
HIGHLAND FALLS-FORT MONTGOMERY
CENTRAL SCHOOL DISTRICT



2020-2021
Proposed Budget

Budget Vote – June 9, 2020
Absentee Ballots

Highland Falls-Fort Montgomery C.S.D.
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Board of Education:

Anne Lawless
Board President

Ned Kopald
Board Vice-President

Faith Aprilante
Board Member

James DiSalvo
Board Member

Aaron Falk
Board Member

Gus Koutsourades
Board Member

Gabe O'Connell
Board Member

Col. Joshua Higgins
West Point Liaison

Marisa Frederick
District Clerk

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Central Office Administrators:

Frank Sheboy
Superintendent of Schools

Denise S. Cedeira
Assistant Superintendent for Business

Andrea Tejedor
Assistant Superintendent for Curriculum, Instruction & Technology

District Administrators:

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

Michael McElduff
Principal, Highland Falls Intermediate School

Rachel Adelstein
Principal, Fort Montgomery Elementary School

Beth Hordines
Director of Pupil Personnel Services

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HIGHLAND FALLS-FORT MONTGOMERY CENTRAL SCHOOL DISTRICT
Highland Falls, New York 10928

LEGAL NOTICE OF ANNUAL MEETING

**NOTICE TO THE QUALIFIED VOTERS OF HIGHLAND FALLS-FORT
MONTGOMERY CENTRAL SCHOOL DISTRICT, TOWN OF HIGHLANDS,
COUNTY OF ORANGE, STATE OF NEW YORK.**

NOTICE IS HEREBY GIVEN AS FOLLOWS:

That the Board of Education of the Highland Falls-Fort Montgomery Central School District, Orange County, New York State, will hold a Public Hearing on the Budget of the qualified voters of the School District by videoconference on Thursday May 28, 2020, at 6:00 pm for the purpose of presenting the budget document for the 2020-2021 school year.

That a copy of the statement of the amount of money which will be required for school district purposes during the 2020-2021 school year (the budget), exclusive of public monies, may be obtained beginning May 21, 2020 on the district website. A Real Property Tax Exemption Report prepared in accordance with Section 495 of the Real Property Tax Law will be annexed to any budget of which it will form a part, and shall be posted on the district's website.

That the Annual Meeting, Election and Budget Vote of the qualified voters of the Highland Falls-Fort Montgomery Central School District will be held remotely on Tuesday, June 9, 2020, via Absentee Ballots only until 5:00 p.m. for the purpose of voting:

1. To elect three (3) members to the Board of Education, as follows:
 1. One member for a term of three (3) years to fill the vacancy caused by the expiration of the term of Mrs. Faith Aprilante, whose term will expire on June 30, 2020.
 2. One member for a term of three (3) years to fill the vacancy caused by the expiration of the term of Mr. Ned Kopald, whose term will expire on June 30, 2020; and
 3. One member for a term of three (3) years to fill the vacancy caused by the expiration of the term of Mr. Gabe O'Connell, whose term will expire on June 30, 2020; and

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2. To vote upon the adoption of the Budget of the School District for the 2020-2021 school year and to authorize the requisite portion thereof to be raised by taxation on the taxable property of the school district.

That candidates for the office of Member of the Board of Education may be nominated or self-nominated by petition directed to the District Clerk stating the name and residence address of the candidate and that he or she is qualified to be a member of the Board of Education. There is no minimum signature requirement for the nominating petition. Each petition must be filed at the Office of the District Clerk by no later than 5:00 pm on Monday, May 11, 2020 at marisa.frederick@hffmcsd.org. A form of petition can be obtained from the District Clerk.

That in light of the COVID-19 pandemic and the resulting closure of school buildings, and in an effort to maintain health and safety, the District Clerk will not be registering voters of the District. If a voter has heretofore registered to vote with the District and has voted at an annual or special school district meeting within the last four calendar years, s/he is eligible to vote at this election and vote. If an eligible voter is currently registered to vote with the Orange County Board of Elections, s/he is also eligible to vote in this election and vote. All other persons who wish to vote may register with Orange County Board of Elections by mail or online through the NYS Department of Motor Vehicles website at <https://dmv.ny.gov/more-info/electronic-voter-registration-application>.

That absentee ballots will be sent to all known registered voters for this election and vote. Absentee ballots must be received at the office of the District Clerk by no later than 5:00 pm on the day of the election and vote, June 9, 2020.

That Military Voters who are not currently registered to vote may apply to register as a qualified voter of the District and/or to apply for a military ballot by contacting the District Clerk at Telephone (845) 446-9575, Ext. 1300 or email: marisa.frederick@hffmcsd.org to receive an application to register or for a military ballot for the Annual Meeting on June 9, 2020. The Military Voter may indicate their preference for receiving the registration application and ballot by mail, facsimile or electronic mail (email). The application to register and/or for ballot must be received by the District Clerk no later than 5:00 P.M. on May 14, 2020. A military voter means a qualified voter of New York State who is in actual military service and will, therefore, be absent from the District in which he or she is qualified to vote on the day of registration or election or is discharged from military service within 30 days of an election or a spouse, parent, child or dependent of the military voter if a qualified voter of New York State and a resident of the same school district as the military voter or military personnel residing on a military base within a school district in New York State for a period of 30 days immediately preceding the election.

Marisa E. Frederick – District Clerk

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Budget Highlights

Total 2020-2021 Proposed Budget:	\$33,251,722
Total 2019-2020 Approved Budget:	\$32,087,219
Budget to Budget \$ Increase:	<hr/> \$ 1,164,503
Budget to Budget % Increase:	3.63%

Estimated 2020-2021 Tax Levy:	\$11,305,952
Actual 2019-2020 Tax Levy:	\$11,135,120
Estimated Tax Levy Increase:	1.53%

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Revenue Summary

	<u>Projected</u> <u>2019-2020</u>	<u>Projected</u> <u>2020-2021</u>
<u>LOCAL NON-TAX SOURCES</u> Nonresident tuitions, interest earnings, refunds of prior year expenses, E-rate	\$1,059,498	\$927,993
<u>STATE AID</u> Operating Aid, Special Education Aid, Transportation Aid, Building Aid, BOCES Aid, Textbook Aid, etc.	\$10,061,387	\$10,570,058
<u>FEDERAL SOURCES</u> Impact Aid and West Point Tuition	\$9,506,214	\$9,947,719
<u>APPROPRIATED FUND BALANCE</u> Amount of fund balance applied to upcoming budget	\$325,000	\$500,000
<u>TAX LEVY</u> Amount levied and collected from property owners after all other revenues are considered	\$11,135,120	\$11,305,952
<i>TOTAL REVENUE</i>	\$32,087,219	\$33,251,722

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THREE PART BUDGET

New York State mandates that School Districts release their proposed annual budget in a three-part component format.

Administrative Component

Includes expenses for the board of education, central administration, supervision for instruction and curriculum development, legal services, central data processing, printing, insurance, BOCES administration and employee fringe benefits attributable to salaries included in these functions.

Instructional Program Component

Includes teaching expenses including salaries for regular and special education programs, programs for students with disabilities, occupational education, school library and audiovisual, attendance, guidance, health services, social workers, pupil personnel services, co-curricular activities, interscholastic athletics, pupil transportation, transfer to special aid fund and employee fringe benefits attributable to salaries included in these functions.

Capital Component

Includes the operation and maintenance of school buildings and facilities. Payment of principal and interest on district debt obligations and employee fringe benefits attributable to salaries included in these functions.

Component Summary:

	<u>Proposed</u> <u>2020-2021</u> <u>Budget</u>	<u>Percent of</u> <u>2020-2021</u> <u>Budget</u>	<u>2019-2020</u> <u>Budget</u>	<u>Percent of</u> <u>2019-2020</u> <u>Budget</u>
Administrative	\$ 3,400,540	10.23%	\$ 3,622,338	11.29%
Program	\$25,101,718	75.49%	\$24,041,189	74.92%
Capital	\$ 4,749,464	14.28%	\$ 4,423,692	13.79%
Total	\$33,251,722	100.000%	\$32,087,219	100.00%

Component budget summary is provided on the following pages.

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2020-2021 Three Part Budget – Administrative Category

Account	Description	Budget Amount
1010	BOARD OF EDUCATION	59,550
1040	DISTRICT CLERK	7,000
1060	DISTRICT MEETING	16,911
1240	CHIEF SCHOOL ADMINISTRATOR	282,546
1310	BUSINESS ADMINISTRATION	395,437
1320	AUDITING	43,000
1330	TAX COLLECTION	750
1420	LEGAL	74,500
1430	PERSONNEL	53,938
1460	RECORDS MANAGEMENT OFFICER	3,000
1670	CENTRAL PRINTING & MAILING	8,000
1680	CENTRAL DATA PROCESSING	29,065
1910	UNALLOCATED INSURANCE	142,000
1920	SCHOOL ASSOCIATION DUES	23,900
1981	BOCES ADMINISTRATIVE COST	179,500
2010	CURRICULUM DEVELOPMENT & SUPERVISION	77,700
2020	SUPERVISION - REGULAR SCHOOL	857,013
2250	PROGRAMS FOR HANDICAPPED CHILDREN	169,336
2630	COMPUTER ASSISTED INSTRUCTION	77,700
2855	INTERSCHOLASTIC ATHLETICS	39,000
9010	STATE RETIREMENT	72,994
9020	TEACHERS' RETIREMENT	134,428
9030	SOCIAL SECURITY & MEDICARE	135,167
9060	HOSPITAL & MEDICAL INSURANCE	504,905
9061	HOSPITAL & MEDICAL INSURANCE	13,200
Totals for Administrative Components:		3,400,540

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2020-2021 Three Part Budget – Capital Category

Account	Description	Budget Amount
1620	OPERATION OF PLANT	1,820,661
1621	MAINTENANCE OF PLANT	421,927
1625	SECURITY	150,000
1930	JUDGMENTS & CLAIMS	5,000
9010	STATE RETIREMENT	193,254
9030	SOCIAL SECURITY & MEDICARE	98,559
9040	WORKERS' COMPENSATION	120,000
9060	HOSPITAL & MEDICAL INSURANCE	432,837
9061	HOSPITAL & MEDICAL INSURANCE	1,900
9711	SERIAL BONDS - SCHOOL CONSTRUCTION	130,382
9731	BOND ANTICIPATION NOTES	1,374,944
9950	TRANSFER-CAPITAL FUND	0
Totals for Capital Components:		4,749,464

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2020-2021 Three Part Budget – Program (Instructional) Category

Account	Description	Budget Amount
1420	LEGAL	10,000
2010	CURRICULUM DEVELOPMENT & SUPERVISION	70,317
2110	REGULAR SCHOOL	8,123,672
2250	PROGRAMS FOR HANDICAPPED CHILDREN	6,166,183
2280	OCCUPATIONAL EDUCATION GR 10-12	472,240
2330	SPECIAL SCHOOLS	3,500
2610	SCHOOL LIBRARY & AUDIOVISUAL	203,325
2630	COMPUTER ASSISTED INSTRUCTION	680,556
2805	ATTENDANCE - REGULAR SCHOOL	122,324
2810	GUIDANCE - REGULAR SCHOOL	539,363
2815	HEALTH SERVICES - REGULAR SCHOOL	279,838
2825	SOCIAL WORK SERVICES - REGULAR SCHOOL	79,011
2850	CO-CURRICULAR SERVICES	216,000
2855	INTERSCHOLASTIC ATHLETICS	418,910
5510	DISTRICT TRANSPORTATION SERVICES	88,546
5540	CONTRACT TRANSPORTATION	2,594,347
9010	STATE RETIREMENT	149,090
9020	TEACHERS' RETIREMENT	1,065,520
9030	SOCIAL SECURITY & MEDICARE	851,885
9040	WORKERS' COMPENSATION	23,700
9050	UNEMPLOYMENT INSURANCE	40,000
9055	DISABILITY / LIFE INSURANCE	8,000
9060	HOSPITAL & MEDICAL INSURANCE	2,772,391
9062	HOSPITAL & MEDICAL INSURANCE	5,000
9089	OTHER BENEFITS	56,000
9901	TRANSFERS TO OTHER FUNDS	62,000
Totals for Program Components		25,101,718

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PROPERTY TAX REPORT CARD

Chapter 97 of the Laws of 2011 requires school districts to report data elements necessary to calculate a Property Tax Levy Limit and amends requirements concerning reporting elements on the Property Tax Report Card. Required reporting elements from the tax levy limit calculation include:

- tax levy limit (without including the levy for permissible exclusions from the tax levy limit)
- permissible exclusions from the tax levy limit
- proposed tax levy (not including the levy for permissible exclusions from the tax levy limit), and
- total proposed tax levy (including any proposed levy above the tax levy limit and the levy for permissible exclusions from the tax levy limit).

In addition to the proscribed elements listed above, NYSED has required districts to capture an estimate of the school districts anticipated ending reserve fund balance on June 30 of the current Fiscal Year. NYSED is aware that there are quite often significant changes between the end of the third quarter and the year-end balances. This new requirement is for districts to provide context and transparency.

Each of these elements is discussed in greater detail below.

Subdivision 7 of Section 1608 and Sections 1716(7), and 2601-a (3) of the Education Law require each year, commencing with the proposed budget for the two thousand-two thousand one school year, the trustee or board of trustees shall prepare a property tax report card, pursuant to regulations of the commissioner, and shall make it publicly available by transmitting it to local newspapers of general circulation, appending it to copies of the proposed budget made publicly available as required by law, making it available for distribution at the annual meeting, and otherwise disseminating it as required by the commissioner. Such report card shall include:

- the amount of total spending and total estimated school tax levy that would result from adoption of the proposed budget and the percentage increase or decrease in
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total spending and total school tax levy from the school district budget for the preceding school year, and

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

Data Elements on the Property Tax Report Card

TOTAL PROPOSED SPENDING:

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

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

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

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- **Proposed Levy for FYE 06/30/2021, plus any levy for library debt added above (District must make this calculation, if applicable)**

For 2020-21, Column A, report the actual levy for school purposes authorized by the trustee, board of trustees or board of education, plus any levy for library debt.

PERMISSIBLE EXCLUSIONS TO THE SCHOOL TAX LEVY LIMIT:

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

- Total Exclusions

PROPOSED SCHOOL YEAR TAX LEVY, NOT INCLUDING LEVY FOR PERMISSIBLE EXCLUSIONS TO THE SCHOOL TAX LEVY LIMIT OR LEVY TO SUPPORT LIBRARY DEBT:

As shown on the Real Property Tax Calculation Form on Page 2:

- Proposed Levy for FYE 06/30/2021, less Total Exclusions above and less any levy for library debt added above (District makes this adjustment)

For 2020-21, Column A, report the actual levy for school purposes authorized by the trustee, board of trustees or board of education.

SCHOOL TAX LEVY LIMIT, NOT INCLUDING LEVY FOR PERMISSIBLE EXCLUSIONS:

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

- Total Levy Limit Before Exclusions

DIFFERENCE (POSITIVE VALUE REQUIRES 60.0% VOTER APPROVAL):

Form will automatically calculate the difference between the proposed tax levy without exclusions or library debt and the tax levy limit without exclusions or library debt. If the proposed levy is higher than the tax levy limit, the budget needs to be approved by 60 percent or more of the eligible voters at the time of the vote.

PUBLIC SCHOOL ENROLLMENT:

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

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

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

FUND BALANCES:

For the 2020-21 Property Tax Report Card, report actual 2018-19 balances based upon the June 30, 2020 ending fund balance and estimated June 30, 2020 balances for the proposed 2020-21 budget year, as approved by the Board of Education.

