

BUDGET STATEMENT FOR 2020-2021



# DRYDEN

*#LionPride*

## **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**



May 11, 2020

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**DRYDEN CENTRAL SCHOOL DISTRICT****State Category (3-Part Budget) Report****Fiscal Year: 2021**

State Function	Description	2019-2020 Voter Approved Budget	2020-2021 BOE Adopted Budget	Dollar Change	Percent Change
<b>Administration</b>					
1010	Board Of Education	5,000.00	8,500.00	3,500.00	70.00%
1040	District Clerk	12,300.00	11,900.00	-400.00	-3.25%
1060	District Meeting	5,500.00	5,500.00	0.00	0.00%
1240	Chief School Administrator	216,000.00	213,000.00	-3,000.00	-1.39%
1310	Business Administration	264,550.00	274,600.00	10,050.00	3.80%
1320	Auditing	31,250.00	33,000.00	1,750.00	5.60%
1325	Treasurer	60,600.00	60,700.00	100.00	0.17%
1420	Legal	105,000.00	105,000.00	0.00	0.00%
1430	Personnel	234,490.00	221,990.00	-12,500.00	-5.33%
1480	Public Information and Services	91,150.00	91,150.00	0.00	0.00%
1670	Central Printing & Mailing	237,950.00	237,950.00	0.00	0.00%
1680	Central Data Processing	256,618.00	263,940.00	7,322.00	2.85%
1910	Unallocated Insurance	155,001.00	155,001.00	0.00	0.00%
1920	School Association Dues	15,520.00	17,520.00	2,000.00	12.89%
1981	BOCES Administrative Costs	531,000.00	565,000.00	34,000.00	6.40%
2010	Curriculum Devel and Suprvsn	82,700.00	88,000.00	5,300.00	6.41%
2020	Supervision-Regular School	1,271,999.00	1,329,049.00	57,050.00	4.49%
2060	Research, Planning & Evaluation	90,000.00	101,000.00	11,000.00	12.22%
2070	Inservice Training-Instruction	14,500.00	14,500.00	0.00	0.00%
9000	Employee Benefits	596,061.00	597,544.00	1,483.00	0.25%
<b>Total Administration</b>		<b>4,277,189.00</b>	<b>4,394,844.00</b>	<b>117,655.00</b>	<b>4.07%</b>
<b>Capital</b>					
1620	Operation of Plant	1,796,738.00	1,630,050.00	-166,688.00	-9.28%
1621	Maintenance of Plant	519,850.00	564,488.00	44,638.00	8.59%
1964	Refund on Real Property Taxes	20,000.00	20,000.00	0.00	0.00%
9000	Employee Benefits	578,186.47	586,434.00	8,247.53	1.43%
9711	Serial Bonds-School Construction	3,066,963.00	4,047,717.00	980,754.00	31.98%
<b>Total Capital</b>		<b>5,981,737.47</b>	<b>6,848,689.00</b>	<b>866,951.53</b>	<b>15.92%</b>
<b>Program</b>					
1680	Central Data Processing	72,582.00	110,610.00	38,028.00	52.39%
2070	Inservice Training-Instruction	261,675.00	264,003.00	2,328.00	0.89%
2110	Teaching-Regular School	10,362,492.00	10,316,550.00	-45,942.00	-0.44%
2250	Prg For Sdnts w/Disabil-Med Elgble	6,761,075.00	7,091,075.00	330,000.00	4.88%
2280	Occupational Education(Grades 9-12)	1,230,000.00	1,303,000.00	73,000.00	5.93%
2330	Teaching-Special Schools	8,000.00	8,000.00	0.00	0.00%
2610	School Library & AV	253,393.00	226,893.00	-26,500.00	-10.46%
2630	Computer Assisted Instruction	762,047.00	831,047.00	69,000.00	9.05%
2805	Attendance-Regular School	55,000.00	55,000.00	0.00	0.00%
2810	Guidance-Regular School	384,855.00	402,855.00	18,000.00	4.68%
2815	Health Svcs-Regular School	203,348.00	203,848.00	500.00	0.25%
2820	Psychological Svcs-Reg Schl	56,175.00	110,675.00	54,500.00	97.02%
2850	Co-Curricular Activ-Reg Schl	100,000.00	120,000.00	20,000.00	20.00%
2855	Interscholastic Athletics-Reg Schl	388,698.00	408,518.00	19,820.00	5.10%
5510	District Transport Svcs-Med Elgble	1,546,000.00	1,636,000.00	90,000.00	5.82%
5530	Garage Building	62,500.00	55,500.00	-7,000.00	-11.20%
8070	Census	245	-		0.00%
9000	Employee Benefits	7,869,041.53	8,079,311.00	210,269.47	2.67%
9901	Transfer to School Food Service Fund	70,000.00	70,000.00	0.00	0.00%
9901	Transfer to Special Aid Fund	290,000.00	290,000.00	0.00	0.00%
<b>Total Program</b>		<b>30,737,126.53</b>	<b>31,582,885.00</b>	<b>807,975.47</b>	<b>2.57%</b>
<b>Report Totals</b>		<b>40,996,053.00</b>	<b>42,826,418.00</b>	<b>1,830,365.00</b>	<b>4.46%</b>

May 11, 2020

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## DRYDEN CENTRAL SCHOOL DISTRICT

State Category (3-Part Budget) Report

**Fiscal Year: 2021**

### Budget Component Summary

	2020-2021 BOE Adopted Budget	% of Budget	2019-2020 Voter Approved Budget	% of Budget
Administration	4,394,844.00	10%	4,277,189.00	10%
Capital	6,848,689.00	16%	5,981,737.47	15%
Program	31,582,885.00	74%	30,737,126.53	75%
	42,826,418.00	100%	40,996,053.00	100%





Property Tax Report Card  
610301 - DRYDEN CSD

2019-2020 - Page 1  
Official - as of 05/05/2020 03:40  
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\*\*\*\*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/mgtserv/propertytax/taxcap/>.

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

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

Form Due - April 27, 2020

Form Preparer Name:

LORI MUDGE

Preparer's Telephone Number:

607-844-5361 X5

<u>Shaded Fields Will Calculate</u>	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	40,996,053	42,826,418	4.46 %
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	18,746,819	18,746,819	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>			
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)	18,746,819	18,746,819	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	18,746,819	19,215,556	
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)	18,746,819	18,746,819	
I. Difference: (G-H); (negative value requires 60.0% voter approval) <sup>2</sup>	0	468,737	
Public School Enrollment	1,506	1,517	0.73 %
Consumer Price Index			1.81 %

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

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

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	9,621,518	8,185,175
Assigned Appropriated Fund Balance	1,226,898	1,078,709
Adjusted Unrestricted Fund Balance	1,639,844	1,713,057
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 *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 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	A878-05 VEHICLE/EQUIP RESERVE	For the cost of any Object or purpose for which bonds may be issued.	1,837,107	2,137,107	No planned use for 20/21. Plan for future use.
Capital	A878-03 BUILDING	For the cost of any object or purpose for which bonds may be issued.	2,247,296	2,727,296	Upon voter approval on 6/9/20, \$20k will be used to support annual \$100k capital outlay to replace interior doors at Dryden Elementary School
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	A815-00	For reimbursement to the State Unemployment Insurance Fund.	81,093	101,093	Actual expense not exceed \$30k.
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.	1,738,052	1,738,052	20/21 planned use of \$580k to offset debt on project borrowing.

Insurance		For liability, casualty, and other types of uninsured losses.	<input type="text"/>	<input type="text"/>	
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability + (add)	A862-00 LEGAL LIABILITY	To cover incurred liability claims.	400,000	400,000	20/21 planned use \$100k to offset expense.
Tax Certiorari	A864-00	For tax certiorari settlements.	104,395	0	Anticipate settlement of current claim.
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	A867-00	For accrued 'employee benefits' due to employees upon termination of service.	1,081,021	1,081,021	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.	1,375,849	1,380,606	20/21 planned use of \$500k to offset anticipated expense.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	A827-01 TRS	To fund employer retirement contributions to the New York State Teachers' Retirement System (TRS.)"	229,757	479,757	No planned use for 20/21. Plan for future use.

## \* NYSED Reserve Guidance:

[http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve\\_funds.pdf](http://www.p12.nysed.gov/mgtserv/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 2020-21. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

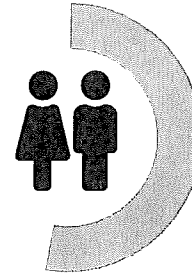
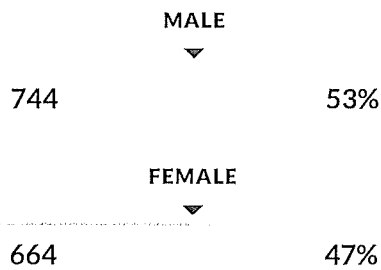
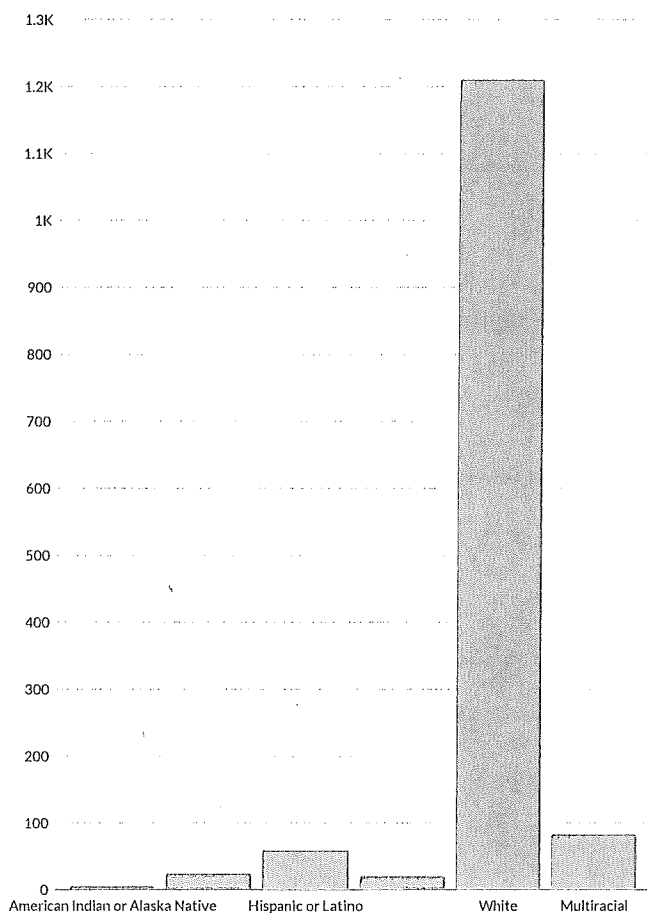
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Save &amp; Ready





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 2018 - 19 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 (2018 - 19)****K-12 Enrollment: 1,408****ENROLLMENT BY GENDER****ENROLLMENT BY ETHNICITY****AMERICAN INDIAN OR ALASKA NATIVE**

6 0%

**BLACK OR AFRICAN AMERICAN**

25 2%

**HISPANIC OR LATINO**

60 4%

**ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER**

21 1%

**WHITE**

1,212 86%

**MULTIRACIAL**

84 6%

## OTHER GROUPS

## ENGLISH LANGUAGE LEARNERS

11

1%

## STUDENTS WITH DISABILITIES

256

18%

## ECONOMICALLY DISADVANTAGED

729

52%

## MIGRANT

—

—

## HOMELESS

5

0%

## FOSTER CARE

5

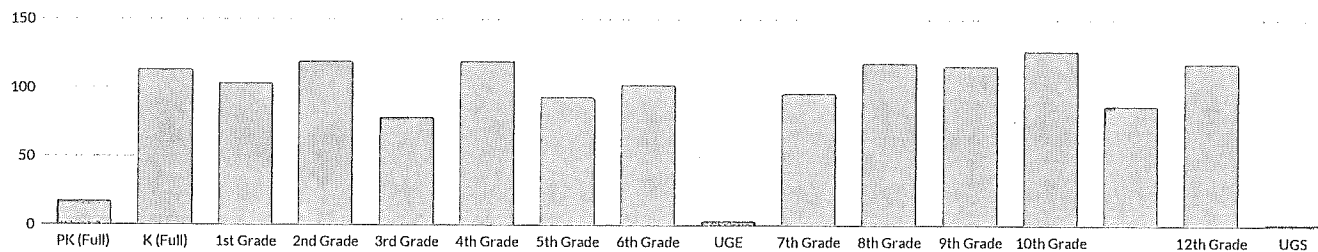
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## PARENT IN ARMED FORCES

