

COPIAGUE PUBLIC SCHOOLS

2020-2021 PROPOSED BUDGET

\$134,316,244

Adopted May 19, 2020



BUDGET VOTE
JUNE 9, 2020



THIS IS A DETAILED LINE ITEM BUDGET

COPIAGUE PUBLIC SCHOOLS

PROPOSED BUDGET

2020-2021

<u>TABLE OF CONTENTS</u>	<u>SECTION</u>
Budget Goals	I
Trend Data	II
Three Part Budget	III
Administrative	
Program	
Capital	
Revenues	IV
Estimated Revenues 2020-2021 Budget & Tax Rate	
Schedule of New York State & Federal Grant Awards (2019-20 Actual)	
Addendum – Report Cards and Required Disclosure	V
Report Cards – District and Schools	
Property Tax Report Card	
Administrative Salary Disclosure	
Fiscal Accountability Supplement	
Tax Exemption Disclosure	

- ❖ The report cards are available from the New York State Education Department. Visit their website at: <http://www.p12.nysed.gov/irs/reportcard/> for their latest information.
- ❖ More information can be found on the **district website:** www.copiague.k12.ny.us

COPIAGUE UNION FREE SCHOOL DISTRICT

I. BUDGET GOALS

BUDGET DEVELOPMENT MISSION STATEMENT

The Copiague School District believes that we exist to serve the needs of our community of learners. Each student is unique and comes to us a learner. The district's mission is to provide instruction, programs, strategies, and challenges in a caring, positive learning environment. The budget development process will support the goals of the Board of Education which reflect the vision, philosophy, and beliefs of our district and community. Through sound fiscal management and strategic planning, the following goals will be realized:

BUDGET GOALS 2020-2021

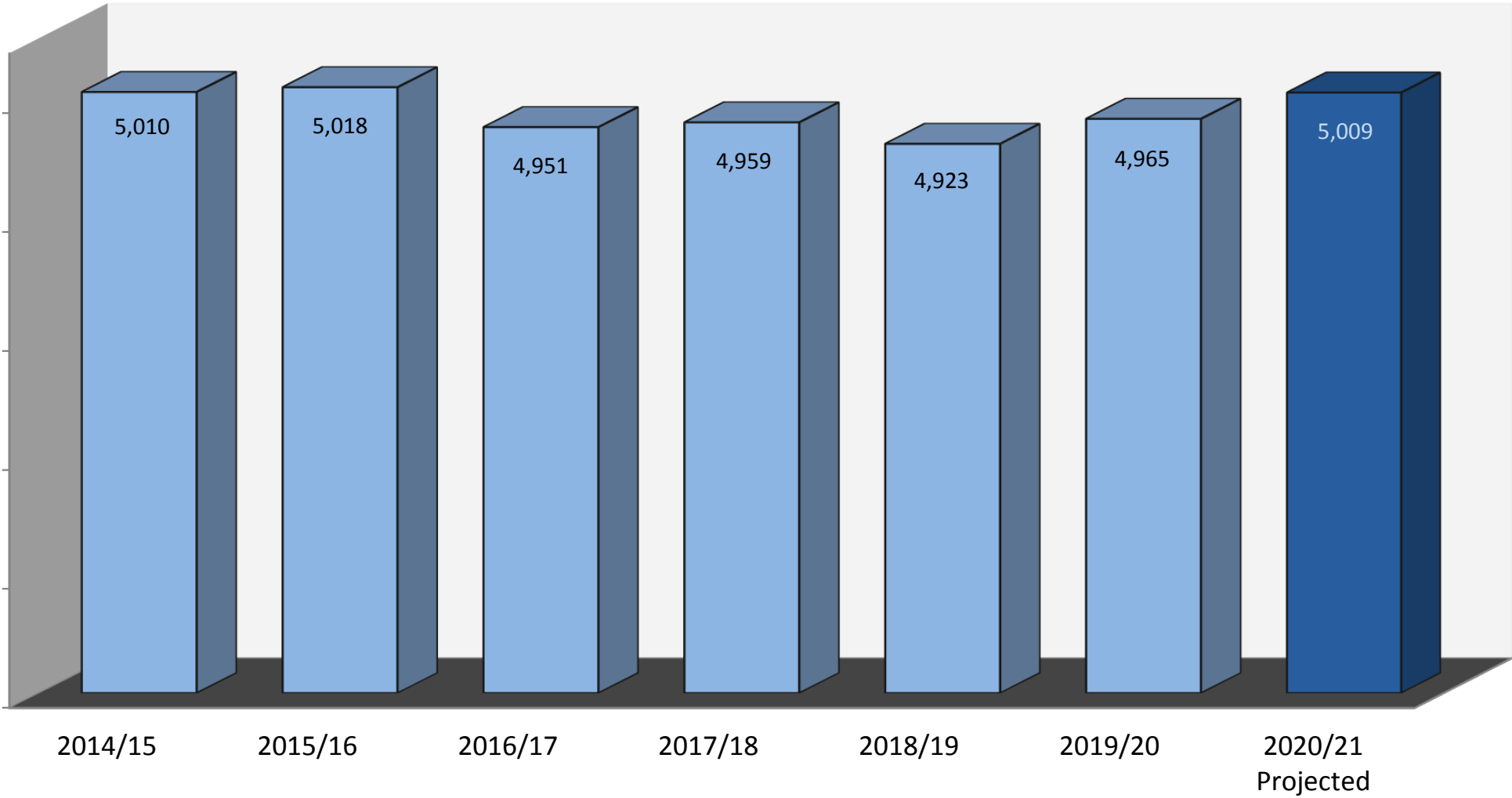
- Provide an Expenditure and Revenue Plan that is student centered which is focused on increased achievement.
- Support a Staff Development Plan consistent with the Copiague School District Plan for professional development to ensure that classroom strategies and practices are aligned with New York State Standards and Assessments.
- Support a staffing plan that ensures all children meet or exceed the New York State Learning Standards.
- Continue to implement the District's Technology Plan and the Smart Bond Project
- Provide facilities for students, employees, and the community that are safe, well maintained and conducive to the activities of the district.
- Continue the review of existing Instructional Programs, Administrative Support Services, and all co-curricular and inter-scholastic activities to evaluate equity and efficiency in determining their continuation or modification.
- Actively seek out new revenue sources and implement cost containment strategies to minimize the tax burden and broaden student programming.
- Where possible, continue the process of rebuilding Fund Balance/Reserves.
- Total budgetary and tax rate increase will be in line with Board of Education and community expectations.
- Present a budget for voter approval that:
 - Provides full disclosure
 - Is easy to understand
 - Is free from error
 - Is sensitive to the needs of our District residents
- Where possible take advantage of the 83% State Building Aid reimbursement to properly maintain our facilities. We will seek to create and fund a "transfer to Capital Fund" line to finance necessary District Facilities, Security and Technology initiatives.

COPIAGUE PUBLIC SCHOOLS

II. TREND DATA

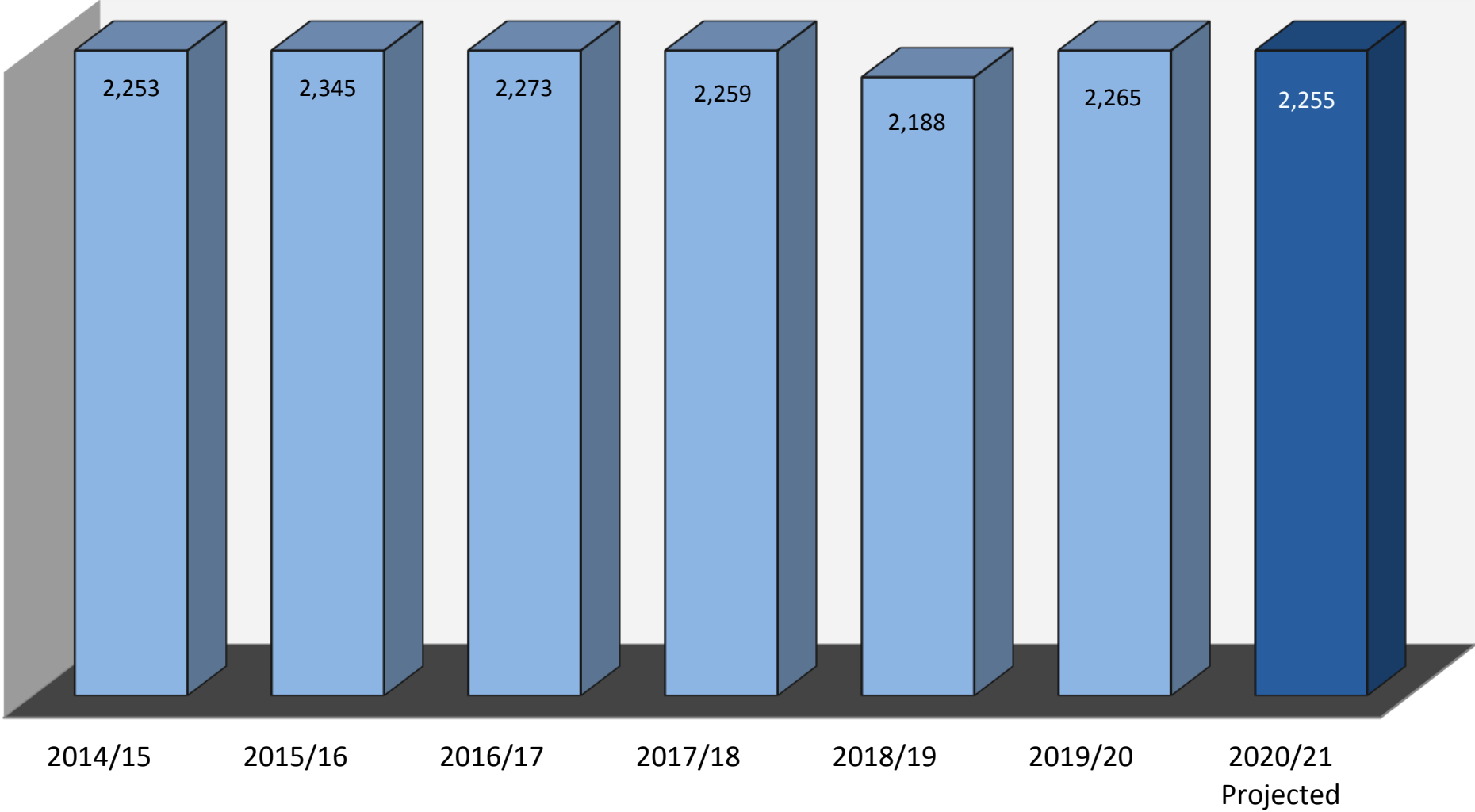
<u>TABLE OF CONTENTS</u>	<u>PAGE</u>
District Enrollment	TD-1
Elementary Enrollment	TD-2
Middle School Enrollment	TD-3
High School Enrollment	TD-4
ESL/Bilingual Enrollment	TD-5
Special Education Classified Students	TD-6
Special Education Population Attending BOCES Programs All Grades	TD-7
Copiague Student Demographics	TD-8

IN-DISTRICT ENROLLMENT



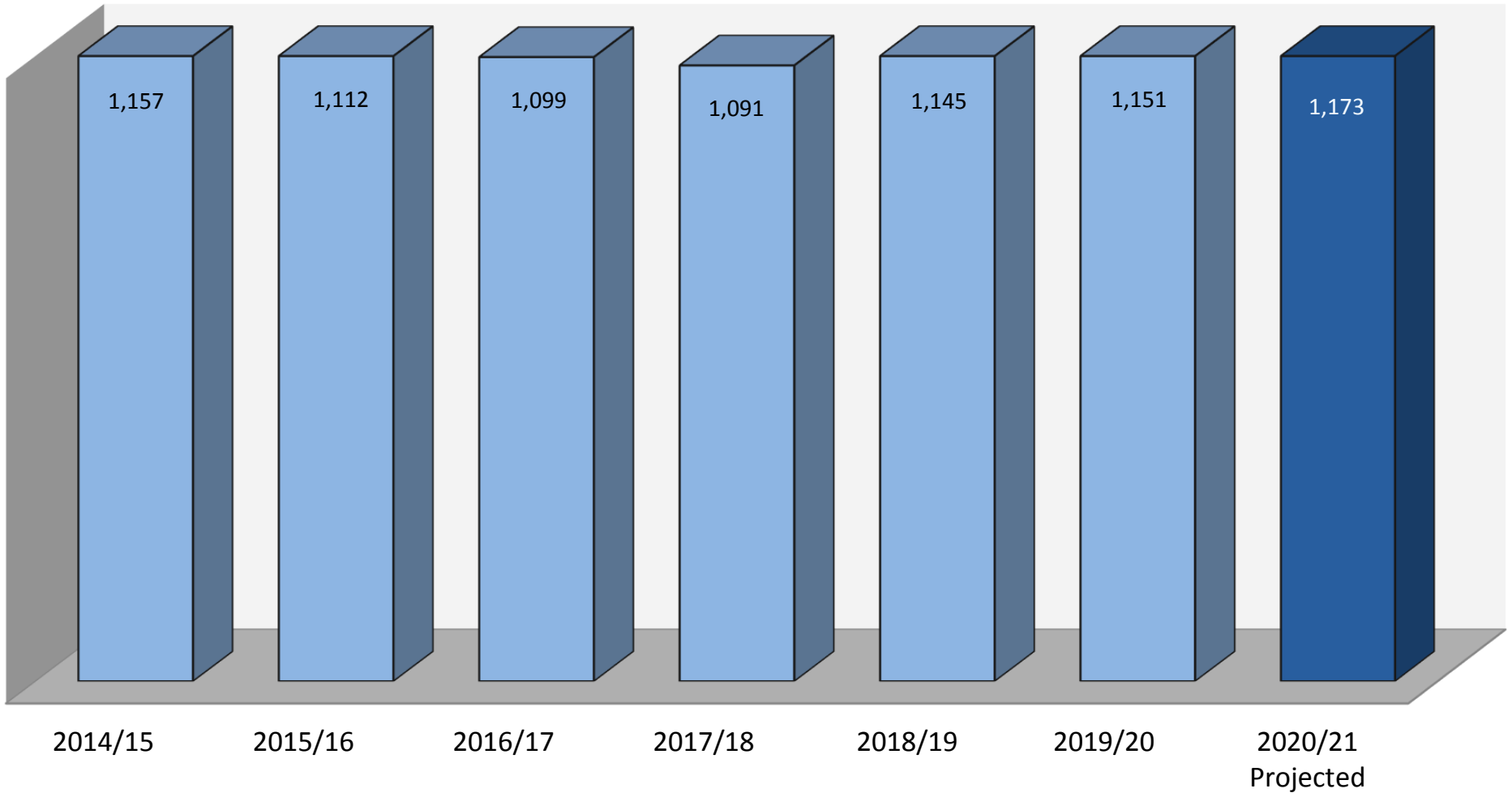
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

ELEMENTARY ENROLLMENT



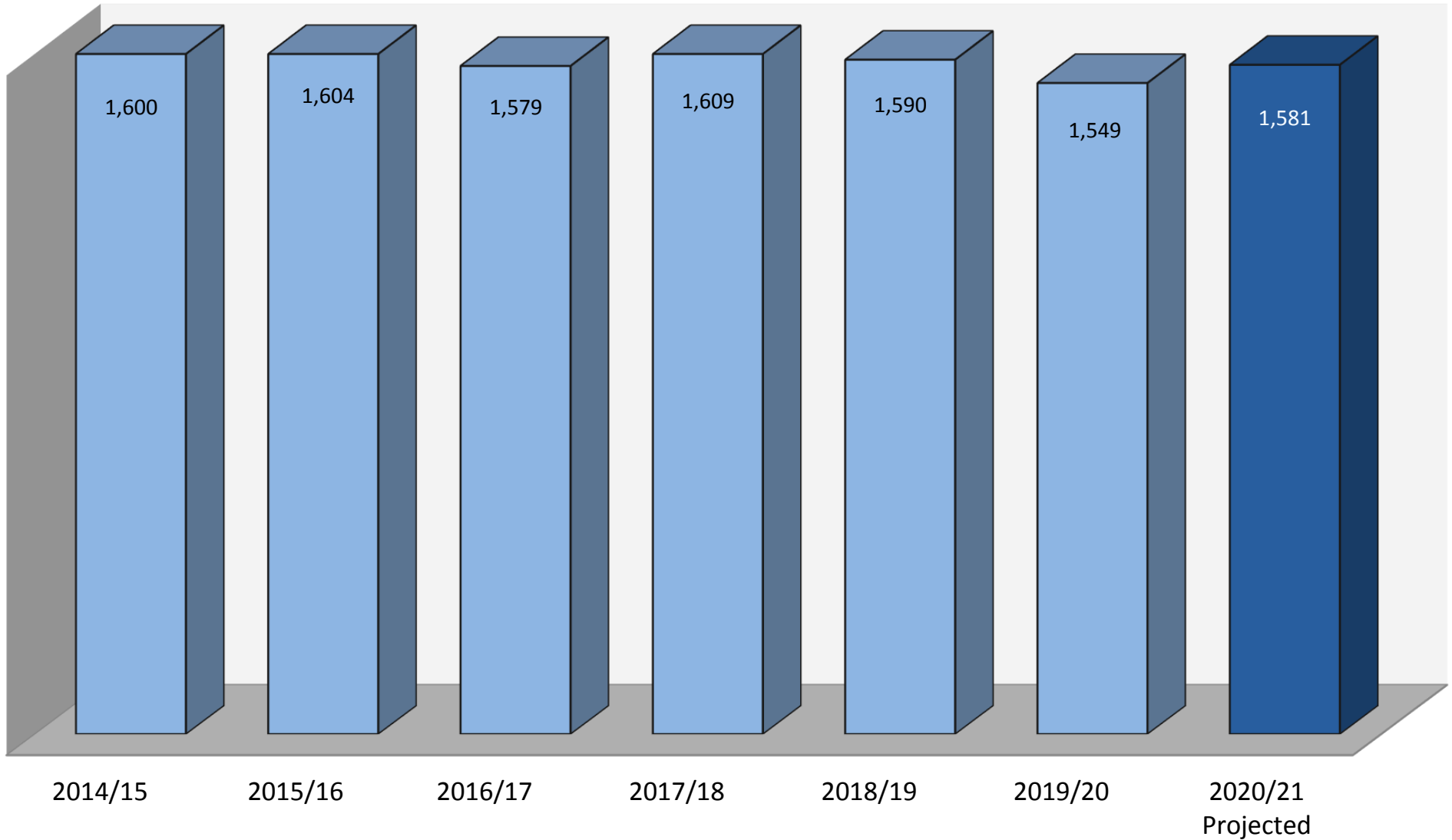
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

MIDDLE SCHOOL ENROLLMENT



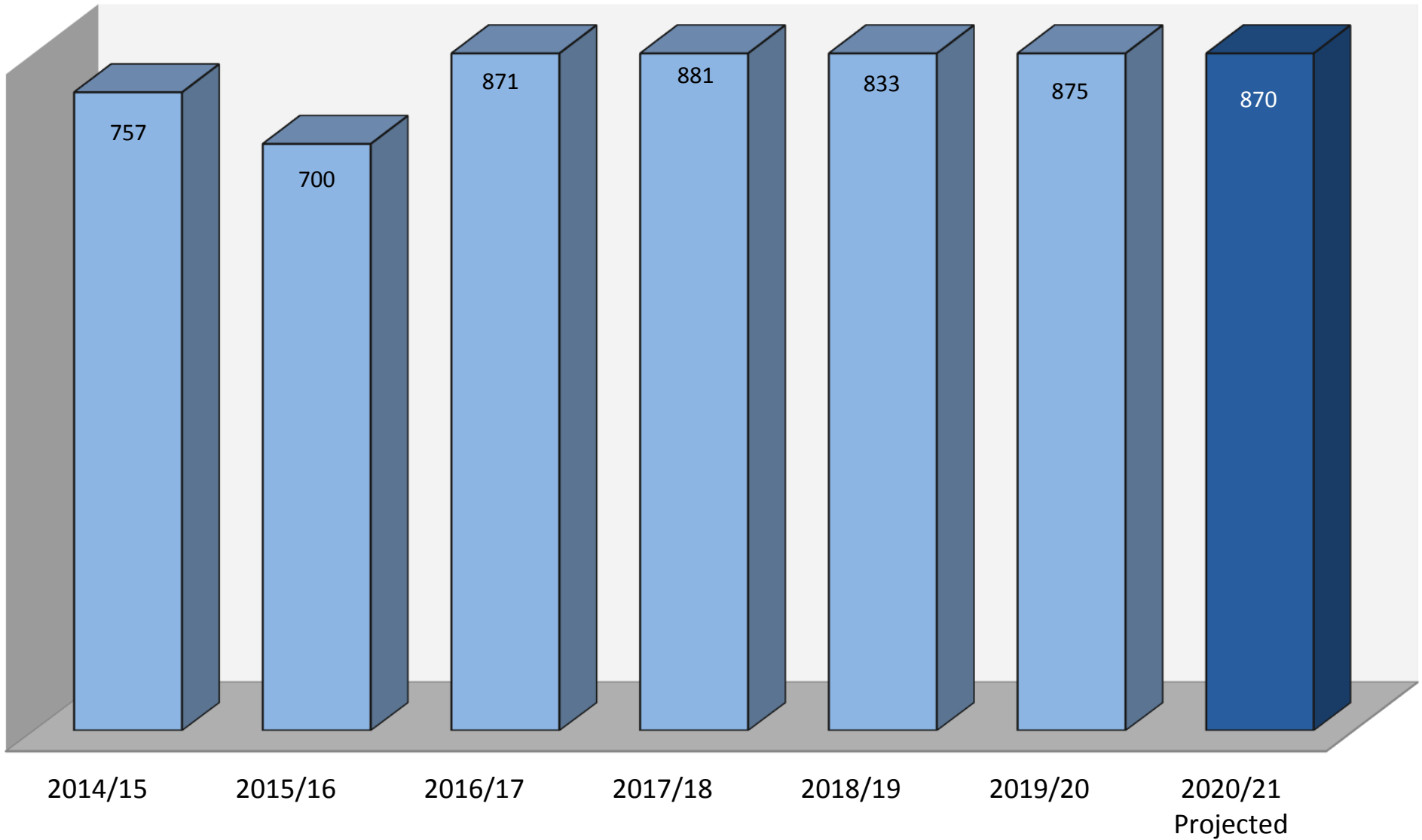
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

HIGH SCHOOL ENROLLMENT



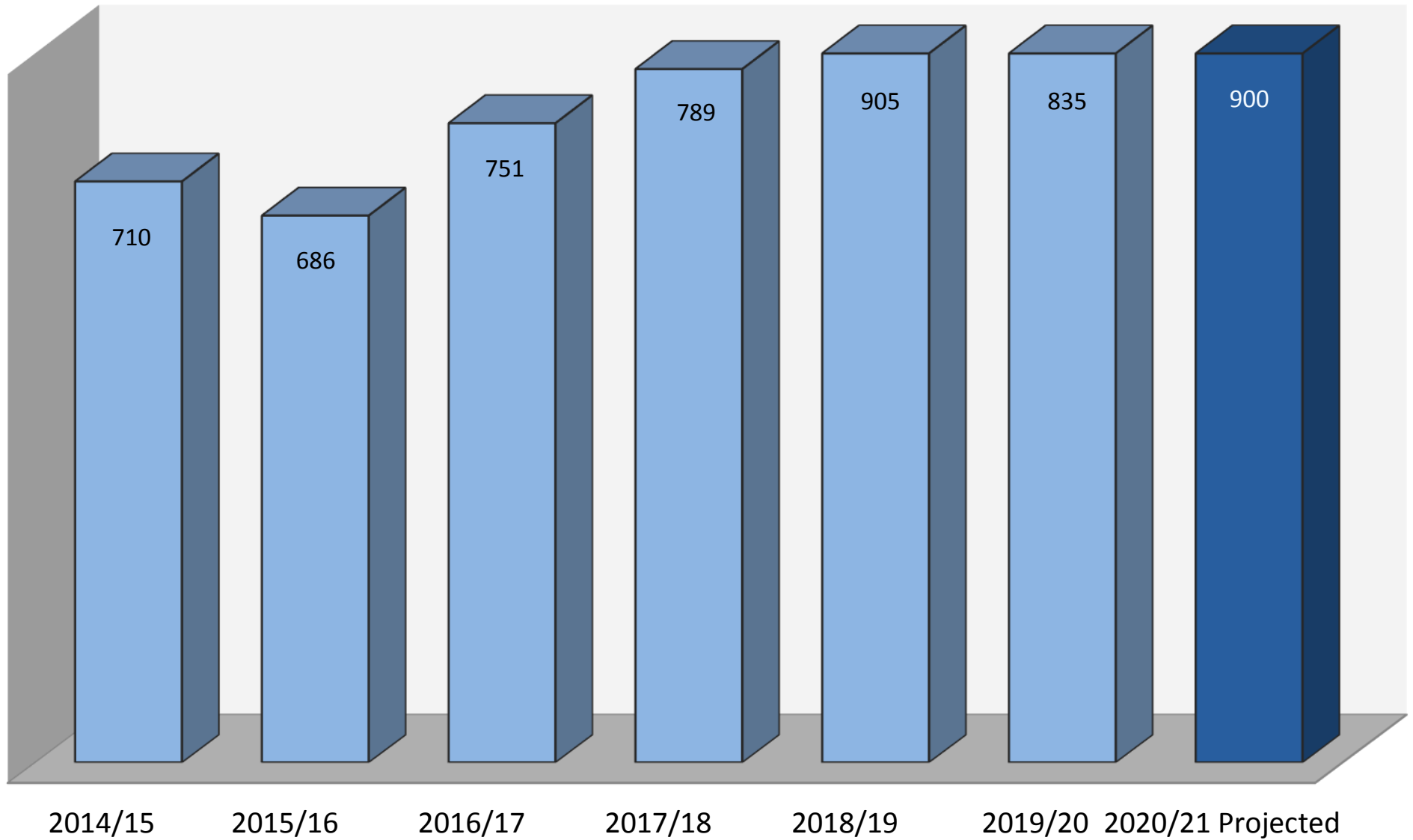
Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. (Projected data is as of March 1st)

ESL/BILINGUAL ENROLLMENT



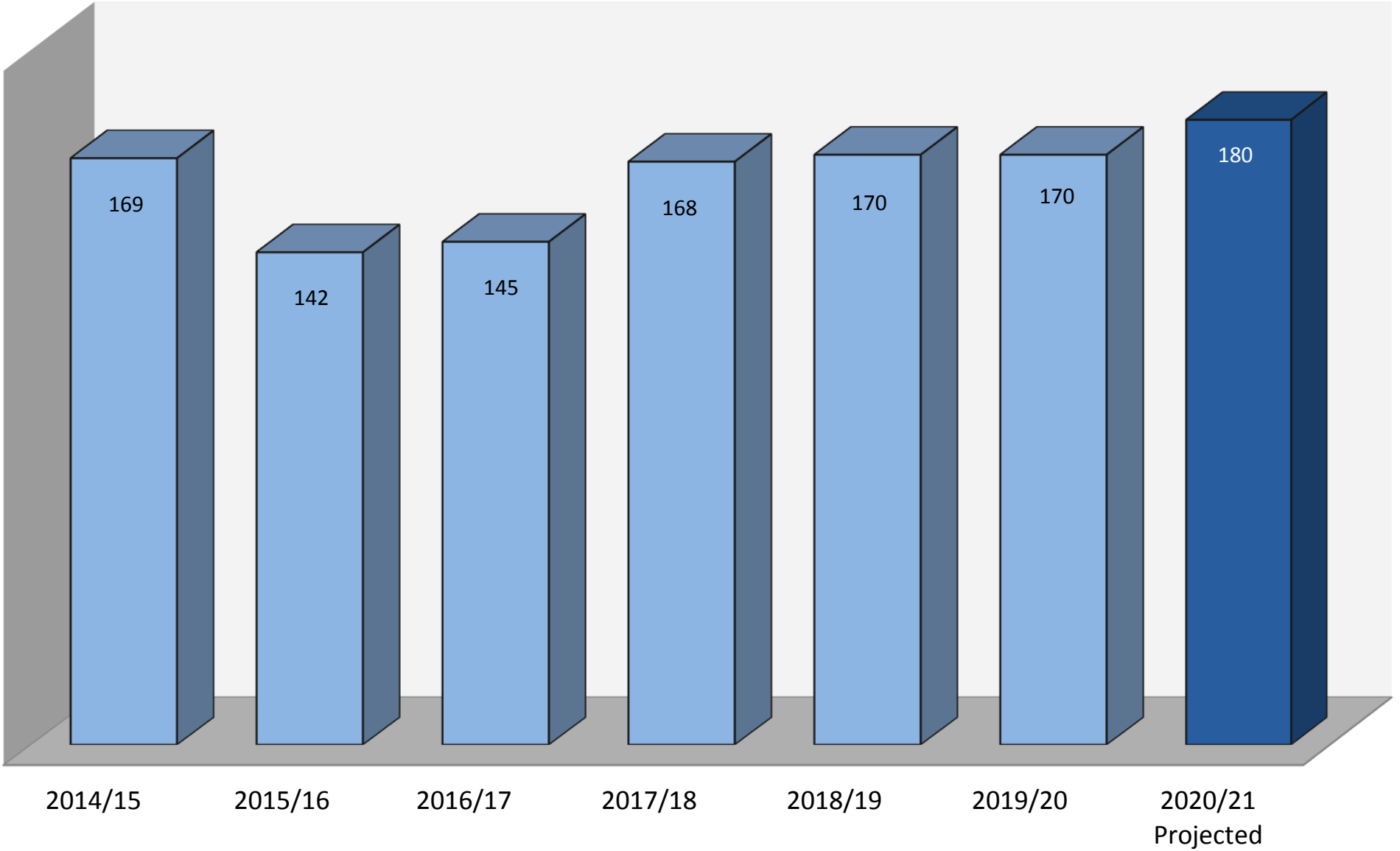
ESL/Bilingual enrollment numbers are from March 1st data within the given school year.

SPECIAL EDUCATION CLASSIFIED STUDENTS



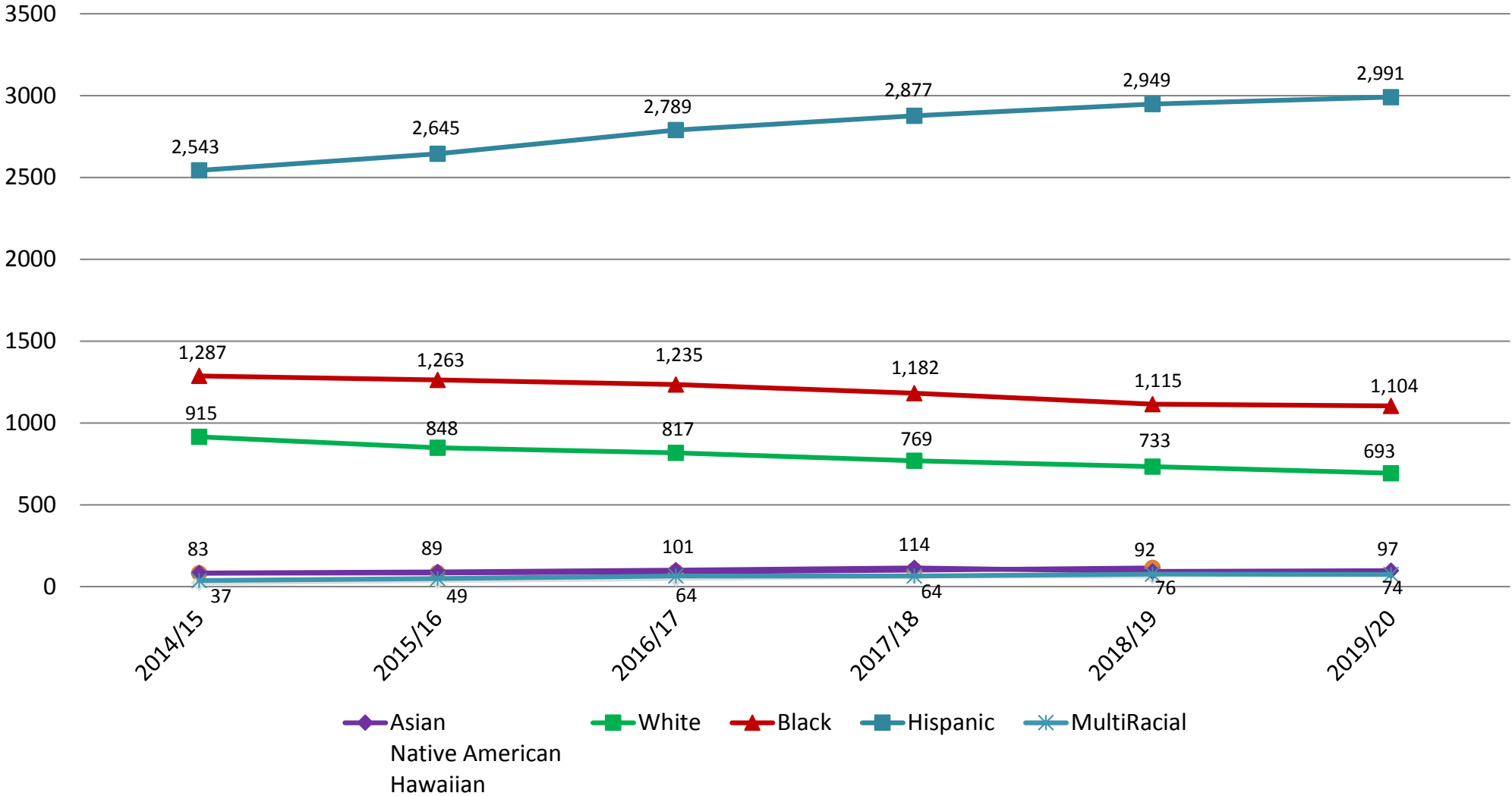
Special Education Classified Students numbers are from March 1st data within the given school year.

SPECIAL EDUCATION POPULATION ATTENDING BOCES PROGRAMS ALL GRADES



Special Education Population Attending BOCES Programs numbers are from March 1st data within the given school year.

COPIAGUE SCHOOL IN-DISTRICT DEMOGRAPHICS
(Students attending schools within the District)



Data is taken on or close to BEDS day (1st Wednesday in October)

III. THREE PART BUDGET

Administrative

Program

Capital

COPIAGUE PUBLIC SCHOOLS
BUDGET Component Analysis Summary

Budget Component	2017 - 18 Budget	2018 - 19 Budget	2019 - 20 Budget	2020 - 21 Adopted Budget	Increase (Decrease)
<u>Administrative Component:</u>					
Total Administrative Component	9,961,349	10,543,136	10,672,659	10,803,498	130,839
<u>Capital Component:</u>					
Total Capital Component	9,961,349	14,625,561	14,446,369	14,651,046	204,677
<u>Program Component:</u>					
Total Program Component	97,222,119	104,137,791	106,787,841	108,861,700	2,073,859
Total Budget	117,144,817	129,306,488	131,906,869	134,316,244	2,409,375

Budget to Budget Comparison

	2017 - 18	2018 - 19	2019 - 20	2020 - 21
Yearly Amount Change	3,400,173	10,736,682	2,600,381	2,409,375
Yearly Percentage Change	2.95%	9.06%	2.01%	1.83%

Administrative

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Administrative Components

<u>Account</u>	<u>Description</u>	
A 1010.4000-91	BOE PURCHASED SERVICES	20,600
A 1010.5000-91	BOE SUPPLIES	400
1010	BOARD OF EDUCATION	21,000
A 1040.4000-91	DISTRICT CLERK PURCHASED SERVICES	200
A 1040.5000-91	DISTRICT CLERK SUPPLIES	641
1040	DISTRICT CLERK	841
A 1060.4000-91	DISTRICT VOTE PURCHASED SERVICES	11,270
A 1060.5000-91	DISTRICT VOTE SUPPLIES	250
1060	DISTRICT MEETING	11,520
A 1240.1500-85	SUPERINTENDENT'S OFFICE SALARIES PROFESSIONAL	292,332
A 1240.1600-85	SUPERINTENDENT'S OFFICE SALARIES NON-INSTRUCTIONAL	98,053
A 1240.1690-90	SUPERINTENDENT'S OFFICE SALARIES COMP/OT	6,000
A 1240.4000-90	SUPERINTENDENT'S OFFICE PURCHASED SERVICES	13,600
A 1240.5000-90	SUPERINTENDENT'S OFFICE SUPPLIES	2,600
1240	SUPERINTENDENT	412,585
A 1310.1500-85	BUSINESS OFFICE SALARIES PROFESSIONAL	254,901
A 1310.1600-85	BUSINESS OFFICE SALARIES NONINSTRUCTIONAL	478,843
A 1310.1690-89	BUSINESS OFFICE SALARIES COMP/OT	15,000
A 1310.4000-89	BUSINESS OFFICE PURCHASED SERVICES	37,500
A 1310.4900-89	BUSINESS OFFICE BOCES SERVICES	50,000
A 1310.5000-89	BUSINESS OFFICE SUPPLIES	5,000
1310	FINANCE	841,244
A 1320.4000-89	AUDITING PURCHASED SERVICES	135,000
1320	AUDITING	135,000
A 1325.1600-85	TREASURER SALARIES	10,000
1325	TREASURER	10,000
A 1345.4900-89	PURCHASING BOCES SERVICES	9,500
1345	PURCHASING	9,500
A 1420.4000-89	LEGAL PURCHASED SERVICES - Admin - 35%	47,250
1420	LEGAL	47,250
A 1430.1500-85	PERSONNEL SALARIES PROFESSIONAL	235,878
A 1430.1600-85	PERSONNEL SALARIES NONINSTRUCTIONAL	191,245
A 1430.1690-89	PERSONNEL SUB RECEPTIONIST/CLERICAL OT	5,000
A 1430.4000-89	PERSONNEL PURCHASED SERVICES	19,500
A 1430.4900-89	PERSONNEL BOCES SERVICES	91,000
A 1430.5000-89	PERSONNEL SUPPLIES	4,000
1430	PERSONNEL	546,623
A 1480.4000-89	PUBLIC RELATIONS PURCHASED SERVICES	10,000
A 1480.4900-89	PUBLIC RELATIONS BOCES SERVICES	93,000
1480	PUBLIC INFORMATION AND SERVICES	103,000

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Administrative Components

<u>Account</u>	<u>Description</u>	
A 1670.1600-85	CENTRAL PRINTING SALARIES	56,421
A 1670.4000-89	CENTRAL PRINTING PURCHASED SERVICES	150,000
A 1670.5000-89	CENTRAL PRINTING SUPPLIES	2,500
1670	CENTRAL PRINTING AND MAILING	208,921
A 1680.4000-82	CENTRAL DATA PROCESSING PURCHASED SERVICES	4,000
A 1680.4000-87	TESTING SCANNING & SCORING- PURCHASED SERVICES	50,000
A 1680.4900-82	CENTRAL DATA PROCESSING BOCES SERVICES	490,410
A 1680.4900-87	TEST REPORTING & SCORING-BOCES SERVICES	50,000
1680	CENTRAL DATA PROCESSING	594,410
A 1910.4000-89	INSURANCE PROPERTY & CASUALTY	470,400
1910	UNALLOCATED INSURANCE	470,400
A 1920.4080-89	SCHOOL ASSOCIATION DUES	34,000
1920	SCHOOL ASSOCIATION DUES	34,000
A 1981.4900-89	BOCES ADMINISTRATIVE CHARGES	267,253
1981	ADMIN CHARGE-BOCES	267,253
A 1983.4900-89	BOCES CAPITAL CHARGES	171,608
1983	BOCES Capital Expenses	171,608
A 2010.1500-85	CURRIC. DEV. SALARIES PROFESSIONAL	233,478
A 2010.1600-85	CURRIC. DEV. SALARIES NONINSTRUCTIONAL	142,836
A 2010.1690-87	CURRIC. DEV. SALARIES SUBS/COMP/OT	500
A 2010.4900-87	CURRIC. DEV. BOCES SERVICES	6,000
A 2010.5000-87	CURRIC. DEV. SUPPLIES	2,000
2010	CURR. DEV./SUPERVISION	384,814
A 2020.1500-85	SCHOOL OFFICE SALARIES PROFESSIONAL	2,580,476
A 2020.1600-85	SCHOOL OFFICE SALARIES NONINSTRUCTIONAL	866,873
A 2020.1610-85	SCHOOL OFFICE SALARIES HOURLY	277,000
A 2020.1690-85	SCHOOL OFFICE SALS COMP/OT/SUBS	40,000
A 2020.4000-04	SCHOOL OFFICE PURCHASED SERVICES	500
A 2020.5000-03	SCHOOL OFFICE SUPPLIES	400
A 2020.5000-04	SCHOOL OFFICE SUPPLIES	400
2020	SUPERVISION - REGULAR SCHOOL	3,765,649
A 2040.1500-85	STUDENT SVC SALARIES PROFESSIONAL	144,407
A 2040.1690-84	STAFF COMP/OT/SUBS	1,000
A 2040.5000-84	STUDENT SERVICES SUPPLIES	3,000
2040	SUPERVISION - SPECIAL SCHOOLS	148,407
A 2060.1500-87	PLAN & EVAL SALARIES - CURRIC WRITING	15,000
A 2060.1501-87	PLAN. & EVAL. SALARIES MENTOR STIPENDS	17,185
A 2060.1502-87	PLAN. & EVAL. SALS - MENTOR COORDINATOR	5,000
A 2060.4900-82	PLAN. & EVAL. BOCES SERVICES - TECHNOLOGY	25,568
A 2060.4900-89	PLAN. & EVAL. BOCES SERVICES - BUSINESS OFFICE	25,000
2060	RESEARCH, PLANNING AND EVALUATION	87,753

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Administrative Components

<u>Account</u>	<u>Description</u>	
A 2070.4000-01	STAFF DEVELOPMENT PURCHASED SERVICES	1,800
A 2070.4000-02	STAFF DEVELOPMENT PURCHASED SERVICES	3,000
A 2070.4000-03	STAFF DEVELOPMENT PURCHASED SERVICES	1,600
A 2070.4000-04	STAFF DEVELOPMENT PURCHASED SERVICES	1,000
A 2070.4000-05	STAFF DEVELOPMENT PURCHASED SERVICES	6,000
A 2070.4000-06	STAFF DEVELOPMENT PURCHASED SERVICES	8,500
A 2070.4000-84	STAFF DEVELOPMENT PURCHASED SERVICES	3,000
A 2070.4000-87	STAFF DEVELOPMENT PURCHASED SERVICES	5,000
A 2070.5000-01	STAFF DEVELOPMENT SUPPLIES DGW	200
A 2070.5000-02	STAFF DEVELOPMENT SUPPLIES	500
A 2070.5000-87	STAFF DEVELOPMENT SUPPLIES	2,500
2070	INSERVICE TRAINING - INSTRUCTION	33,100
A 2110.5600-05	REG. SCH. AWARDS - Graduation Expenses	1,000
2110	TEACHING - REGULAR SCHOOL	1,000
A 9010.8000-89	STATE RETIREMENT SYSTEM - Admin - 29%	325,260
9010	EMPLOYEE RETIREMENT SYSTEM	325,260
A 9020.8000-89	TEACHERS' RETIREMENT SYSTEM - Admin - 8%	391,158
9020	TEACHERS RETIREMENT SYSTEM	391,158
A 9030.8000-89	SOCIAL SECURITY - Admin - 9%	399,741
9030	FICA	399,741
A 9040.8000-89	WORKER'S COMPENSATION - Admin - 12%	61,560
9040	WORKMEN'S COMPENSATION	61,560
A 9045.8000-89	LIFE INSURANCE - Admin - 21%	11,550
9045	LIFE INSURANCE	11,550
A 9050.8000-89	UNEMPLOYMENT INSURANCE - Admin - 5%	2,500
9050	UNEMPLOYMENT	2,500
A 9055.8000-89	DISABILITY INSURANCE - Admin - 11%	9,350
9055	DISABILITY INSURANCE	9,350
A 9060.8000-89	HEALTH INSURANCE - Admin - 11%	1,241,501
9060	HEALTH INSURANCE	1,241,501
A 9065.8000-89	DENTAL INSURANCE - Admin - 11%	55,000
9065	DENTAL INSURANCE	55,000

Totals For Administrative Components:	10,803,498
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Program

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Program Components

<u>Account</u>	<u>Description</u>	
A 1420.4000-89	LEGAL PURCHASED SERVICES - Program - 65%	87,750
1420	LEGAL	87,750
A 2110.1200-85	INSTRUCTIONAL SALARIES GRADES K-3	8,782,745
A 2110.1250-85	INSTRUCTIONAL SALARIES GRADES 4-6	4,736,009
A 2110.1300-85	REG. SCH. SALARIES SECONDARY	16,939,264
A 2110.1400-85	REG. SCH. SALARIES TEACH. SUBSTITUTES	985,000
A 2110.1440-85	REG. SCH. SALARIES T. ASSISTANTS HOURLY	490,164
A 2110.1500-84	SITE BASED HOME INSTRUCTION	70,000
A 2110.1500-85	REG. SCH. SALARIES COORDINATORS	495,881
A 2110.1505-87	EXTENDED DAY SALARIES MS	20,000
A 2110.1506-87	EXTENDED DAY SALARIES HS	15,000
A 2110.1507-87	TRANSLATOR SALARIES - INSTRUCTIONAL	5,000
A 2110.1508-87	EXTENDED DAY SALARIES MS COORDINATOR	7,000
A 2110.1510-85	REG. SCH. SALARIES DEGREE CHG, XTRA PAY	1,029,298
A 2110.1607-87	TRANSLATOR SALARIES - NON INSTRUCTIONAL	600
A 2110.1690-84	SITE BASED HOME INSTRUCTION-CLERICAL SUPPORT	5,000
A 2110.1690-85	REG. SCH. SALARIES AIDES & MONITORS CAFÉ	351,856
A 2110.2000-01	REG. SCH. EQUIPMENT	2,700
A 2110.2000-02	REG. SCH. EQUIPMENT	5,200
A 2110.2000-04	REG. SCH. EQUIPMENT	1,000
A 2110.2000-05	REG. SCH. EQUIPMENT	15,000
A 2110.2000-06	REG. SCH. EQUIPMENT	24,688
A 2110.2000-93	FINE ARTS EQUIPMENT	30,908
A 2110.4000-01	REG. SCH. PURCHASED SERVICES	4,200
A 2110.4000-02	REG. SCH. PURCHASED SERVICES	3,800
A 2110.4000-03	REG. SCH. PURCHASED SERVICES	4,405
A 2110.4000-04	REG. SCH. PURCHASED SERVICES	6,125
A 2110.4000-05	REG. SCH. PURCHASED SERVICES	13,935
A 2110.4000-06	REG. SCH. PURCHASED SERVICES	56,200
A 2110.4000-84	REG. SCH. PURCHASED SERVICES -PPS	389,100
A 2110.4000-87	REG. SCH. PURCHASED SERVICES	2,000
A 2110.4000-93	FINE ARTS PURCHASED SERVICES	87,900
A 2110.4710-84	TUITION OUT OF DISTRICT PUBLIC SCHOOLS	45,000
A 2110.4730-84	TUITION CHARTER SCHOOLS	84,460
A 2110.4800-01	REG. SCH. TEXTBOOKS	30,407
A 2110.4800-02	REG. SCH. TEXTBOOKS	30,290
A 2110.4800-03	REG. SCH. TEXTBOOKS	27,844
A 2110.4800-04	REG. SCH. TEXTBOOKS	42,814
A 2110.4800-05	REG. SCH. TEXTBOOKS	68,327
A 2110.4800-06	REG. SCH. TEXTBOOKS	92,093
A 2110.4800-87	REG. SCH. TEXTBOOKS	10,000
A 2110.4800-93	FINE ARTS TEXTBOOKS	6,600
A 2110.4900-82	REG. SCH. BOCES SERVICES	33,329

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Program Components

<u>Account</u>	<u>Description</u>	
A 2110.4900-84	REG. SCH. BOCES SERVICES	776,800
A 2110.4900-87	REG. SCH. BOCES SERVICES	57,411
A 2110.5000-01	REG. SCH. SUPPLIES	30,163
A 2110.5000-02	REG. SCH. SUPPLIES	36,590
A 2110.5000-03	REG. SCH. SUPPLIES	29,300
A 2110.5000-04	REG. SCH. SUPPLIES	55,025
A 2110.5000-05	REG. SCH. SUPPLIES	107,260
A 2110.5000-06	REG. SCH. SUPPLIES	87,500
A 2110.5000-84	REG. SCH. SUPP SITE BASED HOME INST	2,000
A 2110.5000-87	REG. SCH. SUPPLIES	7,000
A 2110.5000-93	FINE ARTS SUPPLIES	70,000
A 2110.5600-01	REG. SCH. AWARDS	500
A 2110.5600-03	REG. SCH. AWARDS	500
A 2110.5600-04	REG. SCH. AWARDS	500
A 2110.5600-06	REG. SCH. AWARDS	8,000
2110	TEACHING - REGULAR SCHOOL	36,319,691
A 2250.1200-84	SWD SALARIES SUMMER EARNINGS - CSE MTGS	15,000
A 2250.1440-85	SWD SALARIES T. ASSISTANTS HOURLY	908,109
A 2250.1500-85	INSTRUCTIONAL SALARIES - SPECIAL ED.	5,290,423
A 2250.1600-85	SWD NONINSTRUCTIONAL SALARIES	124,392
A 2250.1690-85	SWD SALARIES - TEACHER AIDES	70,000
A 2250.2000-84	SWD EQUIPMENT	30,000
A 2250.4000-84	SWD PURCHASED SERVICES	1,300,000
A 2250.4710-84	SWD TUITION - PUBLIC SCHOOLS	851,900
A 2250.4720-84	SWD TUITION - PRIVATE SCHOOLS	1,106,350
A 2250.4900-84	SWD - BOCES SERVICES	20,050,403
A 2250.5000-01	SWD SUPPLIES	1,000
A 2250.5000-03	SWD SUPPLIES	600
A 2250.5000-04	SWD SUPPLIES	500
A 2250.5000-84	SWD SUPPLIES	25,000
A 2250.5005-84	SWD SUPPLIES MS	2,500
A 2250.5006-84	SWD SUPPLIES HS	2,500
2250	SWD-STUDENTS WITH DISABILITIES	29,778,677
A 2280.4900-84	OCCUPATIONAL EDUCATION BOCES SERVICES	1,600,000
2280	OCCUPATIONAL EDUCATION	1,600,000
A 2330.1300-87	SUMMER SCHOOL SALARIES SECONDARY	235,000
A 2330.1440-87	SUMMER SCHOOL-TEACHING ASSISTANTS	5,000
A 2330.1610-87	SUMMER SCHOOL SALARIES CLERICAL	4,000
A 2330.4900-84	SPECIAL SCHOOLS (Equiv Att) BOCES SERVICES	15,000
A 2330.5000-87	SUMMER SCHOOL SUPPLIES	700
2330	TEACHING - SPECIAL SCHOOLS	259,700
A 2331.1350-87	COMMUNITY ED. DIRECTOR	8,500
A 2331.1500-87	COMMUNITY ED. SALARIES PROFESSIONAL	8,000
A 2331.1610-87	COMMUNITY ED. SALARIES NONINSTRUCTIONAL	5,300

