

SYOSSET CENTRAL SCHOOL DISTRICT

REPORT CARD

2019-2020

2020-2021 PROPOSED BUDGET

As Required by
Chapter 474
Of the
Laws of 1996

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

BOARD OF EDUCATION

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Superintendent of Schools

Ms. Adele Bovard
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Assistant Superintendent for Pupil Personnel Services

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Assistant Superintendent for Curriculum, Research and Technology

2019-2020

SYOSSET CENTRAL SCHOOL DISTRICT

PROPOSED

BUDGET

2020-2021

Draft Budget Working Document

Budget Presentation Report

Fiscal Year: 2021

Fund: A General Fund

Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change
1010	Board Of Education	46,700.00	46,700.00	-	0.00%
1040	District Clerk	97,186.52	48,787.00	48,399.52	99.21%
1060	District Meeting	30,500.00	30,500.00	-	0.00%
1240	Chief School Administrator	385,079.00	422,699.00	-37,620.00	-8.90%
1310	Business Administration	576,814.13	569,493.50	7,320.63	1.29%
1320	Auditing	128,370.00	128,370.00	-	0.00%
1345	Purchasing	553,577.55	529,833.00	23,744.55	4.48%
1420	Legal	429,600.00	429,600.00	-	0.00%
1430	Personnel	656,821.00	645,520.00	11,301.00	1.75%
1480	Public Information and Services	169,670.00	170,537.00	-867.00	-0.51%
1620	Operation of Plant	9,991,539.00	9,870,762.00	120,777.00	1.22%
1621	Maintenance of Plant	7,024,678.00	6,178,261.00	846,417.00	13.70%
1631	Security	3,853,595.20	3,131,061.20	722,534.00	23.08%
1670	Central Printing & Mailing	554,392.60	554,359.40	33.20	0.01%
1680	Central Data Processing	2,806,763.72	2,716,217.00	90,546.72	3.33%
1910	Unallocated Insurance	1,175,372.00	1,140,923.00	34,449.00	3.02%
1981	BOCES Administrative Costs	807,288.00	759,013.00	48,275.00	6.36%
1983	BOCES Capital Expenses	130,020.00	163,847.00	-33,827.00	-20.65%
1989	Unclassified	50,000.00	50,000.00	-	0.00%
2010	Curriculum Devel and Suprvsn	2,833,187.00	2,434,478.27	398,708.73	16.38%
2020	Supervision-Regular School	6,282,938.00	6,578,511.96	-295,573.96	-4.49%
2070	Inservice Training-Instruction	503,000.00	516,200.00	-13,200.00	-2.56%
2110	Teaching-Regular School	77,152,388.47	77,853,176.05	-700,787.58	-0.90%
2250	Prg For Sdnts w/Disabil-Med Elgble	29,956,046.18	29,770,064.82	185,981.36	0.62%
2280	Occupational Education(Grades 9-12)	410,000.00	400,000.00	10,000.00	2.50%
2310	Continuing Education	118,611.00	118,623.00	-12.00	-0.01%
2320	Summer School	397,258.00	377,095.00	20,163.00	5.35%
2610	School Library & AV	2,559,499.00	2,712,937.00	-153,438.00	-5.66%
2630	Computer Assisted Instruction	3,274,731.00	3,303,500.00	-28,769.00	-0.87%
2805	Attendance-Regular School	247,149.00	246,509.50	639.50	0.26%
2810	Guidance-Regular School	3,060,288.00	3,048,481.25	11,806.75	0.39%
2815	Health Srvc-Regular School	1,440,578.00	1,525,824.45	-85,246.45	-5.59%
2820	Psychological Srvc-Reg Schl	2,698,100.00	2,698,805.60	-705.60	-0.03%
2825	Social Work Srvc-Regular School	214,655.00	105,418.00	109,237.00	103.62%
2850	Co-Curricular Activ-Reg Schl	1,656,045.00	1,573,965.00	82,080.00	5.21%
2855	Interscholastic Athletics-Reg Schl	2,348,329.00	2,702,919.00	-354,590.00	-13.12%
2989	Potential COVID Related Expenses	2,000,000.00	-	2,000,000.00	**** **%
5510	District Transportation Services	244,788.37	195,696.00	49,092.37	25.09%
5540	Contract Transportation-Med Elgble	10,318,136.00	10,126,700.00	191,436.00	1.89%
5581	Transportation from Boces	-	47,210.00	-47,210.00	-100.00%
7140	Recreation	291,221.00	261,221.00	30,000.00	11.48%
8070	Census	18,750.00	18,750.00	-	0.00%
9010	State Retirement	3,000,000.00	3,000,000.00	-	0.00%
9020	Teachers' Retirement	10,590,935.00	9,909,500.00	681,435.00	6.88%
9030	Social Security	9,549,176.00	9,648,064.00	-98,888.00	-1.02%
9040	Workers' Compensation	730,000.00	730,000.00	-	0.00%
9045	Life Insurance	218,000.00	205,000.00	13,000.00	6.34%
9050	Unemployment Insurance	50,000.00	50,000.00	-	0.00%

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2021

Fund: A General Fund

Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change
9055	Disability Insurance	105,000.00	105,000.00	-	0.00%
9060	Hospital, Medical, Dental Insurance	30,651,664.00	30,360,112.00	291,552.00	0.96%
9065	Dental	905,000.00	900,000.00	5,000.00	0.56%
9070	Union Welfare Benefits	225,000.00	225,000.00	-	0.00%
9089	Other	355,200.00	411,862.00	-56,662.00	-13.76%
9760	Tax Anticipation Notes	720,000.00	720,000.00	-	0.00%
9901	Transfer to Other Funds	5,278,331.26	4,309,913.00	968,418.26	22.47%
9950	Transfer to Capital Fund	1,767,274.00	2,200,000.00	-432,726.00	-19.67%
Total General Fund		241,639,245.00	236,977,020.00	4,662,225.00	1.97%

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Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
1010 Board Of Education									
1010-400-00-0000	Contractual Services	3,300	3,200	100	3.13%	3,200	3,200	-	-
1010-450-00-0000	Conf, Wkshp & Travel-PD	14,000	14,000	-	0.00%	12,600	10,297	-	-
1010-484-00-0000	Memberships & Dues	25,500	25,000	500	2.00%	24,868	24,427	-	-
1010-500-00-0000	Supplies	3,600	4,000	-400	-10.00%	3,558	3,962	-	-
1010-506-00-0000	Subscriptions	300	500	-200	-40.00%	-	-	-	-
	1010 Function Subtotal	46,700	46,700	-	0.00%	44,226	41,886	-	-
1040 District Clerk									
1040	Salaries	97,186	48,787	48,399	99.20%	53,243	51,068	1.0000	1.0000
	1040 Function Subtotal	97,186	48,787	48,399	99.20%	53,243	51,068	1.0000	1.0000
1060 District Meeting									
1060	Salaries	12,650	13,000	-350	-2.69%	11,737	19,572	-	-
1060-400-00-0000	Contractual Svc	7,000	8,000	-1,000	-12.50%	5,451	11,821	-	-
1060-405-00-0000	Legal Notices & Ads	7,000	6,000	1,000	16.67%	6,790	8,262	-	-
1060-500-00-0000	Supplies	3,850	3,500	350	10.00%	3,827	5,314	-	-
	1060 Function Subtotal	30,500	30,500	-	0.00%	27,805	44,969	-	-
1240 Chief School Administrator									
1240	Salaries	381,879	420,399	-38,520	-9.16%	415,687	409,943	2.0000	2.0000
1240-500-00-0000	Supplies	1,200	900	300	33.33%	1,108	564	-	-
1240-506-00-0000	Subscriptions	2,000	1,400	600	42.86%	3,747	-	-	-
	1240 Function Subtotal	385,079	422,699	-37,620	-8.90%	420,542	410,507	2.0000	2.0000
1310 Business Administration									
1310	Salaries	560,914	553,594	7,320	1.32%	520,661	476,443	3.7000	3.7000
1310-400-00-0000	Contractual Services	1,000	1,000	-	0.00%	995	995	-	-
1310-405-00-0000	Legal Notices & Ads	1,400	1,400	-	0.00%	35	1,356	-	-
1310-490-00-0000	BOCES Svc	9,000	9,000	-	0.00%	8,514	8,454	-	-
1310-500-00-0000	Supplies	4,500	4,500	-	0.00%	4,026	4,381	-	-
	1310 Function Subtotal	576,814	569,494	7,320	1.29%	534,231	491,629	3.7000	3.7000
1320 Auditing									
1320-435-00-6000	Audit Svc-Indepndt	48,000	47,000	1,000	2.13%	45,125	46,000	-	-
1320-435-00-6001	Audit Svc-Internal	36,600	36,600	-	0.00%	21,200	28,796	-	-
1320-435-00-6002	Audit Services-Claims	36,770	36,770	-	0.00%	35,000	35,000	-	-
1320-435-00-6003	Audit Svc-Special	7,000	8,000	-1,000	-12.50%	-	81,816	-	-
	1320 Function Subtotal	128,370	128,370	-	0.00%	101,325	191,612	-	-

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1345 Purchasing									
1345	Salaries	521,228	507,333	13,895	2.74%	449,214	388,607	7.0000	7.0000
1345-405-00-0000	Legal Notices & Ads	18,500	10,000	8,500	85.00%	18,348	8,618	-	-
1345-490-00-0000	BOCES Svc	11,850	10,500	1,350	12.86%	11,610	10,250	-	-
1345-500-00-0000	Supplies	2,000	2,000	-	0.00%	1,863	1,863	-	-
	1345 Function Subtotal	553,578	529,833	23,745	4.48%	481,035	409,338	7.0000	7.0000
1420 Legal									
1420-447-00-6005	Legal Svc-Retainer	86,600	86,600	-	0.00%	86,600	88,268	-	-
1420-447-00-6006	Legal Svc-NonRet	315,000	315,000	-	0.00%	283,782	311,658	-	-
1420-447-00-6007	Legal Svc-Other	13,000	13,000	-	0.00%	44,390	12,659	-	-
1420-447-00-6008	Legal Services-Bond	15,000	15,000	-	0.00%	8,985	10,070	-	-
	1420 Function Subtotal	429,600	429,600	-	0.00%	423,757	422,655	-	-
1430 Personnel									
1430	Salaries	620,121	608,820	11,301	1.86%	610,611	598,952	6.0000	6.0000
1430-400-00-0000	Contractual Svc	4,000	4,000	-	0.00%	-	121	-	-
1430-405-00-0000	Legal Notices & Ads	2,500	2,500	-	0.00%	1,117	1,861	-	-
1430-490-00-0000	BOCES Svc	29,000	29,000	-	0.00%	28,062	28,062	-	-
1430-500-00-0000	Supplies	1,200	1,200	-	0.00%	1,192	1,065	-	-
	1430 Function Subtotal	656,821	645,520	11,301	1.75%	640,982	630,061	6.0000	6.0000
1480 Public Information and Services									
1480	Salaries	91,170	90,000	1,170	1.30%	90,000	30,115	1.0000	1.0000
1480-400-00-0000	Contractual Svc	8,000	-	8,000	****	8,065	7,098	-	-
1480-490-00-0000	BOCES Svc	70,000	80,037	-10,037	-12.54%	41,300	68,716	-	-
1480-500-00-0000	Supplies	500	500	-	0.00%	75	-	-	-
	1480 Function Subtotal	169,670	170,537	-867	-0.51%	139,440	105,929	1.0000	1.0000

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1620 Operation of Plant									
160	Noninstructional Salaries	5,575,882	5,593,335	-17,453	-0.31%	5,292,195	5,165,529	74.0000	74.0000
161	Noninstructional P/T Sal	135,000	135,000	-	0.00%	165,895	131,406	2.2500	2.2500
162	Noninstructional Overtime	442,000	342,000	100,000	29.24%	196,157	266,457	-	-
200	Equipment	66,400	68,900	-2,500	-3.63%	54,344	26,673	-	-
204	Equipment - Not Capitaliz	1,000	1,000	-	0.00%	756	-	-	-
400	Contractual Services	649,600	623,130	26,470	4.25%	830,721	1,188,528	-	-
420	Fuel Oil	368,954	380,885	-11,931	-3.13%	220,168	311,844	-	-
421	Electricity	1,500,600	1,459,600	41,000	2.81%	1,399,680	1,229,669	-	-
422	Natural Gas	169,500	169,500	-	0.00%	24,583	26,253	-	-
423	Natural Gas	400,003	400,003	-	0.00%	333,947	351,156	-	-
427	Telephone	78,000	86,009	-8,009	-9.31%	78,784	69,233	-	-
430	Repair	9,000	10,000	-1,000	-10.00%	1,577	4,457	-	-
450	Conf, Wkshps & Travel -PD	2,600	2,600	-	0.00%	2,267	560	-	-
490	BOCES Services	20,000	27,800	-7,800	-28.06%	17,830	7,737	-	-
500	Materials & Supplies	539,000	539,000	-	0.00%	457,127	290,869	-	-
502	Uniforms	34,000	32,000	2,000	6.25%	26,299	19,124	-	-
	Subtotal of 1620 Operation of Plant	9,991,539	9,870,762	120,777	1.22%	9,102,330	9,089,495	76.2500	76.2500
1621 Maintenance of Plant									
160	Noninstructional Salaries	2,576,428	2,327,013	249,415	10.72%	2,112,402	1,995,235	34.0000	33.0000
161	Noninstructional P/T Sal	30,000	-	30,000	**** **%	29,626	25,850	0.5000	0.5000
162	Noninstructional Overtime	200,000	200,000	-	0.00%	210,414	184,895	-	-
200	Equipment	2,147,300	1,747,298	400,002	22.89%	301,720	309,245	-	-
400	Contractual Services	1,246,200	1,079,200	167,000	15.47%	943,871	44,866	-	-
424	Gasoline	57,750	57,750	-	0.00%	49,900	13,525	-	-
425	Haz Mat Disposal	20,000	20,000	-	0.00%	14,700	-	-	-
430	Repair	130,000	130,000	-	0.00%	38,105	75,560	-	-
500	Materials & Supplies	617,000	617,000	-	0.00%	566,708	454,486	-	-
	Subtotal of 1621 Maintenance of Plant	7,024,678	6,178,261	846,417	13.70%	4,267,446	3,103,662	34.5000	33.5000
1631 Security									
160	Noninstructional Salaries	206,845	181,471	25,374	13.98%	175,768	167,559	2.4000	2.4000
161	Noninstructional P/T Sal	300,000	607,040	-307,040	-50.58%	20,548	26,221	10.1200	9.2100
162	Noninstructional Overtime	55,000	50,000	5,000	10.00%	20,173	14,795	-	-
200	Equipment	320,000	127,000	193,000	151.97%	88,993	-	-	-
428	Security Services	2,390,000	1,350,000	1,040,000	77.04%	1,860,099	1,199,985	-	-
490	BOCES Services	555,000	813,000	-258,000	-31.73%	828,351	699,037	-	-
500	Materials & Supplies	21,000	-	21,000	**** **%	-	-	-	-
502	Uniforms	5,750	2,550	3,200	125.49%	4,117	-	-	-
	Subtotal of 1631 Security	3,853,595	3,131,061	722,534	23.08%	2,998,049	2,107,597	12.5200	11.6100

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1670 Central Printing & Mailing									
1670	Salaries	132,293	128,059	4,234	3.31%	123,741	119,293	1.6000	1.6000
1670-200-00-0000	Equipment	8,000	12,200	-4,200	-34.43%	-	1,425	-	-
1670-400-00-0000	Contractual Svc	23,100	23,100	-	0.00%	11,489	22,980	-	-
1670-430-00-0000	Repair	3,000	3,000	-	0.00%	1,384	136	-	-
1670-433-00-0000	Copier Machines	-	-	-	0.00%	-	92,503	-	-
1670-483-00-0000	Postage	55,000	55,000	-	0.00%	77,445	52,775	-	-
1670-490-00-0000	BOCES Svc	300,000	300,000	-	0.00%	166,009	13,279	-	-
1670-500-00-0000	Supplies	33,000	33,000	-	0.00%	31,741	24,531	-	-
	1670 Function Subtotal	554,393	554,359	34	0.01%	411,809	326,922	1.6000	1.6000
1680 Central Data Processing									
1680	Salaries	302,764	284,217	18,547	6.53%	286,889	281,111	4.0000	4.0000
1680-201-00-0000	Computer Equip-Non-Aid	87,000	87,000	-	0.00%	16,127	86,407	-	-
1680-400-00-0000	Contractual Svc	115,000	25,000	90,000	360.00%	114,547	23,540	-	-
1680-432-00-0000	DW Software	25,000	65,000	-40,000	-61.54%	4,047	25,924	-	-
1680-490-00-0000	BOCES Svc	2,175,000	2,175,000	-	0.00%	1,950,156	2,589,111	-	-
1680-500-00-0000	Supplies	102,000	80,000	22,000	27.50%	101,129	56,516	-	-
	1680 Function Subtotal	2,806,764	2,716,217	90,547	3.33%	2,472,895	3,062,609	4.0000	4.0000
1910 Unallocated Insurance									
1910-400-00-0000	Contractual Services	-	-	-	0.00%	10,911	-	-	-
1910-410-00-0000	Student Accident	85,000	85,000	-	0.00%	74,714	99,350	-	-
1910-411-00-0000	Risk Mgmt Ins Policies	1,090,372	1,055,923	34,449	3.26%	1,188,281	1,509,866	-	-
	1910 Function Subtotal	1,175,372	1,140,923	34,449	3.02%	1,273,906	1,609,216	-	-
1981 BOCES Administrative Costs									
1981-490-00-0000	BOCES Svc	807,288	759,013	48,275	6.36%	736,910	731,122	-	-
	1981 Function Subtotal	807,288	759,013	48,275	6.36%	736,910	731,122	-	-
1983 BOCES Capital Expenses									
1983-490-00-0000	BOCES Svc	130,020	163,847	-33,827	-20.65%	159,075	161,603	-	-
	1983 Function Subtotal	130,020	163,847	-33,827	-20.65%	159,075	161,603	-	-
1989 Unclassified									
1989	Salaries	50,000	50,000	-	0.00%	-	-	-	-
	1989 Function Subtotal	50,000	50,000	-	0.00%	-	-	-	-

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2010 Curriculum Devel and Suprvsn									
2010	Salaries	2,825,487	2,426,778	398,709	16.43%	2,795,260	2,426,673	21.0000	21.0000
2010-500-00-0000	Supplies	7,700	6,700	1,000	14.93%	1,493	6,695	-	-
2010-500-00-1301	Materials & Supplies	-	250	-250	-100.00%	-	-	-	-
2010-500-00-1305	Materials & Supplies	-	250	-250	-100.00%	-	-	-	-
2010-500-00-1309	Materials & Supplies	-	250	-250	-100.00%	-	-	-	-
2010-500-00-1311	Materials & Supplies	-	250	-250	-100.00%	-	-	-	-
	2010 Function Subtotal	2,833,187	2,434,478	398,709	16.38%	2,796,753	2,433,368	21.0000	21.0000
2020 Supervision-Regular School									
2020	Salaries	6,185,595	6,454,967	-269,372	-4.17%	6,249,233	6,291,464	81.8900	83.8900
2020-400-00-0000	Contractual Services	40,000	80,000	-40,000	-50.00%	-	-	-	-
2020-450-00-0000	Conf, Wkshps & Travel	35,000	25,300	9,700	38.34%	32,147	22,395	-	-
2020-453-00-0000	Mileage Reimbursement	10,100	6,000	4,100	68.33%	10,061	5,574	-	-
2020-484-00-0000	Memberships & Dues	9,243	9,243	-	0.00%	7,207	6,169	-	-
2020-506-00-0000	Subscriptions	3,000	3,000	-	0.00%	-	-	-	-
	2020 Function Subtotal	6,282,938	6,578,510	-295,572	-4.49%	6,298,648	6,325,602	81.8900	83.8900
2070 Inservice Training-Instruction									
2070	Salaries	5,000	24,000	-19,000	-79.17%	2,573	24,011	-	-
2070-400-00-0000	Contractual Svc	6,000	-	6,000	**** **%	5,848	-	-	-
2070-400-00-1100	Contractual Svc-Teac Coll	-	-	-	0.00%	-	3,300	-	-
2070-450-00-0000	Conf, Wkshp & Travel-PD	6,000	6,000	-	0.00%	292	5,907	-	-
2070-450-00-1000	Conf, Wkshp&Travel-PD Cur	-	2,000	-2,000	-100.00%	-	1,846	-	-
2070-490-00-0000	BOCES Svc	486,000	484,200	1,800	0.37%	359,381	485,398	-	-
	2070 Function Subtotal	503,000	516,200	-13,200	-2.56%	368,094	520,462	-	-

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Fund: A General Fund

Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
2110 Teaching-Regular School									
110	Teacher Salaries, K-3	11,015,670	10,895,696	119,974	1.10%	10,384,729	10,772,761	87,0000	88,0000
120	Teacher Salaries, 4-6	9,233,861	9,524,264	-290,403	-3.05%	9,000,147	8,523,040	65,0000	68,0000
125	Tutors	1,360,000	1,450,000	-90,000	-6.21%	1,304,159	1,166,516	50,3000	50,3000
130	Teacher Salaries 7-12	38,036,212	38,656,525	-620,313	-1.60%	37,670,831	36,921,465	290,4000	297,4000
140	Substitutes	1,402,000	1,280,000	122,000	9.53%	1,342,365	1,271,762	-	-
141	Increments	185,000	185,000	-	0.00%	-	-	-	-
142	Contingency	240,000	240,000	-	0.00%	-	-	-	-
150	Instructional Salaries	250,000	219,520	30,480	13.88%	236,146	225,501	-	-
151	Elementary Salaries	10,375,077	10,328,106	46,971	0.45%	10,152,978	9,991,195	78,6225	79,6225
160	Noninstructional Salaries	548,384	450,265	98,119	21.79%	450,657	447,576	6,4900	6,4900
161	Noninstructional P/T Sal	7,500	-	7,500	**** **%	7,915	-	-	-
162	Noninstructional Overtime	8,000	8,000	-	0.00%	4,671	7,711	-	-
180	Monitors	917,000	802,000	115,000	14.34%	914,937	718,803	37,6100	37,6100
200	Equipment	267,250	427,500	-160,250	-37.49%	672,845	494,831	-	-
204	Equipment - Not Capitaliz	30,000	30,000	-	0.00%	-	-	-	-
400	Contractual Services	86,500	175,420	-88,920	-50.69%	15,858	56,651	-	-
430	Repair	41,728	41,728	-	0.00%	19,490	27,920	-	-
433	Copier Machines	-	-	-	0.00%	-	51,824	-	-
434	Rental Services	4,000	4,000	-	0.00%	-	-	-	-
436	Temp Emp Agency Services	-	-	-	0.00%	63,915	76,704	-	-
450	Conf, Wkshps & Travel -PD	59,000	59,000	-	0.00%	35,026	23,713	-	-
451	Chaperone Travel	5,000	23,580	-18,580	-78.80%	564	1,010	-	-
452	Student Travel & Registra	21,000	21,000	-	0.00%	27,261	17,552	-	-
453	Mileage Reimbursement	14,500	14,500	-	0.00%	5,687	4,658	-	-
480	Textbooks & Journals	774,825	890,000	-115,175	-12.94%	442,191	411,435	-	-
481	Non Public Textbooks	50,000	62,000	-12,000	-19.35%	39,132	40,723	-	-
484	Memberships and Dues	28,350	28,350	-	0.00%	11,296	8,595	-	-
487	Commencement	52,000	49,042	2,958	6.03%	46,771	45,304	-	-
490	BOCES Services	550,000	600,000	-50,000	-8.33%	375,541	355,952	-	-
500	Materials & Supplies	1,348,736	1,056,886	291,850	27.61%	968,552	727,924	-	-
501	Petty Cash	2,195	2,195	-	0.00%	1,234	897	-	-
506	Subscriptions	3,800	3,800	-	0.00%	222	-	-	-
509	Sheet Music	30,000	30,000	-	0.00%	20,565	20,787	-	-
510	Testing Supplies	201,000	291,000	-90,000	-30.93%	86,944	91,446	-	-
560	CPR, Lifeguarding	3,800	3,800	-	0.00%	-87	3,460	-	-
Subtotal of 2110 Teaching-Regular School		77,152,388	77,853,177	-700,789	-0.90%	74,302,542	72,507,716	615,4225	627,4225

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Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
2250 Prg For Sdnts w/Disabil-Med Eligble									
100	Administrator Salaries	184,349	380,506	-196,157	-51.55%	181,372	354,900	1,000	1,000
101	Principals	376,518	376,518	-	0.00%	371,686	366,916	2,000	2,000
125	Tutors	2,168,185	2,173,951	-5,766	-0.27%	2,144,403	2,174,763	45,000	45,000
126	Teaching Assistants	3,787,455	4,203,333	-415,878	-9.89%	4,346,148	4,666,167	71,000	76,000
130	Teacher Salaries 7-12	8,286,210	8,380,019	-93,809	-1.12%	8,167,231	8,005,019	62,466	63,466
150	Instructional Salaries	30,000	30,000	-	0.00%	30,999	18,200	-	-
151	Elementary Salaries	5,182,254	5,036,605	145,649	2.89%	4,263,512	4,018,122	44,000	44,000
165	Therapists	1,131,433	1,059,095	72,338	6.83%	1,023,160	970,066	11,000	11,000
175	200 Day Salaries	1,912,643	1,619,038	293,605	18.13%	1,395,747	1,169,153	42,000	42,000
180	Monitors	52,000	46,000	6,000	13.04%	32,111	36,140	2,000	2,000
200	Equipment	20,000	20,000	-	0.00%	997	7,808	-	-
400	Contractual Services	1,100,000	1,000,000	100,000	10.00%	833,503	728,892	-	-
406	DOL/DOR Services	225,000	190,000	35,000	18.42%	141,137	114,565	-	-
408	Nursing Services	220,000	220,000	-	0.00%	178,069	98,442	-	-
448	Evaluations	20,000	20,000	-	0.00%	9,422	6,605	-	-
449	Contingency	200,000	200,000	-	0.00%	-	-	-	-
470	Tuition	2,040,000	2,000,000	40,000	2.00%	1,526,011	1,681,844	-	-
490	BOCES Services	2,955,000	2,750,000	205,000	7.45%	2,954,536	2,426,648	-	-
500	Materials & Supplies	65,000	65,000	-	0.00%	85,421	40,047	-	-
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Eligble		29,956,047	29,770,065	185,982	0.62%	27,685,465	26,884,297	280,466	286,466

Syosset Central School District

Budget Presentation Report

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Fund: A General Fund

Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
2280 Occupational Education(Grades 9-12)									
490 BOCES Services		410,000	400,000	10,000	2.50%	408,774	380,409	-	-
Subtotal of 2280 Occupational Education(Grades 9-12)		410,000	400,000	10,000	2.50%	408,774	380,409	-	-
22310 Continuing Education									
100 Administrator Salaries		13,000	13,000	-	0.00%	13,011	12,882	-	-
150 Instructional Salaries		50,000	51,000	-1,000	-1.96%	40,884	46,054	-	-
160 Noninstructional Salaries		37,211	36,223	988	2.73%	34,889	59,461	1,000	1,000
161 Noninstructional P/T Sal		3,200	3,200	-	0.00%	1,859	3,193	-	-
162 Noninstructional Overtime		8,000	8,000	-	0.00%	4,380	9,373	-	-
400 Contractual Services		5,200	5,200	-	0.00%	-	-	-	-
500 Materials & Supplies		2,000	2,000	-	0.00%	1,357	1,782	-	-
Subtotal of 2310 Continuing Education		118,611	118,623	-12	-0.01%	96,380	132,745	1,000	1,000
2320 Summer School									
101 Principals		7,830	5,815	2,015	34.65%	5,772	5,700	-	-
111 Teacher Salaries, 4-6		-	1,000	-1,000	-100.00%	-	186	-	-
125 Tutors		16,648	-	16,648	**** **%	-	-	-	-
126 Teaching Assistants		22,200	20,000	2,200	11.00%	-	17,227	-	-
130 Teacher Salaries 7-12		293,000	224,000	69,000	30.80%	226,625	212,346	-	-
150 Instructional Salaries		5,080	5,080	-	0.00%	5,068	5,018	-	-
151 Elementary Salaries		8,500	79,000	-70,500	-89.24%	77,287	72,727	-	-
160 Noninstructional Salaries		27,000	31,000	-4,000	-12.90%	18,928	30,778	-	-
500 Materials & Supplies		17,000	11,200	5,800	51.79%	11,585	10,030	-	-
Subtotal of 2320 Summer School		397,258	377,095	20,163	5.35%	345,265	354,012	-	-
2610 School Library & AV									
121 Librarians		790,630	829,821	-39,191	-4.72%	739,262	786,299	7,000	7,000
131 Librarians Secondary		634,203	607,994	26,209	4.31%	617,656	470,098	5,000	5,000
160 Noninstructional Salaries		700,616	884,617	-184,001	-20.80%	813,833	817,215	13,000	13,000
162 Noninstructional Overtime		20,000	20,000	-	0.00%	63,967	63,308	-	-
175 200 Day Salaries		50,000	25,000	25,000	100.00%	17,987	29,807	1,000	1,000
490 BOCES Services		165,000	165,000	-	0.00%	164,863	103,413	-	-
500 Materials & Supplies		19,910	16,239	3,671	22.61%	11,985	12,884	-	-
504 Periodicals		15,295	13,215	2,080	15.74%	8,651	9,937	-	-
505 Library Books		64,991	64,619	372	0.58%	43,704	39,856	-	-
508 Classroom Libraries		78,350	64,570	13,780	21.34%	33,993	39,067	-	-
520 Audio Visual Supplies		20,504	21,862	-1,358	-6.21%	12,888	10,796	-	-
Subtotal of 2610 School Library & AV		2,559,499	2,712,937	-153,438	-5.66%	2,528,789	2,382,680	26,000	26,000
2630 Computer Assisted Instruction									

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Fund: A General Fund

Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
2630 Computer Assisted Instruction									
150	Instructional Salaries	259,832	-	259,832	**** **%	-	1,575	2,000	2,000
200	Equipment	40,000	100,000	-60,000	-60.00%	12,539	59,170	-	-
400	Contractual Services	20,000	20,000	-	0.00%	1,677	-	-	-
430	Repair	5,000	5,000	-	0.00%	2,783	-	-	-
460	Software	103,400	27,000	76,400	282.96%	109,581	164,406	-	-
490	BOCES Services	2,571,500	2,971,500	-400,000	-13.46%	2,651,823	2,494,776	-	-
500	Materials & Supplies	275,000	180,000	95,000	52.78%	271,515	72,374	-	-
	Subtotal of 2630 Computer Assisted Instruction	3,274,732	3,303,500	-28,768	-0.87%	3,049,918	2,792,301	2,000	2,000
2805 Attendance-Regular School									
160	Noninstructional Salaries	238,149	241,010	-2,861	-1.19%	221,641	198,139	4,500	4,500
162	Noninstructional Overtime	5,000	5,000	-	0.00%	1,326	571	-	-
400	Contractual Services	-	500	-500	-100.00%	3,959	-	-	-
490	BOCES Services	4,000	-	4,000	**** **%	-	-	-	-
	Subtotal of 2805 Attendance-Regular School	247,149	246,510	639	0.26%	226,926	198,710	4,500	4,500
2810 Guidance-Regular School									
130	Teacher Salaries 7-12	2,537,831	2,511,042	26,789	1.07%	2,511,144	2,409,601	18,000	18,000
160	Noninstructional Salaries	490,577	505,584	-15,007	-2.97%	497,646	477,471	7,000	7,000
162	Noninstructional Overtime	1,010	900	110	12.22%	963	901	-	-
400	Contractual Services	1,500	1,500	-	0.00%	-	-	-	-
490	BOCES Services	18,770	18,770	-	0.00%	18,313	13,876	-	-
500	Materials & Supplies	10,600	10,685	-85	-0.80%	8,863	6,507	-	-
	Subtotal of 2810 Guidance-Regular School	3,060,288	3,048,481	11,807	0.39%	3,036,929	2,908,356	25,000	25,000
2815 Health Svcs-Regular School									
160	Noninstructional Salaries	1,104,137	1,079,538	24,599	2.28%	1,015,092	963,806	19,000	20,000
161	Noninstructional P/T Sal	1,000	1,000	-	0.00%	813	631	-	-
162	Noninstructional Overtime	2,600	2,600	-	0.00%	1,169	1,421	-	-
200	Equipment	3,500	3,500	-	0.00%	-	-	-	-
400	Contractual Services	25,000	128,000	-103,000	-80.47%	114,291	127,785	-	-
430	Repair	10,000	10,000	-	0.00%	-	4,323	-	-
446	Fees Other Districts	100,000	100,000	-	0.00%	89,524	93,003	-	-
448	Evaluations	53,045	53,045	-	0.00%	51,500	51,500	-	-
490	BOCES Services	60,000	70,000	-10,000	-14.29%	56,968	41,928	-	-
500	Materials & Supplies	80,496	77,341	3,155	4.08%	68,078	18,306	-	-
501	Petty Cash	800	800	-	0.00%	315	476	-	-
	Subtotal of 2815 Health Svcs-Regular School	1,440,578	1,525,824	-85,246	-5.59%	1,397,750	1,303,179	19,000	20,000
2820 Psychological Svcs-Reg Schl									

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Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
2820 Psychological Svcs-Reg Schl									
112	Teacher Salaries, 1/2 K	187,154	193,715	-6,561	-3.39%	161,164	140,695	1,000	1,000
130	Teacher Salaries 7-12	871,668	876,041	-4,373	-0.50%	833,304	778,731	6,000	6,000
151	Elementary Salaries	1,015,218	1,011,258	3,960	0.39%	1,002,508	926,883	7,000	7,000
160	Noninstructional Salaries	541,860	535,593	6,267	1.17%	519,339	524,955	8,0714	8,0714
162	Noninstructional Overtime	6,200	6,200	-	0.00%	5,719	6,198	-	-
400	Contractual Services	70,000	70,000	-	0.00%	67,386	66,800	-	-
446	Fees Other Districts	3,000	3,000	-	0.00%	-	-	-	-
500	Materials & Supplies	3,000	3,000	-	0.00%	1,308	1,385	-	-
	Subtotal of 2820 Psychological Svcs-Reg Schl	2,698,100	2,698,807	-707	-0.03%	2,590,728	2,445,647	22,0714	22,0714
2825 Social Work Svcs-Regular School									
150	Instructional Salaries	214,655	105,418	109,237	103.62%	104,012	97,157	2,200	2,200
	Subtotal of 2825 Social Work Svcs-Regular School	214,655	105,418	109,237	103.62%	104,012	97,157	2,200	2,200
2850 Co-Curricular Activ-Reg Schl									
130	Teacher Salaries 7-12	1,075,000	1,045,000	30,000	2.87%	1,045,575	985,407	-	-
150	Instructional Salaries	18,800	-	18,800	**** **%	18,800	-	-	-
151	Elementary Salaries	157,800	129,020	28,780	22.31%	121,268	121,887	-	-
160	Noninstructional Salaries	114,500	125,000	-10,500	-8.40%	110,783	124,076	1,000	1,000
161	Noninstructional P/T Sal	38,865	38,865	-	0.00%	-	-	-	-
451	Chaperone Travel	80,500	65,500	15,000	22.90%	71,855	57,618	-	-
452	Student Travel & Registra	101,500	101,500	-	0.00%	98,832	94,416	-	-
484	Memberships and Dues	29,000	29,000	-	0.00%	16,463	26,024	-	-
500	Materials & Supplies	36,830	36,830	-	0.00%	20,866	20,609	-	-
503	Student Newspaper	3,250	3,250	-	0.00%	2,084	2,511	-	-
	Subtotal of 2850 Co-Curricular Activ-Reg Schl	1,656,045	1,573,965	82,080	5.21%	1,506,526	1,432,548	1,000	1,000
2855 Interscholastic Athletics-Reg Schl									
100	Administrator Salaries	-	190,382	-190,382	-100.00%	-	183,210	-	-
150	Instructional Salaries	1,420,000	1,455,460	-35,460	-2.44%	1,304,110	1,369,257	-	-
160	Noninstructional Salaries	328,029	283,777	44,252	15.59%	305,503	246,720	2,000	2,000
162	Noninstructional Overtime	12,000	12,000	-	0.00%	-	-	-	-
200	Equipment	40,000	158,000	-118,000	-74.69%	89,561	11,036	-	-
400	Contractual Services	50,000	80,000	-30,000	-37.50%	23,263	8,275	-	-
430	Repair	-	50,000	-50,000	-100.00%	47,062	32,127	-	-
450	Conf, Wkshps & Travel -PD	-	-	-	0.00%	315	-	-	-
451	Chaperone Travel	40,000	30,000	10,000	33.33%	35,614	24,608	-	-
452	Student Travel & Registra	60,000	25,000	35,000	140.00%	55,934	14,410	-	-
453	Mileage Reimbursement	300	300	-	0.00%	242	242	-	-
484	Memberships and Dues	60,000	80,000	-20,000	-25.00%	33,604	59,611	-	-
490	BOCES Services	123,000	123,000	-	0.00%	121,611	117,322	-	-

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Budget Account	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change	2018-2019 Actual Expenditure	2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
2855 Interscholastic Athletics-Reg Schl									
500 Materials & Supplies		215,000	215,000	-	0.00%	213,526	182,123	-	-
Subtotal of 2855 Interscholastic Athletics-Reg Schl		2,348,329	2,702,919	-354,590	-13.12%	2,230,103	2,248,941	2.0000	2.0000
2989 Potential COVID Related Expenses									
200 Equipment		1,000,000	-	1,000,000	**** **%	-	-	-	-
400 Contractual Services		1,000,000	-	1,000,000	**** **%	-	-	-	-
Subtotal of 2989 Potential COVID Related Expenses		2,000,000	-	2,000,000	**** **%	-	-	-	-
5510 District Transportation Services									
160 Noninstructional Salaries		194,968	193,446	1,522	0.79%	192,318	189,101	2.0000	2.0000
161 Noninstructional P/T Sal		47,570	-	47,570	**** **%	-	-	1.4000	1.4000
162 Noninstructional Overtime		1,400	1,400	-	0.00%	-	1,038	-	-
400 Contractual Services		-	-	-	0.00%	26,000	-	-	-
500 Materials & Supplies		850	850	-	0.00%	1,122	439	-	-
Subtotal of 5510 District Transportation Services		244,788	195,696	49,092	25.09%	219,440	190,578	3.4000	3.4000
5540 Contract Transportation-Med Eligble									
400 Contractual Services		8,941,136	8,858,000	83,136	0.94%	8,504,676	8,177,208	-	-
424 Gasoline		250,000	250,000	-	0.00%	205,271	214,587	-	-
454 Field Trips		280,000	280,000	-	0.00%	255,294	271,835	-	-
455 Athletic Trips		670,000	650,000	20,000	3.08%	649,303	629,835	-	-
458 Field Trips - Acadmic Com		105,000	46,200	58,800	127.27%	103,308	66,942	-	-
459 Field Trips - Music		52,000	35,000	17,000	48.57%	44,932	7,320	-	-
460 Software		20,000	7,500	12,500	166.67%	4,150	7,150	-	-
Subtotal of 5540 Contract Transportation-Med Eligble		10,318,136	10,126,700	191,436	1.89%	9,766,934	9,374,877	-	-
5581 Transportation from Boces									
490 BOCES Services		-	47,210	-47,210	-100.00%	6,395	-	-	-
Subtotal of 5581 Transportation from Boces		-	47,210	-47,210	-100.00%	6,395	-	-	-
7140 Recreation									
100 Administrator Salaries		18,221	18,221	-	0.00%	18,261	18,080	-	-
150 Instructional Salaries		222,000	192,000	30,000	15.63%	226,046	188,629	1.0000	1.0000
160 Noninstructional Salaries		40,000	40,000	-	0.00%	20,489	39,270	-	-
500 Materials & Supplies		11,000	11,000	-	0.00%	9,904	10,264	-	-
Subtotal of 7140 Recreation		291,221	261,221	30,000	11.48%	274,700	256,243	1.0000	1.0000
8070 Census									
490 BOCES Services		18,750	18,750	-	0.00%	14,873	22,295	-	-

Syosset Central School District

Budget Presentation Report

Fiscal Year: 2021

Fund: A General Fund

Budget Account	Description	2020-2021		2019-2020		Dollar Change	Percent Change	2018-2019		2017-18 Expense	2020-2021 Proposed FTE	2019-2020 Current Year FTE
		Proposed Budget	Adopted Budget	Actual Expenditure	Actual Expenditure							
9010 State Retirement		3,000,000	3,000,000	-	0.00%	-	0.00%	2,814,500	2,953,311	-	-	-
9020 Teachers' Retirement		10,590,935	9,909,500	681,435	6.88%	681,435	6.88%	11,183,043	10,199,765	-	-	-
9030 Social Security		9,549,176	9,648,064	-98,888	-1.02%	-98,888	-1.02%	9,104,258	9,120,791	-	-	-
9040 Workers' Compensation		730,000	730,000	-	0.00%	-	0.00%	626,925	629,433	-	-	-
9045 Life Insurance		218,000	205,000	13,000	6.34%	13,000	6.34%	217,722	205,273	-	-	-
9050 Unemployment Insurance		50,000	50,000	-	0.00%	-	0.00%	22,069	43,269	-	-	-
9055 Disability Insurance		105,000	105,000	-	0.00%	-	0.00%	67,279	55,763	-	-	-
9060 Hospital, Medical, Dental Insurance		30,651,664	30,360,112	291,552	0.96%	291,552	0.96%	28,079,774	26,477,642	-	-	-
9065 Dental		905,000	900,000	5,000	0.56%	5,000	0.56%	884,211	757,946	-	-	-
9070 Union Welfare Benefits		225,000	225,000	-	0.00%	-	0.00%	225,000	225,000	-	-	-
9089 Other		355,200	411,862	-56,662	-13.76%	-56,662	-13.76%	244,153	260,797	-	-	-
9760 Tax Anticipation Notes		720,000	720,000	-	0.00%	-	0.00%	603,017	429,410	-	-	-
9901 Transfer to Other Funds		5,278,331	4,309,913	968,418	22.47%	968,418	22.47%	3,237,867	3,347,166	-	-	-
9950 Transfer to Capital Fund		1,767,274	2,200,000	-432,726	-19.67%	-432,726	-19.67%	5,538,599	14,800,399	-	-	-

Syosset Central School District

'State Category (3-Part Budget) Report'

Fiscal Year: 2021

State Function	Description	2020-2021 Proposed Budget	2019-2020 Adopted Budget	Dollar Change	Percent Change
1010	Board Of Education	46,700.00	46,700.00	0.00	0.00%
1040	District Clerk	97,186.00	48,787.00	48,399.00	99.20%
1060	District Meeting	30,500.00	30,500.00	0.00	0.00%
1240	Chief School Administrator	385,079.00	422,699.00	-37,620.00	-8.90%
1310	Business Administration	576,815.00	569,494.00	7,321.00	1.29%
1320	Auditing	128,370.00	128,370.00	0.00	0.00%
1345	Purchasing	553,578.00	529,833.00	23,745.00	4.48%
1420	Legal	429,600.00	429,600.00	0.00	0.00%
1430	Personnel	656,821.00	645,520.00	11,301.00	1.75%
1480	Public Information and Services	169,670.00	170,537.00	-867.00	-0.51%
1670	Central Printing & Mailing	554,393.00	554,359.00	34.00	0.01%
1680	Central Data Processing	2,806,764.00	2,716,217.00	90,547.00	3.33%
1910	Unallocated Insurance	1,175,372.00	1,140,923.00	34,449.00	3.02%
1981	BOCES Administrative Costs	807,288.00	759,013.00	48,275.00	6.36%
1983	BOCES Capital Expenses	130,020.00	163,847.00	-33,827.00	-20.65%
1989	Unclassified	50,000.00	50,000.00	0.00	0.00%
2010	Curriculum Devel and Suprvsn	2,833,187.00	3,381,884	-548,697.00	-16.22%
2020	Supervision-Regular School	6,282,938.00	6,578,512.00	-295,574.00	-4.49%
2070	Inservice Training-Instruction	503,000.00	516,200.00	-13,200.00	-2.56%
9000	Employee Benefits	5,210,084.00	5,035,367.00	174,717.00	3.47%
Total Administration		23,427,365.00	23,918,362.00	-490,997.00	-2.05%
Capital					
1620	Operation of Plant	13,845,134.00	13,001,823.00	843,311.00	6.49%
1621	Maintenance of Plant	7,024,678.00	6,178,261.00	846,417.00	13.70%
9000	Employee Benefits	4,830,896.00	4,608,477.00	222,419.00	4.83%
9760	Tax Anticipation Notes	720,000.00	720,000.00	0.00	0.00%
9901	Transfer to Debt Service Fund	4,948,331.00	3,949,913.00	998,418.00	25.28%
9950	Transfer to Capital Fund	1,767,274.00	2,200,000.00	-432,726.00	-19.67%
Total Capital		33,136,313.00	30,658,474.00	2,477,839.00	8.08%
Program					
2110	Teaching-Regular School	77,152,388.00	77,853,176.00	-700,788.00	-0.90%
2250	Prg For Sdnts w/Disabil-Med Elgble	29,956,046.00	29,013,041.00	943,005.00	3.25%
2280	Occupational Education(Grades 9-12)	410,000.00	400,000.00	10,000.00	2.50%
2330	Teaching-Special Schools	515,869.00	495,718.00	20,151.00	4.07%
2610	School Library & AV	2,559,499.00	2,712,937.00	-153,438.00	-5.66%
2630	Computer Assisted Instruction	3,274,731.00	3,303,500.00	-28,769.00	-0.87%
2805	Attendance-Regular School	247,149.00	246,510.00	639.00	0.26%
2810	Guidance-Regular School	3,060,288.00	3,048,481.00	11,807.00	0.39%
2815	Health Svcs-Regular School	1,440,578.00	1,525,824.00	-85,246.00	-5.59%
2820	Psychological Svcs-Reg Schl	2,698,100.00	2,698,806.00	-706.00	-0.03%
2825	Social Work Svcs-Regular School	214,655.00	105,418.00	109,237.00	103.62%
2850	Co-Curricular Activ-Reg Schl	1,656,045.00	1,573,965.00	82,080.00	5.21%
2855	Interscholastic Athletics-Reg Schl	2,348,329.00	2,512,537.00	-164,208.00	-6.54%
2989	Potential COVID Related Expenses	2,000,000.00		2,000,000.00	-
5510	District Transport Svcs-Med Elgble	244,788.00	195,696.00	49,092.00	25.09%
5540	Contract Transportation-Med Elgble	10,318,136.00	10,126,700.00	191,436.00	1.89%
5581	Transportation from Boces	0	47,210.00	-47,210.00	-
7140	Recreation	291,221.00	261,221.00	30,000.00	11.48%
8070	Census	18,750.00	18,750.00	0.00	0.00%
9000	Employee Benefits	46,338,995.00	45,900,694.00	438,301.00	0.95%
9901	Transfer to Special Aid Fund	330,000.00	360,000.00	-30,000.00	-8.33%
Total Program		185,075,567.00	182,400,184.00	2,675,383.00	1.47%
Report Totals		241,639,245.00	236,977,020.00	4,662,225.00	1.97%

REVENUE DESCRIPTION	ADOPTED BUDGET 2019-20	PROPOSED BUDGET 2020-21
STATE AID		
FOUNDATION AID	8,527,805	8,527,586
EXCESS COST AID/PRIVATE	514,890	412,310
EXCESS COST AID/PUBLIC HI COST	437,078	490,273
BOCES AID	3,908,969	3,724,467
TRANSPORTATION AID	2,159,933	2,127,290
BUILDING AID	1,087,920	1,276,709
HARDWARE & TECHNOLOGY	38,058	41,504
TEXTBOOK/SOFTWARE/LIBRARY AIDS	546,474	555,550
HIGH TAX AID	697,595	697,595
PANDEMIC ADJUSTMENT		-221,042
FEDERAL CARES RESTORATION		221,042
<i>Adj. for Potential Additional Building Aid</i>		295,781
<i>Adj. for Potential Reduction in Transportation Aid</i>		-630,000
NET STATE AID	17,918,722	17,519,065
LOCAL REVENUE		
Charges for Services		
ADULT ED TUITION	74,588	74,588
SUMMER SCHOOL TUITION	2,650	2,650
POOL & REC	186,175	186,175
DOL/DOR SERVICES	150,000	150,000
HEALTH SERVICES	503,779	500,000
Use of Money & Property		
INTEREST ON INVESTMENTS	310,078	220,000
RENTAL OF BUILDINGS	15,000	15,000
Other		
PAYMENT IN LIEU OF TAXES (PILOTS)		
PILOT - County and Town	3,921,913	3,890,559
PILOT - LIPA	5,158,642	4,985,067
Total Pilots	9,080,555	8,875,626
Unclassified Revenue	625,154	591,087
Debt Service Fund Due to Timing of Debt		421,615
Other Local Revenue	10,947,979	10,615,126
Use of Reserve		
RESTRICTED RESERVES	3,880,000	3,880,000
APPROPRIATED FUND BALANCE		
Appropriated for Capital Work	2,200,000	1,767,274
Appropriated for Potential COVID exp.	-	2,000,000
Appropriated for General Purpose	1,200,000	1,200,000
Total Use of Reserves and Approp. Fund Balance	7,280,000	8,847,274
Total Local Revenue & Reserves	18,227,979	19,884,015
GENERAL FUND TAX LEVY	200,830,319	204,236,165
TOTAL REVENUE	236,977,020	241,639,245

DISTRITO ESCOLAR CENTRAL DE SYOSSET

PRESUPUESTO

PROPUESTO

2020-2021

**Documento de trabajo sobre el
anteproyecto del presupuesto**

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2021

Fondo: un fondo general

Cuenta de presupuesto	Concepto	Presupuesto propuesto para 2020-2021	Presupuesto adoptado de 2019-2020	Variación del dólar	Variación porcentual
1010	Junta de Educación	46,700	46,700	-	0.00%
1040	Secretaria del distrito	97,186	48,787	48,399	99.20%
1060	Reunión del distrito	30,500	30,500	-	0.00%
1240	Secretario administrativo escolar	385,079	422,699	-37,620	-8.90%
1310	Administración comercial	576,814	569,494	7,320	1.29%
1320	Auditorías	128,370	128,370	-	0.00%
1345	Compras	553,578	529,833	23,745	4.48%
1420	Legal	429,600	429,600	-	0.00%
1430	Personal	656,821	645,520	11,301	1.75%
1480	Información y servicios públicos	169,670	170,537	-867	-0.51%
1620	Operación de la planta	9,991,539	9,870,762	120,777	1.22%
1621	Mantenimiento de la planta	7,024,678	6,178,261	846,417	13.70%
1631	Seguridad	3,853,595	3,131,061	722,534	23.08%
1670	Central de impresiones y correos	554,393	554,359	34	0.01%
1680	Central de procesamiento de datos	2,806,764	2,716,217	90,547	3.33%
1910	Seguro no asignado	1,175,372	1,140,923	34,449	3.02%
1981	Costos administrativos de BOCES	807,288	759,013	48,275	6.36%
1983	Gastos de capital de BOCES	130,020	163,847	-33,827	-20.65%
1989	Sin clasificación	50,000	50,000	-	0.00%
2010	Desarrollo y supervisión del plan de estudios	2,833,187	2,434,478	398,709	16.38%
2020	Supervisión, escuela normal	6,282,938	6,578,510	-295,572	-4.49%
2070	Capacitación-enseñanza en servicio	503,000	516,200	-13,200	-2.56%
2110	Enseñanza de la escuela normal	77,152,388	77,853,177	-700,789	-0.90%
2250	Programa para estudiantes con discapacidades médicamente elegibles	29,956,047	29,770,065	185,982	0.62%
2280	Educación ocupacional (de 9.º a 12.º grado)	410,000	400,000	10,000	2.50%
2310	Educación continua	118,611	118,623	-12	-0.01%
2320	Escuela de verano	397,258	377,095	20,163	5.35%
2610	Biblioteca y sector audiovisual de la escuela	2,559,499	2,712,937	-153,438	-5.66%
2630	Enseñanza asistida por computadoras	3,274,732	3,303,500	-28,768	-0.87%
2805	Asistencia de la escuela normal	247,149	246,510	639	0.26%
2810	Orientación de la escuela normal	3,060,288	3,048,481	11,807	0.39%
2815	Servicios de salud de la escuela normal	1,440,578	1,525,824	-85,246	-5.59%
2820	Servicios psicológicos de la escuela normal	2,698,100	2,698,807	-707	-0.03%
2825	Servicios de trabajo social de la escuela normal	214,655	105,418	109,237	103.62%
2850	Actividades curriculares complementarias de la escuela normal	1,656,045	1,573,965	82,080	5.21%
2855	Atletismo interescolástico de la escuela normal	2,348,329	2,702,919	-354,590	-13.12%

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2021

Fondo: un fondo general

Cuenta de presupuesto	Concepto	Presupuesto propuesto para 2020-2021	Presupuesto adoptado de 2019-2020	Variación del dólar	Variación porcentual
2989	Posibles gastos relacionados con la COVID-19	2,000,000	-	2,000,000	****. **%
5510	Servicios de transporte del distrito	244,788	195,696	49,092	25.09%
5540	Transporte contratado médicamente elegible	10,318,136	10,126,700	191,436	1.89%
5581	Transporte desde BOCES	-	47,210	-47,210	-100.00%
7140	Recreación	291,221	261,221	30,000	11.48%
8070	Censo	18,750	18,750	-	0.00%
9010	Jubilación estatal	3,000,000	3,000,000	-	0.00%
9020	Jubilación de los maestros	10,590,935	9,909,500	681,435	6.88%
9030	Seguridad Social	9,549,176	9,648,064	-98,888	-1.02%
9040	Indemnización por accidentes y enfermedades laborales	730,000	730,000	-	0.00%
9045	Seguro de vida	218,000	205,000	13,000	6.34%
9050	Seguro de desempleo	50,000	50,000	-	0.00%
9055	Seguro por discapacidad	105,000	105,000	-	0.00%
9060	Seguro hospitalario, médico y dental	30,651,664	30,360,112	291,552	0.96%
9065	Servicios dentales	905,000	900,000	5,000	0.56%
9070	Beneficios sociales del sindicato	225,000	225,000	-	0.00%
9089	Otros	355,200	411,862	-56,662	-13.76%
9760	Bonos de anticipación impositiva	720,000	720,000	-	0.00%
9901	Transferencia a otros fondos	5,278,331	4,309,913	968,418	22.47%
9950	Transferencia a fondo de capital	1,767,274	2,200,000	-432,726	-19.67%
Fondo de libre disposición total		241,639,245	236,977,020	4,662,225	1.97%

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2021

Fondo: un fondo general

Cuenta de presupuesto	Concepto	Presupuesto propuesto para 2020-2021	Presupuesto adoptado de 2019-2020	Variación del dólar	Variación porcentual	Gastos reales de 2018-2019	Gastos de 2017-2018	Tiempo completo propuesto para 2020-2021	Tiempo completo del año actual de 2019-2020
1010 Junta de Educación									
1010-400-00-0000	Servicios contractuales	3,300	3,200	100	3.13%	3,200	3,200	-	-
1010-450-00-0000	Conferencias, talleres y viajes para el crecimiento profesional	14,000	14,000	-	0.00%	12,600	10,297	-	-
1010-484-00-0000	Membresías y cuotas	25,500	25,000	500	2.00%	24,868	24,427	-	-
1010-500-00-0000	Suministros	3,600	4,000	-400	-10.00%	3,558	3,962	-	-
1010-506-00-0000	Suscripciones	300	500	-200	-40.00%	-	-	-	-
	1010 Subtotal de funciones	46,700	46,700		0.00%	44,226	41,886	-	-
1040 Secretaria del distrito									
1040	Salarios	97,186	48,787	48,399	99.20%	53,243	51,068	1.0000	1.0000
	1040 Subtotal de funciones	97,186	48,787	48,399	99.20%	53,243	51,068	1.0000	1.0000
1060 Reunión del distrito									
1060	Salarios	12,650	13,000	-350	-2.69%	11,737	19,572	-	-
1060-400-00-0000	Servicios contractuales	7,000	8,000	-1,000	-12.50%	5,451	11,821	-	-
1060-405-00-0000	Avisos legales y publicidades	7,000	6,000	1,000	16.67%	6,790	8,262	-	-
1060-500-00-0000	Suministros	3,850	3,500	350	10.00%	3,827	5,314	-	-
	1060 Subtotal de funciones	30,500	30,500		0.00%	27,805	44,969	-	-
1240 Secretario administrativo escolar									
1240	Salarios	381,879	420,399	-38,520	-9.16%	415,687	409,943	2.0000	2.0000
1240-500-00-0000	Suministros	1,200	900	300	33.33%	1,108	564	-	-
1240-506-00-0000	Suscripciones	2,000	1,400	600	42.86%	3,747	-	-	-
	1240 Subtotal de funciones	385,079	422,699	-37,620	-8.90%	420,542	410,507	2.0000	2.0000
1310 Administración comercial									
1310	Salarios	560,914	553,594	7,320	1.32%	520,661	476,443	3.7000	3.7000
1310-400-00-0000	Servicios contractuales	1,000	1,000	-	0.00%	995	995	-	-
1310-405-00-0000	Avisos legales y publicidades	1,400	1,400	-	0.00%	35	1,356	-	-
1310-490-00-0000	Servicios de BOCES	9,000	9,000	-	0.00%	8,514	8,454	-	-
1310-500-00-0000	Suministros	4,500	4,500	-	0.00%	4,026	4,381	-	-
	1310 Subtotal de funciones	576,814	569,494	7,320	1.29%	534,231	491,629	3.7000	3.7000
1320 Auditorías									
1320-435-00-6000	Servicios de auditoría independiente	48,000	47,000	1,000	2.13%	45,125	46,000	-	-
1320-435-00-6001	Servicios de auditoría interna	36,600	36,600	-	0.00%	21,200	28,796	-	-
1320-435-00-6002	Servicios de auditoría de reclamos	36,770	36,770	-	0.00%	35,000	35,000	-	-
1320-435-00-6003	Servicios de auditoría especial	7,000	8,000	-1,000	-12.50%	-	81,816	-	-
	1320 Subtotal de funciones	128,370	128,370	-	0.00%	101,325	191,612	-	-

Distrito Escolar Central de Syosset

Informe de presentación del presupuesto

Año fiscal: 2021

Fondo: un fondo general

Cuenta de presupuesto	Concepto	Presupuesto propuesto para 2020-2021	Presupuesto adoptado de 2019-2020	Variación del dólar	Variación porcentual	Gastos reales de 2018-2019	Gastos de 2017-2018	Tiempo completo propuesto para 2020-2021	Tiempo completo del año actual de 2019-2020
1345 Compras									
1345	Salarios	521,228	507,333	13,895	2.74%	449,214	388,607	7.0000	7.0000
1345-405-00-0000	Avisos legales y publicidades	18,500	10,000	8,500	85.00%	18,348	8,618	-	-
1345-490-00-0000	Servicios de BOCES	11,850	10,500	1,350	12.86%	11,610	10,250	-	-
1345-500-00-0000	Suministros	2,000	2,000	-	0.00%	1,863	1,863	-	-
	1345 Subtotal de funciones	553,578	529,833	23,745	4.48%	481,035	409,338	7.0000	7.0000
1420 Legal									
1420-447-00-6005	Servicios jurídicos: anticipo de	86,600	86,600	-	0.00%	86,600	88,268	-	-
1420-447-00-6006	Servicios jurídicos: sin anticipo	315,000	315,000	-	0.00%	283,782	311,658	-	-
1420-447-00-6007	Servicios jurídicos: otros	13,000	13,000	-	0.00%	44,390	12,659	-	-
1420-447-00-6008	Servicios jurídicos: bono	15,000	15,000	-	0.00%	8,985	10,070	-	-
	1420 Subtotal de funciones	429,600	429,600	-	0.00%	423,757	422,655	-	-
1430 Personal									
1430	Salarios	620,121	608,820	11,301	1.86%	610,611	598,952	6.0000	6.0000
1430-400-00-0000	Servicios contractuales	4,000	4,000	-	0.00%	-	121	-	-
1430-405-00-0000	Avisos legales y publicidades	2,500	2,500	-	0.00%	1,117	1,861	-	-
1430-490-00-0000	Servicios de BOCES	29,000	29,000	-	0.00%	28,062	28,062	-	-
1430-500-00-0000	Suministros	1,200	1,200	-	0.00%	1,192	1,065	-	-
	1430 Subtotal de funciones	656,821	645,520	11,301	1.75%	640,982	630,061	6.0000	6.0000
1480 Información y servicios públicos									
1480	Salarios	91,170	90,000	1,170	1.30%	90,000	30,115	1.0000	1.0000
1480-400-00-0000	Servicios contractuales	8,000	-	8,000	****.***%	8,065	7,098	-	-
1480-490-00-0000	Servicios de BOCES	70,000	80,037	-10,037	-12.54%	41,300	68,716	-	-
1480-500-00-0000	Suministros	500	500	-	0.00%	75	-	-	-
	1480 Subtotal de funciones	169,670	170,537	-867	-0.51%	139,440	105,929	1.0000	1.0000

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1620 Operación de la planta									
160	Salarios no relacionados con la enseñanza	5,575,882	5,593,335	-17,453	-0.31%	5,292,195	5,165,529	74.0000	74.0000
161	Salarios no relacionados con la enseñanza P/T	135,000	135,000	-	0.00%	165,895	131,406	2.2500	2.2500
162	Horas adicionales no relacionadas con la	442,000	342,000	100,000	29.24%	196,157	266,457	-	-
200	Equipos	66,400	68,900	-2,500	-3.63%	54,344	26,673	-	-
204	Equipos no capitalizados	1,000	1,000	-	0.00%	756	-	-	-
400	Servicios contractuales	649,600	623,130	26,470	4.25%	830,721	1,188,528	-	-
420	Aceite combustible	368,954	380,885	-11,931	-3.13%	220,168	311,844	-	-
421	Electricidad	1,500,600	1,459,600	41,000	2.81%	1,399,680	1,229,669	-	-
422	Agua	169,500	169,500	-	0.00%	24,583	26,253	-	-
423	Gas natural	400,003	400,003	-	0.00%	333,947	351,156	-	-
427	Teléfono	78,000	86,009	-8,009	-9.31%	78,784	69,233	-	-
430	Reparaciones	9,000	10,000	-1,000	-10.00%	1,577	4,457	-	-
450	Conferencias, talleres y viajes para el	2,600	2,600	-	0.00%	2,267	560	-	-
490	Servicios de BOCES	20,000	27,800	-7,800	-28.06%	17,830	7,737	-	-
500	Materiales y suministros	539,000	539,000	-	0.00%	457,127	290,869	-	-
502	Uniformes	34,000	32,000	2,000	6.25%	26,299	19,124	-	-
Subtotal de 1620 Operación de la planta		9,991,539	9,870,762	120,777	1.22%	9,102,330	9,089,495	76.2500	76.2500
1621 Mantenimiento de la planta									
160	Salarios no relacionados con la enseñanza	2,576,428	2,327,013	249,415	10.72%	2,112,402	1,995,235	34.0000	33.0000
161	Salarios no relacionados con la enseñanza P/T	30,000	-	30,000	**** **%	29,626	25,850	0.5000	0.5000
162	Horas adicionales no relacionadas con la	200,000	200,000	-	0.00%	210,414	184,895	-	-
200	Equipos	2,147,300	1,747,298	400,002	22.89%	301,720	309,245	-	-
400	Servicios contractuales	1,246,200	1,079,200	167,000	15.47%	943,871	44,866	-	-
424	Gasolina	57,750	57,750	-	0.00%	49,900	13,525	-	-
425	Desecho de materiales peligrosos	20,000	20,000	-	0.00%	14,700	-	-	-
430	Reparaciones	130,000	130,000	-	0.00%	38,105	75,560	-	-
500	Materiales y suministros	617,000	617,000	-	0.00%	566,708	454,486	-	-
Subtotal de 1621 Mantenimiento de la planta		7,024,678	6,178,261	846,417	13.70%	4,267,446	3,103,662	34.5000	33.5000
1631 Seguridad									
160	Salarios no relacionados con la enseñanza	206,845	181,471	25,374	13.98%	175,768	167,559	2.4000	2.4000
161	Salarios no relacionados con la enseñanza P/T	300,000	607,040	-307,040	-50.58%	20,548	26,221	10.1200	9.2100
162	Horas adicionales no relacionadas con la	55,000	50,000	5,000	10.00%	20,173	14,795	-	-
200	Equipos	320,000	127,000	193,000	151.97%	88,993	-	-	-
428	Servicios de seguridad	2,390,000	1,350,000	1,040,000	77.04%	1,860,099	1,199,985	-	-
490	Servicios de BOCES	555,000	813,000	-258,000	-31.73%	828,351	699,037	-	-
500	Materiales y suministros	21,000	-	21,000	**** **%	-	-	-	-
502	Uniformes	5,750	2,550	3,200	125.49%	4,117	-	-	-
Subtotal de 1631 Seguridad		3,853,595	3,131,061	722,534	23.08%	2,998,049	2,107,597	12.5200	11.6100

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1670 Central de impresiones y correos									
1670	Salarios	132,293	128,059	4,234	3.31%	123,741	119,293	1.6000	1.6000
1670-200-00-0000	Equipos	8,000	12,200	-4,200	-34.43%	-	1,425	-	-
1670-400-00-0000	Servicios contractuales	23,100	23,100	-	0.00%	11,489	22,980	-	-
1670-430-00-0000	Reparación	3,000	3,000	-	0.00%	1,384	136	-	-
1670-433-00-0000	Fotocopiadoras	-	-	-	0.00%	-	92,503	-	-
1670-483-00-0000	Estampillas	55,000	55,000	-	0.00%	77,445	52,775	-	-
1670-490-00-0000	Servicios de BOCES	300,000	300,000	-	0.00%	166,009	13,279	-	-
1670-500-00-0000	Suministros	33,000	33,000	-	0.00%	31,741	24,531	-	-
	1670 Subtotal de funciones	554,393	554,359	34	0.01%	411,809	326,922	1.6000	1.6000
1680 Central de procesamiento de datos									
1680	Salarios	302,764	284,217	18,547	6.53%	286,889	281,111	4.0000	4.0000
1680-201-00-0000	Equipo informático sin ayuda	87,000	87,000	-	0.00%	16,127	86,407	-	-
1680-400-00-0000	Servicios contractuales	115,000	25,000	90,000	360.00%	114,547	23,540	-	-
1680-432-00-0000	Software DW	25,000	65,000	-40,000	-61.54%	4,047	25,924	-	-
1680-490-00-0000	Servicios de BOCES	2,175,000	2,175,000	-	0.00%	1,950,156	2,589,111	-	-
1680-500-00-0000	Suministros	102,000	80,000	22,000	27.50%	101,129	56,516	-	-
	1680 Subtotal de funciones	2,806,764	2,716,217	90,547	3.33%	2,472,895	3,062,609	4.0000	4.0000
1910 Seguro no asignado									
1910-400-00-0000	Servicios contractuales	-	-	-	0.00%	10,911	-	-	-
1910-410-00-0000	Accidente de estudiantes	85,000	85,000	-	0.00%	74,714	99,350	-	-
1910-411-00-0000	Pólizas de seguro para la gestión	1,090,372	1,055,923	34,449	3.26%	1,188,281	1,509,866	-	-
	1910 Subtotal de funciones	1,175,372	1,140,923	34,449	3.02%	1,273,906	1,609,216	-	-
1981 Costos administrativos de BOCES									
1981 -490-00-0000	Servicios de BOCES	807,288	759,013	48,275	6.36%	736,910	731,122	-	-
	1981 Subtotal de funciones	807,288	759,013	48,275	6.36%	736,910	731,122	-	-
1983 Gastos de capital de BOCES									
1983-490-00-0000	Servicios de BOCES	130,020	163,847	-33,827	-20.65%	159,075	161,603	-	-
	1983 Subtotal de funciones	130,020	163,847	-33,827	-20.65%	159,075	161,603	-	-
1989 Sin clasificación									
1989	Salarios	50,000	50,000	-	0.00%	-	-	-	-
	1989 Subtotal de funciones	50,000	50,000	-	0.00%	-	-	-	-

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2010 Desarrollo y supervisión del plan de estudios									
2010	Salarios	2,825,487	2,426,778	398,709	16.43%	2,795,260	2,426,673	21.0000	21.0000
2010-500-00-0000	Suministros	7,700	6,700	1,000	14.93%	1,493	6,695	-	-
2010-500-00-1301	Materiales y suministros	-	250	-250	-100.00%	-	-	-	-
2010-500-00-1305	Materiales y suministros	-	250	-250	-100.00%	-	-	-	-
2010-500-00-1309	Materiales y suministros	-	250	-250	-100.00%	-	-	-	-
2010-500-00-1311	Materiales y suministros	-	250	-250	-100.00%	-	-	-	-
	2010 Subtotal de funciones	2,833,187	2,434,478	398,709	16.38%	2,796,753	2,433,368	21.0000	21.0000
2020 Supervisión, escuela normal									
2020	Salarios	6,185,595	6,454,967	-269,372	-4.17%	6,249,233	6,291,464	81.8900	83.8900
2020-400-00-0000	Servicios contractuales	40,000	80,000	-40,000	-50.00%	-	-	-	-
2020-450-00-0000	Conferencias, talleres y viajes	35,000	25,300	9,700	38.34%	32,147	22,395	-	-
2020-453-00-0000	Reembolso de millas	10,100	6,000	4,100	68.33%	10,061	5,574	-	-
2020-484-00-0000	Membresías y cuotas	9,243	9,243	-	0.00%	7,207	6,169	-	-
2020-506-00-0000	Suscripciones	3,000	3,000	-	0.00%	-	-	-	*
	2020 Subtotal de funciones	6,282,938	6,578,510	-295,572	-4.49%	6,298,648	6,325,602	81.8900	83.8900
2070 Capacitación-enseñanza en servicio									
2070	Salarios	5,000	24,000	-19,000	-79.17%	2,573	24,011	-	-
2070-400-00-0000	Servicios contractuales	6,000	-	6,000	****.***%	5,848	-	-	-
2070-400-00-1100	Servicios contractuales de	-	-	-	0.00%	-	3,300	-	-
2070-450-00-0000	Conferencias, talleres y viajes para	6,000	6,000	-	0.00%	292	5,907	-	-
2070-450-00-1000	Conferencias, talleres y viajes para	-	2,000	-2,000	-100.00%	-	1,846	-	-
2070-490-00-0000	Servicios de BOCES	486,000	484,200	1,800	0.37%	359,381	485,398	-	-
	2070 Subtotal de funciones	503,000	516,200	-13,200	-2.56%	368,094	520,462	-	-

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2110 Enseñanza de la escuela normal									
110	Salarios de los maestros desde jardín de infantes	11,015,670	10,895,696	119,974	1.10%	10,384,729	10,772,761	87.0000	88.0000
120	Salarios de los maestros desde 4.º hasta 6.º grado	9,233,861	9,524,264	-290,403	-3.05%	9,000,147	8,523,040	65.0000	68.0000
125	Tutores	1,360,000	1,450,000	-90,000	-6.21%	1,304,159	1,166,516	50.3000	50.3000
130	Salarios de los maestros desde 7.º hasta 12.º	38,036,212	38,656,525	-620,313	-1.60%	37,670,831	36,921,465	290.4000	297.4000
140	Sustitutos	1,402,000	1,280,000	122,000	9.53%	1,342,365	1,271,762	-	-
141	Incrementos	185,000	185,000	-	0.00%	-	-	-	-
142	Reserva	240,000	240,000	-	0.00%	-	-	-	-
150	Salarios relacionados con la enseñanza	250,000	219,520	30,480	13.88%	236,146	225,501	-	-
151	Salarios de la escuela primaria	10,375,077	10,328,106	46,971	0.45%	10,152,978	9,991,195	78.6225	79.6225
160	Salarios no relacionados con la enseñanza	548,384	450,265	98,119	21.79%	450,657	447,576	6.4900	6.4900
161	Salarios no relacionados con la enseñanza P/T	7,500	-	7,500	****.***	7,915	-	-	-
162	Horas adicionales no relacionadas con la	8,000	8,000	-	0.00%	4,671	7,711	-	-
180	Monitores	917,000	802,000	115,000	14.34%	914,937	718,803	37.6100	37.6100
200	Equipos	267,250	427,500	-160,250	-37.49%	672,845	494,831	-	-
204	Equipos no capitalizados	30,000	30,000	-	0.00%	-	-	-	-
400	Servicios contractuales	86,500	175,420	-88,920	-50.69%	15,858	56,651	-	-
430	Reparaciones	41,728	41,728	-	0.00%	19,490	27,920	-	-
433	Fotocopiadoras	-	-	-	0.00%	-	51,824	-	-
434	Servicios de alquiler	4,000	4,000	-	0.00%	-	-	-	-
436	Servicios de empleo temporal de la agencia	-	-	-	0.00%	63,915	76,704	-	-
450	Conferencias, talleres y viajes para el crecimiento	59,000	59,000	-	0.00%	35,026	23,713	-	-
451	Viajes con acompañante	5,000	23,580	-18,580	-78.80%	564	1,010	-	-
452	Viajes y registros de los estudiantes	21,000	21,000	-	0.00%	27,261	17,552	-	-
453	Reembolso de millas	14,500	14,500	-	0.00%	5,687	4,658	-	-
480	Libros de texto y cuadernos	774,825	890,000	-115,175	-12.94%	442,191	411,435	-	-
481	Libros de texto no públicos	50,000	62,000	-12,000	-19.35%	39,132	40,723	-	-
484	Membresías y cuotas	28,350	28,350	-	0.00%	11,296	8,595	-	-
487	Apertura	52,000	49,042	2,958	6.03%	46,771	45,304	-	-
490	Servicios de BOCES	550,000	600,000	-50,000	-8.33%	375,541	355,952	-	-
500	Materiales y suministros	1,348,736	1,056,886	291,850	27.61%	968,552	727,924	-	-
501	Gastos menores	2,195	2,195	-	0.00%	1,234	897	-	-
506	Suscripciones	3,800	3,800	-	0.00%	222	-	-	-
509	Partitura	30,000	30,000	-	0.00%	20,565	20,787	-	-
510	Elementos para pruebas	201,000	291,000	-90,000	-30.93%	86,944	91,446	-	-
560	RCP y salvamento	3,800	3,800	-	0.00%	-87	3,460	-	-
Subtotal de 2110 Enseñanza de la escuela normal		77,152,388	77,853,177	-700,789	-0.90%	74,302,542	72,507,716	615.4225	627.4225

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2250	Programa para estudiantes con discapacidades								
	médicamente elegibles	184,349	380,506	-196,157	-51.55%	181,372	354,900	1.0000	1.0000
	101 Directores	376,518	376,518	-	0.00%	371,686	366,916	2.0000	2.0000
	125 Tutores	2,168,185	2,173,951	-5,766	-0.27%	2,144,403	2,174,763	45.0000	45.0000
	126 Maestros auxiliares	3,787,455	4,203,333	-415,878	-9.89%	4,346,148	4,666,167	71.0000	76.0000
	130 Salarios de los maestros desde 7.º hasta 12.º grado	8,286,210	8,380,019	-93,809	-1.12%	8,167,231	8,005,019	62.4660	63.4660
	150 Salarios relacionados con la enseñanza	30,000	30,000	-	0.00%	30,999	18,200	-	-
	151 Salarios de la escuela primaria	5,182,254	5,036,605	145,649	2.89%	4,263,512	4,018,122	44.0000	44.0000
	165 Terapeutas	1,131,433	1,059,095	72,338	6.83%	1,023,160	970,066	11.0000	11.0000
	175 200 Salarios diarios	1,912,643	1,619,038	293,605	18.13%	1,395,747	1,169,153	42.0000	42.0000
	180 Monitores	52,000	46,000	6,000	13.04%	32,111	36,140	2.0000	2.0000
	200 Equipos	20,000	20,000	-	0.00%	997	7,808	-	-
	400 Servicios contractuales	1,100,000	1,000,000	100,000	10.00%	833,503	728,892	-	-
	406 SERVICIOS DEL DOL/DOR	225,000	190,000	35,000	18.42%	141,137	114,565	-	-
	408 Servicios de enfermería	220,000	220,000	-	0.00%	178,069	98,442	-	-
	448 Evaluaciones	20,000	20,000	-	0.00%	9,422	6,605	-	-
	449 Reserva	200,000	200,000	-	0.00%	-	-	-	-
	470 Matrícula	2,040,000	2,000,000	40,000	2.00%	1,526,011	1,681,844	-	-
	490 Servicios de BOCES	2,955,000	2,750,000	205,000	7.45%	2,954,536	2,426,648	-	-
	500 Materiales y suministros	65,000	65,000	-	0.00%	85,421	40,047	-	-
	Subtotal 2250 Programa para estudiantes con	29,956,047	29,770,065	185,982	0.62%	27,685,465	26,884,297	280.4660	286.4660

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2280 Educación ocupacional (de 9.º a 12.º grado)									
	490 Servicios de BOCES	410,000	400,000	10,000	2.50%	408,774	380,409	-	-
Subtotal de 2280 Educación ocupacional (de 9.º a 12.º grado)		410,000	400,000	10,000	2.50%	408,774	380,409	-	-
2310 Educación continua									
	100 Salarios del administrador	13,000	13,000	-	0.00%	13,011	12,882	-	-
	150 Salarios relacionados con la enseñanza	50,000	51,000	-1,000	-1.96%	40,884	46,054	-	-
	160 Salarios no relacionados con la enseñanza	37,211	36,223	988	2.73%	34,889	59,461	1.0000	1.0000
	161 Salarios no relacionados con la enseñanza P/T	3,200	3,200	-	0.00%	1,859	3,193	-	-
	162 Horas adicionales no relacionadas con la enseñanza	8,000	8,000	-	0.00%	4,380	9,373	-	-
	400 Servicios contractuales	5,200	5,200	-	0.00%	"	-	-	-
	500 Materiales y suministros	2,000	2,000	-	0.00%	1,357	1,782	-	-
Subtotal de 2310 Educación continua		118,611	118,623	-12	-0.01%	96,380	132,745	1.0000	1.0000
2320 Escuela de verano									
	101 Directores	7,830	5,815	2,015	34.65%	5,772	5,700	-	-
	111 Salarios de los maestros desde 4.º hasta 6.º grado	-	1,000	-1,000	-100.00%	-	186	-	-
	125 Tutores	16,648	-	16,648	**** **%	-	-	-	-
	126 Maestros auxiliares	22,200	20,000	2,200	11.00%	-	17,227	-	-
	130 Salarios de los maestros desde 7.º hasta 12.º grado	293,000	224,000	69,000	30.80%	226,625	212,346	-	-
	150 Salarios relacionados con la enseñanza	5,080	5,080	-	0.00%	5,068	5,018	-	-
	151 Salarios de la escuela primaria	8,500	79,000	-70,500	-89.24%	77,287	72,727	-	-
	160 Salarios no relacionados con la enseñanza	27,000	31,000	-4,000	-12.90%	18,928	30,778	-	-
	500 Materiales y suministros	17,000	11,200	5,800	51.79%	11,585	10,030	-	-
Subtotal de 2320 Escuela de verano		397,258	377,095	20,163	5.35%	345,265	354,012	-	-
2610 Biblioteca y sector audiovisual de la escuela									
	121 Bibliotecarios	790,630	829,821	-39,191	-4.72%	739,262	786,299	7.0000	7.0000
	131 Bibliotecarios de la escuela secundaria	634,203	607,994	26,209	4.31%	617,656	470,098	5.0000	5.0000
	160 Salarios no relacionados con la enseñanza	700,616	884,617	-184,001	-20.80%	813,833	817,215	13.0000	13.0000
	162 Horas adicionales no relacionadas con la enseñanza	20,000	20,000	-	0.00%	63,967	63,308	-	-
	175 200 Salarios diarios	50,000	25,000	25,000	100.00%	17,987	29,807	1.0000	1.0000
	490 Servicios de BOCES	165,000	165,000	-	0.00%	164,863	103,413	-	-
	500 Materiales y suministros	19,910	16,239	3,671	22.61%	11,985	12,884	-	-
	504 Revistas	15,295	13,215	2,080	15.74%	8,651	9,937	-	-
	505 Libros de la biblioteca	64,991	64,619	372	0.58%	43,704	39,856	-	-
	508 Bibliotecas del salón de clases	78,350	64,570	13,780	21.34%	33,993	39,067	-	-
	520 Suministros audiovisuales	20,504	21,862	-1,358	-6.21%	12,888	10,796	-	-
Subtotal de 2610 Biblioteca y sector audiovisual de la escuela		2,559,499	2,712,937	-153,438	+5.66%	2,528,789	2,382,680	26.0000	26.0000
2630 Computer Assisted Instruction									

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Año fiscal: 2021

Fondo: un fondo general

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2630 Enseñanza asistida por computadoras									
150	Salarios relacionados con la enseñanza	259,832	-	259,832	****.***%	-	1,575	2.0000	2.0000
200	Equipos	40,000	100,000	-60,000	-60.00%	12,539	59,170	-	-
400	Servicios contractuales	20,000	20,000	-	0.00%	1,677	-	-	-
430	Reparaciones	5,000	5,000	-	0.00%	2,783	-	-	-
460	Software	103,400	27,000	76,400	282.96%	109,581	164,406	-	-
490	Servicios de BOCES	2,571,500	2,971,500	-400,000	-13.46%	2,651,823	2,494,776	-	-
500	Materiales y suministros	275,000	180,000	95,000	52.78%	271,515	72,374	-	-
Subtotal de 2630 Enseñanza asistida computadoras		3,274,732	3,303,500	-28,768	-0.87%	3,049,918	2,792,301	2.0000	2.0000
2805 Asistencia de la escuela normal									
160	Salarios no relacionados con la enseñanza	238,149	241,010	-2,861	-1.19%	221,641	198,139	4.5000	4.5000
162	Horas adicionales no relacionadas con la enseñanza	5,000	5,000	-	0.00%	1,326	571	-	-
400	Servicios contractuales	-	500	-500	-100.00%	3,959	-	-	-
490	Servicios de BOCES	4,000	-	4,000	****.***%	-	-	-	-
Subtotal de 2805 Asistencia de la escuela normal		247,149	246,510	639	0.26%	226,926	198,710	4.5000	4.5000
2810 Orientación de la escuela normal									
130	Salarios de los maestros desde 7.º hasta 12.º grado	2,537,831	2,511,042	26,789	1.07%	2,511,144	2,409,601	18.0000	18.0000
160	Salarios no relacionados con la enseñanza	490,577	505,584	-15,007	-2.97%	497,646	477,471	7.0000	7.0000
162	Horas adicionales no relacionadas con la enseñanza	1,010	900	110	12.22%	963	901	-	-
400	Servicios contractuales	1,500	1,500	-	0.00%	-	-	-	-
490	Servicios de BOCES	18,770	18,770	-	0.00%	18,313	13,876	-	-
500	Materiales y suministros	10,600	10,685	-85	-0.80%	8,863	6,507	-	-
Subtotal de 2810 Orientación de la escuela normal		3,060,288	3,046,481	11,807	0.39%	3,036,929	2,908,356	25.0000	25.0000
2815 Servicios de salud de la escuela normal									
160	Salarios no relacionados con la enseñanza	1,104,137	1,079,538	24,599	2.28%	1,015,092	963,806	19.0000	20.0000
161	Salarios no relacionados con la enseñanza P/T	1,000	1,000	-	0.00%	813	631	-	-
162	Horas adicionales no relacionadas con la enseñanza	2,600	2,600	-	0.00%	1,169	1,421	-	-
200	Equipos	3,500	3,500	-	0.00%	-	-	-	-
400	Servicios contractuales	25,000	128,000	-103,000	-80.47%	114,291	127,785	-	-
430	Reparaciones	10,000	10,000	-	0.00%	-	4,323	-	-
446	Tarifas de otros distritos	100,000	100,000	-	0.00%	89,524	93,003	-	-
448	Evaluaciones	53,045	53,045	-	0.00%	51,500	51,500	-	-
490	Servicios de BOCES	60,000	70,000	-10,000	-14.29%	56,968	41,928	-	-
500	Materiales y suministros	80,496	77,341	3,155	4.08%	68,078	18,306	-	-
501	Gastos menores	800	800	-	0.00%	315	476	-	-
Subtotal de 2815 Servicios de salud de la escuela normal		1,440,578	1,525,824	-85,246	-5.59%	1,397,750	1,303,179	19.0000	20.0000
2820 Servicios psicológicos de la escuela normal									

