

COMSEWOGUE SCHOOL DISTRICT
2020-2021
BOARD APPROVED BUDGET

COMSEWOGUE SCHOOL DISTRICT
FISCAL YEAR 2020-2021

BOARD ADOPTED BUDGET

Adopted: April 2, 2020

Comsewogue Union Free School District - Revenue and Tax Levy Summary

	2019-2020 Final Tax Levy Budget	2020-2021 Budget	Budget Change \$	Budget
				Change %
STATE AID	32,700,000	32,550,000	(150,000)	-0.5%
OTHER REVENUE:				
INTEREST EARNED	100,000	200,000	100,000	100.0%
JAYNE BLVD.RENTAL	45,000	57,600	12,600	28.0%
TUITION	50,000	150,000	100,000	200.0%
MISCELLANEOUS (Erate/Charges, Refunds)	250,000	250,000	-	0.0%
EXTENDED DAY CARE/SUMMER ENRICH	350,000	375,000	25,000	7.1%
APPROPRIATED FUND BALANCE	3,200,000	5,773,226	2,573,226	80.4%
	-		-	100.0%
TOTAL OTHER REVENUES	3,995,000	6,805,826	2,810,826	70.4%
			-	
STATE AID & OTHER REVENUES	36,695,000	39,355,826	2,660,826	7.3%
			-	
TOTAL TAX LEVY	57,279,755	57,279,755	-	0.0%
			-	
TOTAL REVENUES	93,974,755	96,635,581	2,660,826	2.8%
			-	
TAX RATE PER \$100	260.34	260.34	\$ -	0.0%
ASSESSED VALUATION	22,001,623	22,001,623		

2020-21 Proposed Expenditure Budget
Comsewogue Union Free School District - Expense Budget Summary

		2019-2020 Budget	2020-2021 Budget	\$ CHANGE	% CHANGE
<u>GENERAL SUPPORT</u>					
1000	BOARD OF EDUCATION	89,750	94,200	4,450	5.0%
1200	CENTRAL ADMINISTRATION	342,585	409,450	66,865	19.5%
1300	FINANCE	920,050	941,165	21,115	2.3%
1400	LEGAL FEES & PUBLIC INFO	333,000	335,500	2,500	0.8%
1600	OPERATION & MAINTENANCE	6,168,054	6,292,237	124,183	2.0%
1900	INSURANCE & BOCES	<u>935,865</u>	<u>944,500</u>	<u>8,635</u>	<u>0.9%</u>
TOTAL GENERAL SUPPORT		8,789,304	9,017,052	227,748	2.6%
<u>INSTRUCTION</u>					
2000	INSTRUCTION, ADMIN. & IMPROV.	3,887,809	3,777,623	(110,186)	-2.8%
2100	TEACHING - REGULAR SCHOOL	30,872,955	31,692,066	819,111	2.7%
2200	SPECIAL PROGRAMS	14,647,428	15,450,840	803,412	5.5%
2600	INSTRUCTIONAL MEDIA/TECHNOLOGY	2,083,895	2,195,068	111,173	5.3%
2800	PUPIL PERSONNEL SERVICES	<u>3,678,447</u>	<u>3,744,938</u>	<u>66,491</u>	<u>1.8%</u>
TOTAL INSTRUCTION		55,170,534	56,860,535	1,690,001	3.1%
<u>PUPIL TRANSPORTATION</u>					
5500	TRANSPORTATION	5,522,816	5,891,280	368,464	6.7%
<u>UNDISTRIBUTED EXPENSES</u>					
9000	EMPLOYEE BENEFITS	20,053,000	20,529,600	476,600	2.4%
9700	DEBT SERVICE	3,289,101	3,587,114	298,013	9.1%
9900	INTERFUND TRANSFERS	<u>1,150,000</u>	<u>750,000</u>	<u>(400,000)</u>	<u>-34.8%</u>
TOTAL UNDISTRIBUTED		24,492,101	24,866,714	374,613	1.5%
TOTAL EXPENSE BUDGET		93,974,755	96,635,581	2,660,826	2.8%
BUDGET RATE INCREASE					

COMPONENT BUDGET BREAKDOWN

	2019-20 BUDGET			2020-21 BUDGET		
	ADMIN.	PROGRAM	CAPITAL	ADMIN.	PROGRAM	CAPITAL
<u>GENERAL SUPPORT</u>						
1000 BOARD OF EDUCATION	\$89,750			\$94,200		
1200 CENTRAL ADMINISTRATION	\$342,585			\$409,450		
1300 FINANCE	\$890,050	\$30,000		\$911,165	\$30,000	
1400 STAFF (LEGAL FEES & PUBLIC I.S)	\$333,000			\$335,500		
1600 OPERATON & MAINT. OF BLDGS.			\$6,168,054			\$6,292,237
1900 SPECIAL ITEMS (INS. & BOCES)	<u>\$853,250</u>	<u>\$72,615</u>	<u>\$10,000</u>	<u>\$861,500</u>	<u>\$73,000</u>	<u>\$10,000</u>
TOTAL GENERAL SUPPORT	\$2,508,635	\$102,615	\$6,178,054	\$2,611,815	\$103,000	\$6,302,237
<u>INSTRUCTION</u>						
2000 INSTRUCTION, ADMIN. & IMPROV.	\$3,887,809			\$3,777,623		\$0
2100 TEACHING - REGULAR SCHOOL		\$30,872,955			\$31,692,066	
2200 SPECIAL PROGRAMS	\$633,067	\$14,014,361		\$631,200	\$14,819,640	
2600 INSTRUCTIONAL MEDIA	\$95,000	\$1,988,895		\$95,000	\$2,100,068	
2800 PUPIL PERSONNEL SERVICES	<u>\$188,128</u>	<u>\$3,490,319</u>	\$0	<u>\$196,850</u>	<u>\$3,548,088</u>	\$0
TOTAL INSTRUCTION	\$4,804,004	\$50,366,530	\$0	\$4,700,673	\$52,159,862	\$0
<u>PUPIL TRANSPORTATION</u>						
5500 TRANSPORTATION		\$5,522,816			\$5,891,280	
<u>UNDISTRIBUTED EXPENSES</u>						
9000 EMPLOYEE BENEFITS	\$2,606,890	\$16,042,400	\$1,403,710	\$2,668,848	\$16,423,680	\$1,437,072
9700 DEBT SERVICE			\$3,289,101			\$3,587,114
9900 INTERFUND TRANSFERS		<u>\$250,000</u>	<u>\$900,000</u>		<u>\$250,000</u>	<u>\$500,000</u>
TOTAL UNDISTRIBUTED	\$2,606,890	\$16,292,400	\$5,592,811	\$2,668,848	\$16,673,680	\$5,524,186
TOTAL EXPENSES	\$9,919,529	\$72,284,361	\$11,770,865	\$9,981,336	\$74,827,822	\$11,826,423
	10.6%	76.9%	12.5%	10.3%	77.4%	12.2%
	<u>TOTAL BUDGET 2019-20</u>			<u>TOTAL BUDGET 2020-21</u>		
			<u>\$93,974,755</u>			<u>\$96,635,581</u>



Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change	
A 1010.2000-01	EQUIPMENT	400.00	400.00	0.00	
A 1010.4100-01	CONTRACTUAL EXPENSES		10,000.00	(10,000.00)	
A 1010.4150-01	TRAVEL-CONFERENCE	14,000.00	14,000.00	0.00	
A 1010.4390-01	MEMBERSHIPS	15,000.00	15,000.00	0.00	
A 1010.4910-01	BOCES	13,000.00		13,000.00	
A 1010.5010-01	SUPPLIES AND MATERIALS	1,000.00	1,000.00	0.00	
A 1010.5900-01	MEETINGS	1,600.00	1,600.00	0.00	
1010	Board of Education	*	45,000.00	42,000.00	3,000.00
A 1040.1600-01	NON INSTRUCT. SALARY	38,950.00	37,500.00	1,450.00	
A 1040.4140-01	TRAVEL-LOCAL	150.00	150.00	0.00	
A 1040.5010-01	SUPPLIES AND MATERIALS	200.00	200.00	0.00	
1040	District Clerk	*	39,300.00	37,850.00	1,450.00
A 1060.4100-01	CONTRACTUAL EXPENSES	5,000.00	5,000.00	0.00	
A 1060.4120-01	ADVERTISING	1,500.00	1,500.00	0.00	
A 1060.4350-01	VOTING MACHINE RENTAL	2,000.00	2,000.00	0.00	
A 1060.4460-01	PRINTING-DISTRICT WIDE	400.00	400.00	0.00	
A 1060.5010-01	SUPPLIES AND MATERIALS	1,000.00	1,000.00	0.00	
1060	District Meeting	*	9,900.00	9,900.00	0.00
10		**	94,200.00	89,750.00	4,450.00
A 1240.1500-01	INSTRUCTIONAL SALARIES	237,350.00	231,585.00	5,765.00	
A 1240.1600-01	NON INSTRUCT. SALARY	154,850.00	93,750.00	61,100.00	
A 1240.2000-01	EQUIPMENT	1,500.00	1,500.00	0.00	
A 1240.4150-01	TRAVEL-CONFERENCE	4,500.00	4,500.00	0.00	
A 1240.4390-01	MEMBERSHIPS	3,300.00	3,300.00	0.00	
A 1240.4460-01	PRINTING-DISTRICT	1,000.00	1,000.00	0.00	

Budgeting . . . appropriation Status Report For 2020-2021 General Fund Budget (. dollar)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
	WIDE			
A 1240.4640-01	SERVICE CONTRACTS	500.00	500.00	0.00
A 1240.5010-01	SUPPLIES AND MATERIALS	3,300.00	3,300.00	0.00
A 1240.5240-01	PERIODICALS & SUBSCRIP	650.00	650.00	0.00
A 1240.5900-01	MEETINGS	2,500.00	2,500.00	0.00
1240	Chief School Administrator *	409,450.00	342,585.00	66,865.00
12	**	409,450.00	342,585.00	66,865.00
A 1310.1500-01	INSTRUCTIONAL SALARIES	203,565.00	198,450.00	5,115.00
A 1310.1600-01	NON INSTRUCT. SALARY	414,700.00	392,500.00	22,200.00
A 1310.1610-01	OVERTIME	2,500.00	2,500.00	0.00
A 1310.1620-01	PARTIME	32,000.00	32,000.00	0.00
A 1310.2000-01	EQUIPMENT	5,000.00	5,000.00	0.00
A 1310.4100-01	CONTRACTUAL EXPENSES	22,000.00	26,000.00	(4,000.00)
A 1310.4120-01	ADVERTISING	3,000.00	3,000.00	0.00
A 1310.4130-01	POSTAGE	40,000.00	40,000.00	0.00
A 1310.4135-01	FREIGHT	5,200.00	5,200.00	0.00
A 1310.4140-01	TRAVEL LOCAL	900.00	800.00	100.00
A 1310.4150-01	TRAVEL-CONFERENCE	5,000.00	5,000.00	0.00
A 1310.4330-01	EQUIPMENT RENTAL	1,000.00	1,000.00	0.00
A 1310.4390-01	MEMBERSHIPS	2,100.00	2,050.00	50.00
A 1310.4460-01	PRINTING-DISTRICT WIDE	1,700.00	1,700.00	0.00
A 1310.4640-01	SERVICE CONTRACTS	4,000.00	5,000.00	(1,000.00)
A 1310.4650-01	EQUIP REPAIR	1,500.00	1,500.00	0.00
A 1310.4910-01	BOCES	69,000.00	74,000.00	(5,000.00)
A 1310.5010-01	SUPPLIES AND MATERIALS	10,000.00	11,500.00	(1,500.00)
A 1310.5201-01	COMPUTER SUPPLIES	700.00	700.00	0.00
A 1310.5240-01	PERIODICALS & SUBSCRIP	200.00	200.00	0.00



Account	Description		2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
1310	Business Administration	*	824,065.00	808,100.00	15,965.00
A 1320.4420-01	AUDITORS		90,000.00	90,000.00	0.00
1320	Auditing	*	90,000.00	90,000.00	0.00
A 1325.1620-01	NON-INSTRUCT-PARTIME		6,100.00	5,950.00	150.00
A 1325.4100-01	CONTRACTUAL EXPENSES				0.00
A 1325.4110-01	BOND & NOTE ISSUE EXP.		21,000.00	16,000.00	5,000.00
1325	Treasurer	*	27,100.00	21,950.00	5,150.00
13		**	941,165.00	920,050.00	21,115.00
A 1420.4410-01	ATTORNEYS		60,000.00	57,500.00	2,500.00
A 1420.4420-01	EXTRA SERVICES		200,000.00	200,000.00	0.00
1420	Legal Services	*	260,000.00	257,500.00	2,500.00
A 1421.4100-01	CONTRACTUAL EXPENSES		70,000.00	70,000.00	0.00
A 1421.4430-01	ARBITRATION		2,000.00	2,000.00	0.00
1421	Negotiation Services	*	72,000.00	72,000.00	0.00
A 1480.4100-01	CONTRACTED SERVICES		500.00	500.00	0.00
A 1480.4120-01	ADVERTISING		1,000.00	1,000.00	0.00
A 1480.4460-01	PRINTING		2,000.00	2,000.00	0.00
1480	Public Information Services	*	3,500.00	3,500.00	0.00
14		**	335,500.00	333,000.00	2,500.00
A 1620.1600-01	NON INSTRUCT. SALARY		93,000.00	90,500.00	2,500.00
A 1620.1600-12-CUST	NON INSTRUCT SALARY		192,930.00	188,204.00	4,726.00
A 1620.1600-13-CUST	NON INSTRUCT SALARY		145,323.00	175,000.00	(29,677.00)
A 1620.1600-14-CUST	NON INSTRUCT SALARY		175,889.00	176,000.00	(111.00)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 1620.1600-15-CUST	NON INSTRUCT SALARY	194,059.00	191,000.00	3,059.00
A 1620.1600-21-CUST	NON INSTRUCT SALARY	386,786.00	450,000.00	(63,214.00)
A 1620.1600-25-CUST	NON INSTRUCT SALARY	637,550.00	640,000.00	(2,450.00)
A 1620.1610-01	NON-INSTRUCT- OVERTIME	0.00	250.00	(250.00)
A 1620.1610-12	CUSTODIAL OVERTIME TERRYVILLE	15,000.00	15,000.00	0.00
A 1620.1610-13	CUSTODIAL OVERTIME NORWOOD	15,000.00	15,000.00	0.00
A 1620.1610-14	CUSTODIAL OVERTIME CLINTON	15,000.00	15,000.00	0.00
A 1620.1610-15	CUSTODIAL OVERTIME BOYLE	20,000.00	20,000.00	0.00
A 1620.1610-21	CUSTODIAL OVERTIME JFK	20,000.00	15,000.00	5,000.00
A 1620.1610-25	CUSTODIAL OVERTIME HIGH SCHOOL	40,000.00	40,000.00	0.00
A 1620.1620-01	SUBSTITUTE CUSTODIANS	20,000.00	10,000.00	10,000.00
A 1620.1620-12	SUBSTITUTE CUSTODIANS-TVILLE	15,000.00	10,000.00	5,000.00
A 1620.1620-13	SUBSTITUTE CUSTODIANS-NWOOD	15,000.00	10,000.00	5,000.00
A 1620.1620-14	SUBSTITUTE CUSTODIANS-CLINTON	15,000.00	10,000.00	5,000.00
A 1620.1620-15	SUBSTITUTE CUSTODIANS-BOYLE	15,000.00	10,000.00	5,000.00
A 1620.1620-21	SUBSTITUTE CUSTODIANS-JFK	15,000.00	15,000.00	0.00
A 1620.1620-25	SUBSTITUTE CUSTODIANS-HIGH SCHOOL	25,000.00	25,000.00	0.00
A 1620.1640-12	SALARIES SNOW REMOVAL-TVILLE	3,000.00	3,000.00	0.00
A 1620.1640-13	SALARIES SNOW REMOVAL-NWOOD	3,000.00	3,000.00	0.00
A 1620.1640-14	SALARIES SNOW REMOVAL-CLINTON	3,000.00	3,000.00	0.00
A 1620.1640-15	SALARIES SNOW REMOVAL-BOYLE	3,000.00	3,000.00	0.00
A 1620.1640-21	SALARIES SNOW REMOVAL-JFK	5,000.00	5,000.00	0.00
A 1620.1640-25	SALARIES SNOW	7,000.00	7,000.00	0.00



Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
	REMOVAL-HIGH SCHOOL			
A 1620.2000-01	EQUIPMENT	25,000.00	25,000.00	0.00
A 1620.4100-01	CONTRACTUAL EXPENSES	1,925.00	1,925.00	0.00
A 1620.4140-01	TRAVEL EXPENSE	975.00	975.00	0.00
A 1620.4160-01	FUEL OIL	60,000.00	65,000.00	(5,000.00)
A 1620.4170-01	ELECTRICITY & GAS	1,300,000.00	1,300,000.00	0.00
A 1620.4180-01	TELEPHONE	41,750.00	31,250.00	10,500.00
A 1620.4190-01	WATER	35,000.00	35,000.00	0.00
A 1620.4620-01	CARTAGE	67,000.00	72,500.00	(5,500.00)
A 1620.4650-01	EQUIPMENT REPAIR	4,000.00	4,000.00	0.00
A 1620.4910-01	BOCES	61,000.00	61,000.00	0.00
A 1620.5010-01	SUPPLIES AND MATERIALS	200.00	200.00	0.00
A 1620.5201-01	COMPUTER SUPPLIES	200.00	200.00	0.00
A 1620.5430-01	CUSTODIAL SUPPLIES	88,000.00	88,000.00	0.00
1620	Operation of Plant *	3,779,587.00	3,830,004.00	(50,417.00)
A 1621.1500-01	NON INSTRUCTIONAL SALARIES	127,100.00	116,500.00	10,600.00
A 1621.1600-01	NON INSTRUCT. SALARY	560,000.00	490,000.00	70,000.00
A 1621.1610-01	OVERTIME	85,000.00	64,000.00	21,000.00
A 1621.1620-01	BLDG CHECK & EMERGENCY CALLS		2,000.00	(2,000.00)
A 1621.1640-01	SALARIES SNOW REMOVAL	20,000.00	20,000.00	0.00
A 1621.1680-01	REGULAR SECURITY SERVICES	650,000.00	575,000.00	75,000.00
A 1621.1698-01	EVENING SUPERVISION	15,000.00	15,000.00	0.00
A 1621.2000-01	EQUIPMENT	20,000.00	20,000.00	0.00
A 1621.4100-01	CONTRACTUAL EXPENSES	3,500.00	6,000.00	(2,500.00)
A 1621.4440-01	AHERA PROFESSIONAL SERVICES	18,500.00	15,000.00	3,500.00
A 1621.4460-01	PRINTING-DISTRICT WIDE	300.00	300.00	0.00
A 1621.4610-01	EMERGENCY SNOW REMOVAL	3,000.00	3,000.00	0.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 1621.4635-01	UNIFORMS	10,000.00	11,000.00	(1,000.00)
A 1621.4640-01	SERVICE CONTRACTS	106,000.00	100,000.00	6,000.00
A 1621.4645-01	RETROFIT	20,000.00	20,000.00	0.00
A 1621.4660-01	BLDG MAINTENANCE	215,750.00	221,750.00	(6,000.00)
A 1621.4670-01	BLDG EQUIP MAINTENANCE	205,000.00	205,000.00	0.00
A 1621.4680-01	GROUNDS MAINTENANCE	50,000.00	50,000.00	0.00
A 1621.4690-01	VEHICLE MAINTENANCE	40,000.00	45,000.00	(5,000.00)
A 1621.5440-01	ELECTRICAL SUPPLIES	20,000.00	20,000.00	0.00
A 1621.5445-01	SECURITY - SUPPLIES	180,000.00	180,000.00	0.00
A 1621.5450-01	PLBG,HTG, & VENT SUPL	10,000.00	15,000.00	(5,000.00)
A 1621.5500-01	GLASS & PLASTIC SUPPLIES	7,500.00	7,500.00	0.00
A 1621.5530-01	GROUNDS SUPPLIES	80,000.00	75,000.00	5,000.00
A 1621.5540-01	BUILDING MAINT. SUPPLIES	55,000.00	50,000.00	5,000.00
A 1621.5700-01	VEHICLE SUPPLIES	1,000.00	1,000.00	0.00
A 1621.5755-01	SECURITY-VEHICLE SUPPLIES	10,000.00	10,000.00	0.00
1621	Maintenance of Plant *	2,512,650.00	2,338,050.00	174,600.00
16	**	6,292,237.00	6,168,054.00	124,183.00
A 1910.4210-01	SPC MULTI PERIL	428,000.00	427,450.00	550.00
A 1910.4270-01	STUDENT ACCIDENT	73,000.00	72,615.00	385.00
A 1910.4280-01	APPRAISAL SERVICE	2,500.00	2,500.00	0.00
1910	Unallocated Insurance *	503,500.00	502,565.00	935.00
A 1930.4200-01	JUDGEMENT AND CLAIMS	10,000.00	10,000.00	0.00
1930	*	10,000.00	10,000.00	0.00
A 1981.4910-01	ADMIN. CHGS & RENTAL	431,000.00	423,300.00	7,700.00
1981	BOCES Administration * Charges	431,000.00	423,300.00	7,700.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
19	**	944,500.00	935,865.00	8,635.00
1	***	9,017,052.00	8,789,304.00	227,748.00
A 2010.1500-01	INSTRUCTIONAL SALARIES	425,375.00	212,000.00	213,375.00
A 2010.1502-01	DIRECTOR SALARIES	232,000.00	492,000.00	(260,000.00)
A 2010.1600-01	NON INSTRUCT. SALARY	152,000.00	184,440.00	(32,440.00)
A 2010.4140-01	TRAVEL LOCAL	6,000.00	6,000.00	0.00
A 2010.4150-01	TRAVEL-CONFERENCE	2,000.00	2,000.00	0.00
A 2010.4390-01	MEMBERSHIPS	960.00	960.00	0.00
A 2010.4460-01	PRINTING-DISTRICT WIDE	1,500.00	1,500.00	0.00
A 2010.5010-01	SUPPLIES AND MATERIALS	3,000.00	3,000.00	0.00
A 2010.5900-01	MEETINGS	10,000.00	10,000.00	0.00
2010	Curriculum Development * & Supervision	832,835.00	911,900.00	(79,065.00)
A 2020.1500-12-PRIN	INSTRUCT SALARY	144,100.00	141,000.00	3,100.00
A 2020.1500-13-PRIN	INSTRUCT SALARY	163,850.00	165,000.00	(1,150.00)
A 2020.1500-14-PRIN	INSTRUCT SALARY	175,950.00	170,000.00	5,950.00
A 2020.1500-15-PRIN	INSTRUCT SALARY	139,000.00	152,000.00	(13,000.00)
A 2020.1500-21-ADMN	INSTRUCT SALARY	282,500.00	274,000.00	8,500.00
A 2020.1500-21-PRIN	INSTRUCT SALARY	192,000.00	188,000.00	4,000.00
A 2020.1500-25-ADMN	INSTRUCT SALARY	241,000.00	235,000.00	6,000.00
A 2020.1500-25-PRIN	INSTRUCT SALARY	178,150.00	184,000.00	(5,850.00)
A 2020.1600-12-CLER	NON INSTRUCT SALARY	124,100.00	122,000.00	2,100.00
A 2020.1600-13-CLER	NON INSTRUCT SALARY	106,000.00	117,000.00	(11,000.00)
A 2020.1600-14-CLER	NON INSTRUCT SALARY	91,000.00	112,000.00	(21,000.00)
A 2020.1600-15-CLER	NON INSTRUCT SALARY	120,000.00	120,000.00	0.00
A 2020.1600-21-CLER	NON INSTRUCT SALARY	172,000.00	174,000.00	(2,000.00)
A 2020.1600-25-CLER	NON INSTRUCT SALARY	480,000.00	492,727.00	(12,727.00)
A 2020.1610-12	OVERTIME-TERRYVILLE	500.00	500.00	0.00
A 2020.1610-13	OVERTIME-NORWOOD	500.00	500.00	0.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2020.1610-14	OVERTIME-CLINTON	500.00	500.00	0.00
A 2020.1610-15	OVERTIME-BOYLE	500.00	500.00	0.00
A 2020.1610-21	OVERTIME-JFK	2,500.00	1,500.00	1,000.00
A 2020.1610-25	OVERTIME-HIGH SCHOOL	5,000.00	1,500.00	3,500.00
A 2020.2000-01	EQUIPMENT	5,000.00	5,000.00	0.00
A 2020.4100-25	CONTRACT EXP-H.S.	23,500.00	31,000.00	(7,500.00)
A 2020.4140-21	TRAVEL LOCAL-JFK	75.00	75.00	0.00
A 2020.4150-01	TRAVEL CONFERENCES	25,000.00	25,000.00	0.00
A 2020.4390-21	MEMBERSHIPS-JFK	500.00	750.00	(250.00)
A 2020.4390-25	MEMBERSHIPS-H.S.	1,200.00	1,200.00	0.00
A 2020.4460-01	PRINTING-DISTRICTWIDE	15,000.00	15,000.00	0.00
A 2020.4460-25	PRINTING-HS	8,479.00		8,479.00
A 2020.4640-01	SERVICE CONTRACTS	1,000.00	1,000.00	0.00
A 2020.4641-01	SERVICE CONTRACTS- NORWOOD	1,000.00	1,000.00	0.00
A 2020.4642-01	SERVICE CONTRACTS- CLINTON	1,000.00	1,000.00	0.00
A 2020.4643-01	SERVICE CONTRACTS- BOYLE	1,000.00	1,000.00	0.00
A 2020.4644-01	SERVICE CONTRACTS- JFK	5,000.00	5,000.00	0.00
A 2020.4645-01	SERVICE CONTRACTS- HIGH SCHOOL	5,000.00	5,000.00	0.00
A 2020.4650-01	EQUIP REPAIR/CONTRACTS	2,500.00	2,500.00	0.00
A 2020.4730-01	ADMINISTRATIVE TUITION	20,000.00	20,000.00	0.00
A 2020.5010-01	SUPPLIES AND MATERIALS	2,000.00	2,000.00	0.00
A 2020.5010-12	SUPPLIES AND MATERIALS-TVILLE	2,500.00	2,300.00	200.00
A 2020.5010-13	SUPPLIES AND MATERIALS-NWOOD	700.00	700.00	0.00
A 2020.5010-21	SUPPLIES AND MATERIALS-JFK	19,031.00	19,864.00	(833.00)
A 2020.5010-25	SUPPLIES AND MATERIALS-HS	9,793.00	9,293.00	500.00
A 2020.5201-12	COMPUTER SUPPLIES- TVILLE	500.00	500.00	0.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2020.5201-13	COMPUTER SUPPLIES- NWOOD	750.00	750.00	0.00
A 2020.5201-15	COMPUTER SUPPLIES- BOYLE	2,500.00	2,530.00	(30.00)
A 2020.5201-21	COMPUTER SUPPLIES- JFK	7,500.00	7,500.00	0.00
A 2020.5201-25	COMPUTER SUPPLIES- HS	6,000.00	4,700.00	1,300.00
A 2020.5400-21	AWARDS-JFK	1,000.00	1,500.00	(500.00)
A 2020.5400-25	AWARDS-H.S.	3,110.00	3,020.00	90.00
A 2020.5900-21	MEETINGS-JFK	1,500.00	1,500.00	0.00
A 2020.5900-25	MEETINGS-H.S.	3,500.00	3,500.00	0.00
2020	Supervision - Regular School *	2,794,788.00	2,825,909.00	(31,121.00)
A 2070.1500-01	STAFF DEVELOPMENT	40,000.00	40,000.00	0.00
A 2070.4100-01	CONTRACT SERVICES- STAFF DEVELOPMENT	35,000.00	35,000.00	0.00
A 2070.4910-01	STAFF DEVELOPMENT- BOCES	75,000.00	75,000.00	0.00
2070	Inservice Training - Instruction *	150,000.00	150,000.00	0.00
20	**	3,777,623.00	3,887,809.00	(110,186.00)
A 2110.1200-01	TEACHERS SALARIES K- 3	125,000.00		125,000.00
A 2110.1200-12-GRD3	INSTRUCTIONAL SALARIES	795,000.00	769,194.00	25,806.00
A 2110.1200-12-TA	INSTRUCTIONAL SALARIES	60,000.00	57,500.00	2,500.00
A 2110.1200-13-ART	INSTRUCTIONAL SALARIES	75,000.00	71,000.00	4,000.00
A 2110.1200-13-GRD1	INSTRUCTIONAL SALARIES	682,000.00	778,000.00	(96,000.00)
A 2110.1200-13-GRD2	INSTRUCTIONAL SALARIES	597,000.00	550,000.00	47,000.00
A 2110.1200-13-GRDK	INSTRUCTIONAL SALARIES	550,000.00	540,000.00	10,000.00
A 2110.1200-13-MUSC	INSTRUCTIONAL SALARIES	48,000.00	41,000.00	7,000.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2110.1200-13-PHED	INSTRUCTIONAL SALARIES	113,000.00	130,000.00	(17,000.00)
A 2110.1200-13-READ	INSTRUCTIONAL SALARIES	67,000.00	64,000.00	3,000.00
A 2110.1200-13-TA	INSTRUCTIONAL SALARIES	35,000.00	46,509.00	(11,509.00)
A 2110.1200-14-ART	INSTRUCTIONAL SALARIES	26,000.00	28,000.00	(2,000.00)
A 2110.1200-14-ESL	INSTRUCTIONAL SALARIES	83,000.00	201,000.00	(118,000.00)
A 2110.1200-14-GRD1	INSTRUCTIONAL SALARIES	801,000.00	850,000.00	(49,000.00)
A 2110.1200-14-GRD2	INSTRUCTIONAL SALARIES	830,000.00	735,000.00	95,000.00
A 2110.1200-14-GRDK	INSTRUCTIONAL SALARIES	720,000.00	702,000.00	18,000.00
A 2110.1200-14-MUSC	INSTRUCTIONAL SALARIES	151,000.00	153,000.00	(2,000.00)
A 2110.1200-14-PHED	INSTRUCTIONAL SALARIES	171,000.00	170,000.00	1,000.00
A 2110.1200-14-TA	INSTRUCTIONAL SALARIES	148,000.00	104,474.00	43,526.00
A 2110.1200-15-MUSC	INSTRUCTIONAL SALARIES	33,800.00	27,000.00	6,800.00
A 2110.1200-15-PHED	INSTRUCTIONAL SALARIES	44,700.00	44,000.00	700.00
A 2110.1200-15-TA	INSTRUCTIONAL SALARIES	54,000.00	44,250.00	9,750.00
A 2110.1201-12-AIS	INSTRUCTIONAL SALARIES	87,000.00	87,000.00	0.00
A 2110.1201-12-ART	INSTRUCTIONAL SALARIES	106,000.00	103,000.00	3,000.00
A 2110.1201-12-ESL	INSTRUCTIONAL SALARIES	340,000.00	213,000.00	127,000.00
A 2110.1201-12-GRD4	INSTRUCTIONAL SALARIES	741,000.00	860,000.00	(119,000.00)
A 2110.1201-12-GRD5	INSTRUCTIONAL SALARIES	759,000.00	730,000.00	29,000.00
A 2110.1201-12-MUSC	INSTRUCTIONAL SALARIES	245,000.00	228,000.00	17,000.00
A 2110.1201-12-PHED	INSTRUCTIONAL SALARIES	300,000.00	290,000.00	10,000.00
A 2110.1201-12-READ	INSTRUCTIONAL SALARIES	68,000.00	62,000.00	6,000.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2110.1201-15-AIS	INSTRUCTIONAL SALARIES	58,000.00	58,000.00	0.00
A 2110.1201-15-ART	INSTRUCTIONAL SALARIES	68,000.00	74,000.00	(6,000.00)
A 2110.1201-15-GRD3	INSTRUCTIONAL SALARIES	775,000.00	685,000.00	90,000.00
A 2110.1201-15-GRD4	INSTRUCTIONAL SALARIES	660,000.00	520,786.00	139,214.00
A 2110.1201-15-GRD5	INSTRUCTIONAL SALARIES	510,000.00	503,000.00	7,000.00
A 2110.1201-15-MUSC	INSTRUCTIONAL SALARIES	145,000.00	199,000.00	(54,000.00)
A 2110.1201-15-PHED	INSTRUCTIONAL SALARIES	125,000.00	120,000.00	5,000.00
A 2110.1201-15-READ	INSTRUCTIONAL SALARIES	120,000.00	112,585.00	7,415.00
A 2110.1201-21-GRD6	INSTRUCTIONAL SALARIES	1,520,000.00	1,510,000.00	10,000.00
A 2110.1201-21-MUSC	INSTRUCTIONAL SALARIES	124,000.00	132,500.00	(8,500.00)
A 2110.1201-21-PHED	INSTRUCTIONAL SALARIES	85,000.00	45,034.00	39,966.00
A 2110.1300-21-ART	INSTRUCTIONAL SALARIES	270,000.00	260,000.00	10,000.00
A 2110.1300-21-BUS	INSTRUCTIONAL SALARIES	94,000.00	140,000.00	(46,000.00)
A 2110.1300-21-ENGL	INSTRUCTIONAL SALARIES	560,000.00	481,242.00	78,758.00
A 2110.1300-21-ESL	INSTRUCTIONAL SALARIES	137,000.00	67,000.00	70,000.00
A 2110.1300-21-FMCS	INSTRUCTIONAL SALARIES	250,000.00	242,000.00	8,000.00
A 2110.1300-21-LOTE	INSTRUCTIONAL SALARIES	500,000.00	510,000.00	(10,000.00)
A 2110.1300-21-MATH	INSTRUCTIONAL SALARIES	721,000.00	686,000.00	35,000.00
A 2110.1300-21-MUSC	INSTRUCTIONAL SALARIES	350,000.00	337,000.00	13,000.00
A 2110.1300-21-PEHL	INSTRUCTIONAL SALARIES	265,000.00	257,000.00	8,000.00
A 2110.1300-21-PHED	INSTRUCTIONAL SALARIES	390,000.00	379,007.00	10,993.00
A 2110.1300-21-SCIE	INSTRUCTIONAL SALARIES	650,000.00	615,000.00	35,000.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2110.1300-21-SSTU	INSTRUCTIONAL SALARIES	406,000.00	397,000.00	9,000.00
A 2110.1300-21-TA	INSTRUCTIONAL SALARIES	35,000.00	34,480.00	520.00
A 2110.1300-21-TECH	INSTRUCTIONAL SALARIES	225,000.00	215,000.00	10,000.00
A 2110.1300-25-ART	INSTRUCTIONAL SALARIES	595,000.00	590,000.00	5,000.00
A 2110.1300-25-BUS	INSTRUCTIONAL SALARIES	66,000.00	135,000.00	(69,000.00)
A 2110.1300-25-ENGL	INSTRUCTIONAL SALARIES	1,320,000.00	1,355,000.00	(35,000.00)
A 2110.1300-25-ESL	INSTRUCTIONAL SALARIES	111,000.00	167,000.00	(56,000.00)
A 2110.1300-25-LOTE	INSTRUCTIONAL SALARIES	839,000.00	860,000.00	(21,000.00)
A 2110.1300-25-MATH	INSTRUCTIONAL SALARIES	1,500,000.00	1,475,000.00	25,000.00
A 2110.1300-25-MUSC	INSTRUCTIONAL SALARIES	400,000.00	391,643.00	8,357.00
A 2110.1300-25-PEHL	INSTRUCTIONAL SALARIES	135,000.00	130,721.00	4,279.00
A 2110.1300-25-PHED	INSTRUCTIONAL SALARIES	622,000.00	568,824.00	53,176.00
A 2110.1300-25-SCIE	INSTRUCTIONAL SALARIES	1,530,000.00	1,595,000.00	(65,000.00)
A 2110.1300-25-SSTU	INSTRUCTIONAL SALARIES	1,275,200.00	1,260,000.00	15,200.00
A 2110.1300-25-TA	INSTRUCTIONAL SALARIES	104,000.00	94,564.00	9,436.00
A 2110.1300-25-TECH	INSTRUCTIONAL SALARIES	126,500.00	125,000.00	1,500.00
A 2110.1400-12	SUBSTITUTE TEACHERS	150,000.00	130,000.00	20,000.00
A 2110.1400-13	SUBSTITUTE TEACHERS	150,000.00	160,000.00	(10,000.00)
A 2110.1400-14	SUBSTITUTE TEACHERS	150,000.00	160,000.00	(10,000.00)
A 2110.1400-15	SUBSTITUTE TEACHERS	150,000.00	130,000.00	20,000.00
A 2110.1400-21	SUBSTITUTE TEACHERS	260,000.00	230,000.00	30,000.00
A 2110.1400-25	SUBSTITUTE TEACHERS	260,000.00	300,000.00	(40,000.00)
A 2110.1530-01	CHAPERONES	57,000.00	57,000.00	0.00
A 2110.1550-01	CONTRACTUAL EXTRA PAY	90,000.00	80,000.00	10,000.00

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2110.1551-01	DUTY PAY.	2,000.00	10,000.00	(8,000.00)
A 2110.1620-12	NON-INSTRUCT-PARTIME	185,000.00	185,000.00	0.00
A 2110.1620-13	NON-INSTRUCT-PARTIME	185,000.00	140,000.00	45,000.00
A 2110.1620-14	NON-INSTRUCT-PARTIME	185,000.00	160,000.00	25,000.00
A 2110.1620-15	NON-INSTRUCT-PARTIME	185,000.00	140,000.00	45,000.00
A 2110.1620-21	NON-INSTRUCT-PARTIME	185,000.00	171,000.00	14,000.00
A 2110.1620-25	NON-INSTRUCT-PARTIME	185,000.00	165,000.00	20,000.00
A 2110.1800-01	HOME TUTORING	105,000.00	105,000.00	0.00
A 2110.2000-01	EQUIPMENT	18,000.00	18,000.00	0.00
A 2110.2000-08	EQUIPMENT	15,000.00	13,777.00	1,223.00
A 2110.2000-12	EQUIPMENT - TERRYVILLE	3,000.00	8,000.00	(5,000.00)
A 2110.2000-13	EQUIPMENT - NORWOOD	3,000.00	3,000.00	0.00
A 2110.2000-14	EQUIPMENT - CLINTON	5,000.00	5,000.00	0.00
A 2110.2000-15	EQUIPMENT -BOYLE	3,000.00	3,000.00	0.00
A 2110.2000-21	EQUIPMENT - JFK	34,250.00	33,000.00	1,250.00
A 2110.2000-25	EQUIPMENT - H.S.	51,046.00	51,046.00	0.00
A 2110.4100-01	CONTRACTUAL	75,000.00	75,000.00	0.00
A 2110.4101-01	HOME TUTORING- REGULAR ED	90,000.00	90,000.00	0.00
A 2110.4102-01	STANDARDIZED TESTING	10,000.00	10,000.00	0.00
A 2110.4140-01	IN DISTRICT TRAVEL	10,000.00	10,000.00	0.00
A 2110.4390-01	MEMBERSHIPS	4,000.00	4,020.00	(20.00)
A 2110.4390-08	MEMBERSHIPS	2,000.00	3,468.00	(1,468.00)
A 2110.4390-12	MEMBERSHIPS	150.00	150.00	0.00
A 2110.4390-21	MEMBERSHIPS	500.00	500.00	0.00
A 2110.4390-25	MEMBERSHIPS	3,925.00	3,850.00	75.00
A 2110.4650-01	EQUIP REPAIR/DW	15,000.00	15,000.00	0.00
A 2110.4650-08	EQUIP REPAIR/MUSIC	22,000.00	21,624.00	376.00
A 2110.4710-01	TUITION K-12 FOSTER	250,000.00	180,000.00	70,000.00
A 2110.4730-01	CHARTER SCHOOL TUITION	15,000.00	15,000.00	0.00
A 2110.4820-01	TEXTBOOKS ELEMENTARY/DW	15,000.00	15,000.00	0.00
A 2110.4820-12	TEXTBOOKS ELEMENTARY	18,000.00	15,000.00	3,000.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2110.4820-14	TEXTBOOKS ELEMENTARY	3,000.00	3,000.00	0.00
A 2110.4830-01	TEXTBOOKS-D/W SEC	35,000.00	35,000.00	0.00
A 2110.4830-21	TEXTBOOKS- SECONDARY	8,500.00	10,000.00	(1,500.00)
A 2110.4830-25	TEXTBOOKS- SECONDARY	9,025.00	8,025.00	1,000.00
A 2110.4910-01	BOCES SHARED SERVICES	1,100,000.00	979,180.00	120,820.00
A 2110.5010-01	SUPPLIES AND MATERIALS-D/W	51,500.00	51,500.00	0.00
A 2110.5010-12	SUPPLIES AND MATERIALS	27,872.00	26,072.00	1,800.00
A 2110.5010-13	SUPPLIES AND MATERIALS	23,367.00	23,367.00	0.00
A 2110.5010-14	SUPPLIES AND MATERIALS	27,430.00	27,430.00	0.00
A 2110.5010-15	SUPPLIES AND MATERIALS	22,137.00	22,000.00	137.00
A 2110.5010-25	GENERAL SUPPLIES	56,316.00	55,760.00	556.00
A 2110.5020-12	WORKBOOKS- ELEMENTARY	3,000.00	3,000.00	0.00
A 2110.5020-13	WORKBOOKS- ELEMENTARY	17,000.00	17,000.00	0.00
A 2110.5020-14	WORKBOOKS- ELEMENTARY	18,000.00	18,000.00	0.00
A 2110.5020-15	WORKBOOKS- ELEMENTARY	18,285.00	17,960.00	325.00
A 2110.5030-21	WORKBOOKS- SECONDARY	15,500.00	16,000.00	(500.00)
A 2110.5030-25	WORKBOOKS- SECONDARY	12,500.00	11,500.00	1,000.00
A 2110.5201-12	COMPUTER SUPPLIES	5,000.00	5,000.00	0.00
A 2110.5201-13	COMPUTER SUPPLIES	2,000.00	2,000.00	0.00
A 2110.5201-14	COMPUTER SUPPLIES	4,000.00	4,000.00	0.00
A 2110.5201-21	COMPUTER SUPPLIES	9,000.00	9,000.00	0.00
A 2110.5201-25	COMPUTER SUPPLIES	10,020.00	8,320.00	1,700.00
A 2110.5230-12	PHYSICAL ED SUPPLIES	1,200.00	1,200.00	0.00
A 2110.5230-13	PHYSICAL ED SUPPLIES	750.00	750.00	0.00
A 2110.5230-14	PHYSICAL ED SUPPLIES	750.00	750.00	0.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2110.5230-15	PHYSICAL ED SUPPLIES	450.00	450.00	0.00
A 2110.5230-21	PHYSICAL ED SUPPLIES	1,500.00	2,000.00	(500.00)
A 2110.5230-25	PHYSICAL ED SUPPLIES	4,000.00	4,000.00	0.00
A 2110.5231-01	STUDENT EVENTS/ACTIVITIES	5,000.00	5,000.00	0.00
A 2110.5245-01	PERIOD. & SUBSCRIP H.S.	850.00	850.00	0.00
A 2110.5260-21	ART SUPPLIES- SECONDARY	3,500.00	3,500.00	0.00
A 2110.5260-25	ART SUPPLIES- SECONDARY	25,900.00	25,900.00	0.00
A 2110.5290-01	ENGLISH SUPPLIES-D/W	850.00	850.00	0.00
A 2110.5290-21	ENGLISH SUPPLIES-JFK	500.00	750.00	(250.00)
A 2110.5300-21	HOME ECONOMICS SUPPLY-JFK	3,500.00	3,600.00	(100.00)
A 2110.5310-21	TECHNOLOGY-JFK	2,000.00	2,400.00	(400.00)
A 2110.5320-01	FOREIGN LANGUAGE- D/W	850.00	850.00	0.00
A 2110.5320-21	LANGUAGE SUPPLIES	500.00	250.00	250.00
A 2110.5330-01	MATH SUPPLIES	4,000.00	4,000.00	0.00
A 2110.5330-21	MATH SUPPLIES	1,000.00	1,000.00	0.00
A 2110.5340-08	MUSIC SUPPLIES	23,000.00	23,000.00	0.00
A 2110.5340-12	MUSIC SUPPLIES	900.00	900.00	0.00
A 2110.5340-13	MUSIC SUPPLIES	300.00	350.00	(50.00)
A 2110.5340-14	MUSIC SUPPLIES	750.00	750.00	0.00
A 2110.5340-15	MUSIC SUPPLIES	450.00	450.00	0.00
A 2110.5340-21	MUSIC SUPPLIES	3,000.00	3,000.00	0.00
A 2110.5340-25	MUSIC SUPPLIES	2,400.00	2,400.00	0.00
A 2110.5350-12	READING SUPPLIES	500.00	500.00	0.00
A 2110.5350-21	READING SUPPLIES	1,500.00	1,250.00	250.00
A 2110.5360-01	SCIENCE SUPPLIES	2,000.00	2,000.00	0.00
A 2110.5360-21	SCIENCE SUPPLIES	6,000.00	6,000.00	0.00
A 2110.5360-25	SCIENCE SUPPLIES	6,643.00	6,643.00	0.00
A 2110.5370-21	SOCIAL STUDIES SUPPL	500.00	250.00	250.00
2110	Teaching - Regular School *	31,252,566.00	30,382,455.00	870,111.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2112.1200-14-READ	INSTRUCTIONAL SALARIES	73,000.00	145,000.00	(72,000.00)
A 2112.1500-01	INSTRUCTIONAL SALARIES	293,000.00	283,000.00	10,000.00
A 2112.1500-12-READ	INSTRUCTIONAL SALARIES	72,000.00	61,000.00	11,000.00
A 2112.5350-21	READING SUPPLIES	1,500.00	1,500.00	0.00
2112	Pupils w/Compensatory Educ. Needs *	439,500.00	490,500.00	(51,000.00)
21	Teaching - Regular School **	31,692,066.00	30,872,955.00	819,111.00
A 2250.1500-01	INSTRUCTIONAL SALARIES	200,000.00	195,000.00	5,000.00
A 2250.1500-12-MUSC	INSTRUCTIONAL SALARIES	16,000.00	15,000.00	1,000.00
A 2250.1500-12-PRIN	INSTRUCT SALARY	8,600.00	7,400.00	1,200.00
A 2250.1500-12-PSYC	INSTRUCTIONAL SALARIES	54,500.00	53,000.00	1,500.00
A 2250.1500-12-SPCH	INSTRUCTIONAL SALARIES	164,000.00	162,000.00	2,000.00
A 2250.1500-12-SPED	INSTRUCTIONAL SALARIES	598,000.00	625,000.00	(27,000.00)
A 2250.1500-13-PRIN	INSTRUCT SALARY	10,000.00	8,500.00	1,500.00
A 2250.1500-13-PSYC	INSTRUCTIONAL SALARIES	27,500.00	23,000.00	4,500.00
A 2250.1500-13-SPCH	INSTRUCTIONAL SALARIES	172,000.00	166,000.00	6,000.00
A 2250.1500-13-SPED	INSTRUCTIONAL SALARIES	385,000.00	333,616.00	51,384.00
A 2250.1500-14-PRIN	INSTRUCT SALARY	10,500.00	8,900.00	1,600.00
A 2250.1500-14-PSYC	INSTRUCTIONAL SALARIES	38,000.00	36,000.00	2,000.00
A 2250.1500-14-SPCH	INSTRUCTIONAL SALARIES	188,000.00	126,000.00	62,000.00
A 2250.1500-14-SPED	INSTRUCTIONAL SALARIES	452,000.00	570,000.00	(118,000.00)
A 2250.1500-15-PRIN	INSTRUCT SALARY	9,500.00	8,000.00	1,500.00
A 2250.1500-15-SPCH	INSTRUCTIONAL SALARIES			0.00
A 2250.1500-15-SPED	INSTRUCTIONAL	300,500.00	290,000.00	10,500.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Detail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
	SALARIES			
A 2250.1500-21-ADMN	INSTRUCT SALARY	16,000.00	15,000.00	1,000.00
A 2250.1500-21-MUSC	INSTRUCTIONAL SALARIES	15,500.00	15,000.00	500.00
A 2250.1500-21-PRIN	INSTRUCT SALARY	11,500.00	10,000.00	1,500.00
A 2250.1500-21-PSYC	INSTRUCTIONAL SALARIES	166,000.00	165,000.00	1,000.00
A 2250.1500-21-SPCH	INSTRUCTIONAL SALARIES	66,000.00	65,000.00	1,000.00
A 2250.1500-21-SPED	INSTRUCTIONAL SALARIES	1,786,000.00	1,610,000.00	176,000.00
A 2250.1500-25-ADMN	INSTRUCT SALARY	13,700.00	12,200.00	1,500.00
A 2250.1500-25-ESL	INSTRUCTIONAL SALARIES	105,600.00	105,000.00	600.00
A 2250.1500-25-PRIN	INSTRUCT SALARY	9,900.00	9,750.00	150.00
A 2250.1500-25-PSYC	INSTRUCTIONAL SALARIES	250,500.00	155,000.00	95,500.00
A 2250.1500-25-SPCH	INSTRUCTIONAL SALARIES	65,100.00	35,000.00	30,100.00
A 2250.1500-25-SPED	INSTRUCTIONAL SALARIES	1,385,500.00	1,400,000.00	(14,500.00)
A 2250.1502-01	SPECIAL EDUCATION - DIRECTOR SALARY	315,200.00	302,717.00	12,483.00
A 2250.1580-01	SUMMER EMPLOYMENT	31,000.00	31,000.00	0.00
A 2250.1600-01	NON INSTRUCT. SALARY	175,000.00	200,000.00	(25,000.00)
A 2250.1600-12-CLER	NON INSTRUCT SALARY	6,600.00	6,500.00	100.00
A 2250.1600-13-CLER	NON INSTRUCT SALARY	3,400.00	3,200.00	200.00
A 2250.1600-14-CLER	NON INSTRUCT SALARY	2,600.00	3,300.00	(700.00)
A 2250.1600-15-CLER	NON INSTRUCT SALARY	3,400.00	3,300.00	100.00
A 2250.1600-21-CLER	NON INSTRUCT SALARY	4,300.00	3,300.00	1,000.00
A 2250.1630-12	P/T NON-INST CLSRM AID -TVILL	350,000.00	278,000.00	72,000.00
A 2250.1630-13	P/T NON-INST CLSRM AID -NWOOD	260,000.00	188,000.00	72,000.00
A 2250.1630-14	P/T NON-INST CLSRM AID -CLINTON	230,000.00	225,000.00	5,000.00
A 2250.1630-15	P/T NON-INST CLSRM AID -BOYLE	90,000.00	98,000.00	(8,000.00)
A 2250.1630-21	P/T NON-INST CLSRM AID -JFK	220,000.00	165,000.00	55,000.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2250.1630-25	P/T NON-INST CLSRM AID -HIGH SCHOOL	105,000.00	135,000.00	(30,000.00)
A 2250.1800-01	HOME TUTORING	87,500.00	87,500.00	0.00
A 2250.2000-01	EQUIPMENT	8,000.00	8,000.00	0.00
A 2250.4100-01	OTHER EXPENSES	1,000.00	1,000.00	0.00
A 2250.4140-01	IN DISTRICT TRAVEL	2,500.00	2,500.00	0.00
A 2250.4150-01	TRAVEL-CONFERENCE	2,000.00	2,000.00	0.00
A 2250.4330-01	EQUIP RENTAL	4,000.00	3,623.00	377.00
A 2250.4380-01	SPECIALIZED TESTING	9,000.00	9,000.00	0.00
A 2250.4440-01	PROFESSIONAL SERVICES	779,280.00	757,512.00	21,768.00
A 2250.4444-01	TRANSLATOR/CONSULT ANT	7,000.00	5,000.00	2,000.00
A 2250.4460-01	PRINTING	600.00	600.00	0.00
A 2250.4480-01	MEDICAL EXAMS	1,000.00	1,000.00	0.00
A 2250.4650-01	EQUIP REPAIR/CONTRACTS	2,500.00	2,500.00	0.00
A 2250.4710-01	PRIVATE SCHOOL TUITION K-6	72,000.00	69,360.00	2,640.00
A 2250.4720-01	PRIVATE SCHOOL TUITION 7-12	363,000.00	119,340.00	243,660.00
A 2250.4740-01	TUITION TO OTHER DIST	50,000.00	122,000.00	(72,000.00)
A 2250.4820-01	TEXTBOOKS ELEMENTARY	5,000.00	5,000.00	0.00
A 2250.4830-01	TEXTBOOKS- SECONDARY	8,500.00	8,500.00	0.00
A 2250.4910-01	BOCES SERVICES	4,750,000.00	4,600,000.00	150,000.00
A 2250.5010-01	SUPPLIES AND MATERIALS	25,000.00	25,000.00	0.00
A 2250.5020-01	WORKBOOKS- ELEMENTARY	5,000.00	5,000.00	0.00
A 2250.5030-01	WORKBOOKS- SECONDARY	5,000.00	5,000.00	0.00
A 2250.5100-01	DUPLICATING SUPPLIES	2,500.00	2,500.00	0.00
A 2250.5210-01	SPEECH SUPPLIES	2,800.00	2,800.00	0.00
A 2250.5230-01	PHYSICAL ED SUPPLIES	360.00	360.00	0.00
A 2250.5240-01	PERIODICALS & SUBSCRIP	400.00	400.00	0.00
2250	Special Education *	14,515,840.00	13,712,178.00	803,662.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2280.4910-01	BOCES OCCUPATIONAL EDUCATION	935,000.00	935,250.00	(250.00)
2280	Occupational Education *	935,000.00	935,250.00	(250.00)
22	**	15,450,840.00	14,647,428.00	803,412.00
A 2610.1500-12-LIBR	INSTRUCTIONAL SALARIES	78,000.00	71,232.00	6,768.00
A 2610.1500-13-LIBR	INSTRUCTIONAL SALARIES	69,000.00	65,188.00	3,812.00
A 2610.1500-14-LIBR	INSTRUCTIONAL SALARIES	140,500.00	138,230.00	2,270.00
A 2610.1500-15-LIBR	INSTRUCTIONAL SALARIES	140,500.00	144,761.00	(4,261.00)
A 2610.1500-21-LIBR	INSTRUCTIONAL SALARIES	132,000.00	127,699.00	4,301.00
A 2610.1500-25-LIBR	INSTRUCTIONAL SALARIES	143,000.00	144,761.00	(1,761.00)
A 2610.2000-01	EQUIPMENT	1,700.00	1,700.00	0.00
A 2610.4100-01	CONTRACTUAL EXPENSES	500.00	500.00	0.00
A 2610.4650-01	EQUIP REPAIR	1,750.00	1,750.00	0.00
A 2610.4910-01	BOCES-SCH LIBRARY & AUDIO VISUAL	15,000.00	15,000.00	0.00
A 2610.5009-12	SUPPLIES & MATERIALS- TERRYVILLE	3,875.00	3,875.00	0.00
A 2610.5010-01	SUPPLIES AND MATERIALS	1,500.00	1,500.00	0.00
A 2610.5011-13	SUPPLIES & MATERIALS- NORWOOD	1,695.00	1,695.00	0.00
A 2610.5012-14	SUPPLIES&MATERIALS- CLINT	2,375.00	2,375.00	0.00
A 2610.5013-15	SUPPLIES & MATERIALS- BOYLE	2,375.00	2,375.00	0.00
A 2610.5014-21	SUPPLIES & MATERIALS- JFK	2,812.00	2,812.00	0.00
A 2610.5015-25	SUPPLIES & MATERIALS - H.S.	4,246.00	4,246.00	0.00
A 2610.5240-12	PERIODICALS/SUBSCRIP TIONS-T/VILLE	450.00	450.00	0.00
A 2610.5241-13	PERIODICALS/SUBS. NWD		450.00	(450.00)

