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HIGHLAND FALLS-FORT MONTGOMERY  
CENTRAL SCHOOL DISTRICT

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# 2019-2020 Proposed Budget

Budget Vote – May 21, 2019  
Highland Falls Intermediate School

Highland Falls-Fort Montgomery C.S.D.  
2019-2020 Proposed Budget

***Central Office Administrators:***

**Frank Sheboy**  
*Superintendent of Schools*

**Denise S. Cedeira**  
*Assistant Superintendent for Business*

**Andrea Tejedor**  
*Assistant Superintendent for Curriculum, Instruction & Technology*

***District Administrators:***

**Debbie Brand**  
*Principal, James I. O'Neill High School*

**Michael McElduff**  
*Principal, Highland Falls Intermediate School*

**Rachel Adelstein**  
*Principal, Fort Montgomery Elementary School*

**Beth Hordines**  
*Director of Pupil Personnel Services*

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and manner prescribed by Section 2018 of the Education Law. Nominating petitions must be signed by at least 25 qualified voters of the District, shall state the name and residence address of each signer, as well as the name and residence address of the candidate. Petition forms may be obtained at the Office of the Superintendent of Schools at James I. O'Neill High School, 21 Morgan Road, Highland Falls, NY during regular business hours, 8:00 am to 4:00 pm.

That personal registration of voters is required pursuant to Section 2014 of the Education Law. If an eligible voter is currently registered to vote with the Orange County Board of Elections, he/she is also eligible to vote in this election and vote. All other persons who wish to vote must register with the County or the district's Board of Registration.

That the Board of Registration will meet on Saturday, May 11, 2019 between the hours of 10:00 am and 2:00 pm at the Highland Falls Library, 298 Main Street, Highland Falls, NY for the purpose of preparing the register of the school district for the election and vote to be held on May 21, 2019, at which time any person shall be entitled to have his/her name placed upon such register if he/she is known or proven to the satisfaction of the Board of Registration to be then or thereafter entitled to vote.

That the Register of Voters so prepared shall be filed in the Office of the Superintendent of Schools and shall be open for inspection by any qualified voter of the district between the hours of 9:00 am and 5:00 pm, on each of the five days prior to the election and vote, except Saturday and Sunday. Said register will be open for inspection at the polling place on the date of the election and vote.

That absentee ballots will be available for this election and vote. Applications for absentee ballots may be obtained at the office of the Superintendent of Schools, James I. O'Neill High School, 21 Morgan Road, Highland Falls, NY. The application must be received by the District Clerk at least seven (7) days prior to the election if the ballot is to be mailed to the voter, or the day before the election if the ballot will be picked up personally by the voter at the office of the Superintendent of Schools. Absentee ballots must be received at the office of the Superintendent of Schools by no later than 5:00 pm on the day of the election and vote, May 21, 2019. A list of all persons to whom absentee ballots shall have been issued will be available for inspection by qualified voters of the district at the office of the Superintendent of Schools during regular business hours, 9:00 am to 5:00 pm, until the day of the election and vote. Any qualified voter may file a written challenge of the qualifications of a voter whose name appears on said list, stating the reasons for the challenge.

Ann Schmidt,  
District Clerk

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**Revenue Summary**

	<u>Projected</u> <u>2018-2019</u>	<u>Projected</u> <u>2019-2020</u>
<u>LOCAL NON-TAX SOURCES</u> Nonresident tuitions, interest earnings, refunds of prior year expenses, E-rate	\$839,750	\$1,059,498
<u>STATE AID</u> Operating Aid, Special Education Aid, Transportation Aid, Building Aid, BOCES Aid, Textbook Aid, etc.	\$9,519,405	\$10,061,387
<u>FEDERAL SOURCES</u> Impact Aid and West Point Tuition	\$8,840,503	\$9,506,214
<u>APPROPRIATED FUND BALANCE</u> Amount of fund balance applied to upcoming budget	\$540,000	\$325,000
<u>TAX LEVY</u> Amount levied and collected from property owners after all other revenues are considered	\$10,867,114	\$11,135,120
<i>TOTAL REVENUE</i>	\$30,606,772	\$32,087,219

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**2019-2020 Three Part Budget – Administrative Category**

Account	Description	Budget Amount
1010	BOARD OF EDUCATION	59,564
1040	DISTRICT CLERK	9,500
1060	DISTRICT MEETING	14,300
1240	CHIEF SCHOOL ADMINISTRATOR	284,573
1310	BUSINESS ADMINISTRATION	401,140
1320	AUDITING	38,000
1330	TAX COLLECTION	750
1420	LEGAL	80,000
1430	PERSONNEL	54,538
1460	RECORDS MANAGEMENT OFFICER	3,000
1670	CENTRAL PRINTING & MAILING	7,500
1680	CENTRAL DATA PROCESSING	29,200
1910	UNALLOCATED INSURANCE	141,000
1920	SCHOOL ASSOCIATION DUES	23,750
1981	BOCES ADMINISTRATIVE COST	179,002
2010	CURRICULUM DEVELOPMENT & SUPERVISION	77,700
2020	SUPERVISION - REGULAR SCHOOL	890,389
2250	PROGRAMS FOR HANDICAPPED CHILDREN	165,128
2630	COMPUTER ASSISTED INSTRUCTION	77,700
2855	INTERSCHOLASTIC ATHLETICS	41,723
9010	STATE RETIREMENT	70,796
9020	TEACHERS' RETIREMENT	118,921
9030	SOCIAL SECURITY & MEDICARE	131,869
9060	HOSPITAL & MEDICAL INSURANCE	709,095
9061	HOSPITAL & MEDICAL INSURANCE	13,200
Totals For Administrative Components:		3,622,338

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**2019-2020 Three Part Budget – Program (Instructional) Category**

Account	Description	Budget Amount
1420	LEGAL	10,000
2010	CURRICULUM DEVELOPMENT & SUPERVISION	102,000
2110	REGULAR SCHOOL	7,765,884
2250	PROGRAMS FOR HANDICAPPED CHILDREN	5,759,895
2280	OCCUPATIONAL EDUCATION GR 10-12	467,221
2330	SPECIAL SCHOOLS	3,500
2610	SCHOOL LIBRARY & AUDIOVISUAL	188,885
2630	COMPUTER ASSISTED INSTRUCTION	564,556
2805	ATTENDANCE - REGULAR SCHOOL	123,891
2810	GUIDANCE - REGULAR SCHOOL	527,426
2815	HEALTH SERVICES - REGULAR SCHOOL	298,190
2825	SOCIAL WORK SERVICES - REGULAR SCHOOL	131,267
2850	CO-CURRICULAR SERVICES	201,000
2855	INTERSCHOLASTIC ATHLETICS	408,338
5510	DISTRICT TRANSPORTATION SERVICES	86,744
5540	CONTRACT TRANSPORTATION	2,776,147
9010	STATE RETIREMENT	162,962
9020	TEACHERS' RETIREMENT	931,519
9030	SOCIAL SECURITY & MEDICARE	833,228
9040	WORKERS' COMPENSATION	17,700
9050	UNEMPLOYMENT INSURANCE	30,000
9055	DISABILITY / LIFE INSURANCE	10,000
9060	HOSPITAL & MEDICAL INSURANCE	2,517,836
9062	HOSPITAL & MEDICAL INSURANCE	5,000
9089	OTHER BENEFITS	56,000
9901	TRANSFERS TO OTHER FUNDS	62,000
Totals for Program Components		24,041,189

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total spending and total school tax levy from the school district budget for the preceding school year, and

- the district's tax levy limit determined pursuant to section two thousand twenty-three-a of this title, and the estimated school tax levy, excluding any levy necessary to support the expenditures pursuant to subparagraphs (i) through (iv) of paragraph i of subdivision two of section two thousand twenty-three-a of this title, that would result from adoption of the proposed budget; and
- the projected enrollment growth for the school year for which the budget is prepared, and the percentage change in enrollment from the previous year; and
- the percentage increase in the consumer price index, from January first of the prior school year to January first of the current school year. A copy of the property tax report card prepared for the annual district meeting shall be submitted to the department in the manner prescribed by the department by the end of the business day next following approval of the report card by the trustee or board of trustees, but no later than twenty-four days prior to the statewide uniform voting day. The department shall compile such data for all school districts whose budgets are subject to the vote of the qualified voters and shall make such compilation available electronically at least ten days prior to the statewide uniform voting day.
- the estimated amount of the appropriated fund balance, the reserved fund balance, and the retained unreserved, unappropriated (undesignated) fund balance and its percentage of the total proposed budget, and the actual amount and percentage of the unappropriated, unreserved fund balance retained in the previous year.

