

SCHENECTADY CITY SCHOOL DISTRICT 2019-20 PROPOSED BUDGET

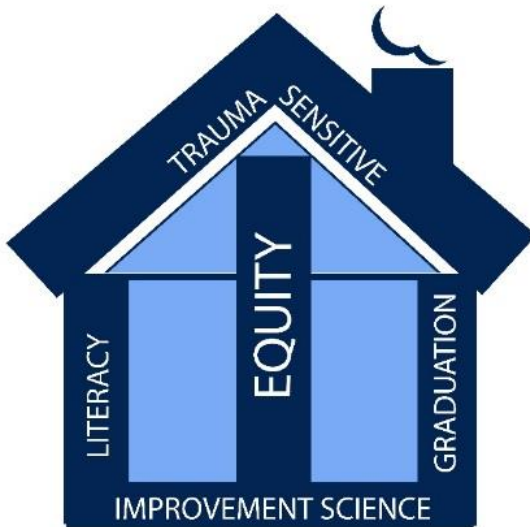




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Schenectady City School District

108 Education Drive
Schenectady, NY 12303-1238



◆ BOARD OF EDUCATION

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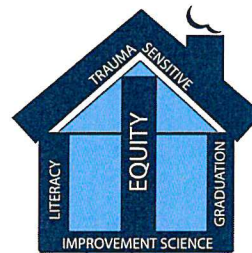
To: Board of Education
From: Larry Spring, Superintendent
Date: April 18, 2019
Re: 2019-2020 Budget

I am pleased to present a 2019-2020 Budget that significantly boosts programs and services to students, aims at closing the opportunity gap and brings the tax levy to the lowest it has been since 2010.

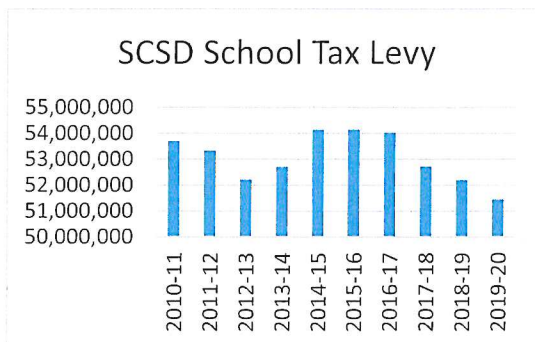
We started the budget season with an estimated rollover budget gap of \$1.1 million. While we are still significantly underfunded by New York State, I am encouraged that the priority seems to be shifting toward funding the neediest school districts.

Thanks to a \$7.7 million increase in Foundation Aid, we are able to add positions that support and strengthen the General Education Continuum (GEC), Social Emotional Learning (SEL), and our literacy program, help ensure equity as we strive to close the opportunity gap, and are aligned with our efforts toward continuous school improvement.

The 2019-2020 Budget reflects a 4.12% spending increase over the current year, includes the addition of 48.5 new positions, of which 32.0 are teachers, and lowers the tax levy by \$750,000 or 1.44%. As we continue to move in the right direction, we are able to provide modest tax relief to our residents.



Each year since 2016-2017, we have continued to decrease the tax levy. The amount we are levying in 2019-2020 is nearly \$3 million less than 3 years ago.



◆ OFFICE OF THE SUPERINTENDENT

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Superintendent

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CENTRAL OFFICE

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In 2017-2018, we launched the implementation of the GEC which is instrumental for identifying and providing a systematic pattern of supports and interventions to general education students who struggle to stay on the path to graduation. Respite, co-teaching, integrated and targeted supports, and case management are examples of services and interventions offered through the GEC. To date in 2018-2019, GEC served approximately 3,000 students. These services and interventions are proving to make a difference. As our 2018-2019 second quarter academic report indicates, 53% of students in GEC co-teaching classes have demonstrated accelerated growth.

Our goal is to continue to strengthen this program and extend our reach to the thousands of students we've not yet been able to serve through the GEC. I'm pleased that our budget does move us closer with the addition of 9.5 GEC teaching positions, including an increase in the number of co-teachers, an intensive case manager, and a Grad Lab teacher to help struggling seniors get back on the path to graduation.

The budget also provides significant support toward our efforts to be trauma-sensitive with the addition of 5.5 social workers, a psychologist, and an instructional support teacher.

The 2019-2020 Budget provides for the expansion of the Summer Enrichment Program, as well as others, such as Mediation Matters and the expansion of AVID – a program designed to keep students on track – at the middle school level.

Among the new positions, overall we are adding 32.0 teachers, 3 Teaching Assistants, 1.5 secretarial positions, 4 operations and maintenance positions (including two much needed cleaner positions that were cut from previous budgets). We are also adding five administrators including an assistant director of student intervention services and an equity and cultural responsive education supervisor, a position designed to help us forge ahead in bringing awareness to and making the shift to culturally responsive education. We will also bring 12 teacher interns to our district in 2019-2020.

We strive to ensure that the budget development process is transparent and inclusive of all stakeholder groups. Budget item proposals, submitted by school leaders and other administrators, were discussed at collaborative budget meetings and workshops. Each school held a budget staff discussion to collect input and we held a series of budget development workshops to give parents and community members opportunities to work through a budget exercise and learn about and prioritize a long list of programs and services. We also welcomed comments through Let's Talk and a Budget Thoughtexchange. We are grateful to all who participated in discussions and provided input during the budget development process.

I am pleased to report that our financial health continues to be in good standing and reserves remain at an acceptable level.

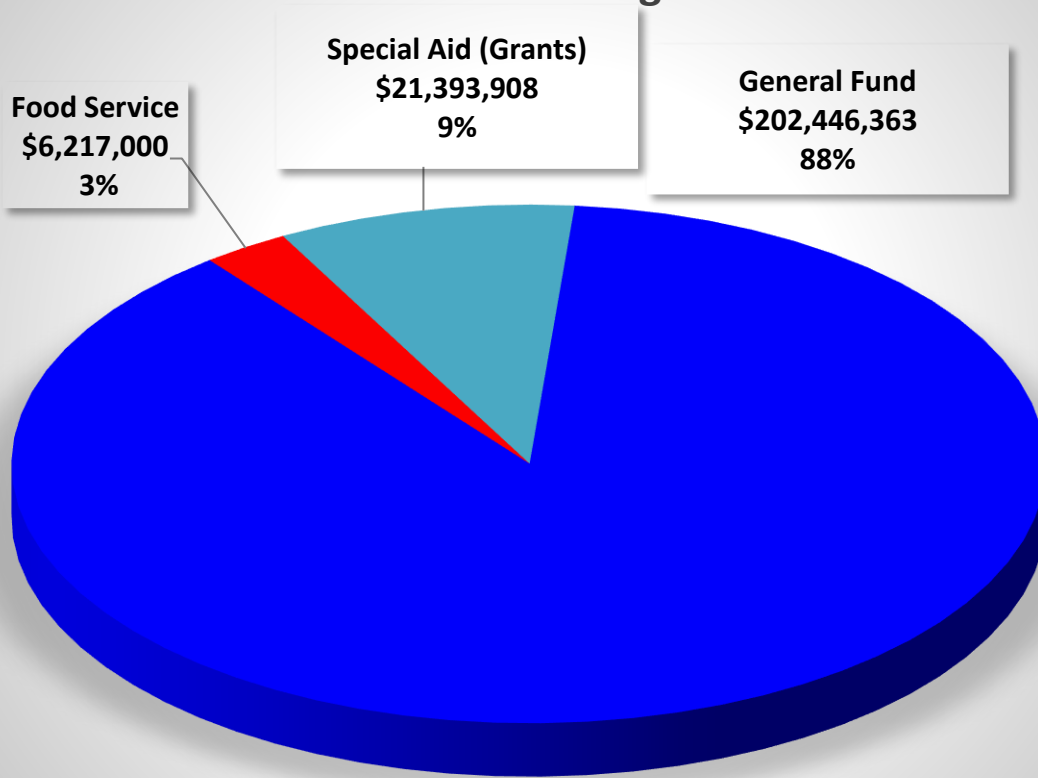
I am confident that the 2019-2020 Budget strengthens our academic and social emotional programming, will help keep students on the path to graduation and takes close aim on closing the opportunity gap. Our commitment and work remains to ensure that race, economics and disability are not predictors of student achievement.

Thank you to all who continue to support and advocate on behalf of the students and Schenectady community.

Schenectady City School District Budget Summary

	2018-19	2019-20	Change	
General Fund	\$ 194,437,849	\$ 202,446,363	\$ 8,008,514	4.1%
Food Service Fund	\$ 6,217,000	\$ 6,217,000	\$ -	0.0%
Special Aid Fund (Grants)	\$ 21,681,908	\$ 21,393,908	\$ (288,000)	-1.3%
Total	\$ 222,336,757	\$ 230,057,271	\$ 7,720,514	3.5%
Students	10,010	10,005	(5)	0.0%
Per Student	\$ 22,211	\$ 22,994	783	3.4%

Schenectady City School District 2019-20 Budget



Schenectady City School District

Summary of General Fund Expenditures

	2018-19	2019-20	Change	
District Leadership	\$ 618,044	\$ 635,933	\$ 17,889	2.9%
Board of Education	93,870	88,044	-5,826	
Superintendent's Office	524,174	547,889	23,715	
District-wide Support	\$ 15,437,824	\$ 16,377,851	\$ 940,027	6.1%
Business & Finance	1,154,844	1,170,696	15,852	
Personnel	968,262	1,002,324	34,062	
Community Relations	258,133	314,419	56,286	
Operations & Maintenance	9,134,675	9,951,992	817,317	
Central Stores & Printing	787,141	815,319	28,178	
Special Items	2,011,795	1,967,366	-44,429	
Planning & Accountability	1,122,974	1,155,735	32,761	
School Programs	\$ 125,197,119	\$ 131,481,839	\$ 6,284,720	5.0%
Instruction	68,977,960	72,942,248	3,964,288	
Pupil Personnel	44,644,708	46,791,405	2,146,697	
Special Schools	711,267	843,180	131,913	
Student Transportation	10,863,184	10,905,006	41,822	
Undistributed Expenses	\$ 53,184,862	\$ 53,950,740	\$ 765,878	1.4%
Employee Benefits	40,374,692	40,940,570	565,878	
Debt Service	\$ 12,810,170	\$ 13,010,170	200,000	
Total	\$ 194,437,849	\$ 202,446,363	\$ 8,008,514	4.1%

Schenectady City School District

Summary of General Fund Revenues

	2018-19	2019-20	Change	
State Sources	\$ 131,715,542	\$ 140,687,962	\$ 8,972,420	6.4%
Foundation Aid	\$ 97,453,304	\$ 104,579,810	\$ 7,126,506	
Expense Based Aids	\$ 32,646,762	\$ 34,333,710	\$ 1,686,948	
Other Aids	\$ 1,615,476	\$ 1,774,442	\$ 158,966	
Federal Sources	\$ 747,700	\$ 747,700	\$ -	0.0%
Impact Aid	\$ 25,000	\$ 25,000	\$ -	
Medicaid Reimbursement	\$ 722,700	\$ 722,700	\$ -	
Local Sources	\$ 61,974,607	\$ 61,010,701	\$ (963,906)	(1.6%)
Property Tax Levy*	\$ 52,192,923	\$ 51,442,923	\$ (750,000)	
Payments in Lieu of Taxes	\$ 3,533,578	\$ 3,533,578	\$ -	
Interest and Penalties	\$ 790,000	\$ 840,000	\$ 50,000	
Utility Sales Taxes	\$ 2,400,000	\$ 2,300,000	\$ (100,000)	
Local revenue	\$ 1,875,498	\$ 1,236,900	\$ (638,598)	
Refund Prior Year Expense	\$ 225,000	\$ 608,000	\$ 383,000	
Other Revenue	\$ 632,608	\$ 724,300	\$ 91,692	
Interfund Transfers	\$ 325,000	\$ 325,000	\$ -	
Applied Fund Balance	\$ -	\$ -	\$ -	0.0%
Unreserved Fund Balance	\$ -	\$ -	\$ -	
Total	\$ 194,437,849	\$ 202,446,363	\$ 8,008,514	4.0%

* % decrease from prior year actual tax levy. 1.44% decrease in budgeted tax levy.

SCHENECTADY CITY SCHOOL DISTRICT

BUDGET SUMMARY

GENERAL FUND

The **General Fund Budget** is the operating budget for the school district and is subject to voter approval. The annual vote occurs on the 3rd Tuesday of May. A simple majority is required to approve the proposed budget unless the Board of Education has put forth a budget that is anticipated to exceed the maximum allowable tax levy. In that instance, a supermajority vote of 60% would be required to pass the budget. The maximum allowable tax levy is determined by an 8-step calculation by each school district annually.

Highlighted Changes for 2019-20

The 2019-20 budget has a 1.44% decrease in the tax levy. This is the fourth consecutive year in which the tax levy has been decreased, and is the lowest tax levy since 2008-09. The tax levy is the amount that is raised by property taxes. The tax rate is calculated, based upon the taxable value of properties located in the City of Schenectady and a small section of the Town of Rotterdam, and the equalization rate which is established by of the New York State Office of Real Property Services.

FOOD SERVICE FUND

The **Food Service Fund Budget** is the operating budget for the school district's breakfast, lunch and snack programs. This budget is not required to be approved by the district voters because the revenues generated by the program cover all of the expenses. The District has participated in the Community Eligibility Program since July 1, 2013, which allows the district to provide free breakfast and lunch to all students. Through this program the District receives a higher reimbursement based upon the number of families whose income is below established levels. The District contracts with a Food Service Management Contractor to run the program, and in June 2018 issued a bid for such services and awarded the contract to Sodexo. The budget includes staffing expenses related to supervision of the students during breakfast and lunch.

Highlighted Changes for 2019-20

The proposed budget include a 1.0 HVAC-R position, of which .5 FTE will be funded by the Food Service Fund. The Fund currently pays an outside contractor for repairs to all of the refrigeration equipment. The District's analysis indicates that by hiring a person and shifting monies from a contractor to this position, we will be able to spend essentially the same amount of money, and be able to implement a preventative maintenance program, which is expected to save money over time.

The District is going to explore funding a capital project for the Pleasant Valley cafeteria. There is a capital project pending as part of the Phase 2 of the Long Range Capital Project; however, there is a possible opportunity to expand that project and to address some of the needs of the serving line, seating and access issues.

SPECIAL AID FUND

The **Special Aid Fund** is a separate account in which the District is required to maintain the accounting for all grants, the summer programs for students with disability and some other programs. Each grant will have its own budget. None of these budgets are subject to the approval of the district voters. The District receives 80% state aid for summer tuition for students with disabilities in approved programs. The remaining 20% is a transfer from the General Fund to the Special Aid account, and is included in the proposed General Fund budget.

**SCHENECTADY CITY SCHOOL DISTRICT
DISTRICT LEADERSHIP
SUMMARY**

OVERVIEW

This section of the budget covers the funding to provide District Leadership including:

Board of Education

Office of the Superintendent

BOARD OF EDUCATION

The Board of Education of the Schenectady City School District shall consist of seven (7) members elected by the qualified voters of the School District at the annual election as prescribed by law. Members serve for three years and receive no compensation.

Board Operations – Covers school board member training, conferences and contractual services for videotaping of board meetings.

Clerk of the Board and District Meetings – Covers the funds for the District Clerk of the Board. This section of the budget also includes materials and contractual services to conduct the annual public school board election and school budget vote.

OFFICE OF THE SUPERINTENDENT

This section of the budget includes the Superintendent, the Assistant to the Superintendent, and three secretarial staff. The Superintendent and the Assistant to the Superintendent are the integral leaders of the District's Leadership Team. Other members of the District Leadership Team, include: District Director of Business & Finance, District Director of Human Resources, District Director of Curriculum & Instruction, District Director of Planning & Accountability, District Director of Pupil Personnel Services, Public Relations Specialist and the Schenectady High School Principal. Their office areas will be described in the following pages.

Highlighted Changes for 2019-20

The District is committed to ensuring that race, economics, and disability are no longer predictors of student achievement, and therefore has included the addition of an Equity and Cultural Responsive Education Supervisor.

SCHENECTADY CITY SCHOOL DISTRICT

DISTRICT WIDE SUPPORT

SUMMARY

OVERVIEW

This section of the budget encompasses the funding to provide district wide support for the following areas:

- Business and Finance
- Human Resources (Personnel)
- Community Relations
- Planning & Accountability
- Operations and Maintenance (Facilities)
- Central Stores, Printing and Receiving
- Student Transportation

These areas are overseen by the District Director of Business and Finance, the District Director of Human Resources, Public Information Specialist and the District Director of Planning & Accountability, who are members of the District's Leadership Team.

HUMAN RESOURCES (PERSONNEL)

This office encompasses the standard personnel office operations covering the recruitment and hiring of all staff, the maintenance of all employee records, and management of employee benefits. This section also includes labor relations covering both the bargaining of employee contracts and all related contract administrative activities. It also provides funds for legal services, although for purposes of the three-part component budget, the legal fees are split between the Administrative and Program Components.

COMMUNICATION AND PUBLIC RELATIONS

The Office of Communication and Public Relations is responsible for media relations, public relations, website management, communication planning, special event planning, social networking and marketing initiatives. This section of the budget also includes funding for BOCES communication services which include print and video production.

PLANNING & ACCOUNTABILITY

This Department encompasses the district level collection and analysis of data for students and staff, coordination of NYS and local testing program and compliance activities for required NYS and federal reporting. It is also responsible for grant development and compliance, accountability, reporting and overall planning for the District.

STUDENT TRANSPORTATION & CENTRAL REGISTRATION

The District Director of Planning & Accountability oversees the Student Transportation Department and Central Registration, which are co-located in Central Office to improve our services in this area. The Transportation Department is responsible for the safe transportation of district students to their schools in accordance with the District's transportation policy and state regulations. Transportation personnel schedule routes, arrange specialized busing for Special Education students, maintain student address changes, and address day-to-day transportation concerns that arise. This section of the budget includes the funding for personnel in the Transportation Office and for the contractors who provide the actual transportation as the District does not own any buses. The funding for the Central Registration is however, actually included with the Pupil Personnel Services account codes.

SCHENECTADY CITY SCHOOL DISTRICT

DISTRICT WIDE SUPPORT

OVERVIEW

The Business and Finance Office, Operations and Maintenance (Facilities), Central Stores, Printing and Receiving functions are overseen by the District Director of Business & Finance

BUSINESS AND FINANCE

This office is responsible for the finances of the district and encompasses accounting, budgeting, purchasing, records management, tax collection, payroll, extra-classroom accounts and insurance management functions. In addition, this office oversees a number of audits including the claim audit process, internal audit and external audits.

Highlighted Changes for 2019-20

The proposed budget includes the addition of a new position identified as Fiscal Analyst. This position will be responsible for preparing data necessary for a number of mandated reports, budget development, long-range financial planning, and providing data to assist in the Department and District's initiatives centered in improvement science. Our commitment to improvement science is about "getting better at getting better" which will allow us to do more in depth analysis of our funds, expenditures and their connection to student achievement. An Account Clerk Typist position that manages the student extra-classroom activities accounts plans to be increased to a 1.0 FTE from an existing 0.5 FTE position to accommodate the increased number of clubs at the secondary level, as well as to provide some additional support within the Business Office.

OPERATIONS AND MAINTENANCE (FACILITIES)

This department encompasses personnel to provide for all cleaning and maintenance of the District's 20 buildings. This section of the budget also includes equipment and materials to maintain the facilities as well as outside contracts for work such as, elevator inspections, fire extinguisher inspections, glass repair and other services. This section also includes the districts electricity, heating, refuse, security, telephone, water and sewage expenses, as well as property lease expenses.

Highlighted Changes for 2019-20

The proposed budget includes the addition of five positions to this department. Two positions are cleaners, with both being identified for Mont Pleasant. The first position is planned because there has been an increase in the number of 6th grade classrooms which requires an additional cleaner. As well as Mont Pleasant being the District Offices, the second position will be platooned across the District and is therefore coded at Mont Pleasant. There are also 1.5 FTE positions being added to the Maintenance Department funded by the General Fund. One position is an HVAC position, increasing the staffing to 2.0 FTE. The second .5 FTE is an HVAC-R position, which includes the skills to repair refrigeration equipment. As noted earlier, this position is being jointly funded by the Food Service Fund, as the refrigeration equipment is necessary to run that program. The remaining position is an Assistant Facilities Director. This position will report to the Facilities Director and assist in supervising the Maintenance staff, troubleshooting on more complex diagnoses of work orders, and coordinating the multitude of small projects.

The District intends to use the Repair Reserve Fund for repairs that do not recur annually and monetarily too large to include in the General Fund operating budget, but which cannot wait until a Capital Project. A list has been created for eligible projects. Some of the items that may be included: Sidewalks at various schools, repairs to the track repairs or tennis courts.

SCHENECTADY CITY SCHOOL DISTRICT DISTRICT WIDE SUPPORT

CENTRAL STORES, PRINTING AND RECEIVING

This Department encompasses personnel to staff the District's Central Receiving area which receives nearly all deliveries to the District. The District also has a high-volume copy center with 4 machines and one color machine. This copy center is designed and staffed to perform all of the high volume copy jobs in the district. In addition, the District has begun to provide copy services for other school districts as a way to increase revenue.