Actual fund balances reported for 2019-20 are determined as follows:

Adjusted Restricted Fund Balance (old Reserved Fund Balance): Final June 30, 2019 amount, as reduced or increased, if applicable, after the adoption by the Board of Education of the estimated balance on the 2019-20 Property Tax Report Card.

Assigned Appropriated Fund Balance (old "Appropriated Fund Balance"): the actual amount listed on the tax warrant (August 2019).

Adjusted Unrestricted Fund Balance (old "Unreserved, Unappropriated" Fund Balance): the final amount retained as of June 30, 2020.

Estimated fund balances reported for 2020-21 are as of the time of School Budget and Property Tax Report Card preparation:

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Adjusted Restricted Fund Balance (old Reserved Fund Balance): The estimated June 30, 2019 final balance, which will be the 2020-21 school year beginning balance.

Assigned Appropriated Fund Balance (old "Appropriated Fund Balance"): the amount estimated for subsequent school years' taxes.

Adjusted Unrestricted Fund Balance (old "Unreserved, Unappropriated" Fund Balance) the estimated final amount to be retained as of June 30, 2020. This is the fund balance amount that is limited by law to no more than 4% of the estimated total 2020-21 budget; however, during the year it may be used to increase reserves or be appropriated for unanticipated ordinary contingent expenses.

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2020-2021 PROPERTY TAX REPORT CARD	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020-21 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$32,087,219	\$33,251,722	\$33,080,890
Increase/Decrease for the 2019-20 School Year		\$1,164,503	\$993,671
Percentage Increase/Decrease in Proposed Budget		3.63%	3.1%
Change in the Consumer Price Index		1.81%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$11,135,120	\$11,305,952	
B. Levy to Support Library Debt, if Applicable	NA	NA	
C. Levy for Non-Excludable Propositions, if Applicable	NA	NA	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	NA	NA	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$11,135,120	\$11,305,952	\$11,135,120
F. Total Permissible Exclusions	\$754,083	\$737,018	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$10,442,051	\$10,568,934	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$10,381,037	\$10,568,934	
I. Difference: (G – H); (Negative Value Requires 60.0% Voter Approval)	\$61,014	\$0	
Public School Enrollment	990	1001	

Budget Vote – June 9, 2020
Absentee Ballots

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Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year
Capital	2015 Capital Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	2,751,710	2,752,000	To carry over into 2020/21
Capital	Capital Reserve Fund	To pay the cost of any object or purpose for which bonds may be issued.	145	145	To carry over into 2020/21
Unemployment Insurance	Unemployment Insurance Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	100,000	100,000	To carry over into 2020/21
Tax Certiorari	Reserve for Tax Certiorari	To establish a reserve fund for tax certiorari settlements	601,107	601,107	To carry over into 2020/21
Employee Benefit Accrued Liability	Reserve For Employee Benefits	For the payment of accrued 'employee benefits' due to employees upon termination of service.	371,128	375,000	To carry over into 2020/21
Retirement Contribution	Reserve for Retirement	To fund employer retirement contributions to the NYS ERS	300,000	400,000	To carry over into 2020/21

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Retirement Contributions	Reserve for TRS Contributions	For employer retirement contributions to TRS	202,596	402,596	To carry into 2021/22 to offset cost of TRS
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2020-2021 FUND BALANCES

	Actual 2019-20	Estimated 2020-21
Adjusted Restricted Fund Balance	\$4,662,686	\$4,730,848
Assigned Appropriated Fund Balance	\$325,000	\$500,000
Adjusted Unrestricted Fund Balance	\$6,500,000	\$5,700,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	20.26%	17.14%

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ADMINISTRATIVE COMPENSATION INFORMATION

Pursuant to Chapter 474 of the Laws of 1996

Chapter 474 of the Laws of 1996 and Education Law section 1608 required that the State Education Department prepare a statewide compilation of the salaries and other personnel costs of certain school administrators and make it available to all interested parties.

Listed here are data, provided by school districts, of the salaries, employee benefits and other forms of remuneration for superintendents of schools (Type 1), deputy, assistant or associate superintendents (Type 2) and the salaries of any other certified school administrators or supervisors (Type 3) who are budgeted to be paid at or above a certain level (\$141,000 for 2020-21).

This listing refers to information budgeted in May 2020 and expected to be paid in 2020-21 and applies to a particular position in a school district, not necessarily a particular individual.

Title	Salary	Employee Benefits	Other Remuneration
Superintendent of Schools	\$203,796	\$59,664	\$10,500
Assistant Superintendent for Business	\$144,200	\$49,414	\$2,850
Assistant Superintendent for CIT	\$154,000	\$51,193	\$2,850
Principal	\$154,252		

Three categories of remuneration are presented here. Taken together, they represent the total compensation provided for a particular position. The definition of each category is adapted from OMB circular A87, Cost Principles for State, Local and Indian Tribal Governments. The definitions are:

Salaries: The wages budgeted on an annual basis for the position. Districts should report the salaries of the superintendent, regardless of level, and of deputy, assistant or associate

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superintendents and other certified school administrators or supervisors paid in excess of the salary threshold of \$141,000.

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

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

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NEW YORK STATE REPORT CARD DATA

The New York State Report Cards provide enrollment, demographic, attendance, suspension, dropout, teacher assessment, accountability, graduation rate, post-graduate plan, and fiscal data for public and charter schools, districts, and the State.

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. 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 New York State School Report Card for Highland Fall-Fort Montgomery C.S.D. is available upon request at the end of this document or at the following web address:

<https://data.nysed.gov/essa.php?year=2019&instid=800000033963>

The Fiscal Accountability Supplement

New York State Education Law and the 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 Fiscal Accountability Supplement can be found at the end of the 2010-2021 Budget Statement or at the following web address:

<https://data.nysed.gov/fiscal.php?year=2019&instid=800000033963>

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TAX EXEMPTION REPORTING REQUIREMENT

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

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

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

HIGHLAND FALLS CSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	285	115	2
	Math	288	117	
	Science	101	179	
	Combined	674	125	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	156	—
	Math	8	181	
	Science	4	—	
	Combined	20	—	
Black or African American	ELA	42	113	2
	Math	40	91	
	Science	30	135	
	Combined	112	111	
Hispanic or Latino	ELA	89	88	2
	Math	92	86	
	Science	63	141	
	Combined	244	101	
Multiracial	ELA	9	83	—
	Math	9	61	
	Science	—	—	
	Combined	18	—	
White	ELA	147	132	3
	Math	149	144	
	Science	57	200	
	Combined	353	148	
English Language Learners	ELA	38	79	2
	Math	42	57	
	Science	23	98	
	Combined	103	74	
Students with Disabilities	ELA	81	75	3
	Math	79	67	
	Science	53	135	
	Combined	213	87	
Economically Disadvantaged	ELA	148	93	2
	Math	152	85	
	Science	51	163	
	Combined	351	100	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	297	110	3
	Math	301	112	
	Science	103	175	
	Combined	701	120	
Asian or Native Hawaiian/Other Pacific Islander	ELA	8	156	—
	Math	8	181	
	Science	4	—	
	Combined	20	—	
Black or African American	ELA	48	99	2
	Math	48	76	
	Science	35	116	
	Combined	131	95	
Hispanic or Latino	ELA	89	88	2
	Math	92	86	
	Science	65	136	
	Combined	246	100	
Multiracial	ELA	9	83	—
	Math	9	61	
	Science	—	—	
	Combined	18	—	
White	ELA	153	127	3
	Math	154	139	
	Science	59	193	
	Combined	366	143	
English Language Learners	ELA	38	79	3
	Math	42	57	
	Science	24	94	
	Combined	104	74	
Students with Disabilities	ELA	91	67	4
	Math	91	58	
	Science	62	115	
	Combined	244	76	
Economically Disadvantaged	ELA	158	87	2
	Math	162	79	
	Science	53	157	
	Combined	373	94	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	60,937	1,241	49.1	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—
Black or African American	11,068	228	48.5	2
Hispanic or Latino	18,208	372	48.9	2
Multiracial	—	24	—	—
White	29,512	596	49.5	2
English Language Learners	6,846	129	53.1	3
Students with Disabilities	14,592	292	50	2
Economically Disadvantaged	31,603	655	48.2	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	33	42%	36%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	30	43%	40%	0.9	2
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learners	33	42%	36%	0.9	2
Students with Disabilities	12	—	—	—	—
Economically Disadvantaged	30	43%	30%	0.7	2

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	96	297	110	105	105	122	161	—	—	200	3	3
	Math	95	301	112	104	107	124	162	—	—	200	3	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	69	48	99	79	98	116	158	—	—	200	3	2
	Math	71	48	76	82	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	79	89	88	88	95	113	157	Y	—	200	2	2
	Math	68	92	86	78	92	111	155	—	N	200	2	
Multiracial	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
White	ELA	113	153	127	120	102	119	160	—	—	200	4	4
	Math	114	154	139	121	110	126	163	—	—	200	4	
English Language Learners	ELA	36	38	79	49	67	90	145	—	—	200	3	3
	Math	30	42	57	44	83	103	152	—	Y	200	3	
Students with Disabilities	ELA	49	91	67	61	61	85	142	—	—	200	3	2
	Math	42	91	58	55	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	81	158	87	90	95	113	157	Y	—	200	2	1
	Math	72	162	79	82	94	112	156	N	—	200	1	

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	14.5	435	55	12.6%	13.7%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Black or African American	11	67	12	17.9%	10.6%	20.1%	17.7%	11.4%	—	Y	5%	3
Hispanic or Latino	15.6	124	13	10.5%	14.8%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	16	—	—	—	—	—	—	—	—	—	—
White	14.9	229	26	11.4%	14.1%	10.5%	9.3%	7.2%	—	Y	5%	3
English Language Learners	18.9	52	6	11.5%	17.7%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	16.1	104	16	15.4%	15.3%	21.5%	18.5%	11.8%	—	—	5%	3
Economically Disadvantaged	18	222	40	18%	17%	19.9%	17.1%	11.1%	—	Y	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	325	91.1%	663	91.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
Black or African American	X	52	80.8%	113	87.6%
Hispanic or Latino	✓	101	95.1%	195	94.4%
Multiracial	—	4	—	—	—
White	X	165	91.5%	338	91.1%
English Language Learners	—	33	—	—	—
Students with Disabilities	X	97	83.5%	184	83.7%
Economically Disadvantaged	X	171	89.5%	350	90.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	326	90.8%	664	91.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—
Black or African American	X	53	77.4%	114	87.7%
Hispanic or Latino	✓	101	95.1%	195	94.4%
Multiracial	—	4	—	—	—
White	X	165	92.1%	338	91.1%
English Language Learners	—	33	—	—	—
Students with Disabilities	X	97	81.4%	184	83.7%
Economically Disadvantaged	X	172	89.5%	351	90.9%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	—
Grade 4	—
Grade 5	—
Grade 7	—

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	121	184	178	2
	Math	121	138		
	Science	121	209		
	Social Studies	121	215		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	160	—	—
	Math	5	180		
	Science	5	210		
	Social Studies	5	220		
Black or African American	ELA	25	148	141	1
	Math	25	92		
	Science	25	180		
	Social Studies	25	186		
Hispanic or Latino	ELA	47	154	156	2
	Math	47	118		
	Science	47	197		
	Social Studies	47	197		
Multiracial	ELA	11	196	181	3
	Math	11	141		
	Science	11	205		
	Social Studies	11	209		
White	ELA	71	211	200	4
	Math	71	158		
	Science	71	228		
	Social Studies	71	236		
English Language Learners	ELA	8	100	93	2
	Math	8	38		
	Science	8	150		
	Social Studies	8	125		
Students with Disabilities	ELA	30	97	97	2
	Math	30	47		
	Science	30	147		
	Social Studies	30	152		
Economically Disadvantaged	ELA	53	159	157	2
	Math	53	108		
	Science	53	201		
	Social Studies	53	206		

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	90.4%	120	91.7%	90.8%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	92.2%	118	95.8%	92.6%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	93.5%	105	93.3%	93.7%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	7	—	—	—	—	—	—	—	—	—	—
	5-Year	—	11	—	—	—	—	—	—	—	—	—	
	6-Year	—	11	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	100%	18	88.9%	95%	73.3%	77.3%	86.2%	—	—	95%	4	4
	5-Year	96%	17	100%	96%	76.7%	80.3%	88.2%	—	—	96%	4	
	6-Year	90.6%	19	100%	91.2%	76.9%	80.3%	88.7%	—	—	97%	4	
Hispanic or Latino	4-Year	75.5%	42	85.7%	77.1%	73.2%	76.8%	85.9%	—	—	95%	4	4
	5-Year	78%	40	90%	79.4%	75.7%	79.1%	87.6%	—	—	96%	4	
	6-Year	82.5%	48	85.4%	83.7%	76.1%	79.7%	88.4%	—	—	97%	4	
Multiracial	4-Year	—	14	—	—	—	—	—	—	—	—	—	—
	5-Year	—	9	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
White	4-Year	92.6%	78	93.6%	92.8%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	94%	77	96.1%	94.2%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	96.5%	69	92.8%	96.5%	91.2%	92.4%	94.7%	—	—	97%	3	
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	65%	28	71.4%	66.2%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	64.7%	19	73.7%	67.3%	63%	69%	82.5%	—	—	96%	4	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	4-Year	85.2%	30	83.3%	86%	76.9%	79.9%	87.5%	—	—	95%	3	4
	5-Year	86.7%	46	95.7%	87.5%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	81.6%	53	92.5%	82.8%	80.7%	83.5%	90.3%	—	—	97%	4	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	31	36%	55%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	14	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	31	36%	55%	1.5	4
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	14	—	—	—	—

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	198	121	184	200	191	194	204	N	—	215	1	1
	Math	153	121	138	156	151	158	179	N	—	200	1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	25	—	—	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	183	47	154	186	166	172	194	N	—	215	1	1
	Math	136	47	118	141	124	134	167	N	—	200	1	
Multiracial	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—	—	
White	ELA	208	71	211	209	208	209	212	—	—	215	4	2
	Math	165	71	158	168	168	172	186	N	—	200	1	
English Language Learners	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	—	30	—	—	—	—	—	—	—	—	—	—
	Math	—	30	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	186	53	159	188	171	177	196	N	—	215	1	1
	Math	138	53	108	143	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	16.4	520	85	16.3%	15.4%	22.6%	19.8%	12.4%	—	—	5%	3
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—	—	—	—	—	—	—	—
Black or African American	20	57	17	29.8%	18.8%	31.5%	27.1%	16.1%	—	Y	5%	3
Hispanic or Latino	25	109	23	21.1%	23.4%	31.6%	27.2%	16.1%	—	—	5%	4
Multiracial	22	38	6	15.8%	21.3%	23.1%	20.1%	12.6%	—	—	5%	4
White	13.6	323	43	13.3%	13%	15.6%	14%	9.5%	—	—	5%	3
English Language Learners	—	41	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	27.7	65	22	33.8%	25.9%	32.8%	28%	16.5%	N	—	5%	1
Economically Disadvantaged	29.7	131	41	31.3%	27.7%	30.2%	25.8%	15.4%	Y	—	5%	2

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	161.5	150.8	162.5	130.2	137.8	156.4	—	—	175	3
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	125	128.8	129	104.5	116.5	145.8	—	—	175	3
Multiracial	—	—	—	—	—	—	—	—	—	—
White	176	169.6	175	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	133.7	121.2	137.1	112.9	123.7	149.4	—	Y	175	3

