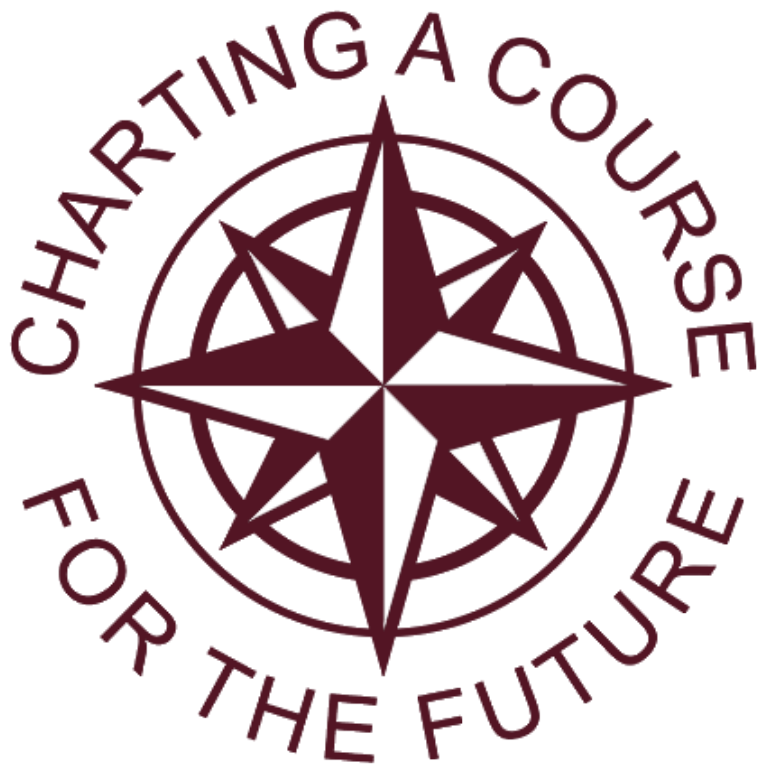


CHAUTAUQUA LAKE CENTRAL SCHOOL DISTRICT



**2020 - 2021
PROPOSED BUDGET**

NOTICE TO DISTRICT RESIDENTS

Annual Public Hearing
Tuesday, June 2, 2020 at 7 PM
via Live Stream at www.clake.org

Budget Vote & School Board Election
Tuesday, June 9, 2020
via absentee ballot
*Ballots must be received no later than 5 PM

Important Dates:

The Annual School Budget Public Hearing

The annual School Budget Public Hearing will be held on Tuesday, June 2, 2020, at 7 PM via Live Stream at www.clake.org. At this time, the proposed budget for the 2020-2021 school year will be presented and re-viewed. Questions regarding the 2020-2021 budget can be forwarded to the District Clerk prior to or during the meeting via email at hmartin@clake.org.

Annual District Meeting and Election

The Annual Chautauqua Lake Central School District Election will be held on Tuesday, June 9, 2020, via absentee ballot. Ballots must be received no later than 5 PM on June 9, 2020.

What You Will Be Voting On:

School Budget for the 2020-2021 School Year

District residents will be voting on the operating budget of the school district for the 2020-2021 school year. The Budget for the Chautauqua Lake Central School District, Chautauqua County, New York, for the fiscal year commencing July 1, 2020, and ending June 30, 2021, as presented by the Board of Education is approved and adopted in the amount of \$23,202,347. Copies of the proposed budget will be available by May 27, 2020, in the District Office.

Voting for School Board Members

Three “three-year term” board seats will be filled this year. Candidates who filed the required documents as of the deadline of May 11, 2020, will appear on the ballot alphabetically as listed below:

- Travis Bensink
- Gina Hardenburg
- Melissa Putney
- Zach Stahlsmith
- Mary Lee Talbot

Qualifications For Voters:

According to education law, to be qualified to vote in the June 9, 2020, school district election, you must be:

1. A citizen of the United States
2. At least eighteen (18) years of age
3. A legal resident of the school district for a period of thirty (30) days prior to the day of the election.

Each voter must affirm legal residency within the Chautauqua Lake Central School District.

Request For Absentee Ballots:

Any qualified voter who is not registered to vote with the Chautauqua County Board of Elections may request a ballot by contacting the District Clerk’s Office at 100 North Erie Street, Mayville, NY 14757 or (716) 753-5808 for further details.

SCHOOL DISTRICT BUDGET NOTICE

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020-21 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$23,099,235	\$23,202,347	\$22,613,736
Increase/Decrease for the 2020-21 School Year		\$103,112	\$588,611
Percentage Increase/Decrease in Proposed Budget		.04%	-2.54%
Change in the Consumer Price Index		1.81%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$12,015,988	\$12,316,388	
B. Levy to Support Library Debt, if Applicable	\$-0-	\$-0-	
C. Levy for Non-Excludable Propositions, if Applicable**	\$-0-	\$-0-	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$-0-	\$-0-	
E. Total Proposed School Year Tax Levy (A + B + C + D)	\$12,015,988	\$12,316,388	\$12,015,988
F. Total Permissible Exclusions	\$219,190	\$271,240	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$12,041,256	\$12,064,356	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$11,796,798	\$12,045,148	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions)**	\$244,458	\$19,208	
Administrative Component	\$1,878,295	\$1,972,388	\$1,878,295
Program Component	\$15,986,370	\$16,126,017	\$15,631,499
Capital Component	\$5,234,570	\$5,103,942	\$5,103,942

* Items which are statutorily considered non-contingent expenses include: student supplies; community use of building and grounds; and certain equipment purchases (pursuant to Section 2023 of the Education Law).

** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)

Description	Amount
N/A	N/A

	Under the Budget Proposed for the 2020-21 School Year
Estimated Basic STAR Exemption Savings¹	\$270

The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Chautauqua Lake Central School District, Chautauqua County, New York, will be held by mail-in ballot on Tuesday, June 9, 2020. Ballots must be received by 5 PM, prevailing time in the Chautauqua Lake Central School District.

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

PROPOSED BUDGET 2020-21

REVENUE DETAIL

	2018-19 Budget	2019-20 Budget	2020-21 Proposed
			2.5%
Code 1000 Real Property Taxes/Tax Items	\$ 11,812,114	\$ 12,025,988	\$ 12,316,388
Code 1300 Charges for Services	\$ 14,000	\$ 14,000	\$ 5,000
Code 1400 Admissions	\$ 10,000	\$ 10,000	\$ 10,000
Code 2200 Other Districts & Government	\$ 1,315,000	\$ 1,000,000	\$ 1,000,000
Code 2400 Use of Money & Property	\$ 123,000	\$ 123,000	\$ 130,000
Code 2600 Sale of Property & Equipment	\$ 167,415	\$ 500	\$ 120,000
Code 2700 Miscellaneous	\$ 300,000	\$ 300,000	\$ 261,843
Code 3000 State Aid	\$ 8,343,083	\$ 8,518,247	\$ 8,294,116
Code 4000 Federal Aid	\$ 7,500	\$ 7,500	\$ 15,000
Code 5000 Interfund Revenue	\$ -	\$ -	
Designated Fund Balance (Prior Year)	\$ 1,000,000	\$ 1,100,000	\$ 1,050,000
TOTAL REVENUES	\$ 23,092,112	\$ 23,099,235	\$ 23,202,347

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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ADMINISTRATIVE BUDGET

Board of Education

A1010 400 Contractual	\$ 2,000	\$ 2,000	\$ 1,350
A1010 450 Materials & Supplies	\$ 250	\$ 225	\$ 653
TOTAL BOARD OF EDUCATION	\$ 2,250	\$ 2,225	\$ 2,003

District Clerk

A1040 400 Contractual	\$ 100	\$ 100	\$ 90
A1040 450 Materials & Supplies	\$ 100	\$ 90	\$ 80
TOTAL DISTRICT CLERK	\$ 200	\$ 190	\$ 170

District Meeting

A1060 400 Contractual	\$ 2,200	\$ 2,200	\$ 2,200
A1060 450 Materials & Supplies	\$ 100	\$ 90	\$ 90
TOTAL DISTRICT MEETING	\$ 2,300	\$ 2,173	\$ 2,290

Central Administration

A1240 100 Salaries	\$ 216,800	\$ 225,000	\$ 229,500
A1240 400 Contractual	\$ 6,000	\$ 6,000	\$ 4,500
A1240 450 Materials & Supplies	\$ 300	\$ 270	\$ 240
TOTAL CENTRAL ADMINISTRATION	\$ 223,100	\$ 231,270	\$ 234,240

Business Administration

A1310 100 Salaries	\$ 182,000	\$ 193,620	\$ 197,492
A1310 400 Contractual	\$ 5,000	\$ 5,000	\$ 3,150
A1310 450 Materials & Supplies	\$ 1,100	\$ 990	\$ 900
A1310 490 BOCES Services	\$ 110,500	\$ 142,312	\$ 107,097
TOTAL BUSINESS ADMINISTRATION	\$ 298,600	\$ 341,922	\$ 308,639

Auditing

A1320 400 Contractual	\$ 18,000	\$ 18,000	\$ 18,000
TOTAL AUDITING	\$ 18,000	\$ 18,000	\$ 18,000

District Treasurer

A1325 160 Salaries	\$ 20,800	\$ 20,800	\$ 20,800
A1325 400 Contractual	\$ -	\$ -	\$ -
A1325 450 Materials & Supplies	\$ 100	\$ 90	\$ 80
TOTAL DISTRICT TREASURER	\$ 20,900	\$ 20,890	\$ 20,880

Tax Collector

A1330 100 Salaries	\$ 7,800	\$ 7,960	\$ 8,200
A1330 400 Contractual	\$ 13,500	\$ 13,500	\$ 13,500
A1330 450 Materials & Supplies	\$ -	\$ -	\$ -
TOTAL TAX COLLECTOR	\$ 21,300	\$ 21,460	\$ 21,700

Legal

A1420 400 Contractual	\$ 14,000	\$ 14,000	\$ 14,000
TOTAL LEGAL	\$ 14,000	\$ 14,000	\$ 14,000

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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Personnel			
A1430 490 BOCES Service	\$ 20,000	\$ 20,100	\$ 24,799
TOTAL PERSONNEL	\$ 20,000	\$ 20,100	\$ 24,799

Records Management			
A1460 100 Salaries	\$ -	\$ -	\$ -
A1460 400 Contractual	\$ -	\$ -	\$ -
A1460 450 Materials & Supplies	\$ -	\$ -	\$ -
TOTAL RECORDS MANAGEMENT	\$ -	\$ -	\$ -

Public Information & Services			
A1480 100 Salaries	\$ 38,500	\$ 38,500	\$ 20,000
A1480 400 Contractual	\$ 1,500	\$ 1,500	\$ 900
A1480 450 Materials & Supplies	\$ 500	\$ 450	\$ 450
A1480 490 BOCES Service	\$ -	\$ -	\$ 22,833
TOTAL PUBLIC INFORMATION & SERVICES	\$ 40,500	\$ 40,450	\$ 44,183

Operation of Plant			
A1620 160 Non-Instructional Salaries	\$ -	\$ -	\$ 73,000
TOTAL OPERATION OF PLANT	\$ -	\$ -	\$ 73,000

Central Printing and Mailing			
A1670 400 Contractual	\$ 37,500	\$ 37,500	\$ 29,700
TOTAL CENTRAL PRINTING & MAILING	\$ 37,500	\$ 37,500	\$ 29,700

Central Data Processing			
A1680 200 Equipment	\$ 9,100	\$ 8,200	\$ 8,000
A1680 400 Contractual	\$ 8,890	\$ 16,800	\$ 16,800
A1680 490 BOCES Service	\$ 223,516	\$ 221,555	\$ 287,551
TOTAL CENTRAL DATA PROCESSING	\$ 241,506	\$ 246,555	\$ 312,351

Special Items			
A1910 400 Unallocated Insurance	\$ 41,310	\$ 41,310	\$ 40,500
A1920 400 School Association Dues	\$ 8,300	\$ 8,300	\$ 5,000
A1964 000 Refund of Real Property Tax	\$ 5,000	\$ 5,000	\$ 2,500
A1981 490 BOCES Administrative Cost	\$ 60,000	\$ 58,000	\$ 57,922
TOTAL SPECIAL ITEMS	\$ 114,610	\$ 112,610	\$ 105,922

Supervision Regular School			
A2020 100 Salaries	\$ 125,000	\$ 128,750	\$ 122,000
A2020 400 Contractual	\$ 5,600	\$ 5,600	\$ 5,100
A2020 450 Materials & Supplies	\$ 1,900	\$ 1,710	\$ 1,575
A2020 490 BOCES Services	\$ 29,300	\$ 30,000	\$ 34,965
TOTAL SUPERVISION REGULAR SCHOOL	\$ 161,800	\$ 166,060	\$ 163,640

Research, Planning, and Evaluation			
A2060 400 Contractual	\$ -	\$ -	\$ -
A2060 490 BOCES Service	\$ 18,000	\$ 20,100	\$ 30,339
TOTAL RESEARCH, PLANNING, & EVALUATION	\$ 18,000	\$ 20,100	\$ 27,900

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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Transportation			
A5510 100 Salaries	-	\$ -	\$ -
TOTAL TRANSPORTATION	-	\$ -	\$ -

Undistributed - Employee's Benefits			
A9010 800 Employee's Retirement	\$ 122,500	\$ 122,500	\$ 124,950
A9020 800 Teacher's Retirement	\$ 49,000	\$ 49,000	\$ 50,000
A9030 800 Social Security	\$ 87,720	\$ 87,700	\$ 87,700
A9040 800 Worker's Compensation			
A9045 800 Life Insurance	\$ 4,590	\$ 4,500	\$ 4,100
A9050 800 Unemployment Insurance			
A9060 800 Health Insurance	\$ 312,000	\$ 318,340	\$ 301,221
A9080 800 Employee Assistance Progra	\$ 750	\$ 750	\$ 1,000
TOTAL EMPLOYEE'S BENEFITS	\$ 576,560	\$ 582,790	\$ 568,971

TOTAL ADMINISTRATIVE	\$ 1,811,126	\$ 1,878,295	\$ 1,972,388
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\$ CHANGE ADMINISTRATIVE \$ 94,093
% CHANGE ADMINISTRATIVE 5.0%

Line Item Budget	2018-2019 Budget	2019-20 Budget	2020-21 Proposed
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CAPITAL BUDGET

Operation of Plant

A1620 100	Salaries	\$ 420,000	\$ 432,600	\$ 501,250
A1620 200	Equipment	\$ 3,100	\$ 7,500	\$ 7,500
A1620 400	Contractual	\$ 94,000	\$ 99,000	\$ 100,000
A1620 401	Natural Gas	\$ 23,000	\$ 24,000	\$ 25,000
A1620 402	Electric	\$ 230,000	\$ 270,000	\$ 270,000
A1620 403	Water	\$ 9,800	\$ 9,800	\$ 9,800
A1620 404	Telephone	\$ 5,300	\$ 2,500	\$ 2,500
A1620 405	Sewer	\$ 13,700	\$ 10,000	\$ 12,000
A1620 410	Insurance	\$ 71,400	\$ 72,828	\$ 74,285
A1620 450	Materials & Supplies	\$ 69,000	\$ 69,750	\$ 67,500
A1620 490	BOCES Services	\$ 83,500	\$ 83,000	\$ -
TOTAL OPERATION OF PLANT		\$ 1,022,800	\$ 1,080,978	\$ 1,069,835

Maintenance of Plant

A1621 100	Salaries	\$ 336,000	\$ 346,080	\$ 376,080
A1621 200	Equipment	\$ 65,000	\$ 75,000	\$ 20,730
A1621 400	Contractual	\$ 205,000	\$ 105,000	\$ 105,000
A1621 450	Materials & Supplies	\$ 61,000	\$ 62,750	\$ 63,000
TOTAL MAINTENANCE OF PLANT		\$ 667,000	\$ 588,830	\$ 564,810

Special Items

A1964 400	Refund of Real Property Tax	\$ 5,000	\$ 5,000	\$ 5,000
A1983 490	BOCES Rent & Capital	\$ 220,300	\$ 166,560	\$ 68,244
TOTAL SPECIAL ITEMS		\$ 225,300	\$ 171,560	\$ 73,244

