



**DRYDEN CENTRAL SCHOOL DISTRICT
BUDGET STATEMENT FOR 2019-2020**

DOCUMENTS ATTACHED:

PROPOSED BUDGET – 3 PART FORMAT

PROPERTY TAX REPORT CARD

MOST CURRENT SCHOOL ACADEMIC REPORT CARDS

DISTRICT'S FISCAL ACCOUNTABILITY SUMMARY

SALARY DISCLOSURE NOTICE

**EXEMPTION REPORTING FOR TAXING
JURISDICTIONS**

DRYDEN CENTRAL SCHOOL DISTRICT

State Category (3-Part Budget) Report

Fiscal Year: 2020

State Function	Description	2018-2019 Adopted Budget	2019-2020 Proposed Budget	Dollar Change	Percent Change
Administration					
1010	Board Of Education	5,000.00	5,000.00	-	-
1040	District Clerk	9,800.00	12,300.00	2,500.00	25.51%
1060	District Meeting	5,000.00	5,500.00	500.00	10.00%
1240	Chief School Administrator	209,300.00	216,000.00	6,700.00	3.20%
1310	Business Administration	250,034.00	264,550.00	14,516.00	5.81%
1320	Auditing	31,250.00	31,250.00	-	0.00%
1325	Treasurer	56,600.00	60,600.00	4,000.00	7.07%
1420	Legal	31,500.00	105,000.00	73,500.00	233.33%
1430	Personnel	232,559.00	234,490.00	1,931.00	0.83%
1480	Public Information and Services	86,580.00	91,150.00	4,570.00	5.28%
1670	Central Printing & Mailing	238,450.00	237,950.00	(500.00)	-0.21%
1680	Central Data Processing	307,124.00	256,618.00	(50,506.00)	-16.44%
1910	Unallocated Insurance	155,001.00	155,001.00	-	0.00%
1920	School Association Dues	15,520.00	15,520.00	-	0.00%
1981	BOCES Administrative Costs	525,000.00	531,000.00	6,000.00	1.14%
2010	Curriculum Devel and Suprvsn	78,500.00	82,700.00	4,200.00	5.35%
2020	Supervision-Regular School	1,243,959.00	1,271,999.00	28,040.00	2.25%
2060	Research, Planning & Evaluation	85,000.00	90,000.00	5,000.00	5.88%
2070	Inservice Training-Instruction	-	14,500.00	14,500.00	100.00%
9000	Employee Benefits	580,967.00	596,061.00	15,094.00	2.60%
Total Administration		4,147,144.00	4,277,189.00	130,045.00	3.14%
Capital					
1620	Operation of Plant	1,665,156.00	1,796,738.00	131,582.00	7.90%
1621	Maintenance of Plant	487,750.00	519,850.00	32,100.00	6.58%
1964	Refund on Real Property Taxes	20,000.00	20,000.00	-	0.00%
9000	Employee Benefits	607,127.00	578,186.47	(28,940.53)	-4.77%
9711	Serial Bonds-School Construction	2,033,025.00	3,066,963.00	1,033,938.00	50.86%
Total Capital		4,813,058.00	5,981,737.47	1,168,679.47	24.28%
Program					
1680	Central Data Processing	75,032.00	72,582.00	(2,450.00)	-3.27%
2070	Inservice Training-Instruction	256,376.00	261,675.00	5,299.00	2.07%
2110	Teaching-Regular School	9,841,279.00	10,362,492.00	521,213.00	5.30%
2250	Prg For Sdnts w/Disabil-Med Elgble	6,613,057.00	6,761,075.00	148,018.00	2.24%
2280	Occupational Education(Grades 9-12)	1,225,500.00	1,230,000.00	4,500.00	0.37%
2330	Teaching-Special Schools	8,000.00	8,000.00	-	0.00%
2610	School Library & AV	239,393.00	253,393.00	14,000.00	5.85%
2630	Computer Assisted Instruction	721,049.00	762,047.00	40,998.00	5.69%
2805	Attendance-Regular School	50,000.00	55,000.00	5,000.00	10.00%
2810	Guidance-Regular School	363,157.00	384,855.00	21,698.00	5.97%
2815	Health Svcs-Regular School	225,348.00	203,348.00	(22,000.00)	-9.76%
2820	Psychological Svcs-Reg Schl	22,675.00	56,175.00	33,500.00	147.74%
2850	Co-Curricular Activ-Reg Schl	70,000.00	100,000.00	30,000.00	42.86%
2855	Interscholastic Athletics-Reg Schl	388,508.00	388,698.00	190.00	0.05%
5510	District Transport Svcs-Med Elgble	1,524,850.00	1,546,000.00	21,150.00	1.39%
5530	Garage Building	61,300.00	62,500.00	1,200.00	1.96%
8070	Census	245.00	245.00	-	0.00%
9000	Employee Benefits	7,920,925.00	7,869,041.53	(51,883.47)	-0.66%
9901	Transfer to School Food Service Fund	70,000.00	70,000.00	-	0.00%
9901	Transfer to Special Aid Fund	110,000.00	290,000.00	180,000.00	163.64%
Total Program		29,786,694.00	30,737,126.53	950,432.53	3.19%
Report Totals		38,746,896.00	40,996,053.00	2,249,157.00	5.80%

April 09, 2019

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DRYDEN CENTRAL SCHOOL DISTRICT

State Category (3-Part Budget) Report

Fiscal Year: 2020

Budget Component Summary

	2019-2020 Proposed Budget	% of Budget	2018-2019 Adopted Budget	% of Budget
Administration	4,277,189.00	10.43%	4,147,144.00	10.70%
Capital	5,981,737.47	14.59%	4,813,058.00	12.42%
Program	30,737,126.53	74.98%	29,786,694.00	76.88%
	40,996,053.00	100.00	38,746,896.00	100.00

Selection Criteria

Property Tax Report Card
610301 - DRYDEN CSD

2018-2019 - Page 1
Official - as of 04/11/2019 03:02 PM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2019-20 Budget Notice to: emscmgt@nysed.gov. This will enable us to help correct any formula or data entry discrepancy quickly.

Form Due - April 29, 2019

Form Preparer Name: EMILY SHIPE
Preparer's Telephone Number: 607-844-5361

<u>Shaded Fields Will Calculate</u>	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	38,746,896	40,996,053	5.80 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	18,258,599	18,746,819	
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)	18,258,599	18,746,819	2.67 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	18,258,599	18,746,819	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	18,258,599	18,746,819	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	1,506	1,506	0.00 %
Consumer Price Index			2.44 %

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

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

³ For 2019-20, includes any carryover from 2018-19 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
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Adjusted Restricted Fund Balance	6,342,449	7,842,449
Assigned Appropriated Fund Balance	1,318,956	966,681
Adjusted Unrestricted Fund Balance	1,551,032	1,639,842
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 (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	A878-02 BUILDING	For the cost of any object or purpose for which bonds may be issued.	2,319,623	3,299,623	Upon voter approval on 5/21/19, \$20k will be used to support annual \$100k capital outlay to replace / repair doors and trim work at Cassavant Elem. School.
Capital	A878-05 VEHICLE/EQUIPMENT RESERVE	For the cost of any object or purpose for which bonds may be issued.	1,001,135	1,501,135	No planned use for 19/20. Planned for future use.
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	A815-00 UNEMPLOYMENT	For reimbursement to the State Unemployment Insurance Fund.	100,332	85,000	Actual expense not to exceed \$20k upon 19/20 expense plan approval by voters on 5/21/19.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	V884-00 DEBT SERVICE	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	1,588,702	1,188,702	19/20 planned use of \$400k to offset debt on project borrowing.
Insurance		For liability, casualty, and other types of uninsured losses.			

Property Loss
+ (add)

To cover property
loss.

Liability
+ (add)

A862-00 LEGAL
LIABILITY

To cover incurred
liability claims.

19/20 use will be as
needed by Board
approval.

Tax Certiorari

A864-00

For tax certiorari
settlements.

Pending liability on
solar farm claim.

Reserve for
Insurance
Recoveries

For unexpended
proceeds of
insurance
recoveries at fiscal
year end.

Employee
Benefit Accrued
Liability

A867-00 EBALR

For accrued
'employee benefits'
due to employees
upon termination of
service.

Adjusted annual at
year end based on
staff analysis.

Retirement
Contribution

A827-00 ERS

For employer
retirement
contributions to the
State and Local
Employees'
Retirement
System.

19/20 planned use
of \$275k to offset
expense.

Reserve for
Uncollected
Taxes

For unpaid taxes
due certain city
school districts not
reimbursed by their
city/county until the
following fiscal
year.

Single Other
Reserve
+ (add)

* **NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2019-20. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

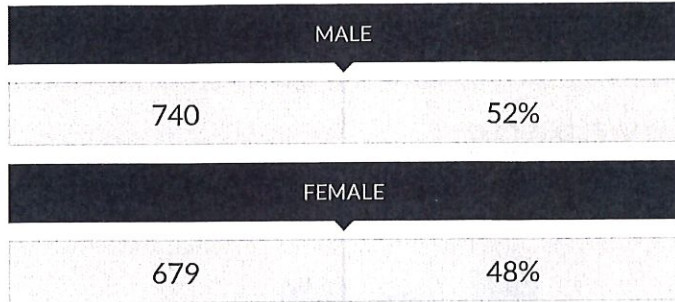
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

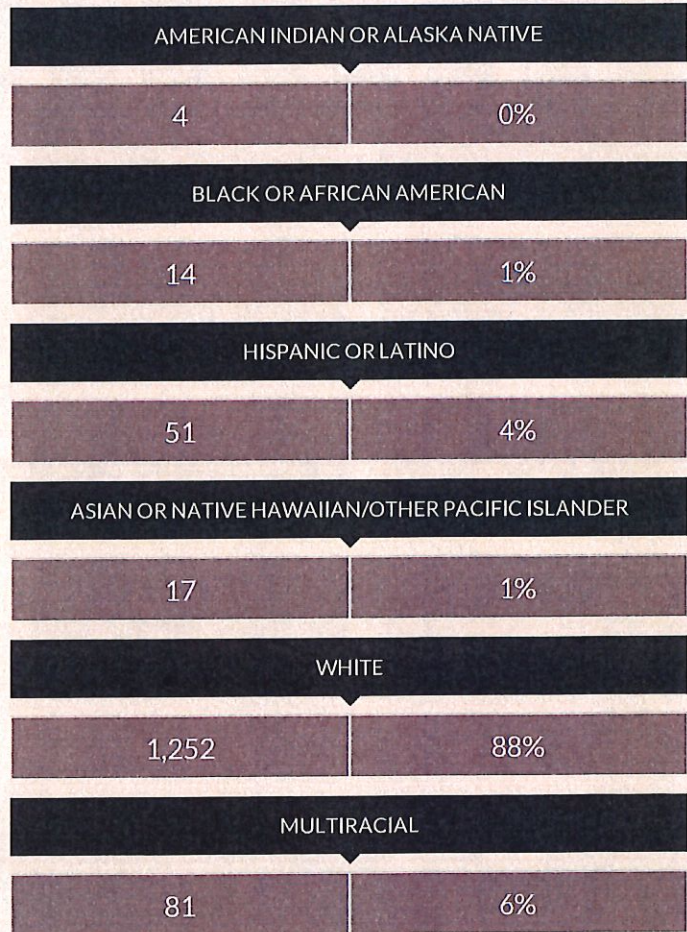
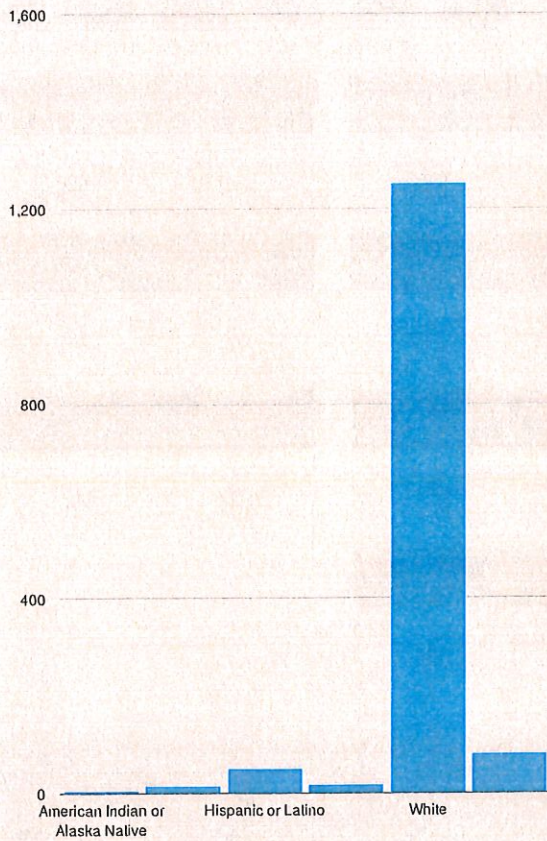
DRYDEN CSD ENROLLMENT (2017 - 18)

K-12 Enrollment: 1,419

ENROLLMENT BY GENDER



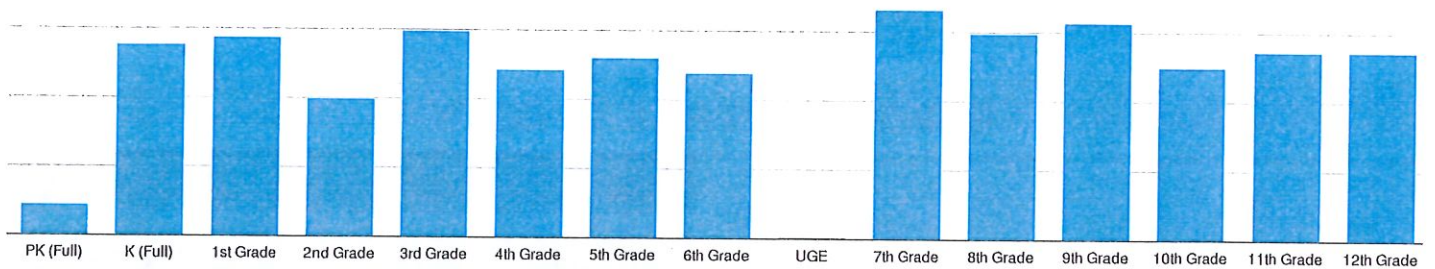
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
9	1%	248	17%	709	50%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	31	2%	5	0%
PARENT IN ARMED FORCES					
—	—				

ENROLLMENT BY GRADE



PRE-K (FULL DAY)		K (FULL DAY)		1ST GRADE		2ND GRADE	
18	1%	111	8%	115	8%	80	6%
3RD GRADE		4TH GRADE		5TH GRADE		6TH GRADE	
119	8%	97	7%	104	7%	96	7%
UNGRADED ELEMENTARY		7TH GRADE		8TH GRADE		9TH GRADE	
1	0%	133	9%	119	8%	126	9%
10TH GRADE		11TH GRADE		12TH GRADE			
100	7%	109	8%	109	8%		

DRYDEN 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**TARGET DISTRICT****EM INDICATOR LEVELS**

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

EM COMPOSITE PERFORMANCE

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

EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	574	106.3	2
	Math	578	120.2	2
	Science	184	190.8	2
	Combined	1,336	124	2
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	9	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	138.5	3
	Math	13	173.1	3
	Science	4	—	3
	Combined	30	166.7	3
Black or African American	ELA	9	66.7	—
	Math	9	88.9	—
	Science	2	—	—
	Combined	20	—	—
Hispanic or Latino	ELA	44	101.1	2
	Math	44	134.1	2
	Science	17	182.4	2
	Combined	105	128.1	2
Multiracial	ELA	36	76.4	2
	Math	37	95.9	2
	Science	17	176.5	2
	Combined	90	103.3	2
White	ELA	498	108.4	2
	Math	500	120.3	2
	Science	157	193.9	2
	Combined	1,155	125.2	2
English Language Learners	ELA	8	37.5	—
	Math	7	71.4	—
	Science	2	—	—
	Combined	17	—	—
Students with Disabilities	ELA	114	39	1
	Math	115	31.7	1
	Science	33	134.8	1
	Combined	262	47.9	1
Economically Disadvantaged	ELA	289	77.2	2

Subgroup	Subject	Cohort	Index	Level
	Math	290	83.6	2
	Science	93	169.9	2
	Combined	672	92.8	2

EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	625	97.6	2
	Math	625	111.2	2
	Science	203	172.9	2
	Combined	625	114	2
American Indian or Alaska Native	ELA	4	—	—
	Math	4	—	—
	Science	1	—	—
	Combined	4	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	14	128.6	4
	Math	14	160.7	4
	Science	5	190	4
	Combined	14	151.5	4
Black or African American	ELA	10	60	—
	Math	9	88.9	—
	Science	3	—	—
	Combined	9	—	—
Hispanic or Latino	ELA	51	87.3	3
	Math	49	120.4	3
	Science	18	172.2	3
	Combined	49	114	3
Multiracial	ELA	39	70.5	2
	Math	39	91	2
	Science	22	136.4	2
	Combined	39	93	2
White	ELA	544	99.3	3
	Math	544	110.6	3
	Science	175	174	3
	Combined	544	114.5	3
English Language Learners	ELA	8	37.5	—
	Math	7	71.4	—
	Science	2	—	—
	Combined	7	—	—
Students with Disabilities	ELA	131	34	2
	Math	131	27.9	2
	Science	43	103.5	2
	Combined	131	41.1	2
Economically Disadvantaged	ELA	322	69.3	2

Subgroup	Subject	Cohort	Index	Level
	Math	322	75.3	2
	Science	107	147.7	2
	Combined	322	83	2

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	95,994	2,093	45.9	2
American Indian or Alaska Native	—	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	13	—	—
Black or African American	—	15	—	—
Hispanic or Latino	3,609	76	47.5	2
Multiracial	3,893	90	43.3	1
White	86,640	1,893	45.8	2
English Language Learners	—	15	—	—
Students with Disabilities	15,319	316	48.5	2
Economically Disadvantaged	42,226	938	45	1

EM COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Asian or Native Hawaiian/Other Pacific Islander	4
Hispanic or Latino	2
Multiracial	1
White	2
Students with Disabilities	2
Economically Disadvantaged	2

EM 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	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	7	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	8	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	6	—	—	—	—

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	72.2	625	97.6	77.3%	100.7%	117.3	158.7	200	2	2
	Math	82.6	625	111.2	87.3%	103.3%	119.4	159.7	200	3	2
American Indian or Alaska Native	ELA	—	4	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	14	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—
Black or African American	ELA	—	10	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	68.3	51	87.3	73.6%	90.8%	109	154.5	200	2	3
	Math	75.6	49	120.4	80.6%	87%	105.8	152.9	200	4	3
Multiracial	ELA	58.7	39	70.5	64.4%	97.6%	114.6	157.3	200	2	2
	Math	76.7	39	91	81.6%	99.3%	116.1	158.1	200	2	2
White	ELA	72.5	544	99.3	77.6%	98%	115	157.5	200	3	3
	Math	82.1	544	110.6	86.8%	106.3%	121.9	161	200	3	3
English Language Learners	ELA	—	8	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	18.8	131	34	26%	54.4%	78.6	139.3	200	2	2
	Math	19.8	131	27.9	27%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	46	322	69.3	52.2%	90.7%	108.9	154.5	200	2	2
	Math	51.6	322	75.3	57.5%	89.4%	107.8	153.9	200	2	2

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	7.6	895	83	9.3%	7.5%	15%	13.3%	9.2%	5%	3
American Indian or Alaska Native	—	6	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—	—	—	—	—	—
Black or African American	—	19	—	—	—	—	—	—	—	—
Hispanic or Latino	11.1	40	1	2.5%	10.9%	20.4%	17.8%	11.4%	5%	4
Multiracial	12.2	58	12	20.7%	11.9%	17%	15%	10%	5%	1
White	7.2	775	67	8.6%	7.1%	10.7%	9.7%	7.4%	5%	3
English Language Learners	—	18	—	—	—	—	—	—	—	—
Students with Disabilities	11.8	162	25	15.4%	11.5%	22.2%	19.3%	12.2%	5%	3
Economically Disadvantaged	11.4	474	64	13.5%	11.1%	20.5%	17.9%	11.5%	5%	3

EM ELA PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	1,364	78.9%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	7	—
Hispanic or Latino	—	28	—
Multiracial	X	82	74.4%
White	X	1,198	78.7%
English Language Learners	—	4	—
Students with Disabilities	X	259	75.7%
Economically Disadvantaged	X	688	76.9%

EM MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	X	1,356	79.1%
American Indian or Alaska Native	—	3	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—
Black or African American	—	7	—
Hispanic or Latino	—	28	—
Multiracial	X	82	76.8%
White	X	1,193	78.5%
English Language Learners	—	4	—
Students with Disabilities	X	258	74.4%
Economically Disadvantaged	X	681	75.6%

HS INDICATOR LEVELS

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

HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	103	168.9	172.7	2
	Math	103	141.7	172.7	2
	Science	103	205.3	172.7	2
	Social Studies	103	212.1	172.7	2
American Indian or Alaska Native	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Black or African American	ELA	1	—	—	—
	Math	1	—	—	—
	Science	1	—	—	—
	Social Studies	1	—	—	—
Hispanic or Latino	ELA	3	—	—	—
	Math	3	—	—	—
	Science	3	—	—	—
	Social Studies	3	—	—	—
Multiracial	ELA	3	—	—	—
	Math	3	—	—	—
	Science	3	—	—	—
	Social Studies	3	—	—	—
White	ELA	95	168.4	173	2
	Math	95	143.7	173	2
	Science	95	204.7	173	2
	Social Studies	95	211.1	173	2
Students with Disabilities	ELA	26	53.8	74.8	1
	Math	26	61.5	74.8	1
	Science	26	113.5	74.8	1
	Social Studies	26	100	74.8	1
Economically Disadvantaged	ELA	31	150	157.2	2
	Math	31	122.6	157.2	2
	Science	31	195.2	157.2	2
	Social Studies	31	206.5	157.2	2

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	84.3%	145	72.4%	84.7%	82.3%	84.4%	89.7%	95%	1	2
	5-Year	83.2%	116	86.2%	83.7%	84.5%	86.4%	91.2%	96%	3	2
	6-Year	89.6%	119	83.2%	89.9%	84.6%	86.7%	91.9%	97%	1	2
American Indian or Alaska Native	4-Year	—	2	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	2	—	—	—	—	—	—	—	—
Black or African American	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—
	6-Year	—	6	—	—	—	—	—	—	—	—
Hispanic or Latino	4-Year	—	5	—	—	—	—	—	—	—	—
	5-Year	—	7	—	—	—	—	—	—	—	—
	6-Year	—	8	—	—	—	—	—	—	—	—
Multiracial	4-Year	—	8	—	—	—	—	—	—	—	—
	5-Year	—	8	—	—	—	—	—	—	—	—
	6-Year	—	4	—	—	—	—	—	—	—	—
White	4-Year	85.1%	140	74.3%	85.5%	90%	90.8%	92.9%	95%	1	1
	5-Year	84.7%	101	88.1%	85.2%	91.3%	92.1%	94.1%	96%	2	1
	6-Year	88.5%	111	84.7%	88.8%	91%	92%	94.5%	97%	1	1
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—
	6-Year	—	0	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	40.5%	48	43.8%	42.7%	58.2%	64.4%	79.7%	95%	2	2
	5-Year	54.5%	43	46.5%	56.2%	61.6%	67.4%	81.7%	96%	1	2
	6-Year	50%	44	54.5%	51.9%	59.9%	66.1%	81.6%	97%	2	2
Economically Disadvantaged	4-Year	69%	64	51.6%	70%	76.1%	79.2%	87.1%	95%	1	1
	5-Year	57.6%	41	73.2%	59.1%	79.7%	82.4%	89.2%	96%	2	1
	6-Year	75.8%	32	59.4%	76.6%	80%	82.8%	89.9%	97%	1	1

HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	2
White	2
Students with Disabilities	1
Economically Disadvantaged	2

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	172.9	103	168.9	174.6%	189.4%	193.6	204.3	215	1	1
	Math	149.2	103	141.7	151.2%	149.1%	157.6	178.8	200	2*	1
American Indian or Alaska Native	ELA	--	1	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	1	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--
Black or African American	ELA	--	1	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--
Hispanic or Latino	ELA	--	3	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--
Multiracial	ELA	--	3	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--
White	ELA	172.6	95	168.4	174.3%	207.8%	209	212	215	1	1
	Math	149.6	95	143.7	151.6%	166.4%	172	186	200	2*	1
Students with Disabilities	ELA	--	26	--	--	--	--	--	--	--	--
	Math	--	26	--	--	--	--	--	--	--	--
Economically Disadvantaged	ELA	131.4	31	150	134.7%	168.8%	176.5	195.8	215	2	2
	Math	108.1	31	122.6	111.8%	127.9%	139.9	170	200	2	2

*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	19.7	451	74	16.4%	19.1%	23.4%	20.4%	12.7%	5%	4
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—
Black or African American	—	8	—	—	—	—	—	—	—	—
Hispanic or Latino	—	15	—	—	—	—	—	—	—	—
Multiracial	—	26	—	—	—	—	—	—	—	—
White	19.3	417	68	16.3%	18.7%	16.1%	14.3%	9.7%	5%	2
English Language Learners	—	2	—	—	—	—	—	—	—	—
Students with Disabilities	25	62	16	25.8%	24.2%	34%	29.2%	17.1%	5%	3
Economically Disadvantaged	27.5	187	52	27.8%	26.6%	31.3%	26.9%	16%	5%	2

CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	119	146.1	121.2	128.2	136	155.5	175	4
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—
White	122.5	149	124.6	148.6	153	164	175	3
Students with Disabilities	52.2	44.3	57.1	72.2	89.3	132.2	175	1
Economically Disadvantaged	72.7	111.5	76.8	110.2	121	148	175	3

CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	114	0	74	1	16	2
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	—	—	—
Black or African American	3	0	—	—	—	—
Hispanic or Latino	5	0	—	—	—	—
Multiracial	6	0	—	—	—	—
White	102	0	68	1	14	1
Students with Disabilities	44	0	5	2	5	3
Economically Disadvantaged	39	0	15	1	12	0

HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	110	99.1%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	✓	99	99%
English Language Learners	—	0	—
Students with Disabilities	—	14	—
Economically Disadvantaged	✓	40	100%

HS MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	110	96.4%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—
Black or African American	—	2	—
Hispanic or Latino	—	4	—
Multiracial	—	4	—
White	✓	99	96%
English Language Learners	—	0	—
Students with Disabilities	—	14	—
Economically Disadvantaged	✓	40	97.5%

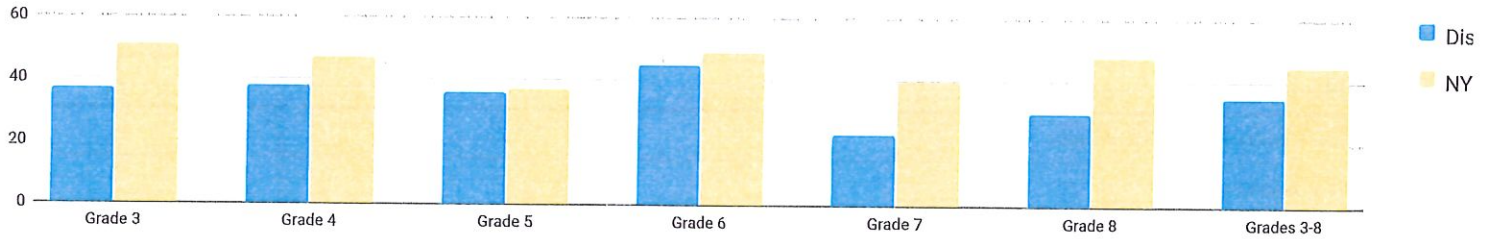
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	24	16%	1	25%	8	5%
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)

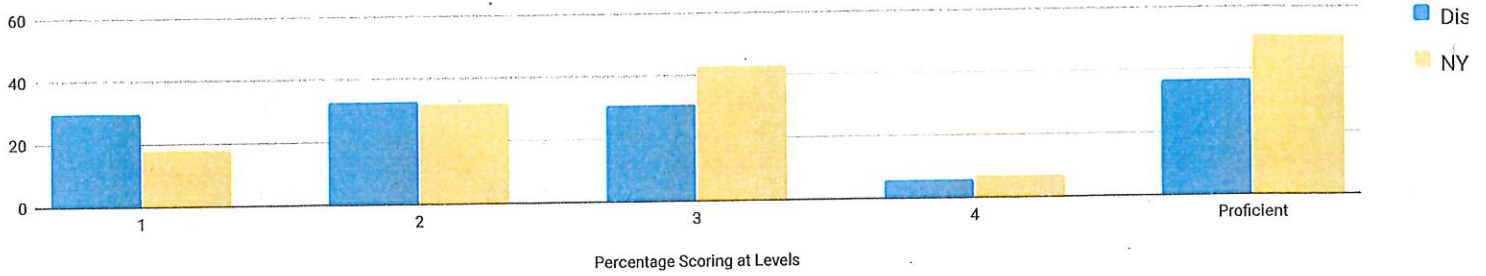
Percent Proficient



Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	4	116	35	30%	38	33%	36	31%	7	6%	43	37%
Grade 4	5	94	29	31%	29	31%	30	32%	6	6%	36	38%
Grade 5	12	94	33	35%	27	29%	27	29%	7	7%	34	36%
Grade 6	4	92	29	32%	22	24%	21	23%	20	22%	41	45%
Grade 7	22	114	51	45%	37	32%	20	18%	6	5%	26	23%
Grade 8	40	81	25	31%	32	40%	20	25%	4	5%	24	30%
Grades 3-8	87	591	202	34%	185	31%	154	26%	50	8%	204	35%

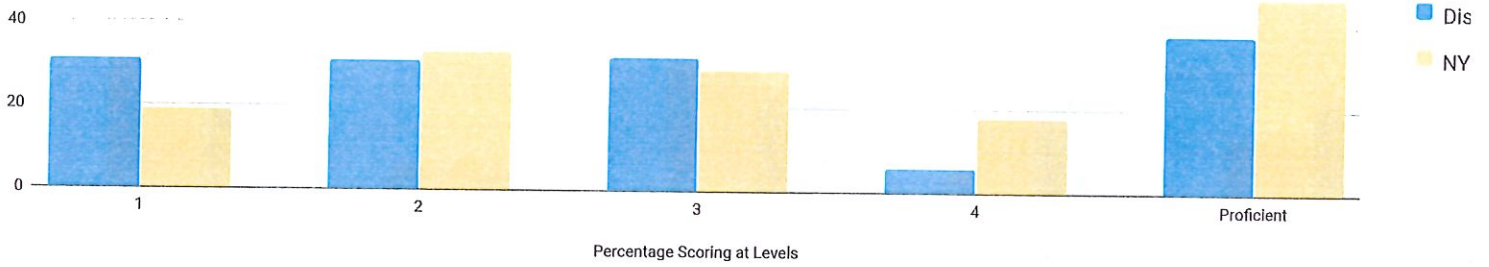
GRADE 3 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	116	35	30%	38	33%	36	31%	7	6%	43	37%
General Education	3	87	22	25%	24	28%	34	39%	7	8%	41	47%
Students with Disabilities	1	29	13	45%	14	48%	2	7%	0	0%	2	7%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	4	97	29	30%	28	29%	36	37%	4	4%	40	41%
Multiracial	0	7	3	43%	3	43%	0	0%	1	14%	1	14%
Small Group Total	0	12	3	25%	7	58%	0	0%	2	17%	2	17%
Female	1	49	14	29%	16	33%	16	33%	3	6%	19	39%
Male	3	67	21	31%	22	33%	20	30%	4	6%	24	36%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	114	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	1	69	25	36%	23	33%	16	23%	5	7%	21	30%
Not Economically Disadvantaged	3	47	10	21%	15	32%	20	43%	2	4%	22	47%
Not Migrant	4	116	35	30%	38	33%	36	31%	7	6%	43	37%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	112	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	116	35	30%	38	33%	36	31%	7	6%	43	37%
Parent Not in Armed Forces	4	116	35	30%	38	33%	36	31%	7	6%	43	37%

