

Wynantskill Union Free School District

Proposed 2020-21 School Budget

For Voter Approval

6/9/2020

Budget Statement

2020-2021
Wynantskill Union Free School District
Proposed Budget

FUNCTION OR ACCOUNT	SBM CODE	TOTAL	ADMIN.	PROGRAM	CAPITAL
Board of Education	1099.00	20,169	20,169		
Central Administration	1299.00	194,708	194,708		
Finance	1399.00	213,297	213,297		
Legal Services	1420.00	5,000	5,000		
Personnel	1430.00	1,600	1,600		
Records Management	1460.00	1,300	1,300		
Public Information	1480.00	49,430	49,430		
Operation of Plant	1620.00	229,752			229,752
Maintenance of Plant	1621.00	194,654			194,654
Other Central Services	1699.00	111,523	111,523		
Judgments & Claims	1930.40	1,000			1,000
Refund of Taxes	1964.40	1,000			1,000
Other Special Items	1998.00	137,426	123,426		14,000
Curriculum Dev. & Sup.	2010.00	0			
Supervision-Regular School	2020.00	163,491	163,491		
Research,Evaluation & Plan	2060.00	5,000	5,000		
Instruction (Net of Sup)	2999.00	5,209,751		5,209,751	
Other District Transportation	5510.00	749,251		749,251	
Garage Building	5530.00	10,000		10,000	
Employee Benefits	9098.00	2,016,462	216,480	1,668,381	131,602
Debt Service	9898.00	330,500			330,500
Trans. To Capital	9950.90	211,000			211,000
Other Transfers	9951.00	8,095		8,095	
TOTALS:		9,864,410	1,105,424	7,645,478	1,113,508

Property Tax Report Card
490804 - WYNANTSKILL UFSD

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Official - as of 05/28/2020 04:20
PM

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

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

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

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

Form Due - April 27, 2020

Form Preparer Name:

MARY ELLEN ANGRISANO

Preparer's Telephone Number:

518-283-4600

Shaded Fields Will Calculate

	Budgeted 2019-20 (A)	Proposed Budget 2020-21 (B)	Percent Change (C)
Total Budgeted Amount, not including Separate Propositions	9,797,480	9,864,410	0.68 %
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	5,447,871	5,567,523	
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)	5,447,871	5,567,523	2.20 %
F. Permissible Exclusions to the School Tax Levy Limit	0	0	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	5,447,871	5,567,523	
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)	5,447,871	5,567,523	
I. Difference: (G-H); (negative value requires 60.0% voter approval) ²	0	0	
Public School Enrollment	413	415	0.48 %
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	1,890,558	1,847,148

Assigned Appropriated Fund Balance	156,000	156,000
Adjusted Unrestricted Fund Balance	391,900	394,576
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.00%	4.00%

Schedule of Reserve Funds

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

Capital	CAPITAL RESERVE	For the cost of any object or purpose for which bonds may be issued.	454,536	454,536	The District monitors this reserve so that it is prepared for further physical plant expansion. A BCS is coming up and might require subsequent capital upgrades.
Repair	RESERVE FOR REPAIR	For the cost of repairs to capital improvements or equipment.	206,590	206,590	The District will use for repair costs as they arise for capital improvements/equipment (will be used for road improvements this year).
Workers Compensation	WORKERS COMENSATION RESERVE	For self-insured Workers Compensation and benefits.	135,303	135,303	The District monitors this reserve baed on what may be required to cover future compensation benefits.
Unemployment Insurance	UNEMPLOYMENT RESERVE	For reimbursement to the State Unemployment Insurance Fund.	41,063	35,000	The District foresees some costs arising here due to COVID 19 Pandemic.
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	INSURANCE RESERVE	For liability, casualty, and other types of uninsured losses.	100,000	100,000	The District will monitor for future losses/litigation as they arise.
Property Loss + (add)		To cover property loss.			
Liability		To cover incurred liability claims.			
Tax Certiorari	RESERVE FOR TAX CERTIORARI	For tax certiorari settlements.	50,000	50,000	The District will continue this reserve for potential tax certiorari litigation costs.
Reserve for Insurance Recoveries		For unexpended proceeds of insurance			

recoveries at fiscal
year end.

Employee Benefit Accrued Liability	RESERVE FOR EMPLOYEE BENEFITS & ACCRUED LIABILITY	For accrued 'employee benefits' due to employees upon termination of service.	359,656	359,656	The District continuously reviews this reserve as retirements approach. With one admin. leaving at the end of the 2019- 2020 school year, the District will access this reserve for compensation.
Retirement Contribution	RESERVE FOR RETIREMENT CONTRIBUTIONS	For employer retirement contributions to the State and Local Employees' Retirement System.	500,000	500,000	The District monitors this reserve to reflect changes in ERS payments.
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Single Other Reserve + (add)					

*** NYSED Reserve Guidance:**

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

OSC Reserve Guidance:

<http://osc.state.ny.us/localgov/pubs/lstacctg.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

GARDNER-DICKINSON SCHOOL - NEW YORK STATE REPORT CARD [2018 - 19]

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

2019-20 ACCOUNTABILITY STATUS BASED ON 2018-19 DATA

GOOD STANDING

MADE PROGRESS

NA

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2018-19)

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

Section 1003 School Improvement Funds Data (54.71 kilobytes)

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

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

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

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

ELEMENTARY/MIDDLE INDICATOR LEVELS

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

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE

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

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	241	135	3
	Math	239	146	
	Science	81	204	
	Combined	561	150	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	196	4
	Math	12	217	
	Science	6	233	
	Combined	30	212	
Black or African American	ELA	13	131	—
	Math	13	89	
	Science	3	—	
	Combined	29	—	
Hispanic or Latino	ELA	13	115	—
	Math	13	92	
	Science	2	—	
	Combined	28	—	
Multiracial	ELA	20	120	2
	Math	20	103	
	Science	5	180	
	Combined	45	119	
White	ELA	213	135	3
	Math	211	149	
	Science	74	207	
	Combined	498	151	
English Language Learners	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Students with Disabilities	ELA	57	63	2
	Math	55	50	
	Science	20	153	
	Combined	132	71	
Economically Disadvantaged	ELA	70	116	3
	Math	69	115	
	Science	38	195	
	Combined	177	132	

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	242	134	3
	Math	242	145	
	Science	81	204	
	Combined	565	149	
Asian or Native Hawaiian/Other Pacific Islander	ELA	12	196	4
	Math	12	217	
	Science	6	233	
	Combined	30	212	
Black or African American	ELA	13	131	—
	Math	13	89	
	Science	3	—	
	Combined	29	—	
Hispanic or Latino	ELA	13	115	—
	Math	13	92	
	Science	2	—	
	Combined	28	—	
Multiracial	ELA	20	120	2
	Math	20	103	
	Science	5	180	
	Combined	45	119	
White	ELA	216	133	3
	Math	216	146	
	Science	74	207	
	Combined	506	149	
English Language Learners	ELA	2	—	—
	Math	2	—	
	Science	1	—	
	Combined	5	—	
Students with Disabilities	ELA	66	55	2
	Math	66	42	
	Science	23	133	
	Combined	155	61	
Economically Disadvantaged	ELA	70	116	3
	Math	70	113	
	Science	39	190	
	Combined	179	131	

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

Subgroup	Sum Of SGPs	Number Of SGPs	Index	Level
All Students	48,646	979	49.7	2
American Indian or Alaska Native	—	0	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	20	—	—
Black or African American	—	28	—	—
Hispanic or Latino	1,609	34	47.3	2
Multiracial	2,127	46	46.2	2
White	42,223	851	49.6	2
English Language Learners	—	2	—	—
Students with Disabilities	6,490	128	50.7	3
Economically Disadvantaged	15,055	306	49.2	2

