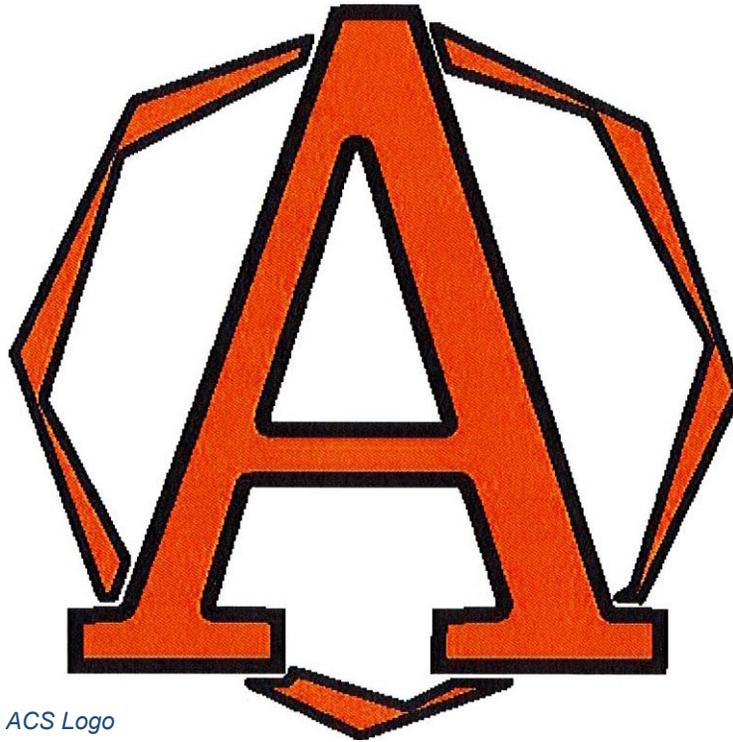


**Akron Central School District
Annual Report
2020-21**



ACS Logo

**June 9, 2020
Budget Vote
Absentee Ballot Only**

**BUDGET HEARING
&
MEET THE CANDIDATES NIGHT
Wednesday, May 27
Via Zoom
7:00 p.m.**

**ANNUAL DISTRICT MEETING
Tuesday, June 9, 2020
Absentee Ballot Only**

ALL BALLOTS MUST BE RECEIVED BY 5:00 PM ON JUNE 9th.

ACS BOARD OF EDUCATION

James Grant, President

Erik Polkowski, Vice President

Jody Brege

Heather Cayea

Phillip Kenline

Deborah Forrestel

Robert Masse

**ANNUAL
MEETING
AGENDA**

**ANNUAL BUDGET HEARING & MEET THE CANDIDATES NIGHT
TUESDAY, MAY 27, 2020
7:00 P.M.
Via Zoom**

**ANNUAL DISTRICT MEETING
TUESDAY, JUNE 9, 2020
Absentee Ballot Only**

AGENDA

12:00 Noon

1. Call to order by the Chairman, Christine Papke.
2. Reading of 2020-2021 school district budget summary.
3. Reading of Notice of Meeting and Qualifications of Voters.
4. Declaration by Chairman of polls open for voting.
5. Voting on Board of Education members and two propositions.

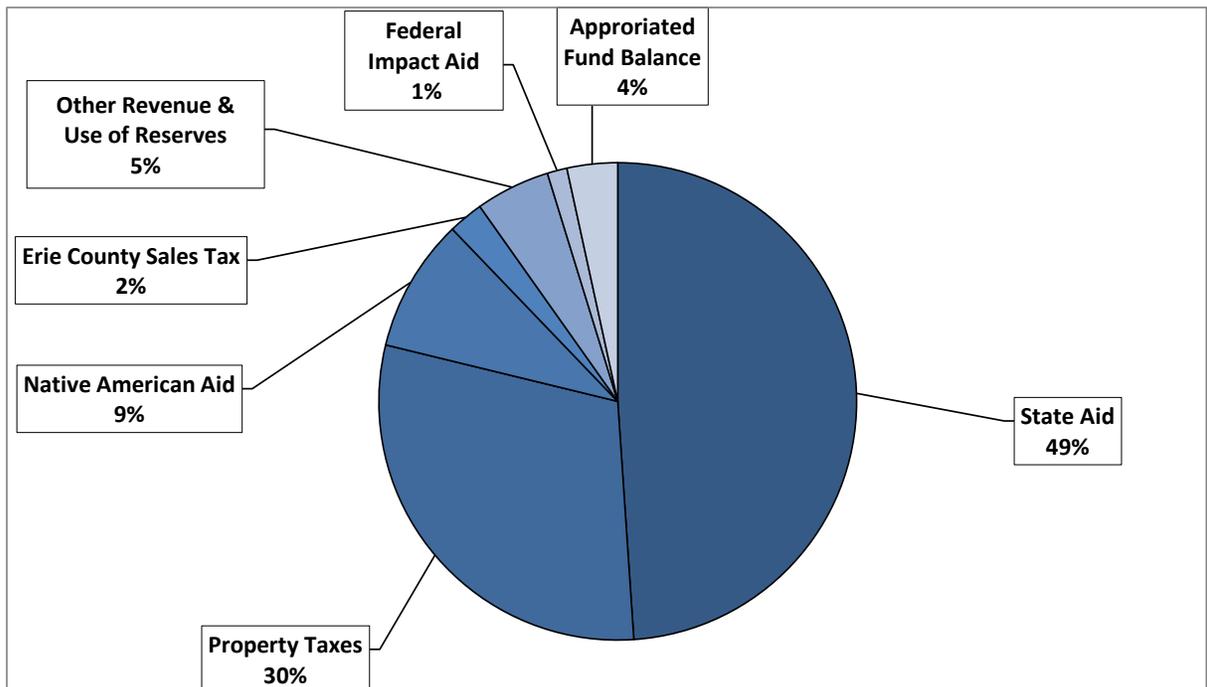
5:00 P.M.

6. Announcement by Chairman of closing of polls for voting on one proposition and school board members.
7. Tabulation and announcement of vote on 2020-21 school district budget.
8. Tabulation and announcement of vote on school buses (and related equipment).
9. Tabulation and announcement of vote on school board member positions.
10. Call by Chairman of any other business, which may properly come before meeting/adjourn.

**2020-21
General Fund
Budget**

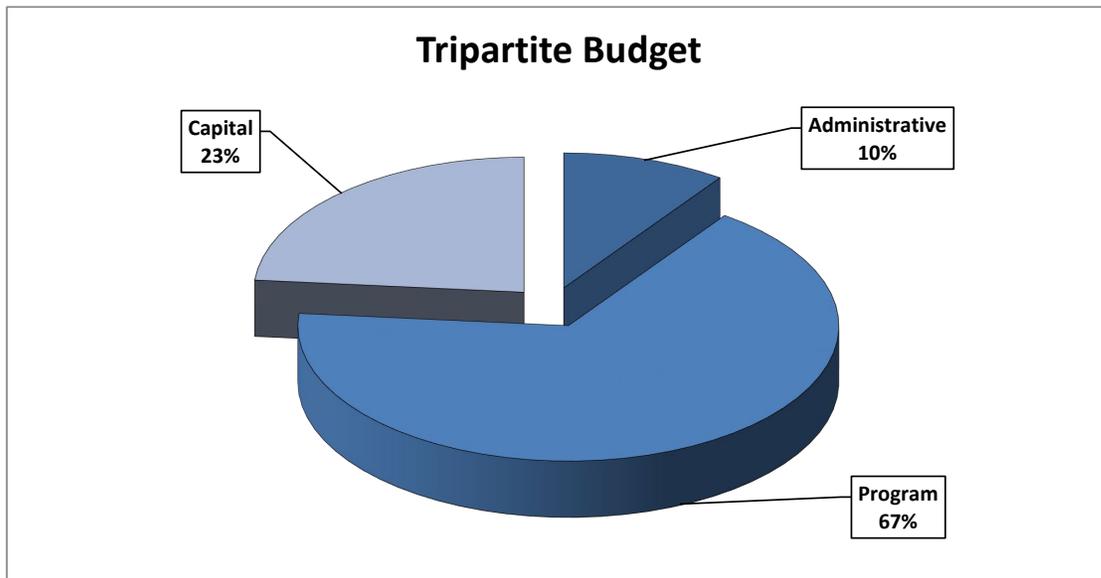
**Akron Central School District
Proposed General Fund Revenues**

	Adopted 2019-20	Proposed 2020-21	\$ Change
State Aid:			
Foundation Aid/General Aid	\$ 10,243,531	\$ 10,243,531	\$ -
Excess Cost Aid	\$ 594,304	\$ 590,187	\$ (4,117)
BOCES	\$ 1,073,586	\$ 1,204,574	\$ 130,988
Hardware and Technology	\$ 24,349	\$ 24,193	\$ (156)
Textbook, Software, Library	\$ 110,047	\$ 111,049	\$ 1,002
Transportation	\$ 1,232,471	\$ 1,331,344	\$ 98,873
Building	\$ 3,577,953	\$ 3,556,283	\$ (21,670)
NYS Pandemic Adjustment	\$ -	\$ (262,797)	\$ (262,797)
Federal CARES Restoration	\$ -	\$ 262,797	\$ 262,797
Estimated Mid Year NYS Cuts	\$ -	\$ (574,522)	\$ (574,522)
	\$ 16,856,241	\$ 16,486,639	\$ (369,602)
Other Revenue:			
Native American Aid	\$ 1,612,467	\$ 3,041,042	\$ 1,428,575
Erie County Sales Tax	\$ 1,200,000	\$ 800,000	\$ (400,000)
Federal Impact Aid	\$ 444,864	\$ 451,392	\$ 6,528
Other Revenues	\$ 589,500	\$ 724,500	\$ 135,000
Appropriated Fund Balance	\$ 1,600,000	\$ 1,152,276	\$ (447,724)
Use of Reserves/Transfers In	\$ 3,009,144	\$ 973,034	\$ (2,036,110)
	\$ 8,455,975	\$ 7,142,244	\$ (1,313,731)
Real Property Tax Levy:			
	\$ 9,875,144	\$ 10,067,709	\$ 192,565
Total Revenues:			
	\$ 35,187,360	\$ 33,696,592	\$ (1,490,768)



**Akron Central School District
General Fund Appropriations**

	Adopted 2019-20	Proposed 2020-21	\$ Change
Administrative Component			
Board of Education/District Clerk	\$ 24,624	\$ 34,800	\$ 10,176
Central Office/District Services	\$ 1,348,526	\$ 1,366,460	\$ 17,934
Legal & Personnel	\$ 149,000	\$ 191,750	\$ 42,750
Instructional Administration	\$ 1,230,645	\$ 997,010	\$ (233,635)
Allocated Employee Benefits	\$ 738,433	\$ 717,365	\$ (21,068)
	<u>\$ 3,491,228</u>	<u>\$ 3,307,385</u>	<u>\$ (183,843)</u>
Program Component			
Instruction	\$ 10,360,180	\$ 10,122,268	\$ (237,912)
Exceptional Education	\$ 4,880,485	\$ 4,991,535	\$ 111,050
Co-Curricular & Athletics	\$ 642,398	\$ 647,916	\$ 5,518
Transportation	\$ 1,215,275	\$ 1,231,664	\$ 16,389
Allocated Employee Benefits	\$ 5,104,365	\$ 5,457,532	\$ 353,167
	<u>\$ 22,202,703</u>	<u>\$ 22,450,915</u>	<u>\$ 248,212</u>
Capital Component			
Operations & Maintenance	\$ 2,222,802	\$ 1,981,609	\$ (241,193)
Debt Service	\$ 4,179,582	\$ 4,156,224	\$ (23,358)
Transfer to Capital Fund (Reserve)	\$ 2,600,000	\$ 1,317,042	\$ (1,282,958)
Allocated Employee Benefits	\$ 491,045	\$ 483,417	\$ (7,628)
	<u>\$ 9,493,429</u>	<u>\$ 7,938,292</u>	<u>\$ (1,555,137)</u>
Total Expenditures	<u>\$ 35,187,360</u>	<u>\$ 33,696,592</u>	<u>\$ (1,490,768)</u>



**Akron Central School District
General Fund Appropriations**

ADMINISTRATIVE EXPENSES

CODE	DESCRIPTION	2019-20 BUDGET	2020-21 BUDGET
A1010	<u>Board of Education</u> Expenditures incurred by the Board for supplies, travel, meetings, and conferences	\$ 16,500	\$ 25,750
A1040	<u>District Clerk</u> Expenditures incurred for salary, meeting supplies, and advertising costs.	\$ 5,624	\$ 5,800
A1060	<u>District Meeting</u> Expenditures for printing, advertising, payments to election officials, absentee ballots, and supplies	\$ 2,500	\$ 3,250
TOTAL BOARD OF EDUCATION/DISTRICT CLERK		\$ 24,624	\$ 34,800
A1240	<u>Central Office</u> Salaries for the Superintendent, the superintendent's secretary, travel, supplies and periodicals	\$ 241,812	\$ 241,751
A1310	<u>Business Administrator</u> Salaries for our School Business Administrator, her staff of 3.5 full time employees, consultant fees, travel, appraisal fees and supplies	\$ 403,614	\$ 403,601
A1320	<u>Auditing Services</u> Annual audit by External Auditor, Internal Auditor, and Internal Claims Auditor	\$ 30,900	\$ 30,858
A1325	<u>Treasurer</u> Expenditures for supplies and debt service needs	\$ 950	\$ 1,000
A1330	<u>Tax Collection</u> Contractual costs for tax collection services through the Town of Newstead, required supplies, and fees to Erie County for Tax Bills	\$ 16,250	\$ 16,250
A1480	<u>Public Information</u> Budget brochures and newsletters	\$ 1,500	\$ 1,500
A1670	<u>Central Mail</u> Costs for postage associated with district and building level mailings along with the fees to BOCES for production of forms, report cards, etc.	\$ 40,000	\$ 35,000
A1680	<u>Data Processing - BOCES</u> Computer costs for attendance, student scheduling, test scoring, report cards, and related hardware costs	\$ 350,000	\$ 383,500
A1910	<u>Insurance</u> Insurance premiums for fire, auto, liability, and vandalism	\$ 87,500	\$ 82,500
A1920	<u>School Association Dues</u> Costs of memberships in State, regional, and county associations	\$ 38,500	\$ 28,500
A1981	<u>Administrative Charge - BOCES</u> District's portion of BOCES administrative expenses	\$ 137,500	\$ 142,000
TOTAL CENTRAL OFFICE AND DISTRICT SERVICES		\$ 1,348,526	\$ 1,366,460

**Akron Central School District
General Fund Appropriations**

A1420	<u>Legal Services</u> School District Attorney and other legal fees	\$ 127,000	\$ 173,000
A1430	<u>Personnel</u> Costs for mandated employee physicals, arbitration fees, and advertising costs associated with recruitment of staff. Also the BOCES cost for substitute call in and certification services	\$ 22,000	\$ 18,750
TOTAL LEGAL AND PERSONNEL		\$ 149,000	\$ 191,750
A2010	<u>Curriculum Development</u> Salary for our Director of Educational Services, her 1 support staff, and the cost of training consultants, travel and supply expenses	\$ 209,837	\$ 183,013
A2020	<u>Administrative Supervision</u> Salaries of 3 principals, 1.5 assistant principals, Director of Special Education, .5 Athletic Director, 8 secretaries, and travel and supplies for all	\$ 978,808	\$ 765,297
A2060	<u>Administrative BOCES Fees</u> Cost for GASB required actuarial valuation services, health and safety risk specialist, AED/CPR services, and participation in Finance and Legislative services	\$ 42,000	\$ 48,700
A2630	<u>Director of Technology</u> Salary for the Director of Technology	\$ -	\$ -
A2330	<u>Special School Salaries</u> Non-Instructional salaries associated with running a district operated community education program	\$ -	\$ -
TOTAL INSTRUCTIONAL ADMINISTRATION		\$ 1,230,645	\$ 997,010
ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW		\$ 738,433	\$ 717,365
TOTAL ADMINISTRATIVE EXPENSES		\$ 3,491,228	\$ 3,307,385

PROGRAM EXPENSES

A2070	<u>In Service</u> Salaries and contractual costs for professional development activities at the district, along with BOCES costs for school improvement activities	\$ 90,500	\$ 102,650
A2110.12	Salaries of K-6 Teachers	\$ 3,374,548	\$ 3,092,276
A2110.13	Salaries of 7-12 Teachers	\$ 3,863,537	\$ 3,698,725
A2110.14	Salaries for Substitute Teachers	\$ 225,000	\$ 228,375
A2110.16	Salaries for Classroom Paraprofessionals - Teacher aides, monitors, lifeguards, etc.	\$ 199,253	\$ 213,951
A2110	Classroom supplies, Equipment and Other Expenses	\$ 425,021	\$ 356,575
A2110.47	<u>Foster and Health Tuition</u> The District pays tuition to other school districts for students who entered foster care while living in Akron but who now live outside the District	\$ 40,000	\$ 30,000