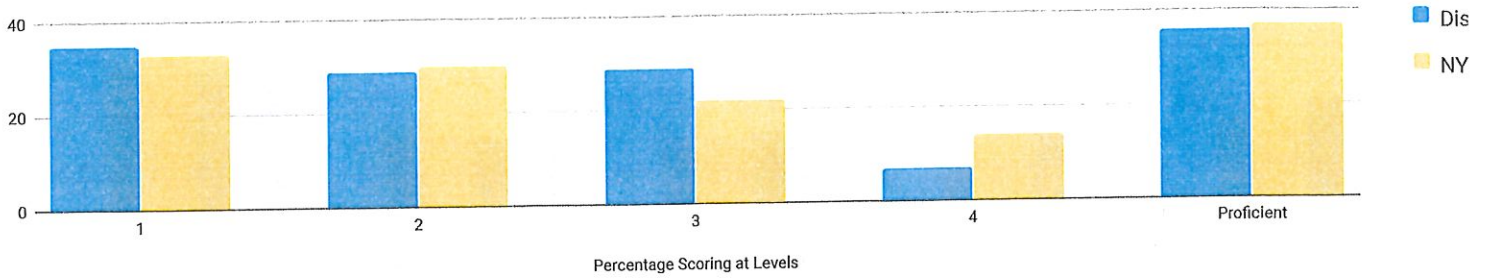
GRADE 4 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	94	29	31%	29	31%	30	32%	6	6%	36	38%
General Education	5	74	15	20%	25	34%	28	38%	6	8%	34	46%
Students with Disabilities	0	20	14	70%	4	20%	2	10%	0	0%	2	10%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	8	1	13%	5	63%	2	25%	0	0%	2	25%
White	4	78	23	29%	22	28%	27	35%	6	8%	33	42%
Multiracial	—	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	5	63%	2	25%	1	13%	0	0%	1	13%
Female	4	42	6	14%	10	24%	23	55%	3	7%	26	62%
Male	1	52	23	44%	19	37%	7	13%	3	6%	10	19%
Non-English Language Learners	5	94	29	31%	29	31%	30	32%	6	6%	36	38%
Economically Disadvantaged	3	51	23	45%	12	24%	15	29%	1	2%	16	31%
Not Economically Disadvantaged	2	43	6	14%	17	40%	15	35%	5	12%	20	47%
Not Migrant	5	94	29	31%	29	31%	30	32%	6	6%	36	38%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	91	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	94	29	31%	29	31%	30	32%	6	6%	36	38%
Parent Not in Armed Forces	5	94	29	31%	29	31%	30	32%	6	6%	36	38%

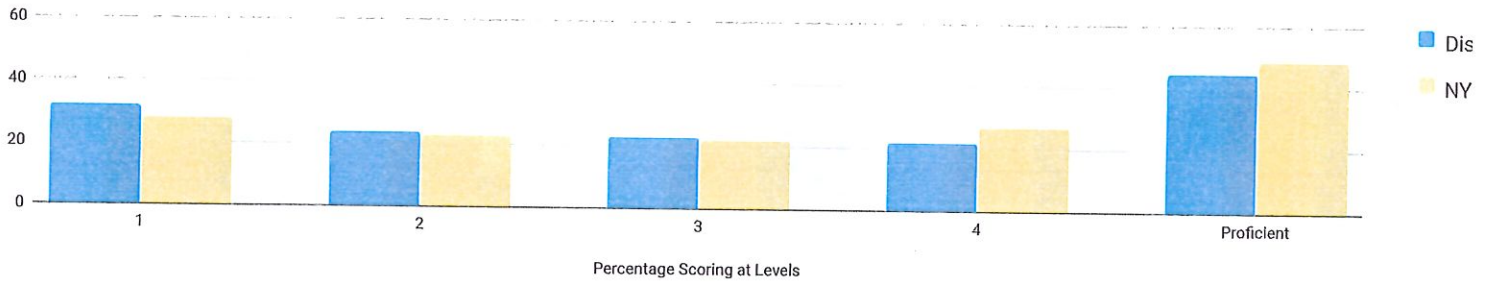
GRADE 5 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	94	33	35%	27	29%	27	29%	7	7%	34	36%
General Education	8	79	20	25%	25	32%	27	34%	7	9%	34	43%
Students with Disabilities	4	15	13	87%	2	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	11	82	31	38%	20	24%	24	29%	7	9%	31	38%
Multiracial	—	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	12	2	17%	7	58%	3	25%	0	0%	3	25%
Female	7	38	12	32%	11	29%	13	34%	2	5%	15	39%
Male	5	56	21	38%	16	29%	14	25%	5	9%	19	34%
Non-English Language Learners	12	94	33	35%	27	29%	27	29%	7	7%	34	36%
Economically Disadvantaged	6	49	26	53%	14	29%	8	16%	1	2%	9	18%
Not Economically Disadvantaged	6	45	7	16%	13	29%	19	42%	6	13%	25	56%
Not Migrant	12	94	33	35%	27	29%	27	29%	7	7%	34	36%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	92	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	12	94	33	35%	27	29%	27	29%	7	7%	34	36%
Parent Not in Armed Forces	12	94	33	35%	27	29%	27	29%	7	7%	34	36%

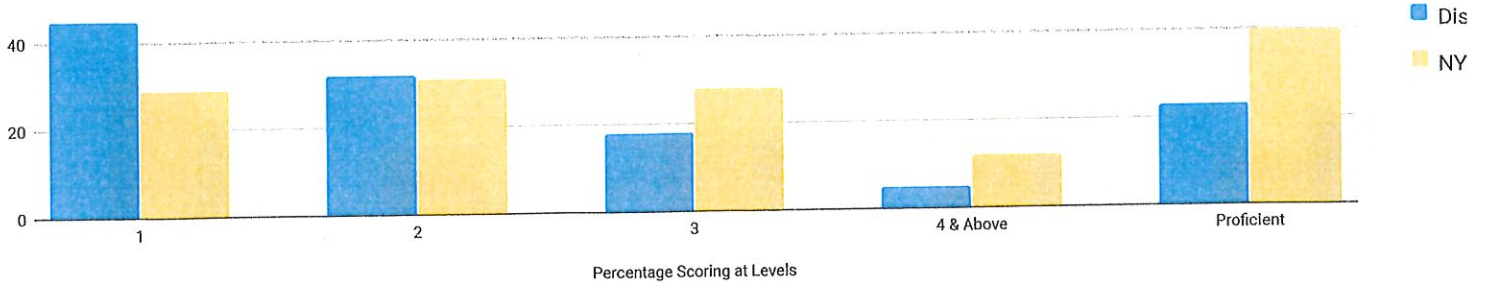
GRADE 6 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	92	29	32%	22	24%	21	23%	20	22%	41	45%
General Education	1	76	17	22%	18	24%	21	28%	20	26%	41	54%
Students with Disabilities	3	16	12	75%	4	25%	0	0%	0	0%	0	0%
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	3	85	26	31%	20	24%	21	25%	18	21%	39	46%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	7	3	43%	2	29%	0	0%	2	29%	2	29%
Female	3	52	15	29%	10	19%	13	25%	14	27%	27	52%
Male	1	40	14	35%	12	30%	8	20%	6	15%	14	35%
Non-English Language Learners	4	92	29	32%	22	24%	21	23%	20	22%	41	45%
Economically Disadvantaged	4	44	22	50%	12	27%	8	18%	2	5%	10	23%
Not Economically Disadvantaged	0	48	7	15%	10	21%	13	27%	18	38%	31	65%
Not Migrant	4	92	29	32%	22	24%	21	23%	20	22%	41	45%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	89	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	92	29	32%	22	24%	21	23%	20	22%	41	45%
Parent Not in Armed Forces	4	92	29	32%	22	24%	21	23%	20	22%	41	45%

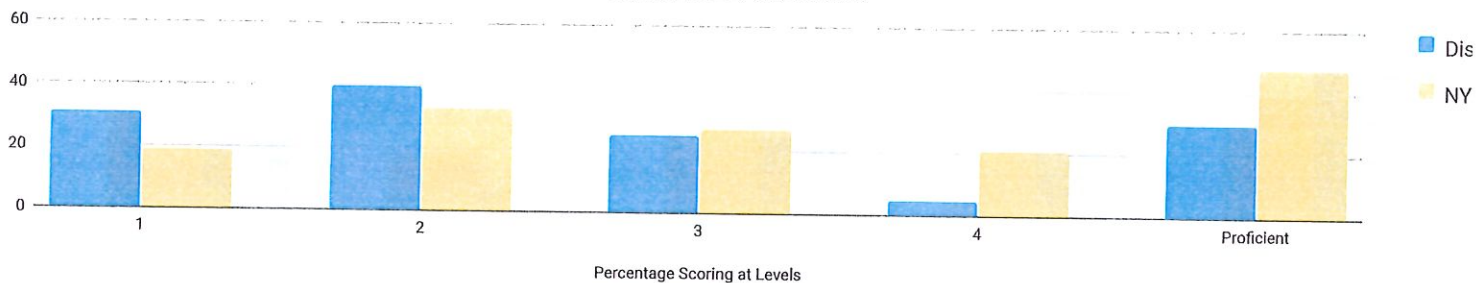
GRADE 7 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	114	51	45%	37	32%	20	18%	6	5%	26	23%
General Education	17	94	34	36%	35	37%	19	20%	6	6%	25	27%
Students with Disabilities	5	20	17	85%	2	10%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	19	100	44	44%	33	33%	18	18%	5	5%	23	23%
Multiracial	2	9	5	56%	2	22%	1	11%	1	11%	2	22%
Small Group Total	1	5	2	40%	2	40%	1	20%	0	0%	1	20%
Female	11	49	18	37%	20	41%	9	18%	2	4%	11	22%
Male	11	65	33	51%	17	26%	11	17%	4	6%	15	23%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	113	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	13	45	28	62%	15	33%	2	4%	0	0%	2	4%
Not Economically Disadvantaged	9	69	23	33%	22	32%	18	26%	6	9%	24	35%
Not Migrant	22	114	51	45%	37	32%	20	18%	6	5%	26	23%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	110	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	22	114	51	45%	37	32%	20	18%	6	5%	26	23%
Parent Not in Armed Forces	22	114	51	45%	37	32%	20	18%	6	5%	26	23%

GRADE 8 ELA RESULTS

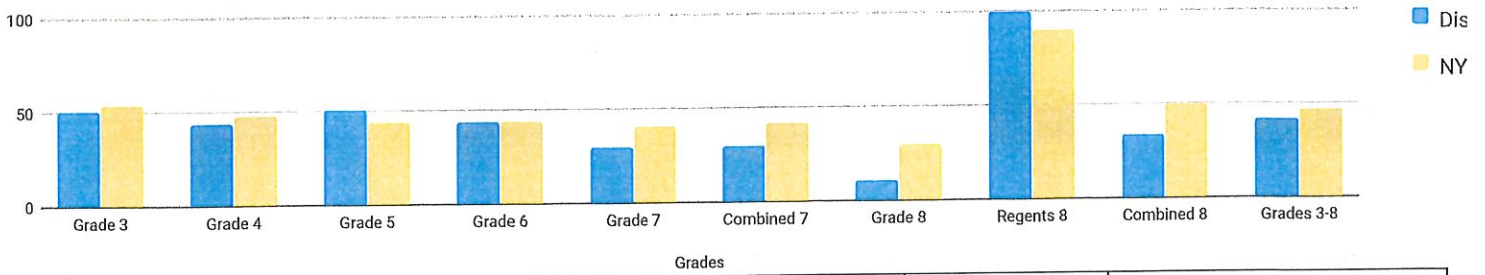


MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	40	81	25	31%	32	40%	20	25%	4	5%	24	30%
General Education	29	69	16	23%	29	42%	20	29%	4	6%	24	35%
Students with Disabilities	11	12	9	75%	3	25%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	36	71	22	31%	27	38%	18	25%	4	6%	22	31%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	10	3	30%	5	50%	2	20%	0	0%	2	20%
Female	15	40	7	18%	21	53%	11	28%	1	3%	12	30%
Male	25	41	18	44%	11	27%	9	22%	3	7%	12	29%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	80	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	36	17	47%	11	31%	7	19%	1	3%	8	22%
Not Economically Disadvantaged	15	45	8	18%	21	47%	13	29%	3	7%	16	36%
Not Migrant	40	81	25	31%	32	40%	20	25%	4	5%	24	30%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	80	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	39	81	25	31%	32	40%	20	25%	4	5%	24	30%
Parent Not in Armed Forces	40	81	25	31%	32	40%	20	25%	4	5%	24	30%

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

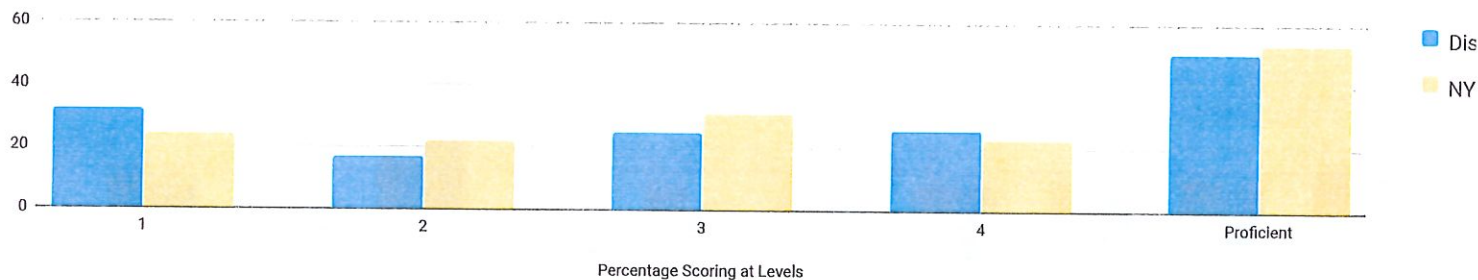
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	5	115	37	32%	19	17%	29	25%	30	26%	59	51%
Grade 4	5	94	24	26%	29	31%	26	28%	15	16%	41	44%
Grade 5	11	95	24	25%	23	24%	25	26%	23	24%	48	51%
Grade 6	8	88	31	35%	18	20%	28	32%	11	13%	39	44%
Grade 7	21	115	43	37%	38	33%	23	20%	11	10%	34	30%
Combined 7	21	115	43	37%	38	33%	23	20%	11	10%	34	30%
Grade 8	56	64	35	55%	22	34%	6	9%	1	2%	7	11%
Regents 8	—	23	0	0%	0	0%	1	4%	22	96%	23	100%
Combined 8	56	87	35	40%	22	25%	7	8%	23	26%	30	34%
Grades 3-8	106	594	194	33%	149	25%	138	23%	113	19%	251	42%

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.