ELEMENTARY/MIDDLE COMPOSITE PERFORMANCE AND GROWTH COMBINED

Subgroup	Level
All Students	3
Asian or Native Hawaiian/Other Pacific Islander	4
Multiracial	2
White	3
Students with Disabilities	2
Economically Disadvantaged	3

ELEMENTARY/MIDDLE ELP

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

ELEMENTARY/MIDDLE PROGRESS

Subgroup	Subject	Baseline	Cohort	Index	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level	Average Of Levels
All Students	ELA	115	242	134	122	105	122	161	—	—	200	4	4
	Math	109	242	145	116	107	124	162	—	—	200	4	
Asian or Native Hawaiian/Other Pacific Islander	ELA	—	12	—	—	—	—	—	—	—	—	—	—
	Math	—	12	—	—	—	—	—	—	—	—	—	
Black or African American	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Hispanic or Latino	ELA	—	13	—	—	—	—	—	—	—	—	—	—
	Math	—	13	—	—	—	—	—	—	—	—	—	
Multiracial	ELA	—	20	—	—	—	—	—	—	—	—	—	—
	Math	—	20	—	—	—	—	—	—	—	—	—	
White	ELA	117	216	133	124	102	119	160	—	—	200	4	4
	Math	111	216	146	118	110	126	163	—	—	200	4	
English Language Learners	ELA	—	2	—	—	—	—	—	—	—	—	—	—
	Math	—	2	—	—	—	—	—	—	—	—	—	
Students with Disabilities	ELA	45	66	55	57	61	85	142	N	—	200	1	1
	Math	44	66	42	56	61	85	142	N	—	200	1	
Economically Disadvantaged	ELA	102	70	116	109	95	113	157	—	—	200	4	4
	Math	96	70	113	105	94	112	156	—	—	200	4	

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Subgroup	Baseline	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate	School MIP	State MIP	Long-Term Goal	Exceed Long-Term Goal	Met SH Target	Met AG Target	End Goal	Level
All Students	9.9	357	20	5.6%	9.5%	14.6%	12.8%	8.9%	—	—	5%	4
Asian or Native Hawaiian/Other Pacific Islander	—	15	—	—	—	—	—	—	—	—	—	—
Black or African American	—	19	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	17	—	—	—	—	—	—	—	—	—	—
Multiracial	—	27	—	—	—	—	—	—	—	—	—	—
White	8.7	318	20	6.3%	8.5%	10.5%	9.3%	7.2%	—	—	5%	4
English Language Learners	—	2	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	10.6	53	3	5.7%	10.2%	21.5%	18.5%	11.8%	—	—	5%	4
Economically Disadvantaged	21.2	97	9	9.3%	20%	19.9%	17.1%	11.1%	—	—	5%	4

ELEMENTARY/MIDDLE ELA PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	✓	258	94.6%	511	93.5%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	10	—	—	—
White	X	229	93.9%	452	92.7%
English Language Learners	—	1	—	—	—
Students with Disabilities	—	29	—	—	—
Economically Disadvantaged	✓	76	94.7%	153	91.5%

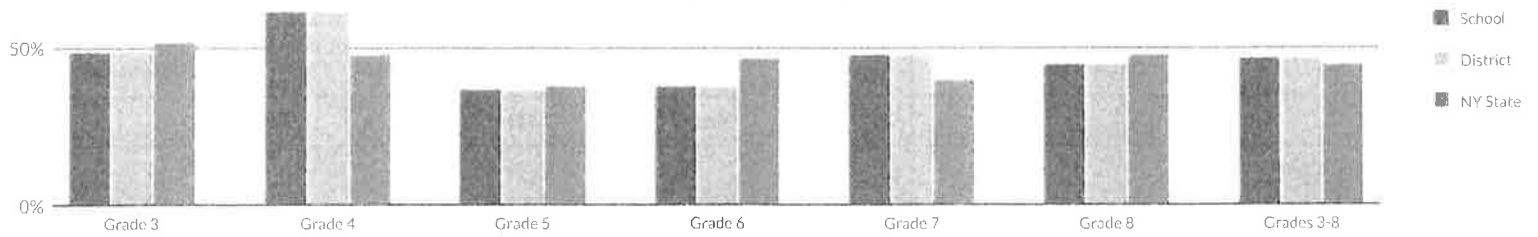
ELEMENTARY/MIDDLE MATHEMATICS PARTICIPATION RATE

Subgroup	Tested 95% In Current Year Or 2 Years Combined	Current Year Enrollment	Current Year Participation Rate	Current Year + Previous Year Enrollment	Current Year + Previous Year Participation Rate
All Students	X	258	93.8%	512	93.2%
American Indian or Alaska Native	—	0	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	6	—	—	—
Black or African American	—	5	—	—	—
Hispanic or Latino	—	8	—	—	—
Multiracial	—	10	—	—	—
White	X	229	93%	453	92.3%
English Language Learners	—	1	—	—	—
Students with Disabilities	—	29	—	—	—
Economically Disadvantaged	X	76	93.4%	153	90.9%

STAFF QUALIFICATIONS (2018-19)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS SCHOOL	1	4%	0	0%	1	3%
THIS DISTRICT	1	4%	0	0%	2	6%
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%

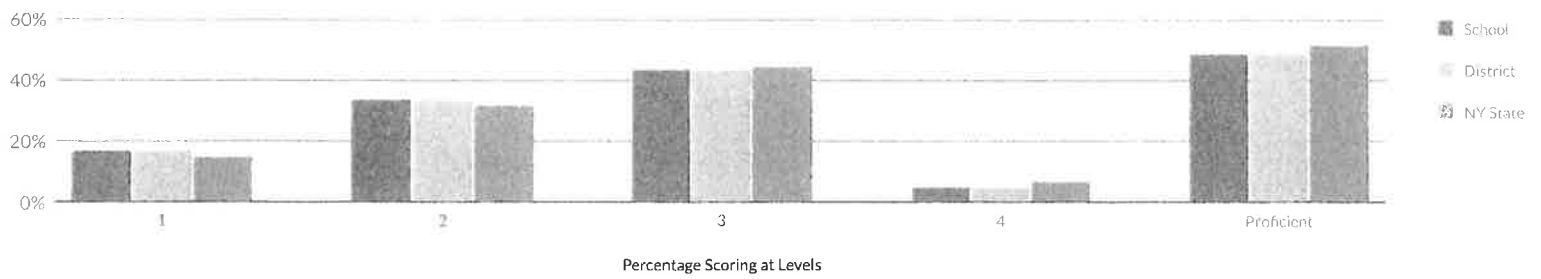
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)



Percent Proficient

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
Grade 4	3	50	8	16%	11	22%	15	30%	16	32%	31	62%
Grade 5	1	43	9	21%	18	42%	11	26%	5	12%	16	37%
Grade 6	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
Grade 7	7	40	10	25%	11	28%	17	43%	2	5%	19	48%
Grade 8	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
Grades 3-8	15	244	51	21%	78	32%	77	32%	38	16%	115	47%