**Akron Central School District
General Fund Appropriations**

A2110.48	<u>Textbooks/Workbooks</u>	\$ 81,550	\$ 81,259
A2110.49	<u>BOCES</u> Includes testing, tuition, staff development costs, and contracted instructional services	\$ 162,000	\$ 412,000
A2330	<u>Special Schools</u> Costs to operate summer school and other supplemental programs	\$ 52,500	\$ 58,500
A2610	<u>School Library & Audio Visual</u> Salaries of librarians, supplies, contractual services including BOCES, and equipment	\$ 353,582	\$ 338,916
A2630	<u>Computer Assisted Instruction</u> Computer hardware and software and state aided computer expenditures	\$ 655,850	\$ 636,857
A2810	<u>Guidance</u> Salaries of guidance counselors, clerical staff, equipment, supplies and other expenses	\$ 412,761	\$ 436,512
A2815	<u>Health Services/School Nurses</u> Salaries of the two school nurses and one LPN, along with costs for supplies, equipment and other expenses	\$ 163,878	\$ 163,359
A2820	<u>Psychological Services</u> Salaries of school psychologists along with equipment, supplies and other expenses	\$ 124,600	\$ 140,768
A2825	<u>Social Work</u> Costs for two District Social Workers along with contracted social work services at Erie I BOCES	\$ 135,600	\$ 131,545
	TOTAL INSTRUCTIONAL	\$ 10,360,180	\$ 10,122,268
A2250	<u>Special Education</u> Salaries of special education teachers and paraprofessionals, equipment, supplies, BOCES services, residential and contracted tuition, and other expenses. Includes testing, tuition, staff development costs, and contracted instructional services	\$ 4,191,701	\$ 4,233,855
A2280.49	Occupational Education	\$ 618,784	\$ 682,680
A9901	Transfer to Special Aid/Lunch Fund	\$ 70,000	\$ 75,000
	TOTAL EXCEPTIONAL EDUCATION	\$ 4,880,485	\$ 4,991,535
A2850	<u>Co-Curricular Activities</u> Salaries for chaperones, and class advisors as well as supplies	\$ 178,000	\$ 189,454
A2855	<u>Interscholastic Sports</u> Salaries of coaches, uniforms, equipment awards, officials, dues, fees and other costs	\$ 464,398	\$ 458,462
	TOTAL CO-CURRICULAR & ATHLETICS	\$ 642,398	\$ 647,916
A5510 & A5530	<u>Transportation</u> Costs for drivers, mechanics, fuels, equipment, supplies, insurance, etc as well as the salary cost for our Director of Transportation	\$ 1,215,275	\$ 1,231,664
	TOTAL TRANSPORTATION	\$ 1,215,275	\$ 1,231,664
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 5,104,365	\$ 5,457,532
	TOTAL PROGRAM EXPENSES	\$ 22,202,703	\$ 22,450,915

**Akron Central School District
General Fund Appropriations**

CAPITAL EXPENSES			
A1620 & A1621	<u>Operations & Maintenance</u> Salaries of the maintenance and grounds staff, salary for our Director of Facilities, equipment, supplies, service contracts, etc.	\$ 2,192,802	\$ 1,951,609
A1964	Refund of Real Property Taxes	\$ 30,000	\$ 30,000
	TOTAL OPERATIONS & MAINTENANCE	\$ 2,222,802	\$ 1,981,609
A9710-9770	<u>Principal & Interest</u> Long term debt service and short-term borrowing	\$ 4,179,582	\$ 4,156,224
	TOTAL DEBT SERVICE	\$ 4,179,582	\$ 4,156,224
A9901	Transfer to Capital Fund	\$ 2,600,000	\$ 1,317,042
	TOTAL TRANSFERS TO CAPITAL	\$ 2,600,000	\$ 1,317,042
	ALLOCATED EMPLOYEE BENEFITS - SEE DETAIL BELOW	\$ 491,045	\$ 483,417
	TOTAL CAPITAL EXPENSES	\$ 9,493,429	\$ 7,938,292

TOTAL GENERAL FUND EXPENSES	\$ 35,187,360	\$ 33,696,592
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EMPLOYEE BENEFIT EXPENSES			
A9010.800	<u>State Retirement</u> District's share of retirement plan for non-instructional employees	\$ 498,627	\$ 472,055
A9020.800	<u>Teacher's Retirement</u> District's share of retirement plan for instructional employees	\$ 981,625	\$ 1,182,585
A9020.810	<u>403b Retirement Benefit</u> Costs for contractual contributions to employee 403b plans	\$ 183,692	\$ 170,000
A9030.800	<u>Social Security</u> District's share of Social Security and Medicare payments for employees	\$ 1,141,951	\$ 1,195,418
A9040.800	<u>Worker's Compensation</u> Premiums paid by the District as required by law.	\$ 209,500	\$ 196,500
A9045-800	<u>Life Insurance</u> Costs for contractual contributions to life insurance policies for certain employees	\$ 17,948	\$ 12,453
A9050-800	<u>Unemployment Insurance</u> Costs to pay the unemployment claims of staff who qualify for those benefits under state and federal law	\$ 10,000	\$ 10,000
A9060-810 & A9060-820	<u>Health & Dental Insurance</u> District's share of health and dental insurance premiums for their employees.	\$ 3,275,500	\$ 3,404,303
A9060-821	<u>Flexible Benefits</u> Costs associated with contractual benefits for a Flexible Benefits Plan for employees	\$ 15,000	\$ 15,000
	TOTAL EMPLOYEE BENEFITS	\$ 6,333,843	\$ 6,658,314
	ALLOCATION OF BENEFITS TO ADMINISTRATIVE COMPONENT	\$ 738,433	\$ 717,365
	ALLOCATION OF BENEFITS TO PROGRAM COMPONENT	\$ 5,104,365	\$ 5,457,532
	ALLOCATION OF BENEFITS TO CAPITAL COMPONENT	\$ 491,045	\$ 483,417

Administrative Component

Board of Education & District Clerk

This administrative section covers all expenses related to the Board of Education, including the costs for advertising and election staff as well as supplies needed for the Annual Meeting. In addition, this category provides funds for board members to attend local and state conferences as well as purchase materials and supplies for the Board to carry out its duties and obligations. Note: your school board members serve the district on a volunteer basis.

Central Office & District Services

This section includes the cost of salaries for the Superintendent and his staff and our School Business Administrator and her staff. It also includes budget resources for travel and conference expenses, workshops, books, periodicals, office supplies, central mailing and data processing costs and BOCES services provided to these departmental areas. This section also includes costs to cover expenses for the preparation and publication of various informational materials for district parents and community members as well as public liability and student insurance expenses, school association dues, and the administrative charge for the use of BOCES services and facilities. This section also includes the cost of our independent auditors, internal claims auditor, treasurer and tax collector supplies and services.

Legal & Personnel

These costs cover expenses for our outside legal firm as well as our subscription to the personnel legal resources through BOCES. In addition, there are resources included which cover advertising and arbitration expenses for the district.

Instructional Administration

This category includes the salaries of our administrative team and staff, travel and conference expenses, office materials and supplies and subscription to various BOCES services, such as our health and safety risk specialist.

Capital Component

Operations & Maintenance

This section captures all the costs associated with the operation and maintenance of the school buildings and grounds, including activities concerned with keeping the physical plant open, comfortable, and safe for use. It also includes keeping the buildings, grounds and equipment in effective working condition and state of repair. These include the activities of maintaining safety in buildings, on the grounds, and in the vicinity of the school. Costs include salaries for the building custodians and cleaners as well as the costs for our Director of Facilities. Also included are anticipated costs for equipment replacement, service contracts for trash removal, maintenance on certain equipment and insurance. In addition, we have budgeted for the costs of utilities, water, sewer and telephone. Expenses for travel and conferences, which are necessary to maintain specific certifications, are also included. We also include costs for possible repairs to boilers and machinery. In addition, the cost for refunds of real property taxes of prior years is included in this category.

Debt Service

This item represents the total principal and interest payments, which will be paid during the next fiscal year for projects that were previously approved by the voters of the district.

Transfer to Capital

This line reflects the transfer of Native American Building Aid that is required to be used toward construction of voter-approved projects.

Program Component

Instruction

Instruction is the core of the school budget and includes salaries for regular K-12 instruction, teacher substitutes, classroom aides, monitors, library, audiovisual and computer personnel as well as student support services (guidance), health professionals, and psychologists. It also covers the cost of supplies, textbooks and equipment needs associated with the operation of the instructional program of the district. Other expenses include travel and conferences for teachers, bookbinding, tuition costs for foster children, and copier service contracts.

Exceptional Education

The programs in this category provide for students with special learning needs. Costs include the salaries of the special education team, equipment needed to serve the children, and travel and conference expenses for various programmatic enhancements. This category also provides for students' tuition to various other programs as determined necessary by the Committee on Special Education. It also includes shared instructional BOCES services including Occupational Education.

Co-Curricular & Athletics

Co-curricular activities include school club programs, athletic supervision and intramural athletics. Interscholastic athletics includes program costs for sports activities both at home and while visiting other districts. This section captures the salary costs for all coaches, supervisors, advisors and officials. Also included are costs for the district's athletic trainer, travel & conference costs for staff, and materials & supplies for both areas. In addition, budget resources have been provided for the reconditioning of athletic equipment.

Transportation

The Akron Central School District provides regular transportation within and outside the district, for special education programs, interscholastic activities at other locations, and field trips for its educational programs. This category provides funding to transport students under district policy and mandated State Education Department regulations. Salary for our Director of Transportation along with the salaries for bus drivers, bus attendants, and mechanics are included within these totals. Insurance for buses, as well as parts, tires, repairs and fuel have also been budgeted.

Contingent Budget Spending

Contingency budget estimates are based on Section 2023 of the Education Law. A contingent budget for Akron CSD for 2020-21 is anticipated to result in a decrease of approximately \$330,765 from the original budget of \$33,696,592.

Under a contingency budget, state law allows a school district to operate the regular instructional program, preserve the health and safety of students and staff, and protect the district's property. Districts are prohibited from spending money on items such as new equipment or nonessential maintenance projects. In addition, a district would be required to charge for public use of their facilities, except when there is no cost to the district.

**NEW YORK STATE
DISTRICT
REPORT CARD**

AKRON CSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
American Indian or Alaska Native	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	409	140	3
	Math	397	164	
	Science	142	207	
	Combined	948	160	
American Indian or Alaska Native	ELA	44	76	2
	Math	42	92	
	Science	26	192	
	Combined	112	109	
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–
	Math	2	–	
	Science	–	–	
	Combined	4	–	
Black or African American	ELA	6	125	–
	Math	6	167	
	Science	3	–	
	Combined	15	–	
Hispanic or Latino	ELA	8	113	2
	Math	8	138	
	Science	4	–	
	Combined	20	138	
Multiracial	ELA	26	144	3
	Math	25	166	
	Science	13	196	
	Combined	64	163	
White	ELA	343	147	3
	Math	333	173	
	Science	114	214	
	Combined	790	168	
English Language Learners	ELA	2	–	–
	Math	2	–	
	Science	–	–	
	Combined	4	–	
Students with Disabilities	ELA	43	54	3
	Math	38	83	
	Science	30	165	
	Combined	111	94	
Economically Disadvantaged	ELA	180	106	3
	Math	170	132	
	Science	63	190	

Subgroup	Subject	Cohort	Index	Level
	Combined	413	129	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	607	94	2
	Math	607	107	
	Science	213	138	
	Combined	1,427	106	
American Indian or Alaska Native	ELA	78	43	1
	Math	78	49	
	Science	46	109	
	Combined	202	60	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	–	–
	Math	3	–	
	Science	–	–	
	Combined	6	–	
Black or African American	ELA	9	83	–
	Math	9	111	
	Science	5	110	
	Combined	23	–	
Hispanic or Latino	ELA	14	64	2
	Math	14	79	
	Science	5	150	
	Combined	33	83	
Multiracial	ELA	30	125	4
	Math	30	138	
	Science	13	196	
	Combined	73	143	
White	ELA	500	101	2
	Math	500	115	
	Science	173	141	
	Combined	1,173	113	
English Language Learners	ELA	2	–	–
	Math	2	–	
	Science	–	–	
	Combined	4	–	
Students with Disabilities	ELA	83	28	2
	Math	83	38	
	Science	65	76	
	Combined	231	45	
Economically Disadvantaged	ELA	295	65	2
	Math	295	76	
	Science	103	116	

Subgroup	Subject	Cohort	Index	Level
	Combined	693	77	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	84,796	1,676	50.6	3
American Indian or Alaska Native	9,237	181	51	3
Asian or Native Hawaiian/Other Pacific Islander	–	4	–	–
Black or African American	–	10	–	–
Hispanic or Latino	–	14	–	–
Multiracial	2,169	41	52.9	3
White	72,070	1,426	50.5	3
English Language Learners	–	0	–	–
Students with Disabilities	8,310	161	51.6	3
Economically Disadvantaged	32,065	648	49.5	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
American Indian or Alaska Native	2
Hispanic or Latino	2
Multiracial	4
White	3
Students with Disabilities	3
Economically Disadvantaged	3

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	3	–	–	–	–
American Indian or Alaska Native	0	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–
Black or African American	0	–	–	–	–
Hispanic or Latino	0	–	–	–	–
Multiracial	0	–	–	–	–
White	1	–	–	–	–
English Language Learners	3	–	–	–	–
Students with Disabilities	0	–	–	–	–
Economically Disadvantaged	1	–	–	–	–

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	85	607	94	95	105	122	161	N	—	200	1	1
	Math	95	607	107	103	107	124	162	—	N	200	2	
American Indian or Alaska Native	ELA	46	78	43	59	102	119	159	N	—	200	1	1
	Math	47	78	49	60	99	117	158	N	—	200	1	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	14	—	—	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	30	—	—	—	—	—	—	—	—	—	—
	Math	—	30	—	—	—	—	—	—	—	—	—	
White	ELA	92	500	101	101	102	119	160	—	N	200	2	2
	Math	102	500	115	110	110	126	163	—	—	200	3	
English Language Learners	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	17	83	28	32	61	85	142	N	—	200	1	1
	Math	20	83	38	34	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	54	295	65	66	95	113	157	N	—	200	1	1
	Math	60	295	76	71	94	112	156	—	N	200	2	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	9.1	823	61	7.4%	8.7%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	30.6	107	20	18.7%	28.6%	20.6%	18%	11.5%	—	—	5%	3
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—	—	—	—	—	—	—	—
Black or African American	—	11	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	17	—	—	—	—	—	—	—	—	—	—
Multiracial	10.9	55	6	10.9%	10.7%	16.5%	14.5%	9.8%	—	—	5%	3
White	5.6	671	37	5.5%	5.6%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	5	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	14	110	9	8.2%	13.2%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	15.4	393	48	12.2%	14.6%	19.9%	17.1%	11.1%	—	—	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	644	64%	1,285	62.7%
American Indian or Alaska Native	X	82	53.7%	159	56.6%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	9	—	—	—
Multiracial	—	17	—	—	—
White	X	531	65.2%	1,067	63.2%
English Language Learners	—	2	—	—	—
Students with Disabilities	X	83	47%	177	49.7%
Economically Disadvantaged	X	314	58%	607	57.3%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	644	62.1%	1,286	61.7%
American Indian or Alaska Native	X	82	51.2%	159	55.4%
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	9	—	—	—
Multiracial	—	17	—	—	—
White	X	531	63.3%	1,067	62.1%
English Language Learners	—	2	—	—	—
Students with Disabilities	X	83	39.8%	177	44.1%
Economically Disadvantaged	X	314	54.8%	608	56.1%

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
American Indian or Alaska Native	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	93	211	211	4
	Math	93	195		
	Science	93	227		
	Social Studies	93	227		
American Indian or Alaska Native	ELA	24	190	183	3
	Math	24	146		
	Science	24	215		
	Social Studies	24	215		
Asian or Native Hawaiian/Other Pacific Islander	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
	Social Studies	2	–		
Black or African American	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
	Social Studies	2	–		
Hispanic or Latino	ELA	2	–	–	–
	Math	2	–		
	Science	2	–		
	Social Studies	2	–		
Multiracial	ELA	1	–	–	–
	Math	1	–		
	Science	1	–		
	Social Studies	1	–		
White	ELA	78	217	214	4
	Math	78	197		
	Science	78	228		
	Social Studies	78	228		
Students with Disabilities	ELA	23	113	137	4
	Math	23	113		
	Science	23	185		
	Social Studies	23	187		
Economically Disadvantaged	ELA	67	199	194	4
	Math	67	162		
	Science	67	219		
	Social Studies	67	224		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	87%	127	.8%	87.6%	82.8%	85%	90%	N	—	95%	1	2
	5-Year	90.4%	107	86%	90.8%	85%	86.8%	91.4%	—	N	96%	2	
	6-Year	89.9%	115	92.2%	90.5%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	73.3%	33	36.4%	75.1%	69.7%	74.1%	84.6%	N	—	95%	1	3
	5-Year	61.5%	32	78.1%	64.3%	75.1%	78.7%	87.4%	—	—	96%	3	
	6-Year	71.4%	30	76.7%	73.4%	72.2%	76.4%	86.7%	—	—	97%	4	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	1	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
White	4-Year	87.6%	109	.9%	88.2%	90.2%	91%	93%	N	—	95%	1	2
	5-Year	92.9%	90	87.8%	93.1%	91.5%	92.3%	94.2%	N	—	96%	1	
	6-Year	94.3%	97	93.8%	94.5%	91.2%	92.4%	94.7%	—	—	97%	3	
English Language Learners	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	63.3%	32	25%	65.9%	59.7%	66.1%	80.6%	N	—	95%	1	2
	5-Year	61.3%	30	60%	64.1%	63%	69%	82.5%	N	—	96%	1	
	6-Year	48.4%	31	67.7%	52.2%	61.4%	67.8%	82.4%	—	—	97%	3	
Economically Disadvantaged	4-Year	90%	42	0%	90.4%	76.9%	79.9%	87.5%	N	—	95%	1	2
	5-Year	82.4%	31	74.2%	83.4%	80.4%	83%	89.5%	N	—	96%	1	
	6-Year	89.3%	62	90.3%	89.9%	80.7%	83.5%	90.3%	—	—	97%	4	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	3
American Indian or Alaska Native	3
White	3
Students with Disabilities	3
Economically Disadvantaged	3

