	0%	35	20%
Female	96	75	78%	24	25%	46	48%	5	5%	0	0%	4	4%	0	0%	17	18%
Male	81	52	64%	11	14%	40	49%	1	1%	0	0%	11	14%	0	0%	18	22%
Multiracial	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	75	65	87%	25	33%	38	51%	2	3%	0	0%	4	5%	0	0%	6	8%
Black or African American	13	10	77%	1	8%	9	69%	0	0%	0	0%	1	8%	0	0%	2	15%
Hispanic or Latino	82	46	56%	6	7%	36	44%	4	5%	0	0%	10	12%	0	0%	26	32%
General-Education Students	159	121	76%	35	22%	84	53%	2	1%	0	0%	12	8%	0	0%	26	16%
Students with Disabilities	18	6	33%	0	0%	2	11%	4	22%	0	0%	3	17%	0	0%	9	50%
Non-English Language Learners	148	120	81%	35	24%	80	54%	5	3%	0	0%	10	7%	0	0%	18	12%
English Language Learners	29	7	24%	0	0%	6	21%	1	3%	0	0%	5	17%	0	0%	17	59%
Not Economically Disadvantaged	70	58	83%	25	36%	32	46%	1	1%	0	0%	2	3%	0	0%	10	14%
Economically Disadvantaged	107	69	64%	10	9%	54	50%	5	5%	0	0%	13	12%	0	0%	25	23%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	169	123	73%	35	21%	83	49%	5	3%	0	0%	15	9%	0	0%	31	18%
Homeless	8	4	50%	0	0%	3	38%	1	13%	0	0%	0	0%	0	0%	4	50%
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

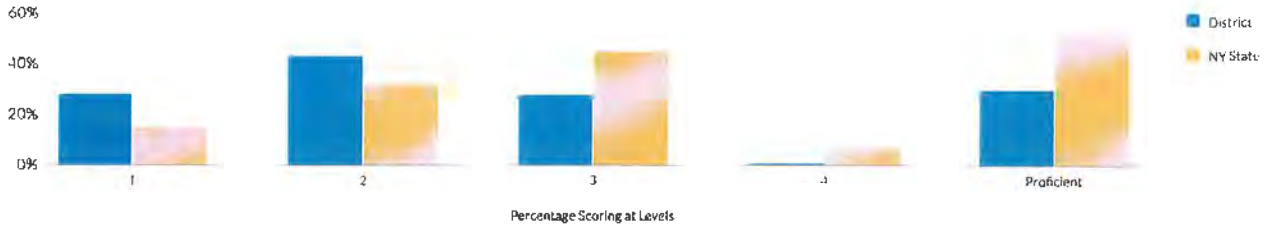
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	8	145	40	28%	62	43%	41	28%	2	1%	43	30%
Grade 4	16	168	60	36%	69	41%	30	18%	9	5%	39	23%
Grade 5	9	147	74	50%	40	27%	21	14%	12	8%	33	22%
Grade 6	10	137	61	45%	33	24%	18	13%	25	18%	43	31%
Grade 7	20	134	64	48%	47	35%	20	15%	3	2%	23	17%
Grade 8	27	133	51	38%	57	43%	19	14%	6	5%	25	19%
Grades 3-8	90	864	350	41%	308	36%	149	17%	57	7%	206	24%

GRADE 3 ELA RESULTS

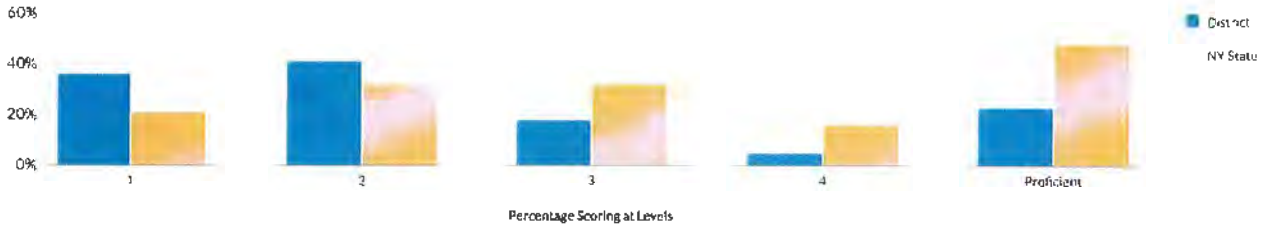


Percentage Scoring at Levels

MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	145	40	28%	62	43%	41	28%	2	1%	43	30%
General Education	8	126	26	21%	57	45%	41	33%	2	2%	43	34%
Students with Disabilities	0	19	14	74%	5	26%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	5	85	30	35%	33	39%	21	25%	1	1%	22	26%
White	2	47	5	11%	22	47%	19	40%	1	2%	20	43%
Multiracial	0	9	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	13	5	38%	7	54%	1	8%	0	0%	1	8%
Female	4	69	16	23%	28	41%	23	33%	2	3%	25	36%
Male	4	76	24	32%	34	45%	18	24%	0	0%	18	24%
English Language Learners	4	36	17	47%	15	42%	4	11%	0	0%	4	11%
Non-English Language Learners	4	109	23	21%	47	43%	37	34%	2	2%	39	36%
Economically Disadvantaged	7	114	38	33%	50	44%	24	21%	2	2%	26	23%
Not Economically Disadvantaged	1	31	2	6%	12	39%	17	55%	0	0%	17	55%
Migrant	4	3	–	–	–	–	–	–	–	–	–	–
Not Migrant	4	142	–	–	–	–	–	–	–	–	–	–
Homeless	1	6	3	50%	3	50%	0	0%	0	0%	0	0%
Not Homeless	7	139	37	27%	59	42%	41	29%	2	1%	43	31%
Not in Foster Care	8	145	40	28%	62	43%	41	28%	2	1%	43	30%
Parent Not in Armed Forces	8	145	40	28%	62	43%	41	28%	2	1%	43	30%

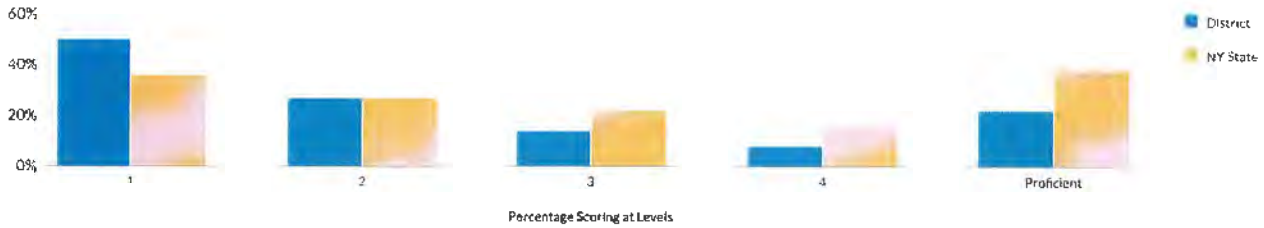
GRADE 4 ELA RESULTS



MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	168	60	36%	69	41%	30	18%	9	5%	39	23%
General Education	9	143	40	28%	65	45%	30	21%	8	6%	38	27%
Students with Disabilities	7	25	20	80%	4	16%	0	0%	1	4%	1	4%
Black or African American	4	5	2	40%	3	60%	0	0%	0	0%	0	0%
Hispanic or Latino	8	96	42	44%	37	39%	14	15%	3	3%	17	18%
White	4	57	13	23%	24	42%	14	25%	6	11%	20	35%
Multiracial	0	10	3	30%	5	50%	2	20%	0	0%	2	20%
Female	9	75	23	31%	35	47%	13	17%	4	5%	17	23%
Male	7	93	37	40%	34	37%	17	18%	5	5%	22	24%
English Language Learners	3	28	22	79%	5	18%	1	4%	0	0%	1	4%
Non-English Language Learners	13	140	38	27%	64	46%	29	21%	9	6%	38	27%
Economically Disadvantaged	9	130	52	40%	55	42%	19	15%	4	3%	23	18%
Not Economically Disadvantaged	7	38	8	21%	14	37%	11	29%	5	13%	16	42%
Migrant	2	4	–	–	–	–	–	–	–	–	–	–
Not Migrant	14	164	–	–	–	–	–	–	–	–	–	–
Homeless	1	9	4	44%	5	56%	0	0%	0	0%	0	0%
Not Homeless	15	159	56	35%	64	40%	30	19%	9	6%	39	25%
Not in Foster Care	16	168	60	36%	69	41%	30	18%	9	5%	39	23%
Parent Not in Armed Forces	16	168	60	36%	69	41%	30	18%	9	5%	39	23%

GRADE 5 ELA RESULTS



Percentage Scoring at Levels

MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	147	74	50%	40	27%	21	14%	12	8%	33	22%
General Education	4	132	59	45%	40	30%	21	16%	12	9%	33	25%
Students with Disabilities	5	15	15	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	8	5	63%	1	13%	1	13%	1	13%	2	25%
Hispanic or Latino	4	90	51	57%	27	30%	8	9%	4	4%	12	13%
White	4	49	18	37%	12	24%	12	24%	7	14%	19	39%
Female	2	76	33	43%	24	32%	12	16%	7	9%	19	25%
Male	7	71	41	58%	16	23%	9	13%	5	7%	14	20%
English Language Learners	1	20	19	95%	1	5%	0	0%	0	0%	0	0%
Non-English Language Learners	8	127	55	43%	39	31%	21	17%	12	9%	33	26%
Economically Disadvantaged	5	117	66	56%	32	27%	15	13%	4	3%	19	16%
Not Economically Disadvantaged	4	30	8	27%	8	27%	6	20%	8	27%	14	47%
Migrant	0	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	9	145	–	–	–	–	–	–	–	–	–	–
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	9	144	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	9	147	74	50%	40	27%	21	14%	12	8%	33	22%
Parent Not in Armed Forces	9	147	74	50%	40	27%	21	14%	12	8%	33	22%