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**Data Elements on the Property Tax Report Card**

**TOTAL PROPOSED SPENDING:**

Total spending shall mean the total amount appropriated under the school district budget for the school year.

**TOTAL PROPOSED SCHOOL YEAR TAX LEVY, INCLUDING LEVY TO SUPPORT LIBRARY DEBT:**

As shown on the Office of the State Comptroller Real Property Tax Calculation Form on Page 2:

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Enrollment of pupils as defined in subparagraph two of paragraph n of subdivision one of section 3602 of the education law. Pursuant to section 2856 of the education law, resident charter school pupils also should be included in the enrollment reported on the property tax report card. Do not include enrollment of pupils in pre-Kindergarten.

"Public school district enrollment" shall mean the sum of the number of children:

- on a regular enrollment register of a public school district on the date which enrollment for BEDS purposes is taken;
- eligible to receive home instruction in the school district on such date;
- for whom equivalent attendance must be computed pursuant to this subdivision on such date;
- with handicapping conditions who are residents of such district who are registered on such date to attend programs under the provisions of paragraph c of subdivision two of section forty-four hundred one of this chapter;
- eligible to receive educational services on such date but not claimed for aid pursuant to subdivision seven of section thirty-two hundred two of this chapter; and
- registered on such date to attend programs
- pursuant to subdivision two of section three hundred fifty-five of this chapter, or
- pursuant to an agreement between the city school district of the city of New York and Hunter College pursuant to section sixty-two hundred sixteen of this chapter.

**FUND BALANCES:**

For the 2019-20 Property Tax Report Card, report actual 2018-19 balances based upon the June 30, 2019 ending fund balance and estimated June 30, 2020 balances for the proposed 2019-20 budget year, as approved by the Board of Education.

**Actual fund balances** reported for 2018-19 are determined as follows:

Adjusted Restricted Fund Balance (old Reserved Fund Balance): Final June 30, 2018 amount, as reduced or increased, if applicable, after the adoption by the Board of Education of the estimated balance on the 2018-19 Property Tax Report Card.

Assigned Appropriated Fund Balance (old "Appropriated Fund Balance"): the actual amount listed on the tax warrant (August 2018).

Adjusted Unrestricted Fund Balance (old "Unreserved, Unappropriated" Fund Balance): the final amount retained as of June 30, 2019.

**Estimated fund balances** reported for 2019-20 are as of the time of School Budget and Property Tax Report Card preparation:



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<b>2019-2020 PROPERTY TAX REPORT CARD</b>	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$30,606,772	\$32,087,219	\$31,770,049
Increase/Decrease for the 2019-20 School Year		\$1,480,447	\$1,163,277
Percentage Increase/Decrease in Proposed Budget		4.84%	3.8%
Change in the Consumer Price Index		2.44%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$10,867,114	\$11,135,120	
B. Levy to Support Library Debt, if Applicable	NA	NA	
C. Levy for Non-Excludable Propositions, if Applicable	NA	NA	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	NA	NA	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$10,867,114	\$11,135,120	\$10,867,114
F. Total Permissible Exclusions	\$769,995	\$742,233	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$10,097,119	\$10,442,051	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$10,097,119	\$10,392,887	
I. Difference: (G – H); (Negative Value Requires 60.0% Voter Approval)	\$0	\$49,164	
Public School Enrollment & Percent Change	967	990	

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Budget Vote – May 21, 2019  
Highland Falls Intermediate School

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**2019-2020 FUND BALANCES**

	Actual 2018-19	Estimated 2019-20
Adjusted Restricted Fund Balance	\$3,545,301	\$5,545,301
Assigned Appropriated Fund Balance	\$540,000	\$325,000
Adjusted Unrestricted Fund Balance	\$4,921,913	\$3,421,913
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	16.08%	10.63%

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superintendents and other certified school administrators or supervisors paid in excess of the salary threshold of \$138,000.

Fringe: Fringe benefits are allowances and services provided by employers as compensation in addition to regular salaries and wages. The cost of fringe benefits includes employer contributions for social security, employee life, health, unemployment and worker's compensation insurance, pension plan costs and other similar benefits allowable under established written policies. If a salary figure is provided for a Type 1 or Type 2 position, this item may not be \$0.

Other: The annualized monetary value of any and all forms of compensation not included under Salaries or Fringe for Type 1 or 2 positions. Examples include (but are not limited to) employer expenses for additional insurance and/or annuities, housing allowance, moving allowance, the personal use of a vehicle and/or residence, professional organization membership fees or dues, and other expenses. This item might be \$0, if the total compensation for a position was included in Salaries and Fringe above.

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**TAX EXEMPTION REPORTING REQUIREMENT**

Chapter 258 of the Laws of 2008 added Section 495 to the Real Property Tax Law requiring counties, cities, towns, villages and school districts to attach to their tentative/preliminary budgets an exemption report. The measure is effective October 5, 2008 and applies to budgets for fiscal years commencing on and after that date.

The new exemption reports will provide taxpayers, policy makers, media and the general public with greater transparency on property tax exemptions and their effect on overall property taxes.

Exemptions are reductions in property taxes granted to certain groups of property owners (e.g., non-profits, seniors, veterans) and are paid for by increases in property taxes on all other taxpayers (except for the STAR exemption, which is funded directly by New York State). The new exemption reports will show, for each type of exemption, how much of the local property tax base has been removed from taxation.

## EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	297	102.4	2
	Math	299	111.9	2
	Science	107	153.3	2
	Combined	703	114.2	2
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	175	—
	Math	10	195	—
	Science	3	—	—
	Combined	23	—	—
Black or African American	ELA	54	89.8	1
	Math	57	85.1	1
	Science	34	107.4	1
	Combined	145	92.1	1
Hispanic or Latino	ELA	82	73.8	1
	Math	82	76.2	1
	Science	35	128.6	1
	Combined	199	84.4	1
Multiracial	ELA	12	87.5	2
	Math	12	100	2
	Science	7	164.3	2
	Combined	31	109.7	2
White	ELA	151	120.5	2
	Math	150	139.7	2
	Science	51	176.5	2
	Combined	352	136.8	2
English Language Learners	ELA	60	48.3	1
	Math	63	41.3	1
	Science	19	73.7	1
	Combined	142	48.6	1
Students with Disabilities	ELA	72	63.9	2
	Math	74	44.6	2
	Science	52	119.2	2
	Combined	198	71.2	2
Economically Disadvantaged	ELA	154	82.1	1
	Math	157	84.7	1
	Science	51	129.4	1
	Combined	362	89.9	1

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	59,624	1,232	48.4	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	26	—	—
Black or African American	12,602	250	50.4	3
Hispanic or Latino	15,873	341	46.5	2
Multiracial	—	21	—	—
White	28,872	594	48.6	2
English Language Learners	4,888	112	43.6	1
Students with Disabilities	13,069	264	49.5	2
Economically Disadvantaged	30,319	638	47.5	2

## EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

## EMELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	42%	23%	0.6	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	30	39%	20%	0.5	2
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	32	42%	23%	0.6	2
Students with Disabilities	14	—	—	—	—
Economically Disadvantaged	48	41%	23%	0.6	2

## EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	666	91.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	X	127	90.6%
Hispanic or Latino	✓	178	94.9%
Multiracial	—	5	—
White	X	339	89.4%
English Language Learners	—	28	—
Students with Disabilities	X	175	85.1%
Economically Disadvantaged	X	349	90.5%

## EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	672	90.9%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—
Black or African American	✓	61	96.7%
Hispanic or Latino	✓	181	95%
Multiracial	—	5	—
White	X	341	87.1%
English Language Learners	—	28	—
Students with Disabilities	X	179	86%
Economically Disadvantaged	X	350	90.6%

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

Grade	Number Taking NYSESLAT
Grade 5	1
Grade 6	1
Grade 8	1

## HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	113	198.2	189.2	3
	Math	113	150	189.2	3
	Science	113	217.7	189.2	3
	Social Studies	113	222.6	189.2	3
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	200	—	—
	Math	7	171.4	—	—
	Science	7	200	—	—
	Social Studies	7	235.7	—	—
Black or African American	ELA	17	138.2	132.7	1
	Math	17	94.1	132.7	1
	Science	17	161.8	132.7	1
	Social Studies	17	173.5	132.7	1
Hispanic or Latino	ELA	41	170.7	166.9	2
	Math	41	126.8	166.9	2
	Science	41	201.2	166.9	2
	Social Studies	41	207.3	166.9	2
Multiracial	ELA	12	237.5	206	4
	Math	12	154.2	206	4
	Science	12	225	206	4
	Social Studies	12	229.2	206	4
White	ELA	74	210.8	198.6	3
	Math	74	160.1	198.6	3
	Science	74	223	198.6	3
	Social Studies	74	228.4	198.6	3
English Language Learners	ELA	2	—	—	—
	Math	2	—	—	—
	Science	2	—	—	—
	Social Studies	2	—	—	—
Students with Disabilities	ELA	26	103.8	101.7	2
	Math	26	53.8	101.7	2
	Science	26	144.2	101.7	2
	Social Studies	26	153.8	101.7	2
Economically Disadvantaged	ELA	50	160	158.9	2



## HS COMPOSITE PERFORMANCE &amp; GRADUATION RATE COMBINED

Subgroup	Level
All Students	3
Black or African American	2
Hispanic or Latino	3
Multiracial	4
White	4
Students with Disabilities	2
Economically Disadvantaged	3

## HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	11	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	8	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	11	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	8	—	—	—	—

**HS CHRONIC ABSENTEEISM**

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	16.4	496	81	16.3%	15.9%	23.4%	20.4%	12.7%	5%	3
American Indian or Alaska Native	--	1	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	23	--	--	--	--	--	--	--	--
Black or African American	20	53	17	32.1%	19.4%	32.7%	28.1%	16.6%	5%	2
Hispanic or Latino	25	96	16	16.7%	24.2%	32.8%	28.2%	16.6%	5%	4
Multiracial	--	41	--	--	--	--	--	--	--	--
White	13.6	319	42	13.2%	13.3%	16.1%	14.3%	9.7%	5%	4
English Language Learners	--	25	--	--	--	--	--	--	--	--
Students with Disabilities	27.7	54	13	24.1%	26.8%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	29.7	141	46	32.6%	28.7%	31.3%	26.9%	16%	5%	1

**CCCR LEVELS**

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	161.5	155	162	128.2	136	155.5	175	3
American Indian or Alaska Native	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--
Hispanic or Latino	125	136.9	127	101.4	113.6	144.3	175	4
Multiracial	--	--	--	--	--	--	--	--
White	176	163.5	175	148.6	153	164	175	3
English Language Learners	--	--	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--	--	--
Economically Disadvantaged	133.7	113.3	135.4	110.2	121	148	175	2

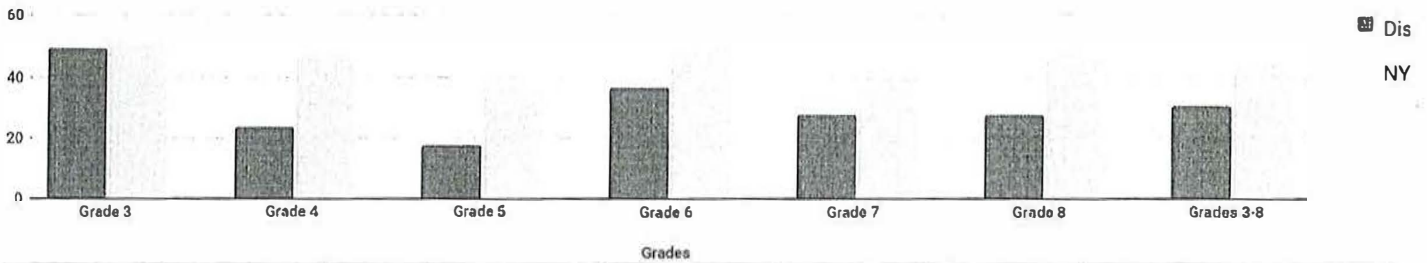
**STAFF QUALIFICATIONS (2017-18)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	21	21%	3	100%	0	0%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	1%

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

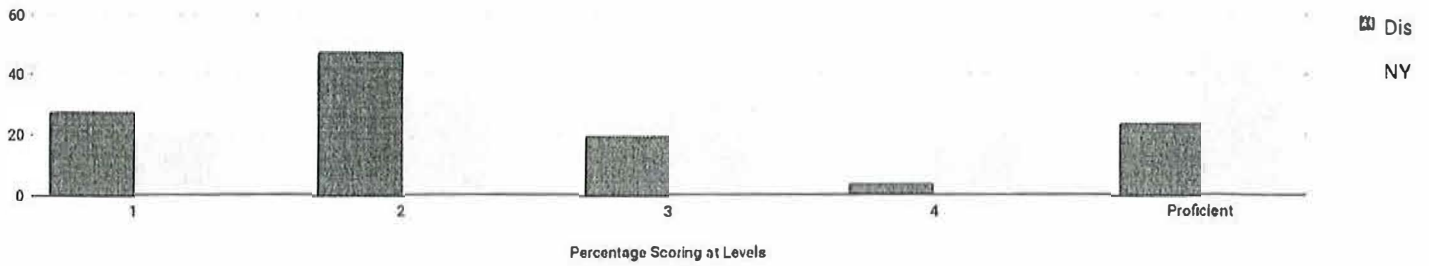
**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)**

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	1	58	10	17%	19	33%	27	47%	2	3%	29	50%
Grade 4	4	50	14	28%	24	48%	10	20%	2	4%	12	24%
Grade 5	4	45	13	29%	24	53%	7	16%	1	2%	8	18%
Grade 6	6	46	20	43%	9	20%	10	22%	7	15%	17	37%
Grade 7	8	46	18	39%	15	33%	11	24%	2	4%	13	28%
Grade 8	13	58	26	45%	16	28%	5	9%	11	19%	16	28%
Grades 3-8	36	303	101	33%	107	35%	70	23%	25	8%	95	31%

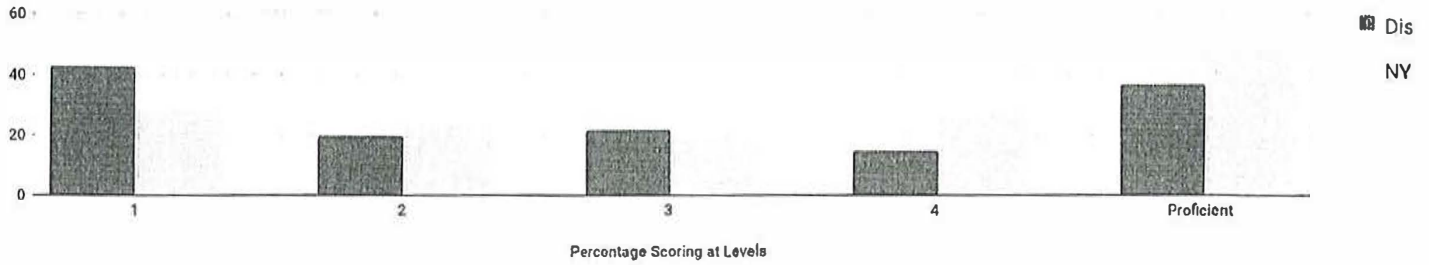
GRADE 4 ELA RESULTS



MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	50	14	28%	24	48%	10	20%	2	4%	12	24%
General Education	1	31	9	29%	11	35%	9	29%	2	6%	11	35%
Students with Disabilities	3	19	5	26%	13	68%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	19	10	53%	8	42%	1	5%	0	0%	1	5%
White	3	24	1	4%	15	63%	6	25%	2	8%	8	33%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	3	43%	1	14%	3	43%	0	0%	3	43%
Female	0	20	5	25%	7	35%	6	30%	2	10%	8	40%
Male	4	30	9	30%	17	57%	4	13%	0	0%	4	13%
English Language Learners	0	8	6	75%	1	13%	1	13%	0	0%	1	13%
Non-English Language Learners	4	42	8	19%	23	55%	9	21%	2	5%	11	26%
Economically Disadvantaged	2	26	12	46%	11	42%	3	12%	0	0%	3	12%
Not Economically Disadvantaged	2	24	2	8%	13	54%	7	29%	2	8%	9	38%
Not Migrant	4	50	14	28%	24	48%	10	20%	2	4%	12	24%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	49	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	50	14	28%	24	48%	10	20%	2	4%	12	24%
Parent Not in Armed Forces	4	50	14	28%	24	48%	10	20%	2	4%	12	24%

