

Westfield Academy and Central School

SCHOOL BUDGET STATEMENT AND
REQUIRED ATTACHMENTS
FOR FISCAL YEAR 2021-22



Public Vote

Tuesday May 18, 2021 from 12:00 PM to 8:00 PM

High School Gym Atrium

Absentee Ballots must be received by 5:00 pm on May 18, 2021

Board of Education

Wendy Dymont, President

Phyllis Hagen, Vice-President

Barbara Fay

Kimberly Maras

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Thomas Tarpley

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Michael Cipolla, Superintendent of Schools

Josh Melquist, School Business Executive

SCHOOL BUDGET STATEMENT AND
REQUIRED ATTACHMENTS
FOR FISCAL YEAR 2021-22

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'State Category (3-Part Budget) Report'

Fiscal Year: 2022

State Function	Description	2020-2021 Adopted Budget	2021-2022 Proposed Budget	Dollar Change
Administration				
1010	Board Of Education	14,000.00	14,000.00	-
1040	District Clerk	6,250.00	6,688.00	438.00
1060	District Meeting	2,000.00	2,000.00	-
1240	Chief School Administrator	197,100.00	202,302.00	5,202.00
1310	Business Administration	196,558.00	199,466.00	2,908.00
1320	Auditing	22,200.00	25,900.00	3,700.00
1325	Treasurer	47,529.00	52,073.00	4,544.00
1330	Tax Collector	10,000.00	10,500.00	500.00
1345	Purchasing	2,060.00	2,060.00	-
1420	Legal	20,000.00	25,000.00	5,000.00
1430	Personnel	26,450.00	24,890.00	-1,560.00
1460	Records Management Officer	500.00	500.00	-
1480	Public Information and Services	-	-	-
1680	Central Data Processing	356,900.00	309,075.00	-47,825.00
1910	Unallocated Insurance	72,300.00	75,800.00	3,500.00
1920	School Association Dues	6,000.00	6,000.00	-
1981	BOCES Administrative Costs	59,909.00	61,697.00	1,788.00
1983	BOCES Capital Expenses	70,585.00	52,974.00	-17,611.00
2010	Curriculum Devel and Suprvsn	47,580.00	62,085.00	14,505.00
2020	Supervision-Regular School	284,839.00	302,699.00	17,860.00
2060	Research, Planning & Evaluation	28,658.00	31,825.00	3,167.00
2070	Inservice Training-Instruction	36,625.00	56,696.00	20,071.00
5581	Transportation from Boces	-	-	-
9000	Employee Benefits	329,632.00	333,575.00	3,943.00
Total Administration		1,837,675.00	1,857,805.00	20,130.00
Capital				
1620	Operation of Plant	794,100.00	788,131.00	-5,969.00
1621	Maintenance of Plant	91,928.00	104,274.00	12,346.00
1964	Refund on Real Property Taxes	500.00	500.00	-
5510	District Transportation Services	135,000.00	128,083.00	-6,917.00
9000	Employee Benefits	247,224.00	250,181.00	2,957.00
9711	Serial Bonds-School Construction	588,109.00	595,918.00	7,809.00
9731	Bond Antic Notes-School Construction	-	159,894.00	159,894.00
9770	Revenue Anticipation Notes	-	-	-
9950	Transfer to Capital Fund	100,000.00	100,000.00	-
Total Capital		1,956,861.00	2,126,981.00	170,120.00
Program				
1420	Legal	-	-	-
2110	Teaching-Regular School	4,989,776.00	4,948,768.00	-41,008.00
2250	Prg For Sdnts w/Disabil-Med Elgble	2,063,897.00	2,279,300.00	215,403.00
2259	Prg for English Language Learners	-	67,996.00	67,996.00
2280	Occupational Education(Grades 9-12)	329,423.00	250,900.00	-78,523.00
2330	Teaching-Special Schools	-	-	-
2610	School Library & AV	120,611.00	126,152.00	5,541.00
2630	Computer Assisted Instruction	255,000.00	302,661.00	47,661.00
2810	Guidance-Regular School	264,744.00	237,372.00	-27,372.00
2815	Health Svcs-Regular School	86,550.00	103,067.00	16,517.00
2820	Psychological Svcs-Reg Schl	61,712.00	66,713.00	5,001.00
2825	Social Work Svcs-Regular School	45,418.00	38,903.00	-6,515.00
2850	Co-Curricular Activ-Reg Schl	76,735.00	77,456.00	721.00
2855	Interscholastic Athletics-Reg Schl	177,889.00	163,339.00	-14,550.00
5510	District Transport Svcs-Med Elgble	659,398.00	650,329.00	-9,069.00
5530	Garage Building	23,100.00	22,100.00	-1,000.00
8060	Civic Activities	11,000.00	11,000.00	-
8070	Census	-	-	-
9000	Employee Benefits	3,543,550.00	3,585,928.00	42,378.00
9901	Transfer to Other Funds	25,000.00	25,000.00	-
9901	Transfer to School Food Service Fund	-	15,000.00	15,000.00
Total Program		12,733,803.00	12,971,984.00	238,181.00

'State Category (3-Part Budget) Report'

Fiscal Year: 2022

		2020-2021	2021-2022	
		Adopted	Proposed	Dollar
State Function	Description	Budget	Budget	Change
	Report Totals	16,528,339.00	16,956,770.00	428,431.00

Budget Component Summary

	2020-2021	%	2021-2022	%
	Adopted Budget	of Budget	Proposed Budget	of Budget
Administration	1,837,675.00	11.12	1,857,805.00	10.96
Capital	1,956,861.00	11.84	2,126,981.00	12.54
Program	12,733,803.00	77.04	12,971,984.00	76.50
	16,528,339.00	100.00	16,956,770.00	100.00

Selection Criteria

Report Title: 'State Category (3-Part Budget) Report'

Column 1 Value: Current Year Initial

Column 2 Value: Proposed Amount

Column 3 Value: Dollar

Column 4 Value: None

Column 5 Value: None

Column 6 Value: None

From Column Value: Current Year Initial

To Column Value: Proposed Amount

Sort by: Budget Category / State Function Code

Printed by Joshua Melquist

Westfield CSD
Revenue Projections
Fiscal Year 2021-22

Account	Revenue Description	2020-21 Budget	2021-22 Proposed	\$ Change	% Change
1001.000	REAL PROPERTY TAXES	\$6,105,926	\$6,175,602	\$69,676	1.14%
1085.000	STAR REIMBURSEMENT	inc.	inc.	inc.	inc.
1090.000	INT. & PENAL. ON REAL PRO	\$10,000	\$15,000	\$5,000	50.00%
1489.002	VILLAGE FUEL-OTHER CHARGE	\$65,000	\$65,000	\$0	0.00%
2230.000	DAY SCHOOL TUIT-OTH DIST.	\$20,000	\$20,000	\$0	0.00%
2401.000	INTEREST AND EARNINGS	\$35,000	\$30,000	(\$5,000)	-14.29%
2680.000	INSURANCE RECOVERIES	\$10,000	\$10,000	\$0	0.00%
2701.000	REFUND PY EXP-BOCES AIDED	\$90,000	\$90,000	\$0	0.00%
		\$230,000	\$230,000	\$0	0.00%
	FOUNDATION AID	\$7,211,436	\$7,399,429	\$187,993	
	BOCES	\$748,749	\$785,030	\$36,281	
	HIGH COST EXCESS COST	\$211,349	\$242,679	\$31,330	
	PRIVATE COST EXCESS COST	\$83,830	\$0	(\$83,830)	
	HARDWARE & TECHNOLOGY	\$11,125	\$11,011	(\$114)	
	SOFTWARE, LIBRARY, TEXTBOOK	\$51,630	\$50,083	(\$1,547)	
	TRANSPORTATION INCL SUMMER	\$732,269	\$773,693	\$41,424	
	BUILDING + BLDG REORG INCENT	\$747,019	\$749,237	\$2,218	
	HIGH TAX AID	\$250,006	\$250,006	\$0	
	Add'l Building Aid on New Project		\$145,000	\$145,000	
		\$10,047,413	\$10,406,168	\$358,755	3.57%
4601.000	MEDIC.ASS'T-SCH AGE-SCH Y	\$50,000	\$50,000	\$0	0.00%
5050.000	INTERFUND TRANS. FOR DEBT SVS	\$50,000	\$50,000	\$0	0.00%
9999.000	FUND BALANCE ALLOCATION	\$45,000	\$45,000	\$0	0.00%
		\$16,528,339	\$16,956,770	\$428,431	2.59%
	Total of Draft # 3				
	Proposed Budget		\$16,956,770		

Salary: Administrative Compensation Information
062901 - WESTFIELD CSD
2020-2021 - Page 1
Official - as of 04/19/2021 03:53 PM
Form Due May 10, 2021
2021-2022 Salary Threshold =
\$143,000

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 2021-2022.

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 2021-2022 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	144,220	46,044	

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

Associate, Assistant and Deputy Superintendents

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

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Property Tax Report Card
062901 - WESTFIELD CSD

2020-2021 - Page 1
Official - as of 04/19/2021 03:55 PM

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

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

Please also submit an electronic version (PDF or Word) of your school district's 2021-22 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 26, 2021

Form Preparer Name:
Preparer's Telephone Number:

JOSH MELQUIST
716-326-2151

<u>Shaded Fields Will Calculate</u>	Budgeted 2020-21 (A)	Proposed Budget 2021-22 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	16,528,339	16,956,770	2.59 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	6,105,926	6,175,602	
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)	6,105,926	6,175,602	1.14 %
F. Permissible Exclusions to the School Tax Levy Limit			
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	6,105,926	6,175,602	
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)	6,105,926	6,175,602	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	670	650	-2.99 %
Consumer Price Index			1.23 %

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 2021-22, includes any carryover from 2020-21 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2020-21 (D)	Estimated 2021-22 (E)
Adjusted Restricted Fund Balance	2,784,351	2,984,477
Assigned Appropriated Fund Balance	45,000	45,000
Adjusted Unrestricted Fund Balance	1,685,000	1,640,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	10.19 %	9.67 %

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/21 Actual Balance	6/30/21 Estimated Ending Balance	Intended Use of the Reserve in the 2021-22 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	For the cost of any object or purpose for which bonds may be issued.	66,388	266,404	Future capital project
Repair		For the cost of repairs to capital improvements or equipment.			
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance	UNEMPLOYMENT INSURANCE	For reimbursement to the State Unemployment Insurance Fund.	199,288	199,298	To offset any unemployment expenditures
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	RESERVE FOR DEBT	For proceeds from the sale of district capital assets or improvement, restricted to debt service.	176,913	176,913	To ensure all expenses are covered for any revenue shortfalls
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			

Tax Certiorari	TAX CERTIORARI	For tax certiorari settlements.	<input type="text" value="84,404"/>	<input type="text" value="84,412"/>	For tax certiorari settlements
Reserve for Insurance Recoveries	RESERVE FOR INSURANCE	For unexpended proceeds of insurance recoveries at fiscal year end.	<input type="text" value="253,865"/>	<input type="text" value="253,889"/>	Insurance obligations
Employee Benefit Accrued Liability	EMPLOYMENT BENEFIT RESERVE	For accrued 'employee benefits' due to employees upon termination of service.	<input type="text" value="1,425,183"/>	<input type="text" value="1,425,231"/>	For accrued benefits payable upon retirement
Retirement Contribution	RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	<input type="text" value="755,223"/>	<input type="text" value="755,243"/>	For employee retirement contributions
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.	<input type="text"/>	<input type="text"/>	
Single Other Reserve + (add)			<input type="text"/>	<input type="text"/>	

* NYSED Reserve Guidance:

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

OSC Reserve Guidance:

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

****Provide a brief, but specific, statement of the planned use and appropriation for the reserve in SY 2021-22. Mention any capital expenditures that will need to be voted upon in the upcoming Budget Vote.**

Save

Reset

Save & Ready

Equalized Total Assessed Value 439,085,620

School District - 067201 Westfield

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
10110	O/S SPEC DIST - SEWER OR WATER	RPTL 410-a	11	257,809	0.06
12100	NYS - GENERALLY	RPTL 404(1)	13	16,244,562	3.70
13440	CITY O/S LIMITS - SEWER OR WAT	RPTL 406(3)	6	3,434,110	0.78
13500	TOWN - GENERALLY	RPTL 406(1)	16	1,291,203	0.29
13510	TOWN - CEMETERY LAND	RPTL 446	3	34,246	0.01
13650	VG - GENERALLY	RPTL 406(1)	56	5,893,564	1.34
13660	VG - CEMETERY LAND	RPTL 446	2	198,630	0.05
13670	VG - NOT EX BY RPTL 406(1)	GEN MUNY L 411	4	277,672	0.06
13800	SCHOOL DISTRICT	RPTL 408	3	10,582,192	2.41
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	4	1,887,535	0.43
21100	IN TRUST BY CLERGY FOR CHURCH	RPTL 436	4	49,178	0.01
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	1	203,137	0.05
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	24	7,087,060	1.61
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	15	2,406,202	0.55
25600	NONPROFIT HEALTH MAINTENANCE C	RPTL 486-a	3	12,746,576	2.90
26100	VETERANS ORGANIZATION	RPTL 452	3	529,179	0.12
26300	INTERDENOMINATIONAL CENTER	RPTL 430	3	266,301	0.06
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	41,096	0.01
28540	NOT-FOR-PROFIT HOUS CO - HOSTE	RPTL 422	1	273,973	0.06
29700	PROP WITHDRAWN FROM FORECLOS	RPTL 1138	1	123,288	0.03
41400	CLERGY	RPTL 460	2	4,110	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	11	487,333	0.11
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	429	15,756,641	3.59
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	10	123,349	0.03
41800	PERSONS AGE 65 OR OVER	RPTL 467	22	995,343	0.23
41834	ENHANCED STAR	RPTL 425	455	30,798,929	7.01
41844	En STAR (land belongs to other	RPTL 425	1	9,804	0.00
41854	BASIC STAR 1999-2000	RPTL 425	684	22,075,784	5.03
42100	SILOS, MANURE STORAGE TANKS,	RPTL 483-a	1	10,309	0.00
47200	RAILROAD - PARTIALLY EXEMPT	RPTL 489-d&dd	4	18,399,399	4.19
47450	FOREST/REF LAND - FISHER ACT	RPTL 480	1	9,644	0.00
47460	FOREST LAND CERTD AFTER 8/74	RPTL 480-a	1	31,529	0.01
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	10	1,628,006	0.37

Equalized Total Assessed Value 439,085,620

School District - 067201 Westfield

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
50000	SYSTEM CODE	STATUTORY AUTH NOT DEFINED	9	229,142	0.05
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,805	154,157,693	35.11
Totals:			9	229,142	0.05
			1,814	154,386,835	35.16

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

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

WESTFIELD CSD - NEW YORK STATE REPORT CARD [2019 - 20]

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.

