

Lewiston-Porter Central School District

Board of Education
School Budget
Fiscal Year 2020-2021



Public Hearing

Lewiston-Porter Central School District
June 2, 2020
Online at

<https://us04web.zoom.us/j/79893505831?pwd=N2RDc1lrTVArV0ZqRnhZWtN5UEdOdz09>

Meeting ID: 798 9350 5831

Password: Lewport

School Budget Vote

June 9, 2020

Absentee ballot only, must be received by 5:00pm

Lewiston-Porter Central School District

Board of Education School Budget – Fiscal Year 2020-2021

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Lewiston-Porter Central School District

2019-2020 Board of Education

Jodee Riordan, President
Lansing Dickinson, Ret. Vice President
Gemma Fournier
Danielle Mullen
Anne Orr
Sarah Roat Waechter
Betty VanDenBosch-Warrick

Central Administration

Paul Casseri, Superintendent of Schools
Dr. Patricia Grupka, Assistant Superintendent of Administrative Services
Dr. Heather Lyon, Assistant Superintendent for Instruction and Technology
Dr. Barbara Godshall, Director of Special Education
Nicholas Hill, Director of Technology and Data

District Officers

Marisa Barile, School District Clerk
Lynn Braunbach, School District Treasurer

Building Principals

Tamara Larson – Primary Education Center
Tina Rodriguez– Intermediate Education Center
Andrew Auer– Middle School
Bradley Rowles – High School

Lewiston-Porter Central School District School Mission Statement

Our Mission

The Lewiston-Porter Central School District empowers and inspires students to achieve academic and personal excellence through rigorous curriculum, collaborative partnerships, and resourceful decision making. We promote a diverse learning environment through innovative practice, a focus on the individual student and respect for all.

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2019-20	Budget Proposed for the 2020-2021 School Year	Contingency Budget for the 2020-2021 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 48,487,531	\$49,092,660	\$48,382,703
Increase/Decrease for the 2019-20 School Year		\$605,129	\$-104,828
Percentage Increase/Decrease in Proposed Budget		1.248 %	.002%
Change in the Consumer Price Index		1.81%	
A. Proposed Levy to Support the Total Budgeted Amount	\$27,097,606	\$27,807,563	
B. Levy to Support Library Debt, if Applicable	0	0	
C. Levy for Non-Excludable Propositions, if Applicable **	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	0	0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$27,097,606	\$27,807,563	\$27,097,606
F. Total Permissible Exclusions	\$1,275,615	\$1,268,882	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$25,954,325	\$26,541,387	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$25,821,991	\$26,538,681	
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$132,334	\$ 2,706	
Administrative Component	\$3,592,567	\$4,303,153	\$4,184,915
Program Component	\$34,617,961	\$34,470,567	\$34,0038,48
Capital Component	\$10,277,003	\$10,318,940	\$10,193,940

* Provide a statement of assumptions made in projecting a contingency budget for the 2020-2021 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law.

Elimination of the following: all furniture, fixtures and equipment, all enrichment programs, all extracurricular programs, community education, 50% of athletic programs, one administrative position and elimination of the capital outlay project.

Description	Amount
2020-2024 Capital Improvement Project	\$17,250,000

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

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

Under the Budget Proposed for the 2020-21 School Year
516.90

Basic STAR Exemption Savings¹

A budget vote for the fiscal year 2020-2021 by the qualified voters of the Lewiston-Porter Central school district, Niagara County, New York, will be held via absentee ballot to be received in said district.

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

Proposition # 1 - Annual Budget

Shall the Board of Education of the Lewiston-Porter Central School District be, and it hereby is, authorized to expend the sum of \$49,092,660 as set forth in the proposed budget and to levy the necessary tax therefore?

YES

NO

Proposition # 1 – 2020-2024 Capital Project

Shall the Board of Education (the “Board”) of the Lewiston-Porter Central School District (the “District”) is hereby authorized to undertake a 2020-2024 Capital Improvement Project (the “Project”) consisting of the reconstruction, rehabilitation and renovation, in part, and the construction of improvements and upgrades to, various District buildings and facilities (and the sites thereof) to implement various health, safety, accessibility and Code compliance measures and various other measures that are included and generally described in (but are not to be limited by) the Project Plan that was referred to in the public notice of the vote on this Proposition, and to expend therefor an amount not to exceed \$17,250,000; (b) a tax is hereby voted in an amount not to exceed \$17,250,000 to finance the estimated maximum cost of the Project, such tax to be levied and collected in installments in such years and in such amounts as shall be determined by the Board; (c) in anticipation of such tax, obligations of the District are hereby authorized to be issued in the aggregate principal amount of not to exceed \$17,250,000, and a tax is hereby voted to pay the interest on such obligations as the same shall become due and payable; and (d) New York State Building Aid funds expected to be received by the District are anticipated to offset a substantial part of such costs, and such funds, to the extent received, shall be applied to offset and reduce the amount of taxes herein authorized to be levied.

YES

NO

Board of Education Elections

To elect Three (2) at large members of the Board of Education for three (3) year terms commencing July 1, 2020, and To elect one (1) at large member of the Board of Education for a one (1) year term, commencing June 10, 2020

Anika Fetzner

Charlotte L. Huebschmann

Jennifer Klemick

Danielle M. Mullen

**Lewiston-Porter
Central School District**

4061 Creek Road

Youngstown, New York 14174

Administrative Compensation Disclosure for 2020-2021

Disclosure of the salary, employee benefits and any other form of remuneration for the superintendent of schools:

Superintendent of Schools

Annual salary	\$ 178,602
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Annual cost of benefits:

Mandatory Teachers' Retirement System and

Mandatory Social Security	31,970
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Health / Dental / Vision	<u>5,000</u>
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Total cost of benefits	\$ 36,970
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Disclosure of the salary of any other certified school administrators or supervisors who are budgeted to be paid at or above a certain level (\$141,000):

Assistant Supt. For Administrative Services	\$143,829	Other benefits	32,811
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Director of Special Education:	\$151,217
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High School Principal:	\$147,928
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****Please use Chrome or Firefox browsers when entering the Business Portal to complete the PTRC. Internet Explorer is NOT recommended.****

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

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

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

Form Due - April 27, 2020

Form Preparer Name:
Preparer's Telephone Number:

PATRICIA GRUPKA
716-286-7240

<u>Shaded Fields Will Calculate</u>	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	48,487,531	49,092,660	1.25%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	27,097,606	27,807,563	
B. Tax Levy to Support Library Debt, if Applicable	0	0	
C. Tax Levy for Non-Excludable Propositions, if Applicable ²	0	0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	0	0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	27,097,606	27,807,563	2.62%
F. Permissible Exclusions to the School Tax Levy Limit	1,275,615	1,268,882	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	25,954,325	26,541,387	
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)	25,821,991	26,538,681	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	132,334	2,706	
Public School Enrollment	1,998	1,922	-3.80%
Consumer Price Index			1.81 %

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

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

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

excess tax levy, including interest.

	Actual 2019-20 (D)	Estimated 2020-21 (E)
Adjusted Restricted Fund Balance	174,000	142,720
Assigned Appropriated Fund Balance	1,700,000	2,000,000
Adjusted Unrestricted Fund Balance	2,113,071	1,052,331
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.36%	2.14%

Schedule of Reserve Funds

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

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	263,711	3,750	used for 19-20 project
Repair	REPAIR RESERVE	For the cost of repairs to capital improvements or equipment.	161,351	161,351	Held for emergency repairs
Workers Compensation		For self-insured Workers Compensation and benefits.			
Unemployment Insurance		For reimbursement to the State Unemployment Insurance Fund.			
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service		For proceeds from the sale of district capital assets or improvement, restricted to debt service.			
Insurance		For liability, casualty, and other types of uninsured losses.			
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari	TAX	For tax certiorari	422,369	852,369	CWM Tax challenge

CERTIORARI settlements.

Reserve for
Insurance
Recoveries

For unexpended
proceeds of insurance
recoveries at fiscal
year end.

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Employee
Benefit Accrued
Liability

RESERVE FOR
EMPLOYEE
BENFITS

For accrued
'employee benefits'
due to employees
upon termination of
service.

60,584	56,584
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Retiree benefits

Retirement
Contribution

RETIREMENT
RESERVE

For employer
retirement
contributions to the
State and Local
Employees'
Retirement System.

200,000	200,000
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Reserve for ERS

Reserve for
Uncollected
Taxes

For unpaid taxes due
certain city school
districts not
reimbursed by their
city/county until the
following fiscal year.

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Single Other
Reserve

RESERVE FOR
TRS

for employer
retirement
contributions to TRS

300,000	300,000
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Reserve for TRS

* **NYSED Reserve Guidance:**

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

OSC Reserve Guidance:

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

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

Save

Reset

Save & Ready

2020-2021-Appropriations: Tri part budget						Appendix A	
Budget Area	Description	Total	Admin	Program	Capital		
Board of Education	BOE memberships and required trainings, District Clerk, supplies & materials for regular BOE meetings & the Annual Meeting	\$136,617		\$136,617			
Central Administration	Superintendent & secretary salaries, supplies and materials	\$246,737		\$246,737			
Office of Finance	Assistant Superintendent & secretary salaries, supplies and materials	\$451,059		\$451,059			
Legal/personnel /Records mgmt	Includes legal, personnel, records	\$277,586		\$152,586	125000		
Central Services	Building operations, maintenance, printing & mailing	\$3,310,629				\$3,310,629	
Special Items	Insurance, assessments, BOCES Administrative charges	\$515,016				\$515,016	
Administration & School Improvement	Instructional Administration & Staff Development	\$1,811,313		\$1,535,263	276050		
Teaching	Teachers', aides', monitors' salaries, supplies & materials	\$12,727,749			\$12,727,749		
Occupational Education	Career and Technical Education programs at Orleans/Niagara BOCES	\$826,450			\$826,450		
Special Programs	Special Education teachers', aides' salaries, supplies & materials	\$6,649,890			\$6,649,890		
Teaching- Special schools	Continuing Education Programming	\$98,766			\$98,766		
Instructional Media	Librarians', aides', computer technology salaries, supplies & materials	\$697,101			\$697,101		
Pupil Services	Guidance, nurses, psychologists, social worker, extracurricular & interscholastic athletics	\$2,126,342			\$2,126,342		
Transportation	Contracted services, fuel, monitors, and other costs associated with the transportation of students	\$3,295,865			\$3,295,865		
Employee Benefits	Teacher Retirement System, Employee Retirement System, Health Insurance, Social Security, Workmen's Comp. & Unemployment Insurance	\$10,475,828		\$1,780,891	\$7,647,354	\$1,047,583	
Capital Debt & Bond Payments	Bonds & BANS principal and interest payments associated with capital projects	\$5,290,712				\$5,290,712	
Transfers to special Aid	Federal aid transfer to general fund for Special Education Summer School	\$55,000				\$55,000	
Transfers to special Aid	Capital outlay project	\$100,000				\$100,000	
TOTAL		\$49,092,660		4,303,153	34,470,567	10,318,940	

Appendix B

Equalized Total Assessed Value 4,463,097,790

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	40,725,763	0.91
12350	PUBLIC AUTHORITY - STATE	RPTL 412	10	2,434,865,424	54.56
13100	CO - GENERALLY	RPTL 406(1)	2	2,186,441	0.05
13500	TOWN - GENERALLY	RPTL 408(1)	22	21,416,102	0.48
13510	TOWN - CEMETERY LAND	RPTL 446	2	95,085	0.00
13650	VG - GENERALLY	RPTL 408(1)	11	7,282,373	0.16
13800	SCHOOL DISTRICT	RPTL 408	10	254,160,339	5.69
14100	USA - GENERALLY	RPTL 400(1)	4	38,322,034	0.86
14110	USA - SPECIFIED USES	STATE L 54	1	1,067,797	0.02
14300	INDIAN RESERVATION	RPTL 454	1	16,101,695	0.36
18020	MUNICIPAL INDUSTRIAL DEV AGENC	RPTL 412-a	1	762,712	0.02
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	5	3,384,576	0.08
25110	NONPROF CORP - RELIG(CONST PR	RPTL 420-a	22	17,667,627	0.40
25120	NONPROF CORP - EDUC(CONST PR	RPTL 420-a	1	10,677,966	0.24
25130	NONPROF CORP - CHAR (CONST PR	RPTL 420-a	6	2,169,492	0.05
25210	NONPROF CORP - HOSPITAL	RPTL 420-a	4	26,111,453	0.59
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	3	3,061,864	0.07
25600	NONPROFIT HEALTH MAINTENANCE	RPTL 486-a	1	174,751	0.00
26250	HISTORICAL SOCIETY	RPTL 444	2	1,097,458	0.02
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	5	6,421,525	0.14
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	9	5,014,407	0.11
28120	NOT-FOR-PROFIT HOUSING CO	RPTL 422	3	5,381,356	0.12
28520	NOT-FOR-PROFIT NURSING HOME C	RPTL 422	1	41,525,424	0.93
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	1	1,576,271	0.04
41101	VETS EX BASED ON ELIGIBLE FUND	RPTL 458(1)	7	25,771	0.00
41111	VET PRO RATA: FULL VALUE ASSMT	RPTL 458(5)	22	900,756	0.02
41120	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	105	1,315,920	0.03

Equalized Total Assessed Value 4,463,097,790

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41121	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	49	617,898	0.01
41123	ALT VET EX-WAR PERIOD-NON-COMI	RPTL 458-a	334	4,209,737	0.09
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	70	1,471,186	0.03
41131	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	42	882,712	0.02
41133	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	235	4,928,559	0.11
41140	ALT VET EX-WAR PERIOD-DISABIL	RPTL 458-a	39	1,378,542	0.03
41141	ALT VET EX-WAR PERIOD-DISABIL	RPTL 458-a	44	1,590,805	0.04
41143	ALT VET EX-WAR PERIOD-DISABIL	RPTL 458-a	73	2,554,492	0.06
41400	CLERGY	RPTL 460	3	7,627	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	2	67,797	0.00
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	90	2,782,263	0.05
41730	AGRIC LAND-INDIV NOT IN AG DIS	AG MKTS L 306	1	25,507	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 487	1	84,237	0.00

Total Exemptions Exclusive of System Exemptions:

Total System Exemptions:

Totals:

1,248	2,964,093,742	66.41
0	0	0.00
1,248	2,964,093,742	66.41

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:

* Port Unavailable at this time

Equalized Total Assessed Value 527,628,828

School District - 292401 Lewiston Porter

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
12100	NYS - GENERALLY	RPTL 404(1)	4	18,720,588	3.55
13500	TOWN - GENERALLY	RPTL 406(1)	20	2,813,235	0.53
13510	TOWN - CEMETERY LAND	RPTL 446	1	20,882	0.00
13650	VG - GENERALLY	RPTL 406(1)	18	1,768,822	0.34
13800	SCHOOL DISTRICT	RPTL 408	1	4,202,206	0.80
14100	USA - GENERALLY	RPTL 400(1)	6	2,067,353	0.39
21600	RES OF CLERGY - RELIG CORP OWN	RPTL 462	9	578,530	0.11
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	1	4,047,207	0.77
26100	VETERANS ORGANIZATION	RPTL 452	5	63,529	0.01
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	4	778,970	0.15
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	14	78,015	0.01
30300	SOLAR OR WIND ENERGY SYSTEM	RPTL 487	3	335,293	0.06
41400	CLERGY	RPTL 460	5	6,618	0.00
41700	AGRICULTURAL BUILDING	RPTL 483	66	128,235	0.02
41720	AGRICULTURAL DISTRICT	AG-MKTS L 305	3	1,078,381	0.20
41800	PERSONS AGE 65 OR OVER	RPTL 467	13	184,265	0.03
41804	PERSONS AGE 65 OR OVER	RPTL 425	372	351,516	0.07
41834	ENHANCED STAR	RPTL 425	825	26,396,027	5.00
41854	BASIC STAR 1999-2000	RPTL 459-c	1	25,548,974	4.84
41934	DISABILITIES AND LIMITED INCOM	RPTL 459-c	2	54,000	0.01
41935	DISABILITIES AND LIMITED INCOM	RPTL 483-a	2	126,838	0.02
42100	SILOS, MANURE STORAGE TANKS,		2	148,934	0.03

Equalized Total Assessed Value 527,628,828

School District - 292401 Lewiston Porter

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
42130	FARM OR FOOD PROCESSING LABOR	RPTL 483-d	1	11,765	0.00
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,378	89,510,183	16.96
Totals:			0	0	0.00
			1,378	89,510,183	16.96

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: _____

LEWISTON-PORTER CSD - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	766	163	4
	Math	741	164	
	Science	246	226	
	Combined	1,753	172	
American Indian or Alaska Native	ELA	7	100	-
	Math	5	60	
	Science	-	-	
	Combined	12	-	
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	223	4
	Math	38	222	
	Science	14	243	
	Combined	91	226	
Black or African American	ELA	9	56	1
	Math	9	83	
	Science	4	-	
	Combined	22	84	
Hispanic or Latino	ELA	37	165	3
	Math	37	145	
	Science	9	211	
	Combined	83	161	
Multiracial	ELA	54	118	2
	Math	51	105	
	Science	11	191	
	Combined	116	119	
White	ELA	689	164	4
	Math	668	166	
	Science	231	227	
	Combined	1,588	174	
English Language Learners	ELA	6	108	-
	Math	6	108	
	Science	-	-	
	Combined	12	-	
Students with Disabilities	ELA	161	87	4
	Math	145	83	
	Science	51	200	
	Combined	357	102	
Economically Disadvantaged	ELA	206	130	4

Subgroup	Subject	Cohort	Index	Level
	Math	189	123	
	Science	57	214	
	Combined	452	138	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	834	150	4
	Math	834	145	
	Science	266	209	
	Combined	1,934	156	
American Indian or Alaska Native	ELA	9	78	-
	Math	9	33	
	Science	-	-	
	Combined	18	-	
Asian or Native Hawaiian/Other Pacific Islander	ELA	39	223	4
	Math	38	222	
	Science	14	243	
	Combined	91	226	
Black or African American	ELA	13	39	1
	Math	13	58	
	Science	5	120	
	Combined	31	60	
Hispanic or Latino	ELA	40	153	4
	Math	40	134	
	Science	10	190	
	Combined	90	148	
Multiracial	ELA	54	118	3
	Math	53	101	
	Science	11	191	
	Combined	118	117	
White	ELA	754	150	4
	Math	754	147	
	Science	250	209	
	Combined	1,758	157	
English Language Learners	ELA	6	108	-
	Math	6	108	
	Science	-	-	
	Combined	12	-	
Students with Disabilities	ELA	185	76	4
	Math	185	65	
	Science	61	167	
	Combined	431	84	
Economically Disadvantaged	ELA	227	118	4

Subgroup	Subject	Cohort	Index	Level			
					Math	Science	Combined
			227	103		67	521
				182			
				120			

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	134,914	2,936	46	2
American Indian or Alaska Native	—	19	—	—
Asian or Native Hawaiian/Other Pacific Islander	3,639	77	47.3	2
Black or African American	—	24	—	—
Hispanic or Latino	3,231	66	49	2
Multiracial	5,257	110	47.8	2
White	120,988	2,640	45.8	2
English Language Learners	—	6	—	—
Students with Disabilities	25,530	538	47.5	2
Economically Disadvantaged	33,074	702	47.1	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

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

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	5	—	—	—	—
American Indian or Alaska Native	0	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—
Black or African American	0	—	—	—	—
Hispanic or Latino	1	—	—	—	—
Multiracial	0	—	—	—	—
White	2	—	—	—	—
English Language Learners	5	—	—	—	—
Students with Disabilities	4	—	—	—	—
Economically Disadvantaged	3	—	—	—	—

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	127	834	150	133	105	122	161	—	—	200	4	4
	Math	123	834	145	130	107	124	162	—	—	200	4	
American Indian or Alaska Native	ELA	—	9	—	—	—	—	—	—	—	—	—	—
	Math	—	9	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	221	39	223	200	157	164	182	—	—	200	4	4
	Math	204	38	222	200	174	179	189	—	—	200	4	
Black or African American	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	117	40	153	124	95	113	157	—	—	200	4	4
	Math	116	40	134	122	92	111	155	—	—	200	4	
Multiracial	ELA	96	54	118	104	102	119	159	—	—	200	3	3
	Math	87	53	101	96	104	120	160	—	Y	200	3	
White	ELA	127	754	150	133	102	119	160	—	—	200	4	4
	Math	124	754	147	130	110	126	163	—	—	200	4	
English Language Learners	ELA	—	6	—	—	—	—	—	—	—	—	—	—
	Math	—	6	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	63	185	76	74	61	85	142	—	—	200	3	2
	Math	62	185	65	73	61	85	142	—	N	200	2	
Economically Disadvantaged	ELA	89	227	118	98	95	113	157	—	—	200	4	3
	Math	96	227	103	104	94	112	156	—	N	200	2	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	9.3	1,168	94	8%	8.9%	14.6%	12.8%	8.9%	—	—	5%	4
American Indian or Alaska Native	—	10	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7.7	52	2	3.8%	7.6%	8.2%	7.4%	6.2%	—	—	5%	4
Black or African American	—	19	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	6.3	35	5	14.3%	6.1%	19.8%	17%	11%	—	—	5%	3
Multiracial	10.5	41	5	12.2%	10.1%	16.5%	14.5%	9.8%	—	—	5%	3
White	9.3	1,054	81	7.7%	8.9%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	18	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	13.9	255	43	16.9%	13.1%	21.5%	18.5%	11.8%	—	—	5%	3
Economically Disadvantaged	17.9	332	57	17.2%	16.9%	19.9%	17.1%	11.1%	—	—	5%	2

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	901	87.2%	1,793	84.7%
American Indian or Alaska Native	—	4	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—	—
Black or African American	—	9	—	—	—
Hispanic or Latino	—	25	—	—	—
Multiracial	—	31	—	—	—
White	X	812	86.8%	1,622	84.1%
English Language Learners	—	3	—	—	—
Students with Disabilities	X	192	81.8%	384	79.7%
Economically Disadvantaged	X	245	86.5%	462	83.1%

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	903	84.2%	1,792	83.4%
American Indian or Alaska Native	-	4	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	20	-	-	-
Black or African American	-	9	-	-	-
Hispanic or Latino	-	25	-	-	-
Multiracial	-	31	-	-	-
White	X	814	83.9%	1,621	83%
English Language Learners	-	3	-	-	-
Students with Disabilities	X	193	74.6%	384	74.5%
Economically Disadvantaged	X	246	78.9%	461	79.2%

SECONDARY STATUSES BY SUBGROUP

Subgroup	Status	Made Progress
All Students	Good Standing	NA
Asian or Native Hawaiian/Other Pacific Islander	Good Standing	NA
Hispanic or Latino	Good Standing	NA
White	Good Standing	NA
Students with Disabilities	Good Standing	NA
Economically Disadvantaged	Good Standing	NA

SECONDARY INDICATOR LEVELS

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

SECONDARY COMPOSITE PERFORMANCE

Subgroup	Subject	Cohort	Index	Combined Index	Level
All Students	ELA	174	187	200	4
	Math	174	188		
	Science	174	218		
	Social Studies	174	240		
American Indian or Alaska Native	ELA	3	-	-	-
	Math	3	-		
	Science	3	-		
	Social Studies	3	-		
Asian or Native Hawaiian/Other Pacific Islander	ELA	18	156	170	2
	Math	18	233		
	Science	18	67		
	Social Studies	18	233		
Black or African American	ELA	7	200	-	-
	Math	7	193		
	Science	7	229		
	Social Studies	7	243		
Hispanic or Latino	ELA	10	185	201	4
	Math	10	185		
	Science	10	230		
	Social Studies	10	235		
White	ELA	153	190	202	4
	Math	153	186		
	Science	153	226		
	Social Studies	153	241		
Students with Disabilities	ELA	48	120	149	4
	Math	48	125		
	Science	48	195		
	Social Studies	48	215		
Economically Disadvantaged	ELA	35	170	183	4
	Math	35	160		
	Science	35	213		
	Social Studies	35	233		

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	92.1%	190	92.6%	92.3%	82.8%	85%	90%	—	—	95%	4	4
	5-Year	96.1%	193	93.3%	96%	85%	86.8%	91.4%	—	—	96%	4	
	6-Year	93.3%	215	93%	93.5%	85.1%	87.3%	92.2%	—	—	97%	4	
American Indian or Alaska Native	4-Year	—	0	—	—	—	—	—	—	—	—	—	—
	5-Year	—	4	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	4-Year	100%	20	100%	95%	88.3%	89.5%	92.3%	—	—	95%	4	4
	5-Year	100%	21	100%	96%	90.2%	91%	93.5%	—	—	96%	4	
	6-Year	—	—	—	—	—	—	—	—	—	—	—	
Black or African American	4-Year	—	6	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	10	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	4-Year	—	10	—	—	—	—	—	—	—	—	—	—
	5-Year	—	9	—	—	—	—	—	—	—	—	—	
	6-Year	—	5	—	—	—	—	—	—	—	—	—	
Multiracial	4-Year	—	3	—	—	—	—	—	—	—	—	—	—
	5-Year	—	3	—	—	—	—	—	—	—	—	—	
	6-Year	—	3	—	—	—	—	—	—	—	—	—	
White	4-Year	91.7%	170	92.4%	91.9%	90.2%	91%	93%	—	—	95%	4	3
	5-Year	96.3%	173	92.5%	96%	91.5%	92.3%	94.2%	—	—	96%	3	
	6-Year	92.9%	194	92.8%	93.3%	91.2%	92.4%	94.7%	—	—	97%	3	
English Language Learners	4-Year	—	1	—	—	—	—	—	—	—	—	—	—
	5-Year	—	0	—	—	—	—	—	—	—	—	—	
	6-Year	—	0	—	—	—	—	—	—	—	—	—	
Students with Disabilities	4-Year	74.3%	71	76.1%	75.9%	59.7%	66.1%	80.6%	—	—	95%	4	4
	5-Year	70.9%	43	74.4%	72.9%	63%	69%	82.5%	—	—	96%	4	
	6-Year	59.7%	36	77.8%	62.7%	61.4%	67.8%	82.4%	—	—	97%	4	
Economically Disadvantaged	4-Year	77.5%	35	80%	78.9%	76.9%	79.9%	87.5%	—	—	95%	4	3
	5-Year	90.8%	46	87%	91.2%	80.4%	83%	89.5%	—	—	96%	3	
	6-Year	91.9%	40	82.5%	92.3%	80.7%	83.5%	90.3%	—	N	97%	2	

SECONDARY COMPOSITE PERFORMANCE & GRADUATION RATE COMBINED

Subgroup	Level
All Students	4
Asian or Native Hawaiian/Other Pacific Islander	3
Hispanic or Latino	4
White	3
Students with Disabilities	4
Economically Disadvantaged	3

SECONDARY PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	206	174	187	206	191	194	204	N	—	215	1	2
	Math	173	174	188	175	151	158	179	—	—	200	4	
American Indian or Alaska Native	ELA	—	3	—	—	—	—	—	—	—	—	—	—
	Math	—	3	—	—	—	—	—	—	—	—	—	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	18	—	—	—	—	—	—	—	—	—	—
	Math	—	18	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	7	—	—	—	—	—	—	—	—	—	—
	Math	—	7	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	10	—	—	—	—	—	—	—	—	—	—
	Math	—	10	—	—	—	—	—	—	—	—	—	
White	ELA	208	153	190	209	208	209	212	N	—	215	1	2
	Math	173	153	186	175	168	172	186	—	—	200	4	
Students with Disabilities	ELA	143	48	120	149	120	133	174	N	—	215	1	2
	Math	111	48	125	118	91	105	153	—	—	200	4	
Economically Disadvantaged	ELA	179	35	170	182	171	177	196	N	—	215	1	2
	Math	149	35	160	153	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	14.1	699	71	10.2%	13.3%	22.6%	19.8%	12.4%	—	—	5%	4
American Indian or Alaska Native	—	11	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2.9	38	0	0%	2.9%	14%	12.4%	8.7%	—	—	5%	4
Black or African American	—	25	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	13	36	4	11.1%	12.7%	31.6%	27.2%	16.1%	—	—	5%	4
Multiracial	—	18	—	—	—	—	—	—	—	—	—	—
White	14.1	637	66	10.4%	13.3%	15.6%	14%	9.5%	—	—	5%	4
Students with Disabilities	27.5	111	20	18%	25.7%	32.8%	28%	16.5%	—	—	5%	4
Economically Disadvantaged	25.9	152	29	19.1%	24.3%	30.2%	25.8%	15.4%	—	—	5%	4

SECONDARY CCCR LEVELS

Subgroup	Baseline	Index	District MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	158.1	166	159.5	130.2	137.8	156.4	—	—	175	4
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—
Black or African American	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	—	—	—	—	—	—	—
White	158.4	167.6	159.8	149.7	154.1	164.6	—	—	175	4
Students with Disabilities	101.1	94.1	107.1	76.5	93.5	134.3	—	—	175	3
Economically Disadvantaged	129.2	147.4	132.8	112.9	123.7	149.4	—	—	175	4