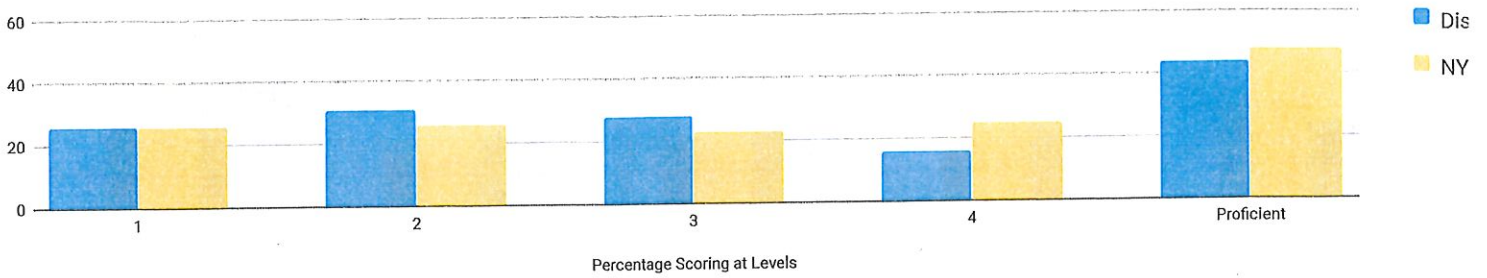
GRADE 3 MATH RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	115	37	32%	19	17%	29	25%	30	26%	59	51%
General Education	4	86	18	21%	13	15%	25	29%	30	35%	55	64%
Students with Disabilities	1	29	19	66%	6	21%	4	14%	0	0%	4	14%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	5	96	29	30%	17	18%	25	26%	25	26%	50	52%
Multiracial	0	7	4	57%	1	14%	0	0%	2	29%	2	29%
Small Group Total	0	12	4	33%	1	8%	4	33%	3	25%	7	58%
Female	2	48	15	31%	10	21%	10	21%	13	27%	23	48%
Male	3	67	22	33%	9	13%	19	28%	17	25%	36	54%
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	113	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	68	27	40%	13	19%	17	25%	11	16%	28	41%
Not Economically Disadvantaged	3	47	10	21%	6	13%	12	26%	19	40%	31	66%
Not Migrant	5	115	37	32%	19	17%	29	25%	30	26%	59	51%
Homeless	—	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	111	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	115	37	32%	19	17%	29	25%	30	26%	59	51%
Parent Not in Armed Forces	5	115	37	32%	19	17%	29	25%	30	26%	59	51%

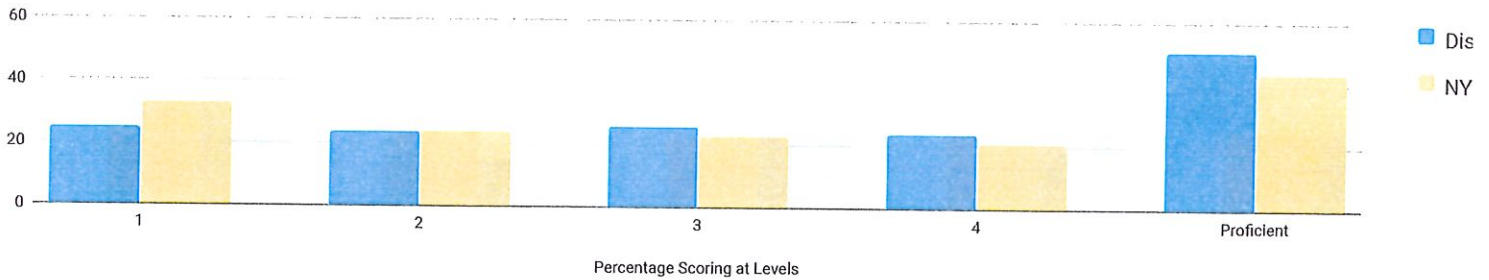
GRADE 4 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	94	24	26%	29	31%	26	28%	15	16%	41	44%
General Education	5	74	9	12%	25	34%	26	35%	14	19%	40	54%
Students with Disabilities	0	20	15	75%	4	20%	0	0%	1	5%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	8	1	13%	3	38%	2	25%	2	25%	4	50%
White	4	78	19	24%	23	29%	23	29%	13	17%	36	46%
Multiracial	—	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	4	50%	3	38%	1	13%	0	0%	1	13%
Female	4	42	7	17%	12	29%	13	31%	10	24%	23	55%
Male	1	52	17	33%	17	33%	13	25%	5	10%	18	35%
Non-English Language Learners	5	94	24	26%	29	31%	26	28%	15	16%	41	44%
Economically Disadvantaged	3	51	20	39%	16	31%	10	20%	5	10%	15	29%
Not Economically Disadvantaged	2	43	4	9%	13	30%	16	37%	10	23%	26	60%
Not Migrant	5	94	24	26%	29	31%	26	28%	15	16%	41	44%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	91	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	94	24	26%	29	31%	26	28%	15	16%	41	44%
Parent Not in Armed Forces	5	94	24	26%	29	31%	26	28%	15	16%	41	44%

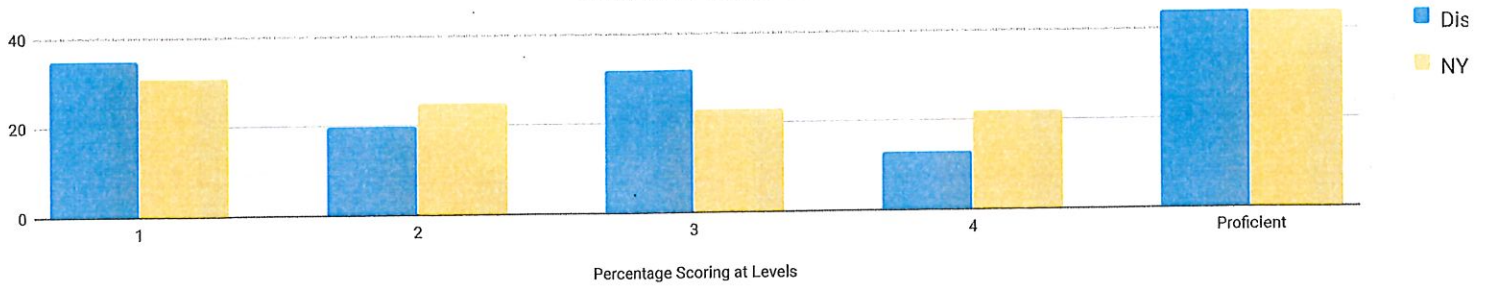
GRADE 5 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	95	24	25%	23	24%	25	26%	23	24%	48	51%
General Education	7	80	11	14%	21	26%	25	31%	23	29%	48	60%
Students with Disabilities	4	15	13	87%	2	13%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	10	83	21	25%	22	27%	18	22%	22	27%	40	48%
Multiracial	—	8	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	12	3	25%	1	8%	7	58%	1	8%	8	67%
Female	6	39	11	28%	10	26%	13	33%	5	13%	18	46%
Male	5	56	13	23%	13	23%	12	21%	18	32%	30	54%
Non-English Language Learners	11	95	24	25%	23	24%	25	26%	23	24%	48	51%
Economically Disadvantaged	6	49	20	41%	14	29%	13	27%	2	4%	15	31%
Not Economically Disadvantaged	5	46	4	9%	9	20%	12	26%	21	46%	33	72%
Not Migrant	11	95	24	25%	23	24%	25	26%	23	24%	48	51%
Homeless	—	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	93	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	11	95	24	25%	23	24%	25	26%	23	24%	48	51%
Parent Not in Armed Forces	11	95	24	25%	23	24%	25	26%	23	24%	48	51%

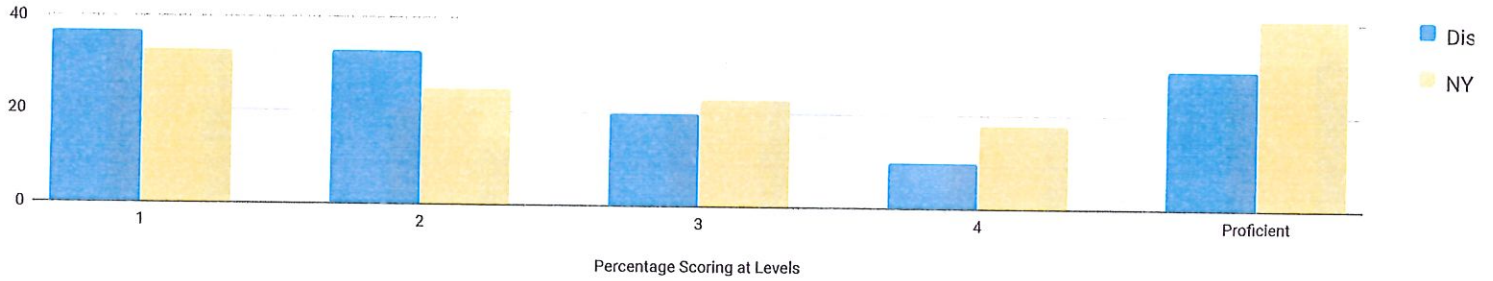
GRADE 6 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	88	31	35%	18	20%	28	32%	11	13%	39	44%
General Education	5	72	16	22%	17	24%	28	39%	11	15%	39	54%
Students with Disabilities	3	16	15	94%	1	6%	0	0%	0	0%	0	0%
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
White	6	82	28	34%	18	22%	26	32%	10	12%	36	44%
Multiracial	—	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	6	3	50%	0	0%	2	33%	1	17%	3	50%
Female	6	49	17	35%	14	29%	10	20%	8	16%	18	37%
Male	2	39	14	36%	4	10%	18	46%	3	8%	21	54%
Non-English Language Learners	8	88	31	35%	18	20%	28	32%	11	13%	39	44%
Economically Disadvantaged	7	41	22	54%	8	20%	10	24%	1	2%	11	27%
Not Economically Disadvantaged	1	47	9	19%	10	21%	18	38%	10	21%	28	60%
Not Migrant	8	88	31	35%	18	20%	28	32%	11	13%	39	44%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	85	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	88	31	35%	18	20%	28	32%	11	13%	39	44%
Parent Not in Armed Forces	8	88	31	35%	18	20%	28	32%	11	13%	39	44%

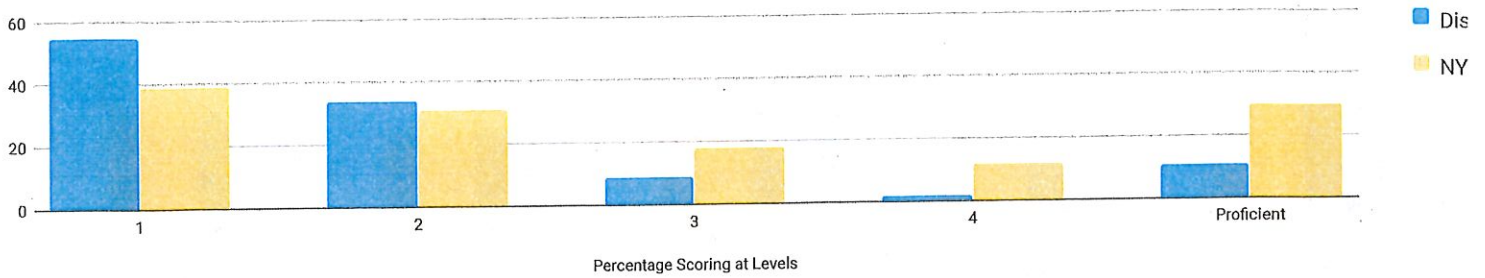
GRADE 7 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	115	43	37%	38	33%	23	20%	11	10%	34	30%
General Education	17	94	26	28%	34	36%	23	24%	11	12%	34	36%
Students with Disabilities	4	21	17	81%	4	19%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	19	100	40	40%	32	32%	18	18%	10	10%	28	28%
Multiracial	2	9	3	33%	3	33%	2	22%	1	11%	3	33%
Small Group Total	0	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	9	51	20	39%	17	33%	9	18%	5	10%	14	27%
Male	12	64	23	36%	21	33%	14	22%	6	9%	20	31%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	114	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	47	28	60%	15	32%	4	9%	0	0%	4	9%
Not Economically Disadvantaged	10	68	15	22%	23	34%	19	28%	11	16%	30	44%
Not Migrant	21	115	43	37%	38	33%	23	20%	11	10%	34	30%
Homeless	0	5	2	40%	3	60%	0	0%	0	0%	0	0%
Not Homeless	21	110	41	37%	35	32%	23	21%	11	10%	34	31%
Not in Foster Care	21	115	43	37%	38	33%	23	20%	11	10%	34	30%
Parent Not in Armed Forces	21	115	43	37%	38	33%	23	20%	11	10%	34	30%

GRADE 8 MATH RESULTS

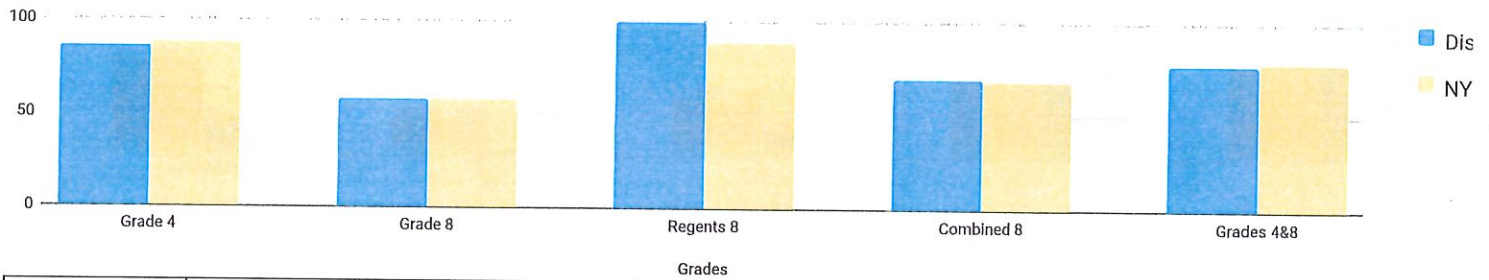


MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	56	64	35	55%	22	34%	6	9%	1	2%	7	11%
General Education	44	53	25	47%	21	40%	6	11%	1	2%	7	13%
Students with Disabilities	12	11	10	91%	1	9%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	3	—	—	—	—	—	—	—	—	—	—
White	51	55	30	55%	18	33%	6	11%	1	2%	7	13%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	9	5	56%	4	44%	0	0%	0	0%	0	0%
Female	21	33	15	45%	14	42%	4	12%	0	0%	4	12%
Male	35	31	20	65%	8	26%	2	6%	1	3%	3	10%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	63	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	28	32	26	81%	5	16%	1	3%	0	0%	1	3%
Not Economically Disadvantaged	28	32	9	28%	17	53%	5	16%	1	3%	6	19%
Not Migrant	56	64	35	55%	22	34%	6	9%	1	2%	7	11%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	63	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	64	35	55%	22	34%	6	9%	1	2%	7	11%
Parent Not in Armed Forces	56	64	35	55%	22	34%	6	9%	1	2%	7	11%

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

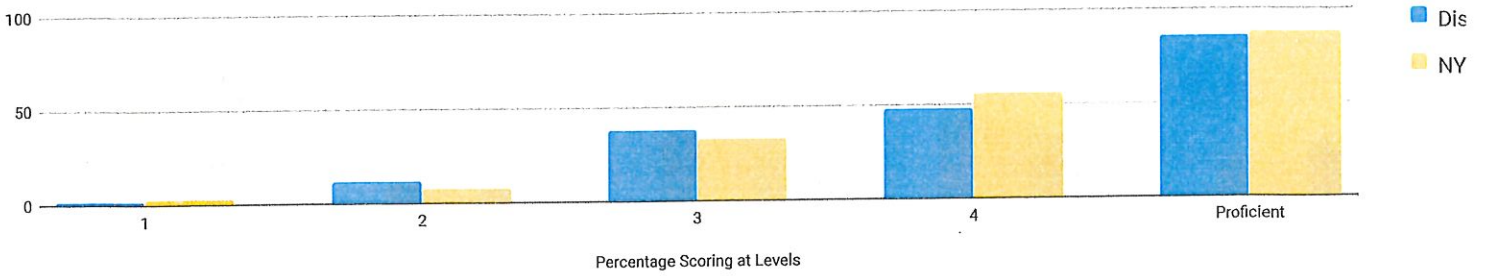
Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Grade 4	4	95	2	2%	11	12%	36	38%	46
Grade 8	54	66	12	18%	16	24%	32	48%	6	9%	38	58%
Regents 8	0	27	0	0%	0	0%	5	19%	22	81%	27	100%
Combined 8	54	93	12	13%	16	17%	37	40%	28	30%	65	70%
Grades 4&8	58	188	14	7%	27	14%	73	39%	74	39%	147	78%

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.

