

School District Budget Notice

Overall Budget Proposal	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	\$ 28,187,000	\$ 28,560,000	\$ 28,417,000
Increase/Decrease for the 2019-20 School Year		\$ 373,000	\$ 230,000
Percentage Increase/Decrease in Proposed Budget		1.30%	0.80%
Change in the Consumer Price Index		1.81%	
A. Proposed Levy to Support the Total Budgeted Amount	\$ 7,096,000	\$ 7,239,000	
B. Levy to Support Library Debt, if Applicable	\$ -	\$ -	
C. Levy for Non-Excludable Propositions, if Applicable **	\$ -	\$ -	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$ -	\$ -	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 7,096,000	\$ 7,239,000	
F. Total Permissible Exclusions	\$ -	\$ -	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 7,098,634	\$ 7,241,685	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 7,096,000	\$ 7,239,000	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 2,634	\$ 2,685	
Administrative Component	\$ 3,176,000	\$ 3,343,000	\$ 3,328,000
Program Component	\$ 20,414,000	\$ 20,921,000	\$ 20,808,000
Capital Component	\$ 4,597,000	\$ 4,296,000	\$ 4,281,000
<p>* If the proposed budget is defeated on June 9, 2020, the Board of Education will adopt a contingent budget. Under the tax levy limit law, school districts can levy a tax no greater than that of the prior year, or a 0 percent increase, in a contingent budget. The Watervliet City School District would be required to eliminate an additional \$143,000 in proposed spending for the 2020-21 school year.</p>			
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>	Description		Amount

	Under the Budget Proposed for the 2020-21 School Year	
Estimated Basic STAR Exemption Savings ¹	Watervliet Mannsville	\$448 \$441

The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Watervliet City School District, Albany County, New York will be by Absentee Ballot ONLY as stipulated in Governor Andrew Cuomo's executive order of May 1, 2020. All ballots must be received no later than 5:00 p.m. prevailing time on Tuesday, June 9, 2020 to be counted.

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

Watervliet City School District
GENERAL FUND APPROPRIATIONS
FISCAL YEAR 2020-21

		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
Board of Education						
A1010	BOARD OF EDUCATION					
40	Contractual Expenses	1,500	1,500	1,500		
45	Materials/Supplies	<u>500</u>	<u>500</u>	<u>500</u>		
		2,000	2,000	2,000		
A1040	DISTRICT CLERK					
16	Salaries Non-instructional	2,000	2,000	2,000		
40	Contractual Expenses	1,500	1,500	1,500		
45	Materials/Supplies	<u>500</u>	<u>500</u>	<u>500</u>		
		4,000	4,000	4,000		
A1060	DISTRICT MEETING					
40	Contractual Expenses	<u>2,000</u>	<u>2,000</u>	<u>2,000</u>		
		2,000	2,000	2,000		
Total Board of Education		8,000	8,000	8,000		
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Central Administration						
A1240	CHIEF SCHOOL ADMINISTRATOR					
15	Salaries Instructional	171,000	180,000	180,000		
16	Salaries Non-instructional	55,000	57,000	57,000		
40	Contractual Expenses	5,000	5,000	5,000		
45	Materials/Supplies	<u>2,000</u>	<u>2,000</u>	<u>2,000</u>		
		233,000	244,000	244,000		
Total Central Administration		233,000	244,000	244,000		
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Finance						
A1310	BUSINESS ADMINISTRATION					
16	Salaries Non-instructional	175,000	161,000	161,000		
40	Contractual Expenses	20,000	20,000	20,000		
45	Materials/Supplies	2,000	2,000	2,000		
49	BOCES Service	<u>10,000</u>	<u>33,000</u>	<u>33,000</u>		
		207,000	216,000	216,000		
A1320	AUDITING					
40	Contractual Expenses	<u>48,000</u>	<u>48,000</u>	<u>48,000</u>		
		48,000	48,000	48,000		
A1330	TAX COLLECTOR					
16	Salaries Non-instructional	<u>2,000</u>	<u>2,000</u>	<u>2,000</u>		
		2,000	2,000	2,000		
A1345	INTERNAL CLAIMS AUDITOR					
15	Salaries Non-instructional	<u>3,000</u>	<u>2,000</u>	<u>2,000</u>		
		3,000	2,000	2,000		
Total - Finance		260,000	268,000	268,000		
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		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
Staff						
A1420	LEGAL					
40	Contractual Services	<u>50,000</u>	<u>50,000</u>	<u>50,000</u>		
		50,000	50,000	50,000		
A1480	PUBLIC INFORMATION SERVICES					
49	BOCES Services	<u>114,000</u>	<u>117,000</u>	<u>117,000</u>		
		114,000	117,000	117,000		
Total - Staff		164,000	167,000	167,000		
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Central Services						
A1620	OPERATIONS					
20	Equipment	10,000	5,000			5,000
40	Contractual Expenses	110,000	90,000			90,000
41	Water-Telephone-Sewer	31,000	31,000			31,000
43	Electricity	180,000	160,000			160,000
44	Natural Gas	60,000	45,000			45,000
45	Materials/Supplies	<u>60,000</u>	<u>50,000</u>			<u>50,000</u>
		451,000	381,000			381,000
A1621	MAINTENANCE					
16	Salaries Non-instructional	<u>302,000</u>	<u>302,000</u>			<u>302,000</u>
		302,000	302,000			302,000
A1670	CENTRAL PRINTING & MAILING					
40	Contractual Expenses	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>		
		5,000	5,000	5,000		
A1680	CENTRAL DATA PROCESSING					
49	BOCES Service	<u>427,000</u>	<u>502,000</u>	<u>502,000</u>		
		427,000	502,000	502,000		
Total Central Services		1,185,000	1,190,000	507,000		683,000
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Special Item (Contractual Expenses)						
A1910	40 Unallocated Insurance	102,000	104,000	104,000		
A1920	40 School Association Dues	16,000	16,000	16,000		
A1964	40 Refund on Real Property Taxes	10,000	5,000	5,000		
A1981	49 Administration BOCES	<u>153,000</u>	<u>155,000</u>	<u>155,000</u>		
		281,000	280,000	280,000		
Total Special Items		281,000	280,000	280,000		
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TOTAL - GENERAL SUPPORT		2,131,000	2,157,000	1,474,000		683,000

		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
INSTRUCTION, ADMINISTRATION AND IMPROVEMENTS						
A2010	Curriculum Development & Supervision					
15	Salaries - Instructional	172,000	188,000	188,000		
16	Salaries Non-instructional	34,000	35,000	35,000		
40	Contractual Expenses	3,000	3,000	3,000		
45	Materials/Supplies	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>		
		210,000	227,000	227,000		
A2020	Supervision Regular School					
15	Salaries - Instructional	499,000	529,000	529,000		
16	Salaries Non-instructional	159,000	165,000	165,000		
40	Contractual Expenses	4,000	4,000	4,000		
45	Materials/Supplies	<u>7,000</u>	<u>7,000</u>	<u>7,000</u>		
		669,000	705,000	705,000		
A2070	In-Service Training - Instruction					
15	Salaries - Instructional	30,000	0	0		
40	Contractual Expenses	7,000	7,000	7,000		
49	BOCES Staff/Curriculum Development	<u>90,000</u>	<u>138,000</u>	<u>138,000</u>		
		127,000	145,000	145,000		
	Total - Instruction Administration and Improvements	1,006,000	1,077,000	1,077,000		

Teaching - Regular School

A2110	12	Teachers K-3	1,341,000	1,382,000	1,382,000
	12	Teachers 4-6	1,298,000	1,332,000	1,332,000
	13	Teachers 7-12	2,959,000	3,130,000	3,130,000
	140	Substitute Teachers	120,000	90,000	90,000
	142	Detention	6,000	6,000	6,000
	143	Home Teaching	20,000	5,000	5,000
	16	Salaries Non-instructional	113,000	111,000	111,000
	40	Contractual Services	16,000	16,000	16,000
	45	Materials/Supplies	90,000	45,000	45,000
	471	Tuition - Other Districts	100,000	50,000	50,000
	473	Payments to Charter Schools	616,000	822,000	822,000
	48	Text Books	50,000	10,000	10,000
	49	BOCES Service	<u>63,000</u>	<u>76,000</u>	<u>76,000</u>
			6,792,000	7,075,000	7,075,000
	Total Teaching - Regular		6,792,000	7,075,000	7,075,000

		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
Special Apportionment Programs						
A2250	PROGRAMS FOR SPECIAL EDUCATION					
15	Salaries - Instructional	790,000	786,000		786,000	
15	Salaries -Administration	131,000	191,000		191,000	
15	Salaries - Teacher Assistants	490,000	473,000		473,000	
16	Salaries Non-instructional	33,000	34,000		34,000	
40	Contractual Expenses	65,000	50,000		50,000	
45	Materials/Supplies	5,000	3,000		3,000	
47	Private School Tuition	858,000	953,000		953,000	
473	Charter School SPED	14,000	31,000		31,000	
49	BOCES Services	<u>2,171,000</u>	<u>2,475,000</u>		<u>2,475,000</u>	
		4,557,000	4,996,000		4,996,000	
A2280	OCCUPATIONAL ED					
49	BOCES	<u>605,000</u>	<u>529,000</u>		<u>529,000</u>	
		605,000	529,000		529,000	
Total - Special Apportionment Programs		5,162,000	5,525,000		5,525,000	

Teaching Summer School

A2330						
15	Salaries - Instructional	0	0		0	
40	Contractual Expenses	0	0		0	
45	Materials/Supplies	<u>0</u>	<u>0</u>		<u>0</u>	
		0	0		0	
Total - Teaching Summer Schoo		0	0		0	

Instructional Media

A2610	SCHOOL LIBRARY & AUDIOVISUAL					
15	Salaries - Instructional	78,000	82,000		82,000	
16	Salaries Non-instructional	17,000	19,000		19,000	
45	Materials/Supplies	1,000	1,000		1,000	
46	Library Materials	11,000	11,000		11,000	
49	BOCES Services	<u>31,000</u>	<u>32,000</u>		<u>32,000</u>	
		138,000	145,000		145,000	
A2630	COMPUTER ASSISTED INSTRUCTION					
15	Salaries - Instructional	72,000	0		0	
22	State Aid Hardware	25,000	10,000		10,000	
45	Materials/Supplies	9,000	8,000		8,000	
46	State Aid Software	10,000	5,000		5,000	
49	BOCES Services	<u>46,000</u>	<u>53,000</u>		<u>53,000</u>	
		162,000	76,000		76,000	
Total Instructional Media		300,000	221,000		221,000	

		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
Pupil Services						
Pupil Personnel Services						
A2805	ATTENDANCE - REGULAR SCHOOL					
16	Salaries Non-instructional	83,000	88,000		88,000	
45	Materials/Supplies	<u>1,000</u>	<u>1,000</u>		<u>1,000</u>	
		84,000	89,000		89,000	
A2810	GUIDANCE - REGULAR SCHOOL					
15	Salaries - Instructional	299,000	240,000		240,000	
16	Salaries Non-instructional	17,000	19,000		19,000	
40	Contractual Expenses	1,000	1,000		1,000	
45	Materials/Supplies	<u>6,000</u>	<u>3,000</u>		<u>3,000</u>	
		323,000	263,000		263,000	
A2815	HEALTH SERVICES - REGULAR SCHOOL					
16	Salaries Non-instructional	76,000	79,000		79,000	
40	Contractual Expenses	90,000	90,000		90,000	
45	Materials/Supplies	<u>5,000</u>	<u>5,000</u>		<u>5,000</u>	
		171,000	174,000		174,000	
A2820	PSYCHOLOGICAL SERVICES REGULAR SCHOOL					
15	Salaries - Instructional	137,000	144,000		144,000	
45	Materials/Supplies	<u>3,000</u>	<u>3,000</u>		<u>3,000</u>	
		140,000	147,000		147,000	
A2825	SOCIAL WORK SERVICES REGULAR SCHOOL					
15	Salaries - Instructional	168,000	176,000		176,000	
45	Materials/Supplies	<u>1,000</u>	<u>1,000</u>		<u>1,000</u>	
		169,000	177,000		177,000	
A2830	SPEECH SERVICES REGULAR SCHOOL					
15	Salaries - Instructional	179,000	118,000		118,000	
45	Materials/Supplies	<u>2,000</u>	<u>2,000</u>		<u>2,000</u>	
		181,000	120,000		120,000	
A2850	CO-CURRICULAR ACTIVITIES REGULAR SCHOOL					
15	Salaries - Instructional	<u>38,000</u>	<u>36,000</u>		<u>36,000</u>	
		38,000	36,000		36,000	
A2855	INTERSCHOLASTIC ATHLETICS REGULAR SCHOOL					
15	Salaries - Instructional	152,000	152,000		152,000	
40	Contractual Expenses	47,000	48,000		48,000	
45	Materials/Supplies	<u>31,000</u>	<u>22,000</u>		<u>22,000</u>	
		230,000	222,000		222,000	
Total - Pupil Services		1,336,000	1,228,000		1,228,000	