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Program Components

<u>Account</u>	<u>Description</u>	
A 2331.4000-87	COMMUNITY ED. PURCHASED SERVICES	2,000
A 2331.5000-87	COMMUNITY ED. SUPPLIES	500
2331	ADULT EDUCATION CONT. ED	24,300
A 2610.1500-85	LIBRARY SALARIES PROFESSIONAL	411,556
A 2610.1600-85	LIBRARY SALARIES NONINSTRUCTIONAL	61,228
A 2610.1730-85	LIBRARY SALARIES STUDENT WORKERS	12,000
A 2610.4000-05	LIBRARY PURCHASED SERVICES	500
A 2610.4000-06	LIBRARY PURCHASED SERVICES	1,000
A 2610.4000-87	LIBRARY PURCHASED SERVICES	500
A 2610.4600-01	LIBRARY BOOKS STATE AIDABLE	3,263
A 2610.4600-02	LIBRARY BOOKS STATE AIDABLE	3,250
A 2610.4600-03	LIBRARY BOOKS STATE AIDABLE	2,988
A 2610.4600-04	LIBRARY BOOKS STATE AIDABLE	4,594
A 2610.4600-05	LIBRARY BOOKS STATE AIDABLE	7,331
A 2610.4600-06	LIBRARY BOOKS STATE AIDABLE	9,881
A 2610.4900-87	LIBRARY BOCES SERVICES	14,000
A 2610.5000-01	LIBRARY SUPPLIES	200
A 2610.5000-03	LIBRARY SUPPLIES	200
A 2610.5000-05	LIBRARY SUPPLIES	1,000
A 2610.5000-87	LIBRARY SUPPLIES	500
2610	SCHOOL LIBRARY AND AUDIOVISUAL	533,991
A 2620.4900-84	EDUCATIONAL MEDIA - BOCES SERVICES	8,000
2620	EDUCATIONAL TELEVISION	8,000
A 2630.1500-85	COMPUTER INSTR. SALARIES PROFESSIONAL	104,425
A 2630.1600-85	COMPUTER INSTR. SALARIES NONINSTRUCTIONAL	68,733
A 2630.2000-82	COMPUTER INSTR. EQUIPMENT AIDABLE	90,000
A 2630.4000-82	COMPUTER INSTR. PURCHASED SERVICES	30,000
A 2630.4600-01	COMPUTER INSTR. SOFTWARE AIDABLE	7,000
A 2630.4600-02	COMPUTER INSTR. SOFTWARE AIDABLE	7,790
A 2630.4600-03	COMPUTER INSTR. SOFTWARE AIDABLE	7,160
A 2630.4600-04	COMPUTER INSTR. SOFTWARE AIDABLE	11,010
A 2630.4600-05	COMPUTER INSTR. SOFTWARE AIDABLE	17,572
A 2630.4600-06	COMPUTER INSTR. SOFTWARE AIDABLE	23,683
A 2630.4600-82	COMPUTER INSTR. SOFTWARE AIDABLE	3,000
A 2630.4900-82	COMPUTER INSTR. BOCES SERVICES-TECHNOLOGY	1,386,234
A 2630.4900-87	COMPUTER INSTR. BOCES SERVICES-INSTRUCTION	35,000
A 2630.5000-01	COMPUTER SUPPLIES	7,000
A 2630.5000-02	COMPUTER SUPPLIES	100
A 2630.5000-03	COMPUTER SUPPLIES	6,000
A 2630.5000-04	COMPUTER SUPPLIES	5,000
A 2630.5000-06	COMPUTER SUPPLIES	5,800
A 2630.5000-82	COMPUTER SUPPLIES	65,000
2630	COMPUTER ASSISTED INSTRUCTION	1,880,507

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Program Components

<u>Account</u>	<u>Description</u>	
A 2805.1500-85	ATTENDANCE SALARIES PROFESSIONAL	96,271
A 2805.1550-84	ATTENDANCE SALARIES - INTERCEPT	25,000
A 2805.1600-85	ATTENDANCE SALARIES NONINSTRUCTIONAL	134,908
A 2805.1650-84	ATTENDANCE SALARIES - INTERCEPT	2,000
A 2805.1690-84	ATTENDANCE SALS - COMP/OT/SUBS	2,000
A 2805.4000-84	ATTENDANCE PURCHASED SERVICES	2,100
A 2805.5000-84	ATTENDANCE SUPPLIES	1,000
2805	ATTENDANCE - REGULAR SCHOOL	263,279
A 2810.1500-84	GUIDANCE SALARIES SUMMER SCHOOL	20,000
A 2810.1500-85	GUIDANCE SALARIES PROFESSIONAL	1,751,408
A 2810.1600-85	GUIDANCE SALARIES NONINSTRUCTIONAL	248,720
A 2810.4000-84	GUIDANCE PURCHASED SERVICES	20,000
A 2810.5000-01	GUIDANCE SUPPLIES	250
A 2810.5000-03	GUIDANCE SUPPLIES	400
A 2810.5000-04	GUIDANCE SUPPLIES	400
A 2810.5000-84	GUIDANCE SUPPLIES	8,000
2810	GUIDANCE - REGULAR SCHOOL	2,049,178
A 2815.1630-85	HEALTH SERVICES SALARIES-P/T NURSES	51,136
A 2815.1680-85	HEALTH SERVICES SALARIES NURSES	301,101
A 2815.1690-84	HEALTH SERVICES SALS SUBS/OT/SUM/EXTRA EARNING	13,500
A 2815.4000-84	HEALTH SERVICES PURCHASED SERVICES	450,000
A 2815.5000-01	HEALTH SERVICES SUPPLIES	600
A 2815.5000-02	HEALTH SERVICES SUPPLIES	450
A 2815.5000-03	HEALTH SERVICES SUPPLIES	600
A 2815.5000-04	HEALTH SERVICES SUPPLIES	500
A 2815.5000-05	HEALTH SERVICES SUPPLIES	500
A 2815.5000-06	HEALTH SERVICES SUPPLIES	1,000
A 2815.5000-84	HEALTH SERVICES SUPPLIES	2,500
2815	HEALTH SERVICES - REGULAR SCHOOL	821,887
A 2820.1500-84	PSYCHOLOGIST SALS-SUMMER/SUBS	35,000
A 2820.1500-85	PSYCHOLOGIST SERVICES SALARIES PROFESSIONAL	800,900
A 2820.5000-84	PSYCHOLOGIST SERVICES SUPPLIES	10,000
2820	PSYCHOLOGY SERVICES	845,900
A 2825.1500-84	SOCIAL WORK SALARIES SUMMER	6,500
A 2825.1500-85	SOCIAL WORK SALARIES PROFESSIONAL	731,584
A 2825.5000-84	SOCIAL WORK SUPPLIES	1,000
2825	SOCIAL WORK SRVC-REG SCHOOL	739,084
A 2850.1500-85	CO-CURRIC. SALARIES PROFESSIONAL	554,602
A 2850.1510-88	SALARIES PROFESSIONAL - INTRAMURALS	39,690
2850	COCURRICULAR ACTIVITIES	594,292

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Program Components

<u>Account</u>	<u>Description</u>	
A 2855.1500-88	ATHLETICS SALARIES COACHES	643,131
A 2855.1550-85	ATHLETICS SALARIES COORDINATOR	146,106
A 2855.1600-85	ATHLETICS SALARIES NON-INSTRUCTIONAL	68,733
A 2855.1610-88	ATHLETICS SALARIES CHAPERONES	95,000
A 2855.2000-88	ATHLETICS EQUIPMENT	5,294
A 2855.4000-88	ATHLETICS PURCHASED SERVICES	183,147
A 2855.5000-88	ATHLETICS SUPPLIES	95,000
2855	INTERSCHOLASTIC ACT.	1,236,411
A 5510.1500-85	TRANSPORTATION SALARIES SUPERVISION	87,408
A 5510.1600-85	TRANSPORTATION SALARIES - CLERICAL SUPPORT	160,776
A 5510.1690-83	TRANSPORTATION SALARIES COMP/OT	10,000
A 5510.4000-83	TRANSPORTATION PURCHASED SERVICES	71,000
A 5510.4610-83	TRANSPORTATION SOFTWARE	8,000
A 5510.5000-83	TRANSPORTATION SUPPLIES	3,500
5510	DISTRICT TRANSPORTATION SERVICES	340,684
A 5540.4000-83	TRANSPORTATION IN-DISTRICT	4,530,482
A 5540.4050-88	TRANSPORTATION ATHLETICS	215,000
A 5540.4080-01	TRANSPORTATION FIELD TRIPS	8,000
A 5540.4080-02	TRANSPORTATION FIELD TRIPS	7,500
A 5540.4080-03	TRANSPORTATION FIELD TRIPS	8,200
A 5540.4080-04	TRANSPORTATION FIELD TRIPS	8,820
A 5540.4080-05	TRANSPORTATION FIELD TRIPS	14,076
A 5540.4080-06	TRANSPORTATION FIELD TRIPS	35,000
A 5540.4080-84	GUIDANCE - TRANSPORTATION	5,500
A 5540.4110-83	TRANSPORTATION PRIVATE/PAROCHIAL	1,631,600
A 5540.4120-83	TRANSPORTATION SWD	5,011,900
A 5540.4130-93	TRANSPORTATION FINE ARTS	77,000
A 5540.4150-83	TRANSPORTATION - FUEL	205,000
A 5540.4900-83	TRANSPORTATION BOCES SHARED SERVICES	50,000
5540	CONTRACTED TRANSPORTATION	11,808,078
A 9010.8000-89	STATE RETIREMENT SYSTEM - Program - 20%	224,317
9010	EMPLOYEE RETIREMENT SYSTEM	224,317
A 9020.8000-89	TEACHERS' RETIREMENT SYSTEM - Program - 92%	4,498,321
9020	TEACHERS RETIREMENT SYSTEM	4,498,321
A 9030.8000-89	SOCIAL SECURITY - Program - 82%	3,642,080
9030	FICA	3,642,080
A 9040.8000-89	WORKER'S COMPENSATION - Program - 44%	225,720
9040	WORKMEN'S COMPENSATION	225,720
A 9045.8000-89	LIFE INSURANCE - Program - 71%	39,050
9045	LIFE INSURANCE	39,050
A 9050.8000-89	UNEMPLOYMENT INSURANCE - Program - 90%	45,000
9050	UNEMPLOYMENT	45,000
A 9055.8000-89	DISABILITY INSURANCE - Program - 85%	72,250
9055	DISABILITY INSURANCE	72,250

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Program Components

<u>Account</u>	<u>Description</u>	
A 9060.8000-89	HEALTH INSURANCE - Program - 80%	9,029,101
9060	HEALTH INSURANCE	9,029,101
A 9065.8000-89	DENTAL INSURANCE - Program - 80%	400,000
9065	DENTAL INSURANCE	400,000
A 9080.8000-89	EMPLOYEE BENEFITS - LABOR CONTRACTS	35,000
9080	GROUP LEGAL BENEFITS	35,000
A 9089.8000-89	RETIREMENT ENHANCEMENT	484,452
9089	OTHER - RETIREMENT ENHANCEMENT	484,452
A 9090.8000-89	COMPENSATED ABSENCES	650,000
9090		650,000
A 9901.9000-84	INTERFUND TRANSFER TO F FUND	325,000
9901	TRANSFER TO SPECIAL AID	325,000

Totals For Program Components:	108,861,700
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Capital

COPIAGUE PUBLIC SCHOOLS

2020 - 2021 Budget

Capital Components

<u>Account</u>	<u>Description</u>	
A 1620.1600-85	OPERATION SALARIES - CLERICAL SUPPORT	70,125
A 1620.1620-85	OPERATION SALARIES CUSTODIANS	2,407,195
A 1620.1630-85	OPERATION SALARIES HOURLY CUSTODIANS	375,876
A 1620.1670-85	OPERATION SALARIES FACILITIES DIRECTOR	155,882
A 1620.1680-81	OPERATION SALARIES CUSTODIAL SUBSTITUTES	65,000
A 1620.1690-81	OPERATION OT HEAD/CHIEF CUSTODIAN	75,000
A 1620.1691-81	OPERATION SALARIES - CLERICAL OT/SUBS	2,000
A 1620.1693-81	OPERATION OT-Bldg Monitoring/Security Checks	65,000
A 1620.1694-81	OPERATION OT CUSTODIAL - ACTIVITIES COVERAGE	70,000
A 1620.1697-81	OPERATION OT MAINTENANCE	20,000
A 1620.1698-81	OPERATION OT CUSTODIAL	70,000
A 1620.1699-81	OPERATION OT GROUNDS	30,000
A 1620.2000-81	OPERATION EQUIPMENT	35,000
A 1620.4000-81	OPERATION PURCHASED SERVICES - CUSTODIAL	39,000
A 1620.4010-81	OPERATION CONTRACTUAL - HEAT	400,000
A 1620.4020-81	OPERATION CONTRACTUAL - GAS	30,000
A 1620.4030-81	OPERATION CONTRACTUAL - ELECTRICITY	575,000
A 1620.4040-81	OPERATION CONTRACTUAL - TELEPHONE	22,000
A 1620.4050-81	OPERATION CONTRACTUAL - WATER	12,500
A 1620.4060-81	OPERATION CONTRACTUAL - VEHICLE FUEL	12,000
A 1620.4200-81	OPERATION CONTRACTUAL - CUSTODIAL	6,500
A 1620.4900-81	OPERATION BOCES SERVICES	40,000
A 1620.5000-81	OPERATION SUPPLIES - CUSTODIAL	146,700
1620	OPERATION OF PLANT	4,724,778
A 1621.4000-81	OPERATION PURCHASED SERVICES - MAINTENANCE	163,015
A 1621.4200-81	OPERATION CONTRACTUAL - MAINTENANCE	543,200
A 1621.5000-81	OPERATION SUPPLIES - MAINTENANCE	200,600
1621	DISTRICTWIDE SECURITY	906,815
A 1622.1570-85	SECURITY SALARIES - DIRECTOR OF SCHOOL CLIMATE	164,618
A 1622.1660-85	SECURITY SALARIES	1,251,379
A 1622.1669-92	SECURITY SALARIES PER DIEM COVERAGE	80,000
A 1622.1690-92	SECURITY SALARIES OT	125,000
A 1622.2000-92	SECURITY EQUIPMENT	20,000
A 1622.4000-92	SECURITY PURCHASED SERVICES	42,300
A 1622.5000-92	SECURITY SUPPLIES	31,400
1622	BUILDING SECURITY & SAFETY	1,714,697
A 1930.4000-89	JUDGEMENTS AND CLAIMS	2,500
1930	JUDGMENTS & CLAIMS	2,500
A 9010.8000-89	STATE RETIREMENT SYSTEM - Capital - 51%	572,008
9010	EMPLOYEE RETIREMENT SYSTEM	572,008
A 9030.8000-89	SOCIAL SECURITY - Capital - 9%	399,741
9030	FICA	399,741

A 9040.8000-89	WORKER'S COMPENSATION - Capital - 44%	225,720
9040	WORKMEN'S COMPENSATION	225,720
A 9045.8000-89	LIFE INSURANCE - Capital - 8%	4,400
9045	LIFE INSURANCE	4,400
A 9050.8000-89	UNEMPLOYMENT INSURANCE - Capital - 5%	2,500
9050	UNEMPLOYMENT	2,500
A 9055.8000-89	DISABILITY INSURANCE - Capital - 4%	3,400
9055	DISABILITY INSURANCE	3,400
A 9060.8000-89	HEALTH INSURANCE - Capital - 9%	1,015,774
9060	HEALTH INSURANCE	1,015,774
A 9065.8000-89	DENTAL INSURANCE - Capital - 9%	45,000
9065	DENTAL INSURANCE	45,000
A 9710.6000-89	SERIAL BONDS- COPIAGUE LIBRARY/PRIN	110,000
A 9710.7000-89	SERIAL BONDS-COPIAGUE LIBRARY INTEREST	25,513
9710	DEBT SERVICE-SERIAL BONDS	135,513
A 9711.6000-89	SERIAL BONDS-SCHOOL CONSTRUCTION PRIN	2,560,000
A 9711.7000-89	SERIAL BONDS-SCHOOL CONSTRUCTION INT	1,563,200
9711	SERIAL BOND	4,123,200
A 9760.7000-89	TAX ANTICIPATION NOTES	375,000
9760	TAN	375,000
A 9950.9000-89	INTERFUND TRANSFER TO CAPITAL PROJECT FUND	400,000
9950	TRANSFER TO CAPITAL	400,000

Totals For Capital Components:	14,651,046
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IV. REVENUES

- Estimated Revenues 2020-2021"
""""("Vcz" Tcvg
- " • Schedule of New York State &
""""Federal Grant Awards (2019-2020 actual)

COPIAGUE UNION FREE SCHOOL DISTRICT

2020/2021 REVENUE BUDGET AND TAX RATE

21-May-20

DRAFT with Pandemic Adj

	Adopted 2019/2020 Budget	Proposed 2020/2021 Budget	\$ Change	% Change	2019-20 % of Total	2020-21 % of Total
STATE AID:						
Basic Formula/Foundation Aid	38,988,953	38,990,633	1,680	0.00%		
BOCES Services Aid	2,650,000	3,223,566	573,566	21.64%		
Public Excess Cost Aid	6,600,000	5,992,251	-607,749	-9.21%		
Private Excess Cost Aid	550,000	634,562	84,562	15.37%		
Hardware & Technology	87,407	88,174	767	0.88%		
Software, Library & Textbook	434,117	435,565	1,448	0.33%		
Transportation Aid	8,370,278	8,852,426	482,148	5.76%		
High Tax Aid	1,710,034	1,710,034	0	0.00%		
Building Aid	3,853,988	3,576,390	-277,598	-7.20%		
Universal Pre-Kindergarten	1,317,682	1,317,682	-	0.00%		
Pandemic Adjustment		(1,223,715)				
Federal CARES restoration	-	1,223,715	1,223,715	0.00%		
State Aid Sub total	64,562,459	64,821,283	1,482,539	0.00%		
LESS: Universal Pre-K (to Special Revenue Fund)	(1,317,682)	(1,317,682)	-	0.00%		
ADD: Displaced Student (Homeless) Aid	300,000	300,000	-	0.00%		
TOTAL STATE AID	63,544,777	63,803,601	258,824	0.41%	48.17%	47.50%
OTHER REVENUE:						
PILOTS	1,130,094	1,129,976	-118	-0.01%		
Other Taxes (Copiague Public Library Debt Repayment)	139,088	135,513	-3,575	-2.57%		
Continuing Education Tuition	7,000	7,000	0	0.00%		
Non-Resident Foster Tuition	275,000	300,000	25,000	9.09%		
Health Services for Other Districts	-	-	-	0.00%		
Transportation for Other Districts	-	-	-	0.00%		
Interest & Earnings	150,000	150,000	0	0.00%		
Rental of Real Property	3,000	3,000	0	0.00%		
Facilities Use - O&M Salaries Fees	-	-	-	0.00%		
Facilities Use - Security Salaries Fees	-	-	-	0.00%		
Sale of Surplus/Insurance Recoveries	-	-	-	0.00%		
Refund of Prior Years' Exp -BOCES	300,000	300,000	-	0.00%		
Refund of Prior Years' Exp-Other	-	-	-	0.00%		
Other	42,500	42,500	0	0.00%		
CPSE Excess Admin Cost Refund	-	-	-	0.00%		
Federal Aid - Medicaid Assistance	200,000	200,000	0	0.00%		
TOTAL OTHER REVENUE	2,246,682	2,267,989	21,307	0.95%	1.70%	1.69%
INTERFUND TRANSFERS						
Transfer In from Capital Projects Fund	200,000	-	-200,000	-100.00%	0.15%	0.00%
APPROP. FUND BALANCE						
Unassigned/Undesignated	1,100,000	1,823,450	723,450	65.77%	0.83%	1.36%
Worker's Comp Reserve	450,000	450,000	-	0.00%	0.34%	0.34%
Employers' Retirement System Reserve	800,000	76,550	(723,450)	81.25%	0.61%	0.06%
Employee Benefits Accrued Liability Reserve	-	650,000	650,000	0.00%	0.00%	0.48%
TOTAL APPROPRIATED FUND BALANCE	2,350,000	3,000,000	650,000	27.66%	1.78%	2.23%
REAL PROPERTY TAX						
	63,565,410	65,244,654	1,679,244	2.64%	48.19%	48.58%
TOTAL REVENUE AND OTHER SOURCES	131,906,869	134,316,244	2,409,375	1.83%	100%	100%

TAX RATE PER \$100 A.V.				
COPIAGUE UNION FREE SCHOOL DISTRICT	207.78	213.27	5.49	2.64%

TAX INCREASE BASED ON AVERAGE ASSESSED HOME				
COPIAGUE UNION FREE SCHOOL DISTRICT	6,698.94	6,875.91	176.97	2.64%

ASSUMPTIONS:

Using 2019/2020 final tax roll. The 2020/21 final roll will not be available until August 1.

NOTE: As the District lies completely within the bounds of the Town of Babylon, taxes are not apportioned. Therefore equalization rates do not apply.

Copiague Public School
Schedule of Federal/State Grants
2019-2020

Grant Title	Amount
TITLE I A& D Improve Academic Achievement for the Disadvantaged	\$ 1,134,655
TITLE II PART A Teacher/Principal Training/Recruitment	\$ 167,327
TITLE IIIA-Immigrant Education	\$ 136,676
TITLE IV-Student Support and Academic Enrichment	\$ 85,898
UPK (Universal Pre-Kindergarten Program)	\$ 1,317,682
Teachers of Tomorrow	\$ 132,600
IDEA Part B, Section 611	\$ 1,244,633
IDEA Part B, Section 619	\$ 65,528
Total of All Grants	<u>\$ 4,284,999</u>

V. ADDENDUM

REPORT CARDS AND REQUIRED DISCLOSURES

<u>TABLE OF CONTENTS</u>	<u>SECTION</u>	<u># OF PAGES</u>
School Report Card Data – 2017-2018	A	
District		45 pages
Walter G. O’Connell Copiague High School		26 pages
Middle School		19 pages
Deauville Gardens East Elementary School		17 pages
Deauville Gardens West Elementary School		16 pages
Great Neck Road Elementary School		17 pages
Susan E. Wiley Elementary School		17 pages
Property Tax Report Card	B	2 pages
Administrative Salary Disclosure	C	1 page
Fiscal Accountability Summary	D	3 pages
Tax Exemption Disclosure	E	1 page

- ❖ The report cards are available from the New York State Education Department. Visit their website at: <http://data.nysed.gov> for their latest information.
- ❖ More information can be found on the **district website:** www.copiague.k12.ny.us

SCHOOL REPORT

CARD DATA

2018-2019

SECTION A

District

Walter G. O'Connell Copiague High School

Copiague Middle School

Deauville Gardens East Elementary School

Deauville Gardens West Elementary School

Great Neck Road Elementary School

Susan E. Wiley Elementary School

DISTRICT

Report Card

SECTION A

(108 pages)

COPIAGUE UFSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	1,839	113	2	
	Math	1,797	120		2
	Science	696	187		2
	Combined	4,332	128		2
American Indian or Alaska Native	ELA	1	—	—	
	Math	1	—		—
	Science	—	—		—
	Combined	2	—		—
Asian or Native Hawaiian/Other Pacific Islander	ELA	31	148	4	
	Math	30	163		4
	Science	29	217		4
	Combined	90	176		4
Black or African American	ELA	416	114	2	
	Math	410	109		2
	Science	153	184		2
	Combined	979	123		2
Hispanic or Latino	ELA	1,126	104	2	
	Math	1,098	113		2
	Science	428	180		2
	Combined	2,652	120		2
Multiracial	ELA	35	140	3	

Subgroup	Subject	Cohort	Index	Level	
	Math	32	147		3
	Science	26	212		3
	Combined	93	162		3
White	ELA	230	147	3	
	Math	226	164		3
	Science	87	219		3
	Combined	543	165		3
English Language Learners	ELA	307	39	1	
	Math	308	47		1
	Science	115	131		1
	Combined	730	57		1
Students with Disabilities	ELA	294	63	2	
	Math	273	58		2
	Science	94	147		2
	Combined	661	73		2
Economically Disadvantaged	ELA	1,422	105	3	
	Math	1,387	110		3
	Science	543	181		3
	Combined	3,352	119		3

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	2,133	98	2	
	Math	2,138	101		2
	Science	736	177		2
	Combined	5,007	111		2
American Indian or Alaska Native	ELA	1	—	—	
	Math	1	—		—
	Science	—	—		—
	Combined	2	—		—
Asian or Native Hawaiian/Other Pacific Islander	ELA	31	148	4	
	Math	30	163		4
	Science	29	217		4
	Combined	90	176		4
Black or African American	ELA	482	98	2	
	Math	481	93		2
	Science	160	176		2
	Combined	1,123	107		2
Hispanic or Latino	ELA	1,283	92	2	
	Math	1,292	96		2
	Science	447	172		2
	Combined	3,022	105		2
Multiracial	ELA	46	107	3	

Subgroup	Subject	Cohort	Index	Level
	Math	43	109	3
	Science	29	190	3
	Combined	118	128	3
White	ELA	292	115	3
	Math	292	127	
	Science	99	192	
	Combined	683	131	
English Language Learners	ELA	321	38	2
	Math	333	43	
	Science	118	128	
	Combined	772	54	
Students with Disabilities	ELA	354	52	2
	Math	354	45	
	Science	119	116	
	Combined	827	58	
Economically Disadvantaged	ELA	1,650	90	3
	Math	1,656	92	
	Science	575	170	
	Combined	3,881	103	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	334,120	7,126	46.9	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	7,702	158	48.7	2
Black or African American	75,959	1,661	45.7	2
Hispanic or Latino	203,649	4,335	47	2
Multiracial	4,754	94	50.6	3
White	42,056	878	47.9	2
English Language Learners	54,131	1,093	49.5	2
Students with Disabilities	45,173	920	49.1	2
Economically Disadvantaged	253,095	5,388	47	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	484	44%	53%	1.2	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—
Black or African American	13	—	—	—	—
Hispanic or Latino	455	43%	53%	1.2	3
Multiracial	0	—	—	—	—
White	10	—	—	—	—
English Language Learners	484	44%	53%	1.2	3
Students with Disabilities	123	42%	46%	1.1	3
Economically Disadvantaged	458	44%	52%	1.2	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	80	2,133	98	90	105	122	161	—	N	200	2	2	2
	Math	81	2,138	101	90	107	124	162	—	N	200	2		
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	144	31	148	148	157	164	182	—	N	200	2	2	2
	Math	162	30	163	165	174	179	189	Y	—	200	2		
Black or African American	ELA	80	482	98	90	98	116	158	—	N	200	2	2	2
	Math	77	481	93	87	88	107	154	—	—	200	3		
Hispanic or Latino	ELA	75	1,283	92	85	95	113	157	—	N	200	2	2	2
	Math	75	1,292	96	85	92	111	155	—	—	200	3		
Multiracial	ELA	70	46	107	80	102	119	159	—	—	200	3	3	3
	Math	75	43	109	85	104	120	160	—	—	200	3		
White	ELA	94	292	115	102	102	119	160	—	—	200	3	3	3
	Math	98	292	127	106	110	126	163	—	—	200	4		
English Language Learners	ELA	29	321	38	43	67	90	145	N	—	200	1	1	1
	Math	38	333	43	51	83	103	152	N	—	200	1		
Students with Disabilities	ELA	38	354	52	51	61	85	142	—	N	200	2	1	1
	Math	37	354	45	50	61	85	142	N	—	200	1		
Economically Disadvantaged	ELA	74	1,650	90	84	95	113	157	—	N	200	2	2	2
	Math	73	1,656	92	84	94	112	156	—	N	200	2		

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	14.5	3,190	503	15.8%	13.7%	14.6%	12.8%	8.9%	N	—	5%	1
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13.6	55	7	12.7%	13%	8.2%	7.4%	6.2%	—	Y	5%	3
Black or African American	11.8	679	86	12.7%	11.2%	20.1%	17.7%	11.4%	—	—	5%	3
Hispanic or Latino	14.1	1,982	326	16.4%	13.3%	19.8%	17%	11%	—	—	5%	3
Multiracial	25.5	66	13	19.7%	23.9%	16.5%	14.5%	9.8%	—	N	5%	2
White	19.4	407	71	17.4%	18.2%	10.5%	9.3%	7.2%	—	N	5%	2
English Language Learners	14.8	596	113	19%	14%	17.6%	15.2%	10.1%	N	—	5%	1
Students with Disabilities	20.1	426	85	20%	18.9%	21.5%	18.5%	11.8%	—	N	5%	2
Economically Disadvantaged	15.9	2,423	410	16.9%	15.1%	19.9%	17.1%	11.1%	—	—	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	2,369	82.2%	4,737	82.5%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	35	–	–	–
Black or African American	X	535	81.1%	1,069	81.6%
Hispanic or Latino	X	1,442	84.1%	2,860	84.4%
Multiracial	X	48	72.9%	92	72.8%
White	X	308	75%	637	74.7%
English Language Learners	X	398	92.2%	813	92%
Students with Disabilities	X	379	78.1%	757	78.6%
Economically Disadvantaged	X	1,829	82.1%	3,550	82.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	2,378	79.8%	4,755	80.1%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	35	–	–	–
Black or African American	X	537	80.3%	1,073	79.9%
Hispanic or Latino	X	1,452	80.9%	2,877	81.5%
Multiracial	X	45	71.1%	89	71.9%
White	X	308	73.7%	637	73.5%
English Language Learners	X	405	86.9%	822	89.3%
Students with Disabilities	X	378	72.2%	758	73.1%
Economically Disadvantaged	X	1,826	79.7%	3,551	79.9%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	11
Grade 4	11
Grade 5	–
Grade 6	5
Grade 7	11
Grade 8	6

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level		
All Students	ELA	406	155	161	2	161.1	2
	Math	406	119				
	Science	406	202				
	Social Studies	406	224				
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	204	189	3	189.3	3
	Math	13	139				
	Science	13	219				
	Social Studies	13	239				
Black or African American	ELA	110	151	151	2	151.1	2
	Math	110	104				
	Science	110	188				
	Social Studies	110	217				
Hispanic or Latino	ELA	227	148	159	2	159.4	2
	Math	227	120				
	Science	227	204				
	Social Studies	227	224				
Multiracial	ELA	5	150	-	-	-	-
	Math	5	120				
	Science	5	220				
	Social Studies	5	250				
White	ELA	59	182	182	3		

Subgroup	Subject	Cohort	Index	Combined Index	Level		
	Math	59	140			182	3
	Science	59	220			182	3
	Social Studies	59	233			182	3
English Language Learners	ELA	47	56	101	3		
	Math	47	87			100.9	3
	Science	47	149			100.9	3
	Social Studies	47	180			100.9	3
Students with Disabilities	ELA	84	105	119	3		
	Math	84	83			119.4	3
	Science	84	159			119.4	3
	Social Studies	84	193			119.4	3
Economically Disadvantaged	ELA	278	152	158	2		
	Math	278	116			158.4	2
	Science	278	200			158.4	2
	Social Studies	278	222			158.4	2

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	87.2%	404	88.9%	87.8%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	88.9%	404	91.3%	89.5%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	84.5%	455	91.2%	85.5%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	85%	20	100%	85.8%	88.3%	89.5%	92.3%	—	—	95%	4	3
	5-Year	86.7%	24	95.8%	87.5%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	86.7%	21	85.7%	87.1%	89.7%	91.1%	94.1%	N	—	97%	1	
Black or African American	4-Year	87.3%	118	84.7%	87.9%	73.3%	77.3%	86.2%	—	—	95%	3	4
	5-Year	93.4%	102	94.1%	93.6%	76.7%	80.3%	88.2%	—	—	96%	4	
	6-Year	88.1%	142	93%	88.9%	76.9%	80.3%	88.7%	—	—	97%	4	
Hispanic or Latino	4-Year	85%	214	87.9%	85.8%	73.2%	76.8%	85.9%	—	—	95%	4	4
	5-Year	85.9%	211	88.2%	86.7%	75.7%	79.1%	87.6%	—	—	96%	4	
	6-Year	80.2%	229	89.1%	81.6%	76.1%	79.7%	88.4%	—	—	97%	4	
Multiracial	4-Year	—	6	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
White	4-Year	93.2%	63	98.4%	93.4%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	91.1%	74	94.6%	91.5%	91.5%	92.3%	94.2%	—	—	96%	4	

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level By Cohort	Level By Subgroup	
	6-Year	88.9%	73	94.5%	89.5%	91.2%	92.4%	94.7%	–	–	97%	4	4	
English Language Learners	4-Year	62%	41	61%	64.6%	53%	60.4%	77.7%	–	–	95%	3	2	
	5-Year	60.8%	43	58.1%	63.6%	60.4%	66.8%	81.4%	N	–	96%	1		2
	6-Year	79.5%	61	70.5%	80.9%	60.6%	66.8%	81.9%	–	–	97%	3		2
Students with Disabilities	4-Year	68.5%	82	76.8%	70.7%	59.7%	66.1%	80.6%	–	–	95%	4	4	
	5-Year	78.5%	74	78.4%	79.9%	63%	69%	82.5%	–	–	96%	3		4
	6-Year	74.4%	91	79.1%	76.2%	61.4%	67.8%	82.4%	–	–	97%	4		4
Economically Disadvantaged	4-Year	86.5%	273	89.7%	87.1%	76.9%	79.9%	87.5%	–	–	95%	4	4	
	5-Year	89.5%	277	90.6%	90.1%	80.4%	83%	89.5%	–	–	96%	4		4
	6-Year	88.9%	317	91.2%	89.5%	80.7%	83.5%	90.3%	–	–	97%	4		4

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	212	40%	27%	0.7	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	7	—	—	—	—
Hispanic or Latino	202	40%	26%	0.7	2
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	212	40%	27%	0.7	2
Students with Disabilities	55	36%	11%	0.3	1
Economically Disadvantaged	195	40%	26%	0.7	2

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	170	406	155	173	191	194	204	N	—	215	1	1	1
	Math	131	406	119	137	151	158	179	Y	—	200	2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	13	—	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—		
Black or African American	ELA	165	110	151	169	163	170	192	N	—	215	1	1	1
	Math	121	110	104	127	117	127	164	N	—	200	1		
Hispanic or Latino	ELA	158	227	148	163	166	172	194	N	—	215	1	1	1
	Math	125	227	120	131	124	134	167	Y	—	200	2		
Multiracial	ELA	—	5	—	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—		
White	ELA	199	59	182	201	208	209	212	N	—	215	1	1	1
	Math	151	59	140	155	168	172	186	N	—	200	1		
English Language Learners	ELA	53	47	56	66	93	109	162	N	—	215	1	1	1
	Math	95	47	87	104	99	112	156	N	—	200	1		
Students with Disabilities	ELA	112	84	105	121	120	133	174	Y	—	215	2	2	2
	Math	70	84	83	80	91	105	153	—	N	200	2		
Economically Disadvantaged	ELA	162	278	152	167	171	177	196	N	—	215	1	1	1
	Math	125	278	116	131	131	140	170	Y	—	200	2		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	9	1,683	223	13.3%	8.6%	22.6%	19.8%	12.4%	–	–	5%	3
American Indian or Alaska Native	–	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.6	39	4	10.3%	2.6%	14%	12.4%	8.7%	–	–	5%	3
Black or African American	7.7	425	36	8.5%	7.5%	31.5%	27.1%	16.1%	–	–	5%	4
Hispanic or Latino	9.3	1,004	145	14.4%	8.9%	31.6%	27.2%	16.1%	–	–	5%	4
Multiracial	–	24	–	–	–	–	–	–	–	–	–	–
White	10	203	37	18.2%	9.6%	15.6%	14%	9.5%	N	–	5%	1
English Language Learners	15.3	298	65	21.8%	14.5%	33.8%	29%	17%	–	–	5%	3
Students with Disabilities	13.8	257	41	16%	13%	32.8%	28%	16.5%	–	–	5%	4
Economically Disadvantaged	9.8	1,224	162	13.2%	9.4%	30.2%	25.8%	15.4%	–	–	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	118	127.5	122.6	130.2	137.8	156.4	–	Y	175	3
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	117.5	123.8	122.1	101.2	114	144.5	–	–	175	4
Hispanic or Latino	107.3	126.1	112.7	104.5	116.5	145.8	–	–	175	4
Multiracial	–	–	–	–	–	–	–	–	–	–
White	139.9	136.5	142.7	149.7	154.1	164.6	N	–	175	1
English Language Learners	44.4	66.7	54.8	43.4	66.4	120.7	–	–	175	4
Students with Disabilities	70.9	89.4	79.3	76.5	93.5	134.3	–	–	175	3
Economically Disadvantaged	113.2	127.1	118.2	112.9	123.7	149.4	–	–	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	456	1	174	15	212	0	56
Asian or Native Hawaiian/Other Pacific Islander	14	0	—	—	—	—	—
Black or African American	120	0	39	3	66	0	12
Hispanic or Latino	263	1	97	12	121	0	34
Multiracial	5	0	—	—	—	—	—
White	63	0	32	0	22	0	9
English Language Learners	56	1	2	2	31	0	22
Students with Disabilities	90	0	5	3	66	0	16
Economically Disadvantaged	307	1	114	9	150	0	35

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	450	99.6%	845	99.8%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
Black or African American	✓	114	99.1%	221	99.6%
Hispanic or Latino	✓	264	100%	479	100%
Multiracial	—	3	—	—	—
White	✓	61	98.4%	126	99.2%
English Language Learners	✓	48	100%	91	100%
Students with Disabilities	✓	78	97.4%	148	98.7%
Economically Disadvantaged	✓	316	100%	573	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

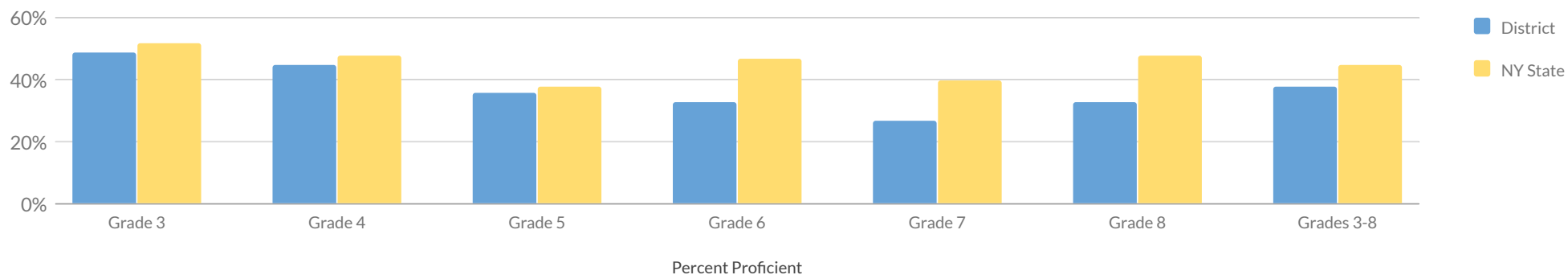
Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	450	99.8%	845	99.6%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	8	–	–	–
Black or African American	✓	114	99.1%	221	98.6%
Hispanic or Latino	✓	264	100%	479	100%
Multiracial	–	3	–	–	–
White	✓	61	100%	126	100%
English Language Learners	✓	48	100%	91	100%
Students with Disabilities	✓	78	100%	148	98.7%
Economically Disadvantaged	✓	316	99.7%	573	99.5%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	456	409	90%	128	28%	233	51%	48	11%	3	1%	18	4%	4	1%	22	5%
Female	210	195	93%	71	34%	110	52%	14	7%	1	0%	5	2%	0	0%	9	4%
Male	246	214	87%	57	23%	123	50%	34	14%	2	1%	13	5%	4	2%	13	5%
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	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	63	57	90%	28	44%	21	33%	8	13%	0	0%	4	6%	0	0%	2	3%
Black or African American	120	108	90%	32	27%	59	49%	17	14%	2	2%	8	7%	1	1%	1	1%
Hispanic or Latino	263	234	89%	62	24%	149	57%	23	9%	1	0%	6	2%	3	1%	19	7%
General-Education Students	366	336	92%	124	34%	200	55%	12	3%	0	0%	7	2%	2	1%	21	6%
Students with Disabilities	90	73	81%	4	4%	33	37%	36	40%	3	3%	11	12%	2	2%	1	1%
Non-English Language Learners	400	373	93%	128	32%	205	51%	40	10%	2	1%	15	4%	2	1%	8	2%
English Language Learners	56	36	64%	0	0%	28	50%	8	14%	1	2%	3	5%	2	4%	14	25%
Not Economically Disadvantaged	149	130	87%	54	36%	62	42%	14	9%	1	1%	6	4%	2	1%	10	7%
Economically Disadvantaged	307	279	91%	74	24%	171	56%	34	11%	2	1%	12	4%	2	1%	12	4%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

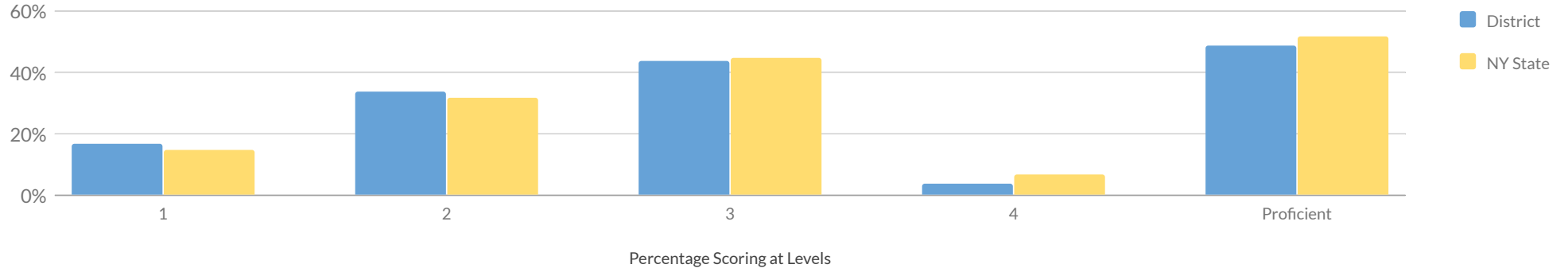
Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	427	386	90%	124	29%	219	51%	43	10%	3	1%	14	3%	4	1%	20	5%
Homeless	29	23	79%	4	14%	14	48%	5	17%	0	0%	4	14%	0	0%	2	7%
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	42	334	57	17%	115	34%	148	44%	14	4%	162	49%
Grade 4	59	370	88	24%	117	32%	112	30%	53	14%	165	45%
Grade 5	47	322	118	37%	89	28%	65	20%	50	16%	115	36%
Grade 6	93	315	143	45%	67	21%	62	20%	43	14%	105	33%
Grade 7	138	270	122	45%	74	27%	56	21%	18	7%	74	27%
Grade 8	143	247	79	32%	86	35%	65	26%	17	7%	82	33%
Grades 3-8	522	1,858	607	33%	548	29%	508	27%	195	10%	703	38%

GRADE 3 ELA RESULTS

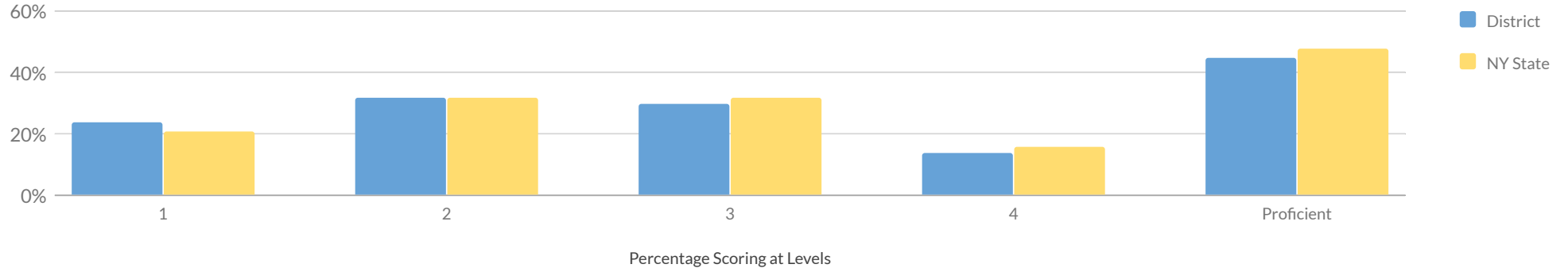


MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	42	334	57	17%	115	34%	148	44%	14	4%	162	49%
General Education	34	287	44	15%	90	31%	141	49%	12	4%	153	53%
Students with Disabilities	8	47	13	28%	25	53%	7	15%	2	4%	9	19%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	5	—	—	—	—	—	—	—	—	—	—
Black or African American	6	75	12	16%	22	29%	37	49%	4	5%	41	55%
Hispanic or Latino	24	203	39	19%	72	35%	85	42%	7	3%	92	45%
White	11	42	4	10%	14	33%	22	52%	2	5%	24	57%
Multiracial	0	8	1	13%	3	38%	4	50%	0	0%	4	50%
Small Group Total	1	6	1	17%	4	67%	0	0%	1	17%	1	17%
Female	17	176	26	15%	57	32%	86	49%	7	4%	93	53%
Male	25	158	31	20%	58	37%	62	39%	7	4%	69	44%
English Language Learners	13	60	27	45%	27	45%	6	10%	0	0%	6	10%
Non-English Language Learners	29	274	30	11%	88	32%	142	52%	14	5%	156	57%
Economically Disadvantaged	23	267	53	20%	98	37%	110	41%	6	2%	116	43%
Not Economically Disadvantaged	19	67	4	6%	17	25%	38	57%	8	12%	46	69%
Not Migrant	42	334	57	17%	115	34%	148	44%	14	4%	162	49%
Homeless	2	14	4	29%	4	29%	6	43%	0	0%	6	43%
Not Homeless	40	320	53	17%	111	35%	142	44%	14	4%	156	49%
Not in Foster Care	42	334	57	17%	115	34%	148	44%	14	4%	162	49%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	42	333	—	—	—	—	—	—	—	—	—	—

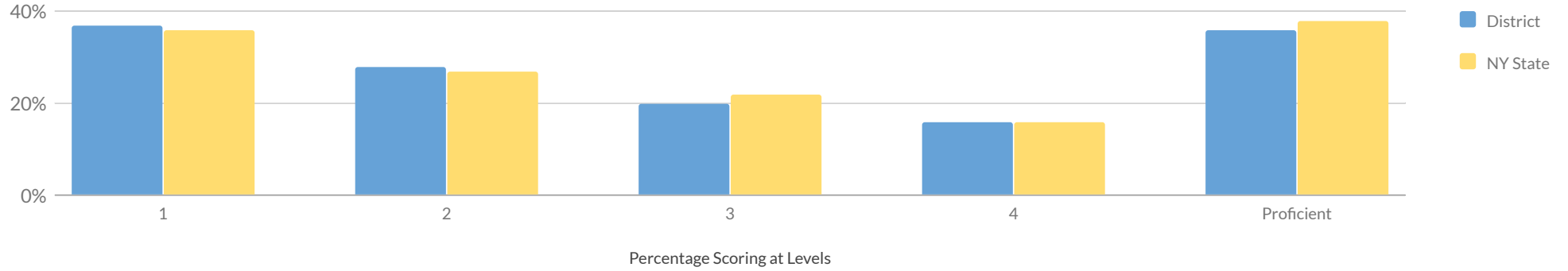
GRADE 4 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	59	370	88	24%	117	32%	112	30%	53	14%	165	45%
General Education	45	325	59	18%	103	32%	110	34%	53	16%	163	50%
Students with Disabilities	14	45	29	64%	14	31%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	0	8	1	13%	3	38%	1	13%	3	38%	4	50%
Black or African American	10	72	22	31%	21	29%	19	26%	10	14%	29	40%
Hispanic or Latino	29	234	60	26%	80	34%	72	31%	22	9%	94	40%
White	16	45	5	11%	11	24%	14	31%	15	33%	29	64%
Multiracial	4	11	0	0%	2	18%	6	55%	3	27%	9	82%
Female	35	185	36	19%	53	29%	59	32%	37	20%	96	52%
Male	24	185	52	28%	64	35%	53	29%	16	9%	69	37%
English Language Learners	14	72	40	56%	27	38%	4	6%	1	1%	5	7%
Non-English Language Learners	45	298	48	16%	90	30%	108	36%	52	17%	160	54%
Economically Disadvantaged	39	286	77	27%	97	34%	76	27%	36	13%	112	39%
Not Economically Disadvantaged	20	84	11	13%	20	24%	36	43%	17	20%	53	63%
Not Migrant	59	370	88	24%	117	32%	112	30%	53	14%	165	45%
Homeless	1	12	3	25%	4	33%	1	8%	4	33%	5	42%
Not Homeless	58	358	85	24%	113	32%	111	31%	49	14%	160	45%
Not in Foster Care	59	370	88	24%	117	32%	112	30%	53	14%	165	45%
Parent Not in Armed Forces	59	370	88	24%	117	32%	112	30%	53	14%	165	45%

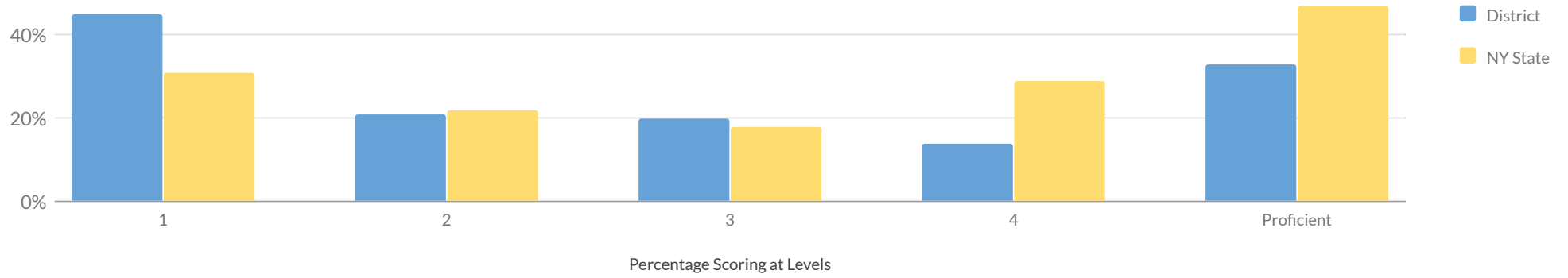
GRADE 5 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	47	322	118	37%	89	28%	65	20%	50	16%	115	36%
General Education	35	276	85	31%	78	28%	63	23%	50	18%	113	41%
Students with Disabilities	12	46	33	72%	11	24%	2	4%	0	0%	2	4%
Asian or Native Hawaiian/Other Pacific Islander	0	8	1	13%	4	50%	2	25%	1	13%	3	38%
Black or African American	13	71	24	34%	24	34%	16	23%	7	10%	23	32%
Hispanic or Latino	22	201	78	39%	53	26%	38	19%	32	16%	70	35%
White	10	35	11	31%	7	20%	8	23%	9	26%	17	49%
Multiracial	2	7	4	57%	1	14%	1	14%	1	14%	2	29%
Female	27	159	47	30%	47	30%	34	21%	31	19%	65	41%
Male	20	163	71	44%	42	26%	31	19%	19	12%	50	31%
English Language Learners	9	57	47	82%	8	14%	2	4%	0	0%	2	4%
Non-English Language Learners	38	265	71	27%	81	31%	63	24%	50	19%	113	43%
Economically Disadvantaged	31	239	94	39%	67	28%	44	18%	34	14%	78	33%
Not Economically Disadvantaged	16	83	24	29%	22	27%	21	25%	16	19%	37	45%
Not Migrant	47	322	118	37%	89	28%	65	20%	50	16%	115	36%
Homeless	3	10	4	40%	2	20%	3	30%	1	10%	4	40%
Not Homeless	44	312	114	37%	87	28%	62	20%	49	16%	111	36%
Not in Foster Care	46	322	118	37%	89	28%	65	20%	50	16%	115	36%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	47	321	—	—	—	—	—	—	—	—	—	—