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2820 Servicios psicológicos de la escuela normal									
	112 Salarios de los maestros de 1.º y 2.º grado, y jardín de infantes	187,154	193,715	-6,561	-3.39%	161,164	140,695	1.0000	1.0000
	130 Salarios de los maestros desde 7.º hasta 12.º grado	871,668	876,041	-4,373	-0.50%	833,304	778,731	6.0000	6.0000
	151 Salarios de la escuela primaria	1,015,218	1,011,258	3,960	0.39%	1,002,508	926,883	7.0000	7.0000
	160 Salarios no relacionados con la enseñanza	541,860	535,593	6,267	1.17%	519,339	524,955	8.0714	8.0714
	162 Horas adicionales no relacionadas con la enseñanza	6,200	6,200	-	0.00%	5,719	6,198	-	-
	400 Servicios contractuales	70,000	70,000	-	0.00%	67,386	66,800	-	-
	446 Tarifas de otros distritos	3,000	3,000	-	0.00%	-	-	-	-
	500 Materiales y suministros	3,000	3,000	-	0.00%	1,308	1,385	-	-
	Subtotal de 2820 Servicios psicológicos de la escuela normal	2,698,100	2,698,807	-707	-0.03%	2,590,728	2,445,647	22.0714	22.0714
2825 Servicios de trabajo social de la escuela normal									
	150 Salarios relacionados con la enseñanza	214,655	105,418	109,237	103.62%	104,012	97,157	2.2000	2.2000
	Subtotal de 2825 Servicios de trabajo social de la escuela normal	214,655	105,418	109,237	103.62%	104,012	97,157	2.2000	2.2000
2850 Actividades curriculares complementarias de la escuela normal									
	130 Salarios de los maestros desde 7.º hasta 12.º grado	1,075,000	1,045,000	30,000	2.87%	1,045,575	985,407	-	-
	150 Salarios relacionados con la enseñanza	18,800	-	18,800	**** **%	18,800	-	-	-
	151 Salarios de la escuela primaria	157,800	129,020	28,780	22.31%	121,268	121,887	-	-
	160 Salarios no relacionados con la enseñanza	114,500	125,000	-10,500	-8.40%	110,783	124,076	1.0000	1.0000
	161 Salarios no relacionados con la enseñanza P/T	38,865	38,865	-	0.00%	-	-	-	-
	451 Viajes con acompañante	80,500	65,500	15,000	22.90%	71,855	57,618	-	-
	452 Viajes y registros de los estudiantes	101,500	101,500	-	0.00%	98,832	94,416	-	-
	484 Membresías y cuotas	29,000	29,000	-	0.00%	16,463	26,024	-	-
	500 Materiales y suministros	36,830	36,830	-	0.00%	20,866	20,609	-	-
	503 Periódico estudiantil	3,250	3,250	-	0.00%	2,084	2,511	-	-
	Subtotal de 2850 Actividades curriculares complementarias de la escuela normal	1,656,045	1,573,965	82,080	5.21%	1,506,526	1,432,548	1.0000	1.0000
2855 Atletismo interescolástico de la escuela normal									
	100 Salarios del administrador	-	190,382	-190,382	-100.00%	-	183,210	-	-
	150 Salarios relacionados con la enseñanza	1,420,000	1,455,460	-35,460	-2.44%	1,304,110	1,369,257	-	-
	160 Salarios no relacionados con la enseñanza	328,029	283,777	44,252	15.59%	305,503	246,720	2.0000	2.0000
	162 Horas adicionales no relacionadas con la enseñanza	12,000	12,000	-	0.00%	-	-	-	-
	200 Equipos	-	158,000	-158,000	-100.00%	89,561	11,036	-	-
	400 Servicios contractuales	40,000	80,000	-40,000	-50.00%	23,263	8,275	-	-
	430 Reparaciones	50,000	50,000	-	0.00%	47,062	32,127	-	-
	450 Conferencias, talleres y viajes para el crecimiento profesional	-	-	-	0.00%	315	-	-	-
	451 Viajes con acompañante	40,000	30,000	10,000	33.33%	35,614	24,608	-	-
	452 Viajes y registros de los estudiantes	60,000	25,000	35,000	140.00%	55,934	14,410	-	-
	453 Reembolso de millas	300	300	-	0.00%	-	242	-	-
	484 Membresías y cuotas	60,000	80,000	-20,000	-25.00%	33,604	59,611	-	-
	490 Servicios de BOCES	123,000	123,000	-	0.00%	121,611	117,322	-	-

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2855 Atletismo interescolástico de la escuela normal									
	500 Materiales y suministros	215,000	215,000	-	0.00%	213,526	182,123	-	-
Subtotal de 2855 Atletismo interescolástico de la escuela normal		2,348,329	2,702,919	-354,590	-13.12%	2,230,103	2,248,941	2.0000	2.0000
2989 Posibles gastos relacionados con la COVID-19									
	200 Equipos	1,000,000	-	1,000,000	**** **%	-	-	-	-
	400 Servicios contractuales	1,000,000	-	1,000,000	**** **%	-	-	-	-
Subtotal de 2989 Posibles gastos relacionados con la COVID-19		2,000,000	-	2,000,000	**** **%	-	-	-	-
5510 Servicios de transporte del distrito									
	160 Salarios no relacionados con la enseñanza	194,968	193,446	1,522	0.79%	192,318	189,101	2.0000	2.0000
	161 Salarios no relacionados con la enseñanza P/T	47,570	-	47,570	**** **%	-	-	1.4000	1.4000
	162 Horas adicionales no relacionadas con la enseñanza	1,400	1,400	-	0.00%	-	1,038	-	-
	400 Servicios contractuales	-	-	-	0.00%	26,000	-	-	-
	500 Materiales y suministros	850	850	-	0.00%	1,122	439	-	-
Subtotal de 5510 Servicios de transporte del distrito		244,788	195,696	49,092	25.09%	219,440	190,578	3.4000	3.4000
5540 Transporte contratado médicamente elegible									
	400 Servicios contractuales	8,941,136	8,858,000	83,136	0.94%	8,504,676	8,177,208	-	-
	424 Gasolina	250,000	250,000	-	0.00%	205,271	214,587	-	-
	454 Excusiones	280,000	280,000	-	0.00%	255,294	271,835	-	-
	455 Excusiones deportivas	670,000	650,000	20,000	3.08%	649,303	629,835	-	-
	458 Excusiones de la comunidad académica	105,000	46,200	58,800	127.27%	103,308	66,942	-	-
	459 Excusiones: música	52,000	35,000	17,000	48.57%	44,932	7,320	-	-
	460 <i>Software</i>	20,000	7,500	12,500	166.67%	4,150	7,150	-	-
Subtotal de 5540 Transporte contratado médicamente elegible		10,318,136	10,126,700	191,436	1.89%	9,766,934	9,374,877	-	-
5581 Transporte desde BOCES									
	490 Servicios de BOCES	-	47,210	-47,210	-100.00%	6,395	-	-	-
Subtotal de 5581 Transporte desde BOCES		-	47,210	-47,210	-100.00%	6,395	-	-	-
7140 Recreación									
	100 Salarios del administrador	18,221	18,221	-	0.00%	18,261	18,080	-	-
	150 Salarios relacionados con la enseñanza	222,000	192,000	30,000	15.63%	226,046	188,629	1.0000	1.0000
	160 Salarios no relacionados con la enseñanza	40,000	40,000	-	0.00%	20,489	39,270	-	-
	500 Materiales y suministros	11,000	11,000	-	0.00%	9,904	10,264	-	-
Subtotal de 7140 Recreación		291,221	261,221	30,000	11.48%	274,700	256,243	1.0000	1.0000
8070 Censo									
	490 Servicios de BOCES	18,750	18,750	-	0.00%	14,873	22,295	-	-

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9010	Jubilación estatal	3,000,000	3,000,000	-	0.00%	2,814,500	2,953,311	-	-
9020	Jubilación de los maestros	10,590,935	9,909,500	681,435	6.88%	11,183,043	10,199,765	-	-
9030	Seguridad Social	9,549,176	9,648,064	-98,888	-1.02%	9,104,258	9,120,791	-	-
9040	Indemnización por accidentes y enfermedades	730,000	730,000	-	0.00%	626,925	629,433	-	-
9045	Seguro de vida	218,000	205,000	13,000	6.34%	217,722	205,273	-	-
9050	Seguro de desempleo	50,000	50,000	-	0.00%	22,069	43,269	-	-
9055	Seguro por discapacidad	105,000	105,000	-	0.00%	67,279	55,763	-	-
9060	Seguro hospitalario, médico y dental	30,651,664	30,360,112	291,552	0.96%	28,079,774	26,477,642	-	-
9065	Servicios dentales	905,000	900,000	5,000	0.56%	884,211	757,946	-	-
9070	Beneficios sociales del sindicato	225,000	225,000	-	0.00%	225,000	225 000	-	-
9089	Otros	355,200	411,862	-56,662	-13.76%	244,153	260 797	-	-
9760	Bonos de anticipación impositiva	720,000	720,000	-	0.00%	603,017	429,410	-	-
9901	Transferencia a otros fondos	5,278,331	4,309,913	968,418	22.47%	3,237,867	3,347,166	-	-
9950	Transferencia a fondo de capital	1,767,274	2,200,000	-432,726	-19.67%	5,538,599	14,800,399	-	-

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Informe de la categoría estatal (presupuesto de 3 partes)

Año fiscal: 2021

Función del estado	Concepto	Presupuesto propuesto para 2020-2021	Presupuesto adoptado de 2019-2020	Variación del dólar	Variación porcentual
1010	Junta de Educación	46,700.00	46,700.00	0.00	0.00%
1040	Secretaría del distrito	97,186.00	48,787.00	48,399.00	99.20%
1060	Reunión del distrito	30,500.00	30,500.00	0.00	0.00%
1240	Administrador principal de la escuela	385,079.00	422,699.00	-37,620.00	-8.90%
1310	Administración comercial	576,815.00	569,494.00	7,321.00	1.29%
1320	Auditorías	128,370.00	128,370.00	0.00	0.00%
1345	Compras	553,578.00	529,833.00	23,745.00	4.48%
1420	Asuntos jurídicos	429,600.00	429,600.00	0.00	0.00%
1430	Personal	656,821.00	645,520.00	11,301.00	1.75%
1480	Información y servicios públicos	169,670.00	170,537.00	-867.00	-0.51%
1670	Impresiones y envíos centrales	554,393.00	554,359.00	34.00	0.01%
1680	Central de procesamiento de datos	2,806,764.00	2,716,217.00	90,547.00	3.33%
1910	Seguro no asignado	1,175,372.00	1,140,923.00	34,449.00	3.02%
1981	Costos administrativos de BOCES	807,288.00	759,013.00	48,275.00	6.36%
1983	Gastos de capital de BOCES	130,020.00	163,847.00	-33,827.00	-20.65%
1989	No clasificado	50,000.00	50,000.00	0.00	0.00%
2010	Desarrollo y supervisión del plan de estudios	2,833,187.00	3,381,884	-548,697.00	-16.22%
2020	Supervisión de la escuela normal	6,282,938.00	6,578,512.00	-295,574.00	-4.49%
2070	Capacitación y enseñanza en servicio	503,000.00	516,200.00	-13,200.00	-2.56%
9000	Beneficios de los empleados	5,210,084.00	5,035,367.00	174,717.00	3.47%
Total de administración		23,427,365.00	23,918,362.00	-490,997.00	-2.05%
Capital					
1620	Operación de la planta	13,845,134.00	13,001,823.00	843,311.00	6.49%
1621	Mantenimiento de la planta	7,024,678.00	6,178,261.00	846,417.00	13.70%
9000	Beneficios de los empleados	4,830,896.00	4,608,477.00	222,419.00	4.83%
9760	Bonos de anticipación impositiva	720,000.00	720,000.00	0.00	0.00%
9901	Transferencias al fondo de servicio de deudas	4,948,331.00	3,949,913.00	998,418.00	25.28%
9950	Transferencias al fondo de capital	1,767,274.00	2,200,000.00	-432,726.00	-19.67%
Total del capital		33,136,313.00	30,658,474.00	2,477,839.00	8.08%
Programa					
2110	Enseñanza de la escuela normal	77,152,388.00	77,853,176.00	-700,788.00	-0.90%
2250	Programa para estudiantes con discapacidades médicamente elegibles	29,956,046.00	29,013,041.00	943,005.00	3.25%
2280	Educación ocupacional (de 9.º a 12.º grado)	410,000.00	400,000.00	10,000.00	2.50%
2330	Enseñanza de escuelas espaciales	515,869.00	495,718.00	20,151.00	4.07%
2610	Biblioteca y sector audiovisual de la escuela	2,559,499.00	2,712,937.00	-153,438.00	-5.66%
2630	Enseñanza asistida por computadoras	3,274,731.00	3,303,500.00	-28,769.00	-0.87%
2805	Asistencia de la escuela normal	247,149.00	246,510.00	639.00	0.26%
2810	Orientación de la escuela normal	3,060,288.00	3,048,481.00	11,807.00	0.39%
2815	Servicios de salud de la escuela normal	1,440,578.00	1,525,824.00	-85,246.00	-5.59%
2820	Servicios psicológicos de la escuela normal	2,698,100.00	2,698,806.00	-706.00	-0.03%
2825	Servicios de trabajo social de la escuela normal	214,655.00	105,418.00	109,237.00	103.62%
2850	Actividades curriculares complementarias de la escuela normal	1,656,045.00	1,573,965.00	82,080.00	5.21%
2855	Atletismo interescolástico de la escuela normal	2,348,329.00	2,512,537.00	-164,208.00	-6.54%
2989	Posibles gastos relacionados con la COVID-19	2,000,000.00		2,000,000.00	-
5510	Servicios de transporte del distrito médicamente elegibles	244,788.00	195,696.00	49,092.00	25.09%
5540	Transporte contratado médicamente elegible	10,318,136.00	10,126,700.00	191,436.00	1.89%
5581	Transporte desde BOCES	0	47,210.00	-47,210.00	-
7140	Recreación	291,221.00	261,221.00	30,000.00	11.48%
8070	Censo	18,750.00	18,750.00	0.00	0.00%
9000	Beneficios de los empleados	46,338,995.00	45,900,694.00	438,301.00	0.95%
9901	Transferencia al fondo de ayuda especial	330,000.00	360,000.00	-30,000.00	-8.33%
Total del programa		185,075,567.00	182,400,184.00	2,675,383.00	1.47%
Totales del informe		241,639,245.00	236,977,020.00	4,662,225.00	1.97%

DESCRIPCIÓN DE LOS INGRESOS	PRESUPUESTO ADOPTADO DE 2019-2020	PRESUPUESTO PROPUESTO 2020-21
AYUDA ESTATAL		
AYUDA PARA LOS CIMIENTOS	8,527,805	8,527,586
AYUDA DE SOBRECOSTE/PRIVADA	514,890	412,310
AYUDA DE SOBRECOSTE/COSTO PÚBLICO HI	437,078	490,273
AYUDA PARA BOCES	3,908,969	3,724,467
AYUDA PARA TRANSPORTE	2,159,933	2,127,290
AYUDA PARA CONSTRUCCIÓN	1,087,920	1,276,709
EQUIPOS Y TECNOLOGÍA	38,058	41,504
AYUDAS PARA LIBROS DE TEXTO/ <i>SOFTWARE</i> /BIBLIOTECA	546,474	555,550
AYUDA FISCAL ELEVADA	697,595	697,595
AJUSTES POR LA PANDEMIA		-221,042
RESTAURACIÓN DE LA LEY FEDERAL DE AYUDA, ALIVIO Y SEGURIDAD ECONÓMICA ANTE EL CORONAVIRUS		221,042
<i>Ajuste para la ayuda para una posible construcción adicional</i>		295,781
<i>Ajuste para una posible reducción de la ayuda para el transporte</i>		-630,000
AYUDA ESTATAL NETA	17,918,722	17,519,065
INGRESOS LOCALES		
Cargos por servicios		
MATRÍCULA DE ED. PARA ADULTOS	74,588	74,588
MATRÍCULA DE LA ESCUELA DE VERANO	2,650	2,650
PISCINA Y REC.	186,175	186,175
SERVICIOS DEL DOL/DOR	150,000	150,000
SERVICIOS DE SALUD	503,779	500,000
Uso de dinero y propiedades		
INTERÉS SOBRE LAS INVERSIONES	310,078	220,000
ALQUILER DE EDIFICIOS	15,000	15,000
Otros		
PAGO FORMAL EN LUGAR DE LOS IMPUESTOS (PILOT)		
PILOT: condado y ciudad	3,921,913	3,890,559
PILOT: LIPA	5,158,642	4,985,067
Total de PILOT	9,080,555	8,875,626
Ingresos no clasificados	625,154	591,087
Fondo de servicio de deudas por los plazos de la deuda		421,615
Otros ingresos locales	10,947,979	10,615,126
Uso de reservas		
RESERVAS RESTRINGIDAS	3,880,000	3,880,000
SALDO DEL FONDO ASIGNADO		
Asignación para obras de infraestructura	2,200,000	1,767,274
Asignación para posibles gastos por COVID-19	-	2,000,000
Asignación para propósitos generales	1,200,000	1,200,000
Uso total de reservas y asignaciones del saldo del fondo	7,280,000	8,847,274
Total de ingresos locales y reservas	18,227,979	19,884,015
GRAVAMEN FISCAL AL FONDO GENERAL	200,830,319	204,236,165
TOTAL DE INGRESOS	236,977,020	241,639,245

**Section 1: School Report Card
Syosset School District Report Card**

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

\$125,280,409

\$46,421,673

PUPILS

PUPILS

6,495

736

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

\$19,289

\$63,073

SIMILAR DISTRICT GROUP LOW NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$5,629,457,432

PUPILS



365,552

EXPENDITURES PER PUPIL



\$15,400

INSTRUCTIONAL EXPENDITURES



\$2,181,788,127

PUPILS



52,736

EXPENDITURES PER PUPIL



\$41,372

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

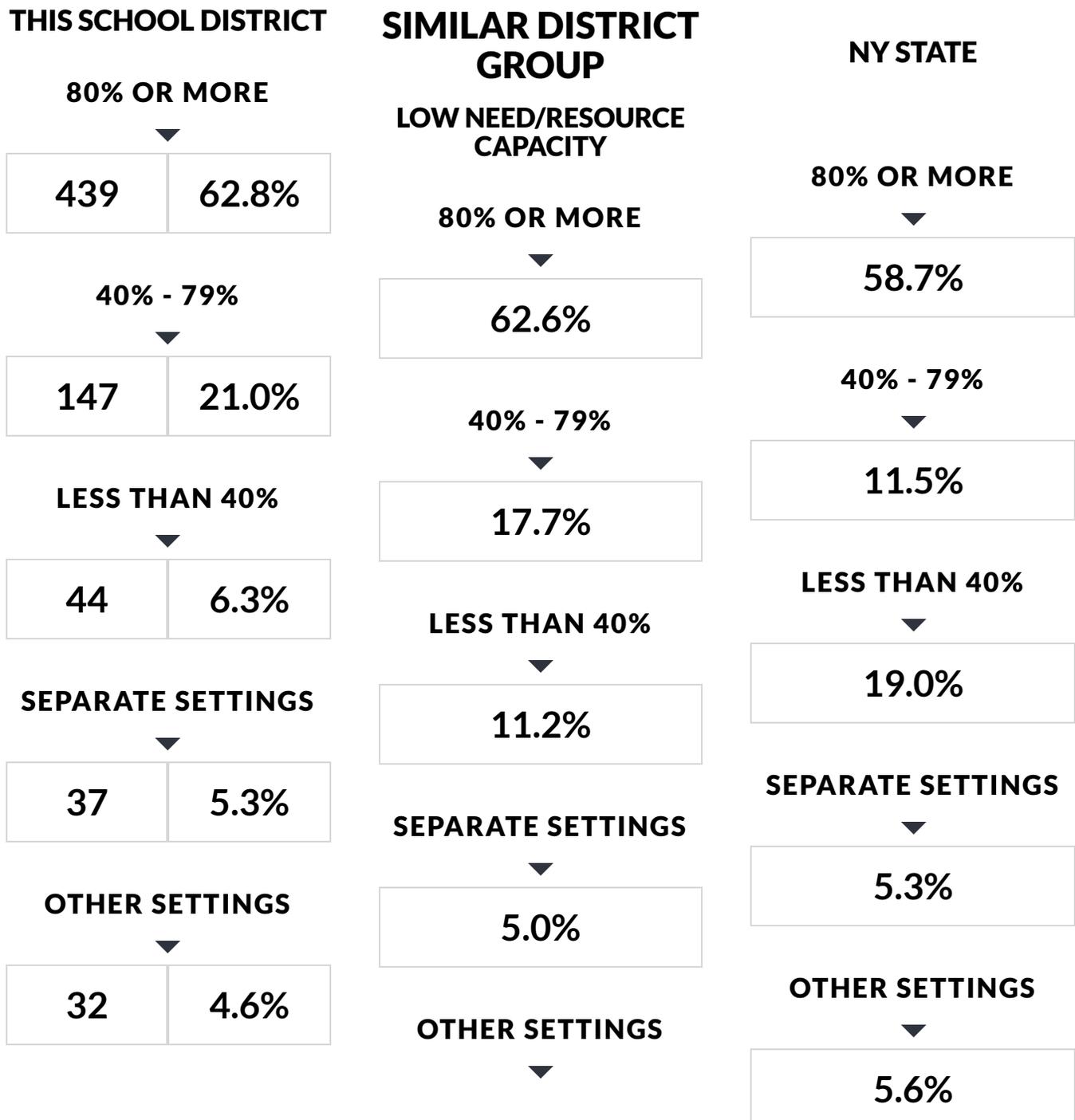
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
\$35,341	\$28,620	\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

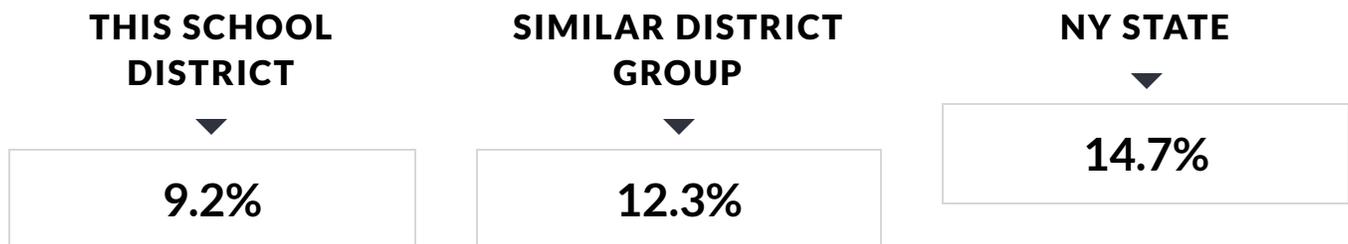
STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



3.5%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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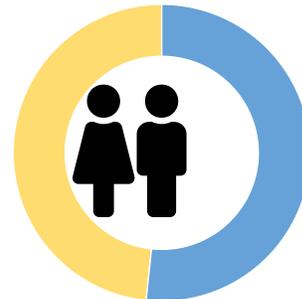
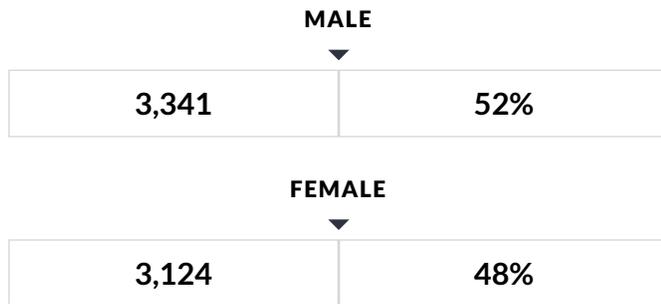
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school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

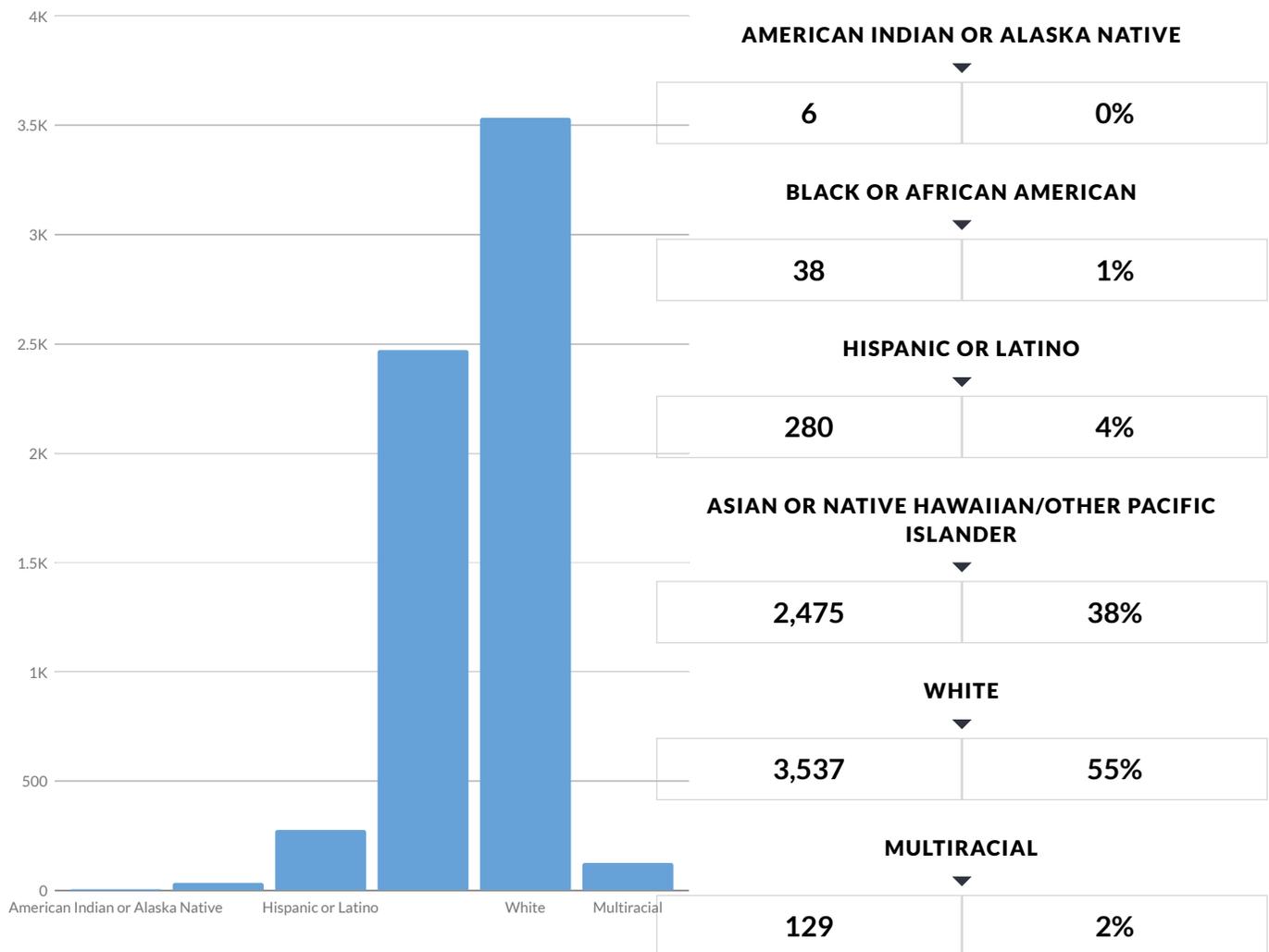
SYOSSET CSD ENROLLMENT (2018 - 19)

K-12 Enrollment: 6,465

ENROLLMENT BY GENDER



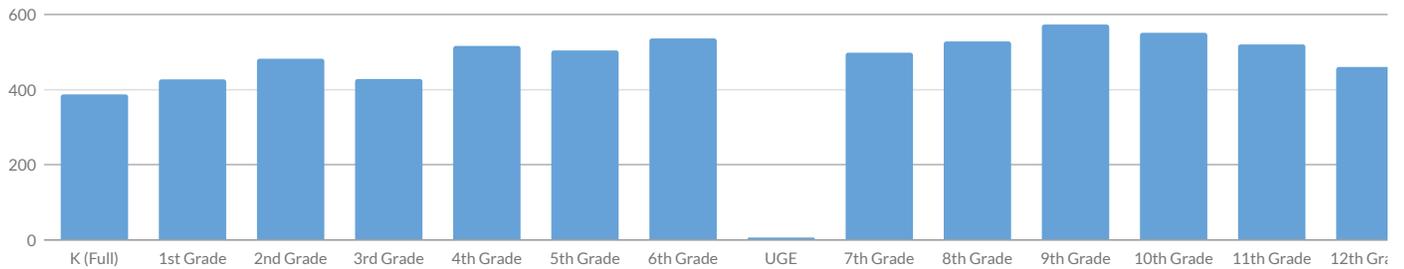
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
218	3%	696	11%	575	9%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—					

ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
389 6%	429 7%	484 7%	430 7%
4TH GRADE	5TH GRADE	6TH GRADE	UNGRADED ELEMENTARY
518 8%	506 8%	538 8%	8 0%
7TH GRADE	8TH GRADE	9TH GRADE	10TH GRADE
500 8%	530 8%	575 9%	553 9%
11TH GRADE	12TH GRADE	UNGRADED SECONDARY	
522 8%	462 7%	21 0%	

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

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA**GOOD STANDING****MADE PROGRESS**

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,182	182	4
	Math	2,401	215	
	Science	965	236	
	Combined	5,548	206	
American Indian or Alaska Native	ELA	–	–	–
	Math	–	–	
	Science	–	–	
	Combined	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,107	191	4
	Math	1,155	225	
	Science	395	241	
	Combined	2,657	213	
Black or African American	ELA	21	114	3
	Math	26	133	
	Science	14	204	
	Combined	61	143	
Hispanic or Latino	ELA	104	164	4
	Math	106	184	
	Science	46	224	
	Combined	256	183	
Multiracial	ELA	48	180	4
	Math	49	224	
	Science	37	228	
	Combined	134	209	
White	ELA	909	174	4
	Math	1,075	209	
	Science	495	235	
	Combined	2,479	201	
English Language Learners	ELA	59	92	4
	Math	74	176	
	Science	44	218	
	Combined	177	159	
Students with Disabilities	ELA	147	116	4
	Math	191	155	
	Science	88	202	
	Combined	426	151	
Economically Disadvantaged	ELA	207	158	4
	Math	219	200	

Subgroup	Subject	Cohort	Index	Level
	Science	89	228	
	Combined	515	188	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,862	139	4
	Math	2,873	180	
	Science	994	229	
	Combined	6,729	170	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	1,144	185	4
	Math	1,155	225	
	Science	395	241	
	Combined	2,694	210	
Black or African American	ELA	34	71	2
	Math	34	102	
	Science	14	204	
	Combined	82	106	
Hispanic or Latino	ELA	137	124	4
	Math	138	141	
	Science	52	198	
	Combined	327	143	
Multiracial	ELA	55	157	4
	Math	55	199	
	Science	37	228	
	Combined	147	191	
White	ELA	1,507	105	3
	Math	1,511	149	
	Science	532	218	
	Combined	3,550	141	
English Language Learners	ELA	66	82	4
	Math	75	174	
	Science	48	200	
	Combined	189	148	
Students with Disabilities	ELA	315	54	4
	Math	316	94	
	Science	124	143	
	Combined	755	85	
Economically Disadvantaged	ELA	248	132	4
	Math	252	173	

Subgroup	Subject	Cohort	Index	Level
	Science	91	223	
	Combined	591	164	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	422,661	7,966	53.1	3
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	233,452	4,319	54.1	4
Black or African American	2,039	42	48.5	2
Hispanic or Latino	17,135	337	50.8	3
Multiracial	8,020	157	51.1	3
White	162,015	3,111	52.1	3
English Language Learners	16,564	278	59.6	4
Students with Disabilities	21,351	395	54.1	4
Economically Disadvantaged	35,768	659	54.3	4

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	136	47%	71%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	120	46%	71%	1.5	4
Black or African American	0	—	—	—	—
Hispanic or Latino	6	—	—	—	—
Multiracial	0	—	—	—	—
White	10	—	—	—	—
English Language Learners	136	47%	71%	1.5	4
Students with Disabilities	13	—	—	—	—
Economically Disadvantaged	52	45%	67%	1.5	4

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	117	2,862	139	124	105	122	161	–	–	200	4	4
	Math	147	2,873	180	151	107	124	162	–	–	200	4	
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	175	1,144	185	177	157	164	182	–	–	200	4	4
	Math	196	1,155	225	197	174	179	189	–	–	200	4	
Black or African American	ELA	–	34	–	–	–	–	–	–	–	–	–	–
	Math	–	34	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	105	137	124	112	95	113	157	–	–	200	4	4
	Math	114	138	141	121	92	111	155	–	–	200	4	
Multiracial	ELA	122	55	157	128	102	119	159	–	–	200	4	4
	Math	159	55	199	163	104	120	160	–	–	200	4	
White	ELA	84	1,507	105	93	102	119	160	–	–	200	3	3
	Math	120	1,511	149	126	110	126	163	–	–	200	4	
English Language Learners	ELA	117	66	82	124	67	90	145	–	N	200	2	3
	Math	191	75	174	192	83	103	152	–	–	200	4	
Students with Disabilities	ELA	43	315	54	56	61	85	142	N	–	200	1	2
	Math	75	316	94	85	61	85	142	–	–	200	4	
Economically Disadvantaged	ELA	112	248	132	119	95	113	157	–	–	200	4	4
	Math	133	252	173	138	94	112	156	–	–	200	4	

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	3.6	4,014	152	3.8%	3.6%	14.6%	12.8%	8.9%	–	–	5%	4
American Indian or Alaska Native	–	4	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.9	1,632	36	2.2%	2.9%	8.2%	7.4%	6.2%	–	–	5%	4
Black or African American	0	52	0	0%	0%	20.1%	17.7%	11.4%	–	–	5%	4
Hispanic or Latino	7.3	185	16	8.6%	7.1%	19.8%	17%	11%	–	–	5%	4
Multiracial	4.4	86	2	2.3%	4.4%	16.5%	14.5%	9.8%	–	–	5%	4
White	3.7	2,085	97	4.7%	3.7%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	6.7	149	6	4%	6.5%	17.6%	15.2%	10.1%	–	–	5%	4
Students with Disabilities	5.5	417	27	6.5%	5.5%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	6.7	356	28	7.9%	6.5%	19.9%	17.1%	11.1%	–	–	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	3,069	72.8%	6,183	70.2%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	1,246	92.1%	2,441	91.5%
Black or African American	–	20	–	–	–
Hispanic or Latino	X	148	72.3%	289	68.2%
Multiracial	X	58	82.8%	111	82%
White	X	1,596	57.5%	3,299	54.4%
English Language Learners	X	90	88.9%	178	91%
Students with Disabilities	X	318	42.8%	667	39.6%
Economically Disadvantaged	X	272	80.2%	546	76.9%

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	X	3,067	79.6%	6,180	78%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	1,243	95.6%	2,438	95%
Black or African American	–	20	–	–	–
Hispanic or Latino	X	148	73%	289	70.2%
Multiracial	X	58	84.5%	111	84.7%
White	X	1,597	67.7%	3,299	65.9%
English Language Learners	X	87	94.3%	175	93.7%
Students with Disabilities	X	319	56.4%	668	55.4%
Economically Disadvantaged	X	273	83.2%	547	82.6%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 4	–
Grade 5	–
Grade 6	5
Grade 7	–
Grade 8	5

SECONDARY STATUSES BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	466	227	222	4
	Math	466	200		
	Science	466	238		
	Social Studies	466	242		
Asian or Native Hawaiian/Other Pacific Islander	ELA	147	233	232	4
	Math	147	218		
	Science	147	244		
	Social Studies	147	247		
Black or African American	ELA	7	200	-	-
	Math	7	129		
	Science	7	193		
	Social Studies	7	207		
Hispanic or Latino	ELA	32	225	206	4
	Math	32	170		
	Science	32	225		
	Social Studies	32	222		
Multiracial	ELA	13	239	232	4
	Math	13	215		
	Science	13	239		
	Social Studies	13	246		
White	ELA	300	224	217	4
	Math	300	192		
	Science	300	235		
	Social Studies	300	240		
English Language Learners	ELA	7	114	-	-
	Math	7	121		
	Science	7	193		
	Social Studies	7	186		
Students with Disabilities	ELA	61	157	163	4
	Math	61	127		
	Science	61	202		
	Social Studies	61	206		
Economically Disadvantaged	ELA	42	205	205	4
	Math	42	179		
	Science	42	231		
	Social Studies	42	230		

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	98.1%	574	97.7%	95%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	98.9%	548	98.5%	96%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	98.6%	536	98.7%	97%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	2	—	—	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	99.3%	166	97.6%	95%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	98.5%	183	99.5%	96%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	99.3%	145	100%	97%	89.7%	91.1%	94.1%	—	—	97%	4	
Black or African American	4-Year	—	9	—	—	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—	—	
	6-Year	—	10	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	94.7%	26	92.3%	94.7%	73.2%	76.8%	85.9%	—	—	95%	4	4
	5-Year	100%	28	89.3%	96%	75.7%	79.1%	87.6%	—	—	96%	4	
	6-Year	100%	38	94.7%	97%	76.1%	79.7%	88.4%	—	—	97%	4	
Multiracial	4-Year	—	10	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
White	4-Year	98.1%	374	98.4%	95%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	99.5%	352	98.3%	96%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	98.4%	364	98.6%	97%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	—	16	—	—	—	—	—	—	—	—	—	—
	5-Year	—	18	—	—	—	—	—	—	—	—	—	
	6-Year	—	10	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	88.9%	70	84.3%	89.3%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	90.7%	74	91.9%	91.1%	63%	69%	82.5%	—	—	96%	4	
	6-Year	80.6%	62	91.9%	82%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	95.7%	65	95.4%	95%	76.9%	79.9%	87.5%	—	—	95%	4	4
	5-Year	97.5%	45	93.3%	96%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	97.3%	45	97.8%	97%	80.7%	83.5%	90.3%	—	—	97%	4	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	38	43%	82%	1.9	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	40%	75%	1.9	4
Black or African American	0	—	—	—	—
Hispanic or Latino	6	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	38	43%	82%	1.9	4
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	36	45%	75%	1.7	4

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	234	466	227	215	191	194	204	–	–	215	4	4
	Math	216	466	200	200	151	158	179	–	–	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	237	147	233	215	209	210	212	–	–	215	4	4
	Math	231	147	218	200	191	193	196	–	–	200	4	
Black or African American	ELA	–	7	–	–	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	–	32	–	–	–	–	–	–	–	–	–	–
	Math	–	32	–	–	–	–	–	–	–	–	–	
Multiracial	ELA	–	13	–	–	–	–	–	–	–	–	–	–
	Math	–	13	–	–	–	–	–	–	–	–	–	
White	ELA	234	300	224	215	208	209	212	–	–	215	4	4
	Math	209	300	192	200	168	172	186	–	–	200	4	
English Language Learners	ELA	–	7	–	–	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	177	61	157	180	120	133	174	–	–	215	3	3
	Math	146	61	127	150	91	105	153	–	–	200	3	
Economically Disadvantaged	ELA	218	42	205	215	171	177	196	–	–	215	4	4
	Math	182	42	179	184	131	140	170	–	–	200	4	

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	4	2,154	87	4%	4%	22.6%	19.8%	12.4%	–	–	5%	4
American Indian or Alaska Native	–	8	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.8	755	15	2%	2.8%	14%	12.4%	8.7%	–	–	5%	4
Black or African American	–	27	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	6.3	82	7	8.5%	6.1%	31.6%	27.2%	16.1%	–	–	5%	4
Multiracial	3.8	55	4	7.3%	3.8%	23.1%	20.1%	12.6%	–	–	5%	4
White	4.5	1,274	60	4.7%	4.5%	15.6%	14%	9.5%	–	–	5%	4
English Language Learners	0	94	2	2.1%	0%	33.8%	29%	17%	–	–	5%	4
Students with Disabilities	5.8	307	23	7.5%	5.8%	32.8%	28%	16.5%	–	–	5%	4
Economically Disadvantaged	10.6	222	14	6.3%	10.2%	30.2%	25.8%	15.4%	–	–	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	185.3	183.8	175	130.2	137.8	156.4	–	–	175	4
Asian or Native Hawaiian/Other Pacific Islander	192.6	188.7	175	154.1	157.7	166.4	–	–	175	4
Black or African American	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–	–	–
White	182.1	182.4	175	149.7	154.1	164.6	–	–	175	4
English Language Learners	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	123.9	129.7	127.9	76.5	93.5	134.3	–	–	175	4
Economically Disadvantaged	162.8	164.4	163.8	112.9	123.7	149.4	–	–	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	480	0	421	6	31	0	22
Asian or Native Hawaiian/Other Pacific Islander	151	0	138	2	6	0	5
Black or African American	7	0	–	–	–	–	–
Hispanic or Latino	35	0	–	–	–	–	–
Multiracial	14	0	–	–	–	–	–
White	306	0	264	4	24	0	14
English Language Learners	11	0	–	–	–	–	–
Students with Disabilities	69	0	33	5	16	0	15
Economically Disadvantaged	45	0	34	0	6	0	5

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	✓	466	99.4%	1,035	99.4%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	148	99.3%	312	99.4%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	16	–	–	–
Multiracial	–	5	–	–	–
White	✓	296	99.7%	668	99.7%
English Language Learners	–	7	–	–	–
Students with Disabilities	✓	52	98.1%	110	98.2%
Economically Disadvantaged	✓	43	100%	108	99.1%

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	✓	466	99.4%	1,035	99.5%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	148	99.3%	312	99.7%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	16	–	–	–
Multiracial	–	5	–	–	–
White	✓	296	99.7%	668	99.7%
English Language Learners	–	7	–	–	–
Students with Disabilities	✓	52	98.1%	110	98.2%
Economically Disadvantaged	✓	43	100%	108	99.1%

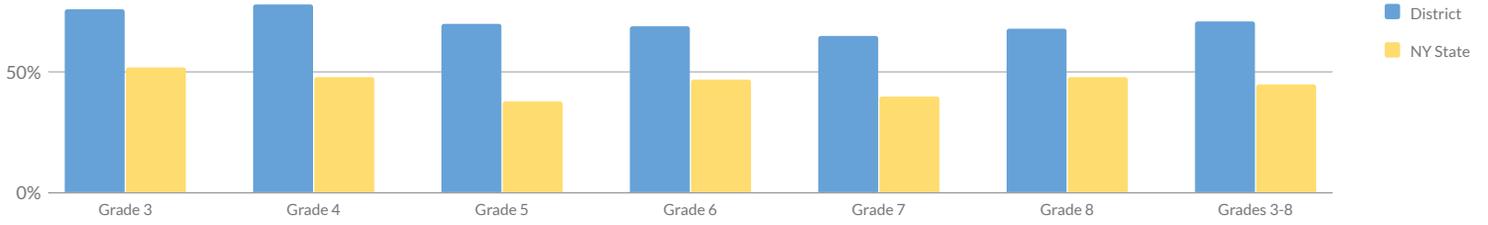
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	38	6%	2	20%	8	1%
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	480	460	96%	394	82%	63	13%	3	1%	0	0%	16	3%	0	0%	4	1%
Female	223	219	98%	184	83%	33	15%	2	1%	0	0%	4	2%	0	0%	0	0%
Male	257	241	94%	210	82%	30	12%	1	0%	0	0%	12	5%	0	0%	4	2%
Multiracial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	151	146	97%	127	84%	18	12%	1	1%	0	0%	3	2%	0	0%	2	1%
White	306	293	96%	250	82%	41	13%	2	1%	0	0%	12	4%	0	0%	1	0%
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	17	15	88%	12	71%	3	18%	0	0%	0	0%	1	6%	0	0%	1	6%
General-Education Students	416	411	99%	373	90%	38	9%	0	0%	0	0%	3	1%	0	0%	2	0%
Students with Disabilities	64	49	77%	21	33%	25	39%	3	5%	0	0%	13	20%	0	0%	2	3%
Non-English Language Learners	472	456	97%	394	83%	60	13%	2	0%	0	0%	13	3%	0	0%	3	1%
English Language Learners	8	4	50%	0	0%	3	38%	1	13%	0	0%	3	38%	0	0%	1	13%
Not Economically Disadvantaged	435	419	96%	369	85%	48	11%	2	0%	0	0%	13	3%	0	0%	3	1%
Economically Disadvantaged	45	41	91%	25	56%	15	33%	1	2%	0	0%	3	7%	0	0%	1	2%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

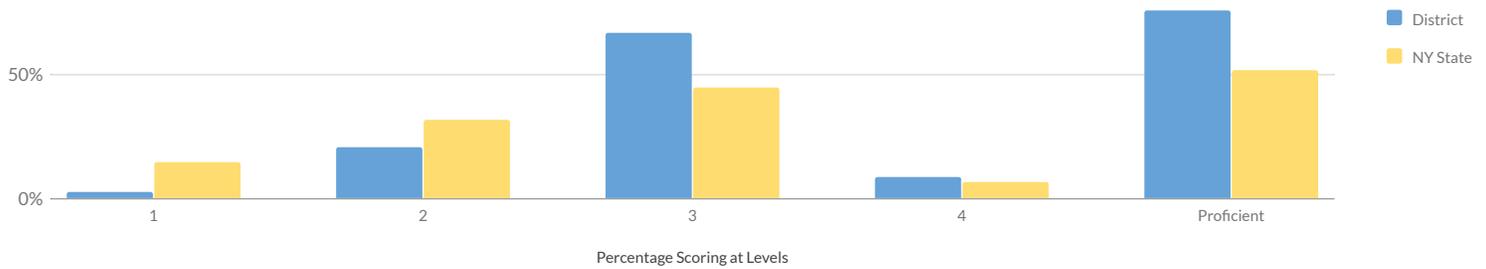
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	96	345	9	3%	74	21%	232	67%	30	9%	262	76%
Grade 4	120	407	8	2%	80	20%	174	43%	145	36%	319	78%
Grade 5	127	385	25	6%	89	23%	126	33%	145	38%	271	70%
Grade 6	137	412	45	11%	81	20%	77	19%	209	51%	286	69%
Grade 7	165	336	25	7%	93	28%	125	37%	93	28%	218	65%
Grade 8	229	311	20	6%	79	25%	105	34%	107	34%	212	68%
Grades 3-8	874	2,196	132	6%	496	23%	839	38%	729	33%	1,568	71%

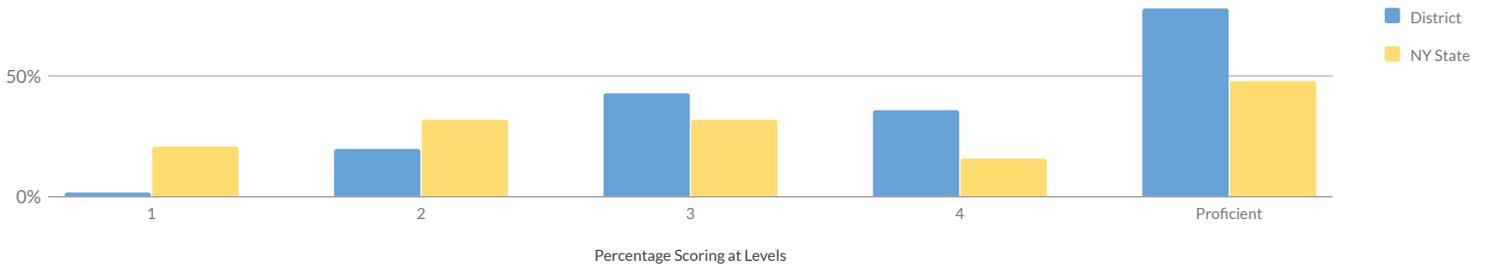
GRADE 3 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	96	345	9	3%	74	21%	232	67%	30	9%	262	76%
General Education	71	329	5	2%	70	21%	225	68%	29	9%	254	77%
Students with Disabilities	25	16	4	25%	4	25%	7	44%	1	6%	8	50%
Asian or Native Hawaiian/Other Pacific Islander	16	169	5	3%	32	19%	114	67%	18	11%	132	78%
Black or African American	0	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	14	0	0%	5	36%	8	57%	1	7%	9	64%
White	77	151	4	3%	35	23%	104	69%	8	5%	112	74%
Multiracial	1	9	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	11	0	0%	2	18%	6	55%	3	27%	9	82%
Female	44	154	4	3%	25	16%	110	71%	15	10%	125	81%
Male	52	191	5	3%	49	26%	122	64%	15	8%	137	72%
English Language Learners	7	17	3	18%	6	35%	7	41%	1	6%	8	47%
Non-English Language Learners	89	328	6	2%	68	21%	225	69%	29	9%	254	77%
Economically Disadvantaged	4	34	1	3%	7	21%	24	71%	2	6%	26	76%
Not Economically Disadvantaged	92	311	8	3%	67	22%	208	67%	28	9%	236	76%
Not Migrant	96	345	9	3%	74	21%	232	67%	30	9%	262	76%
Not Homeless	96	345	9	3%	74	21%	232	67%	30	9%	262	76%
Not in Foster Care	96	345	9	3%	74	21%	232	67%	30	9%	262	76%
Parent Not in Armed Forces	96	345	9	3%	74	21%	232	67%	30	9%	262	76%

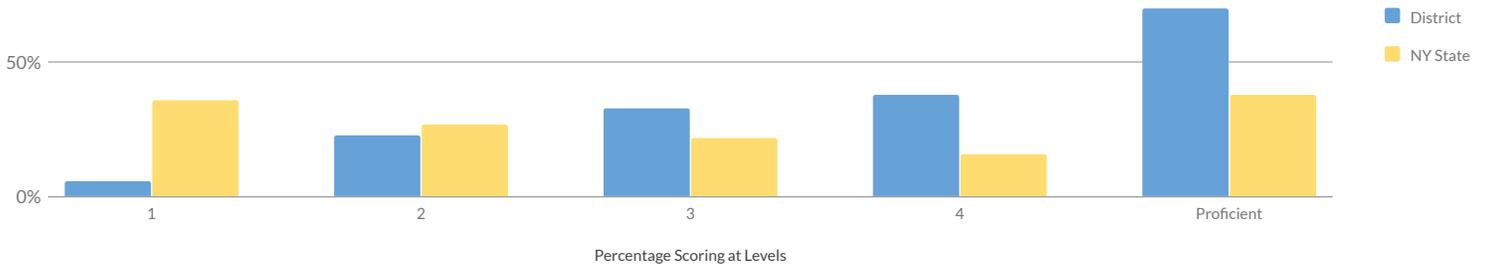
GRADE 4 ELA RESULTS



MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	120	407	8	2%	80	20%	174	43%	145	36%	319	78%
General Education	92	387	4	1%	72	19%	166	43%	145	37%	311	80%
Students with Disabilities	28	20	4	20%	8	40%	8	40%	0	0%	8	40%
Asian or Native Hawaiian/Other Pacific Islander	10	203	3	1%	36	18%	77	38%	87	43%	164	81%
Black or African American	2	5	1	20%	3	60%	1	20%	0	0%	1	20%
Hispanic or Latino	9	20	1	5%	3	15%	8	40%	8	40%	16	80%
White	97	169	3	2%	37	22%	82	49%	47	28%	129	76%
Multiracial	2	10	0	0%	1	10%	6	60%	3	30%	9	90%
Female	54	219	4	2%	44	20%	87	40%	84	38%	171	78%
Male	66	188	4	2%	36	19%	87	46%	61	32%	148	79%
English Language Learners	4	12	0	0%	9	75%	2	17%	1	8%	3	25%
Non-English Language Learners	116	395	8	2%	71	18%	172	44%	144	36%	316	80%
Economically Disadvantaged	9	45	4	9%	13	29%	18	40%	10	22%	28	62%
Not Economically Disadvantaged	111	362	4	1%	67	19%	156	43%	135	37%	291	80%
Not Migrant	120	407	8	2%	80	20%	174	43%	145	36%	319	78%
Not Homeless	120	407	8	2%	80	20%	174	43%	145	36%	319	78%
Not in Foster Care	120	407	8	2%	80	20%	174	43%	145	36%	319	78%
Parent Not in Armed Forces	120	407	8	2%	80	20%	174	43%	145	36%	319	78%

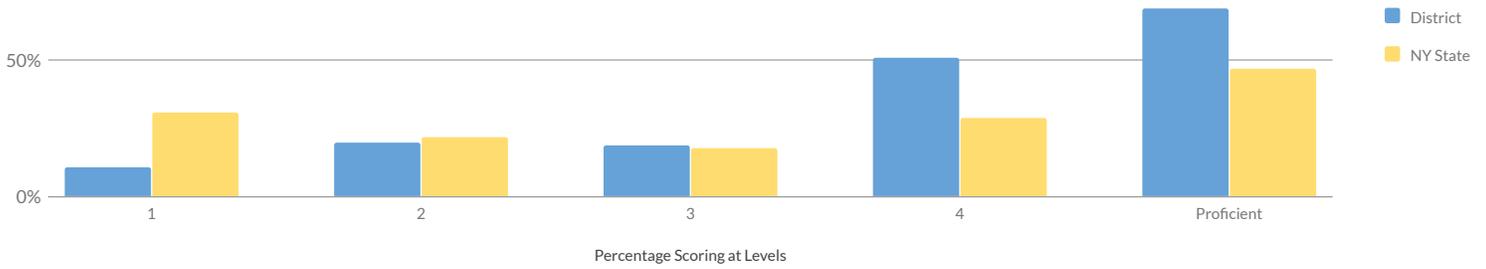
GRADE 5 ELA RESULTS



MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	127	385	25	6%	89	23%	126	33%	145	38%	271	70%
General Education	95	369	19	5%	84	23%	124	34%	142	38%	266	72%
Students with Disabilities	32	16	6	38%	5	31%	2	13%	3	19%	5	31%
Asian or Native Hawaiian/Other Pacific Islander	19	186	9	5%	43	23%	54	29%	80	43%	134	72%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	8	15	3	20%	4	27%	5	33%	3	20%	8	53%
White	97	173	12	7%	40	23%	63	36%	58	34%	121	70%
Multiracial	3	10	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	11	1	9%	2	18%	4	36%	4	36%	8	73%
Female	58	175	11	6%	38	22%	57	33%	69	39%	126	72%
Male	69	210	14	7%	51	24%	69	33%	76	36%	145	69%
English Language Learners	4	11	5	45%	4	36%	2	18%	0	0%	2	18%
Non-English Language Learners	123	374	20	5%	85	23%	124	33%	145	39%	269	72%
Economically Disadvantaged	10	39	6	15%	10	26%	10	26%	13	33%	23	59%
Not Economically Disadvantaged	117	346	19	5%	79	23%	116	34%	132	38%	248	72%
Not Migrant	127	385	25	6%	89	23%	126	33%	145	38%	271	70%
Not Homeless	126	385	25	6%	89	23%	126	33%	145	38%	271	70%
Not in Foster Care	127	385	25	6%	89	23%	126	33%	145	38%	271	70%
Parent Not in Armed Forces	127	385	25	6%	89	23%	126	33%	145	38%	271	70%

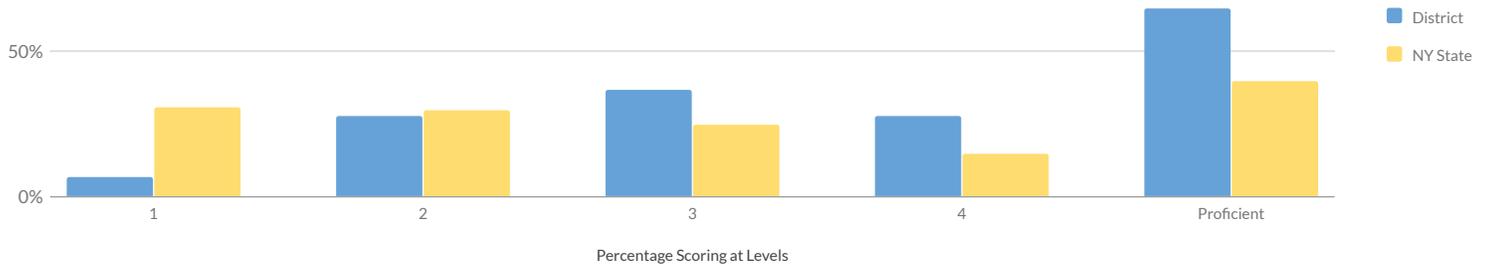
GRADE 6 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	137	412	45	11%	81	20%	77	19%	209	51%	286	69%
General Education	107	397	38	10%	77	19%	74	19%	208	52%	282	71%
Students with Disabilities	30	15	7	47%	4	27%	3	20%	1	7%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	16	229	16	7%	29	13%	46	20%	138	60%	184	80%
Black or African American	1	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	6	15	3	20%	6	40%	1	7%	5	33%	6	40%
White	113	160	25	16%	42	26%	29	18%	64	40%	93	58%
Multiracial	1	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	8	1	13%	4	50%	1	13%	2	25%	3	38%
Female	65	202	19	9%	36	18%	33	16%	114	56%	147	73%
Male	72	210	26	12%	45	21%	44	21%	95	45%	139	66%
English Language Learners	4	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	133	408	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	12	37	8	22%	7	19%	7	19%	15	41%	22	59%
Not Economically Disadvantaged	125	375	37	10%	74	20%	70	19%	194	52%	264	70%
Not Migrant	137	412	45	11%	81	20%	77	19%	209	51%	286	69%
Not Homeless	137	412	45	11%	81	20%	77	19%	209	51%	286	69%
Not in Foster Care	137	412	45	11%	81	20%	77	19%	209	51%	286	69%
Parent Not in Armed Forces	137	412	45	11%	81	20%	77	19%	209	51%	286	69%

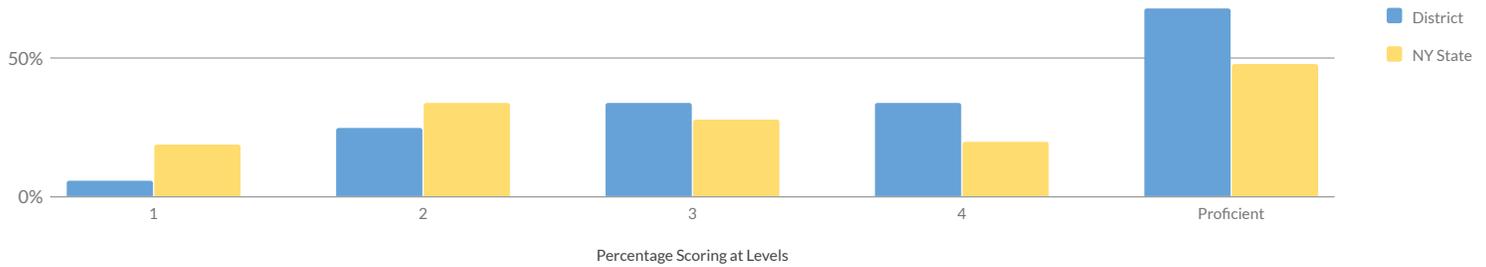
GRADE 7 ELA RESULTS



MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	165	336	25	7%	93	28%	125	37%	93	28%	218	65%
General Education	130	314	16	5%	83	26%	122	39%	93	30%	215	68%
Students with Disabilities	35	22	9	41%	10	45%	3	14%	0	0%	3	14%
Asian or Native Hawaiian/Other Pacific Islander	18	178	13	7%	38	21%	66	37%	61	34%	127	71%
Black or African American	2	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	22	0	0%	9	41%	9	41%	4	18%	13	59%
White	136	127	11	9%	43	34%	45	35%	28	22%	73	57%
Multiracial	0	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	9	1	11%	3	33%	5	56%	0	0%	5	56%
Female	77	165	7	4%	46	28%	65	39%	47	28%	112	68%
Male	88	171	18	11%	47	27%	60	35%	46	27%	106	62%
English Language Learners	4	6	4	67%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learners	161	330	21	6%	91	28%	125	38%	93	28%	218	66%
Economically Disadvantaged	11	26	7	27%	8	31%	7	27%	4	15%	11	42%
Not Economically Disadvantaged	154	310	18	6%	85	27%	118	38%	89	29%	207	67%
Not Migrant	165	336	25	7%	93	28%	125	37%	93	28%	218	65%
Not Homeless	165	336	25	7%	93	28%	125	37%	93	28%	218	65%
Not in Foster Care	165	336	25	7%	93	28%	125	37%	93	28%	218	65%
Parent Not in Armed Forces	165	336	25	7%	93	28%	125	37%	93	28%	218	65%

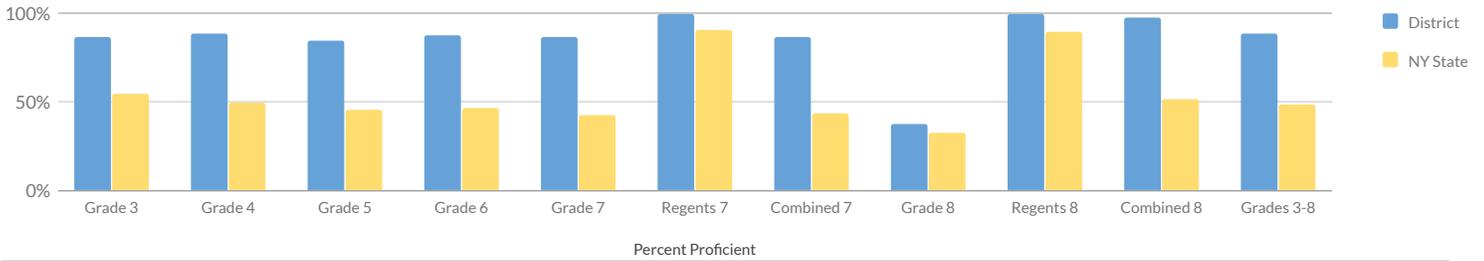
GRADE 8 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	229	311	20	6%	79	25%	105	34%	107	34%	212	68%
General Education	175	283	11	4%	69	24%	99	35%	104	37%	203	72%
Students with Disabilities	54	28	9	32%	10	36%	6	21%	3	11%	9	32%
Asian or Native Hawaiian/Other Pacific Islander	42	158	9	6%	33	21%	59	37%	57	36%	116	73%
Black or African American	1	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	9	20	4	20%	3	15%	5	25%	8	40%	13	65%
White	174	125	4	3%	41	33%	41	33%	39	31%	80	64%
Multiracial	3	6	–	–	–	–	–	–	–	–	–	–
Small Group Total	4	8	3	38%	2	25%	0	0%	3	38%	3	38%
Female	113	141	4	3%	38	27%	40	28%	59	42%	99	70%
Male	116	170	16	9%	41	24%	65	38%	48	28%	113	66%
English Language Learners	5	9	5	56%	4	44%	0	0%	0	0%	0	0%
Non-English Language Learners	224	302	15	5%	75	25%	105	35%	107	35%	212	70%
Economically Disadvantaged	15	31	2	6%	14	45%	6	19%	9	29%	15	48%
Not Economically Disadvantaged	214	280	18	6%	65	23%	99	35%	98	35%	197	70%
Not Migrant	229	311	20	6%	79	25%	105	34%	107	34%	212	68%
Not Homeless	229	311	20	6%	79	25%	105	34%	107	34%	212	68%
Not in Foster Care	229	311	20	6%	79	25%	105	34%	107	34%	212	68%
Parent Not in Armed Forces	229	311	20	6%	79	25%	105	34%	107	34%	212	68%

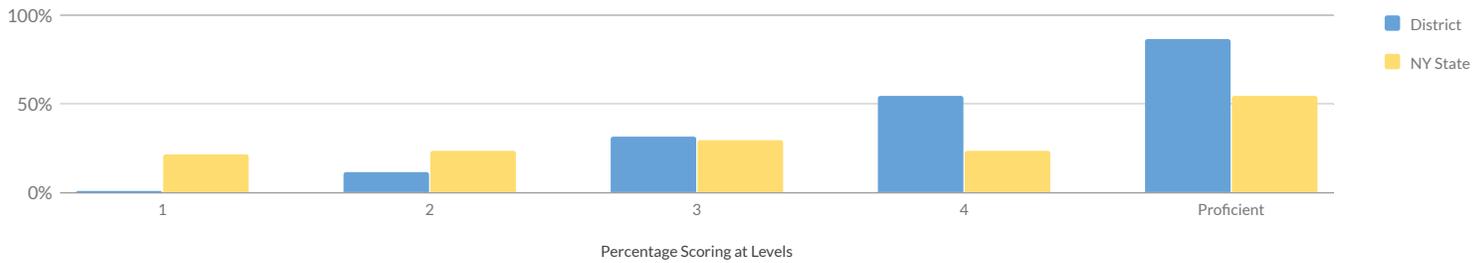
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	88	356	5	1%	41	12%	115	32%	195	55%	310	87%
Grade 4	110	417	7	2%	40	10%	118	28%	252	60%	370	89%
Grade 5	114	399	14	4%	47	12%	94	24%	244	61%	338	85%
Grade 6	137	413	13	3%	38	9%	118	29%	244	59%	362	88%
Grade 7	177	324	8	2%	35	11%	100	31%	181	56%	281	87%
Regents 7	—	5	0	0%	0	0%	0	0%	5	100%	5	100%
Combined 7	177	329	8	2%	35	11%	100	30%	186	57%	286	87%
Grade 8	528	13	3	23%	5	38%	3	23%	2	15%	5	38%
Regents 8	—	496	0	0%	2	0%	43	9%	451	91%	494	100%
Combined 8	528	509	3	1%	7	1%	46	9%	453	89%	499	98%
Grades 3-8	1,154	2,423	50	2%	208	9%	591	24%	1,574	65%	2,165	89%

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.

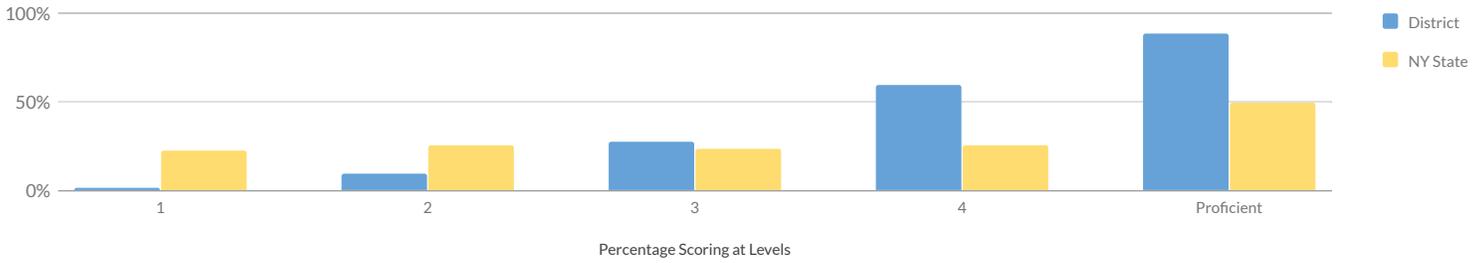
GRADE 3 MATH RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	88	356	5	1%	41	12%	115	32%	195	55%	310	87%
General Education	70	333	4	1%	36	11%	102	31%	191	57%	293	88%
Students with Disabilities	18	23	1	4%	5	22%	13	57%	4	17%	17	74%
Asian or Native Hawaiian/Other Pacific Islander	12	175	1	1%	17	10%	57	33%	100	57%	157	90%
Black or African American	0	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	2	14	0	0%	3	21%	5	36%	6	43%	11	79%
White	74	155	4	3%	19	12%	51	33%	81	52%	132	85%
Multiracial	0	10	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	12	0	0%	2	17%	2	17%	8	67%	10	83%
Female	44	154	1	1%	25	16%	49	32%	79	51%	128	83%
Male	44	202	4	2%	16	8%	66	33%	116	57%	182	90%
English Language Learners	5	21	1	5%	3	14%	9	43%	8	38%	17	81%
Non-English Language Learners	83	335	4	1%	38	11%	106	32%	187	56%	293	87%
Economically Disadvantaged	5	33	0	0%	4	12%	12	36%	17	52%	29	88%
Not Economically Disadvantaged	83	323	5	2%	37	11%	103	32%	178	55%	281	87%
Not Migrant	88	356	5	1%	41	12%	115	32%	195	55%	310	87%
Not Homeless	88	356	5	1%	41	12%	115	32%	195	55%	310	87%
Not in Foster Care	88	356	5	1%	41	12%	115	32%	195	55%	310	87%
Parent Not in Armed Forces	88	356	5	1%	41	12%	115	32%	195	55%	310	87%

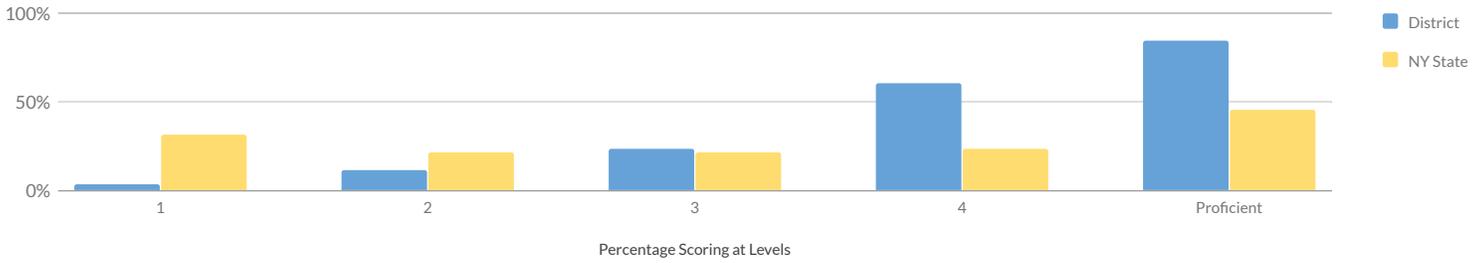
GRADE 4 MATH RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	110	417	7	2%	40	10%	118	28%	252	60%	370	89%
General Education	84	395	2	1%	36	9%	112	28%	245	62%	357	90%
Students with Disabilities	26	22	5	23%	4	18%	6	27%	7	32%	13	59%
Asian or Native Hawaiian/Other Pacific Islander	8	205	3	1%	15	7%	39	19%	148	72%	187	91%
Black or African American	1	6	2	33%	3	50%	0	0%	1	17%	1	17%
Hispanic or Latino	10	19	1	5%	3	16%	7	37%	8	42%	15	79%
White	88	178	1	1%	19	11%	70	39%	88	49%	158	89%
Multiracial	3	9	0	0%	0	0%	2	22%	7	78%	9	100%
Female	52	221	5	2%	23	10%	72	33%	121	55%	193	87%
Male	58	196	2	1%	17	9%	46	23%	131	67%	177	90%
English Language Learners	1	15	1	7%	2	13%	5	33%	7	47%	12	80%
Non-English Language Learners	109	402	6	1%	38	9%	113	28%	245	61%	358	89%
Economically Disadvantaged	8	46	3	7%	9	20%	14	30%	20	43%	34	74%
Not Economically Disadvantaged	102	371	4	1%	31	8%	104	28%	232	63%	336	91%
Not Migrant	110	417	7	2%	40	10%	118	28%	252	60%	370	89%
Not Homeless	110	417	7	2%	40	10%	118	28%	252	60%	370	89%
Not in Foster Care	110	417	7	2%	40	10%	118	28%	252	60%	370	89%
Parent Not in Armed Forces	110	417	7	2%	40	10%	118	28%	252	60%	370	89%

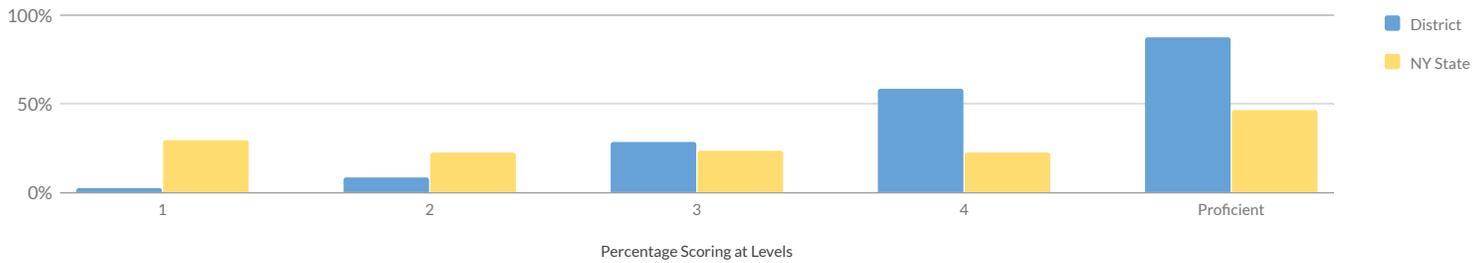
GRADE 5 MATH RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	114	399	14	4%	47	12%	94	24%	244	61%	338	85%
General Education	84	381	10	3%	39	10%	92	24%	240	63%	332	87%
Students with Disabilities	30	18	4	22%	8	44%	2	11%	4	22%	6	33%
Asian or Native Hawaiian/Other Pacific Islander	17	189	3	2%	18	10%	37	20%	131	69%	168	89%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	8	15	4	27%	3	20%	5	33%	3	20%	8	53%
White	86	184	6	3%	25	14%	50	27%	103	56%	153	83%
Multiracial	3	10	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	11	1	9%	1	9%	2	18%	7	64%	9	82%
Female	51	182	6	3%	24	13%	48	26%	104	57%	152	84%
Male	63	217	8	4%	23	11%	46	21%	140	65%	186	86%
English Language Learners	1	14	6	43%	4	29%	3	21%	1	7%	4	29%
Non-English Language Learners	113	385	8	2%	43	11%	91	24%	243	63%	334	87%
Economically Disadvantaged	8	41	5	12%	5	12%	11	27%	20	49%	31	76%
Not Economically Disadvantaged	106	358	9	3%	42	12%	83	23%	224	63%	307	86%
Not Migrant	114	399	14	4%	47	12%	94	24%	244	61%	338	85%
Not Homeless	113	399	14	4%	47	12%	94	24%	244	61%	338	85%
Not in Foster Care	114	399	14	4%	47	12%	94	24%	244	61%	338	85%
Parent Not in Armed Forces	114	399	14	4%	47	12%	94	24%	244	61%	338	85%

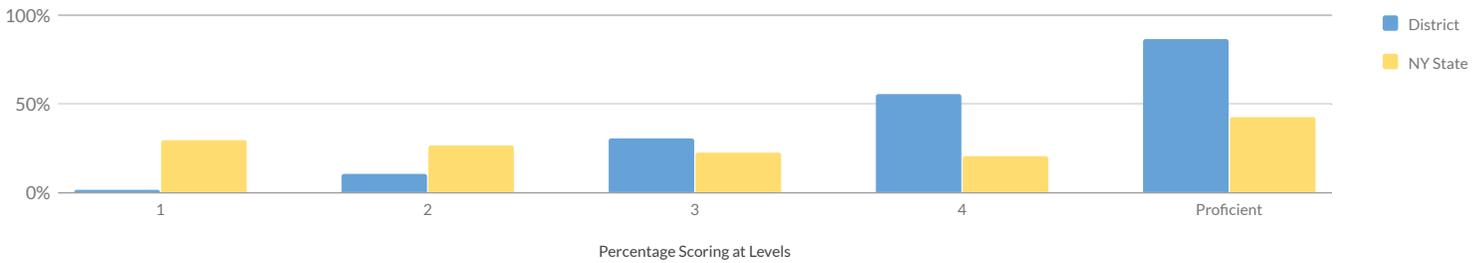
GRADE 6 MATH RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	137	413	13	3%	38	9%	118	29%	244	59%	362	88%
General Education	108	397	7	2%	35	9%	114	29%	241	61%	355	89%
Students with Disabilities	29	16	6	38%	3	19%	4	25%	3	19%	7	44%
Asian or Native Hawaiian/Other Pacific Islander	11	235	5	2%	12	5%	57	24%	161	69%	218	93%
Black or African American	1	3	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7	14	2	14%	2	14%	3	21%	7	50%	10	71%
White	116	157	6	4%	22	14%	56	36%	73	46%	129	82%
Multiracial	2	4	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	7	0	0%	2	29%	2	29%	3	43%	5	71%
Female	62	205	5	2%	25	12%	57	28%	118	58%	175	85%
Male	75	208	8	4%	13	6%	61	29%	126	61%	187	90%
English Language Learners	1	8	2	25%	1	13%	2	25%	3	38%	5	63%
Non-English Language Learners	136	405	11	3%	37	9%	116	29%	241	60%	357	88%
Economically Disadvantaged	12	37	3	8%	3	8%	14	38%	17	46%	31	84%
Not Economically Disadvantaged	125	376	10	3%	35	9%	104	28%	227	60%	331	88%
Not Migrant	137	413	13	3%	38	9%	118	29%	244	59%	362	88%
Not Homeless	137	413	13	3%	38	9%	118	29%	244	59%	362	88%
Not in Foster Care	137	413	13	3%	38	9%	118	29%	244	59%	362	88%
Parent Not in Armed Forces	137	413	13	3%	38	9%	118	29%	244	59%	362	88%

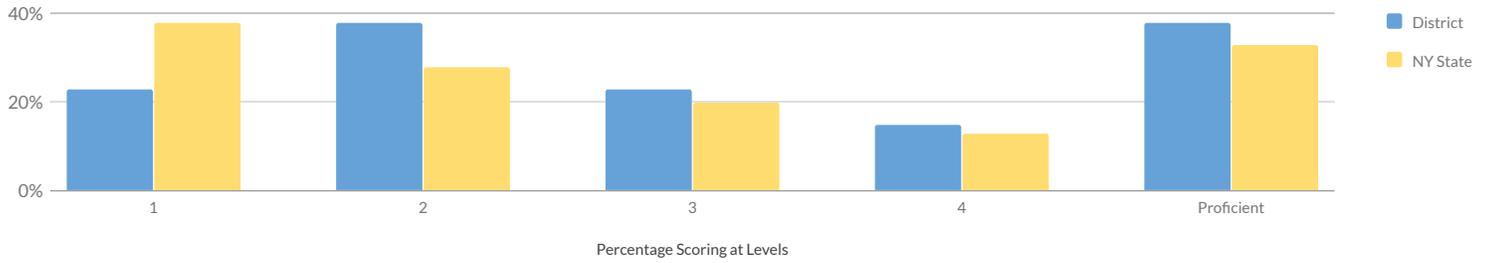
GRADE 7 MATH RESULTS



MEAN SCORE: 619

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	177	324	8	2%	35	11%	100	31%	181	56%	281	87%
General Education	142	302	2	1%	30	10%	95	31%	175	58%	270	89%
Students with Disabilities	35	22	6	27%	5	23%	5	23%	6	27%	11	50%
Asian or Native Hawaiian/Other Pacific Islander	22	174	1	1%	12	7%	44	25%	117	67%	161	93%
Black or African American	2	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	11	19	1	5%	6	32%	7	37%	5	26%	12	63%
White	140	123	6	5%	17	14%	43	35%	57	46%	100	81%
Multiracial	1	7	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	8	0	0%	0	0%	6	75%	2	25%	8	100%
Female	87	155	2	1%	20	13%	49	32%	84	54%	133	86%
Male	90	169	6	4%	15	9%	51	30%	97	57%	148	88%
English Language Learners	0	10	1	10%	3	30%	3	30%	3	30%	6	60%
Non-English Language Learners	177	314	7	2%	32	10%	97	31%	178	57%	275	88%
Economically Disadvantaged	11	26	0	0%	4	15%	7	27%	15	58%	22	85%
Not Economically Disadvantaged	166	298	8	3%	31	10%	93	31%	166	56%	259	87%
Not Migrant	177	324	8	2%	35	11%	100	31%	181	56%	281	87%
Not Homeless	177	324	8	2%	35	11%	100	31%	181	56%	281	87%
Not in Foster Care	177	324	8	2%	35	11%	100	31%	181	56%	281	87%
Parent Not in Armed Forces	177	324	8	2%	35	11%	100	31%	181	56%	281	87%

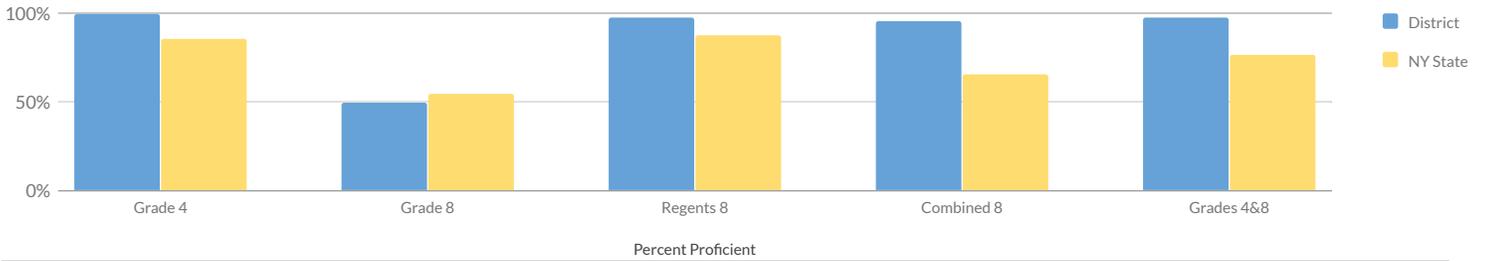
GRADE 8 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	528	13	3	23%	5	38%	3	23%	2	15%	5	38%
General Education	451	8	1	13%	2	25%	3	38%	2	25%	5	63%
Students with Disabilities	77	5	2	40%	3	60%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	198	3	-	-	-	-	-	-	-	-	-	-
Black or African American	2	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	25	4	-	-	-	-	-	-	-	-	-	-
White	294	5	1	20%	2	40%	2	40%	0	0%	2	40%
Small Group Total	225	8	2	25%	3	38%	1	13%	2	25%	3	38%
Female	249	5	0	0%	2	40%	2	40%	1	20%	3	60%
Male	279	8	3	38%	3	38%	1	13%	1	13%	2	25%
English Language Learners	13	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	515	11	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	43	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	485	10	-	-	-	-	-	-	-	-	-	-
Not Migrant	528	13	3	23%	5	38%	3	23%	2	15%	5	38%
Not Homeless	528	13	3	23%	5	38%	3	23%	2	15%	5	38%
Not in Foster Care	528	13	3	23%	5	38%	3	23%	2	15%	5	38%
Parent Not in Armed Forces	528	13	3	23%	5	38%	3	23%	2	15%	5	38%

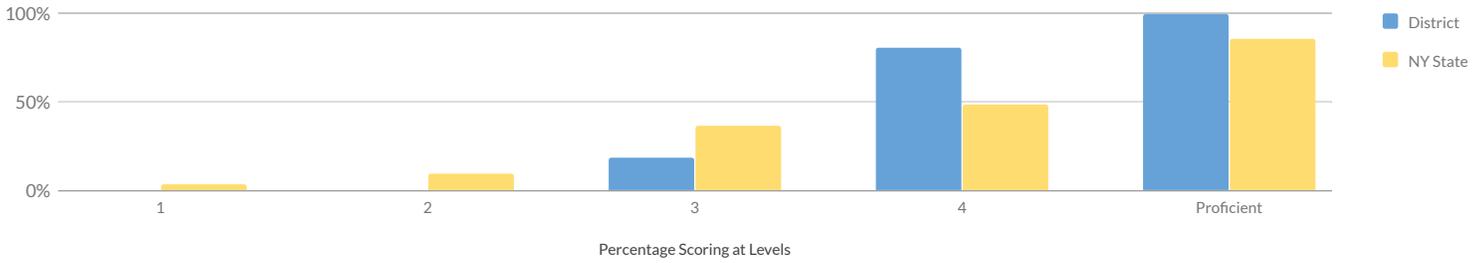
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	50	475	0	0%	2	0%	88	19%	385	81%	473	100%
Grade 8	519	22	2	9%	9	41%	10	45%	1	5%	11	50%
Regents 8	—	474	4	1%	6	1%	86	18%	378	80%	464	98%
Combined 8	519	496	6	1%	15	3%	96	19%	379	76%	475	96%
Grades 4&8	569	971	6	1%	17	2%	184	19%	764	79%	948	98%

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.