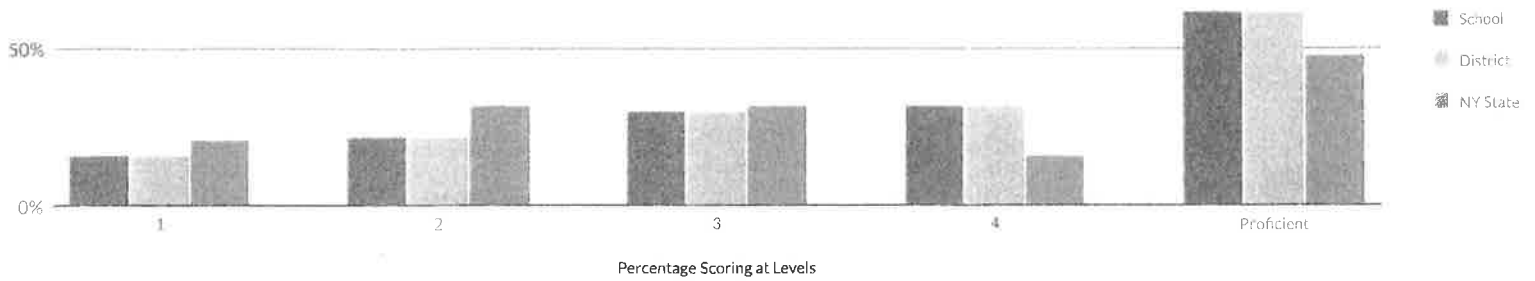
GRADE 3 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
General Education	0	39	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	0	38	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
Female	0	18	4	22%	6	33%	6	33%	2	11%	8	44%
Male	0	23	3	13%	8	35%	12	52%	0	0%	12	52%
Non-English Language Learners	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
Economically Disadvantaged	0	11	2	18%	5	45%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	0	30	5	17%	9	30%	14	47%	2	7%	16	53%
Not Migrant	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
Not Homeless	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
Not in Foster Care	0	41	7	17%	14	34%	18	44%	2	5%	20	49%
Parent Not in Armed Forces	0	41	7	17%	14	34%	18	44%	2	5%	20	49%

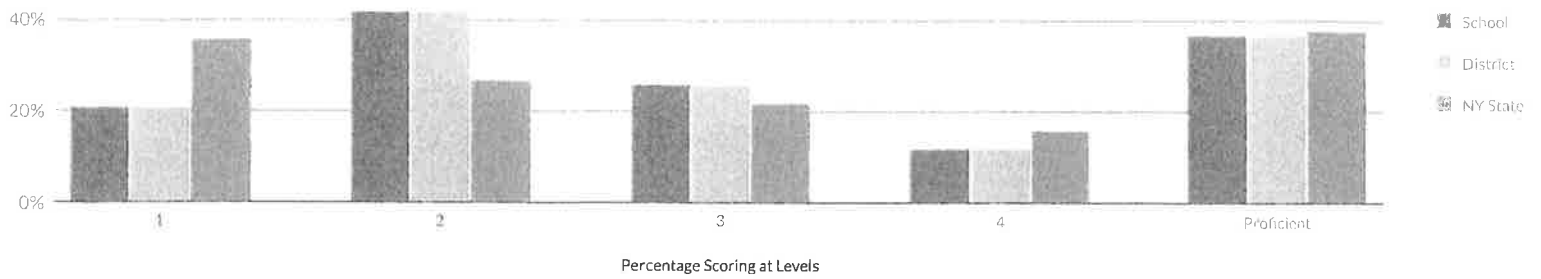
GRADE 4 ELA RESULTS



MEAN SCORE: 607

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	50	8	16%	11	22%	15	30%	16	32%	31	62%
General Education	2	46	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
White	3	47	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	50	8	16%	11	22%	15	30%	16	32%	31	62%
Female	1	27	2	7%	6	22%	12	44%	7	26%	19	70%
Male	2	23	6	26%	5	22%	3	13%	9	39%	12	52%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	3	49	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	11	3	27%	2	18%	4	36%	2	18%	6	55%
Not Economically Disadvantaged	3	39	5	13%	9	23%	11	28%	14	36%	25	64%
Not Migrant	3	50	8	16%	11	22%	15	30%	16	32%	31	62%
Not Homeless	3	50	8	16%	11	22%	15	30%	16	32%	31	62%
Not in Foster Care	3	50	8	16%	11	22%	15	30%	16	32%	31	62%
Parent Not in Armed Forces	3	50	8	16%	11	22%	15	30%	16	32%	31	62%

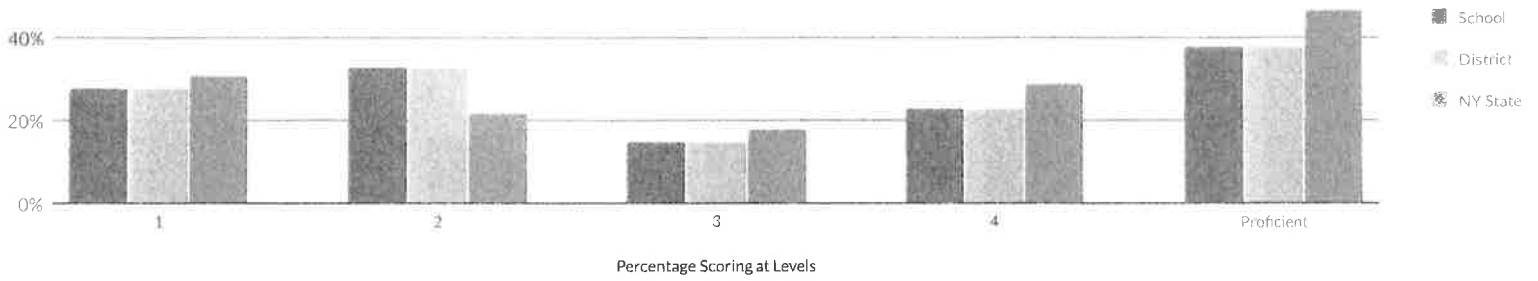
GRADE 5 ELA RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	43	9	21%	18	42%	11	26%	5	12%	16	37%
General Education	1	39	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	0	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	1	37	8	22%	16	43%	8	22%	5	14%	13	35%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	1	17%	2	33%	3	50%	0	0%	3	50%
Female	0	20	3	15%	11	55%	4	20%	2	10%	6	30%
Male	1	23	6	26%	7	30%	7	30%	3	13%	10	43%
Non-English Language Learners	1	43	9	21%	18	42%	11	26%	5	12%	16	37%
Economically Disadvantaged	1	15	5	33%	8	53%	2	13%	0	0%	2	13%
Not Economically Disadvantaged	0	28	4	14%	10	36%	9	32%	5	18%	14	50%
Not Migrant	1	43	9	21%	18	42%	11	26%	5	12%	16	37%
Not Homeless	1	43	9	21%	18	42%	11	26%	5	12%	16	37%
Not in Foster Care	1	43	9	21%	18	42%	11	26%	5	12%	16	37%
Parent Not in Armed Forces	1	43	9	21%	18	42%	11	26%	5	12%	16	37%

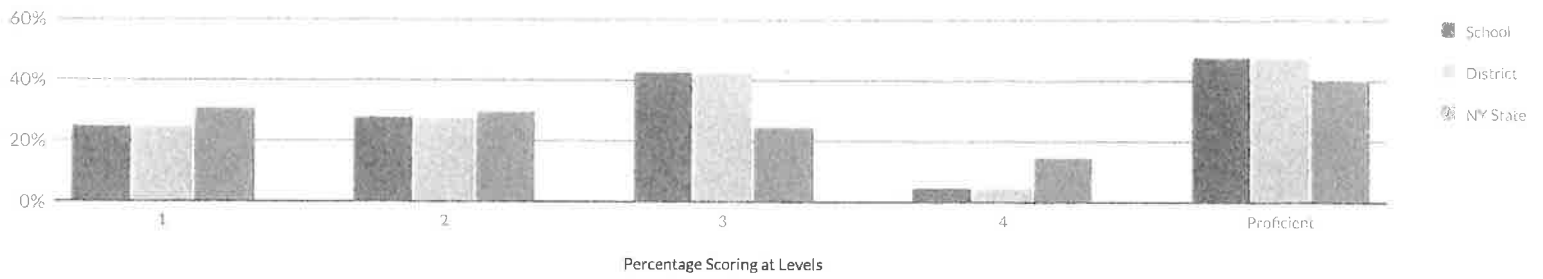
GRADE 6 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
General Education	1	36	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	2	37	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
Female	0	26	8	31%	9	35%	4	15%	5	19%	9	35%
Male	2	13	3	23%	4	31%	2	15%	4	31%	6	46%
Non-English Language Learners	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
Economically Disadvantaged	0	11	3	27%	4	36%	2	18%	2	18%	4	36%
Not Economically Disadvantaged	2	28	8	29%	9	32%	4	14%	7	25%	11	39%
Not Migrant	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
Not Homeless	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
Not in Foster Care	2	39	11	28%	13	33%	6	15%	9	23%	15	38%
Parent Not in Armed Forces	2	39	11	28%	13	33%	6	15%	9	23%	15	38%