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	129	0	76	8	30	1	14
Asian or Native Hawaiian/Other Pacific Islander	5	0	—	—	—	—	—
Black or African American	27	0	—	—	—	—	—
Hispanic or Latino	52	0	23	5	13	1	10
Multiracial	12	0	—	—	—	—	—
White	74	0	55	5	8	0	6
English Language Learners	10	0	—	—	—	—	—
Students with Disabilities	35	0	—	—	—	—	—
Economically Disadvantaged	59	0	22	3	23	0	11

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	✓	125	96.8%	250	98.4%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	—	25	—	—	—
Multiracial	—	6	—	—	—
White	✓	71	97.2%	145	98.6%
English Language Learners	—	2	—	—	—
Students with Disabilities	—	16	—	—	—
Economically Disadvantaged	—	28	—	—	—

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	✓	125	97.6%	250	98.4%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	—	25	—	—	—
Multiracial	—	6	—	—	—
White	✓	71	98.6%	145	98.6%
English Language Learners	—	2	—	—	—
Students with Disabilities	—	16	—	—	—
Economically Disadvantaged	—	28	—	—	—

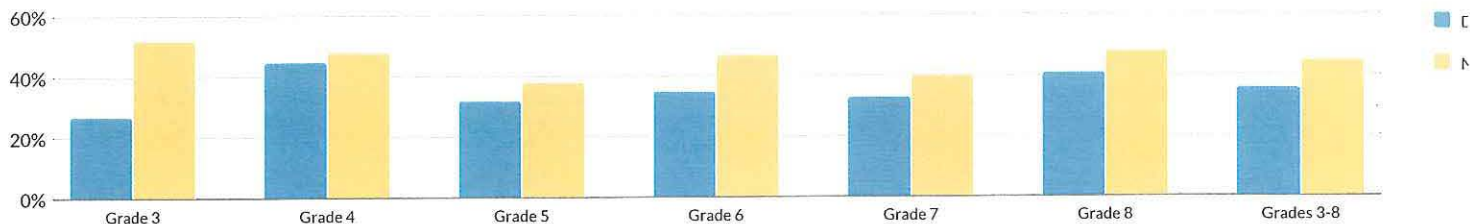
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	14	15%	3	60%	2	2%
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

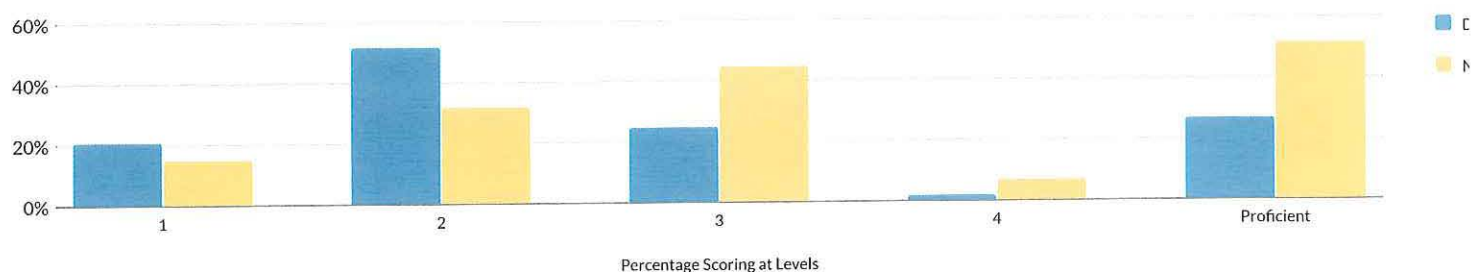
Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	114	88%	53	41%	52	40%	9	7%	1	1%	8	6%	1	1%	6	5%
Female	65	57	88%	23	35%	31	48%	3	5%	0	0%	3	5%	1	2%	4	6%
Male	65	57	88%	30	46%	21	32%	6	9%	1	2%	5	8%	0	0%	2	3%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	74	68	92%	42	57%	25	34%	1	1%	0	0%	2	3%	0	0%	4	5%
Black or African American	19	18	95%	3	16%	11	58%	4	21%	0	0%	1	5%	0	0%	0	0%
Hispanic or Latino	27	18	67%	4	15%	11	41%	3	11%	1	4%	5	19%	1	4%	2	7%
General-Education Students	108	102	94%	53	49%	49	45%	0	0%	0	0%	1	1%	0	0%	5	5%
Students with Disabilities	22	12	55%	0	0%	3	14%	9	41%	1	5%	7	32%	1	5%	1	5%
Non-English Language Learners	124	113	91%	53	43%	51	41%	9	7%	0	0%	6	5%	1	1%	4	3%
English Language Learners	6	1	17%	0	0%	1	17%	0	0%	1	17%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	101	88	87%	45	45%	38	38%	5	5%	1	1%	7	7%	1	1%	4	4%
Economically Disadvantaged	29	26	90%	8	28%	14	48%	4	14%	0	0%	1	3%	0	0%	2	7%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	102	86	84%	38	37%	39	38%	9	9%	1	1%	8	8%	1	1%	6	6%
Parents in Armed Forces	28	28	100%	15	54%	13	46%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	10	48	10	21%	25	52%	12	25%	1	2%	13	27%
Grade 4	2	55	12	22%	18	33%	11	20%	14	25%	25	45%
Grade 5	6	50	17	34%	17	34%	14	28%	2	4%	16	32%
Grade 6	2	43	16	37%	12	28%	9	21%	6	14%	15	35%
Grade 7	7	49	20	41%	13	27%	10	20%	6	12%	16	33%
Grade 8	14	39	6	15%	17	44%	11	28%	5	13%	16	41%
Grades 3-8	41	284	81	29%	102	36%	67	24%	34	12%	101	36%

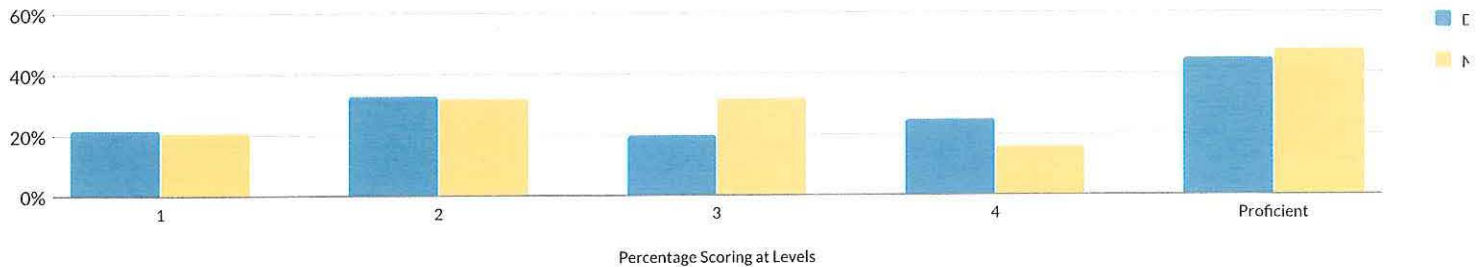
GRADE 3 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	48	10	21%	25	52%	12	25%	1	2%	13	27%
General Education	4	33	7	21%	14	42%	11	33%	1	3%	12	36%
Students with Disabilities	6	15	3	20%	11	73%	1	7%	0	0%	1	7%
Black or African American	2	7	2	29%	2	29%	3	43%	0	0%	3	43%
Hispanic or Latino	5	15	6	40%	7	47%	2	13%	0	0%	2	13%
White	3	26	2	8%	16	62%	7	27%	1	4%	8	31%
Female	4	18	3	17%	11	61%	3	17%	1	6%	4	22%
Male	6	30	7	23%	14	47%	9	30%	0	0%	9	30%
English Language Learners	3	5	3	60%	2	40%	0	0%	0	0%	0	0%
Non-English Language Learners	7	43	7	16%	23	53%	12	28%	1	2%	13	30%
Economically Disadvantaged	6	28	9	32%	13	46%	6	21%	0	0%	6	21%
Not Economically Disadvantaged	4	20	1	5%	12	60%	6	30%	1	5%	7	35%
Not Migrant	10	48	10	21%	25	52%	12	25%	1	2%	13	27%
Homeless	2	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	8	45	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	10	47	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	10	48	10	21%	25	52%	12	25%	1	2%	13	27%

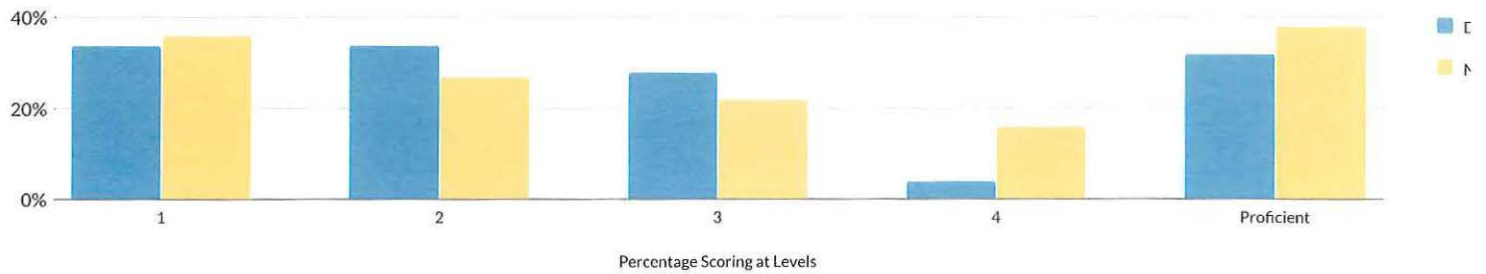
GRADE 4 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	55	12	22%	18	33%	11	20%	14	25%	25	45%
General Education	1	43	6	14%	14	33%	9	21%	14	33%	23	53%
Students with Disabilities	1	12	6	50%	4	33%	2	17%	0	0%	2	17%
Black or African American	0	6	2	33%	2	33%	1	17%	1	17%	2	33%
Hispanic or Latino	1	15	5	33%	4	27%	3	20%	3	20%	6	40%
White	1	34	5	15%	12	35%	7	21%	10	29%	17	50%
Female	1	25	5	20%	6	24%	5	20%	9	36%	14	56%
Male	1	30	7	23%	12	40%	6	20%	5	17%	11	37%
English Language Learners	1	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	1	53	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	32	10	31%	11	34%	6	19%	5	16%	11	34%
Not Economically Disadvantaged	0	23	2	9%	7	30%	5	22%	9	39%	14	61%
Not Migrant	2	55	12	22%	18	33%	11	20%	14	25%	25	45%
Homeless	1	7	2	29%	2	29%	3	43%	0	0%	3	43%
Not Homeless	1	48	10	21%	16	33%	8	17%	14	29%	22	46%
Not in Foster Care	2	55	12	22%	18	33%	11	20%	14	25%	25	45%
Parent Not in Armed Forces	2	55	12	22%	18	33%	11	20%	14	25%	25	45%

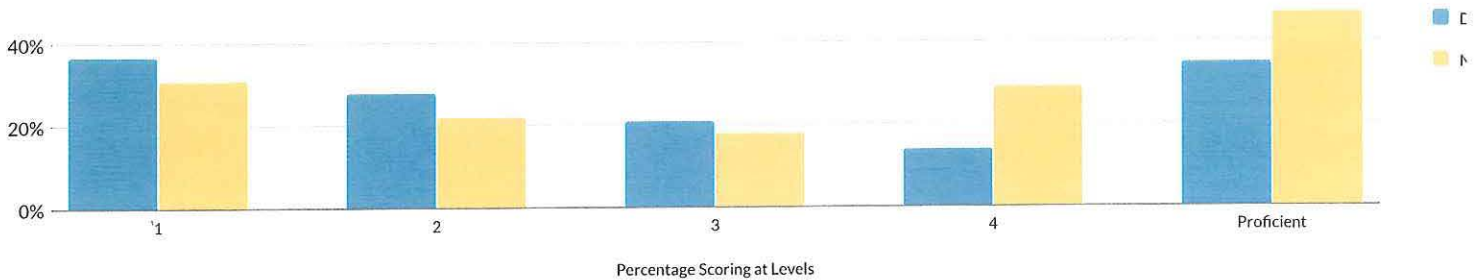
GRADE 5 ELA RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	50	17	34%	17	34%	14	28%	2	4%	16	32%
General Education	2	30	7	23%	9	30%	12	40%	2	7%	14	47%
Students with Disabilities	4	20	10	50%	8	40%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	17	8	47%	5	29%	4	24%	0	0%	4	24%
White	2	26	7	27%	10	38%	7	27%	2	8%	9	35%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	7	2	29%	2	29%	3	43%	0	0%	3	43%
Female	3	21	5	24%	9	43%	5	24%	2	10%	7	33%
Male	3	29	12	41%	8	28%	9	31%	0	0%	9	31%
English Language Learners	2	7	4	57%	2	29%	1	14%	0	0%	1	14%
Non-English Language Learners	4	43	13	30%	15	35%	13	30%	2	5%	15	35%
Economically Disadvantaged	4	26	9	35%	11	42%	6	23%	0	0%	6	23%
Not Economically Disadvantaged	2	24	8	33%	6	25%	8	33%	2	8%	10	42%
Not Migrant	6	50	17	34%	17	34%	14	28%	2	4%	16	32%
Homeless	1	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	46	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	50	17	34%	17	34%	14	28%	2	4%	16	32%
Parent Not in Armed Forces	6	50	17	34%	17	34%	14	28%	2	4%	16	32%

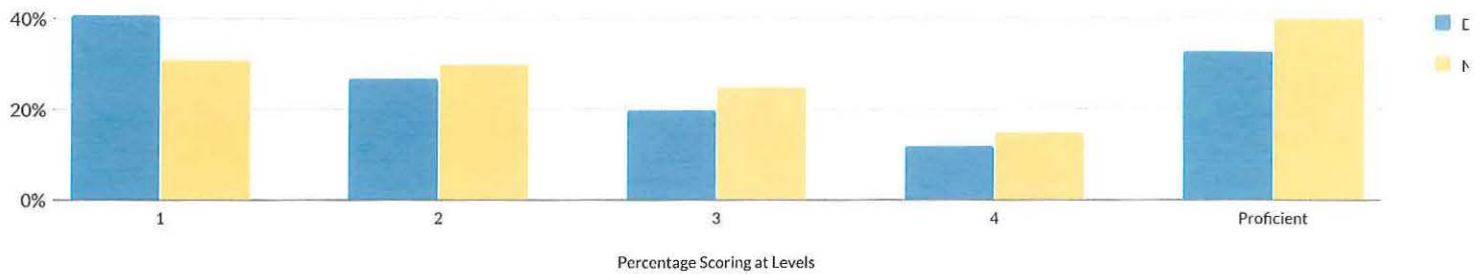
GRADE 6 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	43	16	37%	12	28%	9	21%	6	14%	15	35%
General Education	0	37	11	30%	12	32%	9	24%	5	14%	14	38%
Students with Disabilities	2	6	5	83%	0	0%	0	0%	1	17%	1	17%
Black or African American	0	10	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	14	7	50%	5	36%	0	0%	2	14%	2	14%
White	2	17	5	29%	3	18%	5	29%	4	24%	9	53%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	12	4	33%	4	33%	4	33%	0	0%	4	33%
Female	0	29	11	38%	9	31%	6	21%	3	10%	9	31%
Male	2	14	5	36%	3	21%	3	21%	3	21%	6	43%
English Language Learners	0	5	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learners	2	38	12	32%	11	29%	9	24%	6	16%	15	39%
Economically Disadvantaged	0	24	11	46%	8	33%	3	13%	2	8%	5	21%
Not Economically Disadvantaged	2	19	5	26%	4	21%	6	32%	4	21%	10	53%
Not Migrant	2	43	16	37%	12	28%	9	21%	6	14%	15	35%
Homeless	0	6	3	50%	2	33%	1	17%	0	0%	1	17%
Not Homeless	2	37	13	35%	10	27%	8	22%	6	16%	14	38%
Not in Foster Care	2	43	16	37%	12	28%	9	21%	6	14%	15	35%
Parent Not in Armed Forces	2	43	16	37%	12	28%	9	21%	6	14%	15	35%

