



**2020-21
SCHOOL BUDGET
INFORMATION
PACKET**

Three-Part Budget Summary

New York State requires school districts to present their budgets divided into three expenditure categories – administrative, program and capital.

Total Budget: \$113,424,313

Administrative	2019-20	2020-21
Amount	\$11,829,715	\$11,380,098
Percent of Budget	11%	10%

Provides overall general support and management services including employee benefits for administrative and clerical support staff, costs for administration and supervision of each of the six schools, staff development, business operations and central administration.

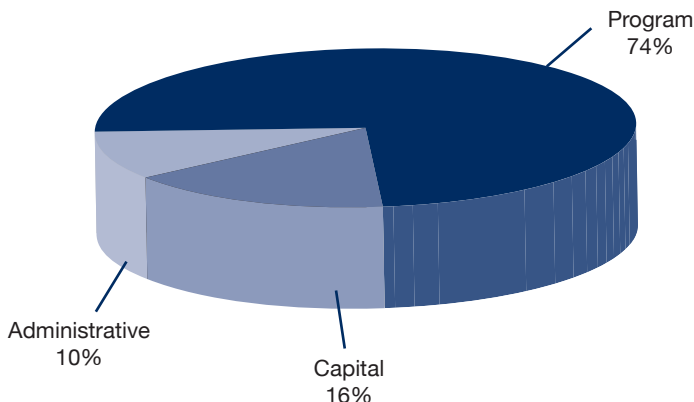
Program	2019-20	2020-21
Amount	\$82,040,225	\$84,196,352
Percent of Budget	74%	74%

Provides instruction and educational support services for the district's students. This includes the transportation costs, special education services and benefits for the instructional and non-instructional program staff.

Capital	2019-20	2020-21
Amount	\$16,310,730	\$17,847,863
Percent of Budget	15%	16%

Provides maintenance and custodial services for six schools, the surrounding property, utility services, debt service payments and benefits for maintenance and custodial staff.

Proposed 2020-21 Three-Part Budget



What's on the ballot?

Residents will vote on the following propositions:

Proposition 1 – School Budget

The school budget proposition authorizes the Gates Chili Central School District to spend for school purpose during the 2020-21 fiscal year \$113,424,313 and to levy the necessary tax therefore.

Proposition 2 – Bus Purchases

This proposition would authorize the purchase of 15 buses at a total cost of no more than \$1,945,100.39.

This would include nine 66-passenger buses, four 74-passenger school buses, two 35-passenger buses. New York State reimburses Gates Chili approximately 74% of bus purchases.

Board Candidates

Residents will vote to fill three Board of Education seats for three-year terms. Candidates are Raymond Banks, Catherine Coffee, Robert Long, Jeffrey Pettenski and Miriam Rivera.

Estimated Tax Rate

Estimated 2020-21 tax rates use tentative 2020 tax rolls. The Town of Gates is in the process of finalizing reassessed property values. This is lowering the estimated tax rates district wide. Equalization rates are estimated to be 100% for the Town of Gates and 96% for the Town of Chili.

2019-20 Tax Rate	\$26.87
Estimated 2020-21 Tax Rate Based on Increased Assessments	\$25.00



Where does the money come from?

REVENUE SUMMARY

Revenue Sources	2019-20 Adopted Budget	2020-21 Proposed Budget
Tax Levy	\$54,521,227	\$55,821,084
PILOT Agreements	2,580,000	2,600,000
Sales Tax	4,500,000	3,500,000
Tuition, Fees, Interest	1,984,040	2,001,000
Forfeitures and Refunds	1,759,853	1,773,991
State Aid	40,725,750	42,467,738
Federal Aid and Interfund Transfers	100,000	95,000
Transfer from Unemployment Reserve	1,055,000	
Transfer from Retire Contribution Res	354,000	800,000
Transfer from Tax Certiorari Reserve	100,000	100,000
Transfer from Employee Benefit Accrued Liability Reserve	100,000	100,000
Appropriated Fund Balance		2,800,000
Appropriated Reserves	2,400,000	
Appropriated Reserve-ERS		1,200,000
Capital Technology		100,000
Sales of Equipment, Material and Other		65,500
Total	\$110,180,670	\$113,424,313



Where does the money go?

EXPENSE SUMMARY

Budget Category	2019-20 Adopted Budget	2020-21 Proposed Budget
Program Component - \$84,196,352 or 74% of the Total Budget		
Instructional	\$55,010,625	\$55,514,435
District Transportation	5,093,100	5,086,173
Community Services	468,400	504,737
Transfer to Special Aid Fund	360,000	
Employee Benefits	21,468,100	23,091,007
Program Budget	\$82,040,225	\$84,196,352
Capital Component - \$17,847,863 or 16% of the Total Budget		
Operations and Maintenance	\$5,087,950	\$5,018,329
Refund on Real Property Taxes	3,000	4,000
Debt Service and Transfer to Capital Reserve	9,377,500	10,863,633
Transfers to Other Funds	360,000	360,000
Employee Benefits	1,482,280	1,601,901
Capital Budget	\$16,310,730	\$17,847,863
Administrative Component - \$11,380,098 or 10% of the Total Budget		
Board of Education	\$20,675	\$29,675
Central Administration	292,150	288,368
Finance	990,400	1,040,057
Staff	704,100	895,310
Central Services	811,000	831,030
Specialty Items	1,576,500	1,688,000
Instructional Administration and Staff Development	978,200	982,412
Supervision of Schools	2,632,500	2,740,652
Employee Benefits	2,669,190	2,884,594
Transfer to Other Funds	1,155,000	
Administrative Budget	\$11,829,715	\$11,380,098
Total Budget	\$110,180,670	\$113,424,313

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 2020-21 School Year	Contingency Budget for the 2019-20 School Year
Total Budgeted Amount, Not Including Separate Propositions	\$110,180,670	\$113,424,313	\$112,796,910
Increase/Decrease for the 2020-21 School Year		\$3,243,643	\$2,616,240
Percentage Increase/Decrease in Proposed Budget		2.94%	2.37%
Change in the Consumer Price Index		1.81%	
Resulting est. property tax levy for the 2020-21 school year		\$55,821,084	\$54,521,227
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$54,521,227	\$55,821,084	\$54,521,227
B. Levy to Support Library Debt, if Applicable			
C. Levy for Non-Excludable Propositions, if Available**			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy			
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$54,521,227	\$55,821,084	\$54,521,227
F. Permissible Exclusions to the School Tax Levy Limit	\$3,266,821	\$3,395,794	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$51,809,870	\$52,425,290	\$51,125,433
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E - B - F + D)	\$51,254,406	\$52,425,290	
I. Difference: (G - H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)**	\$555,464	\$0	
Administrative Component	\$11,829,715	\$11,380,098	\$11,192,404
Program Component	\$82,040,225	\$84,196,352	\$83,759,143
Capital Component	\$16,310,730	\$17,847,863	\$17,845,363
Public School Enrollment	3,686	3,698	
Consumer Price Index	2.44%	1.81%	

**If a contingent budget is required, the Board of Education will review all areas of the budget to develop a contingency budget for the 2020-21 school year, pursuant to Section 2023 of the Education Law. Should the 2020-21 budget be defeated, the following items will be deleted: bus purchases, equipment purchases, free public use of buildings, instructional and non-instructional positions, to be identified.*

To authorize the school district to undertake the acquisition of nine (9) 66-passenger school buses at an estimated maximum cost of \$128,685.11 each, two (2) 35-passenger school buses at an estimated maximum cost of \$124,885.62 each, and four (4) 74-passenger school buses at an estimated maximum cost of \$134,290.79 each, all at an estimated maximum aggregate cost of \$1,945,100.39, less trade-in value, if any, and that such costs, or so much thereof as may be necessary, shall be raised by the levy of a tax to be collected in annual installments; and, in anticipation of such tax, debt obligations of the school district as may be necessary not to exceed \$1,945,100.39 shall be issued, or the school district may enter into an installment purchase contract if the Board of Education determines that it is in the best interest of the school district to finance the purchase in that method.



	Under the Budget Proposed for the 2020-21 School Year
Estimated Basic STAR Exemption Savings ¹	\$750

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

The annual budget vote for the fiscal year 2020-21 by the qualified voters of the Gates Chili Central School District, Monroe County, New York, will be held. on Tuesday, June 9, 2020 by mail-in ballot only. Ballots must be received by the district clerk no later than 5 p.m. on June 9 in order to be counted.



STAR Exemption

The School Tax Relief (STAR) program provides eligible homeowners in New York State with relief on their property taxes.

If you're a STAR recipient, you receive the benefit in one of two ways:

- the STAR credit program (open to any eligible homeowner whose income is \$500,000 or less)—you receive a check in the mail from the Tax Department to apply to your school taxes
- the STAR exemption program (now closed to new applicants)—you receive a direct reduction on your school tax bill in the form of a property tax exemption

Enhanced STAR, which provides increased savings, is available to qualifying senior citizens ages 65 and older in both the credit and exemption programs.

2020-21 Estimated STAR Values

Basic STAR Exemption	\$30,000
Enhanced STAR Exemption	\$69,800

What's changed over the last few years

- the value of the STAR credit may increase by as much as 2% each year, but the STAR exemption cannot increase; and
- the income limit for the Basic STAR exemption is now \$250,000.

Who must switch

- If your income is more than \$250,000, you must switch to the STAR credit to continue receiving your benefit.
- If your income is \$250,000 or less, you have the option to switch.

How to switch to the STAR credit

- Notify your assessor that you wish to withdraw your STAR exemption.
- Register for the STAR credit at www.tax.ny.gov/star/

Veterans' Exemption

This exemption provides relief to wartime, combat and disability veterans. Veterans must apply for this exemption with their town assessor's office.

	Assessed Value	Maximum Assessment of
Wartime Veteran Exemption	15%	\$9,000
Combat Exemption	25%	\$6,000
Disability Exemption	N/A	\$30,000

Fund Balances

Year-end fund balances of school districts are the result of the recognition of revenues in excess of amounts estimated and expenditures that are less than the total amount of appropriations. Fund balances in excess of zero suggest positive operating outcomes for schools.

	2019-20 Actual	2020-21 Estimated
Adjusted Restricted Fund Balance	\$18,551,713	\$19,563,250
Assigned Appropriated Fund Balance	\$2,400,000	\$2,800,000
Adjusted Unrestricted Fund Balance	\$4,342,380	\$4,536,973
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4%	4%

Board of Education Candidates

Three candidates will be elected to the board at the annual district vote on June 9, 2020. Each will serve a three-year term beginning July 1, 2020 through June 30, 2023. Below are statements from each candidate about their interest in serving on the board and their experience.

Raymond Banks



I am an Independent Real Estate entrepreneur, freelance photographer, freelance journalist and a home brewer. I graduated from Washington State University. I have two daughters and 10 boys. Nine of my children have finished college. They are all professional. My youngest one is a senior at Gates Chili High School. He soon will be attending RIT. He wants to follow his older two brothers and become an engineer.

I served for 23 years in the US Army. I retired as an Officer. I also worked for 20 years for the Department of Defense. Serving as a Gates Chili School Board Member is a great way to help create a shared vision of high academic standards for all students.

I can represent all the students and parents as to ensure they all have a voice in all matters important to them in improving the quality of public education at Gates Chili School District.

Catherine (Katie) Coffee



Catherine Coffee is a Special Education Teacher in the public school system. She has worked to support her students by developing after school clubs that support Social-Emotional Learning and is an active member of the Guardians of Equity team.

Catherine has had the honor of serving on the Gates Chili Board of Education for the past three years. Catherine is an active advocate for the community and school. She has served on the Policy Committee, Education Foundation, District Improvement Team, and the Counseling Advisory Committee.

Catherine and her husband have two children who attend Gates Chili. Her oldest child will be entering the Middle school while her younger child will be enjoying another year at Brasser. Catherine and her family are active 4-H members. They have been living in Gates for five years.

Robert Long



Robert Long is employed by the Town of Gates Police Department holding the rank of Police Lieutenant. Robert is in charge of the day to day operations of the Gates Police road patrol division. Robert holds a B.A. in Criminal Justice from Gannon University and is a proud graduate of Gates Chili High School (class of 1998). He has assisted in the preparation and management of agency budgets, reviewed labor and employment contracts, and other long-term strategic planning projects.

Robert and his wife of 10 years have two sons: one who graduated from Gates Chili in 2019 and is attending Monroe Community College, and the other is a third-grader at Paul Road Elementary School. Robert and his wife are both lifelong Gates Chili residents.

Jeffrey Pettenski



Jeff Pettenski holds an ICCP certification as a Certified Computing Professional and currently works as the Technical Lead for the Systems Integration Project at the United Way of Rochester. Prior to that, Jeff has held the positions of Enterprise and Integration Architect for Carestream Health, Eastman Kodak and Xerox Corporation.

Jeff has spent much of his life as a Gates resident and for the last 27 years, he and his wife Sandee raised their three children in Gates. He has experienced the Gates Chili School District as a student, a parent of three graduates and as a parent volunteer and PTO member as his children grew up in the district. Jeff was first elected to the board in 2014 and has been Board President since 2018.

In his spare time, Jeff has earned his second-degree black belt in Isshin-Ryu karate, continues to work on his tennis game and enjoys being a grandfather. He is looking forward to the opportunity to continue to grow and participate in the Gates Chili community.

Miriam Rivera



My name is Miriam Rivera. I have been living in the Town of Gates for over 10 years. Born and raised in Rochester, I'm proud to serve Rochester/Gates as a local Farmers Insurance agent. I have an office located on 1038 Lyell Avenue as well as 511 Beahan Road serving the Gates Community. I firmly believe I am good fit for this position because of the specific qualities I hold. I am determined to make a difference in

our schools in a positive and uplifting way while consistently taking on new challenges to better my character. Because of this, I have potential to gain more knowledge about our district.

My mission is to make a difference in our district, ensuring our students are receiving the education they need in order to be successful. As I have my own children that attended Gates Chili, I take into account their experiences as well as mine as a parent and feel communicating with the parents regarding their concerns is also very important. While being a member of the School Board, I am looking forward to the opportunities that are ahead and proud to say I'm a member of the Gates School Board.

BUDGET VOTE

Tuesday, June 9, 2020

Mail-in ballots only
Details on back



Property Tax Report Card
260401 - GATES-CHILI CSD

2019-2020 - Page 1
Official - as of 05/21/2020 10:16 PM

****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/serv/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:
Preparer's Telephone Number:

MITCHELL J. BALL
585-247-5050

Shaded Fields Will Calculate	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	110,180,670	113,424,313	2.94 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	54,521,227	55,821,084	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A+B+C-D)	54,521,227	55,821,084	2.38 %
F. Permissible Exclusions to the School Tax Levy Limit	3,266,821	3,395,794	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	51,809,870	52,425,290	
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)	51,254,406	52,425,290	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	555,464	0	
Public School Enrollment	3,686	3,698	0.33 %
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	18,551,713	19,563,250
Assigned Appropriated Fund Balance	2,400,000	2,800,000
Adjusted Unrestricted Fund Balance	4,342,380	4,536,973
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.94 %	4.00 %

Schedule of Reserve Funds

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

Capital	CAPITAL RESERVE VEHICLES	For the cost of any object or purpose for which bonds may be issued.	100,000	200,000	Voter Approved Capital Reserve May 2019 Funded to \$500,000 for Vehicle Purchases
Capital	CAPITAL RESERVE 2018	For the cost of any object or purpose for which bonds may be issued.	7,847,191	8,973,027	Voter Approved Capital Reserve May 2018 Funded to \$10,000,000 for future building projects.
Capital	CAPITAL RESERVE TECHNOLOGY	For the cost of any object or purpose for which bonds may be issued.	100,000	500,000	Voter Approved Capital Reserve May 2019 Funded to \$1,000,000 for Technology Purchases
Repair	BUS RESERVE	For the cost of repairs to capital improvements or equipment.	334	337	Established to cover bus repair costs.
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT INSURANCE RESERVE	For reimbursement to the State Unemployment Insurance Fund.	1,118,361	76,025	Reserve to be used for anticipated unemployment claims.
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.	<input type="text"/>	<input type="text"/>	
Property Loss + (add)		To cover property loss.	<input type="text"/>	<input type="text"/>	
Liability		To cover incurred liability claims.	<input type="text"/>	<input type="text"/>	
Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	970,837	880,598	Potential Assessment Reduction Claims for Pending Tax Certiorari cases.
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text"/>	<input type="text"/>	
Employee Benefit Accrued Liability	EMPLOYEE BENEFIT LIABILITY RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	1,170,551	1,082,320	To cover future increased costs of retiree benefits.
Retirement Contribution	ERS CONTRIBUTION RESERVE	For employer retirement contributions to the State and Local Employees' Retirement System.	6,944,439	6,850,130	To cover future anticipated Employee's Retirement Contributions
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve	TRS RESERVE	To finance future Teachers Retirement Contributions	500,000	1,000,813	To cover future anticipated Teacher's Retirement Contributions.

*** NYSED Reserve Guidance:**

http://www.p12.nysed.gov/mgt/serv/accounting/docs/reserve_funds.pdf

OSC Reserve Guidance:

<http://osc.state.ny.us/localgov/pubs/listacctg.htm#reservefunds>

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

Save	Reset	Save & Ready
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Proposed 2020-2021 Revenue **Where does the money come from?**

Fund	Acct	Description	20-21 Proposed Revenue	19-20 Intital Revenue	State Description	gasb34 r
A	5997.000	Appropriated Reserves	0.00	2,400,000.00	Appropriated Reserves	
A	5997.001	Appropriated Fund balance	2,800,000.00	0.00	Appropriated Reserves	
A	5997.ERS	Appropriated Reserve-ERS	1,200,000.00	0.00	Appropriated Reserves	
A	5997.CTR	Capital Technology	100,000.00	0.00	Appropriated Reserves	
A	5997.815	Appropriated Reserves UI	0.00	1,055,000.00	Appropriated Reserves	
A	5997.827	Appropriated Reserves TRS	800,000.00	354,800.00	Appropriated Reserves	
A	5997.864	Appropriated Rsv Tax Cert	100,000.00	100,000.00	Appropriated Reserves	
A	5997.867	Appropriated Rsv EBALR	100,000.00	100,000.00	Appropriated Reserves	
			5,100,000.00	4,009,800.00		
Tax Levy			55,821,084.00	54,521,227.00		
PILOT Agreement			2,600,000.00	2,580,000.00		
Sales Tax			3,500,000.00	4,500,000.00		
Tuition,Fees,Interest			1,791,000.00	1,854,040.00		
Tuition,Fees,Interest			210,000.00	130,000.00		
Sale of Equipment,Material,Other			65,500.00	0.00		
State Aid			42,467,738.00	40,725,750.00		
Forteitures and Refunds			1,773,991.00	1,759,853.00		
Federal Aid Interfund Aid			95,000.00	100,000.00		
SUM of both lines from above Tuition, Fees, Interest			2,001,000.00	1,984,040.00		

Total Proposed 2020-2021 Revenue 113,424,313.00 110,180,670.00

2020-2021 Proposed Budget Where Does the Money go?

