

## 2019-20 Budget Statement

# Enlarged City School District of Troy

## Budget Statement

Fiscal Year: 2020

Fund: A General Fund

Budget Account	Description	2019-2020 Proposed Budget	2018-2019 Adopted Budget
16	Noninstructional Salaries	54,998	53,959
4	Contractual and Other	45,000	45,000
45	Materials & Supplies	2,000	2,000
	Board of Education	101,998	100,959
15	Instructional Salaries	209,377	209,709
16	Noninstructional Salaries	67,009	65,133
4	Contractual and Other	6,000	6,000
45	Materials & Supplies	2,500	2,500
	Central Administration	284,886	283,342
15	Instructional Salaries	128,924	131,396
16	Noninstructional Salaries	385,276	404,301
2	Equipment	5,000	5,000
4	Contractual and Other	135,000	135,000
45	Materials & Supplies	6,500	6,500
49	BOCES Services	145,982	141,730
	Finance	806,682	823,927
16	Noninstructional Salaries	270,134	204,805
2	Equipment	1,000	1,000
4	Contractual and Other	367,500	367,500
45	Materials & Supplies	2,500	2,500
49	BOCES Services	145,699	141,456
	Staff	786,833	717,261
16	Noninstructional Salaries	2,740,711	2,639,188
2	Equipment	230,000	230,000
4	Contractual and Other	2,625,850	2,625,850
45	Materials & Supplies	327,600	327,600
49	BOCES Services	1,774,859	1,723,164
	Central Services	7,699,020	7,545,802
4	Contractual and Other	520,000	520,000
49	BOCES Services	625,055	606,849
	Special Items (Contractual Expense)	1,145,055	1,126,849
	<b>GENERAL SUPPORT</b>	<b>10,824,474</b>	<b>10,598,140</b>
15	Instructional Salaries	2,782,727	2,727,085
16	Noninstructional Salaries	491,891	491,919
2	Equipment	17,045	24,764
4	Contractual and Other	217,850	217,350
45	Materials & Supplies	156,244	149,025
49	BOCES Services	292,985	284,451
	Administration and Improvement	3,958,742	3,894,594
12	Teacher Salaries, K-6	10,113,644	9,877,852
13	Teacher Salaries, 7-12	7,895,765	7,606,028

# Enlarged City School District of Troy

## Budget Statement

Fiscal Year: 2020

Fund: A General Fund

Budget Account	Description	2019-2020 Proposed Budget	2018-2019 Adopted Budget
14	Substitute Tchr Salaries	966,527	1,123,974
15	Instructional Salaries	8,626,114	8,271,821
16	Noninstructional Salaries	1,827,426	1,787,094
2	Equipment	261,400	231,400
4	Contractual and Other	932,550	1,033,550
45	Materials & Supplies	387,987	387,987
471	Tuition Pd To NYS Pub Sch	13,313,235	13,246,835
472	Tuition-All Other	3,000,000	2,850,000
48	Textbooks	595,767	595,767
49	BOCES Services	5,277,592	5,123,875
	Teaching	53,198,007	52,136,183
15	Instructional Salaries	608,209	650,448
16	Noninstructional Salaries	26,000	26,000
2	Equipment	2,500	2,500
22	State Aided Comp Hardware	400,000	150,000
4	Contractual and Other	151,500	151,500
45	Materials & Supplies	56,400	56,400
46	Sch. Library AV Loan Prog	109,251	109,251
49	BOCES Services	273,619	265,650
	Instructional Media	1,627,479	1,411,749
15	Instructional Salaries	2,230,158	1,947,934
16	Noninstructional Salaries	1,047,481	995,365
2	Equipment	13,500	13,500
4	Contractual and Other	505,000	505,000
45	Materials & Supplies	61,600	61,600
	Pupil Services	3,857,739	3,523,399
	<b>INSTRUCTION</b>	<b>62,641,967</b>	<b>60,965,925</b>
15	Instructional Salaries	14,325	14,044
16	Noninstructional Salaries	96,191	95,144
2	Equipment	5,000	5,000
4	Contractual and Other	6,670,000	6,670,000
45	Materials & Supplies	1,000	1,000
49	BOCES Services	721	700
	Pupil Transportation	6,787,237	6,785,888
	<b>PUPIL TRANSPORTATION</b>	<b>6,787,237</b>	<b>6,785,888</b>
8	Employee Benefits	25,017,247	24,702,920
	Employee Benefits	25,017,247	24,702,920
6	Principal	5,965,000	5,740,000
7	Interest	2,674,073	2,865,530
	Debt Service	8,639,073	8,605,530
9	Transfer to Capital Funds	100,000	100,000

# Enlarged City School District of Troy

## Budget Statement

Fiscal Year: 2020

Budget Account	Description	2019-2020 Proposed Budget	2018-2019 Adopted Budget
95 Transfer-Special Aid Fund		165,000	135,000
Interfund Transfers		265,000	235,000
<b>UNDISTRIBUTED</b>		<b>33,921,320</b>	<b>33,543,450</b>
<b>Total General Fund</b>		<b>114,174,998</b>	<b>111,893,403</b>

### Selection Criteria

Criteria Name: Private: Budget Statement  
Fund: A  
Budget code like: ???-??-??-??  
Suppress Budget Accounts with Zero Amounts  
Report Title: Budget Statement  
Summary Only  
Column 1 Value: Proposed Amount  
Column 2 Value: Current Year Initial  
Column 3 Value: None  
Column 4 Value: None  
Column 5 Value: None  
Column 6 Value: None  
Column 7 Value: None  
Column 8 Value: None  
Column 9 Value: None  
Column 10 Value: None  
Column 11 Value: None  
Column 12 Value: None  
Column 13 Value: None  
From Column Value: Current Year Initial  
To Column Value: Proposed Amount  
Sort by: Fund/State Labels/State object  
Subtotal Breaks: State object  
Show break headers: State object  
Printed by Adam Hotaling

2019-20 Property Tax Report Card

491700 - Enlarged City School District of Troy

Contact Person: Adam Hotaling

Telephone Number: 518-328-5005

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)
Total Budgeted Amount, not Including Separate Propositions	111,893,389	114,174,990
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	36,832,473	37,200,798
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	36,832,473	37,200,798
F. Permissible Exclusions to the School Tax Levy Limit	747,689	887,823
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions <sup>3</sup>	36,208,066	36,639,430
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	36,084,784	36,312,975
I. Difference: (G - H); (negative value requires 60.0% voter approval) <sup>2</sup>	123,282	326,455
Public School Enrollment	4,703	4,759
Consumer Price Index		2.44%

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

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

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

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	10,194,888	9,659,207
Assigned Appropriated Fund Balance	5,450,000	4,000,000
Adjusted Unrestricted Fund Balance	4,416,943	4,566,700
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year
Capital	Capital Reserve	To pay the cost of any object or purpose for which bonds may be issued.	3,922,500	3,922,500	Use for next capital project renovations
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers' Comp Reserve	To pay for Workers Compensation and benefits.	2,137,896	2,137,896	Partial use to offset increased rates due to experience
Unemployment Insurance	Unemployment Reserve	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	151,451	151,451	Use if needed due to unemployment costs
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.			
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari	Tax Cert Reserve	To establish a reserve fund for tax certiorari settlements	577,181	577,181	Use for tax certiorari settlements
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
EBALR - Employee Benefit Accrued Liability	EBALR	For the payment of accrued 'employee benefits' due to employees upon termination of service.	1,370,179	1,370,179	Use for accrued paid time off
Retirement Contribution	ERS Reserve	To fund employer retirement contributions to the State and Local Employees' Retirement System	1,000,000	1,000,000	Use for future increases in ERS
Other Reserve	TRS Reserve	To fund employer retirement contributions to the NYS Teachers' Retirement System		500,000	Use for future increases in TRS

**Salary: Administrative Compensation Information**  
**491700 - TROY CITY SD**

**2018-2019 - Page 1**  
**Official - as of 05/07/2019 01:11 PM**

**Form Due May 13, 2019**

**2019-2020 Salary Threshold =**  
**\$138,000**

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	209,377	62,190	

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

Associate, Assistant and Deputy Superintendents

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

2.	ASSISTANT SUPERINTENDENT FOR INSTRUCTION	157,333	52,556
3.	ASSISTANT SUPERINTENDENT FOR BUSINESS	143,249	49,949
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**Salary: Administrative Compensation Information  
491700 - TROY CITY SD**

**2018-2019 - Page 2  
Official - as of 05/07/2019 01:11 PM**

	<b>Title</b>	<b>Salary</b>	<b>Employee Benefits</b>	<b>Other Remuneration</b>
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**Salary: Administrative Compensation Information  
491700 - TROY CITY SD**

**2018-2019 Claim Year - Page 3  
Official - as of 05/07/2019 01:11 PM**

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

71.	EXECUTIVE PRINCIPAL	147,720
72.	PRINCIPAL	142,712
73.	PRINCIPAL	138,957
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**Salary: Administrative Compensation Information  
491700 - TROY CITY SD**

**2018-2019 Claim Year - Page 4  
Official - as of 05/07/2019 01:11 PM**

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**Salary: Administrative Compensation Information 2018-2019 - Page 5**  
**491700 - TROY CITY SD Official - as of 05/07/2019 01:11 PM**

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# RENSSELAER COUNTY BUREAU OF TAX SERVICES

Steven F. McLaughlin  
County Executive

William J. Film  
Director

Memo

To: School Business Office

From: Debbie McGrath

CC: Bill Film

Date: March 21, 2019

Re: Exemption Impact Report

**RECEIVED**

**MAR 25 2019**

**Business Office**

The enclosed Exemption Impact Report is supplied for inclusion with your annual proposed budget as a requirement of Section 495. It shows how much of the Total Assessed Value on the Final Assessment Roll or Rolls used in the budgetary process is exempt from taxation. This report does not include payments in lieu of taxes or other payments for municipal services. If you have any questions, feel free to contact us at 270-2775.

Equalized Total Assessed Value 3,032,041,170

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	20	17,685,557	0.58
13100	CO - GENERALLY	RPTL 408(1)	22	150,984,100	4.98
13350	CITY - GENERALLY	RPTL 406(1)	137	51,149,400	1.69
13370	CITY - CEMETERY LAND	RPTL 446	11	449,900	0.01
13500	TOWN - GENERALLY	RPTL 408(1)	4	254,902	0.01
13650	VG - GENERALLY	RPTL 408(1)	1	480,000	0.02
13800	SCHOOL DISTRICT	RPTL 408	8	72,253,000	2.38
13850	BOCES	RPTL 408	2	3,630,000	0.12
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,277,255	0.04
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	5,110,000	0.17
14100	USA - GENERALLY	RPTL 400(1)	12	39,538,957	1.30
14110	USA - SPECIFIED USES	STATE L 54	1	3,570,000	0.12
14120	USA - DEFENSE PURPOSES	STATE L 59-g	2	9,520,000	0.31
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	96	161,604,400	5.33
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	687,000	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	56	30,295,841	1.00
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	78	534,310,900	17.62
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	9	1,503,700	0.05
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	18	157,125,900	5.18
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	30	20,918,929	0.69
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	68	45,142,960	1.49
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	24	429,900	0.01
26100	VETERANS ORGANIZATION	RPTL 452	3	132,800	0.00
26250	HISTORICAL SOCIETY	RPTL 444	3	1,760,000	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	13	4,779,439	0.16
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	1,270,000	0.04
38260	MUN HSNG AUTH -NYS AIDED	PUB HSNG L 52(4)&(5)	2	10,085,000	0.33
41400	CLERGY	RPTL 460	2	11,764	0.00
41720	AGRICULTURAL DISTRICT	AG-MIKTS L 305	2	156,012	0.01
41800	PERSONS AGE 65 OR OVER	RPTL 467	350	18,744,077	0.62
41804	PERSONS AGE 65 OR OVER	RPTL 467	24	1,289,855	0.04
41834	ENHANCED STAR	RPTL 425	1,080	69,459,484	2.29
41854	BASIC STAR 1999-2000	RPTL 425	3,281	99,402,622	3.28

Equalized Total Assessed Value 3,032,041,170

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	25	1,251,877	0.04
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	61,020	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	11	1,298,711	0.04
<b>Total Exemptions Exclusive of System Exemptions:</b>				<b>1,517,635,262</b>	<b>50.05</b>
<b>Total System Exemptions:</b>				<b>0</b>	<b>0.00</b>
<b>Totals:</b>				<b>1,517,635,262</b>	<b>50.05</b>

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

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

Equalized Total Assessed Value 2,686,752,088

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	20	17,685,557	0.66
13100	CO - GENERALLY	RPTL 406(1)	22	150,984,100	5.62
13350	CITY - GENERALLY	RPTL 406(1)	137	51,149,400	1.90
13370	CITY - CEMETERY LAND	RPTL 446	11	449,900	0.02
13650	VG - GENERALLY	RPTL 406(1)	1	480,000	0.02
13800	SCHOOL DISTRICT	RPTL 408	8	72,253,000	2.69
13850	BOCES	RPTL 408	2	3,630,000	0.14
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	5,110,000	0.19
14100	USA - GENERALLY	RPTL 400(1)	11	38,708,800	1.44
14110	USA - SPECIFIED USES	STATE L 54	1	3,570,000	0.13
14120	USA - DEFENSE PURPOSES	STATE L 58-g	2	9,520,000	0.35
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	96	161,604,400	6.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	687,000	0.03
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	55	29,702,900	1.11
25120	NONPROF CORP - EDUC/CONST PRO	RPTL 420-a	78	534,310,900	19.89
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	9	1,503,700	0.06
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	18	157,125,900	5.85
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	29	20,695,400	0.77
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	68	45,142,960	1.68
25900	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	24	429,900	0.02
26100	VETERANS ORGANIZATION	RPTL 452	3	132,800	0.00
26250	HISTORICAL SOCIETY	RPTL 444	3	1,760,000	0.07
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	11	4,401,400	0.16
29350	TRUSTEES - HOSP, LIB, PLAYGROU	RPTL 438	1	1,270,000	0.05
38280	MUN HSNGL AUTH - NYS AIDED	PUB HSNGL L 52(4)&(5)	2	10,095,000	0.38
41800	PERSONS AGE 65 OR OVER	RPTL 467	302	15,169,430	0.56
41834	ENHANCED STAR	RPTL 425	861	54,343,775	2.02
41854	BASIC STAR 1989-2000	RPTL 425	2,575	77,225,750	2.87
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	24	1,183,250	0.04

Equalized Total Assessed Value 2,686,752,088

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	6	381,220	0.01
Total Exemptions Exclusive of System Exemptions:				1,470,704,442	54.74
Total System Exemptions:				0	0.00
<b>Totals:</b>				<b>1,470,704,442</b>	<b>54.74</b>

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

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

Equalized Total Assessed Value 345,289,082

School District - 381700 Enlarged Troy CSD

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	4	254,902	0.07
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,277,255	0.37
14100	USA - GENERALLY	RPTL 400(1)	1	832,157	0.24
25110	NONPROF CORP - RELIG/CONST PRO	RPTL 420-a	1	592,941	0.17
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	1	223,529	0.06
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	378,039	0.11
41400	CLERGY	RPTL 460	2	11,764	0.00
41720	AGRICULTURAL DISTRICT	AG-MIKTS L 305	2	156,012	0.05
41800	PERSONS AGE 65 OR OVER	RPTL 467	48	3,574,647	1.04
41804	PERSONS AGE 65 OR OVER	RPTL 467	24	1,289,855	0.37
41834	ENHANCED STAR	RPTL 425	219	15,115,709	4.38
41854	BASIC STAR 1999-2000	RPTL 425	706	22,176,872	6.42
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	68,627	0.02
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	61,020	0.02
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	5	917,491	0.27

<b>Total Exemptions Exclusive of System Exemptions:</b>	<b>1,020</b>	<b>46,930,820</b>	<b>13.59</b>
<b>Total System Exemptions:</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Totals:</b>	<b>1,020</b>	<b>46,930,820</b>	<b>13.59</b>