Highlighted Changes for 2019-20

The proposed budget includes the addition of 1.0 FTE to the Central Stores/Printing and Receiving area. There is currently one position that is split between Central Receiving and Printing, along with 1.0 FTE dedicated to each area for a total of 3.0 FTE positions. This additional position will allow for two positions in each department and the additional cost is minimized as over-time expenses will be dramatically reduced or eliminated.

SPECIAL ITEMS

This section encompasses funding for insurance, District membership dues, and refunds on real property. This section of the budget specifically includes: the District's liability, student accident and worker's compensation insurance, District membership dues such as to the NYS School Boards Association and mandated Administrative and Capital Expenses associated with being a component member of the Capital Region BOCES.

SCENECTADY CITY SCHOOL DISTRICT

STUDENT PROGRAMS SUMMARY

OVERVIEW

This section of the budget encompasses the funding to provide the instructional program, including the expenses for teachers, paraprofessionals, building administration and Central office support. The additional members of Central Office that are members of the District Leadership Team include the District Directors of the following 1) Instructional Support; and 2) Pupil Personnel Services.

CURRICULUM & INSTRUCTION

This Department encompasses the personnel responsible for monitoring New York State requirements for all instructional programs and services; using collaborative processes for reviewing and updating district program offerings and curriculum; helping school level leadership teams and teachers to clearly understand district instructional expectations, and actively supporting the school level efforts through guidance on staff, textbooks, instructional material selections and professional development programs.

This section of the budget includes some Central Office personnel, all the Principals, and teaching and paraprofessional staff who support the general education program. The District has an obligation to provide academic services to age eligible students who have been suspended from school or are unable to attend due to medical reasons. The expenses for these tutors are included in this section of the budget. This budgetary section also includes equipment, supplies, copier leases, textbooks and other items which directly support the instructional program of our students.

Highlighted Changes for 2019-20

The proposed budget includes the addition of an Instructional Coach whose assignment will be to support our new teachers. While a majority of our teachers start in September, there are a number who start during the year, and this position will be able to provide continuous ongoing instructional support to our new teachers during their 4 year probationary period.

General Education Continuum

The District created the General Education Continuum in 2017-18 to support students who struggle academically, but who have not been identified as requiring special education services.

Highlighted Changes for 2019-20

The proposed budget expands this program through the addition of 11.0 FTE teaching positions. In addition, there is the addition of a 1.0 FTE Assistant Director of Student Intervention Services, who along with the Director of Student Intervention Services, is responsible for the General Education Continuum. The General Education Continuum serves as a set of comprehensive services designed to increase student achievement and provide targeted supports for our students. With the continued expansion of this successful program, it has been identified that additional administrative support is needed.

SCHENECTADY CITY SCHOOL DISTRICT STUDENT PROGRAMS SUMMARY

PUPIL PERSONNEL SERVICES

This Department encompasses the personnel responsible for the provision of special education services to students and compliance with State and Federal regulations. It is also responsible for student related services including, but not limited to, attendance, guidance, health services, and mental health services.

This budget section funds district level support for student placements, attendance, counseling, and health services. It includes funding for Guidance Counselors, Nurses, Social Workers and Psychologists, including Special Education Teachers, Teaching Assistants & Paraprofessionals. Additionally, any expenses for students educated in non-District placements pursuant to their individualized education plan are included.

Highlighted Changes for 2019-20

In the 2018-19 budget the District created a Crisis Prevention Team which includes a Psychiatric Nurse Practitioner and two Clinical Licensed Social Workers. This team has been highly successful in providing immediate and timely services to our students experiencing an acute mental health crisis. This proposed budget includes an additional 1.0 FTE Clinical Social Worker and a 1.0 FTE Office Manager. Another addition to district-wide staff includes a 1.0 Diversion Specialist which was initially funded through non-renewing funding. Positions to be assigned to specific schools include 3.5 FTE Social Workers, 2.0 FTE Psychologist, the addition of 4.5 Social Workers, and 1.5 FTE School Counselors.

SPECIAL SCHOOLS

This section of the budget includes programs other than the regular 10 or 12 month instructional program provided to District students. These programs are provided at either Washington Irving Educational Center or at the High School: 1) Continuing Education; 2) High School Equivalency Instruction (formerly the GED - General Equivalency Diploma); 3) Summer School and 4) Evening School.

Continuing Education Program provides approximately seventy-five courses each year for Schenectady residents in a variety of special interest areas. The participation fees cover the expenses.

HSE Program Youth High School Equivalency program is a district-funded initiative that allows students, ages 16-20, who have withdrawn from a traditional high school program to earn a HSE Diploma. Youth classes average 15-20 students and operate year round. The program has open enrollment and youth from outside of the city of Schenectady pay tuition for the program.

Summer School Program This section of the budget funds some District staff to support the Summer School program; however, most of the expenses are for the BOCES summer school service. This is a shared service with a neighboring school district, and was new in the summer of 2013.

Evening School Program primarily allows high school students to earn credits to make up courses that they have failed during the regular school day and stay on track for graduation with their class.

SCENECTADY CITY SCHOOL DISTRICT

STUDENT PROGRAMS SUMMARY

INSTRUCTIONAL TECHNOLOGY SERVICES

This Department is overseen by the District Director of Planning and Accountability. This Department encompasses the personnel responsible for providing support of the District's computer and technology equipment. This section of the budget includes funding for the staff charged with the responsibilities for supporting and maintaining district technology. It also includes funds for the BOCES technology services and a contractor to maintain and support the District's network infrastructure.

Highlighted Changes for 2019-20

The District will be implementing an in-house staff to manage the District's technology and ending the use of an outside contractor to manage the help desk and maintenance of the network, phones and cameras. While there is no additional cost for this change as positions have already been added during the 2018-19 budget, this is an important change in how the District is managing its resources and delivering the technology to the District. In addition, the District intends to use separate funding, including Smart School Bond Act monies and E-Rate monies, to upgrade its technology infrastructure to be able to support the expanding instructional programmatic needs.

SCHENECTADY CITY SCHOOL DISTRICT

UNDISTRIBUTED EXPENSES

SUMMARY

OVERVIEW

This section of the budget provides funding for: 1) employee benefits; and 2) debt service.

EMPLOYEE BENEFITS

This section of the budget funds all employee benefits including:

- NYS Teachers' Retirement (certified staff)
- NYS Employees' retirement (non-certified staff)
- Social Security payroll taxes
- District's Portion of Medical Insurance
- NYS Workers' Compensation
- Disability Insurance
- Life Insurance
- Unemployment
- Employee Assistance Program
- Retirement incentives
- Reimbursement for unused sick leave

Highlighted Changes for 2019-20

The proposed budget reflects minimal increases in health insurance as two plans will have a zero percent increase – the District self-funded Patriot Blue plan and the CDPHP plan. The District's other self-funded plan, which was started January 1, 2016, has a modest 3.9% increase in premium. The dental plans are also remaining at the same rates. The District must make a mandatory contribution to the two state pension plans, both of which are decreasing.

DEBT SERVICE

This section of the budget includes a transfer to the Debt Service Fund to pay the principle and interest for Bonds, the long-term debt issued by the District to cover the cost of approved capital projects and other debt issued in the past. It will also include a transfer to cover the costs of Capital Outlay projects. Capital Outlay projects are an option for school districts to plan for and fund small capital projects and to receive Building Aid in the year following the expenses being incurred.

Highlighted Changes for 2019-20

The District has budgeted for an increase in its debt service payments which are related to the \$70 million project. It is anticipated that there will be an increase in the Building Aid, to offset the increase in debt payments. In addition, the District has budgeted \$100,000 to begin funding Capital Outlay projects. The District has developed a priority list for such projects:

- 1) Repairing the masonry at the Pool Entrance at Schenectady High School (estimated \$65,000) in case this cannot be completed during the current year.
- 2) Replace the Desert Air System for the Pool (estimated \$100,000)
- 2) Tennis court repairs (estimated \$30,000)
- 3) Sidewalks – SHS (estimated \$85,000)
- 4) Repair Storage Garage Wall – Yates (estimated \$40,000)

SCHENECTADY CITY SCHOOL DISTRICT

STUDENT PROGRAMS SUMMARY

INSTRUCTIONAL REQUIREMENT PRE K-12

Students with Disabilities are required to receive educational and related services in the least restrictive environment in accordance with an approved Individualized Education Plan (IEP). Special Education services are a district financial responsibility beginning at the kindergarten level.

Students who are not native English speakers are required to receive instruction in English as a New Language (ENL).

The District must continue to implement a Response to Intervention plan for helping students to meet the Common Core Learning Standards in English Language Arts and mathematics.

The NYS Education Department requires the District to provide academic services to age eligible students who are not in school. Students in grades K-5 must receive one hour of instruction per day and students in grades 6-12 must receive two hours of instruction per day.

Elementary K-6 requirements

Elementary students are required to receive instruction designed to promote their academic achievement and social and physical development according to the New York State Standards in English Language Arts, Social Studies, Mathematics, Science, Technology, the Arts, Health, and Physical Education.

7th and 8th Grade Students must meet the following units of study:

English Language Arts – 2 units	Foreign Language – 1 unit
Mathematics – 2 units	Family and Consumer Science – ¾ units
Social Studies – 2 units	Art – ½ unit
Science – 2 units	Music – ½ unit
Technology – 1 unit	Health – ½ unit*
Physical Education – 1 unit	Library – equivalent to one period/week

Health unit is provided to students at the 6th grade.

High School Diploma

Students may graduate with the following diploma/credential options: Local diploma, Regents diploma, Advanced Regents diploma (with or without honors), Career Development and Occupational Studies diploma, or the Skills and Achievement Commencement Credential. Students must pass all required examinations or pass alternative assessments as permitted by law and regulation. For most students, they must earn a minimum of 22 course credits. There has been increased flexibility as to how students may obtain the 22 credits.

SCHENECTADY CITY SCHOOL DISTRICT STUDENT PROGRAMS SUMMARY

PRE-KINDERGARTEN PROGRAM

The Pre-K program requires a 20:2 student to teacher ratio, as well as a paraprofessional teacher aid for each class. These students receive instruction designed to promote their academic achievement and social and physical development. While the District is not mandated to provide pre-kindergarten education, the District is currently able to educate 501 students through the support of four grants. There is at least one full-day pre-kindergarten class at each of our 11 elementary schools and two schools house a second full-day classroom. In addition, to our District programs, the grants also funds 4 community based programs. Approximately 200 students are served at the Parsons Early Childhood Center, Rosa Venerini, Schenectady Day Nursery, and SCAP Headstart.

ELEMENTARY SCHOOLS – PRE-K TO GRADE 5

Projected Enrollment - 4,650 students

The District includes the following elementary school buildings: Hamilton, Howe, Keane, Lincoln, Martin Luther King, Paige, Pleasant Valley, Van Corlaer, Woodlawn, Yates and Zoller.

The General Education Continuum program began in 2017-18. There are two respite rooms, one at Woodlawn and one at Hamilton. This instructional program is designed to provide substantial academic and social-emotional support to general education students. It is intended to mirror the continuum provided to students with disabilities.

Highlighted Changes for 2019-20

The proposed budget includes the addition of 9.5 FTE to expand the General Education Continuum program in seven of the elementary schools. There will be an increase of 1.5 FTE Social Workers, 1.0 Math Intervention Teacher Specialist, 1.0 FTE Common Branch Teacher to reduce a split classroom in one elementary, 1.0 FTE Building Substitute, and 3.0 FTE Teaching Assistants. There will be an Assistant Principal added to our largest Elementary School and an Instructional Supervisor will be added to the only elementary which does not already have this position.

STUDENT PROGRAM SUMMARY

MIDDLE SCHOOL LEVEL GRADES 6-8

Student Projected Enrollment: 2,254 students

The District has the following Middle School buildings: Central Park, Mont Pleasant and Oneida. Mont Pleasant and Central Park each have a respite room as part of the General Education Continuum.

Highlighted Changes for 2019-20

The Middle Schools will have 1.0 FTE for the General Education Continuum, a 1.0 FTE Instructional Support Teacher, 2.0 FTE Social Workers, 1.0 FTE Psychologist, .5 FTE School Counselor, and an expansion of AVID – Advancement Via Individual Determination. This program is currently in place in the High School, and in the current year we began to train teachers in this research based program. There will also be a small increase in our partnership with Mediation Matters.

SCHENECTADY CITY SCHOOL DISTRICT

STUDENT PROGRAM SUMMARY

HIGH SCHOOL

Projected Student Enrollment 2,696 students

The High School includes the main campus located at The Plaza, and the satellite school – Steinmetz Career and Leadership Academy, located at 880 Oakwood Street. The organizational structure of student and academic life at Schenectady High School is centered on a cohort model. A cohort is defined as the group of students who begin their high school career at the same time. Our cohort model is intended to cultivate nurturing and positive relationships among all members of our school community with a particular focus on the students, parents, guidance, pupil personnel staff and the grade level principals and assistant principals.

Within the cohort model, students and their administrative teams (principals, assistant principals and support staff) move and stay together for all four years of high school until graduation. The connections made between the students, families, pupil personnel and administrative teams during this joint four year shared experience are intended to enhance our graduation rate and the overall career and college readiness of our students.

This budget encompasses a broad range of opportunities for students to meet graduation requirements including:

- An International Baccalaureate Program.
- Smart Scholars Early College High School Program in partnership with the Schenectady County Community College.
- Thirty-four University in the High School courses that enable students to earn high school and college credits.
- The 9th grade Freshman Academy; to create smaller team learning communities as freshman transition into the high school.
- The John Sayles School of Fine Arts is a program at Schenectady High School fostering academic and artistic exploration and growth in alignment with the Common Core; and provides a comprehensive Fine Arts program in visual art, music, dance and theater.
- The CISCO Academy program. This program is hosted by Schenectady, but has the advantage of being a coser service through the Capital Region BOCES so other students may attend. The CISCO Academy provides direct benefit to our students in the form of cutting-edge equipment and supplies in the computer networking field.

Highlighted Changes for 2019-20

The District is proposing to add 6.0 FTE content Teachers to help more students get fully scheduled, and 1.0 FTE to support the expansion of the AVID (Advancement Via Individual Determination) program. There are 2.0 FTE positions added to support a new initiative to provide intensive, individualized support to our seniors identified as at risk of not graduating. There is also the addition of a 1.0 FTE Engagement Dean a position which currently exists and has been found to be successful in identifying and working with students on the issues which contribute to their poor attendance

Schenectady City School District Summary of Food Service Budget

	2017-18		2018-19		Change		
Expenditures	\$	6,217,000	\$	6,217,000	\$	-	0.0%
Wages	\$	639,850	\$	650,000	\$	10,150	1.6%
Equipment	\$	400,000	\$	350,000	\$	(50,000)	-12.5%
Contractual Services	\$	4,767,295	\$	4,800,000	\$	32,705	0.7%
Food Service Inventory	\$	200,000	\$	134,250	\$	(65,750)	-32.9%
Supplies	\$	105,000	\$	105,000	\$	-	0.0%
Travel and Conference	\$	-	\$	1,750	\$	1,750	
BOCES	\$	-	\$	60,000	\$	60,000	
Benefits	\$	104,855	\$	116,000	\$	11,145	10.6%
Revenues	\$	6,217,000	\$	6,217,000			0.0%
Type A Lunch Sales	\$	62,000	\$	62,000	\$	-	
Other Food Sales	\$	-	\$	-	\$	-	
Interest	\$	700	\$	700	\$	-	
Miscellaneous	\$	74,000	\$	74,000	\$	-	
State Aid	\$	175,000	\$	175,000	\$	-	
Federal Aid	\$	5,580,000	\$	5,580,000	\$	-	
Surplus Food	\$	325,300	\$	325,300	\$	-	
Appropriated Fund Balance	\$	-	\$	-	\$	-	

Special Aid Budget - Projected 2019-20

Project Name	Source	Focus	Project Cycle 18-19	18-19 Budget Amount	19-20 Projected Budget Amount
Entitlement Grants					
Title I Part A	NYSED	All Title I Schools	Annual	\$5,372,510	\$5,372,510
Title I Part D	NYSED	Neglect and Delinquent facilities	Annual	\$185,408	\$185,408
Title IIA	NYSED	All Title I Schools	Annual	\$704,807	\$704,807
Title IIIA, ELL	NYSED	English Language Learners	Annual	\$73,876	\$73,876
Title IIIA, Immigrant children	NYSED	Immigrant program	Annual	\$55,461	\$55,461
Title IV	NYSED	Student support and academic enrichment program	Annual	\$428,921	\$428,921
Title I School Improvement-1003(a) (2017-18 fund extension)	NYSED	Focus schools/ district	Annual	\$563,659	
Title I School Improvement Grant (2018-19 funds)	NYSED	TSI and CSI schools; Target district	Annual	\$235,000	\$515,329
IDEA Section 611 (Special Education)	NYSED	Districtwide	Annual	\$2,708,193	\$2,708,193
IDEA Section 619 (Special Education)	NYSED	Pre School S.E.	Annual	\$197,203	\$197,203
Perkins IV	NYSED	High School CTE	Annual	\$118,849	\$118,849
Universal Pre K Base Grant (UPK)	NYSED	Pre-K	Annual	\$2,801,012	\$2,801,012
EPE (Employment Preparation Ed)	NYSED	Adult Students	Annual	\$1,098,275	\$1,098,275
Teacher Center Grant	NYSED	District-wide	Annual	\$27,889	\$27,889
Summer Handicapped	NYSED	District-wide	Annual	\$1,439,048	\$1,439,048
Incarcerated Youth	NYSED	WIEC	Annual	\$390,000	\$390,000
Promise Grant	NYSED	SSI transition	Final year	\$74,638	\$0
Total				\$16,474,749	\$16,116,781
Competitive Grants					
Teachers of Tomorrow	NYSED	Incentive grants for teachers	Year 2 of 3	\$318,000	\$318,000
Teachers of Tomorrow - MBE Tuition reimbursement	NYSED	Tuition reimbursement grants	Year 1 of 2	\$259,494	\$259,494
Expansion Pre-K (EPK)	NYSED	Prekindergarten	Annual	\$608,541	\$608,541
Expanded Pre-K2 (EPK2)	NYSED	Prekindergarten	Annual	\$410,213	\$410,213
Additional Grant for Prekindergarten (EPK3)	NYSED	Prekindergarten	Annual	\$203,717	\$203,717
School Improvement 1003(g)	NYSED	Lincoln School	Year 4 of 5	\$250,000	\$250,000
My Brother's Keeper Challenge Grant	NYSED	MS & HS Emphasis Young Men of Color	Year 3 of 4	\$48,602	\$48,602
My Brother's Keeper FCEP Grant	NYSED	MS & HS Emphasis Young Men of Color	Year 3 of 4	\$149,975	\$149,975
Records Management	NYSED	Document Conversion and Access	Annual	\$32,053	\$32,053
McKinney Vento	NYSED	Homeless	Year 3 of 3	\$40,000	\$55,000
21st Century	NYSED	SHS/SCLA, MP,CP, ON, Keane	Year 2 of 5	\$1,200,000	\$1,200,000
DOJ SAFE Grant	US DOJ	School threat assessment and safety	Year 1 of 3	\$27,600	\$63,869
Empire After School Program	NYSED	Elementary after school programming	Year 1 of 4	\$798,400	\$798,400
Child Abduction Prevention Program	NYSED	Curriculum and training to prevent child abduction	Year 1 of 1	\$10,000	\$0
School Lunch Equipment	NYSED	Cafeteria equipment for MLK, Paige, PV, and Woodlawn	Annual	\$49,226	\$49,226
Workforce Innovations and Opportunity Act	NYSED	Integrated English Literacy and Civics Education	Year 1 of 5	\$193,670	\$193,670
ESEA Title II, Part B Math Science Partnership	NYSED	Professional development for MS math	Annual	\$249,314	\$249,314
Total				\$4,848,805	\$4,890,074
Other Special Aid Programs					
Fresh Fruits/Vegetables	NYSED	Provides healthy snacks in the classrooms	Poverty Ranking	\$268,060	\$296,759
Breakfast after the Bell	NYSED	Supplies to ensure breakfast can be served in classrooms after morning bell	Poverty Ranking	\$70,000	\$70,000
TASC Grant	NYSED	WIEC	Annual	\$20,294	\$20,294
Total				\$358,354	\$387,053
Grand Total				\$21,681,908	\$21,393,908

Schenectady City School District
Summary of Special Aid Appropriations for 2018-19