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2610.5242-14	PERIODICALS/SUBS- CLINTON		450.00	(450.00)
A 2610.5243-15	PERIODICALS/SUBSCRIP TIONS-BOYLE	450.00	450.00	0.00
A 2610.5244-21	PERIODICALS/SUBSCRIP TIONS-JFK	1,900.00	1,900.00	0.00
A 2610.5245-25	PERIODICALS/SUBSCRIP TIONS-H.S.	3,000.00	3,000.00	0.00
A 2610.5250-12	LIBRARY BOOKS-TVILLE	7,495.00	7,495.00	0.00
A 2610.5251-13	LIBRARY BOOKS- NORWOOD	5,415.00	5,415.00	0.00
A 2610.5252-14	LIBRARY BOOKS- CLINTON	5,830.00	5,830.00	0.00
A 2610.5253-15	LIBRARY BOOKS-BOYLE	7,500.00	7,500.00	0.00
A 2610.5254-21	LIBRARY BOOKS-JFK	10,400.00	10,400.00	0.00
A 2610.5255-25	LIBRARY BOOKS-H.S.	9,400.00	9,400.00	0.00
2610	School Library and Audiovisual *	792,668.00	782,439.00	10,229.00
A 2630.1600-01	COMPUTER TECHNICIAN	417,000.00	353,156.00	63,844.00
A 2630.1610-01	COMPUTER TECHNICIAN OVERTIME	10,000.00	20,000.00	(10,000.00)
A 2630.1620-01	NON-INSTRUCT PARTIME	108,000.00	81,900.00	26,100.00
A 2630.2200-01	COMPUTER HARDWARE	304,000.00	14,528.00	289,472.00
A 2630.2200-12	COMPUTER HARDWARE- TVILLE		16,808.00	(16,808.00)
A 2630.2200-13	COMPUTER HARDWARE- NWOOD		16,808.00	(16,808.00)
A 2630.2200-14	COMPUTER HARDWARE- CLINTON		34,808.00	(34,808.00)
A 2630.2200-15	COMPUTER HARDWARE- BOYLE		16,808.00	(16,808.00)
A 2630.2200-21	COMPUTER HARDWARE- JFK		15,040.00	(15,040.00)
A 2630.2200-25	COMPUTER HARDWARE- -HS		174,200.00	(174,200.00)
A 2630.4140-01	TRAVEL-LOCAL	3,600.00	3,600.00	0.00
A 2630.4150-01	TRAVEL-CONFERENCE	6,000.00	6,000.00	0.00
A 2630.4640-01	CONTRACTED SERVICES	78,000.00	78,000.00	0.00
A 2630.4910-01	BOCES NETWORK	350,000.00	339,000.00	11,000.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description		2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2630.5010-01	CONTRACT SUPPLIES AND MATERIALS		1,000.00	1,000.00	0.00
A 2630.5200-01	INSTRUCTIONAL SOFTWARE		119,000.00	111,533.00	7,467.00
A 2630.5200-12	INSTRUCTIONAL SOFTWARE-TVILLE				0.00
A 2630.5200-13	INSTRUCTIONAL SOFTWARE-NWOOD				0.00
A 2630.5200-14	INSTRUCTIONAL SOFTWARE-CLINTON			765.00	(765.00)
A 2630.5200-15	INSTRUCTIONAL SOFTWARE-BOYLE			1,079.00	(1,079.00)
A 2630.5200-21	INSTRUCTIONAL SOFTWARE-JFK			1,563.00	(1,563.00)
A 2630.5200-25	INSTRUCTIONAL SOFTWARE-HS			9,060.00	(9,060.00)
A 2630.5201-01	COMPUTER SUPPLIES		5,300.00	5,300.00	0.00
A 2630.5900-01	MEETINGS		500.00	500.00	0.00
2630	Computer Assisted Instruction	*	1,402,400.00	1,301,456.00	100,944.00
26		**	2,195,068.00	2,083,895.00	111,173.00
A 2805.1600-01	NON INSTRUCT. SALARY		58,000.00	64,529.00	(6,529.00)
A 2805.1610-01	NON-INSTRUCT- OVERTIME		4,000.00	4,000.00	0.00
A 2805.1620-01	NON-INSTRUCT-PARTIME		97,000.00	77,000.00	20,000.00
A 2805.2000-01	EQUIPMENT		500.00	500.00	0.00
A 2805.4100-01	CONTRACTUAL EXPENSES		5,000.00	5,000.00	0.00
A 2805.4460-01	PRINTING		700.00	700.00	0.00
A 2805.4910-01	BOCES SERVICES		30,000.00	30,200.00	(200.00)
2805	Attendance	*	195,200.00	181,929.00	13,271.00
A 2810.1500-21-GUID	INSTRUCTIONAL SALARIES		249,000.00	247,043.00	1,957.00
A 2810.1500-25-GUID	INSTRUCTIONAL SALARIES		695,000.00	642,019.00	52,981.00
A 2810.1502-01	DIRECTOR		12,000.00	11,500.00	500.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Lail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2810.1580-01	SUMMER SCHEDULING	40,000.00	40,000.00	0.00
A 2810.1600-01	NON INSTRUCT. SALARY	133,000.00	128,506.00	4,494.00
A 2810.1610-01	NON-INSTRUCT. OVERTIME	6,000.00	6,000.00	0.00
A 2810.2000-01	EQUIPMENT-DW	2,200.00	2,200.00	0.00
A 2810.4385-01	STUDENT TESTING - H.S.	300.00	300.00	0.00
A 2810.4640-01	SERVICE CONTRACTS	1,775.00	1,775.00	0.00
A 2810.4910-01	BOCES SERVICES-DW	85,000.00	85,000.00	0.00
A 2810.5010-01	SUPPLIES AND MATERIALS-DW	3,500.00	3,500.00	0.00
A 2810.5014-01	SUPPLIES & MATERIALS - JFK			0.00
A 2810.5015-01	SUPPLIES & MATERIALS - H.S.	4,100.00	4,100.00	0.00
A 2810.5205-01	COMPUTER SUPPLIES - H.S.	1,700.00	1,700.00	0.00
A 2810.5245-01	PERIODICALS/SUBSCRIP TIONS - H.S.	300.00	300.00	0.00
2810	Guidance *	1,233,875.00	1,173,943.00	59,932.00
A 2815.1400-01	SUBSTITUTE NURSE	25,000.00	22,000.00	3,000.00
A 2815.1600-12-NURS	NON INSTRUCT SALARY	65,400.00	63,464.00	1,936.00
A 2815.1600-13-NURS	NON INSTRUCT SALARY	65,400.00	63,464.00	1,936.00
A 2815.1600-14-NURS	NON INSTRUCT SALARY	62,000.00	58,589.00	3,411.00
A 2815.1600-15-NURS	NON INSTRUCT SALARY	65,400.00	62,864.00	2,536.00
A 2815.1600-21-NURS	NON INSTRUCT SALARY	67,400.00	65,464.00	1,936.00
A 2815.1600-25-NURS	NON INSTRUCT SALARY	67,400.00	65,464.00	1,936.00
A 2815.1610-01	OVERTIME	25,000.00	25,000.00	0.00
A 2815.2000-01	EQUIPMENT	10,000.00	10,000.00	0.00
A 2815.4100-01	CONTRACTUAL EXPENSES	1,000.00	1,000.00	0.00
A 2815.4460-01	PRINTING-DISTRICT WIDE	1,000.00	1,000.00	0.00
A 2815.4480-01	MEDICAL EXAMS	35,000.00	35,000.00	0.00
A 2815.4650-01	EQUIP REPAIR	2,000.00	2,000.00	0.00
A 2815.4740-01	PAYMENTS TO OTHER DIST	100,000.00	100,000.00	0.00
A 2815.5009-01	SUPPLIES & MATERIALS -		1,600.00	(1,600.00)

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (L Mail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2815.5009-12	T/VILLE SUPPLIES & MATERIALS - T/VILLE	1,600.00		1,600.00
A 2815.5010-01	SUPPLIES AND MATERIALS		5,000.00	(5,000.00)
A 2815.5011-01	SUPPLIES & MATERIALS - NORWOOD		1,300.00	(1,300.00)
A 2815.5011-13	SUPPLIES & MATERIALS - NORWOOD	1,300.00		1,300.00
A 2815.5012-01	SUPPLIES & MATERIALS - CLINTON		1,600.00	(1,600.00)
A 2815.5012-14	SUPPLIES & MATERIALS - CLINTON	1,600.00		1,600.00
A 2815.5013-01	SUPPLIES & MATERIALS - BOYLE		1,300.00	(1,300.00)
A 2815.5013-15	SUPPLIES & MATERIALS - BOYLE	1,300.00		1,300.00
A 2815.5014-01	SUPPLIES & MATERIALS - JFK		2,800.00	(2,800.00)
A 2815.5014-21	SUPPLIES & MATERIALS - JFK	2,800.00		2,800.00
A 2815.5015-01	SUPPLIES & MATERIALS - H.S.		3,800.00	(3,800.00)
A 2815.5015-25	SUPPLIES & MATERIALS - H.S.	3,800.00		3,800.00
2815	Health Services *	604,400.00	592,709.00	11,691.00
A 2820.1500-01	INSTRUCTIONAL SALARIES	260,000.00	256,000.00	4,000.00
A 2820.4140-01	TRAVEL LOCAL		270.00	(270.00)
A 2820.4440-01	PROFESSIONAL SERVICES			0.00
A 2820.5010-01	SUPPLIES AND MATERIALS	3,200.00	3,200.00	0.00
A 2820.5240-01	PERIODICALS & SUBSCRIP		210.00	(210.00)
2820	Psychological Services *	263,200.00	259,680.00	3,520.00
A 2825.1500-01	INSTRUCTIONAL SALARIES	145,000.00	210,000.00	(65,000.00)
A 2825.5010-01	SUPPLIES AND MATERIALS	400.00	400.00	0.00

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (Local)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
2825	Social Worker Services *	145,400.00	210,400.00	(65,000.00)
A 2850.1540-07	DIST INTRAMURALS	5,100.00	5,000.00	100.00
A 2850.1540-08-BOY	DIST MUSIC ACTIVITIES	8,000.00	7,650.00	350.00
A 2850.1540-08-HS	DIST MUSIC ACTIVITIES	34,000.00	34,000.00	0.00
A 2850.1540-08-JFK	DIST MUSIC ACTIVITIES	24,000.00	24,000.00	0.00
A 2850.1540-08-TVIL	DIST MUSIC ACTIVITIES	8,000.00	7,650.00	350.00
A 2850.1540-12	ELEM ACTIVITIES	8,500.00	9,500.00	(1,000.00)
A 2850.1540-15	ELEM ACTIVITIES-BOYLE	8,500.00	9,500.00	(1,000.00)
A 2850.1540-21	JFK ACTIVITIES	35,000.00	32,000.00	3,000.00
A 2850.1540-25	H.S. ACTIVITIES	75,800.00	76,000.00	(200.00)
A 2850.4140-25	TRAVEL LOCAL	4,000.00	4,000.00	0.00
A 2850.4390-21	MEMBERSHIPS	1,500.00	1,500.00	0.00
A 2850.4390-25	MEMBERSHIPS	5,000.00	5,000.00	0.00
A 2850.4450-21	PRINTING JFK NEWSPAPER	500.00	500.00	0.00
A 2850.5010-25	DRAMA SUPPLIES	5,000.00	5,000.00	0.00
2850	Co-Curricular Activities *	222,900.00	221,300.00	1,600.00
A 2855.1500-01	DIRECTOR	186,000.00	177,893.00	8,107.00
A 2855.1502-01	ATHLETIC COORDINATOR 7-8	10,850.00	10,235.00	615.00
A 2855.1510-21	GAME SUPERVISION-JFK	31,000.00	29,560.00	1,440.00
A 2855.1510-25	GAME SUPERVISION-H.S.	78,000.00	74,833.00	3,167.00
A 2855.1540-21	COACHES STIPENDS-JFK	91,000.00	88,343.00	2,657.00
A 2855.1540-25	COACHES STIPENDS- H.S.	366,000.00	352,013.00	13,987.00
A 2855.1600-01	SALARIES- NON INSTRUCT.	64,000.00	62,529.00	1,471.00
A 2855.1610-01	OVERTIME	1,000.00	1,000.00	0.00
A 2855.2000-01	EQUIPMENT	30,000.00	21,000.00	9,000.00
A 2855.4100-01	CONTRACTUAL	164,613.00	161,380.00	3,233.00
A 2855.4140-01	TRAVEL- LOCAL	300.00	2,500.00	(2,200.00)
A 2855.4150-01	TRAVEL - CONFERENCE	600.00	600.00	0.00
A 2855.4460-01	PRINTING	1,500.00	1,500.00	0.00

Budgeting , , , appropriation Status Report For 2020-2021 General Fund Budget (L ail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 2855.4650-01	EQUIPMENT REPAIR	500.00	500.00	0.00
A 2855.5014-01	SUPPLIES & MATERIALS - JFK	12,000.00	12,000.00	0.00
A 2855.5015-01	SUPPLIES & MATERIALS - H.S.	42,000.00	42,000.00	0.00
A 2855.5201-01	COMPUTER SUPPLIES	500.00	500.00	0.00
A 2855.5240-01	PERIODICALS & SUBSCRIP.	100.00	100.00	0.00
2855	Interscholastic Athletics *	1,079,963.00	1,038,486.00	41,477.00
28	**	3,744,938.00	3,678,447.00	66,491.00
2	***	56,860,535.00	55,170,534.00	1,690,001.00
A 5510.1500-01	INSTRUCTIONAL SALARIES	39,000.00	44,550.00	(5,550.00)
A 5510.1600-01	NON INSTRUCT. SALARY	197,000.00	125,766.00	71,234.00
A 5510.1680-01	OVERTIME N/1 P/T	30,200.00	30,000.00	200.00
A 5510.2000-01	EQUIPMENT	1,000.00	1,000.00	0.00
A 5510.4100-01	CONTRACTUAL EXPENSES	10,000.00	10,000.00	0.00
A 5510.4140-01	TRAVEL LOCAL	300.00	300.00	0.00
A 5510.4460-01	PRINTING	600.00	600.00	0.00
A 5510.5010-01	SUPPLIES AND MATERIALS	2,000.00	2,000.00	0.00
A 5510.5700-01	VEHICLE SUPPLIES	4,000.00	4,000.00	0.00
5510	District Owned * Transportation Services	284,100.00	218,216.00	65,884.00
A 5540.1630-01	PART TIME NON INSTRUCTIONAL	65,000.00	75,000.00	(10,000.00)
A 5540.4510-01	IN DISTRICT TRANSPORT	2,173,590.00	1,949,000.00	224,590.00
A 5540.4520-01	EXTENDED DAY CARE TRANSP.		31,200.00	(31,200.00)
A 5540.4530-01	MINI-VANS	1,237,680.00	1,175,000.00	62,680.00
A 5540.4540-01	PRIVATE SCHOOLS	415,110.00	450,000.00	(34,890.00)
A 5540.4550-01	ATHLETIC	235,000.00	197,600.00	37,400.00
A 5540.4560-01	MUSIC	6,000.00	6,000.00	0.00

Budgeting & Appropriation Status Report For 2020-2021 General Fund Budget (in \$ mil)

Account	Description		2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 5540.4561-01	MARICULTURE PROGRAM		2,000.00	2,000.00	0.00
A 5540.4562-01	FUEL		150,000.00	150,000.00	0.00
A 5540.4570-01	FIELD TRIPS		5,000.00	5,000.00	0.00
A 5540.4570-14	FIELD TRIPS -CLINTON		1,000.00	1,000.00	0.00
A 5540.4570-21	FIELD TRIPS - JFK		2,500.00	2,500.00	0.00
A 5540.4570-25	FIELD TRIPS - H.S.		14,300.00	12,300.00	2,000.00
5540	Private Contract Transportation Services	*	4,307,180.00	4,056,600.00	250,580.00
A 5581.4910-01	TRANSPORTATION SERVICES-BOCES		1,300,000.00	1,248,000.00	52,000.00
5581	BOCES Contract Transportation Services	*	1,300,000.00	1,248,000.00	52,000.00
55		**	5,891,280.00	5,522,816.00	368,464.00
5		***	5,891,280.00	5,522,816.00	368,464.00
A 9010.8000-01	EMPLOYEE RETIREMENT -ERS		1,210,000.00	1,210,000.00	0.00
9010	Employee Retirement System	*	1,210,000.00	1,210,000.00	0.00
A 9020.8000-01	TEACHER RETIREMENT-TRS		4,300,000.00	4,000,000.00	300,000.00
9020	Teachers Retirement System	*	4,300,000.00	4,000,000.00	300,000.00
A 9030.8000-01	EMPLOYEE BENEFITS-S.S./MED		3,960,000.00	3,876,000.00	84,000.00
9030	Social Security & Medicare	*	3,960,000.00	3,876,000.00	84,000.00
A 9040.8000-01	WORKERS COMPENSATION		200,000.00	200,000.00	0.00
9040	Workers Compensation Benefits	*	200,000.00	200,000.00	0.00
A 9045.8000-01	LIFE INSURANCE		125,000.00	125,000.00	0.00



Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
9045	Life Insurance *	125,000.00	125,000.00	0.00
A 9050.8000-01	UNEMPLOYMENT BENEFITS	25,000.00	25,000.00	0.00
9050	Unemployment Insurance *	25,000.00	25,000.00	0.00
A 9060.1500-01	TEACHER HEALTH INS BUY BACK	538,600.00	476,000.00	62,600.00
A 9060.1600-01	SUPPPORT STAFF HEALTH INS BUY BACK	125,000.00	125,000.00	0.00
A 9060.8000-01	HEALTH INSURANCE	9,376,000.00	9,346,000.00	30,000.00
9060	Medical Insurance *	10,039,600.00	9,947,000.00	92,600.00
A 9061.8000-01	DENTAL INSURANCE	515,000.00	515,000.00	0.00
9061	Dental Insurance *	515,000.00	515,000.00	0.00
A 9089.1500-01	TERMINAL LEAVE- TEACHERS/ADMIN	145,000.00	145,000.00	0.00
A 9089.8000-01	EMPLOYEE BENEFITS - OTHER	10,000.00	10,000.00	0.00
9089	*	155,000.00	155,000.00	0.00
90	**	20,529,600.00	20,053,000.00	476,600.00
A 9711.6000-01	PRINCIPAL-SERIAL BONDS-SCH CONST	1,980,000.00	1,870,000.00	110,000.00
A 9711.7000-01	INTEREST-SERIAL BONDS-SCH CONST	812,338.00	588,013.00	224,325.00
9711	Debt Service *	2,792,338.00	2,458,013.00	334,325.00
A 9760.7000-01	TAX ANTICIPATION NOTES	75,000.00	75,000.00	0.00
9760	Tax Anticipation Notes *	75,000.00	75,000.00	0.00
A 9789.6000-01	OTHER LONG TERM DEBT-PRINCIPAL	616,606.00	596,073.00	20,533.00
A 9789.6000-02	OTHER LONG TERM DEBT-PRINCIPAL	10,000.00	20,000.00	(10,000.00)

Budgeting Appropriation Status Report For 2020-2021 General Fund Budget (L Mail)

Account	Description	2020 - 21 Proposed Budget	2019 - 20 Budget	Dollar Change
A 9789.7000-01	OTHER LONG TERM DEBT-INTEREST	93,170.00	140,015.00	(46,845.00)
9789	*	719,776.00	756,088.00	(36,312.00)
97	**	3,587,114.00	3,289,101.00	298,013.00
A 9901.9000-01	TRANSFER TO SPECIAL AID FUND	150,000.00	150,000.00	0.00
9901	*	150,000.00	150,000.00	0.00
A 9902.9000-01	TRANSFER TO SCHOOL LUNCH FUND	100,000.00	100,000.00	0.00
9902	*	100,000.00	100,000.00	0.00
A 9950.9000-01	TRANSFER TO CAPITAL	500,000.00	900,000.00	(400,000.00)
9950	*	500,000.00	900,000.00	(400,000.00)
99	**	750,000.00	1,150,000.00	(400,000.00)
9	***	24,866,714.00	24,492,101.00	374,613.00
	Grand Totals:	96,635,581.00	93,974,755.00	2,660,826.00

COMPONENT BUDGET BREAKDOWN - CONTINGENCY

	2020-21 BUDGET			Reductions			2020-21 BUDGET CONTINGENCY		
	ADMIN.	PROGRAM	CAPITAL	ADMIN.	PROGRAM	CAPITAL	ADMIN.	PROGRAM	CAPITAL
GENERAL SUPPORT									
1000 BOARD OF EDUCATION	\$94,200	\$0	\$0				\$94,200	\$0	\$0
1200 CENTRAL ADMINISTRATION	\$409,450	\$0	\$0				\$409,450	\$0	\$0
1300 FINANCE	\$911,165	\$30,000	\$0				\$911,165	\$30,000	\$0
1400 STAFF (LEGAL FEES & PUBLIC I.S)	\$335,500	\$0	\$0				\$335,500	\$0	\$0
1600 OPERATON & MAINT. OF BLDGS.	\$0	\$0	\$6,292,237			\$10,000	\$0	\$0	\$6,282,237
1900 SPECIAL ITEMS (INS. & BOCES)	\$861,500	\$73,000	\$10,000				\$861,500	\$73,000	\$10,000
TOTAL GENERAL SUPPORT	\$2,611,815	\$103,000	\$6,302,237	\$0	\$0	\$10,000	\$2,611,815	\$103,000	\$6,292,237
INSTRUCTION									
2000 INSTRUCTION, ADMIN. & IMPROV.	\$3,777,623	\$0	\$0				\$3,777,623	\$0	\$0
2100 TEACHING - REGULAR SCHOOL	\$0	\$31,692,066	\$0		\$5,000		\$0	\$31,687,066	\$0
2200 SPECIAL PROGRAMS	\$631,200	\$14,819,640	\$0	0	\$0		\$631,200	\$14,819,640	\$0
2600 INSTRUCTIONAL MEDIA	\$95,000	\$2,100,068	\$0				\$95,000	\$2,100,068	\$0
2800 PUPIL PERSONNEL SERVICES	\$196,850	\$3,548,088	\$0			\$0	\$196,850	\$3,548,088	\$0
TOTAL INSTRUCTION	\$4,700,673	\$52,159,862	\$0	\$0	\$5,000	\$0	\$4,700,673	\$52,154,862	\$0
PUPIL TRANSPORTATION									
5500 TRANSPORTATION	\$0	\$5,891,280	\$0				\$0	\$5,891,280	\$0
UNDISTRIBUTED EXPENSES									
9000 EMPLOYEE BENEFITS	\$2,668,848	\$16,423,680	\$1,437,072				\$2,668,848	\$16,423,680	\$1,437,072
9700 DEBT SERVICE	\$0	\$0	\$3,587,114				\$0	\$0	\$3,587,114
9900 INTERFUND TRANSFERS	\$0	\$250,000	\$500,000			\$500,000	\$0	\$250,000	\$0
TOTAL UNDISTRIBUTED	\$2,668,848	\$16,673,680	\$5,524,186	\$0	\$0	\$500,000	\$2,668,848	\$16,673,680	\$5,024,186
TOTAL EXPENSES	\$9,981,336	\$74,827,822	\$11,826,423	\$0	\$5,000	\$510,000	\$9,981,336	\$74,822,822	\$11,316,423
	10.3%	77.4%	12.2%				10.4%	77.8%	11.8%
TOTAL BUDGET			\$96,635,581	TOTAL BUDGET Reductions		\$515,000	TOTAL BUDGET Contignency		\$96,120,581

Reductions:
Middle States Fees
Overtime for use of buildings - Not Paid
Capital Expenditures
All Equipment is replacement only

POSTAL PATRON

Comsewogue School District
290 Norwood Avenue
Port Jefferson Station, NY 11776

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Port Jefferson Station, NY



COMSEWOGUE SCHOOL DISTRICT Budget 2020-2021

Dear Comsewogue Community:

The Board of Education wishes to extend our unwavering support for your children during these challenging times. We trust this letter finds our students, their parents and all our neighbors and friends healthy and safe in these uncertain times. We are exceptionally proud of our teachers and staff; they have not only persevered but discovered a variety of ways to reach our students and keep education moving forward. A tremendous thank you for the time and effort every household is coordinating in support of our programs as we aim toward maintaining the high levels of achievement we strive for here in Comsewogue.

As community members we have seen the impact of this crisis as both employees and employers; we understand the financial difficulty it has created for all. As always, our students and the educational opportunities we afford them remain our primary and highest priority. We, as a community will face these challenges together. We will continue our long-term commitment to financial stability, coupled with outstanding programs, while always mindful of our student's needs. The 2020-2021 budget proposal you will be voting on this year will, with the utmost of sensitivity to you, our taxpayer, preserve this commitment.

- Proposition #1 - The expenditure budget for 2020-2021 of \$96,635,581 addresses the increased mental health needs, enrollment changes, and exceptional programs important to our student's academic success.
- Proposition #2 - The authorization to use capital reserves and reallocate capital funds will add two synthetic fields to the high school with ADA access and repair HVAC systems and classroom renovations.

Both propositions have no effect on the tax levy. The operational savings from the unexpected, unprecedented and unwelcomed closure of our buildings, combined with a reduction in expenditures for the following year and the application of some fund balance has allowed the Board of Education to completely **eliminate a tax increase to our residents this year. 0% increase in tax levy.**

The Board of Education will continue to support our thriving students and teachers. Over the last several years our buildings have undergone and will continue to undergo various transformations as a direct result of the support of this community. We will continue to strive toward being the most valuable asset of our community.

Our budget hearing can be viewed on June 1, 2020 at 7:30 pm on our website at <https://tinyurl.com/CSD2020BudgetVote> and you should vote by returning your ballot.

Thank you. We truly value your commitment to our students and schools. Be safe and be well.

Sincerely,


John Swenning
President, Board of Education

RETURN BALLOT TO VOTE

VIEW BUDGET HEARING ON OUR WEBSITE OR CALL

(631) 474-8116 FOR ASSISTANCE/QUESTIONS.

COMSEWOGUE PUBLIC LIBRARY TAX
LETTER WILL BE ADDED AFTER VOTE ON
SEPTEMBER 15, 2020

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2019-20 School Year	Budget Proposed for the 20-21 School Year	Contingency Budget for the 2020-21 School Year *
Total Budget Amount, Not Including Separate Propositions	\$93,974,755	\$96,635,581	\$96,120,581
Increase/Decrease for the 2020-21 School Year		\$2,660,826	\$2,145,826
Percentage Increase/Decrease in Proposed Budget		2.8%	2.3%
Change in the Consumer Price Index		1.81%	

A. Proposed Levy to Support the Total Budgeted Amount	\$57,279,755	\$57,279,755	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$57,279,755	\$57,279,755	\$57,279,755
F. Total Permissible Exclusions			
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions			
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)			
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **			

Administrative Component	\$9,919,529	\$9,981,336	\$9,981,336
Program Component	\$72,284,361	\$74,827,822	\$74,822,822
Capital Component	\$11,770,865	\$11,826,423	\$11,316,423

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

The budget is reduced to include only ordinary contingent expenses.
Capital expenditures were removed, overtime for use of buildings and Middle States accreditation fees removed.

	Description	Amount
** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)	Reallocate capital funds & authorize use of Capital Reserve Fund.	\$1,500,000
		\$
		\$
		\$

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

Estimated Basic STAR Exemption Savings ¹ (Under the Budget Proposed for the 2020-21 School Year)	\$ 1,128
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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 Brookhaven Comsewogue School District, Suffolk County, New York, will be held on Tuesday, June 9, 2020, as mandated by the Governor of New York State's Executive Order No. 202.26. Pursuant to the Executive Order, the vote will be conducted by absentee ballot only.

BROOKHAVEN-COMSEWOGUE SD

CAR-RT SORT
BULK RATE
Non-Profit Organization
U.S. Postage
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Permit No. 10
Port Jefferson Station, NY

DISTRICT SUPERINTENDENT
Jennifer J. Quinn, Ed.D.

John Swening, President
Alexandra Gordon, Vice-President
Francisca Alabau-Blatter, Trustee
Robert DeStefano, Trustee
Corey Prinz, Trustee
Richard Rennard, Trustee
James Sanchez, Trustee

BOARD OF EDUCATION

Brookhaven-Comsewogue SD
290 Norwood Avenue
Port Jefferson Station, NY 11776

BUDGET VOTE

June 9, 2020

Brookhaven-Comsewogue School District

The budget brochure is available on the District's website:

<http://www.comsewogue.k12.ny.us>

**“FORM RP-495 NYS BOARD OF
REAL PROPERTY SERVICES
LOCAL GOVERNMENT
EXEMPTION IMPACT REPORT”
WILL BE ADDED ONCE
RECEIVED FROM THE TOWN OF
BROOKHAVEN**

****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: SUSAN CASALI
Preparer's Telephone Number: 631-474-8116

<u>Shaded Fields Will Calculate</u>	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	93,974,755	96,635,581	2.83 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	57,279,755	57,279,755	
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)	57,279,755	57,279,755	0.00 %
F. Permissible Exclusions to the School Tax Levy Limit	1,676,495	2,344,739	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	56,195,522	56,836,350	
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)	55,603,260	54,935,016	
I. Difference: (G-H);(negative value requires 60.0% voter approval) ²	592,262	1,901,334	
Public School Enrollment	3,684	3,646	-1.03 %

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	20,425,206	21,100,000
Assigned Appropriated Fund Balance	3,649,399	5,883,226
Adjusted Unrestricted Fund Balance	3,607,727	3,675,843
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.84 %	3.80 %

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 FUND	For the cost of any object or purpose for which bonds may be issued.	1,000,000	1,000,000	Capital Approved Projects
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation	RES FOR WORKERS COMP	For self-insured Workers Compensation and benefits.	897,444	800,000	Outstanding Workers Comp Claims
Unemployment Insurance	FUTURE UNEMPLOYMENT COSTS	For reimbursement to the State Unemployment Insurance Fund.	250,000	500,000	Reimburse for excess 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.			
Property Loss + (add)		To cover property loss.			
Liability + (add)	RESERVE FOR OUTSTANDING ENCUMB	To cover incurred liability claims.	449,399	100,000	Open Purchase Orders
Tax Certiorari		For tax certiorari settlements.			
Reserve for Insurance Recoveries		For unexpended proceeds of insurance recoveries at fiscal year end.			
Employee Benefit Accrued Liability	RESERVE FOR EBALR	For accrued 'employee benefits' due to employees upon termination of service.	8,171,869	8,200,000	Outstanding Sick and Vacation Payouts
Retirement Contribution	ERS AND TRS RESERVES	For employer retirement contributions to the State and Local Employees' Retirement System.	10,100,000	10,600,000	Future Retirement Costs
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)					

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

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.**

Tax Cap Form











Brookhaven-Comsewogue Union Free School District (470909600300)
 Fiscal Year Ending: 06/30/2021

Certifier

Susan Casali, Associate Superintendent
 (631) 474-8116
 scasali@comsewogue.k12.ny.us

Summary

Tax Levy Limit, Before Adjustments and Exclusions


 Real Property Tax Levy FYE 2020	\$57,279,755
 Tax Cap Reserve Offset from FYE 2019 Used to Reduce FYE 2020 Levy	\$0
 Total Tax Cap Reserve Amount (Including Interest Earned) from FYE 2020	---
 Tax Base Growth Factor	1.0052
 PILOTs Receivable FYE 2020	\$12,400
 Tort Exclusion Amount Claimed in FYE 2020	\$0
 Capital Tax Levy Exclusion FYE2020	\$1,751,656
 Allowable Levy Growth Factor	1.0181
 PILOTs Receivable FYE 2021	\$12,678
 Available Carryover from FYE 2020	---

Tax Levy Limit Before Adjustments/Exclusions **\$56,836,350**

Exclusions

 Tort Exclusion	\$0
 Capital Tax Levy Exclusion FYE2021	\$2,344,739
 Teachers' Retirement System Exclusion	\$0
 Employees' Retirement System Exclusion	\$0
Total Exclusions	\$2,344,739

Your FYE 2021 Tax Levy Limit, Adjusted for Transfers plus Exclusions **\$59,181,089**

 Total Tax Cap Reserve Amount Used to Reduce FYE 2021 Levy	---
 FYE 2021 Proposed Levy, Net of Reserve	\$57,279,755

Difference Between Tax Levy Limit and Proposed Levy **\$1,901,334**

 Do you plan to override the Tax Cap for FYE 2021 ? No

History

Date and Time	Status Changed To	User
05/11/2020 10:38:26 AM	Submitted	Susan Casali
05/11/2020 10:38:18 AM	Submitted	Susan Casali
05/11/2020 10:33:40 AM	Changes Pending	Susan Casali
02/27/2020 12:03:04 PM	Submitted	Susan Casali
02/15/2019 10:21:39 AM	Unsubmitted	Susan Casali

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	236,500	27,634	23,650

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	225,000	15,656	16,875
3.	ASSISTANT SUPERINTENDENT	212,000	28,448	15,900
4.	ASSISTANT SUPERINTENDENT	212,000	28,448	15,900
5.	ASSISTANT TO THE SUPERINTENDENT	167,812	14,841	
6.				
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Salary: Administrative Compensation Information 2019-2020 - Page 5
580203 - BROOKHAVEN-COMSEWOGU Official - as of 04/05/2020 10:50 AM

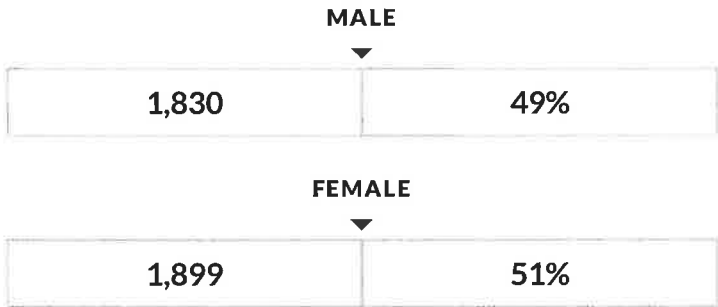
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

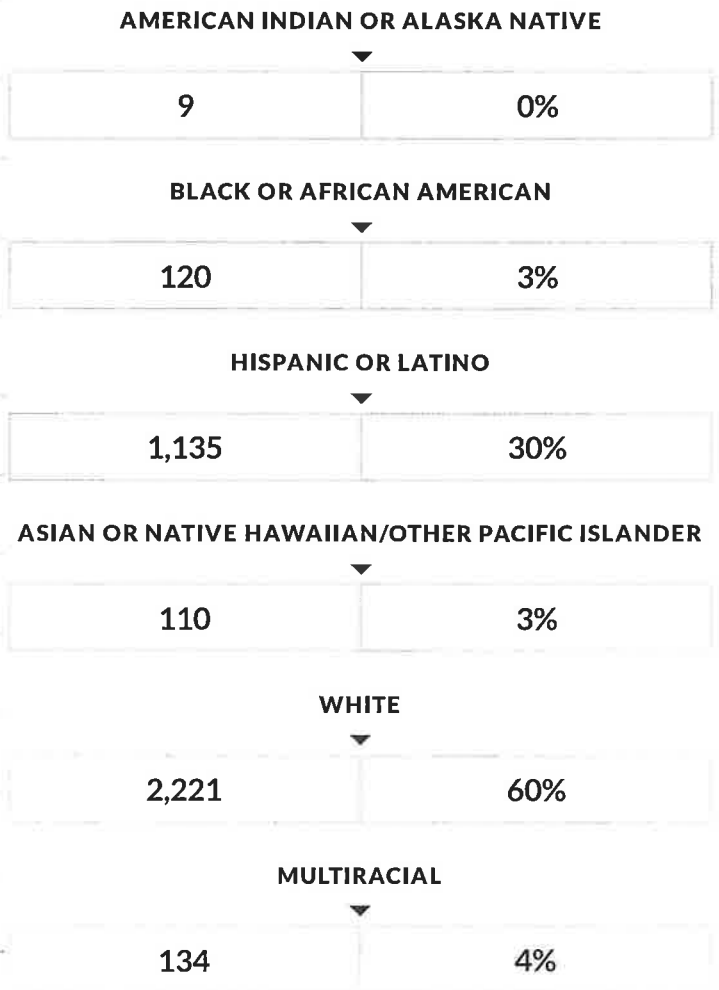
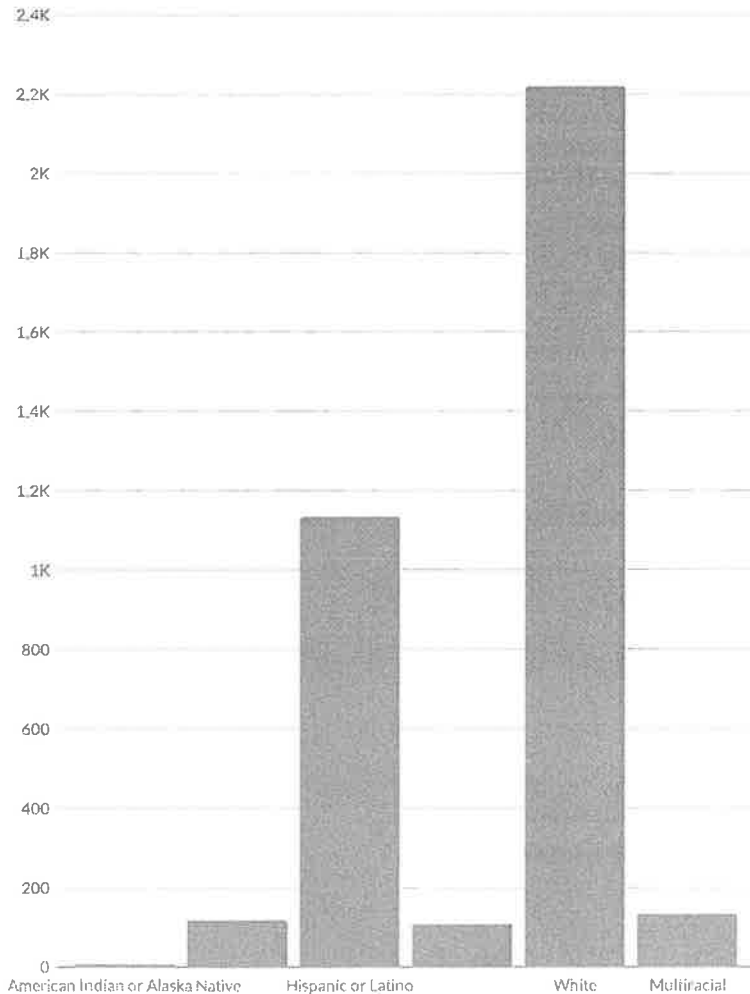
BROOKHAVEN-COMSEWOGUE UFSD ENROLLMENT (2018 - 19)

