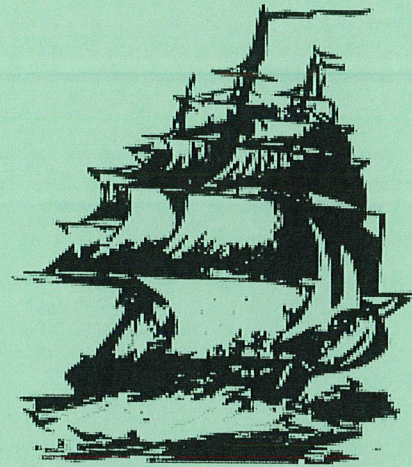


Guilderland Central School District



2019-2020 BUDGET

April 9, 2019

**GUILDERLAND CENTRAL SCHOOL DISTRICT
2019-20 ADOPTED BUDGET**

April 9, 2019

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BOARD OF EDUCATION

This appropriation provides for those expenditures necessary for the elected nine-member Board of Education to carry out its policy-making, fiduciary, and public information activities as well as to participate with other Boards of Education in joint study and action projects.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.	
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET		
1010	403	41	0000	BD OF ED - POSTAGE	0	0	0	0	0	0	
1010	406	41	0000	BD OF ED - CONFERENCES	666	2,085	952	2,000	4,500	2,500	
1010	409	41	0000	BD OF ED - ORIENTATION	0	0	0	0	0	0	
1010	449	41	0000	BD OF ED - CASDA/NYSSBA SERVICES	4,282	3,179	5,585	4,000	3,000	(1,000)	
400 SUBTOTAL					4,948	5,264	6,537	6,000	7,500	1,500	
1010	501	41	0000	BD OF ED - GENERAL SUPPLIES	165	849	106	200	200	0	
1010	503	41	0000	BD OF ED - REFERENCE, PUBLICATIONS	1,687	1,276	891	1,300	1,000	(300)	
500 SUBTOTAL					1,852	2,125	997	1,500	1,200	(300)	
1010	TOTAL			BOARD OF EDUCATION	6,800	7,389	7,534	7,500	8,700	1,200	
										% of change	16.00%

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DISTRICT CLERK

This appropriation provides for compensation for the District Clerk, an officer of the Board required by Law, and for those supplies and services required by the Clerk to carry out responsibilities to the Board.

1040	160	41	0000	CLERK STIPEND	6,258	6,383	6,511	6,641	6,841	200	
1040	406	41	0000	CLERK - CONFERENCES	270	0	168	250	250	0	
1040	501	41	0000	CLERK - GENERAL SUPPLIES	46	0	0	100	100	0	
1040	TOTAL			DISTRICT CLERK	6,574	6,383	6,679	6,991	7,191	200	
										% of change	2.86%

DISTRICT MEETING

This appropriation provides for expenses related to one annual district meeting. Expenses include compensation of registrars and tellers for voting, rental of voting machines, printed notices, and advertising in official newspapers of the district. Funds are included for a potential Fall 2018 Districtwide Facilities Improvements Project Referendum Vote..

BUDGET ACCOUNT CODE				2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/	
FUNC	OBJ	LC	PROG	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.	
1060	160	00	0000	DISTRICT MEETING - SALARIES	0	0	0	0	0	
1060	402	41	0000	DISTRICT MEETING-ADVERTISING	1,388	169	918	3,500	1,500 (2,000)	
1060	403	41	0000	DISTRICT MEETING-POSTAGE	0	2,586	6	7,000	3,500 (3,500)	
1060	409	41	0000	DISTRICT MEETING-MISC EXPENSES	2,690	3,229	2,728	7,500	3,750 (3,750)	
1060	449	41	0000	DISTRICT MEETING-INSPECTORS	6,160	4,875	4,850	12,000	6,000 (6,000)	
400 SUBTOTAL				10,238	10,859	8,502	30,000	14,750	(15,250)	
1060	490	41	0000	DISTRICT MEETING-BOCES SERVICES	22,515	11,595	13,737	20,170	12,875 (7,295)	
1060	501	41	0000	DISTRICT MEETING-GENERAL SUPPLIES	104	335	176	250	250 0	
1060	TOTAL DISTRICT MEETING			32,857	22,789	22,415	50,420	27,875	(22,545)	
									% of change	-44.71%
1099	TOTAL BOARD OF EDUCATION.....****			46,231	36,561	36,628	64,911	43,766	(21,145)	
									% of change	-32.58%

CHIEF SCHOOL ADMINISTRATOR

This appropriation provides for the salary of the Superintendent of Schools and secretarial staff for the Superintendent as well as for the equipment, supplies, and outside services as required by the Superintendent to fulfill his/her responsibilities as educational leader of the professional staff and chief executive officer of the Board of Education.

1240	150	41	0000	CHIEF SCH ADM - PROF SALARY	186,183	191,768	197,521	202,459	207,520	5,061
1240	160	41	0000	CHIEF SCH ADM - N.I. SALARIES: 1.0 FTE	64,929	66,478	56,845	46,889	48,615	1,726
1240	200	41	0000	CHIEF SCH ADM - EQUIPMENT	0	0	0	0	0	0
1240	403	41	0000	CHIEF SCH ADM - POSTAGE	201	200	186	800	800	0
1240	405	41	0000	CHIEF SCH ADM - TRAVEL	1,300	1,300	1,300	1,300	1,300	0
1240	406	41	0000	CHIEF SCH ADM - CONFERENCE	2,235	1,900	2,054	2,500	2,500	0
1240	452	41	0000	CHIEF SCH ADM - SERVICE CONTRACT	0	0	0	0	0	0
400 SUBTOTAL				3,736	3,400	3,540	4,600	4,600	0	
1240	501	41	0000	CHIEF SCH ADM - GEN SUPPLIES	548	695	1,308	1,400	1,400	0
1240	503	41	0000	CHIEF SCH ADM - REFERENCE	225	310	150	225	225	0
1240	507	41	0000	CHIEF SCH ADM - PAPER SUPPLIES	1,140	1,118	562	1,200	1,200	0
500 SUBTOTAL				1,913	2,123	2,020	2,825	2,825	0	
1299	TOTAL CHIEF SCHOOL ADMINISTRATOR ****			256,761	263,769	259,926	256,773	263,560	6,787	
									% of change	2.64%

BUSINESS ADMINISTRATION

This appropriation provides for business office service and financial control operations. Accounts payable and receivable for all funds, payroll, bookkeeping for all funds, cash control and investments, purchasing, financial reporting, and auditing are some of the major functions performed.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DEC.	
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET		
1310	150	41	0000	BUS ADMIN - PROF SALARY	151,000	153,980	157,020	161,604	166,823	5,219	
1310	160	41	0000	BUS ADMIN - N.I. SALARIES: 7.9 FTE	389,177	375,358	392,092	412,476	426,362	13,886	
1310	200	41	0000	BUS ADMIN - EQUIPMENT	0	0	0	0	0	0	
1310	402	41	0000	BUS ADMIN - ADVERTISING	493	1,498	795	2,000	2,000	0	
1310	403	41	0000	BUS ADMIN - POSTAGE	7,184	9,759	9,274	9,000	9,000	0	
1310	406	41	0000	BUS ADMIN - CONFERENCES/CONFERENCE	1,588	1,687	2,675	2,200	2,600	400	
1310	433	41	0000	BUS ADMIN - POSTAGE METER SERVICE/CONTRACT	2,400	809	50	2,400	500	(1,900)	
1310	452	41	0000	BUS ADMIN - OTHER SERVICE/CONTRACTS	363	427	7,179	575	575	0	
1310	453	41	0000	BUS ADMIN - EQUIPMENT REPAIR	(259)	0	0	300	300	0	
400 SUBTOTAL					11,769	14,180	19,973	16,475	14,975	(1,500)	
1310	490	41	0000	BUS ADMIN - BOCES	12,148	12,370	12,445	12,610	12,580	(30)	
1310	501	41	0000	BUS ADMIN - GENERAL SUPPLIES	4,226	2,732	1,983	3,000	3,000	0	
1310	503	41	0000	BUS ADMIN - PROF REFERENCE	604	700	242	750	750	0	
1310	507	41	0000	BUS ADMIN - PAPER SUPPLIES	1,906	1,118	1,311	2,000	2,000	0	
500 SUBTOTAL					6,736	4,550	3,536	5,750	5,750	0	
1310	TOTAL BUSINESS ADMINISTRATION				570,830	560,438	585,066	608,915	626,490	17,575	
										% of change	2.89%

AUDITING

This appropriation provides compensation for the part-time internal claims auditor. The internal claims auditor acts as the Board's agent in reviewing current district accounts, financial activity and warrants before and following issuing checks, and audits extra-curricular funds. This appropriation also provides for an annual audit of the financial records and transactions of the school district by an independent Certified Public Accountant. Additionally, funds are allocated for Internal Auditing Services as required by the Office of the State Comptroller and IRS 403(b) compliance.

1320	160	41	0000	AUDITING - SALARIES	10,643	12,391	12,969	12,485	12,799	314	
1320	442	41	0000	AUDITING - OTHER PROF SERVICES	41,620	39,160	41,651	40,975	41,390	415	
1320	490	41	0000	AUDITING - BOCES	49	12,200	3,720	12,340	2,584	(9,756)	
1320	TOTAL AUDITING				52,312	63,751	58,340	65,800	56,773	(9,027)	
										% of change	-13.72%

TREASURER

This appropriation provides for supplies and services needed by the District Treasurer to carry out his responsibilities to the Board. The District Treasurer is an officer of the Board required by law. At present, these duties are included under the School Business Administrator's responsibilities.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
1325	160	41	0000	TREASURER - NI SALARY	0	0	0	0	0	0
1325	200	41	0000	TREASURER - EQUIPMENT	0	0	0	0	0	0
1325	405	41	0000	TREASURER - CONFERENCE	0	0	0	0	0	0
1325	501	41	0000	TREASURER - GENERAL SUPPLIES	0	0	0	0	0	0
1325	TOTAL TREASURER				0	0	0	0	0	0
									% of change	#DIV/0!

TAX COLLECTOR

This appropriation provides compensation and required supplies and services for the school tax collector, an officer of the Board required by law. The tax collector employed by the Town of Guilderland collects school taxes within that town (as required by law unless school district and town officials have made other arrangements). The school district tax collector collects for properties located in the towns of Bethlehem, New Scotland and Knox. For these three towns, the district contracts with Capital Region BOCES for the printing and mailing of tax bills as well as the tax collection for any payments mailed. The school district contracts with the Town of Guilderland for tax bill preparation, mailing, and collection for residents of that town.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
1330	160	00	0000	TAX COLLECTION - NI SALARY	1,382	1,322	1,348	1,375	1,409	34
1330	402	41	0000	TAX COLLECTION - ADVERTISING	0	20	0	0	0	0
1330	403	41	0000	TAX COLLECTION - POSTAGE	7,484	7,745	8,138	8,300	12,000	3,700
1330	449	41	0000	TAX COLLECTION - OTHER SERVICES	8,360	8,341	8,313	8,500	5,000	(3,500)
1330	490	41	0000	TAX COLLECTION - BOCES	0	9,194	5,042	5,344	5,478	134
				400 SUBTOTAL	15,844	25,300	21,493	22,144	22,478	334
1330	501	41	0000	TAX COLLECTION - GENERAL SUPPLIES	0	0	0	0	0	0
1330	TOTAL TAX COLLECTION				17,226	26,622	22,841	23,519	23,887	368
									% of change	1.56%

FISCAL AGENT

This appropriation provides for professional advice and assistance with financial matters related primarily to notes and bonds for short and long term borrowing needs. The fiscal agent assists with sale and redemption of notes and bonds and works closely with the district's bond counsel.

1380	400	41	0000	FISCAL AGENT - PROFESSIONAL SERVICES	0	6,045	8,751	13,640	13,640	0
1399	TOTAL FINANCE				640,368	656,856	674,998	711,874	720,790	8,916
									% of change	1.25%

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LEGAL

This appropriation provides for fees payable to general counsel for advising the Board and the Superintendent on the adoption or implementation of policies and procedures which have legal implications, advising and defending the interests of the district in cases where the district may be or is sued, and assisting with arbitration of grievances and other matters requiring the services of an attorney. Currently, the Board has retained the Honeywell Law Firm as General Counsel. For such services the District is charged an annual retainer fee of \$35,000 for routine matters.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
1420	441	41	0000	LEGAL - ATTORNEYS	103,316	81,586	88,791	114,500	114,500	0
1420		TOTAL		LEGAL STAFF	103,316	81,586	88,791	114,500	114,500	0
									% of change	0.00%

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HUMAN RESOURCES / PERSONNEL

This appropriation provides for those professional and secretarial salaries, equipment, supplies and other services required to support activities such as: teacher and clerical recruitment, employee negotiations and contract administration, employee assistance program, certification, evaluation, probationary and permanent personnel appointments, maintenance of records pertaining to all sick and personal leave and conference requests, and issuance of annual salary contracts, graduate credit, salary adjustments. Costs associated with the fingerprinting requirements for professional staff members are included.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
1430	150	41	0000	PERSONNEL - PROF SALARY	138,705	144,219	147,360	151,507	156,142	4,635
1430	160	41	0000	PERSONNEL - N.I. SALARIES: 3.5 FTE	141,300	134,964	110,439	121,213	127,019	5,806
1430	200	41	0000	PERSONNEL - EQUIPMENT	0	0	0	0	0	0
1430	402	41	0000	PERSONNEL - ADVERTISING	0	42	0	250	250	0
1430	403	41	0000	PERSONNEL - POSTAGE	889	804	868	1,500	1,500	0
1430	406	41	0000	PERSONNEL - CONFERENCES	1,970	1,748	1,308	2,000	2,000	0
1430	409	41	0000	PERSONNEL - LICENSE EXPENSES, FINGERPRINTING	33,051	11,463	11,646	13,500	13,500	0
1430	446	41	0000	PERSONNEL - ARBITRATION	150	0	0	750	750	0
1430	447	41	0000	PERSONNEL - NEGOTIATIONS	0	0	0	0	0	0
1430	449	41	0000	PERSONNEL - OTHER PROF SERVICES	1,836	1,784	31	3,750	3,750	0
1430	453	41	0000	PERSONNEL - REPAIR COSTS	0	0	0	225	225	0
				400 SUBTOTAL	37,896	15,841	13,853	21,975	21,975	0
1430	490	41	0000	PERSONNEL - BOCES	87,247	102,148	109,014	108,644	109,915	1,271
1430	501	41	0000	PERSONNEL - GENERAL SUPPLIES	619	672	562	1,000	1,000	0
1430	503	41	0000	PERSONNEL - PROF REFERENCE	38	39	0	500	500	0
				500 SUBTOTAL	657	711	562	1,500	1,500	0
1430		TOTAL		PERSONNEL	405,805	397,883	381,228	404,839	416,551	11,712
									% of change	2.89%

RECORDS MANAGEMENT

Records Management Officer became a statutory obligation for all school districts during the 1989 school year. The District has appointed a records management officer and the funds included herein are associated with carrying out the responsibilities of that position.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
1460	160	41	0000	RECORDS MGMT - NI SALARY	13,031	11,641	13,264	6,300	0	(6,300)
1460	449	41	0000	RECORDS MGMT - OTHER SERVICES	0	303	699	400	400	0
1460	490	41	0000	RECORDS MGMT - BOCES SERVICES	10,491	5,251	13,067	16,691	17,261	570
1460	501	41	0000	RECORDS MGMT - GENERAL SUPPLIES	131	0	0	300	300	0
1460	TOTAL RECORDS MANAGEMENT				23,653	17,195	27,030	23,691	17,961	(5,730)
									% of change	-24.19%

PUBLIC INFORMATION

This appropriation provides those supplies and services required to print and mail issues of the district newsletter to all Guilderland Central School District residents annually, the budget newsletter, and publicity materials for special programs. Included also are funds for printing and mailing news releases to local media, the school calendar, BOCES communications service, and the cost of other miscellaneous school-community relations activities.

1480	160	00	0000	PUBLIC INFO - PRINTER: .25 FTE	20,364	24,417	28,013	22,437	23,111	674
1480	200	41	0000	PUBLIC INFO - EQUIPMENT	0	0	0	0	0	0
1480	403	41	0000	PUBLIC INFO - POSTAGE	15,371	6,171	15,827	12,500	12,500	0
1480	433	41	0000	PUBLIC INFO - EQUIPMENT RENTAL	2,477	37	2,210	3,000	3,000	0
1480	449	41	0000	PUBLIC INFO - OTHER SERVICES	2,224	1,382	5,456	3,000	3,000	0
				400 SUBTOTAL	20,072	7,590	23,493	18,500	18,500	0
1480	490	41	0000	PUBLIC INFO - BOCES	129,533	148,892	148,262	173,757	218,499	44,742
1480	501	41	0000	PUBLIC INFO - GENERAL SUPPLIES	38	56	39	500	500	0
1480	507	41	0000	PUBLIC INFO - PAPER	6,949	5,780	8,637	7,500	7,500	0
				500 SUBTOTAL	6,987	5,836	8,676	8,000	8,000	0
1480	TOTAL PUBLIC INFORMATION				176,956	186,735	208,444	222,694	268,110	45,416
									% of change	20.39%
1499	TOTAL STAFF.....****				709,730	683,399	705,493	765,724	817,122	51,398

OPERATION OF PLANT

This appropriation provides salaries, equipment, supplies and services needed for operation of the district's seven schools and other auxiliary buildings totaling over 975,000 square feet.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
1620	160	44	0000	Custodial, Cleaner and Custodial Supv. Salaries	1,824,254	1,875,669	1,950,124	1,964,657	1,954,698	(9,959)
				18.0 FTE ELEMENTARY CUSTODIAL STAFF						
				9.0 FTE MIDDLE SCHOOL CUSTODIAL STAFF						
				13.8 FTE HIGH SCHOOL CUSTODIAL STAFF						
				2.5 FTE DISTRICTWIDE CUSTODIAL SUPERVISORS						
				1.0 FTE PART-TIME ENERGY MANAGER						
1620	160	44	0000	Overtime for special events, substitutes for sick and personal leave, weekend security checks, summer school	40,919	40,971	39,246	57,000	55,000	(2,000)
				160 SUBTOTAL	1,865,173	1,916,640	1,989,370	2,021,657	2,009,698	(11,959)
1620	200	44	0000	EQUIPMENT	61,500	69,700	104,200	121,125	112,100	(9,025)
1620	400	44	0000	ADVERTISING, POSTAGE, TRAVEL, & CONFERENCES	1,460	4,366	846	8,840	8,300	(540)
1620	422	44	0000	NATURAL GAS & FUEL OIL	211,445	211,244	235,729	243,700	230,700	(13,000)
1620	425	44	0000	ELECTRIC	666,711	665,689	663,478	699,050	675,000	(24,050)
1620	426	44	0000	WATER	50,408	50,899	57,602	46,900	46,900	0
1620	427	44	0000	TELEPHONE	61,390	54,029	54,284	83,000	83,000	0
1620	428	44	0000	SEWER	53,514	57,427	48,967	51,900	51,900	0
1620	432	44	0000	EQUIPMENT RENTAL	27,592	28,478	30,331	30,000	32,500	2,500
1620	462	44	0000	TRASH DISPOSAL	40,911	42,408	49,644	58,500	63,500	5,000
1620	463	44	0000	PEST CONTROL	11,101	10,595	10,175	15,000	15,000	0
1620	469	44	0000	OTHER SERVICES	100,154	34,772	89,516	46,500	30,000	(16,500)
1620	490	44	0000	BOCES - Energy, Risk Management, & Fire Inspection Services	97,399	125,202	102,117	95,341	95,139	(202)
1620	540	44	0000	SUPPLIES AND MATERIALS	173,705	176,424	164,441	178,350	173,300	(5,050)
1620			TOTAL	OPERATION OF PLANT	3,422,463	3,447,873	3,600,700	3,699,863	3,627,037	(72,826)
								% of change		-1.97%

MAINTENANCE OF PLANT

This function contains appropriations for the maintenance of district's seven schools and other related buildings. Projects that are completed by district maintenance staff are included in this area of the budget.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DEC.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
1621	160	44	0000	MAINTENANCE DEPARTMENT SALARIES	705,096	740,613	757,668	831,581	839,338	7,757
				1.0 FTE DIRECTOR						
				0.5 FTE ASSISTANT DIRECTOR						
				6.6 FTE MAINTENANCE MECHANICS						
				1.0 FTE MAINTENANCE HELPER						
				2.0 FTE GROUNDSPERSONS						
				1.0 FTE DISTRICT COURIER - 10 MONTH						
				1.0 FTE SECRETARY - 12 MONTH						
				18 SUMMER MAINTENANCE WORKERS						
				OVERTIME - DELIVERIES, SNOWPLOWING & EMERGENCIES						
				160 SUBTOTAL	705,096	740,613	757,668	831,581	839,338	7,757
1621	452	44	0000	SERVICE CONTRACTS	150,463	166,254	170,254	180,000	178,800	(1,200)
1621	453	44	0000	MAINTENANCE EQUIPMENT REPAIR	41,835	45,351	58,798	51,900	46,500	(5,400)
1621	454	44	0000	BUILDING REPAIR	97,671	93,580	150,457	108,500	123,700	15,200
1621	455	44	0000	BUILDING EQUIPMENT REPAIR	117,065	85,798	113,552	95,500	78,500	(17,000)
1621	456	44	0000	GROUNDS & GROUNDS EQUIPMENT REPAIR	105,060	104,038	95,189	78,000	125,300	47,300
1621	457	44	0000	WATER LEAD TESTING & REMEDIATION	0	99,114	13,796	35,000	35,000	0
1621	458	44	0000	SAFETY AND SECURITY	0	2,649	0	0	20,000	20,000
1621	459	44	0000	UNDERGROUND INFRASTRUCTURE	0	0	0	35,000	32,000	(3,000)
1621	540	44	0000	SUPPLIES AND MATERIALS	101,428	112,779	137,118	119,500	119,500	0
1621			TOTAL	MAINTENANCE OF PLANT	1,318,618	1,450,176	1,496,832	1,534,981	1,598,638	63,657
									% of change	4.15%

CENTRAL PRINTING & MAIL

An offset print shop is operated in the Central Office to produce in-district forms for nearly all financial and instructional programs and operations. In addition, the staff produces various public relations documents such as the popular budget, the district newsletter, etc.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DEC.	
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET		
1670	160	41	0000	PRINTER SALARY: .75 FTE	36,534	37,697	38,727	39,751	41,250	1,499	
1670	433	41	0000	PRTG & MAIL - EQUIPMENT RENTAL	0	0	0	0	0	0	
1670	449	41	0000	PRTG & MAIL - OTHER PROF SERVICES	0	0	0	200	200	0	
1670	453	41	0000	PRTG & MAIL - EQUIPMENT REPAIR /RENTAL	2,018	2,000	2,279	4,000	3,000	(1,000)	
400 SUBTOTAL					2,018	2,000	2,279	4,200	3,200	(1,000)	
1670	501	41	0000	PRTG - GENERAL SUPPLIES & MATERIALS	4,237	7,832	11,838	8,000	9,000	1,000	
1670	TOTAL			CENTRAL PRINTING & MAIL	42,789	47,529	52,844	51,951	53,450	1,499	
										% of change	2.89%

DATA PROCESSING

This appropriation funds operation of the data processing services. Student scheduling, attendance, report cards, student records, census, accounting, accounts payable, payroll, budgeting, and purchasing are maintained. BOCES aid is included in the revenue section of this budget based on data processing services purchased from BOCES during the prior school year.

1680	160	41	0000	DATA PROC - SALARY - CHIEF INFORMATION OFFICER	90,000	92,250	94,556	96,920	99,634	2,714	
1680	200	41	0000	DATA PROC - EQUIPMENT	0	0	0	0	16,000	16,000	
1680	405	41	0000	DATA PROC - CONFERENCES	3,181	530	517	3,300	3,300	0	
1680	432	41	0000	DATA PROC - EQUIPMENT RENTAL	9,998	146	657	13,750	8,750	(5,000)	
1680	449	41	0000	DATA PROC - CONSULTING & OTHER SERVICES	13,843	15,549	56,364	75,550	75,550	0	
400 SUBTOTAL					27,022	16,225	57,538	92,600	87,600	(5,000)	
1680	490	41	0000	DATA PROC - BOCES SERVICES	306,088	310,640	424,841	416,781	466,289	49,508	
1680	501	41	0000	DATA PROC - GEN SUPPLIES	1,350	1,648	447	1,500	1,500	0	
1680	TOTAL			DATA PROCESSING	424,460	420,763	577,382	607,801	671,023	47,222	
										% of change	7.77%
1699	TOTAL CENTRAL SERVICES.....****				5,208,330	5,366,341	5,727,758	5,894,596	5,950,148	55,552	

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UNALLOCATED INSURANCE

This appropriation provides for fire insurance on district assets, liability insurance on district operations, employees, and Board of Education Members, honesty bonds, burglary and theft of school district property.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
1910	414	40	0000	UNALLOCATED INSURANCE	239,091	222,718	226,527	231,740	254,370	22,630
1910		TOTAL		UNALLOCATED INSURANCE	239,091	222,718	226,527	231,740	254,370	22,630
									% of change	9.77%

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SCHOOL DUES

This code provides for all appropriations relating to school district membership in professional associations. Some of the dues covered by this code include NYS School Boards Association (State and County), NYS Public High School Section II Dues and Athletic Fees, NYS Music Association, Guilderland Chamber of Commerce, and Cooperative Organization for Public Education.

1920	409	00	0000	SCHOOL ASSOCIATION DUES	17,279	17,493	17,368	18,200	19,000	800
1920		TOTAL		SCHOOL ASSOCIATION DUES	17,279	17,493	17,368	18,200	19,000	800
									% of change	4.40%

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LAND PURCHASE

This appropriation is for the voter approved purchase of land for school district use.

1940	400	00	0000	LAND PURCHASE	0	0	0	0	0	0
1940		TOTAL		LAND PURCHASE	0	0	0	0	0	0
									% of change	#DIV/0!

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REFUND OF TAXES

This appropriation provides funds in case a grievant is successful in getting a reduction and a refund of their school taxes.

1964	400	41	0000	REFUND REAL PROPERTY TAX	348,192	49,472	292,815	100,000	300,000	200,000
1964		TOTAL		REFUND REAL PROPERTY TAX	348,192	49,472	292,815	100,000	300,000	200,000
									% of change	200.00%

CAPITAL REGION BOCES CHARGES

This code provides for expenditures which cannot be related to other functional areas of the General Fund Budget. These appropriations are required due to the fact that the Guilderland District is a component member of the Capital Region Board of Cooperative Educational Services by action of the GCS Board in 1963-64. Sections #1950 and #1951 of the Education Law provide methods for apportionment of BOCES administrative expenses, rental of classrooms, and facilities construction expenses among the component districts of a BOCES. As provided in the law, the local BOCES Board has chosen to apportion its expenses among component districts in accordance with the respective resident weighted pupil attendance of the component districts.

Item A below represents the GCS share of the cost of the rentals BOCES pays to certain component districts for use of classrooms in which BOCES special education or vocational classes are housed, or rentals of any spaces from corporations, etc.

Item B below represents the GCS share of the cost of administration of the local BOCES. This includes salaries of administrators, clerical personnel, supplies, equipment purchase or services, etc. Thus, that portion remaining after state aid receivable by BOCES is deducted, is apportioned among the component districts.

Included in the Revenues portion of this budget is the amount of State Aid we receive to offset the costs below. Aid against BOCES administrative expenses is based upon previous year GCS costs. Aid against rentals and construction is based on current year costs.

Other GCS appropriations related to BOCES are found in the proper program function in this budget.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
1981	490	40	0000	GCS Share of Rental of Classrooms by BOCES	171,465	174,396	174,229	176,065	183,175	7,110
1981	490	40	0001	GCS Share of Admin. Expenses of BOCES	366,549	370,903	371,692	375,697	390,868	15,171
1981			TOTAL	CAPITAL REGION BOCES CHARGES	538,014	545,299	545,921	551,762	574,043	22,281
									% of change	4.04%
1998				TOTAL SPECIAL ITEMS.....****	1,142,576	834,982	1,082,631	901,702	1,147,413	245,711
1999				TOTAL GENERAL SUPPORT.....*****	8,003,996	7,841,908	8,487,434	8,595,580	8,942,799	347,219

INSTRUCTIONAL PROGRAMS

This appropriation provides for the salaries and services necessary to coordinate and implement all instructional programs K-12. Included are the dissemination of program information across levels, writing of new or revised curriculum, evaluation of pupil performance, initiating and maintaining articulation mechanisms, insuring the meeting of State requirements, keeping abreast of funding opportunities and developing funding proposals, keeping abreast of new curricular and instructional developments and keeping staff well informed, and translating local and/or state initiated concerns into operational programs.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2010	150	41	0000	ASST. SUPT. FOR INSTRUCTIONAL PROGRAMS	139,000	144,306	148,257	151,507	157,142	5,635
2010	150	41	0001	CURRICULUM. DEVELOPMENT - SALARIES	89,639	136,631	101,347	87,315	120,000	32,685
150 SUBTOTAL					228,639	280,937	249,604	238,822	277,142	38,320
2010	160	00	0000	INSTR PROG - NI SALARIES: 1.5 FTE	61,225	62,846	67,134	70,167	72,685	2,518
2010	403	41	0000	INSTR PROG - POSTAGE	267	0	147	300	300	0
2010	406	41	0000	INSTR PROG - CONFERENCES	2,477	2,126	1,369	3,000	3,000	0
2010	446	41	0000	INSTR PROG - EDUC CONSULTANTS	772	1,826	0	4,000	4,000	0
2010	453	41	0000	INSTR PROG - REPAIR CONTRACTS	0	0	0	0	0	0
400 SUBTOTAL					3,516	3,952	1,516	7,300	7,300	0
2010	490	41	0000	INSTR PROG - BOCES SERVICES	83,196	84,895	28,746	53,993	51,620	(2,373)
2010	501	41	0000	INSTR PROG - GENERAL SUPPLIES	224	0	0	0	0	0
2010	503	41	0000	INSTR PROG - PROF. REFERENCE MATERIALS	0	0	0	0	0	0
500 SUBTOTAL					224	0	0	0	0	0
2010	TOTAL INSTRUCTIONAL PROGRAMS				376,800	432,630	347,000	370,282	408,747	38,465
									% of change	10.39%

SUPERVISION - REGULAR SCHOOLS
ELEMENTARY SCHOOLS

This appropriation provides compensation for five building principals. Also provided is clerical support at all elementary schools, and those administrative supplies, equipment, and services necessary for principals to fulfill their education leadership and building supervisory responsibilities.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
2020	150	00	0000	5 ELEM. PRINCIPALS - PROF SALARIES	579,466	601,805	621,508	641,588	666,771	25,183
2020	150	00	0000	ASS'T. ELEM. PRINCIPAL	0	0	0	0	0	0
150 SUBTOTAL					579,466	601,805	621,508	641,588	666,771	25,183
2020	160	00	0000	5.0 SENIOR TYPISTS (FULL-TIME, 12 MONTHS) 5.0 TYPISTS (FULL-TIME, 10-MONTH) SUBSTITUTES AND OVERTIME	303,898	306,654	292,468	305,854	310,017	4,163
160 SUBTOTAL					303,898	306,654	292,468	305,854	310,017	4,163
2020	200	00	0000	ELEM. PRINCIPALS - EQUIPMENT	0	0	0	0	0	0
2020	403	00	0000	ELEM. PRINCIPALS - POSTAGE	3,302	6,422	3,175	4,425	4,425	0
2020	406	00	0000	ELEM. PRINCIPALS - CONFERENCES	2,076	3,860	2,483	3,750	3,750	0
2020	449	00	0000	ELEM. PRINCIPALS - OTHER PROF. SERVICES	59	59	59	500	500	0
2020	452	00	0000	ELEM. PRINCIPALS - SERVICE CONTRACTS	0	0	0	0	0	0
2020	453	00	0000	ELEM. PRINCIPALS - EQUIPMENT REPAIRS	395	0	0	500	500	0
400 SUBTOTAL					5,832	10,341	5,717	9,175	9,175	0
2020	501	00	0000	ELEM. PRINCIPALS - GENERAL SUPPLIES (PER PUPIL ALLOCATION)	4,804	3,770	5,954	7,380	7,540	160
2020	TOTAL SUPERVISION ELEMENTARY SCHOOLS				894,000	922,570	925,647	963,997	993,503	29,506
									% of change	3.06%

SUPERVISION - REGULAR SCHOOLS
MIDDLE SCHOOL

This appropriation provides compensation for the building principal and assistant principals. Also provided is clerical support and those administrative supplies, equipment, and services necessary for principals to fulfill their education leadership and building supervisory responsibilities.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
2020	150	25	0000	MS. PRINCIPAL - PROF SALARIES	111,078	117,782	120,959	124,211	134,415	10,204
2020	150	25	0000	2 HOUSE PRINCIPALS	224,053	230,346	236,780	243,609	225,929	(17,680)
150 SUBTOTAL					335,131	348,128	357,739	367,820	360,344	(7,476)
2020	160	25	0000	1 SECRETARY I - 12 MONTHS	133,244	137,545	144,672	145,379	154,684	9,305
				2 SR KEYBOARD SPECIALISTS - 11 MONTHS						
				1 KEYBOARD SPECIALIST - 10 MONTHS						
				1 ACCOUNT CLERK						
				OVERTIME AND SUBSTITUTES						
160 SUBTOTAL					133,244	137,545	144,672	145,379	154,684	9,305
2020	200	25	0000	MIDDLE SCHOOL PRINCIPAL - EQUIPMENT	0	0	0	0	0	0
2020	403	25	0000	MS PRINCIPAL - POSTAGE	4,756	4,123	3,428	5,500	5,500	0
2020	406	25	0000	MS PRINCIPAL - CONFERENCES	2,169	994	2,146	2,500	2,750	250
2020	449	25	0000	MS PRINCIPAL - OTHER PROF. SERVICES	300	411	230	300	300	0
2020	453	25	0000	MS PRINCIPAL - EQUIPMENT REPAIRS	0	0	0	500	500	0
400 SUBTOTAL					7,225	5,528	5,804	8,800	9,050	250
2020	490	25	0000	BOCES SERVICES	0	0	0	0	0	0
2020	501	25	0000	MS PRINCIPAL - GENERAL SUPPLIES (PER PUPIL ALLOCATION)	240	1,249	5,737	6,470	6,320	(150)
2020	TOTAL			SUPERVISION MIDDLE SCHOOL	475,840	492,450	513,952	528,469	530,398	1,929
									% of change	0.37%

SUPERVISION - REGULAR SCHOOLSHIGH SCHOOL

This appropriation provides compensation for the building principal and assistant principals. Also provided is clerical support and those administrative supplies, equipment, and services necessary for principals to fulfill their education leadership and building supervisory responsibilities.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2020	150	22	0000	HS PRINCIPAL - PROF SALARIES	118,976	122,540	125,829	129,195	136,840	7,645
2020	150	22	0000	3 ASSISTANT PRINCIPALS	243,102	256,093	265,313	273,377	278,372	4,995
150 SUBTOTAL					362,078	378,633	391,142	402,572	415,212	12,640
2020	160	22	0000	1 SECRETARY I - 12 MONTHS	259,209	266,391	256,963	265,543	274,756	9,213
				3 SR KEYBOARD SPECIALIST - 12 MONTH						
				1 KEYBOARD SPECIALIST - 12 MONTH						
				1 KEYBOARD SPECIALIST - 10 MONTH						
				1 ACCOUNT CLERK - 10 MONTH						
				OVERTIME AND SUBSTITUTES						
160 SUBTOTAL					259,209	266,391	256,963	265,543	274,756	9,213
2020	200	22	0000	HIGH SCHOOL PRINCIPAL - EQUIPMENT	0	0	0	0	0	0
2020	403	22	0000	HS PRINCIPAL - POSTAGE	10,711	13,231	8,763	12,600	12,600	0
2020	406	22	0000	HS PRINCIPAL - CONFERENCES	1,287	1,197	685	1,500	1,500	0
2020	449	22	0000	HS PRINCIPAL - OTHER PROF. SERVICES	235	198	290	500	500	0
2020	453	22	0000	HS PRINCIPAL - EQUIPMENT REPAIRS	0	0	671	500	500	0
400 SUBTOTAL					12,233	14,626	10,409	15,100	15,100	0
2020	490	22	0000	BOCES SERVICES	0	0	0	0	0	0
2020	501	22	0000	HS PRINCIPAL - GENERAL SUPPLIES (PER PUPIL ALLOCATION)	6,718	6,050	8,078	6,460	6,420	(40)
2020	TOTAL SUPERVISION HIGH SCHOOL				640,238	665,700	666,592	689,675	711,488	21,813
									% of change	3.16%
2020	TOTAL SUPERVISION - ALL SCHOOLS				2,010,078	2,080,720	2,106,191	2,182,141	2,235,389	53,248
									% of change	2.44%

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SUPERVISION OF INSTRUCTION

This appropriation provides for salaries in accordance with the time allocated for supervisory activities of two high school building department supervisors, two middle school supervisors, one elementary supervisor and four multi-building supervisors. These individuals provide site-based supervision in the secondary schools; and in the elementary schools, he/she provides coordination and oversight of programs and testing in English/language arts, math, social studies, and science. Each instructional supervisor has vertical alignment responsibilities affected by ongoing collaboration with teachers and leaders at all levels via the activities of curriculum cabinets.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DEC.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
<u>ELEMENTARY SUPERVISION</u>										
2025	150	00	0000	PROFESSIONAL SALARIES	55,181	56,825	58,394	0	0	0
2025	160	00	0000	CLERICAL SALARIES	0	0	0	0	0	0
2025	00	TOTAL	ELEMENTARY SUPERVISION		55,181	56,825	58,394	0	0	0
<u>MIDDLE SCHOOL SUPERVISION</u>										
2025	150	25	0000	PROFESSIONAL SALARIES 1.0 FTE Math/Science/Technology Supervisor 1.0 FTE Language Arts/Reading/Social Studies	185,842	194,058	199,394	204,856	211,786	6,930
2025	160	25	0000	1.0 FTE KEYBOARD SPEC 12-Month .5 FTE KEYBOARD SPEC 10-Month	50,426	51,810	52,666	52,077	54,049	1,972
2025	406	25	0000	Professional Conference & Association Attendance	1,984	1,344	1,786	1,825	1,825	0
2025	25	TOTAL	MIDDLE SCHOOL SUPERVISION		238,252	247,212	253,846	258,758	267,660	8,902
									% of change	3.44%
<u>HIGH SCHOOL SUPERVISION:</u>										
2025	150	22	0000	PROFESSIONAL SALARIES 1.0 FTE Math/Science/Technology Supervisor 1.0 FTE English/Reading/Social Studies Supervisor	191,354	208,602	214,898	220,830	184,412	(36,418)
2025	160	22	0000	3.0 FTE KEYBOARD SPECIALIST 10-Month	81,297	83,959	84,129	83,385	80,375	(3,010)
2025	406	22	0000	Professional Conference & Association Expenses	1,089	1,428	1,116	1,825	1,825	0
2025	22	TOTAL	HIGH SCHOOL SUPERVISION		273,740	293,989	300,143	306,040	266,612	(39,428)
									% of change	-12.88%

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DEC.
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
<u>DISTRICT WIDE SUPERVISION</u>										
2025	150	40	0000	K-12 SUPERVISORS - PROFESSIONAL SALARIES .6 FTE Physical Education & Health 1.0 FTE Art & Business Education (+0.4 FTE) 1.0 FTE Music 1.0 FTE Foreign Language / ENL	350,383	363,674	353,210	362,806	368,398	5,592
2025	150	40	0000	PROFESSIONAL SALARIES 2.5 FTE Instructional Support Team Leader 0.8 FTE Reading Recovery Team Leader	186,770	229,609	262,979	265,866	265,587	(279)
2025	150	40	0000	TEACHER LEADERS - PROFESSIONAL SALARIES Teacher Leaders - 20 at the elementary schools for Language Arts, Social Studies, Science and Mathematics. Also included are 7 Technology Liasons, one for each school building, and one Program Leader for 9th Grade Transition.	135,602	122,025	136,584	126,500	104,780	(21,720)
150 SUBTOTAL					672,755	715,308	752,773	755,172	738,765	(16,407)
2025	405	40	0000	IN-DISTRICT CONFERENCE EXPENSES	109	0	0	1,000	1,500	500
2025	406	40	0000	PROFESSIONAL CONFERENCE & ASSOCIATION EXPENSES	4,956	5,652	8,327	7,000	8,300	1,300
2025	449	40	0000	OTHER PROFESSIONAL SERVICES	0	0	0	0	0	0
400 SUBTOTAL					5,065	5,652	8,327	8,000	9,800	1,800
2025	40	TOTAL	DISTRICTWIDE SUPERVISION		677,820	720,960	761,100	763,172	748,565	(14,607)
									% of change	-1.91%
2025		TOTAL	SUPERVISION OF INSTRUCTION		1,244,993	1,318,986	1,373,483	1,327,970	1,282,837	(45,133)
									% of change	-3.40%

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SUPERVISION - SPECIAL SCHOOLS

This appropriation provides for the supervision of both the continuing education programs as well as the summer school program. Costs associated with the payments to instructors and other related expenses are found in code 2330 in this budget document.

				<u>CONTINUING EDUCATION</u>							
BUDGET	ACCOUNT	CODE				2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2040	150	31	0000	SUPV SP SCH - CONTINUING ED - PROF		17,270	17,615	17,967	18,326	18,877	551
2040	160	31	0000	SUPV SP SCH - CONTINUING ED -NI SALARY		1,576	1,607	1,637	1,673	1,723	50
2040	402	31	0000	SUPV SP SCH - ADVERTISING		0	0	0	0	0	0
2040	403	31	0000	SUPV SP SCH - POSTAGE		8,256	6,569	4,670	9,000	4,500	(4,500)
2040	406	31	0000	SUPV SP SCH - CONFERENCES		0	0	0	0	0	0
2040	449	31	0000	SUPV SP SCH - OTH PROF SERVICES		5,000	6,469	11,959	7,000	11,500	4,500
				400 SUBTOTAL		13,256	13,038	16,629	16,000	16,000	0
2040	501	31	0000	SUPV SP SCH - GENERAL SUPPLIES		0	0	0	0	0	0
2040	31	TOTAL		SUPV SP SCH - - CONTINUING EDUCATION		32,102	32,260	36,233	35,999	36,600	601
										% of change	1.67%

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SUMMER SCHOOL

The district provides remedial summer school for students in grades 7 -12 in order to achieve satisfactory academic progress and meet graduation requirements. Additionally, partial funding is provided to support the FMS Butterfly House; a summer enrichment opportunity available to all students. The district participates in a regional high school summer school model partnering with the Mohonasen, Schalmont, and Scotia-Glenville school districts. The summer program will be hosted at Mohonasen High School with BOCES providing the teaching staff. The district will pay an estimated per student per class tuition fee of \$363 to BOCES.

2040	160	33	0000	SUPV SP SCH - SUMMER SCH -NI SALARY - CLERICAL		0	0	0	0	0	0
2040	403	33	0000	SUPV SP SCH - POSTAGE		0	50	0	0	0	0
2040	501	33	0000	SUPV SP SCH - GENERAL SUPPLIES		0	0	0	0	0	0
2040	33	TOTAL		SUPV SP SCH - SUMMER SCHOOL		0	50	0	0	0	0
										% of change	#DIV/0!
2040	33	TOTAL		SUPERVISION SPECIAL SCHOOLS		32,102	32,310	36,233	35,999	36,600	601
										% of change	1.67%

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PROFESSIONAL DEVELOPMENT / TRAINING

This appropriation supports professional development of the instructional staff through district provided programs.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
2070	150	00	0000	PROF DEV / TRAINING - PROF SALARIES	8,140	3,739	5,354	5,500	5,500	0
2070	160	00	0000	PROF DEV / TRAINING - NI SALARIES	450	30	0	1,000	1,000	0
2070	406	40	0000	PROF DEV / TRAINING - CONFERENCES	2,062	4,039	4,351	8,500	8,500	0
2070	409	40	0000	PROF DEV / TRAINING - MATERIALS & SUPPLIES	3,500	3,151	3,803	4,000	4,000	0
2070	449	40	0000	PROF DEV / TRAINING - OTHER PROF SERVICES	4,000	3,285	5,634	32,000	12,000	(20,000)
400 SUBTOTAL					9,562	10,475	13,788	44,500	24,500	(20,000)
2070	TOTAL			PROF DEV / TRAINING TRAINING	18,152	14,244	19,142	51,000	31,000	(20,000)
									% of change	-39.22%
2099	TOTAL ADMIN. & IMPROVEMENT.....****				3,682,125	3,878,890	3,882,049	3,967,392	3,994,573	27,181
									% of change	0.69%

TEACHING REGULAR SCHOOLS
ELEMENTARY SCHOOLS

This appropriation provides salaries for all grade level and special area teachers in the five elementary schools of the district as well as items of instructional equipment needed for instruction. Provided also are funds to purchase those many and varied consumable instructional supplies used by pupils and teachers in learning and teaching, and those other services required to maintain and operate the elementary teaching program.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2110	120	00	0000	TCHG - ELEM SALARIES - 172.0 FTE (+.2 FTE)	10,830,022	11,054,375	11,881,461	12,493,815	12,996,025	502,210
2110	120	00	0000	TCHG - ELEM SALARIES: 5.0 FTE Unassigned	0	0	0	386,889	282,345	(104,544)
2110	120	00	0000	TCHG - ELEM SAL - SUBSTITUTES	229,879	219,447	237,277	213,494	214,326	832
120 CODE SUBTOTAL					11,059,901	11,273,822	12,118,738	13,094,198	13,492,696	398,498
2110	160	00	0000	AIDES & MONITORS - 42 HRS	114,500	113,961	114,578	113,957	124,636	10,679
2110	161	00	0000	TEACHING ASSISTANT SAL - 127 HRS	408,076	416,124	412,206	430,652	455,506	24,854
160 CODE SUBTOTAL					522,576	530,085	526,784	544,609	580,142	35,533
2110	200	00	0000	EQUIPMENT	24,469	20,785	27,775	25,940	26,500	560
2110	406	00	0000	CONFERENCES	4,884	1,170	3,233	5,280	5,280	0
2110	432	00	0000	EQUIPMENT RENTAL	35,210	7,842	2,768	10,300	10,300	0
2110	449	00	0000	CULTURAL ARTS ASSEMBLIES, OTHER PROFESSIONAL SERVICES, RESOURCE PERSONS	70	70	0	1,500	1,500	0
2110	451	00	0000	ENRICHMENT FUNDS	0	0	0	5,000	5,000	0
2110	453	00	0000	EQUIPMENT REPAIRS	2,321	1,213	1,005	3,750	3,750	0
400 SUBTOTAL					42,485	10,295	7,006	25,830	25,830	0
2110	480	00	0000	TEXTBOOKS (PER PUPIL ALLOCATION + NEW MATH SERIES)	82,933	67,222	85,903	83,700	387,413	303,713
2110	490	00	0000	BOCES SERVICES - COPIERS	0	34,101	34,794	19,184	19,184	0
2110	501	00	0000	SUPPLIES, MATERIALS, PAPER	112,790	99,083	93,541	123,960	131,940	7,980
2110	TOTAL REGULAR ELEMENTARY INSTRUCTION				11,845,154	12,035,393	12,894,541	13,917,421	14,663,705	746,284
									% of change	5.36%

MIDDLE SCHOOL

This appropriation provides salaries for all Middle School teachers and paraprofessionals. Included also are funds to purchase those many and varied supplies used by pupils and teachers in learning and teaching, textbooks and other services necessary to maintain and operate the Middle School instructional program.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2110	130	25	0000	TCHG - MS SAL: 85.8 FTE (+1.0 FTE)	5,971,680	6,173,023	6,396,442	6,522,907	6,563,272	40,365
2110	130	25	0000	TCHG - MS SALARIES - 0.0 FTE Unassigned Positions	0	0	0	0	0	0
2110	130	25	0000	TCHG - MS SAL - SUBSTITUTES	306,505	292,595	316,370	284,659	285,768	1,109
130 CODE SUBTOTAL					6,278,185	6,465,618	6,712,812	6,807,566	6,849,040	41,474
2110	160	25	0000	AIDE/MONITOR: 39 HRS AND 10-MO. COPY OPERATOR: .5 FTE	122,360	119,837	116,421	116,984	120,361	3,377
2110	161	25	0000	TEACHING ASSISTANT SAL: 27.5 HOURS	89,975	91,750	90,886	94,953	100,433	5,480
160 CODE SUBTOTAL					212,335	211,587	207,307	211,937	220,794	8,857
2110	200	25	0000	EQUIPMENT	0	0	7,106	9,250	2,000	(7,250)
2110	406	25	0000	CONFERENCES	3,233	3,158	11,191	9,840	7,000	(2,840)
2110	432	25	0000	EQUIPMENT RENTAL	3,939	935	1,402	1,000	1,000	0
2110	449	25	0000	CULTURAL ARTS ASSEMBLIES AND OTHER PROFESSIONAL SERVICES	1,392	1,100	1,411	4,860	4,860	0
2110	451	25	0000	ENRICHMENT FUNDS	2,023	1,605	1,925	3,500	3,500	0
2110	453	25	0000	EQUIPMENT REPAIRS	7,672	8,261	8,453	11,800	12,750	950
400 SUBTOTAL					18,259	15,059	24,382	31,000	29,110	(1,890)
2110	480	25	0000	TEXTBOOKS (PER PUPIL ALLOCATION)	25,216	30,076	33,868	49,500	139,500	90,000
2110	490	25	0000	BOCES SERVICES - COPIERS	28,910	18,193	28,824	5,150	5,150	0
2110	501	25	0000	SUPPLIES, MATERIALS AND PAPER	65,201	66,594	58,671	71,820	79,420	7,600
2110	25	TOTAL	REGULAR MIDDLE SCHOOL INSTRUCTION		6,628,106	6,807,127	7,072,969	7,186,223	7,325,014	138,791
									% of change	1.93%

HIGH SCHOOL

This appropriation provides salaries for high school teachers and paraprofessionals. Included also are funds to purchase those many and varied supplies used by pupils and teachers in learning and teaching, textbooks, and other services necessary to maintain and operate the high school instructional program.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DEC.
2110	150	22	0000	TCHG - HS SALARIES: 107.1 FTE (+0.3 FTE)	7,257,407	7,697,845	8,053,748	8,344,521	8,722,849	378,328
2110	150	22	0000	TCHG - HS SALARIES - 0.0 FTE Unassigned	(57,163)	0	57,163	0	0	0
2110	150	22	0000	TCHG - HS SAL - SUBSTITUTES	315,019	300,723	325,158	292,566	293,706	1,140
130 CODE SUBTOTAL					7,515,263	7,998,568	8,436,069	8,637,087	9,016,555	379,468
2110	160	22	0000	AIDE/MONITOR: 115.75 HRS AND 10-MO. COPY OPERATOR: 0.5 FTE	389,599	383,424	364,496	382,047	394,568	12,521
2110	161	22	0000	TEACHING ASSISTANT SAL: 67.75 HRS	210,414	214,564	212,544	222,055	234,871	12,816
160 CODE SUBTOTAL					600,013	597,988	577,040	604,102	629,439	25,337
2110	200	22	0000	EQUIPMENT	16,529	14,596	15,478	19,625	16,490	(3,135)
2110	406	22	0000	CONFERENCES	5,156	5,565	9,682	16,650	17,850	1,200
2110	432	22	0000	EQUIPMENT RENTAL	2,691	1,262	1,849	3,700	3,700	0
2110	449	22	0000	CULTURAL ARTS ASSEMBLIES, OTHER PROFESSIONAL SERVICES, RESOURCE OFFICER	48,245	52,452	56,820	55,730	70,495	14,765
2110	451	22	0000	ENRICHMENT FUNDS	3,877	4,978	4,863	5,300	5,300	0
2110	453	22	0000	EQUIPMENT REPAIR	8,073	6,295	10,397	12,900	9,550	(3,350)
400 SUBTOTAL					68,042	70,552	83,611	94,280	106,895	12,615
2110	480	22	0000	TEXTBOOKS (PER PUPIL ALLOCATION)	61,555	45,105	52,913	73,000	73,000	0
2110	490	22	0000	BOCES - GED PROGRAM, MASTERMINDS TEAMS, AND COPIERS	73,393	60,380	51,833	22,516	22,586	70
2110	501	22	0000	SUPPLIES, MATERIALS AND PAPER	83,365	80,425	78,424	92,790	94,250	1,460
2110	22	TOTAL	REGULAR HIGH SCHOOL INSTRUCTION		8,418,160	8,867,614	9,295,367	9,543,400	9,959,215	415,815
									% of change	4.36%

DISTRICT WIDE

This code provides appropriations for standardized test purchasing, supplies, and materials. Also included are textbook purchases for loan to grade K-12 pupils who are residents but attend non-public schools and other districtwide instructional expenses.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2110	150	40	0000	PROFESSIONAL SALARIES	0	0	14	0	0	0
2110	200	40	2500	MUSICAL INSTRUMENTS	7,709	45,400	27,072	27,100	28,178	1,078
2110	406	40	0000	CONFERENCES	7,345	7,445	8,624	7,500	8,500	1,000
2110	409	40	0000	GRADUATE COURSE REIMBURSEMENT	34,585	18,970	37,607	34,000	34,000	0
2110	449	40	0000	TEST SCORING, RESOURCE PEOPLE, WORKSHOPS FOR GIFTED PROGRAMS	1,000	1,504	6,029	18,000	10,000	(8,000)
2110	453	40	0000	MUSIC INSTRUMENT REPAIR & PIANO TUNING	0	4,063	5,058	4,830	5,000	170
2110	470	40	0000	TUITION - FOSTER & COURT PLACEMENTS; CHARTER SCHOOLS; ALTERNATIVE ED & REHABILITATION CENTERS	116,094	223,691	292,739	209,965	211,785	1,820
				400 SUBTOTAL	159,024	255,673	350,057	274,295	269,285	(5,010)
2110	480	40	0000	TEXTBOOKS - PUBLIC SCHOOL DISTRICT WIDE	5,887	20,171	1,104	10,500	10,500	0
2110	480	40	0000	TEXTBOOKS - NON-PUBLIC SCHOOL RESIDENT STUDENT	11,458	26,600	25,812	27,500	27,500	0
2110	490	40	0000	BOCES: SCIENCE PROGRAM MATERIALS, TESTING, NON-PUBLIC TEXTBOOKS, AND SOFTWARE	218,986	155,616	155,364	151,077	214,538	63,461
2110	501	40	0000	SUPPLIES AND MATERIALS - DISTRICT WIDE PROGRAMS; TESTING, GIFTED, SCHOOL STORE	4,850	29,653	55,835	34,700	42,500	7,800
2110	40	TOTAL	REGULAR - DISTRICT WIDE PROGRAMS		407,914	533,113	615,258	525,172	592,501	67,329
									% of change	12.82%
2110	TOTAL	TEACHING	REGULAR SCHOOL		27,299,334	28,243,247	29,878,136	31,172,216	32,540,435	1,368,219

SPECIAL EDUCATION PROGRAMS

This code includes appropriations for salaries of administrators, teachers, teaching assistants and service providers to educate students with disabilities. Included also are the appropriations for tuition for educating students with disabilities in BOCES and private schools. This code includes funds for supplies related to our district-operated programs for students with disabilities. Approximately \$960,000 of Federal funds are used to offset costs for speech therapy, occupational and physical therapy, and special education teachers and teaching assistant salaries.