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

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

# The New York State School Report Card Fiscal Accountability Supplement for TROY CITY SD

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

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$49,917,865	\$25,016,113
	Pupils	4,649	805
	<b>Expenditures Per Pupil</b>	<b>\$10,737</b>	<b>\$31,076</b>
Similar District Group	Instructional Expenditures	\$2,522,161,557	\$1,094,178,000
	Pupils	215,234	34,859
	<b>Expenditures Per Pupil</b>	<b>\$11,718</b>	<b>\$31,389</b>
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	<b>Expenditures Per Pupil</b>	<b>\$12,692</b>	<b>\$32,794</b>
<b>Similar District Group Description: High Need/Resource Capacity Urban or Suburban</b>			

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

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

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

The pupil count for Special Education is a count of K-12 students with disabilities for the 2016-17 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

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

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
<b>Total Expenditures Per Pupil</b>	<b>\$21,541</b>	<b>\$21,867</b>	<b>\$24,712</b>

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

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



# The New York State School Report Card Information about Students with Disabilities for TROY CITY SD

New York State Education Law and the Commissioner's Regulations has required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

Student Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	<b>446</b>	<b>58.07%</b>	<b>47.47%</b>	<b>58.68%</b>
40% to 79%	<b>67</b>	<b>8.72%</b>	<b>18.62%</b>	<b>11.47%</b>
Less than 40%	<b>179</b>	<b>23.31%</b>	<b>23.46%</b>	<b>19.09%</b>
Separate Settings	<b>62</b>	<b>8.07%</b>	<b>7.41%</b>	<b>5.34%</b>
Other Settings	<b>14</b>	<b>1.82%</b>	<b>3.03%</b>	<b>5.42%</b>

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on October 4, 2017. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

## School-age Students with Disabilities Classification Rate

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	<b>15.69%</b>	<b>12.54%</b>	<b>15.26%</b>

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

Similar District Group Description: High Need/Resource Capacity Urban or Suburban
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**TROY CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2017 - 18]**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

**2018-19 ACCOUNTABILITY STATUS BASED ON 2017-18 DATA****TARGET DISTRICT****EM INDICATOR LEVELS**

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

**EM COMPOSITE PERFORMANCE**

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

## EM CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,605	95	1
	Math	1,597	84.5	1
	Science	502	157.3	1
	Combined	3,704	98.9	1
American Indian or Alaska Native	ELA	9	105.6	–
	Math	9	83.3	–
	Science	3	–	–
	Combined	21	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	37	189.2	4
	Math	38	175	4
	Science	15	203.3	4
	Combined	90	185.6	4
Black or African American	ELA	512	70.4	1
	Math	510	55.1	1
	Science	157	118.2	1
	Combined	1,179	70.1	1
Hispanic or Latino	ELA	274	91.2	2
	Math	276	79.9	2
	Science	82	164.6	2
	Combined	632	95.8	2
Multiracial	ELA	124	106.5	2
	Math	124	86.3	2
	Science	45	157.8	2
	Combined	293	105.8	2
White	ELA	674	110.7	2
	Math	666	105.8	2
	Science	214	182.2	2
	Combined	1,554	118.4	2
English Language Learners	ELA	51	61.8	2
	Math	57	51.8	2
	Science	34	145.6	2
	Combined	142	77.8	2
Students with Disabilities	ELA	361	50.4	2
	Math	358	43.2	2
	Science	108	118.1	2
	Combined	827	56.1	2
Economically Disadvantaged	ELA	1,216	78.9	1
	Math	1,209	66.8	1

Subgroup	Subject	Cohort	Index	Level
	Science	365	148.1	1
	Combined	2,790	82.7	1

## EM WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,605	95	2
	Math	1,597	84.5	2
	Science	502	157.3	2
	Combined	1,597	98.9	2
American Indian or Alaska Native	ELA	11	86.4	–
	Math	11	68.2	–
	Science	4	–	–
	Combined	11	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	38	184.2	4
	Math	39	170.5	4
	Science	15	203.3	4
	Combined	39	181.5	4
Black or African American	ELA	512	70.4	2
	Math	510	55.1	2
	Science	157	118.2	2
	Combined	510	70.1	2
Hispanic or Latino	ELA	274	91.2	2
	Math	276	79.9	2
	Science	82	164.6	2
	Combined	276	95.8	2
Multiracial	ELA	124	106.5	2
	Math	124	86.3	2
	Science	45	157.8	2
	Combined	124	105.8	2
White	ELA	674	110.7	3
	Math	666	105.8	3
	Science	214	182.2	3
	Combined	666	118.4	3
English Language Learners	ELA	51	61.8	3
	Math	57	51.8	3
	Science	35	141.4	3
	Combined	57	77.3	3
Students with Disabilities	ELA	361	50.4	2
	Math	359	43	2
	Science	110	115.9	2
	Combined	359	55.9	2
Economically Disadvantaged	ELA	1,216	78.9	2
	Math	1,209	66.8	2

Subgroup	Subject	Cohort	Index	Level
	Science	365	148.1	2
	Combined	1,209	82.7	2

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	330,549	6,497	50.9	3
American Indian or Alaska Native	–	22	–	–
Asian or Native Hawaiian/Other Pacific Islander	5,086	86	59.1	4
Black or African American	108,369	2,183	49.6	2
Hispanic or Latino	53,850	1,065	50.6	3
Multiracial	18,906	388	48.7	2
White	142,957	2,753	51.9	3
English Language Learners	6,448	125	51.6	3
Students with Disabilities	53,601	1,082	49.5	2
Economically Disadvantaged	241,705	4,851	49.8	2

**EM COMPOSITE PERFORMANCE AND GROWTH COMBINED**

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

**EM ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	61	48%	41%	0.9	2
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	3	–	–	–	–
Black or African American	5	–	–	–	–
Hispanic or Latino	33	51%	37%	0.7	2
Multiracial	1	–	–	–	–
White	19	–	–	–	–
English Language Learners	61	48%	41%	0.9	2
Students with Disabilities	10	–	–	–	–
Economically Disadvantaged	61	48%	41%	0.9	2

## EM PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	83.7	1,605	95	88.4%	100.7%	117.3	158.7	200	2	2
	Math	66.5	1,597	84.5	71.8%	103.3%	119.4	159.7	200	2	2
American Indian or Alaska Native	ELA	—	11	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	149	38	184.2	151%	155.1%	162.6	181.3	200	4	3
	Math	156.9	39	170.5	158.6%	173%	177.5	188.8	200	2	3
Black or African American	ELA	63.3	512	70.4	68.8%	93.9%	111.6	155.8	200	2	2
	Math	42.5	510	55.1	48.8%	83.1%	102.6	151.3	200	2	2
Hispanic or Latino	ELA	78.7	274	91.2	83.6%	90.8%	109	154.5	200	3	2
	Math	59	276	79.9	64.6%	87%	105.8	152.9	200	2	2
Multiracial	ELA	85	124	106.5	89.6%	97.6%	114.6	157.3	200	3	2
	Math	56	124	86.3	61.8%	99.3%	116.1	158.1	200	2	2
White	ELA	98.7	674	110.7	102.8%	98%	115	157.5	200	3	2
	Math	87.5	666	105.8	92%	106.3%	121.9	161	200	2	2
English Language Learners	ELA	42.4	51	61.8	48.7%	60.8%	84	142	200	3	2
	Math	58.5	57	51.8	64.2%	77.9%	98.2	149.1	200	1	2
Students with Disabilities	ELA	39.3	361	50.4	45.7%	54.4%	78.6	139.3	200	2	2
	Math	34.4	359	43	41%	54.4%	78.6	139.3	200	2	2
Economically Disadvantaged	ELA	68.1	1,216	78.9	73.4%	90.7%	108.9	154.5	200	2	2
	Math	52.1	1,209	66.8	58%	89.4%	107.8	153.9	200	2	2

## EM CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	35.3	2,588	919	35.5%	34.1%	15%	13.3%	9.2%	5%	1
American Indian or Alaska Native	—	14	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	31	7	22.6%	26.1%	8.3%	7.7%	6.4%	5%	2
Black or African American	37.9	791	305	38.6%	36.6%	20.8%	18.2%	11.6%	5%	1
Hispanic or Latino	42.3	502	217	43.2%	40.8%	20.4%	17.8%	11.4%	5%	1
Multiracial	36.3	244	94	38.5%	35%	17%	15%	10%	5%	1
White	30	1,013	292	28.8%	29%	10.7%	9.7%	7.4%	5%	2
English Language Learners	25.6	104	32	30.8%	24.8%	18.1%	15.9%	10.5%	5%	1
Students with Disabilities	44.1	487	220	45.2%	42.5%	22.2%	19.3%	12.2%	5%	1
Economically Disadvantaged	40.9	2,029	861	42.4%	39.5%	20.5%	17.9%	11.5%	5%	1

**EM ELA PARTICIPATION RATE**

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✓	1,795	97%
American Indian or Alaska Native	–	5	–
Asian or Native Hawaiian/Other Pacific Islander	–	17	–
Black or African American	✓	568	97.4%
Hispanic or Latino	✓	326	98.8%
Multiracial	✓	143	97.2%
White	✓	736	95.9%
English Language Learners	✓	56	100%
Students with Disabilities	✓	386	95.1%
Economically Disadvantaged	✓	1,380	97%

**EM MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95%	Enrollment	Participation Rate
All Students	✓	1,792	96.5%
American Indian or Alaska Native	–	5	–
Asian or Native Hawaiian/Other Pacific Islander	–	17	–
Black or African American	✓	568	97.4%
Hispanic or Latino	✓	325	98.5%
Multiracial	✓	141	97.2%
White	✓	736	94.8%
English Language Learners	✓	56	100%
Students with Disabilities	✓	387	94.6%
Economically Disadvantaged	✓	1,376	96.4%

**RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA**

Grade	Number Taking NYSESLAT
Grade 3	3
Grade 4	2
Grade 5	2
Grade 6	3
Grade 7	3
Grade 8	3



**HS INDICATOR LEVELS**

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

## HS COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	308	176.1	173.2	2
	Math	308	135.9	173.2	2
	Science	308	201.3	173.2	2
	Social Studies	308	220.6	173.2	2
American Indian or Alaska Native	ELA	1	–	–	–
	Math	1	–	–	–
	Science	1	–	–	–
	Social Studies	1	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	184.6	188	3
	Math	13	169.2	188	3
	Science	13	200	188	3
	Social Studies	13	230.8	188	3
Black or African American	ELA	101	148.5	154.8	2
	Math	101	114.4	154.8	2
	Science	101	195	154.8	2
	Social Studies	101	214.9	154.8	2
Hispanic or Latino	ELA	40	167.5	157.8	2
	Math	40	108.8	157.8	2
	Science	40	188.8	157.8	2
	Social Studies	40	213.8	157.8	2
Multiracial	ELA	22	120.5	121.7	1
	Math	22	77.3	121.7	1
	Science	22	161.4	121.7	1
	Social Studies	22	179.5	121.7	1
White	ELA	150	196.7	189.9	3
	Math	150	157	189.9	3
	Science	150	210.3	189.9	3
	Social Studies	150	227.3	189.9	3
English Language Learners	ELA	19	105.3	127.2	4
	Math	19	105.3	127.2	4
	Science	19	165.8	127.2	4
	Social Studies	19	181.6	127.2	4
Students with Disabilities	ELA	44	120.5	132.5	4
	Math	44	101.1	132.5	4
	Science	44	165.9	132.5	4
	Social Studies	44	195.5	132.5	4
Economically Disadvantaged	ELA	191	156.3	158.9	2
	Math	191	121.2	158.9	2

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Science	191	192.7	158.9	2
	Social Studies	191	212	158.9	2

### HS GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	83.2%	323	85.8%	83.7%	82.3%	84.4%	89.7%	95%	4	3
	5-Year	84.4%	289	85.1%	84.9%	84.5%	86.4%	91.2%	96%	3	3
	6-Year	84.2%	302	84.4%	84.7%	84.6%	86.7%	91.9%	97%	1	3
American Indian or Alaska Native	4-Year	—	3	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—
	6-Year	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	11	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	8	—	—	—	—	—	—	—	—
Black or African American	4-Year	87.4%	93	80.6%	87.7%	72.4%	76.2%	85.6%	95%	3	3
	5-Year	84.6%	94	88.3%	85.1%	75.9%	79.3%	87.7%	96%	4	3
	6-Year	84.7%	104	84.6%	85.2%	76%	79.5%	88.3%	97%	3	3
Hispanic or Latino	4-Year	86.1%	42	90.5%	86.5%	72.2%	76%	85.5%	95%	4	3
	5-Year	74.4%	36	88.9%	75.3%	74.8%	78.3%	87.2%	96%	4	3
	6-Year	72.7%	43	74.4%	73.7%	75.2%	78.8%	87.9%	97%	2	3
Multiracial	4-Year	55%	24	54.2%	56.6%	83.2%	85.2%	90.1%	95%	1	1
	5-Year	—	—	—	—	—	—	—	—	—	1
	6-Year	—	—	—	—	—	—	—	—	—	1
White	4-Year	83.3%	167	88.6%	83.8%	90%	90.8%	92.9%	95%	2	1
	5-Year	86.1%	142	85.2%	86.5%	91.3%	92.1%	94.1%	96%	1	1
	6-Year	85.7%	144	86.1%	86.2%	91%	92%	94.5%	97%	1	1
English Language Learners	4-Year	—	19	84.2%	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—
	6-Year	—	11	—	—	—	—	—	—	—	—
Students with Disabilities	4-Year	58.7%	50	62%	60.2%	58.2%	64.4%	79.7%	95%	3	3
	5-Year	73.2%	42	64.3%	74.1%	61.6%	67.4%	81.7%	96%	2	3
	6-Year	69.7%	54	74.1%	70.8%	59.9%	66.1%	81.6%	97%	4	3
Economically Disadvantaged	4-Year	78.3%	201	79.6%	79%	76.1%	79.2%	87.1%	95%	4	3
	5-Year	79.1%	181	80.1%	79.8%	79.7%	82.4%	89.2%	96%	3	3
	6-Year	79.3%	190	79.5%	80%	80%	82.8%	89.9%	97%	1	3

**HS COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED**

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

**HS ELP**

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	39	44%	51%	1.2	3
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	0	–	–	–	–
Black or African American	2	–	–	–	–
Hispanic or Latino	9	–	–	–	–
Multiracial	0	–	–	–	–
White	8	–	–	–	–
English Language Learners	39	44%	51%	1.2	3
Students with Disabilities	3	–	–	–	–
Economically Disadvantaged	36	45%	56%	1.2	3

## HS PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level	Average Of Levels
All Students	ELA	179.5	308	176.1	180.9%	189.4%	193.6	204.3	215	1	1
	Math	136.5	308	135.9	139%	149.1%	157.6	178.8	200	2*	1
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	13	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—
Black or African American	ELA	163	101	148.5	165.1%	160.4%	169.5	192.3	215	1	1
	Math	119.8	101	114.4	123%	112.9%	127.4	163.7	200	2	1
Hispanic or Latino	ELA	140	40	167.5	143%	163.4%	172	193.5	215	3	2
	Math	112.5	40	108.8	116%	120.7%	133.9	167	200	2*	2
Multiracial	ELA	—	22	—	—	—	—	—	—	—	—
	Math	—	22	—	—	—	—	—	—	—	—
White	ELA	206.2	150	196.7	206.6%	207.8%	209	212	215	1	1
	Math	157.5	150	157	159.2%	166.4%	172	186	200	2*	1
English Language Learners	ELA	—	19	—	—	—	—	—	—	—	—
	Math	—	19	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	122.7	44	120.5	126.4%	116.3%	132.8	173.9	215	2	2
	Math	84.1	44	101.1	88.7%	86%	105	152.5	200	3	2
Economically Disadvantaged	ELA	158.2	191	156.3	160.5%	168.8%	176.5	195.8	215	1	1
	Math	123.2	191	121.2	126.3%	127.9%	139.9	170	200	2*	1

\*Although this subgroup did not meet a MIP in Math, it has been assigned a Level 2 for math because the subgroup met or exceeded a minimum Index established by the Commissioner.