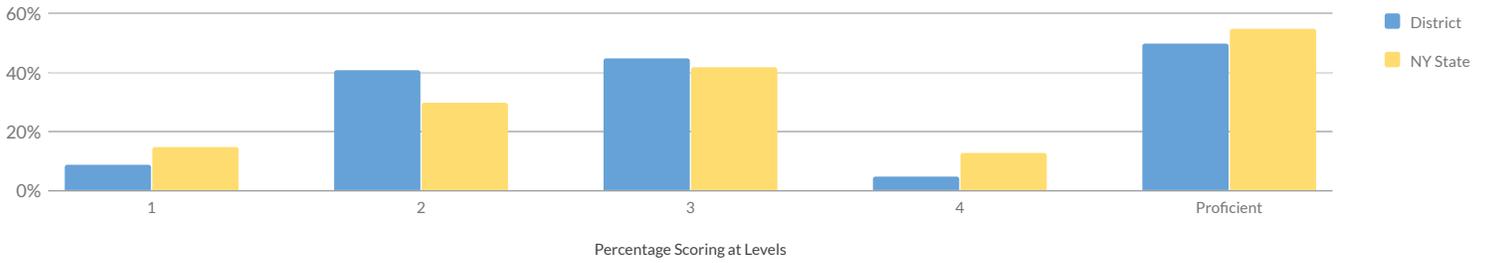
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 90

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	50	475	0	0%	2	0%	88	19%	385	81%	473	100%
General Education	29	448	0	0%	1	0%	71	16%	376	84%	447	100%
Students with Disabilities	21	27	0	0%	1	4%	17	63%	9	33%	26	96%
Asian or Native Hawaiian/Other Pacific Islander	3	208	0	0%	0	0%	25	12%	183	88%	208	100%
Black or African American	0	7	0	0%	0	0%	5	71%	2	29%	7	100%
Hispanic or Latino	7	22	0	0%	1	5%	5	23%	16	73%	21	95%
White	38	228	0	0%	1	0%	50	22%	177	78%	227	100%
Multiracial	2	10	0	0%	0	0%	3	30%	7	70%	10	100%
Female	26	246	0	0%	2	1%	44	18%	200	81%	244	99%
Male	24	229	0	0%	0	0%	44	19%	185	81%	229	100%
English Language Learners	1	14	0	0%	0	0%	4	29%	10	71%	14	100%
Non-English Language Learners	49	461	0	0%	2	0%	84	18%	375	81%	459	100%
Economically Disadvantaged	3	50	0	0%	1	2%	12	24%	37	74%	49	98%
Not Economically Disadvantaged	47	425	0	0%	1	0%	76	18%	348	82%	424	100%
Not Migrant	50	475	0	0%	2	0%	88	19%	385	81%	473	100%
Not Homeless	50	475	0	0%	2	0%	88	19%	385	81%	473	100%
Not in Foster Care	50	475	0	0%	2	0%	88	19%	385	81%	473	100%
Parent Not in Armed Forces	50	475	0	0%	2	0%	88	19%	385	81%	473	100%

GRADE 8 SCIENCE RESULTS

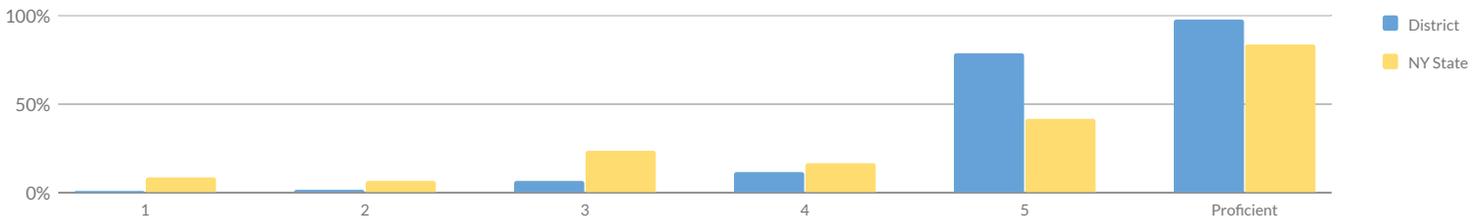


MEAN SCORE: 65

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	519	22	2	9%	9	41%	10	45%	1	5%	11	50%
General Education	447	12	0	0%	4	33%	7	58%	1	8%	8	67%
Students with Disabilities	72	10	2	20%	5	50%	3	30%	0	0%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	193	8	1	13%	3	38%	3	38%	1	13%	4	50%
Black or African American	2	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	25	4	-	-	-	-	-	-	-	-	-	-
White	291	8	0	0%	3	38%	5	63%	0	0%	5	63%
Multiracial	8	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	35	6	1	17%	3	50%	2	33%	0	0%	2	33%
Female	249	5	0	0%	1	20%	4	80%	0	0%	4	80%
Male	270	17	2	12%	8	47%	6	35%	1	6%	7	41%
English Language Learners	10	5	1	20%	1	20%	2	40%	1	20%	3	60%
Non-English Language Learners	509	17	1	6%	8	47%	8	47%	0	0%	8	47%
Economically Disadvantaged	41	5	0	0%	2	40%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	478	17	2	12%	7	41%	8	47%	0	0%	8	47%
Not Migrant	519	22	2	9%	9	41%	10	45%	1	5%	11	50%
Not Homeless	519	22	2	9%	9	41%	10	45%	1	5%	11	50%
Not in Foster Care	519	22	2	9%	9	41%	10	45%	1	5%	11	50%
Parent Not in Armed Forces	519	22	2	9%	9	41%	10	45%	1	5%	11	50%

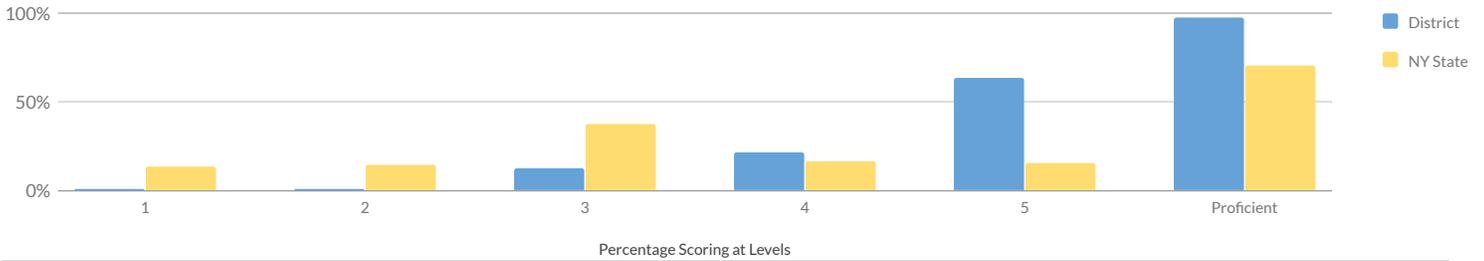
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



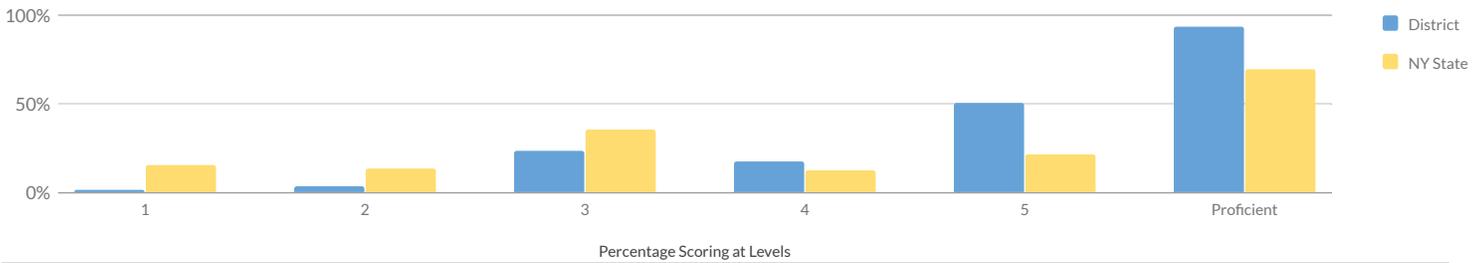
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	522	3	1%	10	2%	37	7%	61	12%	411	79%	509	98%
General Education	445	0	0%	3	1%	13	3%	43	10%	386	87%	442	99%
Students with Disabilities	77	3	4%	7	9%	24	31%	18	23%	25	32%	67	87%
Asian or Native Hawaiian/Other Pacific Islander	180	0	0%	3	2%	8	4%	18	10%	151	84%	177	98%
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	0	0%	0	0%	2	7%	4	15%	21	78%	27	100%
White	302	3	1%	7	2%	26	9%	39	13%	227	75%	292	97%
Multiracial	9	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	0	0%	0	0%	1	8%	0	0%	12	92%	13	100%
Female	274	2	1%	5	2%	18	7%	28	10%	221	81%	267	97%
Male	248	1	0%	5	2%	19	8%	33	13%	190	77%	242	98%
English Language Learners	18	0	0%	1	6%	4	22%	4	22%	9	50%	17	94%
Non-English Language Learners	504	3	1%	9	2%	33	7%	57	11%	402	80%	492	98%
Economically Disadvantaged	56	0	0%	2	4%	8	14%	6	11%	40	71%	54	96%
Not Economically Disadvantaged	466	3	1%	8	2%	29	6%	55	12%	371	80%	455	98%
Not Migrant	522	3	1%	10	2%	37	7%	61	12%	411	79%	509	98%
Not Homeless	522	3	1%	10	2%	37	7%	61	12%	411	79%	509	98%
Not in Foster Care	522	3	1%	10	2%	37	7%	61	12%	411	79%	509	98%
Parent Not in Armed Forces	522	3	1%	10	2%	37	7%	61	12%	411	79%	509	98%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



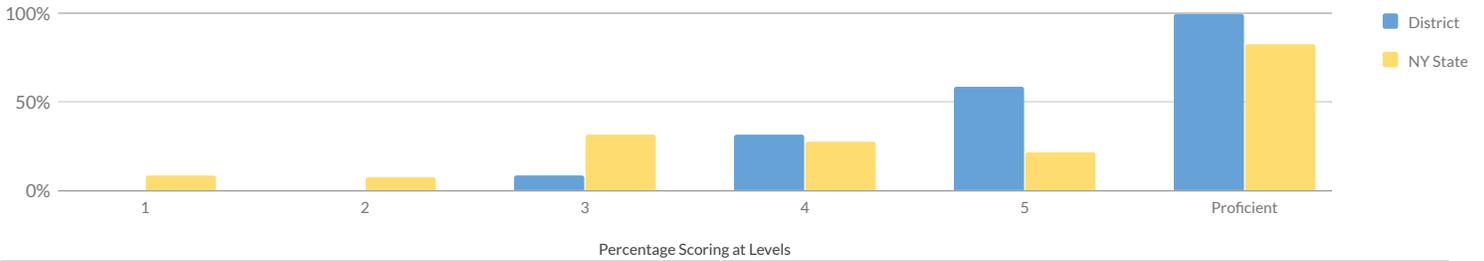
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	578	3	1%	7	1%	74	13%	125	22%	369	64%	568	98%
General Education	503	1	0%	3	1%	42	8%	103	20%	354	70%	499	99%
Students with Disabilities	75	2	3%	4	5%	32	43%	22	29%	15	20%	69	92%
Asian or Native Hawaiian/Other Pacific Islander	232	0	0%	0	0%	18	8%	41	18%	173	75%	232	100%
Black or African American	2	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	32	1	3%	2	6%	8	25%	6	19%	15	47%	29	91%
White	302	2	1%	5	2%	45	15%	77	25%	173	57%	295	98%
Multiracial	10	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	0	0%	0	0%	3	25%	1	8%	8	67%	12	100%
Female	271	2	1%	2	1%	29	11%	57	21%	181	67%	267	99%
Male	307	1	0%	5	2%	45	15%	68	22%	188	61%	301	98%
English Language Learners	27	0	0%	1	4%	4	15%	6	22%	16	59%	26	96%
Non-English Language Learners	551	3	1%	6	1%	70	13%	119	22%	353	64%	542	98%
Economically Disadvantaged	61	1	2%	3	5%	17	28%	13	21%	27	44%	57	93%
Not Economically Disadvantaged	517	2	0%	4	1%	57	11%	112	22%	342	66%	511	99%
Not Migrant	578	3	1%	7	1%	74	13%	125	22%	369	64%	568	98%
Not Homeless	578	3	1%	7	1%	74	13%	125	22%	369	64%	568	98%
Not in Foster Care	578	3	1%	7	1%	74	13%	125	22%	369	64%	568	98%
Parent Not in Armed Forces	578	3	1%	7	1%	74	13%	125	22%	369	64%	568	98%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



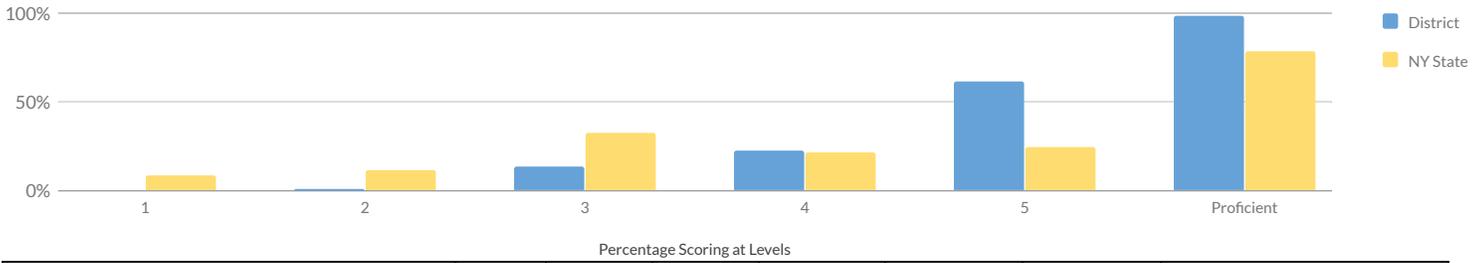
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	595	14	2%	23	4%	143	24%	109	18%	306	51%	558	94%
General Education	515	3	1%	12	2%	109	21%	99	19%	292	57%	500	97%
Students with Disabilities	80	11	14%	11	14%	34	43%	10	13%	14	18%	58	73%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	229	2	1%	3	1%	45	20%	34	15%	145	63%	224	98%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	22	2	9%	3	14%	8	36%	3	14%	6	27%	17	77%
White	334	10	3%	16	5%	88	26%	67	20%	153	46%	308	92%
Multiracial	5	0	0%	0	0%	1	20%	3	60%	1	20%	5	100%
Small Group Total	5	0	0%	1	20%	1	20%	2	40%	1	20%	4	80%
Female	288	5	2%	11	4%	54	19%	52	18%	166	58%	272	94%
Male	307	9	3%	12	4%	89	29%	57	19%	140	46%	286	93%
English Language Learners	17	2	12%	0	0%	7	41%	4	24%	4	24%	15	88%
Non-English Language Learners	578	12	2%	23	4%	136	24%	105	18%	302	52%	543	94%
Economically Disadvantaged	70	5	7%	3	4%	19	27%	14	20%	29	41%	62	89%
Not Economically Disadvantaged	525	9	2%	20	4%	124	24%	95	18%	277	53%	496	94%
Not Migrant	595	14	2%	23	4%	143	24%	109	18%	306	51%	558	94%
Not Homeless	595	14	2%	23	4%	143	24%	109	18%	306	51%	558	94%
Not in Foster Care	595	14	2%	23	4%	143	24%	109	18%	306	51%	558	94%
Parent Not in Armed Forces	595	14	2%	23	4%	143	24%	109	18%	306	51%	558	94%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



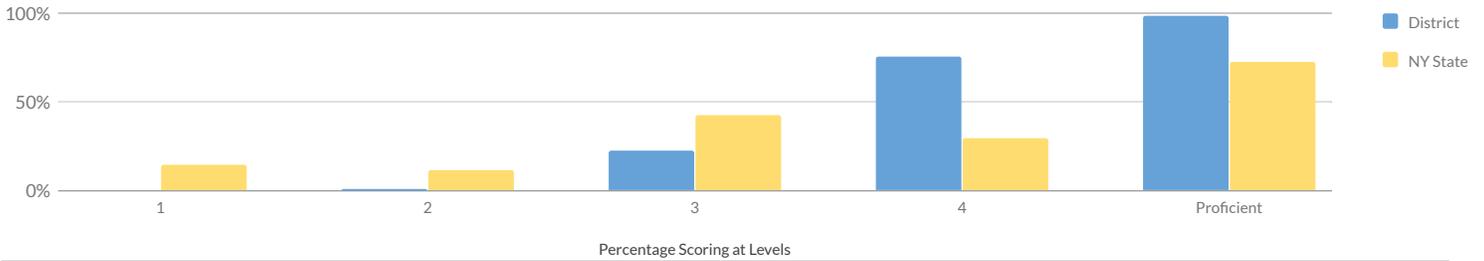
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
General Education	465	1	0%	0	0%	29	6%	134	29%	301	65%	464	100%
Students with Disabilities	51	0	0%	0	0%	16	31%	29	57%	6	12%	51	100%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	196	0	0%	0	0%	7	4%	40	20%	149	76%	196	100%
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	0	0%	0	0%	3	21%	7	50%	4	29%	14	100%
White	297	1	0%	0	0%	33	11%	112	38%	151	51%	296	100%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	0	0%	0	0%	2	22%	4	44%	3	33%	9	100%
Female	263	1	0%	0	0%	23	9%	82	31%	157	60%	262	100%
Male	253	0	0%	0	0%	22	9%	81	32%	150	59%	253	100%
English Language Learners	13	0	0%	0	0%	3	23%	4	31%	6	46%	13	100%
Non-English Language Learners	503	1	0%	0	0%	42	8%	159	32%	301	60%	502	100%
Economically Disadvantaged	47	0	0%	0	0%	5	11%	18	38%	24	51%	47	100%
Not Economically Disadvantaged	469	1	0%	0	0%	40	9%	145	31%	283	60%	468	100%
Not Migrant	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
Not Homeless	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
Not in Foster Care	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
Parent Not in Armed Forces	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%

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



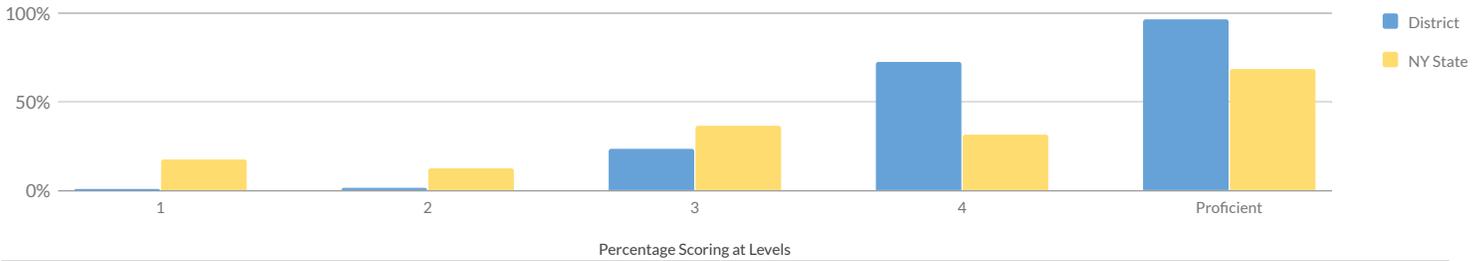
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	557	2	0%	5	1%	77	14%	128	23%	345	62%	550	99%
General Education	484	0	0%	1	0%	51	11%	105	22%	327	68%	483	100%
Students with Disabilities	73	2	3%	4	5%	26	36%	23	32%	18	25%	67	92%
American Indian or Alaska Native	3	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	205	1	0%	1	0%	16	8%	36	18%	151	74%	203	99%
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	0	0%	0	0%	4	27%	6	40%	5	33%	15	100%
White	324	1	0%	4	1%	54	17%	81	25%	184	57%	319	98%
Multiracial	6	0	0%	0	0%	2	33%	3	50%	1	17%	6	100%
Small Group Total	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Female	264	0	0%	2	1%	38	14%	58	22%	166	63%	262	99%
Male	293	2	1%	3	1%	39	13%	70	24%	179	61%	288	98%
English Language Learners	13	0	0%	0	0%	4	31%	7	54%	2	15%	13	100%
Non-English Language Learners	544	2	0%	5	1%	73	13%	121	22%	343	63%	537	99%
Economically Disadvantaged	51	0	0%	1	2%	13	25%	18	35%	19	37%	50	98%
Not Economically Disadvantaged	506	2	0%	4	1%	64	13%	110	22%	326	64%	500	99%
Not Migrant	557	2	0%	5	1%	77	14%	128	23%	345	62%	550	99%
Not Homeless	557	2	0%	5	1%	77	14%	128	23%	345	62%	550	99%
Not in Foster Care	557	2	0%	5	1%	77	14%	128	23%	345	62%	550	99%
Parent Not in Armed Forces	557	2	0%	5	1%	77	14%	128	23%	345	62%	550	99%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



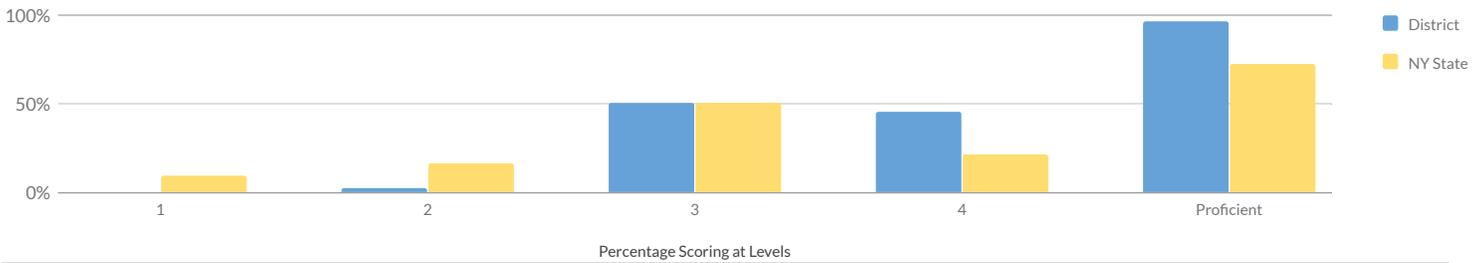
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	578	1	0%	3	1%	132	23%	442	76%	574	99%
General Education	505	1	0%	1	0%	89	18%	414	82%	503	100%
Students with Disabilities	73	0	0%	2	3%	43	59%	28	38%	71	97%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	225	0	0%	1	0%	43	19%	181	80%	224	100%
Black or African American	6	0	0%	0	0%	3	50%	3	50%	6	100%
Hispanic or Latino	18	0	0%	1	6%	4	22%	13	72%	17	94%
White	322	1	0%	1	0%	78	24%	242	75%	320	99%
Multiracial	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	0	0%	4	57%	3	43%	7	100%
Female	286	0	0%	2	1%	51	18%	233	81%	284	99%
Male	292	1	0%	1	0%	81	28%	209	72%	290	99%
English Language Learners	24	0	0%	0	0%	11	46%	13	54%	24	100%
Non-English Language Learners	554	1	0%	3	1%	121	22%	429	77%	550	99%
Economically Disadvantaged	73	0	0%	2	3%	20	27%	51	70%	71	97%
Not Economically Disadvantaged	505	1	0%	1	0%	112	22%	391	77%	503	100%
Not Migrant	578	1	0%	3	1%	132	23%	442	76%	574	99%
Not Homeless	578	1	0%	3	1%	132	23%	442	76%	574	99%
Not in Foster Care	578	1	0%	3	1%	132	23%	442	76%	574	99%
Parent Not in Armed Forces	578	1	0%	3	1%	132	23%	442	76%	574	99%

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



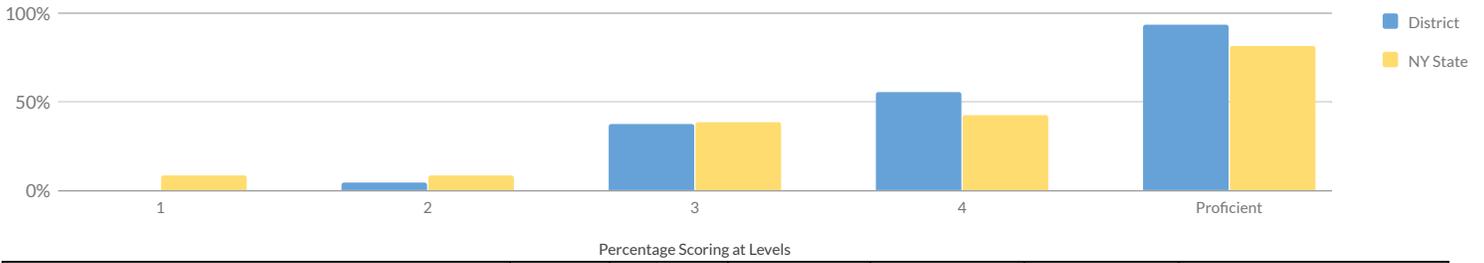
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	560	8	1%	10	2%	132	24%	410	73%	542	97%
General Education	485	5	1%	5	1%	90	19%	385	79%	475	98%
Students with Disabilities	75	3	4%	5	7%	42	56%	25	33%	67	89%
Asian or Native Hawaiian/Other Pacific Islander	221	2	1%	1	0%	41	19%	177	80%	218	99%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	2	6%	0	0%	8	25%	22	69%	30	94%
White	296	4	1%	9	3%	80	27%	203	69%	283	96%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	0	0%	3	27%	8	73%	11	100%
Female	264	3	1%	5	2%	66	25%	190	72%	256	97%
Male	296	5	2%	5	2%	66	22%	220	74%	286	97%
English Language Learners	20	0	0%	0	0%	7	35%	13	65%	20	100%
Non-English Language Learners	540	8	1%	10	2%	125	23%	397	74%	522	97%
Economically Disadvantaged	51	3	6%	1	2%	14	27%	33	65%	47	92%
Not Economically Disadvantaged	509	5	1%	9	2%	118	23%	377	74%	495	97%
Not Migrant	560	8	1%	10	2%	132	24%	410	73%	542	97%
Not Homeless	560	8	1%	10	2%	132	24%	410	73%	542	97%
Not in Foster Care	560	8	1%	10	2%	132	24%	410	73%	542	97%
Parent Not in Armed Forces	560	8	1%	10	2%	132	24%	410	73%	542	97%

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



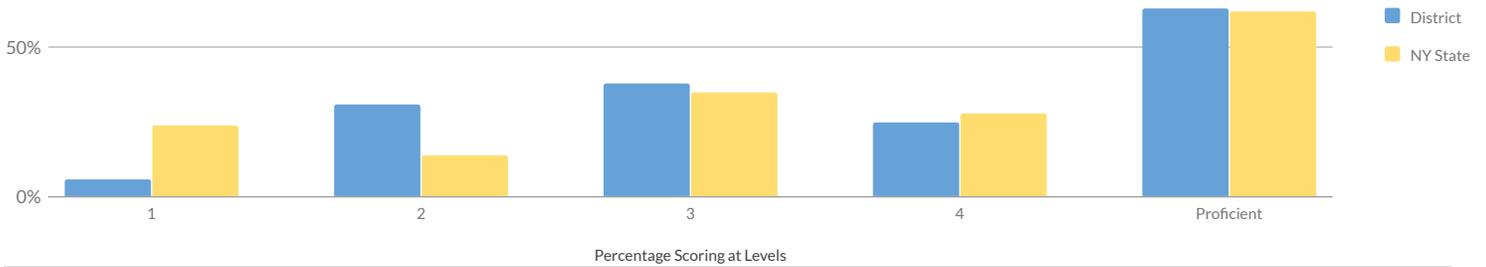
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	504	0	0%	15	3%	255	51%	234	46%	489	97%
General Education	467	0	0%	15	3%	224	48%	228	49%	452	97%
Students with Disabilities	37	0	0%	0	0%	31	84%	6	16%	37	100%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	193	0	0%	4	2%	80	41%	109	56%	189	98%
Black or African American	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	11	0	0%	0	0%	8	73%	3	27%	11	100%
White	289	0	0%	11	4%	160	55%	118	41%	278	96%
Multiracial	6	0	0%	0	0%	6	100%	0	0%	6	100%
Small Group Total	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	252	0	0%	7	3%	121	48%	124	49%	245	97%
Male	252	0	0%	8	3%	134	53%	110	44%	244	97%
English Language Learners	7	0	0%	0	0%	3	43%	4	57%	7	100%
Non-English Language Learners	497	0	0%	15	3%	252	51%	230	46%	482	97%
Economically Disadvantaged	48	0	0%	1	2%	30	63%	17	35%	47	98%
Not Economically Disadvantaged	456	0	0%	14	3%	225	49%	217	48%	442	97%
Not Migrant	504	0	0%	15	3%	255	51%	234	46%	489	97%
Not Homeless	504	0	0%	15	3%	255	51%	234	46%	489	97%
Not in Foster Care	504	0	0%	15	3%	255	51%	234	46%	489	97%
Parent Not in Armed Forces	504	0	0%	15	3%	255	51%	234	46%	489	97%

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



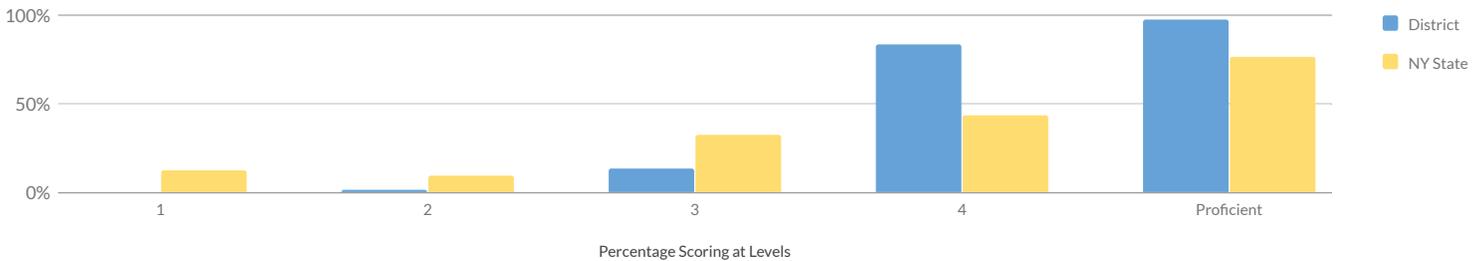
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	418	1	0%	22	5%	159	38%	236	56%	395	94%
General Education	391	1	0%	20	5%	142	36%	228	58%	370	95%
Students with Disabilities	27	0	0%	2	7%	17	63%	8	30%	25	93%
Asian or Native Hawaiian/Other Pacific Islander	170	1	1%	8	5%	53	31%	108	64%	161	95%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	0	0%	2	13%	8	53%	5	33%	13	87%
White	224	0	0%	12	5%	95	42%	117	52%	212	95%
Multiracial	7	–	–	–	–	–	–	–	–	–	–
Small Group Total	9	0	0%	0	0%	3	33%	6	67%	9	100%
Female	212	1	0%	12	6%	81	38%	118	56%	199	94%
Male	206	0	0%	10	5%	78	38%	118	57%	196	95%
Non-English Language Learners	418	1	0%	22	5%	159	38%	236	56%	395	94%
Economically Disadvantaged	35	0	0%	4	11%	12	34%	19	54%	31	89%
Not Economically Disadvantaged	383	1	0%	18	5%	147	38%	217	57%	364	95%
Not Migrant	418	1	0%	22	5%	159	38%	236	56%	395	94%
Not Homeless	418	1	0%	22	5%	159	38%	236	56%	395	94%
Not in Foster Care	418	1	0%	22	5%	159	38%	236	56%	395	94%
Parent Not in Armed Forces	418	1	0%	22	5%	159	38%	236	56%	395	94%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	16	1	6%	5	31%	6	38%	4	25%	10	63%
General Education	9	0	0%	3	33%	2	22%	4	44%	6	67%
Students with Disabilities	7	1	14%	2	29%	4	57%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	12	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	16	1	6%	5	31%	6	38%	4	25%	10	63%
Female	7	1	14%	1	14%	1	14%	4	57%	5	71%
Male	9	0	0%	4	44%	5	56%	0	0%	5	56%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	14	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	14	-	-	-	-	-	-	-	-	-	-
Not Migrant	16	1	6%	5	31%	6	38%	4	25%	10	63%
Not Homeless	16	1	6%	5	31%	6	38%	4	25%	10	63%
Not in Foster Care	16	1	6%	5	31%	6	38%	4	25%	10	63%
Parent Not in Armed Forces	16	1	6%	5	31%	6	38%	4	25%	10	63%

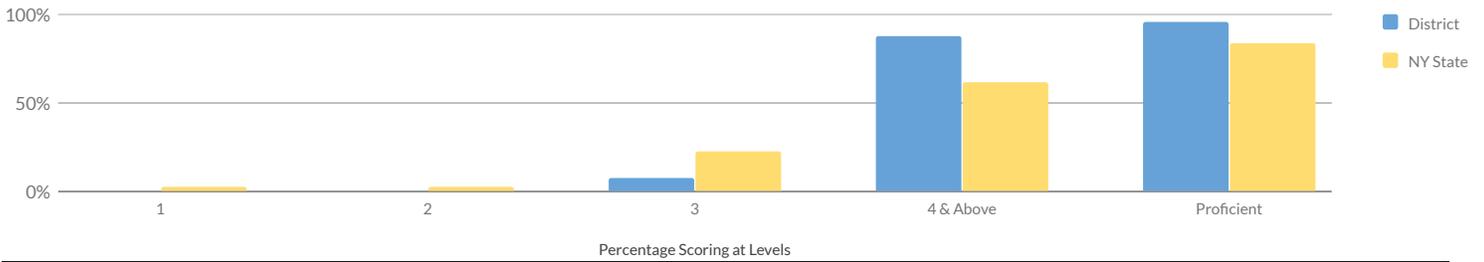
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	520	2	0%	8	2%	74	14%	436	84%	510	98%
General Education	446	0	0%	5	1%	47	11%	394	88%	441	99%
Students with Disabilities	74	2	3%	3	4%	27	36%	42	57%	69	93%
Asian or Native Hawaiian/Other Pacific Islander	178	0	0%	4	2%	9	5%	165	93%	174	98%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	0	0%	0	0%	9	33%	18	67%	27	100%
White	302	2	1%	4	1%	55	18%	241	80%	296	98%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	0	0%	0	0%	1	8%	12	92%	13	100%
Female	275	2	1%	4	1%	47	17%	222	81%	269	98%
Male	245	0	0%	4	2%	27	11%	214	87%	241	98%
English Language Learners	15	0	0%	1	7%	3	20%	11	73%	14	93%
Non-English Language Learners	505	2	0%	7	1%	71	14%	425	84%	496	98%
Economically Disadvantaged	56	0	0%	2	4%	12	21%	42	75%	54	96%
Not Economically Disadvantaged	464	2	0%	6	1%	62	13%	394	85%	456	98%
Not Migrant	520	2	0%	8	2%	74	14%	436	84%	510	98%
Not Homeless	520	2	0%	8	2%	74	14%	436	84%	510	98%
Not in Foster Care	520	2	0%	8	2%	74	14%	436	84%	510	98%
Parent Not in Armed Forces	520	2	0%	8	2%	74	14%	436	84%	510	98%

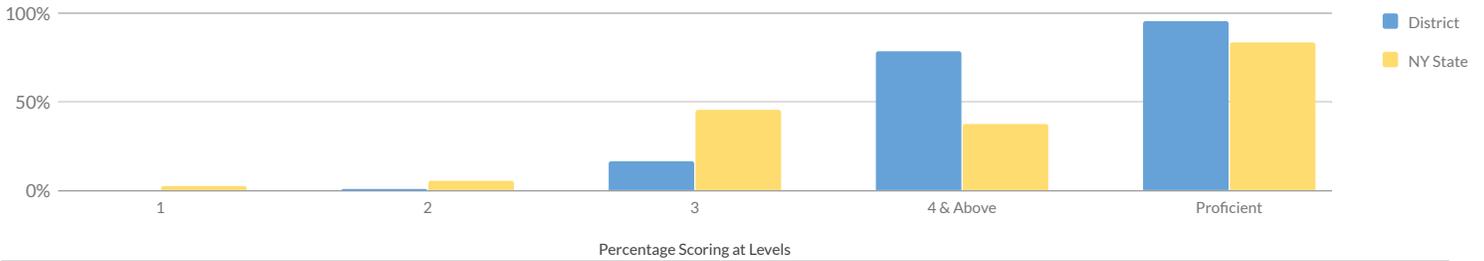
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



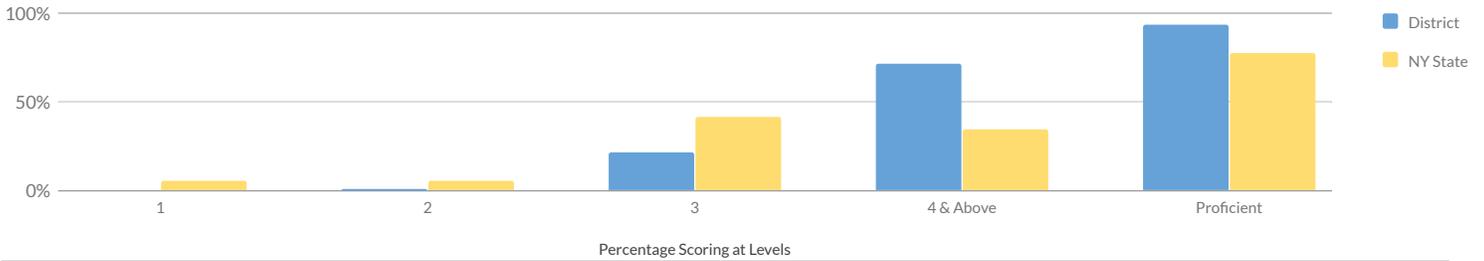
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	480	18	4%	462	96%	1	0%	2	0%	37	8%	422	88%
General Education	416	4	1%	412	99%	0	0%	0	0%	18	4%	394	95%	412	99%
Students with Disabilities	64	14	22%	50	78%	1	2%	2	3%	19	30%	28	44%	47	73%
Asian or Native Hawaiian/Other Pacific Islander	151	4	3%	147	97%	0	0%	1	1%	7	5%	139	92%	146	97%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	15	88%	0	0%	0	0%	0	0%	15	88%	15	88%
White	306	12	4%	294	96%	1	0%	1	0%	30	10%	262	86%	292	95%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	223	3	1%	220	99%	1	0%	1	0%	19	9%	199	89%	218	98%
Male	257	15	6%	242	94%	0	0%	1	0%	18	7%	223	87%	241	94%
Non-English Language Learners	472	15	3%	457	97%	1	0%	1	0%	35	7%	420	89%	455	96%
English Language Learners	8	3	38%	5	63%	0	0%	1	13%	2	25%	2	25%	4	50%
Economically Disadvantaged	45	3	7%	42	93%	0	0%	1	2%	6	13%	35	78%	41	91%
Not Economically Disadvantaged	435	15	3%	420	97%	1	0%	1	0%	31	7%	387	89%	418	96%
Not Migrant	480	18	4%	462	96%	1	0%	2	0%	37	8%	422	88%	459	96%
Not Homeless	480	18	4%	462	96%	1	0%	2	0%	37	8%	422	88%	459	96%
Not in Foster Care	480	18	4%	462	96%	1	0%	2	0%	37	8%	422	88%	459	96%
Parent Not in Armed Forces	480	18	4%	462	96%	1	0%	2	0%	37	8%	422	88%	459	96%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



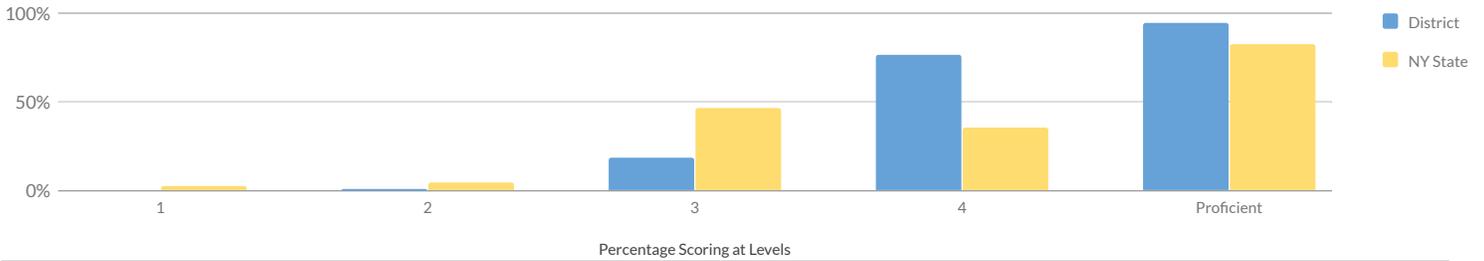
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	480	13	3%	467	97%	1	0%	4	1%	83	17%	379	79%	462	96%
General Education	416	3	1%	413	99%	0	0%	1	0%	50	12%	362	87%	412	99%
Students with Disabilities	64	10	16%	54	84%	1	2%	3	5%	33	52%	17	27%	50	78%
Asian or Native Hawaiian/Other Pacific Islander	151	3	2%	148	98%	0	0%	0	0%	15	10%	133	88%	148	98%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	0	0%	1	6%	6	35%	9	53%	15	88%
White	306	9	3%	297	97%	1	0%	3	1%	62	20%	231	75%	293	96%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	223	3	1%	220	99%	0	0%	0	0%	39	17%	181	81%	220	99%
Male	257	10	4%	247	96%	1	0%	4	2%	44	17%	198	77%	242	94%
Non-English Language Learners	472	10	2%	462	98%	1	0%	4	1%	79	17%	378	80%	457	97%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	4	50%	1	13%	5	63%
Economically Disadvantaged	45	2	4%	43	96%	0	0%	2	4%	11	24%	30	67%	41	91%
Not Economically Disadvantaged	435	11	3%	424	97%	1	0%	2	0%	72	17%	349	80%	421	97%
Not Migrant	480	13	3%	467	97%	1	0%	4	1%	83	17%	379	79%	462	96%
Not Homeless	480	13	3%	467	97%	1	0%	4	1%	83	17%	379	79%	462	96%
Not in Foster Care	480	13	3%	467	97%	1	0%	4	1%	83	17%	379	79%	462	96%
Parent Not in Armed Forces	480	13	3%	467	97%	1	0%	4	1%	83	17%	379	79%	462	96%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



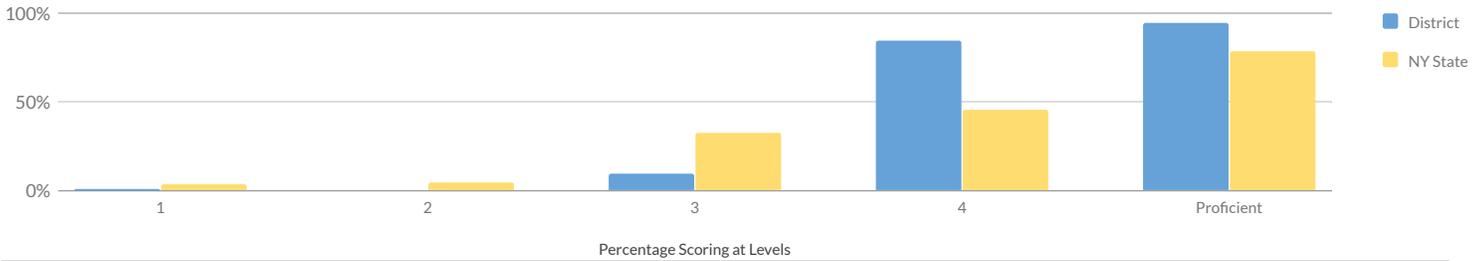
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	480	25	5%	455	95%	1	0%	4	1%	106	22%	344	72%	450	94%
General Education	416	10	2%	406	98%	0	0%	0	0%	75	18%	331	80%	406	98%
Students with Disabilities	64	15	23%	49	77%	1	2%	4	6%	31	48%	13	20%	44	69%
Asian or Native Hawaiian/Other Pacific Islander	151	8	5%	143	95%	0	0%	1	1%	16	11%	126	83%	142	94%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	4	24%	13	76%	0	0%	0	0%	6	35%	7	41%	13	76%
White	306	13	4%	293	96%	1	0%	3	1%	82	27%	207	68%	289	94%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	223	7	3%	216	97%	1	0%	4	2%	47	21%	164	74%	211	95%
Male	257	18	7%	239	93%	0	0%	0	0%	59	23%	180	70%	239	93%
Non-English Language Learners	472	21	4%	451	96%	1	0%	3	1%	106	22%	341	72%	447	95%
English Language Learners	8	4	50%	4	50%	0	0%	1	13%	0	0%	3	38%	3	38%
Economically Disadvantaged	45	8	18%	37	82%	0	0%	1	2%	13	29%	23	51%	36	80%
Not Economically Disadvantaged	435	17	4%	418	96%	1	0%	3	1%	93	21%	321	74%	414	95%
Not Migrant	480	25	5%	455	95%	1	0%	4	1%	106	22%	344	72%	450	94%
Not Homeless	480	25	5%	455	95%	1	0%	4	1%	106	22%	344	72%	450	94%
Not in Foster Care	480	25	5%	455	95%	1	0%	4	1%	106	22%	344	72%	450	94%
Parent Not in Armed Forces	480	25	5%	455	95%	1	0%	4	1%	106	22%	344	72%	450	94%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	480	19	4%	461	96%	0	0%	3	1%	89	19%	369	77%	458	95%
General Education	416	5	1%	411	99%	0	0%	0	0%	56	13%	355	85%	411	99%
Students with Disabilities	64	14	22%	50	78%	0	0%	3	5%	33	52%	14	22%	47	73%
Asian or Native Hawaiian/Other Pacific Islander	151	3	2%	148	98%	0	0%	0	0%	18	12%	130	86%	148	98%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	3	18%	14	82%	0	0%	0	0%	6	35%	8	47%	14	82%
White	306	13	4%	293	96%	0	0%	3	1%	63	21%	227	74%	290	95%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	223	3	1%	220	99%	0	0%	2	1%	40	18%	178	80%	218	98%
Male	257	16	6%	241	94%	0	0%	1	0%	49	19%	191	74%	240	93%
Non-English Language Learners	472	16	3%	456	97%	0	0%	3	1%	86	18%	367	78%	453	96%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	3	38%	2	25%	5	63%
Economically Disadvantaged	45	3	7%	42	93%	0	0%	0	0%	16	36%	26	58%	42	93%
Not Economically Disadvantaged	435	16	4%	419	96%	0	0%	3	1%	73	17%	343	79%	416	96%
Not Migrant	480	19	4%	461	96%	0	0%	3	1%	89	19%	369	77%	458	95%
Not Homeless	480	19	4%	461	96%	0	0%	3	1%	89	19%	369	77%	458	95%
Not in Foster Care	480	19	4%	461	96%	0	0%	3	1%	89	19%	369	77%	458	95%
Parent Not in Armed Forces	480	19	4%	461	96%	0	0%	3	1%	89	19%	369	77%	458	95%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	480	20	4%	460	96%	3	1%	0	0%	47	10%	410	85%	457	95%
General Education	416	5	1%	411	99%	0	0%	0	0%	26	6%	385	93%	411	99%
Students with Disabilities	64	15	23%	49	77%	3	5%	0	0%	21	33%	25	39%	46	72%
Asian or Native Hawaiian/Other Pacific Islander	151	5	3%	146	97%	1	1%	0	0%	7	5%	138	91%	145	96%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	15	88%	0	0%	0	0%	1	6%	14	82%	15	88%
White	306	13	4%	293	96%	2	1%	0	0%	39	13%	252	82%	291	95%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	223	3	1%	220	99%	3	1%	0	0%	23	10%	194	87%	217	97%
Male	257	17	7%	240	93%	0	0%	0	0%	24	9%	216	84%	240	93%
Non-English Language Learners	472	16	3%	456	97%	2	0%	0	0%	47	10%	407	86%	454	96%
English Language Learners	8	4	50%	4	50%	1	13%	0	0%	0	0%	3	38%	3	38%
Economically Disadvantaged	45	3	7%	42	93%	1	2%	0	0%	12	27%	29	64%	41	91%
Not Economically Disadvantaged	435	17	4%	418	96%	2	0%	0	0%	35	8%	381	88%	416	96%
Not Migrant	480	20	4%	460	96%	3	1%	0	0%	47	10%	410	85%	457	95%
Not Homeless	480	20	4%	460	96%	3	1%	0	0%	47	10%	410	85%	457	95%
Not in Foster Care	480	20	4%	460	96%	3	1%	0	0%	47	10%	410	85%	457	95%
Parent Not in Armed Forces	480	20	4%	460	96%	3	1%	0	0%	47	10%	410	85%	457	95%

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	48	2%	8%	8%	48%	33%
Grade 1	3	24	0%	0%	8%	67%	25%
Grade 2	1	27	0%	0%	15%	48%	37%
Grade 3	1	25	8%	0%	8%	52%	32%
Grade 4	0	16	0%	0%	6%	44%	50%
Grade 5	0	15	0%	7%	13%	27%	53%
Grade 6	0	9	22%	11%	11%	44%	11%
Grade 7	0	10	0%	0%	30%	20%	50%
Grade 8	0	15	0%	0%	20%	67%	13%
Grade 9	0	13	0%	0%	23%	31%	46%
Grade 10	0	12	0%	0%	0%	50%	50%
Grade 11	1	14	0%	0%	7%	21%	71%
Grade 12	1	7	0%	0%	0%	86%	14%

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 3 ELA	0	2	—	—	—	—	—	—	—	—
Grade 3 Math	0	2	—	—	—	—	—	—	—	—
Grade 4 ELA	0	5	0	0%	2	40%	3	60%	0	0%
Grade 4 Math	0	5	1	20%	2	40%	1	20%	1	20%
Grade 4 Science	1	4	—	—	—	—	—	—	—	—
Grade 5 ELA	1	4	—	—	—	—	—	—	—	—
Grade 5 Math	1	4	—	—	—	—	—	—	—	—
Grade 6 ELA	1	1	—	—	—	—	—	—	—	—
Grade 6 Math	1	1	—	—	—	—	—	—	—	—
Grade 7 ELA	1	2	—	—	—	—	—	—	—	—
Grade 7 Math	1	2	—	—	—	—	—	—	—	—
Grade 8 ELA	0	5	0	0%	0	0%	3	60%	2	40%
Grade 8 Math	0	5	1	20%	1	20%	1	20%	2	40%
Grade 8 Science	0	5	0	0%	0	0%	5	100%	0	0%
Secondary-Level ELA	26	7	1	14%	0	0%	5	71%	1	14%
Secondary-Level Math	26	7	0	0%	2	29%	4	57%	1	14%
Secondary-Level Science	26	7	0	0%	1	14%	4	57%	2	29%

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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)

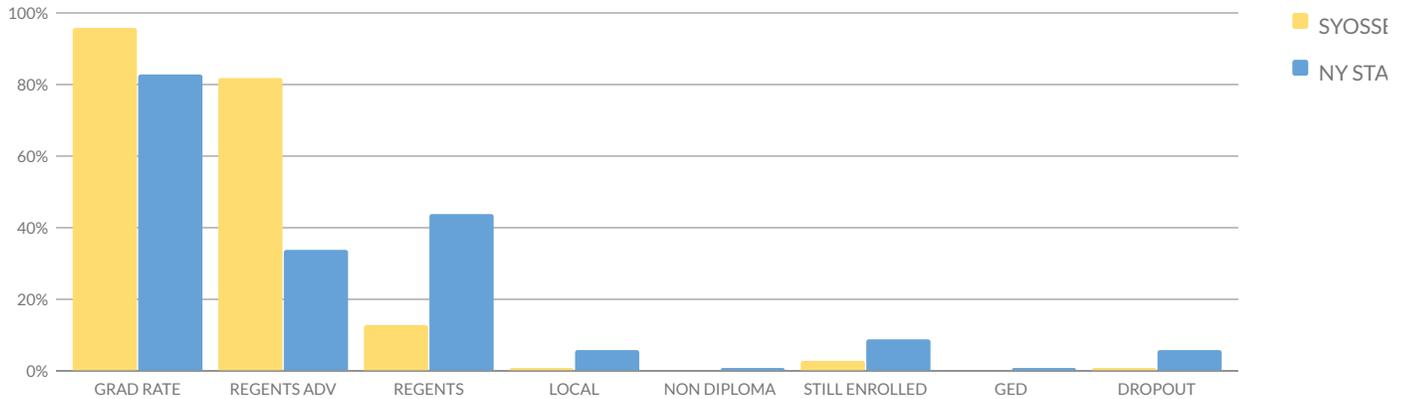
Glossary of Terms

SYOSSET CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	480	460	96%	394	82%	63	13%	3	1%	0	0%	16	3%	0	0%	4	1%
Female	223	219	98%	184	83%	33	15%	2	1%	0	0%	4	2%	0	0%	0	0%
Male	257	241	94%	210	82%	30	12%	1	0%	0	0%	12	5%	0	0%	4	2%
Multiracial	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	151	146	97%	127	84%	18	12%	1	1%	0	0%	3	2%	0	0%	2	1%
White	306	293	96%	250	82%	41	13%	2	1%	0	0%	12	4%	0	0%	1	0%
Black or African American	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	15	88%	12	71%	3	18%	0	0%	0	0%	1	6%	0	0%	1	6%
General-Education Students	416	411	99%	373	90%	38	9%	0	0%	0	0%	3	1%	0	0%	2	0%
Students with Disabilities	64	49	77%	21	33%	25	39%	3	5%	0	0%	13	20%	0	0%	2	3%
Non-English Language Learners	472	456	97%	394	83%	60	13%	2	0%	0	0%	13	3%	0	0%	3	1%
English Language Learners	8	4	50%	0	0%	3	38%	1	13%	0	0%	3	38%	0	0%	1	13%
Not Economically Disadvantaged	435	419	96%	369	85%	48	11%	2	0%	0	0%	13	3%	0	0%	3	1%
Economically Disadvantaged	45	41	91%	25	56%	15	33%	1	2%	0	0%	3	7%	0	0%	1	2%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

SYOSSET CSD GRADUATION PATHWAYS DATA 2019

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	460	458	100%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Female	219	218	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Male	241	240	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	146	145	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
White	293	292	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General-Education Students	411	410	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	49	48	98%	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	456	454	100%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	419	418	100%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	41	40	98%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
Not Migrant	460	458	100%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	460	458	100%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	460	458	100%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	460	458	100%	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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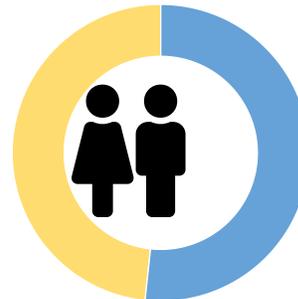
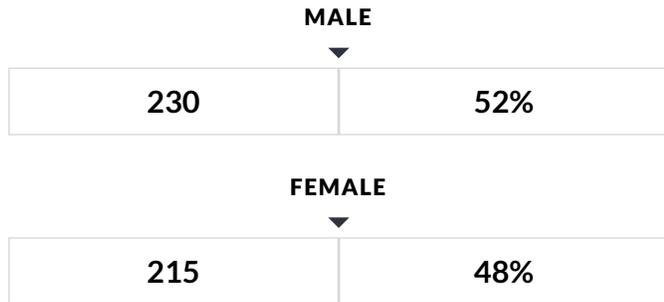
Section 2: School Report Card
J. Irving Baylis Elementary School

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

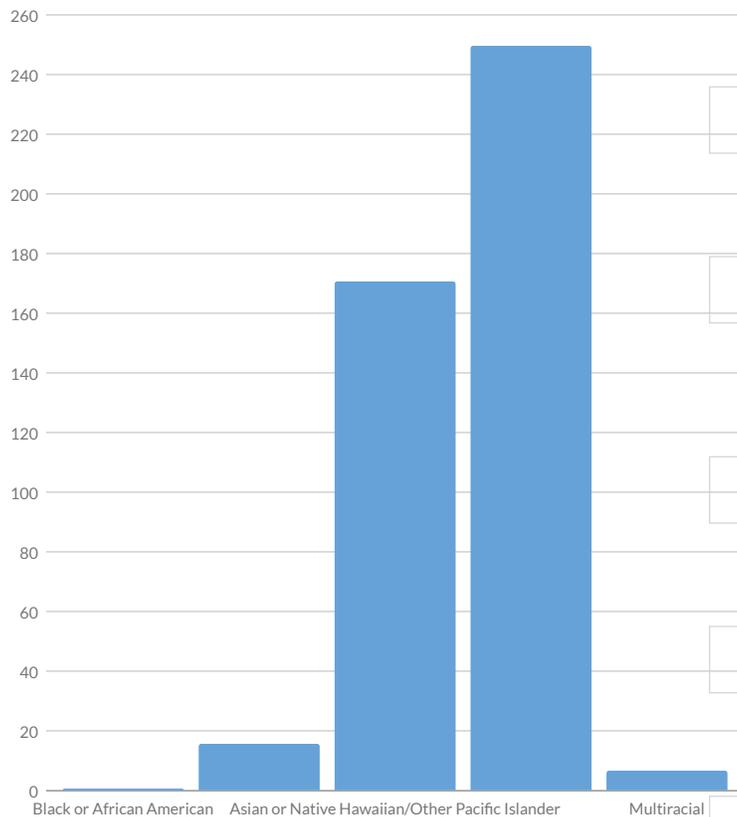
BAYLIS ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 445

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



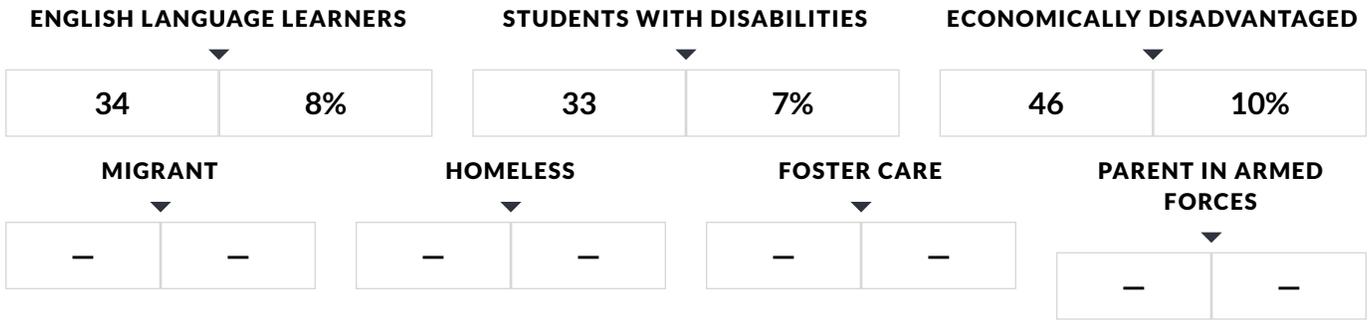
WHITE



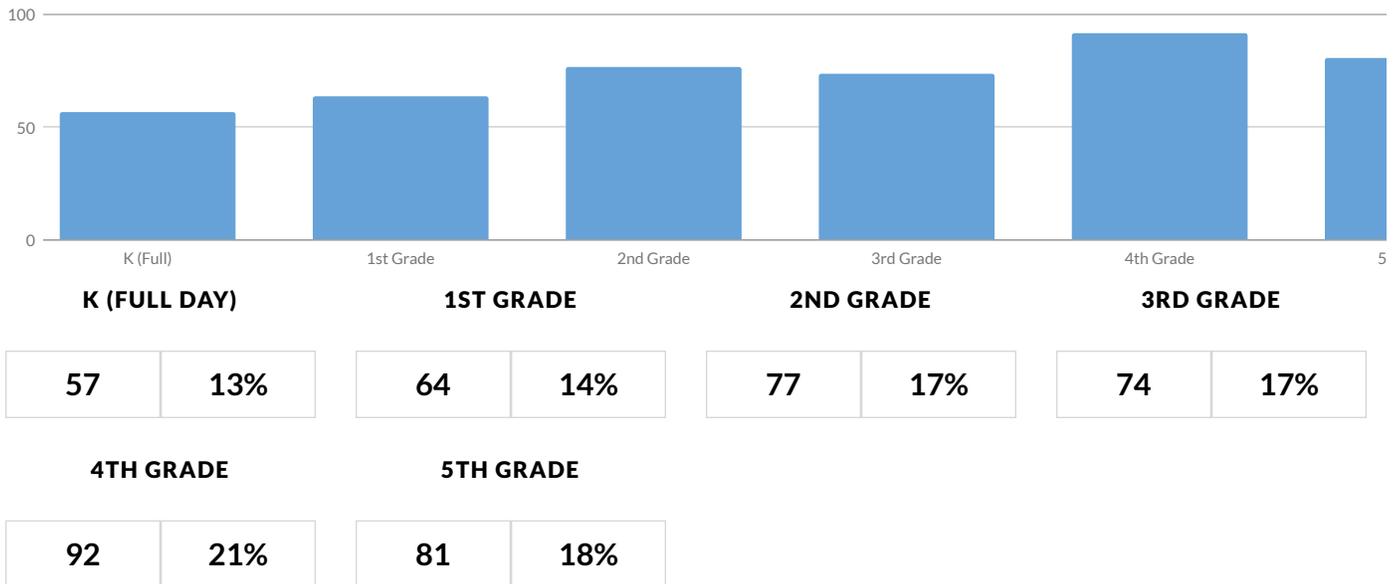
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



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BAYLIS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	191	189	4
	Math	197	214	
	Science	83	233	
	Combined	471	207	
Asian or Native Hawaiian/Other Pacific Islander	ELA	92	197	4
	Math	91	224	
	Science	37	239	
	Combined	220	216	
Black or African American	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
Hispanic or Latino	ELA	13	154	3
	Math	13	150	
	Science	5	200	
	Combined	31	160	
Multiracial	ELA	5	190	–
	Math	5	230	
	Science	2	–	
	Combined	12	–	
White	ELA	87	185	4
	Math	94	210	
	Science	40	233	
	Combined	221	204	
English Language Learners	ELA	14	164	4
	Math	15	163	
	Science	3	–	
	Combined	32	166	
Students with Disabilities	ELA	23	152	4
	Math	26	139	
	Science	12	200	
	Combined	61	156	
Economically Disadvantaged	ELA	37	176	4
	Math	40	181	
	Science	14	225	
	Combined	91	186	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	233	155	4
	Math	233	181	
	Science	87	222	
	Combined	553	176	
Asian or Native Hawaiian/Other Pacific Islander	ELA	95	191	4
	Math	95	215	
	Science	37	239	
	Combined	227	209	
Black or African American	ELA	1	–	–
	Math	1	–	
	Science	1	–	
	Combined	3	–	
Hispanic or Latino	ELA	16	125	3
	Math	16	122	
	Science	6	167	
	Combined	38	130	
Multiracial	ELA	5	190	–
	Math	5	230	
	Science	2	–	
	Combined	12	–	
White	ELA	124	130	3
	Math	124	159	
	Science	46	202	
	Combined	294	154	
English Language Learners	ELA	18	128	4
	Math	18	136	
	Science	4	–	
	Combined	40	133	
Students with Disabilities	ELA	37	95	4
	Math	37	97	
	Science	15	160	
	Combined	89	107	
Economically Disadvantaged	ELA	44	148	4
	Math	44	165	
	Science	14	225	
	Combined	102	166	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	38,153	655	58.2	4
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	18,306	308	59.4	4
Black or African American	–	2	–	–
Hispanic or Latino	–	15	–	–
Multiracial	–	6	–	–
White	18,610	324	57.4	4
English Language Learners	–	6	–	–
Students with Disabilities	1,815	34	53.4	3
Economically Disadvantaged	2,723	51	53.4	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	50	47%	71%	1.5	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	44	48%	67%	1.4	4
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	50	47%	71%	1.5	4
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	12	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	141	233	155	146	105	122	161	—	—	200	4	4
	Math	150	233	181	154	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	195	95	191	196	157	164	182	—	—	200	4	4
	Math	202	95	215	200	174	179	189	—	—	200	4	
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	16	—	—	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
White	ELA	113	124	130	120	102	119	160	—	—	200	4	4
	Math	125	124	159	131	110	126	163	—	—	200	4	
English Language Learners	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	50	37	95	62	61	85	142	—	—	200	4	4
	Math	53	37	97	64	61	85	142	—	—	200	4	
Economically Disadvantaged	ELA	—	44	—	—	—	—	—	—	—	—	—	—
	Math	—	44	—	—	—	—	—	—	—	—	—	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4	399	17	4.3%	4%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	4.3	156	3	1.9%	4.3%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	27	—	—	—	—	—	—	—	—	—	—
Multiracial	—	9	—	—	—	—	—	—	—	—	—	—
White	3.4	223	11	4.9%	3.4%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	13	47	2	4.3%	12.7%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	6.3	35	2	5.7%	6.1%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	5.9	47	8	17%	5.9%	19.9%	17.1%	11.1%	—	—	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	250	78%	497	78.7%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	103	91.3%	198	92.4%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	10	–	–	–
Multiracial	–	3	–	–	–
White	X	133	66.9%	275	68.7%
English Language Learners	–	10	–	–	–
Students with Disabilities	–	21	–	–	–
Economically Disadvantaged	–	29	–	–	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	249	80.7%	496	81.3%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	103	91.3%	198	93.4%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	10	–	–	–
Multiracial	–	3	–	–	–
White	X	132	72%	274	72.6%
English Language Learners	–	10	–	–	–
Students with Disabilities	–	21	–	–	–
Economically Disadvantaged	–	28	–	–	–

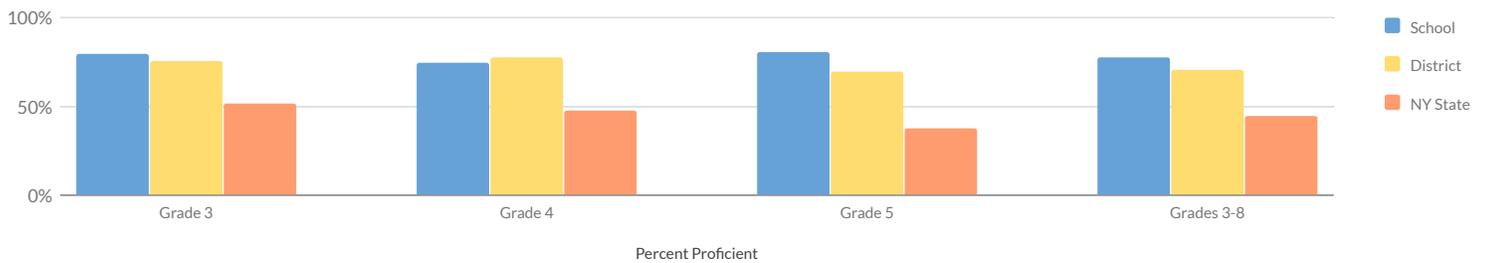
RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–

STAFF QUALIFICATIONS (2018-19)

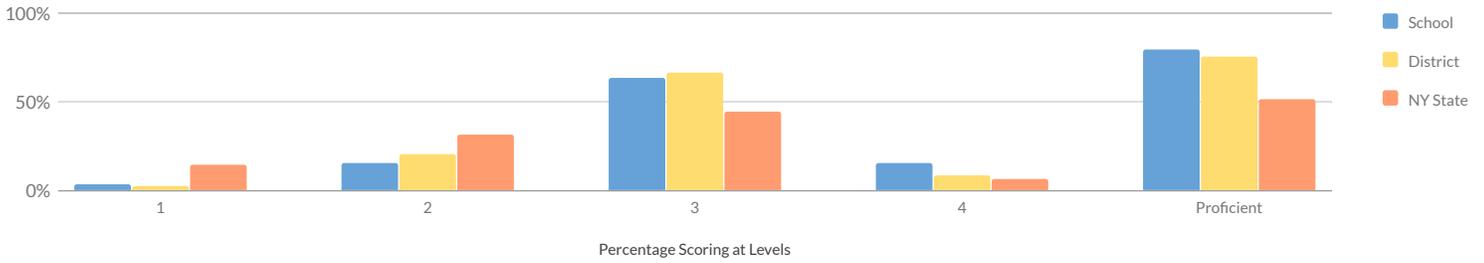
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	3	9%	0	0%	1	3%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	22	55	2	4%	9	16%	35	64%	9	16%	44	80%
Grade 4	17	76	3	4%	16	21%	40	53%	17	22%	57	75%
Grade 5	17	63	1	2%	11	17%	25	40%	26	41%	51	81%
Grades 3-8	56	194	6	3%	36	19%	100	52%	52	27%	152	78%

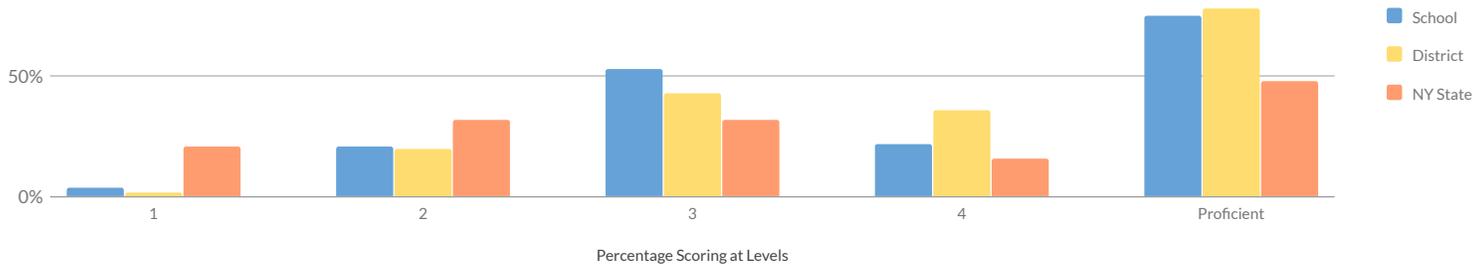
GRADE 3 ELA RESULTS



MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	55	2	4%	9	16%	35	64%	9	16%	44	80%
General Education	20	52	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	29	1	3%	6	21%	17	59%	5	17%	22	76%
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	16	23	-	-	-	-	-	-	-	-	-	-
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	16	26	1	4%	3	12%	18	69%	4	15%	22	85%
Female	11	21	1	5%	2	10%	13	62%	5	24%	18	86%
Male	11	34	1	3%	7	21%	22	65%	4	12%	26	76%
English Language Learners	2	5	1	20%	1	20%	2	40%	1	20%	3	60%
Non-English Language Learners	20	50	1	2%	8	16%	33	66%	8	16%	41	82%
Economically Disadvantaged	2	9	0	0%	0	0%	8	89%	1	11%	9	100%
Not Economically Disadvantaged	20	46	2	4%	9	20%	27	59%	8	17%	35	76%
Not Migrant	22	55	2	4%	9	16%	35	64%	9	16%	44	80%
Not Homeless	22	55	2	4%	9	16%	35	64%	9	16%	44	80%
Not in Foster Care	22	55	2	4%	9	16%	35	64%	9	16%	44	80%
Parent Not in Armed Forces	22	55	2	4%	9	16%	35	64%	9	16%	44	80%

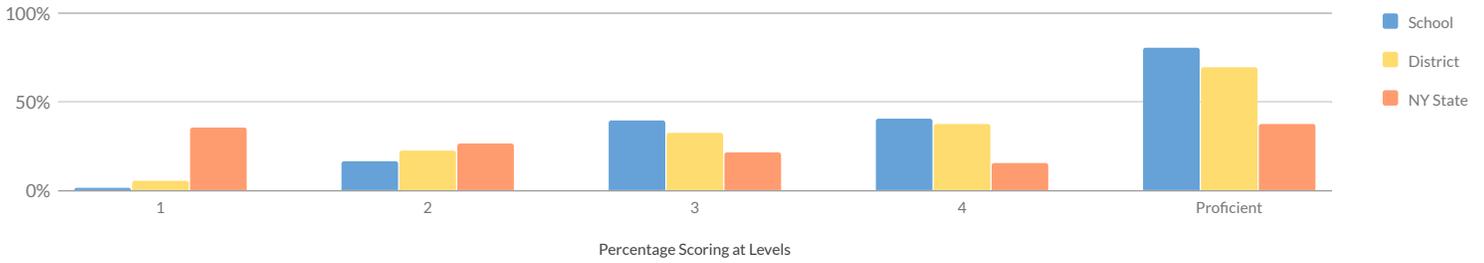
GRADE 4 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	76	3	4%	16	21%	40	53%	17	22%	57	75%
General Education	14	69	1	1%	15	22%	36	52%	17	25%	53	77%
Students with Disabilities	3	7	2	29%	1	14%	4	57%	0	0%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	2	35	1	3%	6	17%	16	46%	12	34%	28	80%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	14	35	1	3%	8	23%	21	60%	5	14%	26	74%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	1	17%	2	33%	3	50%	0	0%	3	50%
Female	10	35	1	3%	8	23%	15	43%	11	31%	26	74%
Male	7	41	2	5%	8	20%	25	61%	6	15%	31	76%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	17	74	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	9	2	22%	3	33%	4	44%	0	0%	4	44%
Not Economically Disadvantaged	16	67	1	1%	13	19%	36	54%	17	25%	53	79%
Not Migrant	17	76	3	4%	16	21%	40	53%	17	22%	57	75%
Not Homeless	17	76	3	4%	16	21%	40	53%	17	22%	57	75%
Not in Foster Care	17	76	3	4%	16	21%	40	53%	17	22%	57	75%
Parent Not in Armed Forces	17	76	3	4%	16	21%	40	53%	17	22%	57	75%

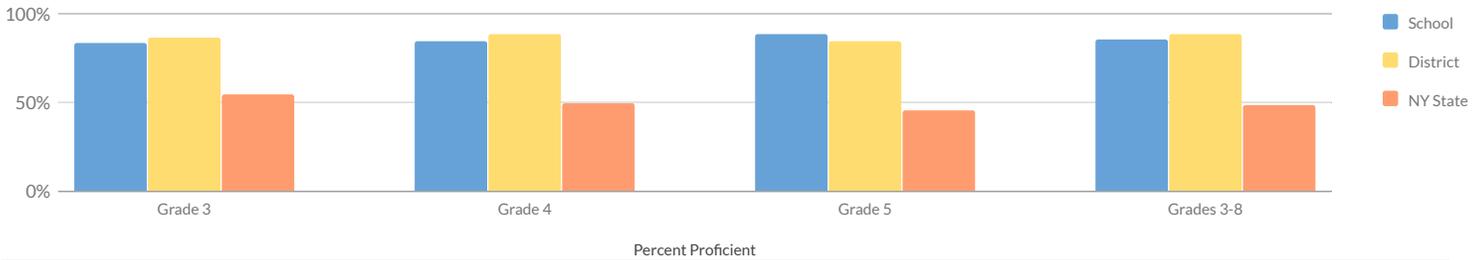
GRADE 5 ELA RESULTS



MEAN SCORE: 619

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	63	1	2%	11	17%	25	40%	26	41%	51	81%
General Education	13	61	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	4	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	30	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	15	30	1	3%	8	27%	11	37%	10	33%	21	70%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	33	0	0%	3	9%	14	42%	16	48%	30	91%
Female	9	29	0	0%	5	17%	14	48%	10	34%	24	83%
Male	8	34	1	3%	6	18%	11	32%	16	47%	27	79%
Non-English Language Learners	16	63	1	2%	11	17%	25	40%	26	41%	51	81%
Economically Disadvantaged	0	8	0	0%	1	13%	6	75%	1	13%	7	88%
Not Economically Disadvantaged	17	55	1	2%	10	18%	19	35%	25	45%	44	80%
Not Migrant	17	63	1	2%	11	17%	25	40%	26	41%	51	81%
Not Homeless	17	63	1	2%	11	17%	25	40%	26	41%	51	81%
Not in Foster Care	17	63	1	2%	11	17%	25	40%	26	41%	51	81%
Parent Not in Armed Forces	17	63	1	2%	11	17%	25	40%	26	41%	51	81%

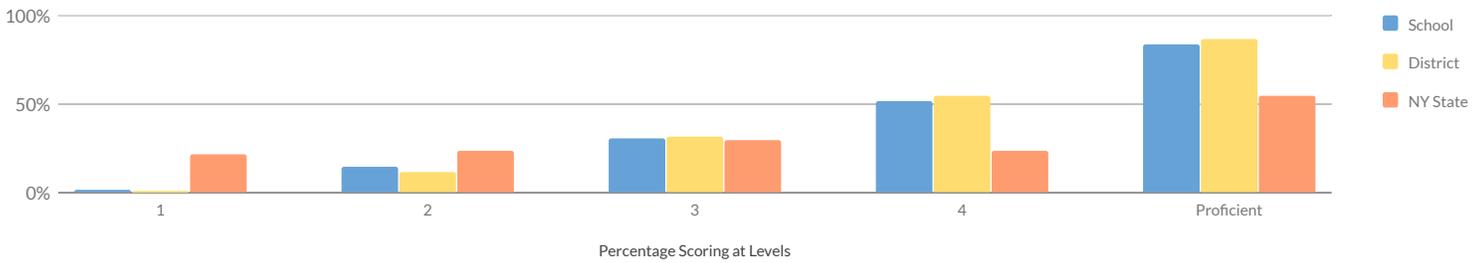
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	17	61	1	2%	9	15%	19	31%	32	52%	51	84%
Grade 4	17	75	2	3%	9	12%	26	35%	38	51%	64	85%
Grade 5	15	65	0	0%	7	11%	14	22%	44	68%	58	89%
Grades 3-8	49	201	3	1%	25	12%	59	29%	114	57%	173	86%

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.

