

ALDEN CENTRAL SCHOOL DISTRICT

2019-2020

BUDGET PROPOSAL

Proposed Budget	\$34,639,105	1.96% Increase
Projected Tax Levy	\$15,299,404	2.79% Increase

The proposed budget for the 2019-20 school year of \$34,639,105 represents an increase of \$666,725 or 1.96% over the 2018-19 school year.



ADAM STOLTMAN
SUPERINTENDENT OF SCHOOLS

PAUL J. KARPIK, CPA
SCHOOL BUSINESS ADMINISTRATOR

BOARD OF EDUCATION

JILL HOPCIA, PRESIDENT
MICHAEL BENNETT, VICE PRESIDENT
RICHARD KARALUS
MICHAEL KARPIE
TANYA LORDS-QUINN
KEN STOLDT
JAMES YOERG

2019-20 OPERATING BUDGET

We are pleased to present to you the proposed budget for the 2019-20 school year. The mission of the Alden Central School District is to encourage the development of lifelong learners who will become responsible adults. The District goals continue to include a commitment to long-range planning in the areas of curriculum development, staffing, finance, facilities management and transportation. The proposed budget and propositions will allow us to work towards achieving each of our goals.

The 2019-20 proposed budget of \$34,639,105 continues to provide students with a robust academic program K-12 and a full assortment of secondary electives. It includes the continuation of the One to the World initiative started in 2018-19. All fifth and sixth grade students will receive a device for the 2019-20 school year, in addition to all students in grades 9 to 12. The proposed budget will also include work based learning opportunities at the High School, including the new Bulldog Manufacturing initiative. This new initiative will provide students with an opportunity to run a business. Students will have opportunities to design and manufacture products, market the business including web design, and do accounting/bookkeeping. All of these initiatives continue to help us with our mission of preparing our students to be successful members of our community and the world we live in. The proposed year-to-year budget increase is \$666,725 or 1.96%.

Salaries are anticipated to increase by 3.2% next year. The increase in salaries and wages includes three employee retirements and contractual increases based on negotiated agreements. There will be a 1.6 FTE reduction in the educational program due to student course selections and decreasing enrollment. The District will be adding an athletic trainer position that is currently contracted out, resulting in a cost savings to the District.

The employee benefits category is anticipated to increase in 2019-20 by approximately \$282,000. Health insurance costs are expected to increase by approximately 6.5% next year. Pension costs relating to the NYS Teachers' Retirement System (TRS) are anticipated to decrease next year from 10.6% to 8.7% of salaries. The NYS Employees' Retirement System (ERS) rates will decrease slightly. The District is required by New York State to provide these retirement benefits. The decrease in pension costs will help to offset increases in other benefit areas.

Debt service costs will increase by \$94,000 next year. Debt service costs are offset by the corresponding State Building Aid revenue as well as the use of our Debt Service Reserve. The District issued serial bonds for all approved capital projects with the exception of Vision 20/20, which will be bonded once the work is completed. The District will use \$100,000 from the Debt Service Reserve to offset the increase in principal and interest payments.

BOCES costs are expected to decrease by \$142,000 next year, largely due to a decrease in special education placements and/or related services next year. Small changes in the number of special education students and services needed can have a large impact on the budget. Contractual services are also expected to decrease next year by \$82,000 due to two items. First, the District entered into an energy performance contract to reduce utility costs districtwide. Some of the energy savings measures will be implemented next year and we expect to see a decrease in utility costs. Second, we will not be renewing an

agreement for athletic training services next year, as it was determined to be more cost effective to hire one.

Proposed equipment purchases include needed replacement of classroom technology and maintenance/safety equipment such as automated external defibrillators, a floor scrubber, a carpet cleaner, and a HVAC recovery machine. The budget also includes funds for security enhancements and classroom/program equipment.

On the revenue side, the District anticipates an overall increase in State Aid revenue of approximately \$159,000 or 1.2% over the current year. The largest driver of the State Aid is due to an anticipated \$210,000 increase in BOCES Aid, which was due to the District purchasing student devices for the One to the World Initiative, implemented in the 2018-19 school year. These devices were financed over a 5-year lease agreement with BOCES and we receive aid the year after the expenditures are made. Foundation Aid, used to fund student programs, is expected to increase by \$106,000. Transportation Aid is also supposed to increase by \$56,000, while all other aid categories are expected to decrease by \$213,000. Erie County Sales Tax revenue is expected to increase next year by approximately \$25,000 while most other revenue sources will remain relatively unchanged.

Over the past several years, the District has established several reserve funds as part of a long-range financial plan to insulate the District from the State budget issues, unfunded mandates, the property tax cap, etc. To help balance the proposed 2019-20 budget, the District is utilizing \$46,800 from the unemployment reserve, \$45,000 from the workers' compensation reserve and \$100,000 from the debt service reserve. It is important that we use fund balance reserves conservatively to help protect us from future reductions in State Aid. Some reserve funds are limited and can only be used for specific purposes. The District's current reserve fund levels have improved our credit rating, reduced our interest payments and have helped to stabilize the tax levy over the years.

In summary, the 2019-20 expenditure budget of \$34,639,105 represents an increase of \$666,725 or 1.96% over the current year. The proposed tax levy increase is 2.79% for the 2019-20 budget year. The Alden Central School District has been fiscally responsible and will continue to propose budgets that are educationally and financially sound. Alden had the 3rd lowest tax levy increase of 37 component districts in Erie 1 and Erie 2 BOCES over the past five years. The anticipated true value tax rate for the 2019-20 school year is expected to be lower than the rate for the 2010-11 budget year.

PROPOSITIONS ON THE BALLOT

Proposition No. 1 - Budget

The Board of Education of the Alden Central School District is seeking voter authorization to adopt the 2019-20 budget of \$34,639,105, which represents an increase of \$666,725 or 1.79% over the current school year. The tax levy will increase by 2.79%.

Proposition No. 2 - Purchase of Buses

The Board of Education of the Alden Central School District is seeking authorization to expend \$435,000 from the voter approved School Bus Reserve Fund to purchase two (2) 66-passenger buses and three (3) 29-passenger buses for use in the transportation program.



The District's transportation department maintains a fleet of 51 buses. Our well-trained drivers ensure safe, efficient transportation of students to and from Alden Schools as well as a number of private, alternative learning centers and parochial schools. Last year, our bus fleet traveled over 555,000 miles.

The proposed bus purchase is a continuation of an on-going bus replacement program instituted by the District. Annual replacement of vehicles over 10 years old and in excess of 100,000 miles is recommended. When a bus becomes cost prohibitive to maintain, or it meets the District's criteria, it is identified for replacement. With voter approval, the District will continue on its established bus replacement schedule with the purchase of two (2) 66-passenger buses and three (3) 29-passenger buses.

Note: The cost of buses is supported by the School Bus Reserve Funds and has no additional impact on the tax levy.

Proposition No. 3 - Purchase of Buildings and Grounds Equipment

The Board of Education is seeking authorization to expend \$110,000 from the voter approved Buildings and Grounds Equipment Capital Reserve Fund to purchase a one-ton, four-wheel drive pickup truck with plow; a 92 horsepower, four-wheel drive tractor with hydraulic shuttle transmission, cab and front loader; synthetic turf groomer with brushes, magnet sweeper and tines; a synthetic turf deep cleaner with micron HEPA filter; and a synthetic turf surface cleaner.

Our pick-up trucks are utilized year round for day-to-day operations, including snow removal which takes a toll on the vehicle. The new truck will be used for the same type of duties. The District is also seeking to purchase a tractor for snow removal during the winter season and to assist with landscaping and field maintenance during the other seasons. The current tractor will be traded-in to help offset some of the cost.



The District is also seeking tow behind equipment to maintain the new athletic turf field. The groomer will stand turf fibers up, level the turf infill material and relieve compaction issues making the field safe to play on. The deep cleaner will be used to keep the playing surface safe and bacteria free for participant use and the surface cleaner will be used to pickup surface debris on the playing surface. These three pieces of equipment will be critical in maintaining our fields for years to come.



Note: The cost of equipment is supported by Buildings and Grounds Equipment Reserve Funds and has no additional impact on the tax levy.

Proposition No. 4 – Naming of the Athletic Complex

Proposition No. 4 is a non-binding proposition seeking public input on the proposed name of the new athletic complex on the main campus. The two choices will be the “Alden Alumni Sports Complex” or the “Alden Sports Park”.



ALDEN HS - TRACK AND TURF OPTION 1



ALDEN CENTRAL SCHOOL DISTRICT
2019-2020 Proposed Budget
PROJECTED EXPENDITURES

PROGRAM COMPONENT

Program costs include the salaries and benefits of all teachers and staff delivering pupil services (i.e. health, guidance, psychological & social services, library and athletics). Also included are textbooks, instructional materials, equipment, extracurricular student activities, BOCES program costs, and all costs of the transportation program except bus purchases.

<u>Item</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Change</u>
Salaries	\$14,522,384	\$14,967,456	\$445,072
Benefits	\$7,235,678	\$7,469,780	\$234,102
Equipment	\$106,851	\$104,210	(\$2,641)
Supplies	\$816,509	\$772,747	(\$43,762)
Contractual	\$1,541,183	\$1,493,658	(\$47,525)
BOCES	\$1,888,913	\$1,791,072	(\$97,841)
Program Component Total	\$26,111,518	\$26,598,923	\$487,405

ADMINISTRATIVE COMPONENT

Administrative costs include the salaries and benefits of all certified staff that spend 50% or more of their time in administration, plus the salaries and benefits of clerical staff. Also included are school board costs, curriculum development, staff development, financial services, tax collection, legal and auditing costs, central printing, central data processing, BOCES administrative costs, research, planning and evaluation.

<u>Item</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Change</u>
Salaries	\$1,431,144	\$1,511,238	\$80,094
Benefits	\$697,484	\$707,158	\$9,674
Equipment	\$500	\$500	\$0
Supplies	\$38,720	\$36,875	(\$1,845)
Contractual	\$399,366	\$399,955	\$589
BOCES	\$747,776	\$703,444	(\$44,332)
Administrative Component Total	\$3,314,990	\$3,359,170	\$44,180

CAPITAL COMPONENT

Capital costs include the salaries and benefits of maintenance and custodial staff, plus debt service, utilities, general insurance, and court ordered expenses such as tax refunds.

<u>Item</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Change</u>
Salaries	\$1,357,909	\$1,389,809	\$31,900
Benefits	\$753,883	\$792,435	\$38,552
Equipment	\$35,000	\$36,500	\$1,500
Supplies	\$233,000	\$237,000	\$4,000
Contractual	\$932,315	\$897,397	(\$34,918)
Debt Service	\$1,133,765	\$1,227,871	\$94,106
Transfer to Capital	\$100,000	\$100,000	\$0
Capital Component Total	\$4,545,872	\$4,681,012	\$135,140
Total Proposed Expenditures	\$33,972,380	\$34,639,105	\$666,725

ALDEN CENTRAL SCHOOL DISTRICT
2019-2020 Proposed Budget
PROJECTED EXPENDITURES VARIANCES

BUDGET INCREASES:

- **Salaries** **\$557,066**
Salaries are anticipated to increase by 3.2% next year. The increase in salaries and wages includes three employee retirements and contractual increases based on negotiated agreements. There will be a 1.6 FTE reduction in the educational program due to student course selections and decreasing enrollment. The District will be adding an athletic trainer position that was previously contracted out, resulting in a cost savings to the District. The budget proposal will continue to provide students with a robust academic program K-12 and a full assortment of secondary electives.
- **Benefits** **\$282,328**
Benefits are the second largest expenditure category for the District. Health insurance costs are expected to increase by approximately 6.5% next year. Workers' compensation premiums are anticipated to increase next year. Pension costs relating to the NYS Teachers' Retirement System (TRS) are anticipated to decrease next year from 10.6% to 8.7% of salaries. The NYS Employees' Retirement System (ERS) rates will decrease slightly. The District is required by New York State to provide these retirement benefits. The decrease in pension costs will help to offset increases in other benefit areas.
- **Debt Service** **\$94,106**
The District has issued serial bonds for all approved capital projects. Debt service costs are offset by the corresponding State Building Aid revenue as well as the use of our Debt Service Reserve. The District issued serial bonds for all approved capital projects, with the exception of Vision 20/20, which will be bonded once the work is completed. The District will use \$100,000 from the Debt Service Reserve to offset the increase in principal and interest payments over the current year.

BUDGET DECREASES:

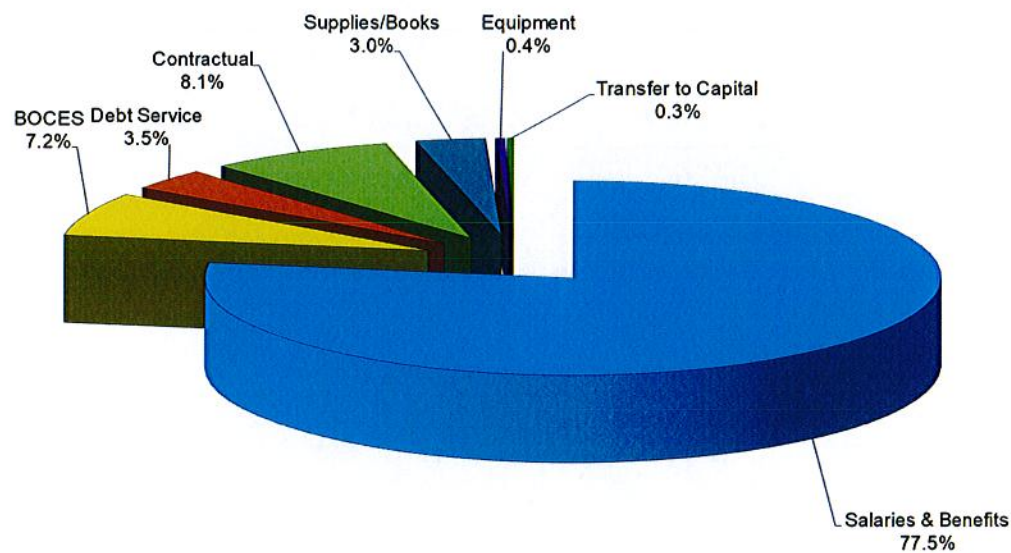
- **BOCES** **(\$142,173)**
The decrease in BOCES services is largely due to a decrease in special education services. The District is anticipating a decrease in special education placements and/or services for next year. Small changes in the number of special education students and services needed can have a large impact on the budget. This can vary significantly from year-to-year. The State reimburses the District at a rate of 68.6% for all eligible BOCES expenses. Special education costs are not eligible for BOCES Aid; however, the District receives High Cost Aid to offset some of the cost.
- **Contractual** **(\$81,854)**
The majority of the contractual decrease is attributable to two items. First, the District entered into an energy performance contract to reduce utility costs districtwide. Some of the energy savings measures will be implemented next year. As a result, we anticipate seeing reductions in natural gas and electric costs. Second, we will not be renewing an agreement for athletic training services next year. It was determined to be more cost effective to hire an individual to perform this service (See salaries above).