## HS CHRONIC ABSENTEEISM

Subgroup	Baseline	Expected Attendance Days	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	31.8	1,345	434	32.3%	30.7%	23.4%	20.4%	12.7%	5%	1
American Indian or Alaska Native	—	7	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	47	—	—	—	—	—	—	—	—
Black or African American	35.2	458	174	38%	34%	32.7%	28.1%	16.6%	5%	1
Hispanic or Latino	42.6	189	75	39.7%	41.1%	32.8%	28.2%	16.6%	5%	2
Multiracial	31.7	66	22	33.3%	30.6%	23.9%	20.8%	12.9%	5%	1
White	26.1	605	155	25.6%	25.3%	16.1%	14.3%	9.7%	5%	1
English Language Learners	28.9	33	14	42.4%	27.9%	35.1%	30.1%	17.6%	5%	1
Students with Disabilities	46.2	192	81	42.2%	44.6%	34%	29.2%	17.1%	5%	2
Economically Disadvantaged	38.5	932	365	39.2%	37.2%	31.3%	26.9%	16%	5%	1

## CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	End Goal	Level
All Students	134.6	131.2	136.2	128.2	136	155.5	175	2
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—
Black or African American	107.5	112.9	110.2	98	110.8	142.9	175	4
Hispanic or Latino	117.4	129.5	119.7	101.4	113.6	144.3	175	4
Multiracial	—	—	—	—	—	—	—	—
White	158.4	144.6	159.1	148.6	153	164	175	1
English Language Learners	—	—	—	—	—	—	—	—
Students with Disabilities	83.7	96.6	87.4	72.2	89.3	132.2	175	4
Economically Disadvantaged	114.1	114.4	116.5	110.2	121	148	175	2

## CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight
All Students	349	0	163	14	111	0
Asian or Native Hawaiian/Other Pacific Islander	16	0	—	—	—	—
Black or African American	116	0	34	6	54	0
Hispanic or Latino	44	0	18	2	18	0
Multiracial	26	0	—	—	—	—
White	168	0	102	4	33	0
English Language Learners	22	0	—	—	—	—
Students with Disabilities	58	0	12	12	14	0
Economically Disadvantaged	222	0	74	12	88	0

## HS ELA PARTICIPATION RATE

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	314	99.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	✓	106	100%
Hispanic or Latino	✓	41	100%
Multiracial	—	11	—
White	✓	148	99.3%
English Language Learners	—	5	—
Students with Disabilities	✓	41	97.6%
Economically Disadvantaged	✓	196	99.5%

**HS MATHEMATICS PARTICIPATION RATE**

Subgroup	Tested 95%	12th Grade Enrollment	Participation Rate
All Students	✓	314	99.7%
American Indian or Alaska Native	—	0	—
Asian or Native Hawaiian/Other Pacific Islander	—	8	—
Black or African American	✓	106	100%
Hispanic or Latino	✓	41	100%
Multiracial	—	11	—
White	✓	148	99.3%
English Language Learners	—	5	—
Students with Disabilities	✓	41	97.6%
Economically Disadvantaged	✓	196	99.5%

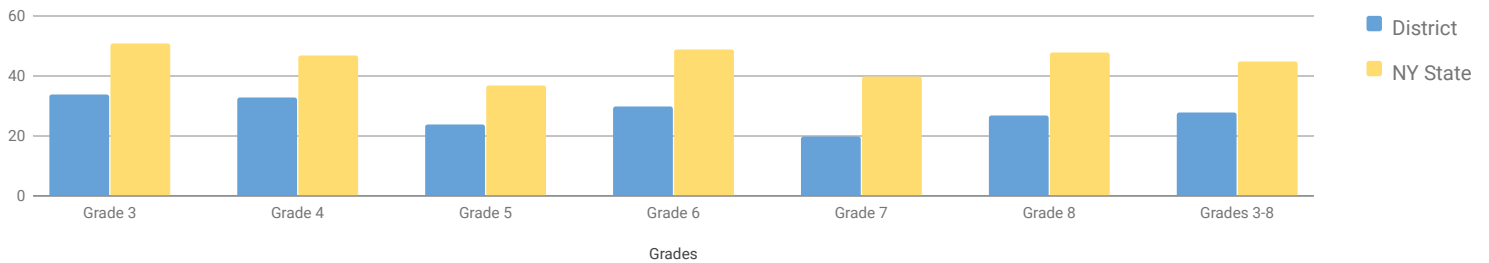
**STAFF QUALIFICATIONS (2017-18)**

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	94	26%	3	38%	1	0%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

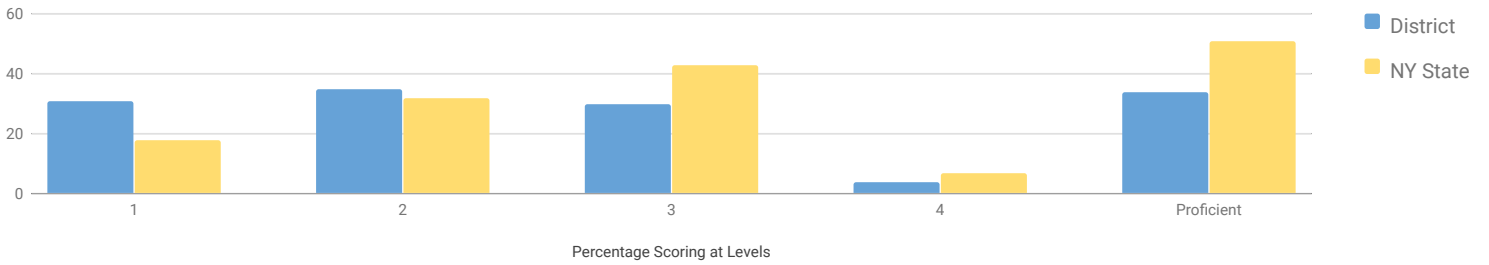
**GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)**

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	18	305	94	31%	107	35%	92	30%	12	4%	104	34%
Grade 4	16	292	102	35%	93	32%	63	22%	34	12%	97	33%
Grade 5	24	288	146	51%	74	26%	35	12%	33	11%	68	24%
Grade 6	17	288	133	46%	70	24%	45	16%	40	14%	85	30%
Grade 7	25	281	152	54%	73	26%	36	13%	20	7%	56	20%
Grade 8	24	225	74	33%	91	40%	39	17%	21	9%	60	27%
Grades 3-8	124	1,679	701	42%	508	30%	310	18%	160	10%	470	28%

**GRADE 3 ELA RESULTS**

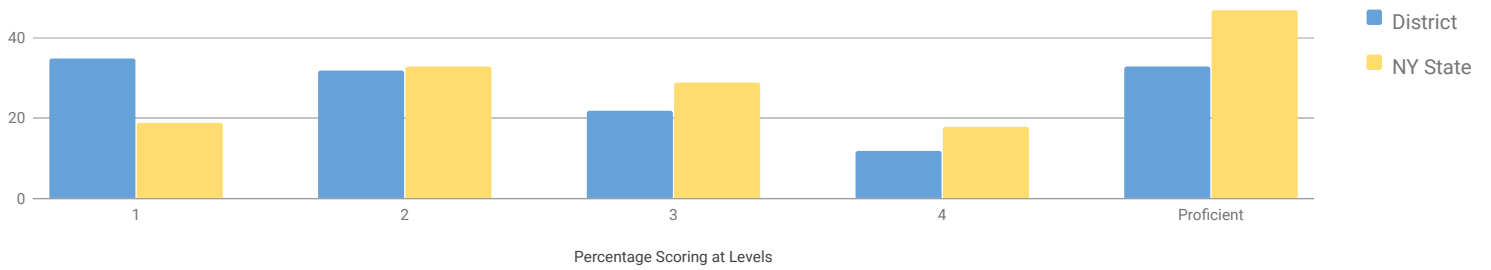


**MEAN SCORE: 592**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	305	94	31%	107	35%	92	30%	12	4%	104	34%
General Education	7	242	61	25%	83	34%	86	36%	12	5%	98	40%
Students with Disabilities	11	63	33	52%	24	38%	6	10%	0	0%	6	10%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	87	35	40%	31	36%	21	24%	0	0%	21	24%
Hispanic or Latino	7	53	17	32%	21	40%	14	26%	1	2%	15	28%
White	8	124	35	28%	38	31%	42	34%	9	7%	51	41%
Multiracial	—	39	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	41	7	17%	17	41%	15	37%	2	5%	17	41%
Female	6	145	34	23%	45	31%	58	40%	8	6%	66	46%
Male	12	160	60	38%	62	39%	34	21%	4	3%	38	24%
English Language Learners	4	6	3	50%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learners	14	299	91	30%	105	35%	91	30%	12	4%	103	34%
Economically Disadvantaged	17	241	82	34%	90	37%	63	26%	6	2%	69	29%
Not Economically Disadvantaged	1	64	12	19%	17	27%	29	45%	6	9%	35	55%
Not Migrant	18	305	94	31%	107	35%	92	30%	12	4%	104	34%
Homeless	1	16	6	38%	10	63%	0	0%	0	0%	0	0%
Not Homeless	17	289	88	30%	97	34%	92	32%	12	4%	104	36%
Not in Foster Care	18	305	94	31%	107	35%	92	30%	12	4%	104	34%
Parent Not in Armed Forces	18	305	94	31%	107	35%	92	30%	12	4%	104	34%



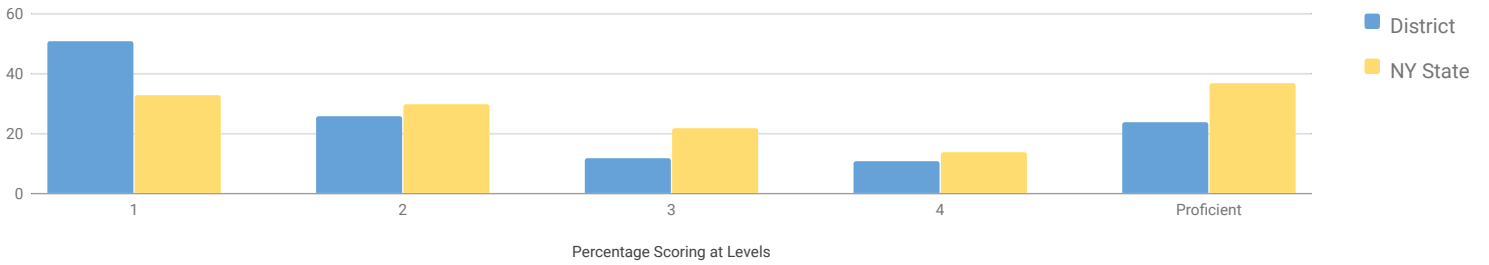
**GRADE 4 ELA RESULTS**



**MEAN SCORE: 592**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	292	102	35%	93	32%	63	22%	34	12%	97	33%
General Education	9	238	65	27%	79	33%	62	26%	32	13%	94	39%
Students with Disabilities	7	54	37	69%	14	26%	1	2%	2	4%	3	6%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	4	87	42	48%	25	29%	14	16%	6	7%	20	23%
Hispanic or Latino	3	59	17	29%	23	39%	14	24%	5	8%	19	32%
White	7	110	31	28%	33	30%	25	23%	21	19%	46	42%
Multiracial	—	34	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	36	12	33%	12	33%	10	28%	2	6%	12	33%
Female	7	136	43	32%	52	38%	26	19%	15	11%	41	30%
Male	9	156	59	38%	41	26%	37	24%	19	12%	56	36%
English Language Learners	2	12	4	33%	6	50%	2	17%	0	0%	2	17%
Non-English Language Learners	14	280	98	35%	87	31%	61	22%	34	12%	95	34%
Economically Disadvantaged	14	226	91	40%	77	34%	41	18%	17	8%	58	26%
Not Economically Disadvantaged	2	66	11	17%	16	24%	22	33%	17	26%	39	59%
Not Migrant	16	292	102	35%	93	32%	63	22%	34	12%	97	33%
Homeless	1	17	9	53%	6	35%	2	12%	0	0%	2	12%
Not Homeless	15	275	93	34%	87	32%	61	22%	34	12%	95	35%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	291	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	16	292	102	35%	93	32%	63	22%	34	12%	97	33%

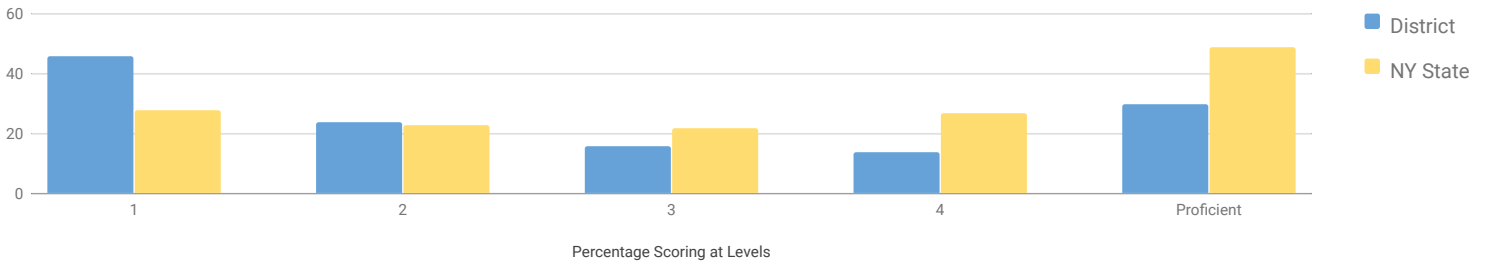
**GRADE 5 ELA RESULTS**



**MEAN SCORE: 594**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	288	146	51%	74	26%	35	12%	33	11%	68	24%
General Education	8	243	104	43%	72	30%	35	14%	32	13%	67	28%
Students with Disabilities	16	45	42	93%	2	4%	0	0%	1	2%	1	2%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	4	97	49	51%	26	27%	13	13%	9	9%	22	23%
Hispanic or Latino	8	56	32	57%	13	23%	6	11%	5	9%	11	20%
White	11	114	58	51%	28	25%	12	11%	16	14%	28	25%
Multiracial	1	15	7	47%	5	33%	1	7%	2	13%	3	20%
Small Group Total	0	6	0	0%	2	33%	3	50%	1	17%	4	67%
Female	6	151	71	47%	36	24%	22	15%	22	15%	44	29%
Male	18	137	75	55%	38	28%	13	9%	11	8%	24	18%
English Language Learners	2	7	5	71%	2	29%	0	0%	0	0%	0	0%
Non-English Language Learners	22	281	141	50%	72	26%	35	12%	33	12%	68	24%
Economically Disadvantaged	17	219	128	58%	56	26%	20	9%	15	7%	35	16%
Not Economically Disadvantaged	7	69	18	26%	18	26%	15	22%	18	26%	33	48%
Not Migrant	24	288	146	51%	74	26%	35	12%	33	11%	68	24%
Homeless	1	22	14	64%	7	32%	1	5%	0	0%	1	5%
Not Homeless	23	266	132	50%	67	25%	34	13%	33	12%	67	25%
Not in Foster Care	24	288	146	51%	74	26%	35	12%	33	11%	68	24%
Parent Not in Armed Forces	24	288	146	51%	74	26%	35	12%	33	11%	68	24%

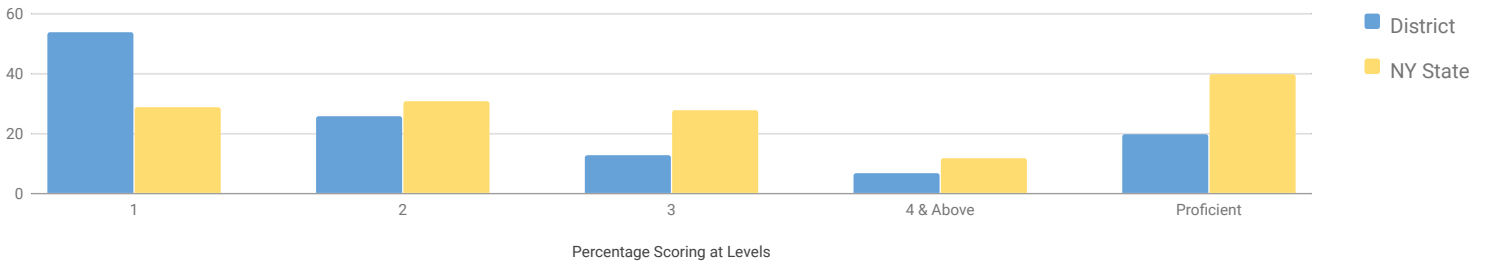
**GRADE 6 ELA RESULTS**



**MEAN SCORE: 591**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	17	288	133	46%	70	24%	45	16%	40	14%	85	30%
General Education	6	229	82	36%	64	28%	44	19%	39	17%	83	36%
Students with Disabilities	11	59	51	86%	6	10%	1	2%	1	2%	2	3%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	96	62	65%	19	20%	11	11%	4	4%	15	16%
Hispanic or Latino	3	55	24	44%	15	27%	11	20%	5	9%	16	29%
White	7	110	36	33%	32	29%	19	17%	23	21%	42	38%
Multiracial	—	23	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	27	11	41%	4	15%	4	15%	8	30%	12	44%
Female	5	144	60	42%	36	25%	18	13%	30	21%	48	33%
Male	12	144	73	51%	34	24%	27	19%	10	7%	37	26%
English Language Learners	3	6	4	67%	2	33%	0	0%	0	0%	0	0%
Non-English Language Learners	14	282	129	46%	68	24%	45	16%	40	14%	85	30%
Economically Disadvantaged	15	227	124	55%	51	22%	34	15%	18	8%	52	23%
Not Economically Disadvantaged	2	61	9	15%	19	31%	11	18%	22	36%	33	54%
Not Migrant	17	288	133	46%	70	24%	45	16%	40	14%	85	30%
Homeless	1	23	16	70%	4	17%	1	4%	2	9%	3	13%
Not Homeless	16	265	117	44%	66	25%	44	17%	38	14%	82	31%
In Foster Care	—	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	286	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	17	288	133	46%	70	24%	45	16%	40	14%	85	30%