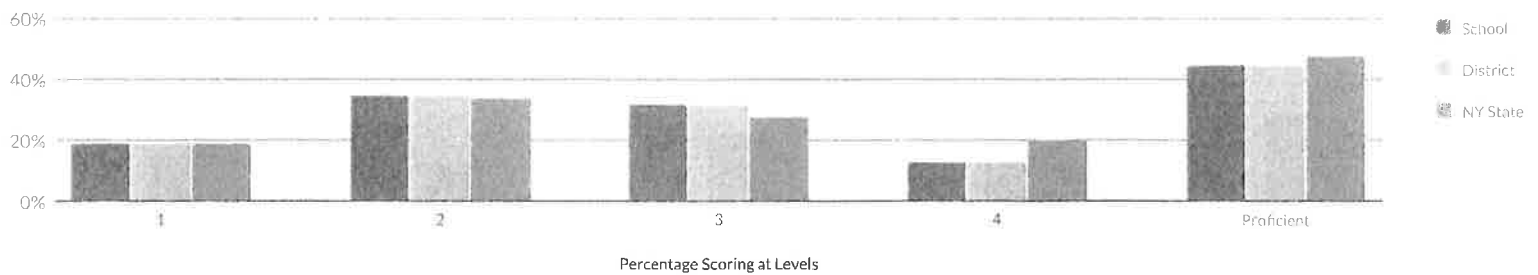
GRADE 7 ELA RESULTS



MEAN SCORE: 600

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	7	40	10	25%	11	28%	17	43%	2	5%	19	48%
General Education	5	36	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	7	29	8	28%	10	34%	9	31%	2	7%	11	38%
Multiracial	0	5	1	20%	1	20%	3	60%	0	0%	3	60%
Small Group Total	0	6	1	17%	0	0%	5	83%	0	0%	5	83%
Female	2	24	4	17%	7	29%	12	50%	1	4%	13	54%
Male	5	16	6	38%	4	25%	5	31%	1	6%	6	38%
Non-English Language Learners	7	40	10	25%	11	28%	17	43%	2	5%	19	48%
Economically Disadvantaged	3	17	4	24%	3	18%	9	53%	1	6%	10	59%
Not Economically Disadvantaged	4	23	6	26%	8	35%	8	35%	1	4%	9	39%
Not Migrant	7	40	10	25%	11	28%	17	43%	2	5%	19	48%
Not Homeless	7	40	10	25%	11	28%	17	43%	2	5%	19	48%
Not in Foster Care	7	40	10	25%	11	28%	17	43%	2	5%	19	48%
Parent Not in Armed Forces	7	40	10	25%	11	28%	17	43%	2	5%	19	48%

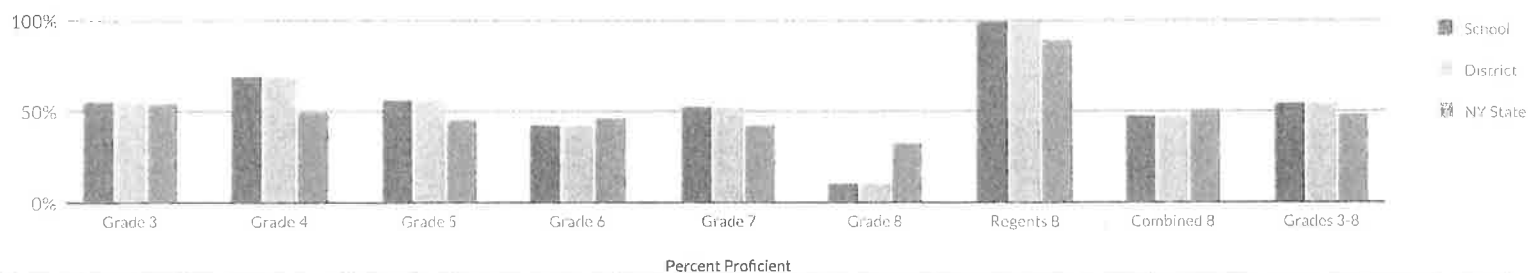
GRADE 8 ELA RESULTS



MEAN SCORE: 599

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
General Education	1	24	1	4%	9	38%	10	42%	4	17%	14	58%
Students with Disabilities	1	7	5	71%	2	29%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	2	27	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
Female	0	15	3	20%	5	33%	5	33%	2	13%	7	47%
Male	2	16	3	19%	6	38%	5	31%	2	13%	7	44%
Non-English Language Learners	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
Economically Disadvantaged	1	7	4	57%	2	29%	0	0%	1	14%	1	14%
Not Economically Disadvantaged	1	24	2	8%	9	38%	10	42%	3	13%	13	54%
Not Migrant	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
Not Homeless	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
Not in Foster Care	2	31	6	19%	11	35%	10	32%	4	13%	14	45%
Parent Not in Armed Forces	2	31	6	19%	11	35%	10	32%	4	13%	14	45%

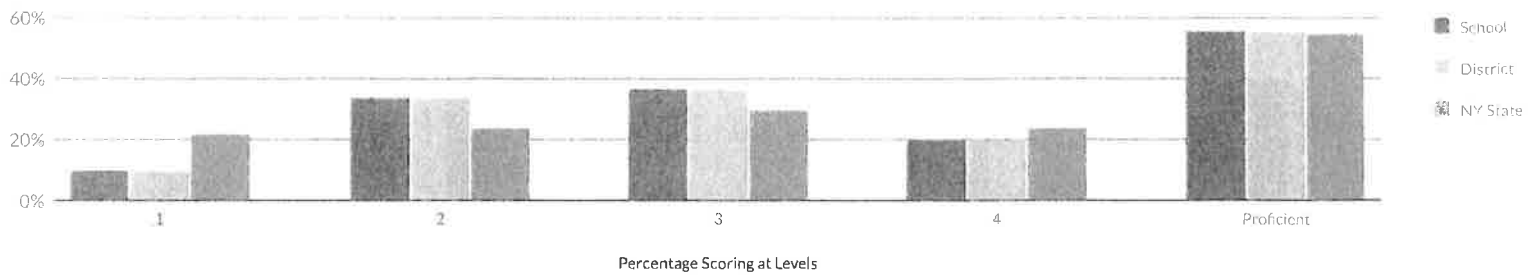
GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2018-19)



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
Grade 4	3	50	2	4%	13	26%	18	36%	17	34%	35	70%
Grade 5	2	42	10	24%	8	19%	16	38%	8	19%	24	57%
Grade 6	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
Grade 7	8	38	9	24%	9	24%	16	42%	4	11%	20	53%
Grade 8	15	18	8	44%	8	44%	2	11%	0	0%	2	11%
Regents 8	—	13	0	0%	0	0%	0	0%	13	100%	13	100%
Combined 8	15	31	8	26%	8	26%	2	6%	13	42%	15	48%
Grades 3-8	29	242	47	19%	61	25%	80	33%	54	22%	134	55%

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.