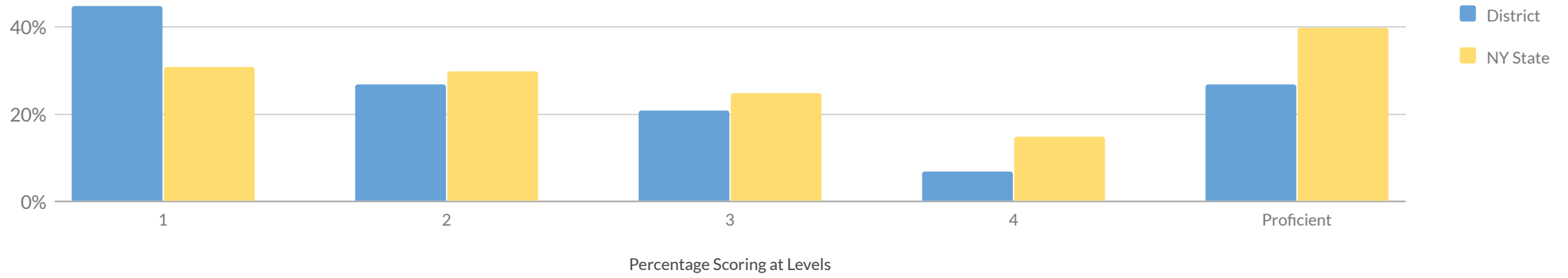
GRADE 6 ELA RESULTS



MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	93	315	143	45%	67	21%	62	20%	43	14%	105	33%
General Education	68	265	101	38%	60	23%	61	23%	43	16%	104	39%
Students with Disabilities	25	50	42	84%	7	14%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	29	69	36	52%	11	16%	15	22%	7	10%	22	32%
Hispanic or Latino	50	202	94	47%	48	24%	36	18%	24	12%	60	30%
White	12	41	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	44	13	30%	8	18%	11	25%	12	27%	23	52%
Female	41	152	61	40%	37	24%	26	17%	28	18%	54	36%
Male	52	163	82	50%	30	18%	36	22%	15	9%	51	31%
English Language Learners	16	46	43	93%	3	7%	0	0%	0	0%	0	0%
Non-English Language Learners	77	269	100	37%	64	24%	62	23%	43	16%	105	39%
Economically Disadvantaged	74	246	115	47%	55	22%	49	20%	27	11%	76	31%
Not Economically Disadvantaged	19	69	28	41%	12	17%	13	19%	16	23%	29	42%
Not Migrant	93	315	143	45%	67	21%	62	20%	43	14%	105	33%
Homeless	3	9	5	56%	2	22%	2	22%	0	0%	2	22%
Not Homeless	90	306	138	45%	65	21%	60	20%	43	14%	103	34%
In Foster Care	0	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	93	313	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	93	315	143	45%	67	21%	62	20%	43	14%	105	33%

GRADE 7 ELA RESULTS

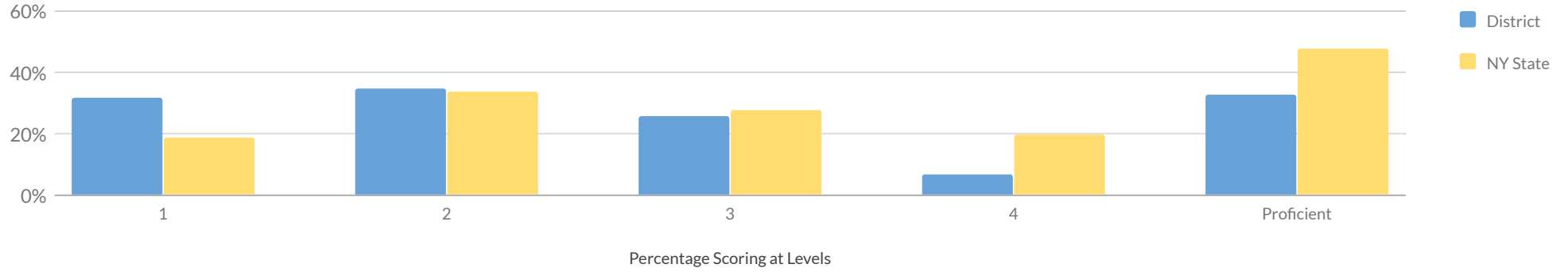


MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			All Students	138	270	122	45%	74	27%	56	21%	18
General Education	105	238	93	39%	71	30%	56	24%	18	8%	74	31%
Students with Disabilities	33	32	29	91%	3	9%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	4	—	—	—	—	—	—	—	—	—	—
Black or African American	29	73	31	42%	20	27%	18	25%	4	5%	22	30%
Hispanic or Latino	84	157	83	53%	41	26%	26	17%	7	4%	33	21%
White	24	29	5	17%	10	34%	10	34%	4	14%	14	48%
Multiracial	1	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	11	3	27%	3	27%	2	18%	3	27%	5	45%
Female	69	139	45	32%	44	32%	38	27%	12	9%	50	36%
Male	69	131	77	59%	30	23%	18	14%	6	5%	24	18%
English Language Learners	24	37	35	95%	2	5%	0	0%	0	0%	0	0%
Non-English Language Learners	114	233	87	37%	72	31%	56	24%	18	8%	74	32%
Economically Disadvantaged	109	211	108	51%	57	27%	35	17%	11	5%	46	22%
Not Economically Disadvantaged	29	59	14	24%	17	29%	21	36%	7	12%	28	47%
Not Migrant	138	270	122	45%	74	27%	56	21%	18	7%	74	27%
Homeless	7	10	5	50%	4	40%	1	10%	0	0%	1	10%
Not Homeless	131	260	117	45%	70	27%	55	21%	18	7%	73	28%
In Foster Care	1	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	137	266	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	138	269	—	—	—	—	—	—	—	—	—	—

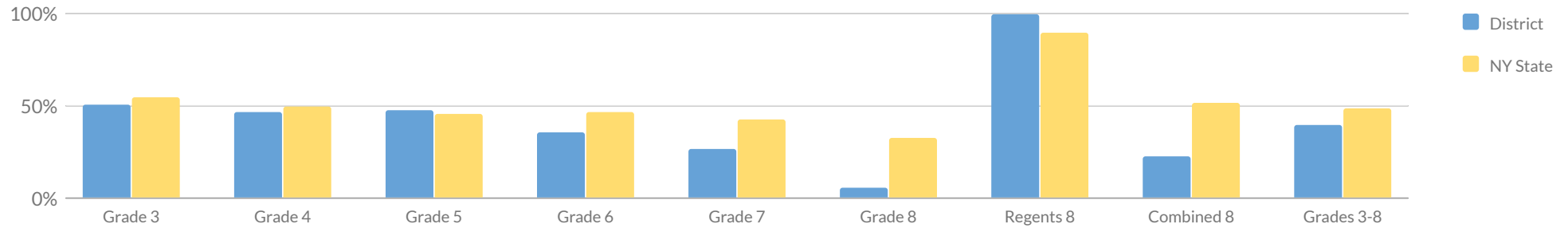
GRADE 8 ELA RESULTS



MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	143	247	79	32%	86	35%	65	26%	17	7%	82	33%
General Education	108	214	57	27%	75	35%	65	30%	17	8%	82	38%
Students with Disabilities	35	33	22	67%	11	33%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	6	—	—	—	—	—	—	—	—	—	—
Black or African American	34	59	12	20%	23	39%	21	36%	3	5%	24	41%
Hispanic or Latino	89	153	60	39%	57	37%	27	18%	9	6%	36	24%
White	16	27	5	19%	5	19%	13	48%	4	15%	17	63%
Multiracial	4	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	2	25%	1	13%	4	50%	1	13%	5	63%
Female	59	118	20	17%	49	42%	39	33%	10	8%	49	42%
Male	84	129	59	46%	37	29%	26	20%	7	5%	33	26%
English Language Learners	14	39	33	85%	6	15%	0	0%	0	0%	0	0%
Non-English Language Learners	129	208	46	22%	80	38%	65	31%	17	8%	82	39%
Economically Disadvantaged	118	189	69	37%	70	37%	40	21%	10	5%	50	26%
Not Economically Disadvantaged	25	58	10	17%	16	28%	25	43%	7	12%	32	55%
Not Migrant	143	247	79	32%	86	35%	65	26%	17	7%	82	33%
Homeless	8	9	2	22%	4	44%	3	33%	0	0%	3	33%
Not Homeless	135	238	77	32%	82	34%	62	26%	17	7%	79	33%
Not in Foster Care	142	247	79	32%	86	35%	65	26%	17	7%	82	33%
Parent Not in Armed Forces	143	247	79	32%	86	35%	65	26%	17	7%	82	33%

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

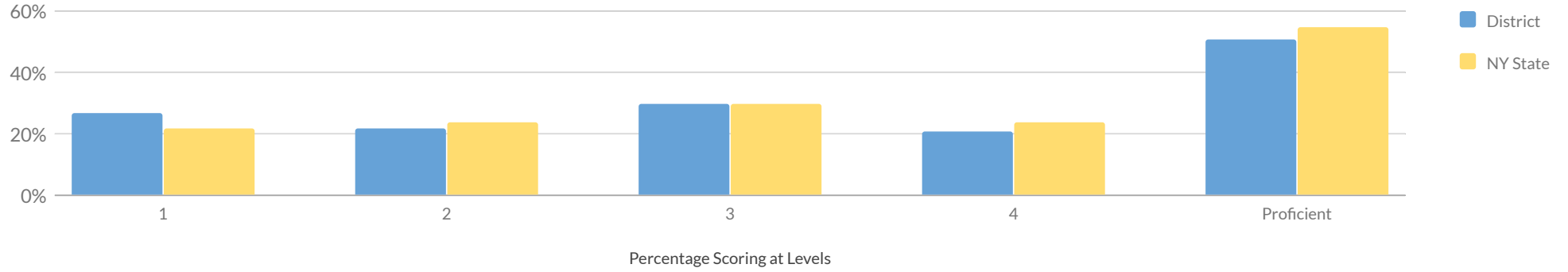


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	36	342	92	27%	74	22%	104	30%	72	21%	176	51%
Grade 4	53	376	109	29%	92	24%	86	23%	89	24%	175	47%
Grade 5	56	312	99	32%	63	20%	60	19%	90	29%	150	48%
Grade 6	105	302	113	37%	79	26%	75	25%	35	12%	110	36%
Grade 7	136	275	98	36%	104	38%	52	19%	21	8%	73	27%
Grade 8	187	203	122	60%	69	34%	12	6%	0	0%	12	6%
Regents 8	—	45	0	0%	0	0%	1	2%	44	98%	45	100%
Combined 8	187	248	122	49%	69	28%	13	5%	44	18%	57	23%
Grades 3-8	573	1,855	633	34%	481	26%	390	21%	351	19%	741	40%

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

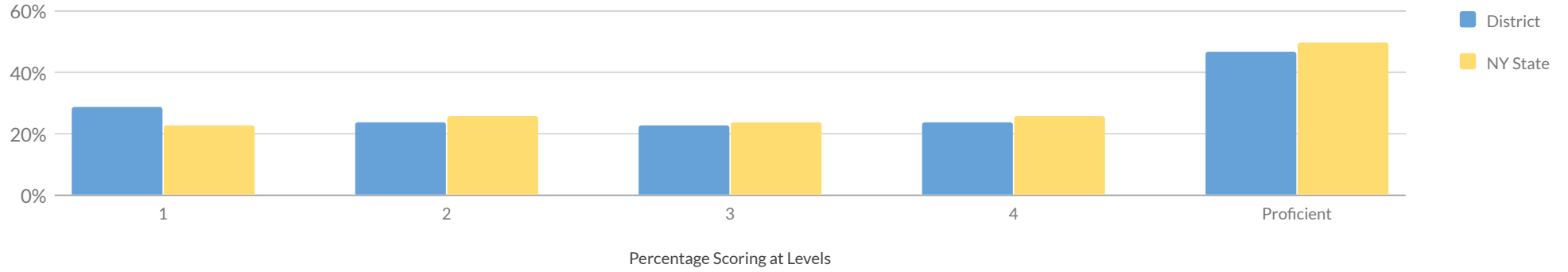


MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	36	342	92	27%	74	22%	104	30%	72	21%	176	51%
General Education	26	297	70	24%	61	21%	96	32%	70	24%	166	56%
Students with Disabilities	10	45	22	49%	13	29%	8	18%	2	4%	10	22%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	5	—	—	—	—	—	—	—	—	—	—
Black or African American	11	72	16	22%	24	33%	21	29%	11	15%	32	44%
Hispanic or Latino	15	212	69	33%	40	19%	60	28%	43	20%	103	49%
White	9	44	5	11%	6	14%	18	41%	15	34%	33	75%
Multiracial	0	8	1	13%	2	25%	4	50%	1	13%	5	63%
Small Group Total	1	6	1	17%	2	33%	1	17%	2	33%	3	50%
Female	14	179	45	25%	41	23%	50	28%	43	24%	93	52%
Male	22	163	47	29%	33	20%	54	33%	29	18%	83	51%
English Language Learners	4	70	44	63%	14	20%	10	14%	2	3%	12	17%
Non-English Language Learners	32	272	48	18%	60	22%	94	35%	70	26%	164	60%
Economically Disadvantaged	22	268	83	31%	59	22%	77	29%	49	18%	126	47%
Not Economically Disadvantaged	14	74	9	12%	15	20%	27	36%	23	31%	50	68%
Not Migrant	36	342	92	27%	74	22%	104	30%	72	21%	176	51%
Homeless	2	14	5	36%	4	29%	4	29%	1	7%	5	36%
Not Homeless	34	328	87	27%	70	21%	100	30%	71	22%	171	52%
Not in Foster Care	36	342	92	27%	74	22%	104	30%	72	21%	176	51%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	36	341	—	—	—	—	—	—	—	—	—	—

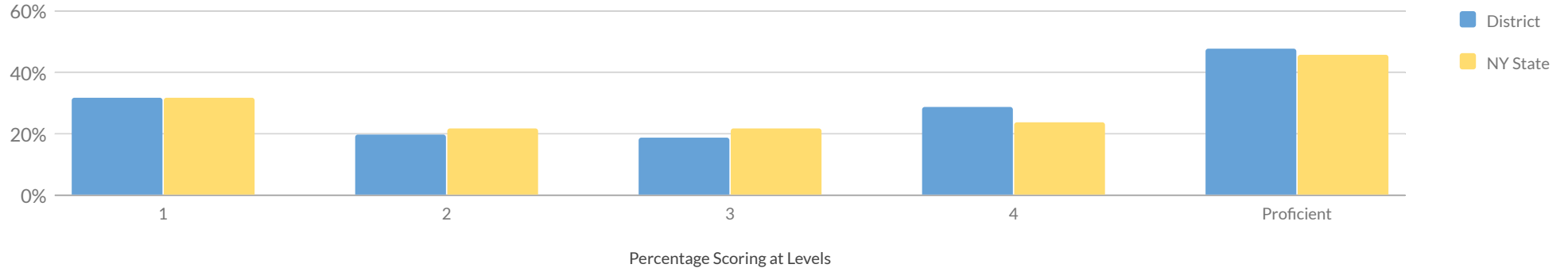
GRADE 4 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	53	376	109	29%	92	24%	86	23%	89	24%	175	47%
General Education	39	331	78	24%	82	25%	82	25%	89	27%	171	52%
Students with Disabilities	14	45	31	69%	10	22%	4	9%	0	0%	4	9%
Asian or Native Hawaiian/Other Pacific Islander	0	8	1	13%	1	13%	3	38%	3	38%	6	75%
Black or African American	10	72	26	36%	16	22%	16	22%	14	19%	30	42%
Hispanic or Latino	24	242	77	32%	67	28%	51	21%	47	19%	98	40%
White	15	46	4	9%	6	13%	14	30%	22	48%	36	78%
Multiracial	4	8	1	13%	2	25%	2	25%	3	38%	5	63%
Female	26	194	51	26%	46	24%	49	25%	48	25%	97	50%
Male	27	182	58	32%	46	25%	37	20%	41	23%	78	43%
English Language Learners	6	82	46	56%	26	32%	8	10%	2	2%	10	12%
Non-English Language Learners	47	294	63	21%	66	22%	78	27%	87	30%	165	56%
Economically Disadvantaged	40	285	91	32%	72	25%	64	22%	58	20%	122	43%
Not Economically Disadvantaged	13	91	18	20%	20	22%	22	24%	31	34%	53	58%
Not Migrant	53	376	109	29%	92	24%	86	23%	89	24%	175	47%
Homeless	2	12	3	25%	5	42%	0	0%	4	33%	4	33%
Not Homeless	51	364	106	29%	87	24%	86	24%	85	23%	171	47%
Not in Foster Care	53	376	109	29%	92	24%	86	23%	89	24%	175	47%
Parent Not in Armed Forces	53	376	109	29%	92	24%	86	23%	89	24%	175	47%

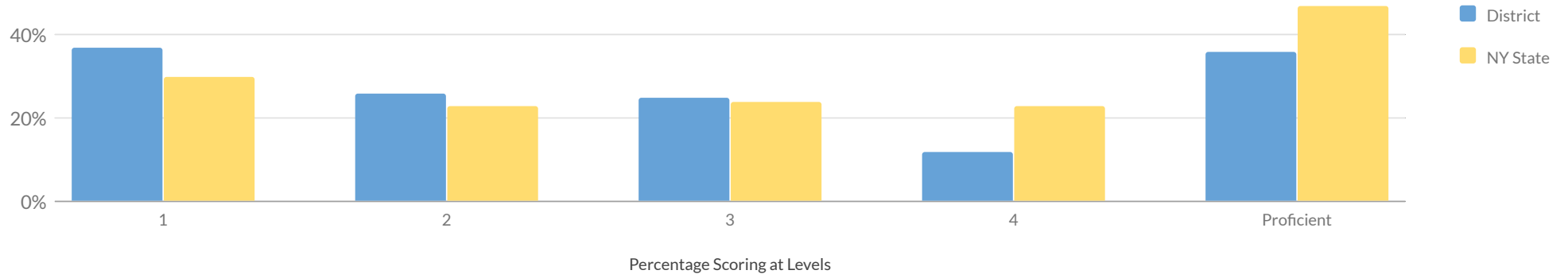
GRADE 5 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	56	312	99	32%	63	20%	60	19%	90	29%	150	48%
General Education	43	269	65	24%	55	20%	59	22%	90	33%	149	55%
Students with Disabilities	13	43	34	79%	8	19%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	0	8	0	0%	3	38%	3	38%	2	25%	5	63%
Black or African American	10	73	25	34%	16	22%	16	22%	16	22%	32	44%
Hispanic or Latino	34	189	64	34%	38	20%	36	19%	51	27%	87	46%
White	11	34	8	24%	5	15%	4	12%	17	50%	21	62%
Multiracial	1	8	2	25%	1	13%	1	13%	4	50%	5	63%
Female	38	148	40	27%	34	23%	30	20%	44	30%	74	50%
Male	18	164	59	36%	29	18%	30	18%	46	28%	76	46%
English Language Learners	11	55	44	80%	6	11%	3	5%	2	4%	5	9%
Non-English Language Learners	45	257	55	21%	57	22%	57	22%	88	34%	145	56%
Economically Disadvantaged	44	224	79	35%	51	23%	40	18%	54	24%	94	42%
Not Economically Disadvantaged	12	88	20	23%	12	14%	20	23%	36	41%	56	64%
Not Migrant	56	312	99	32%	63	20%	60	19%	90	29%	150	48%
Homeless	2	11	5	45%	3	27%	3	27%	0	0%	3	27%
Not Homeless	54	301	94	31%	60	20%	57	19%	90	30%	147	49%
Not in Foster Care	56	312	99	32%	63	20%	60	19%	90	29%	150	48%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	56	311	—	—	—	—	—	—	—	—	—	—

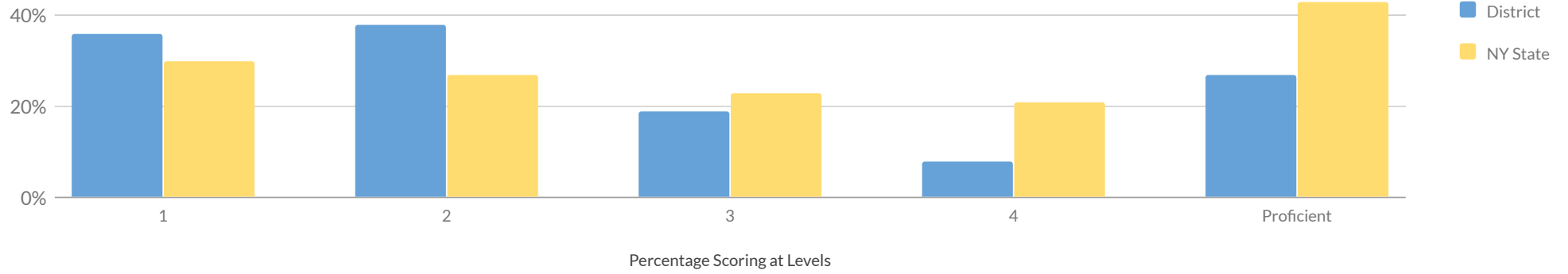
GRADE 6 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	105	302	113	37%	79	26%	75	25%	35	12%	110	36%
General Education	73	259	74	29%	76	29%	74	29%	35	14%	109	42%
Students with Disabilities	32	43	39	91%	3	7%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	29	69	30	43%	21	30%	14	20%	4	6%	18	26%
Hispanic or Latino	56	195	74	38%	49	25%	49	25%	23	12%	72	37%
White	18	35	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	38	9	24%	9	24%	12	32%	8	21%	20	53%
Female	46	146	54	37%	41	28%	36	25%	15	10%	51	35%
Male	59	156	59	38%	38	24%	39	25%	20	13%	59	38%
English Language Learners	11	50	41	82%	8	16%	1	2%	0	0%	1	2%
Non-English Language Learners	94	252	72	29%	71	28%	74	29%	35	14%	109	43%
Economically Disadvantaged	87	231	86	37%	61	26%	60	26%	24	10%	84	36%
Not Economically Disadvantaged	18	71	27	38%	18	25%	15	21%	11	15%	26	37%
Not Migrant	105	302	113	37%	79	26%	75	25%	35	12%	110	36%
Homeless	4	7	3	43%	3	43%	1	14%	0	0%	1	14%
Not Homeless	101	295	110	37%	76	26%	74	25%	35	12%	109	37%
In Foster Care	0	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	300	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	105	302	113	37%	79	26%	75	25%	35	12%	110	36%

GRADE 7 MATH RESULTS

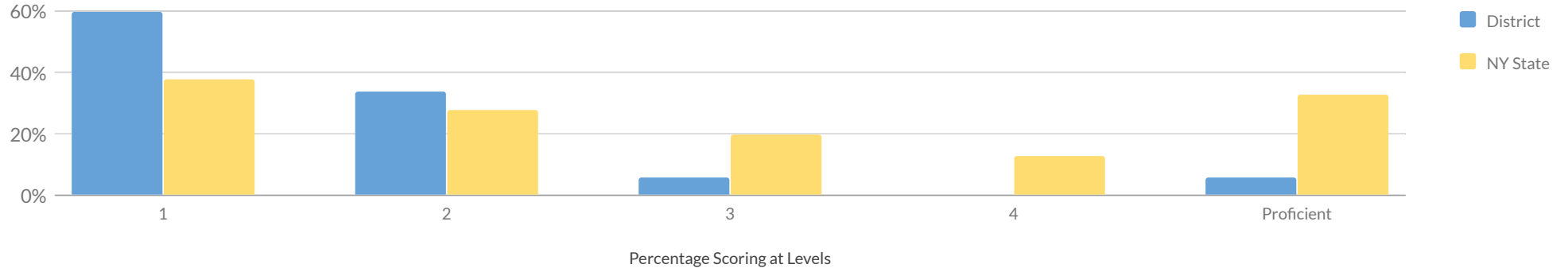


MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	136	275	98	36%	104	38%	52	19%	21	8%	73	27%
General Education	96	249	74	30%	102	41%	52	21%	21	8%	73	29%
Students with Disabilities	40	26	24	92%	2	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	4	—	—	—	—	—	—	—	—	—	—
Black or African American	28	74	32	43%	23	31%	15	20%	4	5%	19	26%
Hispanic or Latino	83	161	63	39%	62	39%	23	14%	13	8%	36	22%
White	23	30	2	7%	14	47%	11	37%	3	10%	14	47%
Multiracial	2	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	1	10%	5	50%	3	30%	1	10%	4	40%
Female	64	145	44	30%	62	43%	26	18%	13	9%	39	27%
Male	72	130	54	42%	42	32%	26	20%	8	6%	34	26%
English Language Learners	21	43	34	79%	8	19%	1	2%	0	0%	1	2%
Non-English Language Learners	115	232	64	28%	96	41%	51	22%	21	9%	72	31%
Economically Disadvantaged	103	216	90	42%	79	37%	33	15%	14	6%	47	22%
Not Economically Disadvantaged	33	59	8	14%	25	42%	19	32%	7	12%	26	44%
Not Migrant	136	275	98	36%	104	38%	52	19%	21	8%	73	27%
Homeless	6	10	6	60%	0	0%	3	30%	1	10%	4	40%
Not Homeless	130	265	92	35%	104	39%	49	18%	20	8%	69	26%
In Foster Care	1	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	135	271	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
			Parent Not in Armed Forces	136	274	—	—	—	—	—	—	—

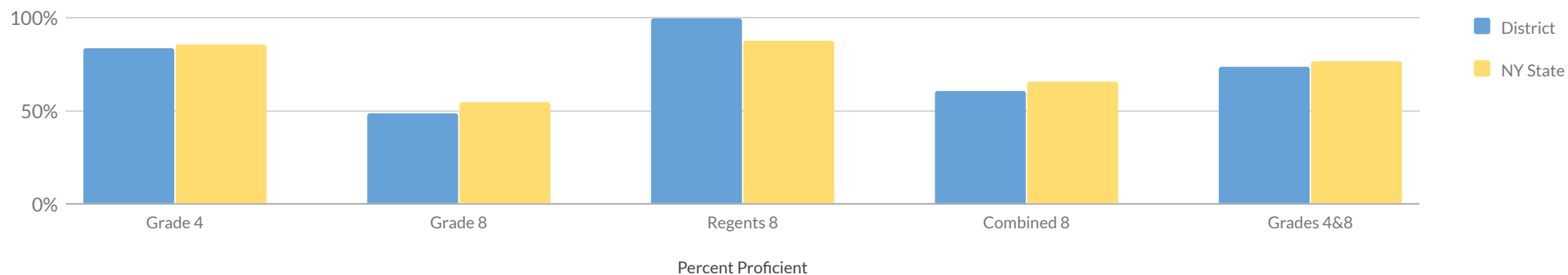
GRADE 8 MATH RESULTS



MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	187	203	122	60%	69	34%	12	6%	0	0%	12	6%
General Education	147	175	97	55%	66	38%	12	7%	0	0%	12	7%
Students with Disabilities	40	28	25	89%	3	11%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	4	—	—	—	—	—	—	—	—	—	—
Black or African American	46	46	26	57%	18	39%	2	4%	0	0%	2	4%
Hispanic or Latino	108	135	84	62%	43	32%	8	6%	0	0%	8	6%
White	27	16	9	56%	6	38%	1	6%	0	0%	1	6%
Multiracial	4	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	6	3	50%	2	33%	1	17%	0	0%	1	17%
Female	86	91	45	49%	41	45%	5	5%	0	0%	5	5%
Male	101	112	77	69%	28	25%	7	6%	0	0%	7	6%
English Language Learners	11	43	36	84%	7	16%	0	0%	0	0%	0	0%
Non-English Language Learners	176	160	86	54%	62	39%	12	8%	0	0%	12	8%
Economically Disadvantaged	137	170	106	62%	56	33%	8	5%	0	0%	8	5%
Not Economically Disadvantaged	50	33	16	48%	13	39%	4	12%	0	0%	4	12%
Not Migrant	187	203	122	60%	69	34%	12	6%	0	0%	12	6%
Homeless	7	9	6	67%	3	33%	0	0%	0	0%	0	0%
Not Homeless	180	194	116	60%	66	34%	12	6%	0	0%	12	6%
Not in Foster Care	186	203	122	60%	69	34%	12	6%	0	0%	12	6%
Parent Not in Armed Forces	187	203	122	60%	69	34%	12	6%	0	0%	12	6%

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

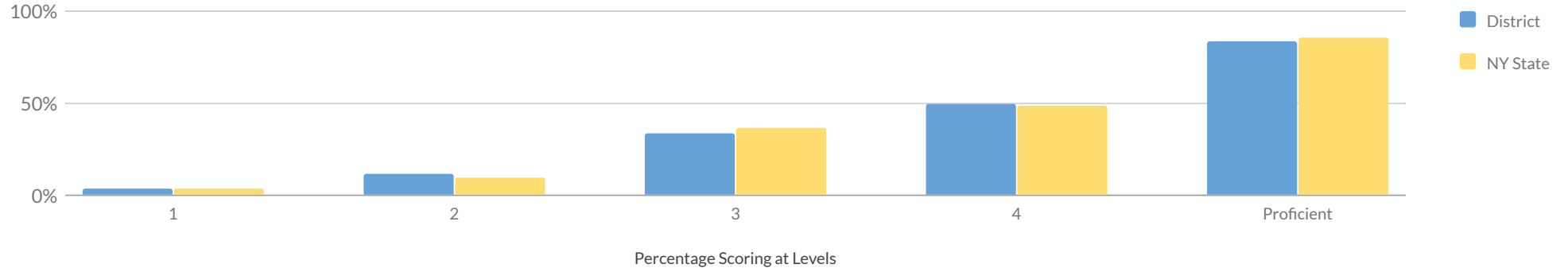


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	37	392	14	4%	48	12%	135	34%	195	50%	330	84%
Grade 8	143	247	35	14%	91	37%	113	46%	8	3%	121	49%
Regents 8	—	79	0	0%	0	0%	23	29%	56	71%	79	100%
Combined 8	143	326	35	11%	91	28%	136	42%	64	20%	200	61%
Grades 4&8	180	718	49	7%	139	19%	271	38%	259	36%	530	74%

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

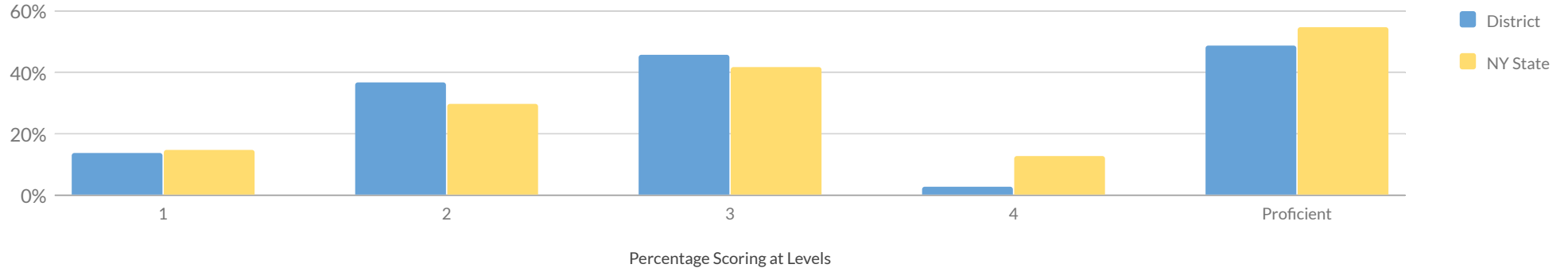
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	37	392	14	4%	48	12%	135	34%	195	50%	330	84%
General Education	25	345	11	3%	33	10%	113	33%	188	54%	301	87%
Students with Disabilities	12	47	3	6%	15	32%	22	47%	7	15%	29	62%
Asian or Native Hawaiian/Other Pacific Islander	0	8	0	0%	1	13%	1	13%	6	75%	7	88%
Black or African American	6	76	2	3%	11	14%	27	36%	36	47%	63	83%
Hispanic or Latino	17	249	12	5%	34	14%	93	37%	110	44%	203	82%
White	13	48	0	0%	2	4%	10	21%	36	75%	46	96%
Multiracial	1	11	0	0%	0	0%	4	36%	7	64%	11	100%
Female	20	200	8	4%	20	10%	65	33%	107	54%	172	86%
Male	17	192	6	3%	28	15%	70	36%	88	46%	158	82%
English Language Learners	4	85	10	12%	22	26%	43	51%	10	12%	53	62%
Non-English Language Learners	33	307	4	1%	26	8%	92	30%	185	60%	277	90%
Economically Disadvantaged	26	299	12	4%	38	13%	107	36%	142	47%	249	83%
Not Economically Disadvantaged	11	93	2	2%	10	11%	28	30%	53	57%	81	87%
Not Migrant	37	392	14	4%	48	12%	135	34%	195	50%	330	84%
Homeless	0	14	0	0%	3	21%	5	36%	6	43%	11	79%
Not Homeless	37	378	14	4%	45	12%	130	34%	189	50%	319	84%
Not in Foster Care	37	392	14	4%	48	12%	135	34%	195	50%	330	84%
Parent Not in Armed Forces	37	392	14	4%	48	12%	135	34%	195	50%	330	84%

GRADE 8 SCIENCE RESULTS

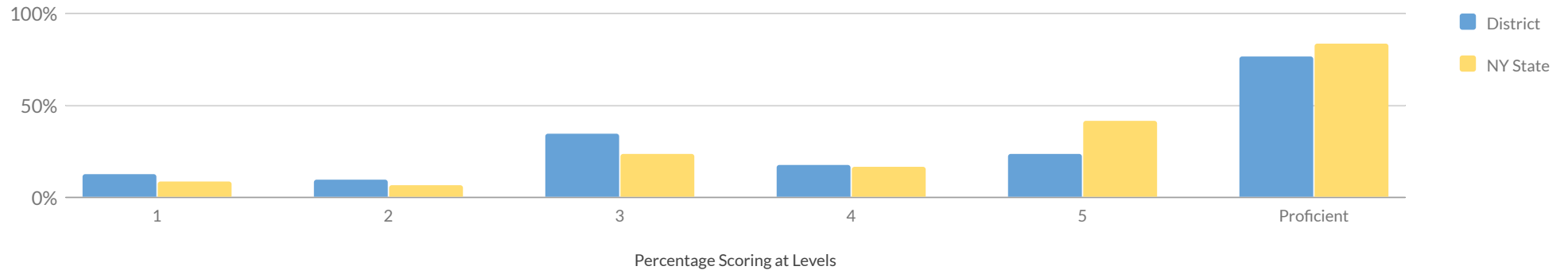


MEAN SCORE: 62

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	143	247	35	14%	91	37%	113	46%	8	3%	121	49%
General Education	106	216	29	13%	73	34%	106	49%	8	4%	114	53%
Students with Disabilities	37	31	6	19%	18	58%	7	23%	0	0%	7	23%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	—	—	—	—	—	—	—	—	—
Black or African American	32	60	9	15%	19	32%	30	50%	2	3%	32	53%
Hispanic or Latino	82	161	26	16%	67	42%	62	39%	6	4%	68	42%
White	22	21	0	0%	4	19%	17	81%	0	0%	17	81%
Multiracial	4	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	5	0	0%	1	20%	4	80%	0	0%	4	80%
Female	61	116	11	9%	48	41%	55	47%	2	2%	57	49%
Male	82	131	24	18%	43	33%	58	44%	6	5%	64	49%
English Language Learners	10	44	21	48%	16	36%	7	16%	0	0%	7	16%
Non-English Language Learners	133	203	14	7%	75	37%	106	52%	8	4%	114	56%
Economically Disadvantaged	100	207	30	14%	81	39%	88	43%	8	4%	96	46%
Not Economically Disadvantaged	43	40	5	13%	10	25%	25	63%	0	0%	25	63%
Not Migrant	143	247	35	14%	91	37%	113	46%	8	3%	121	49%
Homeless	7	9	1	11%	2	22%	6	67%	0	0%	6	67%
Not Homeless	136	238	34	14%	89	37%	107	45%	8	3%	115	48%
Not in Foster Care	142	247	35	14%	91	37%	113	46%	8	3%	121	49%
Parent Not in Armed Forces	143	247	35	14%	91	37%	113	46%	8	3%	121	49%

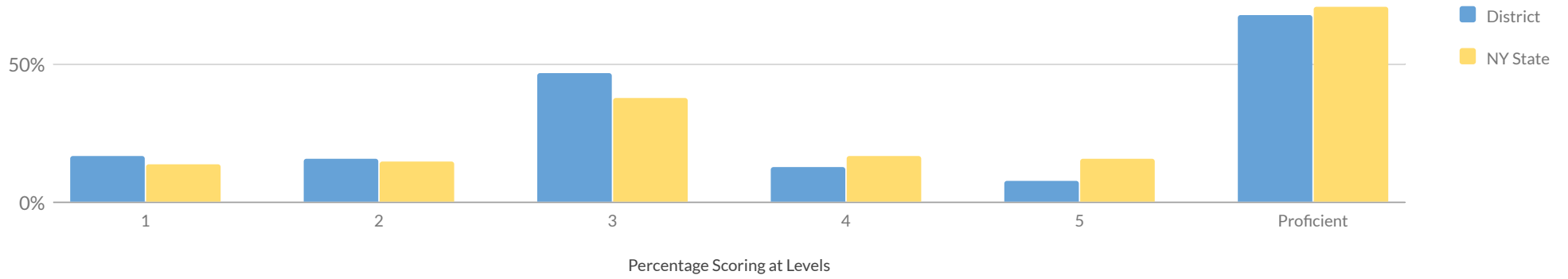
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



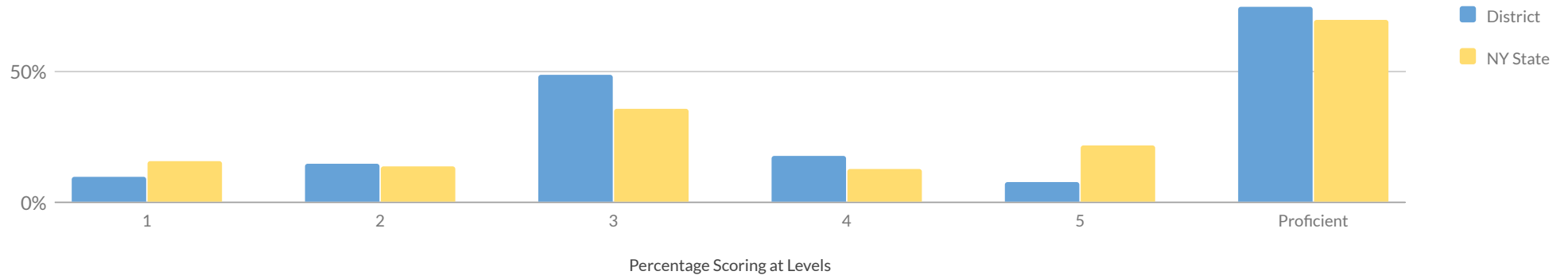
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	511	66	13%	50	10%	180	35%	91	18%	124	24%
General Education	421	39	9%	36	9%	140	33%	82	19%	124	29%	346	82%
Students with Disabilities	90	27	30%	14	16%	40	44%	9	10%	0	0%	49	54%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	4	29%	1	7%	9	64%	14	100%
Black or African American	141	17	12%	18	13%	55	39%	22	16%	29	21%	106	75%
Hispanic or Latino	306	45	15%	29	9%	111	36%	56	18%	65	21%	232	76%
White	44	2	5%	3	7%	9	20%	11	25%	19	43%	39	89%
Multiracial	6	2	33%	0	0%	1	17%	1	17%	2	33%	4	67%
Female	247	24	10%	17	7%	86	35%	47	19%	73	30%	206	83%
Male	264	42	16%	33	13%	94	36%	44	17%	51	19%	189	72%
English Language Learners	92	37	40%	14	15%	35	38%	4	4%	2	2%	41	45%
Non-English Language Learners	419	29	7%	36	9%	145	35%	87	21%	122	29%	354	84%
Economically Disadvantaged	379	55	15%	45	12%	132	35%	66	17%	81	21%	279	74%
Not Economically Disadvantaged	132	11	8%	5	4%	48	36%	25	19%	43	33%	116	88%
Not Migrant	511	66	13%	50	10%	180	35%	91	18%	124	24%	395	77%
Homeless	28	2	7%	3	11%	11	39%	4	14%	8	29%	23	82%
Not Homeless	483	64	13%	47	10%	169	35%	87	18%	116	24%	372	77%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	510	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	511	66	13%	50	10%	180	35%	91	18%	124	24%	395	77%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



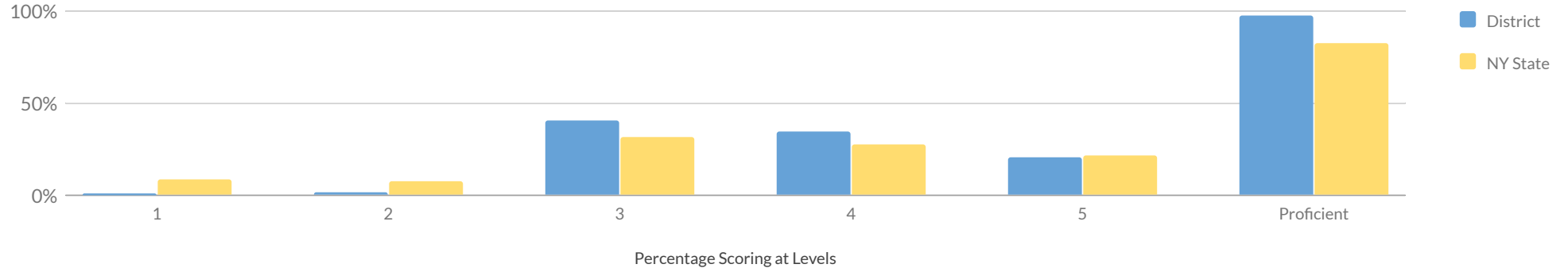
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	512	86	17%	80	16%	242	47%	64	13%	40	8%
General Education	397	32	8%	49	12%	212	53%	64	16%	40	10%	316	80%
Students with Disabilities	115	54	47%	31	27%	30	26%	0	0%	0	0%	30	26%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	1	14%	3	43%	1	14%	2	29%	6	86%
Black or African American	131	26	20%	21	16%	63	48%	13	10%	8	6%	84	64%
Hispanic or Latino	309	58	19%	51	17%	145	47%	37	12%	18	6%	200	65%
White	59	2	3%	7	12%	28	47%	10	17%	12	20%	50	85%
Multiracial	6	0	0%	0	0%	3	50%	3	50%	0	0%	6	100%
Female	229	29	13%	31	14%	118	52%	33	14%	18	8%	169	74%
Male	283	57	20%	49	17%	124	44%	31	11%	22	8%	177	63%
English Language Learners	101	24	24%	27	27%	43	43%	6	6%	1	1%	50	50%
Non-English Language Learners	411	62	15%	53	13%	199	48%	58	14%	39	9%	296	72%
Economically Disadvantaged	389	71	18%	65	17%	182	47%	49	13%	22	6%	253	65%
Not Economically Disadvantaged	123	15	12%	15	12%	60	49%	15	12%	18	15%	93	76%
Not Migrant	512	86	17%	80	16%	242	47%	64	13%	40	8%	346	68%
Homeless	16	5	31%	2	13%	6	38%	3	19%	0	0%	9	56%
Not Homeless	496	81	16%	78	16%	236	48%	61	12%	40	8%	337	68%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	509	—	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	511	—	—	—	—	—	—	—	—	—	—	—	—

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



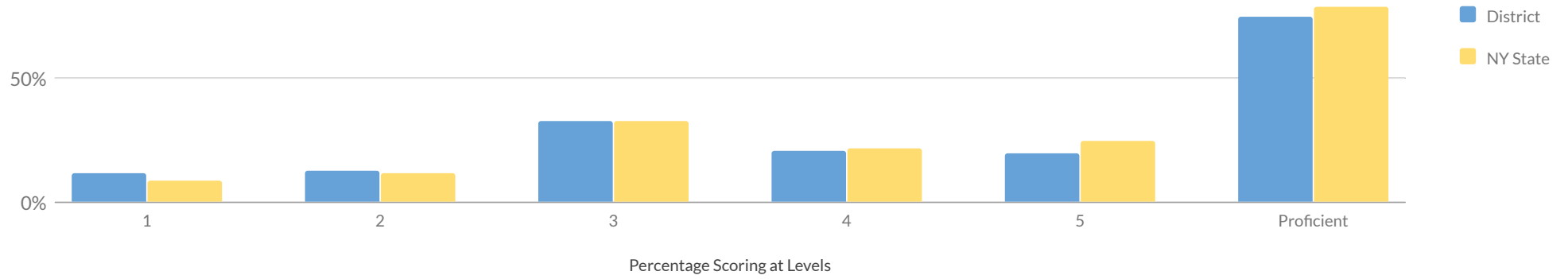
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	163	16	10%	25	15%	80	49%	29	18%	13	8%	122	75%
General Education	160	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	43	6	14%	9	21%	15	35%	10	23%	3	7%	28	65%
Hispanic or Latino	82	7	9%	13	16%	46	56%	10	12%	6	7%	62	76%
White	26	3	12%	1	4%	15	58%	4	15%	3	12%	22	85%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	2	17%	4	33%	5	42%	1	8%	10	83%
Female	84	9	11%	14	17%	38	45%	14	17%	9	11%	61	73%
Male	79	7	9%	11	14%	42	53%	15	19%	4	5%	61	77%
English Language Learners	6	0	0%	2	33%	1	17%	2	33%	1	17%	4	67%
Non-English Language Learners	157	16	10%	23	15%	79	50%	27	17%	12	8%	118	75%
Economically Disadvantaged	107	12	11%	18	17%	51	48%	19	18%	7	7%	77	72%
Not Economically Disadvantaged	56	4	7%	7	13%	29	52%	10	18%	6	11%	45	80%
Not Migrant	163	16	10%	25	15%	80	49%	29	18%	13	8%	122	75%
Homeless	5	1	20%	3	60%	0	0%	1	20%	0	0%	1	20%
Not Homeless	158	15	9%	22	14%	80	51%	28	18%	13	8%	121	77%
Not in Foster Care	163	16	10%	25	15%	80	49%	29	18%	13	8%	122	75%
Parent Not in Armed Forces	163	16	10%	25	15%	80	49%	29	18%	13	8%	122	75%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



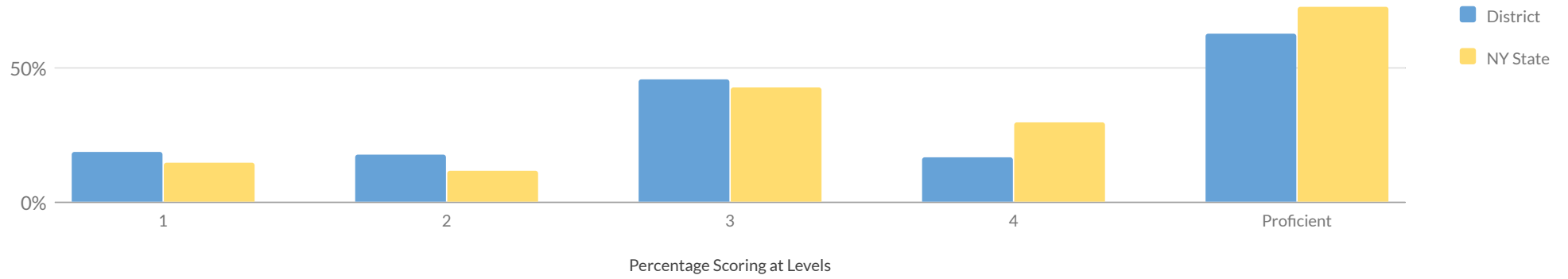
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%
General Education	122	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	28	1	4%	0	0%	10	36%	13	46%	4	14%	27	96%
Hispanic or Latino	58	0	0%	2	3%	30	52%	12	21%	14	24%	56	97%
White	25	0	0%	0	0%	6	24%	12	48%	7	28%	25	100%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	5	42%	6	50%	1	8%	12	100%
Female	74	0	0%	1	1%	28	38%	32	43%	13	18%	73	99%
Male	49	1	2%	1	2%	23	47%	11	22%	13	27%	47	96%
Non-English Language Learners	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%
Economically Disadvantaged	75	0	0%	2	3%	35	47%	19	25%	19	25%	73	97%
Not Economically Disadvantaged	48	1	2%	0	0%	16	33%	24	50%	7	15%	47	98%
Not Migrant	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	121	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	122	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%

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



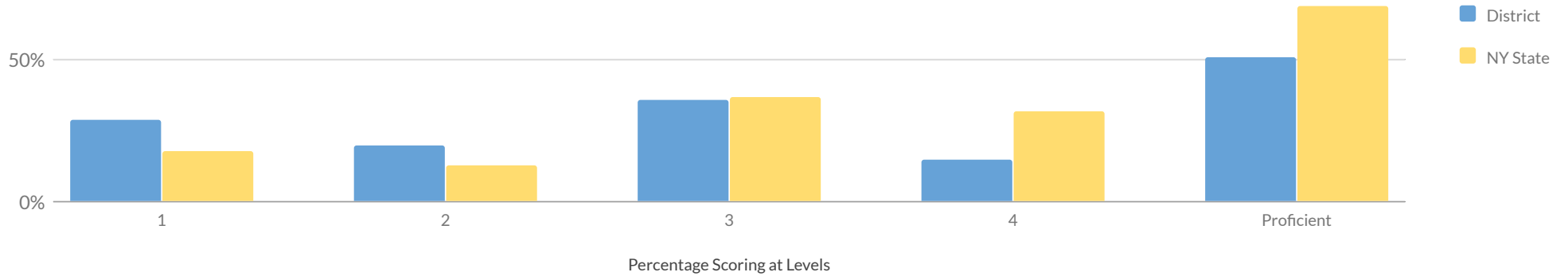
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	448	55	12%	58	13%	150	33%	95	21%	90	20%	335	75%
General Education	362	15	4%	36	10%	128	35%	93	26%	90	25%	311	86%
Students with Disabilities	86	40	47%	22	26%	22	26%	2	2%	0	0%	24	28%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	106	18	17%	13	12%	37	35%	23	22%	15	14%	75	71%
Hispanic or Latino	262	33	13%	38	15%	81	31%	57	22%	53	20%	191	73%
White	72	4	6%	7	10%	28	39%	13	18%	20	28%	61	85%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	4	50%	2	25%	2	25%	8	100%
Female	211	19	9%	22	10%	78	37%	45	21%	47	22%	170	81%
Male	237	36	15%	36	15%	72	30%	50	21%	43	18%	165	70%
English Language Learners	76	24	32%	16	21%	24	32%	9	12%	3	4%	36	47%
Non-English Language Learners	372	31	8%	42	11%	126	34%	86	23%	87	23%	299	80%
Economically Disadvantaged	331	47	14%	49	15%	109	33%	69	21%	57	17%	235	71%
Not Economically Disadvantaged	117	8	7%	9	8%	41	35%	26	22%	33	28%	100	85%
Not Migrant	448	55	12%	58	13%	150	33%	95	21%	90	20%	335	75%
Homeless	10	5	50%	1	10%	3	30%	1	10%	0	0%	4	40%
Not Homeless	438	50	11%	57	13%	147	34%	94	21%	90	21%	331	76%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	447	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	448	55	12%	58	13%	150	33%	95	21%	90	20%	335	75%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