- **Supplies** **(\$41,607)**
During the 2018-19 budget year, supply costs were increased to support the start-up of the One to the World initiative. These were one-time costs that were not needed in the 2019-20 budget and were removed. Additionally, athletic supplies were reduced in the proposed budget. The District continues to look for cost savings in all departments and operational areas.
- **Equipment** **(\$1,141)**
This budget line, totaling \$142,351, includes equipment for educational programs, security enhancements, State aided classroom technology, and facilities maintenance.

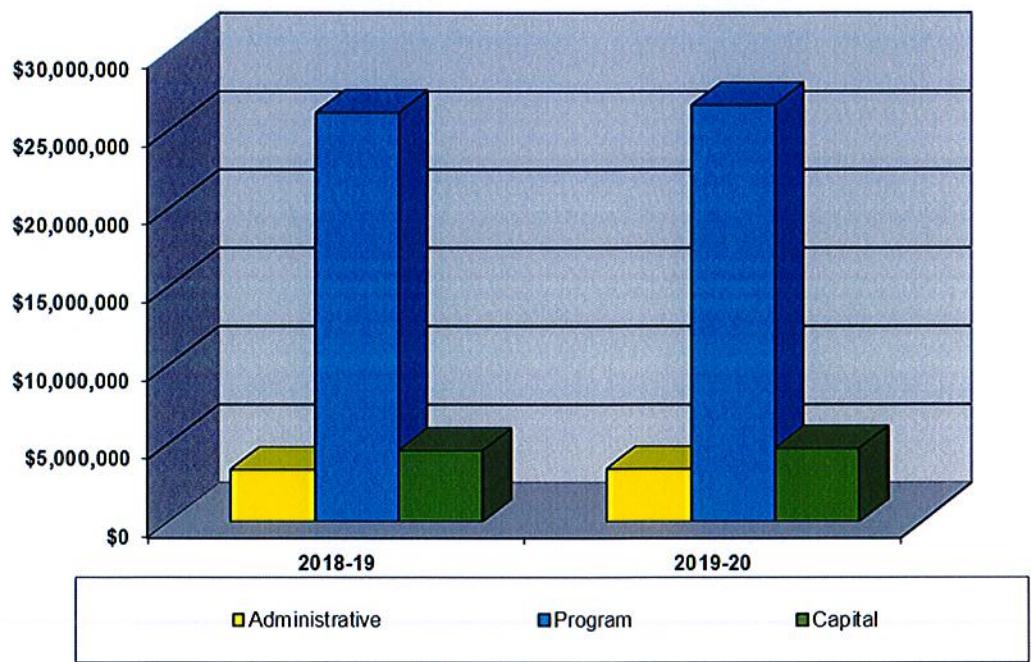
ADDITIONAL INFORMATION:

- **Transfer to Capital (Capital Outlay Project)**
A Transfer to Capital expenditure of \$100,000 includes work at the Alden Intermediate School. The scope includes the removal and replacement of first and second floor existing interior doors at the north stairwell (playground entrance). The existing doors are part of an emergency path of egress and need to be updated to current code standards, including fire rated glazing and emergency egress hardware. The work will involve replacement of existing ceilings, lights, painting, as well as finish upgrades within the stairwell. This work will assist the District in upgrading the hallways as part of Phase 3 of Vision 20/20. We anticipate receiving approximately 78.8% of this back in Building Aid the following year.

Expenditure Breakdown by Category



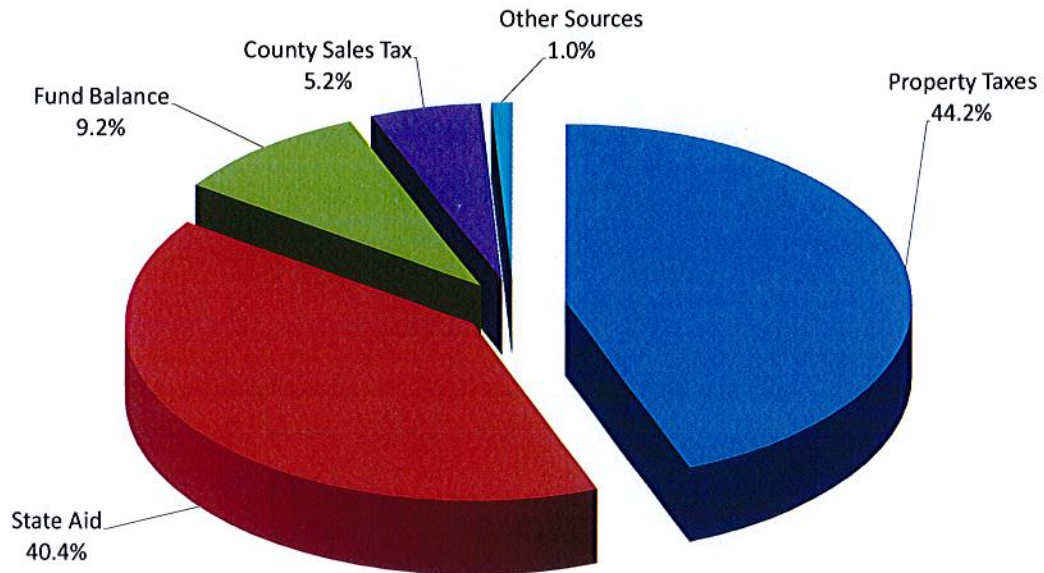
Expenditure Breakdown by Component Area



**ALDEN CENTRAL SCHOOL DISTRICT
2019-2020 PROPOSED BUDGET
PROJECTED REVENUE**

<u>Revenue Description</u>	<u>2018-19</u>	<u>2019-20</u>	<u>Change</u>
State Aid	\$13,839,502	\$13,998,761	\$159,259
County Sales Tax	\$1,775,000	\$1,800,000	\$25,000
Local Sources	\$280,031	\$299,140	\$19,109
Federal Sources	\$50,000	\$50,000	\$0
Fund Balance - Appropriated for Taxes	\$3,000,000	\$3,000,000	\$0
Fund Balance - Use of Reserves	\$143,550	\$191,800	\$48,250
Property Tax Levy	\$14,884,297	\$15,299,404	\$415,107
Total Projected Revenue	\$33,972,380	\$34,639,105	\$666,725

Revenue Breakdown by Category



Annual Budget Vote
Tuesday, May 21, 2019
6:00 a.m. to 9:00 p.m.
High School Cafeteria

Voter Qualifications

All voters must be United States citizens, age 18 or older on the day of the vote, and residents of the Alden Central School District for 30 days immediately prior to the voting day. Photo identification is required to vote.

Absentee Ballots

Voters may vote by absentee ballot, if they are unable to appear at the polling place on May 21, 2019.

To receive an absentee ballot, voters may obtain an application form from Tracy Rogers, District Clerk. The application must be returned to her at least seven (7) days before the election, if the ballot is to be mailed to the voter, or at least one (1) day before the election if the ballot is to be picked up personally by the voter at the District Office from 8:00 a.m. to 4:00 p.m.

Absentee ballots will be counted only if they are returned to the District Clerk by 5:00 p.m. on the day of the budget vote and election. For more information, contact Tracy Rogers at 716-937-9116, extension 4171.

Board of Education Vote

Two (2) of the seven (7) seats on the Board of Education are up for election on May 21, 2019. Board members serve a five-year term with no pay. The two candidates receiving the highest vote total shall be elected for a full five-year term to commence on July 1, 2019, and expire on June 30, 2024. Nominating petitions for Board candidates were due by April 22, 2019.

Residents will have an opportunity to meet the candidates at the Budget Hearing on May 9, 2019, at 6:00 p.m. in the High School Library, in addition to hearing an overview of the proposed budget.

The following propositions will appear on the ballot along with the election of two (2) school board members.

Proposition No. 1 – Budget

Authorization to adopt the 2019-20 Budget of \$34,639,105
Budget Increase 1.96%
Projected Tax Levy Increase 2.79%

Proposition No. 2 – Purchase of Buses

Authorization to purchase school buses and similar vehicles (and related equipment and supplies) for use in the transportation program of the District at an estimated collective maximum cost of \$435,000, and that such sum shall be paid by an expenditure of \$435,000 from the District's "School Bus Reserve Fund 2015" that was established by the voters of the District in May of 2015.

Proposition No. 3 – Purchase of Buildings and Grounds Equipment

Authorization to expend \$110,000, net of a trade-in of a New Holland TL90A Tractor, from the capital reserve fund of the District known as the "Buildings and Grounds Equipment Capital Reserve Fund 2010" that was established by the voters of the District in May of 2010 for purposes of purchasing the following items of equipment (or their substantial equivalents) for use in the buildings and grounds maintenance program of the District: (a) a one-ton four-wheel drive pick-up truck with a plow package, (b) a four-wheel drive 90 to 95 horsepower tractor with a cab and front loader, (c) a tow behind synthetic turf deep cleaner with screen and HEPA filter, (d) a tow behind synthetic turf surface cleaner, and (e) a tow behind synthetic turf groomer with brushes, magnet sweeper and tines.

Proposition No. 4 – Naming of Athletic Complex

The Board of Education is seeking public input on the proposed name of the new athletic complex on the main campus. The two choices will be the "Alden Alumni Sports Complex" or the "Alden Sports Park."

2019-20 Property Tax Report Card

140101 - Alden Central School District

Contact Person: Paul Karpik

Telephone Number: 716-937-9116

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)
Total Budgeted Amount, Not Including Separate Propositions	\$33,972,380	\$34,639,105
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	\$14,884,297	\$15,299,404
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)	\$14,884,297	\$15,299,404
F. Permissible Exclusions to the School Tax Levy Limit	\$0	\$0
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	\$15,146,354	\$15,469,774
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$14,884,297	\$15,299,404
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	\$262,057	\$170,370
Public School Enrollment	1,659	1,632
Consumer Price Index		2.44%

¹ Includes 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 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	\$8,621,534	\$8,082,010
Assigned Appropriated Fund Balance	\$3,516,824	\$3,000,000
Adjusted Unrestricted Fund Balance	\$1,358,837	\$1,385,564
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-2020 School Year
Capital	Buildings and Grounds Capital Reserve 2010	To pay the cost of any object or purpose for which bonds may be issued.	\$197,651	\$199,628	If approved by the voters in May 2019, \$110,000 will be used to purchase buildings and grounds equipment
Capital	Buildings and Grounds Capital Reserve 2016	To pay the cost of any object or purpose for which bonds may be issued.	\$402,127	\$406,148	No planned use in 2019-20
Capital	Bus Reserve Fund 2015	To pay the cost of any object or purpose for which bonds may be issued.	\$1,710,463	\$1,727,568	If approved by the voters in May 2019, \$435,000 will be used to purchase buses
Capital	Bus Reserve Fund 2018	To pay the cost of any object or purpose for which bonds may be issued.	\$693,000	\$699,930	No planned use in 2019-20
Capital	Capital Reserve 2017	To pay the cost of any object or purpose for which bonds may be issued.	\$513,998	\$519,138	No planned use in 2019-20
Repair	N/A - None	To pay the cost of repairs to capital improvements or equipment.	\$0	\$0	N/A
Workers' Compensation	Workers' Compensation Reserve	To pay for Workers Compensation and benefits.	\$517,631	\$522,807	Plan to use \$45,000 to offset increases in workers' compensation premiums
Unemployment Insurance	Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$484,592	\$489,438	Plan to use up to \$46,800 to cover unemployment cost due to reductions in the workforce
Reserve for Tax Reduction	N/A - None	For the gradual use of the proceeds of the sale of school district real property.	\$0	\$0	N/A
Mandatory Reserve for Debt Service	Debt Service Reserve	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	\$135,605	\$136,961	Plan to use \$100,000 to offset the local share of prior capital projects

Insurance	Insurance and Casualty Reserve	To pay liability, casualty, and other types of uninsured losses.	\$40,398	\$40,802	No planned use in 2019-20
Property Loss	N/A - None	To establish and maintain a program of reserves to cover property loss.	\$0	\$0	N/A
Liability	N/A - None	To establish and maintain a program of reserves to cover liability claims incurred.	\$0	\$0	N/A
Tax Certiorari	Tax Certiorari Reserve	To establish a reserve fund for tax certiorari settlements.	\$51,723	\$51,723	To be determined - Dependent on final outcome of any tax certiorari proceedings
Reserve for Insurance Recoveries	N/A - None	To account for unexpended proceeds of insurance recoveries at the fiscal year end.	\$0	\$0	N/A
Employee Benefit Accrued Liability	Employee Benefit Accrued Liability Reserve	For the payment of accrued employee benefits due to employees upon termination of service.	\$2,183,665	\$2,205,502	To be determined - Use will depend on whether there are any retirements in the 2019-20 year
Retirement Contribution	Retirement Contribution Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System.	\$1,071,649	\$1,082,365	No planned use in 2019-20
Reserve for Uncollected Taxes	N/A - None	For unpaid taxes due to certain city school districts not reimbursed by their city/county until the following fiscal year.	\$0	\$0	N/A
Other Reserve	N/A - None	N/A	\$0	\$0	N/A
				\$8,082,010	

ALDEN CSD - NEW YORK STATE REPORT CARD [2017 - 18]

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 staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). 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.