BUDGET ACCOUNT CODE				2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DEC.	
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DEC.
2250	150	00	0000	DIR OF PUPIL PERSONNEL SVCS; SECONDARY SPEC ED ADMIN & ELEM SPEC ED ADMIN	233,476	232,264	191,867	227,538	242,944	15,406
2250	150	00	0000	58.6 FTE SPECIAL EDUCATION TEACHERS (+4.7 FTE); 0.4 FTE ELEM CSE CHAIR, 0.5 FTE FMS CSE CHAIR 0.4 FTE CPSE CHAIR	2,524,915	2,910,765	3,127,688	3,335,551	3,819,042	483,491
2250	150	00	0000	9.0 FTE SPEECH TCHRS; 4.1 FTE PSYCHOLOGISTS	760,861	824,184	933,810	1,001,940	1,044,409	42,469
150 CODE SUBTOTAL					3,519,252	3,967,213	4,253,365	4,565,029	5,106,395	541,366
2250	160	00	0000	5.0 FTE OCCUPATIONAL/PHYSICAL THERAPIST (+1.0 FTE) 2.0 FTE OCCUPATIONAL/PHYSICAL THERAPY ASST (-1.0 FTE) 4.0 FTE CLERICAL ; 1 PART-TIME 1:1 NURSE (-1.0 FTE)	584,941	592,902	548,783	654,822	645,101	(9,721)
2250	161	00	0000	576.0 HRS TEACHING ASSISTANT SALARIES (-15.5 HRS)	1,691,978	1,767,174	1,830,333	1,958,251	1,872,877	(85,374)
160 CODE SUBTOTAL					2,276,919	2,360,076	2,379,116	2,613,073	2,517,978	(95,095)
2250	200	00	0000	EQUIPMENT	0	0	0	0	0	0
2250	403	00	0000	POSTAGE	3,377	4,160	5,055	3,750	4,750	1,000
2250	406	00	0000	CONFERENCES	11,661	6,283	8,102	11,000	10,000	(1,000)
2250	449	00	0000	RELATED SVCS, HOME INSTRUCTION, EVALUATIONS	374,700	199,833	362,120	285,000	285,000	0
2250	453	00	0000	EQUIPMENT REPAIR	2,725	1,929	778	2,725	2,725	0
2250	470	00	0000	TUITION - REGULAR & SUMMER SCHOOL FOR PRIVATE SCHOOL PLACEMENTS	1,310,792	1,686,806	1,247,009	1,397,970	1,756,025	358,055
400 SUBTOTAL					1,703,255	1,899,011	1,623,064	1,700,445	2,058,500	358,055
2250	480	00	0000	TEXTBOOKS	1,602	2,411	2,151	2,250	2,250	0
2250	490	00	0000	BOCES - SPECIAL EDUCATION PLACEMENTS	2,580,808	2,461,228	2,381,156	2,536,620	2,021,340	(515,280)
2250	501	00	0000	SUPPLIES AND MATERIALS	11,627	12,314	15,785	11,585	11,585	0
2250	TOTAL			SPECIAL EDUCATION PROGRAMS	10,093,463	10,702,253	10,654,637	11,429,002	11,718,048	289,046
									% of change	2.53%

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CAREER & TECHNICAL EDUCATION

This budget function contains appropriations for providing tuition payments to the Albany-Schoharie-Schenectady-Saratoga BOCES for various career and technical educational programs such as New Visions and Tech Valley High School.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2280	490	22	0000	BOCES TUITION FOR CTE/NV/TVHS * CTE/NV: 67 STUDENTS (-2) AT \$12,259 EACH TVHS: 5 STUDENTS (+1) AT \$15,015 EACH * Eligible for 60.4% reimbursement through BOCES Aid in the following school year	797,675	792,733	791,978	874,992	896,428	21,436
2280				TOTAL CAREER & TECHNICAL EDUCATION	797,675	792,733	791,978	874,992	896,428	21,436
									% of change	2.45%

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CONTINUING EDUCATION

This appropriation provides for offering continuing education courses and other services to adults during Fall, Spring and Summer terms. More than 1,500 adults were registered in approximately 140 different courses or services, some with multiple sections. Total expenditures for the entire continuing education budget will be offset by fees paid by registrants, with a sum equal to the expenditure appropriation and will be included in the revenues section of this budget.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2330	150	31	0000	TEACHER SALARIES - CONTINUING EDUC	19,784	11,072	12,597	15,000	15,000	0
2330	434	31	0000	CONTINUING EDUC - AV RENTAL	0	0	0	0	0	0
2330	501	31	0000	CONTINUING EDUC - GENERAL SUPPLIES	0	0	0	100	100	0
2330				TOTAL CONTINUING EDUCATION	19,784	11,072	12,597	15,100	15,100	0
									% of change	0.00%

SUMMER SCHOOL

The district provides remedial summer school for students in grades 7 -12 in order to achieve satisfactory academic progress and meet graduation requirements. Additionally, partial funding is provided to support the FMS Butterfly House; a summer enrichment opportunity available to all students. The district participates in a regional high school summer school model partnering with the Mohonasen, Schalmont, and Scotia-Glenville school districts. The summer program will be hosted at Mohonasen High School with BOCES providing the teaching staff. The district will pay an estimated per student per class tuition fee of \$363 to BOCES.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.	
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET		
2330	155	33	0000	SUMMER SCHOOL - PROF. SALARIES	14,523	11,969	9,049	14,174	14,173	(1)	
2330	160	33	0000	SUMMER SCHOOL - NI SALARIES	8,060	0	0	0	0	0	
2330	409	33	0000	SUMMER SCHOOL - MISC EXPENSES	50	100	0	100	0	(100)	
2330	432	33	0000	SUMMER SCHOOL - EQUIP RENTAL	0	0	0	0	0	0	
400 SUBTOTAL					50	100	0	100	0	(100)	
2330	480	33	0000	SUMMER SCHOOL - TEXTBOOKS	0	0	0	0	0	0	
2330	490	33	0000	SUMMER SCHOOL - BOCES SERVICES	0	28,215	31,166	37,865	54,455	16,590	
2330	501	33	0000	SUMMER SCHOOL - GENERAL SUPPLIES	0	(28)	0	0	0	0	
2330	TOTAL SUMMER SCHOOL PROGRAM				22,633	40,256	40,215	52,139	68,628	16,489	
										% of change	31.63%
2330	TOTAL TEACHING SPECIAL SCHOOLS				42,417	51,328	52,812	67,239	83,728	16,489	

SCHOOL LIBRARY & MEDIA

This appropriation provides to pupils and teachers the services of 4.6 FTE librarians for the five elementary schools, 2 librarians in the Middle School, and 2 positions at the High School. In addition to professional and operational personnel salaries, this code includes funds for library and audiovisual supplies to support the entire school instructional program, and other related expenses for maintenance of the library collections and multimedia services to pupils and teachers.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
<u>ELEMENTARY SCHOOLS - LIBRARY/MEDIA</u>										
2610	150	00	0000	LIBRARY - PROF SALARIES: 4.6 FTE	312,305	329,073	345,398	360,492	340,159	(20,333)
2610	160	00	0000	LIBRARY - NI SALARIES	0	0	0	0	0	0
2610	200	00	0000	LIBRARY - EQUIPMENT	0	0	0	0	0	0
2610	406	00	0000	LIBRARY - TRAV/CONF	0	0	0	500	500	0
2610	434	00	0000	LIBRARY - AV RENTALS	2,554	3,975	3,050	4,375	4,375	0
2610	453	00	0000	LIBRARY - EQUIPMENT REPAIR, SVC CONTRACTS	340	599	0	2,200	2,200	0
2610	461	00	0000	LIBRARY - STATE AIDED PURCHASES	10,683	13,229	13,495	14,410	14,730	320
2610	461	40	0000	NON PUBLIC SCHLS - STATE AIDED PURCHASES	0	0	0	750	690	(60)
400 SUBTOTAL					13,577	17,803	16,545	22,235	22,495	260
2610	490	00	0000	LIBRARY - COMPUTER SERVICES INCLUDING ON-LINE LIBRARY CATALOGS AND WIDE AREA NETWORK	48,742	55,323	59,668	64,878	50,115	(14,763)
2610	514	00	0000	LIBRARY - MEDIA SUPPLIES	5,559	4,606	4,511	6,460	6,530	70
2610	520	00	0000	LIBRARY - AUDIO VISUAL SUPPLIES	3,787	5,025	3,309	6,040	6,060	20
2610	521	00	0000	LIBRARY - BOOKS	22,314	23,047	25,499	19,480	19,910	430
2610	526	00	0000	LIBRARY - SUPPLIES	7,612	8,841	7,837	9,350	9,540	190
500 SUBTOTAL					39,272	41,519	41,156	41,330	42,040	710
2610	TOTAL			ELEM SCHL LIBRARY & AUDIOVISUAL	413,896	443,718	462,767	488,935	454,809	(34,126)
									% of change	-6.98%

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
<u>MIDDLE SCHOOL LIBRARY/MEDIA</u>										
2610	150	25	0000	LIBRARY - PROF SALARIES: 2.0 FTE	122,403	130,325	133,495	144,079	150,998	6,919
2610	160	25	0000	LIBRARY - NI SAL: 1.0 FTE TYPIST 1.0 TV STUDIO TECHNICIAN	57,384	55,943	56,430	58,353	62,661	4,308
2610	200	25	0000	LIBRARY/MEDIA - EQUIPMENT	1,376	(4,983)	6,403	1,400	1,400	0
2610	406	25	0000	LIBRARY - TRAV/CONF	300	0	0	300	300	0
2610	434	25	0000	LIBRARY - AV RENTALS	0	0	0	1,890	1,890	0
2610	453	25	0000	LIBRARY - EQUIPMENT REPAIR, SVC CONTRACTS	1,071	846	1,565	2,000	2,000	0
2610	461	25	0000	LIBRARY - STATE AIDED PURCHASES	7,390	7,480	7,090	6,910	6,710	(200)
400 SUBTOTAL					8,761	8,326	8,655	11,100	10,900	(200)
2610	490	25	0000	LIBRARY - COMPUTER SERVICES INCLUDING ON-LINE LIBRARY CATALOGS AND WIDE AREA NETWORK	24,371	27,661	29,834	32,439	25,057	(7,382)
2610	514	25	0000	LIBRARY - MEDIA SUPPLIES	3,115	5,090	7,438	7,900	7,680	(220)
2610	520	25	0000	LIBRARY - AUDIO VISUAL SUPPLIES	2,967	4,870	1,682	4,650	4,580	(70)
2610	521	25	0000	LIBRARY - BOOKS	12,119	18,019	18,461	10,280	9,990	(290)
2610	526	25	0000	LIBRARY - SUPPLIES	5,191	4,341	3,419	5,190	5,050	(140)
500 SUBTOTAL					23,392	32,320	31,000	28,020	27,300	(720)
2610	TOTAL			MIDDLE SCHL. LIBRARY & AUDIOVISUAL	237,687	249,592	265,817	275,391	278,316	2,925
									% of change	1.06%

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/	
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.	
<u>HIGH SCHOOL LIBRARY/MEDIA</u>											
2610	150	22	0000	LIBRARY/MEDIA - PROF SALARIES: 2.0 FTE	179,779	171,107	113,473	164,942	172,236	7,294	
2610	160	22	0000	LIBRARY/MEDIA - NI SALARIES: 2.0 FTE TYPISTS	58,160	63,570	136,566	56,135	61,550	5,415	
2610	200	22	0000	LIBRARY/MEDIA - EQUIPMENT	0	0	0	0	0	0	
2610	405	22	0000	LIBRARY - CONFERENCES - DISTRICT WIDE	0	0	0	0	0	0	
2610	406	22	0000	LIBRARY - CONFERENCES	0	0	175	400	400	0	
2610	434	22	0000	LIBRARY - AV RENTALS	1,100	1,100	0	0	0	0	
2610	449	22	0000	LIBRARY - OTHER PROFESSIONAL SERVICES	0	0	0	1,100	1,100	0	
2610	453	22	0000	LIBRARY - EQUIPMENT REPAIR, SVC CONTRACTS	2,794	3,764	2,824	2,500	2,500	0	
2610	461	22	0000	LIBRARY - STATE AIDED PURCHASES	10,219	9,735	10,010	9,840	9,790	(50)	
400 SUBTOTAL					14,113	14,599	13,009	13,840	13,790	(50)	
2610	490	22	0000	LIBRARY - COMPUTER SERVICES INCLUDING ON-LINE LIBRARY CATALOGS AND WIDE AREA NETWORK	48,742	55,323	59,668	64,878	50,115	(14,763)	
2610	514	22	0000	LIBRARY - MEDIA SUPPLIES	11,462	11,181	5,725	5,725	5,600	(125)	
2610	520	22	0000	LIBRARY - AUDIO VISUAL SUPPLIES	6,420	4,558	0	0	0	0	
2610	521	22	0000	LIBRARY - BOOKS	17,444	18,198	17,893	17,640	17,550	(90)	
2610	526	22	0000	LIBRARY - SUPPLIES	5,398	7,000	19,218	19,465	19,425	(40)	
500 SUBTOTAL					40,724	40,937	42,836	42,830	42,575	(255)	
2610	TOTAL			HIGH SCHOOL LIBRARY & AUDIOVISUAL	341,518	345,536	365,552	342,625	340,266	(2,359)	
										% of change	-0.69%
2610	TOTAL			LIBRARY & AUDIOVISUAL	993,100	1,038,846	1,094,137	1,106,951	1,073,391	(33,560)	
										% of change	-3.03%

COMPUTER ASSISTED INSTRUCTION

This appropriation provides for specific expenditures relating to categorical state aid for computer hardware and software purchases as well as computer purchases district wide. Expenditures related to the district's technology plan are included in this portion of the budget.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2630	150	40	0000	PROF SALARIES: 1.0 FTE INSTR TECH COORDINATOR	77,846	81,692	83,403	86,151	88,563	2,412
2630	160	40	0000	NON-INSTR. SAL: 1.0 FTE NETWORK SYSTEMS COORD 6.0 TECHNICIANS, 0.5 FTE CLERICAL	333,804	352,278	417,490	440,814	446,189	5,375
2630	220	40	0000	COMPUTER AIDED HARDWARE	319,837	360,827	301,599	393,170	370,900	(22,270)
200 SUBTOTAL					319,837	360,827	301,599	393,170	370,900	(22,270)
2630	406	40	0000	TRAVEL / CONFERENCES	693	219	0	1,700	17,000	15,300
2630	449	40	0000	CONSULTING, CABLING, CONFERENCES	87,200	67,287	45,696	56,400	20,400	(36,000)
2630	453	00	0000	COMPUTER REPAIR	1,426	11,958	7,984	23,250	23,250	0
2630	460	00	0000	COMPUTER SOFTWARE - ELEMENTARY	26,252	31,809	31,698	38,060	38,060	0
2630	460	25	0000	COMPUTER SOFTWARE - MIDDLE SCHOOL	15,284	17,426	22,936	30,000	25,000	(5,000)
2630	460	22	0000	COMPUTER SOFTWARE - HIGH SCHOOL	27,543	29,316	31,009	38,000	25,000	(13,000)
2630	460	40	0000	COMPUTER SOFTWARE - NON-PUBLIC	28,755	1,780	3,225	1,790	1,640	(150)
2630	490	40	0000	BOCES COMPUTER SERVICES	117,522	80,003	81,776	81,776	100,000	18,224
400 SUBTOTAL					304,675	239,798	224,324	270,976	250,350	(20,626)
2630	501	00	0000	COMPUTER SUPPLIES - ELEMENTARY	12,976	19,587	11,613	21,000	24,140	3,140
2630	501	25	0000	COMPUTER SUPPLIES - MIDDLE SCHOOL	8,852	10,138	7,665	14,000	15,000	1,000
2630	501	22	0000	COMPUTER SUPPLIES - HIGH SCHOOL	10,885	13,740	8,474	14,000	14,000	0
2630	501	40	0000	COMPUTER SUPPLIES - DISTRICT WIDE	19,482	1,616	29,055	3,000	3,000	0
500 SUBTOTAL					52,195	45,081	56,807	52,000	56,140	4,140
2630	TOTAL COMPUTER ASSISTED INSTRUCTION				1,088,357	1,079,676	1,083,623	1,243,111	1,212,142	(30,969)
									% of change	-2.49%
2699	TOTAL INSTRUCTIONAL MEDIA.....****				2,081,457	2,118,522	2,177,760	2,350,062	2,285,533	(64,529)
									% of change	-2.75%

GUIDANCE/COUNSELING

This appropriation is for school-year and part-time summer services of school counselors at the elementary, middle and high school levels and provides these counselors with the clerical assistance, supplies, equipment and services needed to carry out their counseling responsibilities. These services include individual and group meetings with students to plan an academic program that will meet their special needs and provide them optimum flexibility for post-graduate decision-making, to make college application and selection decisions, to provide career counseling and job placement assistance, and to assist them with personal problems. Additionally, counselors have responsibilities in the areas of scheduling, monitoring student success, and analyzing test results.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
<u>ELEMENTARY</u>										
2810	150	00	0000	3.0 COUNSELORS - PROF SALARIES	0	120,052	175,791	181,798	180,117	(1,681)
2810	TOTAL COUNSELING - ELEMENTARY				0	120,052	175,791	181,798	180,117	(1,681)
									% of change	-0.92%
<u>MIDDLE SCHOOL</u>										
2810	150	25	0000	3.0 COUNSELORS - PROF SALARIES	285,057	242,955	275,646	268,534	275,009	6,475
2810	160	25	0000	COUNSELING - NI SALARY - 1.0 CLERICAL	49,828	33,434	34,223	35,409	37,369	1,960
2810	200	25	0000	COUNSELING - EQUIPMENT	0	0	0	0	0	0
2810	403	25	0000	COUNSELING - POSTAGE	23	25	0	500	50	(450)
2810	406	25	0000	COUNSELING - CONFERENCES	0	300	509	300	750	450
2810	453	25	0000	COUNSELING - EQUIPMENT REPAIR	0	0	0	0	0	0
400 SUBTOTAL					23	325	509	800	800	0
2810	490	25	0000	COUNSELING - BOCES COMPUTER SERVICES	0	0	0	0	0	0
2810	501	25	0000	COUNSELING - GENERAL SUPPLIES	128	370	455	1,110	1,070	(40)
2810	25 TOTAL COUNSELING - MIDDLE SCHOOL				335,036	277,084	310,833	305,853	314,248	8,395
									% of change	2.74%

HEALTH SERVICES

This appropriation provides the services of registered nurses who provide health services at each school. Included are nursing services for students attending St. Madeleine Sophie School. Also provided are funds to cover physicians' fees for the state-mandated medical examination of those pupils at the point of entrance to school as well as at grades 1, 3, 7 and 10 who are not examined by their family physician.

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
2815	160	00	0000	HEALTH SERVICES - NI SALARIES 9.5 FULL-TIME NURSES: 1 AT EACH ELEM SCHL, 2 AT MIDDLE SCHOOL, 2 AT HIGH SCHOOL, AND 0.5 AT NON-PUBLIC SCHOOL	456,942	494,666	468,358	462,425	491,862	29,437
2815	200	00	0000	HEALTH SERVICES - EQUIPMENT	0	0	0	0	0	0
2815	405	00	0000	HEALTH SERVICES - DISTRICT TRAVEL	0	0	0	220	220	0
2815	406	00	0000	HEALTH SERVICES - CONFERENCES	0	80	50	600	600	0
2815	449	00	0000	HEALTH SERVICES - OTHER PROGRAMS	177,934	189,956	202,067	180,000	190,000	10,000
2815	453	00	0000	HEALTH SERVICES - EQUIPMENT REPAIR	533	48	435	950	950	0
2815	501	00	0000	HEALTH SERVICES - GENERAL SUPPLIES	5,487	7,069	7,462	9,280	9,300	20
2815		TOTAL	HEALTH SERVICES		640,896	691,819	678,372	653,475	692,932	39,457
								% of change		6.04%

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PSYCHOLOGICAL SERVICES

This appropriation provides for the services of psychologists who perform required psychological testing for district students. The psychologists work closely with special education teachers, social workers, and guidance counselors.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2820	150	40	0000	PSYCH SERV - PROF SALARIES: 2.1 FTE	159,280	159,852	137,426	163,586	167,843	4,257
2820	406	40	0000	PSYCH SERV - CONFERENCES	50	50	390	260	260	0
2820	490	40	0000	PSYCH SERV - BOCES	0	0	0	0	0	0
2820	501	40	0000	PSYCH SERV - GENERAL SUPPLIES	143	298	305	400	400	0
2820	503	40	0000	PSYCH SERV - REFERENCE BOOKS	145	99	0	300	300	0
2820	512	40	0000	PSYCH SERV - STANDARDIZED TESTS	0	0	390	250	250	0
500 SUBTOTAL					288	397	695	950	950	0
2820	TOTAL			PSYCHOLOGICAL SERVICES	159,618	160,299	138,511	164,796	169,053	4,257
									% of change	2.58%

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SOCIAL WORKER SERVICES

This code provides an appropriation for school social worker services which extends building counseling and psychological services. The emphasis is prevention and referral of students and their families to community social agencies.

2825	150	00	0000	SCH SOC WORK - PROF SALARIES: 8.0 FTE (+0.4 FTE)	665,695	566,353	553,027	562,408	606,268	43,860
2825	160	22	0000	SCH SOC WORK - N.I SALARY	0	0	0	0	0	0
2825	200	40	0000	SCH SOC WORK - EQUIPMENT	0	0	0	0	0	0
2825	405	40	0000	SCH SOC WORK - DISTRICT TRAVEL	277	33	0	500	500	0
2825	406	40	0000	SCH SOC WORK - CONFERENCES	409	962	978	900	900	0
400 SUBTOTAL					686	995	978	1,400	1,400	0
2825	501	40	0000	SCH SOC WORK - GEN SUPPLIES	450	304	395	450	450	0
2825	TOTAL			SCHOOL SOCIAL WORKER	666,831	567,652	554,400	564,258	608,118	43,860
									% of change	7.77%

CO-CURRICULAR ACTIVITIES

This appropriation provides funds to pay differentials to teachers for co-curricular leadership positions (other than athletic coaching) in accordance with the Board-Teacher Association bargaining agreement.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/	
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.	
2850	125	00	0000	CO CURR - ELEM CHAPERONING	679	582	461	750	750	0	
2850	135	00	0000	CO CURR - MS CHAPERONING	4,039	4,229	5,672	4,250	4,250	0	
2850	136	00	0000	CO CURR - NI CHAPERONING	18,352	21,385	18,037	20,000	20,000	0	
2850	150	00	0000	CO CURR - PROF SALARIES - ALL CLUBS	166,740	176,798	191,177	223,318	239,491	16,173	
2850	155	00	0000	CO CURR - HS CHAPERONING & ON-DUTY POLICE	7,648	7,451	6,805	8,000	8,000	0	
150 SUBTOTAL (ALL SALARIES)					197,458	210,445	222,152	256,318	272,491	16,173	
2850	160	00	0000	CO CURR - NI SALARY	0	0	0	0	0	0	
2850	409	22	0000	CO CURR - HS NEWSPAPER, YEARBOOK, STUDENT GOV'T, STUDENT CONFERENCES	6,928	5,970	5,260	6,000	6,000	0	
2850	449	22	0000	CO CURR - FOCUS, HS MUSICAL	4,079	3,774	3,975	4,000	4,000	0	
2850	449	25	0000	CO CURR - MS CONFERENCES, TRIPS	0	0	0	500	500	0	
2850	449	40	0000	CO CURR - DUTCHMEN COMMITTED CONFERENCES	0	0	400	2,500	2,500	0	
400 SUBTOTAL					11,007	9,744	9,635	13,000	13,000	0	
2850	TOTAL			CO-CURRICULAR	208,465	220,189	231,787	269,318	285,491	16,173	
										% of change	6.01%

INTERSCHOLASTIC ATHLETICS

This appropriation provides support for interscholastic athletic sports. Included in this appropriation are teams in football, baseball, basketball, soccer, wrestling, track and field, cross country, tennis, gymnastics, volleyball, bowling, golf, indoor track, softball, swimming, and lacrosse. Differentials for coaches are provided per the current teacher contract. Other related expenses include the following: equipment, supplies, referees, physicians, scorekeepers, etc. \$16,500 of gate receipts from football, soccer, basketball, ice hockey and wrestling are included in the revenue section of the budget which partially offset the expenditures.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2855	150	22	4000	INTERSCH ATH - PROF SAL - HS BOYS	265,359	248,854	279,514	254,516	273,603	19,087
2855	150	22	4500	INTERSCH ATH - PROF SAL - HS GIRLS	133,131	167,166	171,670	172,076	178,715	6,639
2855	150	25	4000	INTERSCH ATH - PROF SAL - MS BOYS	13,382	20,797	24,079	32,101	32,373	272
2855	150	25	4500	INTERSCH ATH - PROF SAL - MS GIRLS	15,985	11,534	8,222	20,628	18,657	(1,971)
2855	150	40	4000	ATHLETIC DIR -PROF SAL - DW - BOYS	23,201	23,859	24,564	25,217	26,041	824
2855	150	40	4500	ATHLETIC DIR -PROF SAL - DW - GIRLS	23,201	23,859	24,564	25,217	26,041	824
150 SUBTOTAL					474,259	496,069	532,613	529,755	555,430	25,675

INTERSCHOLASTIC ATHLETICS (CONTINUED)

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
2855	160	22	4000	INTERSCH ATH - NI SALARIES - HS BOYS	31,446	31,557	31,083	33,398	40,399	7,001
2855	160	22	4500	INTERSCH ATH - NI SALARIES - HS GIRLS	24,300	23,909	26,066	25,958	33,549	7,591
2855	160	25	4000	INTERSCH ATH - NI SALARIES - MS BOYS	6,941	7,129	7,321	6,024	5,964	(60)
2855	160	25	4500	INTERSCH ATH - NI SALARIES - MS GIRLS	6,941	7,129	7,321	6,024	5,964	(60)
2855	160	40	0000	INTERSCH ATH - FACILITIES & WELLNESS COORDINATOR	36,835	38,271	39,036	39,818	41,012	1,194
2855	200	22	4000	INTERSCH ATH - EQUIPMENT BOYS	0	(15,000)	15,000	6,700	2,500	(4,200)
2855	200	22	4500	INTERSCH ATH - EQUIPMENT GIRLS	0	0	0	6,700	2,500	(4,200)
2855	406	22	4000	INTERSCH ATH - CONF/CONFERENCES/CLINICS - BOYS	0	500	0	0	0	0
2855	406	22	4500	INTERSCH ATH - CONF/CONFERENCES/CLINICS - GIRLS	0	125	0	0	0	0
2855	408	22	4000	INTERSCH ATH - TRAV/CONF/SCOUTING - BOYS	250	256	239	275	275	0
2855	408	22	4500	INTERSCH ATH - TRAV/CONF/SCOUTING- GIRLS	217	51	0	225	225	0
2855	409	22	4000	INTER ATH - FEES/CHAPER./RECOND./CHARTERS/ICE	21,424	16,709	21,833	15,150	15,150	0
2855	409	22	4500	INTERSCH ATH - FEES/CHAPER./RECOND./CHARTERS	16,983	18,947	22,410	15,275	15,275	0
2855	414	22	4000	INTERSCH ATH - STUDENT ACCIDENT INS/BOYS	5,937	5,937	7,350	7,500	7,510	10
2855	414	22	4500	INTERSCH ATH - STUDENT ACCIDENT INS/GIRLS	4,486	4,486	5,540	5,650	5,670	20
2855	449	22	4000	INTERSCH ATH - OFFICIALS, PHYSICIANS - BOYS	29,303	30,876	33,083	39,250	40,250	1,000
2855	449	22	4500	INTERSCH ATH - OFFICIALS, PHYSICIANS - GIRLS	27,201	25,052	28,116	35,550	36,550	1,000
2855	453	22	4000	INTERSCH ATH - EQUIPMENT MAINT. - BOYS	500	500	0	0	0	0
2855	453	22	4500	INTERSCH ATH - EQUIPMENT MAINT. - GIRLS	500	2,110	0	0	0	0
2855	490	22	4000	INTERSCH ATH - BOCES SERVICES - BOYS	0	0	0	0	2,655	2,655
2855	490	22	4500	INTERSCH ATH - BOCES SERVICES - GIRLS	0	0	0	0	1,750	1,750
2855	501	22	4000	INTERSCH ATH - GENERAL SUPPLIES - BOYS	25,750	24,494	28,875	24,135	24,135	0
2855	501	22	4500	INTERSCH ATH - GENERAL SUPPLIES - GIRLS	21,905	22,827	22,407	20,695	20,695	0
SUBTOTAL - INTERSCH. ATH - BOYS					441,911	415,604	492,459	464,175	491,361	27,186
SUBTOTAL - INTERSCH. ATH - GIRLS					293,268	326,331	335,834	353,907	366,097	12,190
2855	TOTAL			INTERSCHOLASTIC ATHLETICS	735,178	741,934	828,293	818,082	857,458	39,376
2899	TOTAL PUPIL SERVICES.....****				3,499,962	3,554,198	3,670,831	3,712,545	3,881,974	169,429
								% of change	4.81%	
2999	TOTAL INSTRUCTION.....*****				47,496,433	49,341,171	51,108,203	53,573,448	55,400,719	1,827,271

TRANSPORTATION

This appropriation provides for salaries, supplies and services required to provide daily home-school transportation for students who attend Guilderland Central Schools as well as for resident students who attend private elementary and secondary schools or charter schools within a 15 mile radius. Transportation services are also provided to special education students in approved private placements or BOCES within a 50 mile radius.

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
5510	160	42	1000	PUPIL TRANSPORTATION SUPERVISION TRANSPORTATION SUPERVISOR: 1.0 FTE ASSISTANT TRANSPORTATION SUPERVISOR: 1.0 FTE TRAINER / OPERATIONS COORD.: 1.0 FTE SECRETARY: 1.0 FTE	194,763	189,002	206,653	212,293	219,080	6,787
5510	160	42	0000	BUS DRIVERS, ATTENDANTS, TRAINER, DISPATCHERS PART-TIME DRIVERS: 71 RUNS (-2 RUNS) BUS ATTENDANTS: 11 RUNS (-1 RUN) DISPATCHERS: 2.0 FTE	2,373,707	2,361,006	2,363,138	2,509,604	2,511,084	1,480
5510	161	42	0000	SUBSTITUTE BUS DRIVERS & ATTENDANTS	169,649	103,456	98,317	110,000	110,000	0
5510	165	42	0000	SUMMER PROGRAMS	(6,753)	3,860	22,930	2,300	2,300	0
5510	160	43	0000	BUS GARAGE MECHANICS: FLEET SUPERVISOR: 1.0 FTE	401,769	362,182	377,525	413,272	425,481	12,209
5510	160	43	0000	6.0 FTE MECHANICS; 1.0 FTE HELPER						
160 SUBTOTAL					3,133,135	3,019,506	3,068,563	3,247,469	3,267,945	20,476

TRANSPORTATION (CONTINUED)

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
5510	200	42	0000	TRANSP - EQUIPMENT	3,000	5,835	7,253	3,000	3,000	0
5510	402	42	0000	TRANSP - ADVERTISING	2,605	3,225	3,424	2,500	2,500	0
5510	403	42	0000	TRANSP - POSTAGE	370	174	640	500	500	0
5510	406	42	0000	TRANSP - CONFERENCES	2,684	2,291	3,201	3,400	3,400	0
5510	409	42	0000	TRANSP - INSERVICE/SOFTWARE UPDATES	744	741	1,292	2,000	2,000	0
5510	414	42	0000	TRANSP - INSURANCE - PROPERTY & AUTO	84,440	108,348	104,906	114,120	99,900	(14,220)
5510	449	42	0000	TRANSP - OTHER SERVICES	34,128	122,672	40,603	75,355	70,000	(5,355)
5510	453	42	0000	TRANSP - EQUIPMENT REPAIR	53,017	62,390	38,371	55,000	50,000	(5,000)
400 SUBTOTAL					177,988	299,841	192,437	252,875	228,300	(24,575)
5510	490	42	0000	TRANSP - BOCES - 30 HOUR TRAINING COURSE	0	0	404	1,212	1,212	0
5510	501	42	0000	TRANSP - GENERAL SUPPLIES	17,142	7,793	9,479	12,000	12,000	0
5510	549	42	0000	TRANSP - SMALL TOOLS	6,656	2,802	5,250	4,300	4,300	0
5510	559	42	0000	TRANSP - AUTOBODY SUPPLIES	0	4,628	4,732	5,000	5,000	0
5510	570	42	0000	TRANSP - AUTO PARTS	97,907	97,732	85,182	102,000	100,000	(2,000)
5510	571	42	0000	TRANSP - FUEL	228,691	244,324	311,161	350,000	350,000	0
5510	572	42	0000	TRANSP - OIL & LUBE	24,018	24,327	24,983	25,000	25,000	0
5510	573	42	0000	TRANSP - TIRES	64,777	55,036	58,818	60,000	60,000	0
5510	574	42	0000	TRANSP - ANTI-FREEZE	0	0	2,057	2,000	2,000	0
5510	575	42	0000	TRANSP - BATTERIES	2,497	0	2,489	2,500	2,500	0
500 SUBTOTAL					441,688	436,642	504,151	562,800	560,800	(2,000)
5510	TOTAL TRANSPORTATION				3,755,811	3,761,824	3,772,808	4,067,356	4,061,257	(6,099)
									% of change	-0.15%

BUS GARAGE BUILDING

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
5530	160	42	0000	GARAGE - NI SALARIES-CUSTODIAN: 0.4 FTE	13,159	6,405	4,146	14,454	13,154	(1,300)
5530	200	42	0000	GARAGE - EQUIPMENT	0	0	0	0	0	0
5530	421	42	0000	GARAGE - FUEL OIL	0	0	0	0	0	0
5530	422	42	0000	GARAGE - GAS	27,705	26,437	23,744	36,000	34,000	(2,000)
5530	425	42	0000	GARAGE - ELECTRIC	49,726	49,726	47,967	53,000	51,000	(2,000)
5530	427	42	0000	GARAGE - TELEPHONE	3,777	4,219	3,775	4,150	4,150	0
5530	428	42	0000	GARAGE - SEWER/WATER	883	900	790	2,000	2,000	0
5530	454	42	0000	GARAGE - BLDG REPAIR & UPKEEP	1,864	16,273	5,959	6,000	6,000	0
5530	455	42	0000	GARAGE - BLDG EQUIPMENT REPAIR	4,778	7,227	10,395	7,500	7,500	0
5530	456	42	0000	GARAGE - GROUNDS UPKEEP	14,936	22,157	19,871	20,000	20,000	0
5530	462	42	0000	GARAGE - RUBBISH	3,264	3,843	5,000	5,000	5,000	0
400 SUBTOTAL					106,933	130,782	117,501	133,650	129,650	(4,000)
5530	501	42	0000	GARAGE - GENERAL SUPPLIES	185	426	0	1,500	1,500	0
5530	540	42	0000	GARAGE - CLEANING SUPPLIES	1,969	0	4,000	2,000	2,000	0
5530	542	42	0000	GARAGE - MOPS BROOMS	81	0	1,000	500	500	0
5530	543	42	0000	GARAGE - CUST PAPER SUPPLIES	1,110	1,000	1,000	1,000	1,000	0
5530	555	42	0000	GARAGE - BLDG REPAIR SUPPLIES	0	0	335	1,000	1,000	0
5530	560	42	0000	GARAGE - UNIFORMS	5,318	7,284	5,612	7,500	7,500	0
500 SUBTOTAL					8,663	8,710	11,947	13,500	13,500	0
5530	TOTAL			BUS GARAGE	128,755	145,897	133,594	161,604	156,304	(5,300)
									% of change	-3.28%

EMPLOYEE BENEFITS

This appropriation provides funds for the district to meet its obligation under state and federal laws dealing with teachers and civil service employees' retirement and social security benefits, as well as to provide health and life insurance benefits it has negotiated in its contracts with recognized employee bargaining associations. These benefits are:

Teacher Retirement System - 8.86% of professional salaries

NYS Employee Retirement System:

Regular Pension & Group Life Ins. = 14.39% of salaries

Social Security: 1.45% of all earnings

Social Security: 6.2% of first \$132,900 of earnings in 2019

Health Insurance: 75%-80% district share of total cost

Life Insurance - Group term insurance coverage

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
9010	800	40	0000	EMPL BEN - NYS EMPLOYEES' RETIREMENT	1,462,883	1,336,163	1,441,159	1,415,300	1,356,630	(58,670)
9020	800	40	0000	EMPL BEN - NYS TEACHER RETIREMENT	5,126,427	4,501,289	4,024,618	4,530,500	3,894,070	(636,430)
9030	800	40	0000	EMPL BEN - SOCIAL SECURITY	3,485,556	3,545,170	3,693,214	3,814,100	3,976,720	162,620
9040	800	40	0000	EMPL BEN - WORKERS' COMPENSATION INSURANCE	351,189	328,203	467,570	375,000	365,000	(10,000)
9045	800	40	0000	EMPL BEN - LIFE INSURANCE	92,756	94,950	85,570	81,080	82,480	1,400
9050	800	40	0000	EMPL BEN - UNEMPLOYMENT INSURANCE	17,977	17,700	19,902	20,000	20,000	0
9060	800	40	0000	EMPL BEN - HEALTH INSURANCE	12,967,739	14,184,030	15,337,750	16,485,190	16,132,610	(352,580)
9089	800	40	0000	EMPL BEN - OTHER BENEFITS	259,914	401,063	436,658	350,000	365,000	15,000
9098				TOTAL EMPLOYEE BENEFITS	23,764,441	24,408,568	25,506,441	27,071,170	26,192,510	(878,660)
									% of change	-3.25%

DEBT SERVICE

This appropriation represents the annual obligation for the taxpayers of the school district for principal and interest payments on the bonded indebtedness of the district resulting from capital projects approved in previous years by the voters. This indebtedness is \$39,660,921 as of 06/30/18. This code also provides appropriations for borrowing to meet payrolls and other operating obligations during the summer months before taxes are received.

SCHOOL CONSTRUCTION SERIAL BOND PRINCIPAL & INTEREST PAYMENTS:

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
9711	600	00	TOTAL	PRINCIPAL PAYMENTS	5,775,000	3,855,000	4,978,000	4,710,000	3,845,000	(865,000)
9711	700	00	TOTAL	INTEREST PAYMENTS	818,125	762,850	1,072,030	967,500	862,375	(105,125)
9711		TOTAL		DEBT PAYMENTS SERIAL BONDS	6,593,125	4,617,850	6,050,030	5,677,500	4,707,375	(970,125)
									% of change	-17.09%

SCHOOL CONSTRUCTION BOND ANTICIPATION NOTES:

9731	600	00	TOTAL	PRINCIPAL PAYMENT	0	1,706,650	0	0	0	0
9731	700	00	TOTAL	INTEREST PAYMENT	0	380,158	0	0	0	0
9731		TOTAL		DEBT PAYMENTS BOND ANTICIPATION NOTES	0	2,086,808	0	0	0	0

SCHOOL BUS PURCHASE BOND ANTICIPATION NOTES:

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
9732	600	00	TOTAL	PRINCIPAL PAYMENTS	967,060	992,380	1,067,960	1,072,100	1,093,040	20,940
9732	700	00	TOTAL	INTEREST PAYMENTS	10,314	46,571	65,367	73,617	91,231	17,614
9732		TOTAL		DEBT PAYMENTS BUS BOND ANTICIPATION NOTES	977,374	1,038,951	1,133,327	1,145,717	1,184,271	38,554
									% of change	3.37%

TAX ANTICIPATION NOTES

BUDGET ACCOUNT CODE					2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/
FUNC	OBJ	LC	PROG	DESCRIPTION	ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	DECR.
9760	700	40	0000	INTEREST ON TAX ANTICIPATION NOTES	0	0	0	0	0	0
9760		TOTAL		INTEREST PAYMENTS TAX ANTICIPATION NOTES	0	0	0	0	0	0
									% of change	#DIV/0!
9798		TOTAL		DEBT SERVICE	7,570,499	7,743,609	7,183,357	6,823,217	5,891,646	(931,571)
									% of change	-13.65%

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INTERFUND TRANSFERS

BUDGET ACCOUNT CODE				DESCRIPTION	2015-16	2016-17	2017-18	2018-19	2019-20	\$ INCR/ DECR.
FUNC	OBJ	LC	PROG		ACTUAL	ACTUAL	ACTUAL	BUDGET	BUDGET	
9901	950	40	0000	TRANSFER TO SPECIAL AID FUND	270,678	300,856	308,235	300,000	322,000	22,000
9950	900	40	0000	TRANSFER TO CAPITAL FUND	0	0	150,000	0	130,000	130,000
9998		TOTAL		INTERFUND TRANSFERS ****	270,678	300,856	458,235	300,000	452,000	152,000
				TOTAL UNDISTRIBUTED.....*****	31,605,618	32,453,033	33,148,033	34,194,387	32,536,156	(1,658,231)
		TOTAL		EXPENDITURE BUDGET	91,145,271	93,719,207	96,990,850	100,925,515	102,107,375	1,181,860
									% of change	1.17%

SUMMARY TOTALS BY MAJOR ACCOUNT GROUP

1999		TOTAL		GENERAL SUPPORT	8,003,996	7,841,908	8,487,434	8,595,580	8,942,799	347,219
2999		TOTAL		INSTRUCTION	47,496,433	49,341,171	51,108,203	53,573,448	55,400,719	1,827,271
5999		TOTAL		PUPIL TRANSPORTATION	4,039,224	4,083,095	4,247,180	4,562,100	5,227,701	665,601
9098		TOTAL		EMPLOYEE BENEFITS	23,764,441	24,408,568	25,506,441	27,071,170	26,192,510	(878,660)
9798		TOTAL		DEBT SERVICE	7,570,499	7,743,609	7,183,357	6,823,217	5,891,646	(931,571)
9998		TOTAL		INTERFUND TRANSFERS	270,678	300,856	458,235	300,000	452,000	152,000
		TOTAL		EXPENDITURE BUDGET	91,145,271	93,719,207	96,990,850	100,925,515	102,107,375	1,181,860
									% of change	1.17%

**GUILDERLAND CSD
2019-20 BUDGET**

THREE-PART BUDGET STATEMENT

Function or Account	Code	Total	Administration	Program	Capital
Board of Education	1099.0	\$43,766	\$43,766	\$0	\$0
Central Administration	1299.0	\$263,560	\$263,560	\$0	\$0
Finance	1399.0	\$720,790	\$720,790	\$0	\$0
Legal Services	1420.0	\$114,500	\$57,250	\$57,250	\$0
Personnel	1430.0	\$416,551	\$416,551	\$0	\$0
Records Management	1460.0	\$17,961	\$17,961	\$0	\$0
Public Information	1480.0	\$268,110	\$268,110	\$0	\$0
Operation of Plant	1620.0	\$3,627,037	\$172,888	\$0	\$3,454,149
Maintenance of Plant	1621.0	\$1,598,638	\$162,892	\$0	\$1,435,746
Other Central Services	1699.0	\$724,473	\$724,473	\$0	\$0
Judgements and Claims	1930.4	\$0	\$0	\$0	\$0
Refund of Taxes	1964.4	\$300,000	\$0	\$0	\$300,000
Other Special Items	1988.0	\$847,413	\$847,413	\$0	\$0
Curriculum Dev. & Supv.	2010.0	\$408,747	\$408,747	\$0	\$0
Supervision Regular School	2020.0	\$3,518,226	\$3,518,226	\$0	\$0
Supervision Special School	2040.0	\$36,600	\$36,600	\$0	\$0
Research, Evaluation, Planning	2060.0	\$31,000	\$31,000	\$0	\$0
Instruction (net of supv./research)	2999.0	\$51,406,146	\$382,599	\$51,023,547	\$0
District Transportation	5510.0	\$4,061,257	\$181,352	\$3,879,905	\$0
Purchase of Buses	5510.21	\$0	\$0	\$0	\$0
Bus Garage Building	5530.0	\$156,304	\$0	\$156,304	\$0
Contract Transportation	5540.0	\$1,010,140	\$0	\$1,010,140	\$0
Community Service	8998.0	\$0	\$0	\$0	\$0
Employee Benefits	9098.0	\$26,192,510	\$2,904,543	\$22,080,452	\$1,207,515
Debt Service	9898.0	\$5,891,646	\$0	\$0	\$5,891,646
Transfer to Capital	9950.9	\$130,000	\$0	\$0	\$130,000
Transfer to Debt	9901.9	\$322,000	\$0	\$0	\$322,000
Other Transfers	9951.0	\$0	\$0	\$0	\$0
Totals		\$102,107,375	\$11,158,721	\$78,207,598	\$12,741,056

2019-20 Property Tax Report Card

Gullerlund Central School District		Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)
Total Budgeted Amount, not including Separate Propositions		\$ 100,925,515	\$ 102,030,375
A.	Proposed Tax Levy to Support the Total Budgeted Amount ¹	\$ 72,297,457	\$ 73,281,941
B.	Tax Levy to Support Library Debt, if Applicable	\$ -	\$ -
C.	Tax Levy for Non-Excludable Propositions, if Applicable ²	\$ -	\$ -
D.	Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	\$ -	\$ -
E.	Total Proposed School Year Tax Levy (A + B + C - D)	\$ 72,297,457	\$ 73,281,941
F.	Permissible Exclusions to the School Tax Levy Limit	\$ 1,922,825	\$ 1,579,887
G.	School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	\$ 70,379,411	\$ 71,944,480
H.	Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$ 70,374,632	\$ 71,702,054
I.	Difference: (G - H); (negative value requires 60.0% voter approval) ³	\$ 4,779	\$ 242,426
Public School Enrollment		\$ 4,904	\$ 4,988
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 2017-18 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	\$ 9,207,201	\$ 9,894,557
Assigned Appropriated Fund Balance	\$ 849,500	\$ 849,500
Adjusted Unrestricted Fund Balance	\$ 4,037,021	\$ 4,082,450
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 2019-20 School Year
Capital	Capital	To pay the cost of any object or purpose for which bonds may be issued.	\$ 3,153,076	\$ 3,946,555	\$ 3,150,000
Repair	Repair	To pay the cost of repairs to capital improvements or equipment.	\$ 56,254	\$ 57,454	
Workers' Compensation	Workers' Compensation	To pay for Workers Compensation and benefits.	\$ 810,524	\$ 827,807	\$ 125,000
Unemployment Insurance	Unemployment Insurance	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$ 95,734	\$ 97,776	\$ 20,000
Reserve for Tax Reduction	N/A	For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	Reserve for Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	\$ 1,198,580	\$ 949,540	\$ 250,000
Insurance	N/A	To pay liability, casualty, and other types of uninsured losses.			
Property Loss	N/A	To establish and maintain a program of reserves to cover property loss.			
Liability	N/A	To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Tax Certiorari	To establish a reserve fund for tax certiorari settlements	\$ 354,948	\$ 362,517	
Reserve for Insurance Recoveries	N/A	To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability	Reserve for employee benefit liability	For the payment of accrued employee benefits due to employees upon termination of service.	\$ 927,857	\$ 947,642	\$ 25,000
Retirement Contribution	Retirement Contribution	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$ 3,232,577	\$ 3,301,506	
Other Reserve	Reserve for Inventory	To account for nonspendable funds at year end for materials inventory.	\$ 3,393	\$ 3,300	

GUILDERLAND CENTRAL SCHOOL DISTRICT
REQUIRED COMPENSATION INFORMATION
CHAPTER 474 OF THE LAWS OF 1996

Superintendent of Schools:

2019-20 Annual Salary: \$207,520

Annualized Cost of Benefits:
 (All district employees receive)

Mandatory TRS Contribution @ 8.86% of salary	\$18,386
District Health Insurance Contribution @ 75% *	\$22,973
Required Federal Social Security Contribution	\$11,249
Group Life Insurance; Tax Shelter Contribution	\$5,187
Total:	\$57,795

Other Compensation:

None \$0

* Superintendent contributes 25%, for a total of \$7,657 to the health insurance plan.

Assistant Superintendent for Curriculum and Instruction:

2019-20 Annual Salary: \$157,142

Annualized Cost of Benefits:
 (All district employees receive)

Mandatory TRS Contribution @ 8.86% of salary	\$13,923
District Health Insurance Contribution @ 76% *	\$20,704
Required Federal Social Security Contribution	\$10,519
Group Life Insurance; Tax Shelter Contribution	\$2,731
Total:	\$47,877

Other Compensation:

None \$0

* Assistant Superintendent for Curriculum contributes 24%, for a total of \$6,538 to the health insurance plan.

* * * * *

Assistant Superintendent for Business:

2019-20 Annual Salary: \$166,823

Annualized Cost of Benefits:
 (All district employees receive)

Mandatory TRS Contribution @ 8.86% of salary	\$14,781
District Health Insurance Contribution @ 76% *	\$20,704
Required Federal Social Security Contribution	\$10,659
Group Life Insurance; Tax Shelter Contribution	\$2,731
Total:	\$48,875

Other Compensation:

None \$0

* Assistant Superintendent for Business contributes 24%, for a total of \$6,538 to the health insurance plan.

Assistant Superintendent for Human Resources:

2019-20 Annual Salary: \$156,142

Annualized Cost of Benefits:
 (All district employees receive)

Mandatory TRS Contribution @ 8.86% of salary	\$13,834
District Health Insurance Contribution @ 76% *	\$20,704
Required Federal Social Security Contribution	\$10,504
Group Life Insurance; Tax Shelter Contribution	\$2,731
Total:	\$47,773

Other Compensation:

None \$0

* Assistant Superintendent for Human Resources contributes 24%, for a total of \$6,538 to the health insurance plan.