Function	Description	20-21 Proposed Budget	19-20 Initial Budget	first function
A Administrative Component				
1010	Board Of Education	28,000.00	20,000.00	10
1040	District Clerk	1,675.00	675.00	10
	Board of Education	29,675.00	20,675.00	
1240	Chief School Administrator	288,368.00	292,150.00	12
	Central Administration	288,368.00	292,150.00	
1310	Business Administration	815,127.00	779,700.00	13
1320	Auditing	78,000.00	77,300.00	13
1325	Treasurer	126,810.00	113,800.00	13
1330	Tax Collector	12,360.00	12,000.00	13
1345	Purchasing	7,760.00	7,600.00	13
	Finance	1,040,057.00	990,400.00	
1420	Legal	231,030.00	236,500.00	14
1430	Personnel	471,195.00	365,600.00	14
1480	Public Information and Services	193,085.00	102,000.00	14
	Staff	895,310.00	704,100.00	
1680	Central Data Processing	831,030.00	811,000.00	16
	Central Services	831,030.00	811,000.00	
1910	Unallocated Insurance	260,000.00	252,500.00	19
1920	School Association Dues	32,000.00	32,000.00	19
1950	Assessments on School Property	36,000.00	35,000.00	19
1981	BOCES Administrative Costs	1,360,000.00	1,257,000.00	19
	Speciality Items	1,688,000.00	1,576,500.00	
2010	Curriculum Devel and Suprvsn	822,844.00	847,200.00	20
2070	Inservice Training-Instruction	159,568.00	131,000.00	20
	Instructional Administration & Staff Development	982,412.00	978,200.00	
9000	Employee Benefits	2,884,594.00	2,669,190.00	90
	Employee Benefits	2,884,594.00	2,669,190.00	
9901	Transfer to Other Funds	0.00	1,155,000.00	99
	Transfer to Other Funds	0.00	1,155,000.00	
		0.00		
2020	Supervision-Regular School	2,740,652.00	2,632,500.00	20
	Supervision of Schools	2,740,652.00	2,632,500.00	

Function	Description	20-21 Proposed Budget	19-20 Initial Budget	first function
C	Capital Component			
1620	Operation of Plant	3,316,674.00	3,360,050.00	16
1621	Maintenance of Plant	1,701,655.00	1,727,900.00	16
	Central Services	5,018,329.00	5,087,950.00	
1964	Refund on Real Property Taxes	4,000.00	3,000.00	19
	Speciality Items	4,000.00	3,000.00	
9000	Employee Benefits	1,601,901.00	1,482,280.00	90
	Employee Benefits	1,601,901.00	1,482,280.00	
9901	Transfer to Other Funds	100,000.00	100,000.00	99
9901	Transfer to Other Funds	260,000.00	260,000.00	99
	Transfer to Other Funds	11,223,633.00	9,737,500.00	
		360,000.00	360,000.00	
9901	Transfer to Debt Service Fund	10,863,633.00	9,377,500.00	99
	Debit Service & transfer to Capital Reserve	10,863,633.00	9,377,500.00	

Function	Description	20-21 Proposed Budget	19-20 Intial Budget	first function
P Program Component				
5510	District Transport Srvcs-Med Elgble	5,014,173.00	5,023,100.00	55
5581	Transportation from Boces	72,000.00	70,000.00	55
District Tansportation		5,086,173.00	5,093,100.00	
9000	Employee Benefits	22,935,157.00	21,222,500.00	90
9089	Other (specify)	155,850.00	245,600.00	90
Employee Benefits		23,091,007.00	21,468,100.00	
7140	Recreation	187,140.00	198,300.00	71
8060	Civic Activities	317,597.00	270,100.00	80
Community Services		504,737.00	468,400.00	
2110	Teaching-Regular School	27,583,160.00	27,802,280.00	21
2250	Prg For Sdnts w/Disabil-Med Elgble	19,869,222.00	19,587,320.00	22
2280	Occupational Education(Grades 9-12)	1,200,000.00	1,100,000.00	22
2330	Teaching-Special Schools	334,400.00	328,550.00	23
2610	School Library & AV	755,847.00	693,090.00	26
2630	Computer Assisted Instruction	871,676.00	810,600.00	26
2805	Attendance-Regular School	228,421.00	202,500.00	28
2810	Guidance-Regular School	910,724.00	866,000.00	28
2815	Health Srvcs-Regular School	821,300.00	853,765.00	28
2820	Psychological Srvcs-Reg Schl	809,732.00	842,700.00	28
2825	Social Work Srvcs-Regular School	572,530.00	517,000.00	28
2830	Pupil Personnel Srvcs-Special Schools	196,217.00	183,600.00	28
2850	Co-Curricular Activ-Reg Schl	262,800.00	251,300.00	28
2855	Interscholastic Athletics-Reg Schl	1,098,406.00	971,920.00	28
Community Services		55,514,435.00	55,010,625.00	

Function	Description	20-21 Proposed Budget	19-20 Intial Budget	first function
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	2020-2021 Proposed Totals
A	10.03% 11,380,098.00
C	15.74% 17,847,863.00
P	74.23% 84,196,352.00
Total	100.00% 113,424,313.00

	2019-2020 Initital Budget Totals
A	10.74% 11,829,715.00
C	14.80% 16,310,730.00
P	74.46% 82,040,225.00
Total	100.00% 110,180,670.00

Equalized Total Assessed Value 854,783,364

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	6	248,750	0.03
13100	CO - GENERALLY	RPTL 406(1)	15	2,247,188	0.26
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	57,292	0.01
13500	TOWN - GENERALLY	RPTL 406(1)	19	735,522	0.09
13800	SCHOOL DISTRICT	RPTL 408	2	7,775,105	0.91
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	68,646	0.01
14100	USA - GENERALLY	RPTL 400(1)	2	6,258,229	0.73
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	75	71,387,627	8.35
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	96,667	0.01
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	10	23,402,606	2.74
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	1	1,235,981	0.14
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	3	5,899,375	0.69
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	7	2,671,979	0.31
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	556,771	0.07
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	274,167	0.03
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	234	2,193,750	0.26
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	168	2,625,000	0.31
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	86	2,159,326	0.25
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	139,583	0.02
41400	CLERGY	RPTL 460	8	12,504	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	408,882	0.05
41800	PERSONS AGE 65 OR OVER	RPTL 467	277	15,489,176	1.81
41834	ENHANCED STAR	RPTL 425	892	62,994,910	7.37
41854	BASIC STAR 1999-2000	RPTL 425	1,929	60,281,250	7.05
41910	IMPROVEMENTS TO 1,2,3 FAMILY R	RPTL 459-b	1	26,188	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	24	1,509,329	0.18
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	24,388	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	779,895	0.09
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	2	191,849	0.02

NYS - Real Property System
County of Monroe
Town of Chili
SWIS Code - 262200

Assessor's Report - 2020 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/26/2020 09:48:56
Total Assessed Value 820,592,029
Uniform Percentage 96.00

Equalized Total Assessed Value 854,783,364

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	827,916	0.10
Total Exemptions Exclusive of System Exemptions:			3,777	272,579,851	31.89
Total System Exemptions:			0	0	0.00
Totals:			3,777	272,579,851	31.89

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: _____

NYS - Real Property System
 County of Monroe
 Town of Gates
 SWIS Code - 262600

Assessor's Report - 2020 - Current Year File
 S495 Exemption Impact Report
 School Detail Report

RPS221/V04/L001
 Date/Time - 5/26/2020 09:48:56
 Total Assessed Value 1,883,068,427
 Uniform Percentage 100.00

Equalized Total Assessed Value 1,883,068,427

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	9	1,919,600	0.10
13100	CO - GENERALLY	RPTL 406(1)	39	3,124,750	0.17
13500	TOWN - GENERALLY	RPTL 406(1)	27	9,329,300	0.50
13800	SCHOOL DISTRICT	RPTL 408	6	45,187,300	2.40
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	7	439,400	0.02
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	742,300	0.04
13970	REGIONAL OTB CORPORATION	RACING L 513	1	518,600	0.03
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	5,836,300	0.31
14100	USA - GENERALLY	RPTL 400(1)	1	3,887,800	0.21
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	22	89,250,200	4.74
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	3	402,500	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	8	4,457,500	0.24
25120	NONPROF CORP - EDUCL(CONST PRO	RPTL 420-a	2	6,107,200	0.32
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	16	42,098,600	2.24
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	6	7,615,400	0.40
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	248,800	0.01
26250	HISTORICAL SOCIETY	RPTL 444	1	36,200	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	23	30,379,700	1.61
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	454	4,086,000	0.22
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	327	4,905,000	0.26
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	115	2,544,040	0.14
41400	CLERGY	RPTL 460	15	22,500	0.00
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	48,536	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	807	42,699,311	2.27
41834	ENHANCED STAR	RPTL 425	1,908	127,676,834	6.78
41854	BASIC STAR 1999-2000	RPTL 425	3,327	100,007,800	5.31
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	66	3,922,690	0.21
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	5,950	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	1	511	0.00

NYS - Real Property System
County of Monroe
Town of Gates
SWIS Code - 262600

Assessor's Report - 2020 - Current Year File
S495 Exemption Impact Report
School Detail Report

RPS221/V04/L001
Date/Time - 5/26/2020 09:48:56
Total Assessed Value 1,883,068,427
Uniform Percentage 100.00

Equalized Total Assessed Value 1,883,068,427

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	17	1,804,799	0.10
Total Exemptions Exclusive of System Exemptions:			7,218	539,305,421	28.64
Total System Exemptions:			0	0	0.00
Totals:			7,218	539,305,421	28.64

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

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

Equalized Total Assessed Value 2,737,851,791

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	15	2,168,350	0.08
13100	CO - GENERALLY	RPTL 406(1)	54	5,371,938	0.20
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	57,292	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	46	10,064,822	0.37
13800	SCHOOL DISTRICT	RPTL 408	8	52,962,405	1.93
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	9	508,046	0.02
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	742,300	0.03
13970	REGIONAL OTB CORPORATION	RACING L 513	1	518,600	0.02
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	5,836,300	0.21
14100	USA - GENERALLY	RPTL 400(1)	3	10,146,029	0.37
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	97	160,637,827	5.87
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	499,167	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	18	27,860,106	1.02
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	7,343,181	0.27
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	19	47,997,975	1.75
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	13	10,287,379	0.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	248,800	0.01
26250	HISTORICAL SOCIETY	RPTL 444	1	36,200	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	23	30,379,700	1.11
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	556,771	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	274,167	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	688	6,279,750	0.23
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	495	7,530,000	0.28
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	201	4,703,366	0.17
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	139,583	0.01
41400	CLERGY	RPTL 460	23	35,004	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	408,882	0.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	48,536	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	1,084	58,188,487	2.13
41834	ENHANCED STAR	RPTL 425	2,800	190,671,744	6.96
41854	BASIC STAR 1999-2000	RPTL 425	5,256	160,289,050	5.85
41910	IMPROVEMENTS TO 1,2,3 FAMILY R	RPTL 459-b	1	26,188	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	90	5,432,019	0.20

Equalized Total Assessed Value 2,737,851,791

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	5,950	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	24,899	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	779,895	0.03
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	19	1,996,648	0.07
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	827,916	0.03
Total Exemptions Exclusive of System Exemptions:			10,995	811,885,272	29.65
Total System Exemptions:			0	0	0.00
Totals:			10,995	811,885,272	29.65

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 2,737,851,791

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	15	2,168,350	0.08
13100	CO - GENERALLY	RPTL 406(1)	54	5,371,938	0.20
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	57,292	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	46	10,064,822	0.37
13800	SCHOOL DISTRICT	RPTL 408	8	52,962,405	1.93
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	9	508,046	0.02
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	742,300	0.03
13970	REGIONAL OTB CORPORATION	RACING L 513	1	518,600	0.02
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	5,836,300	0.21
14100	USA - GENERALLY	RPTL 400(1)	3	10,146,029	0.37
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	97	160,637,827	5.87
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	499,167	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	18	27,860,106	1.02
25120	NONPROF CORP - EDUCL(CONST PRC	RPTL 420-a	3	7,343,181	0.27
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	19	47,997,975	1.75
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	13	10,287,379	0.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	248,800	0.01
26250	HISTORICAL SOCIETY	RPTL 444	1	36,200	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	23	30,379,700	1.11
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	556,771	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	274,167	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	688	6,279,750	0.23
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	495	7,530,000	0.28
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	201	4,703,366	0.17
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	139,583	0.01
41400	CLERGY	RPTL 460	23	35,004	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	408,882	0.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	48,536	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	1,084	58,188,487	2.13
41834	ENHANCED STAR	RPTL 425	2,800	190,671,744	6.96
41854	BASIC STAR 1999-2000	RPTL 425	5,256	160,289,050	5.85
41910	IMPROVEMENTS TO 1,2,3 FAMILY R	RPTL 459-b	1	26,188	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	90	5,432,019	0.20

Equalized Total Assessed Value 2,737,851,791

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	5,950	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	24,899	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	779,895	0.03
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	19	1,996,648	0.07
48510	LTD PROF HOUSING CO	P H F I L 33(1)(a)	2	827,916	0.03
Total Exemptions Exclusive of System Exemptions:			10,995	811,885,272	29.65
Total System Exemptions:			0	0	0.00
Totals:			10,995	811,885,272	29.65

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 2,737,851,791

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	15	2,168,350	0.08
13100	CO - GENERALLY	RPTL 406(1)	54	5,371,938	0.20
13240	CO O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	57,292	0.00
13500	TOWN - GENERALLY	RPTL 406(1)	46	10,064,822	0.37
13800	SCHOOL DISTRICT	RPTL 408	8	52,962,405	1.93
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	9	508,046	0.02
13890	PUBLIC AUTHORITY - LOCAL	RPTL 412	1	742,300	0.03
13970	REGIONAL OTB CORPORATION	RACING L 513	1	518,600	0.02
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	6	5,836,300	0.21
14100	USA - GENERALLY	RPTL 400(1)	3	10,146,029	0.37
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	97	160,637,827	5.87
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	4	499,167	0.02
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	18	27,860,106	1.02
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	3	7,343,181	0.27
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	19	47,997,975	1.75
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	13	10,287,379	0.38
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	1	248,800	0.01
26250	HISTORICAL SOCIETY	RPTL 444	1	36,200	0.00
26300	INTERDENOMINATIONAL CENTER	RPTL 430	23	30,379,700	1.11
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	556,771	0.02
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	2	274,167	0.01
41124	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	687	6,270,750	0.23
41134	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	494	7,515,000	0.27
41144	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	201	4,703,366	0.17
41200	SUBSCRIPTION VETS	RPTL 458(2)	1	139,583	0.01
41400	CLERGY	RPTL 460	23	35,004	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	1	408,882	0.01
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	48,536	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	1,084	58,192,987	2.13
41834	ENHANCED STAR	RPTL 425	2,800	190,671,744	6.96
41854	BASIC STAR 1999-2000	RPTL 425	5,256	160,289,050	5.85
41910	IMPROVEMENTS TO 1,2,3 FAMILY R	RPTL 459-b	1	26,188	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	90	5,432,019	0.20

Equalized Total Assessed Value 2,737,851,791

School District - 262601 Gates Chili Centl 1

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	1	5,950	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	2	24,899	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	3	779,895	0.03
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	19	1,996,648	0.07
48510	LTD PROF HOUSING CO	P H FIL 33(1)(a)	2	827,916	0.03
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			10,993	811,865,772	29.65
Totals:			0	0	0.00
			10,993	811,865,772	29.65

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 1,963,123,534

School District - 263801 Spencerport 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)	6	1,546,219	0.08
13100	CO - GENERALLY	RPTL 406(1)	28	17,705,531	0.90
13500	TOWN - GENERALLY	RPTL 406(1)	42	13,354,265	0.68
13510	TOWN - CEMETERY LAND	RPTL 446	4	398,164	0.02
13650	VG - GENERALLY	RPTL 406(1)	17	4,060,743	0.21
13740	VG O/S LIMITS - SEWER OR WATER	RPTL 406(3)	1	36,945	0.00
13800	SCHOOL DISTRICT	RPTL 408	9	56,669,490	2.89
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	2	1,136,520	0.06
14000	LOCAL AUTHORITIES SPECIFIED	RPTL 412	2	4,613,800	0.24
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	25	70,321,426	3.58
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	7	1,019,766	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	25	17,457,052	0.89
25120	NONPROF CORP - EDUC(CONST PRC	RPTL 420-a	3	12,688,419	0.65
25130	NONPROF CORP - CHAR (CONST PRO	RPTL 420-a	10	6,970,826	0.36
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	5	20,135,500	1.03
25230	NONPROF CORP - MORAL/MENTAL IM	RPTL 420-a	2	612,435	0.03
26100	VETERANS ORGANIZATION	RPTL 452	1	339,592	0.02
26300	INTERDENOMINATIONAL CENTER	RPTL 430	6	8,655,500	0.44
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	2	4,970,510	0.25
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	3	150,900	0.01
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	998,500	0.05
41300	PARAPLEGIC VETS	RPTL 458(3)	4	1,070,263	0.05
41400	CLERGY	RPTL 460	21	31,872	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	4	156,405	0.01
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	74	5,159,336	0.26
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	15	1,542,579	0.08
41800	PERSONS AGE 65 OR OVER	RPTL 467	226	16,527,824	0.84
41804	PERSONS AGE 65 OR OVER	RPTL 467	165	6,057,791	0.31
41834	ENHANCED STAR	RPTL 425	1,600	111,500,840	5.68
41836	ENHANCED STAR	RPTL 425	1	36,592	0.00
41854	BASIC STAR 1999-2000	RPTL 425	3,628	110,105,800	5.61
41856	BASIC STAR 1999-2000	RPTL 425	1	21,959	0.00
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	14	894,371	0.05

Equalized Total Assessed Value 1,963,123,534

School District - 263801 Spencerport Central

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	8	360,713	0.02
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	10	42,861	0.00
47100	Mass Telecomm Ceiling	RPTL S499-qqqq	7	84,864	0.00
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	13	1,843,309	0.09
48660	HOUSING DEVELOPMENT FUND CO	P H F I L 577,654-a	1	7,142,857	0.36
49500	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	1,900,000	0.10
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	1	25,714	0.00

Total Exemptions Exclusive of

System Exemptions:

Total System Exemptions:

Totals:

5,994
1
5,995
508,322,339
25,714
508,348,053
25.89
0.00
25.89

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:

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



\$45,364,587

PUPILS



3,936

EXPENDITURES PER PUPIL



\$11,526

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$27,546,875

PUPILS



678

EXPENDITURES PER PUPIL







\$40,630

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES**\$8,760,789,980****PUPILS****735,579****EXPENDITURES PER PUPIL****\$11,910****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
▼	▼	▼
\$25,534	\$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	NY STATE
80% OR MORE ▼	AVERAGE NEED/RESOURCE CAPACITY	80% OR MORE ▼
264 42.1%	80% OR MORE ▼	58.7%
40% - 79% ▼	57.7%	40% - 79% ▼
110 17.5%	40% - 79% ▼	11.5%
LESS THAN 40% ▼	18.7%	LESS THAN 40% ▼
106 16.9%	LESS THAN 40% ▼	19.0%
SEPARATE SETTINGS ▼	16.1%	SEPARATE SETTINGS ▼
28 4.5%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	4.7%	OTHER SETTINGS ▼
119 19.0%	OTHER SETTINGS ▼	5.6%
	2.8%	