TOTAL - INSTRUCTION	14,596,000	15,126,000	1,077,000	14,049,000
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			2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
Pupil Transportation							
A5510	DISTRICT TRANSPORTATION SERVICES						
16	Salaries Non-instructional		134,000	158,000		158,000	
40	Contractual Expenses		80,000	80,000		80,000	
45	Materials/Supplies		<u>25,000</u>	<u>25,000</u>		<u>25,000</u>	
			239,000	263,000		263,000	
A5530	BUS GARAGE						
40	Contractual Expenses		15,000	15,000		15,000	
45	Materials/Supplies		<u>3,000</u>	<u>3,000</u>		<u>3,000</u>	
			18,000	18,000		18,000	
	CONTRACT TRANSPORTATION						
A5540	40	Contract Transportation	1,049,000	1,081,000		1,081,000	
A5550	40	Public Transportation	<u>7,000</u>	<u>4,000</u>		<u>4,000</u>	
			1,056,000	1,085,000		1,085,000	
Total - Pupil Transportation			1,313,000	1,366,000		1,366,000	

TOTAL - TRANSPORTATION	1,313,000	1,366,000		1,366,000
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UNDISTRIBUTED ITEMS

Employee Benefits

		Benefits					
A9010	80	State Retirement	176,000	183,000	57,000	78,000	48,000
A9020	80	Teacher's Retirement	875,000	925,000	93,000	832,000	
A9030	80	Social Security	785,000	818,000	98,000	695,000	25,000
A9040	80	Worker's Compensation	106,000	124,000	15,000	105,000	4,000
A9050	80	Unemployment Insurance	10,000	50,000	0	50,000	
A9060	80	Hospital and Medical Insurance	4,495,000	4,407,000	529,000	3,746,000	132,000
A9089	80	Non-Elective 403B Contributions	<u>61,000</u>	<u>0</u>			
			6,508,000	6,507,000	792,000	5,506,000	209,000
Total - Employee Benefits			6,508,000	6,507,000	792,000	5,506,000	209,000

Bonds and Debt

A9711	60	Serial Bonds - School Construction	<u>2,630,000</u>	<u>2,340,000</u>			<u>2,340,000</u>
			2,630,000	2,340,000			2,340,000
		Interest on Debt Service					
A9711	70	Serial Bonds - School Construction	930,000	999,000			999,000
A9770	70	Tax Anticipation Notes	<u>9,000</u>	<u>9,000</u>			<u>9,000</u>
			939,000	1,008,000			1,008,000
TOTAL - DEBT SERVICE			3,569,000	3,348,000			3,348,000

TOTAL - UNDISTRIBUTED	10,077,000	9,855,000	792,000	5,506,000	3,557,000
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			2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET	2020-21 ADMIN	2020-21 PROGRAM	2020-21 CAPITAL
Interfund Transfers							
A9901	95	Transfer -Special Aid Fund	<u>70,000</u> 70,000	<u>56,000</u> 56,000			<u>56,000</u> 56,000
Total - Interfund Transfer			70,000	56,000			56,000

TOTAL - GENERAL FUND	28,187,000	28,560,000	3,343,000	20,921,000	4,296,000
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GENERAL FUND - REVENUES

		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET
	Real Property Tax Items		
A1001	Real Property Taxeas	7,096,000	7,239,000
	Total Real Property Tax Items	7,096,000	7,239,000
	Other Tax Items		
A1081	Other Payments in Lieu of Taxes	200,000	205,000
A1090	Interest Penalties - Real Property Tax	<u>31,000</u>	<u>31,000</u>
		231,000	236,000
	Total Other Tax Items	231,000	236,000
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	Non Property Tax Items		
A1111	Tax on Consumers Utility Bills	<u>335,000</u>	<u>335,000</u>
	Total - Non Property Tax Items	335,000	335,000
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	Charges for Services		
A1410	Admissions	12,000	12,000
A2230	Day School Tuition-Other Districts	<u>16,000</u>	<u>20,000</u>
		28,000	32,000
	Total - Charges for Services	28,000	32,000
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	Use of Money and Property		
A2410	Use of Buildings	<u>16,000</u>	<u>10,000</u>
	Total Use of Money & Property	16,000	10,000
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	Miscellaneous		
A2701	Refund of Prior Years Expenses	160,000	160,000
A2770	Other Unclassified	<u>30,000</u>	<u>30,000</u>
		190,000	190,000
	Total - Miscellaneous	190,000	190,000

		2019-20 FINAL BUDGET	2020-21 PROPOSED BUDGET
State Aid			
A3101	Basic Formula	19,054,000	18,988,000
A3103	Board of Cooperative Services	885,000	834,000
A3260	Text Books	28,000	25,000
A3262	Computer Software Aid	5,000	9,000
A3263	Library Materials	<u>8,000</u>	<u>12,000</u>
		19,980,000	19,868,000
Total - State Aid		19,980,000	19,868,000
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Federal Sources			
A4107	Impact Aid	12,000	15,000
A4289	Interest Subsidy for QSCB	174,000	164,000
A4601	Medicaid Reimbursement	<u>125,000</u>	<u>125,000</u>
		311,000	304,000
Total Federal Sources		311,000	304,000
Fund Balance & Reserves			
A511	Reserve for EBALR		96,000
A599	Appropriated Fund Balance		<u>250,000</u>
Total Appropriated Reserves			346,000
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TOTAL - GENERAL FUND REVENUES			
		28,187,000	28,560,000

**2020-21
PROPOSED BUDGET**

Three-Part Budget Required by NYS Regulations

SUMMARY OF 2019-2020 PROPOSED BUDGET		
TOTAL EXPENSE CATEGORIES	ADOPTED 2020-21	% TOTAL BUDGET
PROGRAM	\$ 20,921,000	73.25%
ADMINISTRATIVE	3,343,000	11.71%
CAPITAL	4,296,000	15.04%
TOTAL BUDGET - ALL COMPONENTS	\$ 28,560,000	100.00%

ADMINISTRATIVE BUDGET

All administrative expenses are accounted for here. Board of Education, superintendent, business administration, building administration, and related services needed for the central administration of the school system and its program and capital components are included. Employee benefits are allocated to the administrative component as required by regulation.

ADMINISTRATIVE COMPONENT		
TOTAL EXPENSE CATEGORIES	ADOPTED 2020-21	% TOTAL BUDGET
BOARD OF EDUCATION	\$ 8,000	0.03%
CENTRAL ADMINISTRATION	244,000	0.85%
FINANCE	268,000	0.94%
LEGAL AND PUBLIC INFORMATION	167,000	0.58%
CENTRAL SERVICES	507,000	1.78%
SPECIAL ITEMS	280,000	0.98%
INSTRUCTION, SUPERVISION & ADMINISTRATION	1,077,000	
EMPLOYEE BENEFITS	792,000	2.77%
TOTAL ADMINISTRATIVE COMPONENT	\$ 3,343,000	11.71%
TOTAL BUDGET	\$ 28,560,000	100.00%

ADMINISTRATIVE BUDGET

All administrative expenses are accounted for here. Board of Education, superintendent, business administration, building administration, and related services needed for the central administration of the school system and its program and capital components are included. Employee benefits are allocated to the administrative component as required by regulation.

ADMINISTRATIVE COMPONENT		
TOTAL EXPENSE CATEGORIES	20921000	% TOTAL BUDGET
	3343000	
BOARD OF EDUCATION	\$ 4,296,000	15.04%
CENTRAL ADMINISTRATION	244,000	0.85%
FINANCE	268,000	0.94%
LEGAL AND PUBLIC INFORMATION	167,000	0.58%
CENTRAL SERVICES	507,000	1.78%
SPECIAL ITEMS	280,000	0.98%
INSTRUCTION, SUPERVISION & ADMINISTRATION	1,077,000	3.77%
EMPLOYEE BENEFITS	792,000	2.77%
TOTAL ADMINISTRATIVE COMPONENT	\$ 7,631,000	26.72%
TOTAL BUDGET	\$ 28,560,000	100.00%

CAPITAL BUDGET

All capital based expenses are accounted for here. Transportation, debt service and lease expenditures, costs associated with tax certiorari proceedings and awards from court proceedings, administrative orders or settled claims, all facilities costs including leases, annual debt service, and total debt for buildings, the costs for construction, acquisition, reconstruction, rehabilitation or improvement of buildings and grounds. Further, the capital budget must include rental, operations and maintenance, including base and total rental costs, operations and maintenance charges, and any and all expenses for custodial salaries and benefits, service contracts, supplies, utilities, and maintenance and repair of all buildings. As with the program and administrative components, employee benefits are allocated to the capital component.

CAPITAL COMPONENT		
TOTAL EXPENSE CATEGORIES	ADOPTED 2020-21	#VALUE!
OPERATIONS	\$ 381,000	1.33%
MAINTENANCE	302,000	1.06%
EMPLOYEE BENEFITS	209,000	0.73%
TOTAL DEBT SERVICE - PRINCIPAL	2,340,000	8.19%
TOTAL DEBT SERVICE - INTEREST	1,008,000	3.53%
INTERFUND TRANSFER	56,000	0.20%
TOTAL CAPITAL COMPONENT	\$ 4,296,000	15.04%
TOTAL BUDGET	\$ 28,560,000	100.00%

Property Tax Report Card
011200 - WATERVLIET CITY SD

2019-2020 - Page 1
Official - as of 05/19/2020 12:43 PM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2020-21 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Notice: The Enacted Budget allows school districts to establish a reserve fund for NYS Teachers' Retirement System Contributions, effective immediately. This reserve, if applicable, should be reported in the Schedule of Reserves under 'Other Reserve' and with a description that says: "To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS)."

Form Due - April 27, 2020

Form Preparer Name: KEITH HEID
Preparer's Telephone Number: (518) 629-3203

Shaded Fields Will Calculate	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	28,187,000	28,560,000	1.32 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	7,096,000	7,239,000	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	7,096,000	7,239,000	2.02 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	7,098,634	7,241,685	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	7,096,000	7,239,000	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	2,634	2,685	
Public School Enrollment	1,400	1,400	0.00 %
Consumer Price Index			1.81 %

¹ Include any prior year reserve for excess tax levy, including interest.