K-12 Enrollment: 3,729

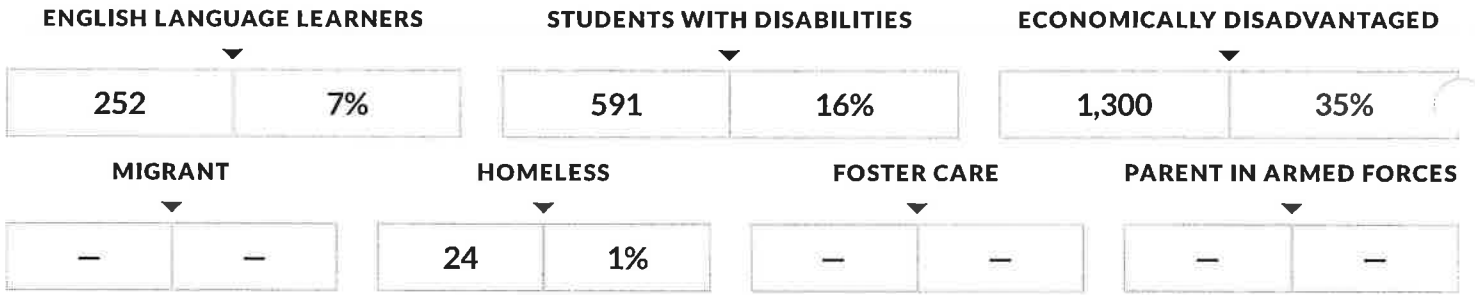
ENROLLMENT BY GENDER



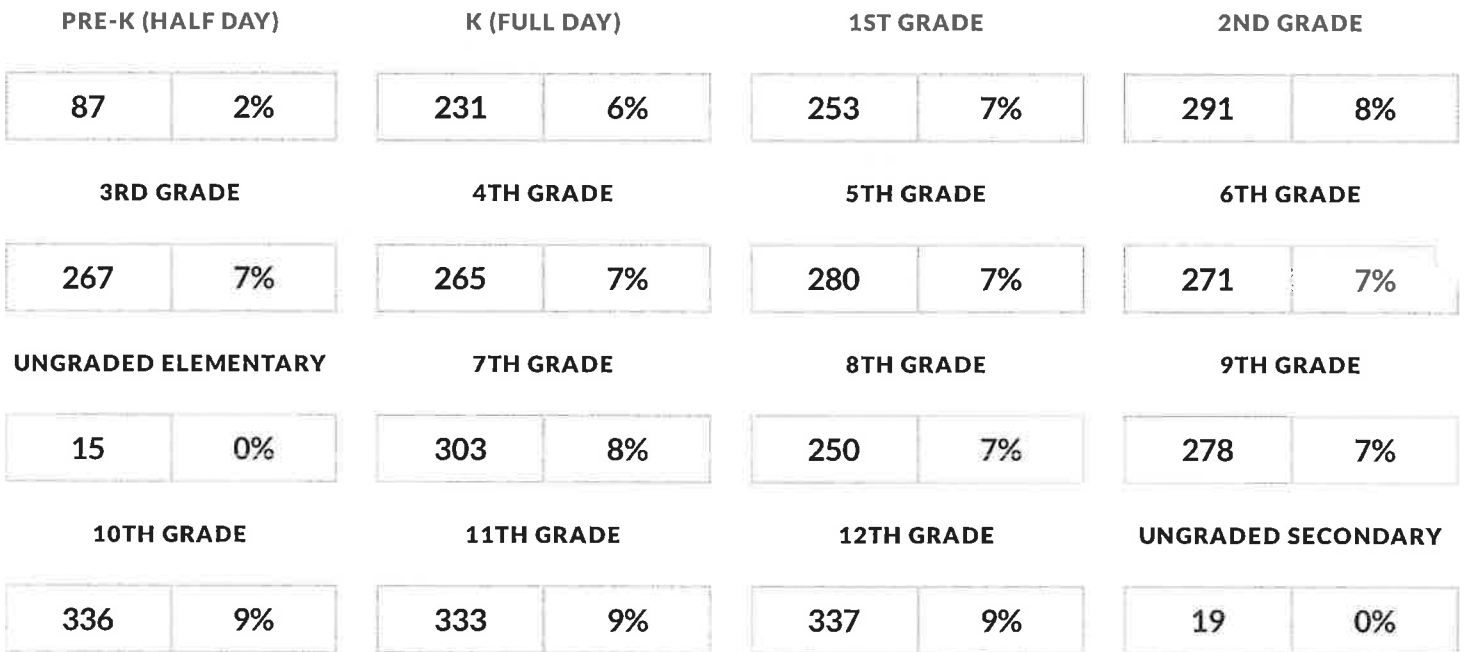
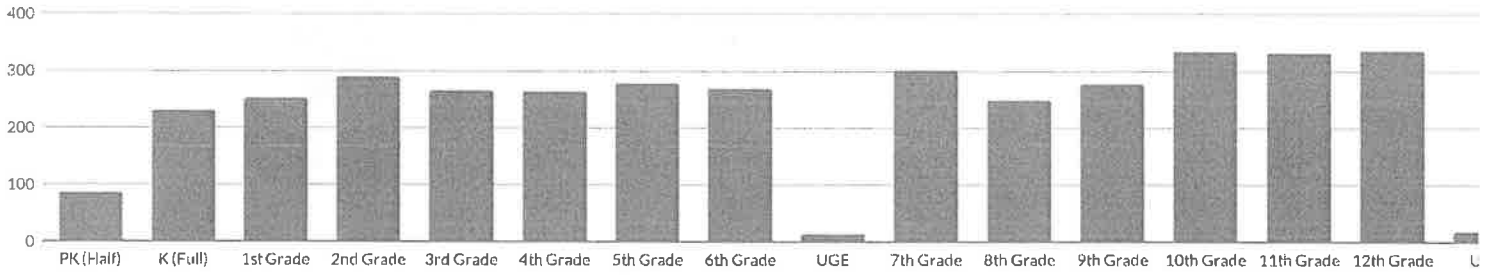
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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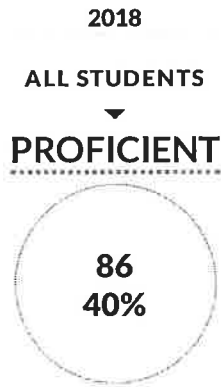
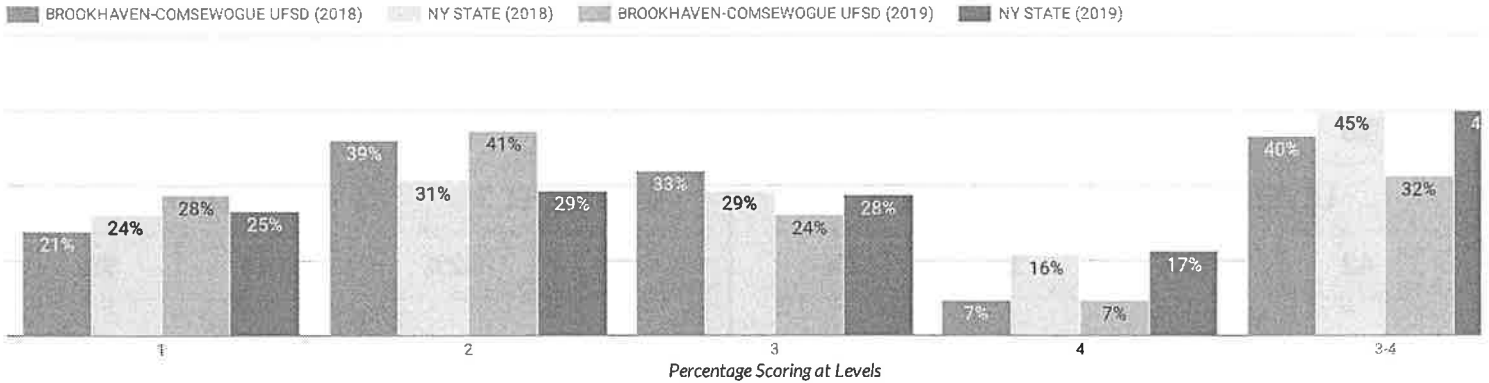
BROOKHAVEN-COMSEWOGUE UFSD GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

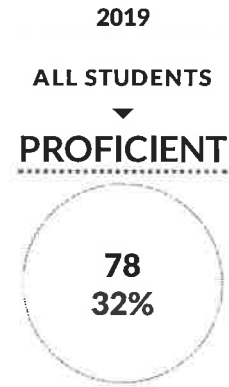
For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



TOTAL TESTED: 215

LEVEL 1		LEVEL 2	
46	21%	83	39%
LEVEL 3		LEVEL 4	
71	33%	15	7%



TOTAL TESTED: 246

LEVEL 1		LEVEL 2	
68	28%	100	41%
LEVEL 3		LEVEL 4	
60	24%	18	7%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 103

LEVEL 1		LEVEL 2	
18	17%	31	30%
LEVEL 3		LEVEL 4	
42	41%	12	12%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 125

LEVEL 1		LEVEL 2	
21	17%	53	42%
LEVEL 3		LEVEL 4	
40	32%	11	9%

MALE
▼
PROFICIENT

TOTAL TESTED: 112

LEVEL 1		LEVEL 2	
28	25%	52	46%
LEVEL 3		LEVEL 4	
29	26%	3	3%

MALE
▼
PROFICIENT

TOTAL TESTED: 121

LEVEL 1		LEVEL 2	
47	39%	47	39%
LEVEL 3		LEVEL 4	
20	17%	7	6%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: 8

LEVEL 1		LEVEL 2	
3	38%	3	38%
LEVEL 3		LEVEL 4	
2	25%	0	0%

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 27

LEVEL 1		LEVEL 2	
1	4%	10	37%
LEVEL 3		LEVEL 4	
11	41%	5	19%

WHITE

PROFICIENT

TOTAL TESTED: 92

LEVEL 1		LEVEL 2	
14	15%	39	42%
LEVEL 3		LEVEL 4	
32	35%	7	8%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 21

LEVEL 1		LEVEL 2	
2	10%	10	48%
LEVEL 3		LEVEL 4	
4	19%	5	24%

WHITE

PROFICIENT

TOTAL TESTED: 102

LEVEL 1		LEVEL 2	
26	25%	35	34%
LEVEL 3		LEVEL 4	
33	32%	8	8%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 20

LEVEL 1		LEVEL 2	
7	35%	5	25%
LEVEL 3		LEVEL 4	
7	35%	1	5%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 71

LEVEL 1		LEVEL 2	
22	31%	29	41%
LEVEL 3		LEVEL 4	
19	27%	1	1%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 23

LEVEL 1		LEVEL 2	
2	9%	14	61%
LEVEL 3		LEVEL 4	
7	30%	0	0%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 92

LEVEL 1		LEVEL 2	
35	38%	38	41%
LEVEL 3		LEVEL 4	
14	15%	5	5%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 198

LEVEL 1

37	19%
----	-----

LEVEL 2

75	38%
----	-----

LEVEL 3

71	36%
----	-----

LEVEL 4

15	8%
----	----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 17

LEVEL 1

9	53%
---	-----

LEVEL 2

8	47%
---	-----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 220

LEVEL 1

51	23%
----	-----

LEVEL 2

93	42%
----	-----

LEVEL 3

58	26%
----	-----

LEVEL 4

18	8%
----	----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 26

LEVEL 1

17	65%
----	-----

LEVEL 2

7	27%
---	-----

LEVEL 3

2	8%
---	----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 231

LEVEL 1

56	24%
----	-----

LEVEL 2

97	42%
----	-----

LEVEL 3

60	26%
----	-----

LEVEL 4

18	8%
----	----

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 15

LEVEL 1

12	80%
----	-----

LEVEL 2

3	20%
---	-----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 142

LEVEL 1		LEVEL 2	
30	21%	46	32%
LEVEL 3		LEVEL 4	
56	39%	10	7%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 73

LEVEL 1		LEVEL 2	
16	22%	37	51%
LEVEL 3		LEVEL 4	
15	21%	5	7%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 158

LEVEL 1		LEVEL 2	
33	21%	61	39%
LEVEL 3		LEVEL 4	
50	32%	14	9%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 88

LEVEL 1		LEVEL 2	
35	40%	39	44%
LEVEL 3		LEVEL 4	
10	11%	4	5%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

FOSTER CARE
▼
PROFICIENT

FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: —

TOTAL TESTED: —

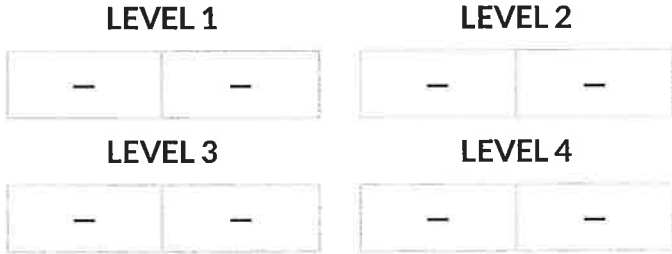
LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS IN ARMED FORCES
▼
PROFICIENT

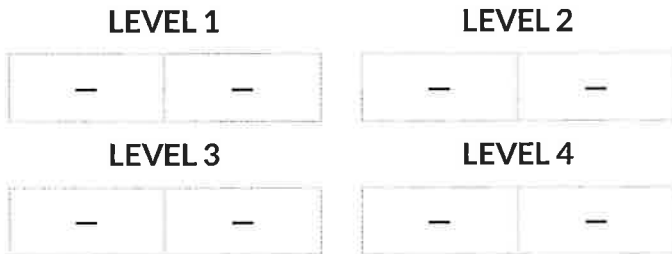
PARENTS IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: —



NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: —

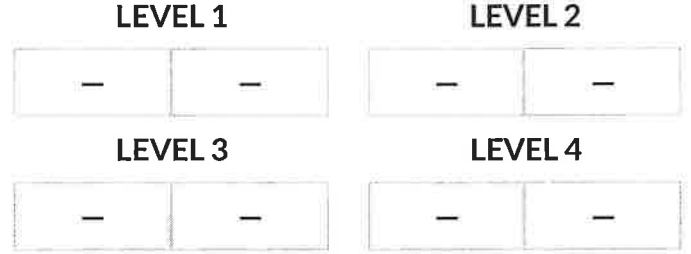


HOMELESS
▼
PROFICIENT

TOTAL TESTED: —

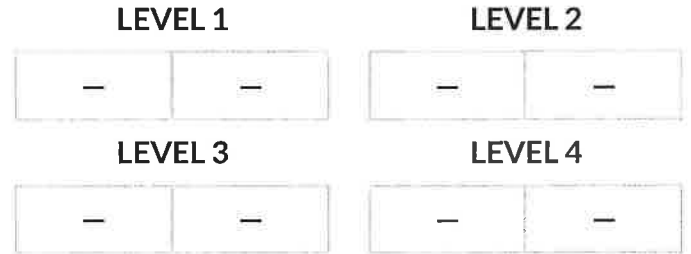


TOTAL TESTED: —



NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: —



HOMELESS
▼
PROFICIENT

TOTAL TESTED: —



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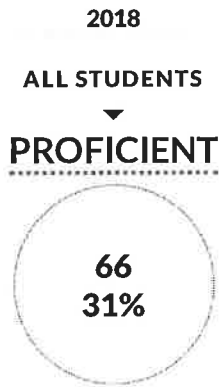
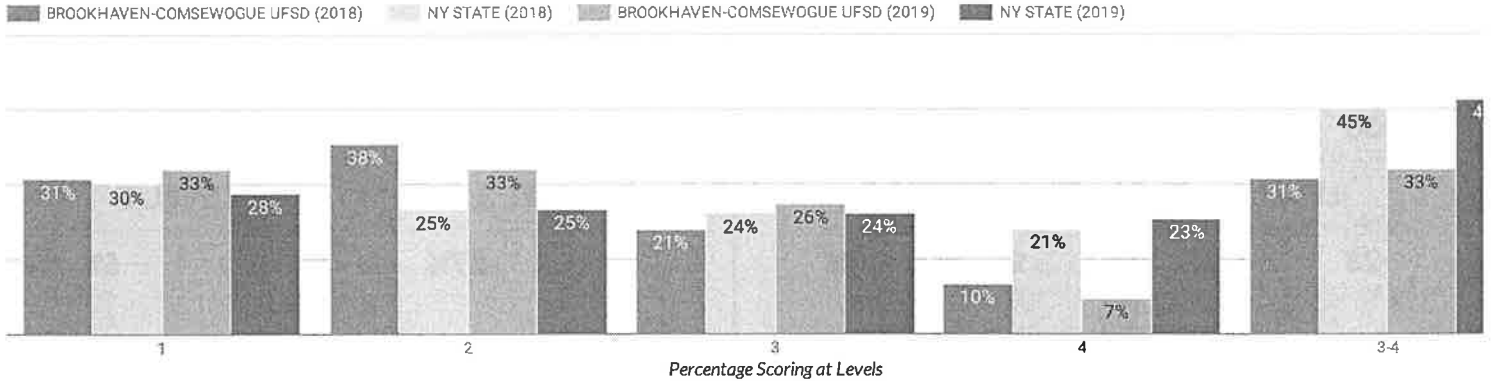
BROOKHAVEN-COMSEWOGUE UFSD GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and : the county, district, and school level.

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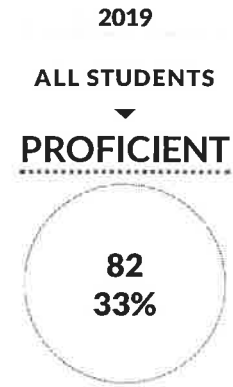
For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



TOTAL TESTED: 214

LEVEL 1		LEVEL 2	
66	31%	82	38%
LEVEL 3		LEVEL 4	
44	21%	22	10%



TOTAL TESTED: 245

LEVEL 1		LEVEL 2	
82	33%	81	33%
LEVEL 3		LEVEL 4	
64	26%	18	7%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 106

LEVEL 1		LEVEL 2	
30	28%	42	40%
LEVEL 3		LEVEL 4	
23	22%	11	10%

MALE
▼
PROFICIENT

TOTAL TESTED: 108

LEVEL 1		LEVEL 2	
36	33%	40	37%
LEVEL 3		LEVEL 4	
21	19%	11	10%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 124

LEVEL 1		LEVEL 2	
35	28%	49	40%
LEVEL 3		LEVEL 4	
34	27%	6	5%

MALE
▼
PROFICIENT

TOTAL TESTED: 121

LEVEL 1		LEVEL 2	
47	39%	32	26%
LEVEL 3		LEVEL 4	
30	25%	12	10%

BY ETHNICITY

MULTIRACIAL
 ▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
 ▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MULTIRACIAL
 ▼
PROFICIENT

TOTAL TESTED: 7

LEVEL 1		LEVEL 2	
4	57%	1	14%
LEVEL 3		LEVEL 4	
1	14%	1	14%

AMERICAN INDIAN OR ALASKA NATIVE
 ▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 24

LEVEL 1		LEVEL 2	
2	8%	9	38%
LEVEL 3		LEVEL 4	
6	25%	7	29%

WHITE

PROFICIENT

TOTAL TESTED: 93

LEVEL 1		LEVEL 2	
25	27%	38	41%
LEVEL 3		LEVEL 4	
20	22%	10	11%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 18

LEVEL 1		LEVEL 2	
3	17%	5	28%
LEVEL 3		LEVEL 4	
9	50%	1	6%

WHITE

PROFICIENT

TOTAL TESTED: 105

LEVEL 1		LEVEL 2	
26	25%	33	31%
LEVEL 3		LEVEL 4	
35	33%	11	10%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 76

LEVEL 1

33	43%
----	-----

LEVEL 2

28	37%
----	-----

LEVEL 3

11	14%
----	-----

LEVEL 4

4	5%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 23

LEVEL 1

5	22%
---	-----

LEVEL 2

12	52%
----	-----

LEVEL 3

6	26%
---	-----

LEVEL 4

0	0%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 92

LEVEL 1

44	48%
----	-----

LEVEL 2

30	33%
----	-----

LEVEL 3

13	14%
----	-----

LEVEL 4

5	5%
---	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 195

LEVEL 1

53	27%
----	-----

LEVEL 2

77	39%
----	-----

LEVEL 3

44	23%
----	-----

LEVEL 4

21	11%
----	-----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 19

LEVEL 1

13	68%
----	-----

LEVEL 2

5	26%
---	-----

LEVEL 3

0	0%
---	----

LEVEL 4

1	5%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 219

LEVEL 1

62	28%
----	-----

LEVEL 2

79	36%
----	-----

LEVEL 3

62	28%
----	-----

LEVEL 4

16	7%
----	----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 26

LEVEL 1

20	77%
----	-----

LEVEL 2

2	8%
---	----

LEVEL 3

2	8%
---	----

LEVEL 4

2	8%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 207

LEVEL 1		LEVEL 2	
61	29%	80	39%
LEVEL 3		LEVEL 4	
44	21%	22	11%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 7

LEVEL 1		LEVEL 2	
5	71%	2	29%
LEVEL 3		LEVEL 4	
0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 225

LEVEL 1		LEVEL 2	
64	28%	79	35%
LEVEL 3		LEVEL 4	
64	28%	18	8%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 20

LEVEL 1		LEVEL 2	
18	90%	2	10%
LEVEL 3		LEVEL 4	
0	0%	0	0%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 139

LEVEL 1		LEVEL 2	
35	25%	51	37%
LEVEL 3		LEVEL 4	
34	24%	19	14%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 75

LEVEL 1		LEVEL 2	
31	41%	31	41%
LEVEL 3		LEVEL 4	
10	13%	3	4%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 158

LEVEL 1		LEVEL 2	
38	24%	51	32%
LEVEL 3		LEVEL 4	
52	33%	17	11%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 87

LEVEL 1		LEVEL 2	
44	51%	30	34%
LEVEL 3		LEVEL 4	
12	14%	1	1%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

FOSTER CARE

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS IN ARMED FORCES

PROFICIENT

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

FOSTER CARE

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS IN ARMED FORCES

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
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LEVEL 3

LEVEL 4

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—	—
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HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
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—	—
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LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
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LEVEL 3

LEVEL 4

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NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

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LEVEL 3

LEVEL 4

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HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

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LEVEL 3

LEVEL 4

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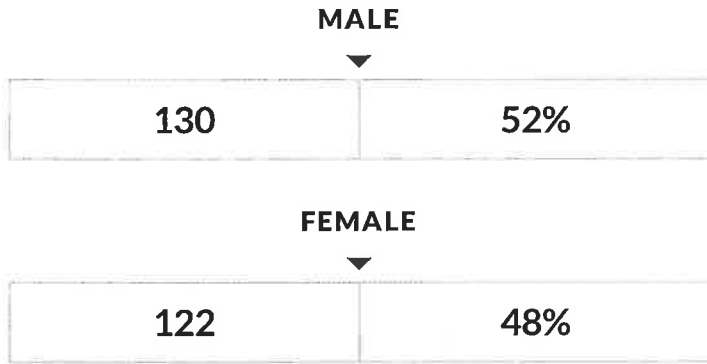
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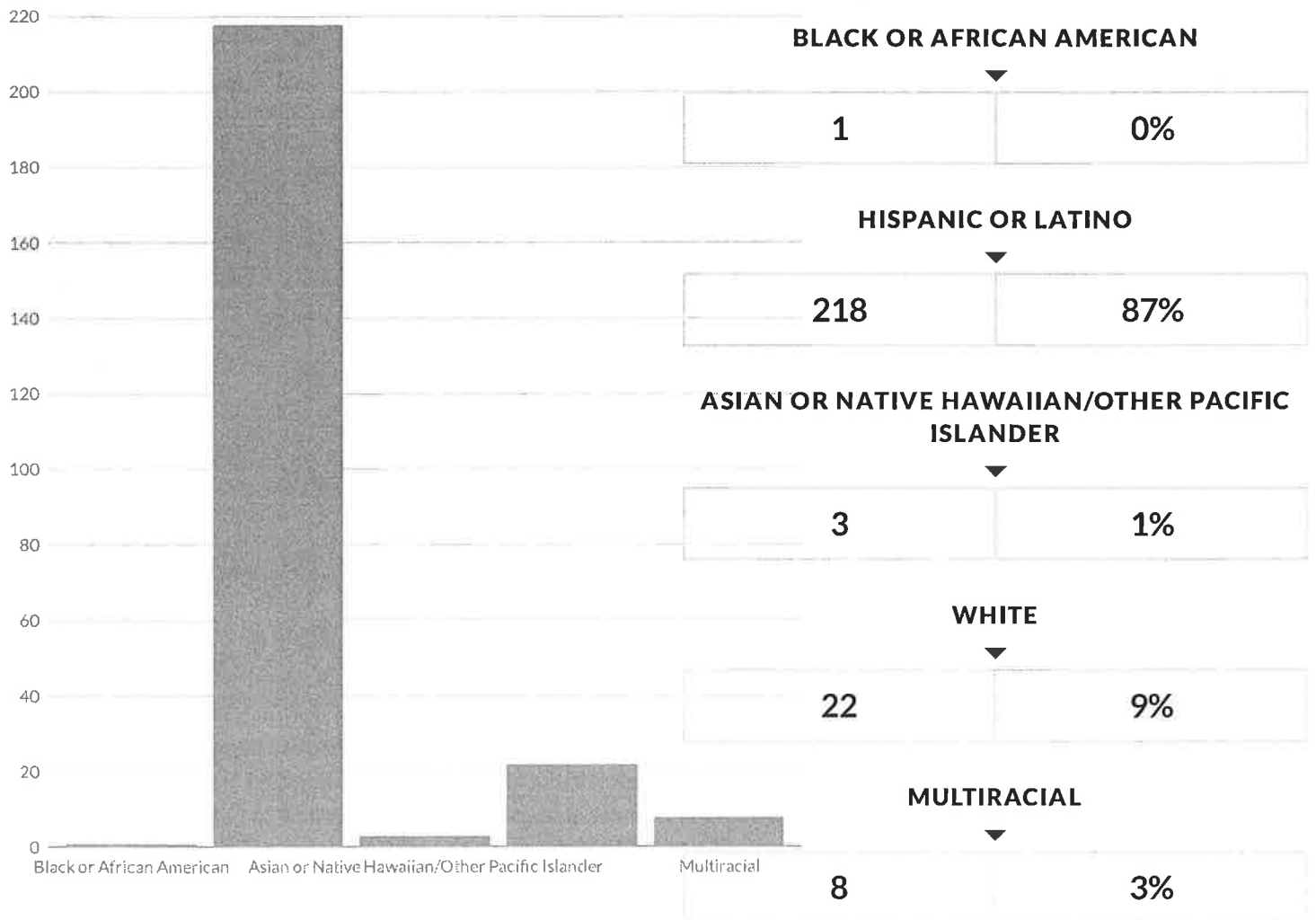
BROOKHAVEN-COMSEWOGUE UFSD ENGLISH LANGUAGE LEARNERS ENROLLMENT (2018 - 19)

K-12 ELL Enrollment: 252

ELL ENROLLMENT BY GENDER



ELL ENROLLMENT BY ETHNICITY



OTHER GROUPS

STUDENTS WITH DISABILITIES

ECONOMICALLY DISADVANTAGED

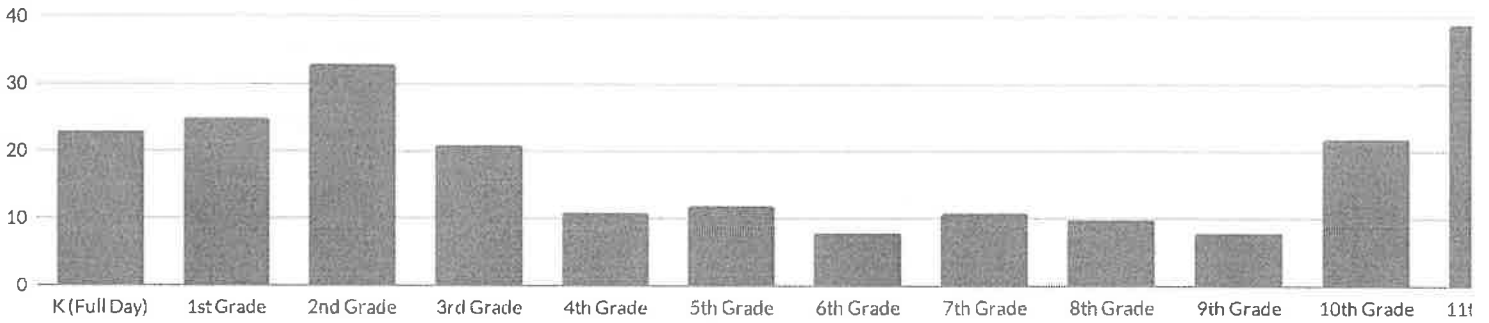
24	10%
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218	87%
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FORMER ENGLISH LANGUAGE LEARNERS

120	48%
-----	-----

ELL ENROLLMENT BY GRADE



K (FULL DAY)	1ST GRADE	2ND GRADE	3RD GRADE
23 9%	25 10%	33 13%	21 8%
4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE
11 4%	12 5%	8 3%	11 4%
8TH GRADE	9TH GRADE	10TH GRADE	11TH GRADE
10 4%	8 3%	22 9%	39 15%
12TH GRADE	UNGRADED SECONDARY		
28 11%	1 0%		

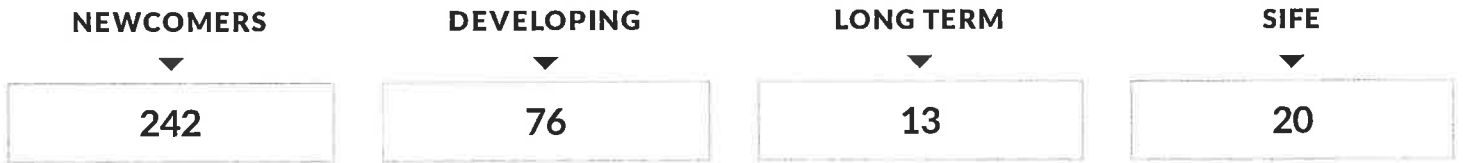
Data used to generate the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs tables differs from the rest of the report. Students included in the Home Languages, English Language Learners Breakdown, and the English Language Learners Programs were those students who were identified as ELL during the school year. The rest of the report includes students who were ELL as of BEDS day.

HOME LANGUAGES

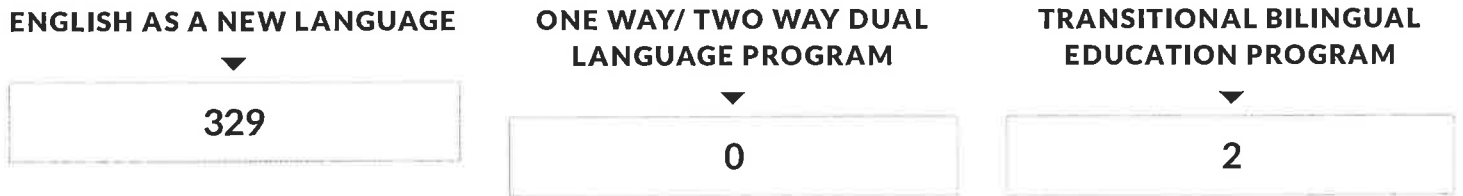
- 1 Spanish

- 2 Turkish
- 3 Chinese
- 4 English
- 5 Russian

ENGLISH LANGUAGE LEARNERS BREAKDOWN



ENGLISH LANGUAGE LEARNERS PROGRAMS



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BROOKHAVEN-COMSEWOGUE UFSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING*

MADE PROGRESS

NA

*Accountability status was determined using a self-assessment process because the school had an insufficient number of continuously enrolled students to assign a Composite Performance Level. For more information, contact the Office of Accountability at accountinfo@nysed.gov.

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: Potential Target District for 2020-21.	NA
White	Good Standing	NA
English Language Learners	Good Standing	NA
Students with Disabilities	Good Standing*	NA
Economically Disadvantaged	Good Standing: Potential Target District for 2020-21.	NA

*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at accountinfo@nysed.gov.

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	250	114	3
	Math	300	136	
	Science	124	217	
	Combined	674	143	
American Indian or Alaska Native	ELA	4	—	—
	Math	3	—	
	Science	—	—	
	Combined	7	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	44	157	4
	Math	46	165	
	Science	15	233	
	Combined	105	171	
Black or African American	ELA	42	121	2
	Math	43	115	
	Science	15	210	
	Combined	100	132	
Hispanic or Latino	ELA	90	94	2
	Math	93	101	
	Science	58	202	
	Combined	241	122	
Multiracial	ELA	13	123	2
	Math	14	139	
	Science	7	171	
	Combined	34	140	
White	ELA	109	122	3
	Math	155	158	
	Science	75	229	
	Combined	339	162	
English Language Learners	ELA	24	29	1
	Math	27	33	
	Science	6	50	
	Combined	57	33	
Students with Disabilities	ELA	45	109	4
	Math	45	107	
	Science	27	174	
	Combined	117	123	
Economically Disadvantaged	ELA	88	88	2

Subgroup	Subject	Cohort	Index	Level
	Math	95	96	
	Science	39	195	
	Combined	222	110	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1,543	19	1
	Math	1,543	26	
	Science	488	55	
	Combined	3,574	27	
American Indian or Alaska Native	ELA	10	65	-
	Math	10	70	
	Science	2	-	
	Combined	22	-	
Asian or Native Hawaiian/Other Pacific Islander	ELA	82	84	2
	Math	82	93	
	Science	30	117	
	Combined	194	93	
Black or African American	ELA	96	53	1
	Math	95	52	
	Science	35	90	
	Combined	226	58	
Hispanic or Latino	ELA	467	18	1
	Math	471	20	
	Science	294	40	
	Combined	1,232	24	
Multiracial	ELA	76	21	1
	Math	76	26	
	Science	26	46	
	Combined	178	27	
White	ELA	939	14	1
	Math	936	26	
	Science	280	61	
	Combined	2,155	26	
English Language Learners	ELA	167	4	1
	Math	178	5	
	Science	56	5	
	Combined	401	5	
Students with Disabilities	ELA	288	17	1
	Math	287	17	
	Science	185	25	
	Combined	760	19	
Economically Disadvantaged	ELA	528	15	1

Subgroup	Subject	Cohort	Index	Level
	Math	527	17	
	Science	192	40	
	Combined	1,247	20	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	30,142	678	44.5	1
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	4,762	95	50.1	3
Black or African American	2,755	68	40.5	1
Hispanic or Latino	7,762	174	44.6	1
Multiracial	—	12	—	—
White	14,403	329	43.8	1
English Language Learners	—	5	—	—
Students with Disabilities	1,846	51	36.2	1
Economically Disadvantaged	8,199	192	42.7	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	123	44%	54%	1.2	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	104	43%	51%	1.2	3
Multiracial	0	—	—	—	—
White	33	43%	61%	1.4	4
English Language Learners	123	44%	54%	1.2	3
Students with Disabilities	19	—	—	—	—
Economically Disadvantaged	113	43%	53%	1.2	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	14	1,543	19	29	105	122	161	N	—	200	1	1
	Math	22	1,543	26	36	107	124	162	N	—	200	1	
American Indian or Alaska Native	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	85	82	84	94	157	164	182	N	—	200	1	2
	Math	81	82	93	90	174	179	189	—	Y	200	3	
Black or African American	ELA	39	96	53	52	98	116	158	—	N	200	2	1
	Math	40	95	52	53	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	12	467	18	27	95	113	157	N	—	200	1	1
	Math	14	471	20	29	92	111	155	N	—	200	1	
Multiracial	ELA	6	76	21	21	102	119	159	—	N	200	2	1
	Math	13	76	26	28	104	120	160	N	—	200	1	
White	ELA	12	939	14	27	102	119	160	N	—	200	1	1
	Math	22	936	26	36	110	126	163	N	—	200	1	
English Language Learners	ELA	2	167	4	17	67	90	145	N	—	200	1	1
	Math	4	178	5	19	83	103	152	N	—	200	1	
Students with Disabilities	ELA	9	288	17	25	61	85	142	N	—	200	1	1
	Math	11	287	17	26	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	12	528	15	27	95	113	157	N	—	200	1	1
	Math	13	527	17	28	94	112	156	N	—	200	1	

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	16.8	2,266	305	13.5%	15.8%	14.6%	12.8%	8.9%	—	—	5%	3
American Indian or Alaska Native	—	16	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	15.8	59	7	11.9%	15%	8.2%	7.4%	6.2%	—	Y	5%	3
Black or African American	12	76	15	19.7%	11.4%	20.1%	17.7%	11.4%	—	N	5%	2
Hispanic or Latino	24.7	750	144	19.2%	23.1%	19.8%	17%	11%	—	—	5%	3
Multiracial	24.5	59	13	22%	22.9%	16.5%	14.5%	9.8%	—	N	5%	2
White	13	1,313	123	9.4%	12.4%	10.5%	9.3%	7.2%	—	—	5%	3
English Language Learners	29.1	239	59	24.7%	27.1%	17.6%	15.2%	10.1%	—	N	5%	2
Students with Disabilities	22.5	405	66	16.3%	21.1%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	28.3	821	188	22.9%	26.5%	19.9%	17.1%	11.1%	—	N	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,660	16.7%	3,338	15.6%
American Indian or Alaska Native	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	X	44	47.7%	93	52.7%
Black or African American	X	55	43.6%	109	42.2%
Hispanic or Latino	X	518	21.6%	1,008	19.5%
Multiracial	X	44	20.5%	83	15.7%
White	X	994	11.1%	2,034	10.4%
English Language Learners	X	84	33.3%	153	28.1%
Students with Disabilities	X	288	15.3%	566	14.1%
Economically Disadvantaged	X	581	18.1%	1,169	16.5%

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	1,658	19.2%	3,339	18.7%
American Indian or Alaska Native	—	5	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	X	44	52.3%	93	54.8%
Black or African American	X	54	44.4%	110	42.7%
Hispanic or Latino	X	520	20.4%	1,011	19.7%
Multiracial	X	44	18.2%	83	16.9%
White	X	991	15.7%	2,031	15.3%
English Language Learners	X	86	23.3%	155	17.4%
Students with Disabilities	X	287	15.3%	566	14.5%
Economically Disadvantaged	X	578	18.2%	1,167	17.1%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

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

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	320	189	177	2
	Math	320	128		
	Science	320	213		
	Social Studies	320	217		
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	219	208	4
	Math	18	161		
	Science	18	244		
	Social Studies	18	242		
Black or African American	ELA	13	150	147	2
	Math	13	100		
	Science	13	192		
	Social Studies	13	192		
Hispanic or Latino	ELA	85	149	148	2
	Math	85	101		
	Science	85	193		
	Social Studies	85	197		
Multiracial	ELA	11	191	177	2
	Math	11	123		
	Science	11	214		
	Social Studies	11	227		
White	ELA	210	203	187	3
	Math	210	136		
	Science	210	219		
	Social Studies	210	223		
English Language Learners	ELA	32	92	101	3
	Math	32	56		
	Science	32	153		
	Social Studies	32	155		
Students with Disabilities	ELA	56	149	142	4
	Math	56	88		
	Science	56	188		
	Social Studies	56	193		
Economically Disadvantaged	ELA	87	167	161	2
	Math	87	110		
	Science	87	205		
	Social Studies	87	206		

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	86%	294	89.5%	86.8%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	92.3%	304	93.1%	92.5%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	93.5%	304	92.1%	93.7%	85.1%	87.3%	92.2%	—	—	97%	3	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	100%	15	93.3%	95%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	100%	16	100%	96%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	100%	25	100%	97%	89.7%	91.1%	94.1%	—	—	97%	4	
Black or African American	4-Year	—	14	—	—	—	—	—	—	—	—	—	—
	5-Year	—	13	—	—	—	—	—	—	—	—	—	
	6-Year	—	9	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	62.2%	81	69.1%	64.8%	73.2%	76.8%	85.9%	—	N	95%	2	2
	5-Year	73.8%	73	78.1%	75.6%	75.7%	79.1%	87.6%	—	—	96%	3	
	6-Year	76.6%	72	76.4%	78.2%	76.1%	79.7%	88.4%	—	N	97%	2	
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
White	4-Year	94%	196	98%	94%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	96.7%	217	98.2%	96%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	98%	215	97.2%	97%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	17.1%	43	23.3%	23.3%	53%	60.4%	77.7%	—	Y	95%	3	2
	5-Year	38.9%	38	26.3%	43.5%	60.4%	66.8%	81.4%	N	—	96%	1	
	6-Year	41.4%	34	32.4%	45.8%	60.6%	66.8%	81.9%	N	—	97%	1	
Students with Disabilities	4-Year	84.7%	46	93.5%	85.5%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	82.2%	47	80.9%	83.4%	63%	69%	82.5%	—	—	96%	3	
	6-Year	81.8%	58	89.7%	83%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	75.3%	81	82.7%	76.9%	76.9%	79.9%	87.5%	—	—	95%	4	4
	5-Year	84.2%	77	87%	85.2%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	93.2%	83	86.7%	93.6%	80.7%	83.5%	90.3%	—	—	97%	3	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	74	45%	53%	1.2	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	60	45%	53%	1.2	3
Multiracial	8	—	—	—	—
White	5	—	—	—	—
English Language Learners	74	45%	53%	1.2	3
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	63	45%	51%	1.1	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	195	320	189	196	191	194	204	N	—	215	1	1
	Math	151	320	128	155	151	158	179	Y	—	200	2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	142	85	149	148	166	172	194	—	Y	215	3	2
	Math	117	85	101	124	124	134	167	Y	—	200	2	
Multiracial	ELA	—	11	—	—	—	—	—	—	—	—	—	—
	Math	—	11	—	—	—	—	—	—	—	—	—	
White	ELA	211	210	203	211	208	209	212	N	—	215	1	1
	Math	161	210	136	164	168	172	186	N	—	200	1	
English Language Learners	ELA	46	32	92	60	93	109	162	—	Y	215	3	2
	Math	49	32	56	61	99	112	156	Y	—	200	2	
Students with Disabilities	ELA	146	56	149	152	120	133	174	—	—	215	3	2
	Math	92	56	88	101	91	105	153	Y	—	200	2	
Economically Disadvantaged	ELA	165	87	167	169	171	177	196	Y	—	215	2	2
	Math	128	87	110	134	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	19.6	1,314	244	18.6%	18.4%	22.6%	19.8%	12.4%	—	—	5%	3
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12.8	42	2	4.8%	12.2%	14%	12.4%	8.7%	—	—	5%	4
Black or African American	29.4	42	7	16.7%	28.4%	31.5%	27.1%	16.1%	—	—	5%	4
Hispanic or Latino	30.5	358	105	29.3%	28.5%	31.6%	27.2%	16.1%	—	N	5%	2
Multiracial	—	64	—	—	—	—	—	—	—	—	—	—
White	14.7	807	119	14.7%	13.9%	15.6%	14%	9.5%	—	N	5%	2
English Language Learners	44.4	164	65	39.6%	41.2%	33.8%	29%	17%	—	N	5%	2
Students with Disabilities	33.2	196	57	29.1%	31%	32.8%	28%	16.5%	—	—	5%	3
Economically Disadvantaged	28.5	458	111	24.2%	26.7%	30.2%	25.8%	15.4%	—	—	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	147.5	138.3	149.7	130.2	137.8	156.4	--	--	175	3
Asian or Native Hawaiian/Other Pacific Islander	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	116.4	95.1	121	104.5	116.5	145.8	N	--	175	1
Multiracial	--	--	--	--	--	--	--	--	--	--
White	159	153.6	160.2	149.7	154.1	164.6	--	N	175	2
English Language Learners	12.2	38.8	25.2	43.4	66.4	120.7	--	N	175	2
Students with Disabilities	113	117.7	118	76.5	93.5	134.3	--	--	175	3
Economically Disadvantaged	121.8	117	126	112.9	123.7	149.4	--	N	175	2

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	350	0	167	30	105	0	48
Asian or Native Hawaiian/Other Pacific Islander	18	0	--	--	--	--	--
Black or African American	13	0	--	--	--	--	--
Hispanic or Latino	102	0	27	6	34	0	35
Multiracial	12	0	--	--	--	--	--
White	222	0	120	24	65	0	13
English Language Learners	49	0	1	0	17	0	31
Students with Disabilities	65	0	22	5	25	0	13
Economically Disadvantaged	94	0	32	4	40	0	18

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	✓	333	99.1%	630	98.9%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✓	94	96.8%	178	96.6%
Multiracial	—	15	—	—	—
White	✓	210	100%	403	100%
English Language Learners	—	25	—	—	—
Students with Disabilities	✓	54	100%	99	99%
Economically Disadvantaged	✓	99	99%	190	99%

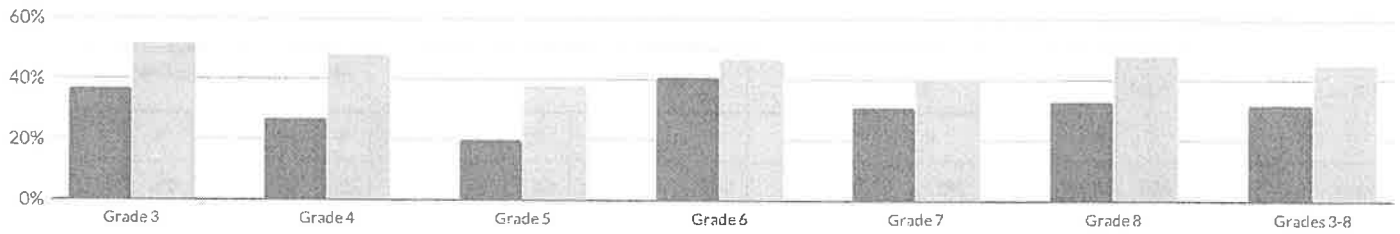
SECONDARY MATHEMATICS PARTICIPATION RATE

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	✓	333	96.7%	630	96.2%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	X	94	89.4%	178	87.6%
Multiracial	—	15	—	—	—
White	✓	210	99.5%	403	99.8%
English Language Learners	—	25	—	—	—
Students with Disabilities	✓	54	100%	99	99%
Economically Disadvantaged	X	99	92.9%	190	91.6%

GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	302	86%	145	41%	141	40%	16	5%	1	0%	25	7%	0	0%	22	6%
Female	179	159	89%	84	47%	68	38%	7	4%	1	1%	13	7%	0	0%	6	3%
Male	171	143	84%	61	36%	73	43%	9	5%	0	0%	12	7%	0	0%	16	9%
Multiracial	12	12	100%	6	50%	6	50%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	222	209	94%	104	47%	95	43%	10	5%	1	0%	8	4%	0	0%	4	2%
Black or African American	5	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	102	67	66%	23	23%	38	37%	6	6%	0	0%	17	17%	0	0%	18	18%
General-Education Students	285	250	88%	137	48%	111	39%	2	1%	0	0%	17	6%	0	0%	18	6%
Students with Disabilities	65	52	80%	8	12%	30	46%	14	22%	1	2%	8	12%	0	0%	4	6%
Non-English Language Learners	316	298	94%	145	46%	137	43%	16	5%	1	0%	12	4%	0	0%	5	2%
English Language Learners	34	4	12%	0	0%	4	12%	0	0%	0	0%	13	38%	0	0%	17	50%
Not Economically Disadvantaged	256	226	88%	120	47%	93	36%	13	5%	1	0%	15	6%	0	0%	14	5%
Economically Disadvantaged	94	76	81%	25	27%	48	51%	3	3%	0	0%	10	11%	0	0%	8	9%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

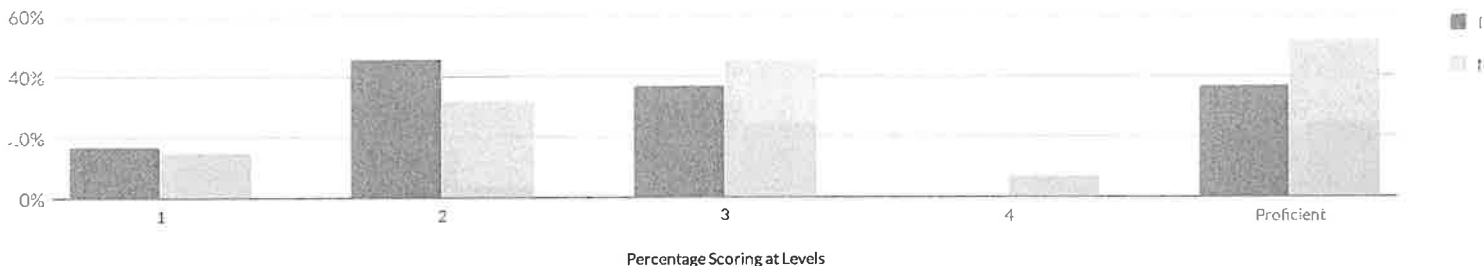
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	215	59	10	17%	27	46%	22	37%	0	0%	22	37%
Grade 4	215	51	12	24%	25	49%	12	24%	2	4%	14	27%
Grade 5	234	44	16	36%	19	43%	7	16%	2	5%	9	20%
Grade 6	243	39	13	33%	10	26%	7	18%	9	23%	16	41%
Grade 7	275	29	12	41%	8	28%	7	24%	2	7%	9	31%
Grade 8	238	24	5	21%	11	46%	5	21%	3	13%	8	33%
Grades 3-8	1,420	246	68	28%	100	41%	60	24%	18	7%	78	32%