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	217	93	211	215	191	194	204	—	—	215	4	4
	Math	176	93	195	178	151	158	179	—	—	200	4	
American Indian or Alaska Native	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	24	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
White	ELA	220	78	217	215	208	209	212	—	—	215	4	4
	Math	180	78	197	182	168	172	186	—	—	200	4	
Students with Disabilities	ELA	—	23	—	—	—	—	—	—	—	—	—	—
	Math	—	23	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	189	67	199	191	171	177	196	—	—	215	4	3
	Math	160	67	162	163	131	140	170	—	—	200	3	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	14.8	449	60	13.4%	14%	22.6%	19.8%	12.4%	–	–	5%	4
American Indian or Alaska Native	38.2	49	13	26.5%	35.6%	34.8%	29.6%	17.3%	–	–	5%	4
Asian or Native Hawaiian/Other Pacific Islander	–	6	–	–	–	–	–	–	–	–	–	–
Black or African American	–	5	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	8	–	–	–	–	–	–	–	–	–	–
Multiracial	–	12	–	–	–	–	–	–	–	–	–	–
White	11.9	384	46	12%	11.3%	15.6%	14%	9.5%	–	–	5%	3
Students with Disabilities	16.9	62	11	17.7%	15.9%	32.8%	28%	16.5%	–	–	5%	3
Economically Disadvantaged	23.6	159	39	24.5%	22.2%	30.2%	25.8%	15.4%	–	–	5%	3

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	150.5	173.2	152.5	130.2	137.8	156.4	–	–	175	4
American Indian or Alaska Native	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–
Black or African American	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–
Multiracial	–	–	–	–	–	–	–	–	–	–
White	154.4	170.2	156	149.7	154.1	164.6	–	–	175	4
Students with Disabilities	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	122.6	172.1	126.8	112.9	123.7	149.4	–	–	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	99	0	76	1	18	0	4
American Indian or Alaska Native	26	0	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	0	–	–	–	–	–
Black or African American	2	0	–	–	–	–	–
Hispanic or Latino	2	0	–	–	–	–	–
Multiracial	1	0	–	–	–	–	–
White	84	0	63	0	17	0	4
Students with Disabilities	28	0	–	–	–	–	–
Economically Disadvantaged	34	0	25	1	7	0	1

SECONDARY ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	93	98.9%	215	99.5%
American Indian or Alaska Native	–	9	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–	–	–
Black or African American	–	2	–	–	–
Hispanic or Latino	–	1	–	–	–
Multiracial	–	1	–	–	–
White	✓	78	98.7%	186	99.5%
English Language Learners	–	0	–	–	–
Students with Disabilities	–	10	–	–	–
Economically Disadvantaged	–	30	–	–	–

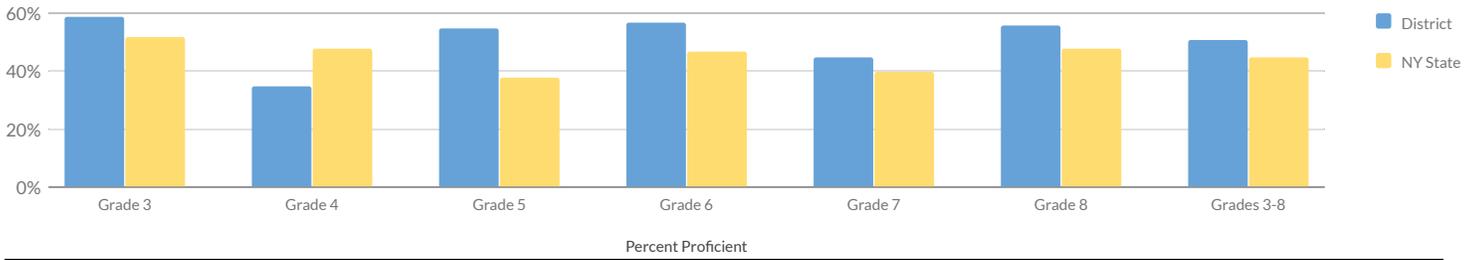
SECONDARY MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year 12th Grade Enrollment	Current Year Participation Rate	Current Year + Previous Year 12th Grade Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	93	100%	215	100%
American Indian or Alaska Native	–	9	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	–	2	–	–	–
Black or African American	–	2	–	–	–
Hispanic or Latino	–	1	–	–	–
Multiracial	–	1	–	–	–
White	✓	78	100%	186	100%
English Language Learners	–	0	–	–	–
Students with Disabilities	–	10	–	–	–
Economically Disadvantaged	–	30	–	–	–

GRADUATION RATE

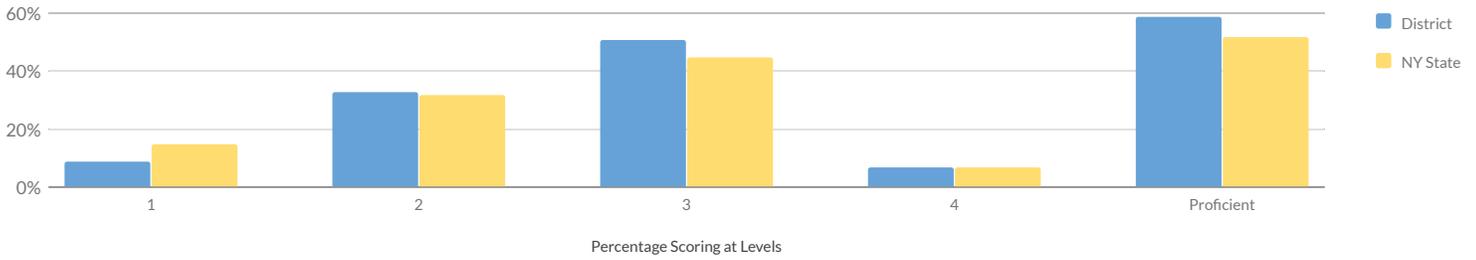
Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	95	96%	68	69%	20	20%	7	7%	0	0%	1	1%	0	0%	3	3%
Female	55	54	98%	42	76%	8	15%	4	7%	0	0%	0	0%	0	0%	1	2%
Male	44	41	93%	26	59%	12	27%	3	7%	0	0%	1	2%	0	0%	2	5%
Multiracial	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
American Indian or Alaska Native	9	9	100%	8	89%	1	11%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
White	84	80	95%	57	68%	17	20%	6	7%	0	0%	1	1%	0	0%	3	4%
Black or African American	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
General-Education Students	85	82	96%	67	79%	15	18%	0	0%	0	0%	0	0%	0	0%	3	4%
Students with Disabilities	14	13	93%	1	7%	5	36%	7	50%	0	0%	1	7%	0	0%	0	0%
Non-English Language Learners	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
English Language Learners	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Economically Disadvantaged	65	62	95%	44	68%	16	25%	2	3%	0	0%	1	2%	0	0%	2	3%
Economically Disadvantaged	34	33	97%	24	71%	4	12%	5	15%	0	0%	0	0%	0	0%	1	3%
Not Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Migrant	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents not in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Parents in Armed Forces	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Homeless	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Foster Care	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	22	82	7	9%	27	33%	42	51%	6	7%	48	59%
Grade 4	25	75	19	25%	30	40%	18	24%	8	11%	26	35%
Grade 5	27	64	8	13%	21	33%	18	28%	17	27%	35	55%
Grade 6	50	69	16	23%	14	20%	18	26%	21	30%	39	57%
Grade 7	46	58	11	19%	21	36%	20	34%	6	10%	26	45%
Grade 8	63	63	18	29%	10	16%	20	32%	15	24%	35	56%
Grades 3-8	233	411	79	19%	123	30%	136	33%	73	18%	209	51%

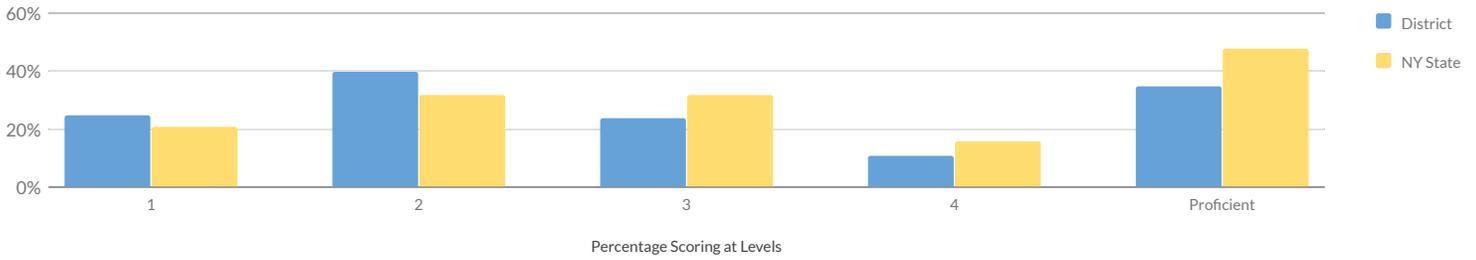
GRADE 3 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	22	82	7	9%	27	33%	42	51%	6	7%	48	59%
General Education	15	76	6	8%	24	32%	40	53%	6	8%	46	61%
Students with Disabilities	7	6	1	17%	3	50%	2	33%	0	0%	2	33%
American Indian or Alaska Native	6	12	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	15	66	5	8%	19	29%	36	55%	6	9%	42	64%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	16	2	13%	8	50%	6	38%	0	0%	6	38%
Female	9	43	3	7%	9	21%	27	63%	4	9%	31	72%
Male	13	39	4	10%	18	46%	15	38%	2	5%	17	44%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	22	80	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	12	36	5	14%	18	50%	13	36%	0	0%	13	36%
Not Economically Disadvantaged	10	46	2	4%	9	20%	29	63%	6	13%	35	76%
Not Migrant	22	82	7	9%	27	33%	42	51%	6	7%	48	59%
Not Homeless	22	82	7	9%	27	33%	42	51%	6	7%	48	59%
Not in Foster Care	22	82	7	9%	27	33%	42	51%	6	7%	48	59%
Parent Not in Armed Forces	22	82	7	9%	27	33%	42	51%	6	7%	48	59%

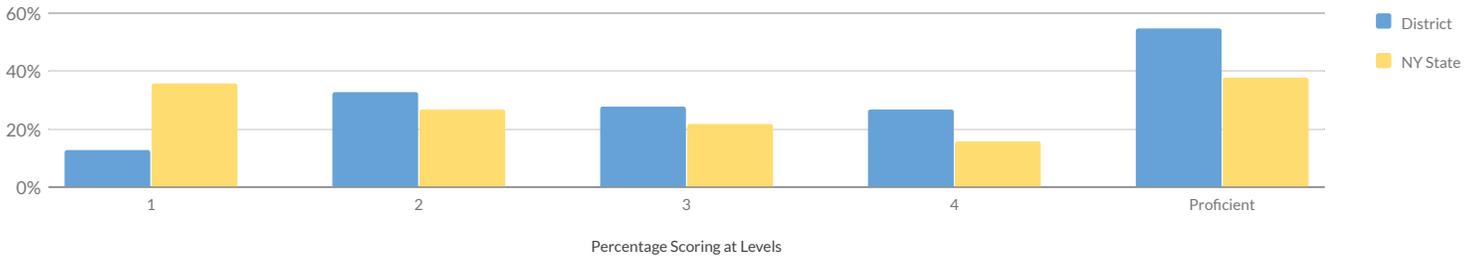
GRADE 4 ELA RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	75	19	25%	30	40%	18	24%	8	11%	26	35%
General Education	19	67	17	25%	24	36%	18	27%	8	12%	26	39%
Students with Disabilities	6	8	2	25%	6	75%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	9	3	33%	5	56%	1	11%	0	0%	1	11%
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	3	-	-	-	-	-	-	-	-	-	-
White	23	56	14	25%	22	39%	14	25%	6	11%	20	36%
Multiracial	1	5	0	0%	2	40%	3	60%	0	0%	3	60%
Small Group Total	0	5	2	40%	1	20%	0	0%	2	40%	2	40%
Female	15	37	6	16%	16	43%	10	27%	5	14%	15	41%
Male	10	38	13	34%	14	37%	8	21%	3	8%	11	29%
Non-English Language Learners	25	75	19	25%	30	40%	18	24%	8	11%	26	35%
Economically Disadvantaged	11	42	12	29%	19	45%	9	21%	2	5%	11	26%
Not Economically Disadvantaged	14	33	7	21%	11	33%	9	27%	6	18%	15	45%
Not Migrant	25	75	19	25%	30	40%	18	24%	8	11%	26	35%
Not Homeless	25	75	19	25%	30	40%	18	24%	8	11%	26	35%
Not in Foster Care	25	75	19	25%	30	40%	18	24%	8	11%	26	35%
Parent Not in Armed Forces	25	75	19	25%	30	40%	18	24%	8	11%	26	35%

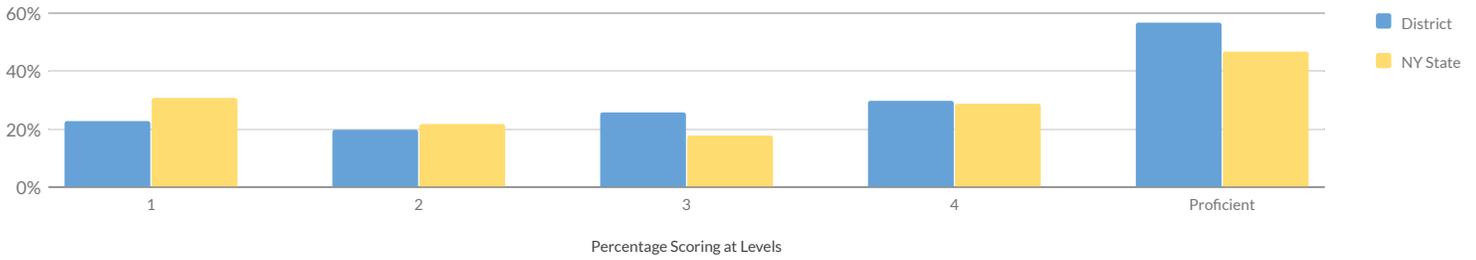
GRADE 5 ELA RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	64	8	13%	21	33%	18	28%	17	27%	35	55%
General Education	19	59	4	7%	20	34%	18	31%	17	29%	35	59%
Students with Disabilities	8	5	4	80%	1	20%	0	0%	0	0%	0	0%
American Indian or Alaska Native	5	5	1	20%	3	60%	1	20%	0	0%	1	20%
White	22	54	6	11%	16	30%	16	30%	16	30%	32	59%
Multiracial	0	5	1	20%	2	40%	1	20%	1	20%	2	40%
Female	12	26	0	0%	8	31%	7	27%	11	42%	18	69%
Male	15	38	8	21%	13	34%	11	29%	6	16%	17	45%
Non-English Language Learners	27	64	8	13%	21	33%	18	28%	17	27%	35	55%
Economically Disadvantaged	20	27	6	22%	13	48%	5	19%	3	11%	8	30%
Not Economically Disadvantaged	7	37	2	5%	8	22%	13	35%	14	38%	27	73%
Not Migrant	27	64	8	13%	21	33%	18	28%	17	27%	35	55%
Not Homeless	27	64	8	13%	21	33%	18	28%	17	27%	35	55%
Not in Foster Care	27	64	8	13%	21	33%	18	28%	17	27%	35	55%
Parent Not in Armed Forces	27	64	8	13%	21	33%	18	28%	17	27%	35	55%

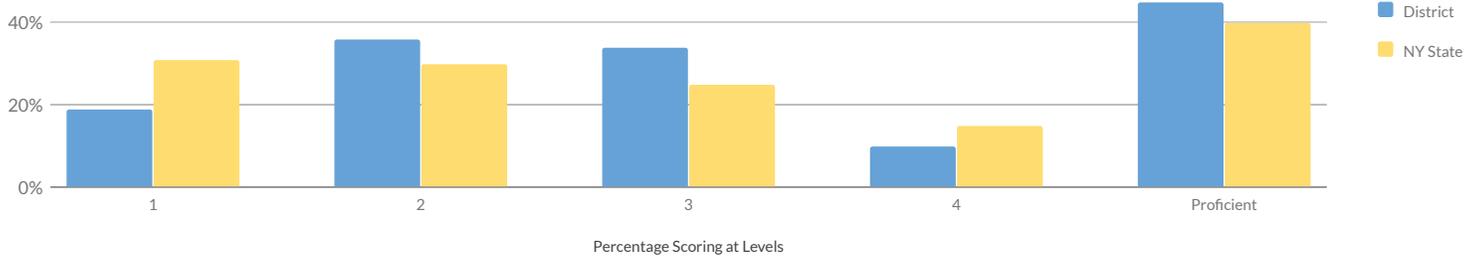
GRADE 6 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	50	69	16	23%	14	20%	18	26%	21	30%	39	57%
General Education	46	61	9	15%	13	21%	18	30%	21	34%	39	64%
Students with Disabilities	4	8	7	88%	1	13%	0	0%	0	0%	0	0%
American Indian or Alaska Native	11	5	5	100%	0	0%	0	0%	0	0%	0	0%
White	37	64	11	17%	14	22%	18	28%	21	33%	39	61%
Female	28	32	4	13%	6	19%	12	38%	10	31%	22	69%
Male	22	37	12	32%	8	22%	6	16%	11	30%	17	46%
Non-English Language Learners	50	69	16	23%	14	20%	18	26%	21	30%	39	57%
Economically Disadvantaged	31	22	7	32%	4	18%	5	23%	6	27%	11	50%
Not Economically Disadvantaged	19	47	9	19%	10	21%	13	28%	15	32%	28	60%
Not Migrant	50	69	16	23%	14	20%	18	26%	21	30%	39	57%
Not Homeless	50	69	16	23%	14	20%	18	26%	21	30%	39	57%
Not in Foster Care	50	69	16	23%	14	20%	18	26%	21	30%	39	57%
Parent Not in Armed Forces	50	69	16	23%	14	20%	18	26%	21	30%	39	57%