2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA

GOOD STANDING

EM INDICATOR LEVELS

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	424	145.6	3
	Math	431	152.8	3
	Science	141	229.4	3
	Combined	996	160.6	3
American Indian or Alaska Native	ELA	7	135.7	—
	Math	7	142.9	—
	Science	4	—	—
	Combined	18	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	200	—
	Math	5	200	—
	Science	2	—	—
	Combined	12	—	—
Black or African American	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	9	—	—
Hispanic or Latino	ELA	16	153.1	3
	Math	13	146.2	3
	Science	3	—	3
	Combined	32	159.4	3
Multiracial	ELA	3	—	—
	Math	3	—	—
	Science	—	—	—
	Combined	6	—	—
White	ELA	409	144.5	3
	Math	416	153.2	3
	Science	134	228.7	3
	Combined	959	160.1	3
English Language Learners	ELA	1	—	—
	Math	1	—	—
	Science	—	—	—
	Combined	2	—	—
Students with Disabilities	ELA	54	82.4	3
	Math	53	75.5	3
	Science	27	168.5	3
	Combined	134	97	3
Economically Disadvantaged	ELA	110	118.2	4 ^

Subgroup	Subject	Cohort	Index	Level
	Math	105	127.6	4
	Science	36	225	4
	Combined	251	137.5	4

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	683	90.4	2
	Math	683	96.4	2
	Science	217	149.1	2
	Combined	683	101	2
American Indian or Alaska Native	ELA	11	86.4	—
	Math	11	90.9	—
	Science	5	180	—
	Combined	11	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	142.9	—
	Math	7	142.9	—
	Science	3	—	—
	Combined	7	—	—
Black or African American	ELA	8	25	—
	Math	8	43.8	—
	Science	3	—	—
	Combined	8	—	—
Hispanic or Latino	ELA	26	94.2	2
	Math	26	73.1	2
	Science	6	125	2
	Combined	26	87.9	2
Multiracial	ELA	10	65	—
	Math	10	30	—
	Science	2	—	—
	Combined	10	—	—
White	ELA	653	90.5	2
	Math	653	97.6	2
	Science	204	150.2	2
	Combined	653	101.7	2
English Language Learners	ELA	1	—	—
	Math	1	—	—
	Science	—	—	—
	Combined	1	—	—
Students with Disabilities	ELA	87	51.1	2
	Math	87	46	2
	Science	60	75.8	2
	Combined	87	55.6	2
Economically Disadvantaged	ELA	208	62.5	2 ^

Subgroup	Subject	Cohort	Index	Level
	Math	208	64.4	2
	Science	67	120.9	2
	Combined	208	71.4	2

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	72,616	1,600	45.4	2
American Indian or Alaska Native	—	9	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—
Black or African American	—	6	—	—
Hispanic or Latino	—	24	—	—
Multiracial	—	7	—	—
White	70,100	1,548	45.3	2
English Language Learners	—	4	—	—
Students with Disabilities	8,289	178	46.6	2
Economically Disadvantaged	17,675	399	44.3	1

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Hispanic or Latino	3
White	2
Students with Disabilities	2
Economically Disadvantaged	2

EM ELP

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

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	78.7	683	90.4	83.6%	100.7%	117.3	158.7	200	2	2
	Math	85.9	683	96.4	90.5%	103.3%	119.4	159.7	200	2	2
American Indian or Alaska Native	ELA	—	11	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	7	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—
Black or African American	ELA	—	8	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	26	—	—	—	—	—	—	—	—
	Math	—	26	—	—	—	—	—	—	—	—
Multiracial	ELA	—	10	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—
White	ELA	78.5	653	90.5	83.4%	98%	115	157.5	200	2	2
	Math	86.3	653	97.6	90.8%	106.3%	121.9	161	200	2	2
English Language Learners	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	40.9	87	51.1	47.3%	54.4%	78.6	139.3	200	2	2
	Math	36.6	87	46	43.1%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	60.2	208	62.5	65.8%	90.7%	108.9	154.5	200	1	1
	Math	70.5	208	64.4	75.7%	89.4%	107.8	153.9	200	1	1

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	9.9	945	53	5.6%	9.7%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	14	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—
Black or African American	—	11	—	—	—	—	—	—	—	—
Hispanic or Latino	—	34	—	—	—	—	—	—	—	—
Multiracial	—	16	—	—	—	—	—	—	—	—
White	9.2	904	45	5%	9%	10.7%	9.7%	7.4%	5%	4
English Language Learners	—	6	—	—	—	—	—	—	—	—
Students with Disabilities	15.2	104	11	10.6%	14.8%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	15.7	306	34	11.1%	15.3%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	1,473	56.9%
American Indian or Alaska Native	—	6	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	15	—
Multiracial	—	5	—
White	X	1,409	57%
English Language Learners	—	1	—
Students with Disabilities	X	186	57%
Economically Disadvantaged	X	444	51.4%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	1,478	58.1%
American Indian or Alaska Native	—	6	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	3	—
Hispanic or Latino	—	15	—
Multiracial	—	5	—
White	X	1,414	58.5%
English Language Learners	—	1	—
Students with Disabilities	X	186	56.5%
Economically Disadvantaged	X	445	50.6%

HS INDICATOR LEVELS

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

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	152	219.4	197.6	4
	Math	152	142.4	197.6	4
	Science	152	230.9	197.6	4
	Social Studies	152	231.3	197.6	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	220	—	—
	Math	5	210	—	—
	Science	5	250	—	—
	Social Studies	5	250	—	—
Black or African American	ELA	2	—	—	—
	Math	2	—	—	—
	Science	2	—	—	—
	Social Studies	2	—	—	—
Hispanic or Latino	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Multiracial	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
White	ELA	148	220.6	197.6	3
	Math	148	141.6	197.6	3
	Science	148	230.7	197.6	3
	Social Studies	148	230.7	197.6	3
English Language Learners	ELA	2	—	—	—
	Math	2	—	—	—
	Science	2	—	—	—
	Social Studies	2	—	—	—
Students with Disabilities	ELA	35	135.7	137.3	4
	Math	35	95.7	137.3	4
	Science	35	188.6	137.3	4
	Social Studies	35	164.3	137.3	4
Economically Disadvantaged	ELA	40	213.8	190	4
	Math	40	128.8	190	4
	Science	40	227.5	190	4
	Social Studies	40	227.5	190	4

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	96.2%	147	90.5%	95%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	92.4%	131	96.2%	92.5%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	88.4%	157	92.4%	88.7%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	3	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	5	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	4	—	—	—	—	—	—	—	—
Multiracial	4-Year	—	1	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
White	4-Year	96.8%	141	90.8%	95%	90%	90.8%	92.9%	95%	3	4
	5-Year	92.1%	126	96.8%	92.3%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	89.2%	151	92.1%	89.5%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	74.4%	43	72.1%	75.2%	58.2%	64.4%	79.7%	95%	3	4
	5-Year	68%	43	76.7%	69.1%	61.6%	67.4%	81.7%	96%	4	4
	6-Year	67.9%	49	69.4%	69.1%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	97.1%	59	94.9%	95%	76.1%	79.2%	87.1%	95%	4	4
	5-Year	88.7%	34	97.1%	89%	79.7%	82.4%	89.2%	96%	4	4
	6-Year	86.5%	52	90.4%	86.9%	80%	82.8%	89.9%	97%	4	4

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
White	3
Students with Disabilities	4
Economically Disadvantaged	4

HS ELP

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

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	216.1	152	219.4	215%	189.4%	193.6	204.3	215	4	3
	Math	172.1	152	142.4	173.2%	149.1%	157.6	178.8	200	2*	3*
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	5	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—
Black or African American	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
White	ELA	214.8	148	220.6	214.8%	207.8%	209	212	215	4	3
	Math	171.5	148	141.6	172.6%	166.4%	172	186	200	2*	3*
English Language Learners	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	134.2	35	135.7	137.4%	116.3%	132.8	173.9	215	3	2
	Math	103.9	35	95.7	107.7%	86%	105	152.5	200	2	2
Economically Disadvantaged	ELA	206.1	40	213.8	206.5%	168.8%	176.5	195.8	215	4	3
	Math	155.3	40	128.8	157.1%	127.9%	139.9	170	200	2	3

*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	27.4	560	120	21.4%	26.5%	23.4%	20.4%	12.7%	5%	3
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—	—	—	—	—	—	—
Black or African American	—	12	—	—	—	—	—	—	—	—
Hispanic or Latino	—	5	—	—	—	—	—	—	—	—
Multiracial	—	4	—	—	—	—	—	—	—	—
White	27.4	545	119	21.8%	26.5%	16.1%	14.3%	9.7%	5%	2
English Language Learners	—	6	—	—	—	—	—	—	—	—
Students with Disabilities	29.6	85	27	31.8%	28.6%	34%	29.2%	17.1%	5%	2
Economically Disadvantaged	29.5	176	50	28.4%	28.5%	31.3%	26.9%	16%	5%	3

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	144.2	158	145.4	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—
White	144.7	157.6	145.9	148.6	153	164	175	4
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	97.6	91.9	100.7	72.2	89.3	132.2	175	3
Economically Disadvantaged	129.7	156.8	131.5	110.2	121	148	175	4

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	162	0	105	4	40	0
Asian or Native Hawaiian/Other Pacific Islander	5	0	—	—	—	—
Black or African American	2	0	—	—	—	—
White	158	0	102	4	39	0
English Language Learners	2	0	—	—	—	—
Students with Disabilities	43	0	12	1	14	0
Economically Disadvantaged	44	0	29	0	11	0

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	152	99.3%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	✓	148	99.3%
English Language Learners	—	2	—
Students with Disabilities	—	15	—
Economically Disadvantaged	✓	40	100%

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	152	100%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—
Black or African American	—	1	—
Hispanic or Latino	—	0	—
Multiracial	—	0	—
White	✓	148	100%
English Language Learners	—	2	—
Students with Disabilities	—	15	—
Economically Disadvantaged	✓	40	100%

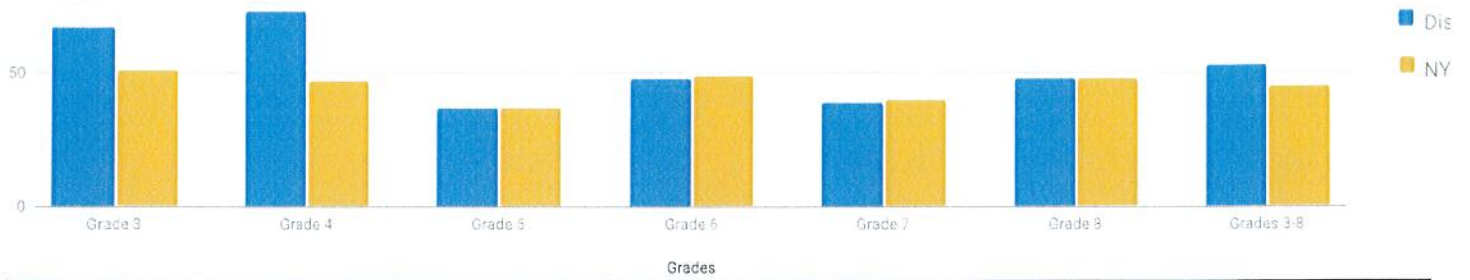
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	11	9%	1	25%	1	1%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

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

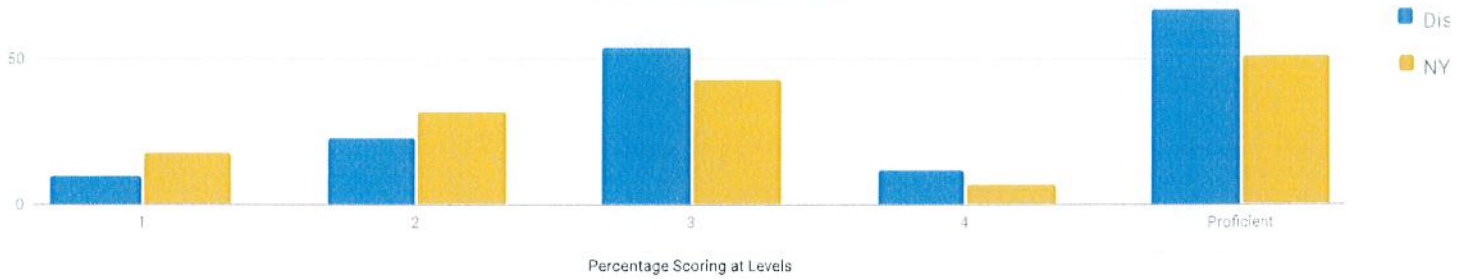
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	29	90	9	10%	21	23%	49	54%	11	12%	60	67%
Grade 4	42	70	5	7%	14	20%	27	39%	24	34%	51	73%
Grade 5	47	68	15	22%	28	41%	14	21%	11	16%	25	37%
Grade 6	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
Grade 7	63	76	24	32%	22	29%	24	32%	6	8%	30	39%
Grade 8	68	52	8	15%	19	37%	16	31%	9	17%	25	48%
Grades 3-8	305	425	75	18%	126	30%	148	35%	76	18%	224	53%

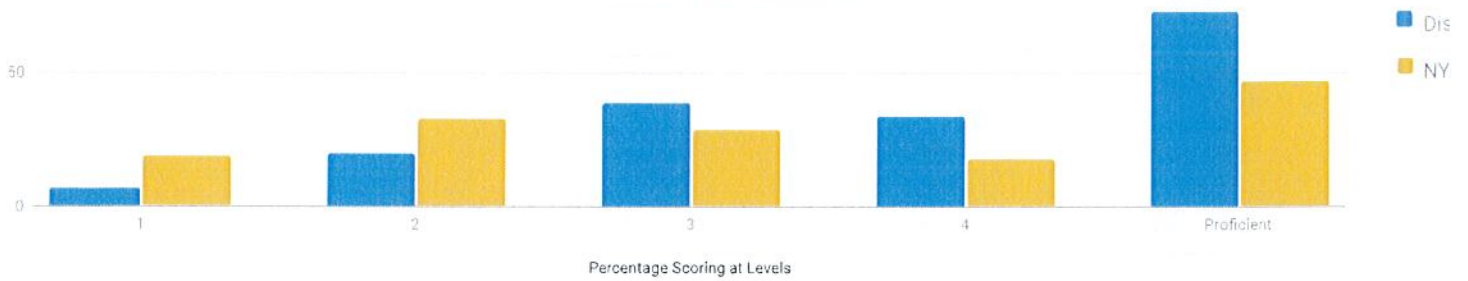
GRADE 3 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	90	9	10%	21	23%	49	54%	11	12%	60	67%
General Education	24	79	5	6%	15	19%	48	61%	11	14%	59	75%
Students with Disabilities	5	11	4	36%	6	55%	1	9%	0	0%	1	9%
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	89	—	—	—	—	—	—	—	—	—	—
Small Group Total	29	90	9	10%	21	23%	49	54%	11	12%	60	67%
Female	12	42	2	5%	4	10%	29	69%	7	17%	36	86%
Male	17	48	7	15%	17	35%	20	42%	4	8%	24	50%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	89	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	9	23	2	9%	10	43%	10	43%	1	4%	11	48%
Not Economically Disadvantaged	20	67	7	10%	11	16%	39	58%	10	15%	49	73%
Not Migrant	29	90	9	10%	21	23%	49	54%	11	12%	60	67%
Not Homeless	28	90	9	10%	21	23%	49	54%	11	12%	60	67%
Not in Foster Care	29	90	9	10%	21	23%	49	54%	11	12%	60	67%
Parent Not in Armed Forces	29	90	9	10%	21	23%	49	54%	11	12%	60	67%