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



11.4%

SIMILAR DISTRICT GROUP



13.4%

NY STATE



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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THIS DOCUMENT WAS CREATED ON: MAY 21, 2020, 10:07 PM EST

Salary: Administrative Compensation Information
260401 - GATES-CHILI CSD
2019-2020 - Page 1
Official - as of 05/21/2020 10:14 PM
Form Due May 11, 2020
2020-2021 Salary Threshold =
\$141,000

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

If you will be sharing a Superintendent, list the other district (or districts) in the text box. If you will be sharing other administrative staff required to be reported, please send an email to EMSCMGTS@nysed.gov 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	194,800	45,077	

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

Associate, Assistant and Deputy Superintendents

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

2.	ASSOCIATE SUPERINTENDENT OF INSTRUCTION	183,250	45,298	
3.	ASST SUPERINTENDENT OF HR & LABOR	163,250	38,168	
4.	ASST SUPERINTENDENT FOR BUSINESS	161,100	22,811	
5.	PRINCIPAL	149,772	36,152	
6.	PRINCIPAL	153,408	38,654	
7.	PRINCIPAL	155,915	22,351	
8.	PRINCIPAL	160,635	29,005	
9.				
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GATES-CHILI 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
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Black or African American	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Multiracial	Good Standing	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,323	112	2
	Math	1,336	127	
	Science	476	201	
	Combined	3,135	132	
American Indian or Alaska Native	ELA	6	108	—
	Math	6	67	
	Science	—	—	
	Combined	12	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	72	127	3
	Math	74	160	
	Science	53	209	
	Combined	199	161	
Black or African American	ELA	243	92	2
	Math	240	87	
	Science	72	171	
	Combined	555	100	
Hispanic or Latino	ELA	179	101	2
	Math	180	100	
	Science	61	196	
	Combined	420	114	
Multiracial	ELA	114	112	2
	Math	106	135	
	Science	35	206	
	Combined	255	135	
White	ELA	714	120	3
	Math	735	142	
	Science	282	209	
	Combined	1,731	144	
English Language Learners	ELA	74	69	3
	Math	76	101	
	Science	45	151	
	Combined	195	101	
Students with Disabilities	ELA	173	68	3
	Math	173	67	
	Science	73	157	
	Combined	419	83	
Economically Disadvantaged	ELA	679	91	2

Subgroup	Subject	Cohort	Index	Level
	Math	677	103	
	Science	232	188	
	Combined	1,588	110	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,541	96	2
	Math	1,537	110	
	Science	499	191	
	Combined	3,577	116	
American Indian or Alaska Native	ELA	8	81	—
	Math	8	50	
	Science	—	—	
	Combined	16	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	76	120	4
	Math	77	154	
	Science	54	205	
	Combined	207	155	
Black or African American	ELA	277	80	2
	Math	273	76	
	Science	80	154	
	Combined	630	88	
Hispanic or Latino	ELA	204	89	2
	Math	204	88	
	Science	65	184	
	Combined	473	102	
Multiracial	ELA	131	98	2
	Math	130	110	
	Science	36	200	
	Combined	297	116	
White	ELA	849	101	3
	Math	850	123	
	Science	292	201	
	Combined	1,991	125	
English Language Learners	ELA	75	68	4
	Math	76	101	
	Science	46	148	
	Combined	197	100	
Students with Disabilities	ELA	213	55	3
	Math	211	55	
	Science	78	147	
	Combined	502	69	
Economically Disadvantaged	ELA	814	76	2

Subgroup	Subject	Cohort	Index	Level
	Math	810	86	
	Science	251	174	
	Combined	1,875	93	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	285,607	5,619	50.8	3
American Indian or Alaska Native	—	10	—	—
Asian or Native Hawaiian/Other Pacific Islander	19,052	343	55.5	4
Black or African American	49,127	998	49.2	2
Hispanic or Latino	31,743	635	50	2
Multiracial	21,387	437	48.9	2
White	163,878	3,196	51.3	3
English Language Learners	14,759	255	57.9	4
Students with Disabilities	31,918	599	53.3	3
Economically Disadvantaged	136,971	2,705	50.6	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	102	42%	44%	1.1	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	56	38%	39%	1.0	3
Black or African American	7	—	—	—	—
Hispanic or Latino	12	—	—	—	—
Multiracial	1	—	—	—	—
White	53	45%	53%	1.2	3
English Language Learners	102	42%	44%	1.1	3
Students with Disabilities	6	—	—	—	—
Economically Disadvantaged	85	42%	45%	1.1	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	88	1,541	96	97	105	122	161	N	—	200	1	2
	Math	92	1,537	110	101	107	124	162	—	—	200	3	
American Indian or Alaska Native	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	92	76	120	100	157	164	182	—	N	200	2	2
	Math	113	77	154	120	174	179	189	—	Y	200	3	
Black or African American	ELA	64	277	80	75	98	116	158	—	N	200	2	2
	Math	61	273	76	72	88	107	154	—	N	200	2	
Hispanic or Latino	ELA	79	204	89	88	95	113	157	—	N	200	2	2
	Math	69	204	88	79	92	111	155	—	N	200	2	
Multiracial	ELA	85	131	98	94	102	119	159	—	N	200	2	2
	Math	93	130	110	101	104	120	160	—	—	200	3	
White	ELA	97	849	101	105	102	119	160	N	—	200	1	2
	Math	104	850	123	112	110	126	163	—	—	200	3	
English Language Learners	ELA	34	75	68	48	67	90	145	—	—	200	3	3
	Math	58	76	101	70	83	103	152	—	—	200	3	
Students with Disabilities	ELA	43	213	55	56	61	85	142	N	—	200	1	1
	Math	42	211	55	54	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	70	814	76	81	95	113	157	N	—	200	1	1
	Math	69	810	86	80	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	7.8	2,297	218	9.5%	7.6%	14.6%	12.8%	8.9%	—	—	5%	3
American Indian or Alaska Native	—	14	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3.9	115	7	6.1%	3.9%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	8.6	394	41	10.4%	8.4%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	14.4	324	50	15.4%	13.6%	19.8%	17%	11%	—	—	5%	3
Multiracial	5.4	201	26	12.9%	5.4%	16.5%	14.5%	9.8%	—	—	5%	3
White	6.9	1,255	94	7.5%	6.7%	10.5%	9.3%	7.2%	—	—	5%	3
English Language Learners	8.8	148	10	6.8%	8.4%	17.6%	15.2%	10.1%	—	—	5%	4
Students with Disabilities	14.6	282	54	19.1%	13.8%	21.5%	18.5%	11.8%	—	N	5%	2
Economically Disadvantaged	10.5	1,202	154	12.8%	10.1%	19.9%	17.1%	11.1%	—	—	5%	3

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,677	81.6%	3,418	82%
American Indian or Alaska Native	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	X	84	90.5%	172	90.1%
Black or African American	X	309	83.5%	614	83.9%
Hispanic or Latino	X	224	82.6%	432	82.6%
Multiracial	X	145	82.8%	276	80.4%
White	X	912	79.9%	1,916	80.7%
English Language Learners	✓	66	95.5%	144	93.1%
Students with Disabilities	X	227	77.5%	480	78.8%
Economically Disadvantaged	X	889	79.6%	1,791	79%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,676	82.2%	3,419	81.4%
American Indian or Alaska Native	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	X	85	89.4%	173	89%
Black or African American	X	304	82.9%	609	82.9%
Hispanic or Latino	X	227	83.3%	436	81.4%
Multiracial	X	144	77.8%	275	78.6%
White	X	913	81.9%	1,918	80.7%
English Language Learners	✓	68	97.1%	146	92.5%
Students with Disabilities	X	226	78.3%	479	78.1%
Economically Disadvantaged	X	884	79.3%	1,786	77.7%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 4	—
Grade 6	—

SECONDARY STATUSES BY SUBGROUP

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

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	323	180	177	2
	Math	323	134		
	Science	323	211		
	Social Studies	323	226		
American Indian or Alaska Native	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
Asian or Native Hawaiian/Other Pacific Islander	ELA	24	185	192	3
	Math	24	167		
	Science	24	221		
	Social Studies	24	227		
Black or African American	ELA	62	162	159	2
	Math	62	110		
	Science	62	199		
	Social Studies	62	220		
Hispanic or Latino	ELA	33	138	143	2
	Math	33	99		
	Science	33	191		
	Social Studies	33	192		
Multiracial	ELA	23	146	141	1
	Math	23	100		
	Science	23	167		
	Social Studies	23	196		
White	ELA	195	195	190	3
	Math	195	149		
	Science	195	222		
	Social Studies	195	236		
English Language Learners	ELA	8	25	77	2
	Math	8	88		
	Science	8	113		
	Social Studies	8	131		
Students with Disabilities	ELA	53	115	120	3
	Math	53	82		
	Science	53	155		
	Social Studies	53	181		
Economically Disadvantaged	ELA	138	159	162	2

Subgroup	Subject	Cohort	Index	Combined Index	Level
	Math	138	119		
	Science	138	201		
	Social Studies	138	217		

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	85.9%	347	81.8%	86.7%	82.8%	85%	90%	Y	—	95%	2	2
	5-Year	88.8%	367	83.1%	89.4%	85%	86.8%	91.4%	N	—	96%	1	
	6-Year	89.3%	366	89.1%	89.9%	85.1%	87.3%	92.2%	—	—	97%	3	
American Indian or Alaska Native	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	89.5%	31	83.9%	89.9%	88.3%	89.5%	92.3%	N	—	95%	1	2
	5-Year	97.8%	40	87.5%	96%	90.2%	91%	93.5%	N	—	96%	1	
	6-Year	100%	38	92.1%	97%	89.7%	91.1%	94.1%	—	—	97%	3	
Black or African American	4-Year	82.8%	76	81.6%	83.8%	73.3%	77.3%	86.2%	—	—	95%	3	3
	5-Year	85.7%	68	83.8%	86.5%	76.7%	80.3%	88.2%	—	—	96%	3	
	6-Year	89.2%	64	87.5%	89.8%	76.9%	80.3%	88.7%	—	—	97%	3	
Hispanic or Latino	4-Year	68.2%	39	64.1%	70.4%	73.2%	76.8%	85.9%	N	—	95%	1	2
	5-Year	73%	41	70.7%	74.8%	75.7%	79.1%	87.6%	N	—	96%	1	
	6-Year	77.8%	43	76.7%	79.4%	76.1%	79.7%	88.4%	—	Y	97%	3	
Multiracial	4-Year	80%	22	77.3%	81.2%	83.7%	85.7%	90.4%	N	—	95%	1	2
	5-Year	89.5%	24	87.5%	89.8%	85%	86.8%	91.4%	—	—	96%	3	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
White	4-Year	90.4%	212	85.4%	90.8%	90.2%	91%	93%	Y	—	95%	2	2
	5-Year	91.8%	225	84.4%	92.2%	91.5%	92.3%	94.2%	N	—	96%	1	
	6-Year	90%	228	91.7%	90.6%	91.2%	92.4%	94.7%	—	—	97%	3	
English Language Learners	4-Year	—	15	6.7%	—	—	—	—	—	—	—	—	—
	5-Year	—	9	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	66.7%	50	58%	68.9%	59.7%	66.1%	80.6%	Y	—	95%	2	2
	5-Year	70.5%	72	61.1%	72.5%	63%	69%	82.5%	N	—	96%	1	
	6-Year	63.6%	68	76.5%	66.2%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	80.4%	149	77.9%	81.6%	76.9%	79.9%	87.5%	—	Y	95%	3	3
	5-Year	86.3%	160	81.3%	87.1%	80.4%	83%	89.5%	—	N	96%	2	
	6-Year	83.5%	134	88.8%	84.5%	80.7%	83.5%	90.3%	—	—	97%	4	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	48	41%	44%	1.1	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	—	—	—	—
Black or African American	2	—	—	—	—
Hispanic or Latino	12	—	—	—	—
Multiracial	0	—	—	—	—
White	38	42%	48%	1.1	3
English Language Learners	48	41%	44%	1.1	3
Students with Disabilities	12	—	—	—	—
Economically Disadvantaged	43	42%	42%	1	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	192	323	180	194	191	194	204	N	—	215	1	1
	Math	139	323	134	144	151	158	179	Y	—	200	2	
American Indian or Alaska Native	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	24	—	—	—	—	—	—	—	—	—	—
	Math	—	24	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	171	62	162	174	163	170	192	N	—	215	1	1
	Math	111	62	110	118	117	127	164	N	—	200	1	
Hispanic or Latino	ELA	183	33	138	186	166	172	194	N	—	215	1	1
	Math	120	33	99	126	124	134	167	N	—	200	1	
Multiracial	ELA	—	23	—	—	—	—	—	—	—	—	—	—
	Math	—	23	—	—	—	—	—	—	—	—	—	
White	ELA	199	195	195	201	208	209	212	N	—	215	1	1
	Math	149	195	149	153	168	172	186	Y	—	200	2	
English Language Learners	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	113	53	115	122	120	133	174	Y	—	215	2	2
	Math	68	53	82	78	91	105	153	—	N	200	2	
Economically Disadvantaged	ELA	177	138	159	180	171	177	196	N	—	215	1	1
	Math	126	138	119	132	131	140	170	Y	—	200	2	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	15	1,339	222	16.6%	14.2%	22.6%	19.8%	12.4%	—	—	5%	3
American Indian or Alaska Native	—	10	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5.1	85	12	14.1%	5.1%	14%	12.4%	8.7%	N	—	5%	1
Black or African American	14.9	248	31	12.5%	14.1%	31.5%	27.1%	16.1%	—	—	5%	4
Hispanic or Latino	23.1	160	40	25%	21.7%	31.6%	27.2%	16.1%	—	—	5%	3
Multiracial	10.9	67	13	19.4%	10.5%	23.1%	20.1%	12.6%	—	—	5%	3
White	14.1	775	125	16.1%	13.3%	15.6%	14%	9.5%	N	—	5%	1
English Language Learners	23.1	63	20	31.7%	21.7%	33.8%	29%	17%	—	N	5%	2
Students with Disabilities	23.3	188	48	25.5%	21.9%	32.8%	28%	16.5%	—	—	5%	3
Economically Disadvantaged	19.6	637	146	22.9%	18.4%	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	122.3	160.3	126.5	130.2	137.8	156.4	—	—	175	4
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	111.8	147.9	116.8	101.2	114	144.5	—	—	175	4
Hispanic or Latino	87.8	131.1	94.8	104.5	116.5	145.8	—	—	175	4
Multiracial	—	—	—	—	—	—	—	—	—	—
White	129.5	170.4	133.1	149.7	154.1	164.6	—	—	175	4
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	55.5	88.9	65.1	76.5	93.5	134.3	—	—	175	3
Economically Disadvantaged	106.7	149	112.1	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	343	0	249	0	41	22	31
American Indian or Alaska Native	2	0	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	26	0	—	—	—	—	—
Black or African American	70	0	48	0	6	3	13
Hispanic or Latino	37	0	21	0	6	1	9
Multiracial	21	0	—	—	—	—	—
White	206	0	158	0	26	18	4
English Language Learners	15	0	—	—	—	—	—
Students with Disabilities	63	0	14	0	25	6	18
Economically Disadvantaged	148	0	97	0	21	11	19

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	✓	330	99.4%	635	99.7%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
Black or African American	✓	64	98.4%	135	99.3%
Hispanic or Latino	—	33	—	—	—
Multiracial	—	11	—	—	—
White	✓	205	99.5%	394	99.8%
English Language Learners	—	4	—	—	—
Students with Disabilities	✓	47	100%	78	100%
Economically Disadvantaged	✓	141	98.6%	269	99.3%

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	✓	330	100%	635	100%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
Black or African American	✓	64	100%	135	100%
Hispanic or Latino	—	33	—	—	—
Multiracial	—	11	—	—	—
White	✓	205	100%	394	100%
English Language Learners	—	4	—	—	—
Students with Disabilities	✓	47	100%	78	100%
Economically Disadvantaged	✓	141	100%	269	100%

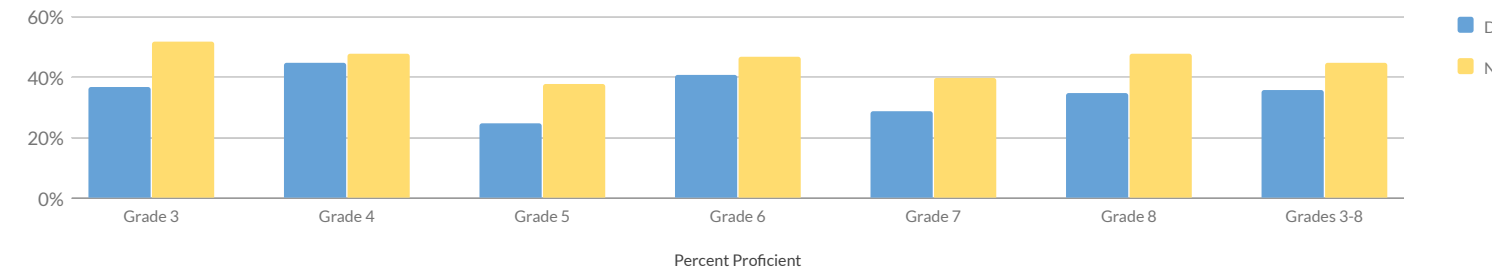
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	29	9%	0	0%	1	0%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	297	85%	136	39%	139	40%	22	6%	4	1%	29	8%	6	2%	13	4%
Female	180	163	91%	84	47%	67	37%	12	7%	2	1%	9	5%	2	1%	4	2%
Male	169	134	79%	52	31%	72	43%	10	6%	2	1%	20	12%	4	2%	9	5%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	14	88%	10	63%	3	19%	1	6%	0	0%	1	6%	0	0%	1	6%
White	211	187	89%	101	48%	73	35%	13	6%	3	1%	11	5%	5	2%	5	2%
Black or African American	71	56	79%	17	24%	36	51%	3	4%	1	1%	9	13%	1	1%	4	6%
Hispanic or Latino	37	28	76%	7	19%	18	49%	3	8%	0	0%	6	16%	0	0%	3	8%
General-Education Students	286	258	90%	135	47%	120	42%	3	1%	0	0%	14	5%	5	2%	9	3%
Students with Disabilities	63	39	62%	1	2%	19	30%	19	30%	4	6%	15	24%	1	2%	4	6%
Non-English Language Learners	343	296	86%	136	40%	138	40%	22	6%	3	1%	26	8%	6	2%	12	3%
English Language Learners	6	1	17%	0	0%	1	17%	0	0%	1	17%	3	50%	0	0%	1	17%
Not Economically Disadvantaged	199	174	87%	98	49%	66	33%	10	5%	2	1%	10	5%	4	2%	9	5%
Economically Disadvantaged	150	123	82%	38	25%	73	49%	12	8%	2	1%	19	13%	2	1%	4	3%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	338	294	87%	135	40%	137	41%	22	7%	4	1%	25	7%	4	1%	11	3%
Homeless	11	3	27%	1	9%	2	18%	0	0%	0	0%	4	36%	2	18%	2	18%
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