Due to COVID - 19 and resulting changes to New York State testing, accountability, and federal reporting requirements, 2020-21 district and school accountability statuses are the same as those assigned for the 2019-20 school year. For informational purposes, graduation rates for the Secondary Graduation Rate indicator using lagged 2018-19 data are reported. Spring 2020 standardized state assessments, including the June 2020 Regents examinations, were canceled and are, thus, not reported. For detailed information on requirement changes, please see the U.S. Department of Education-approved [waiver](#) and the memorandum from the Office of Accountability entitled "2019-20 Accountability Implications to Address the COVID-19 Crisis."

2020-21 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

Per the U.S. Department of Education-approved [waiver](#), districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis." The 2020-21 Accountability status may differ from the 2019-20 status as a result of a school reconfiguration. Schools that newly opened for the 2020-21 school year will not be displayed.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2019-20)

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 (61.38 kilobytes)

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

- 2018-19 Title I SIG 1003 Basic Application and Addendum for 2019-20 Extension
- 2019-20 Title I SIG 1003 Basic Planning
- 2019-20 Title I School Improvement Grant 1003 Targeted Support Grant
- 2019-20 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2019 NYSIP-PLC Phase II
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2019-20

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP



Help

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
Hispanic or Latino	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY STATUSES BY SUBGROUP

Per the U.S. Department of Education-approved waiver, districts and schools, including subgroups, will maintain in the 2020-21 school year the same accountability status assigned for the 2019-20 school year with no progress determinations.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

SECONDARY GRADUATION RATE

Accountability graduation rate data are provided for informational purposes only in 2019-20 and are not used to make district or school accountability status determinations for the 2020-21 school year. For more information, please see the memorandum from the Office of Accountability entitled, "2019-20 Accountability Implications to Address the COVID-19 Crisis."

Subgroup	Cohort	Number In Cohort	Grad Rate
All Students	4-Year	60	88.3%
	5-Year	54	87%
	6-Year	57	91.2%
American Indian or Alaska Native	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Asian or Native Hawaiian/Other Pacific Islander	4-Year	0	—
	5-Year	0	—
	6-Year	0	—
Black or African American	4-Year	0	—
	5-Year	1	—
	6-Year	0	—
Hispanic or Latino	4-Year	7	—
	5-Year	9	—
	6-Year	5	—
Multiracial	4-Year	2	—
	5-Year	1	—
	6-Year	0	—
White	4-Year	56	91.1%
	5-Year	48	87.5%
	6-Year	52	94.2%
English Language Learners	4-Year	1	—
	5-Year	0	—
	6-Year	2	—
Students with Disabilities	4-Year	13	—
	5-Year	15	—
	6-Year	15	—
Economically Disadvantaged	4-Year	55	76.4%
	5-Year	50	84%
	6-Year	46	80.4%

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

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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.

EXPENDITURES PER PUPIL (2019-20)

For detailed information, please see Financial Transparency Report.

	Pupil Count	Federal		State & Local		Total	
		Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil	Expenditures	Expenditures Per Pupil
This District	673	\$961,873	\$1,429	\$13,909,299	\$20,668	\$14,871,172	\$22,097
Statewide	2,638,949	\$2,632,354,668	\$998	\$57,627,620,079	\$21,837	\$60,259,974,747	\$22,835

STAFF QUALIFICATIONS (2019-20)

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperienced	% Inexperienced	Total	# Inexperienced	% Inexperienced
THIS DISTRICT	70	11	16%	3	1	33%
STATEWIDE	205,520	35,059	17%	4,784	1,237	26%
STATEWIDE HIGH- POVERTY SCHOOLS	46,266	13,190	29%	1,168	320	27%
STATEWIDE LOW-POVERTY SCHOOLS	61,131	5,677	9%	1,193	260	22%

Teacher and principal counts are as reported by schools and districts in the Student Information Repository System (SIRS).

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS DISTRICT	75	5	7%
STATEWIDE	216,218	20,182	9%
STATEWIDE HIGH-POVERTY SCHOOLS	46,676	9,564	20%
STATEWIDE LOW-POVERTY SCHOOLS	54,886	1,004	2%

Teacher counts are as reported in Teacher Access and Authorization (TAA).

GRADUATION RATE (2019-20)

Graduation Rate data are for students who first entered grade 9, four years prior to this reporting year. Graduates are as of August following the close of the reporting year. Click on High School Graduation Rate Data report to see district and state comparisons and to filter on gender and ethnicity student subgroups.

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Female	25	22	88%	9	36%	12	48%	1	4%	1	4%	1	4%	0	0%	1	4%
Male	26	19	73%	9	35%	7	27%	3	12%	3	12%	3	12%	0	0%	1	4%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	43	35	81%	15	35%	16	37%	4	9%	4	9%	2	5%	0	0%	2	5%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	40	35	88%	18	45%	17	43%	0	0%	0	0%	3	8%	0	0%	2	5%
Students with Disabilities	11	6	55%	0	0%	2	18%	4	36%	4	36%	1	9%	0	0%	0	0%
Non-English Language Learners	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	28	23	82%	11	39%	8	29%	4	14%	2	7%	2	7%	0	0%	1	4%
Economically Disadvantaged	23	18	78%	7	30%	11	48%	0	0%	2	9%	2	9%	0	0%	1	4%
Not Migrant	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Parents not in Armed Forces	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

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 (21.01 megabytes)

CRDC Glossary and Guide

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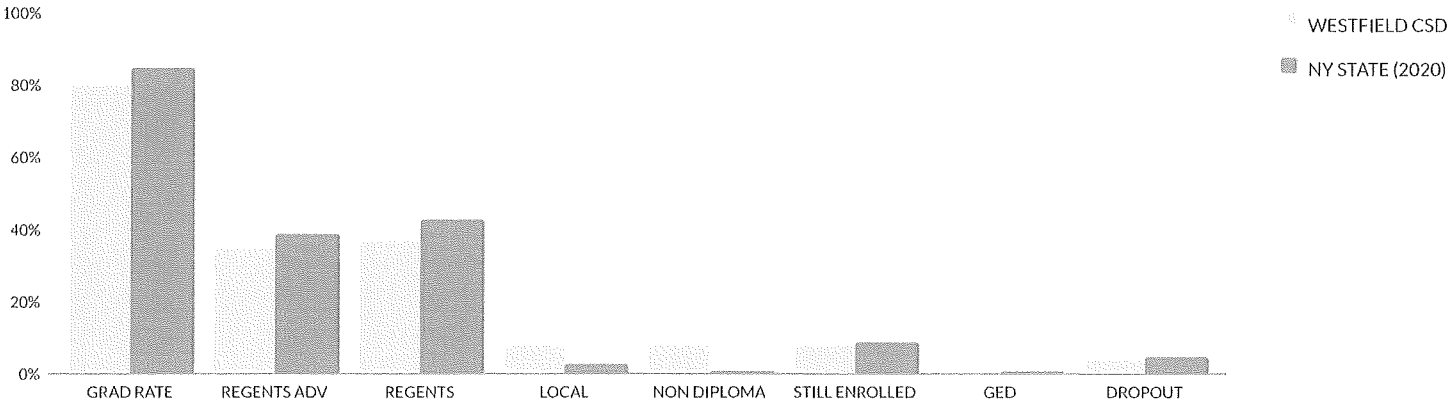
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WESTFIELD CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2020

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	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Female	25	22	88%	9	36%	12	48%	1	4%	1	4%	1	4%	0	0%	1	4%
Male	26	19	73%	9	35%	7	27%	3	12%	3	12%	3	12%	0	0%	1	4%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
White	43	35	81%	15	35%	16	37%	4	9%	4	9%	2	5%	0	0%	2	5%
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	40	35	88%	18	45%	17	43%	0	0%	0	0%	3	8%	0	0%	2	5%
Students with Disabilities	11	6	55%	0	0%	2	18%	4	36%	4	36%	1	9%	0	0%	0	0%
Non-English Language Learners	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
English Language Learners	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	28	23	82%	11	39%	8	29%	4	14%	2	7%	2	7%	0	0%	1	4%
Economically Disadvantaged	23	18	78%	7	30%	11	48%	0	0%	2	9%	2	9%	0	0%	1	4%
Not Migrant	49	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Parents in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	51	41	80%	18	35%	19	37%	4	8%	4	8%	4	8%	0	0%	2	4%
Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	248	137	3
	Math	248	167	
	Science	75	219	
	Combined	571	161	
American Indian or Alaska Native	ELA	3	—	—
	Math	2	—	
	Science	—	—	
	Combined	5	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	3	—	—
	Math	4	—	
	Science	2	—	
	Combined	9	—	
Black or African American	ELA	7	136	—
	Math	8	100	
	Science	4	—	
	Combined	19	—	
Hispanic or Latino	ELA	29	112	2
	Math	28	120	
	Science	11	218	
	Combined	68	132	
White	ELA	229	139	3
	Math	229	169	
	Science	66	216	
	Combined	524	162	
English Language Learners	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Students with Disabilities	ELA	53	90	4
	Math	52	91	
	Science	24	163	
	Combined	129	104	
Economically Disadvantaged	ELA	140	119	4
	Math	140	149	
	Science	41	215	
	Combined	321	144	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	277	123	4
	Math	276	150	
	Science	83	198	
	Combined	636	144	
American Indian or Alaska Native	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	5	140	—
	Math	5	200	
	Science	2	—	
	Combined	12	—	
Black or African American	ELA	8	119	—
	Math	8	100	
	Science	4	—	
	Combined	20	—	
Hispanic or Latino	ELA	36	90	2
	Math	35	96	
	Science	13	185	
	Combined	84	107	
White	ELA	256	124	4
	Math	256	152	
	Science	74	193	
	Combined	586	145	
English Language Learners	ELA	3	—	—
	Math	3	—	
	Science	—	—	
	Combined	6	—	
Students with Disabilities	ELA	59	81	4
	Math	59	81	
	Science	32	122	
	Combined	150	89	
Economically Disadvantaged	ELA	160	104	4
	Math	159	131	
	Science	48	183	
	Combined	367	126	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	48,802	921	53	3
American Indian or Alaska Native	—	9	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	9	—	—
Black or African American	—	19	—	—
Hispanic or Latino	2,954	54	54.7	4
Multiracial	—	4	—	—
White	43,620	826	52.8	3
English Language Learners	—	9	—	—
Students with Disabilities	7,395	146	50.7	3
Economically Disadvantaged	24,977	479	52.1	3

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	4
Hispanic or Latino	3
White	4
Students with Disabilities	4
Economically Disadvantaged	4

ELEMENTARY/MIDDLE ELP

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

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	89	277	123	98	105	122	161	—	—	200	4	4
	Math	96	276	150	104	107	124	162	—	—	200	4	
American Indian or Alaska Native	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	5	—	—	—	—	—	—	—	—	—	—
	Math	—	5	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	8	—	—	—	—	—	—	—	—	—	—
	Math	—	8	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	36	36	90	49	95	113	157	—	Y	200	3	3
	Math	50	35	96	62	92	111	155	—	—	200	3	
White	ELA	91	256	124	100	102	119	160	—	—	200	4	4
	Math	96	256	152	104	110	126	163	—	—	200	4	
English Language Learners	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	47	59	81	59	61	85	142	—	—	200	3	3
	Math	26	59	81	40	61	85	142	—	—	200	3	
Economically Disadvantaged	ELA	74	160	104	84	95	113	157	—	—	200	3	3
	Math	83	159	131	92	94	112	156	—	—	200	4	

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	11.4	402	78	19.4%	10.8%	14.6%	12.8%	8.9%	N	—	5%	1
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	5	—	—	—	—	—	—	—	—	—	—
Black or African American	—	8	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	26.5	62	20	32.3%	25.6%	19.8%	17%	11%	N	—	5%	1
White	10.6	368	67	18.2%	10.2%	10.5%	9.3%	7.2%	N	—	5%	1
English Language Learners	—	10	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	14.9	96	23	24%	14.1%	21.5%	18.5%	11.8%	N	—	5%	1
Economically Disadvantaged	16.1	247	62	25.1%	15.3%	19.9%	17.1%	11.1%	N	—	5%	1

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	302	84.4%	599	81.6%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	20	—	—	—
Multiracial	—	0	—	—	—
White	X	276	84.4%	538	81.8%
English Language Learners	—	1	—	—	—
Students with Disabilities	X	59	84.8%	122	77.9%
Economically Disadvantaged	X	178	82.6%	350	79.7%

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	300	84.3%	597	81.1%
American Indian or Alaska Native	—	1	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	2	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	19	—	—	—
Multiracial	—	0	—	—	—
White	X	275	84.4%	537	81.4%
English Language Learners	—	1	—	—	—
Students with Disabilities	X	59	83.1%	122	77.9%
Economically Disadvantaged	X	176	82.4%	348	78.7%

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	56	185	190	3
	Math	56	166		
	Science	56	217		
	Social Studies	56	221		
Hispanic or Latino	ELA	4	—	—	—
	Math	4	—		
	Science	4	—		
	Social Studies	4	—		
Multiracial	ELA	2	—	—	—
	Math	2	—		
	Science	2	—		
	Social Studies	2	—		
White	ELA	54	182	188	3
	Math	54	164		
	Science	54	217		
	Social Studies	54	220		
Students with Disabilities	ELA	13	104	109	2
	Math	13	73		
	Science	13	150		
	Social Studies	13	146		
Economically Disadvantaged	ELA	49	167	172	3
	Math	49	141		
	Science	49	209		
	Social Studies	49	207		