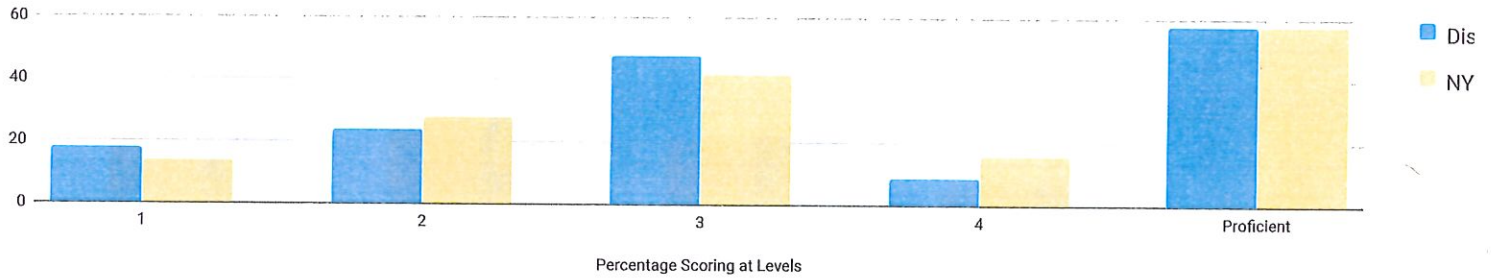
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	95	2	2%	11	12%	36	38%	46	48%	82	86%
General Education	4	75	1	1%	4	5%	26	35%	44	59%	70	93%
Students with Disabilities	0	20	1	5%	7	35%	10	50%	2	10%	12	60%
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	8	0	0%	0	0%	5	63%	3	38%	8	100%
White	3	79	1	1%	8	10%	30	38%	40	51%	70	89%
Multiracial	—	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	8	1	13%	3	38%	1	13%	3	38%	4	50%
Female	4	42	0	0%	2	5%	15	36%	25	60%	40	95%
Male	0	53	2	4%	9	17%	21	40%	21	40%	42	79%
Non-English Language Learners	4	95	2	2%	11	12%	36	38%	46	48%	82	86%
Economically Disadvantaged	2	52	2	4%	10	19%	20	38%	20	38%	40	77%
Not Economically Disadvantaged	2	43	0	0%	1	2%	16	37%	26	60%	42	98%
Not Migrant	4	95	2	2%	11	12%	36	38%	46	48%	82	86%
Homeless	—	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	92	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	95	2	2%	11	12%	36	38%	46	48%	82	86%
Parent Not in Armed Forces	4	95	2	2%	11	12%	36	38%	46	48%	82	86%

GRADE 8 SCIENCE RESULTS

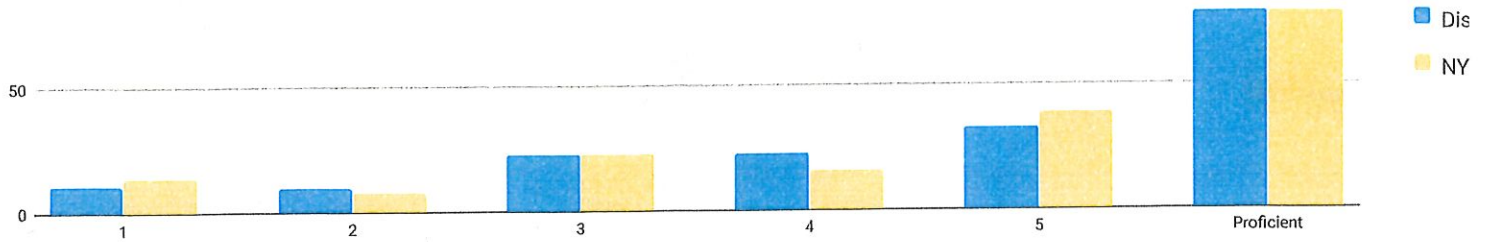


MEAN SCORE: 64

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	54	66	12	18%	16	24%	32	48%	6	9%	38	58%
General Education	43	54	7	13%	12	22%	29	54%	6	11%	35	65%
Students with Disabilities	11	12	5	42%	4	33%	3	25%	0	0%	3	25%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	—	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	4	—	—	—	—	—	—	—	—	—	—
White	49	57	10	18%	14	25%	27	47%	6	11%	33	58%
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	9	2	22%	2	22%	5	56%	0	0%	5	56%
Female	20	34	8	24%	3	9%	22	65%	1	3%	23	68%
Male	34	32	4	13%	13	41%	10	31%	5	16%	15	47%
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	65	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	25	35	8	23%	12	34%	12	34%	3	9%	15	43%
Not Economically Disadvantaged	29	31	4	13%	4	13%	20	65%	3	10%	23	74%
Not Migrant	54	66	12	18%	16	24%	32	48%	6	9%	38	58%
Homeless	—	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	65	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	66	12	18%	16	24%	32	48%	6	9%	38	58%
Parent Not in Armed Forces	54	66	12	18%	16	24%	32	48%	6	9%	38	58%

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

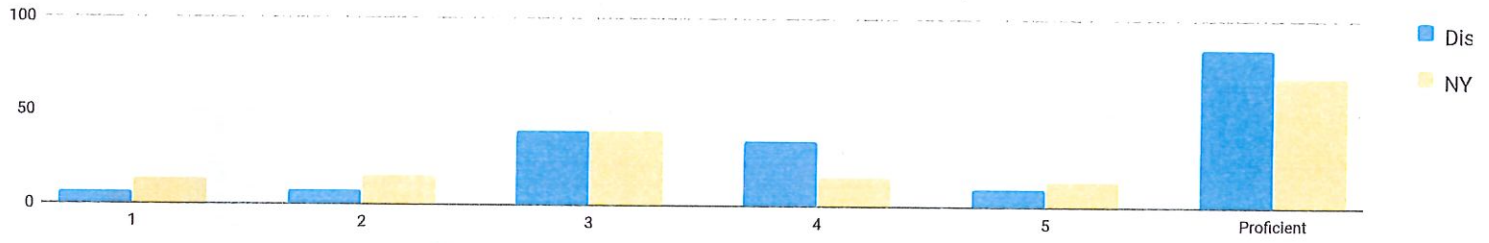
ANNUAL REGENTS ENGLISH (2017-18)



Percentage Scoring at Levels

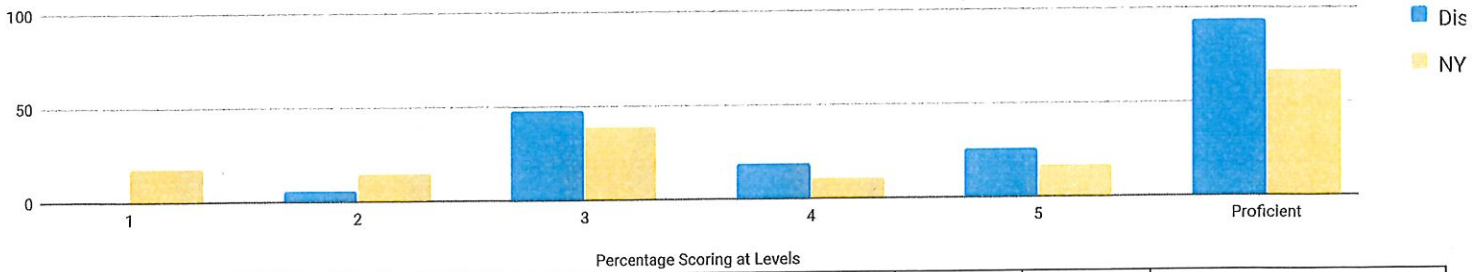
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	141	15	11%	14	10%	32	23%	33	23%	47	33%	112	79%
General Education	108	3	3%	7	6%	21	19%	31	29%	46	43%	98	91%
Students with Disabilities	33	12	36%	7	21%	11	33%	2	6%	1	3%	14	42%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	132	15	11%	12	9%	32	24%	30	23%	43	33%	105	80%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	2	22%	0	0%	3	33%	4	44%	7	78%
Female	63	6	10%	7	11%	15	24%	14	22%	21	33%	50	79%
Male	78	9	12%	7	9%	17	22%	19	24%	26	33%	62	79%
Non-English Language Learners	141	15	11%	14	10%	32	23%	33	23%	47	33%	112	79%
Economically Disadvantaged	56	9	16%	10	18%	12	21%	17	30%	8	14%	37	66%
Not Economically Disadvantaged	85	6	7%	4	5%	20	24%	16	19%	39	46%	75	88%
Not Migrant	141	15	11%	14	10%	32	23%	33	23%	47	33%	112	79%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	140	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	141	15	11%	14	10%	32	23%	33	23%	47	33%	112	79%
Parent Not in Armed Forces	141	15	11%	14	10%	32	23%	33	23%	47	33%	112	79%

ANNUAL REGENTS ALGEBRA I (2017-18)



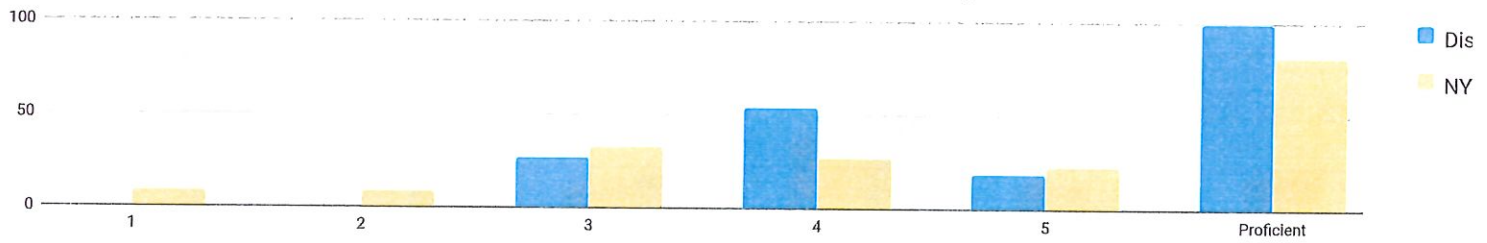
Subgroup	Tested	Percentage Scoring at Levels										Proficient (Levels 3 & Above)	
		Level 1		Level 2		Level 3		Level 4		Level 5		#	%
		#	%	#	%	#	%	#	%	#	%		
All Students	142	10	7%	12	8%	57	40%	49	35%	14	10%	120	85%
General Education	116	4	3%	5	4%	45	39%	48	41%	14	12%	107	92%
Students with Disabilities	26	6	23%	7	27%	12	46%	1	4%	0	0%	13	50%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	128	8	6%	10	8%	52	41%	45	35%	13	10%	110	86%
Multiracial	6	1	17%	1	17%	3	50%	0	0%	1	17%	4	67%
Small Group Total	8	1	13%	1	13%	2	25%	4	50%	0	0%	6	75%
Female	71	6	8%	5	7%	28	39%	26	37%	6	8%	60	85%
Male	71	4	6%	7	10%	29	41%	23	32%	8	11%	60	85%
Non-English Language Learners	142	10	7%	12	8%	57	40%	49	35%	14	10%	120	85%
Economically Disadvantaged	61	5	8%	7	11%	31	51%	14	23%	4	7%	49	80%
Not Economically Disadvantaged	81	5	6%	5	6%	26	32%	35	43%	10	12%	71	88%
Not Migrant	142	10	7%	12	8%	57	40%	49	35%	14	10%	120	85%
Not Homeless	142	10	7%	12	8%	57	40%	49	35%	14	10%	120	85%
Not in Foster Care	142	10	7%	12	8%	57	40%	49	35%	14	10%	120	85%
Parent Not in Armed Forces	142	10	7%	12	8%	57	40%	49	35%	14	10%	120	85%

ANNUAL REGENTS GEOMETRY (2017-18)



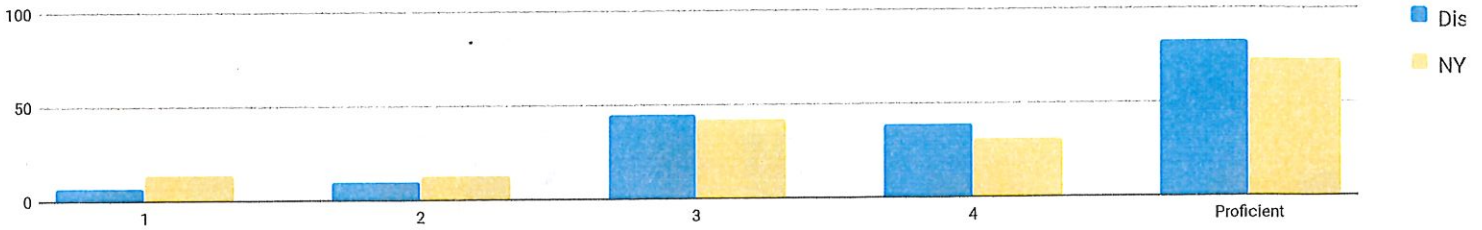
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	62	0	0%	4	6%	30	48%	12	19%	16	26%	58	94%
General Education	61	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-	-	-
White	58	-	-	-	-	-	-	-	-	-	-	-	-
Multiracial	2	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	62	0	0%	4	6%	30	48%	12	19%	16	26%	58	94%
Female	30	0	0%	2	7%	15	50%	5	17%	8	27%	28	93%
Male	32	0	0%	2	6%	15	47%	7	22%	8	25%	30	94%
Non-English Language Learners	62	0	0%	4	6%	30	48%	12	19%	16	26%	58	94%
Economically Disadvantaged	20	0	0%	1	5%	12	60%	4	20%	3	15%	19	95%
Not Economically Disadvantaged	42	0	0%	3	7%	18	43%	8	19%	13	31%	39	93%
Not Migrant	62	0	0%	4	6%	30	48%	12	19%	16	26%	58	94%
Homeless	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	61	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	62	0	0%	4	6%	30	48%	12	19%	16	26%	58	94%
Parent Not in Armed Forces	62	0	0%	4	6%	30	48%	12	19%	16	26%	58	94%

ANNUAL REGENTS ALGEBRA II (2017-18)



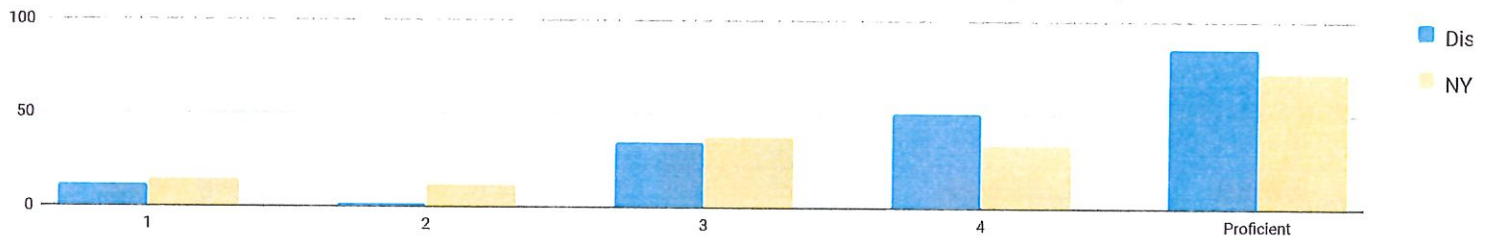
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%
General Education	47	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
White	46	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%
Female	27	0	0%	0	0%	9	33%	13	48%	5	19%	27	100%
Male	21	0	0%	0	0%	4	19%	13	62%	4	19%	21	100%
Non-English Language Learners	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%
Economically Disadvantaged	5	0	0%	0	0%	2	40%	2	40%	1	20%	5	100%
Not Economically Disadvantaged	43	0	0%	0	0%	11	26%	24	56%	8	19%	43	100%
Not Migrant	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%
Not Homeless	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%
Not in Foster Care	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%
Parent Not in Armed Forces	48	0	0%	0	0%	13	27%	26	54%	9	19%	48	100%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



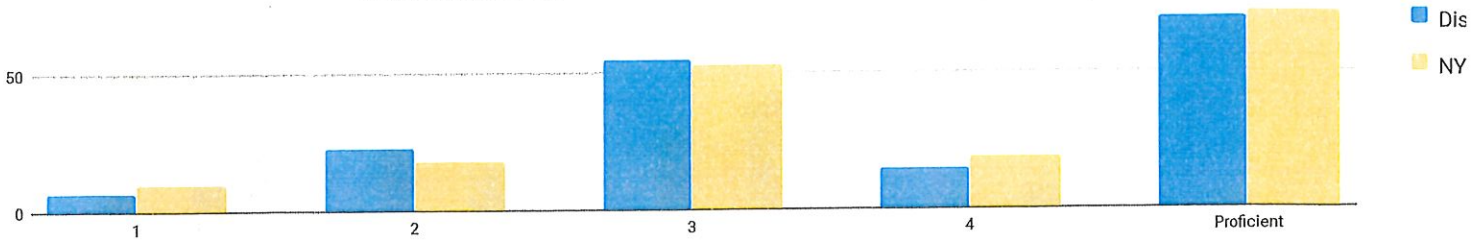
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	197	14	7%	19	10%	88	45%	76	39%	164	83%
General Education	174	7	4%	12	7%	80	46%	75	43%	155	89%
Students with Disabilities	23	7	30%	7	30%	8	35%	1	4%	9	39%
American Indian or Alaska Native	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	1	20%	0	0%	3	60%	1	20%	4	80%
White	180	10	6%	18	10%	82	46%	70	39%	152	84%
Multiracial	7	1	14%	1	14%	2	29%	3	43%	5	71%
Small Group Total	5	2	40%	0	0%	1	20%	2	40%	3	60%
Female	99	9	9%	7	7%	44	44%	39	39%	83	84%
Male	98	5	5%	12	12%	44	45%	37	38%	81	83%
Non-English Language Learners	197	14	7%	19	10%	88	45%	76	39%	164	83%
Economically Disadvantaged	78	9	12%	11	14%	38	49%	20	26%	58	74%
Not Economically Disadvantaged	119	5	4%	8	7%	50	42%	56	47%	106	89%
Not Migrant	197	14	7%	19	10%	88	45%	76	39%	164	83%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	196	-	-	-	-	-	-	-	-	-	-
In Foster Care	2	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	195	-	-	-	-	-	-	-	-	-	-
Parent in Armed Forces	1	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	196	-	-	-	-	-	-	-	-	-	-