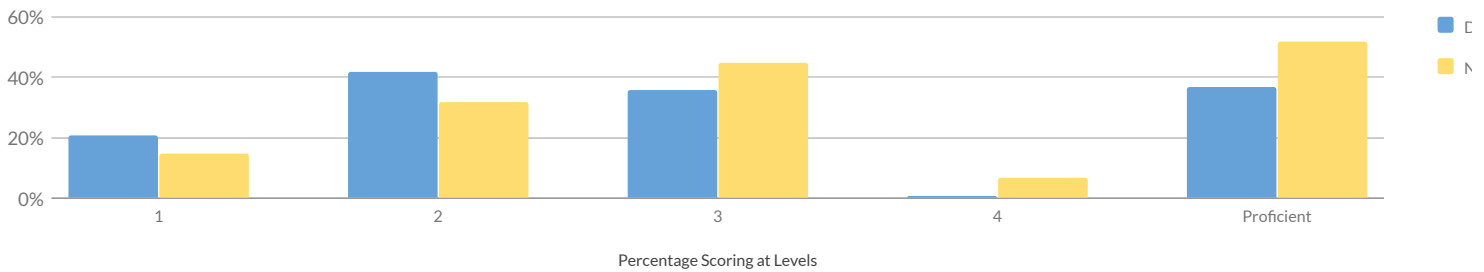
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	24	257	53	21%	109	42%	92	36%	3	1%	95	37%
Grade 4	18	251	62	25%	76	30%	82	33%	31	12%	113	45%
Grade 5	57	227	94	41%	76	33%	39	17%	18	8%	57	25%
Grade 6	63	217	81	37%	48	22%	38	18%	50	23%	88	41%
Grade 7	77	212	93	44%	57	27%	48	23%	14	7%	62	29%
Grade 8	112	172	43	25%	69	40%	43	25%	17	10%	60	35%
Grades 3-8	351	1,336	426	32%	435	33%	342	26%	133	10%	475	36%

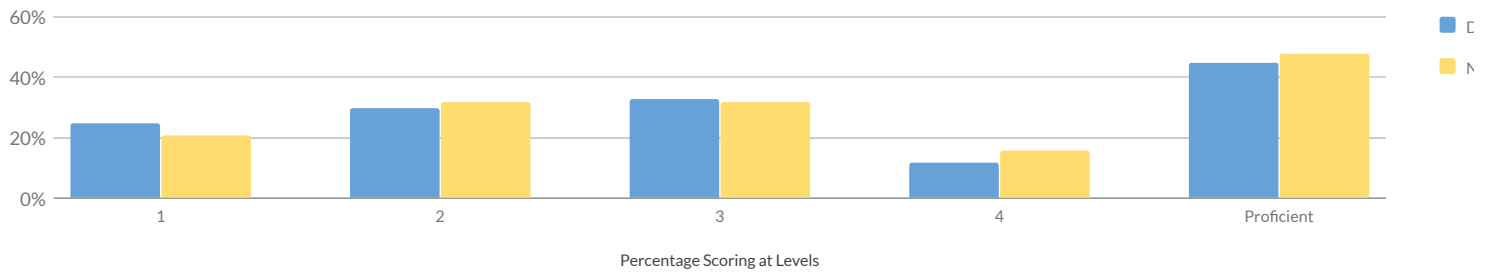
GRADE 3 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	24	257	53	21%	109	42%	92	36%	3	1%	95	37%
General Education	18	230	35	15%	101	44%	91	40%	3	1%	94	41%
Students with Disabilities	6	27	18	67%	8	30%	1	4%	0	0%	1	4%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	6	—	—	—	—	—	—	—	—	—	—
Black or African American	6	47	11	23%	24	51%	12	26%	0	0%	12	26%
Hispanic or Latino	4	42	6	14%	19	45%	16	38%	1	2%	17	40%
White	12	137	30	22%	51	37%	55	40%	1	1%	56	41%
Multiracial	0	24	6	25%	10	42%	7	29%	1	4%	8	33%
Small Group Total	2	7	0	0%	5	71%	2	29%	0	0%	2	29%
Female	11	134	17	13%	65	49%	50	37%	2	1%	52	39%
Male	13	123	36	29%	44	36%	42	34%	1	1%	43	35%
English Language Learners	0	11	4	36%	6	55%	1	9%	0	0%	1	9%
Non-English Language Learners	24	246	49	20%	103	42%	91	37%	3	1%	94	38%
Economically Disadvantaged	13	139	34	24%	65	47%	38	27%	2	1%	40	29%
Not Economically Disadvantaged	11	118	19	16%	44	37%	54	46%	1	1%	55	47%
Not Migrant	24	257	53	21%	109	42%	92	36%	3	1%	95	37%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	24	255	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	24	257	53	21%	109	42%	92	36%	3	1%	95	37%
Parent Not in Armed Forces	24	257	53	21%	109	42%	92	36%	3	1%	95	37%

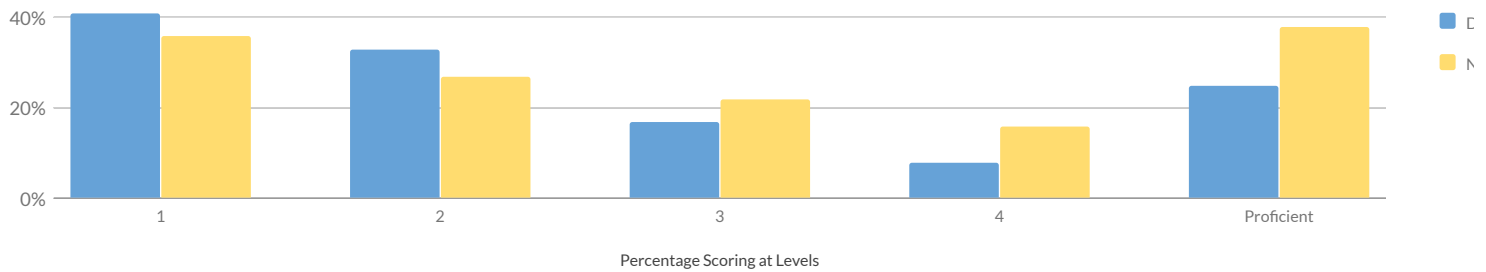
GRADE 4 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	251	62	25%	76	30%	82	33%	31	12%	113	45%
General Education	8	225	45	20%	70	31%	79	35%	31	14%	110	49%
Students with Disabilities	10	26	17	65%	6	23%	3	12%	0	0%	3	12%
Asian or Native Hawaiian/Other Pacific Islander	3	14	3	21%	7	50%	4	29%	0	0%	4	29%
Black or African American	0	42	14	33%	16	38%	8	19%	4	10%	12	29%
Hispanic or Latino	3	39	14	36%	13	33%	5	13%	7	18%	12	31%
White	12	137	28	20%	34	25%	59	43%	16	12%	75	55%
Multiracial	0	19	3	16%	6	32%	6	32%	4	21%	10	53%
Female	5	115	22	19%	29	25%	42	37%	22	19%	64	56%
Male	13	136	40	29%	47	35%	40	29%	9	7%	49	36%
English Language Learners	1	14	8	57%	5	36%	1	7%	0	0%	1	7%
Non-English Language Learners	17	237	54	23%	71	30%	81	34%	31	13%	112	47%
Economically Disadvantaged	8	129	39	30%	49	38%	29	22%	12	9%	41	32%
Not Economically Disadvantaged	10	122	23	19%	27	22%	53	43%	19	16%	72	59%
Not Migrant	18	251	62	25%	76	30%	82	33%	31	12%	113	45%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	18	250	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	251	62	25%	76	30%	82	33%	31	12%	113	45%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	18	250	—	—	—	—	—	—	—	—	—	—

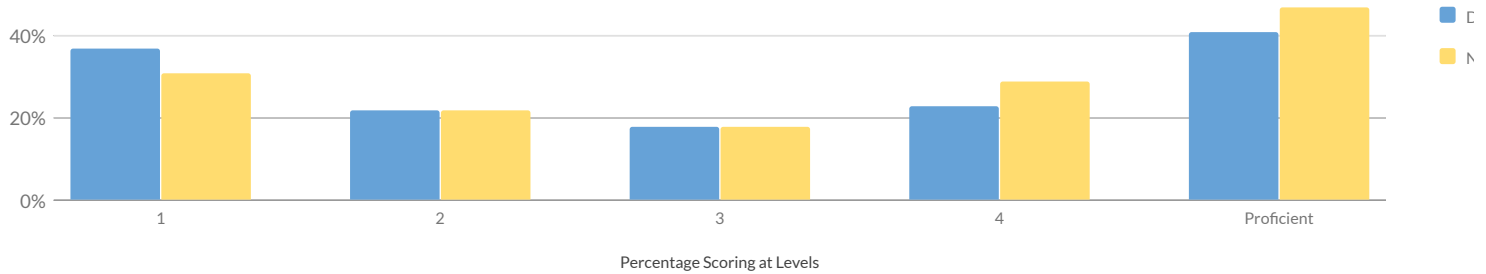
GRADE 5 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	57	227	94	41%	76	33%	39	17%	18	8%	57	25%
General Education	49	213	81	38%	75	35%	39	18%	18	8%	57	27%
Students with Disabilities	8	14	13	93%	1	7%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	4	10	2	20%	4	40%	1	10%	3	30%	4	40%
Black or African American	7	49	20	41%	17	35%	11	22%	1	2%	12	24%
Hispanic or Latino	7	25	12	48%	5	20%	6	24%	2	8%	8	32%
White	37	121	49	40%	41	34%	20	17%	11	9%	31	26%
Multiracial	2	22	11	50%	9	41%	1	5%	1	5%	2	9%
Female	35	118	44	37%	37	31%	21	18%	16	14%	37	31%
Male	22	109	50	46%	39	36%	18	17%	2	2%	20	18%
English Language Learners	1	9	7	78%	2	22%	0	0%	0	0%	0	0%
Non-English Language Learners	56	218	87	40%	74	34%	39	18%	18	8%	57	26%
Economically Disadvantaged	33	124	56	45%	47	38%	18	15%	3	2%	21	17%
Not Economically Disadvantaged	24	103	38	37%	29	28%	21	20%	15	15%	36	35%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	226	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	56	226	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	57	225	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	57	227	94	41%	76	33%	39	17%	18	8%	57	25%

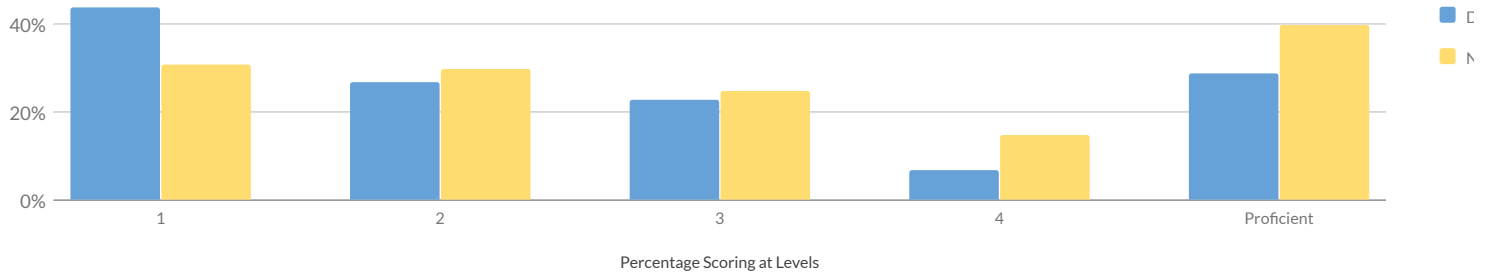
GRADE 6 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	217	81	37%	48	22%	38	18%	50	23%	88	41%
General Education	46	190	59	31%	44	23%	37	19%	50	26%	87	46%
Students with Disabilities	17	27	22	81%	4	15%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	2	16	3	19%	4	25%	5	31%	4	25%	9	56%
Black or African American	10	51	21	41%	14	27%	10	20%	6	12%	16	31%
Hispanic or Latino	11	28	17	61%	6	21%	4	14%	1	4%	5	18%
White	37	107	35	33%	20	19%	16	15%	36	34%	52	49%
Multiracial	3	15	5	33%	4	27%	3	20%	3	20%	6	40%
Female	31	118	38	32%	24	20%	27	23%	29	25%	56	47%
Male	32	99	43	43%	24	24%	11	11%	21	21%	32	32%
English Language Learners	2	16	12	75%	4	25%	0	0%	0	0%	0	0%
Non-English Language Learners	61	201	69	34%	44	22%	38	19%	50	25%	88	44%
Economically Disadvantaged	38	115	64	56%	21	18%	17	15%	13	11%	30	26%
Not Economically Disadvantaged	25	102	17	17%	27	26%	21	21%	37	36%	58	57%
Not Migrant	63	217	81	37%	48	22%	38	18%	50	23%	88	41%
Homeless	1	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	62	214	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	63	217	81	37%	48	22%	38	18%	50	23%	88	41%
Parent Not in Armed Forces	62	217	81	37%	48	22%	38	18%	50	23%	88	41%

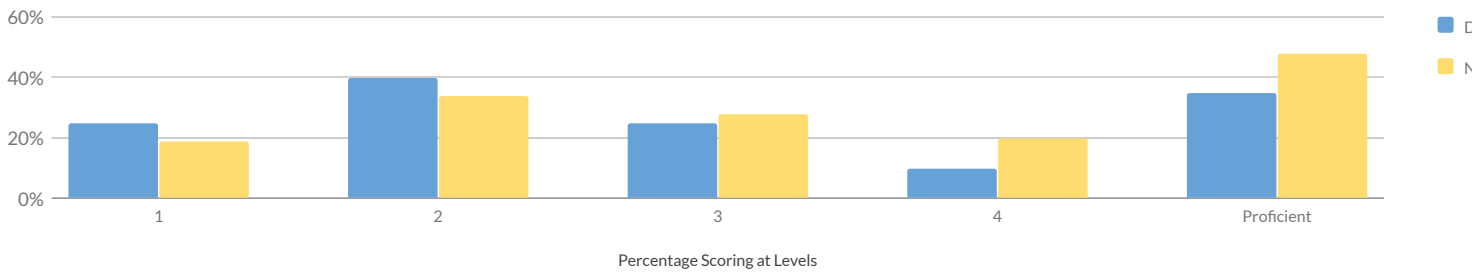
GRADE 7 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	77	212	93	44%	57	27%	48	23%	14	7%	62	29%
General Education	57	189	72	38%	56	30%	47	25%	14	7%	61	32%
Students with Disabilities	20	23	21	91%	1	4%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	4	13	3	23%	7	54%	1	8%	2	15%	3	23%
Black or African American	8	37	22	59%	11	30%	4	11%	0	0%	4	11%
Hispanic or Latino	11	24	14	58%	2	8%	7	29%	1	4%	8	33%
White	41	112	41	37%	31	28%	30	27%	10	9%	40	36%
Multiracial	12	26	13	50%	6	23%	6	23%	1	4%	7	27%
Female	45	113	44	39%	27	24%	33	29%	9	8%	42	37%
Male	32	99	49	49%	30	30%	15	15%	5	5%	20	20%
English Language Learners	0	6	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	77	206	87	42%	57	28%	48	23%	14	7%	62	30%
Economically Disadvantaged	45	111	61	55%	25	23%	21	19%	4	4%	25	23%
Not Economically Disadvantaged	32	101	32	32%	32	32%	27	27%	10	10%	37	37%
Not Migrant	77	212	93	44%	57	27%	48	23%	14	7%	62	29%
Homeless	1	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	76	208	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	77	212	93	44%	57	27%	48	23%	14	7%	62	29%
Parent Not in Armed Forces	77	212	93	44%	57	27%	48	23%	14	7%	62	29%

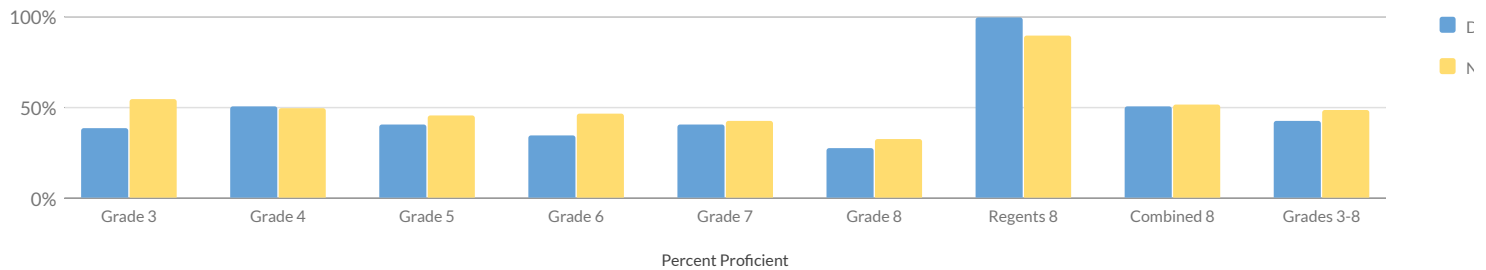
GRADE 8 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	112	172	43	25%	69	40%	43	25%	17	10%	60	35%
General Education	89	144	30	21%	58	40%	41	28%	15	10%	56	39%
Students with Disabilities	23	28	13	46%	11	39%	2	7%	2	7%	4	14%
Asian or Native Hawaiian/Other Pacific Islander	0	12	2	17%	5	42%	5	42%	0	0%	5	42%
Black or African American	28	25	10	40%	10	40%	5	20%	0	0%	5	20%
Hispanic or Latino	10	21	5	24%	10	48%	4	19%	2	10%	6	29%
White	64	102	25	25%	39	38%	26	25%	12	12%	38	37%
Multiracial	10	12	1	8%	5	42%	3	25%	3	25%	6	50%
Female	54	77	9	12%	36	47%	23	30%	9	12%	32	42%
Male	58	95	34	36%	33	35%	20	21%	8	8%	28	29%
English Language Learners	1	5	2	40%	2	40%	1	20%	0	0%	1	20%
Non-English Language Learners	111	167	41	25%	67	40%	42	25%	17	10%	59	35%
Economically Disadvantaged	57	81	28	35%	32	40%	16	20%	5	6%	21	26%
Not Economically Disadvantaged	55	91	15	16%	37	41%	27	30%	12	13%	39	43%
Not Migrant	111	172	43	25%	69	40%	43	25%	17	10%	60	35%
Homeless	3	5	4	80%	1	20%	0	0%	0	0%	0	0%
Not Homeless	109	167	39	23%	68	41%	43	26%	17	10%	60	36%
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	112	171	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	111	172	43	25%	69	40%	43	25%	17	10%	60	35%

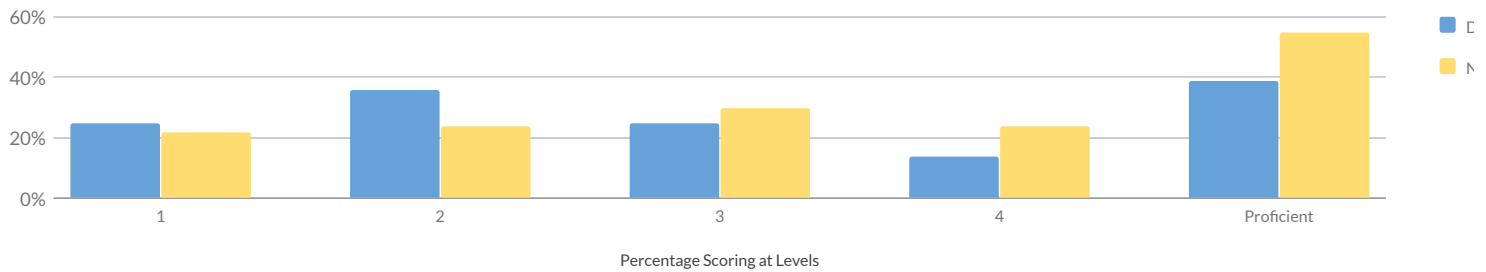
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	25	256	64	25%	92	36%	63	25%	37	14%	100	39%
Grade 4	18	249	43	17%	80	32%	67	27%	59	24%	126	51%
Grade 5	59	224	71	32%	62	28%	64	29%	27	12%	91	41%
Grade 6	62	216	80	37%	60	28%	49	23%	27	13%	76	35%
Grade 7	76	216	61	28%	66	31%	60	28%	29	13%	89	41%
Grade 8	157	127	46	36%	45	35%	25	20%	11	9%	36	28%
Regents 8	—	59	0	0%	0	0%	3	5%	56	95%	59	100%
Combined 8	157	186	46	25%	45	24%	28	15%	67	36%	95	51%
Grades 3-8	397	1,347	365	27%	405	30%	331	25%	246	18%	577	43%

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.

