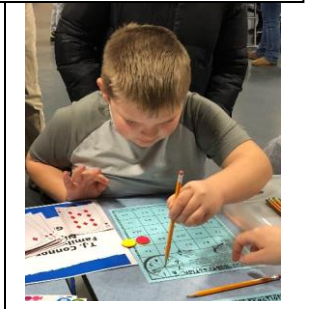


**WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT  
2020-2021 Proposed Budget**

**Budget Statement**

**ANNUAL BUDGET VOTE: June 9, 2020**

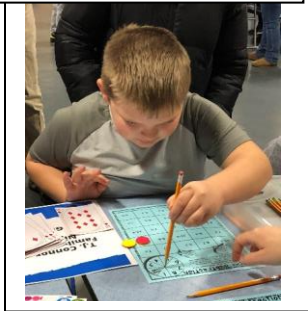
**By Absentee Ballot Only**



# Wheatland-Chili Central School District 2020-2021 Proposed Budget

## Budget Statement

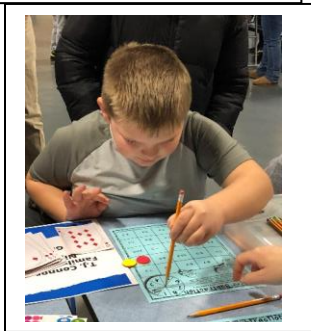
Tab	Item
1	Budget Statement: Three-Part Budget
2	Property Tax Report Card
3	School Academic Report Cards
4	District's Fiscal Accountability Summary
5	Salary Disclosure Notice
6	Exemption Reporting for Taxing Jurisdictions



Wheatland-Chili Central School District  
2020-2021 Proposed Budget

Budget Statement

Tab	Item
1	Budget Statement: Three-Part Budget



## 2020-2021 PROPOSED BUDGET

<b>ADMINISTRATIVE BUDGET</b>	<b>2019-20</b>	<b>2020-21</b>	<b>\$ Change</b>	<b>% Change</b>
Board Of Education	31,360	31,710	350	
Central Administration	266,058	228,470	-37,588	
Finance	310,148	309,503	-645	
Legal, Personnel, and Information	258,138	263,097	4,959	
Central Data Processing	125,131	126,127	996	
Insurance, BOCES Administrative/Capital	270,114	287,800	17,686	
Instruction, Administrative	450,468	466,056	15,588	
Curriculum	334,902	340,485	5,583	
Employee Benefits	427,420	647,276	219,856	
<b>Total Administrative</b>	<b>2,473,739</b>	<b>2,700,524</b>	<b>226,785</b>	<b>9.17%</b>

The **ADMINISTRATIVE** component provides for overall general support and management of the operations of the District and includes:

- Board of Education costs;
- Central and school administration;
- Finance (including tax collection, purchasing, legal and auditing expenses);
- Curriculum development; and
- BOCES administrative expenses.

<b>PROGRAM BUDGET</b>	<b>2019-20</b>	<b>2020-21</b>	<b>\$ Change</b>	<b>% Change</b>
In-Service Training	75,428	76,798	1,370	
Instruction, Other than Administrative	7,206,684	7,335,575	128,891	
Library and Computer Instruction	1,018,752	1,028,692	9,940	
Counseling, Support, and Health Services	600,252	618,369	18,117	
Co-Curricular and Athletics	385,363	394,890	9,527	
Pupil Transportation	952,128	995,062	42,934	
Employee Benefits	3,975,886	3,862,929	-112,957	
Special Aid and Food Service Transfer	46,527	46,527	0	
<b>Total Program</b>	<b>14,261,020</b>	<b>14,358,842</b>	<b>97,822</b>	<b>0.69%</b>

The **PROGRAM** component is the largest portion of all planned expenditures for instruction and support services and includes:

- Instructional, co-curricular, and athletic programs;
- Counseling and health services; and
- Pupil transportation.

<b>CAPITAL BUDGET</b>	<b>2019-29</b>	<b>2020-21</b>	<b>\$ Change</b>	<b>% Change</b>
Central Services, Maintenance and Operations	1,060,210	1,191,552	131,342	
Employee Benefits	281,062	274,002	-7060	
Debt Service, Energy Performance Contract	1,446,388	1,886,550	440,162	
<b>Total Capital</b>	<b>2,787,660</b>	<b>3,352,104</b>	<b>564,444</b>	<b>20.25%</b>

The **CAPITAL** component includes costs associated with maintaining facilities and grounds:

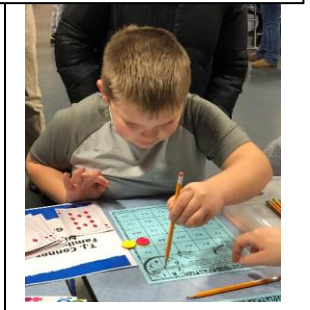
- Building and equipment repairs;
- Custodial and maintenance supplies;
- Utilities; and
- Debt service.

<b>TOTAL BUDGET</b>	<b>\$19,522,419</b>	<b>\$20,411,470</b>	<b>\$889,051</b>	<b>4.55%</b>
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Wheatland-Chili Central School District  
2020-2021 Proposed Budget

Budget Statement

Tab	Item
2	Property Tax Report Card



**2020-21 Property Tax Report Card**

**262001 - WHEATLAND-CHILI CSD**

Contact Person: Deborah Leh  
Telephone Number: 585-889-2646

	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	19,522,419	20,411,470	4.55%
A. Proposed Tax Levy to Support the Total Budgeted Amount, Net of Reserve <sup>1</sup>	9,491,640	9,683,360	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	9,491,640	9,683,360	2.02%
F. Permissible Exclusions to the School Tax Levy Limit *	162,071	164,090	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	9,480,654	9,519,270	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	9,329,569	9,519,270	
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	151,085	0	
Public School Enrollment	646	641	-0.77%
Consumer Price Index			2.44%

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

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

<sup>3</sup> For 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.

\* The 2019 figures have been adjusted to include the BOCES Capital Project Exclusions

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	2,541,273	2,654,174
Assigned Appropriated Fund Balance	416,717	370,000
Adjusted Unrestricted Fund Balance	780,897	816,459
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

**Schedule of Reserve Funds**

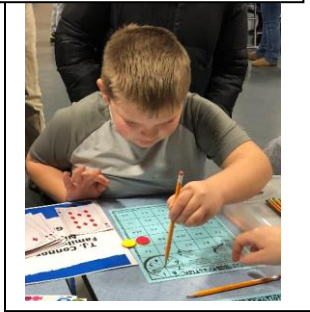
Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2019-2020 School Year
Capital	Bus & Grounds Equipment Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 859,593	\$ 822,493	Use of \$180,000 to fund Bus purchase if approved by voters, Use of \$30,000 to fund cargo van purchase for facilities if approved by voters
Capital	School Equipment Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 535,000	\$ 535,000	Use of \$100,000 to purchase/replace MS/HS Classroom furnishings to support instruction if approved by voters
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	\$ 538,791	\$ 738,791	We do not intend to use in 2020-21
Repair	Reserve for Repairs	To pay the cost of repairs to capital improvements or equipment.	\$ 1,364	\$ 1,364	We do not intend to use in 2020-21
Workers' Compensation	Worker's Compensation Reserve	To pay for Workers Compensation and benefits.	\$ 69,996	\$ 69,996	Appropriate \$45,000 to offset workers' compensation costs
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 62,582	\$ 62,582	Appropriate \$15,000 to offset unemployment costs
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Reserve for Tax Certiorari	To establish a reserve fund for tax certiorari settlements	\$ 35,189	\$ 35,189	We do not intend to use in 2020-21
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
Employee Benefit Accrued Liability	Miscellaneous Reserve - OPEB	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$ -	\$ -	
Retirement Contribution	Retirement Contribution Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System.	\$ 438,759	\$ 388,759	Appropriate \$380,000 to offset pension costs
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Other Reserve					

Note: Reserves with blue boxes will be allowed to add rows for multiple entries. Use a different name for each in the Reserve Name column.

**Wheatland-Chili Central School District  
2020-2021 Proposed Budget**

**Budget Statement**

<b>Tab</b>	<b>Item</b>
<b>3</b>	<b>School Academic Report Cards</b>





## WHEATLAND-CHILI 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

## TARGET DISTRICT

MADE PROGRESS

YES

### SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

### ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

**ELEMENTARY/MIDDLE INDICATOR LEVELS**

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

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE**

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	287	111	2
	Math	284	104	
	Science	82	202	
	Combined	653	119	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	20	-
	Math	11	27	
	Science	4	-	
	Combined	25	-	
Black or African American	ELA	39	65	1
	Math	39	46	
	Science	27	159	
	Combined	105	82	
Hispanic or Latino	ELA	48	87	2
	Math	49	81	
	Science	12	192	
	Combined	109	95	
Multiracial	ELA	28	104	2
	Math	29	112	
	Science	9	217	
	Combined	66	123	
White	ELA	202	127	2
	Math	199	119	
	Science	56	218	
	Combined	457	135	
English Language Learners	ELA	10	50	-
	Math	10	20	
	Science	3	-	
	Combined	23	-	
Students with Disabilities	ELA	46	51	2
	Math	45	43	
	Science	25	146	
	Combined	116	69	
Economically Disadvantaged	ELA	129	81	1
	Math	126	67	
	Science	36	179	
	Combined	291	87	

## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	293	109	2
	Math	293	100	
	Science	82	202	
	Combined	668	117	
Asian or Native Hawaiian/Other Pacific Islander	ELA	10	20	-
	Math	11	27	
	Science	4	-	
	Combined	25	-	
Black or African American	ELA	39	65	2
	Math	39	46	
	Science	27	159	
	Combined	105	82	
Hispanic or Latino	ELA	52	80	2
	Math	52	76	
	Science	12	192	
	Combined	116	90	
Multiracial	ELA	28	104	3
	Math	29	112	
	Science	9	217	
	Combined	66	123	
White	ELA	208	123	3
	Math	208	114	
	Science	56	218	
	Combined	472	130	
English Language Learners	ELA	10	50	-
	Math	10	20	
	Science	3	-	
	Combined	23	-	
Students with Disabilities	ELA	48	49	3
	Math	48	41	
	Science	27	135	
	Combined	123	65	
Economically Disadvantaged	ELA	134	78	2
	Math	134	63	
	Science	36	179	
	Combined	304	83	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	52,253	1,041	50.2	3
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	20	–	–
Black or African American	7,028	145	48.5	2
Hispanic or Latino	4,551	99	46	2
Multiracial	2,685	53	50.7	3
White	36,876	724	50.9	3
English Language Learners	–	18	–	–
Students with Disabilities	6,854	137	50	2
Economically Disadvantaged	20,404	421	48.5	2

**ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED**

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

**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	3	–	–	–	–
Black or African American	1	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	5	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	3	–	–	–	–

## 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	76	293	109	86	105	122	161	–	–	200	3	2
	Math	84	293	100	94	107	124	162	–	N	200	2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	10	–	–	–	–	–	–	–	–	–	–
	Math	–	11	–	–	–	–	–	–	–	–	–	
Black or African American	ELA	42	39	65	54	98	116	158	–	Y	200	3	2
	Math	43	39	46	56	88	107	154	N	–	200	1	
Hispanic or Latino	ELA	66	52	80	77	95	113	157	–	N	200	2	2
	Math	77	52	76	87	92	111	155	Y	–	200	2	
Multiracial	ELA	–	28	–	–	–	–	–	–	–	–	–	–
	Math	–	29	–	–	–	–	–	–	–	–	–	
White	ELA	87	208	123	96	102	119	160	–	–	200	4	3
	Math	98	208	114	106	110	126	163	–	–	200	3	
English Language Learners	ELA	–	10	–	–	–	–	–	–	–	–	–	–
	Math	–	10	–	–	–	–	–	–	–	–	–	
Students with Disabilities	ELA	31	48	49	45	61	85	142	–	N	200	2	1
	Math	27	48	41	41	61	85	142	N	–	200	1	
Economically Disadvantaged	ELA	40	134	78	52	95	113	157	–	Y	200	3	2
	Math	44	134	63	56	94	112	156	–	N	200	2	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	10.5	435	59	13.6%	10.1%	14.6%	12.8%	8.9%	–	N	5%	2
Asian or Native Hawaiian/Other Pacific Islander	–	16	–	–	–	–	–	–	–	–	–	–
Black or African American	12.5	53	11	20.8%	11.9%	20.1%	17.7%	11.4%	N	–	5%	1
Hispanic or Latino	15.6	39	9	23.1%	14.8%	19.8%	17%	11%	Y	–	5%	2
Multiracial	13.6	56	13	23.2%	13.3%	16.5%	14.5%	9.8%	N	–	5%	1
White	9.2	304	29	9.5%	8.8%	10.5%	9.3%	7.2%	–	N	5%	2
English Language Learners	–	16	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	18.8	66	15	22.7%	17.6%	21.5%	18.5%	11.8%	N	–	5%	1
Economically Disadvantaged	13.5	216	46	21.3%	12.9%	19.9%	17.1%	11.1%	N	–	5%	1

**ELEMENTARY/MIDDLE ELA PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	325	92.9%	648	87%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	✓	43	95.4%	89	86.5%
Hispanic or Latino	—	29	—	—	—
Multiracial	—	17	—	—	—
White	X	227	92.5%	452	87%
English Language Learners	—	9	—	—	—
Students with Disabilities	X	52	90.4%	98	86.7%
Economically Disadvantaged	X	156	91%	314	82.8%

**ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	324	92.6%	647	86.9%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	✓	43	95.4%	89	78.7%
Hispanic or Latino	—	29	—	—	—
Multiracial	—	16	—	—	—
White	X	227	91.2%	452	87.2%
English Language Learners	—	9	—	—	—
Students with Disabilities	X	52	90.4%	98	88.8%
Economically Disadvantaged	X	155	90.3%	313	81.5%

**RECENTLY ARRIVED ELLS TAKING NYSES LAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSES LAT
Grade 5	—
Grade 6	—
Grade 8	—

**SECONDARY STATUSES BY SUBGROUP**

Subgroup	Status	Made Progress
All Students	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