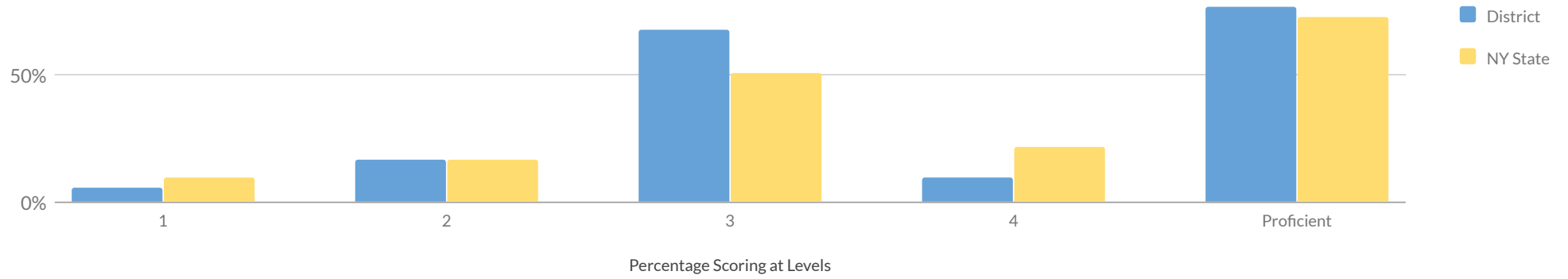
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	528	102	19%	93	18%	243	46%	90	17%	333	63%
General Education	404	45	11%	66	16%	204	50%	89	22%	293	73%
Students with Disabilities	124	57	46%	27	22%	39	31%	1	1%	40	32%
Asian or Native Hawaiian/Other Pacific Islander	10	1	10%	1	10%	3	30%	5	50%	8	80%
Black or African American	140	35	25%	25	18%	64	46%	16	11%	80	57%
Hispanic or Latino	318	60	19%	63	20%	146	46%	49	15%	195	61%
White	55	6	11%	3	5%	27	49%	19	35%	46	84%
Multiracial	5	0	0%	1	20%	3	60%	1	20%	4	80%
Female	246	39	16%	45	18%	119	48%	43	17%	162	66%
Male	282	63	22%	48	17%	124	44%	47	17%	171	61%
English Language Learners	133	39	29%	44	33%	45	34%	5	4%	50	38%
Non-English Language Learners	395	63	16%	49	12%	198	50%	85	22%	283	72%
Economically Disadvantaged	413	83	20%	84	20%	184	45%	62	15%	246	60%
Not Economically Disadvantaged	115	19	17%	9	8%	59	51%	28	24%	87	76%
Not Migrant	528	102	19%	93	18%	243	46%	90	17%	333	63%
Homeless	19	5	26%	3	16%	9	47%	2	11%	11	58%
Not Homeless	509	97	19%	90	18%	234	46%	88	17%	322	63%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	526	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	527	—	—	—	—	—	—	—	—	—	—

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



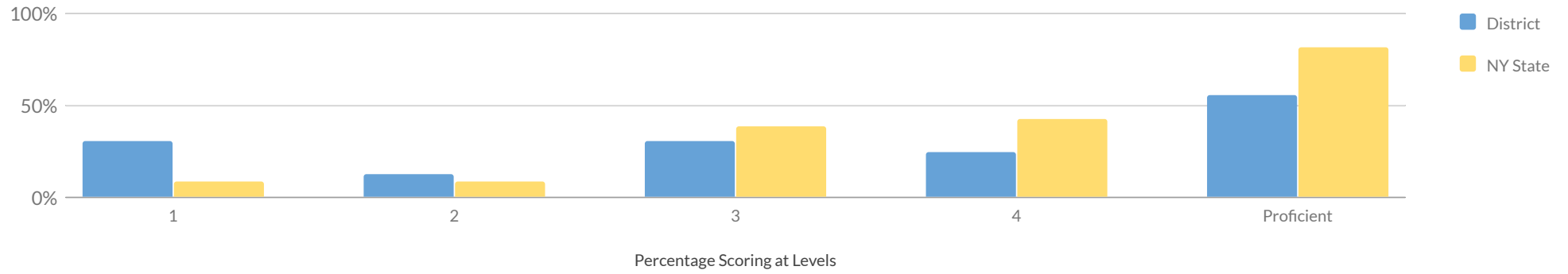
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	416	119	29%	84	20%	150	36%	63	15%	213	51%
General Education	371	89	24%	77	21%	142	38%	63	17%	205	55%
Students with Disabilities	45	30	67%	7	16%	8	18%	0	0%	8	18%
Asian or Native Hawaiian/Other Pacific Islander	8	2	25%	1	13%	3	38%	2	25%	5	63%
Black or African American	118	36	31%	25	21%	44	37%	13	11%	57	48%
Hispanic or Latino	235	70	30%	51	22%	81	34%	33	14%	114	49%
White	50	9	18%	6	12%	22	44%	13	26%	35	70%
Multiracial	5	2	40%	1	20%	0	0%	2	40%	2	40%
Female	208	57	27%	45	22%	83	40%	23	11%	106	51%
Male	208	62	30%	39	19%	67	32%	40	19%	107	51%
English Language Learners	40	27	68%	4	10%	9	23%	0	0%	9	23%
Non-English Language Learners	376	92	24%	80	21%	141	38%	63	17%	204	54%
Economically Disadvantaged	299	95	32%	63	21%	107	36%	34	11%	141	47%
Not Economically Disadvantaged	117	24	21%	21	18%	43	37%	29	25%	72	62%
Not Migrant	416	119	29%	84	20%	150	36%	63	15%	213	51%
Homeless	8	4	50%	1	13%	2	25%	1	13%	3	38%
Not Homeless	408	115	28%	83	20%	148	36%	62	15%	210	51%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	414	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	416	119	29%	84	20%	150	36%	63	15%	213	51%

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



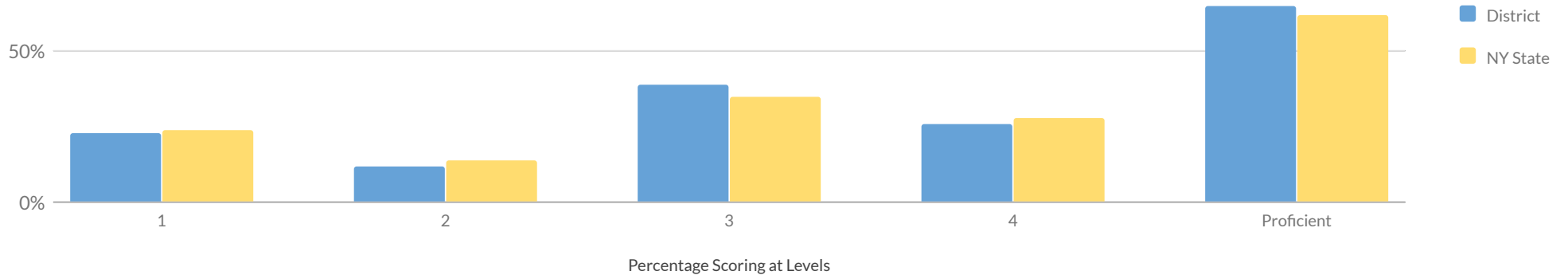
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	204	12	6%	34	17%	138	68%	20	10%	158	77%
General Education	203	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	1	8%	9	75%	1	8%	10	83%
Black or African American	46	2	4%	8	17%	33	72%	3	7%	36	78%
Hispanic or Latino	99	7	7%	22	22%	59	60%	11	11%	70	71%
White	41	2	5%	3	7%	31	76%	5	12%	36	88%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	6	100%	0	0%	6	100%
Female	105	9	9%	20	19%	65	62%	11	10%	76	72%
Male	99	3	3%	14	14%	73	74%	9	9%	82	83%
Non-English Language Learners	204	12	6%	34	17%	138	68%	20	10%	158	77%
Economically Disadvantaged	125	10	8%	27	22%	76	61%	12	10%	88	70%
Not Economically Disadvantaged	79	2	3%	7	9%	62	78%	8	10%	70	89%
Not Migrant	204	12	6%	34	17%	138	68%	20	10%	158	77%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	200	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	203	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	204	12	6%	34	17%	138	68%	20	10%	158	77%

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



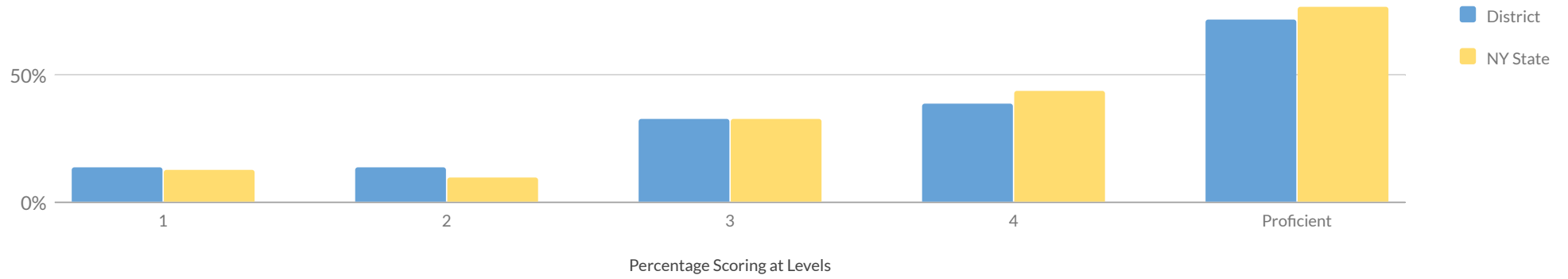
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	17	31%	7	13%	17	31%	14	25%	31	56%
General Education	54	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	1	20%	1	20%	2	40%	3	60%
Black or African American	9	2	22%	3	33%	3	33%	1	11%	4	44%
Hispanic or Latino	27	8	30%	1	4%	10	37%	8	30%	18	67%
White	14	6	43%	2	14%	3	21%	3	21%	6	43%
Female	24	10	42%	2	8%	8	33%	4	17%	12	50%
Male	31	7	23%	5	16%	9	29%	10	32%	19	61%
Non-English Language Learners	55	17	31%	7	13%	17	31%	14	25%	31	56%
Economically Disadvantaged	30	11	37%	4	13%	8	27%	7	23%	15	50%
Not Economically Disadvantaged	25	6	24%	3	12%	9	36%	7	28%	16	64%
Not Migrant	55	17	31%	7	13%	17	31%	14	25%	31	56%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	17	31%	7	13%	17	31%	14	25%	31	56%
Parent Not in Armed Forces	55	17	31%	7	13%	17	31%	14	25%	31	56%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	512	118	23%	61	12%	200	39%	133	26%	333	65%
General Education	399	54	14%	44	11%	168	42%	133	33%	301	75%
Students with Disabilities	113	64	57%	17	15%	32	28%	0	0%	32	28%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	131	33	25%	15	11%	63	48%	20	15%	83	63%
Hispanic or Latino	301	74	25%	41	14%	108	36%	78	26%	186	62%
White	72	11	15%	4	6%	27	38%	30	42%	57	79%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	2	25%	5	63%	7	88%
Female	242	48	20%	32	13%	93	38%	69	29%	162	67%
Male	270	70	26%	29	11%	107	40%	64	24%	171	63%
English Language Learners	90	41	46%	16	18%	21	23%	12	13%	33	37%
Non-English Language Learners	422	77	18%	45	11%	179	42%	121	29%	300	71%
Economically Disadvantaged	380	95	25%	54	14%	140	37%	91	24%	231	61%
Not Economically Disadvantaged	132	23	17%	7	5%	60	45%	42	32%	102	77%
Not Migrant	512	118	23%	61	12%	200	39%	133	26%	333	65%
Homeless	16	8	50%	1	6%	7	44%	0	0%	7	44%
Not Homeless	496	110	22%	60	12%	193	39%	133	27%	326	66%
In Foster Care	4	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	508	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	512	118	23%	61	12%	200	39%	133	26%	333	65%

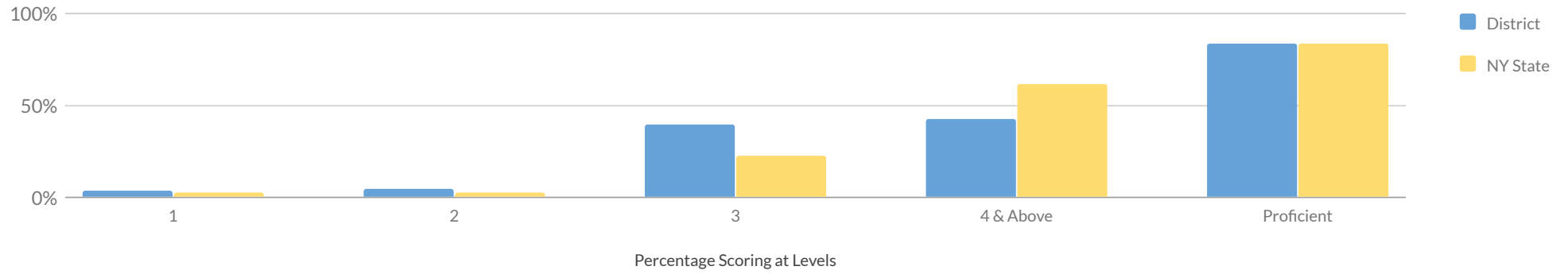
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	475	66	14%	66	14%	159	33%	184	39%
General Education	392	42	11%	47	12%	127	32%	176	45%	303	77%
Students with Disabilities	83	24	29%	19	23%	32	39%	8	10%	40	48%
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	1	6%	5	31%	10	63%	15	94%
Black or African American	123	16	13%	17	14%	48	39%	42	34%	90	73%
Hispanic or Latino	283	44	16%	44	16%	98	35%	97	34%	195	69%
White	48	4	8%	4	8%	8	17%	32	67%	40	83%
Multiracial	5	2	40%	0	0%	0	0%	3	60%	3	60%
Female	240	29	12%	36	15%	85	35%	90	38%	175	73%
Male	235	37	16%	30	13%	74	31%	94	40%	168	71%
English Language Learners	119	34	29%	30	25%	51	43%	4	3%	55	46%
Non-English Language Learners	356	32	9%	36	10%	108	30%	180	51%	288	81%
Economically Disadvantaged	355	53	15%	56	16%	129	36%	117	33%	246	69%
Not Economically Disadvantaged	120	13	11%	10	8%	30	25%	67	56%	97	81%
Not Migrant	475	66	14%	66	14%	159	33%	184	39%	343	72%
Homeless	19	2	11%	4	21%	4	21%	9	47%	13	68%
Not Homeless	456	64	14%	62	14%	155	34%	175	38%	330	72%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	472	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	475	66	14%	66	14%	159	33%	184	39%	343	72%

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

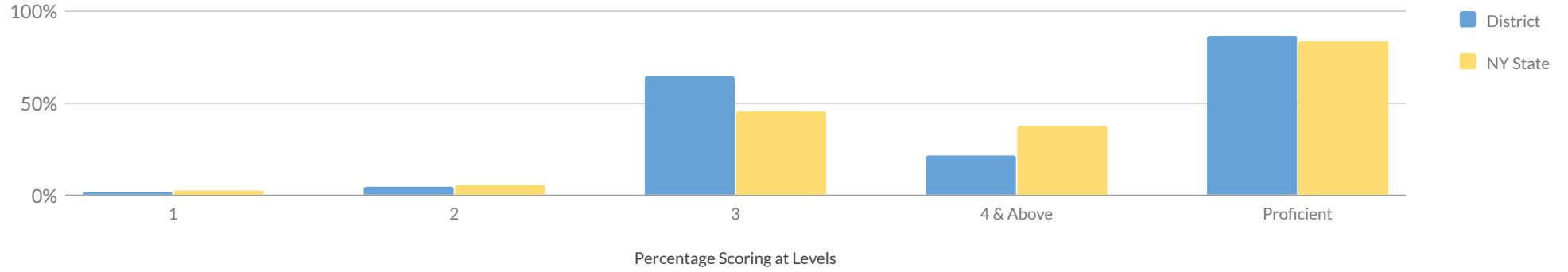
2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	456	32	7%	424	93%	20	4%	23	5%	183	40%	198	43%	381	84%
General Education	366	16	4%	350	96%	12	3%	11	3%	142	39%	185	51%	327	89%
Students with Disabilities	90	16	18%	74	82%	8	9%	12	13%	41	46%	13	14%	54	60%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	120	8	7%	112	93%	7	6%	7	6%	46	38%	52	43%	98	82%
Hispanic or Latino	263	18	7%	245	93%	12	5%	14	5%	118	45%	101	38%	219	83%
White	63	6	10%	57	90%	1	2%	2	3%	15	24%	39	62%	54	86%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	4	40%	6	60%	10	100%
Female	210	9	4%	201	96%	6	3%	10	5%	76	36%	109	52%	185	88%
Male	246	23	9%	223	91%	14	6%	13	5%	107	43%	89	36%	196	80%
Non-English Language Learners	400	21	5%	379	95%	8	2%	15	4%	162	41%	194	49%	356	89%
English Language Learners	56	11	20%	45	80%	12	21%	8	14%	21	38%	4	7%	25	45%
Economically Disadvantaged	307	17	6%	290	94%	11	4%	19	6%	130	42%	130	42%	260	85%
Not Economically Disadvantaged	149	15	10%	134	90%	9	6%	4	3%	53	36%	68	46%	121	81%
Not Migrant	456	32	7%	424	93%	20	4%	23	5%	183	40%	198	43%	381	84%
Homeless	29	1	3%	28	97%	1	3%	3	10%	11	38%	13	45%	24	83%
Not Homeless	427	31	7%	396	93%	19	4%	20	5%	172	40%	185	43%	357	84%
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	453	31	—	422	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	456	32	7%	424	93%	20	4%	23	5%	183	40%	198	43%	381	84%

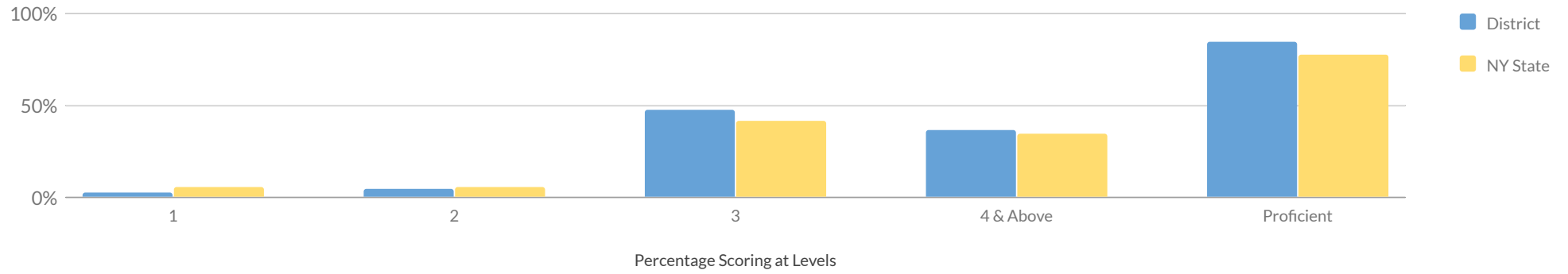
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	456	26	6%	430	94%	9	2%	24	5%	297	65%	100	22%	397	87%
General Education	366	13	4%	353	96%	2	1%	4	1%	250	68%	97	27%	347	95%
Students with Disabilities	90	13	14%	77	86%	7	8%	20	22%	47	52%	3	3%	50	56%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	120	8	7%	112	93%	4	3%	9	8%	81	68%	18	15%	99	83%
Hispanic or Latino	263	13	5%	250	95%	5	2%	12	5%	181	69%	52	20%	233	89%
White	63	5	8%	58	92%	0	0%	3	5%	29	46%	26	41%	55	87%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	6	60%	4	40%	10	100%
Female	210	9	4%	201	96%	2	1%	8	4%	134	64%	57	27%	191	91%
Male	246	17	7%	229	93%	7	3%	16	7%	163	66%	43	17%	206	84%
Non-English Language Learners	400	16	4%	384	96%	6	2%	21	5%	257	64%	100	25%	357	89%
English Language Learners	56	10	18%	46	82%	3	5%	3	5%	40	71%	0	0%	40	71%
Economically Disadvantaged	307	15	5%	292	95%	4	1%	15	5%	213	69%	60	20%	273	89%
Not Economically Disadvantaged	149	11	7%	138	93%	5	3%	9	6%	84	56%	40	27%	124	83%
Not Migrant	456	26	6%	430	94%	9	2%	24	5%	297	65%	100	22%	397	87%
Homeless	29	1	3%	28	97%	1	3%	1	3%	22	76%	4	14%	26	90%
Not Homeless	427	25	6%	402	94%	8	2%	23	5%	275	64%	96	22%	371	87%
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	453	25	—	428	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	456	26	6%	430	94%	9	2%	24	5%	297	65%	100	22%	397	87%

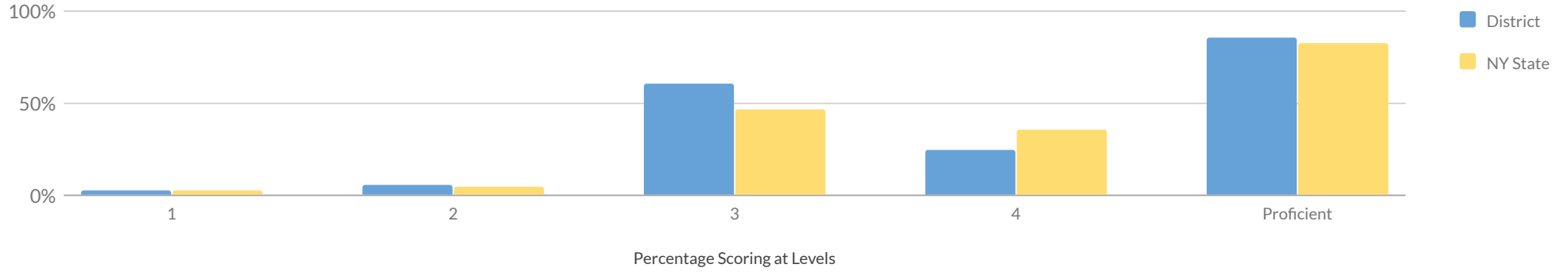
2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	456	32	7%	424	93%	15	3%	22	5%	220	48%	167	37%	387	85%
General Education	366	19	5%	347	95%	5	1%	7	2%	174	48%	161	44%	335	92%
Students with Disabilities	90	13	14%	77	86%	10	11%	15	17%	46	51%	6	7%	52	58%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	120	10	8%	110	92%	6	5%	7	6%	65	54%	32	27%	97	81%
Hispanic or Latino	263	17	6%	246	94%	6	2%	14	5%	135	51%	91	35%	226	86%
White	63	5	8%	58	92%	3	5%	1	2%	16	25%	38	60%	54	86%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	4	40%	6	60%	10	100%
Female	210	10	5%	200	95%	5	2%	9	4%	100	48%	86	41%	186	89%
Male	246	22	9%	224	91%	10	4%	13	5%	120	49%	81	33%	201	82%
Non-English Language Learners	400	19	5%	381	95%	11	3%	17	4%	189	47%	164	41%	353	88%
English Language Learners	56	13	23%	43	77%	4	7%	5	9%	31	55%	3	5%	34	61%
Economically Disadvantaged	307	19	6%	288	94%	8	3%	19	6%	159	52%	102	33%	261	85%
Not Economically Disadvantaged	149	13	9%	136	91%	7	5%	3	2%	61	41%	65	44%	126	85%
Not Migrant	456	32	7%	424	93%	15	3%	22	5%	220	48%	167	37%	387	85%
Homeless	29	3	10%	26	90%	0	0%	2	7%	17	59%	7	24%	24	83%
Not Homeless	427	29	7%	398	93%	15	4%	20	5%	203	48%	160	37%	363	85%
In Foster Care	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	453	32	—	421	—	—	—	—	—	—	—	—	—	—	—

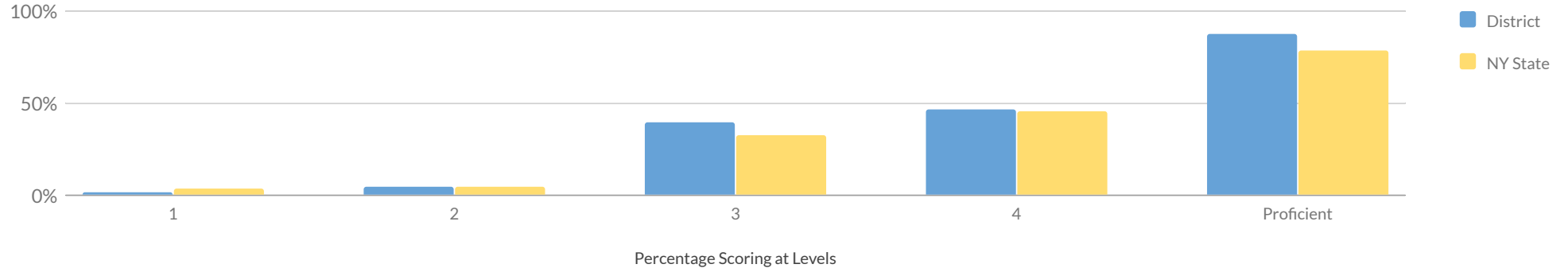
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	456	32	7%	424	93%	15	3%	22	5%	220	48%	167	37%	387	85%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	456	23	5%	433	95%	12	3%	29	6%	280	61%	112	25%	392	86%
General Education	366	10	3%	356	97%	3	1%	11	3%	233	64%	109	30%	342	93%
Students with Disabilities	90	13	14%	77	86%	9	10%	18	20%	47	52%	3	3%	50	56%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	120	9	8%	111	93%	7	6%	10	8%	67	56%	27	23%	94	78%
Hispanic or Latino	263	9	3%	254	97%	4	2%	18	7%	181	69%	51	19%	232	88%
White	63	5	8%	58	92%	1	2%	1	2%	25	40%	31	49%	56	89%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	7	70%	3	30%	10	100%
Female	210	7	3%	203	97%	1	0%	11	5%	133	63%	58	28%	191	91%
Male	246	16	7%	230	93%	11	4%	18	7%	147	60%	54	22%	201	82%
Non-English Language Learners	400	17	4%	383	96%	8	2%	19	5%	246	62%	110	28%	356	89%
English Language Learners	56	6	11%	50	89%	4	7%	10	18%	34	61%	2	4%	36	64%
Economically Disadvantaged	307	15	5%	292	95%	6	2%	20	7%	204	66%	62	20%	266	87%
Not Economically Disadvantaged	149	8	5%	141	95%	6	4%	9	6%	76	51%	50	34%	126	85%
Not Migrant	456	23	5%	433	95%	12	3%	29	6%	280	61%	112	25%	392	86%
Homeless	29	2	7%	27	93%	1	3%	2	7%	19	66%	5	17%	24	83%
Not Homeless	427	21	5%	406	95%	11	3%	27	6%	261	61%	107	25%	368	86%
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	453	22	—	431	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	456	23	5%	433	95%	12	3%	29	6%	280	61%	112	25%	392	86%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	456	25	5%	431	95%	10	2%	21	5%	184	40%	216	47%	400	88%
General Education	366	9	2%	357	98%	6	2%	5	1%	147	40%	199	54%	346	95%
Students with Disabilities	90	16	18%	74	82%	4	4%	16	18%	37	41%	17	19%	54	60%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	120	8	7%	112	93%	3	3%	6	5%	51	43%	52	43%	103	86%
Hispanic or Latino	263	12	5%	251	95%	5	2%	11	4%	123	47%	112	43%	235	89%
White	63	5	8%	58	92%	2	3%	4	6%	8	13%	44	70%	52	83%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	2	20%	8	80%	10	100%
Female	210	5	2%	205	98%	3	1%	9	4%	90	43%	103	49%	193	92%
Male	246	20	8%	226	92%	7	3%	12	5%	94	38%	113	46%	207	84%
Non-English Language Learners	400	20	5%	380	95%	6	2%	15	4%	147	37%	212	53%	359	90%
English Language Learners	56	5	9%	51	91%	4	7%	6	11%	37	66%	4	7%	41	73%
Economically Disadvantaged	307	12	4%	295	96%	4	1%	13	4%	150	49%	128	42%	278	91%
Not Economically Disadvantaged	149	13	9%	136	91%	6	4%	8	5%	34	23%	88	59%	122	82%
Not Migrant	456	25	5%	431	95%	10	2%	21	5%	184	40%	216	47%	400	88%
Homeless	29	1	3%	28	97%	0	0%	1	3%	18	62%	9	31%	27	93%
Not Homeless	427	24	6%	403	94%	10	2%	20	5%	166	39%	207	48%	373	87%
In Foster Care	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	453	24	—	429	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	456	25	5%	431	95%	10	2%	21	5%	184	40%	216	47%	400	88%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	3	69	13%	16%	13%	38%	20%
Grade 1	0	76	13%	14%	34%	33%	5%
Grade 2	4	63	3%	11%	35%	27%	24%
Grade 3	0	74	9%	16%	26%	41%	8%
Grade 4	2	87	11%	9%	9%	47%	23%
Grade 5	2	66	3%	5%	24%	44%	24%
Grade 6	3	59	0%	12%	8%	51%	29%
Grade 7	4	61	2%	18%	15%	41%	25%
Grade 8	1	53	0%	13%	26%	28%	32%
Grade 9	10	93	5%	31%	29%	31%	3%
Grade 10	1	77	1%	12%	42%	42%	4%
Grade 11	2	51	2%	8%	22%	57%	12%
Grade 12	10	32	0%	6%	41%	47%	6%

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	0	3	—	—	—	—
Grade 3 Math	0	3	—	—	—	—
Grade 4 ELA	0	9	0	0	9	0
Grade 4 Math	0	9	0	0	7	2
Grade 4 Science	0	9	0	0	8	1
Grade 5 ELA	0	4	—	—	—	—
Grade 5 Math	0	4	—	—	—	—
Grade 6 ELA	0	10	0	2	6	2
Grade 6 Math	0	10	1	2	5	2
Grade 7 ELA	0	8	0	2	4	2
Grade 7 Math	0	8	0	1	4	3
Grade 8 ELA	0	9	1	4	2	2
Grade 8 Math	0	9	0	4	4	1
Grade 8 Science	1	8	1	1	5	1
Secondary-Level ELA	46	11	0	0	9	2
Secondary-Level Math	47	10	0	0	9	1
Secondary-Level Science	47	10	0	0	7	3

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

[CRDC Data \(13.06 megabytes\)](#)

[Glossary of Terms](#)

WALTER G. O'CONNELL
COPIAGUE
HIGH SCHOOL
Report Card

SECTION A

(56 pages)

WALTER G O'CONNELL COPIAGUE HIGH SCH - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level		
All Students	ELA	374	158	164	2	164.2	2
	Math	374	121				
	Science	374	207				
	Social Studies	374	228				
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	204	189	3	189.3	3
	Math	13	139				
	Science	13	219				
	Social Studies	13	239				
Black or African American	ELA	98	160	158	2	158	2
	Math	98	107				
	Science	98	199				
	Social Studies	98	225				
Hispanic or Latino	ELA	217	148	160	2	159.8	2
	Math	217	120				
	Science	217	205				
	Social Studies	217	226				
Multiracial	ELA	5	150	-	-	-	-
	Math	5	120				
	Science	5	220				
	Social Studies	5	250				
White	ELA	49	195	192	3		

Subgroup	Subject	Cohort	Index	Combined Index	Level		
	Math	49	147			192.2	3
	Science	49	231			192.2	3
	Social Studies	49	243			192.2	3
English Language Learners	ELA	43	51	100	3		
	Math	43	86			100.1	3
	Science	43	154			100.1	3
	Social Studies	43	183			100.1	3
Students with Disabilities	ELA	60	102	117	3		
	Math	60	73			116.9	3
	Science	60	165			116.9	3
	Social Studies	60	199			116.9	3
Economically Disadvantaged	ELA	258	154	161	2		
	Math	258	118			160.9	2
	Science	258	204			160.9	2
	Social Studies	258	225			160.9	2

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	92.1%	364	93.7%	92.3%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	92.8%	362	95.3%	93%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	90.1%	404	94.8%	90.7%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	84.2%	20	100%	85%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	85%	24	95.8%	85.4%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	95.7%	97	93.8%	95%	73.3%	77.3%	86.2%	—	—	95%	4	4
	5-Year	98.1%	86	98.8%	96%	76.7%	80.3%	88.2%	—	—	96%	4	
	6-Year	93.6%	117	100%	93.8%	76.9%	80.3%	88.7%	—	—	97%	4	
Hispanic or Latino	4-Year	87.7%	199	91.5%	88.3%	73.2%	76.8%	85.9%	—	—	95%	4	4
	5-Year	88.6%	195	91.8%	89.2%	75.7%	79.1%	87.6%	—	—	96%	4	
	6-Year	85%	211	90.5%	86%	76.1%	79.7%	88.4%	—	—	97%	4	
Multiracial	4-Year	—	6	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
White	4-Year	100%	59	100%	95%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	98.5%	64	100%	96%	91.5%	92.3%	94.2%	—	—	96%	4	

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level By Cohort	Level By Subgroup
	6-Year	97.3%	65	100%	97%	91.2%	92.4%	94.7%	–	–	97%	4	4
English Language Learners	4-Year	66.2%	38	63.2%	68.6%	53%	60.4%	77.7%	–	–	95%	3	3
	5-Year	65.7%	39	64.1%	68.1%	60.4%	66.8%	81.4%	–	N	96%	2	
	6-Year	82.9%	57	71.9%	84.1%	60.6%	66.8%	81.9%	–	–	97%	3	
Students with Disabilities	4-Year	87.1%	57	91.2%	87.7%	59.7%	66.1%	80.6%	–	–	95%	4	4
	5-Year	95.2%	50	96%	95.2%	63%	69%	82.5%	–	–	96%	4	
	6-Year	94%	59	94.9%	94.2%	61.4%	67.8%	82.4%	–	–	97%	4	
Economically Disadvantaged	4-Year	92%	247	93.9%	92.2%	76.9%	79.9%	87.5%	–	–	95%	4	4
	5-Year	92.2%	245	95.1%	92.6%	80.4%	83%	89.5%	–	–	96%	4	
	6-Year	92.6%	283	95.1%	93%	80.7%	83.5%	90.3%	–	–	97%	4	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	195	41%	27%	0.7	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	7	—	—	—	—
Hispanic or Latino	185	41%	27%	0.7	2
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	195	41%	27%	0.7	2
Students with Disabilities	40	36%	8%	0.2	1
Economically Disadvantaged	181	41%	26%	0.6	2

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	173	374	158	177	191	194	204	N	—	215	1	1	1
	Math	133	374	121	139	151	158	179	Y	—	200	2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	13	—	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—		
Black or African American	ELA	168	98	160	172	163	170	192	N	—	215	1	1	1
	Math	122	98	107	129	117	127	164	N	—	200	1		
Hispanic or Latino	ELA	162	217	148	166	166	172	194	N	—	215	1	1	1
	Math	126	217	120	132	124	134	167	Y	—	200	2		
Multiracial	ELA	—	5	—	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—		
White	ELA	208	49	195	208	208	209	212	N	—	215	1	1	1
	Math	157	49	147	160	168	172	186	N	—	200	1		
English Language Learners	ELA	41	43	51	55	93	109	162	N	—	215	1	1	1
	Math	95	43	86	103	99	112	156	N	—	200	1		
Students with Disabilities	ELA	112	60	102	120	120	133	174	Y	—	215	2	1	1
	Math	67	60	73	78	91	105	153	N	—	200	1		
Economically Disadvantaged	ELA	166	258	154	170	171	177	196	N	—	215	1	1	1
	Math	127	258	118	133	131	140	170	Y	—	200	2		

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	8.8	1,682	222	13.2%	8.4%	22.6%	19.8%	12.4%	–	–	5%	3
American Indian or Alaska Native	–	1	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2.6	39	4	10.3%	2.6%	14%	12.4%	8.7%	–	–	5%	3
Black or African American	7.4	424	35	8.3%	7.2%	31.5%	27.1%	16.1%	–	–	5%	4
Hispanic or Latino	9.1	1,004	145	14.4%	8.7%	31.6%	27.2%	16.1%	–	–	5%	4
Multiracial	–	24	–	–	–	–	–	–	–	–	–	–
White	10	203	37	18.2%	9.6%	15.6%	14%	9.5%	N	–	5%	1
English Language Learners	14.9	298	65	21.8%	14.1%	33.8%	29%	17%	–	–	5%	3
Students with Disabilities	12.9	256	40	15.6%	12.3%	32.8%	28%	16.5%	–	–	5%	4
Economically Disadvantaged	9.6	1,223	161	13.2%	9.2%	30.2%	25.8%	15.4%	–	–	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	126.2	135.6	130.2	130.2	137.8	156.4	–	–	175	3
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	129.1	134.5	132.7	101.2	114	144.5	–	–	175	4
Hispanic or Latino	113.6	130.9	118.6	104.5	116.5	145.8	–	–	175	4
Multiracial	–	–	–	–	–	–	–	–	–	–
White	152.3	159.2	154.1	149.7	154.1	164.6	–	–	175	4
English Language Learners	47.6	67.3	57.8	43.4	66.4	120.7	–	–	175	4
Students with Disabilities	89	104	95.8	76.5	93.5	134.3	–	–	175	4
Economically Disadvantaged	121.6	133.8	125.8	112.9	123.7	149.4	–	–	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	410	1	173	15	189	0	34
Asian or Native Hawaiian/Other Pacific Islander	14	0	—	—	—	—	—
Black or African American	103	0	38	3	58	0	4
Hispanic or Latino	248	1	97	12	114	0	26
Multiracial	5	0	—	—	—	—	—
White	49	0	32	0	14	0	3
English Language Learners	54	1	2	2	30	0	21
Students with Disabilities	62	0	4	3	52	0	3
Economically Disadvantaged	279	1	114	9	133	0	24

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	419	100%	791	100%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
Black or African American	✓	104	100%	201	100%
Hispanic or Latino	✓	257	100%	462	100%
Multiracial	—	2	—	—	—
White	✓	48	100%	110	100%
English Language Learners	✓	48	100%	88	100%
Students with Disabilities	✓	60	100%	114	100%
Economically Disadvantaged	✓	297	100%	540	100%

SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	419	99.8%	791	99.9%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—
Black or African American	✓	104	99%	201	99.5%
Hispanic or Latino	✓	257	100%	462	100%
Multiracial	—	2	—	—	—
White	✓	48	100%	110	100%
English Language Learners	✓	48	100%	88	100%
Students with Disabilities	✓	60	100%	114	100%
Economically Disadvantaged	✓	297	99.7%	540	99.8%

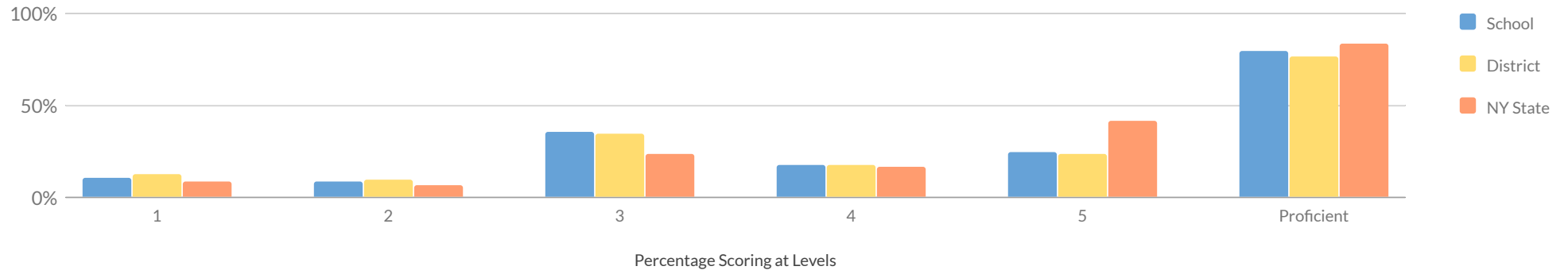
GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	384	94%	127	31%	229	56%	28	7%	3	1%	4	1%	3	1%	16	4%
Female	195	185	95%	70	36%	108	55%	7	4%	1	1%	2	1%	0	0%	7	4%
Male	215	199	93%	57	27%	121	56%	21	10%	2	1%	2	1%	3	1%	9	4%
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	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	49	48	98%	28	57%	18	37%	2	4%	0	0%	0	0%	0	0%	1	2%
Black or African American	103	99	96%	31	30%	59	57%	9	9%	2	2%	1	1%	1	1%	0	0%
Hispanic or Latino	248	227	92%	62	25%	148	60%	17	7%	1	0%	3	1%	2	1%	15	6%
General-Education Students	348	327	94%	124	36%	199	57%	4	1%	0	0%	4	1%	2	1%	15	4%
Students with Disabilities	62	57	92%	3	5%	30	48%	24	39%	3	5%	0	0%	1	2%	1	2%
Non-English Language Learners	356	349	98%	127	36%	201	56%	21	6%	2	1%	2	1%	1	0%	2	1%
English Language Learners	54	35	65%	0	0%	28	52%	7	13%	1	2%	2	4%	2	4%	14	26%
Not Economically Disadvantaged	131	122	93%	53	40%	60	46%	9	7%	1	1%	1	1%	1	1%	6	5%
Economically Disadvantaged	279	262	94%	74	27%	169	61%	19	7%	2	1%	3	1%	2	1%	10	4%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	388	364	94%	123	32%	215	55%	26	7%	3	1%	3	1%	3	1%	15	4%
Homeless	22	20	91%	4	18%	14	64%	2	9%	0	0%	1	5%	0	0%	1	5%
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

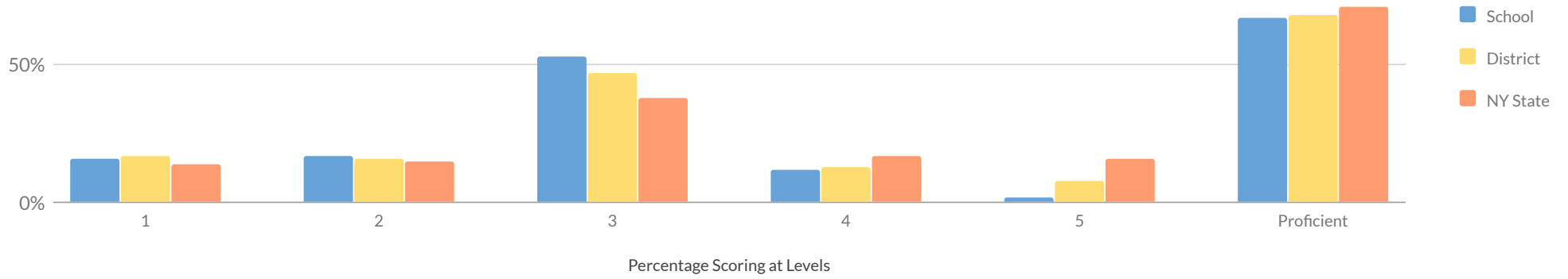
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



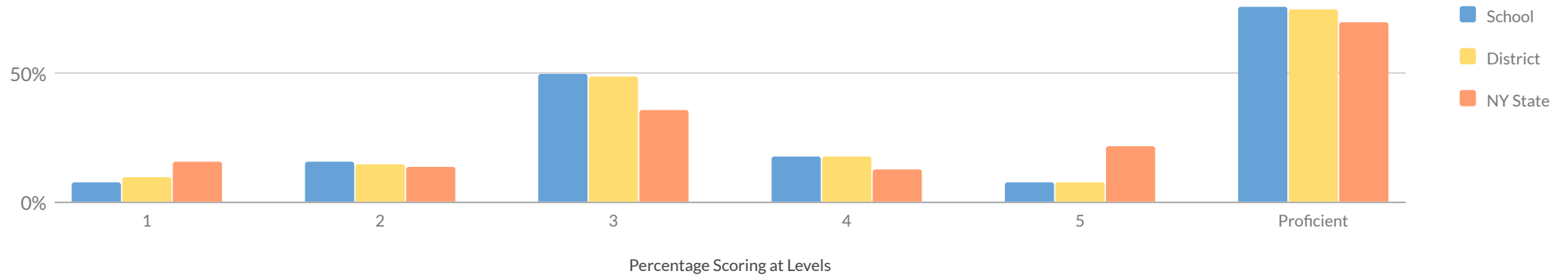
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	474	51	11%	45	9%	172	36%	86	18%	120	25%	378	80%
General Education	406	35	9%	34	8%	137	34%	80	20%	120	30%	337	83%
Students with Disabilities	68	16	24%	11	16%	35	51%	6	9%	0	0%	41	60%
Asian or Native Hawaiian/Other Pacific Islander	14	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	125	8	6%	15	12%	52	42%	22	18%	28	22%	102	82%
Hispanic or Latino	293	42	14%	28	10%	107	37%	53	18%	63	22%	223	76%
White	38	1	3%	2	5%	8	21%	9	24%	18	47%	35	92%
Multiracial	4	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	0	0%	0	0%	5	28%	2	11%	11	61%	18	100%
Female	235	20	9%	16	7%	84	36%	44	19%	71	30%	199	85%
Male	239	31	13%	29	12%	88	37%	42	18%	49	21%	179	75%
English Language Learners	89	35	39%	14	16%	34	38%	4	4%	2	2%	40	45%
Non-English Language Learners	385	16	4%	31	8%	138	36%	82	21%	118	31%	338	88%
Economically Disadvantaged	355	46	13%	42	12%	127	36%	63	18%	77	22%	267	75%
Not Economically Disadvantaged	119	5	4%	3	3%	45	38%	23	19%	43	36%	111	93%
Not Migrant	474	51	11%	45	9%	172	36%	86	18%	120	25%	378	80%
Homeless	26	2	8%	3	12%	9	35%	4	15%	8	31%	21	81%
Not Homeless	448	49	11%	42	9%	163	36%	82	18%	112	25%	357	80%
Not in Foster Care	474	51	11%	45	9%	172	36%	86	18%	120	25%	378	80%
Parent Not in Armed Forces	474	51	11%	45	9%	172	36%	86	18%	120	25%	378	80%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



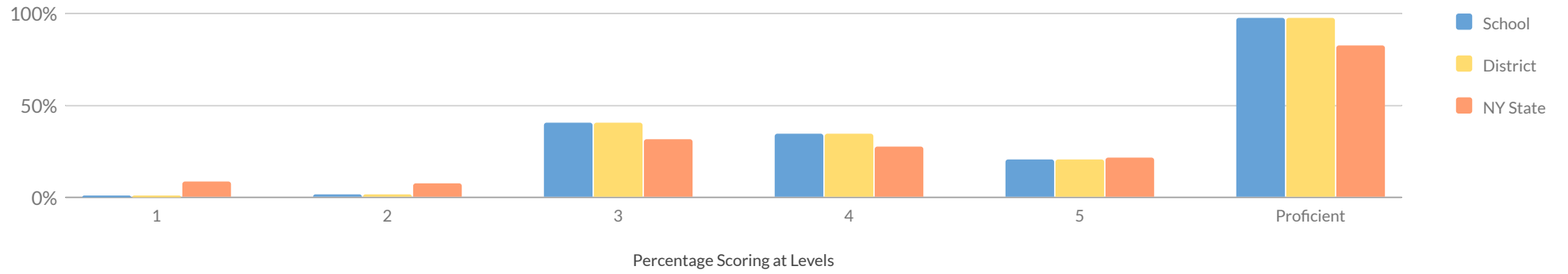
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	433	69	16%	74	17%	230	53%	51	12%	9	2%	290	67%
General Education	343	28	8%	47	14%	208	61%	51	15%	9	3%	268	78%
Students with Disabilities	90	41	46%	27	30%	22	24%	0	0%	0	0%	22	24%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	1	17%	3	50%	1	17%	1	17%	5	83%
Black or African American	105	18	17%	19	18%	59	56%	8	8%	1	1%	68	65%
Hispanic or Latino	274	49	18%	49	18%	141	51%	30	11%	5	2%	176	64%
White	43	2	5%	5	12%	25	58%	9	21%	2	5%	36	84%
Multiracial	5	0	0%	0	0%	2	40%	3	60%	0	0%	5	100%
Female	196	22	11%	29	15%	116	59%	25	13%	4	2%	145	74%
Male	237	47	20%	45	19%	114	48%	26	11%	5	2%	145	61%
English Language Learners	98	23	23%	26	27%	42	43%	6	6%	1	1%	49	50%
Non-English Language Learners	335	46	14%	48	14%	188	56%	45	13%	8	2%	241	72%
Economically Disadvantaged	339	61	18%	61	18%	173	51%	38	11%	6	2%	217	64%
Not Economically Disadvantaged	94	8	9%	13	14%	57	61%	13	14%	3	3%	73	78%
Not Migrant	433	69	16%	74	17%	230	53%	51	12%	9	2%	290	67%
Homeless	12	4	33%	1	8%	5	42%	2	17%	0	0%	7	58%
Not Homeless	421	65	15%	73	17%	225	53%	49	12%	9	2%	283	67%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	432	–	–	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	1	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	432	–	–	–	–	–	–	–	–	–	–	–	–

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



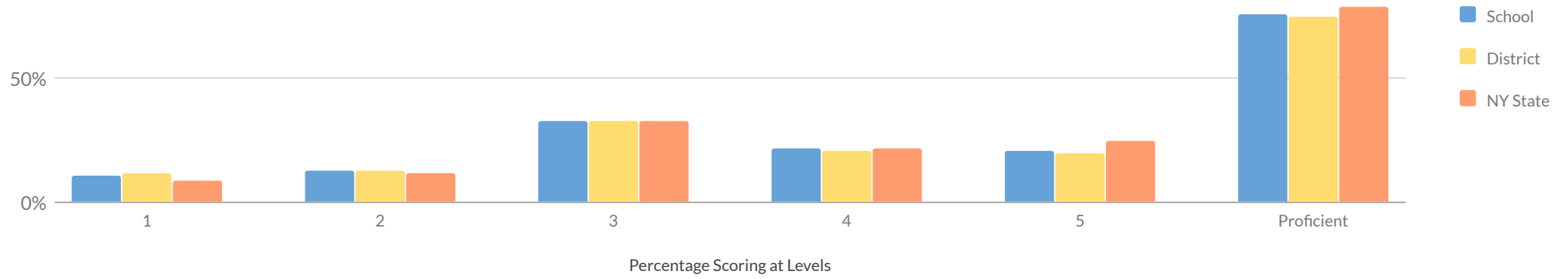
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	159	13	8%	25	16%	79	50%	29	18%	13	8%	121	76%
General Education	158	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	10	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	42	5	12%	9	21%	15	36%	10	24%	3	7%	28	67%
Hispanic or Latino	80	6	8%	13	16%	45	56%	10	13%	6	8%	61	76%
White	25	2	8%	1	4%	15	60%	4	16%	3	12%	22	88%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	2	17%	4	33%	5	42%	1	8%	10	83%
Female	83	8	10%	14	17%	38	46%	14	17%	9	11%	61	73%
Male	76	5	7%	11	14%	41	54%	15	20%	4	5%	60	79%
English Language Learners	6	0	0%	2	33%	1	17%	2	33%	1	17%	4	67%
Non-English Language Learners	153	13	8%	23	15%	78	51%	27	18%	12	8%	117	76%
Economically Disadvantaged	103	9	9%	18	17%	50	49%	19	18%	7	7%	76	74%
Not Economically Disadvantaged	56	4	7%	7	13%	29	52%	10	18%	6	11%	45	80%
Not Migrant	159	13	8%	25	16%	79	50%	29	18%	13	8%	121	76%
Homeless	5	1	20%	3	60%	0	0%	1	20%	0	0%	1	20%
Not Homeless	154	12	8%	22	14%	79	51%	28	18%	13	8%	120	78%
Not in Foster Care	159	13	8%	25	16%	79	50%	29	18%	13	8%	121	76%
Parent Not in Armed Forces	159	13	8%	25	16%	79	50%	29	18%	13	8%	121	76%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