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	86.3%	54	81.5%	86.9%	82.8%	85%	90%	N	—	95%	1	3
	5-Year	78.9%	57	91.2%	80.3%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	83.3%	50	88%	84.3%	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	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	1	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	9	—	—	—	—	—	—	—	—	—	—
	5-Year	—	5	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
White	4-Year	89.8%	48	81.3%	90.2%	90.2%	91%	93%	N	—	95%	1	3
	5-Year	77.8%	52	94.2%	79.2%	91.5%	92.3%	94.2%	—	—	96%	4	
	6-Year	84.8%	49	89.8%	85.8%	91.2%	92.4%	94.7%	—	Y	97%	3	
English Language Learners	4-Year	—	4	—	—	—	—	—	—	—	—	—	—
	5-Year	—	2	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	40%	15	33.3%	42.2%	59.7%	66.1%	80.6%	N	—	95%	1	2
	5-Year	40%	15	53.3%	44.4%	63%	69%	82.5%	—	—	96%	2	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	4-Year	64.6%	51	74.5%	67%	76.9%	79.9%	87.5%	—	N	95%	2	2
	5-Year	63.2%	46	80.4%	65.8%	80.4%	83%	89.5%	—	—	96%	3	
	6-Year	75.6%	46	71.7%	77.4%	80.7%	83.5%	90.3%	Y	—	97%	2	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	3
White	3
Students with Disabilities	2
Economically Disadvantaged	2

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	196	56	185	198	191	194	204	N	—	215	1	2
	Math	147	56	166	151	151	158	179	—	—	200	4	
Hispanic or Latino	ELA	—	4	—	—	—	—	—	—	—	—	—	—
	Math	—	4	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
White	ELA	197	54	182	198	208	209	212	N	—	215	1	2
	Math	150	54	164	154	168	172	186	—	Y	200	3	
Students with Disabilities	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Economically Disadvantaged	ELA	158	49	167	162	171	177	196	—	N	215	2	3
	Math	128	49	141	133	131	140	170	—	—	200	4	

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	10.6	221	81	36.7%	10.2%	22.6%	19.8%	12.4%	N	—	5%	1
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	3	—	—	—	—	—	—	—	—	—	—
Black or African American	—	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	21	—	—	—	—	—	—	—	—	—	—
Multiracial	—	2	—	—	—	—	—	—	—	—	—	—
White	9.3	205	74	36.1%	8.9%	15.6%	14%	9.5%	N	—	5%	1
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10	33	12	36.4%	9.6%	32.8%	28%	16.5%	Y	—	5%	2
Economically Disadvantaged	17.1	116	53	45.7%	16.1%	30.2%	25.8%	15.4%	N	—	5%	1

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	151.8	145	153.6	130.2	137.8	156.4	—	—	175	3
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
Multiracial	—	—	—	—	—	—	—	—	—	—
White	158.7	150	160.1	149.7	154.1	164.6	—	Y	175	3
English Language Learners	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	119.1	121.8	123.5	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	60	0	33	1	19	1	6
Hispanic or Latino	7	0	—	—	—	—	—
Multiracial	2	0	—	—	—	—	—
White	56	0	32	1	18	1	4
English Language Learners	1	0	—	—	—	—	—
Students with Disabilities	13	0	—	—	—	—	—
Economically Disadvantaged	55	0	24	0	17	4	10

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	✓	58	100%	106	99.1%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	1	—	—	—
Multiracial	—	1	—	—	—
White	✓	56	100%	99	99%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	6	—	—	—
Economically Disadvantaged	—	28	—	—	—

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	✓	58	100%	106	99.1%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	0	—	—	—
Black or African American	—	0	—	—	—
Hispanic or Latino	—	1	—	—	—
Multiracial	—	1	—	—	—
White	✓	56	100%	99	99%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	6	—	—	—
Economically Disadvantaged	—	28	—	—	—

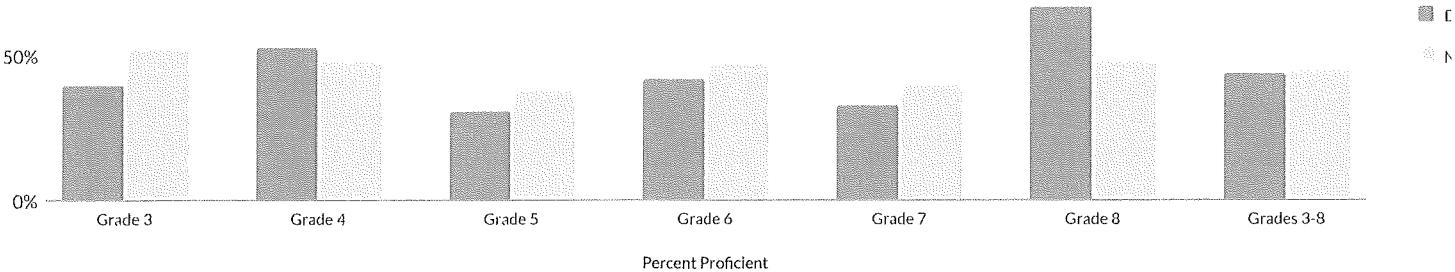
STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	8	11%	1	50%	3	4%
STATEWIDE	32,551	16%	1,378	28%	23,318	11%
STATEWIDE HIGH-POVERTY SCHOOLS	11,966	25%	392	32%	10,750	23%
STATEWIDE LOW-POVERTY SCHOOLS	5,751	9%	262	21%	1,180	2%

GRADUATION RATE

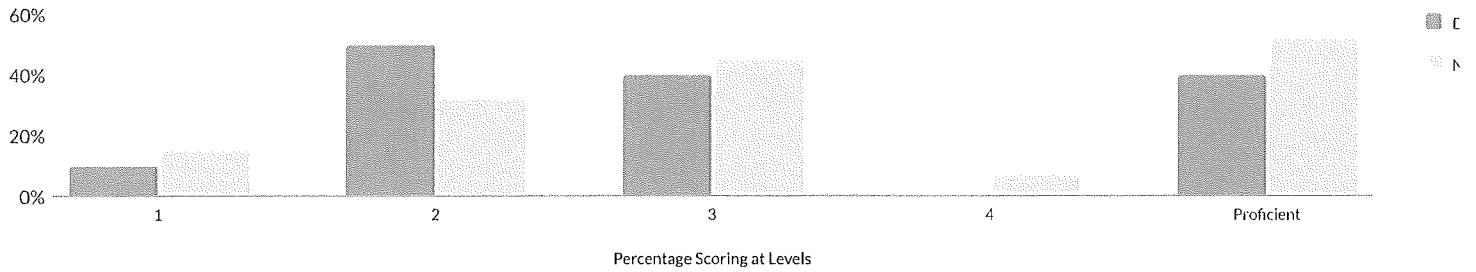
Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	53	88%	27	45%	25	42%	1	2%	1	2%	4	7%	1	2%	1	2%
Female	25	24	96%	16	64%	8	32%	0	0%	0	0%	1	4%	0	0%	0	0%
Male	35	29	83%	11	31%	17	49%	1	3%	1	3%	3	9%	1	3%	1	3%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	54	50	93%	27	50%	23	43%	0	0%	0	0%	2	4%	1	2%	1	2%
Students with Disabilities	6	3	50%	0	0%	2	33%	1	17%	1	17%	2	33%	0	0%	0	0%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	31	30	97%	19	61%	11	35%	0	0%	0	0%	1	3%	0	0%	0	0%
Economically Disadvantaged	29	23	79%	8	28%	14	48%	1	3%	1	3%	3	10%	1	3%	1	3%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	6	50	5	10%	25	50%	20	40%	0	0%	20	40%
Grade 4	3	43	6	14%	14	33%	15	35%	8	19%	23	53%
Grade 5	10	49	11	22%	23	47%	12	24%	3	6%	15	31%
Grade 6	9	38	10	26%	12	32%	5	13%	11	29%	16	42%
Grade 7	16	33	6	18%	16	48%	9	27%	2	6%	11	33%
Grade 8	9	36	3	8%	9	25%	14	39%	10	28%	24	67%
Grades 3-8	53	249	41	16%	99	40%	75	30%	34	14%	109	44%

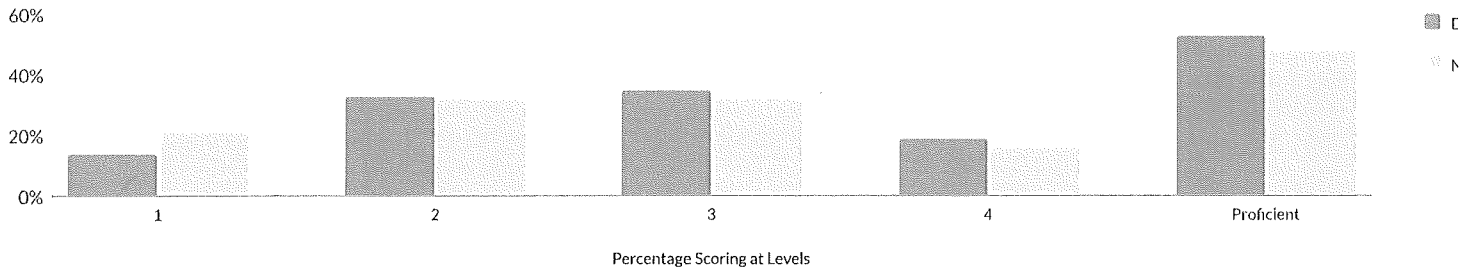
GRADE 3 ELA RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	6	50	5	10%	25	50%	20	40%	0	0%	20	40%
General Education	5	39	3	8%	17	44%	19	49%	0	0%	19	49%
Students with Disabilities	1	11	2	18%	8	73%	1	9%	0	0%	1	9%
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	6	48	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	50	5	10%	25	50%	20	40%	0	0%	20	40%
Female	3	24	3	13%	12	50%	9	38%	0	0%	9	38%
Male	3	26	2	8%	13	50%	11	42%	0	0%	11	42%
Non-English Language Learners	6	50	5	10%	25	50%	20	40%	0	0%	20	40%
Economically Disadvantaged	2	31	5	16%	19	61%	7	23%	0	0%	7	23%
Not Economically Disadvantaged	4	19	0	0%	6	32%	13	68%	0	0%	13	68%
Not Migrant	6	50	5	10%	25	50%	20	40%	0	0%	20	40%
Not Homeless	5	50	5	10%	25	50%	20	40%	0	0%	20	40%
Not in Foster Care	6	50	5	10%	25	50%	20	40%	0	0%	20	40%
Parent Not in Armed Forces	6	50	5	10%	25	50%	20	40%	0	0%	20	40%

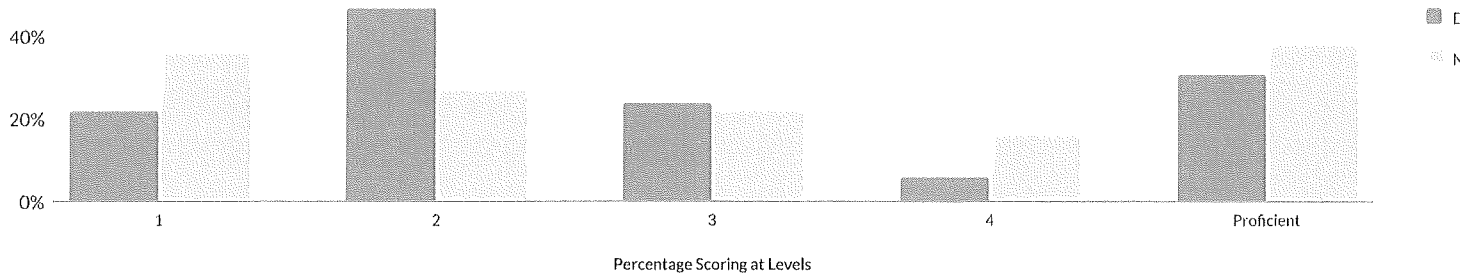
GRADE 4 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	43	6	14%	14	33%	15	35%	8	19%	23	53%
General Education	3	36	5	14%	12	33%	12	33%	7	19%	19	53%
Students with Disabilities	0	7	1	14%	2	29%	3	43%	1	14%	4	57%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	3	—	—	—	—	—	—	—	—	—	—
White	2	39	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	43	6	14%	14	33%	15	35%	8	19%	23	53%
Female	1	23	3	13%	7	30%	8	35%	5	22%	13	57%
Male	2	20	3	15%	7	35%	7	35%	3	15%	10	50%
Non-English Language Learners	3	43	6	14%	14	33%	15	35%	8	19%	23	53%
Economically Disadvantaged	3	25	5	20%	9	36%	7	28%	4	16%	11	44%
Not Economically Disadvantaged	0	18	1	6%	5	28%	8	44%	4	22%	12	67%
Not Migrant	3	43	6	14%	14	33%	15	35%	8	19%	23	53%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	3	42	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	3	43	6	14%	14	33%	15	35%	8	19%	23	53%
Parent Not in Armed Forces	3	43	6	14%	14	33%	15	35%	8	19%	23	53%

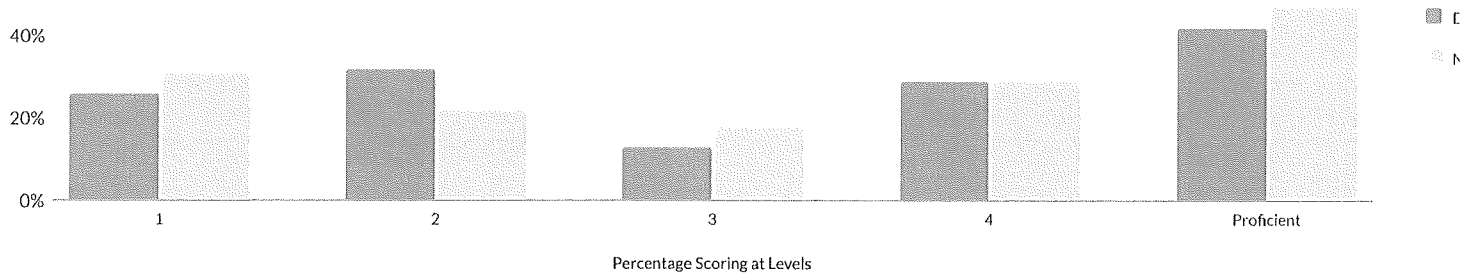
GRADE 5 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	10	49	11	22%	23	47%	12	24%	3	6%	15	31%
General Education	6	43	8	19%	20	47%	12	28%	3	7%	15	35%
Students with Disabilities	4	6	3	50%	3	50%	0	0%	0	0%	0	0%
Hispanic or Latino	0	6	2	33%	1	17%	3	50%	0	0%	3	50%
White	10	43	9	21%	22	51%	9	21%	3	7%	12	28%
Female	2	27	6	22%	13	48%	8	30%	0	0%	8	30%
Male	8	22	5	23%	10	45%	4	18%	3	14%	7	32%
Non-English Language Learners	10	49	11	22%	23	47%	12	24%	3	6%	15	31%
Economically Disadvantaged	7	34	11	32%	13	38%	8	24%	2	6%	10	29%
Not Economically Disadvantaged	3	15	0	0%	10	67%	4	27%	1	7%	5	33%
Not Migrant	10	49	11	22%	23	47%	12	24%	3	6%	15	31%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	10	47	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	10	49	11	22%	23	47%	12	24%	3	6%	15	31%
Parent Not in Armed Forces	10	49	11	22%	23	47%	12	24%	3	6%	15	31%