SECONDARY CCCR COUNTS

Subgroup	Cohort Count	Annual Biliteracy	2.0 Weight	1.5 Weight	1.0 Weight	0.5 Weight	0.0 Weight
All Students	181	0	118	23	30	0	10
American Indian or Alaska Native	3	0	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	20	0	—	—	—	—	—
Black or African American	8	0	—	—	—	—	—
Hispanic or Latino	9	0	—	—	—	—	—
White	159	0	109	15	26	0	9
Students with Disabilities	51	0	7	2	31	0	11
Economically Disadvantaged	38	0	19	6	9	0	4

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	✓	176	100%	356	100%
American Indian or Alaska Native	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	5	—	—	—
Multiracial	—	0	—	—	—
White	✓	154	100%	314	100%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	19	—	—	—
Economically Disadvantaged	—	37	—	—	—

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	✓	176	100%	356	100%
American Indian or Alaska Native	—	3	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	11	—	—	—
Black or African American	—	3	—	—	—
Hispanic or Latino	—	5	—	—	—
Multiracial	—	0	—	—	—
White	✓	154	100%	314	100%
English Language Learners	—	0	—	—	—
Students with Disabilities	—	19	—	—	—
Economically Disadvantaged	—	37	—	—	—

STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	7	4%	1	25%	2	1%
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	181	171	94%	93	51%	74	41%	4	2%	1	3%
Female	95	90	95%	55	58%	32	34%	3	3%	0	2%
Male	86	81	94%	38	44%	42	49%	1	1%	0	5%
Multiracial	0	0	0%	0	0%	0	0%	0	0%	0	0%
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	12	11	92%	2	17%	9	75%	0	0%	0	0%
White	159	150	94%	87	55%	59	37%	4	3%	1	4%
Black or African American	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	5	5	100%	3	60%	2	40%	0	0%	0	0%
General-Education Students	158	153	97%	92	58%	61	39%	0	0%	0	2%
Students with Disabilities	23	18	78%	1	4%	13	57%	4	17%	1	13%
Non-English Language Learners	-	-	-	-	-	-	-	-	-	-	-
English Language Learners	-	-	-	-	-	-	-	-	-	-	-
Not Economically Disadvantaged	143	138	97%	84	59%	51	36%	3	2%	0	3%
Economically Disadvantaged	38	33	87%	9	24%	23	61%	1	3%	1	5%
Not Migrant	-	-	-	-	-	-	-	-	-	-	-
Migrant	-	-	-	-	-	-	-	-	-	-	-
Parents not in Armed Forces	-	-	-	-	-	-	-	-	-	-	-
Parents in Armed Forces	-	-	-	-	-	-	-	-	-	-	-
Not Homeless	-	-	-	-	-	-	-	-	-	-	-
Homeless	-	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	-	-	-	-	-	-	-	-	-	-	-
Foster Care	-	-	-	-	-	-	-	-	-	-	-

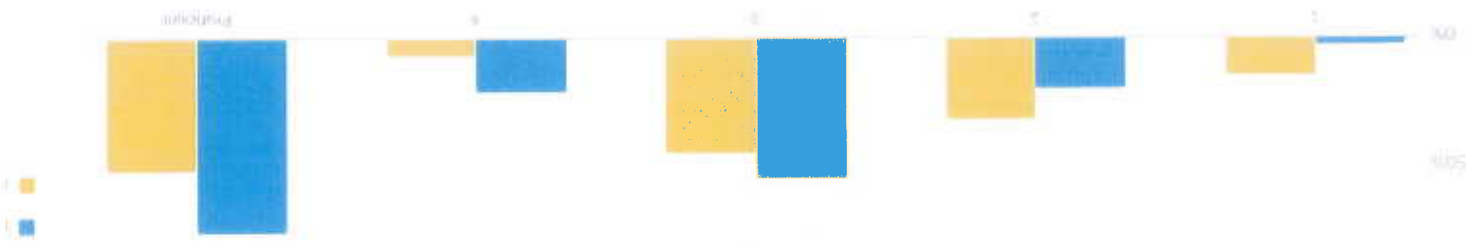
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	14	147	5	3%	30	20%	81	55%	31	21%	112	76%
Grade 4	11	140	14	10%	31	22%	53	38%	42	30%	95	68%
Grade 5	6	146	24	16%	41	28%	38	26%	43	29%	81	55%
Grade 6	23	113	19	17%	20	18%	26	23%	48	42%	74	65%
Grade 7	24	136	38	28%	42	31%	36	26%	20	15%	56	41%
Grade 8	48	93	7	8%	32	34%	28	30%	26	28%	54	58%
Grades 3-8	126	775	107	14%	196	25%	262	34%	210	27%	472	61%

GRADE 3 ELA RESULTS

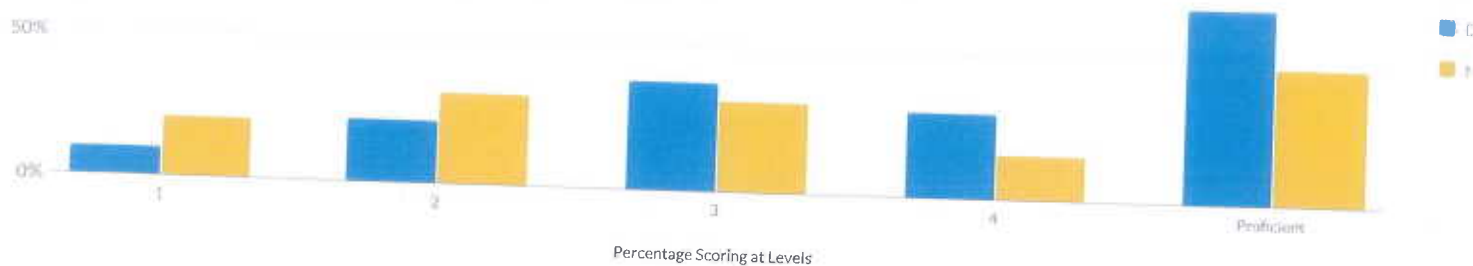


Percentage Scoring at Levels

MEAN SCORE: 612

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	14	147	5	3%	30	20%	81	55%	31	21%	112	76%
General Education	8	127	2	2%	21	17%	73	57%	31	24%	104	82%
Students with Disabilities	6	20	3	15%	9	45%	8	40%	0	0%	8	40%
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	6	0	0%	2	33%	3	50%	1	17%	4	67%
White	14	129	4	3%	26	20%	75	58%	24	19%	99	77%
Multiracial	0	7	0	0%	2	29%	2	29%	3	43%	5	71%
Small Group Total	0	5	1	20%	0	0%	1	20%	3	60%	4	80%
Female	6	72	2	3%	13	18%	38	53%	19	26%	57	79%
Male	8	75	3	4%	17	23%	43	57%	12	16%	55	73%
English Language Learners	0	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	14	145	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	4	37	3	8%	12	32%	18	49%	4	11%	22	59%
Not Economically Disadvantaged	10	110	2	2%	18	16%	63	57%	27	25%	90	82%
Not Migrant	14	147	5	3%	30	20%	81	55%	31	21%	112	76%
Not Homeless	14	147	5	3%	30	20%	81	55%	31	21%	112	76%
Not in Foster Care	14	147	5	3%	30	20%	81	55%	31	21%	112	76%
Parent Not in Armed Forces	14	147	5	3%	30	20%	81	55%	31	21%	112	76%

GRADE 4 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	11	140	14	10%	31	22%	53	38%	42	30%	95	68%
General Education	5	106	1	1%	17	16%	48	45%	40	38%	88	83%
Students with Disabilities	6	34	13	38%	14	41%	5	15%	2	6%	7	21%
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	4	—	—	—	—	—	—	—	—	—	—
White	10	131	13	10%	28	21%	50	38%	40	31%	90	69%
Multiracial	0	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	9	1	11%	3	33%	3	33%	2	22%	5	56%
Female	5	66	5	8%	8	12%	24	36%	29	44%	53	80%
Male	6	74	9	12%	23	31%	29	39%	13	18%	42	57%
Non-English Language Learners	11	140	14	10%	31	22%	53	38%	42	30%	95	68%
Economically Disadvantaged	4	39	7	18%	14	36%	13	33%	5	13%	18	46%
Not Economically Disadvantaged	7	101	7	7%	17	17%	40	40%	37	37%	77	76%
Not Migrant	11	140	14	10%	31	22%	53	38%	42	30%	95	68%
Not Homeless	11	140	14	10%	31	22%	53	38%	42	30%	95	68%
In Foster Care	0	1	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	11	139	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	11	140	14	10%	31	22%	53	38%	42	30%	95	68%

GRADE 5 ELA RESULTS

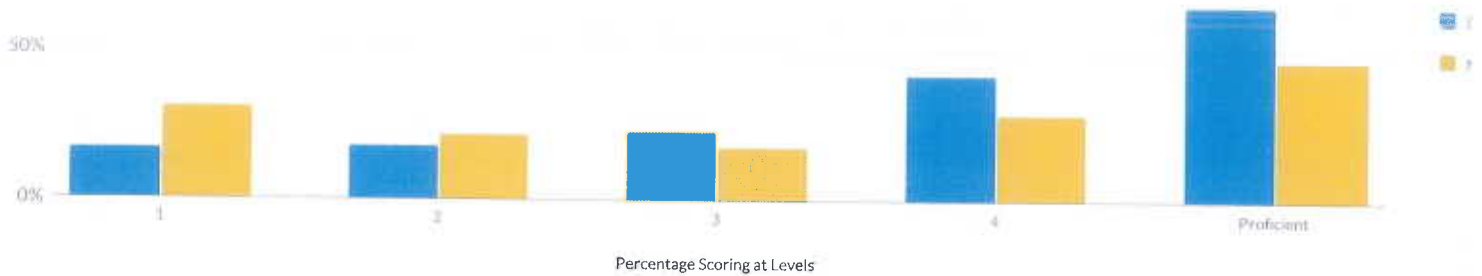


Percentage Scoring at Levels

MEAN SCORE: 611

Subgroup	Not Tested	Tested	Level 1				Level 2				Level 3				Level 4				Proficient (Levels 3 & 4)
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	6	146	24	16%	41	28%	38	26%	43	29%	81	55%							
General Education	2	115	6	5%	32	28%	36	31%	41	36%	77	67%							
Students with Disabilities	4	31	18	58%	9	29%	2	6%	2	6%	4	13%							
Asian or Native Hawaiian/Other Pacific Islander	0	6	-	-	-	-	-	-	-	-	-	-							
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-							
White	5	131	21	16%	36	27%	37	28%	37	28%	74	56%							
Multiracial	0	7	2	29%	3	43%	1	14%	1	14%	2	29%							
Small Group Total	1	8	1	13%	2	25%	0	0%	5	63%	5	63%							
Female	1	70	9	13%	19	27%	17	24%	25	36%	42	60%							
Male	5	76	15	20%	22	29%	21	28%	18	24%	39	51%							
Non-English Language Learners	6	146	24	16%	41	28%	38	26%	43	29%	81	55%							
Economically Disadvantaged	1	41	13	32%	12	29%	7	17%	9	22%	16	39%							
Not Economically Disadvantaged	5	105	11	10%	29	28%	31	30%	34	32%	65	62%							
Not Migrant	6	146	24	16%	41	28%	38	26%	43	29%	81	55%							
Not Homeless	6	146	24	16%	41	28%	38	26%	43	29%	81	55%							
Not in Foster Care	6	146	24	16%	41	28%	38	26%	43	29%	81	55%							
Parent Not in Armed Forces	6	146	24	16%	41	28%	38	26%	43	29%	81	55%							

GRADE 6 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	23	113	19	17%	20	18%	26	23%	48	42%	74	65%
General Education	13	95	12	13%	14	15%	24	25%	45	47%	69	73%
Students with Disabilities	10	18	7	39%	6	33%	2	11%	3	17%	5	28%
American Indian or Alaska Native	0	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	5	2	40%	0	0%	3	60%	0	0%	3	60%
White	21	98	14	14%	18	18%	21	21%	45	46%	66	67%
Multiracial	1	5	2	40%	2	40%	0	0%	1	20%	1	20%
Small Group Total	0	5	1	20%	0	0%	2	40%	2	40%	4	80%
Female	10	54	7	13%	5	9%	12	22%	30	56%	42	78%
Male	13	59	12	20%	15	25%	14	24%	18	31%	32	54%
Non-English Language Learners	23	113	19	17%	20	18%	26	23%	48	42%	74	65%
Economically Disadvantaged	6	31	7	23%	6	19%	5	16%	13	42%	18	58%
Not Economically Disadvantaged	17	82	12	15%	14	17%	21	26%	35	43%	56	68%
Not Migrant	23	113	19	17%	20	18%	26	23%	48	42%	74	65%
Not Homeless	23	113	19	17%	20	18%	26	23%	48	42%	74	65%
Not in Foster Care	23	113	19	17%	20	18%	26	23%	48	42%	74	65%
Parent Not in Armed Forces	23	113	19	17%	20	18%	26	23%	48	42%	74	65%