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

Elementary Principal	\$141,417
Director for Pupil Personnel Services	\$140,267

The New York State School Report Card Fiscal Accountability Supplement for GUILDERLAND 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	\$51,731,180	\$19,500,521
	Pupils	4,874	655
	Expenditures Per Pupil	\$10,614	\$29,772
Similar District Group	Instructional Expenditures	\$5,546,093,857	\$2,132,428,823
	Pupils	370,408	52,314
	Expenditures Per Pupil	\$14,973	\$40,762
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: Low 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	\$19,472	\$27,482	\$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 GUILDERLAND 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	506	80.96%	62.00%	58.68%
40% to 79%	42	6.72%	18.04%	11.47%
Less than 40%	42	6.72%	11.19%	19.09%
Separate Settings	33	5.28%	5.11%	5.34%
Other Settings	2	0.32%	3.66%	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	12.66%	12.53%	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: Low Need/Resource Capacity
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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: May 1, 2019Taxing Jurisdiction: Town of GuilderlandFiscal Year Beginning: 2019Total equalized value in taxing jurisdiction: \$ **\$4,447,131,439**

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)	27	\$72,462,306	1.63%
13500	Town- Generally	RPTL 406(1)	130	\$37,536,900	0.84%
13510	Town- Cemetery Land	RPTL 446	1	\$310,200	0.01%
13650	VG-Generally	RPTL 406(1)	17	\$4,925,200	0.11%
13800	School District	RPTL 408	14	\$73,316,200	1.65%
13870	Spec Dist Used for Propose Est.	RPTL 410	7	\$8,869,600	0.20%
14100	USA- Generally	RPTL 400(1)	1	\$394,600	0.01%
18020	Municipal Industrial Dev. Agency	RPTL 412-a	1	\$932,500	0.02%
21600	Res of Clergy-Relig Corp. Own	RPTL 462	8	\$4,795,700	0.11%
25110	Nonprof Corp. -Relig (Const. Pro)	RPTL 420-a	29	\$42,016,670	0.94%
25120	Nonprof Corp. -Educl (Const. Pro)	RPTL 420-a	3	\$4,066,000	0.09%
25130	Nonprof Corp-Char (Const. Pro)	RPTL 420-a	7	\$18,710,100	0.42%
25210	Nonprof Corp-Hospital	RPTL 420-a	1	\$609,700	0.01%
25230	Nonprof Corp-Moral/Mental IM	RPTL 420-a	32	\$21,358,550	0.48%
25300	Nonprof Corp-Specified Uses	RPTL 420-b	11	\$3,587,900	0.08%
25900	System Code		8	\$1,429,300	0.03%
26050	Agricultural Society	RPTL 450	14	\$12,308,500	0.28%
26100	Veterans Organization	RPTL 452	2	\$745,200	0.02%
27350	Privately Owned Cemetery Land	RPTL 446	19	\$1,854,700	0.04%
41120	Alt Vet Ex-War Period-Non-Comb	RPTL 458-a	442	\$5,304,000	0.12%
41124	Alt Vet Ex-War Period-Non-Comb	RPTL 458-a	30	\$354,900	0.00%
41130	Alt Vet Ex-War Period-Comb	RPTL 458-a	381	\$7,620,000	0.17%
41134	Alt Vet Ex-War Period-Comb	RPTL 458-a	36	\$720,000	0.02%
41140	Alt Vet Ex-War Period-Disabili	RPTL 458-a	140	\$4,637,050	0.10%
41144	Alt Vet Ex-War Period-Disabili	RPTL 458-a	18	\$425,845	0.01%
41300	Paraplegic Vets	RPTL 458(3)	1	\$232,000	0.01%
41400	Clergy	RPTL 460	11	\$16,500	0.00%
41700	Agricultural Building	RPTL 483	5	\$773,900	0.02%
41720	Agricultural District	Ag-Mkts L 305	32	\$3,103,398	0.07%
41730	Agric Land- Indiv Not in Ag Dist	Ag-Mkts L 306	20	\$1,519,381	0.03%
41800	Persons Age 65 or Older	RPTL 467	251	\$21,003,020	0.47%
41834	Enhanced Star	RPTL 425	1,577	\$108,110,950	2.43%
41854	Basic Star 1999-2000	RPTL 425	4,893	\$146,780,000	3.30%
41930	Disabilities and Limited Income	RPTL 459-c	19	\$1,474,150	0.03%
41980	Low or Moderate Income Housing	RPTL 421-e	2	\$3,354,000	0.08%
42100	Silos, Manure Storage Tanks	RPTL 483-a	1	\$1,800	0.00%
42130	Farm or Food Processing Labor	RPTL 483-d	3	\$207,600	0.00%
46450	Inc. Assn of Volunteer Fireman	RPTL 464(1)	1	\$154,100	0.00%
47200	Railroad - Partially Exempt	RPTL 489-d&dd	3	\$70,316	0.00%
47700	Fallout Shelter Facility	RPTL 479	1	\$3,000	0.00%
49500	Solar or Wind Energy System	RPTL 487	92	\$100,900	0.00%
49505	Solar or Wind Energy System	RPTL 487	28	\$6,693,500	0.15%
	Totals		8,319	\$622,890,136	14.01%

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

Amount, if any, attributed to payments in lieu of taxes: \$ _____
(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: May 1, 2019

Taxing Jurisdiction: Town of Bethlehem

Fiscal Year Beginning: 2019

Total equalized value in taxing jurisdiction: \$ 298,337,615

Table with 6 columns: 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). Rows include various exemption categories like Town- Generally, Nonprof Corp- Relig (Const. Pro), etc., ending with a Totals row.

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

Amount, if any, attributed to payments in lieu of taxes: \$
(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: May 1, 2019

Taxing Jurisdiction: Town of New Scotland

Fiscal Year Beginning: 2019

Total equalized value in taxing jurisdiction: \$ 18,755,754

Table with 6 columns: Exemption Code (Column A), Exemption Description (Column B), Statutory Authority (Column C), Number of Exemptions (Column D), Total Equalized Value (Column E), and Percentage of Value Exempted (Column F). Rows include categories like Nonprof Corp- Relig, Alt Vet Ex-War, Agricultural District, Persons Age 65 or Over, Enhanced Star, and Basic Star.

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

Amount, if any, attributed to payments in lieu of taxes: \$ (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: May 1, 2019

Taxing Jurisdiction: Town of Knox

Fiscal Year Beginning: 2019

Total equalized value in taxing jurisdiction: \$ 28,736,007

Table with 6 columns: Exemption Code (Column A), Exemption Description (Column B), Statutory Authority (Column C), Number of Exemptions (Column D), Total Equalized Value (Column E), and Percentage of Value Exempted (Column F). Rows include various exemption types like NYS- Generally, Nonprof Corp- Moral/Mental IM, Alt Vet Ex-War Period-Non-Com, etc., ending with a Totals row.

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

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

**DISTRICT
PERFORMANCE
REPORTS**

GUILDERLAND 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	4	3	4	4	4	4
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	4	4	4
Black or African American	2	2	2	–	3	4
Hispanic or Latino	3	2	3	–	4	4
Multiracial	4	3	4	–	4	4
White	4	2	3	4	4	4
English Language Learners	4	4	4	4	4	4
Students with Disabilities	4	3	4	–	3	4
Economically Disadvantaged	4	2	3	3	3	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,866	161.1	4
	Math	1,873	167.3	4
	Science	654	218.4	4
	Combined	4,393	172.3	4
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	—
	Science	1	—	—
	Combined	7	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	304	182.9	4
	Math	307	196.1	4
	Science	120	230	4
	Combined	731	196.2	4
Black or African American	ELA	70	115	2
	Math	68	123.5	2
	Science	44	180.7	2
	Combined	182	134.1	2
Hispanic or Latino	ELA	76	135.5	3
	Math	72	134	3
	Science	47	184	3
	Combined	195	146.7	3
Multiracial	ELA	70	156.4	3
	Math	68	156.6	3
	Science	43	201.2	3
	Combined	181	167.1	3
White	ELA	1,345	160.3	4
	Math	1,357	165.3	4
	Science	471	219.1	4
	Combined	3,173	171.1	4
English Language Learners	ELA	129	134.9	4
	Math	132	148.5	4
	Science	52	202.9	4
	Combined	313	151.9	4
Students with Disabilities	ELA	231	93.5	4
	Math	232	100.9	4
	Science	100	189	4
	Combined	563	113.5	4
Economically Disadvantaged	ELA	321	124.5	4 ^

Subgroup	Subject	Cohort	Index	Level
	Math	328	127.6	4
	Science	111	201.4	4
	Combined	760	137	4

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	2,055	146.3	4
	Math	2,059	152.2	4
	Science	696	205.2	4
	Combined	2,059	157.4	4
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	—
	Science	1	—	—
	Combined	3	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	304	182.9	4
	Math	307	196.1	4
	Science	120	230	4
	Combined	307	196.2	4
Black or African American	ELA	76	105.9	3
	Math	79	106.3	3
	Science	48	165.6	3
	Combined	79	120.2	3
Hispanic or Latino	ELA	85	121.2	3
	Math	85	113.5	3
	Science	52	166.3	3
	Combined	85	128.8	3
Multiracial	ELA	78	140.4	4
	Math	77	138.3	4
	Science	49	176.5	4
	Combined	77	148.3	4
White	ELA	1,522	141.6	4
	Math	1,522	147.4	4
	Science	513	201.2	4
	Combined	1,522	152.7	4
English Language Learners	ELA	129	134.9	4
	Math	132	148.5	4
	Science	54	195.4	4
	Combined	132	151	4
Students with Disabilities	ELA	325	66.5	4
	Math	325	72	4
	Science	126	150	4
	Combined	325	82.3	4
Economically Disadvantaged	ELA	393	101.7	4 ^

Subgroup	Subject	Cohort	Index	Level
	Math	398	105.2	4
	Science	121	184.7	4
	Combined	398	114.2	4

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	384,599	7,633	50.4	3
American Indian or Alaska Native	–	10	–	–
Asian or Native Hawaiian/Other Pacific Islander	66,039	1,204	54.8	4
Black or African American	14,166	285	49.7	2
Hispanic or Latino	14,906	308	48.4	2
Multiracial	13,095	251	52.2	3
White	275,796	5,575	49.5	2
English Language Learners	13,265	237	56	4
Students with Disabilities	45,365	847	53.6	3
Economically Disadvantaged	58,019	1,192	48.7	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	138	45%	57%	1.3	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	92	43%	55%	1.3	4
Black or African American	4	–	–	–	–
Hispanic or Latino	6	–	–	–	–
Multiracial	3	–	–	–	–
White	33	56%	70%	1.3	4
English Language Learners	138	45%	57%	1.3	4
Students with Disabilities	17	–	–	–	–
Economically Disadvantaged	46	47%	51%	1.1	3

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	122.9	2,055	146.3	126%	100.7%	117.3	158.7	200	4	4
	Math	133.7	2,059	152.2	136.4%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	–	3	–	–	–	–	–	–	–	–
	Math	–	3	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	158.5	304	182.9	160.2%	155.1%	162.6	181.3	200	4	4
	Math	177	307	196.1	177.9%	173%	177.5	188.8	200	4	4
Black or African American	ELA	89.7	76	105.9	94.1%	93.9%	111.6	155.8	200	3	3
	Math	80.1	79	106.3	84.9%	83.1%	102.6	151.3	200	4	3
Hispanic or Latino	ELA	89.5	85	121.2	93.9%	90.8%	109	154.5	200	4	4
	Math	96.5	85	113.5	100.6%	87%	105.8	152.9	200	4	4
Multiracial	ELA	125	78	140.4	128%	97.6%	114.6	157.3	200	4	4
	Math	129.4	77	138.3	132.2%	99.3%	116.1	158.1	200	4	4
White	ELA	119.4	1,522	141.6	122.6%	98%	115	157.5	200	4	4
	Math	130.4	1,522	147.4	133.2%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	91.1	129	134.9	95.5%	60.8%	84	142	200	4	4
	Math	126.1	132	148.5	129.1%	77.9%	98.2	149.1	200	4	4
Students with Disabilities	ELA	55.2	325	66.5	61%	54.4%	78.6	139.3	200	3	3
	Math	60.5	325	72	66.1%	54.4%	78.6	139.3	200	3	3
Economically Disadvantaged	ELA	76.8	393	101.7	81.7%	90.7%	108.9	154.5	200	3	3
	Math	87.4	398	105.2	91.9%	89.4%	107.8	153.9	200	3	3

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	6.2	2,973	182	6.1%	6.2%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	—	4	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	487	28	5.7%	6.9%	8.3%	7.7%	6.4%	5%	4
Black or African American	3.9	114	8	7%	3.9%	20.8%	18.2%	11.6%	5%	4
Hispanic or Latino	6.5	126	10	7.9%	6.4%	20.4%	17.8%	11.4%	5%	4
Multiracial	7.5	113	4	3.5%	7.4%	17%	15%	10%	5%	4
White	6.1	2,131	132	6.2%	6.1%	10.7%	9.7%	7.4%	5%	4
English Language Learners	6.6	163	11	6.7%	6.5%	18.1%	15.9%	10.5%	5%	4
Students with Disabilities	9	381	44	11.5%	8.8%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	12.1	615	69	11.2%	11.8%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	4,440	83.8%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	323	97.2%
Black or African American	X	172	85.5%
Hispanic or Latino	X	184	84.2%
Multiracial	X	154	84.4%
White	X	3,294	81.1%
English Language Learners	X	149	89.3%
Students with Disabilities	X	674	65.9%
Economically Disadvantaged	X	875	74.7%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	4,440	84.3%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	324	98.8%
Black or African American	X	172	82.6%
Hispanic or Latino	X	184	81.5%
Multiracial	X	153	81.1%
White	X	3,295	82%
English Language Learners	✓	83	96.4%
Students with Disabilities	X	676	64.8%
Economically Disadvantaged	X	873	76.3%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	3
Grade 5	1
Grade 6	2
Grade 7	3
Grade 8	1

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	4	4	–	3	4	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4	4	4
Black or African American	2	3	3	–	3	4	4
Hispanic or Latino	3	3	3	–	–	4	–
Multiracial	3	2	3	–	–	3	–
White	4	4	4	–	3	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	3	4	–	3	4	4
Economically Disadvantaged	3	2	3	–	1	4	4

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	410	216.8	206	4
	Math	410	169.4	206	4
	Science	410	228.3	206	4
	Social Studies	410	238.9	206	4
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	52	235.6	232.8	4
	Math	52	218.3	232.8	4
	Science	52	243.3	232.8	4
	Social Studies	52	247.1	232.8	4
Black or African American	ELA	34	191.2	173.9	2
	Math	34	122.1	173.9	2
	Science	34	201.5	173.9	2
	Social Studies	34	222.1	173.9	2
Hispanic or Latino	ELA	26	213.5	198.7	3
	Math	26	161.5	198.7	3
	Science	26	211.5	198.7	3
	Social Studies	26	240.4	198.7	3
Multiracial	ELA	19	218.4	195.9	3
	Math	19	139.5	195.9	3
	Science	19	221.1	195.9	3
	Social Studies	19	247.4	195.9	3
White	ELA	318	214.9	203.8	4
	Math	318	165.3	203.8	4
	Science	318	228.3	203.8	4
	Social Studies	318	236.9	203.8	4
English Language Learners	ELA	2	–	–	–
	Math	2	–	–	–
	Science	2	–	–	–
	Social Studies	2	–	–	–
Students with Disabilities	ELA	56	150	151	4
	Math	56	106.3	151	4
	Science	56	188.4	151	4
	Social Studies	56	213.4	151	4
Economically Disadvantaged	ELA	59	168.6	167.9	3 ^

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	59	122.9	167.9	3
	Science	59	205.1	167.9	3
	Social Studies	59	226.3	167.9	3

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	93.2%	420	93.6%	93.3%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	95.1%	423	94.6%	95.1%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	95.1%	426	95.3%	95.2%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	93.9%	38	100%	93.9%	88%	89.2%	92.1%	95%	4	4
	5-Year	96.9%	33	93.9%	96%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	100%	64	96.9%	97%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	89.4%	37	86.5%	89.6%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	87.5%	47	89.4%	87.8%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	85.2%	40	90%	85.7%	76%	79.5%	88.3%	97%	4	4
Hispanic or Latino	4-Year	87.5%	28	89.3%	87.8%	72.2%	76%	85.5%	95%	4	4
	5-Year	90.5%	24	91.7%	90.7%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	93.3%	21	90.5%	93.4%	75.2%	78.8%	87.9%	97%	4	4
Multiracial	4-Year	87.5%	20	85%	87.8%	83.2%	85.2%	90.1%	95%	2	2
	5-Year	—	—	—	—	—	—	—	—	—	2
	6-Year	—	—	—	—	—	—	—	—	—	2
White	4-Year	94%	338	93.5%	94%	90%	90.8%	92.9%	95%	4	4
	5-Year	95.8%	349	95.4%	95.8%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	95%	353	95.8%	95.1%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—
	6-Year	—	6	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	67.6%	66	71.2%	68.7%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	77.2%	69	72.5%	78%	61.6%	67.4%	81.7%	96%	3	4
	6-Year	71%	79	78.5%	72%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	80.9%	71	85.9%	81.5%	76.1%	79.2%	87.1%	95%	4	3
	5-Year	84.2%	70	81.4%	84.7%	79.7%	82.4%	89.2%	96%	2	3
	6-Year	90.6%	58	84.5%	90.9%	80%	82.8%	89.9%	97%	3	3

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	2	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	8	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

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	223.4	410	216.8	215%	189.4%	193.6	204.3	215	4	3
	Math	178.6	410	169.4	179.5%	149.1%	157.6	178.8	200	3	3
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	234.2	52	235.6	215%	208.7%	209.7	212.4	215	4	4
	Math	206.6	52	218.3	200%	191%	192.5	196.3	200	4	4
Black or African American	ELA	180.6	34	191.2	182%	160.4%	169.5	192.3	215	4	3
	Math	133.3	34	122.1	136%	112.9%	127.4	163.7	200	2	3
Hispanic or Latino	ELA	—	26	—	—	—	—	—	—	—	—
	Math	—	26	—	—	—	—	—	—	—	—
Multiracial	ELA	—	19	—	—	—	—	—	—	—	—
	Math	—	19	—	—	—	—	—	—	—	—
White	ELA	224.7	318	214.9	215%	207.8%	209	212	215	4	3
	Math	180.2	318	165.3	181%	166.4%	172	186	200	2*	3*
English Language Learners	ELA	—	2	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	147.6	56	150	150.3%	116.3%	132.8	173.9	215	3	3
	Math	97.6	56	106.3	101.7%	86%	105	152.5	200	4	3
Economically Disadvantaged	ELA	194.7	59	168.6	195.5%	168.8%	176.5	195.8	215	1	1
	Math	136.4	59	122.9	138.9%	127.9%	139.9	170	200	2*	1

*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	11.1	1,592	163	10.2%	10.9%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4.6	181	12	6.6%	4.6%	14.4%	12.8%	8.9%	5%	4
Black or African American	14.9	72	8	11.1%	14.5%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	19	62	8	12.9%	18.4%	32.8%	28.2%	16.6%	5%	4
Multiracial	16	49	8	16.3%	15.6%	23.9%	20.8%	12.9%	5%	3
White	11.2	1,226	127	10.4%	11%	16.1%	14.3%	9.7%	5%	4
English Language Learners	—	28	—	—	—	—	—	—	—	—
Students with Disabilities	18.6	250	41	16.4%	18.1%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	25.5	286	58	20.3%	24.7%	31.3%	26.9%	16%	5%	4

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	158.4	178.3	159.1	128.2	136	155.5	175	4
American Indian or Alaska Native	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	181.6	196.2	175	153.2	156.8	165.9	175	4
Black or African American	129.7	150	131.5	98	110.8	142.9	175	4
Hispanic or Latino	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—
White	159	174.9	159.6	148.6	153	164	175	4
Students with Disabilities	84.5	116	88.1	72.2	89.3	132.2	175	4
Economically Disadvantaged	126.8	141.4	128.7	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	417	0	351	1	39	2
American Indian or Alaska Native	1	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	0	51	0	0	0
Black or African American	35	0	21	0	10	1
Hispanic or Latino	28	0	—	—	—	—
Multiracial	20	0	—	—	—	—
White	325	0	266	0	36	1
Students with Disabilities	50	0	19	0	19	2
Economically Disadvantaged	64	0	38	0	14	1

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	423	98.6%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	53	100%
Black or African American	–	21	–
Hispanic or Latino	–	11	–
Multiracial	–	11	–
White	✓	326	99.1%
English Language Learners	–	1	–
Students with Disabilities	✗	107	87.9%
Economically Disadvantaged	✓	138	94.9%

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	423	98.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	53	100%
Black or African American	–	21	–
Hispanic or Latino	–	11	–
Multiracial	–	11	–
White	✓	326	99.1%
English Language Learners	–	1	–
Students with Disabilities	✗	107	88.8%
Economically Disadvantaged	✓	138	94.9%

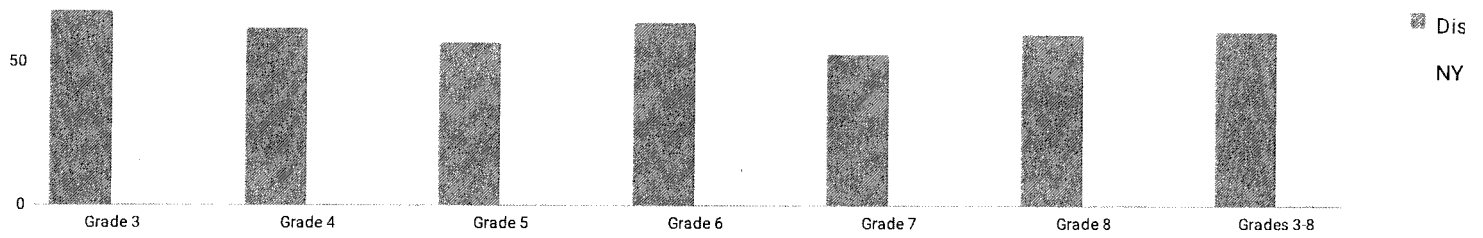
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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.

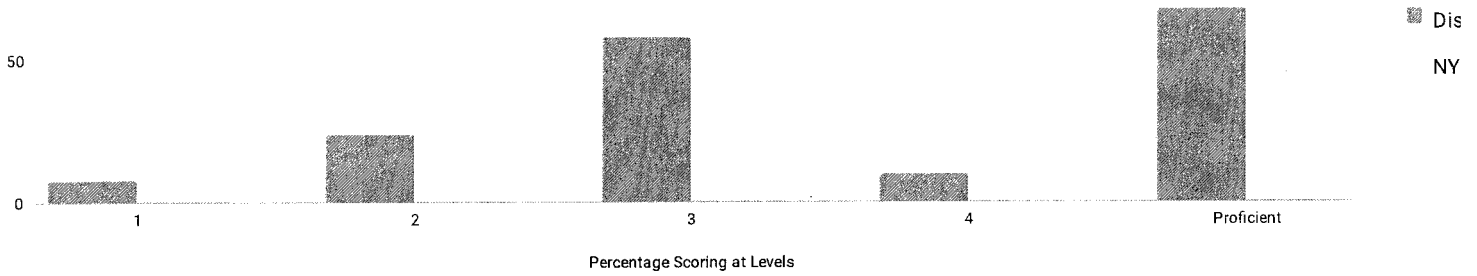
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	47	333	26	8%	81	24%	192	58%	34
Grade 4	55	296	27	9%	85	29%	103	35%	81	27%	184	62%
Grade 5	52	299	50	17%	78	26%	95	32%	76	25%	171	57%
Grade 6	55	312	47	15%	65	21%	99	32%	101	32%	200	64%
Grade 7	59	316	51	16%	98	31%	117	37%	50	16%	167	53%
Grade 8	80	319	34	11%	93	29%	95	30%	97	30%	192	60%
Grades 3-8	348	1,875	235	13%	500	27%	701	37%	439	23%	1,140	61%

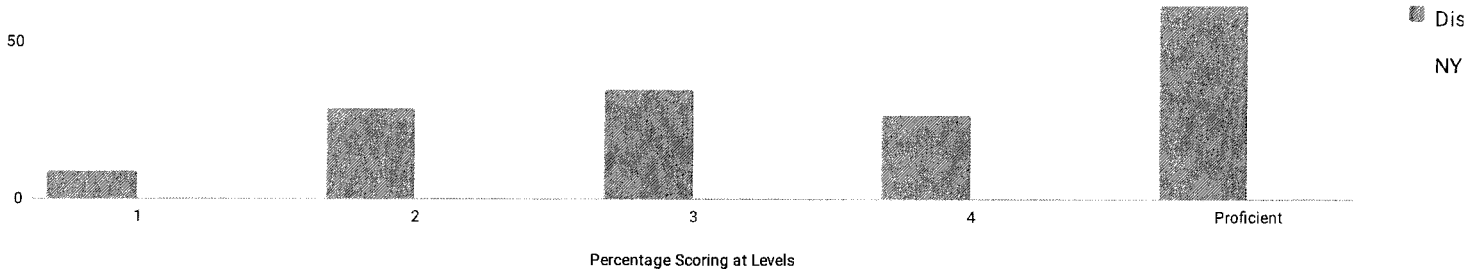
GRADE 3 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	47	333	26	8%	81	24%	192	58%	34	10%	226	68%
General Education	28	304	16	5%	67	22%	187	62%	34	11%	221	73%
Students with Disabilities	19	29	10	34%	14	48%	5	17%	0	0%	5	17%
Asian or Native Hawaiian/Other Pacific Islander	3	58	2	3%	9	16%	41	71%	6	10%	47	81%
Black or African American	3	15	2	13%	6	40%	6	40%	1	7%	7	47%
Hispanic or Latino	3	16	1	6%	6	38%	9	56%	0	0%	9	56%
White	36	229	18	8%	58	25%	127	55%	26	11%	153	67%
Multiracial	2	15	3	20%	2	13%	9	60%	1	7%	10	67%
Female	13	175	9	5%	39	22%	105	60%	22	13%	127	73%
Male	34	158	17	11%	42	27%	87	55%	12	8%	99	63%
English Language Learners	6	28	3	11%	9	32%	16	57%	0	0%	16	57%
Non-English Language Learners	41	305	23	8%	72	24%	176	58%	34	11%	210	69%
Economically Disadvantaged	17	63	10	16%	21	33%	29	46%	3	5%	32	51%
Not Economically Disadvantaged	30	270	16	6%	60	22%	163	60%	31	11%	194	72%
Not Migrant	47	333	26	8%	81	24%	192	58%	34	10%	226	68%
Not Homeless	47	333	26	8%	81	24%	192	58%	34	10%	226	68%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	332	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	47	333	26	8%	81	24%	192	58%	34	10%	226	68%

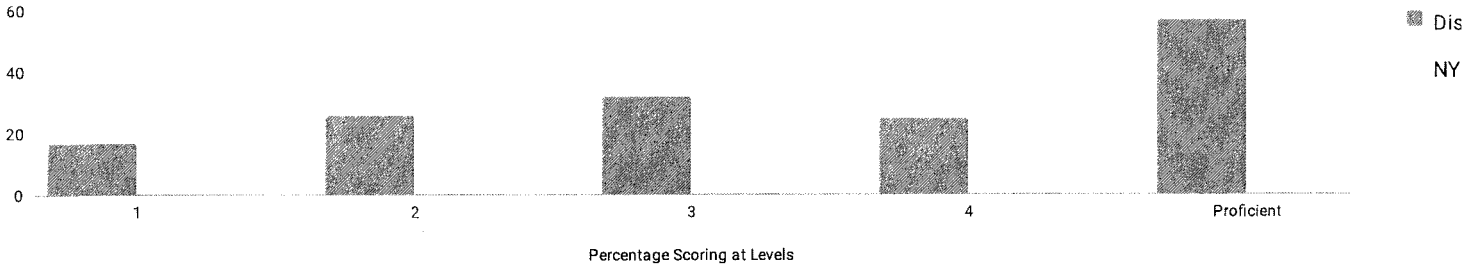
GRADE 4 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	55	296	27	9%	85	29%	103	35%	81	27%	184	62%
General Education	26	266	15	6%	72	27%	98	37%	81	30%	179	67%
Students with Disabilities	29	30	12	40%	13	43%	5	17%	0	0%	5	17%
Asian or Native Hawaiian/Other Pacific Islander	5	63	6	10%	14	22%	22	35%	21	33%	43	68%
Black or African American	3	15	5	33%	5	33%	4	27%	1	7%	5	33%
Hispanic or Latino	2	10	1	10%	3	30%	4	40%	2	20%	6	60%
White	44	200	14	7%	62	31%	71	36%	53	27%	124	62%
Multiracial	1	8	1	13%	1	13%	2	25%	4	50%	6	75%
Female	19	134	5	4%	34	25%	50	37%	45	34%	95	71%
Male	36	162	22	14%	51	31%	53	33%	36	22%	89	55%
English Language Learners	3	17	6	35%	10	59%	1	6%	0	0%	1	6%
Non-English Language Learners	52	279	21	8%	75	27%	102	37%	81	29%	183	66%
Economically Disadvantaged	21	50	6	12%	25	50%	11	22%	8	16%	19	38%
Not Economically Disadvantaged	34	246	21	9%	60	24%	92	37%	73	30%	165	67%
Not Migrant	55	296	27	9%	85	29%	103	35%	81	27%	184	62%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	295	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	295	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	—	2	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	—	294	—	—	—	—	—	—	—	—	—	—

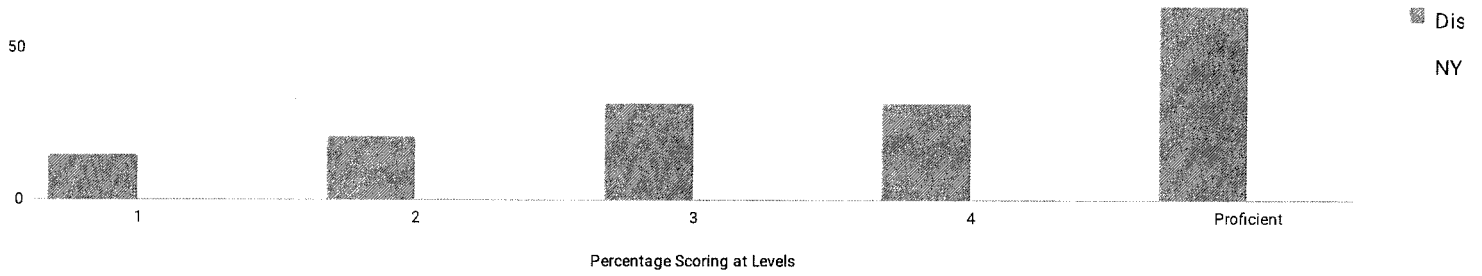
GRADE 5 ELA RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	52	299	50	17%	78	26%	95	32%	76	25%	171	57%
General Education	27	273	33	12%	73	27%	92	34%	75	27%	167	61%
Students with Disabilities	25	26	17	65%	5	19%	3	12%	1	4%	4	15%
Asian or Native Hawaiian/Other Pacific Islander	4	30	1	3%	8	27%	8	27%	13	43%	21	70%
Black or African American	1	8	4	50%	2	25%	2	25%	0	0%	2	25%
Hispanic or Latino	3	13	2	15%	4	31%	5	38%	2	15%	7	54%
White	41	233	41	18%	58	25%	76	33%	58	25%	134	58%
Multiracial	3	15	2	13%	6	40%	4	27%	3	20%	7	47%
Female	29	146	19	13%	37	25%	50	34%	40	27%	90	62%
Male	23	153	31	20%	41	27%	45	29%	36	24%	81	53%
English Language Learners	3	6	5	83%	0	0%	1	17%	0	0%	1	17%
Non-English Language Learners	49	293	45	15%	78	27%	94	32%	76	26%	170	58%
Economically Disadvantaged	18	55	22	40%	14	25%	14	25%	5	9%	19	35%
Not Economically Disadvantaged	34	244	28	11%	64	26%	81	33%	71	29%	152	62%
Not Migrant	52	299	50	17%	78	26%	95	32%	76	25%	171	57%
Not Homeless	52	299	50	17%	78	26%	95	32%	76	25%	171	57%
Not in Foster Care	52	299	50	17%	78	26%	95	32%	76	25%	171	57%
Parent Not in Armed Forces	52	299	50	17%	78	26%	95	32%	76	25%	171	57%

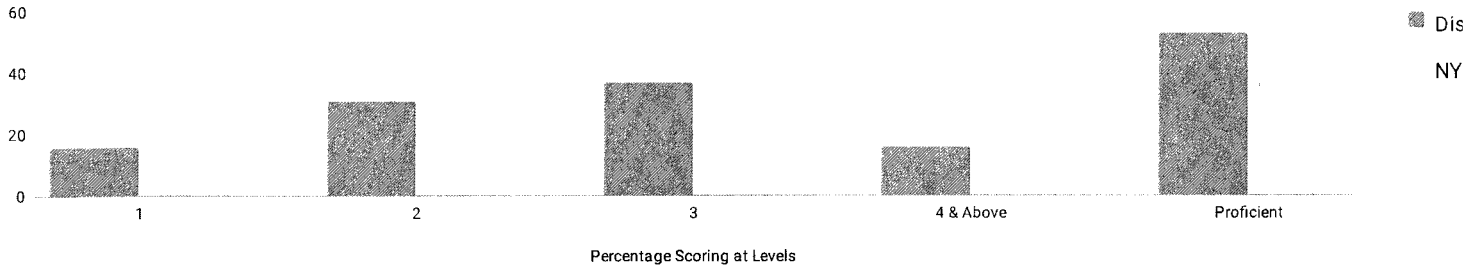
GRADE 6 ELA RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	55	312	47	15%	65	21%	99	32%	101	32%	200	64%
General Education	35	280	31	11%	56	20%	93	33%	100	36%	193	69%
Students with Disabilities	20	32	16	50%	9	28%	6	19%	1	3%	7	22%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	49	5	10%	9	18%	15	31%	20	41%	35	71%
Black or African American	0	16	5	31%	5	31%	4	25%	2	13%	6	38%
Hispanic or Latino	3	10	3	30%	1	10%	5	50%	1	10%	6	60%
White	48	227	33	15%	47	21%	73	32%	74	33%	147	65%
Multiracial	—	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	1	10%	3	30%	2	20%	4	40%	6	60%
Female	23	162	19	12%	27	17%	57	35%	59	36%	116	72%
Male	32	150	28	19%	38	25%	42	28%	42	28%	84	56%
English Language Learners	2	7	4	57%	1	14%	2	29%	0	0%	2	29%
Non-English Language Learners	53	305	43	14%	64	21%	97	32%	101	33%	198	65%
Economically Disadvantaged	19	53	21	40%	13	25%	11	21%	8	15%	19	36%
Not Economically Disadvantaged	36	259	26	10%	52	20%	88	34%	93	36%	181	70%
Not Migrant	55	312	47	15%	65	21%	99	32%	101	32%	200	64%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	311	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	310	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	55	312	47	15%	65	21%	99	32%	101	32%	200	64%

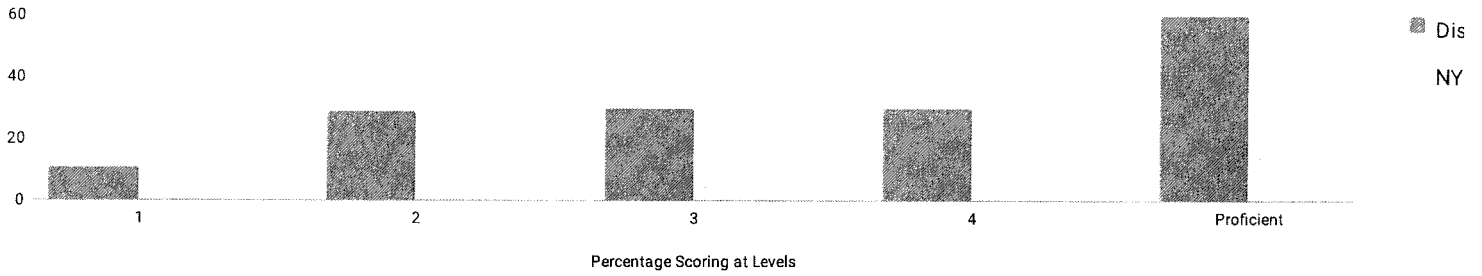
GRADE 7 ELA RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	59	316	51	16%	98	31%	117	37%	50	16%	167	53%
General Education	37	285	29	10%	91	32%	115	40%	50	18%	165	58%
Students with Disabilities	22	31	22	71%	7	23%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	1	51	4	8%	9	18%	28	55%	10	20%	38	75%
Black or African American	5	15	3	20%	6	40%	5	33%	1	7%	6	40%
Hispanic or Latino	3	21	5	24%	8	38%	6	29%	2	10%	8	38%
White	50	219	38	17%	72	33%	74	34%	35	16%	109	50%
Multiracial	0	10	1	10%	3	30%	4	40%	2	20%	6	60%
Female	28	167	19	11%	43	26%	71	43%	34	20%	105	63%
Male	31	149	32	21%	55	37%	46	31%	16	11%	62	42%
English Language Learners	3	5	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learners	56	311	47	15%	97	31%	117	38%	50	16%	167	54%
Economically Disadvantaged	27	61	19	31%	18	30%	21	34%	3	5%	24	39%
Not Economically Disadvantaged	32	255	32	13%	80	31%	96	38%	47	18%	143	56%
Not Migrant	59	316	51	16%	98	31%	117	37%	50	16%	167	53%
Not Homeless	57	316	51	16%	98	31%	117	37%	50	16%	167	53%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	315	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	59	316	51	16%	98	31%	117	37%	50	16%	167	53%

GRADE 8 ELA RESULTS

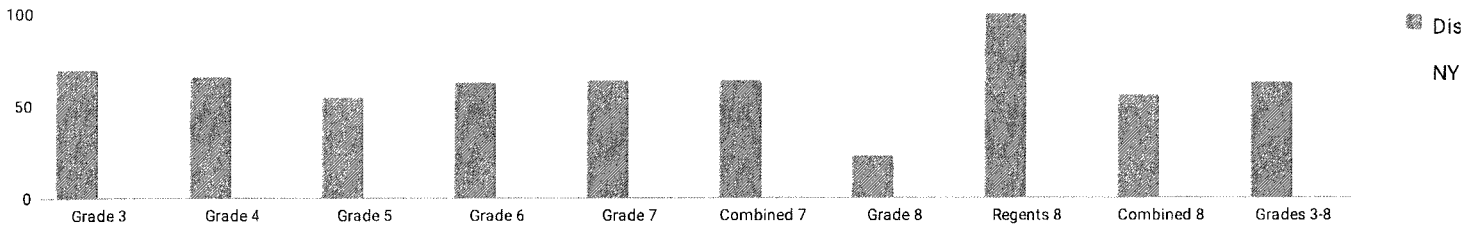


MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	80	319	34	11%	93	29%	95	30%	97	30%	192	60%
General Education	56	275	23	8%	67	24%	89	32%	96	35%	185	67%
Students with Disabilities	24	44	11	25%	26	59%	6	14%	1	2%	7	16%
Asian or Native Hawaiian/Other Pacific Islander	2	55	3	5%	12	22%	16	29%	24	44%	40	73%
Black or African American	2	7	3	43%	1	14%	1	14%	2	29%	3	43%
Hispanic or Latino	3	7	2	29%	4	57%	1	14%	0	0%	1	14%
White	69	237	25	11%	71	30%	72	30%	69	29%	141	59%
Multiracial	4	13	1	8%	5	38%	5	38%	2	15%	7	54%
Female	44	158	2	1%	37	23%	57	36%	62	39%	119	75%
Male	36	161	32	20%	56	35%	38	24%	35	22%	73	45%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	317	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	42	10	24%	9	21%	13	31%	10	24%	23	55%
Not Economically Disadvantaged	57	277	24	9%	84	30%	82	30%	87	31%	169	61%
Not Migrant	80	319	34	11%	93	29%	95	30%	97	30%	192	60%
Not Homeless	79	319	34	11%	93	29%	95	30%	97	30%	192	60%
Not in Foster Care	80	319	34	11%	93	29%	95	30%	97	30%	192	60%
Parent Not in Armed Forces	80	319	34	11%	93	29%	95	30%	97	30%	192	60%

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

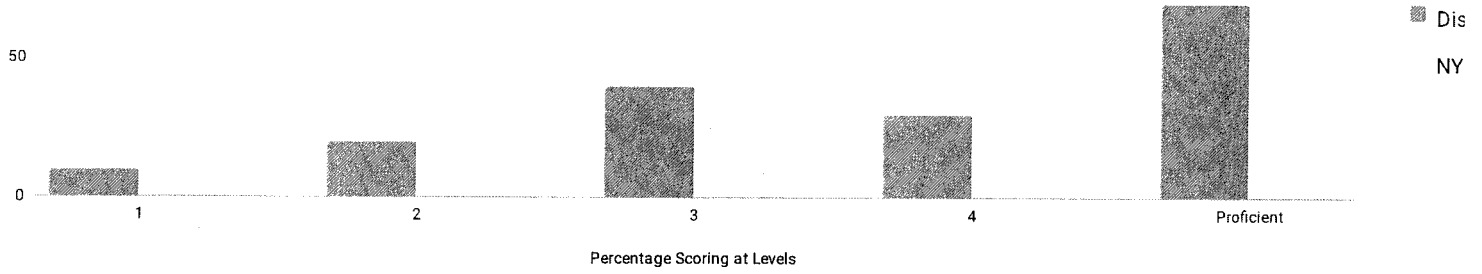
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
			Grade 3	38	343	35	10%	67	20%	138	40%	103
Grade 4	44	307	32	10%	71	23%	107	35%	97	32%	204	66%
Grade 5	48	303	49	16%	87	29%	83	27%	84	28%	167	55%
Grade 6	59	307	41	13%	73	24%	94	31%	99	32%	193	63%
Grade 7	64	311	45	14%	68	22%	122	39%	76	24%	198	64%
Combined 7	64	311	45	14%	68	22%	122	39%	76	24%	198	64%
Grade 8	214	185	36	19%	106	57%	35	19%	8	4%	43	23%
Regents 8	—	138	0	0%	0	0%	1	1%	137	99%	138	100%
Combined 8	214	323	36	11%	106	33%	36	11%	145	45%	181	56%
Grades 3-8	467	1,894	238	13%	472	25%	580	31%	604	32%	1,184	63%

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.

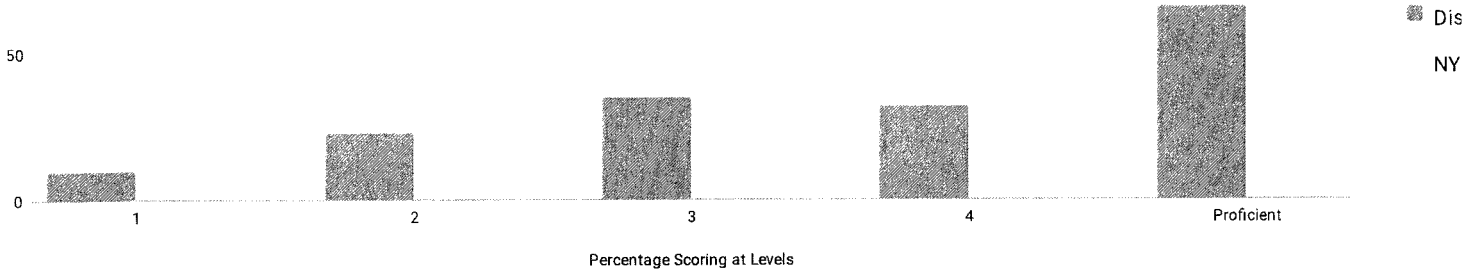
GRADE 3 MATH RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	38	343	35	10%	67	20%	138	40%	103	30%	241	70%
General Education	20	313	24	8%	56	18%	132	42%	101	32%	233	74%
Students with Disabilities	18	30	11	37%	11	37%	6	20%	2	7%	8	27%
Asian or Native Hawaiian/Other Pacific Islander	0	62	1	2%	5	8%	27	44%	29	47%	56	90%
Black or African American	2	16	4	25%	3	19%	6	38%	3	19%	9	56%
Hispanic or Latino	3	16	5	31%	3	19%	6	38%	2	13%	8	50%
White	31	234	25	11%	53	23%	90	38%	66	28%	156	67%
Multiracial	2	15	0	0%	3	20%	9	60%	3	20%	12	80%
Female	12	176	20	11%	35	20%	67	38%	54	31%	121	69%
Male	26	167	15	9%	32	19%	71	43%	49	29%	120	72%
English Language Learners	1	33	3	9%	6	18%	16	48%	8	24%	24	73%
Non-English Language Learners	37	310	32	10%	61	20%	122	39%	95	31%	217	70%
Economically Disadvantaged	13	67	15	22%	21	31%	20	30%	11	16%	31	46%
Not Economically Disadvantaged	25	276	20	7%	46	17%	118	43%	92	33%	210	76%
Not Migrant	38	343	35	10%	67	20%	138	40%	103	30%	241	70%
Not Homeless	38	343	35	10%	67	20%	138	40%	103	30%	241	70%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	342	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	38	343	35	10%	67	20%	138	40%	103	30%	241	70%

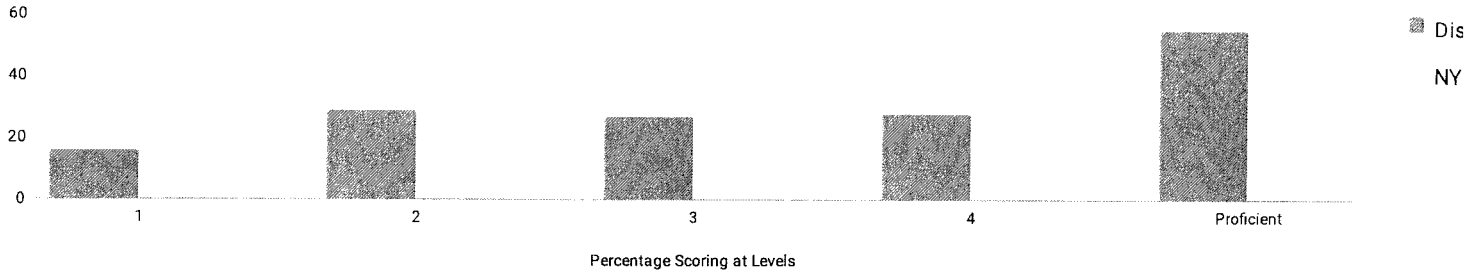
GRADE 4 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	44	307	32	10%	71	23%	107	35%	97	32%	204	66%
General Education	17	275	19	7%	60	22%	99	36%	97	35%	196	71%
Students with Disabilities	27	32	13	41%	11	34%	8	25%	0	0%	8	25%
Asian or Native Hawaiian/Other Pacific Islander	3	65	4	6%	15	23%	19	29%	27	42%	46	71%
Black or African American	2	16	5	31%	8	50%	2	13%	1	6%	3	19%
Hispanic or Latino	2	10	3	30%	1	10%	5	50%	1	10%	6	60%
White	36	208	20	10%	45	22%	80	38%	63	30%	143	69%
Multiracial	1	8	0	0%	2	25%	1	13%	5	63%	6	75%
Female	15	139	11	8%	33	24%	48	35%	47	34%	95	68%
Male	29	168	21	13%	38	23%	59	35%	50	30%	109	65%
English Language Learners	1	19	6	32%	9	47%	3	16%	1	5%	4	21%
Non-English Language Learners	43	288	26	9%	62	22%	104	36%	96	33%	200	69%
Economically Disadvantaged	16	55	16	29%	16	29%	16	29%	7	13%	23	42%
Not Economically Disadvantaged	28	252	16	6%	55	22%	91	36%	90	36%	181	72%
Not Migrant	44	307	32	10%	71	23%	107	35%	97	32%	204	66%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	306	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	43	307	32	10%	71	23%	107	35%	97	32%	204	66%
Parent in Armed Forces	—	2	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	—	305	—	—	—	—	—	—	—	—	—	—

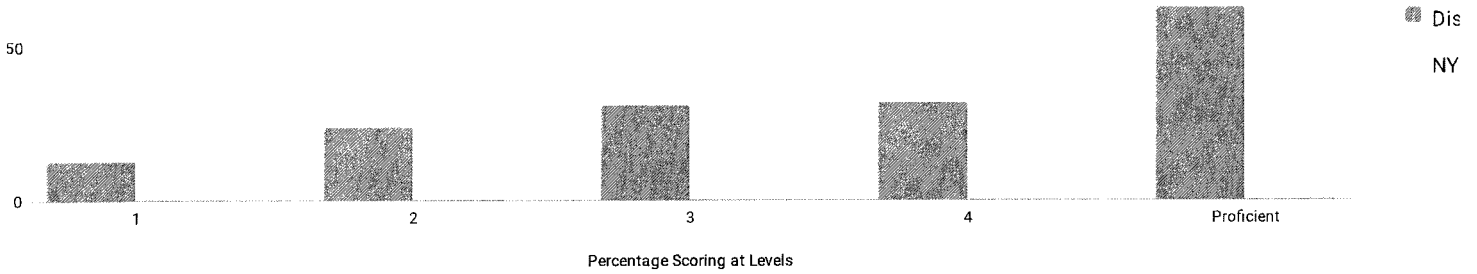
GRADE 5 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	48	303	49	16%	87	29%	83	27%	84	28%	167	55%
General Education	25	275	35	13%	77	28%	80	29%	83	30%	163	59%
Students with Disabilities	23	28	14	50%	10	36%	3	11%	1	4%	4	14%
Asian or Native Hawaiian/Other Pacific Islander	1	33	2	6%	10	30%	5	15%	16	48%	21	64%
Black or African American	1	8	2	25%	4	50%	1	13%	1	13%	2	25%
Hispanic or Latino	3	13	3	23%	5	38%	4	31%	1	8%	5	38%
White	41	233	39	17%	63	27%	68	29%	63	27%	131	56%
Multiracial	2	16	3	19%	5	31%	5	31%	3	19%	8	50%
Female	26	149	31	21%	44	30%	37	25%	37	25%	74	50%
Male	22	154	18	12%	43	28%	46	30%	47	31%	93	60%
English Language Learners	1	8	4	50%	4	50%	0	0%	0	0%	0	0%
Non-English Language Learners	47	295	45	15%	83	28%	83	28%	84	28%	167	57%
Economically Disadvantaged	17	56	18	32%	18	32%	12	21%	8	14%	20	36%
Not Economically Disadvantaged	31	247	31	13%	69	28%	71	29%	76	31%	147	60%
Not Migrant	48	303	49	16%	87	29%	83	27%	84	28%	167	55%
Not Homeless	48	303	49	16%	87	29%	83	27%	84	28%	167	55%
Not in Foster Care	48	303	49	16%	87	29%	83	27%	84	28%	167	55%
Parent Not in Armed Forces	48	303	49	16%	87	29%	83	27%	84	28%	167	55%

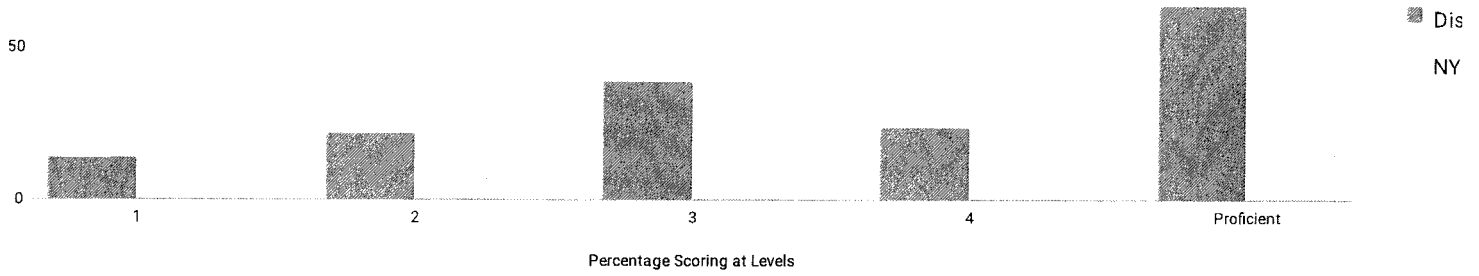
GRADE 6 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	59	307	41	13%	73	24%	94	31%	99	32%	193	63%
General Education	40	274	25	9%	62	23%	88	32%	99	36%	187	68%
Students with Disabilities	19	33	16	48%	11	33%	6	18%	0	0%	6	18%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	48	5	10%	9	19%	10	21%	24	50%	34	71%
Black or African American	2	14	3	21%	6	43%	1	7%	4	29%	5	36%
Hispanic or Latino	—	9	—	—	—	—	—	—	—	—	—	—
White	49	225	27	12%	53	24%	78	35%	67	30%	145	64%
Multiracial	1	10	4	40%	2	20%	2	20%	2	20%	4	40%
Small Group Total	4	10	2	20%	3	30%	3	30%	2	20%	5	50%
Female	30	155	23	15%	33	21%	49	32%	50	32%	99	64%
Male	29	152	18	12%	40	26%	45	30%	49	32%	94	62%
English Language Learners	1	8	2	25%	3	38%	2	25%	1	13%	3	38%
Non-English Language Learners	58	299	39	13%	70	23%	92	31%	98	33%	190	64%
Economically Disadvantaged	17	54	16	30%	22	41%	9	17%	7	13%	16	30%
Not Economically Disadvantaged	42	253	25	10%	51	20%	85	34%	92	36%	177	70%
Not Migrant	59	307	41	13%	73	24%	94	31%	99	32%	193	63%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	306	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	305	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	59	307	41	13%	73	24%	94	31%	99	32%	193	63%

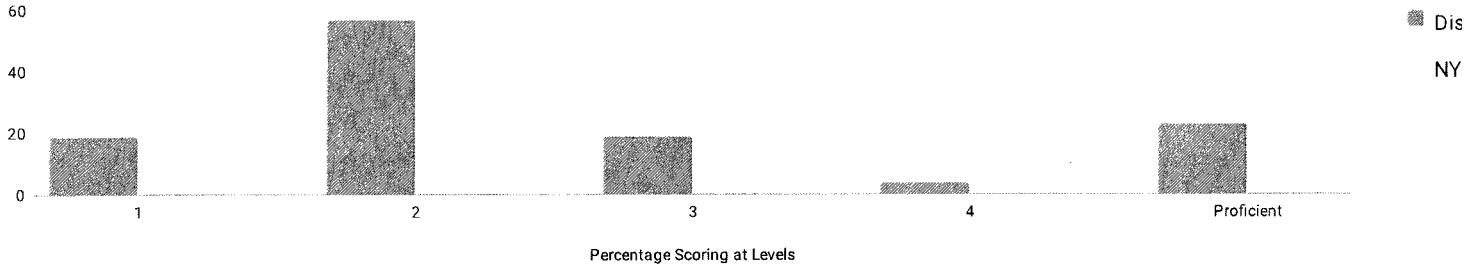
GRADE 7 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	64	311	45	14%	68	22%	122	39%	76	24%	198	64%
General Education	40	282	27	10%	61	22%	119	42%	75	27%	194	69%
Students with Disabilities	24	29	18	62%	7	24%	3	10%	1	3%	4	14%
Asian or Native Hawaiian/Other Pacific Islander	1	51	3	6%	6	12%	18	35%	24	47%	42	82%
Black or African American	6	14	4	29%	4	29%	5	36%	1	7%	6	43%
Hispanic or Latino	4	20	4	20%	4	20%	7	35%	5	25%	12	60%
White	52	217	33	15%	52	24%	88	41%	44	20%	132	61%
Multiracial	1	9	1	11%	2	22%	4	44%	2	22%	6	67%
Female	27	168	21	13%	37	22%	71	42%	39	23%	110	65%
Male	37	143	24	17%	31	22%	51	36%	37	26%	88	62%
English Language Learners	0	8	4	50%	2	25%	1	13%	1	13%	2	25%
Non-English Language Learners	64	303	41	14%	66	22%	121	40%	75	25%	196	65%
Economically Disadvantaged	27	61	18	30%	13	21%	23	38%	7	11%	30	49%
Not Economically Disadvantaged	37	250	27	11%	55	22%	99	40%	69	28%	168	67%
Not Migrant	64	311	45	14%	68	22%	122	39%	76	24%	198	64%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	310	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	311	45	14%	68	22%	122	39%	76	24%	198	64%
Parent Not in Armed Forces	64	311	45	14%	68	22%	122	39%	76	24%	198	64%