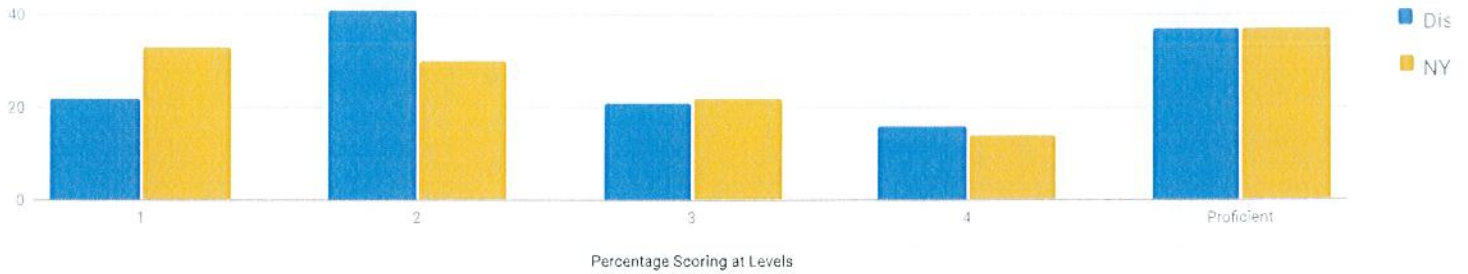
GRADE 4 ELA RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	42	70	5	7%	14	20%	27	39%	24	34%	51	73%
General Education	34	65	2	3%	13	20%	26	40%	24	37%	50	77%
Students with Disabilities	8	5	3	60%	1	20%	1	20%	0	0%	1	20%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	38	64	5	8%	14	22%	24	38%	21	33%	45	70%
Small Group Total	2	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	21	38	1	3%	10	26%	13	34%	14	37%	27	71%
Male	21	32	4	13%	4	13%	14	44%	10	31%	24	75%
Non-English Language Learners	42	70	5	7%	14	20%	27	39%	24	34%	51	73%
Economically Disadvantaged	24	18	2	11%	2	11%	11	61%	3	17%	14	78%
Not Economically Disadvantaged	18	52	3	6%	12	23%	16	31%	21	40%	37	71%
Not Migrant	42	70	5	7%	14	20%	27	39%	24	34%	51	73%
Not Homeless	42	70	5	7%	14	20%	27	39%	24	34%	51	73%
Not in Foster Care	42	70	5	7%	14	20%	27	39%	24	34%	51	73%
Parent Not in Armed Forces	42	70	5	7%	14	20%	27	39%	24	34%	51	73%

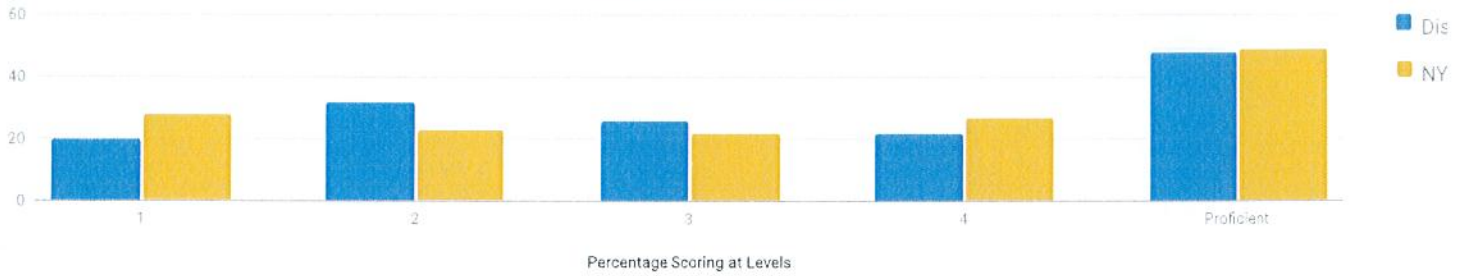
GRADE 5 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	47	68	15	22%	28	41%	14	21%	11	16%	25	37%
General Education	—	64	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	—	65	—	—	—	—	—	—	—	—	—	—
Small Group Total	47	68	15	22%	28	41%	14	21%	11	16%	25	37%
Female	19	37	4	11%	20	54%	6	16%	7	19%	13	35%
Male	28	31	11	35%	8	26%	8	26%	4	13%	12	39%
Non-English Language Learners	47	68	15	22%	28	41%	14	21%	11	16%	25	37%
Economically Disadvantaged	17	17	6	35%	10	59%	0	0%	1	6%	1	6%
Not Economically Disadvantaged	30	51	9	18%	18	35%	14	27%	10	20%	24	47%
Not Migrant	47	68	15	22%	28	41%	14	21%	11	16%	25	37%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	67	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	47	68	15	22%	28	41%	14	21%	11	16%	25	37%
Parent Not in Armed Forces	47	68	15	22%	28	41%	14	21%	11	16%	25	37%

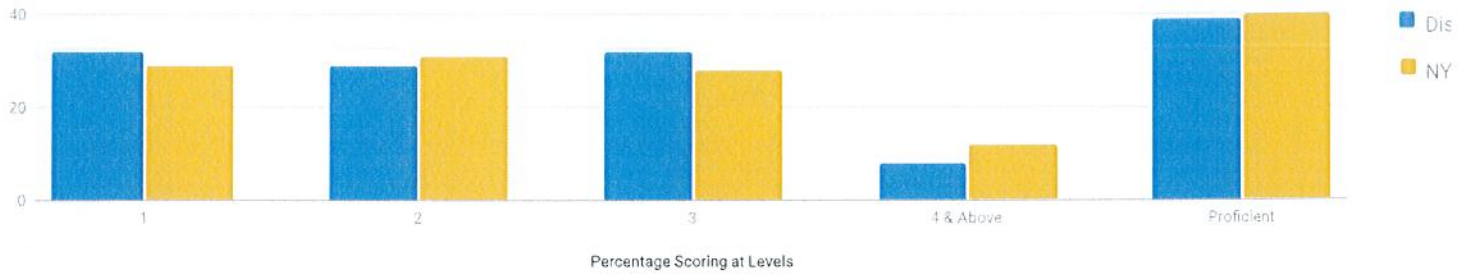
GRADE 6 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
General Education	49	60	8	13%	20	33%	17	28%	15	25%	32	53%
Students with Disabilities	7	9	6	67%	2	22%	1	11%	0	0%	1	11%
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	—	66	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
Female	22	36	4	11%	12	33%	10	28%	10	28%	20	56%
Male	34	33	10	30%	10	30%	8	24%	5	15%	13	39%
Non-English Language Learners	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
Economically Disadvantaged	22	19	5	26%	6	32%	4	21%	4	21%	8	42%
Not Economically Disadvantaged	34	50	9	18%	16	32%	14	28%	11	22%	25	50%
Not Migrant	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
Not Homeless	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
Not in Foster Care	56	69	14	20%	22	32%	18	26%	15	22%	33	48%
Parent Not in Armed Forces	56	69	14	20%	22	32%	18	26%	15	22%	33	48%

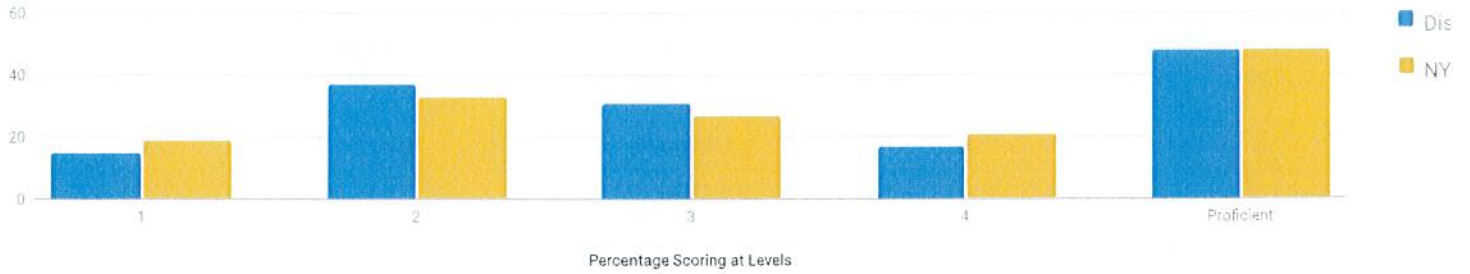
GRADE 7 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	76	24	32%	22	29%	24	32%	6	8%	30	39%
General Education	56	66	19	29%	18	27%	23	35%	6	9%	29	44%
Students with Disabilities	7	10	5	50%	4	40%	1	10%	0	0%	1	10%
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	75	—	—	—	—	—	—	—	—	—	—
Small Group Total	59	76	24	32%	22	29%	24	32%	6	8%	30	39%
Female	30	45	11	24%	12	27%	17	38%	5	11%	22	49%
Male	33	31	13	42%	10	32%	7	23%	1	3%	8	26%
Non-English Language Learners	63	76	24	32%	22	29%	24	32%	6	8%	30	39%
Economically Disadvantaged	24	23	14	61%	6	26%	3	13%	0	0%	3	13%
Not Economically Disadvantaged	39	53	10	19%	16	30%	21	40%	6	11%	27	51%
Not Migrant	63	76	24	32%	22	29%	24	32%	6	8%	30	39%
Not Homeless	63	76	24	32%	22	29%	24	32%	6	8%	30	39%
Not in Foster Care	63	76	24	32%	22	29%	24	32%	6	8%	30	39%
Parent Not in Armed Forces	62	76	24	32%	22	29%	24	32%	6	8%	30	39%

GRADE 8 ELA RESULTS

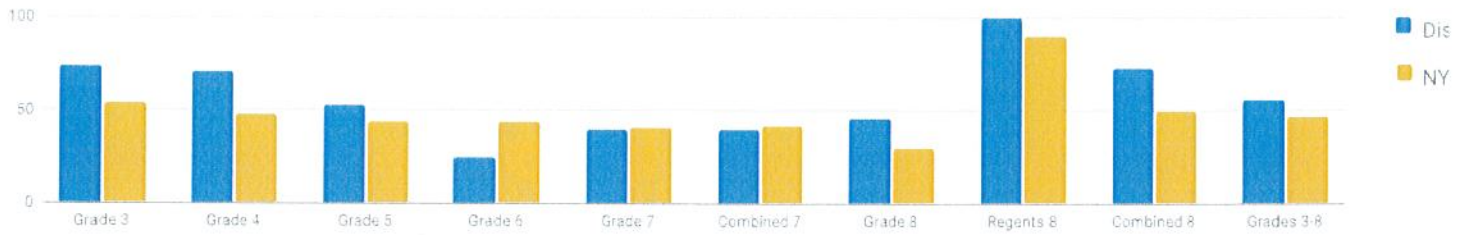


MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	68	52	8	15%	19	37%	16	31%	9	17%	25	48%
General Education	57	46	6	13%	15	33%	16	35%	9	20%	25	54%
Students with Disabilities	11	6	2	33%	4	67%	0	0%	0	0%	0	0%
White	65	52	8	15%	19	37%	16	31%	9	17%	25	48%
Female	33	25	2	8%	8	32%	6	24%	9	36%	15	60%
Male	35	27	6	22%	11	41%	10	37%	0	0%	10	37%
Non-English Language Learners	68	52	8	15%	19	37%	16	31%	9	17%	25	48%
Economically Disadvantaged	22	10	2	20%	4	40%	3	30%	1	10%	4	40%
Not Economically Disadvantaged	46	42	6	14%	15	36%	13	31%	8	19%	21	50%
Not Migrant	68	52	8	15%	19	37%	16	31%	9	17%	25	48%
Not Homeless	68	52	8	15%	19	37%	16	31%	9	17%	25	48%
Not in Foster Care	68	52	8	15%	19	37%	16	31%	9	17%	25	48%
Parent Not in Armed Forces	67	52	8	15%	19	37%	16	31%	9	17%	25	48%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

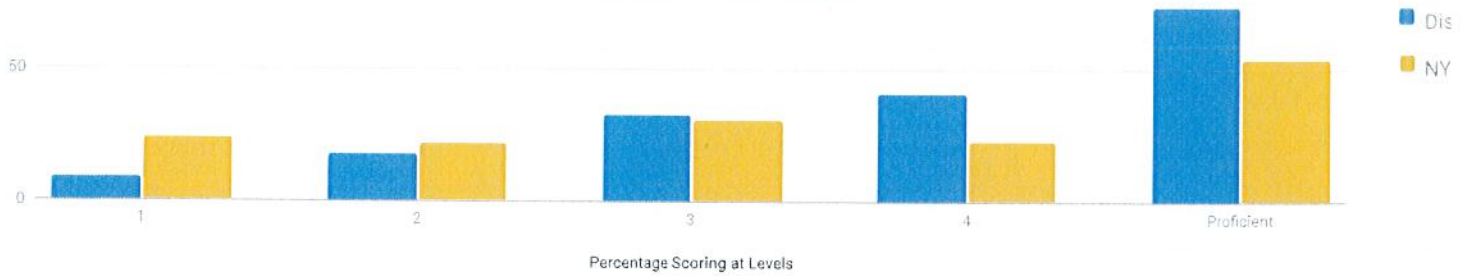
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	28	91	8	9%	16	18%	30	33%	37	41%	67	74%
Grade 4	40	72	3	4%	18	25%	24	33%	27	38%	51	71%
Grade 5	48	68	16	24%	16	24%	19	28%	17	25%	36	53%
Grade 6	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
Grade 7	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
Combined 7	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
Grade 8	92	28	3	11%	12	43%	12	43%	1	4%	13	46%
Regents 8	—	27	0	0%	0	0%	0	0%	27	100%	27	100%
Combined 8	92	55	3	5%	12	22%	12	22%	28	51%	40	73%
Grades 3-8	328	430	75	17%	114	27%	119	28%	122	28%	241	56%

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.