GRADE 7 ELA RESULTS

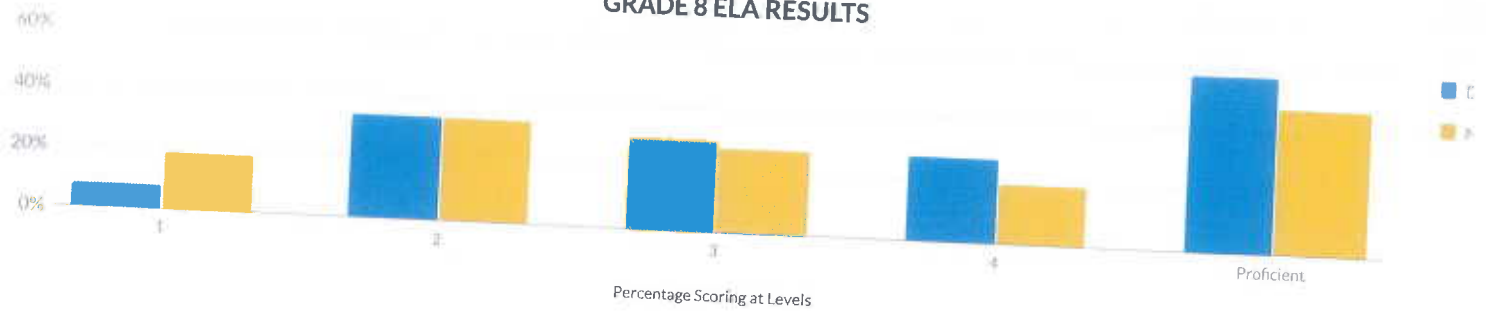


MEAN SCORE: 601

Percentage Scoring at Levels

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%		
All Students	24	136	38	28%	42	31%	36	26%	20	15%	56	41%
General Education	14	108	19	18%	34	31%	35	32%	20	19%	55	51%
Students with Disabilities	10	28	19	68%	8	29%	1	4%	0	0%	1	4%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—
Black or African American	0	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	2	—	—	—	—	—	—	—	—	—	—
White	21	120	32	27%	37	31%	35	29%	16	13%	51	43%
Multiracial	1	7	4	57%	1	14%	1	14%	1	14%	2	29%
Small Group Total	2	9	2	22%	4	44%	0	0%	3	33%	3	33%
Female	16	64	10	16%	26	41%	16	25%	12	19%	28	44%
Male	8	72	28	39%	16	22%	20	28%	8	11%	28	39%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	24	135	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	12	39	17	44%	11	28%	10	26%	1	3%	11	28%
Not Economically Disadvantaged	12	97	21	22%	31	32%	26	27%	19	20%	45	46%
Not Migrant	24	136	38	28%	42	31%	36	26%	20	15%	56	41%
Not Homeless	24	136	38	28%	42	31%	36	26%	20	15%	56	41%
Not in Foster Care	24	136	38	28%	42	31%	36	26%	20	15%	56	41%
Parent Not in Armed Forces	24	136	38	28%	42	31%	36	26%	20	15%	56	41%

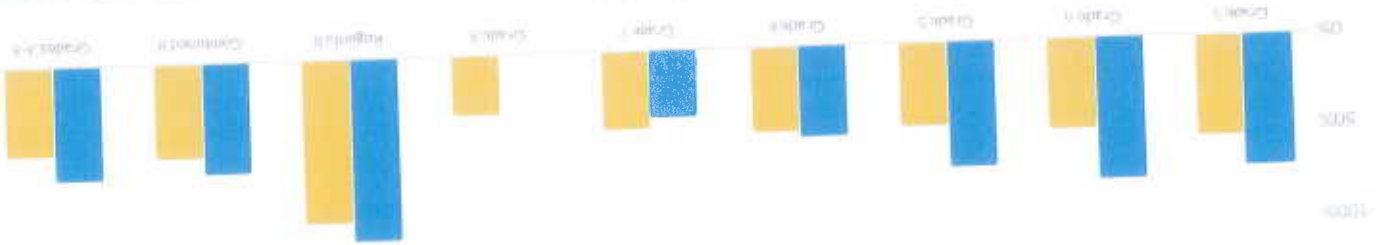
GRADE 8 ELA RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	48	93	7	8%	32	34%	28	30%	26	28%	54	58%
General Education	38	78	4	5%	22	28%	27	35%	25	32%	52	67%
Students with Disabilities	10	15	3	20%	10	67%	1	7%	1	7%	2	13%
Asian or Native Hawaiian/Other Pacific Islander	0	3	-	-	-	-	-	-	-	-	-	-
Black or African American	2	1	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	1	2	-	-	-	-	-	-	-	-	-	-
White	45	87	6	7%	31	36%	27	31%	23	26%	50	57%
Small Group Total	3	6	1	17%	1	17%	1	17%	3	50%	4	67%
Female	17	47	0	0%	12	26%	14	30%	21	45%	35	74%
Male	31	46	7	15%	20	43%	14	30%	5	11%	19	41%
Non-English Language Learners	48	93	7	8%	32	34%	28	30%	26	28%	54	58%
Economically Disadvantaged	10	21	3	14%	12	57%	4	19%	2	10%	6	29%
Not Economically Disadvantaged	38	72	4	6%	20	28%	24	33%	24	33%	48	67%
Not Migrant	48	93	7	8%	32	34%	28	30%	26	28%	54	58%
Not Homeless	48	93	7	8%	32	34%	28	30%	26	28%	54	58%
Not in Foster Care	48	93	7	8%	32	34%	28	30%	26	28%	54	58%
Parent Not in Armed Forces	48	93	7	8%	32	34%	28	30%	26	28%	54	58%

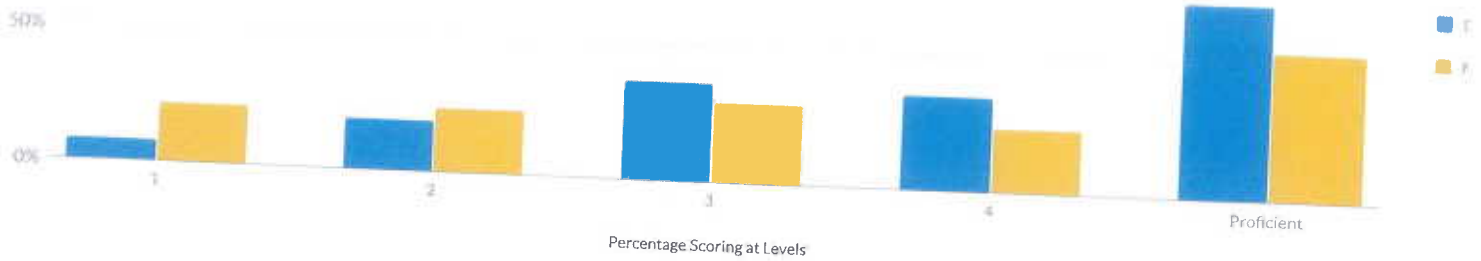
2019 | LEWISTON-PORTER CSD - Report Card | NYSED Data Site GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	16	145	12	8%	28	19%	54	37%	51	35%	105	72%
Grade 4	15	137	16	12%	14	10%	47	34%	60	44%	107	78%
Grade 5	7	145	18	12%	27	19%	38	26%	62	43%	100	69%
Grade 6	29	107	17	16%	36	34%	32	30%	22	21%	54	50%
Grade 7	42	118	27	23%	47	40%	28	24%	16	14%	44	37%
Grade 8	104	38	24	63%	14	37%	0	0%	0	0%	0	0%
Regents 8	—	59	0	0%	0	0%	8	14%	51	86%	59	100%
Combined 8	104	97	24	25%	14	14%	8	8%	51	53%	59	61%
Grades 3-8	213	749	114	15%	166	22%	207	28%	262	35%	469	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: 608

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	145	12	8%	28	19%	54	37%	51	35%	105	72%
General Education	10	125	4	3%	23	18%	49	39%	49	39%	98	78%
Students with Disabilities	6	20	8	40%	5	25%	5	25%	2	10%	7	35%
Asian or Native Hawaiian/Other Pacific Islander	0	3	-	-	-	-	-	-	-	-	-	-
Black or African American	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	6	2	33%	2	33%	2	33%	0	0%	2	33%
White	16	127	7	6%	25	20%	50	39%	45	35%	95	75%
Multiracial	0	7	2	29%	0	0%	2	29%	3	43%	5	71%
Small Group Total	0	5	1	20%	1	20%	0	0%	3	60%	3	60%
Female	8	70	8	11%	15	21%	24	34%	23	33%	47	67%
Male	8	75	4	5%	13	17%	30	40%	28	37%	58	77%
English Language Learners	0	2	-	-	-	-	-	-	-	-	-	-
Non-English Language Learners	16	143	-	-	-	-	-	-	-	-	-	-
Economically Disadvantaged	4	37	7	19%	9	24%	14	38%	7	19%	21	57%
Not Economically Disadvantaged	12	108	5	5%	19	18%	40	37%	44	41%	84	78%
Not Migrant	16	145	12	8%	28	19%	54	37%	51	35%	105	72%
Not Homeless	16	145	12	8%	28	19%	54	37%	51	35%	105	72%
Not in Foster Care	16	145	12	8%	28	19%	54	37%	51	35%	105	72%
Parent Not in Armed Forces	16	145	12	8%	28	19%	54	37%	51	35%	105	72%

GRADE 4 MATH RESULTS

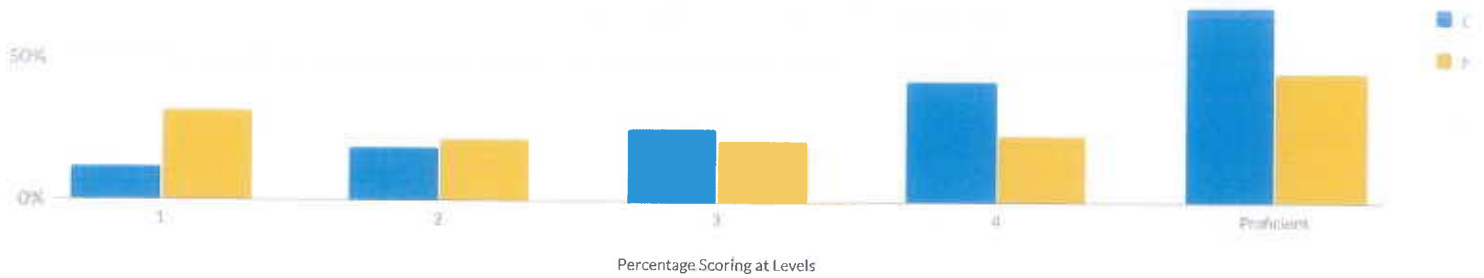


Percentage Scoring at Levels

MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	137	16	12%	14	10%	47	34%	60	44%	107	78%
General Education	6	105	2	2%	7	7%	37	35%	59	56%	96	91%
Students with Disabilities	9	32	14	44%	7	22%	10	31%	1	3%	11	34%
Asian or Native Hawaiian/Other Pacific Islander	0	2	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	0	4	-	-	-	-	-	-	-	-	-	-
White	14	128	14	11%	14	11%	45	35%	55	43%	100	78%
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-
Small Group Total	0	9	2	22%	0	0%	2	22%	5	56%	7	78%
Female	5	66	6	9%	6	9%	22	33%	32	48%	54	82%
Male	10	71	10	14%	8	11%	25	35%	28	39%	53	75%
Non-English Language Learners	15	137	16	12%	14	10%	47	34%	60	44%	107	78%
Economically Disadvantaged	5	38	10	26%	5	13%	16	42%	7	18%	23	61%
Not Economically Disadvantaged	10	99	6	6%	9	9%	31	31%	53	54%	84	85%
Not Migrant	15	137	16	12%	14	10%	47	34%	60	44%	107	78%
Not Homeless	15	137	16	12%	14	10%	47	34%	60	44%	107	78%
In Foster Care	0	1	-	-	-	-	-	-	-	-	-	-
Not in Foster Care	15	136	-	-	-	-	-	-	-	-	-	-
Parent Not in Armed Forces	15	137	16	12%	14	10%	47	34%	60	44%	107	78%

GRADE 5 MATH RESULTS



MEAN SCORE: 610

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	145	18	12%	27	19%	38	26%	62	43%	100	69%
General Education	1	116	4	3%	18	16%	33	28%	61	53%	94	81%
Students with Disabilities	6	29	14	48%	9	31%	5	17%	1	3%	6	21%
Asian or Native Hawaiian/Other Pacific Islander	0	6	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	2	—	—	—	—	—	—	—	—	—	—
White	6	130	15	12%	25	19%	35	27%	55	42%	90	69%
Multiracial	0	7	3	43%	1	14%	1	14%	2	29%	3	43%
Small Group Total	1	8	0	0%	1	13%	2	25%	5	63%	7	88%
Female	3	68	11	16%	11	16%	14	21%	32	47%	46	68%
Male	4	77	7	9%	16	21%	24	31%	30	39%	54	70%
Non-English Language Learners	7	145	18	12%	27	19%	38	26%	62	43%	100	69%
Economically Disadvantaged	2	40	10	25%	13	33%	6	15%	11	28%	17	43%
Not Economically Disadvantaged	5	105	8	8%	14	13%	32	30%	51	49%	83	79%
Not Migrant	7	145	18	12%	27	19%	38	26%	62	43%	100	69%
Not Homeless	7	145	18	12%	27	19%	38	26%	62	43%	100	69%
Not in Foster Care	7	145	18	12%	27	19%	38	26%	62	43%	100	69%
Parent Not in Armed Forces	7	145	18	12%	27	19%	38	26%	62	43%	100	69%

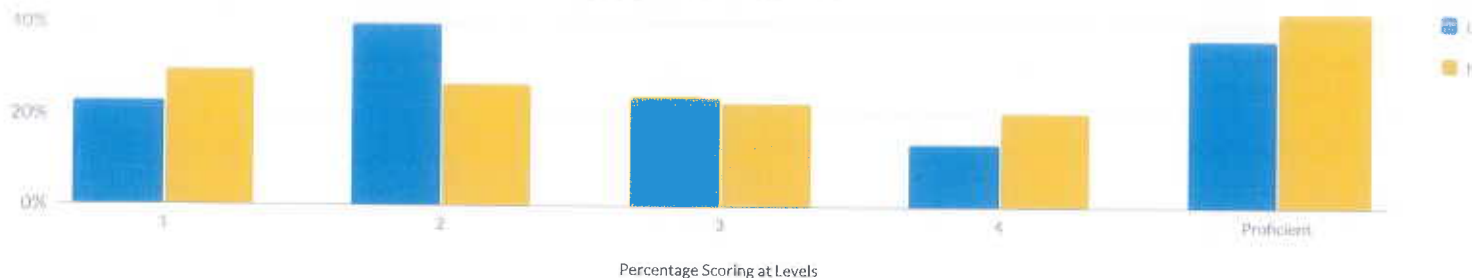
GRADE 6 MATH RESULTS



MEAN SCORE: 604

Subgroup	Not Tested	Tested	Level 1				Level 2				Level 3				Level 4				Proficient (Levels 3 & 4)
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	29	107	17	16%	36	34%	32	30%	22	21%	54	50%							50%
General Education	18	90	7	8%	32	36%	29	32%	22	24%	51	57%							57%
Students with Disabilities	11	17	10	59%	4	24%	3	18%	0	0%	3	18%							18%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—							—
Asian or Native Hawaiian/Other Pacific Islander	0	3	—	—	—	—	—	—	—	—	—	—							—
Hispanic or Latino	2	4	—	—	—	—	—	—	—	—	—	—							—
White	25	94	14	15%	30	32%	32	34%	18	19%	50	53%							53%
Multiracial	1	5	3	60%	2	40%	0	0%	0	0%	0	0%							0%
Small Group Total	3	8	0	0%	4	50%	0	0%	4	50%	4	50%							50%
Female	12	52	7	13%	16	31%	19	37%	10	19%	29	56%							56%
Male	17	55	10	18%	20	36%	13	24%	12	22%	25	45%							45%
Non-English Language Learners	29	107	17	16%	36	34%	32	30%	22	21%	54	50%							50%
Economically Disadvantaged	8	29	8	28%	10	34%	9	31%	2	7%	11	38%							38%
Not Economically Disadvantaged	21	78	9	12%	26	33%	23	29%	20	26%	43	55%							55%
Not Migrant	29	107	17	16%	36	34%	32	30%	22	21%	54	50%							50%
Not Homeless	29	107	17	16%	36	34%	32	30%	22	21%	54	50%							50%
Not in Foster Care	29	107	17	16%	36	34%	32	30%	22	21%	54	50%							50%
Parent Not in Armed Forces	29	107	17	16%	36	34%	32	30%	22	21%	54	50%							50%