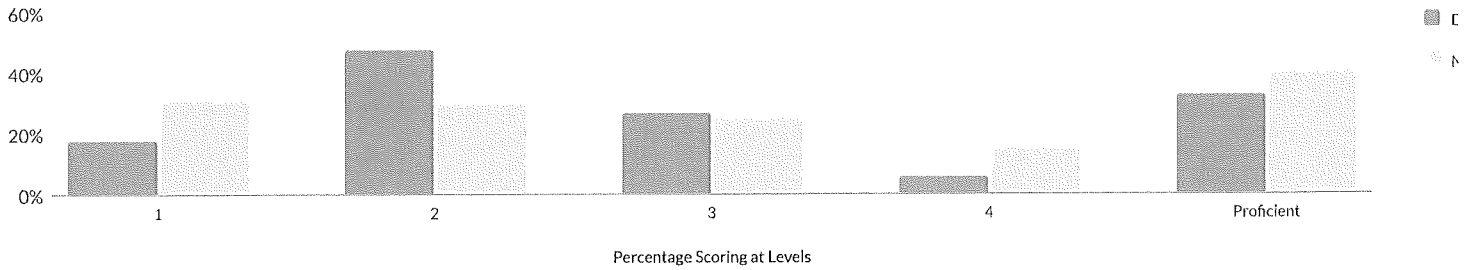
GRADE 6 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	38	10	26%	12	32%	5	13%	11	29%	16	42%
General Education	5	30	4	13%	10	33%	5	17%	11	37%	16	53%
Students with Disabilities	4	8	6	75%	2	25%	0	0%	0	0%	0	0%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	9	35	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	38	10	26%	12	32%	5	13%	11	29%	16	42%
Female	4	20	7	35%	6	30%	3	15%	4	20%	7	35%
Male	5	18	3	17%	6	33%	2	11%	7	39%	9	50%
Non-English Language Learners	9	38	10	26%	12	32%	5	13%	11	29%	16	42%
Economically Disadvantaged	8	17	8	47%	4	24%	2	12%	3	18%	5	29%
Not Economically Disadvantaged	1	21	2	10%	8	38%	3	14%	8	38%	11	52%
Not Migrant	9	38	10	26%	12	32%	5	13%	11	29%	16	42%
Not Homeless	8	38	10	26%	12	32%	5	13%	11	29%	16	42%
Not in Foster Care	9	38	10	26%	12	32%	5	13%	11	29%	16	42%
Parent Not in Armed Forces	9	38	10	26%	12	32%	5	13%	11	29%	16	42%

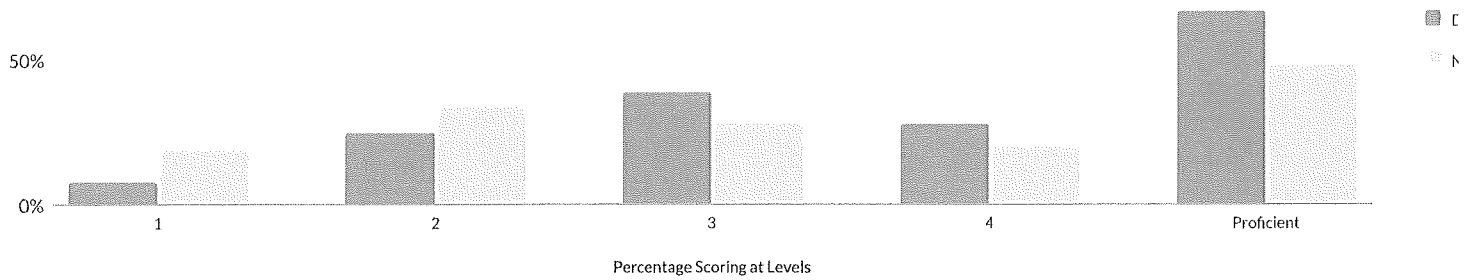
GRADE 7 ELA RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	33	6	18%	16	48%	9	27%	2	6%	11	33%
General Education	13	25	0	0%	14	56%	9	36%	2	8%	11	44%
Students with Disabilities	3	8	6	75%	2	25%	0	0%	0	0%	0	0%
Hispanic or Latino	2	2	—	—	—	—	—	—	—	—	—	—
White	13	31	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	33	6	18%	16	48%	9	27%	2	6%	11	33%
Female	8	16	2	13%	9	56%	3	19%	2	13%	5	31%
Male	8	17	4	24%	7	41%	6	35%	0	0%	6	35%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	16	32	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	10	15	4	27%	6	40%	4	27%	1	7%	5	33%
Not Economically Disadvantaged	6	18	2	11%	10	56%	5	28%	1	6%	6	33%
Not Migrant	16	33	6	18%	16	48%	9	27%	2	6%	11	33%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	16	31	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	16	33	6	18%	16	48%	9	27%	2	6%	11	33%
Parent Not in Armed Forces	16	33	6	18%	16	48%	9	27%	2	6%	11	33%

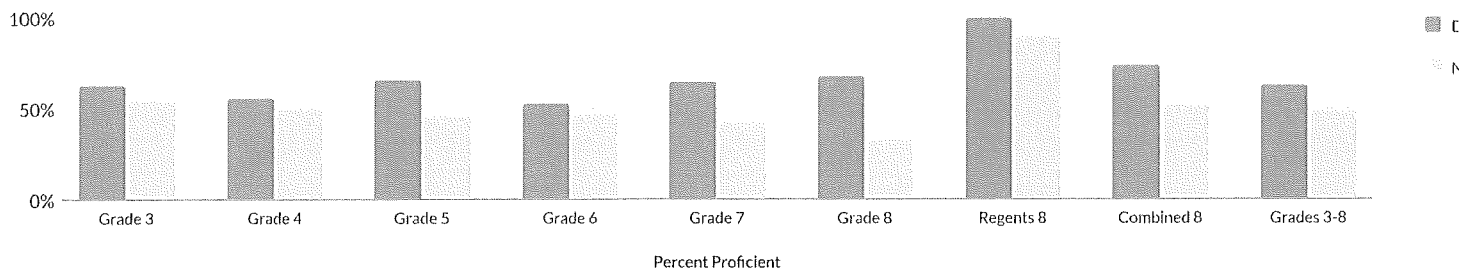
GRADE 8 ELA RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	36	3	8%	9	25%	14	39%	10	28%	24	67%
General Education	6	32	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	9	31	3	10%	9	29%	11	35%	8	26%	19	61%
Small Group Total	0	5	0	0%	0	0%	3	60%	2	40%	5	100%
Female	4	15	2	13%	3	20%	6	40%	4	27%	10	67%
Male	5	21	1	5%	6	29%	8	38%	6	29%	14	67%
Non-English Language Learners	9	36	3	8%	9	25%	14	39%	10	28%	24	67%
Economically Disadvantaged	6	20	1	5%	8	40%	7	35%	4	20%	11	55%
Not Economically Disadvantaged	3	16	2	13%	1	6%	7	44%	6	38%	13	81%
Migrant	0	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	9	34	—	—	—	—	—	—	—	—	—	—
Not Homeless	9	36	3	8%	9	25%	14	39%	10	28%	24	67%
Not in Foster Care	9	36	3	8%	9	25%	14	39%	10	28%	24	67%
Parent Not in Armed Forces	9	36	3	8%	9	25%	14	39%	10	28%	24	67%

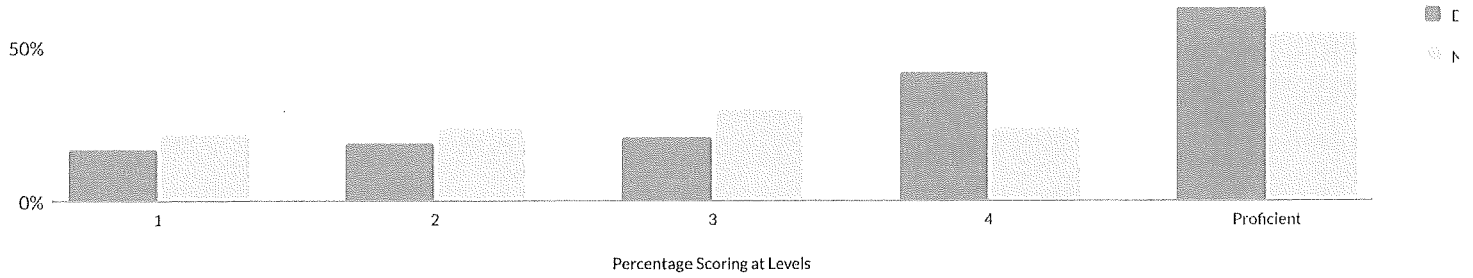
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	4	52	9	17%	10	19%	11	21%	22	42%	33	63%
Grade 4	5	41	4	10%	14	34%	13	32%	10	24%	23	56%
Grade 5	12	47	9	19%	7	15%	21	45%	10	21%	31	66%
Grade 6	9	38	7	18%	11	29%	11	29%	9	24%	20	53%
Grade 7	15	34	3	9%	9	26%	9	26%	13	38%	22	65%
Grade 8	16	28	4	14%	5	18%	9	32%	10	36%	19	68%
Regents 8	—	7	0	0%	0	0%	0	0%	7	100%	7	100%
Combined 8	16	35	4	11%	5	14%	9	26%	17	49%	26	74%
Grades 3-8	61	247	36	15%	56	23%	74	30%	81	33%	155	63%

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.

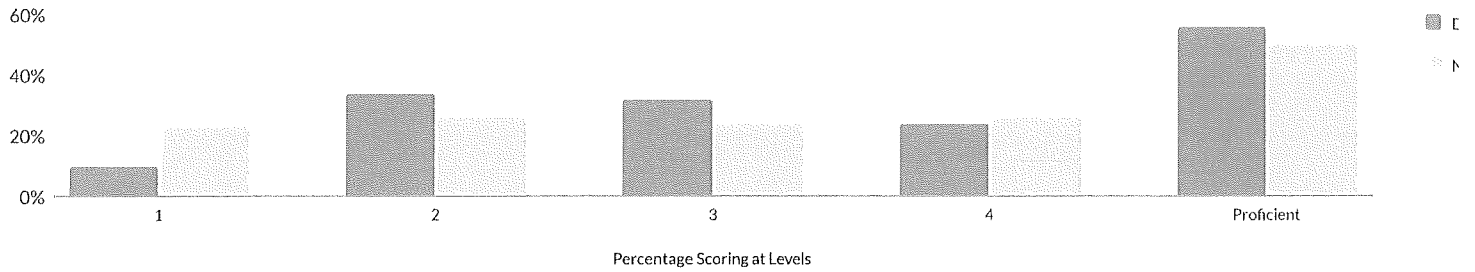
GRADE 3 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	4	52	9	17%	10	19%	11	21%	22	42%	33	63%
General Education	3	41	2	5%	7	17%	10	24%	22	54%	32	78%
Students with Disabilities	1	11	7	64%	3	27%	1	9%	0	0%	1	9%
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	4	50	—	—	—	—	—	—	—	—	—	—
Small Group Total	4	52	9	17%	10	19%	11	21%	22	42%	33	63%
Female	2	25	6	24%	5	20%	5	20%	9	36%	14	56%
Male	2	27	3	11%	5	19%	6	22%	13	48%	19	70%
Non-English Language Learners	4	52	9	17%	10	19%	11	21%	22	42%	33	63%
Economically Disadvantaged	1	32	7	22%	8	25%	7	22%	10	31%	17	53%
Not Economically Disadvantaged	3	20	2	10%	2	10%	4	20%	12	60%	16	80%
Not Migrant	4	52	9	17%	10	19%	11	21%	22	42%	33	63%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	4	51	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	4	52	9	17%	10	19%	11	21%	22	42%	33	63%
Parent Not in Armed Forces	4	52	9	17%	10	19%	11	21%	22	42%	33	63%

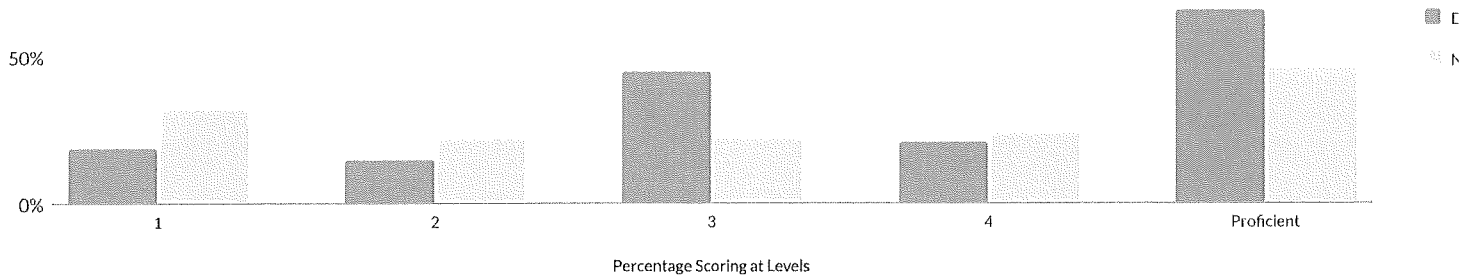
GRADE 4 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	41	4	10%	14	34%	13	32%	10	24%	23	56%
General Education	5	34	3	9%	10	29%	11	32%	10	29%	21	62%
Students with Disabilities	0	7	1	14%	4	57%	2	29%	0	0%	2	29%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	—	—	—	—	—	—	—	—	—
White	3	38	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	41	4	10%	14	34%	13	32%	10	24%	23	56%
Female	2	22	3	14%	7	32%	7	32%	5	23%	12	55%
Male	3	19	1	5%	7	37%	6	32%	5	26%	11	58%
Non-English Language Learners	5	41	4	10%	14	34%	13	32%	10	24%	23	56%
Economically Disadvantaged	4	24	3	13%	10	42%	7	29%	4	17%	11	46%
Not Economically Disadvantaged	1	17	1	6%	4	24%	6	35%	6	35%	12	71%
Not Migrant	5	41	4	10%	14	34%	13	32%	10	24%	23	56%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	40	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	41	4	10%	14	34%	13	32%	10	24%	23	56%
Parent Not in Armed Forces	5	41	4	10%	14	34%	13	32%	10	24%	23	56%