Grant Name	Personnel	Contractual Services	Supplies	BOCES	Employee Benefits	In-Direct	Total
Title I Part A	\$3,914,624	\$185,515	\$101,796		\$1,093,920	\$76,655	\$5,372,510
Title I Part D	\$29,605	\$149,850			\$5,428	\$525	\$185,408
Title IIA	\$351,544	\$258,160			\$87,511	\$7,592	\$704,807
Title IIIA ELL	\$28,000	\$29,073	\$10,593		\$5,118	\$1,092	\$73,876
Title III Immigrant	\$11,600	\$33,500	\$7,420		\$2,121	\$820	\$55,461
Title IV	\$183,099	\$134,210	\$57,500		\$47,913	\$6,199	\$428,921
Title I SIG 1003A (2017-18 extension)	\$320,196	\$72,730	\$107,053	\$6,860	\$56,820		\$563,659
Title I SIG (2018-19 funds)	\$35,840	\$138,308	\$55,876		\$4,976		\$235,000
School Improvement Lincoln	\$170,018	\$22,500			\$55,047	\$2,435	\$250,000
IDEA Section 611	\$1,803,042	\$359,911			\$502,591	\$42,649	\$2,708,193
IDEA Section 619	\$82,728	\$94,662	\$932		\$15,775	\$3,106	\$197,203
Perkins	\$43,920	\$25,000	\$24,355		\$23,703	\$1,871	\$118,849
Employment Preparation Education (EPE)	\$738,801	\$43,715	\$49,820		\$249,709	\$16,230	\$1,098,275
Teacher Center	\$22,528	\$541			\$4,408	\$412	\$27,889
Summer Handicapped		\$887,947	\$9,000	\$542,101			\$1,439,048
Incarcerated Youth	\$253,936	\$74,815	\$14,235		\$47,014		\$390,000
Promise Grant	\$63,500	\$1,400	\$3,700		\$4,863	\$1,175	\$74,638
Teachers of Tomorrow	\$318,000						\$318,000
Teachers of Tomorrow - MBE Tuition Reimbursement	\$259,494						\$259,494
Universal Prekindergarten (UPK)	\$1,170,515	\$1,075,275	\$78,315		\$432,108	\$44,799	\$2,801,012
Expanded Pre-K (EPK)	\$280,615	\$196,900	\$27,304		\$94,139	\$9,583	\$608,541
Expanded Pre-K 2 (EPK2)	\$243,750	\$61,800	\$11,500		\$86,703	\$6,460	\$410,213
Additional grants for Prekindergarten (EPK3)		\$106,120	\$94,586			\$3,011	\$203,717
My Brother's Keeper - Challenge Grant	\$24,000	\$10,500	\$5,190		\$8,912		\$48,602
My Brother's Keeper - FCEP	\$74,750	\$35,850	\$15,743		\$23,632		\$149,975
Records Management	\$13,354	\$17,631			\$1,068		\$32,053
McKinney Vento	\$25,803				\$13,567	\$630	\$40,000
21st Century	\$421,188	\$638,992	\$26,160		\$102,543	\$11,117	\$1,200,000
STOP School Violence Threat Assesemnt & Technology Reporting Grant		\$26,400	\$500			\$700	\$27,600
Empire After School Program	\$485,325	\$169,776	\$22,940		\$108,560	\$11,799	\$798,400
Child Abduction Prevention Education		\$3,360	\$6,640				\$10,000
School Lunch Equipment		\$49,226					\$49,226
Workforce Innovations and Opportunity Act	\$104,625	\$15,299	\$11,820		\$58,876	\$3,050	\$193,670
Title II, Part B Math Science Partnership	\$76,728	\$143,540	\$11,094		\$14,026	\$3,926	\$249,314
Fresh Fruits & Vegetables		\$268,060					\$268,060
Breakfast After the Bell			\$70,000				\$70,000
TASC (GED)	\$2,000	\$18,000			\$294		\$20,294
Total	\$3,500,147	\$2,836,729	\$381,792	\$0	\$944,428		\$21,681,908

Schenectady City School District Three Part Budget 2019-2020

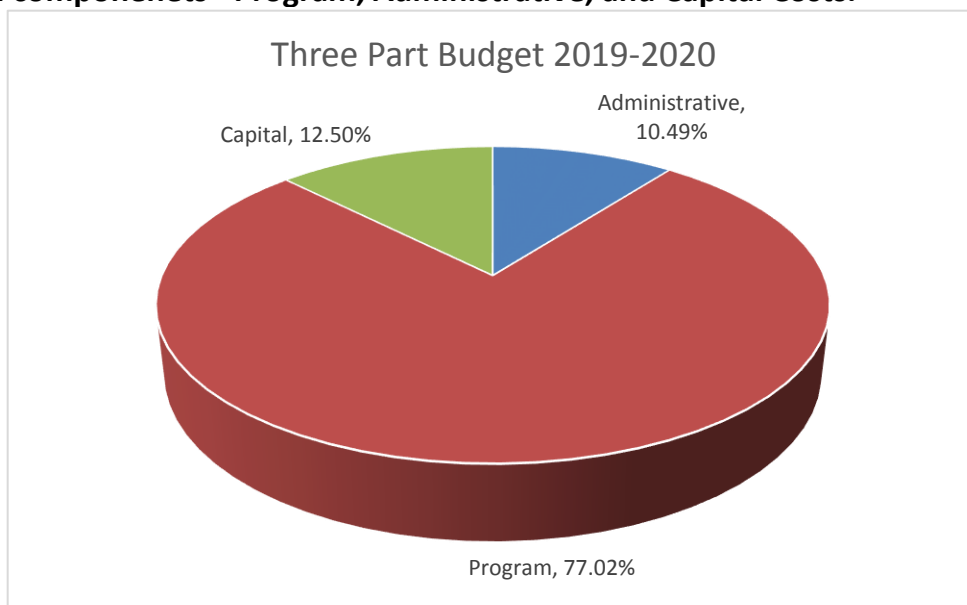
	Administrative	Program	Capital	Total
District Leadership	\$ 635,933	\$ -	\$ -	\$ 635,933
Board of Education	\$ 88,044	\$ -	\$ -	\$ 88,044
Superintendent's Office	\$ 547,889	\$ -	\$ -	\$ 547,889
District-wide Support	\$ 6,254,519	\$ 134,000	\$ 9,989,332	\$ 15,222,116
Business & Finance	\$ 1,170,696	\$ -	\$ -	\$ 1,170,696
Personnel	\$ 908,324	\$ 94,000	\$ -	\$ 1,002,324
Community Relations	\$ 314,419	\$ -	\$ -	\$ 314,419
Operations & Maintenance	\$ 20,000	\$ 40,000	\$ 9,891,992	\$ 9,951,992
Central Stores & Printing	\$ 815,319	\$ -	\$ -	\$ 815,319
Special Items	\$ 1,870,026	\$ -	\$ 97,340	\$ 1,967,366
Planning & Accountability	\$ 1,155,735	\$ -	\$ -	\$ 1,155,735
School Programs	\$ 9,310,573	\$ 122,171,266	\$ -	\$ 131,481,839
Instructional Support	\$ 9,310,573	\$ 61,746,935	\$ -	\$ 71,057,508
Pupil Personnel	\$ -	\$ 48,676,145	\$ -	\$ 48,676,145
Special Schools	\$ -	\$ 843,180	\$ -	\$ 843,180
Transportation	\$ -	\$ 10,905,006	\$ -	\$ 10,905,006
Undistributed Expenses	\$ 5,026,521	\$ 33,616,201	\$ 15,308,018	\$ 53,950,740
Employee Benefits	\$ 5,026,521	\$ 33,616,201	\$ 2,297,848	\$ 40,940,570
Debt Service	\$ -	\$ -	\$ 13,010,170	\$ 13,010,170
Total	\$ 21,227,546	\$ 155,921,467	\$ 25,297,350	\$ 202,446,363

10.49%

77.02%

12.50%

* School Districts are required by state law to display the proposed school budget in three prescribed components - Program, Administrative, and Capital Costs.



2019-20 Property Tax Report Card

530600 - Schenectady City School District

Contact Person: Kimberly M. Lewis

Telephone Number: 518-370-8100

	Budgeted 2018-19 (A)	Proposed Budget 2019-20 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	194,437,849	202,446,363	4.12%
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	52,192,923	51,442,923	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable ²			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A + B + C - D)	52,192,923	51,442,923	-1.44%
F. Permissible Exclusions to the School Tax Levy Limit	1,315,370	160,308	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions ³	52,216,911	53,800,662	
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)	50,877,553	51,282,615	
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	1,339,358	2,518,047	
Public School Enrollment	10,010	10,005	-0.05%
Consumer Price Index			2.44%

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 2015-16, includes any carryover from 2014-15 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2018-19 (D)	Estimated 2019-20 (E)
Adjusted Restricted Fund Balance	19,659,611	20,709,610
Assigned Appropriated Fund Balance	3,455,092	5,000,000
Adjusted Unrestricted Fund Balance	30,180,821	30,421,202
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	15.52%	15.03%

Schedule of Reserve Funds

Reserve Type/Name	Reserve Description	3/31/19 Actual Balance	6/30/19 Estimated Ending Balance	Intended Use of the Reserve in the 2019-20 School Year
Capital	For the cost of any object or purpose for which bonds may be issued.	\$ 1,500,000	\$ 2,000,000	Phase 2 Elementary Schools
Repair	For the cost of repairs to capital improvements or equipment.	\$ 1,637,022	\$ 2,137,022	Repairs for improvement and equipment
Workers Compensation	For self-insured Workers Compensation and benefits.	\$ 3,325,000	\$ 3,325,000	Worker's Comp expenses
Unemployment Insurance	For reimbursement to the State Unemployment Insurance Fund.	\$ 725,000	\$ 725,000	Unemployment expenses
Insurance	For Liability, casualty, and other types of uninsured losses.	\$ 113,550	\$ 113,550	Uninsured losses
Liability	For incurred liability claims.	\$ 150,000	\$ 150,000	Liability Claims
Tax Certiorari	For tax certiorari settlements.	\$ 4,345,388	\$ 3,845,388	Tax certiorari expenses
Employee Benefits Accrued	For accrued 'employee benefits' due to employees upon termination of service.	\$ 2,113,650	\$ 1,663,649	Employee benefit expenses
Retirement Contribution	For employer retirement contributions to the State and Local Employees' Retirement System.	\$ 5,750,000	\$ 6,750,000	Retirement Expenses

Administrative Compensation Disclosure 2019-20

Level 1 Positions	Compensation
1 Superintendent of Schools	
Salary	\$205,060
Benefits	\$58,913
Other renumeration	\$5,000
Total	\$268,973
Level 2 Positions	Salary
1 Assistant to the Superintendent	
Salary	\$153,317
Benefits	\$48,997
Other renumeration	\$2,500
Total	\$204,814
Level 3 Positions - Salary threshold \$135,000	Salary
1 High School Principal	\$155,485
2 Elementary Principal	\$152,323
3 Assistant Director of Health, P.E. and Athletics	\$151,182
5 Elementary Principal	\$147,898
6 Elementary Principal	\$147,342
7 Principal on Special Assignment	\$144,695
8 Elementary Principal	\$141,913
9 Elementary Principal	\$141,913
10 Elementary Principal	\$140,693
11 High School Principal	\$137,283
12 Elementary Principal	\$134,689

The New York State School Report Card Fiscal Accountability Supplement for SCHENECTADY CITY SD

New York State Education Law and the Commissioner's Regulations have required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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.

2016-2017 School Year		General Education	Special Education
This School District	Instructional Expenditures	\$97,230,324	\$49,931,966
	Pupils	9,523	1,933
	Expenditures Per Pupil	\$10,210	\$25,831
Similar District Group	Instructional Expenditures	\$2,522,161,557	\$1,094,178,000
	Pupils	215,234	34,859
	Expenditures Per Pupil	\$11,718	\$31,389
Total of All School Districts in NY State	Instructional Expenditures	\$33,589,192,945	\$15,340,293,380
	Pupils	2,646,512	467,779
	Expenditures Per Pupil	\$12,692	\$32,794
Similar District Group Description: High Need/Resource Capacity Urban or Suburban			

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 2016-17 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.

2016-2017 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Total Expenditures Per Pupil	\$19,136	\$21,867	\$24,712

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.

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).

The New York State School Report Card Information about Students with Disabilities for SCHENECTADY CITY SD

New York State Education Law and the Commissioner's Regulations has required the attachment of the NYS School Report Card to the public school district budget proposal. The regulations required 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 Counts as of October 4, 2017	This School District		Similar District Group	Total of All School Districts in NY State
Student Placement -- Percent of Time Inside Regular Classroom	Count of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities	Percentage of Students with Disabilities
80% or more	777	45.79%	47.47%	58.68%
40% to 79%	373	21.98%	18.62%	11.47%
Less than 40%	322	18.97%	23.46%	19.09%
Separate Settings	191	11.26%	7.41%	5.34%
Other Settings	34	2.00%	3.03%	5.42%

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 October 4, 2017. 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

2017-18 School Year	This School District	Similar District Group	Total of All School Districts in NY State
Special Ed Classification Rate	17.36%	12.54%	15.26%

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).

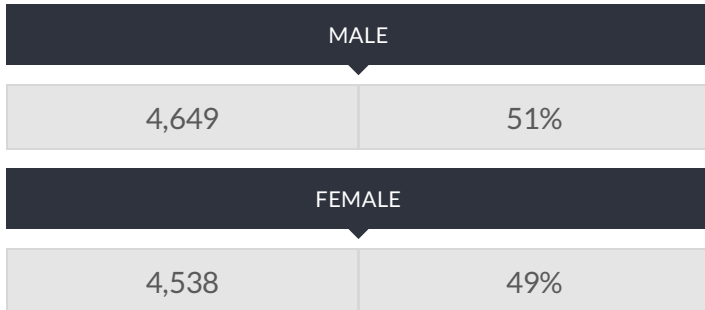
Similar District Group Description: High Need/Resource Capacity Urban or Suburban

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 2017 - 18 school year. For nonpublic school enrollment data please see the [Non-Public School Enrollment and Staff information](#) on our Information and Reporting Services webpage.

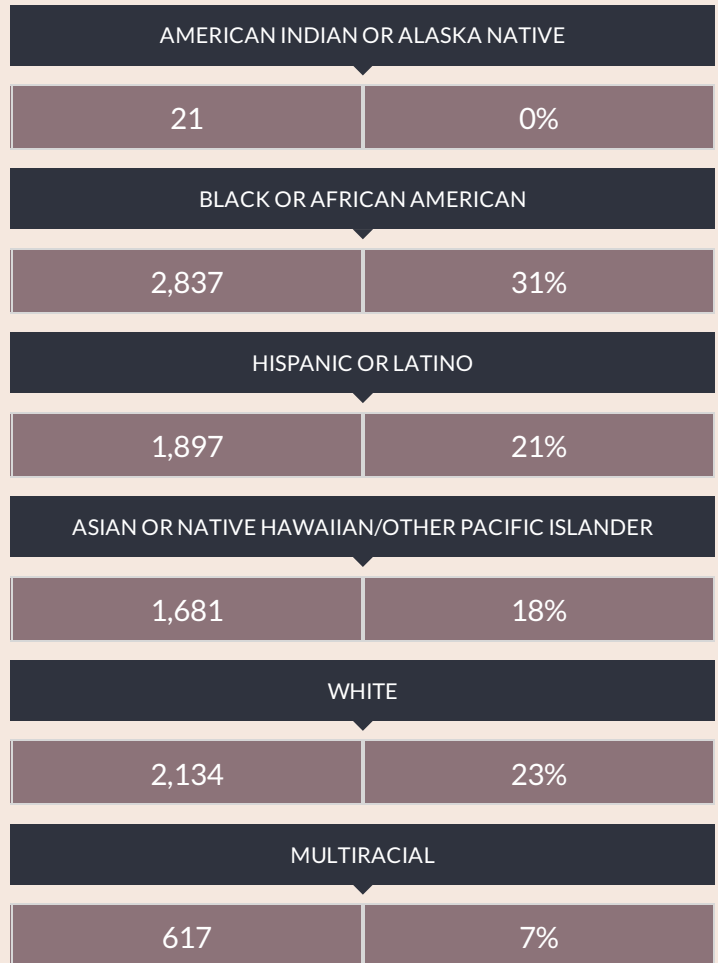
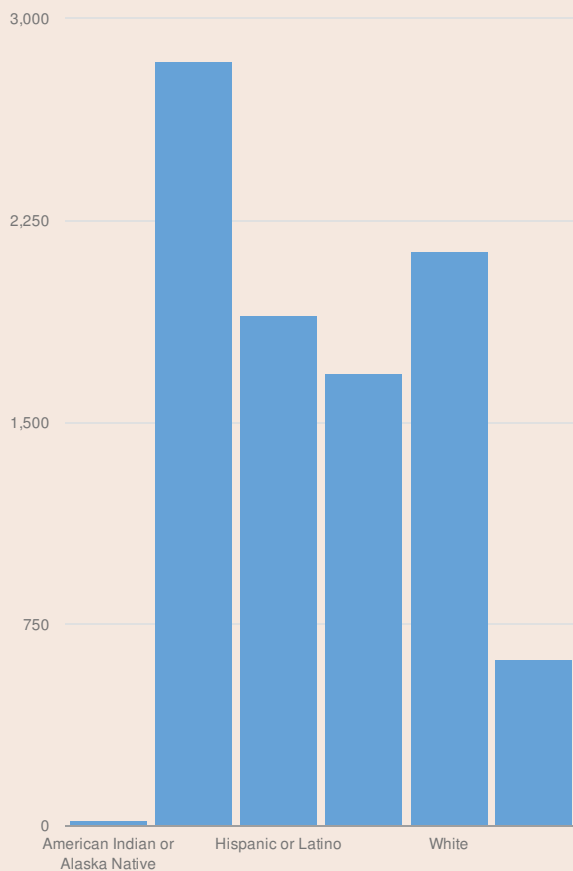
SCHENECTADY CITY SCHOOL DISTRICT ENROLLMENT (2017 - 18)

K-12 Enrollment: 9,187

ENROLLMENT BY GENDER



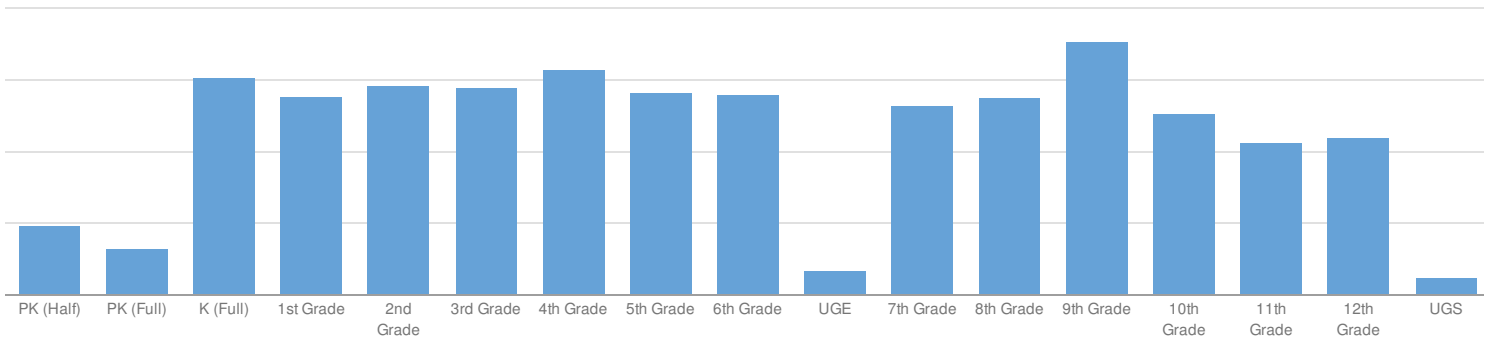
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
442	5%	1,642	18%	7,659	83%
MIGRANT		HOMELESS		FOSTER CARE	
—	—	344	4%	—	—
				PARENT IN ARMED FORCES	
				—	—

ENROLLMENT BY GRADE



PRE-K (HALF DAY)	PRE-K (FULL DAY)	K (FULL DAY)	1ST GRADE
239 2%	160 2%	760 8%	691 7%
2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE
733 8%	723 8%	786 8%	707 7%
6TH GRADE	UNGRADED ELEMENTARY	7TH GRADE	8TH GRADE
700 7%	85 1%	659 7%	686 7%
9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
882 9%	632 7%	531 6%	549 6%
UNGRADED SECONDARY			
63 1%			

SCHENECTADY CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2017 - 18]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It 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). 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.