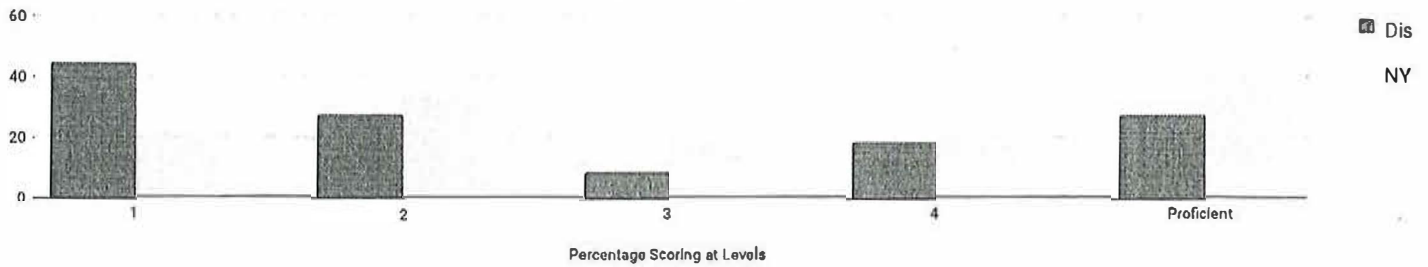
GRADE 6 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	46	20	43%	9	20%	10	22%	7	15%	17	37%
General Education	4	35	13	37%	6	17%	9	26%	7	20%	16	46%
Students with Disabilities	2	11	7	64%	3	27%	1	9%	0	0%	1	9%
Black or African American	1	11	7	64%	0	0%	2	18%	2	18%	4	36%
Hispanic or Latino	3	12	5	42%	4	33%	1	8%	2	17%	3	25%
White	2	23	8	35%	5	22%	7	30%	3	13%	10	43%
Female	5	21	6	29%	5	24%	5	24%	5	24%	10	48%
Male	1	25	14	56%	4	16%	5	20%	2	8%	7	28%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	44	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	22	15	68%	2	9%	3	14%	2	9%	5	23%
Not Economically Disadvantaged	0	24	5	21%	7	29%	7	29%	5	21%	12	50%
Not Migrant	6	46	20	43%	9	20%	10	22%	7	15%	17	37%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	42	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	6	46	20	43%	9	20%	10	22%	7	15%	17	37%
Parent Not in Armed Forces	6	46	20	43%	9	20%	10	22%	7	15%	17	37%

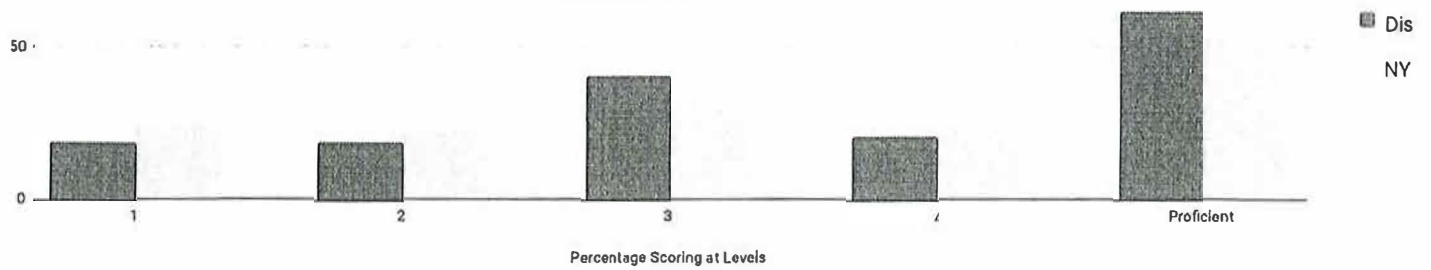
**GRADE 8 ELA RESULTS**



**MEAN SCORE: 590**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	58	26	45%	16	28%	5	9%	11	19%	16	28%
General Education	6	49	20	41%	13	27%	5	10%	11	22%	16	33%
Students with Disabilities	7	9	6	67%	3	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	14	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	18	11	61%	4	22%	0	0%	3	17%	3	17%
White	7	24	9	38%	7	29%	2	8%	6	25%	8	33%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	16	6	38%	5	31%	3	19%	2	13%	5	31%
Female	5	31	8	26%	10	32%	4	13%	9	29%	13	42%
Male	8	27	18	67%	6	22%	1	4%	2	7%	3	11%
English Language Learners	1	7	6	86%	1	14%	0	0%	0	0%	0	0%
Non-English Language Learners	12	51	20	39%	15	29%	5	10%	11	22%	16	31%
Economically Disadvantaged	7	28	16	57%	6	21%	2	7%	4	14%	6	21%
Not Economically Disadvantaged	6	30	10	33%	10	33%	3	10%	7	23%	10	33%
Not Migrant	13	58	26	45%	16	28%	5	9%	11	19%	16	28%
Not Homeless	12	58	26	45%	16	28%	5	9%	11	19%	16	28%
Not in Foster Care	13	58	26	45%	16	28%	5	9%	11	19%	16	28%
Parent in Armed Forces	—	2	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	—	56	—	—	—	—	—	—	—	—	—	—

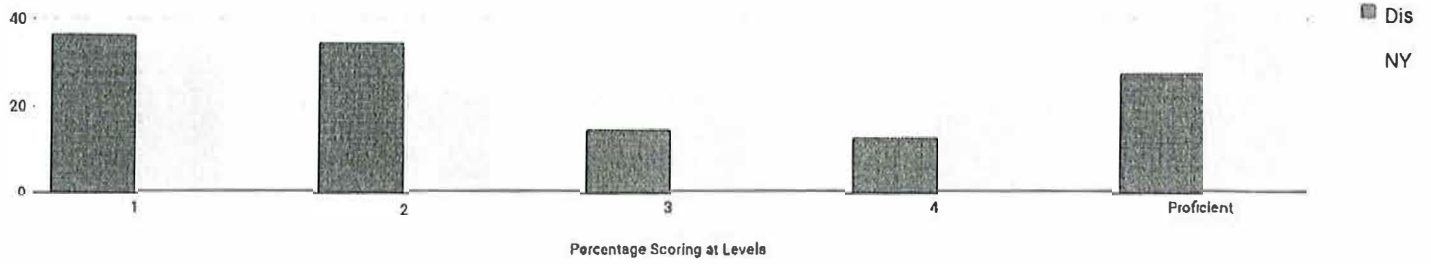
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 602**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	58	11	19%	11	19%	24	41%	12	21%	36	62%
General Education	1	46	4	9%	8	17%	23	50%	11	24%	34	74%
Students with Disabilities	0	12	7	58%	3	25%	1	8%	1	8%	2	17%
Black or African American	0	8	4	50%	1	13%	2	25%	1	13%	3	38%
Hispanic or Latino	0	13	3	23%	4	31%	6	46%	0	0%	6	46%
White	1	37	4	11%	6	16%	16	43%	11	30%	27	73%
Female	1	27	7	26%	4	15%	10	37%	6	22%	16	59%
Male	0	31	4	13%	7	23%	14	45%	6	19%	20	65%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	57	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	37	10	27%	10	27%	13	35%	4	11%	17	46%
Not Economically Disadvantaged	0	21	1	5%	1	5%	11	52%	8	38%	19	90%
Not Migrant	1	58	11	19%	11	19%	24	41%	12	21%	36	62%
Homeless	0	7	2	29%	1	14%	3	43%	1	14%	4	57%
Not Homeless	1	51	9	18%	10	20%	21	41%	11	22%	32	63%
Not in Foster Care	1	58	11	19%	11	19%	24	41%	12	21%	36	62%
Parent Not in Armed Forces	1	58	11	19%	11	19%	24	41%	12	21%	36	62%