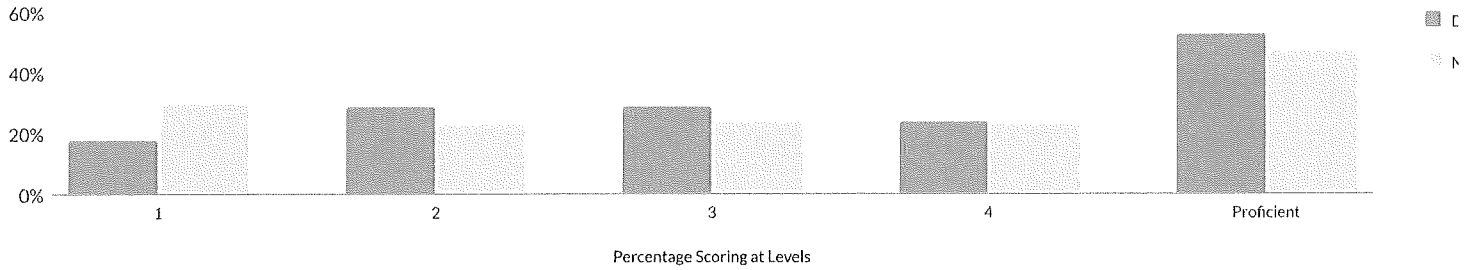
GRADE 5 MATH RESULTS



MEAN SCORE: 606

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	12	47	9	19%	7	15%	21	45%	10	21%	31	66%
General Education	8	41	5	12%	6	15%	20	49%	10	24%	30	73%
Students with Disabilities	4	6	4	67%	1	17%	1	17%	0	0%	1	17%
Hispanic or Latino	1	5	2	40%	0	0%	2	40%	1	20%	3	60%
White	11	42	7	17%	7	17%	19	45%	9	21%	28	67%
Female	4	25	4	16%	4	16%	10	40%	7	28%	17	68%
Male	8	22	5	23%	3	14%	11	50%	3	14%	14	64%
Non-English Language Learners	12	47	9	19%	7	15%	21	45%	10	21%	31	66%
Economically Disadvantaged	9	32	9	28%	4	13%	13	41%	6	19%	19	59%
Not Economically Disadvantaged	3	15	0	0%	3	20%	8	53%	4	27%	12	80%
Not Migrant	12	47	9	19%	7	15%	21	45%	10	21%	31	66%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	12	45	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	12	47	9	19%	7	15%	21	45%	10	21%	31	66%
Parent Not in Armed Forces	12	47	9	19%	7	15%	21	45%	10	21%	31	66%

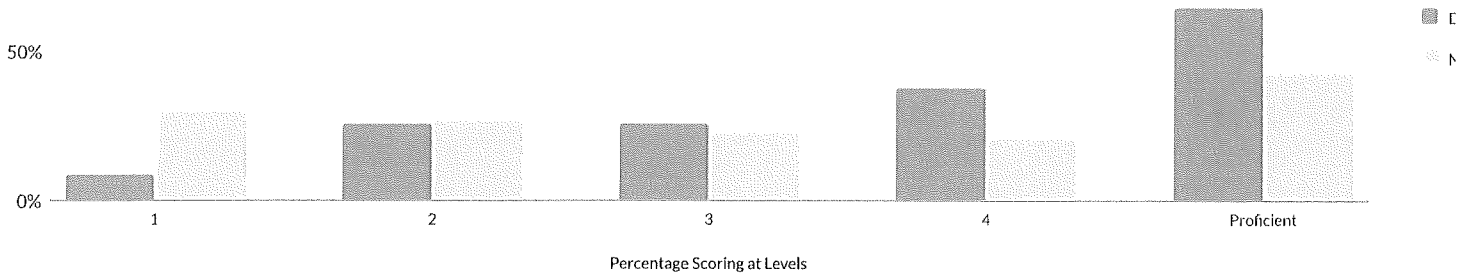
GRADE 6 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	9	38	7	18%	11	29%	11	29%	9	24%	20	53%
General Education	5	30	2	7%	9	30%	10	33%	9	30%	19	63%
Students with Disabilities	4	8	5	63%	2	25%	1	13%	0	0%	1	13%
American Indian or Alaska Native	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	9	35	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	38	7	18%	11	29%	11	29%	9	24%	20	53%
Female	4	20	6	30%	6	30%	5	25%	3	15%	8	40%
Male	5	18	1	6%	5	28%	6	33%	6	33%	12	67%
Non-English Language Learners	9	38	7	18%	11	29%	11	29%	9	24%	20	53%
Economically Disadvantaged	8	17	5	29%	5	29%	3	18%	4	24%	7	41%
Not Economically Disadvantaged	1	21	2	10%	6	29%	8	38%	5	24%	13	62%
Not Migrant	9	38	7	18%	11	29%	11	29%	9	24%	20	53%
Not Homeless	8	38	7	18%	11	29%	11	29%	9	24%	20	53%
Not in Foster Care	9	38	7	18%	11	29%	11	29%	9	24%	20	53%
Parent Not in Armed Forces	9	38	7	18%	11	29%	11	29%	9	24%	20	53%

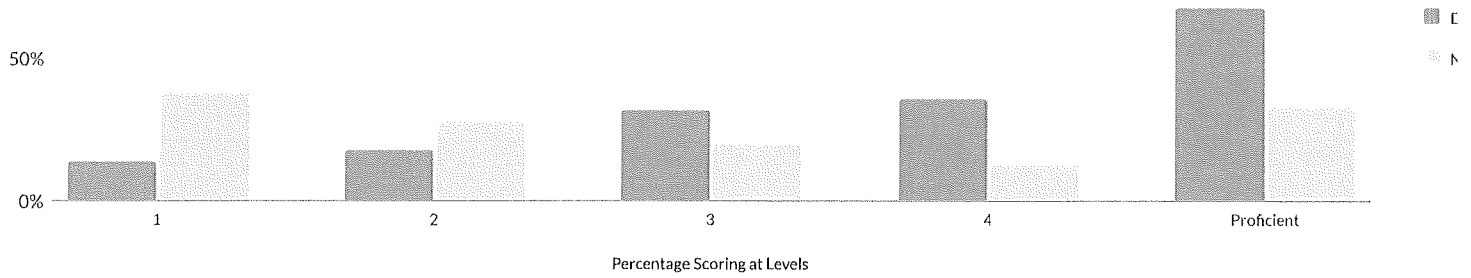
GRADE 7 MATH RESULTS



MEAN SCORE: 613

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	34	3	9%	9	26%	9	26%	13	38%	22	65%
General Education	11	27	0	0%	6	22%	8	30%	13	48%	21	78%
Students with Disabilities	4	7	3	43%	3	43%	1	14%	0	0%	1	14%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	2	—	—	—	—	—	—	—	—	—	—
White	13	31	—	—	—	—	—	—	—	—	—	—
Small Group Total	15	34	3	9%	9	26%	9	26%	13	38%	22	65%
Female	9	15	2	13%	5	33%	3	20%	5	33%	8	53%
Male	6	19	1	5%	4	21%	6	32%	8	42%	14	74%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	15	33	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	8	17	3	18%	4	24%	6	35%	4	24%	10	59%
Not Economically Disadvantaged	7	17	0	0%	5	29%	3	18%	9	53%	12	71%
Not Migrant	15	34	3	9%	9	26%	9	26%	13	38%	22	65%
Homeless	0	2	—	—	—	—	—	—	—	—	—	—
Not Homeless	15	32	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	15	34	3	9%	9	26%	9	26%	13	38%	22	65%
Parent Not in Armed Forces	15	34	3	9%	9	26%	9	26%	13	38%	22	65%

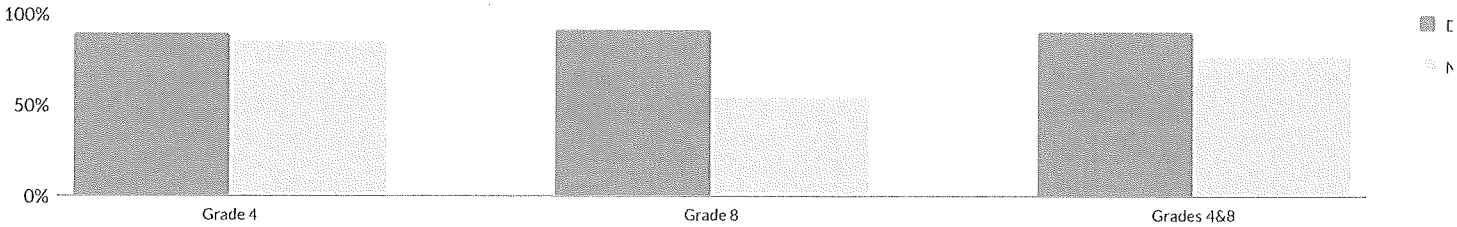
GRADE 8 MATH RESULTS



MEAN SCORE: 616

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	28	4	14%	5	18%	9	32%	10	36%	19	68%
General Education	13	24	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	2	—	—	—	—	—	—	—	—	—	—
White	15	24	—	—	—	—	—	—	—	—	—	—
Small Group Total	16	28	4	14%	5	18%	9	32%	10	36%	19	68%
Female	9	10	2	20%	3	30%	3	30%	2	20%	5	50%
Male	7	18	2	11%	2	11%	6	33%	8	44%	14	78%
Non-English Language Learners	16	28	4	14%	5	18%	9	32%	10	36%	19	68%
Economically Disadvantaged	9	16	2	13%	4	25%	6	38%	4	25%	10	63%
Not Economically Disadvantaged	7	12	2	17%	1	8%	3	25%	6	50%	9	75%
Migrant	0	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	16	26	—	—	—	—	—	—	—	—	—	—
Not Homeless	16	28	4	14%	5	18%	9	32%	10	36%	19	68%
Not in Foster Care	16	28	4	14%	5	18%	9	32%	10	36%	19	68%
Parent Not in Armed Forces	16	28	4	14%	5	18%	9	32%	10	36%	19	68%

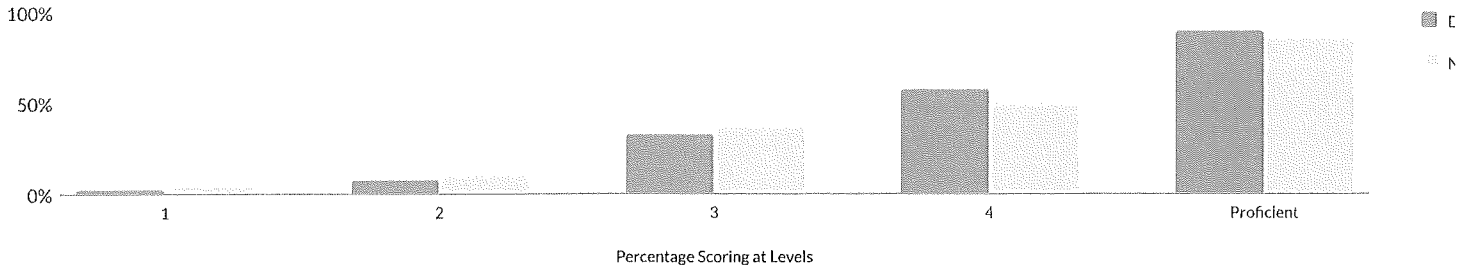
GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	5	40	1	3%	3	8%	13	33%	23	58%	36	90%
Grade 8	8	36	0	0%	3	8%	15	42%	18	50%	33	92%
Grades 4&8	13	76	1	1%	6	8%	28	37%	41	54%	69	91%

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.

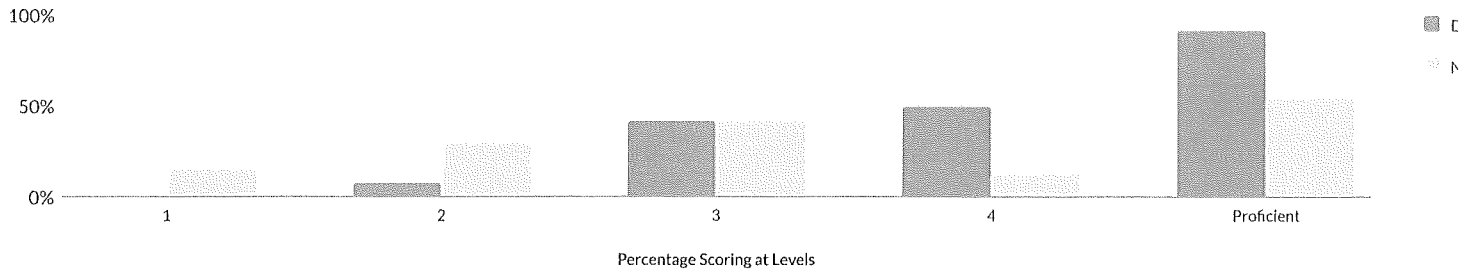
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 83

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	5	40	1	3%	3	8%	13	33%	23	58%	36	90%
General Education	4	34	0	0%	2	6%	12	35%	20	59%	32	94%
Students with Disabilities	1	6	1	17%	1	17%	1	17%	3	50%	4	67%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	5	36	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	40	1	3%	3	8%	13	33%	23	58%	36	90%
Female	4	20	1	5%	2	10%	6	30%	11	55%	17	85%
Male	1	20	0	0%	1	5%	7	35%	12	60%	19	95%
Non-English Language Learners	5	40	1	3%	3	8%	13	33%	23	58%	36	90%
Economically Disadvantaged	4	23	1	4%	2	9%	7	30%	13	57%	20	87%
Not Economically Disadvantaged	1	17	0	0%	1	6%	6	35%	10	59%	16	94%
Not Migrant	5	40	1	3%	3	8%	13	33%	23	58%	36	90%
Homeless	0	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	5	39	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	5	40	1	3%	3	8%	13	33%	23	58%	36	90%
Parent Not in Armed Forces	5	40	1	3%	3	8%	13	33%	23	58%	36	90%