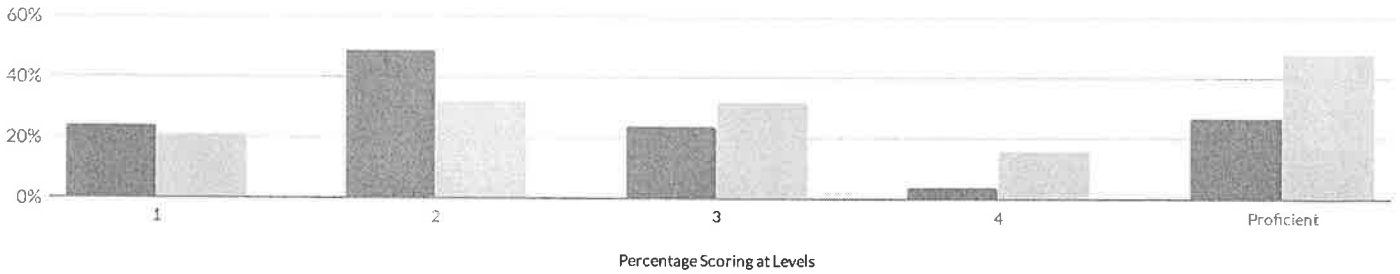
GRADE 3 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	215	59	10	17%	27	46%	22	37%	0	0%	22	37%
General Education	179	52	7	13%	24	46%	21	40%	0	0%	21	40%
Students with Disabilities	36	7	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	6	0	0%	4	67%	2	33%	0	0%	2	33%
Hispanic or Latino	74	23	8	35%	11	48%	4	17%	0	0%	4	17%
White	132	25	1	4%	9	36%	15	60%	0	0%	15	60%
Multiracial	6	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	5	1	20%	3	60%	1	20%	0	0%	1	20%
Female	107	34	4	12%	17	50%	13	38%	0	0%	13	38%
Male	108	25	6	24%	10	40%	9	36%	0	0%	9	36%
English Language Learners	16	6	3	50%	3	50%	0	0%	0	0%	0	0%
Non-English Language Learners	199	53	7	13%	24	45%	22	42%	0	0%	22	42%
Economically Disadvantaged	71	22	7	32%	14	64%	1	5%	0	0%	1	5%
Not Economically Disadvantaged	144	37	3	8%	13	35%	21	57%	0	0%	21	57%
Not Migrant	215	59	10	17%	27	46%	22	37%	0	0%	22	37%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	213	58	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	59	10	17%	27	46%	22	37%	0	0%	22	37%
Parent Not in Armed Forces	215	59	10	17%	27	46%	22	37%	0	0%	22	37%

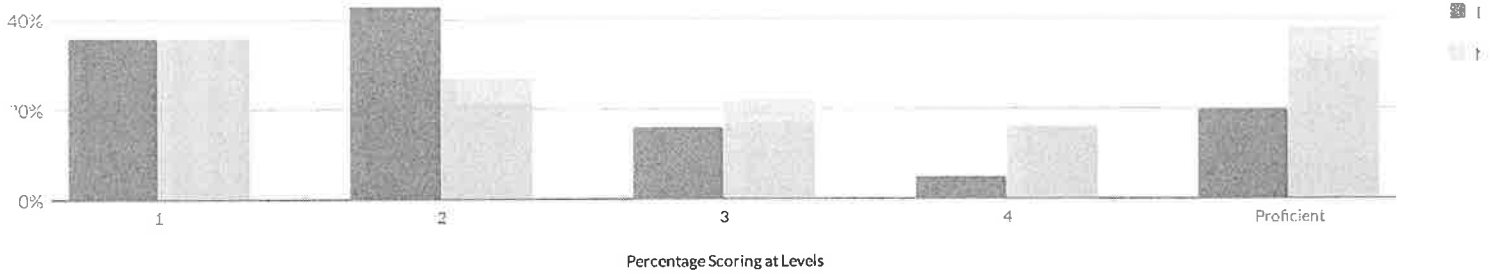
GRADE 4 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	215	51	12	24%	25	49%	12	24%	2	4%	14	27%
General Education	175	47	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	40	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	5	4	—	—	—	—	—	—	—	—	—	—
Black or African American	4	6	0	0%	5	83%	1	17%	0	0%	1	17%
Hispanic or Latino	74	24	8	33%	10	42%	5	21%	1	4%	6	25%
White	124	16	4	25%	8	50%	3	19%	1	6%	4	25%
Multiracial	7	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	5	0	0%	2	40%	3	60%	0	0%	3	60%
Female	106	22	3	14%	9	41%	10	45%	0	0%	10	45%
Male	109	29	9	31%	16	55%	2	7%	2	7%	4	14%
English Language Learners	10	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	205	48	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	93	20	8	40%	8	40%	4	20%	0	0%	4	20%
Not Economically Disadvantaged	122	31	4	13%	17	55%	8	26%	2	6%	10	32%
Not Migrant	215	51	12	24%	25	49%	12	24%	2	4%	14	27%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	213	50	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	215	51	12	24%	25	49%	12	24%	2	4%	14	27%
Parent Not in Armed Forces	215	51	12	24%	25	49%	12	24%	2	4%	14	27%

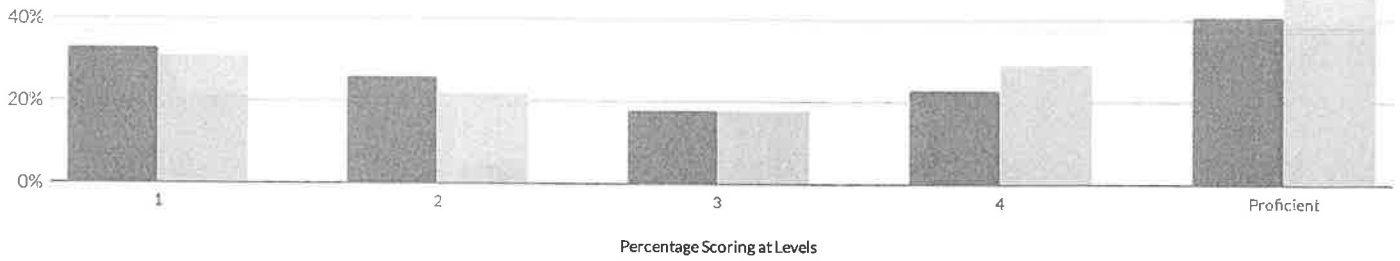
GRADE 5 ELA RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	234	44	16	36%	19	43%	7	16%	2	5%	9	20%
General Education	191	40	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	43	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	6	2	33%	2	33%	1	17%	1	17%	2	33%
Hispanic or Latino	59	13	6	46%	5	38%	2	15%	0	0%	2	15%
White	150	25	8	32%	12	48%	4	16%	1	4%	5	20%
Female	123	19	4	21%	11	58%	3	16%	1	5%	4	21%
Male	111	25	12	48%	8	32%	4	16%	1	4%	5	20%
Non-English Language Learners	222	44	16	36%	19	43%	7	16%	2	5%	9	20%
Economically Disadvantaged	74	13	6	46%	6	46%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	160	31	10	32%	13	42%	6	19%	2	6%	8	26%
Not Migrant	234	44	16	36%	19	43%	7	16%	2	5%	9	20%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	232	43	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	234	44	16	36%	19	43%	7	16%	2	5%	9	20%
Parent Not in Armed Forces	234	44	16	36%	19	43%	7	16%	2	5%	9	20%

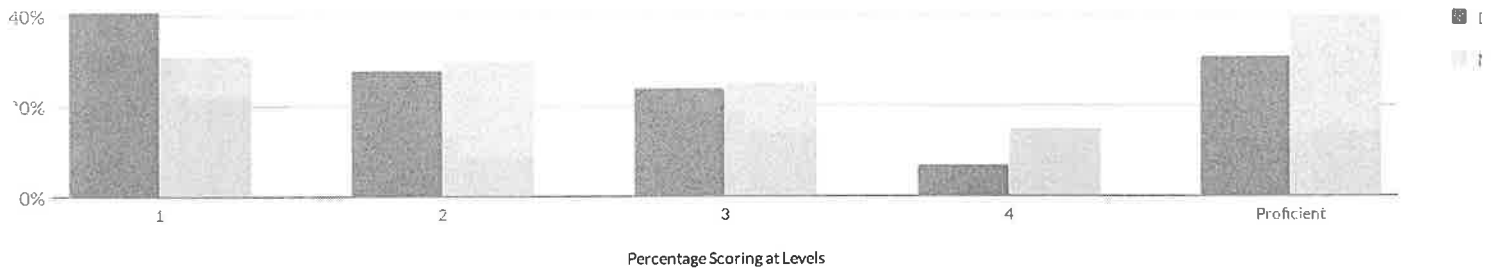
GRADE 6 ELA RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	243	39	13	33%	10	26%	7	18%	9	23%	16	41%
General Education	191	37	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	52	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	5	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	65	16	7	44%	5	31%	2	13%	2	13%	4	25%
White	168	14	5	36%	1	7%	4	29%	4	29%	8	57%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	9	1	11%	4	44%	1	11%	3	33%	4	44%
Female	129	20	6	30%	5	25%	3	15%	6	30%	9	45%
Male	114	19	7	37%	5	26%	4	21%	3	16%	7	37%
English Language Learners	10	4	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	233	35	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	81	13	6	46%	4	31%	1	8%	2	15%	3	23%
Not Economically Disadvantaged	162	26	7	27%	6	23%	6	23%	7	27%	13	50%
Not Migrant	243	39	13	33%	10	26%	7	18%	9	23%	16	41%
Not Homeless	242	39	13	33%	10	26%	7	18%	9	23%	16	41%
Not in Foster Care	243	39	13	33%	10	26%	7	18%	9	23%	16	41%
Parent Not in Armed Forces	243	39	13	33%	10	26%	7	18%	9	23%	16	41%

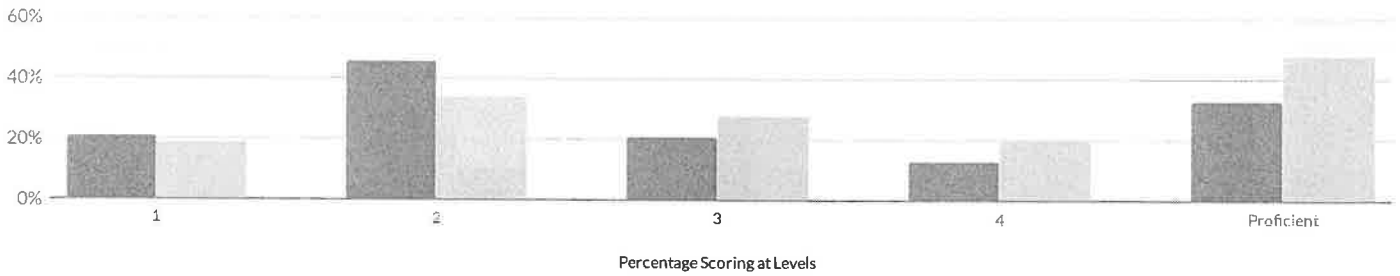
GRADE 7 ELA RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	275	29	12	41%	8	28%	7	24%	2	7%	9	31%
General Education	232	24	8	33%	8	33%	6	25%	2	8%	8	33%
Students with Disabilities	43	5	4	80%	0	0%	1	20%	0	0%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	4	2	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	84	10	5	50%	3	30%	1	10%	1	10%	2	20%
White	171	14	6	43%	3	21%	4	29%	1	7%	5	36%
Small Group Total	11	5	1	20%	2	40%	2	40%	0	0%	2	40%
Female	126	18	2	11%	7	39%	7	39%	2	11%	9	50%
Male	149	11	10	91%	1	9%	0	0%	0	0%	0	0%
English Language Learners	13	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	262	28	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	88	12	6	50%	4	33%	1	8%	1	8%	2	17%
Not Economically Disadvantaged	187	17	6	35%	4	24%	6	35%	1	6%	7	41%
Not Migrant	275	29	12	41%	8	28%	7	24%	2	7%	9	31%
Not Homeless	273	29	12	41%	8	28%	7	24%	2	7%	9	31%
Not in Foster Care	275	29	12	41%	8	28%	7	24%	2	7%	9	31%
Parent Not in Armed Forces	275	29	12	41%	8	28%	7	24%	2	7%	9	31%

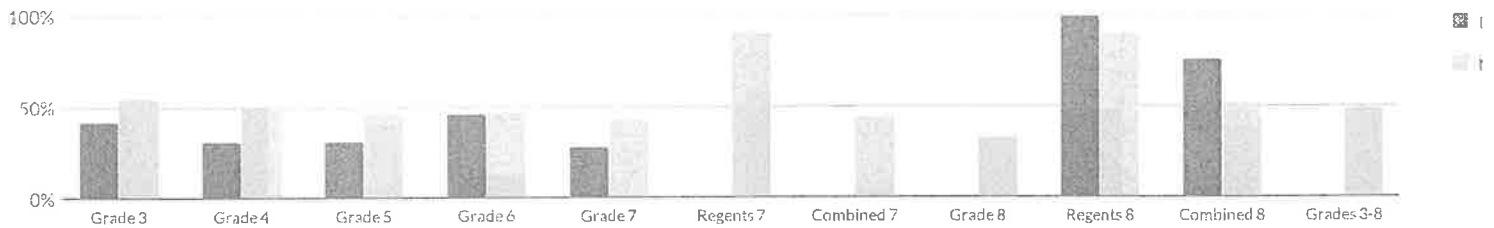
GRADE 8 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	238	24	5	21%	11	46%	5	21%	3	13%	8	33%
General Education	189	20	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	49	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	2	—	—	—	—	—	—	—	—	—	—
Black or African American	4	5	1	20%	2	40%	2	40%	0	0%	2	40%
Hispanic or Latino	73	6	1	17%	4	67%	0	0%	1	17%	1	17%
White	150	8	2	25%	2	25%	3	38%	1	13%	4	50%
Multiracial	3	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	5	1	20%	3	60%	0	0%	1	20%	1	20%
Female	105	12	2	17%	4	33%	4	33%	2	17%	6	50%
Male	133	12	3	25%	7	58%	1	8%	1	8%	2	17%
English Language Learners	11	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	227	23	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	89	8	2	25%	3	38%	2	25%	1	13%	3	38%
Not Economically Disadvantaged	149	16	3	19%	8	50%	3	19%	2	13%	5	31%
Not Migrant	238	24	5	21%	11	46%	5	21%	3	13%	8	33%
Not Homeless	237	24	5	21%	11	46%	5	21%	3	13%	8	33%
Not in Foster Care	238	24	5	21%	11	46%	5	21%	3	13%	8	33%
Parent Not in Armed Forces	238	24	5	21%	11	46%	5	21%	3	13%	8	33%

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

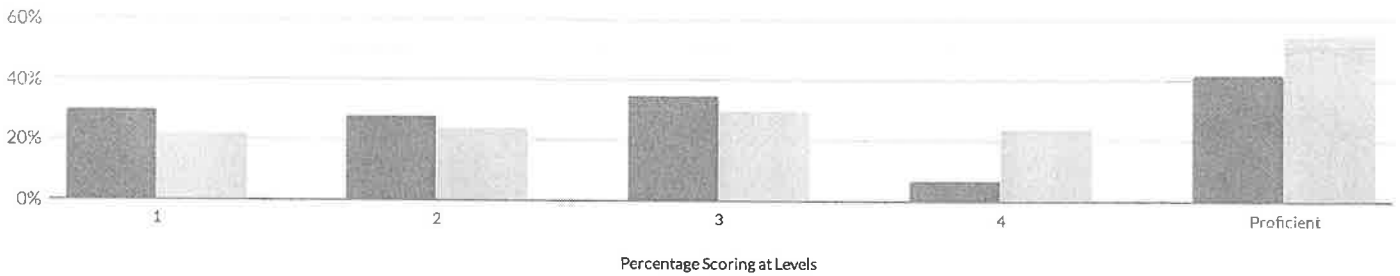


Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	213	60	18	30%	17	28%	21	35%	4	7%	25	42%
Grade 4	214	51	9	18%	26	51%	12	24%	4	8%	16	31%
Grade 5	228	49	19	39%	15	31%	13	27%	2	4%	15	31%
Grade 6	243	39	10	26%	11	28%	11	28%	7	18%	18	46%
Grade 7	275	29	13	45%	8	28%	7	24%	1	3%	8	28%
Regents 7	—	2	—	—	—	—	—	—	—	—	—	—
Combined 7	275	31	—	—	—	—	—	—	—	—	—	—
Grade 8	244	17	13	76%	4	24%	0	0%	0	0%	0	0%
Regents 8	—	53	0	0%	0	0%	2	4%	51	96%	53	100%
Combined 8	244	70	13	19%	4	6%	2	3%	51	73%	53	76%
Grades 3-8	1,417	300	—	—	—	—	—	—	—	—	—	—

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.

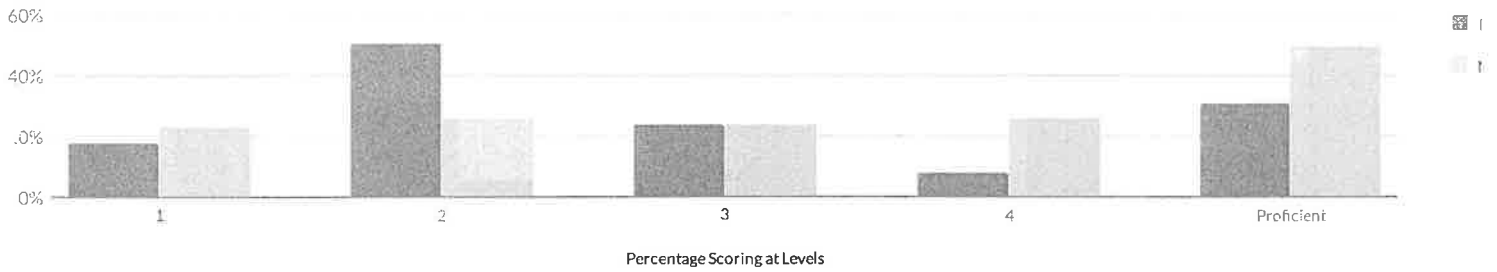
GRADE 3 MATH RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	213	60	18	30%	17	28%	21	35%	4	7%	25	42%
General Education	177	53	14	26%	17	32%	19	36%	3	6%	22	42%
Students with Disabilities	36	7	4	57%	0	0%	2	29%	1	14%	3	43%
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	74	23	13	57%	5	22%	4	17%	1	4%	5	22%
White	129	27	3	11%	8	30%	13	48%	3	11%	16	59%
Multiracial	7	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	10	2	20%	4	40%	4	40%	0	0%	4	40%
Female	107	34	12	35%	10	29%	10	29%	2	6%	12	35%
Male	106	26	6	23%	7	27%	11	42%	2	8%	13	50%
English Language Learners	16	6	6	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	197	54	12	22%	17	31%	21	39%	4	7%	25	46%
Economically Disadvantaged	73	20	11	55%	6	30%	3	15%	0	0%	3	15%
Not Economically Disadvantaged	140	40	7	18%	11	28%	18	45%	4	10%	22	55%
Not Migrant	213	60	18	30%	17	28%	21	35%	4	7%	25	42%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	211	59	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	213	60	18	30%	17	28%	21	35%	4	7%	25	42%
Parent Not in Armed Forces	213	60	18	30%	17	28%	21	35%	4	7%	25	42%

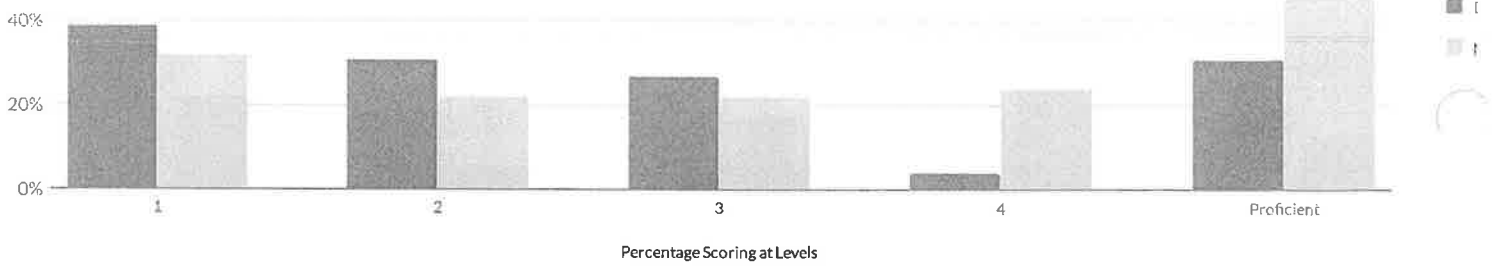
GRADE 4 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	214	51	9	18%	26	51%	12	24%	4	8%	16	31%
General Education	175	46	7	15%	24	52%	12	26%	3	7%	15	33%
Students with Disabilities	39	5	2	40%	2	40%	0	0%	1	20%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	6	3	—	—	—	—	—	—	—	—	—	—
Black or African American	4	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	74	24	5	21%	13	54%	4	17%	2	8%	6	25%
White	122	17	4	24%	7	41%	5	29%	1	6%	6	35%
Multiracial	7	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	10	0	0%	6	60%	3	30%	1	10%	4	40%
Female	107	21	0	0%	15	71%	5	24%	1	5%	6	29%
Male	107	30	9	30%	11	37%	7	23%	3	10%	10	33%
English Language Learners	10	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	204	48	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	91	21	5	24%	12	57%	3	14%	1	5%	4	19%
Not Economically Disadvantaged	123	30	4	13%	14	47%	9	30%	3	10%	12	40%
Not Migrant	214	51	9	18%	26	51%	12	24%	4	8%	16	31%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	212	50	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	214	51	9	18%	26	51%	12	24%	4	8%	16	31%
Parent Not in Armed Forces	214	51	9	18%	26	51%	12	24%	4	8%	16	31%

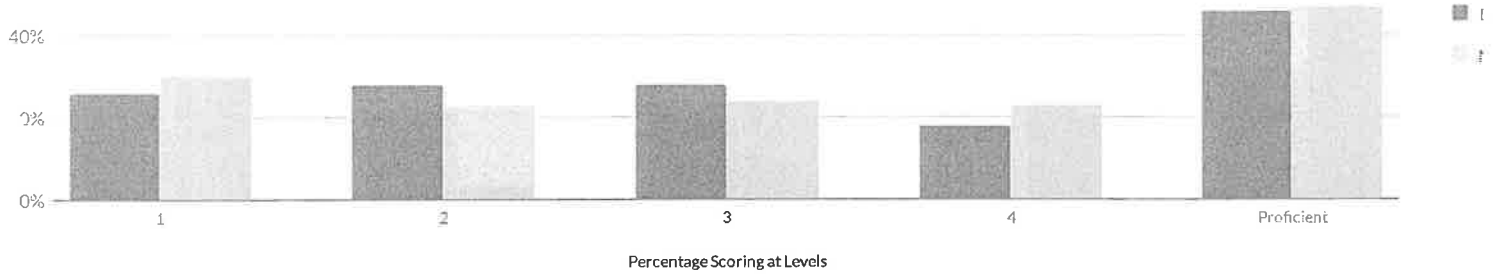
GRADE 5 MATH RESULTS



MEAN SCORE: 592

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	228	49	19	39%	15	31%	13	27%	2	4%	15	31%
General Education	185	45	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	43	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	7	—	—	—	—	—	—	—	—	—	—
Black or African American	8	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	57	15	10	67%	4	27%	1	7%	0	0%	1	7%
White	148	26	6	23%	10	38%	8	31%	2	8%	10	38%
Small Group Total	11	8	3	38%	1	13%	4	50%	0	0%	4	50%
Female	119	23	7	30%	10	43%	5	22%	1	4%	6	26%
Male	109	26	12	46%	5	19%	8	31%	1	4%	9	35%
English Language Learners	10	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	218	47	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	71	15	12	80%	2	13%	1	7%	0	0%	1	7%
Not Economically Disadvantaged	157	34	7	21%	13	38%	12	35%	2	6%	14	41%
Not Migrant	228	49	19	39%	15	31%	13	27%	2	4%	15	31%
Homeless	2	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	226	48	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	228	49	19	39%	15	31%	13	27%	2	4%	15	31%
Parent Not in Armed Forces	228	49	19	39%	15	31%	13	27%	2	4%	15	31%

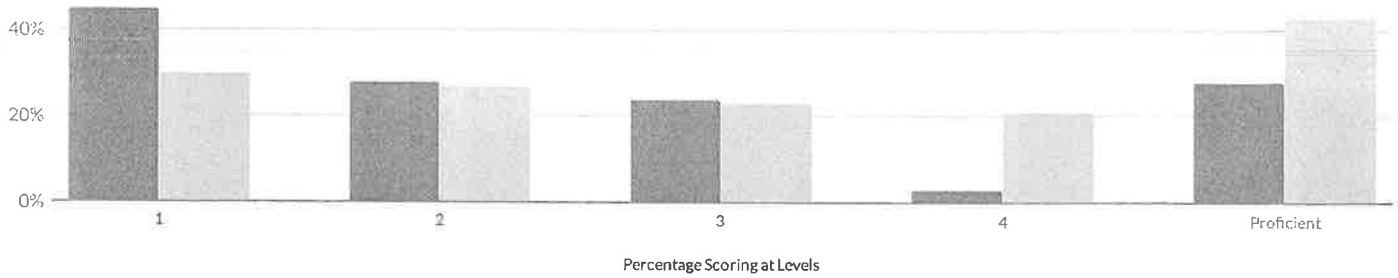
GRADE 6 MATH RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	243	39	10	26%	11	28%	11	28%	7	18%	18	46%
General Education	190	38	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	53	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	5	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	65	17	7	41%	5	29%	3	18%	2	12%	5	29%
White	168	13	3	23%	2	15%	4	31%	4	31%	8	62%
Multiracial	1	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	9	0	0%	4	44%	4	44%	1	11%	5	56%
Female	128	20	3	15%	7	35%	8	40%	2	10%	10	50%
Male	115	19	7	37%	4	21%	3	16%	5	26%	8	42%
English Language Learners	10	5	5	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	233	34	5	15%	11	32%	11	32%	7	21%	18	53%
Economically Disadvantaged	81	13	6	46%	4	31%	3	23%	0	0%	3	23%
Not Economically Disadvantaged	162	26	4	15%	7	27%	8	31%	7	27%	15	58%
Not Migrant	243	39	10	26%	11	28%	11	28%	7	18%	18	46%
Not Homeless	242	39	10	26%	11	28%	11	28%	7	18%	18	46%
Not in Foster Care	243	39	10	26%	11	28%	11	28%	7	18%	18	46%
Parent Not in Armed Forces	243	39	10	26%	11	28%	11	28%	7	18%	18	46%

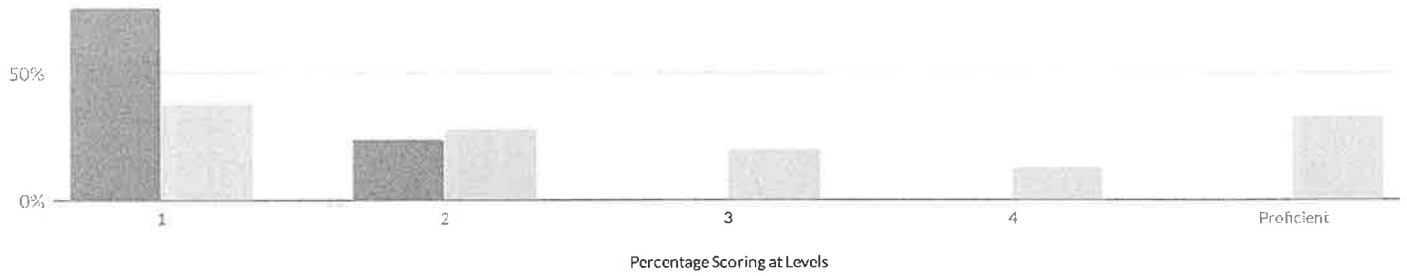
GRADE 7 MATH RESULTS



MEAN SCORE: 595

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	275	29	13	45%	8	28%	7	24%	1	3%	8	28%
General Education	232	24	8	33%	8	33%	7	29%	1	4%	8	33%
Students with Disabilities	43	5	5	100%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	1	—	—	—	—	—	—	—	—	—	—
Black or African American	7	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	87	8	—	—	—	—	—	—	—	—	—	—
White	167	17	6	35%	5	29%	5	29%	1	6%	6	35%
Small Group Total	99	12	7	58%	3	25%	2	17%	0	0%	2	17%
Female	126	18	7	39%	5	28%	6	33%	0	0%	6	33%
Male	149	11	6	55%	3	27%	1	9%	1	9%	2	18%
English Language Learners	13	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	262	27	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	89	11	5	45%	4	36%	2	18%	0	0%	2	18%
Not Economically Disadvantaged	186	18	8	44%	4	22%	5	28%	1	6%	6	33%
Not Migrant	275	29	13	45%	8	28%	7	24%	1	3%	8	28%
Not Homeless	273	29	13	45%	8	28%	7	24%	1	3%	8	28%
Not in Foster Care	275	29	13	45%	8	28%	7	24%	1	3%	8	28%
Parent Not in Armed Forces	275	29	13	45%	8	28%	7	24%	1	3%	8	28%

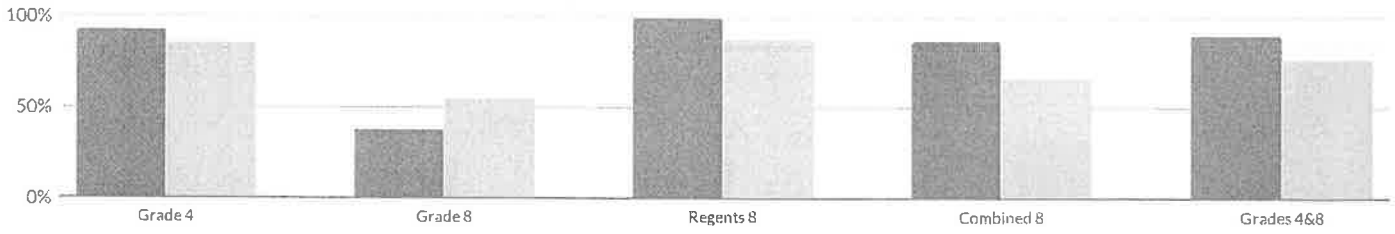
GRADE 8 MATH RESULTS



MEAN SCORE: 569

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	244	17	13	76%	4	24%	0	0%	0	0%	0	0%
General Education	195	13	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	49	4	—	—	—	—	—	—	—	—	—	—
Black or African American	5	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	73	5	4	80%	1	20%	0	0%	0	0%	0	0%
White	153	5	4	80%	1	20%	0	0%	0	0%	0	0%
Multiracial	3	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	7	5	71%	2	29%	0	0%	0	0%	0	0%
Female	108	8	6	75%	2	25%	0	0%	0	0%	0	0%
Male	136	9	7	78%	2	22%	0	0%	0	0%	0	0%
English Language Learners	9	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	235	15	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	89	7	5	71%	2	29%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	155	10	8	80%	2	20%	0	0%	0	0%	0	0%
Not Migrant	244	17	13	76%	4	24%	0	0%	0	0%	0	0%
Not Homeless	243	17	13	76%	4	24%	0	0%	0	0%	0	0%
Not in Foster Care	244	17	13	76%	4	24%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	244	17	13	76%	4	24%	0	0%	0	0%	0	0%

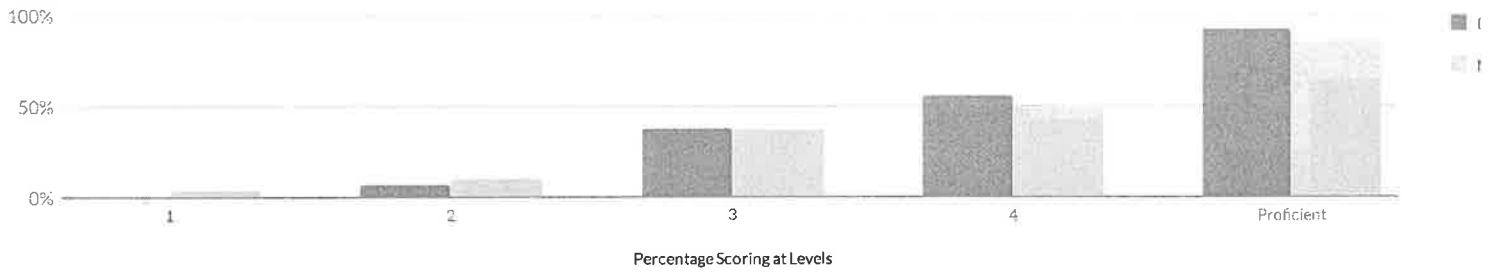
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	219	45	0	0%	3	7%	17	38%	25	56%	42	93%
Grade 8	244	16	6	38%	4	25%	5	31%	1	6%	6	38%
Regents 8	—	63	0	0%	0	0%	9	14%	54	86%	63	100%
Combined 8	244	79	6	8%	4	5%	14	18%	55	70%	69	87%
Grades 4&8	463	121	6	5%	7	6%	31	25%	80	65%	111	90%

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.

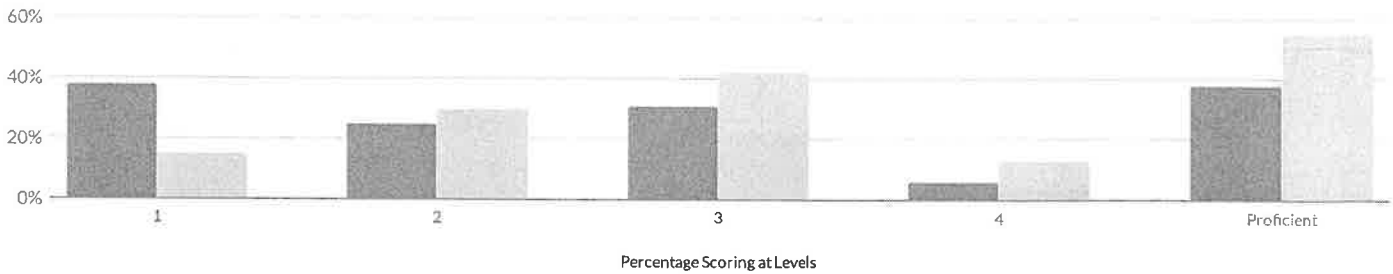
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 82

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	219	45	0	0%	3	7%	17	38%	25	56%	42	93%
General Education	181	40	0	0%	1	3%	16	40%	23	58%	39	98%
Students with Disabilities	38	5	0	0%	2	40%	1	20%	2	40%	3	60%
Asian or Native Hawaiian/Other Pacific Islander	7	2	—	—	—	—	—	—	—	—	—	—
Black or African American	4	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	77	20	0	0%	2	10%	11	55%	7	35%	18	90%
White	123	16	0	0%	1	6%	4	25%	11	69%	15	94%
Multiracial	7	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	18	9	0	0%	0	0%	2	22%	7	78%	9	100%
Female	111	17	0	0%	1	6%	2	12%	14	82%	16	94%
Male	108	28	0	0%	2	7%	15	54%	11	39%	26	93%
English Language Learners	10	3	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	209	42	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	94	17	0	0%	2	12%	12	71%	3	18%	15	88%
Not Economically Disadvantaged	125	28	0	0%	1	4%	5	18%	22	79%	27	96%
Not Migrant	219	45	0	0%	3	7%	17	38%	25	56%	42	93%
Not Homeless	216	45	0	0%	3	7%	17	38%	25	56%	42	93%
Not in Foster Care	219	45	0	0%	3	7%	17	38%	25	56%	42	93%
Parent Not in Armed Forces	219	45	0	0%	3	7%	17	38%	25	56%	42	93%

GRADE 8 SCIENCE RESULTS

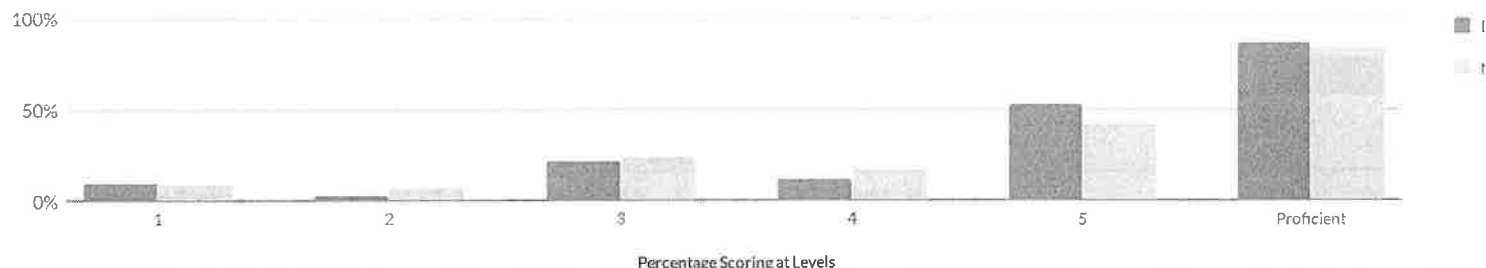


MEAN SCORE: 54

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	244	16	6	38%	4	25%	5	31%	1	6%	6	38%
General Education	195	12	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	49	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	8	1	—	—	—	—	—	—	—	—	—	—
Black or African American	6	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	73	4	—	—	—	—	—	—	—	—	—	—
White	153	5	1	20%	3	60%	1	20%	0	0%	1	20%
Multiracial	3	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	90	11	5	45%	1	9%	4	36%	1	9%	5	45%
Female	109	6	2	33%	3	50%	1	17%	0	0%	1	17%
Male	135	10	4	40%	1	10%	4	40%	1	10%	5	50%
English Language Learners	8	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	236	14	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	89	7	4	57%	0	0%	2	29%	1	14%	3	43%
Not Economically Disadvantaged	155	9	2	22%	4	44%	3	33%	0	0%	3	33%
Not Migrant	244	16	6	38%	4	25%	5	31%	1	6%	6	38%
Not Homeless	243	16	6	38%	4	25%	5	31%	1	6%	6	38%
Not in Foster Care	244	16	6	38%	4	25%	5	31%	1	6%	6	38%
Parent Not in Armed Forces	244	16	6	38%	4	25%	5	31%	1	6%	6	38%

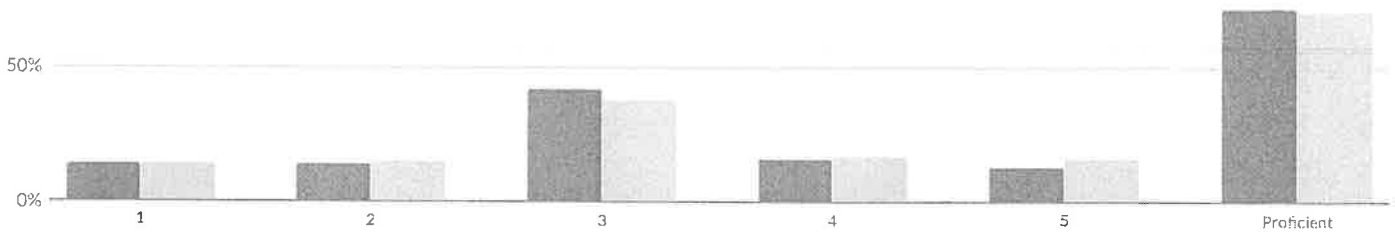
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



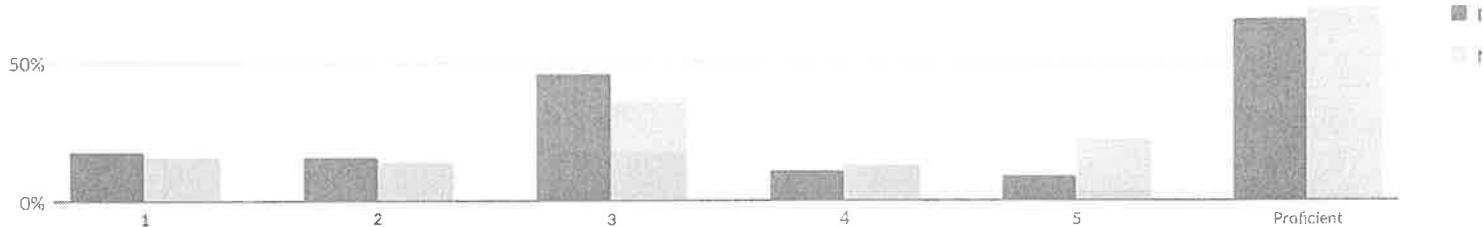
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	364	37	10%	12	3%	79	22%	44	12%	192	53%	315	87%
General Education	313	29	9%	10	3%	54	17%	39	12%	181	58%	274	88%
Students with Disabilities	51	8	16%	2	4%	25	49%	5	10%	11	22%	41	80%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	1	7%	1	7%	12	86%	14	100%
Black or African American	10	2	20%	1	10%	3	30%	1	10%	3	30%	7	70%
Hispanic or Latino	110	22	20%	5	5%	38	35%	13	12%	32	29%	83	75%
White	215	10	5%	5	2%	32	15%	26	12%	142	66%	200	93%
Multiracial	15	3	20%	1	7%	5	33%	3	20%	3	20%	11	73%
Female	198	19	10%	3	2%	36	18%	16	8%	124	63%	176	89%
Male	166	18	11%	9	5%	43	26%	28	17%	68	41%	139	84%
English Language Learners	50	25	50%	3	6%	16	32%	4	8%	2	4%	22	44%
Non-English Language Learners	314	12	4%	9	3%	63	20%	40	13%	190	61%	293	93%
Economically Disadvantaged	146	28	19%	5	3%	42	29%	19	13%	52	36%	113	77%
Not Economically Disadvantaged	218	9	4%	7	3%	37	17%	25	11%	140	64%	202	93%
Not Migrant	364	37	10%	12	3%	79	22%	44	12%	192	53%	315	87%
Not Homeless	364	37	10%	12	3%	79	22%	44	12%	192	53%	315	87%
Not in Foster Care	364	37	10%	12	3%	79	22%	44	12%	192	53%	315	87%
Parent Not in Armed Forces	364	37	10%	12	3%	79	22%	44	12%	192	53%	315	87%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	366	52	14%	51	14%	155	42%	59	16%	49	13%	263	72%
General Education	281	25	9%	27	10%	125	44%	56	20%	48	17%	229	81%
Students with Disabilities	85	27	32%	24	28%	30	35%	3	4%	1	1%	34	40%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	1	11%	3	33%	1	11%	4	44%	8	89%
Black or African American	15	6	40%	2	13%	6	40%	1	7%	0	0%	7	47%
Hispanic or Latino	102	17	17%	16	16%	55	54%	10	10%	4	4%	69	68%
White	217	25	12%	24	11%	83	38%	45	21%	40	18%	168	77%
Multiracial	23	4	17%	8	35%	8	35%	2	9%	1	4%	11	48%
Female	171	14	8%	20	12%	84	49%	29	17%	24	14%	137	80%
Male	195	38	19%	31	16%	71	36%	30	15%	25	13%	126	65%
English Language Learners	33	5	15%	8	24%	18	55%	2	6%	0	0%	20	61%
Non-English Language Learners	333	47	14%	43	13%	137	41%	57	17%	49	15%	243	73%
Economically Disadvantaged	148	31	21%	25	17%	65	44%	18	12%	9	6%	92	62%
Not Economically Disadvantaged	218	21	10%	26	12%	90	41%	41	19%	40	18%	171	78%
Not Migrant	366	52	14%	51	14%	155	42%	59	16%	49	13%	263	72%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	364	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	366	52	14%	51	14%	155	42%	59	16%	49	13%	263	72%
Parent Not in Armed Forces	366	52	14%	51	14%	155	42%	59	16%	49	13%	263	72%

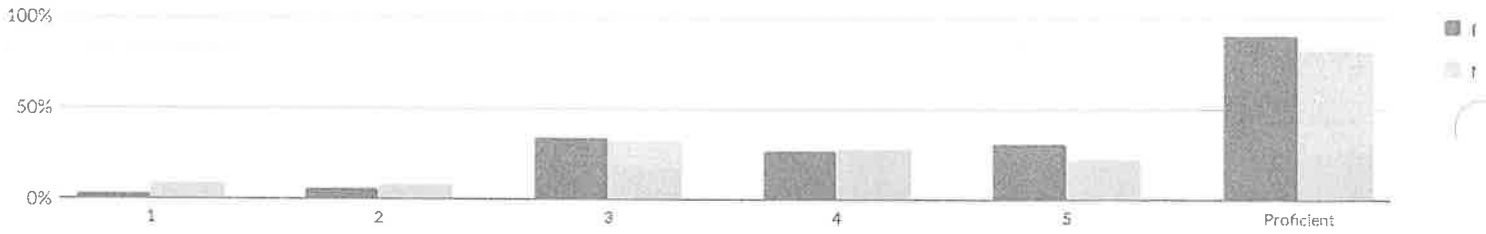
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	330	60	18%	52	16%	152	46%	35	11%	31	9%
General Education	305	53	17%	50	16%	138	45%	33	11%	31	10%	202	66%
Students with Disabilities	25	7	28%	2	8%	14	56%	2	8%	0	0%	16	64%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	8	67%	1	8%	2	17%	11	92%
Black or African American	12	5	42%	2	17%	3	25%	0	0%	2	17%	5	42%
Hispanic or Latino	76	18	24%	14	18%	35	46%	7	9%	2	3%	44	58%
White	215	33	15%	33	15%	99	46%	27	13%	23	11%	149	69%
Multiracial	15	4	27%	2	13%	7	47%	0	0%	2	13%	9	60%
Female	167	28	17%	28	17%	69	41%	18	11%	24	14%	111	66%
Male	163	32	20%	24	15%	83	51%	17	10%	7	4%	107	66%
English Language Learners	6	3	50%	1	17%	2	33%	0	0%	0	0%	2	33%
Non-English Language Learners	324	57	18%	51	16%	150	46%	35	11%	31	10%	216	67%
Economically Disadvantaged	92	28	30%	17	18%	37	40%	7	8%	3	3%	47	51%
Not Economically Disadvantaged	238	32	13%	35	15%	115	48%	28	12%	28	12%	171	72%
Not Migrant	330	60	18%	52	16%	152	46%	35	11%	31	9%	218	66%
Homeless	2	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	328	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	330	60	18%	52	16%	152	46%	35	11%	31	9%	218	66%
Parent Not in Armed Forces	330	60	18%	52	16%	152	46%	35	11%	31	9%	218	66%

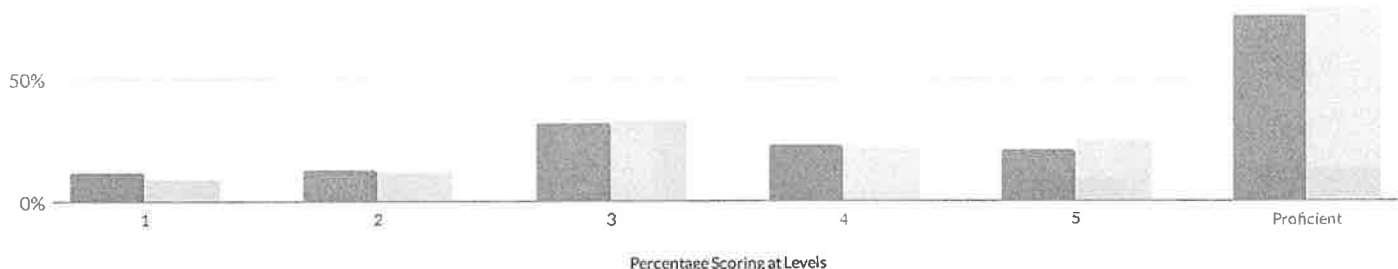
ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