GRADE 5 MATH RESULTS

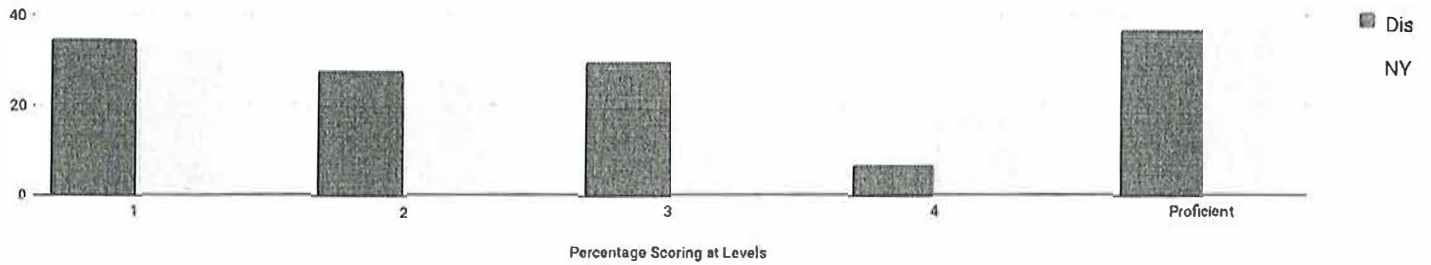


MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	46	17	37%	16	35%	7	15%	6	13%	13	28%
General Education	1	38	11	29%	15	39%	7	18%	5	13%	12	32%
Students with Disabilities	2	8	6	75%	1	13%	0	0%	1	13%	1	13%
Black or African American	—	11	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	12	4	33%	4	33%	4	33%	0	0%	4	33%
White	2	21	8	38%	6	29%	2	10%	5	24%	7	33%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	13	5	38%	6	46%	1	8%	1	8%	2	15%
Female	1	31	12	39%	12	39%	3	10%	4	13%	7	23%
Male	2	15	5	33%	4	27%	4	27%	2	13%	6	40%
English Language Learners	0	5	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learners	3	41	13	32%	15	37%	7	17%	6	15%	13	32%
Economically Disadvantaged	1	26	12	46%	8	31%	3	12%	3	12%	6	23%
Not Economically Disadvantaged	2	20	5	25%	8	40%	4	20%	3	15%	7	35%
Not Migrant	3	46	17	37%	16	35%	7	15%	6	13%	13	28%
Homeless	0	6	3	50%	2	33%	1	17%	0	0%	1	17%
Not Homeless	3	40	14	35%	14	35%	6	15%	6	15%	12	30%
Not in Foster Care	3	46	17	37%	16	35%	7	15%	6	13%	13	28%
Parent Not in Armed Forces	3	46	17	37%	16	35%	7	15%	6	13%	13	28%



GRADE 7 MATH RESULTS

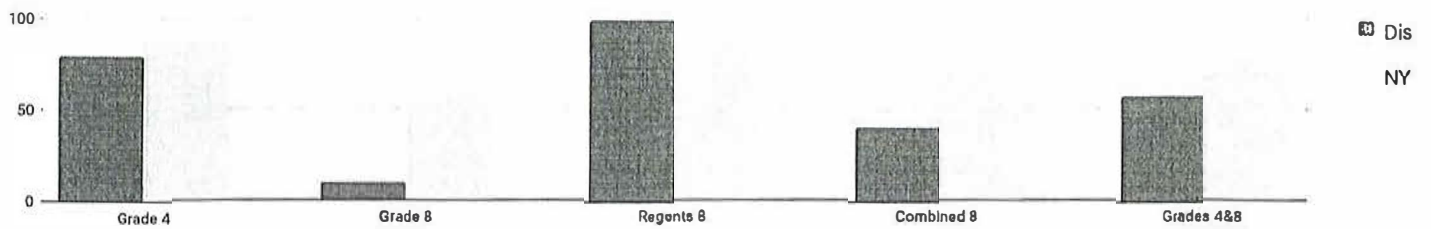


MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	46	16	35%	13	28%	14	30%	3	7%	17	37%
General Education	2	38	10	26%	11	29%	14	37%	3	8%	17	45%
Students with Disabilities	6	8	6	75%	2	25%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	8	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	11	5	45%	5	45%	1	9%	0	0%	1	9%
White	4	25	8	32%	5	20%	11	44%	1	4%	12	48%
Small Group Total	2	10	3	30%	3	30%	2	20%	2	20%	4	40%
Female	2	19	6	32%	5	26%	8	42%	0	0%	8	42%
Male	6	27	10	37%	8	30%	6	22%	3	11%	9	33%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	43	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	22	10	45%	5	23%	4	18%	3	14%	7	32%
Not Economically Disadvantaged	6	24	6	25%	8	33%	10	42%	0	0%	10	42%
Not Migrant	8	46	16	35%	13	28%	14	30%	3	7%	17	37%
Not Homeless	8	46	16	35%	13	28%	14	30%	3	7%	17	37%
Not in Foster Care	8	46	16	35%	13	28%	14	30%	3	7%	17	37%
Parent Not in Armed Forces	8	46	16	35%	13	28%	14	30%	3	7%	17	37%

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

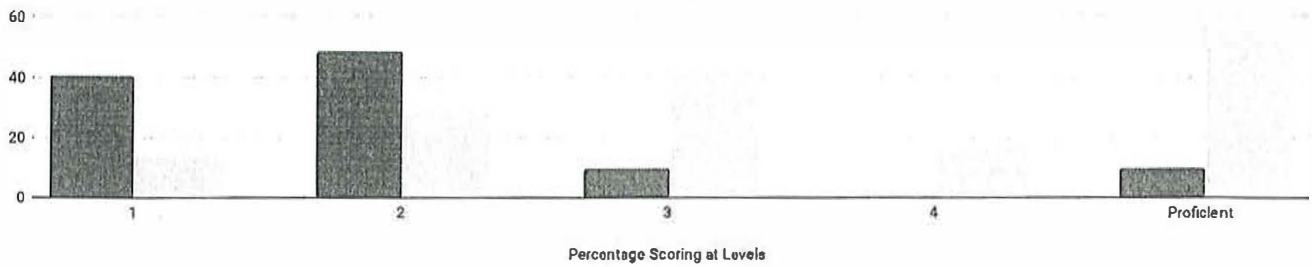
Percent Proficient



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	5	49	3	6%	7	14%	23	47%	16	33%	39	80%
Grade 8	32	39	16	41%	19	49%	4	10%	0	0%	4	10%
Regents 8	0	20	0	0%	0	0%	11	55%	9	45%	20	100%
Combined 8	32	59	16	27%	19	32%	15	25%	9	15%	24	41%
Grades 4&8	37	108	19	18%	26	24%	38	35%	25	23%	63	58%