Undistributed - Employee's Benefits

A9010 800	Employee's Retirement	\$ 143,000	\$ 143,000	\$ 145,860
A9030 800	Social Security	\$ 42,000	\$ 42,500	\$ 42,000
A9040 800	Worker's Compensation	\$ -	\$ -	\$ -
A9045 800	Life Insurance	\$ 2,500	\$ 2,500	\$ 2,000
A9050 800	Unemployment Insurance	\$ -	\$ -	\$ -
A9060 800	Health Insurance	\$ 181,000	\$ 184,620	\$ 175,712
A9080 800	Employee's Assistance Prog	\$ 500	\$ 500	\$ 1,000
TOTAL EMPLOYEE'S BENEFITS		\$ 369,000	\$ 373,120	\$ 366,572

Undistributed - Interfund Transfers

A9901 960	Transfer to Debt Service Fun	\$ 2,623,853	\$ 2,831,696	\$ 2,815,750
A9950 900	Transfer to Capital Fund	\$ 225,034	\$ 188,386	\$ 213,731
TOTAL INTERFUND TRANSFERS		\$ 2,848,887	\$ 3,020,082	\$ 3,029,481

TOTAL CAPITAL	\$ 5,132,987	\$ 5,234,570	\$ 5,103,942
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\$ CHANGE CAPITAL \$ (130,628)

% CHANGE CAPITAL -2.50%

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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PROGRAM BUDGET

Legal

A1420 400 Contractual	\$ 28,000	\$ 28,000	\$ 28,000
TOTAL LEGAL	\$ 28,000	\$ 28,000	\$ 28,000

Curriculum Development & Supervision

A2010 100 Salaries	\$ -	\$ -	\$ -
A2010 400 Contractual	\$ -	\$ -	\$ -
A2010 450 Materials & Supplies	\$ -	\$ -	\$ -
A2010 490 BOCES Services	\$ 35,000	\$ 35,000	\$ 47,633
TOTAL CURRICULUM DEV. & SUP.	\$ 35,000	\$ 35,000	\$ 47,633

Supervision Regular School

A2020 100 Salaries	\$ 210,000	\$ 216,300	\$ 215,000
TOTAL SUPERVISION REGULAR SCHOOL	\$ 210,000	\$ 216,300	\$ 215,000

Inservice Training - Instruction

A2070 100 Salaries	\$ 15,000	\$ 15,000	\$ 15,000
A2070 400 Contractual	\$ 25,000	\$ 25,000	\$ 20,000
A2070 450 Materials & Supplies	\$ 10,000	\$ 9,000	\$ 4,500
A2070 490 BOCES Services	\$ 38,000	\$ 38,000	\$ 35,000
TOTAL INSERVICE TRAINING - INSTRUCTION	\$ 88,000	\$ 87,000	\$ 74,500

Teaching - Regular School

A2110 120 Teacher Salaries PK-6	\$ 2,097,874	\$ 2,100,000	\$ 2,240,000
A2110 130 Teacher Salaries 7-12	\$ 2,744,450	\$ 2,820,000	\$ 2,850,000
A2110 140 Substitute Teachers	\$ 135,000	\$ 135,000	\$ 150,000
A2110 150 Teaching Assistants	\$ 45,000	\$ 45,000	\$ 45,000
A2110 160 Non-Instructional Salaries	\$ 45,000	\$ 45,000	\$ 45,000
A2110 200 Equipment	\$ 23,350	\$ 21,231	\$ 21,000
A2110 400 Contractual	\$ 150,000	\$ 151,065	\$ 139,000
A2110 450 Materials & Supplies	\$ 113,400	\$ 108,950	\$ 90,000
A2110 470 Tuition	\$ 15,000	\$ 15,000	\$ 13,500
A2110 480 Textbooks	\$ 131,000	\$ 129,500	\$ 104,500
A2110 490 BOCES Services	\$ 557,673	\$ 551,000	\$ 504,061
TOTAL TEACHING - REGULAR SCHOOL	\$ 6,057,747	\$ 6,121,746	\$ 6,202,061

Programs for Students w/ Disabilities

A2250 100 Salaries	\$ 1,100,000	\$ 1,148,208	\$ 1,155,000
A2250 200 Equipment	\$ -	\$ -	\$ 800
A2250 400 Contractual	\$ 32,000	\$ 32,000	\$ 48,000
A2250 450 Materials & Supplies	\$ 4,000	\$ 3,600	\$ 3,420
A2250 480 Textbooks	\$ -	\$ -	\$ -
A2250 490 BOCES Services	\$ 1,700,000	\$ 1,562,200	\$ 1,400,000
TOTAL PROGS. FOR STUDENTS W/ DISABILITIES	\$ 2,836,000	\$ 2,746,008	\$ 2,607,220

Occupational Education

A2280.490 BOCES Services	\$ 400,000	\$ 310,000	\$ 460,550
TOTAL OCCUPATIONAL EDUCATION	\$ 400,000	\$ 310,000	\$ 460,550

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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Adult & Driver Education Programs

A2330 100 Salaries	\$ 7,000	\$ -	\$ -
A2330 400 Contractual Expense	\$ 500	\$ -	\$ -
A2330 450 Materials & Supplies	\$ 250	\$ -	\$ -
A2330 480 Textbooks	\$ -	\$ -	\$ -
TOTAL ADULT & DRIVER EDUCATION	\$ 7,750	\$ -	\$ -

Library & Audio/Visual

A2610 100 Salaries	\$ 87,000	\$ 87,000	\$ 87,500
A2610 200 Equipment	\$ 1,000	\$ 900	\$ 800
A2610 400 Contractual	\$ 2,400	\$ 2,600	\$ 2,400
A2610 450 Materials & Supplies	\$ 1,000	\$ 900	\$ 900
A2610 451 Library Books	\$ 9,275	\$ 9,275	\$ 8,345
A2610 452 Reference Books	\$ 800	\$ 800	\$ 720
A2610 453 Periodicals	\$ 2,000	\$ 1,800	\$ 1,620
A2610 460 Library Loan Materials	\$ 5,150	\$ 5,000	\$ 5,200
A2610 490 BOCES Services	\$ 34,100	\$ 33,500	\$ 30,407
TOTAL LIBRARY & AUDIO/VISUAL	\$ 142,725	\$ 141,775	\$ 137,892

Instructional Computer

A2630 100 Salaries	\$ 145,500	\$ 151,000	\$ 151,000
A2630 200 Equipment	\$ 116,400	\$ 87,100	\$ 86,500
A2630 400 Contractual	\$ 2,200	\$ 3,100	\$ 3,100
A2630 450 Materials & Supplies	\$ 9,400	\$ 10,100	\$ 11,500
A2630 460 Software	\$ 13,872	\$ 13,872	\$ 13,872
A2630 490 BOCES Services	\$ 89,000	\$ 96,000	\$ 166,512
TOTAL INSTRUCTIONAL COMPUTER	\$ 376,372	\$ 361,172	\$ 432,484

Attendance

A2805 100 Salaries	\$ 41,000	\$ 41,500	\$ 42,500
A2805 400 Contractual	\$ -	\$ -	\$ -
A2805 450 Materials & Supplies	\$ -	\$ -	\$ -
TOTAL ATTENDANCE	\$ 41,000	\$ 41,500	\$ 42,500

Guidance

A2810 100 Salaries	\$ 255,000	\$ 240,000	\$ 287,000
A2810 400 Contractual	\$ 1,600	\$ 1,400	\$ 1,000
A2810 450 Materials & Supplies	\$ 1,350	\$ 1,400	\$ 1,080
A2810 490 BOCES Services	\$ -	\$ -	\$ -
TOTAL GUIDANCE	\$ 257,950	\$ 242,800	\$ 289,080

Health Services

A2815 100 Salaries	\$ 71,000	\$ 74,000	\$ 75,500
A2815 200 Equipment	\$ 3,600	\$ 5,975	\$ 6,100
A2815 400 Contractual	\$ 18,000	\$ 18,400	\$ 18,600
A2815 450 Materials & Supplies	\$ 3,200	\$ 2,880	\$ 2,590
TOTAL HEALTH SERVICES	\$ 95,800	\$ 101,255	\$ 102,790

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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School Psychologist			
A2820 100 Salaries	\$ 53,000	\$ 54,500	\$ 59,000
A2820 400 Contractual	\$ 1,500	\$ 2,000	\$ 2,000
A2820 450 Materials & Supplies	\$ 1,500	\$ 1,000	\$ 900
TOTAL SCHOOL PSYCHOLOGIST	\$ 56,000	\$ 57,500	\$ 61,900

Co-Curricular Activities			
A2850 100 Salaries	\$ 45,000	\$ 36,000	\$ 55,000
A2850 200 Equipment	\$ -	\$ -	
A2850 400 Contractual	\$ 3,000	\$ 3,000	\$ 4,500
A2850 450 Materials & Supplies	\$ 8,350	\$ 7,515	\$ 6,840
TOTAL CO-CURRICULAR ACTIVITIES	\$ 56,350	\$ 46,515	\$ 66,340

Interscholastic Sports			
A2855 100 Salaries	\$ 115,000	\$ 116,000	\$ 125,000
A2855 200 Equipment	\$ 12,500	\$ 12,100	\$ 11,500
A2855 400 Contractual	\$ 55,000	\$ 54,600	\$ 54,600
A2855 450 Materials & Supplies	\$ 45,000	\$ 44,500	\$ 40,410
A2855 490 BOCES Services	\$ 4,100	\$ 4,100	\$ 5,660
TOTAL INTERSCHOLASTIC SPORTS	\$ 231,600	\$ 231,300	\$ 237,170

Transportation			
A5510 100 Salaries	\$ 665,000	\$ 640,000	\$ 603,583
A5510 200 Equipment	\$ 77,500	\$ 2,500	\$ 2,500
A5510 210 Equipment - New Buses	\$ 211,267	\$ 318,000	\$ 320,768
A5510 400 Contractual	\$ 147,500	\$ 150,450	\$ 156,000
A5510 450 Materials & Supplies	\$ 6,000	\$ 6,000	\$ 6,300
A5510 451 Parts & Accessories	\$ 25,000	\$ 28,000	\$ 26,100
A5510 452 Gasoline & Diesel Fuels	\$ 100,000	\$ 100,000	\$ 90,000
A5510 453 Oil & Lubrication	\$ 2,800	\$ 2,800	\$ 2,700
A5510 454 Tires	\$ 8,500	\$ 8,500	\$ 7,650
A5510 490 BOCES Services	\$ 2,000	\$ 2,000	\$ 2,000
TOTAL TRANSPORTATION	\$ 1,245,567	\$ 1,258,250	\$ 1,217,601

Bus Garage			
A5530 200 Equipment	\$ 500	\$ 450	\$ 500
A5530 400 Contractual	\$ 8,500	\$ 6,550	\$ 7,000
A5530 401 Natural Gas	\$ 15,000	\$ 13,000	\$ 12,000
A5530 402 Electric	\$ 10,000	\$ 10,250	\$ 10,500
A5530 403 Water & Sewer	\$ 1,400	\$ 1,000	\$ 1,500
A5530 404 Telephone	\$ 750	\$ -	\$ -
A5530 405 Building Repair	\$ 9,000	\$ 9,000	\$ 7,000
A5530 450 Materials & Supplies	\$ 3,500	\$ 1,500	\$ 1,350
TOTAL BUS GARAGE	\$ 48,650	\$ 41,750	\$ 39,850
Transportation - Contracted Service			
A5540 400 Contractual	\$ -	\$ -	
TOTAL TRANS. - CONTRACTED SERVICE	\$ -	\$ -	

Line Item Budget	2018-19 Budget	2019-20 Budget	2020-21 Proposed
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Community Services

A7140 100 Salaries - Recreation Progra	\$ 23,000	\$ 23,000	\$ 23,000
A7140 400 Contractual - Recreation	\$ 350	\$ 350	\$ 300
A7140 450 Materials & Supplies - Recre	\$ 500	\$ 500	\$ 450
A7310 100 Salaries - Youth Program			
TOTAL COMMUNITY SERVICES	\$ 23,850	\$ 23,850	\$ 23,750

Census

A8070 100 Salaries	\$ -	\$ -	\$ -
A8070 400 Contractual	\$ -	\$ -	\$ -
A8070 450 Materials & Supplies	\$ -	\$ -	\$ -
TOTAL CENSUS	\$ -	\$ -	\$ -

Undistributed - Employee's Benefit's

A9010 800 Employee's Retirement	\$ 118,773	\$ 118,000	\$ 115,000
A9020 800 Teacher's Retirement	\$ 839,393	\$ 837,317	\$ 810,984
A9030 800 Social Security	\$ 642,800	\$ 642,800	\$ 642,800
A9040 800 Worker's Compensation	\$ 157,542	\$ 157,582	\$ 154,467
A9045 800 Life Insurance	\$ 9,000	\$ 9,000	\$ 9,000
A9050 800 Unemployment Insurance	\$ 12,000	\$ 12,000	\$ 6,000
A9060 800 Health Insurance	\$ 2,112,180	\$ 2,100,000	\$ 2,083,245
A9089 800 Employee's Assistance Prog	\$ 2,750	\$ 2,750	\$ 3,000
TOTAL EMPLOYEE'S BENEFITS	\$ 3,894,438	\$ 3,879,449	\$ 3,824,496

Interfund Transfers

A9901 950 Transfer to Other Funds	\$ 15,200	\$ 15,200	\$ 15,200
TOTAL INTERFUND TRANSFERS	\$ 15,200	\$ 15,200	\$ 15,200

TOTAL PROGRAM	\$ 16,147,999	\$ 15,986,370	\$ 16,126,017
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\$ CHANGE PROGRAM

\$ 139,647

% CHANGE PROGRAM

0.9%

*****TOTAL BUDGET*****	\$ 23,092,112	\$ 23,099,235	\$ 23,202,347
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\$ CHANGE TOTAL BUDGET

\$ 103,112

% CHANGE TOTAL BUDGET

0.4%

DISTRICT INFORMATION

Candidates For Board of Education:

Travis Bensink
Gina Hardenburg
Melissa Putney
Zach Stahlsmith
Mary Lee Talbot

Names are listed alphabetically, in the
order they will appear on the ballot.

Three vacancies - three-year term (positions are at large)

About Chautauqua Lake Central School:

Mailing Address

100 North Erie Street
Mayville, NY 14757

Phone Numbers

Superintendent's Office	(716) 753-5808
Business Office	(716) 753-5874
Elementary Office	(716) 753-5841
Secondary Office	(716) 753-5881
Student Services	(716) 753-5877
Health Office	(716) 753-5819
Cafeteria Office	(716) 753-5824
Transportation	(716) 753-5901

Windstream customers may call toll-free at 789-4195 during office hours only to be transferred to the appropriate office.

For school information online, please visit www.clake.org.

Administration

Dr. Joshua Liddell, *Superintendent of Schools*
TBD, *Secondary School Principal*
Megan Lundgren, *Elementary School Principal*

Board of Education

Amy Webb, *President*
Mary Lee Talbot, *Vice President*
Jay Baker
Travis Bensink
Michael Ludwig
Andrea Munsee-Wellman
Kenneth Shearer

District Officers

Beth Olson, *Business Administrator*
David Thomas, *District Treasurer*
Heidi Martin, *District Clerk*

DISCLOSURE REGULATIONS

EDUCATION LAW

SECTION 1608 AND 1716

Section 111 and 112 of Chapter 474 of the Laws of 1996 amends Section 1608 and 1716 of Education Law requiring a list of the compensation for certain staff. This disclosure regulation includes the Superintendent of Schools.

School District Profile

The Superintendent of Schools is the Chief Executive Officer of the Chautauqua Lake Central School District. This employment is subject to a contract negotiated with the Board of Education. In short, the Superintendent is the CEO of a business with an annual budget of slightly over 23 million dollars, fixed assets of 66 million dollars, and over one hundred sixty five employees.

Superintendent's Qualifications

Pursuant to Education Law Section 3003, superintendents must hold a certificate from the Commissioner certifying their qualification including at least 60 credit hours of post-graduate work beyond their four-year bachelor's degree and three years of teaching experience. Our Superintendent exceeds those qualifications and has twenty-three (23) years of administrative experience with thirty-one (31) years total experience in education.