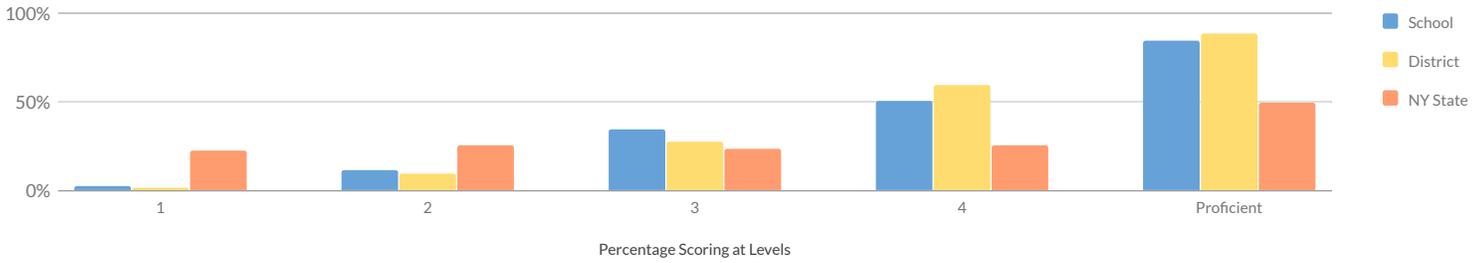
GRADE 3 MATH RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	61	1	2%	9	15%	19	31%	32	52%	51	84%
General Education	16	57	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	30	1	3%	2	7%	10	33%	17	57%	27	90%
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	11	28	-	-	-	-	-	-	-	-	-	-
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	31	0	0%	7	23%	9	29%	15	48%	24	77%
Female	10	22	0	0%	3	14%	7	32%	12	55%	19	86%
Male	7	39	1	3%	6	15%	12	31%	20	51%	32	82%
English Language Learners	3	5	1	20%	2	40%	1	20%	1	20%	2	40%
Non-English Language Learners	14	56	0	0%	7	13%	18	32%	31	55%	49	88%
Economically Disadvantaged	3	8	0	0%	0	0%	3	38%	5	63%	8	100%
Not Economically Disadvantaged	14	53	1	2%	9	17%	16	30%	27	51%	43	81%
Not Migrant	17	61	1	2%	9	15%	19	31%	32	52%	51	84%
Not Homeless	17	61	1	2%	9	15%	19	31%	32	52%	51	84%
Not in Foster Care	17	61	1	2%	9	15%	19	31%	32	52%	51	84%
Parent Not in Armed Forces	17	61	1	2%	9	15%	19	31%	32	52%	51	84%

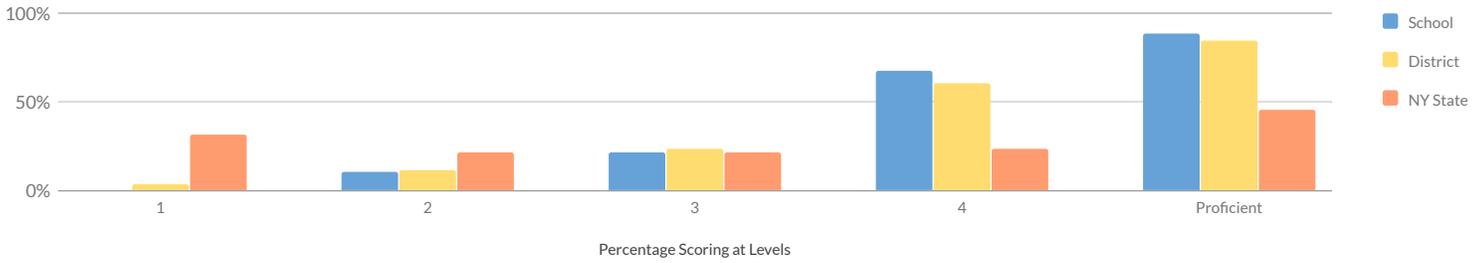
GRADE 4 MATH RESULTS



MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	75	2	3%	9	12%	26	35%	38	51%	64	85%
General Education	14	68	0	0%	8	12%	24	35%	36	53%	60	88%
Students with Disabilities	3	7	2	29%	1	14%	2	29%	2	29%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	2	35	1	3%	3	9%	9	26%	22	63%	31	89%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	14	34	0	0%	4	12%	14	41%	16	47%	30	88%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	1	17%	2	33%	3	50%	0	0%	3	50%
Female	10	35	1	3%	7	20%	15	43%	12	34%	27	77%
Male	7	40	1	3%	2	5%	11	28%	26	65%	37	93%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	17	73	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	8	1	13%	1	13%	3	38%	3	38%	6	75%
Not Economically Disadvantaged	16	67	1	1%	8	12%	23	34%	35	52%	58	87%
Not Migrant	17	75	2	3%	9	12%	26	35%	38	51%	64	85%
Not Homeless	17	75	2	3%	9	12%	26	35%	38	51%	64	85%
Not in Foster Care	17	75	2	3%	9	12%	26	35%	38	51%	64	85%
Parent Not in Armed Forces	17	75	2	3%	9	12%	26	35%	38	51%	64	85%

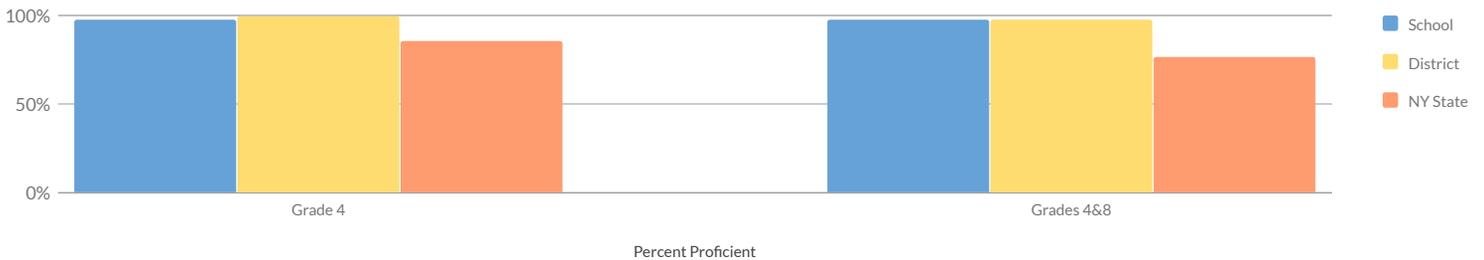
GRADE 5 MATH RESULTS



MEAN SCORE: 621

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	65	0	0%	7	11%	14	22%	44	68%	58	89%
General Education	12	62	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	29	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	12	33	0	0%	6	18%	7	21%	20	61%	27	82%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	32	0	0%	1	3%	7	22%	24	75%	31	97%
Female	7	31	0	0%	3	10%	8	26%	20	65%	28	90%
Male	8	34	0	0%	4	12%	6	18%	24	71%	30	88%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	15	64	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	8	0	0%	1	13%	5	63%	2	25%	7	88%
Not Economically Disadvantaged	15	57	0	0%	6	11%	9	16%	42	74%	51	89%
Not Migrant	15	65	0	0%	7	11%	14	22%	44	68%	58	89%
Not Homeless	15	65	0	0%	7	11%	14	22%	44	68%	58	89%
Not in Foster Care	15	65	0	0%	7	11%	14	22%	44	68%	58	89%
Parent Not in Armed Forces	15	65	0	0%	7	11%	14	22%	44	68%	58	89%

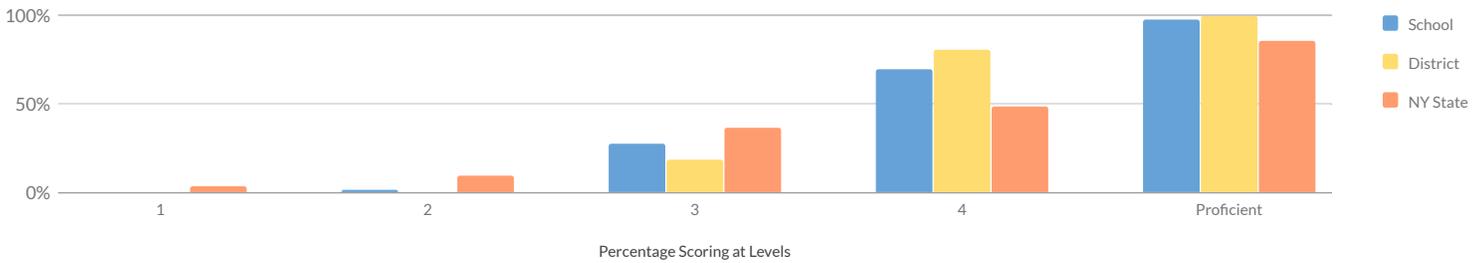
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	9	83	0	0%	2	2%	23	28%	58	70%	81	98%
Grades 4&8	9	83	0	0%	2	2%	23	28%	58	70%	81	98%

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: 87

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	83	0	0%	2	2%	23	28%	58	70%	81	98%
General Education	7	75	0	0%	1	1%	18	24%	56	75%	74	99%
Students with Disabilities	2	8	0	0%	1	13%	5	63%	2	25%	7	88%
Asian or Native Hawaiian/Other Pacific Islander	0	37	0	0%	0	0%	8	22%	29	78%	37	100%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	8	40	0	0%	1	3%	11	28%	28	70%	39	98%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	0	0%	1	17%	4	67%	1	17%	5	83%
Female	5	40	0	0%	2	5%	12	30%	26	65%	38	95%
Male	4	43	0	0%	0	0%	11	26%	32	74%	43	100%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	9	81	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	8	0	0%	1	13%	3	38%	4	50%	7	88%
Not Economically Disadvantaged	8	75	0	0%	1	1%	20	27%	54	72%	74	99%
Not Migrant	9	83	0	0%	2	2%	23	28%	58	70%	81	98%
Not Homeless	9	83	0	0%	2	2%	23	28%	58	70%	81	98%
Not in Foster Care	9	83	0	0%	2	2%	23	28%	58	70%	81	98%
Parent Not in Armed Forces	9	83	0	0%	2	2%	23	28%	58	70%	81	98%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	13	0%	0%	8%	54%	38%
Grade 1	1	5	0%	0%	0%	60%	40%
Grade 2	0	7	0%	0%	14%	43%	43%
Grade 3	1	7	0%	0%	0%	71%	29%
Grade 4	0	2	-	-	-	-	-
Grade 5	0	1	-	-	-	-	-

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

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

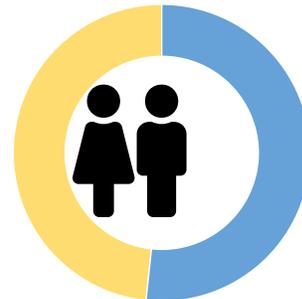
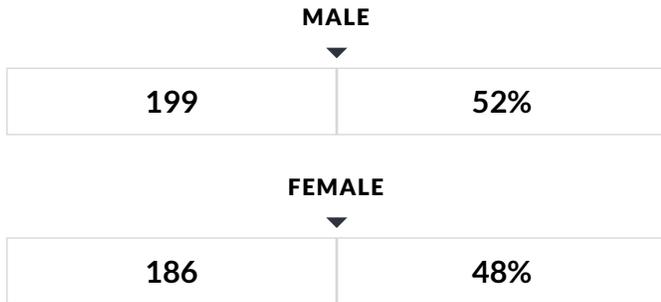
**Section 3: School Report Card
Berry Hill Elementary School**

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

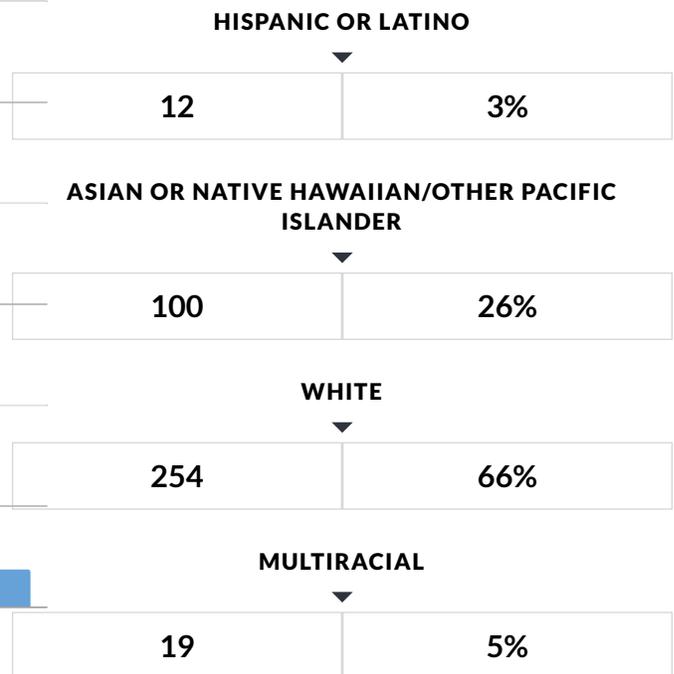
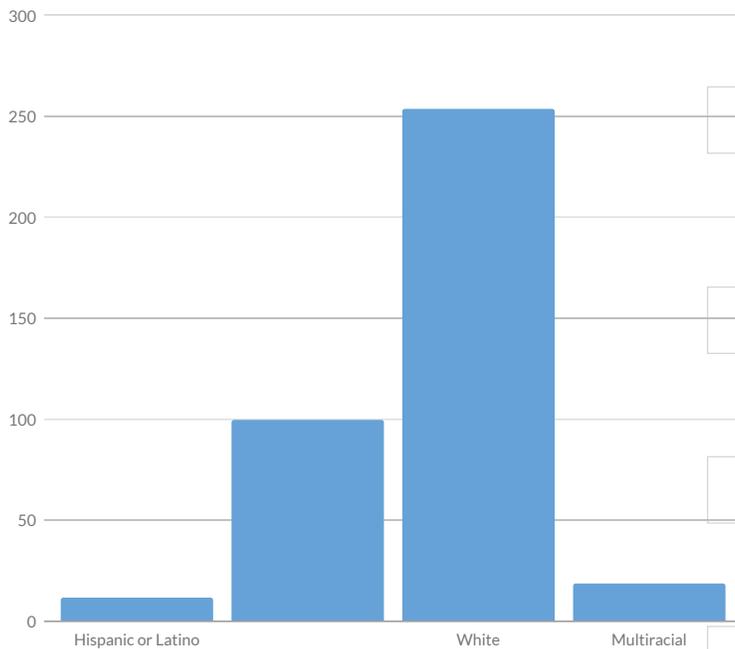
BERRY HILL ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 385

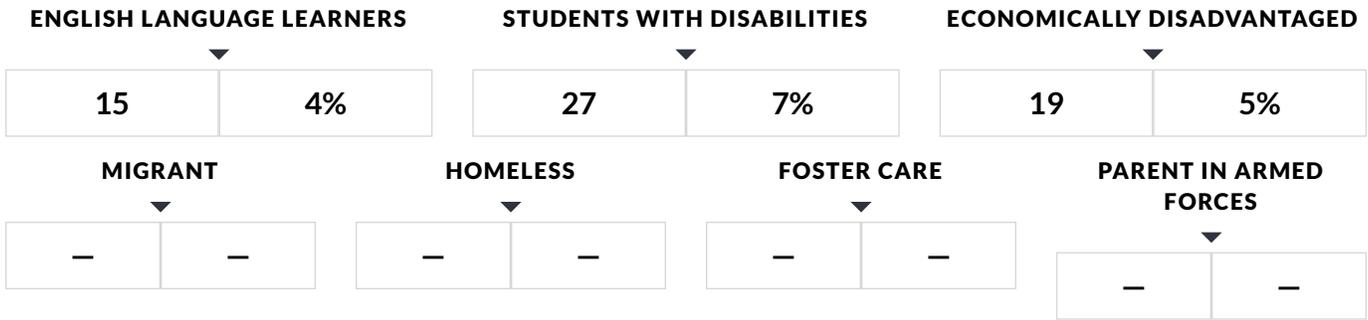
ENROLLMENT BY GENDER



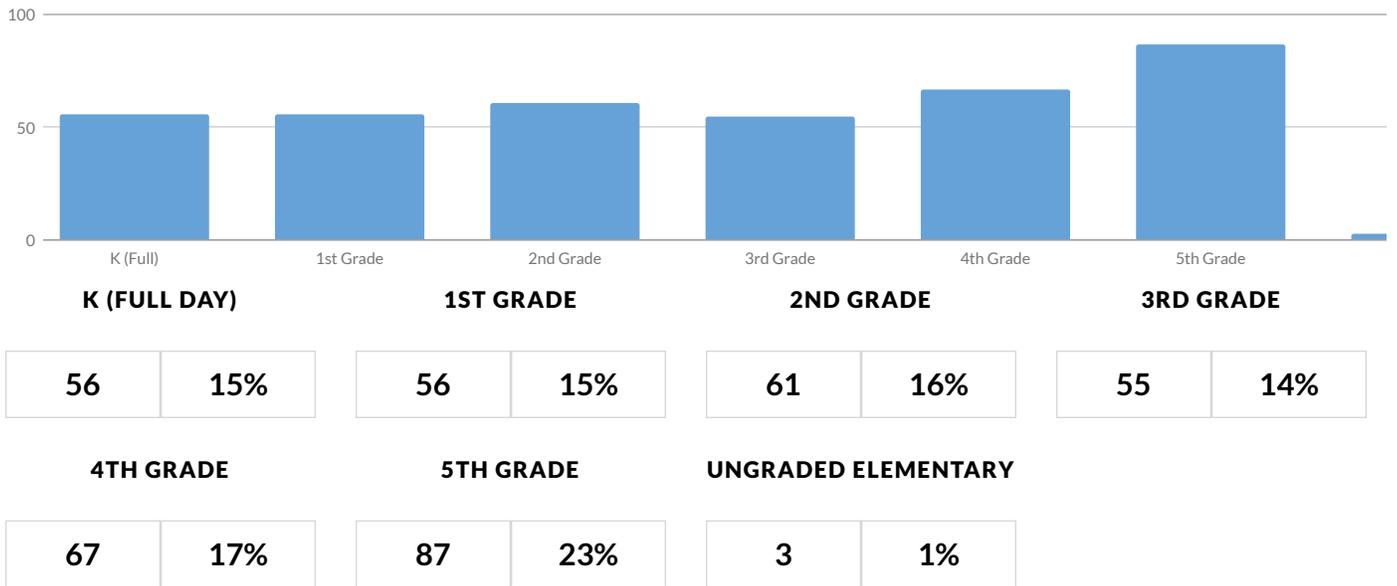
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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BERRY HILL ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	155	189	4
	Math	162	221	
	Science	53	243	
	Combined	370	211	
Asian or Native Hawaiian/Other Pacific Islander	ELA	51	202	4
	Math	53	230	
	Science	40	248	
	Combined	144	225	
Hispanic or Latino	ELA	9	167	-
	Math	8	188	
	Science	-	-	
	Combined	17	-	
Multiracial	ELA	7	214	-
	Math	7	243	
	Science	2	-	
	Combined	16	-	
White	ELA	94	181	4
	Math	100	215	
	Science	37	241	
	Combined	231	205	
English Language Learners	ELA	11	109	4
	Math	15	183	
	Science	7	243	
	Combined	33	171	
Students with Disabilities	ELA	19	179	4
	Math	25	216	
	Science	13	227	
	Combined	57	206	
Economically Disadvantaged	ELA	17	174	4
	Math	17	191	
	Science	8	250	
	Combined	42	195	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	200	147	4
	Math	200	179	
	Science	62	207	
	Combined	462	169	
Asian or Native Hawaiian/Other Pacific Islander	ELA	53	194	4
	Math	53	230	
	Science	40	248	
	Combined	146	222	
Hispanic or Latino	ELA	13	115	-
	Math	13	115	
	Science	-	-	
	Combined	26	-	
Multiracial	ELA	10	150	-
	Math	10	170	
	Science	4	-	
	Combined	24	-	
White	ELA	134	127	3
	Math	134	160	
	Science	45	198	
	Combined	313	151	
English Language Learners	ELA	11	109	4
	Math	15	183	
	Science	7	243	
	Combined	33	171	
Students with Disabilities	ELA	43	79	4
	Math	43	126	
	Science	16	184	
	Combined	102	115	
Economically Disadvantaged	ELA	20	148	4
	Math	20	163	
	Science	8	250	
	Combined	48	171	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	29,416	517	56.9	4
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	10,965	187	58.6	4
Black or African American	–	2	–	–
Hispanic or Latino	–	18	–	–
Multiracial	–	10	–	–
White	16,929	300	56.4	4
English Language Learners	–	12	–	–
Students with Disabilities	–	23	–	–
Economically Disadvantaged	–	26	–	–

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	9	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	125	200	147	131	105	122	161	—	—	200	4	4
	Math	146	200	179	150	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	164	53	194	167	157	164	182	—	—	200	4	4
	Math	195	53	230	195	174	179	189	—	—	200	4	
Hispanic or Latino	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
White	ELA	113	134	127	120	102	119	160	—	—	200	4	4
	Math	130	134	160	136	110	126	163	—	—	200	4	
English Language Learners	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	15	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	53	43	79	65	61	85	142	—	—	200	3	3
	Math	63	43	126	74	61	85	142	—	—	200	4	
Economically Disadvantaged	ELA	—	20	—	—	—	—	—	—	—	—	—	—
	Math	—	20	—	—	—	—	—	—	—	—	—	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	3.9	331	21	6.3%	3.9%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	3.7	85	5	5.9%	3.7%	8.2%	7.4%	6.2%	—	—	5%	4
Hispanic or Latino	—	19	—	—	—	—	—	—	—	—	—	—
Multiracial	—	21	—	—	—	—	—	—	—	—	—	—
White	4.2	223	14	6.3%	4.2%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	30	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5.9	64	6	9.4%	5.9%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	—	32	—	—	—	—	—	—	—	—	—	—

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	212	74.1%	441	72.3%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	58	91.4%	116	91.4%
Black or African American	–	0	–	–	–
Hispanic or Latino	–	6	–	–	–
Multiracial	–	7	–	–	–
White	X	141	66.7%	300	65.7%
English Language Learners	–	5	–	–	–
Students with Disabilities	–	20	–	–	–
Economically Disadvantaged	–	10	–	–	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	211	77.3%	440	74.6%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	57	94.7%	115	93.9%
Black or African American	–	0	–	–	–
Hispanic or Latino	–	6	–	–	–
Multiracial	–	7	–	–	–
White	X	141	70.9%	300	68.3%
English Language Learners	–	4	–	–	–
Students with Disabilities	–	20	–	–	–
Economically Disadvantaged	–	10	–	–	–

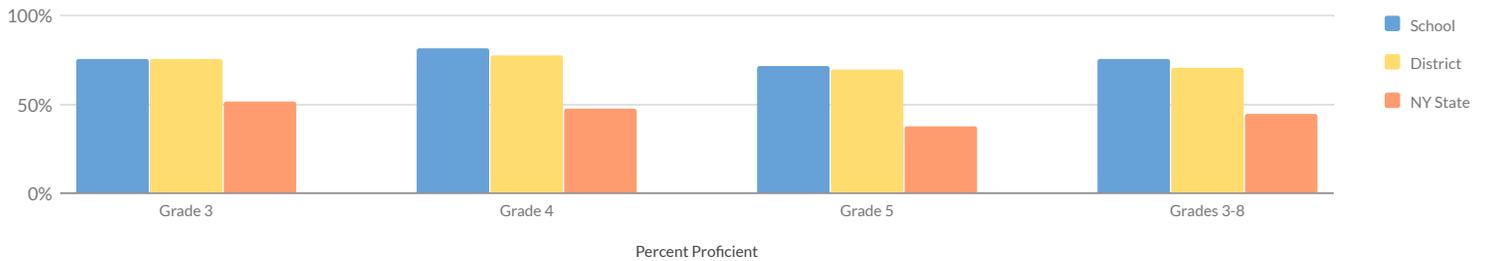
RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–

STAFF QUALIFICATIONS (2018-19)

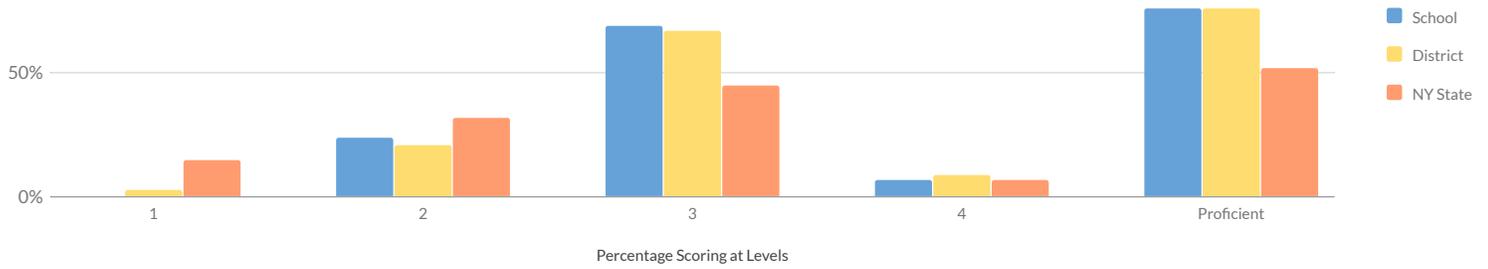
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	2	6%	1	100%	0	0%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	10	45	0	0%	11	24%	31	69%	3
Grade 4	22	44	0	0%	8	18%	13	30%	23	52%	36	82%
Grade 5	26	64	4	6%	14	22%	24	38%	22	34%	46	72%
Grades 3-8	58	153	4	3%	33	22%	68	44%	48	31%	116	76%

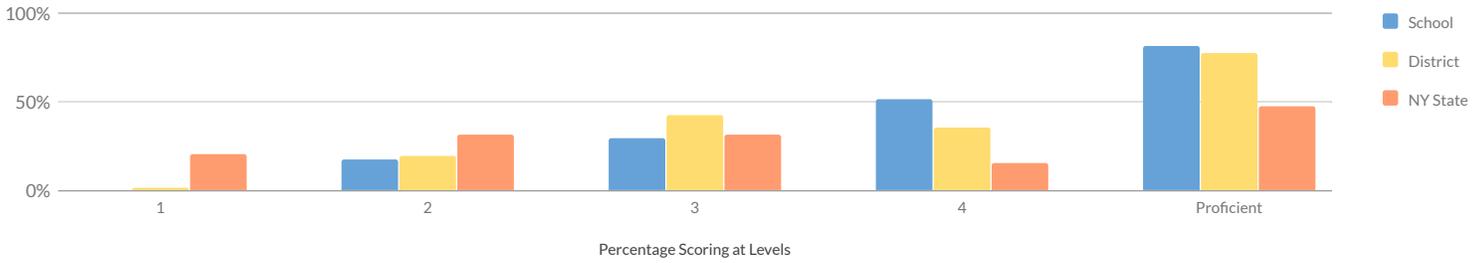
GRADE 3 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	45	0	0%	11	24%	31	69%	3	7%	34	76%
General Education	8	44	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	12	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	9	30	0	0%	9	30%	20	67%	1	3%	21	70%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	15	0	0%	2	13%	11	73%	2	13%	13	87%
Female	7	15	0	0%	2	13%	11	73%	2	13%	13	87%
Male	3	30	0	0%	9	30%	20	67%	1	3%	21	70%
Non-English Language Learners	10	45	0	0%	11	24%	31	69%	3	7%	34	76%
Not Economically Disadvantaged	9	45	0	0%	11	24%	31	69%	3	7%	34	76%
Not Migrant	10	45	0	0%	11	24%	31	69%	3	7%	34	76%
Not Homeless	10	45	0	0%	11	24%	31	69%	3	7%	34	76%
Not in Foster Care	10	45	0	0%	11	24%	31	69%	3	7%	34	76%
Parent Not in Armed Forces	10	45	0	0%	11	24%	31	69%	3	7%	34	76%

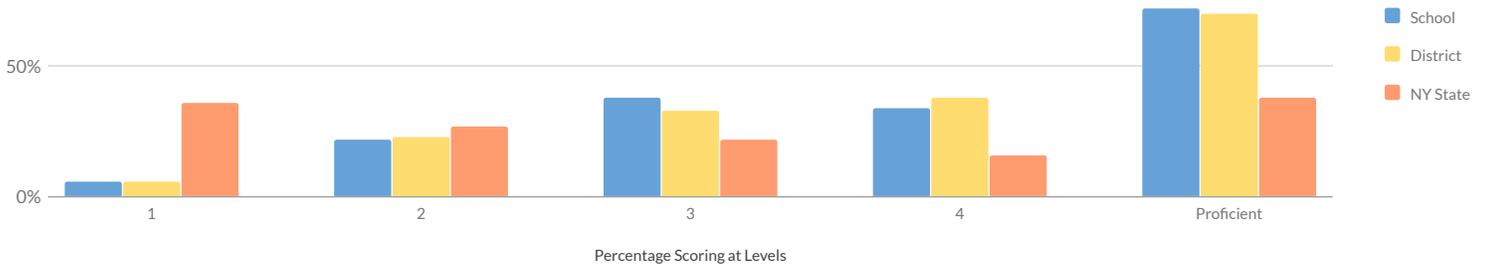
GRADE 4 ELA RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	44	0	0%	8	18%	13	30%	23	52%	36	82%
General Education	16	42	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	6	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	16	-	-	-	-	-	-	-	-	-	-
White	20	27	0	0%	5	19%	10	37%	12	44%	22	81%
Multiracial	2	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	17	0	0%	3	18%	3	18%	11	65%	14	82%
Female	12	28	0	0%	6	21%	8	29%	14	50%	22	79%
Male	10	16	0	0%	2	13%	5	31%	9	56%	14	88%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	22	42	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	22	41	-	-	-	-	-	-	-	-	-	-
Not Migrant	22	44	0	0%	8	18%	13	30%	23	52%	36	82%
Not Homeless	22	44	0	0%	8	18%	13	30%	23	52%	36	82%
Not in Foster Care	22	44	0	0%	8	18%	13	30%	23	52%	36	82%
Parent Not in Armed Forces	22	44	0	0%	8	18%	13	30%	23	52%	36	82%

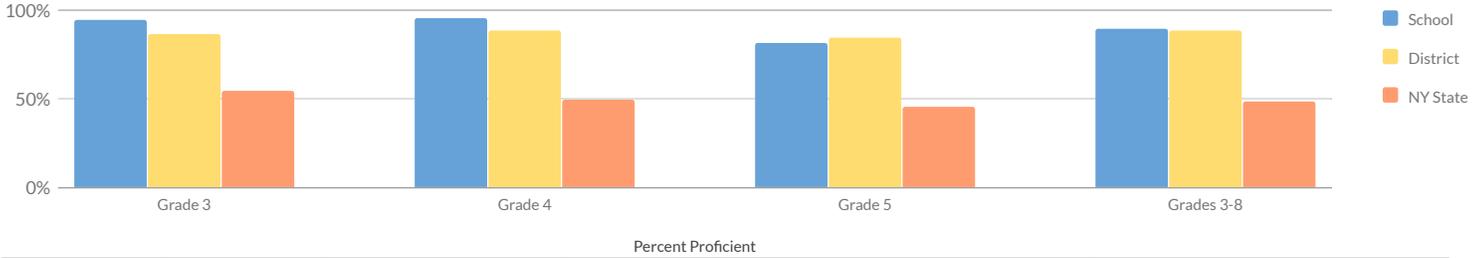
GRADE 5 ELA RESULTS



MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	26	64	4	6%	14	22%	24	38%	22	34%	46	72%
General Education	18	63	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	8	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	22	0	0%	6	27%	8	36%	8	36%	16	73%
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	19	36	4	11%	8	22%	13	36%	11	31%	24	67%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	8	28	0	0%	5	18%	12	43%	11	39%	23	82%
Male	18	36	4	11%	9	25%	12	33%	11	31%	23	64%
English Language Learners	1	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	25	63	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	5	0	0%	3	60%	1	20%	1	20%	2	40%
Not Economically Disadvantaged	25	59	4	7%	11	19%	23	39%	21	36%	44	75%
Not Migrant	26	64	4	6%	14	22%	24	38%	22	34%	46	72%
Not Homeless	26	64	4	6%	14	22%	24	38%	22	34%	46	72%
Not in Foster Care	26	64	4	6%	14	22%	24	38%	22	34%	46	72%
Parent Not in Armed Forces	26	64	4	6%	14	22%	24	38%	22	34%	46	72%

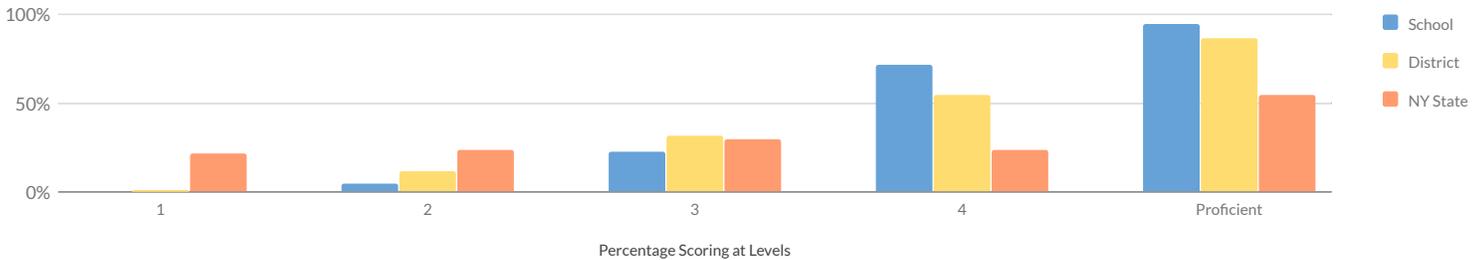
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	13	43	0	0%	2	5%	10	23%	31	72%	41	95%
Grade 4	16	50	0	0%	2	4%	14	28%	34	68%	48	96%
Grade 5	23	67	1	1%	11	16%	18	27%	37	55%	55	82%
Grades 3-8	52	160	1	1%	15	9%	42	26%	102	64%	144	90%

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.

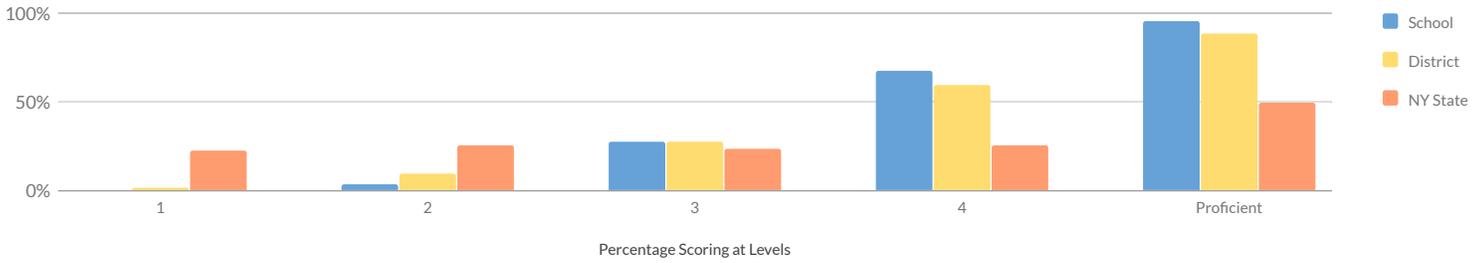
GRADE 3 MATH RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	43	0	0%	2	5%	10	23%	31	72%	41	95%
General Education	12	41	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	12	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	1	–	–	–	–	–	–	–	–	–	–
White	11	28	0	0%	2	7%	9	32%	17	61%	26	93%
Multiracial	0	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	2	15	0	0%	0	0%	1	7%	14	93%	15	100%
Female	8	14	0	0%	0	0%	3	21%	11	79%	14	100%
Male	5	29	0	0%	2	7%	7	24%	20	69%	27	93%
Non-English Language Learners	12	43	0	0%	2	5%	10	23%	31	72%	41	95%
Not Economically Disadvantaged	12	43	0	0%	2	5%	10	23%	31	72%	41	95%
Not Migrant	13	43	0	0%	2	5%	10	23%	31	72%	41	95%
Not Homeless	13	43	0	0%	2	5%	10	23%	31	72%	41	95%
Not in Foster Care	13	43	0	0%	2	5%	10	23%	31	72%	41	95%
Parent Not in Armed Forces	13	43	0	0%	2	5%	10	23%	31	72%	41	95%

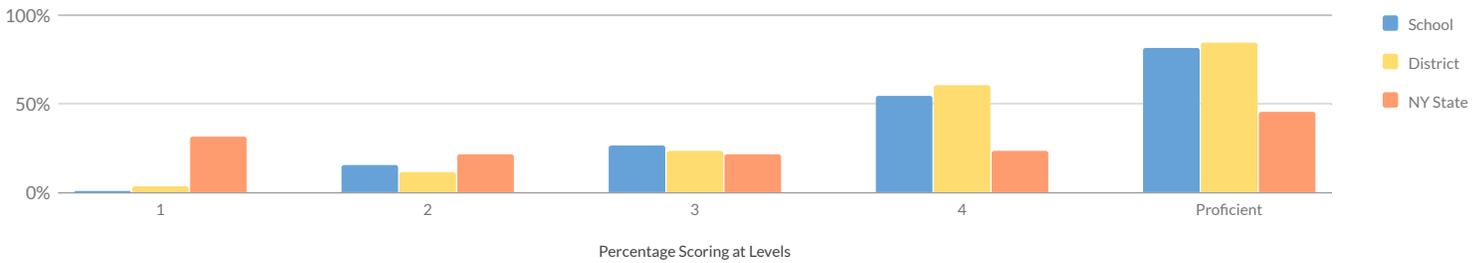
GRADE 4 MATH RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	50	0	0%	2	4%	14	28%	34	68%	48	96%
General Education	13	45	0	0%	2	4%	11	24%	32	71%	43	96%
Students with Disabilities	3	5	0	0%	0	0%	3	60%	2	40%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	0	16	-	-	-	-	-	-	-	-	-	-
White	14	33	0	0%	1	3%	12	36%	20	61%	32	97%
Multiracial	2	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	17	0	0%	1	6%	2	12%	14	82%	16	94%
Female	12	28	0	0%	2	7%	8	29%	18	64%	26	93%
Male	4	22	0	0%	0	0%	6	27%	16	73%	22	100%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	16	48	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	16	47	-	-	-	-	-	-	-	-	-	-
Not Migrant	16	50	0	0%	2	4%	14	28%	34	68%	48	96%
Not Homeless	16	50	0	0%	2	4%	14	28%	34	68%	48	96%
Not in Foster Care	16	50	0	0%	2	4%	14	28%	34	68%	48	96%
Parent Not in Armed Forces	16	50	0	0%	2	4%	14	28%	34	68%	48	96%

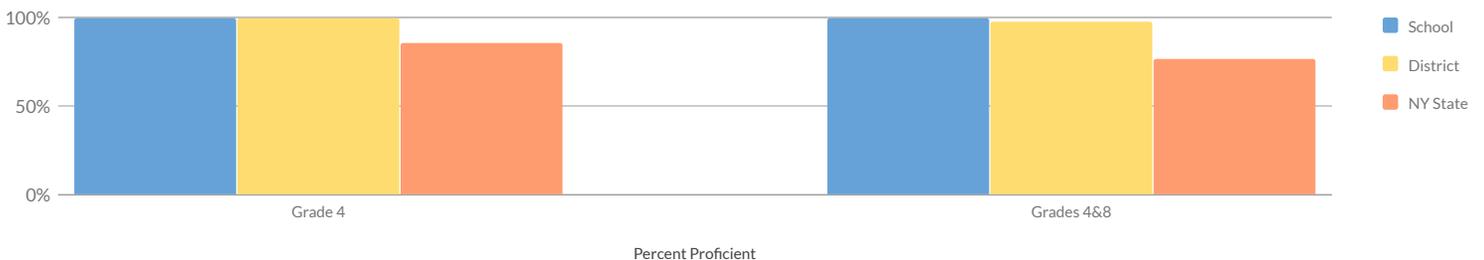
GRADE 5 MATH RESULTS



MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	67	1	1%	11	16%	18	27%	37	55%	55	82%
General Education	16	65	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	24	0	0%	3	13%	6	25%	15	63%	21	88%
Hispanic or Latino	2	3	-	-	-	-	-	-	-	-	-	-
White	17	38	1	3%	8	21%	10	26%	19	50%	29	76%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	5	0	0%	0	0%	2	40%	3	60%	5	100%
Female	5	31	1	3%	4	13%	6	19%	20	65%	26	84%
Male	18	36	0	0%	7	19%	12	33%	17	47%	29	81%
English Language Learners	1	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	22	66	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	5	0	0%	1	20%	2	40%	2	40%	4	80%
Not Economically Disadvantaged	22	62	1	2%	10	16%	16	26%	35	56%	51	82%
Not Migrant	23	67	1	1%	11	16%	18	27%	37	55%	55	82%
Not Homeless	23	67	1	1%	11	16%	18	27%	37	55%	55	82%
Not in Foster Care	23	67	1	1%	11	16%	18	27%	37	55%	55	82%
Parent Not in Armed Forces	23	67	1	1%	11	16%	18	27%	37	55%	55	82%

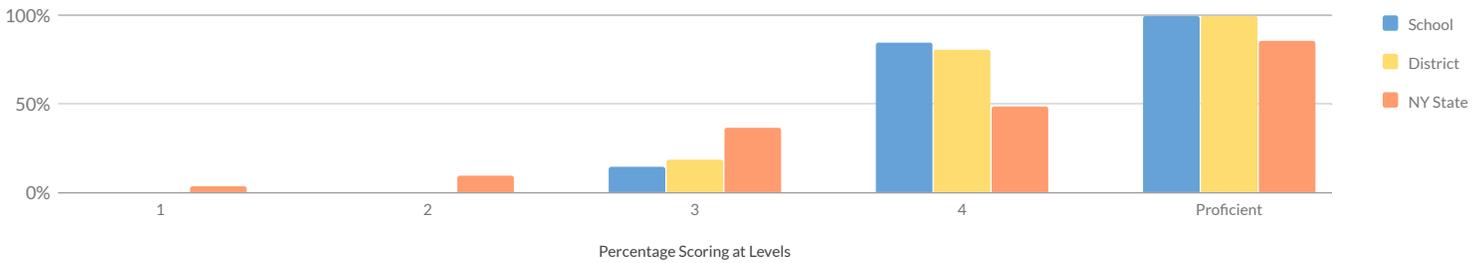
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	12	54	0	0%	0	0%	8	15%	46	85%	54	100%
Grades 4&8	12	54	0	0%	0	0%	8	15%	46	85%	54	100%

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: 92

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	54	0	0%	0	0%	8	15%	46	85%	54	100%
General Education	9	49	0	0%	0	0%	5	10%	44	90%	49	100%
Students with Disabilities	3	5	0	0%	0	0%	3	60%	2	40%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	0	16	-	-	-	-	-	-	-	-	-	-
White	10	37	0	0%	0	0%	7	19%	30	81%	37	100%
Multiracial	2	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	17	0	0%	0	0%	1	6%	16	94%	17	100%
Female	11	29	0	0%	0	0%	2	7%	27	93%	29	100%
Male	1	25	0	0%	0	0%	6	24%	19	76%	25	100%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	12	52	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	3	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	12	51	-	-	-	-	-	-	-	-	-	-
Not Migrant	12	54	0	0%	0	0%	8	15%	46	85%	54	100%
Not Homeless	12	54	0	0%	0	0%	8	15%	46	85%	54	100%
Not in Foster Care	12	54	0	0%	0	0%	8	15%	46	85%	54	100%
Parent Not in Armed Forces	12	54	0	0%	0	0%	8	15%	46	85%	54	100%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	4	-	-	-	-	-
Grade 1	0	3	-	-	-	-	-
Grade 2	0	2	-	-	-	-	-
Grade 3	0	1	-	-	-	-	-
Grade 4	0	2	-	-	-	-	-
Grade 5	0	2	-	-	-	-	-

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 5 ELA	0	3	–	–	–	–	–	–	–	–
Grade 5 Math	0	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

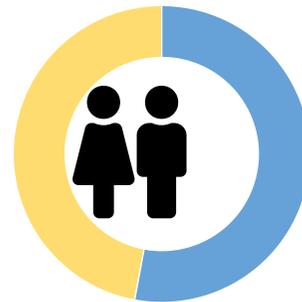
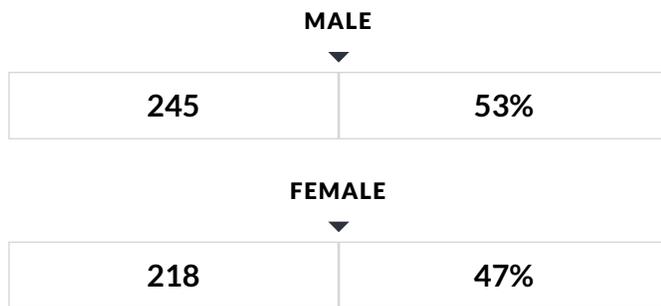
**Section 4: School Report Card
Robbins Lane Elementary School**

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

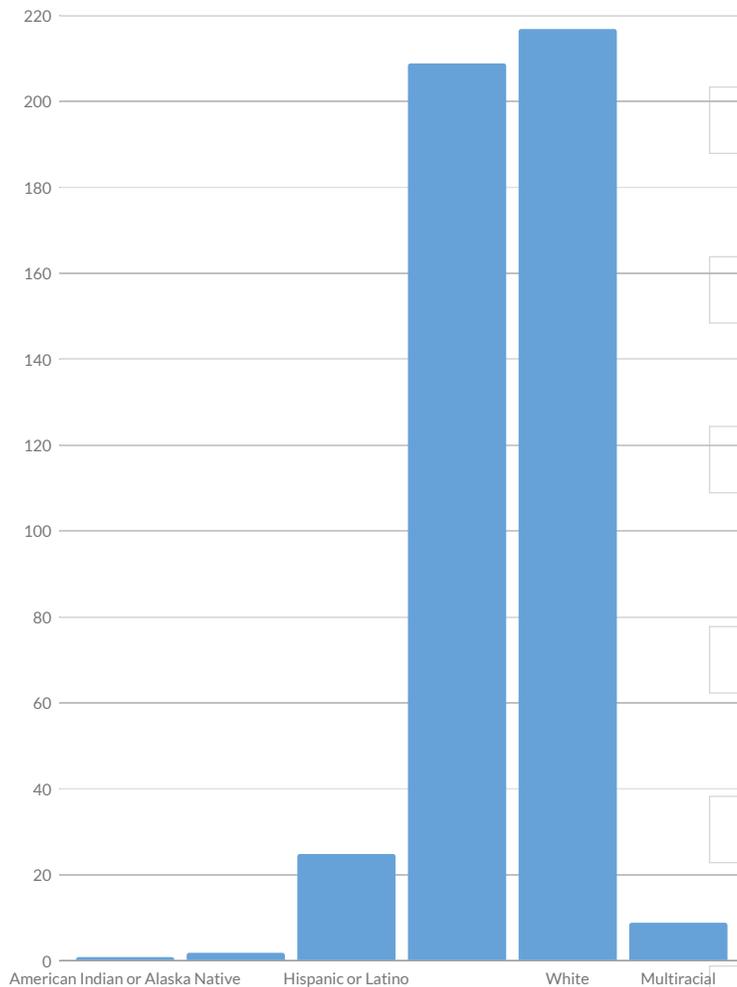
ROBBINS LANE ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 463

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



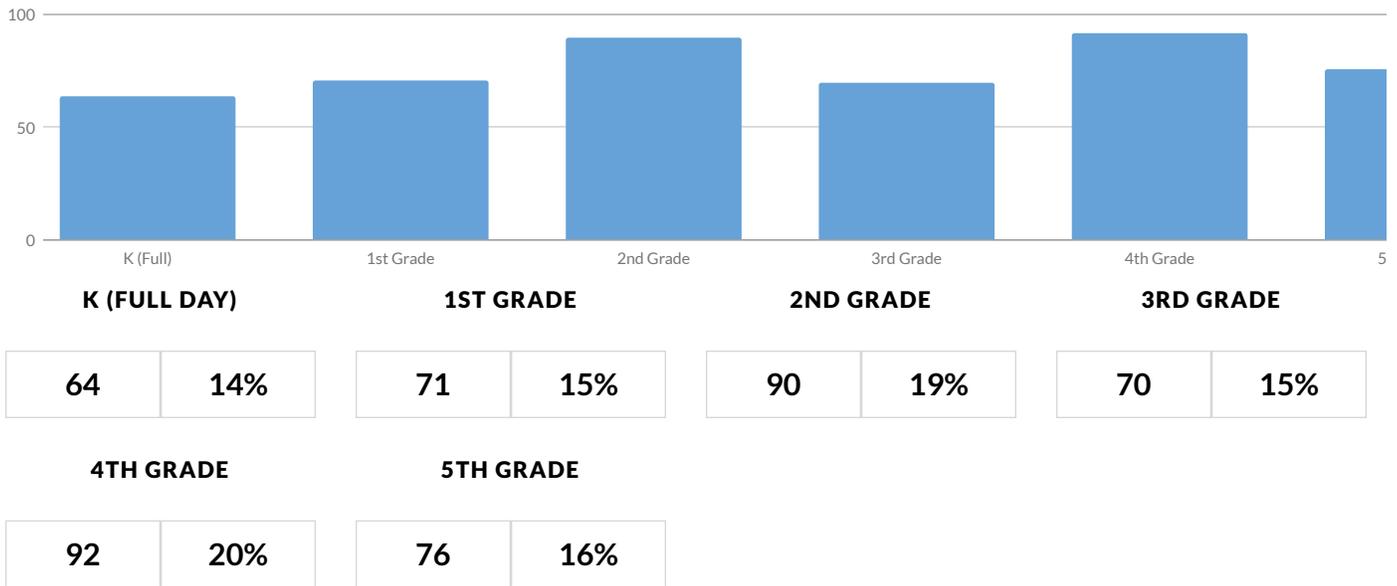
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED			
21	5%	35	8%	37	8%		
MIGRANT		HOMELESS		FOSTER CARE		PARENT IN ARMED FORCES	
-	-	-	-	-	-	-	-

ENROLLMENT BY GRADE



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ROBBINS LANE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA**GOOD STANDING****MADE PROGRESS**

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	197	180	4
	Math	201	211	
	Science	85	239	
	Combined	483	203	
Asian or Native Hawaiian/Other Pacific Islander	ELA	101	178	4
	Math	102	214	
	Science	39	242	
	Combined	242	204	
Black or African American	ELA	2	–	–
	Math	2	–	
	Science	2	–	
	Combined	6	–	
Hispanic or Latino	ELA	20	165	3
	Math	19	168	
	Science	6	233	
	Combined	45	176	
Multiracial	ELA	7	200	–
	Math	7	221	
	Science	3	–	
	Combined	17	–	
White	ELA	79	183	4
	Math	83	208	
	Science	39	236	
	Combined	201	204	
English Language Learners	ELA	14	114	4
	Math	14	175	
	Science	3	–	
	Combined	31	153	
Students with Disabilities	ELA	16	78	3
	Math	18	103	
	Science	6	192	
	Combined	40	106	
Economically Disadvantaged	ELA	34	138	4
	Math	34	169	
	Science	11	232	
	Combined	79	165	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	223	159	4
	Math	223	190	
	Science	86	236	
	Combined	532	184	
Asian or Native Hawaiian/Other Pacific Islander	ELA	101	178	4
	Math	102	214	
	Science	39	242	
	Combined	242	204	
Black or African American	ELA	4	–	–
	Math	4	–	
	Science	2	–	
	Combined	10	–	
Hispanic or Latino	ELA	25	132	3
	Math	25	128	
	Science	10	140	
	Combined	60	132	
Multiracial	ELA	7	200	–
	Math	7	221	
	Science	3	–	
	Combined	17	–	
White	ELA	105	138	4
	Math	105	164	
	Science	40	230	
	Combined	250	164	
English Language Learners	ELA	14	114	4
	Math	14	175	
	Science	3	–	
	Combined	31	153	
Students with Disabilities	ELA	35	36	2
	Math	35	53	
	Science	10	115	
	Combined	80	53	
Economically Disadvantaged	ELA	34	138	4
	Math	34	169	
	Science	11	232	
	Combined	79	165	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	39,304	704	55.8	4
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	20,374	364	56	4
Black or African American	–	2	–	–
Hispanic or Latino	–	28	–	–
Multiracial	–	8	–	–
White	16,762	302	55.5	4
English Language Learners	–	14	–	–
Students with Disabilities	–	26	–	–
Economically Disadvantaged	2,714	54	50.3	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	32	37%	41%	1.1	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	30	37%	44%	1.2	3
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	32	37%	41%	1.1	3
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	4	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	146	223	159	150	105	122	161	–	–	200	4	4
	Math	154	223	190	158	107	124	162	–	–	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	179	101	178	181	157	164	182	–	–	200	3	3
	Math	201	102	214	200	174	179	189	–	–	200	4	
Black or African American	ELA	–	4	–	–	–	–	–	–	–	–	–	–
	Math	–	4	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	–	25	–	–	–	–	–	–	–	–	–	–
	Math	–	25	–	–	–	–	–	–	–	–	–	
Multiracial	ELA	–	7	–	–	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–	–	
White	ELA	127	105	138	133	102	119	160	–	–	200	4	4
	Math	127	105	164	133	110	126	163	–	–	200	4	
English Language Learners	ELA	–	14	–	–	–	–	–	–	–	–	–	–
	Math	–	14	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	38	35	36	44	61	85	142	N	–	200	1	2
	Math	22	35	53	29	61	85	142	–	Y	200	3	
Economically Disadvantaged	ELA	131	34	138	133	95	113	157	–	–	200	4	4
	Math	157	34	169	158	94	112	156	–	–	200	4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4.3	409	15	3.7%	4.3%	14.6%	12.8%	8.9%	–	–	5%	4
American Indian or Alaska Native	–	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	5.6	189	3	1.6%	5.6%	8.2%	7.4%	6.2%	–	–	5%	4
Black or African American	–	6	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	7.5	42	2	4.8%	7.4%	19.8%	17%	11%	–	–	5%	4
Multiracial	–	14	–	–	–	–	–	–	–	–	–	–
White	2.9	188	10	5.3%	2.9%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	9.4	33	0	0%	9.2%	17.6%	15.2%	10.1%	–	–	5%	4
Students with Disabilities	0	36	1	2.8%	0%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	0	39	2	5.1%	0%	19.9%	17.1%	11.1%	–	–	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	242	83.9%	489	83.4%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	110	97.3%	213	96.2%
Black or African American	–	2	–	–	–
Hispanic or Latino	–	14	–	–	–
Multiracial	–	4	–	–	–
White	X	112	70.5%	238	72.7%
English Language Learners	–	9	–	–	–
Students with Disabilities	–	18	–	–	–
Economically Disadvantaged	–	18	–	–	–

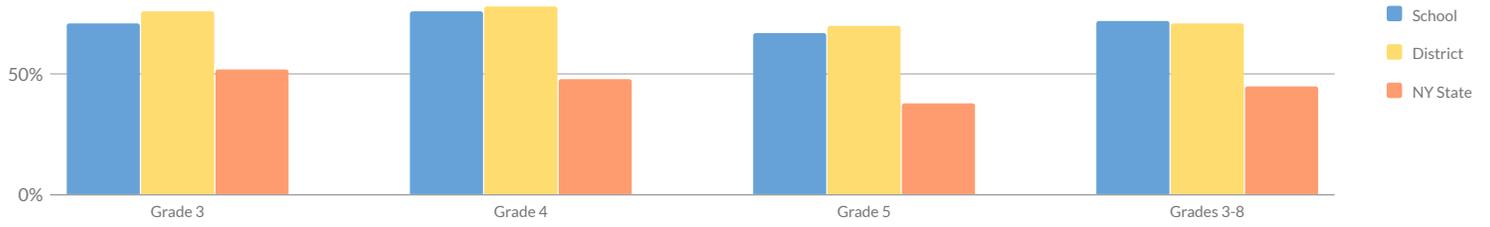
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	242	85.5%	489	83%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	110	98.2%	213	96.2%
Black or African American	–	2	–	–	–
Hispanic or Latino	–	14	–	–	–
Multiracial	–	4	–	–	–
White	X	112	74.1%	238	72.3%
English Language Learners	–	9	–	–	–
Students with Disabilities	–	18	–	–	–
Economically Disadvantaged	–	18	–	–	–

STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	7	19%	0	0%	0	0%
THIS DISTRICT	38	6%	2	20%	8	1%
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%

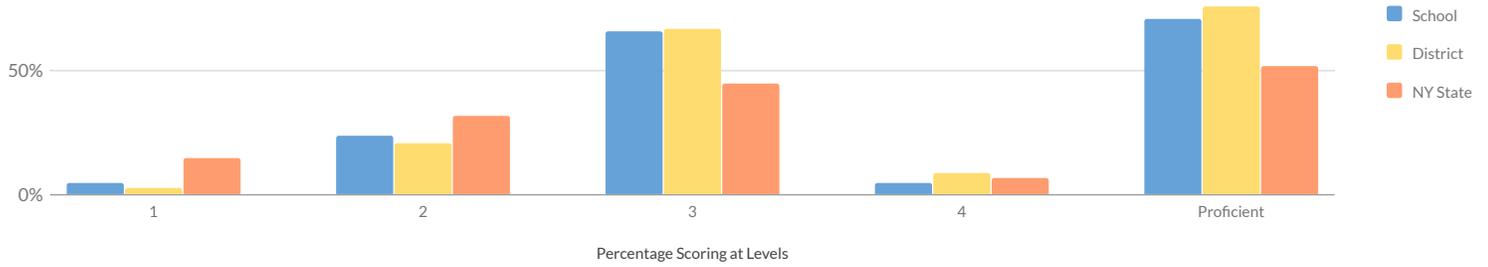
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	13	59	3	5%	14	24%	39	66%	3	5%	42	71%
Grade 4	9	84	1	1%	19	23%	41	49%	23	27%	64	76%
Grade 5	17	60	6	10%	14	23%	18	30%	22	37%	40	67%
Grades 3-8	39	203	10	5%	47	23%	98	48%	48	24%	146	72%

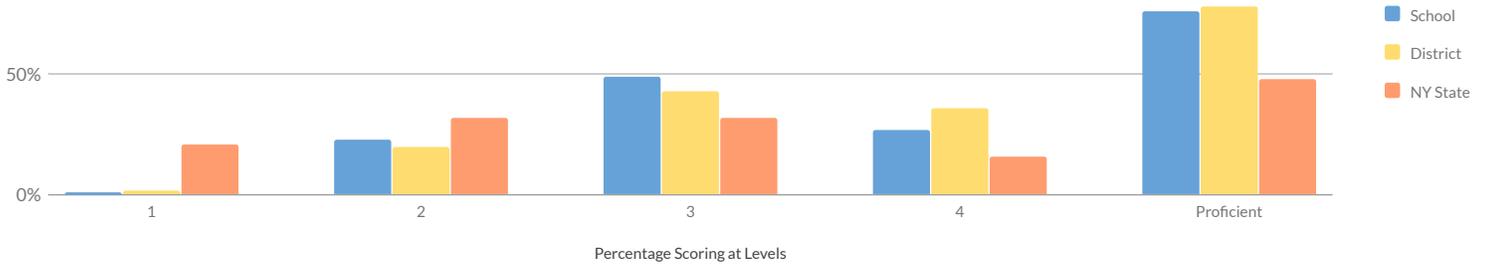
GRADE 3 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	59	3	5%	14	24%	39	66%	3	5%	42	71%
General Education	8	55	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	34	3	9%	10	29%	20	59%	1	3%	21	62%
Hispanic or Latino	0	4	-	-	-	-	-	-	-	-	-	-
White	11	20	0	0%	4	20%	15	75%	1	5%	16	80%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	5	0	0%	0	0%	4	80%	1	20%	5	100%
Female	4	30	2	7%	5	17%	21	70%	2	7%	23	77%
Male	9	29	1	3%	9	31%	18	62%	1	3%	19	66%
English Language Learners	0	6	2	33%	2	33%	2	33%	0	0%	2	33%
Non-English Language Learners	13	53	1	2%	12	23%	37	70%	3	6%	40	75%
Economically Disadvantaged	0	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	13	55	-	-	-	-	-	-	-	-	-	-
Not Migrant	13	59	3	5%	14	24%	39	66%	3	5%	42	71%
Not Homeless	13	59	3	5%	14	24%	39	66%	3	5%	42	71%
Not in Foster Care	13	59	3	5%	14	24%	39	66%	3	5%	42	71%
Parent Not in Armed Forces	13	59	3	5%	14	24%	39	66%	3	5%	42	71%

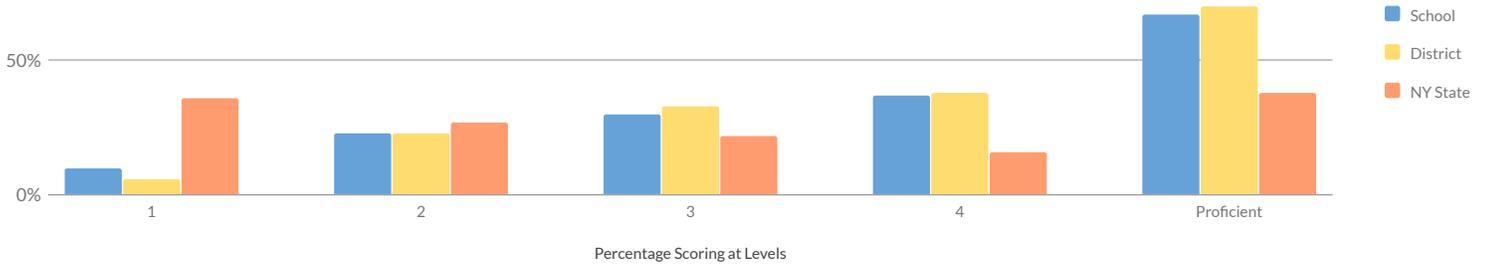
GRADE 4 ELA RESULTS



MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	84	1	1%	19	23%	41	49%	23	27%	64	76%
General Education	6	83	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	41	0	0%	10	24%	16	39%	15	37%	31	76%
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	3	-	-	-	-	-	-	-	-	-	-
White	7	36	1	3%	8	22%	20	56%	7	19%	27	75%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	7	0	0%	1	14%	5	71%	1	14%	6	86%
Female	1	45	1	2%	8	18%	23	51%	13	29%	36	80%
Male	8	39	0	0%	11	28%	18	46%	10	26%	28	72%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	9	82	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	9	0	0%	3	33%	4	44%	2	22%	6	67%
Not Economically Disadvantaged	9	75	1	1%	16	21%	37	49%	21	28%	58	77%
Not Migrant	9	84	1	1%	19	23%	41	49%	23	27%	64	76%
Not Homeless	9	84	1	1%	19	23%	41	49%	23	27%	64	76%
Not in Foster Care	9	84	1	1%	19	23%	41	49%	23	27%	64	76%
Parent Not in Armed Forces	9	84	1	1%	19	23%	41	49%	23	27%	64	76%

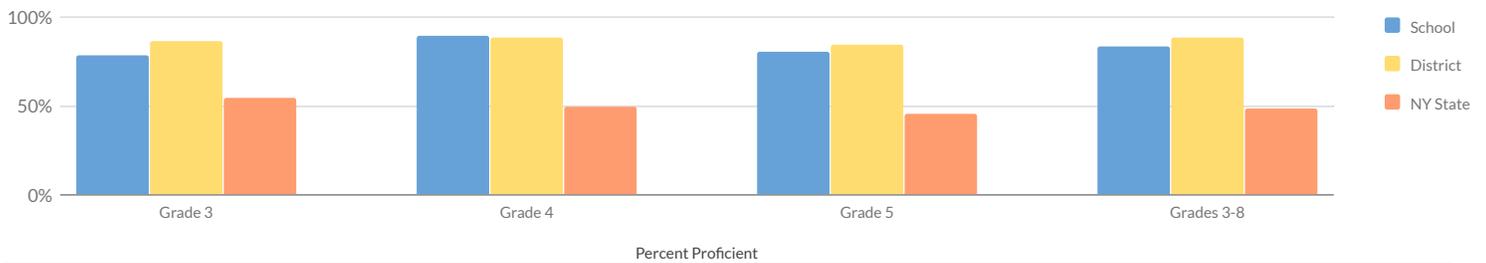
GRADE 5 ELA RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	60	6	10%	14	23%	18	30%	22	37%	40	67%
General Education	15	57	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	32	3	9%	8	25%	9	28%	12	38%	21	66%
Hispanic or Latino	1	5	1	20%	2	40%	1	20%	1	20%	2	40%
White	15	23	2	9%	4	17%	8	35%	9	39%	17	74%
Female	10	26	2	8%	5	19%	6	23%	13	50%	19	73%
Male	7	34	4	12%	9	26%	12	35%	9	26%	21	62%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	17	59	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	16	56	-	-	-	-	-	-	-	-	-	-
Not Migrant	17	60	6	10%	14	23%	18	30%	22	37%	40	67%
Not Homeless	17	60	6	10%	14	23%	18	30%	22	37%	40	67%
Not in Foster Care	17	60	6	10%	14	23%	18	30%	22	37%	40	67%
Parent Not in Armed Forces	17	60	6	10%	14	23%	18	30%	22	37%	40	67%

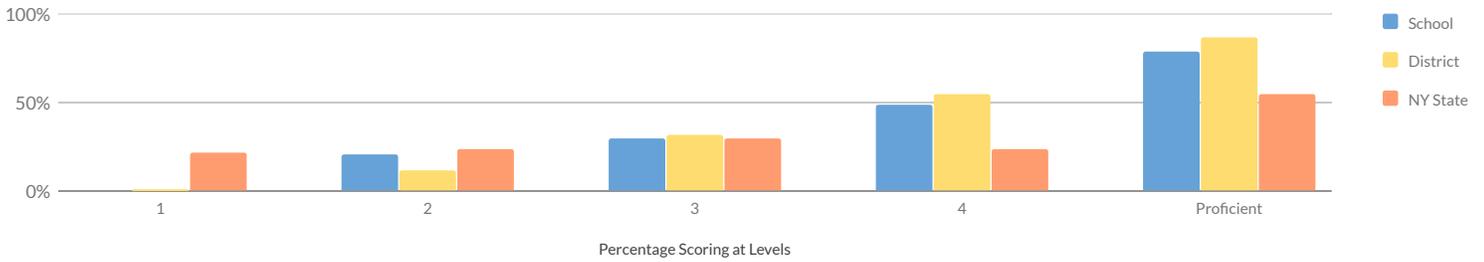
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	11	61	0	0%	13	21%	18	30%	30	49%	48	79%
Grade 4	10	83	1	1%	7	8%	29	35%	46	55%	75	90%
Grade 5	14	63	2	3%	10	16%	13	21%	38	60%	51	81%
Grades 3-8	35	207	3	1%	30	14%	60	29%	114	55%	174	84%

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.

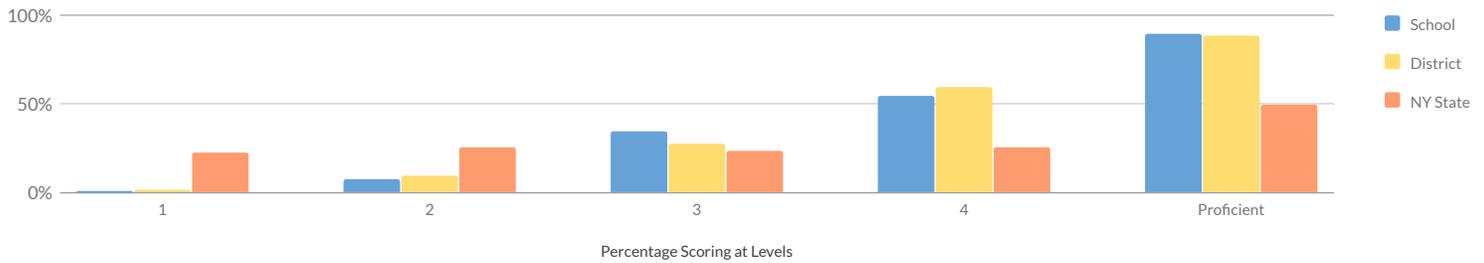
GRADE 3 MATH RESULTS



MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	61	0	0%	13	21%	18	30%	30	49%	48	79%
General Education	8	55	0	0%	10	18%	16	29%	29	53%	45	82%
Students with Disabilities	3	6	0	0%	3	50%	2	33%	1	17%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	1	35	0	0%	8	23%	11	31%	16	46%	27	77%
Hispanic or Latino	0	4	-	-	-	-	-	-	-	-	-	-
White	10	21	0	0%	5	24%	3	14%	13	62%	16	76%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	5	0	0%	0	0%	4	80%	1	20%	5	100%
Female	5	29	0	0%	9	31%	7	24%	13	45%	20	69%
Male	6	32	0	0%	4	13%	11	34%	17	53%	28	88%
English Language Learners	0	6	0	0%	1	17%	4	67%	1	17%	5	83%
Non-English Language Learners	11	55	0	0%	12	22%	14	25%	29	53%	43	78%
Economically Disadvantaged	0	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	11	57	-	-	-	-	-	-	-	-	-	-
Not Migrant	11	61	0	0%	13	21%	18	30%	30	49%	48	79%
Not Homeless	11	61	0	0%	13	21%	18	30%	30	49%	48	79%
Not in Foster Care	11	61	0	0%	13	21%	18	30%	30	49%	48	79%
Parent Not in Armed Forces	11	61	0	0%	13	21%	18	30%	30	49%	48	79%

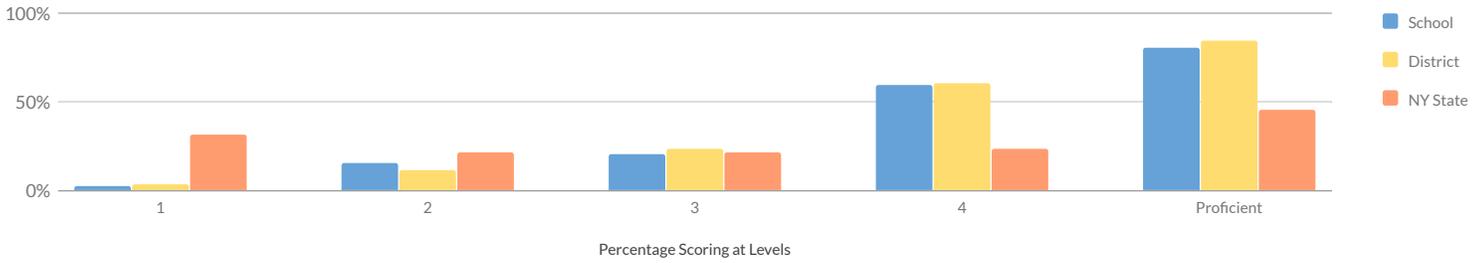
GRADE 4 MATH RESULTS



MEAN SCORE: 619

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	83	1	1%	7	8%	29	35%	46	55%	75	90%
General Education	7	82	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	41	0	0%	3	7%	11	27%	27	66%	38	93%
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	2	-	-	-	-	-	-	-	-	-	-
White	7	36	1	3%	3	8%	16	44%	16	44%	32	89%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	6	0	0%	1	17%	2	33%	3	50%	5	83%
Female	1	45	1	2%	3	7%	18	40%	23	51%	41	91%
Male	9	38	0	0%	4	11%	11	29%	23	61%	34	89%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	10	81	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	9	0	0%	3	33%	3	33%	3	33%	6	67%
Not Economically Disadvantaged	10	74	1	1%	4	5%	26	35%	43	58%	69	93%
Not Migrant	10	83	1	1%	7	8%	29	35%	46	55%	75	90%
Not Homeless	10	83	1	1%	7	8%	29	35%	46	55%	75	90%
Not in Foster Care	10	83	1	1%	7	8%	29	35%	46	55%	75	90%
Parent Not in Armed Forces	10	83	1	1%	7	8%	29	35%	46	55%	75	90%

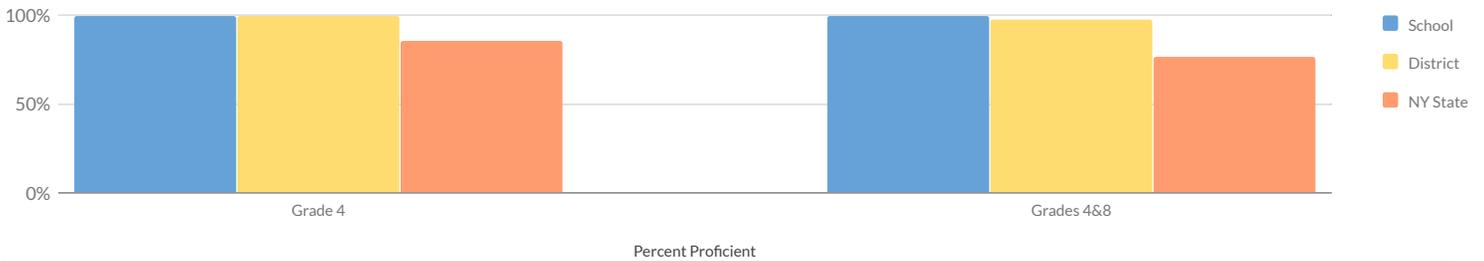
GRADE 5 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	63	2	3%	10	16%	13	21%	38	60%	51	81%
General Education	12	60	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	32	1	3%	5	16%	5	16%	21	66%	26	81%
Hispanic or Latino	1	5	0	0%	1	20%	3	60%	1	20%	4	80%
White	12	26	1	4%	4	15%	5	19%	16	62%	21	81%
Female	9	27	0	0%	6	22%	5	19%	16	59%	21	78%
Male	5	36	2	6%	4	11%	8	22%	22	61%	30	83%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	14	62	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	13	59	-	-	-	-	-	-	-	-	-	-
Not Migrant	14	63	2	3%	10	16%	13	21%	38	60%	51	81%
Not Homeless	14	63	2	3%	10	16%	13	21%	38	60%	51	81%
Not in Foster Care	14	63	2	3%	10	16%	13	21%	38	60%	51	81%
Parent Not in Armed Forces	14	63	2	3%	10	16%	13	21%	38	60%	51	81%

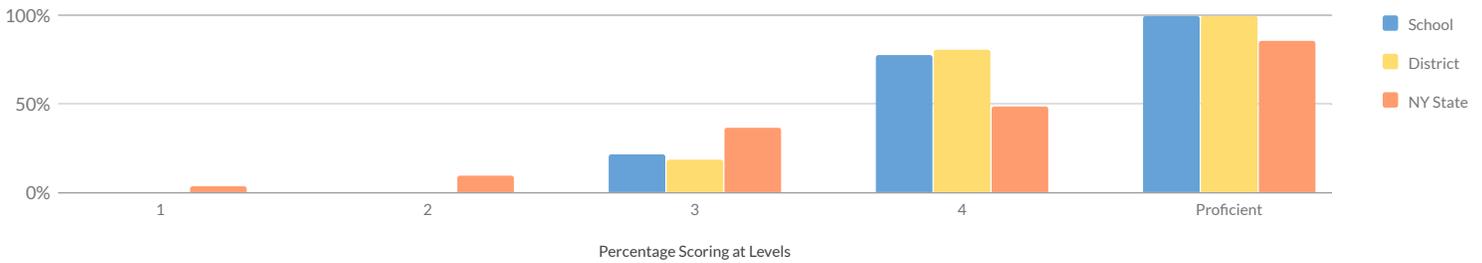
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	6	87	0	0%	0	0%	19	22%	68	78%	87	100%
Grades 4&8	6	87	0	0%	0	0%	19	22%	68	78%	87	100%

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: 90

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	87	0	0%	0	0%	19	22%	68	78%	87	100%
General Education	4	85	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	41	0	0%	0	0%	6	15%	35	85%	41	100%
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	2	-	-	-	-	-	-	-	-	-	-
White	4	39	0	0%	0	0%	11	28%	28	72%	39	100%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	7	0	0%	0	0%	2	29%	5	71%	7	100%
Female	2	44	0	0%	0	0%	10	23%	34	77%	44	100%
Male	4	43	0	0%	0	0%	9	21%	34	79%	43	100%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	6	85	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	9	0	0%	0	0%	2	22%	7	78%	9	100%
Not Economically Disadvantaged	6	78	0	0%	0	0%	17	22%	61	78%	78	100%
Not Migrant	6	87	0	0%	0	0%	19	22%	68	78%	87	100%
Not Homeless	6	87	0	0%	0	0%	19	22%	68	78%	87	100%
Not in Foster Care	6	87	0	0%	0	0%	19	22%	68	78%	87	100%
Parent Not in Armed Forces	6	87	0	0%	0	0%	19	22%	68	78%	87	100%

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	5	20%	20%	20%	40%	0%
Grade 1	0	5	0%	0%	0%	100%	0%
Grade 2	1	3	-	-	-	-	-
Grade 3	0	6	0%	0%	33%	17%	50%
Grade 4	0	2	-	-	-	-	-
Grade 5	0	1	-	-	-	-	-

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

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

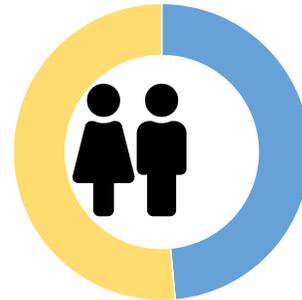
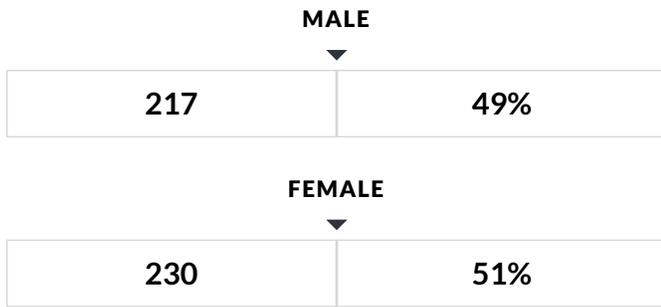
**Section 5: School Report Card
South Grove Elementary School**

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

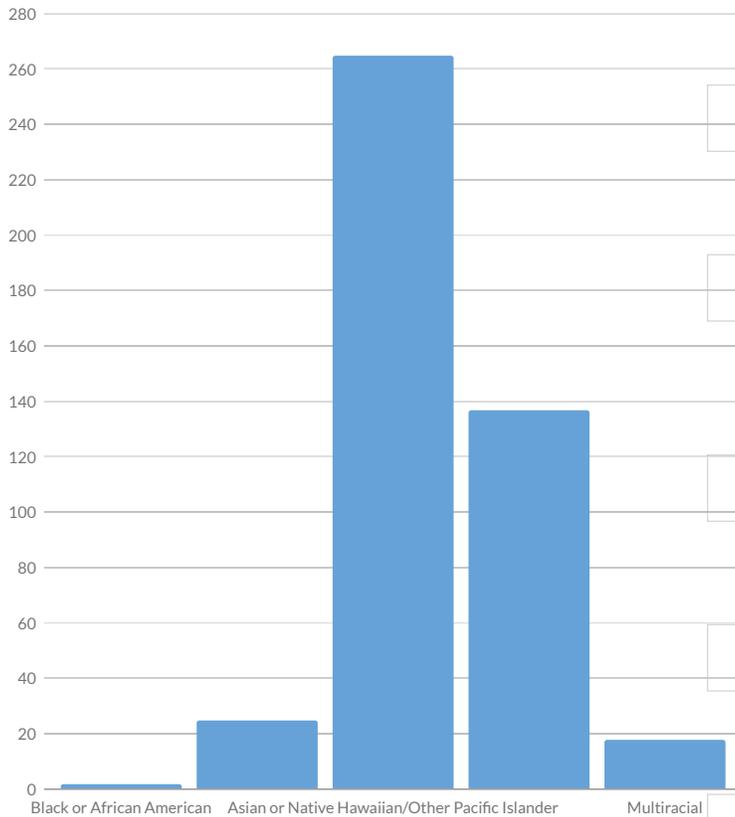
SOUTH GROVE ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 447

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



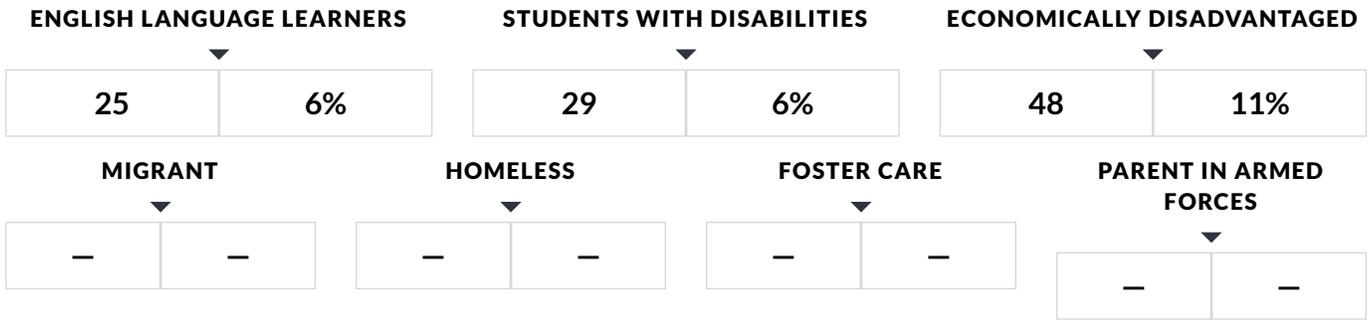
WHITE



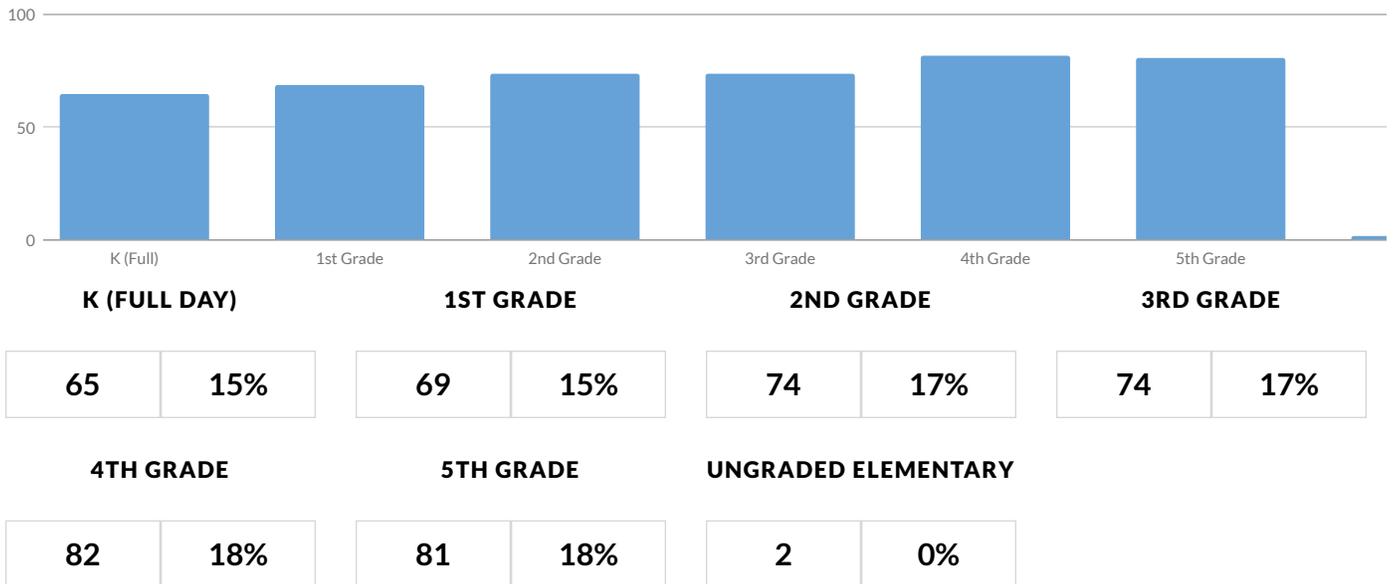
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



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SOUTH GROVE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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



ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	195	181	4
	Math	200	212	
	Science	74	246	
	Combined	469	204	
Asian or Native Hawaiian/Other Pacific Islander	ELA	139	189	4
	Math	141	219	
	Science	49	247	
	Combined	329	210	
Black or African American	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Hispanic or Latino	ELA	15	143	3
	Math	15	140	
	Science	6	242	
	Combined	36	158	
Multiracial	ELA	13	208	4
	Math	14	225	
	Science	8	250	
	Combined	35	224	
White	ELA	42	158	4
	Math	44	198	
	Science	35	247	
	Combined	121	198	
English Language Learners	ELA	17	100	4
	Math	21	164	
	Science	5	250	
	Combined	43	149	
Students with Disabilities	ELA	24	102	4
	Math	24	148	
	Science	10	235	
	Combined	58	144	
Economically Disadvantaged	ELA	52	169	4
	Math	53	198	
	Science	15	243	
	Combined	120	191	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	224	157	4
	Math	223	190	
	Science	74	246	
	Combined	521	184	
Asian or Native Hawaiian/Other Pacific Islander	ELA	140	187	4
	Math	141	219	
	Science	49	247	
	Combined	330	210	
Black or African American	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Hispanic or Latino	ELA	24	90	2
	Math	24	88	
	Science	8	181	
	Combined	56	102	
Multiracial	ELA	18	150	4
	Math	18	175	
	Science	8	250	
	Combined	44	178	
White	ELA	64	104	3
	Math	63	138	
	Science	44	197	
	Combined	171	140	
English Language Learners	ELA	17	100	4
	Math	21	164	
	Science	6	208	
	Combined	44	146	
Students with Disabilities	ELA	36	68	4
	Math	35	101	
	Science	12	196	
	Combined	83	101	
Economically Disadvantaged	ELA	60	147	4
	Math	61	172	
	Science	18	203	
	Combined	139	165	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	39,011	653	59.7	4
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	30,220	499	60.6	4
Black or African American	–	0	–	–
Hispanic or Latino	–	24	–	–
Multiracial	–	24	–	–
White	6,289	106	59.3	4
English Language Learners	–	25	–	–
Students with Disabilities	–	19	–	–
Economically Disadvantaged	4,448	76	58.5	4

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	41	50%	85%	1.7	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	39	50%	89%	1.8	4
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	41	50%	85%	1.7	4
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	152	224	157	156	105	122	161	—	—	200	4	4
	Math	158	223	190	161	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	196	140	187	196	157	164	182	—	—	200	4	4
	Math	196	141	219	196	174	179	189	—	—	200	4	
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	24	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
White	ELA	79	64	104	89	102	119	160	—	—	200	3	3
	Math	93	63	138	102	110	126	163	—	—	200	4	
English Language Learners	ELA	—	17	—	—	—	—	—	—	—	—	—	—
	Math	—	21	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	40	36	68	53	61	85	142	—	—	200	3	3
	Math	32	35	101	45	61	85	142	—	—	200	4	
Economically Disadvantaged	ELA	157	60	147	158	95	113	157	—	—	200	3	3
	Math	160	61	172	161	94	112	156	—	—	200	4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	2.5	388	20	5.2%	2.5%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	1.9	236	10	4.2%	1.9%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	—	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	7.3	42	4	9.5%	7.2%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	27	—	—	—	—	—	—	—	—	—	—
White	2.6	117	7	6%	2.6%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	1.9	44	1	2.3%	1.9%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	0	36	2	5.6%	0%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	2	46	5	10.9%	2%	19.9%	17.1%	11.1%	—	—	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	240	82.9%	485	82.1%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	151	94.7%	307	93.8%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	11	–	–	–
Multiracial	–	10	–	–	–
White	X	67	62.7%	130	60%
English Language Learners	–	11	–	–	–
Students with Disabilities	–	20	–	–	–
Economically Disadvantaged	–	32	–	–	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

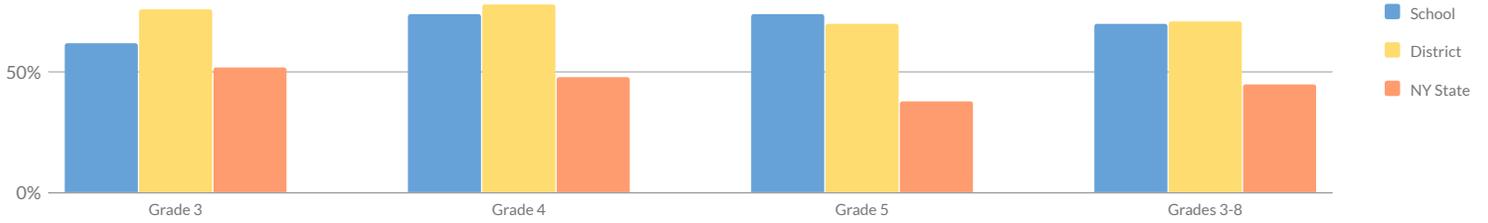
Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	239	85.4%	483	83.4%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	151	96%	307	94.5%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	11	–	–	–
Multiracial	–	10	–	–	–
White	X	66	66.7%	128	62.5%
English Language Learners	–	11	–	–	–
Students with Disabilities	–	19	–	–	–
Economically Disadvantaged	–	32	–	–	–

STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	2	6%	0	0%	0	0%
THIS DISTRICT	38	6%	2	20%	8	1%
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%

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

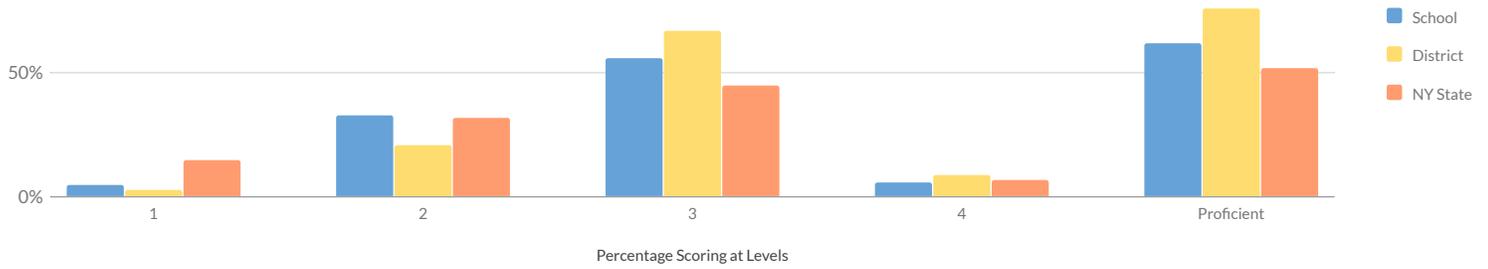


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	66	3	5%	22	33%	37	56%	4	6%	41	62%
Grade 4	12	69	2	3%	16	23%	24	35%	27	39%	51	74%
Grade 5	19	62	5	8%	11	18%	22	35%	24	39%	46	74%
Grades 3-8	43	197	10	5%	49	25%	83	42%	55	28%	138	70%