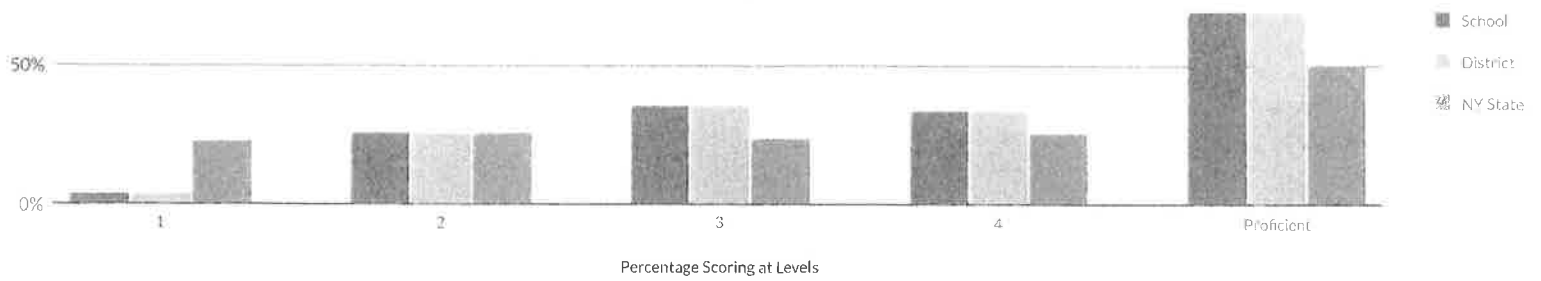
GRADE 3 MATH RESULTS



MEAN SCORE: 601

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
General Education	0	39	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	2	—	—	—	—	—	—	—	—	—	—
White	0	38	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
Female	0	18	2	11%	7	39%	5	28%	4	22%	9	50%
Male	0	23	2	9%	7	30%	10	43%	4	17%	14	61%
Non-English Language Learners	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
Economically Disadvantaged	0	11	2	18%	5	45%	3	27%	1	9%	4	36%
Not Economically Disadvantaged	0	30	2	7%	9	30%	12	40%	7	23%	19	63%
Not Migrant	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
Not Homeless	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
Not in Foster Care	0	41	4	10%	14	34%	15	37%	8	20%	23	56%
Parent Not in Armed Forces	0	41	4	10%	14	34%	15	37%	8	20%	23	56%

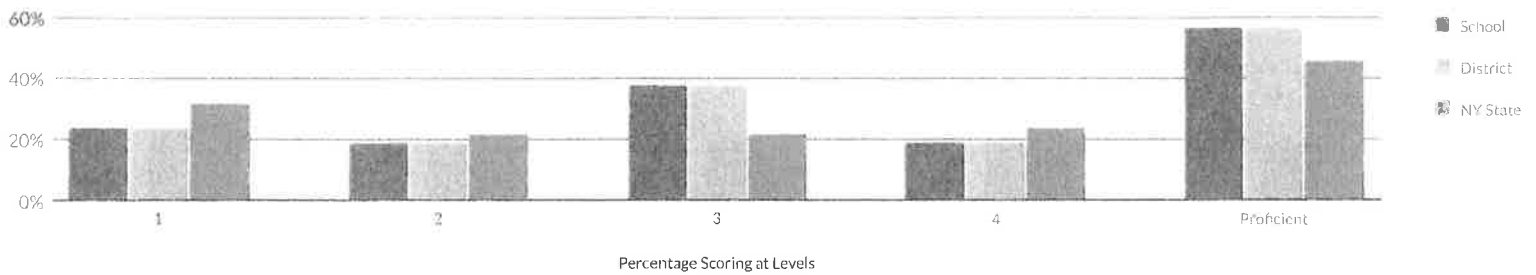
GRADE 4 MATH RESULTS



MEAN SCORE: 609

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	3	50	2	4%	13	26%	18	36%	17	34%	35	70%
General Education	2	46	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
White	3	47	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	50	2	4%	13	26%	18	36%	17	34%	35	70%
Female	1	27	1	4%	8	30%	9	33%	9	33%	18	67%
Male	2	23	1	4%	5	22%	9	39%	8	35%	17	74%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	3	49	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	11	1	9%	3	27%	4	36%	3	27%	7	64%
Not Economically Disadvantaged	3	39	1	3%	10	26%	14	36%	14	36%	28	72%
Not Migrant	3	50	2	4%	13	26%	18	36%	17	34%	35	70%
Not Homeless	3	50	2	4%	13	26%	18	36%	17	34%	35	70%
Not in Foster Care	3	50	2	4%	13	26%	18	36%	17	34%	35	70%
Parent Not in Armed Forces	3	50	2	4%	13	26%	18	36%	17	34%	35	70%

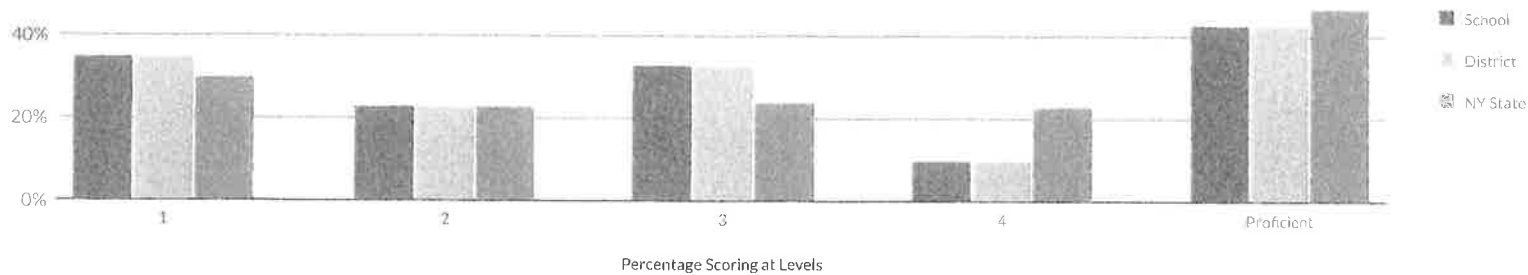
GRADE 5 MATH RESULTS



MEAN SCORE: 605

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	42	10	24%	8	19%	16	38%	8	19%	24	57%
General Education	2	38	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	0	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	2	36	8	22%	6	17%	16	44%	6	17%	22	61%
Multiracial	0	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	0	6	2	33%	2	33%	0	0%	2	33%	2	33%
Female	0	20	6	30%	3	15%	9	45%	2	10%	11	55%
Male	2	22	4	18%	5	23%	7	32%	6	27%	13	59%
Non-English Language Learners	2	42	10	24%	8	19%	16	38%	8	19%	24	57%
Economically Disadvantaged	2	14	7	50%	2	14%	3	21%	2	14%	5	36%
Not Economically Disadvantaged	0	28	3	11%	6	21%	13	46%	6	21%	19	68%
Not Migrant	2	42	10	24%	8	19%	16	38%	8	19%	24	57%
Not Homeless	2	42	10	24%	8	19%	16	38%	8	19%	24	57%
Not in Foster Care	2	42	10	24%	8	19%	16	38%	8	19%	24	57%
Parent Not in Armed Forces	2	42	10	24%	8	19%	16	38%	8	19%	24	57%