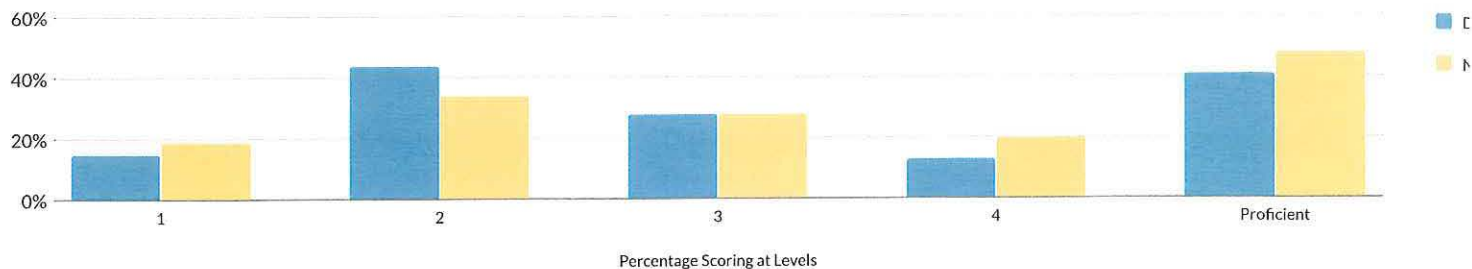
GRADE 7 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	49	20	41%	13	27%	10	20%	6	12%	16	33%
General Education	4	37	11	30%	10	27%	10	27%	6	16%	16	43%
Students with Disabilities	3	12	9	75%	3	25%	0	0%	0	0%	0	0%
Black or African American	2	9	5	56%	0	0%	2	22%	2	22%	4	44%
Hispanic or Latino	2	17	10	59%	3	18%	3	18%	1	6%	4	24%
White	3	23	5	22%	10	43%	5	22%	3	13%	8	35%
Female	4	24	5	21%	9	38%	6	25%	4	17%	10	42%
Male	3	25	15	60%	4	16%	4	16%	2	8%	6	24%
English Language Learners	1	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	6	45	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	22	14	64%	4	18%	2	9%	2	9%	4	18%
Not Economically Disadvantaged	2	27	6	22%	9	33%	8	30%	4	15%	12	44%
Not Migrant	7	49	20	41%	13	27%	10	20%	6	12%	16	33%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	7	46	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	49	20	41%	13	27%	10	20%	6	12%	16	33%
Parent Not in Armed Forces	7	49	20	41%	13	27%	10	20%	6	12%	16	33%

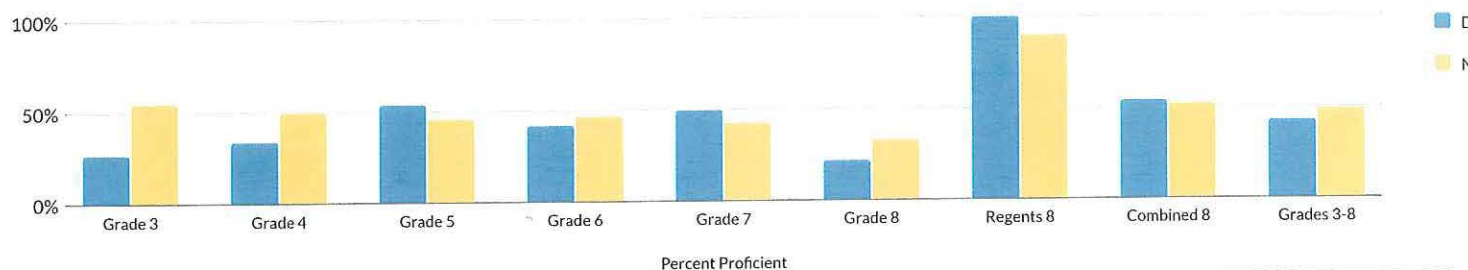
GRADE 8 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	39	6	15%	17	44%	11	28%	5	13%	16	41%
General Education	7	30	4	13%	11	37%	10	33%	5	17%	15	50%
Students with Disabilities	7	9	2	22%	6	67%	1	11%	0	0%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	5	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	11	1	9%	8	73%	2	18%	0	0%	2	18%
White	7	21	3	14%	7	33%	8	38%	3	14%	11	52%
Small Group Total	5	7	2	29%	2	29%	1	14%	2	29%	3	43%
Female	8	15	1	7%	5	33%	7	47%	2	13%	9	60%
Male	6	24	5	21%	12	50%	4	17%	3	13%	7	29%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	14	36	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	15	3	20%	5	33%	4	27%	3	20%	7	47%
Not Economically Disadvantaged	7	24	3	13%	12	50%	7	29%	2	8%	9	38%
Not Migrant	14	39	6	15%	17	44%	11	28%	5	13%	16	41%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	14	38	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	14	39	6	15%	17	44%	11	28%	5	13%	16	41%
Parent Not in Armed Forces	14	39	6	15%	17	44%	11	28%	5	13%	16	41%

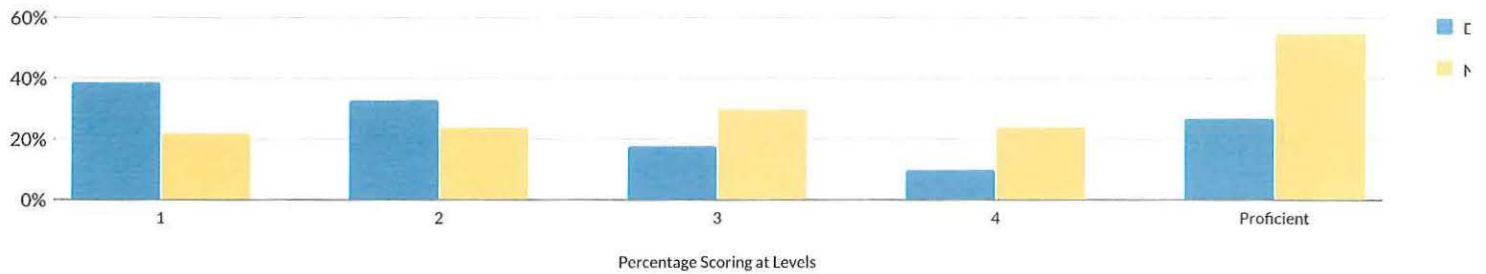
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	8	51	20	39%	17	33%	9	18%	5	10%	14	27%
Grade 4	2	56	19	34%	18	32%	13	23%	6	11%	19	34%
Grade 5	5	52	20	38%	4	8%	14	27%	14	27%	28	54%
Grade 6	3	43	16	37%	9	21%	11	26%	7	16%	18	42%
Grade 7	8	48	16	33%	8	17%	14	29%	10	21%	24	50%
Grade 8	30	23	6	26%	12	52%	4	17%	1	4%	5	22%
Regents 8	—	16	0	0%	0	0%	5	31%	11	69%	16	100%
Combined 8	30	39	6	15%	12	31%	9	23%	12	31%	21	54%
Grades 3-8	56	289	97	34%	68	24%	70	24%	54	19%	124	43%

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

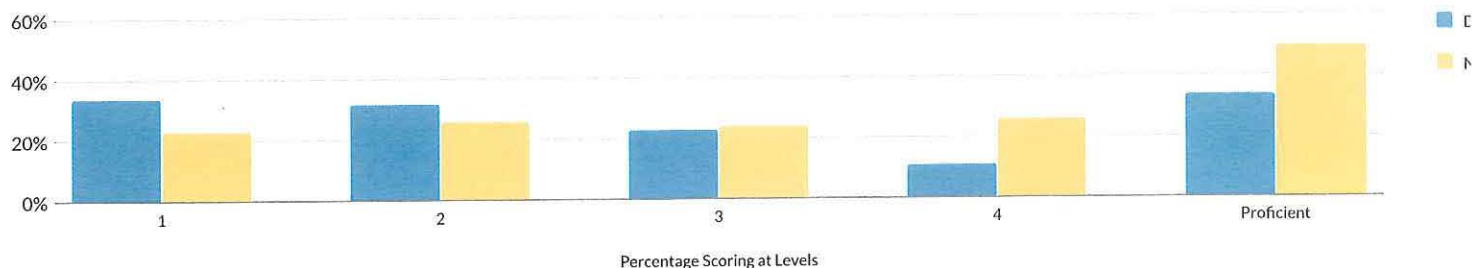
GRADE 3 MATH RESULTS



MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	51	20	39%	17	33%	9	18%	5	10%	14	27%
General Education	2	36	11	31%	13	36%	7	19%	5	14%	12	33%
Students with Disabilities	6	15	9	60%	4	27%	2	13%	0	0%	2	13%
Black or African American	3	7	3	43%	3	43%	1	14%	0	0%	1	14%
Hispanic or Latino	3	17	9	53%	6	35%	1	6%	1	6%	2	12%
White	2	27	8	30%	8	30%	7	26%	4	15%	11	41%
Female	4	19	7	37%	8	42%	2	11%	2	11%	4	21%
Male	4	32	13	41%	9	28%	7	22%	3	9%	10	31%
English Language Learners	1	7	6	86%	1	14%	0	0%	0	0%	0	0%
Non-English Language Learners	7	44	14	32%	16	36%	9	20%	5	11%	14	32%
Economically Disadvantaged	4	31	17	55%	11	35%	1	3%	2	6%	3	10%
Not Economically Disadvantaged	4	20	3	15%	6	30%	8	40%	3	15%	11	55%
Not Migrant	8	51	20	39%	17	33%	9	18%	5	10%	14	27%
Homeless	0	5	3	60%	2	40%	0	0%	0	0%	0	0%
Not Homeless	8	46	17	37%	15	33%	9	20%	5	11%	14	30%
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	8	50	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	8	51	20	39%	17	33%	9	18%	5	10%	14	27%

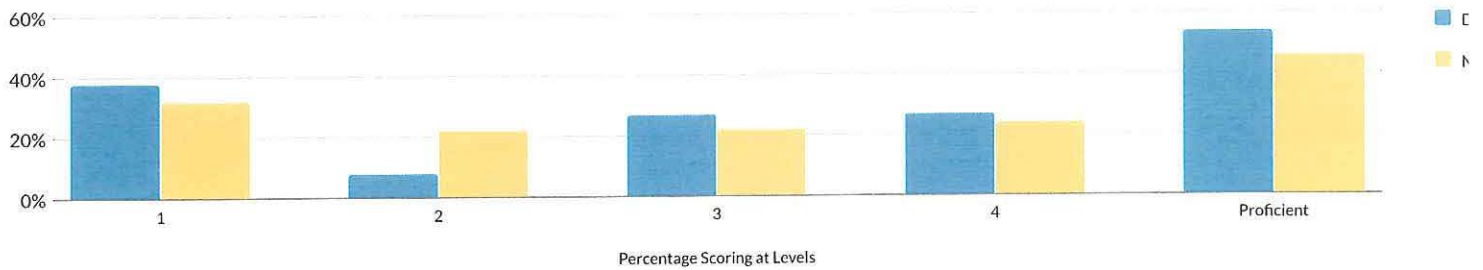
GRADE 4 MATH RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	56	19	34%	18	32%	13	23%	6	11%	19	34%
General Education	0	45	12	27%	15	33%	12	27%	6	13%	18	40%
Students with Disabilities	2	11	7	64%	3	27%	1	9%	0	0%	1	9%
Black or African American	0	7	5	71%	2	29%	0	0%	0	0%	0	0%
Hispanic or Latino	0	16	7	44%	6	38%	2	13%	1	6%	3	19%
White	2	33	7	21%	10	30%	11	33%	5	15%	16	48%
Female	2	24	8	33%	8	33%	4	17%	4	17%	8	33%
Male	0	32	11	34%	10	31%	9	28%	2	6%	11	34%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	2	53	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	33	17	52%	11	33%	3	9%	2	6%	5	15%
Not Economically Disadvantaged	0	23	2	9%	7	30%	10	43%	4	17%	14	61%
Not Migrant	2	56	19	34%	18	32%	13	23%	6	11%	19	34%
Homeless	1	8	4	50%	3	38%	1	13%	0	0%	1	13%
Not Homeless	1	48	15	31%	15	31%	12	25%	6	13%	18	38%
Not in Foster Care	2	56	19	34%	18	32%	13	23%	6	11%	19	34%
Parent Not in Armed Forces	2	56	19	34%	18	32%	13	23%	6	11%	19	34%

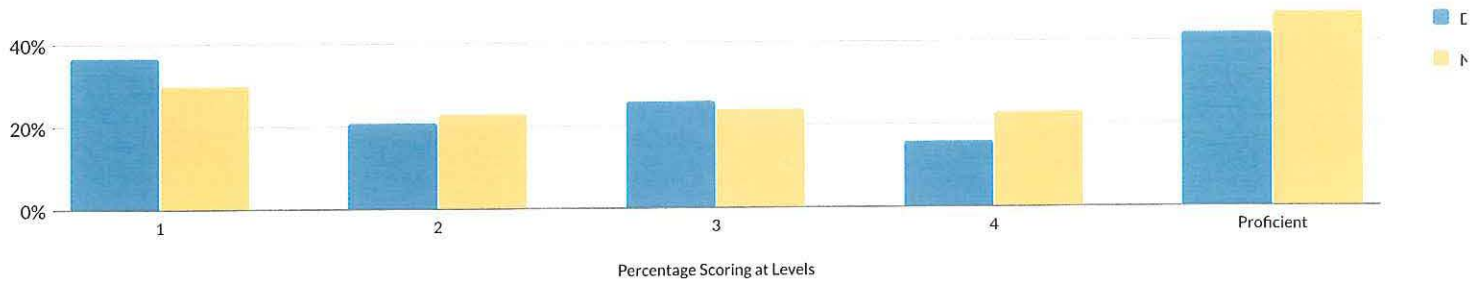
GRADE 5 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	52	20	38%	4	8%	14	27%	14	27%	28	54%
General Education	2	31	6	19%	3	10%	10	32%	12	39%	22	71%
Students with Disabilities	3	21	14	67%	1	5%	4	19%	2	10%	6	29%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	18	10	56%	3	17%	3	17%	2	11%	5	28%
White	1	27	6	22%	1	4%	11	41%	9	33%	20	74%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	7	4	57%	0	0%	0	0%	3	43%	3	43%
Female	3	22	9	41%	1	5%	6	27%	6	27%	12	55%
Male	2	30	11	37%	3	10%	8	27%	8	27%	16	53%
English Language Learners	2	8	6	75%	1	13%	0	0%	1	13%	1	13%
Non-English Language Learners	3	44	14	32%	3	7%	14	32%	13	30%	27	61%
Economically Disadvantaged	4	27	12	44%	3	11%	7	26%	5	19%	12	44%
Not Economically Disadvantaged	1	25	8	32%	1	4%	7	28%	9	36%	16	64%
Not Migrant	5	52	20	38%	4	8%	14	27%	14	27%	28	54%
Homeless	2	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	3	48	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	52	20	38%	4	8%	14	27%	14	27%	28	54%
Parent Not in Armed Forces	5	52	20	38%	4	8%	14	27%	14	27%	28	54%