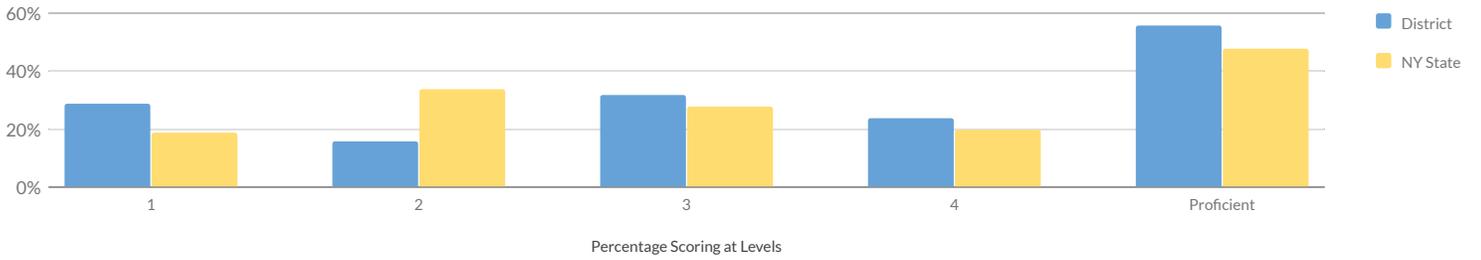
GRADE 7 ELA RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	46	58	11	19%	21	36%	20	34%	6	10%	26	45%
General Education	38	53	7	13%	20	38%	20	38%	6	11%	26	49%
Students with Disabilities	8	5	4	80%	1	20%	0	0%	0	0%	0	0%
American Indian or Alaska Native	5	6	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
White	39	50	8	16%	18	36%	18	36%	6	12%	24	48%
Multiracial	1	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	8	3	38%	3	38%	2	25%	0	0%	2	25%
Female	20	32	3	9%	14	44%	11	34%	4	13%	15	47%
Male	26	26	8	31%	7	27%	9	35%	2	8%	11	42%
Non-English Language Learners	46	58	11	19%	21	36%	20	34%	6	10%	26	45%
Economically Disadvantaged	26	32	10	31%	11	34%	8	25%	3	9%	11	34%
Not Economically Disadvantaged	20	26	1	4%	10	38%	12	46%	3	12%	15	58%
Not Migrant	46	58	11	19%	21	36%	20	34%	6	10%	26	45%
Not Homeless	46	58	11	19%	21	36%	20	34%	6	10%	26	45%
Not in Foster Care	46	58	11	19%	21	36%	20	34%	6	10%	26	45%
Parent Not in Armed Forces	46	58	11	19%	21	36%	20	34%	6	10%	26	45%

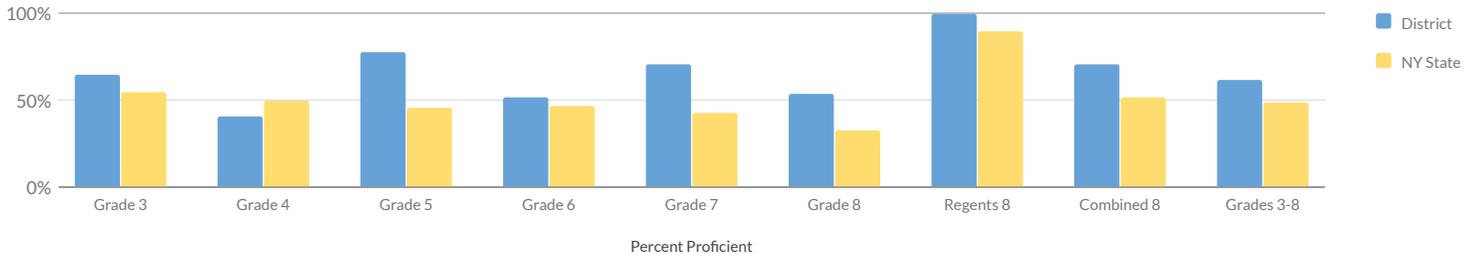
GRADE 8 ELA RESULTS



MEAN SCORE: 598

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	63	18	29%	10	16%	20	32%	15	24%	35	56%
General Education	51	57	13	23%	9	16%	20	35%	15	26%	35	61%
Students with Disabilities	12	6	5	83%	1	17%	0	0%	0	0%	0	0%
American Indian or Alaska Native	10	7	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	—	—	—	—	—	—	—	—	—
White	50	55	14	25%	7	13%	20	36%	14	25%	34	62%
Small Group Total	11	8	4	50%	3	38%	0	0%	1	13%	1	13%
Female	36	27	2	7%	6	22%	10	37%	9	33%	19	70%
Male	27	36	16	44%	4	11%	10	28%	6	17%	16	44%
Non-English Language Learners	63	63	18	29%	10	16%	20	32%	15	24%	35	56%
Economically Disadvantaged	32	23	12	52%	7	30%	2	9%	2	9%	4	17%
Not Economically Disadvantaged	31	40	6	15%	3	8%	18	45%	13	33%	31	78%
Not Migrant	63	63	18	29%	10	16%	20	32%	15	24%	35	56%
Not Homeless	63	63	18	29%	10	16%	20	32%	15	24%	35	56%
Not in Foster Care	63	63	18	29%	10	16%	20	32%	15	24%	35	56%
Parent Not in Armed Forces	63	63	18	29%	10	16%	20	32%	15	24%	35	56%

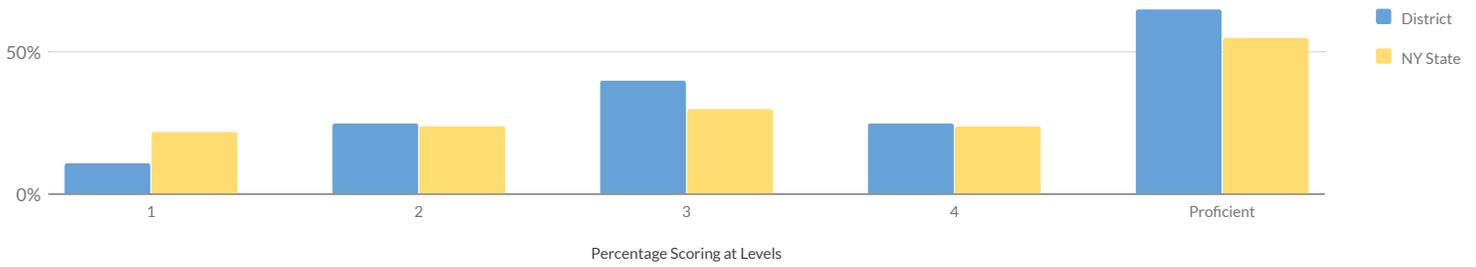
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	19	85	9	11%	21	25%	34	40%	21	25%	55	65%
Grade 4	28	73	12	16%	31	42%	21	29%	9	12%	30	41%
Grade 5	27	64	3	5%	11	17%	26	41%	24	38%	50	78%
Grade 6	56	63	15	24%	15	24%	16	25%	17	27%	33	52%
Grade 7	46	58	4	7%	13	22%	22	38%	19	33%	41	71%
Grade 8	91	35	6	17%	10	29%	13	37%	6	17%	19	54%
Regents 8	—	21	0	0%	0	0%	0	0%	21	100%	21	100%
Combined 8	91	56	6	11%	10	18%	13	23%	27	48%	40	71%
Grades 3-8	267	399	49	12%	101	25%	132	33%	117	29%	249	62%

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

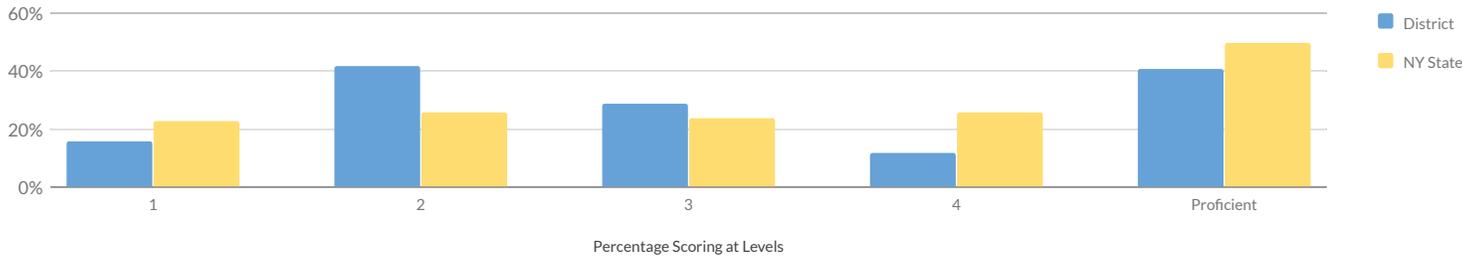
GRADE 3 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	85	9	11%	21	25%	34	40%	21	25%	55	65%
General Education	12	79	7	9%	19	24%	33	42%	20	25%	53	67%
Students with Disabilities	7	6	2	33%	2	33%	1	17%	1	17%	2	33%
American Indian or Alaska Native	6	12	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	0	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	12	69	5	7%	16	23%	29	42%	19	28%	48	70%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	7	16	4	25%	5	31%	5	31%	2	13%	7	44%
Female	8	44	2	5%	10	23%	21	48%	11	25%	32	73%
Male	11	41	7	17%	11	27%	13	32%	10	24%	23	56%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	19	83	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	12	36	7	19%	15	42%	10	28%	4	11%	14	39%
Not Economically Disadvantaged	7	49	2	4%	6	12%	24	49%	17	35%	41	84%
Not Migrant	19	85	9	11%	21	25%	34	40%	21	25%	55	65%
Not Homeless	19	85	9	11%	21	25%	34	40%	21	25%	55	65%
Not in Foster Care	19	85	9	11%	21	25%	34	40%	21	25%	55	65%
Parent Not in Armed Forces	19	85	9	11%	21	25%	34	40%	21	25%	55	65%

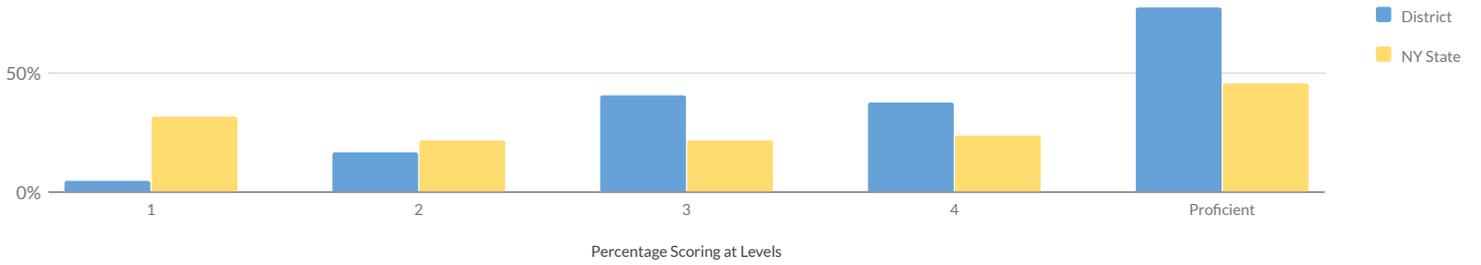
GRADE 4 MATH RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	28	73	12	16%	31	42%	21	29%	9	12%	30	41%
General Education	21	66	10	15%	27	41%	20	30%	9	14%	29	44%
Students with Disabilities	7	7	2	29%	4	57%	1	14%	0	0%	1	14%
American Indian or Alaska Native	1	9	4	44%	3	33%	2	22%	0	0%	2	22%
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	3	-	-	-	-	-	-	-	-	-	-
White	26	54	6	11%	25	46%	16	30%	7	13%	23	43%
Multiracial	1	5	0	0%	2	40%	3	60%	0	0%	3	60%
Small Group Total	0	5	2	40%	1	20%	0	0%	2	40%	2	40%
Female	15	38	7	18%	14	37%	10	26%	7	18%	17	45%
Male	13	35	5	14%	17	49%	11	31%	2	6%	13	37%
Non-English Language Learners	28	73	12	16%	31	42%	21	29%	9	12%	30	41%
Economically Disadvantaged	15	38	10	26%	14	37%	12	32%	2	5%	14	37%
Not Economically Disadvantaged	13	35	2	6%	17	49%	9	26%	7	20%	16	46%
Not Migrant	28	73	12	16%	31	42%	21	29%	9	12%	30	41%
Not Homeless	28	73	12	16%	31	42%	21	29%	9	12%	30	41%
Not in Foster Care	28	73	12	16%	31	42%	21	29%	9	12%	30	41%
Parent Not in Armed Forces	28	73	12	16%	31	42%	21	29%	9	12%	30	41%

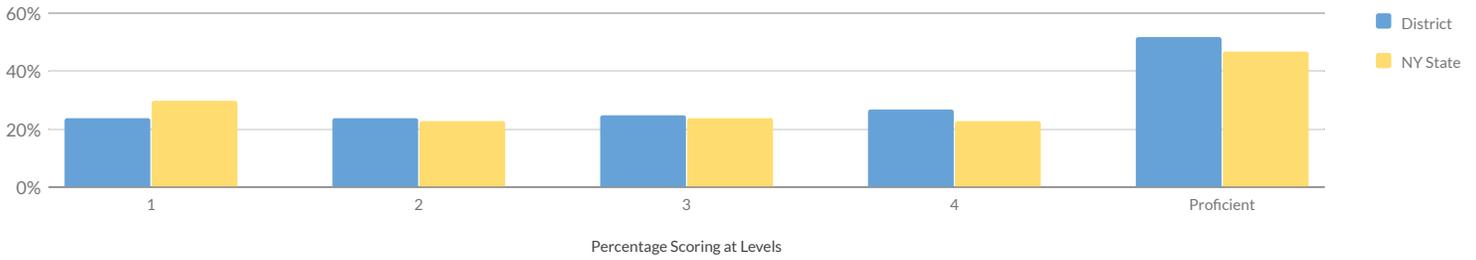
GRADE 5 MATH RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	27	64	3	5%	11	17%	26	41%	24	38%	50	78%
General Education	19	59	1	2%	9	15%	25	42%	24	41%	49	83%
Students with Disabilities	8	5	2	40%	2	40%	1	20%	0	0%	1	20%
American Indian or Alaska Native	6	4	-	-	-	-	-	-	-	-	-	-
White	21	55	2	4%	10	18%	22	40%	21	38%	43	78%
Multiracial	0	5	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	9	1	11%	1	11%	4	44%	3	33%	7	78%
Female	12	26	1	4%	4	15%	11	42%	10	38%	21	81%
Male	15	38	2	5%	7	18%	15	39%	14	37%	29	76%
Non-English Language Learners	27	64	3	5%	11	17%	26	41%	24	38%	50	78%
Economically Disadvantaged	21	26	2	8%	7	27%	10	38%	7	27%	17	65%
Not Economically Disadvantaged	6	38	1	3%	4	11%	16	42%	17	45%	33	87%
Not Migrant	27	64	3	5%	11	17%	26	41%	24	38%	50	78%
Not Homeless	27	64	3	5%	11	17%	26	41%	24	38%	50	78%
Not in Foster Care	27	64	3	5%	11	17%	26	41%	24	38%	50	78%
Parent Not in Armed Forces	27	64	3	5%	11	17%	26	41%	24	38%	50	78%

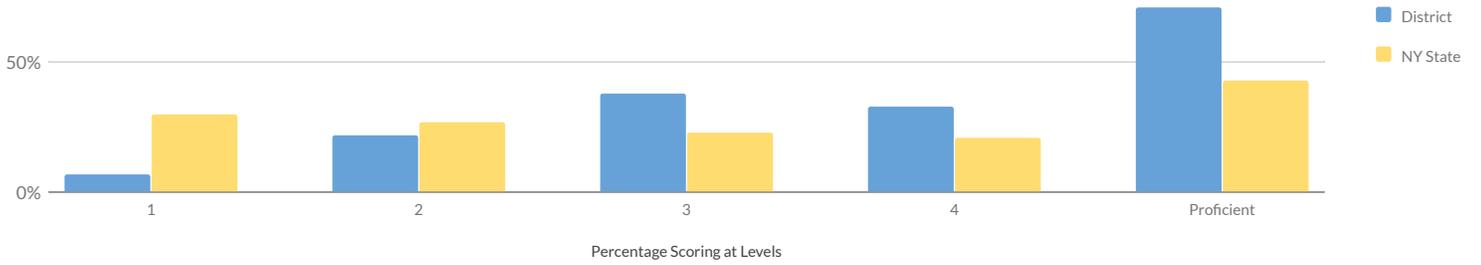
GRADE 6 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	56	63	15	24%	15	24%	16	25%	17	27%	33	52%
General Education	49	58	11	19%	14	24%	16	28%	17	29%	33	57%
Students with Disabilities	7	5	4	80%	1	20%	0	0%	0	0%	0	0%
American Indian or Alaska Native	10	6	5	83%	1	17%	0	0%	0	0%	0	0%
White	44	57	10	18%	14	25%	16	28%	17	30%	33	58%
Female	29	31	3	10%	8	26%	11	35%	9	29%	20	65%
Male	27	32	12	38%	7	22%	5	16%	8	25%	13	41%
Non-English Language Learners	56	63	15	24%	15	24%	16	25%	17	27%	33	52%
Economically Disadvantaged	33	20	8	40%	5	25%	6	30%	1	5%	7	35%
Not Economically Disadvantaged	23	43	7	16%	10	23%	10	23%	16	37%	26	60%
Not Migrant	56	63	15	24%	15	24%	16	25%	17	27%	33	52%
Not Homeless	56	63	15	24%	15	24%	16	25%	17	27%	33	52%
Not in Foster Care	56	63	15	24%	15	24%	16	25%	17	27%	33	52%
Parent Not in Armed Forces	56	63	15	24%	15	24%	16	25%	17	27%	33	52%