GRADE 7 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	42	118	27	23%	47	40%	28	24%	16	14%	44	37%
General Education	26	96	13	14%	39	41%	28	29%	16	17%	44	46%
Students with Disabilities	16	22	14	64%	8	36%	0	0%	0	0%	0	0%
American Indian or Alaska Native	1	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	1	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	36	105	22	21%	42	40%	27	26%	14	13%	41	39%
Multiracial	3	5	3	60%	1	20%	0	0%	1	20%	1	20%
Small Group Total	3	8	2	25%	4	50%	1	13%	1	13%	2	25%
Female	25	55	10	18%	24	44%	14	25%	7	13%	21	38%
Male	17	63	17	27%	23	37%	14	22%	9	14%	23	37%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	42	117	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	23	28	7	25%	13	46%	6	21%	2	7%	8	29%
Not Economically Disadvantaged	19	90	20	22%	34	38%	22	24%	14	16%	36	40%
Not Migrant	42	118	27	23%	47	40%	28	24%	16	14%	44	37%
Not Homeless	42	118	27	23%	47	40%	28	24%	16	14%	44	37%
Not in Foster Care	42	118	27	23%	47	40%	28	24%	16	14%	44	37%
Parent Not in Armed Forces	42	118	27	23%	47	40%	28	24%	16	14%	44	37%

GRADE 8 MATH RESULTS

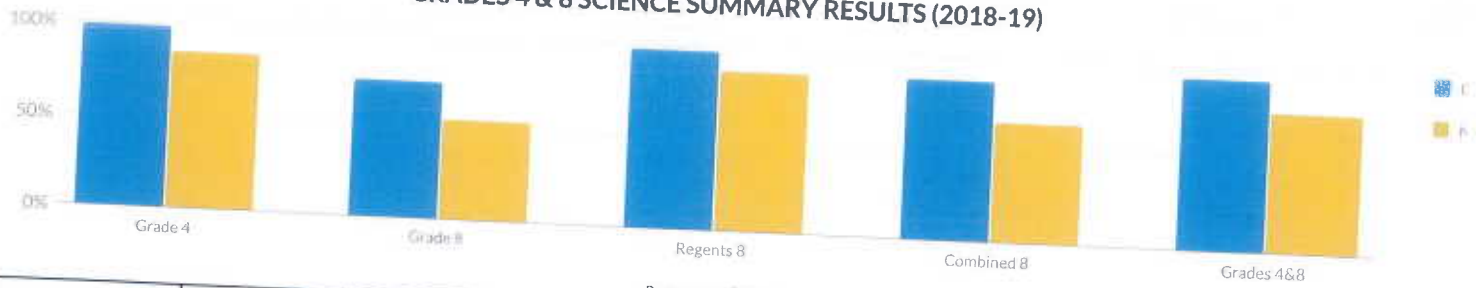


Percentage Scoring at Levels

MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1					Level 2					Level 3					Level 4					Proficient (Levels 3 & 4)
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
General Education	92	25	15	60%	10	40%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Students with Disabilities	12	13	9	69%	4	31%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Asian or Native Hawaiian/Other Pacific Islander	2	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Black or African American	2	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Hispanic or Latino	2	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
White	98	35	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Small Group Total	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Female	50	14	10	71%	4	29%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Male	54	24	14	58%	10	42%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Non-English Language Learners	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Economically Disadvantaged	16	16	14	88%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Not Economically Disadvantaged	88	22	10	45%	12	55%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Not Migrant	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Not Homeless	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Not in Foster Care	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Parent Not in Armed Forces	104	38	24	63%	14	37%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%

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



Grade	Not Tested	Tested	Percent Proficient									
			Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	13	140	0	0%	1	1%	25	18%	114	81%	139	99%
Grade 8	88	53	2	4%	11	21%	35	66%	5	9%	40	75%
Regents 8	-	62	0	0%	1	2%	18	29%	43	69%	61	98%
Combined 8	88	115	2	2%	12	10%	53	46%	48	42%	101	88%
Grades 4&8	101	255	2	1%	13	5%	78	31%	162	64%	240	94%

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

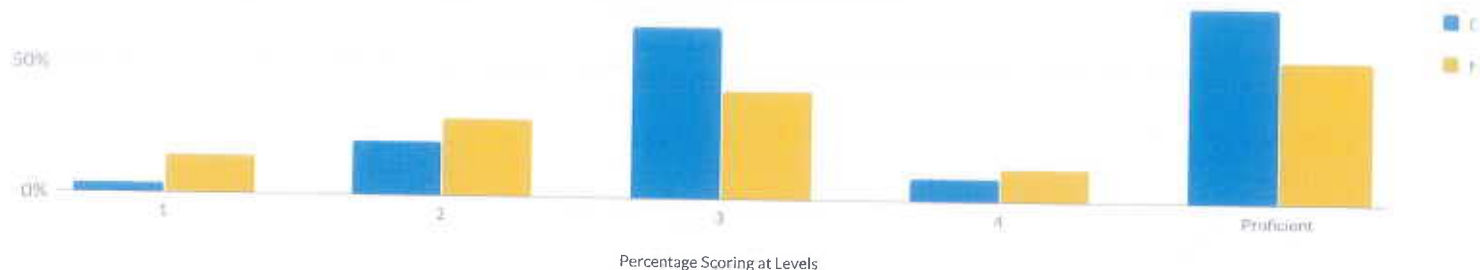
Percentage Scoring at Levels



MEAN SCORE: 90

Subgroup	Not Tested	Tested	Level 1				Level 2				Level 3				Level 4				Proficient (Levels 3 & 4)
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students	13	140	0	0%	1	1%	25	18%	114	81%	139	99%							
General Education	6	106	0	0%	0	0%	10	9%	96	91%	106	100%							
Students with Disabilities	7	34	0	0%	1	3%	15	44%	18	53%	33	97%							
Asian or Native Hawaiian/Other Pacific Islander	0	3	-	-	-	-	-	-	-	-	-	-							
Hispanic or Latino	1	3	-	-	-	-	-	-	-	-	-	-							
White	11	131	0	0%	1	1%	24	18%	106	81%	130	99%							
Multiracial	0	3	-	-	-	-	-	-	-	-	-	-							
Small Group Total	1	9	0	0%	0	0%	1	11%	8	89%	9	100%							
Female	6	66	0	0%	1	2%	10	15%	55	83%	65	98%							
Male	7	74	0	0%	0	0%	15	20%	59	80%	74	100%							
Non-English Language Learners	13	140	0	0%	1	1%	25	18%	114	81%	139	99%							
Economically Disadvantaged	6	38	0	0%	1	3%	12	32%	25	66%	37	97%							
Not Economically Disadvantaged	7	102	0	0%	0	0%	13	13%	89	87%	102	100%							
Not Migrant	13	140	0	0%	1	1%	25	18%	114	81%	139	99%							
Not Homeless	13	140	0	0%	1	1%	25	18%	114	81%	139	99%							
In Foster Care	0	1	-	-	-	-	-	-	-	-	-	-							
Not in Foster Care	13	139	-	-	-	-	-	-	-	-	-	-							
Parent Not in Armed Forces	13	140	0	0%	1	1%	25	18%	114	81%	139	99%							

GRADE 8 SCIENCE RESULTS



MEAN SCORE: 70

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	88	53	2	4%	11	21%	35	66%	5	9%	40	75%
General Education	79	37	0	0%	7	19%	25	68%	5	14%	30	81%
Students with Disabilities	9	16	2	13%	4	25%	10	63%	0	0%	10	63%
Asian or Native Hawaiian/Other Pacific Islander	2	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	2	—	—	—	—	—	—	—	—	—	—
White	82	50	—	—	—	—	—	—	—	—	—	—
Small Group Total	85	53	2	4%	11	21%	35	66%	5	9%	40	75%
Female	44	19	0	0%	4	21%	12	63%	3	16%	15	79%
Male	44	34	2	6%	7	21%	23	68%	2	6%	25	74%
Non-English Language Learners	88	53	2	4%	11	21%	35	66%	5	9%	40	75%
Economically Disadvantaged	11	20	0	0%	5	25%	13	65%	2	10%	15	75%
Not Economically Disadvantaged	77	33	2	6%	6	18%	22	67%	3	9%	25	76%
Not Migrant	88	53	2	4%	11	21%	35	66%	5	9%	40	75%
Not Homeless	88	53	2	4%	11	21%	35	66%	5	9%	40	75%
Not in Foster Care	88	53	2	4%	11	21%	35	66%	5	9%	40	75%
Parent Not in Armed Forces	88	53	2	4%	11	21%	35	66%	5	9%	40	75%

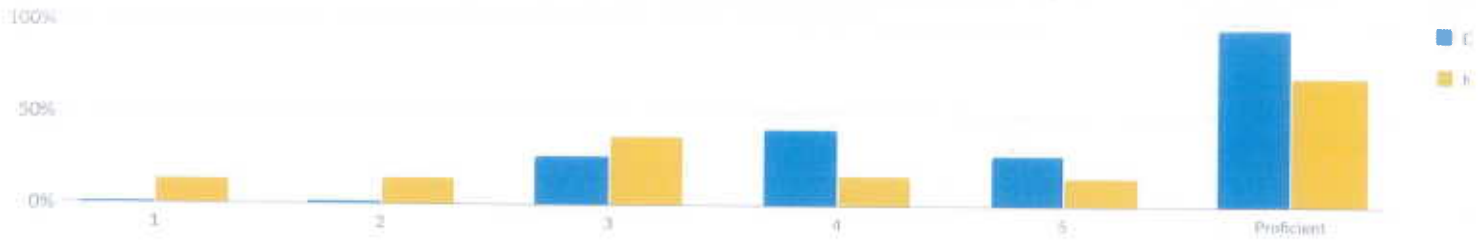
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

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	185	4	2%	6	3%	33	18%	44	24%	98	53%	175	95%
General Education	159	0	0%	1	1%	23	14%	38	24%	97	61%	158	99%
Students with Disabilities	26	4	15%	5	19%	10	38%	6	23%	1	4%	17	65%
Asian or Native Hawaiian/Other Pacific Islander	12	0	0%	0	0%	4	33%	4	33%	4	33%	12	100%
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	164	4	2%	6	4%	27	16%	37	23%	90	55%	154	94%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	2	22%	3	33%	4	44%	9	100%
Female	88	3	3%	3	3%	14	16%	19	22%	49	56%	82	93%
Male	97	1	1%	3	3%	19	20%	25	26%	49	51%	93	96%
Non-English Language Learners	185	4	2%	6	3%	33	18%	44	24%	98	53%	175	95%
Economically Disadvantaged	35	3	9%	2	6%	4	11%	12	34%	14	40%	30	86%
Not Economically Disadvantaged	150	1	1%	4	3%	29	19%	32	21%	84	56%	145	97%
Not Migrant	185	4	2%	6	3%	33	18%	44	24%	98	53%	175	95%
Not Homeless	185	4	2%	6	3%	33	18%	44	24%	98	53%	175	95%
Not in Foster Care	185	4	2%	6	3%	33	18%	44	24%	98	53%	175	95%
Parent Not in Armed Forces	185	4	2%	6	3%	33	18%	44	24%	98	53%	175	95%

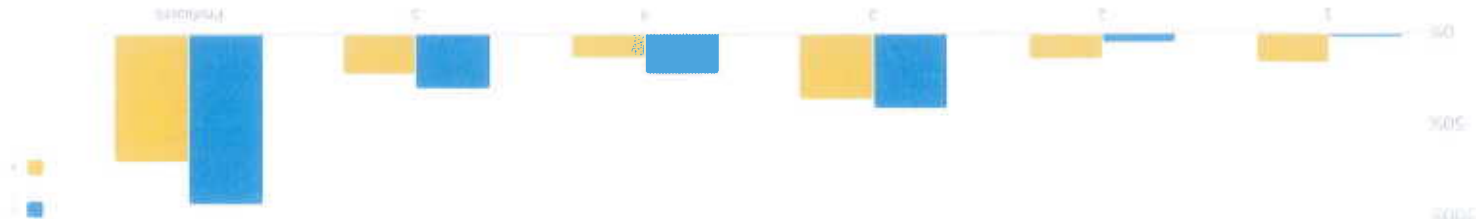
ANNUAL REGENTS EXAMINATION ALGEBRA I (2018-19)



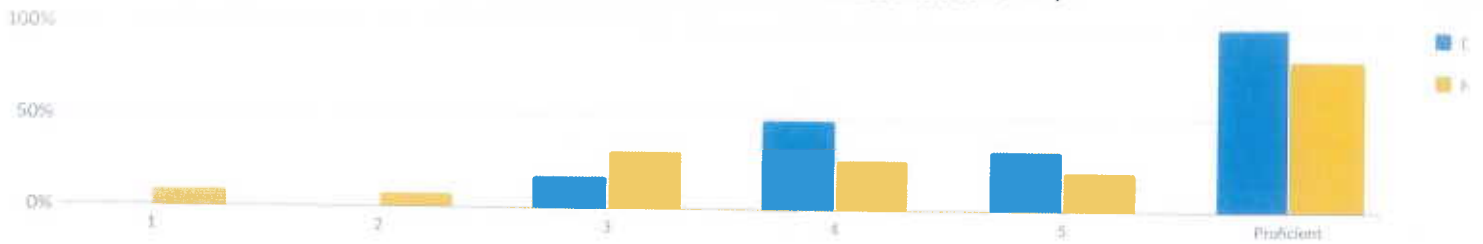
Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	195	2	1%	4	2%	52	27%	82	42%	55	28%	189	97%
General Education	161	2	1%	0	0%	35	22%	72	45%	52	32%	159	99%
Students with Disabilities	34	0	0%	4	12%	17	50%	10	29%	3	9%	30	88%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	13	0	0%	0	0%	1	8%	3	23%	9	69%	13	100%
Black or African American	5	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	173	2	1%	4	2%	49	28%	73	42%	45	26%	167	97%
Small Group Total	9	0	0%	0	0%	2	22%	6	67%	1	11%	9	100%
Female	97	0	0%	2	2%	22	23%	38	39%	35	36%	95	98%
Male	98	2	2%	2	2%	30	31%	44	45%	20	20%	94	96%
Non-English Language Learners	195	2	1%	4	2%	52	27%	82	42%	55	28%	189	97%
Economically Disadvantaged	29	1	3%	0	0%	13	45%	14	48%	1	3%	28	97%
Not Economically Disadvantaged	166	1	1%	4	2%	39	23%	68	41%	54	33%	161	97%
Not Migrant	195	2	1%	4	2%	52	27%	82	42%	55	28%	189	97%
Not Homeless	195	2	1%	4	2%	52	27%	82	42%	55	28%	189	97%
Not in Foster Care	195	2	1%	4	2%	52	27%	82	42%	55	28%	189	97%
Parent Not in Armed Forces	195	2	1%	4	2%	52	27%	82	42%	55	28%	189	97%