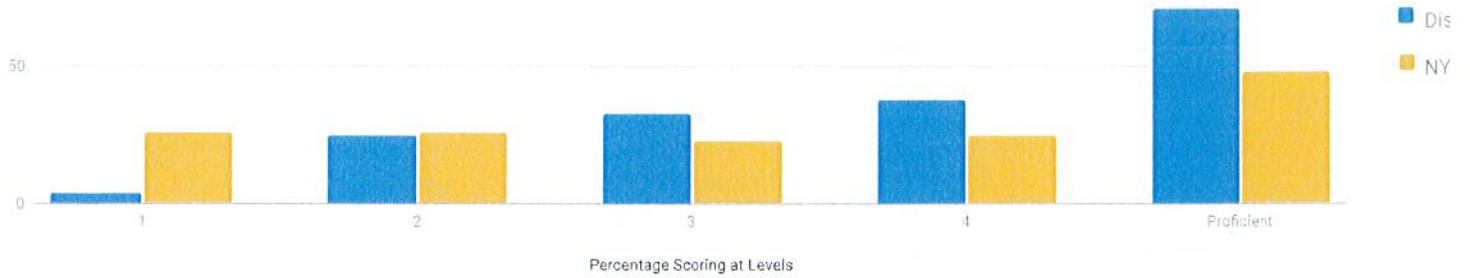
GRADE 3 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	91	8	9%	16	18%	30	33%	37	41%	67	74%
General Education	24	79	2	3%	13	16%	29	37%	35	44%	64	81%
Students with Disabilities	4	12	6	50%	3	25%	1	8%	2	17%	3	25%
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	90	—	—	—	—	—	—	—	—	—	—
Small Group Total	28	91	8	9%	16	18%	30	33%	37	41%	67	74%
Female	12	42	2	5%	8	19%	12	29%	20	48%	32	76%
Male	16	49	6	12%	8	16%	18	37%	17	35%	35	71%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	90	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	20	1	5%	7	35%	9	45%	3	15%	12	60%
Not Economically Disadvantaged	16	71	7	10%	9	13%	21	30%	34	48%	55	77%
Not Migrant	28	91	8	9%	16	18%	30	33%	37	41%	67	74%
Not Homeless	27	91	8	9%	16	18%	30	33%	37	41%	67	74%
Not in Foster Care	28	91	8	9%	16	18%	30	33%	37	41%	67	74%
Parent Not in Armed Forces	28	91	8	9%	16	18%	30	33%	37	41%	67	74%

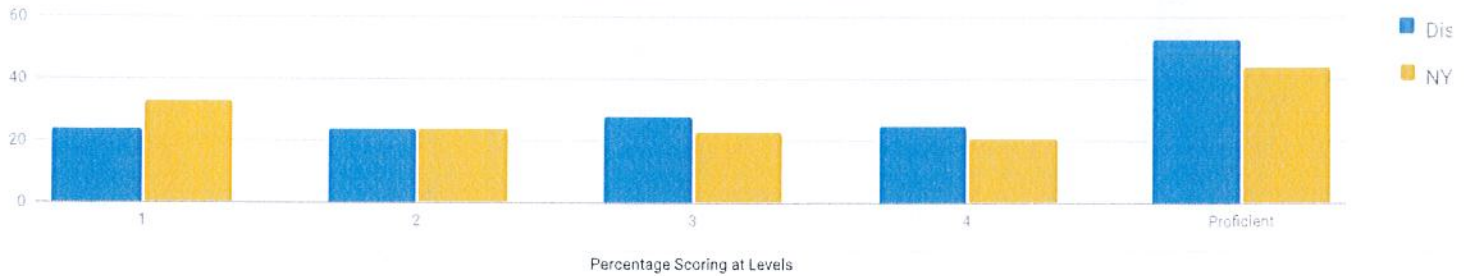
GRADE 4 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	40	72	3	4%	18	25%	24	33%	27	38%	51	71%
General Education	—	68	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	36	66	3	5%	17	26%	21	32%	25	38%	46	70%
Small Group Total	2	6	0	0%	1	17%	3	50%	2	33%	5	83%
Female	20	39	1	3%	8	21%	15	38%	15	38%	30	77%
Male	20	33	2	6%	10	30%	9	27%	12	36%	21	64%
Non-English Language Learners	40	72	3	4%	18	25%	24	33%	27	38%	51	71%
Economically Disadvantaged	23	19	0	0%	8	42%	5	26%	6	32%	11	58%
Not Economically Disadvantaged	17	53	3	6%	10	19%	19	36%	21	40%	40	75%
Not Migrant	40	72	3	4%	18	25%	24	33%	27	38%	51	71%
Not Homeless	40	72	3	4%	18	25%	24	33%	27	38%	51	71%
Not in Foster Care	40	72	3	4%	18	25%	24	33%	27	38%	51	71%
Parent Not in Armed Forces	40	72	3	4%	18	25%	24	33%	27	38%	51	71%

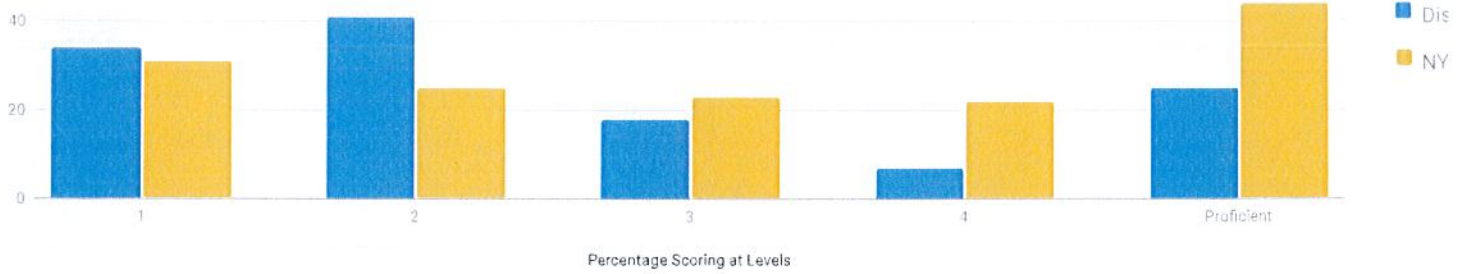
GRADE 5 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	48	68	16	24%	16	24%	19	28%	17	25%	36	53%
General Education	—	64	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	—	65	—	—	—	—	—	—	—	—	—	—
Small Group Total	48	68	16	24%	16	24%	19	28%	17	25%	36	53%
Female	22	34	11	32%	5	15%	12	35%	6	18%	18	53%
Male	26	34	5	15%	11	32%	7	21%	11	32%	18	53%
Non-English Language Learners	48	68	16	24%	16	24%	19	28%	17	25%	36	53%
Economically Disadvantaged	17	17	3	18%	6	35%	6	35%	2	12%	8	47%
Not Economically Disadvantaged	31	51	13	25%	10	20%	13	25%	15	29%	28	55%
Not Migrant	48	68	16	24%	16	24%	19	28%	17	25%	36	53%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	67	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	48	68	16	24%	16	24%	19	28%	17	25%	36	53%
Parent Not in Armed Forces	48	68	16	24%	16	24%	19	28%	17	25%	36	53%

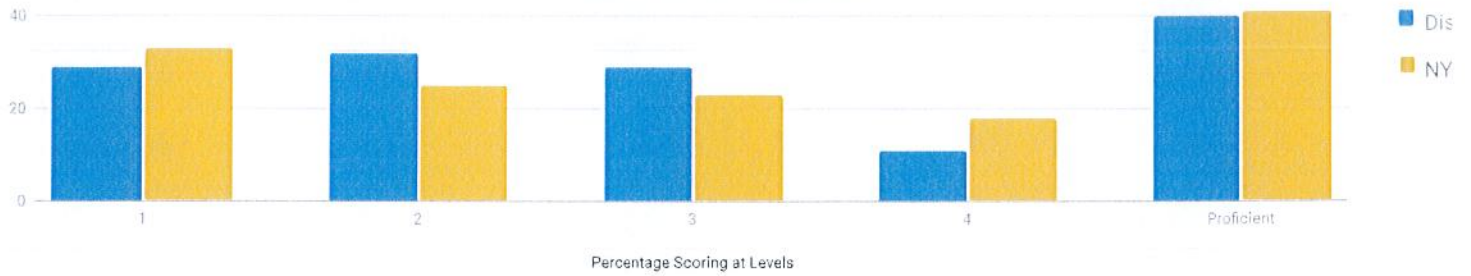
GRADE 6 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
General Education	46	63	17	27%	28	44%	13	21%	5	8%	18	29%
Students with Disabilities	8	8	7	88%	1	13%	0	0%	0	0%	0	0%
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	—	68	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
Female	22	36	11	31%	13	36%	8	22%	4	11%	12	33%
Male	32	35	13	37%	16	46%	5	14%	1	3%	6	17%
Non-English Language Learners	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
Economically Disadvantaged	22	19	6	32%	11	58%	1	5%	1	5%	2	11%
Not Economically Disadvantaged	32	52	18	35%	18	35%	12	23%	4	8%	16	31%
Not Migrant	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
Not Homeless	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
Not in Foster Care	54	71	24	34%	29	41%	13	18%	5	7%	18	25%
Parent Not in Armed Forces	54	71	24	34%	29	41%	13	18%	5	7%	18	25%

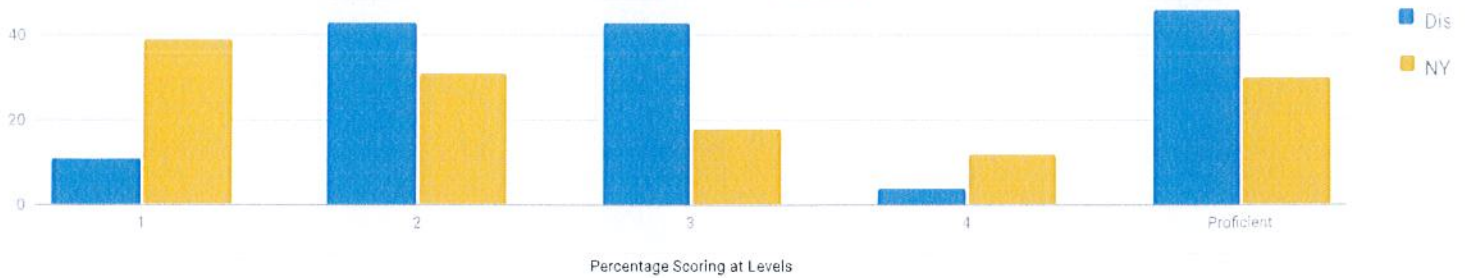
GRADE 7 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
General Education	59	63	13	21%	21	33%	21	33%	8	13%	29	46%
Students with Disabilities	7	10	8	80%	2	20%	0	0%	0	0%	0	0%
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	—	72	—	—	—	—	—	—	—	—	—	—
Small Group Total	62	73	21	29%	23	32%	21	29%	8	11%	29	40%
Female	32	43	12	28%	10	23%	15	35%	6	14%	21	49%
Male	34	30	9	30%	13	43%	6	20%	2	7%	8	27%
Non-English Language Learners	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
Economically Disadvantaged	26	21	11	52%	7	33%	3	14%	0	0%	3	14%
Not Economically Disadvantaged	40	52	10	19%	16	31%	18	35%	8	15%	26	50%
Not Migrant	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
Not Homeless	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
Not in Foster Care	66	73	21	29%	23	32%	21	29%	8	11%	29	40%
Parent Not in Armed Forces	65	73	21	29%	23	32%	21	29%	8	11%	29	40%

GRADE 8 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	92	28	3	11%	12	43%	12	43%	1	4%	13	46%
General Education	80	23	0	0%	11	48%	11	48%	1	4%	12	52%
Students with Disabilities	12	5	3	60%	1	20%	1	20%	0	0%	1	20%
White	89	28	3	11%	12	43%	12	43%	1	4%	13	46%
Female	43	15	2	13%	4	27%	9	60%	0	0%	9	60%
Male	49	13	1	8%	8	62%	3	23%	1	8%	4	31%
Non-English Language Learners	92	28	3	11%	12	43%	12	43%	1	4%	13	46%
Economically Disadvantaged	27	5	0	0%	3	60%	2	40%	0	0%	2	40%
Not Economically Disadvantaged	65	23	3	13%	9	39%	10	43%	1	4%	11	48%
Not Migrant	92	28	3	11%	12	43%	12	43%	1	4%	13	46%
Not Homeless	92	28	3	11%	12	43%	12	43%	1	4%	13	46%
Not in Foster Care	92	28	3	11%	12	43%	12	43%	1	4%	13	46%
Parent Not in Armed Forces	91	28	3	11%	12	43%	12	43%	1	4%	13	46%

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

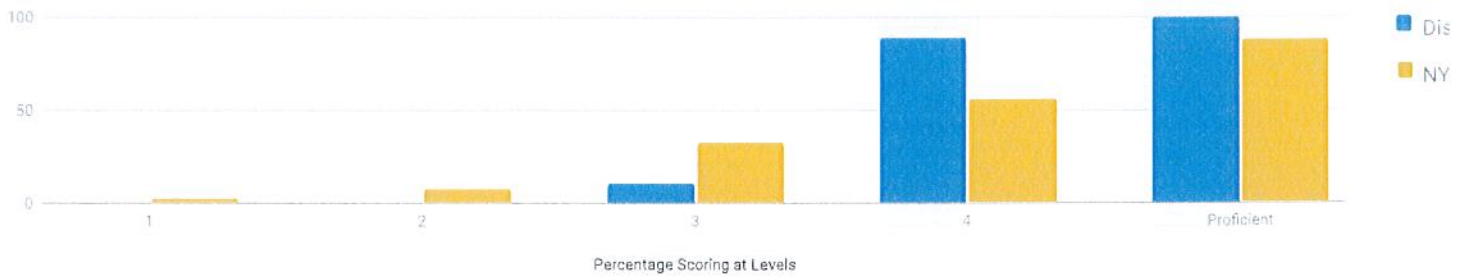
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	29	83	0	0%	0	0%	9	11%	74	89%	83	100%
Grade 8	88	32	1	3%	9	28%	17	53%	5	16%	22	69%
Regents 8	0	26	0	0%	0	0%	1	4%	25	96%	26	100%
Combined 8	88	58	1	2%	9	16%	18	31%	30	52%	48	83%
Grades 4&8	117	141	1	1%	9	6%	27	19%	104	74%	131	93%

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

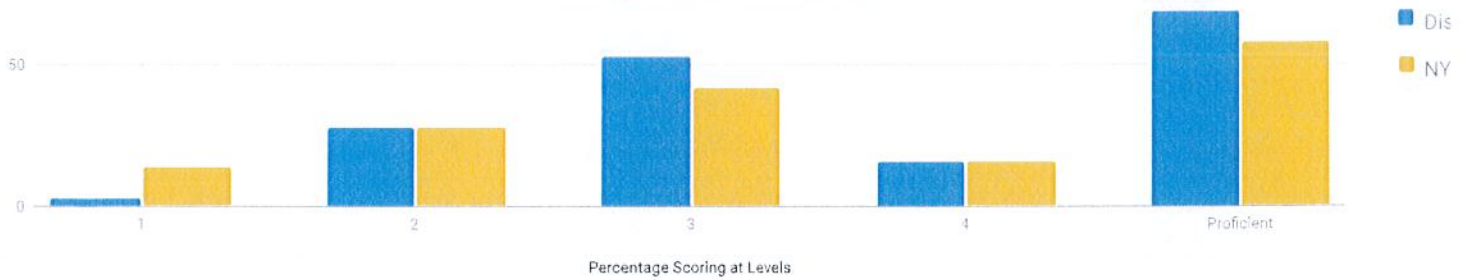
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 91