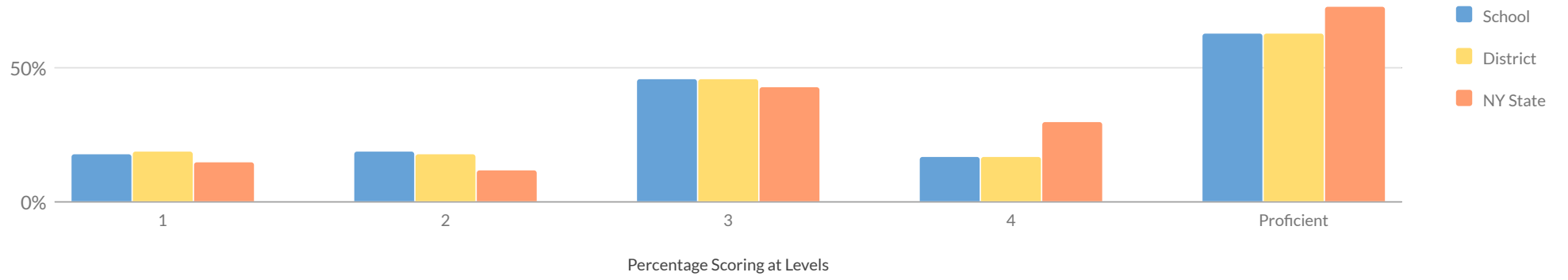
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%
General Education	122	–	–	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	1	–	–	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	10	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	28	1	4%	0	0%	10	36%	13	46%	4	14%	27	96%
Hispanic or Latino	58	0	0%	2	3%	30	52%	12	21%	14	24%	56	97%
White	25	0	0%	0	0%	6	24%	12	48%	7	28%	25	100%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	12	0	0%	0	0%	5	42%	6	50%	1	8%	12	100%
Female	74	0	0%	1	1%	28	38%	32	43%	13	18%	73	99%
Male	49	1	2%	1	2%	23	47%	11	22%	13	27%	47	96%
Non-English Language Learners	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%
Economically Disadvantaged	75	0	0%	2	3%	35	47%	19	25%	19	25%	73	97%
Not Economically Disadvantaged	48	1	2%	0	0%	16	33%	24	50%	7	15%	47	98%
Not Migrant	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	121	–	–	–	–	–	–	–	–	–	–	–	–
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	122	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	123	1	1%	2	2%	51	41%	43	35%	26	21%	120	98%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	426	48	11%	54	13%	140	33%	94	22%	90	21%	324	76%
General Education	355	14	4%	35	10%	124	35%	92	26%	90	25%	306	86%
Students with Disabilities	71	34	48%	19	27%	16	23%	2	3%	0	0%	18	25%
Asian or Native Hawaiian/Other Pacific Islander	4	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	100	14	14%	13	13%	36	36%	22	22%	15	15%	73	73%
Hispanic or Latino	253	31	12%	35	14%	77	30%	57	23%	53	21%	187	74%
White	65	3	5%	6	9%	23	35%	13	20%	20	31%	56	86%
Multiracial	4	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	8	0	0%	0	0%	4	50%	2	25%	2	25%	8	100%
Female	201	16	8%	20	10%	73	36%	45	22%	47	23%	165	82%
Male	225	32	14%	34	15%	67	30%	49	22%	43	19%	159	71%
English Language Learners	72	23	32%	15	21%	22	31%	9	13%	3	4%	34	47%
Non-English Language Learners	354	25	7%	39	11%	118	33%	85	24%	87	25%	290	82%
Economically Disadvantaged	315	42	13%	46	15%	102	32%	68	22%	57	18%	227	72%
Not Economically Disadvantaged	111	6	5%	8	7%	38	34%	26	23%	33	30%	97	87%
Not Migrant	426	48	11%	54	13%	140	33%	94	22%	90	21%	324	76%
Homeless	7	3	43%	1	14%	2	29%	1	14%	0	0%	3	43%
Not Homeless	419	45	11%	53	13%	138	33%	93	22%	90	21%	321	77%
In Foster Care	1	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	425	–	–	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	426	48	11%	54	13%	140	33%	94	22%	90	21%	324	76%

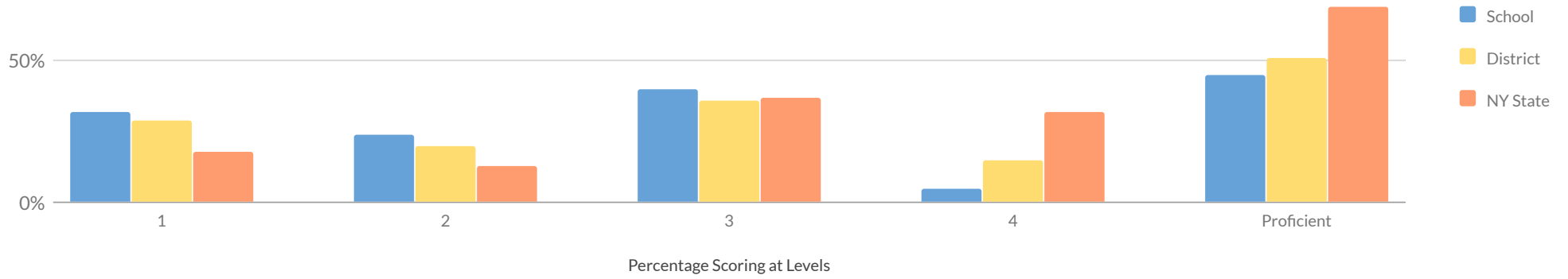
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	467	84	18%	88	19%	216	46%	79	17%	295	63%
General Education	365	43	12%	64	18%	180	49%	78	21%	258	71%
Students with Disabilities	102	41	40%	24	24%	36	35%	1	1%	37	36%
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—	—	—	—	—	—	—
Black or African American	118	24	20%	23	19%	57	48%	14	12%	71	60%
Hispanic or Latino	296	55	19%	61	21%	136	46%	44	15%	180	61%
White	41	4	10%	3	7%	19	46%	15	37%	34	83%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	1	8%	1	8%	4	33%	6	50%	10	83%
Female	218	34	16%	43	20%	105	48%	36	17%	141	65%
Male	249	50	20%	45	18%	111	45%	43	17%	154	62%
English Language Learners	128	36	28%	43	34%	44	34%	5	4%	49	38%
Non-English Language Learners	339	48	14%	45	13%	172	51%	74	22%	246	73%
Economically Disadvantaged	371	71	19%	80	22%	164	44%	56	15%	220	59%
Not Economically Disadvantaged	96	13	14%	8	8%	52	54%	23	24%	75	78%
Not Migrant	467	84	18%	88	19%	216	46%	79	17%	295	63%
Homeless	11	2	18%	3	27%	5	45%	1	9%	6	55%
Not Homeless	456	82	18%	85	19%	211	46%	78	17%	289	63%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	466	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—

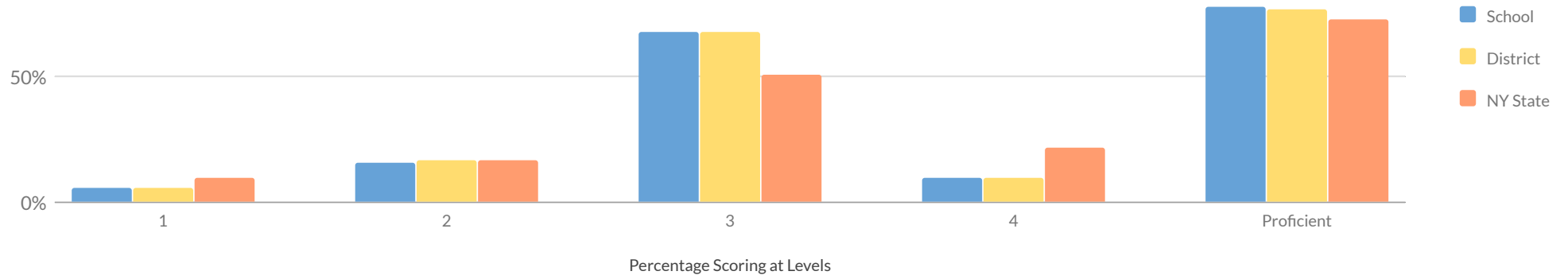
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	466	—	—	—	—	—	—	—	—	—	—

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



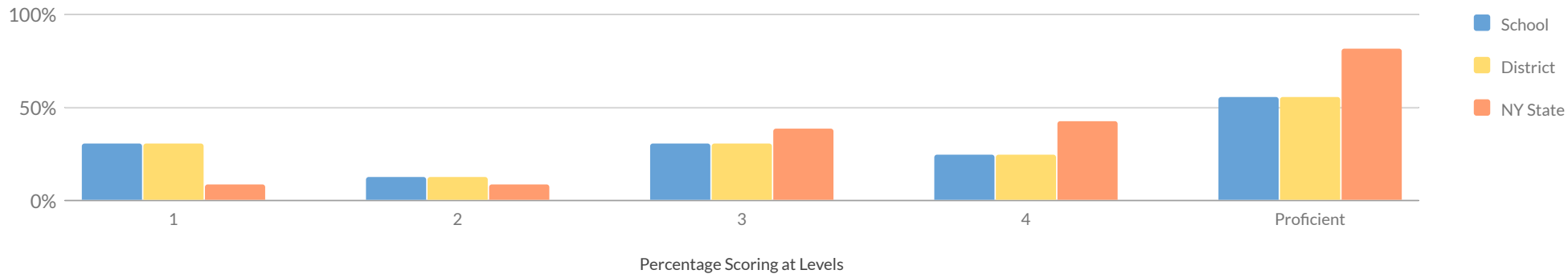
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	346	109	32%	82	24%	139	40%	16	5%	155	45%
General Education	313	88	28%	76	24%	133	42%	16	5%	149	48%
Students with Disabilities	33	21	64%	6	18%	6	18%	0	0%	6	18%
Asian or Native Hawaiian/Other Pacific Islander	6	—	—	—	—	—	—	—	—	—	—
Black or African American	100	32	32%	24	24%	42	42%	2	2%	44	44%
Hispanic or Latino	199	66	33%	50	25%	74	37%	9	5%	83	42%
White	38	8	21%	6	16%	20	53%	4	11%	24	63%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	2	22%	3	33%	1	11%	4	44%
Female	180	53	29%	45	25%	77	43%	5	3%	82	46%
Male	166	56	34%	37	22%	62	37%	11	7%	73	44%
English Language Learners	39	26	67%	4	10%	9	23%	0	0%	9	23%
Non-English Language Learners	307	83	27%	78	25%	130	42%	16	5%	146	48%
Economically Disadvantaged	257	88	34%	61	24%	99	39%	9	4%	108	42%
Not Economically Disadvantaged	89	21	24%	21	24%	40	45%	7	8%	47	53%
Not Migrant	346	109	32%	82	24%	139	40%	16	5%	155	45%
Homeless	5	2	40%	1	20%	2	40%	0	0%	2	40%
Not Homeless	341	107	31%	81	24%	137	40%	16	5%	153	45%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	345	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	346	109	32%	82	24%	139	40%	16	5%	155	45%

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



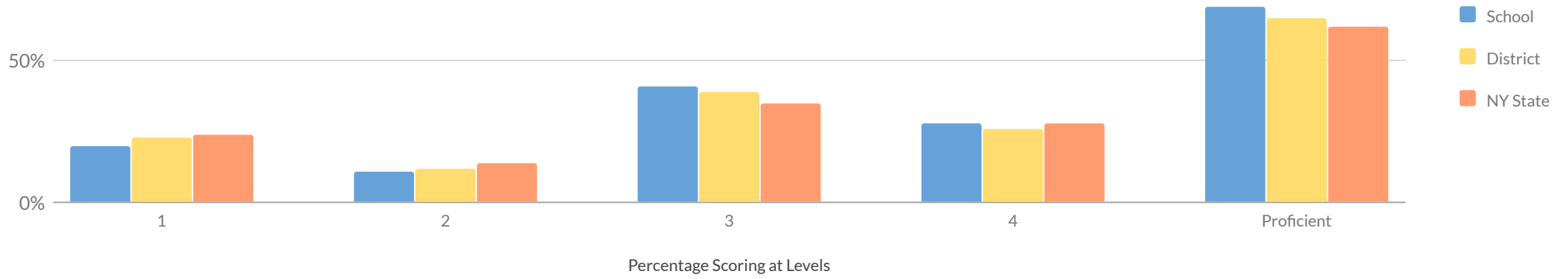
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	202	12	6%	32	16%	138	68%	20	10%	158	78%
General Education	201	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	1	8%	9	75%	1	8%	10	83%
Black or African American	45	2	4%	7	16%	33	73%	3	7%	36	80%
Hispanic or Latino	98	7	7%	21	21%	59	60%	11	11%	70	71%
White	41	2	5%	3	7%	31	76%	5	12%	36	88%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	6	100%	0	0%	6	100%
Female	104	9	9%	19	18%	65	63%	11	11%	76	73%
Male	98	3	3%	13	13%	73	74%	9	9%	82	84%
Non-English Language Learners	202	12	6%	32	16%	138	68%	20	10%	158	78%
Economically Disadvantaged	124	10	8%	26	21%	76	61%	12	10%	88	71%
Not Economically Disadvantaged	78	2	3%	6	8%	62	79%	8	10%	70	90%
Not Migrant	202	12	6%	32	16%	138	68%	20	10%	158	78%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	198	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	201	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	202	12	6%	32	16%	138	68%	20	10%	158	78%

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



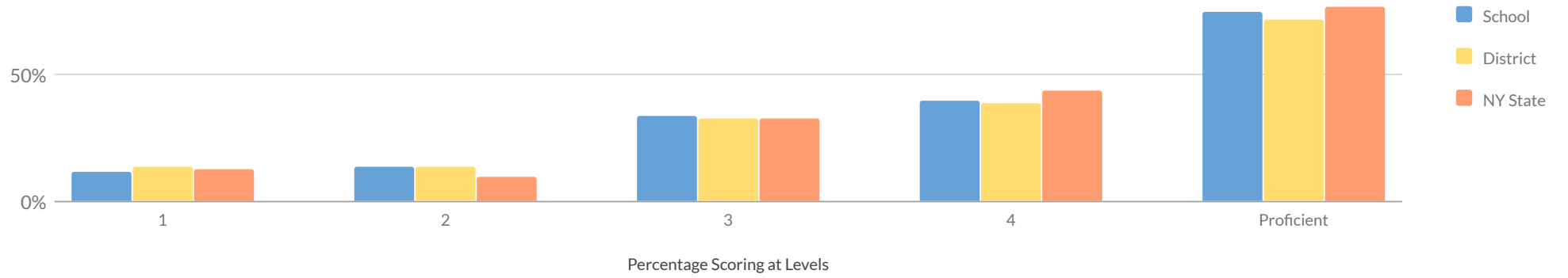
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	17	31%	7	13%	17	31%	14	25%	31	56%
General Education	54	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	1	20%	1	20%	1	20%	2	40%	3	60%
Black or African American	9	2	22%	3	33%	3	33%	1	11%	4	44%
Hispanic or Latino	27	8	30%	1	4%	10	37%	8	30%	18	67%
White	14	6	43%	2	14%	3	21%	3	21%	6	43%
Female	24	10	42%	2	8%	8	33%	4	17%	12	50%
Male	31	7	23%	5	16%	9	29%	10	32%	19	61%
Non-English Language Learners	55	17	31%	7	13%	17	31%	14	25%	31	56%
Economically Disadvantaged	30	11	37%	4	13%	8	27%	7	23%	15	50%
Not Economically Disadvantaged	25	6	24%	3	12%	9	36%	7	28%	16	64%
Not Migrant	55	17	31%	7	13%	17	31%	14	25%	31	56%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	17	31%	7	13%	17	31%	14	25%	31	56%
Parent Not in Armed Forces	55	17	31%	7	13%	17	31%	14	25%	31	56%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	474	97	20%	52	11%	192	41%	133	28%	325	69%
General Education	383	50	13%	39	10%	161	42%	133	35%	294	77%
Students with Disabilities	91	47	52%	13	14%	31	34%	0	0%	31	34%
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	117	24	21%	11	9%	62	53%	20	17%	82	70%
Hispanic or Latino	283	65	23%	37	13%	103	36%	78	28%	181	64%
White	66	8	12%	3	5%	25	38%	30	45%	55	83%
Multiracial	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	1	13%	2	25%	5	63%	7	88%
Female	227	38	17%	30	13%	90	40%	69	30%	159	70%
Male	247	59	24%	22	9%	102	41%	64	26%	166	67%
English Language Learners	85	38	45%	14	16%	21	25%	12	14%	33	39%
Non-English Language Learners	389	59	15%	38	10%	171	44%	121	31%	292	75%
Economically Disadvantaged	355	83	23%	46	13%	135	38%	91	26%	226	64%
Not Economically Disadvantaged	119	14	12%	6	5%	57	48%	42	35%	99	83%
Not Migrant	474	97	20%	52	11%	192	41%	133	28%	325	69%
Homeless	11	6	55%	0	0%	5	45%	0	0%	5	45%
Not Homeless	463	91	20%	52	11%	187	40%	133	29%	320	69%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	472	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	474	97	20%	52	11%	192	41%	133	28%	325	69%

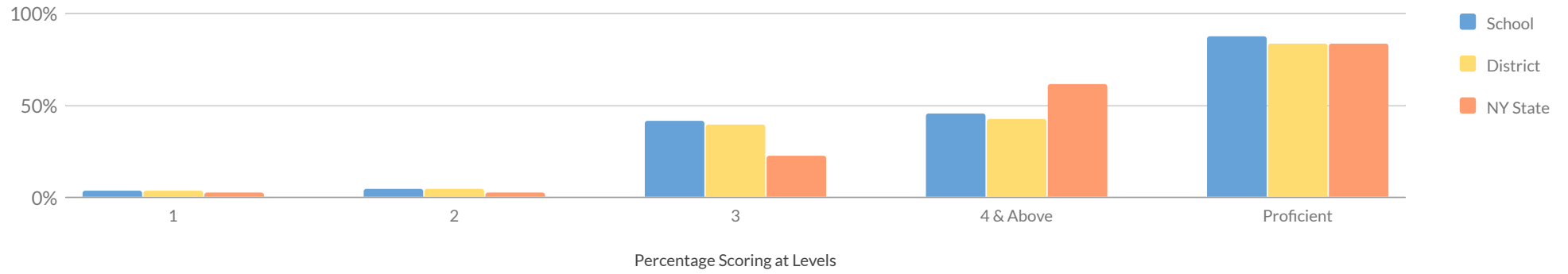
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	437	52	12%	59	14%	150	34%	176	40%	326	75%
General Education	374	36	10%	45	12%	122	33%	171	46%	293	78%
Students with Disabilities	63	16	25%	14	22%	28	44%	5	8%	33	52%
Asian or Native Hawaiian/Other Pacific Islander	16	—	—	—	—	—	—	—	—	—	—
Black or African American	105	8	8%	15	14%	42	40%	40	38%	82	78%
Hispanic or Latino	273	42	15%	41	15%	96	35%	94	34%	190	70%
White	40	2	5%	2	5%	7	18%	29	73%	36	90%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	19	0	0%	1	5%	5	26%	13	68%	18	95%
Female	227	25	11%	35	15%	81	36%	86	38%	167	74%
Male	210	27	13%	24	11%	69	33%	90	43%	159	76%
English Language Learners	117	33	28%	29	25%	51	44%	4	3%	55	47%
Non-English Language Learners	320	19	6%	30	9%	99	31%	172	54%	271	85%
Economically Disadvantaged	333	47	14%	51	15%	123	37%	112	34%	235	71%
Not Economically Disadvantaged	104	5	5%	8	8%	27	26%	64	62%	91	88%
Not Migrant	437	52	12%	59	14%	150	34%	176	40%	326	75%
Homeless	17	1	6%	4	24%	3	18%	9	53%	12	71%
Not Homeless	420	51	12%	55	13%	147	35%	167	40%	314	75%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	436	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	437	52	12%	59	14%	150	34%	176	40%	326	75%

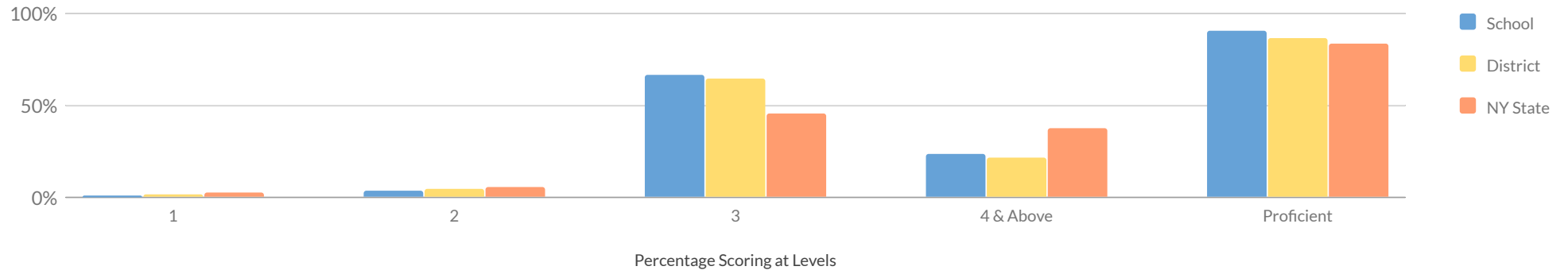
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



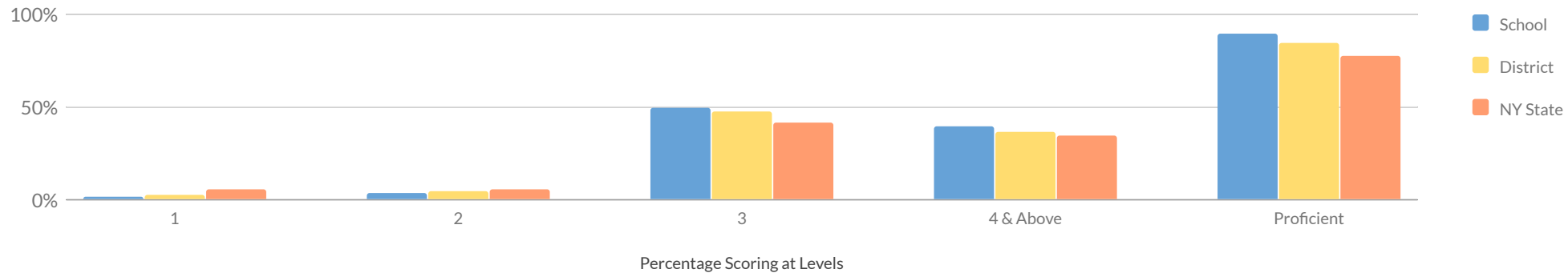
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	15	4%	395	96%	15	4%	20	5%	173	42%	187	46%	360	88%
General Education	348	12	3%	336	97%	10	3%	10	3%	139	40%	177	51%	316	91%
Students with Disabilities	62	3	5%	59	95%	5	8%	10	16%	34	55%	10	16%	44	71%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	103	3	3%	100	97%	4	4%	5	5%	41	40%	50	49%	91	88%
Hispanic or Latino	248	11	4%	237	96%	11	4%	14	6%	115	46%	97	39%	212	85%
White	49	1	2%	48	98%	0	0%	1	2%	13	27%	34	69%	47	96%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	4	40%	6	60%	10	100%
Female	195	6	3%	189	97%	5	3%	8	4%	72	37%	104	53%	176	90%
Male	215	9	4%	206	96%	10	5%	12	6%	101	47%	83	39%	184	86%
Non-English Language Learners	356	5	1%	351	99%	4	1%	12	3%	152	43%	183	51%	335	94%
English Language Learners	54	10	19%	44	81%	11	20%	8	15%	21	39%	4	7%	25	46%
Economically Disadvantaged	279	10	4%	269	96%	9	3%	16	6%	123	44%	121	43%	244	87%
Not Economically Disadvantaged	131	5	4%	126	96%	6	5%	4	3%	50	38%	66	50%	116	89%
Not Migrant	410	15	4%	395	96%	15	4%	20	5%	173	42%	187	46%	360	88%
Homeless	22	0	0%	22	100%	1	5%	2	9%	9	41%	10	45%	19	86%
Not Homeless	388	15	4%	373	96%	14	4%	18	5%	164	42%	177	46%	341	88%
Not in Foster Care	410	15	4%	395	96%	15	4%	20	5%	173	42%	187	46%	360	88%
Parent Not in Armed Forces	410	15	4%	395	96%	15	4%	20	5%	173	42%	187	46%	360	88%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



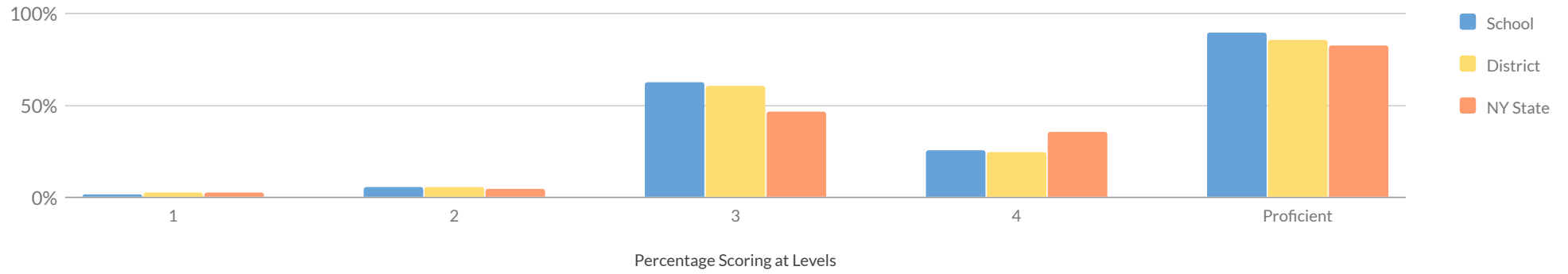
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	15	4%	395	96%	5	1%	18	4%	273	67%	99	24%	372	91%
General Education	348	11	3%	337	97%	1	0%	3	1%	237	68%	96	28%	333	96%
Students with Disabilities	62	4	6%	58	94%	4	6%	15	24%	36	58%	3	5%	39	63%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	103	4	4%	99	96%	2	2%	7	7%	72	70%	18	17%	90	87%
Hispanic or Latino	248	10	4%	238	96%	3	1%	10	4%	173	70%	52	21%	225	91%
White	49	1	2%	48	98%	0	0%	1	2%	22	45%	25	51%	47	96%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	6	60%	4	40%	10	100%
Female	195	7	4%	188	96%	1	1%	5	3%	126	65%	56	29%	182	93%
Male	215	8	4%	207	96%	4	2%	13	6%	147	68%	43	20%	190	88%
Non-English Language Learners	356	6	2%	350	98%	3	1%	15	4%	233	65%	99	28%	332	93%
English Language Learners	54	9	17%	45	83%	2	4%	3	6%	40	74%	0	0%	40	74%
Economically Disadvantaged	279	8	3%	271	97%	3	1%	10	4%	199	71%	59	21%	258	92%
Not Economically Disadvantaged	131	7	5%	124	95%	2	2%	8	6%	74	56%	40	31%	114	87%
Not Migrant	410	15	4%	395	96%	5	1%	18	4%	273	67%	99	24%	372	91%
Homeless	22	0	0%	22	100%	1	5%	1	5%	17	77%	3	14%	20	91%
Not Homeless	388	15	4%	373	96%	4	1%	17	4%	256	66%	96	25%	352	91%
Not in Foster Care	410	15	4%	395	96%	5	1%	18	4%	273	67%	99	24%	372	91%
Parent Not in Armed Forces	410	15	4%	395	96%	5	1%	18	4%	273	67%	99	24%	372	91%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



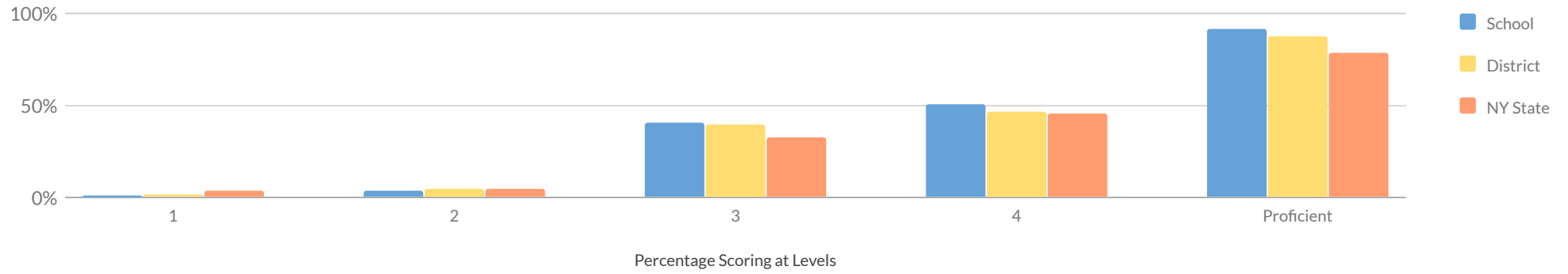
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	19	5%	391	95%	7	2%	15	4%	207	50%	162	40%	369	90%
General Education	348	15	4%	333	96%	3	1%	5	1%	168	48%	157	45%	325	93%
Students with Disabilities	62	4	6%	58	94%	4	6%	10	16%	39	63%	5	8%	44	71%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	103	5	5%	98	95%	3	3%	3	3%	61	59%	31	30%	92	89%
Hispanic or Latino	248	13	5%	235	95%	3	1%	12	5%	132	53%	88	35%	220	89%
White	49	1	2%	48	98%	1	2%	0	0%	10	20%	37	76%	47	96%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	4	40%	6	60%	10	100%
Female	195	7	4%	188	96%	2	1%	6	3%	96	49%	84	43%	180	92%
Male	215	12	6%	203	94%	5	2%	9	4%	111	52%	78	36%	189	88%
Non-English Language Learners	356	7	2%	349	98%	4	1%	10	3%	176	49%	159	45%	335	94%
English Language Learners	54	12	22%	42	78%	3	6%	5	9%	31	57%	3	6%	34	63%
Economically Disadvantaged	279	12	4%	267	96%	4	1%	13	5%	151	54%	99	35%	250	90%
Not Economically Disadvantaged	131	7	5%	124	95%	3	2%	2	2%	56	43%	63	48%	119	91%
Not Migrant	410	19	5%	391	95%	7	2%	15	4%	207	50%	162	40%	369	90%
Homeless	22	1	5%	21	95%	0	0%	0	0%	16	73%	5	23%	21	95%
Not Homeless	388	18	5%	370	95%	7	2%	15	4%	191	49%	157	40%	348	90%
Not in Foster Care	410	19	5%	391	95%	7	2%	15	4%	207	50%	162	40%	369	90%
Parent Not in Armed Forces	410	19	5%	391	95%	7	2%	15	4%	207	50%	162	40%	369	90%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	12	3%	398	97%	7	2%	23	6%	260	63%	108	26%	368	90%
General Education	348	8	2%	340	98%	2	1%	9	3%	223	64%	106	30%	329	95%
Students with Disabilities	62	4	6%	58	94%	5	8%	14	23%	37	60%	2	3%	39	63%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	103	5	5%	98	95%	4	4%	6	6%	63	61%	25	24%	88	85%
Hispanic or Latino	248	6	2%	242	98%	3	1%	17	7%	172	69%	50	20%	222	90%
White	49	1	2%	48	98%	0	0%	0	0%	18	37%	30	61%	48	98%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	7	70%	3	30%	10	100%
Female	195	5	3%	190	97%	0	0%	8	4%	126	65%	56	29%	182	93%
Male	215	7	3%	208	97%	7	3%	15	7%	134	62%	52	24%	186	87%
Non-English Language Learners	356	7	2%	349	98%	4	1%	13	4%	226	63%	106	30%	332	93%
English Language Learners	54	5	9%	49	91%	3	6%	10	19%	34	63%	2	4%	36	67%
Economically Disadvantaged	279	8	3%	271	97%	3	1%	16	6%	192	69%	60	22%	252	90%
Not Economically Disadvantaged	131	4	3%	127	97%	4	3%	7	5%	68	52%	48	37%	116	89%
Not Migrant	410	12	3%	398	97%	7	2%	23	6%	260	63%	108	26%	368	90%
Homeless	22	1	5%	21	95%	0	0%	1	5%	17	77%	3	14%	20	91%
Not Homeless	388	11	3%	377	97%	7	2%	22	6%	243	63%	105	27%	348	90%
Not in Foster Care	410	12	3%	398	97%	7	2%	23	6%	260	63%	108	26%	368	90%
Parent Not in Armed Forces	410	12	3%	398	97%	7	2%	23	6%	260	63%	108	26%	368	90%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	410	9	2%	401	98%	6	1%	17	4%	168	41%	210	51%	378	92%
General Education	348	5	1%	343	99%	4	1%	5	1%	137	39%	197	57%	334	96%
Students with Disabilities	62	4	6%	58	94%	2	3%	12	19%	31	50%	13	21%	44	71%
Asian or Native Hawaiian/Other Pacific Islander	8	0	—	8	—	—	—	—	—	—	—	—	—	—	—
Black or African American	103	4	4%	99	96%	1	1%	4	4%	43	42%	51	50%	94	91%
Hispanic or Latino	248	4	2%	244	98%	5	2%	11	4%	118	48%	110	44%	228	92%
White	49	1	2%	48	98%	0	0%	2	4%	5	10%	41	84%	46	94%
Multiracial	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	10	100%	0	0%	0	0%	2	20%	8	80%	10	100%
Female	195	3	2%	192	98%	2	1%	8	4%	83	43%	99	51%	182	93%
Male	215	6	3%	209	97%	4	2%	9	4%	85	40%	111	52%	196	91%
Non-English Language Learners	356	6	2%	350	98%	2	1%	11	3%	131	37%	206	58%	337	95%
English Language Learners	54	3	6%	51	94%	4	7%	6	11%	37	69%	4	7%	41	76%
Economically Disadvantaged	279	5	2%	274	98%	2	1%	11	4%	136	49%	125	45%	261	94%
Not Economically Disadvantaged	131	4	3%	127	97%	4	3%	6	5%	32	24%	85	65%	117	89%
Not Migrant	410	9	2%	401	98%	6	1%	17	4%	168	41%	210	51%	378	92%
Homeless	22	0	0%	22	100%	0	0%	1	5%	14	64%	7	32%	21	95%
Not Homeless	388	9	2%	379	98%	6	2%	16	4%	154	40%	203	52%	357	92%
Not in Foster Care	410	9	2%	401	98%	6	1%	17	4%	168	41%	210	51%	378	92%
Parent Not in Armed Forces	410	9	2%	401	98%	6	1%	17	4%	168	41%	210	51%	378	92%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 9	10	91	5%	32%	30%	30%	3%
Grade 10	1	73	1%	11%	42%	41%	4%
Grade 11	2	45	0%	7%	22%	58%	13%
Grade 12	8	30	0%	0%	43%	50%	7%

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

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

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

COPIAGUE
MIDDLE SCHOOL

Report Card

SECTION A

(47 pages)

COPIAGUE MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	802	98	2	
	Math	779	98		2
	Science	313	163		2
	Combined	1,894	109		2
Asian or Native Hawaiian/Other Pacific Islander	ELA	33	147	3	
	Math	33	142		3
	Science	15	210		3
	Combined	81	157		3
Black or African American	ELA	190	102	2	
	Math	189	90		2
	Science	77	166		2
	Combined	456	108		2
Hispanic or Latino	ELA	495	85	2	
	Math	480	93		2
	Science	192	152		2
	Combined	1,167	99		2
Multiracial	ELA	18	108	2	
	Math	16	103		2
	Science	5	200		2
	Combined	39	118		2
White	ELA	95	142	3	

Subgroup	Subject	Cohort	Index	Level	
	Math	90	140		3
	Science	35	206		3
	Combined	220	151		3
English Language Learners	ELA	117	11	1	
	Math	118	23		1
	Science	40	68		1
	Combined	275	25		1
Students with Disabilities	ELA	109	26	1	
	Math	91	19		1
	Science	30	110		1
	Combined	230	34		1
Economically Disadvantaged	ELA	626	88	2	
	Math	612	90		2
	Science	245	154		2
	Combined	1,483	100		2

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	1,042	75	2	
	Math	1,047	73		2
	Science	343	149		2
	Combined	2,432	85		2
Asian or Native Hawaiian/Other Pacific Islander	ELA	33	147	3	
	Math	33	142		3
	Science	15	210		3
	Combined	81	157		3
Black or African American	ELA	250	77	2	
	Math	248	68		2
	Science	84	152		2
	Combined	582	84		2
Hispanic or Latino	ELA	635	67	2	
	Math	641	69		2
	Science	212	138		2
	Combined	1,488	78		2
Multiracial	ELA	28	70	2	
	Math	28	59		2
	Science	7	143		2
	Combined	63	73		2
White	ELA	131	103	2	

Subgroup	Subject	Cohort	Index	Level	
	Math	131	96		2
	Science	37	195		2
	Combined	299	111		2
English Language Learners	ELA	134	10	1	
	Math	142	19		1
	Science	47	57		1
	Combined	323	21		1
Students with Disabilities	ELA	158	18	1	
	Math	158	11		1
	Science	52	64		1
	Combined	368	21		1
Economically Disadvantaged	ELA	818	67	2	
	Math	822	67		2
	Science	268	141		2
	Combined	1,908	78		2

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	155,859	3,703	42.1	1
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	3,819	85	44.9	1
Black or African American	38,712	932	41.5	1
Hispanic or Latino	93,039	2,212	42.1	1
Multiracial	1,748	37	47.2	2
White	18,541	437	42.4	1
English Language Learners	26,463	532	49.7	2
Students with Disabilities	24,343	483	50.4	3
Economically Disadvantaged	120,065	2,813	42.7	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	150	41%	63%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	6	—	—	—	—
Hispanic or Latino	142	40%	64%	1.6	4
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	150	41%	63%	1.5	4
Students with Disabilities	52	40%	50%	1.3	4
Economically Disadvantaged	144	41%	63%	1.5	4

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	57	1,042	75	68	105	122	161	–	N	200	2	2	2
	Math	51	1,047	73	63	107	124	162	–	N	200	2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	114	33	147	121	157	164	182	–	Y	200	3	3	3
	Math	131	33	142	137	174	179	189	–	Y	200	3		
Black or African American	ELA	60	250	77	71	98	116	158	–	N	200	2	2	2
	Math	52	248	68	64	88	107	154	–	N	200	2		
Hispanic or Latino	ELA	53	635	67	65	95	113	157	–	N	200	2	2	2
	Math	45	641	69	57	92	111	155	–	N	200	2		
Multiracial	ELA	–	28	–	–	–	–	–	–	–	–	–	–	–
	Math	–	28	–	–	–	–	–	–	–	–	–		
White	ELA	62	131	103	73	102	119	160	–	–	200	3	2	2
	Math	64	131	96	75	110	126	163	–	N	200	2		
English Language Learners	ELA	14	134	10	29	67	90	145	N	–	200	1	1	1
	Math	16	142	19	31	83	103	152	N	–	200	1		
Students with Disabilities	ELA	18	158	18	33	61	85	142	N	–	200	1	1	1
	Math	11	158	11	26	61	85	142	N	–	200	1		
Economically Disadvantaged	ELA	50	818	67	62	95	113	157	–	N	200	2	2	2
	Math	44	822	67	57	94	112	156	–	N	200	2		

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	12.5	1,213	160	13.2%	11.9%	14.6%	12.8%	8.9%	–	N	5%	2
Asian or Native Hawaiian/Other Pacific Islander	14.3	37	6	16.2%	13.9%	8.2%	7.4%	6.2%	N	–	5%	1
Black or African American	9.1	289	27	9.3%	8.7%	20.1%	17.7%	11.4%	–	–	5%	4
Hispanic or Latino	12.4	745	102	13.7%	11.8%	19.8%	17%	11%	–	–	5%	3
Multiracial	30	32	6	18.8%	29%	16.5%	14.5%	9.8%	–	Y	5%	3
White	16.9	147	26	17.7%	15.9%	10.5%	9.3%	7.2%	N	–	5%	1
English Language Learners	15.9	188	30	16%	15.1%	17.6%	15.2%	10.1%	–	N	5%	2
Students with Disabilities	14.6	177	30	16.9%	13.8%	21.5%	18.5%	11.8%	–	–	5%	3
Economically Disadvantaged	13.2	946	135	14.3%	12.6%	19.9%	17.1%	11.1%	–	–	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,156	73.4%	2,267	75.1%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	13	–	–	–
Black or African American	X	277	71.1%	546	74%
Hispanic or Latino	X	713	74.9%	1,374	76.7%
Multiracial	–	15	–	–	–
White	X	138	68.8%	283	68.6%
English Language Learners	X	169	85.8%	343	88.3%
Students with Disabilities	X	167	65.3%	330	66.4%
Economically Disadvantaged	X	908	72.9%	1,723	74.9%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,157	70.7%	2,275	72%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	13	–	–	–
Black or African American	X	276	71.7%	546	72.7%
Hispanic or Latino	X	715	71.3%	1,381	72.8%
Multiracial	–	15	–	–	–
White	X	138	65.2%	284	66.2%
English Language Learners	X	172	79.7%	347	84.4%
Students with Disabilities	X	167	54.5%	331	56.5%
Economically Disadvantaged	X	906	70.8%	1,723	72%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 6	5
Grade 7	11
Grade 8	6

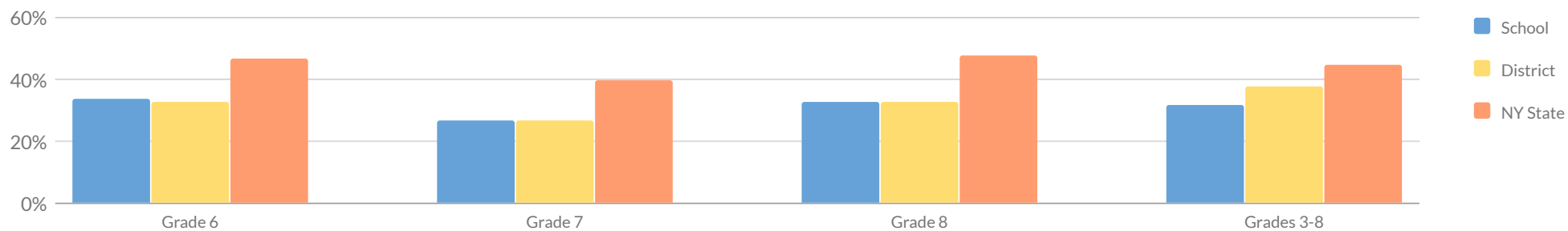
SECONDARY INDICATOR LEVELS

Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Rate Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career, & Civic Readiness (CCCR)
All Students	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–
Students with Disabilities	–	–	–	–	–	–	–
Economically Disadvantaged	–	–	–	–	–	–	–

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	–	1	–	–	–	–	–	–	–	–	–	–
Black or African American	–	1	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	–	1	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	–	1	–	–	–	–	–	–	–	–	–	–

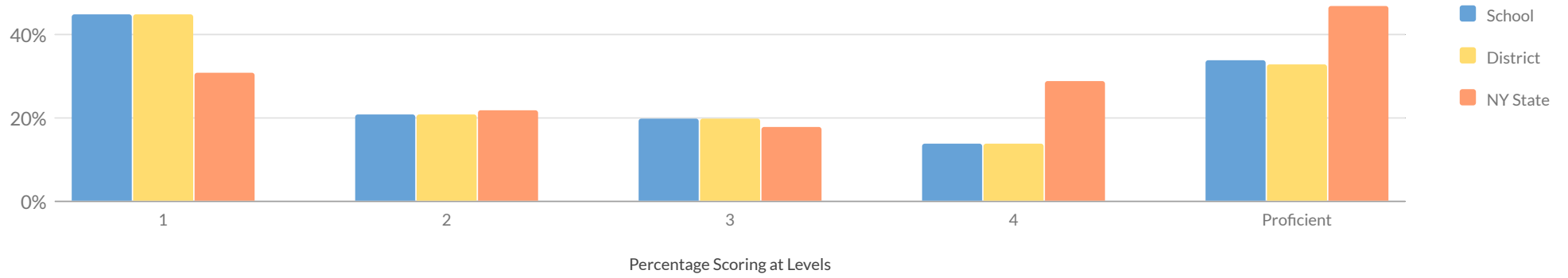
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	82	309	138	45%	66	21%	62	20%	43	14%	105	34%
Grade 7	124	270	122	45%	74	27%	56	21%	18	7%	74	27%
Grade 8	129	245	77	31%	86	35%	65	27%	17	7%	82	33%
Grades 3-8	335	824	337	41%	226	27%	183	22%	78	9%	261	32%

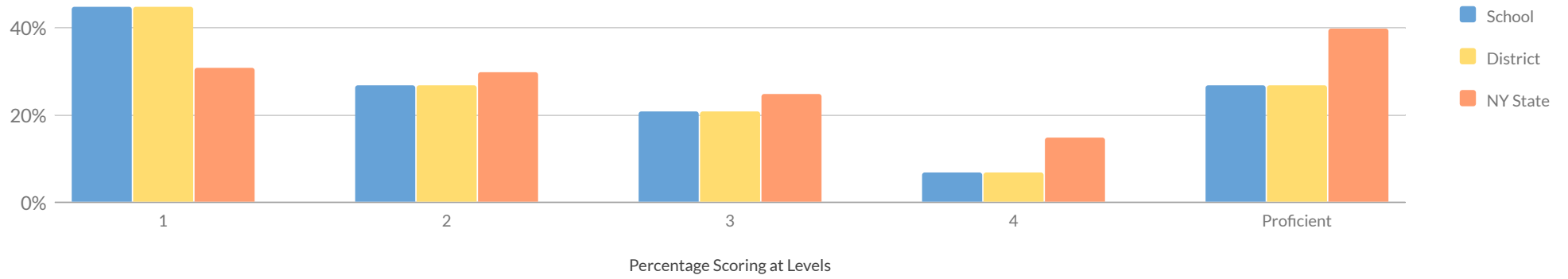
GRADE 6 ELA RESULTS



MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	82	309	138	45%	66	21%	62	20%	43	14%	105	34%
General Education	68	265	101	38%	60	23%	61	23%	43	16%	104	39%
Students with Disabilities	14	44	37	84%	6	14%	1	2%	0	0%	1	2%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	27	66	34	52%	10	15%	15	23%	7	11%	22	33%
Hispanic or Latino	44	201	93	46%	48	24%	36	18%	24	12%	60	30%
White	9	39	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	42	11	26%	8	19%	11	26%	12	29%	23	55%
Female	39	150	60	40%	36	24%	26	17%	28	19%	54	36%
Male	43	159	78	49%	30	19%	36	23%	15	9%	51	32%
English Language Learners	13	46	43	93%	3	7%	0	0%	0	0%	0	0%
Non-English Language Learners	69	263	95	36%	63	24%	62	24%	43	16%	105	40%
Economically Disadvantaged	67	242	112	46%	54	22%	49	20%	27	11%	76	31%
Not Economically Disadvantaged	15	67	26	39%	12	18%	13	19%	16	24%	29	43%
Not Migrant	82	309	138	45%	66	21%	62	20%	43	14%	105	34%
Homeless	1	8	4	50%	2	25%	2	25%	0	0%	2	25%
Not Homeless	81	301	134	45%	64	21%	60	20%	43	14%	103	34%
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	82	308	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	82	309	138	45%	66	21%	62	20%	43	14%	105	34%

GRADE 7 ELA RESULTS

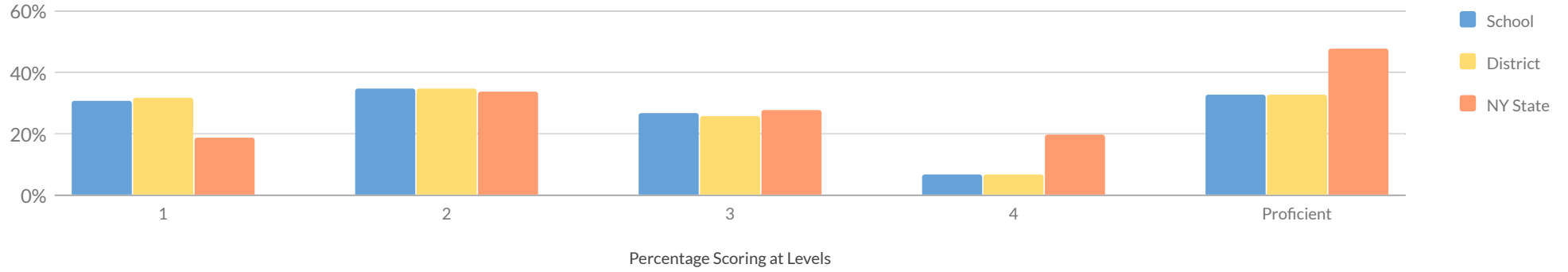


MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	124	270	122	45%	74	27%	56	21%	18	7%	74	27%
General Education	101	238	93	39%	71	30%	56	24%	18	8%	74	31%
Students with Disabilities	23	32	29	91%	3	9%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	4	–	–	–	–	–	–	–	–	–	–
Black or African American	23	73	31	42%	20	27%	18	25%	4	5%	22	30%
Hispanic or Latino	78	157	83	53%	41	26%	26	17%	7	4%	33	21%
White	22	29	5	17%	10	34%	10	34%	4	14%	14	48%
Multiracial	1	7	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	11	3	27%	3	27%	2	18%	3	27%	5	45%
Female	65	139	45	32%	44	32%	38	27%	12	9%	50	36%
Male	59	131	77	59%	30	23%	18	14%	6	5%	24	18%
English Language Learners	23	37	35	95%	2	5%	0	0%	0	0%	0	0%
Non-English Language Learners	101	233	87	37%	72	31%	56	24%	18	8%	74	32%
Economically Disadvantaged	97	211	108	51%	57	27%	35	17%	11	5%	46	22%
Not Economically Disadvantaged	27	59	14	24%	17	29%	21	36%	7	12%	28	47%
Not Migrant	124	270	122	45%	74	27%	56	21%	18	7%	74	27%
Homeless	5	10	5	50%	4	40%	1	10%	0	0%	1	10%
Not Homeless	119	260	117	45%	70	27%	55	21%	18	7%	73	28%
In Foster Care	0	4	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	124	266	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	0	1	–	–	–	–	–	–	–	–	–	–

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	124	269	—	—	—	—	—	—	—	—	—	—