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



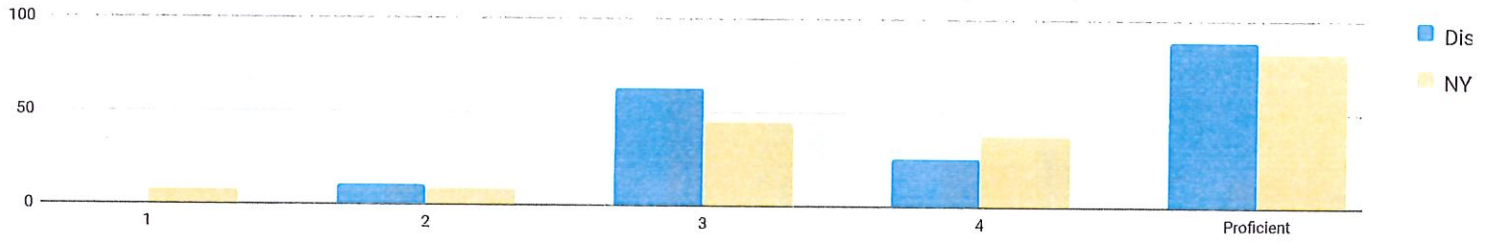
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	57	7	12%	1	2%	20	35%	29	51%	49	86%
General Education	49	4	8%	0	0%	16	33%	29	59%	45	92%
Students with Disabilities	8	3	38%	1	13%	4	50%	0	0%	4	50%
White	56	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	57	7	12%	1	2%	20	35%	29	51%	49	86%
Female	25	4	16%	0	0%	10	40%	11	44%	21	84%
Male	32	3	9%	1	3%	10	31%	18	56%	28	88%
Non-English Language Learners	57	7	12%	1	2%	20	35%	29	51%	49	86%
Economically Disadvantaged	24	5	21%	0	0%	9	38%	10	42%	19	79%
Not Economically Disadvantaged	33	2	6%	1	3%	11	33%	19	58%	30	91%
Not Migrant	57	7	12%	1	2%	20	35%	29	51%	49	86%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	7	12%	1	2%	20	35%	29	51%	49	86%
Parent Not in Armed Forces	57	7	12%	1	2%	20	35%	29	51%	49	86%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	60	4	7%	14	23%	33	55%	9	15%
General Education	59	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
White	55	4	7%	13	24%	31	56%	7	13%	38	69%
Multiracial	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	1	20%	2	40%	2	40%	4	80%
Female	32	3	9%	10	31%	13	41%	6	19%	19	59%
Male	28	1	4%	4	14%	20	71%	3	11%	23	82%
Non-English Language Learners	60	4	7%	14	23%	33	55%	9	15%	42	70%
Economically Disadvantaged	15	1	7%	7	47%	7	47%	0	0%	7	47%
Not Economically Disadvantaged	45	3	7%	7	16%	26	58%	9	20%	35	78%
Not Migrant	60	4	7%	14	23%	33	55%	9	15%	42	70%
Not Homeless	60	4	7%	14	23%	33	55%	9	15%	42	70%
Not in Foster Care	60	4	7%	14	23%	33	55%	9	15%	42	70%
Parent Not in Armed Forces	60	4	7%	14	23%	33	55%	9	15%	42	70%

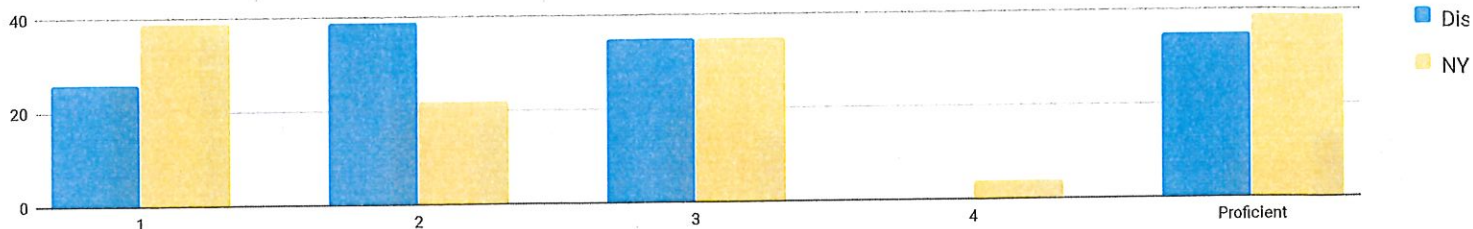
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	19	0	0%	2	11%	12	63%	5	26%	17	89%
General Education	19	0	0%	2	11%	12	63%	5	26%	17	89%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	17	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	0	0%	2	11%	12	63%	5	26%	17	89%
Female	11	0	0%	0	0%	9	82%	2	18%	11	100%
Male	8	0	0%	2	25%	3	38%	3	38%	6	75%
Non-English Language Learners	19	0	0%	2	11%	12	63%	5	26%	17	89%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	16	—	—	—	—	—	—	—	—	—	—
Not Migrant	19	0	0%	2	11%	12	63%	5	26%	17	89%
Not Homeless	19	0	0%	2	11%	12	63%	5	26%	17	89%
Not in Foster Care	19	0	0%	2	11%	12	63%	5	26%	17	89%
Parent Not in Armed Forces	19	0	0%	2	11%	12	63%	5	26%	17	89%

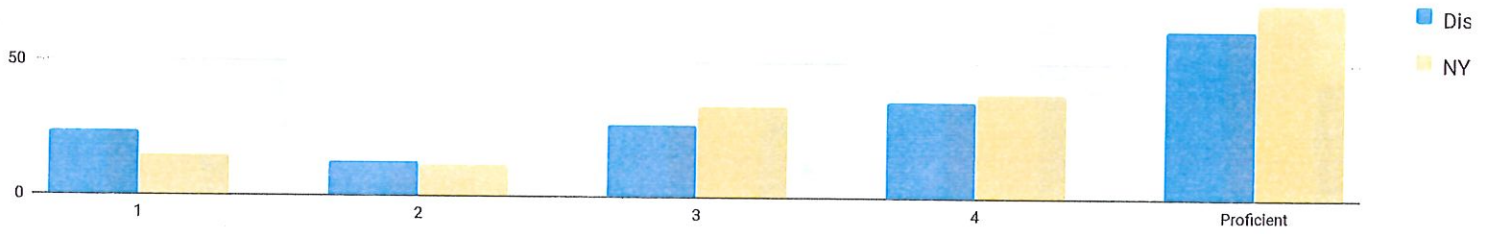
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	23	6	26%	9	39%	8	35%	0	0%	8	35%
General Education	17	4	24%	6	35%	7	41%	0	0%	7	41%
Students with Disabilities	6	2	33%	3	50%	1	17%	0	0%	1	17%
White	23	6	26%	9	39%	8	35%	0	0%	8	35%
Female	16	5	31%	5	31%	6	38%	0	0%	6	38%
Male	7	1	14%	4	57%	2	29%	0	0%	2	29%
Non-English Language Learners	23	6	26%	9	39%	8	35%	0	0%	8	35%
Economically Disadvantaged	11	5	45%	4	36%	2	18%	0	0%	2	18%
Not Economically Disadvantaged	12	1	8%	5	42%	6	50%	0	0%	6	50%
Not Migrant	23	6	26%	9	39%	8	35%	0	0%	8	35%
Not Homeless	23	6	26%	9	39%	8	35%	0	0%	8	35%
Not in Foster Care	23	6	26%	9	39%	8	35%	0	0%	8	35%
Parent Not in Armed Forces	23	6	26%	9	39%	8	35%	0	0%	8	35%

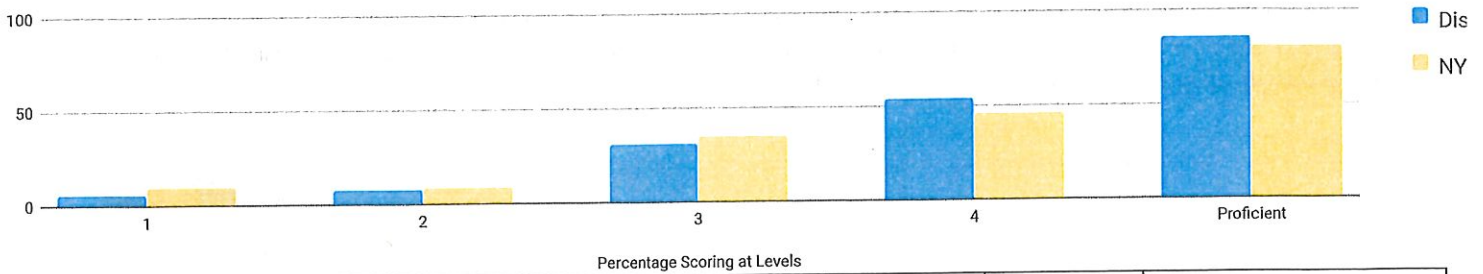
ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	117	28	24%	15	13%	32	27%	42	36%	74	63%
General Education	85	8	9%	10	12%	27	32%	40	47%	67	79%
Students with Disabilities	32	20	63%	5	16%	5	16%	2	6%	7	22%
American Indian or Alaska Native	1	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--	--	--	--	--	--	--
Black or African American	1	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	2	--	--	--	--	--	--	--	--	--	--
White	109	23	21%	15	14%	31	28%	40	37%	71	65%
Multiracial	3	--	--	--	--	--	--	--	--	--	--
Small Group Total	8	5	63%	0	0%	1	13%	2	25%	3	38%
Female	54	15	28%	9	17%	15	28%	15	28%	30	56%
Male	63	13	21%	6	10%	17	27%	27	43%	44	70%
Non-English Language Learners	117	28	24%	15	13%	32	27%	42	36%	74	63%
Economically Disadvantaged	47	13	28%	9	19%	12	26%	13	28%	25	53%
Not Economically Disadvantaged	70	15	21%	6	9%	20	29%	29	41%	49	70%
Not Migrant	117	28	24%	15	13%	32	27%	42	36%	74	63%
Homeless	3	--	--	--	--	--	--	--	--	--	--
Not Homeless	114	--	--	--	--	--	--	--	--	--	--
Not in Foster Care	117	28	24%	15	13%	32	27%	42	36%	74	63%
Parent Not in Armed Forces	117	28	24%	15	13%	32	27%	42	36%	74	63%

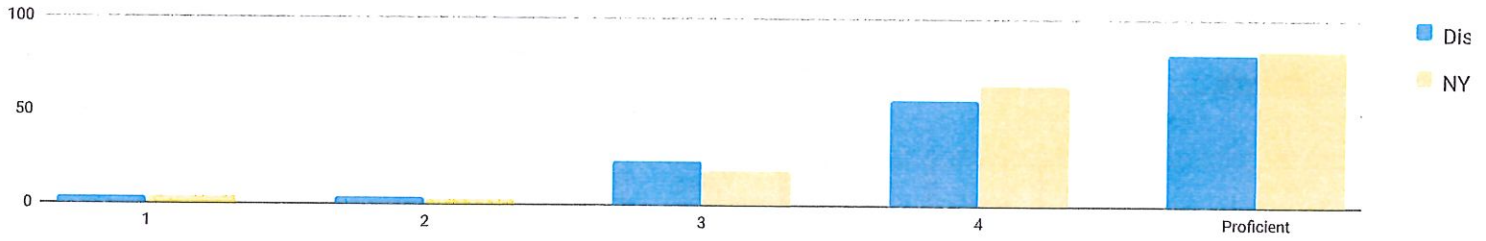
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	127	8	6%	10	8%	40	31%	69	54%	109	86%
General Education	103	2	2%	7	7%	28	27%	66	64%	94	91%
Students with Disabilities	24	6	25%	3	13%	12	50%	3	13%	15	63%
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	118	8	7%	10	8%	36	31%	64	54%	100	85%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	4	44%	5	56%	9	100%
Female	60	4	7%	7	12%	20	33%	29	48%	49	82%
Male	67	4	6%	3	4%	20	30%	40	60%	60	90%
Non-English Language Learners	127	8	6%	10	8%	40	31%	69	54%	109	86%
Economically Disadvantaged	48	5	10%	6	13%	18	38%	19	40%	37	77%
Not Economically Disadvantaged	79	3	4%	4	5%	22	28%	50	63%	72	91%
Not Migrant	127	8	6%	10	8%	40	31%	69	54%	109	86%
Not Homeless	127	8	6%	10	8%	40	31%	69	54%	109	86%
Not in Foster Care	127	8	6%	10	8%	40	31%	69	54%	109	86%
Parent Not in Armed Forces	127	8	6%	10	8%	40	31%	69	54%	109	86%

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.

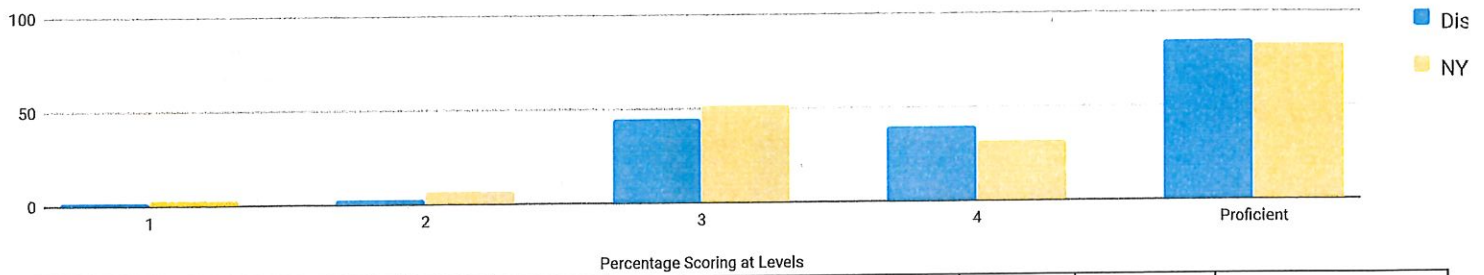


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	11	10%	104	90%	5	4%	5	4%	28	24%	66	57%	94	82%
General Education	95	3	3%	92	97%	0	0%	4	4%	24	25%	64	67%	88	93%
Students with Disabilities	20	8	40%	12	60%	5	25%	1	5%	4	20%	2	10%	6	30%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	102	6	6%	96	94%	5	5%	4	4%	26	25%	61	60%	87	85%
Multiracial	5	2	40%	3	60%	0	0%	0	0%	1	20%	2	40%	3	60%
Small Group Total	8	3	38%	5	63%	0	0%	1	13%	1	13%	3	38%	4	50%
Female	56	4	7%	52	93%	1	2%	2	4%	13	23%	36	64%	49	88%
Male	59	7	12%	52	88%	4	7%	3	5%	15	25%	30	51%	45	76%
Non-English Language Learners	115	11	10%	104	90%	5	4%	5	4%	28	24%	66	57%	94	82%
Economically Disadvantaged	39	5	13%	34	87%	1	3%	3	8%	12	31%	18	46%	30	77%
Not Economically Disadvantaged	76	6	8%	70	92%	4	5%	2	3%	16	21%	48	63%	64	84%
Not Migrant	115	11	10%	104	90%	5	4%	5	4%	28	24%	66	57%	94	82%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	11	10%	104	90%	5	4%	5	4%	28	24%	66	57%	94	82%
Parent Not in Armed Forces	115	11	10%	104	90%	5	4%	5	4%	28	24%	66	57%	94	82%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

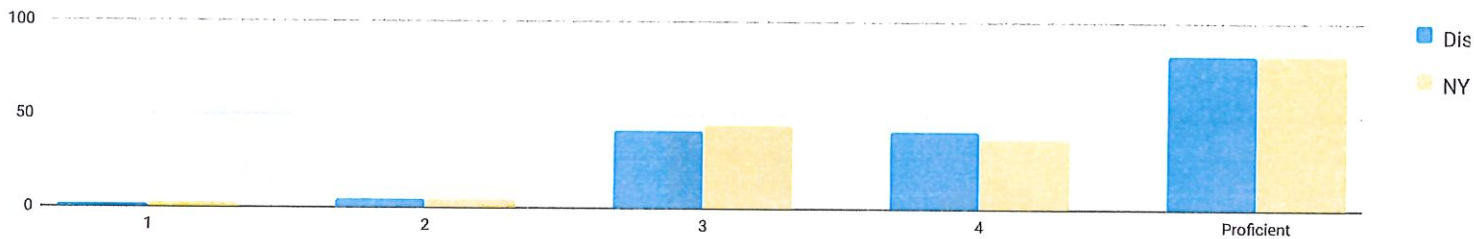
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Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	11	10%	104	90%	2	2%	4	3%	52	45%	46	40%	98	85%
General Education	95	0	0%	95	100%	0	0%	2	2%	48	51%	45	47%	93	98%
Students with Disabilities	20	11	55%	9	45%	2	10%	2	10%	4	20%	1	5%	5	25%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	102	8	8%	94	92%	1	1%	3	3%	45	44%	45	44%	90	88%
Multiracial	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Small Group Total	8	3	38%	5	63%	0	0%	0	0%	4	50%	1	13%	5	63%
Female	56	4	7%	52	93%	0	0%	0	0%	29	52%	23	41%	52	93%
Male	59	7	12%	52	88%	2	3%	4	7%	23	39%	23	39%	46	78%
Non-English Language Learners	115	11	10%	104	90%	2	2%	4	3%	52	45%	46	40%	98	85%
Economically Disadvantaged	39	3	8%	36	92%	1	3%	0	0%	27	69%	8	21%	35	90%
Not Economically Disadvantaged	76	8	11%	68	89%	1	1%	4	5%	25	33%	38	50%	63	83%
Not Migrant	115	11	10%	104	90%	2	2%	4	3%	52	45%	46	40%	98	85%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	11	10%	104	90%	2	2%	4	3%	52	45%	46	40%	98	85%
Parent Not in Armed Forces	115	11	10%	104	90%	2	2%	4	3%	52	45%	46	40%	98	85%

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.