**SECONDARY INDICATOR LEVELS**

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



## SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	45	179	185	3
	Math	45	154		
	Science	45	220		
	Social Studies	45	226		
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—		
	Science	1	—		
	Social Studies	1	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Black or African American	ELA	6	133	—	—
	Math	6	83		
	Science	6	200		
	Social Studies	6	208		
Hispanic or Latino	ELA	6	183	—	—
	Math	6	158		
	Science	6	225		
	Social Studies	6	225		
Multiracial	ELA	3	—	—	—
	Math	3	—		
	Science	3	—		
	Social Studies	3	—		
White	ELA	35	177	185	3
	Math	35	156		
	Science	35	221		
	Social Studies	35	227		
Students with Disabilities	ELA	11	77	112	2
	Math	11	96		
	Science	11	159		
	Social Studies	11	173		
Economically Disadvantaged	ELA	38	180	175	3
	Math	38	125		
	Science	38	217		
	Social Studies	38	225		

**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	81%	54	88.9%	82.2%	82.8%	85%	90%	–	–	95%	4	3
	5-Year	98.2%	49	89.8%	96%	85%	86.8%	91.4%	–	–	96%	3	
	6-Year	94%	63	81%	94.2%	85.1%	87.3%	92.2%	N	–	97%	1	
American Indian or Alaska Native	4-Year	–	0	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	–	1	–	–	–	–	–	–	–	–	–	–
	5-Year	–	0	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Black or African American	4-Year	–	9	–	–	–	–	–	–	–	–	–	–
	5-Year	–	17	–	–	–	–	–	–	–	–	–	
	6-Year	–	23	–	–	–	–	–	–	–	–	–	
Hispanic or Latino	4-Year	–	7	–	–	–	–	–	–	–	–	–	–
	5-Year	–	5	–	–	–	–	–	–	–	–	–	
	6-Year	–	4	–	–	–	–	–	–	–	–	–	
Multiracial	4-Year	–	3	–	–	–	–	–	–	–	–	–	–
	5-Year	–	1	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
White	4-Year	81.6%	43	93%	82.6%	90.2%	91%	93%	–	–	95%	4	3
	5-Year	100%	40	92.5%	96%	91.5%	92.3%	94.2%	–	–	96%	3	
	6-Year	96.1%	49	81.6%	96.1%	91.2%	92.4%	94.7%	N	–	97%	1	
English Language Learners	4-Year	–	3	–	–	–	–	–	–	–	–	–	–
	5-Year	–	2	–	–	–	–	–	–	–	–	–	
	6-Year	–	0	–	–	–	–	–	–	–	–	–	
Students with Disabilities	4-Year	57.9%	16	62.5%	60.9%	59.7%	66.1%	80.6%	–	–	95%	3	2
	5-Year	90%	23	56.5%	90.4%	63%	69%	82.5%	N	–	96%	1	
	6-Year	89.3%	18	61.1%	89.9%	61.4%	67.8%	82.4%	N	–	97%	1	
Economically Disadvantaged	4-Year	80%	43	81.4%	81.2%	76.9%	79.9%	87.5%	–	–	95%	4	2
	5-Year	93.8%	39	74.4%	94%	80.4%	83%	89.5%	N	–	96%	1	
	6-Year	97.9%	39	82.1%	97%	80.7%	83.5%	90.3%	–	N	97%	2	

**SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

Subgroup	Level
All Students	3
White	3
Students with Disabilities	2
Economically Disadvantaged	2

**SECONDARY ELP**

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

## SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	199	45	179	200	191	194	204	N	—	215	1	2
	Math	160	45	154	163	151	158	179	—	Y	200	3	
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
White	ELA	206	35	177	206	208	209	212	N	—	215	1	1
	Math	167	35	156	169	168	172	186	Y	—	200	2	
Students with Disabilities	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	179	38	180	180	171	177	196	—	—	215	4	2
	Math	126	38	125	129	131	140	170	N	—	200	1	

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	17.4	191	38	19.9%	16.4%	22.6%	19.8%	12.4%	—	N	5%	2
American Indian or Alaska Native	—	5	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	21.9	34	9	26.5%	21.2%	31.5%	27.1%	16.1%	—	—	5%	3
Hispanic or Latino	—	25	—	—	—	—	—	—	—	—	—	—
Multiracial	—	16	—	—	—	—	—	—	—	—	—	—
White	16.8	132	19	14.4%	15.8%	15.6%	14%	9.5%	—	—	5%	3
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	21.8	56	15	26.8%	21.1%	32.8%	28%	16.5%	—	—	5%	3
Economically Disadvantaged	22.5	97	33	34%	21.1%	30.2%	25.8%	15.4%	N	—	5%	1

**SECONDARY CCCR LEVELS**

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	144.9	155.3	147.3	130.2	137.8	156.4	–	–	175	4
American Indian or Alaska Native	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–	–	–
White	152.5	156.9	154.3	149.7	154.1	164.6	–	–	175	4
Students with Disabilities	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	103.8	124.4	109.4	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	47	0	27	2	15	2	1
American Indian or Alaska Native	1	0	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	–	–	–	–
Black or African American	7	0	–	–	–	–	–
Hispanic or Latino	9	0	–	–	–	–	–
Multiracial	3	0	–	–	–	–	–
White	36	0	21	1	12	2	0
Students with Disabilities	12	0	–	–	–	–	–
Economically Disadvantaged	43	0	14	3	20	2	4

**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	✓	46	100%	95	100%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	4	—	—	—
Multiracial	—	1	—	—	—
White	—	36	—	—	—
English Language Learners	—	0	—	—	—
Students with Disabilities	—	7	—	—	—
Economically Disadvantaged	—	18	—	—	—

**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	✓	46	100%	95	100%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	4	—	—	—
Multiracial	—	1	—	—	—
White	—	36	—	—	—
English Language Learners	—	0	—	—	—
Students with Disabilities	—	7	—	—	—
Economically Disadvantaged	—	18	—	—	—

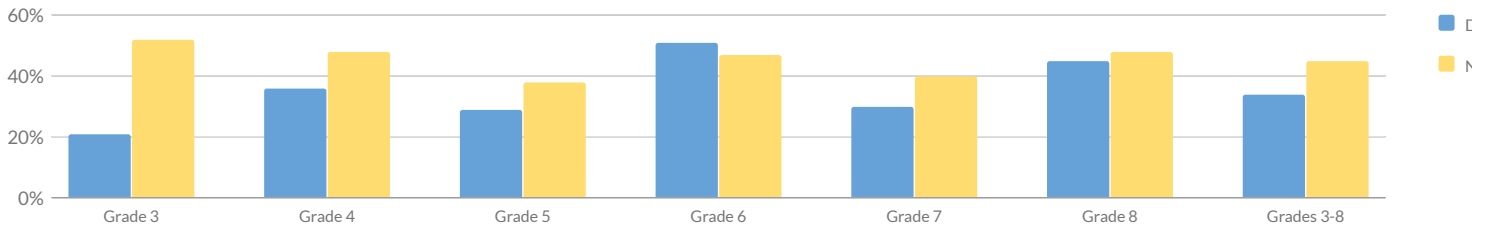
**STAFF QUALIFICATIONS (2018-19)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	9	12%	0	0%	3	4%
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	48	44	92%	25	52%	17	35%	2	4%	0	0%	1	2%	2	4%	1	2%
Female	27	25	93%	21	78%	4	15%	0	0%	0	0%	1	4%	1	4%	0	0%
Male	21	19	90%	4	19%	13	62%	2	10%	0	0%	0	0%	1	5%	1	5%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	37	34	92%	20	54%	12	32%	2	5%	0	0%	1	3%	2	5%	0	0%
Black or African American	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	4	80%	3	60%	1	20%	0	0%	0	0%	0	0%	0	0%	1	20%
General-Education Students	40	38	95%	24	60%	14	35%	0	0%	0	0%	0	0%	1	3%	1	3%
Students with Disabilities	8	6	75%	1	13%	3	38%	2	25%	0	0%	1	13%	1	13%	0	0%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	28	27	96%	18	64%	7	25%	2	7%	0	0%	0	0%	1	4%	0	0%
Economically Disadvantaged	20	17	85%	7	35%	10	50%	0	0%	0	0%	1	5%	1	5%	1	5%
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)**

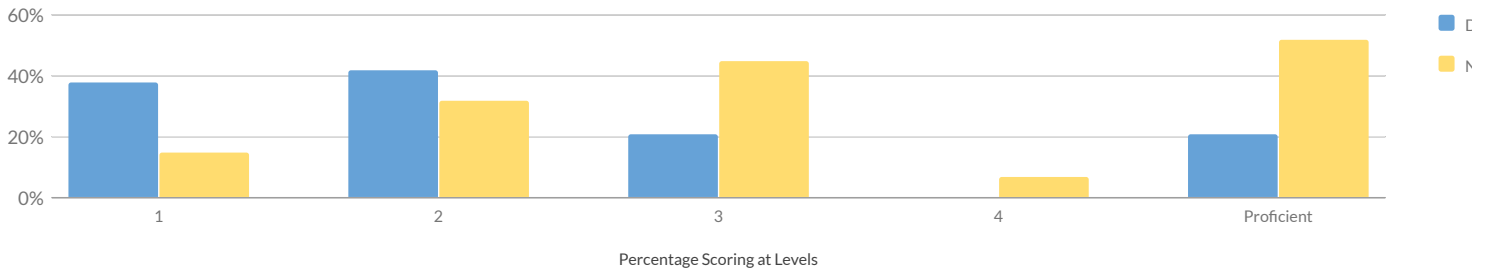


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	53	20	38%	22	42%	11	21%	0	0%	11	21%
Grade 4	2	45	11	24%	18	40%	10	22%	6	13%	16	36%
Grade 5	2	56	21	38%	19	34%	12	21%	4	7%	16	29%
Grade 6	6	53	15	28%	11	21%	10	19%	17	32%	27	51%
Grade 7	5	57	25	44%	15	26%	12	21%	5	9%	17	30%
Grade 8	11	33	5	15%	13	39%	15	45%	0	0%	15	45%
Grades 3-8	28	297	97	33%	98	33%	70	24%	32	11%	102	34%



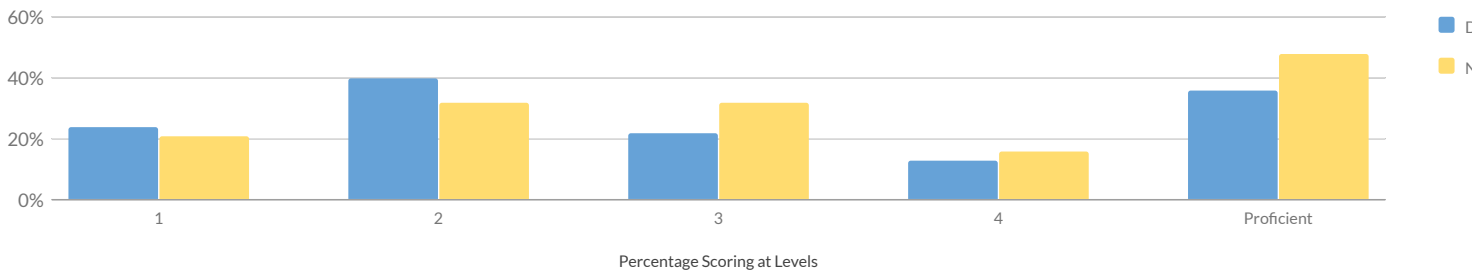
**GRADE 3 ELA RESULTS**



**MEAN SCORE: 587**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	53	20	38%	22	42%	11	21%	0	0%	11	21%
General Education	1	43	14	33%	18	42%	11	26%	0	0%	11	26%
Students with Disabilities	1	10	6	60%	4	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Black or African American	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	4	-	-	-	-	-	-	-	-	-	-
White	2	41	14	34%	16	39%	11	27%	0	0%	11	27%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	12	6	50%	6	50%	0	0%	0	0%	0	0%
Female	0	21	6	29%	9	43%	6	29%	0	0%	6	29%
Male	2	32	14	44%	13	41%	5	16%	0	0%	5	16%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	2	51	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	24	9	38%	12	50%	3	13%	0	0%	3	13%
Not Economically Disadvantaged	1	29	11	38%	10	34%	8	28%	0	0%	8	28%
Not Migrant	2	53	20	38%	22	42%	11	21%	0	0%	11	21%
Homeless	0	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	2	50	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	2	53	20	38%	22	42%	11	21%	0	0%	11	21%
Parent in Armed Forces	0	1	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	2	52	-	-	-	-	-	-	-	-	-	-

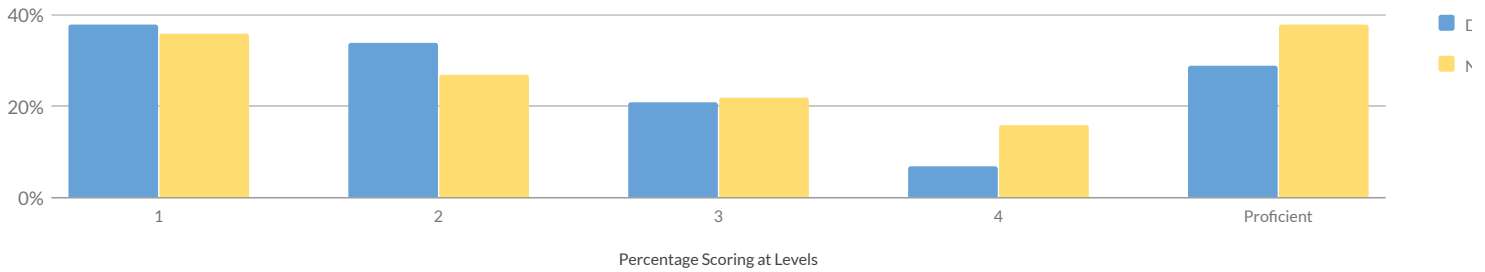
## GRADE 4 ELA RESULTS



## MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	45	11	24%	18	40%	10	22%	6	13%	16	36%
General Education	1	38	6	16%	17	45%	10	26%	5	13%	15	39%
Students with Disabilities	1	7	5	71%	1	14%	0	0%	1	14%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	0	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	6	2	33%	3	50%	1	17%	0	0%	1	17%
White	2	31	6	19%	12	39%	8	26%	5	16%	13	42%
Multiracial	0	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	8	3	38%	3	38%	1	13%	1	13%	2	25%
Female	0	24	2	8%	9	38%	8	33%	5	21%	13	54%
Male	2	21	9	43%	9	43%	2	10%	1	5%	3	14%
English Language Learners	0	1	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	2	44	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	1	22	10	45%	9	41%	2	9%	1	5%	3	14%
Not Economically Disadvantaged	1	23	1	4%	9	39%	8	35%	5	22%	13	57%
Not Migrant	2	45	11	24%	18	40%	10	22%	6	13%	16	36%
Not Homeless	2	45	11	24%	18	40%	10	22%	6	13%	16	36%
Not in Foster Care	2	45	11	24%	18	40%	10	22%	6	13%	16	36%
Parent Not in Armed Forces	2	45	11	24%	18	40%	10	22%	6	13%	16	36%