GRADE 8 SCIENCE RESULTS

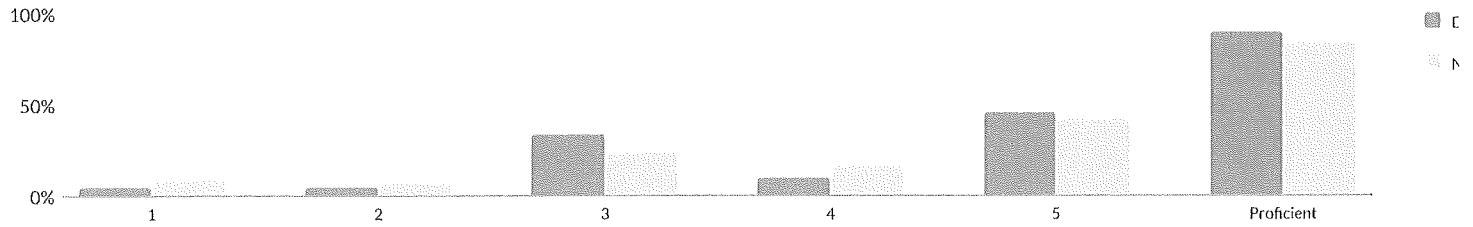


MEAN SCORE: 82

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	36	0	0%	3	8%	15	42%	18	50%	33	92%
General Education	5	32	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	3	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	8	31	0	0%	3	10%	14	45%	14	45%	28	90%
Small Group Total	0	5	0	0%	0	0%	1	20%	4	80%	5	100%
Female	5	14	0	0%	2	14%	5	36%	7	50%	12	86%
Male	3	22	0	0%	1	5%	10	45%	11	50%	21	95%
Non-English Language Learners	8	36	0	0%	3	8%	15	42%	18	50%	33	92%
Economically Disadvantaged	6	19	0	0%	1	5%	12	63%	6	32%	18	95%
Not Economically Disadvantaged	2	17	0	0%	2	12%	3	18%	12	71%	15	88%
Migrant	0	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	8	34	—	—	—	—	—	—	—	—	—	—
Not Homeless	8	36	0	0%	3	8%	15	42%	18	50%	33	92%
Not in Foster Care	8	36	0	0%	3	8%	15	42%	18	50%	33	92%
Parent Not in Armed Forces	8	36	0	0%	3	8%	15	42%	18	50%	33	92%

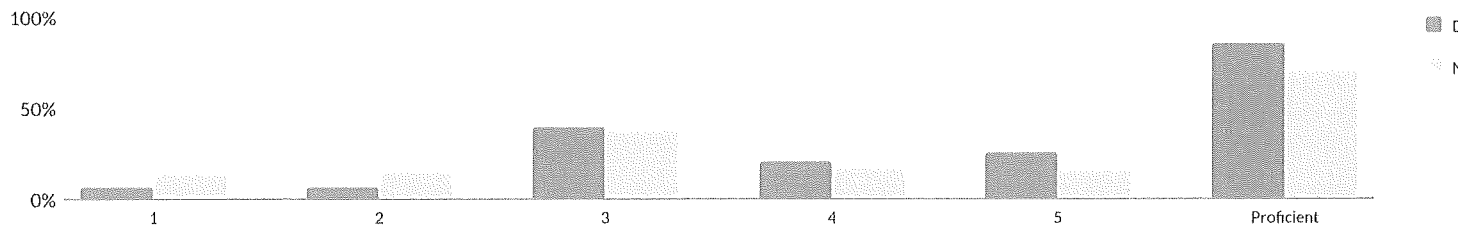
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS EXAMINATION IN ELA (2018-19)



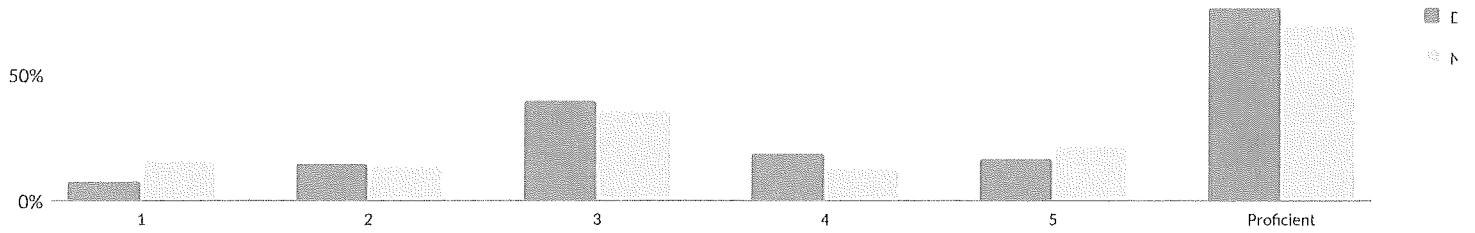
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	59	3	5%	3	5%	20	34%	6	10%	27	46%	53	90%
General Education	47	0	0%	1	2%	16	34%	4	9%	26	55%	46	98%
Students with Disabilities	12	3	25%	2	17%	4	33%	2	17%	1	8%	7	58%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	52	3	6%	2	4%	18	35%	6	12%	23	44%	47	90%
Small Group Total	7	0	0%	1	14%	2	29%	0	0%	4	57%	6	86%
Female	26	0	0%	2	8%	11	42%	2	8%	11	42%	24	92%
Male	33	3	9%	1	3%	9	27%	4	12%	16	48%	29	88%
Non-English Language Learners	59	3	5%	3	5%	20	34%	6	10%	27	46%	53	90%
Economically Disadvantaged	28	1	4%	2	7%	12	43%	1	4%	12	43%	25	89%
Not Economically Disadvantaged	31	2	6%	1	3%	8	26%	5	16%	15	48%	28	90%
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	57	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	3	5%	3	5%	20	34%	6	10%	27	46%	53	90%
Not in Foster Care	59	3	5%	3	5%	20	34%	6	10%	27	46%	53	90%
Parent Not in Armed Forces	59	3	5%	3	5%	20	34%	6	10%	27	46%	53	90%

ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	58	4	7%	4	7%	23	40%	12	21%	15	26%	50	86%
General Education	47	1	2%	4	9%	17	36%	10	21%	15	32%	42	89%
Students with Disabilities	11	3	27%	0	0%	6	55%	2	18%	0	0%	8	73%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	52	4	8%	3	6%	21	40%	11	21%	13	25%	45	87%
Small Group Total	6	0	0%	1	17%	2	33%	1	17%	2	33%	5	83%
Female	30	1	3%	2	7%	10	33%	6	20%	11	37%	27	90%
Male	28	3	11%	2	7%	13	46%	6	21%	4	14%	23	82%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	57	—	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	31	1	3%	4	13%	15	48%	5	16%	6	19%	26	84%
Not Economically Disadvantaged	27	3	11%	0	0%	8	30%	7	26%	9	33%	24	89%
Not Migrant	58	4	7%	4	7%	23	40%	12	21%	15	26%	50	86%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	57	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	58	4	7%	4	7%	23	40%	12	21%	15	26%	50	86%
Parent Not in Armed Forces	58	4	7%	4	7%	23	40%	12	21%	15	26%	50	86%

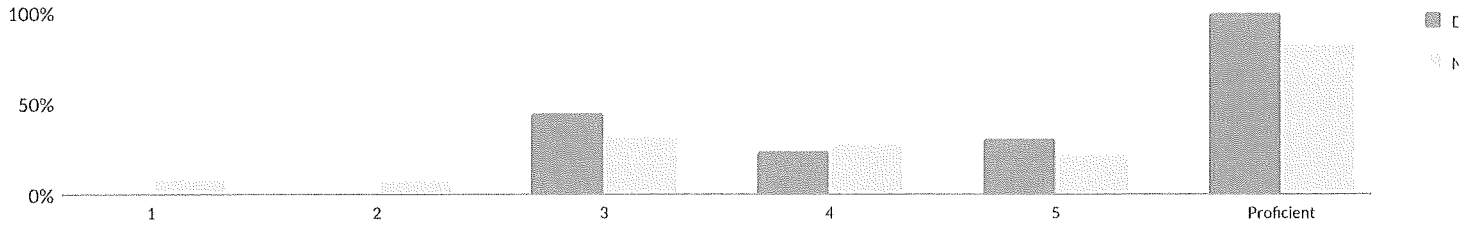
ANNUAL REGENTS EXAMINATION GEOMETRY (2018-19)



Percentage Scoring at Levels

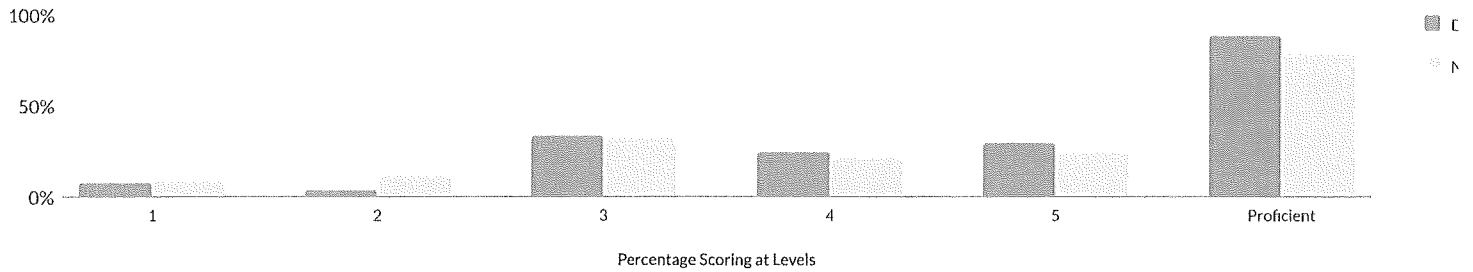
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%
General Education	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	51	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%
Female	24	2	8%	7	29%	9	38%	5	21%	1	4%	15	63%
Male	28	2	7%	1	4%	12	43%	5	18%	8	29%	25	89%
Non-English Language Learners	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%
Economically Disadvantaged	21	0	0%	4	19%	10	48%	5	24%	2	10%	17	81%
Not Economically Disadvantaged	31	4	13%	4	13%	11	35%	5	16%	7	23%	23	74%
Not Migrant	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	51	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%
Parent Not in Armed Forces	52	4	8%	8	15%	21	40%	10	19%	9	17%	40	77%

ANNUAL REGENTS EXAMINATION ALGEBRA II (2018-19)



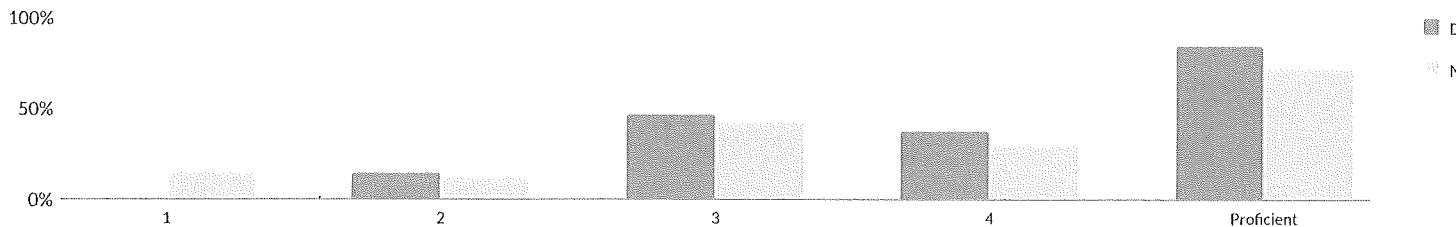
Percentage Scoring at Levels													
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	29	0	0%	0	0%	13	45%	7	24%	9	31%	29	100%
General Education	29	0	0%	0	0%	13	45%	7	24%	9	31%	29	100%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—	—	—
White	24	0	0%	0	0%	11	46%	6	25%	7	29%	24	100%
Small Group Total	5	0	0%	0	0%	2	40%	1	20%	2	40%	5	100%
Female	16	0	0%	0	0%	6	38%	6	38%	4	25%	16	100%
Male	13	0	0%	0	0%	7	54%	1	8%	5	38%	13	100%
Non-English Language Learners	29	0	0%	0	0%	13	45%	7	24%	9	31%	29	100%
Economically Disadvantaged	14	0	0%	0	0%	4	29%	4	29%	6	43%	14	100%
Not Economically Disadvantaged	15	0	0%	0	0%	9	60%	3	20%	3	20%	15	100%
Migrant	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	27	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	29	0	0%	0	0%	13	45%	7	24%	9	31%	29	100%
Not in Foster Care	29	0	0%	0	0%	13	45%	7	24%	9	31%	29	100%
Parent Not in Armed Forces	29	0	0%	0	0%	13	45%	7	24%	9	31%	29	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	53	4	8%	2	4%	18	34%	13	25%	16	30%	47	89%
General Education	48	3	6%	1	2%	15	31%	13	27%	16	33%	44	92%
Students with Disabilities	5	1	20%	1	20%	3	60%	0	0%	0	0%	3	60%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—	—	—
White	52	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	53	4	8%	2	4%	18	34%	13	25%	16	30%	47	89%
Female	24	2	8%	1	4%	8	33%	5	21%	8	33%	21	88%
Male	29	2	7%	1	3%	10	34%	8	28%	8	28%	26	90%
Non-English Language Learners	53	4	8%	2	4%	18	34%	13	25%	16	30%	47	89%
Economically Disadvantaged	29	3	10%	1	3%	11	38%	6	21%	8	28%	25	86%
Not Economically Disadvantaged	24	1	4%	1	4%	7	29%	7	29%	8	33%	22	92%
Migrant	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	52	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	52	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	53	4	8%	2	4%	18	34%	13	25%	16	30%	47	89%
Parent Not in Armed Forces	53	4	8%	2	4%	18	34%	13	25%	16	30%	47	89%

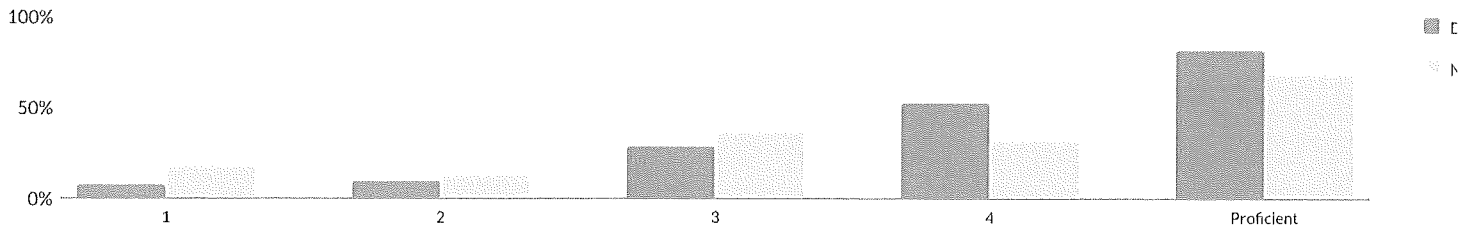
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