—

—

## ENROLLMENT BY GRADE



## PRE-K (FULL DAY)

18

1%

## K (FULL DAY)

114

8%

## 1ST GRADE

104

7%

## 2ND GRADE

120

8%

## 3RD GRADE

79

6%

## 4TH GRADE

120

8%

## 5TH GRADE

94

7%

## 6TH GRADE

103

7%

## UNGRADED ELEMENTARY

4

0%

## 7TH GRADE

97

7%

## 8TH GRADE

119

8%

## 9TH GRADE

117

8%

## 10TH GRADE

128

9%

## 11TH GRADE

88

6%

## 12TH GRADE

119

8%

## UNGRADED SECONDARY

2

0%

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**DRYDEN CSD - NEW YORK STATE REPORT CARD [2018 - 19]**

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

**2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA****TARGET DISTRICT****MADE PROGRESS****YES****SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)**

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

**ELEMENTARY/MIDDLE STATUSES BY SUBGROUP**

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Targeted Support and Improvement	Yes
White	Good Standing	NA
Students with Disabilities	Good Standing: Potential Target District for 2020-21.	NA
Economically Disadvantaged	Good Standing: Potential Target District for 2020-21.	NA

## ELEMENTARY/MIDDLE INDICATOR LEVELS

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

## ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

## ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	559	104	2
	Math	545	124	
	Science	205	192	
	Combined	1,309	126	
American Indian or Alaska Native	ELA	5	100	—
	Math	5	110	
	Science	2	—	
	Combined	12	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	137	3
	Math	15	167	
	Science	5	240	
	Combined	35	164	
Black or African American	ELA	14	71	2
	Math	15	80	
	Science	7	186	
	Combined	36	97	
Hispanic or Latino	ELA	45	92	2
	Math	44	136	
	Science	21	183	
	Combined	110	127	
Multiracial	ELA	38	88	2
	Math	34	121	
	Science	24	160	
	Combined	96	118	
White	ELA	482	107	2
	Math	473	125	
	Science	173	194	
	Combined	1,128	128	
English Language Learners	ELA	8	50	—
	Math	8	63	
	Science	3	—	
	Combined	19	—	
Students with Disabilities	ELA	116	33	1
	Math	110	36	
	Science	45	127	
	Combined	271	49	
Economically Disadvantaged	ELA	298	81	2
	Math	287	98	

Subgroup	Subject	Cohort	Index	Level
	Science	96	172	
	Combined	681	101	



## ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	570	102	3
	Math	570	119	
	Science	224	176	
	Combined	1,364	121	
American Indian or Alaska Native	ELA	5	100	—
	Math	5	110	
	Science	2	—	
	Combined	12	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	137	4
	Math	15	167	
	Science	5	240	
	Combined	35	164	
Black or African American	ELA	14	71	2
	Math	15	80	
	Science	7	186	
	Combined	36	97	
Hispanic or Latino	ELA	47	88	3
	Math	47	128	
	Science	22	175	
	Combined	116	121	
Multiracial	ELA	38	88	2
	Math	38	108	
	Science	25	154	
	Combined	101	112	
White	ELA	494	104	3
	Math	494	119	
	Science	193	174	
	Combined	1,181	122	
English Language Learners	ELA	8	50	—
	Math	8	63	
	Science	3	—	
	Combined	19	—	
Students with Disabilities	ELA	124	31	2
	Math	123	32	
	Science	51	112	
	Combined	298	45	
Economically Disadvantaged	ELA	306	79	2
	Math	305	93	

Subgroup	Subject	Cohort	Index	Level
	Science	109	151	
	Combined	720	96	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	106,888	2,293	46.6	2
American Indian or Alaska Native	—	6	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	24	—	—
Black or African American	—	22	—	—
Hispanic or Latino	4,399	90	48.9	2
Multiracial	5,543	119	46.6	2
White	94,551	2,032	46.5	2
English Language Learners	—	15	—	—
Students with Disabilities	18,851	399	47.2	2
Economically Disadvantaged	49,638	1,087	45.7	2

## ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

## ELEMENTARY/MIDDLE 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	7	—	—	—	—

## ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	72	570	102	82	105	122	161	—	N	200	2	2
	Math	83	570	119	92	107	124	162	—	—	200	3	
American Indian or Alaska Native	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	15	—	—	—	—	—	—	—	—	—	—
	Math	—	15	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	14	—	—	—	—	—	—	—	—	—	—
	Math	—	15	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	68	47	88	79	95	113	157	—	N	200	2	3
	Math	76	47	128	86	92	111	155	—	—	200	4	
Multiracial	ELA	59	38	88	70	102	119	159	—	Y	200	3	3
	Math	77	38	108	87	104	120	160	—	—	200	3	
White	ELA	73	494	104	83	102	119	160	—	—	200	3	3
	Math	82	494	119	92	110	126	163	—	—	200	3	
English Language Learners	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	19	124	31	33	61	85	142	N	—	200	1	1
	Math	20	123	32	34	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	46	306	79	58	95	113	157	—	N	200	2	2
	Math	52	305	93	63	94	112	156	—	Y	200	3	

## ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	7.6	895	86	9.6%	7.4%	14.6%	12.8%	8.9%	—	—	5%	3
American Indian or Alaska Native	—	5	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—	—	—	—	—	—	—	—
Black or African American	—	27	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11.1	40	8	20%	10.7%	19.8%	17%	11%	N	—	5%	1
Multiracial	12.2	58	3	5.2%	11.6%	16.5%	14.5%	9.8%	—	—	5%	4
White	7.2	766	67	8.7%	7%	10.5%	9.3%	7.2%	—	—	5%	3
English Language Learners	—	23	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	11.8	200	20	10%	11.2%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	11.4	512	74	14.5%	10.8%	19.9%	17.1%	11.1%	—	—	5%	3

## ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	632	93%	1,309	90.2%
American Indian or Alaska Native	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
Black or African American	—	9	—	—	—
Hispanic or Latino	—	22	—	—	—
Multiracial	✓	40	95%	83	91.6%
White	X	551	92.6%	1,140	89.7%
English Language Learners	—	4	—	—	—
Students with Disabilities	X	136	89.7%	272	86.4%
Economically Disadvantaged	X	349	92.6%	694	89.1%

## ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	631	90.5%	1,308	89.1%
American Indian or Alaska Native	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
Black or African American	—	9	—	—	—
Hispanic or Latino	—	23	—	—	—
Multiracial	X	40	85%	83	88%
White	X	549	90.5%	1,138	88.8%
English Language Learners	—	5	—	—	—
Students with Disabilities	X	134	85.8%	270	84.4%
Economically Disadvantaged	X	347	89.1%	692	87.4%

## SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Targeted Support and Improvement	Yes
Economically Disadvantaged	Good Standing	NA

## SECONDARY INDICATOR LEVELS

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

## SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	123	172	182	3
	Math	123	163		
	Science	123	210		
	Social Studies	123	213		
Black or African American	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
Multiracial	ELA	7	221	—	—
	Math	7	150		
	Science	7	214		
	Social Studies	7	236		
White	ELA	115	170	180	3
	Math	115	162		
	Science	115	209		
	Social Studies	115	211		
Students with Disabilities	ELA	30	88	125	3
	Math	30	113		
	Science	30	178		
	Social Studies	30	162		
Economically Disadvantaged	ELA	46	140	160	2
	Math	46	147		
	Science	46	190		
	Social Studies	46	196		



## SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	84.3%	115	80.9%	85.1%	82.8%	85%	90%	Y	—	95%	2	2
	5-Year	83.2%	144	75%	84.2%	85%	86.8%	91.4%	N	—	96%	1	
	6-Year	89.6%	116	87.9%	90.2%	85.1%	87.3%	92.2%	—	—	97%	3	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	2	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	3	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	4	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	5	—	—	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—	—	
	6-Year	—	7	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	7	—	—	—	—	—	—	—	—	—	—
	5-Year	—	8	—	—	—	—	—	—	—	—	—	
	6-Year	—	8	—	—	—	—	—	—	—	—	—	
White	4-Year	85.1%	102	83.3%	85.9%	90.2%	91%	93%	Y	—	95%	2	2
	5-Year	84.7%	139	77%	85.7%	91.5%	92.3%	94.2%	N	—	96%	1	
	6-Year	88.5%	101	88.1%	89.1%	91.2%	92.4%	94.7%	Y	—	97%	2	
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	40.5%	47	36.2%	44.9%	59.7%	66.1%	80.6%	N	—	95%	1	1
	5-Year	54.5%	49	49%	57.9%	63%	69%	82.5%	Y	—	96%	2	
	6-Year	50%	43	48.8%	53.8%	61.4%	67.8%	82.4%	N	—	97%	1	
Economically Disadvantaged	4-Year	69%	39	74.4%	71%	76.9%	79.9%	87.5%	—	Y	95%	3	2
	5-Year	57.6%	63	54%	60.6%	80.4%	83%	89.5%	N	—	96%	1	
	6-Year	75.8%	41	75.6%	77.4%	80.7%	83.5%	90.3%	Y	—	97%	2	

## SECONDARY COMPOSITE PERFORMANCE &amp; GRADUATION RATE COMBINED

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

## SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	4	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	3	—	—	—	—
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	4	—	—	—	—
Students with Disabilities	0	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

## SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	173	123	172	176	191	194	204	Y	—	215	2	3
	Math	149	123	163	153	151	158	179	—	—	200	4	
Black or African American	ELA	—	4	—	—	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	4	—	—	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
White	ELA	173	115	170	176	208	209	212	N	—	215	1	2
	Math	150	115	162	154	168	172	186	—	Y	200	3	
Students with Disabilities	ELA	—	30	—	—	—	—	—	—	—	—	—	—
	Math	—	30	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	131	46	140	138	171	177	196	—	N	215	2	3
	Math	108	46	147	116	131	140	170	—	—	200	4	

## SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	19.7	474	78	16.5%	18.5%	22.6%	19.8%	12.4%	—	—	5%	4
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Black or African American	—	9	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	27	—	—	—	—	—	—	—	—	—	—
Multiracial	—	31	—	—	—	—	—	—	—	—	—	—
White	19.3	428	70	16.4%	18.1%	15.6%	14%	9.5%	—	N	5%	2
English Language Learners	—	8	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	25	83	18	21.7%	23.4%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	27.5	217	55	25.3%	25.7%	30.2%	25.8%	15.4%	—	—	5%	4

## SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	119	165	123.4	130.2	137.8	156.4	—	—	175	4
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	122.5	166.5	126.7	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	52.2	81.6	62	76.5	93.5	134.3	—	—	175	3
Economically Disadvantaged	72.7	160.4	80.9	112.9	123.7	149.4	—	—	175	4

## SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	130	0	100	0	9	11	10
Black or African American	5	0	—	—	—	—	—
Hispanic or Latino	5	0	—	—	—	—	—
Multiracial	9	0	—	—	—	—	—
White	121	0	94	0	8	11	8
English Language Learners	1	0	—	—	—	—	—
Students with Disabilities	49	0	15	0	7	6	21
Economically Disadvantaged	48	0	34	0	5	8	1

## SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	124	99.2%	234	99.2%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	1	—	—	—
Multiracial	—	4	—	—	—
White	✓	117	99.2%	216	99.1%
English Language Learners	—	1	—	—	—
Students with Disabilities	—	27	—	—	—
Economically Disadvantaged	✓	44	100%	84	100%

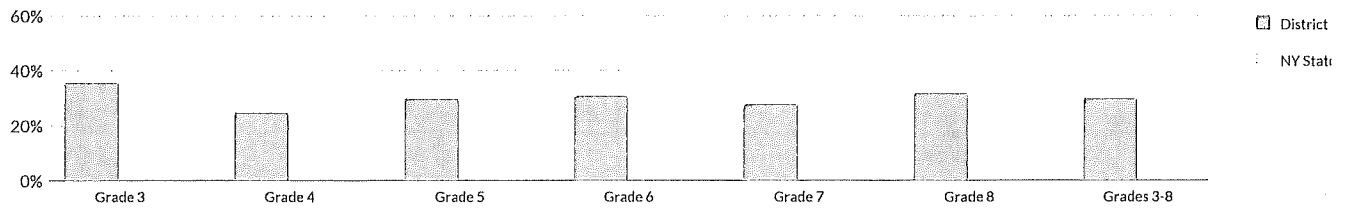
## SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	124	100%	234	98.3%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—
Black or African American	—	1	—	—	—
Hispanic or Latino	—	1	—	—	—
Multiracial	—	4	—	—	—
White	✓	117	100%	216	98.2%
English Language Learners	—	1	—	—	—
Students with Disabilities	—	27	—	—	—
Economically Disadvantaged	✓	44	100%	84	98.8%

## GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	111	83%	42	32%	58	44%	11	8%	1	1%	7	5%	4	3%	10	8%
Female	63	53	84%	18	29%	27	43%	8	13%	1	2%	3	5%	3	5%	3	5%
Male	70	58	83%	24	34%	31	44%	3	4%	0	0%	4	6%	1	1%	7	10%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	124	104	84%	39	31%	55	44%	10	8%	1	1%	7	6%	4	3%	8	6%
Black or African American	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	103	93	90%	41	40%	49	48%	3	3%	0	0%	2	2%	2	2%	6	6%
Students with Disabilities	30	18	60%	1	3%	9	30%	8	27%	1	3%	5	17%	2	7%	4	13%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	83	70	84%	36	43%	31	37%	3	4%	1	1%	5	6%	2	2%	5	6%
Economically Disadvantaged	50	41	82%	6	12%	27	54%	8	16%	0	0%	2	4%	2	4%	5	10%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

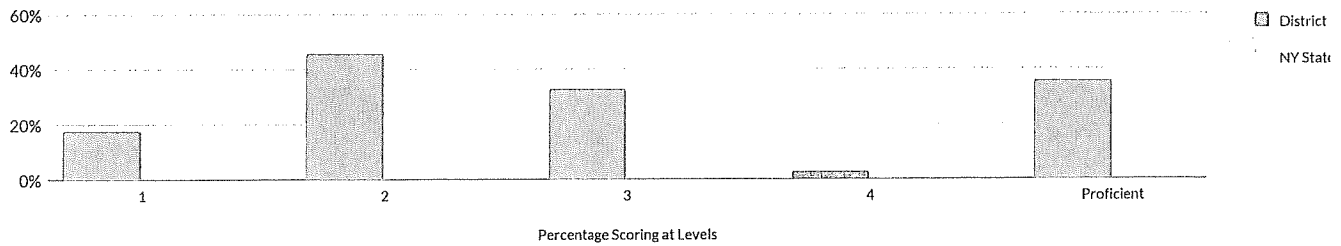
## GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	4	78	14	18%	36	46%	26	33%	2	3%	28	36%
Grade 4	6	118	37	31%	51	43%	27	23%	3	3%	30	25%
Grade 5	5	90	39	43%	24	27%	17	19%	10	11%	27	30%
Grade 6	11	95	37	39%	29	31%	13	14%	16	17%	29	31%
Grade 7	6	92	33	36%	33	36%	13	14%	13	14%	26	28%
Grade 8	18	111	33	30%	42	38%	27	24%	9	8%	36	32%
Grades 3-8	50	584	193	33%	215	37%	123	21%	53	9%	176	30%



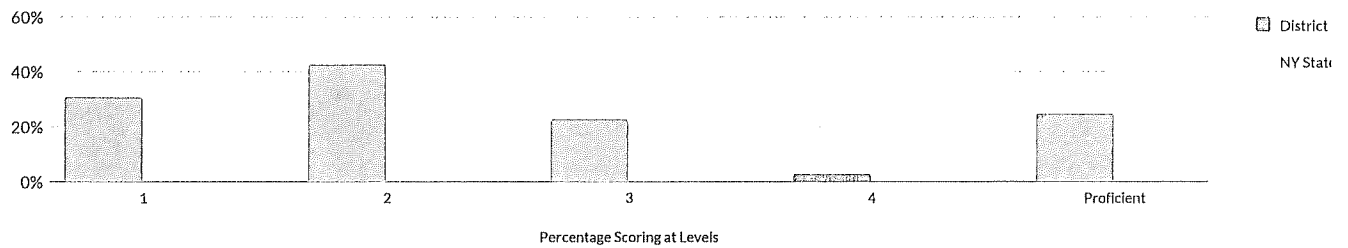
## GRADE 3 ELA RESULTS



## MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	78	14	18%	36	46%	26	33%	2	3%	28	36%
General Education	2	69	7	10%	34	49%	26	38%	2	3%	28	41%
Students with Disabilities	2	9	7	78%	2	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	4	68	11	16%	33	49%	22	32%	2	3%	24	35%
Multiracial	0	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	10	3	30%	3	30%	4	40%	0	0%	4	40%
Female	3	43	7	16%	20	47%	14	33%	2	5%	16	37%
Male	1	35	7	20%	16	46%	12	34%	0	0%	12	34%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	4	76	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	52	11	21%	24	46%	17	33%	0	0%	17	33%
Not Economically Disadvantaged	1	26	3	12%	12	46%	9	35%	2	8%	11	42%
Not Migrant	4	78	14	18%	36	46%	26	33%	2	3%	28	36%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	77	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	78	14	18%	36	46%	26	33%	2	3%	28	36%
Parent Not in Armed Forces	4	78	14	18%	36	46%	26	33%	2	3%	28	36%

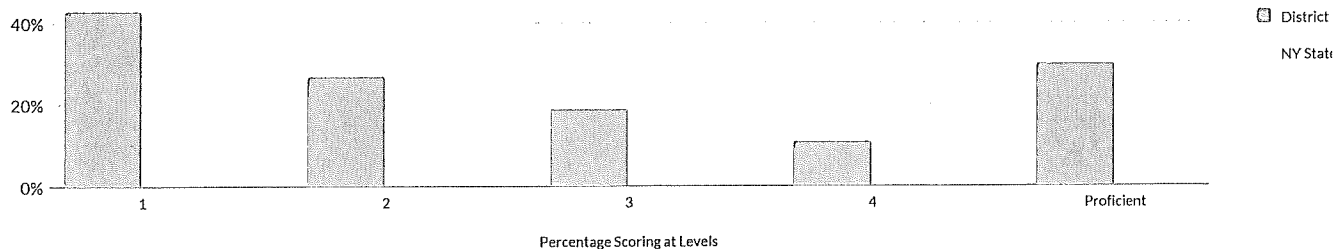
## GRADE 4 ELA RESULTS



## MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	118	37	31%	51	43%	27	23%	3	3%	30	25%
General Education	3	88	16	18%	42	48%	27	31%	3	3%	30	34%
Students with Disabilities	3	30	21	70%	9	30%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	5	0	0%	5	100%	0	0%	0	0%	0	0%
Hispanic or Latino	1	4	—	—	—	—	—	—	—	—	—	—
White	5	98	30	31%	41	42%	25	26%	2	2%	27	28%
Multiracial	0	7	4	57%	2	29%	0	0%	1	14%	1	14%
Small Group Total	1	8	3	38%	3	38%	2	25%	0	0%	2	25%
Female	2	52	18	35%	19	37%	13	25%	2	4%	15	29%
Male	4	66	19	29%	32	48%	14	21%	1	2%	15	23%
English Language Learners	1	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	5	116	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	73	31	42%	29	40%	11	15%	2	3%	13	18%
Not Economically Disadvantaged	2	45	6	13%	22	49%	16	36%	1	2%	17	38%
Not Migrant	5	118	37	31%	51	43%	27	23%	3	3%	30	25%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	6	116	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	6	117	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	6	118	37	31%	51	43%	27	23%	3	3%	30	25%

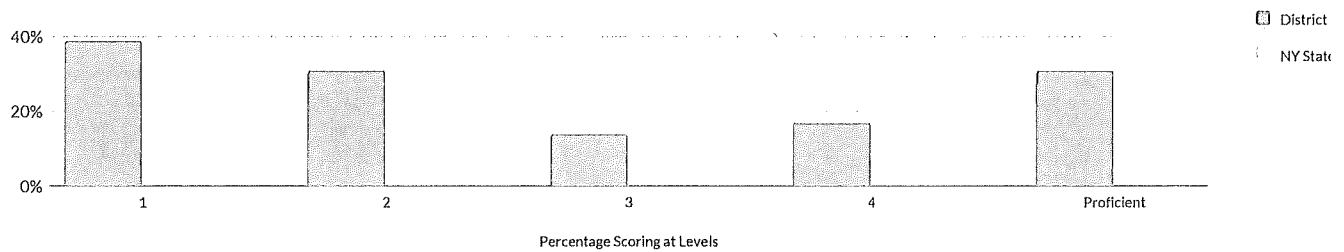
## GRADE 5 ELA RESULTS



## MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	90	39	43%	24	27%	17	19%	10	11%	27	30%
General Education	4	71	22	31%	22	31%	17	24%	10	14%	27	38%
Students with Disabilities	1	19	17	89%	2	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	7	2	29%	4	57%	1	14%	0	0%	1	14%
White	5	75	32	43%	17	23%	16	21%	10	13%	26	35%
Multiracial	0	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	8	5	63%	3	38%	0	0%	0	0%	0	0%
Female	3	44	11	25%	15	34%	10	23%	8	18%	18	41%
Male	2	46	28	61%	9	20%	7	15%	2	4%	9	20%
Non-English Language Learners	5	90	39	43%	24	27%	17	19%	10	11%	27	30%
Economically Disadvantaged	3	51	27	53%	13	25%	10	20%	1	2%	11	22%
Not Economically Disadvantaged	2	39	12	31%	11	28%	7	18%	9	23%	16	41%
Not Migrant	5	90	39	43%	24	27%	17	19%	10	11%	27	30%
Not Homeless	5	90	39	43%	24	27%	17	19%	10	11%	27	30%
Not in Foster Care	5	90	39	43%	24	27%	17	19%	10	11%	27	30%
Parent Not in Armed Forces	5	90	39	43%	24	27%	17	19%	10	11%	27	30%

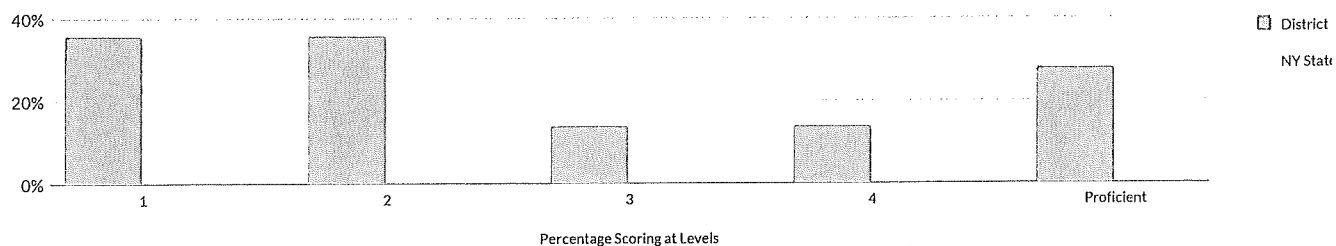
## GRADE 6 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	95	37	39%	29	31%	13	14%	16	17%	29	31%
General Education	4	77	23	30%	25	32%	13	17%	16	21%	29	38%
Students with Disabilities	7	18	14	78%	4	22%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	9	84	34	40%	23	27%	12	14%	15	18%	27	32%
Multiracial	2	6	1	17%	4	67%	1	17%	0	0%	1	17%
Small Group Total	0	5	2	40%	2	40%	0	0%	1	20%	1	20%
Female	5	41	15	37%	13	32%	7	17%	6	15%	13	32%
Male	6	54	22	41%	16	30%	6	11%	10	19%	16	30%
Non-English Language Learners	11	95	37	39%	29	31%	13	14%	16	17%	29	31%
Economically Disadvantaged	8	51	27	53%	16	31%	3	6%	5	10%	8	16%
Not Economically Disadvantaged	3	44	10	23%	13	30%	10	23%	11	25%	21	48%
Not Migrant	11	95	37	39%	29	31%	13	14%	16	17%	29	31%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	11	93	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	11	95	37	39%	29	31%	13	14%	16	17%	29	31%
Parent Not in Armed Forces	11	95	37	39%	29	31%	13	14%	16	17%	29	31%