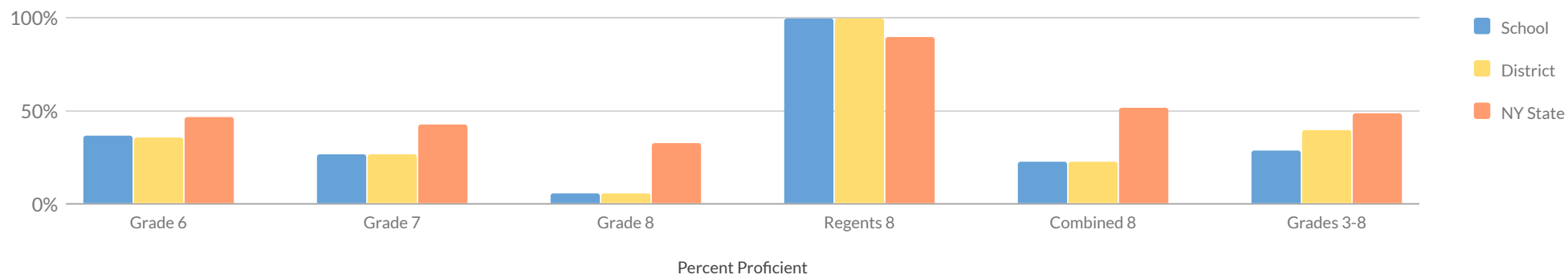
GRADE 8 ELA RESULTS



MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	129	245	77	31%	86	35%	65	27%	17	7%	82	33%
General Education	106	214	57	27%	75	35%	65	30%	17	8%	82	38%
Students with Disabilities	23	31	20	65%	11	35%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	6	–	–	–	–	–	–	–	–	–	–
Black or African American	32	57	10	18%	23	40%	21	37%	3	5%	24	42%
Hispanic or Latino	82	153	60	39%	57	37%	27	18%	9	6%	36	24%
White	12	27	5	19%	5	19%	13	48%	4	15%	17	63%
Multiracial	3	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	8	2	25%	1	13%	4	50%	1	13%	5	63%
Female	57	118	20	17%	49	42%	39	33%	10	8%	49	42%
Male	72	127	57	45%	37	29%	26	20%	7	6%	33	26%
English Language Learners	13	39	33	85%	6	15%	0	0%	0	0%	0	0%
Non-English Language Learners	116	206	44	21%	80	39%	65	32%	17	8%	82	40%
Economically Disadvantaged	105	188	68	36%	70	37%	40	21%	10	5%	50	27%
Not Economically Disadvantaged	24	57	9	16%	16	28%	25	44%	7	12%	32	56%
Not Migrant	129	245	77	31%	86	35%	65	27%	17	7%	82	33%
Homeless	8	9	2	22%	4	44%	3	33%	0	0%	3	33%
Not Homeless	121	236	75	32%	82	35%	62	26%	17	7%	79	33%
Not in Foster Care	128	245	77	31%	86	35%	65	27%	17	7%	82	33%
Parent Not in Armed Forces	129	245	77	31%	86	35%	65	27%	17	7%	82	33%

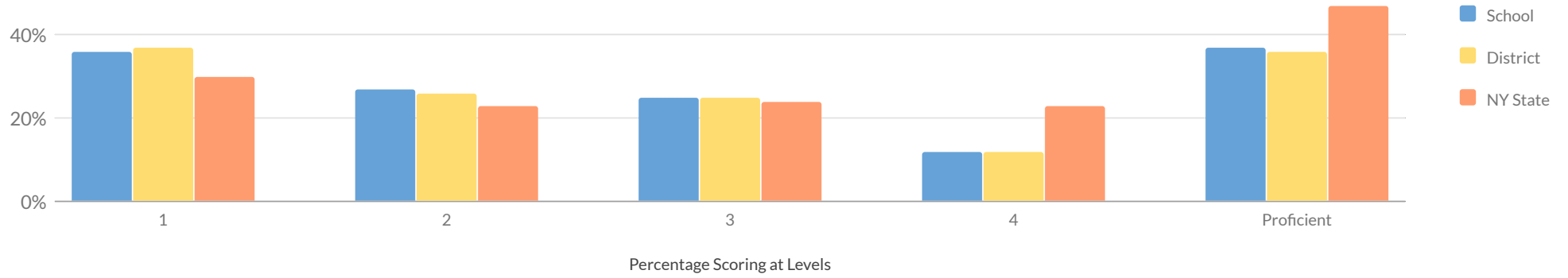
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 6	94	296	107	36%	79	27%	75	25%	35	12%	110	37%
Grade 7	123	274	97	35%	104	38%	52	19%	21	8%	73	27%
Grade 8	172	201	120	60%	69	34%	12	6%	0	0%	12	6%
Regents 8	—	45	0	0%	0	0%	1	2%	44	98%	45	100%
Combined 8	172	246	120	49%	69	28%	13	5%	44	18%	57	23%
Grades 3-8	389	816	324	40%	252	31%	140	17%	100	12%	240	29%

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

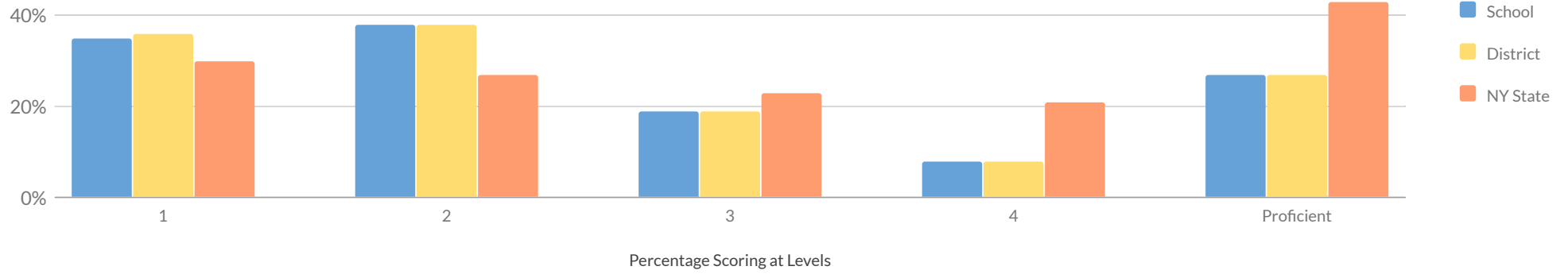
GRADE 6 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	94	296	107	36%	79	27%	75	25%	35	12%	110	37%
General Education	73	259	74	29%	76	29%	74	29%	35	14%	109	42%
Students with Disabilities	21	37	33	89%	3	8%	1	3%	0	0%	1	3%
Asian or Native Hawaiian/Other Pacific Islander	0	3	–	–	–	–	–	–	–	–	–	–
Black or African American	27	66	27	41%	21	32%	14	21%	4	6%	18	27%
Hispanic or Latino	50	194	73	38%	49	25%	49	25%	23	12%	72	37%
White	15	33	–	–	–	–	–	–	–	–	–	–
Small Group Total	15	36	7	19%	9	25%	12	33%	8	22%	20	56%
Female	44	144	52	36%	41	28%	36	25%	15	10%	51	35%
Male	50	152	55	36%	38	25%	39	26%	20	13%	59	39%
English Language Learners	8	50	41	82%	8	16%	1	2%	0	0%	1	2%
Non-English Language Learners	86	246	66	27%	71	29%	74	30%	35	14%	109	44%
Economically Disadvantaged	80	227	82	36%	61	27%	60	26%	24	11%	84	37%
Not Economically Disadvantaged	14	69	25	36%	18	26%	15	22%	11	16%	26	38%
Not Migrant	94	296	107	36%	79	27%	75	25%	35	12%	110	37%
Homeless	2	6	2	33%	3	50%	1	17%	0	0%	1	17%
Not Homeless	92	290	105	36%	76	26%	74	26%	35	12%	109	38%
In Foster Care	0	1	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	94	295	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	94	296	107	36%	79	27%	75	25%	35	12%	110	37%

GRADE 7 MATH RESULTS

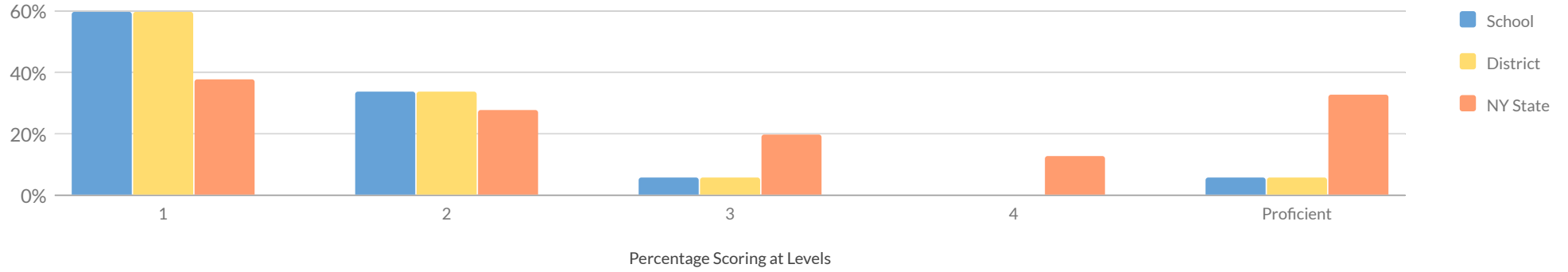


MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	123	274	97	35%	104	38%	52	19%	21	8%	73	27%
General Education	93	248	73	29%	102	41%	52	21%	21	8%	73	29%
Students with Disabilities	30	26	24	92%	2	8%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	4	–	–	–	–	–	–	–	–	–	–
Black or African American	22	74	32	43%	23	31%	15	20%	4	5%	19	26%
Hispanic or Latino	78	160	62	39%	62	39%	23	14%	13	8%	36	23%
White	21	30	2	7%	14	47%	11	37%	3	10%	14	47%
Multiracial	2	6	–	–	–	–	–	–	–	–	–	–
Small Group Total	2	10	1	10%	5	50%	3	30%	1	10%	4	40%
Female	60	145	44	30%	62	43%	26	18%	13	9%	39	27%
Male	63	129	53	41%	42	33%	26	20%	8	6%	34	26%
English Language Learners	20	43	34	79%	8	19%	1	2%	0	0%	1	2%
Non-English Language Learners	103	231	63	27%	96	42%	51	22%	21	9%	72	31%
Economically Disadvantaged	92	215	89	41%	79	37%	33	15%	14	7%	47	22%
Not Economically Disadvantaged	31	59	8	14%	25	42%	19	32%	7	12%	26	44%
Not Migrant	123	274	97	35%	104	38%	52	19%	21	8%	73	27%
Homeless	4	10	6	60%	0	0%	3	30%	1	10%	4	40%
Not Homeless	119	264	91	34%	104	39%	49	19%	20	8%	69	26%
In Foster Care	0	4	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	123	270	–	–	–	–	–	–	–	–	–	–
Parent in Armed Forces	0	1	–	–	–	–	–	–	–	–	–	–

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Parent Not in Armed Forces	123	273	—	—	—	—	—	—	—	—	—	—

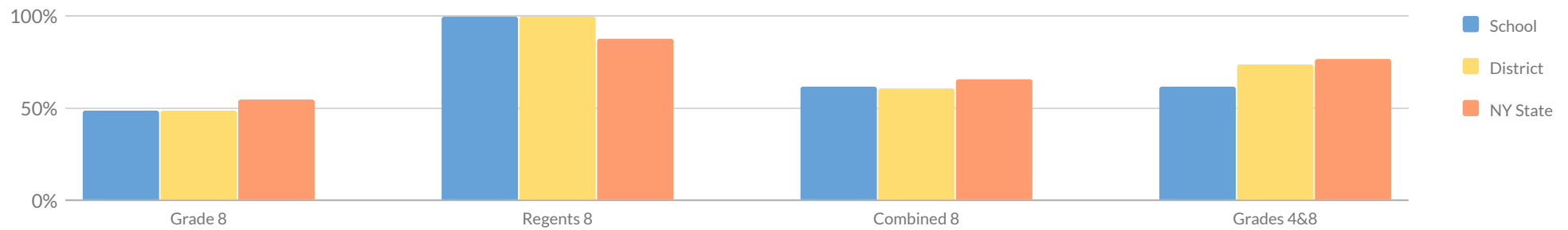
GRADE 8 MATH RESULTS



MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	172	201	120	60%	69	34%	12	6%	0	0%	12	6%
General Education	144	175	97	55%	66	38%	12	7%	0	0%	12	7%
Students with Disabilities	28	26	23	88%	3	12%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	4	—	—	—	—	—	—	—	—	—	—
Black or African American	44	44	24	55%	18	41%	2	5%	0	0%	2	5%
Hispanic or Latino	100	135	84	62%	43	32%	8	6%	0	0%	8	6%
White	23	16	9	56%	6	38%	1	6%	0	0%	1	6%
Multiracial	3	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	6	3	50%	2	33%	1	17%	0	0%	1	17%
Female	84	91	45	49%	41	45%	5	5%	0	0%	5	5%
Male	88	110	75	68%	28	25%	7	6%	0	0%	7	6%
English Language Learners	10	43	36	84%	7	16%	0	0%	0	0%	0	0%
Non-English Language Learners	162	158	84	53%	62	39%	12	8%	0	0%	12	8%
Economically Disadvantaged	123	169	105	62%	56	33%	8	5%	0	0%	8	5%
Not Economically Disadvantaged	49	32	15	47%	13	41%	4	13%	0	0%	4	13%
Not Migrant	172	201	120	60%	69	34%	12	6%	0	0%	12	6%
Homeless	7	9	6	67%	3	33%	0	0%	0	0%	0	0%
Not Homeless	165	192	114	59%	66	34%	12	6%	0	0%	12	6%
Not in Foster Care	171	201	120	60%	69	34%	12	6%	0	0%	12	6%
Parent Not in Armed Forces	172	201	120	60%	69	34%	12	6%	0	0%	12	6%

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

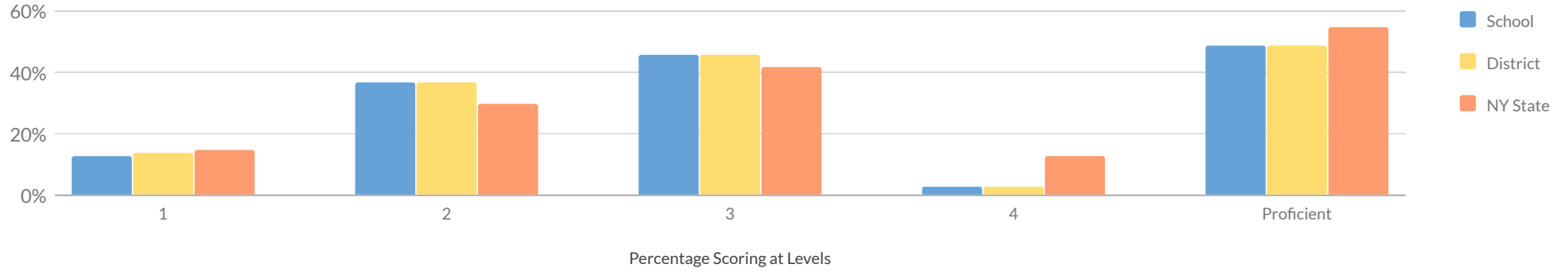


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 8	128	245	33	13%	91	37%	113	46%	8	3%	121	49%
Regents 8	—	78	0	0%	0	0%	23	29%	55	71%	78	100%
Combined 8	128	323	33	10%	91	28%	136	42%	63	20%	199	62%
Grades 4&8	128	323	33	10%	91	28%	136	42%	63	20%	199	62%

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

GRADE 8 SCIENCE RESULTS

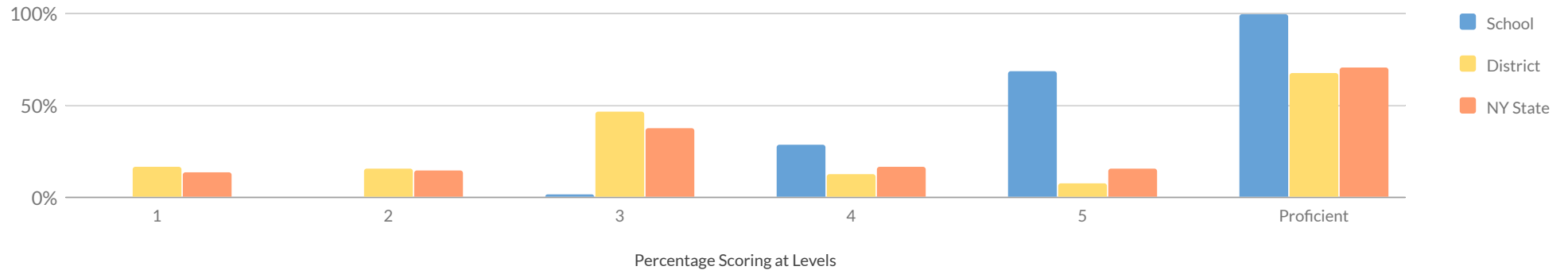


MEAN SCORE: 62

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	128	245	33	13%	91	37%	113	46%	8	3%	121	49%
General Education	103	216	29	13%	73	34%	106	49%	8	4%	114	53%
Students with Disabilities	25	29	4	14%	18	62%	7	24%	0	0%	7	24%
Asian or Native Hawaiian/Other Pacific Islander	3	3	—	—	—	—	—	—	—	—	—	—
Black or African American	30	58	7	12%	19	33%	30	52%	2	3%	32	55%
Hispanic or Latino	74	161	26	16%	67	42%	62	39%	6	4%	68	42%
White	18	21	0	0%	4	19%	17	81%	0	0%	17	81%
Multiracial	3	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	5	0	0%	1	20%	4	80%	0	0%	4	80%
Female	59	116	11	9%	48	41%	55	47%	2	2%	57	49%
Male	69	129	22	17%	43	33%	58	45%	6	5%	64	50%
English Language Learners	9	44	21	48%	16	36%	7	16%	0	0%	7	16%
Non-English Language Learners	119	201	12	6%	75	37%	106	53%	8	4%	114	57%
Economically Disadvantaged	86	206	29	14%	81	39%	88	43%	8	4%	96	47%
Not Economically Disadvantaged	42	39	4	10%	10	26%	25	64%	0	0%	25	64%
Not Migrant	128	245	33	13%	91	37%	113	46%	8	3%	121	49%
Homeless	7	9	1	11%	2	22%	6	67%	0	0%	6	67%
Not Homeless	121	236	32	14%	89	38%	107	45%	8	3%	115	49%
Not in Foster Care	127	245	33	13%	91	37%	113	46%	8	3%	121	49%
Parent Not in Armed Forces	128	245	33	13%	91	37%	113	46%	8	3%	121	49%

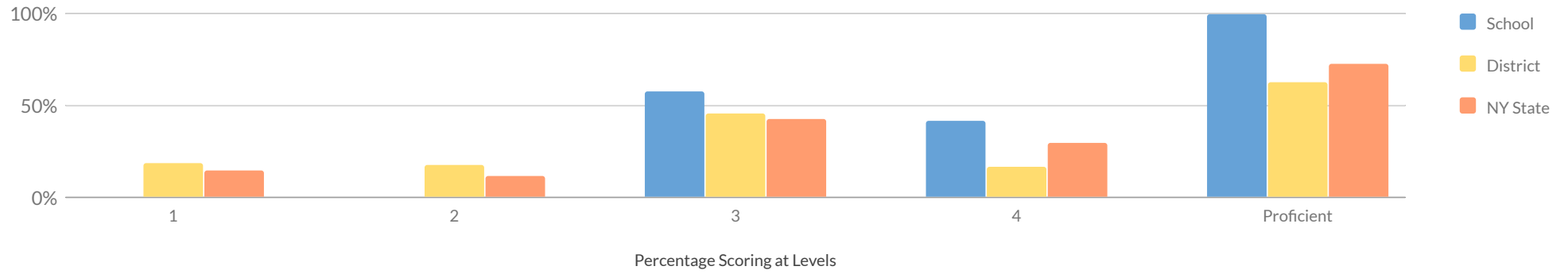
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



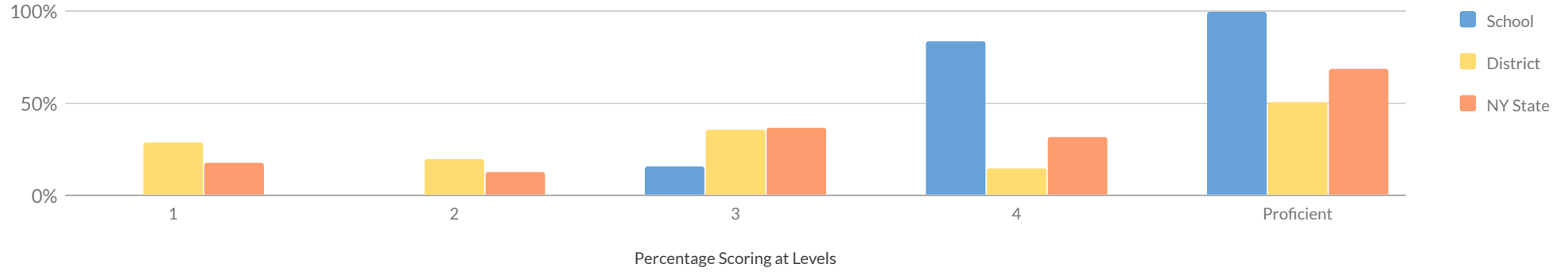
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	0	0%	0	0%	1	2%	13	29%	31	69%	45	100%
General Education	45	0	0%	0	0%	1	2%	13	29%	31	69%	45	100%
Asian or Native Hawaiian/Other Pacific Islander	1	–	–	–	–	–	–	–	–	–	–	–	–
Black or African American	13	0	0%	0	0%	1	8%	5	38%	7	54%	13	100%
Hispanic or Latino	20	0	0%	0	0%	0	0%	7	35%	13	65%	20	100%
White	11	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	12	0	0%	0	0%	0	0%	1	8%	11	92%	12	100%
Female	23	0	0%	0	0%	1	4%	8	35%	14	61%	23	100%
Male	22	0	0%	0	0%	0	0%	5	23%	17	77%	22	100%
Non-English Language Learners	45	0	0%	0	0%	1	2%	13	29%	31	69%	45	100%
Economically Disadvantaged	28	0	0%	0	0%	1	4%	11	39%	16	57%	28	100%
Not Economically Disadvantaged	17	0	0%	0	0%	0	0%	2	12%	15	88%	17	100%
Not Migrant	45	0	0%	0	0%	1	2%	13	29%	31	69%	45	100%
Homeless	1	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	44	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	45	0	0%	0	0%	1	2%	13	29%	31	69%	45	100%
Parent Not in Armed Forces	45	0	0%	0	0%	1	2%	13	29%	31	69%	45	100%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	24	0	0%	0	0%	14	58%	10	42%
General Education	24	0	0%	0	0%	14	58%	10	42%	24	100%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	7	0	0%	0	0%	5	71%	2	29%	7	100%
Hispanic or Latino	11	0	0%	0	0%	6	55%	5	45%	11	100%
White	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	17	0	0%	0	0%	10	59%	7	41%	17	100%
Male	7	0	0%	0	0%	4	57%	3	43%	7	100%
Non-English Language Learners	24	0	0%	0	0%	14	58%	10	42%	24	100%
Economically Disadvantaged	16	0	0%	0	0%	11	69%	5	31%	16	100%
Not Economically Disadvantaged	8	0	0%	0	0%	3	38%	5	63%	8	100%
Not Migrant	24	0	0%	0	0%	14	58%	10	42%	24	100%
Homeless	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	22	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	24	0	0%	0	0%	14	58%	10	42%	24	100%
Parent Not in Armed Forces	24	0	0%	0	0%	14	58%	10	42%	24	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	0	0%	0	0%	9	16%	46	84%	55	100%
General Education	55	0	0%	0	0%	9	16%	46	84%	55	100%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	13	0	0%	0	0%	2	15%	11	85%	13	100%
Hispanic or Latino	30	0	0%	0	0%	7	23%	23	77%	30	100%
White	9	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	0	0%	0	0%	12	100%	12	100%
Female	23	0	0%	0	0%	5	22%	18	78%	23	100%
Male	32	0	0%	0	0%	4	13%	28	88%	32	100%
Non-English Language Learners	55	0	0%	0	0%	9	16%	46	84%	55	100%
Economically Disadvantaged	32	0	0%	0	0%	7	22%	25	78%	32	100%
Not Economically Disadvantaged	23	0	0%	0	0%	2	9%	21	91%	23	100%
Not Migrant	55	0	0%	0	0%	9	16%	46	84%	55	100%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	54	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	0	0%	0	0%	9	16%	46	84%	55	100%
Parent Not in Armed Forces	55	0	0%	0	0%	9	16%	46	84%	55	100%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 6	3	56	0%	11%	5%	54%	30%
Grade 7	4	60	2%	18%	15%	40%	25%
Grade 8	1	52	0%	13%	25%	29%	33%

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 6 ELA	0	1	—	—	—	—
Grade 6 Math	0	1	—	—	—	—
Grade 7 ELA	0	1	—	—	—	—
Grade 7 Math	0	1	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

[CRDC Data \(13.06 megabytes\)](#)

[Glossary of Terms](#)

DEAUVILLE GARDENS
EAST ELEMENTARY
SCHOOL

Report Card

SECTION A

(37 pages)

DEAUVILLE GARDENS EAST ELEMENTARY - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing: Potential TSI School for 2020-21.	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	205	132	3	
	Math	203	156		3
	Science	70	203		3
	Combined	478	153		3
American Indian or Alaska Native	ELA	1	—	—	
	Math	1	—		—
	Science	—	—		—
	Combined	2	—		—
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	117	—	
	Math	6	150		—
	Science	2	—		—
	Combined	14	—		—
Black or African American	ELA	46	128	3	
	Math	46	155		3
	Science	31	215		3
	Combined	123	160		3
Hispanic or Latino	ELA	114	122	2	
	Math	110	141		2
	Science	35	187		2
	Combined	259	139		2
Multiracial	ELA	10	145	4	

Subgroup	Subject	Cohort	Index	Level	
	Math	13	196		4
	Science	6	192		4
	Combined	29	178		4
White	ELA	37	166	4	
	Math	38	197		4
	Science	27	241		4
	Combined	102	198		4
English Language Learners	ELA	54	33	2	
	Math	55	34		2
	Science	19	158		2
	Combined	128	52		2
Students with Disabilities	ELA	42	21	1	
	Math	41	15		1
	Science	15	143		1
	Combined	98	37		1
Economically Disadvantaged	ELA	146	126	3	
	Math	142	147		3
	Science	47	194		3
	Combined	335	144		3

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	213	127	3	
	Math	214	148		3
	Science	70	203		3
	Combined	497	147		3
American Indian or Alaska Native	ELA	1	—	—	
	Math	1	—		—
	Science	—	—		—
	Combined	2	—		—
Asian or Native Hawaiian/Other Pacific Islander	ELA	6	117	—	
	Math	6	150		—
	Science	2	—		—
	Combined	14	—		—
Black or African American	ELA	48	123	3	
	Math	48	149		3
	Science	31	215		3
	Combined	127	155		3
Hispanic or Latino	ELA	114	122	3	
	Math	113	137		3
	Science	35	187		3
	Combined	262	137		3
Multiracial	ELA	14	104	3	

Subgroup	Subject	Cohort	Index	Level	
	Math	14	182		3
	Science	7	164		3
	Combined	35	147		3
White	ELA	43	143	4	
	Math	43	174		4
	Science	28	232		4
	Combined	114	177		4
English Language Learners	ELA	54	33	2	
	Math	55	34		2
	Science	19	158		2
	Combined	128	52		2
Students with Disabilities	ELA	42	21	2	
	Math	41	15		2
	Science	15	143		2
	Combined	98	37		2
Economically Disadvantaged	ELA	150	123	4	
	Math	151	138		4
	Science	47	194		4
	Combined	348	139		4

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	40,054	738	54.3	4
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—
Black or African American	9,591	169	56.8	4
Hispanic or Latino	21,714	415	52.3	3
Multiracial	—	17	—	—
White	7,088	125	56.7	4
English Language Learners	4,943	113	43.7	1
Students with Disabilities	4,022	88	45.7	2
Economically Disadvantaged	28,177	521	54.1	4

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
Black or African American	4
Hispanic or Latino	3
Multiracial	3
White	4
English Language Learners	1
Students with Disabilities	2
Economically Disadvantaged	4

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	36	38%	51%	1.3	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	33	38%	52%	1.4	4
Multiracial	0	—	—	—	—
White	0	—	—	—	—
English Language Learners	36	38%	51%	1.3	4
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	31	36%	48%	1.3	4

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	106	213	127	114	105	122	161	–	–	200	4	4	4
	Math	114	214	148	121	107	124	162	–	–	200	4		
American Indian or Alaska Native	ELA	–	1	–	–	–	–	–	–	–	–	–	–	–
	Math	–	1	–	–	–	–	–	–	–	–	–		
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	6	–	–	–	–	–	–	–	–	–	–	–
	Math	–	6	–	–	–	–	–	–	–	–	–		
Black or African American	ELA	109	48	123	116	98	116	158	–	–	200	4	4	4
	Math	113	48	149	120	88	107	154	–	–	200	4		
Hispanic or Latino	ELA	94	114	122	103	95	113	157	–	–	200	4	4	4
	Math	111	113	137	118	92	111	155	–	–	200	4		
Multiracial	ELA	–	14	–	–	–	–	–	–	–	–	–	–	–
	Math	–	14	–	–	–	–	–	–	–	–	–		
White	ELA	127	43	143	133	102	119	160	–	–	200	4	4	4
	Math	114	43	174	121	110	126	163	–	–	200	4		
English Language Learners	ELA	12	54	33	27	67	90	145	–	N	200	2	1	1
	Math	25	55	34	39	83	103	152	N	–	200	1		
Students with Disabilities	ELA	14	42	21	29	61	85	142	N	–	200	1	1	1
	Math	21	41	15	36	61	85	142	N	–	200	1		
Economically Disadvantaged	ELA	93	150	123	102	95	113	157	–	–	200	4	4	4
	Math	107	151	138	114	94	112	156	–	–	200	4		

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	17.3	394	72	18.3%	16.3%	14.6%	12.8%	8.9%	N	—	5%	1
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—	—	—	—	—	—	—	—	—
Black or African American	19.8	78	9	11.5%	18.6%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	17.6	226	55	24.3%	16.6%	19.8%	17%	11%	N	—	5%	1
Multiracial	—	19	—	—	—	—	—	—	—	—	—	—
White	15	75	5	6.7%	14.2%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	13.7	52	19	36.5%	13.1%	17.6%	15.2%	10.1%	N	—	5%	1
Students with Disabilities	24.4	45	9	20%	22.8%	21.5%	18.5%	11.8%	—	—	5%	3
Economically Disadvantaged	20.6	287	56	19.5%	19.4%	19.9%	17.1%	11.1%	—	N	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	236	92%	478	91.4%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–	–	–
Black or African American	X	53	92.5%	103	92.2%
Hispanic or Latino	✓	127	96.9%	266	94.7%
Multiracial	–	8	–	–	–
White	X	45	82.2%	87	83.9%
English Language Learners	–	31	–	–	–
Students with Disabilities	–	19	–	–	–
Economically Disadvantaged	X	166	92.8%	320	92.8%

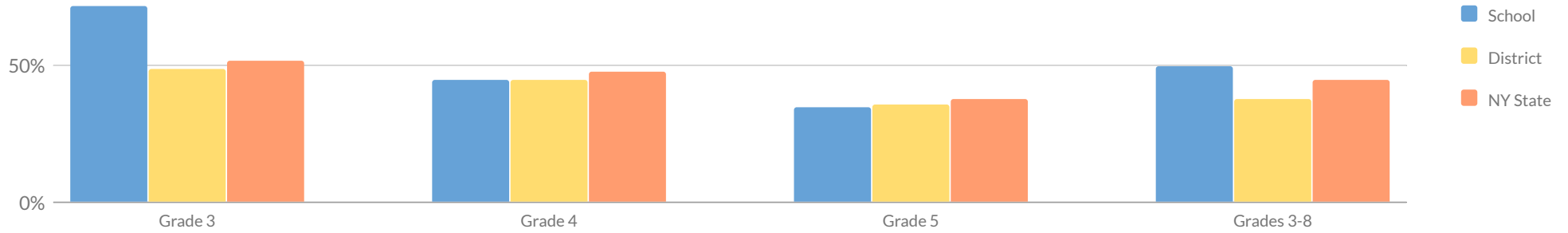
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	236	89%	478	90.6%
American Indian or Alaska Native	–	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–	–	–
Black or African American	X	53	92.5%	103	92.2%
Hispanic or Latino	X	127	89.8%	266	91.7%
Multiracial	–	8	–	–	–
White	X	45	84.4%	87	85.1%
English Language Learners	–	31	–	–	–
Students with Disabilities	–	18	–	–	–
Economically Disadvantaged	X	165	89.7%	319	90.9%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 4	–
Grade 5	–

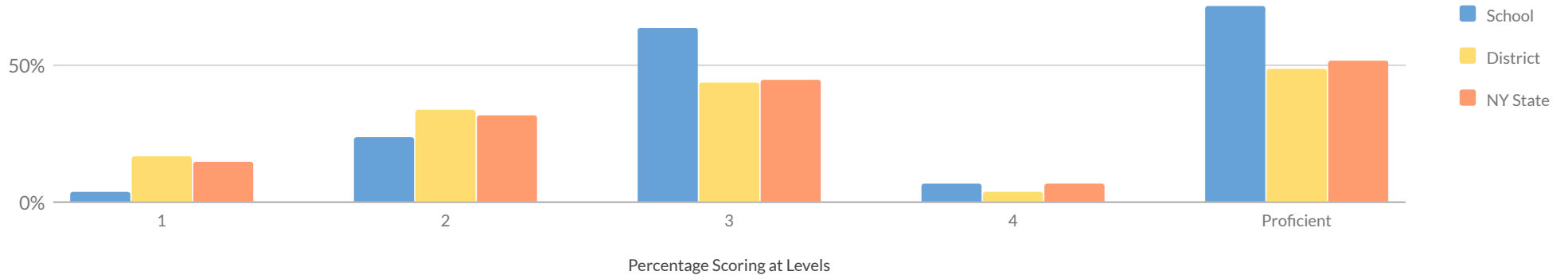
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	7	67	3	4%	16	24%	43	64%	5	7%	48	72%
Grade 4	10	71	21	30%	18	25%	18	25%	14	20%	32	45%
Grade 5	7	74	30	41%	18	24%	18	24%	8	11%	26	35%
Grades 3-8	24	212	54	25%	52	25%	79	37%	27	13%	106	50%

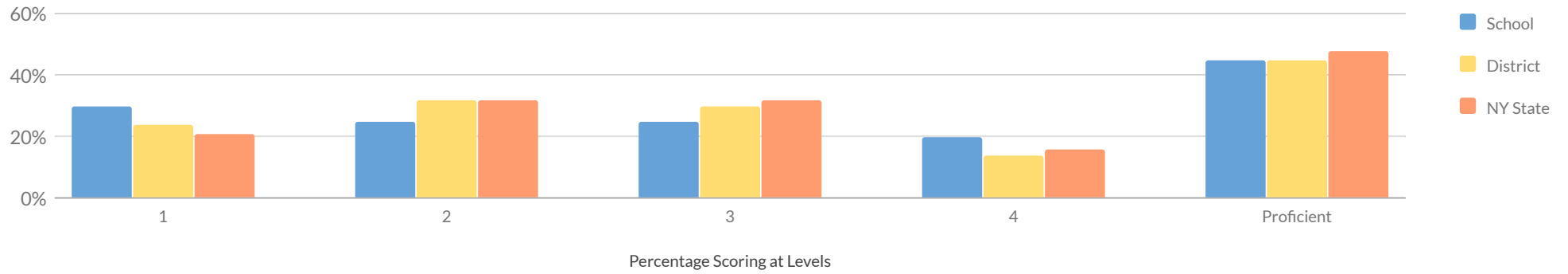
GRADE 3 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	67	3	4%	16	24%	43	64%	5	7%	48	72%
General Education	7	64	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	0	3	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	2	15	1	7%	6	40%	7	47%	1	7%	8	53%
Hispanic or Latino	3	39	2	5%	9	23%	26	67%	2	5%	28	72%
White	2	11	–	–	–	–	–	–	–	–	–	–
Multiracial	0	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	2	13	0	0%	1	8%	10	77%	2	15%	12	92%
Female	4	39	2	5%	6	15%	28	72%	3	8%	31	79%
Male	3	28	1	4%	10	36%	15	54%	2	7%	17	61%
English Language Learners	1	2	–	–	–	–	–	–	–	–	–	–
Non-English Language Learners	6	65	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	6	55	3	5%	15	27%	35	64%	2	4%	37	67%
Not Economically Disadvantaged	1	12	0	0%	1	8%	8	67%	3	25%	11	92%
Not Migrant	7	67	3	4%	16	24%	43	64%	5	7%	48	72%
Homeless	0	6	1	17%	1	17%	4	67%	0	0%	4	67%
Not Homeless	7	61	2	3%	15	25%	39	64%	5	8%	44	72%
Not in Foster Care	7	67	3	4%	16	24%	43	64%	5	7%	48	72%
Parent Not in Armed Forces	7	67	3	4%	16	24%	43	64%	5	7%	48	72%

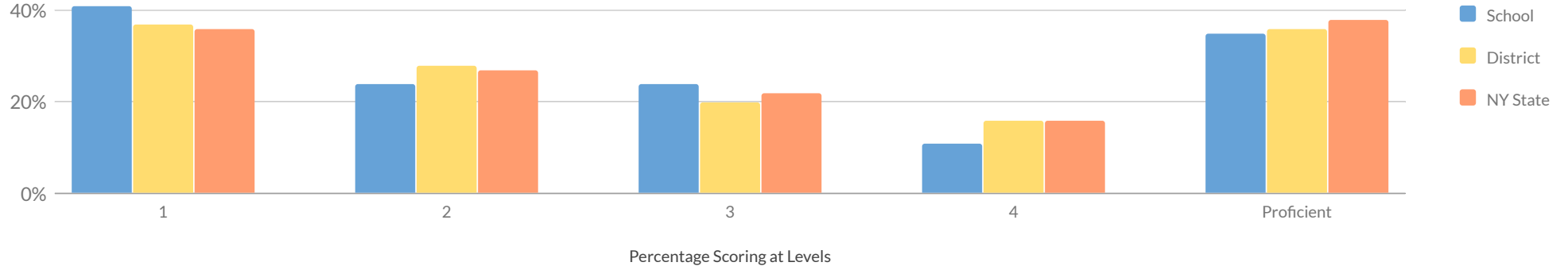
GRADE 4 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	71	21	30%	18	25%	18	25%	14	20%	32	45%
General Education	10	60	10	17%	18	30%	18	30%	14	23%	32	53%
Students with Disabilities	0	11	11	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	2	16	4	25%	3	19%	6	38%	3	19%	9	56%
Hispanic or Latino	3	37	14	38%	12	32%	8	22%	3	8%	11	30%
White	3	14	–	–	–	–	–	–	–	–	–	–
Multiracial	2	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	18	3	17%	3	17%	4	22%	8	44%	12	67%
Female	5	32	6	19%	9	28%	8	25%	9	28%	17	53%
Male	5	39	15	38%	9	23%	10	26%	5	13%	15	38%
English Language Learners	3	11	8	73%	3	27%	0	0%	0	0%	0	0%
Non-English Language Learners	7	60	13	22%	15	25%	18	30%	14	23%	32	53%
Economically Disadvantaged	4	49	16	33%	15	31%	11	22%	7	14%	18	37%
Not Economically Disadvantaged	6	22	5	23%	3	14%	7	32%	7	32%	14	64%
Not Migrant	10	71	21	30%	18	25%	18	25%	14	20%	32	45%
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	10	68	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	10	71	21	30%	18	25%	18	25%	14	20%	32	45%
Parent Not in Armed Forces	10	71	21	30%	18	25%	18	25%	14	20%	32	45%

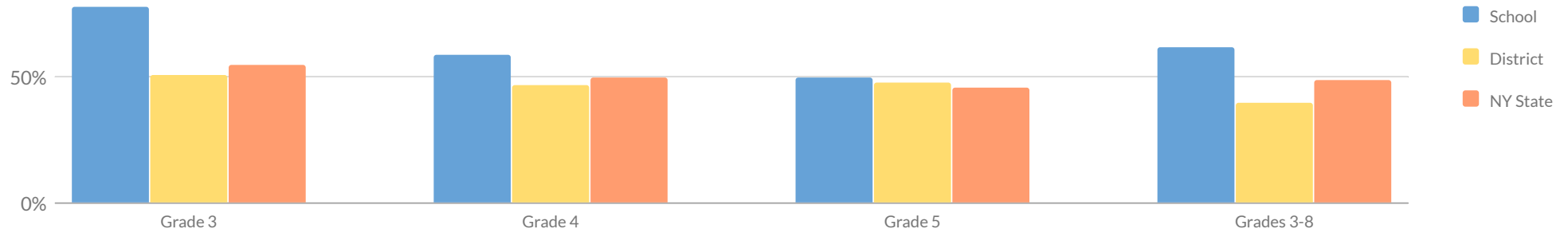
GRADE 5 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	74	30	41%	18	24%	18	24%	8	11%	26	35%
General Education	7	69	25	36%	18	26%	18	26%	8	12%	26	38%
Students with Disabilities	0	5	5	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	1	17	6	35%	5	29%	6	35%	0	0%	6	35%
Hispanic or Latino	2	43	18	42%	10	23%	10	23%	5	12%	15	35%
White	3	12	–	–	–	–	–	–	–	–	–	–
Multiracial	1	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	4	14	6	43%	3	21%	2	14%	3	21%	5	36%
Female	3	29	9	31%	10	34%	6	21%	4	14%	10	34%
Male	4	45	21	47%	8	18%	12	27%	4	9%	16	36%
English Language Learners	1	13	12	92%	1	8%	0	0%	0	0%	0	0%
Non-English Language Learners	6	61	18	30%	17	28%	18	30%	8	13%	26	43%
Economically Disadvantaged	3	49	20	41%	13	27%	11	22%	5	10%	16	33%
Not Economically Disadvantaged	4	25	10	40%	5	20%	7	28%	3	12%	10	40%
Not Migrant	7	74	30	41%	18	24%	18	24%	8	11%	26	35%
Homeless	0	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	7	70	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	7	74	30	41%	18	24%	18	24%	8	11%	26	35%
Parent Not in Armed Forces	7	74	30	41%	18	24%	18	24%	8	11%	26	35%

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

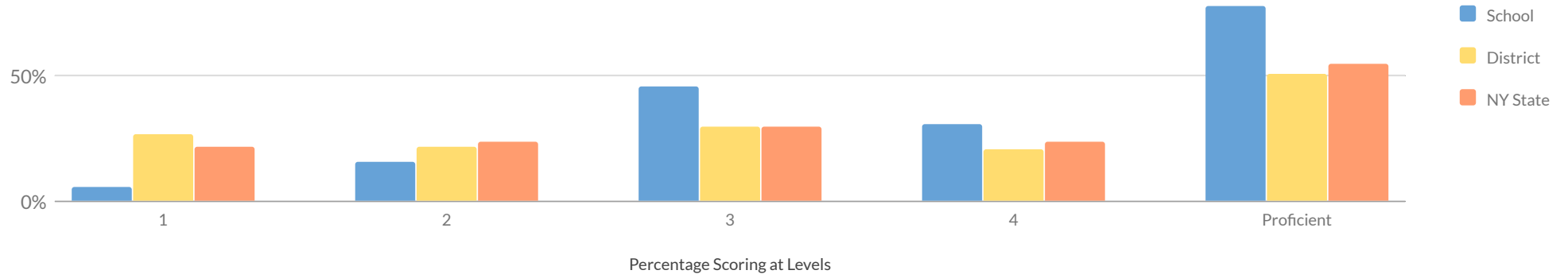


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	8	67	4	6%	11	16%	31	46%	21	31%	52	78%
Grade 4	11	71	21	30%	8	11%	16	23%	26	37%	42	59%
Grade 5	8	72	23	32%	13	18%	18	25%	18	25%	36	50%
Grades 3-8	27	210	48	23%	32	15%	65	31%	65	31%	130	62%

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

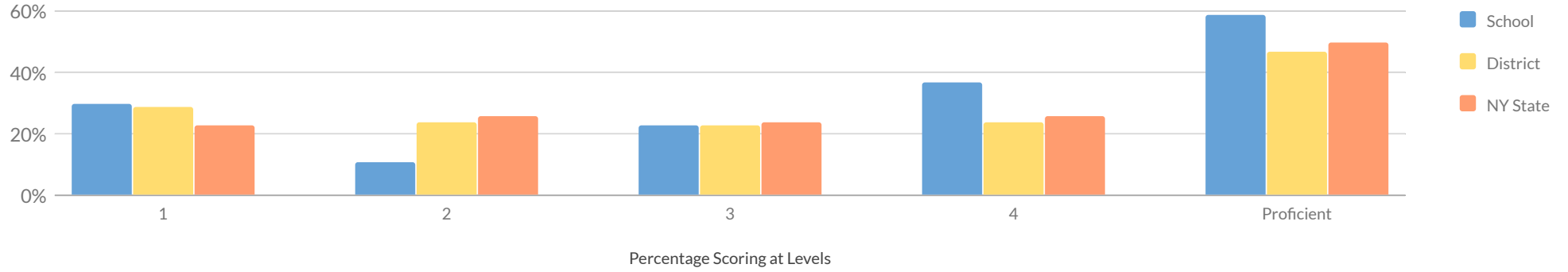
GRADE 3 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	67	4	6%	11	16%	31	46%	21	31%	52	78%
General Education	8	64	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	0	3	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	4	14	2	14%	2	14%	8	57%	2	14%	10	71%
Hispanic or Latino	3	39	2	5%	9	23%	15	38%	13	33%	28	72%
White	1	12	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	14	0	0%	0	0%	8	57%	6	43%	14	100%
Female	4	40	1	3%	7	18%	17	43%	15	38%	32	80%
Male	4	27	3	11%	4	15%	14	52%	6	22%	20	74%
English Language Learners	1	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	7	65	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	7	55	4	7%	9	16%	26	47%	16	29%	42	76%
Not Economically Disadvantaged	1	12	0	0%	2	17%	5	42%	5	42%	10	83%
Not Migrant	8	67	4	6%	11	16%	31	46%	21	31%	52	78%
Homeless	0	6	0	0%	3	50%	3	50%	0	0%	3	50%
Not Homeless	8	61	4	7%	8	13%	28	46%	21	34%	49	80%
Not in Foster Care	8	67	4	6%	11	16%	31	46%	21	31%	52	78%
Parent Not in Armed Forces	8	67	4	6%	11	16%	31	46%	21	31%	52	78%

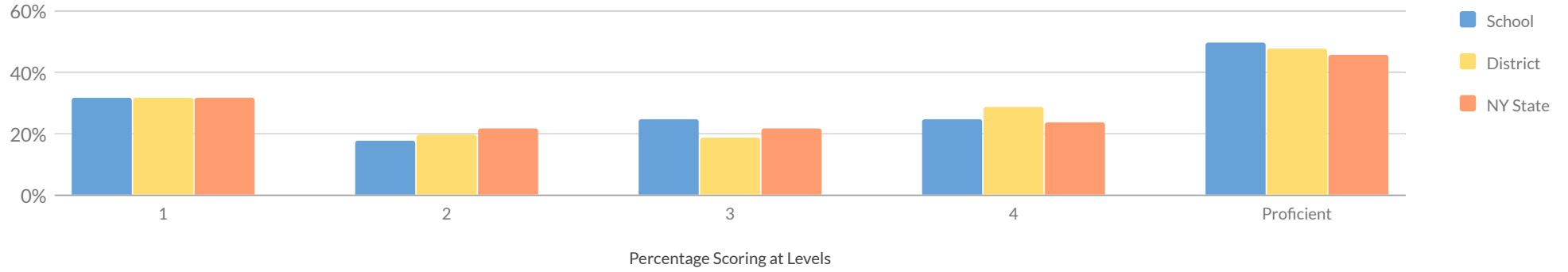
GRADE 4 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	71	21	30%	8	11%	16	23%	26	37%	42	59%
General Education	11	60	10	17%	8	13%	16	27%	26	43%	42	70%
Students with Disabilities	0	11	11	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	17	5	29%	1	6%	5	29%	6	35%	11	65%
Hispanic or Latino	5	36	14	39%	6	17%	7	19%	9	25%	16	44%
White	3	14	–	–	–	–	–	–	–	–	–	–
Multiracial	2	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	5	18	2	11%	1	6%	4	22%	11	61%	15	83%
Female	4	33	7	21%	5	15%	7	21%	14	42%	21	64%
Male	7	38	14	37%	3	8%	9	24%	12	32%	21	55%
English Language Learners	3	12	7	58%	4	33%	1	8%	0	0%	1	8%
Non-English Language Learners	8	59	14	24%	4	7%	15	25%	26	44%	41	69%
Economically Disadvantaged	6	47	17	36%	6	13%	10	21%	14	30%	24	51%
Not Economically Disadvantaged	5	24	4	17%	2	8%	6	25%	12	50%	18	75%
Not Migrant	11	71	21	30%	8	11%	16	23%	26	37%	42	59%
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	11	68	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	11	71	21	30%	8	11%	16	23%	26	37%	42	59%
Parent Not in Armed Forces	11	71	21	30%	8	11%	16	23%	26	37%	42	59%

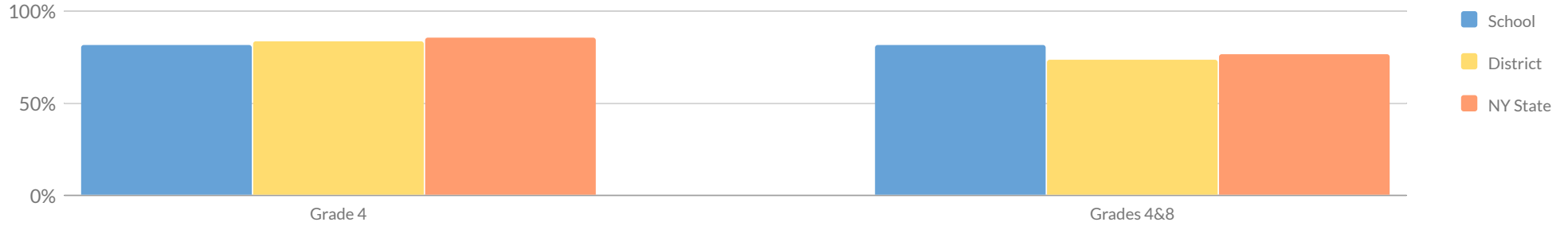
GRADE 5 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	72	23	32%	13	18%	18	25%	18	25%	36	50%
General Education	8	68	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	0	4	–	–	–	–	–	–	–	–	–	–
Black or African American	0	18	5	28%	2	11%	8	44%	3	17%	11	61%
Hispanic or Latino	5	39	14	36%	9	23%	8	21%	8	21%	16	41%
White	3	12	–	–	–	–	–	–	–	–	–	–
Multiracial	0	3	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	15	4	27%	2	13%	2	13%	7	47%	9	60%
Female	6	26	7	27%	7	27%	8	31%	4	15%	12	46%
Male	2	46	16	35%	6	13%	10	22%	14	30%	24	52%
English Language Learners	0	13	12	92%	1	8%	0	0%	0	0%	0	0%
Non-English Language Learners	8	59	11	19%	12	20%	18	31%	18	31%	36	61%
Economically Disadvantaged	5	46	16	35%	11	24%	11	24%	8	17%	19	41%
Not Economically Disadvantaged	3	26	7	27%	2	8%	7	27%	10	38%	17	65%
Not Migrant	8	72	23	32%	13	18%	18	25%	18	25%	36	50%
Homeless	0	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	8	68	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	8	72	23	32%	13	18%	18	25%	18	25%	36	50%
Parent Not in Armed Forces	8	72	23	32%	13	18%	18	25%	18	25%	36	50%