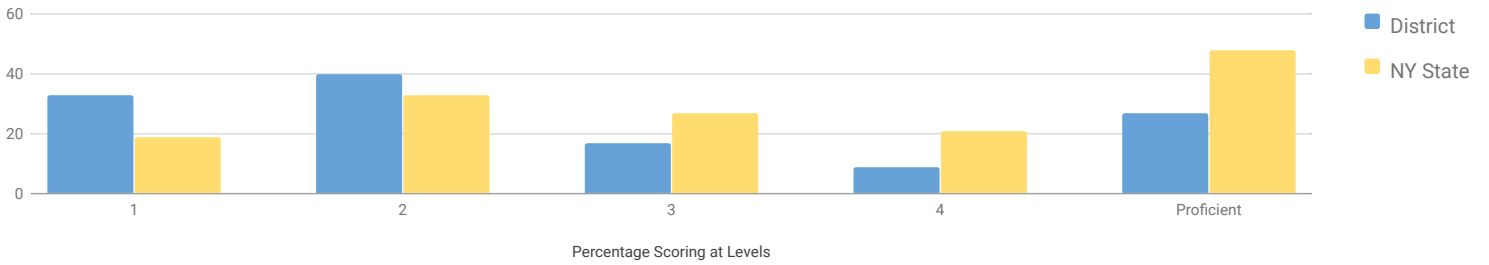
**GRADE 7 ELA RESULTS**



**MEAN SCORE: 588**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	281	152	54%	73	26%	36	13%	20	7%	56	20%
General Education	12	227	107	47%	65	29%	35	15%	20	9%	55	24%
Students with Disabilities	13	54	45	83%	8	15%	1	2%	0	0%	1	2%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	6	94	55	59%	28	30%	11	12%	0	0%	11	12%
Hispanic or Latino	5	47	29	62%	13	28%	5	11%	0	0%	5	11%
White	12	125	62	50%	28	22%	19	15%	16	13%	35	28%
Multiracial	—	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	15	6	40%	4	27%	1	7%	4	27%	5	33%
Female	12	129	54	42%	38	29%	24	19%	13	10%	37	29%
Male	13	152	98	64%	35	23%	12	8%	7	5%	19	13%
English Language Learners	3	5	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	22	276	147	53%	73	26%	36	13%	20	7%	56	20%
Economically Disadvantaged	20	217	132	61%	61	28%	18	8%	6	3%	24	11%
Not Economically Disadvantaged	5	64	20	31%	12	19%	18	28%	14	22%	32	50%
Not Migrant	25	281	152	54%	73	26%	36	13%	20	7%	56	20%
Homeless	2	15	10	67%	5	33%	0	0%	0	0%	0	0%
Not Homeless	23	266	142	53%	68	26%	36	14%	20	8%	56	21%
Not in Foster Care	25	281	152	54%	73	26%	36	13%	20	7%	56	20%
Parent Not in Armed Forces	25	281	152	54%	73	26%	36	13%	20	7%	56	20%

**GRADE 8 ELA RESULTS**

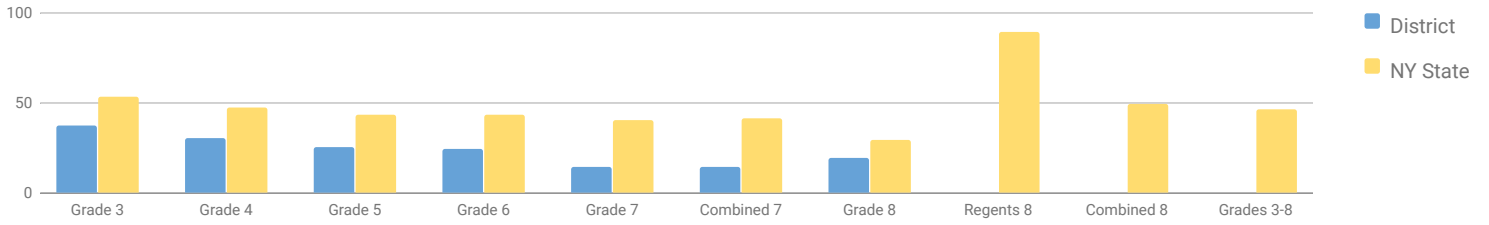


**MEAN SCORE: 589**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	225	74	33%	91	40%	39	17%	21	9%	60	27%
General Education	10	183	44	24%	79	43%	39	21%	21	11%	60	33%
Students with Disabilities	14	42	30	71%	12	29%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	8	80	41	51%	29	36%	9	11%	1	1%	10	13%
Hispanic or Latino	4	27	8	30%	12	44%	4	15%	3	11%	7	26%
White	11	102	21	21%	44	43%	21	21%	16	16%	37	36%
Multiracial	—	13	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	16	4	25%	6	38%	5	31%	1	6%	6	38%
Female	12	107	23	21%	45	42%	25	23%	14	13%	39	36%
Male	12	118	51	43%	46	39%	14	12%	7	6%	21	18%
English Language Learners	—	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	—	221	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	16	157	68	43%	59	38%	23	15%	7	4%	30	19%
Not Economically Disadvantaged	8	68	6	9%	32	47%	16	24%	14	21%	30	44%
Not Migrant	24	225	74	33%	91	40%	39	17%	21	9%	60	27%
Homeless	2	18	13	72%	2	11%	2	11%	1	6%	3	17%
Not Homeless	22	207	61	29%	89	43%	37	18%	20	10%	57	28%
Not in Foster Care	22	225	74	33%	91	40%	39	17%	21	9%	60	27%
Parent Not in Armed Forces	24	225	74	33%	91	40%	39	17%	21	9%	60	27%

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

Percent Proficient

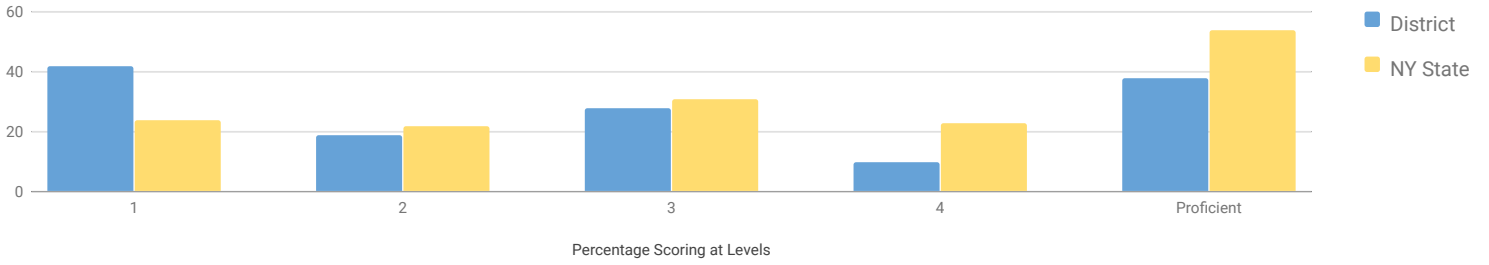


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	12	306	130	42%	59	19%	86	28%	31	10%	117	38%
Grade 4	15	293	117	40%	86	29%	52	18%	38	13%	90	31%
Grade 5	25	290	160	55%	54	19%	37	13%	39	13%	76	26%
Grade 6	16	288	151	52%	66	23%	47	16%	24	8%	71	25%
Grade 7	25	280	186	66%	53	19%	29	10%	12	4%	41	15%
Combined 7	25	280	186	66%	53	19%	29	10%	12	4%	41	15%
Grade 8	24	224	119	53%	60	27%	30	13%	15	7%	45	20%
Regents 8	-	1	-	-	-	-	-	-	-	-	-	-
Combined 8	-	225	-	-	-	-	-	-	-	-	-	-
Grades 3-8	-	1,682	-	-	-	-	-	-	-	-	-	-

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.

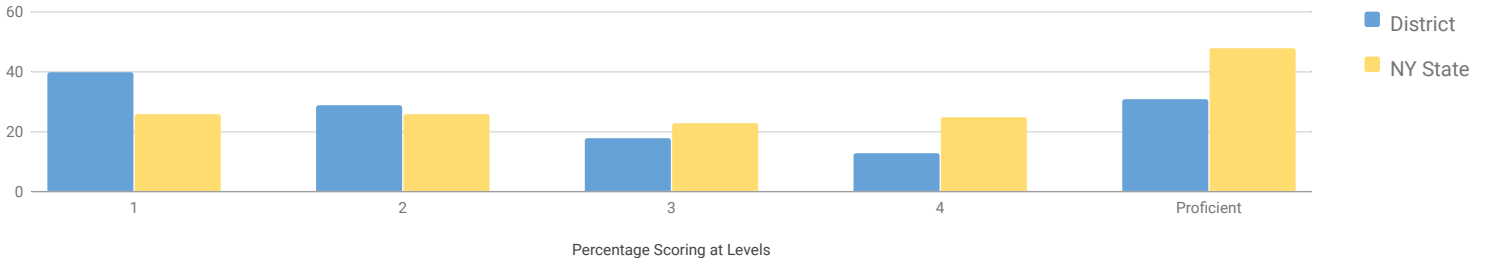
**GRADE 3 MATH RESULTS**



**MEAN SCORE: 590**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	306	130	42%	59	19%	86	28%	31	10%	117	38%
General Education	4	241	81	34%	51	21%	78	32%	31	13%	109	45%
Students with Disabilities	8	65	49	75%	8	12%	8	12%	0	0%	8	12%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	2	88	49	56%	19	22%	17	19%	3	3%	20	23%
Hispanic or Latino	4	53	22	42%	12	23%	17	32%	2	4%	19	36%
White	6	124	43	35%	23	19%	38	31%	20	16%	58	47%
Multiracial	—	39	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	41	16	39%	5	12%	14	34%	6	15%	20	49%
Female	5	144	55	38%	24	17%	44	31%	21	15%	65	45%
Male	7	162	75	46%	35	22%	42	26%	10	6%	52	32%
English Language Learners	0	9	6	67%	1	11%	2	22%	0	0%	2	22%
Non-English Language Learners	12	297	124	42%	58	20%	84	28%	31	10%	115	39%
Economically Disadvantaged	10	243	118	49%	50	21%	58	24%	17	7%	75	31%
Not Economically Disadvantaged	2	63	12	19%	9	14%	28	44%	14	22%	42	67%
Not Migrant	12	306	130	42%	59	19%	86	28%	31	10%	117	38%
Homeless	0	17	12	71%	2	12%	3	18%	0	0%	3	18%
Not Homeless	12	289	118	41%	57	20%	83	29%	31	11%	114	39%
Not in Foster Care	12	306	130	42%	59	19%	86	28%	31	10%	117	38%
Parent Not in Armed Forces	12	306	130	42%	59	19%	86	28%	31	10%	117	38%

**GRADE 4 MATH RESULTS**

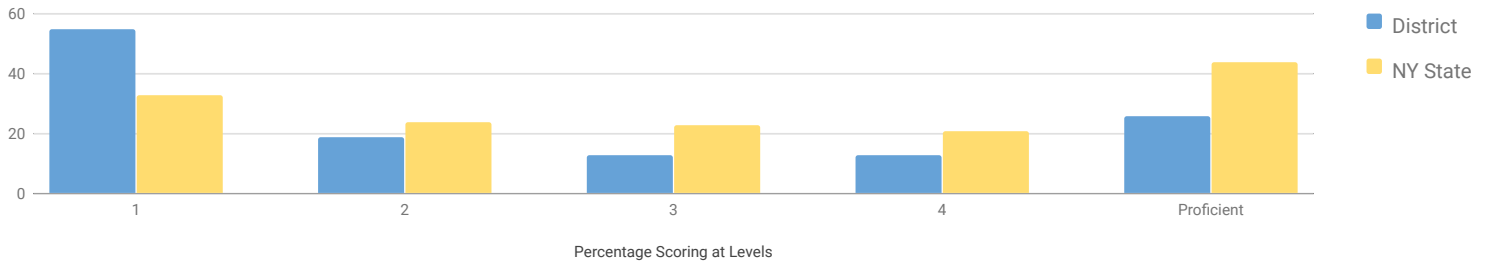


**MEAN SCORE: 591**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	293	117	40%	86	29%	52	18%	38	13%	90	31%
General Education	9	237	72	30%	79	33%	49	21%	37	16%	86	36%
Students with Disabilities	6	56	45	80%	7	13%	3	5%	1	2%	4	7%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	89	51	57%	22	25%	10	11%	6	7%	16	18%
Hispanic or Latino	1	61	21	34%	20	33%	16	26%	4	7%	20	33%
White	9	108	30	28%	33	31%	21	19%	24	22%	45	42%
Multiracial	—	33	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	35	15	43%	11	31%	5	14%	4	11%	9	26%
Female	7	137	63	46%	42	31%	18	13%	14	10%	32	23%
Male	8	156	54	35%	44	28%	34	22%	24	15%	58	37%
English Language Learners	0	14	8	57%	4	29%	1	7%	1	7%	2	14%
Non-English Language Learners	15	279	109	39%	82	29%	51	18%	37	13%	88	32%
Economically Disadvantaged	13	227	102	45%	70	31%	38	17%	17	7%	55	24%
Not Economically Disadvantaged	2	66	15	23%	16	24%	14	21%	21	32%	35	53%
Not Migrant	15	293	117	40%	86	29%	52	18%	38	13%	90	31%
Homeless	0	18	11	61%	4	22%	2	11%	1	6%	3	17%
Not Homeless	15	275	106	39%	82	30%	50	18%	37	13%	87	32%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	292	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	15	293	117	40%	86	29%	52	18%	38	13%	90	31%