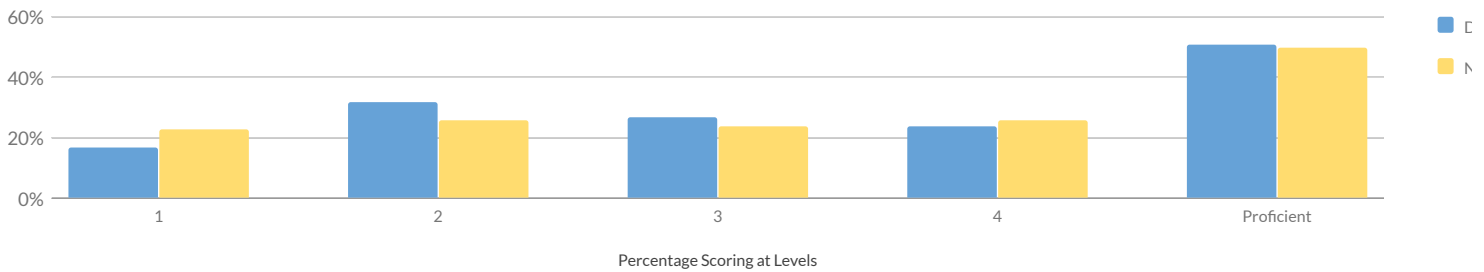
GRADE 3 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	25	256	64	25%	92	36%	63	25%	37	14%	100	39%
General Education	20	228	41	18%	89	39%	62	27%	36	16%	98	43%
Students with Disabilities	5	28	23	82%	3	11%	1	4%	1	4%	2	7%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	6	—	—	—	—	—	—	—	—	—	—
Black or African American	5	48	21	44%	20	42%	4	8%	3	6%	7	15%
Hispanic or Latino	3	44	7	16%	21	48%	13	30%	3	7%	16	36%
White	12	136	31	23%	43	32%	36	26%	26	19%	62	46%
Multiracial	3	21	4	19%	6	29%	7	33%	4	19%	11	52%
Small Group Total	2	7	1	14%	2	29%	3	43%	1	14%	4	57%
Female	13	132	31	23%	60	45%	24	18%	17	13%	41	31%
Male	12	124	33	27%	32	26%	39	31%	20	16%	59	48%
English Language Learners	0	11	6	55%	3	27%	1	9%	1	9%	2	18%
Non-English Language Learners	25	245	58	24%	89	36%	62	25%	36	15%	98	40%
Economically Disadvantaged	14	138	46	33%	47	34%	30	22%	15	11%	45	33%
Not Economically Disadvantaged	11	118	18	15%	45	38%	33	28%	22	19%	55	47%
Not Migrant	25	256	64	25%	92	36%	63	25%	37	14%	100	39%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	25	254	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	25	256	64	25%	92	36%	63	25%	37	14%	100	39%
Parent Not in Armed Forces	25	256	64	25%	92	36%	63	25%	37	14%	100	39%

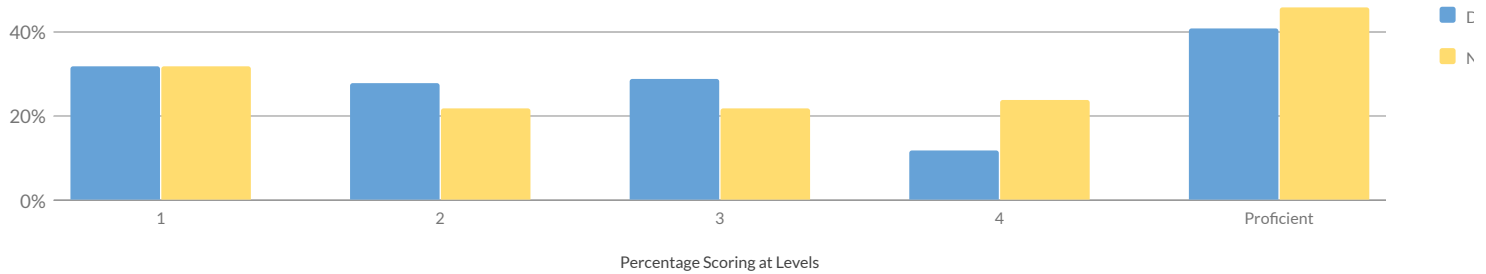
GRADE 4 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	18	249	43	17%	80	32%	67	27%	59	24%	126	51%
General Education	8	224	28	13%	77	34%	60	27%	59	26%	119	53%
Students with Disabilities	10	25	15	60%	3	12%	7	28%	0	0%	7	28%
Asian or Native Hawaiian/Other Pacific Islander	1	16	1	6%	5	31%	8	50%	2	13%	10	63%
Black or African American	1	40	13	33%	14	35%	11	28%	2	5%	13	33%
Hispanic or Latino	3	39	11	28%	16	41%	5	13%	7	18%	12	31%
White	11	137	15	11%	43	31%	38	28%	41	30%	79	58%
Multiracial	2	17	3	18%	2	12%	5	29%	7	41%	12	71%
Female	8	111	18	16%	41	37%	26	23%	26	23%	52	47%
Male	10	138	25	18%	39	28%	41	30%	33	24%	74	54%
English Language Learners	0	16	4	25%	6	38%	5	31%	1	6%	6	38%
Non-English Language Learners	18	233	39	17%	74	32%	62	27%	58	25%	120	52%
Economically Disadvantaged	10	126	24	19%	48	38%	36	29%	18	14%	54	43%
Not Economically Disadvantaged	8	123	19	15%	32	26%	31	25%	41	33%	72	59%
Not Migrant	18	249	43	17%	80	32%	67	27%	59	24%	126	51%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	18	248	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	18	249	43	17%	80	32%	67	27%	59	24%	126	51%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	18	248	—	—	—	—	—	—	—	—	—	—

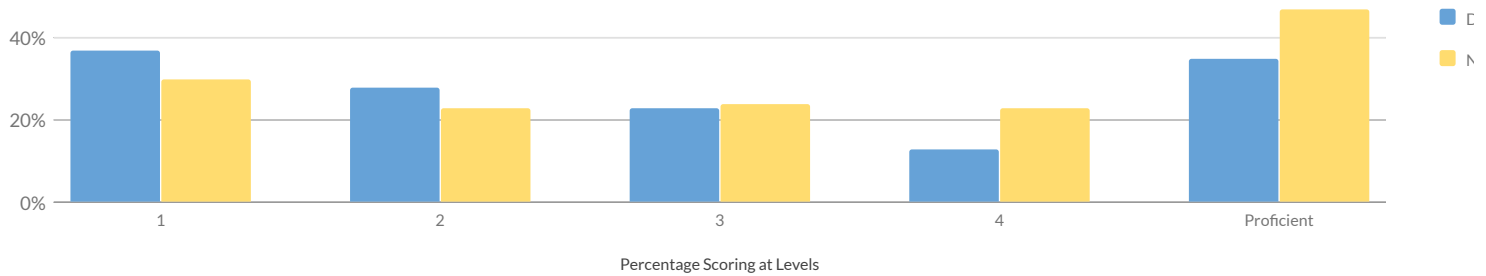
GRADE 5 MATH RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	59	224	71	32%	62	28%	64	29%	27	12%	91	41%
General Education	51	210	59	28%	60	29%	64	30%	27	13%	91	43%
Students with Disabilities	8	14	12	86%	2	14%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	2	12	1	8%	3	25%	4	33%	4	33%	8	67%
Black or African American	9	47	19	40%	13	28%	11	23%	4	9%	15	32%
Hispanic or Latino	7	25	10	40%	9	36%	5	20%	1	4%	6	24%
White	38	120	33	28%	32	27%	38	32%	17	14%	55	46%
Multiracial	3	20	8	40%	5	25%	6	30%	1	5%	7	35%
Female	38	114	35	31%	34	30%	33	29%	12	11%	45	39%
Male	21	110	36	33%	28	25%	31	28%	15	14%	46	42%
English Language Learners	1	9	4	44%	2	22%	3	33%	0	0%	3	33%
Non-English Language Learners	58	215	67	31%	60	28%	61	28%	27	13%	88	41%
Economically Disadvantaged	34	122	44	36%	39	32%	32	26%	7	6%	39	32%
Not Economically Disadvantaged	25	102	27	26%	23	23%	32	31%	20	20%	52	51%
Migrant	0	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	223	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	58	223	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	59	222	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	59	224	71	32%	62	28%	64	29%	27	12%	91	41%

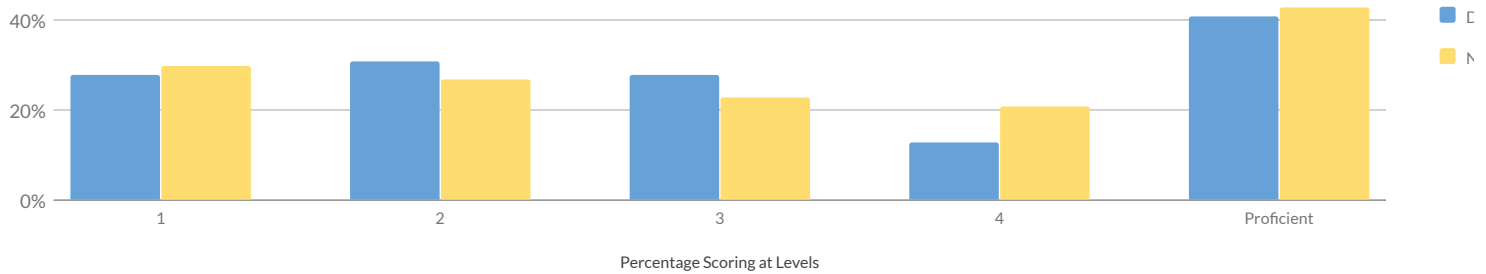
GRADE 6 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	62	216	80	37%	60	28%	49	23%	27	13%	76	35%
General Education	45	189	58	31%	56	30%	48	25%	27	14%	75	40%
Students with Disabilities	17	27	22	81%	4	15%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	2	16	2	13%	6	38%	3	19%	5	31%	8	50%
Black or African American	13	47	23	49%	16	34%	8	17%	0	0%	8	17%
Hispanic or Latino	12	27	19	70%	4	15%	4	15%	0	0%	4	15%
White	31	112	31	28%	30	27%	31	28%	20	18%	51	46%
Multiracial	4	14	5	36%	4	29%	3	21%	2	14%	5	36%
Female	32	115	43	37%	35	30%	24	21%	13	11%	37	32%
Male	30	101	37	37%	25	25%	25	25%	14	14%	39	39%
English Language Learners	0	18	13	72%	3	17%	2	11%	0	0%	2	11%
Non-English Language Learners	62	198	67	34%	57	29%	47	24%	27	14%	74	37%
Economically Disadvantaged	39	112	57	51%	34	30%	13	12%	8	7%	21	19%
Not Economically Disadvantaged	23	104	23	22%	26	25%	36	35%	19	18%	55	53%
Not Migrant	62	216	80	37%	60	28%	49	23%	27	13%	76	35%
Homeless	1	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	61	213	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	62	216	80	37%	60	28%	49	23%	27	13%	76	35%
Parent Not in Armed Forces	61	216	80	37%	60	28%	49	23%	27	13%	76	35%

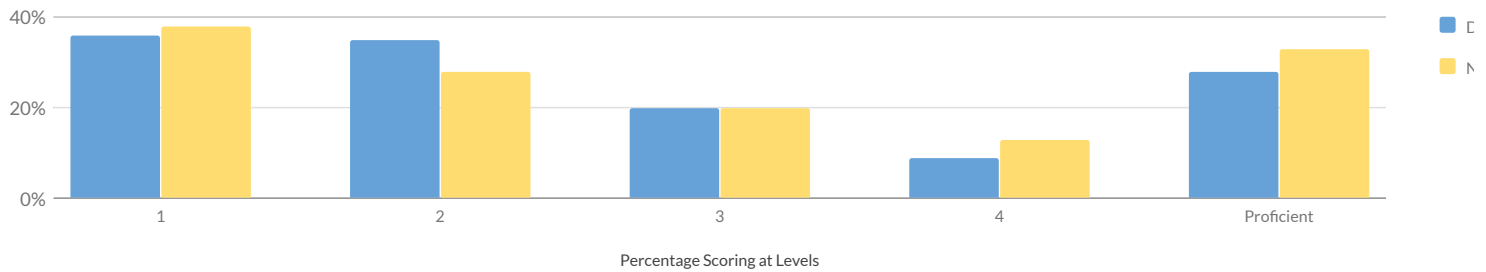
GRADE 7 MATH RESULTS



MEAN SCORE: 600

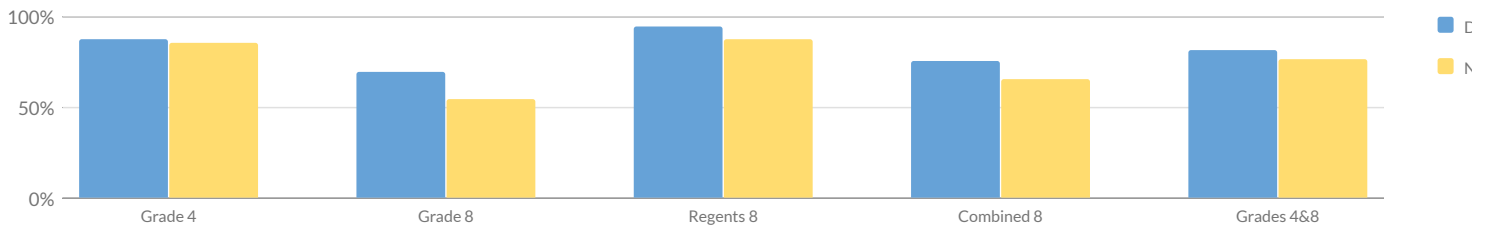
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	76	216	61	28%	66	31%	60	28%	29	13%	89	41%
General Education	57	192	41	21%	63	33%	59	31%	29	15%	88	46%
Students with Disabilities	19	24	20	83%	3	13%	1	4%	0	0%	1	4%
Asian or Native Hawaiian/Other Pacific Islander	5	13	2	15%	3	23%	5	38%	3	23%	8	62%
Black or African American	6	38	20	53%	12	32%	6	16%	0	0%	6	16%
Hispanic or Latino	11	26	9	35%	10	38%	5	19%	2	8%	7	27%
White	41	112	20	18%	33	29%	38	34%	21	19%	59	53%
Multiracial	12	27	10	37%	8	30%	6	22%	3	11%	9	33%
Female	42	117	33	28%	28	24%	41	35%	15	13%	56	48%
Male	34	99	28	28%	38	38%	19	19%	14	14%	33	33%
English Language Learners	1	6	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	75	210	55	26%	66	31%	60	29%	29	14%	89	42%
Economically Disadvantaged	43	113	49	43%	30	27%	27	24%	7	6%	34	30%
Not Economically Disadvantaged	33	103	12	12%	36	35%	33	32%	22	21%	55	53%
Not Migrant	76	216	61	28%	66	31%	60	28%	29	13%	89	41%
Homeless	1	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	75	212	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	76	216	61	28%	66	31%	60	28%	29	13%	89	41%
Parent Not in Armed Forces	76	216	61	28%	66	31%	60	28%	29	13%	89	41%

GRADE 8 MATH RESULTS



MEAN SCORE: 599

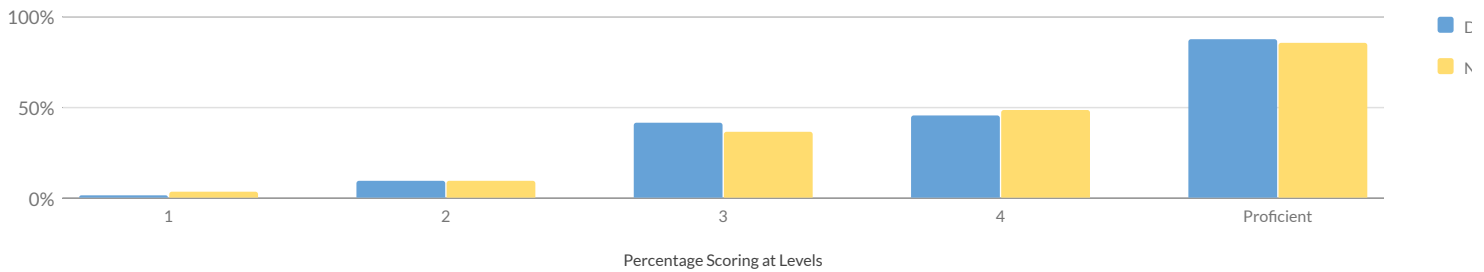
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	157	127	46	36%	45	35%	25	20%	11	9%	36	28%
General Education	134	99	29	29%	36	36%	24	24%	10	10%	34	34%
Students with Disabilities	23	28	17	61%	9	32%	1	4%	1	4%	2	7%
Asian or Native Hawaiian/Other Pacific Islander	7	6	1	17%	1	17%	2	33%	2	33%	4	67%
Black or African American	31	22	9	41%	9	41%	3	14%	1	5%	4	18%
Hispanic or Latino	11	20	9	45%	6	30%	5	25%	0	0%	5	25%
White	93	72	26	36%	26	36%	12	17%	8	11%	20	28%
Multiracial	15	7	1	14%	3	43%	3	43%	0	0%	3	43%
Female	77	53	11	21%	21	40%	16	30%	5	9%	21	40%
Male	80	74	35	47%	24	32%	9	12%	6	8%	15	20%
English Language Learners	2	6	3	50%	2	33%	1	17%	0	0%	1	17%
Non-English Language Learners	155	121	43	36%	43	36%	24	20%	11	9%	35	29%
Economically Disadvantaged	71	66	31	47%	23	35%	8	12%	4	6%	12	18%
Not Economically Disadvantaged	86	61	15	25%	22	36%	17	28%	7	11%	24	39%
Not Migrant	156	127	46	36%	45	35%	25	20%	11	9%	36	28%
Homeless	4	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	153	123	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	157	126	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	156	127	46	36%	45	35%	25	20%	11	9%	36	28%