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

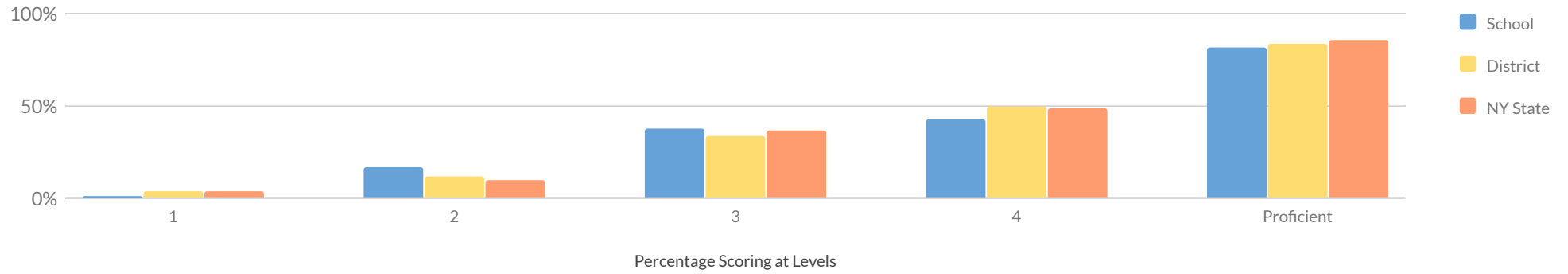


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	6	76	1	1%	13	17%	29	38%	33	43%	62	82%
Grades 4&8	6	76	1	1%	13	17%	29	38%	33	43%	62	82%

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

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	76	1	1%	13	17%	29	38%	33	43%	62	82%
General Education	6	65	1	2%	6	9%	25	38%	33	51%	58	89%
Students with Disabilities	0	11	0	0%	7	64%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	17	0	0%	3	18%	8	47%	6	35%	14	82%
Hispanic or Latino	2	39	1	3%	9	23%	17	44%	12	31%	29	74%
White	2	15	0	0%	0	0%	3	20%	12	80%	15	100%
Multiracial	1	3	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	5	0	0%	1	20%	1	20%	3	60%	4	80%
Female	3	34	1	3%	3	9%	14	41%	16	47%	30	88%
Male	3	42	0	0%	10	24%	15	36%	17	40%	32	76%
English Language Learners	2	13	0	0%	6	46%	6	46%	1	8%	7	54%
Non-English Language Learners	4	63	1	2%	7	11%	23	37%	32	51%	55	87%
Economically Disadvantaged	2	51	1	2%	10	20%	21	41%	19	37%	40	78%
Not Economically Disadvantaged	4	25	0	0%	3	12%	8	32%	14	56%	22	88%
Not Migrant	6	76	1	1%	13	17%	29	38%	33	43%	62	82%
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	6	73	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	6	76	1	1%	13	17%	29	38%	33	43%	62	82%
Parent Not in Armed Forces	6	76	1	1%	13	17%	29	38%	33	43%	62	82%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	1	3	–	–	–	–	–
Grade 1	0	11	9%	18%	27%	36%	9%
Grade 2	1	4	–	–	–	–	–
Grade 3	0	3	–	–	–	–	–
Grade 4	1	14	14%	0%	14%	43%	29%
Grade 5	1	13	0%	8%	15%	46%	31%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

DEAUVILLE GARDENS
WEST ELEMENTARY
SCHOOL

Report Card

SECTION A

(36 pages)

DEAUVILLE GARDENS WEST ELEMENTARY - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	203	155	3	3
	Math	194	146		
	Science	69	227		
	Combined	466	162		
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	230	-	-
	Math	5	240		
	Science	2	-		
	Combined	12	-		
Black or African American	ELA	45	156	3	3
	Math	42	129		
	Science	28	230		
	Combined	115	164		
Hispanic or Latino	ELA	121	150	3	3
	Math	118	139		
	Science	37	220		
	Combined	276	154		
Multiracial	ELA	10	155	-	-
	Math	7	129		
	Science	3	-		
	Combined	20	-		
White	ELA	58	173	4	

Subgroup	Subject	Cohort	Index	Level	
	Math	56	176		4
	Science	17	244		4
	Combined	131	184		4
English Language Learners	ELA	51	91	3	
	Math	50	65		3
	Science	22	196		3
	Combined	123	99		3
Students with Disabilities	ELA	38	97	4	
	Math	37	95		4
	Science	24	223		4
	Combined	99	127		4
Economically Disadvantaged	ELA	148	151	4	
	Math	141	139		4
	Science	51	224		4
	Combined	340	157		4

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	205	153	4	
	Math	202	140		4
	Science	69	227		4
	Combined	476	158		4
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	230	-	
	Math	5	240		-
	Science	2	-		-
	Combined	12	-		-
Black or African American	ELA	45	156	3	
	Math	44	123		3
	Science	29	222		3
	Combined	118	160		3
Hispanic or Latino	ELA	121	150	3	
	Math	121	135		3
	Science	37	220		3
	Combined	279	153		3
Multiracial	ELA	10	155	-	
	Math	7	129		-
	Science	3	-		-
	Combined	20	-		-
White	ELA	65	155	4	

Subgroup	Subject	Cohort	Index	Level
	Math	65	152	4
	Science	17	244	4
	Combined	147	164	4
English Language Learners	ELA	51	91	3
	Math	50	65	
	Science	22	196	
	Combined	123	99	
Students with Disabilities	ELA	39	95	4
	Math	39	90	
	Science	24	223	
	Combined	102	123	
Economically Disadvantaged	ELA	148	151	4
	Math	147	134	
	Science	51	224	
	Combined	346	154	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	41,299	722	57.2	4
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—	—
Black or African American	8,210	150	54.7	4
Hispanic or Latino	25,298	444	57	4
Multiracial	—	11	—	—
White	6,588	109	60.4	4
English Language Learners	4,762	89	53.5	3
Students with Disabilities	4,739	92	51.5	3
Economically Disadvantaged	29,685	522	56.9	4

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
Black or African American	4
Hispanic or Latino	4
White	4
English Language Learners	3
Students with Disabilities	4
Economically Disadvantaged	4

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	42	42%	32%	0.8	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	38	42%	30%	0.7	2
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learners	42	42%	32%	0.8	2
Students with Disabilities	18	—	—	—	—
Economically Disadvantaged	38	43%	32%	0.7	2

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	121	205	153	127	105	122	161	–	–	200	4	4	4
	Math	118	202	140	125	107	124	162	–	–	200	4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	5	–	–	–	–	–	–	–	–	–	–	–
	Math	–	5	–	–	–	–	–	–	–	–	–		
Black or African American	ELA	113	45	156	120	98	116	158	–	–	200	4	4	4
	Math	100	44	123	108	88	107	154	–	–	200	4		
Hispanic or Latino	ELA	115	121	150	122	95	113	157	–	–	200	4	4	4
	Math	118	121	135	125	92	111	155	–	–	200	4		
Multiracial	ELA	–	10	–	–	–	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–	–		
White	ELA	145	65	155	149	102	119	160	–	–	200	4	4	4
	Math	133	65	152	138	110	126	163	–	–	200	4		
English Language Learners	ELA	33	51	91	46	67	90	145	–	–	200	4	3	3
	Math	43	50	65	56	83	103	152	–	N	200	2		
Students with Disabilities	ELA	43	39	95	56	61	85	142	–	–	200	4	4	4
	Math	57	39	90	68	61	85	142	–	–	200	4		
Economically Disadvantaged	ELA	115	148	151	122	95	113	157	–	–	200	4	4	4
	Math	112	147	134	119	94	112	156	–	–	200	4		

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	18.6	421	76	18.1%	17.6%	14.6%	12.8%	8.9%	N	—	5%	1
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—	—	—	—	—	—	—	—
Black or African American	19.2	95	22	23.2%	18%	20.1%	17.7%	11.4%	N	—	5%	1
Hispanic or Latino	17	250	35	14%	16%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	18	—	—	—	—	—	—	—	—	—	—
White	22.2	56	19	33.9%	20.8%	10.5%	9.3%	7.2%	N	—	5%	1
English Language Learners	20	53	6	11.3%	18.8%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	26.5	83	17	20.5%	24.7%	21.5%	18.5%	11.8%	—	—	5%	3
Economically Disadvantaged	21.3	313	62	19.8%	19.9%	19.9%	17.1%	11.1%	—	—	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	231	94.4%	460	94.8%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	4	–	–	–
Black or African American	✓	48	97.9%	95	96.8%
Hispanic or Latino	✓	138	95.7%	276	96%
Multiracial	–	7	–	–	–
White	–	34	–	–	–
English Language Learners	–	26	–	–	–
Students with Disabilities	✗	43	93%	75	93.3%
Economically Disadvantaged	✓	165	95.8%	324	95.1%

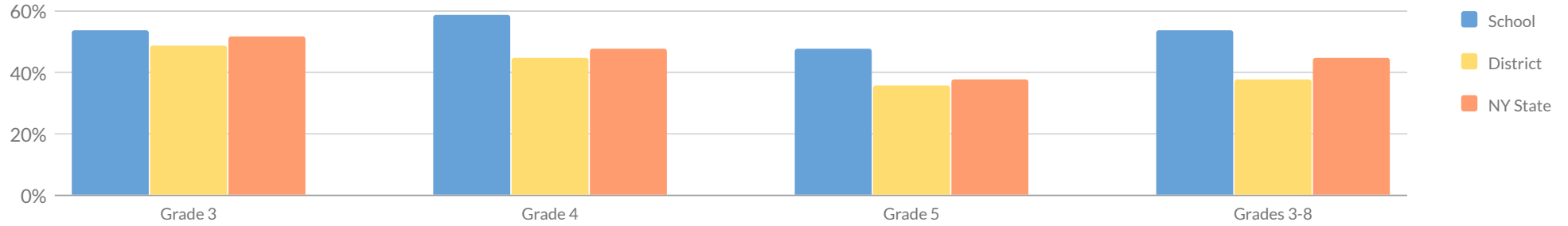
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	230	91.3%	460	92.6%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	4	–	–	–
Black or African American	X	48	91.7%	95	93.7%
Hispanic or Latino	X	140	92.9%	278	94.2%
Multiracial	–	4	–	–	–
White	–	34	–	–	–
English Language Learners	–	27	–	–	–
Students with Disabilities	X	42	90.5%	75	92%
Economically Disadvantaged	X	164	91.5%	324	92%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 4	–
Grade 5	–

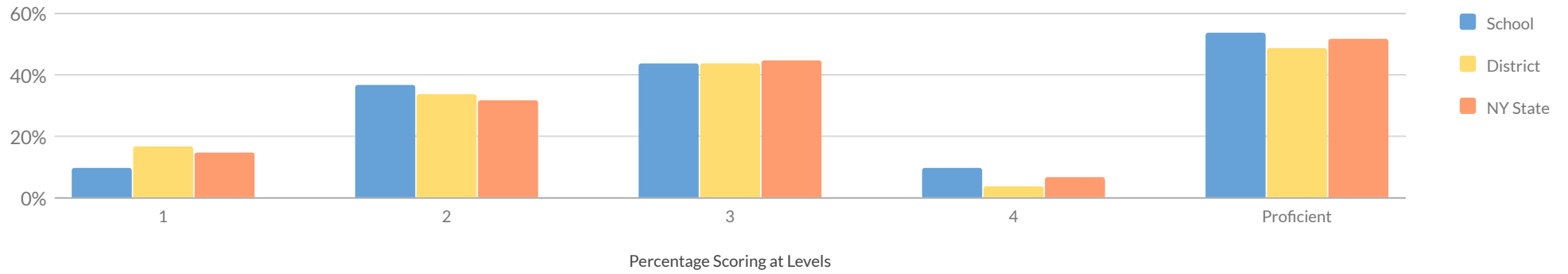
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	10	63	6	10%	23	37%	28	44%	6	10%	34	54%
Grade 4	4	78	5	6%	27	35%	29	37%	17	22%	46	59%
Grade 5	4	75	15	20%	24	32%	16	21%	20	27%	36	48%
Grades 3-8	18	216	26	12%	74	34%	73	34%	43	20%	116	54%

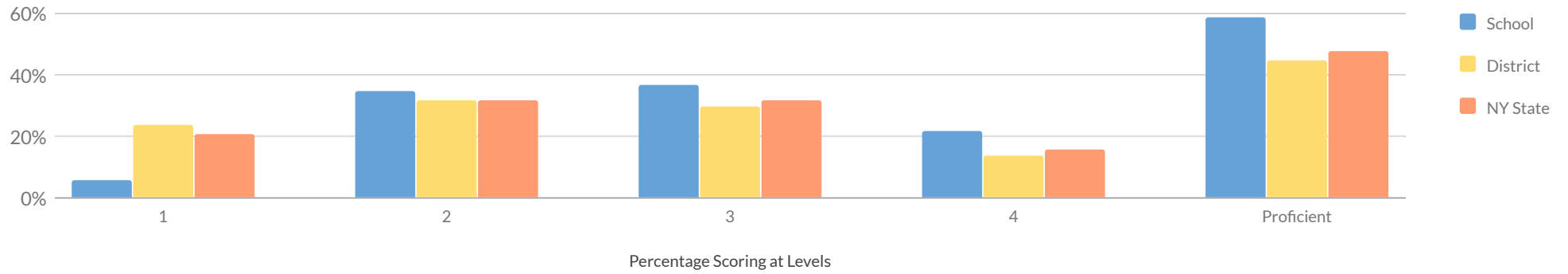
GRADE 3 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	63	6	10%	23	37%	28	44%	6	10%	34	54%
General Education	9	49	4	8%	16	33%	25	51%	4	8%	29	59%
Students with Disabilities	1	14	2	14%	7	50%	3	21%	2	14%	5	36%
Asian or Native Hawaiian/Other Pacific Islander	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	0	13	0	0%	4	31%	7	54%	2	15%	9	69%
Hispanic or Latino	4	37	5	14%	14	38%	15	41%	3	8%	18	49%
White	6	11	–	–	–	–	–	–	–	–	–	–
Multiracial	0	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	6	13	1	8%	5	38%	6	46%	1	8%	7	54%
Female	5	32	2	6%	14	44%	13	41%	3	9%	16	50%
Male	5	31	4	13%	9	29%	15	48%	3	10%	18	58%
English Language Learners	1	6	1	17%	4	67%	1	17%	0	0%	1	17%
Non-English Language Learners	9	57	5	9%	19	33%	27	47%	6	11%	33	58%
Economically Disadvantaged	3	51	6	12%	20	39%	23	45%	2	4%	25	49%
Not Economically Disadvantaged	7	12	0	0%	3	25%	5	42%	4	33%	9	75%
Not Migrant	10	63	6	10%	23	37%	28	44%	6	10%	34	54%
Homeless	0	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	10	61	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	10	63	6	10%	23	37%	28	44%	6	10%	34	54%
Parent Not in Armed Forces	10	63	6	10%	23	37%	28	44%	6	10%	34	54%

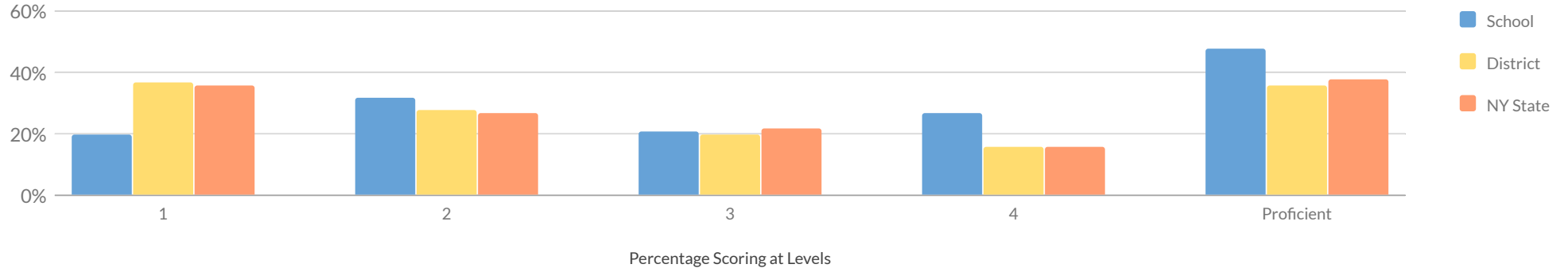
GRADE 4 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	78	5	6%	27	35%	29	37%	17	22%	46	59%
General Education	3	66	3	5%	19	29%	27	41%	17	26%	44	67%
Students with Disabilities	1	12	2	17%	8	67%	2	17%	0	0%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	21	4	19%	5	24%	7	33%	5	24%	12	57%
Hispanic or Latino	3	42	1	2%	19	45%	16	38%	6	14%	22	52%
White	0	8	0	0%	2	25%	3	38%	3	38%	6	75%
Multiracial	0	5	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	7	0	0%	1	14%	3	43%	3	43%	6	86%
Female	3	45	2	4%	14	31%	16	36%	13	29%	29	64%
Male	1	33	3	9%	13	39%	13	39%	4	12%	17	52%
English Language Learners	1	13	1	8%	7	54%	4	31%	1	8%	5	38%
Non-English Language Learners	3	65	4	6%	20	31%	25	38%	16	25%	41	63%
Economically Disadvantaged	2	56	3	5%	22	39%	17	30%	14	25%	31	55%
Not Economically Disadvantaged	2	22	2	9%	5	23%	12	55%	3	14%	15	68%
Not Migrant	4	78	5	6%	27	35%	29	37%	17	22%	46	59%
Homeless	0	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	4	74	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	4	78	5	6%	27	35%	29	37%	17	22%	46	59%
Parent Not in Armed Forces	4	78	5	6%	27	35%	29	37%	17	22%	46	59%

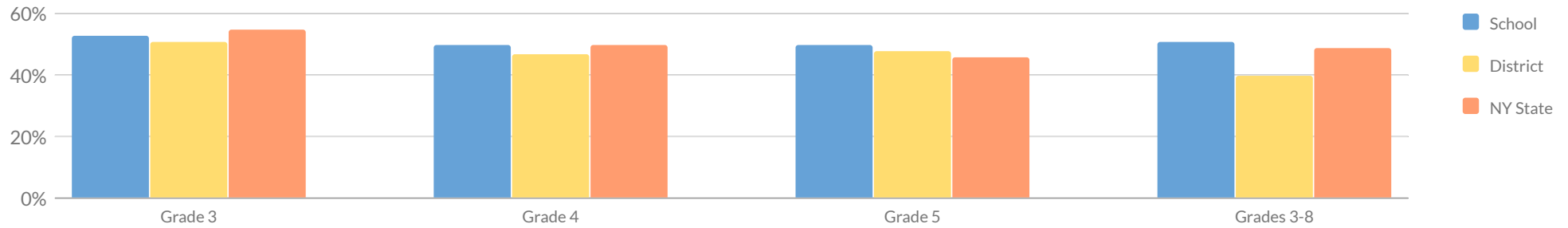
GRADE 5 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	75	15	20%	24	32%	16	21%	20	27%	36	48%
General Education	3	61	8	13%	18	30%	15	25%	20	33%	35	57%
Students with Disabilities	1	14	7	50%	6	43%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	13	2	15%	6	46%	4	31%	1	8%	5	38%
Hispanic or Latino	4	51	10	20%	16	31%	9	18%	16	31%	25	49%
White	0	9	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	11	3	27%	2	18%	3	27%	3	27%	6	55%
Female	3	45	6	13%	14	31%	9	20%	16	36%	25	56%
Male	1	30	9	30%	10	33%	7	23%	4	13%	11	37%
English Language Learners	2	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	2	71	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	3	50	9	18%	18	36%	8	16%	15	30%	23	46%
Not Economically Disadvantaged	1	25	6	24%	6	24%	8	32%	5	20%	13	52%
Not Migrant	4	75	15	20%	24	32%	16	21%	20	27%	36	48%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	73	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	75	15	20%	24	32%	16	21%	20	27%	36	48%
Parent Not in Armed Forces	4	75	15	20%	24	32%	16	21%	20	27%	36	48%

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

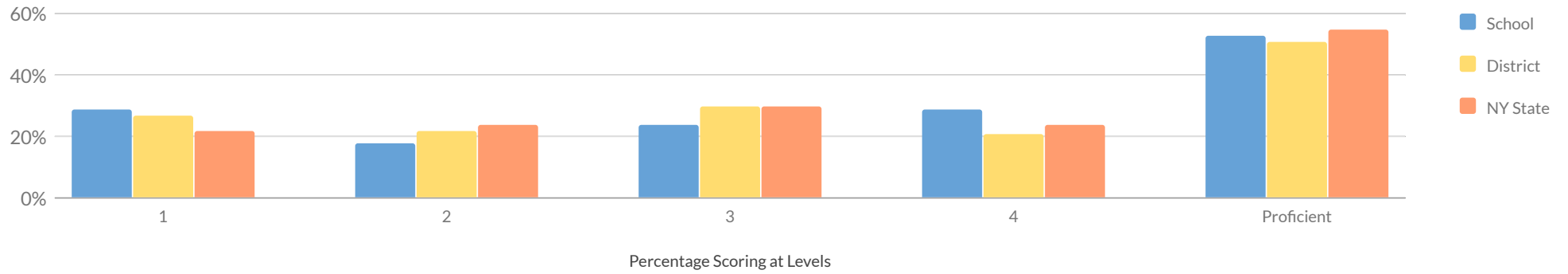


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	62	18	29%	11	18%	15	24%	18	29%	33	53%
Grade 4	4	74	14	19%	23	31%	17	23%	20	27%	37	50%
Grade 5	5	74	21	28%	16	22%	14	19%	23	31%	37	50%
Grades 3-8	21	210	53	25%	50	24%	46	22%	61	29%	107	51%

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.

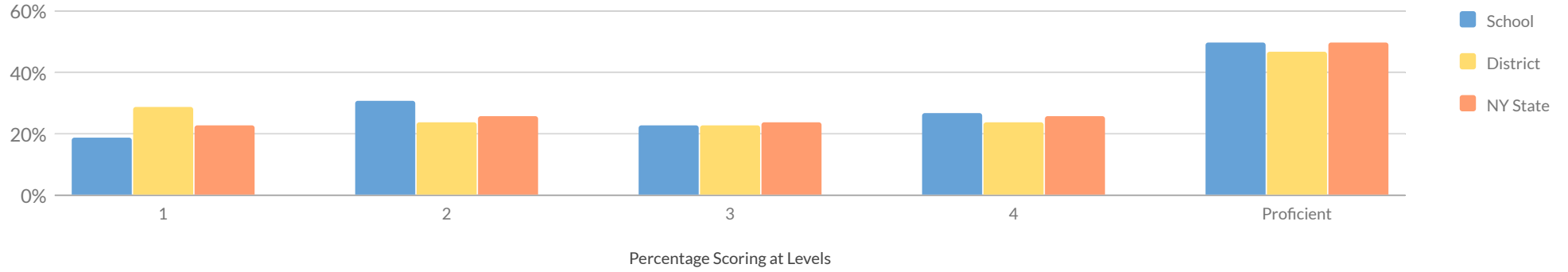
GRADE 3 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	62	18	29%	11	18%	15	24%	18	29%	33	53%
General Education	10	49	16	33%	7	14%	10	20%	16	33%	26	53%
Students with Disabilities	2	13	2	15%	4	31%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	3	11	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	4	37	14	38%	6	16%	6	16%	11	30%	17	46%
White	5	12	0	0%	1	8%	6	50%	5	42%	11	92%
Multiracial	0	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	3	13	4	31%	4	31%	3	23%	2	15%	5	38%
Female	5	32	12	38%	5	16%	6	19%	9	28%	15	47%
Male	7	30	6	20%	6	20%	9	30%	9	30%	18	60%
English Language Learners	1	6	5	83%	1	17%	0	0%	0	0%	0	0%
Non-English Language Learners	11	56	13	23%	10	18%	15	27%	18	32%	33	59%
Economically Disadvantaged	6	48	17	35%	9	19%	10	21%	12	25%	22	46%
Not Economically Disadvantaged	6	14	1	7%	2	14%	5	36%	6	43%	11	79%
Not Migrant	12	62	18	29%	11	18%	15	24%	18	29%	33	53%
Homeless	0	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	12	60	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	12	62	18	29%	11	18%	15	24%	18	29%	33	53%
Parent Not in Armed Forces	12	62	18	29%	11	18%	15	24%	18	29%	33	53%

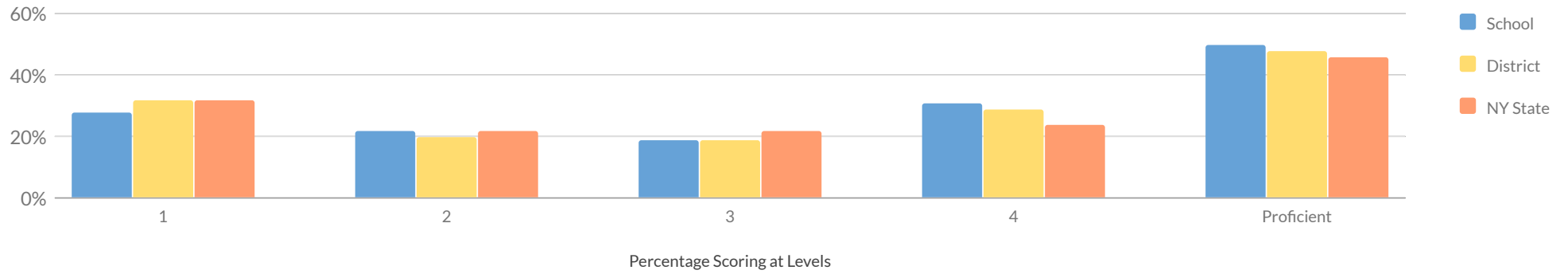
GRADE 4 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	74	14	19%	23	31%	17	23%	20	27%	37	50%
General Education	3	63	10	16%	19	30%	14	22%	20	32%	34	54%
Students with Disabilities	1	11	4	36%	4	36%	3	27%	0	0%	3	27%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	2	20	5	25%	5	25%	4	20%	6	30%	10	50%
Hispanic or Latino	1	43	9	21%	15	35%	10	23%	9	21%	19	44%
White	1	7	–	–	–	–	–	–	–	–	–	–
Multiracial	0	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	1	11	0	0%	3	27%	3	27%	5	45%	8	73%
Female	2	43	6	14%	13	30%	13	30%	11	26%	24	56%
Male	2	31	8	26%	10	32%	4	13%	9	29%	13	42%
English Language Learners	0	14	6	43%	6	43%	1	7%	1	7%	2	14%
Non-English Language Learners	4	60	8	13%	17	28%	16	27%	19	32%	35	58%
Economically Disadvantaged	4	53	10	19%	15	28%	13	25%	15	28%	28	53%
Not Economically Disadvantaged	0	21	4	19%	8	38%	4	19%	5	24%	9	43%
Not Migrant	4	74	14	19%	23	31%	17	23%	20	27%	37	50%
Homeless	1	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	3	71	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	4	74	14	19%	23	31%	17	23%	20	27%	37	50%
Parent Not in Armed Forces	4	74	14	19%	23	31%	17	23%	20	27%	37	50%

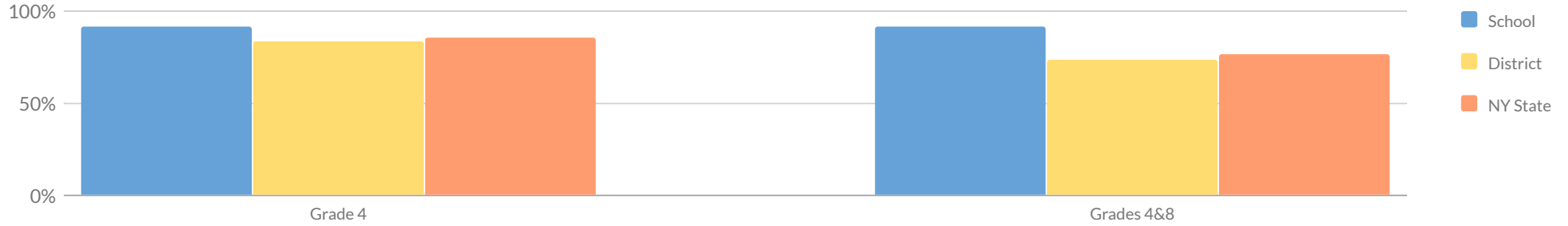
GRADE 5 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	74	21	28%	16	22%	14	19%	23	31%	37	50%
General Education	4	60	12	20%	12	20%	13	22%	23	38%	36	60%
Students with Disabilities	1	14	9	64%	4	29%	1	7%	0	0%	1	7%
Asian or Native Hawaiian/Other Pacific Islander	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	0	13	5	38%	3	23%	3	23%	2	15%	5	38%
Hispanic or Latino	5	50	14	28%	10	20%	9	18%	17	34%	26	52%
White	0	9	–	–	–	–	–	–	–	–	–	–
Multiracial	0	1	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	11	2	18%	3	27%	2	18%	4	36%	6	55%
Female	4	44	9	20%	10	23%	8	18%	17	39%	25	57%
Male	1	30	12	40%	6	20%	6	20%	6	20%	12	40%
English Language Learners	1	5	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	4	69	16	23%	16	23%	14	20%	23	33%	37	54%
Economically Disadvantaged	4	49	14	29%	10	20%	11	22%	14	29%	25	51%
Not Economically Disadvantaged	1	25	7	28%	6	24%	3	12%	9	36%	12	48%
Not Migrant	5	74	21	28%	16	22%	14	19%	23	31%	37	50%
Homeless	0	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	5	72	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	5	74	21	28%	16	22%	14	19%	23	31%	37	50%
Parent Not in Armed Forces	5	74	21	28%	16	22%	14	19%	23	31%	37	50%

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

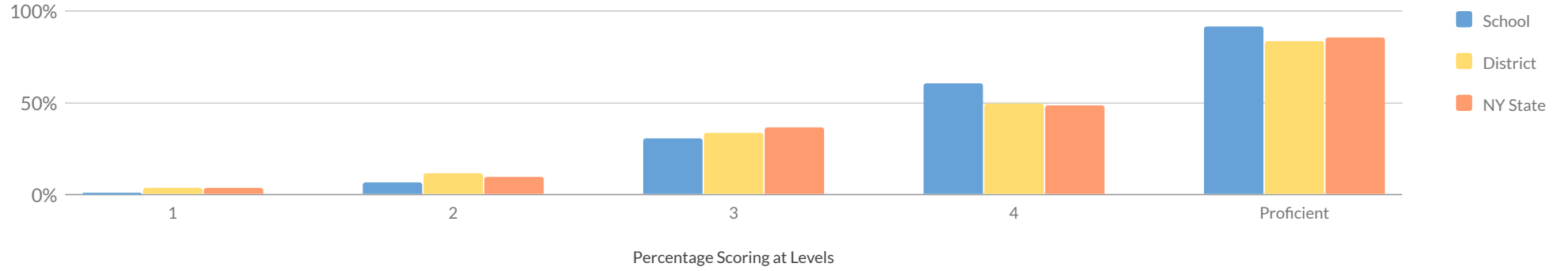


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	3	75	1	1%	5	7%	23	31%	46	61%	69	92%
Grades 4&8	3	75	1	1%	5	7%	23	31%	46	61%	69	92%

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: 84

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	75	1	1%	5	7%	23	31%	46	61%	69	92%
General Education	3	63	1	2%	5	8%	15	24%	42	67%	57	90%
Students with Disabilities	0	12	0	0%	0	0%	8	67%	4	33%	12	100%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	21	0	0%	2	10%	4	19%	15	71%	19	90%
Hispanic or Latino	2	42	1	2%	3	7%	16	38%	22	52%	38	90%
White	0	8	–	–	–	–	–	–	–	–	–	–
Multiracial	0	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	12	0	0%	0	0%	3	25%	9	75%	12	100%
Female	3	42	0	0%	3	7%	10	24%	29	69%	39	93%
Male	0	33	1	3%	2	6%	13	39%	17	52%	30	91%
English Language Learners	0	14	1	7%	3	21%	8	57%	2	14%	10	71%
Non-English Language Learners	3	61	0	0%	2	3%	15	25%	44	72%	59	97%
Economically Disadvantaged	3	54	0	0%	4	7%	17	31%	33	61%	50	93%
Not Economically Disadvantaged	0	21	1	5%	1	5%	6	29%	13	62%	19	90%
Not Migrant	3	75	1	1%	5	7%	23	31%	46	61%	69	92%
Homeless	0	4	–	–	–	–	–	–	–	–	–	–
Not Homeless	3	71	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	3	75	1	1%	5	7%	23	31%	46	61%	69	92%
Parent Not in Armed Forces	3	75	1	1%	5	7%	23	31%	46	61%	69	92%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	10	0%	30%	10%	50%	10%
Grade 1	0	13	23%	15%	38%	23%	0%
Grade 2	0	7	29%	29%	43%	0%	0%
Grade 3	0	7	0%	0%	0%	100%	0%
Grade 4	0	14	7%	0%	0%	79%	14%
Grade 5	0	6	0%	17%	0%	67%	17%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

GREAT NECK ROAD
ELEMENTARY SCHOOL

Report Card

SECTION A

(36 pages)

GREAT NECK ROAD ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

[Section 1003 School Improvement Funds Data \(54.71 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	239	112	2	
	Math	242	128		2
	Science	80	209		2
	Combined	561	133		2
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	150	-	
	Math	7	179		-
	Science	2	-		-
	Combined	16	-		-
Black or African American	ELA	50	110	2	
	Math	52	123		2
	Science	31	202		2
	Combined	133	137		2
Hispanic or Latino	ELA	157	107	2	
	Math	157	117		2
	Science	56	206		2
	Combined	370	126		2
Multiracial	ELA	12	179	-	
	Math	12	213		-
	Science	-	-		-
	Combined	24	-		-
White	ELA	48	154	4	

Subgroup	Subject	Cohort	Index	Level	
	Math	50	185		4
	Science	18	231		4
	Combined	116	179		4
English Language Learners	ELA	51	49	2	
	Math	51	35		2
	Science	28	155		2
	Combined	130	67		2
Students with Disabilities	ELA	31	52	2	
	Math	30	40		2
	Science	22	155		2
	Combined	83	75		2
Economically Disadvantaged	ELA	189	101	2	
	Math	192	112		2
	Science	65	202		2
	Combined	446	121		2

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	241	111	3	
	Math	242	128		3
	Science	80	209		3
	Combined	563	133		3
Asian or Native Hawaiian/Other Pacific Islander	ELA	7	150	-	
	Math	7	179		-
	Science	2	-		-
	Combined	16	-		-
Black or African American	ELA	50	110	3	
	Math	52	123		3
	Science	31	202		3
	Combined	133	137		3
Hispanic or Latino	ELA	157	107	3	
	Math	157	117		3
	Science	56	206		3
	Combined	370	126		3
Multiracial	ELA	12	179	-	
	Math	12	213		-
	Science	-	-		-
	Combined	24	-		-
White	ELA	52	142	4	

Subgroup	Subject	Cohort	Index	Level	
	Math	52	178	4	
	Science	19	218	4	
	Combined	123	169	4	
English Language Learners	ELA	51	49	2	
	Math	51	35		2
	Science	28	155		2
	Combined	130	67		2
Students with Disabilities	ELA	31	52	3	
	Math	30	40		3
	Science	22	155		3
	Combined	83	75		3
Economically Disadvantaged	ELA	191	100	3	
	Math	192	112		3
	Science	65	202		3
	Combined	448	120		3

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	42,382	813	52.1	3
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	12	—	—
Black or African American	8,430	173	48.7	2
Hispanic or Latino	26,874	511	52.6	3
Multiracial	—	19	—	—
White	5,251	98	53.6	3
English Language Learners	7,428	130	57.1	4
Students with Disabilities	6,560	133	49.3	2
Economically Disadvantaged	33,398	650	51.4	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Black or African American	2
Hispanic or Latino	3
White	4
English Language Learners	3
Students with Disabilities	2
Economically Disadvantaged	3

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	86	43%	35%	0.8	2
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	80	43%	35%	0.8	2
Multiracial	0	—	—	—	—
White	4	—	—	—	—
English Language Learners	86	43%	35%	0.8	2
Students with Disabilities	30	42%	23%	0.6	2
Economically Disadvantaged	81	44%	35%	0.8	2

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	89	241	111	98	105	122	161	–	–	200	3	3	3
	Math	98	242	128	107	107	124	162	–	–	200	4		
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	7	–	–	–	–	–	–	–	–	–	–	–
	Math	–	7	–	–	–	–	–	–	–	–	–		
Black or African American	ELA	79	50	110	88	98	116	158	–	–	200	3	3	3
	Math	87	52	123	96	88	107	154	–	–	200	4		
Hispanic or Latino	ELA	81	157	107	90	95	113	157	–	–	200	3	3	3
	Math	89	157	117	98	92	111	155	–	–	200	4		
Multiracial	ELA	–	12	–	–	–	–	–	–	–	–	–	–	–
	Math	–	12	–	–	–	–	–	–	–	–	–		
White	ELA	116	52	142	123	102	119	160	–	–	200	4	4	4
	Math	141	52	178	146	110	126	163	–	–	200	4		
English Language Learners	ELA	29	51	49	43	67	90	145	–	N	200	2	1	1
	Math	45	51	35	57	83	103	152	N	–	200	1		
Students with Disabilities	ELA	20	31	52	35	61	85	142	–	N	200	2	2	2
	Math	34	30	40	48	61	85	142	Y	–	200	2		
Economically Disadvantaged	ELA	80	191	100	89	95	113	157	–	–	200	3	3	3
	Math	87	192	112	96	94	112	156	–	–	200	3		

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	11.8	458	61	13.3%	11.2%	14.6%	12.8%	8.9%	–	N	5%	2
Asian or Native Hawaiian/Other Pacific Islander	–	17	–	–	–	–	–	–	–	–	–	–
Black or African American	4.4	93	9	9.7%	4.4%	20.1%	17.7%	11.4%	–	–	5%	4
Hispanic or Latino	13.4	307	46	15%	12.8%	19.8%	17%	11%	–	–	5%	3
Multiracial	–	21	–	–	–	–	–	–	–	–	–	–
White	13.7	38	5	13.2%	13.1%	10.5%	9.3%	7.2%	Y	–	5%	2
English Language Learners	12.4	108	21	19.4%	11.8%	17.6%	15.2%	10.1%	N	–	5%	1
Students with Disabilities	22.8	49	12	24.5%	21.4%	21.5%	18.5%	11.8%	N	–	5%	1
Economically Disadvantaged	12.8	344	49	14.2%	12.2%	19.9%	17.1%	11.1%	–	–	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	266	93.6%	539	91.7%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	5	–	–	–
Black or African American	X	57	91.2%	117	88.9%
Hispanic or Latino	✓	172	95.4%	346	93.1%
Multiracial	–	7	–	–	–
White	–	25	–	–	–
English Language Learners	✓	58	100%	110	98.2%
Students with Disabilities	–	33	–	–	–
Economically Disadvantaged	X	211	93.4%	422	92.4%

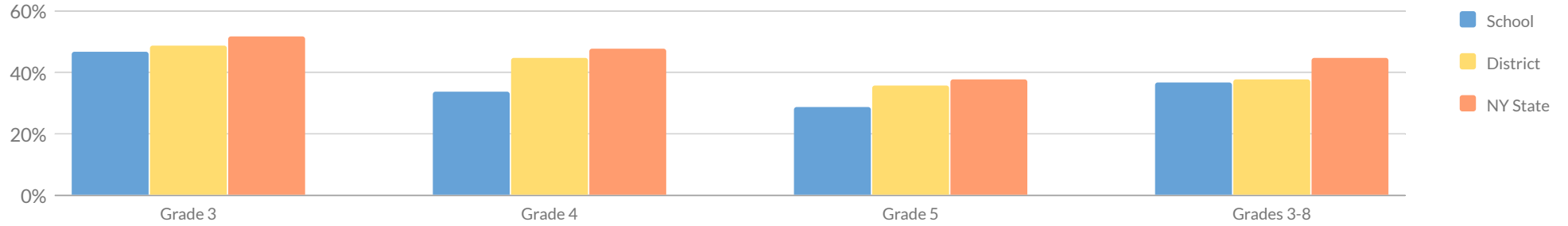
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	271	94.5%	545	91.4%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	5	–	–	–
Black or African American	✓	60	95%	120	88.3%
Hispanic or Latino	✓	174	94.8%	349	92.3%
Multiracial	–	7	–	–	–
White	–	25	–	–	–
English Language Learners	✓	59	96.6%	111	98.2%
Students with Disabilities	–	34	–	–	–
Economically Disadvantaged	✓	211	94.8%	422	91.9%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	–
Grade 4	–
Grade 5	–

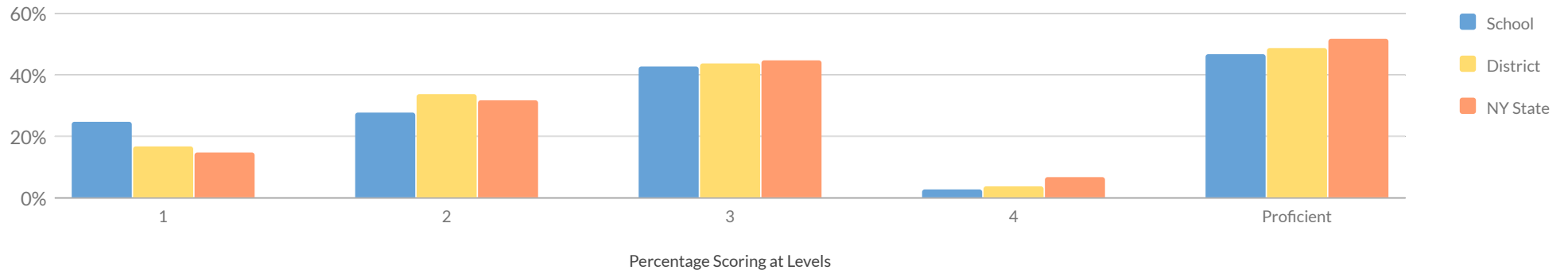
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	4	92	23	25%	26	28%	40	43%	3	3%	43	47%
Grade 4	13	76	21	28%	29	38%	23	30%	3	4%	26	34%
Grade 5	7	77	27	35%	28	36%	14	18%	8	10%	22	29%
Grades 3-8	24	245	71	29%	83	34%	77	31%	14	6%	91	37%

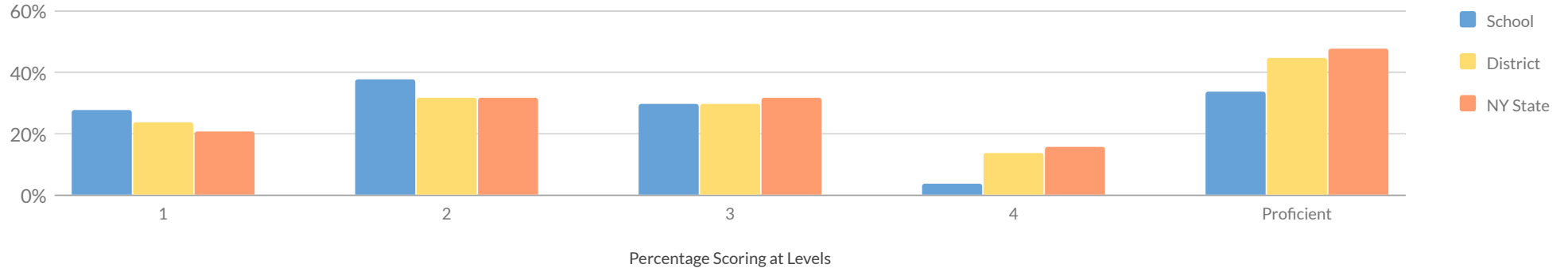
GRADE 3 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	92	23	25%	26	28%	40	43%	3	3%	43	47%
General Education	4	84	21	25%	21	25%	39	46%	3	4%	42	50%
Students with Disabilities	0	8	2	25%	5	63%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	22	6	27%	2	9%	13	59%	1	5%	14	64%
Hispanic or Latino	3	60	15	25%	21	35%	22	37%	2	3%	24	40%
White	0	5	1	20%	1	20%	3	60%	0	0%	3	60%
Multiracial	0	3	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	5	1	20%	2	40%	2	40%	0	0%	2	40%
Female	1	48	11	23%	13	27%	23	48%	1	2%	24	50%
Male	3	44	12	27%	13	30%	17	39%	2	5%	19	43%
English Language Learners	2	26	15	58%	9	35%	2	8%	0	0%	2	8%
Non-English Language Learners	2	66	8	12%	17	26%	38	58%	3	5%	41	62%
Economically Disadvantaged	3	68	20	29%	22	32%	24	35%	2	3%	26	38%
Not Economically Disadvantaged	1	24	3	13%	4	17%	16	67%	1	4%	17	71%
Not Migrant	4	92	23	25%	26	28%	40	43%	3	3%	43	47%
Homeless	0	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	4	90	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	4	92	23	25%	26	28%	40	43%	3	3%	43	47%
Parent Not in Armed Forces	4	92	23	25%	26	28%	40	43%	3	3%	43	47%

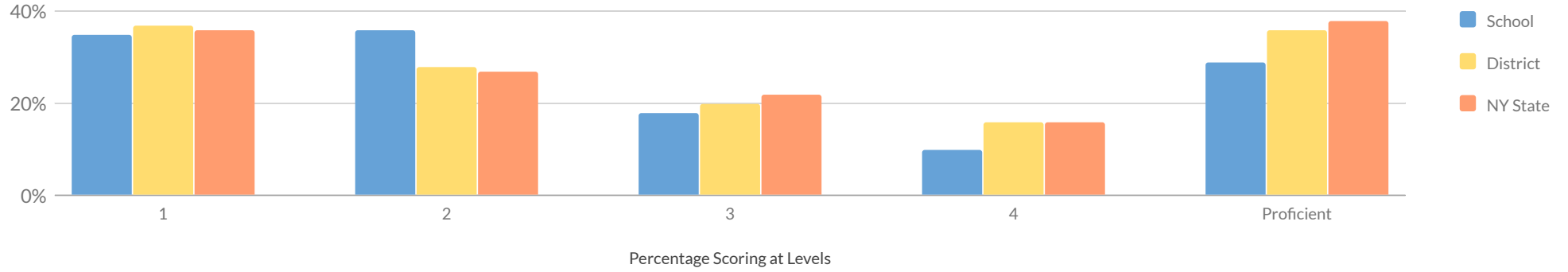
GRADE 4 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	13	76	21	28%	29	38%	23	30%	3	4%	26	34%
General Education	11	65	13	20%	26	40%	23	35%	3	5%	26	40%
Students with Disabilities	2	11	8	73%	3	27%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	3	12	4	33%	5	42%	2	17%	1	8%	3	25%
Hispanic or Latino	6	56	16	29%	20	36%	19	34%	1	2%	20	36%
White	4	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	8	1	13%	4	50%	2	25%	1	13%	3	38%
Female	9	35	8	23%	13	37%	12	34%	2	6%	14	40%
Male	4	41	13	32%	16	39%	11	27%	1	2%	12	29%
English Language Learners	1	14	8	57%	6	43%	0	0%	0	0%	0	0%
Non-English Language Learners	12	62	13	21%	23	37%	23	37%	3	5%	26	42%
Economically Disadvantaged	11	61	21	34%	23	38%	17	28%	0	0%	17	28%
Not Economically Disadvantaged	2	15	0	0%	6	40%	6	40%	3	20%	9	60%
Not Migrant	13	76	21	28%	29	38%	23	30%	3	4%	26	34%
Homeless	1	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	12	73	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	13	76	21	28%	29	38%	23	30%	3	4%	26	34%
Parent Not in Armed Forces	13	76	21	28%	29	38%	23	30%	3	4%	26	34%

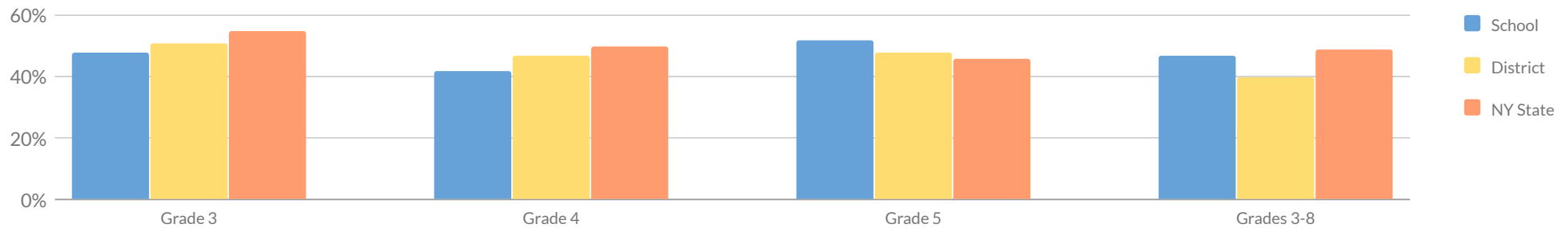
GRADE 5 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	77	27	35%	28	36%	14	18%	8	10%	22	29%
General Education	6	66	19	29%	26	39%	13	20%	8	12%	21	32%
Students with Disabilities	1	11	8	73%	2	18%	1	9%	0	0%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	5	17	8	47%	6	35%	1	6%	2	12%	3	18%
Hispanic or Latino	2	45	16	36%	17	38%	10	22%	2	4%	12	27%
White	0	9	2	22%	3	33%	2	22%	2	22%	4	44%
Multiracial	0	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	1	17%	2	33%	1	17%	2	33%	3	50%
Female	3	41	12	29%	15	37%	10	24%	4	10%	14	34%
Male	4	36	15	42%	13	36%	4	11%	4	11%	8	22%
English Language Learners	1	14	10	71%	2	14%	2	14%	0	0%	2	14%
Non-English Language Learners	6	63	17	27%	26	41%	12	19%	8	13%	20	32%
Economically Disadvantaged	3	65	24	37%	22	34%	13	20%	6	9%	19	29%
Not Economically Disadvantaged	4	12	3	25%	6	50%	1	8%	2	17%	3	25%
Not Migrant	7	77	27	35%	28	36%	14	18%	8	10%	22	29%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	76	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	77	27	35%	28	36%	14	18%	8	10%	22	29%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	7	76	—	—	—	—	—	—	—	—	—	—

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

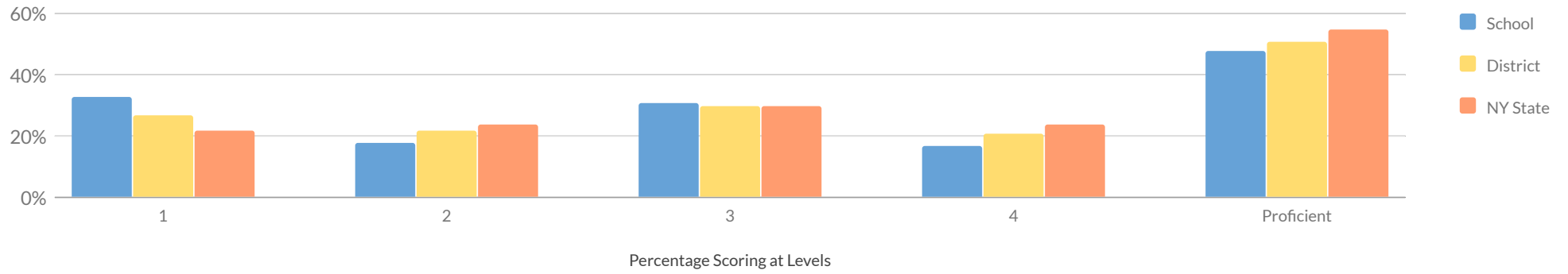


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	2	93	31	33%	17	18%	29	31%	16	17%	45	48%
Grade 4	7	84	32	38%	17	20%	20	24%	15	18%	35	42%
Grade 5	6	79	25	32%	13	16%	14	18%	27	34%	41	52%
Grades 3-8	15	256	88	34%	47	18%	63	25%	58	23%	121	47%

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.