Statutory Responsibilities

The Education law charges the Superintendent with the following duties:

1711. Appointment of Superintendent of Schools. Subdivision 5:

- a. "To be the chief executive officer of the school district and the educational system, and to have the right to speak on all matters before the board but not to vote.
- b. To endorse all provisions of law and all rules and regulations relating to the management of the school and other educational, social, and recreational activities under the direction of the Board of Education.
- c. To prepare the content of each course of study authorized by the Board of Education.
- d. To recommend suitable lists of textbooks to be used in the schools.
- e. To have supervision and direction of associate, assistant, and other superintendents, directors, supervisors, principals, teachers, lecturers, medical inspectors, nurses, auditors, attendance officers, janitors, and other persons employed in the management of the schools or the other educational activities of the district authorized by (Education Law) and under the direction and management of the Board of Education.
 - i) to transfer teachers from one school to another or from one grade of the course of study to another grade of such course...
 - ii) to report to such board violations and regulations and cases of insubordination and to suspend an associate, assistant, or other superintendent, director, supervisor, expert, principal, teacher, or other employee until the next regular meeting of such board....

Statutory Responsibilities (con't)

- f. To have supervision and direction over the enforcement and observance of the courses of study, the examination and promotion of pupils, and over all other matters pertaining to playgrounds, medical inspection, recreation, and social center work, libraries, lectures, and all other activities under the management, direction, and control of the Board of Education.

Section 3012. The Superintendent has the power to recommend teachers and supervisors to the Board for tenure.

Compensation

The Superintendent's compensation is broken into three parts: salary, benefits, and other considerations.

\$145,833	Annual Salary -- This is the maximum annual salary available to the chief executive officer, which includes base salary, deferred retirement annuity, and possible contractual vacation reimbursement.
\$ 29,719	Annualized Cost of Benefits -- The Superintendent receives the same ancillary benefits provided to all employees; mandatory contributions for Federal Social Security, Retirement System, and Health Benefits. The Superintendent's contract also provides whole life and disability insurance policies similar to other CEOs in school districts across the state.
Zero	Other compensation

EXEMPTION IMPACT REPORT

NYS - Real Property System
County of Chautauqua

Assessor's Report - Prior Year File
S495 Exemption Impact Report
School District Summary

RPS221/V04/L001
Date/Time - 4/17/2019 08:18:22
Total Assessed Value 1,507,089,449

Equalized Total Assessed Value 1,515,085,755

School District - 062803 Chautauqua Lake

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
10110	O/S SPEC DIST - SEWER OR WATER	RPTL 410-a	3	282,000	0.02
12100	NYS - GENERALLY	RPTL 404(1)	14	5,691,558	0.38
13100	CO - GENERALLY	RPTL 406(1)	30	13,948,422	0.92
13500	TOWN - GENERALLY	RPTL 406(1)	22	7,160,617	0.47
13510	TOWN - CEMETERY LAND	RPTL 446	2	23,988	0.00
13650	VG - GENERALLY	RPTL 406(1)	34	4,475,100	0.30
13660	VG - CEMETERY LAND	RPTL 446	5	369,300	0.02
13800	SCHOOL DISTRICT	RPTL 408	9	53,032,309	3.50
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	17	10,766,000	0.71
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	411,200	0.03
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	329,900	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	61	28,165,657	1.86
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	17	685,927	0.05
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	11	220,509	0.01
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	178	117,450,244	7.75
26100	VETERANS ORGANIZATION	RPTL 452	5	842,900	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	7	309,732	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	8	142,600	0.01
32255	NYS OWNED REFORESTATION LAND	RPTL 534	1	0	0.00
41300	PARAPLEGIC VETS	RPTL 458(3)	1	114,271	0.01
41400	CLERGY	RPTL 460	5	7,500	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	18	386,077	0.03
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	18	345,364	0.02
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	156	1,581,228	0.10
41800	PERSONS AGE 65 OR OVER	RPTL 467	67	3,133,586	0.21
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	20,720	0.00
41834	ENHANCED STAR	RPTL 425	477	29,792,183	1.97
41854	BASIC STAR 1999-2000	RPTL 425	946	28,666,676	1.89
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	21	117,173	0.01
42120	TEMPORARY GREENHOUSES	RPTL 483-c	2	55,900	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	4	208,540	0.01
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	9,000	0.00

Total Exemptions Exclusive of
System Exemptions:

2,144 308,737,181 20.38

Total System Exemptions:

1 9,000 0.00

Totals:

2,145 308,746,181 20.38

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: _____

The New York State School Report Card

Fiscal Accountability Supplement for

CHAUTAUQUA LAKE CSD

The New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

2018-2019 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$9,881,643	\$3,664,220
	Pupils	772	109
	Expenditures Per Pupil	\$12,800	\$33,617
Similar District Group	Instructional Expenditures	\$8,760,789,980	\$3,724,876,702
	Pupils	735,579	113,376
	Expenditures Per Pupil	\$11,910	\$32,854
Total of All School Districts in NY State	Instructional Expenditures	\$35,199,223,413	\$15,660,696,162
	Pupils	2,632,781	485,151
	Expenditures Per Pupil	\$13,370	\$32,280
Similar District Group Description:		Average Need/Resource Capacity	

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures includes 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.

2018-2019 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$26,557	\$23,507	\$25,845

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 the General Education and Special Education does not equal the Total Expenditures.

The New York State School Report Card

Fiscal Accountability Supplement for

CHAUTAUQUA LAKE CSD

The New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below.

Student Counts	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement - Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Count of Students with Disabilities	Percentage of Students with Disabilities
80% or more	59	60.2%	57.7%	58.7%
40% to 79%	10	10.2%	18.7%	11.5%
Less than 40%	23	23.5%	16.1%	19.0%
Separate Settings	6	6.1%	4.7%	5.3%
Other Settings	0	0.0%	2.8%	5.6%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in the 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

2018-2019 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	12.1%	13.4%	14.7%

This rate is the 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 who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

Similar District Group Description:	Average Need/Resource Capacity
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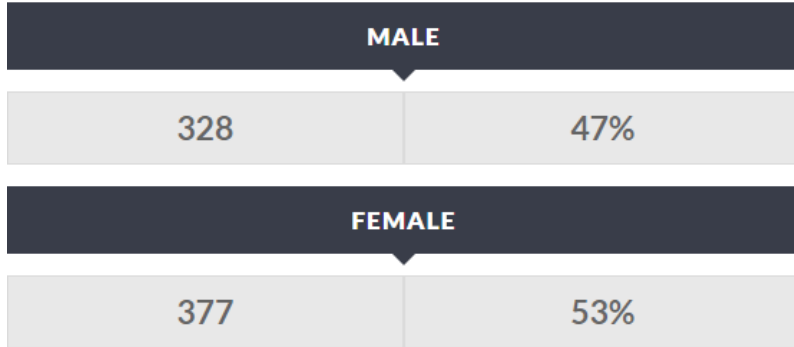
SCHOOL REPORT CARD DATA (2018-19)

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 2018-2019 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

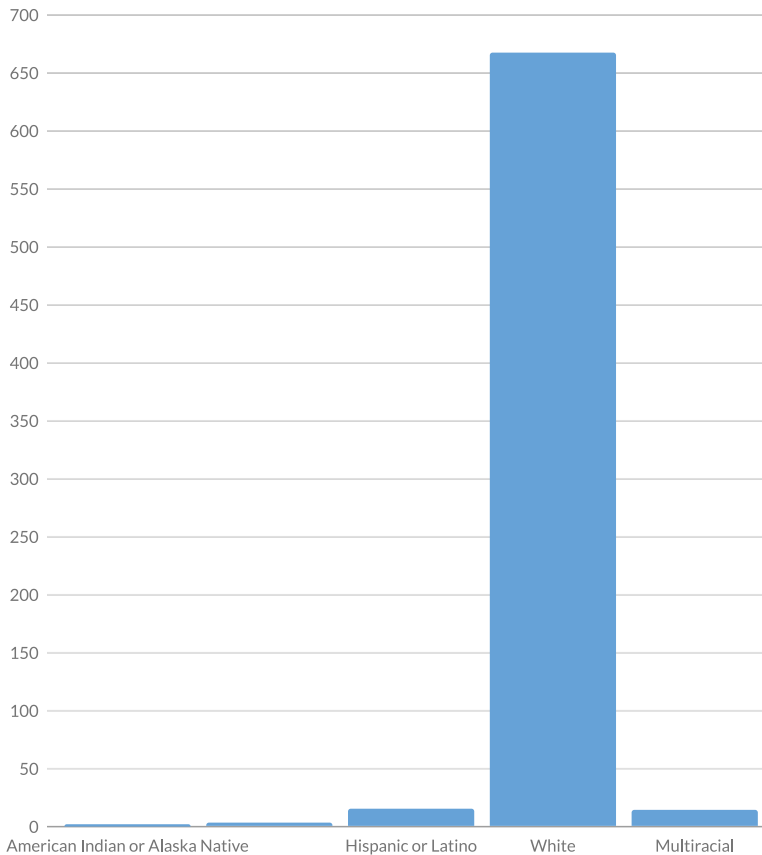
CHAUTAUQUA LAKE CSD ENROLLMENT (2018-2019)

K-12 Enrollment: 705

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

2 0%

BLACK OR AFRICAN AMERICAN

4 1%

HISPANIC OR LATINO

16 2%

WHITE

668 95%

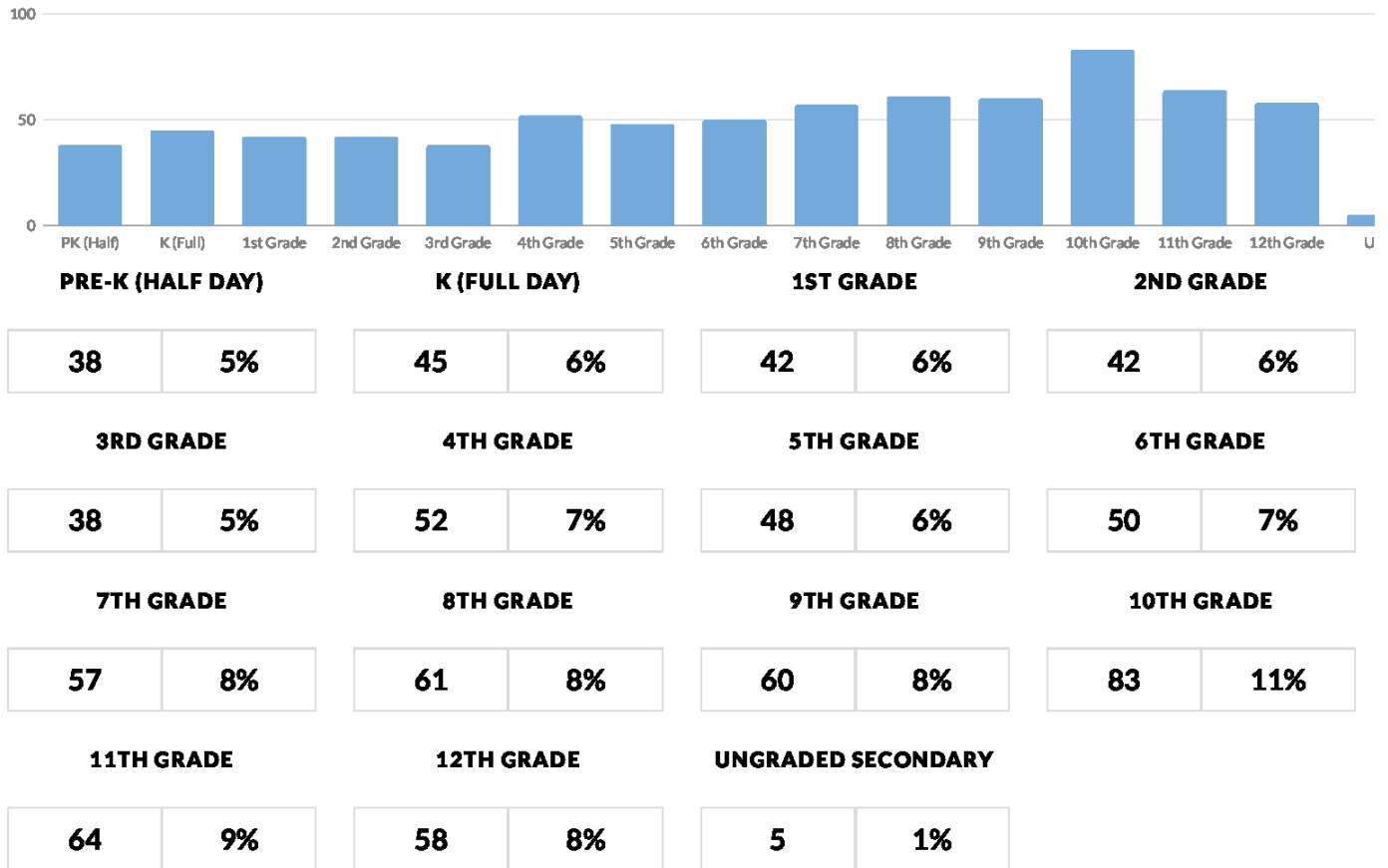
MULTIRACIAL

15 2%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
—	—	86	12%	318	45%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	—	—	—	—
PARENT IN ARMED FORCES					
—	—	—	—	—	—

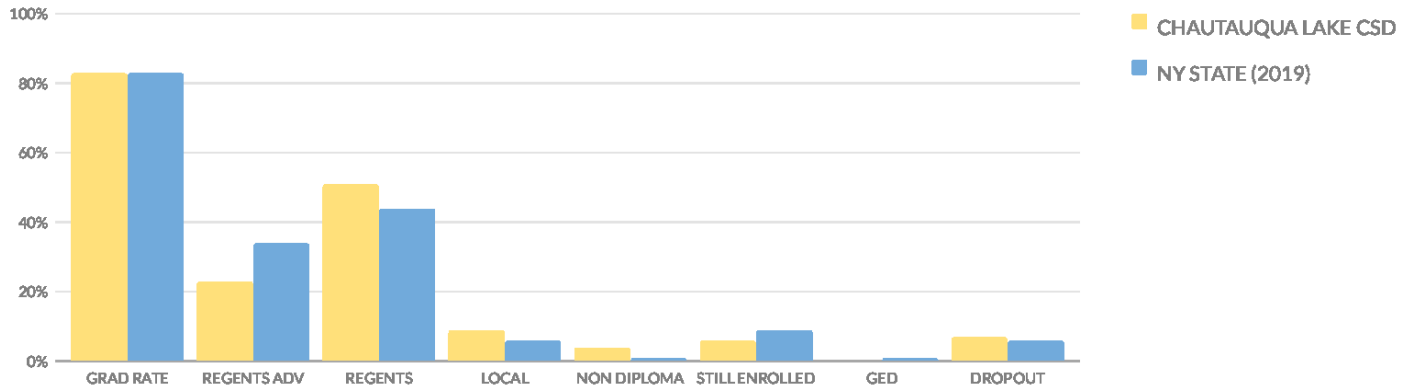
ENROLLMENT BY GRADE



STAFF QUALIFICATIONS

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	14	17%	1	50%	3	3%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION DATA

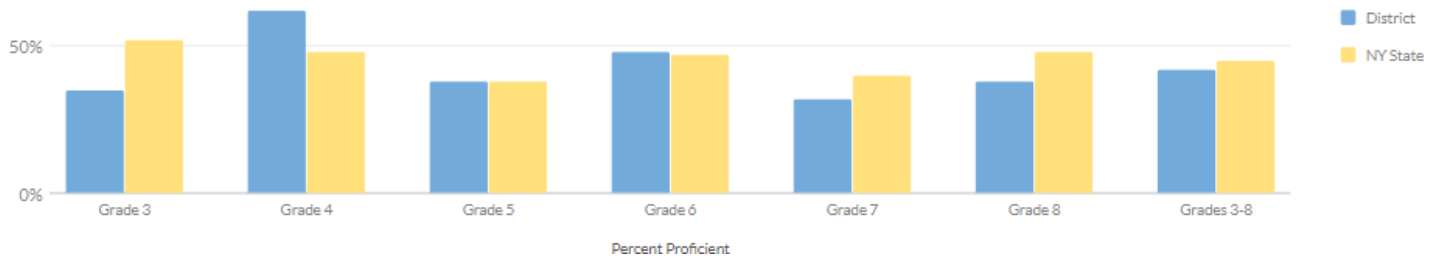


Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	58	83%	16	23%	36	51%	6	9%	3	4%	4	6%	0	0%	5	7%
Female	36	30	83%	14	39%	14	39%	2	6%	1	3%	2	6%	0	0%	3	8%
Male	34	28	82%	2	6%	22	65%	4	12%	2	6%	2	6%	0	0%	2	6%
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	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	54	50	93%	16	30%	32	59%	2	4%	0	0%	1	2%	0	0%	3	6%
Students with Disabilities	16	8	50%	0	0%	4	25%	4	25%	3	19%	3	19%	0	0%	2	13%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	56	48	86%	14	25%	31	55%	3	5%	1	2%	4	7%	0	0%	3	5%
Economically Disadvantaged	14	10	71%	2	14%	5	36%	3	21%	2	14%	0	0%	0	0%	2	14%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

STUDENT DATA

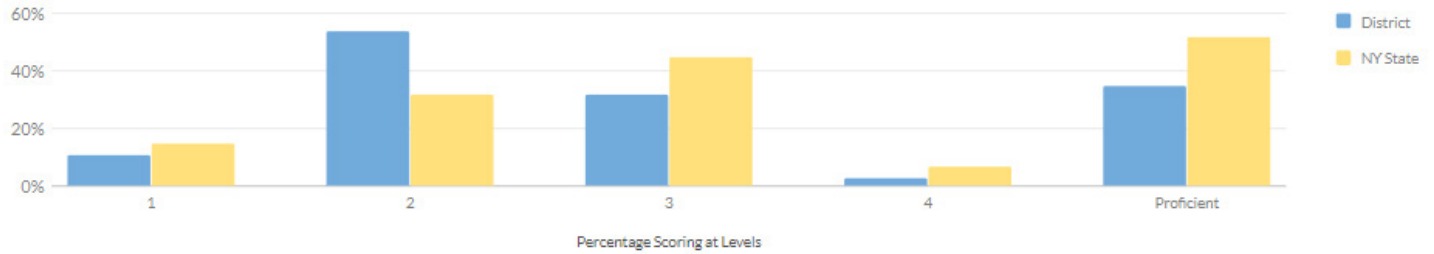
The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to 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 education 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.

GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY (2018-2019)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	37	4	11%	20	54%	12	32%	1	3%	13	35%
Grade 4	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
Grade 5	9	40	12	30%	13	33%	9	23%	6	15%	15	38%
Grade 6	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
Grade 7	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
Grade 8	8	60	9	15%	28	47%	14	23%	9	15%	23	38%
Grades 3-8	55	265	52	20%	102	38%	75	28%	36	14%	111	42%

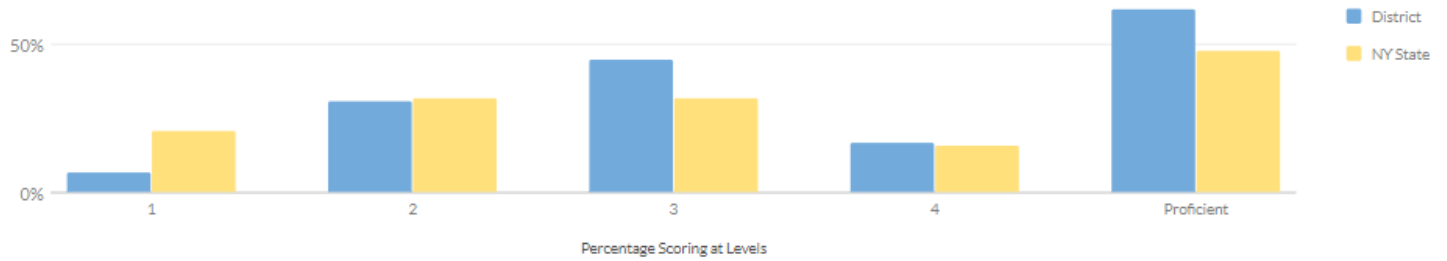
GRADE 3 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	37	4	11%	20	54%	12	32%	1	3%	13	35%
General Education	1	32	3	9%	16	50%	12	38%	1	3%	13	41%
Students with Disabilities	1	5	1	20%	4	80%	0	0%	0	0%	0	0%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
White	2	35	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	37	4	11%	20	54%	12	32%	1	3%	13	35%
Female	1	19	2	11%	6	32%	10	53%	1	5%	11	58%
Male	1	18	2	11%	14	78%	2	11%	0	0%	2	11%
Non-English Language Learners	2	37	4	11%	20	54%	12	32%	1	3%	13	35%
Economically Disadvantaged	2	20	2	10%	15	75%	3	15%	0	0%	3	15%
Not Economically Disadvantaged	0	17	2	12%	5	29%	9	53%	1	6%	10	59%
Not Migrant	2	37	4	11%	20	54%	12	32%	1	3%	13	35%
Not Homeless	2	37	4	11%	20	54%	12	32%	1	3%	13	35%
Not in Foster Care	2	37	4	11%	20	54%	12	32%	1	3%	13	35%

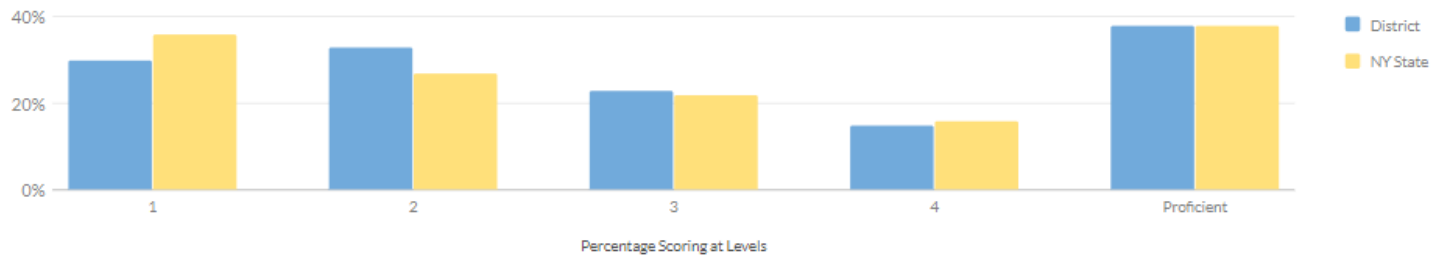
GRADE 4 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
General Education	8	38	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	4	—	—	—	—	—	—	—	—	—	—
White	12	40	—	—	—	—	—	—	—	—	—	—
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
Female	8	22	1	5%	7	32%	11	50%	3	14%	14	64%
Male	4	20	2	10%	6	30%	8	40%	4	20%	12	60%
Non-English Language Learners	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
Economically Disadvantaged	9	11	1	9%	5	45%	3	27%	2	18%	5	45%
Not Economically Disadvantaged	3	31	2	6%	8	26%	16	52%	5	16%	21	68%
Not Migrant	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
Not Homeless	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
Not in Foster Care	12	42	3	7%	13	31%	19	45%	7	17%	26	62%
Parent Not in Armed Forces	12	42	3	7%	13	31%	19	45%	7	17%	26	62%

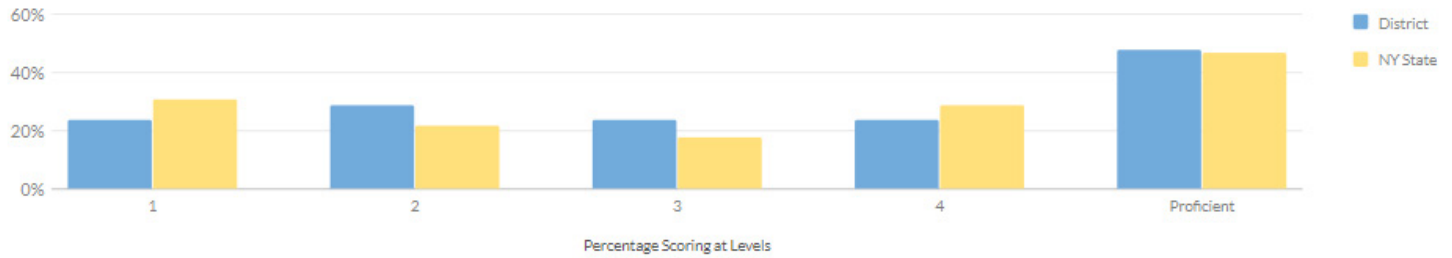
GRADE 5 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	40	12	30%	13	33%	9	23%	6	15%	15	38%
General Education	8	34	7	21%	12	35%	9	26%	6	18%	15	44%
Students with Disabilities	1	6	5	83%	1	17%	0	0%	0	0%	0	0%
White	8	40	12	30%	13	33%	9	23%	6	15%	15	38%
Female	4	15	3	20%	5	33%	4	27%	3	20%	7	47%
Male	5	25	9	36%	8	32%	5	20%	3	12%	8	32%
Non-English Language Learners	9	40	12	30%	13	33%	9	23%	6	15%	15	38%
Economically Disadvantaged	6	11	6	55%	1	9%	2	18%	2	18%	4	36%
Not Economically Disadvantaged	3	29	6	21%	12	41%	7	24%	4	14%	11	38%
Not Migrant	9	40	12	30%	13	33%	9	23%	6	15%	15	38%
Not Homeless	9	40	12	30%	13	33%	9	23%	6	15%	15	38%
Not in Foster Care	9	40	12	30%	13	33%	9	23%	6	15%	15	38%
Parent Not in Armed Forces	9	40	12	30%	13	33%	9	23%	6	15%	15	38%

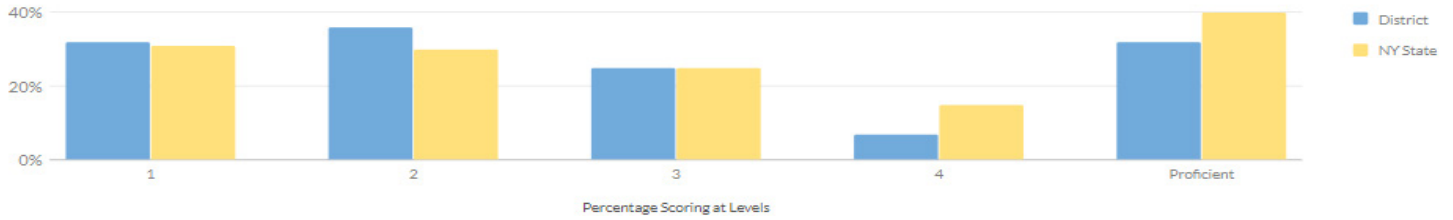
GRADE 6 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
General Education	6	40	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
White	9	39	—	—	—	—	—	—	—	—	—	—
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
Female	6	19	2	11%	6	32%	7	37%	4	21%	11	58%
Male	3	23	8	35%	6	26%	3	13%	6	26%	9	39%
Non-English Language Learners	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
Economically Disadvantaged	7	20	7	35%	7	35%	1	5%	5	25%	6	30%
Not Economically Disadvantaged	2	22	3	14%	5	23%	9	41%	5	23%	14	64%
Not Migrant	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
Not Homeless	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
Not in Foster Care	9	42	10	24%	12	29%	10	24%	10	24%	20	48%
Parent Not in Armed Forces	9	42	10	24%	12	29%	10	24%	10	24%	20	48%

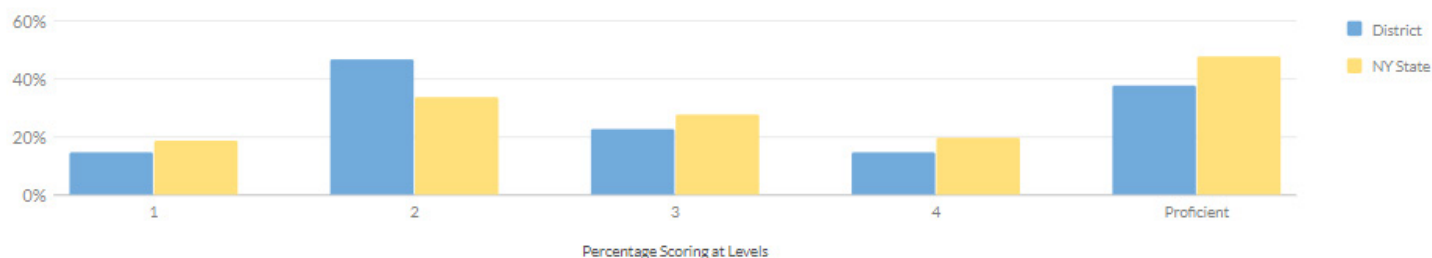
GRADE 7 ELA RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
General Education	12	38	9	24%	15	39%	11	29%	3	8%	14	37%
Students with Disabilities	3	6	5	83%	1	17%	0	0%	0	0%	0	0%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	15	42	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
Female	10	25	6	24%	9	36%	7	28%	3	12%	10	40%
Male	5	19	8	42%	7	37%	4	21%	0	0%	4	21%
Non-English Language Learners	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
Economically Disadvantaged	8	26	11	42%	11	42%	4	15%	0	0%	4	15%
Not Economically Disadvantaged	7	18	3	17%	5	28%	7	39%	3	17%	10	56%
Not Migrant	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
Not Homeless	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
Not in Foster Care	15	44	14	32%	16	36%	11	25%	3	7%	14	32%
Parent Not in Armed Forces	15	44	14	32%	16	36%	11	25%	3	7%	14	32%

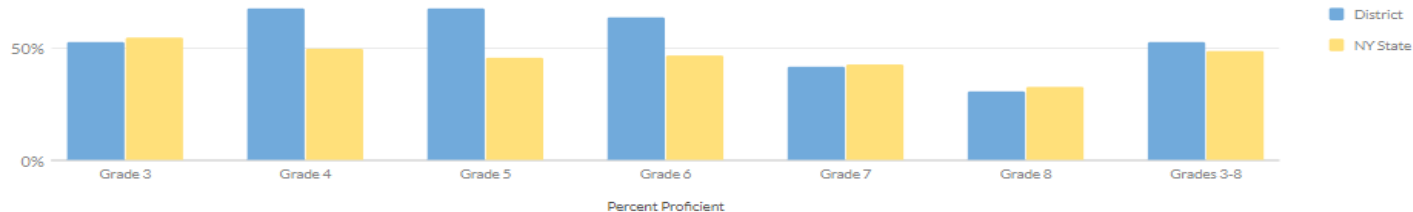
GRADE 8 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	60	9	15%	28	47%	14	23%	9	15%	23	38%
General Education	6	50	5	10%	23	46%	14	28%	8	16%	22	44%
Students with Disabilities	2	10	4	40%	5	50%	0	0%	1	10%	1	10%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	5	0	0%	4	80%	1	20%	0	0%	1	20%
White	8	50	9	18%	21	42%	11	22%	9	18%	20	40%
Multiracial	0	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	5	0	0%	3	60%	2	40%	0	0%	2	40%
Female	2	30	4	13%	12	40%	9	30%	5	17%	14	47%
Male	6	30	5	17%	16	53%	5	17%	4	13%	9	30%
Non-English Language Learners	8	60	9	15%	28	47%	14	23%	9	15%	23	38%
Economically Disadvantaged	4	32	4	13%	17	53%	8	25%	3	9%	11	34%
Not Economically Disadvantaged	4	28	5	18%	11	39%	6	21%	6	21%	12	43%
Not Migrant	8	60	9	15%	28	47%	14	23%	9	15%	23	38%
Not Homeless	8	60	9	15%	28	47%	14	23%	9	15%	23	38%
Not in Foster Care	8	60	9	15%	28	47%	14	23%	9	15%	23	38%
Parent Not in Armed Forces	8	60	9	15%	28	47%	14	23%	9	15%	23	38%