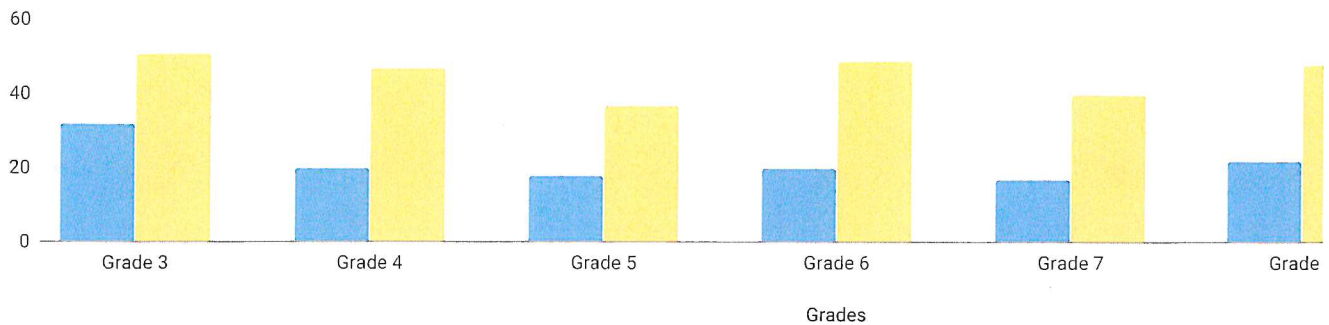
STAFF QUALIFICATIONS (2017-18)

	INEXPERIENCED TEACHERS		INEXPERIENCED PRINCIPALS		TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
	#	%	#	%	#	%
THIS DISTRICT	149	22%	1	7%	22	3%
STATEWIDE	31,189	16%	1,840	37%	17,189	8%
STATEWIDE HIGH-POVERTY SCHOOLS	11,145	26%	480	43%	8,126	18%
STATEWIDE LOW-POVERTY SCHOOLS	5,839	9%	281	23%	729	1%

2017-18 Grades 3-8 ELA and Math results cannot be compared to those from previous years, as these tests were redesigned in 2017-18.

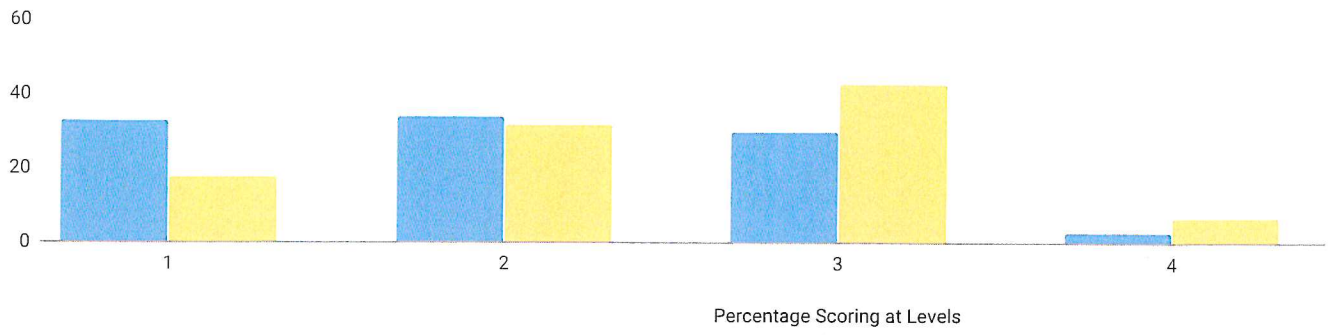
GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2017-18)

Percent Proficient



Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	67	694	232	33%	237	34%	206	30%	19	3%	225	32%
Grade 4	65	743	333	45%	259	35%	120	16%	31	4%	151	20%
Grade 5	74	675	384	57%	171	25%	93	14%	27	4%	120	18%
Grade 6	112	641	349	54%	162	25%	74	12%	56	9%	130	20%
Grade 7	114	582	336	58%	145	25%	82	14%	19	3%	101	17%
Grade 8	134	574	234	41%	214	37%	88	15%	38	7%	126	22%
Grades 3-8	566	3,909	1,868	48%	1,188	30%	663	17%	190	5%	853	22%

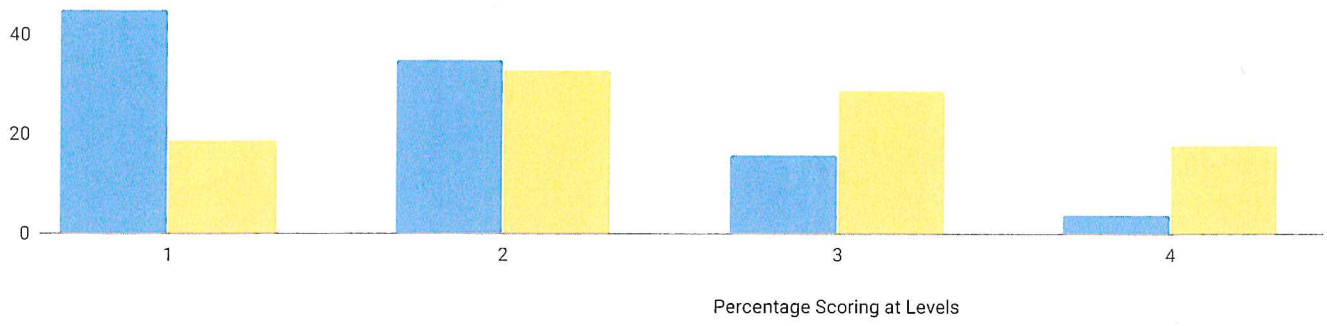
GRADE 3 ELA RESULTS



MEAN SCORE: 591

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	67	694	232	33%	237	34%	206	30%	19	3%	225	32%
General Education	38	602	178	30%	210	35%	196	33%	18	3%	214	36%
Students with Disabilities	29	92	54	59%	27	29%	10	11%	1	1%	11	12%
Asian or Native Hawaiian/Other Pacific Islander	6	107	23	21%	36	34%	44	41%	4	4%	48	45%
Black or African American	14	197	94	48%	58	29%	42	21%	3	2%	45	23%
Hispanic or Latino	21	164	50	30%	61	37%	50	30%	3	2%	53	32%
White	18	151	45	30%	57	38%	45	30%	4	3%	49	32%
Multiracial	8	75	20	27%	25	33%	25	33%	5	7%	30	40%
Female	33	360	111	31%	115	32%	124	34%	10	3%	134	37%
Male	34	334	121	36%	122	37%	82	25%	9	3%	91	27%
English Language Learners	12	30	18	60%	5	17%	7	23%	0	0%	7	23%
Non-English Language Learners	55	664	214	32%	232	35%	199	30%	19	3%	218	33%
Economically Disadvantaged	49	581	208	36%	198	34%	163	28%	12	2%	175	30%
Not Economically Disadvantaged	18	113	24	21%	39	35%	43	38%	7	6%	50	44%
Not Migrant	67	694	232	33%	237	34%	206	30%	19	3%	225	32%
Homeless	6	38	19	50%	10	26%	9	24%	0	0%	9	24%
Not Homeless	61	656	213	32%	227	35%	197	30%	19	3%	216	33%
Not in Foster Care	67	694	232	33%	237	34%	206	30%	19	3%	225	32%
Parent Not in Armed Forces	67	694	232	33%	237	34%	206	30%	19	3%	225	32%

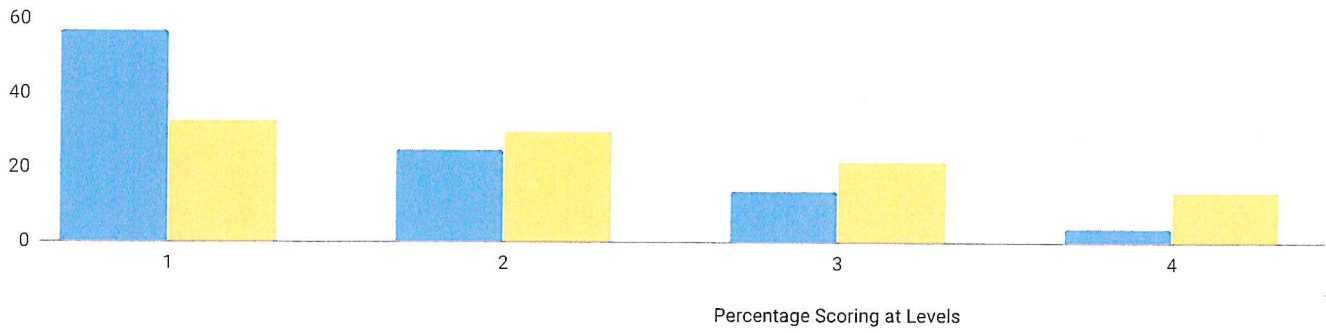
GRADE 4 ELA RESULTS



MEAN SCORE: 585

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	65	743	333	45%	259	35%	120	16%	31	4%	151	20%
General Education	42	633	249	39%	236	37%	117	18%	31	5%	148	23%
Students with Disabilities	23	110	84	76%	23	21%	3	3%	0	0%	3	3%
Asian or Native Hawaiian/Other Pacific Islander	5	125	46	37%	49	39%	19	15%	11	9%	30	24%
Black or African American	18	199	97	49%	77	39%	19	10%	6	3%	25	13%
Hispanic or Latino	16	172	87	51%	58	34%	23	13%	4	2%	27	16%
White	15	168	63	38%	53	32%	45	27%	7	4%	52	31%
Multiracial	10	79	40	51%	22	28%	14	18%	3	4%	17	22%
Female	25	360	149	41%	124	34%	66	18%	21	6%	87	24%
Male	40	383	184	48%	135	35%	54	14%	10	3%	64	17%
English Language Learners	16	46	34	74%	11	24%	1	2%	0	0%	1	2%
Non-English Language Learners	49	697	299	43%	248	36%	119	17%	31	4%	150	22%
Economically Disadvantaged	53	630	297	47%	227	36%	86	14%	20	3%	106	17%
Not Economically Disadvantaged	12	113	36	32%	32	28%	34	30%	11	10%	45	40%
Not Migrant	65	743	333	45%	259	35%	120	16%	31	4%	151	20%
Homeless	7	35	19	54%	13	37%	2	6%	1	3%	3	9%
Not Homeless	58	708	314	44%	246	35%	118	17%	30	4%	148	21%
Not in Foster Care	65	743	333	45%	259	35%	120	16%	31	4%	151	20%
Parent Not in Armed Forces	65	743	333	45%	259	35%	120	16%	31	4%	151	20%

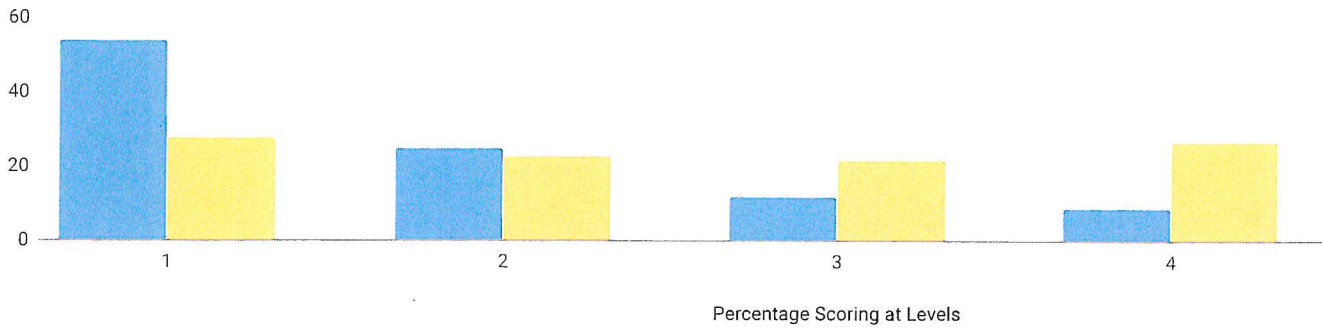
GRADE 5 ELA RESULTS



MEAN SCORE: 588

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	74	675	384	57%	171	25%	93	14%	27	4%	120	18%
General Education	39	561	280	50%	163	29%	91	16%	27	5%	118	21%
Students with Disabilities	35	114	104	91%	8	7%	2	2%	0	0%	2	2%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	134	64	48%	38	28%	22	16%	10	7%	32	24%
Black or African American	22	200	137	69%	45	23%	14	7%	4	2%	18	9%
Hispanic or Latino	13	140	94	67%	28	20%	16	11%	2	1%	18	13%
White	30	138	57	41%	39	28%	34	25%	8	6%	42	30%
Multiracial	—	60	—	—	—	—	—	—	—	—	—	—
Small Group Total	6	63	32	51%	21	33%	7	11%	3	5%	10	16%
Female	33	343	167	49%	108	31%	48	14%	20	6%	68	20%
Male	41	332	217	65%	63	19%	45	14%	7	2%	52	16%
English Language Learners	6	34	28	82%	6	18%	0	0%	0	0%	0	0%
Non-English Language Learners	68	641	356	56%	165	26%	93	15%	27	4%	120	19%
Economically Disadvantaged	54	567	341	60%	143	25%	65	11%	18	3%	83	15%
Not Economically Disadvantaged	20	108	43	40%	28	26%	28	26%	9	8%	37	34%
Not Migrant	74	675	384	57%	171	25%	93	14%	27	4%	120	18%
Homeless	3	29	25	86%	2	7%	2	7%	0	0%	2	7%
Not Homeless	71	646	359	56%	169	26%	91	14%	27	4%	118	18%
Not in Foster Care	74	675	384	57%	171	25%	93	14%	27	4%	120	18%
Parent Not in Armed Forces	74	675	384	57%	171	25%	93	14%	27	4%	120	18%

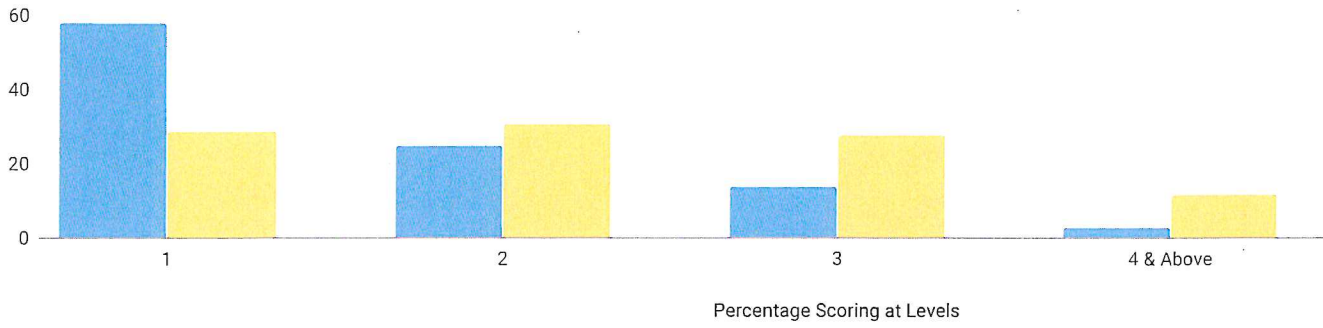
GRADE 6 ELA RESULTS



MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	112	641	349	54%	162	25%	74	12%	56	9%	130	20%
General Education	64	536	257	48%	150	28%	73	14%	56	10%	129	24%
Students with Disabilities	48	105	92	88%	12	11%	1	1%	0	0%	1	1%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	9	124	55	44%	35	28%	22	18%	12	10%	34	27%
Black or African American	43	203	120	59%	46	23%	23	11%	14	7%	37	18%
Hispanic or Latino	26	145	91	63%	33	23%	12	8%	9	6%	21	14%
White	22	144	73	51%	39	27%	16	11%	16	11%	32	22%
Multiracial	—	24	—	—	—	—	—	—	—	—	—	—
Small Group Total	12	25	10	40%	9	36%	1	4%	5	20%	6	24%
Female	47	298	149	50%	74	25%	43	14%	32	11%	75	25%
Male	65	343	200	58%	88	26%	31	9%	24	7%	55	16%
English Language Learners	11	34	31	91%	3	9%	0	0%	0	0%	0	0%
Non-English Language Learners	101	607	318	52%	159	26%	74	12%	56	9%	130	21%
Economically Disadvantaged	80	541	307	57%	139	26%	58	11%	37	7%	95	18%
Not Economically Disadvantaged	32	100	42	42%	23	23%	16	16%	19	19%	35	35%
Not Migrant	112	641	349	54%	162	25%	74	12%	56	9%	130	20%
Homeless	8	28	16	57%	8	29%	2	7%	2	7%	4	14%
Not Homeless	104	613	333	54%	154	25%	72	12%	54	9%	126	21%
Not in Foster Care	112	641	349	54%	162	25%	74	12%	56	9%	130	20%
Parent Not in Armed Forces	112	641	349	54%	162	25%	74	12%	56	9%	130	20%

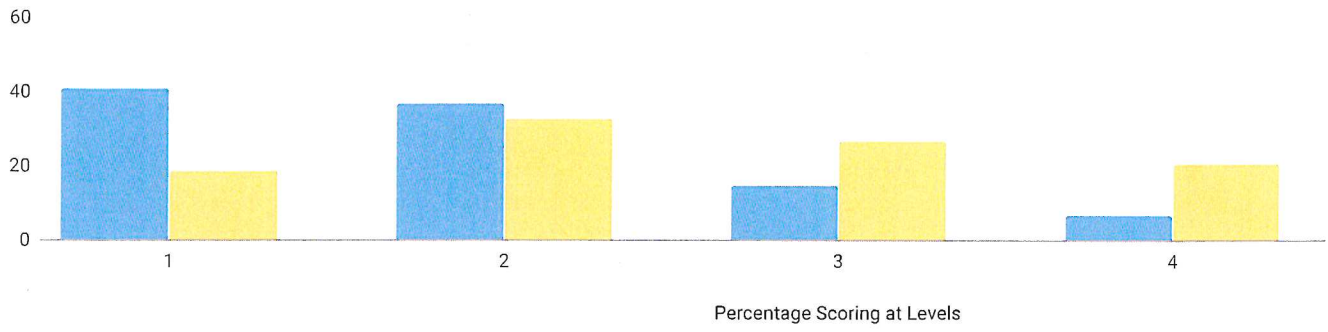
GRADE 7 ELA RESULTS



MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	114	582	336	58%	145	25%	82	14%	19	3%	101	17%
General Education	77	466	240	52%	128	27%	79	17%	19	4%	98	21%
Students with Disabilities	37	116	96	83%	17	15%	3	3%	0	0%	3	3%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	122	55	45%	37	30%	24	20%	6	5%	30	25%
Black or African American	32	201	139	69%	35	17%	23	11%	4	2%	27	13%
Hispanic or Latino	37	123	77	63%	33	27%	10	8%	3	2%	13	11%
White	29	113	52	46%	32	28%	23	20%	6	5%	29	26%
Multiracial	—	20	—	—	—	—	—	—	—	—	—	—
Small Group Total	5	23	13	57%	8	35%	2	9%	0	0%	2	9%
Female	52	275	138	50%	77	28%	47	17%	13	5%	60	22%
Male	62	307	198	64%	68	22%	35	11%	6	2%	41	13%
English Language Learners	15	22	22	100%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learners	99	560	314	56%	145	26%	82	15%	19	3%	101	18%
Economically Disadvantaged	89	491	292	59%	126	26%	62	13%	11	2%	73	15%
Not Economically Disadvantaged	25	91	44	48%	19	21%	20	22%	8	9%	28	31%
Not Migrant	114	582	336	58%	145	25%	82	14%	19	3%	101	17%
Homeless	11	20	15	75%	4	20%	0	0%	1	5%	1	5%
Not Homeless	103	562	321	57%	141	25%	82	15%	18	3%	100	18%
Not in Foster Care	114	582	336	58%	145	25%	82	14%	19	3%	101	17%
Parent Not in Armed Forces	114	582	336	58%	145	25%	82	14%	19	3%	101	17%

GRADE 8 ELA RESULTS

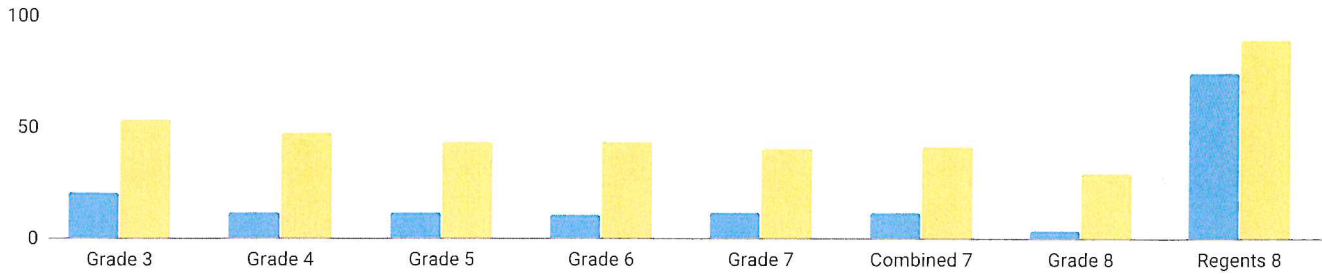


MEAN SCORE: 587

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	134	574	234	41%	214	37%	88	15%	38	7%	126	22%
General Education	92	447	140	31%	185	41%	84	19%	38	9%	122	27%
Students with Disabilities	42	127	94	74%	29	23%	4	3%	0	0%	4	3%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	12	136	41	30%	51	38%	31	23%	13	10%	44	32%
Black or African American	51	204	91	45%	80	39%	27	13%	6	3%	33	16%
Hispanic or Latino	29	97	49	51%	34	35%	10	10%	4	4%	14	14%
White	39	130	52	40%	46	35%	18	14%	14	11%	32	25%
Multiracial	—	6	—	—	—	—	—	—	—	—	—	—
Small Group Total	3	7	1	14%	3	43%	2	29%	1	14%	3	43%
Female	68	273	81	30%	113	41%	52	19%	27	10%	79	29%
Male	66	301	153	51%	101	34%	36	12%	11	4%	47	16%
English Language Learners	13	20	16	80%	4	20%	0	0%	0	0%	0	0%
Non-English Language Learners	121	554	218	39%	210	38%	88	16%	38	7%	126	23%
Economically Disadvantaged	102	481	202	42%	189	39%	65	14%	25	5%	90	19%
Not Economically Disadvantaged	32	93	32	34%	25	27%	23	25%	13	14%	36	39%
Not Migrant	134	574	234	41%	214	37%	88	15%	38	7%	126	22%
Homeless	8	11	7	64%	4	36%	0	0%	0	0%	0	0%
Not Homeless	126	563	227	40%	210	37%	88	16%	38	7%	126	22%
Not in Foster Care	134	574	234	41%	214	37%	88	15%	38	7%	126	22%
Parent Not in Armed Forces	134	574	234	41%	214	37%	88	15%	38	7%	126	22%