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

Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	23	245	4	2%	25	10%	103	42%	113	46%	216	88%
Grade 8	108	175	9	5%	44	25%	93	53%	29	17%	122	70%
Regents 8	—	59	0	0%	3	5%	6	10%	50	85%	56	95%
Combined 8	108	234	9	4%	47	20%	99	42%	79	34%	178	76%
Grades 4&8	131	479	13	3%	72	15%	202	42%	192	40%	394	82%

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

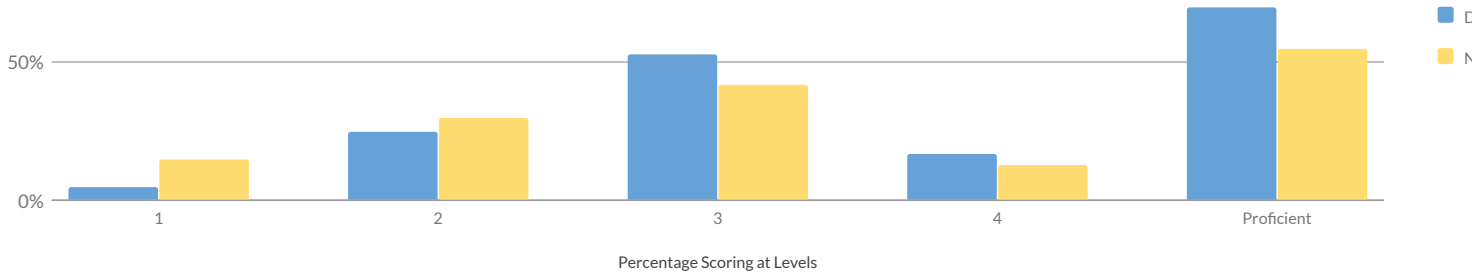
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 80

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	245	4	2%	25	10%	103	42%	113	46%	216	88%
General Education	13	220	3	1%	16	7%	94	43%	107	49%	201	91%
Students with Disabilities	10	25	1	4%	9	36%	9	36%	6	24%	15	60%
Asian or Native Hawaiian/Other Pacific Islander	3	14	0	0%	3	21%	6	43%	5	36%	11	79%
Black or African American	5	37	3	8%	4	11%	21	57%	9	24%	30	81%
Hispanic or Latino	3	39	0	0%	5	13%	18	46%	16	41%	34	87%
White	12	136	1	1%	12	9%	49	36%	74	54%	123	90%
Multiracial	0	19	0	0%	1	5%	9	47%	9	47%	18	95%
Female	7	112	3	3%	16	14%	37	33%	56	50%	93	83%
Male	16	133	1	1%	9	7%	66	50%	57	43%	123	92%
English Language Learners	2	14	1	7%	5	36%	8	57%	0	0%	8	57%
Non-English Language Learners	21	231	3	1%	20	9%	95	41%	113	49%	208	90%
Economically Disadvantaged	10	126	2	2%	16	13%	63	50%	45	36%	108	86%
Not Economically Disadvantaged	13	119	2	2%	9	8%	40	34%	68	57%	108	91%
Not Migrant	23	245	4	2%	25	10%	103	42%	113	46%	216	88%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	23	244	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	23	245	4	2%	25	10%	103	42%	113	46%	216	88%
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	23	244	—	—	—	—	—	—	—	—	—	—

GRADE 8 SCIENCE RESULTS

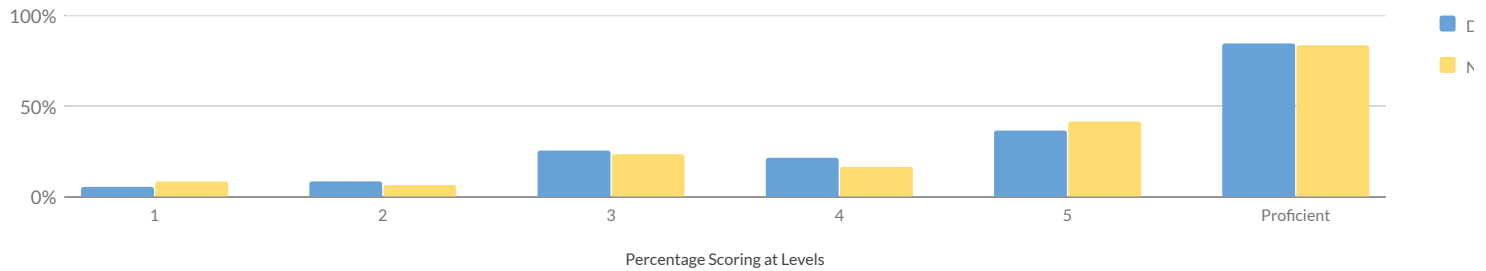


MEAN SCORE: 70

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	108	175	9	5%	44	25%	93	53%	29	17%	122	70%
General Education	94	139	5	4%	26	19%	83	60%	25	18%	108	78%
Students with Disabilities	14	36	4	11%	18	50%	10	28%	4	11%	14	39%
Asian or Native Hawaiian/Other Pacific Islander	3	10	0	0%	1	10%	7	70%	2	20%	9	90%
Black or African American	20	32	2	6%	14	44%	14	44%	2	6%	16	50%
Hispanic or Latino	10	21	1	5%	6	29%	11	52%	3	14%	14	67%
White	68	97	5	5%	20	21%	51	53%	21	22%	72	74%
Multiracial	7	15	1	7%	3	20%	10	67%	1	7%	11	73%
Female	45	85	2	2%	21	25%	47	55%	15	18%	62	73%
Male	63	90	7	8%	23	26%	46	51%	14	16%	60	67%
English Language Learners	0	8	2	25%	3	38%	2	25%	1	13%	3	38%
Non-English Language Learners	108	167	7	4%	41	25%	91	54%	28	17%	119	71%
Economically Disadvantaged	41	96	7	7%	28	29%	47	49%	14	15%	61	64%
Not Economically Disadvantaged	67	79	2	3%	16	20%	46	58%	15	19%	61	77%
Not Migrant	107	175	9	5%	44	25%	93	53%	29	17%	122	70%
Homeless	4	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	104	171	—	—	—	—	—	—	—	—	—	—
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	108	174	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	0	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	108	174	—	—	—	—	—	—	—	—	—	—

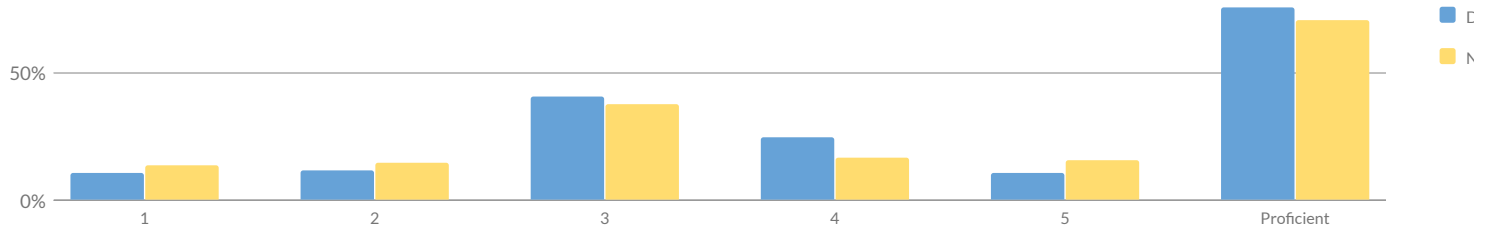
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

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	342	20	6%	31	9%	90	26%	74	22%	127	37%	291	85%
General Education	291	8	3%	16	5%	74	25%	67	23%	126	43%	267	92%
Students with Disabilities	51	12	24%	15	29%	16	31%	7	14%	1	2%	24	47%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	30	1	3%	3	10%	7	23%	4	13%	15	50%	26	87%
Black or African American	64	4	6%	8	13%	26	41%	9	14%	17	27%	52	81%
Hispanic or Latino	50	8	16%	2	4%	14	28%	16	32%	10	20%	40	80%
White	183	6	3%	17	9%	36	20%	42	23%	82	45%	160	87%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	1	7%	1	7%	7	47%	3	20%	3	20%	13	87%
Female	178	7	4%	16	9%	44	25%	35	20%	76	43%	155	87%
Male	164	13	8%	15	9%	46	28%	39	24%	51	31%	136	83%
English Language Learners	15	6	40%	1	7%	5	33%	1	7%	2	13%	8	53%
Non-English Language Learners	327	14	4%	30	9%	85	26%	73	22%	125	38%	283	87%
Economically Disadvantaged	147	15	10%	20	14%	42	29%	31	21%	39	27%	112	76%
Not Economically Disadvantaged	195	5	3%	11	6%	48	25%	43	22%	88	45%	179	92%
Not Migrant	342	20	6%	31	9%	90	26%	74	22%	127	37%	291	85%
Homeless	10	2	20%	2	20%	4	40%	1	10%	1	10%	6	60%
Not Homeless	332	18	5%	29	9%	86	26%	73	22%	126	38%	285	86%
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	339	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	342	20	6%	31	9%	90	26%	74	22%	127	37%	291	85%

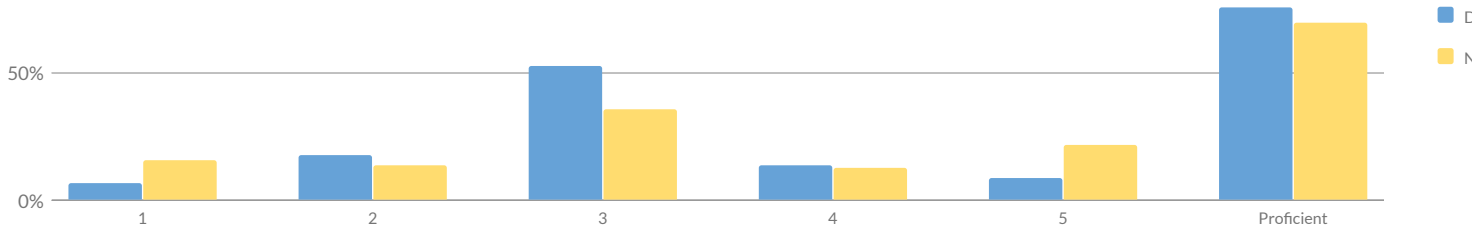
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	370	41	11%	46	12%	150	41%	94	25%	39	11%	283	76%
General Education	299	23	8%	27	9%	122	41%	88	29%	39	13%	249	83%
Students with Disabilities	71	18	25%	19	27%	28	39%	6	8%	0	0%	34	48%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	70	14	20%	10	14%	33	47%	10	14%	3	4%	46	66%
Hispanic or Latino	42	6	14%	9	21%	19	45%	6	14%	2	5%	27	64%
White	213	19	9%	25	12%	74	35%	68	32%	27	13%	169	79%
Multiracial	26	2	8%	2	8%	11	42%	7	27%	4	15%	22	85%
Small Group Total	19	0	0%	0	0%	13	68%	3	16%	3	16%	19	100%
Female	181	15	8%	12	7%	70	39%	60	33%	24	13%	154	85%
Male	189	26	14%	34	18%	80	42%	34	18%	15	8%	129	68%
English Language Learners	26	7	27%	7	27%	11	42%	1	4%	0	0%	12	46%
Non-English Language Learners	344	34	10%	39	11%	139	40%	93	27%	39	11%	271	79%
Economically Disadvantaged	195	32	16%	33	17%	85	44%	36	18%	9	5%	130	67%
Not Economically Disadvantaged	175	9	5%	13	7%	65	37%	58	33%	30	17%	153	87%
Not Migrant	370	41	11%	46	12%	150	41%	94	25%	39	11%	283	76%
Homeless	8	1	13%	2	25%	4	50%	1	13%	0	0%	5	63%
Not Homeless	362	40	11%	44	12%	146	40%	93	26%	39	11%	278	77%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	368	—	—	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	369	—	—	—	—	—	—	—	—	—	—	—	—

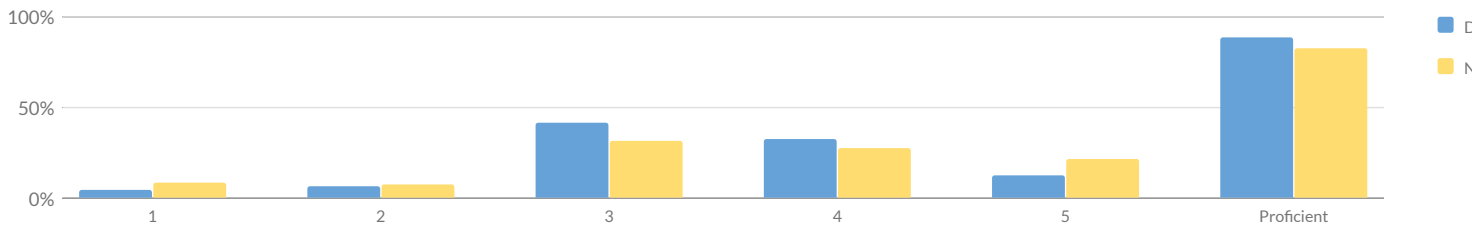
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

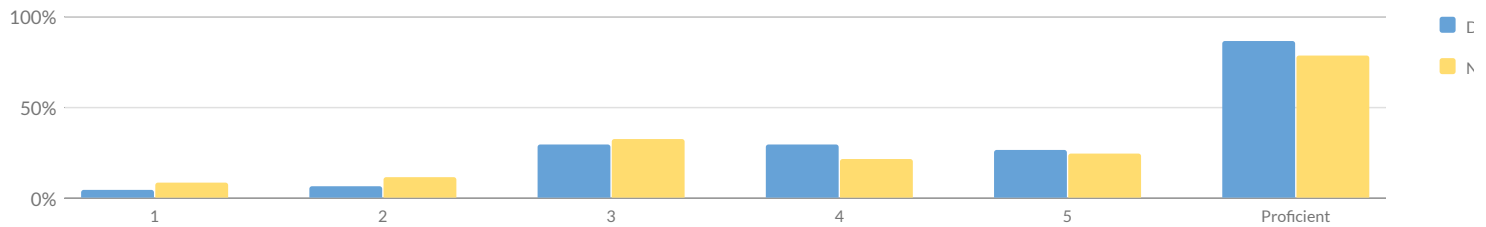
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	176	12	7%	31	18%	94	53%	24	14%	15	9%	133	76%
General Education	168	9	5%	30	18%	92	55%	23	14%	14	8%	129	77%
Students with Disabilities	8	3	38%	1	13%	2	25%	1	13%	1	13%	4	50%
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	4	33%	6	50%	1	8%	0	0%	7	58%
Black or African American	25	1	4%	10	40%	11	44%	2	8%	1	4%	14	56%
Hispanic or Latino	19	4	21%	2	11%	7	37%	3	16%	3	16%	13	68%
White	112	5	4%	15	13%	66	59%	16	14%	10	9%	92	82%
Multiracial	8	1	13%	0	0%	4	50%	2	25%	1	13%	7	88%
Female	88	7	8%	17	19%	44	50%	13	15%	7	8%	64	73%
Male	88	5	6%	14	16%	50	57%	11	13%	8	9%	69	78%
English Language Learners	4	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	172	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	74	8	11%	17	23%	35	47%	12	16%	2	3%	49	66%
Not Economically Disadvantaged	102	4	4%	14	14%	59	58%	12	12%	13	13%	84	82%
Not Migrant	176	12	7%	31	18%	94	53%	24	14%	15	9%	133	76%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	174	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	176	12	7%	31	18%	94	53%	24	14%	15	9%	133	76%
Parent Not in Armed Forces	176	12	7%	31	18%	94	53%	24	14%	15	9%	133	76%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	215	10	5%	14	7%	91	42%	72	33%	28	13%	191	89%
General Education	213	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	0	0%	7	44%	7	44%	2	13%	16	100%
Black or African American	33	5	15%	6	18%	11	33%	6	18%	5	15%	22	67%
Hispanic or Latino	16	2	13%	1	6%	8	50%	4	25%	1	6%	13	81%
White	142	2	1%	6	4%	61	43%	54	38%	19	13%	134	94%
Multiracial	8	1	13%	1	13%	4	50%	1	13%	1	13%	6	75%
Female	122	8	7%	7	6%	46	38%	44	36%	17	14%	107	88%
Male	93	2	2%	7	8%	45	48%	28	30%	11	12%	84	90%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	214	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	56	6	11%	7	13%	21	38%	18	32%	4	7%	43	77%
Not Economically Disadvantaged	159	4	3%	7	4%	70	44%	54	34%	24	15%	148	93%
Not Migrant	215	10	5%	14	7%	91	42%	72	33%	28	13%	191	89%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	213	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	10	5%	14	7%	91	42%	72	33%	28	13%	191	89%
Parent Not in Armed Forces	215	10	5%	14	7%	91	42%	72	33%	28	13%	191	89%

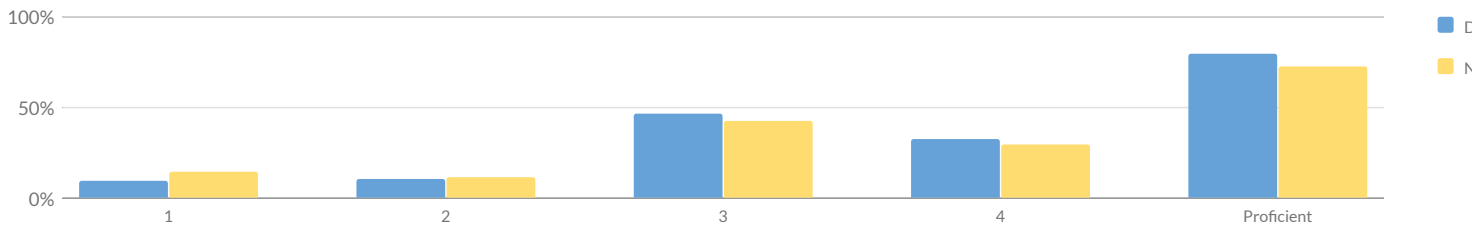
ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Percentage Scoring at Levels