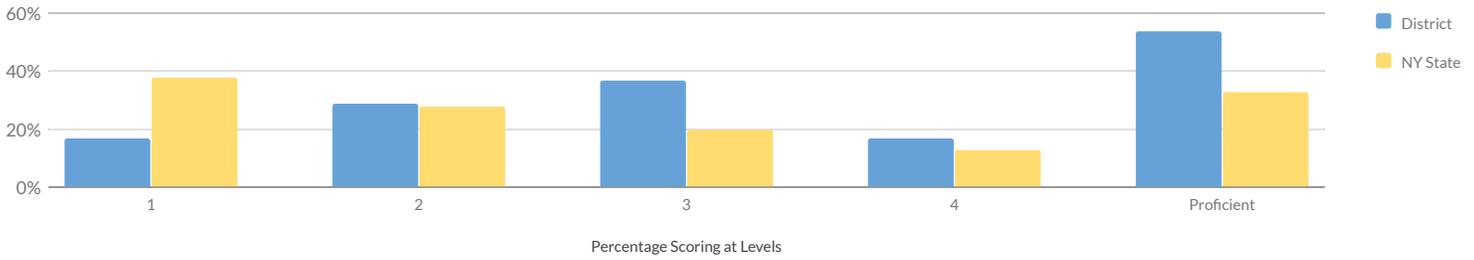
GRADE 7 MATH RESULTS



MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	46	58	4	7%	13	22%	22	38%	19	33%	41	71%
General Education	37	54	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	9	4	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	7	4	-	-	-	-	-	-	-	-	-	-
Black or African American	0	1	-	-	-	-	-	-	-	-	-	-
White	37	52	2	4%	11	21%	20	38%	19	37%	39	75%
Multiracial	1	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	6	2	33%	2	33%	2	33%	0	0%	2	33%
Female	19	33	2	6%	8	24%	14	42%	9	27%	23	70%
Male	27	25	2	8%	5	20%	8	32%	10	40%	18	72%
Non-English Language Learners	46	58	4	7%	13	22%	22	38%	19	33%	41	71%
Economically Disadvantaged	26	32	4	13%	8	25%	12	38%	8	25%	20	63%
Not Economically Disadvantaged	20	26	0	0%	5	19%	10	38%	11	42%	21	81%
Not Migrant	46	58	4	7%	13	22%	22	38%	19	33%	41	71%
Not Homeless	46	58	4	7%	13	22%	22	38%	19	33%	41	71%
Not in Foster Care	46	58	4	7%	13	22%	22	38%	19	33%	41	71%
Parent Not in Armed Forces	46	58	4	7%	13	22%	22	38%	19	33%	41	71%

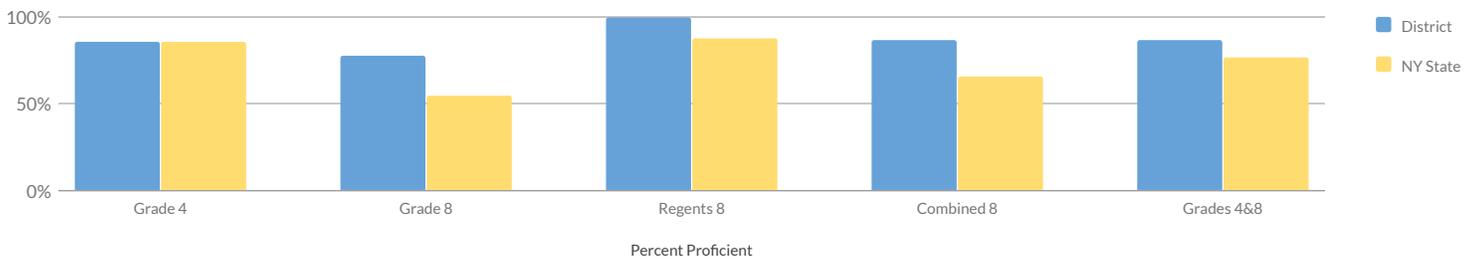
GRADE 8 MATH RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	91	35	6	17%	10	29%	13	37%	6	17%	19	54%
General Education	78	30	4	13%	8	27%	12	40%	6	20%	18	60%
Students with Disabilities	13	5	2	40%	2	40%	1	20%	0	0%	1	20%
American Indian or Alaska Native	12	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	1	—	—	—	—	—	—	—	—	—	—
White	76	29	5	17%	6	21%	12	41%	6	21%	18	62%
Small Group Total	13	6	1	17%	4	67%	1	17%	0	0%	1	17%
Female	52	11	0	0%	3	27%	6	55%	2	18%	8	73%
Male	39	24	6	25%	7	29%	7	29%	4	17%	11	46%
Non-English Language Learners	91	35	6	17%	10	29%	13	37%	6	17%	19	54%
Economically Disadvantaged	39	16	4	25%	9	56%	3	19%	0	0%	3	19%
Not Economically Disadvantaged	52	19	2	11%	1	5%	10	53%	6	32%	16	84%
Not Migrant	91	35	6	17%	10	29%	13	37%	6	17%	19	54%
Not Homeless	91	35	6	17%	10	29%	13	37%	6	17%	19	54%
Not in Foster Care	91	35	6	17%	10	29%	13	37%	6	17%	19	54%
Parent Not in Armed Forces	91	35	6	17%	10	29%	13	37%	6	17%	19	54%

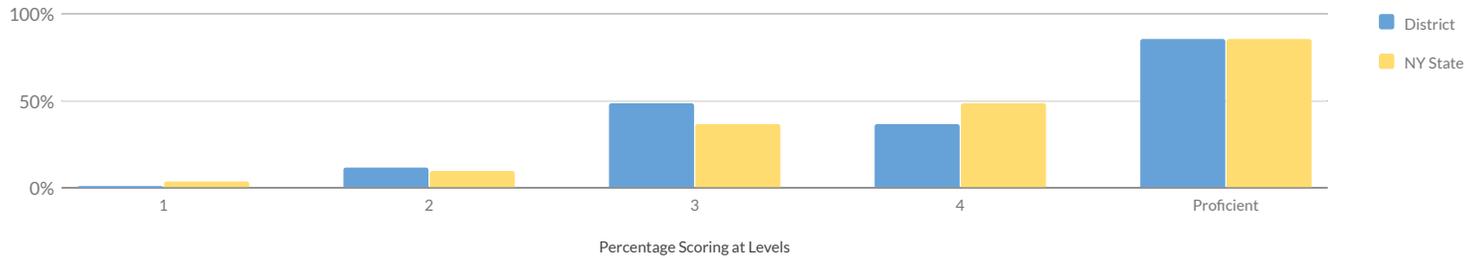
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	19	81	1	1%	10	12%	40	49%	30	37%	70	86%
Grade 8	90	36	2	6%	6	17%	18	50%	10	28%	28	78%
Regents 8	—	26	0	0%	0	0%	1	4%	25	96%	26	100%
Combined 8	90	62	2	3%	6	10%	19	31%	35	56%	54	87%
Grades 4&8	109	143	3	2%	16	11%	59	41%	65	45%	124	87%

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

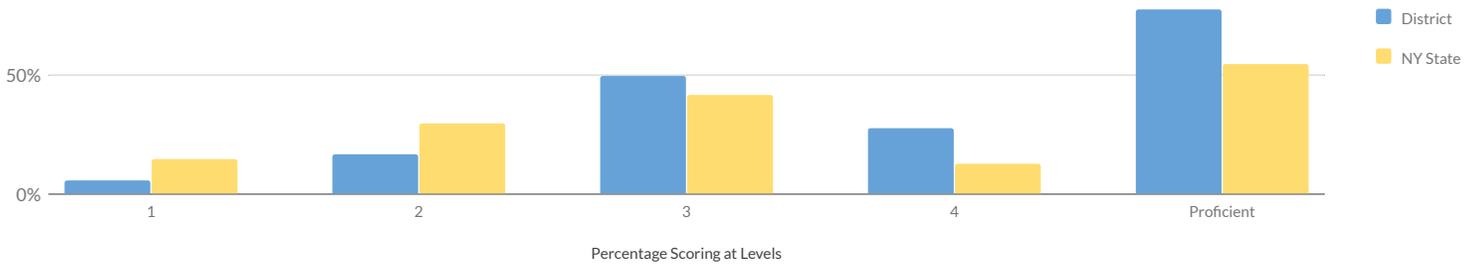
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 78

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	19	81	1	1%	10	12%	40	49%	30	37%	70	86%
General Education	11	75	1	1%	8	11%	37	49%	29	39%	66	88%
Students with Disabilities	8	6	0	0%	2	33%	3	50%	1	17%	4	67%
American Indian or Alaska Native	3	7	0	0%	1	14%	5	71%	1	14%	6	86%
Black or African American	0	2	–	–	–	–	–	–	–	–	–	–
Hispanic or Latino	0	3	–	–	–	–	–	–	–	–	–	–
White	16	63	1	2%	6	10%	31	49%	25	40%	56	89%
Multiracial	0	6	0	0%	2	33%	2	33%	2	33%	4	67%
Small Group Total	0	5	0	0%	1	20%	2	40%	2	40%	4	80%
Female	7	45	1	2%	7	16%	21	47%	16	36%	37	82%
Male	12	36	0	0%	3	8%	19	53%	14	39%	33	92%
Non-English Language Learners	19	81	1	1%	10	12%	40	49%	30	37%	70	86%
Economically Disadvantaged	12	41	1	2%	6	15%	23	56%	11	27%	34	83%
Not Economically Disadvantaged	7	40	0	0%	4	10%	17	43%	19	48%	36	90%
Not Migrant	19	81	1	1%	10	12%	40	49%	30	37%	70	86%
Not Homeless	19	81	1	1%	10	12%	40	49%	30	37%	70	86%
Not in Foster Care	19	81	1	1%	10	12%	40	49%	30	37%	70	86%
Parent Not in Armed Forces	19	81	1	1%	10	12%	40	49%	30	37%	70	86%

GRADE 8 SCIENCE RESULTS

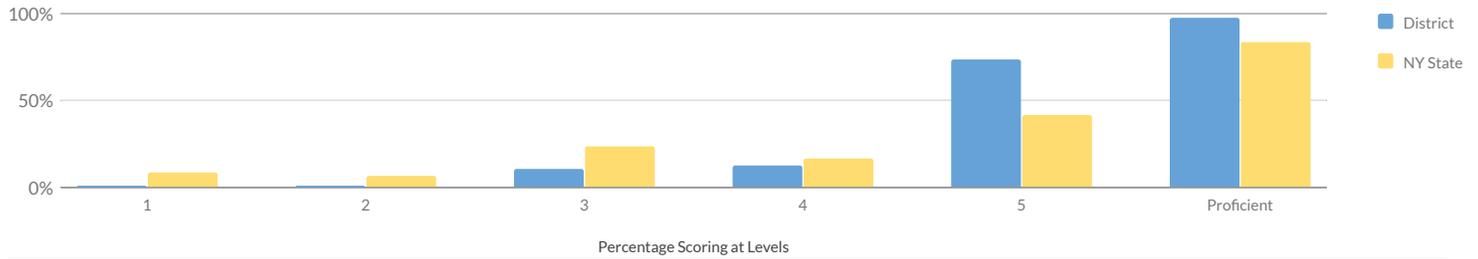


MEAN SCORE: 75

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	90	36	2	6%	6	17%	18	50%	10	28%	28	78%
General Education	77	31	1	3%	4	13%	16	52%	10	32%	26	84%
Students with Disabilities	13	5	1	20%	2	40%	2	40%	0	0%	2	40%
American Indian or Alaska Native	12	5	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	1	-	-	-	-	-	-	-	-	-	-
White	77	28	1	4%	3	11%	14	50%	10	36%	24	86%
Multiracial	0	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	13	8	1	13%	3	38%	4	50%	0	0%	4	50%
Female	53	10	0	0%	1	10%	7	70%	2	20%	9	90%
Male	37	26	2	8%	5	19%	11	42%	8	31%	19	73%
Non-English Language Learners	90	36	2	6%	6	17%	18	50%	10	28%	28	78%
Economically Disadvantaged	38	17	1	6%	5	29%	10	59%	1	6%	11	65%
Not Economically Disadvantaged	52	19	1	5%	1	5%	8	42%	9	47%	17	89%
Not Migrant	90	36	2	6%	6	17%	18	50%	10	28%	28	78%
Not Homeless	90	36	2	6%	6	17%	18	50%	10	28%	28	78%
Not in Foster Care	90	36	2	6%	6	17%	18	50%	10	28%	28	78%
Parent Not in Armed Forces	90	36	2	6%	6	17%	18	50%	10	28%	28	78%

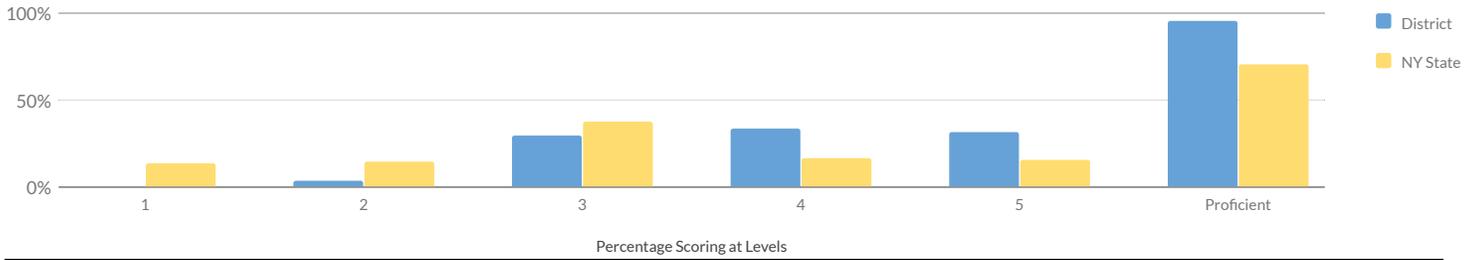
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



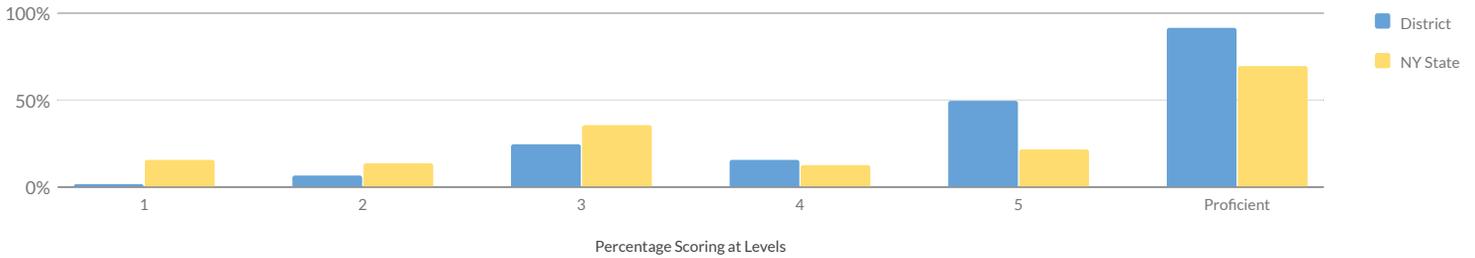
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	88	1	1%	1	1%	10	11%	11	13%	65	74%	86	98%
General Education	80	0	0%	1	1%	4	5%	10	13%	65	81%	79	99%
Students with Disabilities	8	1	13%	0	0%	6	75%	1	13%	0	0%	7	88%
American Indian or Alaska Native	10	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
White	76	1	1%	0	0%	8	11%	10	13%	57	75%	75	99%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	12	0	0%	1	8%	2	17%	1	8%	8	67%	11	92%
Female	36	0	0%	1	3%	2	6%	5	14%	28	78%	35	97%
Male	52	1	2%	0	0%	8	15%	6	12%	37	71%	51	98%
Non-English Language Learners	88	1	1%	1	1%	10	11%	11	13%	65	74%	86	98%
Economically Disadvantaged	33	1	3%	0	0%	6	18%	6	18%	20	61%	32	97%
Not Economically Disadvantaged	55	0	0%	1	2%	4	7%	5	9%	45	82%	54	98%
Not Migrant	88	1	1%	1	1%	10	11%	11	13%	65	74%	86	98%
Not Homeless	88	1	1%	1	1%	10	11%	11	13%	65	74%	86	98%
Not in Foster Care	88	1	1%	1	1%	10	11%	11	13%	65	74%	86	98%
Parent Not in Armed Forces	88	1	1%	1	1%	10	11%	11	13%	65	74%	86	98%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