GRADE 6 ELA RESULTS

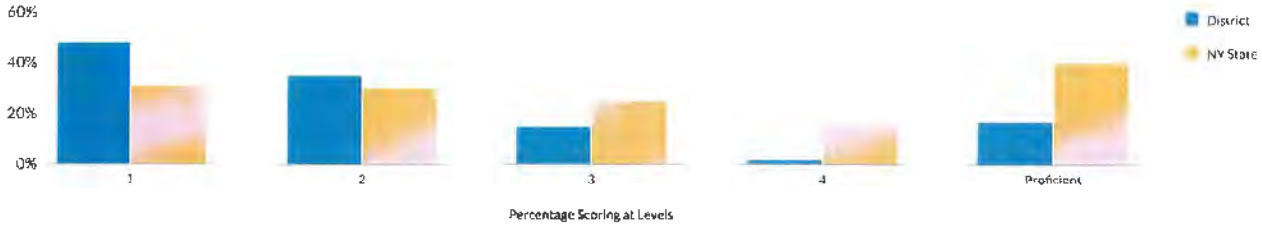


Percentage Scoring at Levels

MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	137	61	45%	33	24%	18	13%	25	18%	43	31%
General Education	6	122	48	39%	31	25%	18	15%	25	20%	43	35%
Students with Disabilities	4	15	13	87%	2	13%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	0	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	71	41	58%	21	30%	6	8%	3	4%	9	13%
White	1	51	10	20%	10	20%	10	20%	21	41%	31	61%
Multiracial	0	9	5	56%	2	22%	1	11%	1	11%	2	22%
Small Group Total	0	6	5	83%	0	0%	1	17%	0	0%	1	17%
Female	7	71	29	41%	24	34%	8	11%	10	14%	18	25%
Male	3	66	32	48%	9	14%	10	15%	15	23%	25	38%
English Language Learners	5	17	15	88%	2	12%	0	0%	0	0%	0	0%
Non-English Language Learners	5	120	46	38%	31	26%	18	15%	25	21%	43	36%
Economically Disadvantaged	8	101	50	50%	32	32%	8	8%	11	11%	19	19%
Not Economically Disadvantaged	2	36	11	31%	1	3%	10	28%	14	39%	24	67%
Not Migrant	6	137	61	45%	33	24%	18	13%	25	18%	43	31%
Homeless	2	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	8	134	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	10	137	61	45%	33	24%	18	13%	25	18%	43	31%
Parent Not in Armed Forces	10	137	61	45%	33	24%	18	13%	25	18%	43	31%

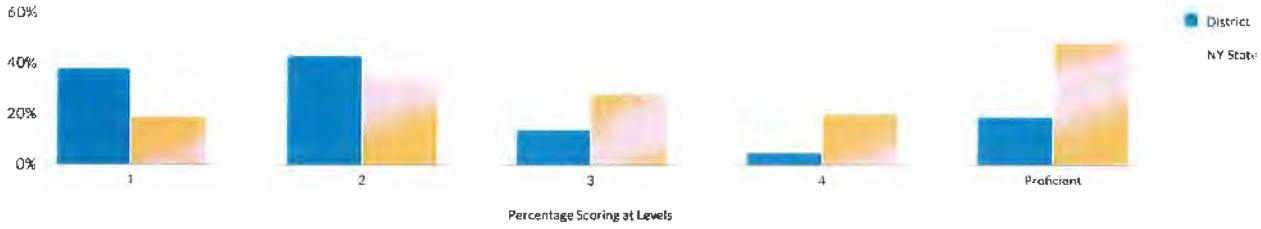
GRADE 7 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	20	134	64	48%	47	35%	20	15%	3	2%	23	17%
General Education	12	122	56	46%	44	36%	19	16%	3	2%	22	18%
Students with Disabilities	8	12	8	67%	3	25%	1	8%	0	0%	1	8%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	0	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	13	63	42	67%	16	25%	4	6%	1	2%	5	8%
White	6	57	13	23%	27	47%	15	26%	2	4%	17	30%
Multiracial	1	8	5	63%	3	38%	0	0%	0	0%	0	0%
Small Group Total	0	6	4	67%	1	17%	1	17%	0	0%	1	17%
Female	14	61	23	38%	24	39%	13	21%	1	2%	14	23%
Male	6	73	41	56%	23	32%	7	10%	2	3%	9	12%
English Language Learners	6	16	14	88%	2	13%	0	0%	0	0%	0	0%
Non-English Language Learners	14	118	50	42%	45	38%	20	17%	3	3%	23	19%
Economically Disadvantaged	15	92	47	51%	33	36%	9	10%	3	3%	12	13%
Not Economically Disadvantaged	5	42	17	40%	14	33%	11	26%	0	0%	11	26%
Migrant	2	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	18	132	–	–	–	–	–	–	–	–	–	–
Homeless	1	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	19	130	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	2	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	20	132	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	20	134	64	48%	47	35%	20	15%	3	2%	23	17%

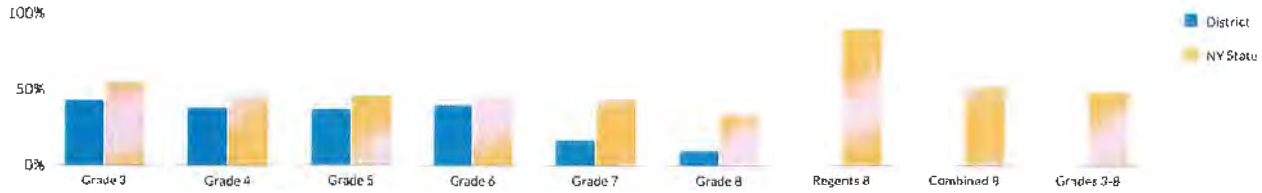
GRADE 8 ELA RESULTS



MEAN SCORE: 588

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	133	51	38%	57	43%	19	14%	6	5%	25	19%
General Education	21	121	42	35%	55	45%	19	16%	5	4%	24	20%
Students with Disabilities	6	12	9	75%	2	17%	0	0%	1	8%	1	8%
Black or African American	1	6	5	83%	1	17%	0	0%	0	0%	0	0%
Hispanic or Latino	12	73	33	45%	33	45%	5	7%	2	3%	7	10%
White	10	48	11	23%	21	44%	12	25%	4	8%	16	33%
Multiracial	4	6	2	33%	2	33%	2	33%	0	0%	2	33%
Female	12	62	16	26%	30	48%	13	21%	3	5%	16	26%
Male	15	71	35	49%	27	38%	6	8%	3	4%	9	13%
English Language Learners	5	21	15	71%	6	29%	0	0%	0	0%	0	0%
Non-English Language Learners	22	112	36	32%	51	46%	19	17%	6	5%	25	22%
Economically Disadvantaged	16	100	46	46%	42	42%	9	9%	3	3%	12	12%
Not Economically Disadvantaged	11	33	5	15%	15	45%	10	30%	3	9%	13	39%
Migrant	2	:	–	–	–	–	–	–	–	–	–	–
Not Migrant	25	132	–	–	–	–	–	–	–	–	–	–
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	27	130	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	27	132	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	27	133	51	38%	57	43%	19	14%	6	5%	25	19%

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

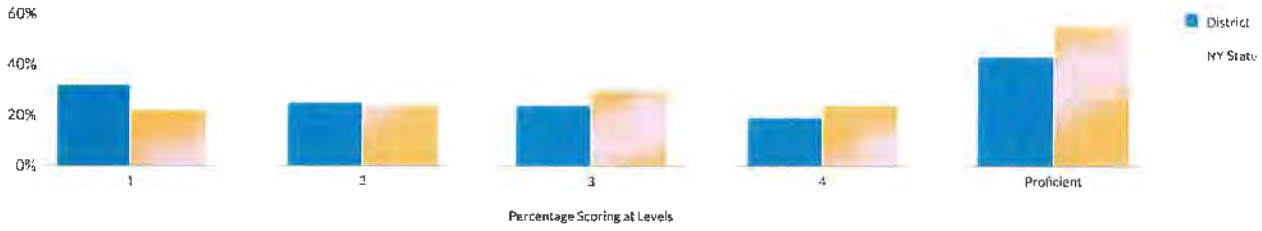


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	5	148	47	32%	37	25%	36	24%	28	19%	64	43%
Grade 4	13	172	55	32%	51	30%	36	21%	30	17%	66	38%
Grade 5	9	146	60	41%	32	22%	35	24%	19	13%	54	37%
Grade 6	8	138	59	43%	24	17%	30	22%	25	18%	55	40%
Grade 7	19	133	73	55%	38	29%	18	14%	4	3%	22	17%
Grade 8	31	128	67	52%	48	38%	12	9%	1	1%	13	10%
Regents 8	–	2	–	–	–	–	–	–	–	–	–	–
Combined 8	31	130	–	–	–	–	–	–	–	–	–	–
Grades 3-8	85	867	–	–	–	–	–	–	–	–	–	–

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.