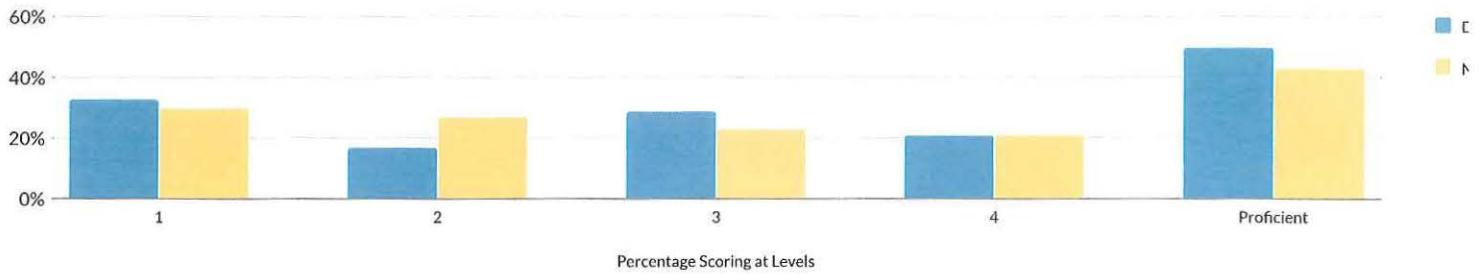
GRADE 6 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	43	16	37%	9	21%	11	26%	7	16%	18	42%
General Education	1	37	11	30%	9	24%	11	30%	6	16%	17	46%
Students with Disabilities	2	6	5	83%	0	0%	0	0%	1	17%	1	17%
Black or African American	0	10	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	14	5	36%	5	36%	3	21%	1	7%	4	29%
White	3	17	5	29%	0	0%	6	35%	6	35%	12	71%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	12	6	50%	4	33%	2	17%	0	0%	2	17%
Female	1	29	11	38%	6	21%	8	28%	4	14%	12	41%
Male	2	14	5	36%	3	21%	3	21%	3	21%	6	43%
English Language Learners	0	5	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	3	38	12	32%	9	24%	10	26%	7	18%	17	45%
Economically Disadvantaged	1	24	10	42%	8	33%	4	17%	2	8%	6	25%
Not Economically Disadvantaged	2	19	6	32%	1	5%	7	37%	5	26%	12	63%
Not Migrant	3	43	16	37%	9	21%	11	26%	7	16%	18	42%
Homeless	0	6	4	67%	2	33%	0	0%	0	0%	0	0%
Not Homeless	3	37	12	32%	7	19%	11	30%	7	19%	18	49%
Not in Foster Care	3	43	16	37%	9	21%	11	26%	7	16%	18	42%
Parent Not in Armed Forces	3	43	16	37%	9	21%	11	26%	7	16%	18	42%

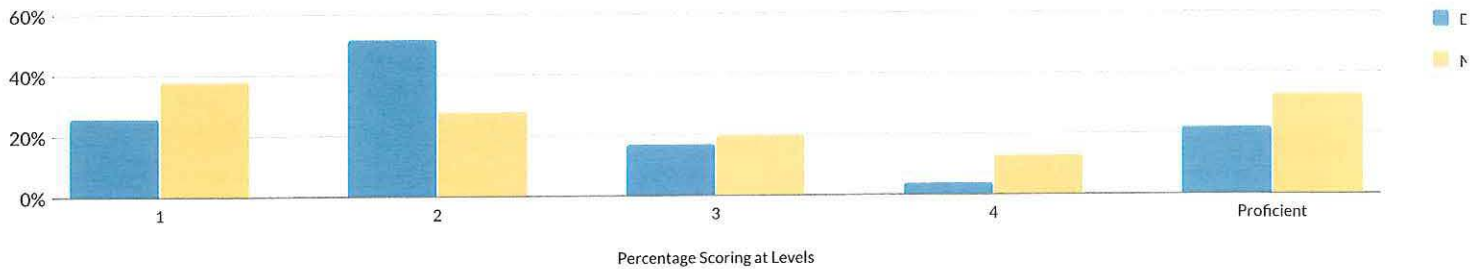
GRADE 7 MATH RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	48	16	33%	8	17%	14	29%	10	21%	24	50%
General Education	3	38	10	26%	5	13%	13	34%	10	26%	23	61%
Students with Disabilities	5	10	6	60%	3	30%	1	10%	0	0%	1	10%
Black or African American	3	8	4	50%	0	0%	1	13%	3	38%	4	50%
Hispanic or Latino	2	17	9	53%	3	18%	3	18%	2	12%	5	29%
White	3	23	3	13%	5	22%	10	43%	5	22%	15	65%
Female	5	23	4	17%	5	22%	6	26%	8	35%	14	61%
Male	3	25	12	48%	3	12%	8	32%	2	8%	10	40%
English Language Learners	0	5	4	80%	0	0%	1	20%	0	0%	1	20%
Non-English Language Learners	8	43	12	28%	8	19%	13	30%	10	23%	23	53%
Economically Disadvantaged	4	23	12	52%	4	17%	5	22%	2	9%	7	30%
Not Economically Disadvantaged	4	25	4	16%	4	16%	9	36%	8	32%	17	68%
Not Migrant	8	48	16	33%	8	17%	14	29%	10	21%	24	50%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	8	45	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	8	48	16	33%	8	17%	14	29%	10	21%	24	50%
Parent Not in Armed Forces	8	48	16	33%	8	17%	14	29%	10	21%	24	50%

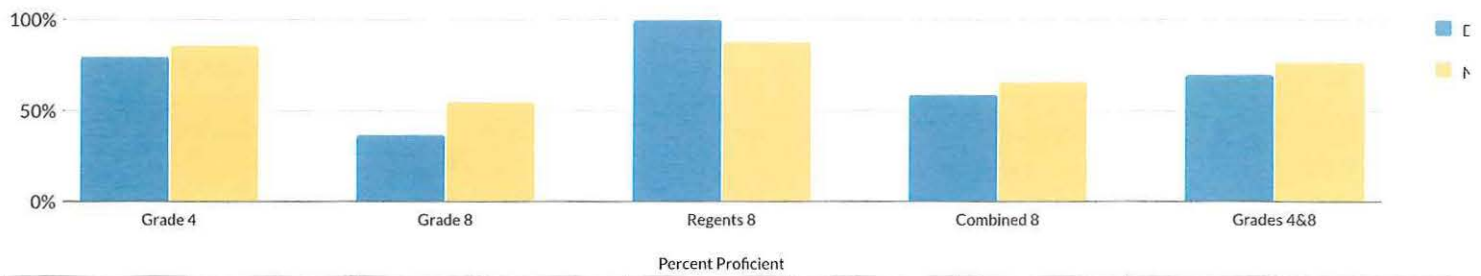
GRADE 8 MATH RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	30	23	6	26%	12	52%	4	17%	1	4%	5	22%
General Education	23	14	2	14%	8	57%	4	29%	0	0%	4	29%
Students with Disabilities	7	9	4	44%	4	44%	0	0%	1	11%	1	11%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	9	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	10	2	20%	5	50%	3	30%	0	0%	3	30%
White	18	10	—	—	—	—	—	—	—	—	—	—
Small Group Total	27	13	4	31%	7	54%	1	8%	1	8%	2	15%
Female	16	7	1	14%	3	43%	3	43%	0	0%	3	43%
Male	14	16	5	31%	9	56%	1	6%	1	6%	2	13%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	30	20	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	14	8	4	50%	2	25%	2	25%	0	0%	2	25%
Not Economically Disadvantaged	16	15	2	13%	10	67%	2	13%	1	7%	3	20%
Not Migrant	30	23	6	26%	12	52%	4	17%	1	4%	5	22%
Not Homeless	29	23	6	26%	12	52%	4	17%	1	4%	5	22%
Not in Foster Care	30	23	6	26%	12	52%	4	17%	1	4%	5	22%
Parent Not in Armed Forces	30	23	6	26%	12	52%	4	17%	1	4%	5	22%

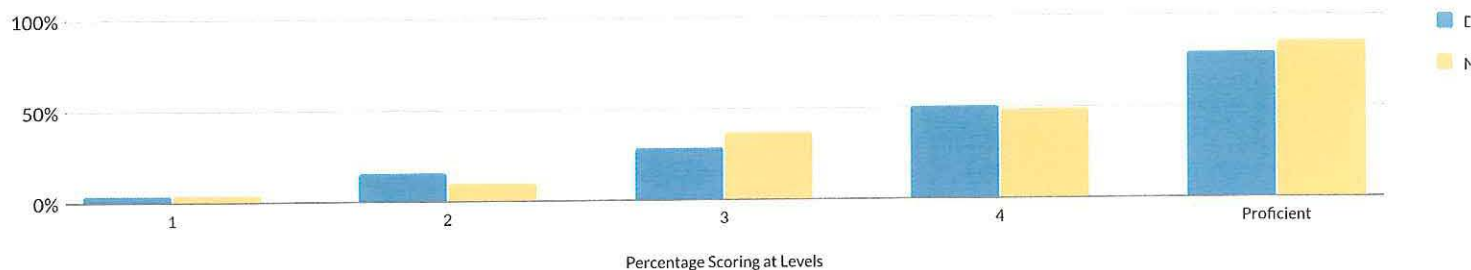
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	3	55	2	4%	9	16%	16	29%	28	51%	44	80%
Grade 8	23	30	7	23%	12	40%	11	37%	0	0%	11	37%
Regents 8	—	16	0	0%	0	0%	8	50%	8	50%	16	100%
Combined 8	23	46	7	15%	12	26%	19	41%	8	17%	27	59%
Grades 4&8	26	101	9	9%	21	21%	35	35%	36	36%	71	70%

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

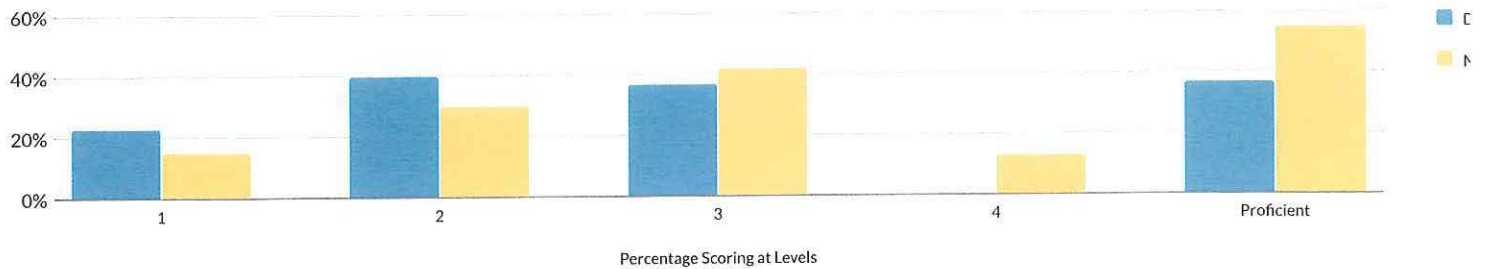
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 78

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	55	2	4%	9	16%	16	29%	28	51%	44	80%
General Education	2	43	2	5%	3	7%	11	26%	27	63%	38	88%
Students with Disabilities	1	12	0	0%	6	50%	5	42%	1	8%	6	50%
Black or African American	0	7	1	14%	2	29%	3	43%	1	14%	4	57%
Hispanic or Latino	0	16	1	6%	2	13%	6	38%	7	44%	13	81%
White	3	32	0	0%	5	16%	7	22%	20	63%	27	84%
Female	2	24	1	4%	6	25%	3	13%	14	58%	17	71%
Male	1	31	1	3%	3	10%	13	42%	14	45%	27	87%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	3	52	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	33	2	6%	8	24%	12	36%	11	33%	23	70%
Not Economically Disadvantaged	1	22	0	0%	1	5%	4	18%	17	77%	21	95%
Not Migrant	3	55	2	4%	9	16%	16	29%	28	51%	44	80%
Homeless	2	7	2	29%	1	14%	2	29%	2	29%	4	57%
Not Homeless	1	48	0	0%	8	17%	14	29%	26	54%	40	83%
Not in Foster Care	3	55	2	4%	9	16%	16	29%	28	51%	44	80%
Parent Not in Armed Forces	3	55	2	4%	9	16%	16	29%	28	51%	44	80%

GRADE 8 SCIENCE RESULTS

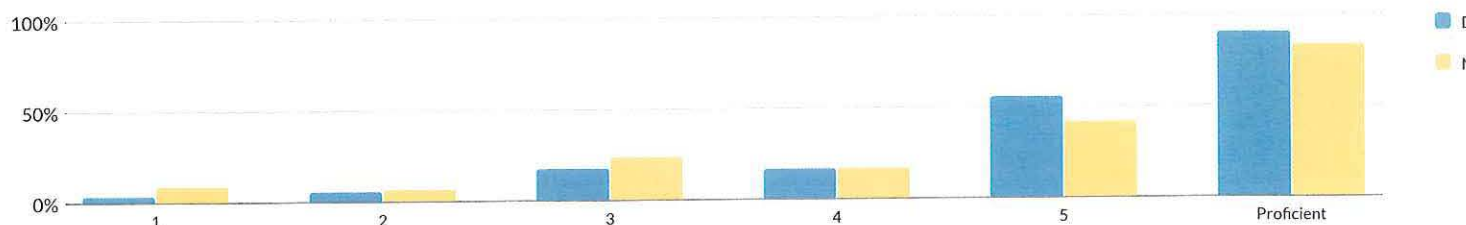


MEAN SCORE: 56

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	30	7	23%	12	40%	11	37%	0	0%	11	37%
General Education	18	19	2	11%	9	47%	8	42%	0	0%	8	42%
Students with Disabilities	5	11	5	45%	3	27%	3	27%	0	0%	3	27%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	6	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	11	3	27%	6	55%	2	18%	0	0%	2	18%
White	15	13	2	15%	4	31%	7	54%	0	0%	7	54%
Small Group Total	6	6	2	33%	2	33%	2	33%	0	0%	2	33%
Female	10	13	3	23%	5	38%	5	38%	0	0%	5	38%
Male	13	17	4	24%	7	41%	6	35%	0	0%	6	35%
English Language Learners	0	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	23	27	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	13	6	46%	2	15%	5	38%	0	0%	5	38%
Not Economically Disadvantaged	14	17	1	6%	10	59%	6	35%	0	0%	6	35%
Not Migrant	23	30	7	23%	12	40%	11	37%	0	0%	11	37%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	23	29	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	23	30	7	23%	12	40%	11	37%	0	0%	11	37%
Parent Not in Armed Forces	23	30	7	23%	12	40%	11	37%	0	0%	11	37%