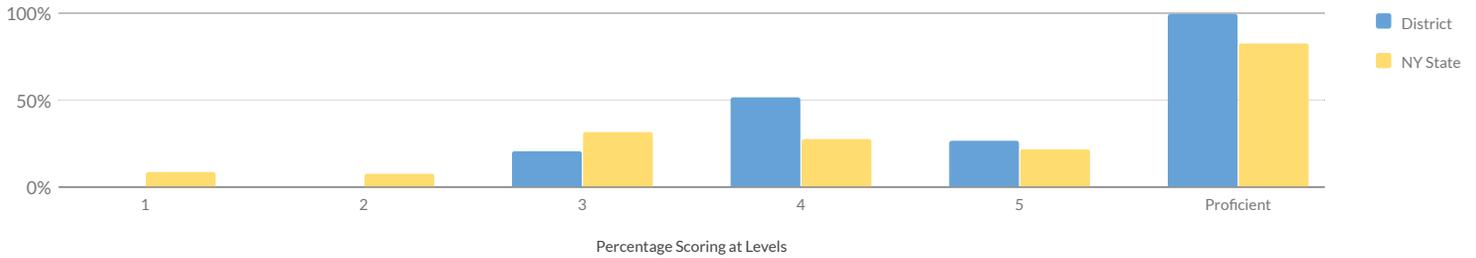
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	125	0	0%	5	4%	38	30%	42	34%	40	32%	120	96%
General Education	105	0	0%	1	1%	26	25%	38	36%	40	38%	104	99%
Students with Disabilities	20	0	0%	4	20%	12	60%	4	20%	0	0%	16	80%
American Indian or Alaska Native	14	0	0%	0	0%	8	57%	4	29%	2	14%	14	100%
Black or African American	4	-	-	-	-	-	-	-	-	-	-	-	-
White	106	0	0%	4	4%	29	27%	35	33%	38	36%	102	96%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	0	0%	1	20%	1	20%	3	60%	0	0%	4	80%
Female	69	0	0%	1	1%	18	26%	20	29%	30	43%	68	99%
Male	56	0	0%	4	7%	20	36%	22	39%	10	18%	52	93%
Non-English Language Learners	125	0	0%	5	4%	38	30%	42	34%	40	32%	120	96%
Economically Disadvantaged	47	0	0%	1	2%	19	40%	19	40%	8	17%	46	98%
Not Economically Disadvantaged	78	0	0%	4	5%	19	24%	23	29%	32	41%	74	95%
Not Migrant	125	0	0%	5	4%	38	30%	42	34%	40	32%	120	96%
Not Homeless	125	0	0%	5	4%	38	30%	42	34%	40	32%	120	96%
Not in Foster Care	125	0	0%	5	4%	38	30%	42	34%	40	32%	120	96%
Parent Not in Armed Forces	125	0	0%	5	4%	38	30%	42	34%	40	32%	120	96%

ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



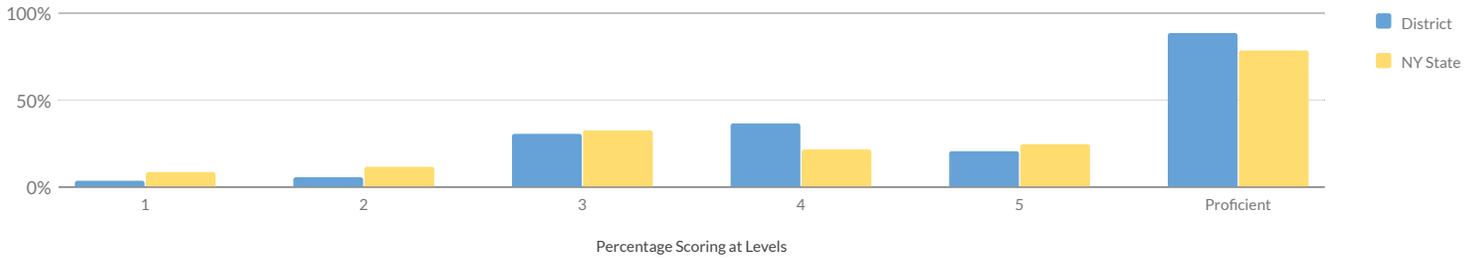
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	106	2	2%	7	7%	27	25%	17	16%	53	50%	97	92%
General Education	105	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	12	0	0%	0	0%	8	67%	1	8%	3	25%	12	100%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-	-	-
White	88	2	2%	6	7%	18	20%	15	17%	47	53%	80	91%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	0	0%	1	17%	1	17%	1	17%	3	50%	5	83%
Female	58	2	3%	4	7%	19	33%	8	14%	25	43%	52	90%
Male	48	0	0%	3	6%	8	17%	9	19%	28	58%	45	94%
Non-English Language Learners	106	2	2%	7	7%	27	25%	17	16%	53	50%	97	92%
Economically Disadvantaged	32	2	6%	2	6%	15	47%	6	19%	7	22%	28	88%
Not Economically Disadvantaged	74	0	0%	5	7%	12	16%	11	15%	46	62%	69	93%
Not Migrant	106	2	2%	7	7%	27	25%	17	16%	53	50%	97	92%
Not Homeless	106	2	2%	7	7%	27	25%	17	16%	53	50%	97	92%
Not in Foster Care	106	2	2%	7	7%	27	25%	17	16%	53	50%	97	92%
Parent Not in Armed Forces	106	2	2%	7	7%	27	25%	17	16%	53	50%	97	92%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



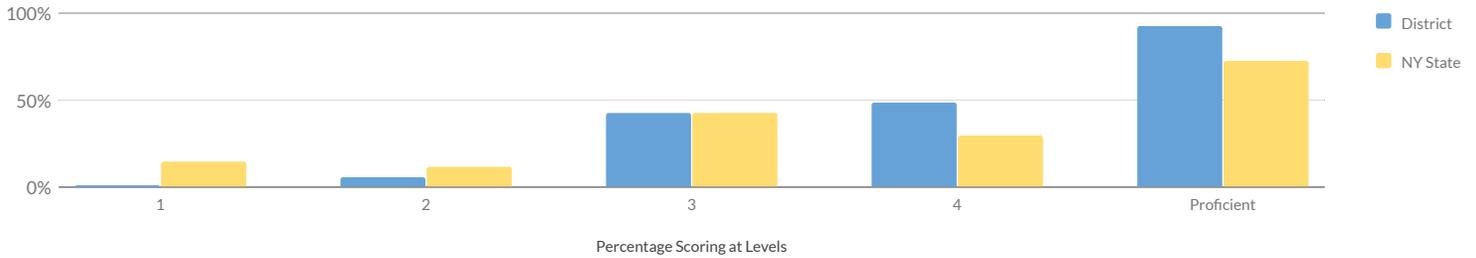
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	0	0%	0	0%	18	21%	44	52%	23	27%	85	100%
General Education	83	-	-	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	4	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
White	79	0	0%	0	0%	17	22%	40	51%	22	28%	79	100%
Multiracial	1	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	0	0%	0	0%	1	17%	4	67%	1	17%	6	100%
Female	47	0	0%	0	0%	9	19%	24	51%	14	30%	47	100%
Male	38	0	0%	0	0%	9	24%	20	53%	9	24%	38	100%
Non-English Language Learners	85	0	0%	0	0%	18	21%	44	52%	23	27%	85	100%
Economically Disadvantaged	25	0	0%	0	0%	8	32%	14	56%	3	12%	25	100%
Not Economically Disadvantaged	60	0	0%	0	0%	10	17%	30	50%	20	33%	60	100%
Not Migrant	85	0	0%	0	0%	18	21%	44	52%	23	27%	85	100%
Not Homeless	85	0	0%	0	0%	18	21%	44	52%	23	27%	85	100%
Not in Foster Care	85	0	0%	0	0%	18	21%	44	52%	23	27%	85	100%
Parent Not in Armed Forces	85	0	0%	0	0%	18	21%	44	52%	23	27%	85	100%

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



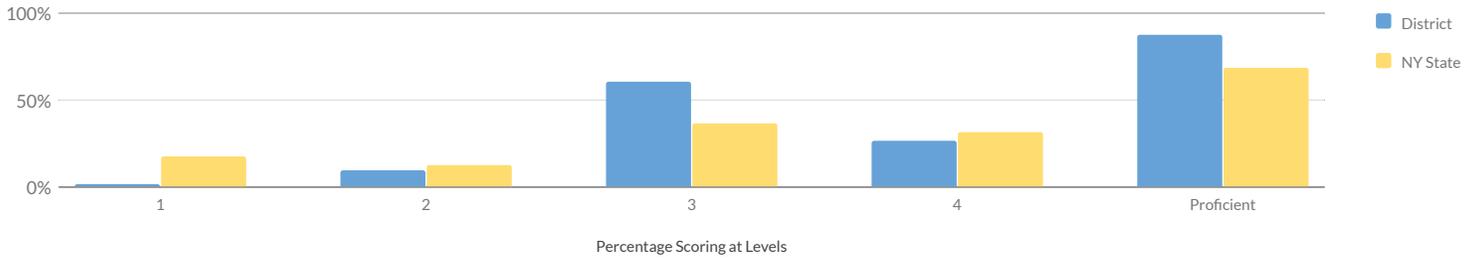
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	112	5	4%	7	6%	35	31%	41	37%	24	21%	100	89%
General Education	107	3	3%	6	6%	33	31%	41	38%	24	22%	98	92%
Students with Disabilities	5	2	40%	1	20%	2	40%	0	0%	0	0%	2	40%
American Indian or Alaska Native	15	1	7%	3	20%	5	33%	6	40%	0	0%	11	73%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-	-	-
White	91	4	4%	4	4%	27	30%	33	36%	23	25%	83	91%
Multiracial	3	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	6	0	0%	0	0%	3	50%	2	33%	1	17%	6	100%
Female	66	3	5%	5	8%	22	33%	22	33%	14	21%	58	88%
Male	46	2	4%	2	4%	13	28%	19	41%	10	22%	42	91%
Non-English Language Learners	112	5	4%	7	6%	35	31%	41	37%	24	21%	100	89%
Economically Disadvantaged	36	3	8%	5	14%	15	42%	10	28%	3	8%	28	78%
Not Economically Disadvantaged	76	2	3%	2	3%	20	26%	31	41%	21	28%	72	95%
Not Migrant	112	5	4%	7	6%	35	31%	41	37%	24	21%	100	89%
Not Homeless	112	5	4%	7	6%	35	31%	41	37%	24	21%	100	89%
Not in Foster Care	112	5	4%	7	6%	35	31%	41	37%	24	21%	100	89%
Parent Not in Armed Forces	112	5	4%	7	6%	35	31%	41	37%	24	21%	100	89%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



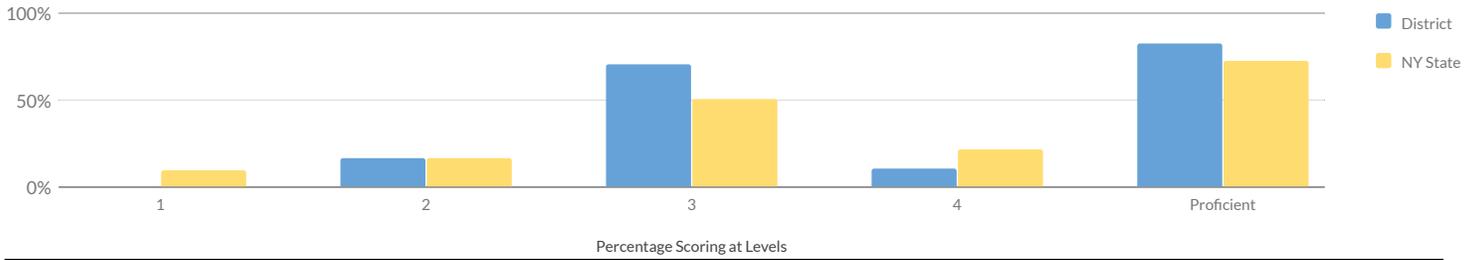
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	148	2	1%	9	6%	64	43%	73	49%	137	93%
General Education	120	0	0%	3	3%	48	40%	69	58%	117	98%
Students with Disabilities	28	2	7%	6	21%	16	57%	4	14%	20	71%
American Indian or Alaska Native	19	1	5%	2	11%	11	58%	5	26%	16	84%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	123	1	1%	7	6%	50	41%	65	53%	115	93%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	0	0%	3	50%	3	50%	6	100%
Female	73	1	1%	4	5%	29	40%	39	53%	68	93%
Male	75	1	1%	5	7%	35	47%	34	45%	69	92%
Non-English Language Learners	148	2	1%	9	6%	64	43%	73	49%	137	93%
Economically Disadvantaged	56	1	2%	4	7%	29	52%	22	39%	51	91%
Not Economically Disadvantaged	92	1	1%	5	5%	35	38%	51	55%	86	93%
Not Migrant	148	2	1%	9	6%	64	43%	73	49%	137	93%
Not Homeless	148	2	1%	9	6%	64	43%	73	49%	137	93%
Not in Foster Care	148	2	1%	9	6%	64	43%	73	49%	137	93%
Parent Not in Armed Forces	148	2	1%	9	6%	64	43%	73	49%	137	93%

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



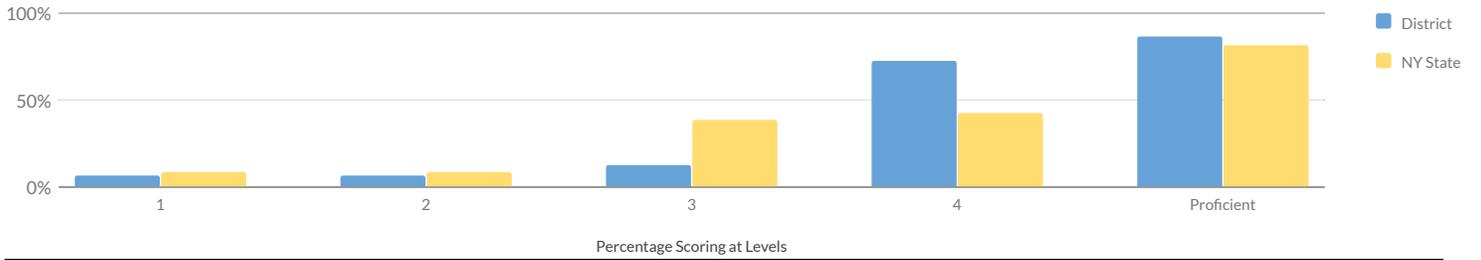
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	90	2	2%	9	10%	55	61%	24	27%	79	88%
General Education	87	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	6	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	82	1	1%	8	10%	50	61%	23	28%	73	89%
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	1	13%	1	13%	5	63%	1	13%	6	75%
Female	48	1	2%	8	17%	25	52%	14	29%	39	81%
Male	42	1	2%	1	2%	30	71%	10	24%	40	95%
Non-English Language Learners	90	2	2%	9	10%	55	61%	24	27%	79	88%
Economically Disadvantaged	23	1	4%	2	9%	17	74%	3	13%	20	87%
Not Economically Disadvantaged	67	1	1%	7	10%	38	57%	21	31%	59	88%
Not Migrant	90	2	2%	9	10%	55	61%	24	27%	79	88%
Not Homeless	90	2	2%	9	10%	55	61%	24	27%	79	88%
Not in Foster Care	90	2	2%	9	10%	55	61%	24	27%	79	88%
Parent Not in Armed Forces	90	2	2%	9	10%	55	61%	24	27%	79	88%

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



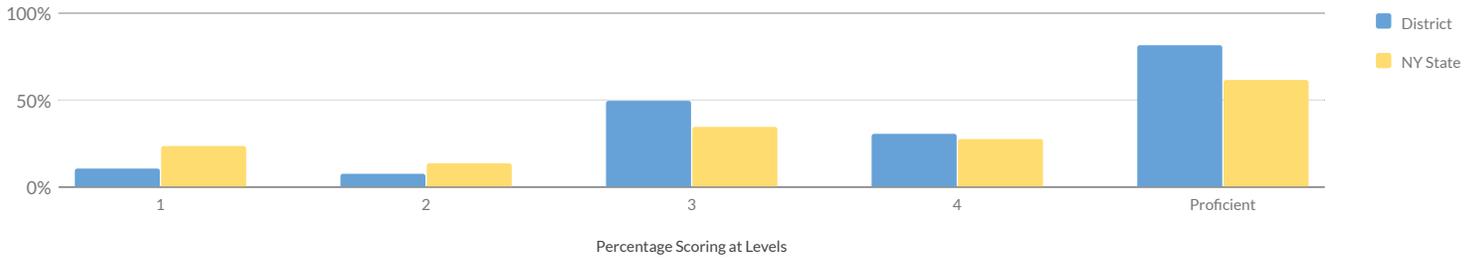
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	87	0	0%	15	17%	62	71%	10	11%	72	83%
General Education	86	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	1	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	7	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	-	-	-	-	-	-	-	-	-	-
White	76	0	0%	14	18%	53	70%	9	12%	62	82%
Multiracial	2	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	0	0%	1	9%	9	82%	1	9%	10	91%
Female	55	0	0%	10	18%	41	75%	4	7%	45	82%
Male	32	0	0%	5	16%	21	66%	6	19%	27	84%
Non-English Language Learners	87	0	0%	15	17%	62	71%	10	11%	72	83%
Economically Disadvantaged	23	0	0%	5	22%	18	78%	0	0%	18	78%
Not Economically Disadvantaged	64	0	0%	10	16%	44	69%	10	16%	54	84%
Not Migrant	87	0	0%	15	17%	62	71%	10	11%	72	83%
Not Homeless	87	0	0%	15	17%	62	71%	10	11%	72	83%
Not in Foster Care	87	0	0%	15	17%	62	71%	10	11%	72	83%
Parent Not in Armed Forces	87	0	0%	15	17%	62	71%	10	11%	72	83%