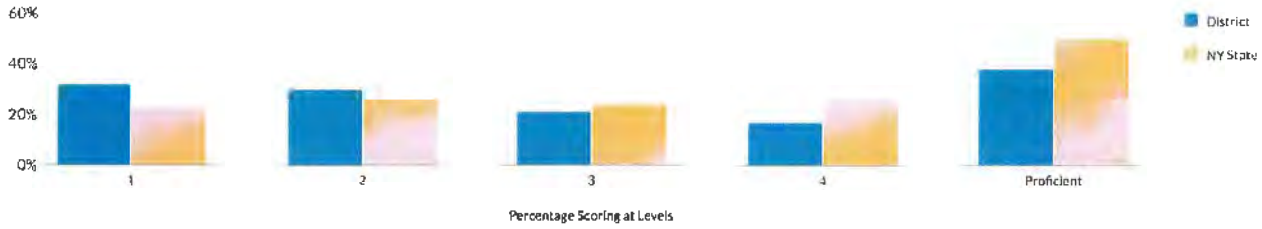
GRADE 3 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	148	47	32%	37	25%	36	24%	28	19%	64	43%
General Education	5	129	33	26%	33	26%	35	27%	28	22%	63	49%
Students with Disabilities	0	19	14	74%	4	21%	1	5%	0	0%	1	5%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	88	32	36%	23	26%	20	23%	13	15%	33	38%
White	2	47	9	19%	11	23%	13	28%	14	30%	27	57%
Multiracial	0	9	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	13	6	46%	3	23%	3	23%	1	8%	4	31%
Female	3	69	19	28%	16	23%	18	26%	16	23%	34	49%
Male	2	79	28	35%	21	27%	18	23%	12	15%	30	38%
English Language Learners	0	41	19	46%	13	32%	6	15%	3	7%	9	22%
Non-English Language Learners	5	107	28	26%	24	22%	30	28%	25	23%	55	51%
Economically Disadvantaged	4	117	44	38%	27	23%	29	25%	17	15%	46	39%
Not Economically Disadvantaged	1	31	3	10%	10	32%	7	23%	11	35%	18	58%
Migrant	0	8	5	63%	1	13%	1	13%	1	13%	2	25%
Not Migrant	5	140	42	30%	36	26%	35	25%	27	19%	62	44%
Homeless	0	7	5	71%	1	14%	0	0%	1	14%	1	14%
Not Homeless	5	141	42	30%	36	26%	36	26%	27	19%	63	45%
Not in Foster Care	5	148	47	32%	37	25%	36	24%	28	19%	64	43%
Parent Not in Armed Forces	5	148	47	32%	37	25%	36	24%	28	19%	64	43%

GRADE 4 MATH RESULTS

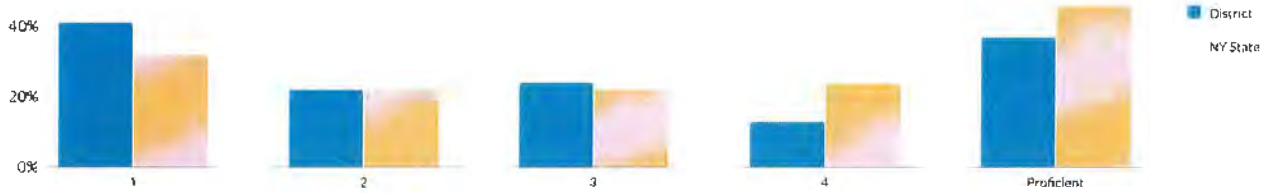


Percentage Scoring at Levels

MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	172	55	32%	51	30%	36	21%	30	17%	66	38%
General Education	6	147	38	26%	44	30%	36	24%	29	20%	65	44%
Students with Disabilities	7	25	17	68%	7	28%	0	0%	1	4%	1	4%
Black or African American	4	5	3	60%	2	40%	0	0%	0	0%	0	0%
Hispanic or Latino	5	100	40	40%	32	32%	21	21%	7	7%	28	28%
White	4	57	11	19%	13	23%	12	21%	21	37%	33	58%
Multiracial	0	10	1	10%	4	40%	3	30%	2	20%	5	50%
Female	6	79	25	32%	24	30%	17	22%	13	16%	30	38%
Male	7	93	30	32%	27	29%	19	20%	17	18%	36	39%
English Language Learners	1	31	23	74%	5	16%	3	10%	0	0%	3	10%
Non-English Language Learners	12	141	32	23%	46	33%	33	23%	30	21%	63	45%
Economically Disadvantaged	7	132	46	35%	44	33%	25	19%	17	13%	42	32%
Not Economically Disadvantaged	6	40	9	23%	7	18%	11	28%	13	33%	24	60%
Migrant	0	6	6	100%	0	0%	0	0%	0	0%	0	0%
Not Migrant	13	166	49	30%	51	31%	36	22%	30	18%	66	40%
Homeless	0	11	6	55%	3	27%	1	9%	1	9%	2	18%
Not Homeless	13	161	49	30%	48	30%	35	22%	29	18%	64	40%
Not in Foster Care	13	172	55	32%	51	30%	36	21%	30	17%	66	38%
Parent Not in Armed Forces	13	172	55	32%	51	30%	36	21%	30	17%	66	38%

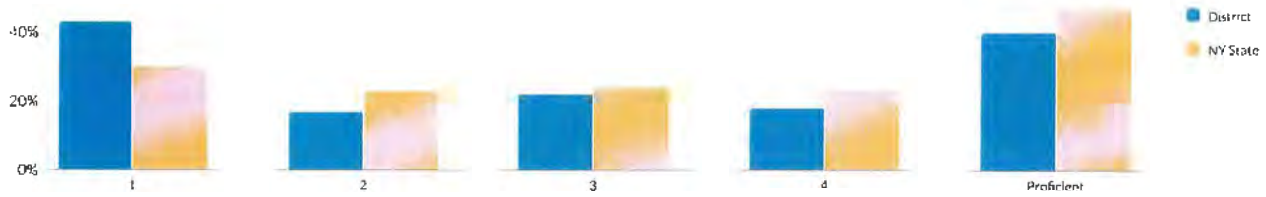
GRADE 5 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	146	60	41%	32	22%	35	24%	19	13%	54	37%
General Education	5	131	48	37%	30	23%	34	26%	19	15%	53	40%
Students with Disabilities	4	15	12	80%	2	13%	1	7%	0	0%	1	7%
Black or African American	2	7	2	29%	2	29%	2	29%	1	14%	3	43%
Hispanic or Latino	3	90	41	46%	22	24%	17	19%	10	11%	27	30%
White	4	49	17	35%	8	16%	16	33%	8	16%	24	49%
Female	3	75	36	48%	16	21%	14	19%	9	12%	23	31%
Male	6	71	24	34%	16	23%	21	30%	10	14%	31	44%
English Language Learners	0	20	15	75%	4	20%	1	5%	0	0%	1	5%
Non-English Language Learners	9	126	45	36%	28	22%	34	27%	19	15%	53	42%
Economically Disadvantaged	5	116	54	47%	26	22%	25	22%	11	9%	36	31%
Not Economically Disadvantaged	4	30	6	20%	6	20%	10	33%	8	27%	18	60%
Migrant	0	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	9	144	–	–	–	–	–	–	–	–	–	–
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	9	143	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	9	146	60	41%	32	22%	35	24%	19	13%	54	37%
Parent Not in Armed Forces	9	146	60	41%	32	22%	35	24%	19	13%	54	37%

GRADE 6 MATH RESULTS

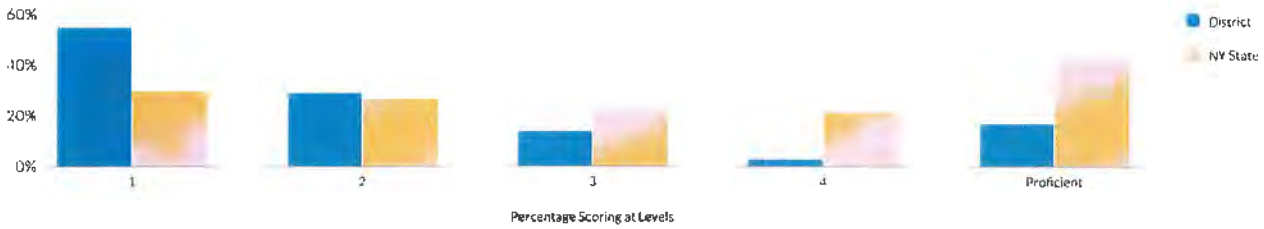


Percentage Scoring at Levels

MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	138	59	43%	24	17%	30	22%	25	18%	55	40%
General Education	4	124	46	37%	23	19%	30	24%	25	20%	55	44%
Students with Disabilities	4	14	13	93%	1	7%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	0	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	72	41	57%	14	19%	13	18%	4	6%	17	24%
White	1	51	8	16%	9	18%	14	27%	20	39%	34	67%
Multiracial	0	9	5	56%	1	11%	3	33%	0	0%	3	33%
Small Group Total	0	6	5	83%	0	0%	0	0%	1	17%	1	17%
Female	4	74	27	36%	16	22%	23	31%	8	11%	31	42%
Male	4	64	32	50%	8	13%	7	11%	17	27%	24	38%
English Language Learners	2	19	16	84%	3	16%	0	0%	0	0%	0	0%
Non-English Language Learners	6	119	43	36%	21	18%	30	25%	25	21%	55	46%
Economically Disadvantaged	6	103	52	50%	20	19%	20	19%	11	11%	31	30%
Not Economically Disadvantaged	2	35	7	20%	4	11%	10	29%	14	40%	24	69%
Migrant	1	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	7	136	–	–	–	–	–	–	–	–	–	–
Homeless	0	6	4	67%	1	17%	1	17%	0	0%	1	17%
Not Homeless	8	132	55	42%	23	17%	29	22%	25	19%	54	41%
Not in Foster Care	8	138	59	43%	24	17%	30	22%	25	18%	55	40%
Parent Not in Armed Forces	8	138	59	43%	24	17%	30	22%	25	18%	55	40%