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

³ For 2020-21, includes any carryover from 2019-20 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	1,280,000	1,280,000
Assigned Appropriated Fund Balance	250,000	250,000
Adjusted Unrestricted Fund Balance	1,335,000	1,085,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.74 %	3.80 %

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 (Limit 200 Characters)**
--------------	--------------	-----------------------	------------------------	----------------------------------	---

Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital		For the cost of any object or purpose for which bonds may be issued.	<input type="text"/>	<input type="text"/>	
Repair		For the cost of repairs to capital improvements or equipment.	<input type="text"/>	<input type="text"/>	
Workers Compensation		For self-insured Workers Compensation and benefits.	<input type="text"/>	<input type="text"/>	
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	50,000	50,000	For unemployment claims pending State Aid cuts
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.	<input type="text"/>	<input type="text"/>	
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.	<input type="text"/>	<input type="text"/>	
Insurance		For liability, casualty, and other types of uninsured losses.	<input type="text"/>	<input type="text"/>	
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari	TAX CERTIORARI RESERVE	For tax certiorari settlements.	30,000	30,000	For tax certiorari claims pending State Aid cuts
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EBALR RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	200,000	200,000	For contractual payments owed upon retirement
Retirement Contribution	ERS RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	0	100,000	For funding ERS payments pending State Aid cuts
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	TRS RESERVE	To fund employer retirement contributions to the NYSTRS	0	900,000	For funding TRS payments pending State Aid cuts

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

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2020-21. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

COUNTY - Albany
CITY - Watervliet
SWIS - 011800

S W I S T O T A L S
UNIFORM PERCENT OF VALUE IS 089.00

VALUATION DATE-JUL 01, 2019
TAXABLE STATUS DATE-MAR 01, 2020
RPS150/V04/L015
CURRENT DATE 4/28/2020

*** E X E M P T I O N S U M M A R Y ***

CODE	DESCRIPTION	TOTAL PARCELS	COUNTY	CITY	SCHOOL
25900	Land Banks	5	68,200	68,200	68,200
26100	VETORG CTS	3	557,300	557,300	557,300
41001	CHG LVL CT	10	890,113	890,113	
41121	VET WAR CT	88	1631,379	1631,379	
41131	VET COM CT	70	2090,097	2090,097	
41141	VET DIS CT	20	641,154	641,154	
41161	CW 15 VET/	11	133,920	133,920	
41171	CW_DISBLD	2	18,215	18,215	
41800	AGED - ALL	119	5214,970	5214,970	5651,454
41834	ENH STAR	317			19486,242
41854	BAS STAR	750			20445,678
41930	DSABLLIMIN	9	473,670	473,670	482,115
47612	Bus Im C	3	847,964		
	T O T A L	1,481	326707,182	325859,218	360831,189

*** G R A N D T O T A L S ***

ROLL SEC	DESCRIPTION	TOTAL PARCELS	ASSESSED LAND	ASSESSED TOTAL	TAXABLE COUNTY	TAXABLE CITY	TAXABLE SCHOOL	STAR TAXABLE
1	TAXABLE	2,696	92818,802	386860,900	374919,418	375767,382	380727,331	340795,411
5	SPECIAL FRANCHISE	10		10650,618	10650,618	10650,618	10650,618	10650,618
6	UTILITIES & N.C.	16	204,000	1681,023	1681,023	1681,023	1681,023	1681,023
7	CEILING RAILROADS	1	10,000	262,673	262,673	262,673	262,673	262,673
8	WHOLLY EXEMPT	84	81618,200	325476,700				
*	SUB TOTAL	2,807	174651,002	724931,914	387513,732	388361,696	393321,645	353389,725
**	GRAND TOTAL	2,807	174651,002	724931,914	387513,732	388361,696	393321,645	353389,725

STATE OF NEW YORK
COUNTY - Albany
CITY - Watervliet
SWIS - 0118

2 0 2 0 T E N T A T I V E A S S E S S M E N T R O L L
C I T Y T O T A L S
UNIFORM PERCENT OF VALUE IS 089.00

PAGE 520
VALUATION DATE-JUL 01, 2019
TAXABLE STATUS DATE-MAR 01, 2020
RPS150/V04/L015
CURRENT DATE 4/28/2020

*** S P E C I A L D I S T R I C T S U M M A R Y ***

Equalized Total Assessed Value 210,831,562

School District - 011800 Watervliet

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	4	1,757,760	0.83
14100	USA - GENERALLY	RPTL 400(1)	3	140,580,683	66.68
25900	Land Banks	NPCL S1608	1	160	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	987,040	0.47
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	208,320	0.10
41804	PERSONS AGE 65 OR OVER	RPTL 467	3	55,840	0.03
41834	ENHANCED STAR	RPTL 425	38	2,628,672	1.25
41854	BASIC STAR 1999-2000	RPTL 425	128	3,948,544	1.87
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	11	303,419	0.14
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	2	210,725	0.10
Total Exemptions Exclusive of System Exemptions:			196	150,681,163	71.47
Total System Exemptions:			0	0	0.00
Totals:			196	150,681,163	71.47

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

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

- 0 -

Form Due May 11, 2020

2020-2021 Salary Threshold =
\$141,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	165,375	44,715	9,700

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

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

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Title	Salary	Employee Benefits	Other Remuneration
37.			
38.			
39.			
40.			
41.			
42.			
43.			
44.			

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

\$12,795,008

PUPILS

1,330

EXPENDITURES PER PUPIL

\$9,620

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$6,576,325

PUPILS

215

EXPENDITURES PER PUPIL

\$30,588

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,607,418,443

PUPILS

215,052

EXPENDITURES PER PUPIL

\$12,125

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,144,010,444

PUPILS

35,167

EXPENDITURES PER PUPIL

\$32,531

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,536,250,285

PUPILS

2,658,466

EXPENDITURES PER PUPIL

\$13,367

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,830,085,081

PUPILS

489,198

EXPENDITURES PER PUPIL

\$32,359

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$19,618

SIMILAR DISTRICT GROUP

\$22,630

NY STATE

\$25,853

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN	NY STATE
80% OR MORE ▼	80% OR MORE ▼	80% OR MORE ▼
92 47.2%	47.7%	58.7%
40% - 79% ▼	40% - 79% ▼	40% - 79% ▼
21 10.8%	18.1%	11.5%
LESS THAN 40% ▼	LESS THAN 40% ▼	LESS THAN 40% ▼
43 22.1%	23.4%	19.0%
SEPARATE SETTINGS ▼	SEPARATE SETTINGS ▼	SEPARATE SETTINGS ▼
39 20.0%	7.8%	5.3%
OTHER SETTINGS ▼	OTHER SETTINGS ▼	OTHER SETTINGS ▼
0 0.0%	3.0%	5.6%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
15.5%	12.9%	15.6%

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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THIS DOCUMENT WAS CREATED ON: MAY 30, 2020, 2:42 PM EST

WATERVLIET JUNIOR-SENIOR HIGH SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	173	106	2
	Math	173	68	
	Science	82	155	
	Combined	428	100	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	85	2
	Math	29	103	
	Science	13	162	
	Combined	71	106	
Black or African American	ELA	33	91	2
	Math	33	49	
	Science	37	157	
	Combined	103	101	
Hispanic or Latino	ELA	30	108	2
	Math	31	65	
	Science	30	158	
	Combined	91	110	
Multiracial	ELA	27	143	2
	Math	26	87	
	Science	12	175	
	Combined	65	126	
White	ELA	79	106	2
	Math	78	67	
	Science	31	153	
	Combined	188	97	
English Language Learners	ELA	25	40	2
	Math	25	68	
	Science	11	123	
	Combined	61	66	
Students with Disabilities	ELA	43	69	2
	Math	41	39	
	Science	19	124	
	Combined	103	67	
Economically Disadvantaged	ELA	148	102	2
	Math	147	65	
	Science	58	147	
	Combined	353	94	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	173	106	2
	Math	173	68	
	Science	83	153	
	Combined	429	100	
Asian or Native Hawaiian/Other Pacific Islander	ELA	29	85	2
	Math	29	103	
	Science	13	162	
	Combined	71	106	
Black or African American	ELA	34	88	2
	Math	34	47	
	Science	40	145	
	Combined	108	96	
Hispanic or Latino	ELA	30	108	2
	Math	31	65	
	Science	30	158	
	Combined	91	110	
Multiracial	ELA	29	133	2
	Math	29	78	
	Science	13	162	
	Combined	71	116	
White	ELA	79	106	2
	Math	78	67	
	Science	31	153	
	Combined	188	97	
English Language Learners	ELA	25	40	2
	Math	25	68	
	Science	11	123	
	Combined	61	66	
Students with Disabilities	ELA	48	62	2
	Math	47	34	
	Science	22	107	
	Combined	117	59	
Economically Disadvantaged	ELA	148	102	2
	Math	147	65	
	Science	58	147	
	Combined	353	94	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	48,232	944	51.1	3
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4,472	79	56.6	4
Black or African American	9,239	187	49.4	2
Hispanic or Latino	7,228	155	46.6	2
Multiracial	3,369	67	50.3	3
White	23,924	456	52.5	3
English Language Learners	3,062	53	57.8	4
Students with Disabilities	6,640	115	57.7	4
Economically Disadvantaged	37,262	726	51.3	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	15	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	15	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	13	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	101	173	106	109	105	122	161	—	N	200	2	1
	Math	61	173	68	72	107	124	162	N	—	200	1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	29	—	—	—	—	—	—	—	—	—	—
	Math	—	29	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	90	34	88	99	98	116	158	N	—	200	1	1
	Math	45	34	47	57	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	68	30	108	78	95	113	157	—	—	200	3	2
	Math	43	31	65	55	92	111	155	—	N	200	2	
Multiracial	ELA	—	29	—	—	—	—	—	—	—	—	—	—
	Math	—	29	—	—	—	—	—	—	—	—	—	
White	ELA	113	79	106	120	102	119	160	—	N	200	2	1
	Math	68	78	67	78	110	126	163	N	—	200	1	
English Language Learners	ELA	—	25	—	—	—	—	—	—	—	—	—	—
	Math	—	25	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	35	48	62	48	61	85	142	—	—	200	3	2
	Math	22	47	34	37	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	90	148	102	99	95	113	157	—	—	200	3	2
	Math	48	147	65	60	94	112	156	—	N	200	2	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	19.8	196	50	25.5%	18.6%	14.6%	12.8%	8.9%	N	—	5%	1
Asian or Native Hawaiian/Other Pacific Islander	5.9	30	3	10%	5.9%	8.2%	7.4%	6.2%	N	—	5%	1
Black or African American	15.9	38	13	34.2%	15.1%	20.1%	17.7%	11.4%	N	—	5%	1
Hispanic or Latino	35.5	37	10	27%	33.1%	19.8%	17%	11%	—	Y	5%	3
Multiracial	23.3	38	9	23.7%	22.6%	16.5%	14.5%	9.8%	N	—	5%	1
White	17.5	85	18	21.2%	16.5%	10.5%	9.3%	7.2%	Y	—	5%	2
English Language Learners	—	27	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	29	58	16	27.6%	27%	21.5%	18.5%	11.8%	N	—	5%	1
Economically Disadvantaged	21.5	167	47	28.1%	20.1%	19.9%	17.1%	11.1%	N	—	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	186	95.2%	378	94.7%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
Black or African American	—	36	—	—	—
Hispanic or Latino	—	34	—	—	—
Multiracial	—	16	—	—	—
White	✓	83	96.4%	175	94.9%
English Language Learners	—	15	—	—	—
Students with Disabilities	—	27	—	—	—
Economically Disadvantaged	✓	160	95%	302	94.4%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	187	94.7%	378	93.1%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	17	—	—	—
Black or African American	—	36	—	—	—
Hispanic or Latino	—	35	—	—	—
Multiracial	—	17	—	—	—
White	✓	82	95.1%	173	92.5%
English Language Learners	—	15	—	—	—
Students with Disabilities	—	27	—	—	—
Economically Disadvantaged	✗	160	93.8%	301	92.4%

SECONDARY STATUSES BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	86	165	163	2
	Math	86	124		
	Science	86	199		
	Social Studies	86	202		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	17	144	167	2
	Math	17	141		
	Science	17	212		
	Social Studies	17	224		
Black or African American	ELA	31	127	132	2
	Math	31	90		
	Science	31	179		
	Social Studies	31	174		
Hispanic or Latino	ELA	14	154	146	2
	Math	14	96		
	Science	14	193		
	Social Studies	14	179		
Multiracial	ELA	9	161	165	2
	Math	9	139		
	Science	9	200		
	Social Studies	9	189		
White	ELA	45	177	176	3
	Math	45	139		
	Science	45	209		
	Social Studies	45	221		
English Language Learners	ELA	9	61	122	4
	Math	9	122		
	Science	9	189		
	Social Studies	9	172		
Students with Disabilities	ELA	24	69	85	2
	Math	24	46		
	Science	24	146		
	Social Studies	24	127		
Economically Disadvantaged	ELA	50	151	157	2

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	50	125		
	Science	50	197		
	Social Studies	50	194		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	77.8%	97	72.2%	79.2%	82.8%	85%	90%	N	—	95%	1	2
	5-Year	79.2%	114	80.7%	80.6%	85%	86.8%	91.4%	—	N	96%	2	
	6-Year	80.7%	108	80.6%	82.1%	85.1%	87.3%	92.2%	Y	—	97%	2	
American Indian or Alaska Native	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	19	89.5%	—	—	—	—	—	—	—	—	—
	5-Year	—	14	—	—	—	—	—	—	—	—	—	
	6-Year	—	10	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	84.2%	48	75%	85%	73.3%	77.3%	86.2%	—	N	95%	2	3
	5-Year	70%	31	90.3%	72%	76.7%	80.3%	88.2%	—	—	96%	4	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	—	—	—	—	—	—	—	—	—	—	2
	5-Year	77.3%	17	76.5%	78.7%	75.7%	79.1%	87.6%	—	N	96%	2	
	6-Year	77.3%	24	75%	78.1%	76.1%	79.7%	88.4%	N	—	97%	1	
Multiracial	4-Year	—	9	—	—	—	—	—	—	—	—	—	—
	5-Year	—	11	—	—	—	—	—	—	—	—	—	
	6-Year	—	7	—	—	—	—	—	—	—	—	—	
White	4-Year	77.8%	59	76.3%	79.2%	90.2%	91%	93%	N	—	95%	1	1
	5-Year	79.5%	63	77.8%	80.9%	91.5%	92.3%	94.2%	N	—	96%	1	
	6-Year	82.6%	72	79.2%	83.8%	91.2%	92.4%	94.7%	N	—	97%	1	
English Language Learners	4-Year	—	9	—	—	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	46.4%	41	56.1%	50.2%	59.7%	66.1%	80.6%	—	N	95%	2	2
	5-Year	59%	35	54.3%	62%	63%	69%	82.5%	Y	—	96%	2	
	6-Year	56.8%	28	50%	60%	61.4%	67.8%	82.4%	N	—	97%	1	
Economically Disadvantaged	4-Year	70.3%	70	65.7%	72.3%	76.9%	79.9%	87.5%	N	—	95%	1	1
	5-Year	77.3%	74	77%	78.7%	80.4%	83%	89.5%	Y	—	96%	2	
	6-Year	73.4%	75	73.3%	75.2%	80.7%	83.5%	90.3%	N	—	97%	1	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	38	45%	42%	0.9	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	38	45%	42%	0.9	2
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	38	45%	42%	0.9	2