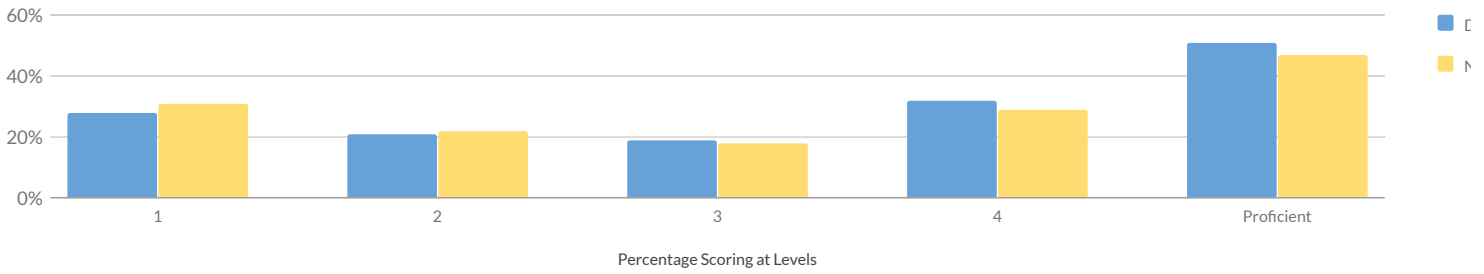
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 596**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	56	21	38%	19	34%	12	21%	4	7%	16	29%
General Education	1	46	12	26%	18	39%	12	26%	4	9%	16	35%
Students with Disabilities	1	10	9	90%	1	10%	0	0%	0	0%	0	0%
Black or African American	0	9	5	56%	4	44%	0	0%	0	0%	0	0%
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	1	36	12	33%	9	25%	11	31%	4	11%	15	42%
Multiracial	0	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	11	4	36%	6	55%	1	9%	0	0%	1	9%
Female	1	27	7	26%	9	33%	8	30%	3	11%	11	41%
Male	1	29	14	48%	10	34%	4	14%	1	3%	5	17%
English Language Learners	1	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	1	55	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	23	12	52%	9	39%	2	9%	0	0%	2	9%
Not Economically Disadvantaged	1	33	9	27%	10	30%	10	30%	4	12%	14	42%
Not Migrant	2	56	21	38%	19	34%	12	21%	4	7%	16	29%
Not Homeless	2	56	21	38%	19	34%	12	21%	4	7%	16	29%
Not in Foster Care	2	56	21	38%	19	34%	12	21%	4	7%	16	29%
Parent in Armed Forces	0	2	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	2	54	—	—	—	—	—	—	—	—	—	—

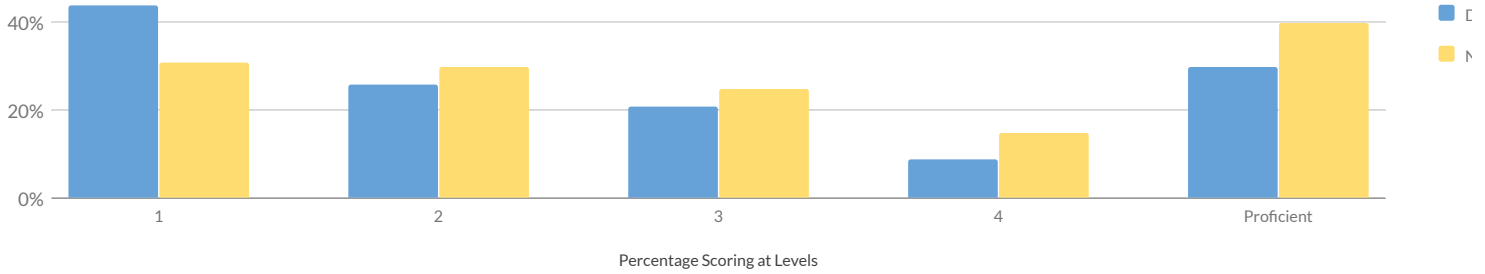
### GRADE 6 ELA RESULTS



**MEAN SCORE: 599**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	53	15	28%	11	21%	10	19%	17	32%	27	51%
General Education	6	48	12	25%	11	23%	9	19%	16	33%	25	52%
Students with Disabilities	0	5	3	60%	0	0%	1	20%	1	20%	2	40%
Black or African American	0	7	5	71%	1	14%	1	14%	0	0%	1	14%
Hispanic or Latino	1	4	-	-	-	-	-	-	-	-	-	-
White	4	40	8	20%	8	20%	8	20%	16	40%	24	60%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	1	6	2	33%	2	33%	1	17%	1	17%	2	33%
Female	3	29	8	28%	4	14%	5	17%	12	41%	17	59%
Male	3	24	7	29%	7	29%	5	21%	5	21%	10	42%
Non-English Language Learners	5	53	15	28%	11	21%	10	19%	17	32%	27	51%
Economically Disadvantaged	4	28	12	43%	4	14%	5	18%	7	25%	12	43%
Not Economically Disadvantaged	2	25	3	12%	7	28%	5	20%	10	40%	15	60%
Not Migrant	6	53	15	28%	11	21%	10	19%	17	32%	27	51%
Homeless	0	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	6	52	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	6	53	15	28%	11	21%	10	19%	17	32%	27	51%
Parent Not in Armed Forces	6	53	15	28%	11	21%	10	19%	17	32%	27	51%

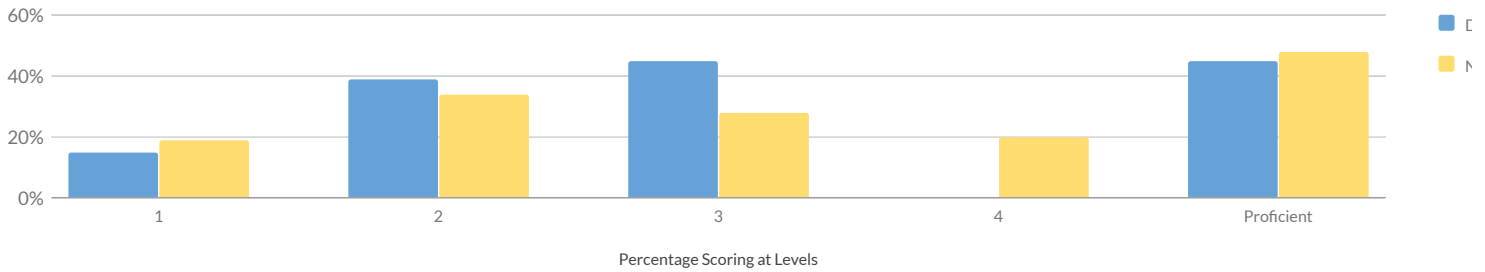
### GRADE 7 ELA RESULTS



### MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	57	25	44%	15	26%	12	21%	5	9%	17	30%
General Education	4	48	18	38%	13	27%	12	25%	5	10%	17	35%
Students with Disabilities	1	9	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Black or African American	0	8	4	50%	3	38%	1	13%	0	0%	1	13%
Hispanic or Latino	1	7	-	-	-	-	-	-	-	-	-	-
White	3	40	15	38%	10	25%	11	28%	4	10%	15	38%
Multiracial	1	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	9	6	67%	2	22%	0	0%	1	11%	1	11%
Female	2	31	10	32%	9	29%	9	29%	3	10%	12	39%
Male	3	26	15	58%	6	23%	3	12%	2	8%	5	19%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	5	56	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	27	18	67%	6	22%	3	11%	0	0%	3	11%
Not Economically Disadvantaged	1	30	7	23%	9	30%	9	30%	5	17%	14	47%
Not Migrant	5	57	25	44%	15	26%	12	21%	5	9%	17	30%
Not Homeless	5	57	25	44%	15	26%	12	21%	5	9%	17	30%
Not in Foster Care	5	57	25	44%	15	26%	12	21%	5	9%	17	30%
Parent in Armed Forces	0	1	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	5	56	-	-	-	-	-	-	-	-	-	-

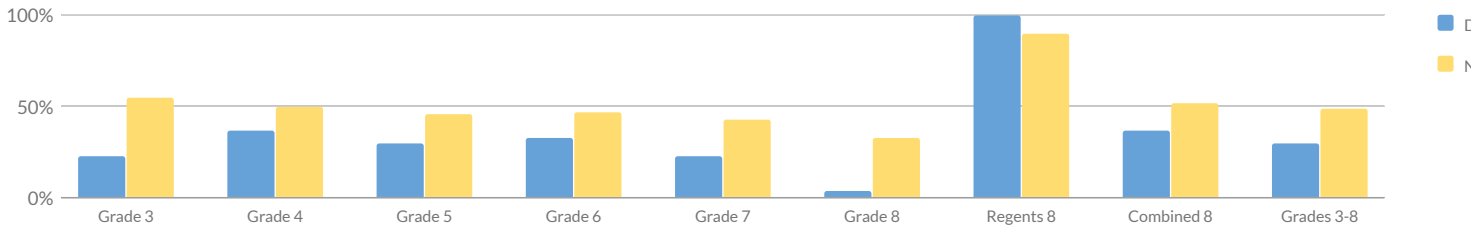
### GRADE 8 ELA RESULTS



**MEAN SCORE: 597**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	33	5	15%	13	39%	15	45%	0	0%	15	45%
General Education	8	29	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	4	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	2	-	-	-	-	-	-	-	-	-	-
Black or African American	2	8	2	25%	5	63%	1	13%	0	0%	1	13%
Hispanic or Latino	0	3	-	-	-	-	-	-	-	-	-	-
White	7	20	1	5%	8	40%	11	55%	0	0%	11	55%
Small Group Total	1	5	2	40%	0	0%	3	60%	0	0%	3	60%
Female	6	22	4	18%	7	32%	11	50%	0	0%	11	50%
Male	5	11	1	9%	6	55%	4	36%	0	0%	4	36%
English Language Learners	1	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	10	32	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	6	15	4	27%	6	40%	5	33%	0	0%	5	33%
Not Economically Disadvantaged	5	18	1	6%	7	39%	10	56%	0	0%	10	56%
Not Migrant	11	33	5	15%	13	39%	15	45%	0	0%	15	45%
Not Homeless	11	33	5	15%	13	39%	15	45%	0	0%	15	45%
Not in Foster Care	11	33	5	15%	13	39%	15	45%	0	0%	15	45%
Parent Not in Armed Forces	11	33	5	15%	13	39%	15	45%	0	0%	15	45%

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

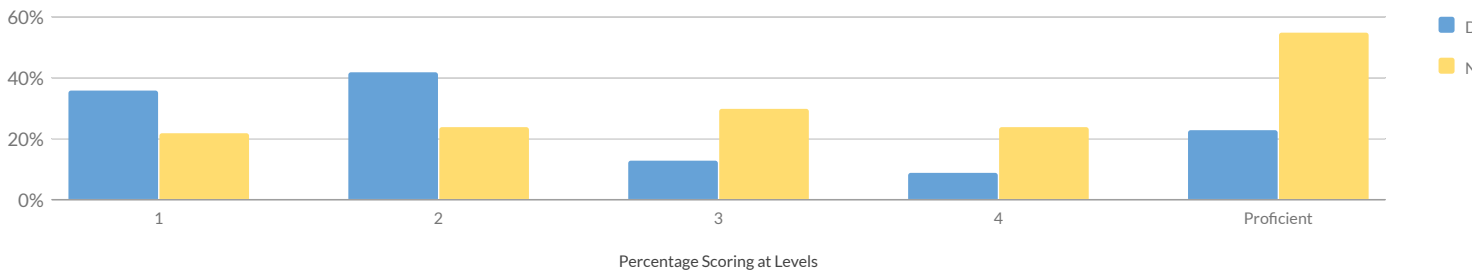


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	53	19	36%	22	42%	7	13%	5	9%	12	23%
Grade 4	4	43	9	21%	18	42%	8	19%	8	19%	16	37%
Grade 5	1	57	26	46%	14	25%	12	21%	5	9%	17	30%
Grade 6	5	54	16	30%	20	37%	13	24%	5	9%	18	33%
Grade 7	6	56	22	39%	21	38%	11	20%	2	4%	13	23%
Grade 8	21	23	15	65%	7	30%	1	4%	0	0%	1	4%
Regents 8	—	12	0	0%	0	0%	2	17%	10	83%	12	100%
Combined 8	21	35	15	43%	7	20%	3	9%	10	29%	13	37%
Grades 3-8	39	298	107	36%	102	34%	54	18%	35	12%	89	30%

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

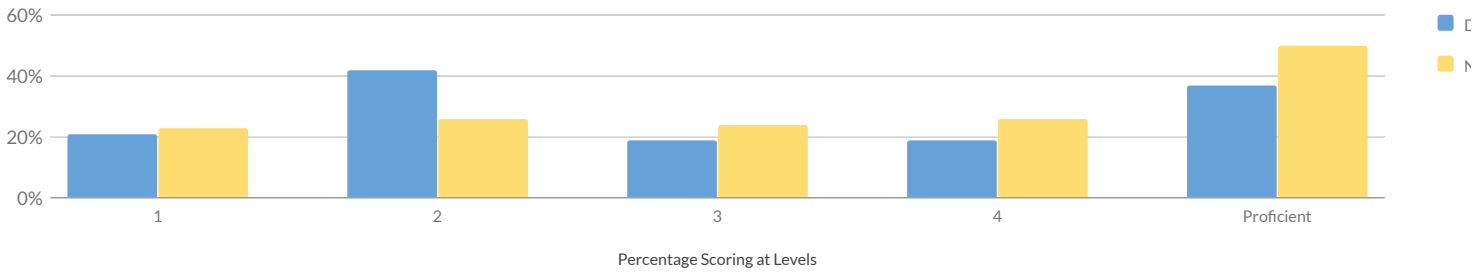


MEAN SCORE: 589

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	53	19	36%	22	42%	7	13%	5	9%	12	23%
General Education	0	44	13	30%	21	48%	5	11%	5	11%	10	23%
Students with Disabilities	2	9	6	67%	1	11%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	3	—	—	—	—	—	—	—	—	—	—
White	1	42	15	36%	15	36%	7	17%	5	12%	12	29%
Multiracial	0	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	11	4	36%	7	64%	0	0%	0	0%	0	0%
Female	0	21	6	29%	10	48%	4	19%	1	5%	5	24%
Male	2	32	13	41%	12	38%	3	9%	4	13%	7	22%
English Language Learners	1	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	1	52	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	23	11	48%	10	43%	1	4%	1	4%	2	9%
Not Economically Disadvantaged	0	30	8	27%	12	40%	6	20%	4	13%	10	33%
Not Migrant	2	53	19	36%	22	42%	7	13%	5	9%	12	23%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	2	50	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	2	53	19	36%	22	42%	7	13%	5	9%	12	23%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	2	52	—	—	—	—	—	—	—	—	—	—