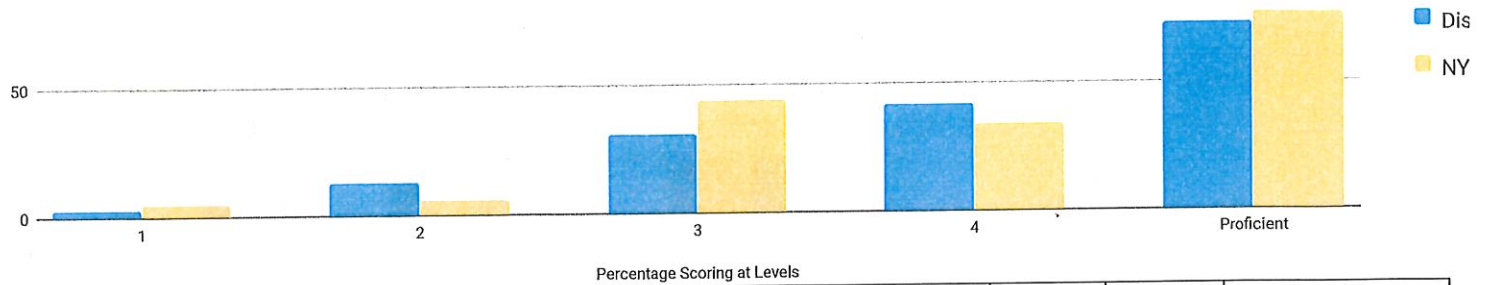


Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	11	10%	104	90%	2	2%	6	5%	48	42%	48	42%	96	83%
General Education	95	1	1%	94	99%	1	1%	4	4%	42	44%	47	49%	89	94%
Students with Disabilities	20	10	50%	10	50%	1	5%	2	10%	6	30%	1	5%	7	35%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	102	8	8%	94	92%	1	1%	5	5%	42	41%	46	45%	88	86%
Multiracial	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Small Group Total	8	3	38%	5	63%	0	0%	0	0%	3	38%	2	25%	5	63%
Female	56	6	11%	50	89%	0	0%	2	4%	23	41%	25	45%	48	86%
Male	59	5	8%	54	92%	2	3%	4	7%	25	42%	23	39%	48	81%
Non-English Language Learners	115	11	10%	104	90%	2	2%	6	5%	48	42%	48	42%	96	83%
Economically Disadvantaged	39	3	8%	36	92%	1	3%	4	10%	26	67%	5	13%	31	79%
Not Economically Disadvantaged	76	8	11%	68	89%	1	1%	2	3%	22	29%	43	57%	65	86%
Not Migrant	115	11	10%	104	90%	2	2%	6	5%	48	42%	48	42%	96	83%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	11	10%	104	90%	2	2%	6	5%	48	42%	48	42%	96	83%
Parent Not in Armed Forces	115	11	10%	104	90%	2	2%	6	5%	48	42%	48	42%	96	83%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

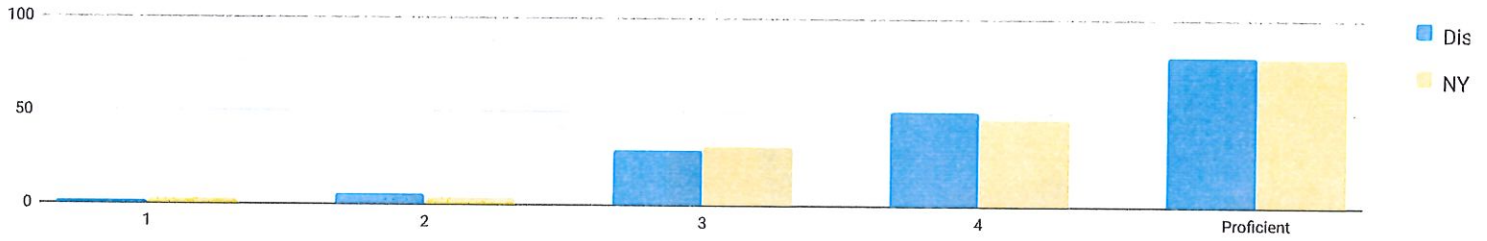
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Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	115	12	10%	103	90%	4	3%	15	13%	36	31%	48	42%	84	73%
General Education	95	1	1%	94	99%	2	2%	9	9%	35	37%	48	51%	83	87%
Students with Disabilities	20	11	55%	9	45%	2	10%	6	30%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	102	9	9%	93	91%	2	2%	14	14%	30	29%	47	46%	77	75%
Multiracial	5	0	0%	5	100%	1	20%	1	20%	3	60%	0	0%	3	60%
Small Group Total	8	3	38%	5	63%	1	13%	0	0%	3	38%	1	13%	4	50%
Female	56	5	9%	51	91%	2	4%	7	13%	20	36%	22	39%	42	75%
Male	59	7	12%	52	88%	2	3%	8	14%	16	27%	26	44%	42	71%
Non-English Language Learners	115	12	10%	103	90%	4	3%	15	13%	36	31%	48	42%	84	73%
Economically Disadvantaged	39	3	8%	36	92%	3	8%	8	21%	18	46%	7	18%	25	64%
Not Economically Disadvantaged	76	9	12%	67	88%	1	1%	7	9%	18	24%	41	54%	59	78%
Not Migrant	115	12	10%	103	90%	4	3%	15	13%	36	31%	48	42%	84	73%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	12	10%	103	90%	4	3%	15	13%	36	31%	48	42%	84	73%
Parent Not in Armed Forces	115	12	10%	103	90%	4	3%	15	13%	36	31%	48	42%	84	73%

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	115	13	11%	102	89%	2	2%	7	6%	34	30%	59	51%	93	81%
General Education	95	4	4%	91	96%	0	0%	4	4%	28	29%	59	62%	87	92%
Students with Disabilities	20	9	45%	11	55%	2	10%	3	15%	6	30%	0	0%	6	30%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	102	8	8%	94	92%	2	2%	7	7%	30	29%	55	54%	85	83%
Multiracial	5	2	40%	3	60%	0	0%	0	0%	2	40%	1	20%	3	60%
Small Group Total	8	3	38%	5	63%	0	0%	0	0%	2	25%	3	38%	5	63%
Female	56	4	7%	52	93%	0	0%	5	9%	16	29%	31	55%	47	84%
Male	59	9	15%	50	85%	2	3%	2	3%	18	31%	28	47%	46	78%
Non-English Language Learners	115	13	11%	102	89%	2	2%	7	6%	34	30%	59	51%	93	81%
Economically Disadvantaged	39	5	13%	34	87%	0	0%	6	15%	16	41%	12	31%	28	72%
Not Economically Disadvantaged	76	8	11%	68	89%	2	3%	1	1%	18	24%	47	62%	65	86%
Not Migrant	115	13	11%	102	89%	2	2%	7	6%	34	30%	59	51%	93	81%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	113	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	115	13	11%	102	89%	2	2%	7	6%	34	30%	59	51%	93	81%
Parent Not in Armed Forces	115	13	11%	102	89%	2	2%	7	6%	34	30%	59	51%	93	81%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	—	1	—	—	—	—	—
Grade 1	—	2	—	—	—	—	—
Grade 2	—	2	—	—	—	—	—
Grade 3	—	2	—	—	—	—	—
Grade 7	—	1	—	—	—	—	—
Grade 8	—	1	—	—	—	—	—
Grade 9	—	1	—	—	—	—	—
Grade 10	—	1	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 6 ELA	—	1	—	—	—	—
Grade 6 Math	—	1	—	—	—	—
Secondary-Level ELA	—	4	—	—	—	—
Secondary-Level Math	—	4	—	—	—	—
Secondary-Level Science	—	4	—	—	—	—

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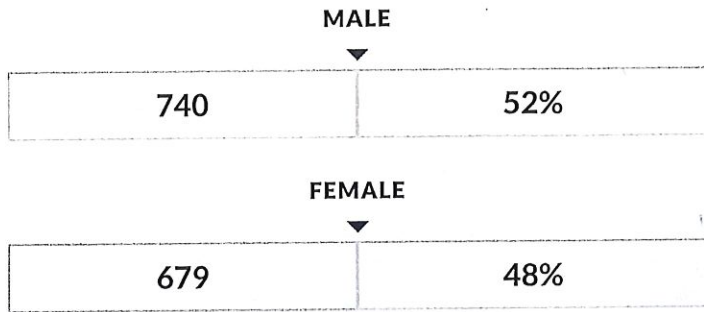
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2017 - 18 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

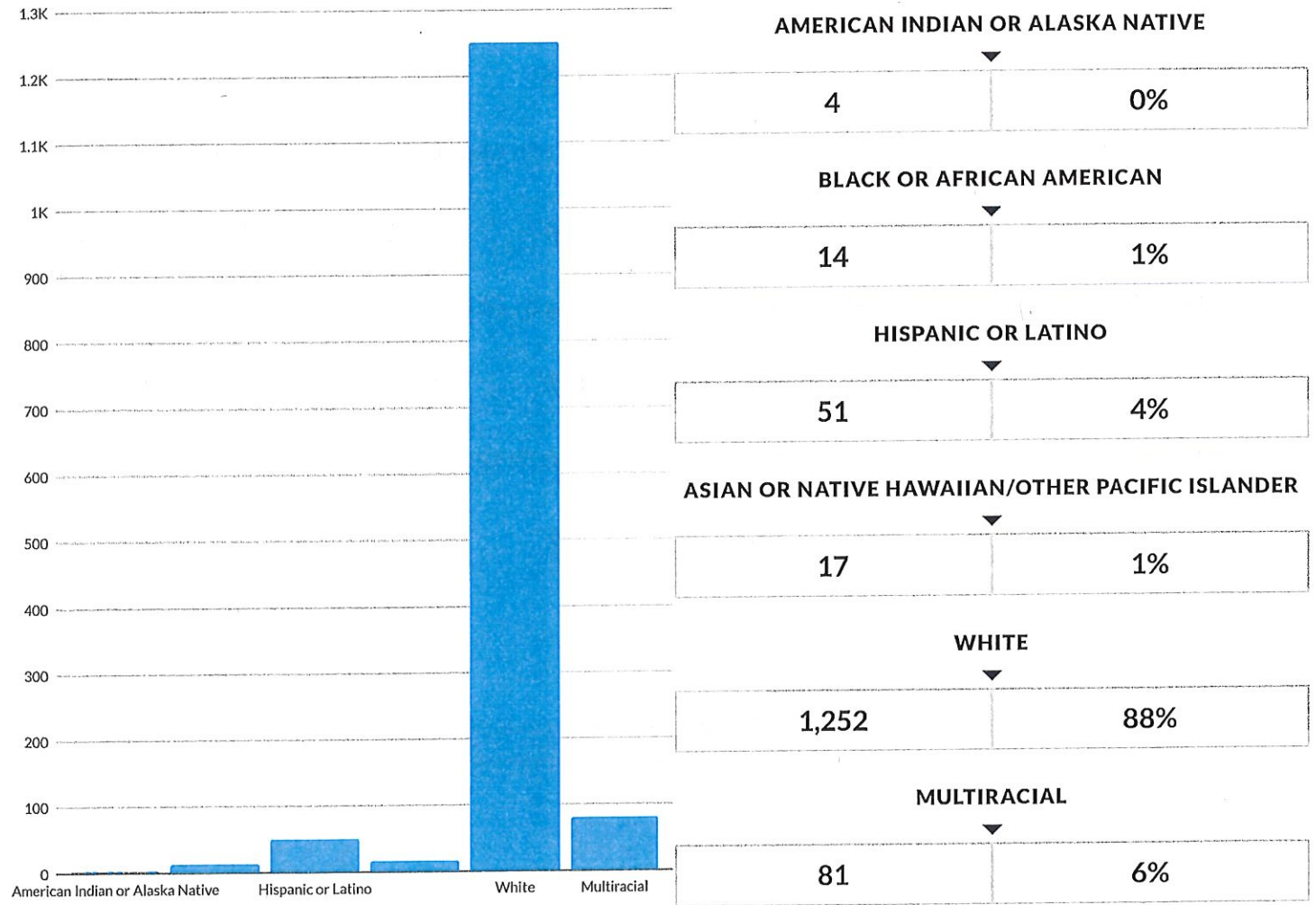
DRYDEN CSD ENROLLMENT (2017 - 18)

K-12 Enrollment: 1,419

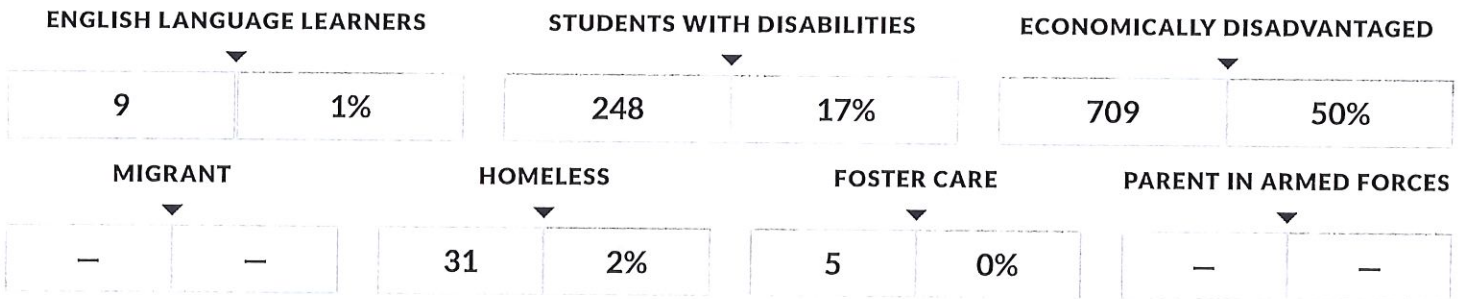
ENROLLMENT BY GENDER



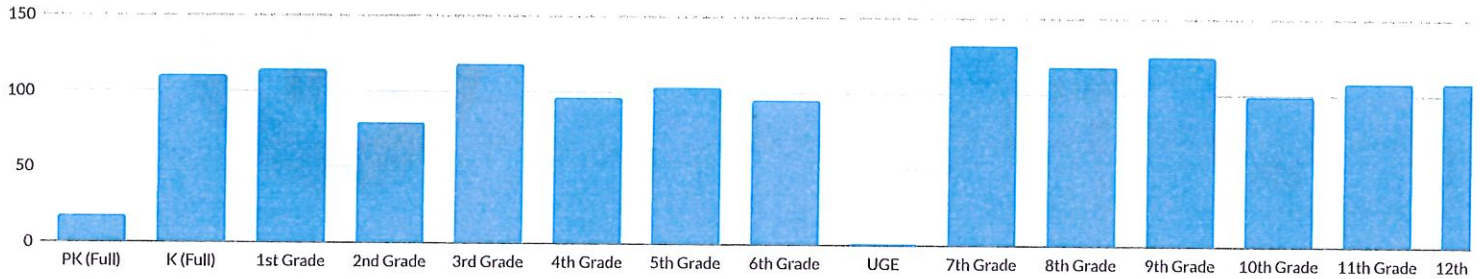
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



PRE-K (FULL DAY)		K (FULL DAY)		1ST GRADE		2ND GRADE	
18	1%	111	8%	115	8%	80	6%
3RD GRADE		4TH GRADE		5TH GRADE		6TH GRADE	
119	8%	97	7%	104	7%	96	7%
UNGRADED ELEMENTARY		7TH GRADE		8TH GRADE		9TH GRADE	
1	0%	133	9%	119	8%	126	9%
10TH GRADE		11TH GRADE		12TH GRADE			
100	7%	109	8%	109	8%		

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DRYDEN STREET 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.