GRADES 3-8 MATHEMATICS SUMMARY RESULTS (2017-18)

Percent Proficient

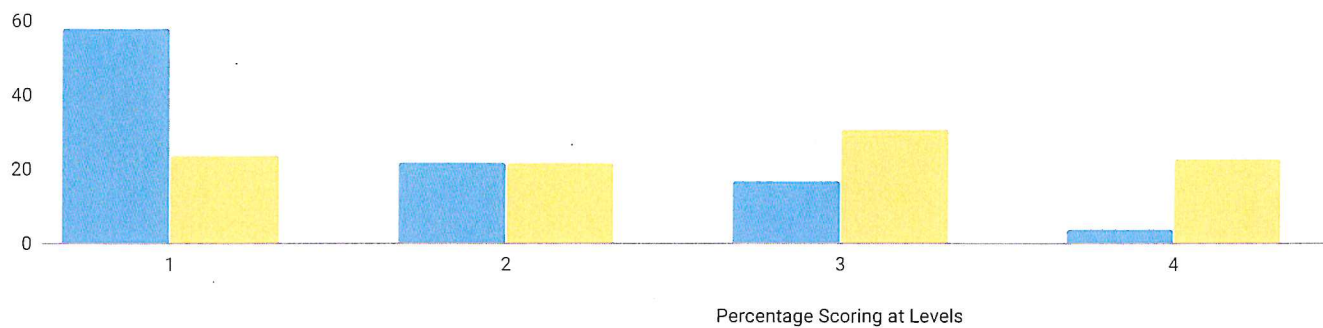


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
			#	%	#	%	#	%	#	%	#	%
Grade 3	61	702	405	58%	151	22%	119	17%	27	4%	146	21%
Grade 4	63	744	481	65%	174	23%	61	8%	28	4%	89	12%
Grade 5	75	672	485	72%	107	16%	64	10%	16	2%	80	12%
Grade 6	121	633	429	68%	132	21%	56	9%	16	3%	72	11%
Grade 7	112	585	403	69%	112	19%	50	9%	20	3%	70	12%
Combined 7	112	585	403	69%	112	19%	50	9%	20	3%	70	12%
Grade 8	329	377	296	79%	67	18%	12	3%	2	1%	14	4%
Regents 8	—	193	19	10%	30	16%	86	45%	58	30%	144	75%
Combined 8	329	570	315	55%	97	17%	98	17%	60	11%	158	28%
Grades 3-8	761	3,906	2,518	64%	773	20%	448	11%	167	4%	615	16%

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.

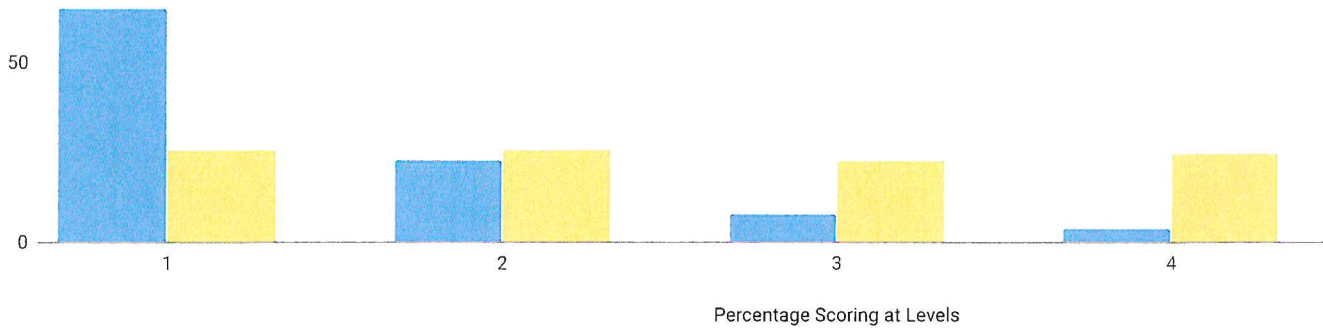
GRADE 3 MATH RESULTS



MEAN SCORE: 582

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	61	702	405	58%	151	22%	119	17%	27	4%	146	21%
General Education	35	608	319	52%	146	24%	117	19%	26	4%	143	24%
Students with Disabilities	26	94	86	91%	5	5%	2	2%	1	1%	3	3%
Asian or Native Hawaiian/Other Pacific Islander	4	110	47	43%	32	29%	26	24%	5	5%	31	28%
Black or African American	13	198	131	66%	34	17%	28	14%	5	3%	33	17%
Hispanic or Latino	18	166	103	62%	38	23%	23	14%	2	1%	25	15%
White	19	151	79	52%	30	20%	30	20%	12	8%	42	28%
Multiracial	7	77	45	58%	17	22%	12	16%	3	4%	15	19%
Female	25	368	211	57%	85	23%	62	17%	10	3%	72	20%
Male	36	334	194	58%	66	20%	57	17%	17	5%	74	22%
English Language Learners	6	36	30	83%	4	11%	1	3%	1	3%	2	6%
Non-English Language Learners	55	666	375	56%	147	22%	118	18%	26	4%	144	22%
Economically Disadvantaged	46	584	361	62%	116	20%	90	15%	17	3%	107	18%
Not Economically Disadvantaged	15	118	44	37%	35	30%	29	25%	10	8%	39	33%
Not Migrant	61	702	405	58%	151	22%	119	17%	27	4%	146	21%
Homeless	4	40	30	75%	8	20%	2	5%	0	0%	2	5%
Not Homeless	57	662	375	57%	143	22%	117	18%	27	4%	144	22%
Not in Foster Care	61	702	405	58%	151	22%	119	17%	27	4%	146	21%
Parent Not in Armed Forces	61	702	405	58%	151	22%	119	17%	27	4%	146	21%

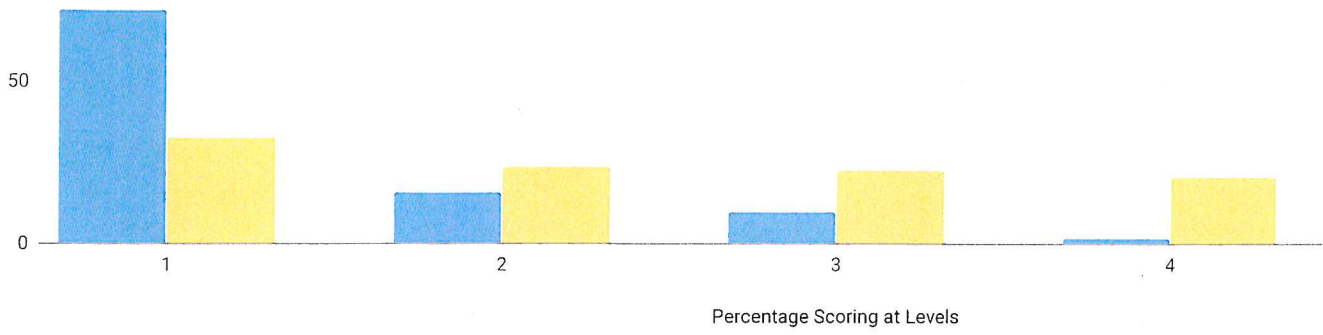
GRADE 4 MATH RESULTS



MEAN SCORE: 579

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	63	744	481	65%	174	23%	61	8%	28	4%	89	12%
General Education	41	633	378	60%	166	26%	61	10%	28	4%	89	14%
Students with Disabilities	22	111	103	93%	8	7%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	5	127	64	50%	41	32%	12	9%	10	8%	22	17%
Black or African American	18	197	141	72%	42	21%	9	5%	5	3%	14	7%
Hispanic or Latino	17	170	128	75%	34	20%	7	4%	1	1%	8	5%
White	13	170	94	55%	38	22%	27	16%	11	6%	38	22%
Multiracial	9	80	54	68%	19	24%	6	8%	1	1%	7	9%
Female	24	361	239	66%	73	20%	29	8%	20	6%	49	14%
Male	39	383	242	63%	101	26%	32	8%	8	2%	40	10%
English Language Learners	11	51	48	94%	3	6%	0	0%	0	0%	0	0%
Non-English Language Learners	52	693	433	62%	171	25%	61	9%	28	4%	89	13%
Economically Disadvantaged	52	628	435	69%	136	22%	40	6%	17	3%	57	9%
Not Economically Disadvantaged	11	116	46	40%	38	33%	21	18%	11	9%	32	28%
Not Migrant	63	744	481	65%	174	23%	61	8%	28	4%	89	12%
Homeless	4	38	29	76%	8	21%	1	3%	0	0%	1	3%
Not Homeless	59	706	452	64%	166	24%	60	8%	28	4%	88	12%
Not in Foster Care	63	744	481	65%	174	23%	61	8%	28	4%	89	12%
Parent Not in Armed Forces	63	744	481	65%	174	23%	61	8%	28	4%	89	12%

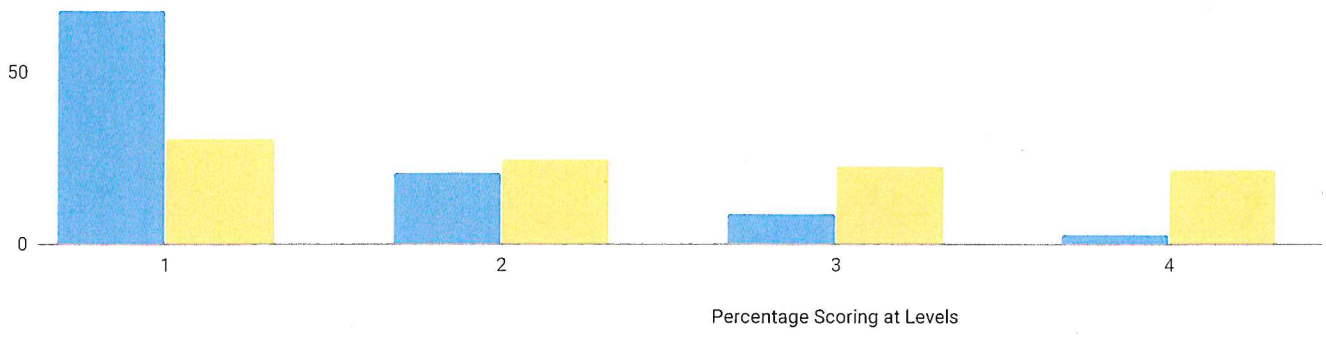
GRADE 5 MATH RESULTS



MEAN SCORE: 580

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	75	672	485	72%	107	16%	64	10%	16	2%	80	12%
General Education	40	558	376	67%	103	18%	64	11%	15	3%	79	14%
Students with Disabilities	35	114	109	96%	4	4%	0	0%	1	1%	1	1%
American Indian or Alaska Native	—	3	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	3	135	82	61%	28	21%	22	16%	3	2%	25	19%
Black or African American	24	197	168	85%	19	10%	7	4%	3	2%	10	5%
Hispanic or Latino	9	143	117	82%	13	9%	11	8%	2	1%	13	9%
White	30	138	77	56%	31	22%	23	17%	7	5%	30	22%
Multiracial	—	56	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	59	41	69%	16	27%	1	2%	1	2%	2	3%
Female	34	342	250	73%	52	15%	33	10%	7	2%	40	12%
Male	41	330	235	71%	55	17%	31	9%	9	3%	40	12%
English Language Learners	1	39	38	97%	1	3%	0	0%	0	0%	0	0%
Non-English Language Learners	74	633	447	71%	106	17%	64	10%	16	3%	80	13%
Economically Disadvantaged	58	559	423	76%	85	15%	41	7%	10	2%	51	9%
Not Economically Disadvantaged	17	113	62	55%	22	19%	23	20%	6	5%	29	26%
Not Migrant	75	672	485	72%	107	16%	64	10%	16	2%	80	12%
Homeless	3	29	25	86%	4	14%	0	0%	0	0%	0	0%
Not Homeless	72	643	460	72%	103	16%	64	10%	16	2%	80	12%
Not in Foster Care	75	672	485	72%	107	16%	64	10%	16	2%	80	12%
Parent Not in Armed Forces	75	672	485	72%	107	16%	64	10%	16	2%	80	12%

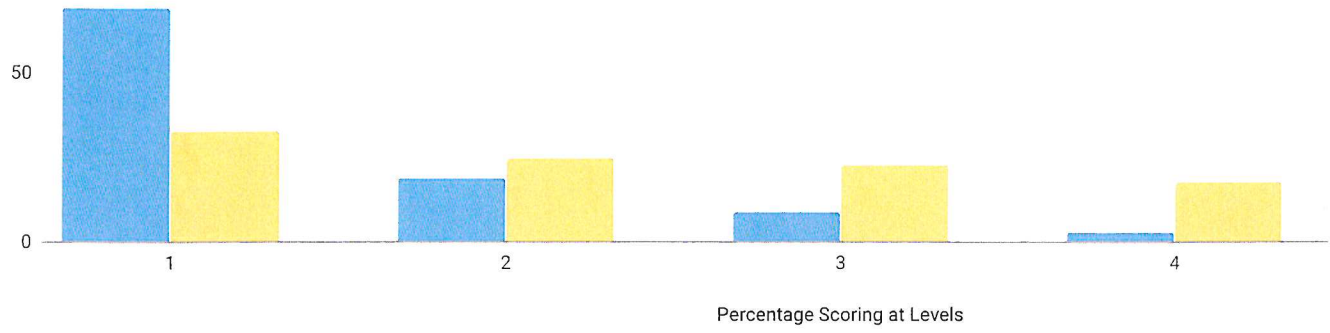
GRADE 6 MATH RESULTS



MEAN SCORE: 582

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	121	633	429	68%	132	21%	56	9%	16	3%	72	11%
General Education	72	528	331	63%	127	24%	54	10%	16	3%	70	13%
Students with Disabilities	49	105	98	93%	5	5%	2	2%	0	0%	2	2%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	7	127	78	61%	28	22%	17	13%	4	3%	21	17%
Black or African American	51	195	144	74%	35	18%	13	7%	3	2%	16	8%
Hispanic or Latino	24	145	105	72%	30	21%	7	5%	3	2%	10	7%
White	25	142	80	56%	38	27%	18	13%	6	4%	24	17%
Multiracial	—	23	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	24	22	92%	1	4%	1	4%	0	0%	1	4%
Female	54	292	205	70%	65	22%	17	6%	5	2%	22	8%
Male	67	341	224	66%	67	20%	39	11%	11	3%	50	15%
English Language Learners	3	42	40	95%	1	2%	1	2%	0	0%	1	2%
Non-English Language Learners	118	591	389	66%	131	22%	55	9%	16	3%	71	12%
Economically Disadvantaged	97	524	376	72%	103	20%	38	7%	7	1%	45	9%
Not Economically Disadvantaged	24	109	53	49%	29	27%	18	17%	9	8%	27	25%
Not Migrant	121	633	429	68%	132	21%	56	9%	16	3%	72	11%
Homeless	10	27	23	85%	3	11%	1	4%	0	0%	1	4%
Not Homeless	111	606	406	67%	129	21%	55	9%	16	3%	71	12%
Not in Foster Care	121	633	429	68%	132	21%	56	9%	16	3%	72	11%
Parent Not in Armed Forces	121	633	429	68%	132	21%	56	9%	16	3%	72	11%

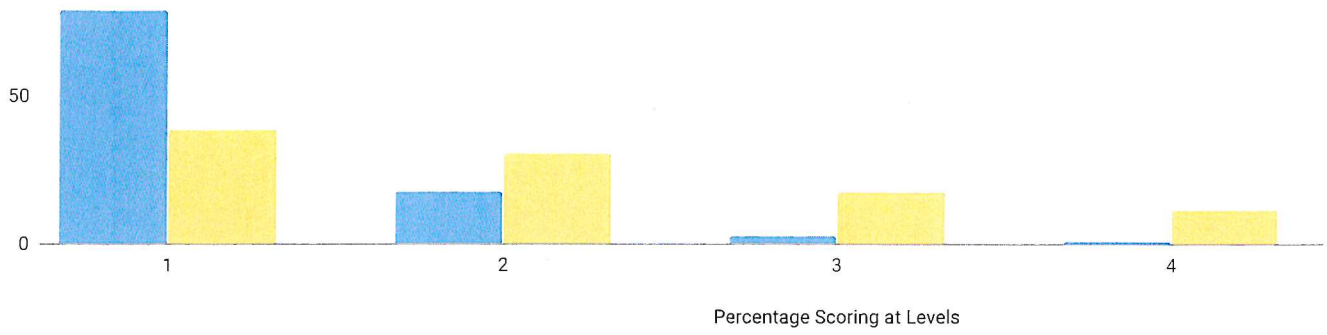
GRADE 7 MATH RESULTS



MEAN SCORE: 582

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	112	585	403	69%	112	19%	50	9%	20	3%	70	12%
General Education	82	463	292	63%	102	22%	50	11%	19	4%	69	15%
Students with Disabilities	30	122	111	91%	10	8%	0	0%	1	1%	1	1%
American Indian or Alaska Native	—	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	11	124	70	56%	32	26%	17	14%	5	4%	22	18%
Black or African American	34	199	159	80%	27	14%	6	3%	7	4%	13	7%
Hispanic or Latino	28	131	99	76%	24	18%	7	5%	1	1%	8	6%
White	32	110	62	56%	26	24%	16	15%	6	5%	22	20%
Multiracial	—	19	—	—	—	—	—	—	—	—	—	—
Small Group Total	7	21	13	62%	3	14%	4	19%	1	5%	5	24%
Female	62	265	173	65%	53	20%	28	11%	11	4%	39	15%
Male	50	320	230	72%	59	18%	22	7%	9	3%	31	10%
English Language Learners	3	33	28	85%	4	12%	1	3%	0	0%	1	3%
Non-English Language Learners	109	552	375	68%	108	20%	49	9%	20	4%	69	13%
Economically Disadvantaged	91	486	344	71%	96	20%	34	7%	12	2%	46	9%
Not Economically Disadvantaged	21	99	59	60%	16	16%	16	16%	8	8%	24	24%
Not Migrant	112	585	403	69%	112	19%	50	9%	20	3%	70	12%
Homeless	7	24	22	92%	2	8%	0	0%	0	0%	0	0%
Not Homeless	105	561	381	68%	110	20%	50	9%	20	4%	70	12%
Not in Foster Care	112	585	403	69%	112	19%	50	9%	20	3%	70	12%
Parent Not in Armed Forces	112	585	403	69%	112	19%	50	9%	20	3%	70	12%

GRADE 8 MATH RESULTS

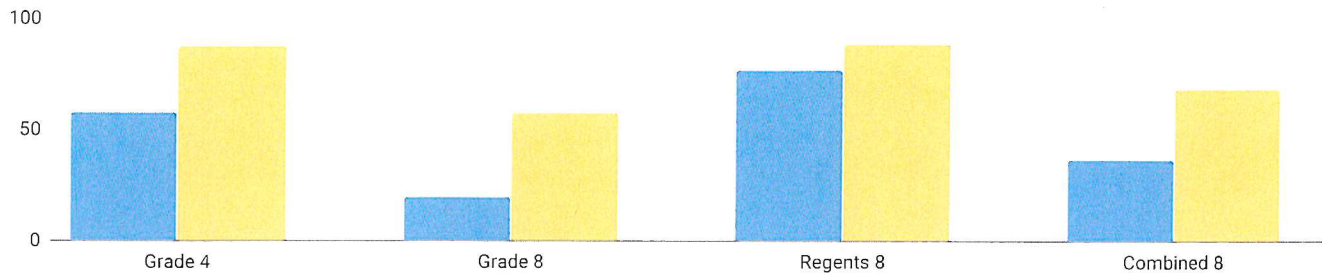


MEAN SCORE: 579

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	329	377	296	79%	67	18%	12	3%	2	1%	14	4%
General Education	268	269	196	73%	59	22%	12	4%	2	1%	14	5%
Students with Disabilities	61	108	100	93%	8	7%	0	0%	0	0%	0	0%
Asian or Native Hawaiian/Other Pacific Islander	63	85	57	67%	23	27%	4	5%	1	1%	5	6%
Black or African American	117	137	117	85%	15	11%	5	4%	0	0%	5	4%
Hispanic or Latino	57	67	53	79%	12	18%	2	3%	0	0%	2	3%
White	87	82	65	79%	15	18%	1	1%	1	1%	2	2%
Multiracial	4	6	4	67%	2	33%	0	0%	0	0%	0	0%
Female	181	157	121	77%	28	18%	7	4%	1	1%	8	5%
Male	148	220	175	80%	39	18%	5	2%	1	0%	6	3%
English Language Learners	8	25	22	88%	1	4%	2	8%	0	0%	2	8%
Non-English Language Learners	321	352	274	78%	66	19%	10	3%	2	1%	12	3%
Economically Disadvantaged	259	322	256	80%	57	18%	9	3%	0	0%	9	3%
Not Economically Disadvantaged	70	55	40	73%	10	18%	3	5%	2	4%	5	9%
Not Migrant	329	377	296	79%	67	18%	12	3%	2	1%	14	4%
Homeless	9	11	10	91%	1	9%	0	0%	0	0%	0	0%
Not Homeless	320	366	286	78%	66	18%	12	3%	2	1%	14	4%
Not in Foster Care	329	377	296	79%	67	18%	12	3%	2	1%	14	4%
Parent Not in Armed Forces	329	377	296	79%	67	18%	12	3%	2	1%	14	4%