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



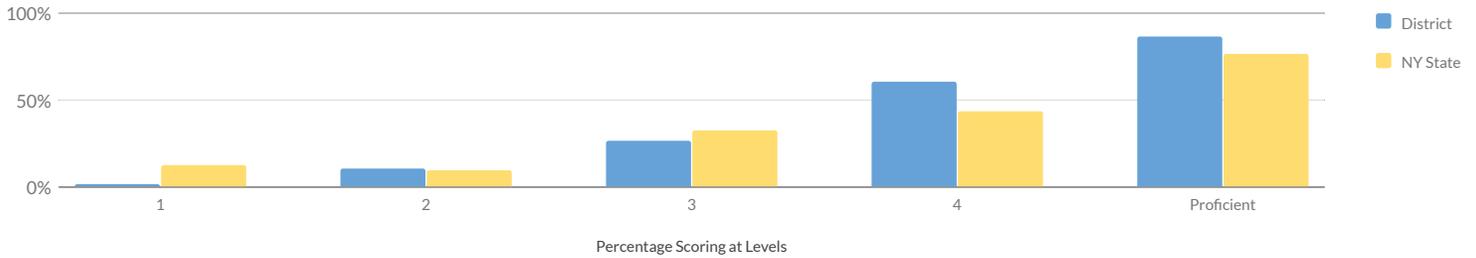
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	15	1	7%	1	7%	2	13%	11	73%	13	87%
General Education	15	1	7%	1	7%	2	13%	11	73%	13	87%
White	15	1	7%	1	7%	2	13%	11	73%	13	87%
Female	10	0	0%	1	10%	1	10%	8	80%	9	90%
Male	5	1	20%	0	0%	1	20%	3	60%	4	80%
Non-English Language Learners	15	1	7%	1	7%	2	13%	11	73%	13	87%
Economically Disadvantaged	1	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	14	-	-	-	-	-	-	-	-	-	-
Not Migrant	15	1	7%	1	7%	2	13%	11	73%	13	87%
Not Homeless	15	1	7%	1	7%	2	13%	11	73%	13	87%
Not in Foster Care	15	1	7%	1	7%	2	13%	11	73%	13	87%
Parent Not in Armed Forces	15	1	7%	1	7%	2	13%	11	73%	13	87%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	119	13	11%	9	8%	60	50%	37	31%	97	82%
General Education	108	9	8%	6	6%	56	52%	37	34%	93	86%
Students with Disabilities	11	4	36%	3	27%	4	36%	0	0%	4	36%
American Indian or Alaska Native	15	3	20%	2	13%	8	53%	2	13%	10	67%
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	-	-	-	-	-	-	-
Black or African American	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	96	9	9%	7	7%	49	51%	31	32%	80	83%
Multiracial	4	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	1	13%	0	0%	3	38%	4	50%	7	88%
Female	67	9	13%	5	7%	30	45%	23	34%	53	79%
Male	52	4	8%	4	8%	30	58%	14	27%	44	85%
Non-English Language Learners	119	13	11%	9	8%	60	50%	37	31%	97	82%
Economically Disadvantaged	37	7	19%	2	5%	23	62%	5	14%	28	76%
Not Economically Disadvantaged	82	6	7%	7	9%	37	45%	32	39%	69	84%
Not Migrant	119	13	11%	9	8%	60	50%	37	31%	97	82%
Not Homeless	119	13	11%	9	8%	60	50%	37	31%	97	82%
Not in Foster Care	119	13	11%	9	8%	60	50%	37	31%	97	82%
Parent Not in Armed Forces	119	13	11%	9	8%	60	50%	37	31%	97	82%

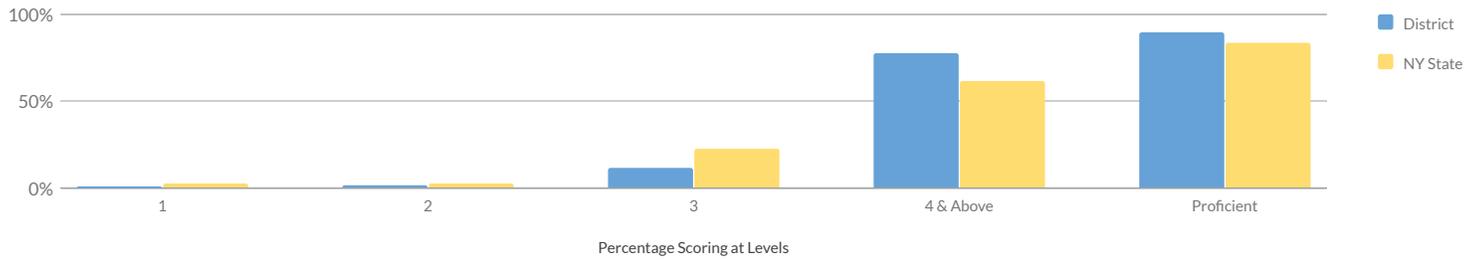
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	119	2	2%	13	11%	32	27%	72	61%	104	87%
General Education	100	1	1%	8	8%	21	21%	70	70%	91	91%
Students with Disabilities	19	1	5%	5	26%	11	58%	2	11%	13	68%
American Indian or Alaska Native	10	-	-	-	-	-	-	-	-	-	-
White	108	2	2%	10	9%	29	27%	67	62%	96	89%
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	11	0	0%	3	27%	3	27%	5	45%	8	73%
Female	56	0	0%	5	9%	16	29%	35	63%	51	91%
Male	63	2	3%	8	13%	16	25%	37	59%	53	84%
Non-English Language Learners	119	2	2%	13	11%	32	27%	72	61%	104	87%
Economically Disadvantaged	41	2	5%	7	17%	13	32%	19	46%	32	78%
Not Economically Disadvantaged	78	0	0%	6	8%	19	24%	53	68%	72	92%
Not Migrant	119	2	2%	13	11%	32	27%	72	61%	104	87%
Not Homeless	119	2	2%	13	11%	32	27%	72	61%	104	87%
Not in Foster Care	119	2	2%	13	11%	32	27%	72	61%	104	87%
Parent Not in Armed Forces	119	2	2%	13	11%	32	27%	72	61%	104	87%

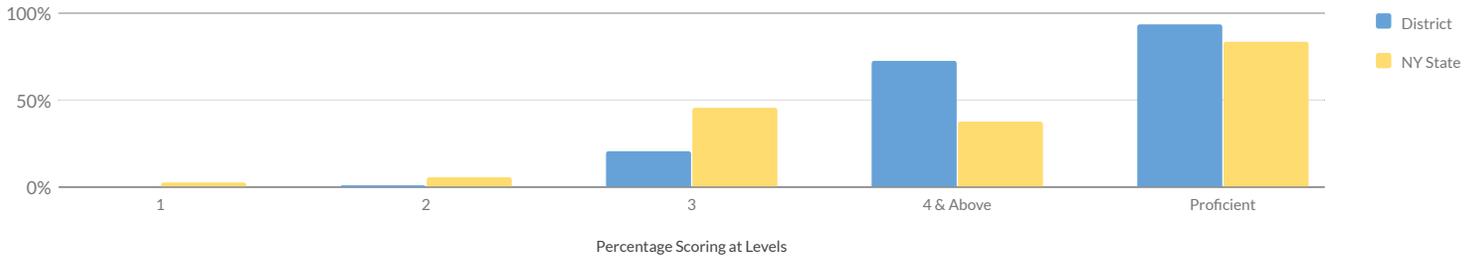
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



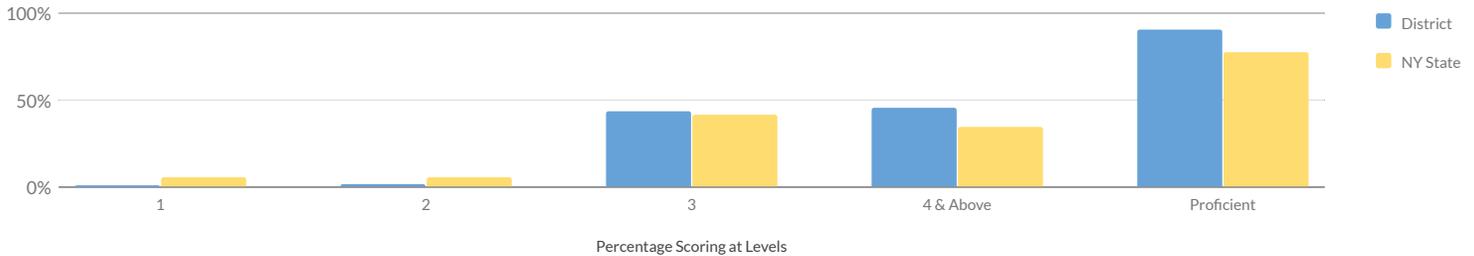
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	7	7%	92	93%	1	1%	2	2%	12	12%	77	78%	89	90%
General Education	85	2	2%	83	98%	0	0%	1	1%	8	9%	74	87%	82	96%
Students with Disabilities	14	5	36%	9	64%	1	7%	1	7%	4	29%	3	21%	7	50%
American Indian or Alaska Native	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	84	7	8%	77	92%	1	1%	1	1%	9	11%	66	79%	75	89%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	1	17%	4	67%	5	83%
Female	55	4	7%	51	93%	0	0%	2	4%	4	7%	45	82%	49	89%
Male	44	3	7%	41	93%	1	2%	0	0%	8	18%	32	73%	40	91%
Non-English Language Learners	99	7	7%	92	93%	1	1%	2	2%	12	12%	77	78%	89	90%
Economically Disadvantaged	34	5	15%	29	85%	1	3%	0	0%	4	12%	24	71%	28	82%
Not Economically Disadvantaged	65	2	3%	63	97%	0	0%	2	3%	8	12%	53	82%	61	94%
Not Migrant	99	7	7%	92	93%	1	1%	2	2%	12	12%	77	78%	89	90%
Not Homeless	99	7	7%	92	93%	1	1%	2	2%	12	12%	77	78%	89	90%
Not in Foster Care	99	7	7%	92	93%	1	1%	2	2%	12	12%	77	78%	89	90%
Parent Not in Armed Forces	99	7	7%	92	93%	1	1%	2	2%	12	12%	77	78%	89	90%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



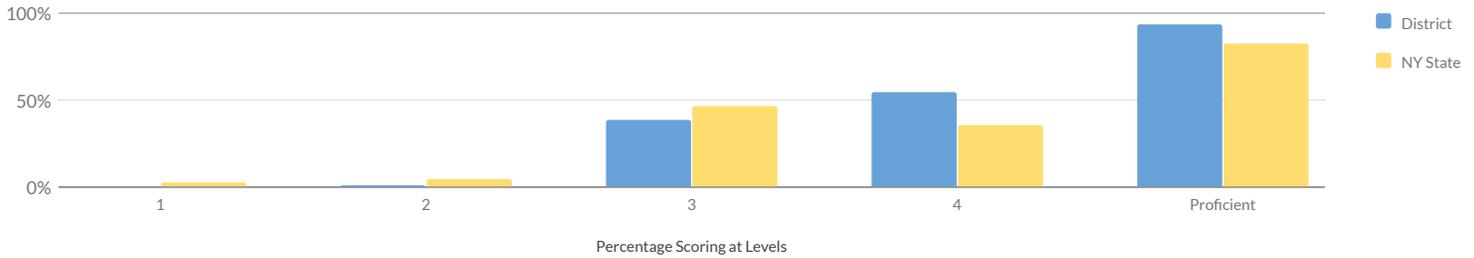
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	5	5%	94	95%	0	0%	1	1%	21	21%	72	73%	93	94%
General Education	85	0	0%	85	100%	0	0%	0	0%	15	18%	70	82%	85	100%
Students with Disabilities	14	5	36%	9	64%	0	0%	1	7%	6	43%	2	14%	8	57%
American Indian or Alaska Native	9	0	0%	9	100%	0	0%	0	0%	2	22%	7	78%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	84	5	6%	79	94%	0	0%	0	0%	19	23%	60	71%	79	94%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	0	0%	5	83%	5	83%
Female	55	3	5%	52	95%	0	0%	0	0%	7	13%	45	82%	52	95%
Male	44	2	5%	42	95%	0	0%	1	2%	14	32%	27	61%	41	93%
Non-English Language Learners	99	5	5%	94	95%	0	0%	1	1%	21	21%	72	73%	93	94%
Economically Disadvantaged	34	4	12%	30	88%	0	0%	0	0%	7	21%	23	68%	30	88%
Not Economically Disadvantaged	65	1	2%	64	98%	0	0%	1	2%	14	22%	49	75%	63	97%
Not Migrant	99	5	5%	94	95%	0	0%	1	1%	21	21%	72	73%	93	94%
Not Homeless	99	5	5%	94	95%	0	0%	1	1%	21	21%	72	73%	93	94%
Not in Foster Care	99	5	5%	94	95%	0	0%	1	1%	21	21%	72	73%	93	94%
Parent Not in Armed Forces	99	5	5%	94	95%	0	0%	1	1%	21	21%	72	73%	93	94%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



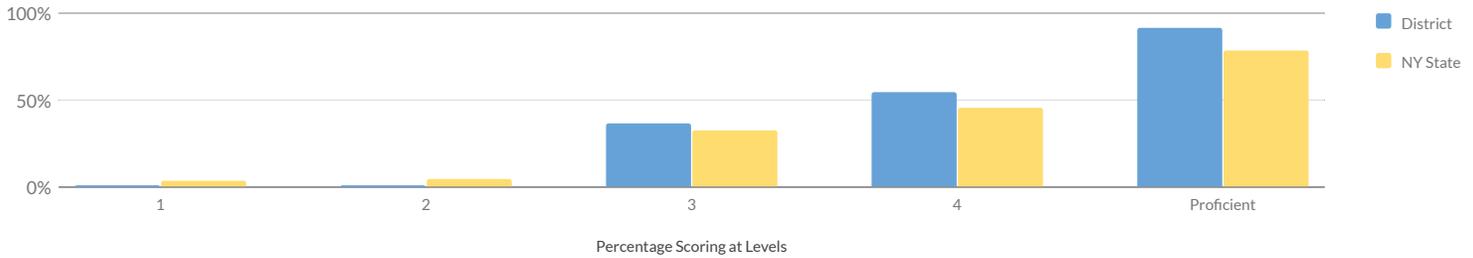
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	6	6%	93	94%	1	1%	2	2%	44	44%	46	46%	90	91%
General Education	85	0	0%	85	100%	0	0%	1	1%	38	45%	46	54%	84	99%
Students with Disabilities	14	6	43%	8	57%	1	7%	1	7%	6	43%	0	0%	6	43%
American Indian or Alaska Native	9	0	0%	9	100%	0	0%	0	0%	6	67%	3	33%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	84	6	7%	78	93%	1	1%	1	1%	35	42%	41	49%	76	90%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	1	17%	3	50%	2	33%	5	83%
Female	55	3	5%	52	95%	1	2%	1	2%	24	44%	26	47%	50	91%
Male	44	3	7%	41	93%	0	0%	1	2%	20	45%	20	45%	40	91%
Non-English Language Learners	99	6	6%	93	94%	1	1%	2	2%	44	44%	46	46%	90	91%
Economically Disadvantaged	34	5	15%	29	85%	0	0%	1	3%	13	38%	15	44%	28	82%
Not Economically Disadvantaged	65	1	2%	64	98%	1	2%	1	2%	31	48%	31	48%	62	95%
Not Migrant	99	6	6%	93	94%	1	1%	2	2%	44	44%	46	46%	90	91%
Not Homeless	99	6	6%	93	94%	1	1%	2	2%	44	44%	46	46%	90	91%
Not in Foster Care	99	6	6%	93	94%	1	1%	2	2%	44	44%	46	46%	90	91%
Parent Not in Armed Forces	99	6	6%	93	94%	1	1%	2	2%	44	44%	46	46%	90	91%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	5	5%	94	95%	0	0%	1	1%	39	39%	54	55%	93	94%
General Education	85	0	0%	85	100%	0	0%	0	0%	31	36%	54	64%	85	100%
Students with Disabilities	14	5	36%	9	64%	0	0%	1	7%	8	57%	0	0%	8	57%
American Indian or Alaska Native	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	84	5	6%	79	94%	0	0%	1	1%	31	37%	47	56%	78	93%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	3	50%	3	50%	6	100%
Female	55	3	5%	52	95%	0	0%	0	0%	19	35%	33	60%	52	95%
Male	44	2	5%	42	95%	0	0%	1	2%	20	45%	21	48%	41	93%
Non-English Language Learners	99	5	5%	94	95%	0	0%	1	1%	39	39%	54	55%	93	94%
Economically Disadvantaged	34	4	12%	30	88%	0	0%	1	3%	14	41%	15	44%	29	85%
Not Economically Disadvantaged	65	1	2%	64	98%	0	0%	0	0%	25	38%	39	60%	64	98%
Not Migrant	99	5	5%	94	95%	0	0%	1	1%	39	39%	54	55%	93	94%
Not Homeless	99	5	5%	94	95%	0	0%	1	1%	39	39%	54	55%	93	94%
Not in Foster Care	99	5	5%	94	95%	0	0%	1	1%	39	39%	54	55%	93	94%
Parent Not in Armed Forces	99	5	5%	94	95%	0	0%	1	1%	39	39%	54	55%	93	94%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	6	6%	93	94%	1	1%	1	1%	37	37%	54	55%	91	92%
General Education	85	1	1%	84	99%	0	0%	0	0%	31	36%	53	62%	84	99%
Students with Disabilities	14	5	36%	9	64%	1	7%	1	7%	6	43%	1	7%	7	50%
American Indian or Alaska Native	9	0	0%	9	100%	0	0%	0	0%	5	56%	4	44%	9	100%
Asian or Native Hawaiian/Other Pacific Islander	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
White	84	6	7%	78	93%	1	1%	1	1%	28	33%	48	57%	76	90%
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	0	0%	6	100%	0	0%	0	0%	4	67%	2	33%	6	100%
Female	55	4	7%	51	93%	0	0%	1	2%	21	38%	29	53%	50	91%
Male	44	2	5%	42	95%	1	2%	0	0%	16	36%	25	57%	41	93%
Non-English Language Learners	99	6	6%	93	94%	1	1%	1	1%	37	37%	54	55%	91	92%
Economically Disadvantaged	34	5	15%	29	85%	1	3%	0	0%	11	32%	17	50%	28	82%
Not Economically Disadvantaged	65	1	2%	64	98%	0	0%	1	2%	26	40%	37	57%	63	97%
Not Migrant	99	6	6%	93	94%	1	1%	1	1%	37	37%	54	55%	91	92%
Not Homeless	99	6	6%	93	94%	1	1%	1	1%	37	37%	54	55%	91	92%
Not in Foster Care	99	6	6%	93	94%	1	1%	1	1%	37	37%	54	55%	91	92%
Parent Not in Armed Forces	99	6	6%	93	94%	1	1%	1	1%	37	37%	54	55%	91	92%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 1	0	1	—	—	—	—	—
Grade 3	0	2	—	—	—	—	—