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

GRADE 8 SCIENCE RESULTS

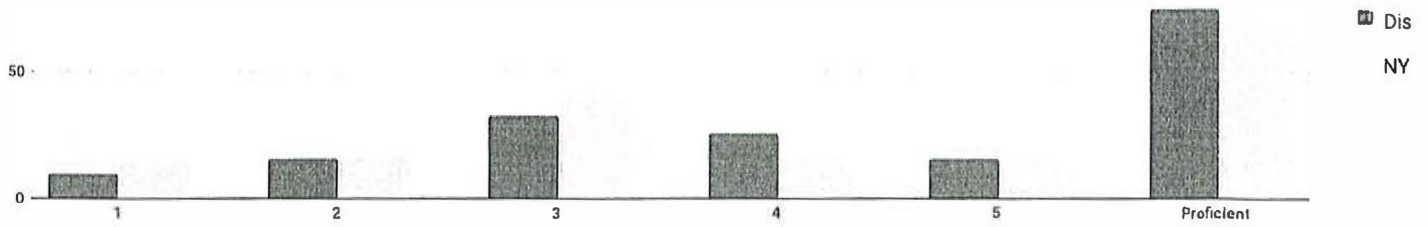


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MEAN SCORE: 47

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	32	39	16	41%	19	49%	4	10%	0	0%	4	10%
General Education	25	30	12	40%	15	50%	3	10%	0	0%	3	10%
Students with Disabilities	7	9	4	44%	4	44%	1	11%	0	0%	1	11%
Black or African American	8	9	6	67%	2	22%	1	11%	0	0%	1	11%
Hispanic or Latino	9	12	7	58%	5	42%	0	0%	0	0%	0	0%
White	13	18	3	17%	12	67%	3	17%	0	0%	3	17%
Female	21	15	6	40%	8	53%	1	7%	0	0%	1	7%
Male	11	24	10	42%	11	46%	3	13%	0	0%	3	13%
English Language Learners	2	6	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learners	30	33	11	33%	18	55%	4	12%	0	0%	4	12%
Economically Disadvantaged	14	21	9	43%	11	52%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	18	18	7	39%	8	44%	3	17%	0	0%	3	17%
Not Migrant	32	39	16	41%	19	49%	4	10%	0	0%	4	10%
Homeless	--	1	--	--	--	--	--	--	--	--	--	--
Not Homeless	--	38	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	32	39	16	41%	19	49%	4	10%	0	0%	4	10%
Parent in Armed Forces	--	1	--	--	--	--	--	--	--	--	--	--
Parent Not in Armed Forces	--	38	--	--	--	--	--	--	--	--	--	--

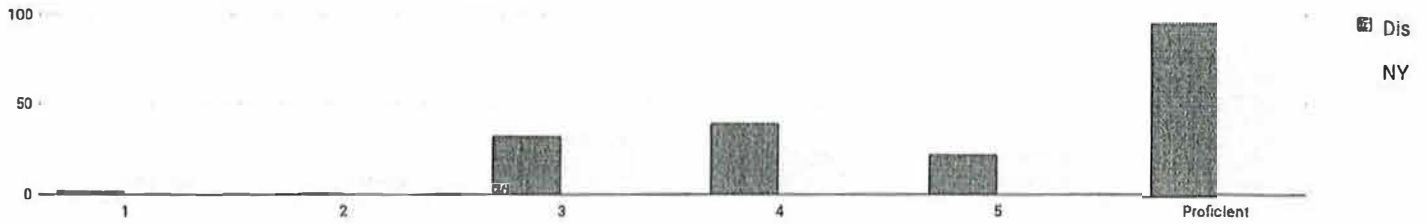
ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels

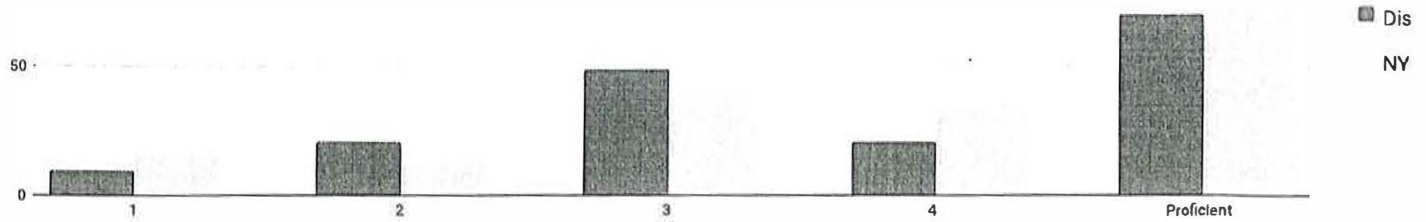
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	135	13	10%	21	16%	44	33%	35	26%	22	16%	101	75%
General Education	106	5	5%	9	8%	36	34%	35	33%	21	20%	92	87%
Students with Disabilities	29	8	28%	12	41%	8	28%	0	0%	1	3%	9	31%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	17	3	18%	2	12%	7	41%	3	18%	2	12%	12	71%
Hispanic or Latino	32	2	6%	11	34%	11	34%	7	22%	1	3%	19	59%
White	77	8	10%	7	9%	23	30%	24	31%	15	19%	62	81%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	1	11%	3	33%	1	11%	4	44%	8	89%
Female	78	5	6%	12	15%	23	29%	24	31%	14	18%	61	78%
Male	57	8	14%	9	16%	21	37%	11	19%	8	14%	40	70%
English Language Learners	7	1	14%	5	71%	1	14%	0	0%	0	0%	1	14%
Non-English Language Learners	128	12	9%	16	13%	43	34%	35	27%	22	17%	100	78%
Economically Disadvantaged	46	5	11%	13	28%	18	39%	6	13%	4	9%	28	61%
Not Economically Disadvantaged	89	8	9%	8	9%	26	29%	29	33%	18	20%	73	82%
Not Migrant	135	13	10%	21	16%	44	33%	35	26%	22	16%	101	75%
Homeless	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Not Homeless	130	12	9%	20	15%	41	32%	35	27%	22	17%	98	75%
Not in Foster Care	135	13	10%	21	16%	44	33%	35	26%	22	16%	101	75%
Parent in Armed Forces	22	1	5%	1	5%	7	32%	7	32%	6	27%	20	91%
Parent Not in Armed Forces	113	12	11%	20	18%	37	33%	28	25%	16	14%	81	72%

ANNUAL REGENTS ALGEBRA II (2017-18)



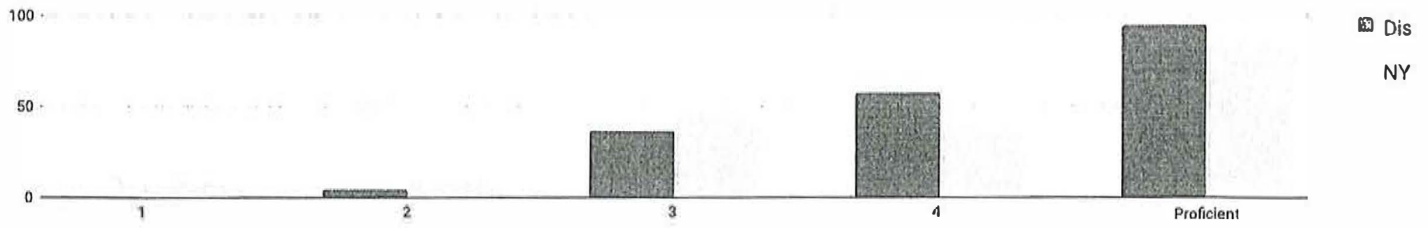
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	2	3%	1	1%	23	33%	28	40%	16	23%	67	96%
General Education	69	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	5	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	7	0	0%	0	0%	6	86%	1	14%	0	0%	7	100%
White	54	1	2%	0	0%	16	30%	23	43%	14	26%	53	98%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	1	11%	1	11%	1	11%	4	44%	2	22%	7	78%
Female	31	1	3%	1	3%	12	39%	12	39%	5	16%	29	94%
Male	39	1	3%	0	0%	11	28%	16	41%	11	28%	38	97%
Non-English Language Learners	70	2	3%	1	1%	23	33%	28	40%	16	23%	67	96%
Economically Disadvantaged	9	0	0%	1	11%	5	56%	3	33%	0	0%	8	89%
Not Economically Disadvantaged	61	2	3%	0	0%	18	30%	25	41%	16	26%	59	97%
Not Migrant	70	2	3%	1	1%	23	33%	28	40%	16	23%	67	96%
Not Homeless	70	2	3%	1	1%	23	33%	28	40%	16	23%	67	96%
Not in Foster Care	70	2	3%	1	1%	23	33%	28	40%	16	23%	67	96%
Parent in Armed Forces	15	0	0%	0	0%	6	40%	4	27%	5	33%	15	100%
Parent Not in Armed Forces	55	2	4%	1	2%	17	31%	24	44%	11	20%	52	95%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	82	8	10%	17	21%	40	49%	17	21%	57	70%
General Education	76	5	7%	15	20%	39	51%	17	22%	56	74%
Students with Disabilities	6	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Black or African American	13	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	20	3	15%	7	35%	8	40%	2	10%	10	50%
White	47	4	9%	5	11%	23	49%	15	32%	38	81%
Small Group Total	15	1	7%	5	33%	9	60%	0	0%	9	60%
Female	45	6	13%	10	22%	21	47%	8	18%	29	64%
Male	37	2	5%	7	19%	19	51%	9	24%	28	76%
English Language Learners	5	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learners	77	6	8%	15	19%	39	51%	17	22%	56	73%
Economically Disadvantaged	31	5	16%	8	26%	15	48%	3	10%	18	58%
Not Economically Disadvantaged	51	3	6%	9	18%	25	49%	14	27%	39	76%
Not Migrant	82	8	10%	17	21%	40	49%	17	21%	57	70%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	81	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	82	8	10%	17	21%	40	49%	17	21%	57	70%
Parent in Armed Forces	13	0	0%	2	15%	7	54%	4	31%	11	85%
Parent Not in Armed Forces	69	8	12%	15	22%	33	48%	13	19%	46	67%