GRADE 7 MATH RESULTS

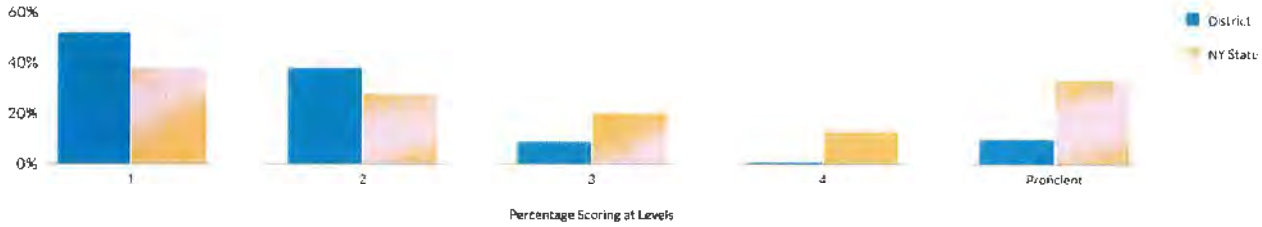


Percentage Scoring at Levels

MEAN SCORE: 589

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	133	73	55%	38	29%	18	14%	4	3%	22	17%
General Education	11	123	65	53%	36	29%	18	15%	4	3%	22	18%
Students with Disabilities	8	10	8	80%	2	20%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	12	63	44	70%	15	24%	4	6%	0	0%	4	6%
White	4	58	20	34%	21	36%	13	22%	4	7%	17	29%
Multiracial	1	8	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	12	9	75%	2	17%	1	8%	0	0%	1	8%
Female	13	60	37	62%	15	25%	7	12%	1	2%	8	13%
Male	6	73	36	49%	23	32%	11	15%	3	4%	14	19%
English Language Learners	2	20	17	85%	2	10%	1	5%	0	0%	1	5%
Non-English Language Learners	17	113	56	50%	36	32%	17	15%	4	4%	21	19%
Economically Disadvantaged	14	91	58	64%	21	23%	9	10%	3	3%	12	13%
Not Economically Disadvantaged	5	42	15	36%	17	40%	9	21%	1	2%	10	24%
Migrant	0	4	–	–	–	–	–	–	–	–	–	–
Not Migrant	19	129	–	–	–	–	–	–	–	–	–	–
Homeless	1	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	18	129	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	2	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	19	131	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	19	133	73	55%	38	29%	18	14%	4	3%	22	17%

GRADE 8 MATH RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	31	128	67	52%	48	38%	12	9%	1	1%	13	10%
General Education	26	116	57	49%	46	40%	12	10%	1	1%	13	11%
Students with Disabilities	5	12	10	83%	2	17%	0	0%	0	0%	0	0%
Black or African American	2	5	4	80%	1	20%	0	0%	0	0%	0	0%
Hispanic or Latino	13	71	40	56%	25	35%	6	8%	0	0%	6	8%
White	13	45	19	42%	19	42%	6	13%	1	2%	7	16%
Multiracial	3	7	4	57%	3	43%	0	0%	0	0%	0	0%
Female	17	57	27	47%	21	37%	8	14%	1	2%	9	16%
Male	14	71	40	56%	27	38%	4	6%	0	0%	4	6%
English Language Learners	2	24	19	79%	3	13%	2	8%	0	0%	2	8%
Non-English Language Learners	29	104	48	46%	45	43%	10	10%	1	1%	11	11%
Economically Disadvantaged	19	96	56	58%	33	34%	7	7%	0	0%	7	7%
Not Economically Disadvantaged	12	32	11	34%	15	47%	5	16%	1	3%	6	19%
Migrant	0	3	–	–	–	–	–	–	–	–	–	–
Not Migrant	31	125	–	–	–	–	–	–	–	–	–	–
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	31	125	–	–	–	–	–	–	–	–	–	–
In Foster Care	0	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	31	127	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	31	128	67	52%	48	38%	12	9%	1	1%	13	10%

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

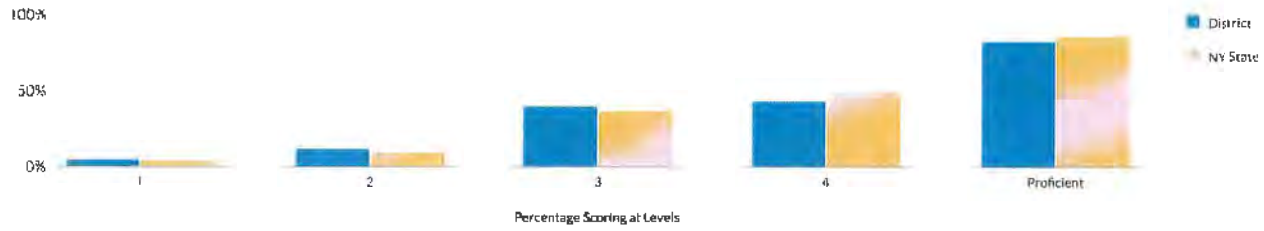


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	13	172	9	5%	21	12%	68	40%	74	43%	142	83%
Grade 8	10	150	20	13%	50	33%	69	46%	11	7%	80	53%
Grades 4&8	23	322	29	9%	71	22%	137	43%	85	26%	222	69%

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

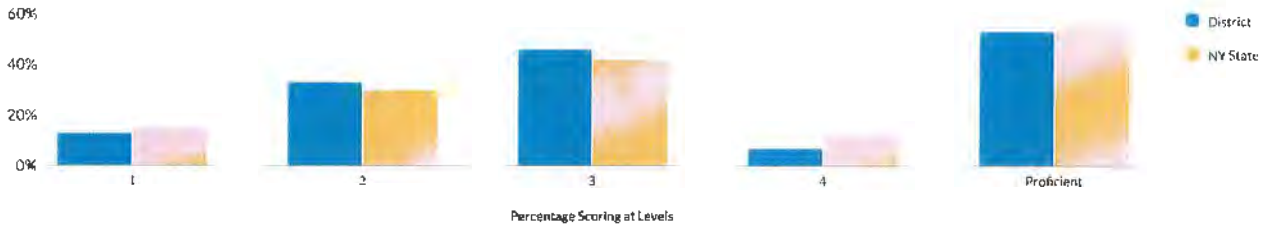
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 78

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	172	9	5%	21	12%	68	40%	74	43%	142	83%
General Education	5	148	7	5%	11	7%	60	41%	70	47%	130	88%
Students with Disabilities	8	24	2	8%	10	42%	8	33%	4	17%	12	50%
Black or African American	4	5	0	0%	2	40%	2	40%	1	20%	3	60%
Hispanic or Latino	5	99	8	8%	14	14%	45	45%	32	32%	77	78%
White	4	58	1	2%	5	9%	17	29%	35	60%	52	90%
Multiracial	0	10	0	0%	0	0%	4	40%	6	60%	10	100%
Female	6	79	3	4%	9	11%	35	44%	32	41%	67	85%
Male	7	93	6	6%	12	13%	33	35%	42	45%	75	81%
English Language Learners	1	30	7	23%	7	23%	13	43%	3	10%	16	53%
Non-English Language Learners	12	142	2	1%	14	10%	55	39%	71	50%	126	89%
Economically Disadvantaged	8	131	9	7%	15	11%	57	44%	50	38%	107	82%
Not Economically Disadvantaged	5	41	0	0%	6	15%	11	27%	24	59%	35	85%
Migrant	0	6	4	67%	1	17%	1	17%	0	0%	1	17%
Not Migrant	13	166	5	3%	20	12%	67	40%	74	45%	141	85%
Homeless	0	10	2	20%	2	20%	5	50%	1	10%	6	60%
Not Homeless	13	162	7	4%	19	12%	63	39%	73	45%	136	84%
Not in Foster Care	13	172	9	5%	21	12%	68	40%	74	43%	142	83%
Parent Not in Armed Forces	13	172	9	5%	21	12%	68	40%	74	43%	142	83%

GRADE 8 SCIENCE RESULTS



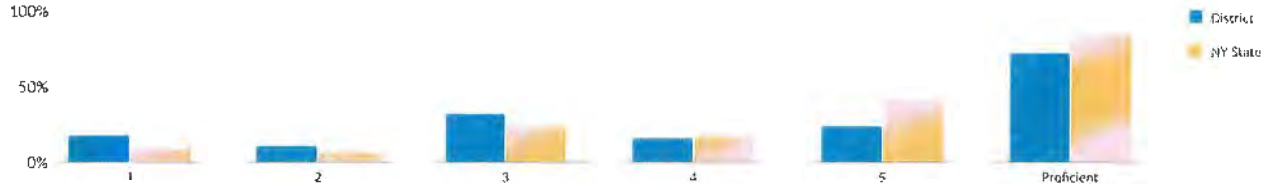
Percentage Scoring at Levels

MEAN SCORE: 64

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	150	20	13%	50	33%	69	46%	11	7%	80	53%
General Education	3	139	14	10%	46	33%	68	49%	11	8%	79	57%
Students with Disabilities	7	11	6	55%	4	36%	1	9%	0	0%	1	9%
Black or African American	0	7	3	43%	2	29%	2	29%	0	0%	2	29%
Hispanic or Latino	6	78	14	18%	30	38%	32	41%	2	3%	34	44%
White	4	55	2	4%	13	24%	32	58%	8	15%	40	73%
Multiracial	0	10	1	10%	5	50%	3	30%	1	10%	4	40%
Female	3	71	7	10%	26	37%	32	45%	6	8%	38	54%
Male	7	79	13	16%	24	30%	37	47%	5	6%	42	53%
English Language Learners	3	23	7	30%	13	57%	3	13%	0	0%	3	13%
Non-English Language Learners	7	127	13	10%	37	29%	66	52%	11	9%	77	61%
Economically Disadvantaged	4	111	19	17%	41	37%	45	41%	6	5%	51	46%
Not Economically Disadvantaged	6	39	1	3%	9	23%	24	62%	5	13%	29	74%
Migrant	0	3	–	–	–	–	–	–	–	–	–	–
Not Migrant	10	147	–	–	–	–	–	–	–	–	–	–
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	10	147	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	9	150	20	13%	50	33%	69	46%	11	7%	80	53%
Parent Not in Armed Forces	10	150	20	13%	50	33%	69	46%	11	7%	80	53%