Percentage Scoring at Levels

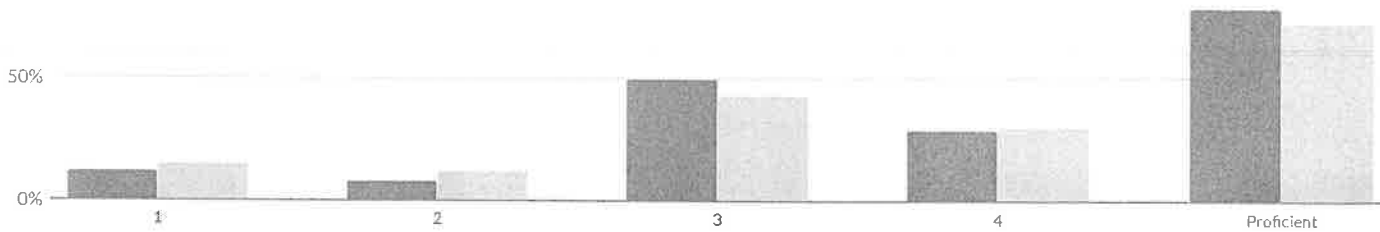
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	211	6	3%	12	6%	72	34%	56	27%	65	31%	193	91%
General Education	204	6	3%	10	5%	70	34%	54	26%	64	31%	188	92%
Students with Disabilities	7	0	0%	2	29%	2	29%	2	29%	1	14%	5	71%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	1	8%	1	8%	2	17%	8	67%	11	92%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32	1	3%	1	3%	12	38%	12	38%	6	19%	30	94%
White	160	5	3%	8	5%	57	36%	40	25%	50	31%	147	92%
Multiracial	5	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	0	0%	2	29%	2	29%	2	29%	1	14%	5	71%
Female	121	5	4%	6	5%	40	33%	28	23%	42	35%	110	91%
Male	90	1	1%	6	7%	32	36%	28	31%	23	26%	83	92%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	209	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	47	2	4%	4	9%	20	43%	12	26%	9	19%	41	87%
Not Economically Disadvantaged	164	4	2%	8	5%	52	32%	44	27%	56	34%	152	93%
Not Migrant	211	6	3%	12	6%	72	34%	56	27%	65	31%	193	91%
Not Homeless	211	6	3%	12	6%	72	34%	56	27%	65	31%	193	91%
Not in Foster Care	211	6	3%	12	6%	72	34%	56	27%	65	31%	193	91%
Parent Not in Armed Forces	211	6	3%	12	6%	72	34%	56	27%	65	31%	193	91%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
		All Students	360	42	12%	46	13%	114	32%	84	23%	74	21%
General Education	313	34	11%	34	11%	97	31%	76	24%	72	23%	245	78%
Students with Disabilities	47	8	17%	12	26%	17	36%	8	17%	2	4%	27	57%
Asian or Native Hawaiian/Other Pacific Islander	14	0	0%	0	0%	4	29%	1	7%	9	64%	14	100%
Black or African American	15	3	20%	4	27%	7	47%	1	7%	0	0%	8	53%
Hispanic or Latino	105	25	24%	20	19%	35	33%	16	15%	9	9%	60	57%
White	209	11	5%	19	9%	61	29%	62	30%	56	27%	179	86%
Multiracial	17	3	18%	3	18%	7	41%	4	24%	0	0%	11	65%
Female	174	19	11%	21	12%	57	33%	40	23%	37	21%	134	77%
Male	186	23	12%	25	13%	57	31%	44	24%	37	20%	138	74%
English Language Learners	43	23	53%	9	21%	10	23%	1	2%	0	0%	11	26%
Non-English Language Learners	317	19	6%	37	12%	104	33%	83	26%	74	23%	261	82%
Economically Disadvantaged	135	30	22%	31	23%	45	33%	16	12%	13	10%	74	55%
Not Economically Disadvantaged	225	12	5%	15	7%	69	31%	68	30%	61	27%	198	88%
Not Migrant	360	42	12%	46	13%	114	32%	84	23%	74	21%	272	76%
Homeless	3	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	357	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	360	42	12%	46	13%	114	32%	84	23%	74	21%	272	76%
Parent Not in Armed Forces	360	42	12%	46	13%	114	32%	84	23%	74	21%	272	76%

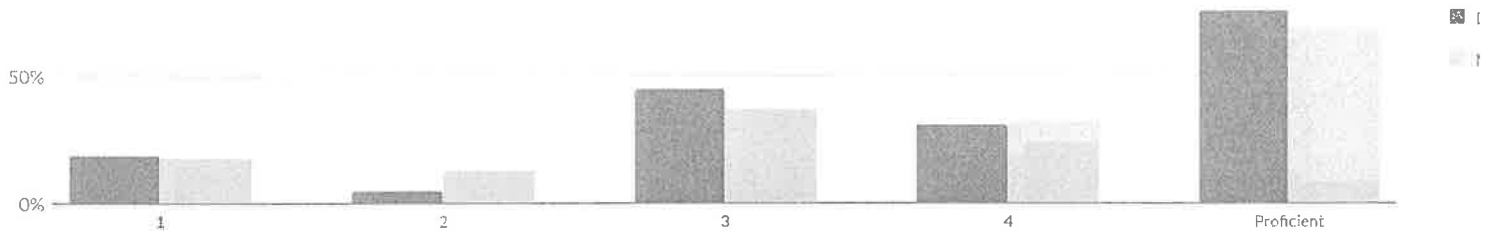
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	346	42	12%	29	8%	173	50%	102	29%
General Education	276	23	8%	17	6%	139	50%	97	35%	236	86%
Students with Disabilities	70	19	27%	12	17%	34	49%	5	7%	39	56%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	0	0%	3	43%	4	57%	7	100%
Black or African American	19	5	26%	3	16%	9	47%	2	11%	11	58%
Hispanic or Latino	100	21	21%	14	14%	51	51%	14	14%	65	65%
White	197	12	6%	8	4%	99	50%	78	40%	177	90%
Multiracial	23	4	17%	4	17%	11	48%	4	17%	15	65%
Female	164	22	13%	14	9%	84	51%	44	27%	128	78%
Male	182	20	11%	15	8%	89	49%	58	32%	147	81%
English Language Learners	39	16	41%	7	18%	15	38%	1	3%	16	41%
Non-English Language Learners	307	26	8%	22	7%	158	51%	101	33%	259	84%
Economically Disadvantaged	144	29	20%	17	12%	71	49%	27	19%	98	68%
Not Economically Disadvantaged	202	13	6%	12	6%	102	50%	75	37%	177	88%
Not Migrant	346	42	12%	29	8%	173	50%	102	29%	275	79%
Homeless	3	-	-	-	-	-	-	-	-	-	-
Not Homeless	343	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	346	42	12%	29	8%	173	50%	102	29%	275	79%
Parent Not in Armed Forces	346	42	12%	29	8%	173	50%	102	29%	275	79%

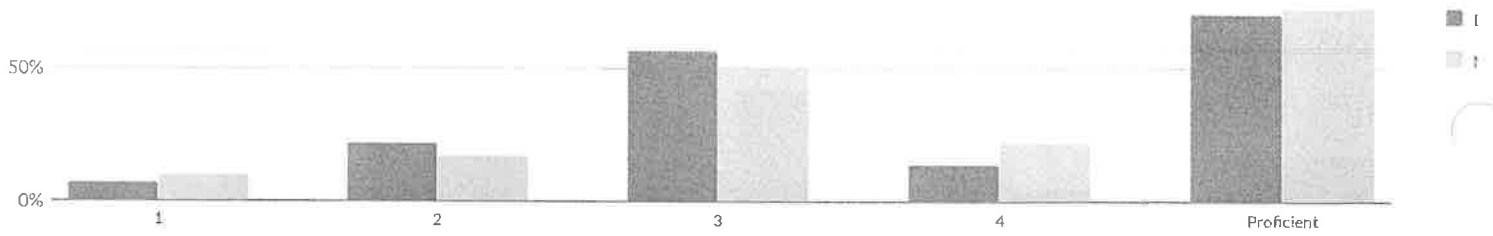
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

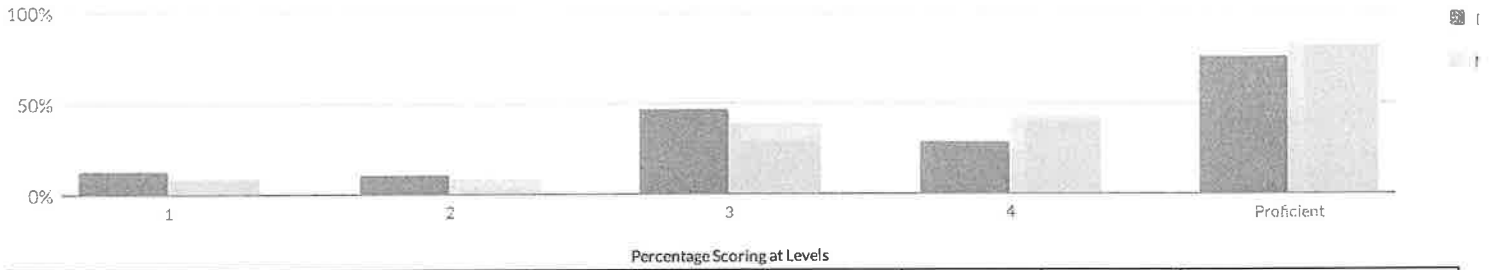
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	173	33	19%	9	5%	78	45%	53	31%	131	76%
General Education	148	26	18%	7	5%	67	45%	48	32%	115	78%
Students with Disabilities	25	7	28%	2	8%	11	44%	5	20%	16	64%
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	3	50%	3	50%	6	100%
Black or African American	5	2	40%	0	0%	3	60%	0	0%	3	60%
Hispanic or Latino	40	9	23%	3	8%	16	40%	12	30%	28	70%
White	111	17	15%	6	5%	51	46%	37	33%	88	79%
Multiracial	11	5	45%	0	0%	5	45%	1	9%	6	55%
Female	84	13	15%	8	10%	42	50%	21	25%	63	75%
Male	89	20	22%	1	1%	36	40%	32	36%	68	76%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	171	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	58	15	26%	3	5%	28	48%	12	21%	40	69%
Not Economically Disadvantaged	115	18	16%	6	5%	50	43%	41	36%	91	79%
Not Migrant	173	33	19%	9	5%	78	45%	53	31%	131	76%
Not Homeless	173	33	19%	9	5%	78	45%	53	31%	131	76%
Not in Foster Care	173	33	19%	9	5%	78	45%	53	31%	131	76%
Parent Not in Armed Forces	173	33	19%	9	5%	78	45%	53	31%	131	76%

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



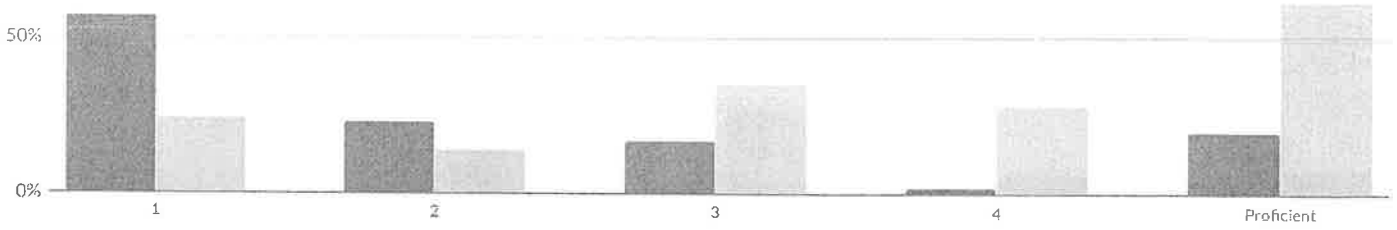
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	244	18	7%	53	22%	139	57%	34	14%
General Education	238	17	7%	51	21%	136	57%	34	14%	170	71%
Students with Disabilities	6	1	17%	2	33%	3	50%	0	0%	3	50%
Asian or Native Hawaiian/Other Pacific Islander	7	0	0%	1	14%	2	29%	4	57%	6	86%
Black or African American	9	1	11%	0	0%	5	56%	3	33%	8	89%
Hispanic or Latino	41	4	10%	13	32%	21	51%	3	7%	24	59%
White	181	12	7%	38	21%	108	60%	23	13%	131	72%
Multiracial	6	1	17%	1	17%	3	50%	1	17%	4	67%
Female	134	11	8%	27	20%	74	55%	22	16%	96	72%
Male	110	7	6%	26	24%	65	59%	12	11%	77	70%
Non-English Language Learners	244	18	7%	53	22%	139	57%	34	14%	173	71%
Economically Disadvantaged	50	7	14%	13	26%	29	58%	1	2%	30	60%
Not Economically Disadvantaged	194	11	6%	40	21%	110	57%	33	17%	143	74%
Not Migrant	244	18	7%	53	22%	139	57%	34	14%	173	71%
Homeless	1	-	-	-	-	-	-	-	-	-	-
Not Homeless	243	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	244	18	7%	53	22%	139	57%	34	14%	173	71%
Parent Not in Armed Forces	244	18	7%	53	22%	139	57%	34	14%	173	71%

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



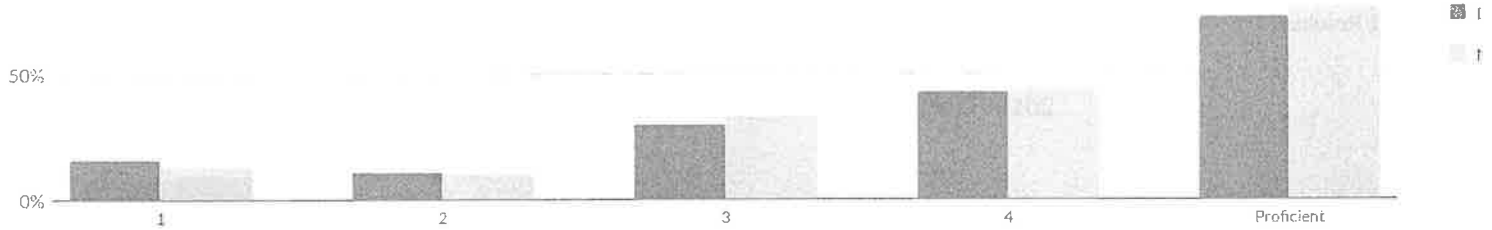
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	55	7	13%	6	11%	26	47%	16	29%	42	76%
General Education	54	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	2	22%	1	11%	2	22%	4	44%	6	67%
Hispanic or Latino	9	2	22%	0	0%	7	78%	0	0%	7	78%
White	37	3	8%	5	14%	17	46%	12	32%	29	78%
Female	26	4	15%	4	15%	13	50%	5	19%	18	69%
Male	29	3	10%	2	7%	13	45%	11	38%	24	83%
Non-English Language Learners	55	7	13%	6	11%	26	47%	16	29%	42	76%
Economically Disadvantaged	16	2	13%	2	13%	9	56%	3	19%	12	75%
Not Economically Disadvantaged	39	5	13%	4	10%	17	44%	13	33%	30	77%
Not Migrant	55	7	13%	6	11%	26	47%	16	29%	42	76%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	54	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	55	7	13%	6	11%	26	47%	16	29%	42	76%
Parent Not in Armed Forces	55	7	13%	6	11%	26	47%	16	29%	42	76%

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



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	82	47	57%	19	23%	14	17%	2	2%	16	20%
General Education	61	33	54%	14	23%	12	20%	2	3%	14	23%
Students with Disabilities	21	14	67%	5	24%	2	10%	0	0%	2	10%
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	47	27	57%	14	30%	5	11%	1	2%	6	13%
White	24	16	67%	3	13%	5	21%	0	0%	5	21%
Multiracial	7	—	—	—	—	—	—	—	—	—	—
Small Group Total	11	4	36%	2	18%	4	36%	1	9%	5	45%
Female	36	19	53%	12	33%	4	11%	1	3%	5	14%
Male	46	28	61%	7	15%	10	22%	1	2%	11	24%
English Language Learners	33	20	61%	8	24%	5	15%	0	0%	5	15%
Non-English Language Learners	49	27	55%	11	22%	9	18%	2	4%	11	22%
Economically Disadvantaged	58	32	55%	15	26%	10	17%	1	2%	11	19%
Not Economically Disadvantaged	24	15	63%	4	17%	4	17%	1	4%	5	21%
Not Migrant	82	47	57%	19	23%	14	17%	2	2%	16	20%
Not Homeless	82	47	57%	19	23%	14	17%	2	2%	16	20%
Not in Foster Care	82	47	57%	19	23%	14	17%	2	2%	16	20%
Parent Not in Armed Forces	82	47	57%	19	23%	14	17%	2	2%	16	20%

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



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
		All Students	356	58	16%	38	11%	106	30%	154	43%
General Education	304	44	14%	28	9%	88	29%	144	47%	232	76%
Students with Disabilities	52	14	27%	10	19%	18	35%	10	19%	28	54%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	3	25%	9	75%	12	100%
Black or African American	10	4	40%	0	0%	3	30%	3	30%	6	60%
Hispanic or Latino	99	33	33%	13	13%	31	31%	22	22%	53	54%
White	223	15	7%	21	9%	68	30%	119	53%	187	84%
Multiracial	12	6	50%	4	33%	1	8%	1	8%	2	17%
Female	193	31	16%	22	11%	59	31%	81	42%	140	73%
Male	163	27	17%	16	10%	47	29%	73	45%	120	74%
English Language Learners	44	29	66%	6	14%	8	18%	1	2%	9	20%
Non-English Language Learners	312	29	9%	32	10%	98	31%	153	49%	251	80%
Economically Disadvantaged	134	33	25%	17	13%	39	29%	45	34%	84	63%
Not Economically Disadvantaged	222	25	11%	21	9%	67	30%	109	49%	176	79%
Not Migrant	356	58	16%	38	11%	106	30%	154	43%	260	73%
Not Homeless	356	58	16%	38	11%	106	30%	154	43%	260	73%
Not in Foster Care	356	58	16%	38	11%	106	30%	154	43%	260	73%
Parent Not in Armed Forces	356	58	16%	38	11%	106	30%	154	43%	260	73%

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.

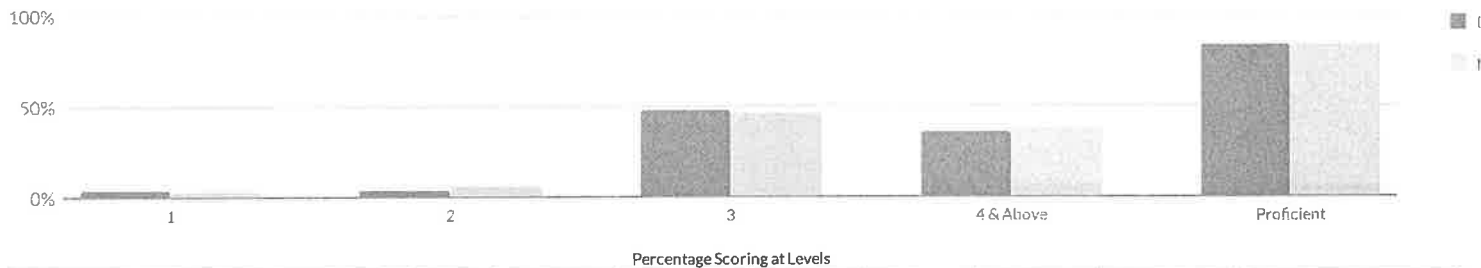
2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	27	8%	323	92%	11	3%	11	3%	68	19%	233	67%	301	86%
General Education	285	16	6%	269	94%	8	3%	4	1%	54	19%	203	71%	257	90%
Students with Disabilities	65	11	17%	54	83%	3	5%	7	11%	14	22%	30	46%	44	68%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Hispanic or Latino	102	18	18%	84	82%	9	9%	2	2%	29	28%	44	43%	73	72%
White	222	9	4%	213	96%	2	1%	9	4%	33	15%	169	76%	202	91%
Multiracial	12	0	0%	12	100%	0	0%	0	0%	4	33%	8	67%	12	100%
Female	179	10	6%	169	94%	5	3%	5	3%	23	13%	136	76%	159	89%
Male	171	17	10%	154	90%	6	4%	6	4%	45	26%	97	57%	142	83%
Non-English Language Learners	316	10	3%	306	97%	3	1%	11	3%	63	20%	229	72%	292	92%
English Language Learners	34	17	50%	17	50%	8	24%	0	0%	5	15%	4	12%	9	26%
Economically Disadvantaged	94	7	7%	87	93%	6	6%	1	1%	26	28%	54	57%	80	85%
Not Economically Disadvantaged	256	20	8%	236	92%	5	2%	10	4%	42	16%	179	70%	221	86%
Not Migrant	350	27	8%	323	92%	11	3%	11	3%	68	19%	233	67%	301	86%
Homeless	1	0	-	1	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	349	27	-	322	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	350	27	8%	323	92%	11	3%	11	3%	68	19%	233	67%	301	86%
Parent Not in Armed Forces	350	27	8%	323	92%	11	3%	11	3%	68	19%	233	67%	301	86%

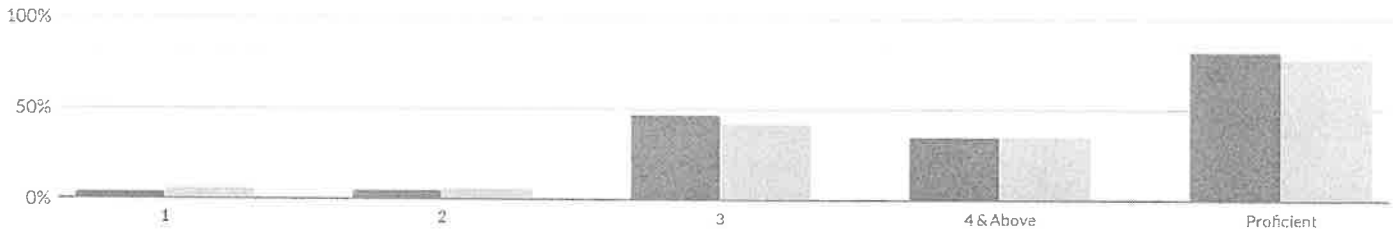
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	29	8%	321	92%	13	4%	15	4%	168	48%	125	36%	293	84%
General Education	285	20	7%	265	93%	8	3%	3	1%	138	48%	116	41%	254	89%
Students with Disabilities	65	9	14%	56	86%	5	8%	12	18%	30	46%	9	14%	39	60%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	102	22	22%	80	78%	7	7%	6	6%	46	45%	21	21%	67	66%
White	222	7	3%	215	97%	6	3%	8	4%	112	50%	89	40%	201	91%
Multiracial	12	0	0%	12	100%	0	0%	1	8%	6	50%	5	42%	11	92%
Female	179	11	6%	168	94%	2	1%	9	5%	85	47%	72	40%	157	88%
Male	171	18	11%	153	89%	11	6%	6	4%	83	49%	53	31%	136	80%
Non-English Language Learners	316	7	2%	309	98%	9	3%	13	4%	162	51%	125	40%	287	91%
English Language Learners	34	22	65%	12	35%	4	12%	2	6%	6	18%	0	0%	6	18%
Economically Disadvantaged	94	11	12%	83	88%	3	3%	4	4%	54	57%	22	23%	76	81%
Not Economically Disadvantaged	256	18	7%	238	93%	10	4%	11	4%	114	45%	103	40%	217	85%
Not Migrant	350	29	8%	321	92%	13	4%	15	4%	168	48%	125	36%	293	84%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	349	29	—	320	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	350	29	8%	321	92%	13	4%	15	4%	168	48%	125	36%	293	84%
Parent Not in Armed Forces	350	29	8%	321	92%	13	4%	15	4%	168	48%	125	36%	293	84%

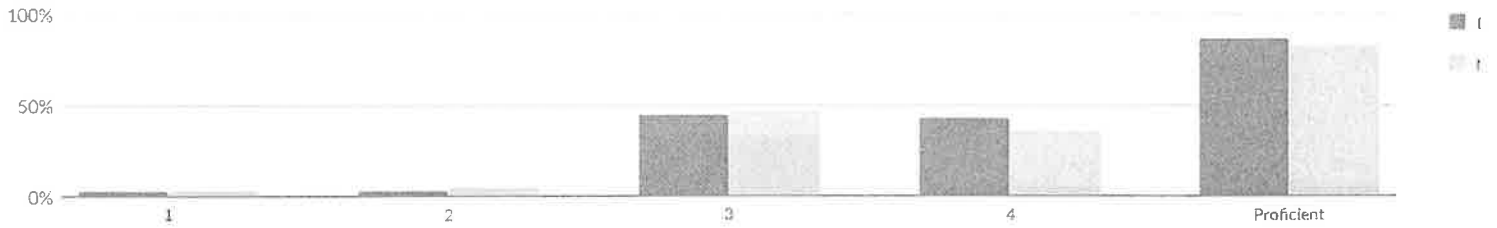
2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	30	9%	320	91%	13	4%	19	5%	164	47%	124	35%	288	82%
General Education	285	19	7%	266	93%	6	2%	15	5%	128	45%	117	41%	245	86%
Students with Disabilities	65	11	17%	54	83%	7	11%	4	6%	36	55%	7	11%	43	66%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	3	33%	6	67%	9	100%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	102	21	21%	81	79%	5	5%	9	9%	45	44%	22	22%	67	66%
White	222	8	4%	214	96%	8	4%	10	5%	107	48%	89	40%	196	88%
Multiracial	12	1	8%	11	92%	0	0%	0	0%	6	50%	5	42%	11	92%
Female	179	13	7%	166	93%	7	4%	6	3%	87	49%	66	37%	153	85%
Male	171	17	10%	154	90%	6	4%	13	8%	77	45%	58	34%	135	79%
Non-English Language Learners	316	9	3%	307	97%	9	3%	17	5%	157	50%	124	39%	281	89%
English Language Learners	34	21	62%	13	38%	4	12%	2	6%	7	21%	0	0%	7	21%
Economically Disadvantaged	94	9	10%	85	90%	7	7%	9	10%	42	45%	27	29%	69	73%
Not Economically Disadvantaged	256	21	8%	235	92%	6	2%	10	4%	122	48%	97	38%	219	86%
Not Migrant	350	30	9%	320	91%	13	4%	19	5%	164	47%	124	35%	288	82%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	349	30	—	319	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	350	30	9%	320	91%	13	4%	19	5%	164	47%	124	35%	288	82%
Parent Not in Armed Forces	350	30	9%	320	91%	13	4%	19	5%	164	47%	124	35%	288	82%

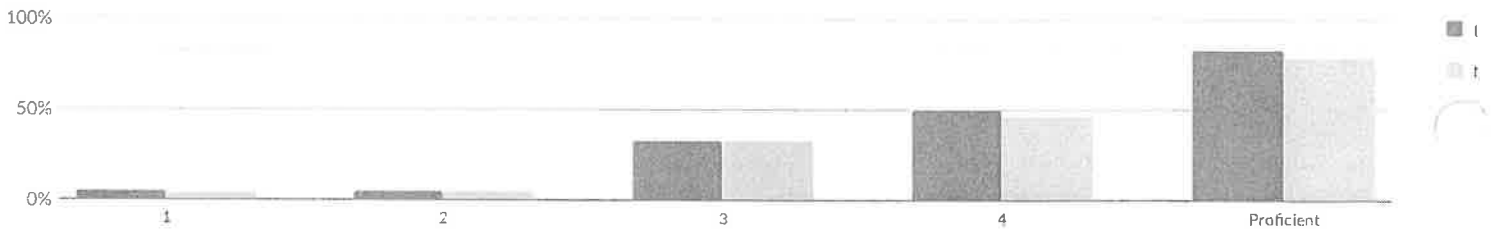
2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	350	24	7%	326	93%	10	3%	10	3%	157	45%	149	43%	306	87%
General Education	285	14	5%	271	95%	6	2%	5	2%	124	44%	136	48%	260	91%
Students with Disabilities	65	10	15%	55	85%	4	6%	5	8%	33	51%	13	20%	46	71%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Hispanic or Latino	102	17	17%	85	83%	6	6%	4	4%	47	46%	28	27%	75	74%
White	222	6	3%	216	97%	4	2%	5	2%	101	45%	106	48%	207	93%
Multiracial	12	1	8%	11	92%	0	0%	1	8%	5	42%	5	42%	10	83%
Female	179	9	5%	170	95%	5	3%	4	2%	80	45%	81	45%	161	90%
Male	171	15	9%	156	91%	5	3%	6	4%	77	45%	68	40%	145	85%
Non-English Language Learners	316	8	3%	308	97%	5	2%	7	2%	147	47%	149	47%	296	94%
English Language Learners	34	16	47%	18	53%	5	15%	3	9%	10	29%	0	0%	10	29%
Economically Disadvantaged	94	6	6%	88	94%	3	3%	2	2%	55	59%	28	30%	83	88%
Not Economically Disadvantaged	256	18	7%	238	93%	7	3%	8	3%	102	40%	121	47%	223	87%
Not Migrant	350	24	7%	326	93%	10	3%	10	3%	157	45%	149	43%	306	87%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	349	24	—	325	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	350	24	7%	326	93%	10	3%	10	3%	157	45%	149	43%	306	87%
Parent Not in Armed Forces	350	24	7%	326	93%	10	3%	10	3%	157	45%	149	43%	306	87%

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



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
		All Students	350	28	8%	322	92%	17	5%	16	5%	115	33%	174	50%
General Education	285	17	6%	268	94%	9	3%	12	4%	90	32%	157	55%	247	87%
Students with Disabilities	65	11	17%	54	83%	8	12%	4	6%	25	38%	17	26%	42	65%
Asian or Native Hawaiian/Other Pacific Islander	9	0	0%	9	100%	0	0%	0	0%	1	11%	8	89%	9	100%
Black or African American	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
Hispanic or Latino	102	19	19%	83	81%	10	10%	5	5%	38	37%	30	29%	68	67%
White	222	9	4%	213	96%	7	3%	11	5%	70	32%	125	56%	195	88%
Multiracial	12	0	0%	12	100%	0	0%	0	0%	5	42%	7	58%	12	100%
Female	179	9	5%	170	95%	10	6%	10	6%	63	35%	87	49%	150	84%
Male	171	19	11%	152	89%	7	4%	6	4%	52	30%	87	51%	139	81%
Non-English Language Learners	316	12	4%	304	96%	9	3%	15	5%	107	34%	173	55%	280	89%
English Language Learners	34	16	47%	18	53%	8	24%	1	3%	8	24%	1	3%	9	26%
Economically Disadvantaged	94	7	7%	87	93%	7	7%	2	2%	40	43%	38	40%	78	83%
Not Economically Disadvantaged	256	21	8%	235	92%	10	4%	14	5%	75	29%	136	53%	211	82%
Not Migrant	350	28	8%	322	92%	17	5%	16	5%	115	33%	174	50%	289	83%
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	349	28	—	321	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	350	28	8%	322	92%	17	5%	16	5%	115	33%	174	50%	289	83%
Parent Not in Armed Forces	350	28	8%	322	92%	17	5%	16	5%	115	33%	174	50%	289	83%

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	26	12%	23%	19%	35%	12%
Grade 1	0	27	11%	22%	44%	19%	4%
Grade 2	4	32	3%	13%	19%	34%	31%
Grade 3	0	22	9%	14%	32%	36%	9%
Grade 4	0	13	8%	0%	31%	38%	23%
Grade 5	0	12	8%	17%	17%	42%	17%
Grade 6	1	14	14%	21%	7%	36%	21%
Grade 7	1	14	0%	7%	7%	57%	29%
Grade 8	1	10	0%	30%	20%	30%	20%
Grade 9	0	10	20%	10%	50%	10%	10%
Grade 10	0	21	0%	24%	52%	14%	10%
Grade 11	3	34	6%	9%	32%	41%	12%
Grade 12	4	24	13%	13%	29%	33%	13%

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 4 ELA	0	3	—	—	—	—	—	—	—	—
Grade 4 Math	0	3	—	—	—	—	—	—	—	—
Grade 4 Science	0	3	—	—	—	—	—	—	—	—
Grade 5 ELA	0	6	0	0%	1	17%	5	83%	0	0%
Grade 5 Math	0	6	0	0%	2	33%	4	67%	0	0%
Grade 6 ELA	0	3	—	—	—	—	—	—	—	—
Grade 6 Math	0	3	—	—	—	—	—	—	—	—
Grade 7 ELA	0	4	—	—	—	—	—	—	—	—
Grade 7 Math	0	4	—	—	—	—	—	—	—	—
Grade 8 ELA	3	2	—	—	—	—	—	—	—	—
Grade 8 Math	3	2	—	—	—	—	—	—	—	—
Grade 8 Science	3	2	—	—	—	—	—	—	—	—
Secondary-Level ELA	19	4	—	—	—	—	—	—	—	—
Secondary-Level Math	19	4	—	—	—	—	—	—	—	—
Secondary-Level Science	19	4	—	—	—	—	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

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THIS DOCUMENT WAS CREATED ON: MAY 13, 2020, 8:50 AM EST

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

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

INSTRUCTIONAL EXPENDITURES



\$47,649,502

\$20,097,770

PUPILS

PUPILS



3,750

580

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL



\$12,707

\$34,651

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



\$23,070

**SIMILAR DISTRICT
GROUP**



\$23,507

NY STATE



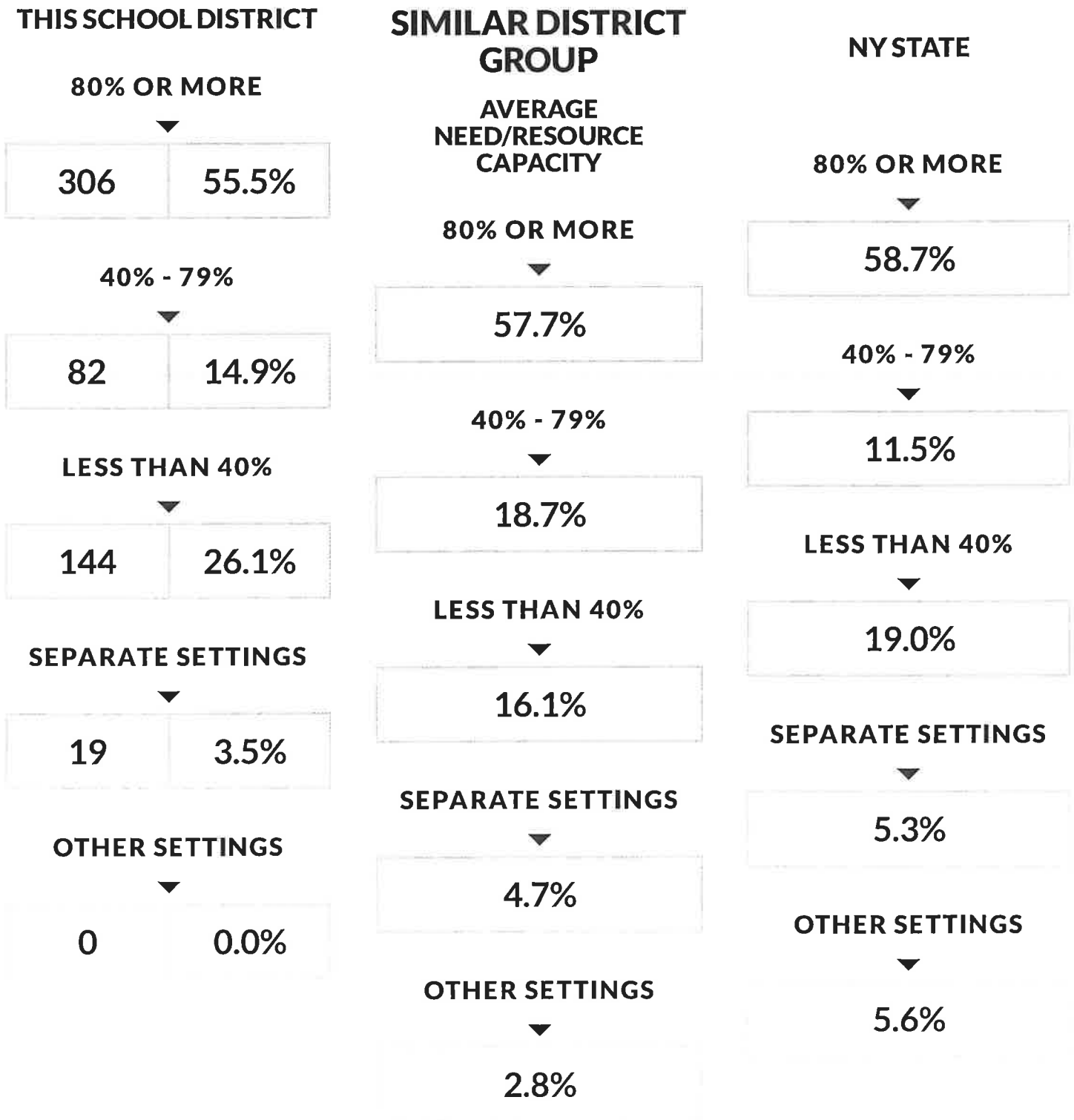
\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)



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 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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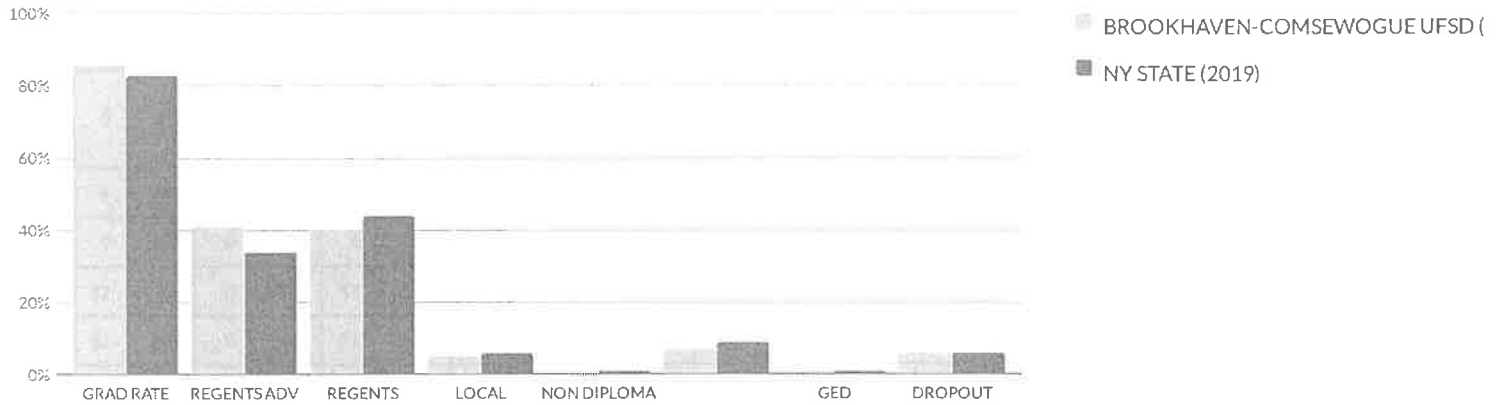
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BROOKHAVEN-COMSEWOGUE UFSD GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

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	350	302	86%	145	41%	141	40%	16	5%	1	0%	25	7%	0	0%	22	6%
Female	179	159	89%	84	47%	68	38%	7	4%	1	1%	13	7%	0	0%	6	3%
Male	171	143	84%	61	36%	73	43%	9	5%	0	0%	12	7%	0	0%	16	9%
Multiracial	12	12	100%	6	50%	6	50%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	222	209	94%	104	47%	95	43%	10	5%	1	0%	8	4%	0	0%	4	2%
Black or African American	5	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	102	67	66%	23	23%	38	37%	6	6%	0	0%	17	17%	0	0%	18	18%
General-Education Students	285	250	88%	137	48%	111	39%	2	1%	0	0%	17	6%	0	0%	18	6%
Students with Disabilities	65	52	80%	8	12%	30	46%	14	22%	1	2%	8	12%	0	0%	4	6%
Non-English Language Learners	316	298	94%	145	46%	137	43%	16	5%	1	0%	12	4%	0	0%	5	2%
English Language Learners	34	4	12%	0	0%	4	12%	0	0%	0	0%	13	38%	0	0%	17	50%
Not Economically Disadvantaged	256	226	88%	120	47%	93	36%	13	5%	1	0%	15	6%	0	0%	14	5%
Economically Disadvantaged	94	76	81%	25	27%	48	51%	3	3%	0	0%	10	11%	0	0%	8	9%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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BROOKHAVEN-COMSEWOGUE UFSD 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	302	289	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Female	159	153	96%	2	1%	0	0%	0	0%	0	0%	3	2%	0	0%	1	1%
Male	143	136	95%	3	2%	0	0%	0	0%	0	0%	3	2%	0	0%	1	1%
Multiracial	12	12	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	209	200	96%	4	2%	0	0%	0	0%	0	0%	5	2%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	67	63	94%	1	1%	0	0%	0	0%	0	0%	1	1%	0	0%	2	3%
General-Education Students	250	241	96%	3	1%	0	0%	0	0%	0	0%	4	2%	0	0%	2	1%
Students with Disabilities	52	48	92%	2	4%	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%
Non-English Language Learners	298	286	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	1	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	4	3	75%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	25%
Not Economically Disadvantaged	226	220	97%	2	1%	0	0%	0	0%	0	0%	4	2%	0	0%	0	0%
Economically Disadvantaged	76	69	91%	3	4%	0	0%	0	0%	0	0%	2	3%	0	0%	2	3%
Not Migrant	302	289	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	301	288	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	302	289	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	302	289	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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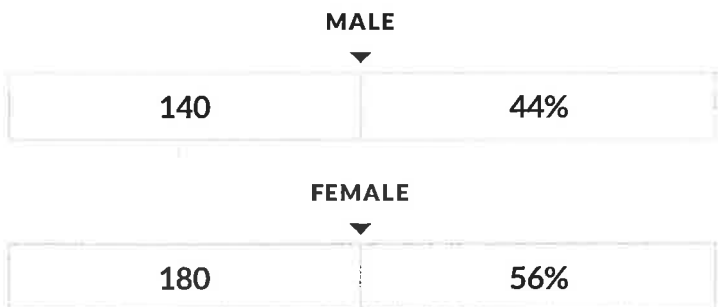
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

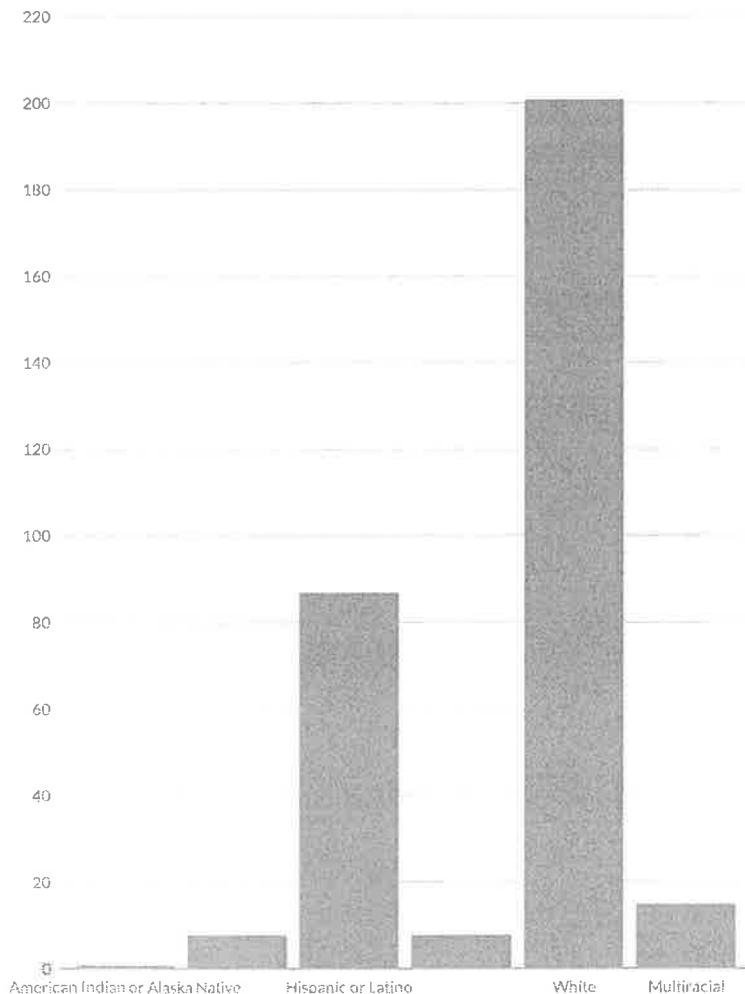
BOYLE ROAD ELEMENTARY SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 320

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



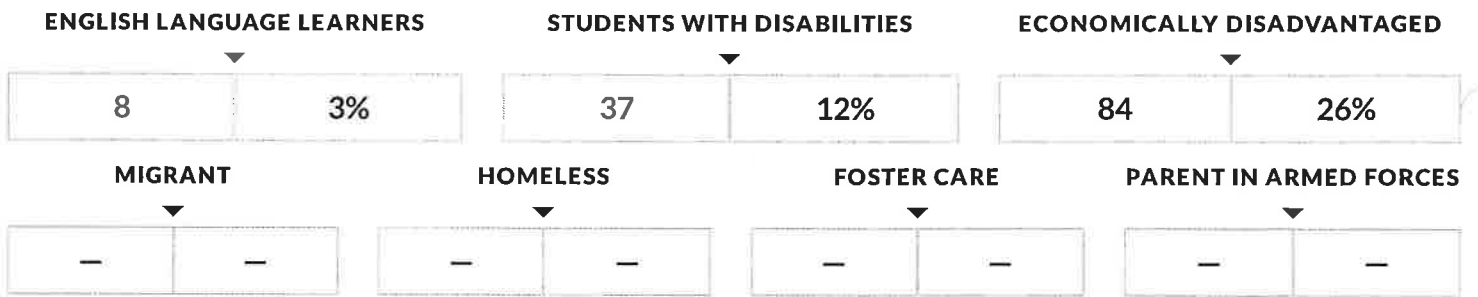
WHITE



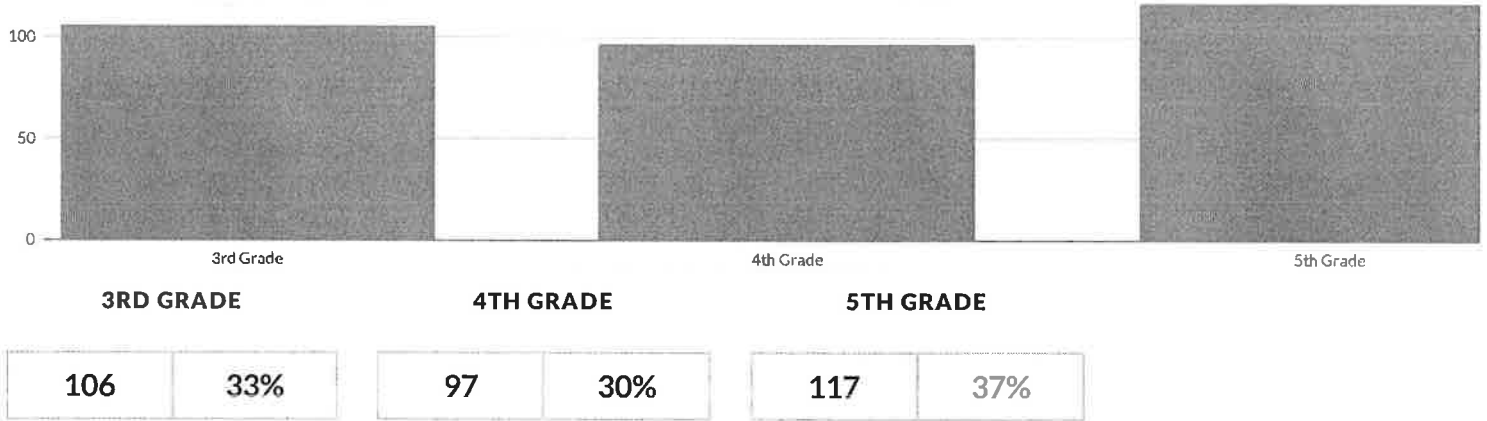
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



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BOYLE ROAD ELEMENTARY SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