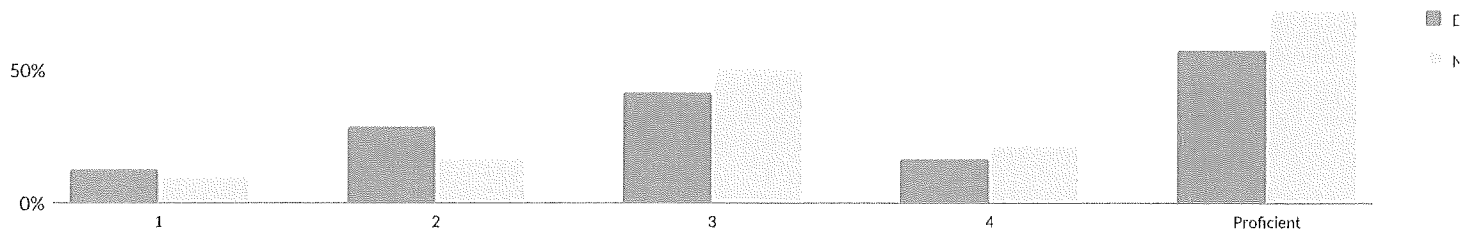
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	53	0	0%	8	15%	25	47%	20	38%	45	85%
General Education	40	0	0%	2	5%	20	50%	18	45%	38	95%
Students with Disabilities	13	0	0%	6	46%	5	38%	2	15%	7	54%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	49	—	—	—	—	—	—	—	—	—	—
Small Group Total	53	0	0%	8	15%	25	47%	20	38%	45	85%
Female	29	0	0%	4	14%	14	48%	11	38%	25	86%
Male	24	0	0%	4	17%	11	46%	9	38%	20	83%
Non-English Language Learners	53	0	0%	8	15%	25	47%	20	38%	45	85%
Economically Disadvantaged	27	0	0%	4	15%	15	56%	8	30%	23	85%
Not Economically Disadvantaged	26	0	0%	4	15%	10	38%	12	46%	22	85%
Not Migrant	53	0	0%	8	15%	25	47%	20	38%	45	85%
Not Homeless	53	0	0%	8	15%	25	47%	20	38%	45	85%
Not in Foster Care	53	0	0%	8	15%	25	47%	20	38%	45	85%
Parent Not in Armed Forces	53	0	0%	8	15%	25	47%	20	38%	45	85%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	51	4	8%	5	10%	15	29%	27	53%	42	82%
General Education	44	2	5%	3	7%	13	30%	26	59%	39	89%
Students with Disabilities	7	2	29%	2	29%	2	29%	1	14%	3	43%
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	49	—	—	—	—	—	—	—	—	—	—
Small Group Total	51	4	8%	5	10%	15	29%	27	53%	42	82%
Female	21	0	0%	3	14%	9	43%	9	43%	18	86%
Male	30	4	13%	2	7%	6	20%	18	60%	24	80%
Non-English Language Learners	51	4	8%	5	10%	15	29%	27	53%	42	82%
Economically Disadvantaged	25	1	4%	0	0%	11	44%	13	52%	24	96%
Not Economically Disadvantaged	26	3	12%	5	19%	4	15%	14	54%	18	69%
Migrant	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	49	—	—	—	—	—	—	—	—	—	—
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	50	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	51	4	8%	5	10%	15	29%	27	53%	42	82%
Parent Not in Armed Forces	51	4	8%	5	10%	15	29%	27	53%	42	82%

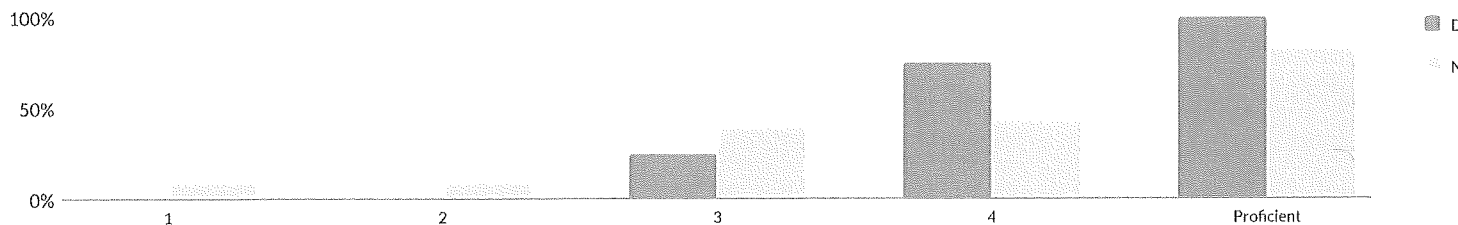
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/CHEMISTRY (2018-19)



Percentage Scoring at Levels

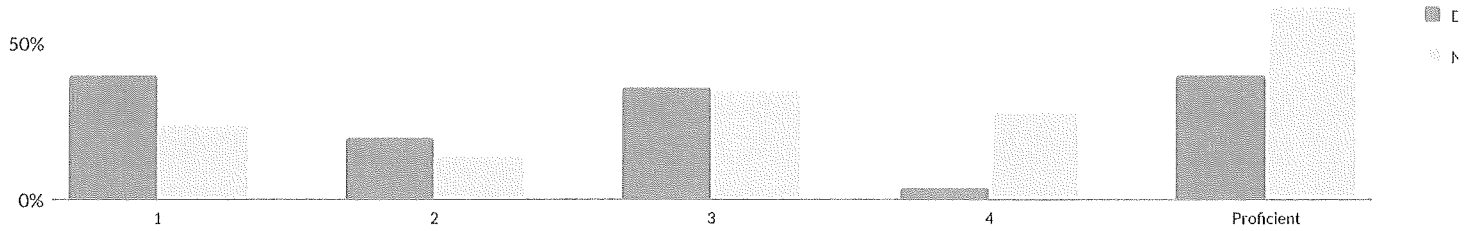
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	24	3	13%	7	29%	10	42%	4	17%	14	58%
General Education	24	3	13%	7	29%	10	42%	4	17%	14	58%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—
White	21	—	—	—	—	—	—	—	—	—	—
Small Group Total	24	3	13%	7	29%	10	42%	4	17%	14	58%
Female	10	2	20%	4	40%	3	30%	1	10%	4	40%
Male	14	1	7%	3	21%	7	50%	3	21%	10	71%
Non-English Language Learners	24	3	13%	7	29%	10	42%	4	17%	14	58%
Economically Disadvantaged	6	0	0%	2	33%	2	33%	2	33%	4	67%
Not Economically Disadvantaged	18	3	17%	5	28%	8	44%	2	11%	10	56%
Migrant	1	—	—	—	—	—	—	—	—	—	—
Not Migrant	23	—	—	—	—	—	—	—	—	—	—
Not Homeless	24	3	13%	7	29%	10	42%	4	17%	14	58%
Not in Foster Care	24	3	13%	7	29%	10	42%	4	17%	14	58%
Parent Not in Armed Forces	24	3	13%	7	29%	10	42%	4	17%	14	58%

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



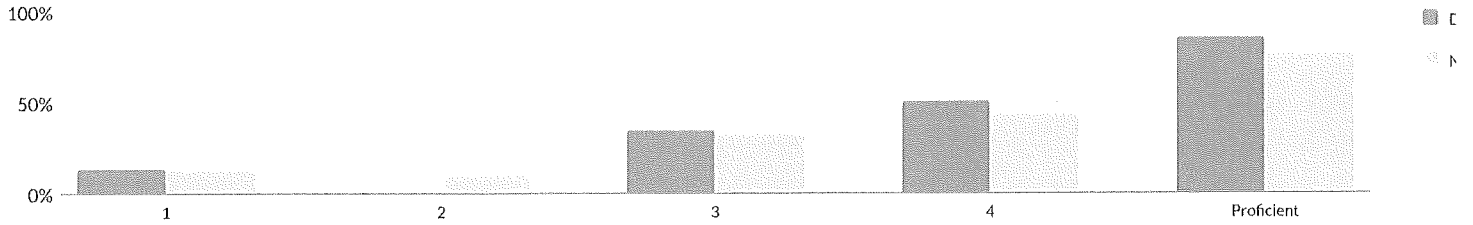
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	8	0	0%	0	0%	2	25%	6	75%	8	100%
General Education	8	0	0%	0	0%	2	25%	6	75%	8	100%
White	8	0	0%	0	0%	2	25%	6	75%	8	100%
Female	3	—	—	—	—	—	—	—	—	—	—
Male	5	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	8	0	0%	0	0%	2	25%	6	75%	8	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	6	—	—	—	—	—	—	—	—	—	—
Not Migrant	8	0	0%	0	0%	2	25%	6	75%	8	100%
Not Homeless	8	0	0%	0	0%	2	25%	6	75%	8	100%
Not in Foster Care	8	0	0%	0	0%	2	25%	6	75%	8	100%
Parent Not in Armed Forces	8	0	0%	0	0%	2	25%	6	75%	8	100%

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	45	18	40%	9	20%	16	36%	2	4%	18	40%
General Education	30	9	30%	6	20%	13	43%	2	7%	15	50%
Students with Disabilities	15	9	60%	3	20%	3	20%	0	0%	3	20%
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	44	—	—	—	—	—	—	—	—	—	—
Small Group Total	45	18	40%	9	20%	16	36%	2	4%	18	40%
Female	20	7	35%	6	30%	7	35%	0	0%	7	35%
Male	25	11	44%	3	12%	9	36%	2	8%	11	44%
English Language Learners	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	44	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	24	9	38%	6	25%	8	33%	1	4%	9	38%
Not Economically Disadvantaged	21	9	43%	3	14%	8	38%	1	5%	9	43%
Not Migrant	45	18	40%	9	20%	16	36%	2	4%	18	40%
Homeless	1	—	—	—	—	—	—	—	—	—	—
Not Homeless	44	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	45	18	40%	9	20%	16	36%	2	4%	18	40%
Parent Not in Armed Forces	45	18	40%	9	20%	16	36%	2	4%	18	40%

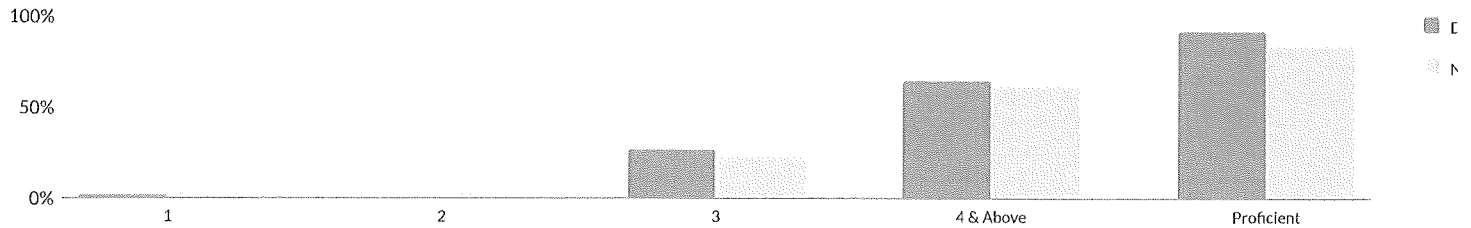
ANNUAL REGENTS EXAMINATION U.S. HISTORY & GOVERNMENT (2018-19)



Subgroup	Tested	Percentage Scoring at Levels									
		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	49	7	14%	0	0%	17	35%	25	51%	42	86%
General Education	42	4	10%	0	0%	14	33%	24	57%	38	90%
Students with Disabilities	7	3	43%	0	0%	3	43%	1	14%	4	57%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—
White	42	5	12%	0	0%	14	33%	23	55%	37	88%
Small Group Total	7	2	29%	0	0%	3	43%	2	29%	5	71%
Female	24	5	21%	0	0%	9	38%	10	42%	19	79%
Male	25	2	8%	0	0%	8	32%	15	60%	23	92%
Non-English Language Learners	49	7	14%	0	0%	17	35%	25	51%	42	86%
Economically Disadvantaged	23	4	17%	0	0%	10	43%	9	39%	19	83%
Not Economically Disadvantaged	26	3	12%	0	0%	7	27%	16	62%	23	88%
Migrant	2	—	—	—	—	—	—	—	—	—	—
Not Migrant	47	—	—	—	—	—	—	—	—	—	—
Not Homeless	49	7	14%	0	0%	17	35%	25	51%	42	86%
Not in Foster Care	49	7	14%	0	0%	17	35%	25	51%	42	86%
Parent Not in Armed Forces	49	7	14%	0	0%	17	35%	25	51%	42	86%

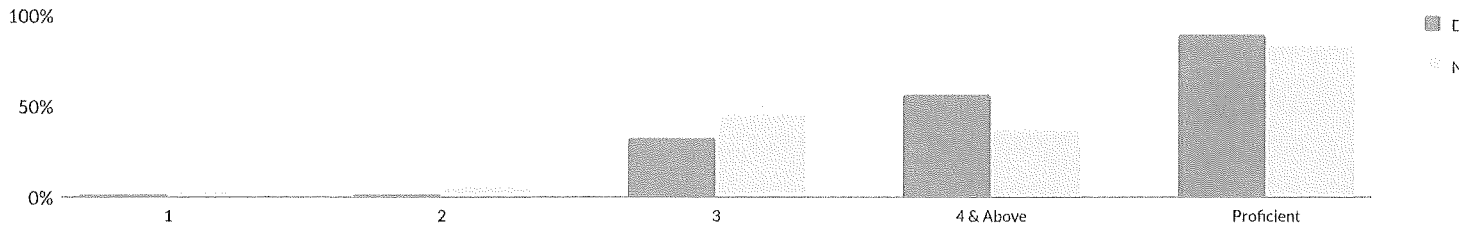
A High School Cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