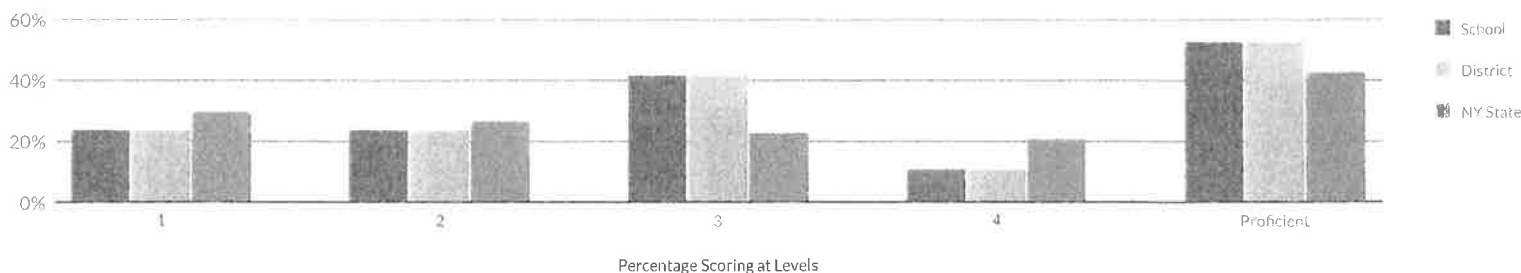
GRADE 6 MATH RESULTS



MEAN SCORE: 597

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
General Education	0	37	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	3	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	1	38	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
Female	0	26	13	50%	5	19%	7	27%	1	4%	8	31%
Male	1	14	1	7%	4	29%	6	43%	3	21%	9	64%
Non-English Language Learners	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
Economically Disadvantaged	0	11	4	36%	3	27%	3	27%	1	9%	4	36%
Not Economically Disadvantaged	1	29	10	34%	6	21%	10	34%	3	10%	13	45%
Not Migrant	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
Not Homeless	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
Not in Foster Care	1	40	14	35%	9	23%	13	33%	4	10%	17	43%
Parent Not in Armed Forces	1	40	14	35%	9	23%	13	33%	4	10%	17	43%

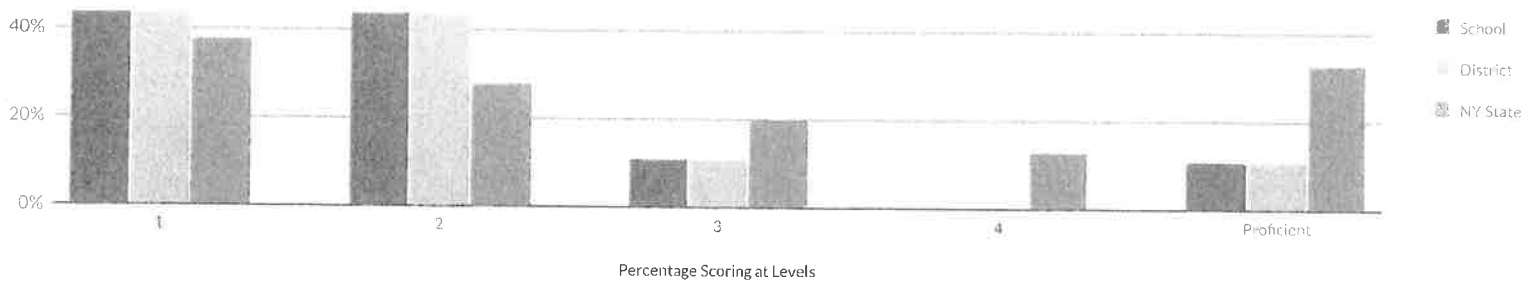
GRADE 7 MATH RESULTS



MEAN SCORE: 603

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	8	38	9	24%	9	24%	16	42%	4	11%	20	53%
General Education	6	34	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	1	—	—	—	—	—	—	—	—	—	—
Black or African American	0	2	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	3	—	—	—	—	—	—	—	—	—	—
White	8	27	5	19%	8	30%	11	41%	3	11%	14	52%
Multiracial	0	5	2	40%	0	0%	2	40%	1	20%	3	60%
Small Group Total	0	6	2	33%	1	17%	3	50%	0	0%	3	50%
Female	3	23	3	13%	5	22%	13	57%	2	9%	15	65%
Male	5	15	6	40%	4	27%	3	20%	2	13%	5	33%
Non-English Language Learners	8	38	9	24%	9	24%	16	42%	4	11%	20	53%
Economically Disadvantaged	2	17	5	29%	3	18%	8	47%	1	6%	9	53%
Not Economically Disadvantaged	6	21	4	19%	6	29%	8	38%	3	14%	11	52%
Not Migrant	8	38	9	24%	9	24%	16	42%	4	11%	20	53%
Not Homeless	8	38	9	24%	9	24%	16	42%	4	11%	20	53%
Not in Foster Care	8	38	9	24%	9	24%	16	42%	4	11%	20	53%
Parent Not in Armed Forces	8	38	9	24%	9	24%	16	42%	4	11%	20	53%

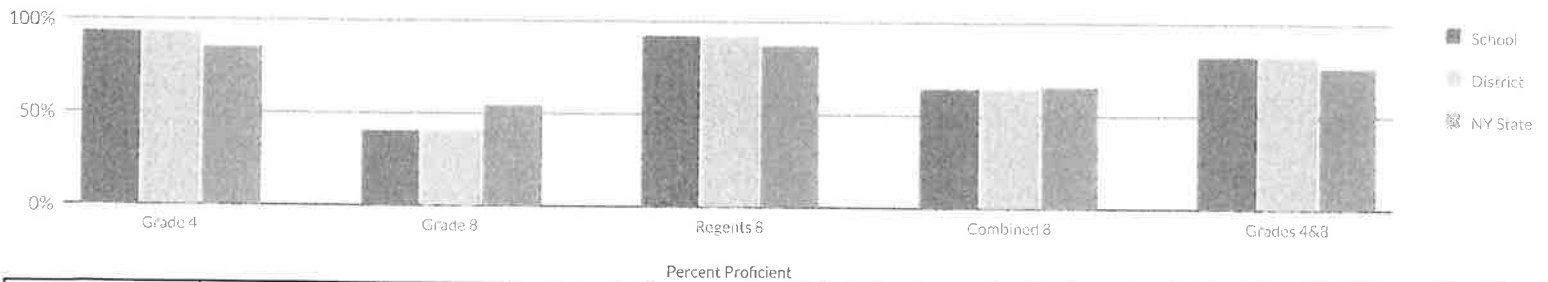
GRADE 8 MATH RESULTS



MEAN SCORE: 591

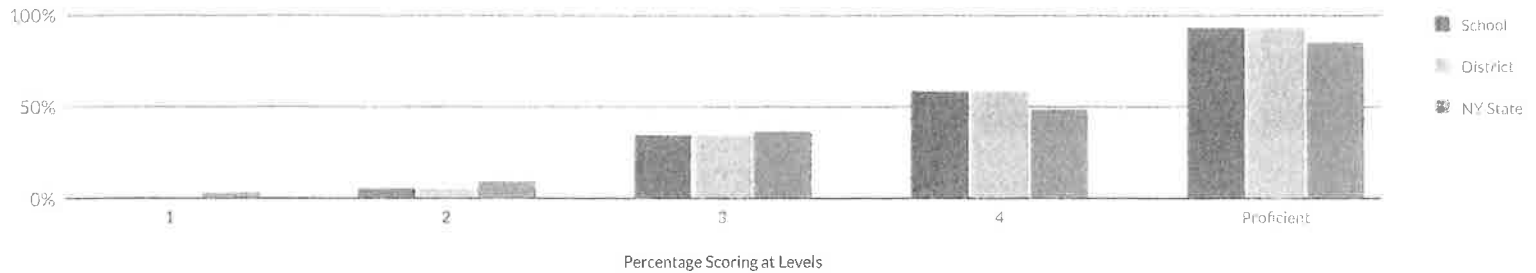
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	15	18	8	44%	8	44%	2	11%	0	0%	2	11%
General Education	14	11	1	9%	8	73%	2	18%	0	0%	2	18%
Students with Disabilities	1	7	7	100%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	13	16	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	18	8	44%	8	44%	2	11%	0	0%	2	11%
Female	7	8	3	38%	4	50%	1	13%	0	0%	1	13%
Male	8	10	5	50%	4	40%	1	10%	0	0%	1	10%
Non-English Language Learners	15	18	8	44%	8	44%	2	11%	0	0%	2	11%
Economically Disadvantaged	2	6	5	83%	1	17%	0	0%	0	0%	0	0%
Not Economically Disadvantaged	13	12	3	25%	7	58%	2	17%	0	0%	2	17%
Not Migrant	15	18	8	44%	8	44%	2	11%	0	0%	2	11%
Not Homeless	15	18	8	44%	8	44%	2	11%	0	0%	2	11%
Not in Foster Care	15	18	8	44%	8	44%	2	11%	0	0%	2	11%
Parent Not in Armed Forces	15	18	8	44%	8	44%	2	11%	0	0%	2	11%