GRADE 8 MATH RESULTS

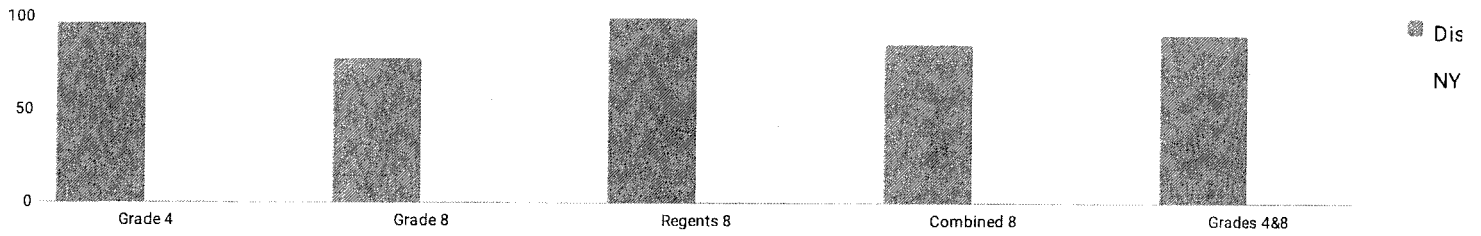


MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	214	185	36	19%	106	57%	35	19%	8	4%	43	23%
General Education	187	144	20	14%	85	59%	32	22%	7	5%	39	27%
Students with Disabilities	27	41	16	39%	21	51%	3	7%	1	2%	4	10%
Asian or Native Hawaiian/Other Pacific Islander	39	18	1	6%	14	78%	2	11%	1	6%	3	17%
Black or African American	3	6	2	33%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	3	7	3	43%	3	43%	1	14%	0	0%	1	14%
White	159	147	29	20%	81	55%	30	20%	7	5%	37	25%
Multiracial	10	7	1	14%	6	86%	0	0%	0	0%	0	0%
Female	115	87	18	21%	46	53%	20	23%	3	3%	23	26%
Male	99	98	18	18%	60	61%	15	15%	5	5%	20	20%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	182	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	34	10	29%	16	47%	6	18%	2	6%	8	24%
Not Economically Disadvantaged	183	151	26	17%	90	60%	29	19%	6	4%	35	23%
Not Migrant	214	185	36	19%	106	57%	35	19%	8	4%	43	23%
Not Homeless	213	185	36	19%	106	57%	35	19%	8	4%	43	23%
Not in Foster Care	214	185	36	19%	106	57%	35	19%	8	4%	43	23%
Parent Not in Armed Forces	214	185	36	19%	106	57%	35	19%	8	4%	43	23%

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

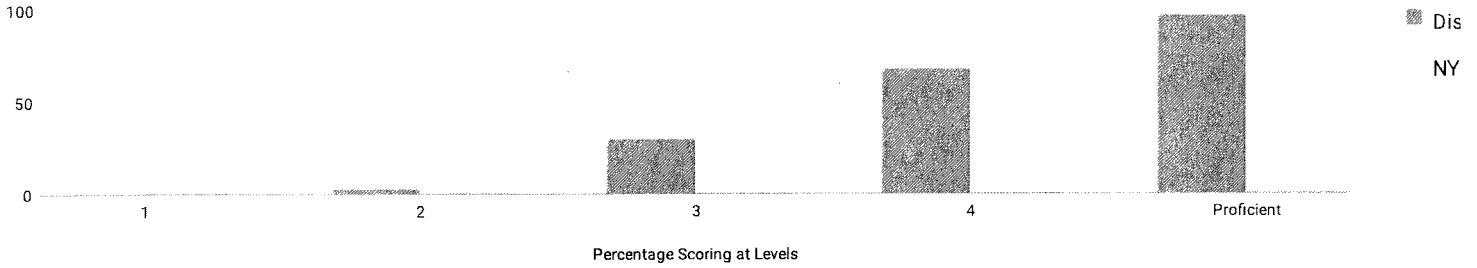
Percent Proficient



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	46	305	0	0%	9	3%	90	30%	206	68%	296	97%
Grade 8	181	218	6	3%	41	19%	137	63%	34	16%	171	78%
Regents 8	0	130	0	0%	0	0%	8	6%	122	94%	130	100%
Combined 8	181	348	6	2%	41	12%	145	42%	156	45%	301	86%
Grades 4&8	227	653	6	1%	50	8%	235	36%	362	55%	597	91%

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

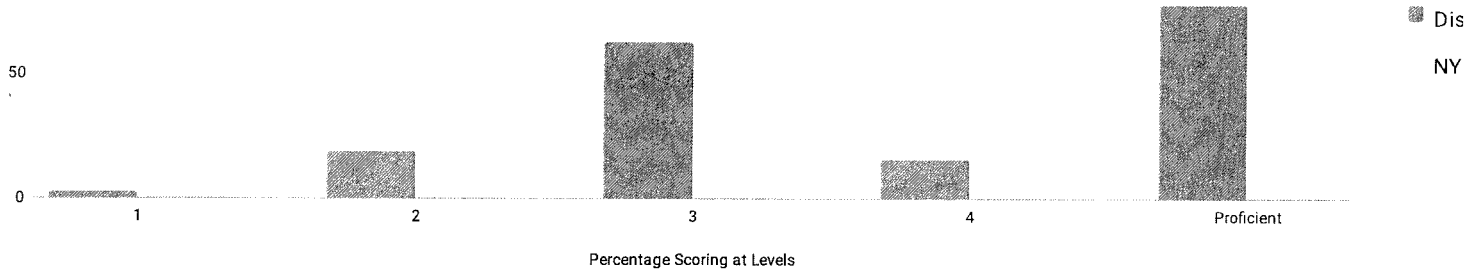
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 87

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	46	305	0	0%	9	3%	90	30%	206	68%	296	97%
General Education	19	273	0	0%	5	2%	72	26%	196	72%	268	98%
Students with Disabilities	27	32	0	0%	4	13%	18	56%	10	31%	28	88%
Asian or Native Hawaiian/Other Pacific Islander	5	63	0	0%	2	3%	14	22%	47	75%	61	97%
Black or African American	2	16	0	0%	2	13%	8	50%	6	38%	14	88%
Hispanic or Latino	1	11	0	0%	0	0%	5	45%	6	55%	11	100%
White	37	207	0	0%	4	2%	61	29%	142	69%	203	98%
Multiracial	1	8	0	0%	1	13%	2	25%	5	63%	7	88%
Female	14	140	0	0%	5	4%	34	24%	101	72%	135	96%
Male	32	165	0	0%	4	2%	56	34%	105	64%	161	98%
English Language Learners	2	18	0	0%	2	11%	12	67%	4	22%	16	89%
Non-English Language Learners	44	287	0	0%	7	2%	78	27%	202	70%	280	98%
Economically Disadvantaged	16	55	0	0%	3	5%	27	49%	25	45%	52	95%
Not Economically Disadvantaged	30	250	0	0%	6	2%	63	25%	181	72%	244	98%
Not Migrant	46	305	0	0%	9	3%	90	30%	206	68%	296	97%
Homeless	–	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	–	304	–	–	–	–	–	–	–	–	–	–
In Foster Care	–	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	–	304	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	–	2	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	–	303	–	–	–	–	–	–	–	–	–	–

GRADE 8 SCIENCE RESULTS

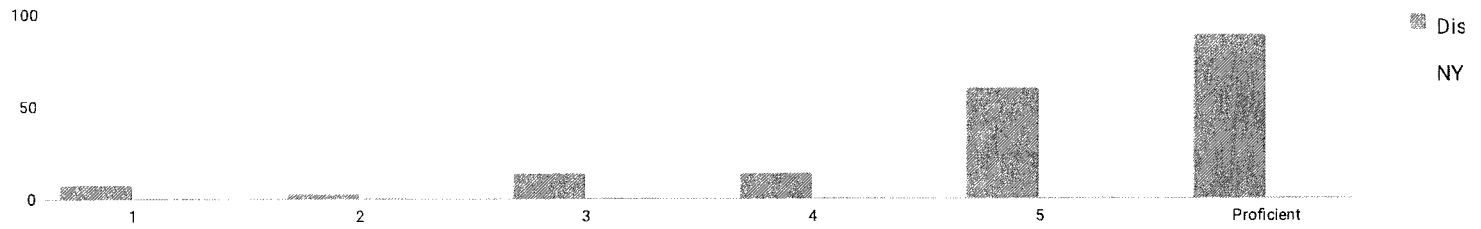


MEAN SCORE: 73

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	181	218	6	3%	41	19%	137	63%	34	16%	171	78%
General Education	160	171	4	2%	26	15%	109	64%	32	19%	141	82%
Students with Disabilities	21	47	2	4%	15	32%	28	60%	2	4%	30	64%
Asian or Native Hawaiian/Other Pacific Islander	36	21	0	0%	4	19%	13	62%	4	19%	17	81%
Black or African American	2	7	0	0%	1	14%	5	71%	1	14%	6	86%
Hispanic or Latino	3	7	2	29%	2	29%	3	43%	0	0%	3	43%
White	135	171	4	2%	28	16%	110	64%	29	17%	139	81%
Multiracial	5	12	0	0%	6	50%	6	50%	0	0%	6	50%
Female	100	102	1	1%	17	17%	66	65%	18	18%	84	82%
Male	81	116	5	4%	24	21%	71	61%	16	14%	87	75%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	215	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	46	3	7%	11	24%	26	57%	6	13%	32	70%
Not Economically Disadvantaged	162	172	3	2%	30	17%	111	65%	28	16%	139	81%
Not Migrant	181	218	6	3%	41	19%	137	63%	34	16%	171	78%
Not Homeless	180	218	6	3%	41	19%	137	63%	34	16%	171	78%
Not in Foster Care	181	218	6	3%	41	19%	137	63%	34	16%	171	78%
Parent Not in Armed Forces	181	218	6	3%	41	19%	137	63%	34	16%	171	78%

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)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	373	29	8%	13	3%	53	14%	53	14%	225	60%	331	89%
General Education	312	9	3%	6	2%	37	12%	43	14%	217	70%	297	95%
Students with Disabilities	61	20	33%	7	11%	16	26%	10	16%	8	13%	34	56%
Asian or Native Hawaiian/Other Pacific Islander	36	1	3%	1	3%	3	8%	5	14%	26	72%	34	94%
Black or African American	15	2	13%	2	13%	4	27%	3	20%	4	27%	11	73%
Hispanic or Latino	15	4	27%	0	0%	3	20%	5	33%	3	20%	11	73%
White	300	21	7%	10	3%	42	14%	39	13%	188	63%	269	90%
Multiracial	7	1	14%	0	0%	1	14%	1	14%	4	57%	6	86%
Female	179	9	5%	6	3%	24	13%	23	13%	117	65%	164	92%
Male	194	20	10%	7	4%	29	15%	30	15%	108	56%	167	86%
English Language Learners	6	3	50%	1	17%	2	33%	0	0%	0	0%	2	33%
Non-English Language Learners	367	26	7%	12	3%	51	14%	53	14%	225	61%	329	90%
Economically Disadvantaged	61	18	30%	5	8%	15	25%	9	15%	14	23%	38	62%
Not Economically Disadvantaged	312	11	4%	8	3%	38	12%	44	14%	211	68%	293	94%
Not Migrant	373	29	8%	13	3%	53	14%	53	14%	225	60%	331	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	371	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	373	29	8%	13	3%	53	14%	53	14%	225	60%	331	89%
Parent Not in Armed Forces	373	29	8%	13	3%	53	14%	53	14%	225	60%	331	89%

ANNUAL REGENTS ALGEBRA I (2017-18)

100

50

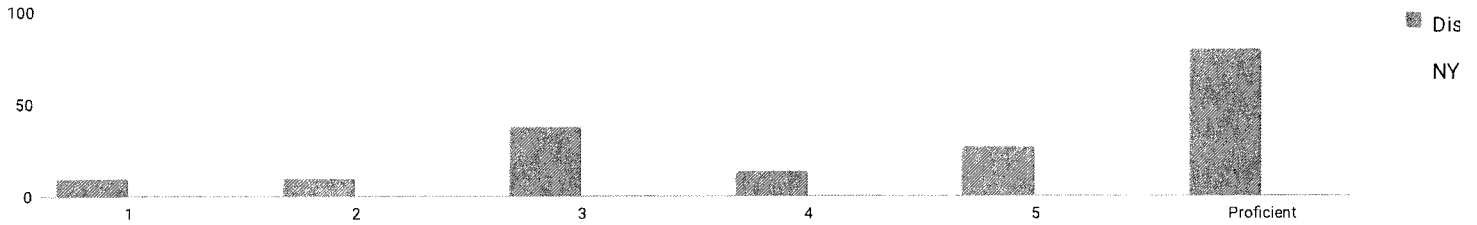
0 1 2 3 4 5 Proficient

Dis
NY

Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	479	25	5%	32	7%	165	34%	109	23%	148	31%	422	88%
General Education	385	6	2%	14	4%	115	30%	106	28%	144	37%	365	95%
Students with Disabilities	94	19	20%	18	19%	50	53%	3	3%	4	4%	57	61%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	61	1	2%	0	0%	10	16%	9	15%	41	67%	60	98%
Black or African American	27	4	15%	5	19%	15	56%	3	11%	0	0%	18	67%
Hispanic or Latino	20	2	10%	3	15%	13	65%	1	5%	1	5%	15	75%
White	357	16	4%	23	6%	120	34%	95	27%	103	29%	318	89%
Multiracial	13	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	14	2	14%	1	7%	7	50%	1	7%	3	21%	11	79%
Female	229	8	3%	10	4%	82	36%	55	24%	74	32%	211	92%
Male	250	17	7%	22	9%	83	33%	54	22%	74	30%	211	84%
English Language Learners	8	1	13%	1	13%	3	38%	1	13%	2	25%	6	75%
Non-English Language Learners	471	24	5%	31	7%	162	34%	108	23%	146	31%	416	88%
Economically Disadvantaged	110	15	14%	18	16%	50	45%	12	11%	15	14%	77	70%
Not Economically Disadvantaged	369	10	3%	14	4%	115	31%	97	26%	133	36%	345	93%
Not Migrant	479	25	5%	32	7%	165	34%	109	23%	148	31%	422	88%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	477	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	479	25	5%	32	7%	165	34%	109	23%	148	31%	422	88%
Parent Not in Armed Forces	479	25	5%	32	7%	165	34%	109	23%	148	31%	422	88%

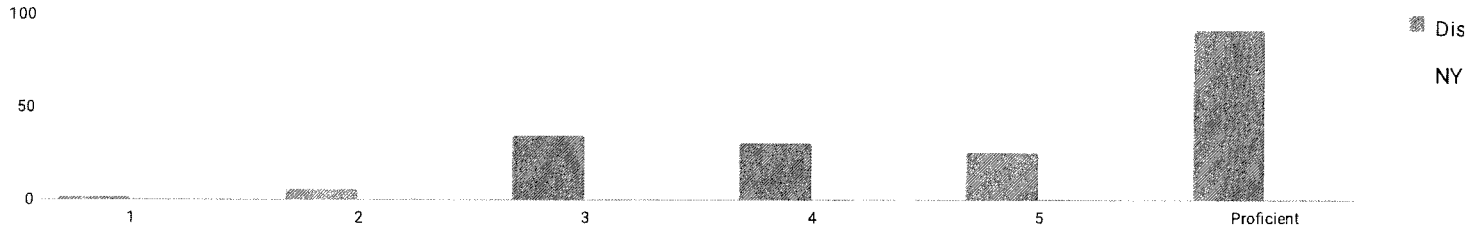
ANNUAL REGENTS GEOMETRY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	382	38	10%	40	10%	145	38%	54	14%	105	27%	304	80%
General Education	345	25	7%	31	9%	133	39%	52	15%	104	30%	289	84%
Students with Disabilities	37	13	35%	9	24%	12	32%	2	5%	1	3%	15	41%
Asian or Native Hawaiian/Other Pacific Islander	43	2	5%	0	0%	12	28%	4	9%	25	58%	41	95%
Black or African American	16	4	25%	4	25%	4	25%	2	13%	2	13%	8	50%
Hispanic or Latino	14	2	14%	3	21%	4	29%	2	14%	3	21%	9	64%
White	292	26	9%	30	10%	119	41%	44	15%	73	25%	236	81%
Multiracial	17	4	24%	3	18%	6	35%	2	12%	2	12%	10	59%
Female	188	11	6%	22	12%	70	37%	33	18%	52	28%	155	82%
Male	194	27	14%	18	9%	75	39%	21	11%	53	27%	149	77%
English Language Learners	3	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	379	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	55	10	18%	12	22%	16	29%	6	11%	11	20%	33	60%
Not Economically Disadvantaged	327	28	9%	28	9%	129	39%	48	15%	94	29%	271	83%
Not Migrant	382	38	10%	40	10%	145	38%	54	14%	105	27%	304	80%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	379	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	381	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	382	38	10%	40	10%	145	38%	54	14%	105	27%	304	80%

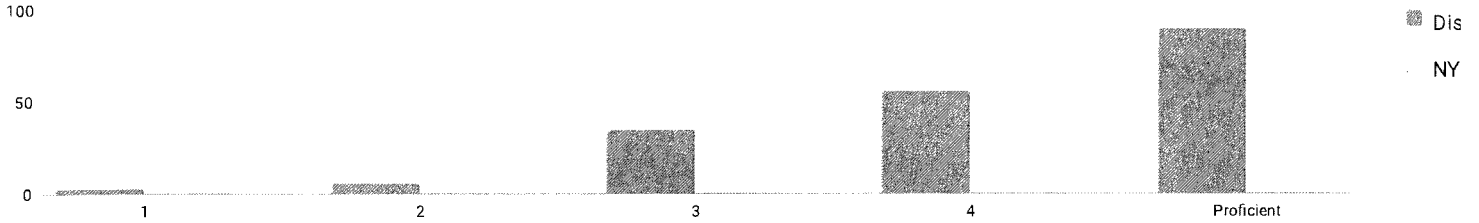
ANNUAL REGENTS ALGEBRA II (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	309	6	2%	20	6%	108	35%	96	31%	79	26%	283	92%
General Education	302	5	2%	20	7%	104	34%	94	31%	79	26%	277	92%
Students with Disabilities	7	1	14%	0	0%	4	57%	2	29%	0	0%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	50	1	2%	1	2%	9	18%	11	22%	28	56%	48	96%
Black or African American	7	0	0%	0	0%	4	57%	2	29%	1	14%	7	100%
Hispanic or Latino	12	0	0%	1	8%	7	58%	3	25%	1	8%	11	92%
White	233	4	2%	17	7%	86	37%	78	33%	48	21%	212	91%
Multiracial	7	1	14%	1	14%	2	29%	2	29%	1	14%	5	71%
Female	167	5	3%	15	9%	61	37%	50	30%	36	22%	147	88%
Male	142	1	1%	5	4%	47	33%	46	32%	43	30%	136	96%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	307	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	22	0	0%	2	9%	14	64%	2	9%	4	18%	20	91%
Not Economically Disadvantaged	287	6	2%	18	6%	94	33%	94	33%	75	26%	263	92%
Not Migrant	309	6	2%	20	6%	108	35%	96	31%	79	26%	283	92%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	308	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	309	6	2%	20	6%	108	35%	96	31%	79	26%	283	92%
Parent Not in Armed Forces	309	6	2%	20	6%	108	35%	96	31%	79	26%	283	92%

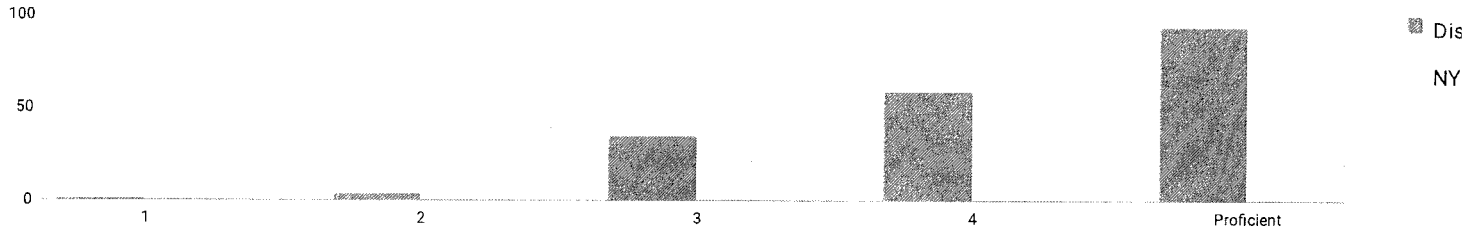
ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	463	15	3%	29	6%	160	35%	259	56%	419	90%
General Education	371	2	1%	6	2%	120	32%	243	65%	363	98%
Students with Disabilities	92	13	14%	23	25%	40	43%	16	17%	56	61%
Asian or Native Hawaiian/Other Pacific Islander	59	0	0%	0	0%	11	19%	48	81%	59	100%
Black or African American	24	5	21%	2	8%	10	42%	7	29%	17	71%
Hispanic or Latino	20	2	10%	2	10%	13	65%	3	15%	16	80%
White	348	8	2%	25	7%	121	35%	194	56%	315	91%
Multiracial	12	0	0%	0	0%	5	42%	7	58%	12	100%
Female	233	8	3%	15	6%	76	33%	134	58%	210	90%
Male	230	7	3%	14	6%	84	37%	125	54%	209	91%
English Language Learners	8	0	0%	1	13%	6	75%	1	13%	7	88%
Non-English Language Learners	455	15	3%	28	6%	154	34%	258	57%	412	91%
Economically Disadvantaged	105	9	9%	13	12%	48	46%	35	33%	83	79%
Not Economically Disadvantaged	358	6	2%	16	4%	112	31%	224	63%	336	94%
Not Migrant	463	15	3%	29	6%	160	35%	259	56%	419	90%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	462	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	463	15	3%	29	6%	160	35%	259	56%	419	90%
Parent Not in Armed Forces	463	15	3%	29	6%	160	35%	259	56%	419	90%

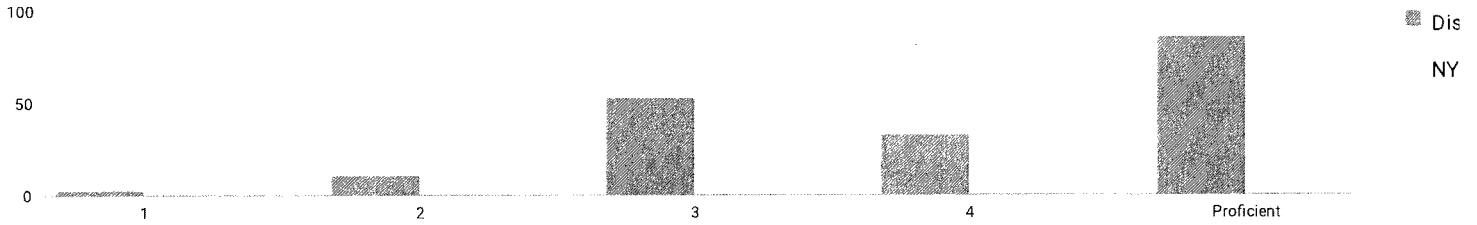
ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	342	5	1%	14	4%	121	35%	202	59%	323	94%
General Education	313	2	1%	8	3%	102	33%	201	64%	303	97%
Students with Disabilities	29	3	10%	6	21%	19	66%	1	3%	20	69%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	3	8%	7	18%	29	74%	36	92%
Black or African American	12	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	13	0	0%	0	0%	6	46%	7	54%	13	100%
White	260	5	2%	7	3%	94	36%	154	59%	248	95%
Multiracial	17	0	0%	2	12%	10	59%	5	29%	15	88%
Small Group Total	13	0	0%	2	15%	4	31%	7	54%	11	85%
Female	167	0	0%	6	4%	56	34%	105	63%	161	96%
Male	175	5	3%	8	5%	65	37%	97	55%	162	93%
English Language Learners	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	338	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	41	1	2%	7	17%	17	41%	16	39%	33	80%
Not Economically Disadvantaged	301	4	1%	7	2%	104	35%	186	62%	290	96%
Not Migrant	342	5	1%	14	4%	121	35%	202	59%	323	94%
Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	339	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	341	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	342	5	1%	14	4%	121	35%	202	59%	323	94%

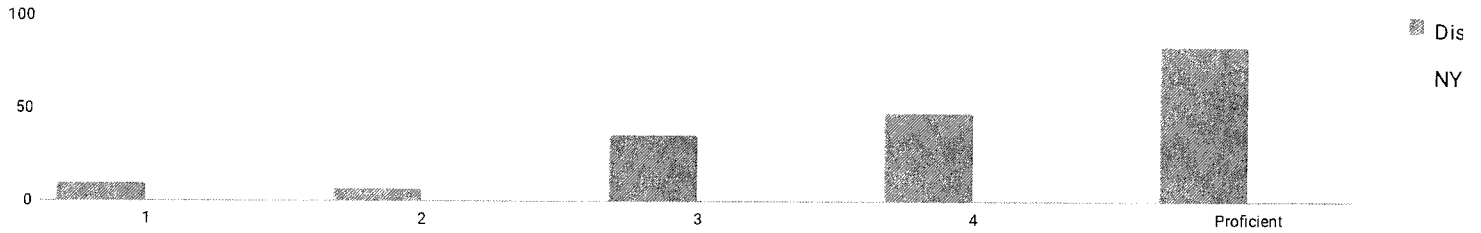
ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	286	8	3%	32	11%	153	53%	93	33%	246	86%
General Education	280	8	3%	30	11%	150	54%	92	33%	242	86%
Students with Disabilities	6	0	0%	2	33%	3	50%	1	17%	4	67%
Asian or Native Hawaiian/Other Pacific Islander	46	0	0%	2	4%	14	30%	30	65%	44	96%
Black or African American	7	0	0%	2	29%	3	43%	2	29%	5	71%
Hispanic or Latino	9	2	22%	4	44%	3	33%	0	0%	3	33%
White	219	6	3%	23	11%	130	59%	60	27%	190	87%
Multiracial	5	0	0%	1	20%	3	60%	1	20%	4	80%
Female	145	4	3%	20	14%	80	55%	41	28%	121	83%
Male	141	4	3%	12	9%	73	52%	52	37%	125	89%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	284	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	0	0%	6	32%	7	37%	6	32%	13	68%
Not Economically Disadvantaged	267	8	3%	26	10%	146	55%	87	33%	233	87%
Not Migrant	286	8	3%	32	11%	153	53%	93	33%	246	86%
Not Homeless	286	8	3%	32	11%	153	53%	93	33%	246	86%
Not in Foster Care	286	8	3%	32	11%	153	53%	93	33%	246	86%
Parent Not in Armed Forces	286	8	3%	32	11%	153	53%	93	33%	246	86%

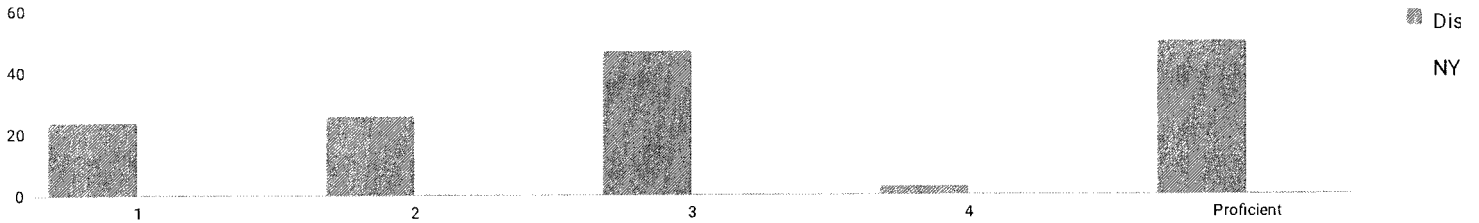
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	178	17	10%	12	7%	64	36%	85	48%	149	84%
General Education	175	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	1	3%	11	33%	21	64%	32	97%
Black or African American	8	1	13%	1	13%	6	75%	0	0%	6	75%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	130	15	12%	9	7%	46	35%	60	46%	106	82%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	1	14%	1	14%	4	57%	5	71%
Female	78	9	12%	2	3%	28	36%	39	50%	67	86%
Male	100	8	8%	10	10%	36	36%	46	46%	82	82%
Non-English Language Learners	178	17	10%	12	7%	64	36%	85	48%	149	84%
Economically Disadvantaged	11	3	27%	1	9%	3	27%	4	36%	7	64%
Not Economically Disadvantaged	167	14	8%	11	7%	61	37%	81	49%	142	85%
Not Migrant	178	17	10%	12	7%	64	36%	85	48%	149	84%
Not Homeless	178	17	10%	12	7%	64	36%	85	48%	149	84%
Not in Foster Care	178	17	10%	12	7%	64	36%	85	48%	149	84%
Parent Not in Armed Forces	178	17	10%	12	7%	64	36%	85	48%	149	84%

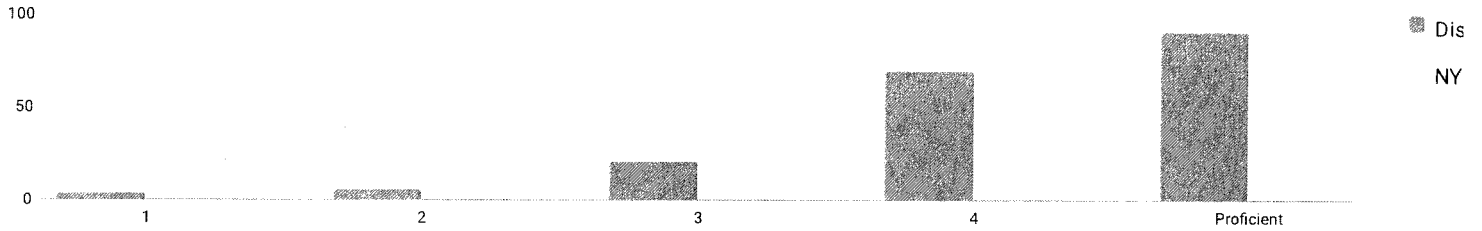
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	38	9	24%	10	26%	18	47%	1	3%	19	50%
General Education	15	4	27%	1	7%	9	60%	1	7%	10	67%
Students with Disabilities	23	5	22%	9	39%	9	39%	0	0%	9	39%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	29	5	17%	9	31%	15	52%	0	0%	15	52%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	4	44%	1	11%	3	33%	1	11%	4	44%
Female	15	4	27%	3	20%	7	47%	1	7%	8	53%
Male	23	5	22%	7	30%	11	48%	0	0%	11	48%
Non-English Language Learners	38	9	24%	10	26%	18	47%	1	3%	19	50%
Economically Disadvantaged	20	6	30%	7	35%	7	35%	0	0%	7	35%
Not Economically Disadvantaged	18	3	17%	3	17%	11	61%	1	6%	12	67%
Not Migrant	38	9	24%	10	26%	18	47%	1	3%	19	50%
Not Homeless	38	9	24%	10	26%	18	47%	1	3%	19	50%
Not in Foster Care	38	9	24%	10	26%	18	47%	1	3%	19	50%
Parent Not in Armed Forces	38	9	24%	10	26%	18	47%	1	3%	19	50%

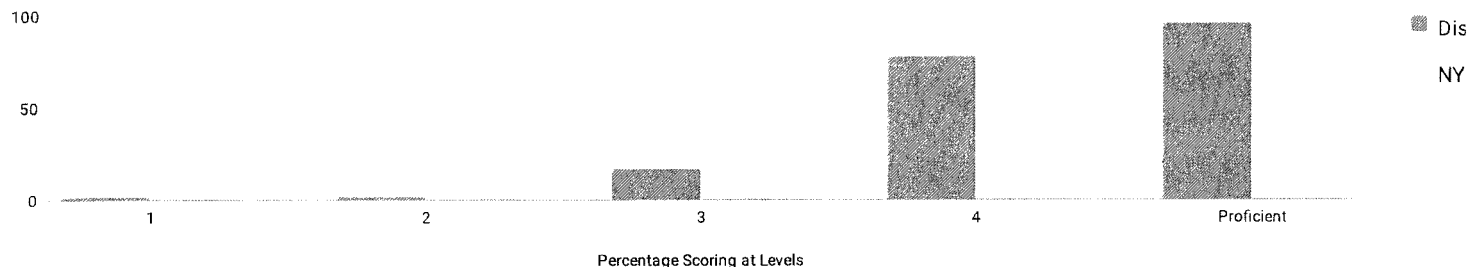
ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	380	14	4%	21	6%	78	21%	267	70%	345	91%
General Education	323	2	1%	10	3%	53	16%	258	80%	311	96%
Students with Disabilities	57	12	21%	11	19%	25	44%	9	16%	34	60%
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	0	0%	8	15%	43	83%	51	98%
Black or African American	17	1	6%	5	29%	4	24%	7	41%	11	65%
Hispanic or Latino	15	1	7%	1	7%	5	33%	8	53%	13	87%
White	276	9	3%	13	5%	59	21%	195	71%	254	92%
Multiracial	20	2	10%	2	10%	2	10%	14	70%	16	80%
Female	170	3	2%	9	5%	27	16%	131	77%	158	93%
Male	210	11	5%	12	6%	51	24%	136	65%	187	89%
English Language Learners	7	2	29%	0	0%	2	29%	3	43%	5	71%
Non-English Language Learners	373	12	3%	21	6%	76	20%	264	71%	340	91%
Economically Disadvantaged	65	6	9%	10	15%	23	35%	26	40%	49	75%
Not Economically Disadvantaged	315	8	3%	11	3%	55	17%	241	77%	296	94%
Not Migrant	380	14	4%	21	6%	78	21%	267	70%	345	91%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	377	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	379	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	380	14	4%	21	6%	78	21%	267	70%	345	91%

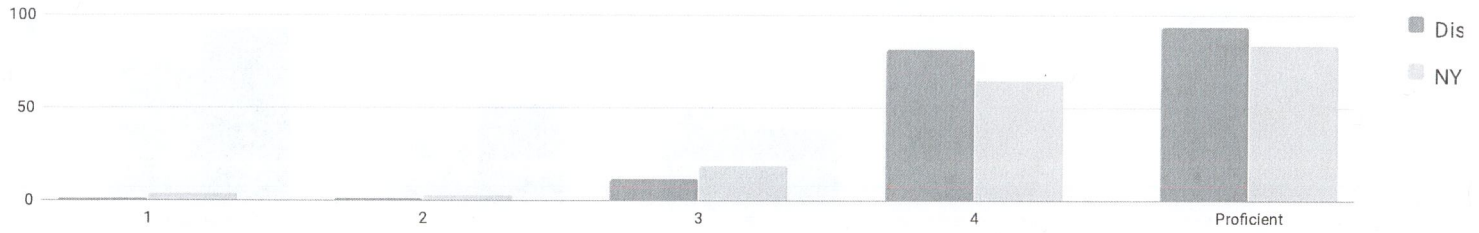
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	367	8	2%	7	2%	64	17%	288	78%	352	96%
General Education	310	1	0%	3	1%	43	14%	263	85%	306	99%
Students with Disabilities	57	7	12%	4	7%	21	37%	25	44%	46	81%
Asian or Native Hawaiian/Other Pacific Islander	37	0	0%	0	0%	4	11%	33	89%	37	100%
Black or African American	15	0	0%	0	0%	9	60%	6	40%	15	100%
Hispanic or Latino	13	0	0%	0	0%	3	23%	10	77%	13	100%
White	295	8	3%	6	2%	47	16%	234	79%	281	95%
Multiracial	7	0	0%	1	14%	1	14%	5	71%	6	86%
Female	177	2	1%	3	2%	32	18%	140	79%	172	97%
Male	190	6	3%	4	2%	32	17%	148	78%	180	95%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	363	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	60	6	10%	6	10%	20	33%	28	47%	48	80%
Not Economically Disadvantaged	307	2	1%	1	0%	44	14%	260	85%	304	99%
Not Migrant	367	8	2%	7	2%	64	17%	288	78%	352	96%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	365	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	367	8	2%	7	2%	64	17%	288	78%	352	96%
Parent Not in Armed Forces	367	8	2%	7	2%	64	17%	288	78%	352	96%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

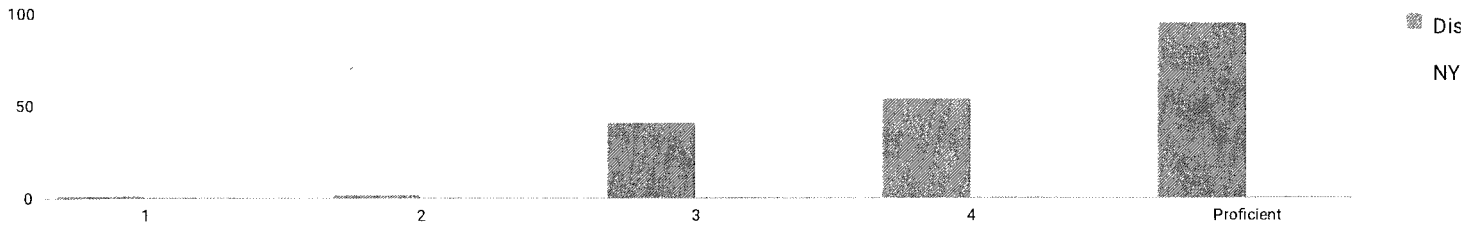
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	417	15	4%	402	96%	3	1%	5	1%	52	12%	342	82%	394	94%
General Education	367	5	1%	362	99%	2	1%	2	1%	36	10%	322	88%	358	98%
Students with Disabilities	50	10	20%	40	80%	1	2%	3	6%	16	32%	20	40%	36	72%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	52	100%	1	2%	0	0%	2	4%	49	94%	51	98%
Black or African American	18	1	6%	17	94%	0	0%	0	0%	5	28%	12	67%	17	94%
Hispanic or Latino	11	0	0%	11	100%	0	0%	0	0%	1	9%	10	91%	11	100%
White	325	14	4%	311	96%	2	1%	5	2%	43	13%	261	80%	304	94%
Multiracial	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	1	9%	10	91%	11	100%
Female	193	2	1%	191	99%	1	1%	1	1%	23	12%	166	86%	189	98%
Male	224	13	6%	211	94%	2	1%	4	2%	29	13%	176	79%	205	92%
Non-English Language Learners	417	15	4%	402	96%	3	1%	5	1%	52	12%	342	82%	394	94%
Economically Disadvantaged	64	9	14%	55	86%	1	2%	2	3%	20	31%	32	50%	52	81%
Not Economically Disadvantaged	353	6	2%	347	98%	2	1%	3	1%	32	9%	310	88%	342	97%
Not Migrant	417	15	4%	402	96%	3	1%	5	1%	52	12%	342	82%	394	94%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	415	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	417	15	4%	402	96%	3	1%	5	1%	52	12%	342	82%	394	94%
Parent Not in Armed Forces	417	15	4%	402	96%	3	1%	5	1%	52	12%	342	82%	394	94%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

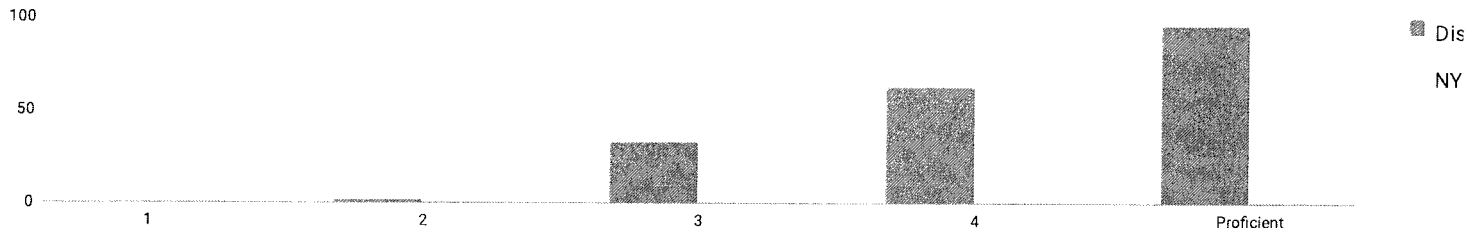
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	417	8	2%	409	98%	3	1%	8	2%	172	41%	226	54%	398	95%
General Education	367	2	1%	365	99%	1	0%	3	1%	141	38%	220	60%	361	98%
Students with Disabilities	50	6	12%	44	88%	2	4%	5	10%	31	62%	6	12%	37	74%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	52	100%	0	0%	1	2%	7	13%	44	85%	51	98%
Black or African American	18	0	0%	18	100%	1	6%	0	0%	12	67%	5	28%	17	94%
Hispanic or Latino	11	0	0%	11	100%	0	0%	0	0%	5	45%	6	55%	11	100%
White	325	8	2%	317	98%	2	1%	7	2%	138	42%	170	52%	308	95%
Multiracial	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	10	91%	1	9%	11	100%
Female	193	1	1%	192	99%	0	0%	3	2%	86	45%	103	53%	189	98%
Male	224	7	3%	217	97%	3	1%	5	2%	86	38%	123	55%	209	93%
Non-English Language Learners	417	8	2%	409	98%	3	1%	8	2%	172	41%	226	54%	398	95%
Economically Disadvantaged	64	5	8%	59	92%	3	5%	5	8%	36	56%	15	23%	51	80%
Not Economically Disadvantaged	353	3	1%	350	99%	0	0%	3	1%	136	39%	211	60%	347	98%
Not Migrant	417	8	2%	409	98%	3	1%	8	2%	172	41%	226	54%	398	95%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	415	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	417	8	2%	409	98%	3	1%	8	2%	172	41%	226	54%	398	95%
Parent Not in Armed Forces	417	8	2%	409	98%	3	1%	8	2%	172	41%	226	54%	398	95%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

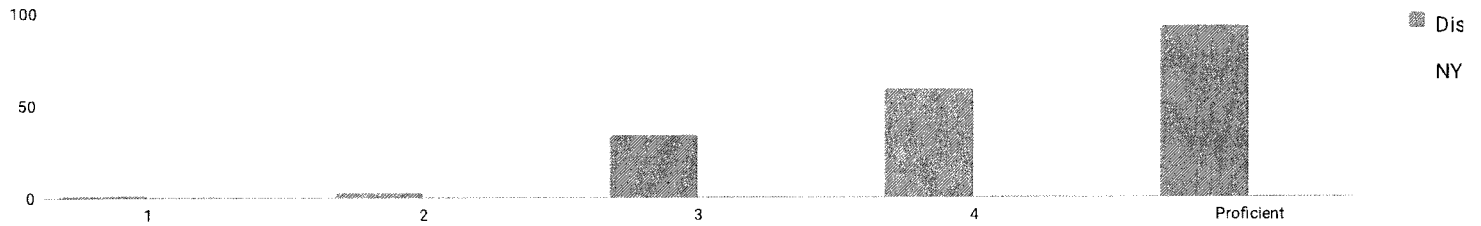
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	417	9	2%	408	98%	2	0%	7	2%	136	33%	263	63%	399	96%
General Education	367	2	1%	365	99%	1	0%	2	1%	107	29%	255	69%	362	99%
Students with Disabilities	50	7	14%	43	86%	1	2%	5	10%	29	58%	8	16%	37	74%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	52	100%	0	0%	0	0%	7	13%	45	87%	52	100%
Black or African American	18	1	6%	17	94%	0	0%	1	6%	8	44%	8	44%	16	89%
Hispanic or Latino	11	0	0%	11	100%	1	9%	0	0%	5	45%	5	45%	10	91%
White	325	8	2%	317	98%	1	0%	6	2%	109	34%	201	62%	310	95%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	7	64%	4	36%	11	100%
Female	193	1	1%	192	99%	0	0%	4	2%	70	36%	118	61%	188	97%
Male	224	8	4%	216	96%	2	1%	3	1%	66	29%	145	65%	211	94%
Non-English Language Learners	417	9	2%	408	98%	2	0%	7	2%	136	33%	263	63%	399	96%
Economically Disadvantaged	64	6	9%	58	91%	1	2%	4	6%	32	50%	21	33%	53	83%
Not Economically Disadvantaged	353	3	1%	350	99%	1	0%	3	1%	104	29%	242	69%	346	98%
Not Migrant	417	9	2%	408	98%	2	0%	7	2%	136	33%	263	63%	399	96%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	415	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	417	9	2%	408	98%	2	0%	7	2%	136	33%	263	63%	399	96%
Parent Not in Armed Forces	417	9	2%	408	98%	2	0%	7	2%	136	33%	263	63%	399	96%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

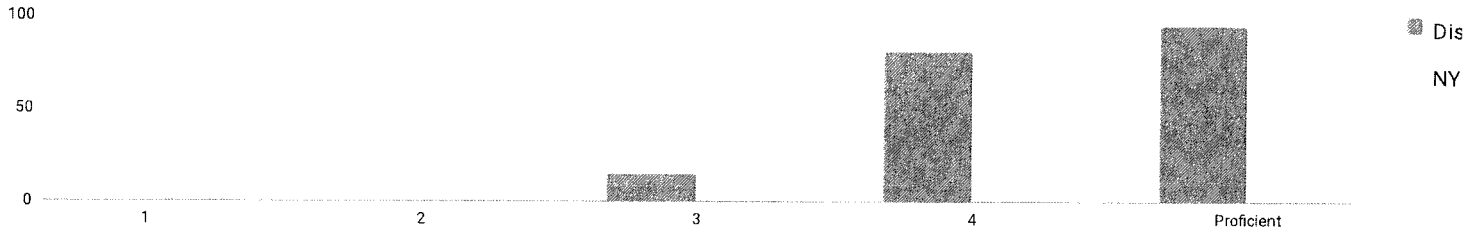
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	417	14	3%	403	97%	3	1%	12	3%	143	34%	245	59%	388	93%
General Education	367	9	2%	358	98%	0	0%	4	1%	117	32%	237	65%	354	96%
Students with Disabilities	50	5	10%	45	90%	3	6%	8	16%	26	52%	8	16%	34	68%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	0	0%	1	2%	7	13%	43	83%	50	96%
Black or African American	18	0	0%	18	100%	1	6%	1	6%	9	50%	7	39%	16	89%
Hispanic or Latino	11	1	9%	10	91%	0	0%	0	0%	4	36%	6	55%	10	91%
White	325	12	4%	313	96%	2	1%	10	3%	116	36%	185	57%	301	93%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	7	64%	4	36%	11	100%
Female	193	3	2%	190	98%	0	0%	4	2%	77	40%	109	56%	186	96%
Male	224	11	5%	213	95%	3	1%	8	4%	66	29%	136	61%	202	90%
Non-English Language Learners	417	14	3%	403	97%	3	1%	12	3%	143	34%	245	59%	388	93%
Economically Disadvantaged	64	6	9%	58	91%	2	3%	8	13%	30	47%	18	28%	48	75%
Not Economically Disadvantaged	353	8	2%	345	98%	1	0%	4	1%	113	32%	227	64%	340	96%
Not Migrant	417	14	3%	403	97%	3	1%	12	3%	143	34%	245	59%	388	93%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	415	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	417	14	3%	403	97%	3	1%	12	3%	143	34%	245	59%	388	93%
Parent Not in Armed Forces	417	14	3%	403	97%	3	1%	12	3%	143	34%	245	59%	388	93%

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.