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	29	83	0	0%	0	0%	9	11%	74	89%	83	100%
General Education	—	79	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	25	77	0	0%	0	0%	9	12%	68	88%	77	100%
Small Group Total	2	6	0	0%	0	0%	0	0%	6	100%	6	100%
Female	12	47	0	0%	0	0%	3	6%	44	94%	47	100%
Male	17	36	0	0%	0	0%	6	17%	30	83%	36	100%
Non-English Language Learners	29	83	0	0%	0	0%	9	11%	74	89%	83	100%
Economically Disadvantaged	18	24	0	0%	0	0%	3	13%	21	88%	24	100%
Not Economically Disadvantaged	11	59	0	0%	0	0%	6	10%	53	90%	59	100%
Not Migrant	29	83	0	0%	0	0%	9	11%	74	89%	83	100%
Not Homeless	29	83	0	0%	0	0%	9	11%	74	89%	83	100%
Not in Foster Care	29	83	0	0%	0	0%	9	11%	74	89%	83	100%
Parent Not in Armed Forces	29	83	0	0%	0	0%	9	11%	74	89%	83	100%

GRADE 8 SCIENCE RESULTS

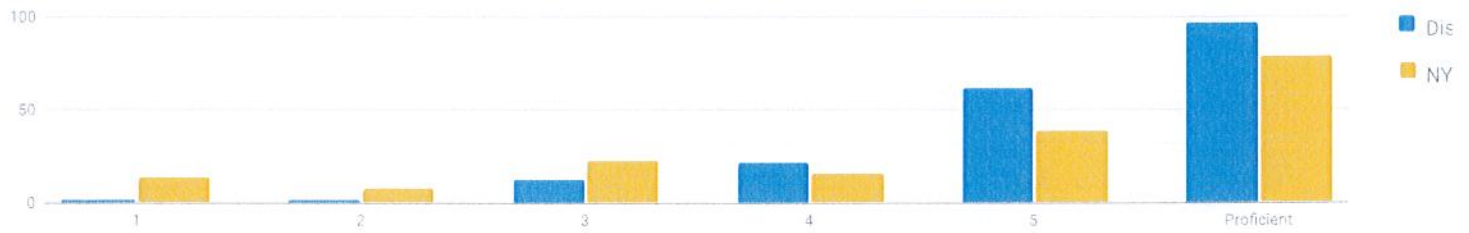


MEAN SCORE: 70

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	88	32	1	3%	9	28%	17	53%	5	16%	22	69%
General Education	76	27	0	0%	6	22%	16	59%	5	19%	21	78%
Students with Disabilities	12	5	1	20%	3	60%	1	20%	0	0%	1	20%
White	85	32	1	3%	9	28%	17	53%	5	16%	22	69%
Female	42	16	1	6%	5	31%	9	56%	1	6%	10	63%
Male	46	16	0	0%	4	25%	8	50%	4	25%	12	75%
Non-English Language Learners	88	32	1	3%	9	28%	17	53%	5	16%	22	69%
Economically Disadvantaged	23	9	1	11%	2	22%	5	56%	1	11%	6	67%
Not Economically Disadvantaged	65	23	0	0%	7	30%	12	52%	4	17%	16	70%
Not Migrant	88	32	1	3%	9	28%	17	53%	5	16%	22	69%
Not Homeless	88	32	1	3%	9	28%	17	53%	5	16%	22	69%
Not in Foster Care	88	32	1	3%	9	28%	17	53%	5	16%	22	69%
Parent Not in Armed Forces	87	32	1	3%	9	28%	17	53%	5	16%	22	69%

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.

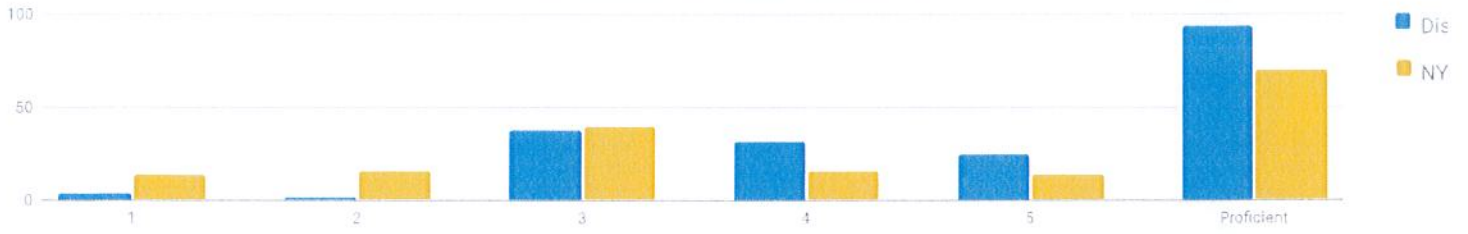
ANNUAL REGENTS ENGLISH (2017-18)



Percentage Scoring at Levels

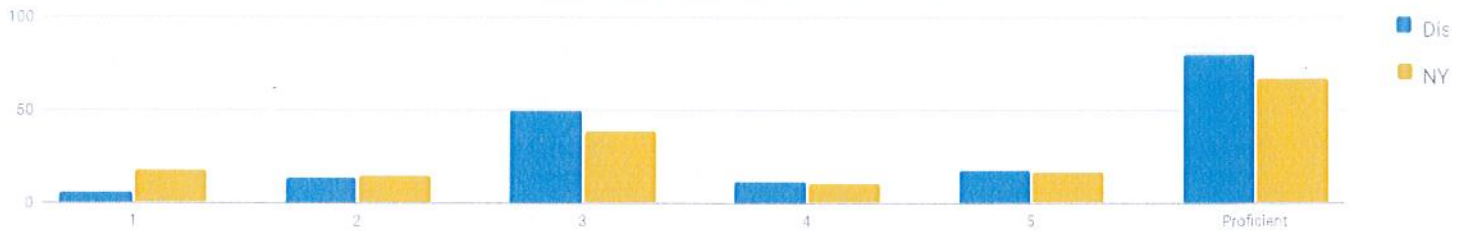
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%
General Education	107	1	1%	0	0%	11	10%	22	21%	73	68%	106	99%
Students with Disabilities	20	1	5%	2	10%	5	25%	6	30%	6	30%	17	85%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
White	125	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%
Female	63	2	3%	2	3%	8	13%	9	14%	42	67%	59	94%
Male	64	0	0%	0	0%	8	13%	19	30%	37	58%	64	100%
Non-English Language Learners	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%
Economically Disadvantaged	31	0	0%	1	3%	6	19%	10	32%	14	45%	30	97%
Not Economically Disadvantaged	96	2	2%	1	1%	10	10%	18	19%	65	68%	93	97%
Not Migrant	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%
Not Homeless	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%
Not in Foster Care	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%
Parent Not in Armed Forces	127	2	2%	2	2%	16	13%	28	22%	79	62%	123	97%

ANNUAL REGENTS ALGEBRA I (2017-18)



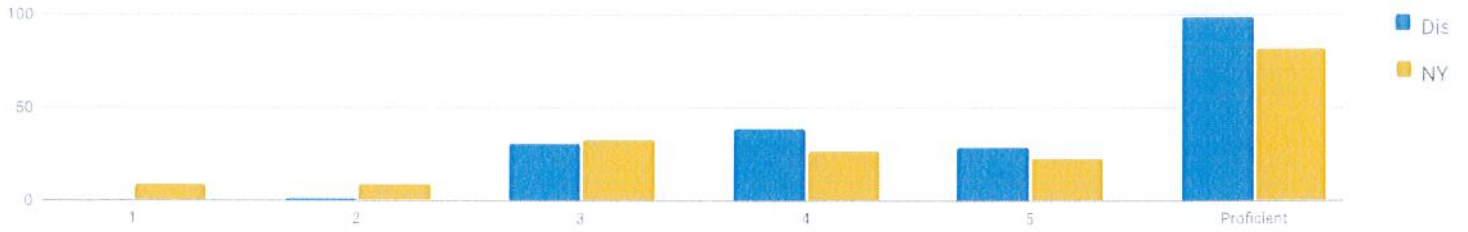
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	5	4%	2	2%	48	38%	40	32%	31	25%	119	94%
General Education	104	1	1%	1	1%	35	34%	37	36%	30	29%	102	98%
Students with Disabilities	22	4	18%	1	5%	13	59%	3	14%	1	5%	17	77%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	122	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	126	5	4%	2	2%	48	38%	40	32%	31	25%	119	94%
Female	56	2	4%	0	0%	14	25%	25	45%	15	27%	54	96%
Male	70	3	4%	2	3%	34	49%	15	21%	16	23%	65	93%
Non-English Language Learners	126	5	4%	2	2%	48	38%	40	32%	31	25%	119	94%
Economically Disadvantaged	38	3	8%	1	3%	21	55%	10	26%	3	8%	34	89%
Not Economically Disadvantaged	88	2	2%	1	1%	27	31%	30	34%	28	32%	85	97%
Not Migrant	126	5	4%	2	2%	48	38%	40	32%	31	25%	119	94%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	124	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	126	5	4%	2	2%	48	38%	40	32%	31	25%	119	94%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	125	—	—	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS GEOMETRY (2017-18)



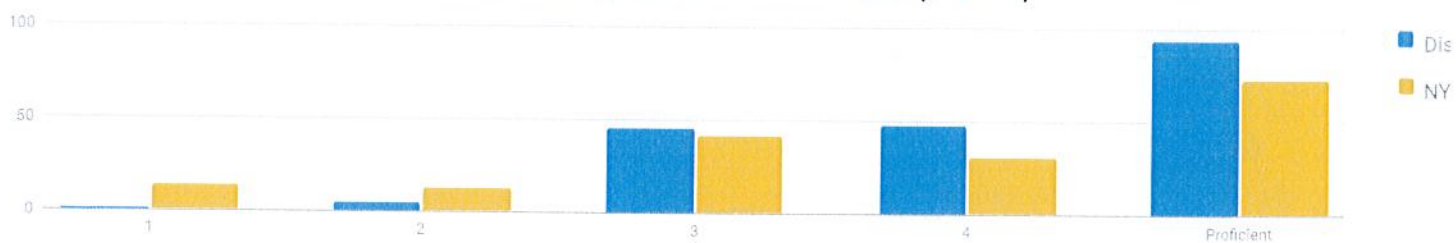
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%
General Education	110	4	4%	14	13%	56	51%	14	13%	22	20%	92	84%
Students with Disabilities	9	3	33%	3	33%	3	33%	0	0%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
White	116	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%
Female	63	3	5%	8	13%	34	54%	6	10%	12	19%	52	83%
Male	56	4	7%	9	16%	25	45%	8	14%	10	18%	43	77%
Non-English Language Learners	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%
Economically Disadvantaged	35	2	6%	6	17%	17	49%	5	14%	5	14%	27	77%
Not Economically Disadvantaged	84	5	6%	11	13%	42	50%	9	11%	17	20%	68	81%
Not Migrant	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%
Not Homeless	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%
Not in Foster Care	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%
Parent Not in Armed Forces	119	7	6%	17	14%	59	50%	14	12%	22	18%	95	80%

ANNUAL REGENTS ALGEBRA II (2017-18)

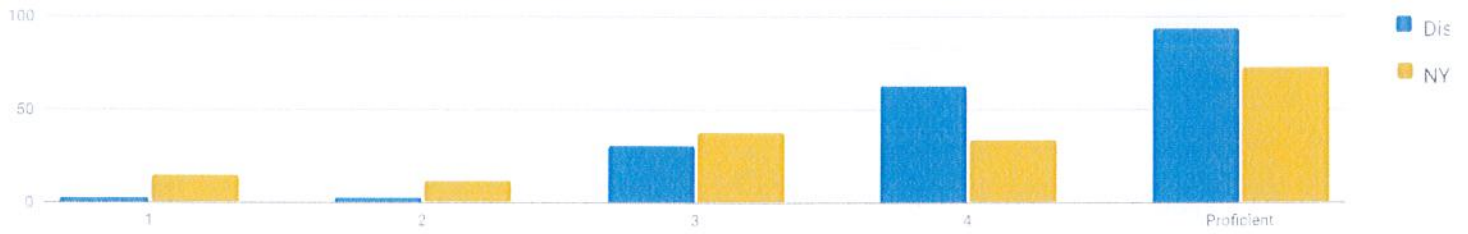


Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	75	0	0%	1	1%	23	31%	29	39%	22	29%	74	99%
General Education	74	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
White	73	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	75	0	0%	1	1%	23	31%	29	39%	22	29%	74	99%
Female	53	0	0%	1	2%	12	23%	19	36%	21	40%	52	98%
Male	22	0	0%	0	0%	11	50%	10	45%	1	5%	22	100%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	74	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	17	0	0%	0	0%	8	47%	7	41%	2	12%	17	100%
Not Economically Disadvantaged	58	0	0%	1	2%	15	26%	22	38%	20	34%	57	98%
Not Migrant	75	0	0%	1	1%	23	31%	29	39%	22	29%	74	99%
Not Homeless	75	0	0%	1	1%	23	31%	29	39%	22	29%	74	99%
Not in Foster Care	75	0	0%	1	1%	23	31%	29	39%	22	29%	74	99%
Parent Not in Armed Forces	75	0	0%	1	1%	23	31%	29	39%	22	29%	74	99%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)

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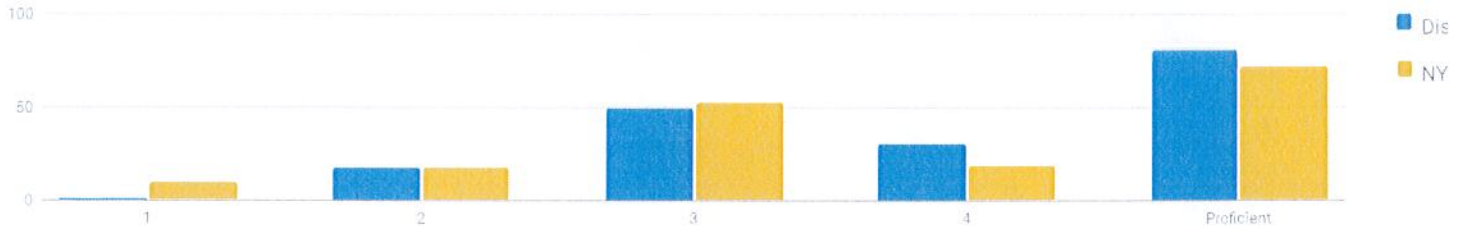
ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	147	4	3%	5	3%	46	31%	92	63%	138	94%
General Education	132	1	1%	2	2%	39	30%	90	68%	129	98%
Students with Disabilities	15	3	20%	3	20%	7	47%	2	13%	9	60%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	142	3	2%	5	4%	44	31%	90	63%	134	94%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	1	20%	0	0%	2	40%	2	40%	4	80%
Female	83	2	2%	2	2%	22	27%	57	69%	79	95%
Male	64	2	3%	3	5%	24	38%	35	55%	59	92%
Non-English Language Learners	147	4	3%	5	3%	46	31%	92	63%	138	94%
Economically Disadvantaged	38	1	3%	1	3%	16	42%	20	53%	36	95%
Not Economically Disadvantaged	109	3	3%	4	4%	30	28%	72	66%	102	94%
Not Migrant	147	4	3%	5	3%	46	31%	92	63%	138	94%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	145	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	147	4	3%	5	3%	46	31%	92	63%	138	94%
Parent Not in Armed Forces	147	4	3%	5	3%	46	31%	92	63%	138	94%