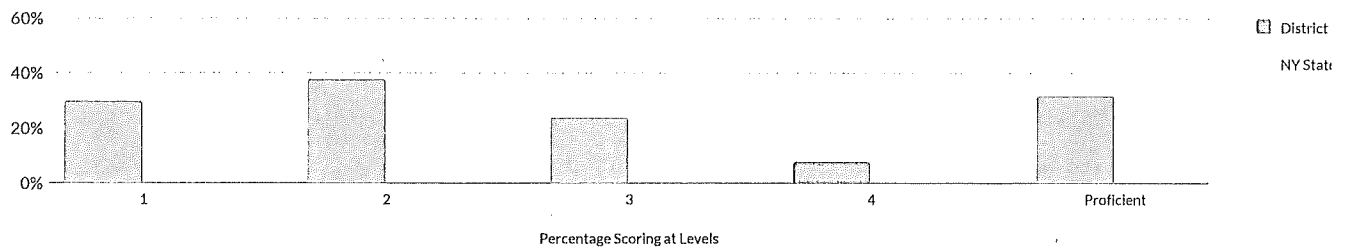
## GRADE 7 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	92	33	36%	33	36%	13	14%	13	14%	26	28%
General Education	5	72	16	22%	31	43%	13	18%	12	17%	25	35%
Students with Disabilities	1	20	17	85%	2	10%	0	0%	1	5%	1	5%
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	5	85	29	34%	32	38%	12	14%	12	14%	24	28%
Multiracial	0	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	7	4	57%	1	14%	1	14%	1	14%	2	29%
Female	5	53	17	32%	19	36%	8	15%	9	17%	17	32%
Male	1	39	16	41%	14	36%	5	13%	4	10%	9	23%
Non-English Language Learners	6	92	33	36%	33	36%	13	14%	13	14%	26	28%
Economically Disadvantaged	5	50	24	48%	20	40%	5	10%	1	2%	6	12%
Not Economically Disadvantaged	1	42	9	21%	13	31%	8	19%	12	29%	20	48%
Not Migrant	6	92	33	36%	33	36%	13	14%	13	14%	26	28%
Homeless	0	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	6	89	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	5	91	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	6	92	33	36%	33	36%	13	14%	13	14%	26	28%

## GRADE 8 ELA RESULTS

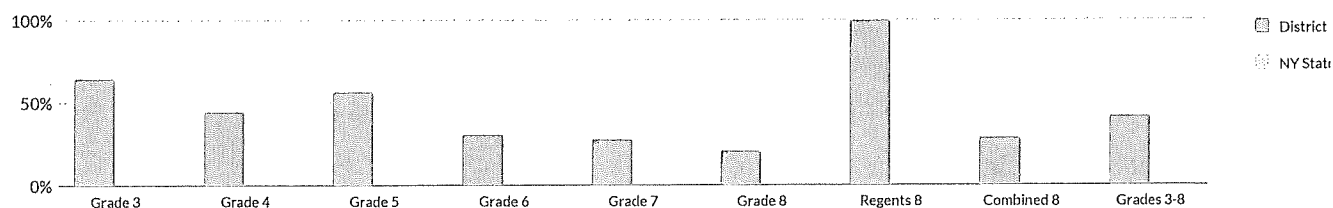


## MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	111	33	30%	42	38%	27	24%	9	8%	36	32%
General Education	14	89	16	18%	38	43%	26	29%	9	10%	35	39%
Students with Disabilities	4	22	17	77%	4	18%	1	5%	0	0%	1	5%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	5	—	—	—	—	—	—	—	—	—	—
White	16	98	28	29%	37	38%	25	26%	8	8%	33	34%
Multiracial	1	7	2	29%	3	43%	1	14%	1	14%	2	29%
Small Group Total	0	6	3	50%	2	33%	1	17%	0	0%	1	17%
Female	8	51	9	18%	22	43%	15	29%	5	10%	20	39%
Male	10	60	24	40%	20	33%	12	20%	4	7%	16	27%
Non-English Language Learners	18	111	33	30%	42	38%	27	24%	9	8%	36	32%
Economically Disadvantaged	6	43	20	47%	13	30%	10	23%	0	0%	10	23%
Not Economically Disadvantaged	12	68	13	19%	29	43%	17	25%	9	13%	26	38%
Not Migrant	18	111	33	30%	42	38%	27	24%	9	8%	36	32%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	18	110	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	111	33	30%	42	38%	27	24%	9	8%	36	32%
Parent Not in Armed Forces	18	111	33	30%	42	38%	27	24%	9	8%	36	32%



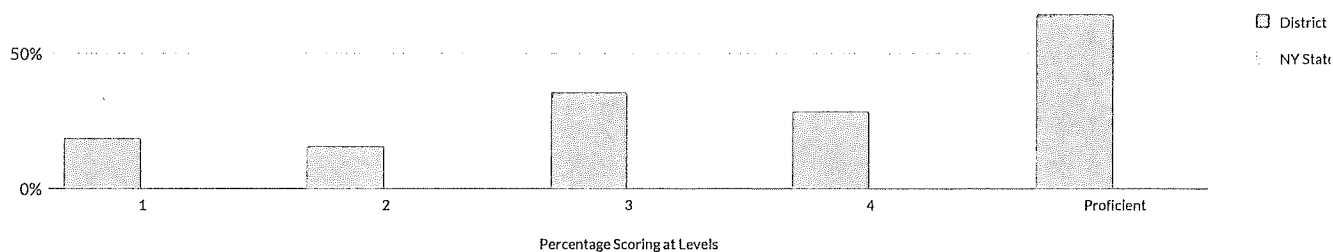
## GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	80	15	19%	13	16%	29	36%	23	29%	52	65%
Grade 4	7	116	31	27%	33	28%	24	21%	28	24%	52	45%
Grade 5	6	88	22	25%	16	18%	25	28%	25	28%	50	57%
Grade 6	11	95	29	31%	37	39%	18	19%	11	12%	29	31%
Grade 7	12	86	39	45%	23	27%	15	17%	9	10%	24	28%
Grade 8	36	91	35	38%	37	41%	14	15%	5	5%	19	21%
Regents 8	—	11	0	0%	0	0%	0	0%	11	100%	11	100%
Combined 8	36	102	35	34%	37	36%	14	14%	16	16%	30	29%
Grades 3-8	74	567	171	30%	159	28%	125	22%	112	20%	237	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.

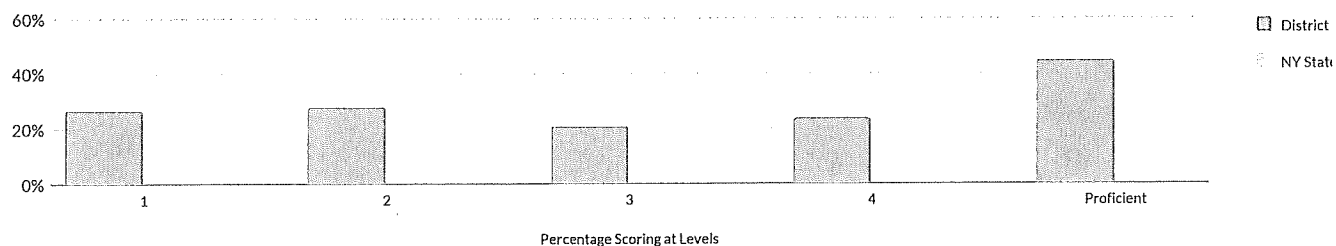
## GRADE 3 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	80	15	19%	13	16%	29	36%	23	29%	52	65%
General Education	1	70	8	11%	12	17%	28	40%	22	31%	50	71%
Students with Disabilities	1	10	7	70%	1	10%	1	10%	1	10%	2	20%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	2	70	11	16%	12	17%	28	40%	19	27%	47	67%
Multiracial	0	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	10	4	40%	1	10%	1	10%	4	40%	5	50%
Female	2	44	8	18%	9	20%	14	32%	13	30%	27	61%
Male	0	36	7	19%	4	11%	15	42%	10	28%	25	69%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	2	78	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	2	53	13	25%	9	17%	18	34%	13	25%	31	58%
Not Economically Disadvantaged	0	27	2	7%	4	15%	11	41%	10	37%	21	78%
Not Migrant	2	80	15	19%	13	16%	29	36%	23	29%	52	65%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	2	79	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	2	80	15	19%	13	16%	29	36%	23	29%	52	65%
Parent Not in Armed Forces	2	80	15	19%	13	16%	29	36%	23	29%	52	65%

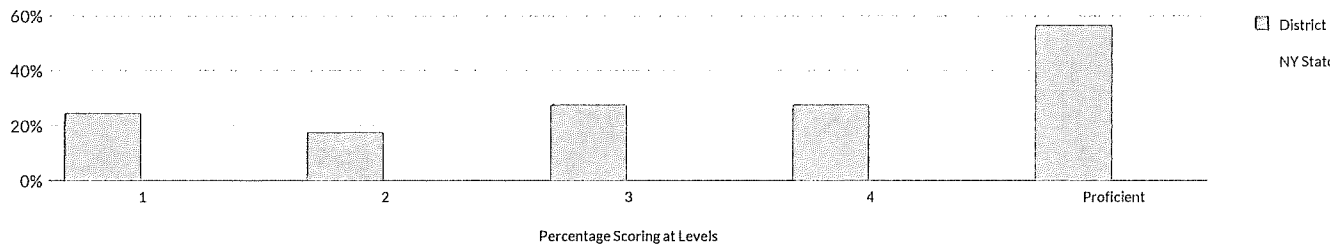
## GRADE 4 MATH RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	116	31	27%	33	28%	24	21%	28	24%	52	45%
General Education	3	87	11	13%	28	32%	20	23%	28	32%	48	55%
Students with Disabilities	4	29	20	69%	5	17%	4	14%	0	0%	4	14%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	5	2	40%	1	20%	2	40%	0	0%	2	40%
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	6	97	22	23%	31	32%	21	22%	23	24%	44	45%
Multiracial	1	6	4	67%	0	0%	0	0%	2	33%	2	33%
Small Group Total	0	8	3	38%	1	13%	1	13%	3	38%	4	50%
Female	3	51	14	27%	17	33%	8	16%	12	24%	20	39%
Male	4	65	17	26%	16	25%	16	25%	16	25%	32	49%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	7	114	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	6	71	24	34%	22	31%	15	21%	10	14%	25	35%
Not Economically Disadvantaged	1	45	7	16%	11	24%	9	20%	18	40%	27	60%
Not Migrant	7	116	31	27%	33	28%	24	21%	28	24%	52	45%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	7	114	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	7	115	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	7	116	31	27%	33	28%	24	21%	28	24%	52	45%

## GRADE 5 MATH RESULTS

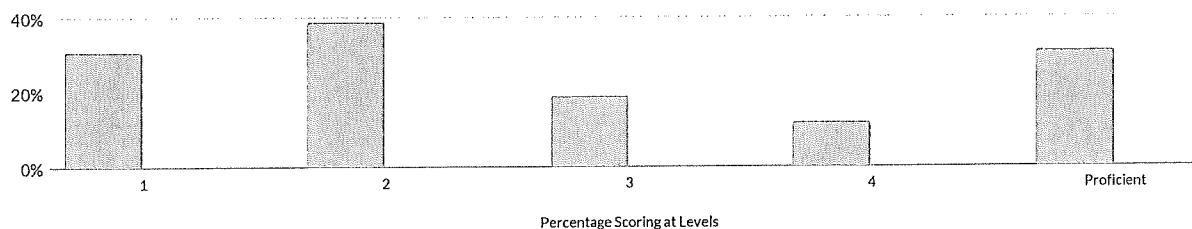


MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	88	22	25%	16	18%	25	28%	25	28%	50	57%
General Education	5	70	8	11%	14	20%	24	34%	24	34%	48	69%
Students with Disabilities	1	18	14	78%	2	11%	1	6%	1	6%	2	11%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	7	2	29%	1	14%	1	14%	3	43%	4	57%
White	5	74	17	23%	14	19%	21	28%	22	30%	43	58%
Multiracial	1	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	7	3	43%	1	14%	3	43%	0	0%	3	43%
Female	4	43	8	19%	8	19%	13	30%	14	33%	27	63%
Male	2	45	14	31%	8	18%	12	27%	11	24%	23	51%
Non-English Language Learners	6	88	22	25%	16	18%	25	28%	25	28%	50	57%
Economically Disadvantaged	4	49	15	31%	11	22%	12	24%	11	22%	23	47%
Not Economically Disadvantaged	2	39	7	18%	5	13%	13	33%	14	36%	27	69%
Not Migrant	6	88	22	25%	16	18%	25	28%	25	28%	50	57%
Not Homeless	6	88	22	25%	16	18%	25	28%	25	28%	50	57%
Not in Foster Care	6	88	22	25%	16	18%	25	28%	25	28%	50	57%
Parent Not in Armed Forces	6	88	22	25%	16	18%	25	28%	25	28%	50	57%