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



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	2	51	0	0%	3	6%	18	35%	30	59%	48	94%
Grade 8	16	17	1	6%	9	53%	6	35%	1	6%	7	41%
Regents 8	—	14	0	0%	1	7%	7	50%	6	43%	13	93%
Combined 8	16	31	1	3%	10	32%	13	42%	7	23%	20	65%
Grades 4&8	18	82	1	1%	13	16%	31	38%	37	45%	68	83%

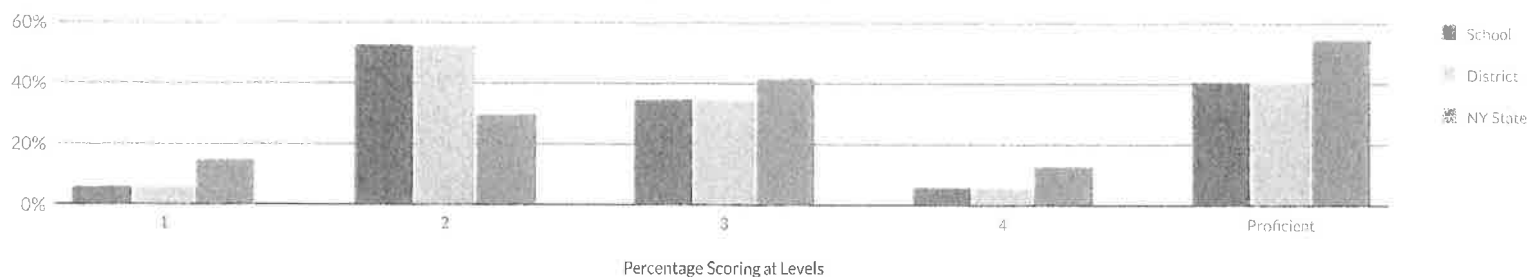
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 84

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	2	51	0	0%	3	6%	18	35%	30	59%	48	94%
General Education	1	47	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	1	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	0	2	—	—	—	—	—	—	—	—	—	—
White	2	48	—	—	—	—	—	—	—	—	—	—
Multiracial	0	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	2	51	0	0%	3	6%	18	35%	30	59%	48	94%
Female	1	27	0	0%	2	7%	9	33%	16	59%	25	93%
Male	1	24	0	0%	1	4%	9	38%	14	58%	23	96%
English Language Learners	0	1	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	2	50	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	0	11	0	0%	2	18%	5	45%	4	36%	9	82%
Not Economically Disadvantaged	2	40	0	0%	1	3%	13	33%	26	65%	39	98%
Not Migrant	2	51	0	0%	3	6%	18	35%	30	59%	48	94%
Not Homeless	2	51	0	0%	3	6%	18	35%	30	59%	48	94%
Not in Foster Care	2	51	0	0%	3	6%	18	35%	30	59%	48	94%
Parent Not in Armed Forces	2	51	0	0%	3	6%	18	35%	30	59%	48	94%

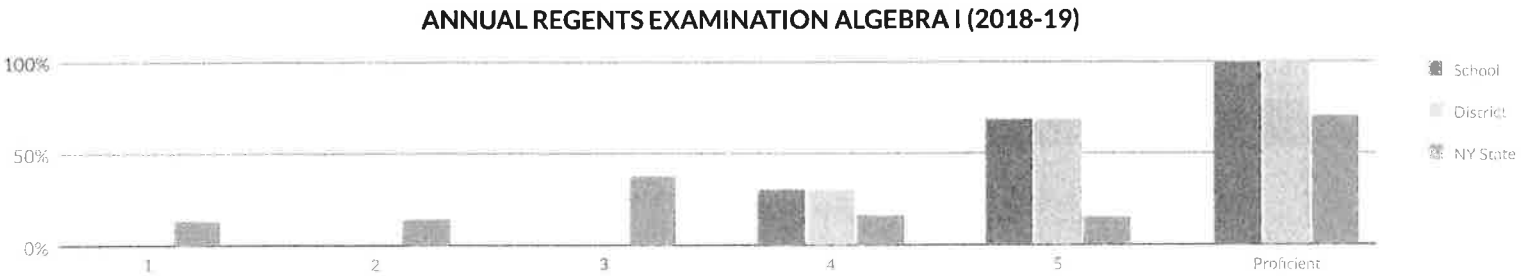
GRADE 8 SCIENCE RESULTS



MEAN SCORE: 62

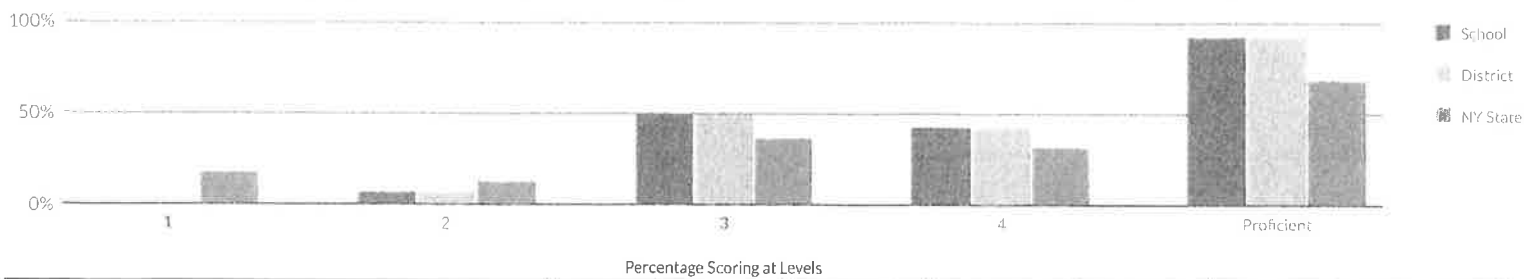
Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	16	17	1	6%	9	53%	6	35%	1	6%	7	41%
General Education	15	10	0	0%	4	40%	5	50%	1	10%	6	60%
Students with Disabilities	1	7	1	14%	5	71%	1	14%	0	0%	1	14%
Black or African American	0	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	1	—	—	—	—	—	—	—	—	—	—
White	14	15	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	17	1	6%	9	53%	6	35%	1	6%	7	41%
Female	6	9	1	11%	6	67%	1	11%	1	11%	2	22%
Male	10	8	0	0%	3	38%	5	63%	0	0%	5	63%
Non-English Language Learners	16	17	1	6%	9	53%	6	35%	1	6%	7	41%
Economically Disadvantaged	2	6	0	0%	4	67%	2	33%	0	0%	2	33%
Not Economically Disadvantaged	14	11	1	9%	5	45%	4	36%	1	9%	5	45%
Not Migrant	16	17	1	6%	9	53%	6	35%	1	6%	7	41%
Not Homeless	16	17	1	6%	9	53%	6	35%	1	6%	7	41%
Not in Foster Care	16	17	1	6%	9	53%	6	35%	1	6%	7	41%
Parent Not in Armed Forces	16	17	1	6%	9	53%	6	35%	1	6%	7	41%

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.