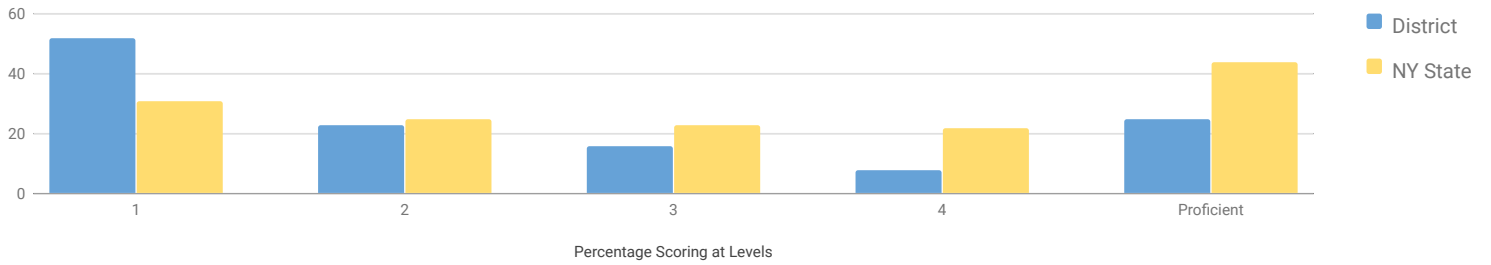
**GRADE 5 MATH RESULTS**



**MEAN SCORE: 591**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	290	160	55%	54	19%	37	13%	39	13%	76	26%
General Education	10	243	116	48%	52	21%	36	15%	39	16%	75	31%
Students with Disabilities	15	47	44	94%	2	4%	1	2%	0	0%	1	2%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	5	97	56	58%	21	22%	9	9%	11	11%	20	21%
Hispanic or Latino	6	58	41	71%	5	9%	4	7%	8	14%	12	21%
White	13	114	51	45%	25	22%	20	18%	18	16%	38	33%
Multiracial	1	15	11	73%	2	13%	1	7%	1	7%	2	13%
Small Group Total	0	6	1	17%	1	17%	3	50%	1	17%	4	67%
Female	8	151	82	54%	25	17%	21	14%	23	15%	44	29%
Male	17	139	78	56%	29	21%	16	12%	16	12%	32	23%
English Language Learners	0	9	8	89%	1	11%	0	0%	0	0%	0	0%
Non-English Language Learners	25	281	152	54%	53	19%	37	13%	39	14%	76	27%
Economically Disadvantaged	17	221	143	65%	44	20%	15	7%	19	9%	34	15%
Not Economically Disadvantaged	8	69	17	25%	10	14%	22	32%	20	29%	42	61%
Not Migrant	25	290	160	55%	54	19%	37	13%	39	13%	76	26%
Homeless	1	22	17	77%	4	18%	0	0%	1	5%	1	5%
Not Homeless	24	268	143	53%	50	19%	37	14%	38	14%	75	28%
Not in Foster Care	25	290	160	55%	54	19%	37	13%	39	13%	76	26%
Parent Not in Armed Forces	25	290	160	55%	54	19%	37	13%	39	13%	76	26%

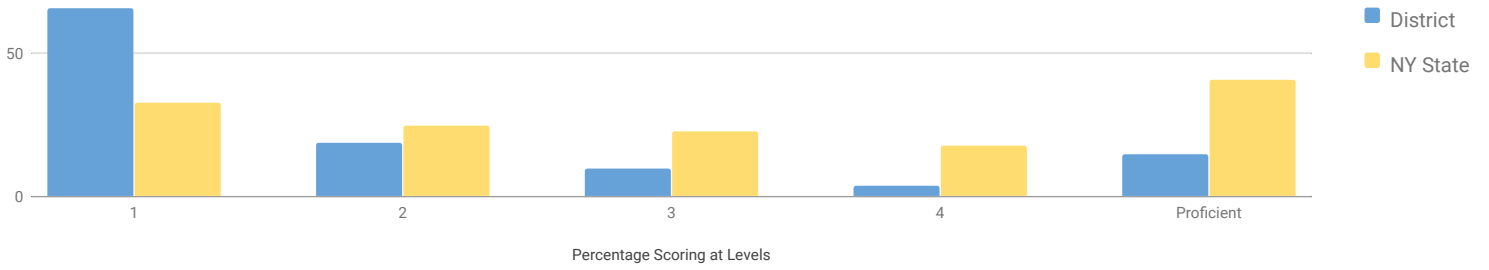
**GRADE 6 MATH RESULTS**



**MEAN SCORE: 589**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	288	151	52%	66	23%	47	16%	24	8%	71	25%
General Education	5	230	102	44%	59	26%	45	20%	24	10%	69	30%
Students with Disabilities	11	58	49	84%	7	12%	2	3%	0	0%	2	3%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	6	94	67	71%	16	17%	9	10%	2	2%	11	12%
Hispanic or Latino	2	57	34	60%	11	19%	7	12%	5	9%	12	21%
White	5	110	40	36%	32	29%	25	23%	13	12%	38	35%
Multiracial	—	23	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	27	10	37%	7	26%	6	22%	4	15%	10	37%
Female	6	144	75	52%	33	23%	26	18%	10	7%	36	25%
Male	10	144	76	53%	33	23%	21	15%	14	10%	35	24%
English Language Learners	1	8	8	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	15	280	143	51%	66	24%	47	17%	24	9%	71	25%
Economically Disadvantaged	14	227	138	61%	49	22%	29	13%	11	5%	40	18%
Not Economically Disadvantaged	2	61	13	21%	17	28%	18	30%	13	21%	31	51%
Not Migrant	16	288	151	52%	66	23%	47	16%	24	8%	71	25%
Homeless	1	23	16	70%	3	13%	3	13%	1	4%	4	17%
Not Homeless	15	265	135	51%	63	24%	44	17%	23	9%	67	25%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	287	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	16	288	151	52%	66	23%	47	16%	24	8%	71	25%

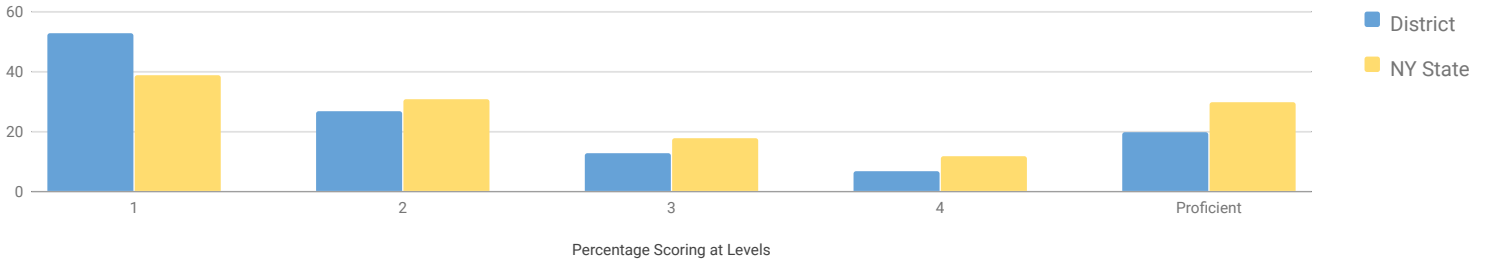
**GRADE 7 MATH RESULTS**



**MEAN SCORE: 586**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	280	186	66%	53	19%	29	10%	12	4%	41	15%
General Education	10	228	135	59%	52	23%	29	13%	12	5%	41	18%
Students with Disabilities	15	52	51	98%	1	2%	0	0%	0	0%	0	0%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	6	94	69	73%	20	21%	4	4%	1	1%	5	5%
Hispanic or Latino	3	49	38	78%	9	18%	1	2%	1	2%	2	4%
White	15	122	70	57%	24	20%	20	16%	8	7%	28	23%
Multiracial	—	11	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	15	9	60%	0	0%	4	27%	2	13%	6	40%
Female	10	130	77	59%	24	18%	22	17%	7	5%	29	22%
Male	15	150	109	73%	29	19%	7	5%	5	3%	12	8%
English Language Learners	0	8	8	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	25	272	178	65%	53	19%	29	11%	12	4%	41	15%
Economically Disadvantaged	20	216	161	75%	37	17%	13	6%	5	2%	18	8%
Not Economically Disadvantaged	5	64	25	39%	16	25%	16	25%	7	11%	23	36%
Not Migrant	25	280	186	66%	53	19%	29	10%	12	4%	41	15%
Homeless	1	16	14	88%	2	13%	0	0%	0	0%	0	0%
Not Homeless	24	264	172	65%	51	19%	29	11%	12	5%	41	16%
Not in Foster Care	25	280	186	66%	53	19%	29	10%	12	4%	41	15%
Parent Not in Armed Forces	25	280	186	66%	53	19%	29	10%	12	4%	41	15%

**GRADE 8 MATH RESULTS**

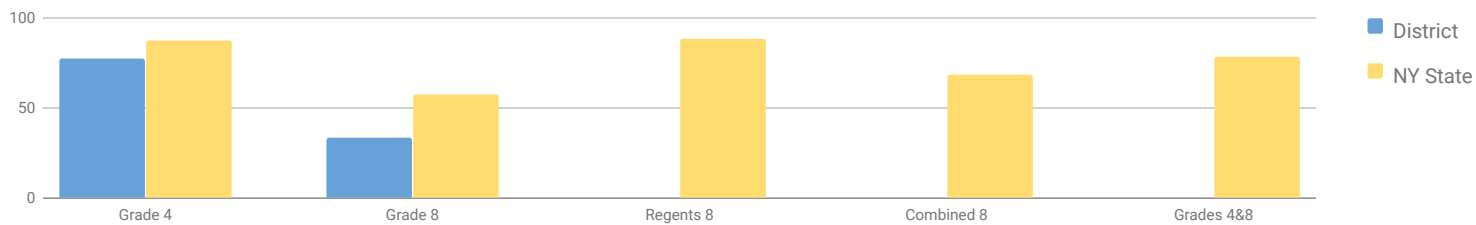


**MEAN SCORE: 594**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	224	119	53%	60	27%	30	13%	15	7%	45	20%
General Education	9	183	84	46%	57	31%	28	15%	14	8%	42	23%
Students with Disabilities	15	41	35	85%	3	7%	2	5%	1	2%	3	7%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	8	79	58	73%	15	19%	6	8%	0	0%	6	8%
Hispanic or Latino	1	30	17	57%	8	27%	4	13%	1	3%	5	17%
White	13	100	37	37%	31	31%	19	19%	13	13%	32	32%
Multiracial	—	12	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	15	7	47%	6	40%	1	7%	1	7%	2	13%
Female	12	107	52	49%	34	32%	16	15%	5	5%	21	20%
Male	12	117	67	57%	26	22%	14	12%	10	9%	24	21%
English Language Learners	0	7	5	71%	1	14%	1	14%	0	0%	1	14%
Non-English Language Learners	24	217	114	53%	59	27%	29	13%	15	7%	44	20%
Economically Disadvantaged	16	156	100	64%	33	21%	20	13%	3	2%	23	15%
Not Economically Disadvantaged	8	68	19	28%	27	40%	10	15%	12	18%	22	32%
Not Migrant	24	224	119	53%	60	27%	30	13%	15	7%	45	20%
Homeless	2	18	13	72%	3	17%	2	11%	0	0%	2	11%
Not Homeless	22	206	106	51%	57	28%	28	14%	15	7%	43	21%
Not in Foster Care	22	224	119	53%	60	27%	30	13%	15	7%	45	20%
Parent Not in Armed Forces	24	224	119	53%	60	27%	30	13%	15	7%	45	20%

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

Percent Proficient

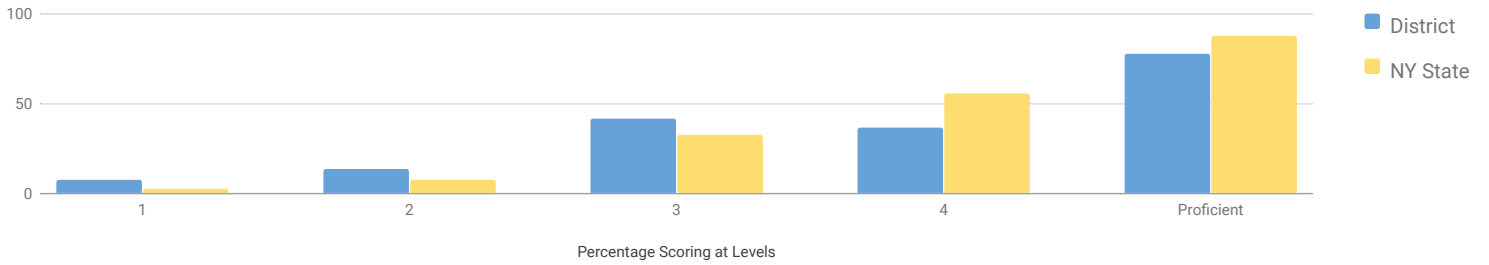


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	12	295	23	8%	41	14%	123	42%	108	37%	231	78%
Grade 8	26	221	56	25%	89	40%	63	29%	13	6%	76	34%
Regents 8	—	2	—	—	—	—	—	—	—	—	—	—
Combined 8	—	223	—	—	—	—	—	—	—	—	—	—
Grades 4&8	—	518	—	—	—	—	—	—	—	—	—	—

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.

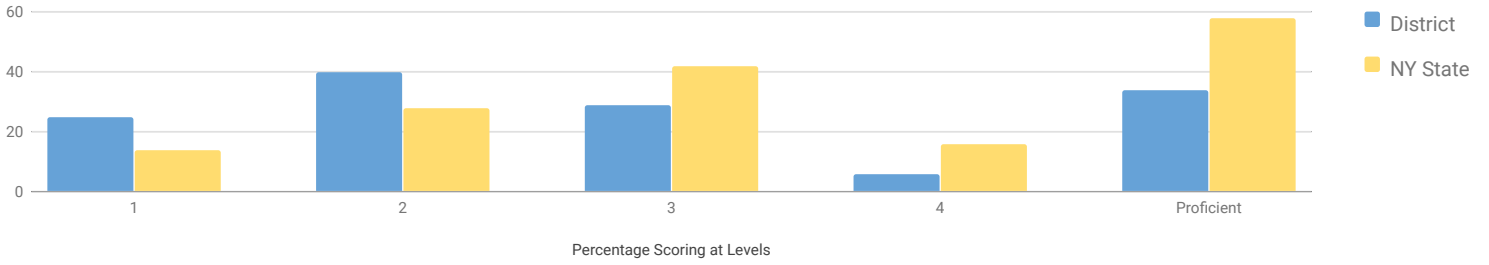
**GRADE 4 SCIENCE RESULTS**



**MEAN SCORE: 76**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	295	23	8%	41	14%	123	42%	108	37%	231	78%
General Education	4	242	9	4%	31	13%	102	42%	100	41%	202	83%
Students with Disabilities	8	53	14	26%	10	19%	21	40%	8	15%	29	55%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—	—	—	—	—	—	—	—
Black or African American	6	85	9	11%	23	27%	34	40%	19	22%	53	62%
Hispanic or Latino	1	61	7	11%	5	8%	24	39%	25	41%	49	80%
White	4	113	4	4%	10	9%	45	40%	54	48%	99	88%
Multiracial	—	34	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	36	3	8%	3	8%	20	56%	10	28%	30	83%
Female	3	141	11	8%	21	15%	67	48%	42	30%	109	77%
Male	9	154	12	8%	20	13%	56	36%	66	43%	122	79%
English Language Learners	0	14	3	21%	1	7%	4	29%	6	43%	10	71%
Non-English Language Learners	12	281	20	7%	40	14%	119	42%	102	36%	221	79%
Economically Disadvantaged	11	228	20	9%	36	16%	100	44%	72	32%	172	75%
Not Economically Disadvantaged	1	67	3	4%	5	7%	23	34%	36	54%	59	88%
Not Migrant	12	295	23	8%	41	14%	123	42%	108	37%	231	78%
Homeless	0	18	3	17%	3	17%	9	50%	3	17%	12	67%
Not Homeless	12	277	20	7%	38	14%	114	41%	105	38%	219	79%
In Foster Care	—	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	294	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	12	295	23	8%	41	14%	123	42%	108	37%	231	78%

**GRADE 8 SCIENCE RESULTS**

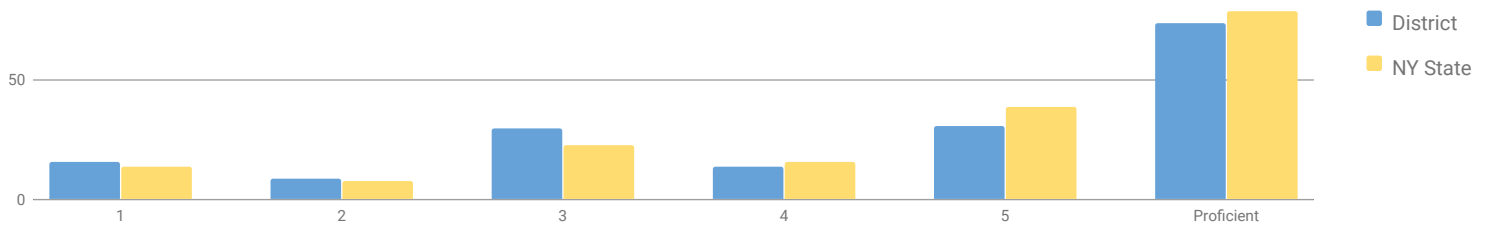


**MEAN SCORE: 56**

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	26	221	56	25%	89	40%	63	29%	13	6%	76	34%
General Education	10	181	34	19%	78	43%	57	31%	12	7%	69	38%
Students with Disabilities	16	40	22	55%	11	28%	6	15%	1	3%	7	18%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	1	—	—	—	—	—	—	—	—	—	—
Black or African American	8	78	34	44%	34	44%	9	12%	1	1%	10	13%
Hispanic or Latino	2	29	9	31%	12	41%	8	28%	0	0%	8	28%
White	14	99	9	9%	36	36%	42	42%	12	12%	54	55%
Multiracial	—	13	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	15	4	27%	7	47%	4	27%	0	0%	4	27%
Female	10	109	21	19%	49	45%	35	32%	4	4%	39	36%
Male	16	112	35	31%	40	36%	28	25%	9	8%	37	33%
English Language Learners	0	7	2	29%	5	71%	0	0%	0	0%	0	0%
Non-English Language Learners	26	214	54	25%	84	39%	63	29%	13	6%	76	36%
Economically Disadvantaged	19	152	51	34%	61	40%	36	24%	4	3%	40	26%
Not Economically Disadvantaged	7	69	5	7%	28	41%	27	39%	9	13%	36	52%
Not Migrant	26	221	56	25%	89	40%	63	29%	13	6%	76	34%
Homeless	4	16	9	56%	4	25%	2	13%	1	6%	3	19%
Not Homeless	22	205	47	23%	85	41%	61	30%	12	6%	73	36%
Not in Foster Care	24	221	56	25%	89	40%	63	29%	13	6%	76	34%
Parent Not in Armed Forces	26	221	56	25%	89	40%	63	29%	13	6%	76	34%