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

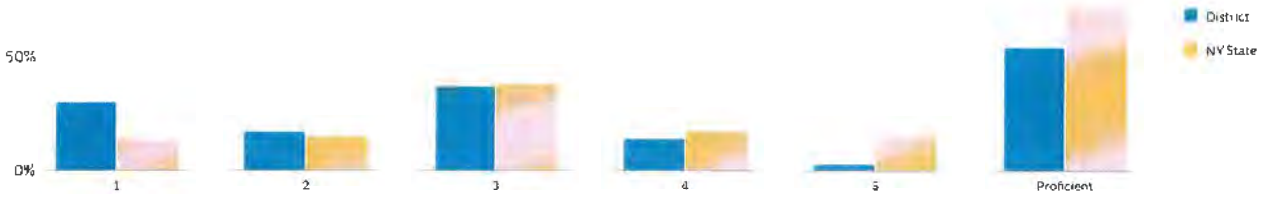
ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	31	18%	19	11%	56	32%	29	16%	42	24%	127	72%
General Education	155	16	10%	17	11%	53	34%	27	17%	42	27%	122	79%
Students with Disabilities	22	15	68%	2	9%	3	14%	2	9%	0	0%	5	23%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	0	0%	1	8%	8	62%	2	15%	2	15%	12	92%
Hispanic or Latino	85	27	32%	13	15%	25	29%	10	12%	10	12%	45	53%
White	74	4	5%	5	7%	20	27%	16	22%	29	39%	65	88%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	0	0%	0	0%	3	60%	1	20%	1	20%	5	100%
Female	90	13	14%	11	12%	28	31%	15	17%	23	26%	66	73%
Male	87	18	21%	8	9%	28	32%	14	16%	19	22%	61	70%
English Language Learners	41	21	51%	10	24%	10	24%	0	0%	0	0%	10	24%
Non-English Language Learners	136	10	7%	9	7%	46	34%	29	21%	42	31%	117	86%
Economically Disadvantaged	124	27	22%	16	13%	40	32%	21	17%	20	16%	81	65%
Not Economically Disadvantaged	53	4	8%	3	6%	16	30%	8	15%	22	42%	46	87%
Migrant	4	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	173	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	6	2	33%	1	17%	3	50%	0	0%	0	0%	3	50%
Not Homeless	171	29	17%	18	11%	53	31%	29	17%	42	25%	124	73%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	176	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	177	31	18%	19	11%	56	32%	29	16%	42	24%	127	72%

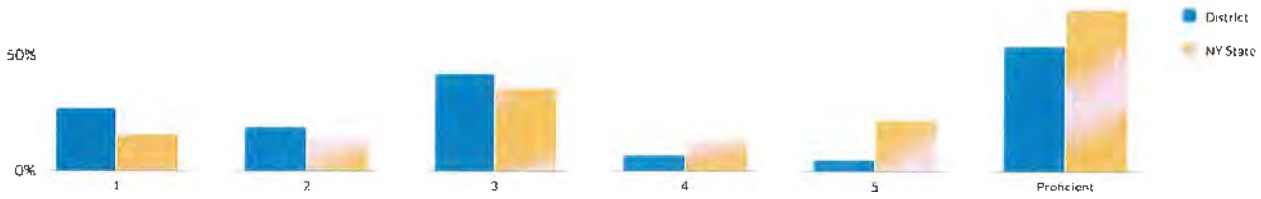
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	229	68	30%	38	17%	85	37%	31	14%	7	3%	123	54%
General Education	190	43	23%	32	17%	77	41%	31	16%	7	4%	115	61%
Students with Disabilities	39	25	64%	6	15%	8	21%	0	0%	0	0%	8	21%
Black or African American	13	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	129	52	40%	23	18%	39	30%	13	10%	2	2%	54	42%
White	85	11	13%	9	11%	43	51%	17	20%	5	6%	65	76%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	15	5	33%	6	40%	3	20%	1	7%	0	0%	4	27%
Female	100	25	25%	14	14%	40	40%	15	15%	6	6%	61	61%
Male	129	43	33%	24	19%	45	35%	16	12%	1	1%	62	48%
English Language Learners	62	33	53%	13	21%	14	23%	2	3%	0	0%	16	26%
Non-English Language Learners	167	35	21%	25	15%	71	43%	29	17%	7	4%	107	64%
Economically Disadvantaged	153	52	34%	24	16%	55	36%	19	12%	3	2%	77	50%
Not Economically Disadvantaged	76	16	21%	14	18%	30	39%	12	16%	4	5%	46	61%
Migrant	5	3	60%	0	0%	2	40%	0	0%	0	0%	2	40%
Not Migrant	224	65	29%	38	17%	83	37%	31	14%	7	3%	121	54%
Homeless	12	7	58%	2	17%	3	25%	0	0%	0	0%	3	25%
Not Homeless	217	61	28%	36	17%	82	38%	31	14%	7	3%	120	55%
Not in Foster Care	229	68	30%	38	17%	85	37%	31	14%	7	3%	123	54%
Parent Not in Armed Forces	229	68	30%	38	17%	85	37%	31	14%	7	3%	123	54%

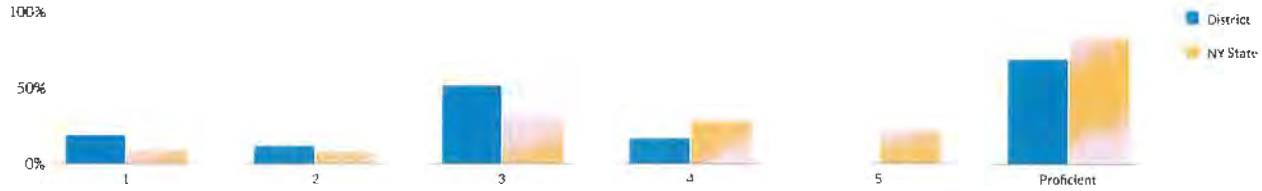
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	91	25	27%	17	19%	38	42%	6	7%	5	5%	49	54%
General Education	91	25	27%	17	19%	38	42%	6	7%	5	5%	49	54%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	5	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	30	9	30%	9	30%	10	33%	2	7%	0	0%	12	40%
White	52	13	25%	7	13%	25	48%	4	8%	3	6%	32	62%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	9	3	33%	1	11%	3	33%	0	0%	2	22%	5	56%
Female	49	14	29%	8	16%	20	41%	3	6%	4	8%	27	55%
Male	42	11	26%	9	21%	18	43%	3	7%	1	2%	22	52%
English Language Learners	5	2	40%	2	40%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	86	23	27%	15	17%	38	44%	5	6%	5	6%	48	56%
Economically Disadvantaged	47	17	36%	9	19%	18	38%	2	4%	1	2%	21	45%
Not Economically Disadvantaged	44	8	18%	8	18%	20	45%	4	9%	4	9%	28	64%
Migrant	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	90	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	89	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	91	25	27%	17	19%	38	42%	6	7%	5	5%	49	54%
Parent Not in Armed Forces	91	25	27%	17	19%	38	42%	6	7%	5	5%	49	54%

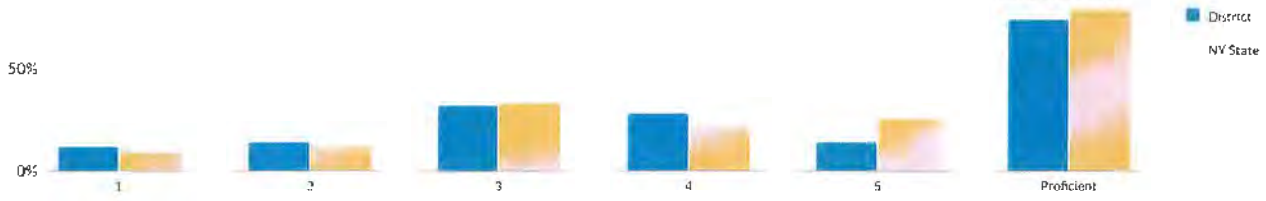
ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	10	19%	6	12%	27	52%	9	17%	0	0%	36	69%
General Education	52	10	19%	6	12%	27	52%	9	17%	0	0%	36	69%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	2	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	16	–	–	–	–	–	–	–	–	–	–	–	–
White	32	5	16%	3	9%	16	50%	8	25%	0	0%	24	75%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	20	5	25%	3	15%	11	55%	1	5%	0	0%	12	60%
Female	30	5	17%	4	13%	17	57%	4	13%	0	0%	21	70%
Male	22	5	23%	2	9%	10	45%	5	23%	0	0%	15	68%
English Language Learners	1	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	51	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	27	7	26%	4	15%	15	56%	1	4%	0	0%	16	59%
Not Economically Disadvantaged	25	3	12%	2	8%	12	48%	8	32%	0	0%	20	80%
Migrant	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	50	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	52	10	19%	6	12%	27	52%	9	17%	0	0%	36	69%
Not in Foster Care	52	10	19%	6	12%	27	52%	9	17%	0	0%	36	69%
Parent Not in Armed Forces	52	10	19%	6	12%	27	52%	9	17%	0	0%	36	69%