NEW YORK STATE ALTERNATE ASSESSMENT (2018-19)

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

Grade/Subject	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4	
			#	%	#	%	#	%	#	%
Grade 3 ELA	0	1	–	–	–	–	–	–	–	–
Grade 3 Math	0	1	–	–	–	–	–	–	–	–
Secondary-Level ELA	9	4	–	–	–	–	–	–	–	–
Secondary-Level Math	9	4	–	–	–	–	–	–	–	–
Secondary-Level Science	9	4	–	–	–	–	–	–	–	–

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

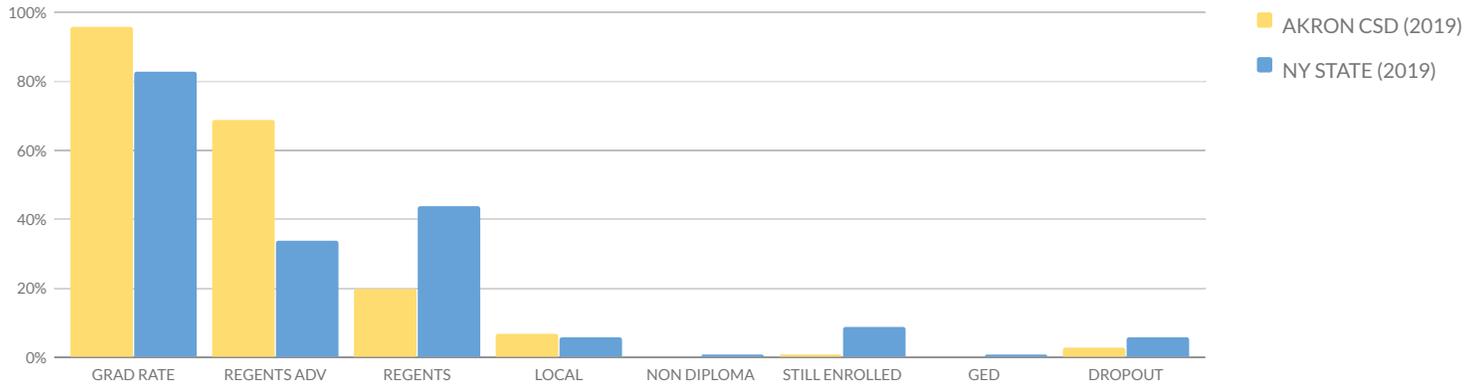
Glossary of Terms

AKRON CSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

Graduation Rate Data are reported for a 9th grade cohort, as of the 4th year of high school - August. The "Filter this data" function, below, provides the ability to display Graduation Rate Data of high school as of the 4th year - June, the 5th year - June and August, and the 6th year - June and August. For school years prior to 2018-19, 5th year - August and 6th year - August are not available.

Data is reported by educational institutions to the State Education Department throughout the school year and available for verification by districts until the close of the state data warehouse in August. District superintendents certify data is accurate in September. For the most updated information, please contact the school district.

Complete information on the types of diploma credentials, which can be earned and the criteria for each, see: Diploma Requirements.



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	99	95	96%	68	69%	20	20%	7	7%	0	0%	1	1%	0	0%	3	3%
Female	55	54	98%	42	76%	8	15%	4	7%	0	0%	0	0%	0	0%	1	2%
Male	44	41	93%	26	59%	12	27%	3	7%	0	0%	1	2%	0	0%	2	5%
Multiracial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
American Indian or Alaska Native	9	9	100%	8	89%	1	11%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	84	80	95%	57	68%	17	20%	6	7%	0	0%	1	1%	0	0%	3	4%
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General-Education Students	85	82	96%	67	79%	15	18%	0	0%	0	0%	0	0%	0	0%	3	4%
Students with Disabilities	14	13	93%	1	7%	5	36%	7	50%	0	0%	1	7%	0	0%	0	0%
Non-English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	65	62	95%	44	68%	16	25%	2	3%	0	0%	1	2%	0	0%	2	3%
Economically Disadvantaged	34	33	97%	24	71%	4	12%	5	15%	0	0%	0	0%	0	0%	1	3%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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AKRON CSD GRADUATION PATHWAYS DATA 2019

The Board of Regents approved regulations establishing multiple, comparably rigorous assessment pathways to graduation for all students. The recently approved regulations recognize the importance of engaging students' interests in rigorous and relevant academic programs in the Arts; Languages other than English (LOTE)/Biliteracy; Career and Technical Education (CTE); Humanities; Science, Technology, Engineering and Mathematics (STEM); and Career Developmental Occupational Studies (CDOS). The revised regulation allows students to use a passing score on an approved pathway assessment or successful completion of program requirements for the CDOS credential toward meeting the assessment requirements for graduation.

Complete information on the types of diploma credentials which can be earned and the criteria for each.

Additional information on Graduation Pathways can be found on the Curriculum and Instruction site.

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	54	54	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Male	41	41	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Multiracial	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	80	80	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
General-Education Students	82	82	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	13	13	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	62	62	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	33	33	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	95	95	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

**FISCAL
ACCOUNTABILITY
SUPPLEMENT**

FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$13,663,332

PUPILS

1,358

EXPENDITURES PER PUPIL

\$10,061

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$5,431,683

PUPILS

189

EXPENDITURES PER PUPIL

\$28,739

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$8,760,789,980

PUPILS

735,579

EXPENDITURES PER PUPIL

\$11,910

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$3,724,876,702

PUPILS

113,376

EXPENDITURES PER PUPIL

\$32,854

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES

\$35,199,223,413

\$15,660,696,162

PUPILS

PUPILS

2,632,781

485,151

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

\$13,370

\$32,280

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT

SIMILAR DISTRICT GROUP

NY STATE

\$20,875

\$23,507

\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY	NY STATE
80% OR MORE ▼ 113 65.7%	80% OR MORE ▼ 57.7%	80% OR MORE ▼ 58.7%
40% - 79% ▼ 25 14.5%	40% - 79% ▼ 18.7%	40% - 79% ▼ 11.5%
LESS THAN 40% ▼ 23 13.4%	LESS THAN 40% ▼ 16.1%	LESS THAN 40% ▼ 19.0%
SEPARATE SETTINGS ▼ 10 5.8%	SEPARATE SETTINGS ▼ 4.7%	SEPARATE SETTINGS ▼ 5.3%
OTHER SETTINGS ▼ 1 0.6%	OTHER SETTINGS ▼ 2.8%	OTHER SETTINGS ▼ 5.6%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
▼ 13.6%	▼ 13.4%	▼ 14.7%

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

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

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**EXEMPTION
IMPACT
REPORTS
BY TOWN**

Equalized Total Assessed Value 24,260,561

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13500	TOWN - GENERALLY	RPTL 406(1)	1	1,100	0.00
14300	INDIAN RESERVATION	RPTL 454	3	8,773,900	36.17
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	1,425,800	5.88
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	12	760,335	3.13
41804	PERSONS AGE 65 OR OVER	RPTL 467	2	123,400	0.51
41805	PERSONS AGE 65 OR OVER	RPTL 467	1	60,350	0.25
41834	ENHANCED STAR	RPTL 425	12	802,050	3.31
41854	BASIC STAR 1999-2000	RPTL 425	25	750,000	3.09
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	3	11,000	0.05
42120	TEMPORARY GREENHOUSES	RPTL 483-c	1	8,000	0.03
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	100,000	0.41
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	14	3,483,500	14.36
Total Exemptions Exclusive of System Exemptions:			62	12,815,935	52.83
Total System Exemptions:			14	3,483,500	14.36
Totals:			76	16,299,435	67.18

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: _____

LOCKPORT

Equalized Total Assessed Value 5,374,808

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
1720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	104,000	1.93
1730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	96,200	1.79
1834	ENHANCED STAR	RPTL 425	6	412,200	7.67
1854	BASIC STAR 1999-2000	RPTL 425	12	360,000	6.70
Total Exemptions Exclusive of System Exemptions:			21	972,400	18.09
Total System Exemptions:			0	0	0.00
Totals:			21	972,400	18.09

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 or municipal services.

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

F-302

T-617

7164399532

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NEWSTEAD

Equalized Total Assessed Value 688,660,830

School District - 145601 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	7	168,300	0.02
13100	CO - GENERALLY	RPTL 406(1)	5	137,200	0.02
13500	TOWN - GENERALLY	RPTL 406(1)	21	5,624,900	0.82
13650	VG - GENERALLY	RPTL 406(1)	25	4,107,500	0.60
13660	VG - CEMETERY LAND	RPTL 446	2	100,600	0.01
13800	SCHOOL DISTRICT	RPTL 408	5	27,520,749	4.00
14100	USA - GENERALLY	RPTL 400(1)	1	428,400	0.06
14300	INDIAN RESERVATION	RPTL 454	1	1,459,000	0.21
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	3	2,725,000	0.40
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	9	7,206,400	1.05
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	2	648,200	0.09
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	1	59,700	0.01
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	305,000	0.04
26100	VETERANS ORGANIZATION	RPTL 452	3	515,800	0.07
26250	HISTORICAL SOCIETY	RPTL 444	1	235,000	0.03
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	2,559,500	0.37
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	5	306,800	0.04
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	0	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	6	0	0.00
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	1	0	0.00
41150	COLD WAR VETERANS (10%)	RPTL 458-b	1	0	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	13	797,600	0.12
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	254	22,241,712	3.23
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	2	167,503	0.02
41800	PERSONS AGE 65 OR OVER	RPTL 467	82	4,959,124	0.72
41806	PERSONS AGE 65 OR OVER	RPTL 467	55	2,204,397	0.32
41834	ENHANCED STAR	RPTL 425	553	33,882,035	4.92
41854	BASIC STAR 1999-2000	RPTL 425	1,208	35,415,550	5.14
42120	TEMPORARY GREENHOUSES	RPTL 483-c	2	363,700	0.05
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	1	0.00

Equalized Total Assessed Value 688,660,830

School District - 145601 Akron Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
49530	INDUSTRIAL WASTE TREATMENT FAC	RPTL 477	1	76,600	0.01
Total Exemptions Exclusive of System Exemptions:			2,278	154,216,271	22.39
Total System Exemptions:			0	0	0.00
Totals:			2,278	154,216,271	22.39

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 18,357,542

School District - 145601 Akron School

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	306,122	1.67
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	20,204	0.11
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	1	0	0.00
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	1	0	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	9	684,570	3.73
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	6	741,858	4.04
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	40,510	0.22
41834	ENHANCED STAR	RPTL 425	20	1,387,960	7.56
41854	BASIC STAR 1999-2000	RPTL 425	38	1,151,628	6.27
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	2	9,387	0.05
Total Exemptions Exclusive of System Exemptions:			80	4,342,239	23.65
Total System Exemptions:			0	0	0.00
Totals:			80	4,342,239	23.65

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 92,477,666

School District - 145601 Akron

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12350	PUBLIC AUTHORITY - STATE	RPTL 412	3	3,230,682	3.49
14300	INDIAN RESERVATION	RPTL 454	2	281,250	0.30
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	2	722,841	0.78
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	403,182	0.44
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	29,773	0.03
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	18,750	0.02
41700	AGRICULTURAL BUILDING	RPTL 483	9	172,728	0.19
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	51	2,615,567	2.83
41800	PERSONS AGE 65 OR OVER	RPTL 467	4	222,074	0.24
41804	PERSONS AGE 65 OR OVER	RPTL 467	4	156,802	0.17
41805	PERSONS AGE 65 OR OVER	RPTL 467	6	255,694	0.28
41834	ENHANCED STAR	RPTL 425	109	7,261,509	7.85
41854	BASIC STAR 1999-2000	RPTL 425	216	6,332,688	6.85
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	4	13,863	0.01
Total Exemptions Exclusive of System Exemptions:			416	21,717,403	23.48
Total System Exemptions:			0	0	0.00
Totals:			416	21,717,403	23.48

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: _____

**PROPERTY
TAX
REPORT
CARD**

Property Tax Report Card
142101 - AKRON CSD

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

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

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

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

Form Due - April 27, 2020

Form Preparer Name: CYNTHIA M. TRETTER
Preparer's Telephone Number: 716-542-5015

Shaded Fields Will Calculate	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	35,187,360	33,696,592	-4.24 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	9,875,144	10,067,709	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	9,875,144	10,067,709	1.95 %
F. Permissible Exclusions to the School Tax Levy Limit	35,855	147,065	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	9,903,706	10,045,188	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	9,809,289	9,920,644	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	94,417	124,544	
Public School Enrollment	1,431	1,425	-0.42 %
Consumer Price Index			1.81 %

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

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

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

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	11,676,293	10,125,000
Assigned Appropriated Fund Balance	1,685,842	1,200,000
Adjusted Unrestricted Fund Balance	3,071,946	4,000,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	8.73 %	11.87 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/20 Actual Balance	6/30/20 Estimated Ending Balance	Intended Use of the Reserve in the 2020-21 School Year (Limit 200 Characters)**
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Note: Be sure to click on the Save button at the bottom after each additional Reserve you add under Capital, Property Loss, Liability, or Other Reserve.

Capital	CAPITAL RESERVE 2017	For the cost of any object or purpose for which bonds may be issued.	3,678,049	4,700,000	NONE
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	WORKERS COMP	For self-insured Workers	518,684	525,000	NONE

RESERVE		Compensation and benefits.			
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	1,012,738	1,000,000	FOR RETIRING TEACHERS AND STAFF SICK DAY PAYOUTS
Retirement Contribution	RETIREMENT RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	\$,866,822	\$,900,000	\$470,000 FOR NYSERS PAYMENTS & \$203,034 FOR NYSTRS PAYMENTS
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)					

* NYSED Reserve Guidance:
http://www.p12.nysed.gov/mgtserv/accounting/docs/reserve_funds.pdf

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

**Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2020-21. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.

**SCHOOL DISTRICT
BUDGET NOTICE**

Akron Central School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2020-21 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 35,187,360	\$ 33,696,592	\$ 33,365,827
Increase/Decrease for the 2020-21 School Year		\$ (1,490,768)	\$ (1,821,533)
Percentage Increase/Decrease in Proposed Budget		-4.24 %	-5.18%
Change in the Consumer Price Index		1.81%	
A. Proposed Levy to Support the Total Budgeted Amount	9,875,144	10,067,709	
B. Levy to Support Library Debt, if Applicable			
C. Levy for Non-Excludable Propositions, if Applicable **			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
E. Total Proposed School Year Tax Levy (A + B + C - D)	9,875,144	10,067,709	9,875,144
F. Total Permissible Exclusions	\$ 65,855	\$ 147,065	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 9,903,706	\$ 10,045,188	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 9,809,289	\$ 9,920,644	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 94,417	\$ 124,544	
Administrative Component	\$ 3,491,228	\$ 3,307,385	\$ 3,307,385
Program Component	\$ 22,202,703	\$ 22,450,915	\$ 22,421,215
Capital Component	\$ 9,493,429	\$ 7,938,292	\$ 7,637,227

* Provide a statement of assumptions made in projecting a contingency budget for the 2020-21 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

A contingent budget for 2020-21 is anticipated to result in a decrease of \$138,200 in contingent equipment expenditures. Other non-contingent expenditures lines that total \$192,565 will also be reduced if necessary. Final contingent budget decisions will be made by the Board of Education in late June if required. Please also note that a contingent budget would require the district to charge for the use of their facilities.

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

Description	Amount
Purchase and financing of school buses	\$ 408,000

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: emscmgts@nysed.gov

Under the Budget Proposed
for the 2020-21 School Year

Estimated Basic STAR Exemption Savings¹

\$ 434

The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Akron Central school district, Erie County, New York, will be held by absentee ballot due on Tuesday, June 9, 2020 at 5:00 pm prevailing time.

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

**ADMINISTRATIVE
SALARY
DISCLOSURE**

Salary: Administrative Compensation Information
142101 - AKRON CSD

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Form Due May 11, 2020

2020-2021 Salary Threshold =
\$141,000

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

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

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

Report Estimated Salaries in the Budget for the 2020-2021 School Year

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	158,100	32,597	

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

Associate, Assistant and Deputy Superintendents

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

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Salary: Administrative Compensation Information
142101 - AKRON CSD

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Title	Salary	Employee Benefits	Other Remuneration
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Salary: Administrative Compensation Information
142101 - AKRON CSD

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Other Supervisory and Administrative Employees Scheduled to Receive \$141,000 or More in Salary

71.	SCHOOL BUSINESS ADMINISTRATOR	167,179
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Salary: Administrative Compensation Information
142101 - AKRON CSD

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