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

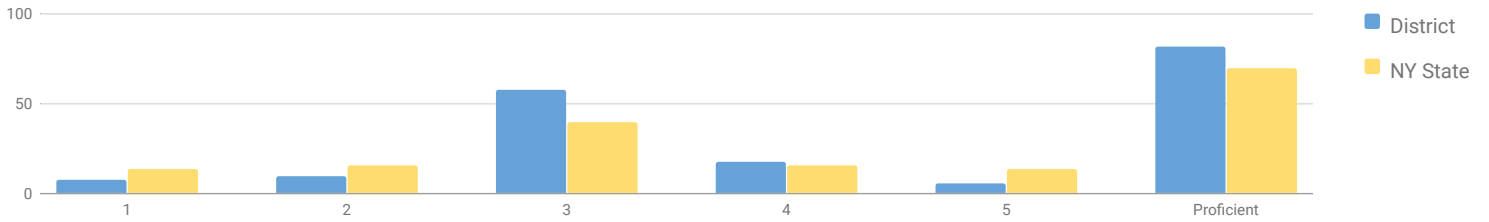
**ANNUAL REGENTS ENGLISH (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	364	60	16%	33	9%	109	30%	50	14%	112	31%
General Education	316	43	14%	29	9%	85	27%	48	15%	111	35%	244	77%
Students with Disabilities	48	17	35%	4	8%	24	50%	2	4%	1	2%	27	56%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	131	29	22%	16	12%	43	33%	16	12%	27	21%	86	66%
Hispanic or Latino	40	9	23%	3	8%	16	40%	5	13%	7	18%	28	70%
White	168	21	13%	11	7%	43	26%	26	15%	67	40%	136	81%
Multiracial	16	1	6%	1	6%	4	25%	2	13%	8	50%	14	88%
Small Group Total	9	0	0%	2	22%	3	33%	1	11%	3	33%	7	78%
Female	176	24	14%	16	9%	51	29%	31	18%	54	31%	136	77%
Male	188	36	19%	17	9%	58	31%	19	10%	58	31%	135	72%
English Language Learners	13	6	46%	2	15%	2	15%	2	15%	1	8%	5	38%
Non-English Language Learners	351	54	15%	31	9%	107	30%	48	14%	111	32%	266	76%
Economically Disadvantaged	270	54	20%	30	11%	92	34%	34	13%	60	22%	186	69%
Not Economically Disadvantaged	94	6	6%	3	3%	17	18%	16	17%	52	55%	85	90%
Not Migrant	364	60	16%	33	9%	109	30%	50	14%	112	31%	271	74%
Homeless	13	2	15%	2	15%	6	46%	1	8%	2	15%	9	69%
Not Homeless	351	58	17%	31	9%	103	29%	49	14%	110	31%	262	75%
In Foster Care	6	4	67%	0	0%	2	33%	0	0%	0	0%	2	33%
Not in Foster Care	358	56	16%	33	9%	107	30%	50	14%	112	31%	269	75%
Parent Not in Armed Forces	364	60	16%	33	9%	109	30%	50	14%	112	31%	271	74%

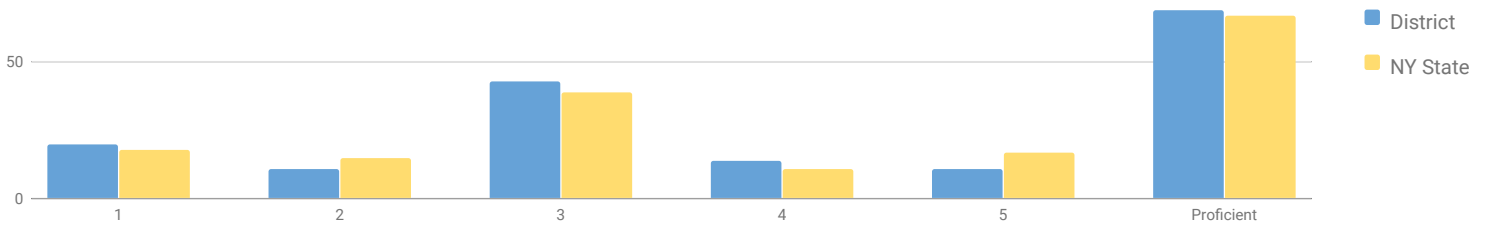


**ANNUAL REGENTS ALGEBRA I (2017-18)**



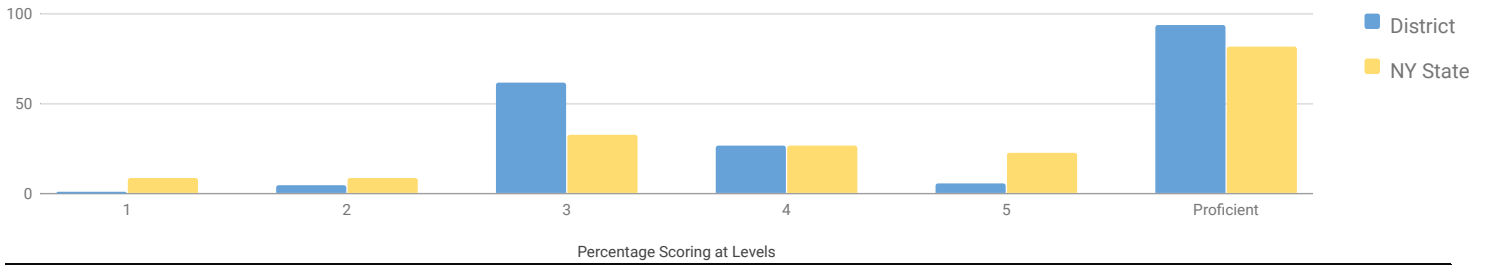
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	590	49	8%	57	10%	342	58%	106	18%	36	6%	484	82%
General Education	526	37	7%	41	8%	311	59%	103	20%	34	6%	448	85%
Students with Disabilities	64	12	19%	16	25%	31	48%	3	5%	2	3%	36	56%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	13	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	207	23	11%	29	14%	123	59%	26	13%	6	3%	155	75%
Hispanic or Latino	74	3	4%	5	7%	54	73%	7	9%	5	7%	66	89%
White	264	19	7%	20	8%	138	52%	64	24%	23	9%	225	85%
Multiracial	30	4	13%	3	10%	17	57%	5	17%	1	3%	23	77%
Small Group Total	15	0	0%	0	0%	10	67%	4	27%	1	7%	15	100%
Female	300	25	8%	22	7%	184	61%	56	19%	13	4%	253	84%
Male	290	24	8%	35	12%	158	54%	50	17%	23	8%	231	80%
English Language Learners	10	0	0%	0	0%	9	90%	1	10%	0	0%	10	100%
Non-English Language Learners	580	49	8%	57	10%	333	57%	105	18%	36	6%	474	82%
Economically Disadvantaged	410	37	9%	46	11%	254	62%	57	14%	16	4%	327	80%
Not Economically Disadvantaged	180	12	7%	11	6%	88	49%	49	27%	20	11%	157	87%
Not Migrant	590	49	8%	57	10%	342	58%	106	18%	36	6%	484	82%
Homeless	24	4	17%	2	8%	14	58%	3	13%	1	4%	18	75%
Not Homeless	566	45	8%	55	10%	328	58%	103	18%	35	6%	466	82%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	589	-	-	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	590	49	8%	57	10%	342	58%	106	18%	36	6%	484	82%

**ANNUAL REGENTS GEOMETRY (2017-18)**



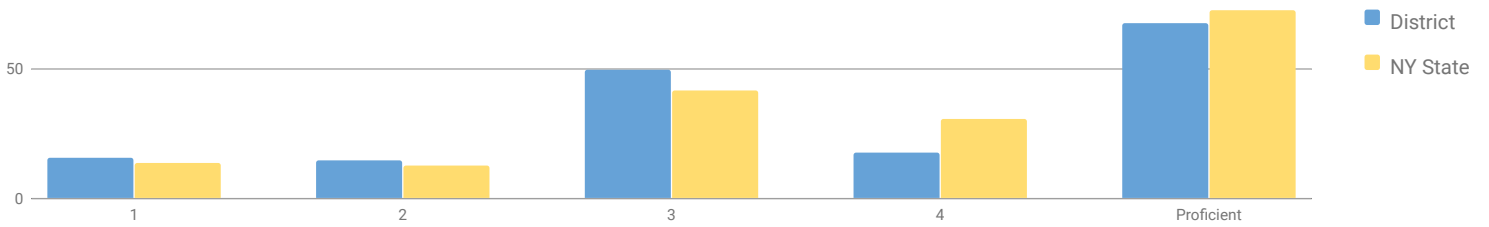
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	210	41	20%	24	11%	91	43%	30	14%	24	11%	145	69%
General Education	204	37	18%	24	12%	90	44%	29	14%	24	12%	143	70%
Students with Disabilities	6	4	67%	0	0%	1	17%	1	17%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	55	22	40%	9	16%	19	35%	3	5%	2	4%	24	44%
Hispanic or Latino	29	6	21%	1	3%	17	59%	3	10%	2	7%	22	76%
White	114	11	10%	14	12%	51	45%	21	18%	17	15%	89	78%
Multiracial	9	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	2	17%	0	0%	4	33%	3	25%	3	25%	10	83%
Female	120	16	13%	17	14%	52	43%	23	19%	12	10%	87	73%
Male	90	25	28%	7	8%	39	43%	7	8%	12	13%	58	64%
English Language Learners	2	-	-	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	208	-	-	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	110	26	24%	18	16%	50	45%	13	12%	3	3%	66	60%
Not Economically Disadvantaged	100	15	15%	6	6%	41	41%	17	17%	21	21%	79	79%
Not Migrant	210	41	20%	24	11%	91	43%	30	14%	24	11%	145	69%
Homeless	5	1	20%	0	0%	3	60%	0	0%	1	20%	4	80%
Not Homeless	205	40	20%	24	12%	88	43%	30	15%	23	11%	141	69%
Not in Foster Care	210	41	20%	24	11%	91	43%	30	14%	24	11%	145	69%
Parent Not in Armed Forces	210	41	20%	24	11%	91	43%	30	14%	24	11%	145	69%

**ANNUAL REGENTS ALGEBRA II (2017-18)**



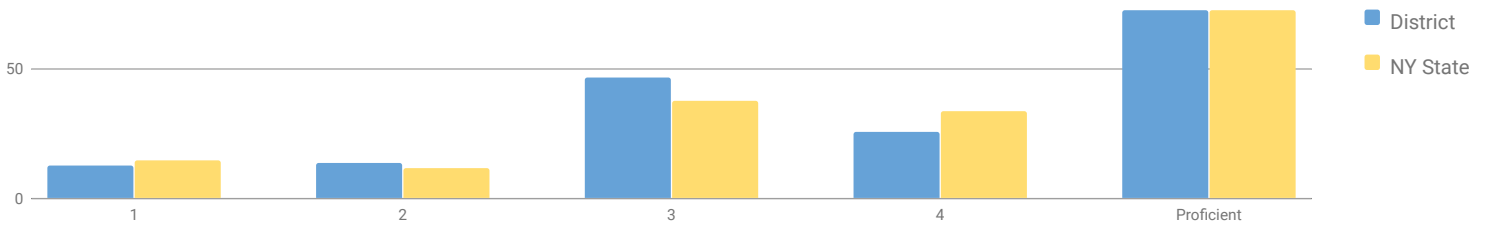
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	105	1	1%	5	5%	65	62%	28	27%	6	6%	99	94%
General Education	104	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	22	0	0%	0	0%	21	95%	1	5%	0	0%	22	100%
Hispanic or Latino	9	—	—	—	—	—	—	—	—	—	—	—	—
White	71	1	1%	4	6%	37	52%	23	32%	6	8%	66	93%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0	0%	1	8%	7	58%	4	33%	0	0%	11	92%
Female	53	0	0%	3	6%	30	57%	16	30%	4	8%	50	94%
Male	52	1	2%	2	4%	35	67%	12	23%	2	4%	49	94%
Non-English Language Learners	105	1	1%	5	5%	65	62%	28	27%	6	6%	99	94%
Economically Disadvantaged	45	1	2%	3	7%	36	80%	4	9%	1	2%	41	91%
Not Economically Disadvantaged	60	0	0%	2	3%	29	48%	24	40%	5	8%	58	97%
Not Migrant	105	1	1%	5	5%	65	62%	28	27%	6	6%	99	94%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	104	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	105	1	1%	5	5%	65	62%	28	27%	6	6%	99	94%
Parent Not in Armed Forces	105	1	1%	5	5%	65	62%	28	27%	6	6%	99	94%

**ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)**



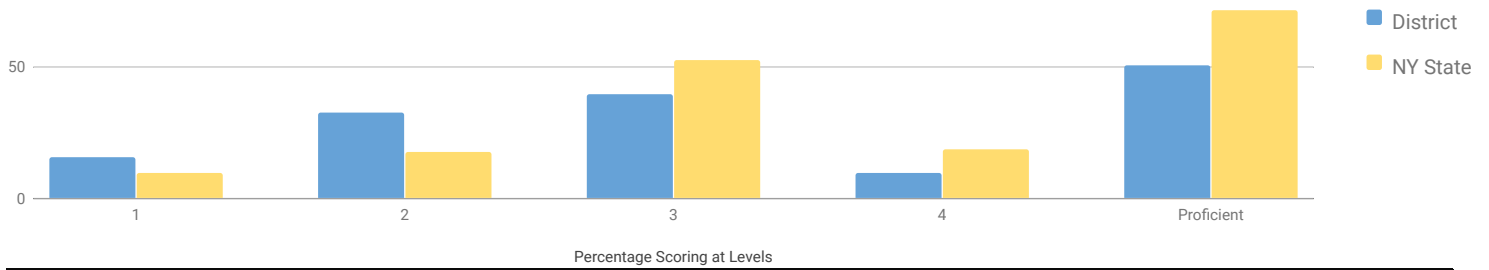
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	403	66	16%	62	15%	201	50%	74	18%	275	68%
General Education	345	47	14%	52	15%	174	50%	72	21%	246	71%
Students with Disabilities	58	19	33%	10	17%	27	47%	2	3%	29	50%
American Indian or Alaska Native	2	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	9	–	–	–	–	–	–	–	–	–	–
Black or African American	128	35	27%	27	21%	59	46%	7	5%	66	52%
Hispanic or Latino	65	16	25%	11	17%	31	48%	7	11%	38	58%
White	183	14	8%	16	9%	97	53%	56	31%	153	84%
Multiracial	16	0	0%	5	31%	10	63%	1	6%	11	69%
Small Group Total	11	1	9%	3	27%	4	36%	3	27%	7	64%
Female	209	31	15%	35	17%	108	52%	35	17%	143	68%
Male	194	35	18%	27	14%	93	48%	39	20%	132	68%
English Language Learners	16	7	44%	4	25%	5	31%	0	0%	5	31%
Non-English Language Learners	387	59	15%	58	15%	196	51%	74	19%	270	70%
Economically Disadvantaged	278	59	21%	53	19%	134	48%	32	12%	166	60%
Not Economically Disadvantaged	125	7	6%	9	7%	67	54%	42	34%	109	87%
Not Migrant	403	66	16%	62	15%	201	50%	74	18%	275	68%
Homeless	19	5	26%	2	11%	11	58%	1	5%	12	63%
Not Homeless	384	61	16%	60	16%	190	49%	73	19%	263	68%
In Foster Care	2	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	401	–	–	–	–	–	–	–	–	–	–
Parent Not in Armed Forces	403	66	16%	62	15%	201	50%	74	18%	275	68%