GRADES 4 & 8 SCIENCE SUMMARY RESULTS (2017-18)

Percent Proficient

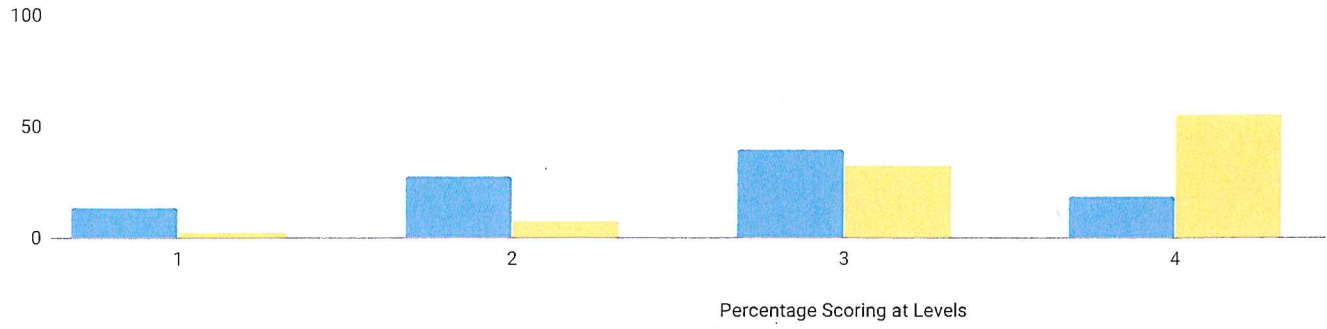


Grades

Grade	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
Grade 4	58	746	104	14%	206	28%	295	40%	141	19%	436	58%
Grade 8	311	395	153	39%	163	41%	73	18%	6	2%	79	20%
Regents 8	0	167	12	7%	26	16%	97	58%	32	19%	129	77%
Combined 8	311	562	165	29%	189	34%	170	30%	38	7%	208	37%
Grades 4&8	369	1,308	269	21%	395	30%	465	36%	179	14%	644	49%

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

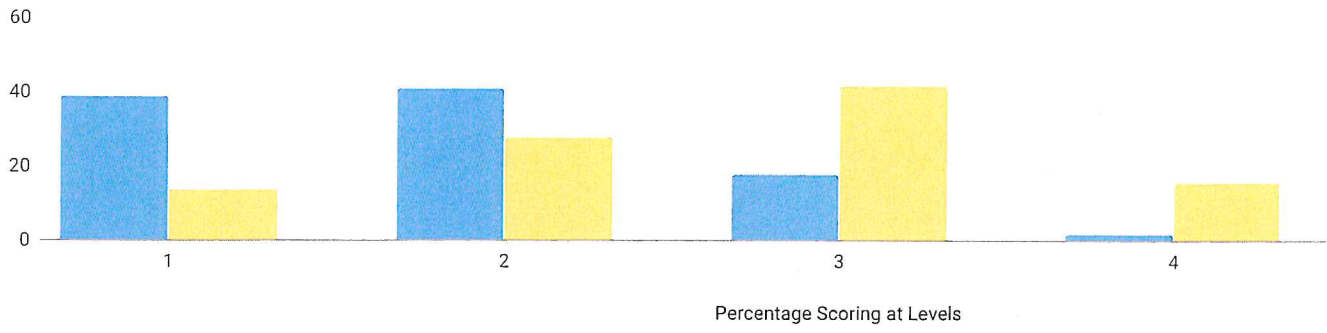
GRADE 4 SCIENCE RESULTS



MEAN SCORE: 66

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	58	746	104	14%	206	28%	295	40%	141	19%	436	58%
General Education	33	637	75	12%	154	24%	273	43%	135	21%	408	64%
Students with Disabilities	25	109	29	27%	52	48%	22	20%	6	6%	28	26%
Asian or Native Hawaiian/Other Pacific Islander	9	122	10	8%	28	23%	56	46%	28	23%	84	69%
Black or African American	20	195	34	17%	58	30%	77	39%	26	13%	103	53%
Hispanic or Latino	13	173	28	16%	60	35%	62	36%	23	13%	85	49%
White	11	172	22	13%	39	23%	60	35%	51	30%	111	65%
Multiracial	4	84	10	12%	21	25%	40	48%	13	15%	53	63%
Female	22	362	53	15%	100	28%	135	37%	74	20%	209	58%
Male	36	384	51	13%	106	28%	160	42%	67	17%	227	59%
English Language Learners	9	53	23	43%	22	42%	7	13%	1	2%	8	15%
Non-English Language Learners	49	693	81	12%	184	27%	288	42%	140	20%	428	62%
Economically Disadvantaged	50	626	89	14%	191	31%	247	39%	99	16%	346	55%
Not Economically Disadvantaged	8	120	15	13%	15	13%	48	40%	42	35%	90	75%
Not Migrant	58	746	104	14%	206	28%	295	40%	141	19%	436	58%
Homeless	3	39	11	28%	11	28%	14	36%	3	8%	17	44%
Not Homeless	55	707	93	13%	195	28%	281	40%	138	20%	419	59%
Not in Foster Care	58	746	104	14%	206	28%	295	40%	141	19%	436	58%
Parent Not in Armed Forces	58	746	104	14%	206	28%	295	40%	141	19%	436	58%

GRADE 8 SCIENCE RESULTS

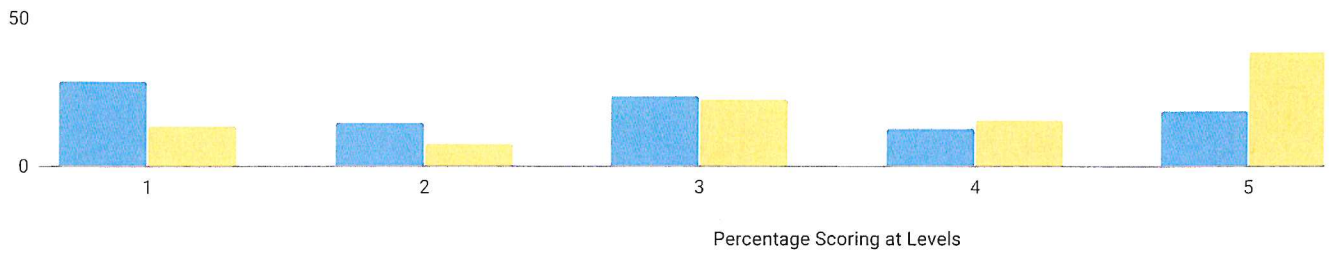


MEAN SCORE: 50

Subgroup	Not Tested	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
			#	%	#	%	#	%	#	%	#	%
All Students	311	395	153	39%	163	41%	73	18%	6	2%	79	20%
General Education	254	282	97	34%	116	41%	63	22%	6	2%	69	24%
Students with Disabilities	57	113	56	50%	47	42%	10	9%	0	0%	10	9%
American Indian or Alaska Native	—	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	81	—	—	—	—	—	—	—	—	—	—
Black or African American	116	139	64	46%	49	35%	23	17%	3	2%	26	19%
Hispanic or Latino	37	86	28	33%	43	50%	14	16%	1	1%	15	17%
White	83	85	33	39%	33	39%	18	21%	1	1%	19	22%
Multiracial	—	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	75	85	28	33%	38	45%	18	21%	1	1%	19	22%
Female	169	171	55	32%	79	46%	34	20%	3	2%	37	22%
Male	142	224	98	44%	84	38%	39	17%	3	1%	42	19%
English Language Learners	3	30	17	57%	9	30%	4	13%	0	0%	4	13%
Non-English Language Learners	308	365	136	37%	154	42%	69	19%	6	2%	75	21%
Economically Disadvantaged	244	335	132	39%	140	42%	57	17%	6	2%	63	19%
Not Economically Disadvantaged	67	60	21	35%	23	38%	16	27%	0	0%	16	27%
Not Migrant	311	395	153	39%	163	41%	73	18%	6	2%	79	20%
Homeless	6	14	7	50%	6	43%	1	7%	0	0%	1	7%
Not Homeless	305	381	146	38%	157	41%	72	19%	6	2%	78	20%
Not in Foster Care	311	395	153	39%	163	41%	73	18%	6	2%	79	20%
Parent Not in Armed Forces	311	395	153	39%	163	41%	73	18%	6	2%	79	20%

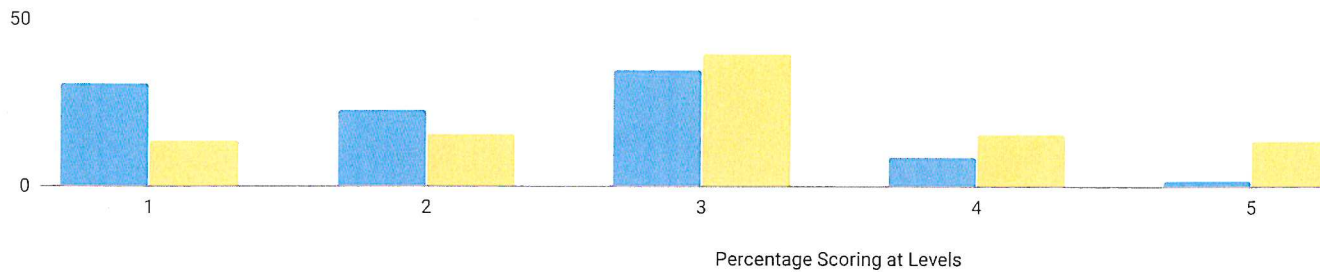
Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in these results.

ANNUAL REGENTS ENGLISH (2017-18)



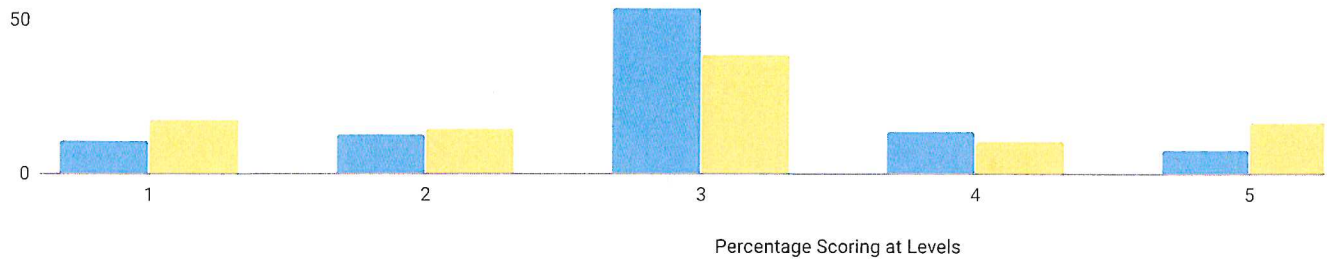
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	727	213	29%	107	15%	175	24%	96	13%	136	19%	407	56%
General Education	584	143	24%	74	13%	146	25%	85	15%	136	23%	367	63%
Students with Disabilities	143	70	49%	33	23%	29	20%	11	8%	0	0%	40	28%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	178	44	25%	26	15%	48	27%	22	12%	38	21%	108	61%
Black or African American	265	98	37%	42	16%	66	25%	29	11%	30	11%	125	47%
Hispanic or Latino	111	36	32%	15	14%	26	23%	17	15%	17	15%	60	54%
White	163	34	21%	23	14%	33	20%	26	16%	47	29%	106	65%
Multiracial	9	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	1	10%	2	20%	2	20%	4	40%	8	80%
Female	376	90	24%	51	14%	95	25%	53	14%	87	23%	235	63%
Male	351	123	35%	56	16%	80	23%	43	12%	49	14%	172	49%
English Language Learners	31	14	45%	7	23%	10	32%	0	0%	0	0%	10	32%
Non-English Language Learners	696	199	29%	100	14%	165	24%	96	14%	136	20%	397	57%
Economically Disadvantaged	566	176	31%	87	15%	134	24%	79	14%	90	16%	303	54%
Not Economically Disadvantaged	161	37	23%	20	12%	41	25%	17	11%	46	29%	104	65%
Not Migrant	727	213	29%	107	15%	175	24%	96	13%	136	19%	407	56%
Homeless	12	3	25%	3	25%	6	50%	0	0%	0	0%	6	50%
Not Homeless	715	210	29%	104	15%	169	24%	96	13%	136	19%	401	56%
Not in Foster Care	727	213	29%	107	15%	175	24%	96	13%	136	19%	407	56%
Parent Not in Armed Forces	727	213	29%	107	15%	175	24%	96	13%	136	19%	407	56%

ANNUAL REGENTS ALGEBRA I (2017-18)



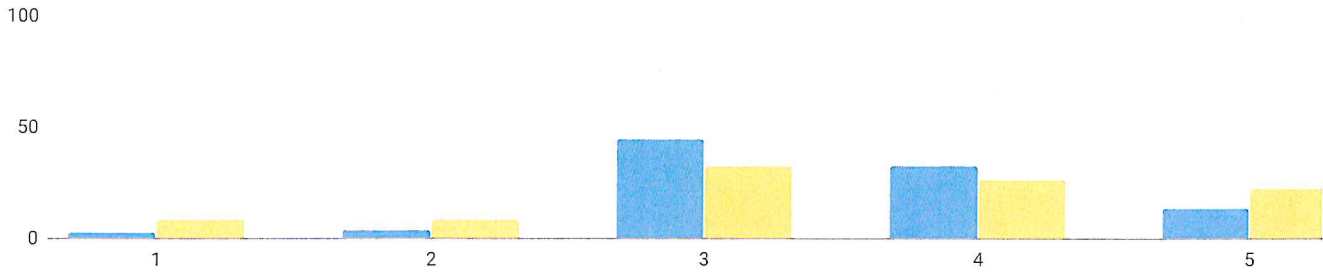
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	1,170	363	31%	267	23%	413	35%	100	9%	27	2%	540	46%
General Education	909	201	22%	195	21%	389	43%	97	11%	27	3%	513	56%
Students with Disabilities	261	162	62%	72	28%	24	9%	3	1%	0	0%	27	10%
American Indian or Alaska Native	3	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	256	43	17%	61	24%	107	42%	34	13%	11	4%	152	59%
Black or African American	425	167	39%	93	22%	140	33%	21	5%	4	1%	165	39%
Hispanic or Latino	213	74	35%	44	21%	82	38%	13	6%	0	0%	95	45%
White	255	71	28%	67	26%	74	29%	32	13%	11	4%	117	46%
Multiracial	18	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	21	8	38%	2	10%	10	48%	0	0%	1	5%	11	52%
Female	577	141	24%	134	23%	230	40%	55	10%	17	3%	302	52%
Male	593	222	37%	133	22%	183	31%	45	8%	10	2%	238	40%
English Language Learners	66	27	41%	9	14%	26	39%	3	5%	1	2%	30	45%
Non-English Language Learners	1,104	336	30%	258	23%	387	35%	97	9%	26	2%	510	46%
Economically Disadvantaged	956	301	31%	227	24%	339	35%	75	8%	14	1%	428	45%
Not Economically Disadvantaged	214	62	29%	40	19%	74	35%	25	12%	13	6%	112	52%
Not Migrant	1,170	363	31%	267	23%	413	35%	100	9%	27	2%	540	46%
Homeless	32	11	34%	8	25%	12	38%	1	3%	0	0%	13	41%
Not Homeless	1,138	352	31%	259	23%	401	35%	99	9%	27	2%	527	46%
Not in Foster Care	1,170	363	31%	267	23%	413	35%	100	9%	27	2%	540	46%
Parent Not in Armed Forces	1,170	363	31%	267	23%	413	35%	100	9%	27	2%	540	46%

ANNUAL REGENTS GEOMETRY (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	241	27	11%	32	13%	129	54%	33	14%	20	8%	182	76%
General Education	236	26	11%	32	14%	125	53%	33	14%	20	8%	178	75%
Students with Disabilities	5	1	20%	0	0%	4	80%	0	0%	0	0%	4	80%
Asian or Native Hawaiian/Other Pacific Islander	86	11	13%	9	10%	44	51%	15	17%	7	8%	66	77%
Black or African American	61	10	16%	14	23%	26	43%	7	11%	4	7%	37	61%
Hispanic or Latino	26	–	–	–	–	–	–	–	–	–	–	–	–
White	66	4	6%	8	12%	39	59%	8	12%	7	11%	54	82%
Multiracial	2	–	–	–	–	–	–	–	–	–	–	–	–
Small Group Total	28	2	7%	1	4%	20	71%	3	11%	2	7%	25	89%
Female	127	12	9%	18	14%	65	51%	18	14%	14	11%	97	76%
Male	114	15	13%	14	12%	64	56%	15	13%	6	5%	85	75%
English Language Learners	8	1	13%	2	25%	2	25%	1	13%	2	25%	5	63%
Non-English Language Learners	233	26	11%	30	13%	127	55%	32	14%	18	8%	177	76%
Economically Disadvantaged	183	22	12%	25	14%	97	53%	25	14%	14	8%	136	74%
Not Economically Disadvantaged	58	5	9%	7	12%	32	55%	8	14%	6	10%	46	79%
Not Migrant	241	27	11%	32	13%	129	54%	33	14%	20	8%	182	76%
Homeless	2	–	–	–	–	–	–	–	–	–	–	–	–
Not Homeless	239	–	–	–	–	–	–	–	–	–	–	–	–
Not in Foster Care	241	27	11%	32	13%	129	54%	33	14%	20	8%	182	76%
Parent Not in Armed Forces	241	27	11%	32	13%	129	54%	33	14%	20	8%	182	76%

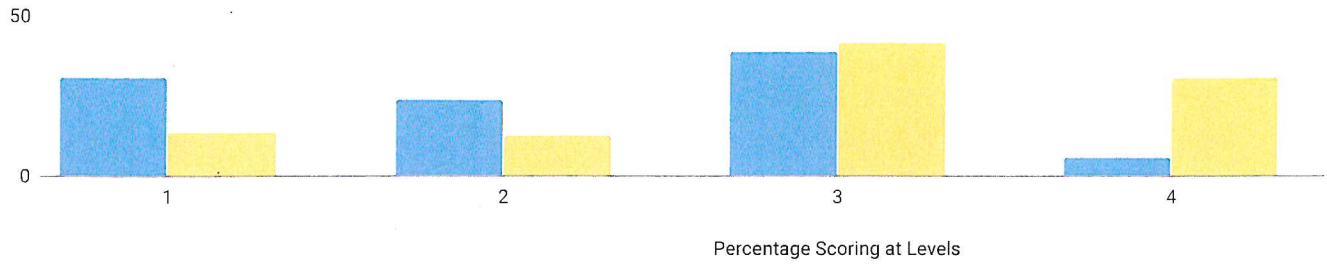
ANNUAL REGENTS ALGEBRA II (2017-18)



Percentage Scoring at Levels

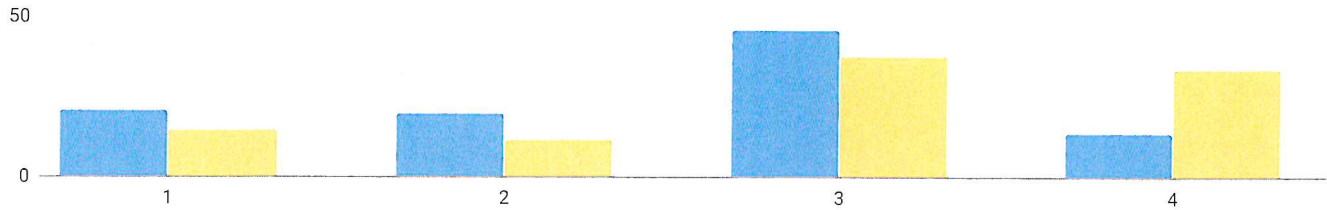
Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%
General Education	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	32	1	3%	2	6%	15	47%	9	28%	5	16%	29	91%
Black or African American	20	1	5%	2	10%	11	55%	3	15%	3	15%	17	85%
Hispanic or Latino	12	—	—	—	—	—	—	—	—	—	—	—	—
White	31	1	3%	0	0%	11	35%	14	45%	5	16%	30	97%
Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	14	0	0%	0	0%	7	50%	6	43%	1	7%	14	100%
Female	62	1	2%	2	3%	31	50%	18	29%	10	16%	59	95%
Male	35	2	6%	2	6%	13	37%	14	40%	4	11%	31	89%
Non-English Language Learners	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%
Economically Disadvantaged	70	1	1%	4	6%	33	47%	22	31%	10	14%	65	93%
Not Economically Disadvantaged	27	2	7%	0	0%	11	41%	10	37%	4	15%	25	93%
Not Migrant	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%
Not Homeless	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%
Not in Foster Care	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%
Parent Not in Armed Forces	97	3	3%	4	4%	44	45%	32	33%	14	14%	90	93%