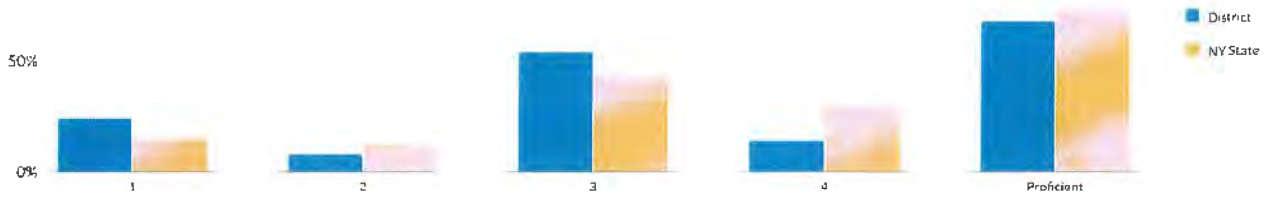
ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	111	13	12%	16	14%	35	32%	31	28%	16	14%	82	74%
General Education	101	8	8%	15	15%	33	33%	29	29%	16	16%	78	77%
Students with Disabilities	10	5	50%	1	10%	2	20%	2	20%	0	0%	4	40%
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	49	9	18%	13	27%	19	39%	7	14%	1	2%	27	55%
White	50	2	4%	3	6%	9	18%	23	46%	13	26%	45	90%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	12	2	17%	0	0%	7	58%	1	8%	2	17%	10	83%
Female	54	8	15%	6	11%	13	24%	17	31%	10	19%	40	74%
Male	57	5	9%	10	18%	22	39%	14	25%	6	11%	42	74%
English Language Learners	19	5	26%	8	42%	5	26%	1	5%	0	0%	6	32%
Non-English Language Learners	92	8	9%	8	9%	30	33%	30	33%	16	17%	76	83%
Economically Disadvantaged	67	11	16%	14	21%	23	34%	14	21%	5	7%	42	63%
Not Economically Disadvantaged	44	2	5%	2	5%	12	27%	17	39%	11	25%	40	91%
Migrant	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	109	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	109	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	111	13	12%	16	14%	35	32%	31	28%	16	14%	82	74%
Parent Not in Armed Forces	111	13	12%	16	14%	35	32%	31	28%	16	14%	82	74%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	216	51	24%	18	8%	117	54%	30	14%	147	68%
General Education	184	31	17%	12	7%	111	60%	30	16%	141	77%
Students with Disabilities	32	20	63%	6	19%	6	19%	0	0%	6	19%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Black or African American	14	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	113	40	35%	11	10%	54	48%	8	7%	62	55%
White	85	6	7%	3	4%	55	65%	21	25%	76	89%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total	18	5	28%	4	22%	8	44%	1	6%	9	50%
Female	92	19	21%	7	8%	52	57%	14	15%	66	72%
Male	124	32	26%	11	9%	65	52%	16	13%	81	65%
English Language Learners	50	28	56%	7	14%	15	30%	0	0%	15	30%
Non-English Language Learners	166	23	14%	11	7%	102	61%	30	18%	132	80%
Economically Disadvantaged	139	43	31%	14	10%	67	48%	15	11%	82	59%
Not Economically Disadvantaged	77	8	10%	4	5%	50	65%	15	19%	65	84%
Migrant	5	2	40%	0	0%	3	60%	0	0%	3	60%
Not Migrant	211	49	23%	18	9%	114	54%	30	14%	144	68%
Homeless	9	4	44%	1	11%	3	33%	1	11%	4	44%
Not Homeless	207	47	23%	17	8%	114	55%	29	14%	143	69%
Not in Foster Care	216	51	24%	18	8%	117	54%	30	14%	147	68%
Parent Not in Armed Forces	216	51	24%	18	8%	117	54%	30	14%	147	68%

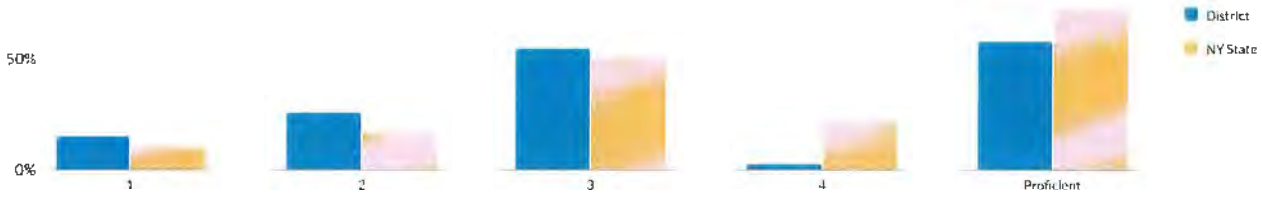
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	78	40	51%	10	13%	21	27%	7	9%	28	36%
General Education	70	34	49%	10	14%	19	27%	7	10%	26	37%
Students with Disabilities	8	6	75%	0	0%	2	25%	0	0%	2	25%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Black or African American	6	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	37	20	54%	6	16%	9	24%	2	5%	11	30%
White	33	13	39%	4	12%	12	36%	4	12%	16	48%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	8	7	88%	0	0%	0	0%	1	13%	1	13%
Female	37	21	57%	3	8%	9	24%	4	11%	13	35%
Male	41	19	46%	7	17%	12	29%	3	7%	15	37%
English Language Learners	12	10	83%	1	8%	1	8%	0	0%	1	8%
Non-English Language Learners	66	30	45%	9	14%	20	30%	7	11%	27	41%
Economically Disadvantaged	46	29	63%	7	15%	9	20%	1	2%	10	22%
Not Economically Disadvantaged	32	11	34%	3	9%	12	38%	6	19%	18	56%
Migrant	1	–	–	–	–	–	–	–	–	–	–
Not Migrant	77	–	–	–	–	–	–	–	–	–	–
Homeless	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	76	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	78	40	51%	10	13%	21	27%	7	9%	28	36%
Parent Not in Armed Forces	78	40	51%	10	13%	21	27%	7	9%	28	36%

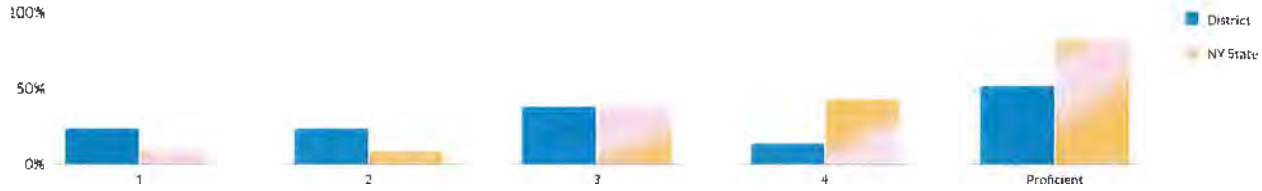
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	65	10	15%	17	26%	36	55%	2	3%	38	58%
General Education	65	10	15%	17	26%	36	55%	2	3%	38	58%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	6	35%	5	29%	6	35%	0	0%	6	35%
White	41	2	5%	11	27%	27	66%	1	2%	28	68%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	2	29%	1	14%	3	43%	1	14%	4	57%
Female	39	5	13%	13	33%	21	54%	0	0%	21	54%
Male	26	5	19%	4	15%	15	58%	2	8%	17	65%
English Language Learners	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	63	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	32	8	25%	10	31%	14	44%	0	0%	14	44%
Not Economically Disadvantaged	33	2	6%	7	21%	22	67%	2	6%	24	73%
Migrant	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	63	–	–	–	–	–	–	–	–	–	–
Not Homeless	65	10	15%	17	26%	36	55%	2	3%	38	58%
Not in Foster Care	65	10	15%	17	26%	36	55%	2	3%	38	58%
Parent Not in Armed Forces	65	10	15%	17	26%	36	55%	2	3%	38	58%

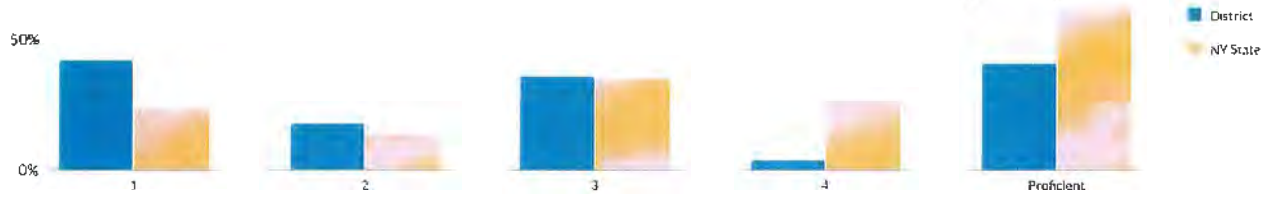
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	21	5	24%	5	24%	8	38%	3	14%	11	52%
General Education	21	5	24%	5	24%	8	38%	3	14%	11	52%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	–	–	–	–	–	–	–	–	–	–
White	11	1	9%	3	27%	4	36%	3	27%	7	64%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	10	4	40%	2	20%	4	40%	0	0%	4	40%
Female	10	2	20%	3	30%	4	40%	1	10%	5	50%
Male	11	3	27%	2	18%	4	36%	2	18%	6	55%
Non-English Language Learners	21	5	24%	5	24%	8	38%	3	14%	11	52%
Economically Disadvantaged	10	4	40%	1	10%	5	50%	0	0%	5	50%
Not Economically Disadvantaged	11	1	9%	4	36%	3	27%	3	27%	6	55%
Not Migrant	21	5	24%	5	24%	8	38%	3	14%	11	52%
Not Homeless	21	5	24%	5	24%	8	38%	3	14%	11	52%
Not In Foster Care	21	5	24%	5	24%	8	38%	3	14%	11	52%
Parent Not in Armed Forces	21	5	24%	5	24%	8	38%	3	14%	11	52%