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



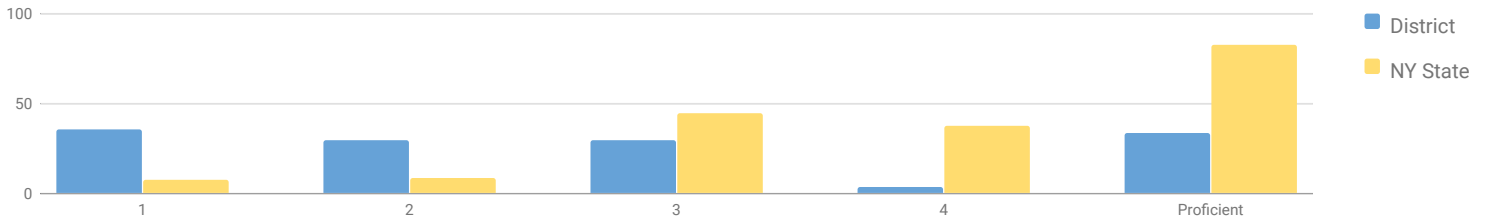
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	136	18	13%	19	14%	64	47%	35	26%	99	73%
General Education	129	14	11%	18	14%	62	48%	35	27%	97	75%
Students with Disabilities	7	4	57%	1	14%	2	29%	0	0%	2	29%
Asian or Native Hawaiian/Other Pacific Islander	4	-	-	-	-	-	-	-	-	-	-
Black or African American	35	7	20%	7	20%	19	54%	2	6%	21	60%
Hispanic or Latino	16	3	19%	3	19%	5	31%	5	31%	10	63%
White	73	7	10%	6	8%	37	51%	23	32%	60	82%
Multiracial	8	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	1	8%	3	25%	3	25%	5	42%	8	67%
Female	80	8	10%	13	16%	39	49%	20	25%	59	74%
Male	56	10	18%	6	11%	25	45%	15	27%	40	71%
English Language Learners	1	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	135	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	66	14	21%	16	24%	26	39%	10	15%	36	55%
Not Economically Disadvantaged	70	4	6%	3	4%	38	54%	25	36%	63	90%
Not Migrant	136	18	13%	19	14%	64	47%	35	26%	99	73%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	135	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	136	18	13%	19	14%	64	47%	35	26%	99	73%
Parent Not in Armed Forces	136	18	13%	19	14%	64	47%	35	26%	99	73%

## ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



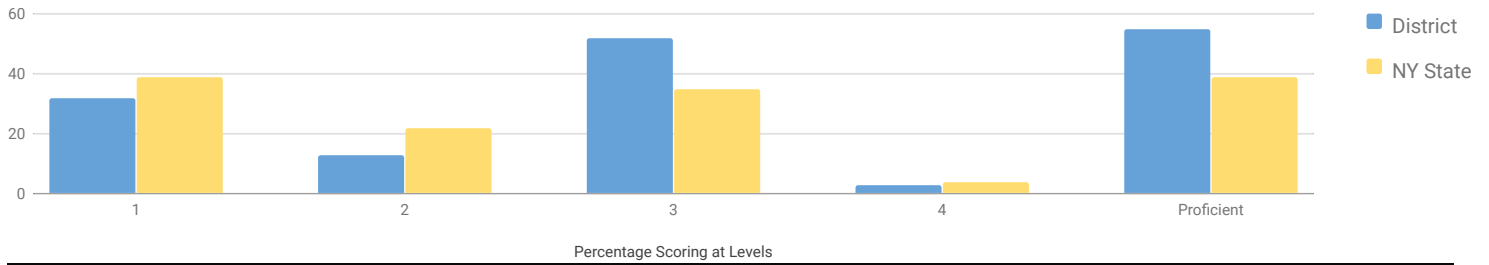
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	164	27	16%	54	33%	66	40%	17	10%	83	51%
General Education	162	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—
Black or African American	39	13	33%	17	44%	9	23%	0	0%	9	23%
Hispanic or Latino	19	5	26%	7	37%	5	26%	2	11%	7	37%
White	93	9	10%	27	29%	44	47%	13	14%	57	61%
Multiracial	8	0	0%	3	38%	5	63%	0	0%	5	63%
Small Group Total	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	84	12	14%	32	38%	30	36%	10	12%	40	48%
Male	80	15	19%	22	28%	36	45%	7	9%	43	54%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	163	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	82	16	20%	32	39%	32	39%	2	2%	34	41%
Not Economically Disadvantaged	82	11	13%	22	27%	34	41%	15	18%	49	60%
Not Migrant	164	27	16%	54	33%	66	40%	17	10%	83	51%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	161	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	164	27	16%	54	33%	66	40%	17	10%	83	51%
Parent Not in Armed Forces	164	27	16%	54	33%	66	40%	17	10%	83	51%

**ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	50	18	36%	15	30%	15	30%	2	4%	17	34%
General Education	50	18	36%	15	30%	15	30%	2	4%	17	34%
Asian or Native Hawaiian/Other Pacific Islander	2	-	-	-	-	-	-	-	-	-	-
Black or African American	9	7	78%	1	11%	1	11%	0	0%	1	11%
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-
White	32	8	25%	13	41%	9	28%	2	6%	11	34%
Multiracial	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	9	3	33%	1	11%	5	56%	0	0%	5	56%
Female	21	9	43%	6	29%	6	29%	0	0%	6	29%
Male	29	9	31%	9	31%	9	31%	2	7%	11	38%
Non-English Language Learners	50	18	36%	15	30%	15	30%	2	4%	17	34%
Economically Disadvantaged	24	13	54%	6	25%	5	21%	0	0%	5	21%
Not Economically Disadvantaged	26	5	19%	9	35%	10	38%	2	8%	12	46%
Not Migrant	50	18	36%	15	30%	15	30%	2	4%	17	34%
Not Homeless	50	18	36%	15	30%	15	30%	2	4%	17	34%
Not in Foster Care	50	18	36%	15	30%	15	30%	2	4%	17	34%
Parent Not in Armed Forces	50	18	36%	15	30%	15	30%	2	4%	17	34%

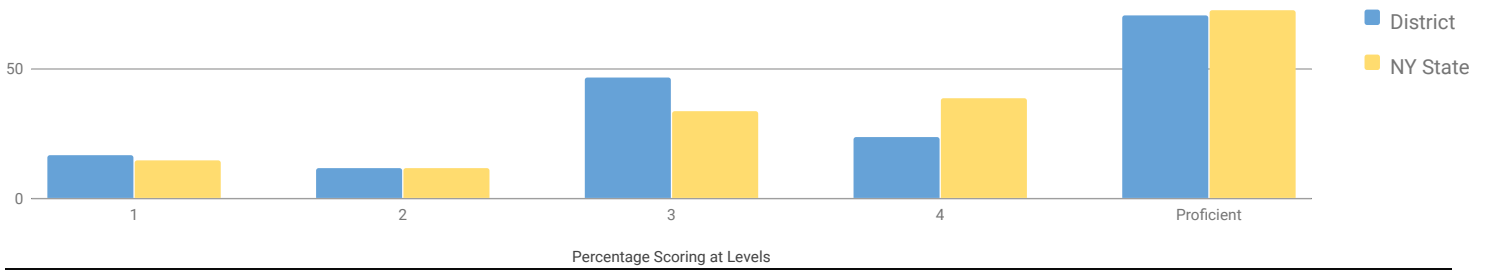
## ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	125	40	32%	16	13%	65	52%	4	3%	69	55%
General Education	94	29	31%	10	11%	52	55%	3	3%	55	59%
Students with Disabilities	31	11	35%	6	19%	13	42%	1	3%	14	45%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	55	15	27%	10	18%	27	49%	3	5%	30	55%
Hispanic or Latino	24	12	50%	2	8%	9	38%	1	4%	10	42%
White	37	10	27%	4	11%	23	62%	0	0%	23	62%
Multiracial	5	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	3	33%	0	0%	6	67%	0	0%	6	67%
Female	63	18	29%	10	16%	31	49%	4	6%	35	56%
Male	62	22	35%	6	10%	34	55%	0	0%	34	55%
English Language Learners	7	3	43%	0	0%	4	57%	0	0%	4	57%
Non-English Language Learners	118	37	31%	16	14%	61	52%	4	3%	65	55%
Economically Disadvantaged	109	37	34%	11	10%	57	52%	4	4%	61	56%
Not Economically Disadvantaged	16	3	19%	5	31%	8	50%	0	0%	8	50%
Not Migrant	125	40	32%	16	13%	65	52%	4	3%	69	55%
Homeless	5	1	20%	0	0%	3	60%	1	20%	4	80%
Not Homeless	120	39	33%	16	13%	62	52%	3	3%	65	54%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	122	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	125	40	32%	16	13%	65	52%	4	3%	69	55%

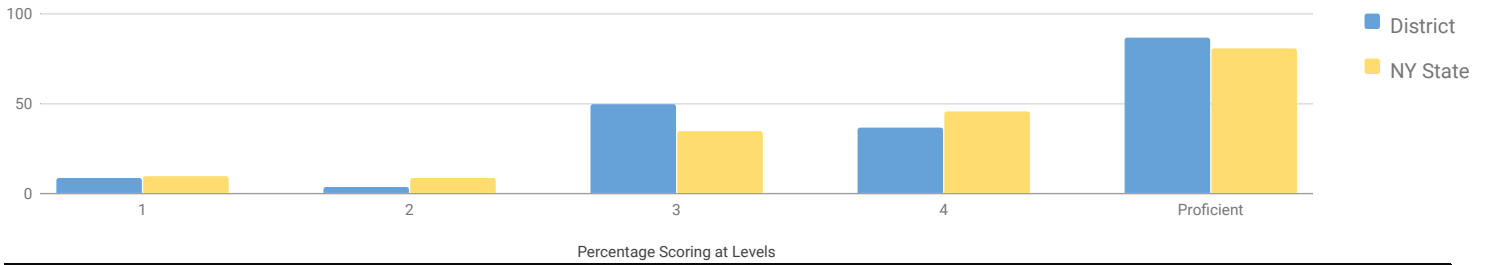


**ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	343	58	17%	41	12%	160	47%	84	24%	244	71%
General Education	299	44	15%	30	10%	144	48%	81	27%	225	75%
Students with Disabilities	44	14	32%	11	25%	16	36%	3	7%	19	43%
Asian or Native Hawaiian/Other Pacific Islander	5	0	0%	1	20%	1	20%	3	60%	4	80%
Black or African American	109	25	23%	16	15%	54	50%	14	13%	68	62%
Hispanic or Latino	58	12	21%	6	10%	26	45%	14	24%	40	69%
White	150	19	13%	14	9%	67	45%	50	33%	117	78%
Multiracial	21	2	10%	4	19%	12	57%	3	14%	15	71%
Female	192	29	15%	24	13%	88	46%	51	27%	139	72%
Male	151	29	19%	17	11%	72	48%	33	22%	105	70%
English Language Learners	9	3	33%	2	22%	4	44%	0	0%	4	44%
Non-English Language Learners	334	55	16%	39	12%	156	47%	84	25%	240	72%
Economically Disadvantaged	238	52	22%	28	12%	116	49%	42	18%	158	66%
Not Economically Disadvantaged	105	6	6%	13	12%	44	42%	42	40%	86	82%
Not Migrant	343	58	17%	41	12%	160	47%	84	24%	244	71%
Homeless	19	6	32%	4	21%	8	42%	1	5%	9	47%
Not Homeless	324	52	16%	37	11%	152	47%	83	26%	235	73%
Not in Foster Care	343	58	17%	41	12%	160	47%	84	24%	244	71%
Parent Not in Armed Forces	343	58	17%	41	12%	160	47%	84	24%	244	71%

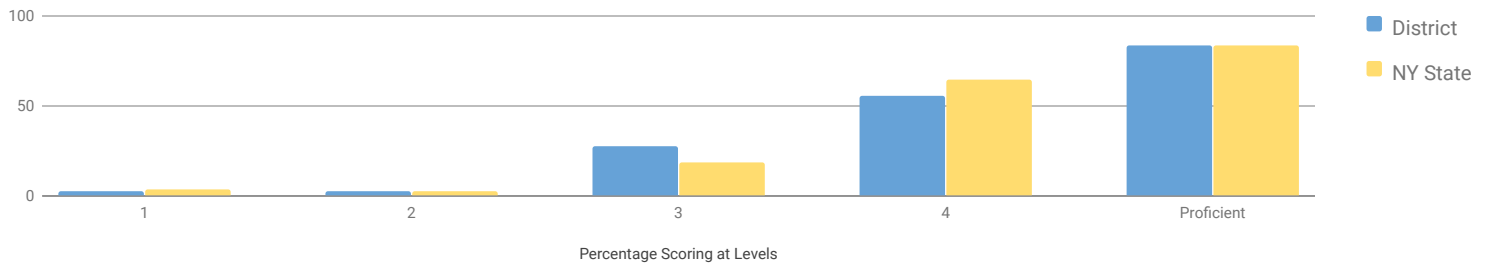
**ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)**



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	345	31	9%	15	4%	172	50%	127	37%	299	87%
General Education	300	22	7%	8	3%	148	49%	122	41%	270	90%
Students with Disabilities	45	9	20%	7	16%	24	53%	5	11%	29	64%
American Indian or Alaska Native	2	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	7	-	-	-	-	-	-	-	-	-	-
Black or African American	124	15	12%	6	5%	73	59%	30	24%	103	83%
Hispanic or Latino	37	7	19%	3	8%	16	43%	11	30%	27	73%
White	159	7	4%	6	4%	72	45%	74	47%	146	92%
Multiracial	16	1	6%	0	0%	7	44%	8	50%	15	94%
Small Group Total	9	1	11%	0	0%	4	44%	4	44%	8	89%
Female	160	12	8%	7	4%	87	54%	54	34%	141	88%
Male	185	19	10%	8	4%	85	46%	73	39%	158	85%
English Language Learners	11	2	18%	3	27%	6	55%	0	0%	6	55%
Non-English Language Learners	334	29	9%	12	4%	166	50%	127	38%	293	88%
Economically Disadvantaged	248	29	12%	13	5%	133	54%	73	29%	206	83%
Not Economically Disadvantaged	97	2	2%	2	2%	39	40%	54	56%	93	96%
Not Migrant	345	31	9%	15	4%	172	50%	127	37%	299	87%
Homeless	14	1	7%	0	0%	11	79%	2	14%	13	93%
Not Homeless	331	30	9%	15	5%	161	49%	125	38%	286	86%
In Foster Care	4	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	341	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	345	31	9%	15	4%	172	50%	127	37%	299	87%