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	417	16	4%	401	96%	2	0%	2	0%	61	15%	336	81%	397	95%
General Education	367	8	2%	359	98%	1	0%	1	0%	43	12%	314	86%	357	97%
Students with Disabilities	50	8	16%	42	84%	1	2%	1	2%	18	36%	22	44%	40	80%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	0	0%	0	0%	2	4%	49	94%	51	98%
Black or African American	18	0	0%	18	100%	0	0%	0	0%	5	28%	13	72%	18	100%
Hispanic or Latino	11	0	0%	11	100%	0	0%	0	0%	0	0%	11	100%	11	100%
White	325	15	5%	310	95%	2	1%	2	1%	54	17%	252	78%	306	94%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	0	0%	11	100%	11	100%
Female	193	2	1%	191	99%	0	0%	1	1%	31	16%	159	82%	190	98%
Male	224	14	6%	210	94%	2	1%	1	0%	30	13%	177	79%	207	92%
Non-English Language Learners	417	16	4%	401	96%	2	0%	2	0%	61	15%	336	81%	397	95%
Economically Disadvantaged	64	8	13%	56	88%	1	2%	2	3%	16	25%	37	58%	53	83%
Not Economically Disadvantaged	353	8	2%	345	98%	1	0%	0	0%	45	13%	299	85%	344	97%
Not Migrant	417	16	4%	401	96%	2	0%	2	0%	61	15%	336	81%	397	95%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	415	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	417	16	4%	401	96%	2	0%	2	0%	61	15%	336	81%	397	95%
Parent Not in Armed Forces	417	16	4%	401	96%	2	0%	2	0%	61	15%	336	81%	397	95%

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	2	44	2%	5%	7%	59%	27%
Grade 1	1	42	2%	7%	12%	52%	26%
Grade 2	3	24	4%	17%	17%	17%	46%
Grade 3	1	33	3%	3%	3%	67%	24%
Grade 4	1	19	5%	5%	11%	74%	5%
Grade 5	0	9	0%	0%	22%	78%	0%
Grade 6	1	8	0%	0%	0%	50%	50%
Grade 7	0	8	0%	0%	13%	63%	25%
Grade 8	—	3	—	—	—	—	—
Grade 9	—	2	—	—	—	—	—
Grade 10	0	5	0%	0%	0%	100%	0%
Grade 11	0	5	0%	0%	20%	80%	0%
Grade 12	—	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	–	3	–	–	–	–
Grade 3 Math	–	3	–	–	–	–
Grade 4 ELA	0	8	0	1	7	0
Grade 4 Math	0	8	0	1	7	0
Grade 4 Science	0	8	0	2	6	0
Grade 5 ELA	–	4	–	–	–	–
Grade 5 Math	–	4	–	–	–	–
Grade 6 ELA	–	2	–	–	–	–
Grade 6 Math	–	2	–	–	–	–
Grade 7 ELA	0	5	0	0	3	2
Grade 7 Math	0	5	0	0	1	4
Grade 8 ELA	0	6	0	0	5	1
Grade 8 Math	0	6	0	0	6	0
Grade 8 Science	0	6	0	0	4	2
Secondary-Level ELA	22	6	0	2	4	0
Secondary-Level Math	22	6	0	1	5	0
Secondary-Level Science	22	6	0	2	4	0

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**ALTAMONT
PERFORMANCE
REPORTS**

ALTAMONT ELEMENTARY SCHOOL - 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	–	3	4
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	4	–	–	–
Black or African American	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–
White	4	2	3	–	3	4
English Language Learners	–	–	–	–	–	–
Students with Disabilities	4	–	4	–	3	–
Economically Disadvantaged	4	1	3	–	4	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	114	159.6	3
	Math	120	158.8	3
	Science	33	228.8	3
	Combined	267	167.8	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	175	4
	Math	12	183.3	4
	Science	4	—	4
	Combined	28	185.7	4
Black or African American	ELA	4	—	—
	Math	4	—	—
	Science	3	—	—
	Combined	11	—	—
Hispanic or Latino	ELA	6	150	—
	Math	8	143.8	—
	Science	3	—	—
	Combined	17	—	—
Multiracial	ELA	6	141.7	—
	Math	7	178.6	—
	Science	2	—	—
	Combined	15	—	—
White	ELA	98	161.2	4
	Math	103	158.3	4
	Science	76	230.3	4
	Combined	277	179.1	4
English Language Learners	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	9	—	—
Students with Disabilities	ELA	31	141.9	4
	Math	38	142.1	4
	Science	17	202.9	4
	Combined	86	154.1	4
Economically Disadvantaged	ELA	36	134.7	4
	Math	39	148.7	4
	Science	28	210.7	4
	Combined	103	160.7	4

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	132	137.9	4
	Math	132	144.3	4
	Science	33	228.8	4
	Combined	132	150.8	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	161.5	4
	Math	13	169.2	4
	Science	4	—	4
	Combined	13	173.3	4
Black or African American	ELA	7	92.9	—
	Math	7	50	—
	Science	3	—	—
	Combined	7	—	—
Hispanic or Latino	ELA	8	112.5	—
	Math	8	143.8	—
	Science	3	—	—
	Combined	8	—	—
Multiracial	ELA	8	106.3	—
	Math	8	156.3	—
	Science	3	—	—
	Combined	8	—	—
White	ELA	115	137.4	4
	Math	115	141.7	4
	Science	76	230.3	4
	Combined	115	162.1	4
English Language Learners	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	4	—	—
Students with Disabilities	ELA	48	91.7	4
	Math	48	112.5	4
	Science	17	202.9	4
	Combined	48	117.3	4
Economically Disadvantaged	ELA	44	110.2	4
	Math	44	131.8	4
	Science	29	203.4	4
	Combined	44	141.5	4

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	18,795	408	46.1	2
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	12	–	–
Black or African American	–	6	–	–
Hispanic or Latino	–	19	–	–
Multiracial	–	14	–	–
White	16,498	357	46.2	2
English Language Learners	–	0	–	–
Students with Disabilities	–	28	–	–
Economically Disadvantaged	4,499	103	43.7	1

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	5	–	–	–	–
Students with Disabilities	2	–	–	–	–
Economically Disadvantaged	4	–	–	–	–

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	123.1	132	137.9	126.2%	100.7%	117.3	158.7	200	4	3
	Math	148.1	132	144.3	150.2%	103.3%	119.4	159.7	200	3	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	13	--	--	--	--	--	--	--	--
	Math	--	13	--	--	--	--	--	--	--	--
Black or African American	ELA	--	7	--	--	--	--	--	--	--	--
	Math	--	7	--	--	--	--	--	--	--	--
Hispanic or Latino	ELA	--	8	--	--	--	--	--	--	--	--
	Math	--	8	--	--	--	--	--	--	--	--
Multiracial	ELA	--	8	--	--	--	--	--	--	--	--
	Math	--	8	--	--	--	--	--	--	--	--
White	ELA	124.1	115	137.4	127.1%	98%	115	157.5	200	4	3
	Math	152.2	115	141.7	154.1%	106.3%	121.9	161	200	3	3
English Language Learners	ELA	--	4	--	--	--	--	--	--	--	--
	Math	--	4	--	--	--	--	--	--	--	--
Students with Disabilities	ELA	91.5	48	91.7	95.8%	54.4%	78.6	139.3	200	3	3
	Math	123.4	48	112.5	126.5%	54.4%	78.6	139.3	200	3	3
Economically Disadvantaged	ELA	94.6	44	110.2	98.8%	90.7%	108.9	154.5	200	4	4
	Math	118.6	44	131.8	121.9%	89.4%	107.8	153.9	200	4	4

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	7	252	18	7.1%	6.9%	15%	13.3%	9.2%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	--	20	--	--	--	--	--	--	--	--
Black or African American	--	11	--	--	--	--	--	--	--	--
Hispanic or Latino	--	14	--	--	--	--	--	--	--	--
Multiracial	--	18	--	--	--	--	--	--	--	--
White	6	216	15	6.9%	6%	10.7%	9.7%	7.4%	5%	4
English Language Learners	--	7	--	--	--	--	--	--	--	--
Students with Disabilities	--	45	--	--	--	--	--	--	--	--
Economically Disadvantaged	16	84	9	10.7%	15.6%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	285	80.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	5	—
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	X	246	80.1%
English Language Learners	—	2	—
Students with Disabilities	—	30	—
Economically Disadvantaged	X	95	69.5%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	286	87.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	5	—
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	X	247	86.6%
English Language Learners	—	2	—
Students with Disabilities	—	30	—
Economically Disadvantaged	X	96	81.3%

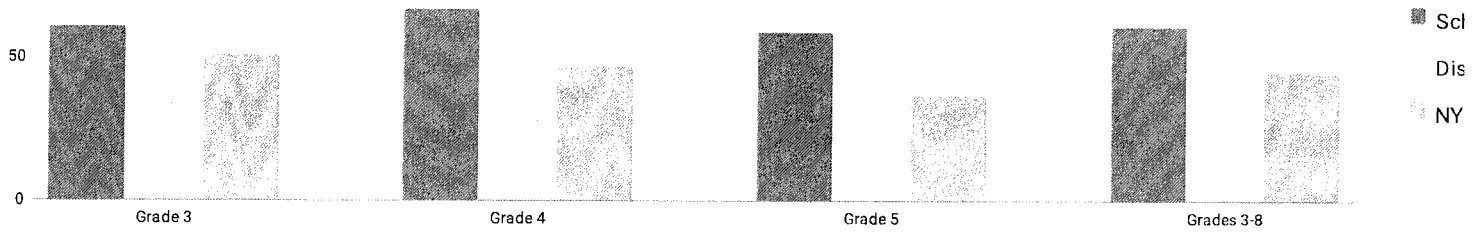
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	5	17%	0	0%	0	0%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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)

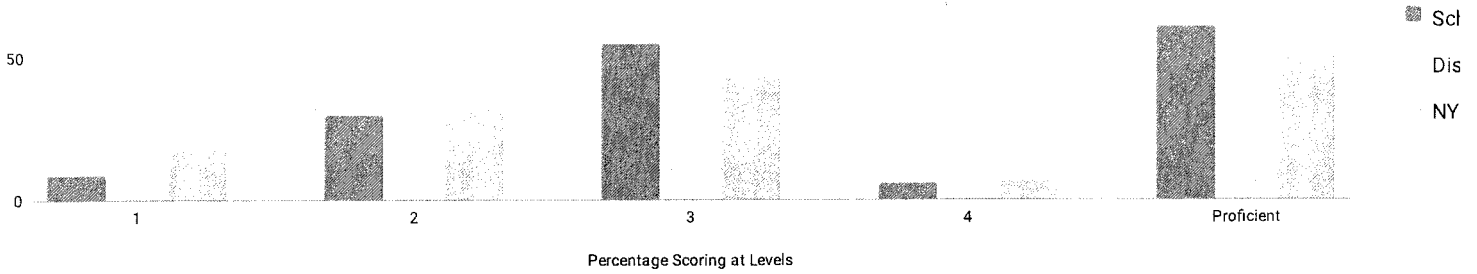
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	33	3	9%	10	30%	18	55%	2	6%	20	61%
Grade 4	10	27	4	15%	5	19%	11	41%	7	26%	18	67%
Grade 5	14	49	9	18%	11	22%	22	45%	7	14%	29	59%
Grades 3-8	36	109	16	15%	26	24%	51	47%	16	15%	67	61%

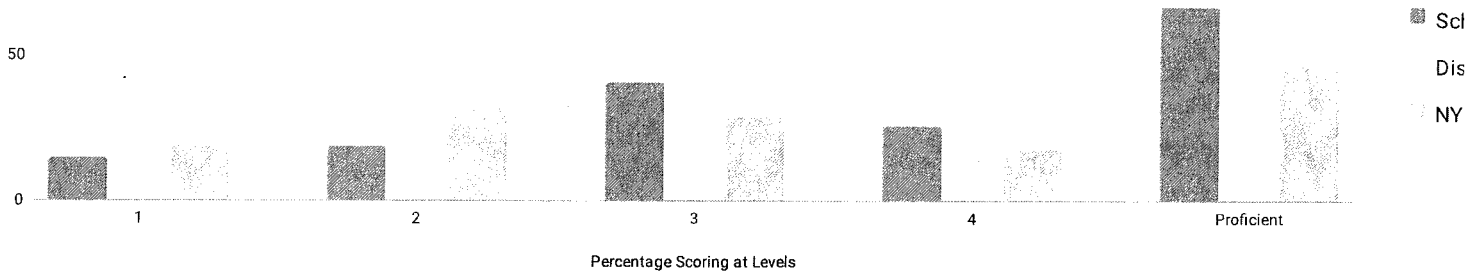
GRADE 3 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	33	3	9%	10	30%	18	55%	2	6%	20	61%
General Education	—	30	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	12	27	2	7%	7	26%	17	63%	1	4%	18	67%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	1	17%	3	50%	1	17%	1	17%	2	33%
Female	4	19	1	5%	5	26%	12	63%	1	5%	13	68%
Male	8	14	2	14%	5	36%	6	43%	1	7%	7	50%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	32	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	11	1	9%	5	45%	5	45%	0	0%	5	45%
Not Economically Disadvantaged	7	22	2	9%	5	23%	13	59%	2	9%	15	68%
Not Migrant	12	33	3	9%	10	30%	18	55%	2	6%	20	61%
Not Homeless	12	33	3	9%	10	30%	18	55%	2	6%	20	61%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	32	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	12	33	3	9%	10	30%	18	55%	2	6%	20	61%

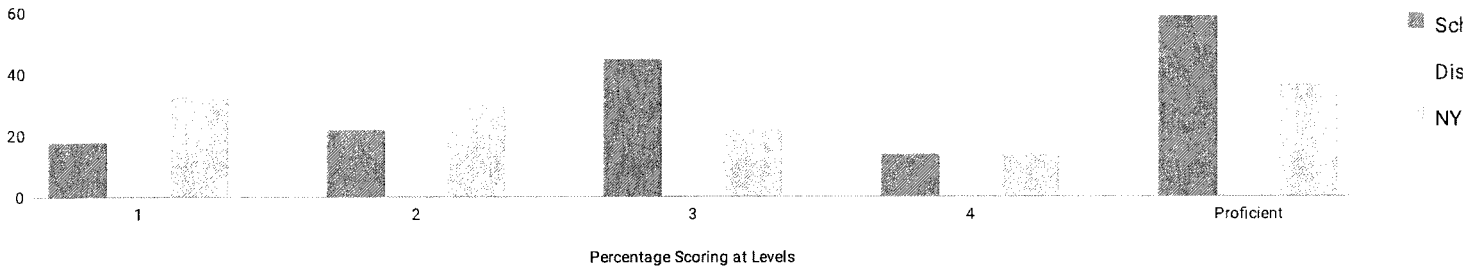
GRADE 4 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	27	4	15%	5	19%	11	41%	7	26%	18	67%
General Education	5	21	1	5%	3	14%	10	48%	7	33%	17	81%
Students with Disabilities	5	6	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
White	—	25	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	27	4	15%	5	19%	11	41%	7	26%	18	67%
Female	4	11	0	0%	2	18%	4	36%	5	45%	9	82%
Male	6	16	4	25%	3	19%	7	44%	2	13%	9	56%
Non-English Language Learners	9	27	4	15%	5	19%	11	41%	7	26%	18	67%
Economically Disadvantaged	—	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	23	—	—	—	—	—	—	—	—	—	—
Not Migrant	10	27	4	15%	5	19%	11	41%	7	26%	18	67%
Not Homeless	10	27	4	15%	5	19%	11	41%	7	26%	18	67%
Not in Foster Care	10	27	4	15%	5	19%	11	41%	7	26%	18	67%
Parent Not in Armed Forces	10	27	4	15%	5	19%	11	41%	7	26%	18	67%

GRADE 5 ELA RESULTS

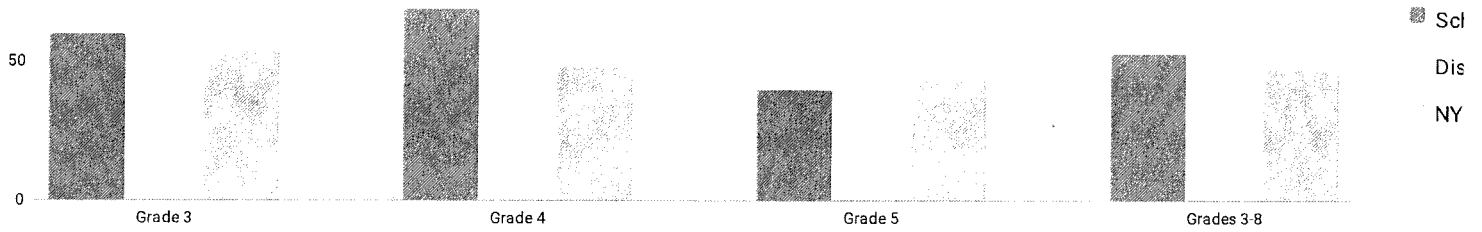


MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	49	9	18%	11	22%	22	45%	7	14%	29	59%
General Education	—	48	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	13	41	7	17%	8	20%	19	46%	7	17%	26	63%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	2	25%	3	38%	3	38%	0	0%	3	38%
Female	7	21	2	10%	5	24%	12	57%	2	10%	14	67%
Male	7	28	7	25%	6	21%	10	36%	5	18%	15	54%
Non-English Language Learners	14	49	9	18%	11	22%	22	45%	7	14%	29	59%
Economically Disadvantaged	8	18	5	28%	6	33%	5	28%	2	11%	7	39%
Not Economically Disadvantaged	6	31	4	13%	5	16%	17	55%	5	16%	22	71%
Not Migrant	14	49	9	18%	11	22%	22	45%	7	14%	29	59%
Not Homeless	14	49	9	18%	11	22%	22	45%	7	14%	29	59%
Not in Foster Care	14	49	9	18%	11	22%	22	45%	7	14%	29	59%
Parent Not in Armed Forces	14	49	9	18%	11	22%	22	45%	7	14%	29	59%

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

Percent Proficient

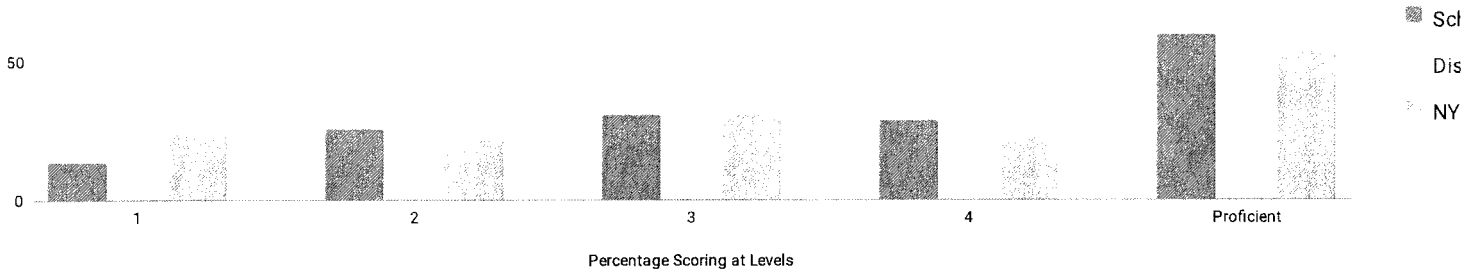


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	10	35	5	14%	9	26%	11	31%	10	29%	21	60%
Grade 4	8	29	5	17%	4	14%	7	24%	13	45%	20	69%
Grade 5	11	52	9	17%	22	42%	12	23%	9	17%	21	40%
Grades 3-8	29	116	19	16%	35	30%	30	26%	32	28%	62	53%

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.

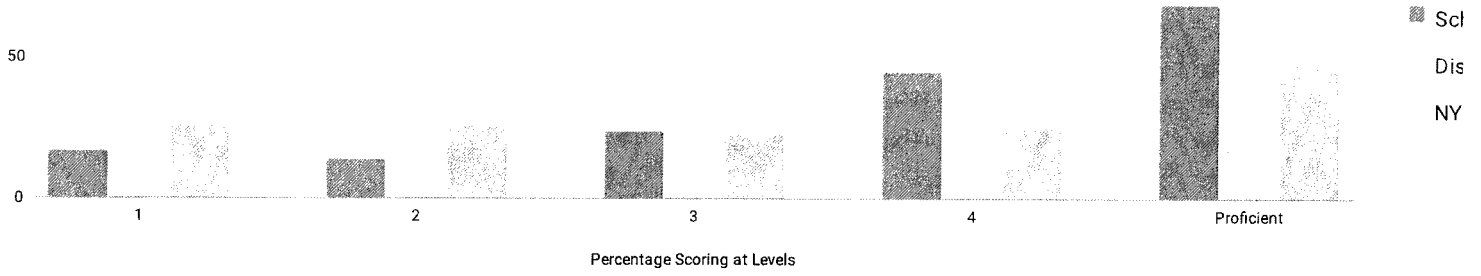
GRADE 3 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	35	5	14%	9	26%	11	31%	10	29%	21	60%
General Education	—	31	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	10	29	4	14%	9	31%	9	31%	7	24%	16	55%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	1	17%	0	0%	2	33%	3	50%	5	83%
Female	4	19	3	16%	4	21%	9	47%	3	16%	12	63%
Male	6	16	2	13%	5	31%	2	13%	7	44%	9	56%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	34	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	11	2	18%	3	27%	5	45%	1	9%	6	55%
Not Economically Disadvantaged	5	24	3	13%	6	25%	6	25%	9	38%	15	63%
Not Migrant	10	35	5	14%	9	26%	11	31%	10	29%	21	60%
Not Homeless	10	35	5	14%	9	26%	11	31%	10	29%	21	60%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	34	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	10	35	5	14%	9	26%	11	31%	10	29%	21	60%

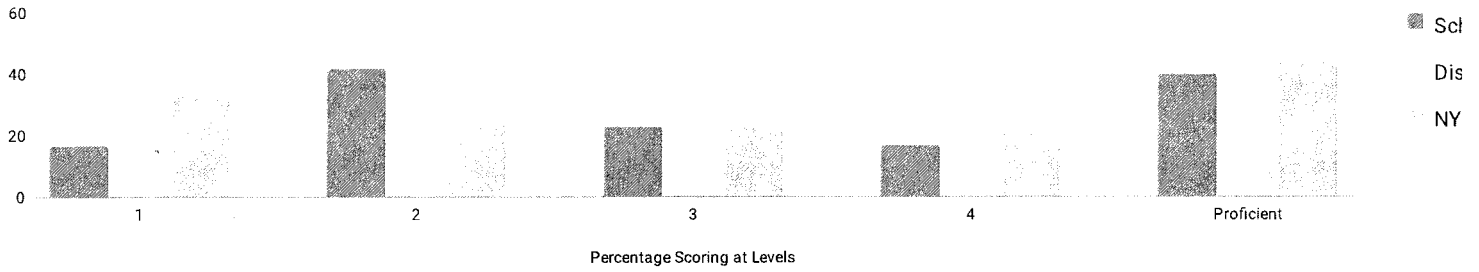
GRADE 4 MATH RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	29	5	17%	4	14%	7	24%	13	45%	20	69%
General Education	3	23	1	4%	3	13%	6	26%	13	57%	19	83%
Students with Disabilities	5	6	4	67%	1	17%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
White	—	27	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	29	5	17%	4	14%	7	24%	13	45%	20	69%
Female	4	11	0	0%	3	27%	2	18%	6	55%	8	73%
Male	4	18	5	28%	1	6%	5	28%	7	39%	12	67%
Non-English Language Learners	7	29	5	17%	4	14%	7	24%	13	45%	20	69%
Economically Disadvantaged	3	6	2	33%	1	17%	0	0%	3	50%	3	50%
Not Economically Disadvantaged	5	23	3	13%	3	13%	7	30%	10	43%	17	74%
Not Migrant	8	29	5	17%	4	14%	7	24%	13	45%	20	69%
Not Homeless	8	29	5	17%	4	14%	7	24%	13	45%	20	69%
Not in Foster Care	8	29	5	17%	4	14%	7	24%	13	45%	20	69%
Parent Not in Armed Forces	8	29	5	17%	4	14%	7	24%	13	45%	20	69%

GRADE 5 MATH RESULTS

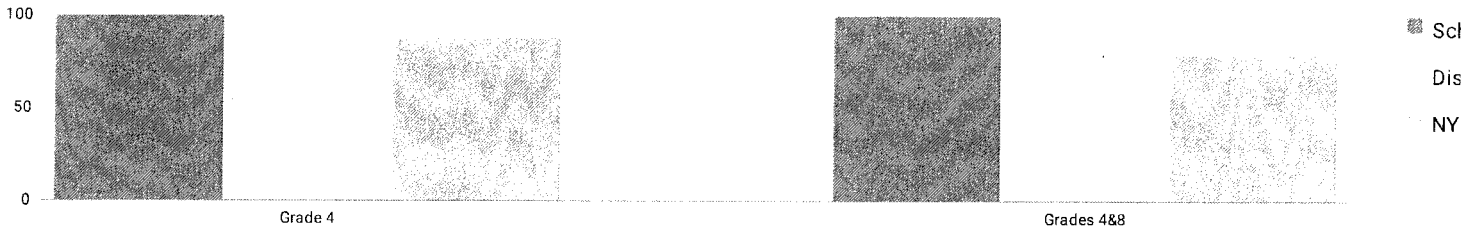


MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	52	9	17%	22	42%	12	23%	9	17%	21	40%
General Education	—	48	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	11	43	5	12%	19	44%	10	23%	9	21%	19	44%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	9	4	44%	3	33%	2	22%	0	0%	2	22%
Female	2	26	7	27%	9	35%	7	27%	3	12%	10	38%
Male	9	26	2	8%	13	50%	5	19%	6	23%	11	42%
Non-English Language Learners	11	52	9	17%	22	42%	12	23%	9	17%	21	40%
Economically Disadvantaged	6	20	4	20%	9	45%	4	20%	3	15%	7	35%
Not Economically Disadvantaged	5	32	5	16%	13	41%	8	25%	6	19%	14	44%
Not Migrant	11	52	9	17%	22	42%	12	23%	9	17%	21	40%
Not Homeless	11	52	9	17%	22	42%	12	23%	9	17%	21	40%
Not in Foster Care	11	52	9	17%	22	42%	12	23%	9	17%	21	40%
Parent Not in Armed Forces	11	52	9	17%	22	42%	12	23%	9	17%	21	40%

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

Percent Proficient

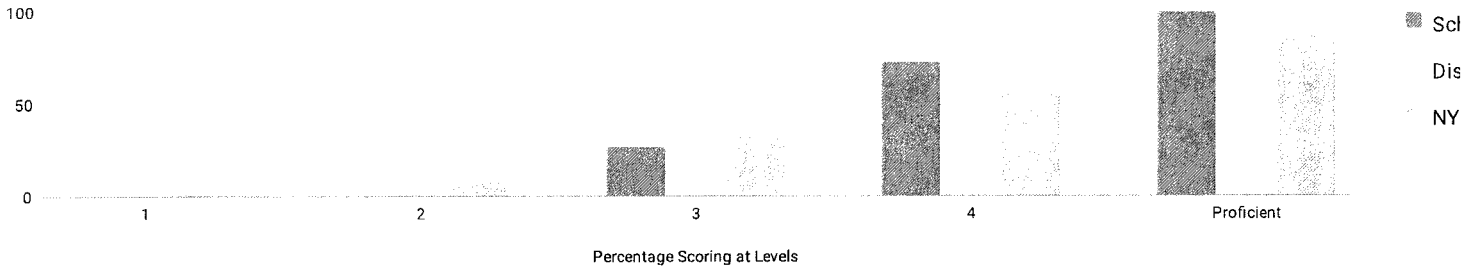


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	7	30	0	0%	0	0%	8	27%	22	73%	30	100%
Grades 4&8	7	30	0	0%	0	0%	8	27%	22	73%	30	100%

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

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 89

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	30	0	0%	0	0%	8	27%	22	73%	30	100%
General Education	3	23	0	0%	0	0%	2	9%	21	91%	23	100%
Students with Disabilities	4	7	0	0%	0	0%	6	86%	1	14%	7	100%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
White	—	27	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	30	0	0%	0	0%	8	27%	22	73%	30	100%
Female	3	12	0	0%	0	0%	1	8%	11	92%	12	100%
Male	4	18	0	0%	0	0%	7	39%	11	61%	18	100%
Non-English Language Learners	6	30	0	0%	0	0%	8	27%	22	73%	30	100%
Economically Disadvantaged	3	6	0	0%	0	0%	3	50%	3	50%	6	100%
Not Economically Disadvantaged	4	24	0	0%	0	0%	5	21%	19	79%	24	100%
Not Migrant	7	30	0	0%	0	0%	8	27%	22	73%	30	100%
Not Homeless	7	30	0	0%	0	0%	8	27%	22	73%	30	100%
Not in Foster Care	7	30	0	0%	0	0%	8	27%	22	73%	30	100%
Parent Not in Armed Forces	7	30	0	0%	0	0%	8	27%	22	73%	30	100%

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
Grade 1	—	1	—	—	—	—	—
Grade 2	—	1	—	—	—	—	—
Grade 3	—	1	—	—	—	—	—
Grade 4	—	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	–	2	–	–	–	–
Grade 3 Math	–	2	–	–	–	–
Grade 4 ELA	–	4	–	–	–	–
Grade 4 Math	–	4	–	–	–	–
Grade 4 Science	–	4	–	–	–	–
Grade 5 ELA	–	4	–	–	–	–
Grade 5 Math	–	4	–	–	–	–

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**GUILDERLAND
PERFORMANCE
REPORTS**

GUILDERLAND ELEMENTARY SCHOOL - 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	1	2	4	4	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	2	3	4	3	1
Black or African American	2	1	1	—	—	—
Hispanic or Latino	2	—	2	—	—	—
Multiracial	2	—	2	—	—	—
White	3	1	2	—	4	4
English Language Learners	4	1	3	4	4	4
Students with Disabilities	3	3	3	—	1	4
Economically Disadvantaged	3	1	2	3	2	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	219	150.9	3
	Math	219	166.2	3
	Science	78	227.6	3
	Combined	516	169	3
Asian or Native Hawaiian/Other Pacific Islander	ELA	50	160	4
	Math	51	184.3	4
	Science	39	228.2	4
	Combined	140	187.9	4
Black or African American	ELA	16	100	2
	Math	19	97.4	2
	Science	8	200	2
	Combined	43	117.4	2
Hispanic or Latino	ELA	17	138.2	3
	Math	17	138.2	3
	Science	5	220	3
	Combined	39	148.7	3
Multiracial	ELA	12	100	2
	Math	12	141.7	2
	Science	4	—	2
	Combined	28	126.8	2
White	ELA	142	151.8	3
	Math	140	166.4	3
	Science	42	228.6	3
	Combined	324	168.1	3
English Language Learners	ELA	51	110.8	4
	Math	56	134.8	4
	Science	12	204.2	4
	Combined	119	131.5	4
Students with Disabilities	ELA	51	75.5	3
	Math	48	96.9	3
	Science	15	203.3	3
	Combined	114	101.3	3
Economically Disadvantaged	ELA	36	106.9	3
	Math	36	101.4	3
	Science	23	206.5	3
	Combined	95	128.9	3

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	241	137.1	4
	Math	241	151	4
	Science	83	213.9	4
	Combined	241	154.3	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	50	160	4
	Math	51	184.3	4
	Science	39	228.2	4
	Combined	51	187.9	4
Black or African American	ELA	20	80	2
	Math	21	88.1	2
	Science	9	177.8	2
	Combined	21	101	2
Hispanic or Latino	ELA	23	102.2	2
	Math	23	102.2	2
	Science	8	137.5	2
	Combined	23	107.4	2
Multiracial	ELA	13	92.3	3
	Math	13	130.8	3
	Science	4	—	3
	Combined	13	118.3	3
White	ELA	161	133.9	3
	Math	160	145.6	3
	Science	48	200	3
	Combined	160	147.6	3
English Language Learners	ELA	53	106.6	4
	Math	56	134.8	4
	Science	12	204.2	4
	Combined	56	129.3	4
Students with Disabilities	ELA	77	50	3
	Math	77	60.4	3
	Science	24	127.1	3
	Combined	77	64.9	3
Economically Disadvantaged	ELA	44	87.5	3
	Math	45	81.1	3
	Science	29	163.8	3
	Combined	45	103.8	3

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	32,568	744	43.8	1
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	8,244	177	46.6	2
Black or African American	1,576	38	41.5	1
Hispanic or Latino	–	16	–	–
Multiracial	–	26	–	–
White	20,933	487	43	1
English Language Learners	3,081	70	44	1
Students with Disabilities	3,586	71	50.5	3
Economically Disadvantaged	4,587	113	40.6	1

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	57	52%	65%	1.3	4
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	39	48%	66%	1.4	4
Black or African American	0	–	–	–	–
Hispanic or Latino	4	–	–	–	–
Multiracial	2	–	–	–	–
White	12	–	–	–	–
English Language Learners	57	52%	65%	1.3	4
Students with Disabilities	6	–	–	–	–
Economically Disadvantaged	38	49%	52%	1.1	3

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	102.9	241	137.1	106.8%	100.7%	117.3	158.7	200	4	4
	Math	118.9	241	151	122.1%	103.3%	119.4	159.7	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	116.4	50	160	119.7%	155.1%	162.6	181.3	200	3	3
	Math	135.1	51	184.3	137.7%	173%	177.5	188.8	200	4	3
Black or African American	ELA	–	20	–	–	–	–	–	–	–	–
	Math	–	21	–	–	–	–	–	–	–	–
Hispanic or Latino	ELA	–	23	–	–	–	–	–	–	–	–
	Math	–	23	–	–	–	–	–	–	–	–
Multiracial	ELA	–	13	–	–	–	–	–	–	–	–
	Math	–	13	–	–	–	–	–	–	–	–
White	ELA	102.6	161	133.9	106.5%	98%	115	157.5	200	4	4
	Math	117.3	160	145.6	120.6%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	56.4	53	106.6	62.1%	60.8%	84	142	200	4	4
	Math	116.7	56	134.8	120%	77.9%	98.2	149.1	200	4	4
Students with Disabilities	ELA	45.7	77	50	51.9%	54.4%	78.6	139.3	200	1	1
	Math	62.9	77	60.4	68.4%	54.4%	78.6	139.3	200	2	1
Economically Disadvantaged	ELA	54.5	44	87.5	60.3%	90.7%	108.9	154.5	200	2	2
	Math	67.4	45	81.1	72.7%	89.4%	107.8	153.9	200	2	2

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	5.3	450	36	8%	5.3%	15%	13.3%	9.2%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	7.4	122	13	10.7%	7.3%	8.3%	7.7%	6.4%	5%	1
Black or African American	–	35	–	–	–	–	–	–	–	–
Hispanic or Latino	–	48	–	–	–	–	–	–	–	–
Multiracial	–	30	–	–	–	–	–	–	–	–
White	5	265	19	7.2%	5%	10.7%	9.7%	7.4%	5%	4
English Language Learners	5.7	57	5	8.8%	5.7%	18.1%	15.9%	10.5%	5%	4
Students with Disabilities	3.9	50	5	10%	3.9%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	4.3	86	9	10.5%	4.3%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	529	82.4%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✓	53	96.2%
Black or African American	–	14	–
Hispanic or Latino	–	14	–
Multiracial	–	7	–
White	X	355	78.3%
English Language Learners	–	22	–
Students with Disabilities	–	38	–
Economically Disadvantaged	X	95	75.8%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	528	83.3%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	✓	54	100%
Black or African American	–	14	–
Hispanic or Latino	–	14	–
Multiracial	–	7	–
White	X	354	78.5%
English Language Learners	–	22	–
Students with Disabilities	–	38	–
Economically Disadvantaged	X	94	75.5%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	1

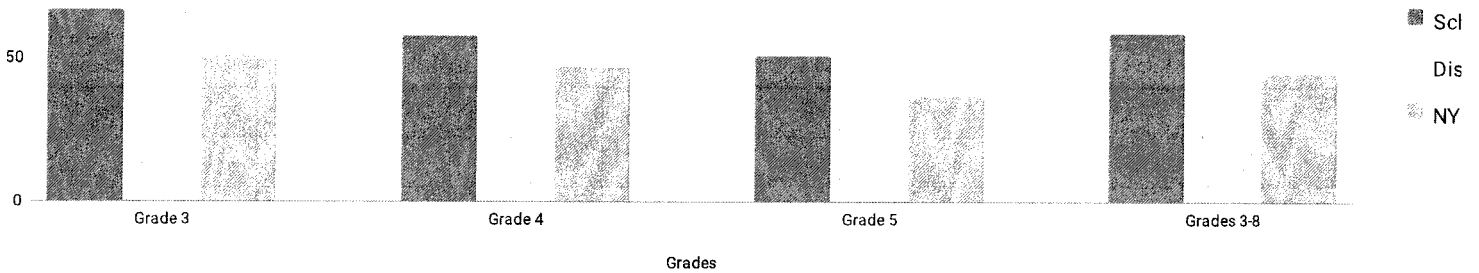
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	3	7%	0	0%	0	0%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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.

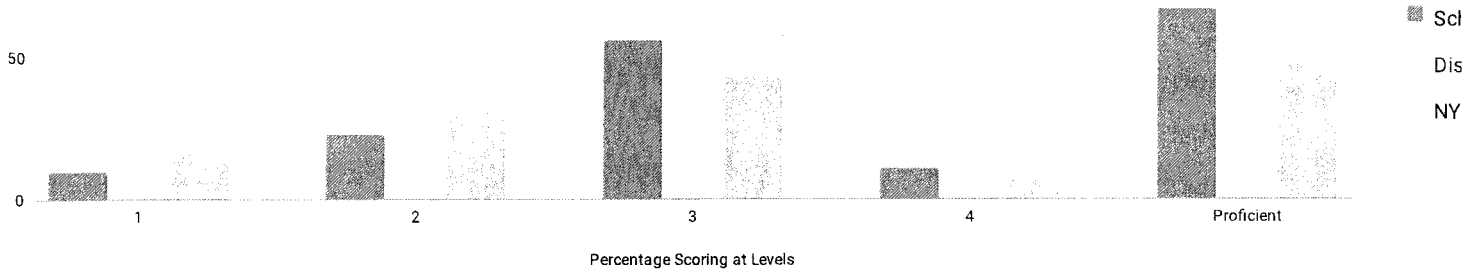
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	13	70	7	10%	16	23%	39	56%	8	11%	47	67%
Grade 4	9	79	9	11%	24	30%	31	39%	15	19%	46	58%
Grade 5	15	72	18	25%	17	24%	25	35%	12	17%	37	51%
Grades 3-8	37	221	34	15%	57	26%	95	43%	35	16%	130	59%

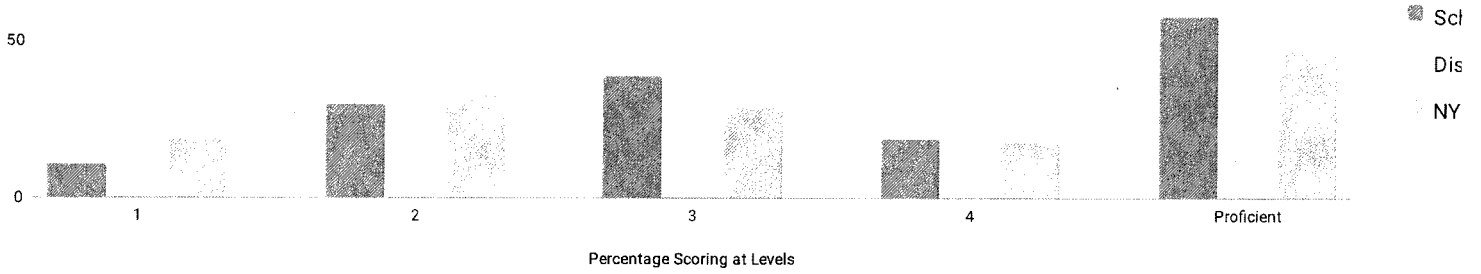
GRADE 3 ELA RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	70	7	10%	16	23%	39	56%	8	11%	47	67%
General Education	10	62	4	6%	12	19%	38	61%	8	13%	46	74%
Students with Disabilities	3	8	3	38%	4	50%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	1	15	1	7%	2	13%	10	67%	2	13%	12	80%
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	6	—	—	—	—	—	—	—	—	—	—
White	8	45	4	9%	13	29%	23	51%	5	11%	28	62%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	10	2	20%	1	10%	6	60%	1	10%	7	70%
Female	3	34	1	3%	5	15%	23	68%	5	15%	28	82%
Male	10	36	6	17%	11	31%	16	44%	3	8%	19	53%
English Language Learners	2	10	1	10%	3	30%	6	60%	0	0%	6	60%
Non-English Language Learners	11	60	6	10%	13	22%	33	55%	8	13%	41	68%
Economically Disadvantaged	7	14	4	29%	3	21%	7	50%	0	0%	7	50%
Not Economically Disadvantaged	6	56	3	5%	13	23%	32	57%	8	14%	40	71%
Not Migrant	13	70	7	10%	16	23%	39	56%	8	11%	47	67%
Not Homeless	13	70	7	10%	16	23%	39	56%	8	11%	47	67%
Not in Foster Care	13	70	7	10%	16	23%	39	56%	8	11%	47	67%
Parent Not in Armed Forces	13	70	7	10%	16	23%	39	56%	8	11%	47	67%

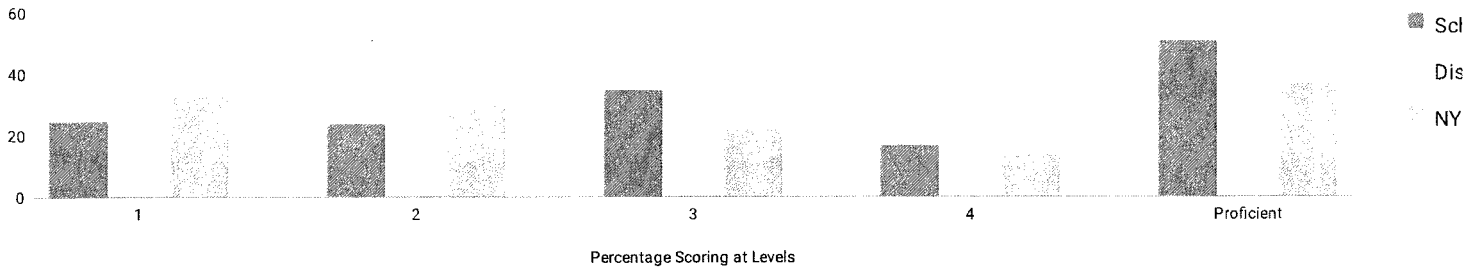
GRADE 4 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	79	9	11%	24	30%	31	39%	15	19%	46	58%
General Education	6	71	7	10%	18	25%	31	44%	15	21%	46	65%
Students with Disabilities	3	8	2	25%	6	75%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	27	4	15%	8	30%	9	33%	6	22%	15	56%
Black or African American	—	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	8	43	2	5%	15	35%	18	42%	8	19%	26	60%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	9	3	33%	1	11%	4	44%	1	11%	5	56%
Female	6	32	3	9%	9	28%	13	41%	7	22%	20	63%
Male	3	47	6	13%	15	32%	18	38%	8	17%	26	55%
English Language Learners	0	7	3	43%	4	57%	0	0%	0	0%	0	0%
Non-English Language Learners	9	72	6	8%	20	28%	31	43%	15	21%	46	64%
Economically Disadvantaged	1	13	2	15%	4	31%	6	46%	1	8%	7	54%
Not Economically Disadvantaged	8	66	7	11%	20	30%	25	38%	14	21%	39	59%
Not Migrant	9	79	9	11%	24	30%	31	39%	15	19%	46	58%
Not Homeless	9	79	9	11%	24	30%	31	39%	15	19%	46	58%
Not in Foster Care	9	79	9	11%	24	30%	31	39%	15	19%	46	58%
Parent Not in Armed Forces	9	79	9	11%	24	30%	31	39%	15	19%	46	58%

GRADE 5 ELA RESULTS

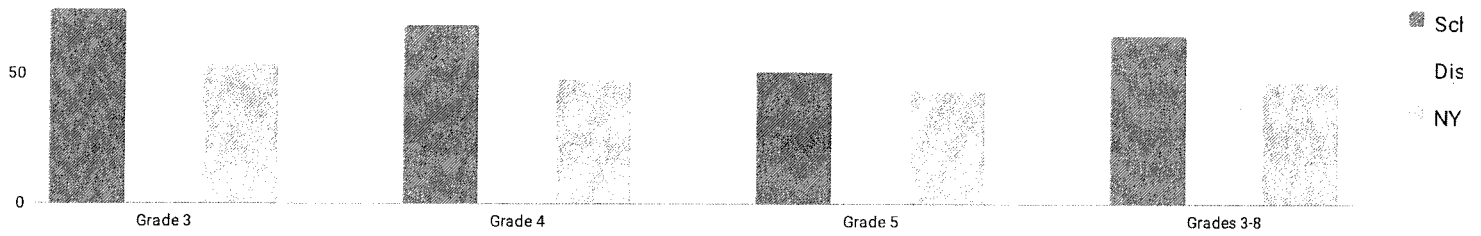


MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	72	18	25%	17	24%	25	35%	12	17%	37	51%
General Education	9	62	12	19%	15	24%	23	37%	12	19%	35	56%
Students with Disabilities	6	10	6	60%	2	20%	2	20%	0	0%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	1	9	1	11%	3	33%	3	33%	2	22%	5	56%
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	11	55	14	25%	12	22%	19	35%	10	18%	29	53%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	8	3	38%	2	25%	3	38%	0	0%	3	38%
Female	11	36	11	31%	9	25%	10	28%	6	17%	16	44%
Male	4	36	7	19%	8	22%	15	42%	6	17%	21	58%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	69	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	10	7	70%	1	10%	2	20%	0	0%	2	20%
Not Economically Disadvantaged	11	62	11	18%	16	26%	23	37%	12	19%	35	56%
Not Migrant	15	72	18	25%	17	24%	25	35%	12	17%	37	51%
Not Homeless	15	72	18	25%	17	24%	25	35%	12	17%	37	51%
Not in Foster Care	15	72	18	25%	17	24%	25	35%	12	17%	37	51%
Parent Not in Armed Forces	15	72	18	25%	17	24%	25	35%	12	17%	37	51%

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

Percent Proficient

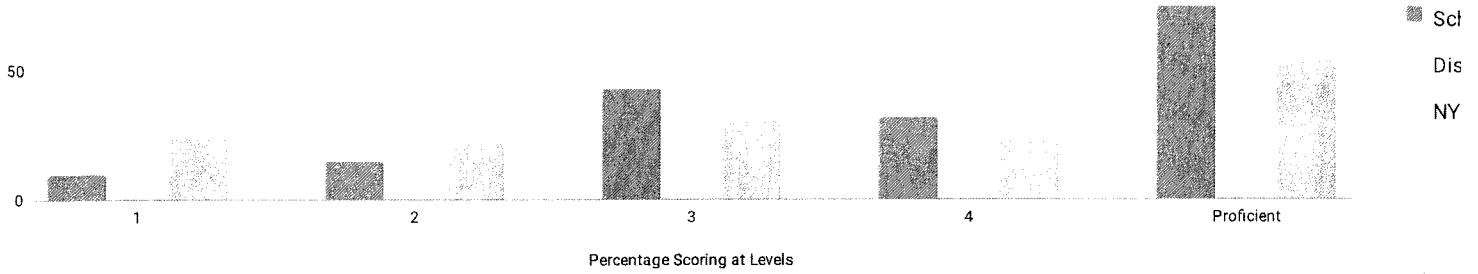


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	72	7	10%	11	15%	31	43%	23	32%	54	75%
Grade 4	6	81	7	9%	18	22%	32	40%	24	30%	56	69%
Grade 5	17	70	15	21%	19	27%	20	29%	16	23%	36	51%
Grades 3-8	35	223	29	13%	48	22%	83	37%	63	28%	146	65%

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.

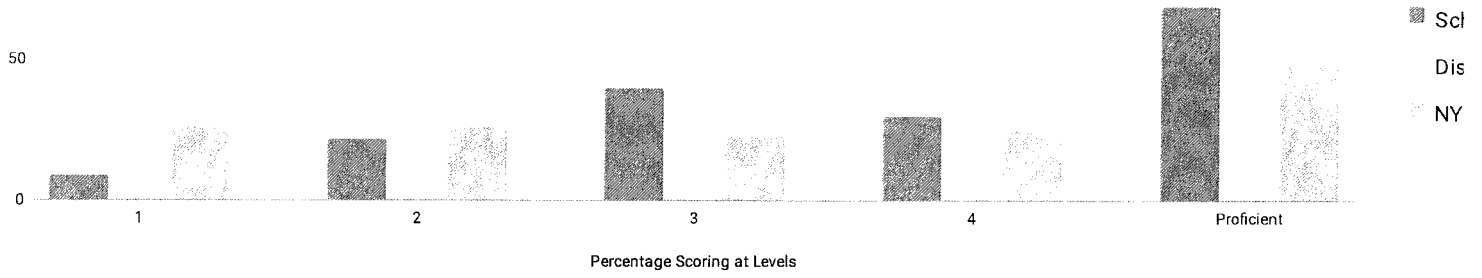
GRADE 3 MATH RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	72	7	10%	11	15%	31	43%	23	32%	54	75%
General Education	9	64	3	5%	9	14%	29	45%	23	36%	52	81%
Students with Disabilities	3	8	4	50%	2	25%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	0	17	0	0%	2	12%	5	29%	10	59%	15	88%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	5	0	0%	2	40%	2	40%	1	20%	3	60%
White	8	45	6	13%	7	16%	22	49%	10	22%	32	71%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	5	1	20%	0	0%	2	40%	2	40%	4	80%
Female	3	34	3	9%	5	15%	11	32%	15	44%	26	76%
Male	9	38	4	11%	6	16%	20	53%	8	21%	28	74%
English Language Learners	0	12	0	0%	3	25%	5	42%	4	33%	9	75%
Non-English Language Learners	12	60	7	12%	8	13%	26	43%	19	32%	45	75%
Economically Disadvantaged	6	15	3	20%	5	33%	3	20%	4	27%	7	47%
Not Economically Disadvantaged	6	57	4	7%	6	11%	28	49%	19	33%	47	82%
Not Migrant	12	72	7	10%	11	15%	31	43%	23	32%	54	75%
Not Homeless	12	72	7	10%	11	15%	31	43%	23	32%	54	75%
Not in Foster Care	12	72	7	10%	11	15%	31	43%	23	32%	54	75%
Parent Not in Armed Forces	12	72	7	10%	11	15%	31	43%	23	32%	54	75%

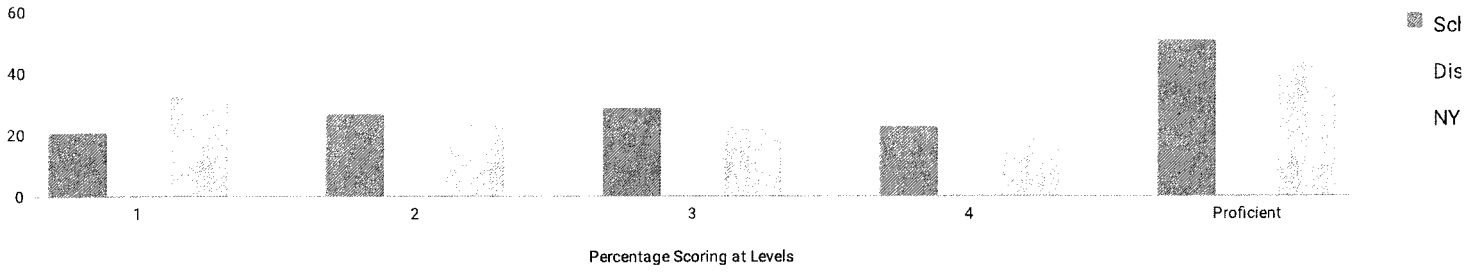
GRADE 4 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	81	7	9%	18	22%	32	40%	24	30%	56	69%
General Education	3	73	4	5%	17	23%	28	38%	24	33%	52	71%
Students with Disabilities	3	8	3	38%	1	13%	4	50%	0	0%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	0	27	2	7%	7	26%	10	37%	8	30%	18	67%
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	6	44	1	2%	8	18%	20	45%	15	34%	35	80%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	10	4	40%	3	30%	2	20%	1	10%	3	30%
Female	4	34	2	6%	9	26%	12	35%	11	32%	23	68%
Male	2	47	5	11%	9	19%	20	43%	13	28%	33	70%
English Language Learners	0	7	3	43%	3	43%	1	14%	0	0%	1	14%
Non-English Language Learners	6	74	4	5%	15	20%	31	42%	24	32%	55	74%
Economically Disadvantaged	0	14	4	29%	7	50%	3	21%	0	0%	3	21%
Not Economically Disadvantaged	6	67	3	4%	11	16%	29	43%	24	36%	53	79%
Not Migrant	6	81	7	9%	18	22%	32	40%	24	30%	56	69%
Not Homeless	6	81	7	9%	18	22%	32	40%	24	30%	56	69%
Not in Foster Care	6	81	7	9%	18	22%	32	40%	24	30%	56	69%
Parent Not in Armed Forces	6	81	7	9%	18	22%	32	40%	24	30%	56	69%

GRADE 5 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	70	15	21%	19	27%	20	29%	16	23%	36	51%
General Education	9	62	12	19%	16	26%	18	29%	16	26%	34	55%
Students with Disabilities	8	8	3	38%	3	38%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	0	10	1	10%	3	30%	3	30%	3	30%	6	60%
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	14	52	11	21%	15	29%	15	29%	11	21%	26	50%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	8	3	38%	1	13%	2	25%	2	25%	4	50%
Female	14	33	10	30%	10	30%	8	24%	5	15%	13	39%
Male	3	37	5	14%	9	24%	12	32%	11	30%	23	62%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	67	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	9	6	67%	0	0%	3	33%	0	0%	3	33%
Not Economically Disadvantaged	12	61	9	15%	19	31%	17	28%	16	26%	33	54%
Not Migrant	17	70	15	21%	19	27%	20	29%	16	23%	36	51%
Not Homeless	17	70	15	21%	19	27%	20	29%	16	23%	36	51%
Not in Foster Care	17	70	15	21%	19	27%	20	29%	16	23%	36	51%
Parent Not in Armed Forces	17	70	15	21%	19	27%	20	29%	16	23%	36	51%

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

Percent Proficient

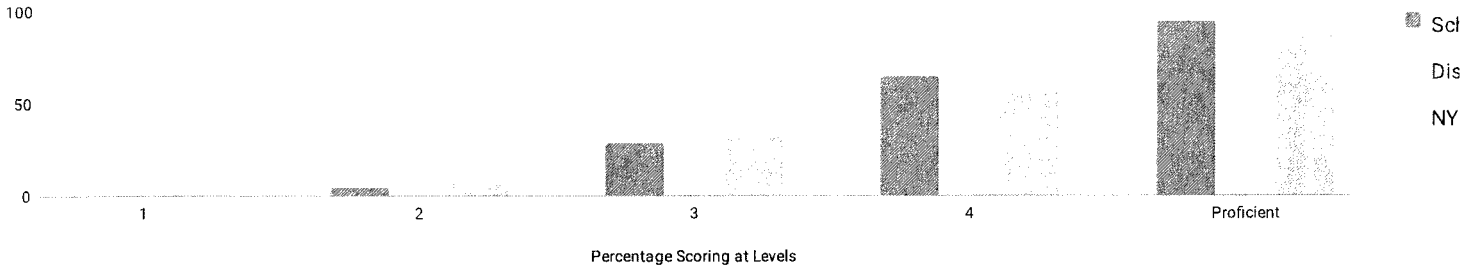


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	9	78	0	0%	4	5%	23	29%	51	65%	74	95%
Grades 4&8	9	78	0	0%	4	5%	23	29%	51	65%	74	95%

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

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 85

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	78	0	0%	4	5%	23	29%	51	65%	74	95%
General Education	6	70	0	0%	2	3%	18	26%	50	71%	68	97%
Students with Disabilities	3	8	0	0%	2	25%	5	63%	1	13%	6	75%
Asian or Native Hawaiian/Other Pacific Islander	0	27	0	0%	1	4%	6	22%	20	74%	26	96%
Black or African American	—	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	8	42	0	0%	2	5%	12	29%	28	67%	40	95%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	9	0	0%	1	11%	5	56%	3	33%	8	89%
Female	5	33	0	0%	2	6%	7	21%	24	73%	31	94%
Male	4	45	0	0%	2	4%	16	36%	27	60%	43	96%
English Language Learners	0	7	0	0%	0	0%	4	57%	3	43%	7	100%
Non-English Language Learners	9	71	0	0%	4	6%	19	27%	48	68%	67	94%
Economically Disadvantaged	1	13	0	0%	1	8%	7	54%	5	38%	12	92%
Not Economically Disadvantaged	8	65	0	0%	3	5%	16	25%	46	71%	62	95%
Not Migrant	9	78	0	0%	4	5%	23	29%	51	65%	74	95%
Not Homeless	9	78	0	0%	4	5%	23	29%	51	65%	74	95%
Not in Foster Care	9	78	0	0%	4	5%	23	29%	51	65%	74	95%
Parent Not in Armed Forces	9	78	0	0%	4	5%	23	29%	51	65%	74	95%

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	2	26	4%	4%	4%	42%	46%
Grade 1	1	19	0%	5%	11%	47%	37%
Grade 2	0	9	0%	22%	44%	0%	33%
Grade 3	0	12	0%	8%	0%	58%	33%
Grade 4	0	7	0%	0%	0%	86%	14%
Grade 5	—	3	—	—	—	—	—

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**LYNNWOOD
PERFORMANCE
REPORTS**

LYNNWOOD ELEMENTARY SCHOOL - 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	4	3	4	—	4	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	—	4	4
Black or African American	2	—	2	—	—	—
Hispanic or Latino	2	3	2	—	—	—
Multiracial	4	—	4	—	—	—
White	3	3	3	—	4	4
English Language Learners	—	—	—	—	—	—
Students with Disabilities	2	2	2	—	1	4
Economically Disadvantaged	2	2	2	—	1	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	189	164.3	4
	Math	192	164.8	4
	Science	60	239.2	4
	Combined	441	174.7	4
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	—
	Science	—	—	—
	Combined	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	42	181	4
	Math	41	211	4
	Science	12	250	4
	Combined	95	202.6	4
Black or African American	ELA	15	103.3	2
	Math	15	103.3	2
	Science	3	—	2
	Combined	33	115.2	2
Hispanic or Latino	ELA	16	112.5	2
	Math	15	106.7	2
	Science	6	233.3	2
	Combined	37	129.7	2
Multiracial	ELA	17	182.4	4
	Math	19	189.5	4
	Science	7	250	4
	Combined	43	196.5	4
White	ELA	141	160.6	3
	Math	143	158	3
	Science	44	236.4	3
	Combined	328	169.7	3
English Language Learners	ELA	5	100	—
	Math	4	—	—
	Science	—	—	—
	Combined	9	—	—
Students with Disabilities	ELA	37	52.7	2
	Math	36	54.2	2
	Science	10	220	2
	Combined	83	73.5	2
Economically Disadvantaged	ELA	53	108.5	3

Subgroup	Subject	Cohort	Index	Level
	Math	53	108.5	3
	Science	16	228.1	3
	Combined	122	124.2	3

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	200	155.3	4
	Math	200	158.3	4
	Science	67	214.2	4
	Combined	200	165	4
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	—
	Science	—	—	—
	Combined	1	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	42	181	4
	Math	41	211	4
	Science	13	230.8	4
	Combined	41	200.5	4
Black or African American	ELA	16	96.9	2
	Math	16	96.9	2
	Science	4	—	2
	Combined	16	105.6	2
Hispanic or Latino	ELA	18	100	2
	Math	18	88.9	2
	Science	7	200	2
	Combined	18	111.6	2
Multiracial	ELA	20	155	4
	Math	19	189.5	4
	Science	8	218.8	4
	Combined	19	179.8	4
White	ELA	150	151	4
	Math	151	149.7	4
	Science	49	212.2	4
	Combined	151	159	4
English Language Learners	ELA	6	83.3	—
	Math	6	83.3	—
	Science	2	—	—
	Combined	6	—	—
Students with Disabilities	ELA	56	34.8	2
	Math	56	34.8	2
	Science	20	110	2
	Combined	56	46.2	2
Economically Disadvantaged	ELA	67	85.8	2

Subgroup	Subject	Cohort	Index	Level
	Math	67	85.8	2
	Science	21	173.8	2
	Combined	67	97.7	2

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	33,164	632	52.5	3
American Indian or Alaska Native	—	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	3,910	71	55.1	4
Black or African American	—	23	—	—
Hispanic or Latino	1,679	33	50.9	3
Multiracial	—	28	—	—
White	24,434	473	51.7	3
English Language Learners	—	3	—	—
Students with Disabilities	3,231	68	47.5	2
Economically Disadvantaged	4,691	100	46.9	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	6	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Black or African American	2	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	6	–	–	–	–
Students with Disabilities	1	–	–	–	–
Economically Disadvantaged	2	–	–	–	–

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	124.5	200	155.3	127.5%	100.7%	117.3	158.7	200	4	4
	Math	139	200	158.3	141.4%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	174.3	42	181	175.3%	155.1%	162.6	181.3	200	4	4
	Math	204.1	41	211	200%	173%	177.5	188.8	200	4	4
Black or African American	ELA	–	16	–	–	–	–	–	–	–	–
	Math	–	16	–	–	–	–	–	–	–	–
Hispanic or Latino	ELA	–	18	–	–	–	–	–	–	–	–
	Math	–	18	–	–	–	–	–	–	–	–
Multiracial	ELA	–	20	–	–	–	–	–	–	–	–
	Math	–	19	–	–	–	–	–	–	–	–
White	ELA	123.7	150	151	126.8%	98%	115	157.5	200	4	4
	Math	137.9	151	149.7	140.4%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	–	6	–	–	–	–	–	–	–	–
	Math	–	6	–	–	–	–	–	–	–	–
Students with Disabilities	ELA	25.5	56	34.8	32.5%	54.4%	78.6	139.3	200	2	1
	Math	31.8	56	34.8	38.5%	54.4%	78.6	139.3	200	1	1
Economically Disadvantaged	ELA	77.5	67	85.8	82.4%	90.7%	108.9	154.5	200	2	1
	Math	90.8	67	85.8	95.2%	89.4%	107.8	153.9	200	1	1

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	6.1	351	19	5.4%	6.1%	15%	13.3%	9.2%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	5.7	36	1	2.8%	5.7%	8.3%	7.7%	6.4%	5%	4
Black or African American	—	25	—	—	—	—	—	—	—	—
Hispanic or Latino	—	31	—	—	—	—	—	—	—	—
Multiracial	—	33	—	—	—	—	—	—	—	—
White	7.1	270	15	5.6%	7%	10.7%	9.7%	7.4%	5%	4
English Language Learners	—	16	—	—	—	—	—	—	—	—
Students with Disabilities	17.4	41	3	7.3%	16.9%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	13.2	63	7	11.1%	12.9%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	421	86.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
Black or African American	—	8	—
Hispanic or Latino	—	9	—
Multiracial	—	13	—
White	X	319	85.3%
English Language Learners	—	4	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	39	—

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	421	87.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—
Black or African American	—	8	—
Hispanic or Latino	—	9	—
Multiracial	—	12	—
White	X	320	86.3%
English Language Learners	—	4	—
Students with Disabilities	—	29	—
Economically Disadvantaged	—	39	—

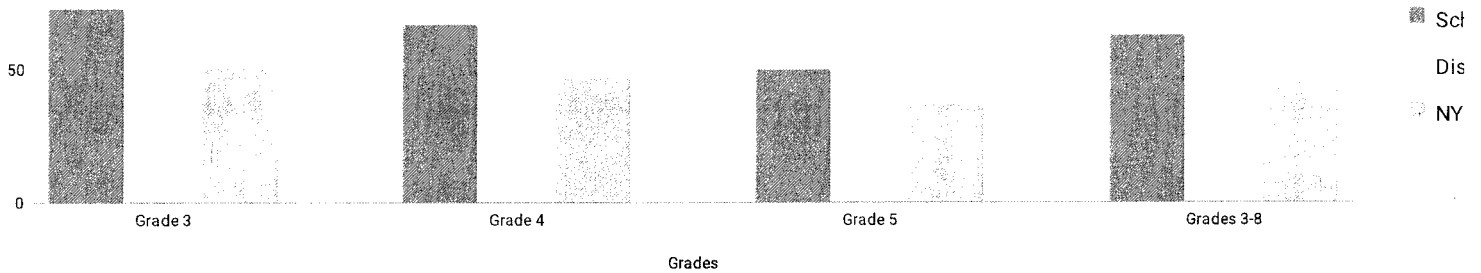
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	11	33%	0	0%	0	0%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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.