GRADE 3 ELA RESULTS

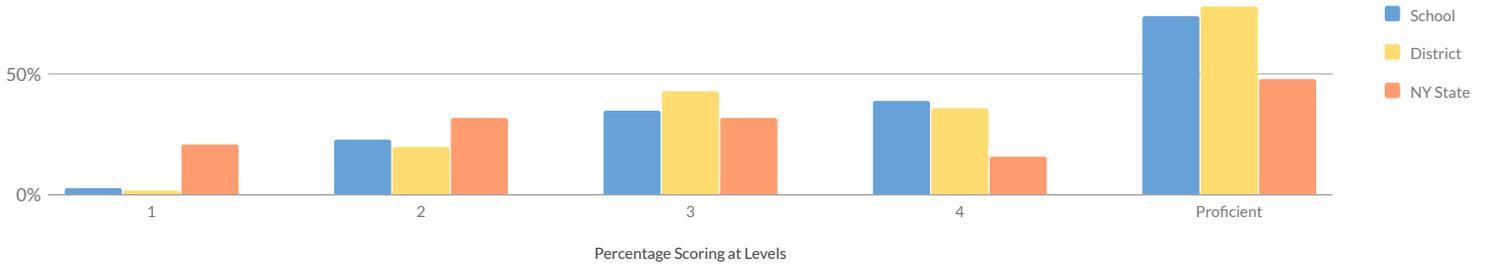


MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	66	3	5%	22	33%	37	56%	4	6%	41	62%
General Education	7	62	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	50	1	2%	12	24%	34	68%	3	6%	37	74%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	9	13	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	16	2	13%	10	63%	3	19%	1	6%	4	25%
Female	6	37	1	3%	12	32%	23	62%	1	3%	24	65%
Male	6	29	2	7%	10	34%	14	48%	3	10%	17	59%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	12	64	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	10	0	0%	3	30%	7	70%	0	0%	7	70%
Not Economically Disadvantaged	12	56	3	5%	19	34%	30	54%	4	7%	34	61%
Not Migrant	12	66	3	5%	22	33%	37	56%	4	6%	41	62%
Not Homeless	12	66	3	5%	22	33%	37	56%	4	6%	41	62%
Not in Foster Care	12	66	3	5%	22	33%	37	56%	4	6%	41	62%
Parent Not in Armed Forces	12	66	3	5%	22	33%	37	56%	4	6%	41	62%



GRADE 4 ELA RESULTS

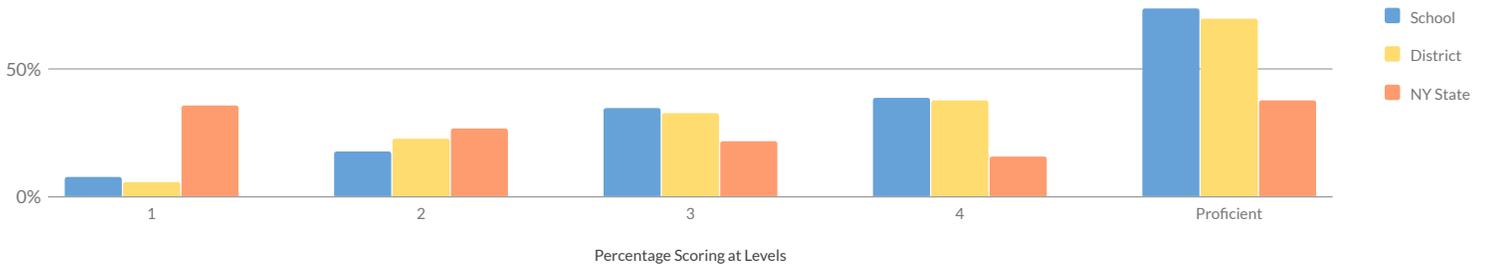


MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	69	2	3%	16	23%	24	35%	27	39%	51	74%
General Education	11	64	0	0%	13	20%	24	38%	27	42%	51	80%
Students with Disabilities	1	5	2	40%	3	60%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	50	2	4%	10	20%	16	32%	22	44%	38	76%
Hispanic or Latino	2	4	-	-	-	-	-	-	-	-	-	-
White	8	13	0	0%	5	38%	5	38%	3	23%	8	62%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	6	0	0%	1	17%	3	50%	2	33%	5	83%
Female	4	39	1	3%	10	26%	14	36%	14	36%	28	72%
Male	8	30	1	3%	6	20%	10	33%	13	43%	23	77%
English Language Learners	1	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	11	65	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	10	1	10%	4	40%	4	40%	1	10%	5	50%
Not Economically Disadvantaged	10	59	1	2%	12	20%	20	34%	26	44%	46	78%
Not Migrant	12	69	2	3%	16	23%	24	35%	27	39%	51	74%
Not Homeless	12	69	2	3%	16	23%	24	35%	27	39%	51	74%
Not in Foster Care	12	69	2	3%	16	23%	24	35%	27	39%	51	74%
Parent Not in Armed Forces	12	69	2	3%	16	23%	24	35%	27	39%	51	74%



GRADE 5 ELA RESULTS

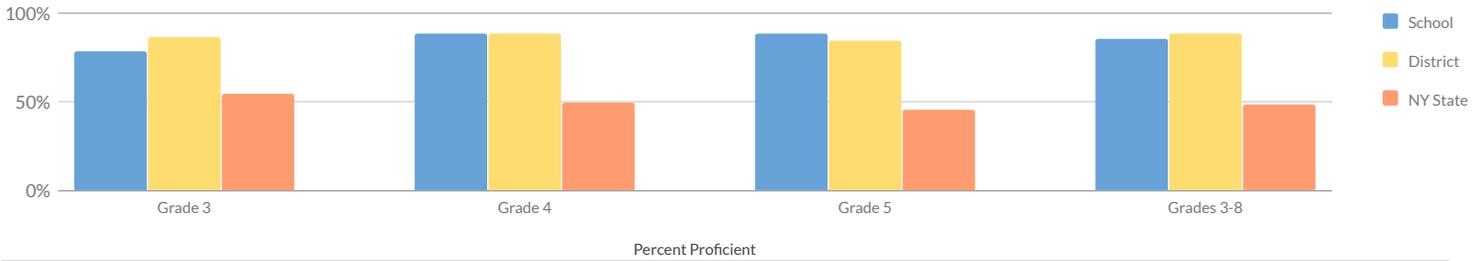


MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	62	5	8%	11	18%	22	35%	24	39%	46	74%
General Education	16	60	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	5	43	3	7%	8	19%	11	26%	21	49%	32	74%
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	10	14	2	14%	1	7%	9	64%	2	14%	11	79%
Multiracial	3	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	5	0	0%	2	40%	2	40%	1	20%	3	60%
Female	9	25	4	16%	4	16%	9	36%	8	32%	17	68%
Male	10	37	1	3%	7	19%	13	35%	16	43%	29	78%
English Language Learners	0	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	19	58	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	8	1	13%	2	25%	2	25%	3	38%	5	63%
Not Economically Disadvantaged	17	54	4	7%	9	17%	20	37%	21	39%	41	76%
Not Migrant	19	62	5	8%	11	18%	22	35%	24	39%	46	74%
Not Homeless	19	62	5	8%	11	18%	22	35%	24	39%	46	74%
Not in Foster Care	19	62	5	8%	11	18%	22	35%	24	39%	46	74%
Parent Not in Armed Forces	19	62	5	8%	11	18%	22	35%	24	39%	46	74%



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

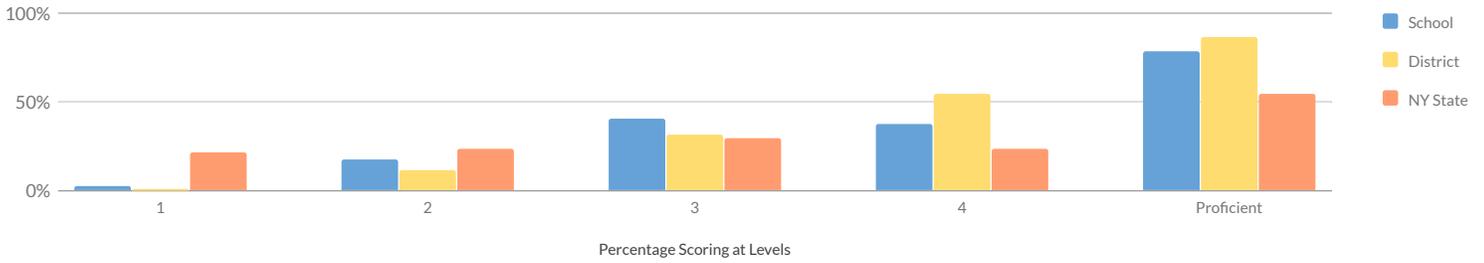


Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	10	68	2	3%	12	18%	28	41%	26	38%	54	79%
Grade 4	11	70	2	3%	6	9%	13	19%	49	70%	62	89%
Grade 5	17	64	2	3%	5	8%	14	22%	43	67%	57	89%
Grades 3-8	38	202	6	3%	23	11%	55	27%	118	58%	173	86%

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

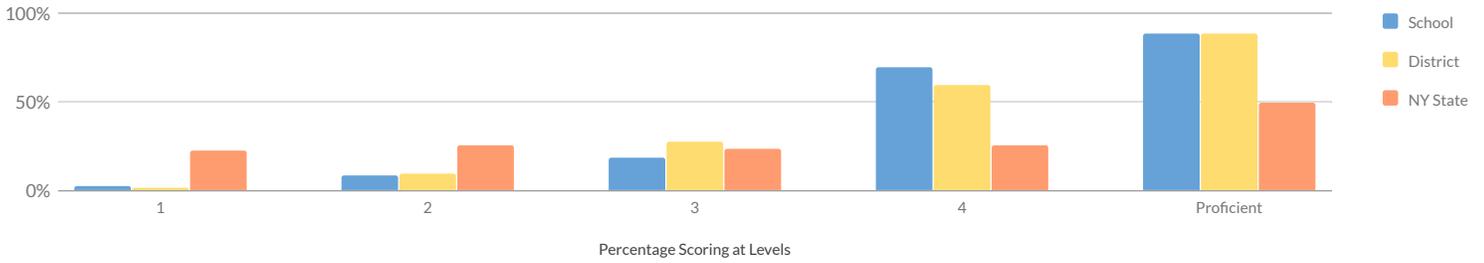


MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	68	2	3%	12	18%	28	41%	26	38%	54	79%
General Education	6	63	2	3%	10	16%	25	40%	26	41%	51	81%
Students with Disabilities	4	5	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	1	50	0	0%	6	12%	22	44%	22	44%	44	88%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	8	14	-	-	-	-	-	-	-	-	-	-
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	18	2	11%	6	33%	6	33%	4	22%	10	56%
Female	5	38	1	3%	9	24%	13	34%	15	39%	28	74%
Male	5	30	1	3%	3	10%	15	50%	11	37%	26	87%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	10	66	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	10	0	0%	2	20%	5	50%	3	30%	8	80%
Not Economically Disadvantaged	10	58	2	3%	10	17%	23	40%	23	40%	46	79%
Not Migrant	10	68	2	3%	12	18%	28	41%	26	38%	54	79%
Not Homeless	10	68	2	3%	12	18%	28	41%	26	38%	54	79%
Not in Foster Care	10	68	2	3%	12	18%	28	41%	26	38%	54	79%
Parent Not in Armed Forces	10	68	2	3%	12	18%	28	41%	26	38%	54	79%



GRADE 4 MATH RESULTS

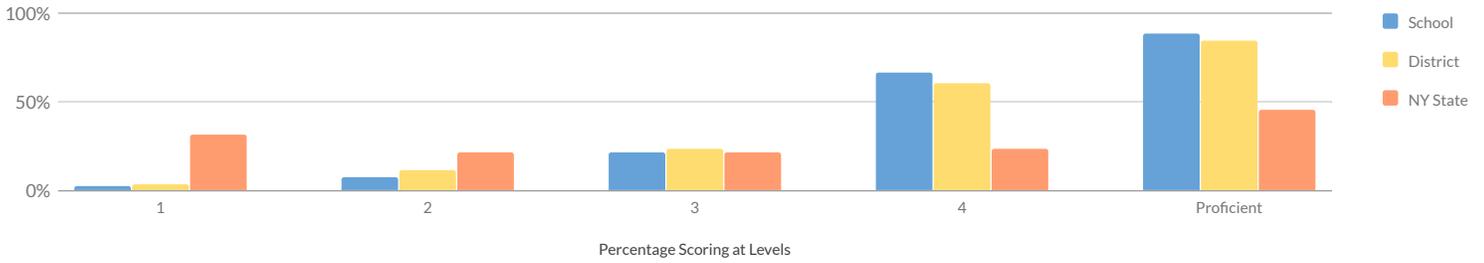


MEAN SCORE: 621

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	70	2	3%	6	9%	13	19%	49	70%	62	89%
General Education	9	66	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	51	2	4%	3	6%	7	14%	39	76%	46	90%
Hispanic or Latino	2	4	-	-	-	-	-	-	-	-	-	-
White	8	13	0	0%	2	15%	6	46%	5	38%	11	85%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	6	0	0%	1	17%	0	0%	5	83%	5	83%
Female	3	40	2	5%	2	5%	10	25%	26	65%	36	90%
Male	8	30	0	0%	4	13%	3	10%	23	77%	26	87%
English Language Learners	0	5	1	20%	0	0%	0	0%	4	80%	4	80%
Non-English Language Learners	11	65	1	2%	6	9%	13	20%	45	69%	58	89%
Economically Disadvantaged	2	10	1	10%	1	10%	2	20%	6	60%	8	80%
Not Economically Disadvantaged	9	60	1	2%	5	8%	11	18%	43	72%	54	90%
Not Migrant	11	70	2	3%	6	9%	13	19%	49	70%	62	89%
Not Homeless	11	70	2	3%	6	9%	13	19%	49	70%	62	89%
Not in Foster Care	11	70	2	3%	6	9%	13	19%	49	70%	62	89%
Parent Not in Armed Forces	11	70	2	3%	6	9%	13	19%	49	70%	62	89%



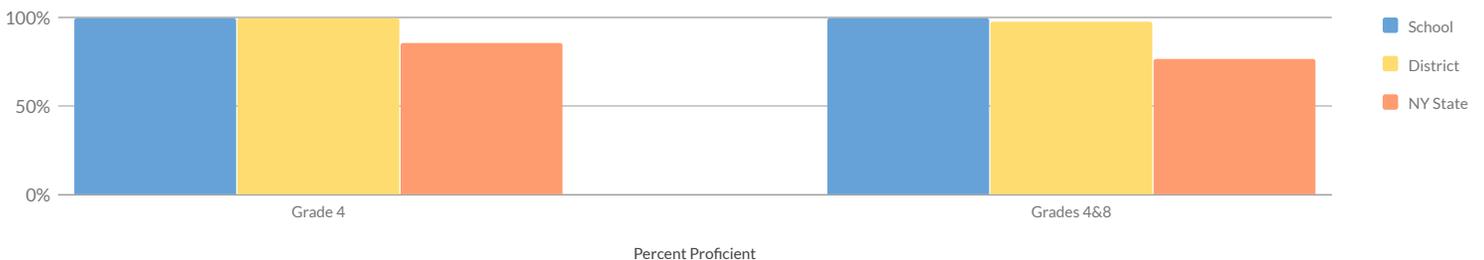
GRADE 5 MATH RESULTS



MEAN SCORE: 620

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	64	2	3%	5	8%	14	22%	43	67%	57	89%
General Education	14	62	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	44	1	2%	4	9%	6	14%	33	75%	39	89%
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	9	15	0	0%	1	7%	7	47%	7	47%	14	93%
Multiracial	3	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	5	1	20%	0	0%	1	20%	3	60%	4	80%
Female	8	26	0	0%	4	15%	9	35%	13	50%	22	85%
Male	9	38	2	5%	1	3%	5	13%	30	79%	35	92%
English Language Learners	0	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	17	60	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	8	1	13%	1	13%	1	13%	5	63%	6	75%
Not Economically Disadvantaged	15	56	1	2%	4	7%	13	23%	38	68%	51	91%
Not Migrant	17	64	2	3%	5	8%	14	22%	43	67%	57	89%
Not Homeless	17	64	2	3%	5	8%	14	22%	43	67%	57	89%
Not in Foster Care	17	64	2	3%	5	8%	14	22%	43	67%	57	89%
Parent Not in Armed Forces	17	64	2	3%	5	8%	14	22%	43	67%	57	89%

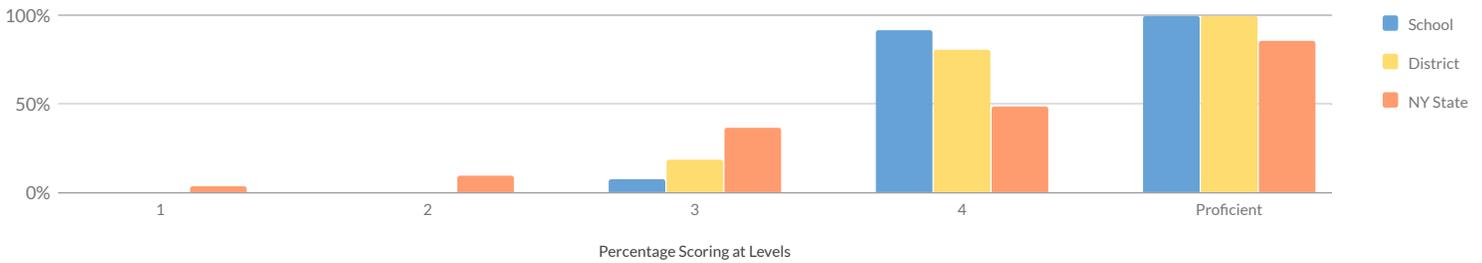
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	4	75	0	0%	0	0%	6	8%	69	92%	75	100%
Grades 4&8	4	75	0	0%	0	0%	6	8%	69	92%	75	100%

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: 94

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	75	0	0%	0	0%	6	8%	69	92%	75	100%
General Education	3	70	0	0%	0	0%	3	4%	67	96%	70	100%
Students with Disabilities	1	5	0	0%	0	0%	3	60%	2	40%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	0	50	0	0%	0	0%	3	6%	47	94%	50	100%
Hispanic or Latino	1	5	-	-	-	-	-	-	-	-	-	-
White	3	18	0	0%	0	0%	2	11%	16	89%	18	100%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	7	0	0%	0	0%	1	14%	6	86%	7	100%
Female	0	42	0	0%	0	0%	3	7%	39	93%	42	100%
Male	4	33	0	0%	0	0%	3	9%	30	91%	33	100%
English Language Learners	0	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	4	71	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	10	0	0%	0	0%	2	20%	8	80%	10	100%
Not Economically Disadvantaged	3	65	0	0%	0	0%	4	6%	61	94%	65	100%
Not Migrant	4	75	0	0%	0	0%	6	8%	69	92%	75	100%
Not Homeless	4	75	0	0%	0	0%	6	8%	69	92%	75	100%
Not in Foster Care	4	75	0	0%	0	0%	6	8%	69	92%	75	100%
Parent Not in Armed Forces	4	75	0	0%	0	0%	6	8%	69	92%	75	100%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	8	0%	13%	0%	38%	50%
Grade 1	1	4	-	-	-	-	-
Grade 2	0	3	-	-	-	-	-
Grade 3	0	2	-	-	-	-	-
Grade 4	0	5	0%	0%	0%	40%	60%
Grade 5	0	4	-	-	-	-	-



NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 3 ELA	0	2	–	–	–	–	–	–	–	–
Grade 3 Math	0	2	–	–	–	–	–	–	–	–

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

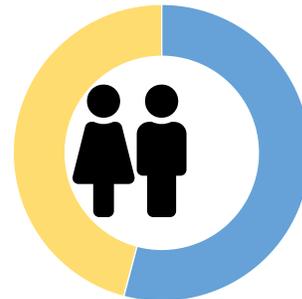
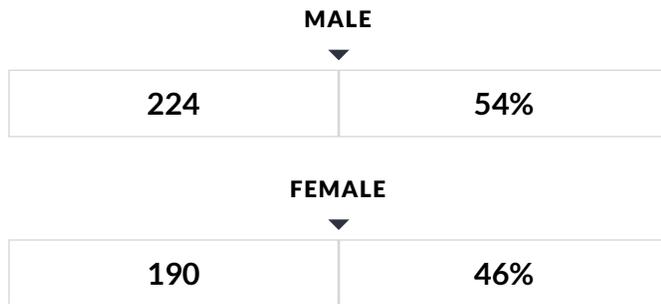
Section 6: School Report Card
Village Elementary School

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

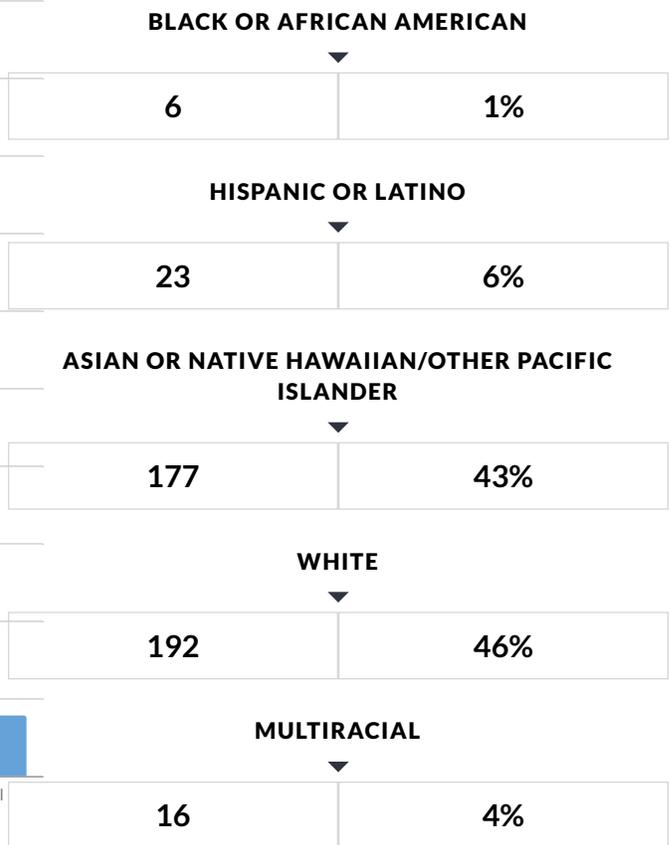
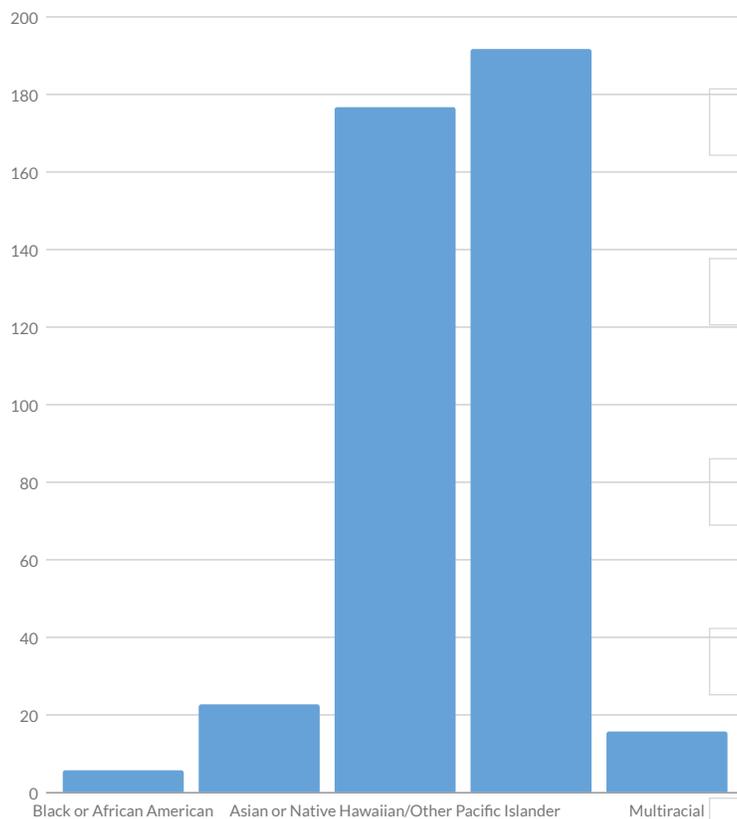
VILLAGE ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 414

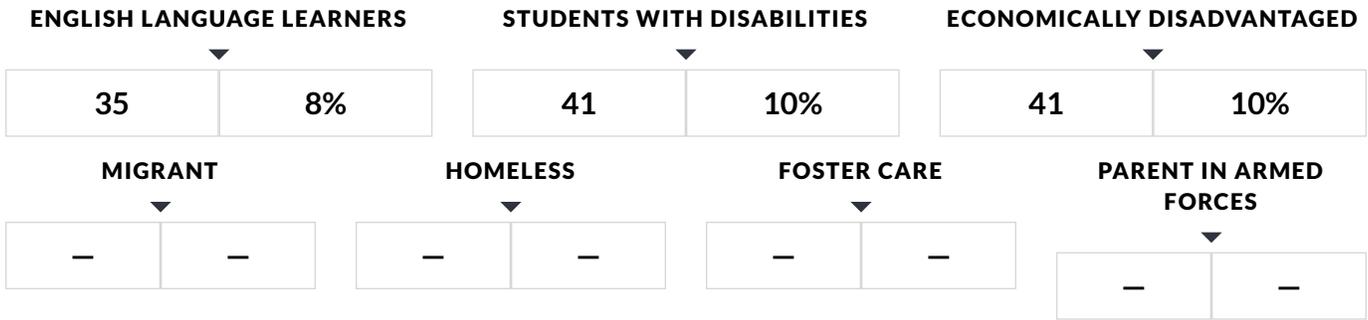
ENROLLMENT BY GENDER



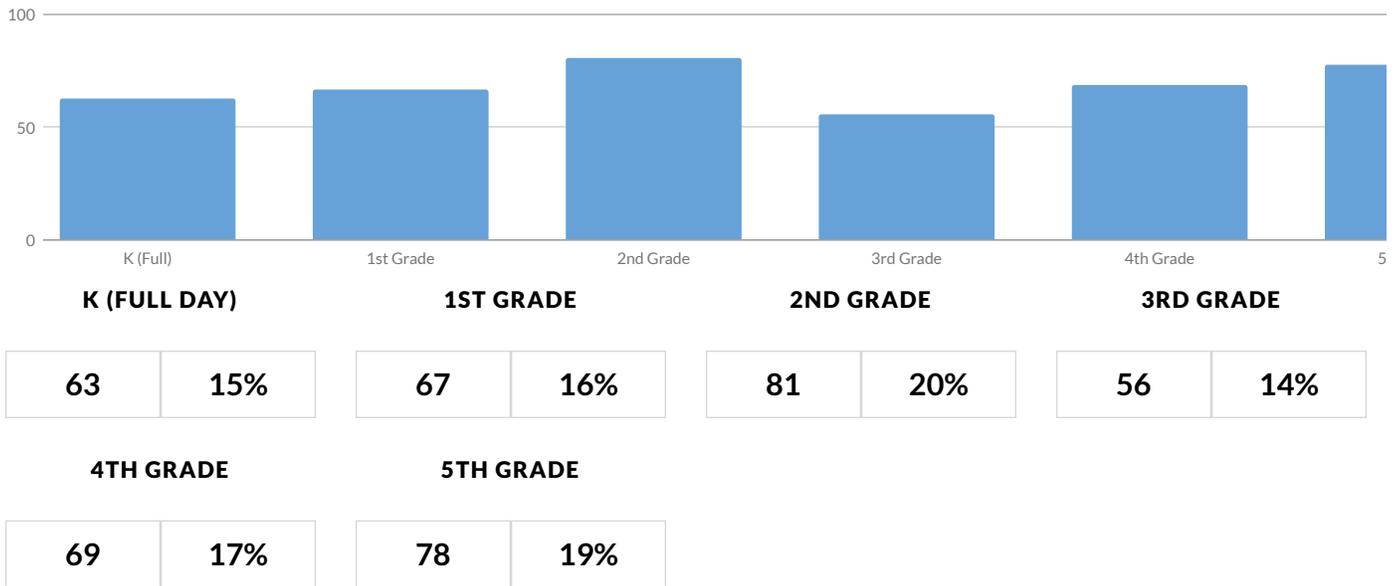
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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VILLAGE ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	163	194	4
	Math	169	213	
	Science	64	245	
	Combined	396	210	
Asian or Native Hawaiian/Other Pacific Islander	ELA	72	194	4
	Math	75	225	
	Science	55	247	
	Combined	202	220	
Black or African American	ELA	7	86	-
	Math	8	106	
	Science	4	-	
	Combined	19	-	
Hispanic or Latino	ELA	17	162	3
	Math	18	150	
	Science	7	193	
	Combined	42	162	
Multiracial	ELA	13	223	4
	Math	13	231	
	Science	3	-	
	Combined	29	228	
White	ELA	71	203	4
	Math	73	216	
	Science	68	247	
	Combined	212	222	
English Language Learners	ELA	14	79	4
	Math	29	188	
	Science	-	-	
	Combined	43	152	
Students with Disabilities	ELA	21	141	4
	Math	23	154	
	Science	13	235	
	Combined	57	168	
Economically Disadvantaged	ELA	47	154	4
	Math	47	175	
	Science	17	224	
	Combined	111	173	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	189	167	4
	Math	191	189	
	Science	64	245	
	Combined	444	187	
Asian or Native Hawaiian/Other Pacific Islander	ELA	73	191	4
	Math	75	225	
	Science	55	247	
	Combined	203	219	
Black or African American	ELA	9	67	-
	Math	9	94	
	Science	4	-	
	Combined	22	-	
Hispanic or Latino	ELA	24	115	2
	Math	25	108	
	Science	8	169	
	Combined	57	119	
Multiracial	ELA	14	207	4
	Math	14	214	
	Science	3	-	
	Combined	31	213	
White	ELA	91	158	4
	Math	91	174	
	Science	68	247	
	Combined	250	188	
English Language Learners	ELA	16	69	4
	Math	29	188	
	Science	1	-	
	Combined	46	142	
Students with Disabilities	ELA	36	82	4
	Math	36	99	
	Science	15	203	
	Combined	87	110	
Economically Disadvantaged	ELA	48	151	4
	Math	49	167	
	Science	17	224	
	Combined	114	169	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	31,864	653	48.8	2
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	14,904	304	49	2
Black or African American	–	8	–	–
Hispanic or Latino	2,027	45	45	1
Multiracial	–	16	–	–
White	13,918	280	49.7	2
English Language Learners	–	14	–	–
Students with Disabilities	1,936	36	53.8	3
Economically Disadvantaged	3,835	73	52.5	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	50	49%	84%	1.7	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	37	46%	82%	1.8	4
Black or African American	0	–	–	–	–
Hispanic or Latino	4	–	–	–	–
Multiracial	0	–	–	–	–
White	4	–	–	–	–
English Language Learners	50	49%	84%	1.7	4
Students with Disabilities	4	–	–	–	–
Economically Disadvantaged	9	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	157	189	167	160	105	122	161	—	—	200	4	4
	Math	171	191	189	174	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	197	73	191	197	157	164	182	—	—	200	4	4
	Math	223	75	225	200	174	179	189	—	—	200	4	
Black or African American	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	14	—	—	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—	—	
White	ELA	136	91	158	141	102	119	160	—	—	200	4	4
	Math	145	91	174	149	110	126	163	—	—	200	4	
English Language Learners	ELA	—	16	—	—	—	—	—	—	—	—	—	—
	Math	—	29	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	46	36	82	58	61	85	142	—	—	200	3	3
	Math	56	36	99	67	61	85	142	—	—	200	4	
Economically Disadvantaged	ELA	128	48	151	134	95	113	157	—	—	200	4	4
	Math	130	49	167	135	94	112	156	—	—	200	4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	2.4	362	6	1.7%	2.4%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	1.6	156	1	.6%	1.6%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	—	12	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2.4	40	0	0%	2.4%	19.8%	17%	11%	—	—	5%	4
Multiracial	0	31	0	0%	0%	16.5%	14.5%	9.8%	—	—	5%	4
White	3	165	5	3%	3%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	7.1	43	1	2.3%	7%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	3.8	34	1	2.9%	3.8%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	0	40	2	5%	0%	19.9%	17.1%	11.1%	—	—	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	204	82.4%	420	83.3%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	79	93.7%	167	95.8%
Black or African American	–	5	–	–	–
Hispanic or Latino	–	15	–	–	–
Multiracial	–	8	–	–	–
White	X	97	74.2%	202	74.8%
English Language Learners	–	13	–	–	–
Students with Disabilities	–	19	–	–	–
Economically Disadvantaged	–	26	–	–	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	205	84.4%	422	85.3%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	79	96.2%	168	97%
Black or African American	–	5	–	–	–
Hispanic or Latino	–	15	–	–	–
Multiracial	–	8	–	–	–
White	X	98	76.5%	203	77.3%
English Language Learners	–	13	–	–	–
Students with Disabilities	–	19	–	–	–
Economically Disadvantaged	–	27	–	–	–

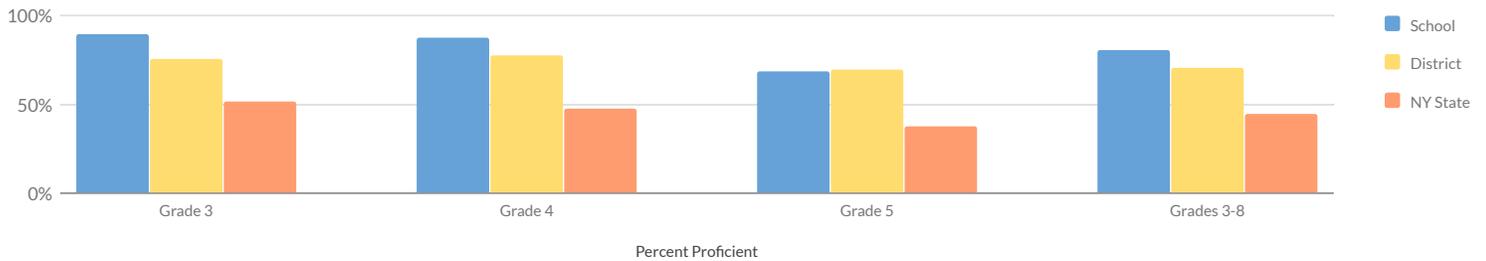
RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 5	–

STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	1	3%	0	0%	0	0%
THIS DISTRICT	38	6%	2	20%	8	1%
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%

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	14	42	0	0%	4	10%	32	76%	6	14%	38	90%
Grade 4	11	59	1	2%	6	10%	24	41%	28	47%	52	88%
Grade 5	13	65	7	11%	13	20%	21	32%	24	37%	45	69%
Grades 3-8	38	166	8	5%	23	14%	77	46%	58	35%	135	81%

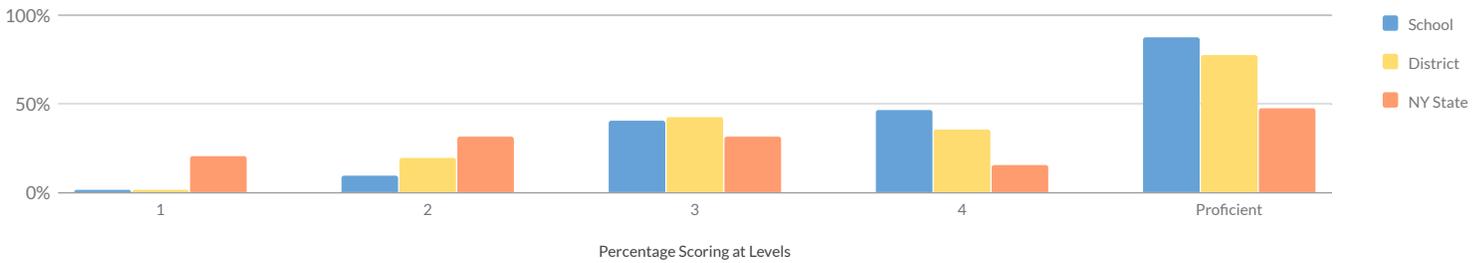
GRADE 3 ELA RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	42	0	0%	4	10%	32	76%	6	14%	38	90%
General Education	12	41	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	18	0	0%	0	0%	15	83%	3	17%	18	100%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	9	16	0	0%	3	19%	12	75%	1	6%	13	81%
Multiracial	0	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	8	0	0%	1	13%	5	63%	2	25%	7	88%
Female	6	20	0	0%	1	5%	16	80%	3	15%	19	95%
Male	8	22	0	0%	3	14%	16	73%	3	14%	19	86%
English Language Learners	3	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	11	38	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	7	0	0%	2	29%	4	57%	1	14%	5	71%
Not Economically Disadvantaged	14	35	0	0%	2	6%	28	80%	5	14%	33	94%
Not Migrant	14	42	0	0%	4	10%	32	76%	6	14%	38	90%
Not Homeless	14	42	0	0%	4	10%	32	76%	6	14%	38	90%
Not in Foster Care	14	42	0	0%	4	10%	32	76%	6	14%	38	90%
Parent Not in Armed Forces	14	42	0	0%	4	10%	32	76%	6	14%	38	90%

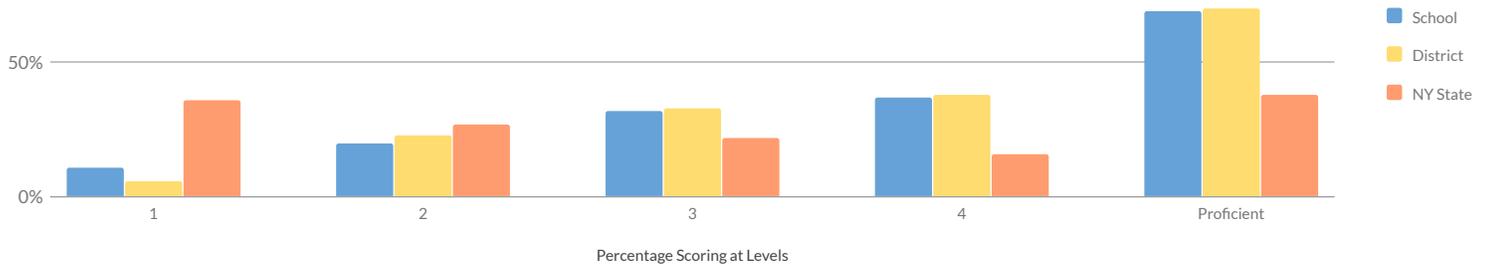
GRADE 4 ELA RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	59	1	2%	6	10%	24	41%	28	47%	52	88%
General Education	8	57	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	28	0	0%	2	7%	13	46%	13	46%	26	93%
Black or African American	1	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	4	-	-	-	-	-	-	-	-	-	-
White	7	23	0	0%	2	9%	10	43%	11	48%	21	91%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	8	1	13%	2	25%	1	13%	4	50%	5	63%
Female	3	31	1	3%	5	16%	11	35%	14	45%	25	81%
Male	8	28	0	0%	1	4%	13	46%	14	50%	27	96%
Non-English Language Learners	10	59	1	2%	6	10%	24	41%	28	47%	52	88%
Economically Disadvantaged	0	7	1	14%	2	29%	2	29%	2	29%	4	57%
Not Economically Disadvantaged	11	52	0	0%	4	8%	22	42%	26	50%	48	92%
Not Migrant	11	59	1	2%	6	10%	24	41%	28	47%	52	88%
Not Homeless	11	59	1	2%	6	10%	24	41%	28	47%	52	88%
Not in Foster Care	11	59	1	2%	6	10%	24	41%	28	47%	52	88%
Parent Not in Armed Forces	11	59	1	2%	6	10%	24	41%	28	47%	52	88%

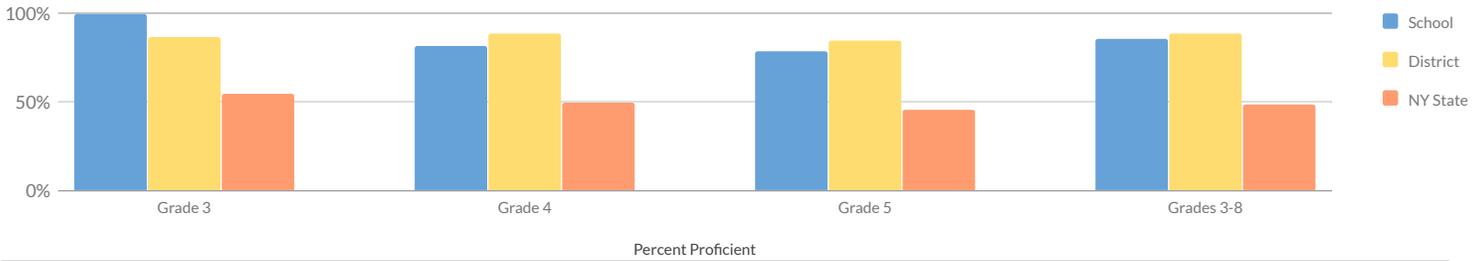
GRADE 5 ELA RESULTS



MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	65	7	11%	13	20%	21	32%	24	37%	45	69%
General Education	9	58	5	9%	10	17%	20	34%	23	40%	43	74%
Students with Disabilities	4	7	2	29%	3	43%	1	14%	1	14%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	1	27	3	11%	8	30%	9	33%	7	26%	16	59%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	3	-	-	-	-	-	-	-	-	-	-
White	9	33	1	3%	5	15%	11	33%	16	48%	27	82%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	5	3	60%	0	0%	1	20%	1	20%	2	40%
Female	4	32	5	16%	6	19%	9	28%	12	38%	21	66%
Male	9	33	2	6%	7	21%	12	36%	12	36%	24	73%
English Language Learners	1	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	12	61	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	3	9	3	33%	2	22%	1	11%	3	33%	4	44%
Not Economically Disadvantaged	10	56	4	7%	11	20%	20	36%	21	38%	41	73%
Not Migrant	13	65	7	11%	13	20%	21	32%	24	37%	45	69%
Not Homeless	12	65	7	11%	13	20%	21	32%	24	37%	45	69%
Not in Foster Care	13	65	7	11%	13	20%	21	32%	24	37%	45	69%
Parent Not in Armed Forces	13	65	7	11%	13	20%	21	32%	24	37%	45	69%

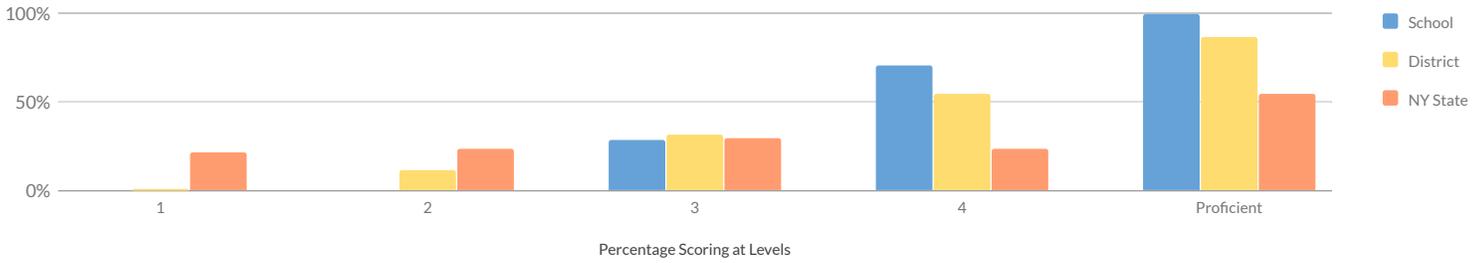
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	45	0	0%	0	0%	13	29%	32	71%	45	100%
Grade 4	11	60	1	2%	10	17%	17	28%	32	53%	49	82%
Grade 5	11	68	7	10%	7	10%	10	15%	44	65%	54	79%
Grades 3-8	34	173	8	5%	17	10%	40	23%	108	62%	148	86%

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.

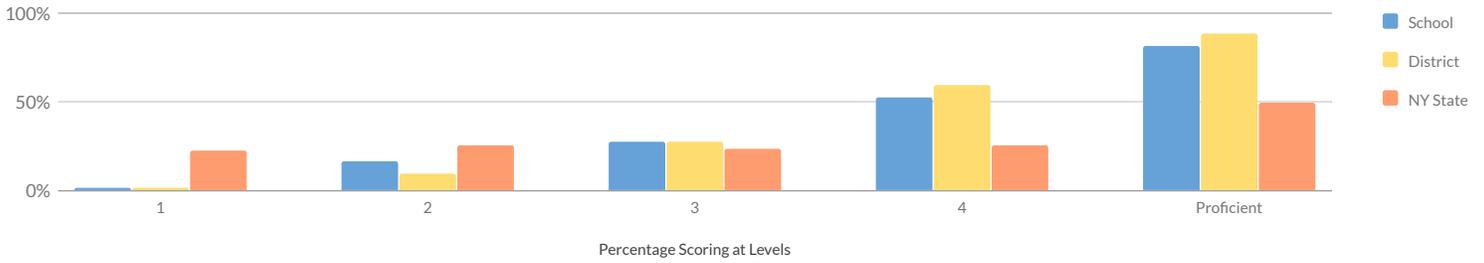
GRADE 3 MATH RESULTS



MEAN SCORE: 620

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	45	0	0%	0	0%	13	29%	32	71%	45	100%
General Education	12	42	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	21	0	0%	0	0%	5	24%	16	76%	21	100%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	10	16	0	0%	0	0%	6	38%	10	63%	16	100%
Multiracial	0	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	8	0	0%	0	0%	2	25%	6	75%	8	100%
Female	5	21	0	0%	0	0%	7	33%	14	67%	21	100%
Male	7	24	0	0%	0	0%	6	25%	18	75%	24	100%
English Language Learners	0	7	0	0%	0	0%	3	43%	4	57%	7	100%
Non-English Language Learners	12	38	0	0%	0	0%	10	26%	28	74%	38	100%
Economically Disadvantaged	0	7	0	0%	0	0%	2	29%	5	71%	7	100%
Not Economically Disadvantaged	12	38	0	0%	0	0%	11	29%	27	71%	38	100%
Not Migrant	12	45	0	0%	0	0%	13	29%	32	71%	45	100%
Not Homeless	12	45	0	0%	0	0%	13	29%	32	71%	45	100%
Not in Foster Care	12	45	0	0%	0	0%	13	29%	32	71%	45	100%
Parent Not in Armed Forces	12	45	0	0%	0	0%	13	29%	32	71%	45	100%

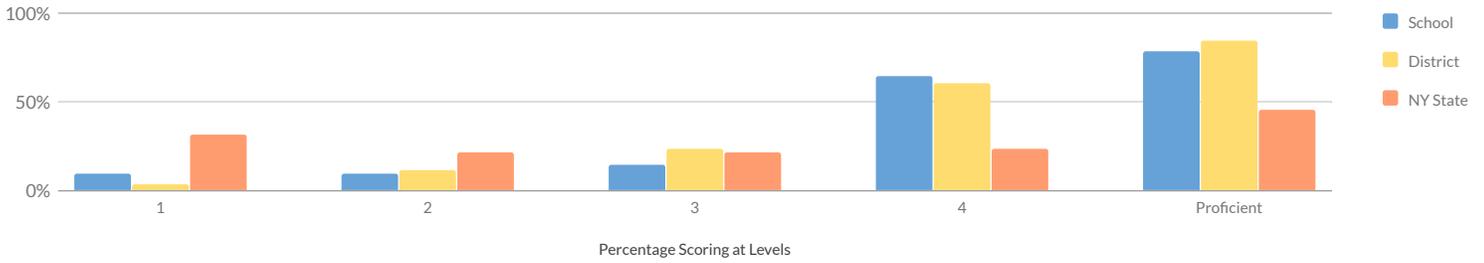
GRADE 4 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	60	1	2%	10	17%	17	28%	32	53%	49	82%
General Education	8	58	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	28	0	0%	3	11%	5	18%	20	71%	25	89%
Black or African American	0	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	4	-	-	-	-	-	-	-	-	-	-
White	7	24	0	0%	5	21%	10	42%	9	38%	19	79%
Multiracial	1	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	8	1	13%	2	25%	2	25%	3	38%	5	63%
Female	3	31	1	3%	7	23%	9	29%	14	45%	23	74%
Male	8	29	0	0%	3	10%	8	28%	18	62%	26	90%
Non-English Language Learners	10	60	1	2%	10	17%	17	28%	32	53%	49	82%
Economically Disadvantaged	0	8	1	13%	3	38%	3	38%	1	13%	4	50%
Not Economically Disadvantaged	11	52	0	0%	7	13%	14	27%	31	60%	45	87%
Not Migrant	11	60	1	2%	10	17%	17	28%	32	53%	49	82%
Not Homeless	11	60	1	2%	10	17%	17	28%	32	53%	49	82%
Not in Foster Care	11	60	1	2%	10	17%	17	28%	32	53%	49	82%
Parent Not in Armed Forces	11	60	1	2%	10	17%	17	28%	32	53%	49	82%

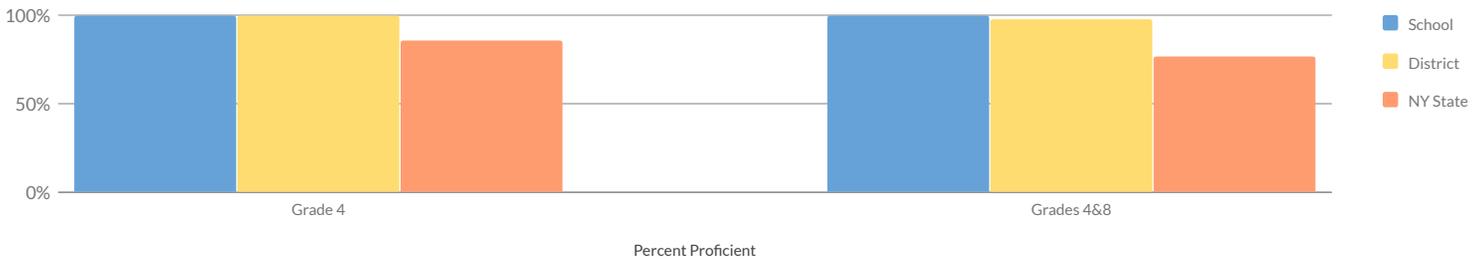
GRADE 5 MATH RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	68	7	10%	7	10%	10	15%	44	65%	54	79%
General Education	7	61	5	8%	4	7%	10	16%	42	69%	52	85%
Students with Disabilities	4	7	2	29%	3	43%	0	0%	2	29%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	2	27	1	4%	3	11%	5	19%	18	67%	23	85%
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	4	-	-	-	-	-	-	-	-	-	-
White	7	35	2	6%	3	9%	5	14%	25	71%	30	86%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	6	4	67%	1	17%	0	0%	1	17%	1	17%
Female	3	33	5	15%	4	12%	6	18%	18	55%	24	73%
Male	8	35	2	6%	3	9%	4	11%	26	74%	30	86%
English Language Learners	0	5	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	11	63	3	5%	7	11%	9	14%	44	70%	53	84%
Economically Disadvantaged	2	10	4	40%	1	10%	2	20%	3	30%	5	50%
Not Economically Disadvantaged	9	58	3	5%	6	10%	8	14%	41	71%	49	84%
Not Migrant	11	68	7	10%	7	10%	10	15%	44	65%	54	79%
Not Homeless	10	68	7	10%	7	10%	10	15%	44	65%	54	79%
Not in Foster Care	11	68	7	10%	7	10%	10	15%	44	65%	54	79%
Parent Not in Armed Forces	11	68	7	10%	7	10%	10	15%	44	65%	54	79%

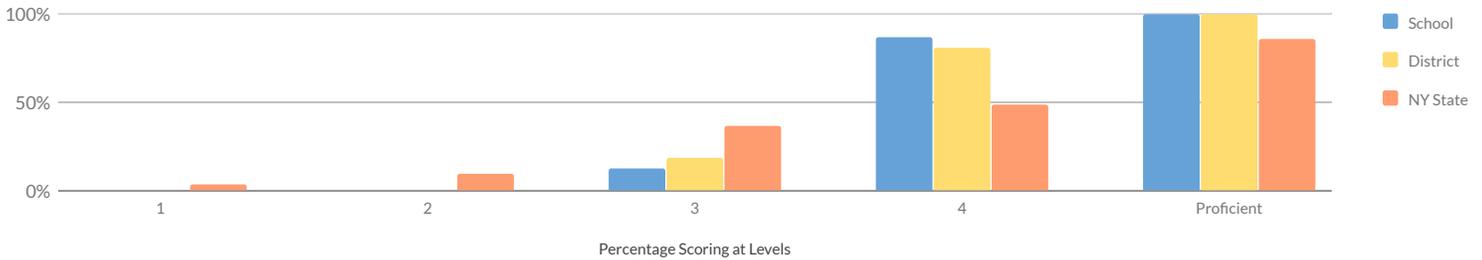
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	3	68	0	0%	0	0%	9	13%	59	87%	68	100%
Grades 4&8	3	68	0	0%	0	0%	9	13%	59	87%	68	100%

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: 91

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	68	0	0%	0	0%	9	13%	59	87%	68	100%
General Education	0	66	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	29	0	0%	0	0%	2	7%	27	93%	29	100%
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	5	0	0%	0	0%	1	20%	4	80%	5	100%
White	2	29	0	0%	0	0%	3	10%	26	90%	29	100%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	2	32	0	0%	0	0%	5	16%	27	84%	32	100%
Male	1	36	0	0%	0	0%	4	11%	32	89%	36	100%
Non-English Language Learners	2	68	0	0%	0	0%	9	13%	59	87%	68	100%
Economically Disadvantaged	0	8	0	0%	0	0%	4	50%	4	50%	8	100%
Not Economically Disadvantaged	3	60	0	0%	0	0%	5	8%	55	92%	60	100%
Not Migrant	3	68	0	0%	0	0%	9	13%	59	87%	68	100%
Not Homeless	3	68	0	0%	0	0%	9	13%	59	87%	68	100%
Not in Foster Care	3	68	0	0%	0	0%	9	13%	59	87%	68	100%
Parent Not in Armed Forces	3	68	0	0%	0	0%	9	13%	59	87%	68	100%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	12	0%	8%	8%	42%	42%
Grade 1	0	5	0%	0%	40%	20%	40%
Grade 2	0	5	0%	0%	20%	40%	40%
Grade 3	0	7	0%	0%	0%	57%	43%
Grade 4	0	1	—	—	—	—	—
Grade 5	0	5	0%	0%	40%	20%	40%

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

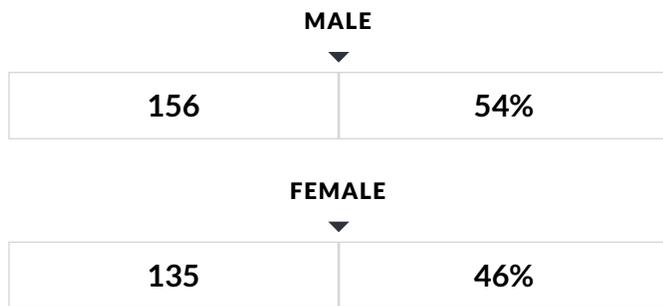
**Section 7: School Report Card
Walt Whitman Elementary School**

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

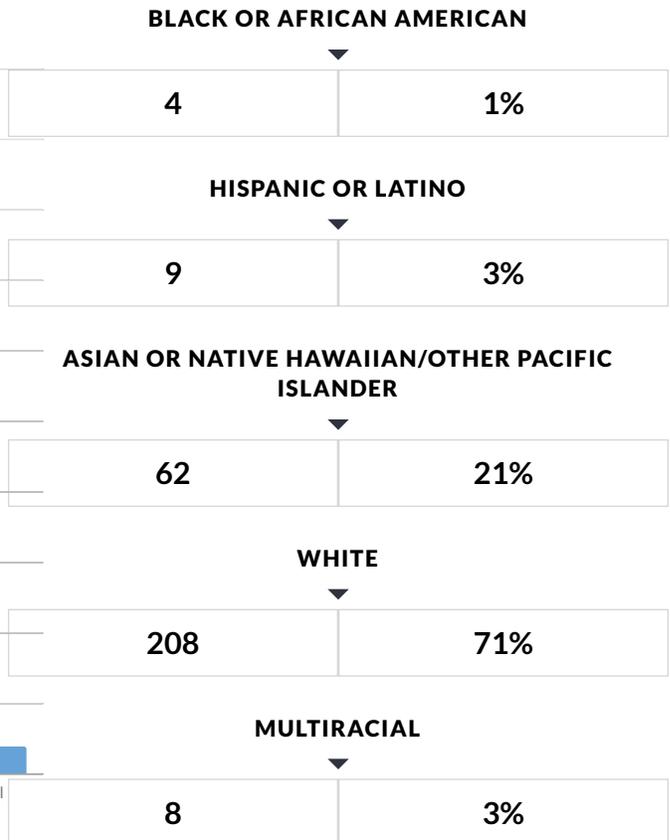
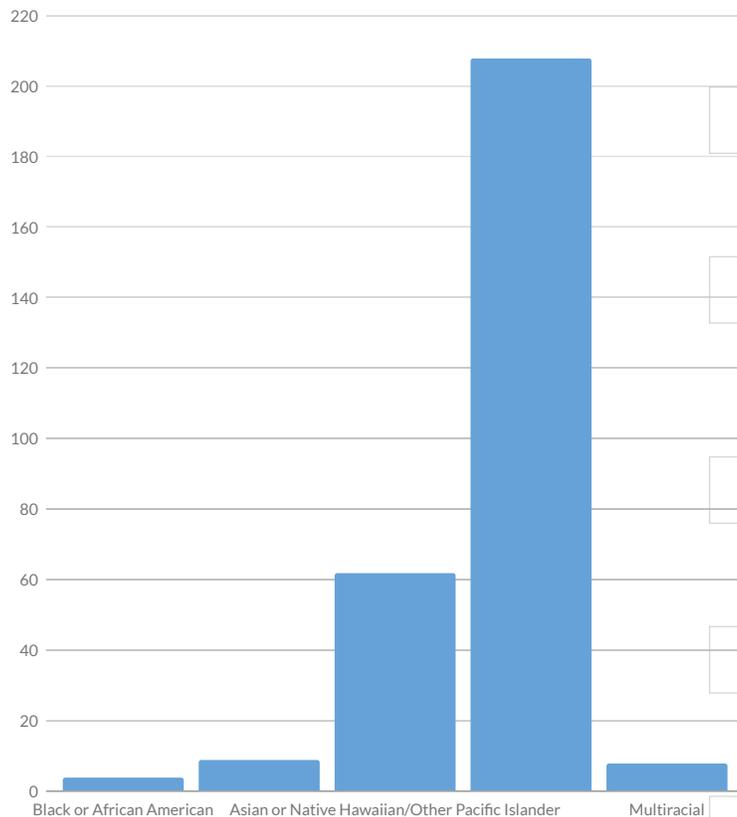
WALT WHITMAN ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 291

ENROLLMENT BY GENDER



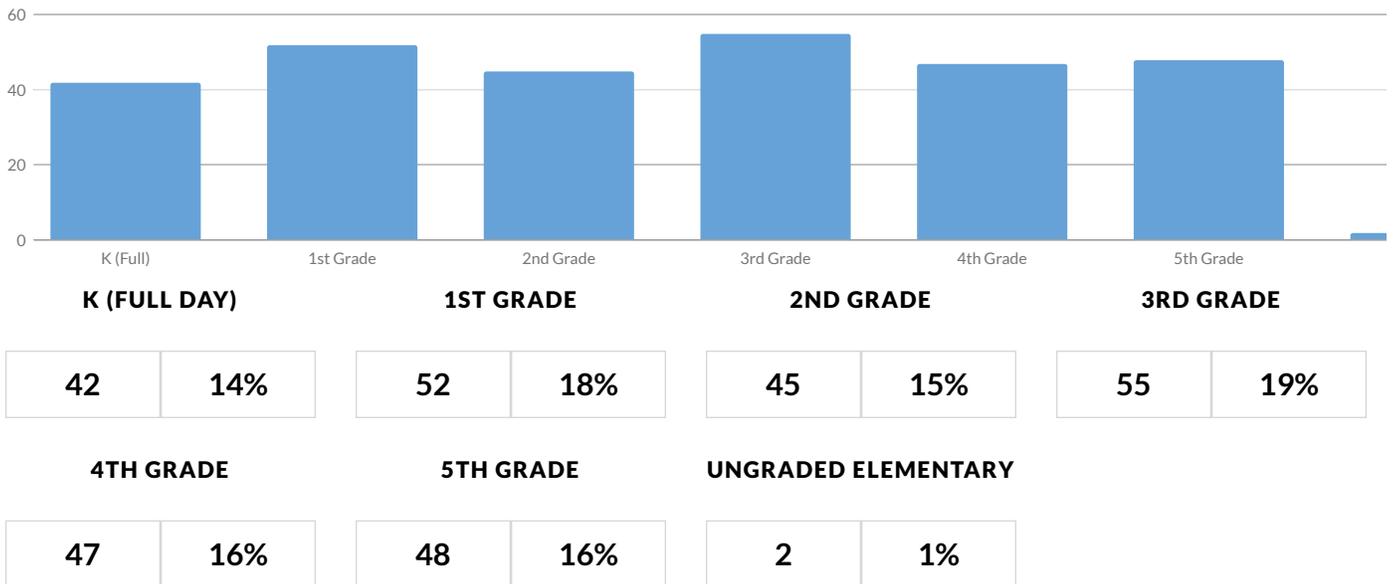
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
6	2%	37	13%	9	3%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
					PARENT IN ARMED FORCES
					—

ENROLLMENT BY GRADE



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WALT WHITMAN ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	100	184	4
	Math	100	215	
	Science	40	231	
	Combined	240	204	
Asian or Native Hawaiian/Other Pacific Islander	ELA	46	192	4
	Math	45	218	
	Science	19	237	
	Combined	110	211	
Hispanic or Latino	ELA	6	175	-
	Math	6	183	
	Science	1	-	
	Combined	13	-	
Multiracial	ELA	6	150	-
	Math	6	208	
	Science	3	-	
	Combined	15	-	
White	ELA	70	183	4
	Math	71	212	
	Science	30	232	
	Combined	171	204	
English Language Learners	ELA	4	-	-
	Math	4	-	
	Science	-	-	
	Combined	8	-	
Students with Disabilities	ELA	14	182	4
	Math	15	200	
	Science	12	208	
	Combined	41	196	
Economically Disadvantaged	ELA	-	-	-
	Math	4	-	
	Science	3	-	
	Combined	7	-	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	140	131	3
	Math	140	153	
	Science	43	215	
	Combined	323	152	
Asian or Native Hawaiian/Other Pacific Islander	ELA	49	181	4
	Math	49	200	
	Science	19	237	
	Combined	117	198	
Hispanic or Latino	ELA	11	96	-
	Math	11	100	
	Science	4	-	
	Combined	26	-	
Multiracial	ELA	6	150	-
	Math	6	208	
	Science	3	-	
	Combined	15	-	
White	ELA	107	120	3
	Math	107	141	
	Science	31	224	
	Combined	245	142	
English Language Learners	ELA	4	-	-
	Math	4	-	
	Science	-	-	
	Combined	8	-	
Students with Disabilities	ELA	43	59	3
	Math	43	70	
	Science	14	179	
	Combined	100	81	
Economically Disadvantaged	ELA	3	-	-
	Math	6	92	
	Science	3	-	
	Combined	12	-	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	12,843	252	51	3
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4,205	87	48.3	2
Black or African American	—	4	—	—
Hispanic or Latino	—	11	—	—
Multiracial	—	10	—	—
White	7,423	140	53	3
English Language Learners	—	6	—	—
Students with Disabilities	—	11	—	—
Economically Disadvantaged	—	5	—	—

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	3
White	4
Students with Disabilities	4

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	5	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	1	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	90	140	131	99	105	122	161	–	–	200	4	4
	Math	106	140	153	114	107	124	162	–	–	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	152	49	181	156	157	164	182	–	–	200	4	4
	Math	166	49	200	169	174	179	189	–	–	200	4	
Hispanic or Latino	ELA	–	11	–	–	–	–	–	–	–	–	–	–
	Math	–	11	–	–	–	–	–	–	–	–	–	
Multiracial	ELA	–	6	–	–	–	–	–	–	–	–	–	–
	Math	–	6	–	–	–	–	–	–	–	–	–	
White	ELA	57	107	120	68	102	119	160	–	–	200	4	4
	Math	78	107	141	87	110	126	163	–	–	200	4	
English Language Learners	ELA	–	4	–	–	–	–	–	–	–	–	–	–
	Math	–	4	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	9	43	59	25	61	85	142	–	Y	200	3	3
	Math	19	43	70	33	61	85	142	–	–	200	3	
Economically Disadvantaged	ELA	–	3	–	–	–	–	–	–	–	–	–	–
	Math	–	6	–	–	–	–	–	–	–	–	–	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	1.8	258	10	3.9%	1.8%	14.6%	12.8%	8.9%	–	–	5%	4
Asian or Native Hawaiian/Other Pacific Islander	0	59	1	1.7%	0%	8.2%	7.4%	6.2%	–	–	5%	4
Black or African American	–	7	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	17	–	–	–	–	–	–	–	–	–	–
Multiracial	–	13	–	–	–	–	–	–	–	–	–	–
White	2.4	180	8	4.4%	2.4%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	–	19	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	0	38	4	10.5%	0%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	–	14	–	–	–	–	–	–	–	–	–	–

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	153	68.6%	288	64.2%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	28	–	–	–
Black or African American	–	1	–	–	–
Hispanic or Latino	–	6	–	–	–
Multiracial	–	3	–	–	–
White	X	115	61.7%	211	57.4%
English Language Learners	–	2	–	–	–
Students with Disabilities	–	24	–	–	–
Economically Disadvantaged	–	3	–	–	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	153	68%	288	62.9%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	28	–	–	–
Black or African American	–	1	–	–	–
Hispanic or Latino	–	6	–	–	–
Multiracial	–	3	–	–	–
White	X	115	61.7%	211	55.9%
English Language Learners	–	2	–	–	–
Students with Disabilities	–	24	–	–	–
Economically Disadvantaged	–	3	–	–	–

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–

STAFF QUALIFICATIONS (2018-19)

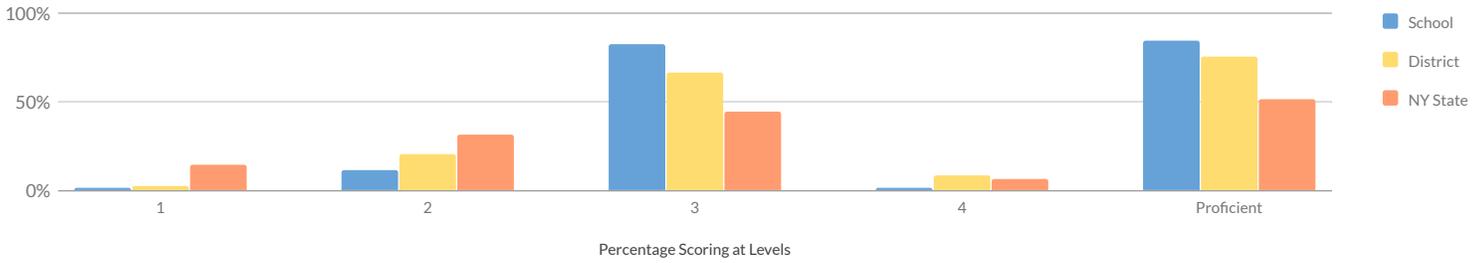
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	1	4%	0	0%	1	4%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	16	41	1	2%	5	12%	34	83%	1
Grade 4	19	30	1	3%	5	17%	15	50%	9	30%	24	80%
Grade 5	16	31	0	0%	13	42%	8	26%	10	32%	18	58%
Grades 3-8	51	102	2	2%	23	23%	57	56%	20	20%	77	75%

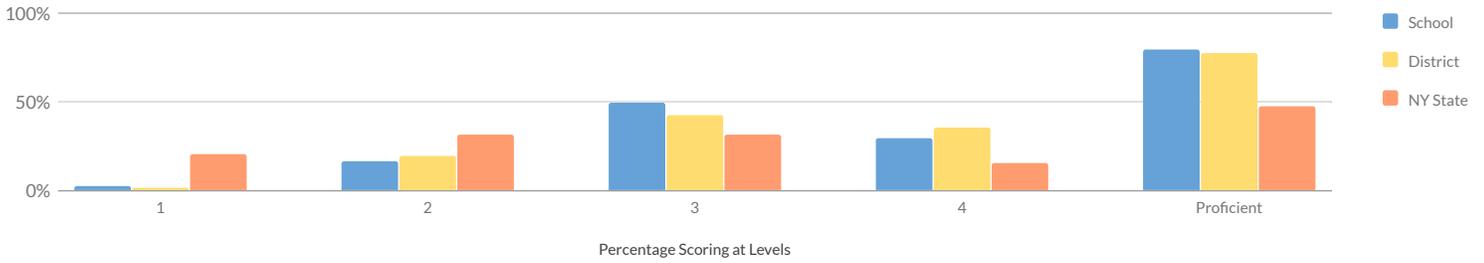
GRADE 3 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	41	1	2%	5	12%	34	83%	1	2%	35	85%
General Education	11	38	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	8	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	15	31	1	3%	4	13%	25	81%	1	3%	26	84%
Small Group Total	1	10	0	0%	1	10%	9	90%	0	0%	9	90%
Female	6	16	0	0%	1	6%	14	88%	1	6%	15	94%
Male	10	25	1	4%	4	16%	20	80%	0	0%	20	80%
Non-English Language Learners	15	41	1	2%	5	12%	34	83%	1	2%	35	85%
Not Economically Disadvantaged	15	41	1	2%	5	12%	34	83%	1	2%	35	85%
Not Migrant	16	41	1	2%	5	12%	34	83%	1	2%	35	85%
Not Homeless	16	41	1	2%	5	12%	34	83%	1	2%	35	85%
Not in Foster Care	16	41	1	2%	5	12%	34	83%	1	2%	35	85%
Parent Not in Armed Forces	16	41	1	2%	5	12%	34	83%	1	2%	35	85%

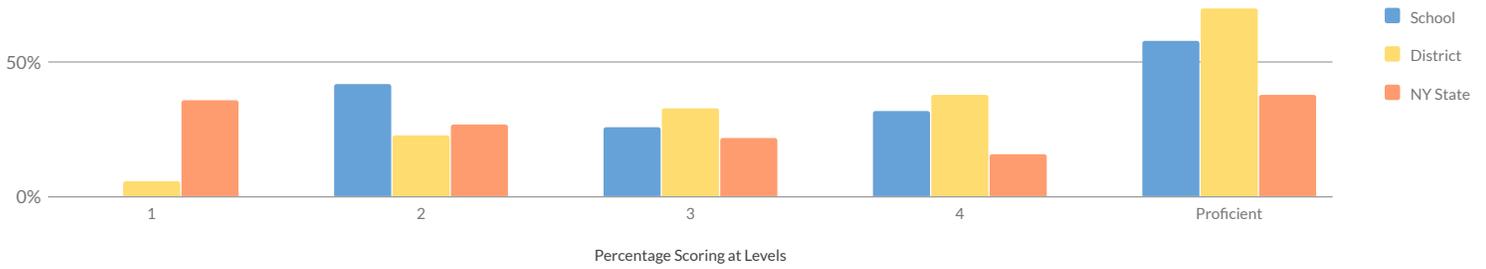
GRADE 4 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	30	1	3%	5	17%	15	50%	9	30%	24	80%
General Education	12	27	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	7	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	1	-	-	-	-	-	-	-	-	-	-
White	15	20	1	5%	4	20%	9	45%	6	30%	15	75%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	10	0	0%	1	10%	6	60%	3	30%	9	90%
Female	7	18	0	0%	3	17%	8	44%	7	39%	15	83%
Male	12	12	1	8%	2	17%	7	58%	2	17%	9	75%
Non-English Language Learners	19	30	1	3%	5	17%	15	50%	9	30%	24	80%
Not Economically Disadvantaged	17	30	1	3%	5	17%	15	50%	9	30%	24	80%
Not Migrant	19	30	1	3%	5	17%	15	50%	9	30%	24	80%
Not Homeless	19	30	1	3%	5	17%	15	50%	9	30%	24	80%
Not in Foster Care	19	30	1	3%	5	17%	15	50%	9	30%	24	80%
Parent Not in Armed Forces	19	30	1	3%	5	17%	15	50%	9	30%	24	80%

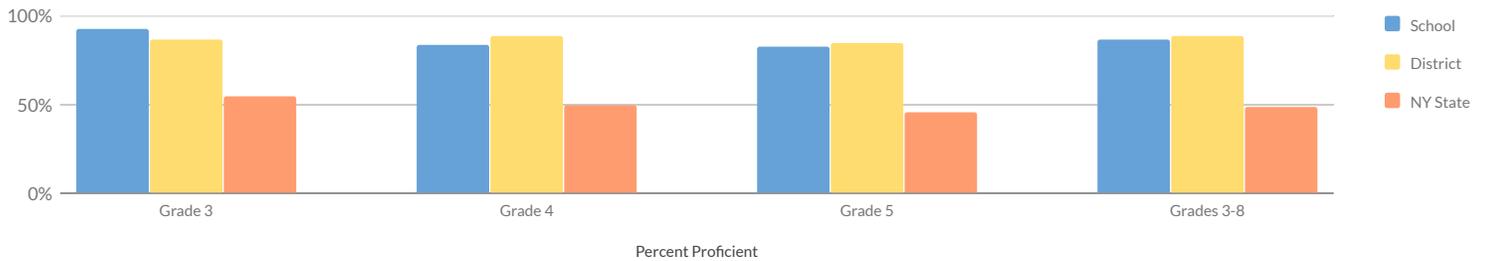
GRADE 5 ELA RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	31	0	0%	13	42%	8	26%	10	32%	18	58%
General Education	10	31	0	0%	13	42%	8	26%	10	32%	18	58%
Asian or Native Hawaiian/Other Pacific Islander	0	10	-	-	-	-	-	-	-	-	-	-
White	15	19	0	0%	7	37%	5	26%	7	37%	12	63%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	12	0	0%	6	50%	3	25%	3	25%	6	50%
Female	8	18	0	0%	7	39%	3	17%	8	44%	11	61%
Male	8	13	0	0%	6	46%	5	38%	2	15%	7	54%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	16	30	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	16	31	0	0%	13	42%	8	26%	10	32%	18	58%
Not Migrant	16	31	0	0%	13	42%	8	26%	10	32%	18	58%
Not Homeless	16	31	0	0%	13	42%	8	26%	10	32%	18	58%
Not in Foster Care	16	31	0	0%	13	42%	8	26%	10	32%	18	58%
Parent Not in Armed Forces	16	31	0	0%	13	42%	8	26%	10	32%	18	58%

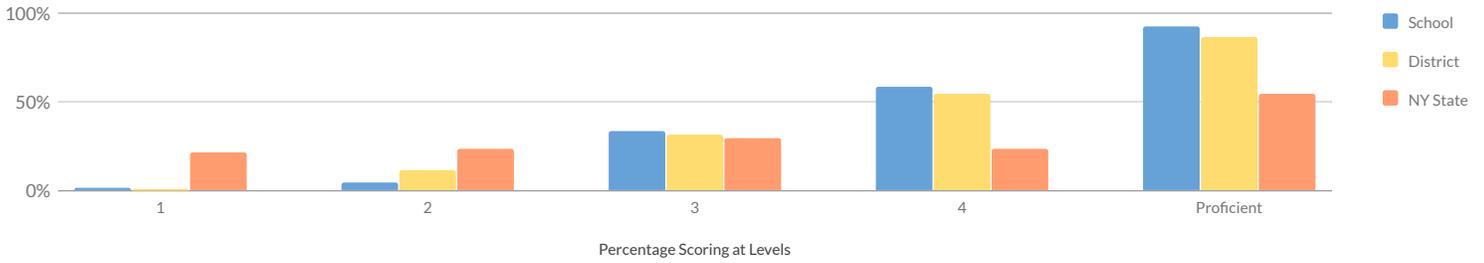
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	16	41	1	2%	2	5%	14	34%	24	59%	38	93%
Grade 4	18	31	1	3%	4	13%	7	23%	19	61%	26	84%
Grade 5	17	30	1	3%	4	13%	10	33%	15	50%	25	83%
Grades 3-8	51	102	3	3%	10	10%	31	30%	58	57%	89	87%

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.