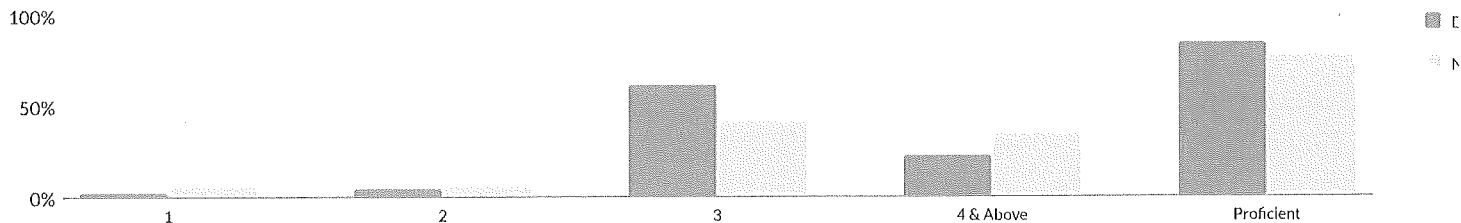
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	4	7%	56	93%	1	2%	0	0%	16	27%	39	65%	55	92%
General Education	54	3	6%	51	94%	0	0%	0	0%	14	26%	37	69%	51	94%
Students with Disabilities	6	1	17%	5	83%	1	17%	0	0%	2	33%	2	33%	4	67%
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	2	—	54	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	4	7%	56	93%	1	2%	0	0%	16	27%	39	65%	55	92%
Female	25	0	0%	25	100%	0	0%	0	0%	4	16%	21	84%	25	100%
Male	35	4	11%	31	89%	1	3%	0	0%	12	34%	18	51%	30	86%
Non-English Language Learners	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	4	14%	25	86%	0	0%	0	0%	10	34%	15	52%	25	86%
Not Economically Disadvantaged	31	0	0%	31	100%	1	3%	0	0%	6	19%	24	77%	30	97%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	4	—	55	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	4	7%	56	93%	1	2%	0	0%	16	27%	39	65%	55	92%
Parent Not in Armed Forces	60	4	7%	56	93%	1	2%	0	0%	16	27%	39	65%	55	92%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



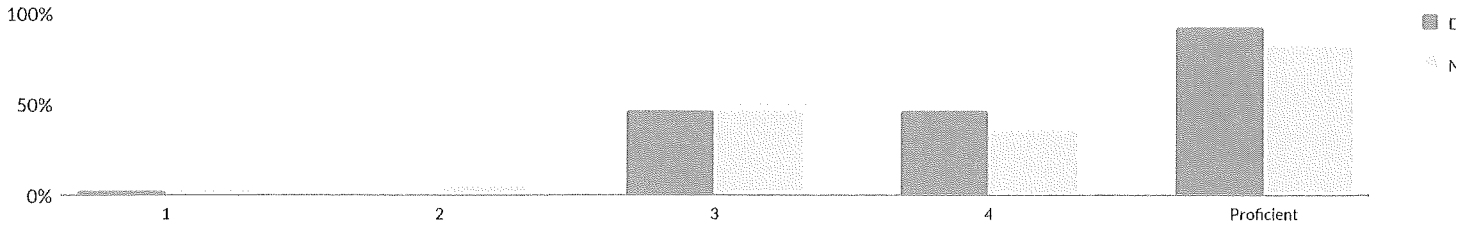
Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	4	7%	56	93%	1	2%	1	2%	20	33%	34	57%	54	90%
General Education	54	3	6%	51	94%	0	0%	0	0%	19	35%	32	59%	51	94%
Students with Disabilities	6	1	17%	5	83%	1	17%	1	17%	1	17%	2	33%	3	50%
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	2	—	54	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	4	7%	56	93%	1	2%	1	2%	20	33%	34	57%	54	90%
Female	25	0	0%	25	100%	0	0%	0	0%	9	36%	16	64%	25	100%
Male	35	4	11%	31	89%	1	3%	1	3%	11	31%	18	51%	29	83%
Non-English Language Learners	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	4	14%	25	86%	0	0%	1	3%	12	41%	12	41%	24	83%
Not Economically Disadvantaged	31	0	0%	31	100%	1	3%	0	0%	8	26%	22	71%	30	97%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	4	—	55	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	4	7%	56	93%	1	2%	1	2%	20	33%	34	57%	54	90%
Parent Not in Armed Forces	60	4	7%	56	93%	1	2%	1	2%	20	33%	34	57%	54	90%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



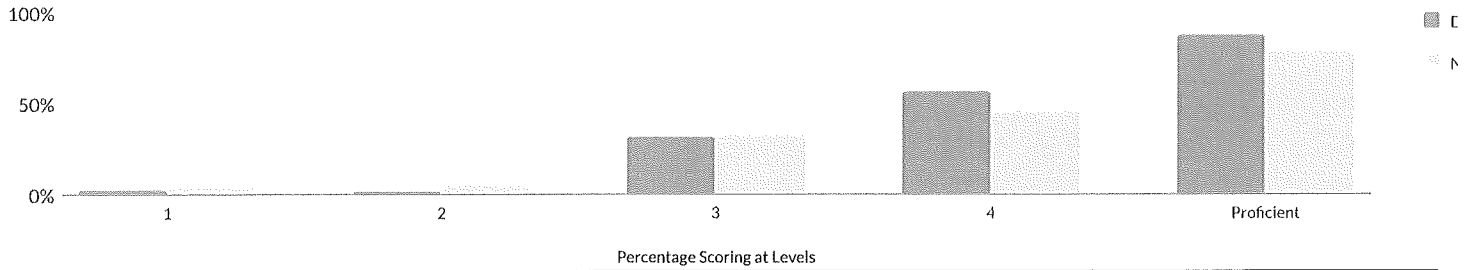
Subgroup	Cohort	Percentage Scoring at Levels													
		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	4	7%	56	93%	2	3%	3	5%	37	62%	14	23%	51	85%
General Education	54	3	6%	51	94%	1	2%	2	4%	35	65%	13	24%	48	89%
Students with Disabilities	6	1	17%	5	83%	1	17%	1	17%	2	33%	1	17%	3	50%
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	2	—	54	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	4	7%	56	93%	2	3%	3	5%	37	62%	14	23%	51	85%
Female	25	0	0%	25	100%	1	4%	1	4%	17	68%	6	24%	23	92%
Male	35	4	11%	31	89%	1	3%	2	6%	20	57%	8	23%	28	80%
Non-English Language Learners	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	4	14%	25	86%	1	3%	2	7%	15	52%	7	24%	22	76%
Not Economically Disadvantaged	31	0	0%	31	100%	1	3%	1	3%	22	71%	7	23%	29	94%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	4	—	55	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	4	7%	56	93%	2	3%	3	5%	37	62%	14	23%	51	85%
Parent Not in Armed Forces	60	4	7%	56	93%	2	3%	3	5%	37	62%	14	23%	51	85%

2015 TOTAL COHORT REGENTS EXAMINATIONS IN SCIENCE



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	2	3%	58	97%	2	3%	0	0%	28	47%	28	47%	56	93%
General Education	54	1	2%	53	98%	1	2%	0	0%	26	48%	26	48%	52	96%
Students with Disabilities	6	1	17%	5	83%	1	17%	0	0%	2	33%	2	33%	4	67%
Hispanic or Latino	3	1	—	2	—	—	—	—	—	—	—	—	—	—	—
White	56	1	—	55	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	2	3%	58	97%	2	3%	0	0%	28	47%	28	47%	56	93%
Female	25	0	0%	25	100%	0	0%	0	0%	15	60%	10	40%	25	100%
Male	35	2	6%	33	94%	2	6%	0	0%	13	37%	18	51%	31	89%
Non-English Language Learners	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	2	7%	27	93%	1	3%	0	0%	16	55%	10	34%	26	90%
Not Economically Disadvantaged	31	0	0%	31	100%	1	3%	0	0%	12	39%	18	58%	30	97%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	2	—	57	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	2	3%	58	97%	2	3%	0	0%	28	47%	28	47%	56	93%
Parent Not in Armed Forces	60	2	3%	58	97%	2	3%	0	0%	28	47%	28	47%	56	93%

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	60	4	7%	56	93%	2	3%	1	2%	19	32%	34	57%	53	88%
General Education	54	3	6%	51	94%	1	2%	1	2%	19	35%	30	56%	49	91%
Students with Disabilities	6	1	17%	5	83%	1	17%	0	0%	0	0%	4	67%	4	67%
Hispanic or Latino	3	2	—	1	—	—	—	—	—	—	—	—	—	—	—
White	56	2	—	54	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	60	4	7%	56	93%	2	3%	1	2%	19	32%	34	57%	53	88%
Female	25	0	0%	25	100%	1	4%	1	4%	10	40%	13	52%	23	92%
Male	35	4	11%	31	89%	1	3%	0	0%	9	26%	21	60%	30	86%
Non-English Language Learners	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	29	4	14%	25	86%	1	3%	1	3%	7	24%	16	55%	23	79%
Not Economically Disadvantaged	31	0	0%	31	100%	1	3%	0	0%	12	39%	18	58%	30	97%
Migrant	1	0	—	1	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	4	—	55	—	—	—	—	—	—	—	—	—	—	—
Homeless	1	1	—	0	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	59	3	—	56	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	60	4	7%	56	93%	2	3%	1	2%	19	32%	34	57%	53	88%
Parent Not in Armed Forces	60	4	7%	56	93%	2	3%	1	2%	19	32%	34	57%	53	88%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Grade 2	0	1	—	—	—	—	—
Grade 7	0	1	—	—	—	—	—

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 5 ELA	0	2	—	—	—	—	—	—	—	—
Grade 5 Math	0	2	—	—	—	—	—	—	—	—
Grade 6 ELA	0	2	—	—	—	—	—	—	—	—
Grade 6 Math	0	2	—	—	—	—	—	—	—	—
Grade 7 ELA	0	1	—	—	—	—	—	—	—	—
Grade 7 Math	0	1	—	—	—	—	—	—	—	—
Grade 8 ELA	0	1	—	—	—	—	—	—	—	—
Grade 8 Math	0	1	—	—	—	—	—	—	—	—
Grade 8 Science	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

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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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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

▼
\$8,841,189

▼
\$2,682,696

PUPILS

PUPILS

▼
642

▼
126

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

▼
\$13,771

▼
\$21,291

SIMILAR DISTRICT GROUP HIGH NEED/RESOURCE CAPACITY RURAL

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES**\$1,639,861,015****PUPILS****143,319****EXPENDITURES PER PUPIL****\$11,442****INSTRUCTIONAL EXPENDITURES****\$716,341,463****PUPILS****24,901****EXPENDITURES PER PUPIL****\$28,768**

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



\$24,626

**SIMILAR DISTRICT
GROUP**



\$24,206

NY STATE



\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
80% OR MORE ▼	HIGH NEED/RESOURCE CAPACITY RURAL	80% OR MORE ▼
50 44.6%	80% OR MORE ▼	58.7%
40% - 79% ▼	58.2%	40% - 79% ▼
34 30.4%	40% - 79% ▼	11.5%
LESS THAN 40% ▼	18.6%	LESS THAN 40% ▼
26 23.2%	LESS THAN 40% ▼	19.0%
SEPARATE SETTINGS ▼	20.1%	SEPARATE SETTINGS ▼
2 1.8%	SEPARATE SETTINGS ▼	5.3%
OTHER SETTINGS ▼	2.5%	OTHER SETTINGS ▼
0 0.0%	OTHER SETTINGS ▼	5.6%
	0.6%	

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This 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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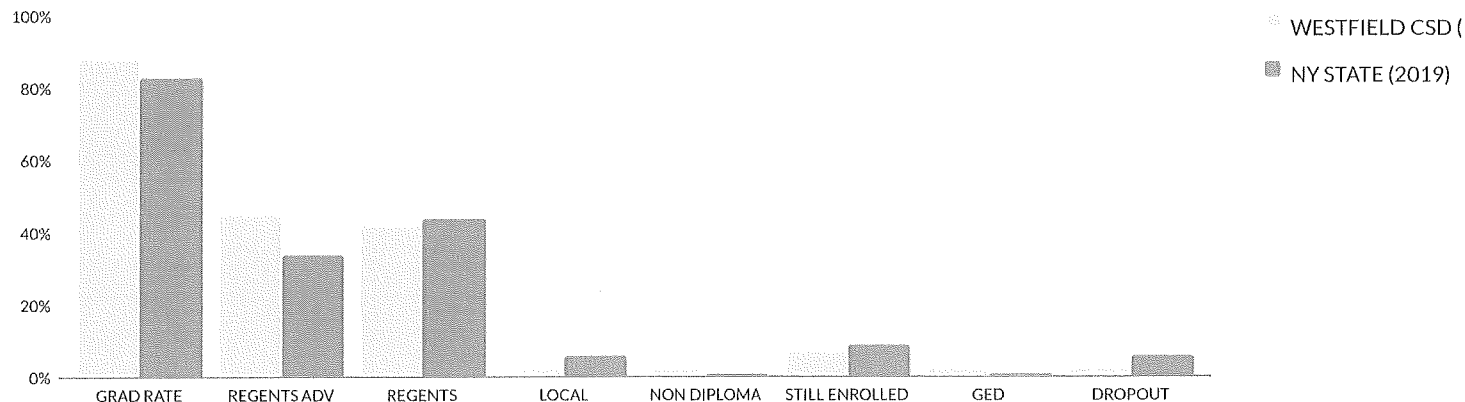
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**WESTFIELD CSD GRADUATION RATE DATA
4 YEAR OUTCOME AS OF AUGUST 2019**

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

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

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



GRADUATION RATE

Subgroup	Total	GRAD RATE		REGENTS WITH ADVANCED DESIGNATION		REGENTS DIPLOMA		LOCAL DIPLOMA		NON DIPLOMA CRED		STILL ENROLLED		GED TRANSFER		DROPOUT	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	60	53	88%	27	45%	25	42%	1	2%	1	2%	4	7%	1	2%	1	2%
Female	25	24	96%	16	64%	8	32%	0	0%	0	0%	1	4%	0	0%	0	0%
Male	35	29	83%	11	31%	17	49%	1	3%	1	3%	3	9%	1	3%	1	3%
Multiracial	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
General-Education Students	54	50	93%	27	50%	23	43%	0	0%	0	0%	2	4%	1	2%	1	2%
Students with Disabilities	6	3	50%	0	0%	2	33%	1	17%	1	17%	2	33%	0	0%	0	0%
Non-English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
English Language Learners	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	31	30	97%	19	61%	11	35%	0	0%	0	0%	1	3%	0	0%	0	0%
Economically Disadvantaged	29	23	79%	8	28%	14	48%	1	3%	1	3%	3	10%	1	3%	1	3%
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents not in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parents in Armed Forces	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Foster Care	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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