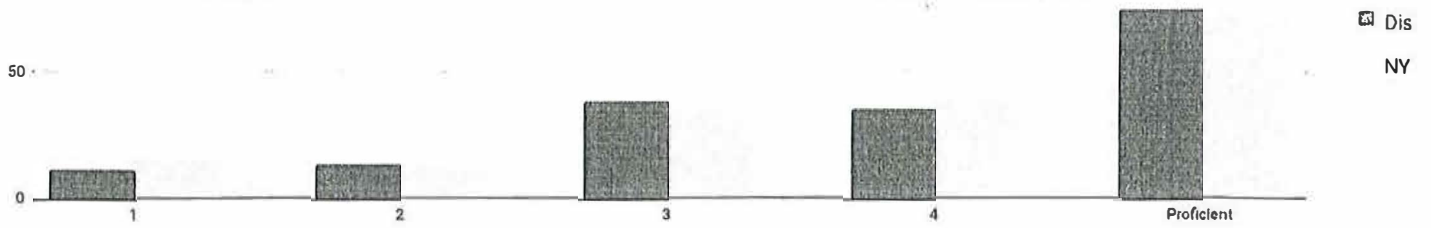
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	57	0	0%	3	5%	21	37%	33	58%	54	95%
General Education	57	0	0%	3	5%	21	37%	33	58%	54	95%
American Indian or Alaska Native	1	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	2	--	--	--	--	--	--	--	--	--	--
Black or African American	1	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	4	--	--	--	--	--	--	--	--	--	--
White	47	0	0%	3	6%	14	30%	30	64%	44	94%
Multiracial	2	--	--	--	--	--	--	--	--	--	--
Small Group Total	10	0	0%	0	0%	7	70%	3	30%	10	100%
Female	29	0	0%	1	3%	13	45%	15	52%	28	97%
Male	28	0	0%	2	7%	8	29%	18	64%	26	93%
Non-English Language Learners	57	0	0%	3	5%	21	37%	33	58%	54	95%
Economically Disadvantaged	4	--	--	--	--	--	--	--	--	--	--
Not Economically Disadvantaged	53	--	--	--	--	--	--	--	--	--	--
Not Migrant	57	0	0%	3	5%	21	37%	33	58%	54	95%
Not Homeless	57	0	0%	3	5%	21	37%	33	58%	54	95%
Not in Foster Care	57	0	0%	3	5%	21	37%	33	58%	54	95%
Parent in Armed Forces	19	0	0%	1	5%	5	26%	13	68%	18	95%
Parent Not in Armed Forces	38	0	0%	2	5%	16	42%	20	53%	36	95%

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



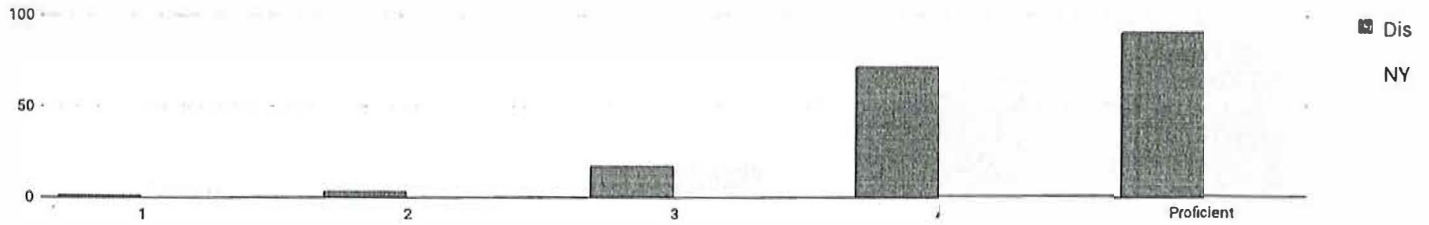
Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	153	18	12%	21	14%	59	39%	55	36%	114	75%
General Education	134	9	7%	14	10%	57	43%	54	40%	111	83%
Students with Disabilities	19	9	47%	7	37%	2	11%	1	5%	3	16%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	-	-	-	-	-	-	-
Black or African American	17	3	18%	6	35%	7	41%	1	6%	8	47%
Hispanic or Latino	26	6	23%	4	15%	14	54%	2	8%	16	62%
White	103	9	9%	10	10%	35	34%	49	48%	84	82%
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	1	14%	3	43%	3	43%	6	86%
Female	74	11	15%	11	15%	31	42%	21	28%	52	70%
Male	79	7	9%	10	13%	28	35%	34	43%	62	78%
English Language Learners	5	2	40%	1	20%	2	40%	0	0%	2	40%
Non-English Language Learners	148	16	11%	20	14%	57	39%	55	37%	112	76%
Economically Disadvantaged	50	11	22%	7	14%	24	48%	8	16%	32	64%
Not Economically Disadvantaged	103	7	7%	14	14%	35	34%	47	46%	82	80%
Not Migrant	153	18	12%	21	14%	59	39%	55	36%	114	75%
Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	150	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	153	18	12%	21	14%	59	39%	55	36%	114	75%
Parent in Armed Forces	28	1	4%	2	7%	11	39%	14	50%	25	89%
Parent Not in Armed Forces	125	17	14%	19	15%	48	38%	41	33%	89	71%