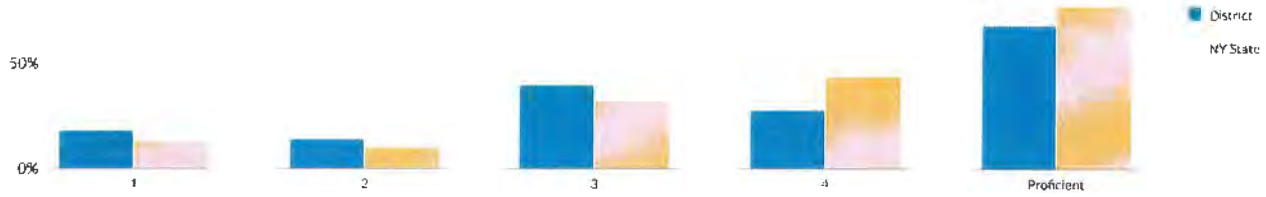
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	74	31	42%	13	18%	27	36%	3	4%	30	41%
General Education	58	21	36%	8	14%	26	45%	3	5%	29	50%
Students with Disabilities	16	10	63%	5	31%	1	6%	0	0%	1	6%
Black or African American	5	2	40%	1	20%	2	40%	0	0%	2	40%
Hispanic or Latino	47	21	45%	10	21%	15	32%	1	2%	16	34%
White	22	8	36%	2	9%	10	45%	2	9%	12	55%
Female	33	14	42%	6	18%	12	36%	1	3%	13	39%
Male	41	17	41%	7	17%	15	37%	2	5%	17	41%
English Language Learners	28	15	54%	5	18%	8	29%	0	0%	8	29%
Non-English Language Learners	46	16	35%	8	17%	19	41%	3	7%	22	48%
Economically Disadvantaged	52	22	42%	10	19%	18	35%	2	4%	20	38%
Not Economically Disadvantaged	22	9	41%	3	14%	9	41%	1	5%	10	45%
Migrant	2	–	–	–	–	–	–	–	–	–	–
Not Migrant	72	–	–	–	–	–	–	–	–	–	–
Homeless	5	3	60%	1	20%	0	0%	1	20%	1	20%
Not Homeless	69	28	41%	12	17%	27	39%	2	3%	29	42%
Not in Foster Care	74	31	42%	13	18%	27	36%	3	4%	30	41%
Parent Not in Armed Forces	74	31	42%	13	18%	27	36%	3	4%	30	41%

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

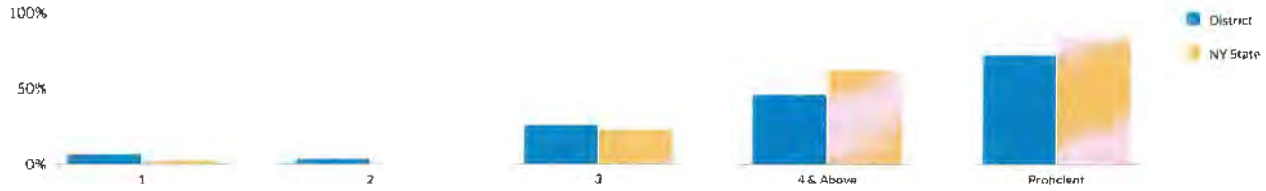


Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	170	31	18%	23	14%	68	40%	48	28%	116	68%
General Education	153	20	13%	19	12%	66	43%	48	31%	114	75%
Students with Disabilities	17	11	65%	4	24%	2	12%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–
Black or African American	12	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	84	25	30%	12	14%	32	38%	15	18%	47	56%
White	70	4	6%	10	14%	29	41%	27	39%	56	80%
Multiracial	3	–	–	–	–	–	–	–	–	–	–
Small Group Total	16	2	13%	1	6%	7	44%	6	38%	13	81%
Female	86	15	17%	10	12%	38	44%	23	27%	61	71%
Male	84	16	19%	13	15%	30	36%	25	30%	55	65%
English Language Learners	38	20	53%	7	18%	10	26%	1	3%	11	29%
Non-English Language Learners	132	11	8%	16	12%	58	44%	47	36%	105	80%
Economically Disadvantaged	119	27	23%	18	15%	47	39%	27	23%	74	62%
Not Economically Disadvantaged	51	4	8%	5	10%	21	41%	21	41%	42	82%
Migrant	3	–	–	–	–	–	–	–	–	–	–
Not Migrant	167	–	–	–	–	–	–	–	–	–	–
Homeless	6	2	33%	1	17%	3	50%	0	0%	3	50%
Not Homeless	164	29	18%	22	13%	65	40%	48	29%	113	69%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	169	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	170	31	18%	23	14%	68	40%	48	28%	116	68%

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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	29	16%	148	84%	13	7%	7	4%	46	26%	82	46%	128	72%
General Education	159	19	12%	140	88%	10	6%	5	3%	43	27%	82	52%	125	79%
Students with Disabilities	18	10	56%	8	44%	3	17%	2	11%	3	17%	0	0%	3	17%
American Indian or Alaska Native	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	0	0%	13	100%	3	23%	0	0%	8	62%	2	15%	10	77%
Hispanic or Latino	82	23	28%	59	72%	10	12%	5	6%	18	22%	26	32%	44	54%
White	75	6	8%	69	92%	0	0%	1	1%	18	24%	50	67%	68	91%
Multiracial	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	0	0%	7	100%	0	0%	1	14%	2	29%	4	57%	6	86%
Female	96	10	10%	86	90%	6	6%	5	5%	26	27%	49	51%	75	78%
Male	81	19	23%	62	77%	7	9%	2	2%	20	25%	33	41%	53	65%
Non-English Language Learners	148	16	11%	132	89%	4	3%	4	3%	42	28%	82	55%	124	84%
English Language Learners	29	13	45%	16	55%	9	31%	3	10%	4	14%	0	0%	4	14%
Economically Disadvantaged	107	19	18%	88	82%	12	11%	7	7%	32	30%	37	35%	69	64%
Not Economically Disadvantaged	70	10	14%	60	86%	1	1%	0	0%	14	20%	45	64%	59	84%
Migrant	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	174	29	–	145	–	–	–	–	–	–	–	–	–	–	–
Homeless	8	1	13%	7	88%	2	25%	1	13%	3	38%	1	13%	4	50%
Not Homeless	169	28	17%	141	83%	11	7%	6	4%	43	25%	81	48%	124	73%
In Foster Care	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	176	28	–	148	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	177	29	16%	148	84%	13	7%	7	4%	46	26%	82	46%	128	72%

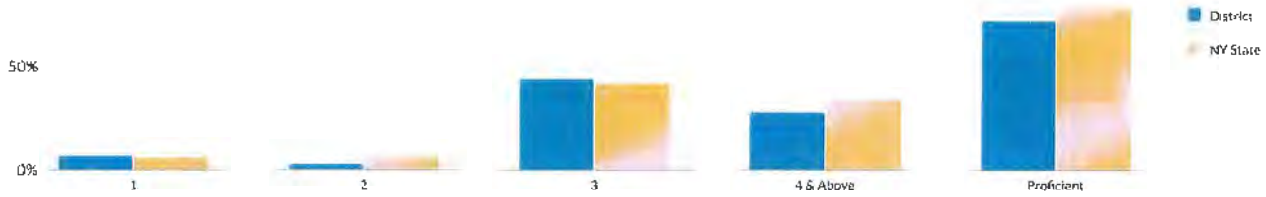
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	15	8%	162	92%	13	7%	12	7%	119	67%	18	10%	137	77%
General Education	159	7	4%	152	96%	8	5%	9	6%	117	74%	18	11%	135	85%
Students with Disabilities	18	8	44%	10	56%	5	28%	3	17%	2	11%	0	0%	2	11%
American Indian or Alaska Native	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	0	0%	13	100%	0	0%	1	8%	11	85%	1	8%	12	92%
Hispanic or Latino	82	11	13%	71	87%	13	16%	10	12%	44	54%	4	5%	48	59%
White	75	4	5%	71	95%	0	0%	1	1%	59	79%	11	15%	70	93%
Multiracial	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	5	71%	2	29%	7	100%
Female	96	5	5%	91	95%	5	5%	6	6%	68	71%	12	13%	80	83%
Male	81	10	12%	71	88%	8	10%	6	7%	51	63%	6	7%	57	70%
Non-English Language Learners	148	10	7%	138	93%	3	2%	5	3%	112	76%	18	12%	130	88%
English Language Learners	29	5	17%	24	83%	10	34%	7	24%	7	24%	0	0%	7	24%
Economically Disadvantaged	107	8	7%	99	93%	11	10%	11	10%	72	67%	5	5%	77	72%
Not Economically Disadvantaged	70	7	10%	63	90%	2	3%	1	1%	47	67%	13	19%	60	86%
Migrant	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	174	15	–	159	–	–	–	–	–	–	–	–	–	–	–
Homeless	8	1	13%	7	88%	2	25%	2	25%	3	38%	0	0%	3	38%
Not Homeless	169	14	8%	155	92%	11	7%	10	6%	116	69%	18	11%	134	79%
In Foster Care	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	176	14	–	162	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	177	15	8%	162	92%	13	7%	12	7%	119	67%	18	10%	137	77%