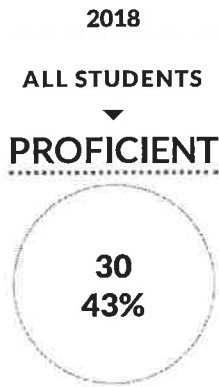
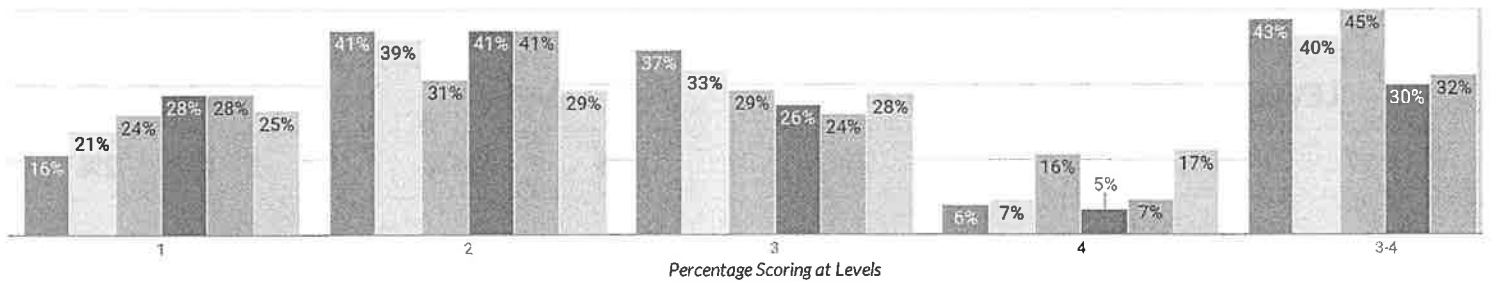
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

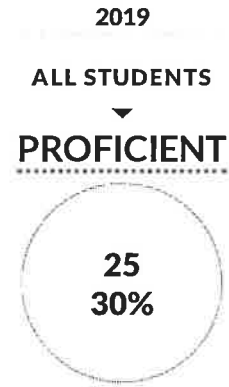
Assessment Data - Glossary of Terms | Assessment Data - Business Rules

BOYLE ROAD ELEMENTARY SCHOOL (2018) BROOKHAVEN-COMSEWOGUE UFSD (2018) NY STATE (2018) BOYLE ROAD ELEMENTARY SCHOOL (2019)



TOTAL TESTED: 70

LEVEL 1		LEVEL 2	
11	16%	29	41%
LEVEL 3		LEVEL 4	
26	37%	4	6%



TOTAL TESTED: 82

LEVEL 1		LEVEL 2	
23	28%	34	41%
LEVEL 3		LEVEL 4	
21	26%	4	5%

BY GENDER

FEMALE
 ▼
PROFICIENT

TOTAL TESTED: 42

LEVEL 1		LEVEL 2	
8	19%	14	33%
LEVEL 3		LEVEL 4	
17	40%	3	7%

MALE
 ▼
PROFICIENT

TOTAL TESTED: 28

LEVEL 1		LEVEL 2	
3	11%	15	54%
LEVEL 3		LEVEL 4	
9	32%	1	4%

FEMALE
 ▼
PROFICIENT

TOTAL TESTED: 44

LEVEL 1		LEVEL 2	
9	20%	19	43%
LEVEL 3		LEVEL 4	
15	34%	1	2%

MALE
 ▼
PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
14	37%	15	39%
LEVEL 3		LEVEL 4	
6	16%	3	8%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

PROFICIENT

TOTAL TESTED: 26

LEVEL 1

2	8%
---	----

LEVEL 2

13	50%
----	-----

LEVEL 3

10	38%
----	-----

LEVEL 4

1	4%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

PROFICIENT

TOTAL TESTED: 30

LEVEL 1

5	17%
---	-----

LEVEL 2

13	43%
----	-----

LEVEL 3

10	33%
----	-----

LEVEL 4

2	7%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 30

LEVEL 1

8	27%
---	-----

LEVEL 2

12	40%
----	-----

LEVEL 3

10	33%
----	-----

LEVEL 4

0	0%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 37

LEVEL 1

15	41%
----	-----

LEVEL 2

12	32%
----	-----

LEVEL 3

9	24%
---	-----

LEVEL 4

1	3%
---	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 47

LEVEL 1		LEVEL 2	
8	17%	15	32%
LEVEL 3		LEVEL 4	
22	47%	2	4%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 23

LEVEL 1		LEVEL 2	
3	13%	14	61%
LEVEL 3		LEVEL 4	
4	17%	2	9%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 55

LEVEL 1		LEVEL 2	
11	20%	24	44%
LEVEL 3		LEVEL 4	
16	29%	4	7%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 27

LEVEL 1		LEVEL 2	
12	44%	10	37%
LEVEL 3		LEVEL 4	
5	19%	0	0%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

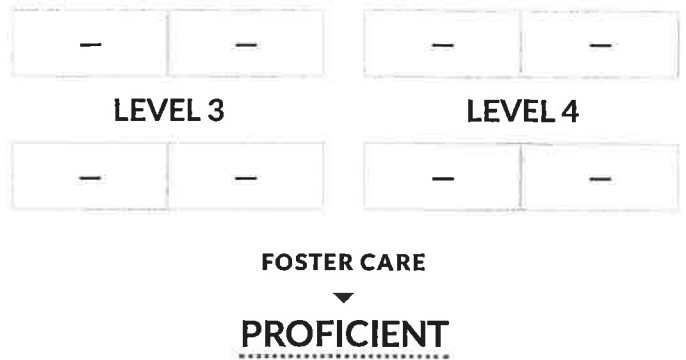
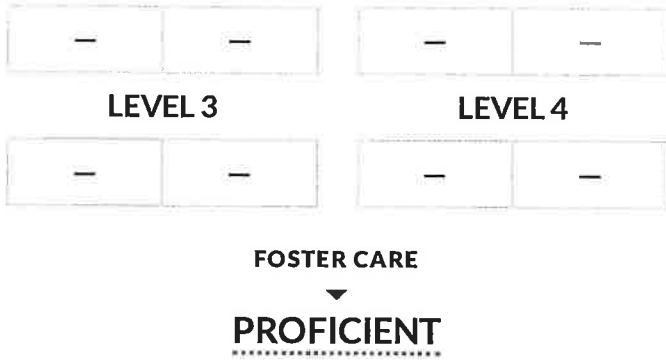
TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

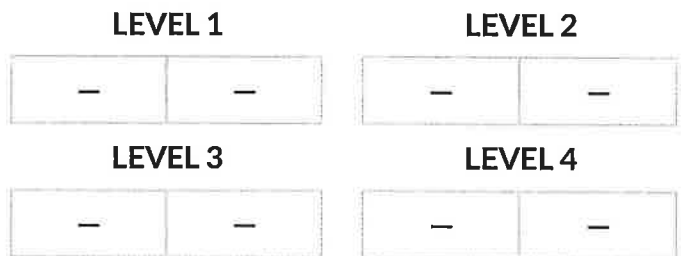
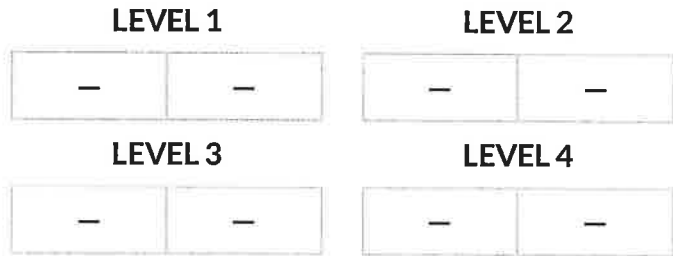
TOTAL TESTED: —

LEVEL 1 LEVEL 2



TOTAL TESTED: -

TOTAL TESTED: -



PARENTS NOT IN ARMED FORCES

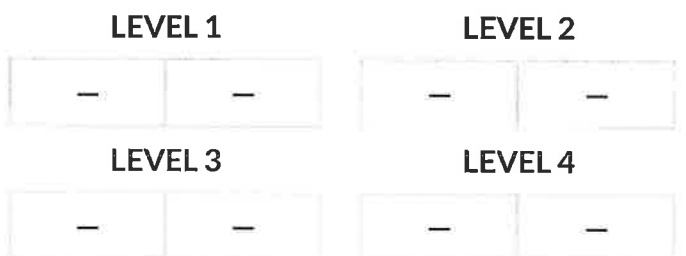
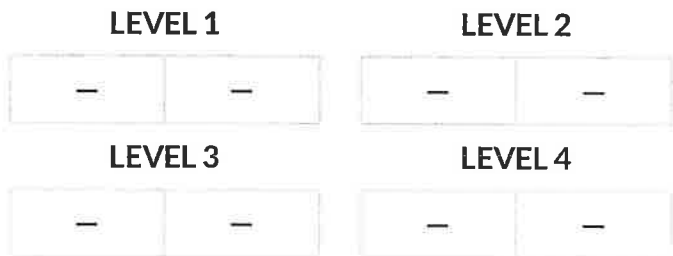
PARENTS NOT IN ARMED FORCES

▼
PROFICIENT

▼
PROFICIENT

TOTAL TESTED: -

TOTAL TESTED: -



PARENTS IN ARMED FORCES

PARENTS IN ARMED FORCES

▼
PROFICIENT

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

HOMELESS
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

HOMELESS
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

-	-	-	-	-	-	-	-
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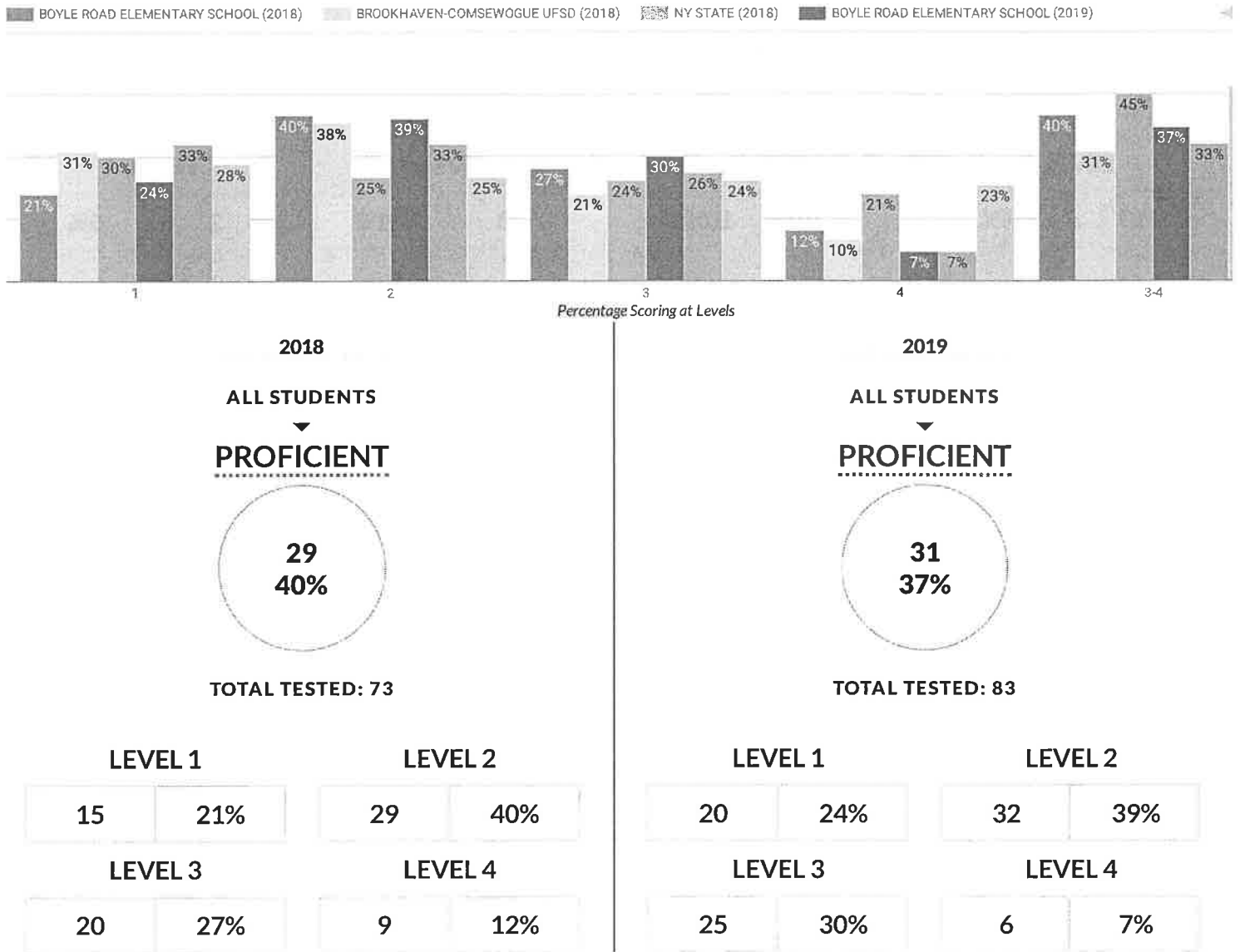
BOYLE ROAD ELEMENTARY SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 41

LEVEL 1		LEVEL 2	
8	20%	19	46%
LEVEL 3		LEVEL 4	
10	24%	4	10%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 42

LEVEL 1		LEVEL 2	
9	21%	18	43%
LEVEL 3		LEVEL 4	
13	31%	2	5%

MALE
▼
PROFICIENT

TOTAL TESTED: 32

LEVEL 1		LEVEL 2	
7	22%	10	31%
LEVEL 3		LEVEL 4	
10	31%	5	16%

MALE
▼
PROFICIENT

TOTAL TESTED: 41

LEVEL 1		LEVEL 2	
11	27%	14	34%
LEVEL 3		LEVEL 4	
12	29%	4	10%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: --

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

▼
PROFICIENT
.....

TOTAL TESTED: 27

LEVEL 1

5	19%
---	-----

LEVEL 2

11	41%
----	-----

LEVEL 3

9	33%
---	-----

LEVEL 4

2	7%
---	----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: --

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

WHITE

▼
PROFICIENT
.....

TOTAL TESTED: 34

LEVEL 1

5	15%
---	-----

LEVEL 2

12	35%
----	-----

LEVEL 3

15	44%
----	-----

LEVEL 4

2	6%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: --

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 33

LEVEL 1

10	30%
----	-----

LEVEL 2

14	42%
----	-----

LEVEL 3

5	15%
---	-----

LEVEL 4

4	12%
---	-----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 6

LEVEL 1

0	0%
---	----

LEVEL 2

5	83%
---	-----

LEVEL 3

1	17%
---	-----

LEVEL 4

0	0%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 36

LEVEL 1

13	36%
----	-----

LEVEL 2

14	39%
----	-----

LEVEL 3

6	17%
---	-----

LEVEL 4

3	8%
---	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: –

LEVEL 1

–	–
---	---

LEVEL 2

–	–
---	---

LEVEL 3

–	–
---	---

LEVEL 4

–	–
---	---

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: –

LEVEL 1

–	–
---	---

LEVEL 2

–	–
---	---

LEVEL 3

–	–
---	---

LEVEL 4

–	–
---	---

GENERAL-EDUCATION STUDENTS

▼
PROFICIENT

TOTAL TESTED: –

LEVEL 1

–	–
---	---

LEVEL 2

–	–
---	---

LEVEL 3

–	–
---	---

LEVEL 4

–	–
---	---

STUDENTS WITH DISABILITIES

▼
PROFICIENT

TOTAL TESTED: –

LEVEL 1

–	–
---	---

LEVEL 2

–	–
---	---

LEVEL 3

–	–
---	---

LEVEL 4

–	–
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 50

LEVEL 1		LEVEL 2	
7	14%	20	40%
LEVEL 3		LEVEL 4	
15	30%	8	16%

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 23

LEVEL 1		LEVEL 2	
8	35%	9	39%
LEVEL 3		LEVEL 4	
5	22%	1	4%

NOT ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 58

LEVEL 1		LEVEL 2	
10	17%	22	38%
LEVEL 3		LEVEL 4	
20	34%	6	10%

ECONOMICALLY DISADVANTAGED

▼
PROFICIENT

TOTAL TESTED: 25

LEVEL 1		LEVEL 2	
10	40%	10	40%
LEVEL 3		LEVEL 4	
5	20%	0	0%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

FOSTER CARE

PROFICIENT

TOTAL TESTED: --

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: --

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS IN ARMED FORCES

PROFICIENT

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

FOSTER CARE

PROFICIENT

TOTAL TESTED: --

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: --

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS IN ARMED FORCES

PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	

-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---

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

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING*

MADE PROGRESS

NA

*Accountability status was determined using a self-assessment process because the school had an insufficient number of continuously enrolled students to assign a Composite Performance Level. For more information, contact the Office of Accountability at accountinfo@nysed.gov.

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: Potential TSI School for 2020-21.	NA

*Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. For more information, contact the Office of Accountability at accountinfo@nysed.gov.

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	77	107	3
	Math	77	123	
	Science	53	225	
	Combined	207	143	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	157	3
	Math	13	169	
	Science	5	230	
	Combined	33	173	
Black or African American	ELA	9	100	2
	Math	9	133	
	Science	4	—	
	Combined	22	136	
Hispanic or Latino	ELA	33	89	2
	Math	31	105	
	Science	18	217	
	Combined	82	123	
Multiracial	ELA	4	—	—
	Math	3	—	
	Science	1	—	
	Combined	8	—	
White	ELA	30	127	3
	Math	34	138	
	Science	25	228	
	Combined	89	160	
English Language Learners	ELA	4	—	—
	Math	3	—	
	Science	1	—	
	Combined	8	—	
Students with Disabilities	ELA	7	43	—
	Math	7	43	
	Science	1	—	
	Combined	15	—	
Economically Disadvantaged	ELA	47	98	2

Subgroup	Subject	Cohort	Index	Level
	Math	44	92	
	Science	13	212	
	Combined	104	110	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	297	28	1
	Math	297	32	
	Science	200	60	
	Combined	794	37	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	15	157	3
	Math	15	147	
	Science	7	164	
	Combined	37	154	
Black or African American	ELA	13	69	2
	Math	13	92	
	Science	6	150	
	Combined	32	94	
Hispanic or Latino	ELA	81	36	1
	Math	81	40	
	Science	49	80	
	Combined	211	48	
Multiracial	ELA	23	24	1
	Math	23	22	
	Science	7	36	
	Combined	53	25	
White	ELA	188	20	1
	Math	188	25	
	Science	131	44	
	Combined	507	28	
English Language Learners	ELA	18	0	1
	Math	18	11	
	Science	7	14	
	Combined	43	7	
Students with Disabilities	ELA	74	4	1
	Math	74	4	
	Science	21	5	
	Combined	169	4	
Economically Disadvantaged	ELA	153	30	1

Subgroup	Subject	Cohort	Index	Level
	Math	153	27	
	Science	50	55	
	Combined	356	32	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	7,954	183	43.5	1
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—
Black or African American	—	12	—	—
Hispanic or Latino	3,125	64	48.8	2
Multiracial	—	2	—	—
White	3,492	84	41.6	1
English Language Learners	—	1	—	—
Students with Disabilities	—	0	—	—
Economically Disadvantaged	1,754	39	45	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	8	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	7	—	—	—	—
Multiracial	0	—	—	—	—
White	1	—	—	—	—
English Language Learners	8	—	—	—	—
Students with Disabilities	2	—	—	—	—
Economically Disadvantaged	7	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	16	297	28	31	105	122	161	N	—	200	1	1
	Math	18	297	32	32	107	124	162	N	—	200	1	
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	15	—	—	—	—	—	—	—	—	—	—
	Math	—	15	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	16	81	36	30	95	113	157	—	N	200	2	2
	Math	19	81	40	33	92	111	155	—	N	200	2	
Multiracial	ELA	—	23	—	—	—	—	—	—	—	—	—	—
	Math	—	23	—	—	—	—	—	—	—	—	—	
White	ELA	12	188	20	27	102	119	160	N	—	200	1	1
	Math	14	188	25	29	110	126	163	Y	—	200	2	
English Language Learners	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	0	74	4	16	61	85	142	N	—	200	1	1
	Math	3	74	4	19	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	16	153	30	31	95	113	157	N	—	200	1	1
	Math	18	153	27	32	94	112	156	N	—	200	1	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	12.2	326	32	9.8%	11.6%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	18	—	—	—	—	—	—	—	—	—	—
Black or African American	—	14	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18.1	92	11	12%	17.1%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	25	—	—	—	—	—	—	—	—	—	—
White	10	202	16	7.9%	9.6%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	14	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	11.4	42	4	9.5%	10.8%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	27.3	88	17	19.3%	25.5%	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	320	25.9%	662	23.1%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	X	90	42.2%	174	39.1%
Multiracial	—	15	—	—	—
White	X	199	15.1%	430	13%
English Language Learners	—	9	—	—	—
Students with Disabilities	—	36	—	—	—
Economically Disadvantaged	X	85	32.9%	167	30.5%

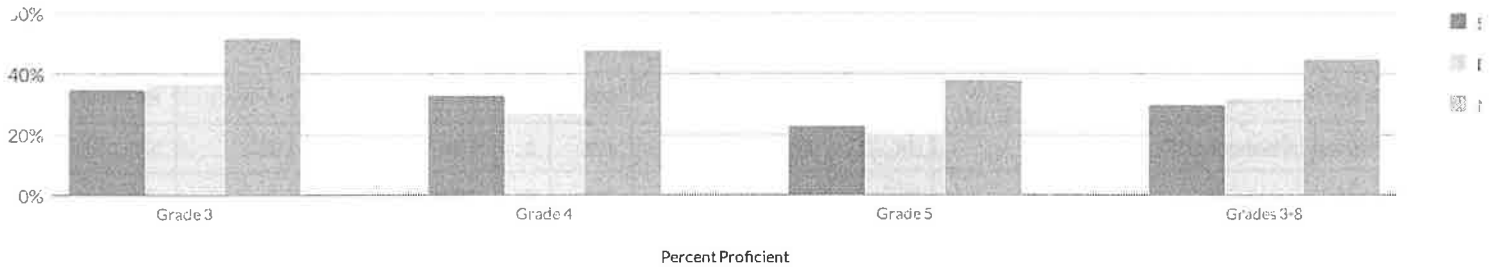
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	320	25.9%	662	23.6%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	7	—	—	—
Black or African American	—	8	—	—	—
Hispanic or Latino	X	90	40%	175	39.4%
Multiracial	—	15	—	—	—
White	X	199	17.1%	429	14.2%
English Language Learners	—	9	—	—	—
Students with Disabilities	—	36	—	—	—
Economically Disadvantaged	X	85	29.4%	167	28.7%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

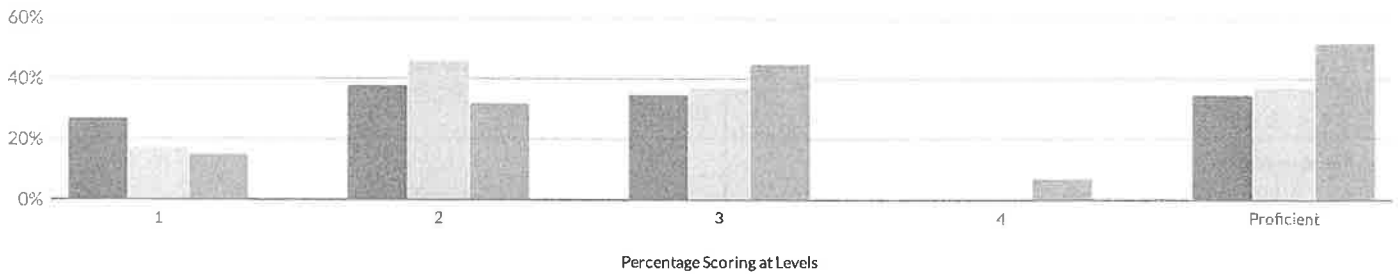
Grade	Number Taking NYSESLAT
Grade 5	—

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	82	26	7	27%	10	38%	9	35%	0	0%	9	35%
Grade 4	67	30	6	20%	14	47%	8	27%	2	7%	10	33%
Grade 5	90	26	10	38%	10	38%	4	15%	2	8%	6	23%
Grades 3-8	239	82	23	28%	34	41%	21	26%	4	5%	25	30%

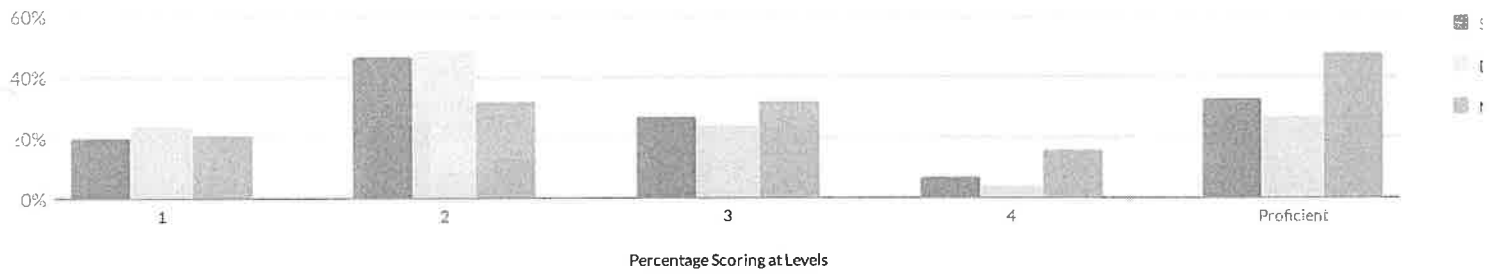
GRADE 3 ELA RESULTS



MEAN SCORE: 590

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	82	26	7	27%	10	38%	9	35%	0	0%	9	35%
General Education	70	24	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	23	12	6	50%	3	25%	3	25%	0	0%	3	25%
White	54	10	—	—	—	—	—	—	—	—	—	—
Multiracial	5	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	59	14	1	7%	7	50%	6	43%	0	0%	6	43%
Female	43	15	4	27%	5	33%	6	40%	0	0%	6	40%
Male	39	11	3	27%	5	45%	3	27%	0	0%	3	27%
English Language Learners	4	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	78	24	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	18	12	5	42%	6	50%	1	8%	0	0%	1	8%
Not Economically Disadvantaged	64	14	2	14%	4	29%	8	57%	0	0%	8	57%
Not Migrant	82	26	7	27%	10	38%	9	35%	0	0%	9	35%
Not Homeless	81	26	7	27%	10	38%	9	35%	0	0%	9	35%
Not in Foster Care	82	26	7	27%	10	38%	9	35%	0	0%	9	35%
Parent Not in Armed Forces	82	26	7	27%	10	38%	9	35%	0	0%	9	35%

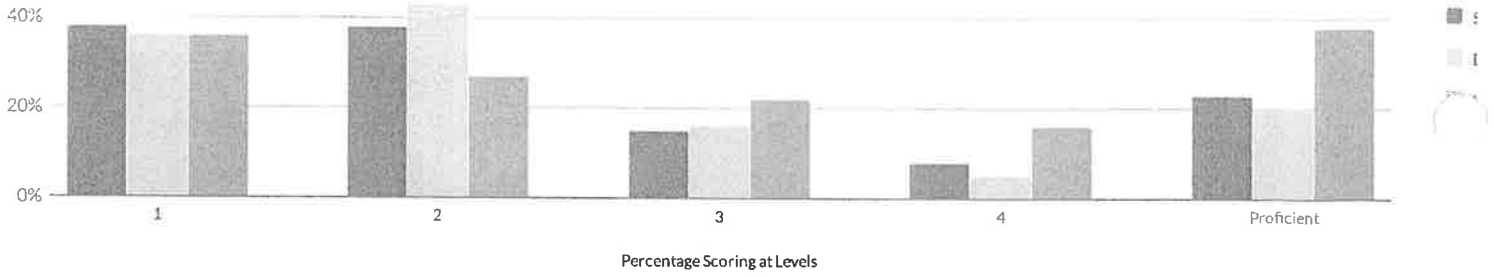
GRADE 4 ELA RESULTS



MEAN SCORE: 594

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	67	30	6	20%	14	47%	8	27%	2	7%	10	33%
General Education	60	29	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	18	17	6	35%	6	35%	4	24%	1	6%	5	29%
White	46	5	0	0%	2	40%	2	40%	1	20%	3	60%
Multiracial	2	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	8	0	0%	6	75%	2	25%	0	0%	2	25%
Female	41	18	3	17%	8	44%	7	39%	0	0%	7	39%
Male	26	12	3	25%	6	50%	1	8%	2	17%	3	25%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	67	28	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	18	11	5	45%	3	27%	3	27%	0	0%	3	27%
Not Economically Disadvantaged	49	19	1	5%	11	58%	5	26%	2	11%	7	37%
Not Migrant	67	30	6	20%	14	47%	8	27%	2	7%	10	33%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	67	29	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	67	30	6	20%	14	47%	8	27%	2	7%	10	33%
Parent Not in Armed Forces	67	30	6	20%	14	47%	8	27%	2	7%	10	33%

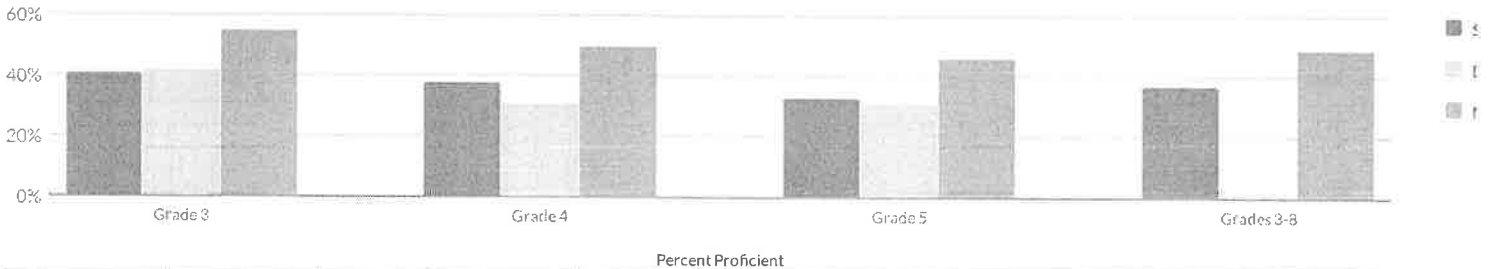
GRADE 5 ELA RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	90	26	10	38%	10	38%	4	15%	2	8%	6	23%
General Education	77	25	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	13	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	12	8	—	—	—	—	—	—	—	—	—	—
White	70	15	5	33%	7	47%	2	13%	1	7%	3	20%
Small Group Total	12	11	5	45%	3	27%	2	18%	1	9%	3	27%
Female	50	11	2	18%	6	55%	2	18%	1	9%	3	27%
Male	40	15	8	53%	4	27%	2	13%	1	7%	3	20%
Non-English Language Learners	89	26	10	38%	10	38%	4	15%	2	8%	6	23%
Economically Disadvantaged	22	4	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	68	22	—	—	—	—	—	—	—	—	—	—
Not Migrant	90	26	10	38%	10	38%	4	15%	2	8%	6	23%
Not Homeless	89	26	10	38%	10	38%	4	15%	2	8%	6	23%
Not in Foster Care	90	26	10	38%	10	38%	4	15%	2	8%	6	23%
Parent Not in Armed Forces	90	26	10	38%	10	38%	4	15%	2	8%	6	23%

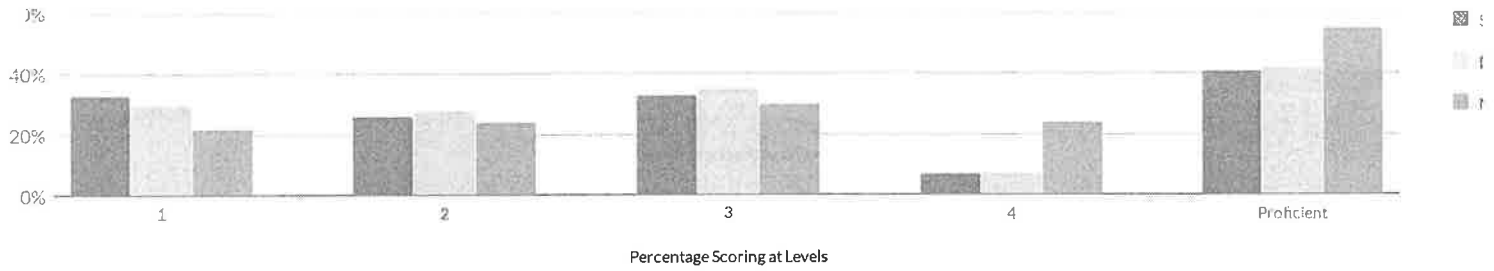
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	80	27	9	33%	7	26%	9	33%	2	7%	11	41%
Grade 4	68	29	2	7%	16	55%	8	28%	3	10%	11	38%
Grade 5	89	27	9	33%	9	33%	8	30%	1	4%	9	33%
Grades 3-8	237	83	20	24%	32	39%	25	30%	6	7%	31	37%

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.

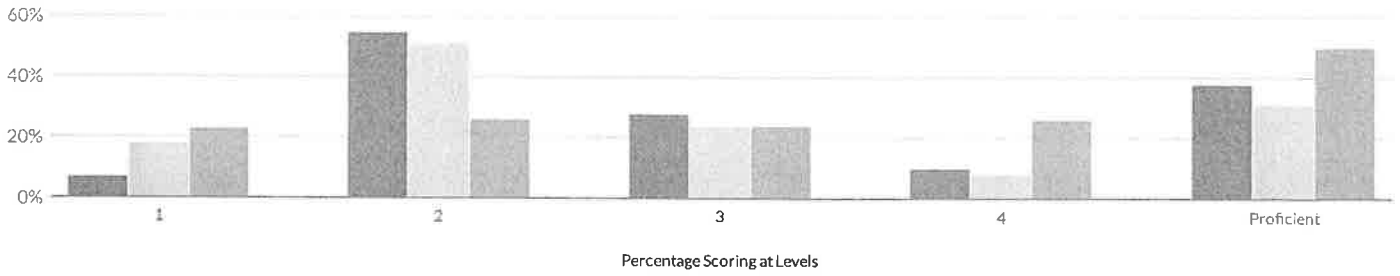
GRADE 3 MATH RESULTS



MEAN SCORE: 593

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	80	27	9	33%	7	26%	9	33%	2	7%	11	41%
General Education	68	25	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	12	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	24	11	—	—	—	—	—	—	—	—	—	—
White	50	13	1	8%	4	31%	7	54%	1	8%	8	62%
Multiracial	6	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	30	14	8	57%	3	21%	2	14%	1	7%	3	21%
Female	43	15	6	40%	3	20%	5	33%	1	7%	6	40%
Male	37	12	3	25%	4	33%	4	33%	1	8%	5	42%
English Language Learners	5	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	75	26	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	9	5	56%	2	22%	2	22%	0	0%	2	22%
Not Economically Disadvantaged	59	18	4	22%	5	28%	7	39%	2	11%	9	50%
Not Migrant	80	27	9	33%	7	26%	9	33%	2	7%	11	41%
Not Homeless	79	27	9	33%	7	26%	9	33%	2	7%	11	41%
Not in Foster Care	80	27	9	33%	7	26%	9	33%	2	7%	11	41%
Parent Not in Armed Forces	80	27	9	33%	7	26%	9	33%	2	7%	11	41%

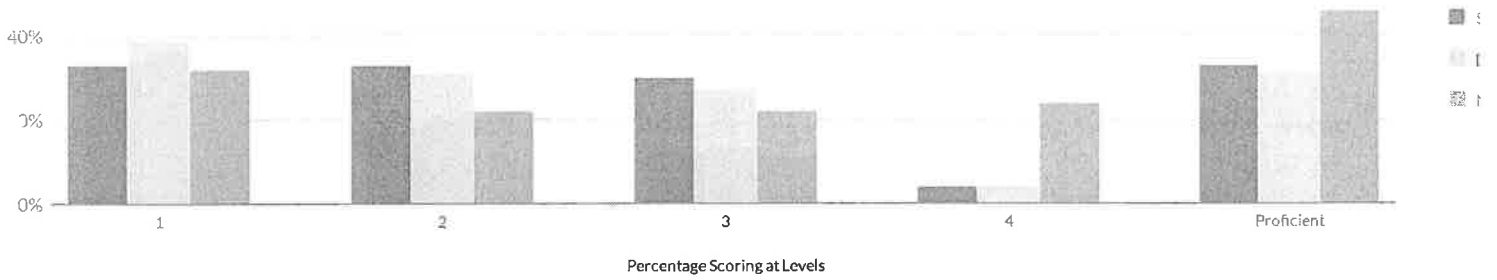
GRADE 4 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	68	29	2	7%	16	55%	8	28%	3	10%	11	38%
General Education	61	28	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	7	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	19	16	1	6%	10	63%	3	19%	2	13%	5	31%
White	45	6	1	17%	2	33%	3	50%	0	0%	3	50%
Multiracial	2	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	7	0	0%	4	57%	2	29%	1	14%	3	43%
Female	43	16	0	0%	10	63%	5	31%	1	6%	6	38%
Male	25	13	2	15%	6	46%	3	23%	2	15%	5	38%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	68	27	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	18	11	1	9%	8	73%	2	18%	0	0%	2	18%
Not Economically Disadvantaged	50	18	1	6%	8	44%	6	33%	3	17%	9	50%
Not Migrant	68	29	2	7%	16	55%	8	28%	3	10%	11	38%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	68	28	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	68	29	2	7%	16	55%	8	28%	3	10%	11	38%
Parent Not in Armed Forces	68	29	2	7%	16	55%	8	28%	3	10%	11	38%

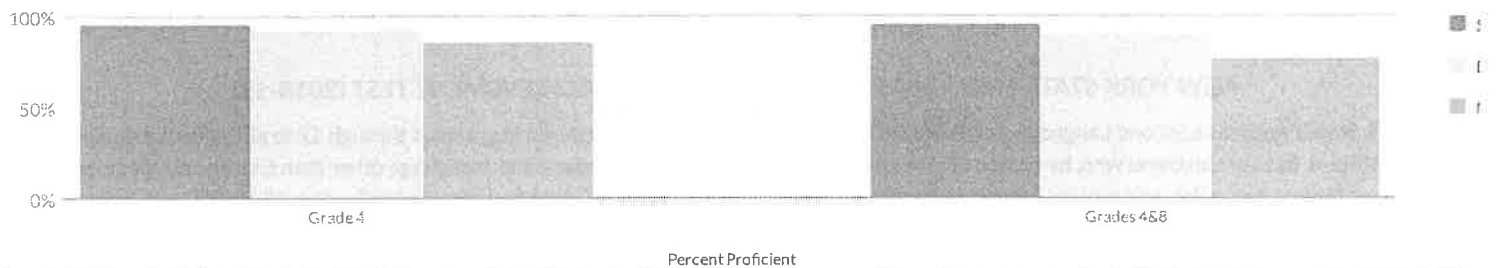
GRADE 5 MATH RESULTS



MEAN SCORE: 596

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	89	27	9	33%	9	33%	8	30%	1	4%	9	33%
General Education	76	26	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	13	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	9	—	—	—	—	—	—	—	—	—	—
White	70	15	3	20%	6	40%	5	33%	1	7%	6	40%
Small Group Total	11	12	6	50%	3	25%	3	25%	0	0%	3	25%
Female	50	11	3	27%	5	45%	3	27%	0	0%	3	27%
Male	39	16	6	38%	4	25%	5	31%	1	6%	6	38%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	89	26	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	21	5	4	80%	0	0%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	68	22	5	23%	9	41%	7	32%	1	5%	8	36%
Not Migrant	89	27	9	33%	9	33%	8	30%	1	4%	9	33%
Not Homeless	88	27	9	33%	9	33%	8	30%	1	4%	9	33%
Not in Foster Care	89	27	9	33%	9	33%	8	30%	1	4%	9	33%
Parent Not in Armed Forces	89	27	9	33%	9	33%	8	30%	1	4%	9	33%

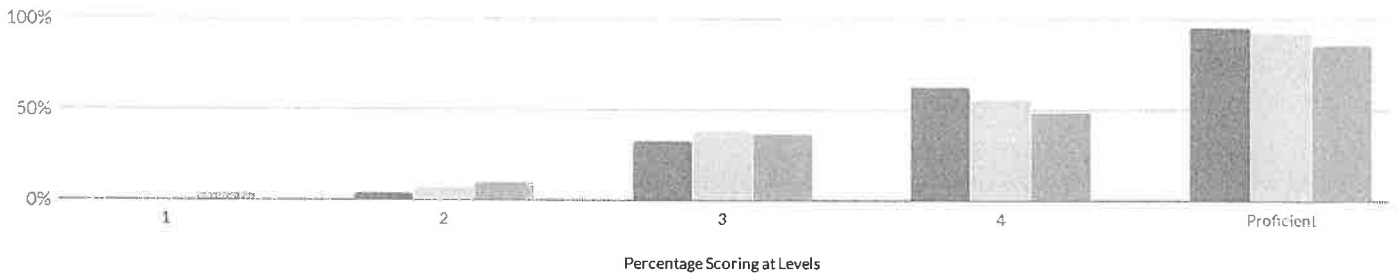
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	73	24	0	0%	1	4%	8	33%	15	63%	23	96%
Grades 4&8	73	24	0	0%	1	4%	8	33%	15	63%	23	96%

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

GRADE 4 SCIENCE RESULTS



MEAN SCORE: 84

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	73	24	0	0%	1	4%	8	33%	15	63%	23	96%
General Education	66	23	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	7	1	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	3	1	-	-	-	-	-	-	-	-	-	-
Black or African American	0	4	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	22	13	0	0%	1	8%	6	46%	6	46%	12	92%
White	46	5	0	0%	0	0%	0	0%	5	100%	5	100%
Multiracial	2	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	5	6	0	0%	0	0%	2	33%	4	67%	6	100%
Female	46	13	0	0%	1	8%	1	8%	11	85%	12	92%
Male	27	11	0	0%	0	0%	7	64%	4	36%	11	100%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	73	22	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	21	8	0	0%	1	13%	6	75%	1	13%	7	88%
Not Economically Disadvantaged	52	16	0	0%	0	0%	2	13%	14	88%	16	100%
Not Migrant	73	24	0	0%	1	4%	8	33%	15	63%	23	96%
Not Homeless	72	24	0	0%	1	4%	8	33%	15	63%	23	96%
Not in Foster Care	73	24	0	0%	1	4%	8	33%	15	63%	23	96%
Parent Not in Armed Forces	73	24	0	0%	1	4%	8	33%	15	63%	23	96%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 3	0	6	0%	17%	33%	33%	17%
Grade 4	0	2	-	-	-	-	-
Grade 5	0	1	-	-	-	-	-

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

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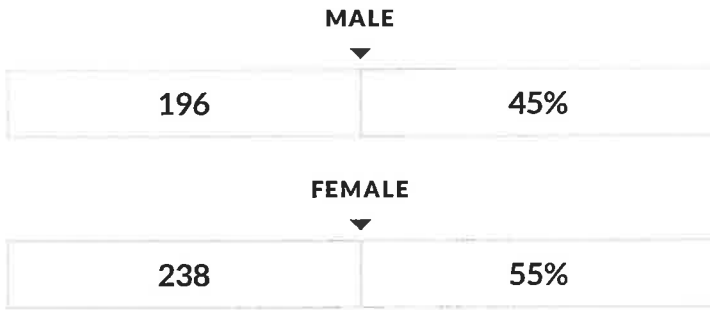
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

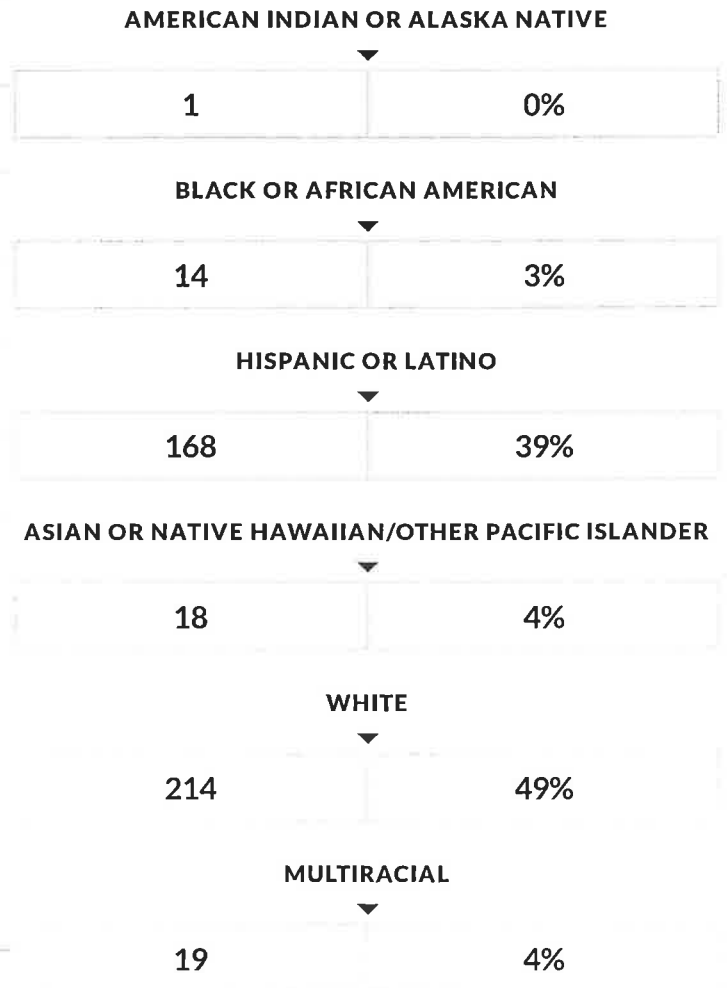
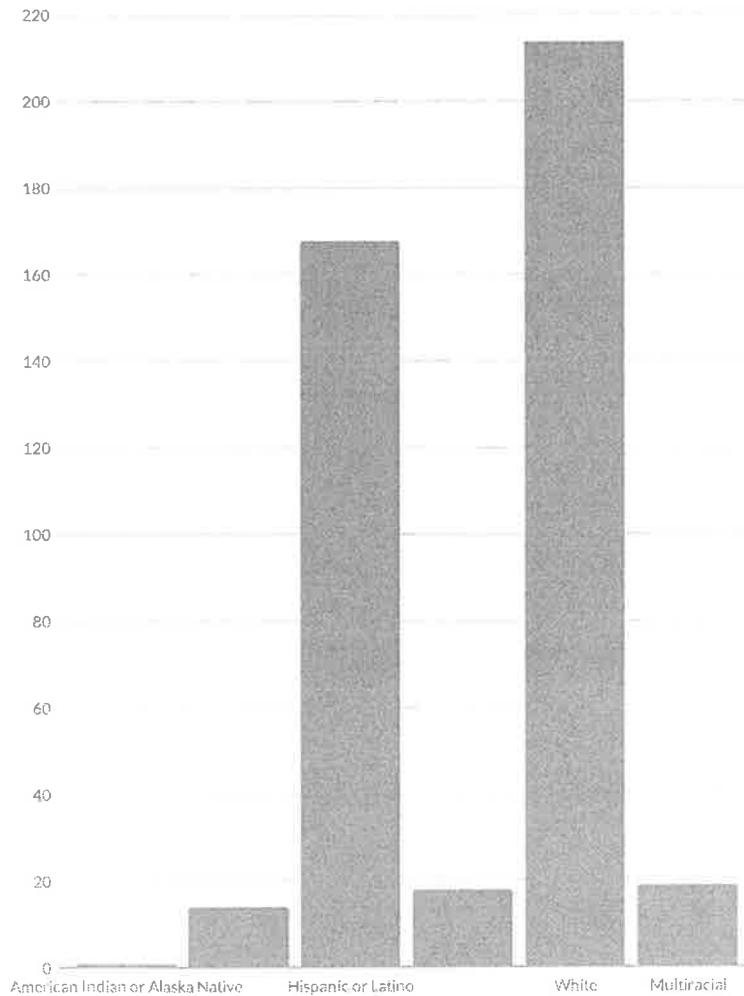
CLINTON AVENUE SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 434