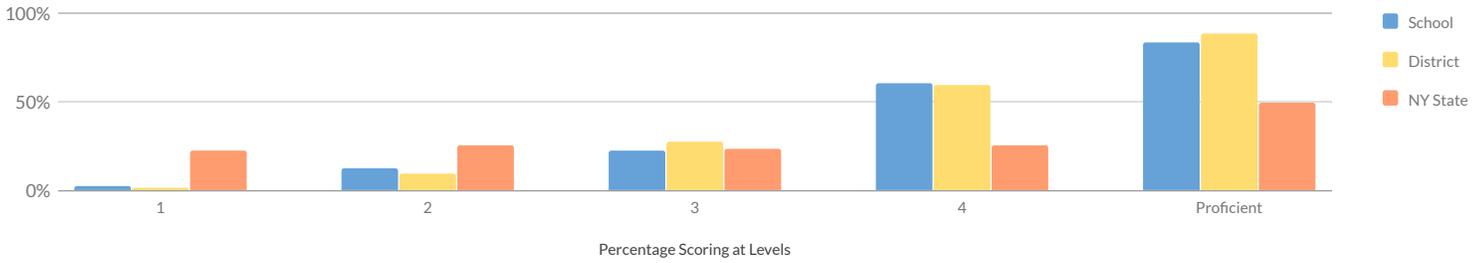
GRADE 3 MATH RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	41	1	2%	2	5%	14	34%	24	59%	38	93%
General Education	11	38	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	5	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	9	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	2	-	-	-	-	-	-	-	-	-	-
White	16	30	1	3%	2	7%	11	37%	16	53%	27	90%
Small Group Total	0	11	0	0%	0	0%	3	27%	8	73%	11	100%
Female	7	15	0	0%	2	13%	6	40%	7	47%	13	87%
Male	9	26	1	4%	0	0%	8	31%	17	65%	25	96%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	16	40	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	15	41	1	2%	2	5%	14	34%	24	59%	38	93%
Not Migrant	16	41	1	2%	2	5%	14	34%	24	59%	38	93%
Not Homeless	16	41	1	2%	2	5%	14	34%	24	59%	38	93%
Not in Foster Care	16	41	1	2%	2	5%	14	34%	24	59%	38	93%
Parent Not in Armed Forces	16	41	1	2%	2	5%	14	34%	24	59%	38	93%

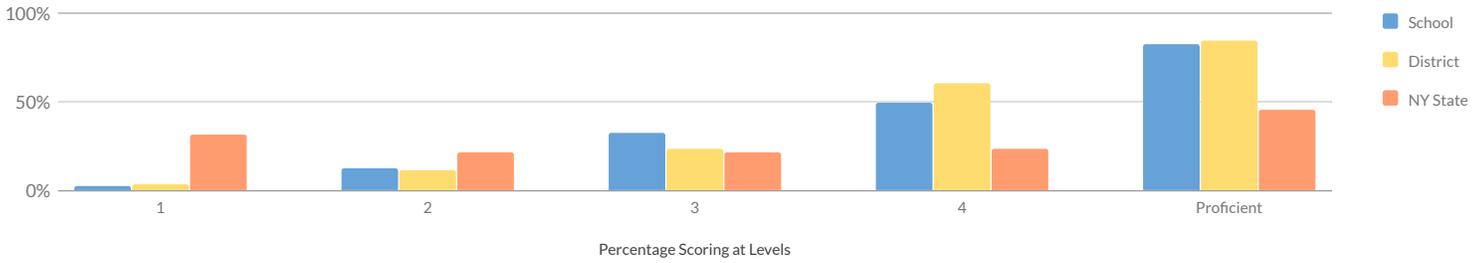
GRADE 4 MATH RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	31	1	3%	4	13%	7	23%	19	61%	26	84%
General Education	11	28	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	3	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	7	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	1	-	-	-	-	-	-	-	-	-	-
White	14	21	0	0%	3	14%	6	29%	12	57%	18	86%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	10	1	10%	1	10%	1	10%	7	70%	8	80%
Female	7	18	0	0%	1	6%	7	39%	10	56%	17	94%
Male	11	13	1	8%	3	23%	0	0%	9	69%	9	69%
Non-English Language Learners	18	31	1	3%	4	13%	7	23%	19	61%	26	84%
Economically Disadvantaged	1	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	17	30	-	-	-	-	-	-	-	-	-	-
Not Migrant	18	31	1	3%	4	13%	7	23%	19	61%	26	84%
Not Homeless	18	31	1	3%	4	13%	7	23%	19	61%	26	84%
Not in Foster Care	18	31	1	3%	4	13%	7	23%	19	61%	26	84%
Parent Not in Armed Forces	18	31	1	3%	4	13%	7	23%	19	61%	26	84%

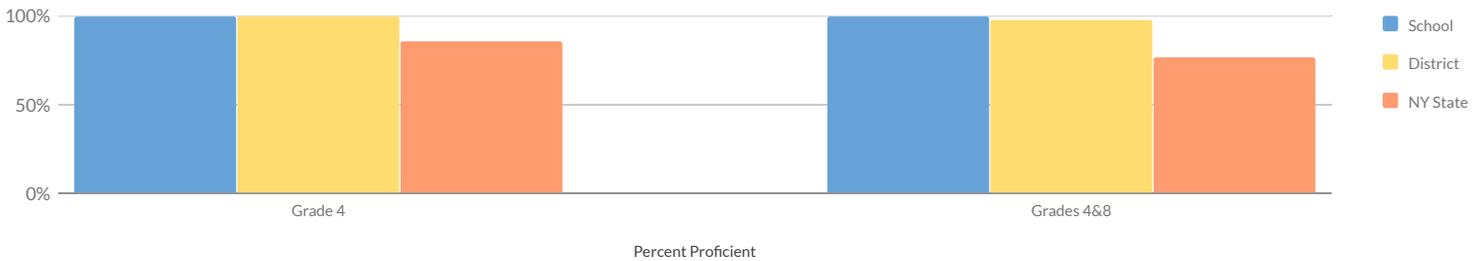
GRADE 5 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	30	1	3%	4	13%	10	33%	15	50%	25	83%
General Education	11	30	1	3%	4	13%	10	33%	15	50%	25	83%
Asian or Native Hawaiian/Other Pacific Islander	1	9	-	-	-	-	-	-	-	-	-	-
White	15	19	1	5%	1	5%	8	42%	9	47%	17	89%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	11	0	0%	3	27%	2	18%	6	55%	8	73%
Female	9	17	0	0%	2	12%	7	41%	8	47%	15	88%
Male	8	13	1	8%	2	15%	3	23%	7	54%	10	77%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	17	29	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	17	30	1	3%	4	13%	10	33%	15	50%	25	83%
Not Migrant	17	30	1	3%	4	13%	10	33%	15	50%	25	83%
Not Homeless	17	30	1	3%	4	13%	10	33%	15	50%	25	83%
Not in Foster Care	17	30	1	3%	4	13%	10	33%	15	50%	25	83%
Parent Not in Armed Forces	17	30	1	3%	4	13%	10	33%	15	50%	25	83%

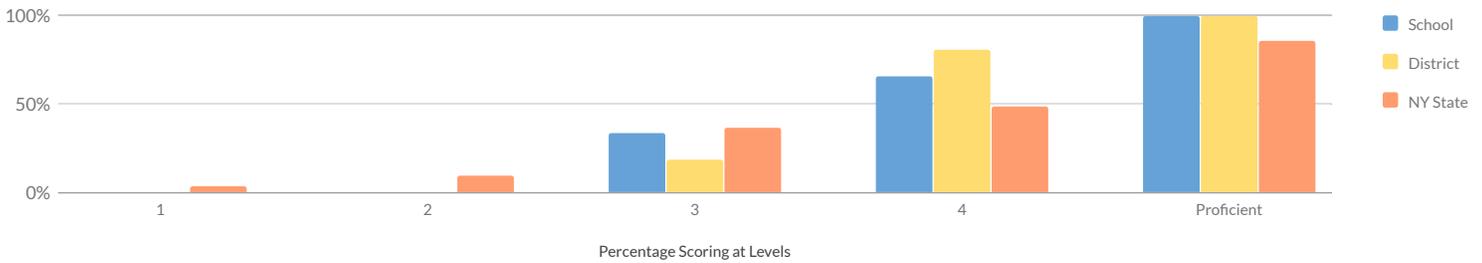
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	8	41	0	0%	0	0%	14	34%	27	66%	41	100%
Grades 4&8	8	41	0	0%	0	0%	14	34%	27	66%	41	100%

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: 88

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	41	0	0%	0	0%	14	34%	27	66%	41	100%
General Education	3	36	0	0%	0	0%	11	31%	25	69%	36	100%
Students with Disabilities	5	5	0	0%	0	0%	3	60%	2	40%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	1	8	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	1	-	-	-	-	-	-	-	-	-	-
White	5	30	0	0%	0	0%	10	33%	20	67%	30	100%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	11	0	0%	0	0%	4	36%	7	64%	11	100%
Female	4	21	0	0%	0	0%	7	33%	14	67%	21	100%
Male	4	20	0	0%	0	0%	7	35%	13	65%	20	100%
Non-English Language Learners	8	41	0	0%	0	0%	14	34%	27	66%	41	100%
Economically Disadvantaged	0	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	8	39	-	-	-	-	-	-	-	-	-	-
Not Migrant	8	41	0	0%	0	0%	14	34%	27	66%	41	100%
Not Homeless	8	41	0	0%	0	0%	14	34%	27	66%	41	100%
Not in Foster Care	8	41	0	0%	0	0%	14	34%	27	66%	41	100%
Parent Not in Armed Forces	8	41	0	0%	0	0%	14	34%	27	66%	41	100%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	1	-	-	-	-	-
Grade 1	1	1	-	-	-	-	-
Grade 2	0	3	-	-	-	-	-
Grade 3	0	1	-	-	-	-	-
Grade 5	0	1	-	-	-	-	-

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 4 ELA	0	2	–	–	–	–	–	–	–	–
Grade 4 Math	0	2	–	–	–	–	–	–	–	–
Grade 4 Science	0	2	–	–	–	–	–	–	–	–

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

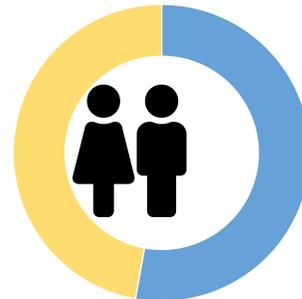
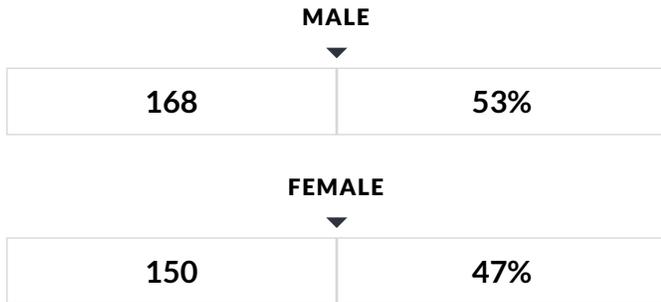
**Section 8: School Report Card
A. P. Willits Elementary School**

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

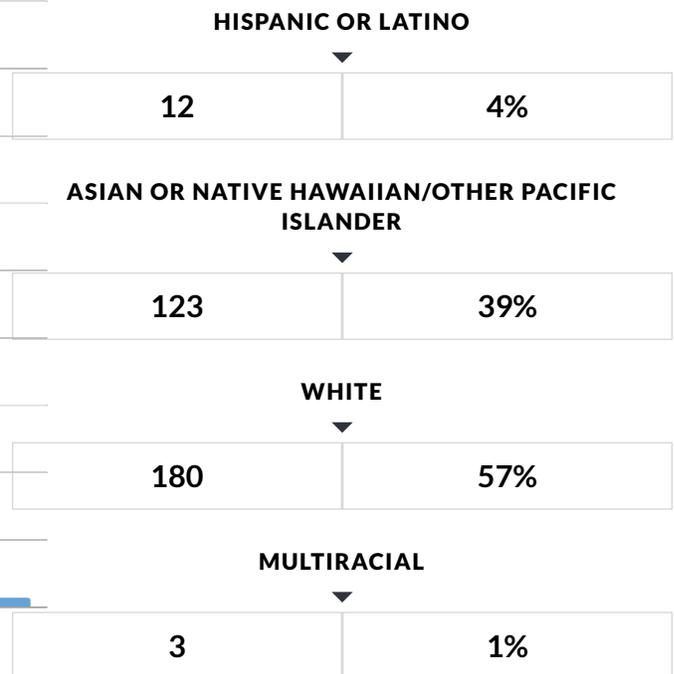
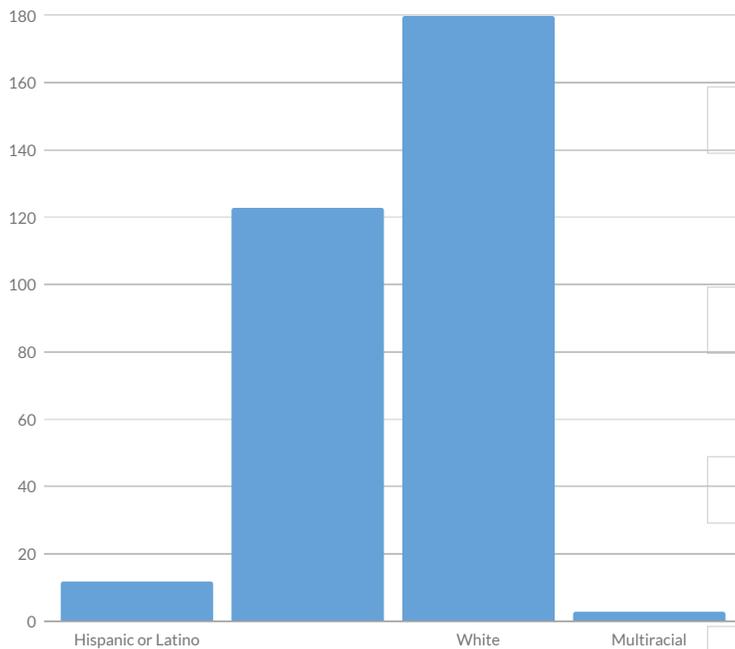
WILLITS ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 318

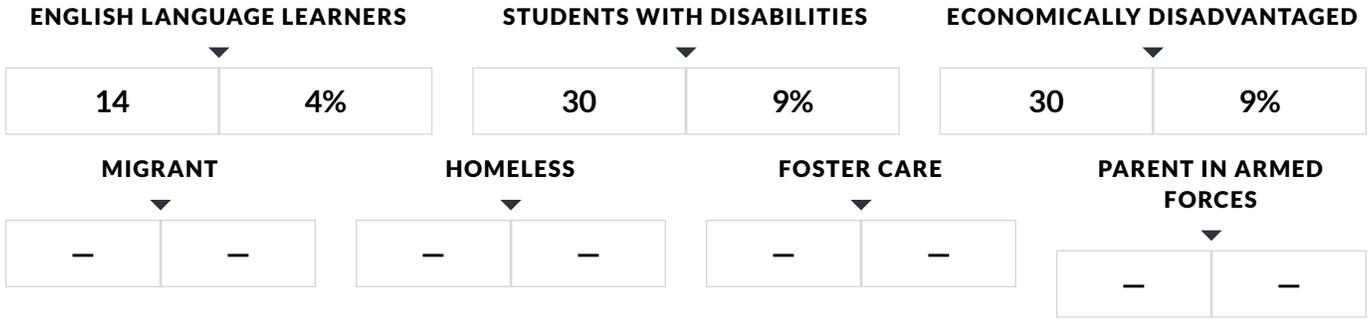
ENROLLMENT BY GENDER



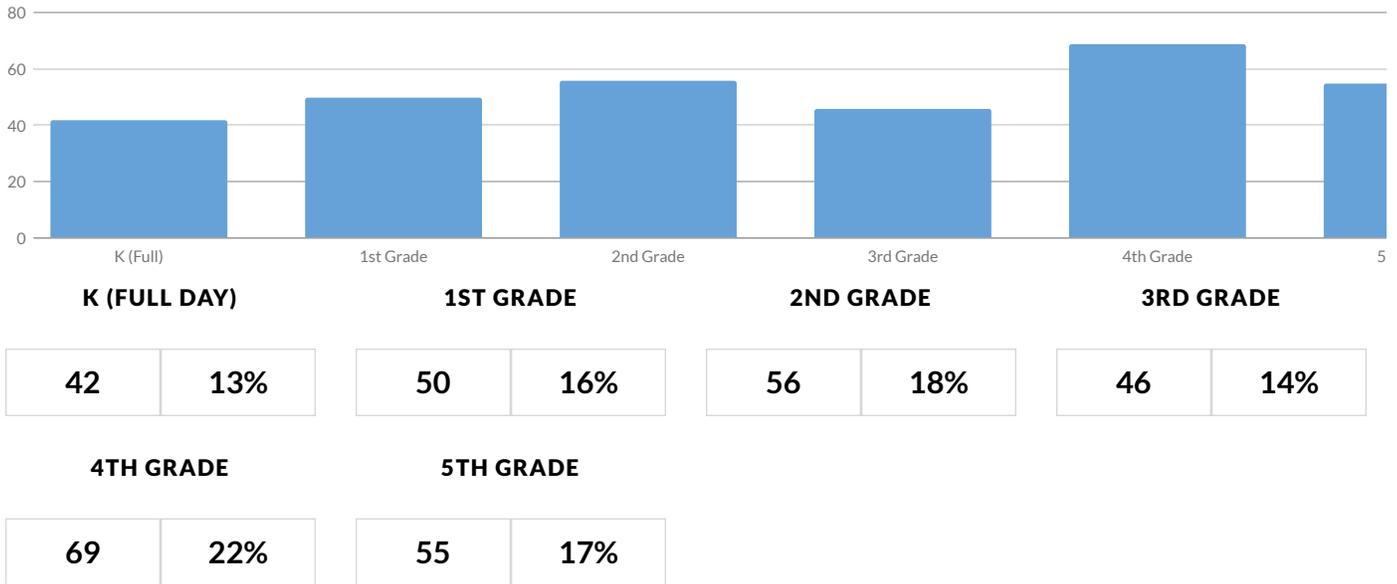
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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WILLITS ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	–
White	4
English Language Learners	–
Students with Disabilities	1
Economically Disadvantaged	4

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	116	187	4
	Math	120	222	
	Science	64	243	
	Combined	300	213	
Asian or Native Hawaiian/Other Pacific Islander	ELA	62	202	4
	Math	64	231	
	Science	49	245	
	Combined	175	224	
Hispanic or Latino	ELA	6	208	-
	Math	8	231	
	Science	4	-	
	Combined	18	-	
White	ELA	50	166	4
	Math	52	211	
	Science	35	241	
	Combined	137	202	
English Language Learners	ELA	3	-	-
	Math	6	217	
	Science	4	-	
	Combined	13	-	
Students with Disabilities	ELA	6	133	-
	Math	7	129	
	Science	-	-	
	Combined	13	-	
Economically Disadvantaged	ELA	25	200	4
	Math	23	220	
	Science	13	246	
	Combined	61	217	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	158	137	4
	Math	160	167	
	Science	66	236	
	Combined	384	166	
Asian or Native Hawaiian/Other Pacific Islander	ELA	64	195	4
	Math	65	227	
	Science	49	245	
	Combined	178	221	
Hispanic or Latino	ELA	8	156	-
	Math	9	206	
	Science	4	-	
	Combined	21	-	
White	ELA	89	93	3
	Math	90	122	
	Science	37	228	
	Combined	216	128	
English Language Learners	ELA	4	-	-
	Math	7	186	
	Science	4	-	
	Combined	15	-	
Students with Disabilities	ELA	24	33	2
	Math	24	38	
	Science	2	-	
	Combined	50	34	
Economically Disadvantaged	ELA	35	143	4
	Math	35	144	
	Science	14	229	
	Combined	84	158	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	19,072	390	48.9	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	12,859	252	51	3
Black or African American	—	0	—	—
Hispanic or Latino	—	8	—	—
Multiracial	—	1	—	—
White	5,673	129	44	1
English Language Learners	—	5	—	—
Students with Disabilities	—	9	—	—
Economically Disadvantaged	1,958	37	52.9	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	4
White	2
Students with Disabilities	1
Economically Disadvantaged	4

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	10	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	10	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	117	158	137	124	105	122	161	–	–	200	4	4
	Math	131	160	167	136	107	124	162	–	–	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	202	64	195	200	157	164	182	–	–	200	4	4
	Math	219	65	227	200	174	179	189	–	–	200	4	
Hispanic or Latino	ELA	–	8	–	–	–	–	–	–	–	–	–	–
	Math	–	9	–	–	–	–	–	–	–	–	–	
White	ELA	71	89	93	81	102	119	160	–	Y	200	3	3
	Math	80	90	122	89	110	126	163	–	–	200	3	
English Language Learners	ELA	–	4	–	–	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	–	24	–	–	–	–	–	–	–	–	–	–
	Math	–	24	–	–	–	–	–	–	–	–	–	
Economically Disadvantaged	ELA	–	35	–	–	–	–	–	–	–	–	–	–
	Math	–	35	–	–	–	–	–	–	–	–	–	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4.3	290	10	3.4%	4.3%	14.6%	12.8%	8.9%	–	–	5%	4
Asian or Native Hawaiian/Other Pacific Islander	4	116	2	1.7%	4%	8.2%	7.4%	6.2%	–	–	5%	4
Hispanic or Latino	–	17	–	–	–	–	–	–	–	–	–	–
Multiracial	–	3	–	–	–	–	–	–	–	–	–	–
White	4.6	162	8	4.9%	4.6%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	–	18	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	6.8	32	2	6.3%	6.7%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	5.9	33	1	3%	5.9%	19.9%	17.1%	11.1%	–	–	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	174	71.3%	364	67%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	73	93.2%	148	93.9%
Black or African American	–	0	–	–	–
Hispanic or Latino	–	6	–	–	–
Multiracial	–	0	–	–	–
White	X	95	53.7%	205	46.8%
English Language Learners	–	6	–	–	–
Students with Disabilities	–	9	–	–	–
Economically Disadvantaged	–	23	–	–	–

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	174	72.4%	364	68.4%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	73	94.5%	148	96%
Black or African American	–	0	–	–	–
Hispanic or Latino	–	6	–	–	–
Multiracial	–	0	–	–	–
White	X	95	54.7%	205	47.3%
English Language Learners	–	6	–	–	–
Students with Disabilities	–	9	–	–	–
Economically Disadvantaged	–	23	–	–	–

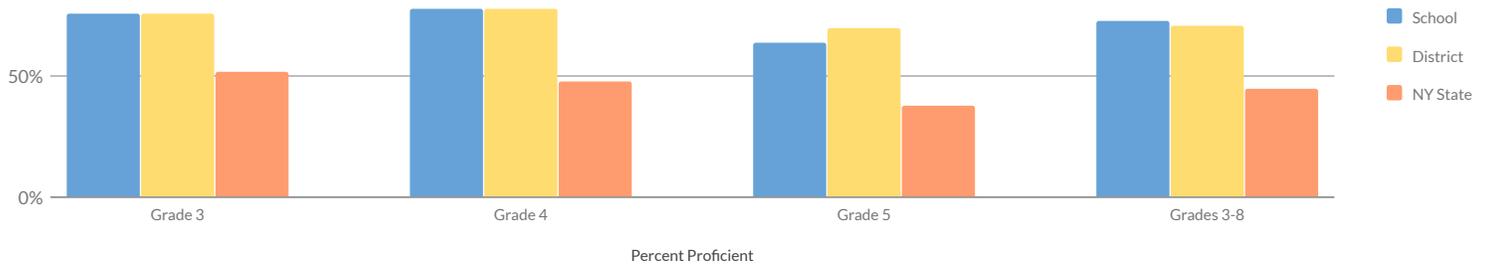
RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 4	–
Grade 5	–

STAFF QUALIFICATIONS (2018-19)

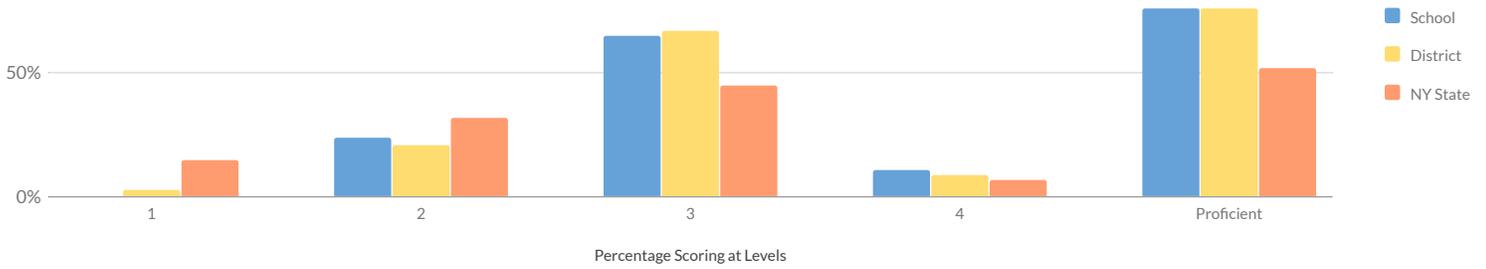
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	2	7%	0	0%	2	7%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	9	37	0	0%	9	24%	24	65%	4
Grade 4	27	45	0	0%	10	22%	17	38%	18	40%	35	78%
Grade 5	17	39	1	3%	13	33%	8	21%	17	44%	25	64%
Grades 3-8	53	121	1	1%	32	26%	49	40%	39	32%	88	73%

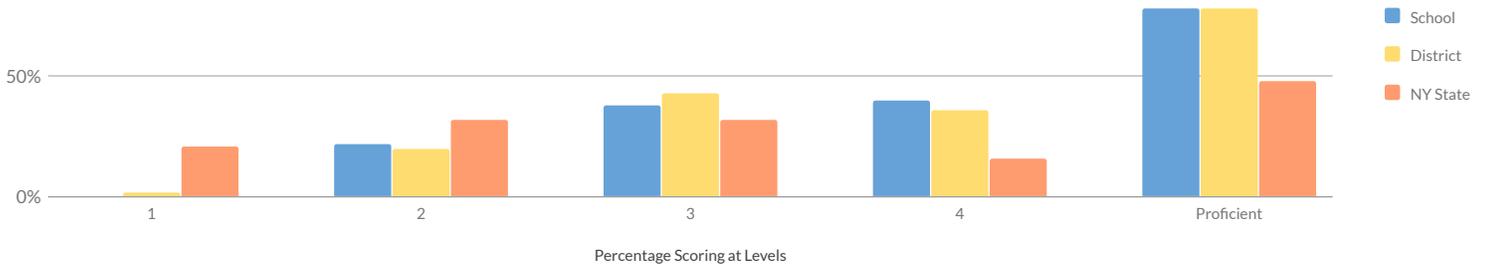
GRADE 3 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	37	0	0%	9	24%	24	65%	4	11%	28	76%
General Education	5	37	0	0%	9	24%	24	65%	4	11%	28	76%
Asian or Native Hawaiian/Other Pacific Islander	1	18	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	8	18	0	0%	6	33%	12	67%	0	0%	12	67%
Small Group Total	1	19	0	0%	3	16%	12	63%	4	21%	16	84%
Female	4	15	0	0%	2	13%	12	80%	1	7%	13	87%
Male	5	22	0	0%	7	32%	12	55%	3	14%	15	68%
Non-English Language Learners	8	37	0	0%	9	24%	24	65%	4	11%	28	76%
Economically Disadvantaged	0	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	9	33	-	-	-	-	-	-	-	-	-	-
Not Migrant	9	37	0	0%	9	24%	24	65%	4	11%	28	76%
Not Homeless	9	37	0	0%	9	24%	24	65%	4	11%	28	76%
Not in Foster Care	9	37	0	0%	9	24%	24	65%	4	11%	28	76%
Parent Not in Armed Forces	9	37	0	0%	9	24%	24	65%	4	11%	28	76%

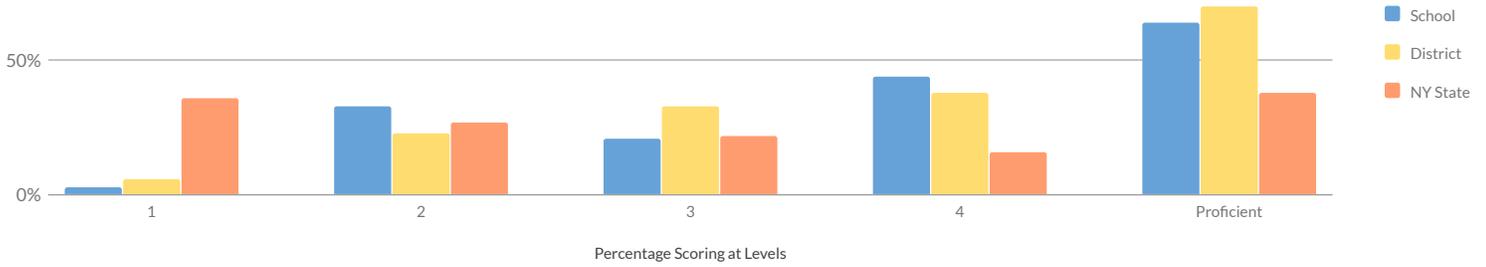
GRADE 4 ELA RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	45	0	0%	10	22%	17	38%	18	40%	35	78%
General Education	25	45	0	0%	10	22%	17	38%	18	40%	35	78%
Asian or Native Hawaiian/Other Pacific Islander	2	26	0	0%	5	19%	9	35%	12	46%	21	81%
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	24	15	-	-	-	-	-	-	-	-	-	-
Small Group Total	25	19	0	0%	5	26%	8	42%	6	32%	14	74%
Female	17	23	0	0%	4	17%	8	35%	11	48%	19	83%
Male	10	22	0	0%	6	27%	9	41%	7	32%	16	73%
English Language Learners	2	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	25	43	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	7	0	0%	1	14%	3	43%	3	43%	6	86%
Not Economically Disadvantaged	23	38	0	0%	9	24%	14	37%	15	39%	29	76%
Not Migrant	27	45	0	0%	10	22%	17	38%	18	40%	35	78%
Not Homeless	27	45	0	0%	10	22%	17	38%	18	40%	35	78%
Not in Foster Care	27	45	0	0%	10	22%	17	38%	18	40%	35	78%
Parent Not in Armed Forces	27	45	0	0%	10	22%	17	38%	18	40%	35	78%

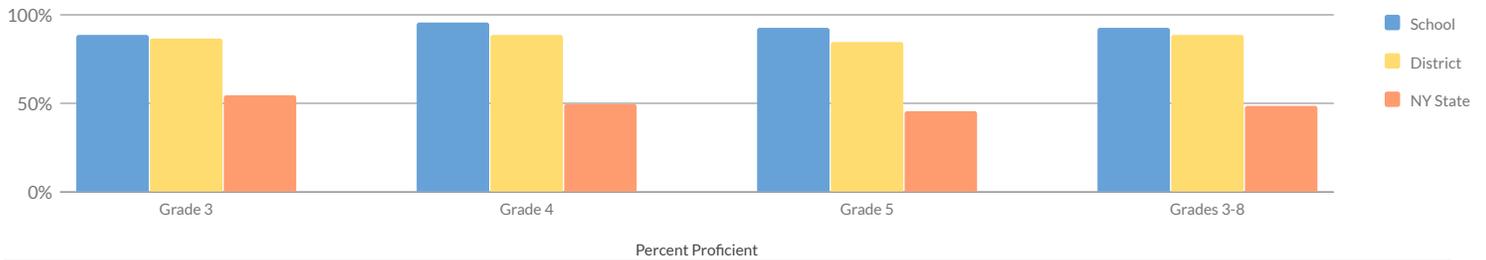
GRADE 5 ELA RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	39	1	3%	13	33%	8	21%	17	44%	25	64%
General Education	14	39	1	3%	13	33%	8	21%	17	44%	25	64%
Asian or Native Hawaiian/Other Pacific Islander	4	22	0	0%	6	27%	2	9%	14	64%	16	73%
White	13	17	1	6%	7	41%	6	35%	3	18%	9	53%
Female	10	17	0	0%	6	35%	4	24%	7	41%	11	65%
Male	7	22	1	5%	7	32%	4	18%	10	45%	14	64%
Non-English Language Learners	16	39	1	3%	13	33%	8	21%	17	44%	25	64%
Economically Disadvantaged	3	5	0	0%	1	20%	0	0%	4	80%	4	80%
Not Economically Disadvantaged	14	34	1	3%	12	35%	8	24%	13	38%	21	62%
Not Migrant	17	39	1	3%	13	33%	8	21%	17	44%	25	64%
Not Homeless	17	39	1	3%	13	33%	8	21%	17	44%	25	64%
Not in Foster Care	17	39	1	3%	13	33%	8	21%	17	44%	25	64%
Parent Not in Armed Forces	17	39	1	3%	13	33%	8	21%	17	44%	25	64%

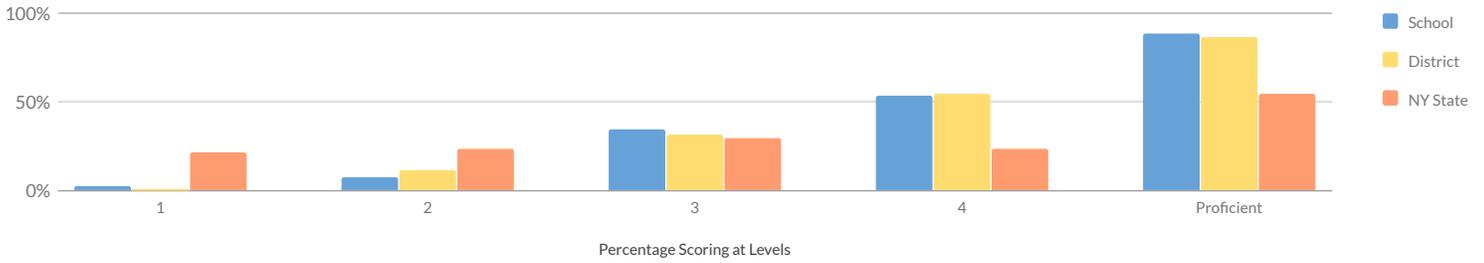
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	9	37	1	3%	3	8%	13	35%	20	54%	33	89%
Grade 4	24	48	0	0%	2	4%	12	25%	34	71%	46	96%
Grade 5	15	41	0	0%	3	7%	15	37%	23	56%	38	93%
Grades 3-8	48	126	1	1%	8	6%	40	32%	77	61%	117	93%

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.

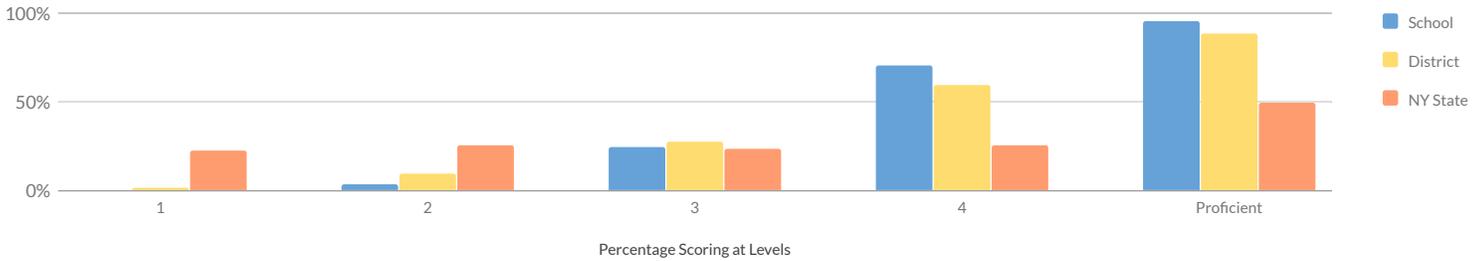
GRADE 3 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	37	1	3%	3	8%	13	35%	20	54%	33	89%
General Education	5	37	1	3%	3	8%	13	35%	20	54%	33	89%
Asian or Native Hawaiian/Other Pacific Islander	1	18	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	1	-	-	-	-	-	-	-	-	-	-
White	8	18	1	6%	2	11%	7	39%	8	44%	15	83%
Small Group Total	1	19	0	0%	1	5%	6	32%	12	63%	18	95%
Female	4	15	0	0%	2	13%	6	40%	7	47%	13	87%
Male	5	22	1	5%	1	5%	7	32%	13	59%	20	91%
Non-English Language Learners	8	37	1	3%	3	8%	13	35%	20	54%	33	89%
Economically Disadvantaged	0	4	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	9	33	-	-	-	-	-	-	-	-	-	-
Not Migrant	9	37	1	3%	3	8%	13	35%	20	54%	33	89%
Not Homeless	9	37	1	3%	3	8%	13	35%	20	54%	33	89%
Not in Foster Care	9	37	1	3%	3	8%	13	35%	20	54%	33	89%
Parent Not in Armed Forces	9	37	1	3%	3	8%	13	35%	20	54%	33	89%

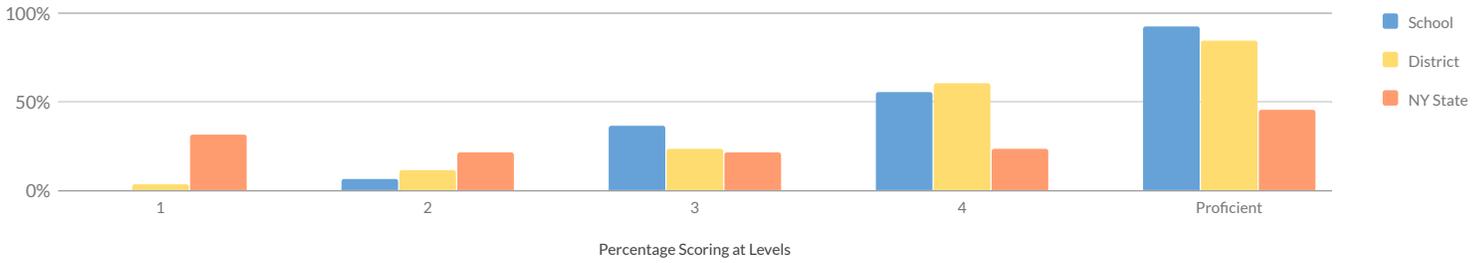
GRADE 4 MATH RESULTS



MEAN SCORE: 620

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	48	0	0%	2	4%	12	25%	34	71%	46	96%
General Education	22	48	0	0%	2	4%	12	25%	34	71%	46	96%
Asian or Native Hawaiian/Other Pacific Islander	1	27	0	0%	1	4%	5	19%	21	78%	26	96%
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	22	17	-	-	-	-	-	-	-	-	-	-
Small Group Total	23	21	0	0%	1	5%	7	33%	13	62%	20	95%
Female	16	24	0	0%	1	4%	5	21%	18	75%	23	96%
Male	8	24	0	0%	1	4%	7	29%	16	67%	23	96%
English Language Learners	0	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	24	44	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	7	0	0%	1	14%	1	14%	5	71%	6	86%
Not Economically Disadvantaged	20	41	0	0%	1	2%	11	27%	29	71%	40	98%
Not Migrant	24	48	0	0%	2	4%	12	25%	34	71%	46	96%
Not Homeless	24	48	0	0%	2	4%	12	25%	34	71%	46	96%
Not in Foster Care	24	48	0	0%	2	4%	12	25%	34	71%	46	96%
Parent Not in Armed Forces	24	48	0	0%	2	4%	12	25%	34	71%	46	96%

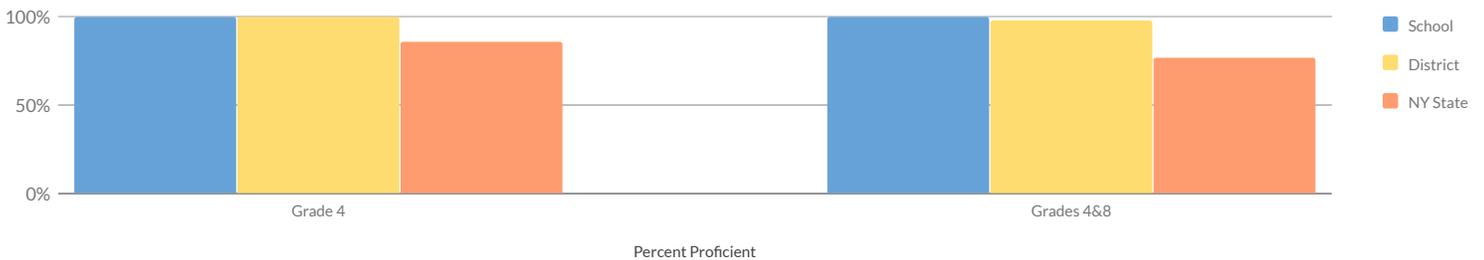
GRADE 5 MATH RESULTS



MEAN SCORE: 617

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	41	0	0%	3	7%	15	37%	23	56%	38	93%
General Education	12	41	0	0%	3	7%	15	37%	23	56%	38	93%
Asian or Native Hawaiian/Other Pacific Islander	2	24	0	0%	1	4%	7	29%	16	67%	23	96%
White	13	17	0	0%	2	12%	8	47%	7	41%	15	88%
Female	10	17	0	0%	1	6%	7	41%	9	53%	16	94%
Male	5	24	0	0%	2	8%	8	33%	14	58%	22	92%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	15	40	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	6	0	0%	0	0%	0	0%	6	100%	6	100%
Not Economically Disadvantaged	13	35	0	0%	3	9%	15	43%	17	49%	32	91%
Not Migrant	15	41	0	0%	3	7%	15	37%	23	56%	38	93%
Not Homeless	15	41	0	0%	3	7%	15	37%	23	56%	38	93%
Not in Foster Care	15	41	0	0%	3	7%	15	37%	23	56%	38	93%
Parent Not in Armed Forces	15	41	0	0%	3	7%	15	37%	23	56%	38	93%

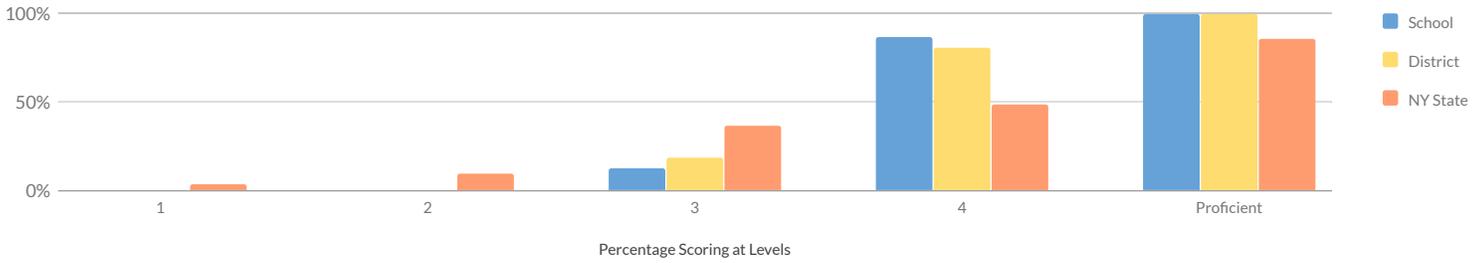
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	5	67	0	0%	0	0%	9	13%	58	87%	67	100%
Grades 4&8	5	67	0	0%	0	0%	9	13%	58	87%	67	100%

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: 91

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	67	0	0%	0	0%	9	13%	58	87%	67	100%
General Education	3	67	0	0%	0	0%	9	13%	58	87%	67	100%
Asian or Native Hawaiian/Other Pacific Islander	1	27	0	0%	0	0%	3	11%	24	89%	27	100%
Hispanic or Latino	0	5	0	0%	0	0%	0	0%	5	100%	5	100%
White	4	35	0	0%	0	0%	6	17%	29	83%	35	100%
Female	2	38	0	0%	0	0%	5	13%	33	87%	38	100%
Male	3	29	0	0%	0	0%	4	14%	25	86%	29	100%
English Language Learners	0	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	5	63	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	10	0	0%	0	0%	1	10%	9	90%	10	100%
Not Economically Disadvantaged	4	57	0	0%	0	0%	8	14%	49	86%	57	100%
Not Migrant	5	67	0	0%	0	0%	9	13%	58	87%	67	100%
Not Homeless	5	67	0	0%	0	0%	9	13%	58	87%	67	100%
Not in Foster Care	5	67	0	0%	0	0%	9	13%	58	87%	67	100%
Parent Not in Armed Forces	5	67	0	0%	0	0%	9	13%	58	87%	67	100%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	5	0%	0%	20%	60%	20%
Grade 1	0	1	-	-	-	-	-
Grade 2	0	4	-	-	-	-	-
Grade 3	0	1	-	-	-	-	-
Grade 4	0	4	-	-	-	-	-
Grade 5	0	1	-	-	-	-	-

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

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

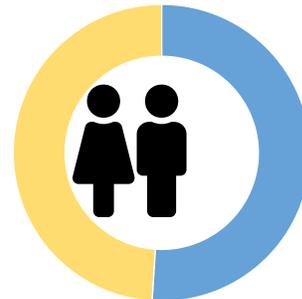
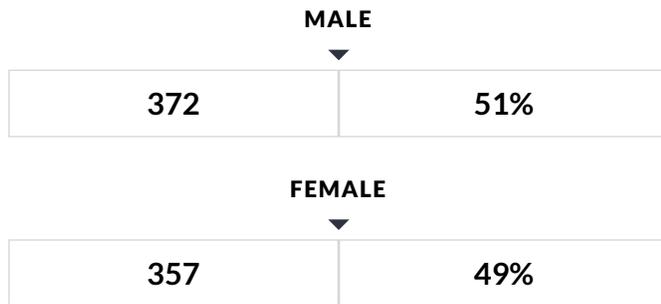
**Section 9: School Report Card
South Woods Middle School**

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

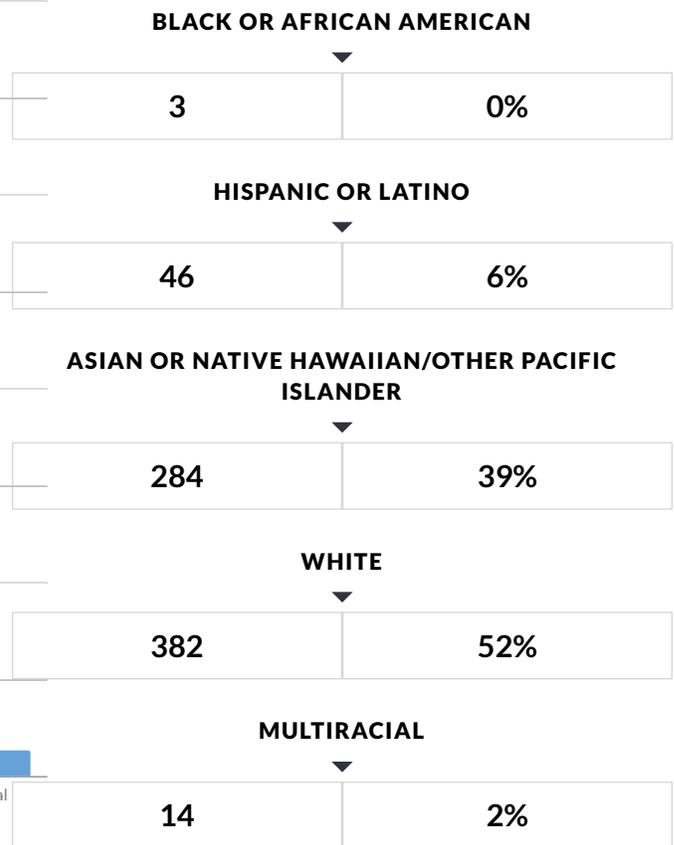
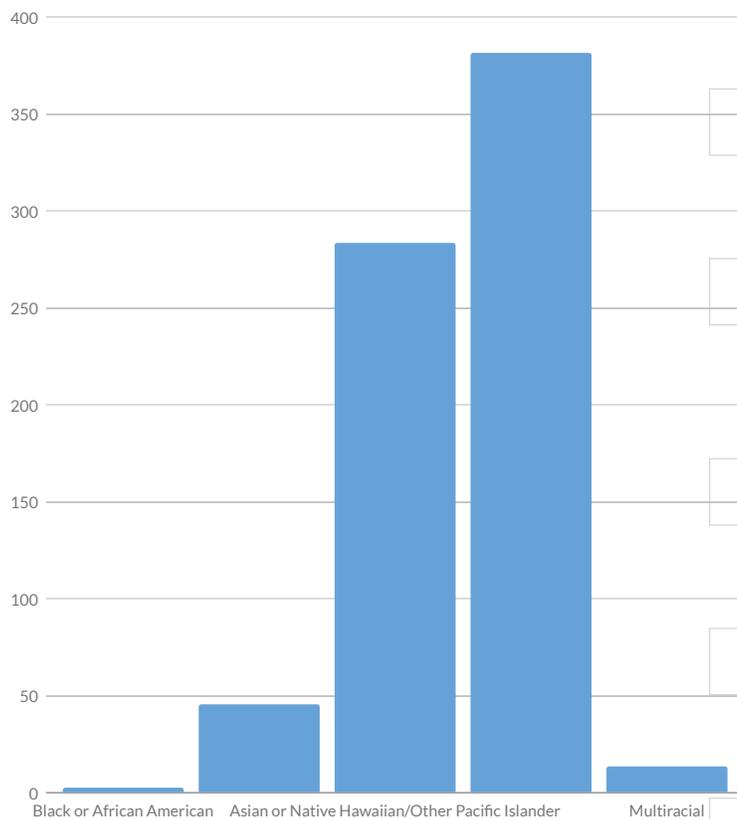
SOUTH WOODS MIDDLE SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 729

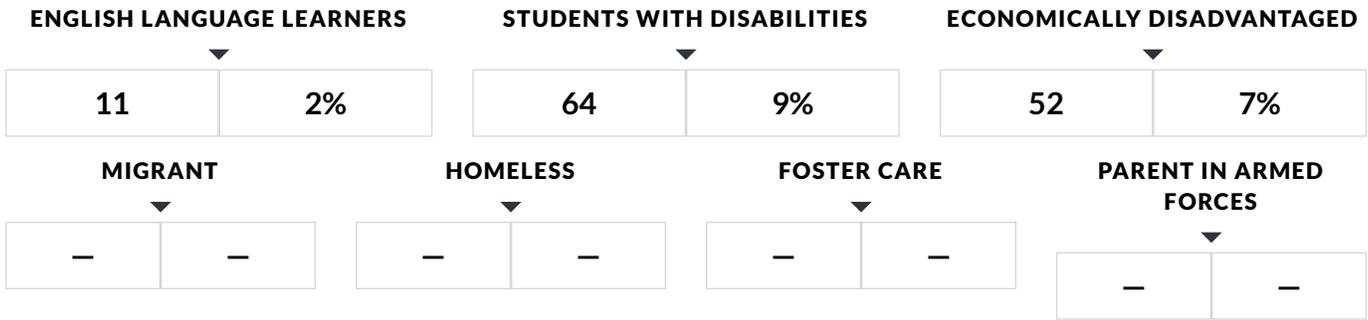
ENROLLMENT BY GENDER



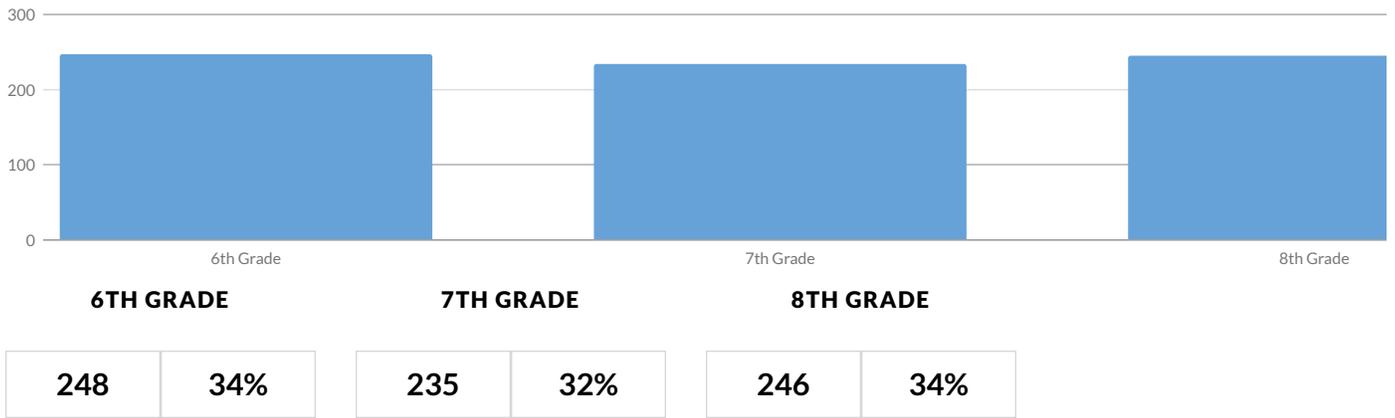
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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SOUTH WOODS MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	521	180	4
	Math	591	219	
	Science	240	234	
	Combined	1,352	207	
Asian or Native Hawaiian/Other Pacific Islander	ELA	257	192	4
	Math	269	230	
	Science	93	243	
	Combined	619	216	
Black or African American	ELA	2	–	–
	Math	5	230	
	Science	2	–	
	Combined	9	–	
Hispanic or Latino	ELA	30	167	4
	Math	35	184	
	Science	22	223	
	Combined	87	188	
Multiracial	ELA	23	185	4
	Math	24	221	
	Science	7	243	
	Combined	54	208	
White	ELA	221	169	4
	Math	273	212	
	Science	126	230	
	Combined	620	200	
English Language Learners	ELA	23	39	4
	Math	29	191	
	Science	9	228	
	Combined	61	139	
Students with Disabilities	ELA	47	118	4
	Math	38	165	
	Science	49	203	
	Combined	134	162	
Economically Disadvantaged	ELA	37	151	4
	Math	40	205	
	Science	38	226	
	Combined	115	195	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	685	137	4
	Math	686	189	
	Science	240	234	
	Combined	1,611	174	
Asian or Native Hawaiian/Other Pacific Islander	ELA	265	186	4
	Math	269	230	
	Science	93	243	
	Combined	627	213	
Black or African American	ELA	7	57	-
	Math	7	164	
	Science	2	-	
	Combined	16	-	
Hispanic or Latino	ELA	42	119	3
	Math	41	157	
	Science	25	196	
	Combined	108	151	
Multiracial	ELA	26	164	4
	Math	25	212	
	Science	7	243	
	Combined	58	194	
White	ELA	362	103	3
	Math	362	160	
	Science	126	230	
	Combined	850	146	
English Language Learners	ELA	25	36	4
	Math	29	191	
	Science	11	186	
	Combined	65	131	
Students with Disabilities	ELA	136	41	3
	Math	61	103	
	Science	54	184	
	Combined	251	87	
Economically Disadvantaged	ELA	48	117	4
	Math	48	171	
	Science	40	215	
	Combined	136	165	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	105,381	2,077	50.7	3
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	56,969	1,105	51.6	3
Black or African American	–	8	–	–
Hispanic or Latino	5,260	104	50.6	3
Multiracial	2,278	48	47.5	2
White	40,440	812	49.8	2
English Language Learners	–	28	–	–
Students with Disabilities	4,969	90	55.2	4
Economically Disadvantaged	7,921	153	51.8	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	9	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	1	–	–	–	–
Multiracial	0	–	–	–	–
White	0	–	–	–	–
English Language Learners	9	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	5	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	113	685	137	120	105	122	161	—	—	200	4	4
	Math	154	686	189	158	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	175	265	186	177	157	164	182	—	—	200	4	4
	Math	198	269	230	198	174	179	189	—	—	200	4	
Black or African American	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	80	42	119	89	95	113	157	—	—	200	4	4
	Math	116	41	157	123	92	111	155	—	—	200	4	
Multiracial	ELA	—	26	—	—	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—	—	
White	ELA	74	362	103	84	102	119	160	—	—	200	3	3
	Math	130	362	160	136	110	126	163	—	—	200	4	
English Language Learners	ELA	—	25	—	—	—	—	—	—	—	—	—	—
	Math	—	29	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	35	136	41	48	61	85	142	N	—	200	1	2
	Math	91	61	103	100	61	85	142	—	—	200	4	
Economically Disadvantaged	ELA	96	48	117	104	95	113	157	—	—	200	4	4
	Math	147	48	171	151	94	112	156	—	—	200	4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	2.7	740	22	3%	2.7%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	1.9	289	6	2.1%	1.9%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	—	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3.2	47	5	10.6%	3.2%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	27	—	—	—	—	—	—	—	—	—	—
White	3.3	387	11	2.8%	3.3%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	4.4	36	1	2.8%	4.4%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	3.8	68	2	2.9%	3.8%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	7.7	53	5	9.4%	7.5%	19.9%	17.1%	11.1%	—	—	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	733	72.6%	1,460	69.3%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	286	92.3%	557	90.8%
Black or African American	–	3	–	–	–
Hispanic or Latino	X	45	66.7%	86	66.3%
Multiracial	–	14	–	–	–
White	X	385	58.4%	782	54.1%
English Language Learners	–	13	–	–	–
Students with Disabilities	X	64	40.6%	142	33.1%
Economically Disadvantaged	X	52	73.1%	115	72.2%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	732	82%	1,457	81.1%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	285	95.8%	555	95.1%
Black or African American	–	3	–	–	–
Hispanic or Latino	X	44	79.6%	85	75.3%
Multiracial	–	14	–	–	–
White	X	386	72%	783	71.5%
English Language Learners	–	12	–	–	–
Students with Disabilities	X	64	60.9%	141	61.7%
Economically Disadvantaged	X	52	78.9%	115	81.7%

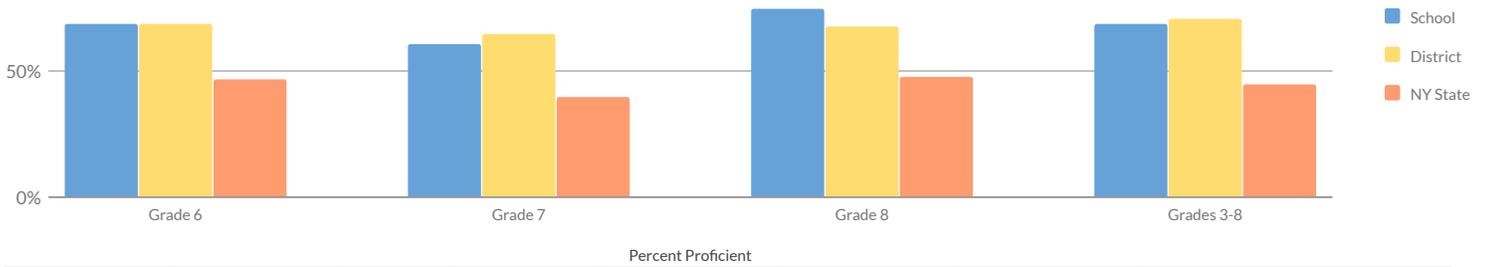
RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 6	–
Grade 8	–

STAFF QUALIFICATIONS (2018-19)

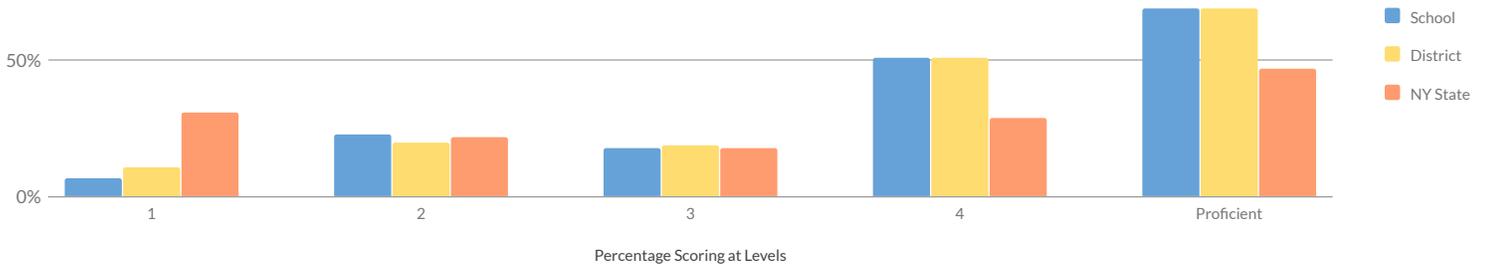
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	6	7%	0	0%	0	0%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	59	190	14	7%	44	23%	35	18%	97	51%	132	69%
Grade 7	63	171	15	9%	52	30%	68	40%	36	21%	104	61%
Grade 8	82	167	7	4%	34	20%	62	37%	64	38%	126	75%
Grades 3-8	204	528	36	7%	130	25%	165	31%	197	37%	362	69%

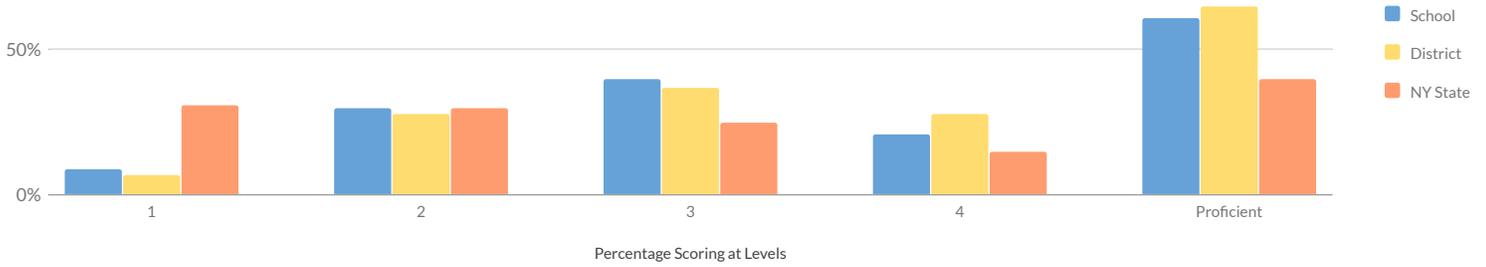
GRADE 6 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	59	190	14	7%	44	23%	35	18%	97	51%	132	69%
General Education	47	186	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	12	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	6	97	7	7%	13	13%	20	21%	57	59%	77	79%
Hispanic or Latino	4	9	-	-	-	-	-	-	-	-	-	-
White	48	80	6	8%	24	30%	15	19%	35	44%	50	63%
Multiracial	1	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	13	1	8%	7	54%	0	0%	5	38%	5	38%
Female	26	96	5	5%	24	25%	22	23%	45	47%	67	70%
Male	33	94	9	10%	20	21%	13	14%	52	55%	65	69%
English Language Learners	2	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	57	187	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	13	3	23%	3	23%	4	31%	3	23%	7	54%
Not Economically Disadvantaged	55	177	11	6%	41	23%	31	18%	94	53%	125	71%
Not Migrant	59	190	14	7%	44	23%	35	18%	97	51%	132	69%
Not Homeless	59	190	14	7%	44	23%	35	18%	97	51%	132	69%
Not in Foster Care	59	190	14	7%	44	23%	35	18%	97	51%	132	69%
Parent Not in Armed Forces	59	190	14	7%	44	23%	35	18%	97	51%	132	69%

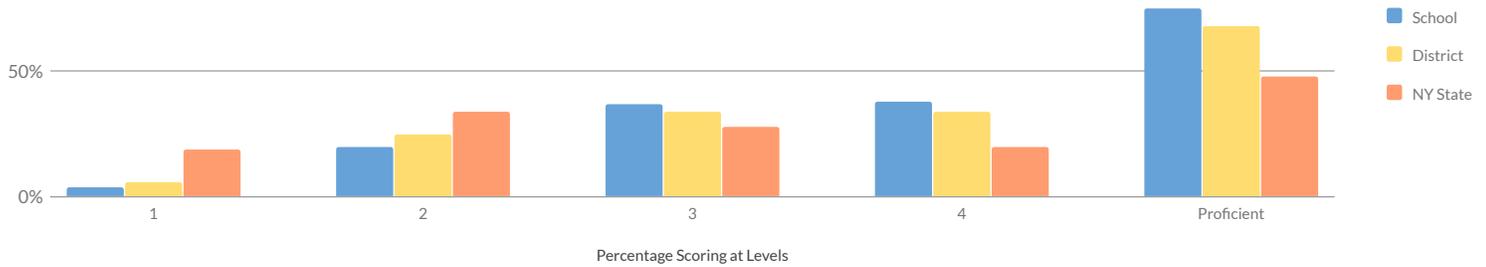
GRADE 7 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	171	15	9%	52	30%	68	40%	36	21%	104	61%
General Education	54	159	12	8%	45	28%	66	42%	36	23%	102	64%
Students with Disabilities	9	12	3	25%	7	58%	2	17%	0	0%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	9	79	8	10%	16	20%	33	42%	22	28%	55	70%
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	10	0	0%	3	30%	4	40%	3	30%	7	70%
White	49	76	6	8%	32	42%	27	36%	11	14%	38	50%
Multiracial	0	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	1	17%	1	17%	4	67%	0	0%	4	67%
Female	29	92	5	5%	29	32%	37	40%	21	23%	58	63%
Male	34	79	10	13%	23	29%	31	39%	15	19%	46	58%
English Language Learners	2	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	61	169	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	11	4	36%	2	18%	4	36%	1	9%	5	45%
Not Economically Disadvantaged	55	160	11	7%	50	31%	64	40%	35	22%	99	62%
Not Migrant	63	171	15	9%	52	30%	68	40%	36	21%	104	61%
Not Homeless	63	171	15	9%	52	30%	68	40%	36	21%	104	61%
Not in Foster Care	63	171	15	9%	52	30%	68	40%	36	21%	104	61%
Parent Not in Armed Forces	63	171	15	9%	52	30%	68	40%	36	21%	104	61%

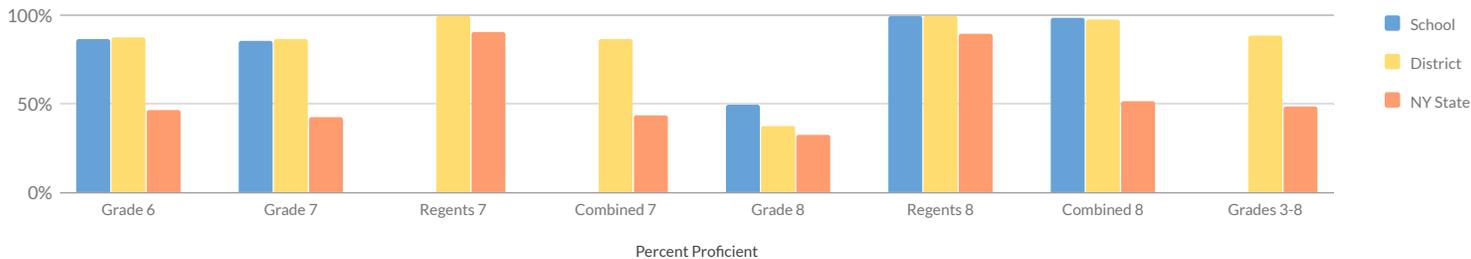
GRADE 8 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	82	167	7	4%	34	20%	62	37%	64	38%	126	75%
General Education	65	157	4	3%	30	19%	61	39%	62	39%	123	78%
Students with Disabilities	17	10	3	30%	4	40%	1	10%	2	20%	3	30%
Asian or Native Hawaiian/Other Pacific Islander	10	84	3	4%	13	15%	34	40%	34	40%	68	81%
Hispanic or Latino	7	11	-	-	-	-	-	-	-	-	-	-
White	63	69	2	3%	20	29%	24	35%	23	33%	47	68%
Multiracial	1	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	14	2	14%	1	7%	4	29%	7	50%	11	79%
Female	45	72	2	3%	15	21%	23	32%	32	44%	55	76%
Male	37	95	5	5%	19	20%	39	41%	32	34%	71	75%
English Language Learners	1	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	81	165	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	3	13	1	8%	2	15%	4	31%	6	46%	10	77%
Not Economically Disadvantaged	79	154	6	4%	32	21%	58	38%	58	38%	116	75%
Not Migrant	82	167	7	4%	34	20%	62	37%	64	38%	126	75%
Not Homeless	82	167	7	4%	34	20%	62	37%	64	38%	126	75%
Not in Foster Care	82	167	7	4%	34	20%	62	37%	64	38%	126	75%
Parent Not in Armed Forces	82	167	7	4%	34	20%	62	37%	64	38%	126	75%

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

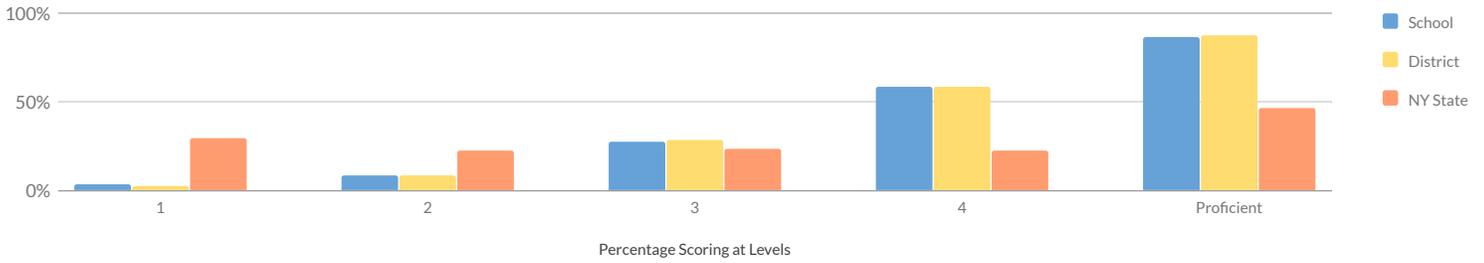


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	58	192	7	4%	18	9%	53	28%	114	59%	167	87%
Grade 7	68	166	4	2%	20	12%	65	39%	77	46%	142	86%
Regents 7	-	3	-	-	-	-	-	-	-	-	-	-
Combined 7	68	169	-	-	-	-	-	-	-	-	-	-
Grade 8	243	6	0	0%	3	50%	2	33%	1	17%	3	50%
Regents 8	-	233	0	0%	0	0%	11	5%	222	95%	233	100%
Combined 8	243	239	0	0%	3	1%	13	5%	223	93%	236	99%
Grades 3-8	369	600	-	-	-	-	-	-	-	-	-	-

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

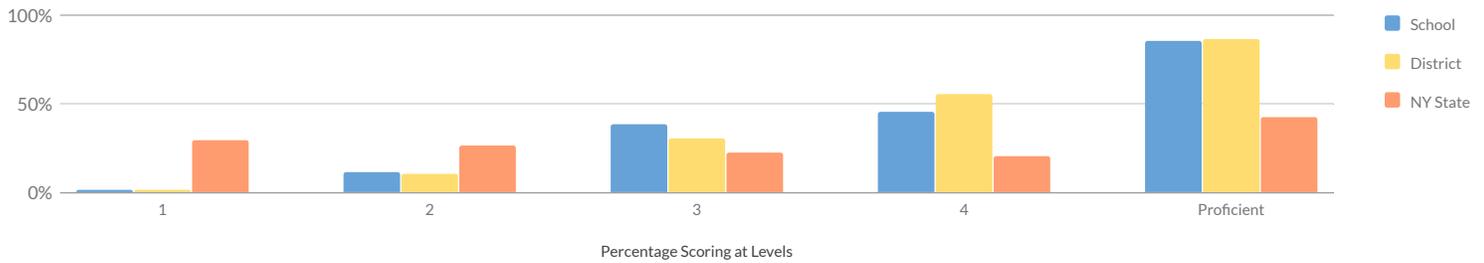
GRADE 6 MATH RESULTS



MEAN SCORE: 618

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	58	192	7	4%	18	9%	53	28%	114	59%	167	87%
General Education	47	187	5	3%	17	9%	52	28%	113	60%	165	88%
Students with Disabilities	11	5	2	40%	1	20%	1	20%	1	20%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	5	99	2	2%	6	6%	20	20%	71	72%	91	92%
Hispanic or Latino	4	8	-	-	-	-	-	-	-	-	-	-
White	48	81	3	4%	10	12%	30	37%	38	47%	68	84%
Multiracial	1	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	12	2	17%	2	17%	3	25%	5	42%	8	67%
Female	26	97	3	3%	14	14%	29	30%	51	53%	80	82%
Male	32	95	4	4%	4	4%	24	25%	63	66%	87	92%
English Language Learners	1	5	1	20%	0	0%	1	20%	3	60%	4	80%
Non-English Language Learners	57	187	6	3%	18	10%	52	28%	111	59%	163	87%
Economically Disadvantaged	4	13	2	15%	2	15%	3	23%	6	46%	9	69%
Not Economically Disadvantaged	54	179	5	3%	16	9%	50	28%	108	60%	158	88%
Not Migrant	58	192	7	4%	18	9%	53	28%	114	59%	167	87%
Not Homeless	58	192	7	4%	18	9%	53	28%	114	59%	167	87%
Not in Foster Care	58	192	7	4%	18	9%	53	28%	114	59%	167	87%
Parent Not in Armed Forces	58	192	7	4%	18	9%	53	28%	114	59%	167	87%

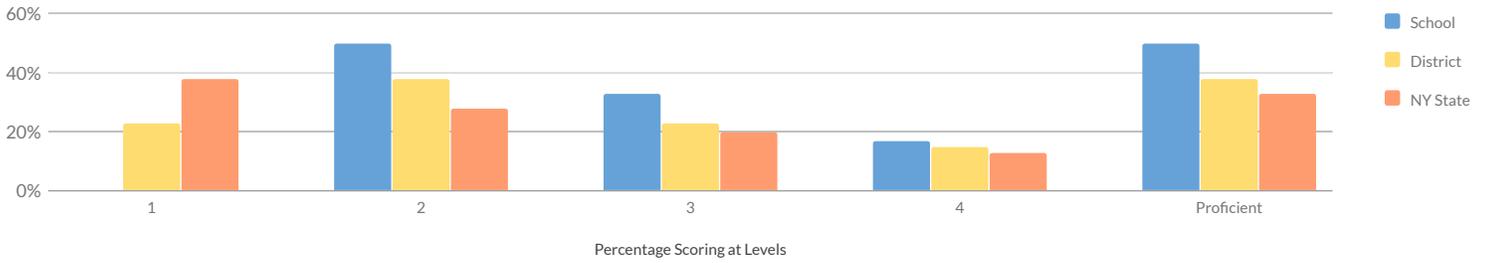
GRADE 7 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	68	166	4	2%	20	12%	65	39%	77	46%	142	86%
General Education	59	154	2	1%	17	11%	62	40%	73	47%	135	88%
Students with Disabilities	9	12	2	17%	3	25%	3	25%	4	33%	7	58%
Asian or Native Hawaiian/Other Pacific Islander	11	77	0	0%	7	9%	25	32%	45	58%	70	91%
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	4	10	1	10%	3	30%	4	40%	2	20%	6	60%
White	51	74	3	4%	10	14%	32	43%	29	39%	61	82%
Multiracial	1	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	5	0	0%	0	0%	4	80%	1	20%	5	100%
Female	34	87	1	1%	14	16%	31	36%	41	47%	72	83%
Male	34	79	3	4%	6	8%	34	43%	36	46%	70	89%
English Language Learners	0	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	68	162	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	11	0	0%	2	18%	4	36%	5	45%	9	82%
Not Economically Disadvantaged	60	155	4	3%	18	12%	61	39%	72	46%	133	86%
Not Migrant	68	166	4	2%	20	12%	65	39%	77	46%	142	86%
Not Homeless	68	166	4	2%	20	12%	65	39%	77	46%	142	86%
Not in Foster Care	68	166	4	2%	20	12%	65	39%	77	46%	142	86%
Parent Not in Armed Forces	68	166	4	2%	20	12%	65	39%	77	46%	142	86%

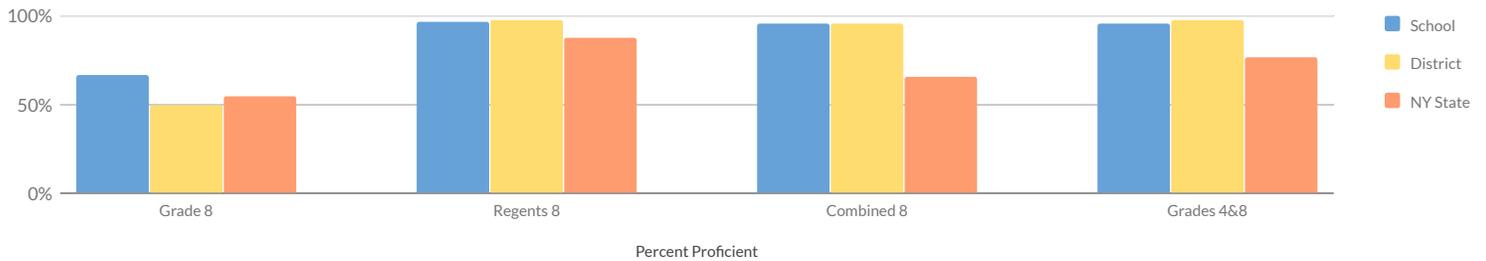
GRADE 8 MATH RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	243	6	0	0%	3	50%	2	33%	1	17%	3	50%
General Education	218	4	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	25	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	3	-	-	-	-	-	-	-	-	-	-
White	129	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	144	6	0	0%	3	50%	2	33%	1	17%	3	50%
Female	114	3	-	-	-	-	-	-	-	-	-	-
Male	129	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	240	6	0	0%	3	50%	2	33%	1	17%	3	50%
Economically Disadvantaged	15	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	228	5	-	-	-	-	-	-	-	-	-	-
Not Migrant	243	6	0	0%	3	50%	2	33%	1	17%	3	50%
Not Homeless	243	6	0	0%	3	50%	2	33%	1	17%	3	50%
Not in Foster Care	243	6	0	0%	3	50%	2	33%	1	17%	3	50%
Parent Not in Armed Forces	243	6	0	0%	3	50%	2	33%	1	17%	3	50%

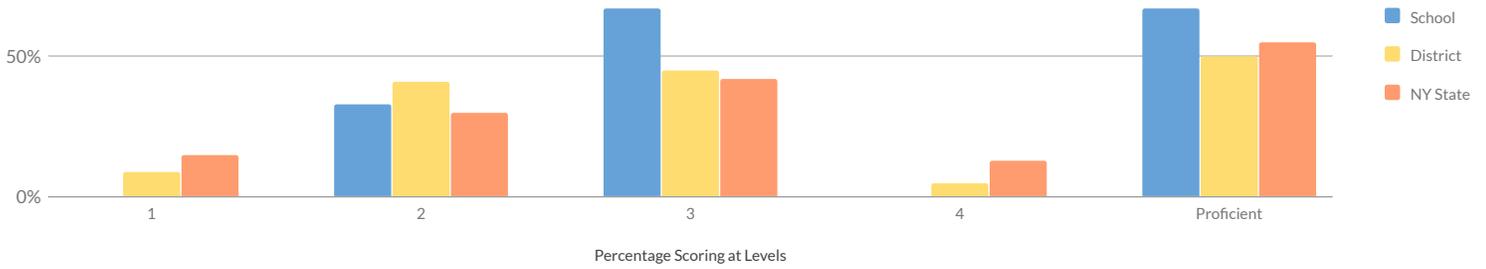
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 8	243	6	0	0%	2	33%	4	67%	0	0%	4	67%
Regents 8	-	237	3	1%	4	2%	40	17%	190	80%	230	97%
Combined 8	243	243	3	1%	6	2%	44	18%	190	78%	234	96%
Grades 4&8	243	243	3	1%	6	2%	44	18%	190	78%	234	96%

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

GRADE 8 SCIENCE RESULTS

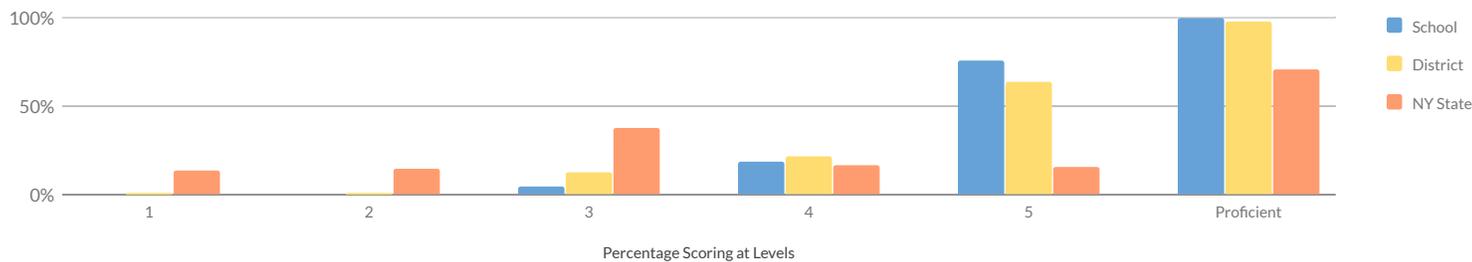


MEAN SCORE: 69

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	243	6	0	0%	2	33%	4	67%	0	0%	4	67%
General Education	219	3	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	24	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	16	2	-	-	-	-	-	-	-	-	-	-
White	128	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	144	6	0	0%	2	33%	4	67%	0	0%	4	67%
Female	115	2	-	-	-	-	-	-	-	-	-	-
Male	128	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	240	6	0	0%	2	33%	4	67%	0	0%	4	67%
Not Economically Disadvantaged	227	6	0	0%	2	33%	4	67%	0	0%	4	67%
Not Migrant	243	6	0	0%	2	33%	4	67%	0	0%	4	67%
Not Homeless	243	6	0	0%	2	33%	4	67%	0	0%	4	67%
Not in Foster Care	243	6	0	0%	2	33%	4	67%	0	0%	4	67%
Parent Not in Armed Forces	243	6	0	0%	2	33%	4	67%	0	0%	4	67%

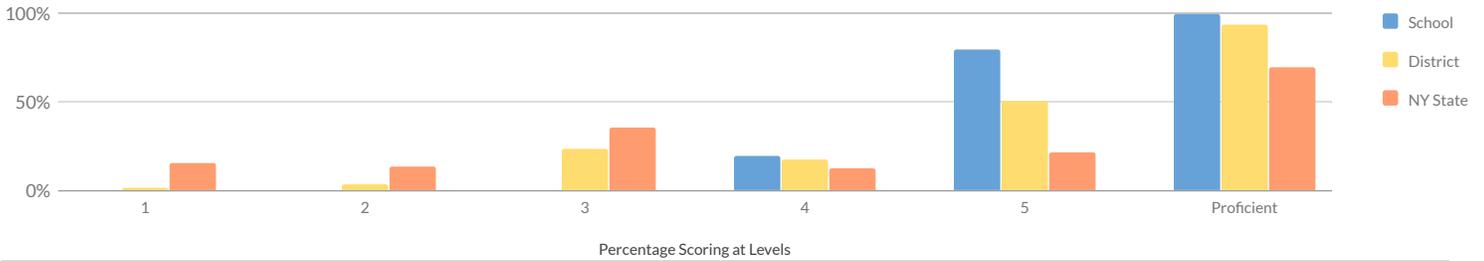
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



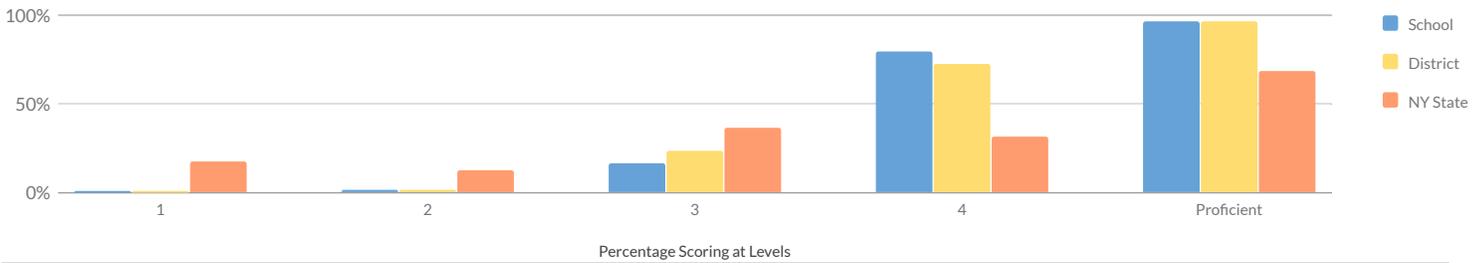
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	233	0	0%	0	0%	11	5%	45	19%	177	76%	233	100%
General Education	213	0	0%	0	0%	4	2%	36	17%	173	81%	213	100%
Students with Disabilities	20	0	0%	0	0%	7	35%	9	45%	4	20%	20	100%
Asian or Native Hawaiian/Other Pacific Islander	94	0	0%	0	0%	2	2%	8	9%	84	89%	94	100%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	13	0	0%	0	0%	1	8%	3	23%	9	69%	13	100%
White	121	0	0%	0	0%	8	7%	34	28%	79	65%	121	100%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	0	0%	0	0%	0	0%	5	100%	5	100%
Female	106	0	0%	0	0%	2	2%	22	21%	82	77%	106	100%
Male	127	0	0%	0	0%	9	7%	23	18%	95	75%	127	100%
English Language Learners	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	230	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	16	0	0%	0	0%	2	13%	3	19%	11	69%	16	100%
Not Economically Disadvantaged	217	0	0%	0	0%	9	4%	42	19%	166	76%	217	100%
Not Migrant	233	0	0%	0	0%	11	5%	45	19%	177	76%	233	100%
Not Homeless	233	0	0%	0	0%	11	5%	45	19%	177	76%	233	100%
Not in Foster Care	233	0	0%	0	0%	11	5%	45	19%	177	76%	233	100%
Parent Not in Armed Forces	233	0	0%	0	0%	11	5%	45	19%	177	76%	233	100%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
General Education	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Female	2	-	-	-	-	-	-	-	-	-	-	-	-
Male	3	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Economically Disadvantaged	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Migrant	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Not Homeless	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Not in Foster Care	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%
Parent Not in Armed Forces	5	0	0%	0	0%	0	0%	1	20%	4	80%	5	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	237	3	1%	4	2%	40	17%	190	80%	230	97%
General Education	216	3	1%	2	1%	27	13%	184	85%	211	98%
Students with Disabilities	21	0	0%	2	10%	13	62%	6	29%	19	90%
Asian or Native Hawaiian/Other Pacific Islander	94	1	1%	0	0%	9	10%	84	89%	93	99%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	14	1	7%	0	0%	2	14%	11	79%	13	93%
White	124	1	1%	4	3%	29	23%	90	73%	119	96%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	0	0%	0	0%	0	0%	5	100%	5	100%
Female	110	1	1%	2	2%	16	15%	91	83%	107	97%
Male	127	2	2%	2	2%	24	19%	99	78%	123	97%
English Language Learners	3	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	234	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	15	2	13%	0	0%	0	0%	13	87%	13	87%
Not Economically Disadvantaged	222	1	0%	4	2%	40	18%	177	80%	217	98%
Not Migrant	237	3	1%	4	2%	40	17%	190	80%	230	97%
Not Homeless	237	3	1%	4	2%	40	17%	190	80%	230	97%
Not in Foster Care	237	3	1%	4	2%	40	17%	190	80%	230	97%
Parent Not in Armed Forces	237	3	1%	4	2%	40	17%	190	80%	230	97%

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
Grade 6	0	6	17%	0%	17%	67%	0%
Grade 7	0	4	–	–	–	–	–
Grade 8	0	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

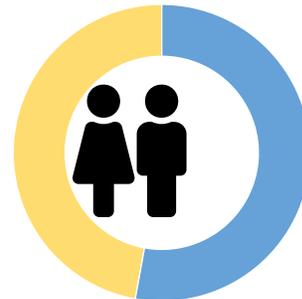
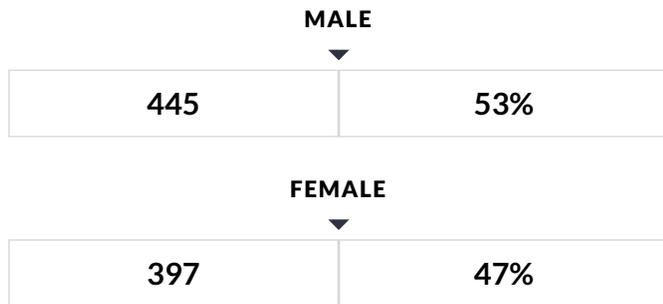
**Section 10: School Report Card
H.B. Thompson Middle School**

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

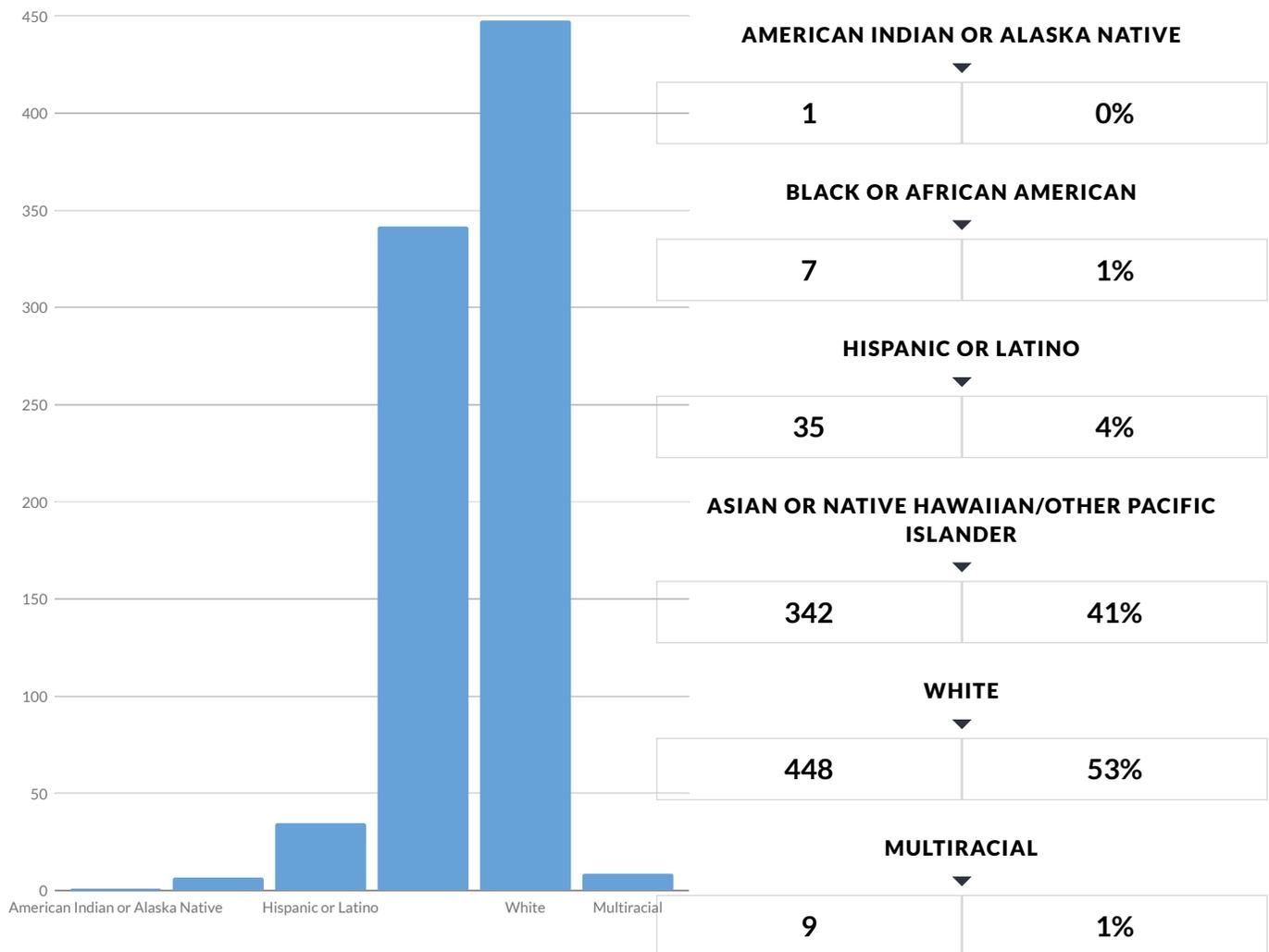
H B THOMPSON MIDDLE SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 842