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	163	86	165	168	191	194	204	Y	—	215	2	2
	Math	122	86	124	128	151	158	179	Y	—	200	2	
American Indian or Alaska Native	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	17	—	—	—	—	—	—	—	—	—	—
	Math	—	17	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	164	31	127	168	163	170	192	N	—	215	1	1
	Math	101	31	90	109	117	127	164	N	—	200	1	
Hispanic or Latino	ELA	—	14	—	—	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
White	ELA	175	45	177	178	208	209	212	Y	—	215	2	2
	Math	126	45	139	132	168	172	186	—	Y	200	3	
English Language Learners	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	24	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	147	50	151	152	171	177	196	Y	—	215	2	2
	Math	109	50	125	116	131	140	170	—	Y	200	3	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	24.8	396	115	29%	23.2%	22.6%	19.8%	12.4%	N	—	5%	1
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10.3	37	6	16.2%	9.9%	14%	12.4%	8.7%	N	—	5%	1
Black or African American	22.9	94	30	31.9%	21.5%	31.5%	27.1%	16.1%	Y	—	5%	2
Hispanic or Latino	27	49	18	36.7%	25.2%	31.6%	27.2%	16.1%	N	—	5%	1
Multiracial	25	41	13	31.7%	24.2%	23.1%	20.1%	12.6%	N	—	5%	1
White	27	194	53	27.3%	25.2%	15.6%	14%	9.5%	N	—	5%	1
English Language Learners	21.7	46	11	23.9%	21%	33.8%	29%	17%	—	—	5%	3
Students with Disabilities	38.5	59	26	44.1%	35.9%	32.8%	28%	16.5%	N	—	5%	1
Economically Disadvantaged	29.9	246	84	34.1%	27.9%	30.2%	25.8%	15.4%	N	—	5%	1

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	138.2	147.1	141.2	130.2	137.8	156.4	—	—	175	4
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	156.5	96.4	157.9	101.2	114	144.5	N	—	175	1
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	134.9	164.7	138.1	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	77.1	64.1	84.9	76.5	93.5	134.3	N	—	175	1
Economically Disadvantaged	130.4	128.6	134	112.9	123.7	149.4	—	—	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	102	0	70	0	10	0	22
American Indian or Alaska Native	2	0	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	18	0	—	—	—	—	—
Black or African American	42	0	18	0	4	1	19
Hispanic or Latino	18	0	—	—	—	—	—
Multiracial	9	0	—	—	—	—	—
White	51	0	40	0	4	0	7
English Language Learners	10	0	—	—	—	—	—
Students with Disabilities	32	0	4	0	12	1	15
Economically Disadvantaged	63	0	38	0	5	0	20

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	✓	87	100%	161	100%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	5	—	—	—
White	✓	48	100%	91	100%
English Language Learners	—	5	—	—	—
Students with Disabilities	—	6	—	—	—
Economically Disadvantaged	✓	52	100%	101	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	87	97.7%	161	98.8%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—
Black or African American	—	15	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	5	—	—	—
White	✓	48	100%	91	100%
English Language Learners	—	5	—	—	—
Students with Disabilities	—	6	—	—	—
Economically Disadvantaged	✓	52	96.2%	101	98%

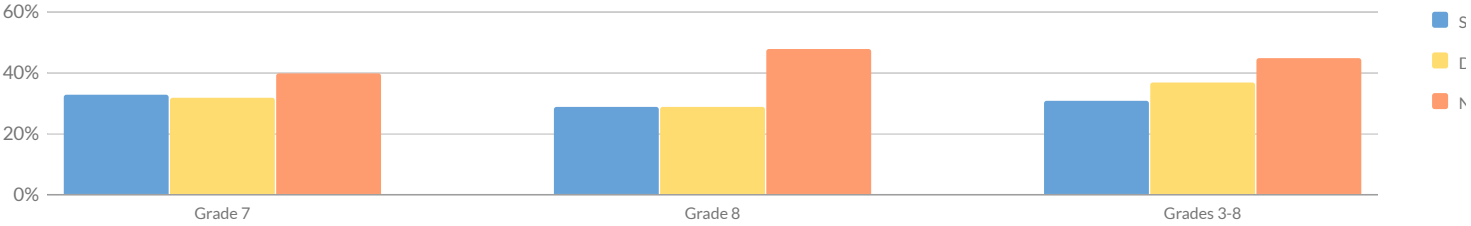
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	5	9%	0	0%	0	0%
THIS DISTRICT	9	8%	2	67%	0	0%
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

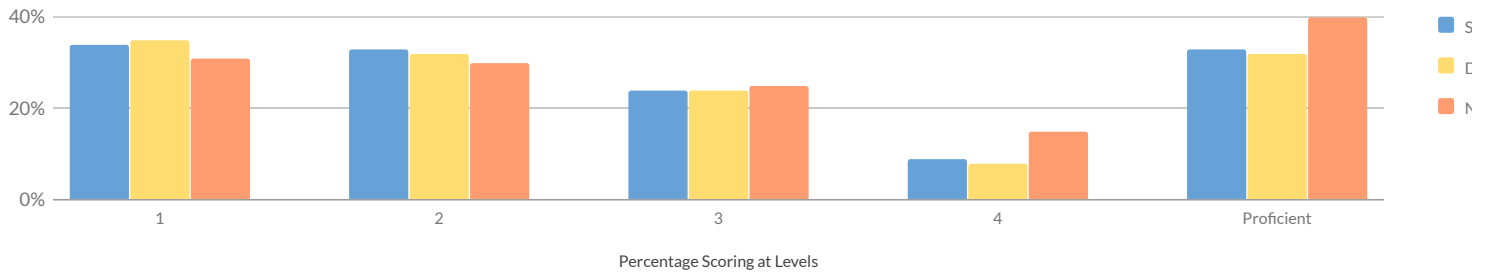
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GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 7	4	94	32	34%	31	33%	23	24%	8	9%	31	33%
Grade 8	8	82	21	26%	37	45%	20	24%	4	5%	24	29%
Grades 3-8	12	176	53	30%	68	39%	43	24%	12	7%	55	31%

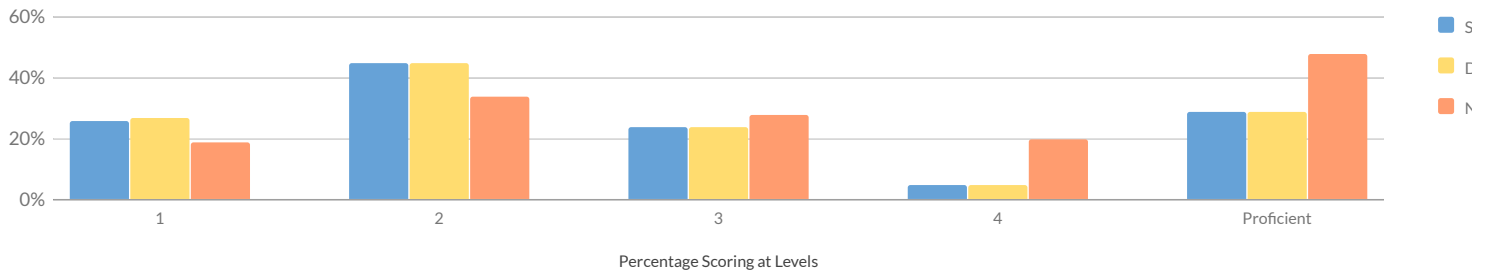
GRADE 7 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	94	32	34%	31	33%	23	24%	8	9%	31	33%
General Education	2	77	18	23%	29	38%	22	29%	8	10%	30	39%
Students with Disabilities	2	17	14	82%	2	12%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	0	10	3	30%	2	20%	4	40%	1	10%	5	50%
Black or African American	1	12	6	50%	4	33%	2	17%	0	0%	2	17%
Hispanic or Latino	1	15	7	47%	4	27%	3	20%	1	7%	4	27%
White	2	48	16	33%	17	35%	10	21%	5	10%	15	31%
Multiracial	0	9	0	0%	4	44%	4	44%	1	11%	5	56%
Female	2	45	16	36%	12	27%	14	31%	3	7%	17	38%
Male	2	49	16	33%	19	39%	9	18%	5	10%	14	29%
English Language Learners	0	7	4	57%	3	43%	0	0%	0	0%	0	0%
Non-English Language Learners	4	87	28	32%	28	32%	23	26%	8	9%	31	36%
Economically Disadvantaged	3	94	32	34%	31	33%	23	24%	8	9%	31	33%
Not Migrant	4	94	32	34%	31	33%	23	24%	8	9%	31	33%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	92	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	94	32	34%	31	33%	23	24%	8	9%	31	33%
Parent Not in Armed Forces	4	94	32	34%	31	33%	23	24%	8	9%	31	33%

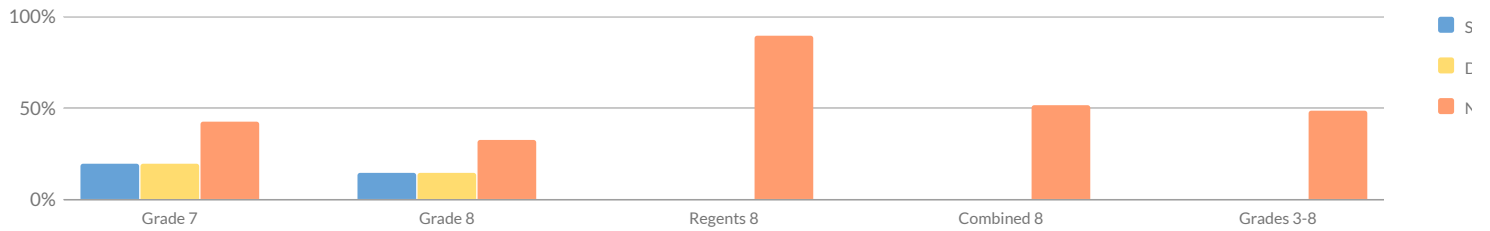
GRADE 8 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	82	21	26%	37	45%	20	24%	4	5%	24	29%
General Education	7	75	20	27%	31	41%	20	27%	4	5%	24	32%
Students with Disabilities	1	7	1	14%	6	86%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	7	5	71%	1	14%	1	14%	0	0%	1	14%
Black or African American	2	21	4	19%	12	57%	5	24%	0	0%	5	24%
Hispanic or Latino	1	18	3	17%	10	56%	3	17%	2	11%	5	28%
White	2	31	9	29%	12	39%	8	26%	2	6%	10	32%
Multiracial	3	5	0	0%	2	40%	3	60%	0	0%	3	60%
Female	2	33	8	24%	16	48%	7	21%	2	6%	9	27%
Male	6	49	13	27%	21	43%	13	27%	2	4%	15	31%
English Language Learners	0	8	6	75%	2	25%	0	0%	0	0%	0	0%
Non-English Language Learners	8	74	15	20%	35	47%	20	27%	4	5%	24	32%
Economically Disadvantaged	7	57	17	30%	27	47%	12	21%	1	2%	13	23%
Not Economically Disadvantaged	1	25	4	16%	10	40%	8	32%	3	12%	11	44%
Not Migrant	8	82	21	26%	37	45%	20	24%	4	5%	24	29%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	8	80	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	8	82	21	26%	37	45%	20	24%	4	5%	24	29%
Parent Not in Armed Forces	8	82	21	26%	37	45%	20	24%	4	5%	24	29%

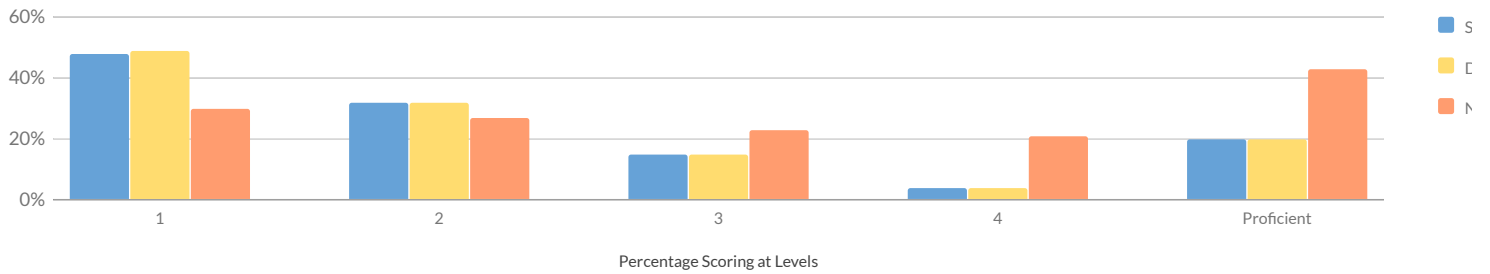
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 7	7	91	44	48%	29	32%	14	15%	4	4%	18	20%
Grade 8	5	84	49	58%	22	26%	11	13%	2	2%	13	15%
Regents 8	—	1	—	—	—	—	—	—	—	—	—	—
Combined 8	5	85	—	—	—	—	—	—	—	—	—	—
Grades 3-8	12	176	—	—	—	—	—	—	—	—	—	—

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.