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	—	2	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	—	—	—	—	—	—	—	—	—
English Language Learners	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Economically Disadvantaged	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	—	—	—	—	—	—	—	—	—

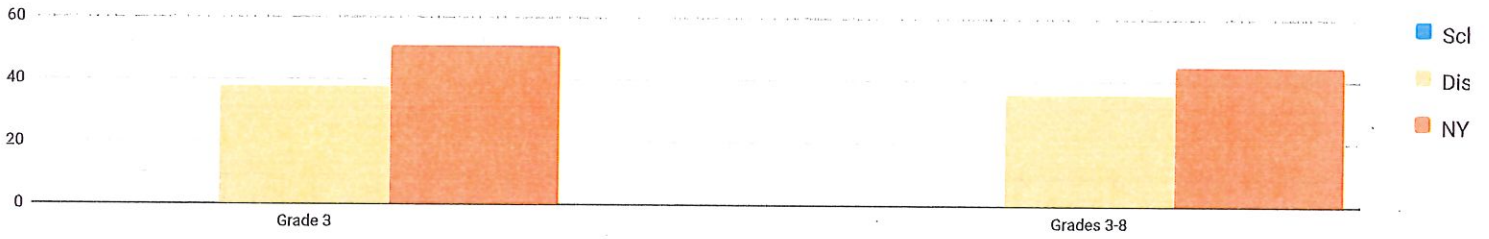
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	0	0%	0	0%	0	0%
THIS DISTRICT	38	10%	1	17%	1	0%
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.

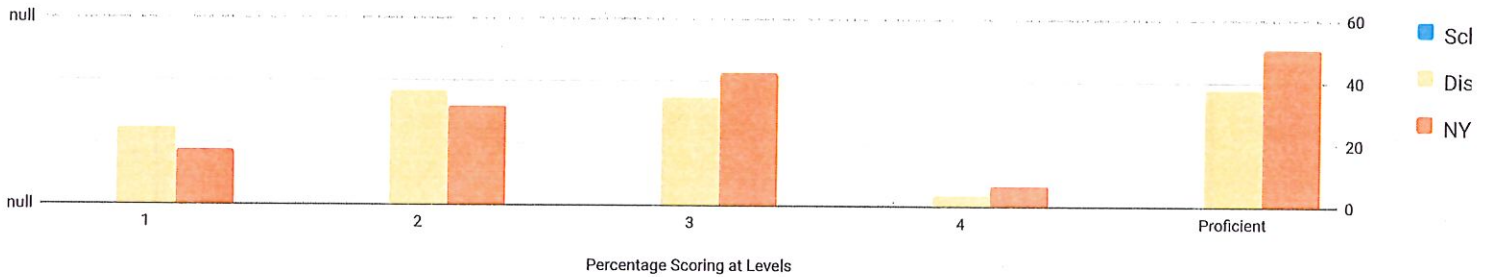
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Grades								Proficient (Levels 3 & 4)	
			Level 1		Level 2		Level 3		Level 4		#	%
			#	%	#	%	#	%	#	%		
Grade 3	—	1	—	—	—	—	—	—	—	—	—	—
Grades 3-8	—	1	—	—	—	—	—	—	—	—	—	—

GRADE 3 ELA RESULTS



MEAN SCORE: —

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	—	1	—	—	—	—	—	—	—
General Education	—	1	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	—	1	—	—	—	—	—	—	—	—	—	
Small Group Total	—	1	—	—	—	—	—	—	—	—	—	
Male	—	1	—	—	—	—	—	—	—	—	—	
English Language Learners	—	1	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	—	1	—	—	—	—	—	—	—	—	—	
Not Migrant	—	1	—	—	—	—	—	—	—	—	—	
Not Homeless	—	1	—	—	—	—	—	—	—	—	—	
Not in Foster Care	—	1	—	—	—	—	—	—	—	—	—	
Parent Not in Armed Forces	—	1	—	—	—	—	—	—	—	—	—	

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	128	6%	8%	20%	61%	5%
Grade 1	—	2	—	—	—	—	—
Grade 3	—	1	—	—	—	—	—

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THIS DOCUMENT WAS CREATED ON: APRIL 11, 2019, 8:42 AM EST

Salary: Administrative Compensation Information
610301 - DRYDEN CSD

2018-2019 - Page 1
Official - as of 04/11/2019 10:00 AM

Form Due May 13, 2019

2019-2020 Salary Threshold =
\$138,000

In response to legislative efforts to encourage greater cost sharing in service provision and local government administration, we now provide a section for districts that share administrative staff to highlight these efforts for the upcoming school year. Each sharing district should identify in the form the other district(s) with which they will be sharing administrative staff for school year 2019-2020.

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

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

Report Estimated Salaries in the Budget for the 2019-2020 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	150,000	30,848	5,000

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

Associate, Assistant and Deputy Superintendents

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

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FISCAL ACCOUNTABILITY SUMMARY (2016 - 17)

INFORMATION ABOUT EXPENDITURE RATIOS (2015 - 16)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$16,604,825	\$8,526,016
PUPILS	PUPILS
1,551	284
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$10,706	\$30,021

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION	SPECIAL EDUCATION
INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$8,395,886,432	\$3,487,990,842
PUPILS	PUPILS
747,643	110,460
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$11,230	\$31,577

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES	INSTRUCTIONAL EXPENDITURES
\$33,423,609,457	\$14,485,942,729
PUPILS	PUPILS
2,649,519	460,996
EXPENDITURES PER PUPIL	EXPENDITURES PER PUPIL
\$12,615	\$31,423

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

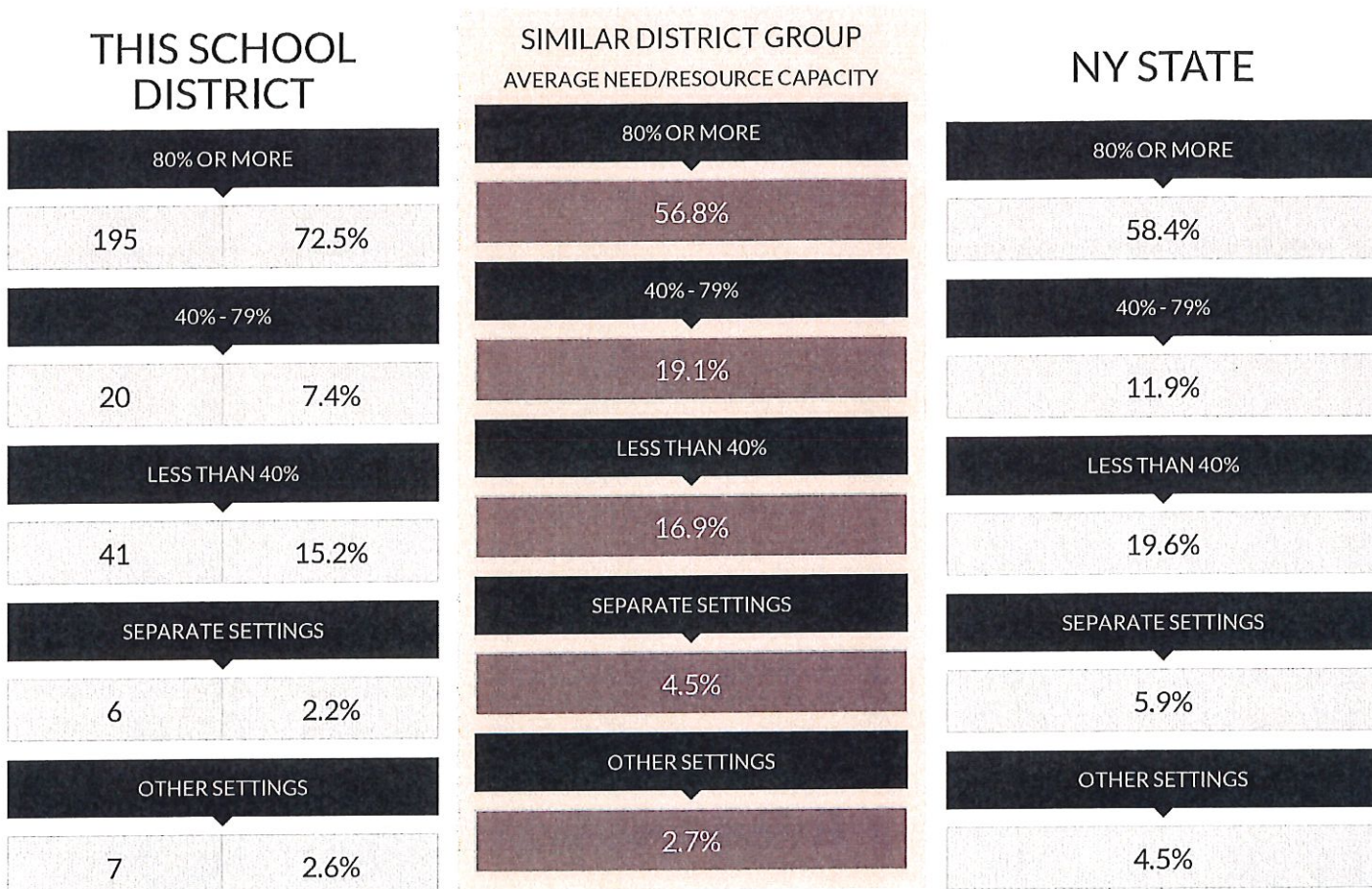
THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
\$23,102	\$21,790	\$23,361

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2016 - 17)

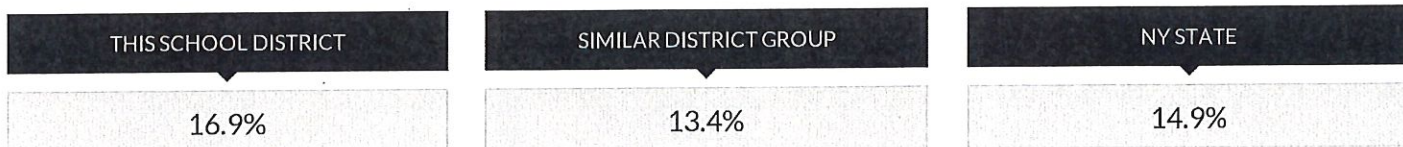
Commissioner's Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



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

Similar District Groups are identified according to the Need-to-Resource-Capacity Index. More information is available on our [NRC capacity categories](#) page.

Equalized Total Assessed Value 82,625,438

School District - 502401 Dryden Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
2100	NYS - GENERALLY	RPTL 404(1)	39	3,973,679	4.81
3100	CO - GENERALLY	RPTL 406(1)	2	33,100	0.04
3500	TOWN - GENERALLY	RPTL 406(1)	6	931,415	1.13
3510	TOWN - CEMETERY LAND	RPTL 446	4	27,471	0.03
3570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	1	9,195	0.01
4100	USA - GENERALLY	RPTL 400(1)	1	360,700	0.44
5300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	5	1,222,400	1.48
6300	INTERDENOMINATIONAL CENTER	RPTL 430	3	864,962	1.05
6400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	13,793	0.02
7200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	86,207	0.10
1400	CLERGY	RPTL 460	1	1,500	0.00
1720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	339,554	0.41
1730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	11	329,250	0.40
1800	PERSONS AGE 65 OR OVER	RPTL 467	5	298,438	0.36
1804	PERSONS AGE 65 OR OVER	RPTL 467	9	332,691	0.40
1834	ENHANCED STAR	RPTL 425	79	5,001,672	6.05
1854	BASIC STAR 1999-2000	RPTL 425	205	6,219,655	7.53
12100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	29,700	0.04
17100	Mass Telecomm Ceiling	RPTL S499-qqqq	4	53,081	0.06
19500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	29,195	0.04
30000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	132,184	0.16
Total Exemptions Exclusive of System Exemptions:				20,157,658	24.40
Total System Exemptions:				132,184	0.16
Totals:				20,289,842	24.56

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

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

Equalized Total Assessed Value 1,669,659

School District - 502401 Dryden

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	4	234,817	14.06
41854	BASIC STAR 1999-2000	RPTL 425	8	240,000	14.37
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	3,307	0.20
Total Exemptions Exclusive of System Exemptions:				478,124	28.64
Total System Exemptions:				0	0.00
Totals:				478,124	28.64

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

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

Equalized Total Assessed Value 903,415,147

School District - 502401 Dryden

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	13	4,751,200	0.53
13100	CO - GENERALLY	RPTL 406(1)	10	20,689,600	2.29
13500	TOWN - GENERALLY	RPTL 406(1)	25	4,674,100	0.52
13590	TOWN O/S LIMITS - SEWER OR WAT	RPTL 406(3)	1	300,000	0.03
13650	VG - GENERALLY	RPTL 406(1)	38	2,216,500	0.25
13730	VG O/S LIMITS - SPECIFIED USES	RPTL 406(2)	4	26,700	0.00
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	222,600	0.02
13800	SCHOOL DISTRICT	RPTL 408	10	26,478,500	2.93
14100	USA - GENERALLY	RPTL 400(1)	1	5,100	0.00
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	1,600,000	0.18
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	200,000	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	20	6,918,400	0.77
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	105	50,943,500	5.64
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	382,000	0.04
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	588,000	0.07
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	4	2,595,200	0.29
25600	NONPROFIT HEALTH MAINTENANCE O	RPTL 486-a	1	3,300,000	0.37
26100	VETERANS ORGANIZATION	RPTL 452	2	374,000	0.04
26250	HISTORICAL SOCIETY	RPTL 444	1	100,000	0.01
26300	INTERDENOMINATIONAL CENTER	RPTL 430	1	500	0.00
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	6	1,542,000	0.17
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	351,600	0.04
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	4	1,240,000	0.14
28550	NOT-FOR-PROFIT HOUS CO-SR CITS	RPTL 422	1	2,500,000	0.28
41400	CLERGY	RPTL 460	4	6,000	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	24	2,779,800	0.31
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	161	28,352,020	3.14
41800	PERSONS AGE 65 OR OVER	RPTL 467	91	4,013,150	0.44
41804	PERSONS AGE 65 OR OVER	RPTL 467	69	1,900,508	0.21
41834	ENHANCED STAR	RPTL 425	627	37,404,325	4.14
41854	BASIC STAR 1999-2000	RPTL 425	1,748	54,171,300	6.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	11	492,500	0.05
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	31,250	0.00

Equalized Total Assessed Value 903,415,147

School District - 502401 Dryden

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47616	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	328,500	0.04
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	1	1,058,500	0.12
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	398,780	0.04
Total Exemptions Exclusive of System Exemptions:				262,537,353	29.06
Total System Exemptions:				398,780	0.04
Totals:				262,936,133	29.10

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

Amount, if any, attributable to payments in lieu of taxes: \$ 45,000 (est.)