ENROLLMENT BY GENDER



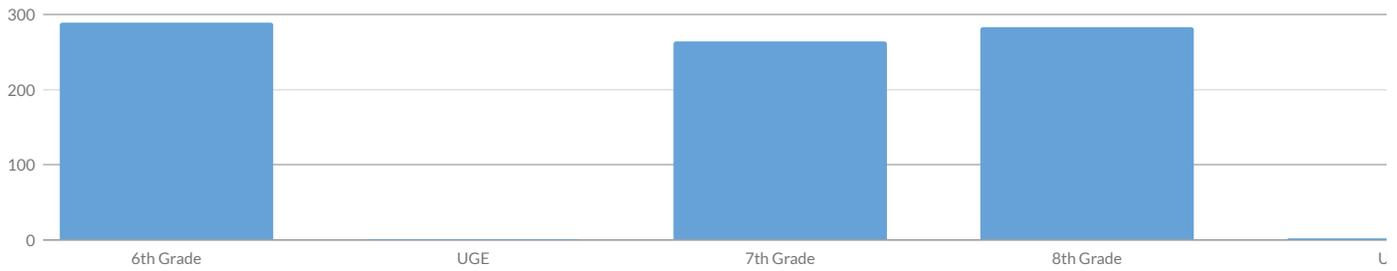
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
18	2%	111	13%	77	9%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
					PARENT IN ARMED FORCES
					—

ENROLLMENT BY GRADE



6TH GRADE	UNGRADED ELEMENTARY	7TH GRADE	8TH GRADE
290	1	265	284
34%	0%	31%	34%

UNGRADED SECONDARY

2	0%
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H B THOMPSON MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	524	177	4
	Math	642	217	
	Science	252	231	
	Combined	1,418	205	
American Indian or Alaska Native	ELA	–	–	–
	Math	–	–	
	Science	–	–	
	Combined	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	300	191	4
	Math	328	229	
	Science	97	234	
	Combined	725	214	
Black or African American	ELA	6	83	–
	Math	7	136	
	Science	3	–	
	Combined	16	–	
Hispanic or Latino	ELA	48	164	4
	Math	48	179	
	Science	18	219	
	Combined	114	179	
Multiracial	ELA	16	106	3
	Math	17	185	
	Science	8	194	
	Combined	41	156	
White	ELA	185	163	4
	Math	276	206	
	Science	138	233	
	Combined	599	199	
English Language Learners	ELA	19	47	4
	Math	28	186	
	Science	12	208	
	Combined	59	146	
Students with Disabilities	ELA	39	77	4
	Math	59	146	
	Science	57	198	
	Combined	155	148	
Economically Disadvantaged	ELA	55	144	4
	Math	62	210	

Subgroup	Subject	Cohort	Index	Level
	Science	56	225	
	Combined	173	194	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	789	117	4
	Math	793	175	
	Science	268	218	
	Combined	1,850	157	
American Indian or Alaska Native	ELA	1	–	–
	Math	1	–	
	Science	–	–	
	Combined	2	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	322	178	4
	Math	328	229	
	Science	97	234	
	Combined	747	207	
Black or African American	ELA	10	50	–
	Math	10	95	
	Science	3	–	
	Combined	23	–	
Hispanic or Latino	ELA	64	123	3
	Math	64	134	
	Science	19	208	
	Combined	147	139	
Multiracial	ELA	19	90	3
	Math	19	166	
	Science	8	194	
	Combined	46	139	
White	ELA	418	72	2
	Math	420	136	
	Science	155	207	
	Combined	993	120	
English Language Learners	ELA	21	43	4
	Math	29	179	
	Science	14	179	
	Combined	64	134	
Students with Disabilities	ELA	103	29	3
	Math	103	84	
	Science	91	124	
	Combined	297	77	
Economically Disadvantaged	ELA	71	111	4
	Math	72	181	

Subgroup	Subject	Cohort	Index	Level
	Science	58	217	
	Combined	201	167	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	107,129	2,057	52.1	3
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	64,536	1,211	53.3	3
Black or African American	–	16	–	–
Hispanic or Latino	4,499	84	53.6	3
Multiracial	1,492	30	49.7	2
White	35,898	716	50.1	3
English Language Learners	2,974	52	57.2	4
Students with Disabilities	6,951	135	51.5	3
Economically Disadvantaged	10,236	184	55.6	4

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	14	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	13	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	14	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	6	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	91	789	117	100	105	122	161	–	–	200	3	3
	Math	140	793	175	145	107	124	162	–	–	200	4	
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	ELA	151	322	178	155	157	164	182	–	–	200	4	4
	Math	184	328	229	185	174	179	189	–	–	200	4	
Black or African American	ELA	–	10	–	–	–	–	–	–	–	–	–	–
	Math	–	10	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	ELA	84	64	123	93	95	113	157	–	–	200	4	3
	Math	129	64	134	135	92	111	155	–	–	200	3	
Multiracial	ELA	–	19	–	–	–	–	–	–	–	–	–	–
	Math	–	19	–	–	–	–	–	–	–	–	–	
White	ELA	60	418	72	72	102	119	160	–	N	200	2	3
	Math	119	420	136	125	110	126	163	–	–	200	4	
English Language Learners	ELA	–	21	–	–	–	–	–	–	–	–	–	–
	Math	–	29	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	35	103	29	48	61	85	142	N	–	200	1	1
	Math	82	103	84	91	61	85	142	–	N	200	2	
Economically Disadvantaged	ELA	98	71	111	107	95	113	157	–	–	200	3	3
	Math	138	72	181	143	94	112	156	–	–	200	4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	4.6	856	35	4.1%	4.6%	14.6%	12.8%	8.9%	–	–	5%	4
American Indian or Alaska Native	–	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.7	354	5	1.4%	2.7%	8.2%	7.4%	6.2%	–	–	5%	4
Black or African American	–	13	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	16.7	36	3	8.3%	16.2%	19.8%	17%	11%	–	–	5%	4
Multiracial	–	21	–	–	–	–	–	–	–	–	–	–
White	4.8	449	27	6%	4.8%	10.5%	9.3%	7.2%	–	–	5%	4
English Language Learners	2.6	40	1	2.5%	2.6%	17.6%	15.2%	10.1%	–	–	5%	4
Students with Disabilities	9.9	113	11	9.7%	9.5%	21.5%	18.5%	11.8%	–	–	5%	4
Economically Disadvantaged	9.4	80	6	7.5%	9%	19.9%	17.1%	11.1%	–	–	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	847	63.6%	1,711	59.1%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	X	352	88.6%	665	87.7%
Black or African American	–	7	–	–	–
Hispanic or Latino	–	35	–	–	–
Multiracial	–	9	–	–	–
White	X	443	42.4%	942	37.8%
English Language Learners	–	21	–	–	–
Students with Disabilities	X	109	35.8%	239	32.6%
Economically Disadvantaged	X	78	74.4%	157	69.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	847	76.9%	1,712	74.9%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	351	96%	664	95.3%
Black or African American	–	7	–	–	–
Hispanic or Latino	–	36	–	–	–
Multiracial	–	9	–	–	–
White	X	443	62.3%	942	61%
English Language Learners	–	20	–	–	–
Students with Disabilities	X	110	53.6%	241	53.5%
Economically Disadvantaged	X	79	81%	158	81%

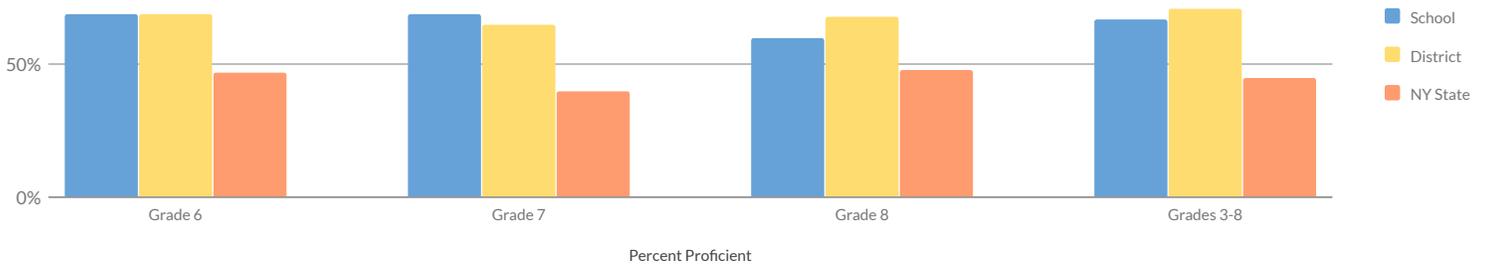
RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

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

STAFF QUALIFICATIONS (2018-19)

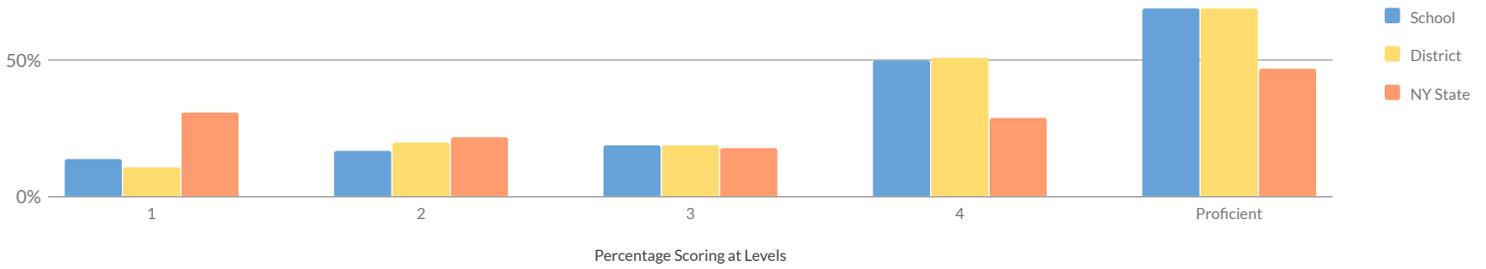
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	7	7%	1	100%	1	1%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

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



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	77	222	31	14%	37	17%	42	19%	112	50%	154	69%
Grade 7	99	165	10	6%	41	25%	57	35%	57	35%	114	69%
Grade 8	143	143	13	9%	44	31%	43	30%	43	30%	86	60%
Grades 3-8	319	530	54	10%	122	23%	142	27%	212	40%	354	67%

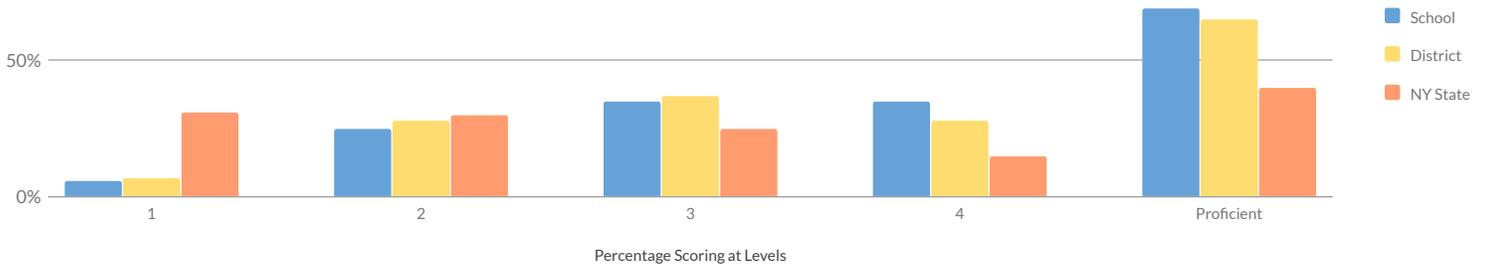
GRADE 6 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	77	222	31	14%	37	17%	42	19%	112	50%	154	69%
General Education	60	211	24	11%	34	16%	41	19%	112	53%	153	73%
Students with Disabilities	17	11	7	64%	3	27%	1	9%	0	0%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	9	132	9	7%	16	12%	26	20%	81	61%	107	81%
Black or African American	1	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	6	-	-	-	-	-	-	-	-	-	-
White	65	80	19	24%	18	23%	14	18%	29	36%	43	54%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	3	10	3	30%	3	30%	2	20%	2	20%	4	40%
Female	39	106	14	13%	12	11%	11	10%	69	65%	80	75%
Male	38	116	17	15%	25	22%	31	27%	43	37%	74	64%
English Language Learners	2	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	75	221	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	24	5	21%	4	17%	3	13%	12	50%	15	63%
Not Economically Disadvantaged	69	198	26	13%	33	17%	39	20%	100	51%	139	70%
Not Migrant	77	222	31	14%	37	17%	42	19%	112	50%	154	69%
Not Homeless	77	222	31	14%	37	17%	42	19%	112	50%	154	69%
Not in Foster Care	77	222	31	14%	37	17%	42	19%	112	50%	154	69%
Parent Not in Armed Forces	77	222	31	14%	37	17%	42	19%	112	50%	154	69%

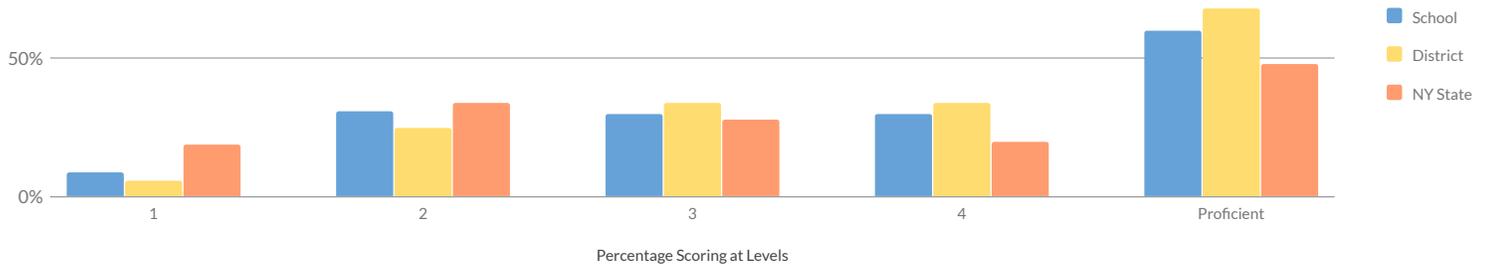
GRADE 7 ELA RESULTS



MEAN SCORE: 615

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	99	165	10	6%	41	25%	57	35%	57	35%	114	69%
General Education	76	155	4	3%	38	25%	56	36%	57	37%	113	73%
Students with Disabilities	23	10	6	60%	3	30%	1	10%	0	0%	1	10%
Asian or Native Hawaiian/Other Pacific Islander	7	99	5	5%	22	22%	33	33%	39	39%	72	73%
Hispanic or Latino	4	12	-	-	-	-	-	-	-	-	-	-
White	86	51	5	10%	11	22%	18	35%	17	33%	35	69%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	4	15	0	0%	8	53%	6	40%	1	7%	7	47%
Female	47	73	2	3%	17	23%	28	38%	26	36%	54	74%
Male	52	92	8	9%	24	26%	29	32%	31	34%	60	65%
English Language Learners	2	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	97	161	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	3	15	3	20%	6	40%	3	20%	3	20%	6	40%
Not Economically Disadvantaged	96	150	7	5%	35	23%	54	36%	54	36%	108	72%
Not Migrant	99	165	10	6%	41	25%	57	35%	57	35%	114	69%
Not Homeless	99	165	10	6%	41	25%	57	35%	57	35%	114	69%
Not in Foster Care	99	165	10	6%	41	25%	57	35%	57	35%	114	69%
Parent Not in Armed Forces	99	165	10	6%	41	25%	57	35%	57	35%	114	69%

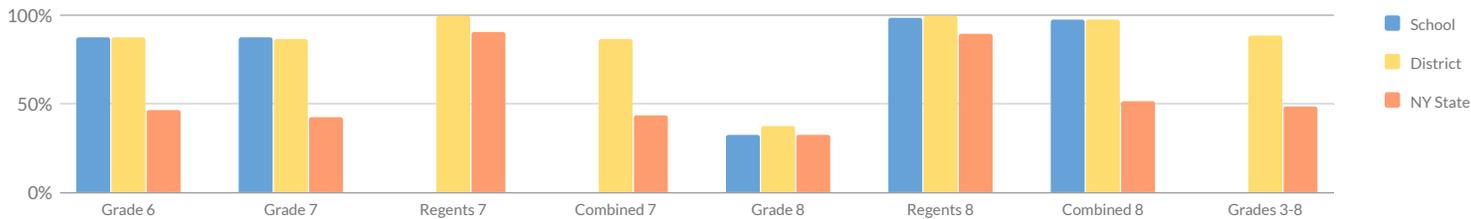
GRADE 8 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	143	143	13	9%	44	31%	43	30%	43	30%	86	60%
General Education	110	126	7	6%	39	31%	38	30%	42	33%	80	63%
Students with Disabilities	33	17	6	35%	5	29%	5	29%	1	6%	6	35%
Asian or Native Hawaiian/Other Pacific Islander	30	74	6	8%	20	27%	25	34%	23	31%	48	65%
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	9	2	22%	2	22%	1	11%	4	44%	5	56%
White	109	55	2	4%	20	36%	17	31%	16	29%	33	60%
Multiracial	2	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	5	3	60%	2	40%	0	0%	0	0%	0	0%
Female	67	69	2	3%	23	33%	17	25%	27	39%	44	64%
Male	76	74	11	15%	21	28%	26	35%	16	22%	42	57%
English Language Learners	4	7	3	43%	4	57%	0	0%	0	0%	0	0%
Non-English Language Learners	139	136	10	7%	40	29%	43	32%	43	32%	86	63%
Economically Disadvantaged	11	18	1	6%	12	67%	2	11%	3	17%	5	28%
Not Economically Disadvantaged	132	125	12	10%	32	26%	41	33%	40	32%	81	65%
Not Migrant	143	143	13	9%	44	31%	43	30%	43	30%	86	60%
Not Homeless	143	143	13	9%	44	31%	43	30%	43	30%	86	60%
Not in Foster Care	143	143	13	9%	44	31%	43	30%	43	30%	86	60%
Parent Not in Armed Forces	143	143	13	9%	44	31%	43	30%	43	30%	86	60%

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

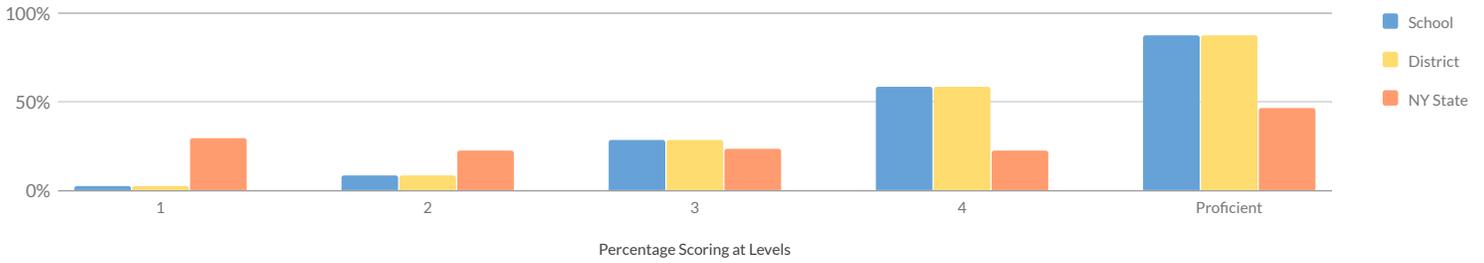


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	78	221	6	3%	20	9%	65	29%	130	59%	195	88%
Grade 7	106	158	4	3%	15	9%	35	22%	104	66%	139	88%
Regents 7	-	2	-	-	-	-	-	-	-	-	-	-
Combined 7	106	160	-	-	-	-	-	-	-	-	-	-
Grade 8	281	6	2	33%	2	33%	1	17%	1	17%	2	33%
Regents 8	-	263	0	0%	2	1%	32	12%	229	87%	261	99%
Combined 8	281	269	2	1%	4	1%	33	12%	230	86%	263	98%
Grades 3-8	465	650	-	-	-	-	-	-	-	-	-	-

Advanced grade 7 and 8 students who take a Regents math test in lieu of the grade 7 and/or 8 math test are reported in the Regents 7 and Regents 8 rows. Combined 7 and Combined 8 are students who took either the grade 7 or 8 math test or a Regents math test in lieu of the grade 7 or 8 math test.

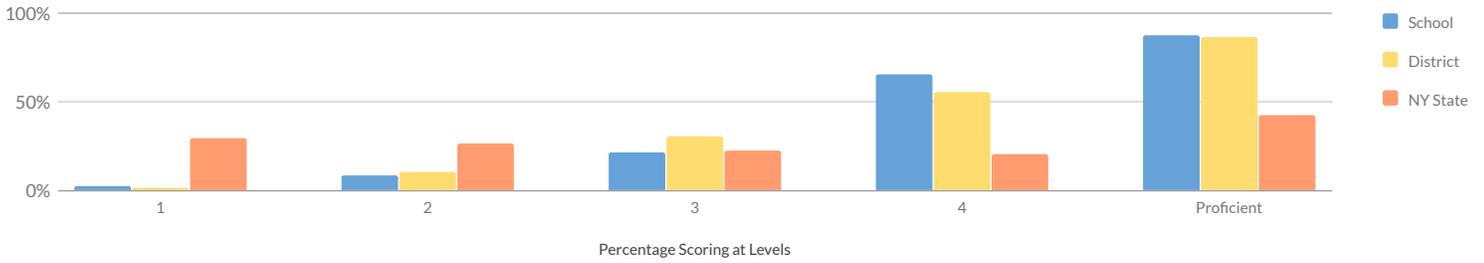
GRADE 6 MATH RESULTS



MEAN SCORE: 619

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	78	221	6	3%	20	9%	65	29%	130	59%	195	88%
General Education	61	210	2	1%	18	9%	62	30%	128	61%	190	90%
Students with Disabilities	17	11	4	36%	2	18%	3	27%	2	18%	5	45%
Asian or Native Hawaiian/Other Pacific Islander	5	136	3	2%	6	4%	37	27%	90	66%	127	93%
Black or African American	1	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	3	6	-	-	-	-	-	-	-	-	-	-
White	68	76	3	4%	12	16%	26	34%	35	46%	61	80%
Small Group Total	4	9	0	0%	2	22%	2	22%	5	56%	7	78%
Female	36	108	2	2%	11	10%	28	26%	67	62%	95	88%
Male	42	113	4	4%	9	8%	37	33%	63	56%	100	88%
English Language Learners	0	3	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	78	218	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	8	24	1	4%	1	4%	11	46%	11	46%	22	92%
Not Economically Disadvantaged	70	197	5	3%	19	10%	54	27%	119	60%	173	88%
Not Migrant	78	221	6	3%	20	9%	65	29%	130	59%	195	88%
Not Homeless	78	221	6	3%	20	9%	65	29%	130	59%	195	88%
Not in Foster Care	78	221	6	3%	20	9%	65	29%	130	59%	195	88%
Parent Not in Armed Forces	78	221	6	3%	20	9%	65	29%	130	59%	195	88%

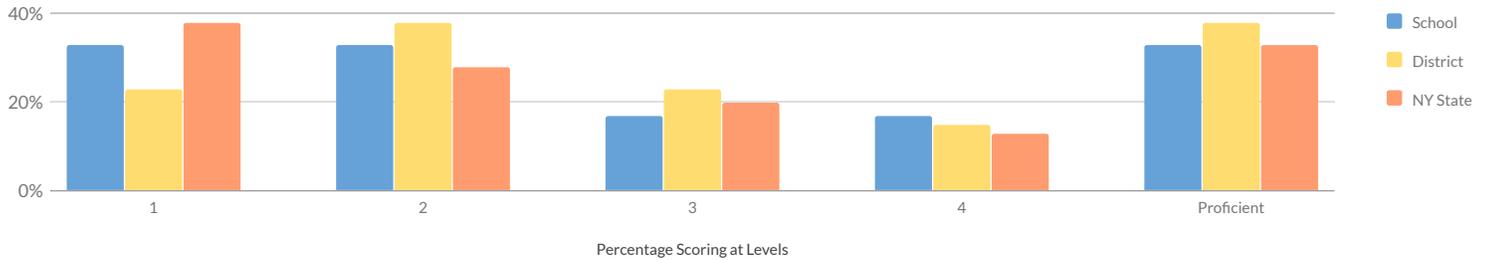
GRADE 7 MATH RESULTS



MEAN SCORE: 622

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	106	158	4	3%	15	9%	35	22%	104	66%	139	88%
General Education	83	148	0	0%	13	9%	33	22%	102	69%	135	91%
Students with Disabilities	23	10	4	40%	2	20%	2	20%	2	20%	4	40%
Asian or Native Hawaiian/Other Pacific Islander	9	97	1	1%	5	5%	19	20%	72	74%	91	94%
Hispanic or Latino	7	9	-	-	-	-	-	-	-	-	-	-
White	88	49	3	6%	7	14%	11	22%	28	57%	39	80%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	12	0	0%	3	25%	5	42%	4	33%	9	75%
Female	52	68	1	1%	6	9%	18	26%	43	63%	61	90%
Male	54	90	3	3%	9	10%	17	19%	61	68%	78	87%
English Language Learners	0	6	1	17%	2	33%	0	0%	3	50%	3	50%
Non-English Language Learners	106	152	3	2%	13	9%	35	23%	101	66%	136	89%
Economically Disadvantaged	3	15	0	0%	2	13%	3	20%	10	67%	13	87%
Not Economically Disadvantaged	103	143	4	3%	13	9%	32	22%	94	66%	126	88%
Not Migrant	106	158	4	3%	15	9%	35	22%	104	66%	139	88%
Not Homeless	106	158	4	3%	15	9%	35	22%	104	66%	139	88%
Not in Foster Care	106	158	4	3%	15	9%	35	22%	104	66%	139	88%
Parent Not in Armed Forces	106	158	4	3%	15	9%	35	22%	104	66%	139	88%

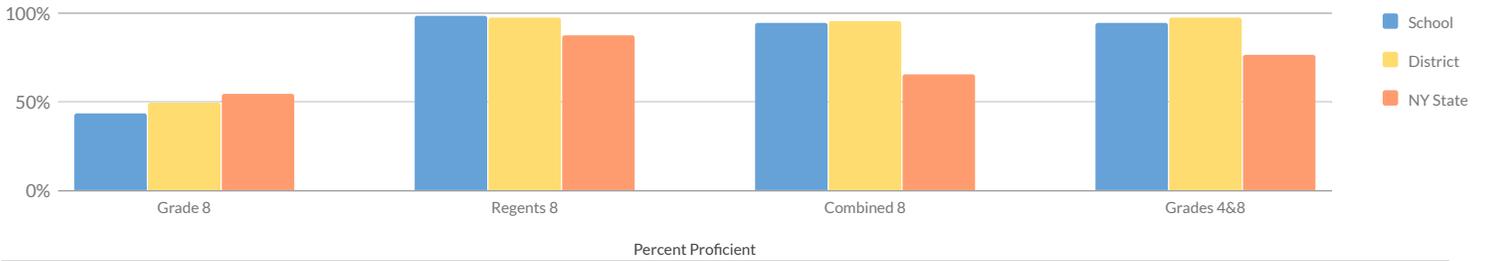
GRADE 8 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	281	6	2	33%	2	33%	1	17%	1	17%	2	33%
General Education	233	4	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	48	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	102	3	-	-	-	-	-	-	-	-	-	-
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	10	1	-	-	-	-	-	-	-	-	-	-
White	163	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	276	6	2	33%	2	33%	1	17%	1	17%	2	33%
Female	134	2	-	-	-	-	-	-	-	-	-	-
Male	147	4	-	-	-	-	-	-	-	-	-	-
English Language Learners	10	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	271	4	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	27	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	254	4	-	-	-	-	-	-	-	-	-	-
Not Migrant	281	6	2	33%	2	33%	1	17%	1	17%	2	33%
Not Homeless	281	6	2	33%	2	33%	1	17%	1	17%	2	33%
Not in Foster Care	281	6	2	33%	2	33%	1	17%	1	17%	2	33%
Parent Not in Armed Forces	281	6	2	33%	2	33%	1	17%	1	17%	2	33%

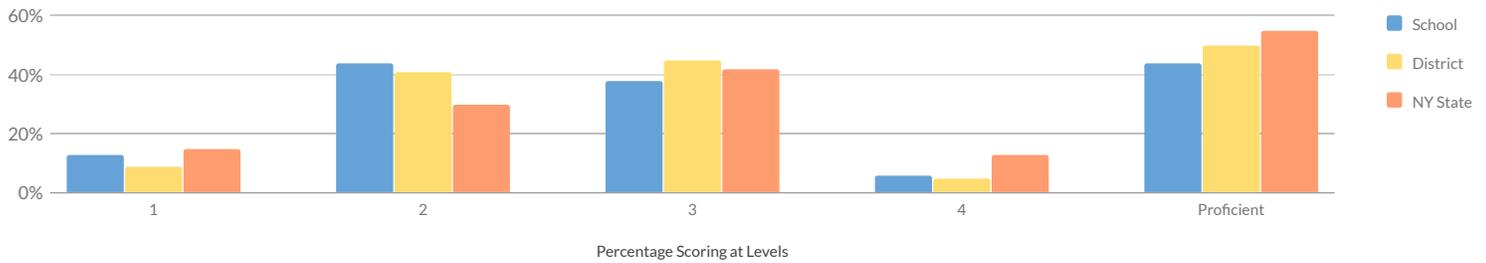
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 8	271	16	2	13%	7	44%	6	38%	1	6%	7	44%
Regents 8	—	237	1	0%	2	1%	46	19%	188	79%	234	99%
Combined 8	271	253	3	1%	9	4%	52	21%	189	75%	241	95%
Grades 4&8	271	253	3	1%	9	4%	52	21%	189	75%	241	95%

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

GRADE 8 SCIENCE RESULTS

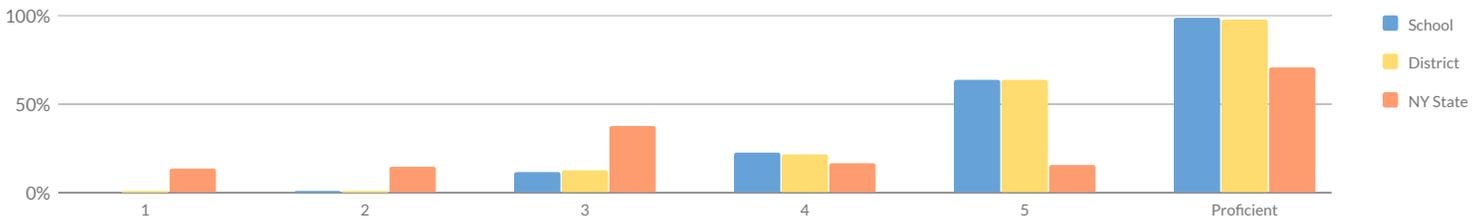


MEAN SCORE: 63

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	271	16	2	13%	7	44%	6	38%	1	6%	7	44%
General Education	228	9	0	0%	4	44%	4	44%	1	11%	5	56%
Students with Disabilities	43	7	2	29%	3	43%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	97	8	1	13%	3	38%	3	38%	1	13%	4	50%
Black or African American	1	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	9	2	-	-	-	-	-	-	-	-	-	-
White	160	4	-	-	-	-	-	-	-	-	-	-
Multiracial	4	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	174	8	1	13%	4	50%	3	38%	0	0%	3	38%
Female	133	3	-	-	-	-	-	-	-	-	-	-
Male	138	13	-	-	-	-	-	-	-	-	-	-
English Language Learners	7	5	1	20%	1	20%	2	40%	1	20%	3	60%
Non-English Language Learners	264	11	1	9%	6	55%	4	36%	0	0%	4	36%
Economically Disadvantaged	24	5	0	0%	2	40%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	247	11	2	18%	5	45%	4	36%	0	0%	4	36%
Not Migrant	271	16	2	13%	7	44%	6	38%	1	6%	7	44%
Not Homeless	271	16	2	13%	7	44%	6	38%	1	6%	7	44%
Not in Foster Care	271	16	2	13%	7	44%	6	38%	1	6%	7	44%
Parent Not in Armed Forces	271	16	2	13%	7	44%	6	38%	1	6%	7	44%

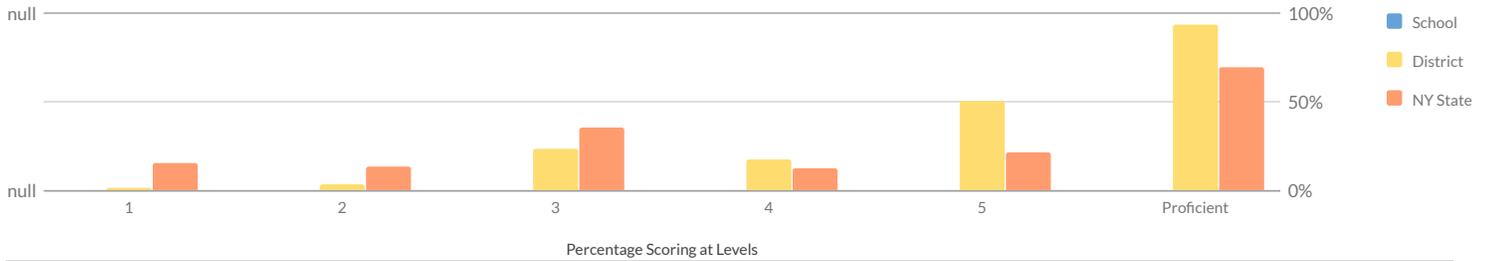
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



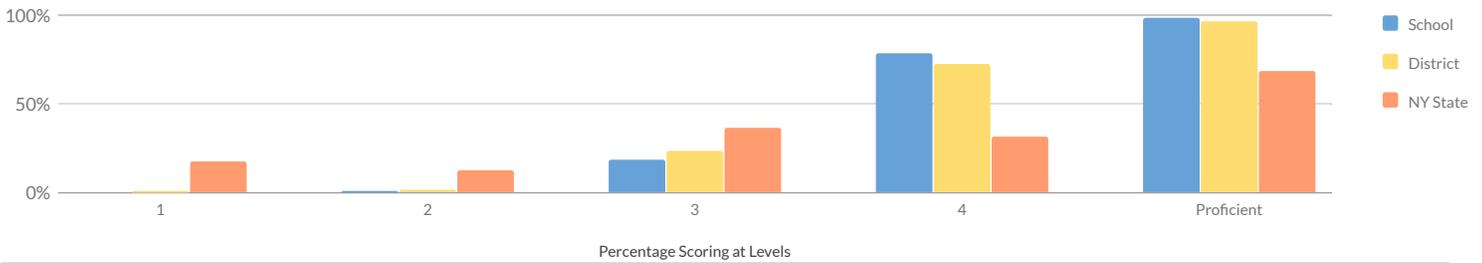
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	263	0	0%	2	1%	32	12%	61	23%	168	64%	261	99%
General Education	228	0	0%	1	0%	18	8%	51	22%	158	69%	227	100%
Students with Disabilities	35	0	0%	1	3%	14	40%	10	29%	10	29%	34	97%
Asian or Native Hawaiian/Other Pacific Islander	98	0	0%	0	0%	4	4%	24	24%	70	71%	98	100%
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	9	0	0%	0	0%	2	22%	2	22%	5	56%	9	100%
White	150	0	0%	2	1%	23	15%	35	23%	90	60%	148	99%
Multiracial	5	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	0	0%	0	0%	3	50%	0	0%	3	50%	6	100%
Female	128	0	0%	1	1%	13	10%	28	22%	86	67%	127	99%
Male	135	0	0%	1	1%	19	14%	33	24%	82	61%	134	99%
English Language Learners	8	0	0%	0	0%	0	0%	3	38%	5	63%	8	100%
Non-English Language Learners	255	0	0%	2	1%	32	13%	58	23%	163	64%	253	99%
Economically Disadvantaged	23	0	0%	0	0%	6	26%	4	17%	13	57%	23	100%
Not Economically Disadvantaged	240	0	0%	2	1%	26	11%	57	24%	155	65%	238	99%
Not Migrant	263	0	0%	2	1%	32	12%	61	23%	168	64%	261	99%
Not Homeless	263	0	0%	2	1%	32	12%	61	23%	168	64%	261	99%
Not in Foster Care	263	0	0%	2	1%	32	12%	61	23%	168	64%	261	99%
Parent Not in Armed Forces	263	0	0%	2	1%	32	12%	61	23%	168	64%	261	99%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	-	-	-	-	-	-	-	-	-	-	-	-
General Education	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	-	-	-	-	-	-	-	-	-	-	-	-
Male	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	2	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	2	-	-	-	-	-	-	-	-	-	-	-	-

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	238	1	0%	2	1%	46	19%	189	79%	235	99%
General Education	219	0	0%	2	1%	41	19%	176	80%	217	99%
Students with Disabilities	19	1	5%	0	0%	5	26%	13	68%	18	95%
Asian or Native Hawaiian/Other Pacific Islander	91	0	0%	0	0%	15	16%	76	84%	91	100%
Black or African American	1	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	8	0	0%	0	0%	1	13%	7	88%	8	100%
White	134	1	1%	2	1%	28	21%	103	77%	131	98%
Multiracial	4	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	0	0%	0	0%	2	40%	3	60%	5	100%
Female	119	0	0%	1	1%	29	24%	89	75%	118	99%
Male	119	1	1%	1	1%	17	14%	100	84%	117	98%
English Language Learners	4	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	234	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	20	0	0%	0	0%	6	30%	14	70%	20	100%
Not Economically Disadvantaged	218	1	0%	2	1%	40	18%	175	80%	215	99%
Not Migrant	238	1	0%	2	1%	46	19%	189	79%	235	99%
Not Homeless	238	1	0%	2	1%	46	19%	189	79%	235	99%
Not in Foster Care	238	1	0%	2	1%	46	19%	189	79%	235	99%
Parent Not in Armed Forces	238	1	0%	2	1%	46	19%	189	79%	235	99%

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
Grade 6	0	3	–	–	–	–	–
Grade 7	0	6	0%	0%	33%	17%	50%
Grade 8	0	12	0%	0%	25%	67%	8%

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 8 ELA	0	1	–	–	–	–	–	–	–	–
Grade 8 Math	0	1	–	–	–	–	–	–	–	–
Grade 8 Science	0	1	–	–	–	–	–	–	–	–

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

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

NEW YORK STATE NAEP GRADE 4

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

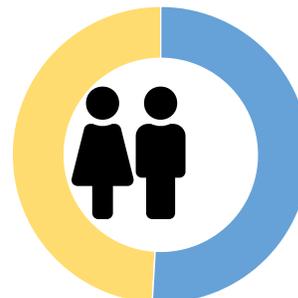
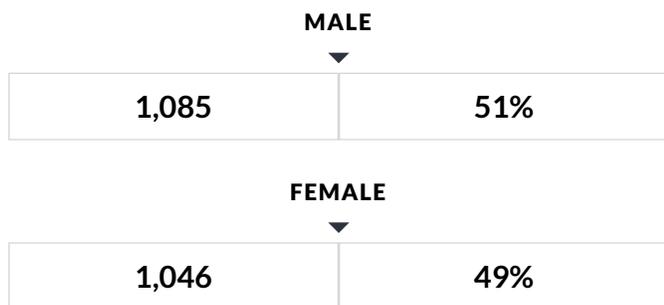
Section 11: School Report Card
Syosset High School

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

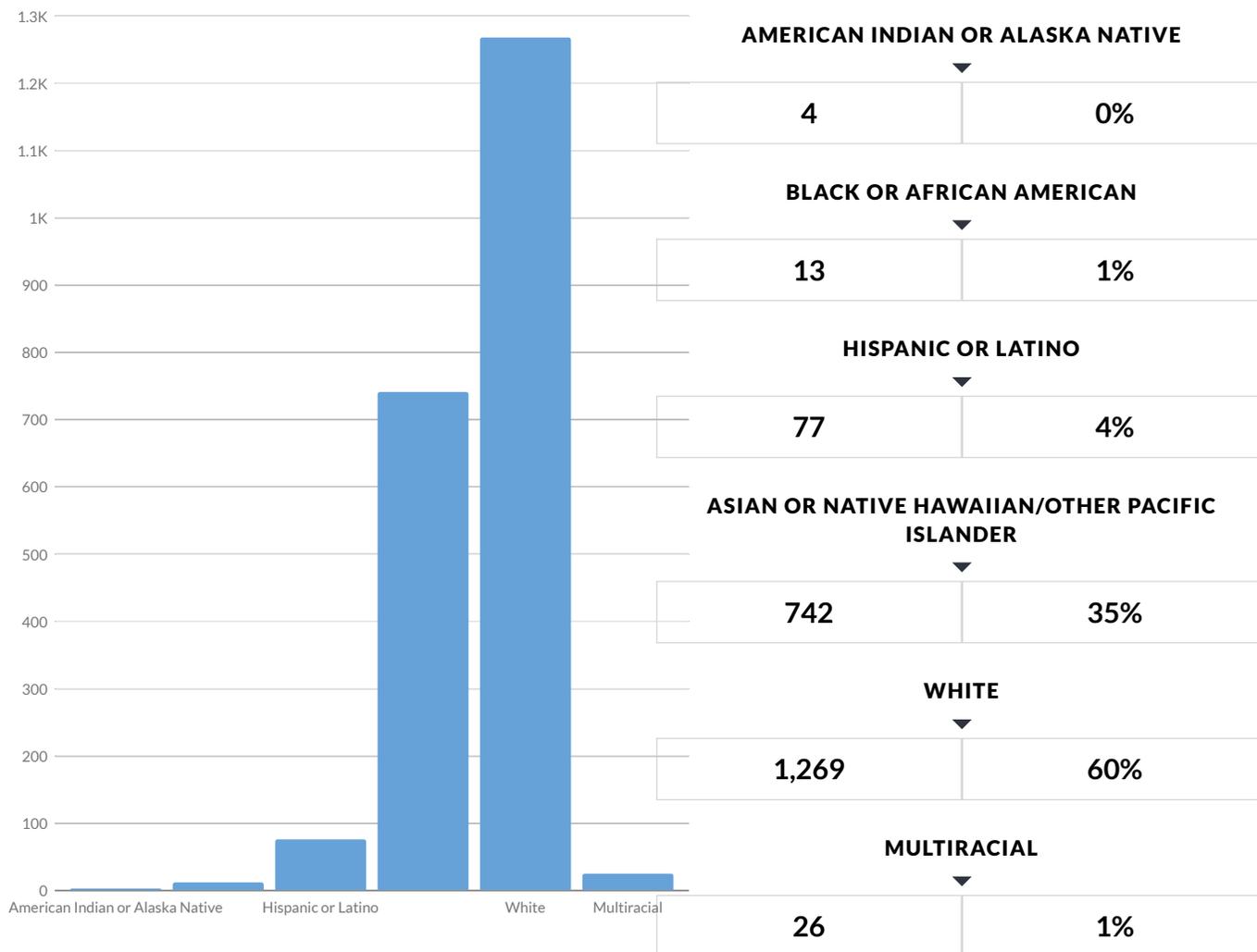
SYOSSET SENIOR HIGH SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 2,131

ENROLLMENT BY GENDER



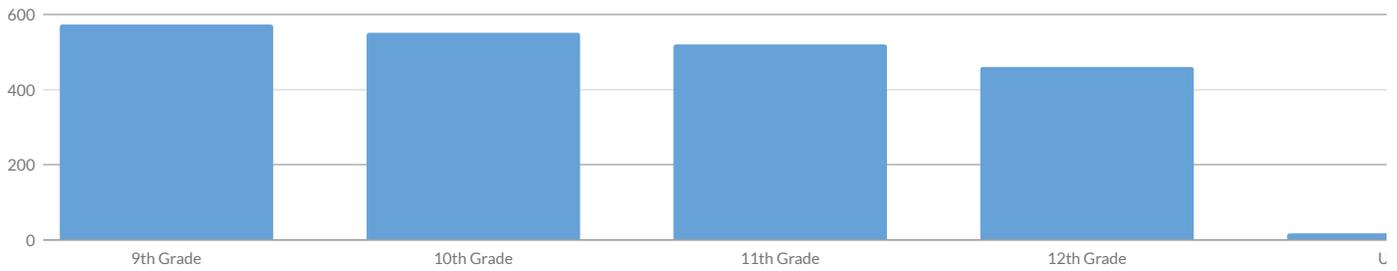
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
39	2%	289	14%	216	10%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—					

ENROLLMENT BY GRADE



9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
575	553	522	462
27%	26%	24%	22%

UNGRADED SECONDARY

19	1%
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SYOSSET SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	—	—	—	—	—	—
White	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—	—

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	—
White	—
Students with Disabilities	—
Economically Disadvantaged	—

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
White	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
White	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
White	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	
Economically Disadvantaged	ELA	–	1	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	–	1	–	–	–	–	–	–	–	–	–	–
White	–	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	–	1	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	–	1	–	–	–	–	–	–	–	–	–	–

SECONDARY STATUSES BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	460	229	224	4
	Math	460	201		
	Science	460	240		
	Social Studies	460	244		
Asian or Native Hawaiian/Other Pacific Islander	ELA	147	233	232	4
	Math	147	218		
	Science	147	244		
	Social Studies	147	247		
Black or African American	ELA	7	200	-	-
	Math	7	129		
	Science	7	193		
	Social Studies	7	207		
Hispanic or Latino	ELA	31	226	207	4
	Math	31	169		
	Science	31	226		
	Social Studies	31	226		
Multiracial	ELA	13	239	232	4
	Math	13	215		
	Science	13	239		
	Social Studies	13	246		
White	ELA	294	227	220	4
	Math	294	194		
	Science	294	238		
	Social Studies	294	242		
English Language Learners	ELA	7	114	-	-
	Math	7	121		
	Science	7	193		
	Social Studies	7	186		
Students with Disabilities	ELA	55	166	171	4
	Math	55	134		
	Science	55	212		
	Social Studies	55	216		
Economically Disadvantaged	ELA	42	205	205	4
	Math	42	179		
	Science	42	231		
	Social Studies	42	230		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School 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	99.2%	566	99.1%	95%	82.8%	85%	90%	–	–	95%	4	4
	5-Year	99.8%	543	99.1%	96%	85%	86.8%	91.4%	–	–	96%	4	
	6-Year	99.3%	529	99.2%	97%	85.1%	87.3%	92.2%	–	–	97%	4	
American Indian or Alaska Native	4-Year	–	2	–	–	–	–	–	–	–	–	–	–
	5-Year	–	1	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	99.3%	163	99.4%	95%	88.3%	89.5%	92.3%	–	–	95%	4	4
	5-Year	100%	183	99.5%	96%	90.2%	91%	93.5%	–	–	96%	4	
	6-Year	100%	145	100%	97%	89.7%	91.1%	94.1%	–	–	97%	4	
Black or African American	4-Year	–	9	–	–	–	–	–	–	–	–	–	–
	5-Year	–	7	–	–	–	–	–	–	–	–	–	
	6-Year	–	10	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	4-Year	100%	25	96%	95%	73.2%	76.8%	85.9%	–	–	95%	4	4
	5-Year	100%	26	96.2%	96%	75.7%	79.1%	87.6%	–	–	96%	4	
	6-Year	100%	37	97.3%	97%	76.1%	79.7%	88.4%	–	–	97%	4	
Multiracial	4-Year	–	9	–	–	–	–	–	–	–	–	–	–
	5-Year	–	4	–	–	–	–	–	–	–	–	–	
	6-Year	–	5	–	–	–	–	–	–	–	–	–	
White	4-Year	99.2%	371	99.2%	95%	90.2%	91%	93%	–	–	95%	4	4
	5-Year	100%	347	99.1%	96%	91.5%	92.3%	94.2%	–	–	96%	4	
	6-Year	99.1%	358	99.2%	97%	91.2%	92.4%	94.7%	–	–	97%	4	
English Language Learners	4-Year	–	15	–	–	–	–	–	–	–	–	–	–
	5-Year	–	17	–	–	–	–	–	–	–	–	–	
	6-Year	–	10	–	–	–	–	–	–	–	–	–	
Students with Disabilities	4-Year	94.7%	63	93.7%	94.7%	59.7%	66.1%	80.6%	–	–	95%	4	4
	5-Year	100%	69	95.7%	96%	63%	69%	82.5%	–	–	96%	4	
	6-Year	83.3%	56	94.6%	84.3%	61.4%	67.8%	82.4%	–	–	97%	4	
Economically Disadvantaged	4-Year	100%	64	96.9%	95%	76.9%	79.9%	87.5%	–	–	95%	4	4
	5-Year	100%	44	93.2%	96%	80.4%	83%	89.5%	–	–	96%	4	
	6-Year	100%	44	97.7%	97%	80.7%	83.5%	90.3%	–	–	97%	4	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	38	43%	82%	1.9	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	40%	75%	1.9	4
Black or African American	0	—	—	—	—
Hispanic or Latino	6	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	38	43%	82%	1.9	4
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	36	45%	75%	1.7	4

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School 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	236	460	229	215	191	194	204	—	—	215	4	4
	Math	217	460	201	200	151	158	179	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	238	147	233	215	209	210	212	—	—	215	4	4
	Math	233	147	218	200	191	193	196	—	—	200	4	
Black or African American	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	31	—	—	—	—	—	—	—	—	—	—
	Math	—	31	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
White	ELA	236	294	227	215	208	209	212	—	—	215	4	4
	Math	210	294	194	200	168	172	186	—	—	200	4	
English Language Learners	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	186	55	166	188	120	133	174	—	—	215	3	3
	Math	149	55	134	153	91	105	153	—	—	200	3	
Economically Disadvantaged	ELA	218	42	205	215	171	177	196	—	—	215	4	4
	Math	182	42	179	183	131	140	170	—	—	200	4	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	3.9	2,154	87	4%	3.9%	22.6%	19.8%	12.4%	—	—	5%	4
American Indian or Alaska Native	—	8	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2.8	755	15	2%	2.8%	14%	12.4%	8.7%	—	—	5%	4
Black or African American	—	27	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6.3	82	7	8.5%	6.1%	31.6%	27.2%	16.1%	—	—	5%	4
Multiracial	3.8	55	4	7.3%	3.8%	23.1%	20.1%	12.6%	—	—	5%	4
White	4.4	1,274	60	4.7%	4.4%	15.6%	14%	9.5%	—	—	5%	4
English Language Learners	0	94	2	2.1%	0%	33.8%	29%	17%	—	—	5%	4
Students with Disabilities	5.6	307	23	7.5%	5.6%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	10.7	222	14	6.3%	10.3%	30.2%	25.8%	15.4%	—	—	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	186.7	186.2	175	130.2	137.8	156.4	—	—	175	4
Asian or Native Hawaiian/Other Pacific Islander	192.6	188.7	175	154.1	157.7	166.4	—	—	175	4
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	184.2	186.2	175	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	131.3	141.8	134.7	76.5	93.5	134.3	—	—	175	4
Economically Disadvantaged	162.8	164.4	163.8	112.9	123.7	149.4	—	—	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	472	0	420	6	30	0	16
Asian or Native Hawaiian/Other Pacific Islander	151	0	138	2	6	0	5
Black or African American	7	0	—	—	—	—	—
Hispanic or Latino	34	0	—	—	—	—	—
Multiracial	13	0	—	—	—	—	—
White	298	0	263	4	23	0	8
English Language Learners	10	0	—	—	—	—	—
Students with Disabilities	61	0	32	5	15	0	9
Economically Disadvantaged	45	0	34	0	6	0	5

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	✓	464	99.6%	1,029	99.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	✓	148	99.3%	312	99.4%
Black or African American	—	1	—	—	—
Hispanic or Latino	—	16	—	—	—
Multiracial	—	5	—	—	—
White	✓	294	100%	663	100%
English Language Learners	—	7	—	—	—
Students with Disabilities	✓	50	100%	105	100%
Economically Disadvantaged	✓	43	100%	106	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	✓	464	99.4%	1,029	99.6%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	✓	148	99.3%	312	99.7%
Black or African American	–	1	–	–	–
Hispanic or Latino	–	16	–	–	–
Multiracial	–	5	–	–	–
White	✓	294	99.7%	663	99.7%
English Language Learners	–	7	–	–	–
Students with Disabilities	✓	50	98%	105	98.1%
Economically Disadvantaged	✓	43	100%	106	100%

STAFF QUALIFICATIONS (2018-19)

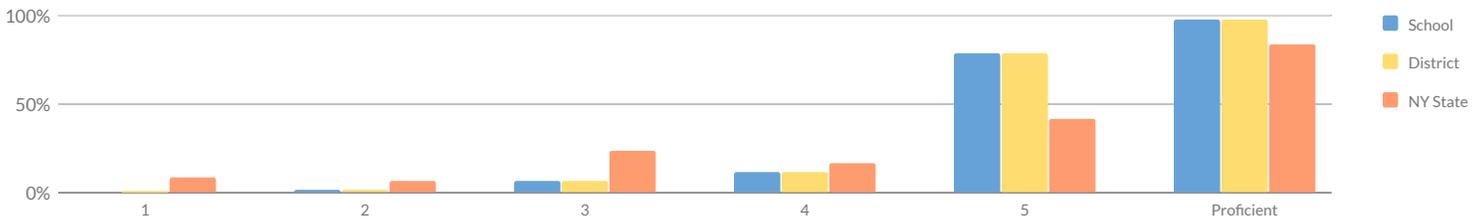
	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	9	4%	0	0%	2	1%
THIS DISTRICT	38	6%	2	20%	8	1%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY 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	472	458	97%	393	83%	63	13%	2	0%	0	0%	11	2%	0	0%	3	1%
Female	222	219	99%	184	83%	33	15%	2	1%	0	0%	3	1%	0	0%	0	0%
Male	250	239	96%	209	84%	30	12%	0	0%	0	0%	8	3%	0	0%	3	1%
Multiracial	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	151	146	97%	127	84%	18	12%	1	1%	0	0%	3	2%	0	0%	2	1%
White	298	291	98%	249	84%	41	14%	1	0%	0	0%	7	2%	0	0%	0	0%
Black or African American	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	15	88%	12	71%	3	18%	0	0%	0	0%	1	6%	0	0%	1	6%
General-Education Students	416	411	99%	373	90%	38	9%	0	0%	0	0%	3	1%	0	0%	2	0%
Students with Disabilities	56	47	84%	20	36%	25	45%	2	4%	0	0%	8	14%	0	0%	1	2%
Non-English Language Learners	464	454	98%	393	85%	60	13%	1	0%	0	0%	8	2%	0	0%	2	0%
English Language Learners	8	4	50%	0	0%	3	38%	1	13%	0	0%	3	38%	0	0%	1	13%
Not Economically Disadvantaged	427	417	98%	368	86%	48	11%	1	0%	0	0%	8	2%	0	0%	2	0%
Economically Disadvantaged	45	41	91%	25	56%	15	33%	1	2%	0	0%	3	7%	0	0%	1	2%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

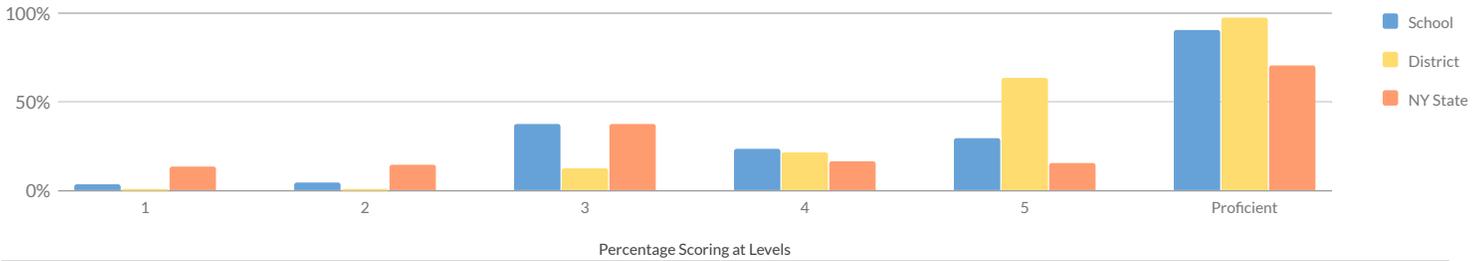
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



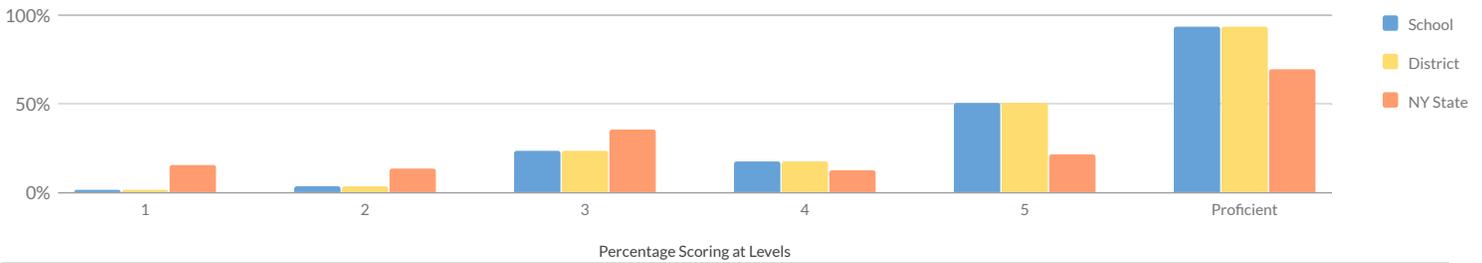
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	518	1	0%	9	2%	36	7%	61	12%	411	79%	508	98%
General Education	444	0	0%	3	1%	12	3%	43	10%	386	87%	441	99%
Students with Disabilities	74	1	1%	6	8%	24	32%	18	24%	25	34%	67	91%
Asian or Native Hawaiian/Other Pacific Islander	179	0	0%	2	1%	8	4%	18	10%	151	84%	177	99%
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	27	0	0%	0	0%	2	7%	4	15%	21	78%	27	100%
White	299	1	0%	7	2%	25	8%	39	13%	227	76%	291	97%
Multiracial	9	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	0	0%	0	0%	1	8%	0	0%	12	92%	13	100%
Female	272	1	0%	5	2%	17	6%	28	10%	221	81%	266	98%
Male	246	0	0%	4	2%	19	8%	33	13%	190	77%	242	98%
English Language Learners	18	0	0%	1	6%	4	22%	4	22%	9	50%	17	94%
Non-English Language Learners	500	1	0%	8	2%	32	6%	57	11%	402	80%	491	98%
Economically Disadvantaged	56	0	0%	2	4%	8	14%	6	11%	40	71%	54	96%
Not Economically Disadvantaged	462	1	0%	7	2%	28	6%	55	12%	371	80%	454	98%
Not Migrant	518	1	0%	9	2%	36	7%	61	12%	411	79%	508	98%
Not Homeless	518	1	0%	9	2%	36	7%	61	12%	411	79%	508	98%
Not in Foster Care	518	1	0%	9	2%	36	7%	61	12%	411	79%	508	98%
Parent Not in Armed Forces	518	1	0%	9	2%	36	7%	61	12%	411	79%	508	98%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



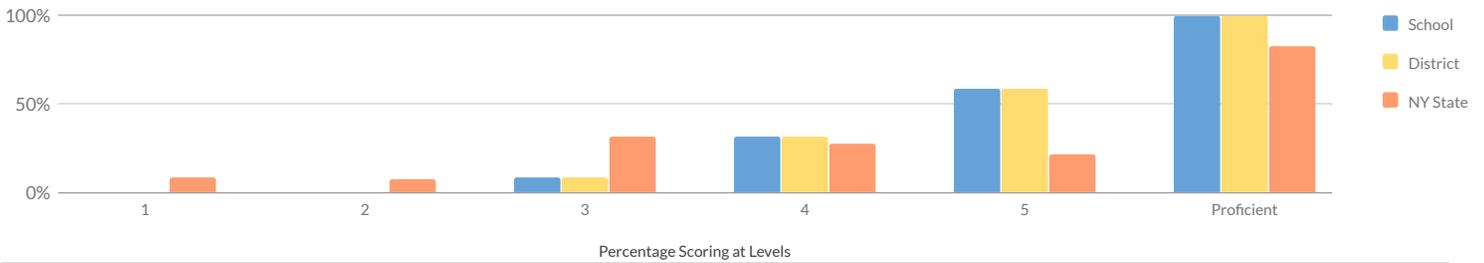
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	80	3	4%	4	5%	30	38%	19	24%	24	30%	73	91%
General Education	61	1	2%	2	3%	19	31%	16	26%	23	38%	58	95%
Students with Disabilities	19	2	11%	2	11%	11	58%	3	16%	1	5%	15	79%
Asian or Native Hawaiian/Other Pacific Islander	40	0	0%	0	0%	12	30%	9	23%	19	48%	40	100%
Hispanic or Latino	10	-	-	-	-	-	-	-	-	-	-	-	-
White	29	2	7%	2	7%	13	45%	8	28%	4	14%	25	86%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	1	9%	2	18%	5	45%	2	18%	1	9%	8	73%
Female	35	2	6%	0	0%	13	37%	7	20%	13	37%	33	94%
Male	45	1	2%	4	9%	17	38%	12	27%	11	24%	40	89%
English Language Learners	16	0	0%	1	6%	4	25%	2	13%	9	56%	15	94%
Non-English Language Learners	64	3	5%	3	5%	26	41%	17	27%	15	23%	58	91%
Economically Disadvantaged	22	1	5%	3	14%	9	41%	6	27%	3	14%	18	82%
Not Economically Disadvantaged	58	2	3%	1	2%	21	36%	13	22%	21	36%	55	95%
Not Migrant	80	3	4%	4	5%	30	38%	19	24%	24	30%	73	91%
Not Homeless	80	3	4%	4	5%	30	38%	19	24%	24	30%	73	91%
Not in Foster Care	80	3	4%	4	5%	30	38%	19	24%	24	30%	73	91%
Parent Not in Armed Forces	80	3	4%	4	5%	30	38%	19	24%	24	30%	73	91%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



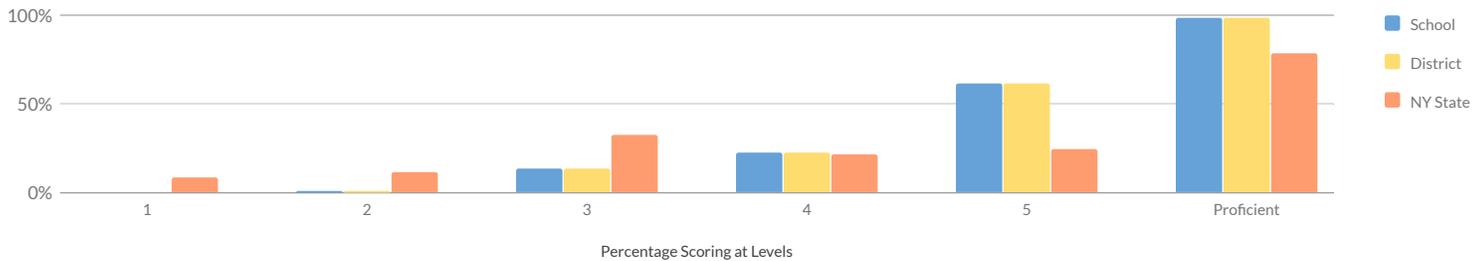
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	587	13	2%	23	4%	143	24%	108	18%	300	51%	551	94%
General Education	508	3	1%	12	2%	109	21%	98	19%	286	56%	493	97%
Students with Disabilities	79	10	13%	11	14%	34	43%	10	13%	14	18%	58	73%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	224	2	1%	3	1%	45	20%	34	15%	140	63%	219	98%
Black or African American	4	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	21	2	10%	3	14%	8	38%	2	10%	6	29%	16	76%
White	332	9	3%	16	5%	88	27%	67	20%	152	46%	307	92%
Multiracial	5	0	0%	0	0%	1	20%	3	60%	1	20%	5	100%
Small Group Total	5	0	0%	1	20%	1	20%	2	40%	1	20%	4	80%
Female	286	5	2%	11	4%	54	19%	52	18%	164	57%	270	94%
Male	301	8	3%	12	4%	89	30%	56	19%	136	45%	281	93%
English Language Learners	17	2	12%	0	0%	7	41%	4	24%	4	24%	15	88%
Non-English Language Learners	570	11	2%	23	4%	136	24%	104	18%	296	52%	536	94%
Economically Disadvantaged	70	5	7%	3	4%	19	27%	14	20%	29	41%	62	89%
Not Economically Disadvantaged	517	8	2%	20	4%	124	24%	94	18%	271	52%	489	95%
Not Migrant	587	13	2%	23	4%	143	24%	108	18%	300	51%	551	94%
Not Homeless	587	13	2%	23	4%	143	24%	108	18%	300	51%	551	94%
Not in Foster Care	587	13	2%	23	4%	143	24%	108	18%	300	51%	551	94%
Parent Not in Armed Forces	587	13	2%	23	4%	143	24%	108	18%	300	51%	551	94%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



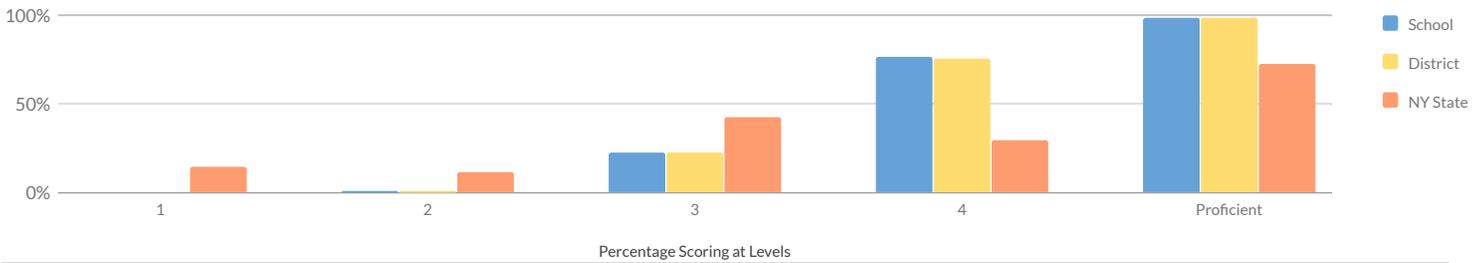
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
General Education	465	1	0%	0	0%	29	6%	134	29%	301	65%	464	100%
Students with Disabilities	51	0	0%	0	0%	16	31%	29	57%	6	12%	51	100%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	196	0	0%	0	0%	7	4%	40	20%	149	76%	196	100%
Black or African American	3	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	14	0	0%	0	0%	3	21%	7	50%	4	29%	14	100%
White	297	1	0%	0	0%	33	11%	112	38%	151	51%	296	100%
Multiracial	4	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	0	0%	0	0%	2	22%	4	44%	3	33%	9	100%
Female	263	1	0%	0	0%	23	9%	82	31%	157	60%	262	100%
Male	253	0	0%	0	0%	22	9%	81	32%	150	59%	253	100%
English Language Learners	13	0	0%	0	0%	3	23%	4	31%	6	46%	13	100%
Non-English Language Learners	503	1	0%	0	0%	42	8%	159	32%	301	60%	502	100%
Economically Disadvantaged	47	0	0%	0	0%	5	11%	18	38%	24	51%	47	100%
Not Economically Disadvantaged	469	1	0%	0	0%	40	9%	145	31%	283	60%	468	100%
Not Migrant	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
Not Homeless	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
Not in Foster Care	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%
Parent Not in Armed Forces	516	1	0%	0	0%	45	9%	163	32%	307	59%	515	100%

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



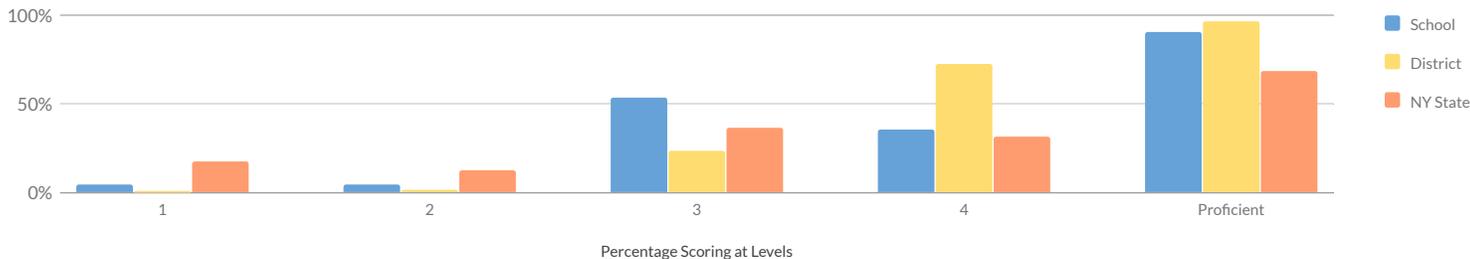
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	556	2	0%	5	1%	76	14%	128	23%	345	62%	549	99%
General Education	484	0	0%	1	0%	51	11%	105	22%	327	68%	483	100%
Students with Disabilities	72	2	3%	4	6%	25	35%	23	32%	18	25%	66	92%
American Indian or Alaska Native	3	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	205	1	0%	1	0%	16	8%	36	18%	151	74%	203	99%
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	15	0	0%	0	0%	4	27%	6	40%	5	33%	15	100%
White	323	1	0%	4	1%	53	16%	81	25%	184	57%	318	98%
Multiracial	6	0	0%	0	0%	2	33%	3	50%	1	17%	6	100%
Small Group Total	7	0	0%	0	0%	1	14%	2	29%	4	57%	7	100%
Female	264	0	0%	2	1%	38	14%	58	22%	166	63%	262	99%
Male	292	2	1%	3	1%	38	13%	70	24%	179	61%	287	98%
English Language Learners	13	0	0%	0	0%	4	31%	7	54%	2	15%	13	100%
Non-English Language Learners	543	2	0%	5	1%	72	13%	121	22%	343	63%	536	99%
Economically Disadvantaged	51	0	0%	1	2%	13	25%	18	35%	19	37%	50	98%
Not Economically Disadvantaged	505	2	0%	4	1%	63	12%	110	22%	326	65%	499	99%
Not Migrant	556	2	0%	5	1%	76	14%	128	23%	345	62%	549	99%
Not Homeless	556	2	0%	5	1%	76	14%	128	23%	345	62%	549	99%
Not in Foster Care	556	2	0%	5	1%	76	14%	128	23%	345	62%	549	99%
Parent Not in Armed Forces	556	2	0%	5	1%	76	14%	128	23%	345	62%	549	99%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



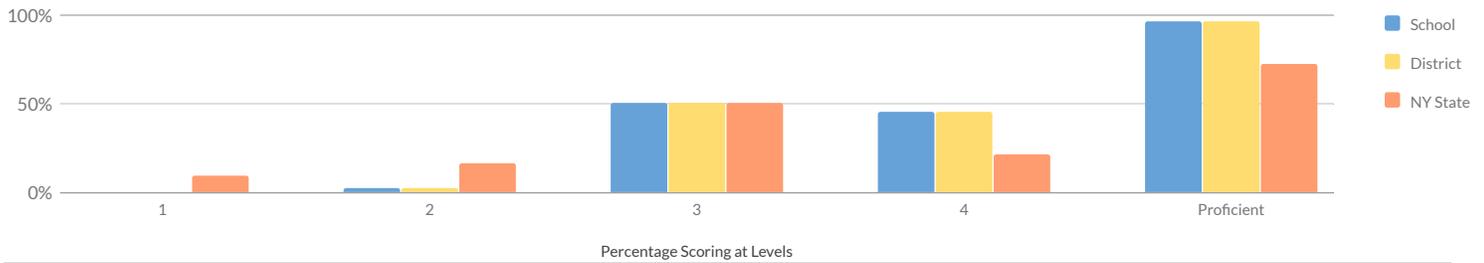
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	577	1	0%	3	1%	131	23%	442	77%	573	99%
General Education	505	1	0%	1	0%	89	18%	414	82%	503	100%
Students with Disabilities	72	0	0%	2	3%	42	58%	28	39%	70	97%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	225	0	0%	1	0%	43	19%	181	80%	224	100%
Black or African American	6	0	0%	0	0%	3	50%	3	50%	6	100%
Hispanic or Latino	18	0	0%	1	6%	4	22%	13	72%	17	94%
White	321	1	0%	1	0%	77	24%	242	75%	319	99%
Multiracial	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	0	0%	0	0%	4	57%	3	43%	7	100%
Female	286	0	0%	2	1%	51	18%	233	81%	284	99%
Male	291	1	0%	1	0%	80	27%	209	72%	289	99%
English Language Learners	24	0	0%	0	0%	11	46%	13	54%	24	100%
Non-English Language Learners	553	1	0%	3	1%	120	22%	429	78%	549	99%
Economically Disadvantaged	73	0	0%	2	3%	20	27%	51	70%	71	97%
Not Economically Disadvantaged	504	1	0%	1	0%	111	22%	391	78%	502	100%
Not Migrant	577	1	0%	3	1%	131	23%	442	77%	573	99%
Not Homeless	577	1	0%	3	1%	131	23%	442	77%	573	99%
Not in Foster Care	577	1	0%	3	1%	131	23%	442	77%	573	99%
Parent Not in Armed Forces	577	1	0%	3	1%	131	23%	442	77%	573	99%

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



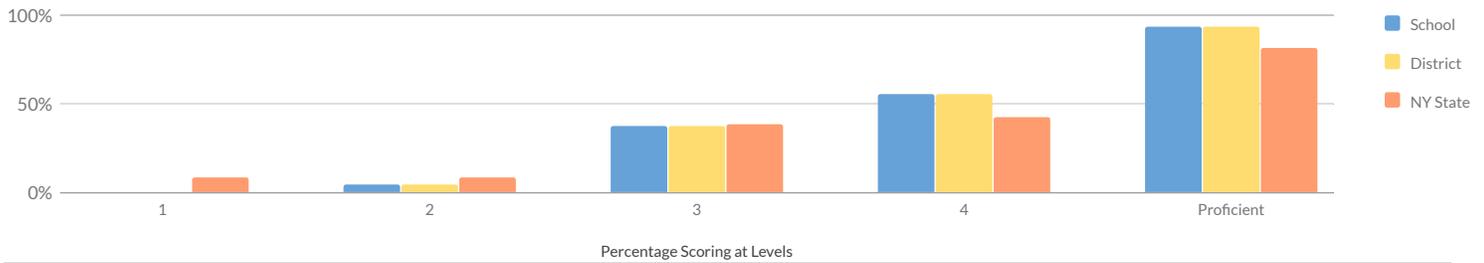
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	85	4	5%	4	5%	46	54%	31	36%	77	91%
General Education	50	2	4%	1	2%	22	44%	25	50%	47	94%
Students with Disabilities	35	2	6%	3	9%	24	69%	6	17%	30	86%
Asian or Native Hawaiian/Other Pacific Islander	36	1	3%	1	3%	17	47%	17	47%	34	94%
Hispanic or Latino	10	—	—	—	—	—	—	—	—	—	—
White	38	2	5%	3	8%	23	61%	10	26%	33	87%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	1	9%	0	0%	6	55%	4	36%	10	91%
Female	35	2	6%	2	6%	21	60%	10	29%	31	89%
Male	50	2	4%	2	4%	25	50%	21	42%	46	92%
English Language Learners	13	0	0%	0	0%	4	31%	9	69%	13	100%
Non-English Language Learners	72	4	6%	4	6%	42	58%	22	31%	64	89%
Economically Disadvantaged	16	1	6%	1	6%	8	50%	6	38%	14	88%
Not Economically Disadvantaged	69	3	4%	3	4%	38	55%	25	36%	63	91%
Not Migrant	85	4	5%	4	5%	46	54%	31	36%	77	91%
Not Homeless	85	4	5%	4	5%	46	54%	31	36%	77	91%
Not in Foster Care	85	4	5%	4	5%	46	54%	31	36%	77	91%
Parent Not in Armed Forces	85	4	5%	4	5%	46	54%	31	36%	77	91%

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



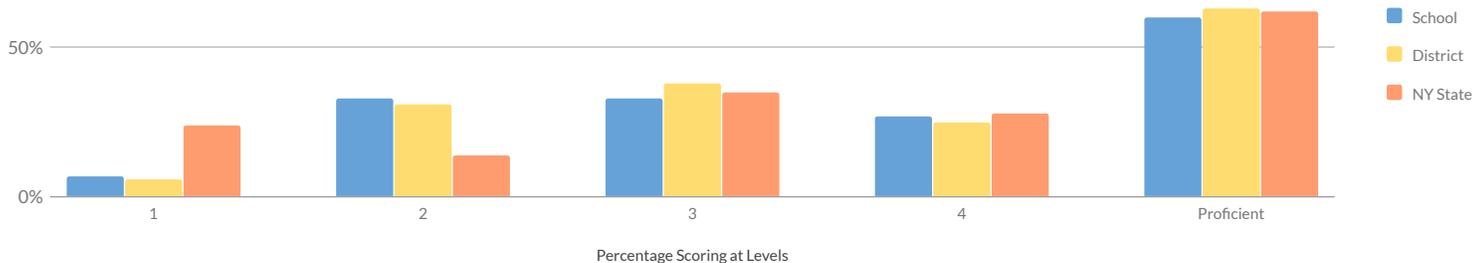
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	504	0	0%	15	3%	255	51%	234	46%	489	97%
General Education	467	0	0%	15	3%	224	48%	228	49%	452	97%
Students with Disabilities	37	0	0%	0	0%	31	84%	6	16%	37	100%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	193	0	0%	4	2%	80	41%	109	56%	189	98%
Black or African American	3	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	11	0	0%	0	0%	8	73%	3	27%	11	100%
White	289	0	0%	11	4%	160	55%	118	41%	278	96%
Multiracial	6	0	0%	0	0%	6	100%	0	0%	6	100%
Small Group Total	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	252	0	0%	7	3%	121	48%	124	49%	245	97%
Male	252	0	0%	8	3%	134	53%	110	44%	244	97%
English Language Learners	7	0	0%	0	0%	3	43%	4	57%	7	100%
Non-English Language Learners	497	0	0%	15	3%	252	51%	230	46%	482	97%
Economically Disadvantaged	48	0	0%	1	2%	30	63%	17	35%	47	98%
Not Economically Disadvantaged	456	0	0%	14	3%	225	49%	217	48%	442	97%
Not Migrant	504	0	0%	15	3%	255	51%	234	46%	489	97%
Not Homeless	504	0	0%	15	3%	255	51%	234	46%	489	97%
Not in Foster Care	504	0	0%	15	3%	255	51%	234	46%	489	97%
Parent Not in Armed Forces	504	0	0%	15	3%	255	51%	234	46%	489	97%

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



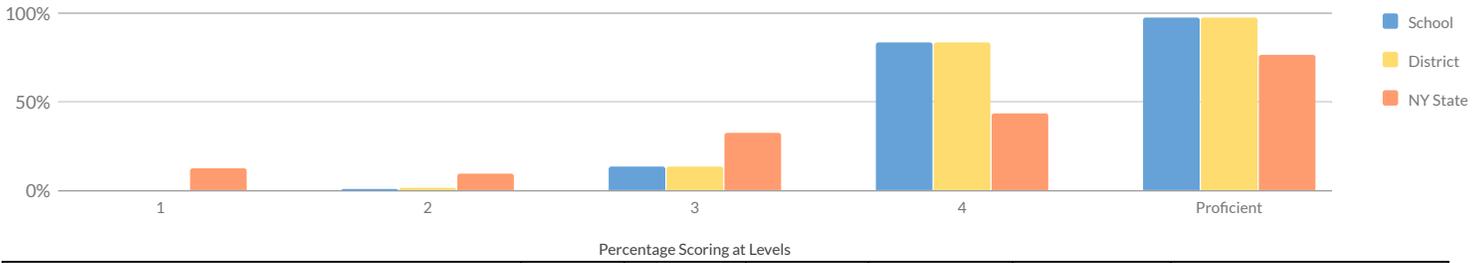
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	418	1	0%	22	5%	159	38%	236	56%	395	94%
General Education	391	1	0%	20	5%	142	36%	228	58%	370	95%
Students with Disabilities	27	0	0%	2	7%	17	63%	8	30%	25	93%
Asian or Native Hawaiian/Other Pacific Islander	170	1	1%	8	5%	53	31%	108	64%	161	95%
Black or African American	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	15	0	0%	2	13%	8	53%	5	33%	13	87%
White	224	0	0%	12	5%	95	42%	117	52%	212	95%
Multiracial	7	–	–	–	–	–	–	–	–	–	–
Small Group Total	9	0	0%	0	0%	3	33%	6	67%	9	100%
Female	212	1	0%	12	6%	81	38%	118	56%	199	94%
Male	206	0	0%	10	5%	78	38%	118	57%	196	95%
Non-English Language Learners	418	1	0%	22	5%	159	38%	236	56%	395	94%
Economically Disadvantaged	35	0	0%	4	11%	12	34%	19	54%	31	89%
Not Economically Disadvantaged	383	1	0%	18	5%	147	38%	217	57%	364	95%
Not Migrant	418	1	0%	22	5%	159	38%	236	56%	395	94%
Not Homeless	418	1	0%	22	5%	159	38%	236	56%	395	94%
Not in Foster Care	418	1	0%	22	5%	159	38%	236	56%	395	94%
Parent Not in Armed Forces	418	1	0%	22	5%	159	38%	236	56%	395	94%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	15	1	7%	5	33%	5	33%	4	27%	9	60%
General Education	9	0	0%	3	33%	2	22%	4	44%	6	67%
Students with Disabilities	6	1	17%	2	33%	3	50%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	11	-	-	-	-	-	-	-	-	-	-
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	15	1	7%	5	33%	5	33%	4	27%	9	60%
Female	7	1	14%	1	14%	1	14%	4	57%	5	71%
Male	8	0	0%	4	50%	4	50%	0	0%	4	50%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	13	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	13	-	-	-	-	-	-	-	-	-	-
Not Migrant	15	1	7%	5	33%	5	33%	4	27%	9	60%
Not Homeless	15	1	7%	5	33%	5	33%	4	27%	9	60%
Not in Foster Care	15	1	7%	5	33%	5	33%	4	27%	9	60%
Parent Not in Armed Forces	15	1	7%	5	33%	5	33%	4	27%	9	60%

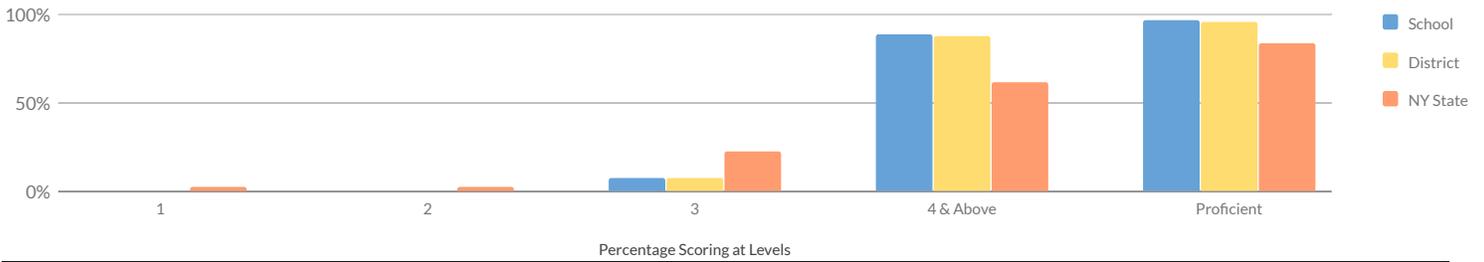
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	517	2	0%	6	1%	74	14%	435	84%	509	98%
General Education	445	0	0%	5	1%	47	11%	393	88%	440	99%
Students with Disabilities	72	2	3%	1	1%	27	38%	42	58%	69	96%
Asian or Native Hawaiian/Other Pacific Islander	177	0	0%	3	2%	9	5%	165	93%	174	98%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	27	0	0%	0	0%	9	33%	18	67%	27	100%
White	300	2	1%	3	1%	55	18%	240	80%	295	98%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	0	0%	0	0%	1	8%	12	92%	13	100%
Female	273	2	1%	3	1%	47	17%	221	81%	268	98%
Male	244	0	0%	3	1%	27	11%	214	88%	241	99%
English Language Learners	15	0	0%	1	7%	3	20%	11	73%	14	93%
Non-English Language Learners	502	2	0%	5	1%	71	14%	424	84%	495	99%
Economically Disadvantaged	56	0	0%	2	4%	12	21%	42	75%	54	96%
Not Economically Disadvantaged	461	2	0%	4	1%	62	13%	393	85%	455	99%
Not Migrant	517	2	0%	6	1%	74	14%	435	84%	509	98%
Not Homeless	517	2	0%	6	1%	74	14%	435	84%	509	98%
Not in Foster Care	517	2	0%	6	1%	74	14%	435	84%	509	98%
Parent Not in Armed Forces	517	2	0%	6	1%	74	14%	435	84%	509	98%