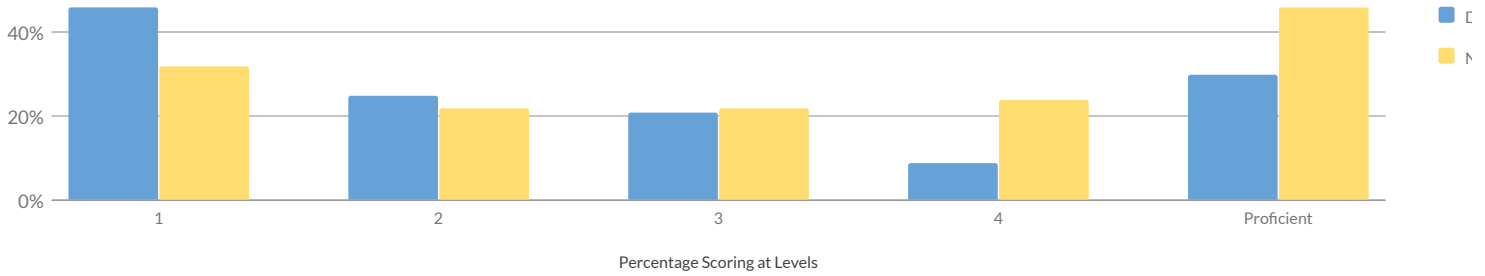
**GRADE 4 MATH RESULTS**



**MEAN SCORE: 596**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	43	9	21%	18	42%	8	19%	8	19%	16	37%
General Education	3	36	4	11%	17	47%	8	22%	7	19%	15	42%
Students with Disabilities	1	7	5	71%	1	14%	0	0%	1	14%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
Black or African American	0	5	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	5	2	40%	2	40%	1	20%	0	0%	1	20%
White	3	30	5	17%	11	37%	7	23%	7	23%	14	47%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	8	2	25%	5	63%	0	0%	1	13%	1	13%
Female	1	23	4	17%	9	39%	4	17%	6	26%	10	43%
Male	3	20	5	25%	9	45%	4	20%	2	10%	6	30%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	4	42	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	3	20	7	35%	11	55%	1	5%	1	5%	2	10%
Not Economically Disadvantaged	1	23	2	9%	7	30%	7	30%	7	30%	14	61%
Not Migrant	4	43	9	21%	18	42%	8	19%	8	19%	16	37%
Not Homeless	4	43	9	21%	18	42%	8	19%	8	19%	16	37%
Not in Foster Care	4	43	9	21%	18	42%	8	19%	8	19%	16	37%
Parent Not in Armed Forces	4	43	9	21%	18	42%	8	19%	8	19%	16	37%

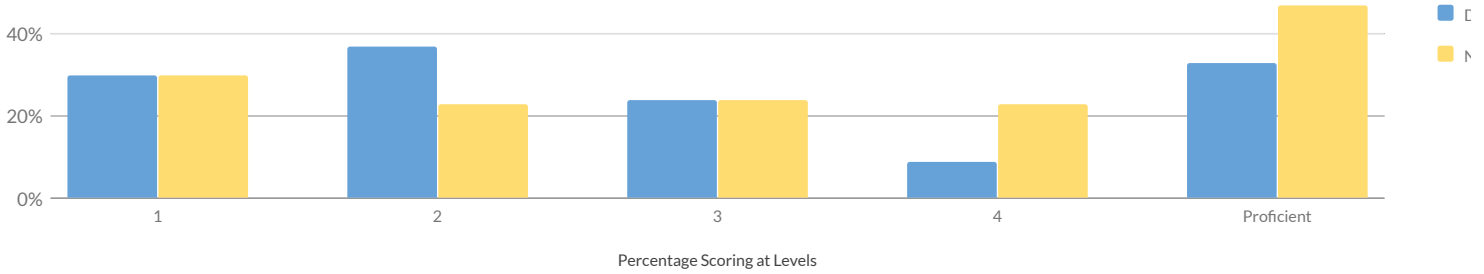
### GRADE 5 MATH RESULTS



**MEAN SCORE: 591**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	57	26	46%	14	25%	12	21%	5	9%	17	30%
General Education	0	47	18	38%	12	26%	12	26%	5	11%	17	36%
Students with Disabilities	1	10	8	80%	2	20%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Black or African American	0	9	7	78%	1	11%	0	0%	1	11%	1	11%
Hispanic or Latino	0	3	-	-	-	-	-	-	-	-	-	-
White	1	36	13	36%	11	31%	8	22%	4	11%	12	33%
Multiracial	0	8	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	12	6	50%	2	17%	4	33%	0	0%	4	33%
Female	0	28	13	46%	6	21%	8	29%	1	4%	9	32%
Male	1	29	13	45%	8	28%	4	14%	4	14%	8	28%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	1	55	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	0	24	17	71%	6	25%	0	0%	1	4%	1	4%
Not Economically Disadvantaged	1	33	9	27%	8	24%	12	36%	4	12%	16	48%
Not Migrant	1	57	26	46%	14	25%	12	21%	5	9%	17	30%
Not Homeless	1	57	26	46%	14	25%	12	21%	5	9%	17	30%
Not in Foster Care	1	57	26	46%	14	25%	12	21%	5	9%	17	30%
Parent in Armed Forces	0	2	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	1	55	-	-	-	-	-	-	-	-	-	-

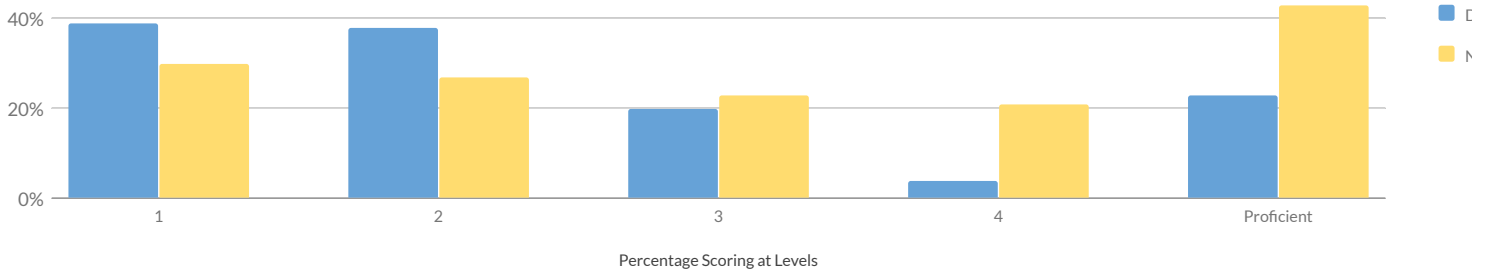
**GRADE 6 MATH RESULTS**



**MEAN SCORE: 595**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	54	16	30%	20	37%	13	24%	5	9%	18	33%
General Education	5	49	13	27%	18	37%	13	27%	5	10%	18	37%
Students with Disabilities	0	5	3	60%	2	40%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	7	5	71%	1	14%	1	14%	0	0%	1	14%
Hispanic or Latino	0	5	—	—	—	—	—	—	—	—	—	—
White	5	39	7	18%	15	38%	12	31%	5	13%	17	44%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	8	4	50%	4	50%	0	0%	0	0%	0	0%
Female	2	30	10	33%	10	33%	7	23%	3	10%	10	33%
Male	3	24	6	25%	10	42%	6	25%	2	8%	8	33%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	5	53	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	30	12	40%	11	37%	7	23%	0	0%	7	23%
Not Economically Disadvantaged	3	24	4	17%	9	38%	6	25%	5	21%	11	46%
Not Migrant	5	54	16	30%	20	37%	13	24%	5	9%	18	33%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	53	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	54	16	30%	20	37%	13	24%	5	9%	18	33%
Parent Not in Armed Forces	5	54	16	30%	20	37%	13	24%	5	9%	18	33%

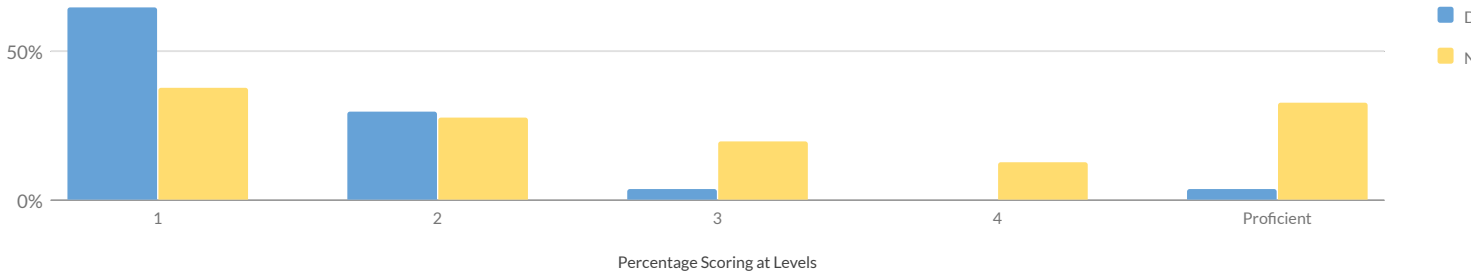
### GRADE 7 MATH RESULTS



**MEAN SCORE: 595**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	56	22	39%	21	38%	11	20%	2	4%	13	23%
General Education	5	47	13	28%	21	45%	11	23%	2	4%	13	28%
Students with Disabilities	1	9	9	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	8	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	8	3	38%	3	38%	2	25%	0	0%	2	25%
White	5	38	14	37%	14	37%	8	21%	2	5%	10	26%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	10	5	50%	4	40%	1	10%	0	0%	1	10%
Female	5	28	8	29%	13	46%	5	18%	2	7%	7	25%
Male	1	28	14	50%	8	29%	6	21%	0	0%	6	21%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	6	55	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	26	15	58%	8	31%	3	12%	0	0%	3	12%
Not Economically Disadvantaged	1	30	7	23%	13	43%	8	27%	2	7%	10	33%
Not Migrant	6	56	22	39%	21	38%	11	20%	2	4%	13	23%
Not Homeless	6	56	22	39%	21	38%	11	20%	2	4%	13	23%
Not in Foster Care	6	56	22	39%	21	38%	11	20%	2	4%	13	23%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	6	55	—	—	—	—	—	—	—	—	—	—

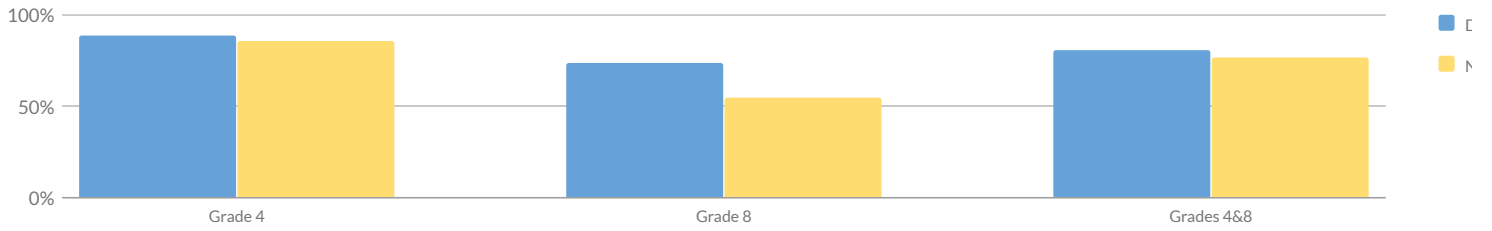
**GRADE 8 MATH RESULTS**



**MEAN SCORE: 583**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	23	15	65%	7	30%	1	4%	0	0%	1	4%
General Education	19	18	10	56%	7	39%	1	6%	0	0%	1	6%
Students with Disabilities	2	5	5	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	3	-	-	-	-	-	-	-	-	-	-
Black or African American	2	8	7	88%	1	13%	0	0%	0	0%	0	0%
Hispanic or Latino	2	1	-	-	-	-	-	-	-	-	-	-
White	17	10	4	40%	5	50%	1	10%	0	0%	1	10%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	5	4	80%	1	20%	0	0%	0	0%	0	0%
Female	12	16	8	50%	7	44%	1	6%	0	0%	1	6%
Male	9	7	7	100%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	21	21	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	6	15	11	73%	4	27%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	15	8	4	50%	3	38%	1	13%	0	0%	1	13%
Not Migrant	21	23	15	65%	7	30%	1	4%	0	0%	1	4%
Not Homeless	21	23	15	65%	7	30%	1	4%	0	0%	1	4%
Not in Foster Care	21	23	15	65%	7	30%	1	4%	0	0%	1	4%
Parent Not in Armed Forces	21	23	15	65%	7	30%	1	4%	0	0%	1	4%

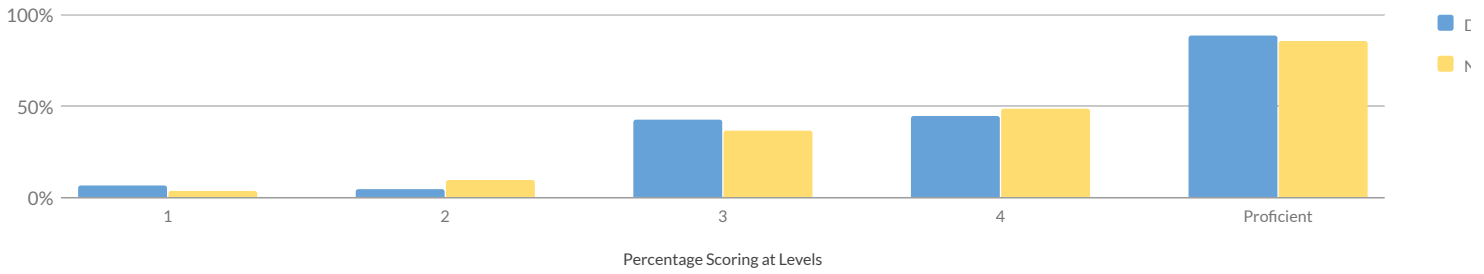
**GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)**