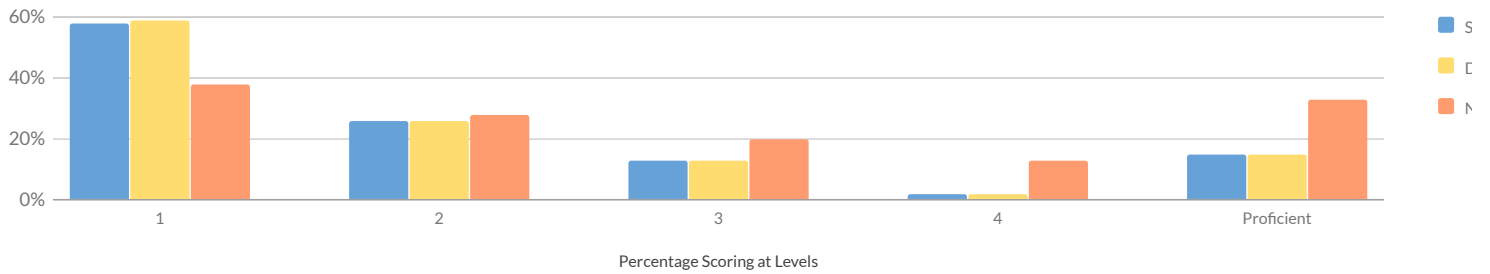
GRADE 7 MATH RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	91	44	48%	29	32%	14	15%	4	4%	18	20%
General Education	5	74	28	38%	29	39%	13	18%	4	5%	17	23%
Students with Disabilities	2	17	16	94%	0	0%	1	6%	0	0%	1	6%
Asian or Native Hawaiian/Other Pacific Islander	0	10	4	40%	1	10%	4	40%	1	10%	5	50%
Black or African American	1	12	8	67%	2	17%	2	17%	0	0%	2	17%
Hispanic or Latino	0	16	9	56%	4	25%	2	13%	1	6%	3	19%
White	5	45	22	49%	18	40%	4	9%	1	2%	5	11%
Multiracial	1	8	1	13%	4	50%	2	25%	1	13%	3	38%
Female	3	44	21	48%	14	32%	9	20%	0	0%	9	20%
Male	4	47	23	49%	15	32%	5	11%	4	9%	9	19%
English Language Learners	0	7	5	71%	0	0%	1	14%	1	14%	2	29%
Non-English Language Learners	7	84	39	46%	29	35%	13	15%	3	4%	16	19%
Economically Disadvantaged	7	90	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	7	91	44	48%	29	32%	14	15%	4	4%	18	20%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	7	89	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	91	44	48%	29	32%	14	15%	4	4%	18	20%
Parent Not in Armed Forces	7	91	44	48%	29	32%	14	15%	4	4%	18	20%

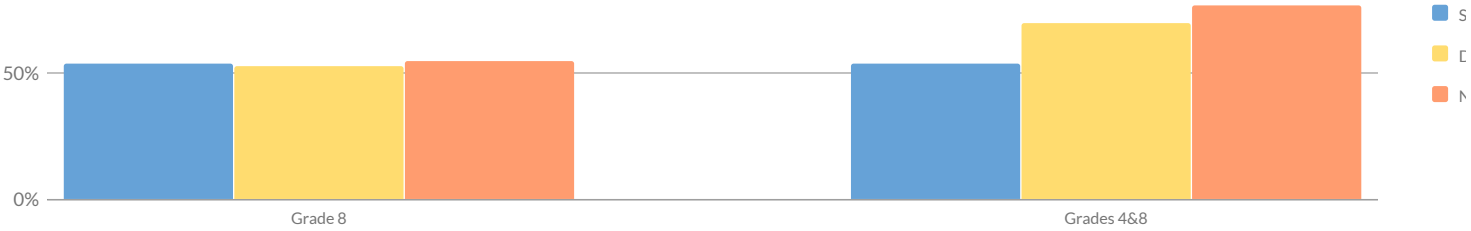
GRADE 8 MATH RESULTS



MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	84	49	58%	22	26%	11	13%	2	2%	13	15%
General Education	4	77	43	56%	21	27%	11	14%	2	3%	13	17%
Students with Disabilities	1	7	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	7	3	43%	2	29%	1	14%	1	14%	2	29%
Black or African American	2	21	12	57%	8	38%	1	5%	0	0%	1	5%
Hispanic or Latino	0	19	11	58%	5	26%	2	11%	1	5%	3	16%
White	1	31	18	58%	6	19%	7	23%	0	0%	7	23%
Multiracial	2	6	5	83%	1	17%	0	0%	0	0%	0	0%
Female	1	34	19	56%	10	29%	5	15%	0	0%	5	15%
Male	4	50	30	60%	12	24%	6	12%	2	4%	8	16%
English Language Learners	0	8	4	50%	3	38%	1	13%	0	0%	1	13%
Non-English Language Learners	5	76	45	59%	19	25%	10	13%	2	3%	12	16%
Economically Disadvantaged	4	59	38	64%	15	25%	4	7%	2	3%	6	10%
Not Economically Disadvantaged	1	25	11	44%	7	28%	7	28%	0	0%	7	28%
Not Migrant	5	84	49	58%	22	26%	11	13%	2	2%	13	15%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	82	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	84	49	58%	22	26%	11	13%	2	2%	13	15%
Parent Not in Armed Forces	5	84	49	58%	22	26%	11	13%	2	2%	13	15%

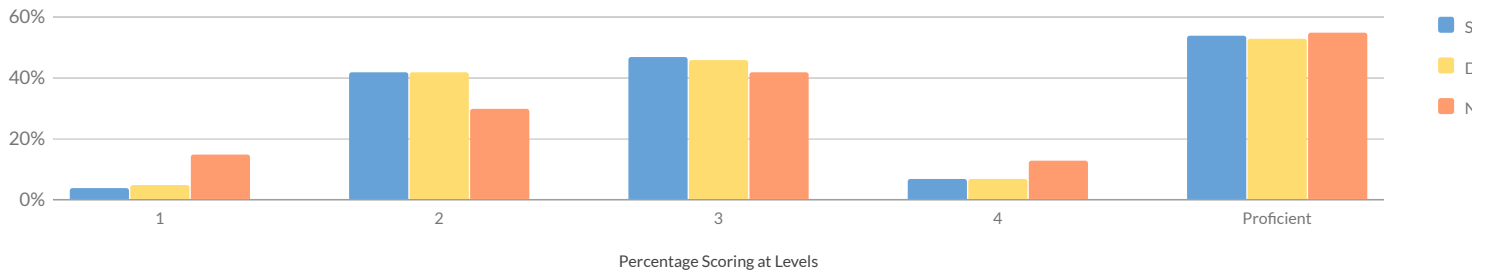
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 8	6	83	3	4%	35	42%	39	47%	6	7%	45	54%
Grades 4&8	6	83	3	4%	35	42%	39	47%	6	7%	45	54%

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

GRADE 8 SCIENCE RESULTS

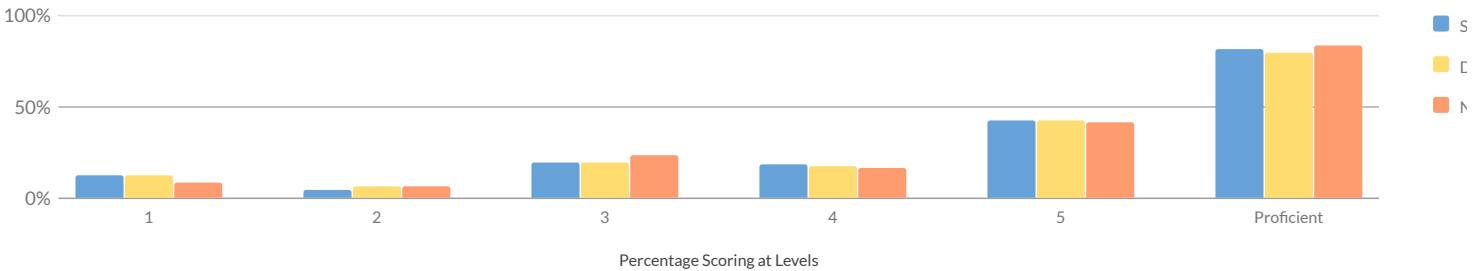


MEAN SCORE: 66

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	83	3	4%	35	42%	39	47%	6	7%	45	54%
General Education	5	76	2	3%	30	39%	38	50%	6	8%	44	58%
Students with Disabilities	1	7	1	14%	5	71%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	7	0	0%	2	29%	4	57%	1	14%	5	71%
Black or African American	3	20	1	5%	10	50%	9	45%	0	0%	9	45%
Hispanic or Latino	0	19	0	0%	8	42%	9	47%	2	11%	11	58%
White	1	31	2	6%	12	39%	14	45%	3	10%	17	55%
Multiracial	2	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	2	33	0	0%	17	52%	14	42%	2	6%	16	48%
Male	4	50	3	6%	18	36%	25	50%	4	8%	29	58%
English Language Learners	0	8	1	13%	4	50%	3	38%	0	0%	3	38%
Non-English Language Learners	6	75	2	3%	31	41%	36	48%	6	8%	42	56%
Economically Disadvantaged	4	59	2	3%	29	49%	25	42%	3	5%	28	47%
Not Economically Disadvantaged	2	24	1	4%	6	25%	14	58%	3	13%	17	71%
Not Migrant	6	83	3	4%	35	42%	39	47%	6	7%	45	54%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	6	81	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	6	83	3	4%	35	42%	39	47%	6	7%	45	54%
Parent Not in Armed Forces	6	83	3	4%	35	42%	39	47%	6	7%	45	54%

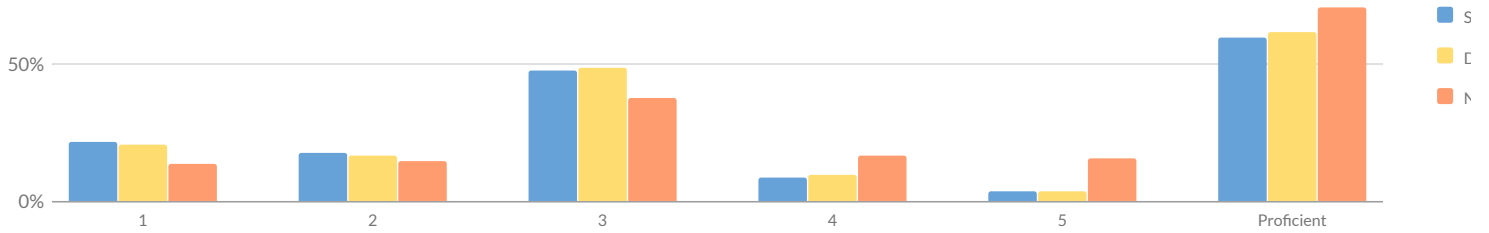
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