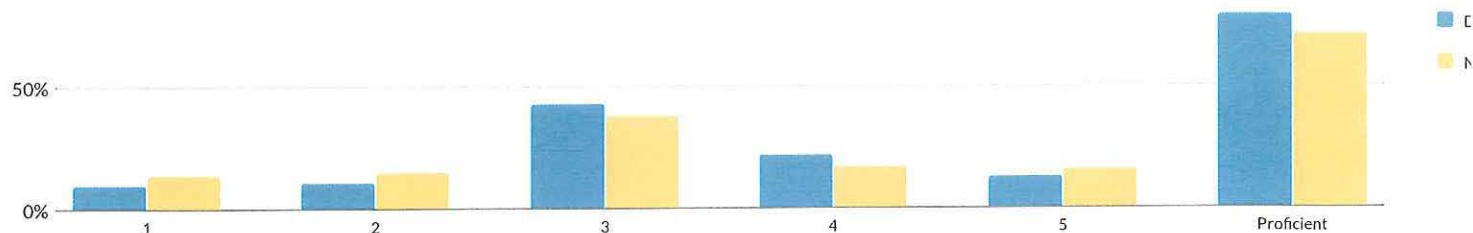
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

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	137	5	4%	8	6%	24	18%	23	17%	77	56%	124	91%
General Education	119	2	2%	4	3%	16	13%	22	18%	75	63%	113	95%
Students with Disabilities	18	3	17%	4	22%	8	44%	1	6%	2	11%	11	61%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	9	0	0%	0	0%	5	56%	4	44%	0	0%	9	100%
Hispanic or Latino	33	2	6%	5	15%	10	30%	5	15%	11	33%	26	79%
White	87	2	2%	3	3%	9	10%	12	14%	61	70%	82	94%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	1	13%	0	0%	0	0%	2	25%	5	63%	7	88%
Female	58	2	3%	4	7%	11	19%	8	14%	33	57%	52	90%
Male	79	3	4%	4	5%	13	16%	15	19%	44	56%	72	91%
English Language Learners	5	0	0%	0	0%	4	80%	1	20%	0	0%	5	100%
Non-English Language Learners	132	5	4%	8	6%	20	15%	22	17%	77	58%	119	90%
Economically Disadvantaged	35	2	6%	3	9%	12	34%	5	14%	13	37%	30	86%
Not Economically Disadvantaged	102	3	3%	5	5%	12	12%	18	18%	64	63%	94	92%
Not Migrant	137	5	4%	8	6%	24	18%	23	17%	77	56%	124	91%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	136	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	5	4%	8	6%	24	18%	23	17%	77	56%	124	91%
Parent in Armed Forces	21	0	0%	0	0%	1	5%	3	14%	17	81%	21	100%
Parent Not in Armed Forces	116	5	4%	8	7%	23	20%	20	17%	60	52%	103	89%

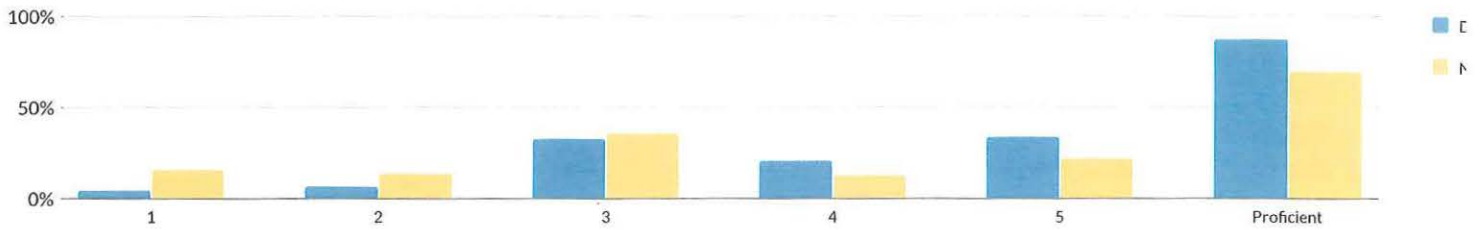
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	138	14	10%	15	11%	60	43%	31	22%	18	13%	109	79%
General Education	112	4	4%	8	7%	52	46%	30	27%	18	16%	100	89%
Students with Disabilities	26	10	38%	7	27%	8	31%	1	4%	0	0%	9	35%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	20	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	33	7	21%	6	18%	12	36%	5	15%	3	9%	20	61%
White	81	3	4%	5	6%	40	49%	20	25%	13	16%	73	90%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	24	4	17%	4	17%	8	33%	6	25%	2	8%	16	67%
Female	57	7	12%	2	4%	29	51%	13	23%	6	11%	48	84%
Male	81	7	9%	13	16%	31	38%	18	22%	12	15%	61	75%
English Language Learners	9	4	44%	1	11%	3	33%	1	11%	0	0%	4	44%
Non-English Language Learners	129	10	8%	14	11%	57	44%	30	23%	18	14%	105	81%
Economically Disadvantaged	44	11	25%	9	20%	16	36%	7	16%	1	2%	24	55%
Not Economically Disadvantaged	94	3	3%	6	6%	44	47%	24	26%	17	18%	85	90%
Not Migrant	138	14	10%	15	11%	60	43%	31	22%	18	13%	109	79%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	137	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	138	14	10%	15	11%	60	43%	31	22%	18	13%	109	79%
Parent in Armed Forces	5	0	0%	1	20%	2	40%	0	0%	2	40%	4	80%
Parent Not in Armed Forces	133	14	11%	14	11%	58	44%	31	23%	16	12%	105	79%

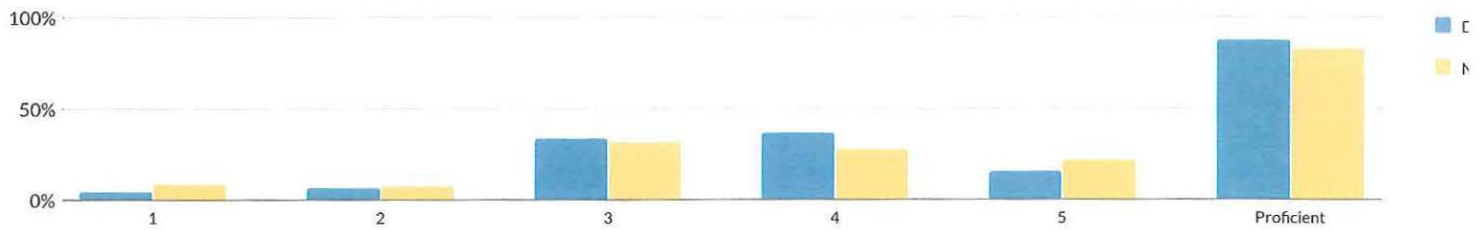
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	100	5	5%	7	7%	33	33%	21	21%	34	34%	88	88%
General Education	99	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	8	0	0%	0	0%	5	63%	2	25%	1	13%	8	100%
Hispanic or Latino	11	1	9%	0	0%	4	36%	3	27%	3	27%	10	91%
White	71	4	6%	5	7%	20	28%	15	21%	27	38%	62	87%
Multiracial	7	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	2	20%	4	40%	1	10%	3	30%	8	80%
Female	57	1	2%	4	7%	22	39%	10	18%	20	35%	52	91%
Male	43	4	9%	3	7%	11	26%	11	26%	14	33%	36	84%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	99	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	1	8%	0	0%	7	58%	2	17%	2	17%	11	92%
Not Economically Disadvantaged	88	4	5%	7	8%	26	30%	19	22%	32	36%	77	88%
Not Migrant	100	5	5%	7	7%	33	33%	21	21%	34	34%	88	88%
Not Homeless	100	5	5%	7	7%	33	33%	21	21%	34	34%	88	88%
Not in Foster Care	100	5	5%	7	7%	33	33%	21	21%	34	34%	88	88%
Parent in Armed Forces	11	0	0%	3	27%	2	18%	5	45%	1	9%	8	73%
Parent Not in Armed Forces	89	5	6%	4	4%	31	35%	16	18%	33	37%	80	90%

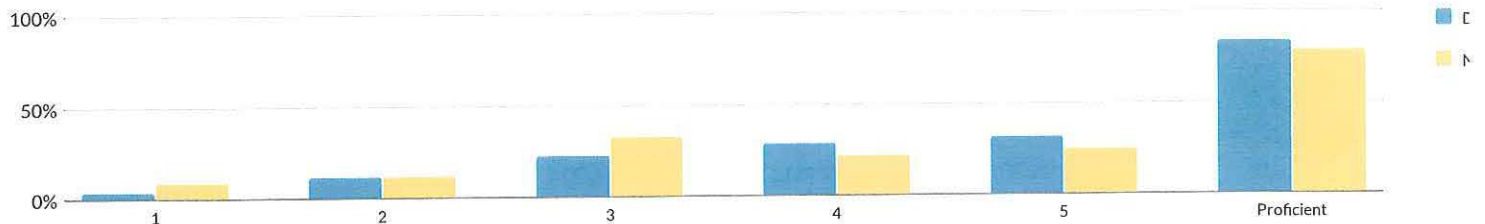
ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	73	4	5%	5	7%	25	34%	27	37%	12	16%	64	88%
General Education	72	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Hispanic or Latino	11	0	0%	3	27%	5	45%	2	18%	1	9%	8	73%
White	52	2	4%	0	0%	18	35%	23	44%	9	17%	50	96%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	0	0%	1	20%	2	40%	2	40%	5	100%
Female	36	3	8%	4	11%	12	33%	11	31%	6	17%	29	81%
Male	37	1	3%	1	3%	13	35%	16	43%	6	16%	35	95%
Non-English Language Learners	73	4	5%	5	7%	25	34%	27	37%	12	16%	64	88%
Economically Disadvantaged	14	2	14%	2	14%	7	50%	1	7%	2	14%	10	71%
Not Economically Disadvantaged	59	2	3%	3	5%	18	31%	26	44%	10	17%	54	92%
Not Migrant	73	4	5%	5	7%	25	34%	27	37%	12	16%	64	88%
Not Homeless	73	4	5%	5	7%	25	34%	27	37%	12	16%	64	88%
Not in Foster Care	73	4	5%	5	7%	25	34%	27	37%	12	16%	64	88%
Parent in Armed Forces	13	0	0%	0	0%	4	31%	7	54%	2	15%	13	100%
Parent Not in Armed Forces	60	4	7%	5	8%	21	35%	20	33%	10	17%	51	85%

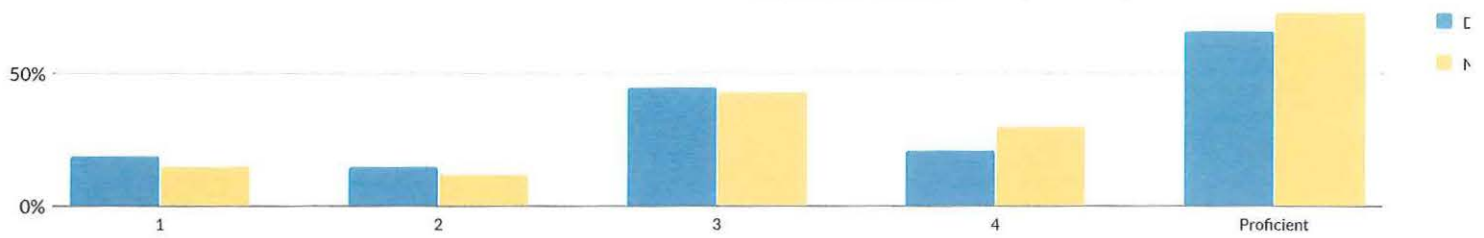
ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	117	5	4%	14	12%	27	23%	34	29%	37	32%	98	84%
General Education	102	2	2%	9	9%	22	22%	33	32%	36	35%	91	89%
Students with Disabilities	15	3	20%	5	33%	5	33%	1	7%	1	7%	7	47%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	11	1	9%	4	36%	4	36%	1	9%	1	9%	6	55%
Hispanic or Latino	24	4	17%	4	17%	8	33%	5	21%	3	13%	16	67%
White	75	0	0%	6	8%	15	20%	26	35%	28	37%	69	92%
Multiracial	6	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	0	0%	0	0%	2	29%	5	71%	7	100%
Female	66	4	6%	7	11%	12	18%	20	30%	23	35%	55	83%
Male	51	1	2%	7	14%	15	29%	14	27%	14	27%	43	84%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	113	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	24	5	21%	8	33%	4	17%	4	17%	3	13%	11	46%
Not Economically Disadvantaged	93	0	0%	6	6%	23	25%	30	32%	34	37%	87	94%
Not Migrant	117	5	4%	14	12%	27	23%	34	29%	37	32%	98	84%
Not Homeless	117	5	4%	14	12%	27	23%	34	29%	37	32%	98	84%
Not in Foster Care	117	5	4%	14	12%	27	23%	34	29%	37	32%	98	84%
Parent in Armed Forces	16	0	0%	0	0%	2	13%	6	38%	8	50%	16	100%
Parent Not in Armed Forces	101	5	5%	14	14%	25	25%	28	28%	29	29%	82	81%

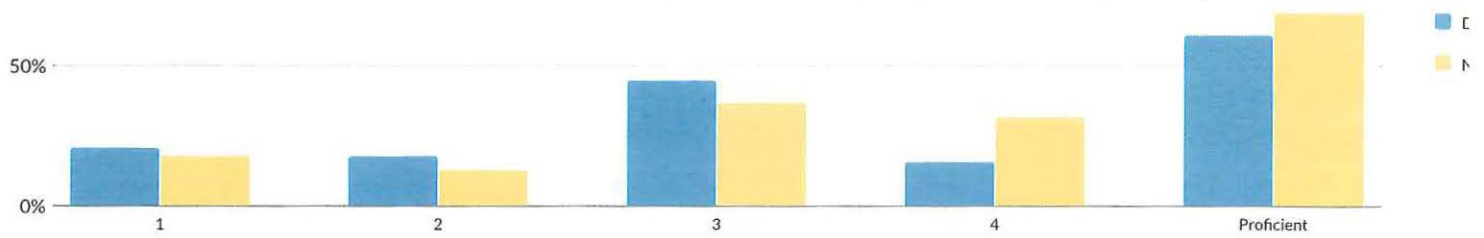
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	145	27	19%	22	15%	65	45%	31	21%	96	66%
General Education	112	10	9%	15	13%	57	51%	30	27%	87	78%
Students with Disabilities	33	17	52%	7	21%	8	24%	1	3%	9	27%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	24	8	33%	5	21%	9	38%	2	8%	11	46%
Hispanic or Latino	39	10	26%	9	23%	18	46%	2	5%	20	51%
White	77	8	10%	8	10%	38	49%	23	30%	61	79%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	0	0%	0	0%	4	80%	4	80%
Female	68	12	18%	12	18%	30	44%	14	21%	44	65%
Male	77	15	19%	10	13%	35	45%	17	22%	52	68%
English Language Learners	10	7	70%	1	10%	2	20%	0	0%	2	20%
Non-English Language Learners	135	20	15%	21	16%	63	47%	31	23%	94	70%
Economically Disadvantaged	53	16	30%	13	25%	19	36%	5	9%	24	45%
Not Economically Disadvantaged	92	11	12%	9	10%	46	50%	26	28%	72	78%
Not Migrant	145	27	19%	22	15%	65	45%	31	21%	96	66%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	144	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	145	27	19%	22	15%	65	45%	31	21%	96	66%
Parent in Armed Forces	8	1	13%	1	13%	2	25%	4	50%	6	75%
Parent Not in Armed Forces	137	26	19%	21	15%	63	46%	27	20%	90	66%