Subgroup	Tested	Percentage Scoring at Levels									
		Level 1	Level 2	Level 3	Level 4	Level 5	Proficient (Levels 3 & Above)				
		#	%	#	%	#	%	#	%	#	%
All Students	150	3	2%	7	5%	62	41%	33	22%	45	30%
General Education	133	0	0%	2	2%	55	41%	33	25%	43	32%
Students with Disabilities	17	3	18%	5	29%	7	41%	0	0%	2	12%
Asian or Native Hawaiian/Other Pacific Islander	3	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	142	3	2%	7	5%	58	41%	31	22%	43	30%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	8	0	0%	0	0%	4	50%	2	25%	2	25%
Female	78	3	4%	3	4%	32	41%	18	23%	22	28%
Male	72	0	0%	4	6%	30	42%	15	21%	23	32%
Non-English Language Learners	150	3	2%	7	5%	62	41%	33	22%	45	30%
Economically Disadvantaged	27	1	4%	2	7%	15	56%	3	11%	6	22%
Not Economically Disadvantaged	123	2	2%	5	4%	47	38%	30	24%	39	32%
Not Migrant	150	3	2%	7	5%	62	41%	33	22%	45	30%
Not Homeless	150	3	2%	7	5%	62	41%	33	22%	45	30%
Not in Foster Care	150	3	2%	7	5%	62	41%	33	22%	45	30%
Parent Not in Armed Forces	150	3	2%	7	5%	62	41%	33	22%	45	30%



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	110	0	0%	0	0%	20	18%	54	49%	36	33%	110	100%
General Education	109	—	—	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	2	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—	—	—
White	100	0	0%	0	0%	18	18%	50	50%	32	32%	100	100%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	0	0%	2	20%	4	40%	4	40%	10	100%
Female	61	0	0%	0	0%	11	18%	24	39%	26	43%	61	100%
Male	49	0	0%	0	0%	9	18%	30	61%	10	20%	49	100%
Non-English Language Learners	110	0	0%	0	0%	20	18%	54	49%	36	33%	110	100%
Economically Disadvantaged	15	0	0%	0	0%	5	33%	9	60%	1	7%	15	100%
Not Economically Disadvantaged	95	0	0%	0	0%	15	16%	45	47%	35	37%	95	100%
Not Migrant	110	0	0%	0	0%	20	18%	54	49%	36	33%	110	100%
Not Homeless	110	0	0%	0	0%	20	18%	54	49%	36	33%	110	100%
Not in Foster Care	110	0	0%	0	0%	20	18%	54	49%	36	33%	110	100%
Parent Not in Armed Forces	110	0	0%	0	0%	20	18%	54	49%	36	33%	110	100%

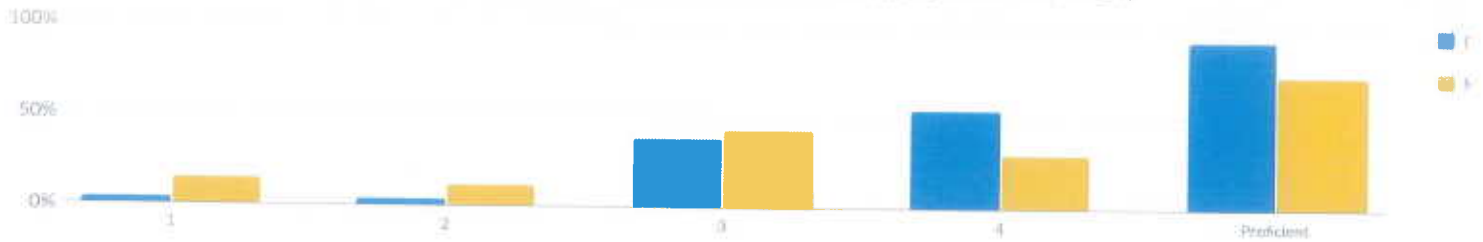
ANNUAL REGENTS EXAMINATION NEW FRAMEWORK GLOBAL HISTORY & GEOGRAPHY II (2018-19)



Percentage Scoring at Levels

Subgroup	Tested						Level 5	Level 4	Level 3	Level 2	Level 1	#	%
	#	%	#	%	#	%							
All Students	167	1%	4	2%	40	24%	46	28%	76	46%	162	97%	
General Education	141	0%	2	1%	22	16%	43	30%	74	52%	139	99%	
Students with Disabilities	26	1%	4	2%	18	69%	3	12%	2	8%	23	88%	
Asian or Native Hawaiian/Other Pacific Islander	4	—	—	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	2	—	—	—	—	—	—	—	—	—	—	—	—
White	155	1%	3	2%	37	24%	44	28%	70	45%	151	97%	
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	0%	1	8%	3	25%	2	17%	6	50%	11	92%	
Female	90	0%	2	2%	25	28%	24	27%	39	43%	88	98%	
Male	77	1%	2	3%	15	19%	22	29%	37	48%	74	96%	
Non-English Language Learners	167	1%	4	2%	40	24%	46	28%	76	46%	162	97%	
Economically Disadvantaged	38	1%	3	2%	14	37%	10	26%	11	29%	35	92%	
Not Economically Disadvantaged	129	0%	2	2%	26	20%	36	28%	65	50%	127	98%	
Not Migrant	167	1%	4	2%	40	24%	46	28%	76	46%	162	97%	
Not Homeless	167	1%	4	2%	40	24%	46	28%	76	46%	162	97%	
Not in Foster Care	167	1%	4	2%	40	24%	46	28%	76	46%	162	97%	
Parent Not in Armed Forces	167	1%	4	2%	40	24%	46	28%	76	46%	162	97%	

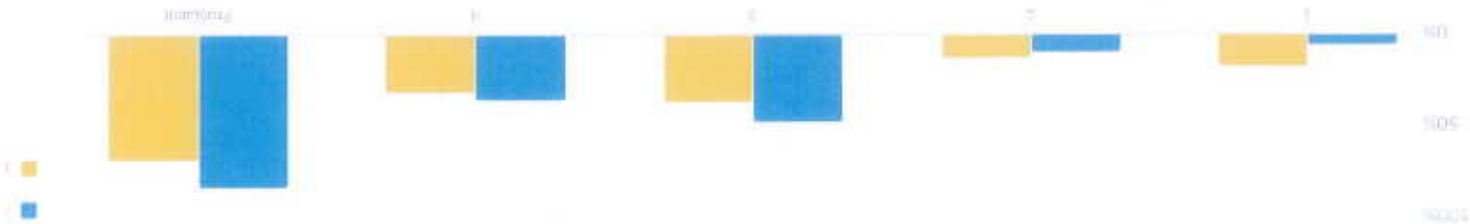
ANNUAL REGENTS EXAMINATION LIVING ENVIRONMENT (2018-19)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	180	7	4%	7	4%	68	38%	98	54%	166	92%
General Education	139	2	1%	1	1%	51	37%	85	61%	136	98%
Students with Disabilities	41	5	12%	6	15%	17	41%	13	32%	30	73%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	6	0	0%	0	0%	2	33%	4	67%	6	100%
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	167	6	4%	7	4%	64	38%	90	54%	154	92%
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	1	14%	0	0%	2	29%	4	57%	6	86%
Female	89	4	4%	4	4%	33	37%	48	54%	81	91%
Male	91	3	3%	3	3%	35	38%	50	55%	85	93%
Non-English Language Learners	180	7	4%	7	4%	68	38%	98	54%	166	92%
Economically Disadvantaged	31	6	19%	2	6%	11	35%	12	39%	23	74%
Not Economically Disadvantaged	149	1	1%	5	3%	57	38%	86	58%	143	96%
Not Migrant	180	7	4%	7	4%	68	38%	98	54%	166	92%
Not Homeless	180	7	4%	7	4%	68	38%	98	54%	166	92%
Not in Foster Care	180	7	4%	7	4%	68	38%	98	54%	166	92%
Parent Not in Armed Forces	180	7	4%	7	4%	68	38%	98	54%	166	92%

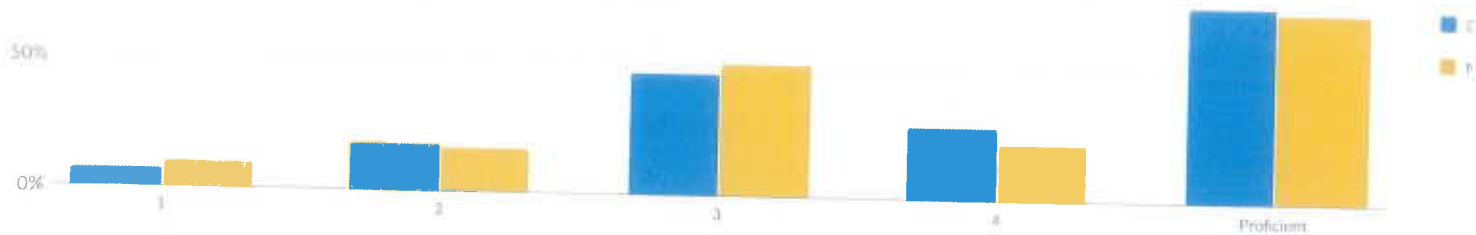
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/EARTH SCIENCE (2018-19)



Percentage Scoring at Levels

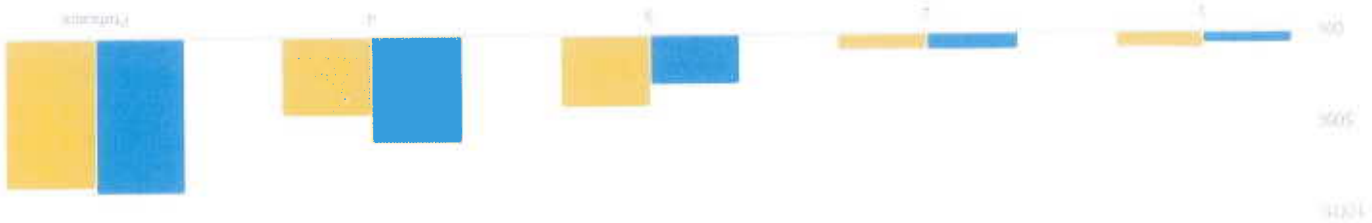
Subgroup	Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	174	11	6%	17	10%	83	48%	63	36%	146	84%	
General Education	152	7	5%	8	5%	75	49%	62	41%	137	90%	
Students with Disabilities	22	4	18%	9	41%	8	36%	1	5%	9	41%	
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	-	-	-	-	-	
Black or African American	3	-	-	-	-	-	-	-	-	-	-	
Hispanic or Latino	3	-	-	-	-	-	-	-	-	-	-	
White	163	10	6%	17	10%	75	46%	61	37%	136	83%	
Multiracial	2	-	-	-	-	-	-	-	-	-	-	
Small Group Total	11	1	9%	0	0%	8	73%	2	18%	10	91%	
Female	89	6	7%	14	16%	41	46%	28	31%	69	78%	
Male	85	5	6%	3	4%	42	49%	35	41%	77	91%	
Non-English Language Learners	174	11	6%	17	10%	83	48%	63	36%	146	84%	
Economically Disadvantaged	32	4	13%	4	13%	20	63%	4	13%	24	75%	
Not Economically Disadvantaged	142	7	5%	13	9%	63	44%	59	42%	122	86%	
Not Migrant	174	11	6%	17	10%	83	48%	63	36%	146	84%	
Not Homeless	174	11	6%	17	10%	83	48%	63	36%	146	84%	
Not in Foster Care	174	11	6%	17	10%	83	48%	63	36%	146	84%	
Parent Not in Armed Forces	174	11	6%	17	10%	83	48%	63	36%	146	84%	

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	116	8	7%	21	18%	55	47%	32	28%	87	75%
General Education	114	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	3	—	—	—	—	—	—	—	—	—	—
White	107	7	7%	20	19%	52	49%	28	26%	80	75%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	1	11%	1	11%	3	33%	4	44%	7	78%
Female	65	4	6%	13	20%	27	42%	21	32%	48	74%
Male	51	4	8%	8	16%	28	55%	11	22%	39	76%
Non-English Language Learners	116	8	7%	21	18%	55	47%	32	28%	87	75%
Economically Disadvantaged	14	2	14%	1	7%	7	50%	4	29%	11	79%
Not Economically Disadvantaged	102	6	6%	20	20%	48	47%	28	27%	76	75%
Not Migrant	116	8	7%	21	18%	55	47%	32	28%	87	75%
Not Homeless	116	8	7%	21	18%	55	47%	32	28%	87	75%
Not in Foster Care	116	8	7%	21	18%	55	47%	32	28%	87	75%
Parent Not in Armed Forces	116	8	7%	21	18%	55	47%	32	28%	87	75%

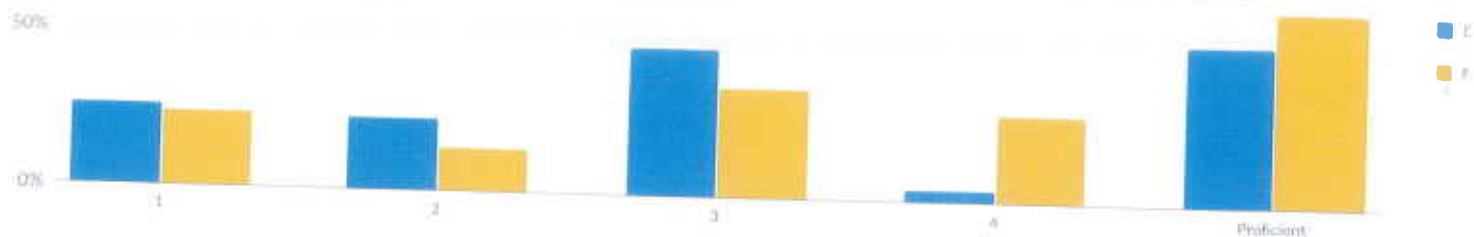
ANNUAL REGENTS EXAMINATION PHYSICAL SETTING/PHYSICS (2018-19)