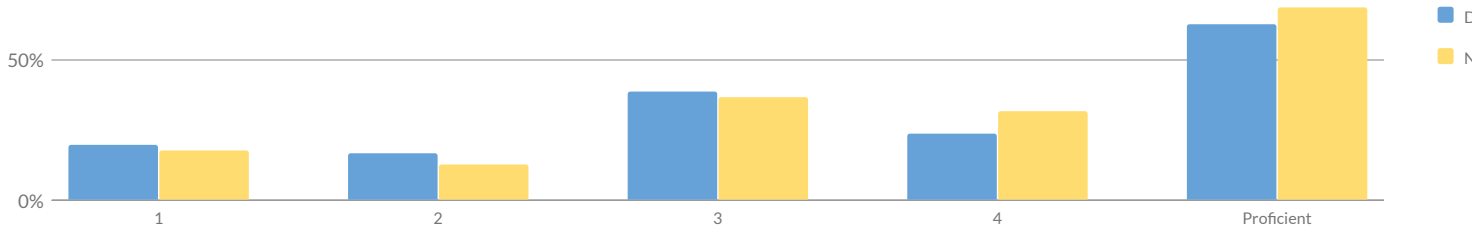
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	339	18	5%	25	7%	102	30%	101	30%	93	27%	296	87%
General Education	294	11	4%	16	5%	86	29%	91	31%	90	31%	267	91%
Students with Disabilities	45	7	16%	9	20%	16	36%	10	22%	3	7%	29	64%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	17	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	60	6	10%	5	8%	26	43%	12	20%	11	18%	49	82%
Hispanic or Latino	37	5	14%	6	16%	12	32%	9	24%	5	14%	26	70%
White	205	5	2%	11	5%	52	25%	68	33%	69	34%	189	92%
Multiracial	18	1	6%	2	11%	7	39%	5	28%	3	17%	15	83%
Small Group Total	19	1	5%	1	5%	5	26%	7	37%	5	26%	17	89%
Female	165	5	3%	14	8%	56	34%	41	25%	49	30%	146	88%
Male	174	13	7%	11	6%	46	26%	60	34%	44	25%	150	86%
English Language Learners	11	3	27%	0	0%	4	36%	3	27%	1	9%	8	73%
Non-English Language Learners	328	15	5%	25	8%	98	30%	98	30%	92	28%	288	88%
Economically Disadvantaged	157	14	9%	14	9%	54	34%	49	31%	26	17%	129	82%
Not Economically Disadvantaged	182	4	2%	11	6%	48	26%	52	29%	67	37%	167	92%
Not Migrant	339	18	5%	25	7%	102	30%	101	30%	93	27%	296	87%
Homeless	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	337	—	—	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	336	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	339	18	5%	25	7%	102	30%	101	30%	93	27%	296	87%

ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



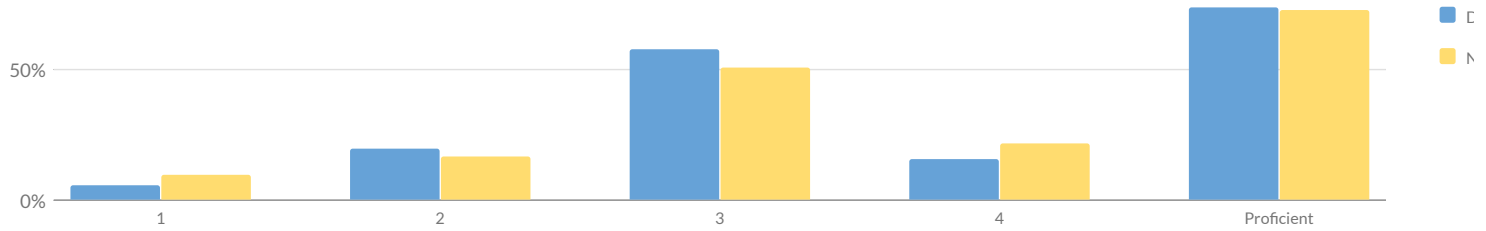
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	371	36	10%	40	11%	173	47%	122	33%	295	80%
General Education	312	22	7%	27	9%	144	46%	119	38%	263	84%
Students with Disabilities	59	14	24%	13	22%	29	49%	3	5%	32	54%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	21	—	—	—	—	—	—	—	—	—	—
Black or African American	64	10	16%	9	14%	36	56%	9	14%	45	70%
Hispanic or Latino	42	5	12%	6	14%	20	48%	11	26%	31	74%
White	219	17	8%	21	10%	98	45%	83	38%	181	83%
Multiracial	24	4	17%	2	8%	9	38%	9	38%	18	75%
Small Group Total	22	0	0%	2	9%	10	45%	10	45%	20	91%
Female	182	22	12%	19	10%	80	44%	61	34%	141	77%
Male	189	14	7%	21	11%	93	49%	61	32%	154	81%
English Language Learners	24	10	42%	6	25%	7	29%	1	4%	8	33%
Non-English Language Learners	347	26	7%	34	10%	166	48%	121	35%	287	83%
Economically Disadvantaged	199	31	16%	27	14%	96	48%	45	23%	141	71%
Not Economically Disadvantaged	172	5	3%	13	8%	77	45%	77	45%	154	90%
Not Migrant	371	36	10%	40	11%	173	47%	122	33%	295	80%
Homeless	3	—	—	—	—	—	—	—	—	—	—
Not Homeless	368	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	368	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	371	36	10%	40	11%	173	47%	122	33%	295	80%

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	313	63	20%	52	17%	123	39%	75	24%	198	63%
General Education	265	43	16%	40	15%	109	41%	73	28%	182	69%
Students with Disabilities	48	20	42%	12	25%	14	29%	2	4%	16	33%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15	—	—	—	—	—	—	—	—	—	—
Black or African American	71	27	38%	13	18%	26	37%	5	7%	31	44%
Hispanic or Latino	37	12	32%	7	19%	13	35%	5	14%	18	49%
White	171	15	9%	28	16%	76	44%	52	30%	128	75%
Multiracial	18	6	33%	1	6%	3	17%	8	44%	11	61%
Small Group Total	16	3	19%	3	19%	5	31%	5	31%	10	63%
Female	164	33	20%	24	15%	63	38%	44	27%	107	65%
Male	149	30	20%	28	19%	60	40%	31	21%	91	61%
English Language Learners	9	4	44%	1	11%	4	44%	0	0%	4	44%
Non-English Language Learners	304	59	19%	51	17%	119	39%	75	25%	194	64%
Economically Disadvantaged	163	50	31%	32	20%	59	36%	22	13%	81	50%
Not Economically Disadvantaged	150	13	9%	20	13%	64	43%	53	35%	117	78%
Not Migrant	313	63	20%	52	17%	123	39%	75	24%	198	63%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	309	—	—	—	—	—	—	—	—	—	—
In Foster Care	3	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	312	—	—	—	—	—	—	—	—	—	—

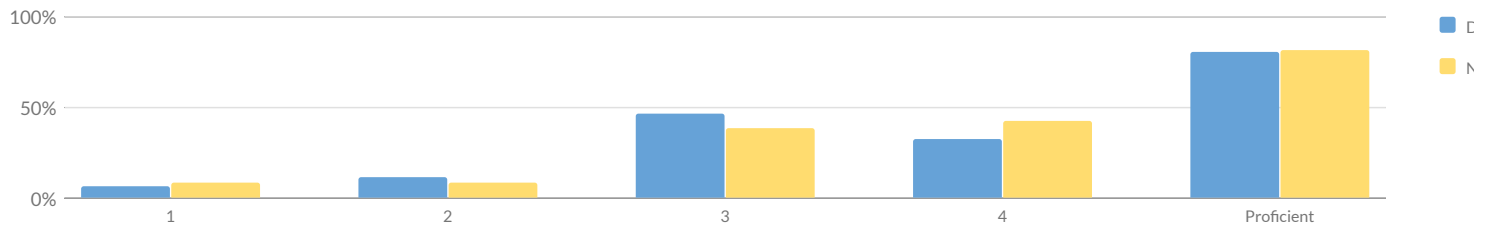
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	171	10	6%	34	20%	99	58%	28	16%	127	74%
General Education	167	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	4	25%	10	63%	1	6%	11	69%
Black or African American	25	4	16%	7	28%	10	40%	4	16%	14	56%
Hispanic or Latino	16	1	6%	4	25%	10	63%	1	6%	11	69%
White	108	4	4%	16	15%	66	61%	22	20%	88	81%
Multiracial	6	0	0%	3	50%	3	50%	0	0%	3	50%
Female	90	7	8%	17	19%	51	57%	15	17%	66	73%
Male	81	3	4%	17	21%	48	59%	13	16%	61	75%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	169	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	53	5	9%	10	19%	34	64%	4	8%	38	72%
Not Economically Disadvantaged	118	5	4%	24	20%	65	55%	24	20%	89	75%
Not Migrant	171	10	6%	34	20%	99	58%	28	16%	127	74%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	167	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	171	10	6%	34	20%	99	58%	28	16%	127	74%
Parent Not in Armed Forces	171	10	6%	34	20%	99	58%	28	16%	127	74%

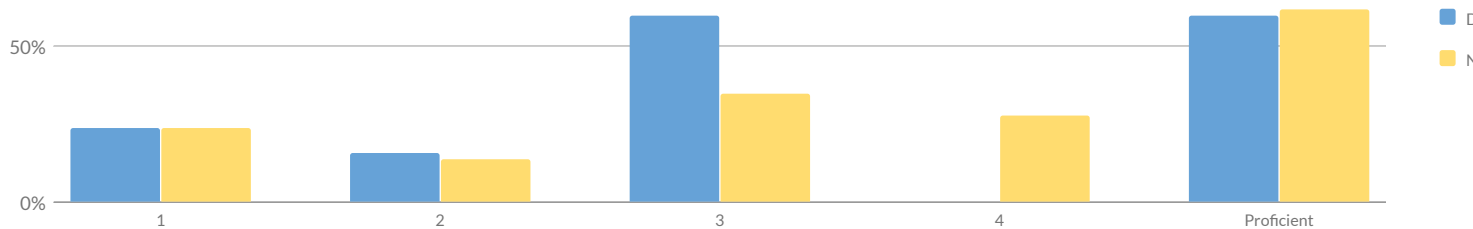
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	129	9	7%	16	12%	61	47%	43	33%	104	81%
General Education	128	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	19	3	16%	0	0%	10	53%	6	32%	16	84%
Black or African American	15	0	0%	2	13%	11	73%	2	13%	13	87%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	85	5	6%	11	13%	37	44%	32	38%	69	81%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	3	30%	3	30%	3	30%	6	60%
Female	68	4	6%	7	10%	37	54%	20	29%	57	84%
Male	61	5	8%	9	15%	24	39%	23	38%	47	77%
Non-English Language Learners	129	9	7%	16	12%	61	47%	43	33%	104	81%
Economically Disadvantaged	36	3	8%	6	17%	18	50%	9	25%	27	75%
Not Economically Disadvantaged	93	6	6%	10	11%	43	46%	34	37%	77	83%
Not Migrant	129	9	7%	16	12%	61	47%	43	33%	104	81%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	128	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	128	—	—	—	—	—	—	—	—	—	—
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	128	—	—	—	—	—	—	—	—	—	—

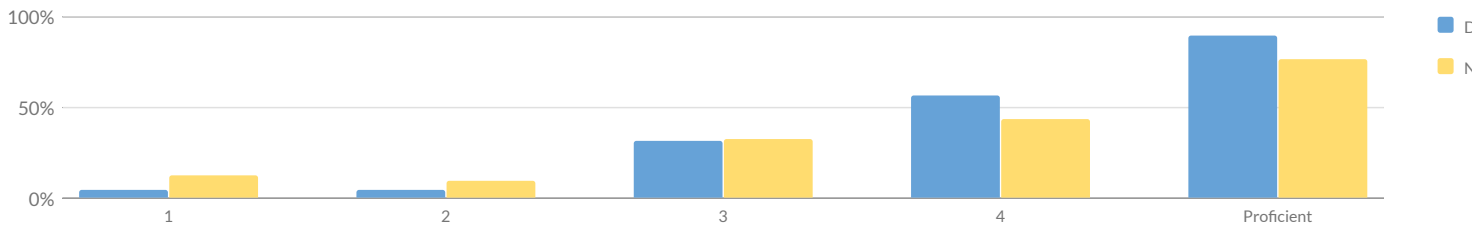
ANNUAL REGENTS TRANSITIONAL EXAM IN GLOBAL HISTORY & GEOGRAPHY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	45	11	24%	7	16%	27	60%	0	0%	27	60%
General Education	34	4	12%	7	21%	23	68%	0	0%	23	68%
Students with Disabilities	11	7	64%	0	0%	4	36%	0	0%	4	36%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Black or African American	16	4	25%	2	13%	10	63%	0	0%	10	63%
Hispanic or Latino	7	—	—	—	—	—	—	—	—	—	—
White	20	3	15%	4	20%	13	65%	0	0%	13	65%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	4	44%	1	11%	4	44%	0	0%	4	44%
Female	24	3	13%	5	21%	16	67%	0	0%	16	67%
Male	21	8	38%	2	10%	11	52%	0	0%	11	52%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	43	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	26	8	31%	5	19%	13	50%	0	0%	13	50%
Not Economically Disadvantaged	19	3	16%	2	11%	14	74%	0	0%	14	74%
Not Migrant	45	11	24%	7	16%	27	60%	0	0%	27	60%
Homeless	4	—	—	—	—	—	—	—	—	—	—
Not Homeless	41	—	—	—	—	—	—	—	—	—	—
In Foster Care	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	44	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	45	11	24%	7	16%	27	60%	0	0%	27	60%

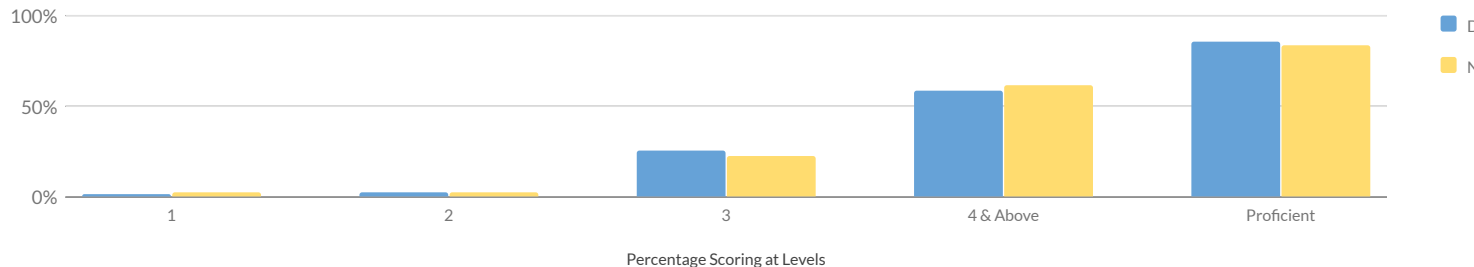
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	312	15	5%	17	5%	101	32%	179	57%	280	90%
General Education	274	5	2%	12	4%	85	31%	172	63%	257	94%
Students with Disabilities	38	10	26%	5	13%	16	42%	7	18%	23	61%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	27	1	4%	1	4%	6	22%	19	70%	25	93%
Black or African American	56	4	7%	6	11%	22	39%	24	43%	46	82%
Hispanic or Latino	45	4	9%	2	4%	16	36%	23	51%	39	87%
White	167	4	2%	6	4%	52	31%	105	63%	157	94%
Multiracial	15	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	2	12%	2	12%	5	29%	8	47%	13	76%
Female	163	7	4%	7	4%	53	33%	96	59%	149	91%
Male	149	8	5%	10	7%	48	32%	83	56%	131	88%
English Language Learners	10	5	50%	0	0%	2	20%	3	30%	5	50%
Non-English Language Learners	302	10	3%	17	6%	99	33%	176	58%	275	91%
Economically Disadvantaged	129	12	9%	9	7%	49	38%	59	46%	108	84%
Not Economically Disadvantaged	183	3	2%	8	4%	52	28%	120	66%	172	94%
Not Migrant	312	15	5%	17	5%	101	32%	179	57%	280	90%
Homeless	9	2	22%	1	11%	2	22%	4	44%	6	67%
Not Homeless	303	13	4%	16	5%	99	33%	175	58%	274	90%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	310	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	312	15	5%	17	5%	101	32%	179	57%	280	90%

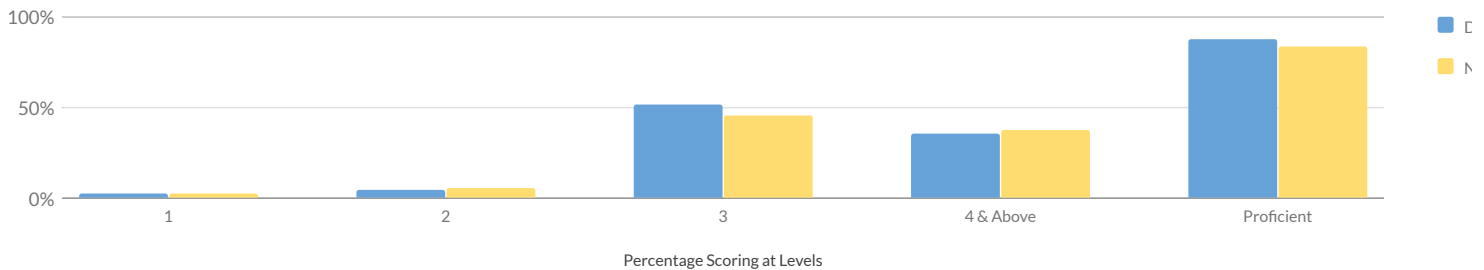
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



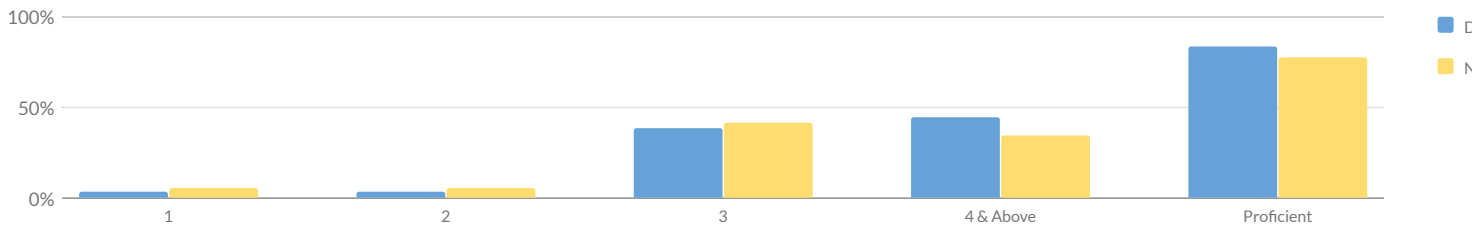
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	33	9%	316	91%	6	2%	11	3%	92	26%	207	59%	299	86%
General Education	286	15	5%	271	95%	1	0%	3	1%	73	26%	194	68%	267	93%
Students with Disabilities	63	18	29%	45	71%	5	8%	8	13%	19	30%	13	21%	32	51%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	15	94%	0	0%	1	6%	3	19%	11	69%	14	88%
Black or African American	71	9	13%	62	87%	1	1%	1	1%	27	38%	33	46%	60	85%
Hispanic or Latino	37	6	16%	31	84%	1	3%	0	0%	16	43%	14	38%	30	81%
White	211	17	8%	194	92%	2	1%	8	4%	42	20%	142	67%	184	87%
Multiracial	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	14	100%	2	14%	1	7%	4	29%	7	50%	11	79%
Female	180	11	6%	169	94%	1	1%	7	4%	46	26%	115	64%	161	89%
Male	169	22	13%	147	87%	5	3%	4	2%	46	27%	92	54%	138	82%
Non-English Language Learners	343	28	8%	315	92%	6	2%	11	3%	92	27%	206	60%	298	87%
English Language Learners	6	5	83%	1	17%	0	0%	0	0%	0	0%	1	17%	1	17%
Economically Disadvantaged	150	15	10%	135	90%	3	2%	6	4%	49	33%	77	51%	126	84%
Not Economically Disadvantaged	199	18	9%	181	91%	3	2%	5	3%	43	22%	130	65%	173	87%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	347	31	—	316	—	—	—	—	—	—	—	—	—	—	—
Homeless	11	3	27%	8	73%	2	18%	0	0%	3	27%	3	27%	6	55%
Not Homeless	338	30	9%	308	91%	4	1%	11	3%	89	26%	204	60%	293	87%
Not in Foster Care	349	33	9%	316	91%	6	2%	11	3%	92	26%	207	59%	299	86%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	347	33	—	314	—	—	—	—	—	—	—	—	—	—	—