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	2	44	3	7%	2	5%	19	43%	20	45%	39	89%
Grade 8	2	42	2	5%	9	21%	17	40%	14	33%	31	74%
Grades 4&8	4	86	5	6%	11	13%	36	42%	34	40%	70	81%

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

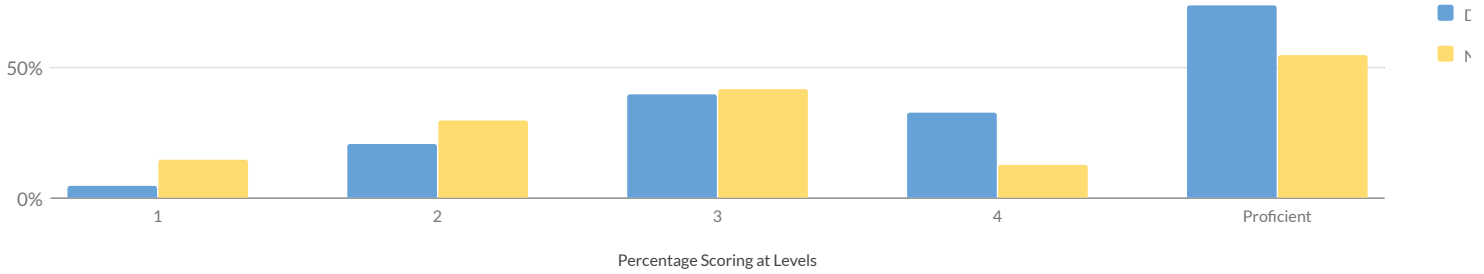
### GRADE 4 SCIENCE RESULTS



**MEAN SCORE: 79**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	44	3	7%	2	5%	19	43%	20	45%	39	89%
General Education	1	37	0	0%	2	5%	17	46%	18	49%	35	95%
Students with Disabilities	1	7	3	43%	0	0%	2	29%	2	29%	4	57%
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
Black or African American	0	5	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	5	1	20%	1	20%	1	20%	2	40%	3	60%
White	2	31	2	6%	0	0%	13	42%	16	52%	29	94%
Multiracial	0	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	8	0	0%	1	13%	5	63%	2	25%	7	88%
Female	0	23	1	4%	0	0%	10	43%	12	52%	22	96%
Male	2	21	2	10%	2	10%	9	43%	8	38%	17	81%
English Language Learners	0	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	2	43	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	21	3	14%	2	10%	11	52%	5	24%	16	76%
Not Economically Disadvantaged	1	23	0	0%	0	0%	8	35%	15	65%	23	100%
Not Migrant	2	44	3	7%	2	5%	19	43%	20	45%	39	89%
Not Homeless	2	44	3	7%	2	5%	19	43%	20	45%	39	89%
Not in Foster Care	2	44	3	7%	2	5%	19	43%	20	45%	39	89%
Parent Not in Armed Forces	2	44	3	7%	2	5%	19	43%	20	45%	39	89%

### GRADE 8 SCIENCE RESULTS



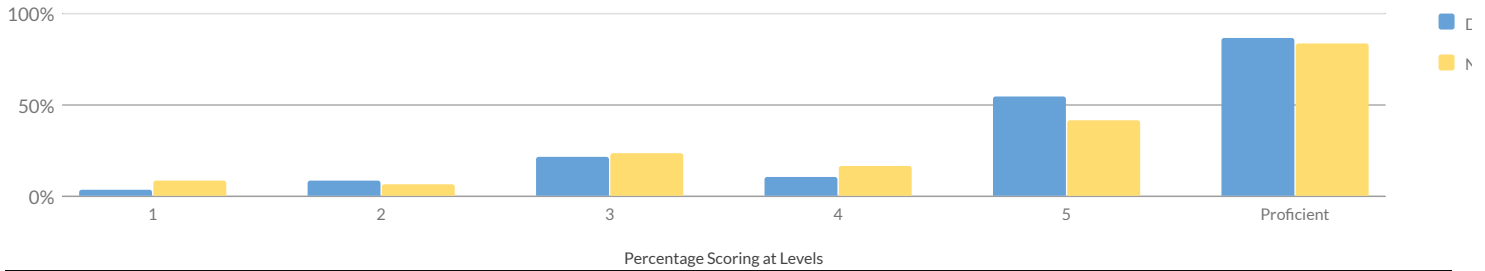
**MEAN SCORE: 73**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	42	2	5%	9	21%	17	40%	14	33%	31	74%
General Education	0	37	2	5%	5	14%	16	43%	14	38%	30	81%
Students with Disabilities	2	5	0	0%	4	80%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	0	3	-	-	-	-	-	-	-	-	-	-
Black or African American	0	10	2	20%	4	40%	4	40%	0	0%	4	40%
Hispanic or Latino	0	3	-	-	-	-	-	-	-	-	-	-
White	1	26	0	0%	2	8%	12	46%	12	46%	24	92%
Small Group Total	0	6	0	0%	3	50%	1	17%	2	33%	3	50%
Female	2	26	1	4%	5	19%	11	42%	9	35%	20	77%
Male	0	16	1	6%	4	25%	6	38%	5	31%	11	69%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	2	40	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	20	2	10%	7	35%	7	35%	4	20%	11	55%
Not Economically Disadvantaged	1	22	0	0%	2	9%	10	45%	10	45%	20	91%
Not Migrant	2	42	2	5%	9	21%	17	40%	14	33%	31	74%
Not Homeless	2	42	2	5%	9	21%	17	40%	14	33%	31	74%
Not in Foster Care	2	42	2	5%	9	21%	17	40%	14	33%	31	74%
Parent Not in Armed Forces	2	42	2	5%	9	21%	17	40%	14	33%	31	74%



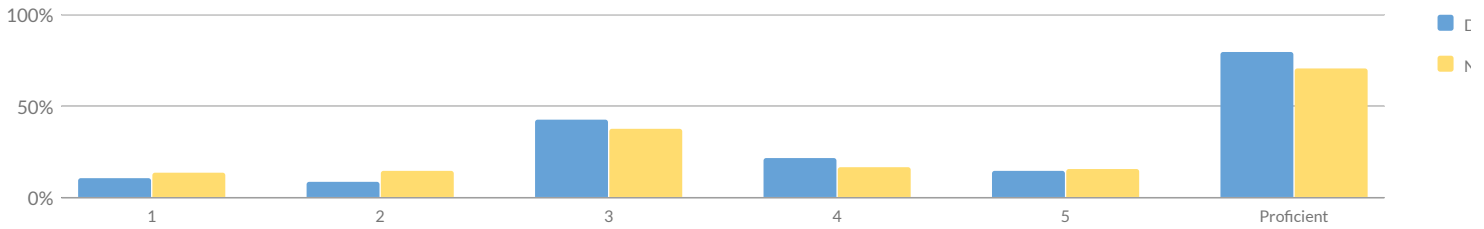
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

**ANNUAL REGENTS EXAMINATION IN ELA (2018-19)**



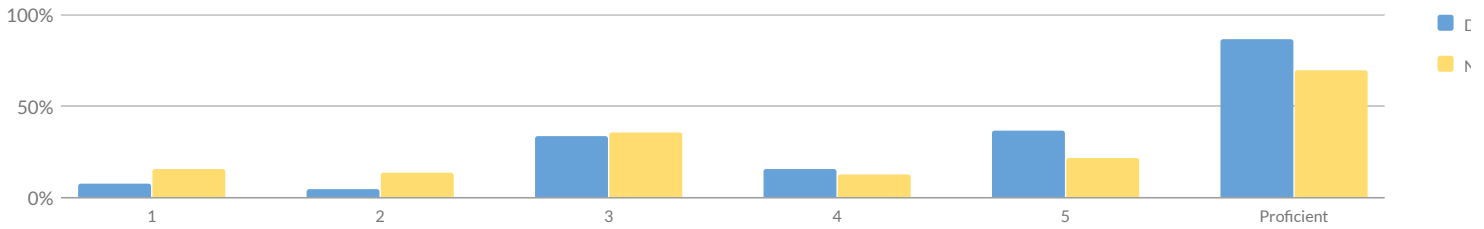
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	55	2	4%	5	9%	12	22%	6	11%	30	55%	48	87%
General Education	46	0	0%	2	4%	9	20%	6	13%	29	63%	44	96%
Students with Disabilities	9	2	22%	3	33%	3	33%	0	0%	1	11%	4	44%
Black or African American	10	0	0%	1	10%	5	50%	1	10%	3	30%	9	90%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	38	2	5%	2	5%	6	16%	4	11%	24	63%	34	89%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	2	29%	1	14%	1	14%	3	43%	5	71%
Female	38	2	5%	3	8%	9	24%	0	0%	24	63%	33	87%
Male	17	0	0%	2	12%	3	18%	6	35%	6	35%	15	88%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	54	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	2	7%	4	15%	5	19%	3	11%	13	48%	21	78%
Not Economically Disadvantaged	28	0	0%	1	4%	7	25%	3	11%	17	61%	27	96%
Not Migrant	55	2	4%	5	9%	12	22%	6	11%	30	55%	48	87%
Not Homeless	55	2	4%	5	9%	12	22%	6	11%	30	55%	48	87%
Not in Foster Care	55	2	4%	5	9%	12	22%	6	11%	30	55%	48	87%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	54	—	—	—	—	—	—	—	—	—	—	—	—

**ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)**



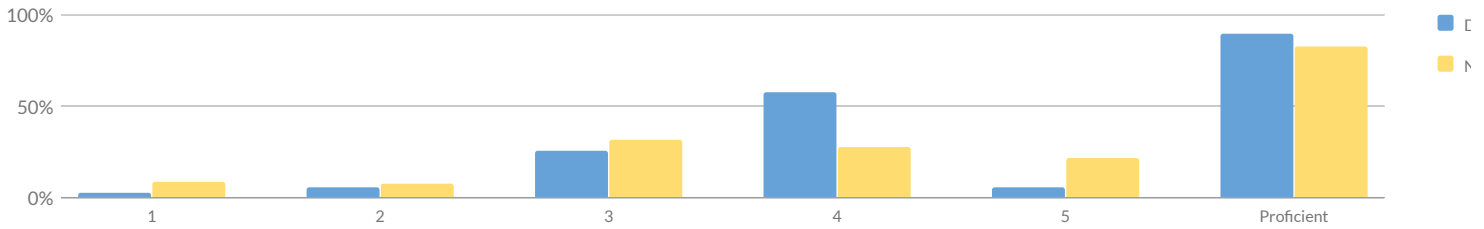
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	54	6	11%	5	9%	23	43%	12	22%	8	15%	43	80%
General Education	45	2	4%	3	7%	20	44%	12	27%	8	18%	40	89%
Students with Disabilities	9	4	44%	2	22%	3	33%	0	0%	0	0%	3	33%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	9	1	11%	2	22%	6	67%	0	0%	0	0%	6	67%
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—	—	—
White	35	4	11%	2	6%	13	37%	10	29%	6	17%	29	83%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	1	10%	4	40%	2	20%	2	20%	8	80%
Female	18	1	6%	3	17%	5	28%	4	22%	5	28%	14	78%
Male	36	5	14%	2	6%	18	50%	8	22%	3	8%	29	81%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	53	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	27	3	11%	2	7%	14	52%	6	22%	2	7%	22	81%
Not Economically Disadvantaged	27	3	11%	3	11%	9	33%	6	22%	6	22%	21	78%
Not Migrant	54	6	11%	5	9%	23	43%	12	22%	8	15%	43	80%
Not Homeless	54	6	11%	5	9%	23	43%	12	22%	8	15%	43	80%
Not in Foster Care	54	6	11%	5	9%	23	43%	12	22%	8	15%	43	80%
Parent Not in Armed Forces	54	6	11%	5	9%	23	43%	12	22%	8	15%	43	80%

**ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)**



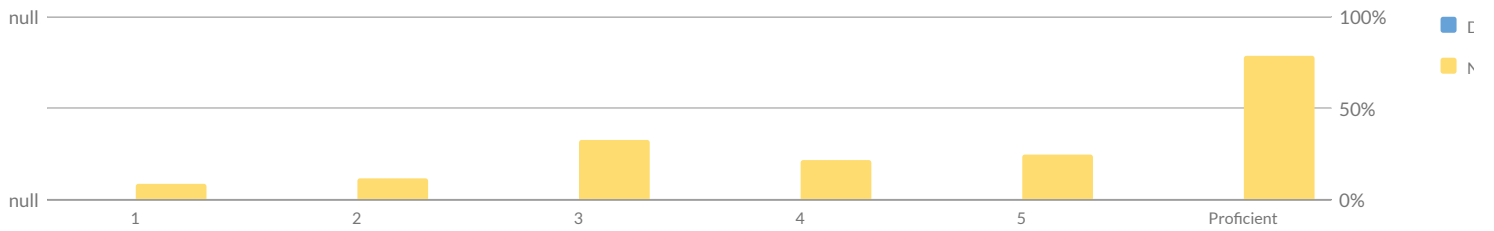
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	3	8%	2	5%	13	34%	6	16%	14	37%	33	87%
General Education	35	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	7	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	28	2	7%	0	0%	8	29%	5	18%	13	46%	26	93%
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	10	1	10%	2	20%	5	50%	1	10%	1	10%	7	70%
Female	19	1	5%	2	11%	6	32%	4	21%	6	32%	16	84%
Male	19	2	11%	0	0%	7	37%	2	11%	8	42%	17	89%
Non-English Language Learners	38	3	8%	2	5%	13	34%	6	16%	14	37%	33	87%
Economically Disadvantaged	18	1	6%	2	11%	10	56%	2	11%	3	17%	15	83%
Not Economically Disadvantaged	20	2	10%	0	0%	3	15%	4	20%	11	55%	18	90%
Not Migrant	38	3	8%	2	5%	13	34%	6	16%	14	37%	33	87%
Not Homeless	38	3	8%	2	5%	13	34%	6	16%	14	37%	33	87%
Not in Foster Care	38	3	8%	2	5%	13	34%	6	16%	14	37%	33	87%
Parent Not in Armed Forces	38	3	8%	2	5%	13	34%	6	16%	14	37%	33	87%

**ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)**



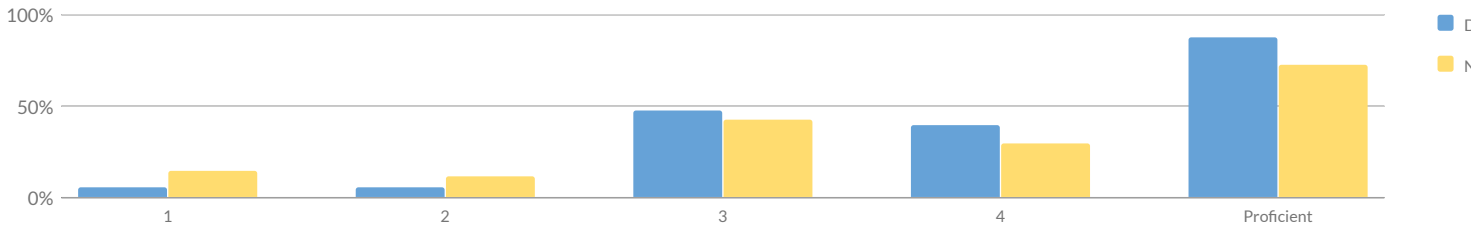
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%
General Education	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%
Black or African American	8	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	1	–	–	–	–	–	–	–	–	–	–	–	–
White	21	1	5%	0	0%	5	24%	13	62%	2	10%	20	95%
Multiracial	1	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	10	0	0%	2	20%	3	30%	5	50%	0	0%	8	80%
Female	17	1	6%	2	12%	5	29%	9	53%	0	0%	14	82%
Male	14	0	0%	0	0%	3	21%	9	64%	2	14%	14	100%
Non-English Language Learners	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%
Economically Disadvantaged	13	0	0%	2	15%	4	31%	7	54%	0	0%	11	85%
Not Economically Disadvantaged	18	1	6%	0	0%	4	22%	11	61%	2	11%	17	94%
Not Migrant	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%
Not Homeless	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%
Not in Foster Care	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%
Parent Not in Armed Forces	31	1	3%	2	6%	8	26%	18	58%	2	6%	28	90%

### 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	2	-	-	-	-	-	-	-	-	-	-
General Education	2	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-	-	-
White	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	2	-	-	-	-	-	-	-	-	-	-	-	-
Female	1	-	-	-	-	-	-	-	-	-	-	-	-
Male	1	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Migrant	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	2	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	2	-	-	-	-	-	-	-	-	-	-	-	-

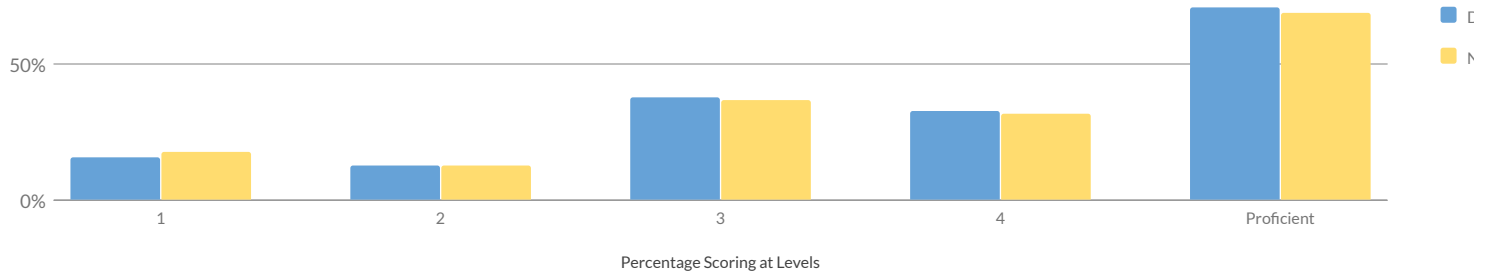
**ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)**



Percentage Scoring at Levels

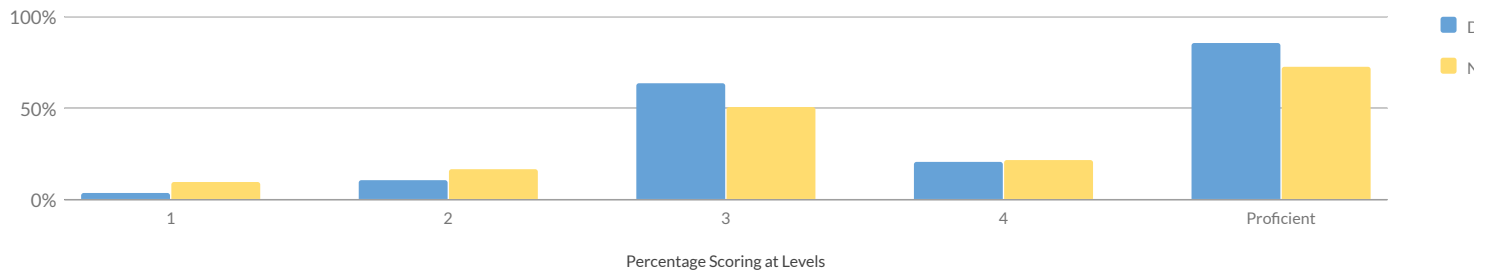
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	50	3	6%	3	6%	24	48%	20	40%	44	88%
General Education	35	0	0%	0	0%	15	43%	20	57%	35	100%
Students with Disabilities	15	3	20%	3	20%	9	60%	0	0%	9	60%
Black or African American	9	1	11%	1	11%	6	67%	1	11%	7	78%
Hispanic or Latino	6	-	-	-	-	-	-	-	-	-	-
White	32	1	3%	0	0%	14	44%	17	53%	31	97%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	1	11%	2	22%	4	44%	2	22%	6	67%
Female	24	2	8%	0	0%	9	38%	13	54%	22	92%
Male	26	1	4%	3	12%	15	58%	7	27%	22	85%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	48	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	24	2	8%	3	13%	11	46%	8	33%	19	79%
Not Economically Disadvantaged	26	1	4%	0	0%	13	50%	12	46%	25	96%
Not Migrant	50	3	6%	3	6%	24	48%	20	40%	44	88%
Not Homeless	50	3	6%	3	6%	24	48%	20	40%	44	88%
Not in Foster Care	50	3	6%	3	6%	24	48%	20	40%	44	88%
Parent Not in Armed Forces	50	3	6%	3	6%	24	48%	20	40%	44	88%

## 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	55	9	16%	7	13%	21	38%	18	33%	39	71%
General Education	47	7	15%	4	9%	18	38%	18	38%	36	77%
Students with Disabilities	8	2	25%	3	38%	3	38%	0	0%	3	38%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	12	5	42%	2	17%	3	25%	2	17%	5	42%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	37	4	11%	3	8%	16	43%	14	38%	30	81%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	2	33%	2	33%	2	33%	4	67%
Female	23	3	13%	4	17%	8	35%	8	35%	16	70%
Male	32	6	19%	3	9%	13	41%	10	31%	23	72%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	54	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	8	27%	5	17%	11	37%	6	20%	17	57%
Not Economically Disadvantaged	25	1	4%	2	8%	10	40%	12	48%	22	88%
Not Migrant	55	9	16%	7	13%	21	38%	18	33%	39	71%
Not Homeless	55	9	16%	7	13%	21	38%	18	33%	39	71%
Not in Foster Care	55	9	16%	7	13%	21	38%	18	33%	39	71%
Parent Not in Armed Forces	55	9	16%	7	13%	21	38%	18	33%	39	71%

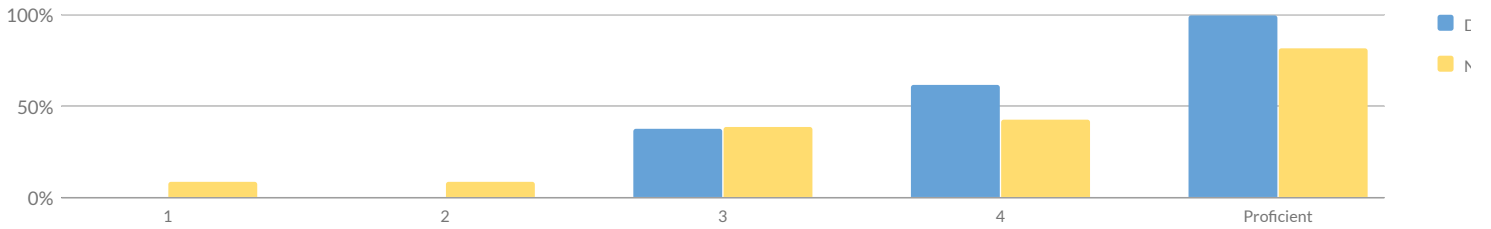
## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	28	1	4%	3	11%	18	64%	6	21%	24	86%
General Education	26	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	2	–	–	–	–	–	–	–	–	–	–
Black or African American	7	–	–	–	–	–	–	–	–	–	–
White	20	0	0%	1	5%	14	70%	5	25%	19	95%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	8	1	13%	2	25%	4	50%	1	13%	5	63%
Female	16	0	0%	3	19%	11	69%	2	13%	13	81%
Male	12	1	8%	0	0%	7	58%	4	33%	11	92%
Non-English Language Learners	28	1	4%	3	11%	18	64%	6	21%	24	86%
Economically Disadvantaged	11	1	9%	2	18%	7	64%	1	9%	8	73%
Not Economically Disadvantaged	17	0	0%	1	6%	11	65%	5	29%	16	94%
Not Migrant	28	1	4%	3	11%	18	64%	6	21%	24	86%
Not Homeless	28	1	4%	3	11%	18	64%	6	21%	24	86%
Not in Foster Care	28	1	4%	3	11%	18	64%	6	21%	24	86%
Parent Not in Armed Forces	28	1	4%	3	11%	18	64%	6	21%	24	86%

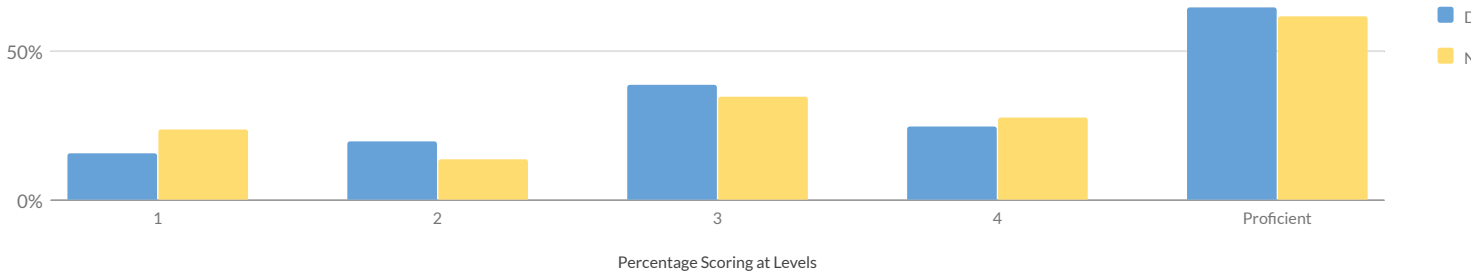


**ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)**



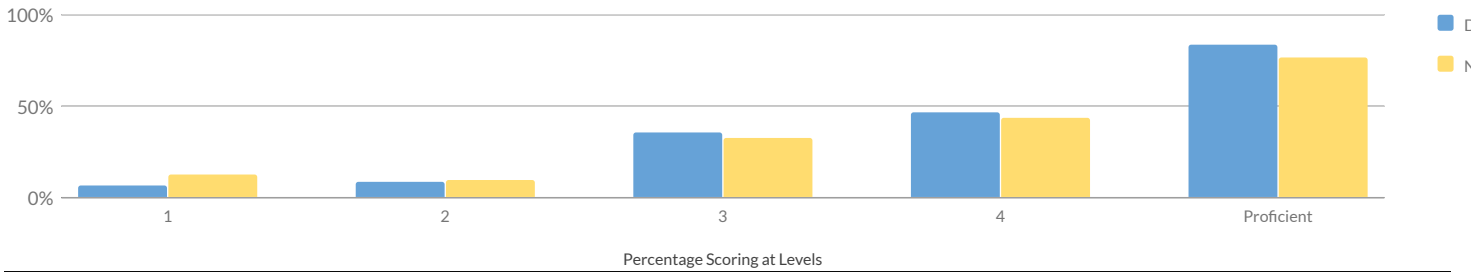
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	0	0%	5	38%	8	62%	13	100%
General Education	12	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
White	12	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	0	0%	0	0%	5	38%	8	62%	13	100%
Female	7	0	0%	0	0%	3	43%	4	57%	7	100%
Male	6	0	0%	0	0%	2	33%	4	67%	6	100%
Non-English Language Learners	13	0	0%	0	0%	5	38%	8	62%	13	100%
Economically Disadvantaged	2	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	11	-	-	-	-	-	-	-	-	-	-
Not Migrant	13	0	0%	0	0%	5	38%	8	62%	13	100%
Not Homeless	13	0	0%	0	0%	5	38%	8	62%	13	100%
Not in Foster Care	13	0	0%	0	0%	5	38%	8	62%	13	100%
Parent Not in Armed Forces	13	0	0%	0	0%	5	38%	8	62%	13	100%

### 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	51	8	16%	10	20%	20	39%	13	25%	33	65%
General Education	37	4	11%	4	11%	16	43%	13	35%	29	78%
Students with Disabilities	14	4	29%	6	43%	4	29%	0	0%	4	29%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Black or African American	11	2	18%	2	18%	5	45%	2	18%	7	64%
Hispanic or Latino	5	-	-	-	-	-	-	-	-	-	-
White	31	4	13%	5	16%	12	39%	10	32%	22	71%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	2	22%	3	33%	3	33%	1	11%	4	44%
Female	16	2	13%	3	19%	6	38%	5	31%	11	69%
Male	35	6	17%	7	20%	14	40%	8	23%	22	63%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	49	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	26	3	12%	6	23%	13	50%	4	15%	17	65%
Not Economically Disadvantaged	25	5	20%	4	16%	7	28%	9	36%	16	64%
Not Migrant	51	8	16%	10	20%	20	39%	13	25%	33	65%
Not Homeless	51	8	16%	10	20%	20	39%	13	25%	33	65%
Not in Foster Care	51	8	16%	10	20%	20	39%	13	25%	33	65%
Parent Not in Armed Forces	51	8	16%	10	20%	20	39%	13	25%	33	65%