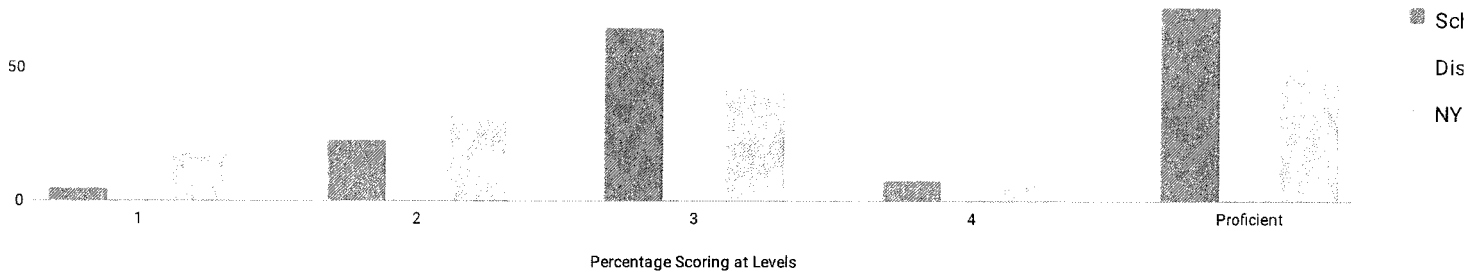
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	5	66	3	5%	15	23%	43	65%	5	8%	48	73%
Grade 4	11	63	7	11%	14	22%	15	24%	27	43%	42	67%
Grade 5	7	64	13	20%	19	30%	17	27%	15	23%	32	50%
Grades 3-8	23	193	23	12%	48	25%	75	39%	47	24%	122	63%

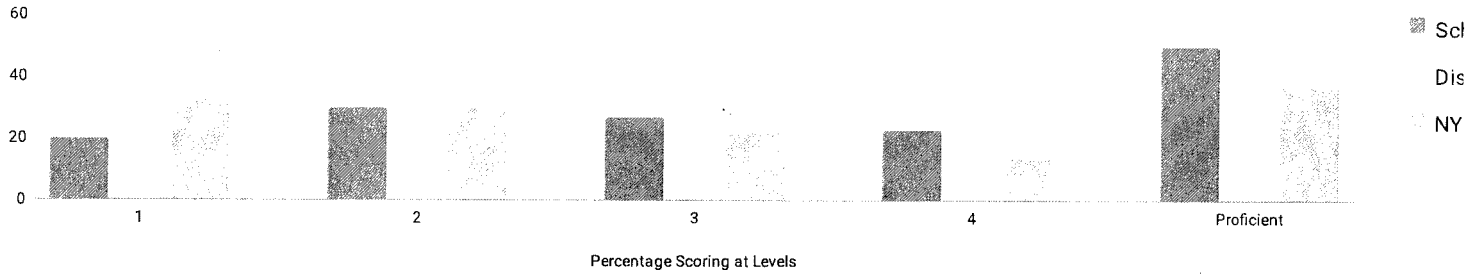
GRADE 3 ELA RESULTS



MEAN SCORE: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	66	3	5%	15	23%	43	65%	5	8%	48	73%
General Education	3	61	3	5%	12	20%	41	67%	5	8%	46	75%
Students with Disabilities	2	5	0	0%	3	60%	2	40%	0	0%	2	40%
Asian or Native Hawaiian/Other Pacific Islander	0	11	0	0%	1	9%	9	82%	1	9%	10	91%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	4	47	2	4%	12	26%	29	62%	4	9%	33	70%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	1	13%	2	25%	5	63%	0	0%	5	63%
Female	1	33	0	0%	7	21%	24	73%	2	6%	26	79%
Male	4	33	3	9%	8	24%	19	58%	3	9%	22	67%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	64	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	12	2	17%	6	50%	4	33%	0	0%	4	33%
Not Economically Disadvantaged	4	54	1	2%	9	17%	39	72%	5	9%	44	81%
Not Migrant	5	66	3	5%	15	23%	43	65%	5	8%	48	73%
Not Homeless	5	66	3	5%	15	23%	43	65%	5	8%	48	73%
Not in Foster Care	5	66	3	5%	15	23%	43	65%	5	8%	48	73%
Parent Not in Armed Forces	5	66	3	5%	15	23%	43	65%	5	8%	48	73%

GRADE 5 ELA RESULTS

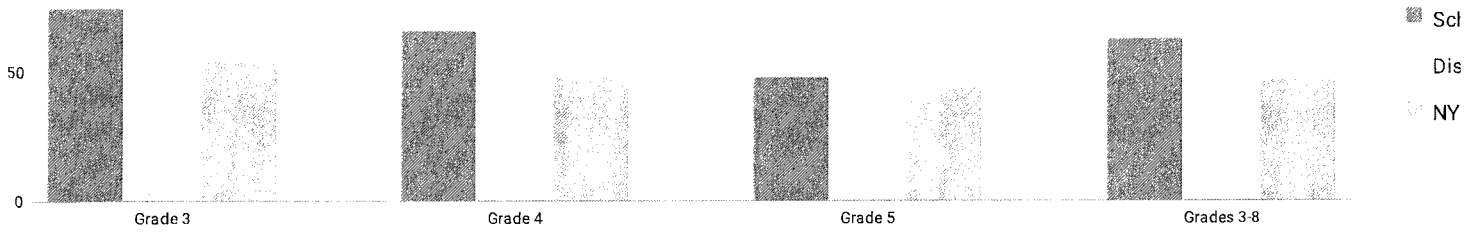


MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	64	13	20%	19	30%	17	27%	15	23%	32	50%
General Education	5	57	7	12%	18	32%	17	30%	15	26%	32	56%
Students with Disabilities	2	7	6	86%	1	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	5	52	12	23%	13	25%	15	29%	12	23%	27	52%
Multiracial	1	5	0	0%	3	60%	1	20%	1	20%	2	40%
Small Group Total	1	7	1	14%	3	43%	1	14%	2	29%	3	43%
Female	6	31	3	10%	9	29%	11	35%	8	26%	19	61%
Male	1	33	10	30%	10	30%	6	18%	7	21%	13	39%
Non-English Language Learners	7	64	13	20%	19	30%	17	27%	15	23%	32	50%
Economically Disadvantaged	3	10	5	50%	3	30%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	4	54	8	15%	16	30%	16	30%	14	26%	30	56%
Not Migrant	7	64	13	20%	19	30%	17	27%	15	23%	32	50%
Not Homeless	7	64	13	20%	19	30%	17	27%	15	23%	32	50%
Not in Foster Care	7	64	13	20%	19	30%	17	27%	15	23%	32	50%
Parent Not in Armed Forces	7	64	13	20%	19	30%	17	27%	15	23%	32	50%

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

Percent Proficient

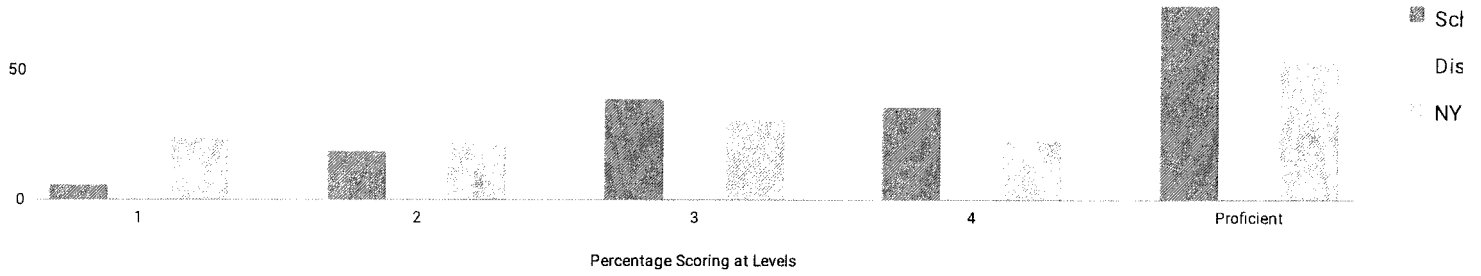


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	4	67	4	6%	13	19%	26	39%	24	36%	50	75%
Grade 4	11	64	10	16%	12	19%	16	25%	26	41%	42	66%
Grade 5	6	65	16	25%	18	28%	18	28%	13	20%	31	48%
Grades 3-8	21	196	30	15%	43	22%	60	31%	63	32%	123	63%

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.

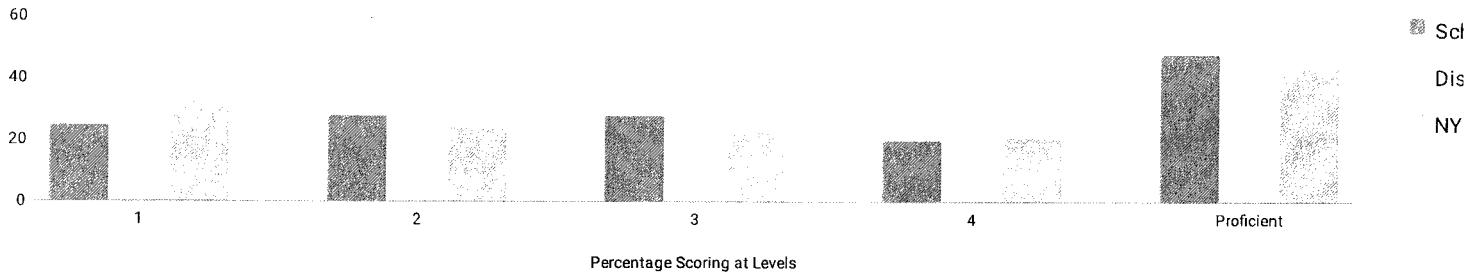
GRADE 3 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	67	4	6%	13	19%	26	39%	24	36%	50	75%
General Education	3	61	3	5%	11	18%	25	41%	22	36%	47	77%
Students with Disabilities	1	6	1	17%	2	33%	1	17%	2	33%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	0	11	0	0%	1	9%	3	27%	7	64%	10	91%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	4	47	4	9%	10	21%	18	38%	15	32%	33	70%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	9	0	0%	2	22%	5	56%	2	22%	7	78%
Female	2	32	3	9%	5	16%	12	38%	12	38%	24	75%
Male	2	35	1	3%	8	23%	14	40%	12	34%	26	74%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	65	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	12	2	17%	5	42%	4	33%	1	8%	5	42%
Not Economically Disadvantaged	3	55	2	4%	8	15%	22	40%	23	42%	45	82%
Not Migrant	4	67	4	6%	13	19%	26	39%	24	36%	50	75%
Not Homeless	4	67	4	6%	13	19%	26	39%	24	36%	50	75%
Not in Foster Care	4	67	4	6%	13	19%	26	39%	24	36%	50	75%
Parent Not in Armed Forces	4	67	4	6%	13	19%	26	39%	24	36%	50	75%

GRADE 5 MATH RESULTS

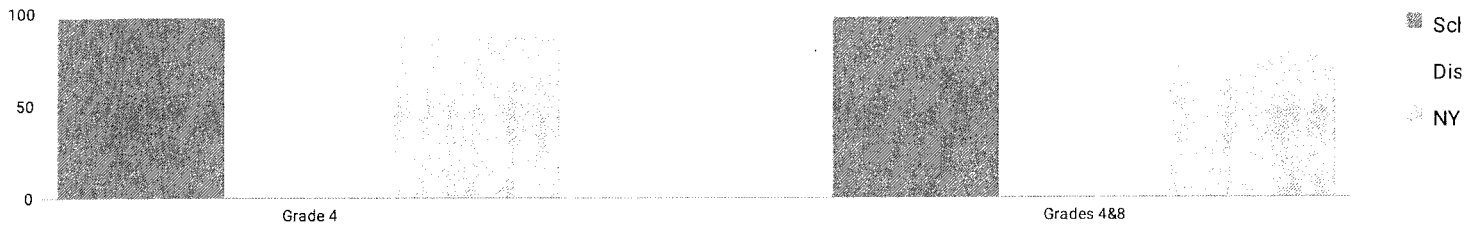


MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	65	16	25%	18	28%	18	28%	13	20%	31	48%
General Education	5	57	9	16%	17	30%	18	32%	13	23%	31	54%
Students with Disabilities	1	8	7	88%	1	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	4	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	4	53	16	30%	11	21%	16	30%	10	19%	26	49%
Multiracial	1	5	0	0%	3	60%	2	40%	0	0%	2	40%
Small Group Total	1	7	0	0%	4	57%	0	0%	3	43%	3	43%
Female	5	32	8	25%	11	34%	8	25%	5	16%	13	41%
Male	1	33	8	24%	7	21%	10	30%	8	24%	18	55%
Non-English Language Learners	6	65	16	25%	18	28%	18	28%	13	20%	31	48%
Economically Disadvantaged	3	10	4	40%	4	40%	1	10%	1	10%	2	20%
Not Economically Disadvantaged	3	55	12	22%	14	25%	17	31%	12	22%	29	53%
Not Migrant	6	65	16	25%	18	28%	18	28%	13	20%	31	48%
Not Homeless	6	65	16	25%	18	28%	18	28%	13	20%	31	48%
Not in Foster Care	6	65	16	25%	18	28%	18	28%	13	20%	31	48%
Parent Not in Armed Forces	6	65	16	25%	18	28%	18	28%	13	20%	31	48%

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

Percent Proficient



Grade	Not Tested	Tested	Grades									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	11	64	0	0%	1	2%	14	22%	49	77%	63	98%
Grades 4&8	11	64	0	0%	1	2%	14	22%	49	77%	63	98%

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

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	–	2	–	–	–	–	–
Grade 1	–	3	–	–	–	–	–
Grade 2	–	1	–	–	–	–	–
Grade 3	–	1	–	–	–	–	–
Grade 4	–	2	–	–	–	–	–

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**PINE BUSH
PERFORMANCE
REPORTS**

PINE BUSH ELEMENTARY SCHOOL - 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	4	4	4	–	4	4
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4	4
Black or African American	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–
Multiracial	3	–	3	–	–	–
White	4	4	4	–	4	4
English Language Learners	–	–	–	–	–	–
Students with Disabilities	3	4	4	–	2	4
Economically Disadvantaged	2	2	2	–	2	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	169	170.4	4
	Math	171	178.1	4
	Science	63	237.3	4
	Combined	403	184.1	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	52	184.6	4
	Math	52	210.6	4
	Science	16	240.6	4
	Combined	120	203.3	4
Black or African American	ELA	6	83.3	–
	Math	6	125	–
	Science	1	–	–
	Combined	13	–	–
Hispanic or Latino	ELA	7	114.3	–
	Math	9	88.9	–
	Science	4	–	–
	Combined	20	–	–
Multiracial	ELA	13	138.5	3
	Math	12	166.7	3
	Science	5	240	3
	Combined	30	166.7	3
White	ELA	131	167.6	4
	Math	133	173.3	4
	Science	43	237.2	4
	Combined	307	179.8	4
English Language Learners	ELA	3	–	–
	Math	3	–	–
	Science	–	–	–
	Combined	6	–	–
Students with Disabilities	ELA	24	58.3	3
	Math	25	78	3
	Science	9	211.1	3
	Combined	58	90.5	3
Economically Disadvantaged	ELA	23	97.8	2
	Math	26	88.5	2
	Science	7	221.4	2
	Combined	56	108.9	2

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	181	159.1	4
	Math	181	168.2	4
	Science	67	223.1	4
	Combined	181	173	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	52	184.6	4
	Math	52	210.6	4
	Science	16	240.6	4
	Combined	52	203.3	4
Black or African American	ELA	7	71.4	–
	Math	7	107.1	–
	Science	1	–	–
	Combined	7	–	–
Hispanic or Latino	ELA	10	80	–
	Math	10	80	–
	Science	4	–	–
	Combined	10	–	–
Multiracial	ELA	14	128.6	3
	Math	14	142.9	3
	Science	6	200	3
	Combined	14	147.1	3
White	ELA	143	153.5	4
	Math	143	161.2	4
	Science	48	212.5	4
	Combined	143	165.3	4
English Language Learners	ELA	4	–	–
	Math	4	–	–
	Science	–	–	–
	Combined	4	–	–
Students with Disabilities	ELA	44	31.8	2
	Math	44	44.3	2
	Science	14	135.7	2
	Combined	44	51.5	2
Economically Disadvantaged	ELA	35	64.3	2
	Math	35	65.7	2
	Science	10	155	2
	Combined	35	76.3	2

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	37,255	619	60.2	4
American Indian or Alaska Native	–	0	–	–
Asian or Native Hawaiian/Other Pacific Islander	6,261	98	63.9	4
Black or African American	–	10	–	–
Hispanic or Latino	–	19	–	–
Multiracial	–	18	–	–
White	28,120	474	59.3	4
English Language Learners	–	3	–	–
Students with Disabilities	2,628	45	58.4	4
Economically Disadvantaged	1,666	36	46.3	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

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

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	135.4	181	159.1	138%	100.7%	117.3	158.7	200	4	4
	Math	155.7	181	168.2	157.5%	103.3%	119.4	159.7	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	173.5	52	184.6	174.6%	155.1%	162.6	181.3	200	4	4
	Math	200	52	210.6	200%	173%	177.5	188.8	200	4	4
Black or African American	ELA	–	7	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–
Hispanic or Latino	ELA	–	10	–	–	–	–	–	–	–	–
	Math	–	10	–	–	–	–	–	–	–	–
Multiracial	ELA	–	14	–	–	–	–	–	–	–	–
	Math	–	14	–	–	–	–	–	–	–	–
White	ELA	134.2	143	153.5	136.8%	98%	115	157.5	200	4	4
	Math	151.5	143	161.2	153.4%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	–	4	–	–	–	–	–	–	–	–
	Math	–	4	–	–	–	–	–	–	–	–
Students with Disabilities	ELA	21.1	44	31.8	28.3%	54.4%	78.6	139.3	200	2	2
	Math	30.3	44	44.3	37.1%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	47.1	35	64.3	53.2%	90.7%	108.9	154.5	200	2	2
	Math	50	35	65.7	56%	89.4%	107.8	153.9	200	2	2

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	6.9	339	11	3.2%	6.8%	15%	13.3%	9.2%	5%	4
Asian or Native Hawaiian/Other Pacific Islander	6.5	49	2	4.1%	6.4%	8.3%	7.7%	6.4%	5%	4
Black or African American	–	13	–	–	–	–	–	–	–	–
Hispanic or Latino	–	16	–	–	–	–	–	–	–	–
Multiracial	–	21	–	–	–	–	–	–	–	–
White	7.2	268	9	3.4%	7.1%	10.7%	9.7%	7.4%	5%	4
English Language Learners	–	12	–	–	–	–	–	–	–	–
Students with Disabilities	3	34	2	5.9%	3%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	21.1	38	2	5.3%	20.5%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	377	87.5%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	25	–
Black or African American	–	3	–
Hispanic or Latino	–	5	–
Multiracial	–	7	–
White	X	293	85.7%
English Language Learners	–	0	–
Students with Disabilities	–	23	–
Economically Disadvantaged	–	17	–

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	377	88.6%
American Indian or Alaska Native	–	0	–
Asian or Native Hawaiian/Other Pacific Islander	–	25	–
Black or African American	–	3	–
Hispanic or Latino	–	5	–
Multiracial	–	7	–
White	X	293	86.7%
English Language Learners	–	0	–
Students with Disabilities	–	23	–
Economically Disadvantaged	–	17	–

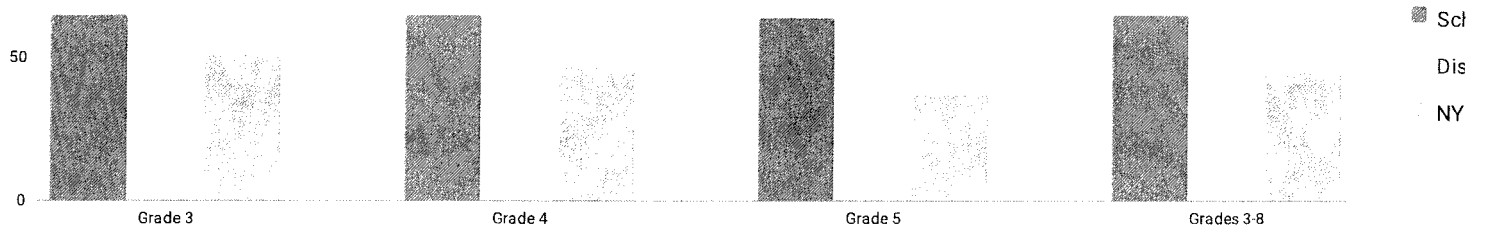
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	3	9%	0	0%	0	0%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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)

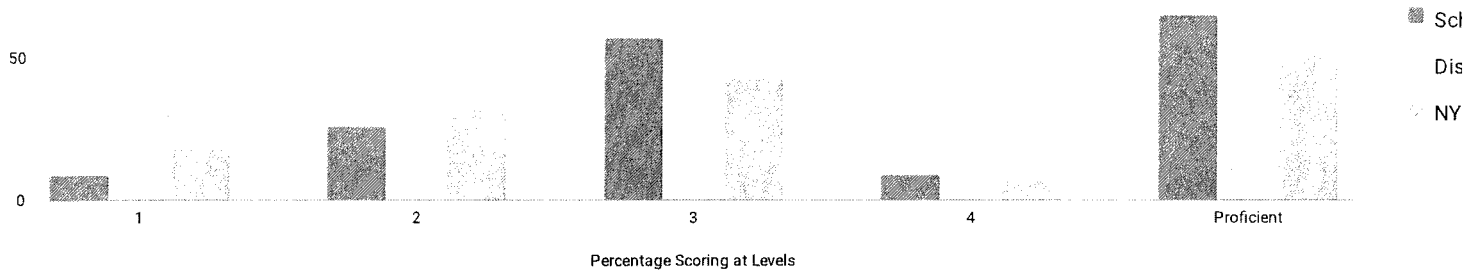
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	8	69	6	9%	18	26%	39	57%	6	9%	45	65%
Grade 4	10	60	2	3%	19	32%	21	35%	18	30%	39	65%
Grade 5	4	42	2	5%	13	31%	11	26%	16	38%	27	64%
Grades 3-8	22	171	10	6%	50	29%	71	42%	40	23%	111	65%

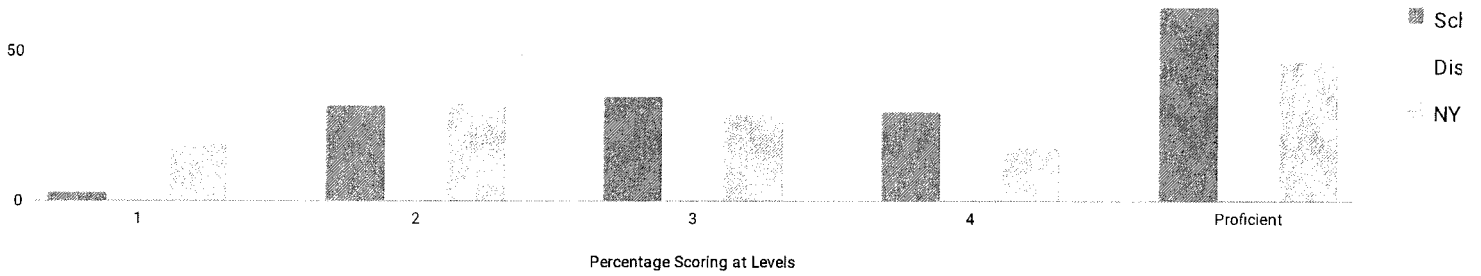
GRADE 3 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	69	6	9%	18	26%	39	57%	6	9%	45	65%
General Education	6	63	3	5%	16	25%	38	60%	6	10%	44	70%
Students with Disabilities	2	6	3	50%	2	33%	1	17%	0	0%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
White	8	56	5	9%	14	25%	31	55%	6	11%	37	66%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	13	1	8%	4	31%	8	62%	0	0%	8	62%
Female	3	37	4	11%	10	27%	20	54%	3	8%	23	62%
Male	5	32	2	6%	8	25%	19	59%	3	9%	22	69%
Non-English Language Learners	8	69	6	9%	18	26%	39	57%	6	9%	45	65%
Economically Disadvantaged	0	6	1	17%	3	50%	1	17%	1	17%	2	33%
Not Economically Disadvantaged	8	63	5	8%	15	24%	38	60%	5	8%	43	68%
Not Migrant	8	69	6	9%	18	26%	39	57%	6	9%	45	65%
Not Homeless	8	69	6	9%	18	26%	39	57%	6	9%	45	65%
Not in Foster Care	8	69	6	9%	18	26%	39	57%	6	9%	45	65%
Parent Not in Armed Forces	8	69	6	9%	18	26%	39	57%	6	9%	45	65%

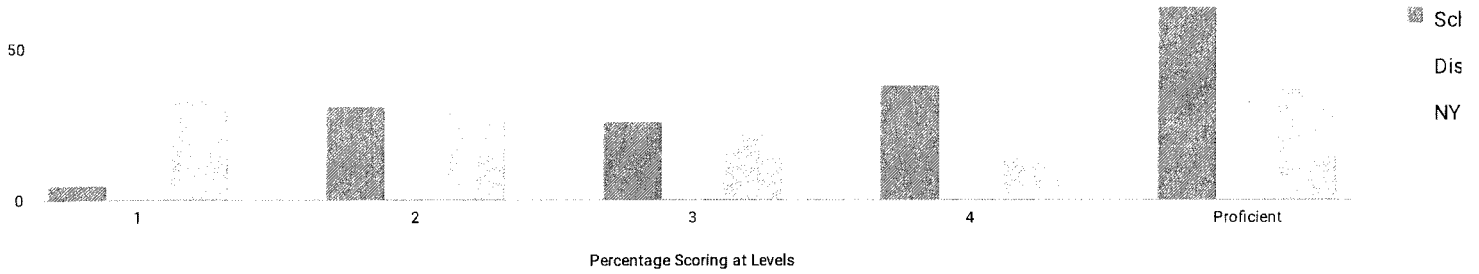
GRADE 4 ELA RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	60	2	3%	19	32%	21	35%	18	30%	39	65%
General Education	—	58	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	13	0	0%	0	0%	6	46%	7	54%	13	100%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	8	42	2	5%	17	40%	13	31%	10	24%	23	55%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	5	0	0%	2	40%	2	40%	1	20%	3	60%
Female	3	30	0	0%	9	30%	12	40%	9	30%	21	70%
Male	7	30	2	7%	10	33%	9	30%	9	30%	18	60%
Non-English Language Learners	10	60	2	3%	19	32%	21	35%	18	30%	39	65%
Economically Disadvantaged	—	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	56	—	—	—	—	—	—	—	—	—	—
Not Migrant	10	60	2	3%	19	32%	21	35%	18	30%	39	65%
Not Homeless	10	60	2	3%	19	32%	21	35%	18	30%	39	65%
Not in Foster Care	10	60	2	3%	19	32%	21	35%	18	30%	39	65%
Parent Not in Armed Forces	10	60	2	3%	19	32%	21	35%	18	30%	39	65%

GRADE 5 ELA RESULTS

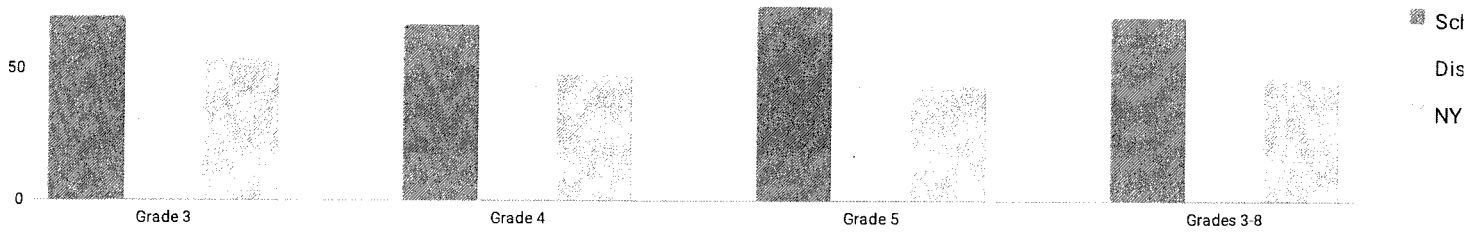


MEAN SCORE: 614

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	42	2	5%	13	31%	11	26%	16	38%	27	64%
General Education	—	39	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	3	36	2	6%	9	25%	10	28%	15	42%	25	69%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	0	0%	4	67%	1	17%	1	17%	2	33%
Female	2	16	1	6%	5	31%	4	25%	6	38%	10	63%
Male	2	26	1	4%	8	31%	7	27%	10	38%	17	65%
Non-English Language Learners	4	42	2	5%	13	31%	11	26%	16	38%	27	64%
Economically Disadvantaged	—	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	40	—	—	—	—	—	—	—	—	—	—
Not Migrant	4	42	2	5%	13	31%	11	26%	16	38%	27	64%
Not Homeless	4	42	2	5%	13	31%	11	26%	16	38%	27	64%
Not in Foster Care	4	42	2	5%	13	31%	11	26%	16	38%	27	64%
Parent Not in Armed Forces	4	42	2	5%	13	31%	11	26%	16	38%	27	64%

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

Percent Proficient

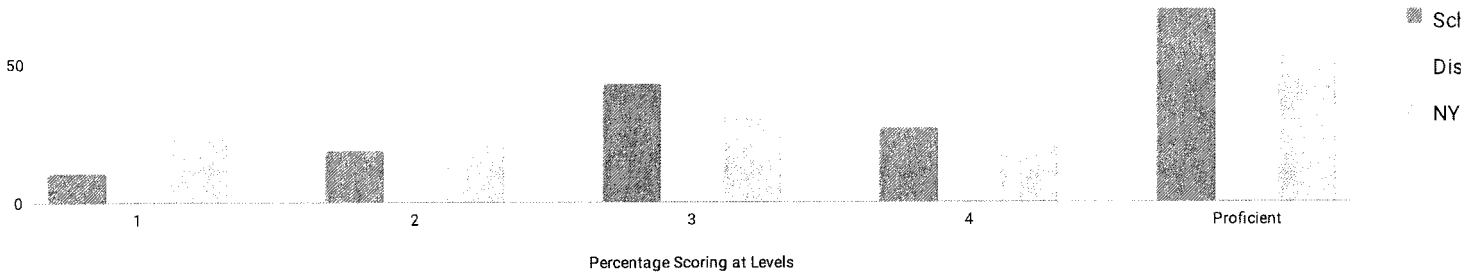


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	7	70	8	11%	13	19%	30	43%	19	27%	49	70%
Grade 4	9	61	6	10%	14	23%	23	38%	18	30%	41	67%
Grade 5	4	42	2	5%	9	21%	12	29%	19	45%	31	74%
Grades 3-8	20	173	16	9%	36	21%	65	38%	56	32%	121	70%

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.

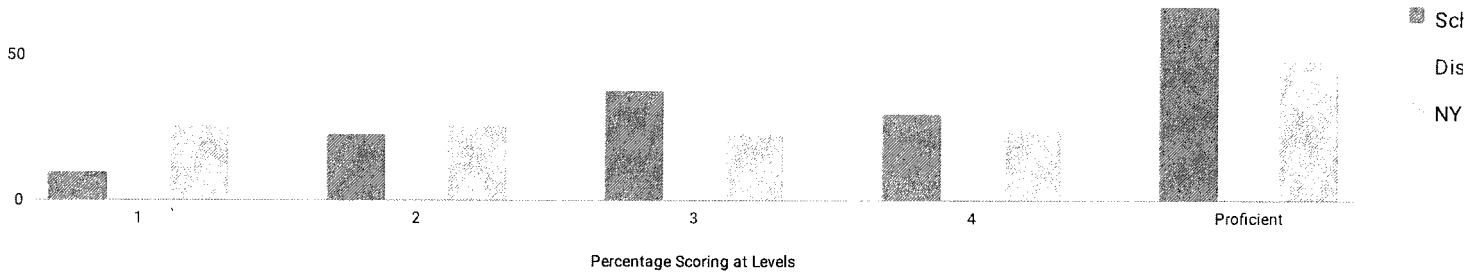
GRADE 3 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	70	8	11%	13	19%	30	43%	19	27%	49	70%
General Education	—	66	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
White	6	58	7	12%	13	22%	22	38%	16	28%	38	66%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	12	1	8%	0	0%	8	67%	3	25%	11	92%
Female	3	37	4	11%	10	27%	15	41%	8	22%	23	62%
Male	4	33	4	12%	3	9%	15	45%	11	33%	26	79%
Non-English Language Learners	7	70	8	11%	13	19%	30	43%	19	27%	49	70%
Economically Disadvantaged	0	6	3	50%	1	17%	1	17%	1	17%	2	33%
Not Economically Disadvantaged	7	64	5	8%	12	19%	29	45%	18	28%	47	73%
Not Migrant	7	70	8	11%	13	19%	30	43%	19	27%	49	70%
Not Homeless	7	70	8	11%	13	19%	30	43%	19	27%	49	70%
Not in Foster Care	7	70	8	11%	13	19%	30	43%	19	27%	49	70%
Parent Not in Armed Forces	7	70	8	11%	13	19%	30	43%	19	27%	49	70%

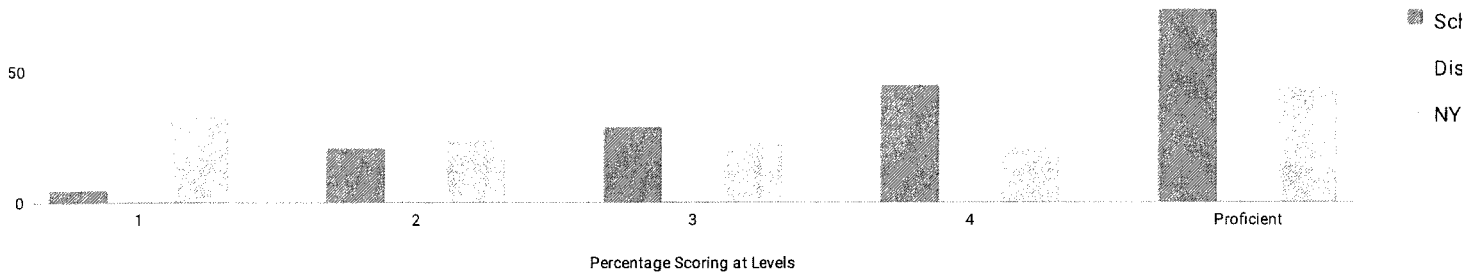
GRADE 4 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	61	6	10%	14	23%	23	38%	18	30%	41	67%
General Education	—	58	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	13	0	0%	1	8%	2	15%	10	77%	12	92%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	8	42	5	12%	12	29%	18	43%	7	17%	25	60%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	1	17%	1	17%	3	50%	1	17%	4	67%
Female	3	30	3	10%	7	23%	11	37%	9	30%	20	67%
Male	6	31	3	10%	7	23%	12	39%	9	29%	21	68%
Non-English Language Learners	9	61	6	10%	14	23%	23	38%	18	30%	41	67%
Economically Disadvantaged	3	5	3	60%	1	20%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	6	56	3	5%	13	23%	22	39%	18	32%	40	71%
Not Migrant	9	61	6	10%	14	23%	23	38%	18	30%	41	67%
Not Homeless	9	61	6	10%	14	23%	23	38%	18	30%	41	67%
Not in Foster Care	9	61	6	10%	14	23%	23	38%	18	30%	41	67%
Parent Not in Armed Forces	9	61	6	10%	14	23%	23	38%	18	30%	41	67%

GRADE 5 MATH RESULTS

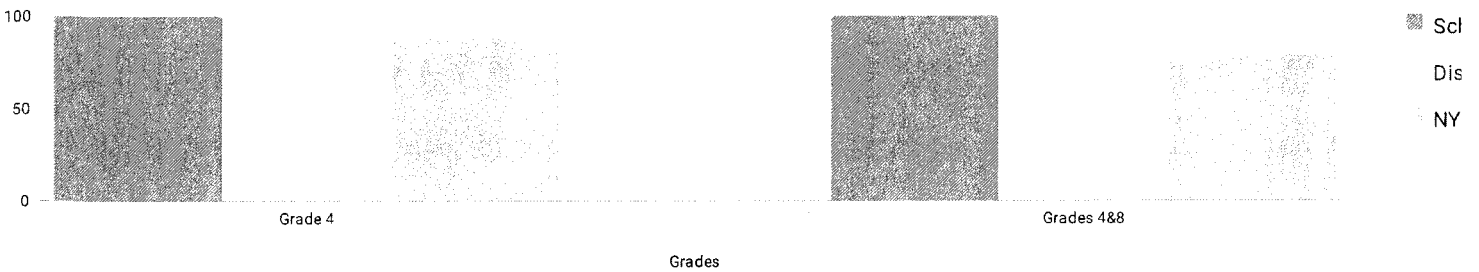


MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	42	2	5%	9	21%	12	29%	19	45%	31	74%
General Education	—	39	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	3	36	1	3%	7	19%	11	31%	17	47%	28	78%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	1	17%	2	33%	1	17%	2	33%	3	50%
Female	2	16	2	13%	4	25%	4	25%	6	38%	10	63%
Male	2	26	0	0%	5	19%	8	31%	13	50%	21	81%
Non-English Language Learners	4	42	2	5%	9	21%	12	29%	19	45%	31	74%
Economically Disadvantaged	—	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	—	40	—	—	—	—	—	—	—	—	—	—
Not Migrant	4	42	2	5%	9	21%	12	29%	19	45%	31	74%
Not Homeless	4	42	2	5%	9	21%	12	29%	19	45%	31	74%
Not in Foster Care	4	42	2	5%	9	21%	12	29%	19	45%	31	74%
Parent Not in Armed Forces	4	42	2	5%	9	21%	12	29%	19	45%	31	74%

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

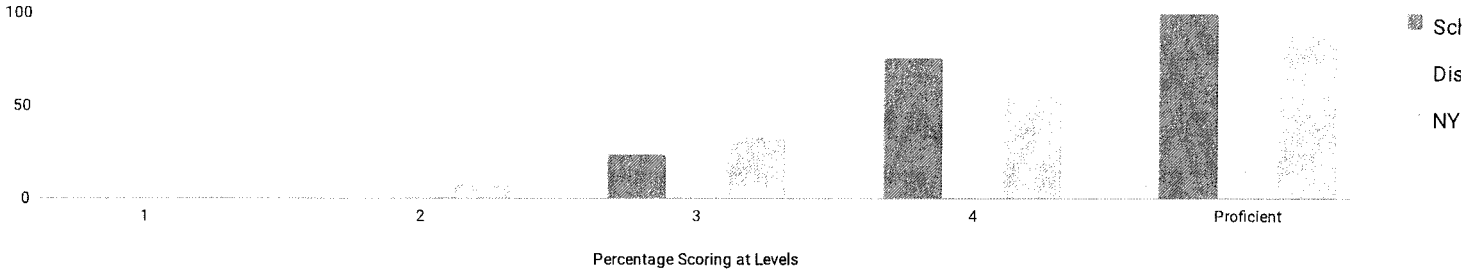
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	8	62	0	0%	0	0%	15	24%	47	76%	62	100%
Grades 4&8	8	62	0	0%	0	0%	15	24%	47	76%	62	100%

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

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 88

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	62	0	0%	0	0%	15	24%	47	76%	62	100%
General Education	—	58	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	13	0	0%	0	0%	1	8%	12	92%	13	100%
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	7	43	0	0%	0	0%	11	26%	32	74%	43	100%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	3	30	0	0%	0	0%	10	33%	20	67%	30	100%
Male	5	32	0	0%	0	0%	5	16%	27	84%	32	100%
Non-English Language Learners	8	62	0	0%	0	0%	15	24%	47	76%	62	100%
Economically Disadvantaged	3	5	0	0%	0	0%	3	60%	2	40%	5	100%
Not Economically Disadvantaged	5	57	0	0%	0	0%	12	21%	45	79%	57	100%
Not Migrant	8	62	0	0%	0	0%	15	24%	47	76%	62	100%
Not Homeless	8	62	0	0%	0	0%	15	24%	47	76%	62	100%
Not in Foster Care	8	62	0	0%	0	0%	15	24%	47	76%	62	100%
Parent Not in Armed Forces	8	62	0	0%	0	0%	15	24%	47	76%	62	100%

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	–	4	–	–	–	–	–
Grade 1	–	3	–	–	–	–	–
Grade 2	–	2	–	–	–	–	–

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 4 ELA	–	1	–	–	–	–
Grade 4 Math	–	1	–	–	–	–
Grade 4 Science	–	1	–	–	–	–

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**WESTMERE
PERFORMANCE
REPORTS**

WESTMERE ELEMENTARY SCHOOL - 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	4	4	4	4	4	4
American Indian or Alaska Native	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	4	4	4
Black or African American	2	2	2	—	—	—
Hispanic or Latino	3	4	4	—	—	—
Multiracial	4	2	3	—	—	—
White	4	4	4	3	4	4
English Language Learners	4	4	4	4	4	4
Students with Disabilities	3	3	3	—	2	4
Economically Disadvantaged	4	4	4	—	4	4

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	226	169	4
	Math	232	173.3	4
	Science	66	220.5	4
	Combined	524	177.4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	45	186.7	4
	Math	47	189.4	4
	Science	23	213	4
	Combined	115	193	4
Black or African American	ELA	24	102.1	2
	Math	24	104.2	2
	Science	7	192.9	2
	Combined	55	114.5	2
Hispanic or Latino	ELA	18	130.6	2
	Math	17	123.5	2
	Science	3	—	2
	Combined	38	134.2	2
Multiracial	ELA	21	166.7	3
	Math	20	157.5	3
	Science	5	220	3
	Combined	46	168.5	3
White	ELA	145	168.6	4
	Math	150	177	4
	Science	47	227.7	4
	Combined	342	180.4	4
English Language Learners	ELA	57	122.8	4
	Math	61	142.6	4
	Science	13	161.5	4
	Combined	131	135.9	4
Students with Disabilities	ELA	40	73.8	3
	Math	42	90.5	3
	Science	13	192.3	3
	Combined	95	97.4	3
Economically Disadvantaged	ELA	50	145	4
	Math	52	141.3	4
	Science	28	214.3	4
	Combined	130	158.5	4

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	235	162.6	4
	Math	236	170.3	4
	Science	70	207.9	4
	Combined	236	171.8	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	45	186.7	4
	Math	47	189.4	4
	Science	25	196	4
	Combined	47	189.7	4
Black or African American	ELA	24	102.1	2
	Math	24	104.2	2
	Science	8	168.8	2
	Combined	24	112.5	2
Hispanic or Latino	ELA	18	130.6	3
	Math	18	116.7	3
	Science	3	—	3
	Combined	18	130.8	3
Multiracial	ELA	21	166.7	4
	Math	21	150	4
	Science	6	183.3	4
	Combined	21	161.5	4
White	ELA	154	158.8	4
	Math	154	172.4	4
	Science	50	214	4
	Combined	154	172.3	4
English Language Learners	ELA	61	114.8	4
	Math	63	138.1	4
	Science	14	150	4
	Combined	63	129	4
Students with Disabilities	ELA	56	52.7	3
	Math	56	67.9	3
	Science	18	138.9	3
	Combined	56	71.2	3
Economically Disadvantaged	ELA	51	142.2	4
	Math	52	141.3	4
	Science	29	206.9	4
	Combined	52	156.1	4

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	39,356	705	55.8	4
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	7,169	115	62.3	4
Black or African American	1,984	41	48.4	2
Hispanic or Latino	1,844	31	59.5	4
Multiracial	1,407	30	46.9	2
White	26,952	488	55.2	4
English Language Learners	2,897	46	63	4
Students with Disabilities	3,731	73	51.1	3
Economically Disadvantaged	8,198	148	55.4	4

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	52	40%	52%	1.3	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	34	38%	50%	1.3	4
Black or African American	2	—	—	—	—
Hispanic or Latino	0	—	—	—	—
Multiracial	0	—	—	—	—
White	33	44%	45%	1.0	3
English Language Learners	52	40%	52%	1.3	4
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	11	—	—	—	—

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	134.9	235	162.6	137.5%	100.7%	117.3	158.7	200	4	4
	Math	152	236	170.3	153.9%	103.3%	119.4	159.7	200	4	4
Asian or Native Hawaiian/Other Pacific Islander	ELA	123.1	45	186.7	126.2%	155.1%	162.6	181.3	200	4	4
	Math	160	47	189.4	161.6%	173%	177.5	188.8	200	4	4
Black or African American	ELA	–	24	–	–	–	–	–	–	–	–
	Math	–	24	–	–	–	–	–	–	–	–
Hispanic or Latino	ELA	–	18	–	–	–	–	–	–	–	–
	Math	–	18	–	–	–	–	–	–	–	–
Multiracial	ELA	–	21	–	–	–	–	–	–	–	–
	Math	–	21	–	–	–	–	–	–	–	–
White	ELA	141.4	154	158.8	143.7%	98%	115	157.5	200	4	4
	Math	156.1	154	172.4	157.9%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	48.6	61	114.8	54.7%	60.8%	84	142	200	4	4
	Math	104.2	63	138.1	108%	77.9%	98.2	149.1	200	4	4
Students with Disabilities	ELA	39.5	56	52.7	45.9%	54.4%	78.6	139.3	200	2	2
	Math	50.8	56	67.9	56.8%	54.4%	78.6	139.3	200	3	2
Economically Disadvantaged	ELA	106.1	51	142.2	109.9%	90.7%	108.9	154.5	200	4	4
	Math	103.1	52	141.3	107%	89.4%	107.8	153.9	200	4	4

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	6.2	435	17	3.9%	6.2%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	–	1	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	7.9	105	3	2.9%	7.8%	8.3%	7.7%	6.4%	5%	4
Black or African American	–	42	–	–	–	–	–	–	–	–
Hispanic or Latino	–	40	–	–	–	–	–	–	–	–
Multiracial	–	42	–	–	–	–	–	–	–	–
White	5.5	262	12	4.6%	5.5%	10.7%	9.7%	7.4%	5%	4
English Language Learners	6.3	67	4	6%	6.2%	18.1%	15.9%	10.5%	5%	4
Students with Disabilities	12.8	45	5	11.1%	12.5%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	5.4	111	6	5.4%	5.4%	20.5%	17.9%	11.5%	5%	4

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	495	89.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	X	95	90.5%
Black or African American	—	15	—
Hispanic or Latino	—	14	—
Multiracial	—	13	—
White	X	330	87.9%
English Language Learners	—	34	—
Students with Disabilities	—	30	—
Economically Disadvantaged	X	115	89.6%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	496	92.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	✓	54	98.2%
Black or African American	—	15	—
Hispanic or Latino	—	14	—
Multiracial	—	13	—
White	X	330	90.6%
English Language Learners	—	34	—
Students with Disabilities	—	30	—
Economically Disadvantaged	✓	63	95.2%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	2
Grade 5	1

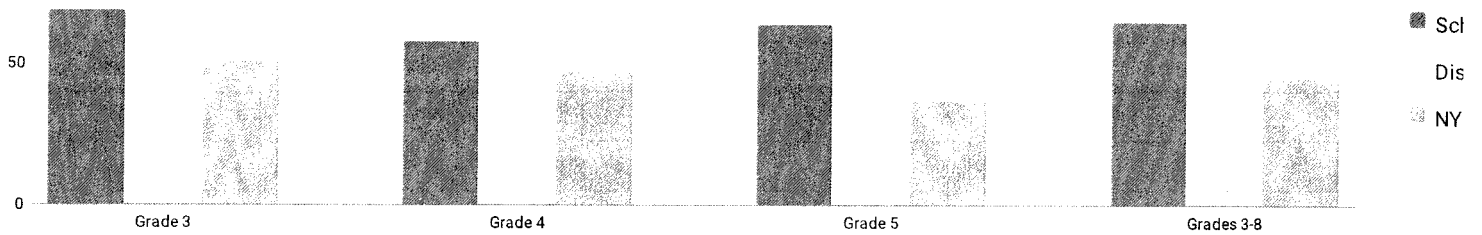
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	6	13%	0	0%	0	0%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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)

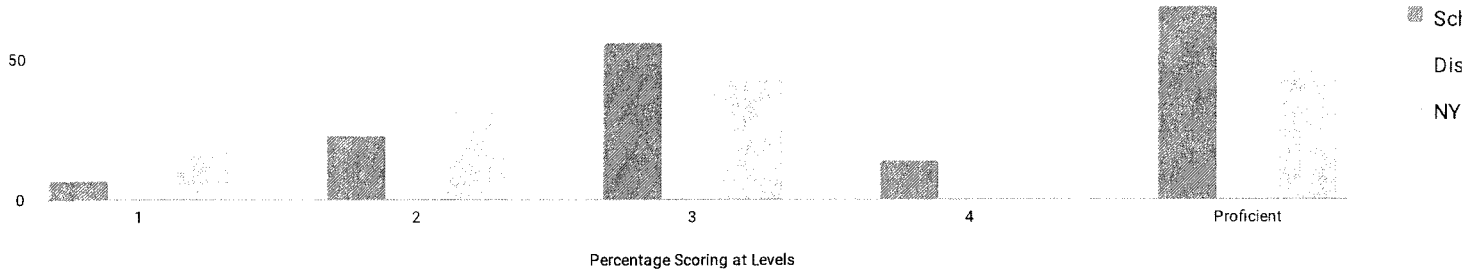
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	6	95	7	7%	22	23%	53	56%	13	14%	66	69%
Grade 4	12	67	5	7%	23	34%	25	37%	14	21%	39	58%
Grade 5	9	72	8	11%	18	25%	20	28%	26	36%	46	64%
Grades 3-8	27	234	20	9%	63	27%	98	42%	53	23%	151	65%