Subgroup	Tested	Percentage Scoring at Levels											
		Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
General Education	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
White	11	—	—	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
Female	7	0	0%	0	0%	0	0%	3	43%	4	57%	7	100%
Male	6	0	0%	0	0%	0	0%	1	17%	5	83%	6	100%
Non-English Language Learners	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	12	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
Not Homeless	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
Not in Foster Care	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%
Parent Not in Armed Forces	13	0	0%	0	0%	0	0%	4	31%	9	69%	13	100%

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



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	14	0	0%	1	7%	7	50%	6	43%	13	93%
General Education	14	0	0%	1	7%	7	50%	6	43%	13	93%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—
White	12	—	—	—	—	—	—	—	—	—	—
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	1	7%	7	50%	6	43%	13	93%
Female	6	0	0%	0	0%	3	50%	3	50%	6	100%
Male	8	0	0%	1	13%	4	50%	3	38%	7	88%
Non-English Language Learners	14	0	0%	1	7%	7	50%	6	43%	13	93%
Economically Disadvantaged	1	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	13	—	—	—	—	—	—	—	—	—	—
Not Migrant	14	0	0%	1	7%	7	50%	6	43%	13	93%
Not Homeless	14	0	0%	1	7%	7	50%	6	43%	13	93%
Not in Foster Care	14	0	0%	1	7%	7	50%	6	43%	13	93%
Parent Not in Armed Forces	14	0	0%	1	7%	7	50%	6	43%	13	93%

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	4	—	—	—	—	—
Grade 4	0	1	—	—	—	—	—

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

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

NEW YORK STATE NAEP GRADE 4

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

NEW YORK STATE NAEP GRADE 8

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

NATIONAL NAEP GRADE 4

	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

FISCAL ACCOUNTABILITY SUMMARY (2018 - 19)

INFORMATION ABOUT EXPENDITURE RATIOS (2017 - 18)

(Data are lagged a year.)

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

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

THIS SCHOOL DISTRICT

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$4,515,372

PUPILS



490

EXPENDITURES PER PUPIL



\$9,215

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$1,947,342

PUPILS



90

EXPENDITURES PER PUPIL



\$21,637

SIMILAR DISTRICT GROUP AVERAGE NEED/RESOURCE CAPACITY

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$8,760,789,980

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES



\$3,724,876,702

PUPILS



735,579

EXPENDITURES PER PUPIL



\$11,910

PUPILS



113,376

EXPENDITURES PER PUPIL



\$32,854

ALL SCHOOL DISTRICTS

GENERAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$35,199,223,413

PUPILS

2,632,781

EXPENDITURES PER PUPIL

\$13,370

SPECIAL EDUCATION

INSTRUCTIONAL EXPENDITURES

\$15,660,696,162

PUPILS

485,151

EXPENDITURES PER PUPIL

\$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



\$19,855

**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



37

77.1%

40% - 79%



1

2.1%

LESS THAN 40%



0

0.0%

SEPARATE SETTINGS



1

2.1%

OTHER SETTINGS



9

18.8%

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 SCHOOL DISTRICT



7.6%

**SIMILAR DISTRICT
GROUP**



13.4%

NY STATE



14.7%

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

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

Salary: Administrative Compensation Information
490804 - WYNANTSKILL UFSD

2019-2020 - Page 1
Official - as of 05/28/2020 04:20 PM

Form Due May 11, 2020

2020-2021 Salary Threshold =
\$141,000

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

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

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

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

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

Title	Salary	Employee Benefits	Other Remuneration
1. Superintendent of Schools	140,675	48,420	1,900

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

Associate, Assistant and Deputy Superintendents

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

2.				
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Equalized Total Assessed Value 240,831

School District - 383204 Wyanntskill Un Free

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
41834	ENHANCED STAR	RPTL 425	1	72,857	30.25
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1	72,857	30.25
Totals:			0	0	0.00
			1	72,857	30.25

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: _____

School District - 383204 Wymantskill Un Free

Equalized Total Assessed Value 310,202,896

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	96,115	0.03
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,312	81,376,106	26.23
Totals:			0	0	0.00
			1,312	81,376,106	26.23

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: _____

School District - 383204 Wyanntskill Un Free

Equalized Total Assessed Value 310,202,896

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	101,911	0.03
13500	TOWN - GENERALLY	RPTL 406(1)	13	3,586,840	1.16
13800	SCHOOL DISTRICT	RPTL 408	1	8,083,227	2.61
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	3	2,546,073	0.82
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	5,144,799	1.66
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	580,891	0.19
26100	VETERANS ORGANIZATION	RPTL 452	1	666,242	0.21
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	17,410	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	163,907	0.05
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,198,726	1.35
29300	HOSP CORP FOR BENEFIT OF CITY	RPTL 438	2	6,375,201	2.06
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	94	791,509	0.26
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	75	1,056,675	0.34
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	30	666,334	0.21
41150	COLD WAR VETERANS (10%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	6,369	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	91	6,371,530	2.05
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	69,609	0.02
41834	ENHANCED STAR	RPTL 425	295	19,964,595	6.44
41854	BASIC STAR 1999-2000	RPTL 425	686	20,594,343	6.64
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	293,800	0.09

School District - 383204 Wynantskill Un Free

Equalized Total Assessed Value 11,837

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			0	0	0.00
Totals:			0	0	0.00
Totals:			0	0	0.00

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: _____

School District - 383204 Wynantskill Un Free

Equalized Total Assessed Value 310,455,564

Exemption Code	Exemption Name	Statutory Authority	Number of Exemptions	Total Equalized Value of Exemptions	Percent of Value Exempted
13100	CO - GENERALLY	RPTL 406(1)	1	101,911	0.03
13500	TOWN - GENERALLY	RPTL 406(1)	13	3,586,840	1.16
13800	SCHOOL DISTRICT	RPTL 408	1	8,083,227	2.60
13870	SPEC DIST USED FOR PURPOSE EST	RPTL 410	3	2,546,073	0.82
25110	NONPROF CORP - RELIG(CONST PRO	RPTL 420-a	7	5,144,799	1.66
25300	NONPROF CORP - SPECIFIED USES	RPTL 420-b	2	580,891	0.19
26100	VETERANS ORGANIZATION	RPTL 452	1	666,242	0.21
26400	INC VOLUNTEER FIRE CO OR DEPT	RPTL 464(2)	1	17,410	0.01
27350	PRIVATELY OWNED CEMETERY LAND	RPTL 446	1	163,907	0.05
28110	NOT-FOR-PROFIT HOUSING COMPANY	RPTL 422	1	4,198,726	1.35
29300	HOSP CORP FOR BENEFIT OF CITY	RPTL 438	2	6,375,201	2.05
41120	ALT VET EX-WAR PERIOD-NON-COMB	RPTL 458-a	94	791,509	0.25
41130	ALT VET EX-WAR PERIOD-COMBAT	RPTL 458-a	75	1,056,675	0.34
41140	ALT VET EX-WAR PERIOD-DISABILI	RPTL 458-a	30	666,334	0.21
41150	COLD WAR VETERANS (10%)	RPTL 458-b	1	0	0.00
41400	CLERGY	RPTL 460	1	6,369	0.00
41800	PERSONS AGE 65 OR OVER	RPTL 467	91	6,371,530	2.05
41804	PERSONS AGE 65 OR OVER	RPTL 467	1	69,609	0.02
41834	ENHANCED STAR	RPTL 425	296	20,037,452	6.45
41854	BASIC STAR 1999-2000	RPTL 425	686	20,594,343	6.63
41930	DISABILITIES AND LIMITED INCOM	RPTL 459-c	4	293,800	0.09
47610	BUSINESS INVESTMENT PROPERTY P	RPTL 485-b	1	96,115	0.03
Total Exemptions Exclusive of System Exemptions:					
Total System Exemptions:			1,313	81,448,963	26.24
Totals:			0	0	0.00
			1,313	81,448,963	26.24

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: _____