Percentage Scoring at Levels

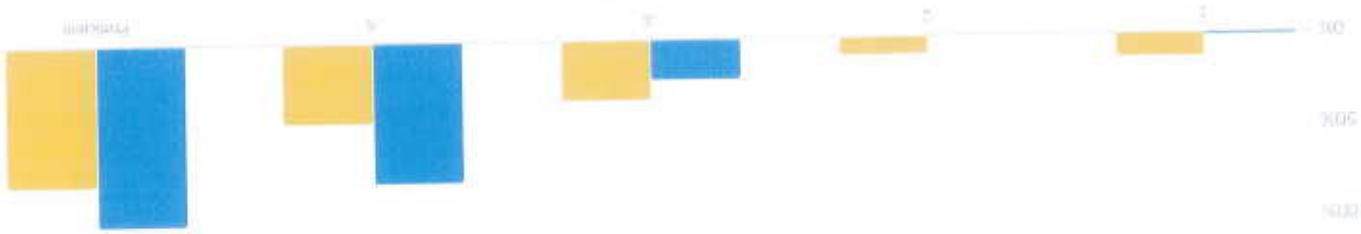
Subgroup	Tested						Level 4	Level 3	Level 2	Level 1	Proficient (Levels 3 & 4)
	#	%	#	%	#	%	#	%	#	%	%
All Students	79	5	6%	7	9%	21	46	58%	67	85%	85%
General Education	79	5	6%	7	9%	21	46	58%	67	85%	85%
Asian or Native Hawaiian/Other Pacific Islander	5	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	-	-	-	-	-
White	71	5	7%	7	10%	18	41	58%	59	83%	83%
Multiracial	1	-	-	-	-	-	-	-	-	-	-
Small Group Total	8	0	0%	0	0%	3	5	63%	8	100%	100%
Female	34	3	9%	2	6%	10	19	56%	29	85%	85%
Male	45	2	4%	5	11%	11	27	60%	38	84%	84%
Non-English Language Learners	79	5	6%	7	9%	21	46	58%	67	85%	85%
Economically Disadvantaged	10	0	0%	0	0%	6	4	40%	10	100%	100%
Not Economically Disadvantaged	69	5	7%	7	10%	15	42	61%	57	83%	83%
Not Migrant	79	5	6%	7	9%	21	46	58%	67	85%	85%
Not Homeless	79	5	6%	7	9%	21	46	58%	67	85%	85%
Not in Foster Care	79	5	6%	7	9%	21	46	58%	67	85%	85%
Parent Not in Armed Forces	79	5	6%	7	9%	21	46	58%	67	85%	85%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	47	12	26%	11	23%	22	47%	2	4%	24	51%
General Education	21	0	0%	2	10%	17	81%	2	10%	19	90%
Students with Disabilities	26	12	46%	9	35%	5	19%	0	0%	5	19%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	43	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	47	12	26%	11	23%	22	47%	2	4%	24	51%
Female	27	9	33%	7	26%	10	37%	1	4%	11	41%
Male	20	3	15%	4	20%	12	60%	1	5%	13	65%
Non-English Language Learners	47	12	26%	11	23%	22	47%	2	4%	24	51%
Economically Disadvantaged	14	4	29%	4	29%	6	43%	0	0%	6	43%
Not Economically Disadvantaged	33	8	24%	7	21%	16	48%	2	6%	18	55%
Not Migrant	47	12	26%	11	23%	22	47%	2	4%	24	51%
Not Homeless	47	12	26%	11	23%	22	47%	2	4%	24	51%
Not in Foster Care	47	12	26%	11	23%	22	47%	2	4%	24	51%
Parent Not in Armed Forces	47	12	26%	11	23%	22	47%	2	4%	24	51%

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

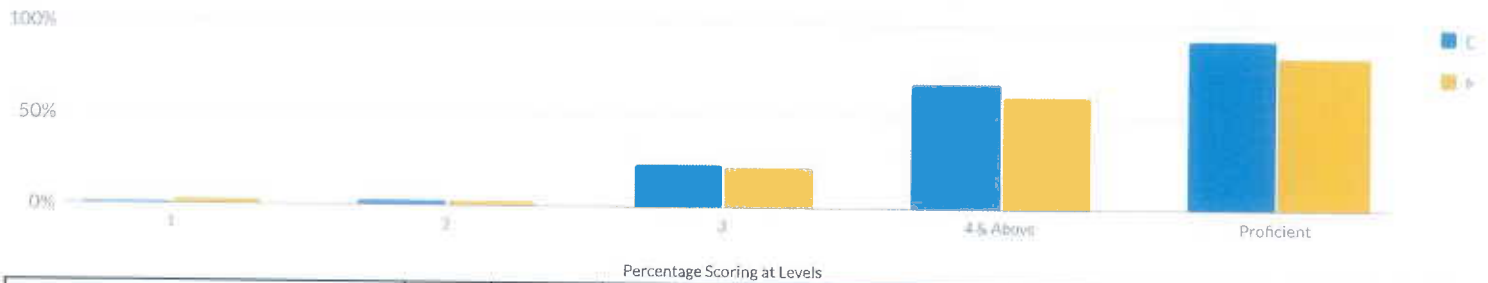


Percentage Scoring at Levels

Subgroup	Tested				Level 1				Level 2				Level 3				Level 4				Proficient (Levels 3 & 4)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	170	1%	0	0%	38	22%	131	77%	169	99%												
General Education	152	0%	0	0%	27	18%	125	82%	152	100%												
Students with Disabilities	18	1%	6	33%	11	61%	6	33%	17	94%												
Asian or Native Hawaiian/Other Pacific Islander	11	0%	0	0%	4	36%	7	64%	11	100%												
Black or African American	2	-	-	-	-	-	-	-	-	-												
Hispanic or Latino	5	-	-	-	-	-	-	-	-	-												
White	150	1%	0	0%	32	21%	117	78%	149	99%												
Multiracial	2	-	-	-	-	-	-	-	-	-												
Small Group Total	9	0%	0	0%	2	22%	7	78%	9	100%												
Female	81	1%	0	0%	23	28%	57	70%	80	99%												
Male	89	0%	0	0%	15	17%	74	83%	89	100%												
Non-English Language Learners	170	1%	0	0%	38	22%	131	77%	169	99%												
Economically Disadvantaged	30	0%	0	0%	7	23%	23	77%	30	100%												
Not Economically Disadvantaged	140	1%	0	0%	31	22%	108	77%	139	99%												
Not Migrant	170	1%	0	0%	38	22%	131	77%	169	99%												
Not Homeless	170	1%	0	0%	38	22%	131	77%	169	99%												
Not in Foster Care	170	1%	0	0%	38	22%	131	77%	169	99%												
Parent Not in Armed Forces	170	1%	0	0%	38	22%	131	77%	169	99%												

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

2015 TOTAL COHORT REGENTS EXAMINATION IN ELA



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	181	7	4%	174	96%	1	1%	5	3%	44	24%	124	69%	168	93%
General Education	158	3	2%	155	98%	0	0%	0	0%	33	21%	122	77%	155	98%
Students with Disabilities	23	4	17%	19	83%	1	4%	5	22%	11	48%	2	9%	13	57%
American Indian or Alaska Native	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	11	92%	0	0%	0	0%	4	33%	7	58%	11	92%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
White	159	6	4%	153	96%	1	1%	5	3%	34	21%	113	71%	147	92%
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	4	80%	1	20%	5	100%
Female	95	3	3%	92	97%	1	1%	1	1%	18	19%	72	76%	90	95%
Male	86	4	5%	82	95%	0	0%	4	5%	26	30%	52	60%	78	91%
Non-English Language Learners	181	7	4%	174	96%	1	1%	5	3%	44	24%	124	69%	168	93%
Economically Disadvantaged	38	3	8%	35	92%	1	3%	3	8%	7	18%	24	63%	31	82%
Not Economically Disadvantaged	143	4	3%	139	97%	0	0%	2	1%	37	26%	100	70%	137	96%
Not Migrant	181	7	4%	174	96%	1	1%	5	3%	44	24%	124	69%	168	93%
Not Homeless	181	7	4%	174	96%	1	1%	5	3%	44	24%	124	69%	168	93%
Not in Foster Care	181	7	4%	174	96%	1	1%	5	3%	44	24%	124	69%	168	93%
Parent Not in Armed Forces	181	7	4%	174	96%	1	1%	5	3%	44	24%	124	69%	168	93%

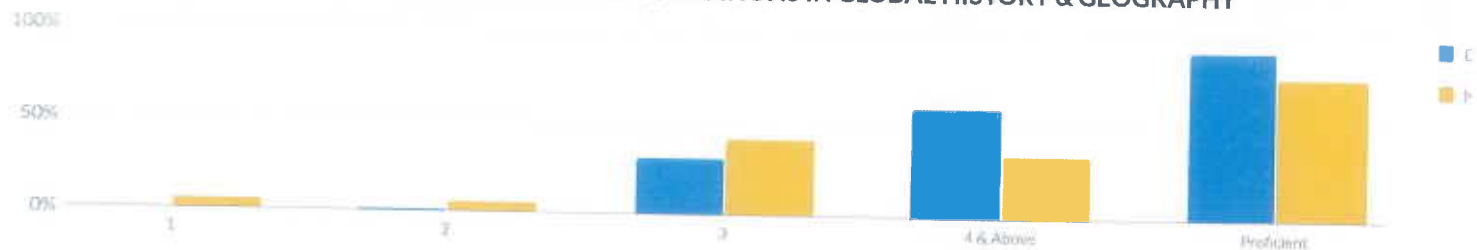
2015 TOTAL COHORT REGENTS EXAMINATIONS IN MATH



Percentage Scoring at Levels

Subgroup	Cohort		Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	181	5%	3%	176	97%	0%	0%	1%	44	24%	131	72%	175	97%		
General Education	158	2%	1%	156	99%	0%	0%	0%	32	20%	124	78%	156	99%		
Students with Disabilities	23	3%	13%	20	87%	0%	0%	1%	12	52%	7	30%	19	83%		
American Indian or Alaska Native	3	0%	—	3	—	—	—	—	—	—	—	—	—	—		
Asian or Native Hawaiian/Other Pacific Islander	12	0%	0%	12	100%	0%	0%	0%	1	8%	11	92%	12	100%		
Black or African American	2	0%	—	2	—	—	—	—	—	—	—	—	—	—		
Hispanic or Latino	5	0%	0%	5	100%	0%	0%	0%	1	20%	4	80%	5	100%		
White	159	5%	3%	154	97%	0%	0%	1%	40	25%	113	71%	153	96%		
Small Group Total	5	0%	0%	5	100%	0%	0%	0%	2	40%	3	60%	5	100%		
Female	95	2%	2%	93	98%	0%	0%	0%	21	22%	72	76%	93	98%		
Male	86	3%	3%	83	97%	0%	0%	1%	23	27%	59	69%	82	95%		
Non-English Language Learners	181	5%	3%	176	97%	0%	0%	1%	44	24%	131	72%	175	97%		
Economically Disadvantaged	38	3%	8%	35	92%	0%	0%	0%	16	42%	19	50%	35	92%		
Not Economically Disadvantaged	143	2%	1%	141	99%	0%	0%	1%	28	20%	112	78%	140	98%		
Not Migrant	181	5%	3%	176	97%	0%	0%	1%	44	24%	131	72%	175	97%		
Not Homeless	181	5%	3%	176	97%	0%	0%	1%	44	24%	131	72%	175	97%		
Not in Foster Care	181	5%	3%	176	97%	0%	0%	1%	44	24%	131	72%	175	97%		
Parent Not in Armed Forces	181	5%	3%	176	97%	0%	0%	1%	44	24%	131	72%	175	97%		

2015 TOTAL COHORT REGENTS EXAMINATIONS IN GLOBAL HISTORY & GEOGRAPHY



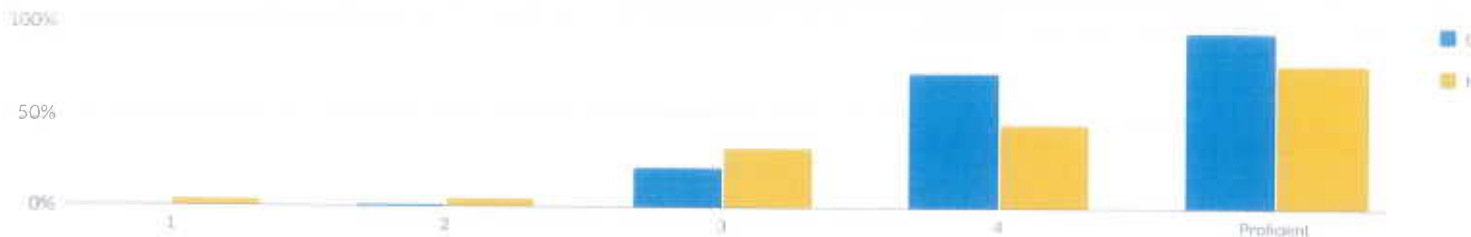
Percentage Scoring at Levels

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	181	13	7%	168	93%	0	0%	2	1%	57	31%	109	60%	166	92%
General Education	158	11	7%	147	93%	0	0%	0	0%	42	27%	105	66%	147	93%
Students with Disabilities	23	2	9%	21	91%	0	0%	2	9%	15	65%	4	17%	19	83%
American Indian or Alaska Native	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	9	75%	3	25%	0	0%	0	0%	1	8%	2	17%	3	25%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
White	159	4	3%	155	97%	0	0%	2	1%	52	33%	101	64%	153	96%
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	2	40%	3	60%	5	100%
Female	95	6	6%	89	94%	0	0%	2	2%	33	35%	54	57%	87	92%
Male	86	7	8%	79	92%	0	0%	0	0%	24	28%	55	64%	79	92%
Non-English Language Learners	181	13	7%	168	93%	0	0%	2	1%	57	31%	109	60%	166	92%
Economically Disadvantaged	38	3	8%	35	92%	0	0%	1	3%	15	39%	19	50%	34	89%
Not Economically Disadvantaged	143	10	7%	133	93%	0	0%	1	1%	42	29%	90	63%	132	92%
Not Migrant	181	13	7%	168	93%	0	0%	2	1%	57	31%	109	60%	166	92%
Not Homeless	181	13	7%	168	93%	0	0%	2	1%	57	31%	109	60%	166	92%
Not in Foster Care	181	13	7%	168	93%	0	0%	2	1%	57	31%	109	60%	166	92%
Parent Not in Armed Forces	181	13	7%	168	93%	0	0%	2	1%	57	31%	109	60%	166	92%