2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

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

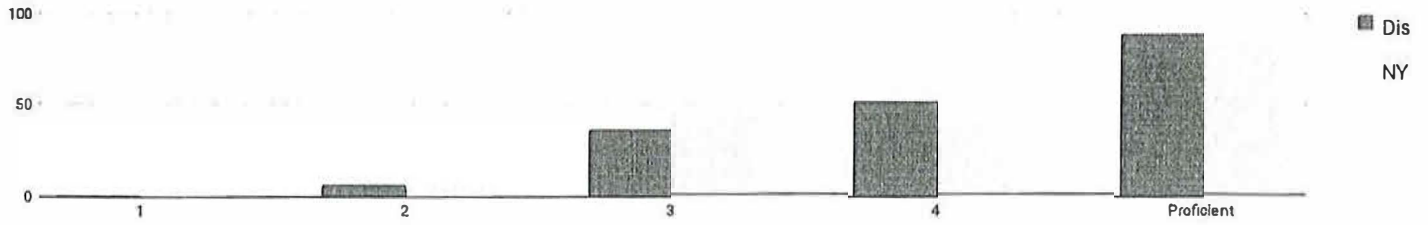


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	3	3%	117	98%	2	2%	5	4%	22	18%	88	73%	110	92%
General Education	106	2	2%	104	98%	0	0%	3	3%	16	15%	85	80%	101	95%
Students with Disabilities	14	1	7%	13	93%	2	14%	2	14%	6	43%	3	21%	9	64%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	8	0	0%	8	100%	1	13%	0	0%	3	38%	4	50%	7	88%
Hispanic or Latino	26	1	4%	25	96%	1	4%	2	8%	9	35%	13	50%	22	85%
White	78	2	3%	76	97%	0	0%	3	4%	10	13%	63	81%	73	94%
Multiracial	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	0	0%	8	100%	8	100%
Female	59	3	5%	56	95%	0	0%	3	5%	9	15%	44	75%	53	90%
Male	61	0	0%	61	100%	2	3%	2	3%	13	21%	44	72%	57	93%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	119	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	30	2	7%	28	93%	1	3%	2	7%	13	43%	12	40%	25	83%
Not Economically Disadvantaged	90	1	1%	89	99%	1	1%	3	3%	9	10%	76	84%	85	94%
Not Migrant	120	3	3%	117	98%	2	2%	5	4%	22	18%	88	73%	110	92%
Homeless	5	0	0%	5	100%	0	0%	1	20%	2	40%	2	40%	4	80%
Not Homeless	115	3	3%	112	97%	2	2%	4	3%	20	17%	86	75%	106	92%
Not in Foster Care	120	3	3%	117	98%	2	2%	5	4%	22	18%	88	73%	110	92%
Parent in Armed Forces	35	0	0%	35	100%	0	0%	0	0%	4	11%	31	89%	35	100%
Parent Not in Armed Forces	85	3	4%	82	96%	2	2%	5	6%	18	21%	57	67%	75	88%

**2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE**

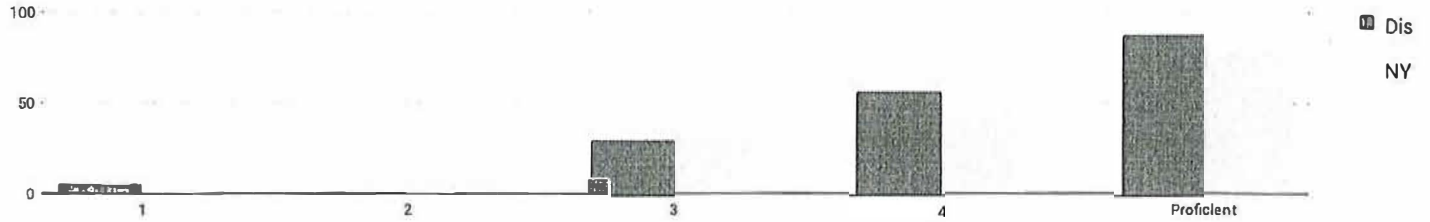
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	3	3%	117	98%	1	1%	8	7%	44	37%	64	53%	108	90%
General Education	106	2	2%	104	98%	1	1%	1	1%	39	37%	63	59%	102	96%
Students with Disabilities	14	1	7%	13	93%	0	0%	7	50%	5	36%	1	7%	6	43%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	8	0	0%	8	100%	0	0%	2	25%	6	75%	0	0%	6	75%
Hispanic or Latino	26	0	0%	26	100%	0	0%	2	8%	17	65%	7	27%	24	92%
White	78	3	4%	75	96%	1	1%	4	5%	19	24%	51	65%	70	90%
Multiracial	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Female	59	1	2%	58	98%	1	2%	5	8%	20	34%	32	54%	52	88%
Male	61	2	3%	59	97%	0	0%	3	5%	24	39%	32	52%	56	92%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	119	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	30	2	7%	28	93%	0	0%	3	10%	17	57%	8	27%	25	83%
Not Economically Disadvantaged	90	1	1%	89	99%	1	1%	5	6%	27	30%	56	62%	83	92%
Not Migrant	120	3	3%	117	98%	1	1%	8	7%	44	37%	64	53%	108	90%
Homeless	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
Not Homeless	115	2	2%	113	98%	1	1%	8	7%	41	36%	63	55%	104	90%
Not in Foster Care	120	3	3%	117	98%	1	1%	8	7%	44	37%	64	53%	108	90%
Parent in Armed Forces	35	0	0%	35	100%	0	0%	1	3%	9	26%	25	71%	34	97%
Parent Not in Armed Forces	85	3	4%	82	96%	1	1%	7	8%	35	41%	39	46%	74	87%

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	5	4%	115	96%	7	6%	1	1%	37	31%	70	58%	107	89%
General Education	106	2	2%	104	98%	3	3%	1	1%	30	28%	70	66%	100	94%
Students with Disabilities	14	3	21%	11	79%	4	29%	0	0%	7	50%	0	0%	7	50%
American Indian or Alaska Native	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black or African American	8	1	13%	7	88%	2	25%	0	0%	2	25%	3	38%	5	63%
Hispanic or Latino	26	2	8%	24	92%	0	0%	1	4%	13	50%	10	38%	23	88%
White	78	2	3%	76	97%	5	6%	0	0%	20	26%	51	65%	71	91%
Multiracial	6	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Small Group Total	8	0	0%	8	100%	0	0%	0	0%	2	25%	6	75%	8	100%
Female	59	3	5%	56	95%	3	5%	1	2%	15	25%	37	63%	52	88%
Male	61	2	3%	59	97%	4	7%	0	0%	22	36%	33	54%	55	90%
English Language Learners	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-English Language Learners	119	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	30	2	7%	28	93%	4	13%	1	3%	11	37%	12	40%	23	77%
Not Economically Disadvantaged	90	3	3%	87	97%	3	3%	0	0%	26	29%	58	64%	84	93%
Not Migrant	120	5	4%	115	96%	7	6%	1	1%	37	31%	70	58%	107	89%
Homeless	5	0	0%	5	100%	0	0%	1	20%	3	60%	1	20%	4	80%
Not Homeless	115	5	4%	110	96%	7	6%	0	0%	34	30%	69	60%	103	90%
Not in Foster Care	120	5	4%	115	96%	7	6%	1	1%	37	31%	70	58%	107	89%
Parent in Armed Forces	35	0	0%	35	100%	2	6%	0	0%	6	17%	27	77%	33	94%
Parent Not in Armed Forces	85	5	6%	80	94%	5	6%	1	1%	31	36%	43	51%	74	87%



# The New York State School Report Card Information about Students with Disabilities for HIGHLAND FALLS CSD

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

Student Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	85	48.57%	57.27%	58.68%
40% to 79%	22	12.57%	18.92%	11.47%
Less than 40%	56	32.00%	16.60%	19.09%
Separate Settings	11	6.29%	4.57%	5.34%
Other Settings	1	0.57%	2.64%	5.42%

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

## School-age Students with Disabilities Classification Rate

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	14.23%	13.55%	15.26%

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

Similar District Group Description: Average Need/Resource Capacity

Equalized Total Assessed Value 510,093,534

School District - 333601 Highland Falls CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
1500	TOWN - GENERALLY	RPTL 406(1)	8	836,500	0.16
1800	SCHOOL DISTRICT	RPTL 408	2	8,813,700	1.73
1870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	2,946,300	0.58
1100	USA - GENERALLY	RPTL 400(1)	162	268,399,800	52.62
1130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	1,340,000	0.26
1300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	14,198,400	2.78
1350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	226,900	0.04
1690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	1	3,000	0.00
1800	PERSONS AGE 65 OR OVER	RPTL 467	2	208,800	0.04
1804	PERSONS AGE 65 OR OVER	RPTL 467	2	59,270	0.01
1834	ENHANCED STAR	RPTL 425	60	5,015,255	0.98
1854	BASIC STAR 1999-2000	RPTL 425	264	11,083,828	2.17
1700	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	442,918	0.09
Total Exemptions Exclusive of System Exemptions:			515	313,574,671	61.47
Total System Exemptions:			0	0	0.00
Totals:			515	313,574,671	61.47

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: \_\_\_\_\_