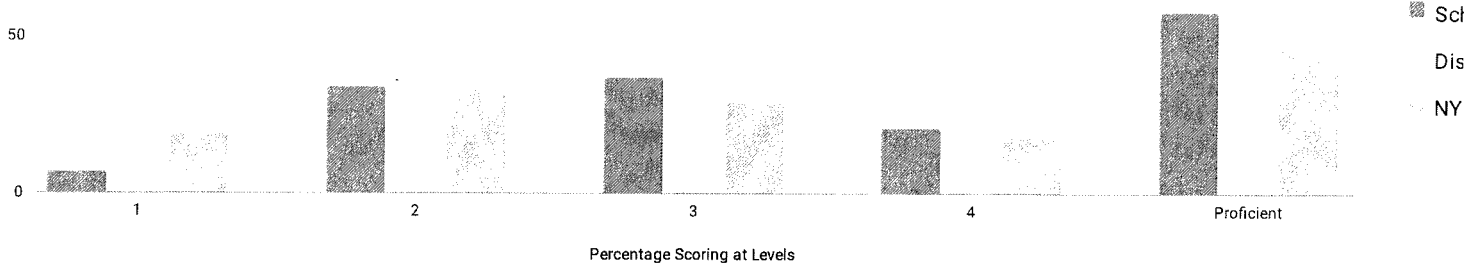
GRADE 3 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	95	7	7%	22	23%	53	56%	13	14%	66	69%
General Education	3	88	5	6%	18	20%	52	59%	13	15%	65	74%
Students with Disabilities	3	7	2	29%	4	57%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	2	21	1	5%	3	14%	15	71%	2	10%	17	81%
Black or African American	0	6	0	0%	3	50%	3	50%	0	0%	3	50%
Hispanic or Latino	2	7	1	14%	3	43%	3	43%	0	0%	3	43%
White	2	54	5	9%	12	22%	27	50%	10	19%	37	69%
Multiracial	0	7	0	0%	1	14%	5	71%	1	14%	6	86%
Female	2	52	3	6%	12	23%	26	50%	11	21%	37	71%
Male	4	43	4	9%	10	23%	27	63%	2	5%	29	67%
English Language Learners	3	15	2	13%	5	33%	8	53%	0	0%	8	53%
Non-English Language Learners	3	80	5	6%	17	21%	45	56%	13	16%	58	73%
Economically Disadvantaged	3	20	2	10%	4	20%	12	60%	2	10%	14	70%
Not Economically Disadvantaged	3	75	5	7%	18	24%	41	55%	11	15%	52	69%
Not Migrant	6	95	7	7%	22	23%	53	56%	13	14%	66	69%
Not Homeless	6	95	7	7%	22	23%	53	56%	13	14%	66	69%
Not in Foster Care	6	95	7	7%	22	23%	53	56%	13	14%	66	69%
Parent Not in Armed Forces	6	95	7	7%	22	23%	53	56%	13	14%	66	69%

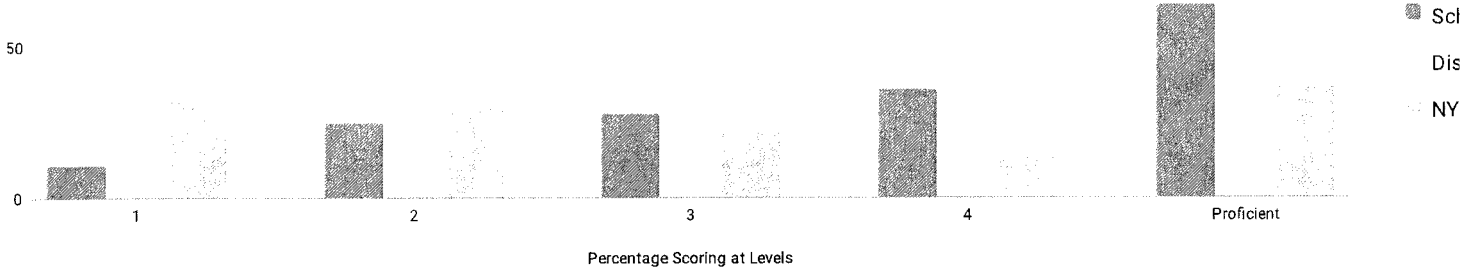
GRADE 4 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	67	5	7%	23	34%	25	37%	14	21%	39	58%
General Education	7	60	3	5%	20	33%	23	38%	14	23%	37	62%
Students with Disabilities	5	7	2	29%	3	43%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	2	13	1	8%	5	38%	5	38%	2	15%	7	54%
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	9	45	1	2%	15	33%	17	38%	12	27%	29	64%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	9	3	33%	3	33%	3	33%	0	0%	3	33%
Female	4	29	1	3%	6	21%	11	38%	11	38%	22	76%
Male	8	38	4	11%	17	45%	14	37%	3	8%	17	45%
English Language Learners	2	8	1	13%	6	75%	1	13%	0	0%	1	13%
Non-English Language Learners	10	59	4	7%	17	29%	24	41%	14	24%	38	64%
Economically Disadvantaged	4	21	2	10%	11	52%	4	19%	4	19%	8	38%
Not Economically Disadvantaged	8	46	3	7%	12	26%	21	46%	10	22%	31	67%
Not Migrant	12	67	5	7%	23	34%	25	37%	14	21%	39	58%
Not Homeless	12	67	5	7%	23	34%	25	37%	14	21%	39	58%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	66	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	12	67	5	7%	23	34%	25	37%	14	21%	39	58%

GRADE 5 ELA RESULTS

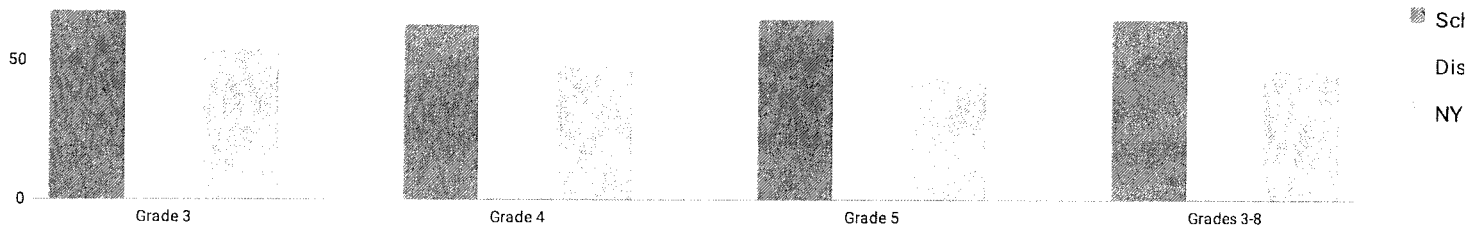


MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	72	8	11%	18	25%	20	28%	26	36%	46	64%
General Education	6	67	5	7%	17	25%	20	30%	25	37%	45	67%
Students with Disabilities	3	5	3	60%	1	20%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	3	13	0	0%	1	8%	4	31%	8	62%	12	92%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	6	49	6	12%	16	33%	13	27%	14	29%	27	55%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	10	2	20%	1	10%	3	30%	4	40%	7	70%
Female	2	42	2	5%	9	21%	13	31%	18	43%	31	74%
Male	7	30	6	20%	9	30%	7	23%	8	27%	15	50%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	69	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	15	5	33%	3	20%	5	33%	2	13%	7	47%
Not Economically Disadvantaged	9	57	3	5%	15	26%	15	26%	24	42%	39	68%
Not Migrant	9	72	8	11%	18	25%	20	28%	26	36%	46	64%
Not Homeless	9	72	8	11%	18	25%	20	28%	26	36%	46	64%
Not in Foster Care	9	72	8	11%	18	25%	20	28%	26	36%	46	64%
Parent Not in Armed Forces	9	72	8	11%	18	25%	20	28%	26	36%	46	64%

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

Percent Proficient

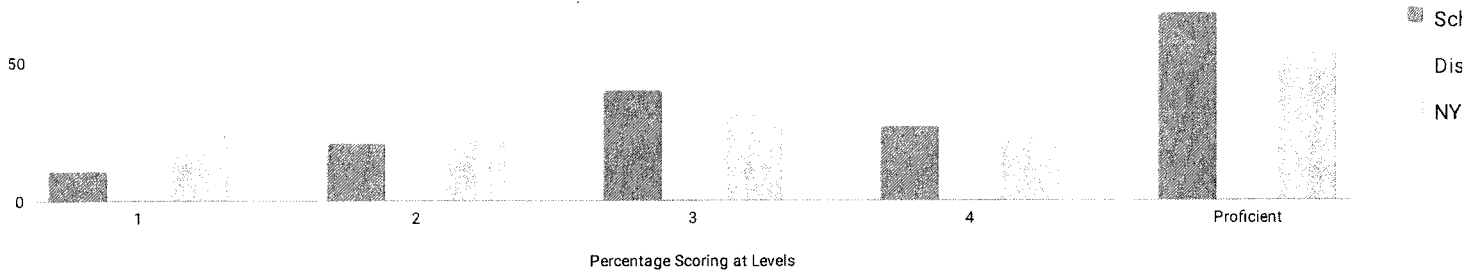


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	99	11	11%	21	21%	40	40%	27	27%	67	68%
Grade 4	7	72	4	6%	23	32%	29	40%	16	22%	45	63%
Grade 5	7	74	7	9%	19	26%	21	28%	27	36%	48	65%
Grades 3-8	16	245	22	9%	63	26%	90	37%	70	29%	160	65%

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.

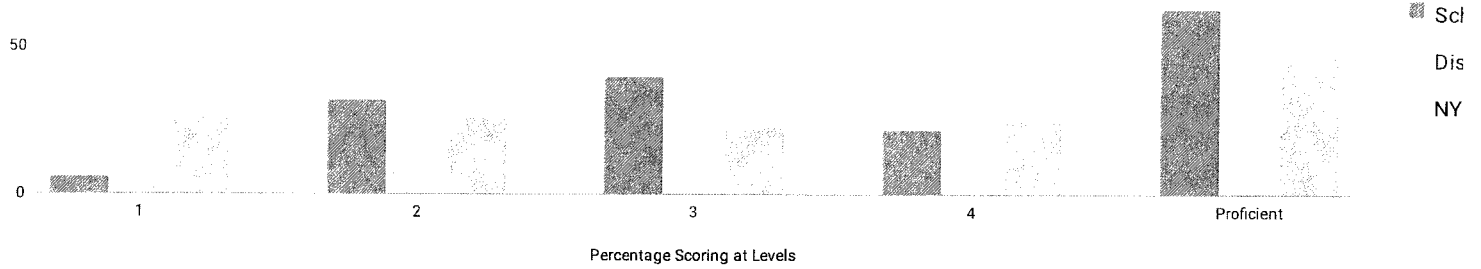
GRADE 3 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	99	11	11%	21	21%	40	40%	27	27%	67	68%
General Education	0	91	8	9%	18	20%	38	42%	27	30%	65	71%
Students with Disabilities	2	8	3	38%	3	38%	2	25%	0	0%	2	25%
Asian or Native Hawaiian/Other Pacific Islander	0	23	1	4%	2	9%	11	48%	9	39%	20	87%
Black or African American	0	6	1	17%	2	33%	3	50%	0	0%	3	50%
Hispanic or Latino	1	8	5	63%	0	0%	3	38%	0	0%	3	38%
White	1	55	4	7%	14	25%	19	35%	18	33%	37	67%
Multiracial	0	7	0	0%	3	43%	4	57%	0	0%	4	57%
Female	0	54	7	13%	11	20%	20	37%	16	30%	36	67%
Male	2	45	4	9%	10	22%	20	44%	11	24%	31	69%
English Language Learners	0	18	3	17%	3	17%	8	44%	4	22%	12	67%
Non-English Language Learners	2	81	8	10%	18	22%	32	40%	23	28%	55	68%
Economically Disadvantaged	0	23	5	22%	7	30%	7	30%	4	17%	11	48%
Not Economically Disadvantaged	2	76	6	8%	14	18%	33	43%	23	30%	56	74%
Not Migrant	2	99	11	11%	21	21%	40	40%	27	27%	67	68%
Not Homeless	2	99	11	11%	21	21%	40	40%	27	27%	67	68%
Not in Foster Care	2	99	11	11%	21	21%	40	40%	27	27%	67	68%
Parent Not in Armed Forces	2	99	11	11%	21	21%	40	40%	27	27%	67	68%

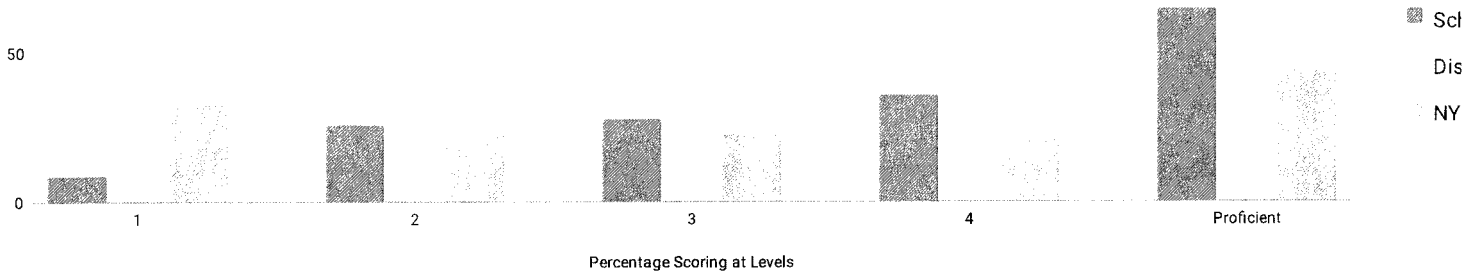
GRADE 4 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	72	4	6%	23	32%	29	40%	16	22%	45	63%
General Education	4	63	3	5%	17	27%	27	43%	16	25%	43	68%
Students with Disabilities	3	9	1	11%	6	67%	2	22%	0	0%	2	22%
Asian or Native Hawaiian/Other Pacific Islander	0	15	1	7%	6	40%	4	27%	4	27%	8	53%
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	—
White	5	49	2	4%	12	24%	24	49%	11	22%	35	71%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	8	1	13%	5	63%	1	13%	1	13%	2	25%
Female	1	32	2	6%	9	28%	10	31%	11	34%	21	66%
Male	6	40	2	5%	14	35%	19	48%	5	13%	24	60%
English Language Learners	0	10	1	10%	6	60%	2	20%	1	10%	3	30%
Non-English Language Learners	7	62	3	5%	17	27%	27	44%	15	24%	42	68%
Economically Disadvantaged	3	22	3	14%	6	27%	11	50%	2	9%	13	59%
Not Economically Disadvantaged	4	50	1	2%	17	34%	18	36%	14	28%	32	64%
Not Migrant	7	72	4	6%	23	32%	29	40%	16	22%	45	63%
Not Homeless	7	72	4	6%	23	32%	29	40%	16	22%	45	63%
Not in Foster Care	6	72	4	6%	23	32%	29	40%	16	22%	45	63%
Parent Not in Armed Forces	7	72	4	6%	23	32%	29	40%	16	22%	45	63%

GRADE 5 MATH RESULTS

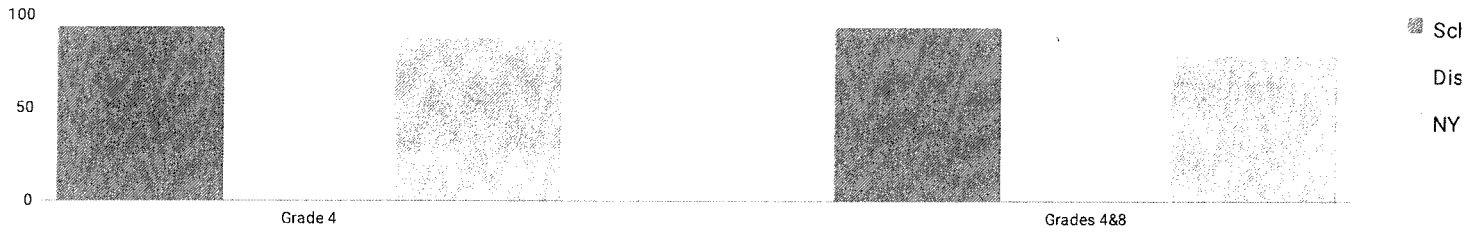


MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	74	7	9%	19	26%	21	28%	27	36%	48	65%
General Education	4	69	5	7%	17	25%	20	29%	27	39%	47	68%
Students with Disabilities	3	5	2	40%	2	40%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	1	15	1	7%	3	20%	2	13%	9	60%	11	73%
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	6	49	6	12%	11	22%	16	33%	16	33%	32	65%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	10	0	0%	5	50%	3	30%	2	20%	5	50%
Female	2	42	4	10%	10	24%	10	24%	18	43%	28	67%
Male	5	32	3	9%	9	28%	11	34%	9	28%	20	63%
English Language Learners	1	5	1	20%	4	80%	0	0%	0	0%	0	0%
Non-English Language Learners	6	69	6	9%	15	22%	21	30%	27	39%	48	70%
Economically Disadvantaged	0	15	4	27%	5	33%	2	13%	4	27%	6	40%
Not Economically Disadvantaged	7	59	3	5%	14	24%	19	32%	23	39%	42	71%
Not Migrant	7	74	7	9%	19	26%	21	28%	27	36%	48	65%
Not Homeless	7	74	7	9%	19	26%	21	28%	27	36%	48	65%
Not in Foster Care	7	74	7	9%	19	26%	21	28%	27	36%	48	65%
Parent Not in Armed Forces	7	74	7	9%	19	26%	21	28%	27	36%	48	65%

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

Percent Proficient

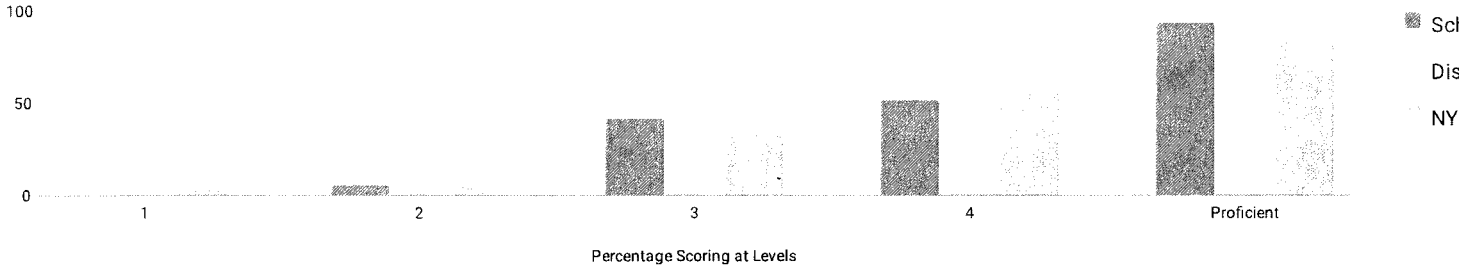


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	8	71	0	0%	4	6%	30	42%	37	52%	67	94%
Grades 4&8	8	71	0	0%	4	6%	30	42%	37	52%	67	94%

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: 83

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	71	0	0%	4	6%	30	42%	37	52%	67	94%
General Education	4	63	0	0%	3	5%	26	41%	34	54%	60	95%
Students with Disabilities	4	8	0	0%	1	13%	4	50%	3	38%	7	88%
Asian or Native Hawaiian/Other Pacific Islander	1	14	0	0%	1	7%	7	50%	6	43%	13	93%
Black or African American	—	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	6	48	0	0%	1	2%	19	40%	28	58%	47	98%
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	9	0	0%	2	22%	4	44%	3	33%	7	78%
Female	1	32	0	0%	2	6%	11	34%	19	59%	30	94%
Male	7	39	0	0%	2	5%	19	49%	18	46%	37	95%
English Language Learners	0	10	0	0%	2	20%	7	70%	1	10%	8	80%
Non-English Language Learners	8	61	0	0%	2	3%	23	38%	36	59%	59	97%
Economically Disadvantaged	2	23	0	0%	1	4%	11	48%	11	48%	22	96%
Not Economically Disadvantaged	6	48	0	0%	3	6%	19	40%	26	54%	45	94%
Not Migrant	8	71	0	0%	4	6%	30	42%	37	52%	67	94%
Not Homeless	8	71	0	0%	4	6%	30	42%	37	52%	67	94%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	70	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	8	71	0	0%	4	6%	30	42%	37	52%	67	94%

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	0	12	0%	8%	8%	83%	0%
Grade 1	0	16	6%	13%	13%	50%	19%
Grade 2	3	11	0%	9%	0%	27%	64%
Grade 3	0	18	0%	0%	6%	78%	17%
Grade 4	1	9	0%	0%	22%	78%	0%
Grade 5	0	6	0%	0%	33%	67%	0%

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**FARNSWORTH
MIDDLE SCHOOL
PERFORMANCE
REPORTS**



FARNSWORTH MIDDLE SCHOOL - 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	4	2	3	–	4	4
American Indian or Alaska Native	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4	4
Black or African American	2	3	2	–	3	4
Hispanic or Latino	2	2	2	–	4	4
Multiracial	3	3	3	–	3	4
White	3	2	3	–	4	4
English Language Learners	2	4	3	–	–	–
Students with Disabilities	3	4	4	–	3	4
Economically Disadvantaged	3	2	3	–	3	3

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	936	159.5	4
	Math	927	165.7	4
	Science	346	209.2	4
	Combined	2,209	169.9	4
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	—
	Science	1	—	—
	Combined	5	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	152	184.2	4
	Math	152	196.7	4
	Science	57	227.2	4
	Combined	361	196.3	4
Black or African American	ELA	35	112.9	2
	Math	31	124.2	2
	Science	20	162.5	2
	Combined	86	128.5	2
Hispanic or Latino	ELA	38	118.4	2
	Math	35	135.7	2
	Science	26	151.9	2
	Combined	99	133.3	2
Multiracial	ELA	32	157.8	3
	Math	51	152	3
	Science	20	175	3
	Combined	103	158.3	3
White	ELA	678	158.6	3
	Math	679	163.5	3
	Science	260	210.6	3
	Combined	1,617	169	3
English Language Learners	ELA	25	32	2
	Math	28	89.3	2
	Science	4	—	2
	Combined	57	68.4	2
Students with Disabilities	ELA	123	89.8	4
	Math	120	92.9	4
	Science	54	180.6	4
	Combined	297	107.6	4
Economically Disadvantaged	ELA	152	120.1	3

Subgroup	Subject	Cohort	Index	Level
	Math	153	128.1	3
	Science	55	189.1	3
	Combined	360	134	3

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,047	142.6	4
	Math	1,050	146.3	4
	Science	368	196.7	4
	Combined	1,050	152.3	4
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	—
	Science	1	—	—
	Combined	2	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	152	184.2	4
	Math	152	196.7	4
	Science	57	227.2	4
	Combined	152	196.3	4
Black or African American	ELA	37	106.8	2
	Math	39	98.7	2
	Science	23	141.3	2
	Combined	39	111.6	2
Hispanic or Latino	ELA	41	109.8	3
	Math	41	115.9	3
	Science	29	136.2	3
	Combined	41	118.9	3
Multiracial	ELA	36	140.3	3
	Math	70	110.7	3
	Science	24	145.8	3
	Combined	70	125.4	3
White	ELA	786	136.8	3
	Math	786	141.2	3
	Science	281	194.8	3
	Combined	786	147.5	3
English Language Learners	ELA	27	29.6	2
	Math	29	86.2	2
	Science	5	120	2
	Combined	29	63.9	2
Students with Disabilities	ELA	163	67.8	3
	Math	163	68.4	3
	Science	63	154.8	3
	Combined	163	82.1	3
Economically Disadvantaged	ELA	196	93.1	3

Subgroup	Subject	Cohort	Index	Level
	Math	199	98.5	3
	Science	59	176.3	3
	Combined	199	106.3	3

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	223,174	4,519	49.4	2
American Indian or Alaska Native	—	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	39,734	729	54.5	4
Black or African American	8,477	167	50.8	3
Hispanic or Latino	8,964	190	47.2	2
Multiracial	6,915	135	51.2	3
White	158,686	3,292	48.2	2
English Language Learners	5,538	95	58.3	4
Students with Disabilities	30,513	558	54.7	4
Economically Disadvantaged	34,285	690	49.7	2

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

EM ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	8	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	2	–	–	–	–
Multiracial	1	–	–	–	–
White	2	–	–	–	–
English Language Learners	13	–	–	–	–
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	9	–	–	–	–

EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	123.9	1,047	142.6	126.9%	100.7%	117.3	158.7	200	4	4
	Math	128.4	1,050	146.3	131.3%	103.3%	119.4	159.7	200	4	4
American Indian or Alaska Native	ELA	–	2	–	–	–	–	–	–	–	–
	Math	–	2	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	174.2	152	184.2	175.2%	155.1%	162.6	181.3	200	4	4
	Math	184.4	152	196.7	185%	173%	177.5	188.8	200	4	4
Black or African American	ELA	101.2	37	106.8	105.2%	93.9%	111.6	155.8	200	3	3
	Math	88.1	39	98.7	92.6%	83.1%	102.6	151.3	200	3	3
Hispanic or Latino	ELA	104.1	41	109.8	107.9%	90.8%	109	154.5	200	4	4
	Math	102	41	115.9	105.9%	87%	105.8	152.9	200	4	4
Multiracial	ELA	98.6	36	140.3	102.7%	97.6%	114.6	157.3	200	4	3
	Math	107.9	70	110.7	111.6%	99.3%	116.1	158.1	200	2	3
White	ELA	116.7	786	136.8	120%	98%	115	157.5	200	4	4
	Math	122.6	786	141.2	125.7%	106.3%	121.9	161	200	4	4
English Language Learners	ELA	–	27	–	–	–	–	–	–	–	–
	Math	–	29	–	–	–	–	–	–	–	–
Students with Disabilities	ELA	60.5	163	67.8	66.1%	54.4%	78.6	139.3	200	3	3
	Math	59.6	163	68.4	65.2%	54.4%	78.6	139.3	200	3	3
Economically Disadvantaged	ELA	76.1	196	93.1	81.1%	90.7%	108.9	154.5	200	3	3
	Math	89.2	199	98.5	93.6%	89.4%	107.8	153.9	200	3	3

EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	6.4	1,151	81	7%	6.3%	15%	13.3%	9.2%	5%	4
American Indian or Alaska Native	–	2	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	6.3	162	7	4.3%	6.2%	8.3%	7.7%	6.4%	5%	4
Black or African American	2.3	48	4	8.3%	2.3%	20.8%	18.2%	11.6%	5%	4
Hispanic or Latino	11.1	48	5	10.4%	10.9%	20.4%	17.8%	11.4%	5%	4
Multiracial	10.8	39	3	7.7%	10.6%	17%	15%	10%	5%	4
White	6.1	853	62	7.3%	6.1%	10.7%	9.7%	7.4%	5%	4
English Language Learners	–	38	–	–	–	–	–	–	–	–
Students with Disabilities	7.6	166	20	12%	7.5%	22.2%	19.3%	12.2%	5%	4
Economically Disadvantaged	14.3	235	36	15.3%	13.9%	20.5%	17.9%	11.5%	5%	3

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	2,294	82.5%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	159	98.7%
Black or African American	X	89	84.3%
Hispanic or Latino	X	98	88.8%
Multiracial	–	38	–
White	X	1,718	79.2%
English Language Learners	–	20	–
Students with Disabilities	X	342	67.8%
Economically Disadvantaged	X	442	72.9%

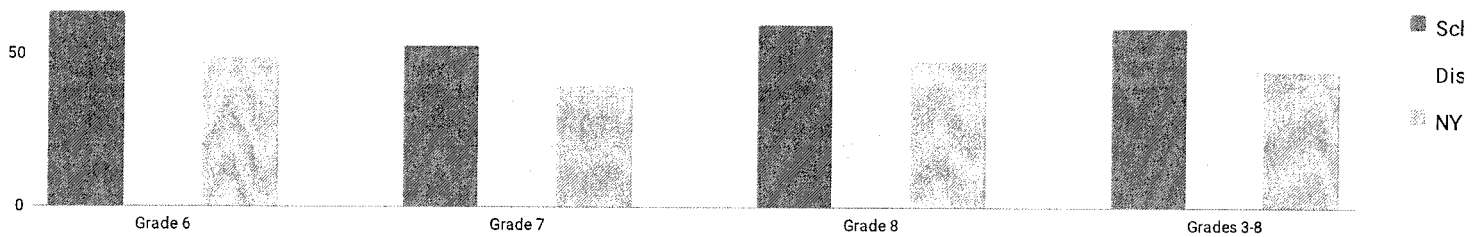
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	19	17%	0	0%	1	1%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	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)

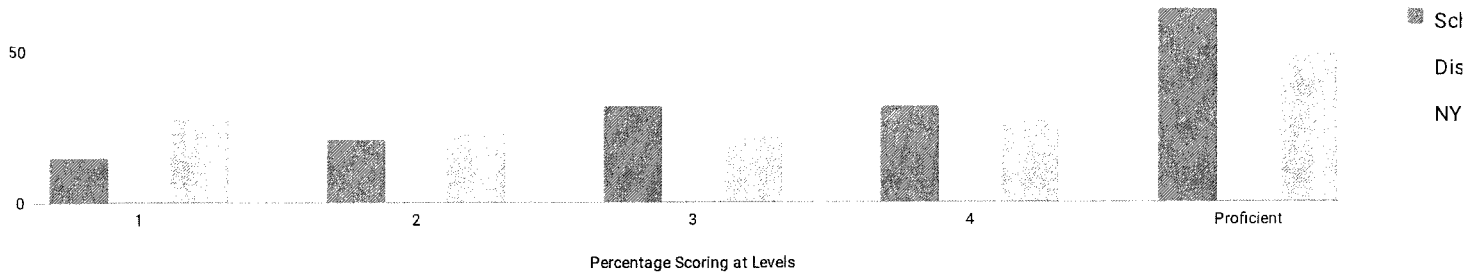
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	51	312	47	15%	65	21%	99	32%	101	32%	200	64%
Grade 7	58	316	51	16%	98	31%	117	37%	50	16%	167	53%
Grade 8	77	316	32	10%	93	29%	94	30%	97	31%	191	60%
Grades 3-8	186	944	130	14%	256	27%	310	33%	248	26%	558	59%

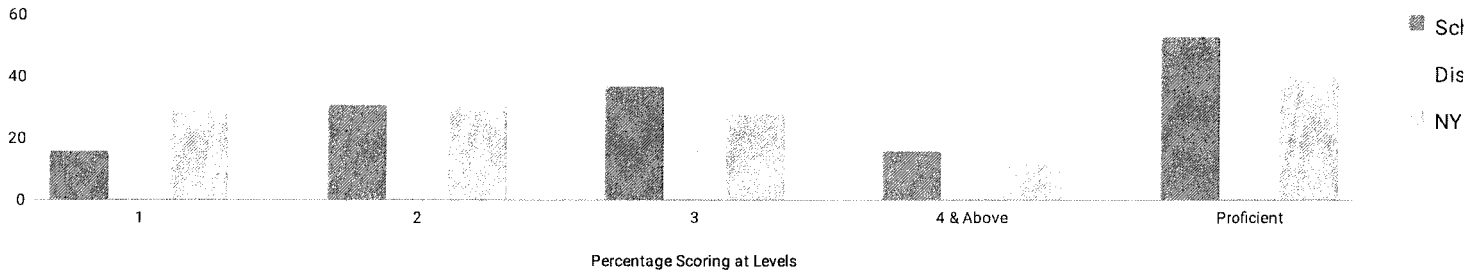
GRADE 6 ELA RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	51	312	47	15%	65	21%	99	32%	101	32%	200	64%
General Education	35	280	31	11%	56	20%	93	33%	100	36%	193	69%
Students with Disabilities	16	32	16	50%	9	28%	6	19%	1	3%	7	22%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	49	5	10%	9	18%	15	31%	20	41%	35	71%
Black or African American	0	16	5	31%	5	31%	4	25%	2	13%	6	38%
Hispanic or Latino	2	10	3	30%	1	10%	5	50%	1	10%	6	60%
White	46	227	33	15%	47	21%	73	32%	74	33%	147	65%
Multiracial	—	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	1	10%	3	30%	2	20%	4	40%	6	60%
Female	23	162	19	12%	27	17%	57	35%	59	36%	116	72%
Male	28	150	28	19%	38	25%	42	28%	42	28%	84	56%
English Language Learners	2	7	4	57%	1	14%	2	29%	0	0%	2	29%
Non-English Language Learners	49	305	43	14%	64	21%	97	32%	101	33%	198	65%
Economically Disadvantaged	18	53	21	40%	13	25%	11	21%	8	15%	19	36%
Not Economically Disadvantaged	33	259	26	10%	52	20%	88	34%	93	36%	181	70%
Not Migrant	51	312	47	15%	65	21%	99	32%	101	32%	200	64%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	311	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	310	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	51	312	47	15%	65	21%	99	32%	101	32%	200	64%

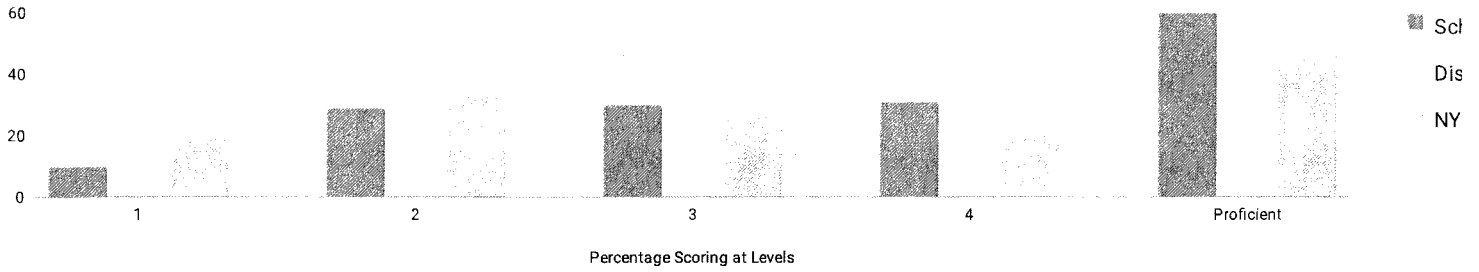
GRADE 7 ELA RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	58	316	51	16%	98	31%	117	37%	50	16%	167	53%
General Education	37	285	29	10%	91	32%	115	40%	50	18%	165	58%
Students with Disabilities	21	31	22	71%	7	23%	2	6%	0	0%	2	6%
Asian or Native Hawaiian/Other Pacific Islander	1	51	4	8%	9	18%	28	55%	10	20%	38	75%
Black or African American	5	15	3	20%	6	40%	5	33%	1	7%	6	40%
Hispanic or Latino	3	21	5	24%	8	38%	6	29%	2	10%	8	38%
White	49	219	38	17%	72	33%	74	34%	35	16%	109	50%
Multiracial	0	10	1	10%	3	30%	4	40%	2	20%	6	60%
Female	28	167	19	11%	43	26%	71	43%	34	20%	105	63%
Male	30	149	32	21%	55	37%	46	31%	16	11%	62	42%
English Language Learners	3	5	4	80%	1	20%	0	0%	0	0%	0	0%
Non-English Language Learners	55	311	47	15%	97	31%	117	38%	50	16%	167	54%
Economically Disadvantaged	27	61	19	31%	18	30%	21	34%	3	5%	24	39%
Not Economically Disadvantaged	31	255	32	13%	80	31%	96	38%	47	18%	143	56%
Not Migrant	58	316	51	16%	98	31%	117	37%	50	16%	167	53%
Not Homeless	56	316	51	16%	98	31%	117	37%	50	16%	167	53%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	315	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	58	316	51	16%	98	31%	117	37%	50	16%	167	53%

GRADE 8 ELA RESULTS

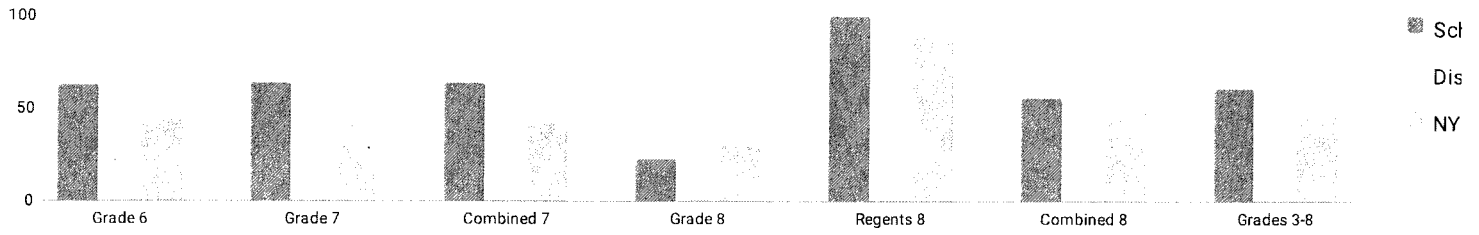


MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	77	316	32	10%	93	29%	94	30%	97	31%	191	60%
General Education	56	275	23	8%	67	24%	89	32%	96	35%	185	67%
Students with Disabilities	21	41	9	22%	26	63%	5	12%	1	2%	6	15%
Asian or Native Hawaiian/Other Pacific Islander	2	55	3	5%	12	22%	16	29%	24	44%	40	73%
Black or African American	2	7	3	43%	1	14%	1	14%	2	29%	3	43%
Hispanic or Latino	3	7	2	29%	4	57%	1	14%	0	0%	1	14%
White	66	234	23	10%	71	30%	71	30%	69	29%	140	60%
Multiracial	4	13	1	8%	5	38%	5	38%	2	15%	7	54%
Female	44	158	2	1%	37	23%	57	36%	62	39%	119	75%
Male	33	158	30	19%	56	35%	37	23%	35	22%	72	46%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	314	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	42	10	24%	9	21%	13	31%	10	24%	23	55%
Not Economically Disadvantaged	54	274	22	8%	84	31%	81	30%	87	32%	168	61%
Not Migrant	77	316	32	10%	93	29%	94	30%	97	31%	191	60%
Not Homeless	76	316	32	10%	93	29%	94	30%	97	31%	191	60%
Not in Foster Care	77	316	32	10%	93	29%	94	30%	97	31%	191	60%
Parent Not in Armed Forces	77	316	32	10%	93	29%	94	30%	97	31%	191	60%

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

Percent Proficient

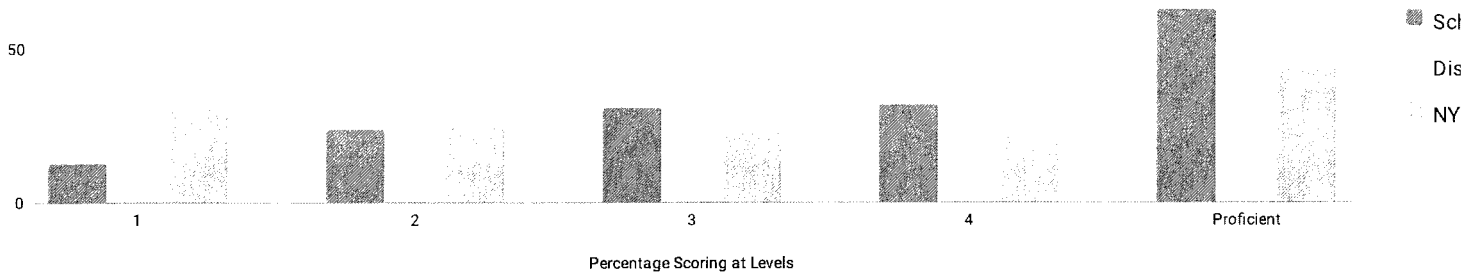


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	55	307	41	13%	73	24%	94	31%	99	32%	193	63%
Grade 7	63	311	45	14%	68	22%	122	39%	76	24%	198	64%
Combined 7	63	311	45	14%	68	22%	122	39%	76	24%	198	64%
Grade 8	210	183	35	19%	106	58%	34	19%	8	4%	42	23%
Regents 8	—	138	0	0%	0	0%	1	1%	137	99%	138	100%
Combined 8	210	321	35	11%	106	33%	35	11%	145	45%	180	56%
Grades 3-8	328	939	121	13%	247	26%	251	27%	320	34%	571	61%

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

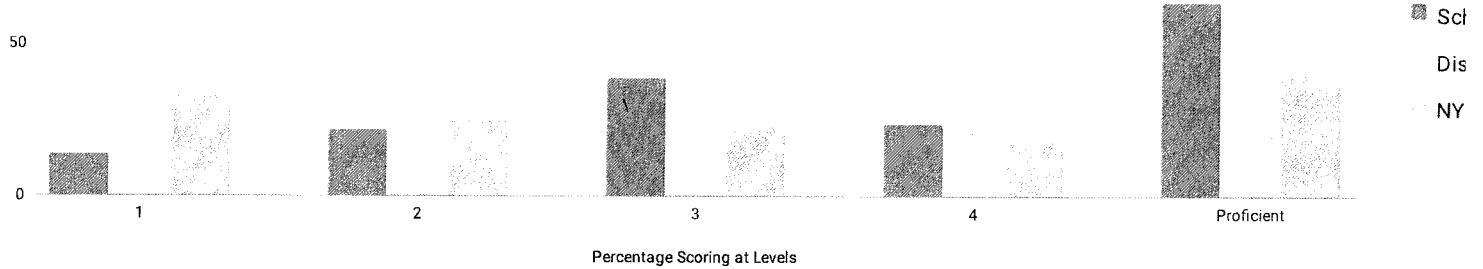
GRADE 6 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	55	307	41	13%	73	24%	94	31%	99	32%	193	63%
General Education	40	274	25	9%	62	23%	88	32%	99	36%	187	68%
Students with Disabilities	15	33	16	48%	11	33%	6	18%	0	0%	6	18%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	48	5	10%	9	19%	10	21%	24	50%	34	71%
Black or African American	2	14	3	21%	6	43%	1	7%	4	29%	5	36%
Hispanic or Latino	—	9	—	—	—	—	—	—	—	—	—	—
White	47	225	27	12%	53	24%	78	35%	67	30%	145	64%
Multiracial	1	10	4	40%	2	20%	2	20%	2	20%	4	40%
Small Group Total	3	10	2	20%	3	30%	3	30%	2	20%	5	50%
Female	30	155	23	15%	33	21%	49	32%	50	32%	99	64%
Male	25	152	18	12%	40	26%	45	30%	49	32%	94	62%
English Language Learners	1	8	2	25%	3	38%	2	25%	1	13%	3	38%
Non-English Language Learners	54	299	39	13%	70	23%	92	31%	98	33%	190	64%
Economically Disadvantaged	16	54	16	30%	22	41%	9	17%	7	13%	16	30%
Not Economically Disadvantaged	39	253	25	10%	51	20%	85	34%	92	36%	177	70%
Not Migrant	55	307	41	13%	73	24%	94	31%	99	32%	193	63%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	306	—	—	—	—	—	—	—	—	—	—
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	305	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	55	307	41	13%	73	24%	94	31%	99	32%	193	63%

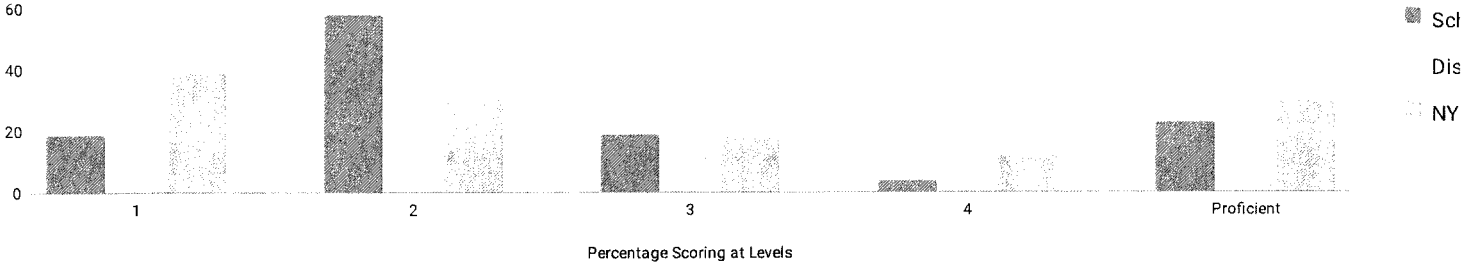
GRADE 7 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	311	45	14%	68	22%	122	39%	76	24%	198	64%
General Education	40	282	27	10%	61	22%	119	42%	75	27%	194	69%
Students with Disabilities	23	29	18	62%	7	24%	3	10%	1	3%	4	14%
Asian or Native Hawaiian/Other Pacific Islander	1	51	3	6%	6	12%	18	35%	24	47%	42	82%
Black or African American	6	14	4	29%	4	29%	5	36%	1	7%	6	43%
Hispanic or Latino	4	20	4	20%	4	20%	7	35%	5	25%	12	60%
White	51	217	33	15%	52	24%	88	41%	44	20%	132	61%
Multiracial	1	9	1	11%	2	22%	4	44%	2	22%	6	67%
Female	27	168	21	13%	37	22%	71	42%	39	23%	110	65%
Male	36	143	24	17%	31	22%	51	36%	37	26%	88	62%
English Language Learners	0	8	4	50%	2	25%	1	13%	1	13%	2	25%
Non-English Language Learners	63	303	41	14%	66	22%	121	40%	75	25%	196	65%
Economically Disadvantaged	27	61	18	30%	13	21%	23	38%	7	11%	30	49%
Not Economically Disadvantaged	36	250	27	11%	55	22%	99	40%	69	28%	168	67%
Not Migrant	63	311	45	14%	68	22%	122	39%	76	24%	198	64%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	310	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	62	311	45	14%	68	22%	122	39%	76	24%	198	64%
Parent Not in Armed Forces	63	311	45	14%	68	22%	122	39%	76	24%	198	64%

GRADE 8 MATH RESULTS

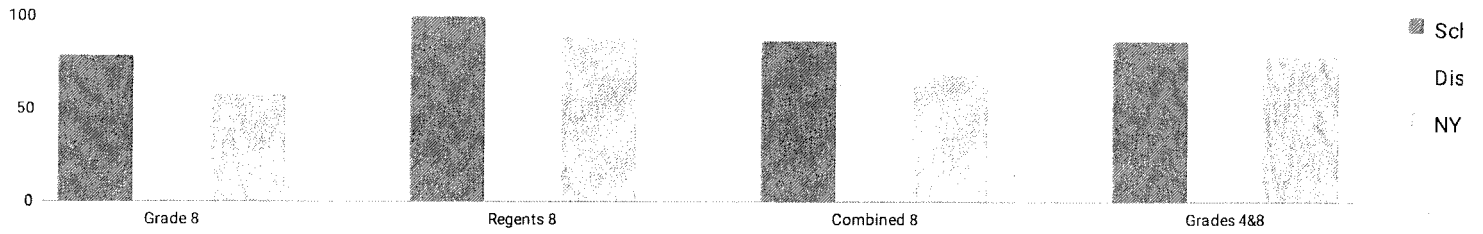


MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	210	183	35	19%	106	58%	34	19%	8	4%	42	23%
General Education	187	144	20	14%	85	59%	32	22%	7	5%	39	27%
Students with Disabilities	23	39	15	38%	21	54%	2	5%	1	3%	3	8%
Asian or Native Hawaiian/Other Pacific Islander	39	18	1	6%	14	78%	2	11%	1	6%	3	17%
Black or African American	3	6	2	33%	2	33%	2	33%	0	0%	2	33%
Hispanic or Latino	3	7	3	43%	3	43%	1	14%	0	0%	1	14%
White	155	145	28	19%	81	56%	29	20%	7	5%	36	25%
Multiracial	10	7	1	14%	6	86%	0	0%	0	0%	0	0%
Female	115	87	18	21%	46	53%	20	23%	3	3%	23	26%
Male	95	96	17	18%	60	63%	14	15%	5	5%	19	20%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	180	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	34	10	29%	16	47%	6	18%	2	6%	8	24%
Not Economically Disadvantaged	179	149	25	17%	90	60%	28	19%	6	4%	34	23%
Not Migrant	210	183	35	19%	106	58%	34	19%	8	4%	42	23%
Not Homeless	209	183	35	19%	106	58%	34	19%	8	4%	42	23%
Not in Foster Care	210	183	35	19%	106	58%	34	19%	8	4%	42	23%
Parent Not in Armed Forces	210	183	35	19%	106	58%	34	19%	8	4%	42	23%

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

Percent Proficient

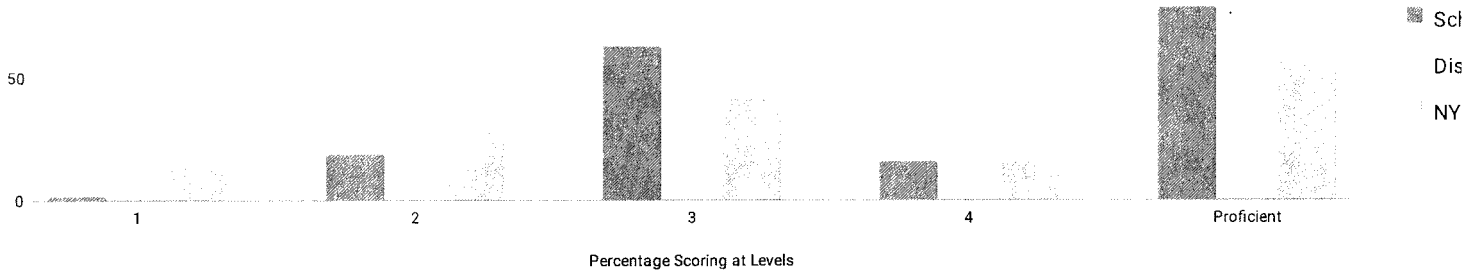


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 8	177	216	5	2%	41	19%	136	63%	34	16%	170	79%
Regents 8	0	130	0	0%	0	0%	8	6%	122	94%	130	100%
Combined 8	177	346	5	1%	41	12%	144	42%	156	45%	300	87%
Grades 4&8	177	346	5	1%	41	12%	144	42%	156	45%	300	87%

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

GRADE 8 SCIENCE RESULTS

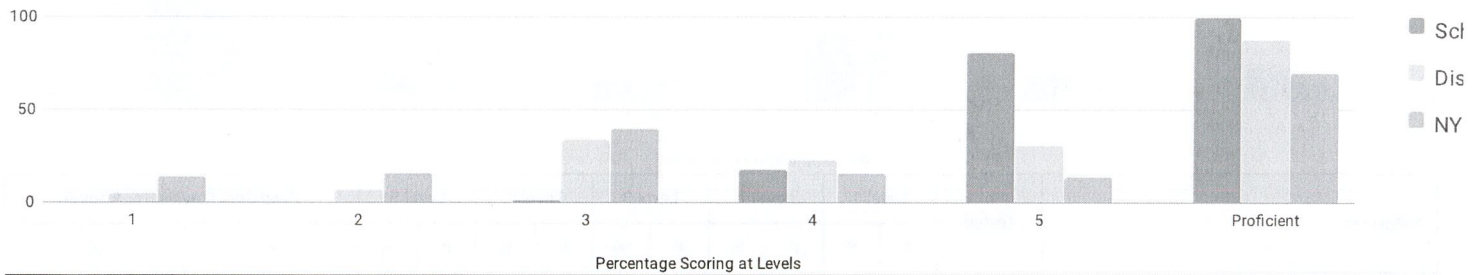


MEAN SCORE: 73

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	177	216	5	2%	41	19%	136	63%	34	16%	170	79%
General Education	160	171	4	2%	26	15%	109	64%	32	19%	141	82%
Students with Disabilities	17	45	1	2%	15	33%	27	60%	2	4%	29	64%
Asian or Native Hawaiian/Other Pacific Islander	36	21	0	0%	4	19%	13	62%	4	19%	17	81%
Black or African American	2	7	0	0%	1	14%	5	71%	1	14%	6	86%
Hispanic or Latino	3	7	2	29%	2	29%	3	43%	0	0%	3	43%
White	131	169	3	2%	28	17%	109	64%	29	17%	138	82%
Multiracial	5	12	0	0%	6	50%	6	50%	0	0%	6	50%
Female	100	102	1	1%	17	17%	66	65%	18	18%	84	82%
Male	77	114	4	4%	24	21%	70	61%	16	14%	86	75%
English Language Learners	—	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	213	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	46	3	7%	11	24%	26	57%	6	13%	32	70%
Not Economically Disadvantaged	158	170	2	1%	30	18%	110	65%	28	16%	138	81%
Not Migrant	177	216	5	2%	41	19%	136	63%	34	16%	170	79%
Not Homeless	176	216	5	2%	41	19%	136	63%	34	16%	170	79%
Not in Foster Care	177	216	5	2%	41	19%	136	63%	34	16%	170	79%
Parent Not in Armed Forces	177	216	5	2%	41	19%	136	63%	34	16%	170	79%