Subgroup	Cohort	Percentage Scoring at Levels										Proficient (Levels 3 & 4)
		Not Tested	Tested	Level 1	Level 2	Level 3	Level 4	%	#	%	#	
All Students	181	7	174	96%	2	1%	0	0%	72	40%	100	55%
General Education	158	6	152	96%	0	0%	0	0%	55	35%	97	61%
Students with Disabilities	23	1	22	96%	2	9%	0	0%	17	74%	3	13%
American Indian or Alaska Native	3	0	3	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	6	6	50%	0	0%	0	0%	1	8%	5	42%
Black or African American	2	0	2	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	5	100%	0	0%	0	0%	2	40%	3	60%
White	159	1	158	99%	2	1%	0	0%	66	42%	90	57%
Small Group Total	5	0	5	100%	0	0%	0	0%	3	60%	2	40%
Female	95	3	92	97%	1	1%	0	0%	36	38%	55	58%
Male	86	4	82	95%	1	1%	0	0%	36	42%	45	52%
Non-English Language Learners	181	7	174	96%	2	1%	0	0%	72	40%	100	55%
Economically Disadvantaged	38	1	37	97%	2	5%	0	0%	18	47%	17	45%
Not Economically Disadvantaged	143	6	137	96%	0	0%	0	0%	54	38%	83	58%
Not Migrant	181	7	174	96%	2	1%	0	0%	72	40%	100	55%
Not Homeless	181	7	174	96%	2	1%	0	0%	72	40%	100	55%
Not in Foster Care	181	7	174	96%	2	1%	0	0%	72	40%	100	55%
Parent Not in Armed Forces	181	7	174	96%	2	1%	0	0%	72	40%	100	55%



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	181	7	4%	174	96%	0	0%	1	1%	39	22%	134	74%	173	96%
General Education	158	4	3%	154	97%	0	0%	0	0%	26	16%	128	81%	154	97%
Students with Disabilities	23	3	13%	20	87%	0	0%	1	4%	13	57%	6	26%	19	83%
American Indian or Alaska Native	3	0	—	3	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	1	8%	11	92%	0	0%	0	0%	5	42%	6	50%	11	92%
Black or African American	2	0	—	2	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	0	0%	5	100%	0	0%	0	0%	1	20%	4	80%	5	100%
White	159	6	4%	153	96%	0	0%	1	1%	30	19%	122	77%	152	96%
Small Group Total	5	0	0%	5	100%	0	0%	0	0%	3	60%	2	40%	5	100%
Female	95	4	4%	91	96%	0	0%	1	1%	17	18%	73	77%	90	95%
Male	86	3	3%	83	97%	0	0%	0	0%	22	26%	61	71%	83	97%
Non-English Language Learners	181	7	4%	174	96%	0	0%	1	1%	39	22%	134	74%	173	96%
Economically Disadvantaged	38	4	11%	34	89%	0	0%	0	0%	10	26%	24	63%	34	89%
Not Economically Disadvantaged	143	3	2%	140	98%	0	0%	1	1%	29	20%	110	77%	139	97%
Not Migrant	181	7	4%	174	96%	0	0%	1	1%	39	22%	134	74%	173	96%
Not Homeless	181	7	4%	174	96%	0	0%	1	1%	39	22%	134	74%	173	96%
Not in Foster Care	181	7	4%	174	96%	0	0%	1	1%	39	22%	134	74%	173	96%
Parent Not in Armed Forces	181	7	4%	174	96%	0	0%	1	1%	39	22%	134	74%	173	96%

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

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

Grade	Not Tested	Tested	Entering	Emerging	Transitioning	Expanding	Commanding
Kindergarten	0	1	—	—	—	—	—
Grade 1	0	3	—	—	—	—	—
Grade 2	0	1	—	—	—	—	—
Grade 3	1	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 3 ELA	0	2	—	—	—	—	—	—	—	—
Grade 3 Math	0	2	—	—	—	—	—	—	—	—
Grade 4 ELA	2	1	—	—	—	—	—	—	—	—
Grade 4 Math	2	1	—	—	—	—	—	—	—	—
Grade 4 Science	2	1	—	—	—	—	—	—	—	—
Grade 5 ELA	0	2	—	—	—	—	—	—	—	—
Grade 5 Math	0	2	—	—	—	—	—	—	—	—
Grade 6 ELA	1	2	—	—	—	—	—	—	—	—
Grade 6 Math	1	2	—	—	—	—	—	—	—	—
Grade 7 ELA	0	3	—	—	—	—	—	—	—	—
Grade 7 Math	0	3	—	—	—	—	—	—	—	—
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

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

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

NATIONAL NAEP GRADE 8

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

*There are not sufficient data for this subgroup.

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

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

CRDC Data (13.06 megabytes)
Glossary of Terms

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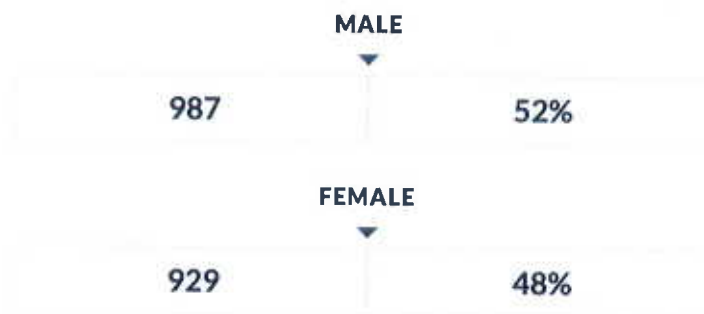
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These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school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

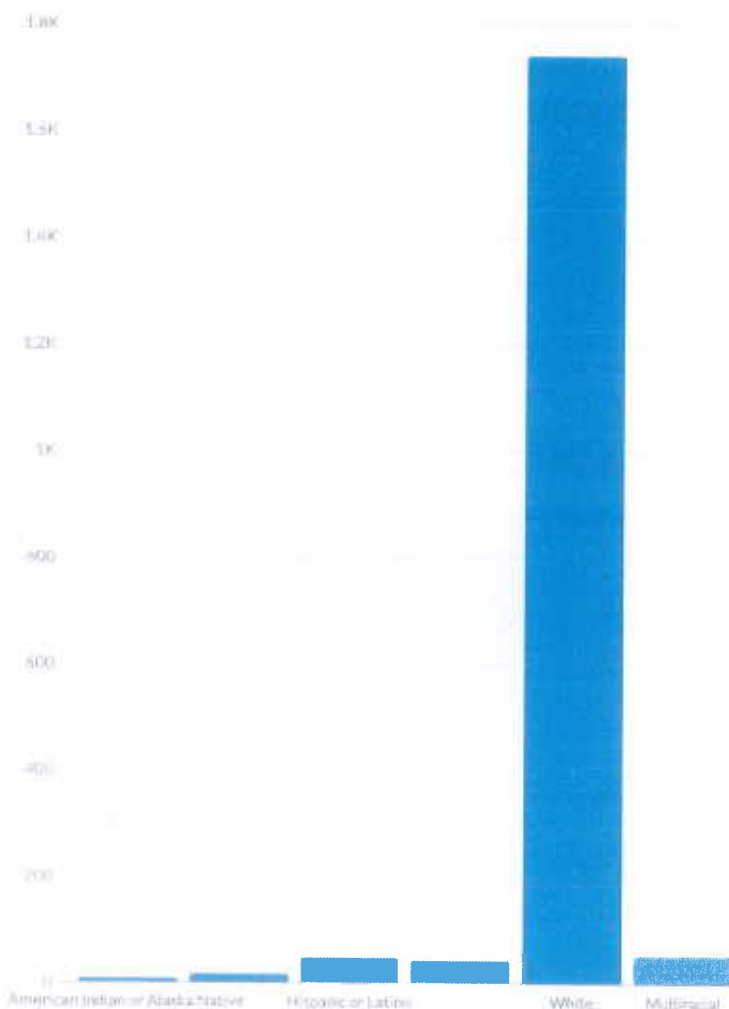
LEWISTON-PORTER CSD ENROLLMENT (2018 - 19)

K-12 Enrollment: 1,916

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



AMERICAN INDIAN OR ALASKA NATIVE

10 1%

BLACK OR AFRICAN AMERICAN

18 1%

HISPANIC OR LATINO

48 3%

ASIAN OR NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER

43 2%

WHITE

1,744 91%

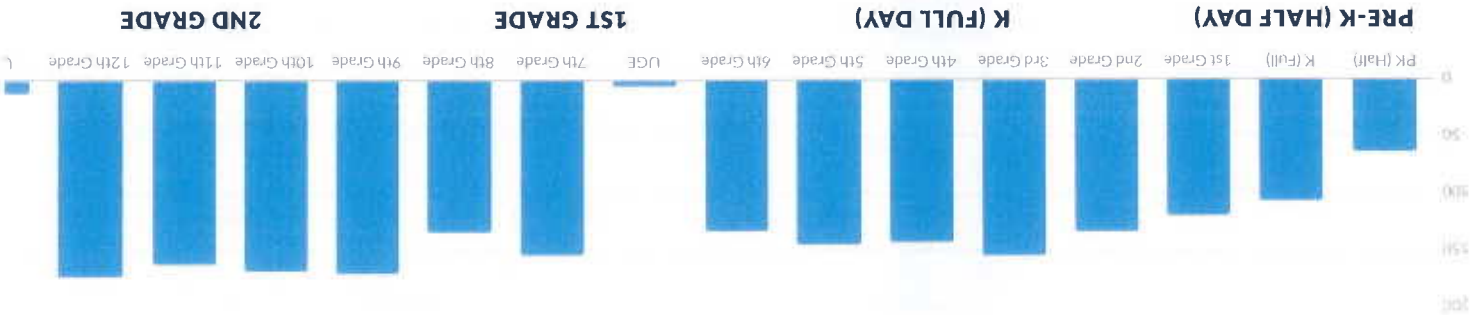
MULTIRACIAL

53 3%

OTHER GROUPS

ENGLISH LANGUAGE LEARNERS	7	MIGRANT	0%
STUDENTS WITH DISABILITIES	340	HOMELESS	—
ECONOMICALLY DISADVANTAGED	497	FOSTER CARE	18%
	26%	PARENT IN ARMED FORCES	—

ENROLLMENT BY GRADE



PRE-K (HALF DAY)	64	3%	3RD GRADE	155	8%	UNGRADED ELEMENTARY	6	0%
K (FULL DAY)	107	5%	4TH GRADE	143	7%	7TH GRADE	154	8%
1ST GRADE	120	6%	5TH GRADE	145	7%	8TH GRADE	134	7%
2ND GRADE	134	7%	6TH GRADE	133	7%	9TH GRADE	170	9%
3RD GRADE	134	7%	7TH GRADE	143	7%	10TH GRADE	168	8%
4TH GRADE	107	5%	8TH GRADE	145	7%	11TH GRADE	162	8%
5TH GRADE	120	6%	9TH GRADE	133	7%	12TH GRADE	173	9%
6TH GRADE	134	7%	UNGRADED SECONDARY	12	1%			

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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

\$22,033,888

\$8,965,919

PUPILS

PUPILS

1,968

353

EXPENDITURES PER PUPIL

EXPENDITURES PER PUPIL

\$11,196

\$25,399

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$8,760,789,980

PUPILS

735,579

EXPENDITURES PER PUPIL

\$11,910

INSTRUCTIONAL EXPENDITURES

\$3,724,876,702

PUPILS

113,376

EXPENDITURES PER PUPIL

\$32,854

ALL SCHOOL DISTRICTS**GENERAL EDUCATION****SPECIAL EDUCATION****INSTRUCTIONAL EXPENDITURES****INSTRUCTIONAL EXPENDITURES****\$35,199,223,413****\$15,660,696,162****PUPILS****PUPILS****2,632,781****485,151****EXPENDITURES PER PUPIL****EXPENDITURES PER PUPIL****\$13,370****\$32,280**

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

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

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

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

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

TOTAL EXPENDITURES PER PUPIL

THIS SCHOOL DISTRICT	\$22,530
SIMILAR DISTRICT GROUP	\$23,507
NY STATE	\$25,845

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

INFORMATION ABOUT STUDENTS WITH DISABILITIES (2018 - 19)

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

STUDENT PLACEMENT (PERCENT OF TIME INSIDE REGULAR CLASSROOM)

THIS SCHOOL DISTRICT

80% OR MORE

249

71.4%

40% - 79%

8

2.3%

LESS THAN 40%

62

17.8%

SEPARATE SETTINGS

17

4.9%

OTHER SETTINGS

13

3.7%

SIMILAR DISTRICT GROUP

AVERAGE NEED/RESOURCE CAPACITY

80% OR MORE

57.7%

40% - 79%

18.7%

LESS THAN 40%

16.1%

SEPARATE SETTINGS

4.7%

OTHER SETTINGS

2.8%

NY STATE

80% OR MORE

58.7%

40% - 79%

11.5%

LESS THAN 40%

19.0%

SEPARATE SETTINGS

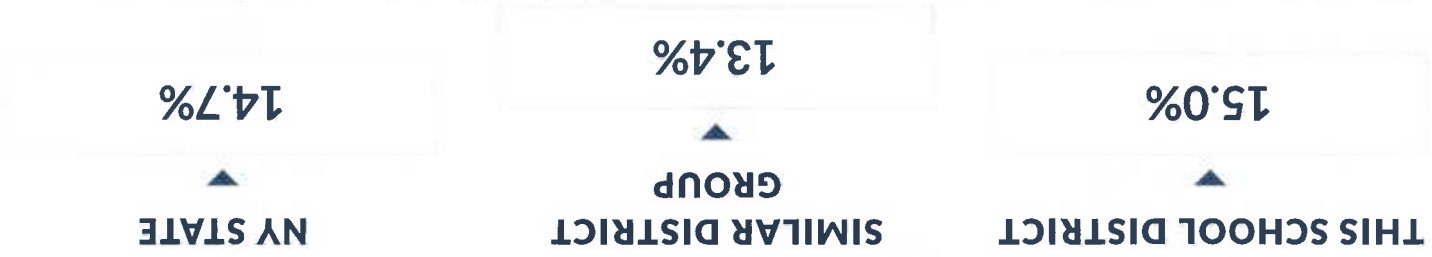
5.3%

OTHER SETTINGS

5.6%

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

SCHOOL-AGE STUDENTS WITH DISABILITIES CLASSIFICATION RATE



This 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.