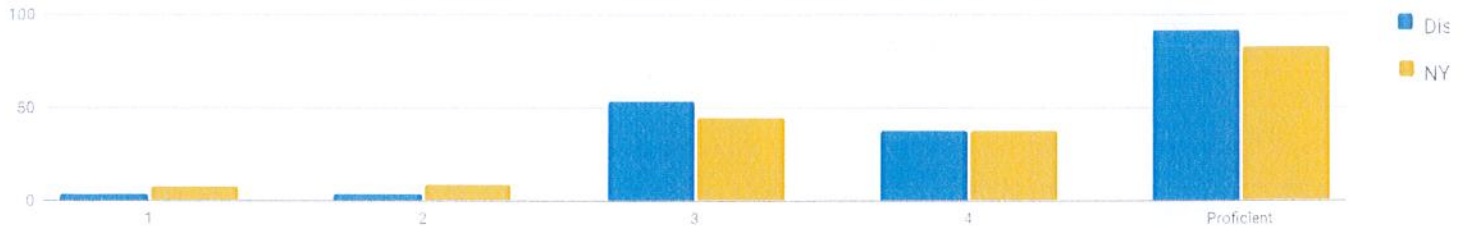
ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

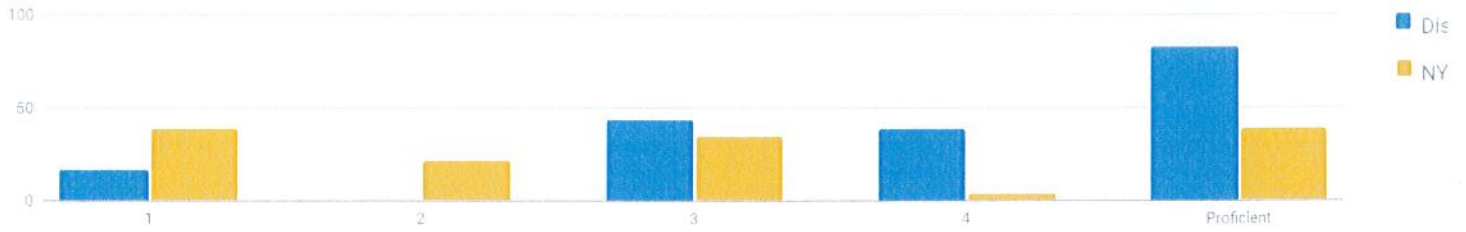
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	80	1	1%	14	18%	40	50%	25	31%	65	81%
General Education	78	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	78	—	—	—	—	—	—	—	—	—	—
Small Group Total	80	1	1%	14	18%	40	50%	25	31%	65	81%
Female	41	1	2%	4	10%	22	54%	14	34%	36	88%
Male	39	0	0%	10	26%	18	46%	11	28%	29	74%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	78	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	18	0	0%	3	17%	8	44%	7	39%	15	83%
Not Economically Disadvantaged	62	1	2%	11	18%	32	52%	18	29%	50	81%
Not Migrant	80	1	1%	14	18%	40	50%	25	31%	65	81%
Not Homeless	80	1	1%	14	18%	40	50%	25	31%	65	81%
Not in Foster Care	80	1	1%	14	18%	40	50%	25	31%	65	81%
Parent Not in Armed Forces	80	1	1%	14	18%	40	50%	25	31%	65	81%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	26	1	4%	1	4%	14	54%	10	38%	24	92%
General Education	25	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	25	—	—	—	—	—	—	—	—	—	—
Small Group Total	26	1	4%	1	4%	14	54%	10	38%	24	92%
Female	8	1	13%	0	0%	3	38%	4	50%	7	88%
Male	18	0	0%	1	6%	11	61%	6	33%	17	94%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	25	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	0	0%	0	0%	3	60%	2	40%	5	100%
Not Economically Disadvantaged	21	1	5%	1	5%	11	52%	8	38%	19	90%
Not Migrant	26	1	4%	1	4%	14	54%	10	38%	24	92%
Not Homeless	26	1	4%	1	4%	14	54%	10	38%	24	92%
Not in Foster Care	26	1	4%	1	4%	14	54%	10	38%	24	92%
Parent Not in Armed Forces	26	1	4%	1	4%	14	54%	10	38%	24	92%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	36	6	17%	0	0%	16	44%	14	39%	30	83%
General Education	28	2	7%	0	0%	14	50%	12	43%	26	93%
Students with Disabilities	8	4	50%	0	0%	2	25%	2	25%	4	50%
White	35	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	36	6	17%	0	0%	16	44%	14	39%	30	83%
Female	17	3	18%	0	0%	7	41%	7	41%	14	82%
Male	19	3	16%	0	0%	9	47%	7	37%	16	84%
Non-English Language Learners	36	6	17%	0	0%	16	44%	14	39%	30	83%
Economically Disadvantaged	12	2	17%	0	0%	7	58%	3	25%	10	83%
Not Economically Disadvantaged	24	4	17%	0	0%	9	38%	11	46%	20	83%
Not Migrant	36	6	17%	0	0%	16	44%	14	39%	30	83%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	35	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	6	17%	0	0%	16	44%	14	39%	30	83%
Parent Not in Armed Forces	36	6	17%	0	0%	16	44%	14	39%	30	83%

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



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	104	6	6%	8	8%	35	34%	55	53%	90	87%
General Education	88	1	1%	3	3%	32	36%	52	59%	84	95%
Students with Disabilities	16	5	31%	5	31%	3	19%	3	19%	6	38%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	99	6	6%	8	8%	34	34%	51	52%	85	86%
Small Group Total	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	64	3	5%	5	8%	17	27%	39	61%	56	88%
Male	40	3	8%	3	8%	18	45%	16	40%	34	85%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	103	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	32	2	6%	4	13%	12	38%	14	44%	26	81%
Not Economically Disadvantaged	72	4	6%	4	6%	23	32%	41	57%	64	89%
Not Migrant	104	6	6%	8	8%	35	34%	55	53%	90	87%
Not Homeless	104	6	6%	8	8%	35	34%	55	53%	90	87%
Not in Foster Care	104	6	6%	8	8%	35	34%	55	53%	90	87%
Parent Not in Armed Forces	104	6	6%	8	8%	35	34%	55	53%	90	87%

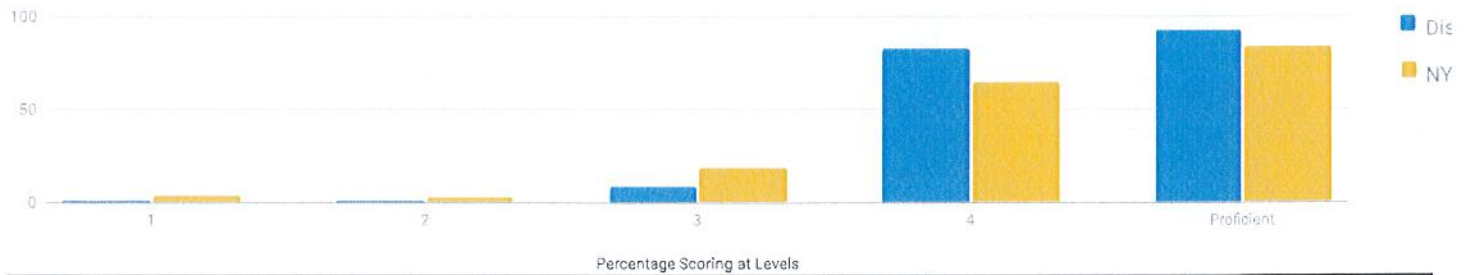
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	133	4	3%	10	8%	39	29%	80	60%	119	89%
General Education	111	1	1%	6	5%	31	28%	73	66%	104	94%
Students with Disabilities	22	3	14%	4	18%	8	36%	7	32%	15	68%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
White	131	—	—	—	—	—	—	—	—	—	—
Small Group Total	133	4	3%	10	8%	39	29%	80	60%	119	89%
Female	69	4	6%	7	10%	25	36%	33	48%	58	84%
Male	64	0	0%	3	5%	14	22%	47	73%	61	95%
Non-English Language Learners	133	4	3%	10	8%	39	29%	80	60%	119	89%
Economically Disadvantaged	35	0	0%	6	17%	13	37%	16	46%	29	83%
Not Economically Disadvantaged	98	4	4%	4	4%	26	27%	64	65%	90	92%
Not Migrant	133	4	3%	10	8%	39	29%	80	60%	119	89%
Not Homeless	133	4	3%	10	8%	39	29%	80	60%	119	89%
Not in Foster Care	133	4	3%	10	8%	39	29%	80	60%	119	89%
Parent Not in Armed Forces	133	4	3%	10	8%	39	29%	80	60%	119	89%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

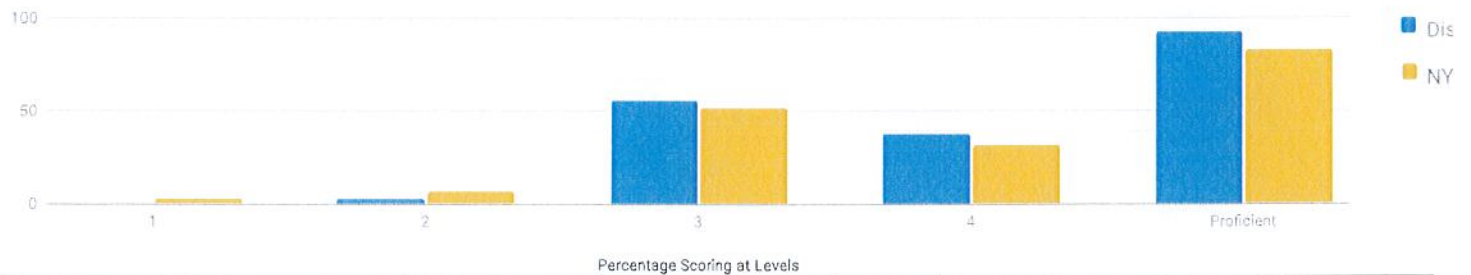
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	8	5%	154	95%	2	1%	2	1%	15	9%	135	83%	150	93%
General Education	140	1	1%	139	99%	0	0%	0	0%	10	7%	129	92%	139	99%
Students with Disabilities	22	7	32%	15	68%	2	9%	2	9%	5	23%	6	27%	11	50%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	158	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	162	8	5%	154	95%	2	1%	2	1%	15	9%	135	83%	150	93%
Female	78	4	5%	74	95%	1	1%	1	1%	4	5%	68	87%	72	92%
Male	84	4	5%	80	95%	1	1%	1	1%	11	13%	67	80%	78	93%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	160	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	4	9%	40	91%	0	0%	0	0%	7	16%	33	75%	40	91%
Not Economically Disadvantaged	118	4	3%	114	97%	2	2%	2	2%	8	7%	102	86%	110	93%
Not Migrant	162	8	5%	154	95%	2	1%	2	1%	15	9%	135	83%	150	93%
Not Homeless	162	8	5%	154	95%	2	1%	2	1%	15	9%	135	83%	150	93%
Not in Foster Care	162	8	5%	154	95%	2	1%	2	1%	15	9%	135	83%	150	93%
Parent Not in Armed Forces	162	8	5%	154	95%	2	1%	2	1%	15	9%	135	83%	150	93%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

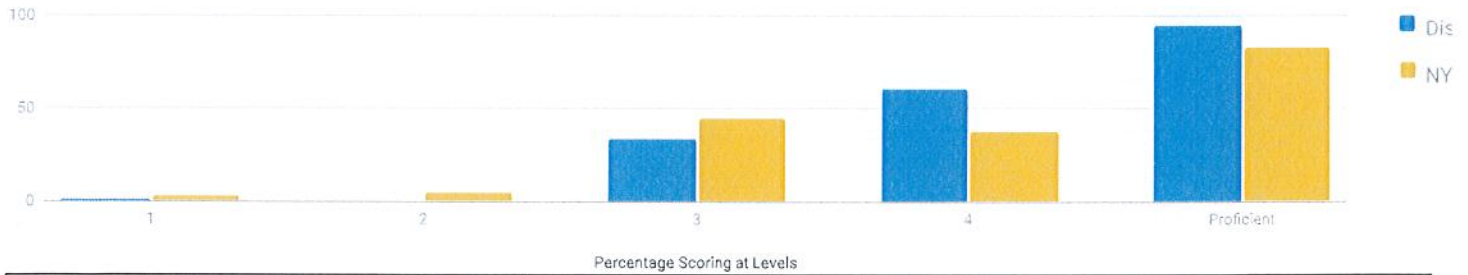
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	162	6	4%	156	96%	0	0%	5	3%	90	56%	61	38%	151	93%
General Education	140	0	0%	140	100%	0	0%	0	0%	80	57%	60	43%	140	100%
Students with Disabilities	22	6	27%	16	73%	0	0%	5	23%	10	45%	1	5%	11	50%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	158	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	162	6	4%	156	96%	0	0%	5	3%	90	56%	61	38%	151	93%
Female	78	2	3%	76	97%	0	0%	2	3%	43	55%	31	40%	74	95%
Male	84	4	5%	80	95%	0	0%	3	4%	47	56%	30	36%	77	92%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	160	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	4	9%	40	91%	0	0%	2	5%	26	59%	12	27%	38	86%
Not Economically Disadvantaged	118	2	2%	116	98%	0	0%	3	3%	64	54%	49	42%	113	96%
Not Migrant	162	6	4%	156	96%	0	0%	5	3%	90	56%	61	38%	151	93%
Not Homeless	162	6	4%	156	96%	0	0%	5	3%	90	56%	61	38%	151	93%
Not in Foster Care	162	6	4%	156	96%	0	0%	5	3%	90	56%	61	38%	151	93%
Parent Not in Armed Forces	162	6	4%	156	96%	0	0%	5	3%	90	56%	61	38%	151	93%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