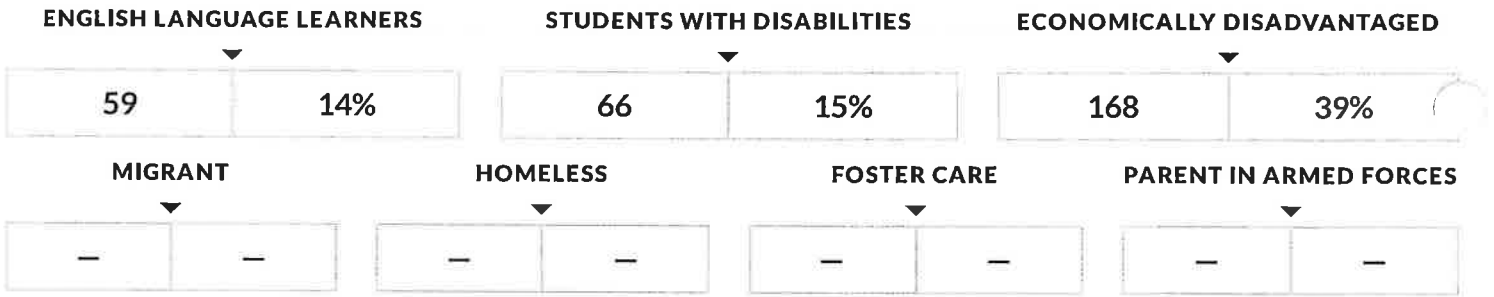
ENROLLMENT BY GENDER



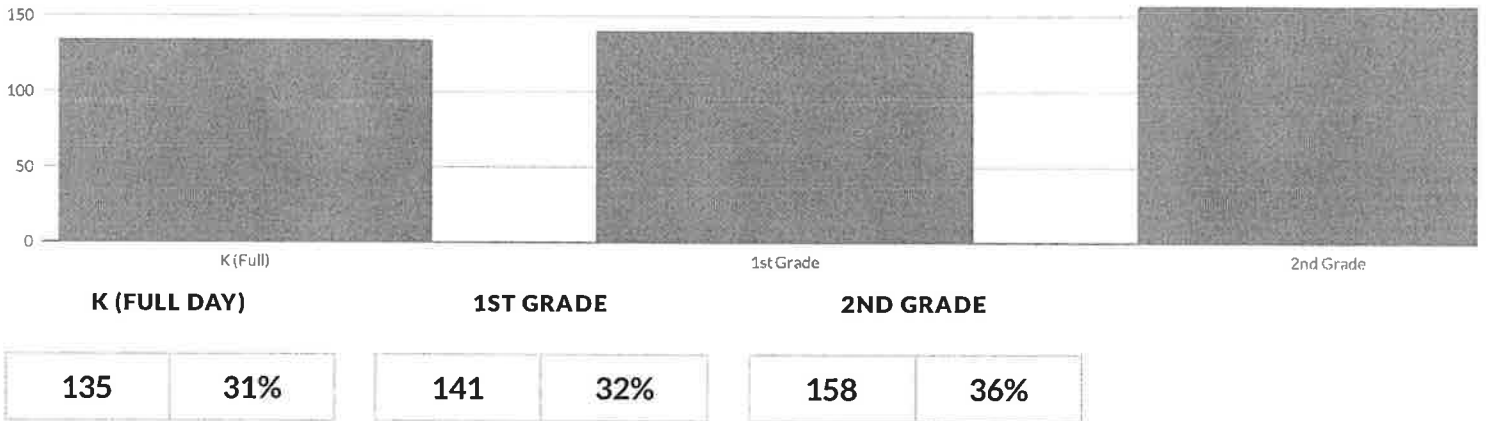
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



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CLINTON AVENUE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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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 \(54.71 kilobytes\)](#)

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- 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
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	45	147	2
	Math	31	131	
	Science	—	—	
	Combined	76	140	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Hispanic or Latino	ELA	19	100	2
	Math	20	75	
	Science	—	—	
	Combined	39	87	
Multiracial	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
White	ELA	21	157	3
	Math	20	155	
	Science	—	—	
	Combined	41	156	
English Language Learners	ELA	5	80	—
	Math	5	40	
	Science	—	—	
	Combined	10	—	
Students with Disabilities	ELA	8	113	—
	Math	8	138	
	Science	—	—	

Subgroup	Subject	Cohort	Index	Level
	Combined	16	—	
Economically Disadvantaged	ELA	18	94	1
	Math	18	69	
	Science	—	—	
	Combined	36	82	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	45	147	3
	Math	31	131	
	Science	—	—	
	Combined	76	140	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Black or African American	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Hispanic or Latino	ELA	19	100	2
	Math	20	75	
	Science	—	—	
	Combined	39	87	
Multiracial	ELA	1	—	—
	Math	1	—	
	Science	—	—	
	Combined	2	—	
White	ELA	21	157	3
	Math	20	155	
	Science	—	—	
	Combined	41	156	
English Language Learners	ELA	5	80	—
	Math	5	40	
	Science	—	—	
	Combined	10	—	
Students with Disabilities	ELA	8	113	—
	Math	8	138	
	Science	—	—	

Subgroup	Subject	Cohort	Index	Level
	Combined	16	—	
Economically Disadvantaged	ELA	18	94	2
	Math	18	69	
	Science	—	—	
	Combined	36	82	

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Hispanic or Latino	2
White	3
Economically Disadvantaged	2

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	38	46%	51%	1.1	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	31	46%	47%	1.0	3
Multiracial	0	—	—	—	—
White	5	—	—	—	—
English Language Learners	38	46%	51%	1.1	3
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	34	46%	51%	1.1	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	--	45	--	--	--	--	--	--	--	--	--	--
	Math	--	31	--	--	--	--	--	--	--	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	ELA	--	3	--	--	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--	--	--
Black or African American	ELA	--	3	--	--	--	--	--	--	--	--	--	--
	Math	--	3	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	ELA	--	19	--	--	--	--	--	--	--	--	--	--
	Math	--	20	--	--	--	--	--	--	--	--	--	--
Multiracial	ELA	--	1	--	--	--	--	--	--	--	--	--	--
	Math	--	1	--	--	--	--	--	--	--	--	--	--
White	ELA	--	21	--	--	--	--	--	--	--	--	--	--
	Math	--	20	--	--	--	--	--	--	--	--	--	--
English Language Learners	ELA	--	5	--	--	--	--	--	--	--	--	--	--
	Math	--	5	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	ELA	--	8	--	--	--	--	--	--	--	--	--	--
	Math	--	8	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	ELA	--	18	--	--	--	--	--	--	--	--	--	--
	Math	--	18	--	--	--	--	--	--	--	--	--	--

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	22.4	314	62	19.7%	21%	14.6%	12.8%	8.9%	—	N	5%	2
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—	—	—	—	—	—	—	—
Black or African American	—	22	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	28	125	35	28%	26.2%	19.8%	17%	11%	N	—	5%	1
Multiracial	—	18	—	—	—	—	—	—	—	—	—	—
White	17.6	155	17	11%	16.6%	10.5%	9.3%	7.2%	—	N	5%	2
English Language Learners	35.5	58	18	31%	33.1%	17.6%	15.2%	10.1%	—	N	5%	2
Students with Disabilities	33.9	58	13	22.4%	31.5%	21.5%	18.5%	11.8%	—	N	5%	2
Economically Disadvantaged	36.6	138	40	29%	34%	19.9%	17.1%	11.1%	—	N	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	--	28	--	--	--
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	2	--	--	--
Black or African American	--	2	--	--	--
Hispanic or Latino	--	10	--	--	--
Multiracial	--	1	--	--	--
White	--	13	--	--	--
English Language Learners	--	3	--	--	--
Students with Disabilities	--	3	--	--	--
Economically Disadvantaged	--	9	--	--	--

ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	--	27	--	--	--
American Indian or Alaska Native	--	0	--	--	--
Asian or Native Hawaiian/Other Pacific Islander	--	2	--	--	--
Black or African American	--	2	--	--	--
Hispanic or Latino	--	10	--	--	--
Multiracial	--	1	--	--	--
White	--	12	--	--	--
English Language Learners	--	3	--	--	--
Students with Disabilities	--	3	--	--	--
Economically Disadvantaged	--	9	--	--	--

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	16	19%	25%	19%	25%	13%
Grade 1	0	17	6%	12%	53%	24%	6%
Grade 2	1	24	0%	13%	21%	42%	25%

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)

Glossary of Terms

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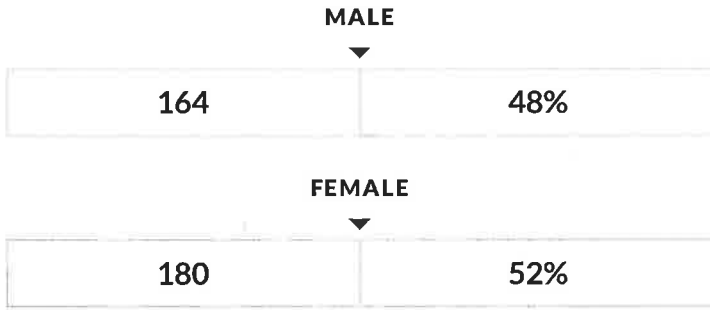
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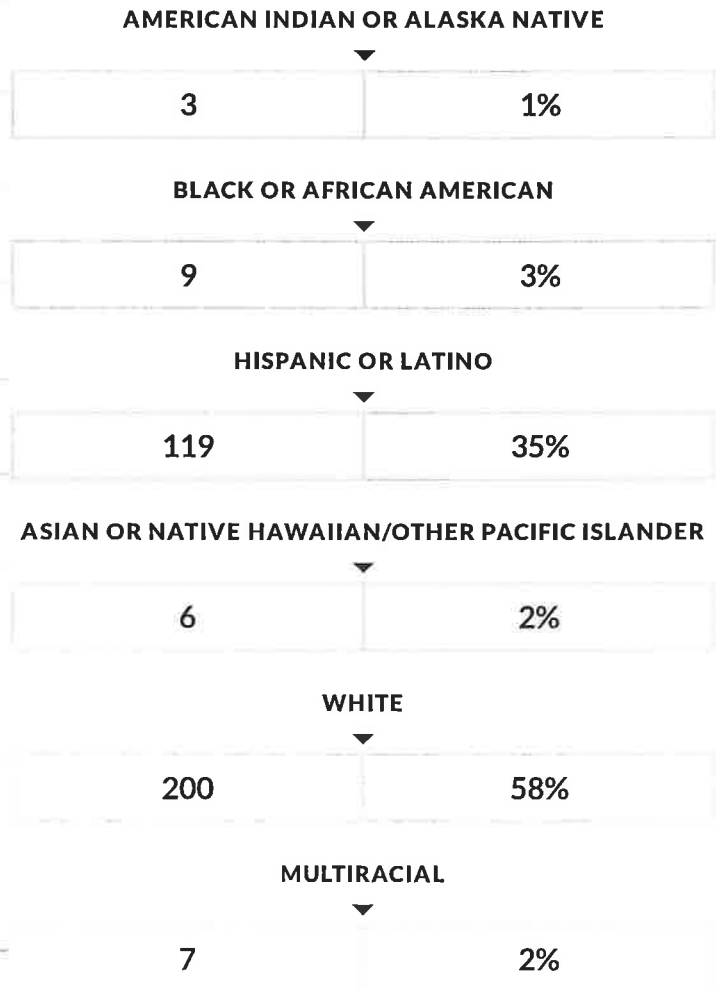
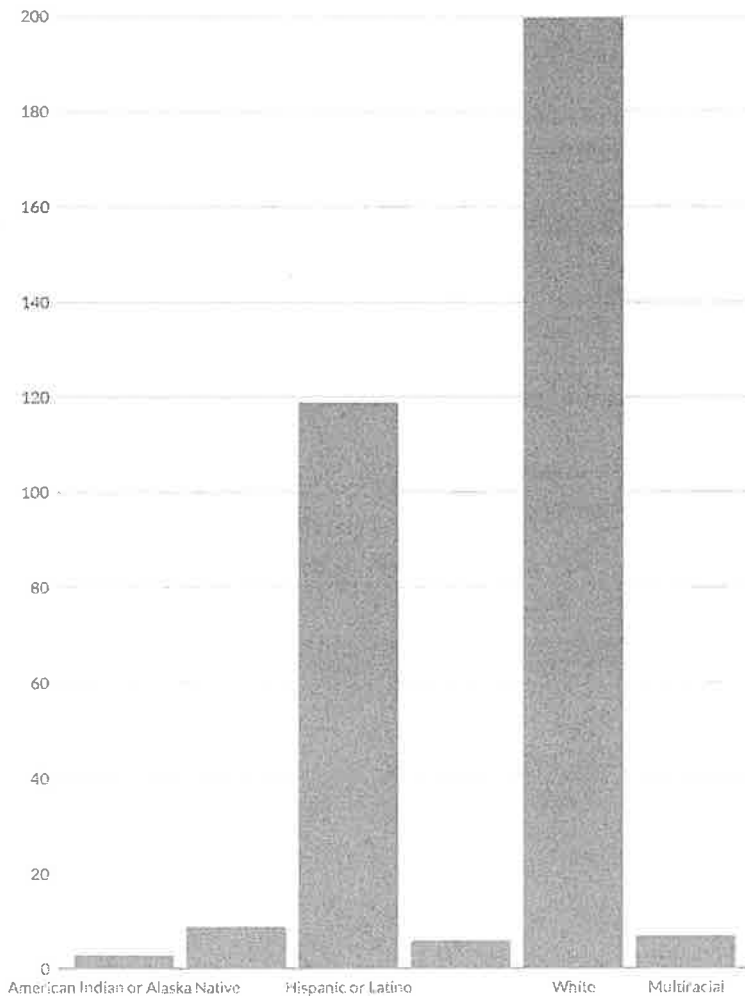
NORWOOD AVENUE SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 344

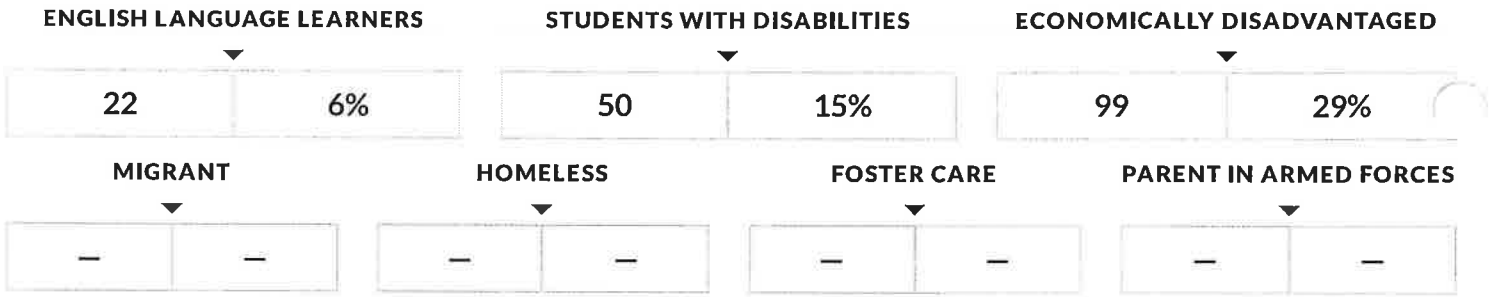
ENROLLMENT BY GENDER



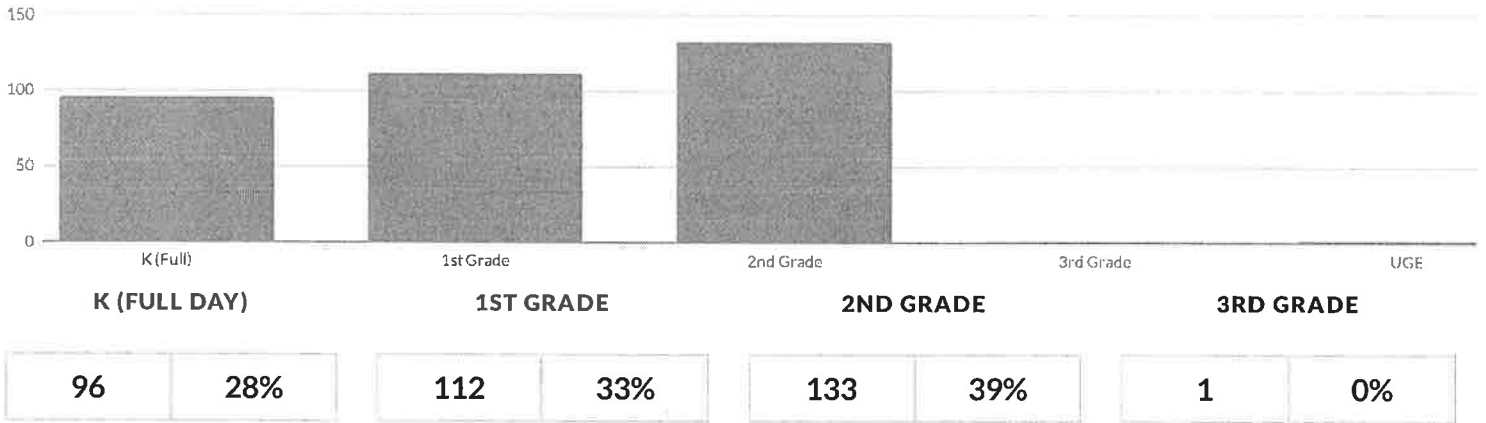
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



UNGRADED ELEMENTARY



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MADE PROGRESS

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SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Hispanic or Latino	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	42	126	2
	Math	42	136	
	Science	—	—	
	Combined	84	131	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	—	—	
	Combined	8	—	
Hispanic or Latino	ELA	20	110	2
	Math	20	118	
	Science	—	—	
	Combined	40	114	
Multiracial	ELA	3	—	—
	Math	2	—	
	Science	—	—	
	Combined	5	—	
White	ELA	12	163	—
	Math	14	164	
	Science	—	—	
	Combined	26	—	
English Language Learners	ELA	2	—	—
	Math	1	—	
	Science	—	—	
	Combined	3	—	
Students with Disabilities	ELA	5	100	—
	Math	5	100	
	Science	—	—	
	Combined	10	—	
Economically Disadvantaged	ELA	20	90	2
	Math	16	94	
	Science	—	—	

Subgroup	Subject	Cohort	Index	Level
	Combined	36	92	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	42	126	3
	Math	42	136	
	Science	—	—	
	Combined	84	131	
Black or African American	ELA	4	—	—
	Math	4	—	
	Science	—	—	
	Combined	8	—	
Hispanic or Latino	ELA	20	110	2
	Math	20	118	
	Science	—	—	
	Combined	40	114	
Multiracial	ELA	3	—	—
	Math	2	—	
	Science	—	—	
	Combined	5	—	
White	ELA	12	163	—
	Math	14	164	
	Science	—	—	
	Combined	26	—	
English Language Learners	ELA	2	—	—
	Math	1	—	
	Science	—	—	
	Combined	3	—	
Students with Disabilities	ELA	5	100	—
	Math	5	100	
	Science	—	—	
	Combined	10	—	
Economically Disadvantaged	ELA	20	90	2
	Math	16	94	
	Science	—	—	

Subgroup	Subject	Cohort	Index	Level
	Combined	36	92	

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	2
Hispanic or Latino	2
Economically Disadvantaged	2

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	13	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	10	—	—	—	—
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learners	13	—	—	—	—
Students with Disabilities	1	—	—	—	—
Economically Disadvantaged	12	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	—	42	—	—	—	—	—	—	—	—	—	—
	Math	—	42	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	4	—	—	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	20	—	—	—	—	—	—	—	—	—	—
	Math	—	20	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
White	ELA	—	12	—	—	—	—	—	—	—	—	—	—
	Math	—	14	—	—	—	—	—	—	—	—	—	
English Language Learners	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	—	20	—	—	—	—	—	—	—	—	—	—
	Math	—	16	—	—	—	—	—	—	—	—	—	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	21.7	261	44	16.9%	20.3%	14.6%	12.8%	8.9%	—	N	5%	2
American Indian or Alaska Native	—	5	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	10	—	—	—	—	—	—	—	—	—	—
Black or African American	—	10	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	32.5	95	23	24.2%	30.3%	19.8%	17%	11%	—	N	5%	2
Multiracial	—	14	—	—	—	—	—	—	—	—	—	—
White	15	148	14	9.5%	14.2%	10.5%	9.3%	7.2%	—	—	5%	3
English Language Learners	21.2	30	10	33.3%	20.6%	17.6%	15.2%	10.1%	N	—	5%	1
Students with Disabilities	8.8	43	10	23.3%	8.6%	21.5%	18.5%	11.8%	N	—	5%	1
Economically Disadvantaged	35	83	22	26.5%	32.6%	19.9%	17.1%	11.1%	—	N	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	—	20	—	—	—
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	9	—	—	—
Multiracial	—	2	—	—	—
White	—	7	—	—	—
English Language Learners	—	2	—	—	—
Students with Disabilities	—	2	—	—	—
Economically Disadvantaged	—	10	—	—	—

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	—	21	—	—	—
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
Black or African American	—	2	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	1	—	—	—
White	—	10	—	—	—
English Language Learners	—	1	—	—	—
Students with Disabilities	—	2	—	—	—
Economically Disadvantaged	—	7	—	—	—

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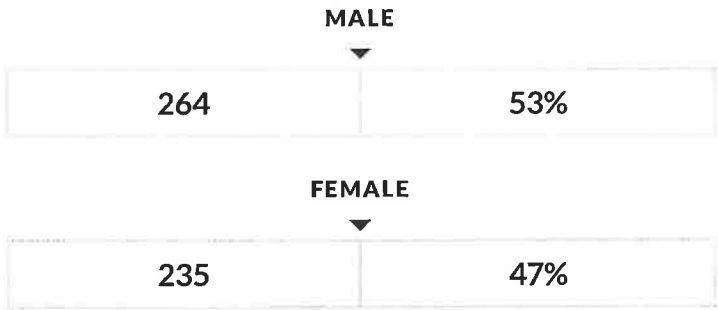
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

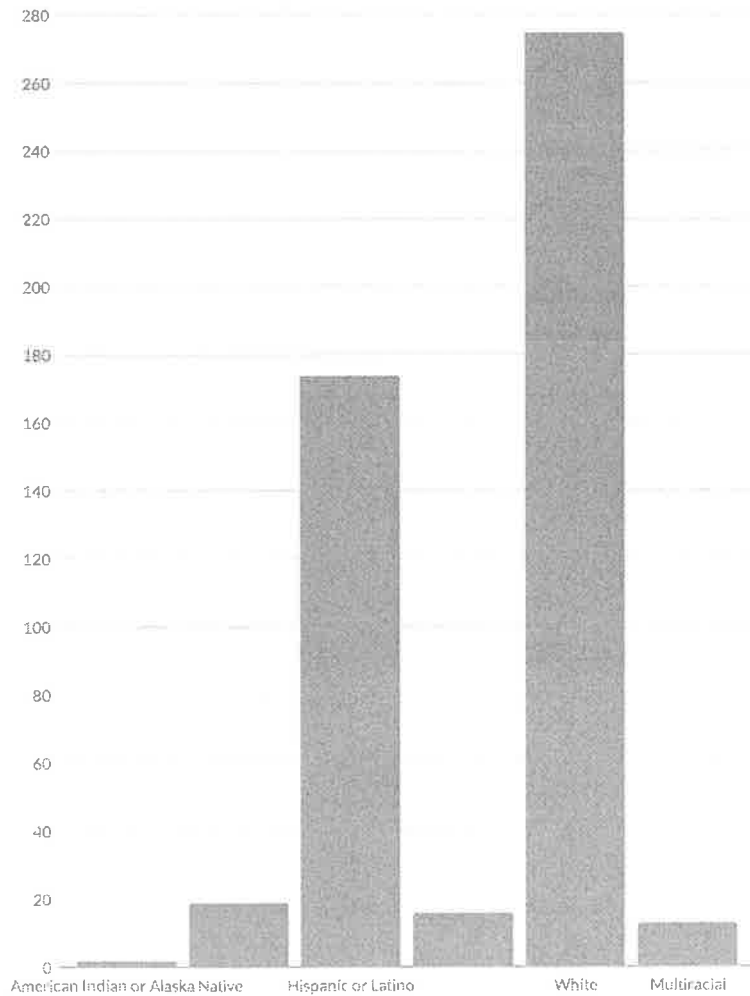
TERRYVILLE ROAD SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 499

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



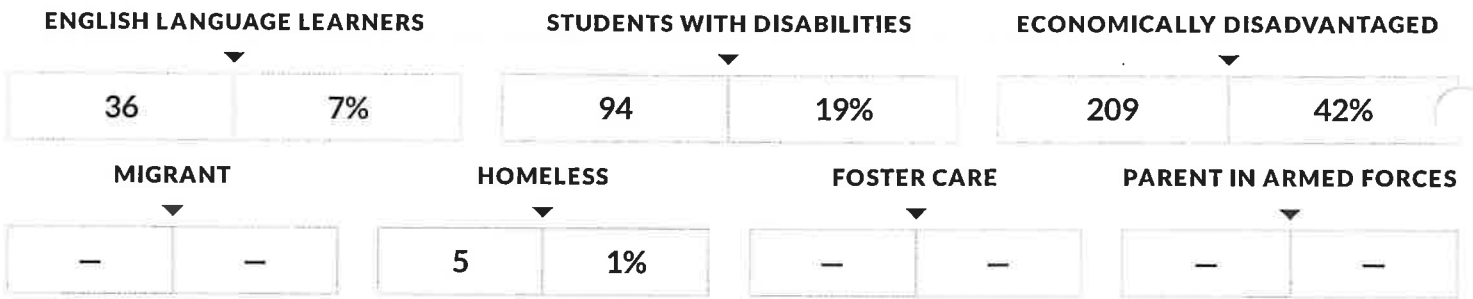
WHITE



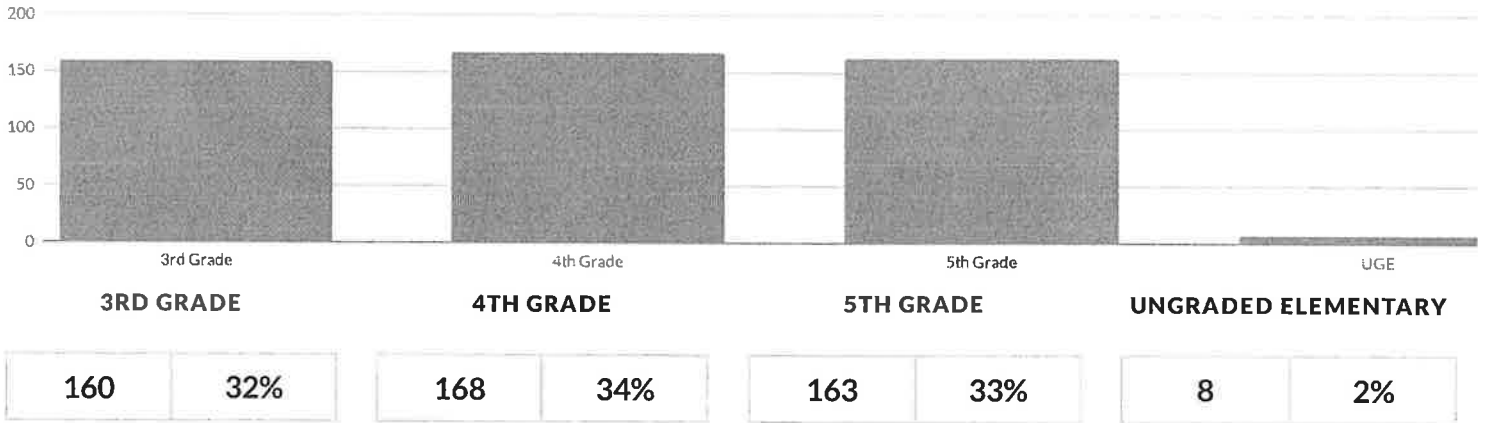
MULTIRACIAL



OTHER GROUPS



ENROLLMENT BY GRADE



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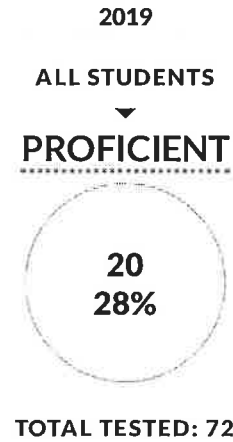
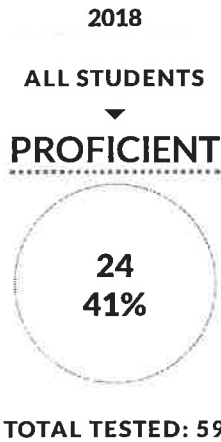
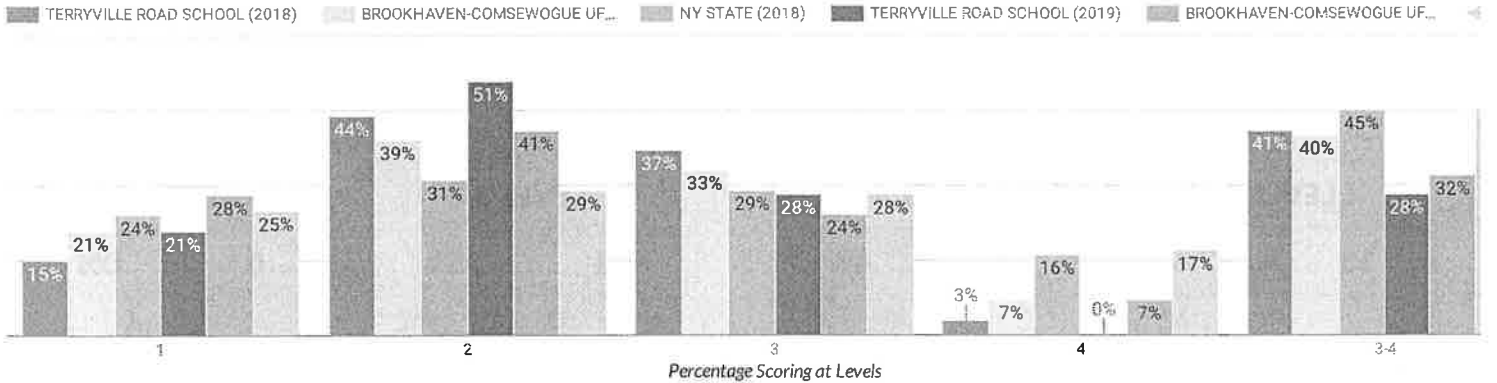
TERRYVILLE ROAD SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and : the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



LEVEL 1		LEVEL 2	
9	15%	26	44%
LEVEL 3		LEVEL 4	
22	37%	2	3%

LEVEL 1		LEVEL 2	
15	21%	37	51%
LEVEL 3		LEVEL 4	
20	28%	0	0%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 23

LEVEL 1		LEVEL 2	
1	4%	8	35%
LEVEL 3		LEVEL 4	
13	57%	1	4%

MALE
▼
PROFICIENT

TOTAL TESTED: 36

LEVEL 1		LEVEL 2	
8	22%	18	50%
LEVEL 3		LEVEL 4	
9	25%	1	3%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 31

LEVEL 1		LEVEL 2	
2	6%	18	58%
LEVEL 3		LEVEL 4	
11	35%	0	0%

MALE
▼
PROFICIENT

TOTAL TESTED: 41

LEVEL 1		LEVEL 2	
13	32%	19	46%
LEVEL 3		LEVEL 4	
9	22%	0	0%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 10

LEVEL 1		LEVEL 2	
1	10%	4	40%
LEVEL 3		LEVEL 4	
4	40%	1	10%

WHITE

PROFICIENT

TOTAL TESTED: 27

LEVEL 1		LEVEL 2	
2	7%	13	48%
LEVEL 3		LEVEL 4	
11	41%	1	4%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

WHITE

PROFICIENT

TOTAL TESTED: 36

LEVEL 1		LEVEL 2	
8	22%	16	44%
LEVEL 3		LEVEL 4	
12	33%	0	0%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 15

LEVEL 1

3	20%
---	-----

LEVEL 2

9	60%
---	-----

LEVEL 3

3	20%
---	-----

LEVEL 4

0	0%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 6

LEVEL 1

0	0%
---	----

LEVEL 2

3	50%
---	-----

LEVEL 3

3	50%
---	-----

LEVEL 4

0	0%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 23

LEVEL 1

7	30%
---	-----

LEVEL 2

14	61%
----	-----

LEVEL 3

2	9%
---	----

LEVEL 4

0	0%
---	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 61

LEVEL 1

9	15%
---	-----

LEVEL 2

33	54%
----	-----

LEVEL 3

19	31%
----	-----

LEVEL 4

0	0%
---	----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 11

LEVEL 1

6	55%
---	-----

LEVEL 2

4	36%
---	-----

LEVEL 3

1	9%
---	----

LEVEL 4

0	0%
---	----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 67

LEVEL 1		LEVEL 2	
13	19%	34	51%
LEVEL 3		LEVEL 4	
20	30%	0	0%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 5

LEVEL 1		LEVEL 2	
2	40%	3	60%
LEVEL 3		LEVEL 4	
0	0%	0	0%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
5	13%	14	37%
LEVEL 3		LEVEL 4	
17	45%	2	5%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 21

LEVEL 1		LEVEL 2	
4	19%	12	57%
LEVEL 3		LEVEL 4	
5	24%	0	0%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 44

LEVEL 1		LEVEL 2	
6	14%	19	43%
LEVEL 3		LEVEL 4	
19	43%	0	0%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 28

LEVEL 1		LEVEL 2	
9	32%	18	64%
LEVEL 3		LEVEL 4	
1	4%	0	0%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1 LEVEL 2

-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

FOSTER CARE
▼
PROFICIENT

FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: -

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: -

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

PARENTS IN ARMED FORCES
▼
PROFICIENT

PARENTS IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

HOMELESS
▼
PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	

-	-	-	-	-	-	-	-
---	---	---	---	---	---	---	---

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TERRYVILLE ROAD SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

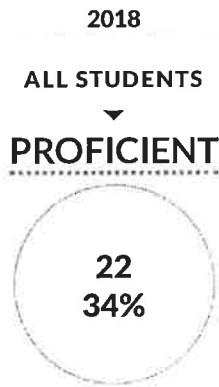
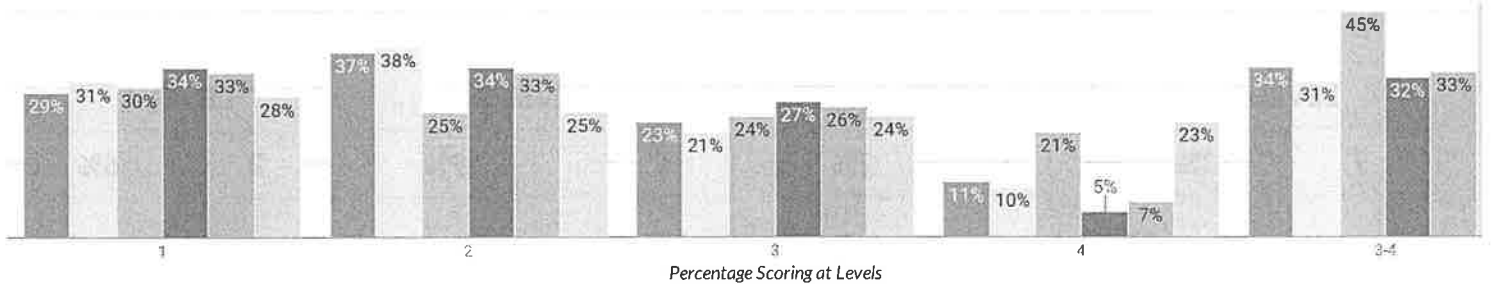
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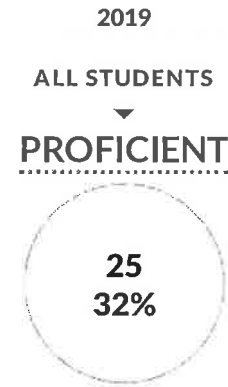
Assessment Data - Glossary of Terms | Assessment Data - Business Rules

TERRYVILLE ROAD SCHOOL (2018) BROOKHAVEN-COMSEWOGUE UF... NY STATE (2018) TERRYVILLE ROAD SCHOOL (2019) BROOKHAVEN-COMSEWOGUE UF...



TOTAL TESTED: 65

LEVEL 1		LEVEL 2	
19	29%	24	37%
LEVEL 3		LEVEL 4	
15	23%	7	11%



TOTAL TESTED: 77

LEVEL 1		LEVEL 2	
26	34%	26	34%
LEVEL 3		LEVEL 4	
21	27%	4	5%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 27

LEVEL 1		LEVEL 2	
8	30%	8	30%
LEVEL 3		LEVEL 4	
9	33%	2	7%

MALE
▼
PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
11	29%	16	42%
LEVEL 3		LEVEL 4	
6	16%	5	13%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 36

LEVEL 1		LEVEL 2	
10	28%	17	47%
LEVEL 3		LEVEL 4	
7	19%	2	6%

MALE
▼
PROFICIENT

TOTAL TESTED: 41

LEVEL 1		LEVEL 2	
16	39%	9	22%
LEVEL 3		LEVEL 4	
14	34%	2	5%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: 10

LEVEL 1		LEVEL 2	
2	20%	4	40%
LEVEL 3		LEVEL 4	
1	10%	3	30%

WHITE

PROFICIENT

TOTAL TESTED: 29

LEVEL 1		LEVEL 2	
8	28%	10	34%
LEVEL 3		LEVEL 4	
7	24%	4	14%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: -

LEVEL 1		LEVEL 2	
-	-	-	-
LEVEL 3		LEVEL 4	
-	-	-	-

WHITE

PROFICIENT

TOTAL TESTED: 36

LEVEL 1		LEVEL 2	
8	22%	13	36%
LEVEL 3		LEVEL 4	
11	31%	4	11%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 18

LEVEL 1

7	39%
---	-----

LEVEL 2

8	44%
---	-----

LEVEL 3

3	17%
---	-----

LEVEL 4

0	0%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 7

LEVEL 1

1	14%
---	-----

LEVEL 2

4	57%
---	-----

LEVEL 3

2	29%
---	-----

LEVEL 4

0	0%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 26

LEVEL 1

15	58%
----	-----

LEVEL 2

8	31%
---	-----

LEVEL 3

3	12%
---	-----

LEVEL 4

0	0%
---	----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 60

LEVEL 1

16	27%
----	-----

LEVEL 2

23	38%
----	-----

LEVEL 3

15	25%
----	-----

LEVEL 4

6	10%
---	-----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 5

LEVEL 1

3	60%
---	-----

LEVEL 2

1	20%
---	-----

LEVEL 3

0	0%
---	----

LEVEL 4

1	20%
---	-----

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 65

LEVEL 1

18	28%
----	-----

LEVEL 2

25	38%
----	-----

LEVEL 3

20	31%
----	-----

LEVEL 4

2	3%
---	----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 12

LEVEL 1

8	67%
---	-----

LEVEL 2

1	8%
---	----

LEVEL 3

1	8%
---	----

LEVEL 4

2	17%
---	-----

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 42

LEVEL 1		LEVEL 2	
9	21%	14	33%
LEVEL 3		LEVEL 4	
14	33%	5	12%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 23

LEVEL 1		LEVEL 2	
10	43%	10	43%
LEVEL 3		LEVEL 4	
1	4%	2	9%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 46

LEVEL 1		LEVEL 2	
8	17%	16	35%
LEVEL 3		LEVEL 4	
19	41%	3	7%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 31

LEVEL 1		LEVEL 2	
18	58%	10	32%
LEVEL 3		LEVEL 4	
2	6%	1	3%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS IN ARMED FORCES
▼
PROFICIENT

—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

HOMELESS
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

HOMELESS
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

--	--	--	--	--	--	--	--	--	--

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TERRYVILLE ROAD SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

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

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	74	112	2
	Math	77	109	
	Science	39	217	
	Combined	190	132	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	13	135	2
	Math	14	121	
	Science	4	—	
	Combined	31	140	
Black or African American	ELA	12	125	—
	Math	14	100	
	Science	3	—	
	Combined	29	—	
Hispanic or Latino	ELA	41	98	2
	Math	45	80	
	Science	11	191	
	Combined	97	100	
Multiracial	ELA	2	—	—
	Math	2	—	
	Science	—	—	
	Combined	4	—	
White	ELA	37	114	3
	Math	37	130	
	Science	21	226	
	Combined	95	145	
English Language Learners	ELA	9	67	—
	Math	6	0	
	Science	2	—	

Subgroup	Subject	Cohort	Index	Level
	Combined	17	—	
Students with Disabilities	ELA	26	115	4
	Math	28	113	
	Science	10	205	
	Combined	64	128	
Economically Disadvantaged	ELA	31	84	2
	Math	33	65	
	Science	18	203	
	Combined	82	102	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	454	18	1
	Math	454	19	
	Science	301	28	
	Combined	1,209	21	
American Indian or Alaska Native	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	28	63	1
	Math	28	61	
	Science	10	90	
	Combined	66	66	
Black or African American	ELA	29	52	1
	Math	29	48	
	Science	10	70	
	Combined	68	53	
Hispanic or Latino	ELA	295	14	1
	Math	301	12	
	Science	101	21	
	Combined	697	14	
Multiracial	ELA	20	20	1
	Math	20	20	
	Science	5	0	
	Combined	45	18	
White	ELA	253	17	1
	Math	251	19	
	Science	170	28	
	Combined	674	20	
English Language Learners	ELA	68	9	1
	Math	57	0	
	Science	25	8	

Subgroup	Subject	Cohort	Index	Level
	Combined	150	5	
Students with Disabilities	ELA	172	17	1
	Math	172	18	
	Science	63	33	
	Combined	407	20	
Economically Disadvantaged	ELA	190	14	1
	Math	189	11	
	Science	128	29	
	Combined	507	17	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	5,863	153	38.3	1
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	22	—	—
Black or African American	—	17	—	—
Hispanic or Latino	1,365	34	40.1	1
Multiracial	—	2	—	—
White	2,879	78	36.9	1
English Language Learners	—	0	—	—
Students with Disabilities	—	9	—	—
Economically Disadvantaged	2,105	55	38.3	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	31	44%	45%	1.0	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	47	43%	47%	1.1	3
Multiracial	0	—	—	—	—
White	3	—	—	—	—
English Language Learners	31	44%	45%	1.0	3
Students with Disabilities	8	—	—	—	—
Economically Disadvantaged	50	45%	46%	1.0	3

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	13	454	18	28	105	122	161	N	—	200	1	1
	Math	12	454	19	27	107	124	162	N	—	200	1	
American Indian or Alaska Native	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	28	—	—	—	—	—	—	—	—	—	—
	Math	—	28	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	29	—	—	—	—	—	—	—	—	—	—
	Math	—	29	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	12	295	14	27	95	113	157	N	—	200	1	1
	Math	8	301	12	24	92	111	155	N	—	200	1	
Multiracial	ELA	—	20	—	—	—	—	—	—	—	—	—	—
	Math	—	20	—	—	—	—	—	—	—	—	—	
White	ELA	11	253	17	26	102	119	160	N	—	200	1	1
	Math	10	251	19	25	110	126	163	N	—	200	1	
English Language Learners	ELA	1	68	9	17	67	90	145	Y	—	200	2	1
	Math	2	57	0	17	83	103	152	N	—	200	1	
Students with Disabilities	ELA	7	172	17	23	61	85	142	Y	—	200	2	2
	Math	7	172	18	23	61	85	142	Y	—	200	2	
Economically Disadvantaged	ELA	14	190	14	29	95	113	157	N	—	200	1	1
	Math	10	189	11	25	94	112	156	N	—	200	1	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	17.2	509	59	11.6%	16.2%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	22.9	35	6	17.1%	22.2%	8.2%	7.4%	6.2%	—	Y	5%	3
Black or African American	11.1	40	6	15%	10.9%	20.1%	17.7%	11.4%	—	—	5%	3
Hispanic or Latino	27.3	181	30	16.6%	25.5%	19.8%	17%	11%	—	—	5%	4
Multiracial	—	24	—	—	—	—	—	—	—	—	—	—
White	11.7	277	21	7.6%	11.1%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	35.7	60	12	20%	33.3%	17.6%	15.2%	10.1%	—	Y	5%	3
Students with Disabilities	19.5	106	14	13.2%	18.3%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	30.1	214	44	20.6%	28.1%	19.9%	17.1%	11.1%	—	N	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	489	17%	964	15.8%
American Indian or Alaska Native	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	X	173	17.9%	328	15.9%
Multiracial	—	12	—	—	—
White	X	268	14.2%	542	12.4%
English Language Learners	—	38	—	—	—
Students with Disabilities	X	91	17.6%	177	13.6%
Economically Disadvantaged	X	205	17.1%	402	15.7%

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	487	16.8%	964	15.7%
American Indian or Alaska Native	—	2	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	16	—	—	—
Black or African American	—	18	—	—	—
Hispanic or Latino	X	173	16.2%	328	14.6%
Multiracial	—	12	—	—	—
White	X	266	14.3%	540	12.6%
English Language Learners	—	38	—	—	—
Students with Disabilities	X	91	18.7%	177	14.7%
Economically Disadvantaged	X	203	16.8%	401	14.7%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 3	-
Grade 4	-
Grade 5	-

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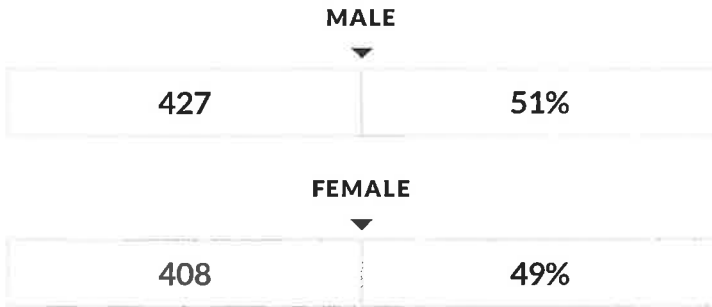
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

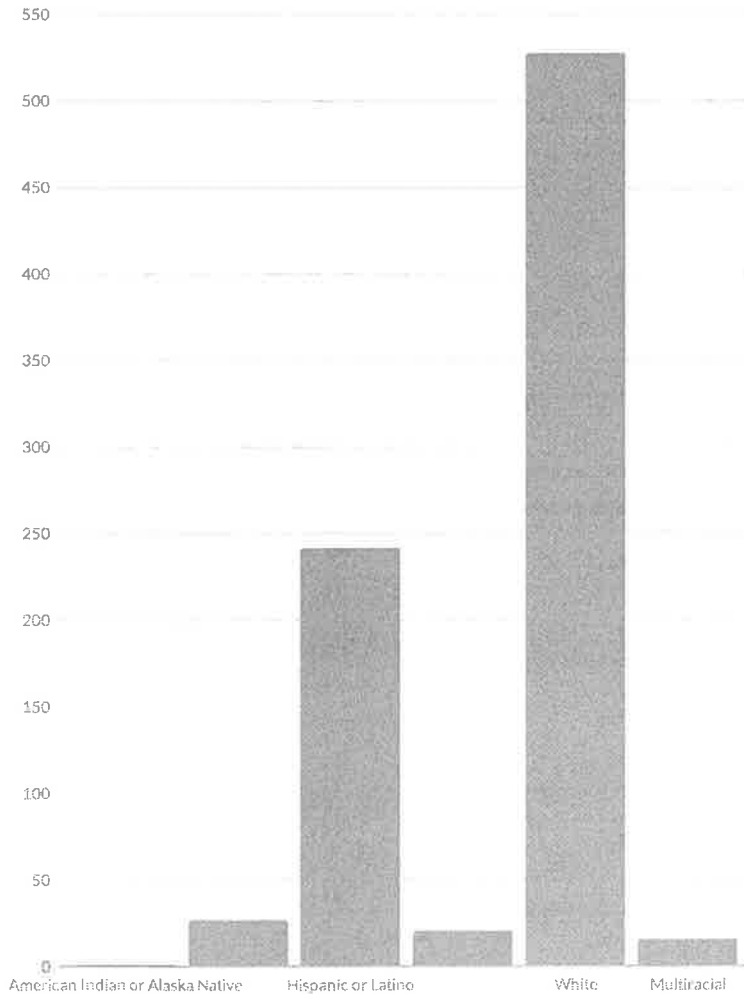
JOHN F KENNEDY MIDDLE SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 835

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE



BLACK OR AFRICAN AMERICAN



HISPANIC OR LATINO



ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER



WHITE



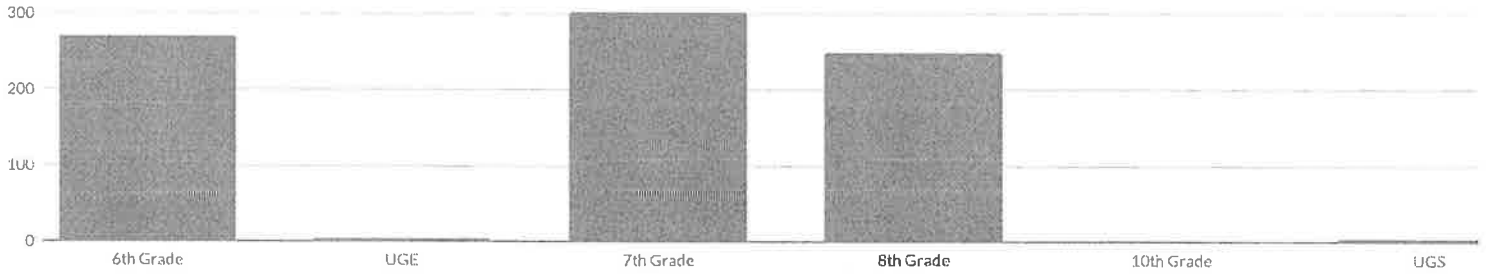
MULTIRACIAL



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
29	3%	149	18%	281	34%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	6	1%	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



6TH GRADE		UNGRADED ELEMENTARY		7TH GRADE		8TH GRADE	
271	32%	5	1%	303	36%	250	30%
10TH GRADE		UNGRADED SECONDARY					
1	0%	5	1%				

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JOHN F KENNEDY MIDDLE SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

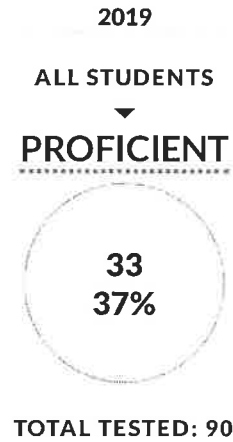
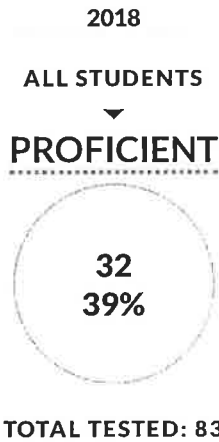
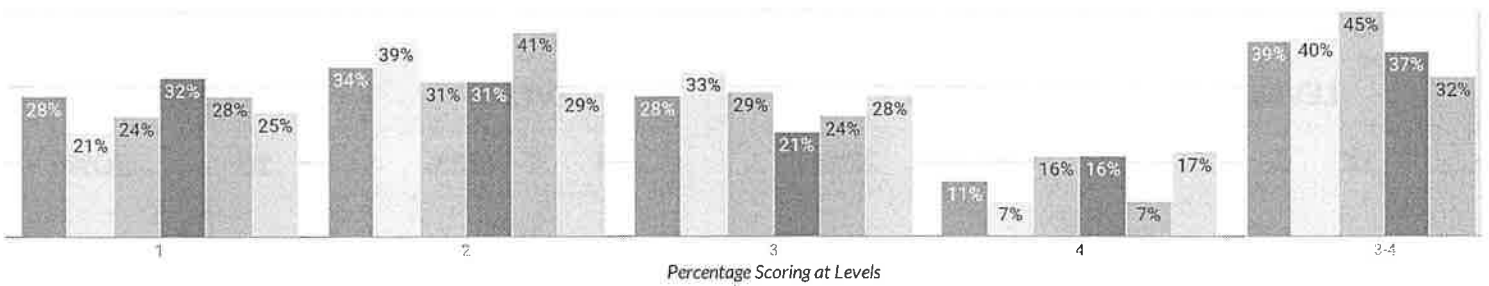
The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

JOHN F KENNEDY MIDDLE SCHOOL (2018) BROOKHAVEN-COMSEWOGUE UFSD (2018) NY STATE (2018) JOHN F KENNEDY MIDDLE SCHOOL (2019)



LEVEL 1		LEVEL 2	
23	28%	28	34%
LEVEL 3		LEVEL 4	
23	28%	9	11%

LEVEL 1		LEVEL 2	
29	32%	28	31%
LEVEL 3		LEVEL 4	
19	21%	14	16%

BY GENDER

FEMALE
▼
PROFICIENT

TOTAL TESTED: 37

LEVEL 1		LEVEL 2	
8	22%	9	24%
LEVEL 3		LEVEL 4	
12	32%	8	22%

MALE
▼
PROFICIENT

TOTAL TESTED: 46

LEVEL 1		LEVEL 2	
15	33%	19	41%
LEVEL 3		LEVEL 4	
11	24%	1	2%

FEMALE
▼
PROFICIENT

TOTAL TESTED: 50

LEVEL 1		LEVEL 2	
10	20%	16	32%
LEVEL 3		LEVEL 4	
14	28%	10	20%

MALE
▼
PROFICIENT

TOTAL TESTED: 40

LEVEL 1		LEVEL 2	
19	48%	12	30%
LEVEL 3		LEVEL 4	
5	13%	4	10%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE
▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

▼
PROFICIENT
.....