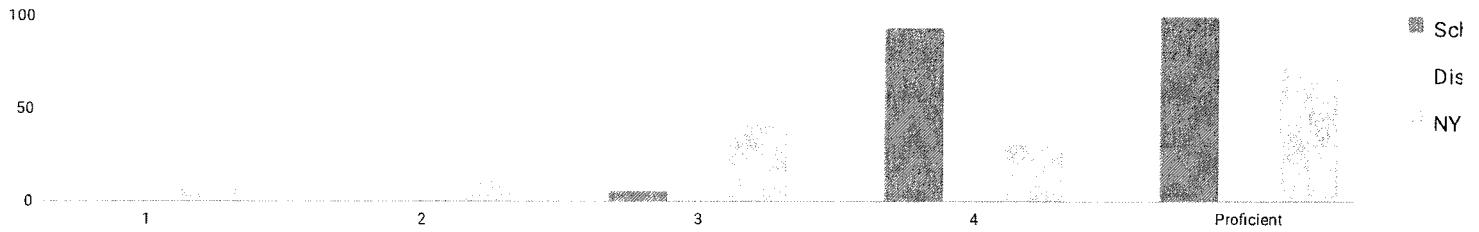
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ALGEBRA I (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	138	0	0%	0	0%	1	1%	25	18%	112	81%
General Education	137	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	38	—	—	—	—	—	—	—	—	—	—	—	—
White	97	0	0%	0	0%	0	0%	22	23%	75	77%	97	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	41	0	0%	0	0%	1	2%	3	7%	37	90%	41	100%
Female	75	0	0%	0	0%	0	0%	15	20%	60	80%	75	100%
Male	63	0	0%	0	0%	1	2%	10	16%	52	83%	63	100%
Non-English Language Learners	138	0	0%	0	0%	1	1%	25	18%	112	81%	138	100%
Economically Disadvantaged	11	0	0%	0	0%	0	0%	3	27%	8	73%	11	100%
Not Economically Disadvantaged	127	0	0%	0	0%	1	1%	22	17%	104	82%	127	100%
Not Migrant	138	0	0%	0	0%	1	1%	25	18%	112	81%	138	100%
Not Homeless	138	0	0%	0	0%	1	1%	25	18%	112	81%	138	100%
Not in Foster Care	138	0	0%	0	0%	1	1%	25	18%	112	81%	138	100%
Parent Not in Armed Forces	138	0	0%	0	0%	1	1%	25	18%	112	81%	138	100%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	130	0	0%	0	0%	8	6%	122	94%	130	100%
General Education	129	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	36	—	—	—	—	—	—	—	—	—	—
White	91	0	0%	0	0%	7	8%	84	92%	91	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	39	0	0%	0	0%	1	3%	38	97%	39	100%
Female	74	0	0%	0	0%	4	5%	70	95%	74	100%
Male	56	0	0%	0	0%	4	7%	52	93%	56	100%
Non-English Language Learners	130	0	0%	0	0%	8	6%	122	94%	130	100%
Economically Disadvantaged	9	0	0%	0	0%	0	0%	9	100%	9	100%
Not Economically Disadvantaged	121	0	0%	0	0%	8	7%	113	93%	121	100%
Not Migrant	130	0	0%	0	0%	8	6%	122	94%	130	100%
Not Homeless	130	0	0%	0	0%	8	6%	122	94%	130	100%
Not in Foster Care	130	0	0%	0	0%	8	6%	122	94%	130	100%
Parent Not in Armed Forces	130	0	0%	0	0%	8	6%	122	94%	130	100%

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
Grade 6	1	8	0%	0%	0%	50%	50%
Grade 7	0	8	0%	0%	13%	63%	25%
Grade 8	—	3	—	—	—	—	—

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 7 ELA	0	5	0	0	3	2
Grade 7 Math	0	5	0	0	1	4
Grade 8 ELA	–	4	–	–	–	–
Grade 8 Math	–	4	–	–	–	–
Grade 8 Science	–	4	–	–	–	–

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**GUILDERLAND
HIGH SCHOOL
PERFORMANCE
REPORTS**

GUILDERLAND HIGH SCHOOL - 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

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	4	4	–	3	4	4
American Indian or Alaska Native	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4	4	4	–	4	4	4
Black or African American	3	3	3	–	3	4	4
Hispanic or Latino	4	3	4	–	–	4	–
Multiracial	4	3	4	–	–	3	–
White	4	4	4	–	3	4	4
English Language Learners	–	–	–	–	–	–	–
Students with Disabilities	4	3	4	–	3	4	4
Economically Disadvantaged	3	2	3	–	2	4	4

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	401	219.5	208	4
	Math	401	171.4	208	4
	Science	401	229.7	208	4
	Social Studies	401	240.3	208	4
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	52	235.6	232.8	4
	Math	52	218.3	232.8	4
	Science	52	243.3	232.8	4
	Social Studies	52	247.1	232.8	4
Black or African American	ELA	33	193.9	175.7	3
	Math	33	122.7	175.7	3
	Science	33	204.5	175.7	3
	Social Studies	33	222.7	175.7	3
Hispanic or Latino	ELA	26	213.5	198.7	4
	Math	26	161.5	198.7	4
	Science	26	211.5	198.7	4
	Social Studies	26	240.4	198.7	4
Multiracial	ELA	18	230.6	202.8	4
	Math	18	147.2	202.8	4
	Science	18	222.2	202.8	4
	Social Studies	18	247.2	202.8	4
White	ELA	310	217.9	206	4
	Math	310	167.6	206	4
	Science	310	229.7	206	4
	Social Studies	310	238.5	206	4
English Language Learners	ELA	2	–	–	–
	Math	2	–	–	–
	Science	2	–	–	–
	Social Studies	2	–	–	–
Students with Disabilities	ELA	54	151.9	153.5	4
	Math	54	108.3	153.5	4
	Science	54	191.7	153.5	4
	Social Studies	54	217.6	153.5	4
Economically Disadvantaged	ELA	54	175	173.2	3

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	54	128.7	173.2	3
	Science	54	209.3	173.2	3
	Social Studies	54	228.7	173.2	3

HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	94.2%	407	95.1%	94.2%	82.3%	84.4%	89.7%	95%	4	4
	5-Year	96.6%	413	95.6%	96%	84.5%	86.4%	91.2%	96%	4	4
	6-Year	96.2%	413	96.9%	96.2%	84.6%	86.7%	91.9%	97%	4	4
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	93.8%	38	100%	93.8%	88%	89.2%	92.1%	95%	4	4
	5-Year	100%	32	93.8%	96%	89.9%	90.9%	93.5%	96%	4	4
	6-Year	100%	62	100%	97%	89.4%	90.7%	93.9%	97%	4	4
Black or African American	4-Year	93.2%	37	86.5%	93.3%	72.4%	76.2%	85.6%	95%	4	4
	5-Year	91.9%	44	93.2%	92.1%	75.9%	79.3%	87.7%	96%	4	4
	6-Year	84%	37	94.6%	84.5%	76%	79.5%	88.3%	97%	4	4
Hispanic or Latino	4-Year	87.5%	28	89.3%	87.8%	72.2%	76%	85.5%	95%	4	4
	5-Year	95%	23	91.3%	95%	74.8%	78.3%	87.2%	96%	4	4
	6-Year	—	—	—	—	—	—	—	—	—	4
Multiracial	4-Year	87.5%	19	89.5%	87.8%	83.2%	85.2%	90.1%	95%	4	4
	5-Year	—	—	—	—	—	—	—	—	—	4
	6-Year	—	—	—	—	—	—	—	—	—	4
White	4-Year	95.3%	326	95.1%	95%	90%	90.8%	92.9%	95%	4	4
	5-Year	96.5%	341	96.8%	96%	91.3%	92.1%	94.1%	96%	4	4
	6-Year	96%	345	96.5%	96%	91%	92%	94.5%	97%	4	4
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—
	5-Year	—	6	—	—	—	—	—	—	—	—
	6-Year	—	6	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	71.4%	56	78.6%	72.3%	58.2%	64.4%	79.7%	95%	4	4
	5-Year	83.6%	60	76.7%	84.1%	61.6%	67.4%	81.7%	96%	3	4
	6-Year	74.1%	67	85.1%	75%	59.9%	66.1%	81.6%	97%	4	4
Economically Disadvantaged	4-Year	81.5%	68	88.2%	82%	76.1%	79.2%	87.1%	95%	4	3
	5-Year	84.9%	65	83.1%	85.3%	79.7%	82.4%	89.2%	96%	3	3
	6-Year	92%	54	85.2%	92.2%	80%	82.8%	89.9%	97%	3	3

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

HS ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	-	-	-	-
American Indian or Alaska Native	0	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	-
Black or African American	0	-	-	-	-
Hispanic or Latino	2	-	-	-	-
Multiracial	0	-	-	-	-
White	2	-	-	-	-
English Language Learners	8	-	-	-	-
Students with Disabilities	0	-	-	-	-
Economically Disadvantaged	6	-	-	-	-

HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	228.1	401	219.5	215%	189.4%	193.6	204.3	215	4	3
	Math	183	401	171.4	183.7%	149.1%	157.6	178.8	200	3	3
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	240.5	52	235.6	215%	208.7%	209.7	212.4	215	4	4
	Math	212.2	52	218.3	200%	191%	192.5	196.3	200	4	4
Black or African American	ELA	185.7	33	193.9	186.9%	160.4%	169.5	192.3	215	4	3
	Math	131.4	33	122.7	134.1%	112.9%	127.4	163.7	200	2	3
Hispanic or Latino	ELA	–	26	–	–	–	–	–	–	–	–
	Math	–	26	–	–	–	–	–	–	–	–
Multiracial	ELA	–	18	–	–	–	–	–	–	–	–
	Math	–	18	–	–	–	–	–	–	–	–
White	ELA	229.2	310	217.9	215%	207.8%	209	212	215	4	3
	Math	184.5	310	167.6	185.1%	166.4%	172	186	200	2	3
English Language Learners	ELA	–	2	–	–	–	–	–	–	–	–
	Math	–	2	–	–	–	–	–	–	–	–
Students with Disabilities	ELA	164.7	54	151.9	166.7%	116.3%	132.8	173.9	215	3	3
	Math	112.7	54	108.3	116.2%	86%	105	152.5	200	3	3
Economically Disadvantaged	ELA	200.8	54	175	201.4%	168.8%	176.5	195.8	215	2	2
	Math	140.6	54	128.7	143%	127.9%	139.9	170	200	2	2

HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	11.1	1,589	163	10.3%	10.9%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	–	3	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	4.6	181	12	6.6%	4.6%	14.4%	12.8%	8.9%	5%	4
Black or African American	14.9	72	8	11.1%	14.5%	32.7%	28.1%	16.6%	5%	4
Hispanic or Latino	19	62	8	12.9%	18.4%	32.8%	28.2%	16.6%	5%	4
Multiracial	16	49	8	16.3%	15.6%	23.9%	20.8%	12.9%	5%	3
White	11.2	1,223	127	10.4%	11%	16.1%	14.3%	9.7%	5%	4
English Language Learners	–	28	–	–	–	–	–	–	–	–
Students with Disabilities	18.6	247	41	16.6%	18.1%	34%	29.2%	17.1%	5%	4
Economically Disadvantaged	25.5	283	58	20.5%	24.7%	31.3%	26.9%	16%	5%	4

CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	161.2	181.2	161.8	128.2	136	155.5	175	4
American Indian or Alaska Native	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	181.6	196.2	175	153.2	156.8	165.9	175	4
Black or African American	129.7	151.5	131.5	98	110.8	142.9	175	4
Hispanic or Latino	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–
White	162	178.3	162.5	148.6	153	164	175	4
Students with Disabilities	94.3	119.1	97.5	72.2	89.3	132.2	175	4
Economically Disadvantaged	129.4	148.2	131.2	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	406	0	350	1	33	2
American Indian or Alaska Native	1	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	52	0	51	0	0	0
Black or African American	34	0	21	0	9	1
Hispanic or Latino	28	0	–	–	–	–
Multiracial	19	0	–	–	–	–
White	315	0	265	0	31	1
Students with Disabilities	47	0	18	0	19	2
Economically Disadvantaged	57	0	37	0	10	1

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	410	98.8%
American Indian or Alaska Native	–	1	–
Asian or Native Hawaiian/Other Pacific Islander	✓	53	100%
Black or African American	–	20	–
Hispanic or Latino	–	11	–
Multiracial	–	10	–
White	✓	315	99.1%
English Language Learners	–	1	–
Students with Disabilities	✗	92	89.1%
Economically Disadvantaged	✓	129	95.4%

HS MATHEMATICS PARTICIPATION RATE

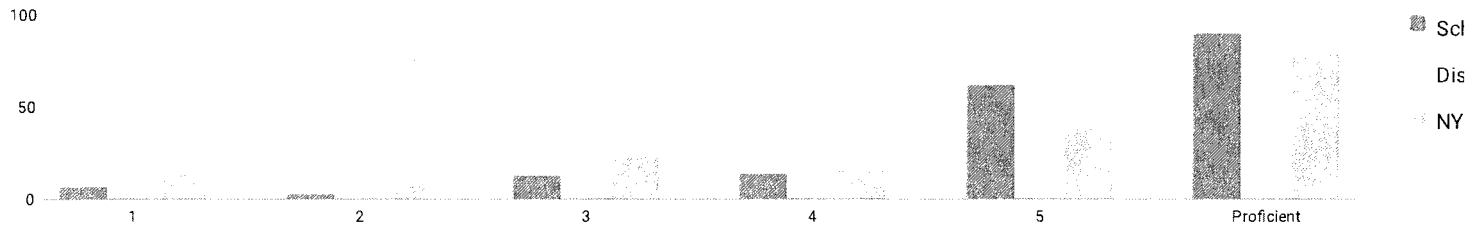
Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	410	98.8%
American Indian or Alaska Native	—	1	—
Asian or Native Hawaiian/Other Pacific Islander	✓	53	100%
Black or African American	—	20	—
Hispanic or Latino	—	11	—
Multiracial	—	10	—
White	✓	315	99.1%
English Language Learners	—	1	—
Students with Disabilities	X	92	89.1%
Economically Disadvantaged	✓	129	95.4%

STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	22	16%	0	0%	3	2%
THIS DISTRICT	62	15%	0	0%	4	1%
STATEWIDE	31,234	16%	1,840	37%	15,807	7%
STATEWIDE HIGH-POVERTY SCHOOLS	11,148	26%	480	43%	7,407	16%
STATEWIDE LOW-POVERTY SCHOOLS	5,845	9%	281	23%	803	1%

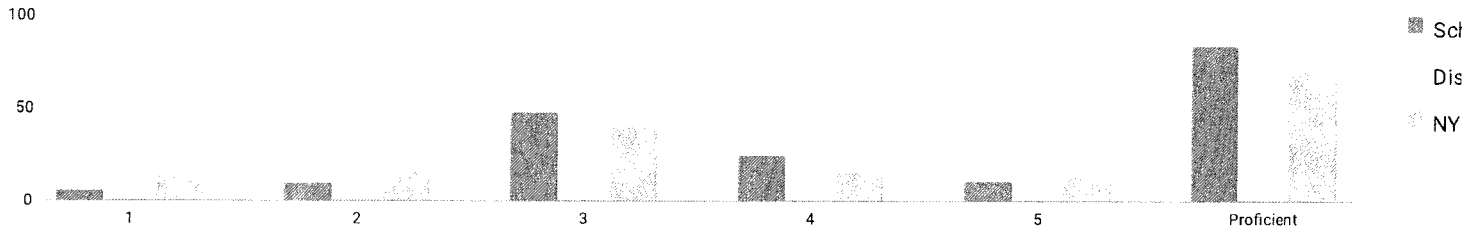
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	359	25	7%	11	3%	48	13%	52	14%	223	62%
General Education	307	8	3%	6	2%	33	11%	43	14%	217	71%	293	95%
Students with Disabilities	52	17	33%	5	10%	15	29%	9	17%	6	12%	30	58%
Asian or Native Hawaiian/Other Pacific Islander	35	1	3%	1	3%	2	6%	5	14%	26	74%	33	94%
Black or African American	14	2	14%	2	14%	3	21%	3	21%	4	29%	10	71%
Hispanic or Latino	15	4	27%	0	0%	3	20%	5	33%	3	20%	11	73%
White	288	17	6%	8	3%	39	14%	38	13%	186	65%	263	91%
Multiracial	7	1	14%	0	0%	1	14%	1	14%	4	57%	6	86%
Female	175	9	5%	5	3%	22	13%	22	13%	117	67%	161	92%
Male	184	16	9%	6	3%	26	14%	30	16%	106	58%	162	88%
English Language Learners	6	3	50%	1	17%	2	33%	0	0%	0	0%	2	33%
Non-English Language Learners	353	22	6%	10	3%	46	13%	52	15%	223	63%	321	91%
Economically Disadvantaged	58	18	31%	5	9%	12	21%	9	16%	14	24%	35	60%
Not Economically Disadvantaged	301	7	2%	6	2%	36	12%	43	14%	209	69%	288	96%
Not Migrant	359	25	7%	11	3%	48	13%	52	14%	223	62%	323	90%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	357	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	359	25	7%	11	3%	48	13%	52	14%	223	62%	323	90%
Parent Not in Armed Forces	359	25	7%	11	3%	48	13%	52	14%	223	62%	323	90%

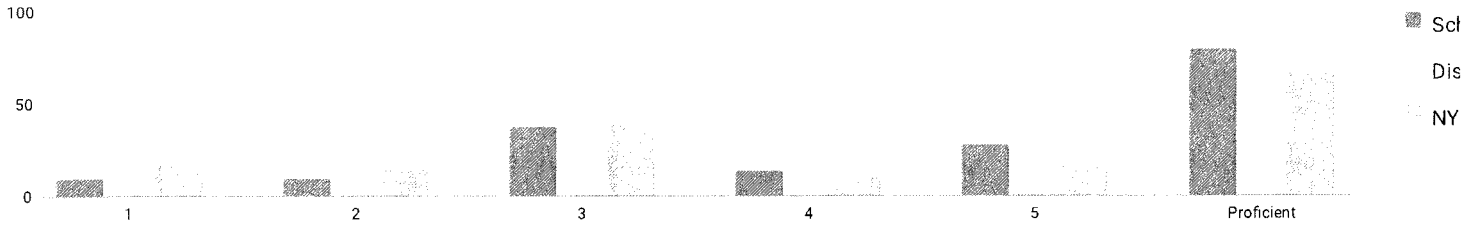
ANNUAL REGENTS ALGEBRA I (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	330	21	6%	32	10%	157	48%	84	25%	36	11%	277	84%
General Education	244	5	2%	14	6%	111	45%	81	33%	33	14%	225	92%
Students with Disabilities	86	16	19%	18	21%	46	53%	3	3%	3	3%	52	60%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	23	1	4%	0	0%	9	39%	7	30%	6	26%	22	96%
Black or African American	27	4	15%	5	19%	15	56%	3	11%	0	0%	18	67%
Hispanic or Latino	20	2	10%	3	15%	13	65%	1	5%	1	5%	15	75%
White	250	12	5%	23	9%	114	46%	73	29%	28	11%	215	86%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	2	20%	1	10%	6	60%	0	0%	1	10%	7	70%
Female	153	8	5%	10	7%	81	53%	40	26%	14	9%	135	88%
Male	177	13	7%	22	12%	76	43%	44	25%	22	12%	142	80%
English Language Learners	8	1	13%	1	13%	3	38%	1	13%	2	25%	6	75%
Non-English Language Learners	322	20	6%	31	10%	154	48%	83	26%	34	11%	271	84%
Economically Disadvantaged	96	13	14%	18	19%	49	51%	9	9%	7	7%	65	68%
Not Economically Disadvantaged	234	8	3%	14	6%	108	46%	75	32%	29	12%	212	91%
Not Migrant	330	21	6%	32	10%	157	48%	84	25%	36	11%	277	84%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	328	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	330	21	6%	32	10%	157	48%	84	25%	36	11%	277	84%
Parent Not in Armed Forces	330	21	6%	32	10%	157	48%	84	25%	36	11%	277	84%

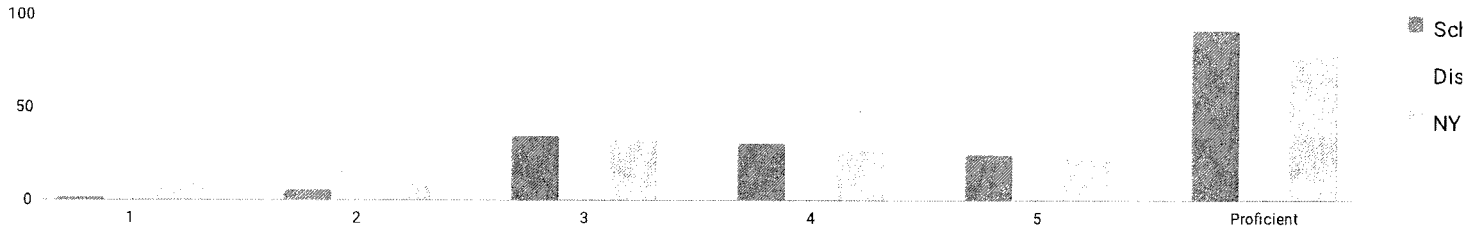
ANNUAL REGENTS GEOMETRY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	378	37	10%	39	10%	145	38%	53	14%	104	28%	302	80%
General Education	342	24	7%	31	9%	133	39%	51	15%	103	30%	287	84%
Students with Disabilities	36	13	36%	8	22%	12	33%	2	6%	1	3%	15	42%
Asian or Native Hawaiian/Other Pacific Islander	43	2	5%	0	0%	12	28%	4	9%	25	58%	41	95%
Black or African American	16	4	25%	4	25%	4	25%	2	13%	2	13%	8	50%
Hispanic or Latino	13	2	15%	2	15%	4	31%	2	15%	3	23%	9	69%
White	289	25	9%	30	10%	119	41%	43	15%	72	25%	234	81%
Multiracial	17	4	24%	3	18%	6	35%	2	12%	2	12%	10	59%
Female	186	11	6%	21	11%	70	38%	32	17%	52	28%	154	83%
Male	192	26	14%	18	9%	75	39%	21	11%	52	27%	148	77%
English Language Learners	3	–	–	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	375	–	–	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	54	10	19%	11	20%	16	30%	6	11%	11	20%	33	61%
Not Economically Disadvantaged	324	27	8%	28	9%	129	40%	47	15%	93	29%	269	83%
Not Migrant	378	37	10%	39	10%	145	38%	53	14%	104	28%	302	80%
Homeless	3	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	375	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	377	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	378	37	10%	39	10%	145	38%	53	14%	104	28%	302	80%

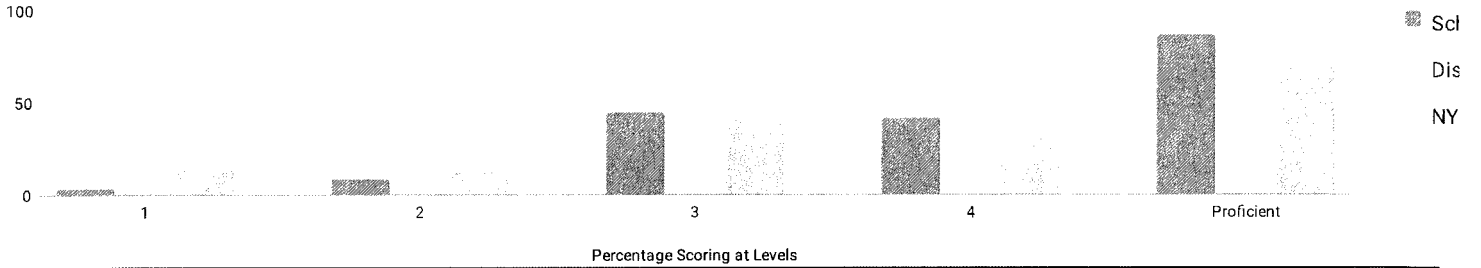
ANNUAL REGENTS ALGEBRA II (2017-18)



Percentage Scoring at Levels

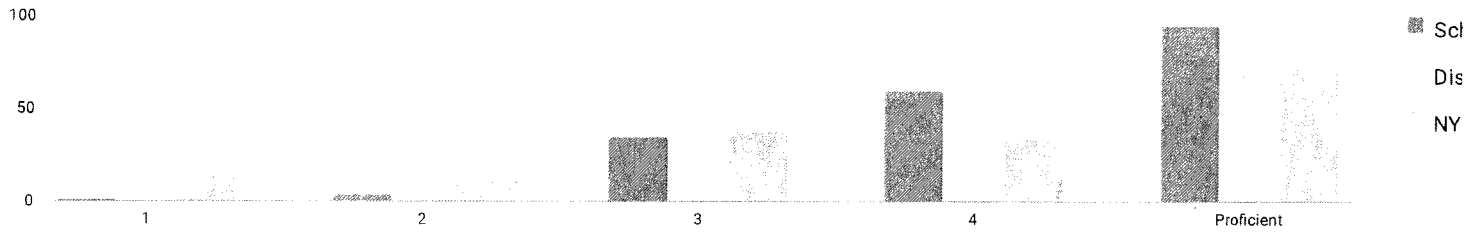
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	308	6	2%	20	6%	108	35%	96	31%	78	25%	282	92%
General Education	301	5	2%	20	7%	104	35%	94	31%	78	26%	276	92%
Students with Disabilities	7	1	14%	0	0%	4	57%	2	29%	0	0%	6	86%
Asian or Native Hawaiian/Other Pacific Islander	50	1	2%	1	2%	9	18%	11	22%	28	56%	48	96%
Black or African American	7	0	0%	0	0%	4	57%	2	29%	1	14%	7	100%
Hispanic or Latino	12	0	0%	1	8%	7	58%	3	25%	1	8%	11	92%
White	232	4	2%	17	7%	86	37%	78	34%	47	20%	211	91%
Multiracial	7	1	14%	1	14%	2	29%	2	29%	1	14%	5	71%
Female	166	5	3%	15	9%	61	37%	50	30%	35	21%	146	88%
Male	142	1	1%	5	4%	47	33%	46	32%	43	30%	136	96%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	306	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	22	0	0%	2	9%	14	64%	2	9%	4	18%	20	91%
Not Economically Disadvantaged	286	6	2%	18	6%	94	33%	94	33%	74	26%	262	92%
Not Migrant	308	6	2%	20	6%	108	35%	96	31%	78	25%	282	92%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	307	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	308	6	2%	20	6%	108	35%	96	31%	78	25%	282	92%
Parent Not in Armed Forces	308	6	2%	20	6%	108	35%	96	31%	78	25%	282	92%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	325	14	4%	28	9%	146	45%	137	42%	283	87%
General Education	237	1	0%	6	3%	108	46%	122	51%	230	97%
Students with Disabilities	88	13	15%	22	25%	38	43%	15	17%	53	60%
Asian or Native Hawaiian/Other Pacific Islander	23	0	0%	0	0%	10	43%	13	57%	23	100%
Black or African American	23	4	17%	2	9%	10	43%	7	30%	17	74%
Hispanic or Latino	20	2	10%	2	10%	13	65%	3	15%	16	80%
White	250	8	3%	24	10%	108	43%	110	44%	218	87%
Multiracial	9	0	0%	0	0%	5	56%	4	44%	9	100%
Female	158	8	5%	15	9%	71	45%	64	41%	135	85%
Male	167	6	4%	13	8%	75	45%	73	44%	148	89%
English Language Learners	8	0	0%	1	13%	6	75%	1	13%	7	88%
Non-English Language Learners	317	14	4%	27	9%	140	44%	136	43%	276	87%
Economically Disadvantaged	92	8	9%	12	13%	46	50%	26	28%	72	78%
Not Economically Disadvantaged	233	6	3%	16	7%	100	43%	111	48%	211	91%
Not Migrant	325	14	4%	28	9%	146	45%	137	42%	283	87%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	324	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	325	14	4%	28	9%	146	45%	137	42%	283	87%
Parent Not in Armed Forces	325	14	4%	28	9%	146	45%	137	42%	283	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	339	3	1%	14	4%	120	35%	202	60%	322	95%
General Education	313	2	1%	8	3%	102	33%	201	64%	303	97%
Students with Disabilities	26	1	4%	6	23%	18	69%	1	4%	19	73%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	39	0	0%	3	8%	7	18%	29	74%	36	92%
Black or African American	12	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	13	0	0%	0	0%	6	46%	7	54%	13	100%
White	257	3	1%	7	3%	93	36%	154	60%	247	96%
Multiracial	17	0	0%	2	12%	10	59%	5	29%	15	88%
Small Group Total	13	0	0%	2	15%	4	31%	7	54%	11	85%
Female	167	0	0%	6	4%	56	34%	105	63%	161	96%
Male	172	3	2%	8	5%	64	37%	97	56%	161	94%
English Language Learners	4	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	335	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	41	1	2%	7	17%	17	41%	16	39%	33	80%
Not Economically Disadvantaged	298	2	1%	7	2%	103	35%	186	62%	289	97%
Not Migrant	339	3	1%	14	4%	120	35%	202	60%	322	95%
Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	336	-	-	-	-	-	-	-	-	-	-
In Foster Care	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	338	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	339	3	1%	14	4%	120	35%	202	60%	322	95%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)

100

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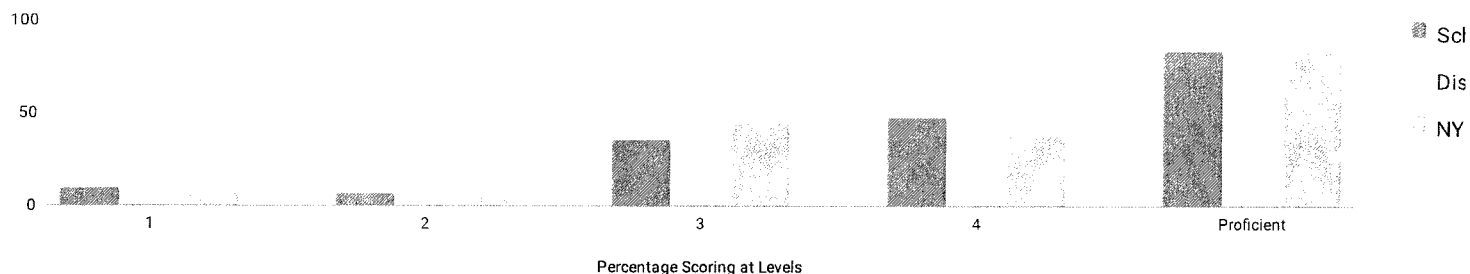
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Percentage Scoring at Levels

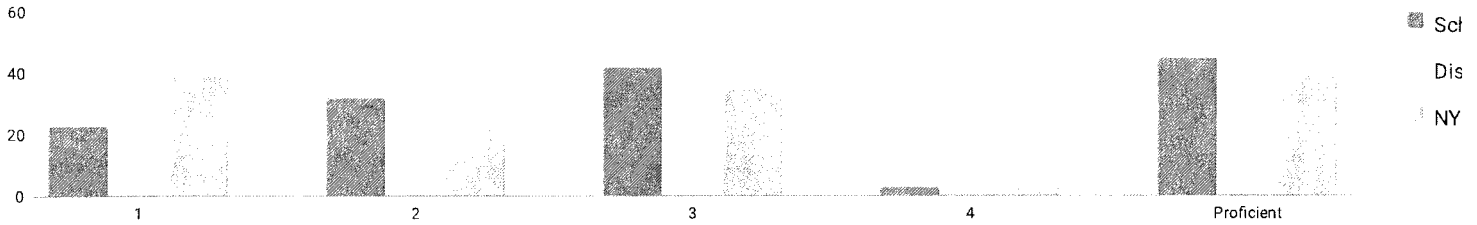
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	284	8	3%	31	11%	153	54%	92	32%	245	86%
General Education	279	8	3%	29	10%	150	54%	92	33%	242	87%
Students with Disabilities	5	0	0%	2	40%	3	60%	0	0%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	46	0	0%	2	4%	14	30%	30	65%	44	96%
Black or African American	7	0	0%	2	29%	3	43%	2	29%	5	71%
Hispanic or Latino	9	2	22%	4	44%	3	33%	0	0%	3	33%
White	217	6	3%	22	10%	130	60%	59	27%	189	87%
Multiracial	5	0	0%	1	20%	3	60%	1	20%	4	80%
Female	145	4	3%	20	14%	80	55%	41	28%	121	83%
Male	139	4	3%	11	8%	73	53%	51	37%	124	89%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	282	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	19	0	0%	6	32%	7	37%	6	32%	13	68%
Not Economically Disadvantaged	265	8	3%	25	9%	146	55%	86	32%	232	88%
Not Migrant	284	8	3%	31	11%	153	54%	92	32%	245	86%
Not Homeless	284	8	3%	31	11%	153	54%	92	32%	245	86%
Not in Foster Care	284	8	3%	31	11%	153	54%	92	32%	245	86%
Parent Not in Armed Forces	284	8	3%	31	11%	153	54%	92	32%	245	86%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



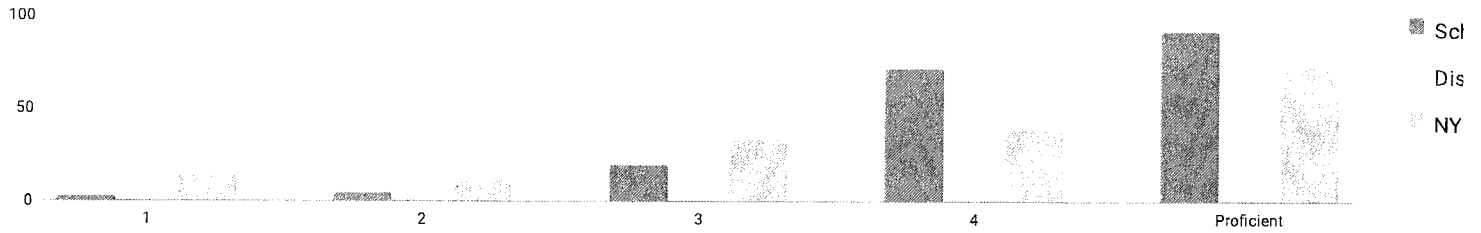
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	178	17	10%	12	7%	64	36%	85	48%	149	84%
General Education	175	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	1	3%	11	33%	21	64%	32	97%
Black or African American	8	1	13%	1	13%	6	75%	0	0%	6	75%
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	130	15	12%	9	7%	46	35%	60	46%	106	82%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	1	14%	1	14%	4	57%	5	71%
Female	78	9	12%	2	3%	28	36%	39	50%	67	86%
Male	100	8	8%	10	10%	36	36%	46	46%	82	82%
Non-English Language Learners	178	17	10%	12	7%	64	36%	85	48%	149	84%
Economically Disadvantaged	11	3	27%	1	9%	3	27%	4	36%	7	64%
Not Economically Disadvantaged	167	14	8%	11	7%	61	37%	81	49%	142	85%
Not Migrant	178	17	10%	12	7%	64	36%	85	48%	149	84%
Not Homeless	178	17	10%	12	7%	64	36%	85	48%	149	84%
Not in Foster Care	178	17	10%	12	7%	64	36%	85	48%	149	84%
Parent Not in Armed Forces	178	17	10%	12	7%	64	36%	85	48%	149	84%

ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



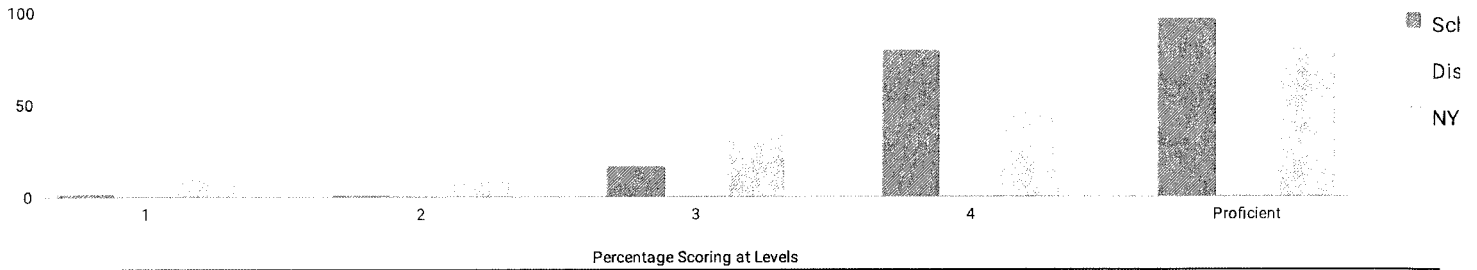
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	31	7	23%	10	32%	13	42%	1	3%	14	45%
General Education	12	3	25%	1	8%	7	58%	1	8%	8	67%
Students with Disabilities	19	4	21%	9	47%	6	32%	0	0%	6	32%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	23	4	17%	9	39%	10	43%	0	0%	10	43%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	3	38%	1	13%	3	38%	1	13%	4	50%
Female	12	4	33%	3	25%	4	33%	1	8%	5	42%
Male	19	3	16%	7	37%	9	47%	0	0%	9	47%
Non-English Language Learners	31	7	23%	10	32%	13	42%	1	3%	14	45%
Economically Disadvantaged	17	5	29%	7	41%	5	29%	0	0%	5	29%
Not Economically Disadvantaged	14	2	14%	3	21%	8	57%	1	7%	9	64%
Not Migrant	31	7	23%	10	32%	13	42%	1	3%	14	45%
Not Homeless	31	7	23%	10	32%	13	42%	1	3%	14	45%
Not in Foster Care	31	7	23%	10	32%	13	42%	1	3%	14	45%
Parent Not in Armed Forces	31	7	23%	10	32%	13	42%	1	3%	14	45%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	372	10	3%	20	5%	76	20%	266	72%
General Education	320	2	1%	9	3%	52	16%	257	80%	309	97%
Students with Disabilities	52	8	15%	11	21%	24	46%	9	17%	33	63%
Asian or Native Hawaiian/Other Pacific Islander	51	0	0%	0	0%	8	16%	43	84%	51	100%
Black or African American	16	1	6%	4	25%	4	25%	7	44%	11	69%
Hispanic or Latino	14	1	7%	1	7%	4	29%	8	57%	12	86%
White	272	7	3%	13	5%	58	21%	194	71%	252	93%
Multiracial	19	1	5%	2	11%	2	11%	14	74%	16	84%
Female	166	2	1%	9	5%	25	15%	130	78%	155	93%
Male	206	8	4%	11	5%	51	25%	136	66%	187	91%
English Language Learners	7	2	29%	0	0%	2	29%	3	43%	5	71%
Non-English Language Learners	365	8	2%	20	5%	74	20%	263	72%	337	92%
Economically Disadvantaged	62	5	8%	9	15%	22	35%	26	42%	48	77%
Not Economically Disadvantaged	310	5	2%	11	4%	54	17%	240	77%	294	95%
Not Migrant	372	10	3%	20	5%	76	20%	266	72%	342	92%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	369	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	371	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	372	10	3%	20	5%	76	20%	266	72%	342	92%

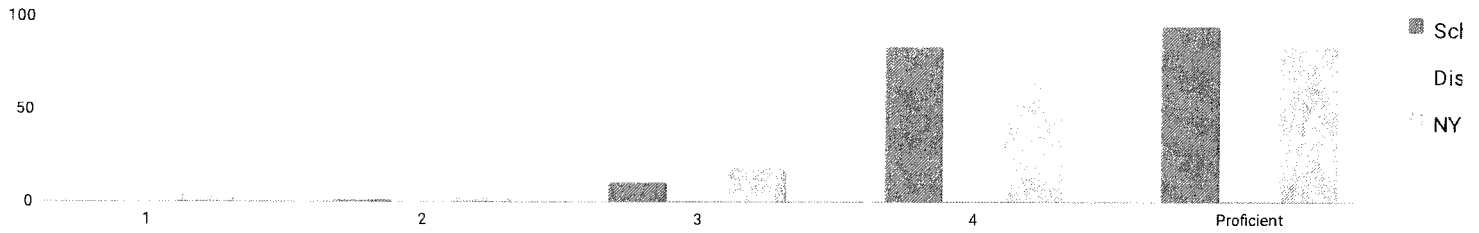
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	355	6	2%	5	1%	59	17%	285	80%	344	97%
General Education	305	1	0%	1	0%	40	13%	263	86%	303	99%
Students with Disabilities	50	5	10%	4	8%	19	38%	22	44%	41	82%
Asian or Native Hawaiian/Other Pacific Islander	36	0	0%	0	0%	3	8%	33	92%	36	100%
Black or African American	14	0	0%	0	0%	8	57%	6	43%	14	100%
Hispanic or Latino	13	0	0%	0	0%	3	23%	10	77%	13	100%
White	285	6	2%	4	1%	44	15%	231	81%	275	96%
Multiracial	7	0	0%	1	14%	1	14%	5	71%	6	86%
Female	173	2	1%	2	1%	30	17%	139	80%	169	98%
Male	182	4	2%	3	2%	29	16%	146	80%	175	96%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	351	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	56	6	11%	4	7%	18	32%	28	50%	46	82%
Not Economically Disadvantaged	299	0	0%	1	0%	41	14%	257	86%	298	100%
Not Migrant	355	6	2%	5	1%	59	17%	285	80%	344	97%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	353	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	355	6	2%	5	1%	59	17%	285	80%	344	97%
Parent Not in Armed Forces	355	6	2%	5	1%	59	17%	285	80%	344	97%

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.

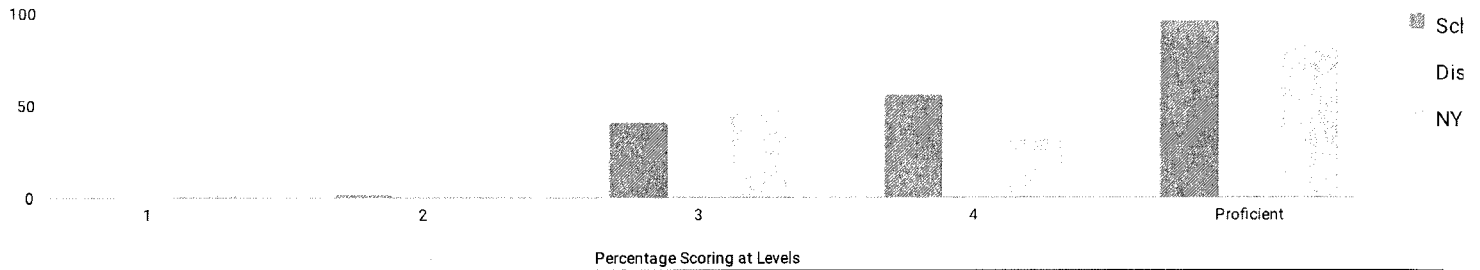


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	406	13	3%	393	97%	2	0%	5	1%	45	11%	341	84%	386	95%
General Education	359	5	1%	354	99%	1	0%	2	1%	30	8%	321	89%	351	98%
Students with Disabilities	47	8	17%	39	83%	1	2%	3	6%	15	32%	20	43%	35	74%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	52	100%	1	2%	0	0%	2	4%	49	94%	51	98%
Black or African American	17	1	6%	16	94%	0	0%	0	0%	4	24%	12	71%	16	94%
Hispanic or Latino	11	0	0%	11	100%	0	0%	0	0%	1	9%	10	91%	11	100%
White	315	12	4%	303	96%	1	0%	5	2%	37	12%	260	83%	297	94%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	1	9%	10	91%	11	100%
Female	189	2	1%	187	99%	1	1%	1	1%	19	10%	166	88%	185	98%
Male	217	11	5%	206	95%	1	0%	4	2%	26	12%	175	81%	201	93%
Non-English Language Learners	406	13	3%	393	97%	2	0%	5	1%	45	11%	341	84%	386	95%
Economically Disadvantaged	57	8	14%	49	86%	1	2%	2	4%	14	25%	32	56%	46	81%
Not Economically Disadvantaged	349	5	1%	344	99%	1	0%	3	1%	31	9%	309	89%	340	97%
Not Migrant	406	13	3%	393	97%	2	0%	5	1%	45	11%	341	84%	386	95%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	404	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	406	13	3%	393	97%	2	0%	5	1%	45	11%	341	84%	386	95%
Parent Not in Armed Forces	406	13	3%	393	97%	2	0%	5	1%	45	11%	341	84%	386	95%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

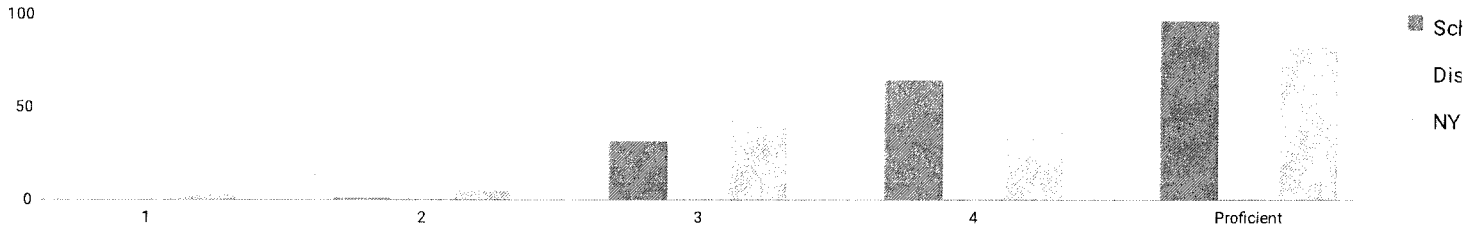
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	406	7	2%	399	98%	1	0%	7	2%	165	41%	226	56%	391	96%
General Education	359	2	1%	357	99%	0	0%	2	1%	135	38%	220	61%	355	99%
Students with Disabilities	47	5	11%	42	89%	1	2%	5	11%	30	64%	6	13%	36	77%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	52	100%	0	0%	1	2%	7	13%	44	85%	51	98%
Black or African American	17	0	0%	17	100%	1	6%	0	0%	11	65%	5	29%	16	94%
Hispanic or Latino	11	0	0%	11	100%	0	0%	0	0%	5	45%	6	55%	11	100%
White	315	7	2%	308	98%	0	0%	6	2%	132	42%	170	54%	302	96%
Multiracial	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	10	91%	1	9%	11	100%
Female	189	1	1%	188	99%	0	0%	2	1%	83	44%	103	54%	186	98%
Male	217	6	3%	211	97%	1	0%	5	2%	82	38%	123	57%	205	94%
Non-English Language Learners	406	7	2%	399	98%	1	0%	7	2%	165	41%	226	56%	391	96%
Economically Disadvantaged	57	5	9%	52	91%	1	2%	4	7%	32	56%	15	26%	47	82%
Not Economically Disadvantaged	349	2	1%	347	99%	0	0%	3	1%	133	38%	211	60%	344	99%
Not Migrant	406	7	2%	399	98%	1	0%	7	2%	165	41%	226	56%	391	96%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	404	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	406	7	2%	399	98%	1	0%	7	2%	165	41%	226	56%	391	96%
Parent Not in Armed Forces	406	7	2%	399	98%	1	0%	7	2%	165	41%	226	56%	391	96%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

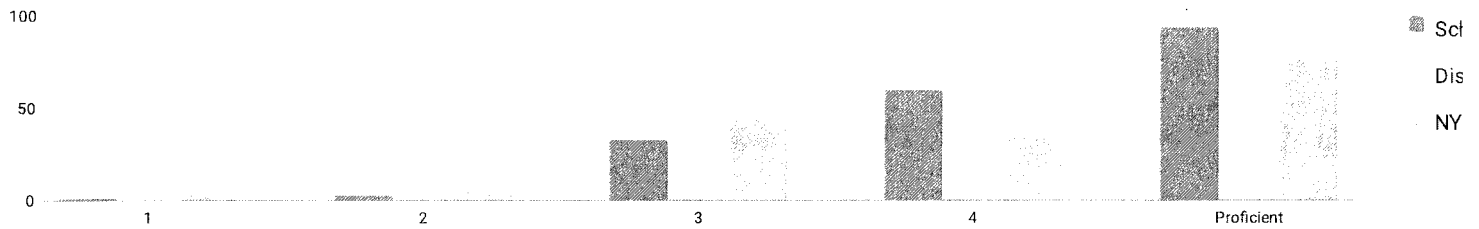
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 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	406	8	2%	398	98%	1	0%	5	1%	129	32%	263	65%	392	97%
General Education	359	2	1%	357	99%	1	0%	0	0%	101	28%	255	71%	356	99%
Students with Disabilities	47	6	13%	41	87%	0	0%	5	11%	28	60%	8	17%	36	77%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	0	0%	52	100%	0	0%	0	0%	7	13%	45	87%	52	100%
Black or African American	17	1	6%	16	94%	0	0%	0	0%	8	47%	8	47%	16	94%
Hispanic or Latino	11	0	0%	11	100%	1	9%	0	0%	5	45%	5	45%	10	91%
White	315	7	2%	308	98%	0	0%	5	2%	102	32%	201	64%	303	96%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	7	64%	4	36%	11	100%
Female	189	1	1%	188	99%	0	0%	3	2%	67	35%	118	62%	185	98%
Male	217	7	3%	210	97%	1	0%	2	1%	62	29%	145	67%	207	95%
Non-English Language Learners	406	8	2%	398	98%	1	0%	5	1%	129	32%	263	65%	392	97%
Economically Disadvantaged	57	6	11%	51	89%	0	0%	2	4%	28	49%	21	37%	49	86%
Not Economically Disadvantaged	349	2	1%	347	99%	1	0%	3	1%	101	29%	242	69%	343	98%
Not Migrant	406	8	2%	398	98%	1	0%	5	1%	129	32%	263	65%	392	97%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	404	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	406	8	2%	398	98%	1	0%	5	1%	129	32%	263	65%	392	97%
Parent Not in Armed Forces	406	8	2%	398	98%	1	0%	5	1%	129	32%	263	65%	392	97%

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.

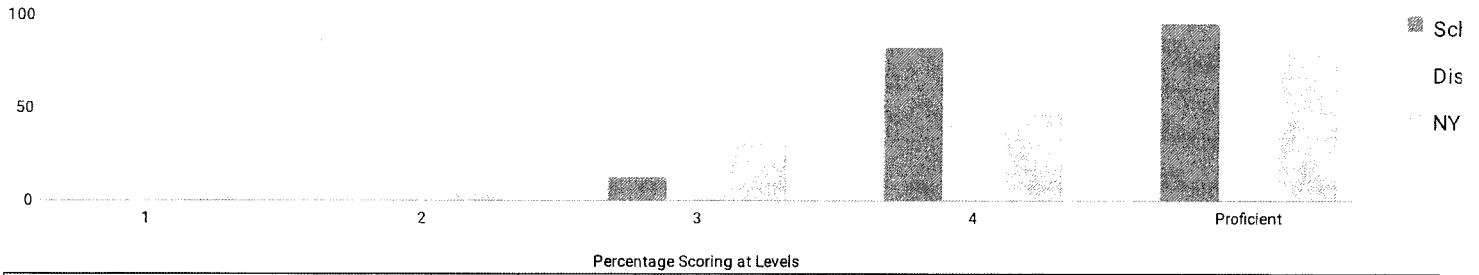


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	406	12	3%	394	97%	3	1%	11	3%	135	33%	245	60%	380	94%
General Education	359	9	3%	350	97%	0	0%	3	1%	110	31%	237	66%	347	97%
Students with Disabilities	47	3	6%	44	94%	3	6%	8	17%	25	53%	8	17%	33	70%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	0	0%	1	2%	7	13%	43	83%	50	96%
Black or African American	17	0	0%	17	100%	1	6%	0	0%	9	53%	7	41%	16	94%
Hispanic or Latino	11	1	9%	10	91%	0	0%	0	0%	4	36%	6	55%	10	91%
White	315	10	3%	305	97%	2	1%	10	3%	108	34%	185	59%	293	93%
Multiracial	10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	7	64%	4	36%	11	100%
Female	189	3	2%	186	98%	0	0%	4	2%	73	39%	109	58%	182	96%
Male	217	9	4%	208	96%	3	1%	7	3%	62	29%	136	63%	198	91%
Non-English Language Learners	406	12	3%	394	97%	3	1%	11	3%	135	33%	245	60%	380	94%
Economically Disadvantaged	57	5	9%	52	91%	2	4%	7	12%	25	44%	18	32%	43	75%
Not Economically Disadvantaged	349	7	2%	342	98%	1	0%	4	1%	110	32%	227	65%	337	97%
Not Migrant	406	12	3%	394	97%	3	1%	11	3%	135	33%	245	60%	380	94%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	404	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	406	12	3%	394	97%	3	1%	11	3%	135	33%	245	60%	380	94%
Parent Not in Armed Forces	406	12	3%	394	97%	3	1%	11	3%	135	33%	245	60%	380	94%

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	406	13	3%	393	97%	2	0%	1	0%	54	13%	336	83%	390	96%
General Education	359	7	2%	352	98%	1	0%	0	0%	37	10%	314	87%	351	98%
Students with Disabilities	47	6	13%	41	87%	1	2%	1	2%	17	36%	22	47%	39	83%
American Indian or Alaska Native	1	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	52	1	2%	51	98%	0	0%	0	0%	2	4%	49	94%	51	98%
Black or African American	17	0	0%	17	100%	0	0%	0	0%	4	24%	13	76%	17	100%
Hispanic or Latino	11	0	0%	11	100%	0	0%	0	0%	0	0%	11	100%	11	100%
White	315	12	4%	303	96%	2	1%	1	0%	48	15%	252	80%	300	95%
Multiracial	10	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	11	0	0%	11	100%	0	0%	0	0%	0	0%	11	100%	11	100%
Female	189	2	1%	187	99%	0	0%	0	0%	28	15%	159	84%	187	99%
Male	217	11	5%	206	95%	2	1%	1	0%	26	12%	177	82%	203	94%
Non-English Language Learners	406	13	3%	393	97%	2	0%	1	0%	54	13%	336	83%	390	96%
Economically Disadvantaged	57	6	11%	51	89%	1	2%	1	2%	12	21%	37	65%	49	86%
Not Economically Disadvantaged	349	7	2%	342	98%	1	0%	0	0%	42	12%	299	86%	341	98%
Not Migrant	406	13	3%	393	97%	2	0%	1	0%	54	13%	336	83%	390	96%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	404	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	406	13	3%	393	97%	2	0%	1	0%	54	13%	336	83%	390	96%
Parent Not in Armed Forces	406	13	3%	393	97%	2	0%	1	0%	54	13%	336	83%	390	96%

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
Grade 9	–	2	–	–	–	–	–
Grade 10	0	5	0%	0%	0%	100%	0%
Grade 11	0	5	0%	0%	20%	80%	0%
Grade 12	–	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
Secondary-Level ELA	11	5	0	1	4	0
Secondary-Level Math	11	5	0	0	5	0
Secondary-Level Science	11	5	0	1	4	0

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