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	116	15	13%	6	5%	23	20%	22	19%	50	43%	95	82%
General Education	98	7	7%	4	4%	18	18%	21	21%	48	49%	87	89%
Students with Disabilities	18	8	44%	2	11%	5	28%	1	6%	2	11%	8	44%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	4	25%	2	13%	4	25%	1	6%	5	31%	10	63%
Black or African American	28	4	14%	2	7%	7	25%	6	21%	9	32%	22	79%
Hispanic or Latino	17	2	12%	0	0%	3	18%	5	29%	7	41%	15	88%
White	50	4	8%	2	4%	9	18%	8	16%	27	54%	44	88%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	0	0%	0	0%	2	40%	2	40%	4	80%
Female	66	8	12%	2	3%	14	21%	14	21%	28	42%	56	85%
Male	50	7	14%	4	8%	9	18%	8	16%	22	44%	39	78%
English Language Learners	14	7	50%	2	14%	3	21%	1	7%	1	7%	5	36%
Non-English Language Learners	102	8	8%	4	4%	20	20%	21	21%	49	48%	90	88%
Economically Disadvantaged	78	13	17%	6	8%	14	18%	15	19%	30	38%	59	76%
Not Economically Disadvantaged	38	2	5%	0	0%	9	24%	7	18%	20	53%	36	95%
Not Migrant	116	15	13%	6	5%	23	20%	22	19%	50	43%	95	82%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	115	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	116	15	13%	6	5%	23	20%	22	19%	50	43%	95	82%
Parent Not in Armed Forces	116	15	13%	6	5%	23	20%	22	19%	50	43%	95	82%

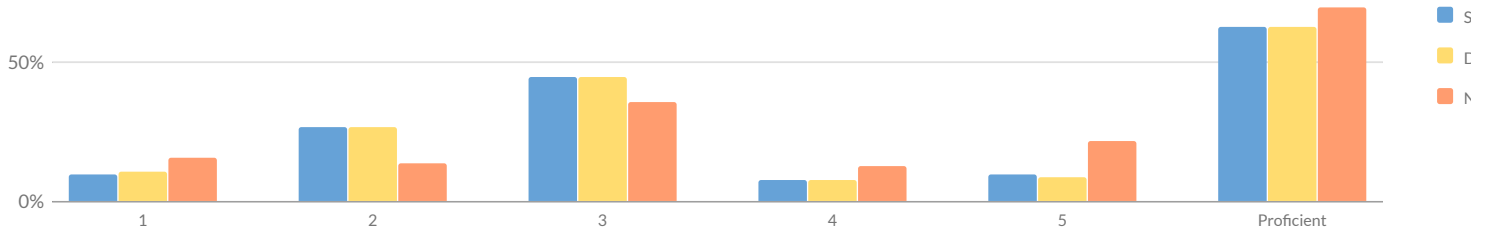
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	140	31	22%	25	18%	67	48%	12	9%	5	4%	84	60%
General Education	117	21	18%	16	14%	64	55%	11	9%	5	4%	80	68%
Students with Disabilities	23	10	43%	9	39%	3	13%	1	4%	0	0%	4	17%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	1	10%	6	60%	0	0%	2	20%	8	80%
Black or African American	38	14	37%	8	21%	13	34%	3	8%	0	0%	16	42%
Hispanic or Latino	19	6	32%	5	26%	5	26%	3	16%	0	0%	8	42%
White	65	7	11%	10	15%	39	60%	6	9%	3	5%	48	74%
Multiracial	8	3	38%	1	13%	4	50%	0	0%	0	0%	4	50%
Female	61	12	20%	11	18%	33	54%	3	5%	2	3%	38	62%
Male	79	19	24%	14	18%	34	43%	9	11%	3	4%	46	58%
English Language Learners	7	2	29%	2	29%	3	43%	0	0%	0	0%	3	43%
Non-English Language Learners	133	29	22%	23	17%	64	48%	12	9%	5	4%	81	61%
Economically Disadvantaged	95	27	28%	18	19%	42	44%	6	6%	2	2%	50	53%
Not Economically Disadvantaged	45	4	9%	7	16%	25	56%	6	13%	3	7%	34	76%
Not Migrant	140	31	22%	25	18%	67	48%	12	9%	5	4%	84	60%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	137	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	140	31	22%	25	18%	67	48%	12	9%	5	4%	84	60%
Parent Not in Armed Forces	140	31	22%	25	18%	67	48%	12	9%	5	4%	84	60%

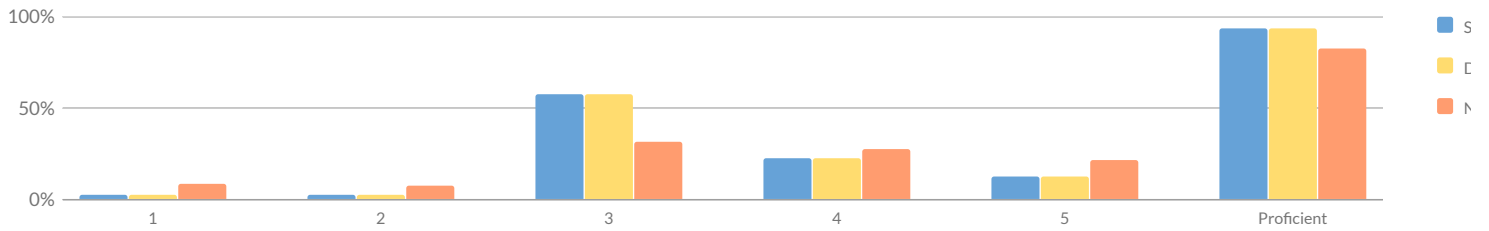
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

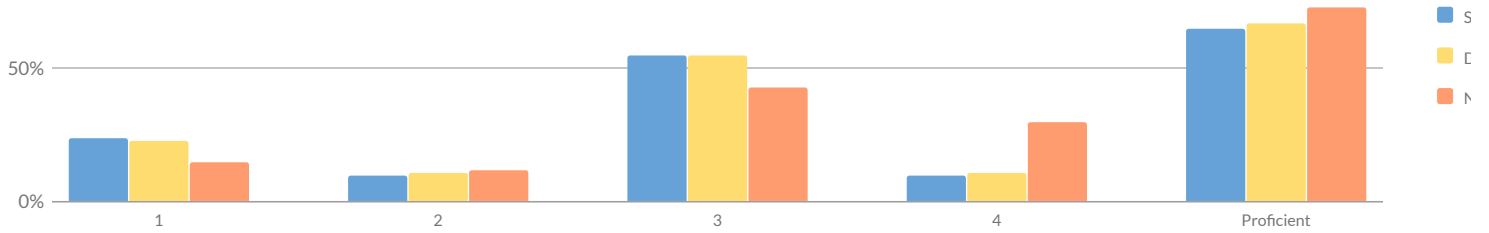
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	6	10%	16	27%	27	45%	5	8%	6	10%	38	63%
General Education	59	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	9	1	11%	2	22%	5	56%	0	0%	1	11%	6	67%
Hispanic or Latino	9	1	11%	3	33%	4	44%	0	0%	1	11%	5	56%
White	32	4	13%	8	25%	13	41%	4	13%	3	9%	20	63%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	3	30%	5	50%	1	10%	1	10%	7	70%
Female	33	5	15%	10	30%	12	36%	2	6%	4	12%	18	55%
Male	27	1	4%	6	22%	15	56%	3	11%	2	7%	20	74%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	59	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	30	3	10%	10	33%	13	43%	2	7%	2	7%	17	57%
Not Economically Disadvantaged	30	3	10%	6	20%	14	47%	3	10%	4	13%	21	70%
Not Migrant	60	6	10%	16	27%	27	45%	5	8%	6	10%	38	63%
Not Homeless	60	6	10%	16	27%	27	45%	5	8%	6	10%	38	63%
Not in Foster Care	60	6	10%	16	27%	27	45%	5	8%	6	10%	38	63%
Parent Not in Armed Forces	60	6	10%	16	27%	27	45%	5	8%	6	10%	38	63%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	31	1	3%	1	3%	18	58%	7	23%	4	13%	29	94%
General Education	31	1	3%	1	3%	18	58%	7	23%	4	13%	29	94%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	21	0	0%	0	0%	15	71%	3	14%	3	14%	21	100%
Small Group Total	10	1	10%	1	10%	3	30%	4	40%	1	10%	8	80%
Female	15	1	7%	1	7%	8	53%	3	20%	2	13%	13	87%
Male	16	0	0%	0	0%	10	63%	4	25%	2	13%	16	100%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	30	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	1	7%	1	7%	10	67%	3	20%	0	0%	13	87%
Not Economically Disadvantaged	16	0	0%	0	0%	8	50%	4	25%	4	25%	16	100%
Not Migrant	31	1	3%	1	3%	18	58%	7	23%	4	13%	29	94%
Not Homeless	31	1	3%	1	3%	18	58%	7	23%	4	13%	29	94%
Not in Foster Care	31	1	3%	1	3%	18	58%	7	23%	4	13%	29	94%
Parent Not in Armed Forces	31	1	3%	1	3%	18	58%	7	23%	4	13%	29	94%

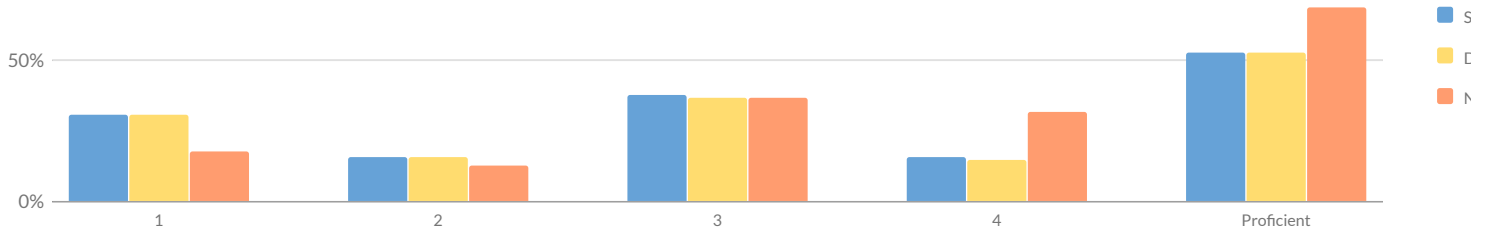
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	124	30	24%	13	10%	68	55%	13	10%	81	65%
General Education	104	24	23%	6	6%	61	59%	13	13%	74	71%
Students with Disabilities	20	6	30%	7	35%	7	35%	0	0%	7	35%
Asian or Native Hawaiian/Other Pacific Islander	13	5	38%	1	8%	6	46%	1	8%	7	54%
Black or African American	38	16	42%	3	8%	17	45%	2	5%	19	50%
Hispanic or Latino	13	2	15%	4	31%	6	46%	1	8%	7	54%
White	52	7	13%	3	6%	34	65%	8	15%	42	81%
Multiracial	8	0	0%	2	25%	5	63%	1	13%	6	75%
Female	61	16	26%	9	15%	29	48%	7	11%	36	59%
Male	63	14	22%	4	6%	39	62%	6	10%	45	71%
English Language Learners	12	4	33%	2	17%	6	50%	0	0%	6	50%
Non-English Language Learners	112	26	23%	11	10%	62	55%	13	12%	75	67%
Economically Disadvantaged	80	24	30%	10	13%	42	53%	4	5%	46	58%
Not Economically Disadvantaged	44	6	14%	3	7%	26	59%	9	20%	35	80%
Not Migrant	124	30	24%	13	10%	68	55%	13	10%	81	65%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	122	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	124	30	24%	13	10%	68	55%	13	10%	81	65%
Parent Not in Armed Forces	124	30	24%	13	10%	68	55%	13	10%	81	65%