ANNUAL REGENTS LIVING ENVIRONMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	1,101	346	31%	268	24%	425	39%	62	6%	487	44%
General Education	878	198	23%	228	26%	393	45%	59	7%	452	51%
Students with Disabilities	223	148	66%	40	18%	32	14%	3	1%	35	16%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	262	73	28%	61	23%	112	43%	16	6%	128	49%
Black or African American	379	133	35%	107	28%	131	35%	8	2%	139	37%
Hispanic or Latino	193	71	37%	45	23%	73	38%	4	2%	77	40%
White	250	64	26%	51	20%	103	41%	32	13%	135	54%
Multiracial	16	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	5	29%	4	24%	6	35%	2	12%	8	47%
Female	573	169	29%	144	25%	224	39%	36	6%	260	45%
Male	528	177	34%	124	23%	201	38%	26	5%	227	43%
English Language Learners	74	36	49%	21	28%	17	23%	0	0%	17	23%
Non-English Language Learners	1,027	310	30%	247	24%	408	40%	62	6%	470	46%
Economically Disadvantaged	896	291	32%	236	26%	335	37%	34	4%	369	41%
Not Economically Disadvantaged	205	55	27%	32	16%	90	44%	28	14%	118	58%
Not Migrant	1,101	346	31%	268	24%	425	39%	62	6%	487	44%
Homeless	28	13	46%	6	21%	9	32%	0	0%	9	32%
Not Homeless	1,073	333	31%	262	24%	416	39%	62	6%	478	45%
Not in Foster Care	1,101	346	31%	268	24%	425	39%	62	6%	487	44%
Parent Not in Armed Forces	1,101	346	31%	268	24%	425	39%	62	6%	487	44%

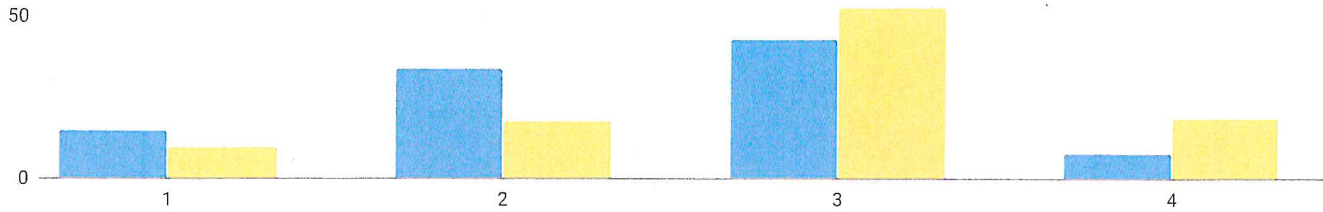
ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	301	62	21%	59	20%	138	46%	42	14%	180	60%
General Education	257	38	15%	52	20%	126	49%	41	16%	167	65%
Students with Disabilities	44	24	55%	7	16%	12	27%	1	2%	13	30%
Asian or Native Hawaiian/Other Pacific Islander	71	9	13%	17	24%	40	56%	5	7%	45	63%
Black or African American	104	27	26%	23	22%	36	35%	18	17%	54	52%
Hispanic or Latino	44	8	18%	7	16%	25	57%	4	9%	29	66%
White	74	16	22%	9	12%	35	47%	14	19%	49	66%
Multiracial	8	2	25%	3	38%	2	25%	1	13%	3	38%
Female	169	33	20%	42	25%	68	40%	26	15%	94	56%
Male	132	29	22%	17	13%	70	53%	16	12%	86	65%
English Language Learners	18	3	17%	7	39%	7	39%	1	6%	8	44%
Non-English Language Learners	283	59	21%	52	18%	131	46%	41	14%	172	61%
Economically Disadvantaged	237	51	22%	48	20%	105	44%	33	14%	138	58%
Not Economically Disadvantaged	64	11	17%	11	17%	33	52%	9	14%	42	66%
Not Migrant	301	62	21%	59	20%	138	46%	42	14%	180	60%
Homeless	6	2	33%	2	33%	1	17%	1	17%	2	33%
Not Homeless	295	60	20%	57	19%	137	46%	41	14%	178	60%
Not in Foster Care	301	62	21%	59	20%	138	46%	42	14%	180	60%
Parent Not in Armed Forces	301	62	21%	59	20%	138	46%	42	14%	180	60%

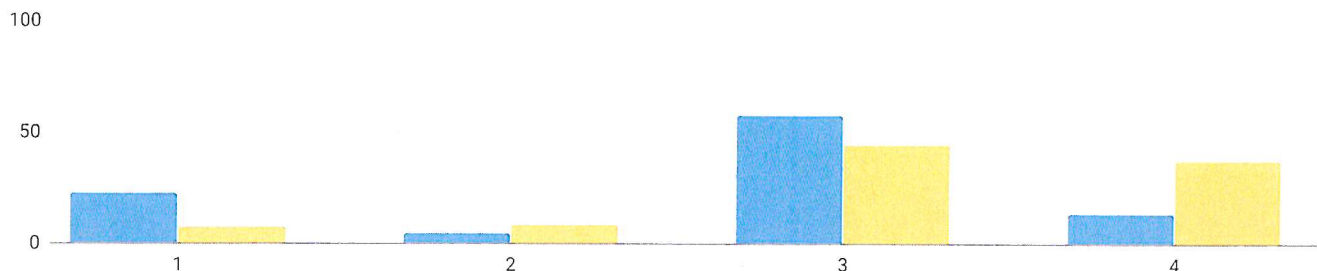
ANNUAL REGENTS PHYSICAL SETTING/CHEMISTRY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	195	29	15%	66	34%	84	43%	16	8%	100	51%
General Education	193	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	67	11	16%	23	34%	25	37%	8	12%	33	49%
Black or African American	50	11	22%	15	30%	21	42%	3	6%	24	48%
Hispanic or Latino	22	—	—	—	—	—	—	—	—	—	—
White	54	4	7%	19	35%	26	48%	5	9%	31	57%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Small Group Total	24	3	13%	9	38%	12	50%	0	0%	12	50%
Female	115	17	15%	38	33%	56	49%	4	3%	60	52%
Male	80	12	15%	28	35%	28	35%	12	15%	40	50%
Non-English Language Learners	195	29	15%	66	34%	84	43%	16	8%	100	51%
Economically Disadvantaged	142	21	15%	52	37%	58	41%	11	8%	69	49%
Not Economically Disadvantaged	53	8	15%	14	26%	26	49%	5	9%	31	58%
Not Migrant	195	29	15%	66	34%	84	43%	16	8%	100	51%
Not Homeless	195	29	15%	66	34%	84	43%	16	8%	100	51%
Not in Foster Care	195	29	15%	66	34%	84	43%	16	8%	100	51%
Parent Not in Armed Forces	195	29	15%	66	34%	84	43%	16	8%	100	51%

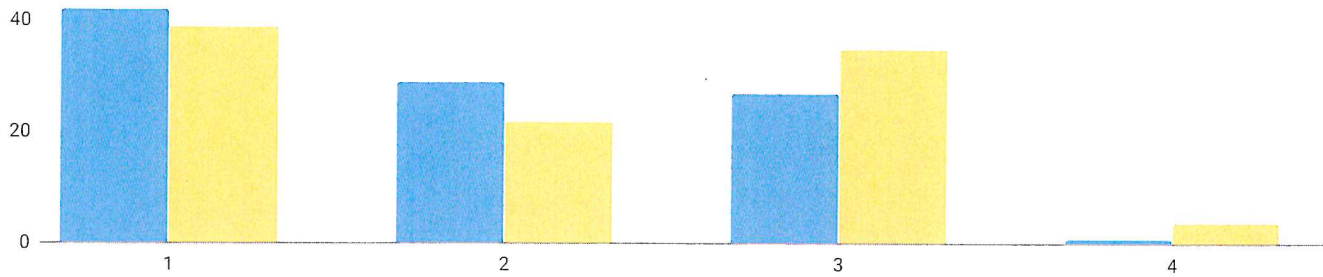
ANNUAL REGENTS PHYSICAL SETTING/PHYSICS (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	74	17	23%	4	5%	43	58%	10	14%	53	72%
General Education	72	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	2	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	29	6	21%	3	10%	15	52%	5	17%	20	69%
Black or African American	10	4	40%	0	0%	5	50%	1	10%	6	60%
Hispanic or Latino	10	5	50%	0	0%	4	40%	1	10%	5	50%
White	25	2	8%	1	4%	19	76%	3	12%	22	88%
Female	30	8	27%	0	0%	16	53%	6	20%	22	73%
Male	44	9	20%	4	9%	27	61%	4	9%	31	70%
English Language Learners	2	—	—	—	—	—	—	—	—	—	—
Non-English Language Learners	72	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	55	17	31%	3	5%	29	53%	6	11%	35	64%
Not Economically Disadvantaged	19	0	0%	1	5%	14	74%	4	21%	18	95%
Not Migrant	74	17	23%	4	5%	43	58%	10	14%	53	72%
Not Homeless	74	17	23%	4	5%	43	58%	10	14%	53	72%
Not in Foster Care	74	17	23%	4	5%	43	58%	10	14%	53	72%
Parent Not in Armed Forces	74	17	23%	4	5%	43	58%	10	14%	53	72%

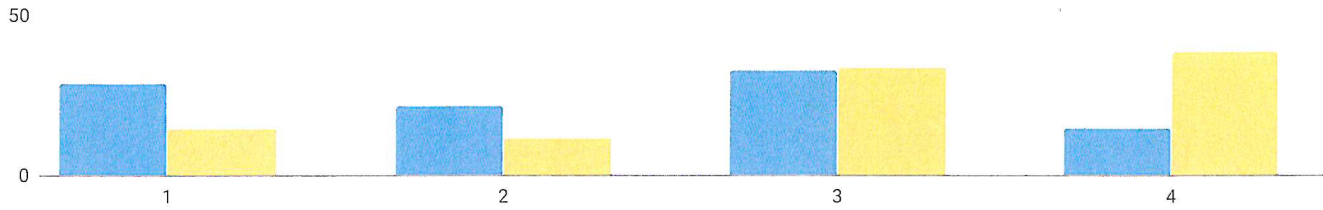
ANNUAL REGENTS GLOBAL HISTORY AND GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	292	124	42%	85	29%	79	27%	4	1%	83	28%
General Education	205	73	36%	60	29%	69	34%	3	1%	72	35%
Students with Disabilities	87	51	59%	25	29%	10	11%	1	1%	11	13%
Asian or Native Hawaiian/Other Pacific Islander	57	21	37%	16	28%	19	33%	1	2%	20	35%
Black or African American	131	59	45%	39	30%	32	24%	1	1%	33	25%
Hispanic or Latino	51	22	43%	13	25%	15	29%	1	2%	16	31%
White	51	—	—	—	—	—	—	—	—	—	—
Multiracial	2	—	—	—	—	—	—	—	—	—	—
Small Group Total	53	22	42%	17	32%	13	25%	1	2%	14	26%
Female	146	57	39%	42	29%	43	29%	4	3%	47	32%
Male	146	67	46%	43	29%	36	25%	0	0%	36	25%
English Language Learners	18	10	56%	5	28%	3	17%	0	0%	3	17%
Non-English Language Learners	274	114	42%	80	29%	76	28%	4	1%	80	29%
Economically Disadvantaged	244	96	39%	75	31%	70	29%	3	1%	73	30%
Not Economically Disadvantaged	48	28	58%	10	21%	9	19%	1	2%	10	21%
Not Migrant	292	124	42%	85	29%	79	27%	4	1%	83	28%
Homeless	8	5	63%	2	25%	1	13%	0	0%	1	13%
Not Homeless	284	119	42%	83	29%	78	27%	4	1%	82	29%
Not in Foster Care	292	124	42%	85	29%	79	27%	4	1%	83	28%
Parent Not in Armed Forces	292	124	42%	85	29%	79	27%	4	1%	83	28%

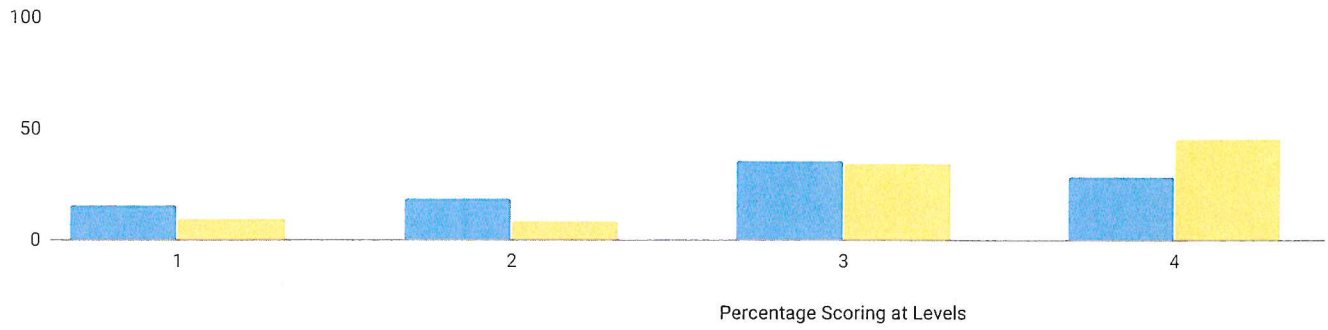
ANNUAL REGENTS TRANSITION EXAM IN GLOBAL HISTORY & GEOGRAPHY (2017-18)



Percentage Scoring at Levels

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	717	210	29%	161	22%	238	33%	108	15%	346	48%
General Education	567	134	24%	127	22%	200	35%	106	19%	306	54%
Students with Disabilities	150	76	51%	34	23%	38	25%	2	1%	40	27%
Asian or Native Hawaiian/Other Pacific Islander	154	32	21%	36	23%	52	34%	34	22%	86	56%
Black or African American	264	92	35%	75	28%	75	28%	22	8%	97	37%
Hispanic or Latino	121	40	33%	25	21%	42	35%	14	12%	56	46%
White	169	42	25%	23	14%	67	40%	37	22%	104	62%
Multiracial	9	4	44%	2	22%	2	22%	1	11%	3	33%
Female	352	89	25%	78	22%	125	36%	60	17%	185	53%
Male	365	121	33%	83	23%	113	31%	48	13%	161	44%
English Language Learners	37	20	54%	8	22%	8	22%	1	3%	9	24%
Non-English Language Learners	680	190	28%	153	23%	230	34%	107	16%	337	50%
Economically Disadvantaged	584	172	29%	138	24%	201	34%	73	13%	274	47%
Not Economically Disadvantaged	133	38	29%	23	17%	37	28%	35	26%	72	54%
Not Migrant	717	210	29%	161	22%	238	33%	108	15%	346	48%
Homeless	15	5	33%	5	33%	3	20%	2	13%	5	33%
Not Homeless	702	205	29%	156	22%	235	33%	106	15%	341	49%
Not in Foster Care	717	210	29%	161	22%	238	33%	108	15%	346	48%
Parent Not in Armed Forces	717	210	29%	161	22%	238	33%	108	15%	346	48%

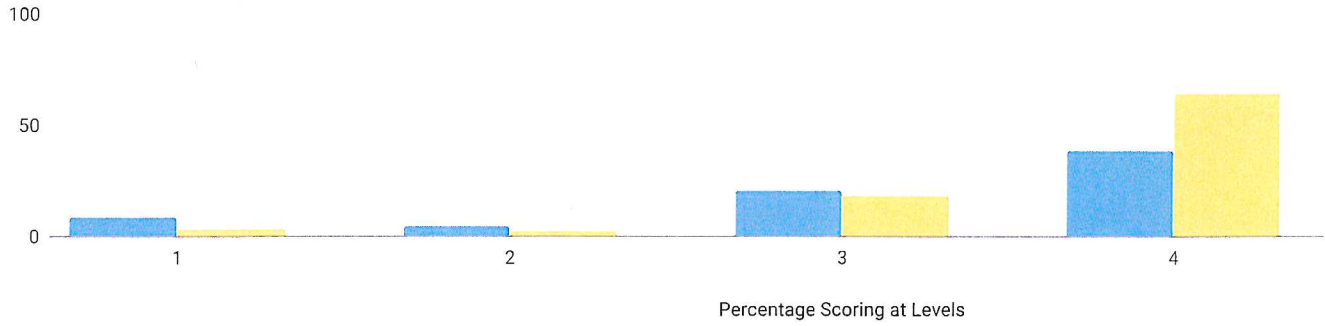
ANNUAL REGENTS U.S. HISTORY & GOVERNMENT (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	689	112	16%	129	19%	250	36%	198	29%	448	65%
General Education	566	63	11%	97	17%	214	38%	192	34%	406	72%
Students with Disabilities	123	49	40%	32	26%	36	29%	6	5%	42	34%
American Indian or Alaska Native	1	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	172	23	13%	33	19%	61	35%	55	32%	116	67%
Black or African American	252	54	21%	59	23%	94	37%	45	18%	139	55%
Hispanic or Latino	100	14	14%	17	17%	44	44%	25	25%	69	69%
White	155	20	13%	19	12%	48	31%	68	44%	116	75%
Multiracial	9	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	1	10%	1	10%	3	30%	5	50%	8	80%
Female	360	41	11%	74	21%	132	37%	113	31%	245	68%
Male	329	71	22%	55	17%	118	36%	85	26%	203	62%
English Language Learners	24	6	25%	8	33%	10	42%	0	0%	10	42%
Non-English Language Learners	665	106	16%	121	18%	240	36%	198	30%	438	66%
Economically Disadvantaged	544	82	15%	109	20%	222	41%	131	24%	353	65%
Not Economically Disadvantaged	145	30	21%	20	14%	28	19%	67	46%	95	66%
Not Migrant	689	112	16%	129	19%	250	36%	198	29%	448	65%
Homeless	15	3	20%	3	20%	8	53%	1	7%	9	60%
Not Homeless	674	109	16%	126	19%	242	36%	197	29%	439	65%
Not in Foster Care	689	112	16%	129	19%	250	36%	198	29%	448	65%
Parent Not in Armed Forces	689	112	16%	129	19%	250	36%	198	29%	448	65%

2014 TOTAL COHORT RESULTS IN REGENTS ENGLISH LANGUAGE ARTS

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.

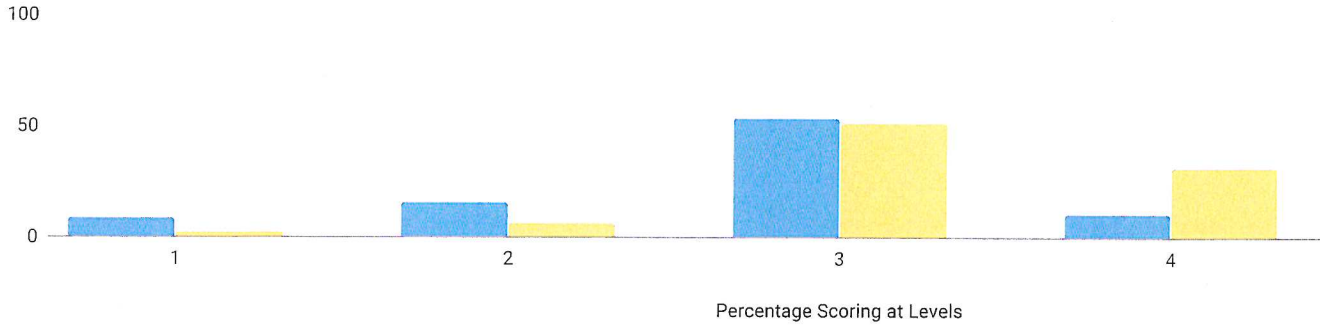


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	749	197	26%	552	74%	64	9%	39	5%	157	21%	292	39%	449	60%
General Education	605	136	22%	469	78%	37	6%	22	4%	129	21%	281	46%	410	68%
Students with Disabilities	144	61	42%	83	58%	27	19%	17	12%	28	19%	11	8%	39	27%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	170	27	16%	143	84%	15	9%	3	2%	44	26%	81	48%	125	74%
Black or African American	246	73	30%	173	70%	29	12%	19	8%	51	21%	74	30%	125	51%
Hispanic or Latino	109	39	36%	70	64%	8	7%	7	6%	26	24%	29	27%	55	50%
White	207	56	27%	151	73%	11	5%	9	4%	31	15%	100	48%	131	63%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	2	12%	15	88%	1	6%	1	6%	5	29%	8	47%	13	76%
Female	369	88	24%	281	76%	26	7%	14	4%	71	19%	170	46%	241	65%
Male	380	109	29%	271	71%	38	10%	25	7%	86	23%	122	32%	208	55%
English Language Learners	24	13	54%	11	46%	1	4%	4	17%	6	25%	0	0%	6	25%
Non-English Language Learners	725	184	25%	541	75%	63	9%	35	5%	151	21%	292	40%	443	61%
Economically Disadvantaged	549	137	25%	412	75%	48	9%	34	6%	126	23%	204	37%	330	60%
Not Economically Disadvantaged	200	60	30%	140	70%	16	8%	5	3%	31	16%	88	44%	119	60%
Not Migrant	749	197	26%	552	74%	64	9%	39	5%	157	21%	292	39%	449	60%
Homeless	20	6	30%	14	70%	5	25%	2	10%	3	15%	4	20%	7	35%
Not Homeless	729	191	26%	538	74%	59	8%	37	5%	154	21%	288	40%	442	61%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	748	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	749	197	26%	552	74%	64	9%	39	5%	157	21%	292	39%	449	60%

2014 TOTAL COHORT RESULTS IN REGENTS MATHEMATICS

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.