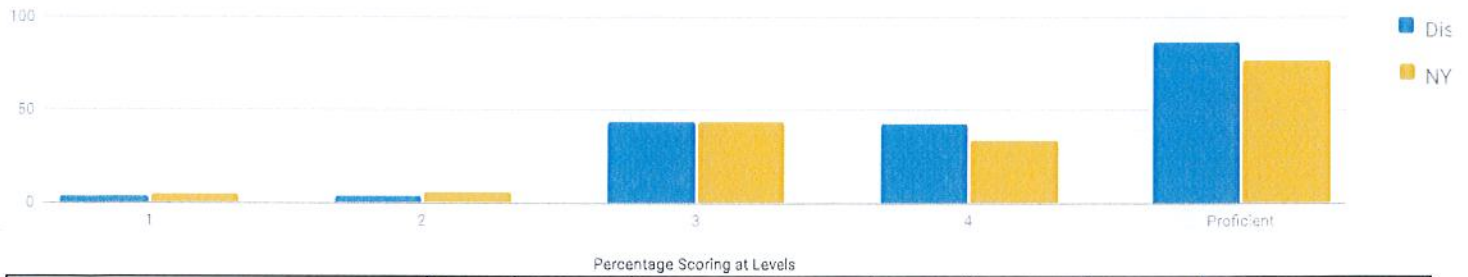
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	7	4%	155	96%	1	1%	0	0%	55	34%	99	61%	154	95%
General Education	140	1	1%	139	99%	0	0%	0	0%	44	31%	95	68%	139	99%
Students with Disabilities	22	6	27%	16	73%	1	5%	0	0%	11	50%	4	18%	15	68%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	158	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	162	7	4%	155	96%	1	1%	0	0%	55	34%	99	61%	154	95%
Female	78	3	4%	75	96%	1	1%	0	0%	32	41%	42	54%	74	95%
Male	84	4	5%	80	95%	0	0%	0	0%	23	27%	57	68%	80	95%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	160	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	4	9%	40	91%	0	0%	0	0%	18	41%	22	50%	40	91%
Not Economically Disadvantaged	118	3	3%	115	97%	1	1%	0	0%	37	31%	77	65%	114	97%
Not Migrant	162	7	4%	155	96%	1	1%	0	0%	55	34%	99	61%	154	95%
Not Homeless	162	7	4%	155	96%	1	1%	0	0%	55	34%	99	61%	154	95%
Not in Foster Care	162	7	4%	155	96%	1	1%	0	0%	55	34%	99	61%	154	95%
Parent Not in Armed Forces	162	7	4%	155	96%	1	1%	0	0%	55	34%	99	61%	154	95%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	8	5%	154	95%	6	4%	7	4%	72	44%	69	43%	141	87%
General Education	140	1	1%	139	99%	1	1%	5	4%	65	46%	68	49%	133	95%
Students with Disabilities	22	7	32%	15	68%	5	23%	2	9%	7	32%	1	5%	8	36%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	158	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	162	8	5%	154	95%	6	4%	7	4%	72	44%	69	43%	141	87%
Female	78	4	5%	74	95%	4	5%	5	6%	32	41%	33	42%	65	83%
Male	84	4	5%	80	95%	2	2%	2	2%	40	48%	36	43%	76	90%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	160	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	4	9%	40	91%	1	2%	4	9%	21	48%	14	32%	35	80%
Not Economically Disadvantaged	118	4	3%	114	97%	5	4%	3	3%	51	43%	55	47%	106	90%
Not Migrant	162	8	5%	154	95%	6	4%	7	4%	72	44%	69	43%	141	87%
Not Homeless	162	8	5%	154	95%	6	4%	7	4%	72	44%	69	43%	141	87%
Not in Foster Care	162	8	5%	154	95%	6	4%	7	4%	72	44%	69	43%	141	87%
Parent Not in Armed Forces	162	8	5%	154	95%	6	4%	7	4%	72	44%	69	43%	141	87%

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

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	162	11	7%	151	93%	1	1%	3	2%	42	26%	105	65%	147	91%
General Education	140	2	1%	138	99%	0	0%	2	1%	34	24%	102	73%	136	97%
Students with Disabilities	22	9	41%	13	59%	1	5%	1	5%	8	36%	3	14%	11	50%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	158	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	162	11	7%	151	93%	1	1%	3	2%	42	26%	105	65%	147	91%
Female	78	4	5%	74	95%	1	1%	2	3%	24	31%	47	60%	71	91%
Male	84	7	8%	77	92%	0	0%	1	1%	18	21%	58	69%	76	90%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	160	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	44	4	9%	40	91%	0	0%	1	2%	16	36%	23	52%	39	89%
Not Economically Disadvantaged	118	7	6%	111	94%	1	1%	2	2%	26	22%	82	69%	108	92%
Not Migrant	162	11	7%	151	93%	1	1%	3	2%	42	26%	105	65%	147	91%
Not Homeless	162	11	7%	151	93%	1	1%	3	2%	42	26%	105	65%	147	91%
Not in Foster Care	162	11	7%	151	93%	1	1%	3	2%	42	26%	105	65%	147	91%
Parent Not in Armed Forces	162	11	7%	151	93%	1	1%	3	2%	42	26%	105	65%	147	91%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	—	1	—	—	—	—	—
Grade 2	—	2	—	—	—	—	—
Grade 10	—	1	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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	—	1	—	—	—	—
Grade 3 Math	—	1	—	—	—	—
Grade 4 ELA	—	2	—	—	—	—
Grade 4 Math	—	2	—	—	—	—
Grade 4 Science	—	2	—	—	—	—
Grade 5 ELA	—	1	—	—	—	—
Grade 5 Math	—	1	—	—	—	—
Grade 7 ELA	—	2	—	—	—	—
Grade 7 Math	—	2	—	—	—	—
Grade 8 ELA	—	1	—	—	—	—
Grade 8 Math	—	1	—	—	—	—
Grade 8 Science	—	1	—	—	—	—
Secondary-Level ELA	—	2	—	—	—	—
Secondary-Level Math	—	2	—	—	—	—
Secondary-Level Science	—	2	—	—	—	—

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The New York State School Report Card

Fiscal Accountability Supplement

for ALDEN CSD

New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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.

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$16,194,273	\$5,080,582
	Pupils	1,662	214
	Expenditures Per Pupil	\$9,744	\$23,741
Similar District Group	Instructional Expenditures	\$8,563,600,218	\$3,606,900,434
	Pupils	741,547	112,197
	Expenditures Per Pupil	\$11,548	\$32,148
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	Expenditures Per Pupil	\$12,692	\$32,794
Similar District Group Description: Average Need/Resource Capacity			

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 2016-17 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.

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$18,536	\$22,738	\$24,712

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.

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).

The New York State School Report Card

Information about Students with Disabilities

for

ALDEN CSD

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

Student Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	162	79.41%	57.27%	58.68%
40% to 79%	13	6.37%	18.92%	11.47%
Less than 40%	13	6.37%	16.60%	19.09%
Separate Settings	11	5.39%	4.57%	5.34%
Other Settings	5	2.45%	2.64%	5.42%

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

School-age Students with Disabilities Classification Rate

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	11.76%	13.55%	15.26%

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

Similar District Group Description: Average Need/Resource Capacity
--

Form Due May 13, 2019

2019-2020 Salary Threshold =
\$138,000

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 2019-2020.

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov 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 2019-2020 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	161,521	38,562	0

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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Salary: Administrative Compensation Information
140101 - ALDEN CSD

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Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
140101 - ALDEN CSD

2018-2019 Claim Year - Page 3
Official - as of 04/25/2019 04:41 PM

Other Supervisory and Administrative Employees Scheduled to Receive \$138,000 or More in Salary

71.	EDUCATIONAL PROGRAM DIRECTOR - ECCF	147,637
72.	HIGH SCHOOL PRINCIPAL	143,209
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Salary: Administrative Compensation Information
140101 - ALDEN CSD

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NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/27/2019

Taxing Jurisdiction: Alden Central #142001

Fiscal Year Beginning: July 1, 2018

Total equalized value in taxing jurisdiction:

\$920,429,601

TOWN OF ALDEN

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
12100	NYS-GENERALLY	RPTL 404(1)	2	138,978,724	15.10
12350	PUBLIC AUTHORITY - STATE	RPTL 412	1	3,191,489	0.35
12450	NYS MED CARE FACILITY FIN AGEN	MC KU CON L 7421	1	234,043	0.03
13100	CO - GENERALLY	RPTL 406(1)	7	79,586,383	8.64
13500	TOWN - GENERALLY	RPTL 406(1)	12	3,368,404	0.37
13510	CEMETERY LAND	RPTL 446	3	97,021	0.01
13650	VG-GENERALLY	RPTL 406(1)	14	2,800,639	0.30
13800	SCHOOL DISTRICT	RPTL 408	4	26,938,937	2.93
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	638,298	0.07
21600	RES OF CLERGY RELIG CORP OWN	RPTL 462	2	361,702	0.04
25110	NONPROF CORP- RELIG (CONST PRO)	RPTL 420-a	15	8,287,660	0.90
25120	NONPROF CORP-EDUC (CONST PRO)	RPTL 420-a	3	513,404	0.06
25130	NONPROF CORP-CHAR (CONST PRO)	RPTL 420-a	1	263,830	0.03
25900	SYSTEM CODE	STATUTORY AUTHORITY NOT DEFINED	1	10,745	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	1,895,958	0.21
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	1,021,703	0.11
28540	NOT FOR PROFIT HOUS CO-HOSTE	RPTL 422	1	425,532	0.05
41120	ALT VET EX-WAR PERIOD-NON COMB	RPTL 458-a	247	1,482,000	0.16
41124	ALT VET EX-WAR PERIOD-NON COMB	RPTL 458-a	22	132,000	0.01
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	164	1,640,000	0.18
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	31	310,000	0.03
41140	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	66	1,174,566	0.13
41144	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	15	221,637	0.02
41400	CLERGY	RPTL 460	1	1,596	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	257,777	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L305	75	2,951,354	0.32
41730	AGRIC LAND- INDIV NOT IN AG DIS	AG-MKTS L306	4	127,792	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	89	6,629,236	0.72
41805	PERSONS AGE 65 OR OVER	RPTL 467	90	3,484,672	0.38
41834	ENHANCED STAR	RPTL 425	676	47,368,757	5.15
41854	BASIC STAR	RPTL 425	1617	52,357,459	5.69
41930	DISABILITIES AND LIMITED INCOME	RPTL 459-c	7	390,425	0.04
41935	DISABILITIES AND LIMITED INCOME	RPTL 459-C	1	86,822	0.01
Totals			3,186	387,200,565	42.07

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$ 24,849.35
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/27/2019

Taxing Jurisdiction: ALDEN CENTRAL SCHOOL

Fiscal Year Beginning: July 1, 2018

Total equalized value in taxing jurisdiction:

\$65,665,919**TOWN OF LANCASTER**

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
13500	TOWN-GENERALLY	RPTL 406(1)	1	\$25,682	0.04
18020	MUNICIPAL INDUSTRIAL DEV AGENCY	RPTL 412-a	3	\$2,436,364	3.71
25110	NONPROF CORP- RELIG (CONST PRO)	RPTL 420-a	2	\$704,545	1.07
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	\$707,273	1.08
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	27	\$169,371	0.26
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	15	\$156,825	0.24
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	2	\$20,910	0.03
41140	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	9	\$156,385	0.24
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	10	\$530,341	0.81
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	\$400,273	0.61
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	\$178,709	0.27
41834	ENHANCED STAR	RPTL 425	45	\$3,105,572	4.73
41854	BASIC STAR 1999-2000	RPTL 425	164	\$5,143,696	7.83
41930	DISABILITIES AND LIMITED INCOME	RPTL 459-c	2	\$125,000	0.19
Totals				\$13,860,946	21.11

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: **\$ 22,367.35**
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 4/16/2019

Taxing Jurisdiction: ALDEN CENTRAL SCHOOL

Fiscal Year Beginning: July 1, 2018

Total equalized value in taxing jurisdiction:

\$150,745,274

[illegible]

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$0.00
(details contained on RP-495-PILOT)



RP-495 (9/09)

NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/28/2019Taxing Jurisdiction: **ALDEN CENTRAL SCHOOL**Fiscal Year Beginning: **July 1, 2018**

Total equalized value in taxing jurisdiction:

\$8,321,540

TOWN OF NEWSTEAD						
Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Value Equalized (Column E)	Percentage of Value Exempted (Column F)	
12100	NYS- GENERALLY	RPTL 404(1)	1	\$0	0.00	
25230	NONPROF CORP- MORAL/MENTAL IM	RPTL 420-a	1	\$295,506	3.55	
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	3	\$18,606	0.22	
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	3	\$31,011	0.37	
41140	ALT VET EX-WAR PERIOD-DISABILITY	RPTL 458-a	3	\$54,696	0.67	
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	5	\$114,270	1.37	
41800	PERSONS AGE 65 OR OVER	RPTL 467	1	\$46,124	0.55	
41805	PERSONS AGE 65 OR OVER	RPTL 467	3	\$104,927	1.26	
41834	ENHANCED STAR	RPTL 425	10	\$465,899	5.60	
41854	BASIC STAR 1999-2000	RPTL 425	21	\$457,412	5.50	
Totals				\$1,588,451	19.09	

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$0.00
(details contained on RP-495-PILOT)



NYS BOARD OF REAL PROPERTY SERVICES
LOCAL GOVERNMENT EXEMPTION IMPACT REPORT
(for local use only -- not to be filed with NYS Board of Real Property Services)

Date: 3/27/2019

Taxing Jurisdiction: ALDEN CENTRAL SCHOOL

Fiscal Year Beginning: July 1, 2018

Total equalized value in taxing jurisdiction:

\$37,064,467

TOWN OF DARIEN

Exemption Code (Column A)	Exemption Description (Column B)	Statutory Authority (Column C)	Number of Exemptions (Column D)	Total Equalized Value (Column E)	Percentage of Value Exempted (Column F)
25130	NON PROFIT CORP= CHAR (CONST PRO)	RPTL 420a	1	\$454,545	1.23
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	\$25,556	0.07
41120	ALT VET EX-WAR PERIOD NON-COMB	RPTL 458-a	11	\$66,671	0.18
41130	ALT VET EX-WAR PERIOD COMBAT	RPTL 458-a	8	\$80,808	0.22
41140	ALT VET EX-WAR PERIOD DISABILITY	RPTL 458-a	4	\$69,298	0.19
41700	AGRICULTURAL BUILDING	RPTL 483	1	\$5,051	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	17	\$1,253,435	3.38
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	\$117,040	0.32
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	\$42,727	0.12
41834	ENHANCED STAR AGE	RPTL 425	26	\$1,725,339	4.65
41854	BASIC STAR 1999-2000	RPTL 425	99	\$2,999,997	8.09
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	\$11,616	0.03
Totals			173	6,852,083	18.49

The exempt amounts do not take into consideration any payments for municipal services.

Amount, if any, attributed to payments in lieu of taxes: \$0.00
(details contained on RP-495-PILOT)