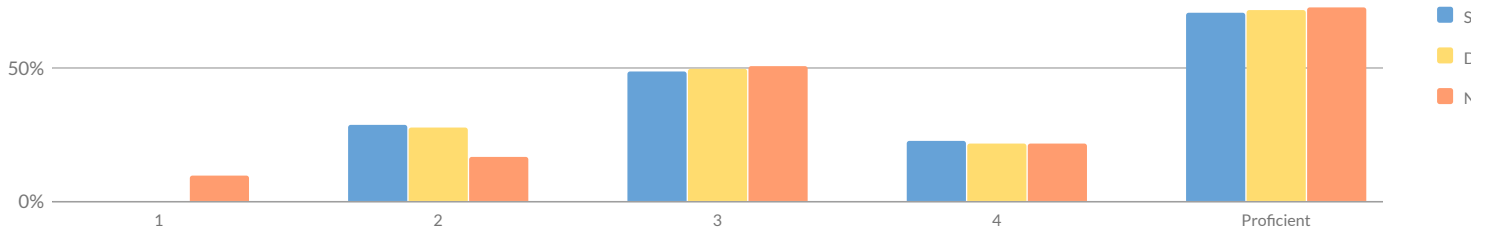
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	88	27	31%	14	16%	33	38%	14	16%	47	53%
General Education	80	21	26%	13	16%	33	41%	13	16%	46	58%
Students with Disabilities	8	6	75%	1	13%	0	0%	1	13%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—	—	—	—	—	—	—	—	—
Black or African American	17	7	41%	3	18%	6	35%	1	6%	7	41%
Hispanic or Latino	12	6	50%	1	8%	1	8%	4	33%	5	42%
White	47	9	19%	10	21%	20	43%	8	17%	28	60%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	5	42%	0	0%	6	50%	1	8%	7	58%
Female	45	18	40%	9	20%	14	31%	4	9%	18	40%
Male	43	9	21%	5	12%	19	44%	10	23%	29	67%
English Language Learners	7	4	57%	1	14%	2	29%	0	0%	2	29%
Non-English Language Learners	81	23	28%	13	16%	31	38%	14	17%	45	56%
Economically Disadvantaged	55	23	42%	10	18%	16	29%	6	11%	22	40%
Not Economically Disadvantaged	33	4	12%	4	12%	17	52%	8	24%	25	76%
Not Migrant	88	27	31%	14	16%	33	38%	14	16%	47	53%
Not Homeless	88	27	31%	14	16%	33	38%	14	16%	47	53%
Not in Foster Care	88	27	31%	14	16%	33	38%	14	16%	47	53%
Parent Not in Armed Forces	88	27	31%	14	16%	33	38%	14	16%	47	53%

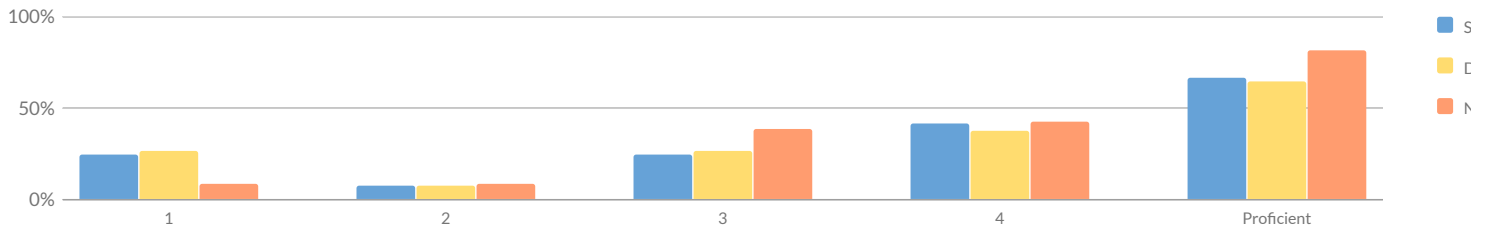
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	35	0	0%	10	29%	17	49%	8	23%	25	71%
General Education	35	0	0%	10	29%	17	49%	8	23%	25	71%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	2	25%	3	38%	3	38%	6	75%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6	—	—	—	—	—	—	—	—	—	—
White	19	0	0%	5	26%	10	53%	4	21%	14	74%
Small Group Total	8	0	0%	3	38%	4	50%	1	13%	5	63%
Female	22	0	0%	8	36%	9	41%	5	23%	14	64%
Male	13	0	0%	2	15%	8	62%	3	23%	11	85%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	33	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	15	0	0%	3	20%	10	67%	2	13%	12	80%
Not Economically Disadvantaged	20	0	0%	7	35%	7	35%	6	30%	13	65%
Not Migrant	35	0	0%	10	29%	17	49%	8	23%	25	71%
Not Homeless	35	0	0%	10	29%	17	49%	8	23%	25	71%
Not in Foster Care	35	0	0%	10	29%	17	49%	8	23%	25	71%
Parent Not in Armed Forces	35	0	0%	10	29%	17	49%	8	23%	25	71%

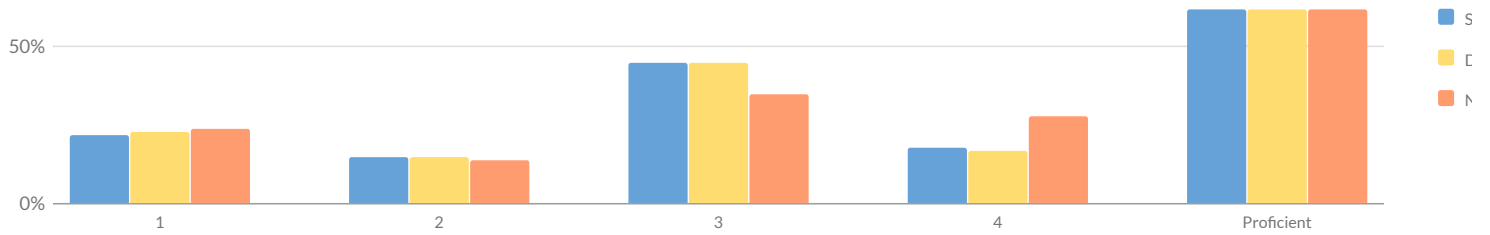
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	24	6	25%	2	8%	6	25%	10	42%	16	67%
General Education	24	6	25%	2	8%	6	25%	10	42%	16	67%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	16	4	25%	2	13%	3	19%	7	44%	10	63%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	0	0%	3	38%	3	38%	6	75%
Female	14	4	29%	2	14%	5	36%	3	21%	8	57%
Male	10	2	20%	0	0%	1	10%	7	70%	8	80%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	23	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	6	50%	2	17%	2	17%	2	17%	4	33%
Not Economically Disadvantaged	12	0	0%	0	0%	4	33%	8	67%	12	100%
Not Migrant	24	6	25%	2	8%	6	25%	10	42%	16	67%
Not Homeless	24	6	25%	2	8%	6	25%	10	42%	16	67%
Not in Foster Care	24	6	25%	2	8%	6	25%	10	42%	16	67%
Parent Not in Armed Forces	24	6	25%	2	8%	6	25%	10	42%	16	67%

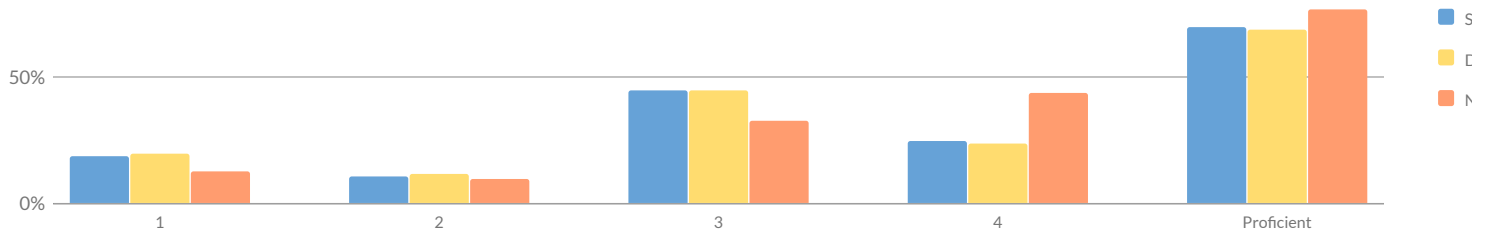
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	28	22%	19	15%	56	45%	22	18%	78	62%
General Education	105	16	15%	15	14%	53	50%	21	20%	74	70%
Students with Disabilities	20	12	60%	4	20%	3	15%	1	5%	4	20%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—
Black or African American	28	9	32%	2	7%	16	57%	1	4%	17	61%
Hispanic or Latino	21	5	24%	4	19%	8	38%	4	19%	12	57%
White	59	12	20%	6	10%	27	46%	14	24%	41	69%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	2	12%	7	41%	5	29%	3	18%	8	47%
Female	66	11	17%	15	23%	30	45%	10	15%	40	61%
Male	59	17	29%	4	7%	26	44%	12	20%	38	64%
English Language Learners	12	3	25%	5	42%	3	25%	1	8%	4	33%
Non-English Language Learners	113	25	22%	14	12%	53	47%	21	19%	74	65%
Economically Disadvantaged	82	22	27%	14	17%	39	48%	7	9%	46	56%
Not Economically Disadvantaged	43	6	14%	5	12%	17	40%	15	35%	32	74%
Not Migrant	125	28	22%	19	15%	56	45%	22	18%	78	62%
Not Homeless	125	28	22%	19	15%	56	45%	22	18%	78	62%
Not in Foster Care	125	28	22%	19	15%	56	45%	22	18%	78	62%
Parent Not in Armed Forces	125	28	22%	19	15%	56	45%	22	18%	78	62%

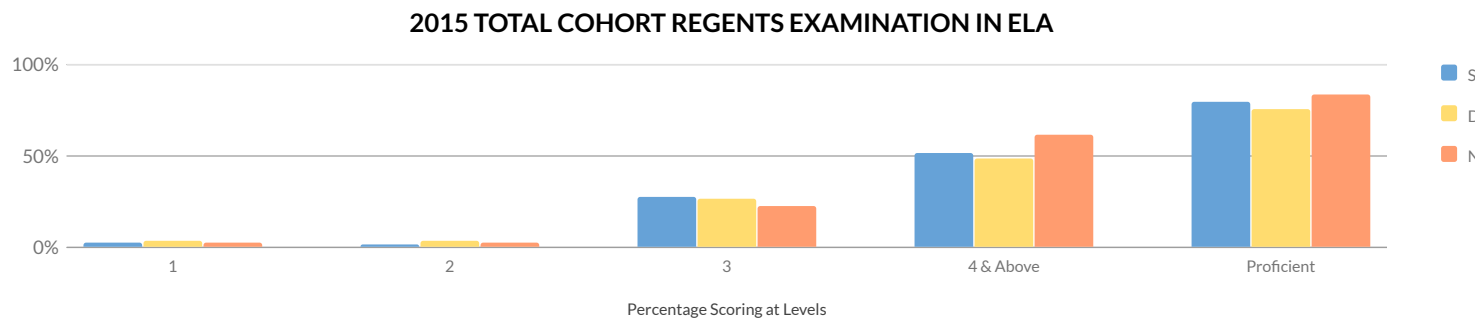
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Percentage Scoring at Levels