## GRADE 6 MATH RESULTS

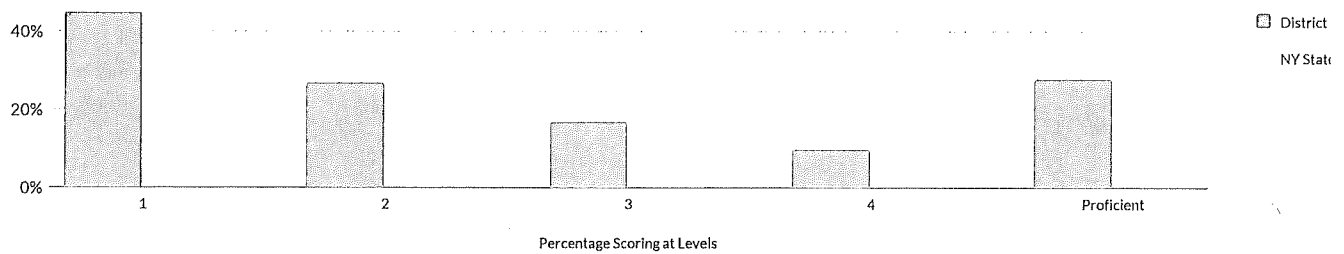
District  
NY State



## MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	95	29	31%	37	39%	18	19%	11	12%	29	31%
General Education	4	77	13	17%	35	45%	18	23%	11	14%	29	38%
Students with Disabilities	7	18	16	89%	2	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	9	84	27	32%	30	36%	17	20%	10	12%	27	32%
Multiracial	2	6	0	0%	5	83%	1	17%	0	0%	1	17%
Small Group Total	0	5	2	40%	2	40%	0	0%	1	20%	1	20%
Female	6	40	13	33%	18	45%	7	18%	2	5%	9	23%
Male	5	55	16	29%	19	35%	11	20%	9	16%	20	36%
Non-English Language Learners	11	95	29	31%	37	39%	18	19%	11	12%	29	31%
Economically Disadvantaged	8	51	25	49%	19	37%	4	8%	3	6%	7	14%
Not Economically Disadvantaged	3	44	4	9%	18	41%	14	32%	8	18%	22	50%
Not Migrant	11	95	29	31%	37	39%	18	19%	11	12%	29	31%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	11	93	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	11	95	29	31%	37	39%	18	19%	11	12%	29	31%
Parent Not In Armed Forces	11	95	29	31%	37	39%	18	19%	11	12%	29	31%

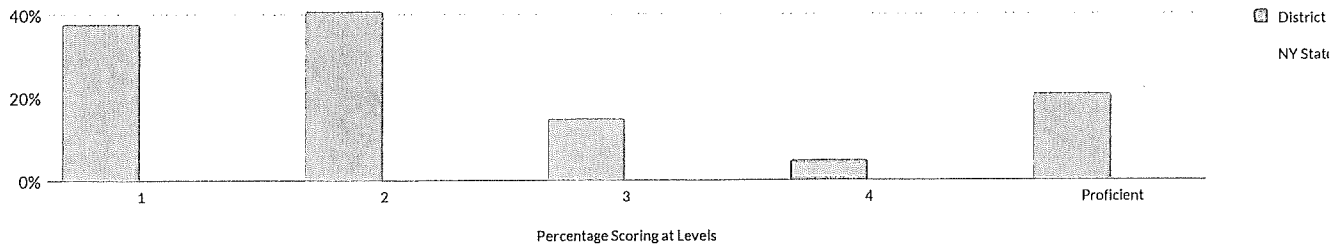
## GRADE 7 MATH RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	86	39	45%	23	27%	15	17%	9	10%	24	28%
General Education	9	68	21	31%	23	34%	15	22%	9	13%	24	35%
Students with Disabilities	3	18	18	100%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	2	—	—	—	—	—	—	—	—	—	—
White	8	81	36	44%	23	28%	14	17%	8	10%	22	27%
Multiracial	2	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	5	3	60%	0	0%	1	20%	1	20%	2	40%
Female	11	46	19	41%	14	30%	7	15%	6	13%	13	28%
Male	1	40	20	50%	9	23%	8	20%	3	8%	11	28%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	12	85	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	11	44	26	59%	15	34%	3	7%	0	0%	3	7%
Not Economically Disadvantaged	1	42	13	31%	8	19%	12	29%	9	21%	21	50%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	12	85	—	—	—	—	—	—	—	—	—	—
Homeless	0	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	12	82	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	11	85	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	12	86	39	45%	23	27%	15	17%	9	10%	24	28%

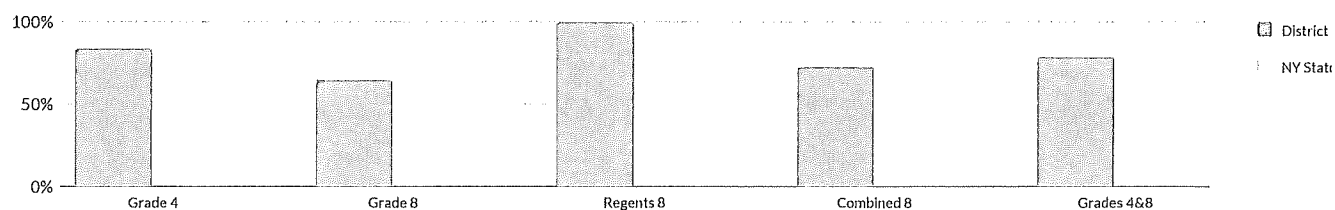
## GRADE 8 MATH RESULTS



## MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	36	91	35	38%	37	41%	14	15%	5	5%	19	21%
General Education	30	73	19	26%	35	48%	14	19%	5	7%	19	26%
Students with Disabilities	6	18	16	89%	2	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	4	—	—	—	—	—	—	—	—	—	—
White	33	79	31	39%	32	41%	12	15%	4	5%	16	20%
Multiracial	2	6	2	33%	2	33%	1	17%	1	17%	2	33%
Small Group Total	1	6	2	33%	3	50%	1	17%	0	0%	1	17%
Female	18	41	15	37%	19	46%	5	12%	2	5%	7	17%
Male	18	50	20	40%	18	36%	9	18%	3	6%	12	24%
Non-English Language Learners	36	91	35	38%	37	41%	14	15%	5	5%	19	21%
Economically Disadvantaged	10	38	20	53%	16	42%	2	5%	0	0%	2	5%
Not Economically Disadvantaged	26	53	15	28%	21	40%	12	23%	5	9%	17	32%
Not Migrant	36	91	35	38%	37	41%	14	15%	5	5%	19	21%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	36	90	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	36	91	35	38%	37	41%	14	15%	5	5%	19	21%
Parent Not in Armed Forces	36	91	35	38%	37	41%	14	15%	5	5%	19	21%

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

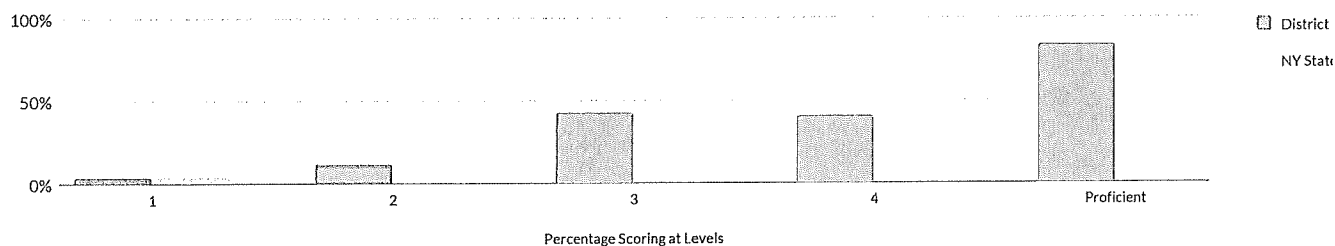


Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	6	116	5	4%	14	12%	50	43%	47	41%	97	84%
Grade 8	50	78	8	10%	19	24%	41	53%	10	13%	51	65%
Regents 8	—	22	0	0%	0	0%	1	5%	21	95%	22	100%
Combined 8	50	100	8	8%	19	19%	42	42%	31	31%	73	73%
Grades 4&8	56	216	13	6%	33	15%	92	43%	78	36%	170	79%

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



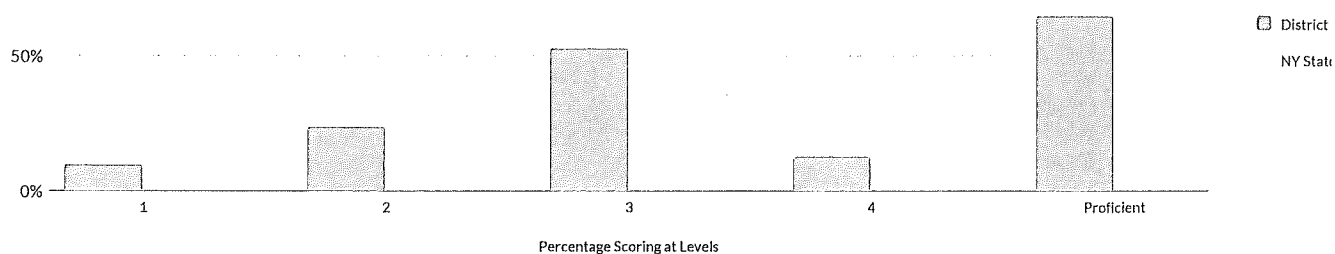
## GRADE 4 SCIENCE RESULTS



MEAN SCORE: 78

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	116	5	4%	14	12%	50	43%	47	41%	97	84%
General Education	3	86	0	0%	4	5%	39	45%	43	50%	82	95%
Students with Disabilities	3	30	5	17%	10	33%	11	37%	4	13%	15	50%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	6	97	3	3%	11	11%	42	43%	41	42%	83	86%
Multiracial	0	7	2	29%	2	29%	1	14%	2	29%	3	43%
Small Group Total	0	12	0	0%	1	8%	7	58%	4	33%	11	92%
Female	3	51	3	6%	6	12%	22	43%	20	39%	42	82%
Male	3	65	2	3%	8	12%	28	43%	27	42%	55	85%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	6	114	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	71	3	4%	14	20%	31	44%	23	32%	54	76%
Not Economically Disadvantaged	1	45	2	4%	0	0%	19	42%	24	53%	43	96%
Not Migrant	6	116	5	4%	14	12%	50	43%	47	41%	97	84%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	6	114	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	6	115	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	6	116	5	4%	14	12%	50	43%	47	41%	97	84%

## GRADE 8 SCIENCE RESULTS

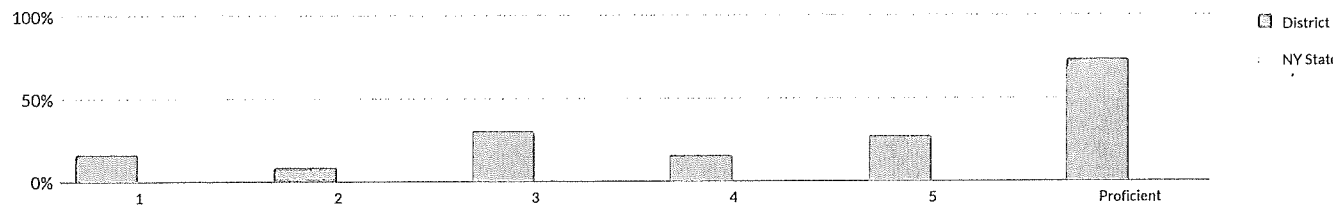


## MEAN SCORE: 68

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	50	78	8	10%	19	24%	41	53%	10	13%	51	65%
General Education	43	60	1	2%	14	23%	35	58%	10	17%	45	75%
Students with Disabilities	7	18	7	39%	5	28%	6	33%	0	0%	6	33%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	5	0	0%	3	60%	2	40%	0	0%	2	40%
White	46	67	8	12%	15	22%	34	51%	10	15%	44	66%
Multiracial	3	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	6	0	0%	1	17%	5	83%	0	0%	5	83%
Female	27	33	2	6%	10	30%	20	61%	1	3%	21	64%
Male	23	45	6	13%	9	20%	21	47%	9	20%	30	67%
Non-English Language Learners	50	78	8	10%	19	24%	41	53%	10	13%	51	65%
Economically Disadvantaged	15	33	5	15%	10	30%	18	55%	0	0%	18	55%
Not Economically Disadvantaged	35	45	3	7%	9	20%	23	51%	10	22%	33	73%
Not Migrant	50	78	8	10%	19	24%	41	53%	10	13%	51	65%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	50	77	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	50	78	8	10%	19	24%	41	53%	10	13%	51	65%
Parent Not in Armed Forces	50	78	8	10%	19	24%	41	53%	10	13%	51	65%

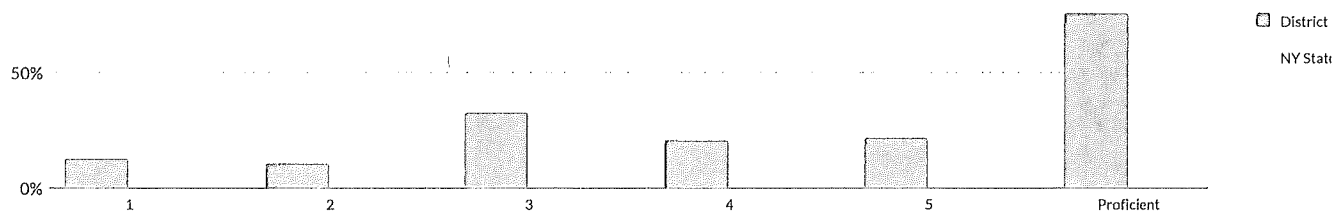
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

### ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



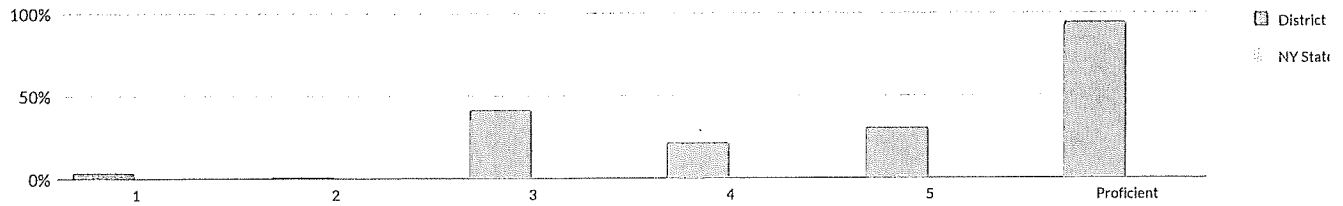
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	120	20	17%	11	9%	37	31%	19	16%	33	28%	89	74%
General Education	85	4	5%	7	8%	24	28%	18	21%	32	38%	74	87%
Students with Disabilities	35	16	46%	4	11%	13	37%	1	3%	1	3%	15	43%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	112	18	16%	10	9%	35	31%	18	16%	31	28%	84	75%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	2	25%	1	13%	2	25%	1	13%	2	25%	5	63%
Female	52	4	8%	5	10%	18	35%	9	17%	16	31%	43	83%
Male	68	16	24%	6	9%	19	28%	10	15%	17	25%	46	68%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	119	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	47	8	17%	7	15%	16	34%	7	15%	9	19%	32	68%
Not Economically Disadvantaged	73	12	16%	4	5%	21	29%	12	16%	24	33%	57	78%
Not Migrant	120	20	17%	11	9%	37	31%	19	16%	33	28%	89	74%
Homeless	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	117	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	120	20	17%	11	9%	37	31%	19	16%	33	28%	89	74%
Parent Not in Armed Forces	120	20	17%	11	9%	37	31%	19	16%	33	28%	89	74%

## ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



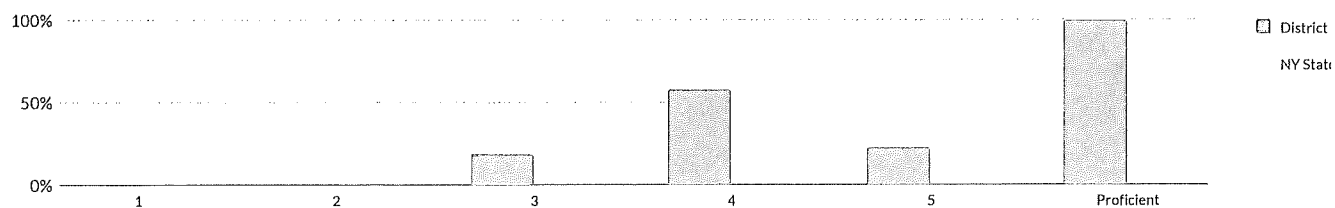
Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	126	16	13%	14	11%	41	33%	27	21%	28	22%	96	76%
General Education	95	2	2%	7	7%	33	35%	25	26%	28	29%	86	91%
Students with Disabilities	31	14	45%	7	23%	8	26%	2	6%	0	0%	10	32%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	115	14	12%	13	11%	36	31%	26	23%	26	23%	88	77%
Multiracial	6	2	33%	0	0%	2	33%	1	17%	1	17%	4	67%
Small Group Total	5	0	0%	1	20%	3	60%	0	0%	1	20%	4	80%
Female	63	6	10%	6	10%	14	22%	19	30%	18	29%	51	81%
Male	63	10	16%	8	13%	27	43%	8	13%	10	16%	45	71%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	125	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	41	7	17%	9	22%	13	32%	9	22%	3	7%	25	61%
Not Economically Disadvantaged	85	9	11%	5	6%	28	33%	18	21%	25	29%	71	84%
Not Migrant	126	16	13%	14	11%	41	33%	27	21%	28	22%	96	76%
Homeless	5	3	60%	1	20%	1	20%	0	0%	0	0%	1	20%
Not Homeless	121	13	11%	13	11%	40	33%	27	22%	28	23%	95	79%
Not in Foster Care	126	16	13%	14	11%	41	33%	27	21%	28	22%	96	76%
Parent Not in Armed Forces	126	16	13%	14	11%	41	33%	27	21%	28	22%	96	76%

## ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	77	3	4%	1	1%	32	42%	17	22%	24	31%	73	95%
General Education	76	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	71	3	4%	1	1%	29	41%	17	24%	21	30%	67	94%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	3	50%	0	0%	3	50%	6	100%
Female	39	2	5%	0	0%	16	41%	10	26%	11	28%	37	95%
Male	38	1	3%	1	3%	16	42%	7	18%	13	34%	36	95%
Non-English Language Learners	77	3	4%	1	1%	32	42%	17	22%	24	31%	73	95%
Economically Disadvantaged	20	1	5%	1	5%	12	60%	1	5%	5	25%	18	90%
Not Economically Disadvantaged	57	2	4%	0	0%	20	35%	16	28%	19	33%	55	96%
Not Migrant	77	3	4%	1	1%	32	42%	17	22%	24	31%	73	95%
Not Homeless	77	3	4%	1	1%	32	42%	17	22%	24	31%	73	95%
Not in Foster Care	77	3	4%	1	1%	32	42%	17	22%	24	31%	73	95%
Parent Not in Armed Forces	77	3	4%	1	1%	32	42%	17	22%	24	31%	73	95%

## ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)

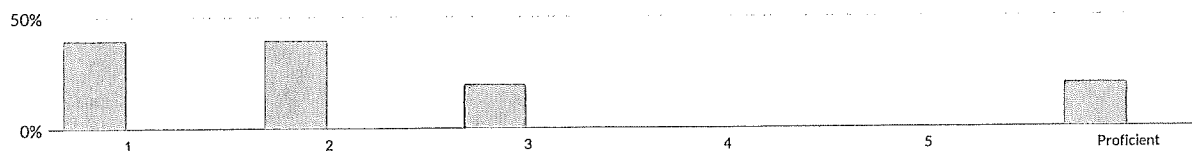


Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	43	0	0%	0	0%	8	19%	25	58%	10	23%	43	100%
General Education	43	0	0%	0	0%	8	19%	25	58%	10	23%	43	100%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	38	0	0%	0	0%	7	18%	24	63%	7	18%	38	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	0	0%	1	20%	1	20%	3	60%	5	100%
Female	19	0	0%	0	0%	5	26%	11	58%	3	16%	19	100%
Male	24	0	0%	0	0%	3	13%	14	58%	7	29%	24	100%
Non-English Language Learners	43	0	0%	0	0%	8	19%	25	58%	10	23%	43	100%
Economically Disadvantaged	11	0	0%	0	0%	3	27%	7	64%	1	9%	11	100%
Not Economically Disadvantaged	32	0	0%	0	0%	5	16%	18	56%	9	28%	32	100%
Not Migrant	43	0	0%	0	0%	8	19%	25	58%	10	23%	43	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	42	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	43	0	0%	0	0%	8	19%	25	58%	10	23%	43	100%
Parent Not in Armed Forces	43	0	0%	0	0%	8	19%	25	58%	10	23%	43	100%

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

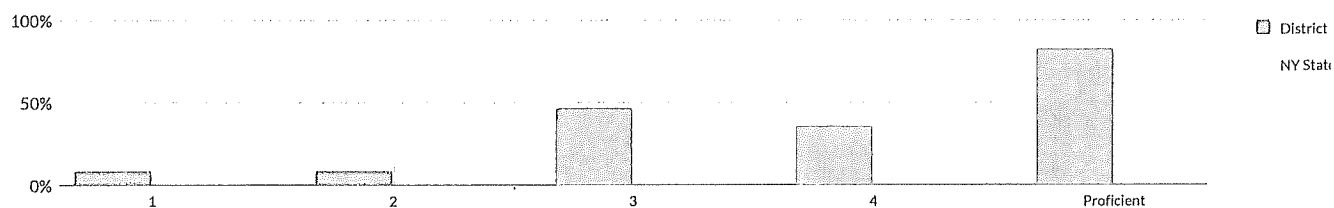
District

NY State



Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Students with Disabilities	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
White	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Female	3	—	—	—	—	—	—	—	—	—	—	—	—
Male	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Not Homeless	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Not in Foster Care	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%
Parent Not in Armed Forces	5	2	40%	2	40%	1	20%	0	0%	0	0%	1	20%

## ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)

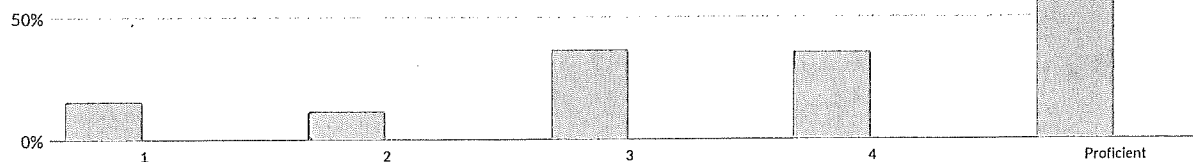


Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	152	13	9%	13	9%	71	47%	55	36%	126	83%
General Education	127	5	4%	9	7%	59	46%	54	43%	113	89%
Students with Disabilities	25	8	32%	4	16%	12	48%	1	4%	13	52%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	8	3	38%	2	25%	3	38%	0	0%	3	38%
White	134	9	7%	11	8%	62	46%	52	39%	114	85%
Multiracial	5	1	20%	0	0%	2	40%	2	40%	4	80%
Small Group Total	5	0	0%	0	0%	4	80%	1	20%	5	100%
Female	71	6	8%	7	10%	32	45%	26	37%	58	82%
Male	81	7	9%	6	7%	39	48%	29	36%	68	84%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	151	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	61	7	11%	7	11%	34	56%	13	21%	47	77%
Not Economically Disadvantaged	91	6	7%	6	7%	37	41%	42	46%	79	87%
Not Migrant	152	13	9%	13	9%	71	47%	55	36%	126	83%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	149	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	152	13	9%	13	9%	71	47%	55	36%	126	83%
Parent Not in Armed Forces	152	13	9%	13	9%	71	47%	55	36%	126	83%



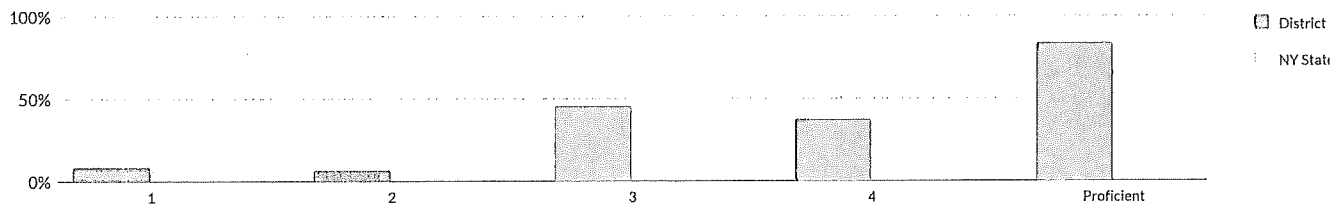
## ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)

☐ District  
☐ NY State



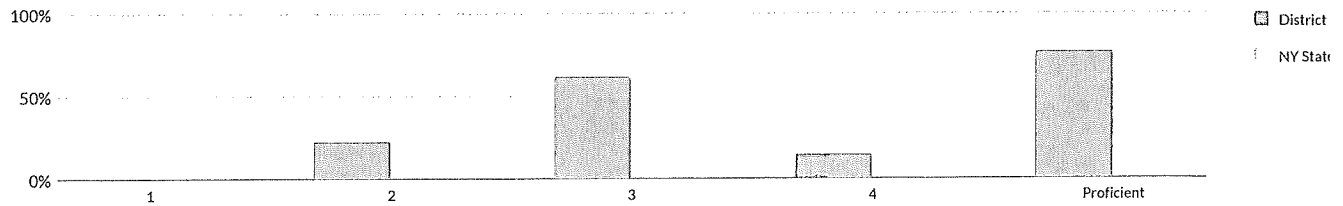
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	76	12	16%	9	12%	28	37%	27	36%	55	72%
General Education	67	8	12%	7	10%	25	37%	27	40%	52	78%
Students with Disabilities	9	4	44%	2	22%	3	33%	0	0%	3	33%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	69	11	16%	9	13%	25	36%	24	35%	49	71%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	3	43%	3	43%	6	86%
Female	40	8	20%	4	10%	15	38%	13	33%	28	70%
Male	36	4	11%	5	14%	13	36%	14	39%	27	75%
Non-English Language Learners	76	12	16%	9	12%	28	37%	27	36%	55	72%
Economically Disadvantaged	33	8	24%	5	15%	13	39%	7	21%	20	61%
Not Economically Disadvantaged	43	4	9%	4	9%	15	35%	20	47%	35	81%
Not Migrant	76	12	16%	9	12%	28	37%	27	36%	55	72%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	74	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	76	12	16%	9	12%	28	37%	27	36%	55	72%
Parent Not in Armed Forces	76	12	16%	9	12%	28	37%	27	36%	55	72%