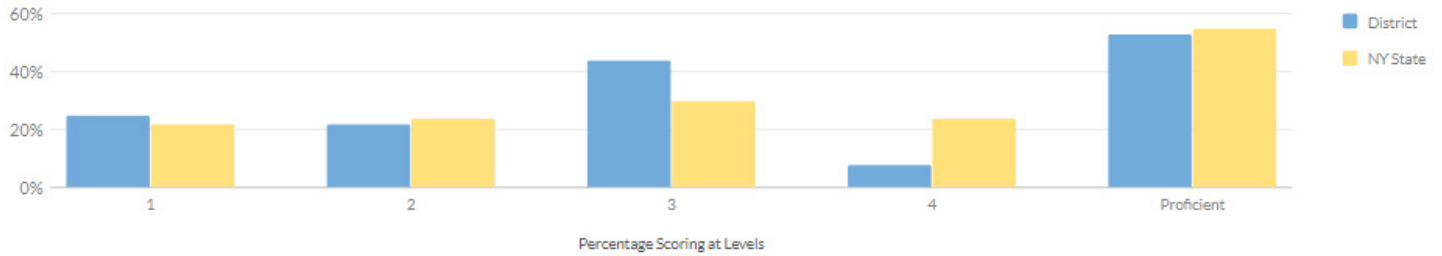
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-2019)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
Grade 4	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
Grade 5	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
Grade 6	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
Grade 7	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
Grade 8	11	58	18	31%	22	38%	14	24%	4	7%	18	31%
Grades 3-8	60	261	46	18%	77	30%	85	33%	53	20%	138	53%

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

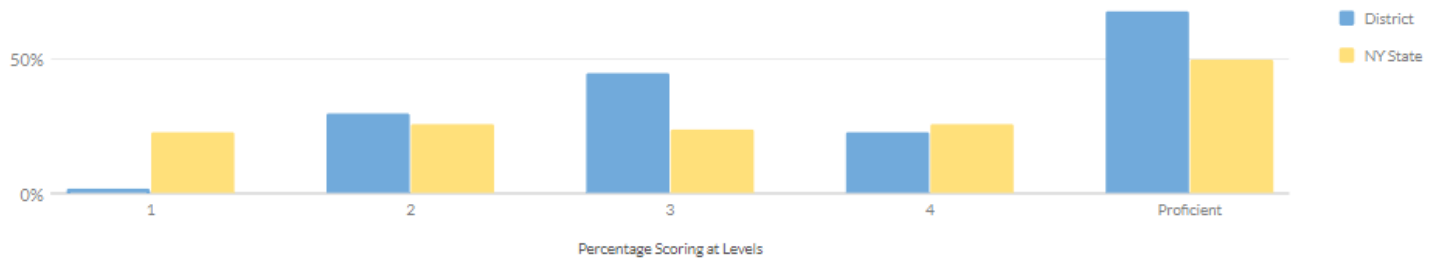
GRADE 3 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
General Education	2	31	4	13%	8	26%	16	52%	3	10%	19	61%
Students with Disabilities	1	5	5	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
White	3	34	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
Female	1	19	4	21%	2	11%	11	58%	2	11%	13	68%
Male	2	17	5	29%	6	35%	5	29%	1	6%	6	35%
Non-English Language Learners	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
Economically Disadvantaged	3	19	6	32%	5	26%	6	32%	2	11%	8	42%
Not Economically Disadvantaged	0	17	3	18%	3	18%	10	59%	1	6%	11	65%
Not Migrant	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
Not Homeless	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
Not in Foster Care	3	36	9	25%	8	22%	16	44%	3	8%	19	53%
Parent Not in Armed Forces	3	36	9	25%	8	22%	16	44%	3	8%	19	53%

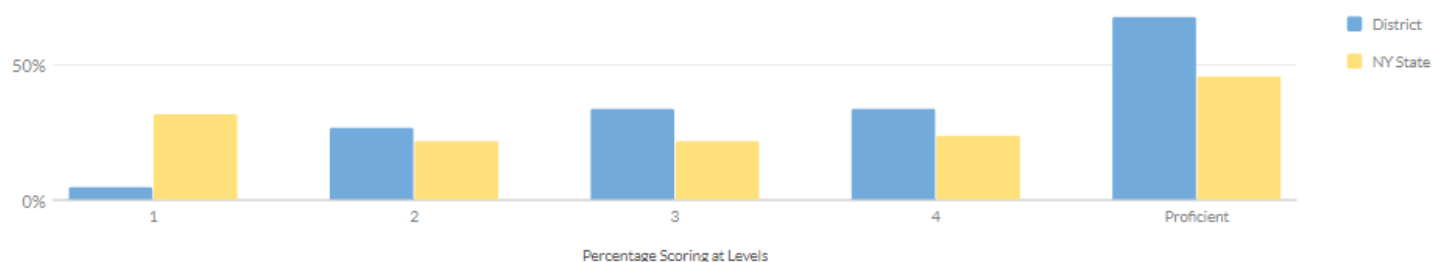
GRADE 4 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
General Education	6	40	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	4	—	—	—	—	—	—	—	—	—	—
White	10	42	—	—	—	—	—	—	—	—	—	—
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
Female	8	22	1	5%	8	36%	8	36%	5	23%	13	59%
Male	2	22	0	0%	5	23%	12	55%	5	23%	17	77%
Non-English Language Learners	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
Economically Disadvantaged	8	12	0	0%	3	25%	8	67%	1	8%	9	75%
Not Economically Disadvantaged	2	32	1	3%	10	31%	12	38%	9	28%	21	66%
Not Migrant	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
Not Homeless	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
Not in Foster Care	10	44	1	2%	13	30%	20	45%	10	23%	30	68%
Parent Not in Armed Forces	10	44	1	2%	13	30%	20	45%	10	23%	30	68%

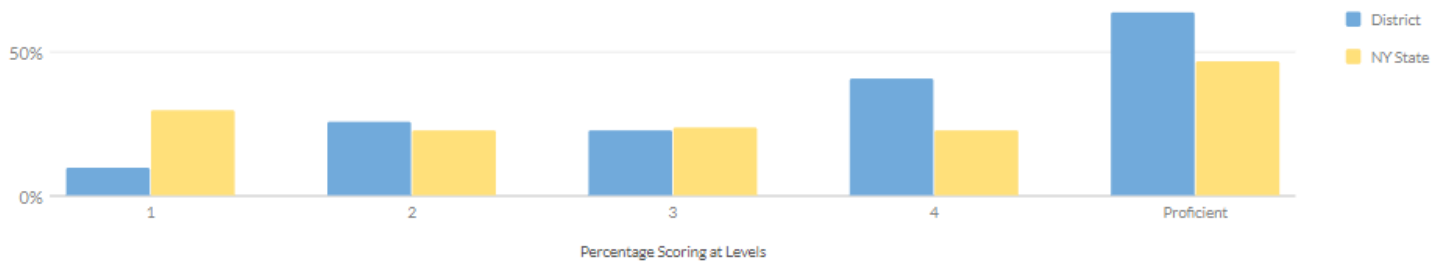
GRADE 5 MATH RESULTS



MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
General Education	5	36	1	3%	7	19%	14	39%	14	39%	28	78%
Students with Disabilities	2	5	1	20%	4	80%	0	0%	0	0%	0	0%
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	7	40	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
Female	3	15	0	0%	5	33%	5	33%	5	33%	10	67%
Male	4	26	2	8%	6	23%	9	35%	9	35%	18	69%
Non-English Language Learners	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
Economically Disadvantaged	4	12	1	8%	6	50%	2	17%	3	25%	5	42%
Not Economically Disadvantaged	3	29	1	3%	5	17%	12	41%	11	38%	23	79%
Not Migrant	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
Not Homeless	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
Not in Foster Care	7	41	2	5%	11	27%	14	34%	14	34%	28	68%
Parent Not in Armed Forces	7	41	2	5%	11	27%	14	34%	14	34%	28	68%

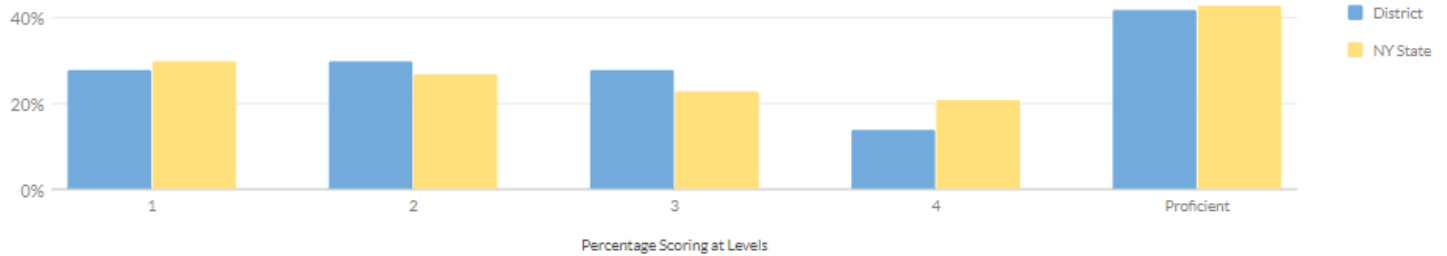
GRADE 6 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
General Education	11	35	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
White	13	36	—	—	—	—	—	—	—	—	—	—
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
Female	6	19	1	5%	6	32%	5	26%	7	37%	12	63%
Male	7	20	3	15%	4	20%	4	20%	9	45%	13	65%
Non-English Language Learners	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
Economically Disadvantaged	8	20	2	10%	7	35%	3	15%	8	40%	11	55%
Not Economically Disadvantaged	5	19	2	11%	3	16%	6	32%	8	42%	14	74%
Not Migrant	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
Not Homeless	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
Not in Foster Care	13	39	4	10%	10	26%	9	23%	16	41%	25	64%
Parent Not in Armed Forces	13	39	4	10%	10	26%	9	23%	16	41%	25	64%

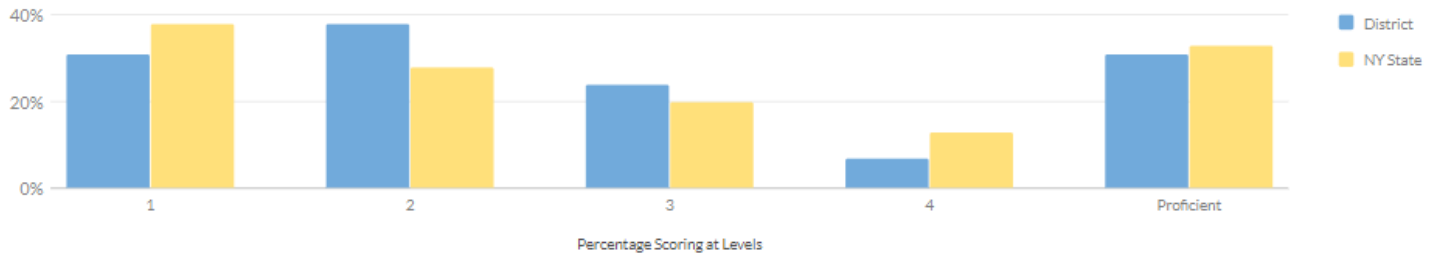
GRADE 7 MATH RESULTS



MEAN SCORE: 602

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
General Education	11	39	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	5	4	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	16	41	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
Female	11	24	7	29%	6	25%	6	25%	5	21%	11	46%
Male	5	19	5	26%	7	37%	6	32%	1	5%	7	37%
Non-English Language Learners	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
Economically Disadvantaged	10	24	9	38%	9	38%	4	17%	2	8%	6	25%
Not Economically Disadvantaged	6	19	3	16%	4	21%	8	42%	4	21%	12	63%
Not Migrant	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
Not Homeless	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
Not in Foster Care	16	43	12	28%	13	30%	12	28%	6	14%	18	42%
Parent Not in Armed Forces	16	43	12	28%	13	30%	12	28%	6	14%	18	42%

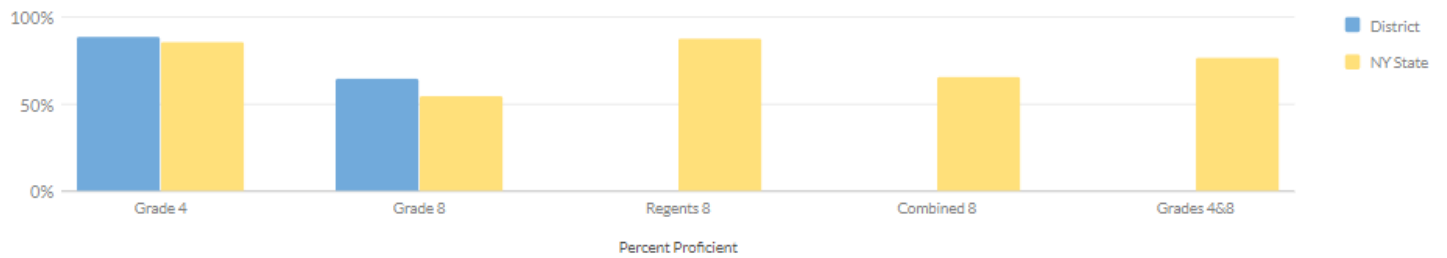
GRADE 8 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	58	18	31%	22	38%	14	24%	4	7%	18	31%
General Education	9	48	11	23%	20	42%	13	27%	4	8%	17	35%
Students with Disabilities	2	10	7	70%	2	20%	1	10%	0	0%	1	10%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	4	—	—	—	—	—	—	—	—	—	—
White	9	49	17	35%	17	35%	12	24%	3	6%	15	31%
Multiracial	0	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	9	1	11%	5	56%	2	22%	1	11%	3	33%
Female	4	29	5	17%	12	41%	10	34%	2	7%	12	41%
Male	7	29	13	45%	10	34%	4	14%	2	7%	6	21%
Non-English Language Learners	11	58	18	31%	22	38%	14	24%	4	7%	18	31%
Economically Disadvantaged	6	30	7	23%	13	43%	8	27%	2	7%	10	33%
Not Economically Disadvantaged	5	28	11	39%	9	32%	6	21%	2	7%	8	29%
Not Migrant	11	58	18	31%	22	38%	14	24%	4	7%	18	31%
Not Homeless	11	58	18	31%	22	38%	14	24%	4	7%	18	31%
Not in Foster Care	11	58	18	31%	22	38%	14	24%	4	7%	18	31%
Parent Not in Armed Forces	11	58	18	31%	22	38%	14	24%	4	7%	18	31%

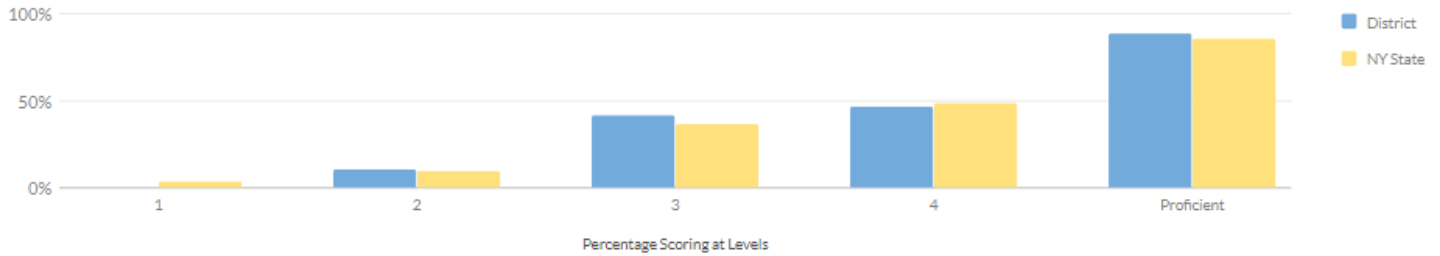
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-2019)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
Grade 8	7	62	0	0%	22	35%	33	53%	7	11%	40	65%
Regents 8	—	3	—	—	—	—	—	—	—	—	—	—
Combined 8	7	65	—	—	—	—	—	—	—	—	—	—
Grades 4&8	8	118	—	—	—	—	—	—	—	—	—	—

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

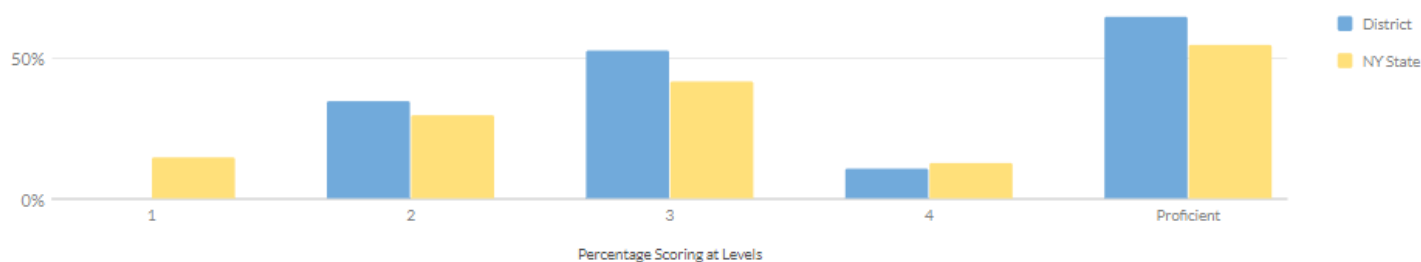
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 83