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



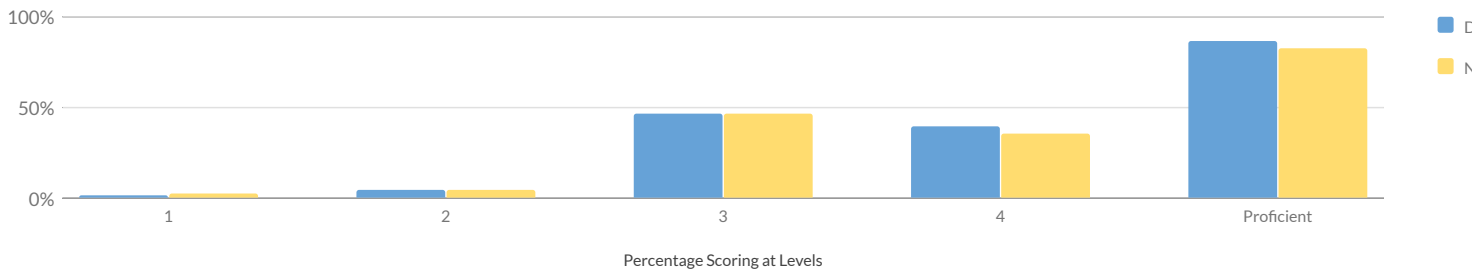
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	16	5%	333	95%	9	3%	18	5%	182	52%	124	36%	306	88%
General Education	286	2	1%	284	99%	4	1%	3	1%	155	54%	122	43%	277	97%
Students with Disabilities	63	14	22%	49	78%	5	8%	15	24%	27	43%	2	3%	29	46%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	1	6%	7	44%	8	50%	15	94%
Black or African American	71	4	6%	67	94%	3	4%	4	6%	49	69%	11	15%	60	85%
Hispanic or Latino	37	2	5%	35	95%	4	11%	3	8%	19	51%	9	24%	28	76%
White	211	10	5%	201	95%	1	0%	9	4%	96	45%	95	45%	191	91%
Multiracial	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	14	100%	1	7%	1	7%	11	79%	1	7%	12	86%
Female	180	5	3%	175	97%	3	2%	7	4%	93	52%	72	40%	165	92%
Male	169	11	7%	158	93%	6	4%	11	7%	89	53%	52	31%	141	83%
Non-English Language Learners	343	13	4%	330	96%	7	2%	18	5%	182	53%	123	36%	305	89%
English Language Learners	6	3	50%	3	50%	2	33%	0	0%	0	0%	1	17%	1	17%
Economically Disadvantaged	150	7	5%	143	95%	6	4%	8	5%	90	60%	39	26%	129	86%
Not Economically Disadvantaged	199	9	5%	190	95%	3	2%	10	5%	92	46%	85	43%	177	89%
Migrant	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	347	15	—	332	—	—	—	—	—	—	—	—	—	—	—
Homeless	11	0	0%	11	100%	1	9%	4	36%	3	27%	3	27%	6	55%
Not Homeless	338	16	5%	322	95%	8	2%	14	4%	179	53%	121	36%	300	89%
Not in Foster Care	349	16	5%	333	95%	9	3%	18	5%	182	52%	124	36%	306	88%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	347	16	—	331	—	—	—	—	—	—	—	—	—	—	—

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



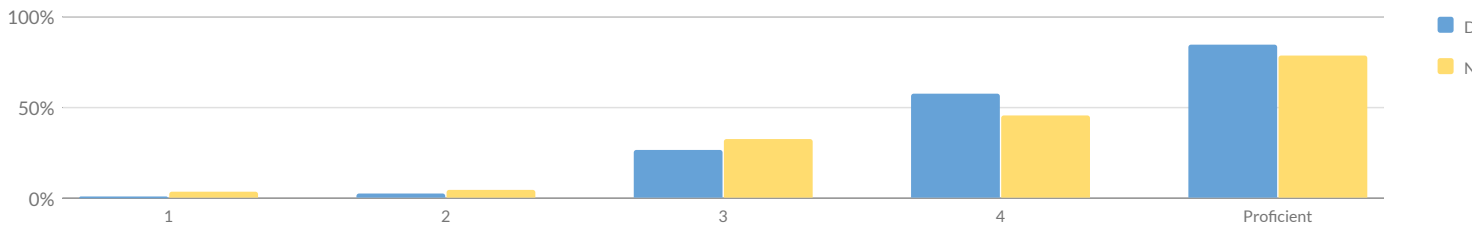
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	30	9%	319	91%	13	4%	14	4%	136	39%	156	45%	292	84%
General Education	286	12	4%	274	96%	2	1%	6	2%	114	40%	152	53%	266	93%
Students with Disabilities	63	18	29%	45	71%	11	17%	8	13%	22	35%	4	6%	26	41%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	15	94%	0	0%	1	6%	5	31%	9	56%	14	88%
Black or African American	71	7	10%	64	90%	2	3%	5	7%	36	51%	21	30%	57	80%
Hispanic or Latino	37	6	16%	31	84%	3	8%	1	3%	17	46%	10	27%	27	73%
White	211	16	8%	195	92%	5	2%	7	3%	73	35%	110	52%	183	87%
Multiracial	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	14	100%	3	21%	0	0%	5	36%	6	43%	11	79%
Female	180	10	6%	170	94%	5	3%	8	4%	82	46%	75	42%	157	87%
Male	169	20	12%	149	88%	8	5%	6	4%	54	32%	81	48%	135	80%
Non-English Language Learners	343	25	7%	318	93%	13	4%	14	4%	136	40%	155	45%	291	85%
English Language Learners	6	5	83%	1	17%	0	0%	0	0%	0	0%	1	17%	1	17%
Economically Disadvantaged	150	14	9%	136	91%	6	4%	9	6%	71	47%	50	33%	121	81%
Not Economically Disadvantaged	199	16	8%	183	92%	7	4%	5	3%	65	33%	106	53%	171	86%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	347	28	—	319	—	—	—	—	—	—	—	—	—	—	—
Homeless	11	2	18%	9	82%	2	18%	0	0%	5	45%	2	18%	7	64%
Not Homeless	338	28	8%	310	92%	11	3%	14	4%	131	39%	154	46%	285	84%
Not in Foster Care	349	30	9%	319	91%	13	4%	14	4%	136	39%	156	45%	292	84%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	347	30	—	317	—	—	—	—	—	—	—	—	—	—	—

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	349	22	6%	327	94%	7	2%	18	5%	164	47%	138	40%	302	87%
General Education	286	5	2%	281	98%	2	1%	5	2%	139	49%	135	47%	274	96%
Students with Disabilities	63	17	27%	46	73%	5	8%	13	21%	25	40%	3	5%	28	44%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	0	0%	16	100%	0	0%	1	6%	7	44%	8	50%	15	94%
Black or African American	71	8	11%	63	89%	1	1%	4	6%	42	59%	16	23%	58	82%
Hispanic or Latino	37	4	11%	33	89%	2	5%	1	3%	22	59%	8	22%	30	81%
White	211	10	5%	201	95%	2	1%	12	6%	82	39%	105	50%	187	89%
Multiracial	13	0	—	13	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	14	100%	2	14%	0	0%	11	79%	1	7%	12	86%
Female	180	6	3%	174	97%	2	1%	8	4%	93	52%	71	39%	164	91%
Male	169	16	9%	153	91%	5	3%	10	6%	71	42%	67	40%	138	82%
Non-English Language Learners	343	19	6%	324	94%	5	1%	18	5%	163	48%	138	40%	301	88%
English Language Learners	6	3	50%	3	50%	2	33%	0	0%	1	17%	0	0%	1	17%
Economically Disadvantaged	150	9	6%	141	94%	4	3%	9	6%	84	56%	44	29%	128	85%
Not Economically Disadvantaged	199	13	7%	186	93%	3	2%	9	5%	80	40%	94	47%	174	87%
Migrant	2	1	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	347	21	—	326	—	—	—	—	—	—	—	—	—	—	—
Homeless	11	0	0%	11	100%	1	9%	1	9%	8	73%	1	9%	9	82%
Not Homeless	338	22	7%	316	93%	6	2%	17	5%	156	46%	137	41%	293	87%
Not in Foster Care	349	22	6%	327	94%	7	2%	18	5%	164	47%	138	40%	302	87%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	347	22	—	325	—	—	—	—	—	—	—	—	—	—	—

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



Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	349	38	11%	311	89%	5	1%	11	3%	93	27%	202	58%	295	85%
General Education	286	16	6%	270	94%	3	1%	3	1%	70	24%	194	68%	264	92%
Students with Disabilities	63	22	35%	41	65%	2	3%	8	13%	23	37%	8	13%	31	49%
American Indian or Alaska Native	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	1	6%	15	94%	0	0%	0	0%	3	19%	12	75%	15	94%
Black or African American	71	8	11%	63	89%	2	3%	2	3%	32	45%	27	38%	59	83%
Hispanic or Latino	37	6	16%	31	84%	2	5%	4	11%	10	27%	15	41%	25	68%
White	211	22	10%	189	90%	0	0%	5	2%	45	21%	139	66%	184	87%
Multiracial	13	1	—	12	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	1	7%	13	93%	1	7%	0	0%	3	21%	9	64%	12	86%
Female	180	13	7%	167	93%	1	1%	4	2%	59	33%	103	57%	162	90%
Male	169	25	15%	144	85%	4	2%	7	4%	34	20%	99	59%	133	79%
Non-English Language Learners	343	34	10%	309	90%	4	1%	11	3%	93	27%	201	59%	294	86%
English Language Learners	6	4	67%	2	33%	1	17%	0	0%	0	0%	1	17%	1	17%
Economically Disadvantaged	150	16	11%	134	89%	3	2%	7	5%	53	35%	71	47%	124	83%
Not Economically Disadvantaged	199	22	11%	177	89%	2	1%	4	2%	40	20%	131	66%	171	86%
Migrant	2	2	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	347	36	—	311	—	—	—	—	—	—	—	—	—	—	—
Homeless	11	5	45%	6	55%	0	0%	1	9%	3	27%	2	18%	5	45%
Not Homeless	338	33	10%	305	90%	5	1%	10	3%	90	27%	200	59%	290	86%
Not in Foster Care	349	38	11%	311	89%	5	1%	11	3%	93	27%	202	58%	295	85%
Parent in Armed Forces	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	347	38	—	309	—	—	—	—	—	—	—	—	—	—	—

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	21	5%	14%	24%	52%	5%
Grade 1	1	22	0%	23%	45%	27%	5%
Grade 2	0	19	5%	5%	26%	37%	26%
Grade 3	0	11	0%	0%	55%	36%	9%
Grade 4	0	16	6%	13%	6%	63%	13%
Grade 5	0	10	0%	0%	30%	60%	10%
Grade 6	0	18	11%	6%	17%	39%	28%
Grade 7	0	7	0%	0%	71%	29%	0%
Grade 8	1	7	14%	0%	0%	29%	57%
Grade 9	1	18	6%	11%	28%	44%	11%
Grade 10	1	15	0%	13%	47%	40%	0%
Grade 11	2	14	0%	0%	21%	64%	14%
Grade 12	1	5	0%	0%	0%	100%	0%

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	—	—	—	—	—	—	—	—
Grade 4 ELA	0	6	0	0%	1	17%	5	83%	0	0%
Grade 4 Math	0	6	1	17%	0	0%	5	83%	0	0%
Grade 4 Science	0	6	0	0%	1	17%	5	83%	0	0%
Grade 5 ELA	0	3	—	—	—	—	—	—	—	—
Grade 5 Math	0	3	—	—	—	—	—	—	—	—
Grade 6 ELA	1	5	0	0%	0	0%	5	100%	0	0%
Grade 6 Math	1	5	0	0%	1	20%	3	60%	1	20%
Grade 7 ELA	0	9	0	0%	1	11%	6	67%	2	22%
Grade 7 Math	0	9	0	0%	1	11%	8	89%	0	0%
Grade 8 ELA	0	7	1	14%	0	0%	5	71%	1	14%
Grade 8 Math	0	7	0	0%	1	14%	6	86%	0	0%
Grade 8 Science	0	7	0	0%	0	0%	7	100%	0	0%
Secondary-Level ELA	45	11	0	0%	2	18%	8	73%	1	9%
Secondary-Level Math	45	11	0	0%	3	27%	7	64%	1	9%
Secondary-Level Science	45	11	0	0%	1	9%	6	55%	4	36%

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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

	READING				MATH			
SUBGROUP	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

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

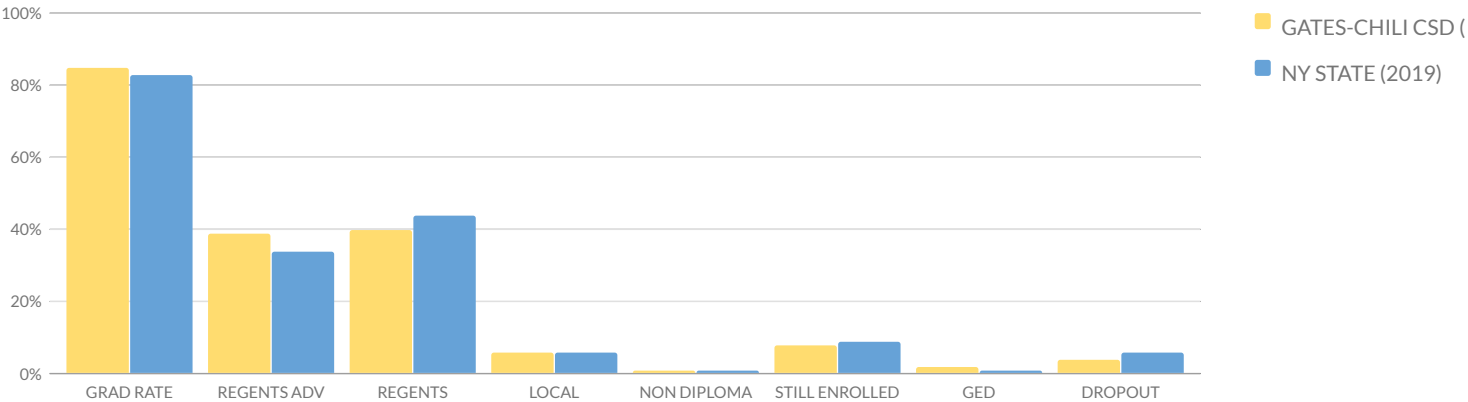
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GATES-CHILI CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2019

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	349	297	85%	136	39%	139	40%	22	6%	4	1%	29	8%	6	2%	13	4%
Female	180	163	91%	84	47%	67	37%	12	7%	2	1%	9	5%	2	1%	4	2%
Male	169	134	79%	52	31%	72	43%	10	6%	2	1%	20	12%	4	2%	9	5%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	16	14	88%	10	63%	3	19%	1	6%	0	0%	1	6%	0	0%	1	6%
White	211	187	89%	101	48%	73	35%	13	6%	3	1%	11	5%	5	2%	5	2%
Black or African American	71	56	79%	17	24%	36	51%	3	4%	1	1%	9	13%	1	1%	4	6%
Hispanic or Latino	37	28	76%	7	19%	18	49%	3	8%	0	0%	6	16%	0	0%	3	8%
General-Education Students	286	258	90%	135	47%	120	42%	3	1%	0	0%	14	5%	5	2%	9	3%
Students with Disabilities	63	39	62%	1	2%	19	30%	19	30%	4	6%	15	24%	1	2%	4	6%
Non-English Language Learners	343	296	86%	136	40%	138	40%	22	6%	3	1%	26	8%	6	2%	12	3%
English Language Learners	6	1	17%	0	0%	1	17%	0	0%	1	17%	3	50%	0	0%	1	17%
Not Economically Disadvantaged	199	174	87%	98	49%	66	33%	10	5%	2	1%	10	5%	4	2%	9	5%
Economically Disadvantaged	150	123	82%	38	25%	73	49%	12	8%	2	1%	19	13%	2	1%	4	3%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	338	294	87%	135	40%	137	41%	22	7%	4	1%	25	7%	4	1%	11	3%
Homeless	11	3	27%	1	9%	2	18%	0	0%	0	0%	4	36%	2	18%	2	18%
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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GATES-CHILI 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	297	293	99%	0	0%	0	0%	0	0%	0	0%	1	0%	3	1%	0	0%
Female	163	161	99%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%
Male	134	132	99%	0	0%	0	0%	0	0%	0	0%	1	1%	1	1%	0	0%
Multiracial	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	14	14	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	187	185	99%	0	0%	0	0%	0	0%	0	0%	0	0%	2	1%	0	0%
Black or African American	56	55	98%	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%	0	0%
Hispanic or Latino	28	27	96%	0	0%	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%
General-Education Students	258	257	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%
Students with Disabilities	39	36	92%	0	0%	0	0%	0	0%	0	0%	1	3%	2	5%	0	0%
Non-English Language Learners	296	292	99%	0	0%	0	0%	0	0%	0	0%	1	0%	3	1%	0	0%

Subgroup	Total	Humanities		Humanities Alternative		Arts		Career and Technical Education		Math		Science		Career Development and Occupational Studies		Languages Other Than English	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
English Language Learners	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	174	173	99%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	0	0%
Economically Disadvantaged	123	120	98%	0	0%	0	0%	0	0%	0	0%	1	1%	2	2%	0	0%
Not Migrant	297	293	99%	0	0%	0	0%	0	0%	0	0%	1	0%	3	1%	0	0%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	294	290	99%	0	0%	0	0%	0	0%	0	0%	1	0%	3	1%	0	0%
Homeless	3	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	295	291	99%	0	0%	0	0%	0	0%	0	0%	1	0%	3	1%	0	0%
Parents in Armed Forces	2	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	297	293	99%	0	0%	0	0%	0	0%	0	0%	1	0%	3	1%	0	0%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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GATES-CHILI CSD - STUDENT AND EDUCATOR REPORT [2017 - 18]

The Student and Educator Report provides information to the public on students eligible for free or reduced-price lunch; student attendance and suspensions; and school/district average class size, staff counts, and teacher attendance and turnover. Knowledge gained from this report can be used to improve instruction and services to students.

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
1,579	41%	327	8%

AVERAGE CLASS SIZE (2017-18)

Class Description	Average Class Size
Common Branch	20
Grade 8 English	22
Grade 8 Mathematics	23
Grade 8 Science	23
Grade 8 Social Studies	23
Grade 10 English	22
Grade 10 Mathematics	19
Grade 10 Science	20
Grade 10 Social Studies	22

STUDENT ATTENDANCE RATE (2017-18)

95%

STUDENT SUSPENSION RATE (2016-17)**6%****EDUCATOR DATA****STAFF COUNTS (2017-18)**

School Counselors	Teachers	Social Workers	Principals
7	323	6	6

TEACHER ATTENDANCE RATE (2017-18)**93%****TEACHER TURNOVER (2016-17) TO (2017-18)**

Turnover Rate Of Teachers With Fewer Than Five Years Of Experience	Turnover Rate Of All Teachers
20%	7%

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