**2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS**

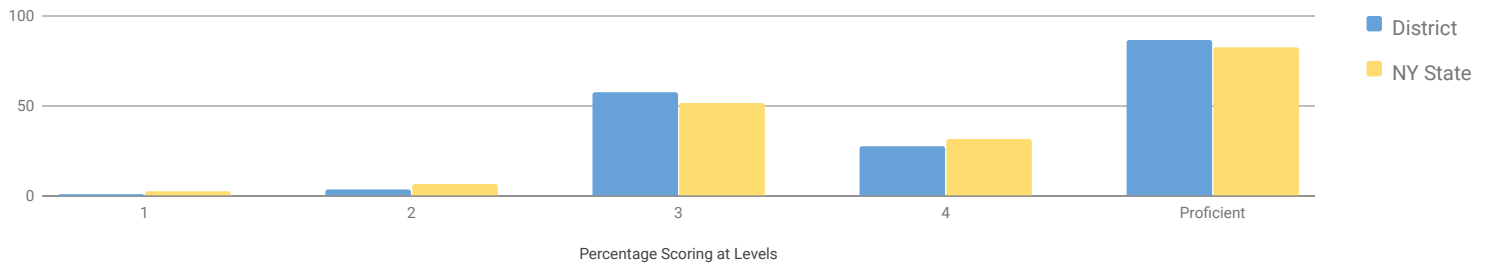
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	35	10%	314	90%	11	3%	11	3%	96	28%	196	56%	292	84%
General Education	291	19	7%	272	93%	6	2%	6	2%	75	26%	185	64%	260	89%
Students with Disabilities	58	16	28%	42	72%	5	9%	5	9%	21	36%	11	19%	32	55%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	1	13%	2	25%	5	63%	7	88%
Black or African American	116	14	12%	102	88%	4	3%	3	3%	47	41%	48	41%	95	82%
Hispanic or Latino	44	3	7%	41	93%	2	5%	1	2%	17	39%	21	48%	38	86%
White	168	16	10%	152	90%	5	3%	6	4%	26	15%	115	68%	141	84%
Multiracial	13	2	15%	11	85%	0	0%	0	0%	4	31%	7	54%	11	85%
Female	171	8	5%	163	95%	5	3%	5	3%	43	25%	110	64%	153	89%
Male	178	27	15%	151	85%	6	3%	6	3%	53	30%	86	48%	139	78%
English Language Learners	5	0	0%	5	100%	1	20%	0	0%	2	40%	2	40%	4	80%
Non-English Language Learners	344	35	10%	309	90%	10	3%	11	3%	94	27%	194	56%	288	84%
Economically Disadvantaged	222	28	13%	194	87%	9	4%	9	4%	79	36%	97	44%	176	79%
Not Economically Disadvantaged	127	7	6%	120	94%	2	2%	2	2%	17	13%	99	78%	116	91%
Not Migrant	349	35	10%	314	90%	11	3%	11	3%	96	28%	196	56%	292	84%
Homeless	18	3	17%	15	83%	0	0%	1	6%	6	33%	8	44%	14	78%
Not Homeless	331	32	10%	299	90%	11	3%	10	3%	90	27%	188	57%	278	84%
In Foster Care	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Not in Foster Care	343	31	9%	312	91%	10	3%	11	3%	95	28%	196	57%	291	85%
Parent Not in Armed Forces	349	35	10%	314	90%	11	3%	11	3%	96	28%	196	56%	292	84%

### 2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

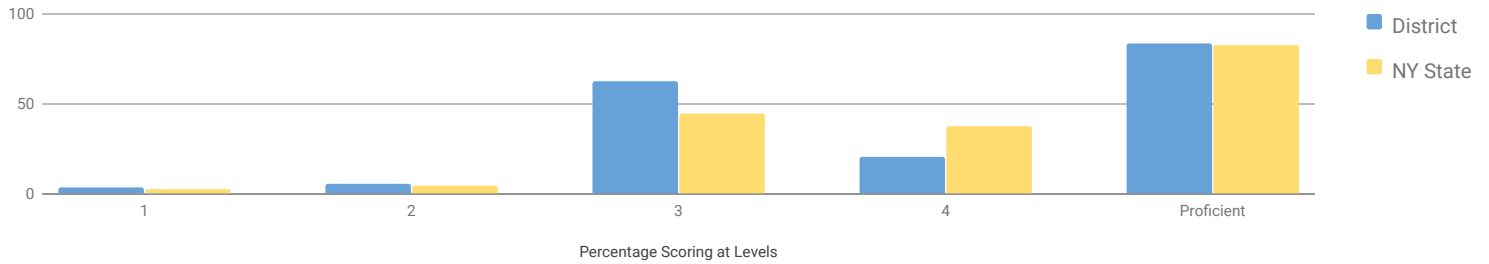
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	30	9%	319	91%	4	1%	13	4%	204	58%	98	28%	302	87%
General Education	291	14	5%	277	95%	2	1%	6	2%	176	60%	93	32%	269	92%
Students with Disabilities	58	16	28%	42	72%	2	3%	7	12%	28	48%	5	9%	33	57%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
Black or African American	116	10	9%	106	91%	1	1%	7	6%	83	72%	15	13%	98	84%
Hispanic or Latino	44	4	9%	40	91%	0	0%	1	2%	36	82%	3	7%	39	89%
White	168	14	8%	154	92%	3	2%	5	3%	72	43%	74	44%	146	87%
Multiracial	13	2	15%	11	85%	0	0%	0	0%	10	77%	1	8%	11	85%
Female	171	8	5%	163	95%	1	1%	4	2%	110	64%	48	28%	158	92%
Male	178	22	12%	156	88%	3	2%	9	5%	94	53%	50	28%	144	81%
English Language Learners	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Non-English Language Learners	344	30	9%	314	91%	4	1%	12	3%	200	58%	98	28%	298	87%
Economically Disadvantaged	222	25	11%	197	89%	2	1%	12	5%	141	64%	42	19%	183	82%
Not Economically Disadvantaged	127	5	4%	122	96%	2	2%	1	1%	63	50%	56	44%	119	94%
Not Migrant	349	30	9%	319	91%	4	1%	13	4%	204	58%	98	28%	302	87%
Homeless	18	3	17%	15	83%	0	0%	2	11%	12	67%	1	6%	13	72%
Not Homeless	331	27	8%	304	92%	4	1%	11	3%	192	58%	97	29%	289	87%
In Foster Care	6	4	67%	2	33%	0	0%	1	17%	1	17%	0	0%	1	17%
Not in Foster Care	343	26	8%	317	92%	4	1%	12	3%	203	59%	98	29%	301	88%
Parent Not in Armed Forces	349	30	9%	319	91%	4	1%	13	4%	204	58%	98	28%	302	87%

**2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE**

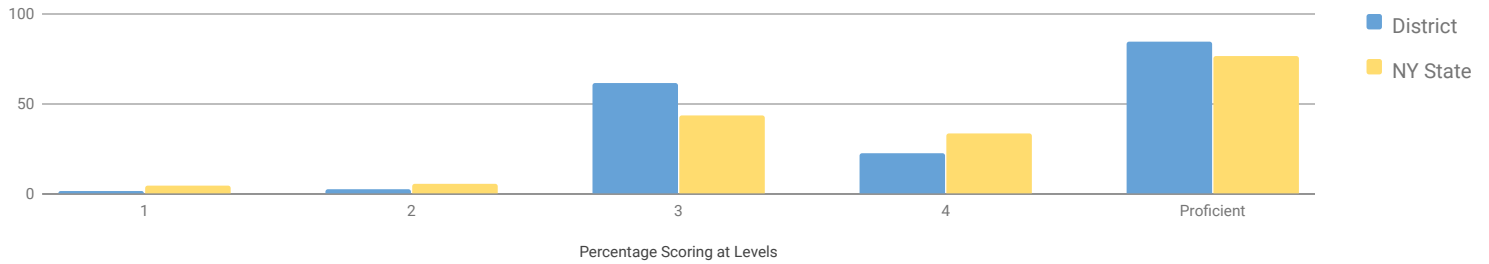
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	23	7%	326	93%	14	4%	20	6%	220	63%	72	21%	292	84%
General Education	291	9	3%	282	97%	11	4%	9	3%	192	66%	70	24%	262	90%
Students with Disabilities	58	14	24%	44	76%	3	5%	11	19%	28	48%	2	3%	30	52%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	1	13%	2	25%	1	13%	4	50%	5	63%
Black or African American	116	6	5%	110	95%	5	4%	11	9%	86	74%	8	7%	94	81%
Hispanic or Latino	44	4	9%	40	91%	2	5%	1	2%	34	77%	3	7%	37	84%
White	168	11	7%	157	93%	6	4%	6	4%	88	52%	57	34%	145	86%
Multiracial	13	2	15%	11	85%	0	0%	0	0%	11	85%	0	0%	11	85%
Female	171	7	4%	164	96%	7	4%	8	5%	116	68%	33	19%	149	87%
Male	178	16	9%	162	91%	7	4%	12	7%	104	58%	39	22%	143	80%
English Language Learners	5	0	0%	5	100%	1	20%	0	0%	4	80%	0	0%	4	80%
Non-English Language Learners	344	23	7%	321	93%	13	4%	20	6%	216	63%	72	21%	288	84%
Economically Disadvantaged	222	17	8%	205	92%	13	6%	18	8%	150	68%	24	11%	174	78%
Not Economically Disadvantaged	127	6	5%	121	95%	1	1%	2	2%	70	55%	48	38%	118	93%
Not Migrant	349	23	7%	326	93%	14	4%	20	6%	220	63%	72	21%	292	84%
Homeless	18	3	17%	15	83%	1	6%	2	11%	10	56%	2	11%	12	67%
Not Homeless	331	20	6%	311	94%	13	4%	18	5%	210	63%	70	21%	280	85%
In Foster Care	6	4	67%	2	33%	0	0%	1	17%	1	17%	0	0%	1	17%
Not in Foster Care	343	19	6%	324	94%	14	4%	19	6%	219	64%	72	21%	291	85%
Parent Not in Armed Forces	349	23	7%	326	93%	14	4%	20	6%	220	63%	72	21%	292	84%

**2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY**

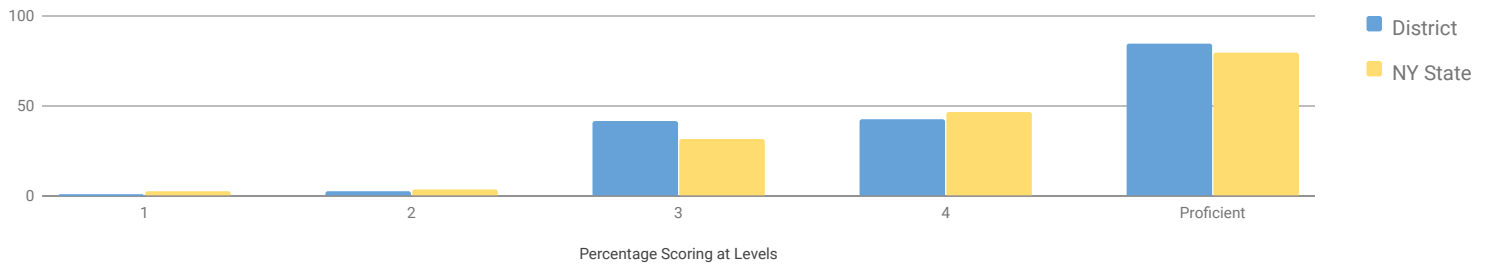
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	349	34	10%	315	90%	8	2%	11	3%	217	62%	79	23%
General Education	291	18	6%	273	94%	7	2%	2	1%	188	65%	76	26%	264	91%
Students with Disabilities	58	16	28%	42	72%	1	2%	9	16%	29	50%	3	5%	32	55%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	3	38%	5	63%	8	100%
Black or African American	116	12	10%	104	90%	2	2%	4	3%	90	78%	8	7%	98	84%
Hispanic or Latino	44	5	11%	39	89%	2	5%	1	2%	32	73%	4	9%	36	82%
White	168	16	10%	152	90%	3	2%	6	4%	83	49%	60	36%	143	85%
Multiracial	13	1	8%	12	92%	1	8%	0	0%	9	69%	2	15%	11	85%
Female	171	11	6%	160	94%	3	2%	7	4%	115	67%	35	20%	150	88%
Male	178	23	13%	155	87%	5	3%	4	2%	102	57%	44	25%	146	82%
English Language Learners	5	1	20%	4	80%	0	0%	0	0%	4	80%	0	0%	4	80%
Non-English Language Learners	344	33	10%	311	90%	8	2%	11	3%	213	62%	79	23%	292	85%
Economically Disadvantaged	222	27	12%	195	88%	8	4%	10	5%	149	67%	28	13%	177	80%
Not Economically Disadvantaged	127	7	6%	120	94%	0	0%	1	1%	68	54%	51	40%	119	94%
Not Migrant	349	34	10%	315	90%	8	2%	11	3%	217	62%	79	23%	296	85%
Homeless	18	3	17%	15	83%	1	6%	3	17%	10	56%	1	6%	11	61%
Not Homeless	331	31	9%	300	91%	7	2%	8	2%	207	63%	78	24%	285	86%
In Foster Care	6	4	67%	2	33%	0	0%	1	17%	0	0%	1	17%	1	17%
Not in Foster Care	343	30	9%	313	91%	8	2%	10	3%	217	63%	78	23%	295	86%
Parent Not in Armed Forces	349	34	10%	315	90%	8	2%	11	3%	217	62%	79	23%	296	85%

### 2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	37	11%	312	89%	5	1%	10	3%	147	42%	150	43%	297	85%
General Education	291	21	7%	270	93%	2	1%	0	0%	127	44%	141	48%	268	92%
Students with Disabilities	58	16	28%	42	72%	3	5%	10	17%	20	34%	9	16%	29	50%
Asian or Native Hawaiian/Other Pacific Islander	8	0	0%	8	100%	0	0%	0	0%	4	50%	4	50%	8	100%
Black or African American	116	13	11%	103	89%	1	1%	6	5%	60	52%	36	31%	96	83%
Hispanic or Latino	44	4	9%	40	91%	0	0%	3	7%	28	64%	9	20%	37	84%
White	168	19	11%	149	89%	3	2%	1	1%	47	28%	98	58%	145	86%
Multiracial	13	1	8%	12	92%	1	8%	0	0%	8	62%	3	23%	11	85%
Female	171	10	6%	161	94%	2	1%	5	3%	81	47%	73	43%	154	90%
Male	178	27	15%	151	85%	3	2%	5	3%	66	37%	77	43%	143	80%
English Language Learners	5	0	0%	5	100%	0	0%	1	20%	4	80%	0	0%	4	80%
Non-English Language Learners	344	37	11%	307	89%	5	1%	9	3%	143	42%	150	44%	293	85%
Economically Disadvantaged	222	31	14%	191	86%	4	2%	9	4%	107	48%	71	32%	178	80%
Not Economically Disadvantaged	127	6	5%	121	95%	1	1%	1	1%	40	31%	79	62%	119	94%
Not Migrant	349	37	11%	312	89%	5	1%	10	3%	147	42%	150	43%	297	85%
Homeless	18	4	22%	14	78%	0	0%	1	6%	11	61%	2	11%	13	72%
Not Homeless	331	33	10%	298	90%	5	2%	9	3%	136	41%	148	45%	284	86%
In Foster Care	6	4	67%	2	33%	1	17%	0	0%	1	17%	0	0%	1	17%
Not in Foster Care	343	33	10%	310	90%	4	1%	10	3%	146	43%	150	44%	296	86%
Parent Not in Armed Forces	349	37	11%	312	89%	5	1%	10	3%	147	42%	150	43%	297	85%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	15	0%	7%	27%	53%	13%
Grade 1	0	13	15%	31%	23%	31%	0%
Grade 2	3	15	0%	33%	33%	33%	0%
Grade 3	1	9	0%	11%	33%	44%	11%
Grade 4	0	14	0%	14%	36%	36%	14%
Grade 5	0	9	0%	11%	33%	56%	0%
Grade 6	0	9	0%	11%	11%	67%	11%
Grade 7	0	8	0%	13%	13%	63%	13%
Grade 8	0	7	0%	0%	43%	57%	0%
Grade 9	–	4	–	–	–	–	–
Grade 10	0	10	0%	10%	30%	40%	20%
Grade 11	1	9	0%	22%	33%	33%	11%
Grade 12	–	2	–	–	–	–	–

**NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)**

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

Grade/Subject	Not Tested	Tested	Level 1	Level 2	Level 3	Level 4
Grade 3 ELA	–	4	–	–	–	–
Grade 3 Math	–	4	–	–	–	–
Grade 4 ELA	–	4	–	–	–	–
Grade 4 Math	–	4	–	–	–	–
Grade 4 Science	–	3	–	–	–	–
Grade 5 ELA	0	10	0	0	10	0
Grade 5 Math	0	10	0	1	9	0
Grade 6 ELA	1	8	0	1	7	0
Grade 6 Math	1	8	0	2	5	1
Grade 7 ELA	0	11	1	0	6	4
Grade 7 Math	0	11	1	0	7	3
Grade 8 ELA	1	10	1	3	4	2
Grade 8 Math	1	10	0	2	6	2
Grade 8 Science	1	10	0	1	7	2
Secondary-Level ELA	36	7	0	3	2	2
Secondary-Level Math	36	7	0	2	3	2
Secondary-Level Science	37	6	0	0	3	3



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