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



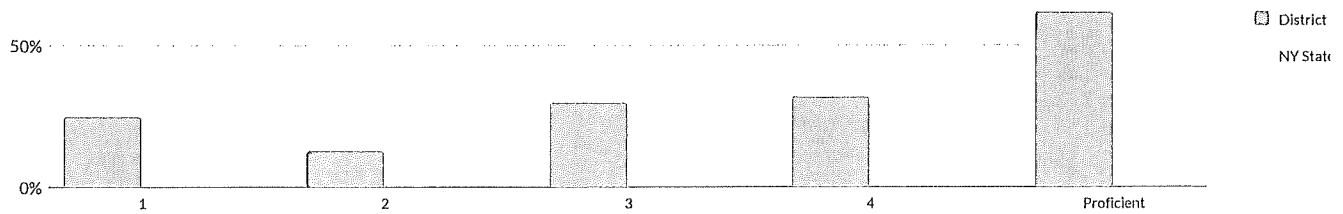
Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	76	7	9%	5	7%	35	46%	29	38%	64	84%
General Education	75	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	71	7	10%	5	7%	32	45%	27	38%	59	83%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	40	3	8%	4	10%	18	45%	15	38%	33	83%
Male	36	4	11%	1	3%	17	47%	14	39%	31	86%
Non-English Language Learners	76	7	9%	5	7%	35	46%	29	38%	64	84%
Economically Disadvantaged	19	1	5%	1	5%	12	63%	5	26%	17	89%
Not Economically Disadvantaged	57	6	11%	4	7%	23	40%	24	42%	47	82%
Not Migrant	76	7	9%	5	7%	35	46%	29	38%	64	84%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	75	—	—	—	—	—	—	—	—	—	—
Not In Foster Care	76	7	9%	5	7%	35	46%	29	38%	64	84%
Parent Not in Armed Forces	76	7	9%	5	7%	35	46%	29	38%	64	84%

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



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	3	23%	8	62%	2	15%	10	77%
General Education	13	0	0%	3	23%	8	62%	2	15%	10	77%
White	13	0	0%	3	23%	8	62%	2	15%	10	77%
Female	6	0	0%	0	0%	6	100%	0	0%	6	100%
Male	7	0	0%	3	43%	2	29%	2	29%	4	57%
Non-English Language Learners	13	0	0%	3	23%	8	62%	2	15%	10	77%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	9	—	—	—	—	—	—	—	—	—	—
Not Migrant	13	0	0%	3	23%	8	62%	2	15%	10	77%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	12	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	0	0%	3	23%	8	62%	2	15%	10	77%
Parent Not in Armed Forces	13	0	0%	3	23%	8	62%	2	15%	10	77%

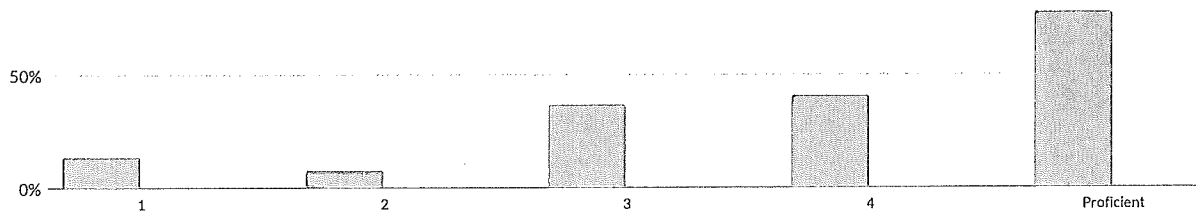
## ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY &amp; GEOGRAPHY (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	143	36	25%	18	13%	43	30%	46	32%	89	62%
General Education	115	19	17%	12	10%	38	33%	46	40%	84	73%
Students with Disabilities	28	17	61%	6	21%	5	18%	0	0%	5	18%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	128	31	24%	14	11%	41	32%	42	33%	83	65%
Multiracial	7	3	43%	2	29%	0	0%	2	29%	2	29%
Small Group Total	8	2	25%	2	25%	2	25%	2	25%	4	50%
Female	71	18	25%	7	10%	21	30%	25	35%	46	65%
Male	72	18	25%	11	15%	22	31%	21	29%	43	60%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	142	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	58	19	33%	11	19%	14	24%	14	24%	28	48%
Not Economically Disadvantaged	85	17	20%	7	8%	29	34%	32	38%	61	72%
Not Migrant	143	36	25%	18	13%	43	30%	46	32%	89	62%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	140	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	143	36	25%	18	13%	43	30%	46	32%	89	62%
Parent Not in Armed Forces	143	36	25%	18	13%	43	30%	46	32%	89	62%

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

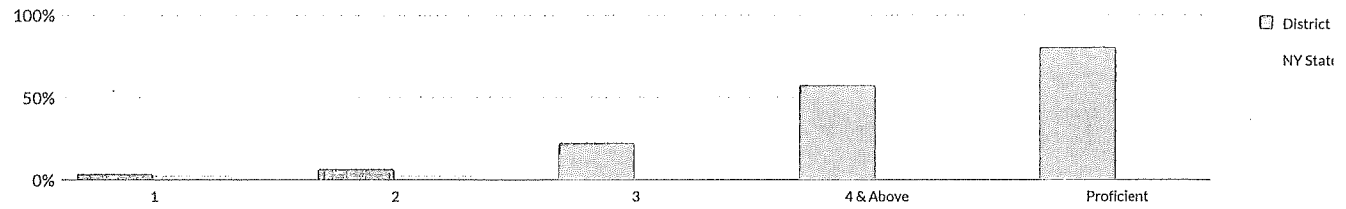
District  
NY State



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	108	15	14%	9	8%	40	37%	44	41%	84	78%
General Education	82	4	5%	3	4%	32	39%	43	52%	75	91%
Students with Disabilities	26	11	42%	6	23%	8	31%	1	4%	9	35%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	102	12	12%	9	9%	39	38%	42	41%	81	79%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	3	50%	0	0%	1	17%	2	33%	3	50%
Female	51	5	10%	6	12%	21	41%	19	37%	40	78%
Male	57	10	18%	3	5%	19	33%	25	44%	44	77%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	107	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	36	5	14%	5	14%	13	36%	13	36%	26	72%
Not Economically Disadvantaged	72	10	14%	4	6%	27	38%	31	43%	58	81%
Not Migrant	108	15	14%	9	8%	40	37%	44	41%	84	78%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	107	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	108	15	14%	9	8%	40	37%	44	41%	84	78%
Parent Not in Armed Forces	108	15	14%	9	8%	40	37%	44	41%	84	78%

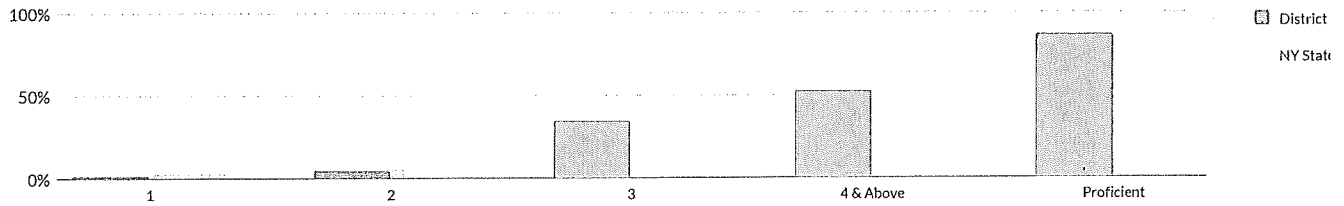
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

### 2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



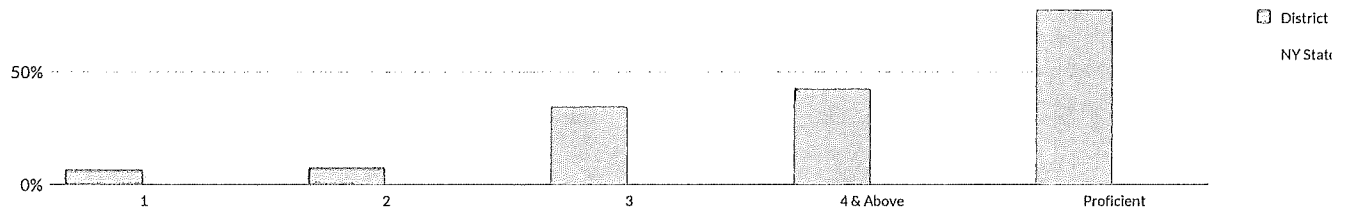
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	11	8%	122	92%	5	4%	9	7%	31	23%	77	58%	108	81%
General Education	103	6	6%	97	94%	1	1%	1	1%	21	20%	74	72%	95	92%
Students with Disabilities	30	5	17%	25	83%	4	13%	8	27%	10	33%	3	10%	13	43%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	124	9	7%	115	93%	5	4%	8	6%	31	25%	71	57%	102	82%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	1	11%	0	0%	6	67%	6	67%
Female	63	6	10%	57	90%	1	2%	5	8%	18	29%	33	52%	51	81%
Male	70	5	7%	65	93%	4	6%	4	6%	13	19%	44	63%	57	81%
Non-English Language Learners	132	10	—	122	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	4	8%	46	92%	2	4%	6	12%	15	30%	23	46%	38	76%
Not Economically Disadvantaged	83	7	8%	76	92%	3	4%	3	4%	16	19%	54	65%	70	84%
Not Migrant	133	11	8%	122	92%	5	4%	9	7%	31	23%	77	58%	108	81%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	130	11	—	119	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	11	8%	122	92%	5	4%	9	7%	31	23%	77	58%	108	81%
Parent Not in Armed Forces	133	11	8%	122	92%	5	4%	9	7%	31	23%	77	58%	108	81%

## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	9	7%	124	93%	2	2%	6	5%	46	35%	70	53%	116	87%
General Education	103	3	3%	100	97%	1	1%	2	2%	31	30%	66	64%	97	94%
Students with Disabilities	30	6	20%	24	80%	1	3%	4	13%	15	50%	4	13%	19	63%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	124	7	6%	117	94%	2	2%	6	5%	43	35%	66	53%	109	88%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	0	0%	3	33%	4	44%	7	78%
Female	63	4	6%	59	94%	2	3%	3	5%	22	35%	32	51%	54	86%
Male	70	5	7%	65	93%	0	0%	3	4%	24	34%	38	54%	62	89%
Non-English Language Learners	132	8	—	124	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	4	8%	46	92%	1	2%	1	2%	22	44%	22	44%	44	88%
Not Economically Disadvantaged	83	5	6%	78	94%	1	1%	5	6%	24	29%	48	58%	72	87%
Not Migrant	133	9	7%	124	93%	2	2%	6	5%	46	35%	70	53%	116	87%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	130	9	—	121	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	9	7%	124	93%	2	2%	6	5%	46	35%	70	53%	116	87%
Parent Not in Armed Forces	133	9	7%	124	93%	2	2%	6	5%	46	35%	70	53%	116	87%

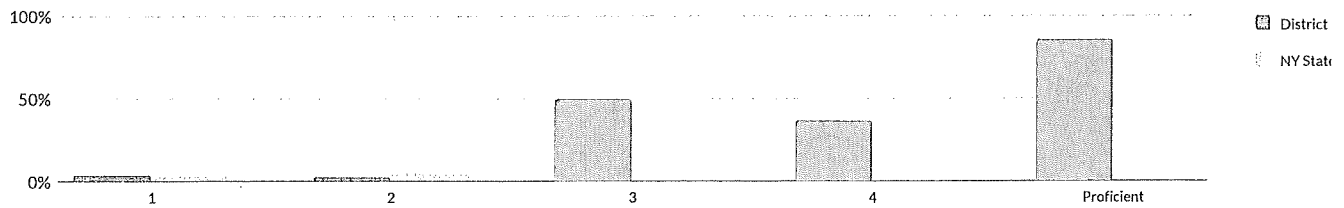
## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY &amp; GEOGRAPHY