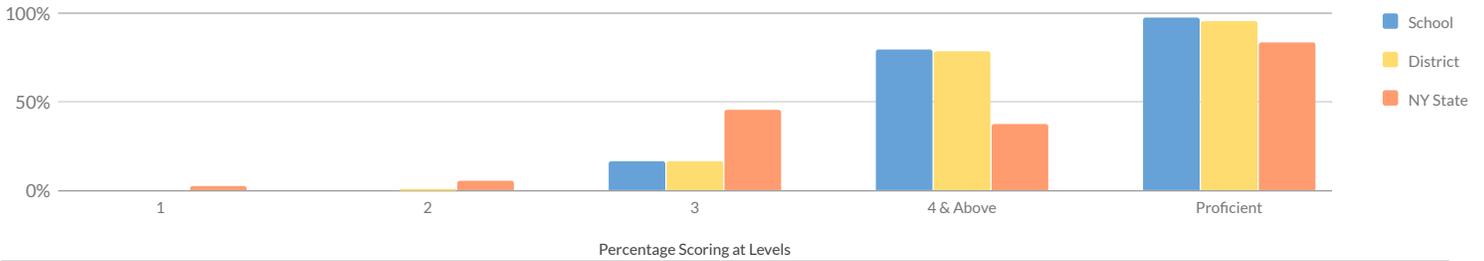
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



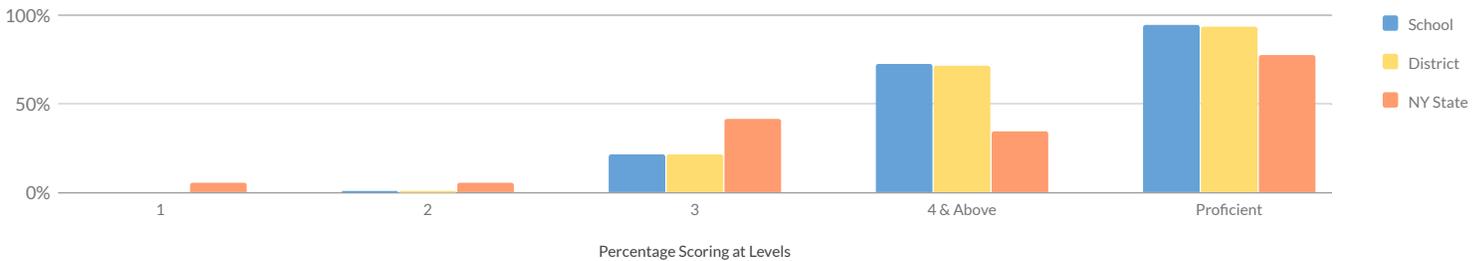
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	472	11	2%	461	98%	1	0%	1	0%	37	8%	422	89%
General Education	416	4	1%	412	99%	0	0%	0	0%	18	4%	394	95%	412	99%
Students with Disabilities	56	7	13%	49	88%	1	2%	1	2%	19	34%	28	50%	47	84%
Asian or Native Hawaiian/Other Pacific Islander	151	4	3%	147	97%	0	0%	1	1%	7	5%	139	92%	146	97%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	15	88%	0	0%	0	0%	0	0%	15	88%	15	88%
White	298	5	2%	293	98%	1	0%	0	0%	30	10%	262	88%	292	98%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	222	2	1%	220	99%	1	0%	1	0%	19	9%	199	90%	218	98%
Male	250	9	4%	241	96%	0	0%	0	0%	18	7%	223	89%	241	96%
Non-English Language Learners	464	8	2%	456	98%	1	0%	0	0%	35	8%	420	91%	455	98%
English Language Learners	8	3	38%	5	63%	0	0%	1	13%	2	25%	2	25%	4	50%
Economically Disadvantaged	45	3	7%	42	93%	0	0%	1	2%	6	13%	35	78%	41	91%
Not Economically Disadvantaged	427	8	2%	419	98%	1	0%	0	0%	31	7%	387	91%	418	98%
Not Migrant	472	11	2%	461	98%	1	0%	1	0%	37	8%	422	89%	459	97%
Not Homeless	472	11	2%	461	98%	1	0%	1	0%	37	8%	422	89%	459	97%
Not in Foster Care	472	11	2%	461	98%	1	0%	1	0%	37	8%	422	89%	459	97%
Parent Not in Armed Forces	472	11	2%	461	98%	1	0%	1	0%	37	8%	422	89%	459	97%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



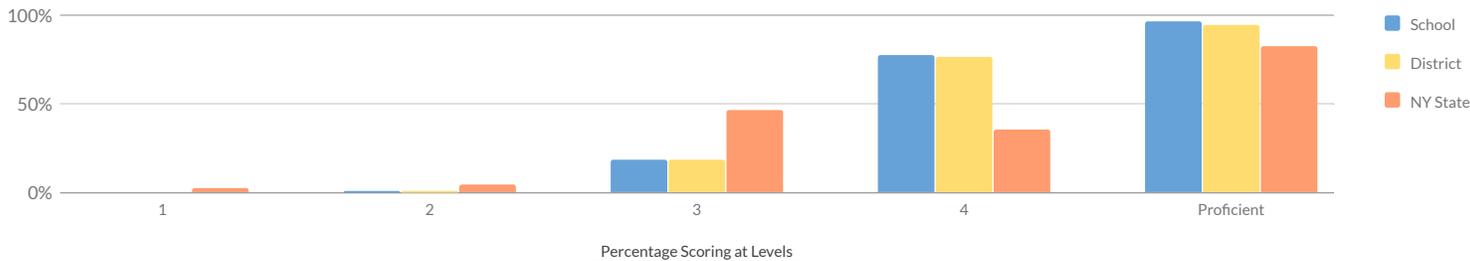
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	472	8	2%	464	98%	1	0%	2	0%	82	17%	379	80%	461	98%
General Education	416	3	1%	413	99%	0	0%	1	0%	50	12%	362	87%	412	99%
Students with Disabilities	56	5	9%	51	91%	1	2%	1	2%	32	57%	17	30%	49	88%
Asian or Native Hawaiian/Other Pacific Islander	151	3	2%	148	98%	0	0%	0	0%	15	10%	133	88%	148	98%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	1	6%	16	94%	0	0%	1	6%	6	35%	9	53%	15	88%
White	298	4	1%	294	99%	1	0%	1	0%	61	20%	231	78%	292	98%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	222	2	1%	220	99%	0	0%	0	0%	39	18%	181	82%	220	99%
Male	250	6	2%	244	98%	1	0%	2	1%	43	17%	198	79%	241	96%
Non-English Language Learners	464	5	1%	459	99%	1	0%	2	0%	78	17%	378	81%	456	98%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	4	50%	1	13%	5	63%
Economically Disadvantaged	45	2	4%	43	96%	0	0%	2	4%	11	24%	30	67%	41	91%
Not Economically Disadvantaged	427	6	1%	421	99%	1	0%	0	0%	71	17%	349	82%	420	98%
Not Migrant	472	8	2%	464	98%	1	0%	2	0%	82	17%	379	80%	461	98%
Not Homeless	472	8	2%	464	98%	1	0%	2	0%	82	17%	379	80%	461	98%
Not in Foster Care	472	8	2%	464	98%	1	0%	2	0%	82	17%	379	80%	461	98%
Parent Not in Armed Forces	472	8	2%	464	98%	1	0%	2	0%	82	17%	379	80%	461	98%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



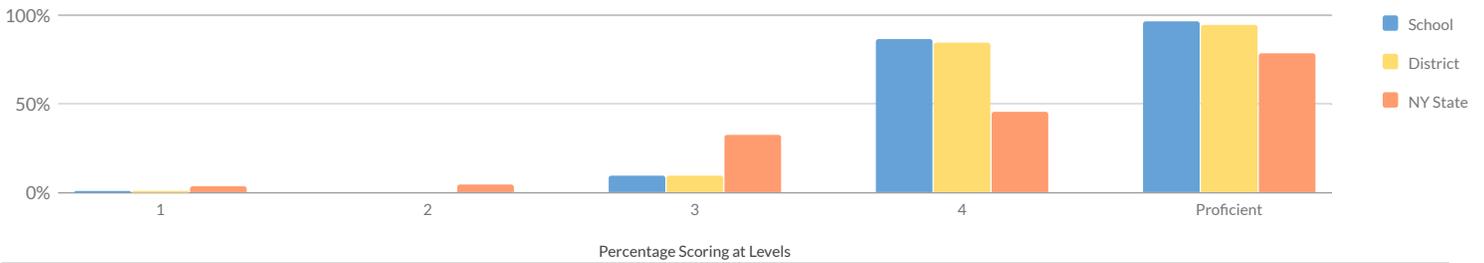
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	472	17	4%	455	96%	1	0%	4	1%	106	22%	344	73%	450	95%
General Education	416	10	2%	406	98%	0	0%	0	0%	75	18%	331	80%	406	98%
Students with Disabilities	56	7	13%	49	88%	1	2%	4	7%	31	55%	13	23%	44	79%
Asian or Native Hawaiian/Other Pacific Islander	151	8	5%	143	95%	0	0%	1	1%	16	11%	126	83%	142	94%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	4	24%	13	76%	0	0%	0	0%	6	35%	7	41%	13	76%
White	298	5	2%	293	98%	1	0%	3	1%	82	28%	207	69%	289	97%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	222	6	3%	216	97%	1	0%	4	2%	47	21%	164	74%	211	95%
Male	250	11	4%	239	96%	0	0%	0	0%	59	24%	180	72%	239	96%
Non-English Language Learners	464	13	3%	451	97%	1	0%	3	1%	106	23%	341	73%	447	96%
English Language Learners	8	4	50%	4	50%	0	0%	1	13%	0	0%	3	38%	3	38%
Economically Disadvantaged	45	8	18%	37	82%	0	0%	1	2%	13	29%	23	51%	36	80%
Not Economically Disadvantaged	427	9	2%	418	98%	1	0%	3	1%	93	22%	321	75%	414	97%
Not Migrant	472	17	4%	455	96%	1	0%	4	1%	106	22%	344	73%	450	95%
Not Homeless	472	17	4%	455	96%	1	0%	4	1%	106	22%	344	73%	450	95%
Not in Foster Care	472	17	4%	455	96%	1	0%	4	1%	106	22%	344	73%	450	95%
Parent Not in Armed Forces	472	17	4%	455	96%	1	0%	4	1%	106	22%	344	73%	450	95%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	472	11	2%	461	98%	0	0%	3	1%	89	19%	369	78%	458	97%
General Education	416	5	1%	411	99%	0	0%	0	0%	56	13%	355	85%	411	99%
Students with Disabilities	56	6	11%	50	89%	0	0%	3	5%	33	59%	14	25%	47	84%
Asian or Native Hawaiian/Other Pacific Islander	151	3	2%	148	98%	0	0%	0	0%	18	12%	130	86%	148	98%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	3	18%	14	82%	0	0%	0	0%	6	35%	8	47%	14	82%
White	298	5	2%	293	98%	0	0%	3	1%	63	21%	227	76%	290	97%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	2	33%	4	67%	6	100%
Female	222	2	1%	220	99%	0	0%	2	1%	40	18%	178	80%	218	98%
Male	250	9	4%	241	96%	0	0%	1	0%	49	20%	191	76%	240	96%
Non-English Language Learners	464	8	2%	456	98%	0	0%	3	1%	86	19%	367	79%	453	98%
English Language Learners	8	3	38%	5	63%	0	0%	0	0%	3	38%	2	25%	5	63%
Economically Disadvantaged	45	3	7%	42	93%	0	0%	0	0%	16	36%	26	58%	42	93%
Not Economically Disadvantaged	427	8	2%	419	98%	0	0%	3	1%	73	17%	343	80%	416	97%
Not Migrant	472	11	2%	461	98%	0	0%	3	1%	89	19%	369	78%	458	97%
Not Homeless	472	11	2%	461	98%	0	0%	3	1%	89	19%	369	78%	458	97%
Not in Foster Care	472	11	2%	461	98%	0	0%	3	1%	89	19%	369	78%	458	97%
Parent Not in Armed Forces	472	11	2%	461	98%	0	0%	3	1%	89	19%	369	78%	458	97%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	472	12	3%	460	97%	3	1%	0	0%	47	10%	410	87%	457	97%
General Education	416	5	1%	411	99%	0	0%	0	0%	26	6%	385	93%	411	99%
Students with Disabilities	56	7	13%	49	88%	3	5%	0	0%	21	38%	25	45%	46	82%
Asian or Native Hawaiian/Other Pacific Islander	151	5	3%	146	97%	1	1%	0	0%	7	5%	138	91%	145	96%
Black or African American	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	17	2	12%	15	88%	0	0%	0	0%	1	6%	14	82%	15	88%
White	298	5	2%	293	98%	2	1%	0	0%	39	13%	252	85%	291	98%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	0	0%	6	100%	6	100%
Female	222	2	1%	220	99%	3	1%	0	0%	23	10%	194	87%	217	98%
Male	250	10	4%	240	96%	0	0%	0	0%	24	10%	216	86%	240	96%
Non-English Language Learners	464	8	2%	456	98%	2	0%	0	0%	47	10%	407	88%	454	98%
English Language Learners	8	4	50%	4	50%	1	13%	0	0%	0	0%	3	38%	3	38%
Economically Disadvantaged	45	3	7%	42	93%	1	2%	0	0%	12	27%	29	64%	41	91%
Not Economically Disadvantaged	427	9	2%	418	98%	2	0%	0	0%	35	8%	381	89%	416	97%
Not Migrant	472	12	3%	460	97%	3	1%	0	0%	47	10%	410	87%	457	97%
Not Homeless	472	12	3%	460	97%	3	1%	0	0%	47	10%	410	87%	457	97%
Not in Foster Care	472	12	3%	460	97%	3	1%	0	0%	47	10%	410	87%	457	97%
Parent Not in Armed Forces	472	12	3%	460	97%	3	1%	0	0%	47	10%	410	87%	457	97%

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
Grade 9	0	13	0%	0%	23%	31%	46%
Grade 10	0	12	0%	0%	0%	50%	50%
Grade 11	0	14	0%	0%	7%	21%	71%
Grade 12	1	7	0%	0%	0%	86%	14%

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 8 ELA	0	1	—	—	—	—	—	—	—	—
Grade 8 Math	0	1	—	—	—	—	—	—	—	—
Grade 8 Science	0	1	—	—	—	—	—	—	—	—
Secondary-Level ELA	13	4	—	—	—	—	—	—	—	—
Secondary-Level Math	13	4	—	—	—	—	—	—	—	—
Secondary-Level Science	13	4	—	—	—	—	—	—	—	—

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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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

SUBGROUP	READING				MATH			
	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)

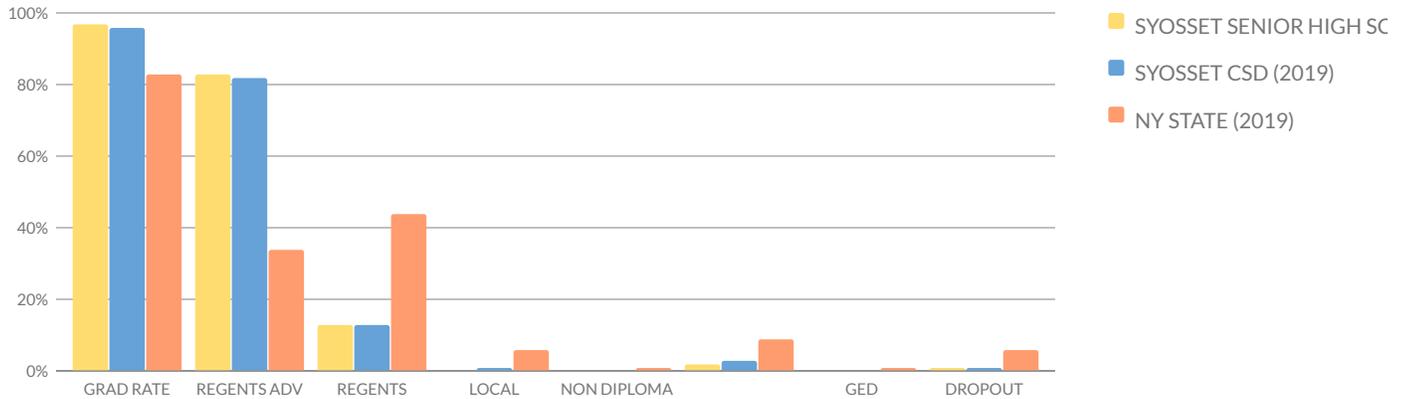
Glossary of Terms

SYOSSET SENIOR HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	472	458	97%	393	83%	63	13%	2	0%	0	0%	11	2%	0	0%	3	1%
Female	222	219	99%	184	83%	33	15%	2	1%	0	0%	3	1%	0	0%	0	0%
Male	250	239	96%	209	84%	30	12%	0	0%	0	0%	8	3%	0	0%	3	1%
Multiracial	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	151	146	97%	127	84%	18	12%	1	1%	0	0%	3	2%	0	0%	2	1%
White	298	291	98%	249	84%	41	14%	1	0%	0	0%	7	2%	0	0%	0	0%
Black or African American	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	17	15	88%	12	71%	3	18%	0	0%	0	0%	1	6%	0	0%	1	6%
General-Education Students	416	411	99%	373	90%	38	9%	0	0%	0	0%	3	1%	0	0%	2	0%
Students with Disabilities	56	47	84%	20	36%	25	45%	2	4%	0	0%	8	14%	0	0%	1	2%
Non-English Language Learners	464	454	98%	393	85%	60	13%	1	0%	0	0%	8	2%	0	0%	2	0%
English Language Learners	8	4	50%	0	0%	3	38%	1	13%	0	0%	3	38%	0	0%	1	13%
Not Economically Disadvantaged	427	417	98%	368	86%	48	11%	1	0%	0	0%	8	2%	0	0%	2	0%
Economically Disadvantaged	45	41	91%	25	56%	15	33%	1	2%	0	0%	3	7%	0	0%	1	2%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

SYOSSET SENIOR HIGH SCHOOL GRADUATION PATHWAYS DATA 2019

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	458	457	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Female	219	218	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Male	239	239	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	146	145	99%	0	0%	0	0%	1	1%	0	0%	0	0%	0	0%	0	0%
White	291	291	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	15	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General-Education Students	411	410	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	47	47	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	454	453	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	4	4	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	417	417	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	41	40	98%	0	0%	0	0%	1	2%	0	0%	0	0%	0	0%	0	0%
Not Migrant	458	457	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	458	457	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	458	457	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	458	457	100%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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**Section 12: School Report Card
Glossary and Business Rules**

REPORT CARD GLOSSARY & GUIDE

Last updated: February 11, 2020

ACCOUNTABILITY DATA

For more information about the accountability data, see "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results" at <http://www.nysed.gov/accountability/essa-accountability-designations>.

ACCOUNTABILITY STATUSES

Target District: Districts that have at least one school identified for Comprehensive Support and Improvement or Targeted Support and Improvement or have been identified for the low performance of one or more accountability groups.

Good Standing: Potential Target District for 2020-21: A district subgroup that met the Target District criteria for the first of two consecutive years. The subgroup is in Good Standing for the 2019-20 school year.

District in Good Standing: Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and have not been identified for the low performance of an accountability group.

Comprehensive Support and Improvement (CSI) School: Schools that meet one of the following three conditions and were not removed by the Commissioner from identification because of extenuating or extraordinary circumstances:

- 1) High schools that had graduation rates in the 2017-18 school year for the "All Students" group for the 4-year graduation-rate total cohort that were less than 67% and did not have graduation rates for the 5- or 6-year graduation-rate total cohorts that were at or above 67%.
- 2) Schools whose level of performance for the "All Students" group on an accountability indicator matches one of the scenarios in the tables below.
- 3) TSI schools that are still identified as TSI for an accountability group three years after the school was identified for additional Targeted Support and Improvement for that group.
- 4) Schools that are identified as CSI at one level (elementary/middle or secondary) and TSI at another level.

CSI Schools are identified once in three years. CSI identifications will be made again in the 2021-22 school year using 2020-21 school year results.

A school or district subgroup that met the CSI identification criteria for the All Students subgroup. The District All Students group is identified as CSI if at least one school is identified as CSI or the district was identified for the low performance for the All Students group.

Targeted Support and Improvement (TSI) School: A school whose level of performance for two consecutive years matches one of the scenarios in the tables below *for one or more accountability groups EXCEPT the All Students group* and was not removed by the Commissioner from identification because of extenuating or extraordinary circumstances. A School that was a Priority or Focus School for the 2017-18 school year was identified as TSI based on 2018-19 school year data only.

A school or district subgroup that met the TSI identification for any of the accountability groups EXCEPT the All Students group. The District All Students group is identified as TSI if at

least one school subgroup is identified as TSI or the district was identified for the low performance for the subgroup.

Elementary/Middle-Level CSI/TSI Identification Criteria

Scenario	Indicators					
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level, None	Any Level, None	
2	Either Level 1		Level 1	None*	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level, None	
4	Either Level 1		Level 1	Level 2	Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4	Both Level 1	

*The school does not have enough ELLs (30) to make a determination.

Secondary-Level CSI/TSI Identification Criteria

Scenario	Indicators						
	Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level, None	Any Level, None		
2	Either Level 1		Level 1	None*	Any One of the Three is Level 1		
3	Either Level 1		Level 1	Level 1	Any Level, None		
4	Either Level 1		Level 1	Level 2	Any Level 1		
5	Either Level 1		Level 1	Level 3 or 4	Any Two Level 1		

*The school does not have enough ELLs (30) to make a determination.

Rules for exiting TSI, CSI, and Target statuses as well as more detailed descriptions of the accountability system and interventions for schools and districts based on their identifications are available at <http://www.regents.nysed.gov/common/regents/files/419p12a5.pdf>.

Good Standing: Potential Targeted Support and Improvement for 2020-21: A school subgroup that met the TSI criteria for the first of two consecutive years.

School in Good Standing: Schools that are not identified as CSI or TSI schools.

Making Progress: Target Districts, CSI Schools, and TSI Schools are required to make annual progress. A CSI or TSI school that makes annual progress for two consecutive years is eligible for removal. However, if a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the subgroup(s) for which the school is identified is performing at Level 1 on the Weighted Average Achievement indicator (for elementary-middle schools) or the Composite Performance indicator (for high schools). For a Target District to be removed from status, the district must make annual progress for two consecutive years, and all CSI Schools and TSI Schools also should be removed from status.

1003(a) School Improvement Funds

Schools: Schools that received section 1003(a) school improvement funds, including the amount of funds each school received and the type of strategies implemented in each school with such funds.

LEAs: LEAs that received section 1003(a) school improvement funds, including the amount of funds each school received and the type of strategies implemented in each school with such funds.

ELEMENTARY/MIDDLE-LEVEL ACCOUNTABILITY INDICATORS

Elementary/Middle-Level (EM) Composite Performance

The performance of students in grades 3-8 in English language arts (ELA) and mathematics and in grades 4 and 8 in science in the current reporting year. For more information, see "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results" at <http://www.nysed.gov/accountability/essa-accountability-designations>.

A **Core Subject Index (CORE)** and **Weighted Average Index (WAI)** are calculated. Schools are sorted from lowest to highest based on these indices.

Schools are assigned a "**Composite Performance Level**" based on where they fall in the sort order using the table below.

The "**Cohort**" used to calculate the WAI is the greater of continuously enrolled tested students or 95% of continuously enrolled (tested + not tested, except for medically excused) students. The "Enrollment" used to calculate the CSI is continuously enrolled tested students. Continuously enrolled students are those who were enrolled on BEDS day (typically the first Wednesday in October) and any day during the test administration and make up period. The "Enrollment" is the number used as the denominator when calculating the "Index."

The "**Index**" is calculated using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2(\text{number of students scoring Level 3}) + 2.5(\text{number of students scoring Level 4})) \div \text{number of students in the Cohort})$. Schools are sorted based on their WAI and are assigned a WAI Level based on where they fall in the sort order using the table below. Schools are sorted based on their CORE Index and are assigned a CORE Level based on where they fall in the sort order using the table below.

The WAI and CORE Levels are then combined, and schools are sorted based on their combined level. If multiple schools have the same combined level, schools within that combined level are sorted using the higher of the WAI rank or the CORE Index rank. The resulting placement in the sort is the rank. The overall Composite Performance Level is based on the rank and the table below.

Final Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Elementary/Middle-Level (EM) Growth

Three years of student-level growth in ELA and mathematics combined.

Student Growth Percentiles (SGPs) are determined for each continuously enrolled student in ELA and in mathematics in grades 4-8. An SGP is computed only if the student has a valid test score in the current year and a valid test score in the prior year in the preceding grade for that subject. (For example, to compute an SGP in mathematics for a student in fourth grade, the student must have a valid score in the current year on the Grade 4 mathematics

assessment and a valid score in the prior year on the Grade 3 mathematics assessment. These SGPs are summed and reported as the "**Sum of SGPs.**" The Growth Level is based on the average of SGPs for which the school is accountable in the current school year and the prior two school years.

The number of students who had valid test results in ELA and mathematics for all three years is summed and reported as "**# of SGPs.**"

The sum of SGPs is divided by the # of SGPs, and that result is multiplied by 100 to determine the Growth "**Index.**"

A Growth "**Level**" is then determined using that Index and the table below.

Index	Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

Elementary/Middle-Level (EM) Composite Performance & Growth Combined
 Combined Composite Performance and Growth.

Schools are sorted from lowest to highest based on their Growth Index. The Composite Performance sort order and the Growth sort order are combined to create the Composite Performance & Growth order. Schools are then sorted by the Composite Performance & Growth order and assigned a "**Level**" using the table below.

Sort Order	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If the unweighted average of the Composite Performance Level and the Growth Level rounded down is greater than the Level resulting from the table above, the unweighted average of the Composite Performance Level and Student Growth Level rounded down shall be assigned as the Combined Composite Performance and Growth Level. If a school does not have a Composite Performance Level, the school must undergo a "self-assessment" procedure to determine its accountability status. For more information, see <http://www.regents.nysed.gov/common/regents/files/419p12a5.pdf>. If a school has a Composite Performance Level, but not a Growth Level, the Composite Level is assigned to the Composite Performance & Growth Combined Level.

Elementary/Middle-Level English Language Proficiency (EM ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades K-8 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student's initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the

NYSESLAT. The result is multiplied by 100 to determine a "**Benchmark**" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "**Progress Rate**."

The Progress Rate is divided by the Benchmark to determine a "**Success Ratio**."
An ELP "**Level**" is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Elementary/Middle-Level (EM) Progress

The performance of students on the grades 3-8 New York State Testing Program (NYSTP) assessments in ELA and mathematics as compared to an "**End Goal**," "**Long-Term Goals**," and "**Measures of Interim Progress (MIPs)**."

Weighted Average Indices (WAIs) (see Composite Performance above) are determined separately for grades 3-8 NYSTP ELA and grades 3-8 NYSTP mathematics. The Weighted Average Performance Index was first calculated using the 2016-17 year as the "**Baseline**." For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline. The number of students used to determine the WAI is called the "**Cohort**."

The "**End Goal**" is 200, the Index that would indicate that on average all students are proficient. An Index of 200 could also occur if some students were advanced while others were less than proficient.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To “**Not Meet Long-Term Goal**” a school must have an Index that is less than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its PI by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its PI by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Progress “**Level**” is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Elementary/Middle-Level (EM) Chronic Absenteeism

Percentage of grades 1-8 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an “**End Goal**,” “**Long-Term Goals**,” and “**Measures of Interim Progress (MIPs)**.”

The previous year’s chronic absenteeism rate was calculated using the 2016-17 year as the “**Baseline**.” For subgroups that did not have data in 2016-17, 2017-18 data were used to calculate the Baseline.

The number of students enrolled and in attendance for at least one instructional day is called “**Students Enrolled**.”

The number of students who were absent for at least 10% of enrolled instructional days is called “**Students Chronically Absent**.”

The current year’s chronic absenteeism rate is called the “**Chronic Absenteeism Rate**.”

The “**End Goal**” is 5%, the chronic absenteeism rate schools should aim to be no higher than.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline.

The “**State MIP**” is determined using the state’s Baseline. The “Higher” (less rigorous) MIP is the greater of the State MIP and the School/District MIP. The “Lower” (more rigorous) MIP is the smaller of the State MIP and the School/District MIP.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To “**Exceed Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is less than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To “**Not Meet Long-Term Goal**” a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but decreases its Chronic Absenteeism Rate by an amount that is equal to or greater than both MIP decreases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and decreases its Chronic Absenteeism Rate by an amount that is three or more times the lower MIP decreases, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Chronic Absenteeism “**Level**” is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

EM Participation Rates

Participation rates are calculated for students in grades 3-8 and ungraded age equivalent students in ELA and mathematics separately.

Participation rate using current reporting year data and participation rate using a combination of current and previous reporting year data are reported.

“Current Year Enrollment” is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

“Current Year Participation Rate” is the number of students in the Current Year Enrollment with valid test scores divided by the Current Year Enrollment.

“Current Year + Previous Year Enrollment” is the number of students enrolled during the current year plus the number enrolled during the previous year test administrations and/or make up periods for the tests used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

“Current Year + Previous Year Participation Rate” is the number of students in the Current Year + Previous Year Enrollment with valid test scores divided by the Current Year + Previous Year Enrollment.

“Tested 95% in Current Year or Two Years Combined” shows a green ✓ if the Current Year Participation Rate OR the Current Year + Previous Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate AND the Current Year + Previous Year Participation Rate are less than 95.

Students must have a valid score on the NYSTP for the grade in which they are enrolled or a valid score on the NYSESLAT if they are ELL and have been in U.S. schools for less than 12 months or a valid score on the NYSAA or a valid score on a Regents mathematics exam taken in the 7th or 8th grade if taken in lieu of the NYSTP to be considered tested.

Recently Arrived ELLs Taking NYSESLAT in Lieu of NYSTP ELA

“# Taking NYSESLAT” is the number of students reported as English Language Learners and as having been in U.S. schools for less than 12 months (recently arrived). These students are counted as tested when participation rates for EM ELA are determined if the students have a valid score on the NYSESLAT and do NOT have a valid score on the NYSTP.

SECONDARY-LEVEL ACCOUNTABILITY INDICATORS

Secondary-Level (HS) Composite Performance

The performance of students in the 4-year accountability cohort as of June 30th (“**Cohort**”) of the reporting year in ELA, mathematics, science, and social studies.

An “**Index**” for each subject is determined using the following formula: $100 * (((\text{number of students scoring Level 2}) + 2 * (\text{number of students scoring Level 3}) + 2.5 * (\text{number of students scoring Level 4})) \div \text{Cohort Members})$.

A “**Combined Index**” is determined by multiplying the indices by the weight given to each subject: 3 for ELA and mathematics, 2 for science, and 1 for social studies. The results are summed and divided by the sum of the weightings used (e.g., if all subjects are reported, the sum of the weightings is 3+3+2+1 or 9).

Schools are sorted using their Combined Index, and a Composite Performance “**Level**” is determined using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2

50.1 to 75%	3
Greater than 75%	4

Secondary-Level (HS) Graduation Rate

Percentage of students in the 4-, 5-, and 6-year graduation-rate total cohort (“**Cohort**”) as of June 30th of the year preceding the reporting year who earned a Regents or local diploma as of August 31st of the year preceding reporting year (“**4-Year**,” “**5-Year**,” and “**6-Year**” “**Grad Rate**”). These rates are compared to “**End Goals**,” “**Long-Term Goals**,” and “**Measures of Interim Progress (MIPs)**.”

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of the 2016-17 school year are the “**Baseline**” rates. For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The number of students in the current reporting year’s 4-, 5-, and 6-year graduation rate cohorts are the “**# in Cohort**.”

The 4-, 5-, and 6-year graduation rates for the cohorts as of June 30th of one year prior to the current reporting year are the “**Grad Rate**.”

The “**End Goal**” for the 4-year cohort is 95%, the 5-year cohort is 96%, and the 6-year cohort is 97%.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline.

The “**State MIP**” is determined using the state’s Baseline. The “Higher” MIP is the greater of the State MIP and the School/District MIP. The “Lower” MIP is the smaller of the State MIP and the School/District MIP.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To “**Exceed Long-Term Goal**” a school must have a Grad Rate that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have a Grad Rate that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To “**Not Meet Long-Term Goal**” a school must have a Grad Rate that is less than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its Graduation Rate by an amount that is equal to or greater than both MIP

increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its Graduation Rate by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

Graduation Rate “**Levels by Cohort**” are determined separately by subgroup for the 4-year, the 5-year, and the 6-year graduation-rate total cohort using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Graduation Rate Levels for the 4-, 5-, and 6-year graduation-rate total cohorts by subgroup are averaged (“**Average Grad Rate**”) and rounded to the nearest whole tenth to determine a “**Level by Subgroup.**”

Secondary-Level (HS) Composite Performance & Graduation Rate Combined

Combined Composite Performance and Graduation Rate Level. For more information, see “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results” at <http://www.nysed.gov/accountability/essa-accountability-designations>.

Schools are sorted from highest to lowest based on their unweighted “Average Grad Rate.” The Composite Performance sort order and the Graduation Rate sort order are combined to create the Composite Performance & Graduation Rate sort order. Schools are then sorted by the combined Composite Performance & Graduation Rate sort order and assigned a “**Level**” using that sort order and the table below.

Sort Order	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

If the unweighted average of the Composite Performance Level and the Graduation Rate Level rounded down is greater than the Level resulting from the table above, the unweighted average of the Composite Performance Level and Graduation Rate Level rounded down shall be assigned as the Combined Composite Performance and Graduation Rate Level. If a school does not have a Composite Performance Level, the school must undergo a “self-assessment” procedure to determine its accountability status. For more information, see <http://www.regents.nysed.gov/common/regents/files/419p12a5.pdf>. If a school has a Composite Performance Level, but not a Graduation Rate Level, the Composite Level is assigned to the Composite Performance & Graduation Rate Combined Level.

Secondary-Level (HS) English Language Proficiency (ELP)

The percentage of continuously enrolled English Language Learners (**ELLs**) in grades 9-12 making a designated amount of progress toward English proficiency as measured by the New York State English as a Second Language Proficiency Test (NYSESLAT) compared to the percentage of students who would be expected to have made progress given a student’s initial score on the NYSESLAT and the number of the years the student has been identified as ELL.

The probabilities of continuously enrolled ELL students making progress on the NYSESLAT is summed and divided by the number of continuously enrolled students tested on the NYSESLAT. The result is multiplied by 100 to determine a “**Benchmark**” from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a “**Progress Rate**.”

The Progress Rate is divided by the Benchmark to determine a “**Success Ratio**.”

An ELP “**Level**” is determined using the Success Ratio and the table below:

Success Ratio	Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Secondary-Level (HS) Progress

The performance of students in the 4-year accountability cohort as of June 30th of the reporting year in ELA and mathematics compared to an “**End Goal**,” “**Long-Term Goals**,” and “**Measures of Interim Progress (MIPs)**.”

The Performance Index was calculated using the 2016-17 year as the “**Baseline**.” For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The 4-year accountability cohort as of June 30th of the reporting year is called the “**Cohort**.”

The Performance Index calculated using data from the current reporting year is called the “**Index**.”

The “**End Goal**” is 215 for ELA and 200 for mathematics. These are the Indices that would indicate that on average all students are proficient and, for ELA, at least some students are advanced. An Index of 215 or 200 could also occur if some students were advanced while others were less than proficient.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s “**School/District MIP**” is determined using the school’s or district’s Baseline.

The “**State MIP**” is determined using the state’s Baseline. The “Higher” MIP is the greater of the State MIP and the School/District MIP. The “Lower” MIP is the smaller of the State MIP and the School/District MIP.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To “**Exceed Long-Term Goal**” a school must have an Index that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To “**Not Meet Long-Term Goal**” a school must have an Index that is less than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its PI by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its PI by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Progress “**Level**” is determined separately for ELA and for math using the MIPs and Long-Term Goals and the table below. Then the Levels are averaged and rounded down to determine the overall Progress Level.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

Secondary-Level (HS) Chronic Absenteeism

Percentage of grades 9-12 students enrolled for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10% of enrolled instructional days (chronic absenteeism rate). This rate is compared to an “**End Goal,**” “**Long-Term Goals,**” and “**Measures of Interim Progress (MIPs).**”

The 2016-17 chronic absenteeism rate is called the “**Baseline.**” For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The number of instructional days students were expected to be in attendance in the current reporting year is called "**Expected Attendance Days.**"

The number of students who were absent for at least 10% of enrolled instructional days is called "**Students Chronically Absent.**"

The current year's chronic absenteeism rate is called the "**Chronic Absenteeism Rate.**"

The "**End Goal**" is 5%, the chronic absenteeism rate schools should aim to be no higher than.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP (less rigorous) is the greater of the State MIP and the School/District MIP. The "Lower" MIP (more rigorous) is the smaller of the State MIP and the School/District MIP.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To "**Exceed Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is less than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To "**Not Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than the Long-Term Goal.

If a subgroup's performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but decreases its Chronic Absenteeism Rate by an amount that is equal to or greater than both MIP decreases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and decreases its Chronic Absenteeism Rate by an amount that is three or more times the lower MIP decreases, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The Chronic Absenteeism "**Level**" is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met higher MIP	Level 2	Level 3	Level 4
Met lower MIP	Level 3	Level 4	Level 4

Secondary-Level (HS) College, Career, and Civic Readiness (CCCR)

Rate of preparedness of 1) students in the 4-year graduation-rate total cohort as of June 30th of the reporting year who demonstrated certain achievements in preparation for college, a career, and civic engagement; 2) ELL students not in the cohort but who earned a Regents diploma with a Seal of biliteracy; and 3) students who in the current year earned a High School Equivalency (HSE) diploma.

The **denominator** used to calculate the CCCR Index includes students in the 4-year graduation-rate total cohort as of June 30th of the reporting year (**Cohort Count**) and ELL students not in the cohort but who earned a Regents diploma with a Seal of Biliteracy as of June 30th of the reporting year (**Annual Biliteracy**).

Students are included in the **numerator** and multiplied by a weight (0.5 to 2.0), depending on the type of achievement earned.

Weight	Credential
2.0	<ul style="list-style-type: none"> Regents Diploma with Advanced Designation Regents or Local Diploma with CTE endorsement Regents Diploma with seal of Biliteracy and member of the cohort Regents Diploma and Seal of Biliteracy earned in reporting year by ELL not a member of the cohort Regents Diploma and earned a 3 or higher on an AP exam Regents Diploma and earned a 4 or higher on an IB exam Regents Diploma and enrollment in a NYS or NYC P-Tech program Regents Diploma and enrolled in a Smart Scholars program Regents Diploma and receiving credit for dual enrollment course Regents or Local Diploma and passing a nationally certified CTE exam Students with disabilities who earned a Skills and Achievement Commencement Credential and an average of Level 4 on all secondary-level NYSAA tests taken
1.5	<ul style="list-style-type: none"> Regents Diploma and earned course credit for AP or IB course Regents Diploma and CDOS Credential Students with disabilities who earned a Skills and Achievement Commencement Credential and an average of Level 3 on all secondary-level NYSAA tests taken
1.0	<ul style="list-style-type: none"> Regents Diploma only Local Diploma only Students with disabilities who earned a Skills and Achievement Commencement Credential and an average of Level 2 on all secondary-level NYSAA tests taken
0.5	<ul style="list-style-type: none"> Students who earned a High School Equivalency (HSE) diploma in the current or one or more of the previous two school years and whose last enrollment

Weight	Credential
	<p>was in the school in the current school year or one or more of the previous two school years</p> <ul style="list-style-type: none"> Students with a Career Development & Occupational Studies (CDOS) Commencement Credential only
0.0	<ul style="list-style-type: none"> Students with none of the achievements above

Students in the cohort who earned a Regents diploma with Advanced Designation, Seal of Biliteracy, 3 or greater on an AP exam or 4 or greater on an IB exam, or high school credit for a dual enrollment course; students who earned a Regents or local diploma with CTE endorsement or passed a nationally certified CTE exam; students who are enrolled in a Smart Scholars Program and earn a Regents diploma with or without honors; students with disabilities who earned a Skills & Achievement Credential and average of Level 4 on the New York State Alternate Assessments (NYSAA); and students not in the cohort but who in the current reporting were ELL and earned a Regents diploma with a Seal of Biliteracy are included in the numerator and given "**2.0 Weight**" in the numerator (multiplied by 2.0).

Students in the cohort who earned a Regents diploma with a Career Development and Occupational Studies (CDOS) Credential or high school credit for an AP or IB course, and students with disabilities who earned a Skills & Achievement Credential and average of Level 3 on the NYSA are included in the numerator and given "**1.5 Weight**" in the numerator (multiplied by 1.5).

Students in the cohort who earned a Regents or local diploma, or a local diploma as determined by the superintendent only and students with disabilities who earned a Skills & Achievement Credential and average of Level 2 on the NYSA are included in the numerator and given "**1.0 Weight**" in the numerator (multiplied by 1.0).

Students in the cohort who earned a CDOS as a stand-alone and students not in the cohort but who exited the high school in the prior two years and in the current reporting year earned a High School Equivalency (HSE) diploma are included in the numerator and given "**0.5 Weight**" in the numerator (multiplied by 0.5).

Students who meet none of the above criteria are given "**0 Weight**" in the numerator. The **CCCR Index** is calculated by dividing the numerator by the denominator and multiplying the result by 100.

The CCCR Index calculated using data from the 2016-17 Baseline to the reporting year is called the "**Baseline.**" For subgroups that did not have data for the 2016-17 school year, 2017-18 data were used to calculate the Baseline.

The CCCR Index calculated using data from the current reporting year is called the "**Index.**"

The "**End Goal**" is 175.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school's or district's "**School/District MIP**" is determined using the school's or district's Baseline.

The "**State MIP**" is determined using the state's Baseline. The "Higher" MIP is the greater of the State MIP and the School/District MIP. The "Lower" MIP is the smaller of the State MIP and the School/District MIP.

The “**Long-Term Goal**” is the amount of progress that is expected to be made, based on the state’s Baseline, by 2022-23 towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state’s Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

To “**Exceed Long-Term Goal**” a school must have an Index that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To “**Meet Long-Term Goal**” a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To “**Not Meet Long-Term Goal**” a school must have an Index that is less than the Long-Term Goal.

If a subgroup’s performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its Index by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (**Met SH Target**) and be assigned a Level 2.

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its Index by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (**Met AG Target**) and is assigned a Level 3.

The CCCR “**Level**” is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level 1	N/A	N/A
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Participation rate using current reporting year data and participation rate using a combination of current and previous reporting year data are reported.

“**Current Year 12th Grade Enrollment**” is the number of students enrolled in 12th grade during the current year.

“**Current Year Participation Rate**” is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

“Current Year + Previous Year 12th Grade Enrollment” is the number of students enrolled in 12th grade in the current year plus the number enrolled in 12th grade in the previous year.

“Current Year + Previous Year Participation Rate” is the number of students in the Current Year + Previous Year 12th Grade Enrollment with valid test scores divided by the Current Year + Previous Year 12th Grade Enrollment.

“Tested 95% in Current Year or Two Years Combined” shows a green ✓ if the Current Year Participation Rate OR the Current Year + Previous Year Participation Rate is greater than or equal to 95. A red ✗ is shown if the Current Year Participation Rate AND the Current Year + Previous Year Participation Rate are less than 95.

Students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics to be considered tested.

SAFE HARBOR AND ACCELERATED GROWTH

Schools and districts may improve their Levels for Indicators that have MIPS and Long-Term Goals using Safe Harbor and Accelerated Growth Targets. These indicators are EM Progress, EM Chronic Absenteeism, HS Progress, HS Graduation Rate, HS Chronic Absenteeism, and HS College, Career, and Civic Readiness. The methodology for calculating a subgroup’s success in meeting a Safe Harbor or Accelerated Growth Target is below.

Safe Harbor Methodology

If a subgroup’s performance is lower than the School MIP and State MIP, then the safe harbor rule applies. Safe Harbor moves a subgroup from Level 1 to Level 2 only. Safe Harbor will be applied beginning with 2018-19 school year results.

Computations for Progress, Graduation Rate, and CCCR:

- A) $CY \text{ (Current Year) School MIP} - PY \text{ (Previous Year) School MIP} = \text{School MIP Difference}$
- B) $CY \text{ State MIP} - PY \text{ State MIP} = \text{State MIP Difference}$
- C) $CY \text{ School Outcome} - PY \text{ School Outcome} = \text{School Outcome Difference}$

If $C \geq$ higher of A and B, then subgroup makes Safe Harbor and Level moves from 1 to 2.

Computations for Chronic Absenteeism:

- A) $PY \text{ School MIP} - CY \text{ School MIP} = \text{School MIP Difference}$
- B) $PY \text{ State MIP} - CY \text{ State MIP} = \text{State MIP Difference}$
- C) $PY \text{ School Rate} - CY \text{ School Rate} = \text{School Outcome Difference}$

If $C \geq$ higher of A and B, then subgroup makes Safe Harbor and Level moves from 1 to 2.

Accelerated Growth Methodology

If a subgroup’s performance meets only the lower of the School MIP or the State MIP, then the accelerated growth rule applies. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. Accelerated Growth will be applied beginning with 2018-19 school year results.

Computations for Progress, Graduation Rate, and CCCR:

- A) $CY \text{ School MIP} - PY \text{ School MIP} = \text{School MIP Difference} * 3$
- B) $CY \text{ State MIP} - PY \text{ State MIP} = \text{State MIP Difference} * 3$
- C) $CY \text{ School Outcome} - PY \text{ School Outcome} = \text{School Outcome Difference} * 3$

If $C \geq$ lower of A and B, then subgroup makes Accelerated Growth and Level moves from 2 to 3.

Computations for Chronic Absenteeism:

A) PY School MIP – CY School MIP = School MIP Difference * 3

B) PY State MIP – CY State MIP = State MIP Difference * 3

C) PY School Outcome – CY School Outcome = School Outcome Difference * 3

If C \geq lower of A and B, then subgroup makes Accelerated Growth and Level moves from 2 to 3.

Accountability Subgroups

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous four years are called "former ELLs" and are included in the ELL accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT ELL in the reporting year, but was ELL in one or more of the previous FOUR reporting years will be considered a former ELL and will be included in the ELL group.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities. Students who are not students with disabilities in the current year but were students with disabilities in one or more of the previous two years are called "former students with disabilities" and are included in the Students with Disabilities accountability calculations. For the 5-year and 6-year cohorts at the secondary school level, a student who is NOT SWD in the reporting year but was SWD in one or more of the previous TWO reporting years, the student will be considered a former SWD and will be included in the ELL group.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Accountability Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more students. The only exceptions are:

- 1) A CORE will be calculated when a WAI level has been assigned to a subgroup, there are at least 15 students in the denominator for calculating the CORE, and the number of students in the CORE denominator is at least 50% of the number of students in the WAI denominator.
- 2) A graduation rate will be computed for a cohort subgroup when a Composite Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

ASSESSMENT DATA

Grades 3-8 English Language Arts (ELA)

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the four performance levels (**Level 1, Level 2, Level 3, Level 4**), and scoring **Proficient (Levels 3 & 4)** on the New York State Testing Program (NYSTP) assessment in English Language Arts (ELA) by **Grade** and **Grades 3-8** combined. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

Grades 3-8 Mathematics

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4 & Above**), and scoring **Proficient (Levels 3 & Above)** on the NYSTP assessment in mathematics and Regents examinations in mathematics taken in lieu of the NYSTP in mathematics in Grade 7 (**Regents 7**) and Grade 8 (**Regents 8**) by **Grade** and **Grades 3-8** combined. NYSTP and Regents results taken by Grade 7 students are combined in the **Combined 7** row. NYSTP and Regents results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but for the NYSTP mathematics assessment only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

Grades 4 & 8 Science

Summary Table: Students not tested (**Not Tested**), tested (**Tested**), performing at each of the performance levels (**Level 1, Level 2, Level 3, & Level 4**), and scoring proficient (**Levels 3 & 4**) on the New York State Grades 4 and 8 Science Tests and Regents examinations in science taken in lieu of the NYS Grade 8 Science Test in Grade 8 (**Regents 8**) by **Grade** and **Grades 4&8** combined. NYS Grade 8 Science Test and Regents science results taken by Grade 8 students are combined in the **Combined 8** row. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Subgroup Table: Data in the subgroup table are the same as those in the summary table but for the NYS Grades 4 and 8 Science Tests only and disaggregated by **Subgroup**. **Mean Score** for **All Students** is also shown.

Annual Regents Examinations

Students in the current year, regardless of grade, tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 5**), and scoring **Proficient (Level 3 & Above)** disaggregated by **Subgroup**. School data are

compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

Total Cohort Regents Examinations

Students in the 4-year cohort as of June 30th of the current reporting year (**Cohort**) not tested (**Not Tested**) and tested (**Tested**) on Regents examinations, performing at each of the performance levels (**Level 1, Level 2, Level 3, Level 4, & Level 4 & Above**), and scoring **Proficient (Level 3 & Above or Levels 3 & 4)**, depending on the subject) disaggregated by **Subgroup**. School data are compared to data for the school's district and statewide results in the bar chart. District data contain data for all schools in the district as well as out-of-district placement students who are the reporting responsibility of the district.

New York State English as a Second Language Achievement Test (NYSESLAT)

Number of students not tested (**Not Tested**) and tested (**Tested**), and percent performing at each of the five performance levels (**Entering, Emerging, Transitioning, Expanding, & Commanding**) on the New York State English as a Second Language Achievement Test (NYSESLAT) for English Language Learners (ELLs) by **Grade**.

New York State Alternate Assessment (NYSAA)

Number of students not tested (**Not Tested**), tested (**Tested**), and performing at each of the four performance levels (**Level 1, Level 2, Level 3, & Level 4**) on the New York State Alternate Assessment (NYSAA) for students with cognitive disabilities by **Grade/Subject**.

National Assessment of Academic Progress (NAEP)

The National Assessment of Educational Progress (NAEP) measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.

NAEP is given to a representative sample of students across the country. Results are reported for groups of students with similar characteristics (e.g., gender, race and ethnicity, school location), not individual students.

New York State's students' results on the NAEP are reported for Grade 4 Reading, Grade 4 Mathematics, Grade 8 Reading, and Grade 8 Mathematics, showing percentages of students performing at each of the NAEP achievement levels: "Below Basic", "Basic", "Proficient", and "Advanced". NAEP achievement levels are performance standards that describe what students should know and be able to do. Students performing at or above the Proficient level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. Descriptions of NAEP achievement levels for each assessment subject are available at https://nces.ed.gov/nationsreportcard/guides/scores_achv.aspx. Data in the table are disaggregated by subgroups: "All Students", American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Economically Disadvantaged, Hispanic or Latino, Limited English Proficient, Multiracial, Students with Disabilities, and White. National results are also reported.

Assessment Data Subgroups

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

General Education: Students not identified as Students with Disabilities.

Students with Disabilities: Student classified by the Committee on Special Education as having one or more disabilities.

American Indian or Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

White: Student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Multiracial: Student reported as belonging to more than one racial/ethnic group.

Small Group Total: Results for the sum of the suppressed data for racial/ethnic fields for which data are suppressed, if applicable.

Female: Student reported to the Department as female, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Male: Student reported to the Department as male, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

English Language Learner: Student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support in order to become proficient in English and is identified pursuant to Section 154.3 of New York State's Commissioner's Regulations.

Non-English Learners: Students not identified as English Language Learners.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical

assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Not Economically Disadvantaged: Students not identified as Economically Disadvantaged.

Migrant: Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Not Migrant: Students not identified is Migrant.

Homeless: Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Not Homeless: Students not identified as Homeless.

In Foster Care: Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Not in Foster Care: Students not identified as Foster.

Parent in Armed Forces: Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

Assessment Data Suppression Rules

To ensure student confidentiality, the Department does *not* publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.

SCHOOL, STAFF, AND GRADUATION RATE DATA

Expenditures per Pupil

Federal Funds: The per-pupil expenditure using federal funds, reported by personnel and nonpersonnel expenditures, for each local educational agency and each school district for the preceding fiscal year.

State and Local Funds: The per-pupil expenditure using State and local funds, reported by personnel and nonpersonnel expenditures, for each local educational agency and each school district for the preceding fiscal year.

Staff Qualifications

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher. To be counted as a Teacher, the person must be reported in the Student Information Repository System as the teacher of at least one course.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal. To be counted as a Principal, the person must be reported in the Student Information Repository System as a Principal.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications. To be included in these calculations, the person must be reported in the NYSED Teacher Access and Authorization (TAA) application.

High-Poverty Schools: Schools in the 4th quartile based on their percentages of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on their percentages of economically disadvantaged students.

Total Cohort Graduation Rates

Graduation, dropout, transfer to HSE, and still enrolled rates for students in the 4-year, 5-year, and 6-year cohorts as of June and August. For more information, see the Graduation Rate Glossary of Terms on the Graduation Rate Data site. You may link to the site via the NYS Report Card page.

CRDC DATA

Measures of school quality, climate, and safety, and accelerated coursework to earn post-secondary credit while in high school as reported by schools to the U.S. Department of Education using the Civil Rights Data Collection Survey are reported. For more information on CRDC, see <https://ocrdata.ed.gov/>.

Enrollment Data Business Rules

- Enrollment data are collected using the New York State Education Department's Student Information Repository System (SIRS). Enrollment counts are available for various demographic groups for public schools, districts, charter schools, counties, and the State. Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year.
- Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs.
- Enrollment counts by gender, ethnicity, limited English proficiency status, disability status, and poverty status and for K-12 Enrollment do NOT include prekindergarten students. Prekindergarten counts are shown in the enrollment by Grade section.
- When the Total Students count equals the count in the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category, the data are suppressed. Additionally, when the count of students in either the English Language Learner Students, Students with Disabilities, and/or Economically Disadvantaged Students category is less than 5, the data are suppressed.

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GLOSSARY OF TERMS - ENROLLMENT DATA

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

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Graduation Rate Business Rules

SIRS Reporting Deadlines

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2015 Total Cohort Graduation Rate data includes:

- 2015 Total Cohort, 4-Year June
- 2015 Total Cohort, 4-Year August
- 2014 Total Cohort, 5-Year June
- 2013 Total Cohort, 6-Year June

The 4-Year August and 5- and 6-Year cohorts are cumulative.

The 2015 total cohort consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2015-16 school year (July 1, 2015 – June 30, 2016), regardless of their current grade level.

The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field. In circumstances where no date has been reported for an ungraded student, cohort year will be the school year the student turned 17.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.

- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Suppression

To ensure student confidentiality, the Department does not publish data for groups with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students.

- If the enrollment in any subgroup is the same as the All Student enrollment, the outcomes will be suppressed for all subgroups in the category.
- When the enrollment for All Students within a subgroup is less than five, then all outcomes for all subgroups in that category are suppressed.
- When the enrollment in a non-ethnic subgroup (e.g., gender, ELL status, SWD status) is fewer than five students, the outcomes are suppressed for all subgroups in that category.
- When the enrollment in an ethnic subgroup (e.g., Hispanic) is fewer than five students, all outcomes for that subgroup and the subgroup with the next largest enrollment are suppressed.
- If the total enrollment count of the suppressed subgroups is still less than five, the subgroup(s) with the next highest enrollment count will be suppressed until the total of

all suppressed enrollment counts is equal to or greater than five.

Graduates and Graduation Rate

Graduation rate is calculated using the number of graduates (see the breakdown below) as of the indicated reporting date divided by the total cohort.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
 - IEP Diploma (085) (prior to July 1, 2013 only)
 - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
 - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

Students enrolled in an Approved High School Equivalency Program (AHSEP) or a High School Equivalency Program (HSEP) are counted as non-completers, but not as dropouts. The exception to this is when a student transfers to an AHSEP/HSEP, but no enrollment record for that program is reported prior to the end of the same school year.

English Language Learners (ELL)

Students are designated ELLs if they were reported as such in SIRS during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported as such in SIRS during the reporting school year.

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GLOSSARY OF TERMS - GRADUATION RATE DATA

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Dropouts

Students whose last enrollment record indicated they dropped out of school.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

GED (HSE) Transfer

Students whose last enrollment record indicated they transferred to an Approved Alternative HS Equivalency Program.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care

facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Non-Diploma Credentials

This commencement option includes Career Development and Occupational Studies (CDOS), Skills and Achievement credentials, and previously earned Individualized Education Program (IEP) Diplomas. IEP Diplomas were discontinued after the 2012-13 school year.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

Regents Diploma

Requires a student pass a minimum of 5 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Regents with Advanced Designation

Requires a student pass a minimum of 8 Regents examinations in addition to meeting course and credit requirements. For complete information on the requirements for this diploma see Diploma Requirements.

Still Enrolled

Students whose last enrollment record indicated they were still enrolled in high school.

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Graduation Pathways Business Rules

SIRS Reporting Deadlines

Cohorts Reported

Cohort year is determined using the First Date of Entry into Grade 9 as reported in SIRS. The 2015 Total Cohort Graduation Rate data includes:

- 2015 Total Cohort, 4-Year June
- 2015 Total Cohort, 4-Year August

The 4-Year August cohort is cumulative.

The 2015 total cohort Graduation Pathways consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2015-16 school year (July 1, 2015 – June 30, 2016), regardless of their current grade level.

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year in which the last enrollment record occurred. For more information on cohorts, see Appendix V in the SIRS Manual.

Aggregations

Aggregations are done at five different levels:

- Schools - includes all public and charter schools.
- Districts - includes all schools within the district, homebound, and Out-of-District Placements (OODP).
- County - includes all districts and charter schools within the county.
- Need/Resources Capacity (N/RC) category – includes all public schools within an N/RC. Please note: charter schools are NOT included in each N/RC category. They are considered their own N/RC. More information on N/RCs can be found on the Accountability page.
- Statewide - includes all districts and charters in New York State.

If a school shows student data in more than one district:

- At the school-level, only the current school is reported, in the district corresponding to its current BEDS code;
- At the county, N/RC, and state levels, the school is reported in all districts, not just the current one.

Closed schools/districts:

- Are excluded from school and LEA level reporting;
- Are included in county, NRC and statewide aggregate reporting;
- When a district closes and the school is absorbed into a new district, the new district will be responsible for the outcomes of all students (whether completers or non-completers) for as long as their cohort is reported, even if they dropped out prior to the original district closing.

Graduates

Students whose last enrollment record had one of the following exit codes in SIRS:

- 799 – Graduated (earned a Regents or local diploma);
- 0065 – Fulfilled HS Grad Req for Extended Integrated HS Program; And one of the following credential codes in SIRS:
 - Local Diploma (068, 612)
 - Regents Diploma (779, 762, 813, 796)
 - Regents Diploma with Advanced Designation (680, 697, 714, 731, 204, 221, 238, 255, 272, 289, 306, 323, 340, 357, 374, 391)

Completers

This includes graduates and students whose last enrollment exit record was:

- 085 – Earned a commencement credential
- 629 – Previously earned commencement credential or IEP; And one of the following credential codes in SIRS:
 - IEP Diploma (085) (prior to July 1, 2013 only)
 - Career Development & Occupational Studies (CDOS) Commencement Credential (119)
 - Skills & Achievement Commencement Credential (136)

More information on entry and exit enrollment codes as well as credential codes can be found in the SIRS Manual.

GED (HSE) Students

HSE are not considered graduates and are therefore not included in Pathways reporting.

English Language Learners (ELL)

Students are designated ELLs if they were reported as such in SIRS during the reporting school year.

Students with Disabilities (SWD)

Students are designated SWDs if they were reported as such in SIRS during the reporting school year.

Pathways

All graduates must be reported with an appropriate graduate exit code, diploma code and pathway (COURSE_OF_STUDY) code. A student can only be reported with one Graduation Pathway, regardless of whether they satisfied the criteria for more than one.

The current Graduation Pathways are:

Arts (ARTS) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

Career Development and Occupational Studies (CDOS) - These are students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are reported with a code of "NONE" (see below).

Career Technical Education (CTE) - These are students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Humanities (HUM) - These are students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents

diploma. Even if the student passed one or more other exams (e.g., in math or science), HUM should be used because that student did not need to take advantage of the flexibility the multiple pathways provide.

Humanities Alternative (HUMALT) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Languages other than English (LOTE) - These are students who satisfied the requirements for a Regents or local diploma by passing a Department Approved pathway assessment in LOTE as their +1.

STEM with a Concentration in Math (STEMMATH) - These are students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or a Department Approved Alternative assessment in math (after completing a course in the subject) as their +1.

STEM with a Concentration in Science (STEMSCIENCE) - These are students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1.

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GLOSSARY OF TERMS - PATHWAYS DATA

Arts Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a Department Approved Alternative Arts assessment (after the student has been prepared in the associated content) as their +1.

CDOS Pathway

Students who satisfied the requirements for a Regents or local diploma by either completing all the components of the CDOS commencement credential option 1 (program) or option 2 (Department Approved CDOS pathway assessment) as their +1. **Students who received a stand-alone CDOS credential, a Skills & Achievement certificate, or a HSE diploma do NOT get reported with a CDOS pathway; they are not counted as graduates and not included in Pathway reporting.**

CTE Pathway

Students who satisfied the requirements for a Regents or local diploma by successfully completing a Department Approved CTE Program and passing an approved CTE Pathway Assessment as their +1.

Cohort

A group of students who first entered grade 9 in the same school year. See the SIRS Manual for a more complete definition.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

Former English Language Learner (ELL)

A student who was identified as an English Language Learner in any of the four years prior to the reported school year and who was exited from the status because they demonstrated proficiency in English.

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Humanities Alternative Pathway

Students who satisfied the requirements for a Regents or local diploma by passing an Department Approved Alternative assessment in ELA or social studies (after completing a course in the subject) as their +1.

Humanities Pathway

Students who satisfied the requirements for a Regents or local diploma by passing a second Regents exam in social studies (either Global Studies or U.S. History) and after completing a course in the subject as their +1. This is considered the traditional pathway that most students use to meet the requirement for a local or Regents diploma.

In Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Language Other Than English (LOTE) Pathway

Students reported with a Career Path Code of "LOTE" (Language Other Than English). Students who satisfied the requirements for a Regents or local diploma by passing an approved Pathway assessment in a Language Other Than English (LOTE).

Local Diploma

Can only be obtained by students with disabilities with an individualized education program or section 504 Accommodation Plan. For complete information on the requirements for this diploma see Diploma Requirements.

Migrant

A student is a migrant child if the student is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Parent in Armed Forces

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, 5 Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Pathways (4+1)

In January 2015, the Board of Regents approved regulations establishing multiple, comparably rigorous, assessment pathways to graduation for all students. Under the new "4+1" pathway assessment option, students must take and pass four required Regents exams or Department-approved alternative assessments (one in each of the following subjects: English, math, science, and social studies) and a comparably rigorous assessment for the fifth required exam to graduate. The fifth (+1) assessment required for graduation may include any one of the following:

- Either an additional Regents examination, or a Department approved alternative, in a different course in social studies or English (Humanities Pathway); or
- One additional Regents examination in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment approved by the Commissioner in accordance with §100.2(f)(2) of the Commissioner's regulations (which could include a Biliteracy [LOTE] Pathway); or
- A CTE pathway assessment, approved by the Commissioner in accordance with §100.2(mm), following successful completion of a CTE program approved pursuant to §100.5(d)(6) of the regulations (CTE Pathway)
- An arts pathway assessment approved by the Commissioner in accordance with §100.2(mm) (Arts Pathway).

Also available is the CDOS pathway option, where a student may graduate with a high school diploma if the student meets the graduation course and credit requirements established in section 100.5 of the Regulations of the Commissioner of Education; passes four required Regents Exams or

Department-approved alternative assessments (one in each of the following subjects: English, mathematics, science, and social studies); and meets the requirements to earn the New York State (NYS) CDOS Commencement Credential.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- **Multiracial:** Non-Hispanic students who are reported with more than one race.

STEM Pathway with a Concentration in Mathematics

Students who satisfied the requirements for a Regents or local diploma by passing a Regents math assessment or an Department Approved Alternative assessment in math (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

STEM Pathway with a Concentration in Science

Students who satisfied the requirements for a Regents of local diploma by passing a Regents science assessment or a Department Approved Alternative assessment in science (after completing a course in the subject) as their +1. Prior to SY 2017-18, the two STEM pathways were combined into one

code called "STEM." Some students who graduated earlier may display in the downloadable file with this code.

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Entity Name: SYOSSET CSD
 BEDS Code: 280502
 Claim Year: 2019-2020 SET VALUES



NEW YORK STATE EDUCATION DEPARTMENT
 STATE AID MANAGEMENT SYSTEM



Welcome Patricia Rufo (School Entity User) CORE 05/19/2020 05:17 PM Home | Issue Reporting | Help | Logout

Entity Info | Forms | Claim Verifications | Activity Log | Reports

You Have Selected the 'Official' Data Area.

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District Name: SYOSSET CSD
 Contact Person: PATRICIA RUFO

District Code: 280502
 Telephone: (516) 364-5651
 Tel Extension:

Property Tax Report Card

****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/mgtiserv/propertytax/taxcap/>.

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

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

Form Due - April 27, 2020

Form Preparer Name: PATRICIA RUFO
 Preparer's Telephone Number: 516364-5651

<u>Shaded Fields Will Calculate</u>	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	236,977,020	241,639,245	1.97 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	200,830,319	204,236,165	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	200,830,319	204,236,165	1.70 %
F. Permissible Exclusions to the School Tax Levy Limit	3,122,809	3,698,804	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	199,546,070	203,618,170	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	197,707,510	200,537,361	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	1,838,560	3,080,809	
Public School Enrollment	6,577	6,391	-2.83 %
Consumer Price Index			1.81 %

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

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

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

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	26,178,931	32,178,931
Assigned Appropriated Fund Balance	3,400,000	4,967,274
Adjusted Unrestricted Fund Balance	9,479,081	9,655,570
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00 %	4.00 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year
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Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year (Limit 200 Characters)**
Capital + (add) - (delete)	2014 CAPITAL	<input type="checkbox"/> For the cost of any object or purpose for which bonds may be issued.	36,229	36,229	Not planned for use in 2020-21 school year.
Capital + (add) - (delete)	2018 SECURITY	<input type="checkbox"/> For the cost of any object or purpose for which bonds may be issued.	0	1,000,000	Not planned for use in 2020-21
Capital + (add) - (delete)	2020 CAPITAL	<input type="checkbox"/> For the cost of any object or purpose for which bonds may be issued.	0	3,000,000	If the establishment of this reserve is approved by the voters this reserve will be used in the future, but not anticipated for use in 2020-21.
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	170,067	170,067	Not planned for use in 2020-21 school year.
Workers Compensation	WORKERS	<input type="checkbox"/> For self-insured Workers Compensation and benefits.	3,438,156	3,438,156	Anticipate appropriating \$730,000 to support the 2020-21 budget.
Unemployment Insurance	UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	775,564	725,564	Anticipate appropriating \$50,000 to support the 2020-21 budget.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance	INSURANCE	For liability, casualty, and other types of uninsured losses.	309,087	309,087	Not planned for use in 2000-21 school year.
Property Loss + (add)		To cover property loss.			
Liability + (add)		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EBAL RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	3,513,346	3,413,346	Anticipate appropriating \$100,000 to support the 2020-21 budget.
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	15,860,129	15,860,129	Anticipate appropriating \$3,000,000 to support the 2020-21 budget.
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 + (add)	TRS	To fund employer retirement contributions to	<input type="checkbox"/> 2,076,535	4,181,817	Not planned for use in the 2020-21 school year.

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

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

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

2020-2021 Informe de Impuestos de Propiedad

000000 - NOMBRE DEL DISTRITO	Presupuestado 2019-2020 (A)	Propuesto Presupuesto 2020-2021 (B)	Cambio Porcentual (C)
Persona de Contacto:			
Numero de Teléfono:			
Monto Total Presupuestado, Sin Incluir Proposiciones Separadas	236,977,020	241,639,245	1.97%
A. Impuesto Fiscal Propuesto Para Respalidar El Monto Total Presupuestado ¹	200,830,319	204,236,165	
B. Impuesto Fiscal Para Respalidar la Deuda de la Biblioteca, Si Corresponde			
C. Recaudación de Impuestos Por Proposiciones No Excluibles, Si Corresponde ²			
D. Cantidad Total de La Reserva de Límite Fiscal Utilizada Para Reducir el Gravamen Del Año Corriente, Si Corresponde			
E. Propuesto Total de Impuesto Fiscal Para el Año Escolar (A + B + C - D)	200,830,319	204,236,165	1.70%
F. Exclusiones permitidas al Límite de Recaudación de Impuestos de la Escuela	3,122,809	3,698,804	
G. Límite del Impuesto a la Escuela, <u>Excluyendo</u> el Impuesto Por las Exclusiones Permitidas ³	199,546,070	203,618,170	
H. Propuesto Total de Impuesto Fiscal Para el Año Escolar, <u>Excluyendo</u> el Impuesto Para Pagar la Deuda de la Biblioteca y/o Exclusiones Permisibles (E - B - F + D)	197,707,510	200,537,361	
I. Diferencia: (G - H); (el valor negativo requiere 60.0% de aprobación de los votantes) ²	1,838,560	3,080,809	
Matriculación En Escuelas Públicas	6.577	6.391	-2.83%
Índice de Precios al Consumidor			1.81%

¹ Incluya cualquier reserva del año anterior por exceso de impuestos, incluidos los intereses.

² La recaudación de impuestos asociada con las propuestas de servicios educativos o de transporte no es elegible para la exclusión según el Límite de Impuestos de la Escuela y puede afectar los requisitos de aprobación de los votantes.

³ Para 2020-21, incluye cualquier remanente de 2019-20 y excluye cualquier recaudación de impuestos para la deuda de la biblioteca o la reserva del año anterior para la recaudación de impuestos en exceso, incluidos los intereses

	2019-20 (D)	2020-21 (E)
Saldo Ajustado del Fondo Restringido	26,178,931	32,178,931
Saldo Asignado del Fondo Asignado	3,400,000	4,967,274
Saldo de Fondos No Restringido Ajustado	9,479,081	9,655,570
Saldo Ajustado del Fondo No Restringido Como Porcentaje del Presupuesto Total	4.00%	4.00

Horario de Fondos de Reserva

Tipo de Reserva	Nombre de Reserva	Descripción de la reserva *	Saldo Real 3/31/20	Saldo Final Estimado 6/30/20	Uso Previsto de la Reserva en el Año Escolar 2020-21
Capital	2014 Capital	Para pagar el costo de cualquier objeto o propósito por el cual se pueden emitir bonos.	36,229	36,229	No planificado para usar en el año escolar 2020-2021
Capital	2018 Seguridad	Para pagar el costo de cualquier objeto o propósito por el cual se pueden emitir bonos.	-	1,000,000	No planificado para usar en el año escolar 2020-2021
Capital	2020 Capital	Para pagar el costo de cualquier objeto o propósito por el cual se pueden emitir bonos.	-	3,000,000	No planificado para usar en el año escolar 2020-2021
Reparar	Reserva de reparación	Para pagar el costo de las reparaciones a las mejoras de capital o equipo.	170,067	170,067	No planificado para usar en el año escolar 2020-2021
Compensación de Trabajadores	Indemnización por accidentes y enfermedades laborales	Para pagar la Compensación de Trabajadores y beneficios.	3,438,156	3,438,156	Anticipar el cobro de hasta \$730,000 para respaldar el presupuesto 2020-2021.
Seguro de Desempleo	Seguro de desempleo	Para pagar el costo del reembolso al Fondo Estatal de Seguro de Desempleo.	775,564	725,564	Anticipar el cobro de hasta \$50,000 para respaldar el presupuesto 2020-2021.
Reserva para la Reducción de Impuestos		Para el uso gradual de los ingresos de la venta de bienes inmuebles del distrito escolar.			
Reserva Obligatoria para el Servicio de Deuda		Para cubrir los pagos del servicio de la deuda por obligaciones pendientes (bonos, BANS) después de la venta de los bienes de capital del distrito o mejoras.			
Seguro	Reserva para el seguro	Para pagar responsabilidad civil, accidentes y otros tipos de pérdidas no aseguradas.	309,087	309,087	No planificado para su uso en 2020-2021
Pérdida de Propiedad		Para establecer y mantener un programa de reservas para cubrir la pérdida de propiedad.			
Responsabilidad		Para establecer y mantener un programa de reservas para cubrir reclamaciones de responsabilidad civil incurridas.			
Impuesto Certiorari		Para establecer un fondo de reserva para liquidaciones fiscales certiorari.			
Reserva para Recuperaciones de Seguros		Para tener en cuenta los ingresos no utilizados de las recuperaciones de seguros al final del año fiscal.			
EBALR – Responsabilidad Acumulada de Beneficios para Empleados	Reserva del sistema de jubilaciones (EBAL)	Para el pago de los "beneficios para empleados" acumulados debidos a los empleados al momento de la terminación del servicio.	3,513,346	3,413,346	Anticipar el cobro de hasta \$100,000 para respaldar el presupuesto 2020-2021.
Contribucion a la Jubilación	Reserva del sistema de jubilación de empleados (ERS)	Para financiar las contribuciones de jubilación del empleador al Sistema de Jubilación de Empleados Estatales y Locales	15,860,129	15,860,129	Anticipar el cobro de hasta \$3,000,000 para respaldar el presupuesto 2020-2021.
Contribucion a la Jubilación	Reserva del sistema de jubilación de maestros (TRS)	Para financiar las contribuciones de jubilación del empleador al Sistema de Jubilación de Empleados Estatales y Locales	2,076,535	4,181,817	No planificado para su uso en 2020-2021

NEW YORK STATE COMPENSATION REPORT

WORK YEAR (MOS)	TITLE	SALARY	BENEFITS*	OTHER REMUN- ERATION
10	PRINCIPAL	189,356	55,633	4,734
12	COORDINATOR	163,015	52,686	4,075
12	ASST. SUPERINTENDENT	206,204	61,241	5,000
10	PRINCIPAL	186,348	55,297	4,659
12	DIRECTOR	190,382	55,748	4,760
11	ASST. PRINCIPAL	184,349	43,040	4,609
10	PRINCIPAL	195,381	56,308	4,885
12	ASST. SUPERINTENDENT	206,204	67,257	5,000
11	ASST. PRINCIPAL	147,864	50,990	3,697
12	EXEC DIRECTOR	183,353	54,962	0
12	ASST. SUPERINTENDENT	225,060	69,750	5,000
11	ASST. PRINCIPAL	186,442	55,307	4,661
12	EXEC DIRECTOR	175,361	40,401	0
11	PRINCIPAL	231,486	60,348	5,787
11	PRINCIPAL	204,209	57,295	5,105
12	COORDINATOR	168,256	53,762	4,206
12	COORDINATOR	190,382	56,238	4,760
11	ASST. PRINCIPAL	181,704	54,777	4,543
10	PRINCIPAL	194,699	56,231	4,867
12	DEPUTY SUPERINTENDENT	254,790	66,956	5,000
10	PRINCIPAL	189,356	55,633	4,734
12	COORDINATOR	188,526	55,540	4,713
12	COORDINATOR	162,550	38,136	4,064
11	PRINCIPAL	212,787	58,255	5,320
10	PRINCIPAL	194,699	56,231	4,867
10	ADMINISTRATIVE ASST	166,211	41,010	4,155
12	SUPERINTENDENT	288,879	72,410	0
10	ADMINISTRATIVE ASST	159,889	52,336	3,997
12	DIRECTOR	184,349	40,965	0
10	PRINCIPAL	194,699	56,231	4,867
11	ASST. PRINCIPAL	175,236	54,053	4,381
10	COORDINATOR	166,029	53,023	4,151
11	ASST. PRINCIPAL	184,048	55,039	4,601
11	ASST. PRINCIPAL	170,432	53,516	4,261
12	BUS. ADMIN.	144,415	50,604	0
11	ASST. PRINCIPAL	192,470	55,982	4,812

* Includes District costs for legally required payments including Social Security, Medicare, and TRS.

INFORME DE COMPENSACIÓN DEL ESTADO DE NUEVA YORK

AÑO LABO- RAL (MES)	CARGO	SALARIO	BENEFICIOS*	OTRA REMUNE- RACIÓN
	DIRECTOR	189,356	55,633	4,734
12	COORDINADOR	163,015	52,686	4,075
12	SUPERINTENDENTE AUXILIAR	206,204	61,241	5,000
10	DIRECTOR	186,348	55,297	4,659
12	DIRECTOR	190,382	55,748	4,760
11	DIRECTOR AUXILIAR	184,349	43,040	4,609
10	DIRECTOR	195,381	56,308	4,885
12	SUPERINTENDENTE AUXILIAR	206,204	67,257	5,000
11	DIRECTOR AUXILIAR	147,864	50,990	3,697
12	DIRECTOR EJEC.	183,353	54,962	0
12	SUPERINTENDENTE AUXILIAR	225,060	69,750	5,000
11	DIRECTOR AUXILIAR	186,442	55,307	4,661
12	DIRECTOR EJEC.	175,361	40,401	0
11	DIRECTOR	231,486	60,348	5,787
11	DIRECTOR	204,209	57,295	5,105
12	COORDINADOR	168,256	53,762	4,206
12	COORDINADOR	190,382	56,238	4,760
11	DIRECTOR AUXILIAR	181,704	54,777	4,543
10	DIRECTOR	194,699	56,231	4,867
12	SUPERINTENDENTE ADJUNTO	254,790	66,956	5,000
10	DIRECTOR	189,356	55,633	4,734
12	COORDINADOR	188,526	55,540	4,713
12	COORDINADOR	162,550	38,136	4,064
11	DIRECTOR	212,787	58,255	5,320
10	DIRECTOR	194,699	56,231	4,867
10	ADMINISTRATIVO AUXILIAR	166,211	41,010	4,155
12	SUPERINTENDENTE	288,879	72,410	0
10	ADMINISTRATIVO AUXILIAR	159,889	52,336	3,997
12	DIRECTOR	184,349	40,965	0
10	DIRECTOR	194,699	56,231	4,867
11	DIRECTOR AUXILIAR	175,236	54,053	4,381
10	COORDINADOR	166,029	53,023	4,151
11	DIRECTOR AUXILIAR	184,048	55,039	4,601
11	DIRECTOR AUXILIAR	170,432	53,516	4,261
12	ADMIN. COM.	144,415	50,604	0
11	DIRECTOR AUXILIAR	192,470	55,982	4,812

* Incluye los costos del distrito por los pagos exigidos a nivel legal, incluidos la Seguridad Social, Medicare y el Sistema de Jubilación de los Maestros (TRS).

SYOSSET PUBLIC LIBRARY
2020 - 2021 PROPOSED BUDGET

		BUDGET 2019 - 2020	PROPOSED 2020 - 2021
Library Collection & Programs	Books and Cataloging	175,000	165,000
	Ebooks, Downloadable Audiobooks	60,000	85,500
	DVDs	25,000	20,000
	Streaming Services	10,000	23,000
	CDs - Music & Books on CD	19,000	17,000
	Magazines, Newspapers	31,000	30,000
	Online Databases	65,000	63,000
	Community Information, Programs & Special Events	<u>132,000</u>	<u>133,000</u>
		517,000	536,500
Technology	Computers, Servers, Peripherals	55,000	55,000
	Circulation Software/Maintenance	50,000	50,000
	Contracts - Automation Support	<u>139,000</u>	<u>139,000</u>
		244,000	244,000
Library Operational Expenses	Library Supplies	25,000	25,000
	Contracts with Other Libraries, Postage & Freight	56,500	56,500
	Insurance	62,000	59,000
	Office Equipment Contracts	8,000	6,000
	Library Furniture & Equipment	<u>25,000</u>	<u>25,000</u>
		176,500	171,500
Building Maintenance	Utilities	197,000	199,000
	Building Maintenance Contracts	80,000	75,000
	Telephone	22,000	22,000
	Building & Plant Repairs	61,000	60,000
	Custodial Supplies	<u>25,000</u>	<u>25,000</u>
		385,000	381,000
Salaries & Administration	Professional, Clerical, Custodial, Pages	3,497,000	3,594,000
	Pension, Social Security, Health, etc.	1,563,021	1,611,941
	Professional Fees - Legal, Security, Acct., etc.	<u>158,350</u>	<u>168,000</u>
		5,218,371	5,373,941
OPERATING BUDGET		6,540,871	6,706,941
Income Sources	Fines, Fees, PILOTs, etc.	150,000	120,000
	Transfer from Fund Balance	0	110,000
	New York State Aid	<u>8,000</u>	<u>8,000</u>
Anticipated Income		158,000	238,000
Bond Debt Service	Approved by Voters - June 2003*	923,200	925,600
AMOUNT TO BE RAISED BY TAXES		7,306,071	7,394,541

Total includes Operating Budget, less Anticipated Income, plus Bond Debt Service



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

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

Date: 02/20/2020

Taxing Jurisdiction: 28

Fiscal Year Beginning: 2020

School District: 282402 Syosset

Total equalized value in taxing jurisdiction: 7,335,369,300

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS - GENERALLY	RPTL 404(1)	32	57,958,100	0.79%
12350	PUBLIC AUTHORITY - STATE	RPTL 412	20	91,610,000	1.25%
13100	CO - GENERALLY	RPTL 406(1)	114	221,547,300	3.02%
13500	TOWN - GENERALLY	RPTL 406(1)	54	180,011,800	2.45%
13650	VG - GENERALLY	RPTL 406(1)	7	2,783,000	0.04%
13800	SCHOOL DISTRICT	RPTL 408	27	313,555,900	4.27%
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	14	37,745,900	0.51%
14110	USA - SPECIFIED USES	STATE L 54	2	3,561,800	0.05%
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	16	110,659,200	1.51%
18080	MUN HSNG AUTH-FEDERAL/MUN AIDE	PUB HSNG L 52(3)&(5)	1	7,207,600	0.10%
19950	MUNICIPAL RAILROAD	RPTL 456	13	3,085,300	0.04%
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	9	4,362,800	0.06%
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	15	35,955,500	0.49%
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	3	37,019,200	0.50%
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	925,200	0.01%
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	11	48,793,100	0.67%
26100	VETERANS ORGANIZATION	RPTL 452	3	1,938,800	0.03%
26300	INTERDENOMINATIONAL CENTER	RPTL 430	34	291,908,600	3.98%
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	12	9,497,000	0.13%
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	701,000	0.01%
41124	ALT VET-NON-COMBAT - SCHOOL	RPTL 458-A	414	4,980,000	0.07%
41134	ALT VET - COMBAT - SCHOOL	RPTL 458-A	238	4,780,000	0.07%
41144	ALT VET - DISABILITY - SCHOOL	RPTL 458-A	61	2,009,600	0.03%
41164	COLD WAR VETERAN - SCHOOL		59	542,800	0.01%
41174	COLD WAR VET DISABILITY SCHOOL		1	19,200	0.00%
41300	PARAPLEGIC VETS	RPTL 458(3)	1	536,400	0.01%
41400	CLERGY	RPTL 460	8	3,664,800	0.05%
41680	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c	54	2,099,600	0.03%
41800	PERSONS AGE 65 OR OVER	RPTL 467	94	16,340,800	0.22%
41834	ENHANCED STAR	RPTL 425	855	64,728,230	0.88%
41854	BASIC STAR	RPTL 425	4563	195,671,933	2.67%
41900	PHYSICALLY DISABLED	RPTL 459	12	1,548,400	0.02%
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	3	516,400	0.01%
48670	REDEVELOPMENT HOUSING CO	P H F I L 125 & 127	26	53,562,600	0.73%
Totals:			6785	1,811,827,863	24.70%