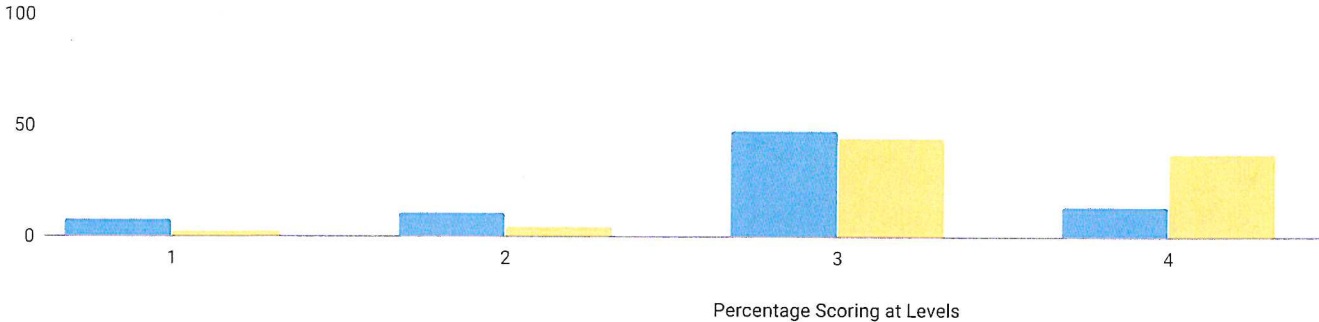


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	749	78	10%	671	90%	70	9%	117	16%	402	54%	82	11%	484	65%
General Education	605	44	7%	561	93%	35	6%	67	11%	377	62%	82	14%	459	76%
Students with Disabilities	144	34	24%	110	76%	35	24%	50	35%	25	17%	0	0%	25	17%
American Indian or Alaska Native	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	170	6	4%	164	96%	11	6%	18	11%	110	65%	25	15%	135	79%
Black or African American	246	30	12%	216	88%	35	14%	42	17%	126	51%	13	5%	139	57%
Hispanic or Latino	109	17	16%	92	84%	10	9%	21	19%	58	53%	3	3%	61	56%
White	207	24	12%	183	88%	14	7%	34	16%	95	46%	40	19%	135	65%
Multiracial	13	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Small Group Total	17	1	6%	16	94%	0	0%	2	12%	13	76%	1	6%	14	82%
Female	369	31	8%	338	92%	27	7%	56	15%	207	56%	48	13%	255	69%
Male	380	47	12%	333	88%	43	11%	61	16%	195	51%	34	9%	229	60%
English Language Learners	24	5	21%	19	79%	4	17%	11	46%	4	17%	0	0%	4	17%
Non-English Language Learners	725	73	10%	652	90%	66	9%	106	15%	398	55%	82	11%	480	66%
Economically Disadvantaged	549	44	8%	505	92%	47	9%	94	17%	315	57%	49	9%	364	66%
Not Economically Disadvantaged	200	34	17%	166	83%	23	12%	23	12%	87	44%	33	17%	120	60%
Not Migrant	749	78	10%	671	90%	70	9%	117	16%	402	54%	82	11%	484	65%
Homeless	20	2	10%	18	90%	3	15%	6	30%	9	45%	0	0%	9	45%
Not Homeless	729	76	10%	653	90%	67	9%	111	15%	393	54%	82	11%	475	65%
In Foster Care	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4 & Above		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	748	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	749	78	10%	671	90%	70	9%	117	16%	402	54%	82	11%	484	65%

2014 TOTAL COHORT RESULTS IN REGENTS SCIENCE

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.

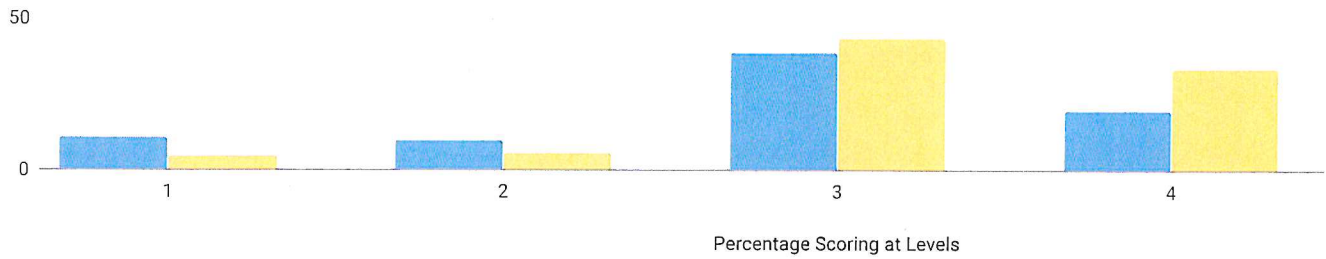


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	749	142	19%	607	81%	61	8%	79	11%	361	48%	106	14%	467	62%
General Education	605	86	14%	519	86%	32	5%	53	9%	329	54%	105	17%	434	72%
Students with Disabilities	144	56	39%	88	61%	29	20%	26	18%	32	22%	1	1%	33	23%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	170	21	12%	149	88%	12	7%	14	8%	92	54%	31	18%	123	72%
Black or African American	246	61	25%	185	75%	23	9%	31	13%	114	46%	17	7%	131	53%
Hispanic or Latino	109	25	23%	84	77%	10	9%	17	16%	53	49%	4	4%	57	52%
White	207	34	16%	173	84%	15	7%	14	7%	91	44%	53	26%	144	70%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	1	6%	16	94%	1	6%	3	18%	11	65%	1	6%	12	71%
Female	369	54	15%	315	85%	30	8%	41	11%	190	51%	54	15%	244	66%
Male	380	88	23%	292	77%	31	8%	38	10%	171	45%	52	14%	223	59%
English Language Learners	24	8	33%	16	67%	6	25%	5	21%	5	21%	0	0%	5	21%
Non-English Language Learners	725	134	18%	591	82%	55	8%	74	10%	356	49%	106	15%	462	64%
Economically Disadvantaged	549	88	16%	461	84%	48	9%	62	11%	284	52%	67	12%	351	64%
Not Economically Disadvantaged	200	54	27%	146	73%	13	7%	17	9%	77	39%	39	20%	116	58%
Not Migrant	749	142	19%	607	81%	61	8%	79	11%	361	48%	106	14%	467	62%
Homeless	20	4	20%	16	80%	4	20%	4	20%	8	40%	0	0%	8	40%
Not Homeless	729	138	19%	591	81%	57	8%	75	10%	353	48%	106	15%	459	63%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	748	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	749	142	19%	607	81%	61	8%	79	11%	361	48%	106	14%	467	62%

2014 TOTAL COHORT RESULTS IN REGENTS GLOBAL HISTORY AND GEOGRAPHY

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.

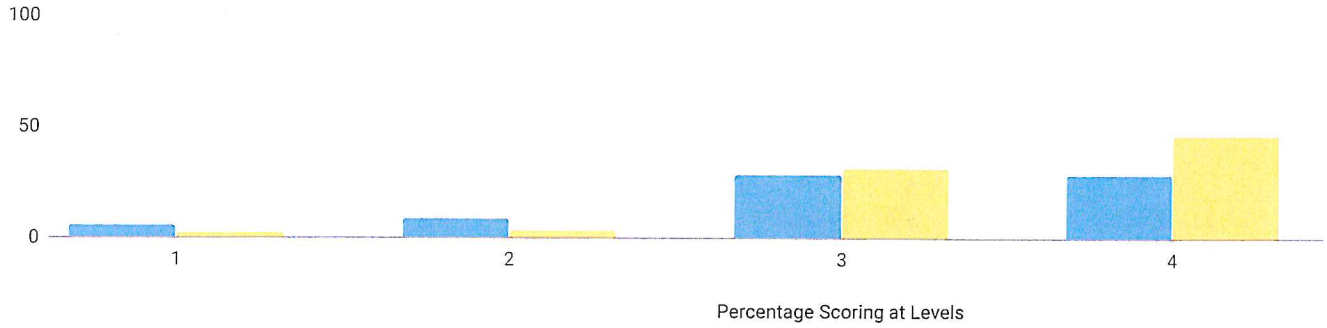


Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	749	142	19%	607	81%	86	11%	77	10%	292	39%	152	20%	444	59%
General Education	605	96	16%	509	84%	46	8%	41	7%	273	45%	149	25%	422	70%
Students with Disabilities	144	46	32%	98	68%	40	28%	36	25%	19	13%	3	2%	22	15%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	170	25	15%	145	85%	15	9%	10	6%	75	44%	45	26%	120	71%
Black or African American	246	56	23%	190	77%	34	14%	33	13%	97	39%	26	11%	123	50%
Hispanic or Latino	109	24	22%	85	78%	18	17%	13	12%	39	36%	15	14%	54	50%
White	207	36	17%	171	83%	16	8%	21	10%	70	34%	64	31%	134	65%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	1	6%	16	94%	3	18%	0	0%	11	65%	2	12%	13	76%
Female	369	61	17%	308	83%	40	11%	32	9%	154	42%	82	22%	236	64%
Male	380	81	21%	299	79%	46	12%	45	12%	138	36%	70	18%	208	55%
English Language Learners	24	10	42%	14	58%	7	29%	1	4%	6	25%	0	0%	6	25%
Non-English Language Learners	725	132	18%	593	82%	79	11%	76	10%	286	39%	152	21%	438	60%
Economically Disadvantaged	549	92	17%	457	83%	60	11%	63	11%	241	44%	93	17%	334	61%
Not Economically Disadvantaged	200	50	25%	150	75%	26	13%	14	7%	51	26%	59	30%	110	55%
Not Migrant	749	142	19%	607	81%	86	11%	77	10%	292	39%	152	20%	444	59%
Homeless	20	4	20%	16	80%	4	20%	6	30%	6	30%	0	0%	6	30%
Not Homeless	729	138	19%	591	81%	82	11%	71	10%	286	39%	152	21%	438	60%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	748	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	749	142	19%	607	81%	86	11%	77	10%	292	39%	152	20%	444	59%

2014 TOTAL COHORT RESULTS IN REGENTS U.S. HISTORY AND GOVERNMENT

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.



Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	749	202	27%	547	73%	42	6%	68	9%	219	29%	218	29%	437	58%
General Education	605	137	23%	468	77%	18	3%	43	7%	193	32%	214	35%	407	67%
Students with Disabilities	144	65	45%	79	55%	24	17%	25	17%	26	18%	4	3%	30	21%
American Indian or Alaska Native	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	170	25	15%	145	85%	7	4%	16	9%	66	39%	56	33%	122	72%
Black or African American	246	74	30%	172	70%	23	9%	27	11%	80	33%	42	17%	122	50%
Hispanic or Latino	109	41	38%	68	62%	7	6%	11	10%	28	26%	22	20%	50	46%
White	207	59	29%	148	71%	5	2%	11	5%	38	18%	94	45%	132	64%
Multiracial	13	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	17	3	18%	14	82%	0	0%	3	18%	7	41%	4	24%	11	65%
Female	369	89	24%	280	76%	15	4%	33	9%	116	31%	116	31%	232	63%
Male	380	113	30%	267	70%	27	7%	35	9%	103	27%	102	27%	205	54%
English Language Learners	24	12	50%	12	50%	3	13%	3	13%	5	21%	1	4%	6	25%
Non-English Language Learners	725	190	26%	535	74%	39	5%	65	9%	214	30%	217	30%	431	59%
Economically Disadvantaged	549	137	25%	412	75%	30	5%	56	10%	183	33%	143	26%	326	59%
Not Economically Disadvantaged	200	65	33%	135	68%	12	6%	12	6%	36	18%	75	38%	111	56%
Not Migrant	749	202	27%	547	73%	42	6%	68	9%	219	29%	218	29%	437	58%
Homeless	20	6	30%	14	70%	1	5%	4	20%	8	40%	1	5%	9	45%
Not Homeless	729	196	27%	533	73%	41	6%	64	9%	211	29%	217	30%	428	59%
In Foster Care	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Subgroup	Cohort	Not Tested		Tested		Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not in Foster Care	748	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	749	202	27%	547	73%	42	6%	68	9%	219	29%	218	29%	437	58%

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)

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	3	35	17%	14%	11%	31%	26%
Grade 1	3	37	14%	16%	38%	22%	11%
Grade 2	0	47	4%	32%	13%	21%	30%
Grade 3	2	40	3%	20%	35%	35%	8%
Grade 4	1	61	8%	20%	26%	43%	3%
Grade 5	7	33	0%	15%	30%	48%	6%
Grade 6	1	44	0%	9%	41%	39%	11%
Grade 7	4	33	3%	18%	27%	42%	9%
Grade 8	1	32	0%	19%	19%	44%	19%
Grade 9	11	36	3%	19%	25%	44%	8%
Grade 10	4	25	0%	8%	36%	44%	12%
Grade 11	4	18	0%	0%	33%	44%	22%
Grade 12	2	10	0%	0%	20%	70%	10%

NEW YORK STATE ALTERNATE ASSESSMENT (2017-18)

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	1	13	0	2	11	0
Grade 3 Math	1	13	0	2	10	1
Grade 4 ELA	0	6	0	0	5	1
Grade 4 Math	0	6	0	0	5	1
Grade 4 Science	0	6	0	0	6	0
Grade 5 ELA	0	15	1	2	12	0
Grade 5 Math	0	15	1	2	12	0
Grade 6 ELA	2	17	1	4	10	2
Grade 6 Math	2	17	2	5	8	2
Grade 7 ELA	1	13	2	1	9	1
Grade 7 Math	1	13	0	2	11	0
Grade 8 ELA	3	14	1	1	8	4
Grade 8 Math	3	14	1	3	9	1
Grade 8 Science	4	13	1	2	9	1
Secondary-Level ELA	90	7	1	3	2	1
Secondary-Level Math	90	7	0	2	4	1
Secondary-Level Science	91	6	1	0	4	1

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SCHENECTADY CITY SCHOOL DISTRICT - STUDENT AND EDUCATOR REPORT [2017 - 18]

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

STUDENT DATA

FREE AND REDUCED-PRICE LUNCH

Eligible for Free Lunch		Eligible for Reduced-Price Lunch	
Number	Percent	Number	Percent
7,243	79%	294	3%

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Exemption Impact Report

School District - 421500 SCHENECTADY CITY SD

Town of Schenectady		Total Assessed Value	\$3,794,510,245.00
SWIS Code - 421500	Equalized Total Assessed Value	\$3,418,477,654.14	Uniform Percentage
			111.00

SWIS	Exemption Code	Exemption Name	Statutory Authority	Number Of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
421500	12100	NY STATE OWNED P	RPTL 404(1)	11	\$12,347,387.23	0.36
421500	13100	COUNTY OWNED: (G	RPTL 406(1)	48	\$43,679,999.44	1.28
421500	13350	CITY OWNED PROP (G	RPTL 406(1)	432	\$215,255,155.78	6.30
421500	13800	SCHOOL DISTRICT PR	RPTL 408	24	\$98,523,151.88	2.88
421500	13890	MISC LOCAL PUBLIC A	RPTL 412	1	\$2,053,873.85	0.06
421500	13970	REGIONAL OTB CORP	RACING L 513	4	\$2,278,558.53	0.07
421500	14000	SPECIFIC LOCAL PUB	RPTL 412	44	\$61,369,438.85	1.80
421500	14100	USA OWNED (GENE	RPTL 400(1)	15	\$32,511,080.66	0.95
421500	14110	USA OWNED - SPECI	STATE L 54	8	\$6,190,450.37	0.18
421500	18020	MUNICIPAL INDUST D	RPTL 412-a	47	\$241,021,509.51	7.05
421500	18060	URBAN RENEWAL: A	GEN MUNY 555 & 560	330	\$8,690,327.82	0.25
421500	21600	CLERGY RESIDENCE	RPTL 462	12	\$4,461,081.02	0.13
421500	25110	NONPROF ORGNZTN-	RPTL 420-a	167	\$85,422,935.84	2.50
421500	25120	NONPROF ORGNZTN-	RPTL 420-a	53	\$98,600,899.63	2.88
421500	25130	NONPROF ORGNZTN-	RPTL 420-a	60	\$13,678,288.11	0.40
421500	25210	NONPROF ORGNZTN-	RPTL 420-a	39	\$181,258,305.77	5.30
421500	25230	NONPROF ORG-MORA	RPTL 420-a	81	\$43,134,729.17	1.26
421500	25300	NONPROF ORGNZTN-	RPTL 420-b	2	\$238,558.56	0.01
421500	25400	FRATERNAL ORGANI	RPTL 428	7	\$1,235,855.84	0.04
421500	25900	LAND BANKS	NPCL 1608	21	\$735,225.22	0.02
421500	26100	VETERANS ORGANIZ	RPTL 452	3	\$965,225.21	0.03
421500	26250	HISTORICAL SOCIET	RPTL 444	2	\$890,090.08	0.03
421500	27250	RAILROAD - AMTRA	45 U S C 546b	2	\$167,747.75	0.00
421500	27350	CEMETERY - PRIVATE	RPTL 446	20	\$4,291,171.12	0.13
421500	28100	NONPROFIT HSNG-S	RPTL 422	47	\$18,477,927.69	0.54
421500	28120	NONPROFIT HSNG-S	RPTL 422	3	\$6,006,598.12	0.18
421500	29500	PERFORMING ARTS B	RPTL 427	12	\$27,465,765.41	0.80
421500	29700	PROPERTY WDRAWN	RPTL 1138	16	\$231,612.61	0.01

Exemption Impact Report

421500	41400	CLERGY	RPTL 460	18	\$24,324.32	0.00
421500	41800	PERSON AGED 65 YRS	RPTL 467	1,097	\$43,735,440.88	1.28
421500	41834	ENH STAR	RPTL 425	2,285	\$161,209,915.04	4.72
421500	41854	BAS STAR	RPTL 425	5,831	\$185,074,705.72	5.41
421500	41900	PHYSICALLY DISABL	RPTL 459	1	\$78,490.99	0.00
421500	41930	PERSON W/DISABILT	RPTL 459-c	97	\$3,663,979.23	0.11
421500	41960	HISTORIC PROPERTY	RPTL 444-a	11	\$794,864.85	0.02
421500	44116	FIRST-TIME HOMEBUY	RPTL 457	1	\$21,783.78	0.00
421500	47610	BUSNS INVEST:NOT N	RPTL 485-b	13	\$1,889,117.09	0.06
421500	47700	FALLOUT SHELTER F	RPTL 479	1	\$450.45	0.00
421500	48670	REDEVELOP HSNG CO	P H FIL 125 & 127	3	\$903,316.20	0.03
421500	49500	PRIVATE SOLAR/WIN	RPTL 487	7	\$12,192.79	0.00
421500	99999	STAR Check		1,340	\$0.00	0.00
				12,216	\$1,608,591,532.42	47.06

Exemption Impact Report

School District - 421500 SCHENECTADY CITY SD

Town of Rotterdam		Total Assessed Value	\$55,645,558.00
SWIS Code - 422800	Equalized Total Assessed Value	\$55,645,558.00	Uniform Percentage
			100.00

SWIS	Exemption Code	Exemption Name	Statutory Authority	Number Of Exemptions	Total Equalized Value of Exemption	Percent of Value Exempted
422800	13500	TOWN OWNED PROP (RPTL 406(1)	2	\$7,800.00	0.01
422800	41800	PERSON AGED 65 YRS	RPTL 467	5	\$279,590.00	0.50
422800	41834	ENH STAR	RPTL 425	22	\$1,469,600.00	2.64
422800	41854	BAS STAR	RPTL 425	66	\$1,980,000.00	3.56
422800	99999	STAR Check		21	\$0.00	0.00
				116	\$3,736,990.00	6.72