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
General Education	0	46	0	0%	2	4%	20	43%	24	52%	44	96%
Students with Disabilities	1	7	0	0%	4	57%	2	29%	1	14%	3	43%
White	1	51	—	—	—	—	—	—	—	—	—	—
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
Female	1	29	0	0%	3	10%	15	52%	11	38%	26	90%
Male	0	24	0	0%	3	13%	7	29%	14	58%	21	88%
Non-English Language Learners	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
Economically Disadvantaged	0	20	0	0%	4	20%	10	50%	6	30%	16	80%
Not Economically Disadvantaged	1	33	0	0%	2	6%	12	36%	19	58%	31	94%
Not Migrant	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
Not Homeless	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
Not in Foster Care	1	53	0	0%	6	11%	22	42%	25	47%	47	89%
Parent Not in Armed Forces	1	53	0	0%	6	11%	22	42%	25	47%	47	89%

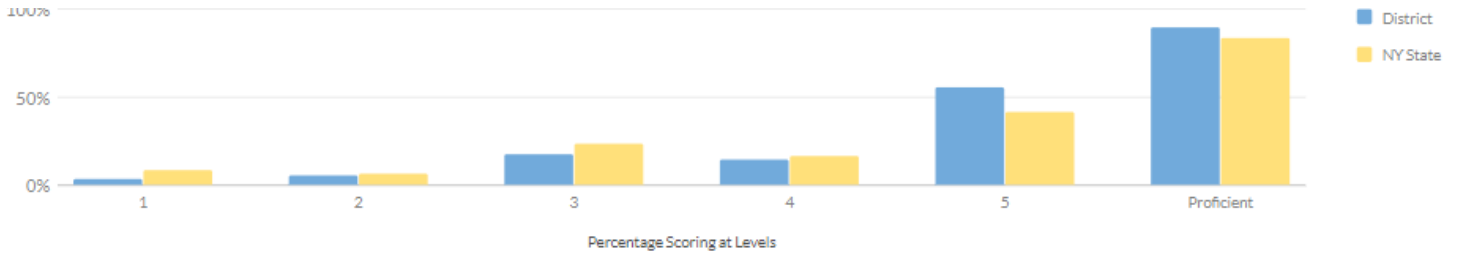
GRADE 8 SCIENCE RESULTS



MEAN SCORE: 69

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	62	0	0%	22	35%	33	53%	7	11%	40	65%
General Education	5	52	0	0%	15	29%	30	58%	7	13%	37	71%
Students with Disabilities	2	10	0	0%	7	70%	3	30%	0	0%	3	30%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	5	0	0%	1	20%	4	80%	0	0%	4	80%
White	6	52	0	0%	20	38%	25	48%	7	13%	32	62%
Multiracial	0	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	5	0	0%	1	20%	4	80%	0	0%	4	80%
Female	4	29	0	0%	9	31%	18	62%	2	7%	20	69%
Male	3	33	0	0%	13	39%	15	45%	5	15%	20	61%
Non-English Language Learners	7	62	0	0%	22	35%	33	53%	7	11%	40	65%
Economically Disadvantaged	1	35	0	0%	13	37%	18	51%	4	11%	22	63%
Not Economically Disadvantaged	6	27	0	0%	9	33%	15	56%	3	11%	18	67%
Not Migrant	7	62	0	0%	22	35%	33	53%	7	11%	40	65%
Not Homeless	7	62	0	0%	22	35%	33	53%	7	11%	40	65%
Not in Foster Care	7	62	0	0%	22	35%	33	53%	7	11%	40	65%
Parent Not in Armed Forces	7	62	0	0%	22	35%	33	53%	7	11%	40	65%

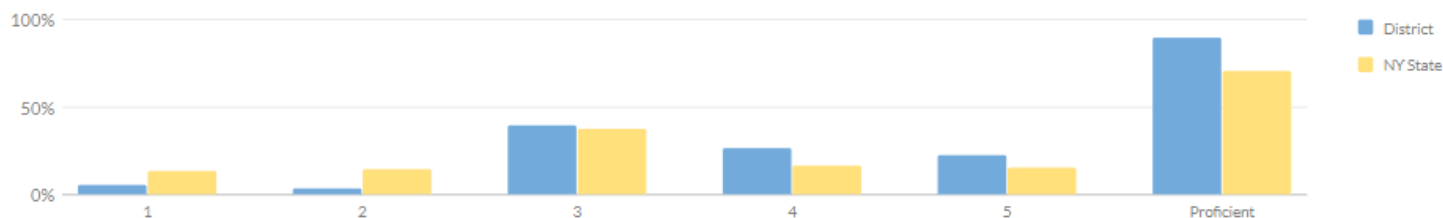
ANNUAL REGENTS ENGLISH (2018-2019)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%
General Education	57	0	0%	2	4%	7	12%	9	16%	39	68%	55	96%
Students with Disabilities	14	3	21%	2	14%	6	43%	2	14%	1	7%	9	64%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	69	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%
Female	37	2	5%	2	5%	7	19%	3	8%	23	62%	33	89%
Male	34	1	3%	2	6%	6	18%	8	24%	17	50%	31	91%
Non-English Language Learners	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%
Economically Disadvantaged	28	2	7%	3	11%	6	21%	2	7%	15	54%	23	82%
Not Economically Disadvantaged	43	1	2%	1	2%	7	16%	9	21%	25	58%	41	95%
Not Migrant	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%
Not Homeless	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%
Not in Foster Care	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%
Parent Not in Armed Forces	71	3	4%	4	6%	13	18%	11	15%	40	56%	64	90%

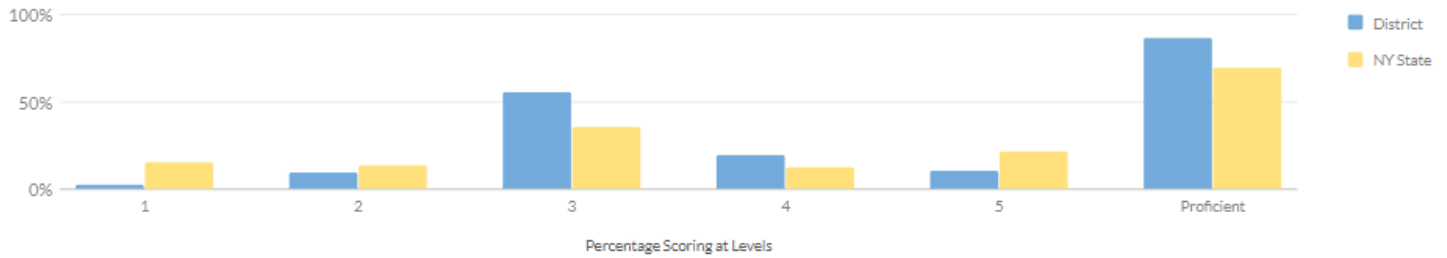
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ALGEBRA I (2018-2019)



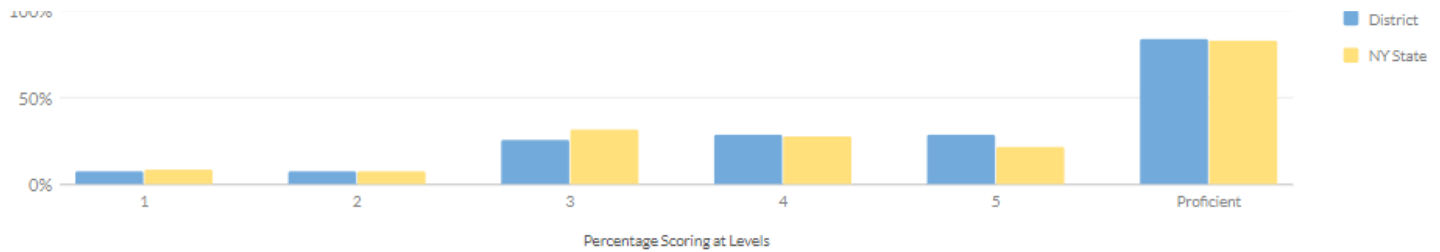
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%
General Education	63	2	3%	1	2%	24	38%	18	29%	18	29%	60	95%
Students with Disabilities	15	3	20%	2	13%	7	47%	3	20%	0	0%	10	67%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	74	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%
Female	37	1	3%	1	3%	16	43%	11	30%	8	22%	35	95%
Male	41	4	10%	2	5%	15	37%	10	24%	10	24%	35	85%
Non-English Language Learners	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%
Economically Disadvantaged	36	2	6%	1	3%	20	56%	9	25%	4	11%	33	92%
Not Economically Disadvantaged	42	3	7%	2	5%	11	26%	12	29%	14	33%	37	88%
Not Migrant	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%
Not Homeless	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%
Not in Foster Care	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%
Parent Not in Armed Forces	78	5	6%	3	4%	31	40%	21	27%	18	23%	70	90%

ANNUAL REGENTS GEOMETRY (2018-2019)



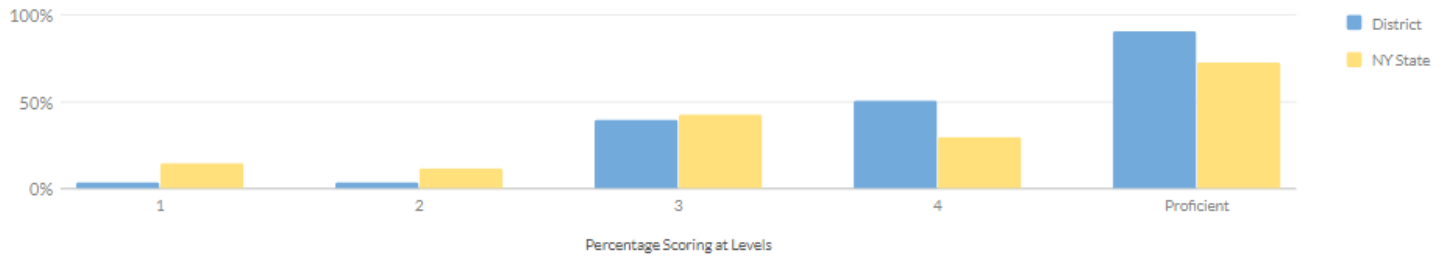
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
General Education	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
White	68	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
Female	44	2	5%	6	14%	22	50%	8	18%	6	14%	36	82%
Male	26	0	0%	1	4%	17	65%	6	23%	2	8%	25	96%
Non-English Language Learners	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
Economically Disadvantaged	26	1	4%	3	12%	12	46%	10	38%	0	0%	22	85%
Not Economically Disadvantaged	44	1	2%	4	9%	27	61%	4	9%	8	18%	39	89%
Not Migrant	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
Not Homeless	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
Not in Foster Care	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%
Parent Not in Armed Forces	70	2	3%	7	10%	39	56%	14	20%	8	11%	61	87%

ANNUAL REGENTS ALGEBRA II (2018-2019)



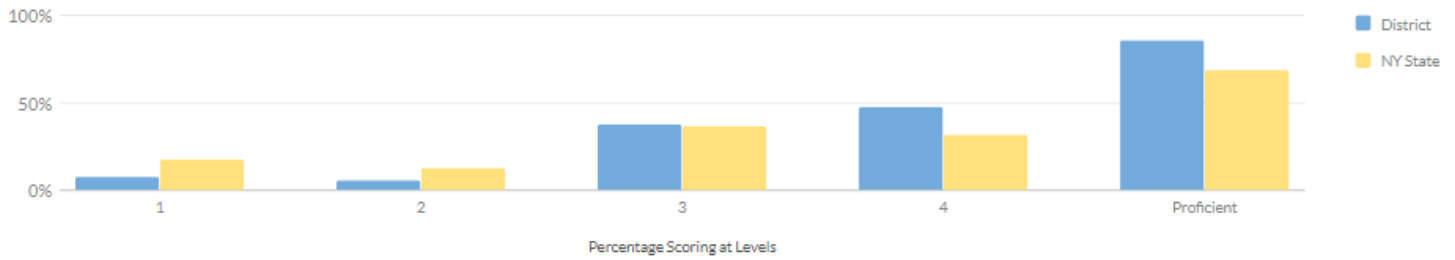
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%
General Education	37	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
White	37	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%
Female	20	2	10%	1	5%	6	30%	5	25%	6	30%	17	85%
Male	18	1	6%	2	11%	4	22%	6	33%	5	28%	15	83%
Non-English Language Learners	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%
Economically Disadvantaged	15	1	7%	0	0%	5	33%	5	33%	4	27%	14	93%
Not Economically Disadvantaged	23	2	9%	3	13%	5	22%	6	26%	7	30%	18	78%
Not Migrant	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%
Not Homeless	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%
Not in Foster Care	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%
Parent Not in Armed Forces	38	3	8%	3	8%	10	26%	11	29%	11	29%	32	84%

ANNUAL REGENTS LIVING ENVIRONMENT (2018-2019)



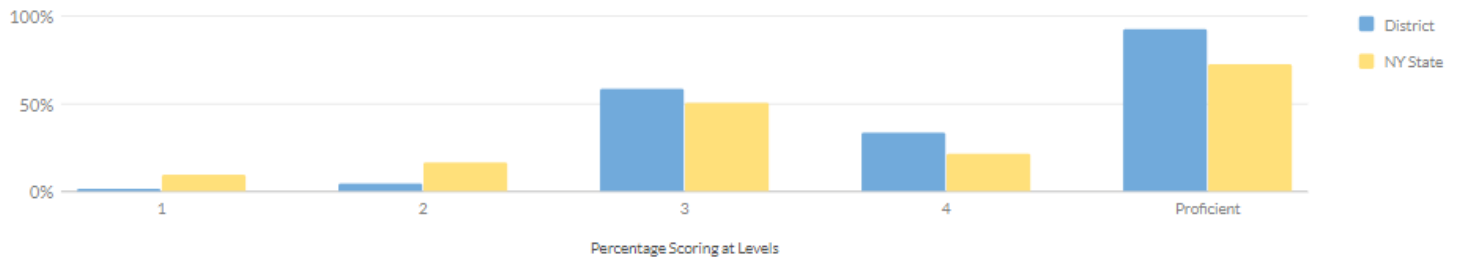
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	68	3	4%	3	4%	27	40%	35	51%	62	91%
General Education	64	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	66	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	68	3	4%	3	4%	27	40%	35	51%	62	91%
Female	30	2	7%	0	0%	15	50%	13	43%	28	93%
Male	38	1	3%	3	8%	12	32%	22	58%	34	89%
Non-English Language Learners	68	3	4%	3	4%	27	40%	35	51%	62	91%
Economically Disadvantaged	29	2	7%	2	7%	16	55%	9	31%	25	86%
Not Economically Disadvantaged	39	1	3%	1	3%	11	28%	26	67%	37	95%
Not Migrant	68	3	4%	3	4%	27	40%	35	51%	62	91%
Not Homeless	68	3	4%	3	4%	27	40%	35	51%	62	91%
Not in Foster Care	68	3	4%	3	4%	27	40%	35	51%	62	91%
Parent Not in Armed Forces	68	3	4%	3	4%	27	40%	35	51%	62	91%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2018-2019)