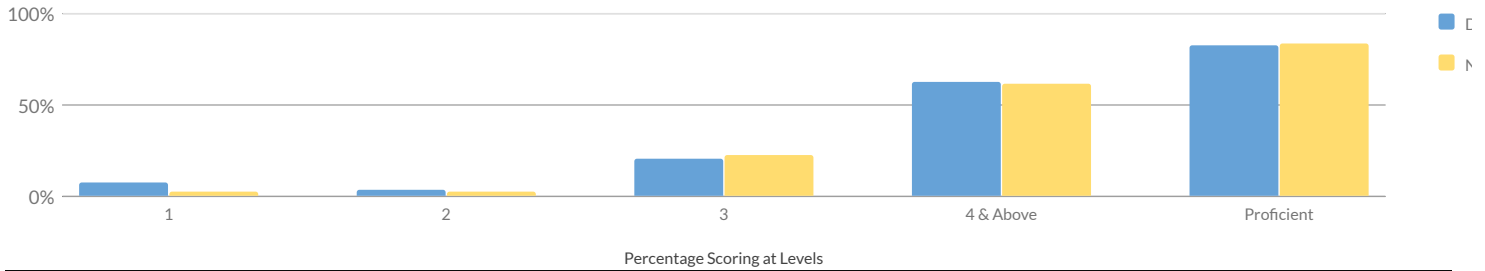
**ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	4	7%	5	9%	20	36%	26	47%	46	84%
General Education	45	2	4%	3	7%	15	33%	25	56%	40	89%
Students with Disabilities	10	2	20%	2	20%	5	50%	1	10%	6	60%
Black or African American	10	1	10%	1	10%	5	50%	3	30%	8	80%
Hispanic or Latino	4	-	-	-	-	-	-	-	-	-	-
White	38	2	5%	3	8%	11	29%	22	58%	33	87%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	1	14%	1	14%	4	57%	1	14%	5	71%
Female	38	3	8%	4	11%	12	32%	19	50%	31	82%
Male	17	1	6%	1	6%	8	47%	7	41%	15	88%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	54	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	28	4	14%	3	11%	14	50%	7	25%	21	75%
Not Economically Disadvantaged	27	0	0%	2	7%	6	22%	19	70%	25	93%
Not Migrant	55	4	7%	5	9%	20	36%	26	47%	46	84%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	54	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	55	4	7%	5	9%	20	36%	26	47%	46	84%
Parent in Armed Forces	1	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	54	-	-	-	-	-	-	-	-	-	-

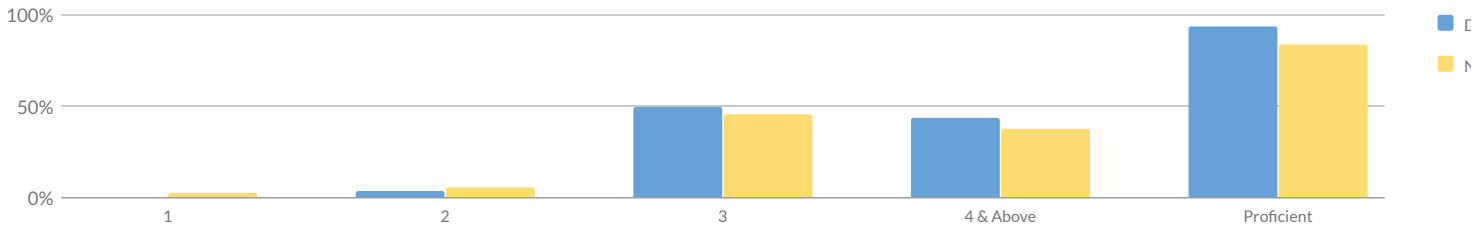
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	48	2	4%	46	96%	4	8%	2	4%	10	21%	30	63%	40	83%
General Education	40	1	3%	39	98%	1	3%	1	3%	9	23%	28	70%	37	93%
Students with Disabilities	8	1	13%	7	88%	3	38%	1	13%	1	13%	2	25%	3	38%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
White	37	1	3%	36	97%	4	11%	1	3%	8	22%	23	62%	31	84%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	5	83%
Female	27	0	0%	27	100%	1	4%	1	4%	5	19%	20	74%	25	93%
Male	21	2	10%	19	90%	3	14%	1	5%	5	24%	10	48%	15	71%
Non-English Language Learners	48	2	4%	46	96%	4	8%	2	4%	10	21%	30	63%	40	83%
Economically Disadvantaged	20	2	10%	18	90%	2	10%	2	10%	4	20%	10	50%	14	70%
Not Economically Disadvantaged	28	0	0%	28	100%	2	7%	0	0%	6	21%	20	71%	26	93%
Not Migrant	48	2	4%	46	96%	4	8%	2	4%	10	21%	30	63%	40	83%
Not Homeless	48	2	4%	46	96%	4	8%	2	4%	10	21%	30	63%	40	83%
Not in Foster Care	48	2	4%	46	96%	4	8%	2	4%	10	21%	30	63%	40	83%
Parent Not in Armed Forces	48	2	4%	46	96%	4	8%	2	4%	10	21%	30	63%	40	83%

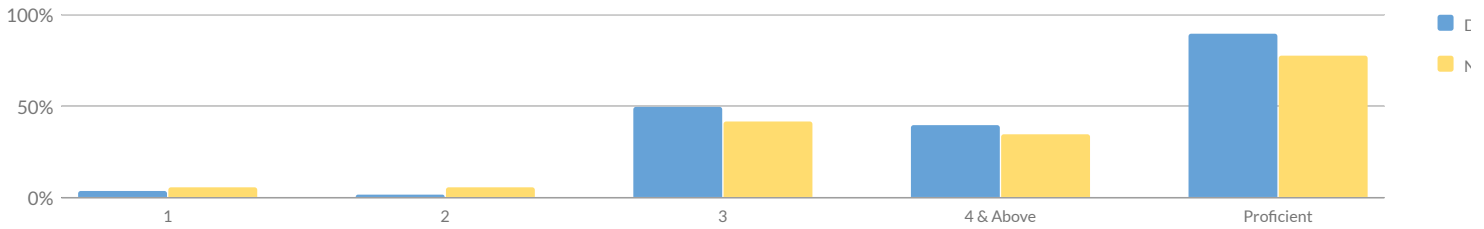
### 2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

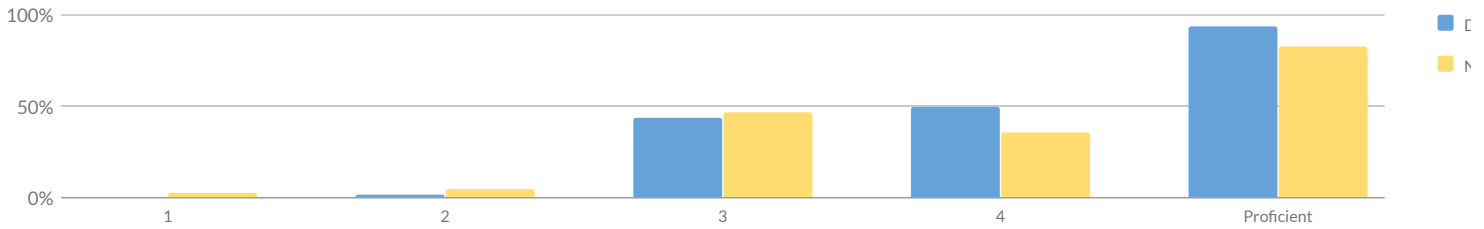
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	1	2%	47	98%	0	0%	2	4%	24	50%	21	44%	45	94%
General Education	40	1	3%	39	98%	0	0%	0	0%	19	48%	20	50%	39	98%
Students with Disabilities	8	0	0%	8	100%	0	0%	2	25%	5	63%	1	13%	6	75%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	1	20%	3	60%	4	80%
White	37	0	0%	37	100%	0	0%	2	5%	18	49%	17	46%	35	95%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Female	27	0	0%	27	100%	0	0%	0	0%	15	56%	12	44%	27	100%
Male	21	1	5%	20	95%	0	0%	2	10%	9	43%	9	43%	18	86%
Non-English Language Learners	48	1	2%	47	98%	0	0%	2	4%	24	50%	21	44%	45	94%
Economically Disadvantaged	20	1	5%	19	95%	0	0%	1	5%	12	60%	6	30%	18	90%
Not Economically Disadvantaged	28	0	0%	28	100%	0	0%	1	4%	12	43%	15	54%	27	96%
Not Migrant	48	1	2%	47	98%	0	0%	2	4%	24	50%	21	44%	45	94%
Not Homeless	48	1	2%	47	98%	0	0%	2	4%	24	50%	21	44%	45	94%
Not in Foster Care	48	1	2%	47	98%	0	0%	2	4%	24	50%	21	44%	45	94%
Parent Not in Armed Forces	48	1	2%	47	98%	0	0%	2	4%	24	50%	21	44%	45	94%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



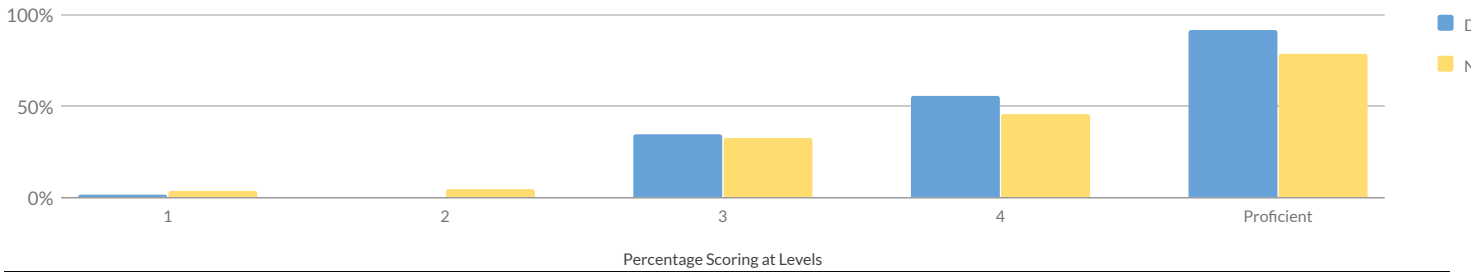
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	2	4%	46	96%	2	4%	1	2%	24	50%	19	40%	43	90%
General Education	40	1	3%	39	98%	1	3%	0	0%	20	50%	18	45%	38	95%
Students with Disabilities	8	1	13%	7	88%	1	13%	1	13%	4	50%	1	13%	5	63%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
White	37	1	3%	36	97%	2	5%	1	3%	16	43%	17	46%	33	89%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Female	27	0	0%	27	100%	1	4%	1	4%	13	48%	12	44%	25	93%
Male	21	2	10%	19	90%	1	5%	0	0%	11	52%	7	33%	18	86%
Non-English Language Learners	48	2	4%	46	96%	2	4%	1	2%	24	50%	19	40%	43	90%
Economically Disadvantaged	20	2	10%	18	90%	0	0%	1	5%	12	60%	5	25%	17	85%
Not Economically Disadvantaged	28	0	0%	28	100%	2	7%	0	0%	12	43%	14	50%	26	93%
Not Migrant	48	2	4%	46	96%	2	4%	1	2%	24	50%	19	40%	43	90%
Not Homeless	48	2	4%	46	96%	2	4%	1	2%	24	50%	19	40%	43	90%
Not in Foster Care	48	2	4%	46	96%	2	4%	1	2%	24	50%	19	40%	43	90%
Parent Not in Armed Forces	48	2	4%	46	96%	2	4%	1	2%	24	50%	19	40%	43	90%

### 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	48	2	4%	46	96%	0	0%	1	2%	21	44%	24	50%	45	94%
General Education	40	1	3%	39	98%	0	0%	0	0%	16	40%	23	58%	39	98%
Students with Disabilities	8	1	13%	7	88%	0	0%	1	13%	5	63%	1	13%	6	75%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	2	40%	2	40%	4	80%
White	37	1	3%	36	97%	0	0%	1	3%	14	38%	21	57%	35	95%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	5	83%	1	17%	6	100%
Female	27	0	0%	27	100%	0	0%	0	0%	12	44%	15	56%	27	100%
Male	21	2	10%	19	90%	0	0%	1	5%	9	43%	9	43%	18	86%
Non-English Language Learners	48	2	4%	46	96%	0	0%	1	2%	21	44%	24	50%	45	94%
Economically Disadvantaged	20	2	10%	18	90%	0	0%	0	0%	11	55%	7	35%	18	90%
Not Economically Disadvantaged	28	0	0%	28	100%	0	0%	1	4%	10	36%	17	61%	27	96%
Not Migrant	48	2	4%	46	96%	0	0%	1	2%	21	44%	24	50%	45	94%
Not Homeless	48	2	4%	46	96%	0	0%	1	2%	21	44%	24	50%	45	94%
Not in Foster Care	48	2	4%	46	96%	0	0%	1	2%	21	44%	24	50%	45	94%
Parent Not in Armed Forces	48	2	4%	46	96%	0	0%	1	2%	21	44%	24	50%	45	94%

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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	3	6%	45	94%	1	2%	0	0%	17	35%	27	56%	44	92%
General Education	40	2	5%	38	95%	1	3%	0	0%	11	28%	26	65%	37	93%
Students with Disabilities	8	1	13%	7	88%	0	0%	0	0%	6	75%	1	13%	7	88%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	1	20%	4	80%	0	0%	0	0%	3	60%	1	20%	4	80%
White	37	2	5%	35	95%	0	0%	0	0%	12	32%	23	62%	35	95%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	1	17%	0	0%	2	33%	3	50%	5	83%
Female	27	1	4%	26	96%	0	0%	0	0%	9	33%	17	63%	26	96%
Male	21	2	10%	19	90%	1	5%	0	0%	8	38%	10	48%	18	86%
Non-English Language Learners	48	3	6%	45	94%	1	2%	0	0%	17	35%	27	56%	44	92%
Economically Disadvantaged	20	2	10%	18	90%	1	5%	0	0%	8	40%	9	45%	17	85%
Not Economically Disadvantaged	28	1	4%	27	96%	0	0%	0	0%	9	32%	18	64%	27	96%
Not Migrant	48	3	6%	45	94%	1	2%	0	0%	17	35%	27	56%	44	92%
Not Homeless	48	3	6%	45	94%	1	2%	0	0%	17	35%	27	56%	44	92%
Not in Foster Care	48	3	6%	45	94%	1	2%	0	0%	17	35%	27	56%	44	92%
Parent Not in Armed Forces	48	3	6%	45	94%	1	2%	0	0%	17	35%	27	56%	44	92%