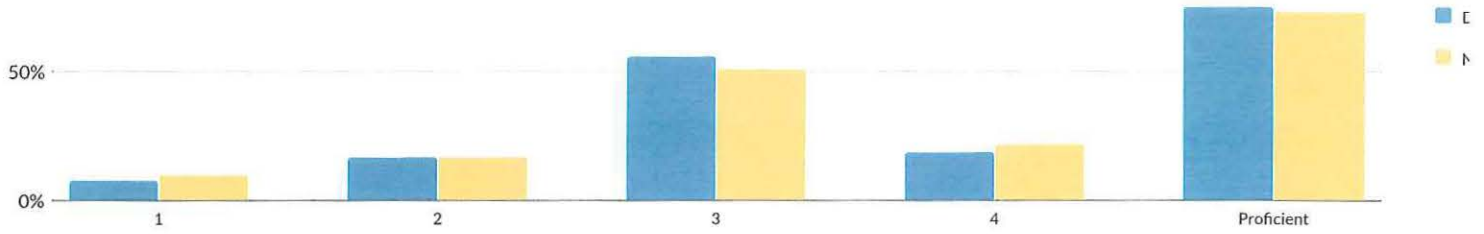
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

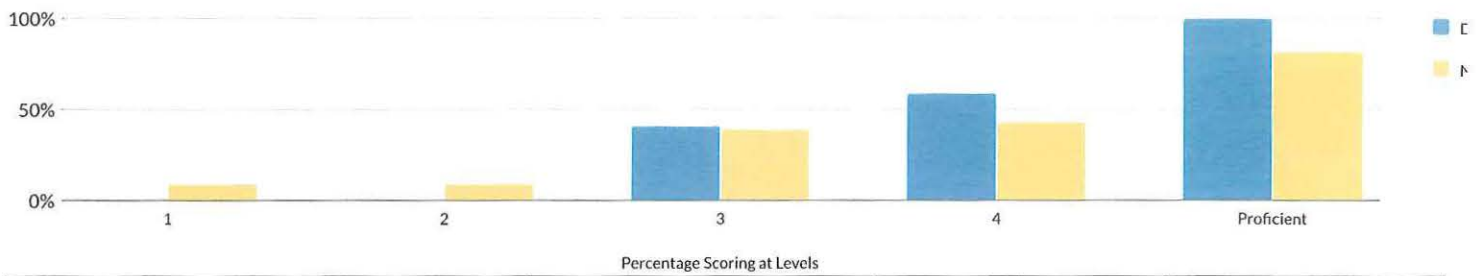
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	76	16	21%	14	18%	34	45%	12	16%	46	61%
General Education	60	8	13%	10	17%	31	52%	11	18%	42	70%
Students with Disabilities	16	8	50%	4	25%	3	19%	1	6%	4	25%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	21	8	38%	5	24%	6	29%	2	10%	8	38%
White	44	5	11%	8	18%	21	48%	10	23%	31	70%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	3	27%	1	9%	7	64%	0	0%	7	64%
Female	42	8	19%	11	26%	17	40%	6	14%	23	55%
Male	34	8	24%	3	9%	17	50%	6	18%	23	68%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	72	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	9	43%	5	24%	7	33%	0	0%	7	33%
Not Economically Disadvantaged	55	7	13%	9	16%	27	49%	12	22%	39	71%
Not Migrant	76	16	21%	14	18%	34	45%	12	16%	46	61%
Not Homeless	76	16	21%	14	18%	34	45%	12	16%	46	61%
Not in Foster Care	76	16	21%	14	18%	34	45%	12	16%	46	61%
Parent in Armed Forces	6	0	0%	3	50%	1	17%	2	33%	3	50%
Parent Not in Armed Forces	70	16	23%	11	16%	33	47%	10	14%	43	61%

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



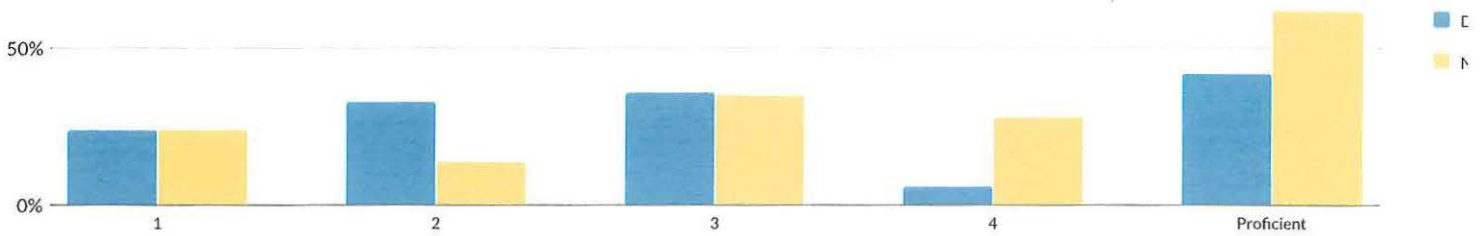
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	120	10	8%	20	17%	67	56%	23	19%	90	75%
General Education	120	10	8%	20	17%	67	56%	23	19%	90	75%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	7	0	0%	2	29%	5	71%	0	0%	5	71%
Hispanic or Latino	20	4	20%	6	30%	7	35%	3	15%	10	50%
White	86	5	6%	12	14%	50	58%	19	22%	69	80%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	5	71%	1	14%	6	86%
Female	70	6	9%	14	20%	38	54%	12	17%	50	71%
Male	50	4	8%	6	12%	29	58%	11	22%	40	80%
Non-English Language Learners	120	10	8%	20	17%	67	56%	23	19%	90	75%
Economically Disadvantaged	21	4	19%	5	24%	9	43%	3	14%	12	57%
Not Economically Disadvantaged	99	6	6%	15	15%	58	59%	20	20%	78	79%
Not Migrant	120	10	8%	20	17%	67	56%	23	19%	90	75%
Not Homeless	120	10	8%	20	17%	67	56%	23	19%	90	75%
Not in Foster Care	120	10	8%	20	17%	67	56%	23	19%	90	75%
Parent in Armed Forces	13	1	8%	3	23%	9	69%	0	0%	9	69%
Parent Not in Armed Forces	107	9	8%	17	16%	58	54%	23	21%	81	76%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	34	0	0%	0	0%	14	41%	20	59%	34	100%
General Education	33	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	28	0	0%	0	0%	11	39%	17	61%	28	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	7	0	0%	0	0%	4	57%	3	43%	7	100%
Male	27	0	0%	0	0%	10	37%	17	63%	27	100%
Non-English Language Learners	34	0	0%	0	0%	14	41%	20	59%	34	100%
Economically Disadvantaged	7	0	0%	0	0%	4	57%	3	43%	7	100%
Not Economically Disadvantaged	27	0	0%	0	0%	10	37%	17	63%	27	100%
Not Migrant	34	0	0%	0	0%	14	41%	20	59%	34	100%
Not Homeless	34	0	0%	0	0%	14	41%	20	59%	34	100%
Not in Foster Care	34	0	0%	0	0%	14	41%	20	59%	34	100%
Parent in Armed Forces	10	0	0%	0	0%	4	40%	6	60%	10	100%
Parent Not in Armed Forces	24	0	0%	0	0%	10	42%	14	58%	24	100%

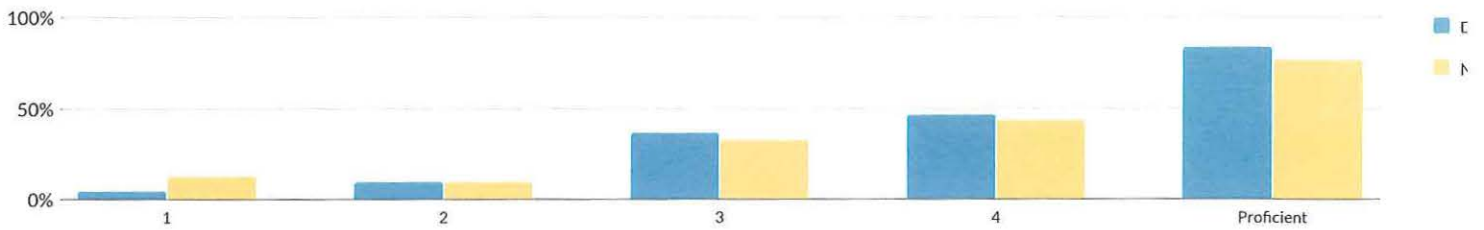
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	33	8	24%	11	33%	12	36%	2	6%	14	42%
General Education	25	3	12%	9	36%	11	44%	2	8%	13	52%
Students with Disabilities	8	5	63%	2	25%	1	13%	0	0%	1	13%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	—	—	—	—	—	—	—	—	—	—
White	18	4	22%	5	28%	8	44%	1	6%	9	50%
Small Group Total	15	4	27%	6	40%	4	27%	1	7%	5	33%
Female	16	4	25%	8	50%	3	19%	1	6%	4	25%
Male	17	4	24%	3	18%	9	53%	1	6%	10	59%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	31	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	17	5	29%	6	35%	5	29%	1	6%	6	35%
Not Economically Disadvantaged	16	3	19%	5	31%	7	44%	1	6%	8	50%
Not Migrant	33	8	24%	11	33%	12	36%	2	6%	14	42%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	32	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	33	8	24%	11	33%	12	36%	2	6%	14	42%
Parent in Armed Forces	3	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	30	—	—	—	—	—	—	—	—	—	—

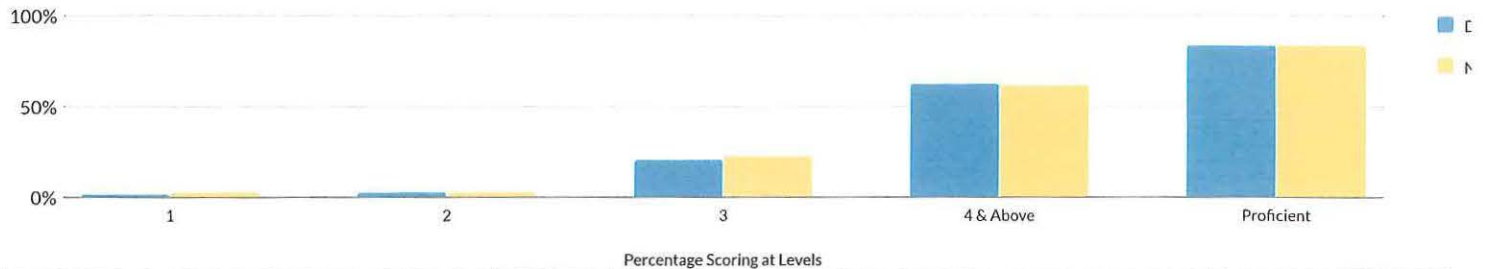
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	129	7	5%	13	10%	48	37%	61	47%	109	84%
General Education	116	2	2%	10	9%	43	37%	61	53%	104	90%
Students with Disabilities	13	5	38%	3	23%	5	38%	0	0%	5	38%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	11	1	9%	1	9%	8	73%	1	9%	9	82%
Hispanic or Latino	26	4	15%	6	23%	11	42%	5	19%	16	62%
White	86	2	2%	6	7%	28	33%	50	58%	78	91%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	1	17%	5	83%	6	100%
Female	59	3	5%	8	14%	24	41%	24	41%	48	81%
Male	70	4	6%	5	7%	24	34%	37	53%	61	87%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	126	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	3	10%	9	29%	11	35%	8	26%	19	61%
Not Economically Disadvantaged	98	4	4%	4	4%	37	38%	53	54%	90	92%
Not Migrant	129	7	5%	13	10%	48	37%	61	47%	109	84%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	129	7	5%	13	10%	48	37%	61	47%	109	84%
Parent in Armed Forces	24	0	0%	1	4%	8	33%	15	63%	23	96%
Parent Not in Armed Forces	105	7	7%	12	11%	40	38%	46	44%	86	82%

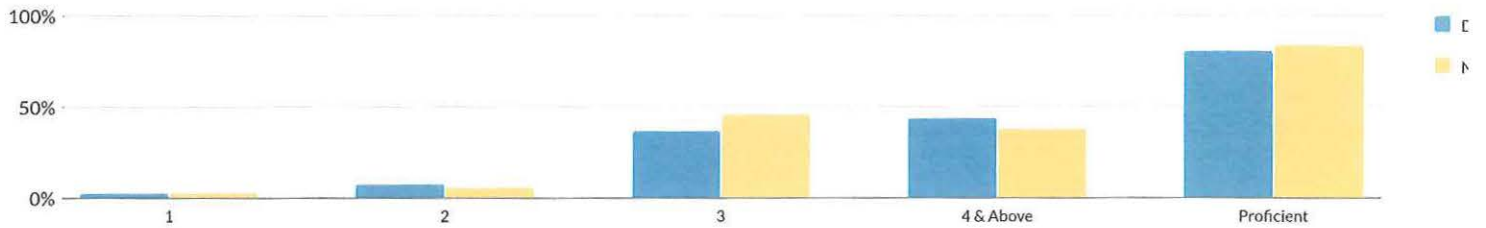
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	130	14	11%	116	89%	3	2%	4	3%	27	21%	82	63%	109	84%
General Education	108	8	7%	100	93%	0	0%	0	0%	22	20%	78	72%	100	93%
Students with Disabilities	22	6	27%	16	73%	3	14%	4	18%	5	23%	4	18%	9	41%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	19	1	5%	18	95%	0	0%	1	5%	9	47%	8	42%	17	89%
Hispanic or Latino	27	7	26%	20	74%	1	4%	2	7%	6	22%	11	41%	17	63%
White	74	5	7%	69	93%	1	1%	1	1%	9	12%	58	78%	67	91%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	1	10%	0	0%	3	30%	5	50%	8	80%
Female	65	8	12%	57	88%	2	3%	2	3%	12	18%	41	63%	53	82%
Male	65	6	9%	59	91%	1	2%	2	3%	15	23%	41	63%	56	86%
Non-English Language Learners	124	10	8%	114	92%	3	2%	4	3%	26	21%	81	65%	107	86%
English Language Learners	6	4	67%	2	33%	0	0%	0	0%	1	17%	1	17%	2	33%
Economically Disadvantaged	29	2	7%	27	93%	1	3%	1	3%	8	28%	17	59%	25	86%
Not Economically Disadvantaged	101	12	12%	89	88%	2	2%	3	3%	19	19%	65	64%	84	83%
Not Migrant	130	14	11%	116	89%	3	2%	4	3%	27	21%	82	63%	109	84%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	14	—	114	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	14	11%	116	89%	3	2%	4	3%	27	21%	82	63%	109	84%
Parent in Armed Forces	28	4	14%	24	86%	0	0%	0	0%	2	7%	22	79%	24	86%
Parent Not in Armed Forces	102	10	10%	92	90%	3	3%	4	4%	25	25%	60	59%	85	83%

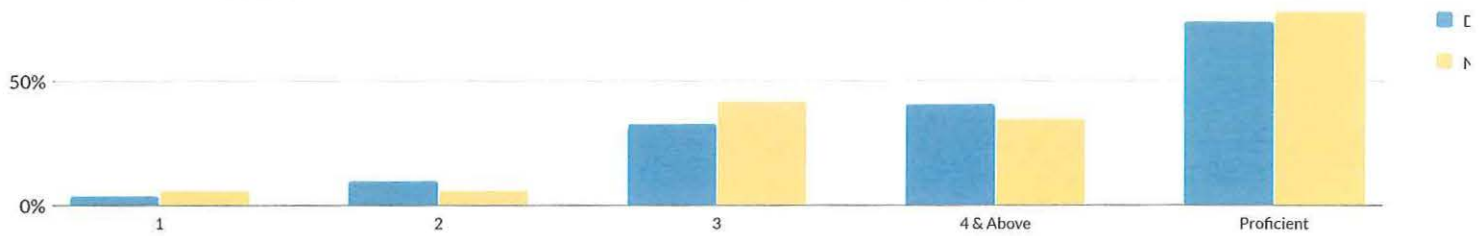
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