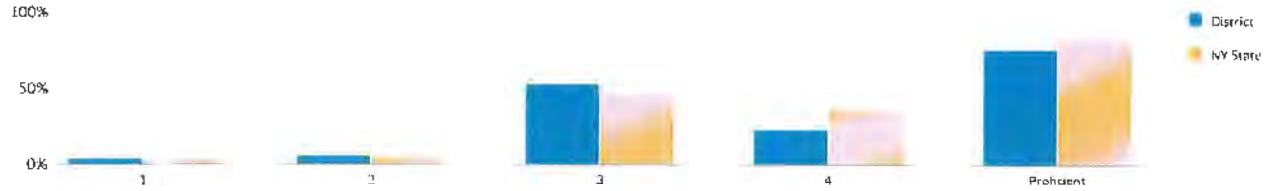
2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	31	18%	146	82%	12	7%	6	3%	78	44%	50	28%	128	72%
General Education	159	22	14%	137	86%	9	6%	3	2%	75	47%	50	31%	125	79%
Students with Disabilities	18	9	50%	9	50%	3	17%	3	17%	3	17%	0	0%	3	17%
American Indian or Alaska Native	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	1	8%	12	92%	2	15%	1	8%	7	54%	2	15%	9	69%
Hispanic or Latino	82	26	32%	56	68%	8	10%	4	5%	32	39%	12	15%	44	54%
White	75	4	5%	71	95%	2	3%	1	1%	35	47%	33	44%	68	91%
Multiracial	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	4	57%	3	43%	7	100%
Female	96	12	13%	84	88%	6	6%	4	4%	45	47%	29	30%	74	77%
Male	81	19	23%	62	77%	6	7%	2	2%	33	41%	21	26%	54	67%
Non-English Language Learners	148	16	11%	132	89%	5	3%	5	3%	72	49%	50	34%	122	82%
English Language Learners	29	15	52%	14	48%	7	24%	1	3%	6	21%	0	0%	6	21%
Economically Disadvantaged	107	21	20%	86	80%	10	9%	6	6%	52	49%	18	17%	70	65%
Not Economically Disadvantaged	70	10	14%	60	86%	2	3%	0	0%	26	37%	32	46%	58	83%
Migrant	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	174	31	–	143	–	–	–	–	–	–	–	–	–	–	–
Homeless	8	3	38%	5	63%	1	13%	1	13%	2	25%	1	13%	3	38%
Not Homeless	169	28	17%	141	83%	11	7%	5	3%	76	45%	49	29%	125	74%
In Foster Care	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	176	30	–	146	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	177	31	18%	146	82%	12	7%	6	3%	78	44%	50	28%	128	72%

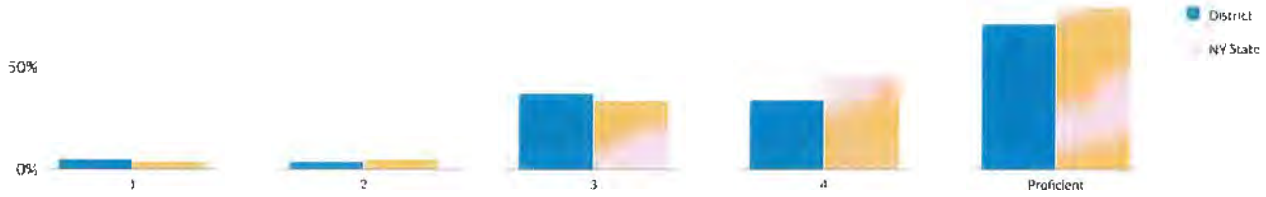
2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	26	15%	151	85%	7	4%	10	6%	94	53%	40	23%	134	76%
General Education	159	16	10%	143	90%	4	3%	7	4%	92	58%	40	25%	132	83%
Students with Disabilities	18	10	56%	8	44%	3	17%	3	17%	2	11%	0	0%	2	11%
American Indian or Alaska Native	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	0	0%	13	100%	1	8%	1	8%	10	77%	1	8%	11	85%
Hispanic or Latino	82	20	24%	62	76%	6	7%	8	10%	39	48%	9	11%	48	59%
White	75	6	8%	69	92%	0	0%	1	1%	42	56%	26	35%	68	91%
Multiracial	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	3	43%	4	57%	7	100%
Female	96	11	11%	85	89%	1	1%	6	6%	54	56%	24	25%	78	81%
Male	81	15	19%	66	81%	6	7%	4	5%	40	49%	16	20%	56	69%
Non-English Language Learners	148	16	11%	132	89%	2	1%	5	3%	85	57%	40	27%	125	84%
English Language Learners	29	10	34%	19	66%	5	17%	5	17%	9	31%	0	0%	9	31%
Economically Disadvantaged	107	15	14%	92	86%	7	7%	10	9%	61	57%	14	13%	75	70%
Not Economically Disadvantaged	70	11	16%	59	84%	0	0%	0	0%	33	47%	26	37%	59	84%
Migrant	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	174	26	–	148	–	–	–	–	–	–	–	–	–	–	–
Homeless	8	3	38%	5	63%	0	0%	1	13%	3	38%	1	13%	4	50%
Not Homeless	169	23	14%	146	86%	7	4%	9	5%	91	54%	39	23%	130	77%
In Foster Care	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	176	25	–	151	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	177	26	15%	151	85%	7	4%	10	6%	94	53%	40	23%	134	76%

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



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	177	37	21%	140	79%	8	5%	7	4%	65	37%	60	34%	125	71%
General Education	159	26	16%	133	84%	6	4%	5	3%	62	39%	60	38%	122	77%
Students with Disabilities	18	11	61%	7	39%	2	11%	2	11%	3	17%	0	0%	3	17%
American Indian or Alaska Native	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	1	0	–	1	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	4	31%	9	69%	0	0%	1	8%	7	54%	1	8%	8	62%
Hispanic or Latino	82	26	32%	56	68%	7	9%	4	5%	28	34%	17	21%	45	55%
White	75	6	8%	69	92%	1	1%	2	3%	27	36%	39	52%	66	88%
Multiracial	3	1	–	2	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	3	43%	3	43%	6	86%
Female	96	15	16%	81	84%	4	4%	5	5%	39	41%	33	34%	72	75%
Male	81	22	27%	59	73%	4	5%	2	2%	26	32%	27	33%	53	65%
Non-English Language Learners	148	22	15%	126	85%	2	1%	5	3%	59	40%	60	41%	119	80%
English Language Learners	29	15	52%	14	48%	6	21%	2	7%	6	21%	0	0%	6	21%
Economically Disadvantaged	107	25	23%	82	77%	8	7%	7	7%	41	38%	26	24%	67	63%
Not Economically Disadvantaged	70	12	17%	58	83%	0	0%	0	0%	24	34%	34	49%	58	83%
Migrant	3	0	–	3	–	–	–	–	–	–	–	–	–	–	–
Not Migrant	174	37	–	137	–	–	–	–	–	–	–	–	–	–	–
Homeless	8	2	25%	6	75%	2	25%	0	0%	4	50%	0	0%	4	50%
Not Homeless	169	35	21%	134	79%	6	4%	7	4%	61	36%	60	36%	121	72%
In Foster Care	1	1	–	0	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	176	36	–	140	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	177	37	21%	140	79%	8	5%	7	4%	65	37%	60	34%	125	71%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	1	34	9%	35%	21%	32%	3%
Grade 1	0	41	5%	32%	27%	34%	2%
Grade 2	0	29	10%	17%	31%	38%	3%
Grade 3	0	41	12%	7%	32%	44%	5%
Grade 4	1	31	13%	3%	39%	39%	6%
Grade 5	0	20	0%	10%	35%	50%	5%
Grade 6	0	21	14%	5%	29%	24%	29%
Grade 7	0	22	9%	9%	9%	36%	36%
Grade 8	1	25	0%	4%	16%	52%	28%
Grade 9	5	32	0%	13%	28%	53%	6%
Grade 10	6	19	0%	5%	26%	42%	26%
Grade 11	3	23	0%	0%	17%	61%	22%
Grade 12	0	16	6%	6%	19%	50%	19%

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 4 ELA	0	4	–	–	–	–	–	–	–	–
Grade 4 Math	0	4	–	–	–	–	–	–	–	–
Grade 4 Science	0	4	–	–	–	–	–	–	–	–
Grade 5 ELA	0	2	–	–	–	–	–	–	–	–
Grade 5 Math	0	2	–	–	–	–	–	–	–	–
Grade 6 ELA	3	1	–	–	–	–	–	–	–	–
Grade 6 Math	3	1	–	–	–	–	–	–	–	–
Grade 7 ELA	2	5	0	0%	2	40%	3	60%	0	0%
Grade 7 Math	2	5	0	0%	2	40%	3	60%	0	0%
Grade 8 ELA	0	4	–	–	–	–	–	–	–	–
Grade 8 Math	0	4	–	–	–	–	–	–	–	–
Grade 8 Science	1	3	–	–	–	–	–	–	–	–
Secondary-Level ELA	17	2	–	–	–	–	–	–	–	–
Secondary-Level Math	17	2	–	–	–	–	–	–	–	–
Secondary-Level Science	16	3	–	–	–	–	–	–	–	–

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)
Glossary of Terms

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FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	**INSTRUCTIONAL EXPENDITURES**
$25,476,043	$8,861,302
PUPILS	**PUPILS**
2,089	251
EXPENDITURES PER PUPIL	**EXPENDITURES PER PUPIL**
$12,195	$35,304

SIMILAR DISTRICT GROUP
HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	**INSTRUCTIONAL EXPENDITURES**
$2,607,418,443	$1,144,010,444
PUPILS	**PUPILS**
215,052	35,167
EXPENDITURES PER PUPIL	**EXPENDITURES PER PUPIL**
$12,125	$32,531

ALL SCHOOL DISTRICTS

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	**INSTRUCTIONAL EXPENDITURES**
$35,199,223,413	$15,660,696,162
PUPILS	**PUPILS**
2,632,781	485,151
EXPENDITURES PER PUPIL	**EXPENDITURES PER PUPIL**
$13,370	$32,280

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
$21,574	$22,630	$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT		SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN	NY STATE
80% OR MORE		80% OR MORE	80% OR MORE
116	49.2%	47.7%	58.7%
40% - 79%		40% - 79%	40% - 79%
40	17.0%	18.1%	11.5%
LESS THAN 40%		LESS THAN 40%	LESS THAN 40%
67	28.4%	23.4%	19.0%
SEPARATE SETTINGS		SEPARATE SETTINGS	SEPARATE SETTINGS
12	5.1%	7.8%	5.3%
OTHER SETTINGS		OTHER SETTINGS	OTHER SETTINGS
1	0.4%	3.0%	5.6%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
11.3%	12.5%	14.7%

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

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

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