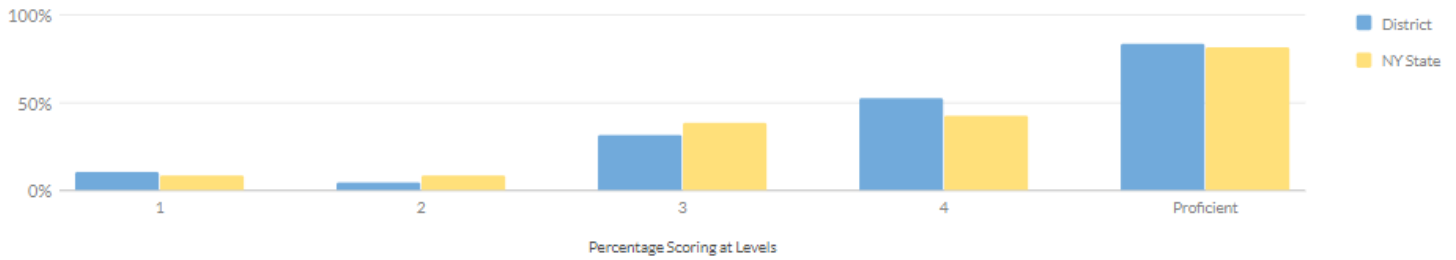
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	71	6	8%	4	6%	27	38%	34	48%	61	86%
General Education	61	3	5%	3	5%	22	36%	33	54%	55	90%
Students with Disabilities	10	3	30%	1	10%	5	50%	1	10%	6	60%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	71	6	8%	4	6%	27	38%	34	48%	61	86%
Female	46	0	0%	3	7%	24	52%	19	41%	43	93%
Male	25	6	24%	1	4%	3	12%	15	60%	18	72%
Non-English Language Learners	71	6	8%	4	6%	27	38%	34	48%	61	86%
Economically Disadvantaged	33	2	6%	2	6%	12	36%	17	52%	29	88%
Not Economically Disadvantaged	38	4	11%	2	5%	15	39%	17	45%	32	84%
Not Migrant	71	6	8%	4	6%	27	38%	34	48%	61	86%
Not Homeless	71	6	8%	4	6%	27	38%	34	48%	61	86%
Not in Foster Care	71	6	8%	4	6%	27	38%	34	48%	61	86%
Parent Not in Armed Forces	71	6	8%	4	6%	27	38%	34	48%	61	86%

ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2018-2019)



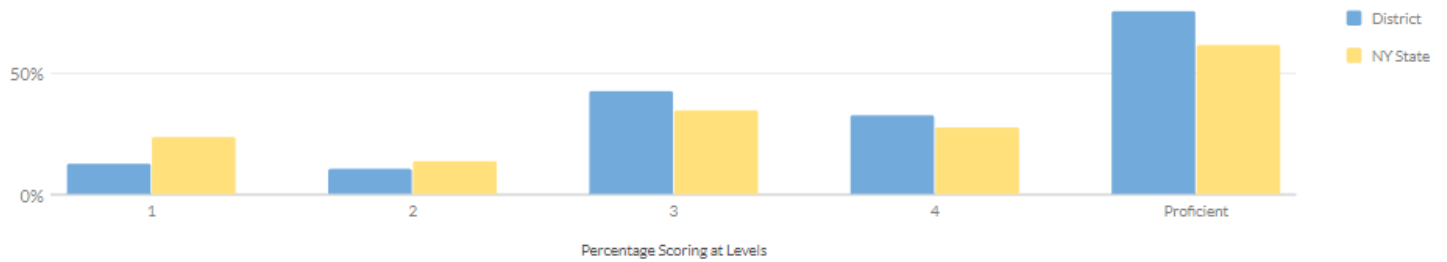
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	41	1	2%	2	5%	24	59%	14	34%	38	93%
General Education	40	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
White	40	—	—	—	—	—	—	—	—	—	—
Small Group Total	41	1	2%	2	5%	24	59%	14	34%	38	93%
Female	22	1	5%	1	5%	12	55%	8	36%	20	91%
Male	19	0	0%	1	5%	12	63%	6	32%	18	95%
Non-English Language Learners	41	1	2%	2	5%	24	59%	14	34%	38	93%
Economically Disadvantaged	13	0	0%	0	0%	7	54%	6	46%	13	100%
Not Economically Disadvantaged	28	1	4%	2	7%	17	61%	8	29%	25	89%
Not Migrant	41	1	2%	2	5%	24	59%	14	34%	38	93%
Not Homeless	41	1	2%	2	5%	24	59%	14	34%	38	93%
Not in Foster Care	41	1	2%	2	5%	24	59%	14	34%	38	93%
Parent Not in Armed Forces	41	1	2%	2	5%	24	59%	14	34%	38	93%

ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2018-2019)



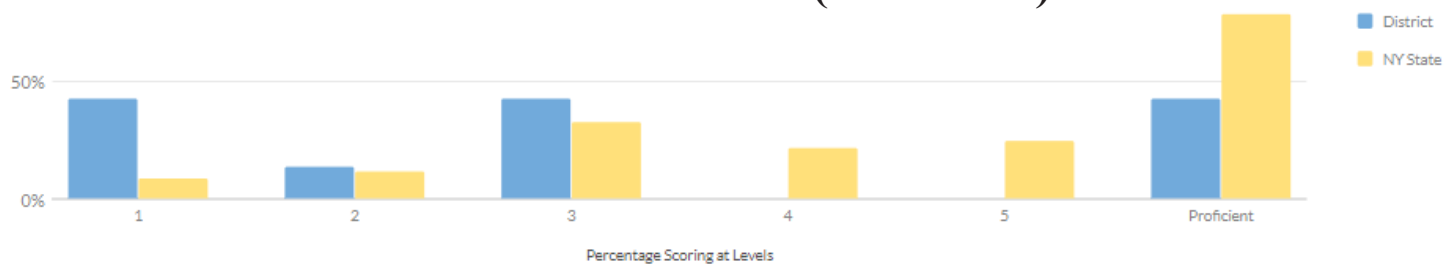
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	19	2	11%	1	5%	6	32%	10	53%	16	84%
General Education	19	2	11%	1	5%	6	32%	10	53%	16	84%
White	19	2	11%	1	5%	6	32%	10	53%	16	84%
Female	12	0	0%	1	8%	5	42%	6	50%	11	92%
Male	7	2	29%	0	0%	1	14%	4	57%	5	71%
Non-English Language Learners	19	2	11%	1	5%	6	32%	10	53%	16	84%
Economically Disadvantaged	5	0	0%	0	0%	2	40%	3	60%	5	100%
Not Economically Disadvantaged	14	2	14%	1	7%	4	29%	7	50%	11	79%
Not Migrant	19	2	11%	1	5%	6	32%	10	53%	16	84%
Not Homeless	19	2	11%	1	5%	6	32%	10	53%	16	84%
Not in Foster Care	19	2	11%	1	5%	6	32%	10	53%	16	84%
Parent Not in Armed Forces	19	2	11%	1	5%	6	32%	10	53%	16	84%

ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-2019)



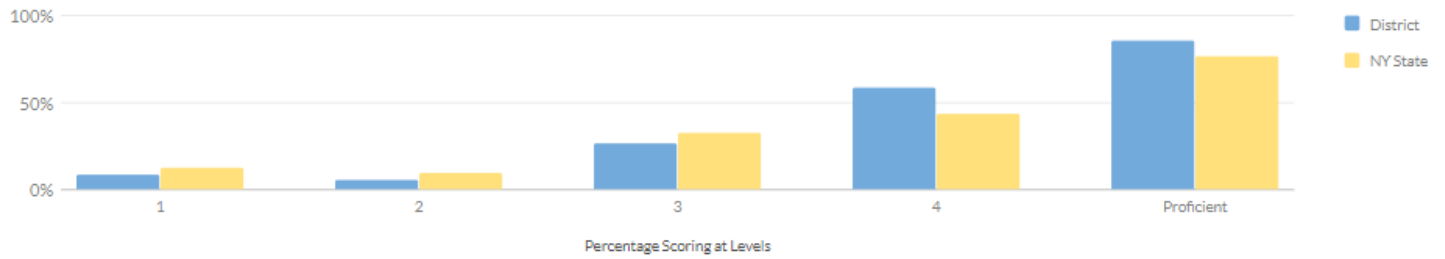
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	102	13	13%	11	11%	44	43%	34	33%	78	76%
General Education	86	6	7%	7	8%	39	45%	34	40%	73	85%
Students with Disabilities	16	7	44%	4	25%	5	31%	0	0%	5	31%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	98	—	—	—	—	—	—	—	—	—	—
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	102	13	13%	11	11%	44	43%	34	33%	78	76%
Female	60	6	10%	9	15%	27	45%	18	30%	45	75%
Male	42	7	17%	2	5%	17	40%	16	38%	33	79%
Non-English Language Learners	102	13	13%	11	11%	44	43%	34	33%	78	76%
Economically Disadvantaged	46	5	11%	9	20%	21	46%	11	24%	32	70%
Not Economically Disadvantaged	56	8	14%	2	4%	23	41%	23	41%	46	82%
Not Migrant	102	13	13%	11	11%	44	43%	34	33%	78	76%
Not Homeless	102	13	13%	11	11%	44	43%	34	33%	78	76%
Not in Foster Care	102	13	13%	11	11%	44	43%	34	33%	78	76%
Parent Not in Armed Forces	102	13	13%	11	11%	44	43%	34	33%	78	76%

ANNUAL REGENTS NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-2019)



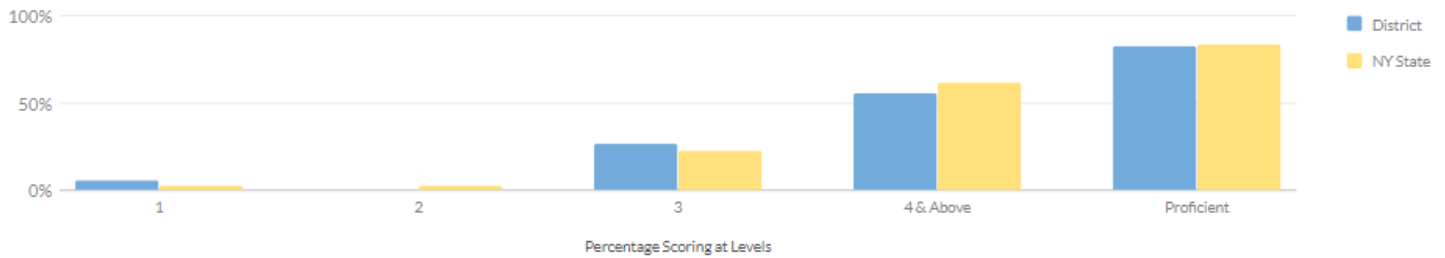
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
General Education	6	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
White	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Female	1	—	—	—	—	—	—	—	—	—	—	—	—
Male	6	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Economically Disadvantaged	4	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Not Homeless	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Not in Foster Care	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%
Parent Not in Armed Forces	7	3	43%	1	14%	3	43%	0	0%	0	0%	3	43%

ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2018-2019)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	70	6	9%	4	6%	19	27%	41	59%	60	86%
General Education	59	2	3%	2	3%	15	25%	40	68%	55	93%
Students with Disabilities	11	4	36%	2	18%	4	36%	1	9%	5	45%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	6	9%	4	6%	19	27%	41	59%	60	86%
Female	35	4	11%	0	0%	7	20%	24	69%	31	89%
Male	35	2	6%	4	11%	12	34%	17	49%	29	83%
Non-English Language Learners	70	6	9%	4	6%	19	27%	41	59%	60	86%
Economically Disadvantaged	29	4	14%	2	7%	7	24%	16	55%	23	79%
Not Economically Disadvantaged	41	2	5%	2	5%	12	29%	25	61%	37	90%
Not Migrant	70	6	9%	4	6%	19	27%	41	59%	60	86%
Not Homeless	70	6	9%	4	6%	19	27%	41	59%	60	86%
Not in Foster Care	70	6	9%	4	6%	19	27%	41	59%	60	86%
Parent Not in Armed Forces	70	6	9%	4	6%	19	27%	41	59%	60	86%

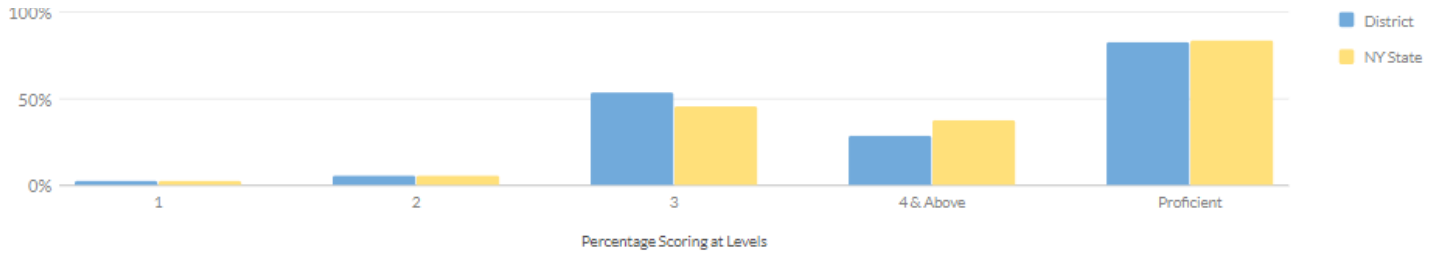
2015 TOTAL COHORT REGENTS EXAMS IN ENGLISH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%
General Education	54	3	6%	51	94%	1	2%	0	0%	14	26%	36	67%	50	93%
Students with Disabilities	16	5	31%	11	69%	3	19%	0	0%	5	31%	3	19%	8	50%
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	66	7	—	59	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%
Female	36	4	11%	32	89%	2	6%	0	0%	6	17%	24	67%	30	83%
Male	34	4	12%	30	88%	2	6%	0	0%	13	38%	15	44%	28	82%
Non-English Language Learners	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%
Economically Disadvantaged	14	3	21%	11	79%	1	7%	0	0%	3	21%	7	50%	10	71%
Not Economically Disadvantaged	56	5	9%	51	91%	3	5%	0	0%	16	29%	32	57%	48	86%
Not Migrant	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%
Not Homeless	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%
Not in Foster Care	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%
Parent Not in Armed Forces	70	8	11%	62	89%	4	6%	0	0%	19	27%	39	56%	58	83%

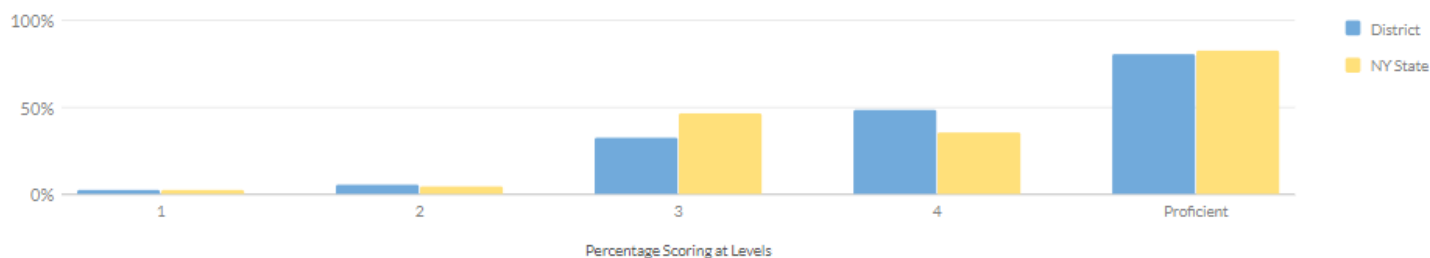
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

2015 TOTAL COHORT REGENTS EXAMS IN MATH



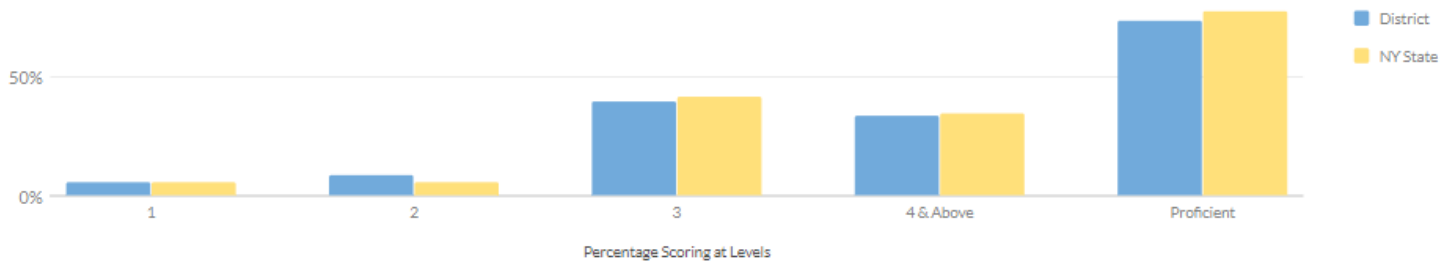
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%
General Education	54	2	4%	52	96%	0	0%	1	2%	31	57%	20	37%	51	94%
Students with Disabilities	16	4	25%	12	75%	2	13%	3	19%	7	44%	0	0%	7	44%
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	66	5	—	61	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%
Female	36	3	8%	33	92%	1	3%	1	3%	15	42%	16	44%	31	86%
Male	34	3	9%	31	91%	1	3%	3	9%	23	68%	4	12%	27	79%
Non-English Language Learners	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%
Economically Disadvantaged	14	2	14%	12	86%	0	0%	2	14%	8	57%	2	14%	10	71%
Not Economically Disadvantaged	56	4	7%	52	93%	2	4%	2	4%	30	54%	18	32%	48	86%
Not Migrant	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%
Not Homeless	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%
Not in Foster Care	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%
Parent Not in Armed Forces	70	6	9%	64	91%	2	3%	4	6%	38	54%	20	29%	58	83%