TOTAL TESTED: 37

LEVEL 1

8	22%
---	-----

LEVEL 2

13	35%
----	-----

LEVEL 3

11	30%
----	-----

LEVEL 4

5	14%
---	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

▼
PROFICIENT
.....

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

▼
PROFICIENT
.....

TOTAL TESTED: 34

LEVEL 1

12	35%
----	-----

LEVEL 2

5	15%
---	-----

LEVEL 3

11	32%
----	-----

LEVEL 4

6	18%
---	-----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 12

LEVEL 1

3	25%
---	-----

LEVEL 2

4	33%
---	-----

LEVEL 3

4	33%
---	-----

LEVEL 4

1	8%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 26

LEVEL 1

11	42%
----	-----

LEVEL 2

8	31%
---	-----

LEVEL 3

6	23%
---	-----

LEVEL 4

1	4%
---	----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 11

LEVEL 1

2	18%
---	-----

LEVEL 2

5	45%
---	-----

LEVEL 3

4	36%
---	-----

LEVEL 4

0	0%
---	----

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 32

LEVEL 1

13	41%
----	-----

LEVEL 2

12	38%
----	-----

LEVEL 3

3	9%
---	----

LEVEL 4

4	13%
---	-----

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 76

LEVEL 1		LEVEL 2	
18	24%	26	34%
LEVEL 3		LEVEL 4	
23	30%	9	12%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 7

LEVEL 1		LEVEL 2	
5	71%	2	29%
LEVEL 3		LEVEL 4	
0	0%	0	0%

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 81

LEVEL 1		LEVEL 2	
22	27%	27	33%
LEVEL 3		LEVEL 4	
18	22%	14	17%

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 9

LEVEL 1		LEVEL 2	
7	78%	1	11%
LEVEL 3		LEVEL 4	
1	11%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 54

LEVEL 1		LEVEL 2	
14	26%	17	31%
LEVEL 3		LEVEL 4	
17	31%	6	11%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 29

LEVEL 1		LEVEL 2	
9	31%	11	38%
LEVEL 3		LEVEL 4	
6	21%	3	10%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 57

LEVEL 1		LEVEL 2	
15	26%	17	30%
LEVEL 3		LEVEL 4	
15	26%	10	18%

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 33

LEVEL 1		LEVEL 2	
14	42%	11	33%
LEVEL 3		LEVEL 4	
4	12%	4	12%

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: --

LEVEL 1 LEVEL 2

—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

PARENTS IN ARMED FORCES
▼
PROFICIENT

—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

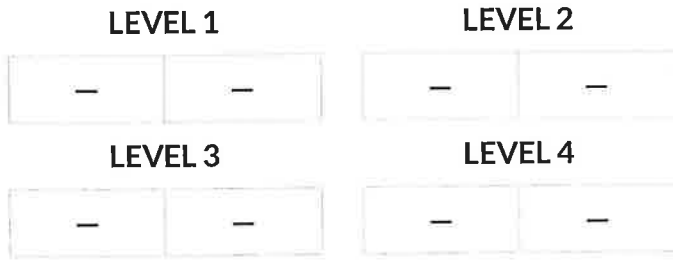
PARENTS NOT IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

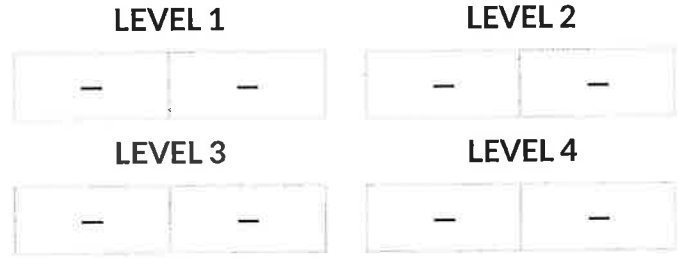
PARENTS IN ARMED FORCES
▼
PROFICIENT

TOTAL TESTED: --



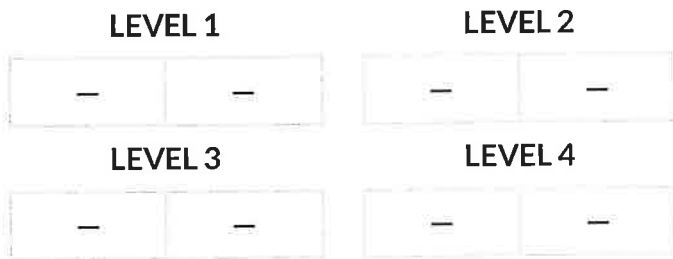
NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: --



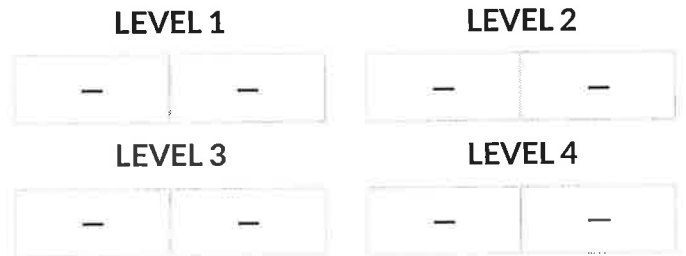
NOT HOMELESS
▼
PROFICIENT

TOTAL TESTED: --



HOMELESS
▼
PROFICIENT

TOTAL TESTED: --



HOMELESS
▼
PROFICIENT

TOTAL TESTED: --



TOTAL TESTED: --



-	-	-	-	-	-	-	-
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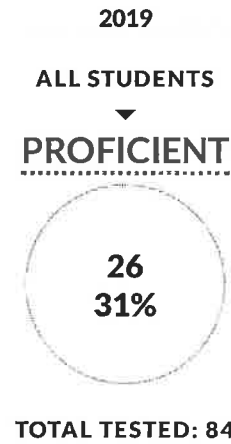
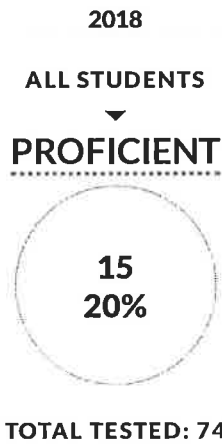
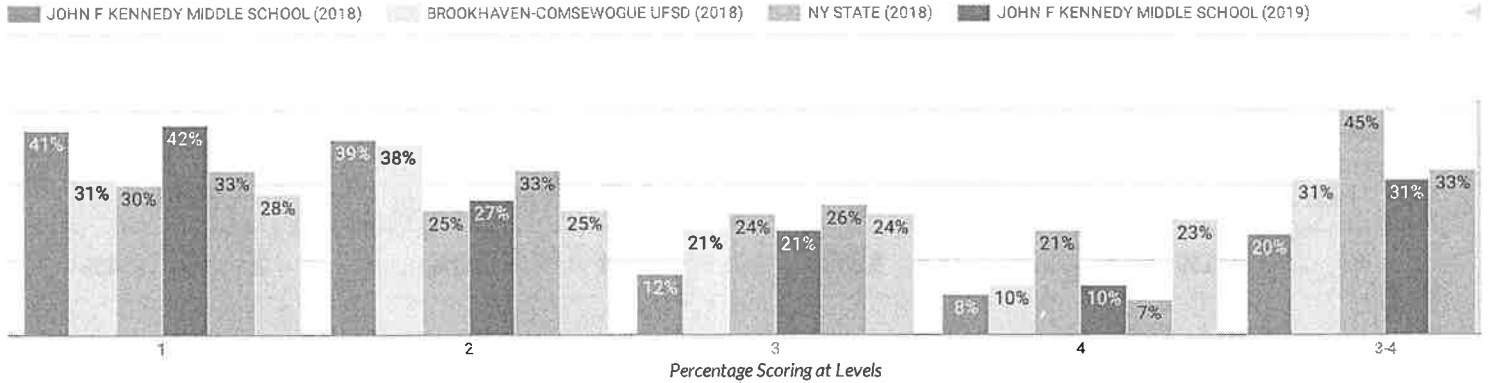
JOHN F KENNEDY MIDDLE SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on this site are based on those reported by schools and districts to the State as of July 25, 2019 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view the NYSED press release

Assessment Data - Glossary of Terms | Assessment Data - Business Rules



LEVEL 1		LEVEL 2	
30	41%	29	39%
LEVEL 3		LEVEL 4	
9	12%	6	8%

LEVEL 1		LEVEL 2	
35	42%	23	27%
LEVEL 3		LEVEL 4	
18	21%	8	10%

BY GENDER

FEMALE
 ▼
PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
14	37%	15	39%
LEVEL 3		LEVEL 4	
4	11%	5	13%

MALE
 ▼
PROFICIENT

TOTAL TESTED: 36

LEVEL 1		LEVEL 2	
16	44%	14	39%
LEVEL 3		LEVEL 4	
5	14%	1	3%

FEMALE
 ▼
PROFICIENT

TOTAL TESTED: 46

LEVEL 1		LEVEL 2	
16	35%	14	30%
LEVEL 3		LEVEL 4	
14	30%	2	4%

MALE
 ▼
PROFICIENT

TOTAL TESTED: 38

LEVEL 1		LEVEL 2	
19	50%	9	24%
LEVEL 3		LEVEL 4	
4	11%	6	16%

BY ETHNICITY

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

MULTIRACIAL
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

AMERICAN INDIAN OR ALASKA NATIVE

▼
PROFICIENT

TOTAL TESTED: 0

LEVEL 1		LEVEL 2	
0	0%	0	0%
LEVEL 3		LEVEL 4	
0	0%	0	0%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

PROFICIENT

TOTAL TESTED: 35

LEVEL 1

10	29%
----	-----

LEVEL 2

17	49%
----	-----

LEVEL 3

4	11%
---	-----

LEVEL 4

4	11%
---	-----

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

PROFICIENT

TOTAL TESTED: —

LEVEL 1

—	—
---	---

LEVEL 2

—	—
---	---

LEVEL 3

—	—
---	---

LEVEL 4

—	—
---	---

WHITE

PROFICIENT

TOTAL TESTED: 34

LEVEL 1

12	35%
----	-----

LEVEL 2

8	24%
---	-----

LEVEL 3

9	26%
---	-----

LEVEL 4

5	15%
---	-----

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 8

LEVEL 1		LEVEL 2	
3	38%	4	50%
LEVEL 3		LEVEL 4	
1	13%	0	0%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 25

LEVEL 1		LEVEL 2	
16	64%	6	24%
LEVEL 3		LEVEL 4	
3	12%	0	0%

BLACK OR AFRICAN AMERICAN

PROFICIENT

TOTAL TESTED: 10

LEVEL 1		LEVEL 2	
4	40%	3	30%
LEVEL 3		LEVEL 4	
3	30%	0	0%

HISPANIC OR LATINO

PROFICIENT

TOTAL TESTED: 30

LEVEL 1		LEVEL 2	
16	53%	8	27%
LEVEL 3		LEVEL 4	
4	13%	2	7%

OTHER GROUPS

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: 65

LEVEL 1

25	38%
----	-----

LEVEL 2

25	38%
----	-----

LEVEL 3

9	14%
---	-----

LEVEL 4

6	9%
---	----

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: 9

LEVEL 1

5	56%
---	-----

LEVEL 2

4	44%
---	-----

LEVEL 3

0	0%
---	----

LEVEL 4

0	0%
---	----

GENERAL-EDUCATION STUDENTS

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

STUDENTS WITH DISABILITIES

PROFICIENT

TOTAL TESTED: -

LEVEL 1

-	-
---	---

LEVEL 2

-	-
---	---

LEVEL 3

-	-
---	---

LEVEL 4

-	-
---	---

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 68

LEVEL 1		LEVEL 2	
26	38%	27	40%
LEVEL 3		LEVEL 4	
9	13%	6	9%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 6

LEVEL 1		LEVEL 2	
4	67%	2	33%
LEVEL 3		LEVEL 4	
0	0%	0	0%

NON-ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 75

LEVEL 1		LEVEL 2	
27	36%	22	29%
LEVEL 3		LEVEL 4	
18	24%	8	11%

ENGLISH LANGUAGE LEARNERS

PROFICIENT

TOTAL TESTED: 9

LEVEL 1		LEVEL 2	
8	89%	1	11%
LEVEL 3		LEVEL 4	
0	0%	0	0%

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 45

LEVEL 1

17	38%
----	-----

LEVEL 2

17	38%
----	-----

LEVEL 3

5	11%
---	-----

LEVEL 4

6	13%
---	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 29

LEVEL 1

13	45%
----	-----

LEVEL 2

12	41%
----	-----

LEVEL 3

4	14%
---	-----

LEVEL 4

0	0%
---	----

NOT ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 53

LEVEL 1

19	36%
----	-----

LEVEL 2

13	25%
----	-----

LEVEL 3

13	25%
----	-----

LEVEL 4

8	15%
---	-----

ECONOMICALLY DISADVANTAGED

PROFICIENT

TOTAL TESTED: 31

LEVEL 1

16	52%
----	-----

LEVEL 2

10	32%
----	-----

LEVEL 3

5	16%
---	-----

LEVEL 4

0	0%
---	----

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

NOT MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

MIGRANT
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1		LEVEL 2	
—	—	—	—
LEVEL 3		LEVEL 4	
—	—	—	—

NOT IN FOSTER CARE
▼
PROFICIENT

TOTAL TESTED: —

LEVEL 1 LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

FOSTER CARE

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS IN ARMED FORCES

PROFICIENT

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

FOSTER CARE

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS NOT IN ARMED FORCES

PROFICIENT

TOTAL TESTED: -

LEVEL 1

LEVEL 2

-	-	-	-
---	---	---	---

LEVEL 3

LEVEL 4

-	-	-	-
---	---	---	---

PARENTS IN ARMED FORCES

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—

—

LEVEL 3

LEVEL 4

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

NOT HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—	—
---	---

—	—
---	---

LEVEL 3

LEVEL 4

—	—
---	---

—	—
---	---

HOMELESS

PROFICIENT

TOTAL TESTED: —

LEVEL 1

LEVEL 2

—

—

LEVEL 3

LEVEL 4

--	--	--	--	--	--	--	--	--	--

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JOHN F KENNEDY MIDDLE SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

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

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	89	120	3
	Math	137	158	
	Science	76	217	
	Combined	302	162	
American Indian or Alaska Native	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	16	175	4
	Math	19	195	
	Science	6	242	
	Combined	41	194	
Black or African American	ELA	21	129	2
	Math	20	118	
	Science	8	194	
	Combined	49	135	
Hispanic or Latino	ELA	30	100	2
	Math	34	118	
	Science	27	194	
	Combined	91	135	
Multiracial	ELA	6	67	—
	Math	8	100	
	Science	5	140	
	Combined	19	—	
White	ELA	37	130	4
	Math	80	183	
	Science	58	232	
	Combined	175	188	
English Language Learners	ELA	11	9	—
	Math	13	31	
	Science	3	—	

Subgroup	Subject	Cohort	Index	Level
	Combined	27	—	
Students with Disabilities	ELA	29	117	4
	Math	30	103	
	Science	9	161	
	Combined	68	117	
Economically Disadvantaged	ELA	31	97	3
	Math	39	124	
	Science	39	196	
	Combined	109	142	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	774	14	1
	Math	774	28	
	Science	236	70	
	Combined	1,784	27	
American Indian or Alaska Native	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	72	2
	Math	39	95	
	Science	14	104	
	Combined	92	86	
Black or African American	ELA	51	53	1
	Math	50	47	
	Science	17	91	
	Combined	118	56	
Hispanic or Latino	ELA	223	14	1
	Math	225	18	
	Science	139	38	
	Combined	587	21	
Multiracial	ELA	32	13	1
	Math	32	25	
	Science	10	70	
	Combined	74	26	
White	ELA	490	10	1
	Math	489	30	
	Science	146	92	
	Combined	1,125	29	
English Language Learners	ELA	81	1	1
	Math	85	5	
	Science	25	0	

Subgroup	Subject	Cohort	Index	Level
	Combined	191	3	
Students with Disabilities	ELA	272	13	1
	Math	271	11	
	Science	87	17	
	Combined	630	13	
Economically Disadvantaged	ELA	254	12	1
	Math	254	19	
	Science	175	44	
	Combined	683	23	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	16,139	337	47.9	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	2,702	52	52	3
Black or African American	2,022	39	51.8	3
Hispanic or Latino	3,272	76	43.1	1
Multiracial	—	8	—	—
White	7,846	162	48.4	2
English Language Learners	—	4	—	—
Students with Disabilities	1,461	37	39.5	1
Economically Disadvantaged	4,340	98	44.3	1

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	31	37%	55%	1.5	4
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	56	40%	52%	1.3	4
Multiracial	0	—	—	—	—
White	4	—	—	—	—
English Language Learners	31	37%	55%	1.5	4
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	30	37%	57%	1.5	4

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	13	774	14	28	105	122	161	N	—	200	1	1
	Math	29	774	28	43	107	124	162	N	—	200	1	
American Indian or Alaska Native	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	93	39	72	102	157	164	182	N	—	200	1	1
	Math	97	39	95	105	174	179	189	Y	—	200	2	
Black or African American	ELA	40	51	53	53	98	116	158	—	N	200	2	1
	Math	40	50	47	53	88	107	154	N	—	200	1	
Hispanic or Latino	ELA	11	223	14	26	95	113	157	N	—	200	1	1
	Math	18	225	18	32	92	111	155	N	—	200	1	
Multiracial	ELA	—	32	—	—	—	—	—	—	—	—	—	—
	Math	—	32	—	—	—	—	—	—	—	—	—	
White	ELA	10	490	10	25	102	119	160	N	—	200	1	1
	Math	32	489	30	45	110	126	163	N	—	200	1	
English Language Learners	ELA	1	81	1	17	67	90	145	N	—	200	1	1
	Math	1	85	5	17	83	103	152	N	—	200	1	
Students with Disabilities	ELA	9	272	13	24	61	85	142	N	—	200	1	1
	Math	11	271	11	26	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	11	254	12	26	95	113	157	N	—	200	1	1
	Math	15	254	19	29	94	112	156	N	—	200	1	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	15.4	855	109	12.7%	14.6%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6.3	46	2	4.3%	6.1%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	16.1	60	8	13.3%	15.7%	20.1%	17.7%	11.4%	—	—	5%	4
Hispanic or Latino	21.4	259	47	18.1%	20%	19.8%	17%	11%	—	—	5%	3
Multiracial	21.2	35	9	25.7%	20.6%	16.5%	14.5%	9.8%	N	—	5%	1
White	13.2	530	55	10.4%	12.6%	10.5%	9.3%	7.2%	—	—	5%	3
English Language Learners	25	73	14	19.2%	23.4%	17.6%	15.2%	10.1%	—	Y	5%	3
Students with Disabilities	21.6	151	24	15.9%	20.2%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	21.9	297	66	22.2%	20.5%	19.9%	17.1%	11.1%	Y	—	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	834	12.2%	1,681	11.7%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
Black or African American	—	28	—	—	—
Hispanic or Latino	X	249	16.5%	497	14.7%
Multiracial	—	16	—	—	—
White	X	519	7.1%	1,046	7.5%
English Language Learners	—	37	—	—	—
Students with Disabilities	X	145	10.3%	286	10.5%
Economically Disadvantaged	X	283	14.5%	592	13.2%

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	834	17.4%	1,682	17.8%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	21	—	—	—
Black or African American	—	27	—	—	—
Hispanic or Latino	X	251	15.9%	499	15.6%
Multiracial	—	16	—	—	—
White	X	518	15.4%	1,046	16.4%
English Language Learners	—	39	—	—	—
Students with Disabilities	X	144	10.4%	286	11.2%
Economically Disadvantaged	X	282	16%	591	15.6%

RECENTLY ARRIVED ELLS TAKING NYSESLAT IN LIEU OF NYSTP ELA

Grade	Number Taking NYSESLAT
Grade 6	-
Grade 7	-
Grade 8	-

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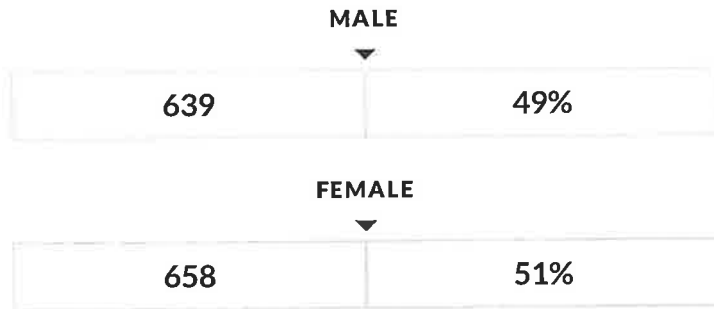
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2018 - 19 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

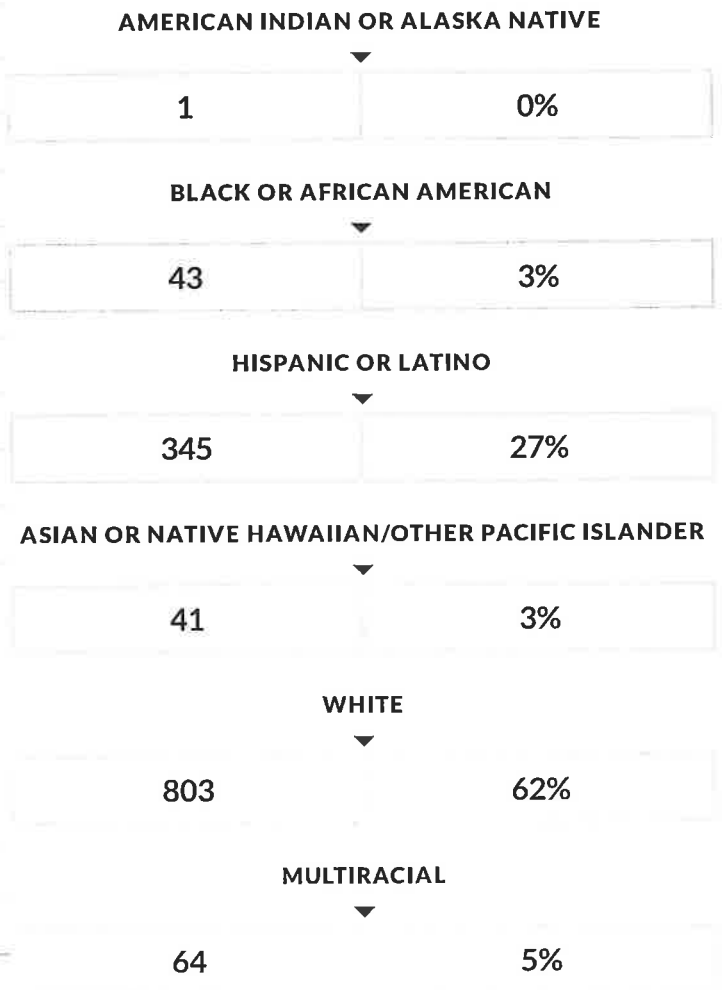
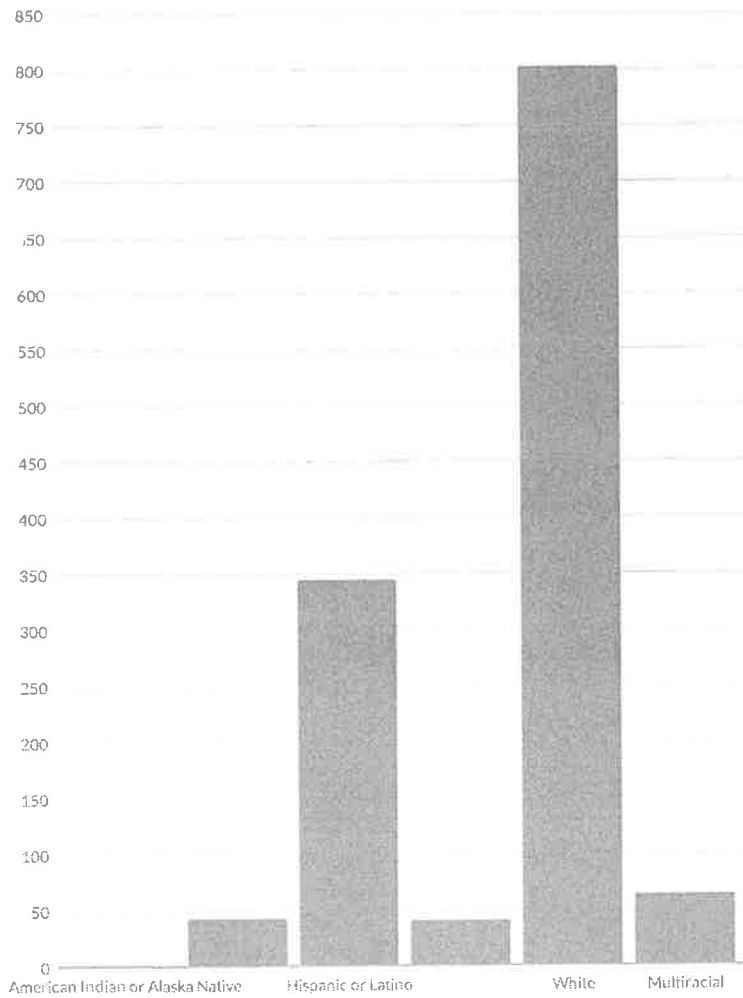
COMSEWOGUE HIGH SCHOOL ENROLLMENT (2018 - 19)

K-12 Enrollment: 1,297

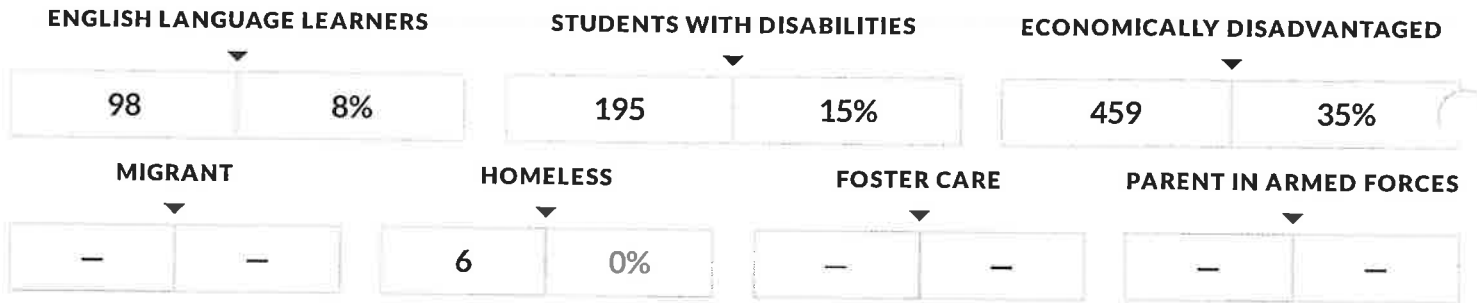
ENROLLMENT BY GENDER



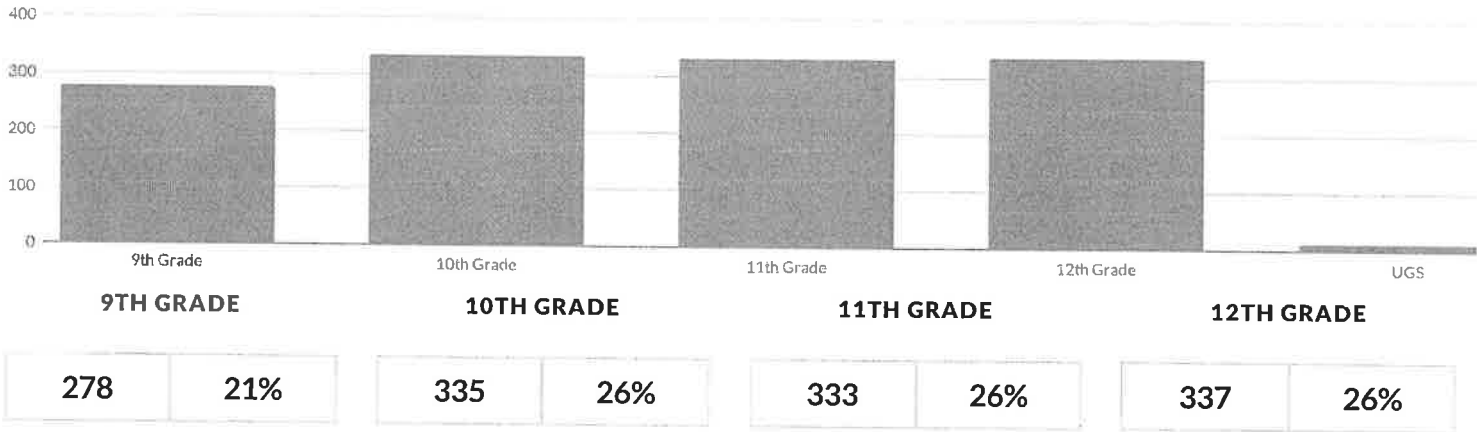
ENROLLMENT BY ETHNICITY



OTHER GROUPS



ENROLLMENT BY GRADE



UNGRADED SECONDARY



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COMSEWOGUE HIGH SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—
White	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—
Economically Disadvantaged	—	—	—	—	—	—

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

Subgroup	Level
All Students	-
Black or African American	-
Hispanic or Latino	-
Multiracial	-
White	-
Students with Disabilities	-
Economically Disadvantaged	-

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Black or African American	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Hispanic or Latino	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Multiracial	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
White	ELA	—	—	—
	Math	—	—	
	Science	—	—	
	Combined	—	—	
Students with Disabilities	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	
Economically Disadvantaged	ELA	1	—	—
	Math	1	—	
	Science	1	—	
	Combined	3	—	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	5	50	-
	Math	5	50	
	Science	5	50	
	Combined	15	-	
Black or African American	ELA	1	-	-
	Math	1	-	
	Science	1	-	
	Combined	3	-	
Hispanic or Latino	ELA	2	-	-
	Math	2	-	
	Science	2	-	
	Combined	6	-	
Multiracial	ELA	1	-	-
	Math	1	-	
	Science	1	-	
	Combined	3	-	
White	ELA	1	-	-
	Math	1	-	
	Science	1	-	
	Combined	3	-	
Students with Disabilities	ELA	5	50	-
	Math	5	50	
	Science	5	50	
	Combined	15	-	
Economically Disadvantaged	ELA	5	50	-
	Math	5	50	
	Science	5	50	
	Combined	15	-	

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	—
Multiracial	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—
White	ELA	—	1	—	—	—	—	—	—	—	—	—	—
	Math	—	1	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	—

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	—	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	2	—	—	—	—	—	—	—	—	—	—
Multiracial	—	1	—	—	—	—	—	—	—	—	—	—
White	—	1	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	5	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	—	5	—	—	—	—	—	—	—	—	—	—

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	312	191	178	3
	Math	312	129		
	Science	312	214		
	Social Studies	312	218		
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	219	208	4
	Math	18	161		
	Science	18	244		
	Social Studies	18	242		
Black or African American	ELA	10	175	161	2
	Math	10	105		
	Science	10	200		
	Social Studies	10	210		
Hispanic or Latino	ELA	82	153	150	2
	Math	82	102		
	Science	82	195		
	Social Studies	82	196		
Multiracial	ELA	10	185	180	3
	Math	10	135		
	Science	10	215		
	Social Studies	10	230		
White	ELA	206	204	187	3
	Math	206	136		
	Science	206	220		
	Social Studies	206	225		
English Language Learners	ELA	32	92	101	3
	Math	32	56		
	Science	32	153		
	Social Studies	32	155		
Students with Disabilities	ELA	48	153	145	4
	Math	48	88		
	Science	48	193		
	Social Studies	48	195		

Subgroup	Subject	Cohort	Index	Combined Index	Level
Economically Disadvantaged	ELA	87	167	161	2
	Math	87	110		
	Science	87	205		
	Social Studies	87	206		

SECONDARY GRADUATION RATE

Subgroup	Cohort	Baseline	Number In Cohort	Grad Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level By Cohort	Level By Subgroup
All Students	4-Year	86.8%	288	89.9%	87.4%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	93.8%	299	94%	94%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	95.2%	297	93.3%	95.4%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	100%	15	93.3%	95%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	100%	16	100%	96%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	100%	25	100%	97%	89.7%	91.1%	94.1%	—	—	97%	4	
Black or African American	4-Year	—	13	—	—	—	—	—	—	—	—	—	—
	5-Year	—	11	—	—	—	—	—	—	—	—	—	
	6-Year	—	8	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	63%	79	68.4%	65.6%	73.2%	76.8%	85.9%	—	N	95%	2	2
	5-Year	73.8%	73	78.1%	75.6%	75.7%	79.1%	87.6%	—	—	96%	3	
	6-Year	79%	71	76.1%	80.4%	76.1%	79.7%	88.4%	—	N	97%	2	
Multiracial	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
White	4-Year	94.8%	193	98.4%	94.8%	90.2%	91%	93%	—	—	95%	4	4
	5-Year	99%	213	99.1%	96%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	99.2%	210	98.6%	97%	91.2%	92.4%	94.7%	—	—	97%	4	
English Language Learners	4-Year	17.1%	43	23.3%	23.3%	53%	60.4%	77.7%	—	Y	95%	3	2
	5-Year	41.2%	38	26.3%	45.6%	60.4%	66.8%	81.4%	N	—	96%	1	
	6-Year	44.4%	34	32.4%	48.6%	60.6%	66.8%	81.9%	N	—	97%	1	
Students with Disabilities	4-Year	89.1%	40	97.5%	89.5%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	90%	42	85.7%	90.4%	63%	69%	82.5%	—	—	96%	4	
	6-Year	89.8%	51	96.1%	90.4%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	76.2%	80	82.5%	77.8%	76.9%	79.9%	87.5%	—	—	95%	4	4
	5-Year	84.2%	77	87%	85.2%	80.4%	83%	89.5%	—	—	96%	4	
	6-Year	94.7%	82	86.6%	94.9%	80.7%	83.5%	90.3%	—	—	97%	3	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

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

SECONDARY ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	74	45%	53%	1.2	3
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	—	—	—	—
Black or African American	1	—	—	—	—
Hispanic or Latino	60	45%	53%	1.2	3
Multiracial	8	—	—	—	—
White	5	—	—	—	—
English Language Learners	74	45%	53%	1.2	3
Students with Disabilities	3	—	—	—	—
Economically Disadvantaged	63	45%	51%	1.1	3

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	195	312	191	196	191	194	204	—	N	215	2	2
	Math	151	312	129	155	151	158	179	Y	—	200	2	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	142	82	153	148	166	172	194	—	Y	215	3	2
	Math	117	82	102	124	124	134	167	Y	—	200	2	
Multiracial	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
White	ELA	211	206	204	211	208	209	212	N	—	215	1	1
	Math	162	206	136	165	168	172	186	N	—	200	1	
English Language Learners	ELA	37	32	92	51	93	109	162	—	Y	215	3	2
	Math	51	32	56	63	99	112	156	Y	—	200	2	
Students with Disabilities	ELA	140	48	153	146	120	133	174	—	—	215	4	3
	Math	89	48	88	98	91	105	153	Y	—	200	2	
Economically Disadvantaged	ELA	165	87	167	169	171	177	196	Y	—	215	2	2
	Math	128	87	110	134	131	140	170	Y	—	200	2	

SECONDARY CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	19.4	1,314	244	18.6%	18.2%	22.6%	19.8%	12.4%	—	—	5%	3
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12.8	42	2	4.8%	12.2%	14%	12.4%	8.7%	—	—	5%	4
Black or African American	29.4	42	7	16.7%	28.4%	31.5%	27.1%	16.1%	—	—	5%	4
Hispanic or Latino	30.3	358	105	29.3%	28.3%	31.6%	27.2%	16.1%	—	N	5%	2
Multiracial	—	64	—	—	—	—	—	—	—	—	—	—
White	14.6	807	119	14.7%	13.8%	15.6%	14%	9.5%	—	N	5%	2
English Language Learners	43.9	164	65	39.6%	40.7%	33.8%	29%	17%	—	N	5%	2
Students with Disabilities	32.8	196	57	29.1%	30.6%	32.8%	28%	16.5%	—	—	5%	3
Economically Disadvantaged	28.1	458	111	24.2%	26.3%	30.2%	25.8%	15.4%	—	—	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	149.2	143.2	151.2	130.2	137.8	156.4	—	—	175	3
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	116.4	97.9	121	101.5	116.5	145.8	N	—	175	1
Multiracial	—	—	—	—	—	—	—	—	—	—
White	161.5	159.4	162.5	149.7	154.1	164.6	—	—	175	3
English Language Learners	12.2	40.4	25.2	43.4	66.4	120.7	—	N	175	2
Students with Disabilities	121.4	144.8	125.6	76.5	93.5	134.3	—	—	175	4
Economically Disadvantaged	121.8	117	126	112.9	123.7	149.4	—	N	175	2

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	333	0	166	30	100	0	37
Asian or Native Hawaiian/Other Pacific Islander	18	0	—	—	—	—	—
Black or African American	12	0	—	—	—	—	—
Hispanic or Latino	96	0	27	6	31	0	32
Multiracial	11	0	—	—	—	—	—
White	212	0	119	24	64	0	5
English Language Learners	47	0	1	0	17	0	29
Students with Disabilities	48	0	21	5	20	0	2
Economically Disadvantaged	94	0	32	4	40	0	18

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	✓	326	99.1%	618	99%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✓	91	96.7%	173	96.5%
Multiracial	—	14	—	—	—
White	✓	207	100%	398	100%
English Language Learners	—	25	—	—	—
Students with Disabilities	✓	47	100%	87	100%
Economically Disadvantaged	✓	99	99%	189	98.9%

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	✓	326	96.6%	618	96.3%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	✗	91	89%	173	87.3%
Multiracial	—	14	—	—	—
White	✓	207	99.5%	398	99.8%
English Language Learners	—	25	—	—	—
Students with Disabilities	✓	47	100%	87	100%
Economically Disadvantaged	✗	99	92.9%	189	91.5%

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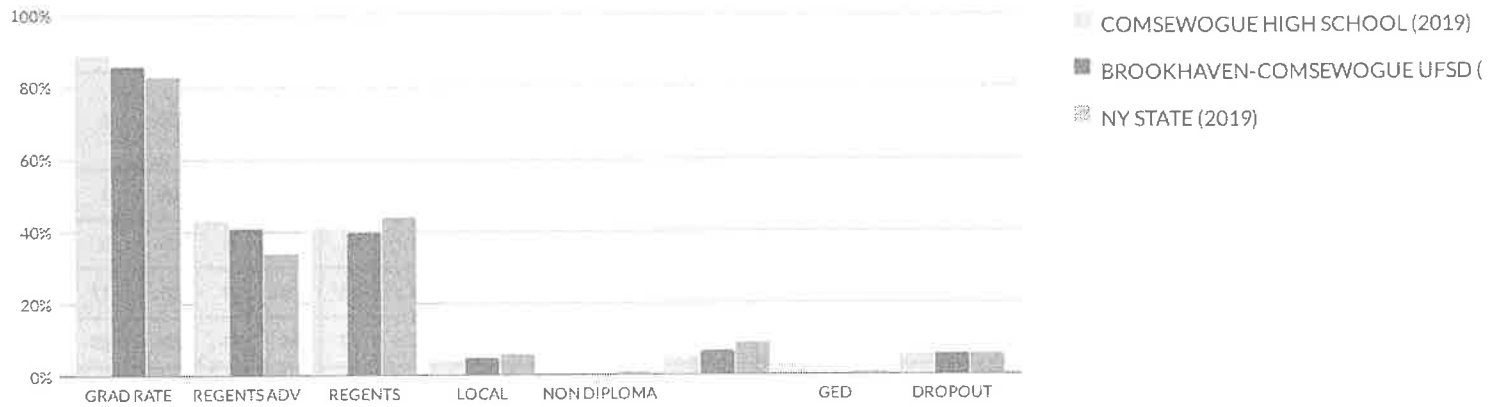
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COMSEWOGUE HIGH SCHOOL GRADUATION RATE DATA 4 YEAR OUTCOME AS OF AUGUST 2019

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	333	296	89%	144	43%	138	41%	14	4%	0	0%	18	5%	0	0%	19	6%
Female	171	155	91%	84	49%	65	38%	6	4%	0	0%	10	6%	0	0%	6	4%
Male	162	141	87%	60	37%	73	45%	8	5%	0	0%	8	5%	0	0%	13	8%
Multiracial	11	11	100%	6	55%	5	45%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	212	207	98%	103	49%	94	44%	10	5%	0	0%	3	1%	0	0%	2	1%
Black or African American	5	5	100%	3	60%	2	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	96	64	67%	23	24%	37	39%	4	4%	0	0%	15	16%	0	0%	17	18%
General-Education Students	285	250	88%	137	48%	111	39%	2	1%	0	0%	17	6%	0	0%	18	6%
Students with Disabilities	48	46	96%	7	15%	27	56%	12	25%	0	0%	1	2%	0	0%	1	2%
Non-English Language Learners	301	292	97%	144	48%	134	45%	14	5%	0	0%	6	2%	0	0%	3	1%
English Language Learners	32	4	13%	0	0%	4	13%	0	0%	0	0%	12	38%	0	0%	16	50%
Not Economically Disadvantaged	239	220	92%	119	50%	90	38%	11	5%	0	0%	8	3%	0	0%	11	5%
Economically Disadvantaged	94	76	81%	25	27%	48	51%	3	3%	0	0%	10	11%	0	0%	8	9%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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COMSEWOGUE HIGH SCHOOL 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	296	283	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Female	155	149	96%	2	1%	0	0%	0	0%	0	0%	3	2%	0	0%	1	1%
Male	141	134	95%	3	2%	0	0%	0	0%	0	0%	3	2%	0	0%	1	1%
Multiracial	11	11	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	9	9	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	207	198	96%	4	2%	0	0%	0	0%	0	0%	5	2%	0	0%	0	0%
Black or African American	5	5	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	64	60	94%	1	2%	0	0%	0	0%	0	0%	1	2%	0	0%	2	3%
General-Education Students	250	241	96%	3	1%	0	0%	0	0%	0	0%	4	2%	0	0%	2	1%
Students with Disabilities	46	42	91%	2	4%	0	0%	0	0%	0	0%	2	4%	0	0%	0	0%
Non-English Language Learners	292	280	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	1	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	4	3	75%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	25%
Not Economically Disadvantaged	220	214	97%	2	1%	0	0%	0	0%	0	0%	4	2%	0	0%	0	0%
Economically Disadvantaged	76	69	91%	3	4%	0	0%	0	0%	0	0%	2	3%	0	0%	2	3%
Not Migrant	296	283	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	295	282	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Homeless	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Parents not in Armed Forces	296	283	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	296	283	96%	5	2%	0	0%	0	0%	0	0%	6	2%	0	0%	2	1%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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