### 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 1	0	1	–	–	–	–	–
Grade 3	0	2	–	–	–	–	–
Grade 4	0	1	–	–	–	–	–
Grade 5	0	2	–	–	–	–	–
Grade 6	0	1	–	–	–	–	–
Grade 7	0	1	–	–	–	–	–
Grade 8	0	2	–	–	–	–	–
Grade 10	0	1	–	–	–	–	–
Grade 11	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	1	–	–	–	–	–	–	–	–
Grade 4 Math	0	1	–	–	–	–	–	–	–	–
Grade 4 Science	0	1	–	–	–	–	–	–	–	–
Grade 7 ELA	0	1	–	–	–	–	–	–	–	–
Grade 7 Math	0	1	–	–	–	–	–	–	–	–
Secondary-Level ELA	6	1	–	–	–	–	–	–	–	–
Secondary-Level Math	6	1	–	–	–	–	–	–	–	–
Secondary-Level Science	6	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

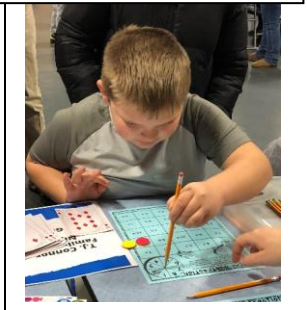
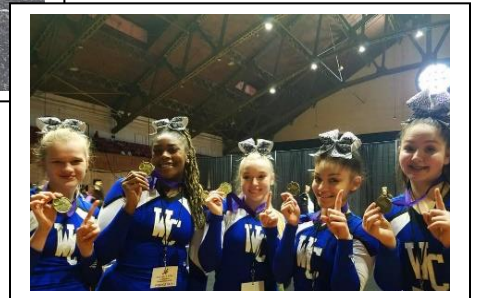
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**Wheatland-Chili Central School District  
2020-2021 Proposed Budget**

**Budget Statement**

Tab	Item
4	District's Fiscal Accountability Summary



# 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

##### INSTRUCTIONAL EXPENDITURES

\$8,819,243

##### PUPILS

668

##### EXPENDITURES PER PUPIL

\$13,202

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$3,934,241

##### PUPILS

94

##### EXPENDITURES PER PUPIL

\$41,854

### SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

#### GENERAL EDUCATION

#### SPECIAL EDUCATION

**INSTRUCTIONAL EXPENDITURES**



**\$8,763,826,142**

**PUPILS**



**735,789**

**EXPENDITURES PER PUPIL**



**\$11,911**

**INSTRUCTIONAL EXPENDITURES**



**\$3,726,036,250**

**PUPILS**



**113,407**

**EXPENDITURES PER PUPIL**



**\$32,855**

**ALL SCHOOL DISTRICTS****GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES****\$35,536,250,285****\$15,830,085,081****PUPILS****PUPILS****2,658,466****489,198****EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL****\$13,367****\$32,359**

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



**\$30,311**

#### SIMILAR DISTRICT GROUP



**\$23,508**

#### NY STATE



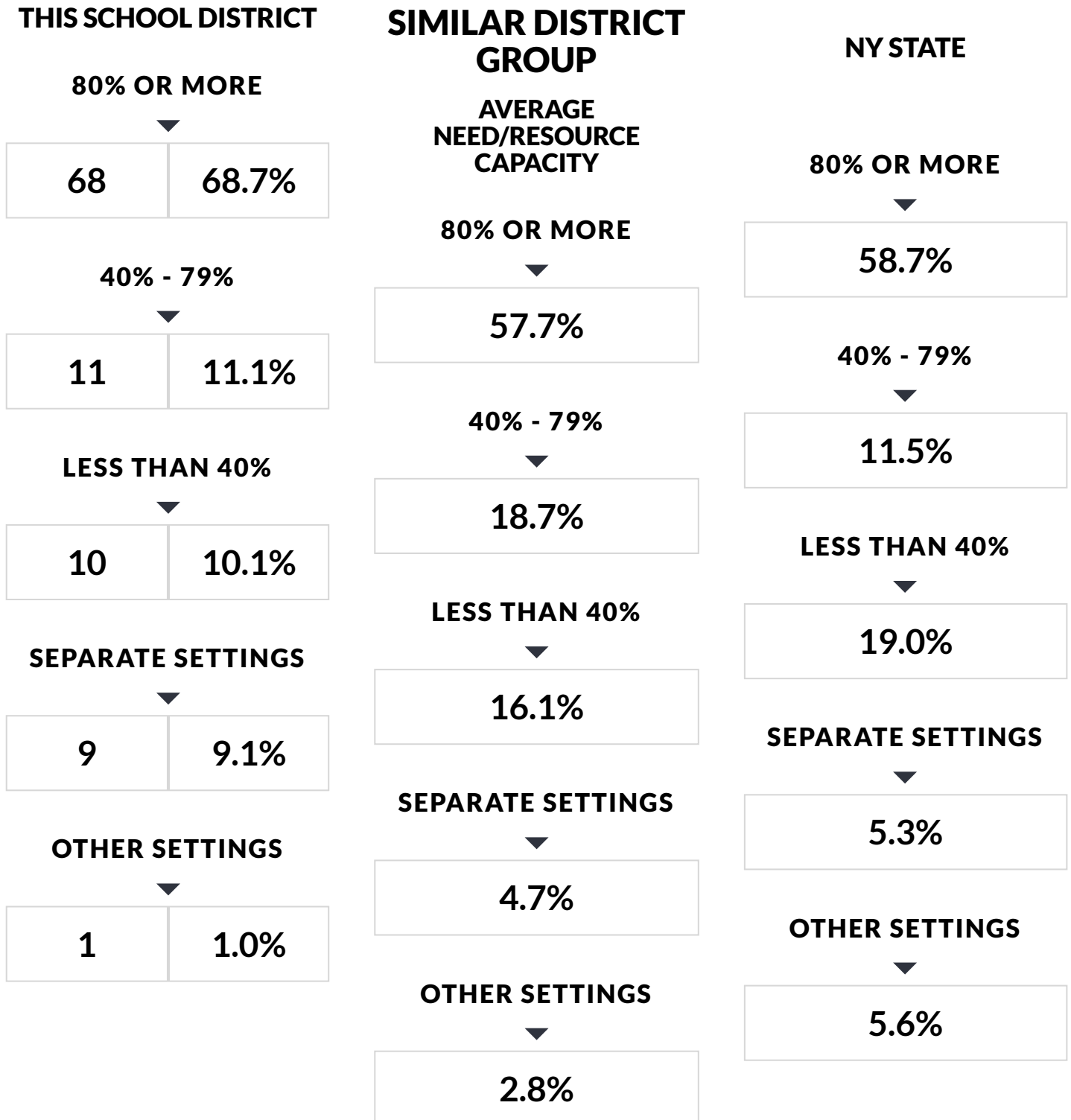
**\$25,853**

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)

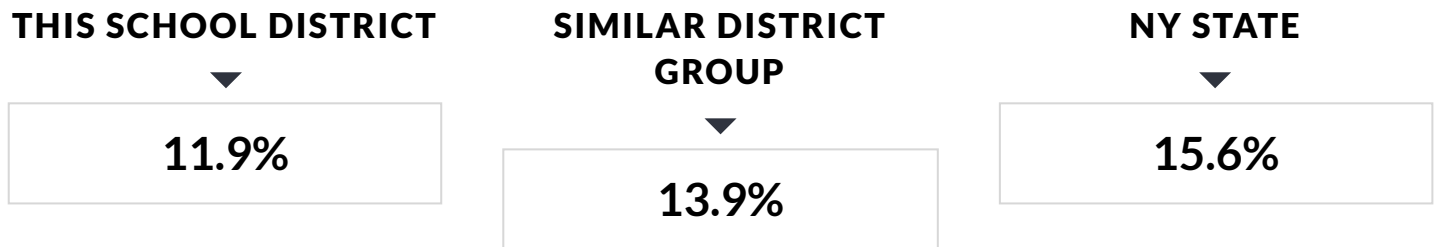
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

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



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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Wheatland-Chili Central School District  
2020-2021 Proposed Budget

Budget Statement

Tab	Item
5	Salary Disclosure Notice



Salary: Administrative Compensation Information  
262001 - WHEATLAND-CHILI CSD

2019-2020 - Page 1  
Official - as of 06/01/2020 05:24 PM

Form Due May 11, 2020

2020-2021 Salary Threshold =  
\$141,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	178,047	50,409	

Please list the district or districts with which you will be sharing a superintendent (if applicable):

Associate, Assistant and Deputy Superintendents

(Example Titles: Associate Superintendent for Instruction, Deputy Superintendent, Assistant Superintendent for Business, etc.)

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Wheatland-Chili Central School District  
2020-2021 Proposed Budget

Budget Statement

Tab	Item
6	Exemption Reporting for Taxing Jurisdictions





Equalized Total Assessed Value 22,460,391

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	52	3,596,000	16.01
13500	TOWN - GENERALLY	RPTL 406(1)	7	456,800	2.03
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	3	207,400	0.92
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	853,090	3.80
41800	PERSONS AGE 65 OR OVER	RPTL 467	10	359,570	1.60
41834	ENHANCED STAR	RPTL 425	26	1,591,410	7.09
41854	BASIC STAR 1999-2000	RPTL 425	44	1,320,000	5.88
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	39,040	0.17
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	27,170	0.12
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	342,112	1.52
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>148</b>	<b>8,792,592</b>	<b>39.15</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>148</b>	<b>8,792,592</b>	<b>39.15</b>

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

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



Equalized Total Assessed Value 261,820,459

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	13	1,089,271	0.42
13100	CO - GENERALLY	RPTL 406(1)	30	16,965,734	6.48
13500	TOWN - GENERALLY	RPTL 406(1)	9	1,065,104	0.41
13510	TOWN - CEMETERY LAND	RPTL 446	1	8,229	0.00
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	6	8,362,396	3.19
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	2	6,084,144	2.32
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	2	51,354	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	3,753,750	1.43
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	890,208	0.34
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	12	547,502	0.21
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	3	6,496,146	2.48
26100	VETERANS ORGANIZATION	RPTL 452	1	238,542	0.09
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	261,042	0.10
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	290,208	0.11
41700	AGRICULTURAL BUILDING	RPTL 483	2	46,458	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	60	6,694,866	2.56
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	18	1,358,755	0.52
41800	PERSONS AGE 65 OR OVER	RPTL 467	61	2,978,175	1.14
41834	ENHANCED STAR	RPTL 425	158	10,589,017	4.04
41854	BASIC STAR 1999-2000	RPTL 425	296	9,247,396	3.53
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	82,031	0.03
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,542	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	6,940	0.00

Equalized Total Assessed Value 261,820,459

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	1,207,229	0.46
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>687</b>	<b>78,323,039</b>	<b>29.91</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>687</b>	<b>78,323,039</b>	<b>29.91</b>

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

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

Equalized Total Assessed Value 117,821,059

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	3	431,340	0.37
13100	CO - GENERALLY	RPTL 406(1)	2	5,774	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	3	2,055,567	1.74
13650	VG - GENERALLY	RPTL 406(1)	10	2,991,135	2.54
13800	SCHOOL DISTRICT	RPTL 408	4	7,053,028	5.99
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	20,619	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	3	1,477,423	1.25
26100	VETERANS ORGANIZATION	RPTL 452	1	164,742	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	170,824	0.14
41400	CLERGY	RPTL 460	2	3,092	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	2	8,515	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	38	2,024,865	1.72
41834	ENHANCED STAR	RPTL 425	139	9,299,719	7.89
41854	BASIC STAR 1999-2000	RPTL 425	351	10,530,000	8.94
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	200,392	0.17
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	240,396	0.20
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>567</b>	<b>36,677,431</b>	<b>31.13</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>567</b>	<b>36,677,431</b>	<b>31.13</b>

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

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

Equalized Total Assessed Value 139,549,700

School District - 265601 Wheatland Chili 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	2	108,763	0.08
13100	CO - GENERALLY	RPTL 406(1)	4	867,423	0.62
13500	TOWN - GENERALLY	RPTL 406(1)	12	667,217	0.48
13510	TOWN - CEMETERY LAND	RPTL 446	2	48,144	0.03
13650	VG - GENERALLY	RPTL 406(1)	6	468,970	0.34
13800	SCHOOL DISTRICT	RPTL 408	1	5,239,381	3.75
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	2	1,742,680	1.25
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	394,227	0.28
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,074,227	0.77
25500	NONPROF MED, DENTAL, HOSP SVCE	RPTL 486	1	202,784	0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	4	88,764	0.06
41400	CLERGY	RPTL 460	1	1,546	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	3	103,092	0.07
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	102	15,151,063	10.86
41800	PERSONS AGE 65 OR OVER	RPTL 467	22	1,243,070	0.89
41834	ENHANCED STAR	RPTL 425	95	6,376,546	4.57
41854	BASIC STAR 1999-2000	RPTL 425	224	6,720,000	4.82
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	4,575	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	249,994	0.18
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	26,206	0.02
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	30,928	0.02
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>489</b>	<b>40,809,600</b>	<b>29.24</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>489</b>	<b>40,809,600</b>	<b>29.24</b>

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

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

Equalized Total Assessed Value 6,303,213

School District - 265601 Wheatland-Chili

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	1	2,900	0.05
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,216,120	19.29
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	5,700	0.09
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	11	1,702,197	27.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	34,799	0.55
41834	ENHANCED STAR	RPTL 425	2	137,400	2.18
41854	BASIC STAR 1999-2000	RPTL 425	4	120,000	1.90
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	3,017	0.05
<b>Total Exemptions Exclusive of System Exemptions:</b>			<b>22</b>	<b>3,222,133</b>	<b>51.12</b>
<b>Total System Exemptions:</b>			<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>			<b>22</b>	<b>3,222,133</b>	<b>51.12</b>

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

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