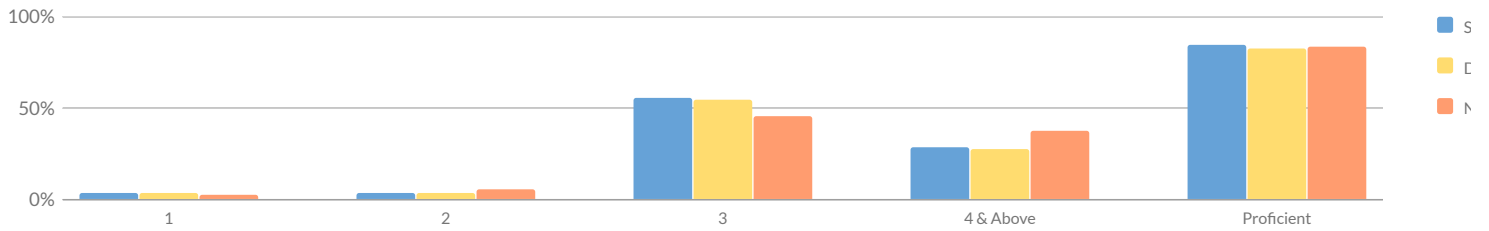
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	104	20	19%	11	11%	47	45%	26	25%	73	70%
General Education	90	11	12%	8	9%	46	51%	25	28%	71	79%
Students with Disabilities	14	9	64%	3	21%	1	7%	1	7%	2	14%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	—	—	—	—	—	—	—	—	—	—
Black or African American	25	6	24%	5	20%	10	40%	4	16%	14	56%
Hispanic or Latino	15	3	20%	1	7%	8	53%	3	20%	11	73%
White	49	7	14%	1	2%	23	47%	18	37%	41	84%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	4	27%	4	27%	6	40%	1	7%	7	47%
Female	60	11	18%	10	17%	27	45%	12	20%	39	65%
Male	44	9	20%	1	2%	20	45%	14	32%	34	77%
English Language Learners	11	5	45%	2	18%	4	36%	0	0%	4	36%
Non-English Language Learners	93	15	16%	9	10%	43	46%	26	28%	69	74%
Economically Disadvantaged	69	16	23%	9	13%	33	48%	11	16%	44	64%
Not Economically Disadvantaged	35	4	11%	2	6%	14	40%	15	43%	29	83%
Not Migrant	104	20	19%	11	11%	47	45%	26	25%	73	70%
Not Homeless	104	20	19%	11	11%	47	45%	26	25%	73	70%
Not in Foster Care	104	20	19%	11	11%	47	45%	26	25%	73	70%
Parent Not in Armed Forces	104	20	19%	11	11%	47	45%	26	25%	73	70%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	15	15%	87	85%	3	3%	2	2%	29	28%	53	52%	82	80%
General Education	91	11	12%	80	88%	0	0%	2	2%	25	27%	53	58%	78	86%
Students with Disabilities	11	4	36%	7	64%	3	27%	0	0%	4	36%	0	0%	4	36%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Black or African American	25	8	32%	17	68%	1	4%	2	8%	4	16%	10	40%	14	56%
Hispanic or Latino	11	0	0%	11	100%	1	9%	0	0%	2	18%	8	73%	10	91%
White	51	7	14%	44	86%	0	0%	0	0%	17	33%	27	53%	44	86%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	1	14%	0	0%	2	29%	4	57%	6	86%
Female	47	5	11%	42	89%	0	0%	1	2%	12	26%	29	62%	41	87%
Male	55	10	18%	45	82%	3	5%	1	2%	17	31%	24	44%	41	75%
Non-English Language Learners	99	15	—	84	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	63	14	22%	49	78%	2	3%	2	3%	19	30%	26	41%	45	71%
Not Economically Disadvantaged	39	1	3%	38	97%	1	3%	0	0%	10	26%	27	69%	37	95%
Not Migrant	102	15	15%	87	85%	3	3%	2	2%	29	28%	53	52%	82	80%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	13	—	85	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	102	15	15%	87	85%	3	3%	2	2%	29	28%	53	52%	82	80%
Parent Not in Armed Forces	102	15	15%	87	85%	3	3%	2	2%	29	28%	53	52%	82	80%

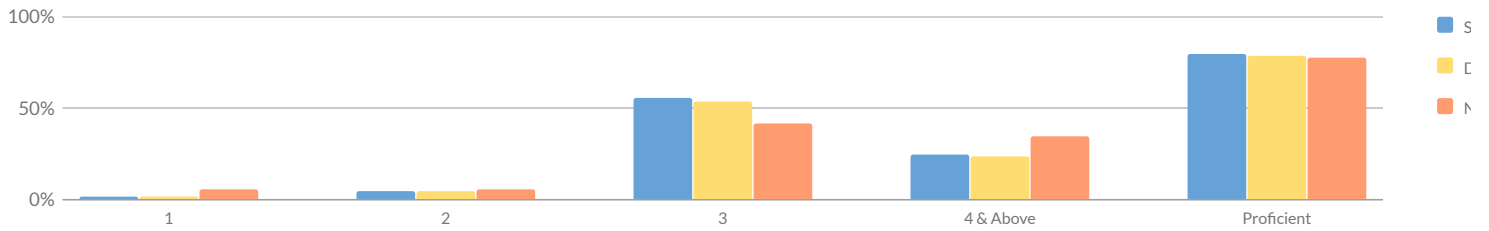
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

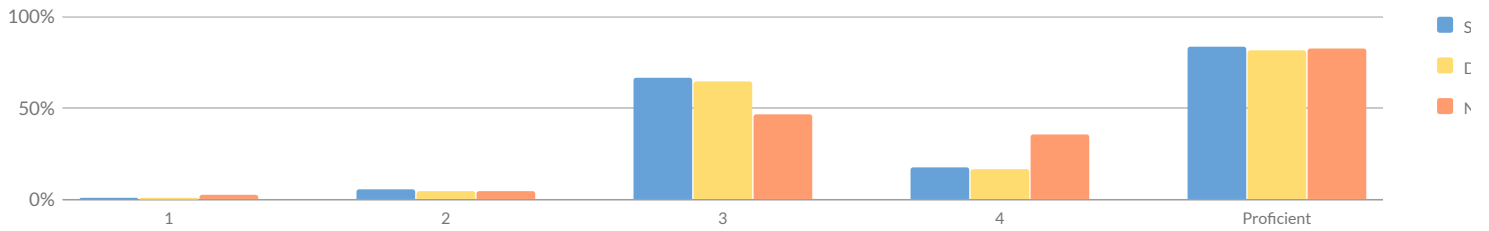
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	7	7%	95	93%	4	4%	4	4%	57	56%	30	29%	87	85%
General Education	91	5	5%	86	95%	3	3%	2	2%	51	56%	30	33%	81	89%
Students with Disabilities	11	2	18%	9	82%	1	9%	2	18%	6	55%	0	0%	6	55%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Black or African American	25	3	12%	22	88%	2	8%	3	12%	13	52%	4	16%	17	68%
Hispanic or Latino	11	0	0%	11	100%	1	9%	1	9%	7	64%	2	18%	9	82%
White	51	4	8%	47	92%	1	2%	0	0%	27	53%	19	37%	46	90%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	6	86%	1	14%	7	100%
Female	47	3	6%	44	94%	2	4%	2	4%	27	57%	13	28%	40	85%
Male	55	4	7%	51	93%	2	4%	2	4%	30	55%	17	31%	47	85%
Non-English Language Learners	99	7	—	92	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	63	7	11%	56	89%	4	6%	2	3%	33	52%	17	27%	50	79%
Not Economically Disadvantaged	39	0	0%	39	100%	0	0%	2	5%	24	62%	13	33%	37	95%
Not Migrant	102	7	7%	95	93%	4	4%	4	4%	57	56%	30	29%	87	85%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	6	—	92	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	102	7	7%	95	93%	4	4%	4	4%	57	56%	30	29%	87	85%
Parent Not in Armed Forces	102	7	7%	95	93%	4	4%	4	4%	57	56%	30	29%	87	85%

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	102	13	13%	89	87%	2	2%	5	5%	57	56%	25	25%	82	80%
General Education	91	8	9%	83	91%	0	0%	3	3%	55	60%	25	27%	80	88%
Students with Disabilities	11	5	45%	6	55%	2	18%	2	18%	2	18%	0	0%	2	18%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Black or African American	25	7	28%	18	72%	1	4%	1	4%	13	52%	3	12%	16	64%
Hispanic or Latino	11	0	0%	11	100%	1	9%	1	9%	8	73%	1	9%	9	82%
White	51	5	10%	46	90%	0	0%	3	6%	26	51%	17	33%	43	84%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	6	86%	0	0%	6	86%
Female	47	5	11%	42	89%	0	0%	3	6%	34	72%	5	11%	39	83%
Male	55	8	15%	47	85%	2	4%	2	4%	23	42%	20	36%	43	78%
Non-English Language Learners	99	13	—	86	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	63	11	17%	52	83%	2	3%	3	5%	36	57%	11	17%	47	75%
Not Economically Disadvantaged	39	2	5%	37	95%	0	0%	2	5%	21	54%	14	36%	35	90%
Not Migrant	102	13	13%	89	87%	2	2%	5	5%	57	56%	25	25%	82	80%
Homeless	4	2	—	2	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	11	—	87	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	102	13	13%	89	87%	2	2%	5	5%	57	56%	25	25%	82	80%
Parent Not in Armed Forces	102	13	13%	89	87%	2	2%	5	5%	57	56%	25	25%	82	80%

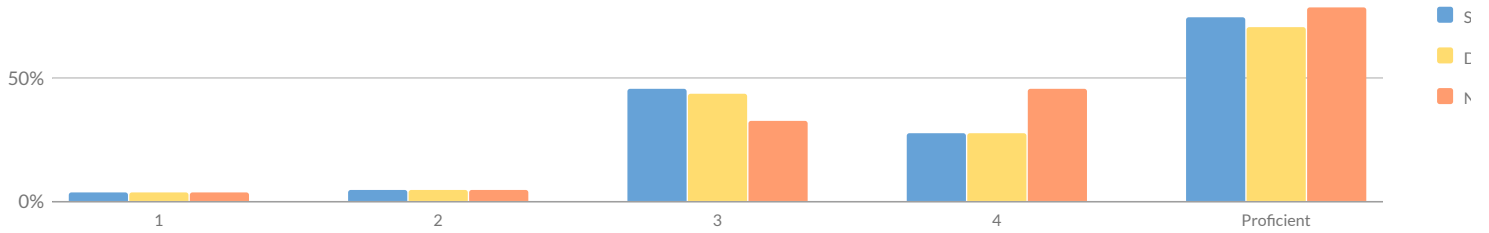
2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	102	9	9%	93	91%	1	1%	6	6%	68	67%	18	18%	86	84%
General Education	91	6	7%	85	93%	1	1%	1	1%	65	71%	18	20%	83	91%
Students with Disabilities	11	3	27%	8	73%	0	0%	5	45%	3	27%	0	0%	3	27%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Black or African American	25	4	16%	21	84%	1	4%	3	12%	15	60%	2	8%	17	68%
Hispanic or Latino	11	0	0%	11	100%	0	0%	2	18%	7	64%	2	18%	9	82%
White	51	5	10%	46	90%	0	0%	1	2%	35	69%	10	20%	45	88%
Multiracial	6	0	—	6	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	7	100%	0	0%	0	0%	7	100%	0	0%	7	100%
Female	47	5	11%	42	89%	0	0%	3	6%	30	64%	9	19%	39	83%
Male	55	4	7%	51	93%	1	2%	3	5%	38	69%	9	16%	47	85%
Non-English Language Learners	99	9	—	90	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	63	9	14%	54	86%	0	0%	5	8%	40	63%	9	14%	49	78%
Not Economically Disadvantaged	39	0	0%	39	100%	1	3%	1	3%	28	72%	9	23%	37	95%
Not Migrant	102	9	9%	93	91%	1	1%	6	6%	68	67%	18	18%	86	84%
Homeless	4	1	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	8	—	90	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	102	9	9%	93	91%	1	1%	6	6%	68	67%	18	18%	86	84%
Parent Not in Armed Forces	102	9	9%	93	91%	1	1%	6	6%	68	67%	18	18%	86	84%

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	102	17	17%	85	83%	4	4%	5	5%	47	46%	29	28%	76	75%
General Education	91	12	13%	79	87%	2	2%	2	2%	47	52%	28	31%	75	82%
Students with Disabilities	11	5	45%	6	55%	2	18%	3	27%	0	0%	1	9%	1	9%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	0	0%	4	50%	3	38%	7	88%
Black or African American	25	9	36%	16	64%	1	4%	2	8%	9	36%	4	16%	13	52%
Hispanic or Latino	11	0	0%	11	100%	2	18%	2	18%	4	36%	3	27%	7	64%
White	51	7	14%	44	86%	0	0%	1	2%	25	49%	18	35%	43	84%
Multiracial	6	1	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	6	86%	0	0%	0	0%	5	71%	1	14%	6	86%
Female	47	5	11%	42	89%	1	2%	4	9%	27	57%	10	21%	37	79%
Male	55	12	22%	43	78%	3	5%	1	2%	20	36%	19	35%	39	71%
Non-English Language Learners	99	17	—	82	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	63	15	24%	48	76%	4	6%	4	6%	26	41%	14	22%	40	63%
Not Economically Disadvantaged	39	2	5%	37	95%	0	0%	1	3%	21	54%	15	38%	36	92%
Not Migrant	102	17	17%	85	83%	4	4%	5	5%	47	46%	29	28%	76	75%
Homeless	4	3	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	98	14	—	84	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	102	17	17%	85	83%	4	4%	5	5%	47	46%	29	28%	76	75%
Parent Not in Armed Forces	102	17	17%	85	83%	4	4%	5	5%	47	46%	29	28%	76	75%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 7	0	7	0%	0%	29%	43%	29%
Grade 8	0	8	0%	0%	25%	50%	25%
Grade 9	0	2	—	—	—	—	—
Grade 10	0	5	0%	0%	20%	60%	20%
Grade 11	0	8	0%	13%	50%	13%	25%
Grade 12	1	4	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 7 ELA	0	1	—	—	—	—	—	—	—	—
Grade 7 Math	0	1	—	—	—	—	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

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