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	10	8%	123	92%	9	7%	10	8%	47	35%	57	43%	104	78%
General Education	103	4	4%	99	96%	3	3%	5	5%	38	37%	53	51%	91	88%
Students with Disabilities	30	6	20%	24	80%	6	20%	5	17%	9	30%	4	13%	13	43%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	124	8	6%	116	94%	9	7%	10	8%	44	35%	53	43%	97	78%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	0	0%	3	33%	4	44%	7	78%
Female	63	4	6%	59	94%	6	10%	6	10%	23	37%	24	38%	47	75%
Male	70	6	9%	64	91%	3	4%	4	6%	24	34%	33	47%	57	81%
Non-English Language Learners	132	9	—	123	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	4	8%	46	92%	5	10%	7	14%	20	40%	14	28%	34	68%
Not Economically Disadvantaged	83	6	7%	77	93%	4	5%	3	4%	27	33%	43	52%	70	84%
Not Migrant	133	10	8%	123	92%	9	7%	10	8%	47	35%	57	43%	104	78%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	130	10	—	120	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	10	8%	123	92%	9	7%	10	8%	47	35%	57	43%	104	78%
Parent Not in Armed Forces	133	10	8%	123	92%	9	7%	10	8%	47	35%	57	43%	104	78%

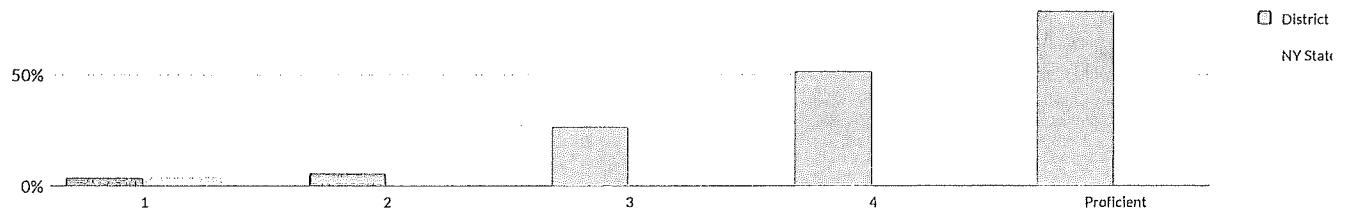


## 2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	9	7%	124	93%	5	4%	4	3%	66	50%	49	37%	115	86%
General Education	103	3	3%	100	97%	3	3%	1	1%	52	50%	44	43%	96	93%
Students with Disabilities	30	6	20%	24	80%	2	7%	3	10%	14	47%	5	17%	19	63%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	124	7	6%	117	94%	5	4%	4	3%	62	50%	46	37%	108	87%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	0	0%	4	44%	3	33%	7	78%
Female	63	4	6%	59	94%	4	6%	4	6%	30	48%	21	33%	51	81%
Male	70	5	7%	65	93%	1	1%	0	0%	36	51%	28	40%	64	91%
Non-English Language Learners	132	8	—	124	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	3	6%	47	94%	3	6%	2	4%	33	66%	9	18%	42	84%
Not Economically Disadvantaged	83	6	7%	77	93%	2	2%	2	2%	33	40%	40	48%	73	88%
Not Migrant	133	9	7%	124	93%	5	4%	4	3%	66	50%	49	37%	115	86%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	130	9	—	121	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	9	7%	124	93%	5	4%	4	3%	66	50%	49	37%	115	86%
Parent Not in Armed Forces	133	9	7%	124	93%	5	4%	4	3%	66	50%	49	37%	115	86%

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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	133	15	11%	118	89%	5	4%	8	6%	36	27%	69	52%	105	79%
General Education	103	7	7%	96	93%	1	1%	3	3%	25	24%	67	65%	92	89%
Students with Disabilities	30	8	27%	22	73%	4	13%	5	17%	11	37%	2	7%	13	43%
Black or African American	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	124	13	10%	111	90%	5	4%	8	6%	34	27%	64	52%	98	79%
Multiracial	5	0	—	5	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	2	22%	7	78%	0	0%	0	0%	2	22%	5	56%	7	78%
Female	63	8	13%	55	87%	3	5%	6	10%	17	27%	29	46%	46	73%
Male	70	7	10%	63	90%	2	3%	2	3%	19	27%	40	57%	59	84%
Non-English Language Learners	132	14	—	118	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	50	7	14%	43	86%	2	4%	5	10%	16	32%	20	40%	36	72%
Not Economically Disadvantaged	83	8	10%	75	90%	3	4%	3	4%	20	24%	49	59%	69	83%
Not Migrant	133	15	11%	118	89%	5	4%	8	6%	36	27%	69	52%	105	79%
Homeless	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	130	15	—	115	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	133	15	11%	118	89%	5	4%	8	6%	36	27%	69	52%	105	79%
Parent Not in Armed Forces	133	15	11%	118	89%	5	4%	8	6%	36	27%	69	52%	105	79%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 1	0	2	—	—	—	—	—
Grade 2	0	2	—	—	—	—	—
Grade 3	0	2	—	—	—	—	—
Grade 4	0	2	—	—	—	—	—
Grade 7	0	1	—	—	—	—	—
Grade 9	0	3	—	—	—	—	—
Grade 10	0	1	—	—	—	—	—
Grade 12	0	2	—	—	—	—	—

## NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 6 ELA	0	2	—	—	—	—	—	—	—	—
Grade 6 Math	0	2	—	—	—	—	—	—	—	—
Grade 7 ELA	0	1	—	—	—	—	—	—	—	—
Grade 7 Math	0	1	—	—	—	—	—	—	—	—
Grade 8 ELA	1	1	—	—	—	—	—	—	—	—
Grade 8 Math	1	1	—	—	—	—	—	—	—	—
Grade 8 Science	1	1	—	—	—	—	—	—	—	—
Secondary-Level ELA	13	3	—	—	—	—	—	—	—	—
Secondary-Level Math	13	3	—	—	—	—	—	—	—	—
Secondary-Level Science	13	3	—	—	—	—	—	—	—	—

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

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

## NEW YORK STATE NAEP GRADE 4

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

## NEW YORK STATE NAEP GRADE 8

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

## NATIONAL NAEP GRADE 4

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

## NATIONAL NAEP GRADE 8

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

\*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms



# FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

## INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

### THIS SCHOOL DISTRICT

#### GENERAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$16,593,830

##### PUPILS

1,453

##### EXPENDITURES PER PUPIL

\$11,420

#### SPECIAL EDUCATION

##### INSTRUCTIONAL EXPENDITURES

\$9,806,563






##### PUPILS

291

##### EXPENDITURES PER PUPIL

\$33,700

### SIMILAR DISTRICT GROUP

**AVERAGE NEED/RESOURCE CAPACITY****GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES**  
\$8,760,789,980  
\$3,724,876,702**PUPILS****PUPILS**  
735,579  
113,376**EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL**  
\$11,910  
\$32,854



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

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

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

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

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

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

### **TOTAL EXPENDITURES PER PUPIL**

<b>THIS SCHOOL DISTRICT</b>	<b>SIMILAR DISTRICT GROUP</b>	<b>NY STATE</b>
		
<b>\$24,787</b>	<b>\$23,507</b>	<b>\$25,845</b>

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

## INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

### STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	AVERAGE NEED/RESOURCE CAPACITY	80% OR MORE
174 64.7%	80% OR MORE ▼	58.7%
40% - 79% ▼	57.7%	40% - 79% ▼
39 14.5%	40% - 79% ▼	11.5%
LESS THAN 40% ▼	18.7%	LESS THAN 40% ▼
40 14.9%	LESS THAN 40% ▼	19.0%
SEPARATE SETTINGS ▼	16.1%	SEPARATE SETTINGS ▼
11 4.1%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	4.7%	OTHER SETTINGS ▼

<b>5</b>	<b>1.9%</b>	<b>OTHER SETTINGS</b>	<b>5.6%</b>
<b>2.8%</b>			

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**

<b>THIS SCHOOL DISTRICT</b>	<b>SIMILAR DISTRICT GROUP</b>	<b>NY STATE</b>
<b>18.3%</b>	<b>13.4%</b>	<b>14.7%</b>

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

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

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## Salary: Administrative Compensation Information

610301 - DRYDEN CSD

2019-2020 - Page 1

Official - as of 05/12/2020 01:48 PM

Form Due May 11, 2020

2020-2021 Salary Threshold =  
\$141,000

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

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to [EMSCMGTS@nysed.gov](mailto: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 2020-2021 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	148,625	39,587	1,200

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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Equalized Total Assessed Value 86,691,881

School District - 502401 Dryden Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	39	4,067,178	4.69
13100	CO - GENERALLY	RPTL 406(1)	2	35,978	0.04
13500	TOWN - GENERALLY	RPTL 406(1)	7	977,333	1.13
13510	TOWN - CEMETERY LAND	RPTL 446	4	28,118	0.03
13570	TOWN O/S LIMITS - SPECIFIED US	RPTL 406(2)	1	9,412	0.01
14100	USA - GENERALLY	RPTL 400(1)	1	392,065	0.45
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	6	1,329,239	1.53
26300	INTERDENOMINATIONAL CENTER	RPTL 430	3	922,679	1.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	14,118	0.02
27200	RAILROAD - WHOLLY EXEMPT	RPTL 489-d&dd	1	88,235	0.10
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	0	0.00
41400	CLERGY	RPTL 460	1	1,630	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	6	356,326	0.41
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	11	288,175	0.33
41800	PERSONS AGE 65 OR OVER	RPTL 467	5	321,272	0.37
41804	PERSONS AGE 65 OR OVER	RPTL 467	10	343,726	0.40
41834	ENHANCED STAR	RPTL 425	80	5,496,840	6.34
41854	BASIC STAR 1999-2000	RPTL 425	187	5,972,640	6.89
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	32,283	0.04
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	5	229,439	0.26
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	29,883	0.03
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	135,294	0.16
Total Exemptions Exclusive of System Exemptions:					24.15
Total System Exemptions:				20,936,569	0.16
Totals:				135,294	24.31
				21,071,863	

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

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



Equalized Total Assessed Value 1,766,326

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	4	256,522	14.52
41854	BASIC STAR 1999-2000	RPTL 425	6	191,742	10.86
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	2,058	0.12
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			11	450,322	25.49
Totals:			0	0	0.00
			11	450,322	25.49

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

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





Equalized Total Assessed Value 977,896,620

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	4,776,200	0.49
13100	CO - GENERALLY	RPTL 406(1)	10	20,689,600	2.12
13500	TOWN - GENERALLY	RPTL 406(1)	23	4,415,300	0.45
13590	TOWN O/S LIMITS - SEWER OR WAT	RPTL 406(3)	1	300,000	0.03
13650	VG - GENERALLY	RPTL 406(1)	38	2,236,000	0.23
13730	VG O/S LIMITS - SPECIFIED USES	RPTL 406(2)	5	141,700	0.01
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	3	222,600	0.02
13800	SCHOOL DISTRICT	RPTL 408	7	21,218,500	2.17
14100	USA - GENERALLY	RPTL 400(1)	1	5,100	0.00
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	9	8,497,000	0.87
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	2	520,000	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	17	7,494,400	0.77
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	109	60,120,300	6.15
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	5	227,000	0.02
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	38,000	0.00
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	2,525,000	0.26
25600	NONPROFIT HEALTH MAINTENANCE O	RPTL 486-a	1	3,700,000	0.38
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)	7	1,977,000	0.20
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	351,600	0.04
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	6	1,960,000	0.20
28550	NOT-FOR-PROFIT HOUS CO-SR CITs	RPTL 422	1	2,500,000	0.26
41400	CLERGY	RPTL 460	3	4,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	21	2,366,800	0.24
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	171	28,241,257	2.89
41800	PERSONS AGE 65 OR OVER	RPTL 467	67	3,374,150	0.35
41804	PERSONS AGE 65 OR OVER	RPTL 467	55	1,556,945	0.16
41834	ENHANCED STAR	RPTL 425	592	37,104,805	3.79
41854	BASIC STAR 1999-2000	RPTL 425	1,530	47,109,010	4.82
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	6	290,000	0.03
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	5	140,430	0.01

Equalized Total Assessed Value 977,896,620

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	5	1,236,500	0.13
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	1	1,058,500	0.11
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	3	0	0.00
Total Exemptions Exclusive of System Exemptions:					27.29
Total System Exemptions:			3	0	0.00
Totals:			2,733	266,872,697	27.29

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: \$ 53,760 (ESTIMATED)