2015 TOTAL COHORT REGENTS EXAMS IN SCIENCE



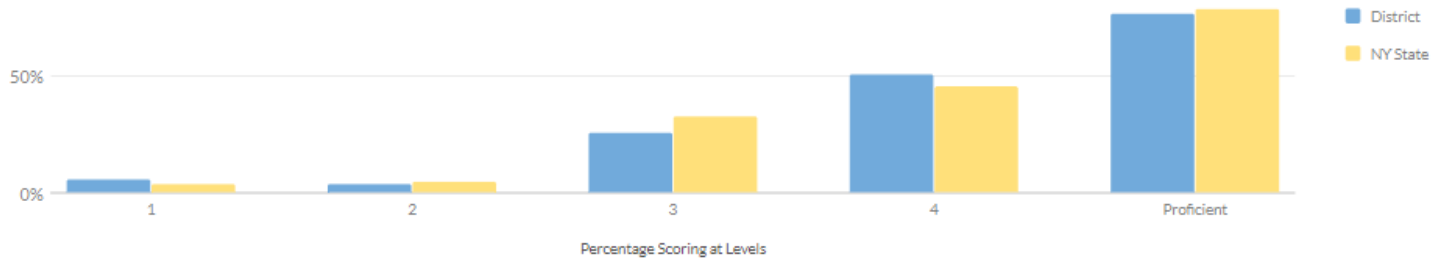
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%
General Education	54	2	4%	52	96%	0	0%	1	2%	17	31%	34	63%	51	94%
Students with Disabilities	16	5	31%	11	69%	2	13%	3	19%	6	38%	0	0%	6	38%
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	66	6	—	60	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%
Female	36	3	8%	33	92%	1	3%	3	8%	9	25%	20	56%	29	81%
Male	34	4	12%	30	88%	1	3%	1	3%	14	41%	14	41%	28	82%
Non-English Language Learners	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%
Economically Disadvantaged	14	2	14%	12	86%	1	7%	2	14%	5	36%	4	29%	9	64%
Not Economically Disadvantaged	56	5	9%	51	91%	1	2%	2	4%	18	32%	30	54%	48	86%
Not Migrant	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%
Not Homeless	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%
Not in Foster Care	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%
Parent Not in Armed Forces	70	7	10%	63	90%	2	3%	4	6%	23	33%	34	49%	57	81%

2015 TOTAL COHORT REGENTS EXAMS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%
General Education	54	3	6%	51	94%	1	2%	3	6%	23	43%	24	44%	47	87%
Students with Disabilities	16	5	31%	11	69%	3	19%	3	19%	5	31%	0	0%	5	31%
Hispanic or Latino	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
White	66	7	—	59	—	—	—	—	—	—	—	—	—	—	—
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%
Female	36	3	8%	33	92%	2	6%	2	6%	14	39%	15	42%	29	81%
Male	34	5	15%	29	85%	2	6%	4	12%	14	41%	9	26%	23	68%
Non-English Language Learners	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%
Economically Disadvantaged	14	2	14%	12	86%	1	7%	2	14%	7	50%	2	14%	9	64%
Not Economically Disadvantaged	56	6	11%	50	89%	3	5%	4	7%	21	38%	22	39%	43	77%
Not Migrant	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%
Not Homeless	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%
Not in Foster Care	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%
Parent Not in Armed Forces	70	8	11%	62	89%	4	6%	6	9%	28	40%	24	34%	52	74%

2015 TOTAL COHORT REGENTS EXAMS IN U.S. HISTORY 7 GOVERNMENT



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	70	6	9%	4	6%	19	27%	41	59%	60	86%
General Education	59	2	3%	2	3%	15	25%	40	68%	55	93%
Students with Disabilities	11	4	36%	2	18%	4	36%	1	9%	5	45%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	68	—	—	—	—	—	—	—	—	—	—
Small Group Total	70	6	9%	4	6%	19	27%	41	59%	60	86%
Female	35	4	11%	0	0%	7	20%	24	69%	31	89%
Male	35	2	6%	4	11%	12	34%	17	49%	29	83%
Non-English Language Learners	70	6	9%	4	6%	19	27%	41	59%	60	86%
Economically Disadvantaged	29	4	14%	2	7%	7	24%	16	55%	23	79%
Not Economically Disadvantaged	41	2	5%	2	5%	12	29%	25	61%	37	90%
Not Migrant	70	6	9%	4	6%	19	27%	41	59%	60	86%
Not Homeless	70	6	9%	4	6%	19	27%	41	59%	60	86%
Not in Foster Care	70	6	9%	4	6%	19	27%	41	59%	60	86%
Parent Not in Armed Forces	70	6	9%	4	6%	19	27%	41	59%	60	86%

NEW YORK STATE ALTERNATE ASSESSMENT (2018-2019)

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

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.

GLOSSARY OF TERMS - REPORT CARDS DATA

2-YEAR Institutions

A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.

4-YEAR/GRAD Institutions

A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.

Alternative High School Equivalency Preparation Program (AHSEPP)

A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Armed Forces Parent

Student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

Attendance Rate

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Average Class Size

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. The count only includes the reporting of students with the grade level associated with the class/course (e.g. tenth grade students enrolled in Mathematics Grade 10). It excludes the reporting of mixed-level classes. Common Branch refers to self-contained classes in Grades 1-6.

CUNY

City University of New York

Completers

Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).

Core Classes



Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.

Dropouts

Dropouts are students in grades 7-12 and ungraded secondary students whose last regular enrollment record indicated they dropped out of school.

Economically Disadvantaged

Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

English Language Learners

English Language Learners (ELLs) are those 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 in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.T.)

First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Foster Care

Student who is in 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether or not the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Full-Time

Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution. ^

Full-Time Equivalent

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + $\frac{1}{3}$ Part-Time
- Graduates and First Professionals: Full-Time + $\frac{2}{5}$ Part-Time

Gender

Gender (Male or Female) of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or guardian.

Grade

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be without certification and be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Statewide "Total Number of Teachers" includes a small number of teachers counted more than once if they were reported in multiple districts.

Homeless

Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placements or who are receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law §3202 or pursuant to article 81, 85, 87, or 88 of Education Law.

Independent

Is a private-not-for-profit institution.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Migrant

Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Part-Time

Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term.
Graduate: A student enrolled for less than 9 semester or quarter credits. First-Professional: As defined by the institution.

Performance Levels

Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at <http://www.p12.nysed.gov/irs/ela-math/> in the "Scale Score to Performance Level Conversion Charts" section.

Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at <http://www.p12.nysed.gov/assessment/science/science-ei.html>.

Post-secondary Plans of Completers

Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.

Private Institutions

An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.

Proprietary

Is a private-for-profit institution.

Public Institutions

An educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

Race/Ethnicity

Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.

- **American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.
- **Asian or Native Hawaiian/Other Pacific Islander:** : A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam; or a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Recently Arrived LEP Students

Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.

Regents Competency Tests

Annual Regents Competency Test (RCT) results include those from August, January, and June of the reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.

Regents Examinations

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 the annual results.

SUNY

State University of New York

Staff Counts

Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.

Students with Disabilities

Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Suspensions

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.

Teacher Qualifications

- **No Valid Teaching Certificate:** The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.
- **Teaching Out of Certification:** The Percent Teaching Out of Certification is the percent of teachers teaching out of certification on more than an incidental basis (more than one assignment). In charter schools, a teacher is allowed to be employed if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation allows charter school teachers to be employed if they hold any valid teaching certificate. Legislation also permits up to 30 percent, with a maximum of five, whichever is less, plus an additional five teachers of mathematics, science, computer science, technology, or career and technical education, and an additional five teachers of a charter school to be employed without certification.
- **Three Year of Experience:** The Percent with Fewer Than Three Years of Experience is the percent of teachers with fewer than three years of teaching experience.
- **Master's Degree Plus 30 Hours or Doctorate:** The Percent with Master's Degree Plus 30 Hours or Doctorate is the percent of teachers with a Master's Degree and 30 hours of credits towards a doctorate or a Doctorate.
- **Number of Classes:** The Total Number of Classes is the number of classes/assignments reported by teachers. This includes all teaching/instructional assignments reported to the Department.
- **Teachers without Appropriate Certification:** The Percent Taught by Teachers without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.

Teacher Turnover Rate

Teacher Turnover Rate for a specified school year is the count of teachers in the prior school year who did not return to a teaching position in the district in the current school year expressed as a percentage. This includes all teaching/instructional assignments reported to the Department.

Total Cohort

A secondary-level total 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. For more detailed information on cohort definitions, see the SIRS Manual.

Undergraduate

A student enrolled in, or taking courses creditable toward, a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate. High School students taking degree-credit work are included in the counts of all enrolled undergraduates.

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Overview of Accountability Data in New York State Report Cards

Accountability data in the New York State Report Cards includes participation rates, performance data (Performance Indices), and graduation rates. Performance Indices (PIs) and Adequate Yearly Progress (AYP) determinations are used to assist in identifying districts and schools as Reward, Focus, and Priority under the Elementary and Secondary Education Act (ESEA) waiver. District/school identifications are available on our ESEA Accountability Designations page. Explanations of how data are used to make identification are available on our Accountability Designation Materials page. For more information, contact the Office of Accountability.

Performance Indices (PIs) and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus. Adequate Yearly Progress (AYP) for accountability groups (all students, racial/ethnic groups, students with disabilities, english language learner students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan. For more information, see the ESEA Flexibility Waiver.

Adequate Yearly Progress

In accordance with federal and State laws, the New York State Education Department must determine and report on the performance of students in the following areas:

1. Elementary/middle-level (grades 3-8) English Language Arts (ELA)
2. Elementary/middle-level (grades 3-8) Mathematics
3. Elementary/middle-level (grades 4 and 8) Science
4. Secondary-level (grades 9-12) ELA
5. Secondary-level (grades 9-12) Mathematics
6. Graduation Rate

This performance is determined by identifying whether or not a district or school made "**Adequate Yearly Progress**" (AYP). AYP indicates satisfactory progress by a district or a school toward the goal of proficiency for all students. In ELA, mathematics, and science, AYP is determined by comparing the percentage of students tested and the performance of tested students against defined standards. In graduation rate, AYP is determined by comparing the percentage of students graduating against defined standards.

Standards for English Language Arts, Mathematics, and Science

Participation: In ELA and mathematics, 95% of students in each accountability group with 40 or more members must be tested to meet the participation criterion. In science, 80% must be tested.

Performance: In ELA and mathematics, a calculated measure of performance called the "**Performance Index**" (PI) for each accountability group with 30 or more members must equal or exceed a preset objective called an "**Effective Annual Measurable Objective**" (EAMO) or a safety net objective called a "**Safe Harbor Target**." In science, the criterion for performance is the same but the safety net is referred to as a "**Progress Target**."

Districts and schools must meet both the participation and performance criteria for all groups with sufficient numbers to make AYP.

Standards for Graduation Rate

Districts and schools with secondary-level grades are also held to certain standards for the percentage of students who graduated. To make AYP in graduation rate, every accountability group with 30 or more members must make AYP. For a group to make AYP, the graduation rate of the 4-year graduation-rate total cohort or the 5-year graduation-rate total cohort must equal or exceed the Graduation-Rate Standard of 80% or the group's Progress Target. A cohort is a group of students who entered grade 9 anywhere in a particular school year. Graduation rates for these cohorts are then determined 4 and 5 years after the students first enter grade 9.

For more information on how AYP and PIs are determined, see [Understanding Accountability in New York State](#).

BEDS Day

Basic Educational Data System (BEDS) Day is typically the first Wednesday in October of the school year.

Cohort

A cohort consists of all students who first entered grade 9 anywhere between July 1 and June 30 of a particular year or, in the case of ungraded students with disabilities, reached their seventeenth birthday during that year (i.e., the 2008 cohort consists of students who entered grade 9 and ungraded students with disabilities who reached their seventeenth birthday between July 1, 2008 and June 30, 2009). A more detailed definition of cohort is available in the SIRS Manual.

Accountability Cohort: Results for students in the Accountability Cohort are captured as of June 30th four years after they first enter grade 9.

Graduation-Rate Total Cohort: Results for students in the four-year graduation-rate total cohort are captured as of August 31 four years after they first enter grade 9. Results for students in the five-year graduation-rate total cohort are captured as of August 31 five years after they first enter grade 9.

Effective Annual Measurable Objective (EAMO)

The EAMO is the PI value that each accountability group of a given size within a district or school is expected to achieve to meet the performance criterion. The EAMO table is available on the New York State Accountability page under the header "Annual Measurable Objectives."

Graduation Rate

The graduate rate for the four-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 four years after entering grade 9.

The graduate rate for the five-year graduation-rate total cohort is the percentage of cohort members who earned a local or Regents diploma by August 31 five years after entering grade 9.

Medically Excused

Students who were excused from testing for medical reasons in accordance with federal No Child Left Behind guidance are not included in elementary/middle-level calculations.

Performance Index (PI)

A PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative).

2012-13 and 2013-14 elementary/middle-level ELA/math: Student scores on the tests are converted to six performance levels: Level 1 On Track, Level 1 Not On Track, Level 2 On Track, Level 2 Not On Track, Level 3, and Level 4. A PI is calculated using the levels and the following equation:
$$\frac{([2(\text{Count at Level 1 On Track}) + \text{Count at Level 2 Not On Track} + 2(\text{Count at Level 2 On Track}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$$

2011-12 and Prior and 2014-15 and 2015-16 elementary/middle-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$([(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$$

Elementary/middle-level science: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$([(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Tested Students}]) \times 100$$

Secondary-level ELA/math: Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. A PI is calculated using the levels and the following equation:
$$([(\text{Count at Level 2}) + 2(\text{Count at Level 3}) + 2(\text{Count at Level 4})] \div [\text{Count of Cohort Members}]) \times 100$$

Progress Target

Elementary/middle-level science: A Progress Target provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs. The Progress Target is calculated by adding 1 point to the previous year's PI.

Four-year Graduation Rate: The Progress Target for the current four-year graduation-rate total cohort is a 10% gap reduction in the graduation rate of the previous year's four-year graduation-rate total cohort. The following equation is used to determine the current four-year graduation-rate total cohort progress target:
$$[(80 - \text{the graduation rate of the previous year's four-year graduation-rate total cohort}) \times 0.1] + \text{the graduation rate of the previous year's four-year graduation-rate total cohort}$$

Five-year Graduation Rate: The Progress Target for the current five-year graduation-rate total cohort is a 20% gap reduction in the graduation rate of the previous year's five-year graduation-rate total cohort. The following equation is used to determine the current five-year graduation-rate total cohort progress target:
$$[(80 - \text{the graduation rate of the previous year's five-year graduation-rate total cohort}) \times 0.2] + \text{the graduation rate of the previous year's five-year graduation-rate total cohort.}$$

Safe Harbor Target

Safe Harbor provides an alternate means to meet the performance criterion for accountability groups whose PIs are less than their EAMOs in elementary/middle- and secondary-level ELA and mathematics. The current year's Safe Harbor Target is calculated using the following formula:
$$\text{Previous Year's PI} + (200 - \text{the Previous Year's PI}) \times 0.10.$$
 (Note: Due to modifications to the 2012-13 elementary/middle-level ELA and math assessments, 2012-13 Safe Harbor Targets for these measures were determined using alternate methods.)

Unweighted Combined PI

The unweighted combined ELA and math Performance Index (PI) is the sum of the PIs for all measures for which the school/district has 30 or more students in the group divided by the number of measures for which the school/district has 30 or more students in the group. For example,
$$\text{EM ELA} = 150, \text{EM Math} = 180, \text{HS ELA} = 140, \text{HS Math} = 160: (150 + 180 + 140 + 160) \div 4 = 157.5 = 158.$$