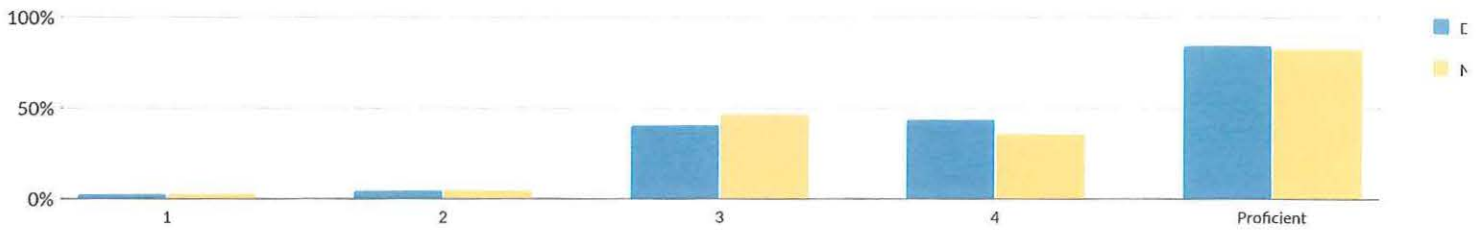
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	10	8%	120	92%	4	3%	11	8%	48	37%	57	44%	105	81%
General Education	108	5	5%	103	95%	1	1%	3	3%	42	39%	57	53%	99	92%
Students with Disabilities	22	5	23%	17	77%	3	14%	8	36%	6	27%	0	0%	6	27%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	19	1	5%	18	95%	1	5%	3	16%	11	58%	3	16%	14	74%
Hispanic or Latino	27	5	19%	22	81%	3	11%	3	11%	8	30%	8	30%	16	59%
White	74	3	4%	71	96%	0	0%	4	5%	26	35%	41	55%	67	91%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	1	10%	3	30%	5	50%	8	80%
Female	65	5	8%	60	92%	2	3%	7	11%	21	32%	30	46%	51	78%
Male	65	5	8%	60	92%	2	3%	4	6%	27	42%	27	42%	54	83%
Non-English Language Learners	124	8	6%	116	94%	2	2%	11	9%	46	37%	57	46%	103	83%
English Language Learners	6	2	33%	4	67%	2	33%	0	0%	2	33%	0	0%	2	33%
Economically Disadvantaged	29	1	3%	28	97%	3	10%	3	10%	13	45%	9	31%	22	76%
Not Economically Disadvantaged	101	9	9%	92	91%	1	1%	8	8%	35	35%	48	48%	83	82%
Not Migrant	130	10	8%	120	92%	4	3%	11	8%	48	37%	57	44%	105	81%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	10	—	118	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	10	8%	120	92%	4	3%	11	8%	48	37%	57	44%	105	81%
Parent in Armed Forces	28	3	11%	25	89%	0	0%	1	4%	9	32%	15	54%	24	86%
Parent Not in Armed Forces	102	7	7%	95	93%	4	4%	10	10%	39	38%	42	41%	81	79%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



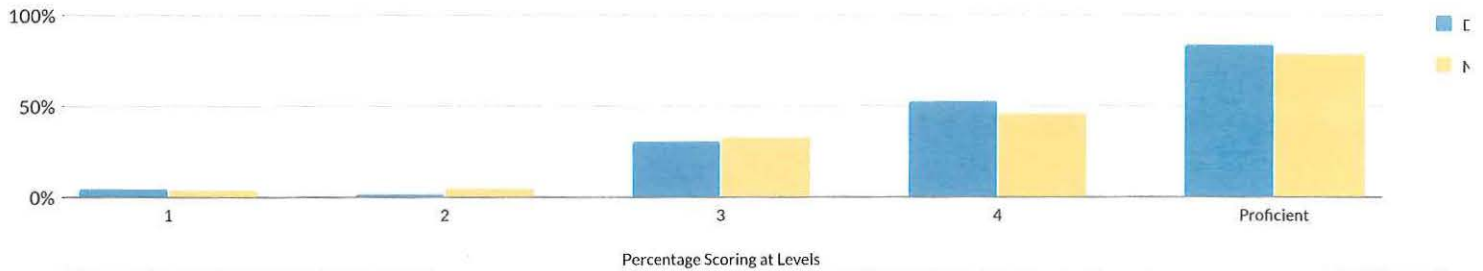
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	16	12%	114	88%	5	4%	13	10%	43	33%	53	41%	96	74%
General Education	108	10	9%	98	91%	1	1%	6	6%	39	36%	52	48%	91	84%
Students with Disabilities	22	6	27%	16	73%	4	18%	7	32%	4	18%	1	5%	5	23%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	19	1	5%	18	95%	1	5%	5	26%	11	58%	1	5%	12	63%
Hispanic or Latino	27	6	22%	21	78%	2	7%	4	15%	12	44%	3	11%	15	56%
White	74	8	11%	66	89%	2	3%	3	4%	16	22%	45	61%	61	82%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	1	10%	4	40%	4	40%	8	80%
Female	65	8	12%	57	88%	2	3%	8	12%	20	31%	27	42%	47	72%
Male	65	8	12%	57	88%	3	5%	5	8%	23	35%	26	40%	49	75%
Non-English Language Learners	124	13	10%	111	90%	4	3%	12	10%	42	34%	53	43%	95	77%
English Language Learners	6	3	50%	3	50%	1	17%	1	17%	1	17%	0	0%	1	17%
Economically Disadvantaged	29	2	7%	27	93%	1	3%	4	14%	16	55%	6	21%	22	76%
Not Economically Disadvantaged	101	14	14%	87	86%	4	4%	9	9%	27	27%	47	47%	74	73%
Not Migrant	130	16	12%	114	88%	5	4%	13	10%	43	33%	53	41%	96	74%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	16	—	112	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	16	12%	114	88%	5	4%	13	10%	43	33%	53	41%	96	74%
Parent in Armed Forces	28	4	14%	24	86%	0	0%	2	7%	4	14%	18	64%	22	79%
Parent Not in Armed Forces	102	12	12%	90	88%	5	5%	11	11%	39	38%	35	34%	74	73%

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	130	9	7%	121	93%	4	3%	7	5%	53	41%	57	44%	110	85%
General Education	108	5	5%	103	95%	1	1%	0	0%	47	44%	55	51%	102	94%
Students with Disabilities	22	4	18%	18	82%	3	14%	7	32%	6	27%	2	9%	8	36%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	19	1	5%	18	95%	1	5%	2	11%	14	74%	1	5%	15	79%
Hispanic or Latino	27	4	15%	23	85%	2	7%	3	11%	14	52%	4	15%	18	67%
White	74	3	4%	71	96%	1	1%	1	1%	20	27%	49	66%	69	93%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	0	0%	1	10%	5	50%	3	30%	8	80%
Female	65	5	8%	60	92%	2	3%	4	6%	28	43%	26	40%	54	83%
Male	65	4	6%	61	94%	2	3%	3	5%	25	38%	31	48%	56	86%
Non-English Language Learners	124	7	6%	117	94%	2	2%	7	6%	51	41%	57	46%	108	87%
English Language Learners	6	2	33%	4	67%	2	33%	0	0%	2	33%	0	0%	2	33%
Economically Disadvantaged	29	0	0%	29	100%	1	3%	3	10%	19	66%	6	21%	25	86%
Not Economically Disadvantaged	101	9	9%	92	91%	3	3%	4	4%	34	34%	51	50%	85	84%
Not Migrant	130	9	7%	121	93%	4	3%	7	5%	53	41%	57	44%	110	85%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	9	—	119	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	9	7%	121	93%	4	3%	7	5%	53	41%	57	44%	110	85%
Parent in Armed Forces	28	3	11%	25	89%	0	0%	0	0%	8	29%	17	61%	25	89%
Parent Not in Armed Forces	102	6	6%	96	94%	4	4%	7	7%	45	44%	40	39%	85	83%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	130	11	8%	119	92%	7	5%	3	2%	40	31%	69	53%	109	84%
General Education	108	6	6%	102	94%	1	1%	1	1%	35	32%	65	60%	100	93%
Students with Disabilities	22	5	23%	17	77%	6	27%	2	9%	5	23%	4	18%	9	41%
Asian or Native Hawaiian/Other Pacific Islander	4	0	—	4	—	—	—	—	—	—	—	—	—	—	—
Black or African American	19	1	5%	18	95%	1	5%	3	16%	10	53%	4	21%	14	74%
Hispanic or Latino	27	6	22%	21	78%	4	15%	0	0%	10	37%	7	26%	17	63%
White	74	3	4%	71	96%	1	1%	0	0%	17	23%	53	72%	70	95%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	9	90%	1	10%	0	0%	3	30%	5	50%	8	80%
Female	65	6	9%	59	91%	3	5%	2	3%	21	32%	33	51%	54	83%
Male	65	5	8%	60	92%	4	6%	1	2%	19	29%	36	55%	55	85%
Non-English Language Learners	124	8	6%	116	94%	5	4%	3	2%	39	31%	69	56%	108	87%
English Language Learners	6	3	50%	3	50%	2	33%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	29	2	7%	27	93%	1	3%	3	10%	13	45%	10	34%	23	79%
Not Economically Disadvantaged	101	9	9%	92	91%	6	6%	0	0%	27	27%	59	58%	86	85%
Not Migrant	130	11	8%	119	92%	7	5%	3	2%	40	31%	69	53%	109	84%
Homeless	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	11	—	117	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	130	11	8%	119	92%	7	5%	3	2%	40	31%	69	53%	109	84%
Parent in Armed Forces	28	2	7%	26	93%	0	0%	0	0%	7	25%	19	68%	26	93%
Parent Not in Armed Forces	102	9	9%	93	91%	7	7%	3	3%	33	32%	50	49%	83	81%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	9	0%	0%	22%	78%	0%
Grade 1	0	2	—	—	—	—	—
Grade 2	0	4	—	—	—	—	—
Grade 3	0	8	0%	38%	13%	50%	0%
Grade 4	0	3	—	—	—	—	—
Grade 5	0	10	10%	10%	10%	60%	10%
Grade 6	0	5	0%	0%	0%	80%	20%
Grade 7	0	5	0%	0%	20%	60%	20%
Grade 8	0	3	—	—	—	—	—
Grade 9	0	8	0%	13%	13%	38%	38%
Grade 10	0	5	0%	0%	20%	40%	40%
Grade 11	1	4	—	—	—	—	—
Grade 12	1	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 3 ELA	0	4	—	—	—	—	—	—	—	—
Grade 3 Math	0	4	—	—	—	—	—	—	—	—
Grade 6 ELA	0	1	—	—	—	—	—	—	—	—
Grade 6 Math	0	1	—	—	—	—	—	—	—	—
Grade 8 ELA	0	2	—	—	—	—	—	—	—	—
Grade 8 Math	0	2	—	—	—	—	—	—	—	—
Grade 8 Science	0	2	—	—	—	—	—	—	—	—
Secondary-Level ELA	7	2	—	—	—	—	—	—	—	—
Secondary-Level Math	7	2	—	—	—	—	—	—	—	—
Secondary-Level Science	7	2	—	—	—	—	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

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FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$12,620,233

PUPILS



967

EXPENDITURES PER PUPIL



\$13,051

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$7,621,355

PUPILS



185

EXPENDITURES PER PUPIL



\$41,197

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES**\$8,760,789,980****PUPILS****735,579****EXPENDITURES PER PUPIL****\$11,910****INSTRUCTIONAL EXPENDITURES****\$3,724,876,702****PUPILS****113,376****EXPENDITURES PER PUPIL****\$32,854**

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

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT



\$32,981

SIMILAR DISTRICT GROUP



\$23,507

NY STATE



\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	AVERAGE NEED/RESOURCE CAPACITY	80% OR MORE ▼
95 51.6%		58.7%
40% - 79% ▼	80% OR MORE ▼	40% - 79% ▼
16 8.7%	57.7%	11.5%
LESS THAN 40% ▼	40% - 79% ▼	LESS THAN 40% ▼
65 35.3%	18.7%	19.0%
SEPARATE SETTINGS ▼	LESS THAN 40% ▼	SEPARATE SETTINGS ▼
8 4.4%	16.1%	5.3%
OTHER SETTINGS ▼	SEPARATE SETTINGS ▼	OTHER SETTINGS ▼
0 0.0%	4.7%	5.6%
	OTHER SETTINGS ▼	
	2.8%	

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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NYS - Real Property System
County of Orange
Town of Highlands - 3336
Village of Highland Falls
SWIS Code - 333601

Assessor's Report - 2019 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/13/2020 10:52:48
Total Assessed Value 339,731,118
Uniform Percentage 100.00

Equalized Total Assessed Value 339,731,118

School District - 333601 Highland Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	5	1,035,300	0.30
13650	VG - GENERALLY	RPTL 406(1)	12	7,306,900	2.15
13800	SCHOOL DISTRICT	RPTL 408	3	6,412,000	1.89
14100	USA - GENERALLY	RPTL 400(1)	7	12,503,000	3.68
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	357,000	0.11
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	498,000	0.15
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	6,820,300	2.01
26100	VETERANS ORGANIZATION	RPTL 452	2	553,500	0.16
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	604,500	0.18
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	2	854,400	0.25
41400	CLERGY	RPTL 460	5	7,500	0.00
41690	VOLUNTEER FIREFIGHTERS AND AMB	RPTL 466-c,d,e,f,g,h&i	6	18,000	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	2	175,700	0.05
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	305,605	0.09
41834	ENHANCED STAR	RPTL 425	129	9,938,659	2.93
41854	BASIC STAR 1999-2000	RPTL 425	386	13,148,560	3.87
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	827,831	0.24
Total Exemptions Exclusive of System Exemptions:			577	61,366,755	18.06
Total System Exemptions:			0	0	0.00
Totals:			577	61,366,755	18.06

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 510,012,844

School District - 333601 Highland Falls CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	8	836,500	0.16
13800	SCHOOL DISTRICT	RPTL 408	2	8,813,700	1.73
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	2,946,300	0.58
14100	USA - GENERALLY	RPTL 400(1)	162	268,399,800	52.63
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	1,340,000	0.26
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	7	14,198,400	2.78
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	226,900	0.04
41800	PERSONS AGE 65 OR OVER	RPTL 467	3	288,150	0.06
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	52,480	0.01
41834	ENHANCED STAR	RPTL 425	55	4,306,017	0.84
41854	BASIC STAR 1999-2000	RPTL 425	229	8,710,548	1.71
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	1	442,918	0.09
Total Exemptions Exclusive of System Exemptions:			475	310,561,713	60.89
Total System Exemptions:			0	0	0.00
Totals:			475	310,561,713	60.89

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: _____

NYS - Real Property System
County of Orange
Town of Woodbury - 3358
Village of Woodbury
SWIS Code - 335809

Assessor's Report - 2019 - Prior Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/13/2020 10:52:48
Total Assessed Value 915,300
Uniform Percentage 37.71

Equalized Total Assessed Value 2,427,208

School District - 333601 Highland Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
14110	USA - SPECIFIED USES	STATE L 54	1	2,427,208	100.00
Total Exemptions Exclusive of System Exemptions:			1	2,427,208	100.00
Total System Exemptions:			0	0	0.00
Totals:			1	2,427,208	100.00

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: _____