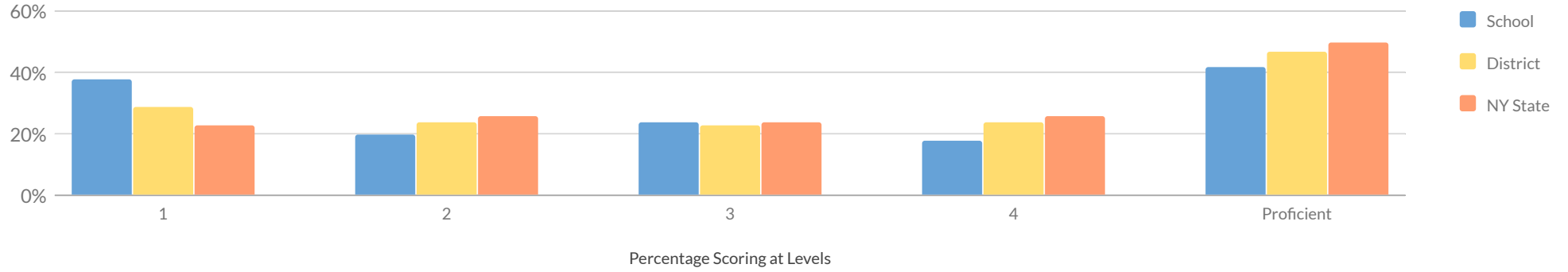
GRADE 3 MATH RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	93	31	33%	17	18%	29	31%	16	17%	45	48%
General Education	2	85	27	32%	14	16%	28	33%	16	19%	44	52%
Students with Disabilities	0	8	4	50%	3	38%	1	13%	0	0%	1	13%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	22	4	18%	6	27%	7	32%	5	23%	12	55%
Hispanic or Latino	1	61	26	43%	10	16%	17	28%	8	13%	25	41%
White	0	5	1	20%	1	20%	2	40%	1	20%	3	60%
Multiracial	0	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	1	47	16	34%	7	15%	17	36%	7	15%	24	51%
Male	1	46	15	33%	10	22%	12	26%	9	20%	21	46%
English Language Learners	0	28	21	75%	5	18%	1	4%	1	4%	2	7%
Non-English Language Learners	2	65	10	15%	12	18%	28	43%	15	23%	43	66%
Economically Disadvantaged	1	69	30	43%	11	16%	18	26%	10	14%	28	41%
Not Economically Disadvantaged	1	24	1	4%	6	25%	11	46%	6	25%	17	71%
Not Migrant	2	93	31	33%	17	18%	29	31%	16	17%	45	48%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	2	91	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	2	93	31	33%	17	18%	29	31%	16	17%	45	48%
Parent Not in Armed Forces	2	93	31	33%	17	18%	29	31%	16	17%	45	48%

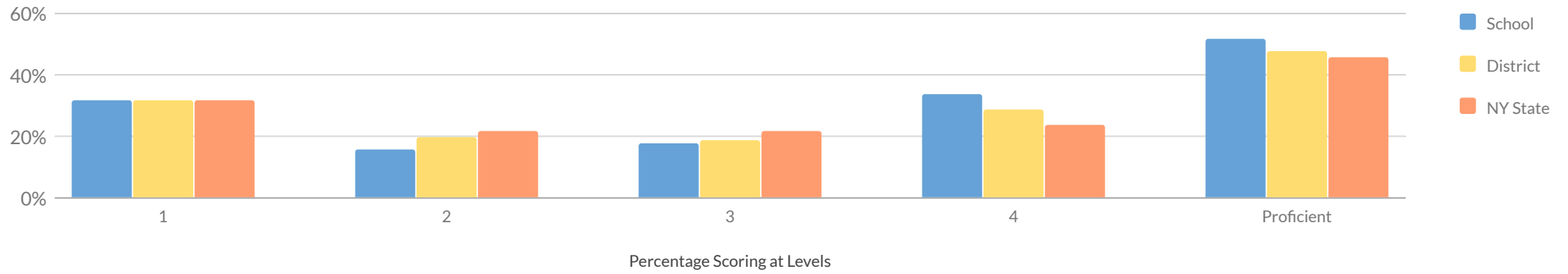
GRADE 4 MATH RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	84	32	38%	17	20%	20	24%	15	18%	35	42%
General Education	5	72	25	35%	13	18%	19	26%	15	21%	34	47%
Students with Disabilities	2	12	7	58%	4	33%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	14	7	50%	3	21%	3	21%	1	7%	4	29%
Hispanic or Latino	4	60	24	40%	14	23%	11	18%	11	18%	22	37%
White	2	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	10	1	10%	0	0%	6	60%	3	30%	9	90%
Female	5	41	14	34%	12	29%	11	27%	4	10%	15	37%
Male	2	43	18	42%	5	12%	9	21%	11	26%	20	47%
English Language Learners	0	15	11	73%	3	20%	0	0%	1	7%	1	7%
Non-English Language Learners	7	69	21	30%	14	20%	20	29%	14	20%	34	49%
Economically Disadvantaged	5	68	30	44%	15	22%	13	19%	10	15%	23	34%
Not Economically Disadvantaged	2	16	2	13%	2	13%	7	44%	5	31%	12	75%
Not Migrant	7	84	32	38%	17	20%	20	24%	15	18%	35	42%
Homeless	1	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	6	80	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	84	32	38%	17	20%	20	24%	15	18%	35	42%
Parent Not in Armed Forces	7	84	32	38%	17	20%	20	24%	15	18%	35	42%

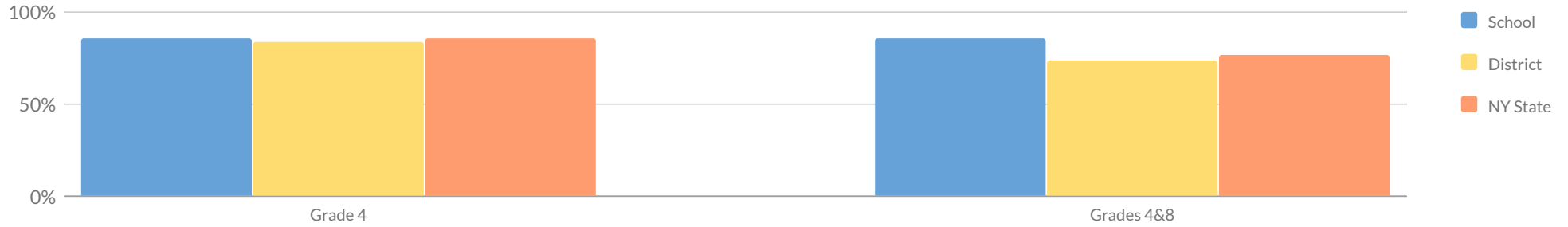
GRADE 5 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	79	25	32%	13	16%	14	18%	27	34%	41	52%
General Education	4	69	16	23%	12	17%	14	20%	27	39%	41	59%
Students with Disabilities	2	10	9	90%	1	10%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	21	8	38%	7	33%	2	10%	4	19%	6	29%
Hispanic or Latino	4	44	15	34%	5	11%	10	23%	14	32%	24	55%
White	1	8	2	25%	0	0%	1	13%	5	63%	6	75%
Multiracial	0	4	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	6	0	0%	1	17%	1	17%	4	67%	5	83%
Female	5	40	9	23%	9	23%	8	20%	14	35%	22	55%
Male	1	39	16	41%	4	10%	6	15%	13	33%	19	49%
English Language Learners	2	14	11	79%	1	7%	1	7%	1	7%	2	14%
Non-English Language Learners	4	65	14	22%	12	18%	13	20%	26	40%	39	60%
Economically Disadvantaged	5	63	22	35%	11	17%	9	14%	21	33%	30	48%
Not Economically Disadvantaged	1	16	3	19%	2	13%	5	31%	6	38%	11	69%
Not Migrant	6	79	25	32%	13	16%	14	18%	27	34%	41	52%
Homeless	0	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	6	76	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	6	79	25	32%	13	16%	14	18%	27	34%	41	52%
Parent in Armed Forces	0	1	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	6	78	–	–	–	–	–	–	–	–	–	–

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

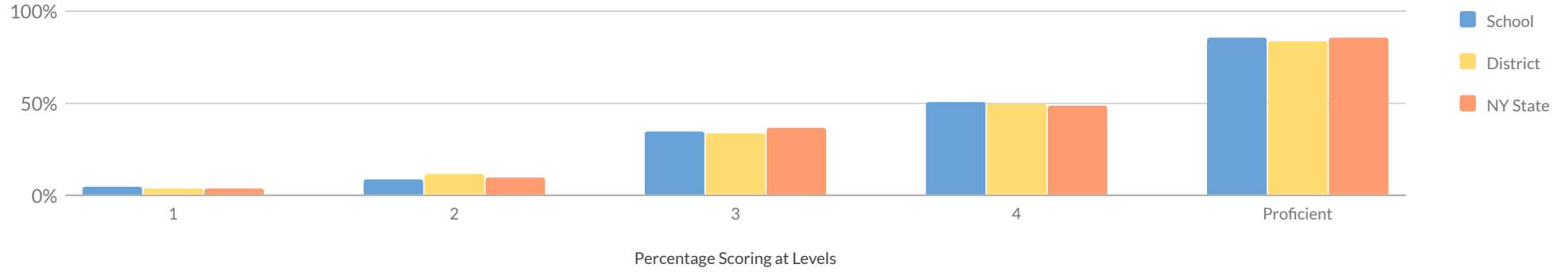


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	5	86	4	5%	8	9%	30	35%	44	51%	74	86%
Grades 4&8	5	86	4	5%	8	9%	30	35%	44	51%	74	86%

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

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	86	4	5%	8	9%	30	35%	44	51%	74	86%
General Education	4	73	2	3%	4	5%	25	34%	42	58%	67	92%
Students with Disabilities	1	13	2	15%	4	31%	5	38%	2	15%	7	54%
Asian or Native Hawaiian/Other Pacific Islander	0	1	–	–	–	–	–	–	–	–	–	–
Black or African American	1	14	1	7%	0	0%	6	43%	7	50%	13	93%
Hispanic or Latino	2	62	3	5%	7	11%	22	35%	30	48%	52	84%
White	2	9	–	–	–	–	–	–	–	–	–	–
Small Group Total	2	10	0	0%	1	10%	2	20%	7	70%	9	90%
Female	3	43	2	5%	4	9%	14	33%	23	53%	37	86%
Male	2	43	2	5%	4	9%	16	37%	21	49%	37	86%
English Language Learners	0	16	2	13%	2	13%	11	69%	1	6%	12	75%
Non-English Language Learners	5	70	2	3%	6	9%	19	27%	43	61%	62	89%
Economically Disadvantaged	4	69	4	6%	8	12%	25	36%	32	46%	57	83%
Not Economically Disadvantaged	1	17	0	0%	0	0%	5	29%	12	71%	17	100%
Not Migrant	5	86	4	5%	8	9%	30	35%	44	51%	74	86%
Homeless	0	5	0	0%	1	20%	3	60%	1	20%	4	80%
Not Homeless	5	81	4	5%	7	9%	27	33%	43	53%	70	86%
Not in Foster Care	5	86	4	5%	8	9%	30	35%	44	51%	74	86%
Parent Not in Armed Forces	5	86	4	5%	8	9%	30	35%	44	51%	74	86%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	19	16%	21%	21%	42%	0%
Grade 1	0	16	0%	6%	75%	19%	0%
Grade 2	2	18	0%	0%	33%	56%	11%
Grade 3	0	28	4%	25%	50%	21%	0%
Grade 4	1	15	7%	7%	20%	47%	20%
Grade 5	0	16	6%	0%	44%	38%	13%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

SUSAN E. WILEY
ELEMENTARY SCHOOL

Report Card

SECTION A

(40 pages)

SUSAN E WILEY SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

[Section 1003 School Improvement Funds Data \(54.71 kilobytes\)](#)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	322	115	2	
	Math	311	128		2
	Science	139	205		2
	Combined	772	137		2
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	155	3	
	Math	21	169		3
	Science	8	231		3
	Combined	50	173		3
Black or African American	ELA	58	122	3	
	Math	55	122		3
	Science	39	206		3
	Combined	152	144		3
Hispanic or Latino	ELA	215	107	2	
	Math	208	123		2
	Science	96	200		2
	Combined	519	130		2
Multiracial	ELA	11	150	3	
	Math	11	136		3
	Science	7	229		3
	Combined	29	164		3
White	ELA	33	147	3	

Subgroup	Subject	Cohort	Index	Level	
	Math	32	172		3
	Science	22	227		3
	Combined	87	176		3
English Language Learners	ELA	80	38	2	
	Math	79	68		2
	Science	35	153		2
	Combined	194	71		2
Students with Disabilities	ELA	31	65	2	
	Math	31	47		2
	Science	16	166		2
	Combined	78	78		2
Economically Disadvantaged	ELA	259	107	3	
	Math	246	118		3
	Science	115	203		3
	Combined	620	129		3

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level	
All Students	ELA	347	107	3	
	Math	349	114		3
	Science	143	200		3
	Combined	839	126		3
Asian or Native Hawaiian/Other Pacific Islander	ELA	21	155	4	
	Math	21	169		4
	Science	8	231		4
	Combined	50	173		4
Black or African American	ELA	60	118	3	
	Math	61	110		3
	Science	41	196		3
	Combined	162	135		3
Hispanic or Latino	ELA	226	102	2	
	Math	227	112		2
	Science	96	200		2
	Combined	549	123		2
Multiracial	ELA	17	97	2	
	Math	17	88		2
	Science	7	229		2
	Combined	41	116		2
White	ELA	43	113	3	

Subgroup	Subject	Cohort	Index	Level	
	Math	43	128		3
	Science	29	172		3
	Combined	115	134		3
English Language Learners	ELA	81	37	2	
	Math	83	65		2
	Science	35	153		2
	Combined	199	69		2
Students with Disabilities	ELA	33	61	3	
	Math	33	44		3
	Science	17	156		3
	Combined	83	74		3
Economically Disadvantaged	ELA	276	100	3	
	Math	276	105		3
	Science	117	200		3
	Combined	669	119		3

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	52,403	1,101	47.6	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	1,857	40	46.4	2
Black or African American	10,154	214	47.4	2
Hispanic or Latino	35,928	738	48.7	2
Multiracial	—	10	—	—
White	4,158	99	42	1
English Language Learners	10,154	222	45.7	2
Students with Disabilities	3,446	77	44.8	1
Economically Disadvantaged	40,063	840	47.7	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	154	49%	62%	1.3	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—
Black or African American	3	—	—	—	—
Hispanic or Latino	146	48%	62%	1.3	4
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	154	49%	62%	1.3	4
Students with Disabilities	31	44%	53%	1.2	3
Economically Disadvantaged	148	49%	61%	1.2	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level	Average Of Levels	
All Students	ELA	100	347	107	108	105	122	161	–	N	200	2	2	2
	Math	111	349	114	118	107	124	162	–	N	200	2		
Asian or Native Hawaiian/Other Pacific Islander	ELA	–	21	–	–	–	–	–	–	–	–	–	–	–
	Math	–	21	–	–	–	–	–	–	–	–	–		
Black or African American	ELA	129	60	118	135	98	116	158	–	–	200	3	3	3
	Math	126	61	110	132	88	107	154	–	–	200	3		
Hispanic or Latino	ELA	90	226	102	99	95	113	157	–	–	200	3	3	3
	Math	101	227	112	109	92	111	155	–	–	200	4		
Multiracial	ELA	–	17	–	–	–	–	–	–	–	–	–	–	–
	Math	–	17	–	–	–	–	–	–	–	–	–		
White	ELA	105	43	113	113	102	119	160	–	–	200	3	3	3
	Math	133	43	128	138	110	126	163	–	–	200	3		
English Language Learners	ELA	45	81	37	58	67	90	145	N	–	200	1	1	1
	Math	67	83	65	78	83	103	152	N	–	200	1		
Students with Disabilities	ELA	41	33	61	54	61	85	142	–	–	200	3	2	2
	Math	43	33	44	56	61	85	142	N	–	200	1		
Economically Disadvantaged	ELA	96	276	100	104	95	113	157	–	N	200	2	2	2
	Math	101	276	105	109	94	112	156	–	N	200	2		

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met Sh Target	Met Ag Target	End Goal	Level
All Students	15.9	711	135	19%	15.1%	14.6%	12.8%	8.9%	N	—	5%	1
Asian or Native Hawaiian/Other Pacific Islander	19.4	35	9	25.7%	18.8%	8.2%	7.4%	6.2%	N	—	5%	1
Black or African American	12.9	125	19	15.2%	12.3%	20.1%	17.7%	11.4%	—	—	5%	3
Hispanic or Latino	13.7	460	89	19.3%	13.1%	19.8%	17%	11%	—	N	5%	2
Multiracial	27.3	36	11	30.6%	26.4%	16.5%	14.5%	9.8%	N	—	5%	1
White	28.4	91	16	17.6%	26.6%	10.5%	9.3%	7.2%	—	Y	5%	3
English Language Learners	14	199	36	18.1%	13.2%	17.6%	15.2%	10.1%	N	—	5%	1
Students with Disabilities	23.1	76	18	23.7%	21.7%	21.5%	18.5%	11.8%	N	—	5%	1
Economically Disadvantaged	16.8	540	109	20.2%	15.8%	19.9%	17.1%	11.1%	N	—	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	393	89.1%	822	85.5%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	10	–	–	–
Black or African American	X	67	92.5%	144	86.1%
Hispanic or Latino	X	261	91.2%	541	88.2%
Multiracial	–	9	–	–	–
White	X	46	73.9%	97	71.1%
English Language Learners	✓	105	95.2%	213	92.5%
Students with Disabilities	–	36	–	–	–
Economically Disadvantaged	X	311	89.7%	632	85.4%

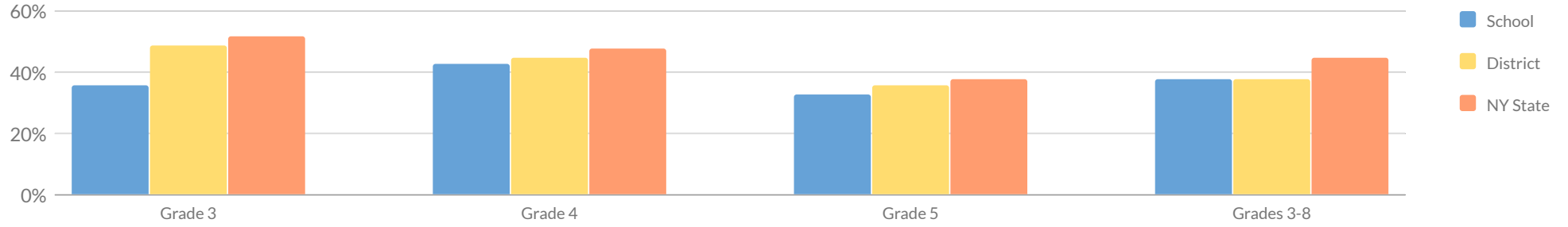
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	396	85.6%	825	83%
American Indian or Alaska Native	–	0	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	10	–	–	–
Black or African American	X	67	86.6%	144	83.3%
Hispanic or Latino	X	264	87.9%	544	85.7%
Multiracial	–	9	–	–	–
White	X	46	71.7%	97	68%
English Language Learners	X	107	91.6%	215	91.2%
Students with Disabilities	–	36	–	–	–
Economically Disadvantaged	X	311	85.5%	632	82.9%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	8
Grade 4	6
Grade 5	0

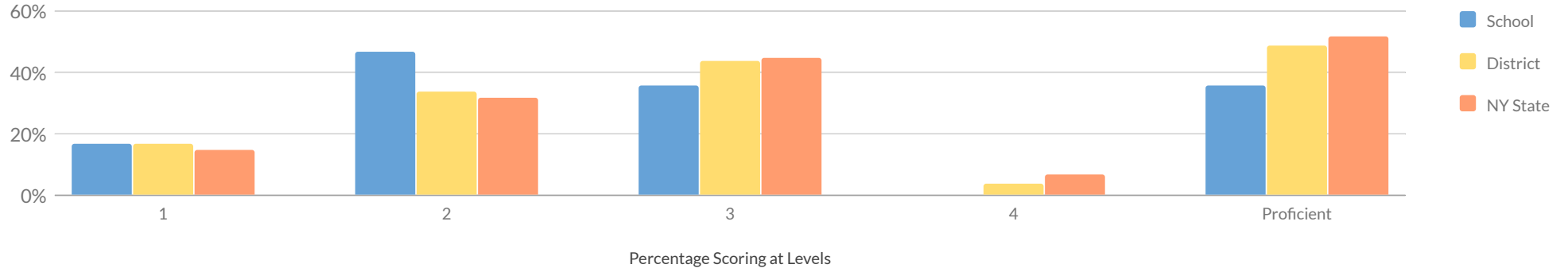
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	15	102	17	17%	48	47%	37	36%	0	0%	37	36%
Grade 4	21	141	38	27%	42	30%	42	30%	19	13%	61	43%
Grade 5	22	93	43	46%	19	20%	17	18%	14	15%	31	33%
Grades 3-8	58	336	98	29%	109	32%	96	29%	33	10%	129	38%

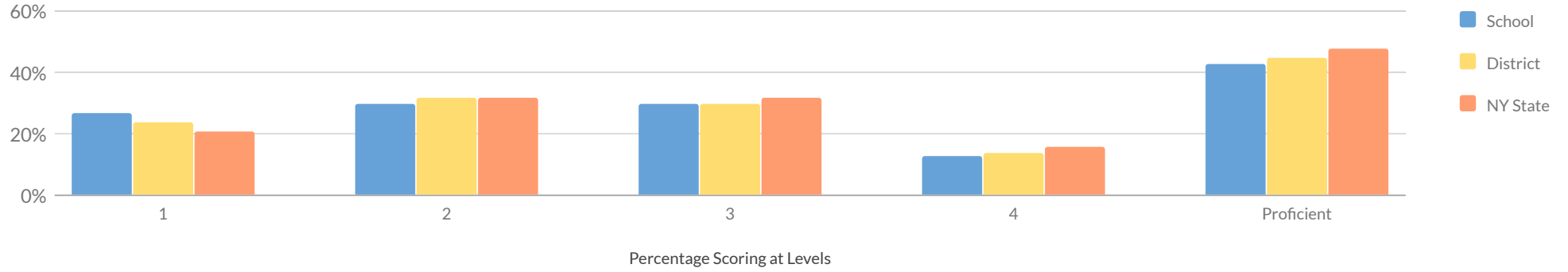
GRADE 3 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	102	17	17%	48	47%	37	36%	0	0%	37	36%
General Education	14	90	16	18%	39	43%	35	39%	0	0%	35	39%
Students with Disabilities	1	12	1	8%	9	75%	2	17%	0	0%	2	17%
Asian or Native Hawaiian/Other Pacific Islander	0	2	–	–	–	–	–	–	–	–	–	–
Black or African American	2	19	0	0%	9	47%	10	53%	0	0%	10	53%
Hispanic or Latino	11	66	16	24%	28	42%	22	33%	0	0%	22	33%
White	2	13	–	–	–	–	–	–	–	–	–	–
Multiracial	0	2	–	–	–	–	–	–	–	–	–	–
Small Group Total	2	17	1	6%	11	65%	5	29%	0	0%	5	29%
Female	6	55	9	16%	24	44%	22	40%	0	0%	22	40%
Male	9	47	8	17%	24	51%	15	32%	0	0%	15	32%
English Language Learners	8	26	10	38%	13	50%	3	12%	0	0%	3	12%
Non-English Language Learners	7	76	7	9%	35	46%	34	45%	0	0%	34	45%
Economically Disadvantaged	8	84	17	20%	39	46%	28	33%	0	0%	28	33%
Not Economically Disadvantaged	7	18	0	0%	9	50%	9	50%	0	0%	9	50%
Not Migrant	15	102	17	17%	48	47%	37	36%	0	0%	37	36%
Homeless	1	3	–	–	–	–	–	–	–	–	–	–
Not Homeless	14	99	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	15	102	17	17%	48	47%	37	36%	0	0%	37	36%
Parent in Armed Forces	0	1	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	15	101	–	–	–	–	–	–	–	–	–	–

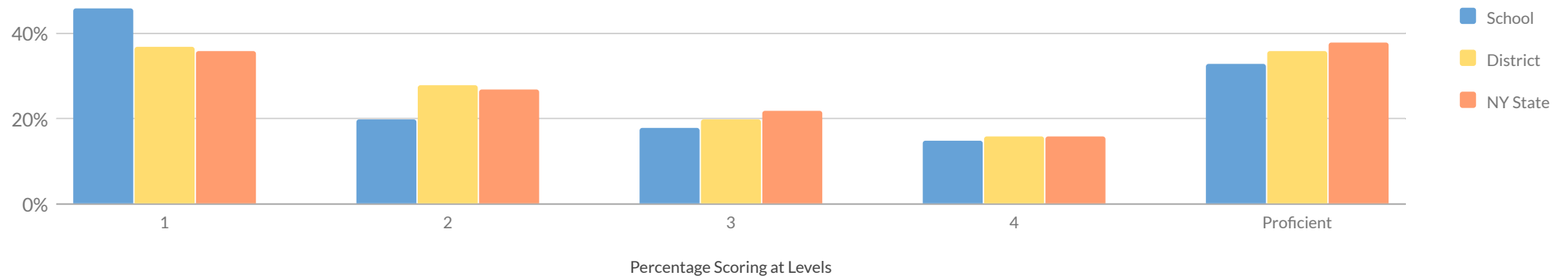
GRADE 4 ELA RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	21	141	38	27%	42	30%	42	30%	19	13%	61	43%
General Education	21	134	33	25%	40	30%	42	31%	19	14%	61	46%
Students with Disabilities	0	7	5	71%	2	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	2	21	9	43%	7	33%	4	19%	1	5%	5	24%
Hispanic or Latino	12	98	28	29%	29	30%	29	30%	12	12%	41	42%
White	5	15	1	7%	4	27%	6	40%	4	27%	10	67%
Multiracial	2	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	7	0	0%	2	29%	3	43%	2	29%	5	71%
Female	14	73	20	27%	17	23%	23	32%	13	18%	36	49%
Male	7	68	18	26%	25	37%	19	28%	6	9%	25	37%
English Language Learners	7	34	23	68%	11	32%	0	0%	0	0%	0	0%
Non-English Language Learners	14	107	15	14%	31	29%	42	39%	19	18%	61	57%
Economically Disadvantaged	14	117	35	30%	36	31%	31	26%	15	13%	46	39%
Not Economically Disadvantaged	7	24	3	13%	6	25%	11	46%	4	17%	15	63%
Not Migrant	21	141	38	27%	42	30%	42	30%	19	13%	61	43%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	21	139	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	21	141	38	27%	42	30%	42	30%	19	13%	61	43%
Parent Not in Armed Forces	21	141	38	27%	42	30%	42	30%	19	13%	61	43%

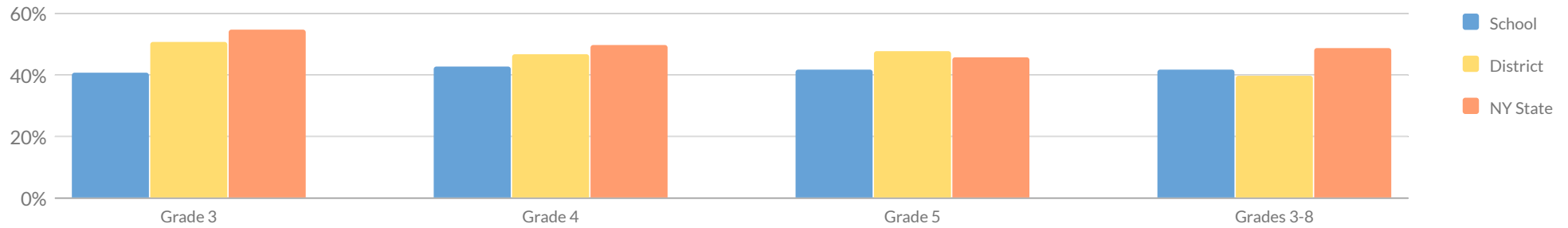
GRADE 5 ELA RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	93	43	46%	19	20%	17	18%	14	15%	31	33%
General Education	19	80	33	41%	16	20%	17	21%	14	18%	31	39%
Students with Disabilities	3	13	10	77%	3	23%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	5	1	20%	2	40%	2	40%	0	0%	2	40%
Black or African American	2	21	5	24%	7	33%	5	24%	4	19%	9	43%
Hispanic or Latino	13	62	34	55%	10	16%	9	15%	9	15%	18	29%
White	6	5	3	60%	0	0%	1	20%	1	20%	2	40%
Female	15	44	20	45%	8	18%	9	20%	7	16%	16	36%
Male	7	49	23	47%	11	22%	8	16%	7	14%	15	31%
English Language Learners	4	26	24	92%	2	8%	0	0%	0	0%	0	0%
Non-English Language Learners	18	67	19	28%	17	25%	17	25%	14	21%	31	46%
Economically Disadvantaged	16	72	38	53%	14	19%	12	17%	8	11%	20	28%
Not Economically Disadvantaged	6	21	5	24%	5	24%	5	24%	6	29%	11	52%
Not Migrant	22	93	43	46%	19	20%	17	18%	14	15%	31	33%
Homeless	0	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	22	91	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	22	93	43	46%	19	20%	17	18%	14	15%	31	33%
Parent Not in Armed Forces	22	93	43	46%	19	20%	17	18%	14	15%	31	33%

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

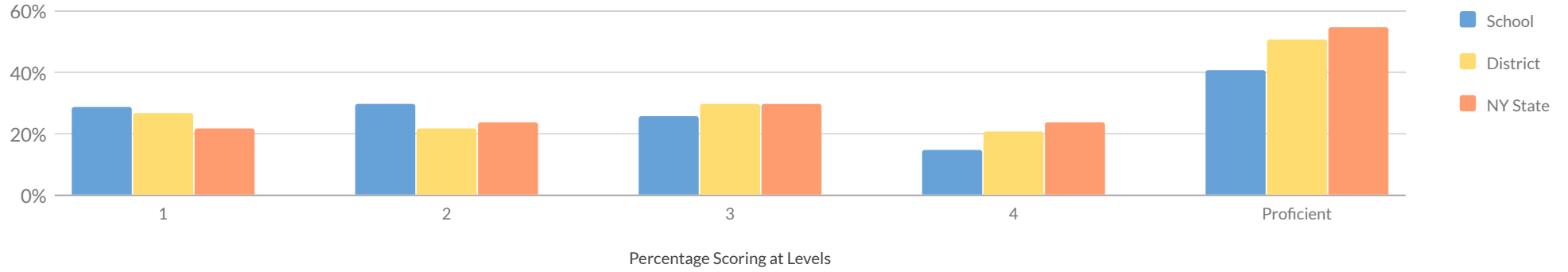


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	7	111	32	29%	33	30%	29	26%	17	15%	46	41%
Grade 4	20	143	38	27%	44	31%	33	23%	28	20%	61	43%
Grade 5	30	85	28	33%	21	25%	14	16%	22	26%	36	42%
Grades 3-8	57	339	98	29%	98	29%	76	22%	67	20%	143	42%

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

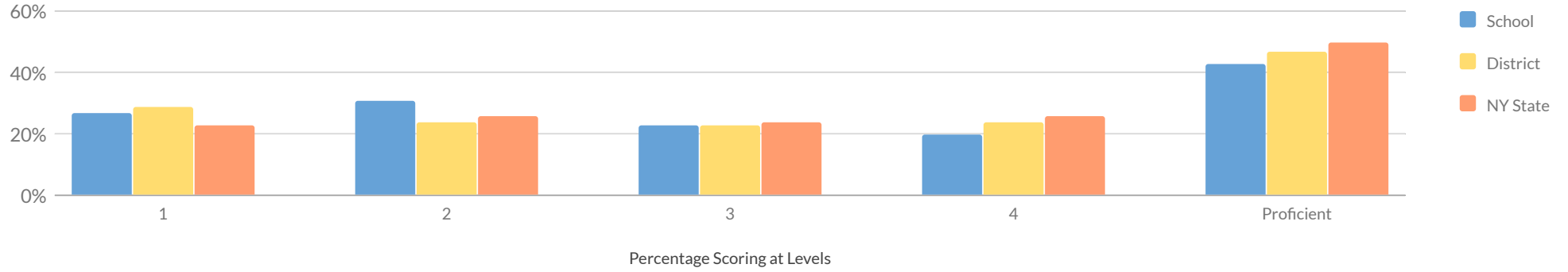
GRADE 3 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	111	32	29%	33	30%	29	26%	17	15%	46	41%
General Education	6	99	25	25%	29	29%	28	28%	17	17%	45	45%
Students with Disabilities	1	12	7	58%	4	33%	1	8%	0	0%	1	8%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	20	3	15%	11	55%	4	20%	2	10%	6	30%
Hispanic or Latino	4	74	26	35%	15	20%	22	30%	11	15%	33	45%
White	2	13	—	—	—	—	—	—	—	—	—	—
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	17	3	18%	7	41%	3	18%	4	24%	7	41%
Female	3	58	14	24%	22	38%	10	17%	12	21%	22	38%
Male	4	53	18	34%	11	21%	19	36%	5	9%	24	45%
English Language Learners	1	34	17	50%	7	21%	9	26%	1	3%	10	29%
Non-English Language Learners	6	77	15	19%	26	34%	20	26%	16	21%	36	47%
Economically Disadvantaged	4	88	26	30%	28	32%	23	26%	11	13%	34	39%
Not Economically Disadvantaged	3	23	6	26%	5	22%	6	26%	6	26%	12	52%
Not Migrant	7	111	32	29%	33	30%	29	26%	17	15%	46	41%
Homeless	1	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	6	108	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	7	111	32	29%	33	30%	29	26%	17	15%	46	41%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	7	110	—	—	—	—	—	—	—	—	—	—

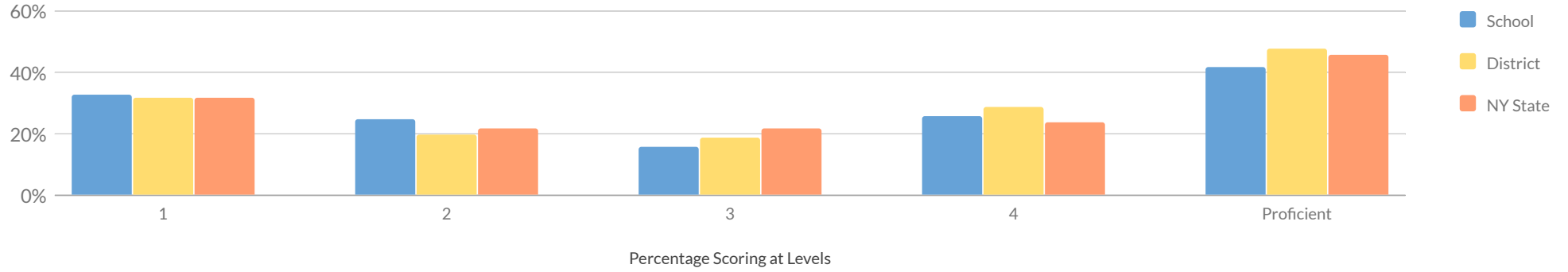
GRADE 4 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	20	143	38	27%	44	31%	33	23%	28	20%	61	43%
General Education	20	136	33	24%	42	31%	33	24%	28	21%	61	45%
Students with Disabilities	0	7	5	71%	2	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	19	7	37%	7	37%	4	21%	1	5%	5	26%
Hispanic or Latino	9	102	29	28%	32	31%	23	23%	18	18%	41	40%
White	5	15	1	7%	3	20%	3	20%	8	53%	11	73%
Multiracial	2	4	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	7	1	14%	2	29%	3	43%	1	14%	4	57%
Female	11	77	24	31%	16	21%	18	23%	19	25%	37	48%
Male	9	66	14	21%	28	42%	15	23%	9	14%	24	36%
English Language Learners	1	41	22	54%	13	32%	6	15%	0	0%	6	15%
Non-English Language Learners	19	102	16	16%	31	30%	27	26%	28	27%	55	54%
Economically Disadvantaged	17	114	31	27%	36	32%	28	25%	19	17%	47	41%
Not Economically Disadvantaged	3	29	7	24%	8	28%	5	17%	9	31%	14	48%
Not Migrant	20	143	38	27%	44	31%	33	23%	28	20%	61	43%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	20	141	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	20	143	38	27%	44	31%	33	23%	28	20%	61	43%
Parent Not in Armed Forces	20	143	38	27%	44	31%	33	23%	28	20%	61	43%

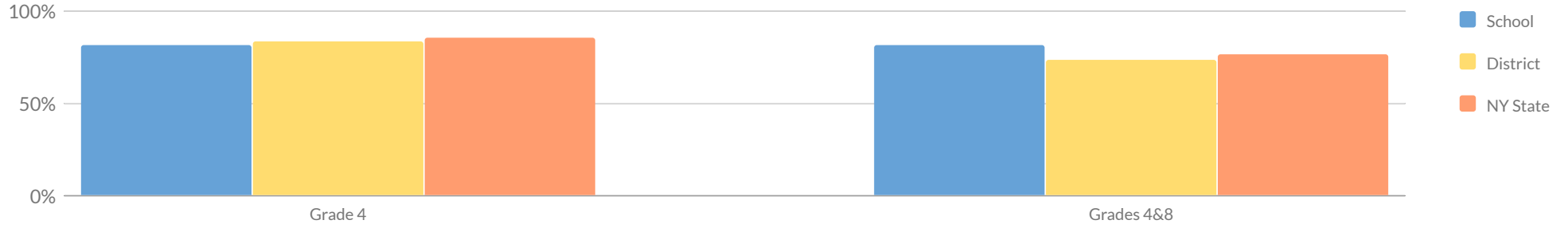
GRADE 5 MATH RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	30	85	28	33%	21	25%	14	16%	22	26%	36	42%
General Education	27	72	18	25%	18	25%	14	19%	22	31%	36	50%
Students with Disabilities	3	13	10	77%	3	23%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	5	0	0%	2	40%	2	40%	1	20%	3	60%
Black or African American	4	19	5	26%	4	21%	3	16%	7	37%	10	53%
Hispanic or Latino	19	56	21	38%	14	25%	9	16%	12	21%	21	38%
White	6	5	2	40%	1	20%	0	0%	2	40%	2	40%
Female	21	38	15	39%	8	21%	6	16%	9	24%	15	39%
Male	9	47	13	28%	13	28%	8	17%	13	28%	21	45%
English Language Learners	7	23	16	70%	4	17%	2	9%	1	4%	3	13%
Non-English Language Learners	23	62	12	19%	17	27%	12	19%	21	34%	33	53%
Economically Disadvantaged	24	64	25	39%	19	30%	9	14%	11	17%	20	31%
Not Economically Disadvantaged	6	21	3	14%	2	10%	5	24%	11	52%	16	76%
Not Migrant	30	85	28	33%	21	25%	14	16%	22	26%	36	42%
Homeless	1	1	–	–	–	–	–	–	–	–	–	–
Not Homeless	29	84	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	30	85	28	33%	21	25%	14	16%	22	26%	36	42%
Parent Not in Armed Forces	30	85	28	33%	21	25%	14	16%	22	26%	36	42%

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

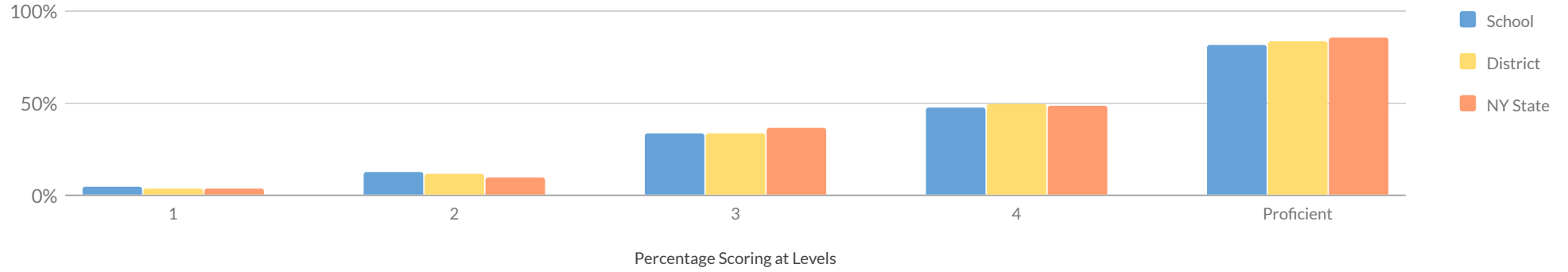


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	12	151	7	5%	20	13%	52	34%	72	48%	124	82%
Grades 4&8	12	151	7	5%	20	13%	52	34%	72	48%	124	82%

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: 79

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	151	7	5%	20	13%	52	34%	72	48%	124	82%
General Education	12	144	7	5%	18	13%	48	33%	71	49%	119	83%
Students with Disabilities	0	7	0	0%	2	29%	4	57%	1	14%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	0	3	–	–	–	–	–	–	–	–	–	–
Black or African American	1	22	0	0%	6	27%	8	36%	8	36%	16	73%
Hispanic or Latino	6	105	7	7%	14	13%	38	36%	46	44%	84	80%
White	5	15	0	0%	0	0%	4	27%	11	73%	15	100%
Multiracial	0	6	–	–	–	–	–	–	–	–	–	–
Small Group Total	0	9	0	0%	0	0%	2	22%	7	78%	9	100%
Female	7	81	5	6%	10	12%	27	33%	39	48%	66	81%
Male	5	70	2	3%	10	14%	25	36%	33	47%	58	83%
English Language Learners	0	42	7	17%	11	26%	18	43%	6	14%	24	57%
Non-English Language Learners	12	109	0	0%	9	8%	34	31%	66	61%	100	92%
Economically Disadvantaged	9	122	6	5%	15	12%	43	35%	58	48%	101	83%
Not Economically Disadvantaged	3	29	1	3%	5	17%	9	31%	14	48%	23	79%
Not Migrant	12	151	7	5%	20	13%	52	34%	72	48%	124	82%
Homeless	0	2	–	–	–	–	–	–	–	–	–	–
Not Homeless	12	149	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	12	151	7	5%	20	13%	52	34%	72	48%	124	82%
Parent Not in Armed Forces	12	151	7	5%	20	13%	52	34%	72	48%	124	82%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	2	37	16%	11%	11%	30%	32%
Grade 1	0	32	16%	9%	19%	47%	9%
Grade 2	1	34	0%	15%	32%	18%	35%
Grade 3	0	35	14%	14%	11%	46%	14%
Grade 4	0	42	14%	12%	7%	40%	26%
Grade 5	1	30	3%	3%	23%	40%	30%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

[CRDC Data \(13.06 megabytes\)](#)

[Glossary of Terms](#)

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2020-2021
PROPERTY TAX
REPORT CARD

SECTION B

(1 page)

2020-21 Property Tax Report Card

580105 - COPIAGUE UFSD

Contact Person:	Budgeted 2019-20	Proposed Budget 2020-21
Telephone Number:		
Total Budgeted Amount, not Including Separate Propositions	131,906,869	134,316,244
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	63,565,410	65,244,654
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	63,565,410	65,244,654
F. Permissible Exclusions to the School Tax Levy Limit	855,026	991,595
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	62,710,384	64,253,059
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	62,710,384	64,253,059
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²		
Public School Enrollment	4,940	5,009
Consumer Price Index		1.81%

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

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

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

	Actual 2019-20	Estimated 2020-21
Adjusted Restricted Fund Balance	2,875,828	5,170,930
Assigned Appropriated Fund Balance	1,100,000	1,250,000
Adjusted Unrestricted Fund Balance	5,110,084	6,221,195
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.87%	4.63%

Schedule of Reserve Funds

Reserve Type	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	How much of the Reserve will be used in the 2020-2021 School Year?
Capital			
Repair			
Workers' Compensation	444,339	1,444,339	450,000
Unemployment Insurance			
Reserve for Tax Reduction			
Mandatory Reserve for Debt Service			
Insurance			
Property Loss			
Liability			
Tax Certiorari			
Reserve for Insurance Recoveries			
Employee Benefit Accrued Liability	1,104,899	1,650,000	650,000
Retirement Contribution	76,590	2,076,590	76,550
Reserve for Uncollected Taxes			
Other Reserve			

* Note: Highlighted Reserves will be allowed multiple entries on the real PTRC, but for the purpose of this report please combine into one line.

ADMINISTRATIVE SALARY DISCLOSURE

SECTION C

(1 page)

**COPIAGUE UFSD
2020-21
ADMINISTRATIVE SALARY DISCLOSURE**

SUPERINTENDENT & ASSISTANT SUPERINTENDENTS

	<u>Salary</u>	<u>Benefits</u>	<u>Other</u>	<u>Total</u>
SUPERINTENDENT	\$ 283,781	\$ 68,640	\$ 9,000	\$ 361,421
ASSISTANT SUPERINTENDENT STUDENT SERVICES	\$ 234,678	\$ 63,128	\$ 9,000	\$ 306,806
ASSISTANT SUPERINTENDENT HUMAN RESOURCES	\$ 229,878	\$ 62,586	\$ 9,000	\$ 301,464
ASSISTANT SUPERINTENDENT CURRICULUM & INSTRUCTION	\$ 227,478	\$ 62,334	\$ 9,000	\$ 298,812
ASSISTANT SUPERINTENDENT FINANCE & OPERATIONS	\$ 225,078	\$ 46,909	\$ 7,500	\$ 279,487

ADMINISTRATORS \$141,000 OR HIGHER

PRINCIPAL - HIGH SCHOOL	\$ 215,373
PRINCIPAL - MIDDLE SCHOOL	\$ 211,991
PRINCIPAL - ELEMENTARY SCHOOL	\$ 189,980
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 188,918
PRINCIPAL-ELEMENTARY SCHOOL	\$ 178,927
PRINCIPAL - ELEMENTARY SCHOOL	\$ 174,594
COORDINATOR FINE ARTS	\$ 171,317
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 171,206
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 171,206
CHAIR - MIDDLE SCHOOL SCIENCE	\$ 168,627
DIRECTOR OF DATA & ASSESSMENTS	\$ 168,148
CHAIR - MIDDLE SCHOOL ENGLISH	\$ 167,025
CHAIR - HIGH SCHOOL MATH	\$ 164,337
DIRECTOR OF SCHOOL CLIMATE	\$ 163,620
DIRECTOR OF TECHNOLOGY	\$ 163,414
ASSISTANT PRINCIPAL - MIDDLE SCHOOL	\$ 161,996
CHAIR - HIGH SCHOOL SCIENCE	\$ 159,259
CHAIR - MIDDLE SCHOOL MATH	\$ 157,563
DIRECTOR OF ENGLISH & WORLD LANGUAGES	\$ 156,416
PLANT FACILITIES ADMINISTRATOR	\$ 154,966
ASSISTANT PRINCIPAL - HIGH SCHOOL	\$ 154,725
COORDINATOR OF SPECIAL EDUCATION - SECONDARY	\$ 152,002
COORDINATOR OF GUIDANCE	\$ 149,402
CHAIR - HIGH SCHOOL ENGLISH	\$ 148,175
PRINCIPAL - ELEMENTARY SCHOOL	\$ 147,910
DIRECTOR OF PHYSICAL EDUCATION	\$ 146,106
COORDINATOR OF SPECIAL EDUCATION - ELEMENTARY	\$ 144,716
CHAIR - HIGH SCHOOL SOCIAL STUDIES	\$ 144,162
ASSISTANT PRINCIPAL - ELEMENTARY SCHOOL	\$ 142,704

Benefits Description

FICA-Social Security
FICA-Medicare
Teachers' Retirement System
Life Insurance
Long Term Disability
Dental Insurance
Health Insurance

Other: Description

Annuity
Mileage
Reimbursement - expenses
Reimbursement - medical

FISCAL
ACCOUNTABILITY
SUMMARY

(2018-19)

Information about expenditure ratios (2017-18)

SECTION D

(4 pages)

FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$56,445,966

PUPILS

5,016

EXPENDITURES PER PUPIL

\$11,253

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$36,958,744

PUPILS

807

EXPENDITURES PER PUPIL

\$45,798

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$2,607,418,443

PUPILS

215,052

EXPENDITURES PER PUPIL

\$12,125

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$1,144,010,444

PUPILS

35,167

EXPENDITURES PER PUPIL

\$32,531

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,199,223,413

PUPILS

2,632,781

EXPENDITURES PER PUPIL

\$13,370

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,660,696,162

PUPILS

485,151

EXPENDITURES PER PUPIL

\$32,280

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

\$23,425

SIMILAR DISTRICT GROUP

\$22,630

NY STATE

\$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 General Education and Special Education Instructional Expenditures does not equal the Total Expenditures.

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY URBAN OR SUBURBAN	NY STATE
80% OR MORE ▼	80% OR MORE ▼	80% OR MORE ▼
304 38.8%	47.7%	58.7%
40% - 79% ▼	40% - 79% ▼	40% - 79% ▼
213 27.2%	18.1%	11.5%
LESS THAN 40% ▼	LESS THAN 40% ▼	LESS THAN 40% ▼
104 13.3%	23.4%	19.0%
SEPARATE SETTINGS ▼	SEPARATE SETTINGS ▼	SEPARATE SETTINGS ▼
161 20.5%	7.8%	5.3%
OTHER SETTINGS ▼	OTHER SETTINGS ▼	OTHER SETTINGS ▼
2 0.3%	3.0%	5.6%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼	▼	▼
16.2%	12.5%	14.7%

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

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

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TAX EXEMPTION DISCLOSURE

SECTION E

(1 page)

EXEMPTION IMPACT SUMMARY BY DISTRICT 2018/2019

SC005 SCHOOL DIST. - COPIAGUE

ASSESSED VALUE	36,073,556	100.00%
EXEMPTION AMOUNT	5,758,237	15.97%
STAR EXEMPTIONS	3,565,810	
TAXABLE VALUE	26,749,509	84.03%

PARTIALLY EXEMPT PRIVATE

AGED (A)	433,380	1.20%
CLERGY (C)	13,500	.04%
RESIDENTIAL (R)	48,100	.13%
VETERAN (V)	153,310	.42%
FIRE FIGHTERS (Z)	16,840	.05%
BUSINESS (B)	0	.00%
DISABLED LIMITED INCOME (D)	22,010	.06%
FIRST TIME HOMEBUYERS (Y)	19,820	.05%
TOTAL	706,960	1.96%

PARTIALLY EXEMPT PUBLIC

COUNTY (O)	0	.00%
NYS TAXABLE LAND (T)	12,660	.04%
TOTAL	12,660	.04%

WHOLLY EXEMPT PRIVATE

TOTAL	3,153,115	8.74%
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WHOLLY EXEMPT PUBLIC

TOTAL	634,312	1.76%
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IDA 3300

TOTAL	1,251,190	3.47%
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23/9/16